Welcome to the Results-Based Accountability Cross-State Learning Collaborative

November 18-19, 2015
Houston, TX
Purpose

To build capacity of State Education Agencies (SEAs) in the implementation of a general supervision system that serves to improve outcomes for students with disabilities, while maintaining compliance under the IDEA.
Figure 1: Components of General Supervision

- State Performance Plan
- Policies, Procedures, and Effective Implementation
- Integrated Monitoring Activities
- Fiscal Management
- Data on Processes and Results
- Improvement, Correction, Incentives & Sanctions
- Effective Dispute Resolution
- Targeted Technical Assistance & Professional Development
Meeting Objectives

At the collaborative state participants will:

• Share current practices and capacities in their systems
• Understand other systems to determine which aspects might enhance their own system
• Identify guiding features of results-based monitoring systems
• Engage in work that informs the development of SSIP Phase II and other state priority efforts
• Establish a shared network of support with other states
• Identify strategies for authentic stakeholder engagement through the principles of Leading by Convening
Meeting Outcomes

As a result of the meeting state participants will have:

• Networked to share ideas for monitoring based on results
• Developed ideas/plans for moving forward with results-based monitoring activities
• Determined follow-up strategies (e.g. ongoing community of practice, white paper development, additional meetings) to support changes in monitoring system
• Determined follow-up activities and action steps
Meeting Norms

• Listen respectfully.
• Avoid interrupting others when they are speaking.
• Conduct personal business outside of the meeting.
• Silence all cell phones during the meeting.
• Spell out acronyms.
• Come ready to share.
• Be open and honest with peers.
• Protect the privacy/confidentiality of shared information.
Virtual Meeting Space
NING http://ncsi-rba.ning.com

Welcome to the 2015 NCSI Cross-State Learning Collaborative on Results Based Accountability!

Posted by NCSI on November 13, 2015 at 6:00pm

Under the Individuals with Disabilities Education Act (IDEA) each state has a responsibility to establish a system of general supervision. Such systems must ensure the implementation of the requirements of the IDEA and include the provision of technical assistance and professional development as well as monitoring and other enforcement activities. State accountability is more than ensuring compliance with the requirements of the law—it also includes accountability for improving educational results. Yet until recently, many states’ systems of general supervision have centered mostly on compliance and the improvement of policies, procedures, and practices. However, in 2012 the US Department of Education announced that it was moving away from a compliance-focused approach to monitoring to...
Initial Signup for RBA Ning

http://ncsi-rba.ning.com
Meeting Workbook and Resources

State Monitoring Note Taking Tool

State Team Time Note Taking Tool

Cross-State Team Note Taking Tool

Ten Desired Elements Tool

Appendices

Workbook Pages
Team Introductions

• State Group Review
  – Meet your RBA facilitators
    • Answer: What do you want to have happen here?
• Browse workbook content and tab sections
• Nominate the following team roles:
  – Facilitator
  – Recorder
  – Presenter
• State team introductions to whole group
Guidance Session I: Continuous Improvement and Infrastructure

9:10 am-9:55 am

RBA Cross-State Learning Collaborative
Setting the Context

Systemic thinking and continuous improvement

• What this work is about
• What we value and how we show it
• Building capacity to plan, do, study, act
The NCSI Charge

• Provide states with technical assistance (TA) to support school districts and local early intervention programs to improve outcomes for children with disabilities by building capacity

• Play a major role in helping states achieve a national vision of Results-Driven Accountability for special education and early intervention programs
Guiding Principles

• Shared leadership and authentic stakeholder engagement
• Customized and differentiated technical assistance
• Leveraging resources to maximize value and avoid duplication
Thinking Systemically

Why do we need a model for improvement?

“In a way...any old change program...will do as long as that program animates people and gets them moving and generating experiments that uncover opportunities; provides a direction; encourages updating through improved situational awareness and closer attention to what is actually happening; and facilitates respectful interaction.”

— Karl Weick, 2001
Thinking Systemically: A Macro View
Thinking Systemically

• Data Use
  – Knowing what data to look at...accessing those data... root cause analysis to make sense of the data...measuring effectiveness

• Knowledge Utilization
  – Selecting coherent and aligned evidence-based practices for teaching and learning from cradle to career...implementing them with fidelity...scaling up and sustaining them

• Systems Change
  – Infrastructure considerations...resource mapping and alignment...policies that support the goals... selection/refinement of coherent improvement strategies

• Communication & Collaboration
  – Problem solving and planning with authentic, diverse stakeholders in the right settings, at the right time... working together for implementation to achieve results through adaptive leadership...utilizing leading by convening approaches
Getting to Results: Plan, Do, Study, Act

What are we trying to accomplish?

How will we know that a change is an improvement?

What change(s) can we make that will result in improvement?

Goal

Measure

Change

Implementation, Feedback, and Course Correction
Unpacking PDSA

- What changes will be made?
- Next cycle . . .

- Complete analysis of the data
- Compare data to predictions
- Summarize what was learned

- Identify the objective
- Determine questions and predictions (why)
- Plan to carry out the cycle (what, who, when, where, how)
- Plan for data collection

- Carry out the plan
- Document problems, unexpected observations, and successes
- Begin analysis of the data
PDSA Keeps the Focus on the System

<table>
<thead>
<tr>
<th>Symptom Approach</th>
<th>System Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our problem is that children with disabilities can’t achieve high standards.</td>
<td>Student performance is the result of teaching and learning conditions in the system.</td>
</tr>
<tr>
<td>We need more professional development resources for our staff.</td>
<td>We need to design professional development processes to make them more effective for our staff.</td>
</tr>
</tbody>
</table>
And the beat goes on...
Thank you!

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The contents of this document were developed under a grant from the US Department of Education #H3268340006. However: the content does not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government Project Officers: Perry Williams and ShedeH Hajghassemali.
Achieving Results through Continuous Improvement

Results-Based Accountability CSLC
11.18.15
Fred Balcom, NCSI
Session Objective

Promote systemic thinking and continuous improvement by:

Considering critical attributes of a system
What We Know...

• We have a **shared commitment to improved outcomes** for children with disabilities

• Some givens exist
  – OSEP, ESEA, Governors, Legislatures, State Chiefs, Others

• Research points to key improvement principles and system attributes
  – *Everything matters all of the time...just not with the same intensity or focus*

• We can learn from each other and improve together in networked communities
SSIP Phase II — Infrastructure

- **Support** programs/districts to implement and scale up EBPs
- Identify steps to further **align and leverage initiatives**, including general and special education
- Identify who’s in charge of implementing changes to infrastructure, **resources needed, expected outcomes**, and **timelines** for completing improvement efforts
- Specific **involvement of multiple offices** both within and external to the agency to improve infrastructure
Thinking Systemically to Build Capacity to Achieve Desired Results
“See Your System”

Improvement begins with understanding your current system and work processes, and thinking deeply about how you are currently organized to do the work...

...so you can identify strengths and areas for improvement upon which to build and implement a plan.
Data Use: Examining the Effectiveness of the System

• Information & Analysis
  – How does your organization **select, gather, analyze, manage, and improve** data, information, and knowledge assets?
  – How do you manage information technology? How is **information reviewed and used** to improve performance?

• Organization Performance Results
  – How does your organization **examine performance and improvement results** in all key areas?

Informed by Baldridge’s Criteria for Performance Excellence Framework
Knowledge Utilization: Examining the Effectiveness of the System

• Workforce Focus
  – How does your organization engage, manage, and develop staff to utilize full potential — in alignment with mission, strategy, and action plans?
  – How do you assess workforce capability and capacity needs to build an environment conducive to high performance?
  – How do you ensure individuals have the content knowledge and skills to do what is being asked of them?
Systems Change: Examining the Effectiveness of the System

- **Leadership**
  - How do your organization’s senior leaders guide and sustain your organization, its governance, and how it addresses ethical, legal, and community responsibilities?

- **Strategic Planning**
  - How does your organization develop strategic objectives and action plans? How are these objectives and action plans deployed and changed if circumstances require? How is progress measured?

- **Operations Management**
  - How does your organization determine its core competencies and work systems? How do you design, manage, and improve its key work processes for implementing these work systems and achieving organizational success and sustainability?
Communication & Collaboration: Examining the Effectiveness of the System

• Stakeholder Focus
  – How does your organization determine requirements, needs, expectations, and preferences of stakeholders?
  – How does your organization build relationships with stakeholders, leading to stakeholder satisfaction and organizational sustainability?
"Capacity building involves **developing the collective ability** — dispositions, skills, knowledge, motivation, and resources — to act together to bring about positive change...

There is no chance that large-scale reform will happen, let alone stick, unless **capacity building is a central component of the strategy for improvement.**"

— Michael Fullan, *Leadership and Sustainability: System Thinkers in Action*
Cross-State Sharing
Session I:
State Monitoring

9:55 am-12:30 pm

RBA Cross-State Learning Collaborative
Agenda Check

- Cross-State Sharing Session: 9:55 am–10:35 am
- Break: 10:35 am–10:45am
- Cross-State Team Sharing: 10:45 am–12:30 pm
- Lunch and State Team Time: 12:30 pm–1:30 pm
- Cross-State Sharing Session: 1:30 pm–2:30pm
State PPTS

• AZ
State PPTS

• CA
State PPTS

• CO
State PPTS

- DC
State PPTS

• IA
State PPTS

• ME
State PPTS

• MN
State PPTS

• MO
State PPTS

- MT
State PPTS

• NC
LUNCH:
Salon B

12:30 pm–1:30 pm

State Team Time
Session I: Reflection Tool #1

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Next Steps

The purpose of State Team Time is to provide time for your team to begin thinking about and to integrate today’s content into your planning around monitoring for results or other priority areas.
State PPTS

- OH
State PPTS

- OK
State PPTS

• SD
State PPTS

- TX
State Team Time
Session I: 
Reflection Tool #1 (Cont.)

2:30 pm–3:00 pm

RBA Cross-State Learning Collaborative
Next Steps

The purpose of State Team Time is to provide time for your team to begin thinking about and to integrate today’s content into your planning around monitoring for results or other priority areas.
Break

3:00 pm–3:15 pm

RBA Cross-State Learning Collaborative
Cross-State Sharing Session II: Appointments and Consultations with States and TA Cadre

3:15 pm–4:15 pm

RBA Cross-State Learning Collaborative
Day 1 Wrap Up and Preview

4:15 pm–4:30 pm

RBA Cross-State Learning Collaborative
Reception: Terrace Room and Foyer

5:00 pm–7:00 pm

RBA Cross-State Learning Collaborative
Achieving Results Through Monitoring

Planning for Impact
Day 2

RBA Cross-State Learning Collaborative
Meeting Norms

• Listen respectfully.
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• Protect the privacy/confidentiality of shared information.
Engaging Stakeholders
Engaging Stakeholders

Core Team
- Convenes the group
- Take responsibility for structuring each convening & follow up
- Plan and monitor interaction
- Create engagement strategies
- Organize activities
- Communicate with decision makers
- Oversee review and evaluation

Key Advisors
- Act as regular contacts for information on the issue
- Give advice and help the core team sense issues and adapt activities in a variety of contexts
- Promote the cross-stakeholder approach to problem identification and problem solving

Extended Participants
- Volunteer to become involved and represent the perspective of their organization and/or network
- Bring the perspective of their role and/or organization into the work
- Bring important learnings back to their networks
- Identify opportunities within their networks to showcase the learning
- Hold both their organizational identify and the group identity while interacting with the group
- Identify other practitioners and family members who may become active.

Dissemination Networks
- Receive information
- Redistribute information through newsletters, news blasts, meetings, etc.
- Submit information from newsletters, news blasts, meetings, etc.
- Customize messages for their particular audience.
State Team Time
Session II: Identifying Stakeholders in RBA Monitoring Process

9:00 am–9:10 am

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Stakeholders in Monitoring

**SEA**
1. Curriculum and Instruction
2. Title I - School Improvement
3. School Turnaround
4. Title II - ESL
5. Assessment
6. Data and Research
7. Communications
8. Legal
9. IDEA Fiscal
10. IDEA program
11. Other:
12. Other:
13. Other:

**Other Stakeholders**
14. Parents of SWD (LEA/other LEA)
15. Parent Training Information Center staff
16. IHE faculty
17. PD Providers
18. LEA administration (office/school)
19. LEA special education staff
20. LEA related services staff
21. Other:
22. Other:
23. Other:
Many ways to contribute...

- Core Team
- Key Advisors
- Extended Partners/Feedback Network
- Dissemination Network
Serving on Groups that Make Decisions: A Guide for

RBA Cross-State Learning Collaborative
What is *Serving on Groups*?

- A tool to help build leadership skills in families and other stakeholders who are interested in or currently serving on groups
- Research-based
- Applicable across a broad range of contexts
- Researched, developed, and written collaboratively by a diverse stakeholder group of Wisconsin agencies, school representatives, and family members
Serving on Groups — Materials

- Family-friendly 8-section guidebook
- Online modules
- Live webinars
- A trainer’s manual
- Website: http://www.servingongroups.org
Stakeholders Will Learn About

- Opportunities to get involved
- Types of decision-making groups
- Processes groups use
- Tools groups use
- Tips and strategies for serving on groups
- Understanding and presenting data
- Role of families on groups
- Skills for serving on groups
- Plus a wide variety of resources
Trainers for Serving on Groups

- Regional parent TA centers
- Some parent training and information centers
- “Trainers Available” list on website
- WI FACETS
Guidance Session III: Ten Desired Elements of RBA Monitoring Systems

9:10 am–9:15 am

RBA Cross-State Learning Collaborative
Ten Desired Elements

• **Improvement Planning:** to address the root cause and improve the results — not just about correction of noncompliance

• **Building Capacity of State Staff:** different skill set needed by state staff for results monitoring

• **Active Engagement:** involving LEAs and stakeholders in the work rather than just SEA staff, not state doing something to an LEA

• **Cross-Division Work:** engaging in monitoring, sharing protocols, staff, timing with other federal or accountability systems within the SEA — no longer silos

• **Root Cause Analysis:** to understand the problem represented in the data
Ten Desired Elements (Cont.)

- **Transparency**: creating and sharing monitoring system, tools, sharing in advance, etc. with stakeholders, not a “gotcha”
- **Front Loading TA**: providing LEAs with upfront training and skills prior to monitoring to allow for impact on results
- **Selection for Differentiated Intervention**: tiers and tiered cycles of monitoring and interventions based on data or findings
- **Qualitative Data Collection**: more than just compliance, interviews, observations or other sources needed to inform the why of the quantitative data
- **Incentives (Rewards, Sanctions towards Accountability)**: to support sustainability and accountability
- Root Cause Analysis
- Qualitative Data Collection
- Differentiated Interventions

- Building Capacity of State

- Cross Division Work
- Improvement Planning

- Active Engagement
- Transparency
- Front Loading TA
- Incentives
Cross-State Sharing Session III: Exploring the Ten Elements of RBA Monitoring Systems

9:15 am–10:00 am

RBA Cross-State Learning Collaborative
State Team Time
Session III: Self-Analysis and Prioritization of the Ten Elements of RBA Monitoring Systems

10:00 am–10:30 am

RBA Cross-State Learning Collaborative
Break

10:30 am–10:40 am

RBA Cross-State Learning Collaborative
Cross-State Sharing Session IV: Conversation Hubs on the Ten Desired Elements of RBA Monitoring Systems

10:40 pm–12:20 pm

RBA Cross-State Learning Collaborative
Agenda Check

30 Minute Conversations

• Round #1: 10:40 am–11:10 am
• Round #2: 11:15 am–11:45 am
• Round #3: 11:50 am–12:20 pm
Conversation Hubs

Hubs on Second Floor
Room E-Forum: Topics 1 and 2
Room F-Houston: Topics 3 and 4
Room I-Coliseum: Topic 5
LUNCH: Salon B

12:20 pm–1:20 pm

Role-Alike Discussions

RBA Cross-State Learning Collaborative
Role-Alike Lunch Tables

• State Team Leads
• Data Managers
• State Directors
• Coordinator of Monitoring
• Parent Training and Information Center Staff
• Others
Agenda Check

- SSIP and Monitoring Interface: 1:20 pm–2:00 pm
- Action Planning with TA Cadre Consultation: 2:00 pm–3:10 pm
- Gathering for Next Steps: 3:10 pm–3:30 pm
Guidance Session IV: SSIP and Monitoring Interface

1:20 pm–1:25 pm

RBA Cross-State Learning Collaborative
State Team Time Session IV: SSIP and Monitoring Interface

1:25 pm–1:45 pm

RBA Cross-State Learning Collaborative
Cross-State Sharing Session VI: SSIP and Monitoring Interface

1:45 pm–2:00 pm

RBA Cross-State Learning Collaborative
State Team Time
Session V:
Action Planning with TA Cadre Consultation

2:00 pm–3:10 pm

RBA Cross-State Learning Collaborative
Cross-State Sharing Session V: Gathering for Next Steps

3:10 pm–3:30 pm

RBA Cross-State Learning Collaborative
Thank You for being part of the Results-Based Accountability Learning Collaborative!

We look forward to our continued collaboration!
Thank you!
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