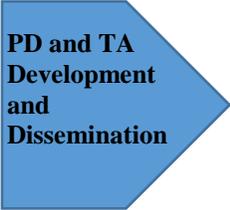


**Division of Elementary and Secondary Education - Special Education Unit
Advisory Council for the Education of Children with Disabilities
State Systemic Improvement Plan (SSIP) and
State Personnel Development Grant (SPDG), January 2020**

Strands of Action	If DESE	Then	Then	Then
 <p>Collaboration</p>	<p>...aligns and coordinates existing resources, systems and initiatives</p>	<p>...DESE will more effectively leverage resources to improve services for SWD ...DESE will increase the reach and impact of its work with LEAs</p>	<p>...LEAs will have the knowledge and skills necessary to provide high quality, evidence based services and supports for SWD by accessing resources, PD, and TA from the DESE</p>	<p>...All children with disabilities will receive individualized services in the least restrictive environment and demonstrate improved educational results and functional outcomes</p>
 <p>PD and TA Development and Dissemination</p>	<p>...creates a system of PD and TA 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' RTI model using evidence based PD and TA to implement a multi-tiered system of supports for behavior and academics</p>	<p>...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</p>		

Strategy One: Create a system of support that is aligned with other Division of Elementary and Secondary Education (DESE) Units and is differentiated based on Local Education Agency (LEA) needs as evidenced by data.

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. This strategy focuses on building the infrastructure needed for the DESE to be more effective in leveraging resources that will improve services for all students (including students with disabilities) and increasing the reach and impact of its work with LEAs.

Update:

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 a new Special Education Leadership Support Coach to, in part, support most SSIP targeted buildings.

The SSIP Coordinator and SPDG Director are working with DESE Leadership to coordinate professional development opportunities to support implementation of a multi-tiered system of supports for behavior. The goal is to team with other DESE leaders to engage stakeholders with planning a statewide professional development opportunity regarding behavior and mental health in conjunction with the AAEA Annual Conference. A draft infographic for LEAs depicting the continuum of supports

for behavior has been created by multiple DESE units and is being reviewed by DESE leadership for approval.

Five Arkansas Collaborative Consultant (ACC) directors have been involved with DESE's coaching initiative, Make it Happen. This group of directors will assist the SSIP Coordinator with developing a statewide coaching model for all collaborative consultants to utilize to support LEAs. 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.

The [ACC](#) is comprised of the following:

- **Arkansas Co-Teaching Project**
- **Arkansas Transition Services (ATS)**
- **Behavior Support Specialists (BSS)**
- **Brain Injury Services**
- **Children and Youth with Sensory Impairments (CAYSI)**
- **Easterseals Arkansas Outreach Program and Technology Services (ESOPTS)**
- **Educational Audiology/Speech Resources (EARS)**
- **Educational Services for Visual Impairments (ESVI)**
- **Speech-Language Pathology Services and Assistant/Aide Program**

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.

Update:

The Arkansas State Personnel Development Grant (SPDG) team provided positive behavioral interventions and supports (PBIS) training to area districts between September and December of 2019. During this time period, 61 individuals completed the survey about their experience attending a PBIS training. Below is an overview of the results from the survey.

Assessment of Training Elements

- Between 94 and 100 percent of attendees who responded to the survey agreed or strongly agreed with the training element statements about the delivery and organization of the training.
- All respondents felt the training was aligned with the goals or priorities of their district.
- A small portion of respondents (6 percent) indicated that they did not understand the next steps their team needed to accomplish before the next training.

Impact on Content Knowledge

- Training attendees who responded to the survey indicated an increase in their content knowledge after attending the training.
- Before the training, 18 percent of attendees said they had above-average knowledge of the PBIS content, compared to 70 percent after the training.

- Before the training, 22 percent of respondents indicated that they had some or no knowledge of the PBIS content. However, after the training, only two percent of respondents said they had some knowledge, with all other respondents saying they had average or above average knowledge of the content.

The Arkansas State Personnel Development Grant (SPDG) team provided response to intervention training for secondary school (RTI training for high school) to area districts between September and December of 2019. During this time period, 198 individuals attended an RTI training for high school, with 72 of those attendees completing the training survey about their experience. Below is an overview of the results from the survey.

Assessment of Training Elements

- In total, 94 percent or more of training attendees who completed the survey either strongly agreed or agreed with each of the training element statements about the delivery and organization of the training.
- All attendees who completed the survey indicated that the training was aligned with the goals and priorities of their school and that the agenda and objectives for the training were clear.
- A small proportion of respondents (6 percent) noted that the presentation of the information and content could be more effective and that the training was not aligned with the goals and priorities of the district.

Assessment of Training Application

- Most attendees who completed the survey agreed or strongly agreed with the training application statements (89 percent to 98 percent).
- Nearly all respondents (98 percent) indicated they gained skills in the training for other initiatives that their school is implementing.
- Some attendees who completed the survey (11 percent) suggested they cannot use the skills gained in the training for other initiatives that their district is implementing.

Impact on Content Knowledge

- Fifty-one percent of the training attendees who responded to the survey said they have above-average knowledge of the covered content areas after the training, compared to only 17 percent before the training.
- Prior to the training, 52 percent of all respondents indicated they had some knowledge or no knowledge of RTI for high school. After the training, only four percent of respondents said they had some knowledge, with all other respondents indicating that they had average or above average knowledge of RTI for high schools.

The Arkansas State Personnel Development Grant (SPDG) team provided response to intervention training (RTI) to area school districts between September and December of 2019. During this time period, 179 individuals attended an RTI training, with 158 of those attendees completing the training survey about their experience. Below is an overview of the results from the survey.

Assessment of Training Elements

- Between 90 to 96 percent of attendees who responded to the survey agreed or strongly agreed with the training element statements about the delivery and organization of the training.
- Nearly all respondents (96 percent) indicated the training accomplished the stated objectives and noted that the training materials were appropriate and supported learning.
- Some attendees (10 percent) suggested that the amount of information and content did not fit into the time allocated for the training.

Assessment of Training Application

- The majority of training attendees who responded to the survey (92 percent to 96 percent) agreed or strongly agreed with the training application statements.
- In total, 96 percent of respondents indicated they can use the skills gained in the training for other initiatives that their district is implementing and that the training provided important information critical to the success of RTI.

- Eight percent of attendees who completed the survey did not feel their knowledge, skills, or confidence were enhanced as a result of the training.

Impact on Content Knowledge

- Training attendees who completed the survey indicated an increase in their content knowledge of RTI after attending the training.
- Before the training, 30 percent of attendees said they had above-average knowledge of RTI, compared to 74 percent after the training.
- Nearly all attendees (98 percent) indicated having average or above average knowledge of RTI after the training.
- Before the training, 30 percent of respondents felt they had no knowledge or some knowledge of RTI. After the training, only two percent felt they had some knowledge and zero respondents said they had no knowledge.