Results Driven Accountability, Making Money Matter (M³) & Planning for Success

Webinar Agenda:
• Setting the Context – Teri Williams Valentine
• M³ – Holly-Anne Neal
• Planning for Success (PfS) – Carrie Conaway
IDEA State Monitoring and General Supervision

★ Core Concepts
  ★ Improving educational results and functional outcomes for all students with disabilities
  ★ Ensuring that LEAs are meeting IDEA’s procedural requirements

★ Monitoring LEAs
  ★ Quantifiable indicators in priority areas - compliance indicators and monitoring
  ★ Qualitative indicators to measure performance
Reflecting on Outcomes

In 2012, the U.S. Department of Education acknowledged that the educational outcomes for children and youth with disabilities have not improved as much as expected, even with intensive Federal regulatory oversight and significant funding provided to address closing achievement gaps through programs such as No Child Left Behind and IDEA.
Shifting the Balance to Results Driven Accountability

★ Vision
★ Aligning components of accountability to support States and LEAs to improve results for infants, toddlers, children, and youth with disabilities, and their families.

★ Prioritizing improvement of outcomes
★ Movement from a one-size-fits-all, compliance-focused approach to general supervision to a more balanced system that looks at results and outcomes.
Results Driven Accountability in MA

★ MA is an outcome-oriented state
★ The system for making special education determinations is aligned with the State’s accountability system
★ Outcome data inform state special education determinations and policy
★ Improving positive outcomes for students with disabilities is critical
MA Special Education Determinations

States must assign special education determination levels based on compliance and student performance

- Meets Requirements – Provisional (MRP)
- Meets Requirements (MR)
- Meets Requirements – At Risk (MRAR)
- Needs Technical Assistance (NTA) – 60 districts
- Needs Intervention (NI) – 9 districts
- Needs Substantial Intervention (NSI) – 2 districts

Federal IDEA regulations allow states to direct use of funds for districts identified as NTA, NI, or NSI
M³ Purpose and Impact

★ NTA, NI, NSI Districts
★ redirect between 2% - 4% of the 240 Grant allocation
★ target use of funds to improve educational results and functional outcomes for SWDs

★ Impact:
★ 71 Districts
★ Receiving >$112 M in special education entitlement funds
★ Potential to affect outcomes for close to 50% of the students with IEPs in MA
Vision for M³ work

General and Special Education work together to blend and braid knowledge and resources

- More than PD
- Reorganize systems for results and efficiency
- Innovative & difficult work
  - break down silos
- You have already started the work
  - leverage what you are already doing
- Think outside of the box
The M³ Framework

District:

- Multi-year collaborative systems improvement process:
  - Conduct self-assessment & root cause analysis
  - Identify evidence based practices and needed system improvements
  - Create multi-year plan and a 1-year action plan
  - Use new Planning for Success process and tools

ESE:

- Framework for collaborative systems improvement
- Support assessment of strength and needs
- Facilitate access to resources
- Deliver individualized assistance in collaboration with DSAC and Turnaround Offices
How do we start?

★ Connect with your district’s improvement leadership team
  ★ Contact DSAC Partner or Turnaround Liaison
  ★ Align with improvement planning for all students within your local context
  ★ Choose a complementary planning process

★ Conduct a self-assessment
Identify areas that will make the biggest impact for students with IEPs

Target data areas you are already concerned about

Data source examples
- SPP/APR Indicators
- ESE Profiles
- Edwin
- DART
- Local Student Information System
- Stakeholder input

Examine root causes
- Consider infrastructure analysis
Root cause analysis & evidence-based practice examples

- Improve K Readiness
- Improve Disciplinary Practices and Reduce Removals
- Support Appropriate Identification and Eligibility
- Improve Engagement in School
- Improve Performance on Statewide Assessments
- Promote Inclusive Education
- Improve Literacy Development

Improve Engagement in School

Improve Performance on Statewide Assessments

Improve Disciplinary Practices and Reduce Removals

Support Appropriate Identification and Eligibility

Promote Inclusive Education

Improve Literacy Development
Self-Assessment Resources

- Assessment Literacy Self-Assessment and Gap Analysis Tool
- Behavioral Health in Public Schools
- Conditions for School Effectiveness
- Coordinated Program Review Criteria
- Disciplinary Removals Inventory
- District Curriculum Mapping
- District self-assessment tool
- ESE Educator Evaluation Self-Assessment Form
- Expanded Learning Time
- Equity, Inclusion, and Opportunity
- ILP Implementation
- Inclusive Practice Tool: Superintendent Self-Assessment
- Learning walks
- Professional Development Self-Assessment
- Promoting Student Self-Determination
- High Quality Kindergarten
- Technology Self-Assessment Tool
- MTSS Self-assessment tool
- Turnaround Practices Organizational Assessment and Reflection Tool
District Considerations

★ What evidence-based practices make the most sense within your district context?

★ What systems improvement are needed?
  ★ Create new special education systems and practices
  ★ Redesign for collaborative general and special education systems and supports
  ★ Enhance current systems and goals

★ How can this work complement improvement goals and current district priorities?
FY17 Fund Use Examples

★ Consultation
  ★ Facilitator to guide the strategic planning process
  ★ Student outcomes analysis
  ★ Program Review
  ★ Fiscal analysis – strategic use of funds
  ★ Climate and culture analysis
  ★ Targeted assistance
★ External/community partnerships
★ High Quality Professional Development (HQPD) and individual coursework
★ Stipends
★ Other
Stay in touch

Special Education Planning and Policy – 781-338-3375
http://www.doe.mass.edu/sped/

★ Holly-Anne Neal – hneal@doe.mass.edu
★ Teri Williams Valentine – tvalentine@doe.mass.edu
Planning for Success
Planning for Success is...

- Inclusive
- Flexible
- Simple
- Accessible
- Proven
The PfS model

- Incorporates state requirements & expectations for district and school planning
- Creates a multi-year improvement plan and annual action plan for districts and schools
- Originally designed for overall district/school improvement planning but adaptable for any planning process
Planning for Success process

Create plan
Align systems
Implement plan
Creating the plan: Steps

- Envision the future
- Analyze district performance, educator evaluation, and community feedback data for trends and patterns
- Backward-design the improvement strategy from specific, desired student outcomes, researching effective practices
Creating the plan: Resources

- Creating the planning team
- Envisioning the future
- Analyzing data for root causes
- Analyzing district planning practices and culture (SWOT analysis)
- Identifying strategic objectives and initiatives
- Reviewing the district draft plan for quality

(Plus a plan template and rubric for reviewing an existing plan against PfS model)
Aligning systems: Steps

- Connect educator evaluation goals and school improvement plans to the district plan
- Leverage budget, grants, and resources in support of the district plan
- Build community commitment to the district plan
Aligning system: Resources

- M3 project
- Educator evaluation
- RADAR (under development)
Implement the plan: Steps

- Create an annual action plan with progress and impact benchmarks
- Monitor and publicly report on progress
- Redesign the district plan if necessary
Implement the plan: Resources

- **Tools for creating action plans**
  - Including implementation and early evidence of change benchmarks
- **Monitoring and reporting on action plan progress**
- **Setting meaningful outcome measures (under development)**
  - Guiding questions
  - Suggested measures
  - Comparative outcome data
Digging deeper on the resources

⭐ What is the task?
⭐ Why is it important?
⭐ Suggested protocol
⭐ How to use the results from the protocol
⭐ Notes for facilitators
⭐ Suggested slide content
# Examples of protocols

<table>
<thead>
<tr>
<th>Visioning</th>
<th>• Back to the Future</th>
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<tbody>
<tr>
<td>Root causes</td>
<td>• 5 Whys</td>
</tr>
<tr>
<td>Planning practices</td>
<td>• SWOT Analysis</td>
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| Action planning            | • Implementation benchmarks  
                           | • Resources needed (who/what/when) |
Superintendents say...

★ “We weren’t just trying to come up with a plan; we were trying to change culture at the same time.”

Superintendent Bob Sanborn
Cape Cod Regional Technical High School

★ “Compliance vs. engagement isn’t just about the kids; it’s about the adults, too!”

Superintendent Barbara Malkas
Webster Public Schools

★ “If you’re a teacher, principal, social worker, you can see yourself somewhere in this document.”

Superintendent Dave DeRuosi
Malden Public Schools

Source: District Planning Case Studies: Planning for Success 2015 Pilot Projects
Future plans for PfS

- Guidance for setting outcome goals
- Scaling up facilitators for creating plans
- Pilot action-planning protocols
  - Co-facilitator model (winter 2016-spring 2017)
  - Statewide network (spring/summer 2017)
- Connecting to other state systems and projects, including M3
To learn more:

*PfS* resources:  
http://www.doe.mass.edu/research/success/

Carrie Conaway:  
CConaway@doe.mass.edu

Lori Likis:  
LoriLikis@ccoaching.com
Your Questions?