

**MISSOURI PART B
INDICATOR 17:
STATE SYSTEMIC
IMPROVEMENT PLAN
(SSIP)**

2013-14 through 2018-19

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Missouri Department of Elementary and Secondary Education

Office of Special Education

State Systemic Improvement Plan (SSIP) – Phase II Submission

Summary of Phase I:

As part of the process of developing the State Systemic Improvement Plan (SSIP), the state of Missouri data analysis identified a number of areas needing attention and improvement including early childhood outcomes, discipline, graduation and dropout rates, and student academic performance in English language arts and mathematics (two academic areas with annual statewide data). The fact that academic performance of students with disabilities (SWD) in English language arts and mathematics was significantly and consistently below state targets provided an incentive to focus on improving academic outcomes. Data clearly indicated that SWD spent most of their time in general education classrooms which strongly suggested that the focus needed to be improvement of learning in the general education setting. The premise that improving student performance could positively influence other areas like discipline, attendance, dropout rates, graduation rates, and post-school outcomes added weight to the decision to focus on academic outcomes. No stakeholder group or stakeholder group individual argued for a different area of focus.

The initiative to focus the State Systemic Improvement Plan (SSIP) on improving student academic outcomes was named the Collaborative Work (CW). In addition to a review of data, part of the preparatory process involved a review of reliable literature and research related to effective practices of successful districts. One piece of research was Moving Your Numbers, a study conducted under the guidance of Martha Thurlow, Director of the National Center on Educational Outcomes (NCEO) and supported by the Office of Special Education Programs (OSEP). The Moving Your Numbers study reviewed five districts, varying in size from fairly small to very large, each of which made substantive positive changes for students with disabilities. From that study, they identified six essential practices common to each of these districts. The six common practices are:

- Use data well;
- Focus your goals;
- Select and implement shared instructional practices (individually and as a teacher team);
- Implement deeply;
- Monitor and provide feedback and support; and,
- Inquire and learn (at the district, school, and teacher team level).

Missouri also had some positive experiences with developing building level teams through two statewide programs: School-Wide Positive Behavior Supports (SW-PBS, a research-based program) and Professional Learning Communities (PLC). We borrowed important aspects of those collaborative teacher models but expanded the building participants to include all teachers. This was an intentional decision that reflected concerns about the potential for a small subset of teachers to sustainably improve building-wide/district-wide results without getting all other teachers involved.

Finally, we turned our attention to what teachers could do collaboratively that bring about results throughout a school/district. One of the most influential resources was *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement* by John Hattie. What was particularly impressive about Hattie’s work was his use of “effect size” to help describe why some practices were better than others. This body of work helped identify a few teaching/learning practices that analysis showed got high effect sizes for all students including students with disabilities. Pulling from all of this research, the Collaborative Work/SSIP focused on training all teachers in a building to work on teams which focused on helping each other: learn effective teaching/learning practices, administer common formative assessments to provide data related to the effects of the teaching/learning experience, and use data collectively to discuss and make decisions about next steps.

Determining the infrastructure’s ability to support the elements of the Collaborative Work (collaborative teams, effective teaching/learning practices, common formative assessments, and data-based decision-making) was included in the infrastructure analysis as it was important to analyze the Statewide System of Supports (SSOS) within the context of successfully implementing a major initiative focused on student performance outcomes for students with disabilities. That analysis identified areas of risk that needed to be addressed to build an infrastructure capable of supporting schools implementing the pilot. The CW pilot includes around 310 buildings in all parts of the state. These buildings represent the demographics of the state as a whole so we are comfortable about being able to transfer the learnings of the pilot to scaling the project statewide.

Indicator 17: State Systemic Improvement Plan

Baseline Data

	FFY	2013	2014
English/Language Arts		17.4%	24.2%
Mathematics		20.4%	18.3%

FFY 2013 – FFY 2018 Targets

	FFY	2014	2015	2016	2017	2018
English/Language Arts		18.4%	19.4%	20.9%	22.4%	23.9%
Mathematics		21.4%	22.4%	23.9%	25.4%	26.9%

Description of Measure: State Identified Measurable Results (SIMR)

Missouri’s State Identified Measurable Results (SIMR) for students with disabilities is focused on improving proficiency outcomes in the areas of English/Language Arts and mathematics. Approximately 310 schools are voluntarily participating in a multi-year pilot project to validate the selected effective practices. This pilot initiative is called the Collaborative Work. Our SIMR is based on the outcomes for these 310 schools, and we will scale the process if this pilot process produces anticipated results. Missouri’s SIMR, therefore, is to increase the percent of students with disabilities in tested grades who will perform at proficiency levels on state assessments (excluding alternate assessments) in English/Language Arts and mathematics in the Collaborative Work pilot schools by 6.5 percentage points by 2018.

State Systemic Improvement Plan (SSIP) – Phase II

Phase II Component # 1: Infrastructure Development

1(a) Specify improvements that will be made to the state infrastructure to better support LEAs to implement and scale up EBPs to improve the SIMR for children with disabilities.

The initial analysis of Missouri’s statewide system of supports focused on what it would take to successfully implement the Collaborative Work (CW), Missouri’s pilot of the SSIP. The CW was developed under the State Personnel Development Grant (SPDG). Data clearly indicated that SWD spent most of their time in general education classrooms so the CW was focused on improvement of learning in the general education setting. CW was intentionally designed around four major elements: collaborative data teams, effective teaching and learning practices, development and use of common formative assessments, and data-based decision-making. Each of these components can be viewed and measured for fidelity individually or as part of the overall CW process. We began by developing sufficient detail around each CW activity and the involvement of each major participating stakeholder category (school leader, professional development provider, educator, etc.) to facilitate identification of weaknesses/strengths in the system. Data related to each of those major activities and participants is collected to help inform judgments regarding what it takes to conduct a successful pilot in schools across the state and then what it takes to scale the process to allow access to any school or district. By constantly collecting, analyzing, and making determinations regarding the strengths and concerns of the system as it evolves, we can be intentional about developing resources and processes to address concerns and take advantage of strengths. Like any good business, we pay as much attention to evaluating the process at all levels as we do the progress at each level.

The initial infrastructure question was who/what was best situated to support districts and schools statewide and be able to sustain that support over many years. Understanding the time and uncertainty required in building a statewide system through competitive contract and the real capacity limitations related to ongoing involvement with individual schools and districts by agency staffs, much of the attention quickly focused on the Regional Professional Development Centers (RPDCs). These regional centers were one of the few existing resources that seemed viable to transform into a statewide support system. Several positive attributes were evident from the beginning:

- The state has a significant investment in and reliance on the RPDCs to provide ongoing supports but not targeted interventions.
- The RPDCs have been trained in some practices that are valued as part of the Statewide System of Support (SSOS) such as collaborative team decision making (SW-PBS and PLC) and data driven decision-making.
- RPDCs represent one of the few resources available regionally.
- Most RPDCs are attached to state universities which may provide an advantage in the future as we consider scaling the process and connecting better with institutions developing our teachers of the future.

A study which provided insights related to a statewide system of supports (SSOS) was Moving Your Numbers conducted under the guidance of Martha Thurlow, Director of the National Center on Educational Outcomes and supported by the Office of Special Education Programs in helping us

focus on the right work. In a subsequent segment of *Moving Your Numbers* devoted to “The Critical Role of SEAs in Facilitating School District Capacity to Improve Learning and Achievement for Students with Disabilities,” they outlined several key features of a functional system necessary to implement scalable support for sustainable improvement: Those key features are:

- A functional system goes beyond integration to unification
- Redesign work at all levels to be about improving the capacity at other levels (coherence)
- Redefine scale by designing state-developed products and tools for universal access and applicability
- Ensure the intentional use by all regional providers of a consistent process and a connected set of state-developed tools

In that same segment devoted to State Education Agencies (SEAs), they provided additional recommendations to promote scalability and sustainability of effective practice:

- Support shared work on improvement of instructional practice and achievement
- Promote a culture of shared accountability
- Redefine leadership as a set of essential practices that must be implemented at all levels
- Provide consistent structures for helping people put essential practices in place

Moving Your Numbers and Visible Learning: A Synthesis of over 800 Meta-Analyses Relating To Achievement by John Hattie were influential in designing the Collaborative Work and describing important attributes of a statewide system that would be essential to a successful system. Necessary system attributes were viewed not on the ability of any single RPDC but on the ability of the collection of regional centers to function as a cohesive statewide unit. The infrastructure process model included the following essential tasks for three levels:

Level	Major Tasks
SEA—state with significant business partners	<ul style="list-style-type: none"> • Provide financial resources for RPDCs and schools • Provide evidence-based resource materials that are consistent across the state (every region) • Determine an appropriate amount of personnel support (1.0 FTE for every 10 schools) • Provide access to and train CW consultants on the evidence-base resources through shared learning experiences • Develop data collection tools to evaluate process and progress and provide feedback to RPDC staff • Review data and make modifications as necessary to guide the process and inform participants • Evaluate process, progress and outcomes • Support RPDCs
RPDC staff (directors and CW consultants)	<ul style="list-style-type: none"> • Learn and practice the resource materials in order to train and support schools • Use data to monitor the process and progress of the region and of its schools

	<ul style="list-style-type: none"> • Provide ongoing support in the form of training and coaching to assigned schools • Provide data on process and progress to schools to help them understand strengths and weaknesses • Support schools
Schools	<ul style="list-style-type: none"> • Ensure all staff participate • Learn and practice the elements selected for training to a point of mastery • Monitor all elements of the process in the school • Administer and review results of common formative assessments—reteach students who need additional help and retest • Review data to better understand the effects of the teaching/learning practice and what needs to work better • Provide data as requested to help measure process and progress • Support students

To ensure the state could meet its commitment, we contracted with a business partner (the University of Missouri-Kansas City) to help make decisions, develop materials with support from other partners, provide training opportunities, and monitor quality of product and delivery. A risk analysis of the RPDCs identified a snapshot of our initial major areas of interest and our judgments of the health of the “system” based on past experience, observations, knowledge, and data. The analysis helped guide decisions related to activities that would be necessary to help RPDCs collectively be successful in supporting participating schools. The following chart identifies areas of particular concern and activities initiated to address each concern.

RPDC Areas of Concern	Activities to Address the Risk
Creating cohesion among the independent Regional Professional Development Centers (RPDCs),	<ul style="list-style-type: none"> • Conducted periodic meetings with the RPDC directors as a group • Established uniform business rules for the RPDCs • Established non-negotiables and flexibilities within the contracted work • Created transparency in staffing and funding • Involved RPDC staffs in materials development
Defining processes and developing tools to bring the project to scale	<ul style="list-style-type: none"> • Developed tools to track time and effort of contracted RPDC staffs funded through the CW initiative. • Developed tools to track data regarding teaching/learning strategy being used, frequency of common formative assessments and numbers/percentages of students who improved upon retest • Conducted a review of progress, discussed concerns/limitations, and modified or developed new strategies to address concerns/limitations
Developing and implementing uniform quality standards for RPDC staff in the areas of	<ul style="list-style-type: none"> • Created uniform structures for articulating required skills, knowledge and competencies throughout all projects embedded in the consolidated contracts

skills, knowledge and competencies	<ul style="list-style-type: none"> • Embedded uniform quality standards in the state’s consolidated contract with each RPDC • Proposing a credentialing process to provide additional quality control in future
Creating in-state knowledge specific to the Collaborative Work	<ul style="list-style-type: none"> • Conducted Shared Learning training involving all RPDC staff funded under the consolidated contract • Discouraged bringing in outside presenters for one-day workshops
Developing capability and capacity to provide group coaching	<ul style="list-style-type: none"> • Developed a training package for training RPDC staff on group coaching
Creating and implementing uniform standards for high quality professional development delivery	<ul style="list-style-type: none"> • Developed uniform standards for High Quality Professional Development (HQPDC) • Made meeting those HQPD standards part of the quality control evaluation process
Creating and implementing a uniform quality process for materials development	<ul style="list-style-type: none"> • Contracted with the University of Missouri Kansas City (UMKC) to develop and administer a uniform process for materials and training development
Strategic use of technology to enhance and bring efficiency to technical assistance/ professional development	<ul style="list-style-type: none"> • Trained RPDC staffs on use of technology for learning and some of the different devices and apps available to them • Provided swivel cameras for gathering/documenting exemplary implementation
Using data to guide decisions observed in the RPDC operations	<ul style="list-style-type: none"> • Created and disseminated regional reports based on data collected regarding teaching/learning practices, formative assessments, consultant use of time • Provided monthly reports to RPDCs regarding building participation, strategies used by schools and how staff spend their time

It is anticipated that these changes will better align the work of the regional providers across the state. Better alignment and improved reporting tools will improve our ability to evaluate the work of the RPDCs and their effect on supporting schools in the CW process. Better evaluations will help the State Education Agency (SEA) make better decisions regarding improving the capacity of RPDCs and building capacity through other means. Data reviewed indicates capacity limitations of the RPDCs for reaching statewide implementation. Recent calculations of what it takes to scale the CW work indicate it would take over 20 years to reach all districts/schools in the state with RPDC reliance on personnel serving limited numbers of buildings. Statewide implementation will require a model that helps districts/schools build their internal capacity to train, monitor and evaluate the effectiveness of their implementation. Changes are being made within the system to accommodate the statewide process.

1(b) Identify the steps the state will take to further align and leverage current improvement plans and initiatives in the state, including general and special education, which impact children with disabilities.

Developing the CW so it fits within a larger system of change and supports is critical. The rationale for this systems approach is reinforced in a December 17, 2015, article published by the Center for International Benchmarking. In that article, Marc Tucker described the importance of intentionally fitting pieces into a system of education. We believe systems development—a system with a central set of principles guiding the work—is critical to improving education.

“The single most important challenge we face in education policy is how to build effective education systems at the scale of a state or a nation. But what I just told you is that Americans are not clamoring for evidence as to what strategies work best to build effective education systems at the scale of a nation or state. Nor have they given any indication that they would use such evidence to build more effective education systems if they had it.

Among the many reasons for that, I believe, is that our researchers most highly value research methods that are not well adapted for the study of large-scale education systems. There are a great variety of education research methods that are in use. But the dominant model is one that is designed to isolate and measure the effects of a single defined intervention such as, for example, a particular method of teaching reading, delivering professional development or financing schools. But there is every reason to believe that the superior results we see in the top performing countries are the results of the way many particular features of policies and practices are combined in their systems. The design of the whole system is the most important variable. The way the various components of the system are combined is the crucial element. The underlying principles driving the whole design are very important and the fidelity of each element of the design to those principles is no less important. The most highly regarded conventional research methods can’t tell us much about how to design effective systems on the scale of states, provinces and nations, in the sense of producing statements of the form of A produces B produces C produces the result you are looking for.”

With those challenging beliefs already in place, the Collaborative Work was first conceptualized in Missouri’s State Personnel Development Grant (SPDG) application. That grant opportunity helped establish an expert panel to guide initial development, an ongoing management team to guide major decisions regarding the initiative, and formation of many teams involved in developing, vetting, training, etc. Missouri’s SPDG application was approved.

When the Office of Special Education Programs (OSEP) renewed its focus on outcomes for students with disabilities, the SPDG/Collaborative Work pilot became the State Systemic Improvement Plan (SSIP)--we lacked the resources to set out on a different journey. Our data and discussions with stakeholder groups identified student academic outcomes and the major problem to solve for students with disabilities. The CW design as described in the SPDG documents met all of the SSIP requirements and was our Office of Special Education’s major area of focus. As the process progressed and became more concrete, CW/SSIP elements (collaborative data teams, teaching and learning practices, common formative assessments, and data-based decision making) were incorporated into the framework of Missouri’s Top 10 by 20 Plan. The state plan framework rightfully focuses on building a system support for all schools/teachers/and students organized around the areas of leadership, collaborative cultures, teaching and learning practices, assessments, data-based decision-making and students/families/community to ensure:

- Goal 1: All Missouri students will graduate college and career ready.
- Goal 2: All Missouri children will enter kindergarten prepared to be successful in school.
- Goal 3: Missouri will prepare, develop and support effective educators.
- Goal 4: The Missouri Department of Elementary and Secondary Education will improve departmental efficiency and operational effectiveness.

The strategies and activities of Goal 1 of the Top 10 by 20 Plan clearly shows the high level of involvement of the Office of Special Education in successful implementation of that plan (Note: under Lead Office the initials SE identify the Office of Special Education). Inclusion in the state plan is influencing the CW/SSIP implementation and is accelerating the process for statewide CW implementation. The state plan calls for using the elements of the CW as an on-line resource framework for the roll-out of the Multi-Tiered System of Supports (MTSS) for all districts/schools. The SSIP/Collaborative Work process provides initial and on-going training and support/coaching through RPDCs. The statewide system of supports process will allow more mass customization by including resources and as of yet undefined supports developed through the Collaborative Work as an integral part of the on-line resources for all schools and districts to access. CW materials are being revamped to help schools and districts conduct their own training with no/limited/periodic /or significant outside help. Districts/schools will help decide what additional types of supports they might need. An on-demand pilot is being conducted in a few schools during the 2015-16 school year to test the on-line process and refine the types and levels of support that are needed.

Inclusion of the CW work into Missouri’s Top 10 by 20 Plan is consistent with the assumptions built into developing the CW model. The primary assumption being that affecting student outcomes for students with disabilities requires improving teaching and learning practices in the general education classrooms where most students with disabilities are educated. Inclusion in the Top 10 by 20 Plan requires that all other offices in the MO Department of Elementary and Secondary Education consider how the CW can support the work they do with schools and districts. Those considerations already are being observed as the state intervention plan for provisional and unaccredited districts incorporates the elements of the CW and key staffs from the state intervention process are serving on the MTSS framework design and implementation.

Following is Goal 1 of Missouri’s Top 10 by 20 Plan. The column labeled “Lead Office” indicates the office with major responsibility. The initials “SE” indicate the Office of Special Education.

GOAL 1: All Missouri students will graduate college and career ready.

OBJECTIVE 1: By 2020, student achievement will rank among the top 10 states in the U.S.:

- A. The percentage of students scoring at or above the proficient level on the National Assessment of Educational Progress (NAEP) will increase at each test administration.**
- B. The percentage of students scoring at or above the proficient level on state assessments will increase each year to meet or exceed the annual “on track” MSIP targets for all students and subgroups, placing the state on track to Top 10 performance by 2020.**
- C. The percentage of students scoring below basic will decrease by 1%.**

OBJECTIVE 2: By 2020, all students will qualify for entrance into postsecondary education/training.			
A. The percent of students who achieve a qualifying score or above on a college and career readiness assessment will increase annually.			
B. The percentage of students who graduate will increase annually.			
STRATEGY 1:	Leadership promotes educator development and high academic achievement for all students.	Lead Office	FY16 Targets/Timeline
ACTION 1:	Support local education agency (LEA)/school leadership to improve student outcomes.	QS	
STRATEGY 2:	A collaborative culture and climate conducive to learning is necessary to provide a supportive environment for the successful development of all students.	Lead Office	FY16 Targets/Timeline
ACTION 1:	Support LEAs/schools in developing collaborative cultures.	SE	2A.1a: Pilot an online training package and supports for developing and implementing collaborative teams by June 2016. <ul style="list-style-type: none"> • Identify volunteer schools and forward brochure and letter (mid-August) • Conduct regional meetings with schools (end-Sept) • Provide supports as dictated—make periodic contacts—quarterly update • Revise modules based on suggestions—June 2016
ACTION 2:	Support LEAs/schools/teachers to implement effective	SE	2A.2e: Pilot an online training package and supports for systems of behavioral supports by June 2016. <ul style="list-style-type: none"> • PBIS

	intervention practices.	CCR	2A.2f: Develop training to support diverse learner model curriculum modules to support Missouri Learning Standards to be completed by December 2015.
STRATEGY 3:	Teacher/learning practices engage students in meaningful learning.	Lead Office	FY16 Targets/Timeline
ACTION 1:	Provide improved access to curriculum, instructional resources and assessments aligned to state standards.	CCR	
ACTION 2:	Support LEAs/schools/teachers in developing teachers' use of highly effective teaching and learning practices.	SE	3A.2a: Pilot online training packages and supports for highly effective teaching and learning practices by May 2016. <ul style="list-style-type: none"> Identify volunteer schools and forward brochure and letter (mid-August) Conduct regional meetings with schools (end-Sept) Provide supports as dictated—make periodic contacts—quarterly update Revise modules based on suggestions—June 2016
STRATEGY 4:	Assessments inform effective teaching and learning.	Lead Office	FY16 Targets/Timeline
ACTION 1:	Support LEAs/schools/teachers in effective use of formative, interim/benchmark, and summative assessments.	SE	4A.1a: Pilot an online training package including online materials and personnel supports, for developing and using formative assessments to guide teaching and learning by June 2016. <ul style="list-style-type: none"> Identify volunteer schools and forward brochure and letter (mid-August) Conduct regional meetings with schools (end-Sept) Provide supports as dictated—make periodic contacts—quarterly update

		SE/QS	<ul style="list-style-type: none"> Revise modules based on suggestions—June 2016 <p>4A.1b: Develop a training package, including online materials and personnel supports for using formative assessments to assist programs in making quality improvements by June 2016.</p> <ul style="list-style-type: none"> Identify volunteer schools and forward brochure and letter (mid-August) Conduct regional meetings with schools (end-Sept) Provide supports as dictated—make periodic contacts—quarterly update Revise modules based on suggestions—June 2016
STRATEGY 5:	Data are effectively used for decision-making at the LEA, school and classroom levels.	Lead Office	FY16 Targets/Timeline
ACTION 1:	Support LEAs/schools/teachers in the collection and effective use of data to guide important decisions.	SE	<p>5A.1a: Pilot an online training package and supports for focusing on effective data collection, organization and analysis by June 2016.</p> <ul style="list-style-type: none"> Identify volunteer schools and forward brochure and letter (mid-August) Conduct regional meetings with schools (end-Sept) Provide supports as dictated—make periodic contacts—quarterly update Revise modules based on suggestions—June 2016
		SE/QS	<p>5A.1b: Develop a training package including tutorials, and online materials and personnel supports for data collection and effective data analysis by June 2016.</p>
ACTION 2:	Implement the use of NCES Course Coding system in all LEAs.	CCR/ ODSM	

STRATEGY 6:	Engage students/parents and/or community stakeholders to mobilize community resources that support student outcomes.	Lead Office	FY16 Targets/Timeline
ACTION 1:	Support LEA/school administrators and teachers to engage and collaborate with families and community members who represent diverse interests and needs.	SE	<p>6A.1a: Pilot an online training package and supports and build regional capacity in working with parents/guardians of secondary students at risk of dropping out of school by June 2016.</p> <ul style="list-style-type: none"> • Identify volunteer schools to work with CCR competency project (mid-August) • Conduct regional meetings with schools (end-Sept) • Provide supports as dictated—make periodic contacts—quarterly update • Conduct site-visits for cohort 1 • Revise modules based on suggestions—June 2016

Activities to link the CW activities and training to the state teacher evaluation process (Goal 3) are also underway. Under consideration is an electronic tool available to all districts to facilitate the ability of school leaders to monitor and evaluate the effects of focused building level professional development on the improvement of teaching/learning practices through the staff evaluation process. Buildings and districts would be able to aggregate their results and have a clear picture of staff improvement during the year or over several years. The data would help them know what is working well at the individual and school levels and what needs more time, effort, resources and/or attention.

CW stakeholders continue to be supportive. Our primary stakeholder group is the Special Education Advisory Panel (SEAP) which provides periodic feedback to the planning and resource effort. Our secondary stakeholder group, the Missouri Council for Administrators of Special Education (Mo-CASE) supports the development and implementation of the MTSS which incorporates academic (CW), behavioral (Schoolwide Positive Behavior Supports (SW-PBS)) and social/emotional (Post-Secondary Success) under one umbrella. Mo-CASE is conducting statewide surveys related MTSS and sharing that information with us. They will be a major supporter and influencer as we involve other organizations and individuals in the MTSS development and implementation and then into the larger system of district support.

The agency Top 10 by 20 Plan and the CW/SSIP are very much aligned and getting closer to being integrated. The implementation of the Top 10 by 20 Plan CW elements is accelerating the CW/SSIP

statewide implementation process with limited on-line resources expected to be accessible by July 1, 2016. Students with disabilities will benefit through increased use of effective teaching/learning practices that research indicates are associated with improved outcomes. The work on the CW/SSIP has been the catalyst for development of academic resources for the MTSS which supports academic, behavioral, and social/emotional outcomes at the universal, targeted and intensive levels.

1(c) Identify who will be in charge of implementing the changes to infrastructure, resources needed, expected outcomes, and timelines for completing improvement efforts.

A State Management Team (SMT), formed as part of the State Personnel Development Grant process, provides oversight to the Collaborative Work. The Management Team is comprised of staffs of business partners closely involved with the overall project (e.g., DESE Co-Director, IHE Co-Director, Project Coordinator, Project Evaluator) as well as DESE staff representing Offices of Quality Schools, Educator Quality, Data System Management, and College and Career Readiness. As Management Team members, they attend monthly meetings, collaborate towards a shared vision, review data regularly, and contribute to the direction and mid-course changes throughout the project. The SPDG Management Team (MT) assumes responsibilities for attending to all of the drivers, with assistance from the SSOS network of teams, external experts, and project purveyors hired through the SPDG to focus on facilitating change in systems and practices at the regional levels. The SPDG MT works closely with the SSOS Quality Control Team (QCT) and the DESE Executive Leadership Team (ELT) to assure systems and professional development are aligned, collaboratively review data, and problem-solve systems issues at all levels. To provide external perspective to the CW/SSIP/SPDG implementation, a panel of implementation advisors reviews and provides feedback on the implementation processes. To provide expertise to the development of HQPD in the focus areas of collaborative culture, data-based decision-making, formative assessment, and specific teaching and learning practices, national and state-level experts will form teams to develop content, processes, and materials. Annually, a SPDG Implementation and Advisory Group, comprised of all state and regional level partners across Missouri as well as the Implementation Advisors and Content Development Teams, meet to reflect on work of the SPDG and provide recommendations for the upcoming year. Lastly, the Regional Professional Development Centers, as an established regional network focused on professional development, have an integral role in implementing the CW/SSIP/SPDG.

The role of purveyors is to facilitate implementation. Purveyors are not directly involved in the work at the RPDC or in districts and schools. Their role is to provide external support at the RPDC level and at the district/school level in the early stages of implementation through full implementation. Specifically, the CW/SSIP/SPDG purveyors assist RPDCs with adopting the statewide model of HQPD and monitoring the fidelity of professional development and the development of teacher learning teams. Similarly, the purveyors monitor fidelity of implementation at the building level of teacher-learning teams as well as implementation of new skills learned through HQPD on the focus content areas. The purveyors directly collect fidelity data and collaboratively review the data with the RPDC and school teams so that implementation can be modified accordingly to improve results. Purveyors work regionally with one purveyor assigned to each RPDC region. Purveyor work is part of the process of quality control.

In addition to the regional purveyors is a technology purveyor. The role of the technology purveyor

is to support the implementation of the Missouri Teacher-Learning Network. The technology purveyor works directly with the web developers as well as the users of the technology. This purveyor assists with providing HQPD on the new technology, troubleshoot challenges as they occur, and collaborates with the RPDC to fine tune the technology in response to needs.

The importance of the State Systemic Improvement Plan requires focusing resources to help ensure its implementation. Major resources are money, personnel and time. Identifying and making those resources available to the process was part of the initial planning process. To obtain some new start-up, short-term funds, Missouri applied for and received a SPDG award to support high quality professional development and the use of technology for efficiency and effectiveness. The SPDG award also assured funds would be available for evaluation since evaluation was a required and funded activity. To provide funds for expanding and sustaining the work, the DESE's Office of Special Education redirected funds from discretionary grants and initiatives which were not demonstrating expected positive results. States' limited ability to get new sources of funds requires constant evaluation of existing use of funds and re-directing funds to projects with greatest potential for long-term positive effect.

Development of the integrated CW/SSIP/SPDG provided an excellent opportunity to re-evaluate some of the work funded under the consolidated state contract with the RPDCs and to shift contract personnel away from projects not showing positive effects or not showing an ability to scale. Those personnel slots were then redirected toward the Collaborative Work. With additional funds generated from the discretionary grants process, a few additional contract personnel were made available. A similar shift of personnel occurred inside the Effective Practices Section of the Office of Special Education. Staff time formerly engaged in discretionary grants and projects identified to be defunded, were reassigned. The project also required that priority for the Collaborative Work be provided by the Coordinator of Special Education Programs who oversees the project and by the Director of the Effective Practices Section. Their commitment to this work is quite evident.

Additional expertise for the CW/SSIP is obtained through a contract with the University of Missouri Kansas City which has been instrumental in developing quality processes, protocols, materials and training. Their efforts will continue past the pilot initiative and continue through the statewide implementation and sustainability phases.

Shifting more people to the CW/SSIP also shifted more time to the initiative. Key staff at the agency and at UMKC focused more time and ongoing oversight to the Collaborative Work. The result of redirecting all these resources is a clear focus on all facets of the Collaborative Work on an ongoing basis. Staffs are constantly collecting, organizing and analyzing data to identify problems in the system. Once a problem is identified, a solution is required. The management team is a key factor in major decisions related to the work, especially the quality of professional development and the use of technology. Collaborative Work meetings are scheduled at a minimum every two weeks to maintain focus on the work.

Most major changes to the infrastructure to support the CW/SSIP work have been made and are being implemented. Because most substantive changes require changes in adult behavior we expect the process of change to take a little time. Even though we train consultants to coach groups of teachers, on effective practices, it is difficult for them not to revert to old behaviors and help individual

teachers learn a content strategy. The other critical support that is essential to support communication and understanding between the consultants and school leaders is the training module on instructional leadership. The draft training has been developed and is being reviewed by the Office of Educator Quality which is the lead office for developing a system of leadership development and by several administrative organizations. We anticipate the training module may be available to school leaders as early as July 2016.

Except for the Instructional Leadership training module, supports for all CW/SSIP schools are fully in place: materials are developed and being used for training; tools are available to capture data related to process, progress and outcomes; staff are assigned to support schools in a ratio of 1 consultant to 10 schools; basic communication tools are being used for the SEA to communicate with the RPDCs and for RPDCs to communicate with schools, etc. The main challenges now are getting and maintaining a focus on the work at the local level with competing challenges such as new Missouri Learning Standards, changes in assessments, growing the teacher evaluation process, and of course teacher and administrator changes over time. These are all realities of any change process and must be anticipated.

1(d) Specify how the state will involve multiple offices within the SEA as well as other state agencies and stakeholders in the improvement of its infrastructure.

Because the CW is so tightly embedded in the Missouri Top 10 by 20 Plan as part of the overall plan for improving outcomes for all students, the CW/SSIP automatically becomes part of the Division of Learning Services agenda. The Division of Learning Services is comprised of the Offices of Educator Quality, Quality Schools, College and Career Readiness, Data System Management, Adult Learning and Rehabilitation Services, and Special Education. Meetings are conducted twice a month and are organized and run by the Deputy for Learning Services who reports directly to the Commissioner of Education.

Aside from being an important piece of the state agency plan, the CW/SSIP promotes collaboration through several of its main components which align to the focus of several offices within the agency. All four components of the CW/SSIP are embedded in the intervention plan developed through the Deputy for Learning Services and incorporated into the process for improving districts identified through the state accreditation process. The online CW resources will be available to all districts/schools involved in the intervention process including those to be identified under the Elementary and Secondary Education Act (ESEA). Collaborative teams and teaching and learning practices connect to the teacher and principal standards developed by the Office of Educator Quality and to the educator evaluation process developed by that office. The on-line resources will be available to all districts/schools. Teaching and learning practices support the improvement of instruction which is linked to the successful teaching of the MO Learning Standards developed through the Office of College and Career Readiness. Formative assessments are now becoming part of the expanding work of the Office of College and Career Readiness. Data-Based Decision-Making draws on and expands training initially deployed by the Office of Data System Management. The training and supports developed through the CW will become part of or support the work of each of those offices.

Once the training modules are available on-line through the MTSS framework, we will encourage higher education to access those modules as part of the teacher preparation efforts. Aligning the work of higher education with expectations of elementary and secondary education will be an important connection to make. Missouri is currently receiving support through the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center. This work is aligned with and supports the state in aligning professional learning systems to achieve college and career ready standards with a focus on evidence-based instructional practices within a multi-tiered system of supports.

The Division of Learning Services (DLS) annually develops a consolidated contract with the RPDCs to provide professional development and technical assistance. The consolidated contract requires consistency of all included projects. Each DLS Office contributes to the contract and the CW/SSIP work is one of the major contract projects from the Office of Special Education. The contract influences the business practices of the RPDCs and helps assure implementation consistency across offices and across the RPDCs.

Our business model separates typical stakeholder groups. We define primary stakeholders as groups specifically identified to provide an outside lens to the agency. They typically have no direct control over nor are they directly affected by the area of discussion. For the CW/SSIP our primary stakeholder group has been the Special Education Advisory Panel (SEAP). A secondary stakeholder group is identified as one with a high degree of interest in the area of discussion but with no definite responsibility for implementation at any level. Our secondary stakeholder group is the Missouri Council of Administrators of Special Education (MoCASE). These two groups are the “conscience” so to speak of the process to help ensure it is the right work and that it is being accomplished with integrity. We meet periodically with these groups to get their feedback on direction, not details. We are particularly interested in their questions as these represent areas of unclear purpose or design.

A much larger set of stakeholder groups are viewed as business partners. Business partners are embedded in the work in some way and are affected by the work. We meet formally and informally with these groups on an ongoing basis and receive feedback through discussions, negotiations, questions, data, etc. Examples of these groups are: UMKC staff, evaluation staff from the University of Kansas, RPDC directors, CW consultants, Learning Services Deputy and Assistant Commissioners, staff from the various offices of the DESE, school administrators and teachers participating in the pilot, and school administrators and teachers helping with the pilot of on-demand materials. This is not an exhaustive list but represents the organizations and persons with whom we converse on almost a daily basis in some way, shape or form. The process is dynamic not static, requires constant communication in both directions, and typically results in changes or slight refinement to the process, procedures or materials.

Our primary and secondary stakeholder groups are apprised of infrastructure issues as part of the discussions of the CW/SSIP. Participating districts/schools support improvements in the infrastructure through the CW data reports which help inform of the amount and pace of change by school, region and state. Additional districts and schools are providing intentional feedback on the on-demand (on-line) professional development being developed as part of the statewide implementation of the CW. They are being asked to help us better understand ease of use and the types of supports they would find helpful.

State Systemic Improvement Plan (SSIP) – Phase II

Phase II Component #2: Support for LEA Implementation of Evidence-Based Practices

2(a) Specify how the state will support LEAs in implementing the evidence-based practices (EBPs) that will result in changes in LEA, school, and provider practices to achieve the SIMR(s) for children with disabilities.

The Office of Special Education relied heavily on the work of researcher John Hattie to ensure that we focus on effective practices supported by research. At the time we began the CW initiative, Hattie had synthesized over 800 meta-analyses relating to achievement. His work has grown even larger subsequent to the Collaborative Work initiative. Hattie’s synthesis provides easy to understand effect sizes for over 130 of the practices we see used in schools today. Effect size provides a scale to estimate the relative impact of a teaching and/or learning practice. An effect size of .40 is essentially the norm that indicates no real growth and no negative consequence. An effect size of $d=1.0$ is an increase of one standard deviation on the outcome—two or more year’s growth—which is necessary for closing any gap. Only a few of the teaching/learning practices have a negative effect on learning. Most of the practices have positive effects but most of those positive effects would not help a student achieve one year’s learning growth let alone accelerate growth. The practices selected for the Collaborative Work were those which research suggest will accelerate learning by more than a year, could be applied in all types of learning environments, would be fairly easy to implement and would not result in high costs or complexity. The lone exception is leadership. Leadership does not guarantee an effect size of significance but the absence of leadership almost ensures the inability of implementing effective practices throughout the school and/or district.

Root cause discussed in Phase I indicated schools are not focusing on upgrading teaching and learning practices. Most efforts at improving content teaching relied on content specific strategies. Hattie’s work identified “effective” teaching and learning practices that cross all content areas. In other words, the practices are about improving teaching and improving learning regardless of content area. Formative assessments are required for teachers to understand the immediate effects of their teaching practices. Our review found many schools using formative assessments which they hoped were aligned to the state standards. Unfortunately, many of the formative assessments had limited alignment and were used more to predetermine student potential for passing state assessments. Very little effort was focused on determining if teaching practices were effective---the focus of Hattie’s research.

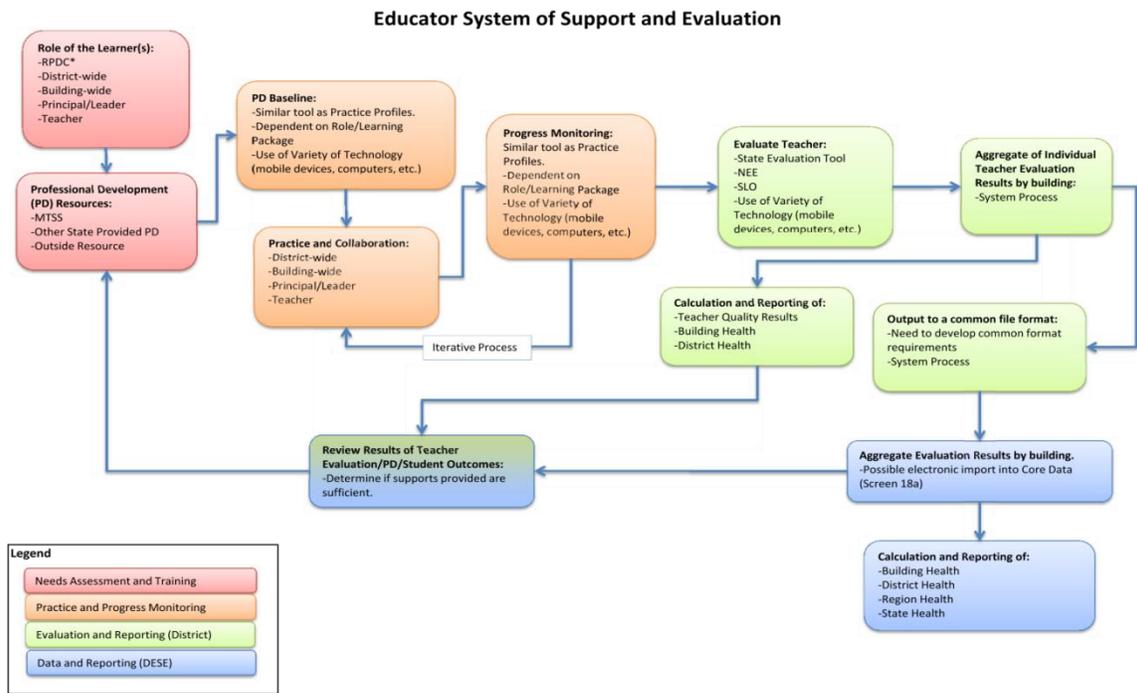
Moving Your Numbers led us to focus on a process of teacher collaboration focused on the use of data and effective teaching/learning practices. Hattie’s meta-analysis helped us pinpoint effective practices likely to accelerate learning. Examples of the effective practices for which training is provided are:

Teaching/Learning Practice	Purpose	Anticipated Results
Assessment Capable Learners	Helps students know the learning target, describe where they are in relation to the criteria, and use that	Effect Size = 1.44 Students engage in reflective review, problem-solve their

	information to select learning strategies to improve their own learning	learning strategies, and apply scoring criteria through peer assessment and self-assessment
Feedback	Reduces the discrepancies between current understanding or performance and some desired level of performance or goal	Effect size = .73 When feedback and corrective procedures are used, most students can attain the same level of achievement as the top 20% of students
Classroom Discussion	Helps stop teacher lecturing and promotes students interacting in groups to discuss and important issue	Effect size = .82 Students make meaning and build deeper thinking through social interaction. Increases engagement with and ownership of idea through the participation of all students. Promotes a better understanding of the knowledge level of the students.
Metacognition	Promotes internal questioning before, during and after instruction. Self-questioning in comprehension, connection, strategy and reflection	Effect size = .69 Develops active and deep learning and a sense of self-control over learning
Spaced Practice vs Massed Practice	Information repeated in a distributed fashion or spaced over time is learned more slowly but is retained much longer	Effect size = .71 Increased retention of important learnings from one of the oldest findings in Psychology
Student Teacher Relationships	Creates a safe environment for authentic learning interactions, shows appreciation of the students' life outside the classroom, builds a classroom culture and validates students' needs, questions and concerns	Effect size = .72 <ul style="list-style-type: none"> • Increases level of student interest in and enjoyment of the class • Increases academic achievement • Decreases classroom disruptions

A critical issue for any initiative is how to help users make direct connections to other initiatives/supports in which they are involved. Many districts see initiatives coming from the State Education Agency (SEA) as separate activities with little to no connectivity. An implementation driver which we believe has great potential would be a tool which connects the CW/SSIP directly to the teacher evaluation process. All schools are legitimately focused on the educator evaluation process. The CW was intentionally linked to teacher quality standards from the start, but despite helping RPDC staffs understand the connection and despite letters of commitment establishing the close connection, the efforts that we observe across the state indicate the linkage is not apparent at the local level. To address this issue we are discussing with the Office of Educator Quality the potential of an electronic tool which helps local administrators formulate some baseline data, provide professional development specific to an effective teaching/learning practice, monitor and chart

progress of individual teachers on successful implementation of the practice, and combine those results with other data needed to evaluate the teacher. The individual teacher data can then be aggregated to describe the success/health of the building and of the district in implementing effective practices. The aggregated data could be made available to regional and state offices to guide their decisions. Following is a draft flow chart of how that evaluation process might look.



The Collaborative Work is taking a multiple approach to supporting high-fidelity adoption, implementation and sustainability of selected coherent improvement strategies and evidence-based practices (EBPs). Constant review of data greatly influenced our thinking and led to several changes from the pilot model as we prepare for statewide implementation. Activities intended to support implementation fidelity include:

- Providing consistent resources and training to all regional staff. These resources and training formed the backbone of PD, training and coaching to school staffs. The training modules provided to RPDC staff are expected to be used by all regions.
- Providing training to all RPDC staff to help them become better observers and learn how to use the Practice Profiles aligned to each training module to help schools understand their progress.
- Providing on-line consultant logs to track how providers spend their time. Combined with outcomes data, the use of time data should help improve decisions on what types of activities are most beneficial for districts/schools and most efficient for purposes of scaling the work.
- Providing tools to track local implementation of formative assessments and to document use of effective teaching/learning practices
- Coming soon--providing on-line access to many of the training modules for schools to use for initial and follow-up training and for teachers to use for reinforcement or to use for catch-up (teachers new to the school—Missouri schools on average have an 11% annual turnover rate).

- Providing online modules to help districts/schools build their own capacity and capability to deliver and monitor high quality professional development. The On-Demand professional development can be conducted at the local level in conjunction with RPDC staff or by district staff with very little support. While this is not a part of the formal CW/SSIP initiative, it is an important step in improving our ability to scale the CW/SSIP for statewide implementation.

The observation that some building leaders in participating schools fail to engage in the CW process points to the realization that we failed to include training to help the building leadership understand the role and the importance of an instructional leader. A draft training module is developed and under review. The module is intended to help principals better understand the appropriate roles and expectations of building leadership. The module focuses on building strategies to develop a collaborative building focusing on activities that have been shown to have a positive impact on school performance and student outcomes such as:

- Collaborative culture and climate
- Effective teaching and learning practices
- Use of formative, benchmark and summative assessments
- Data for decision-making

Creating more district/building capacity and capability to accommodate scaling the CW/SSIP will require an analysis of supports to help districts/schools be successful implementers. Initial discussions suggest that field staff may do less individual school training but may conduct more train-the-trainers sessions, train district staff to present and facilitate professional development activities, and finally observe and analyze local training and progress and provide coaching/technical assistance regarding next steps and what seems to be missing.

Several elements are incorporated into the pilot system of supports to scale-up ongoing supports for LEAs. To better understand how much time is needed to support LEAs in the current model, regional support staffs complete “consultant logs” which track the time they spend on getting trained, planning, traveling and providing support to schools. The data from the consultant logs for CW and other initiatives such as School-wide Positive Behavioral Supports (SW-PBS) and Professional Learning Communities (PLC) provides evidence of the limitations of the current model. Data indicate that we must develop more options for districts/schools to conduct professional development independent of an assigned trainer/coach. Calculations using current timeframes indicate that it would take well in excess of 20 years to recycle some of these statewide initiatives. We are, therefore, adjusting the style of the materials and re-thinking the support system to help district/school staffs do much of the training and follow-up on their own with on-demand support from regional staff. When fully implemented, on-demand modules will be available around the clock and help connect schools to light, moderate or intensive support based on their needs. Credentialing regional providers on the skills and knowledge needed to support districts/schools will help ensure a level of quality.

On-line supports will also address other real issues that negatively impact high quality professional development. First, almost all schools experience annual staff turnover. MO schools currently have an average turnover rate of 11%. This indicates that turnover is inevitable and should be included as a consideration of the statewide system of supports and the scalability of any model. A system

should be able to quickly and reliably bring new teachers to a level of understanding so they can keep up with previously trained school staff. The on-line modules should provide that ready resource. On-line modules will also provide a resource for teachers who need reinforcement of previously learned material.

2(b) Identify steps and specific activities needed to implement the coherent improvement strategies. Include communication strategies, stakeholder involvement, how identified barriers will be addressed; and who will implement activities and strategies; how the activities will be implemented with fidelity; the resources that will be used to implement them; and timelines for completion.

Most of the initial communication strategies and stakeholder involvement in decision-making during the planning stage were described in Phase I of the SSIP. The agency communicated with schools and districts across the state to initiate the pilot. Schools were asked to volunteer to implement the initiative. To build capacity for statewide implementation we were interested in having participation of schools in all regions of the state. Other criteria were a willingness to commit to implementation and having sufficient numbers of students with disabilities to track improvement. Presentations on the proposed initiative were provided at the annual Commissioner's Administrative Conference, Mo-CASE Executive Board meetings, RPDC staff statewide meetings, and a special session for area supervisors serving each region. Letters of commitment were sent to all schools expressing an interest in implementation. A comparison of the demographics of volunteer schools to the state showed remarkable similarity. This provides much assurance that if results prove positive for the CW schools, the elements will work equally well in schools/districts statewide.

We communicate at prescribed intervals with a variety of other stakeholders involved with CW/SSIP development and implementation. Our primary outside stakeholder group continues to be the Special Education Advisory Panel (SEAP) which offers advice on all major activities of our Office of Special Education. Our secondary out-side stakeholder group is the MO-Council of Administrators of Special Education (Mo-CASE). Both groups provide advice and recommendations and more critically ask questions regarding the purpose and intended outcomes of the CW/SSIP. Neither group is a decision-making group. We anticipate much more active participation of the Mo-CASE as we move materials and resources into the Multi-Tiered Systems of Support (MTSS) framework. The Mo-CASE views development of the MTSS as an organizational priority and has been instrumental in facilitating discussions with school, university, and agency personnel through their Reinventing Special Education process. The Office of Special Education participates as an active member of that Reinvent discussion group. Suggestions related to the CW/SSIP are brought back as part of the Management Team's discussion and decision making process. Though the major portion of the planning has been completed and we are very much into implementation, we still use recommendations from key stakeholders, data and observations to make critical adjustments to the SSIP and to the strategies for statewide implementation.

Communication with other offices in MoDESE occurs formally at semi-monthly meetings of the Division of Learning Services. These are meetings partially devoted to updates to the Top 10 by 20 Plan which includes progress on the CW as it relates to statewide implementation. Informal discussions among office staffs occur more frequently and are necessary to coordinate the effort.

Communication with the RPDCs occurs frequently and in several forms since they are the entity expected to support participating schools throughout the pilot process. We meet with RPDC directors at least quarterly and send monthly reports to inform them of the progress of schools in their region. Directors can review reports from the consultant logs which detail their staff activities and the portion of time taken individually and in the aggregate conducting those activities. This allows them to compare results from the building and make some judgments as to the effectiveness and efficiency of their staff. Shared Learning training occurs several times each year with all RPDC staff involved in CW/SSIP. Training includes a summary of how time is spent as part of an annual information update to all consultants and RPDC directors. Communications with participating schools are typically conducted a limited number of times by the agency. More communication is provided by regional consultants and RPDC directors who work with the schools on a more frequent and personal basis. The agency conducts on-site visits twice annually to each regional center to discuss the CW/SSIP work and to selected CW/SSIP participating schools in each region.

The biggest process barriers are identifying the right mix of dependency and support at the district/school level and helping staffs at the state, regional, and local level connect the basic CW elements with other important state initiatives. All too often, we fail to adequately communicate how initiatives are tied together. While the connection seems very clear to us, the regional staffs and school personnel view each initiative as an independent initiative. They fail to see how training in the CW provides the necessary professional development to help educators succeed on staff evaluations. A new long term outcome measurement barrier popped up as changes were made to statewide assessments. These changes could continue to present challenges to comparing outcomes in participating/non-participating schools since these are the only assessments that are common among all schools and for which the agency can review both aggregated and disaggregated building level outcomes.

We continue to make small adjustments to the materials and process of the CW/SSIP work but believe most of the major changes are in process. In Phase I and again in component 1 of Phase II, we identified some of the risk factors associated with the state's ability to support the RPDCs and of the RPDC's ability to support participating schools. Component 1 of Phase II includes a chart of the activities specifically intended to address those risk issues and should be reviewed to better understand infrastructure changes to support the CW/SSIP work. A summary of the risk factors are:

- Lack of cohesion among the independent Regional Professional Development Centers (RPDCs),
- No defined processes and developed tools to bring the project to scale
- No uniform quality standards for RPDC staff in the areas of skills, knowledge and competencies
- Lack of expert in-state knowledge specific to the Collaborative Work
- No collective capability and capacity to provide group coaching
- No uniform standards for high quality professional development delivery
- No uniform quality process for materials development
- No strategic use of technology to enhance and bring efficiency to technical assistance/professional development
- Little demonstrated use of data to guide decisions observed in the RPDC operations

The CW/SSIP process provides for training school teams on the various CW components by staffs from the RPDCs assigned to the participating buildings. Practice profiles (rubrics) are used with each component module for self-assessment and outside expert observation. We will continue efforts to help make use of practice profiles as part of the teacher/administrator evaluation process. Automating the teacher evaluation process (discussed earlier) will make this connection more apparent.

In addition to trying to develop ways to better connect the CW/SSIP as a value add to work already going on in schools we have or are tackling the following major short-term and long-term activities.

Major Short-Term CW/SSIP Activities	Timeline
Create/implement a process for developing, vetting and disseminating CW component training modules	Accomplished
Update Consultant Logs to capture CW activities	Accomplished
Develop Common Formative Assessment reporting tools	Accomplished
Develop progress measurement tools for RPDCs and participating buildings	Accomplished
Develop and make available an On-line Common Formative Assessment collection tool	Accomplished
Automate monthly reports of CFA activities by region and the state	Accomplished
Update the on-line Consultant Log to make it fit tighter as part of a system of data collection and reporting in support of districts/schools	July 2016
Develop an “instructional leadership” training module for building principals	July 2016
Revise Practice Profiles and ensure consistency across all categories	July 2016

At this point, most long-term activities are beginning to focus on scaling the process and tools statewide within a larger system of state supports. At this point in time we also need to maintain consistency with the pilot CW/SSIP schools. Modifications to the CW/SSIP must be kept to a minimum to ensure the validity of the evaluation being conducted.

Major Long-Term Activities	Timeline
Pilot on-line training modules with school districts and make modifications based on feedback.	July 2017
Reformat CW/SSIP modules for on-line training as part of the MTSS development (some should be available July 2016).	July 2017
Identify and create alternative support processes for districts/schools using on-line resources. Develop training for field staff and ensure staffs are adequately trained to fill new roles. Modify the consolidated contract and consultant logs to reflect significant changes in how time is documented.	July 2017

Develop a credentialing process for PD providers to include: expected skills and competencies, expected knowledge, means of demonstrating skills/competencies/knowledge, what the process is to look like, how decisions are made and by whom.	July 2017
Support development of an automated teacher evaluation process that pulls in Practice Profile rubrics for evaluation, includes SLO data (including CFAs as appropriate) and creates individual, building and district progress reports (see flow chart).	July 2017
Create a description and a plan for an integrated system of supports which includes all of the pieces above plus more extensive data tools, planning tools, project management tools, and resource budgeting tools.	July 2017

2(c) Specify how the state will involve multiple offices within the SEA (and other state agencies) to support LEAs in scaling up and sustaining the implementation of the EBPs once they have been implemented with fidelity.

CW/SSIP strategies are incorporated as key elements of the agency’s Top 10 by 20 Plan which includes the collective work of all offices in the agency related to the Plan and a timeframe for the current year activities. The Top 10 by 20 Plan is the agency plan for ongoing support for all schools and districts including struggling schools and districts. The State’s Intervention Plan includes strategies specific to low performing districts. It is aligned to the Top 10 by 20 Plan and draws on resources and supports created under the Top 10 by 20 Plan process. All CW/SSIP materials developed are being re-designed for a comprehensive MTSS electronic resource framework as required in the Top 10 by 20 Plan. The resources within the framework will be available for all professional development providers and all districts/schools in the state, including those identified for improvement. Though the framework starts with the concept that many districts can conduct most of their own PD, we also see a need to provide additional supports, including some direct building level support, for designated districts. To that end, we are developing criteria and a process for credentialing PD providers who use the materials and intend to charge a fee for their services. The credentialing should help ensure service providers have the content knowledge and the skills necessary for training and facilitating the process.

Top 10 by 20 Plan activities and timelines are discussed throughout the year. These discussions help promote timely implementation and help identify lapses in implementation. The annual Top 10 by 20 Plan update report to the State Board of Education includes accomplishments and identifies those activities that failed to be completed on time. The frequent discussion and public report processes help ensure the agency continues to focus on and complete major Top 10 by 20 Plan activities on time and that they are coordinated with other agency activities embedded in the state plan.

State Systemic Improvement Plan (SSIP) – Phase II

Phase II Component #3: Evaluation

3(a) Specify how the evaluation is aligned to the theory of action and other components of the SSIP and the extent to which it includes short-term and long-term objectives to measure implementation of the SSIP. Specify its impact on achieving measurable improvement in SIMR(s) for children and youth with disabilities.

The evaluation is led by an external evaluator who will pull data from multiple sources, including sources internal to DESE as well as additional data collected as part of the SW/SSIP process to inform progress aligning to the theory of action. The external evaluation team is currently under contract with the DESE Office of Special Education as part of the SPDG grant requirements. This pre-existing and on-going relationship will facilitate a seamless evaluation since the CW/SSIP evaluation borrows extensively from the SPDG evaluation design. Sufficient resources for the evaluation were assured as part of the SPDG budgeting process.

At the outset we embraced the assumptions underlying the body of work included in Moving Your Numbers, a study conducted under the guidance of the National Center on Educational Outcomes and supported by the Office of Special Education Programs. Those assumptions are:

- Successful outcomes (including college and career readiness) for students receiving special education services, requires their inclusion in standards-based reform efforts and their participation in statewide assessment and accountability systems.
- Improving the educational outcomes of students receiving special education services, as for any other student group, requires a sustained focus on teaching and learning, aligned actions across the district, and continuous monitoring of the degree of implementation of such actions to assess the impact on student learning.
- Consistent, high quality implementation of effective practices is a challenge for many districts.
- Students receiving special education services are as different from each other as they are members of any other group; assuming pre-determined levels of achievement based on disability status limits these students' opportunity to learn and diminishes the collective responsibility of adults to provide high quality instruction aligned with grade-level content to these students.

While we do not presume that the CW/SSIP can significantly impact all areas of student progress, the assumptions continue to influence the thinking and decision-making as we build the statewide system of supports and try to evaluate the CW/SSIP. Statewide supports will reinforce the benefits of systems design and help align actions across the district, focus on effective teaching and learning, provide the opportunity for consistent high quality implementation and acknowledge the differences, opportunities and challenges of educating the broad spectrum of students that benefit from public education.

A variety of data collection tools were developed or modified in the CW/SSIP/PSDG process to answer short-term questions related to progress in changing adult behaviors and the longer-term

question of did it make a difference. The implementation design assumed that each level of the system had to assume the responsibility for success at the next level down. The state is responsible for the success of the RPDCs and the RPDCs are responsible for fidelity of implementation at the school level. Therefore there are evaluations of each level of the system. Often we were disappointed that the data collected did not reflect what we wanted to see—but the truth as described by data is needed to create improvement.

The project evaluation was designed as the SPDG project was formulated and articulated. The SPDG evaluation design was modified slightly to better focus on progress, process and outcomes for students.

3(b) Specify how the evaluation includes stakeholders and how information from the evaluation will be disseminated to stakeholders.

No additional stakeholders or stakeholder groups were recruited for purposes of evaluation. We believe the implementation is stronger by having the same stakeholder groups maintain an active role throughout the various phases. We are comfortable that we have sufficient evaluation expertise available among the various stakeholders and partners of the CW/SSIP/SPDG process. Most of the management team has extensive experience with evaluation designs and processes. We have staffs from two highly regarded universities who provide ongoing evaluation advice and guidance. The evaluation design was essentially developed as part of the SPDG process. We actively engage our business partners in the change process as appropriate and timely. They support helping develop or test data collection tools, providing feedback on the accuracy or interpretation of data, ensuring timely submission of data from the field and providing observations and anecdotal descriptions of what is happening. Our main focus now is double-checking to ensure that the evaluation and the tools we rely on for data collection continue to cover the important aspects of the initiative. Required SPDG reports help assure we maintain vigilance on evaluation and evaluation results especially as they related to professional development and the use of technology. The reports generated for the SPDG process and the data from those reports are part of the management team discussions.

3(c) Specify the methods that the state will use to collect and analyze data to evaluate implementation and outcomes of the SSIP and the progress toward achieving intended improvements in the SIMR(s).

Most of the risk issues identified in Phase I are included in the evaluation design and processes have been established to collect data which measures process and/or progress over time. The issues and measurements are included in the evaluation design under 3(d). Many of the most important measurements for success of the initiative must measure changes in adult behavior. To what extent are RPDCs providing evidence-based professional development to targeted buildings? To what extent are RPDCs collaborating within their own and among other RPDCs? To what extent are RPDCs implementing data-based decision-making for continual improvement? To what extent are RPDCs helping schools implement the improvement process with fidelity? Are building personnel participating in ongoing and research-based professional development? Data are collected on all of these criteria and more. All are important to understanding to what degree the system is changing from individually driven to group driven.

All data applicable to the SIMR are collected through the state data collection systems that have been in place for years and are constantly reviewed and updated as necessary. These data are used for federal reports under the Individuals with Disabilities Education Act (IDEA) and under the Elementary and Secondary Education Act (ESEA). All data and data processes are audited by the Office of the State Auditor. As described in Phase I, data needed to determine progress in student outcomes will use state assessment data specific to CW/SSIP focused on the volunteer participating schools. Data included in Phase I indicate the CW/SSIP Pilot schools are representative of the nine (9) regions and demographics in the state. The decision to build capacity in all regions of the state from the beginning of the initiative is improving opportunities for scaling up Collaborative Work throughout the state.

Hattie has probably provided the clearest and most valid assessment of the effects of specific teaching and learning practices. An “effect size” measure is associated with each teaching and learning practice selected for the CW/SSIP. We have not been under the impression that we could measure the comparative effects of one effective teaching/learning practice over the other through this initiative and certainly we cannot compete with the level of review provided by Hattie’s meta-analysis. We were very hopeful (as expressed in our SIMR) that we could make some statements related to achievement outcomes of participating/non-participating schools. The level of confidence in relating success of the project with state outcome data is not as robust as we hoped due to recent unanticipated changes to the state assessment landscape. Comparing student achievement using the annual state assessment is not sufficiently reliable to produce the comparison measures initially described in the SIMR. We will need to work with some outside experts to arrive at an alternate measurement.

3(d) Specify how the state will use the evaluation data to examine the effectiveness of the implementation, assess the progress toward achieving intended improvements, and make modifications to the SSIP as necessary.

The state reviews data on an ongoing basis to make slight modifications to the pilot and to develop broader changes that are required for statewide implementation.

The DESE uses a team structure to support initiatives and make data-driven decisions. The management team overseeing the implementation of the Collaborative Work meets frequently and generally includes data for review. When applicable, these data are shared with the Collaborative Work consultants during Shared Learning sessions. Sharing data with the consultants is intended to help them understand the amount of data coming into the system and how those data are driving decisions. This helps model the use of data to the RPDCs.

Data, observations and discussions with CW consultants identified several areas where, in general, consultants failed to meet expectations. For instance, many consultants, even after training and discussions, continued to support teachers with content specific strategies especially in the areas of mathematics and communication arts. These strategies are not part of the CW and were driving significant amounts of time away from effective teaching/learning practices to content specific strategies. Consultants also tended to use a one-to-one model of support. This indicates they are still operating under a teacher by teacher model as opposed to a whole school model. The individualized teacher by teacher model is a very inefficient use of resources and success would not be measurable since the strategy would be different from region to region, district to district and even building to building within a district.

Data and conversations indicate consultants were tending to conduct training and follow-up activities in areas based on their comfort level rather than based on the model and building needs. Data reviews have been critical in better understanding adult behaviors and capacity building needs for statewide implementation and sustainability. The reviews and discussions will likely result in substantive changes to the roles of RPDC consultants in the future. This has been an extremely enlightening and helpful process.

Through the State Personnel Development Grant, the DESE developed a standardized structure for high quality professional development. This structure incorporates adult learning principles and research on professional learning. All CW materials were developed collaboratively and underwent a rigorous vetting process. Accompanying each professional development component are expectations for content fidelity as well as fidelity for delivery of training. Additionally, each professional development topic includes implementation tools that also function as data sources for monitoring implementation at classroom and building levels. The evaluation will examine data indicating frequency, type, topic, depth, and fidelity of delivery of professional development alongside building-level implementation data. The DESE will review data and identify needs for professional development adjustments to the statewide model.

Because the SSIP, the Collaborative Work and the State Personnel Development Grant (SPDG) are all essentially the same, we borrowed extensively from the SPDG Evaluation Design. The SPDG evaluation is being conducted through a contract with the University of Kansas.

MO SSIP Evaluation Plan (Adapted from the SPDG Evaluation Plan)

The degree of systems change envisioned by the Missouri Statewide Systemic Improvement Plan (SSIP) requires coordinated activities at multiple levels, including the state, RPDCs, district, school, teacher and individual student levels. This multi-level approach to systems change necessitates a multi-level approach to evaluation of the system. MO SSIP evaluators collect data from various stakeholders, including students, school personnel, district personnel, and RPDC personnel.

The SSIP and the SPDG share the following two goals:

Goal 1: Improve the educational achievement of all students, but especially students with disabilities through the development, implementation, & evaluation of a targeted system of professional development, which includes training, technical assistance and coaching.

Goal 2: Increase and improve the use of technologies to support implementation of professional development and use of data for effective teaching and learning decision-making.

The approach to addressing these goals recognizes the importance of working at all levels (SEA, regional, LEA) to create a statewide system of data-informed, high quality professional development. Linking professional development on collaborative cultures, effective practices and use of data to drive decisions to improved student progress and achievement is the ultimate purpose of the SSIP.

A variety of data collection methods are being used for the evaluation including surveys, analysis of student academic achievement data, document analysis, onsite observation, and consultant log data. Furthermore, quantitative and qualitative data is collected on a range of variables from student achievement and teacher attitudes to capacity building at the school and district levels. The following tables identify the indicators and measurement tools used for each evaluation question.

Performance Measures

Measures	Indicators	Measurement Tools	Frequency
Project uses evidence-based professional development practices to support the attainment of identified competencies.	<ul style="list-style-type: none"> Level of attainment on implementation drivers 	<ul style="list-style-type: none"> SPDG Worksheet with supporting evidence from Program Guide & Service Delivery Plan 	<ul style="list-style-type: none"> Completed annually by Management Team in March
Participants in CW professional development demonstrate improvements in implementation of CW-supported practices over time.	<ul style="list-style-type: none"> RPDC fidelity of HQPD RPDC collaboration School-level implementation School-level fidelity 	<ul style="list-style-type: none"> HQPD observation tools RPDC Collaboration Survey School Implementation Scale School fidelity measure 	<ul style="list-style-type: none"> Ongoing Completed annually in March/April

RPDC Outcomes

Questions	Indicators	Measurement Tools	Frequency
To what extent are RPDCs providing evidence-based professional development to targeted buildings?	<ul style="list-style-type: none"> Quality of professional development Attendance 	<ul style="list-style-type: none"> Content package expert review (Validation) Attendance data (i.e., number of staff attending, roles, school representation) at trainings 	<ul style="list-style-type: none"> Ongoing for new learning packages Ongoing collection by DESE
To what extent are RPDCs collaborating within their own and among other RPDCs?	<ul style="list-style-type: none"> RPDC level of collaboration with various entities 	<ul style="list-style-type: none"> RPDC Collaboration Survey 	<ul style="list-style-type: none"> Completed annually in March/April
To what extent are RPDCs implementing the improvement process with fidelity?	<ul style="list-style-type: none"> Fidelity of implementation 	<ul style="list-style-type: none"> Direct observation via HQPD and HQ Coaching Checklists (20%) Content fidelity crosswalks 	<ul style="list-style-type: none"> Ongoing Ongoing

School Staff Outcomes

School improvement efforts depend on the coordinated and persistent efforts of school staff. The input of school staff district-wide is important to gain an understanding of level of knowledge and implementation over time.

Questions	Indicators	Measurement Tools	Frequency
Are building personnel participating in ongoing and research-based professional development?	<ul style="list-style-type: none"> Quality of professional development Attendance 	<ul style="list-style-type: none"> HQPD Observation Tool Content fidelity crosswalks Attendance (i.e., number of staff attending, roles, school representation) at trainings 	<ul style="list-style-type: none"> Ongoing Ongoing Ongoing
To what extent are participating buildings using formative assessment?	<ul style="list-style-type: none"> Usage of formative assessments 	<ul style="list-style-type: none"> DESE-provided CFA logs 	<ul style="list-style-type: none"> Ongoing
To what extent are school/district teams functioning?	<ul style="list-style-type: none"> Level of team functioning 	<ul style="list-style-type: none"> Team Functioning Scale 	<ul style="list-style-type: none"> Completed annually in February/March
To what extent are school personnel using data-based decision-making?	<ul style="list-style-type: none"> Data-based decision-making 	<ul style="list-style-type: none"> School fidelity measure School Implementation Scale 	<ul style="list-style-type: none"> Ongoing Completed annually in February/March
To what extent are school personnel using research-based models of instruction and intervention?	<ul style="list-style-type: none"> Research-based practices 	<ul style="list-style-type: none"> School fidelity measure School Implementation Scale 	<ul style="list-style-type: none"> Ongoing Completed annually in February/March
To what extent are teachers engaged in implementing a shared school vision?	<ul style="list-style-type: none"> Teacher engagement School climate 	<ul style="list-style-type: none"> School Implementation Scale 	<ul style="list-style-type: none"> Completed annually in February/March

To what extent are teachers supported by administrators to implement strategies and structures within the context of implementation science?	<ul style="list-style-type: none"> • Teacher capacity 	<ul style="list-style-type: none"> • School Implementation Scale 	<ul style="list-style-type: none"> • Completed annually in February/March
To what extent are schools implementing the process with fidelity?	<ul style="list-style-type: none"> • Fidelity of implementation 	<ul style="list-style-type: none"> • School fidelity measure 	<ul style="list-style-type: none"> • Ongoing

Student Achievement and Engagement Outcomes

The MO CW/SSIP/SPDG project is ultimately aimed at increasing outcomes among students. Targeted areas for data collection include increasing academic achievement and inclusion in general education settings. To identify growth over time, this data is collected on all students within the participating schools.

Questions	Indicators	Measurement Tools	Frequency
How are students (with and without disabilities) performing academically?	<ul style="list-style-type: none"> • MAP English/Language Arts scores • MAP Math scores • Formative assessment indicators 	<ul style="list-style-type: none"> • Annual DESE school data 	<ul style="list-style-type: none"> • Provided annually in August
How does the achievement level of students (with and without disabilities) in participating schools compare to other Missouri schools with similar demographics?	<ul style="list-style-type: none"> • MAP English/Language Arts scores • MAP Math scores • Time in general education 	<ul style="list-style-type: none"> • Annual DESE school data 	<ul style="list-style-type: none"> • Provided annually in August

Phase II Technical Assistance and Support

Describe the support the state needs to develop and implement an effective SSIP. Areas to consider include:

Infrastructure development; support for LEA implementation of EBPs; evaluation; and stakeholder involvement in Phase II.

Recent changes to the state assessments in the areas of communication arts and mathematics are creating some challenging problems with regard to measuring and comparing achievement data over

time. The State-identified Measurable Results for Children with Disabilities is--To increase the percent of students with disabilities in grades K-12 who will perform at proficiency levels in reading/language arts and math in the Collaborative Work schools by 6.5 percentage points by 2018. Achievement data are considered an important piece of the state evaluation of the SSIP/CW initiative. We anticipated a change in assessment between 2013-14 and 2014-15. However, there is concern that recent budgeting/legislative decisions approved/enacted by the Missouri General Assembly may make data comparisons across time difficult for several years. The state could use some expert help in redefining how to compare academic outcomes of participating and non-participating schools using state assessments that may not be comparable from one year to the next.

The state is confident of the research which identified the effective practices which were incorporated into the SSIP/CW. The state received support and advice from the regional center and from an expert panel in making decisions regarding implementation procedures and strategies. Data collection processes were developed to provide on-going information regarding the use of time of the RPDC consultants, the fidelity of presentation by RPDC consultants, choice of effective practices by schools, frequency of formative assessments by schools, etc. The data collected provided valuable insights into necessary or desirable changes to implementation and improvements to resources. Data are also helping the RPDCs understand how to better use data to drive decisions. We are too far into the implementation at this point to make radical changes to the pilot. However, the data have certainly influenced decisions regarding scaling a sustainable statewide implementation.