State of Missouri

STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)

Part B Phase III-Year 2 Report

March 29, 2018

State of Missouri
STATE SYSTEMIC IMPROVEMENT PLAN (SSIP) PHASE III

A. Summary of Phase III

1. Theory of action or logic model for the SSIP, including the State-identified Measurable Result (SiMR)

The graphic illustration below shows the rationale of how implementing the coherent set of improvement strategies selected will increase the state's capacity to lead meaningful change in local education agencies (LEAs) and achieve improvement in the SiMR for students with disabilities.
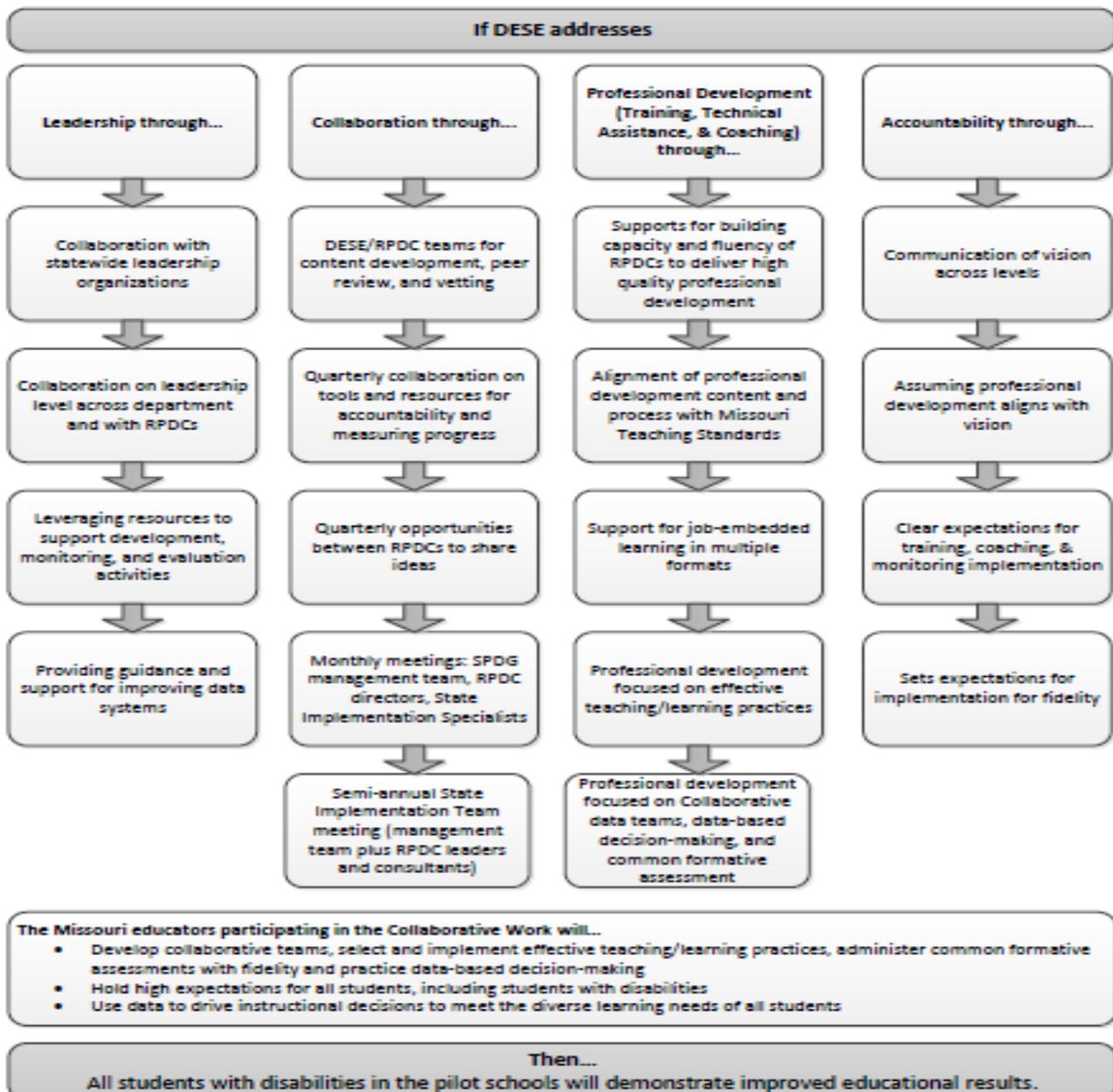
SiMR

The SiMR is to increase the percent of students with disabilities in grades three to eight and in their tested grade in high school who perform at proficiency levels in English/language arts (ELA) in the Collaborative Work (CW) schools by 6.5 percentage points by FFY 2018 (2018-19).

Reported SiMR Data
(Baseline Data FFY 2013)

Table 1: Baseline SiMR Data

FFY	2013	2014	2015	2016
Target ≥		18.40%	19.40%	20.90%
Data	17.40%	24.20%	28.40%	29.80%

Table 2: FFY 2017 – FFY 2018 Targets

FFY	2017	2018
Target ≥	22.40%	23.90%

The following table provides comparative progress data between schools that are and are not participating in the Collaborative Work. Table 3 indicates that CW schools are showing higher levels of progress than non-CW schools for both all students and students with disabilities which helps us believe that the process we are using has merit and is making a positive improvement.

Table 3: Proficiency Rates on State English/Language Arts Assessments (grades three to eight only)

Year of Language Arts Assessment	All Students Statewide not in Collaborative Work Schools	Students with Disabilities Statewide not in Collaborative Work Schools	All Students in Collaborative Work Schools (includes schools active in 2016-17)	Students with Disabilities in Collaborative Work Schools (includes schools active in 2016-17)
2013-14 Baseline Year	48.9%	14.8%	46.7%	16.0%
2014-15	57.7% (+8.7%)	21.8% (+7.0%)	56.4% (+9.7%)	24.0% (+8.0%)
2015-16	60.5% (+2.8%)	24.9% (+3.1%)	60.1% (+3.7%)	28.1% (+4.2%)
2016-17	61.5% (+1.1%)	25.9% (+1.0%)	61.3% (+1.2%)	29.8% (+1.6%)

Table 3 shows the categories of all students and of students with disabilities increased proficiency rates for each of the years assessed. The state met the SiMR target for FY 2016 and appears to be on track to meet the final target. Additionally, students in Collaborative Work schools increased at rates higher than students in non-participating schools for all students and for students with disabilities from 2015-16 to 2016-17. This comparison of participating and non-participating schools tends to reinforce the potential of the SSIP/Collaborative Work for moving student achievement for students with disabilities in Missouri.

Note that the last column in Table 3 does not match the historical SiMR data for the following two reasons (1) SiMR data includes high school end-of-course assessment data while Table 3 only includes grades three to eight regular grade level assessments and (2) the data in Table 3 is limited to schools that were participating CW buildings in the 2016-17 school year.

2. **The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement strategies**

The design of the CW/SSIP, drawing on the work of the National Center for Educational Outcomes (NCEO) and Dr. John Hattie, calls for a focus on implementation of a few evidenced-based educational and teaching/learning practices. They are cross-cutting effective practices which will work for any subject/age/grade/content area and are effective for all students, including students with disabilities. ALL teachers (including general education, special education, and special subject area teachers) will

- collaborate with one another.
- learn and use effective teaching/learning practices in their classrooms.
- develop and administer Common Formative Assessments.
- use the data from the assessments to make decisions about the effectiveness of instruction and student mastery of the Missouri Learning Standards.

These evidence-based practices, adopted at the beginning of the process, have not been changed as they were selected based upon strong empirical research. The consistency of focus is, and remains, critical to improving outcomes for all students. For this reason, some modules have been revised based upon feedback from our CW buildings and regional staff.

Infrastructure improvement strategies

As stated in the prior SSIP, to ensure fidelity of implementation of the current CW framework and to support statewide scale-up and sustainability, data revealed a need to continue building a system that provides a continuum of support through regional consultants, standardized learning modules and resources, e-learning systems, and digital applications.

Major short-term activities implemented that contribute to the development of this continuum of support include the following.

Table 4: Major Short-Term CW/SSIP Activities

MAJOR SHORT-TERM CW/SSIP ACTIVITIES
Accomplishments Prior to 2016
Place all training materials/tools/resources on https://www.moedu-sail.org/ to allow access by all participating buildings
Create/implement a process for developing, vetting, and disseminating CW component training modules
Update consultant logs to capture CW activities

MAJOR SHORT-TERM CW/SSIP ACTIVITIES	
Accomplishments Prior to 2016	
Develop Common Formative Assessment report tools	
Develop progress measurement tools for Regional Professional Development Centers (RPDC) and participating buildings	
Develop/make available an online Common Formative Assessment collection tool	
Automate monthly reports of CFA activities by region and the state	
Update the online Consultant Log System to make it fit tighter as part of a system of data collection and reporting in support of districts/schools	
Develop an "instructional leadership" training module for building principals	

MAJOR SHORT-TERM CW/SSIP ACTIVITIES (2016-17)	Progress or Change from Phase III
Continue to refine the online Consultant Log System to reflect common understanding of terminology across regional staff to increase the accuracy of collected data	Ongoing
Continue to communicate to regional staff the intended alignment of practices within current initiatives	Ongoing
Combine School Implementation Scale and the Team Functioning Survey previously used into a new survey titled the Collaborative Work Implementation Survey (CWIS)	December 2016 – February 2017
Pilot the revised CWIS with selected CW buildings	February 2017
Demonstrate use of technology for the purpose of providing professional development at CW consultant program meetings	2016: October, December 2017: February, April, May
Continue HQPD observation of training and coaching sessions	Ongoing (monthly reports to the State Professional Development Grant (SPDG) Management Team)
Development of enhanced components considered for new and existing modules (i.e., Coaching Companions for modules)	Spring 2017
Pilot online training modules with school districts and make modifications based on feedback	July 2017 to present
Revise Self-Assessment Practice Profile (SAPP) on the MOEduSail website	Rollout December 2016

The long-term activities articulated in Phase III-Year 1 focused on steps identified as necessary for scaling the process and tools statewide within a system of state supports while continuing consistent supports for the pilot CW/SSIP schools. Long-term activities in Phase III-Year 2 began to focus on scaling the process and tools statewide within a larger system of state support and include the following.

Table 5: Major Long-Term CW/SSIP Activities

Major Long-Term CW/SSIP Activities	Phase III-Year 1 Timeline	Phase III-Year 2 Progress or Change
Reformat CW/SSIP modules for online training as part of the Virtual Learning Platform (VLP) development	July 2017	Reformatting completed for modules scheduled for online access on July 2017. Reformatting will continue with all other products - ongoing
VLP Development	ITSD approval January 2017	Ongoing
Develop training for field staff and ensure staff are adequately trained to fill new roles	July 2017 and September 2017	Ongoing
Modify the consolidated contract and consultant logs to reflect significant changes in how time is documented	July 2017	Ongoing
Support development of an automated teacher evaluation process that pulls in Practice Profile rubrics for evaluation, includes Student Learning Objective (SLO) data (including CFAs as appropriate), and creates individual, building, and district progress reports	July 2017	Continued development of the online tool is in process
Create a description and a plan for an integrated system of supports which includes extensive data tools, planning tools, project management tools, and resource budgeting tools	July 2017	Partial deployment July 2017 (modules moved to VLP)
Continue to review/revise existing modules and related tools (SAPP, practice profiles, fidelity checklists, pre/post assessments, etc.)	Ongoing	July 2017 Modules revised: • Collaborative Teams • Common Formative Assessments • Data-based Decision Making • Developing Assessment Capable Learners (combined with feedback) SAPP revised

3. **The specific evidence-based practices that have been implemented to date**

Evidence-based practices identified by Dr. John Hattie and the National Center for Educational Outcomes (NCEO) as having the highest effect sizes shown to result in exceptional student outcomes, including outcomes for students with disabilities include those listed below. The CW modules developed around these topics for public use are available at https://www.moedu-sail.org.

- Collaborative Culture and Climate (including collaborative team structures)
- Data-Based Decision-Making (DBDM)
- Common Formative Assessments (CFA)
- Instructional Leadership
- Effective Teaching and Learning Practices (ET/LP)
  - http://www.moedu-sail.org/mtss-facilitator-materials

Teachers in the CW/SPDG buildings have been trained to (1) work on teams which focus on helping each other (collaborative team structures), (2) use effective teaching/learning practices in all classrooms, (3) administer common formative assessments to provide data related to the effects of the teaching/learning experience, and (4) use data collectively to discuss and make decisions about next steps. Dr. Hattie also promotes instructional leadership as crucial to promoting and sustaining implementation of the evidence-based practices.

Data continue to show that all of the participating buildings have received training in and are implementing the evidence-based practices above. While regional staff continues to train buildings in these evidence-based practices, data also show that coaching and follow-up increased.

4. **Brief overview of the year's evaluation activities, measures, and outcomes.**

   a. Missouri Assessment Program (MAP) English/Language Arts (ELA) Proficiency Rates

Table 6: MAP ELA Proficiency Rates

Year of Language Arts Assessment	All Students Statewide not in Collaborative Work Schools	Students with Disabilities Statewide not in Collaborative Work Schools	All Students in Collaborative Work Schools (includes schools active in 2016-17)	Students with Disabilities in Collaborative Work Schools (includes schools active in 2016-17)
2013-14 Baseline Year	48.9%	14.8%	46.7%	16.0%
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2016-17	61.5% (+1.1%)	25.9% (+1.0%)	61.3% (+1.2%)	29.8% (+1.6%)

Data Source: Missouri Department of Elementary and Secondary Education, MAP/ELA Student Proficiency Rate for grades three to eight in 2013-14, 2014-15, 2015-16, and 2016-17

Baseline data: See table above for 2013-14 baseline year data

Current data: See table above for 2016-17 current data

Missouri's SiMR is to increase the percent of students with disabilities in grades three to eight and in their tested grade in high school who perform at proficiency levels in English/language arts in the Collaborative Work schools by 6.5 percentage points by FFY 2018 (2018-19) (see section A, Tables 1 and 2).

Comparative progress data as measured by the Missouri Assessment Program (MAP) between schools that are and are not participating in the Collaborative Work is examined annually. Table 6 above does not include high school data which allows for a better comparison between CW and non-CW schools due to the small number of CW high schools.

b. Consultant Log Data

Data in specific categories is entered monthly by regional staff into an electronic consultant log data system. This information is compiled, reviewed, and analyzed regularly by Office of Special Education (OSE) staff to ensure regional staff are engaged in CW related activities and to show the progression of CW implementation in participating buildings.

Categories of data include the following:

- Planning/collaboration/communication (PCC) (see Table 7 for further breakdown)
- Training
- Coaching
- Meeting
- Travel
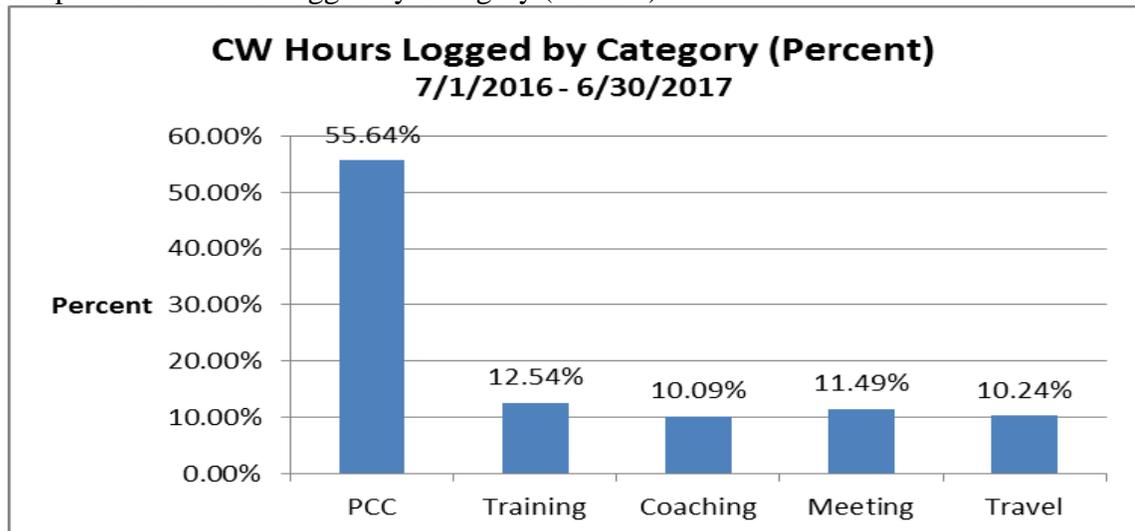
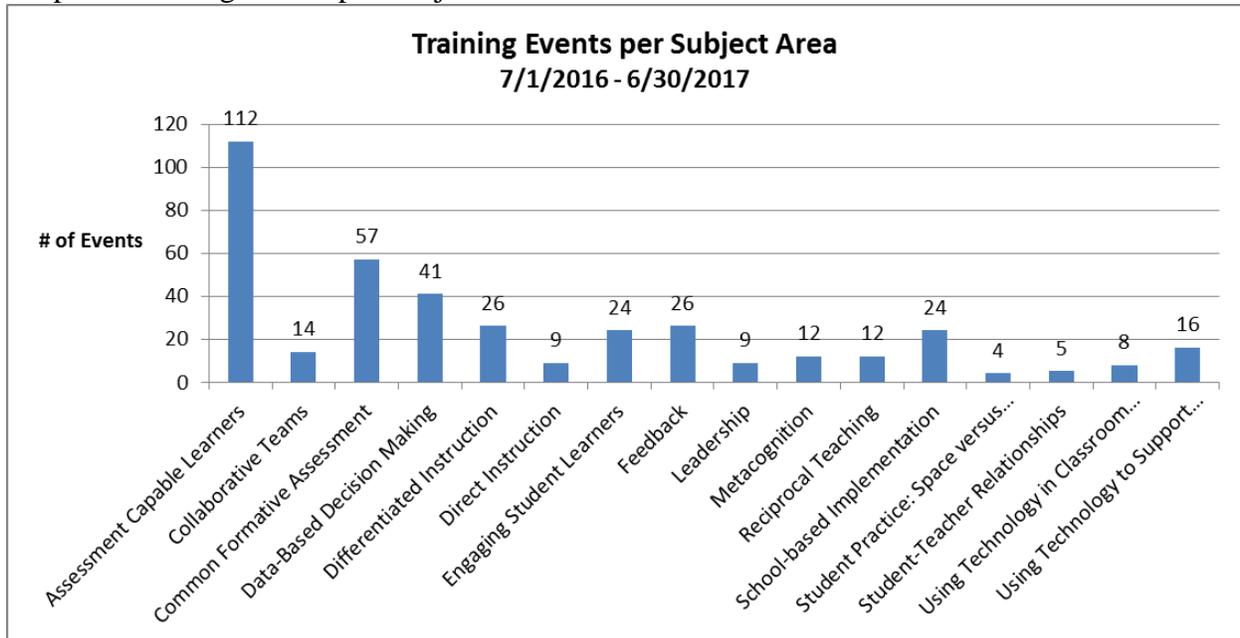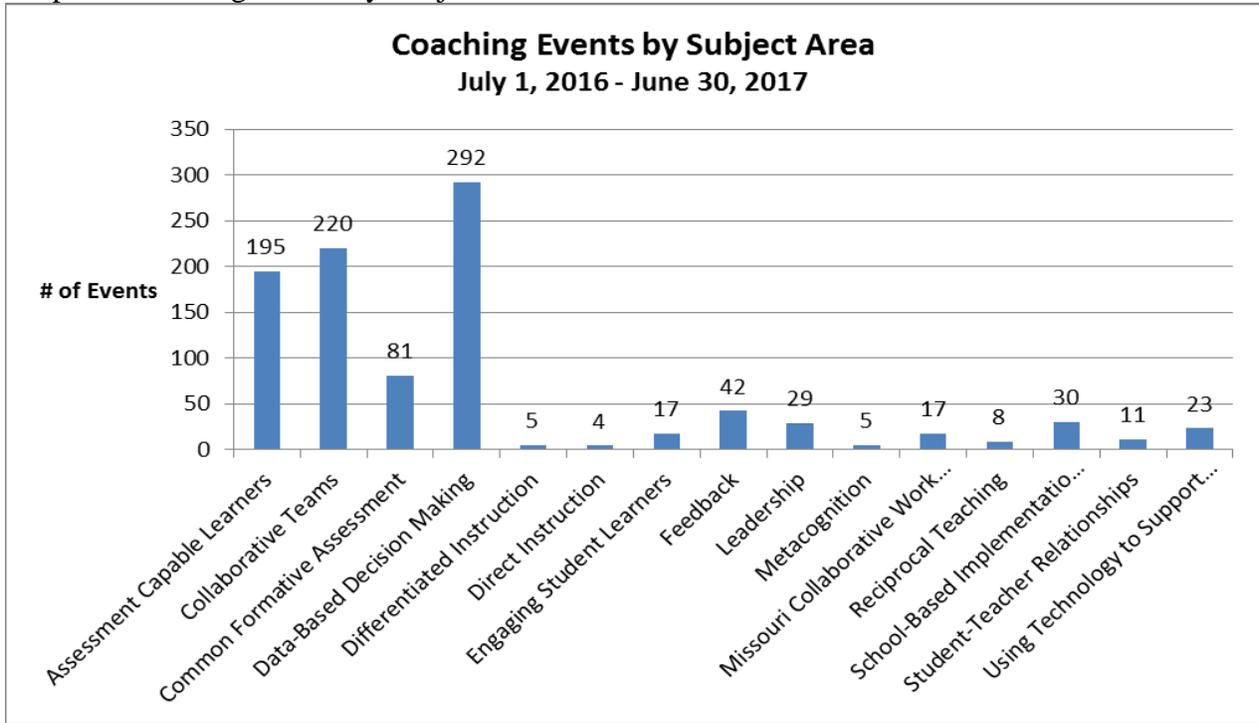Graph 1: CW Hours Logged by Category (Percent)

Table 7: Breakdown of CW PCC Hours by Purpose

Breakdown of CW PCC Hours by Purpose 7/1/2016 - 6/30/2017	Sum of Hours	% of Hours
Coaching	516.50	1.80%
Communicate (leadership teams, staff, coaches, community, etc.)	4140.25	14.42%
Consultant Log Entry	1412.50	4.92%
Content Development	5912.35	20.59%
Directors' Meeting	48.00	0.17%
Facilitate (leadership teams, staff, coaches, community, etc.)	555.00	1.93%
Internal Data Collection/Review/Reporting	5123.00	17.84%
Network (leadership teams, staff, coaches, community, etc.)	1422.50	4.95%
Office Paperwork (expense, accounting, etc.)	1503.50	5.23%
Other	1529.50	5.33%
Preparing/packing training materials	2406.25	8.38%
Program Area Meeting	96.50	0.34%
Read/Reply to Correspondence (phone, email, etc.)	2860.25	9.96%
Regional PD Detail	72.50	0.25%
Regional Staff Meeting	587.00	2.04%
Shared Learning	42.50	0.15%
State PD Detail	33.50	0.12%
Technical Assistance	136.50	0.48%
Training	322.50	1.12%
Total	**28720.60**	**100.00%**

Graph 2: Training Events per Subject Area

Training Events per Subject Area
7/1/2016 - 6/30/2017

Subject Area	# of Events
Assessment Capable Learners	112
Collaborative Teams	14
Common Formative Assessment	57
Data-Based Decision Making	41
Differentiated Instruction	26
Direct Instruction	9
Engaging Student Learners	24
Feedback	26
Leadership	9
Metacognition	12
Reciprocal Teaching	12
School-based Implementation	24
Student Practice: Space versus...	4
Student-Teacher Relationships	5
Using Technology in Classroom...	8
Using Technology to Support...	16

Graph 3: Coaching Events by Subject Area

Coaching Events by Subject Area
July 1, 2016 – June 30, 2017

# of Events

Subject Area	# of Events
Assessment Capable Learners	195
Collaborative Teams	220
Common Formative Assessment	81
Data-Based Decision Making	292
Differentiated Instruction	5
Direct Instruction	4
Engaging Student Learners	17
Feedback	42
Leadership	29
Metacognition	5
Missouri Collaborative Work...	17
Reciprocal Teaching	8
School-Based Implementatio...	30
Student-Teacher Relationships	11
Using Technology to Support...	23

Graph 4: CW Hours Logged by Category (Percent)

CW Hours Logged by Category (Percent)
7/1/2017 to 12/31/2017

Category	Percent
% PCC	62.60%
% Training	9.13%
% Coaching	11.30%
% Meeting	7.88%
% Travel	9.09%
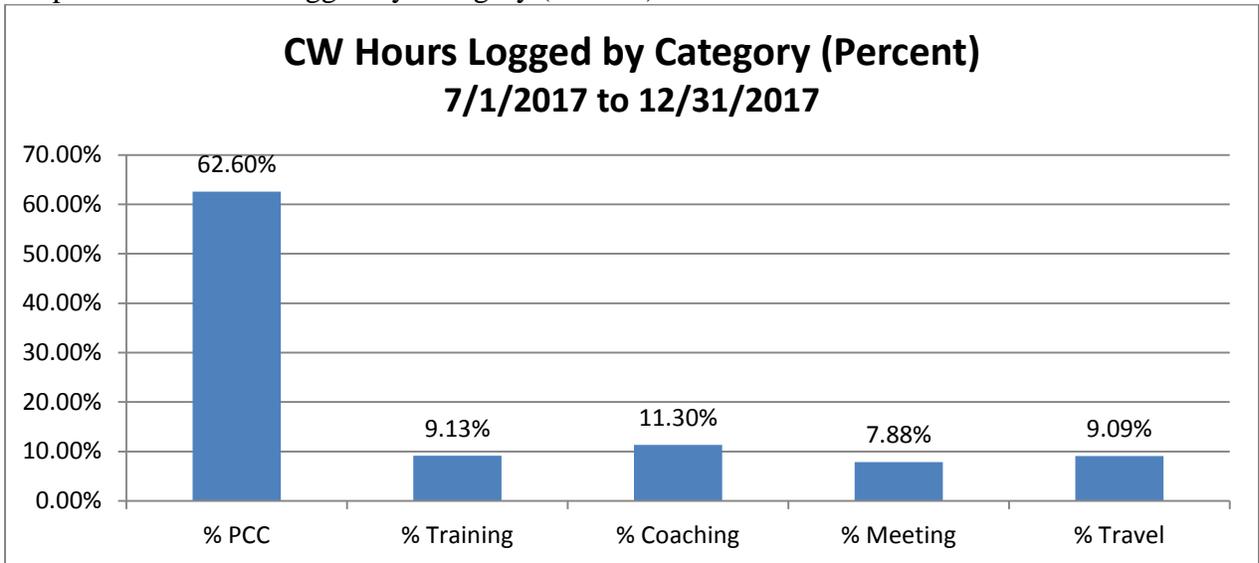
A preliminary look of the consultant log data during the first half of the 2017-18 school year shows regional staff continue to be on track for increased coaching over training events. This data indicate changes (training 9.13% of time, coaching 11.30%) in the adult behavior of regional staff continue to move in the expected direction of increased coaching.

Data Source: Consultant Log Data

Baseline data: Baseline data was established during 2015-16. In the years prior, the Consultant Log System was under construction. While information was collected during this time, feedback from system users and an internal analysis of the data indicated a need for (1) more precise categories under which data was collected, (2) more clear and precise definitions of the categories, and (3) additional training for system users.

Current data: See Graphs 1-4 and Table 7

Evidence of Change: Previous analysis of consultant log data revealed

- lack of activity detail.
- lack of clarity regarding terminology.
- clarification of activity definitions.
- inconsistent and lack of data entry.

DESE took multiple steps to address previous issues with the consultant logs which resulted in increased consistency of the system. When compared to last year, log data reveal a shift from face-to-face training and an increase in the amount of time spent in providing coaching and follow-up.

Table 8: Training and Coaching Data

TRAINING				COACHING		
2015-16	2016-17	7/1/17-12/31/17		2015-16	2016-17	7/1/17-12/31/17
14%	12.54%	9.13%		4%	10.09%	11.30%

The trends shown in the data revealed the desired movement in change in the adult behavior of regional staff moving from less training and more emphasis on coaching. As shown in Graph 4 above, log data from the first half of the current school year (2017-18) continues to show a movement toward increased coaching (11.30%) over training events (9.13%) indicating continued improvement in the emphasis on coaching as opposed to training with little follow-up.
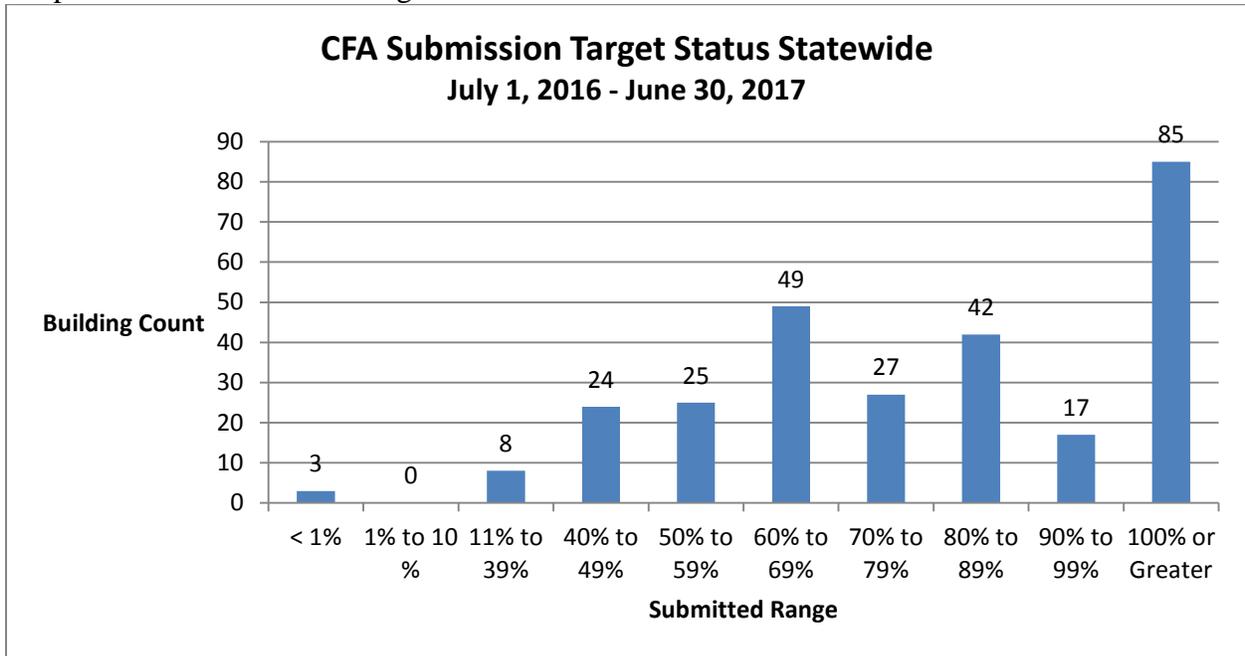
The bulk of face-to-face trainings has been in the area Assessment Capable Learners, one of the highest effect size teaching/learning practices. The bulk of coaching has occurred in the foundation practices which indicate increased CW implementation.

c. Statewide Common Formative Assessment (CFA) Data

It is expected that buildings participating in the CW will administer CFAs throughout the school year. A requirement to have each grade level submit (to OSE) a minimum of five CFAs annually was set. This data was reviewed by DESE project staff to determine changes in adult behavior and discussed with the RPDC directors and CW regional consultants at regular intervals. The importance of the CFA administration, data

collection, and analysis to the fidelity of CW implementation has consistently been emphasized with regional staff and school staff through various means.

Graph 4: CFA Submission Target Status Statewide

CFA Submission Target Status Statewide
July 1, 2016 - June 30, 2017

Submitted Range	Building Count
< 1%	3
1% to 10%	0
11% to 39%	8
40% to 49%	24
50% to 59%	25
60% to 69%	49
70% to 79%	27
80% to 89%	42
90% to 99%	17
100% or Greater	85

Data Source: Automated CFA Collection Tool

Baseline data: The baseline year is July 1, 2015 – June 30, 2016. This data revealed 251 (81%) of CW buildings met or exceeded the required submission target. Of the remaining 58 CW buildings, the majority (37 buildings) were close to meeting the required submission target (80-99% submission).

Current data: July 1, 2016 to April 28, 2017

Evidence of change: Data from the graph above show 85 CW buildings met or exceeded the required submission target. Note this data was only captured through April 28, 2017, and did not include the last two months of the data collection period. This was due to changing of DESE personnel and loss of data which was kept outside the agency by a third party. The loss of this data hindered the agency's ability to measure the change in adult behavior associated with this activity.

Due to the lack of validity and reliability of the assessment items, the automated tool is not used to track student progress. We monitor changes in adult behavior based on the number of assessment cycles completed by teacher and the frequency with which they administer the assessments.

d. Collaborative Work Implementation Survey (CWIS)

Mean Scale Values Across All CW Implementation Survey Participants (possible 5 points)

Graph 5: Mean Scale Values Across All CW Implementation Survey Participants

Scale	Value
Effective Teaching and Learning	3.7
Common Formative Assessment	4.4
Data-based Decision-making	4.3
Leadership	4.2
Professional Development	4.0
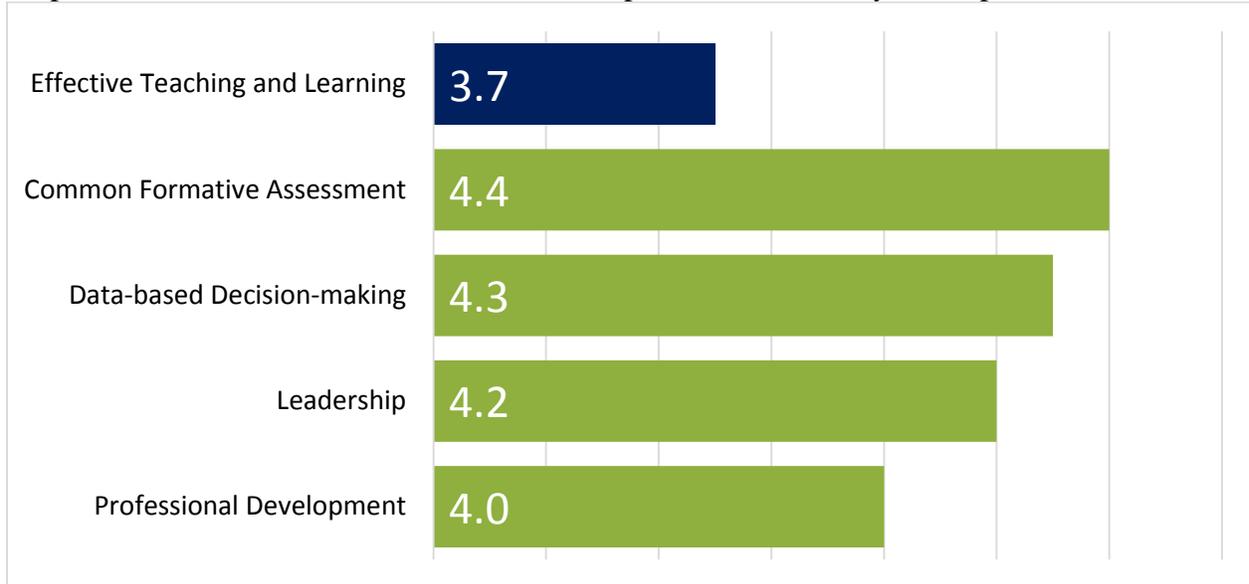
Data Source: 2017 Collaborative Work Implementation Survey (CWIS)

Baseline data: In response to a need to gather more formative data to help programmers iterate an effective system of support for districts and schools, the project management team decided not to deliver the Team Functioning Survey or the School Implementation Scale during the 2016-17 school year. Though these tools were scientifically validated and measured to be highly reliable and were seen by project administrators to have face validity, it was expected that the instrument introduced measurement error of both the type I and type II varieties as it measured a tremendous amount of change in school buildings that went far beyond the scope of the Collaborative Work project and its training and coaching foci. In addition, the team functioning survey had reached a "ceiling effect" where most respondents answered with the most positive values on nearly all responses.

In its place, evaluators disseminated a more project specific Collaborative Work Implementation Survey (CWIS) developed through a collaborative process including DESE staff, project administrators at UMKC, and the evaluation support at the TerraLuna Collaborative. This new survey investigated five relevant scales: (1) effective teaching and learning, (2) common formative assessment, (3) data-based decision-making, (4) leadership, and (5) professional development. A pilot of the survey opened on February 2 and closed on February 9, and though some small adjustments were made to item format (such as bolding specific words in a prompt), the management team determined results could be merged with those from the general dissemination.

Results from the survey related to the five relevant scales are shown in the graph 5 above. Respondents provided favorable evidence related to the implementation of many project features. However, effective teaching and learning lagged a bit behind the other sections, a difference that was measured to be statistically significant.

Within the domain of effective teaching and learning, the prompt soliciting agreement with the statement, "The students in my classroom, including students with disabilities, write/state learning targets using "I can" or "I know" statements" was most likely to receive responses of disagree or strongly disagree. The lowest ranked prompts for other sections included the following:

1. CFA: Each student reviews his/her results of common formative assessments with a teacher. (3.8)
2. DBDM: Visual representations of individual student, classroom, and building data are used for tracking growth and making decisions. (4.1)
3. Leadership: The building leader(s) actively problem-solve(s) with my team. (4.1)
4. PD: I receive feedback about my classroom instruction from other teachers. (3.5)

Current data: Same as baseline data (see explanation directly above)

Evidence of change: As a result of the dissemination of a new survey instrument, the Collaborative Work Implementation Survey, the data collected could not be compared to previous years. To that end, evaluators created a bridge to past data by asking participants to "Please consider what you see and experience related to common formative assessments, effective teaching and learning practices, collaborative data teams, and data-based decision making, in your classroom and with your students." The survey asked for responses to indicate the amount of progress that the participant felt their building had made. Participants who were new to the building were asked to not provide a response. Scores below 50 represent those that are worse off than last year, those above 50 are better off. Results showed that for all four major scales investigated with previous survey tools, participants rated implementation during the current school year as better (Effective Teaching/Learning Practices: 72.9, DBDM: 71.4, Collaborative Data Teams: 68.9, CFA: 68.5).

e. CW State Implementation Specialist (SIS) Observation Trend Data (2014-17)

Table 9: SIS Observation Trend Data

FY Dates	7/1/14 - 6/30/15 HQ/Total	% HQPD 2014-15	7/1/15 - 6/30/16 HQ/Total	% HQPD 2015-16	7/1/16 - 6/30/17 HQ/Total	% HQPD 2016-17
Training Observations	92/96	95.8%	177/184	96.2%	87/87	100%
Coaching Observations	222/227	97.8%	154/160	96.3%	186/191	97%

Data Source: SIS observation data. One of the main responsibilities of the SISes is to observe training and coaching activities of the regional providers. This is done through the use of two research-based observation instruments: (1) *Observation Checklist for High Quality Professional Development Training* and (2) *Observation Checklist for High Quality Professional Development Coaching (http://www.moedu-sail.org/implementation-checklists/).*

Baseline data: SIS data collection was initiated in September 2014

Current data: July 1, 2016 – June 30, 2017

Evidence of change: Data shows continued consistency to a high level of adherence to quality in the delivery of training and coaching within the system.

5. **Highlights of changes to implementation and improvement strategies**

No changes have been made to the improvement strategies since the selected strategies were all identified as effective through large scale research studies. However, activities were added to increase the impact of the improvement strategies. Those activities included the following:

o Increased training for regional staff on coaching
Data and feedback from the RPDCs continue to indicate a need for additional training in the area of coaching. An emphasis was placed on coaching thereby developing the capacity of building staff to coach each other.

o Increased emphasis on use of the CW implementation tools (practice profiles, fidelity checklists, self-assessment, etc.) for schools
Discussions during 2016-17 site visits continue to indicate many RPDC staff were not informing schools of the availability of the various tools and resources critical to the implementation and monitoring for fidelity of the CW. To address this issue, CW/SSIP program area meetings focused on hands-on use of the materials and tools (i.e., practice profiles, Self-Assessment Practice Profile, technology for professional development, etc.).

o Revised the Self-Assessment Practice Profile (SAPP)
The SAPP is a critical tool in the implementation of the collaborative work. The prior version of this tool was housed within an Excel spreadsheet and had limited features. During 2016-17, the SAPP online tool was revised to incorporate enhanced features to allow users additional functionality. For example, administrators can now analyze individual staff data into grade and building level reports for analysis to determine the "health" of the grade level and building.

o Trained staff on use of technology to accelerate communication with schools and reduce travel time
Consultant logs were reviewed and continued to reveal a need to train regional staff on how to use technology for training and coaching as opposed to always holding face-to-face trainings. To address this issue, each CW/SPDG program area meeting included a technology component that demonstrated how to use technology for training and coaching. Specific examples of using technology for these purposes at monthly CW consultant program meetings showed regional staff how to increase efficiency and effectiveness making statewide implementation of the CW practices scalable.

1. **Description of the state's SSIP implementation progress**

   a. Description of extent to which the state has carried out its planned activities with fidelity—what has been accomplished, what milestones have been met, and whether the intended timeline has been followed

   See Major Short-term and Long-term Activities (Tables 4 and 5).

   Table 4 reveals major short-term activities completed prior to 2016 and short-term activities for implementation in 2016-17. Many of the short-term activities in Table 4 have either been carried out as planned or are part of an ongoing process. These include the following:

   - Slight revisions to the online Consultant Log System occurred to reflect common understanding of terminology across regional staff to increase the accuracy of collected data and to enhance usability of the system as some inconsistency regarding terminology continued to exist.
   - Revision and refinement of the modules is, and will be, an ongoing process. As the modules include several components (pre/post assessments, PowerPoints, handouts, practice profiles) revision and refinement includes revision of the foundational modules inclusive of all components and ensuring that these materials exist in an online learning format and facilitator (face-to-face training) format exist for each module.
   - Communication to regional staff about the intended alignment of practices within current initiatives remains important to keep the focus on the intended goals of the CW and was included in the content of the CW consultant program meetings.
   - Development of the Collaborative Work Implementation Survey (CWIS) which combined the prior *School Implementation Scale* and the *Team Functioning Survey* was necessary as the previous tools measured a tremendous amount of change in school buildings that went far beyond the scope of the Collaborative Work project and its training and coaching foci. In addition, the team functioning survey had reached a "ceiling effect" where most respondents answered with the most positive values on nearly all responses. See results of the new 2016-17 CWIS in Section A, number 4, item d.
   - Implementation of a CWIS pilot within selected CW buildings occurred to gain feedback about the usability and applicability of the new survey.
   - Demonstration of technology for the purpose of providing professional development at CW consultant program meetings occurred to provide regional staff with examples of how to use technology for professional development.
   - Revision of the Self-Assessment Practice Profile (SAPP) was completed to provide users with an enhanced tool allowing additional features. The first SAPP developed existed as an Excel spreadsheet with limited capability.
   - Consultant log data revealed an increase in coaching by regional staff. To deepen the coaching practices, the learning module components were scheduled for enhancement

to include "Coaching Companions" that strengthen the coaching practices and increase fidelity of implementation. A Coaching Companion to accompany the School Based Implementation Coaching learning module is in development.

- Implementation of a pilot for testing the online training modules with 20 Missouri school districts for feasibility officially began in July 2017. Modifications for improvement will be made to the system based on feedback.

Table 5 long-term activities include the following:

- The CW/SSIP learning modules were reformatted for online training as part of the Virtual Learning Platform (VLP) development. Foundation learning modules (Collaborative Teams, Common Formative Assessments, Data-based Decision Making, Instructional Leadership, and two of the Effective Teaching/Learning practices) were reformatted for the VLP.
- Continued development of the VLP began with IT approval in January 2017 and is ongoing.
- Training to ensure regional staff are adequately trained to fill new roles occurred during monthly CW consultant program area meetings.
- Continue work toward a plan for an integrated system of supports which includes extensive data tools, planning tools, project management tools, and resource budgeting tools. The VLP is one part of this plan.
- Continue to review/revise existing modules and related tools (SAPP, practice profiles, fidelity checklists, pre/post assessments, etc.).

Intended timeline

Most short-term and long-term activities were completed within the intended timeline. Activities related to scaling the process statewide are moving forward somewhat faster than anticipated. The accelerated movement toward scaling the process is a result of ongoing internal conversations among agency leadership about how the pilot might also be a potential model for improving schools identified under ESSA.

b. Intended outputs that have been accomplished as a result of the implementation activities

During the past year, DESE has achieved a number of important outputs which will put it in a position to move forward with implementation of the CW/SPDG framework at the district level, not only in the CW/SPDG pilot districts/buildings, but in districts statewide. These outputs were accomplished through collaborative efforts of leadership at all levels and in all offices of DESE and include the following:

o The foundation practices of the CW/SPDG have been incorporated into DESE's Strategic Plan and are guiding the agency toward improvement for all schools and districts.
o The agency has agreed to continue development of the VLP which provides the common platform to begin scaling the work statewide.
o The consistent increase in state assessment data is validating the CW/SPDG framework.

2. Stakeholder involvement in SSIP implementation

   a. <u>How stakeholders have been informed of the ongoing implementation of the SSIP</u>

   No major decisions or activities have taken place in implementation, modifications, and evaluation of the SSIP without significant stakeholder input. All stakeholders are provided with the needed materials and background information to provide informed feedback. We rely on contributions from all stakeholder groups to the Plan-Do-Study-Act process and any revisions made to the SSIP.

Table 10: SSIP Stakeholder Meetings for the Period July 1, 2016, through December 31, 2017

Stakeholder Group and Major Role (Feedback or Decision-making)	Make-up of Stakeholder Group	Responsibilities for Implementation	Responsibilities for Evaluation
Special Education Advisory Panel (Feedback)	Specified in section 1412 of IDEA	Feedback on the state's plan for districtwide implementation	Feedback regarding use of Moving Your Numbers (MYN) developed tools for a more robust comparison of implementation
Division of Learning Services Leadership Team (Decision-making)	Deputy Commissioner, Assistant Commissioners, Chief Data Officer	Provide direction for scaling the process and aligning with the agency strategic plan and ESSA plan	Approve decisions regarding evaluation design
SPDG Management Team (Decision-making)	Office of Special Education leadership, professional development specialists, evaluators, technology specialists	Provide direction and develop resources for sustainability, scalability, and use of technology for efficiency and effectiveness	With the evaluation team, review evaluation options with a look toward districtwide implementation
Regional Professional Development Center Directors (RPDCs) (Feedback)	Leadership from the nine RPDCs	Feedback on the districtwide model with recommendations for scaling coaching support teams and changing how people spend their time	Review the evaluation for information related to the progress of the RPDCs and their districts

Stakeholder Group and Major Role (Feedback or Decision-making)	Make-up of Stakeholder Group	Responsibilities for Implementation	Responsibilities for Evaluation
Collaborative Work Consultants (Feedback)	Consultants assigned to Collaborative Work (CW) schools	Feedback on the districtwide model with recommendations for scaling coaching support teams and changing how people spend their time	Review data reports for accuracy and consistency across the regions
State Implementation Specialist (SIS) Observation of HQPD (Feedback)	Team assigned to observe and report on the delivery of CW HQPD	Feedback on the delivery of high quality professional development among the regions	Feedback on how HQPD affects the overall progress of the initiative
Area Supervisors (Feedback)	Agency liaison with districts	Observations of the work and how it aligns and supports district improvement efforts	Provide qualitative information to confirm quantitative data
Missouri Model Districts (MMD) Coaching Support Teams (CSTs) (Feedback)	Groups of PD providers who cross regional boundaries to support the MMD	Recommendations on the challenges and benefits of cross regional teams	Insight on how the evaluation would change as we move to a district model
MMD Contacts (Feedback)	Contacts from the participating MMDs	Feedback on the CSTs, virtual learning platform, and other activities supporting districtwide implementation	Suggestions on how evaluation might change once districtwide model is implemented and how this might inform other activities of the agency related to accountability

b. <u>How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP</u>

The balance of discussions with all stakeholder groups has proven beneficial in increasing support in the use of evidence-based educational practices so that the SSIP is a key contributor to the state's blueprint for success. We collaborate with other Offices within DESE to ensure our work contributes to the agency's Strategic Plan. These stakeholders bring a wide variety of expertise and experience to the conversation.

Periodic updates including frequent data analysis have been provided to all groups to inform them of current implementation of the CW/SPDG. We frequently receive comments or questions from these update sessions which we take under advisement for future decision-making.

C. Data on Implementation and Outcomes

1. How the state monitored and measured outputs to assess the effectiveness of the implementation plan

a. How evaluation measures align with the theory of action

The evidence-based educational practices included in the CW are interwoven throughout the state's theory of action. All components of the CW work together to create a system that relies on leadership, collaboration, effective teaching/learning practices, common formative assessment, and data analysis. This systems approach provides consistency of implementation with many opportunities for input and feedback. The theory of action also shows that while the system is built to focus on a specific set of skills and practices, participating schools retain flexibility in determining the effective teaching/learning practices that are most appropriate.

b. Data sources for each key measure

See section A, question 4.

c. Description of baseline data for key measures

See section A, question 4.

d. Data collection procedures and associated timelines

Table 11: Key Measures

Key Measure	Collection Procedures	Timelines
Missouri Assessment Program (MAP), English/Language Art (ELA)	Procedures are established by the Office of College and Career Readiness and approved by the U.S. Department of Education	- Schools assess April/May - Assessments processed and reported to state in June - Districts correct errors in July/August - Assessment results released September
CW Consultant Log Data	- Online tool for regional consultants to complete at least weekly - Data can be viewed at any point in time	Process begins July 1 and is completed by June 30
State Implementation Specialist (SIS) Observation for HQPD	- SISes determine when regional consultants are conducting training/coaching - SISes attend, observe, and provide feedback for a minimum of 20% of each consultant's training/coaching activities	Process begins July 1 and is completed by June 30

Common Formative Assessment (CFA) Statewide Data	• Schools record and report CFA data upon completion of each teach/test/reteach/retest cycle • Data submitted in an automated online system	Occurs throughout the school year
Collaborative Work Implementation Survey (CWIS)	• Survey administered to all participating CW schools annually • Evaluator organizes and analyzes results and reports to DESE	• Survey-March • Results-April

e. [If applicable] Sampling procedures

Sampling procedures were not used for any of the CW/SSIP. The initial selection process explained in Phase I articulated how schools were brought into the process and how representative they are of the state. All data collection activities are conducted project-wide. All regional centers are visited equally. Only visits to selected schools or observations of consultants are conducted at less than 100%. No sampling process is used or is believed needed to select sites for visitation or consultants for observation.

f. [If appropriate] Planned data comparisons

Planned data comparisons are as follows:

- Key Measure: Performance on statewide assessment in English/language arts of all students with disabilities in the state achieving proficiency compared to all students without disabilities in the state.

  o Sub-measure data

    - Attendance rate for students with disabilities in CW buildings compared to attendance rate for students without disabilities in CW buildings
    - Discipline rates for students with disabilities in CW buildings compared to discipline rates for students without disabilities in CW buildings

g. How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements

The main focus of the CW/SPDG has been the development of a data collection system to provide reliable information for measuring the quality and fidelity of implementation. This allows the state to evaluate the impact that implementation is having on (1) knowledge and skills of the regional PD providers, (2) knowledge and skills of school staff, (3) fidelity of implementation of the activities by the regional PD providers and school staff, (4) changes in adult behavior, and ultimately, (5) impact on student performance.

The approach to measuring intended outcomes involves working at all levels (state, regional, district, building, classroom) to create a statewide system of data-informed

decision-making. A variety of data collection methods are being used for the evaluation to measure both implementation and impact. These methods include surveys, analysis of student academic achievement data, on-site observation, and consultant log data. Both quantitative and qualitative data are collected on a wide range of variables at the state, regional, district, building and classroom levels.

The available data in the system are analyzed regularly by various groups involved in the CW/SPDG implementation to inform decision-making about progress and potential need for adjustments to the process/major activities.

- SPDG management team monthly meetings consist of review of data that informs the team about progress made in implementation of the intended activities.
- DESE CW staff meet monthly with regional staff, including directors and consultants to review CFA and consultant log data to update on current implementation and guide needed focus of regional staff activities.
- Consultant log data is reviewed by DESE program staff on a monthly basis to monitor implementation.
- CFA data is reviewed monthly to monitor implementation of formative assessment within teachers' instructional routine.

2. **How the state has demonstrated progress and made modifications to the SSIP as necessary**

   a. <u>How the state has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR</u>

   Key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR are obtained through multiple sources as described in section A, question 4:

   - Missouri Assessment-English Language Arts (ELA)
   - CW Consultant Log Data
   - State Implementation Specialist (SIS) Observation for HQPD
   - Common Formative Assessment (CFA) Statewide Data
   - Collaborative Work Implementation Survey (CWIS)

   The data are both qualitative and quantitative and provide information about implementation fidelity as well as improvement in performance for educators (knowledge/skills/attitudes of building staff), provision of HQPD through training and coaching provided by regional staff, and student academic and social/behavioral data (achievement, discipline, attendance).

   The data are reviewed regularly by various groups involved in the CW/SPDG implementation. The SPDG management team meets at least monthly and review of data consumes a large part of the agenda. The data reviewed inform the team of how much progress is being made in implementation of the intended activities and help to inform

decisions regarding future actions for improvement. DESE CW staff meet frequently with the RPDC directors, as well as with the CW consultants. Again, review of data and discussion of its implications for implementation activities directs many of the agenda items and meeting activities. Data have also been reviewed on a regular basis with other DESE staff and system stakeholders, including DESE Division of Learning Services Leadership Team, the Area Supervisors of Instruction, and the Special Education Advisory Panel (SEAP).

b. Evidence of change to baseline data for key measures

See section A, question 4.

c. How data support changes that have been made to implementation and improvement strategies

The improvement strategies (effective educational and teaching/learning practices) were selected based on research so no changes have been or will be made to those strategies; however, as data were showing that implementation of the strategies was inconsistent, activities have been added/modified to address the following inconsistencies:

- Log data from the previous year indicated inconsistency by regional consultants regarding logging activities. To reduce errors and increase accuracy, changes were made to the log system including clarifying terminology and providing examples of activities and how to enter into the log system. Training was provided to all regional staff on these changes.
- Observation, interview, and log data indicated regional staff continued to train rather than move toward coaching and follow-up activities. To address this, additional training on coaching was provided at monthly CW consultant meetings. This training included teaching and modeling of coaching techniques. Updates using consultant log data were reported monthly at CW program area meetings and RPDC directors' meetings.
- A review of measurement strategies showed a lack of alignment with items on the School Implementation Scale and the Team Functioning Survey, two instruments used to measure depth and fidelity of CW practices among building staff. To address this, the two surveys were combined into one with a number of items revised/reworded/eliminated. The revision of these surveys was done with input from the RPDC directors and consultants and was piloted by a group of buildings in the CW project prior to being adopted for use.

d. How data are informing next steps in the SSIP implementation

A review of consultant log data and on-site visits in CW buildings indicated there was considerable variability in the manner in which regional PD providers were training and coaching school staff to implement the key elements of the CW. Whereas there is flexibility built into the system to allow for building size, demographics, and context, it is fundamental that the core practices of the system be implemented consistently throughout the state to ensure fidelity.

CW implementation data showed there were districts with all or most buildings implementing the CW key elements with fidelity. This data indicated it was the right time to begin a pilot for scaling implementation to the district level. A plan for making this move was developed for future implementation.

Log data and on-site visits confirmed that information about CW tools and resources available to the buildings had not been shared consistently with building staff. To address this issue, CW consultants were provided time to work with the CW tools and materials to increase and ensure familiarity.

Review of CFA data and on-site reviews indicated increased consistency using formative assessment data embedded within instructional routines to inform future instruction rather than completing the assessment for compliance purposes.

e. <u>How data support planned modifications to intended outcomes (including the SIMR)— rationale or justification for the changes or how data support the SSIP is on the right path</u>

Analysis of trend data confirm the state is meeting the intended achievement outcomes for students with disabilities (SiMR). Data also confirm students with disabilities in CW buildings are outperforming students with disabilities in non-CW buildings and are making larger gains in proficiency rates.

3. **Stakeholder involvement in the SSIP evaluation**

a. <u>How stakeholders have been informed of the ongoing evaluation of the SSIP</u>

Stakeholders have been informed (with opportunity for discussion and input) through updates provided to

- RPDC directors and CW consultants monthly.
  - o SPDG/SSIP evaluation is shared and reviewed twice annually

- SPDG management team monthly.
  - o Plan for SPDG implementation and review all/parts of the evaluation at each monthly meeting

- Special Education Advisory Panel (SEAP) quarterly.
  - o SPDG/SSIP progress updates including data and project evaluation

b. <u>How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP</u>

As stated in Table 10 and in the section immediately preceding this, all stakeholder groups have been given many opportunities to provide input and direction to the initiative and to the evaluation. The management team regularly reviews input from the

stakeholder groups and project data to inform of next steps and direction. For example, the RPDC directors and CW consultants have numerous opportunities to discuss and offer feedback regarding the data collection, evaluation activities, and progress toward meeting goals. Finally, the SEAP review data and are requested to discuss and provide advice on what is not clear and recommendations for the future.

| D. Data Quality Issues |

1. Data limitations that affected reports of progress in implementing the SSIP and achieving the SiMR due to quality of the evaluation data

    a. <u>Concerns or limitations related to the quality or quantity of the data used to report progress or results</u>

       Multiple challenges exist when implementing a systems change effort. Numerous people with differing roles who have diverse needs for training and coaching, monitoring for fidelity of implementation, and measuring outcomes at multiple levels in the system compound the issue.

       Data collection tools have been developed to give us reliable information to measure the quality and fidelity of implementation of the CW/SSIP and its impact on (1) knowledge and skills of the regional PD providers, (2) knowledge and skills of school staff, (3) fidelity of implementation of the activities by the regional PD providers and school staff, and ultimately, (4) impact on student performance.

       Challenges related to this data include the following:

- Reliable tools/terminology consistency for data collection
- Sufficient resources for acquiring the data, checking the data for accuracy, reporting the results of data to all stakeholders, analyzing the data for decision-making purposes
- Ability to compare state assessment performance results from year-to-year

    b. <u>Implications for assessing progress or results</u>

- Reliable tools/terminology consistency for data collection

      o The tools for data collection must be straightforward for consumer use and accurately capture the intended data. While improved, OSE continued to discover inconsistencies within the data collected when shared with regional staff. These inconsistencies were related to a lack of common understanding regarding the terms used to describe the categories of regional work required for data entry.

- Sufficient resources for acquiring the data, checking the data for accuracy, reporting the results of data to all stakeholders, analyzing the data for decision-making purposes

- o Data collection and analysis requires time and expertise to:

  - develop collection and submission tools that accurately reflect the data needed.
  - train (and retrain) users on what data to collect, how to collect it, and how to submit it.
  - organize data for the variety of users and stakeholder groups.
  - continually check for quality of the data.
  - analyze and make decisions about the data.
  - revise tools and training as needed.

- Ability to compare performance results from year-to-year

  The Missouri Assessment Program (MAP) has been different for the past three years and cannot sufficiently link to prior years' assessments, therefore, invalidating comparability. This has affected our ability to make solid judgments regarding student improvement at the state, district, building, or individual level. While the results are positive and demonstrate attainment of the SiMR, we use statewide comparative data with our participating buildings to validate the positive results.

c. Plans for improving data quality

- Reliable tools/terminology consistency for data collection

  - o Revisions to clarify usage expectations, terminology, and definitions of the data categories in the consultant log collection tool were required. Training of regional staff occurred during monthly CW consultant meetings on these revisions.

- Sufficient resources for acquiring the data, checking the data for accuracy, reporting the results of data to all stakeholders, analyzing the data for decision-making purposes

  - o A DESE-wide data system continues to be under development. When completed, this system will link DESE's data collection systems such as Core Data, consultant log, teacher/leader evaluation, system reviews, and tiered monitoring with access for all district staff to online curricula materials, career/technical education supports, common formative assessments, educator evaluation tools, self-assessment tools, PD focusing on leadership, effective teaching and learning, etc. This system will help increase consistency in data collection and analysis.

E. Progress Toward Achieving Intended Improvements

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1. Assessment of progress toward achieving intended improvements

a. Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SiMR, sustainability, and scale-up

On-going assessment regarding effectiveness of the infrastructure supporting the CW/SSIP indicated modifications were needed to ensure fidelity of implementation of the current CW framework and to support scale-up and sustainability statewide. Data show the current regional system of support which provides predominantly face-to-face training and coaching will never be financially feasible to allow for scale-up, support, and sustainability for the entire state. The following have occurred to address this issue:

o Foundation training materials/tools/resources have been placed on https://www.moedu-sail.org/ to allow access by all participating buildings. This allows for greater flexibility and efficiency in use of the training materials/tools/resources as these materials on the website are the same as the training materials used by regional staff. The training materials appear in an online learning format and a facilitator (face-to-face) format. Therefore, buildings may now provide some or all of their own training for existing and new staff enabling them to independently access learning materials. This aids sustainability and scale-up by helping districts build internal capacity for their own professional development using consistent DESE vetted materials.
o DESE continues to build the VLP which will provide access for all district staff to online curricula materials; transition supports, common formative assessments, educator evaluation tools, self-assessment tools; PD focusing on leadership, effective teaching and learning, etc.

b. <u>Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effects</u>

Key measures used to guide the CW/SSIP indicate that steps taken in 2015-16 to address gaps in implementation began impacting the areas of concern (knowledge of tools and training resources, consistency in information provided and expectations for implementation, monitoring for fidelity of implementation). These data indicated a movement toward the desired improvements. The following is evidence of the fidelity of implementation obtained from the various data sources.

<u>Consultant log data</u>: Consultant log data showed time spent by the regional consultants in various job activities, the districts with which they work, what training, TA, and coaching (per CW topic area) are provided to each district and in what amounts. This data can be shown by individual consultant, by district, by region, and by state. An analysis of this data over time showed initial improvement in the two primary issues of concern:

• Regional staff began shifting from training to coaching.
• Consultant log entries continue to require monitoring; however, revisions to terminology and training regional staff continue to yield favorable results. Current data show that logging is more accurate and that more coaching is occurring throughout the system.

<u>CFA data submission</u>: Data collected from CFAs is used by teacher teams to make decisions about the effectiveness of their instruction and guide future instruction. To have

evidence of fidelity, a requirement was placed that each grade level would submit a minimum of five CFAs annually. Some actions taken to improve the fidelity of CFA administration and reporting include the following:

- Monthly reports of CFA submissions are reviewed by DESE project staff and discussed with the RPDC directors and CW regional consultants.
- Importance of the CFA administration, data collection, and analysis to the fidelity of CW implementation has been emphasized with the regional PD providers and school staff through various means.

Collaborative Work Implementation Survey (CWIS): The CWIS gives us valuable information from school staff regarding their level of understanding and depth of implementation of the key elements of the CW.

- See section A, question 4.

School Implementation Specialists (SIS) Observations for High Quality Training and Coaching:

- See section A, question 4.

Student Performance Data: Student performance data are discussed in detail in Section A. Tables 1-3.

c. Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SIMR

As indicated in Tables 4 and 5 of this document, most activities designed to promote progress toward achieving the SiMR were carried out as planned. By improving the data collection tools that capture activity by regional staff to include refining of terminology and definitions around the data collected and increased training for regional staff in coaching methods, improvements were noted in both areas. While these outcomes have not been fully realized, DESE is encouraged by the improvements.

d. Measurable improvements in the SIMR in relation to targets

See Table 1.

F. Plans for Next Year

1. Additional activities to be implemented next year, with timeline

The CW is focused on practices intended for use at the universal level with an emphasis on implementation at the classroom and building level. With the success in many buildings using the CW model, plans for scaling to the district level are in development. Using multiple

sources of data, a subset of districts having buildings implementing the CW is under consideration for this pilot. If selected, districts would continue to focus on these practices and evaluate district level impact during the 2017-18 school year.

The agency continues to build resources and supports at the targeted and intensive levels and refine existing professional learning modules.

The state requested and received a no-cost extension for 2017-18 to continue the CW/SPDG project.

2. **Planned evaluation activities including data collection, measures, and expected outcomes**

It is anticipated that evaluation activities will continue to include the same tools and data collection measures as the CW with the exception of CFA data collection; however, measurement regarding implementation will occur at the district level.

Expected outcome

- Implementation of effective educational practices (teaching, learning, and leadership) resulting in exceptional educational outcomes for all students, especially students showing risk factors, including students with disabilities

3. **Anticipated barriers and steps to address those barriers**

Regarding data collection tools, previous barriers regarding the consultant logs have mostly been resolved, so the state does not expect additional burden in this area. Required CFA submissions will end with the CW project.

To further the concept of a DESE-wide data system, plans continue to develop the virtual learning platform. When completed, this system will link DESE's data collection systems such as Core Data, consultant log, teacher/leader evaluation, system reviews, and tiered monitoring with access for all district staff to online curricula materials, career/technical education supports, common formative assessments, educator evaluation tools, self-assessment tools, PD focusing on leadership, effective teaching and learning, etc. The state anticipates possible barriers related to construction, maintenance, and the monitoring of such a complex electronic system. The collaboration required to acquire the critical components of the system from across the agency could also pose a challenge.

To address these issues, continued collaboration in the agency will remain an area of emphasis. Efforts to include input from all offices across the agency will be vital. Paramount to the future potential of this work is the ability to revisit the value of previous efforts and consider how lessons learned from this can drive the momentum going forward. To assist the agency, the National Center for Systemic Improvement (NCSI) and the National Association of State Directors of Special Education (NASDSE) joined together using the Values Creation Framework to guide this work. The result of this work is captured below.

Detecting Value: Learning How to Make a Difference in Missouri

Introduction

Missouri's Collaborative Work/SSIP firmly demonstrates its dedication to investing in promising and evidence-based practices that hold the potential to transform the way that general and special educators work together in an aligned system to serve all students. In 2018, the SEA is looking back to understand what has made a difference and why. This exploration will inform the way Missouri looks forward.

To better understand how its work contributes over time, Missouri is using a learning framework by Etienne and Beverly Wenger-Trayner. These learning theorists have developed a system for detecting value from the perspective of both the organization (Missouri Office of Special Education) and for the perspective of the intended beneficiaries (Missouri regional centers, local school districts, and school sites). The framework permits Missouri to convey how understanding and appreciating the landscape of education has allowed them to capitalize on the opportunities to build a more aligned system in which special education and general education benefit equally. Detecting value and taking action that will benefit all students makes it more likely that an aligned system of state support will develop and be useful to a wide variety of divisional partners.

Making a Difference in Practice
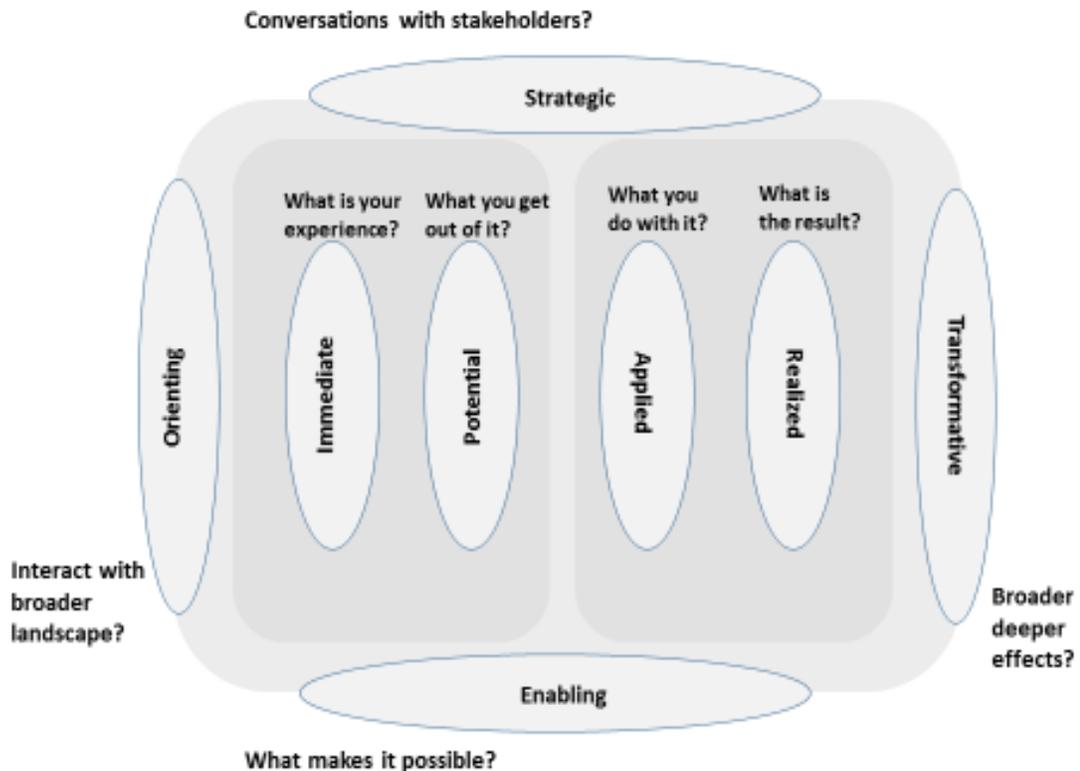
The value creation framework is focused on value through the eyes of the intended beneficiaries. To the Missouri Office of Special Education, this is important because progress in practice depends on commitment built by creating value for potential partners. The framework allows the agency to explore and understand why an experience is meaningful and how to build on that experience to move individual practices toward and system goals.

This value creation framework is consistent with the theory of change and the logic modeling activities that Missouri has used over time to plan and implement its initiatives. It also permits Missouri to add another dimension to its analysis. The theory of action and the logic model are tools that help the state to project the inputs and the interaction that will create change. The evaluation produces data related to these projections and supports mid-course corrections. The theory of action and the logic model produce *input and outcome data*. The value framework, on the other hand, helps the SEA understand if and how its investments have produced the change it envisions and what actions can continue to advance their goals. The *Value Creation Framework* produces *contribution data.* It identifies and explains how various investments are understood, if implementers are prepared to act in the ways that the plan describes, and whether the strategies have same value to the intended audience that the SEA envisioned in its plan.

The addition of value creation framework is important for Missouri in that its goals depend largely on influencing both the special education and the general education system. Their actions must be sensitive to shared values and messaging to collaboratively shape an aligned system that serves all children well.

Additionally, the direct influence the SEA has on the special education system is subject to considerable differences as regional and local agencies work through their staff to translate practices to their customers at the district and school levels. With significant state investments and with the contribution of several federal grants, Missouri is poised to learn from and with its regional and local agencies and other SEA divisions to achieve its support for an aligned system. This is the story of how Missouri has detected and acted on value over time to set the stage for transformation.

For over a decade, Missouri has been focused on special education as a part of general education and aware that meaningful change for students with disabilities can only be achieved by a more aligned and collaborative relationship with general education at the state, district, and school levels. When the Office of Special Education Programs (OSEP) initiated the State Professional Development Grants (SPDG), Missouri sought and won a grant to act on its vision. The Missouri proposal focused on implementing two key pieces: the Mind Frames program as an approach to changing adult behavior and the Key Practices research promoted by the National Center for Educational Outcomes (NCEO) to impact results.

Learning to Make a Difference: First Steps
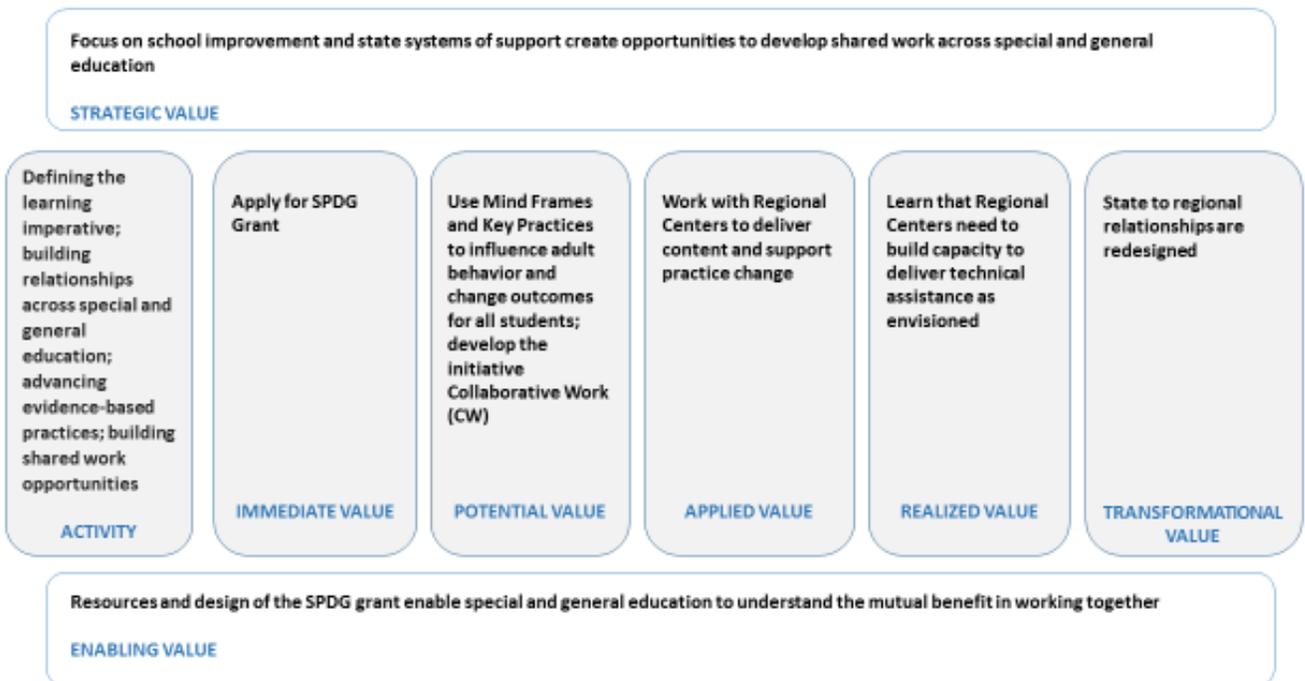
Learning to Make a Difference: 2012-17

Between 2012 and 2017, the work of the SPDG and its influence on the SSIP, truly was underway. With a presence in over 300 buildings, the work brought special education into a new relationship with general education across the state. Expanding the breadth and depth of the work was not without challenges and realizations that the system that existed when this work began could not continue without change.

One of the major changes in this time was with the Regional Professional Development Centers (RPDCs). Prior to 2009, the RPDCs had existed as autonomous units, funded by a legislative line item, regionally serving the entire state. In 2009, the funding for the RPDCs was cut, which forced a major change and opportunity for Missouri. The autonomy of the RPDCs had always presented a tricky balance in that there was no real incentive for the RPDCs to closely tie to the work of the Missouri Department of Elementary and Secondary Education unless it was an expressed need by a client, the districts the RPDCs served. The change in funding structure presented an opportunity for Missouri to redirect the people resources of the RPDCs to support implementation of state priorities.

This new relationship was not without challenges. The autonomy, which the RPDCs had operated under for so long, had created silos of expertise that were uniquely suited to meet specific regional needs. The professional development offered from region to region was inconsistent both in message and in capacity. But where some issues were uncovered, opportunity arose. The change in funding had fundamentally altered the relationship between the RPDCs and Missouri and what Missouri could now direct was high quality professional development trained to fidelity by and with the RPDCs.

The focus of the high quality professional development was a subset of effective educational practices (collaborative teams, common formative assessments, data-based decision making, and effective teaching/learning practices) that could be trained and replicated statewide. Staff at the RPDCs were part of the Missouri team, and new learning was supported by Missouri through the work of the SPDG and the SSIP. An online platform, Moedusail.org, was built to allow for storage and, more importantly, statewide access to high quality modules, training, and coaching of effective educational practices.

Learning to Make a Difference: Next Steps

Two other conscious and important shifts in the work happened simultaneously during this time. The first was mindset shift from a fully compliance mindset to work driven by child and student outcomes, propelled by Results Based Accountability (RBA) and the SSIP in complement to the work underway in the SPDG. A second shift was the focus from the school level to the district level. Based on research and practical experience, Missouri realized that while improved outcomes were being realized at the school level, for scalable and sustained change, the work needed to be focused in building capacity at the district level to support the schools in implementing needed changes with fidelity. Both are large complex shifts that focus on changes in adult behavior to implement. Missouri's focus has been on building value for the changes for not only students but also for the adults doing the work.

Learning to Make a Difference: 2017 – Forward

Moving forward the work will continue to build, refine, and improve what has already been set in motion through the work of the SPDGs and the SSIP. Over time and with a vision for the Moedusail.org platform to serve as the piece that connects all offices (special education and general education) in the agency, Missouri methodically engages more of its departmental partners in coordinated, effective, and data-driven work with the field.

General education partners find shared value in the joint promotion of evidence-based practices through the professional development components of MOedusail.org. Online features are enhanced by field-based supports. Pilot districts receive coaching to enable practice change and become learning partners with the state agency.

New ways for using the platform become apparent to these partners. Data on the professional development and coaching provided is captured on the platform and can be linked to improved results. This capacity offers offering new insights as the data begins to inform building and district decisions on improvement efforts.

The combination of a multi-faceted online platform with coaching support that is evidence-based and responsive to district context builds the commitment to common work. Current partners are fully invested and share the vison because they have been actively involved. Together, the Missouri team and its departmental partners are learning what it will take to serve all students well and bridge the special/general education gap.

Partners learn through their own experience that this dynamic online platform can help special education and general education to support practice change in an aligned way that reduces siloed work. State agency partners and school districts alike can imagine and can support a platform that is evolving into a 'one stop' for improvement. Together, they can refine their use of a platform and explore new ways to develop its capacity.

While the current partners and pilot districts understand the potential value in the online platform and its field supports, the Missouri team must continue to communicate the vision. As they reach out, the value framework becomes even more important. Missouri must continue to find what is needed to support inter-departmental partners who also want to better align state work. As well, they must build the learning partnership with local districts who are the intended beneficiaries of better alignment.

This is a discovery strategy. Missouri successfully creates strategic value by understanding the needs of its inter-departmental partners and the local district they all aim to serve. At the same time, Missouri creates enabling value by building a platform that is responsive to those needs with the active engagement of the potential partners. The goal is to scale up the work to include 70-75 more sites for district-level implementation. Meeting this goal would move Missouri toward a 'tipping point' in which inter-departmental partners and committed districts build the habit of using data to inform decisions and have evidenced-based training readily available to build capacity in identified areas of need.

The effort to define the work through the lens of a value framework is just the beginning. The virtual platform and field supports are built on assumptions of value to the key constituents. True learning requires Missouri check their assumptions by conducting interviews with the partners and end users. Using the same value framework, Missouri will conduct interviews to ask the value questions:

- What did you do? (immediate value)
- What did you get out of it? (potential value)
- What did you do with it? (applied value)
- What were the results? (realized value)
- Given the experience, how are you changing? How is the system you work in changing? (transformational value)

With this information, the team will better understand if and how the initiative is changing practice in a deep and sustainable way. Through regular interviews with inter-departmental partners, district leaders, and staff at the school level, they can readily see disconnects and address them. Likewise, they can become aware of new leverage points they can develop with the partners. Value stories will be written to capture learning in ways that are accessible and can be shared meaningfully with a wide variety of stakeholders.

The Missouri strategy has successfully used value creation as an underpinning for all its work. They detect and act on what they know about shared challenges to create strategic value and what they know about practice to create enabling value. They develop actions that help partners to experience value and they examine their work to find out how to keep the value flow going toward transformation. The virtual platform and its field supports have the potential to transform work statewide. Understanding value as it is experienced by the key partners at every level, will make transformation much more likely.

Transformation through Value Creation