



INTERACTIVE INSTITUTES **2020**
BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

Pathway to the SiMR: Measuring Your SSIP Progress With Progress Monitoring Data



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Collect, Report, Analyze, and
Use High-Quality Part B Data



Presenters



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Agenda



- Understanding the importance of State Systemic Improvement Plan (SSIP) progress data
- Selecting the right SSIP progress data
- Using SSIP progress data to engage and inform



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Importance of SSIP Progress Data



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Purposes of Progress Monitoring

- Determine if you are meeting interim (i.e., short-term and intermediate) outcomes
- Gauge progress toward—or likelihood of—achieving long-term outcome (e.g., SiMR)
- Link the accomplishment of interim outcomes to the projected long-term outcome

Progress Monitoring in the SSIP

- Use progress monitoring data to answer the questions
 - Why does it matter?
 - How do you know?
- Show the impact of your state's work
- Address questions at different levels of your initiative

Measuring Interim SSIP Outcomes

Document or illustrate intended results along the way toward the SiMR, such as

- Infrastructure or system changes
- Evidence-based practices implementation
- Educator changes
- Family and student outcomes

Office of Special Education Programs (OSEP)

Review Criteria: Progress Toward the SiMR

- Based on
 - Meeting SiMR target
 - Presenting progress data showing progress tied to implemented activities
- Note the higher rating for progress monitoring data

Rating	SiMR Target	Progress Monitoring Data
Level 1	✓	✓
Level 2	✗	✓
Level 3	✓	✗
Level 4	✗	✗



Selecting the Right Progress Data



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Do You Have the Right Data?



- SiMR is improved graduation rate and report has data on implementation of literacy intervention...but no interim outcomes linked to graduation—like engagement or attendance
- Improvement strategy is Universal Design for Learning (UDL) and reading intervention, and data show general student improvements... but no data on implementation of the strategies with targeted students

Selecting the Right Progress Data



- Aligned to your implementation activities, evaluation questions, and intended outcomes
- Valid for what you are intending to measure
- Timely and relevant for decisionmaking
- Accessible and feasible



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Align SSIP Progress Data to Your Activities and Intended Outcomes

- Use SSIP theory of action or logic model
- Determine your key evaluation questions and related outcomes at each “level” of the model
- Identify measures and sources data to address each evaluation question

Sample Theory of Action Strand

Coherent improvement strategy	If the SEA	Then the LEA (e.g., teachers and administrators)	Then teachers/support teams	So that
Multi-tiered systems of support (MTSS)	...provides professional development opportunities and coaches to elementary schools in target districts to assist in establishing robust MTSSwill increase its capacity to implement MTSS practices with fidelity...	... will monitor students with disabilities more closely in terms of their academic and behavioral progress and needs ...and more quickly and effectively provide supports and interventions that help students with disabilities be successful academically and behaviorally....	Reading achievement for students with disabilities in elementary grades in target districts will improve.

Determine Key Evaluation Questions

Coherent improvement strategy	Key question at the SEA level	Key question at the LEA level	Key questions at the educator level	So that
Multi-tiered systems of support (MTSS) ...provides professional development opportunities and coaches to elementary schools in target districts to assist in establishing robust MTSSprovides professional development opportunities and coaches to elementary schools in target districts to assist in establishing robust MTSSwill increase its capacity to implement MTSS practices with fidelity...	... will monitor students with disabilities more closely in terms of their academic and behavioral progress and needs ...and more quickly and effectively provide supports and interventions that help students with disabilities be successful academically and behaviorally....	Reading achievement for students with disabilities in elementary grades in target districts will improve.

How much professional development and coaching on MTSS has the SEA provided ?

How much has LEA capacity to implement MTSS practices with fidelity increased?

How well are teachers and teams monitoring student progress and needs?

How quickly and effectively are teachers and teams providing supports and interventions to targeted students?

ii20 Identify Meaningful Progress Data

Coherent improvement strategy	Progress data at the SEA level	Progress data at the LEA level	Progress data at the educator level	Data at the SiMR
Dropout risk monitoring system	<p>How successfully has the SEA instituted the dropout risk monitoring program?</p> <p>↓</p> <ul style="list-style-type: none"> • Documentation of the program's development and dissemination to LEAs 	<p>What procedures and trainings have LEAs provided?</p> <p>↓</p> <ul style="list-style-type: none"> • Documentation of LEA procedures • Count of training sessions • Training quality 	<p>How well are teachers and teams identifying students at risk for dropout based on review of attendance, behavior, and academic data?</p> <p>How well are teachers and teams implementing and monitoring action plans?</p> <p>What improvements have there been in attendance, behavior, and academic data?</p> <p>↓</p> <ul style="list-style-type: none"> • Record of data reviews to identify students • Action plan documentation • Student-level attendance, behavior, and academic data 	Graduation rates will improve for students with disabilities.



Types and Sources of Progress Data



- Student-level data? Yes!
- But, also...
 - Family data
 - Educator data
 - Systems data
 - School
 - District
 - State
- Documents or products
- Surveys
- Interviews
- Observations
- Assessments
- Other primary and secondary sources



Useful and Feasible Progress Data

- Timely and relevant for decisionmaking
 - Will the data be current?
 - Will the data be available in time to inform changes if necessary?
- Accessible and feasible
 - What data can we access within our own agency, or obtain from another agency/entity?
 - What elements require a new data collection effort?
 - What existing processes for obtaining, managing, and analyzing data will we leverage?

Using Progress Data to Engage and Inform



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Consider All Stakeholders



- SSIP implementation team
- SEA and LEA staff
- Other state agencies
- School administrators
- Teachers
- Families
- Public
- OSEP



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Use Progress Data Within Your SSIP Team

- Progress data can inform about progress toward long-term improvements
 - Successes
 - Show that your plan is having the desired effects
 - Changes needed
 - Indicate things are not going according to plan
 - Show where change might be needed to get back on track
- If you chose progress data sources well, they will indicate where change needs to happen in time to make that change

Use Progress Data With Your Stakeholders

- Engage stakeholders
 - Show change that matters to them
 - Maintain implementation efforts
 - Create allies
- Provide evidence for your SSIP reporting
 - Tell a coherent story about how activities lead to interim changes and then changes in the SiMR
 - Answer “Why does it matter?” and “How do you know?” questions

Contact Us



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