Division of Elementary and Secondary Education - Special Education Unit
Advisory Council for the Education of Children with Disabilities
State Systemic Improvement Plan (SSIP) and
State Personnel Development Grant (SPDG), April 2020

Strategy One: Create a system of support that is aligned with other DESE Units and is differentiated based on LEA needs as evidenced by data.

Please note the revised Theory of Action for the SSIP. Revisions reflect the addition of the DESE initiatives that are the focus of agency coherence to support students with disabilities. Strategy One continues to focus on creating a coordinated system of support that outlines the necessary organizational structures for the way in which LEA services and supports are identified, managed, and differentiated at the state-level.

Strands of Action	If DESE	Then	Then
Collaboration / Create a system of support that is aligned with other DESE Units and is differentiated based on LEAs' needs as evidenced by data.	...aligns and coordinates existing resources, systems, and DESE initiatives: High Reliability Schools, Professional Learning Communities, High-Leverage Practices, Advancing Inclusive Principal Leadership, Reading Initiative for Student Excellence (RISE), and Response to Intervention	...DESE will more effectively leverage resources to improve services for SWD ...DESE will increase the reach and impact of its work with LEAs	...LEAs will have the knowledge and skills necessary to provide high-quality, evidence-based services and supports for SWD by accessing resources, professional development, and technical assistance from DESE
PD/TA Development and Dissemination / In collaboration with other DESE Units, restructure Arkansas' Response to Intervention model using evidence-based personnel development to implement a multi-tiered system of supports for behavior and academics, with a focus on literacy.	...creates a system of professional development and technical assistance that is aligned with other DESE Units and is differentiated based on LEAs needs ...designs and implements evidence-based PD and TA for educators of SWD ...restructures Arkansas' Response to Intervention model using evidence-based PD and TA to implement a multi-tiered system of supports for behavior and literacy	...DESE will increase its ability to support LEAs capacity to implement evidence-based systems and practices ...DESE will have aligned and effective resources available to support LEAs in differentiated and individualized evidence-based practices for all SWD	...All children with disabilities will receive individualized services in the least restrictive environment and demonstrate improved educational results and functional outcomes.

Agency Collaboration/Coherence:

Collaboration with the DESE - Office of Coordinated Support and Services (OCSS), Division of Learning Services-Special Education Unit, Division of Public School Accountability and Division of Educator Effectiveness continues. The SSIP Coordinator has continued to collaborate with the OCSS Behavior Leadership Support Coach and Special Education Leadership Support Coach to support most SSIP targeted buildings.

The SSIP Coordinator and SPDG Director continue to work with DESE Leadership to coordinate professional development opportunities to support implementation of a multi-tiered system of supports for behavior and academics. Work continues towards the development of a DESE-SEU Systems Coaching Model that reflects the revised theory of action. This coaching model will include aspects of the broader DESE initiatives, including: Professional Learning Communities, High Reliability Schools, High Leverage Practices, Inclusive Practices, Systems Coaching and Instructional Coaching.

Using WestEd's National Center for Systemic Improvement SSIP Infrastructure Development Planning Tool, the DESE obtained the following results when reflecting on the implementation of the SSIP:

SSIP Infrastructure Rubric: Arkansas

Implementation Stages	Competency Drivers			Performance Assessment (Fidelity)	Organizational Drivers			Leadership Drivers
	Selection	Training	Coaching		Decision Support Data System	Facilitative Administration	System Intervention	Technical & Adaptive
5) Full Implementation	4.5	5.0				4.5		4.5
4) Initial Implementation			4.0	4.0	3.5		4.0	
3) Installation Stage								
2) Exploration Stage								
1) Pre-Exploration								
Average Score		4.5		4.0		4.0		4.5

Progress Towards the State-identified Measurable Result (SiMR)

Measurement Calculation for FFY2018:

A. Number of SWD with a VAS in reading at participating schools and grade levels.	730
B. Number of SWD whose VAS in reading is categorized as low	296
C. Number of SWD whose VAS in reading is categorized as moderate	332
D. Number of SWD whose VAS in reading is categorized as high	102
Percent of SWD in grades 3-5, from the targeted schools, whose value-added score (VAS) in reading is categorized as moderate or high for the same subject and grade level in the state. ((C+D)/A)*100	**59.45%**

Number of SWD with a VAS in reading at participating schools and grade levels (A)	Number of SWD from the targeted schools, whose VAS in reading is categorized as Moderate or high (C +D)	Percent of SWD in grades 3- 5, from the targeted schools, whose value-added score (VAS) in reading is categorized as moderate or high for the same subject and grade level in the state	FFY 2018 Target	Target Met
730	434	59.45%	62.53%	N

FFY	2017	2018
Percentage of SWD in grades 3-5, from the targeted schools, whose value-added score (VAS) in reading is categorized as moderate or high for the same subject and grade level in the state.	50.63%	59.45%

Strategy Two: In collaboration with other DESE Units, restructure Arkansas' Response to Intervention (RTI) model using evidence-based personnel development to implement a multi-tiered system of support for behavior and academics, with a focus on literacy.

Goals for the State Personnel Development Grant

- Develop statewide RTI resources and tools in the areas of behavior and literacy.
- Increase the capacity of regional and district teams to deliver high quality RTI professional development.
- Improve educators' ability to implement RTI with a focus on evidence-based literacy and behavior support practices.
- Improve literacy and behavior outcomes for all students, especially students with disabilities.

Regional Capacity Update The Regional Capacity Assessment is administered at least annually in all formal partnerships with Educational Service Cooperatives (ESC). The RCA is designed to assist ESCs in their efforts to effectively support districts. It determines the systems, activities, and resources that are necessary for an ESC to be able to facilitate district level implementation and scaling up of effective innovations. In FFY18, SPDG began working with one of the fifteen ESCs in Arkansas on assessing the capacity of the Regional Implementation Team (RIT). The first administration of the SISEP Regional Capacity Assessment was in October 2018 and serves as baseline data. The Regional Implementation Team completed the second RCA in September 2019. The assessment was facilitated by the SPGD Director and RTI Literacy Coordinator and examined the following components of RIT capacity:

- Leadership
  - Leadership
  - Action Planning
- Competency
 - Fidelity - Performance Assessment

- Staff Selection
- Training
- Coaching
- Organization
  - Decision Support Data Systems
  - Facilitative Administration
  - Systems Intervention
- Stage-based Functioning
  - Stage-based Functioning

Short-Term and Long-Term Goal

The Regional Implementation Team will complete this assessment at least annually.

Short-term goal: A 10% annual increase in total number of indicators in place.

Long-term goal: 80% of the indicators in place.
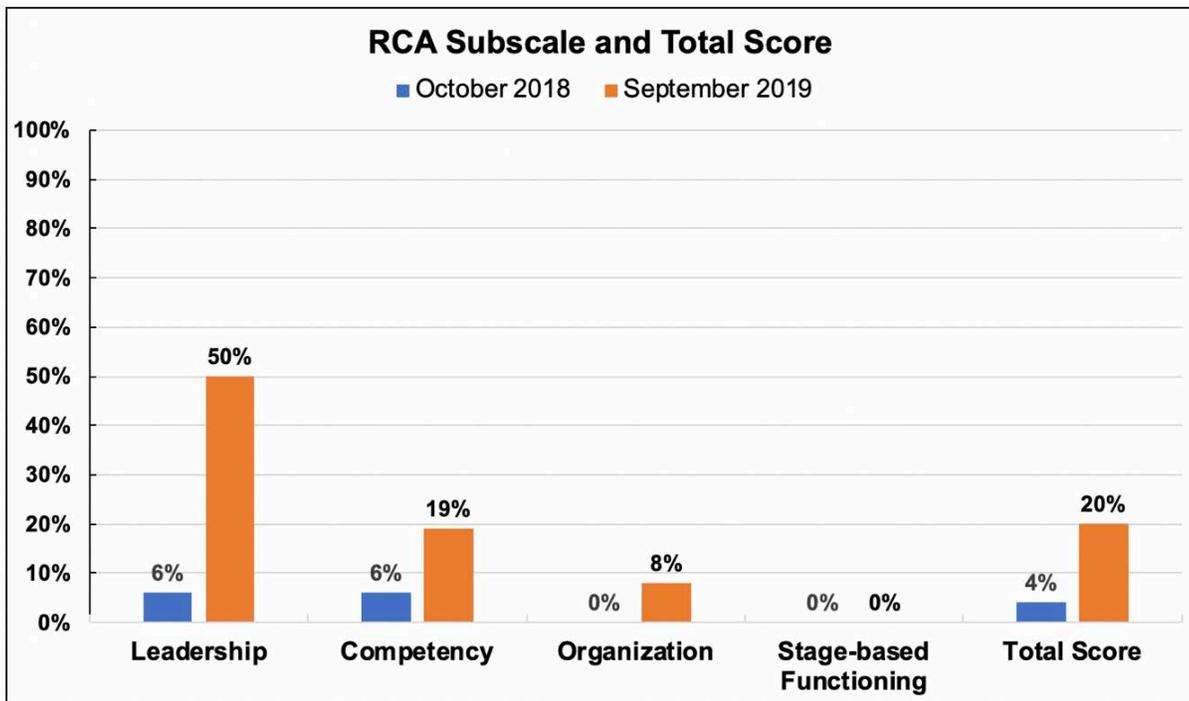
During this reporting cycle, the RCA was administered in September 2019, and the RIT's total score showed 20% of indicators in place. The RIT met the short-term goal of an overall increase of 10%. Data indicated the ESC made huge strides in leadership but needs to focus on competency, organizational structures, and stage-based functioning. The ESCs development of a Regional Implementation Team and the creation of a Regional Implementation Plan contributed to the significant growth in leadership. The ESC continues to work on processes and supports needed for operationalizing and assessing the RIT's capacity to perform intermediary functions between state and local agencies, which will strengthen the organizational structure. Based on 2019 RCA data, the RIT created goals and action planning related to RIT team development, supporting district leadership, and supporting training and coaching initiatives. The ESC has created sub-committees to focus on each low performing competency driver and develop processes and resources to increase the RIT's shared knowledge and capacity to support districts.

District Level RTI Implementation Update

The District Capacity Assessment is administered at least annually in all SSIP targeted schools. The purpose of the DCA is to provide a structured process to assess capacity needs in order to support RTI and the development of a district action plan. It provides the District Implementation Team with information needed to monitor progress towards district and building RTI goals; support a common infrastructure for the implementation of RTI to achieve desired outcomes for students; and provide district and state leadership with a regular measure of the capacity for implementation and sustainment of RTI. The District Implementation Team completes the DCA with the assistance of a trained administrator and a facilitator. The DCA is usually administered by the SPDG staff and facilitated by a district implementation team member.

Short-Term and Long-Term Goal

The District Implementation Team will complete this assessment at least annually.

Short-term goal: 10% increase from the previous year of the total number of indicators scored in place.

Long-term goal: 80% of the indicators in place.

78% of SSIP targeted districts met the threshold for the 2018-2019 reporting year. 56% of the target schools met the short-term goal of indicators in place and 22% met the long-term goal of 80% of indicators in place.

School Level RTI Implementation Update

In order to measure implementation fidelity for literacy and behavior, schools implement the PBIS Tiered Fidelity Inventory and the Reading-Tiered Fidelity Inventory.

The Tiered Fidelity Inventory tool is used to help schools assess the implementation of a school-wide reading model. Developed by the Michigan Department of Education's Integrated Behavior and Literacy Support Initiative (MIBLSI), the tool was reviewed by national experts and first used in the 2017 – 2018 school year. There is an elementary and secondary version of the tool to differential requirements at each level. The Inventory is divided into three sections (Tier I: Teaming, Implementation, Resources, Evaluation; Tier II and, Tier III Indicators) that can be used separately or in combination to assess the extent to which core features are in place. The purpose of the SWPBIS-Tiered Fidelity Inventory is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of PBIS. The Inventory is divided into three sections (Tier I: Universal PBIS Features; Tier II: Targeted PBIS Features; and, Tier III: Intensive PBIS Features) that can be used separately or in combination to assess the extent to which core features are in place.

Short-Term and Long-Term Goal

Literacy

Short-term goal: 10% increase from the previous year of the total number of indicators in place.

Long-term goal: 80% of the R-TFI indicators in place.

One school team reported a 10% increase in the R-TFI score from the last reporting cycle.
72% of school teams met the long-term goal of having 80% of the indicators in place.

Behavior

Short-term goal: 10% increase from the previous year of the total number of indicators in place.

Long-term goal: 70% of the SWPBIS-TFI indicators in place.

90% of the schools that reported Tier I PBIS fidelity data, have a score of at least 70% or have increased their score by 10% from the previous year's assessment. Installation and planning for Tier II PBIS took place during the 2018-2019 school year. Teams are in the Initial Implementation phase of Tier II PBIS.

Student Level RTI Update for SSIP Targeted Schools

An evidence-based, nationally normed literacy screener is required to be adopted and administered in every SSIP district. Each district selects the "best fit" universal screener which is used to identify students who may be at risk for reading difficulties. The results of the screener allow for more focused high-quality instruction, early intervening, and monitoring of progress. All SSIP districts currently have selected and are using a universal literacy screener. Office discipline referrals are being collected as a student outcome measure. The Arkansas Student GPS Dashboard allows educators to utilize educational data in practical and powerful ways, enabling data-based decision-making. The state system provides access to academic and behavioral dashboards that serve as an early warning system for helping teachers and administrators ensure that every student reaches his/her potential. The dashboard aggregates data from existing sources and indicates a comprehensive view of each student (including items such as student demographic information, grades and credits, attendance, discipline, state assessment data, local assessment data, college and career readiness, and interventions) as well as roll-up views of the data for classrooms, schools and districts. The dashboard serves as a valuable instructional tool at the classroom, building, and district levels at no cost to the districts. The discipline reporting feature allows districts to view graphs of office discipline referrals by time of day, location, discipline incident, action, grade, and student demographics (race, student with disability, 504, Title I, gifted).

Long-Term Goal for Student Outcomes

Literacy

Schools within districts that are maintaining fidelity or demonstrating annual improvements in fidelity (based on the R-TFI) will show an increase of at least 6% percentage points on grade level literacy.

The SPDG expects that as a district increases in capacity to support RTI (as measured by the DCA), then schools will have a greater level of implementation fidelity for literacy (as measured by the R-TFI), which should impact student outcome data.

Sixty-four percent of school teams who administered the R-TFI met either the short or long-term goal for fidelity. Forty-three percent of schools who met the fidelity threshold also met the goal of increasing student outcomes by at least six percentage points on grade level literacy.

Of the thirty-six percent not reporting an increase in the R-TFI data, fifty percent met the goal of increasing student outcomes by at least six percentage points on grade level literacy.

Behavior

Eighty percent (80%) of schools within districts that are maintaining fidelity or demonstrating annual improvements in fidelity (based on SWPBIS-TFI) will demonstrate annual reductions in office discipline referrals (ODRs).

The SPDG expects as a district increases capacity to support RTI (as measured by the DCA), then schools will have a greater level of implementation fidelity of PBIS (as measured by the SWPBIS-TFI), which will decrease office discipline referrals.

In 2017 - 2018, the SSIP targeted schools reported 4,138 ODRs, which revealed a 38% reduction in the number of reported ODRs for 2016 - 2017. Additionally, for 2017 - 2018, 47% of the SSIP targeted schools reported a decrease in the total number ODRs. In 2018 - 2019, the SSIP targeted schools reported 2,251 ODRs representing a decrease of 46% from the previous year, as well as,

87% of the SSIP targeted schools reported a decrease in the total number of reported ODRs. The reduction in office discipline referrals is evident in the collected data represented in the below chart.

ODR Data for SSIP Targeted Schools			
Year	Number Reportable ODRs	Percent of ODR Reduction from the Previous Year	Percent of Schools Reporting a Decrease in Total Reported ODRs
2017 - 2018	4,138	38%	47%
2018 - 2019	2,251	46%	87%