



Scaling Intensive Intervention





SSIP Interactive Institutes

Albuquerque, NM; April 20-30, 2015
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Jacksonville, FL; May 12-13, 2015
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Chicago, IL; May 27-28, 2015
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Vision for RDA

All components of an accountability system will be aligned in a manner that best support States in improving results for infants, toddlers, children and youth with disabilities, and their families.

Shift from Compliance to Results + Compliance

Slide adapted from: OSEP Slides to Explain Results Driven Accountability (RDA) Retrieved from
<http://www2.ed.gov/about/offices/list/osep/osep/rda/index.html>

SSIP Activities by Phase

Year 1— FFY 2013 Delivered by April 2015	Year 2—FFY 2014 Delivered by Feb 2016	Years 3-6—FFY 2015-18 Feb 2017- Feb 2020
Phase I Analysis	Phase II Plan	Phase III Evaluation
<ul style="list-style-type: none"> • Data Analysis; • Infrastructure Analysis; • State-identified measureable result; • Coherent Improvement Strategies; • Theory of Action 	<ul style="list-style-type: none"> • Multi-year plan addressing: <ul style="list-style-type: none"> • Infrastructure Development; • Support EIS Program/LEA in Implementing Evidence-Based Practices; • Evaluation Plan 	<ul style="list-style-type: none"> • Reporting on Progress including: <ul style="list-style-type: none"> • Results of Ongoing Evaluation; • Extent of Progress. • Revisions to the SPP.

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- *Evaluation* of progress annually
- Adjust plan as needed

SSIP Phase III

How well is the
solution working?

- Initiate *Data Analysis*
- Conduct broad
Infrastructure Analysis
- Identify problem area

SSIP Phase I

What is the
problem?

SSIP Phase I

SSIP Phase I and II

- Search/evaluate evidence-based solutions (Exploration Phase)
- Develop action steps (address barriers/use leverage points)
- Develop *Theory of Action*
- Develop *Plan for Improvement* (Implementation Framework)

What shall
we do about
it?

Why is it
happening?

- Conduct root cause analysis (including infrastructure) to identify contributing factors
- For each contributing factor, identify both barriers and leverage points for improvement

SSIP

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SiMR

- State-identified Measurable Result(s) (SiMR)
 - A child-level (or family-level, for Part C) outcome
 - Not a process or system result.
 - May be a single result or a cluster of related results.
- Identified based on analysis of data and infrastructure.

State Focus: Part B

- **Graduation:** AK, DC, FL, GA, MN, MT, NC, ND, NJ, PA, RMI, VA, WV
- **Reading/ELA:** AR, AS, AZ, CN, MI, CO, CT, DE, FSM, GU, HI, IA, ID, IL, IN, KS, LA, MI, MS, NE, NV, NM, NY, OH, OK, OR, Palau, SC, SD, TN, TX, VI, WA, WI, WY
- **Math:** KY, MD, ME, PR, RI, UT, VT
- **Reading and Math:** CA, MO
- **Early Childhood Outcomes:** MA, NH
- **Post-school Outcomes:** AL, BIE

Variations: Disability category; race/ethnicity; gender; grades; English learner; poverty status; subset of districts

State Focus: Part C

- Approximately **18** states identified **social/emotional outcomes**
- **7** identified **outcomes - knowledge and skills**
- Approximately **6** identified **outcomes - unspecified**
- Approximately **4** identified **parent/family outcomes**
- **1** identified **other**

Collaboration with the NCSI

- Led by WestEd
- Partners:
 - AIR
 - NASDSE
 - SRI
 - CCSO
 - Parent Center Network
 - Meadows Center for Prevention Educational Risk (evaluator)



Learn more at <http://ncsi.wested.org/>

Targeted Outcomes of NCSI

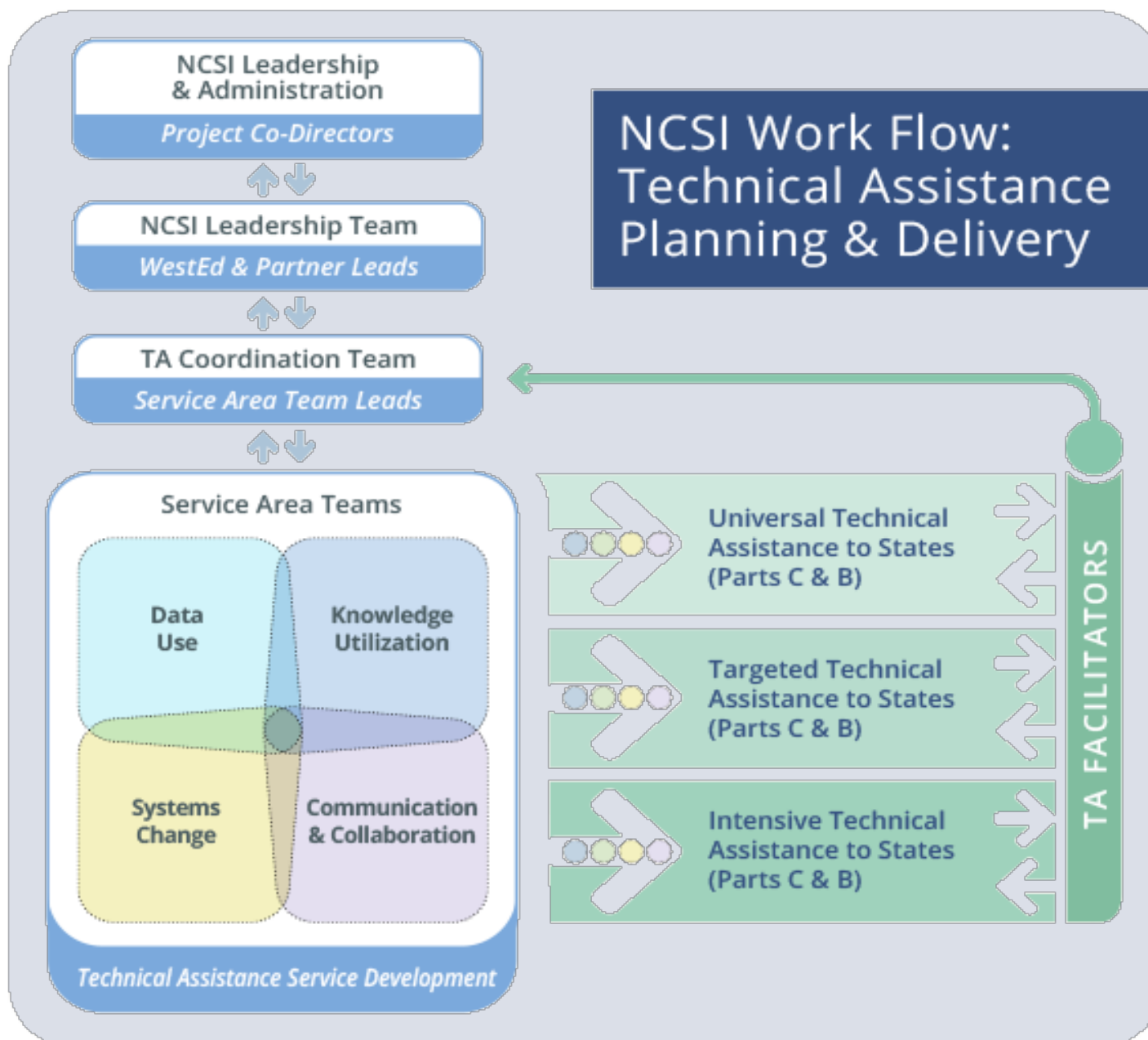
1. Increase the capacity of state education agencies (SEAs) and lead agencies (LAs) to develop, implement, and evaluate their State Systemic Improvement Plans (SSIPs)
2. Increase SEAs' and LAs' knowledge, selection, and utilization of evidence-based practices (EBPs)
3. Improve SEA and LA infrastructure and coordination within SEAs and LAs for delivering effective technical assistance (TA) on implementing and scaling-up effective strategies, stakeholder engagement, resource mapping and allocation, and instructional collaboration

Targeted Outcomes of NCSI

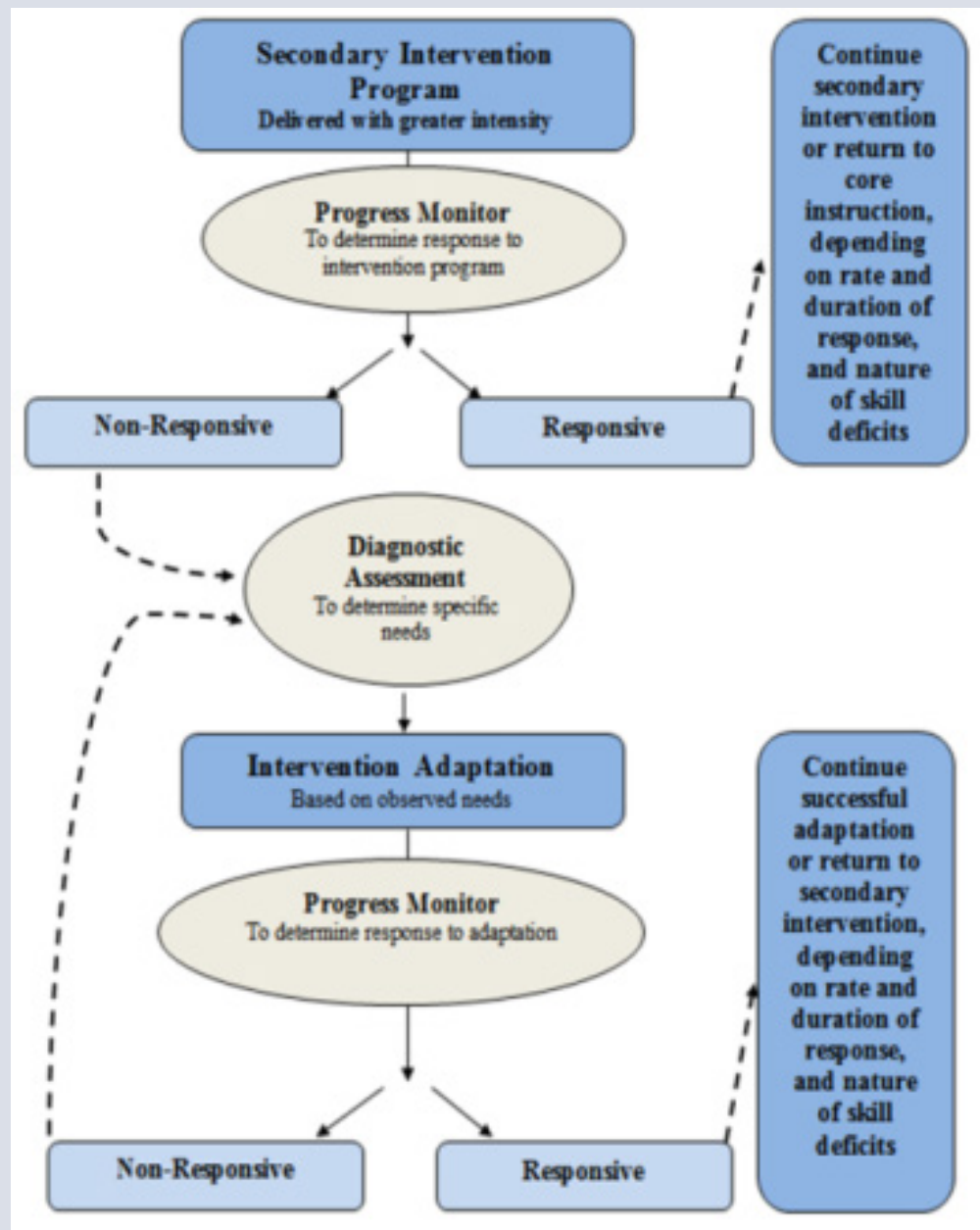
4. Increase the use of effective dissemination strategies by SEAs and LAs to ensure that local education agencies (LEAs) and early intervention service (EIS) programs and providers have access to EBPs and can select and implement those EBPs in a sustainable manner
5. Increase the effectiveness of SEAs and LAs to meaningfully engage State and local stakeholders in the development and implementation of the SSIP

Targeted Outcomes of NCSI

6. Increase the capacity of SEAs and LAs to effectively utilize TA resources funded by the Department of Education
7. Increase the capacity of SEAs and LAs to implement general supervision systems that support effective implementation of the Individuals with Disabilities Education Act (IDEA)



DBI is an approach that can support SiMRs.



For More Information



Visit the IDC website

<http://ideadata.org/>



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