

The Kentucky Department of Education

State Systemic Improvement Plan (SSIP)

Phase III:3

April 1, 2019

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Summary of Phase III, Year 3 (Phase III:3)

Throughout each phase of the State Systemic Improvement Plan (SSIP), the Theory of Action has remained a central focus to meet the State Identified Measurable Result (SiMR) for the Kentucky Department of Education (KDE).

If KDE uses implementation science principles for effectuating systems change within Regional Educational Cooperatives; and,

Since Phase III, Year 2 (Phase III:2), the KDE has undergone a reorganization. The new structure has elevated special education to an office. The former Division of Learning Services is now the Office of Special Education and Early Learning (OSEEL). Within the OSEEL, a Division of IDEA Implementation and Preschool was developed to further support the effective implementation of evidence-based practices to improve educational outcomes for students with disabilities. These changes highlight the importance of special education and provide a more conducive infrastructure for supporting each level of the system to meet the needs of students with disabilities.

The KDE has continued to focus on building effective implementation capacity within the Regional Educational Cooperatives. During Phase III:3, a second cohort of regions engaged in Exploration activities and were mutually selected to participate in the Transformation Zone (TZ). In partnership with the State Implementation and Scaling-up of Evidence-based Practices (SISEP) center the second cohort of regions are currently receiving ongoing training and coaching on the use of Active Implementation. The new cohort will replicate the work of the first cohort regions by installing training, coaching, and data systems to support new districts and scale sustainable effective practices to meet the goals of the SiMR.

If that systems change provides the Regional Educational Cooperatives with the capability to increase the capacity of districts to implement, scale up, and sustain evidence-based practices; and,

The Regional Educational Cooperatives are continuing to grow the capacity of districts on the use of implementation science principles. The first cohort of regions are supporting scale-up to schools within their districts. In addition, they are exploring with new districts to participate in the TZ. The second cohort of regions have been engaging in Exploration and Installation stage activities with new districts.

If the KDE and the Regional Educational Cooperatives engage stakeholders in vetting, selecting, and disseminating usable and measurable methods of implementing evidence-based instructional practices; and,

In Phase I, the Instructional Practices and Academic Content (IPAC) team was assembled to identify a process for selecting Usable Innovations and developing a Math Practice Profile. Components of the Math Practice Profile were used as a foundation for training and coaching measures throughout the phases of the SSIP. TZ implementation teams, at all levels of the system recognized the need for a fidelity walkthrough more closely aligned with the Math Practice Profile. Members from the IPAC team were repurposed along with new stakeholders to co-create a tool to eventually meet this need.

If Kentucky districts provide professional learning, technical assistance and support to elementary and middle school teachers around implementing, scaling, and sustaining evidence-based practices in math, with an emphasis on reduction of novice performance;

During Phase III:3 the first cohort of districts continued in Initial Implementation. District and Building Implementation Teams (DIT and BIT, respectively) meet monthly to engage in continuous improvement cycles and action planning using implementation data (student benchmark, capacity, training, coaching, and fidelity). This process allows the district and building teams to remove barriers and strengthen the system of support for teachers to effectively implement evidence-based math instructional practices.

Then the percentage of students with disabilities performing at or above proficient in middle school math, specifically at the 8th grade level, will increase

With each component of the *Theory of Action* now in place, the summative data from the first cohort of districts reveals that the KDE is making strides towards the goals of the SiMR.

State Identified Measurable Result (SiMR):

“To increase the percentage of students with disabilities performing at or above proficient in middle school math, specifically at the 8th grade level, with emphasis on reducing novice performance, by providing professional learning, technical assistance and support to elementary and middle school teachers around implementing, scaling and sustaining evidence-based practices in math.”

B. Progress in Implementing the SSIP

The Kentucky Department of Education (KDE) develops milestones for each phase of the State Systemic Improvement Plan (SSIP) to drive change and support the goals of the State Identified Measurable Result (SiMR). Stakeholders were petitioned for feedback and informed of new

developments. Each milestone has been completed or is on track to meet the designated completion date. However, there were some minor updates on the date of completion and tools. Listed below are the updated milestones, with changes indicated in red:

Scale-up to Additional Regions, Districts, and Schools

- Transformation Zone (TZ) Cohort 1 Regions (n = 2)
 - **Spring 2018**—Support the use of the **region** and district Scale-up Readiness Checklists to expand to additional districts and schools
 - Usability test tools
 - **Based on usability testing, it was determined that the Implementation Plans developed by the Scale-up Team could effectively meet the function of a readiness checklist. As a result, a region Scale-up Checklist was not developed. See Scale-up Team section below.**
 - **Spring 2018**—Select second cohort of districts (**one district mutually selected**)
 - **Fall 2018**—Selection of schools within first and second cohort of districts
 - **Two schools mutually selected**
 - **Fall 2019 (on track to accomplish)**—Selection of innovation in second cohort of districts
 - **Winter 2019 (on track to accomplish)**—Installation of training and coaching in first and second cohort of districts
- TZ Cohort 2 Regions (n = 3)
 - **Fall 2018**—Exploration and selection of districts
 - **Five districts engaged in initial Exploration**
 - **Three districts mutually selected to participate in the TZ**
 - **Fall 2018 (Winter/Spring 2019)**—Selection of schools
 - **Fall 2019 (on track to accomplish)**—Selection of innovation
 - **Winter 2019 (on track to accomplish)**—Installation of training and coaching
- TZ Cohort 3 Regions
 - **Fall 2018**—Develop and usability test a State Scale-up Readiness Checklist to determine when to expand to additional regions
 - **Based on usability testing, it was determined that the Implementation Plans developed by the Scale-up Team could effectively meet the function of a readiness checklist. As a result, a State Scale-up Readiness Checklist was not developed. See Scale-up Team section below.**
 - **Fall 2018 (Winter 2019)**—Begin Exploration with TZ Cohort 3 regions

Communication Activities

- **Fall 2018 (anticipated Spring 2019)**—The State Management Team (SMT) will usability test and refine communication plan

Build Capacity on Active Implementation within the KDE

- **Fall 2018**—The State Transformation Specialists (STSs) and the SMT will identify, train, and coach staff at the state level to develop the capacity to use implementation science research and practice in support of districts and schools
 - **State Personnel Development Grant (SPDG) Coordinator receiving training on the Active Implementation Frameworks and processes within the SSIP**

Decision-Support Data Systems

- **August 2018- May 2019 (on track to accomplish)**—New TZ Regions, Districts, and Schools:
 - Trained on the use of the tools and dashboard
 - Trained on the *Observation Tool for Instructional Supports and Systems* (OTISS)
 - **All new schools within Cohort 1 districts (accomplished)**
 - **All new districts in Cohort 1 and 2 (Fall 2019)**
 - Following data matrix and using implementation data collection tools
- **Fall 2018 (Spring 2019)**—Usability test Implementation Data Analysis Practice Profile
- **Fall 2018**—Develop Implementation Data Analysis fidelity checklist
- **Spring 2019 (on track to accomplish)**—Establish analysis cycle of Usable Innovation implementation impact on student outcomes:
 - Baseline for Scale Up in Cohort 2 schools (2018-19 academic year)
 - Proximal for TZ schools in Cohort 1 (3 times per year)
 - Summative for TZ schools in Cohort 1 (Fall 2018)

State Personnel Development Grant (SPDG)

- **Spring 2018-Spring 2019 (on track to accomplish)**—Align the SSIP processes with the SPDG
 - STSs and SMT members continue to participate on SPDG Leadership Team and provide trials and learnings from the SSIP to support processes within the SPDG
 - **SPDG Coordinator receiving training on the Active Implementation Frameworks and processes within the SSIP**

Future Evaluation Activities

For consistency of year-to-year analysis, the evaluation plan was not changed during Phase III:3. Current activities will remain in place. The usability testing of an additional measure of teacher fidelity more aligned with the Math Practice Profile is anticipated (**Fall 2019**).

Implementation Progress

State Infrastructure Changes

KDE Reorganization

In Phase III:3 the KDE underwent a reorganization. As mentioned in the Summary of Phase III:3 (p. 1), the Office of Special Education and Early Learning (OSEEL) was established to emphasize the importance of improving educational outcomes for students with disabilities (SWD). Three divisions were created under OSEEL including the Division of IDEA Monitoring and Results (DIMR), the Division of IDEA Implementation and Preschool (DIIP), and the Division of State Schools which includes the Kentucky School for the Deaf and Kentucky School for the Blind. The DIMR oversees the state's IDEA general supervision requirements while continuing to focus on student results. The DIIP will use the data compiled by the DIMR to provide guidance and support on how to effectively implement evidence-based practices (EBPs) to improve educational outcomes for SWD.

Another major focus in DIIP is the alignment between the SSIP and SPDG. This allows for the SPDG coordinator to receive support on the Active Implementation Frameworks. In addition, lessons learned in the TZ are communicated directly to the SPDG team. Members of the SMT and Regional Implementation Team have also been repurposed to support the SPDG. The development of district implementation teams and the use of decision support data systems are a major focus of Kentucky's SPDG called Project Link Teaming.

The reorganization also had an impact on the State Management Team (SMT). The SMT consists of executive leaders from across the KDE that meet monthly to receive updates on Active Implementation. The SMT was put on pause until the offices, divisions, and branches within the KDE were put in place. The total score from the State Capacity Assessment (SCA) declined twenty-eight percentage points as a result (p. 39). The SMT has since resumed meeting and is supporting effective implementation in conjunction with the [KDE 2018-23 Strategic Plan](#). The plans strategic objectives align to the Active Implementation Frameworks used in the TZ.

Strategic Objectives:

- Maintain effective leadership
- Cultivate quality of skills and expertise
- Improve internal/external communication
- Promote systematic operations
- Effective use of resources
- Strategic use of partnerships
- Improve support services
- Improve district and school operations
- Improve student outcomes

Members of the SMT have continued engaging in the use of the Active Implementation Frameworks through the SSIP. In pursuit of an organizational growth model to establish a decision support data system across the agency, [The Strategic Management Maturity Model](#) was adopted. A KDE cross-organizational team scores the Maturity Model two times per year to determine the level of intentional focus and planning within the organization. This instrument is used in addition to the SCA to get a broader picture of the systems and processes within the entire state-agency. The data is being used to develop an action plan on how to better align structures within the KDE, partner organizations, regions, districts, and schools. As a result, state-level staff will be mutually selected to learn how to effectively use the Active Implementation Frameworks to strengthen systems to improve educational outcomes for students.

The Strategic Management Maturity Model will also be conducted with Regional Educational Cooperatives to support alignment. This will allow for the KDE and regions to get a broader view of regional entities as a whole to support districts. The data will be used to inform how Regional Educational Cooperatives can work together to better support districts to improve educational outcomes for SWDs.

Scale-up Team

The KDE engages in improvement cycles based on feedback from stakeholders to make adjustments to the infrastructure as needed. One adjustment made, was the addition of the Scale-up Team ([Phase III:2](#), p. 7). Each level of the system needed support on determining what practices within the TZ to replicate with future regions, districts, and schools. The Scale-up Team analyzed capacity, training, coaching, and fidelity data to develop a Scale-up Readiness Checklist and Regional and District Implementation Plans. The Scale-up Readiness Checklist as described in [Phase III:2](#), was designed to determine the components of infrastructure needed to be fully in place prior to scaling-up. The implementation plans are similar, but provide a more thorough compilation of activities that must be utilized to fully put a system in place to support teachers. The activities encompass each of the five Active Implementation Frameworks and are aligned with the Capacity Assessments. A designated area for a “status check” on each of the activities is also included to support goal setting.

After developing both tools, the Scale-up Team determined there was no longer a need for an additional Readiness Checklist. When the Scale-up Readiness Checklist went through usability testing, the KDE received feedback from districts and schools that the checklist was redundant to other tools that were developed. In addition, staff preferred the implementation plans because the entire stage-based process could be captured on the tool, promoting scale-up and sustainability. Therefore, based on feedback from stakeholders, the Scale-up Team determined the “status check” on the implementation plans could be used to determine when to scale-up.

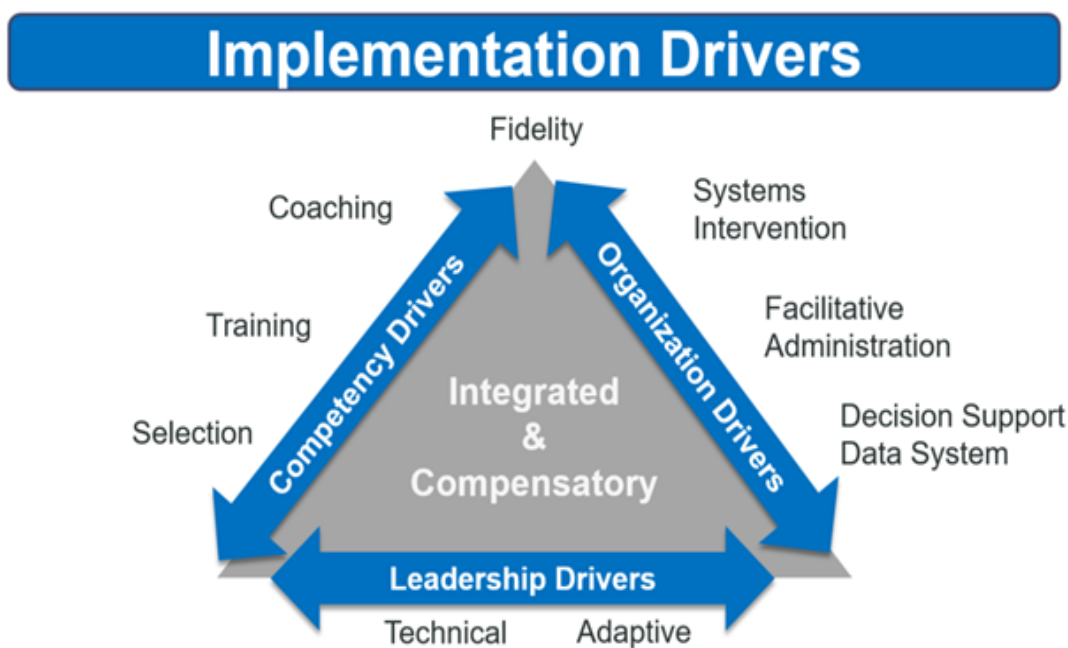
Using the Implementation Plan, the Scale-up Team determined the need to move to a targeted level of support in TZ Cohort 1 regions. Targeted support includes 30 minute monthly coaching calls and quarterly all TZ regional meetings. Regions continue to engage in consistent monthly meetings without the presence of an STS.

The KDE continues to consult with stakeholder teams (e.g. Scale-Up Team and State Design Team) when revisions to the implementation plan are needed, including Institutes of Higher Education. A complete list of stakeholders is provided in the table on pages 12-14.

(Clarification from Phase III:2 is embedded within the paragraphs above)

Continued Focus on Scale-up and the Implementation Drivers

With each component of the Theory of Action in place, the KDE has been focusing on scale-up and sustainability. Phase III:3 has included the addition of districts and schools within each TZ cohort (1 & 2). As result, each level of the system (state, region, district, and school) are in various stages of putting the Implementation Drivers in place.



Cohort 1 Regions

Districts within the first cohort of regions continue in the Initial Implementation Stage by using data (training, coaching, capacity, fidelity) to make informed decisions on how to remove barriers and support teachers. Scale-up has begun, and additional schools were mutually selected to participate in the TZ. As a result of lessons learned with engaging in Exploration and installing the Implementation Drivers in the first TZ, this second set of TZ schools are moving at an expedited pace. The communication plans developed in the districts increased awareness on

the use of Active Implementation in the non-TZ schools, resulting in a rapid mutual selection process. Materials and plans (e.g. Training and Coaching Service Delivery Plans) developed in the earlier stages are being refined using continuous improvement. As result of having the infrastructure in place to support teachers, the two newly selected schools have established Building Implementation Teams (BITs). The new BITs meet monthly and are using implementation data to engage in Plan-Do-Study-Act (PDSA) cycles. The schools have been in the Initial Implementation Stage throughout Phase III:3. Exploration is beginning to take place to add a third set of schools prior to the end of the 2018-19 school year.

In addition, Cohort 1 Regions have been exploring with new districts. One district mutually agreed to participate in the TZ in spring 2018 and has established a District Implementation Team (DIT). The team has been meeting monthly and are following the same process of the Instructional Practices and Academic Content (IPAC) team to select an EBP. Once an EBP is selected, they will begin to develop training and coaching systems to support teachers on the use of the EBP.

The Cohort 1 Regions are still engaging in Exploration with several districts. Once mutual selection occurs, districts will begin to receive training on the Active Implementation Frameworks.

(Clarification from Phase III:2 is embedded within the paragraphs above)

Cohort 2 Regions

As mentioned in Phase III:2, a second cohort of regions were mutually selected to participate in the TZ. With the support of the KDE State Transformation Specialist (STS), Exploration with districts began in fall 2018 and three districts mutually agreed to move forward as a TZ. They have established DITs and are utilizing the Implementation Plan developed by the Scale-up Team to guide the installation of the Implementation Drivers.

Exploration is still ongoing with two additional districts within Cohort 2. The decision to mutually select is anticipated to occur before the end of the 2018-2019 school year.

Training

With the scale-up to regions, districts, and schools, training focused on the Active Implementation Frameworks is being modified and refined based on learning from the Cohort 1 TZ. An online survey that is administered to DITs on the coaching supports received, showed that districts requested resources on ways to see the “big picture” of using the Active Implementation Frameworks. In response to this feedback, the Scale-up Team developed an Implementation Plan (attached) of the practices that must be utilized to fully put a system in place to support teachers. The Implementation Plan groups practices and activities into three categories similar to the SSIP: Infrastructure Development, Strategies for Improvement, and Measurement and Monitoring of Progress. The categories support the activation of prior

knowledge and show how certain practices fit into the overall use of the Active Implementation Frameworks. The “status check” in the implementation plan allows regions and districts to document progress, allowing for scale-up and replication of practices to additional content areas.

Coaching

As referenced in [Phase III:2](#) (p. 5), districts developed coaching systems and are utilizing the Coaching Log and teacher Coaching System of Support Survey to inform supports for coaches. Districts and schools have continued to use this data throughout Phase III:3 to refine and strengthen coaching systems. For example, there has been a strong focus on supporting coaches to provide high quality follow-up training to teachers on specific core components within the Math Practice Profile. This is evident on the teacher survey results on page 37.

Fidelity

In Phase II, the KDE selected the OTISS to monitor fidelity of implementation of EBPs. The OTISS was developed by the State Implementation and Scaling-up of Evidence-based Practices (SISEP) center and is a research-based fidelity measure. The OTISS was selected because there was not a research-based fidelity measure readily available for math. In addition, since the tool is not content-specific it can easily be scaled-up across schools and districts.

In Phase III:3, districts expressed a need to have a walkthrough tool that focuses exclusively on math instruction and is more closely aligned to the Math Practice Profile. As a result, the Math Walkthrough Team was developed in June 2018. Membership on the Math Walkthrough Team includes representatives from the TZ Regions (general and special education), Institutes of Higher Education, and the Kentucky Center for Mathematics (KCM). An initial draft of the tool was developed and has undergone three rounds of usability testing with the Math Walkthrough Team and district math coaches. The tool was also presented to the State Design Team (SDT) to determine clarity, feasibility, and alignment to the SiMR (for more information on the SDT, please see [Phase II](#), p. 27). Usability testing will continue throughout Phase III:4 with both TZ and non-TZ districts and schools. Once validated, the Math Walkthrough will be incorporated in the SSIP Data Dashboard to allow the data to be easily accessible and usable.

Districts continue to use the OTISS to measure fidelity at this time. See project measure C.9 on pages 26-27. Once the last initial cycle of usability testing takes place, the SDT will make a joint decision on how to move forward with use of the Math Walkthrough instrument in the TZ.

(Clarification from Phase III:2 is embedded within the paragraphs above)

Communication

Kentucky White Paper

During Phase III:3 a [White Paper](#) was published in collaboration with the SISEP center. The purpose of the paper is to provide an overview on Kentucky's development of an implementation infrastructure to improve educational outcomes for SWDs. The White Paper has been shared with a variety of stakeholders including Kentucky policy-makers, state education leaders, regions, districts, schools, and educational organizations. As a result of the paper, awareness on effective implementation practices has increased throughout the state. This has assisted with creating readiness in regions, districts and schools across Kentucky.

Carnegie Symposium for Continuous Improvement

In the fall of 2018, the KDE in partnership with the National Implementation Research Network (NIRN)/SISEP center was selected as a Carnegie Spotlight Honoree for Continuous Improvement. This came as a result of the KDE's intentional focus on developing a system of support to improve educational outcomes for SWDs through the use of Implementation and Improvement Science. Kentucky's STS had the honor to present in Washington D.C. to educational organizations from across the United States on Kentucky's use of the Active Implementation Frameworks and continuous improvement through the SSIP. This accomplishment was also featured on the [Carnegie Foundation for the Advancement for Teaching](#) website, [Kentucky Teacher](#), and the Office of Special Education Program's (OSEP) monthly national technical assistance call in February 2019.

State Design Team (SDT)

As discussed in [Phase III:2](#) (p. 6), the SDT was reinstated to use data to initiate changes in systemic supports across the TZ that will lead to improved teacher practice and meet the goals of the SiMR. Membership on the SDT includes representatives from regions, districts, and a Parent Training Information (PTI) center. An area of focus identified by the SDT was communication. The SDT generated a list of suggestions to improve communication to stakeholders, specifically parents and non-TZ districts. The team determined the need for a one-page infographic summarizing how active implementation supports teachers and will lead to the achievement of the goals in the SiMR. In addition, they suggested the development of videos aligned to the EBPs outlined in the Math Practice Profile to support teachers and parents on effective math instructional practices.

The suggestions provided by the SDT are also being used more widely across the OSEEL. Guidance and support from the newly formed divisions within OSEEL is shifting from large guidance documents to more user-friendly formats. This includes infographics, video clips, policy letters, short informational guides, and modules. An intentional focus on shifting guidance will support the goals in the SiMR.

Decision Support Data Systems

Data Sharing System

During Phase III:2 a data sharing system (SSIP Data Dashboard) was created based on the work of the Phase III District Data Integration team (see [Phase III:2](#), p.8). Implementation teams at all levels of the system have followed SSIP Data Dashboard protocols to upload, access, and review data in a timely manner. Implementation Teams from both cohorts have been trained on the dashboard. Dashboard training has been embedded within exploration activities for all new teams across the linked-teaming structure.

The KDE continues to solicit feedback from the TZ regions, districts, and SDT on the data collection tools in the SSIP data dashboard. The Data Integration Team convened to make revisions to the tools based on the feedback provided. This included minor relabeling of the data sort buttons on the Coaching Log.

(Clarification from Phase III:2 is embedded within the paragraph above)

Stakeholder Engagement

Below is a table describing the KDE’s ongoing communication with stakeholders. The table includes the event title, stakeholder group, method of communication, frequency, information shared, and feedback received.

Stakeholder Communication in Phase III:2&3					
Event/Meeting Title	Stakeholders	Method of Communication	When/How Often?	Information Shared	Feedback Received
Phase III:3					
2018 State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center Forum	State Transformation Specialists and Implementation Team members from SISEP Active States	In-person (conference)	Annually (summer)	Update on implementation progress from 2017-2018 school year. Showed examples of data dashboard and how it is being used to make decisions at the building level. Also, debuted was the Implementation Plan developed by the Scale-up Team as well as the Special Education Regional Cooperate funding model.	States requested copies of the Implementation Plan to use as a model.
Release of the SSIP White Paper	SISEP Active States, Transformation Zone (TZ) Regions and Districts, Districts in Exploration	E-mail	As needed	Implementation progress within the Cohort 1 TZ and trials and learnings.	Would like to see additional data included
TZ District Retreat	TZ State, Region, and District Implementation Team members	In-person (meetings)	Annually (summer)	Each TZ District shared their trials and learnings with Active Implementation. KDE shared learnings gathered from the Cohort 1 TZ.	Need additional support on how to scale-up coaching across districts.
TZ District Data Dashboard Development Training	TZ District Technology staff and data managers	In-person	As needed	Demonstrated how to develop a data dashboard to support scale-up to additional content area needs.	No feedback received
Kentucky Council of Administrators of Special Education (KYCASE)	Region and District Directors of Special Education	In-person (meetings)	Annually (Summer)	Provided an overview of determinations and indicators. Highlighted how the SSIP is an implementation strategy to support indicators.	No feedback received
State Design Team	State, Region, and District	Virtual (meetings)	Quarterly	How to improve communication around the State Systemic Improvement Plan in parent-friendly	Develop a one-page document and video in parent-friendly language to show how

	representation from within and outside the TZ			language. Receive input on the Math Walkthrough instrument.	the SSIP impacts students. Develop videos on the components of the Math Practice Profile.
Observation Tool for Instructional Supports and Systems (OTISS) training	TZ district and school staff	In-person	As needed	How to use the OTISS to improve the system of support for teachers. Practiced obtaining inter-observer agreement.	No feedback received
Regional Directors of Special Education (DOSE) meeting	DOSE's from region	In-person	As needed	Overview of the SSIP and how districts could be part of the TZ.	No feedback received
Regional Board Meeting	District Superintendents within region	In-person	As needed	Update on current implementation progress of the SSIP and results of 2018 summative assessment.	No feedback received
Carnegie Symposium for Continuous Improvement	Education organizations from across the United States	In-person	November 2018	Overview of installing an infrastructure in Kentucky to improve educational outcomes for SWDs.	Linked Teaming Structure is critical to support teachers.
SSIP Webpage	Regions, Districts, Schools, Parents, advisory councils	Website	Ongoing	Overview of the SSIP in Kentucky, Phases of the SSIP, and what tools can be easily used in districts and schools.	Align resources to offices across the KDE
Math Walkthrough Team	TZ Regions, Institutes of High Education, and Kentucky Center for Mathematics Starting in August: District and School representation within and outside of the TZ	In-person (meetings)	Monthly	Developing a draft of the Math Walkthrough instrument. Will engage in usability testing.	Design training on the Math Walkthrough Instrument to include specific activities related to the National Council of Teachers of Mathematics (NCTM) Eight Mathematics Teaching Practices.
Kentucky Council for Exceptional Children Conference	Special education teachers and administrators	In-person	Yearly	Overview of the SSIP and tools for selecting an EBP	The hexagon tool is helpful and can easily be used within districts and schools
State Advisory Council for Exceptional Children (SACEC)	Parents and educators of students with disabilities	In-person (meetings)	Quarterly (SSIP update annually)	Update on current implementation progress of the SSIP and results of 2018 summative assessment results (Meeting Minutes , p. 6).	No feedback received

District Capacity Assessment (DCA)	New TZ district staff	In-person	Bi-annually	Overview of the DCA. Administered baseline assessment.	Streamline assessment process to be more efficient.
Drivers Best Practice Assessment (DBPA)	New TZ school staff	In-person	Bi-annually	Overview of the DBPA. Administered baseline assessment.	Streamline assessment process to be more efficient.
Regional Implementation Team meetings	TZ Regional Staff	In-person and virtual	Monthly with each TZ region	Overview of the revised Hexagon Tool.	Need and Fit categories are important to include first in certain scenarios.
Phase III:2 <i>(Clarification from Phase III:2)</i>					
State Advisory Council for Exceptional Children (SACEC)	Parents and educators of students with disabilities	In-person (meetings)	Quarterly (SSIP update annually)	Update on current implementation progress of the SSIP.	Including a leadership component in higher education that focuses on implementation for school leaders.
Math Walkthrough Team	TZ Regions, Institutes of High Education, and Kentucky Center for Mathematics Starting in August: District and School representation within and outside of the Transformation Zone	In-person (meetings)	Monthly	Discussed the Math Practice Profile and how it can be modified to be a walkthrough instrument.	Include student behaviors in walkthrough if possible.
Scale-up Team	TZ Regions and Districts through linked communication structure	In-person (meetings)	As needed	Implementation Data from Cohort 1 TZ.	Develop an Implementation Plan to show process for replication and what tools can be universally released to districts outside the TZ.
SSIP Webpage	Regions, Districts, Schools, Parents, advisory councils	Website	Ongoing	Overview of the SSIP in Kentucky, Phases of the SSIP, and what tools can be easily used in districts and schools	No feedback received

Outcomes Accomplished

A Gantt chart has been maintained since Phase II to help ensure that short and long-term goals of the coherent improvement strategies are achieved as intended. The Gantt chart provides stakeholders with an overview of a large number of coherent improvement strategies.

KY SSIP GANTT Chart_ Initial TZs												
Task/Activity	Phase I		Phase II		Phase III Year 1		Phase III Year 2		Phase III Year 3		Phase III Year 4	
IPAC team Installed												
Complete inventory of math EBPs currently used in KY schools												
IPAC team chooses EBP short list												
IPAC team analyzes EBP short list using SISEP Hexagon Tool												
IPAC Team members increase capacity to provide technical assistance and coaching on the selection of EBPs (beyond scope of SSIP) to schools, districts, and/or regions												
IPAC team chooses 3 Evidence-based Practices and modifies as needed to include a clear description, clear essential functions, operational definitions, and practical performance assessment (Usable Innovation).												
SSIP Menu of EBPs developed												
Math Practice Profile Written so that SSIP EBP Menu items are teachable, learnable, and doable.												
SSIP Coaching Team installed.												
SSIP Training Team installed.												
Training Team members increase capacity to provide technical assistance and coaching on training practices and systems (beyond scope of SSIP) to schools, districts, and/or regions												
SSIP Guidance developed by Coaching Team to guide high quality TZ coaching.												
Coaching Practice Profile developed by Coaching Team to guide TZ coaching fidelity												
Coaching Team members increase capacity to provide technical assistance and coaching on coaching practices and systems (beyond scope of SSIP) to schools, districts, and/or regions												
Training Service Delivery Plan developed by Training Team to guide high quality TZ trainings.												
District(s)' OTISS Team members gain knowledge and skills to observe and score teacher fidelity of EBP												
Training Framework(s) developed by Training Team												
Data Team members increase knowledge and skills on AIFs												
SSIP Data Team installed and reconfigured to meet TZ barriers.												
Data collection guidelines written by the Data Team that ensure that implementation data is high quality												
Data Team members increase knowledge and skills to use Universal Screener student outcome data.												
OTISS data collected for all treatment teachers begins (baseline data)												
The quality of implementation data is increased/maintained through monitoring data collection protocol adherence by the Data Team												
Math Practice Profile Reviewed for Revision												
SSIP Coaching Practice Profiles Revised Reviewed for Revision												
SSIP Data Dashboard Built (for all TZs across the linked teaming structure)												
SSIP Data Dashboard maintained with up to date data												
Data Practice Profile developed by Data Team to guide TZ data fidelity												

C. Data on Implementation and Outcomes

The Kentucky Department of Education (KDE) and its stakeholders have monitored and measured outcomes to assess the effectiveness of the implementation plan as Phase III:3 milestones were reached. The State Systemic Improvement Plan's (SSIP) evaluation measures serve to demonstrate progress toward achieving improvements to infrastructure and inform next steps in implementation. Since the steps of the *Theory of Action* have been accomplished in Phase III:3, only project measures that have an “every year” target metric or have had changes in status will be included and discussed. For a complete list of project measures see [Phase III](#) pages 9 - 26. Initially the project measures were written to encapsulate stage based activities from Exploration to Full implementation. With the adoption of a regional cohort model the KDE had planned that each year a new region would begin Exploration and move quickly to Installation. Where appropriate, data is shared in evidence of this scale-up plan. As KDE anticipated, scale-up time decreased from 12 months to less than 6 months as a result of the processes, infrastructure and tools being refined during previous phases. Since Transformation Zone (TZ) cohort members are at varying stages of implementation, several project measures are not measurable at this time. Each measure is addressed in the following section.

Phase III:3 has seen TZ region and district teams still using implementation science research to engage schools in supporting teachers throughout grades 4-8 in the effective use of mathematics usable innovations.

Stakeholder engagement functions through the linked teaming structure. Updates regarding implementation data are provided and feedback is communicated through and across implementation teams. Annually, regional and district implementation teams complete a survey pertaining to the quality of supports they have received in the previous year. The SSIP Data Dashboard also has an embedded feedback feature to collect questions, comments, and requests that are discussed at corresponding implementation meetings.

Key Measures with Data Sources and Baseline Data

The SSIP project measures were designed to assess the quality and impact of implementation, as well as progress made on the implementation plan. As such, the measures can be broadly divided into two categories:

1. Measures whose targets include completion of a critical implementation milestone, and
2. Measures whose targets include a quality goal that is expected to be accomplished by a specific group of stakeholders in a set time frame.

Each project measure identifies the timeline for achieving the change and a quantifiable growth measure in behavior or knowledge of a target audience. While these measures and additional

evaluation data analyses have highlighted ways the SSIP service delivery model can be made better, Phase III:3 evaluation work does not support the changing of the SSIP itself.

Progress of Installation Stage Activities

During Phase III:3, cohort 2 implementation teams, which included three Regional Educational Cooperatives and four local education agencies, completed an initial capacity assessment and action plan prior to school buildings entering into their initial implementation stage.

Table. Linked teaming occurs in correct installation progression.

Project Measure I.1	Target Metric	%	Actual Ratio	%	Status
100% of implementation teams complete initial capacity assessment and the initial capacity readiness action plan before their buildings enter into Initial Implementation phase.	3/3 Teams	100	7/7 Teams	100	Met

Project Measures I.2-I.4 are in place to monitor that essential installation stage activities are completed within an appropriate timeline and ensure that SSIP standards are fully adopted during the selection of the Usable Innovation (UI). Since all TZ cohort one members met these measures during their installation phase ([Phase III](#), p. 9-11) and no new teams were actively engaged in installation this year, these measures are not included this year.

Progress of Training Activities

The Active Implementation Frameworks (AIFs) are embedded in ongoing mini-trainings/technical assistance (see [Phase III:2](#), p. 11) throughout the Exploration and Installation phases. Evaluators analyzed the overall effectiveness of training by calculating a team’s rate of agreement through averaging each team member’s responses to five knowledge-based post-training four-point Likert survey items. All three cohort 2 regional teams had a composite average above 3.75 (“strongly agree”).

Table. Training sessions impact team knowledge of AIFs

Project Measure T.1	Target Metric	%	Actual Ratio	%	Status
Each year, 100% of implementation teams demonstrate that training sessions had a moderate to large impact on their knowledge of Active Implementation Frameworks.	5/5 Teams	100	3/3 Teams	100	Met

All five of these survey knowledge items saw an increase in the percentage of trainees selecting “agree” or “strongly agree” than trainees during Phase III:2.

Table. Percentage of training participants who agreed or strongly agreed with knowledge based survey items

Post Training Survey Items (% Agree or Strongly Agree)	Phase III:2 (n=25)	Phase III:3 (n=49)
The event achieved the session goals and objectives.	100.0%	100.0%
The event/content is highly relevant to my work.	97.2%	100.0%
The event/content and materials are useful to my work.	94.4%	100.0%
The event/content helped further my understanding of Active Implementation.	83.3%	100.0%
How would you rate your current knowledge level regarding the specific terms, frameworks, resources, and materials discussed at these meetings?	61.1%	67.3%

In addition to the AIF post-training survey, a pre-test and post-test are administered to analyze how effective trainings are at increasing participant knowledge. This year’s average participant post-test is slightly lower than Phase III:2, but the small n-size limits the generalizability of the results. Phase III:3 implementation teams did demonstrate large gains

in knowledge growth as a result of their training participation; which follows the pattern of the previous Phase III years.

Table. Training session pre-test to post-test results for each year of Phase III

Phase of SSIP	Implementation Team Training Sessions	Average Session Pre-Test (%)	Average Session Post-Test (%)	Growth (% points)
Phase III:1 (Cohort 1 : Year 1)	9	64.4	91.8	27.3
Phase III:2 (Cohort 1: Year 2)	3	30.3	99.0	68.7
Phase III:3 (Cohort 2: Year 1)	11	37.5	86.5	49.1

Project Measure T.2 is in place to monitor that SSIP training development tools are integrated into district training processes during the Installation Phase, thus ensuring that teachers receive effective training. Since all previous members met this measure during their installation phase ([Phase III](#), p. 13-14) and no new teams were actively engaged in installation this year, this measure is not included this year.

T.3 focuses on training teachers on the core components of the Math Practice Profile ([Phase III](#), p. 14). Districts and regions participated in the creation of the Math Training Components Survey and the matching data submission protocols during the previous year (see [Phase III:2](#), p. 13). There were seven training dates during Phase III:3, with each date serving between one to four schools. There were nineteen Math Training Components Worksheets submitted by trainers and coaches as an element of their pre-training preparation activities (trainers and coaches were often co-facilitators). Evaluators treated each school at each training date as a session of school-based teacher training. Overall, there were 20 units of school-based teacher training represented within the submitted data; which included teachers from five schools within two districts (all Cohort 1 members).

Table. Teachers receive training that has high fidelity to the Math Practice Profile

Project Measures T.3	Target Metric	%	Actual Ratio	%	Status
80% of all SSIP Evidence-based Practice (EBP) training sessions for teachers are trained with high fidelity to the core components of the Math Practice Profile	8/10 School based Training Sessions	80	20/20 School based Training Sessions	100	Met

Each of the seven EBP training dates averaged three activities; all but one training included all three adult learning strategies. All activities included time for teachers to review/reflect on the experience.

Table. Frequency of Adult Learning Strategies employed during EBP training activities

Adult Learning Practice	% of Training Activities which Included this Practice
review/reflect on the experience	100.0%
conclude/learn from the experience	90.9%
plan/try out what they have learned	68.2%

All but one of the seven mathematics training dates included linkages to all Eight Math Teaching Practices. Every desired math teaching practice was embedded in over 60% of the activities teachers participated in during EBP trainings.

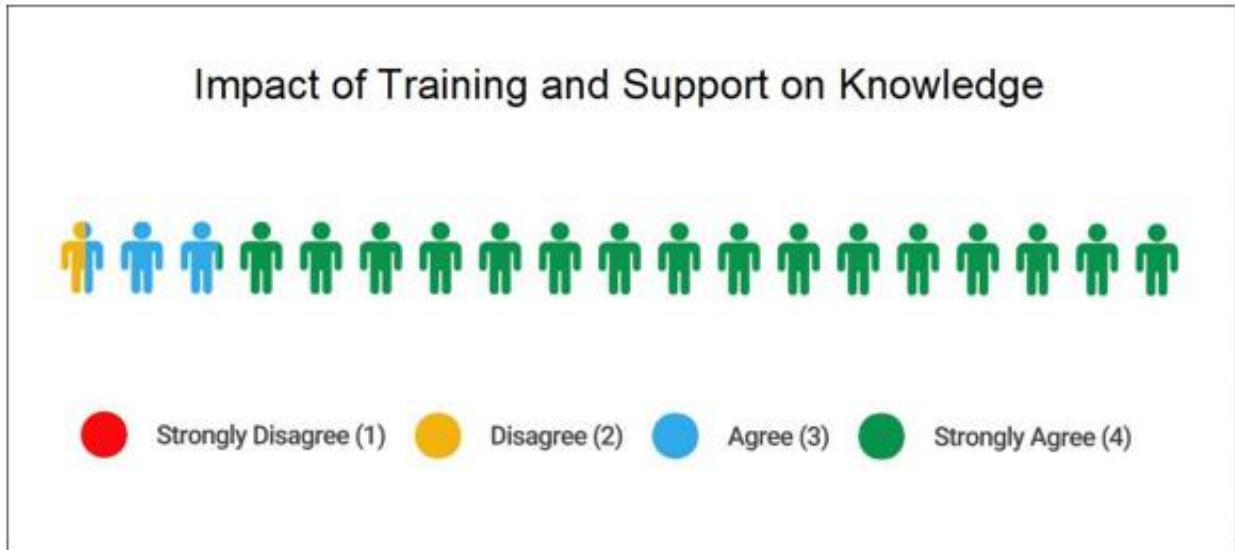
Table. Frequency of Eight Math Practices employed during EBP training activities

Teaching Practices from Math Practice Profile	% of Training Activities which Included this Practice
Elicit and use evidence of student thinking	91%
Facilitate meaningful mathematical discourse	91%
Establish mathematics goals to focus learning	86%
Pose purposeful questions	82%
Implement tasks that promote reasoning and problem solving	77%
Use and connect mathematical representations	68%
Support productive struggle in learning mathematics	68%
Build procedural fluency from conceptual understanding	64%

Six of the seven training dates analyzed in Project Measure T.3 were from a district that chose to collect and submit post-training surveys for inclusion on the SSIP Data Dashboard. The survey contains eight four-point Likert scale items and an opportunity to share general comments. Results of the survey showed 64 of the 66 teachers agreed or strongly agreed with the item, "The event/content helped further my understanding of mathematical practices."

Table. Teachers reported that training had a positive impact on their knowledge of their mathematics EBP

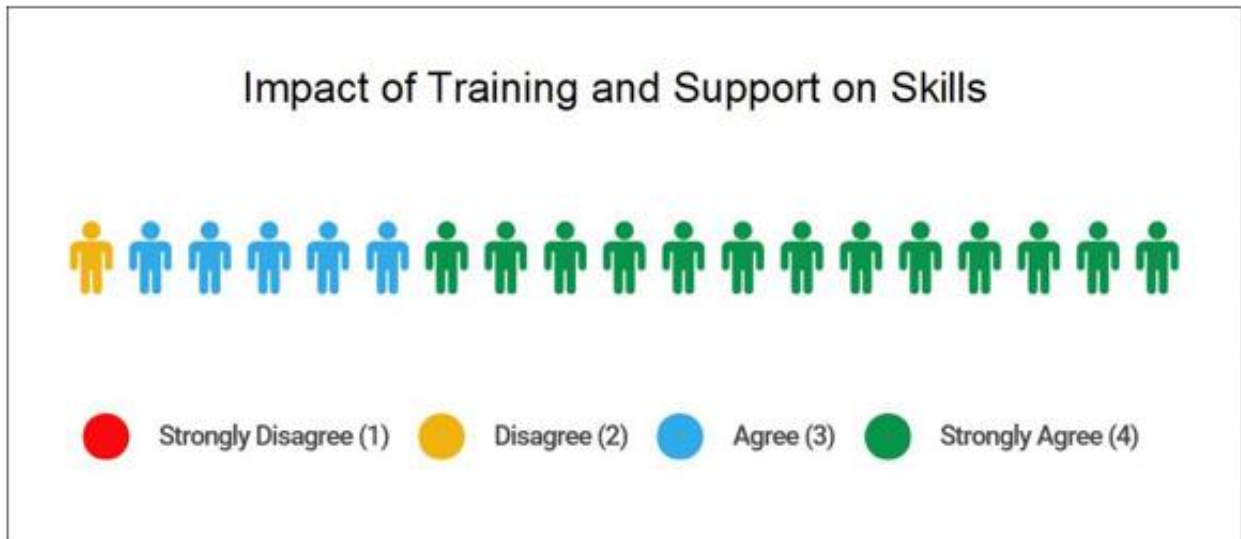
Project Measure T.4	Target Metric	%	Actual Ratio	%	Status
Each year, 70% of TZ teachers report the training and support they received had a moderate to large impact on their <u>knowledge</u> of the SSIP EBP (an average of 3 and above on a 4- point Likert scale).	70/100 Teachers	70	64/66 Teachers	97	Met



The EBP post-training survey also included the items, “The event/content will help me be more efficient at meeting the mathematical needs of students” and “The event/content will help me be more effective at meeting the mathematical needs of students.” 63 of the 66 teachers had a composite average of agree or better for these skill prompts.

Table. Teachers reported that training had a positive impact on their skills regarding their mathematics EBP

Project Measure T.5	Target Metric	%	Actual Ratio	%	Status
Each year, 70% of TZ teachers report the training and support they received had a moderate to large impact on their <u>skills</u> to use the SSIP EBP in their instruction (an average of 3 and above on a 4-point Likert scale).	70/100 Teachers	70	63/66 Teachers	95	Met



Progress of Coaching Activities

Project Measure C.1 is in place to ensure that districts have a written coaching system narrative that includes a plan for service delivery. Project Measures C.2-C.4 are in place to ensure that coaches within each District’s coaching system have the knowledge and skills required to effectively follow the Math Practice. C.1-C.4 are not reported this year since no Cohort 1 or 2 new districts have reached this milestone and no additional districts have installed a coaching system during Phase III:3 (see Phase III:2 p.16).

An online survey was administered to the four coaches of a TZ Cohort 1 district, with three respondents completing the survey.

Table. TZ coaches report that the training and support they received had a positive impact on their adherence to the Coaching Practice Profile

Project Measure C.5	Target Metric	%	Actual Ratio	%	Status
Each year, 80% of TZ coaches report the training and support they received had a moderate to large impact on their <u>skills</u> in adherence to the Coaching Practice Profile (an average of 3 and above on a 4-point Likert scale).	8/10 Coaches	80	3/3 Coaches	100	Met

The survey looked at several areas of coaching practice, over the prior two months, based on the SSIP coaching practice profile; these included coaching communication, development of an effective partnership, observations, feedback, modeling, data analysis, and professional learning. All items had an average between “strong agreement” and “agreement.” The project met the target for the project measure; but the low n-size of coaches and participating districts limits the generalizability of the data.

Table. Coach’s agreement of positive influence of district supports on their coaching practice

During the past two months, the coaching support I received . . .	Phase III:2 (n=2)	Phase III:3 (n=3)
positively influenced my coaching practice through Modeling.	3.0	3.3
positively influenced my coaching practice through Coaching Communication.	4.0	4.0
positively influenced my coaching practice through the Development of an Effective Partnership.	4.0	4.0
positively influenced my coaching practice through Data Analysis.	4.0	4.0
positively influenced my coaching practice through Professional Learning.	4.0	4.0

has positively impacted my teachers' learning.	4.0	3.7
has positively impacted my teachers' use of the innovation.	4.0	3.7
positively influenced my coaching practice through Observations.	4.0	3.3
positively influenced my coaching practice through Feedback.	4.0	3.3

An online survey was administered to all TZ Regional Implementation Team (RIT) coaching participants, with 19 participants completing the survey (70% response rate). The survey looked at the State Transformation Specialists' (STS) use of a wide range of listening and questioning skills, observation and guided reflection, feedback, and modeling. The survey also asked if the STS effectively supported the RITs use of implementation science, application of implementation drivers, and confidence to cooperatively use capacity assessment data to create implementation team action plans. 18 of the 19 survey participants had an average composite score of 3.0 or above on a four-point Likert scale. The project met the target for the project measure.

Table. RIT members report high quality support received by the SEA

Project Measures C.6	Target Metric	%	Actual Ratio	%	Status
Each year, 80% of Kentucky (Regional) Educational Cooperative Implementation Team members report that the KDE Implementation Team provided high quality supports to increase their implementation capacity.	8/10 RIT Members	80	18/19 RIT Members	95	Met

An online survey was administered to the Implementation Team participants in TZ Cohort 1 districts, with nine participants completing the survey about each region's coaching activities. The survey looked at the RITs use of a wide range of listening and questioning skills, observation and guided reflection, feedback, and modeling. The survey also asked if the RIT effectively supported the District Implementation Teams (DITs) use of implementation science, application of Implementation Drivers, and confidence to

cooperatively use capacity assessment data to create implementation team action plans. 100% of the survey participants had an average composite score of 3.0 or above on a four-point Likert scale. The project met the target for the project measure

Table. DIT members report high quality support received by the RIT

Project Measure C.7	Target Metric	%	Actual Ratio	%	Status
Each year, 80% of DIT members report that their Kentucky (Regional) Educational Cooperative Implementation Team provided high quality supports to increase their implementation capacity.	8/10 DIT Members	80	9/9 DIT Members	100	Met

Project Measure C.8 is a biennial measure as a result of the data collection instrument being biennially collected by the State (see [Phase III:2](#), p.21). Phase III:3 was not during a year in which the Teaching, Empowering, Leading, and Learning Kentucky (TELL) Survey was collected so this measure is not reported here.

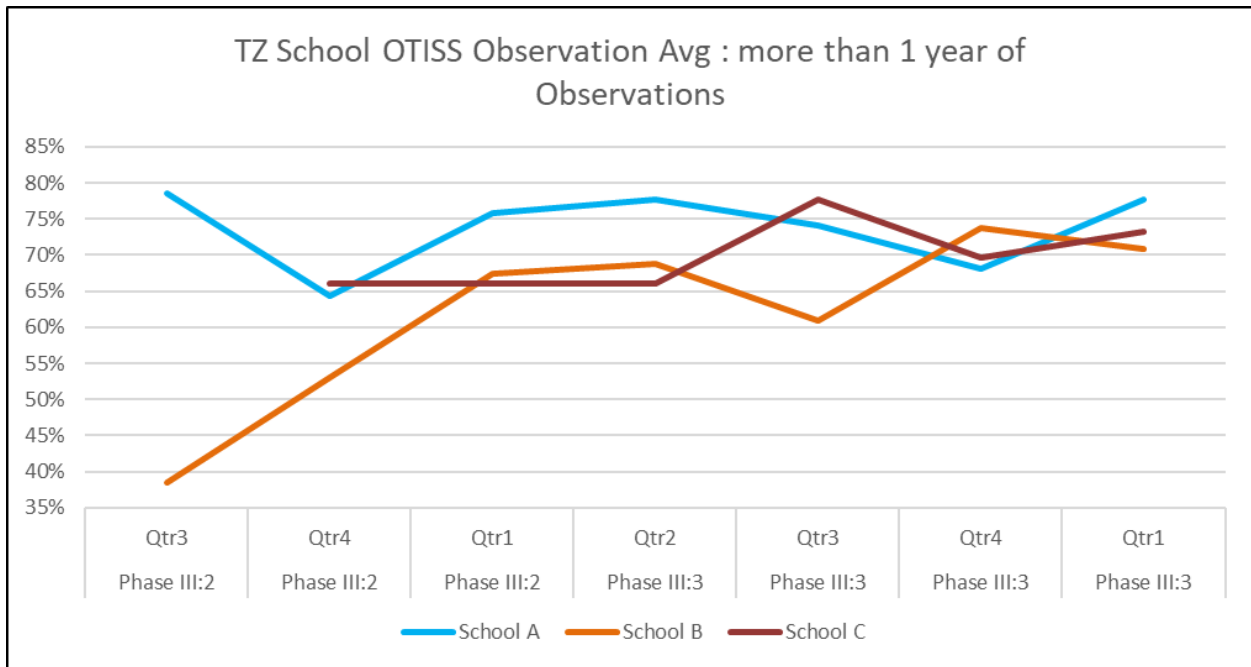
In Phase III:3 a total of six schools installed or continued a fidelity system using the Observation Tool for Instructional Supports and Systems (OTISS) and collected repeated measures. Three of the cadres were continuing EBP implementation from the previous phase, one cadre was a new group of teachers at the same school as an existing cadre, and two cadres were at two schools new to implementation this academic year. Analysis of each school’s cadre of teachers showed only two with higher average OTISS scores than they began Phase III:3 with.

Table. TZ teachers increased their level of EBP implementation

Project Measure C.9	Target Metric	%	Actual Ratio	%	Status
Each year, 80% of TZ School teacher implementation cadres increase their level of implementation and consistency of SSIP EBP instruction.	8/10 Teacher Cadres	80	2/6 Teacher Cadres	33	Not Met

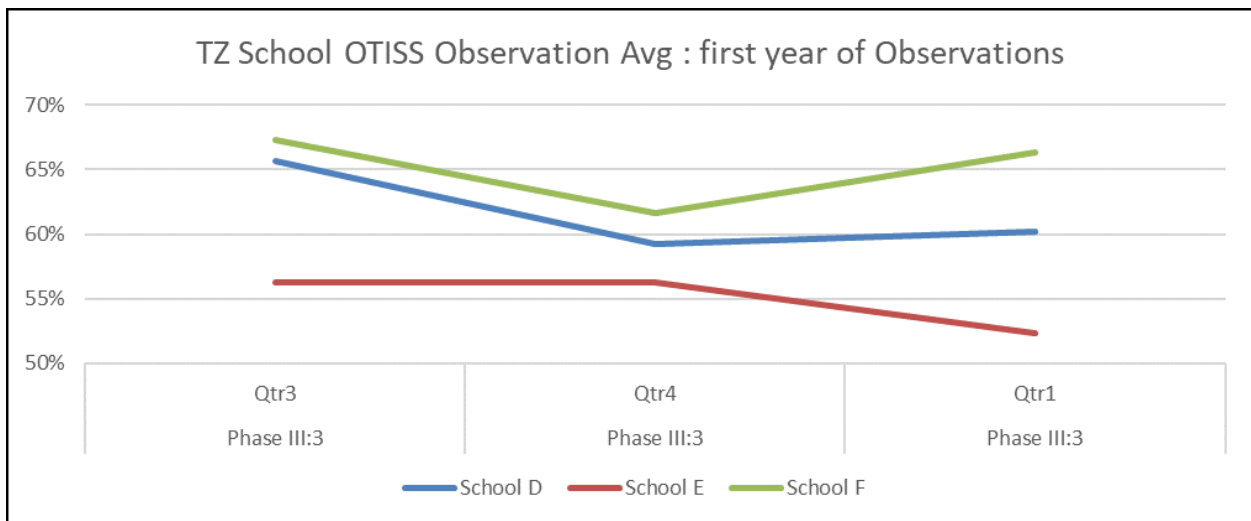
Two teacher cadres from the continuation group increased their level of implementation and consistency of SSIP EBP instruction based on increases in their average OTISS scores during the current phase (Phase III:2 to Phase III:3 comparison, 53-69% and 66-74%); the third saw their average remain the same (74%).

Figure. School teacher cadre's average OTISS scores over time (schools using OTISS more than one year)



All three of the newest teacher cadres saw their quarterly OTISS average fall slightly.

Figure. School teacher cadre's average OTISS scores over time (schools using OTISS for first year)



Progress of Implementation Fidelity Activities

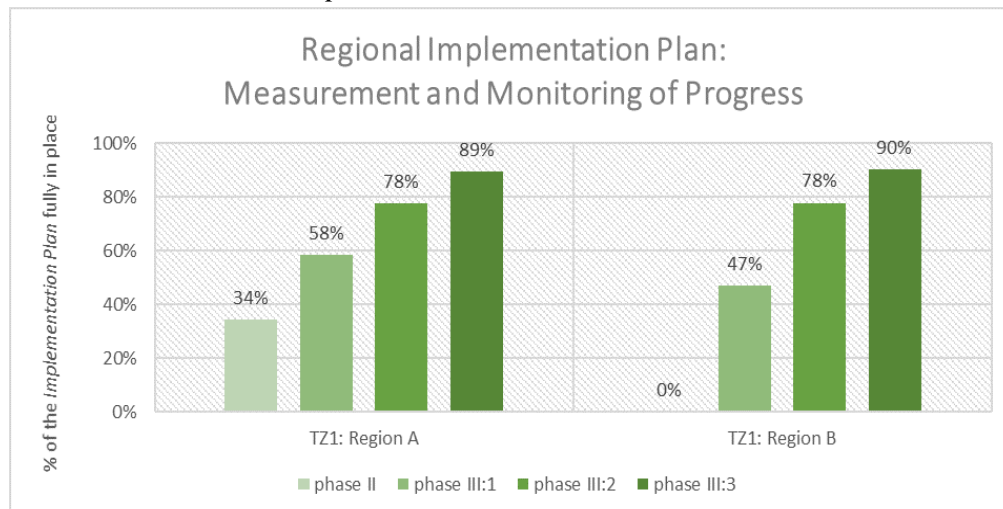
Project Measure F.1. is in place to monitor that each year, implementation teams meet their data collection needs to ensure continuous improvement efforts are properly supported ([Phase III](#), p. 23). During Phase III:3, the Data Analysis Practice Profile was integrated into the *Implementation Plan* tool to assist RITs and DITs in analyzing their measurement and monitoring progress. The *Implementation Plan* tool also aids RITs and DITs in ensuring that a team member is identified as being responsible for each data collection item and that protocols are written and followed within an appropriate timeline. The *Implementation Plan* tool also includes a crosswalk with items from the Regional Capacity Assessment (RCA)/District Capacity Assessment (DCA); this crosswalk was utilized by the evaluators to create a data collection protocols implementation rate. A Phase III:3 implementation fidelity target was set at 80% of the *Implementation Plan* tool items being fully in place; all four TZ Cohort 1 implementation teams met this target.

Table. Implementation teams meet data collection protocols

Project Measure F.1	Target Metric	%	Actual Ratio	%	Status
Each year, 70% of TZ implementation teams meet data collection protocols with fidelity.	7/10 Teams	70	4/4 Teams	100	Met

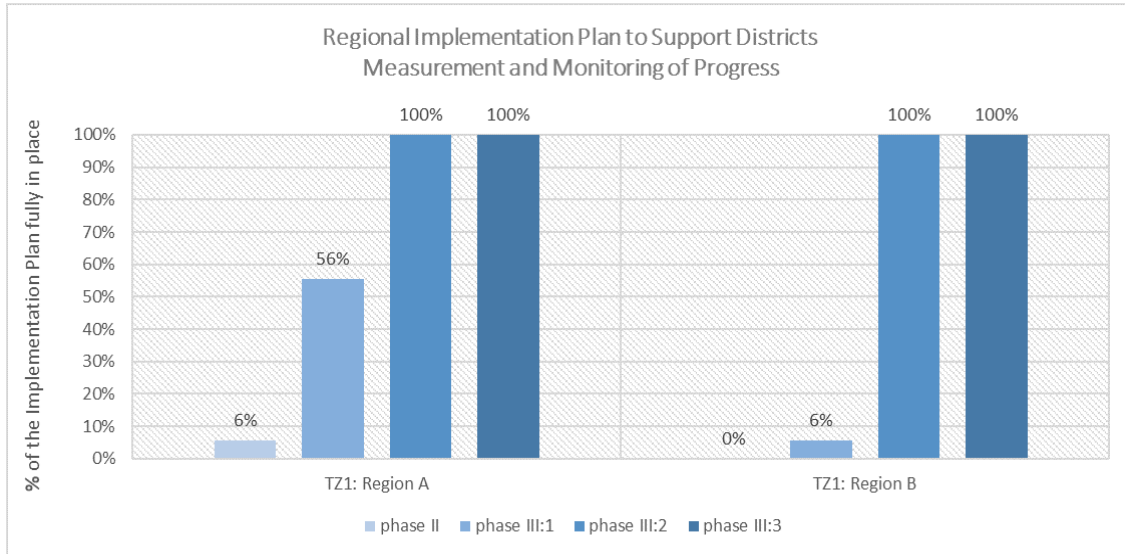
Both TZ Cohort 1 regions have shown progressive growth overall in the area of measuring and monitoring progress within their respective RIT; both had over a 10% increase in their data collection protocols implementation rate since last year.

Figure. RITs meet data collection protocols



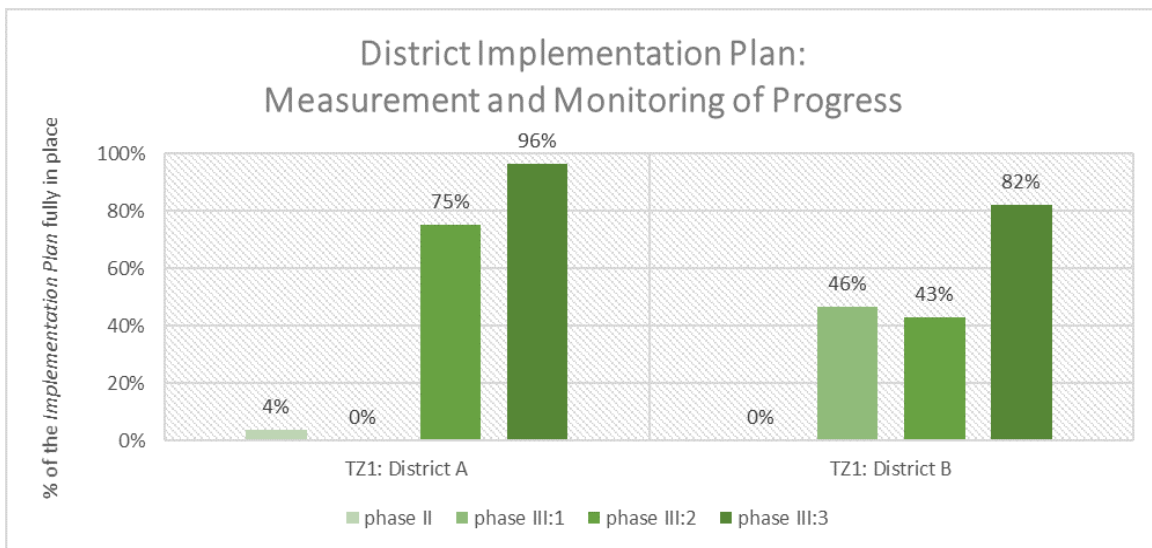
Both Regions also maintained a 100% aggregate score in the area of measurement and monitoring progress as it pertained to supporting their DITs.

Figure. RITs meet data collection protocols to ensure district supports



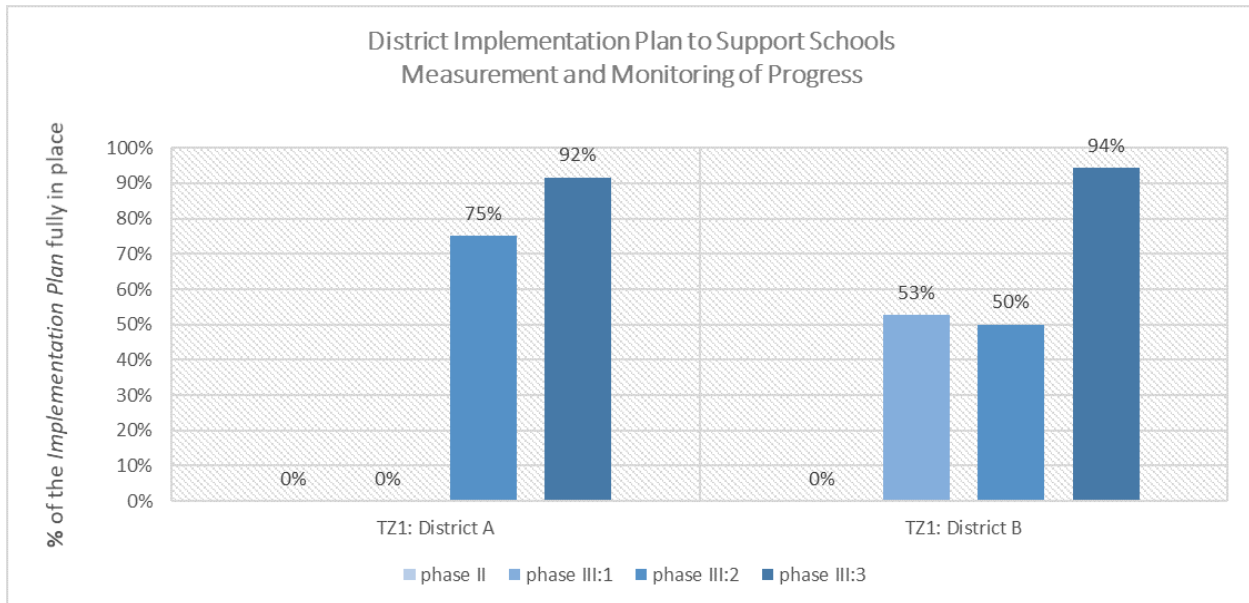
Both TZ Cohort 1 districts have showed varied growth patterns in their data collection protocols implementation rate over Phase III, but both had over a 20% increase in this aggregate measure since last year.

Figure. DITs meet data collection protocols



Both Districts also saw significant growth this year in the area of measurement and monitoring progress as it pertains to supporting their schools.

Figure. DITs meet data collection protocols to ensure school supports



Project Measure F.2 is in place to monitor that each year, implementation teams have increased their capacity to implement SSIP Usable EBPs. Capacity is measured through the SISEP Center’s capacity assessment tool for each level of the linked team. Eleven teams, representing both TZ Cohort 1 and TZ Cohort 2, were analyzed during Phase III:3. Of these eleven, six had increased their capacity score since their previous capacity assessment.

Table. Implementation teams increase their capacity to implement SSIP Usable EBP

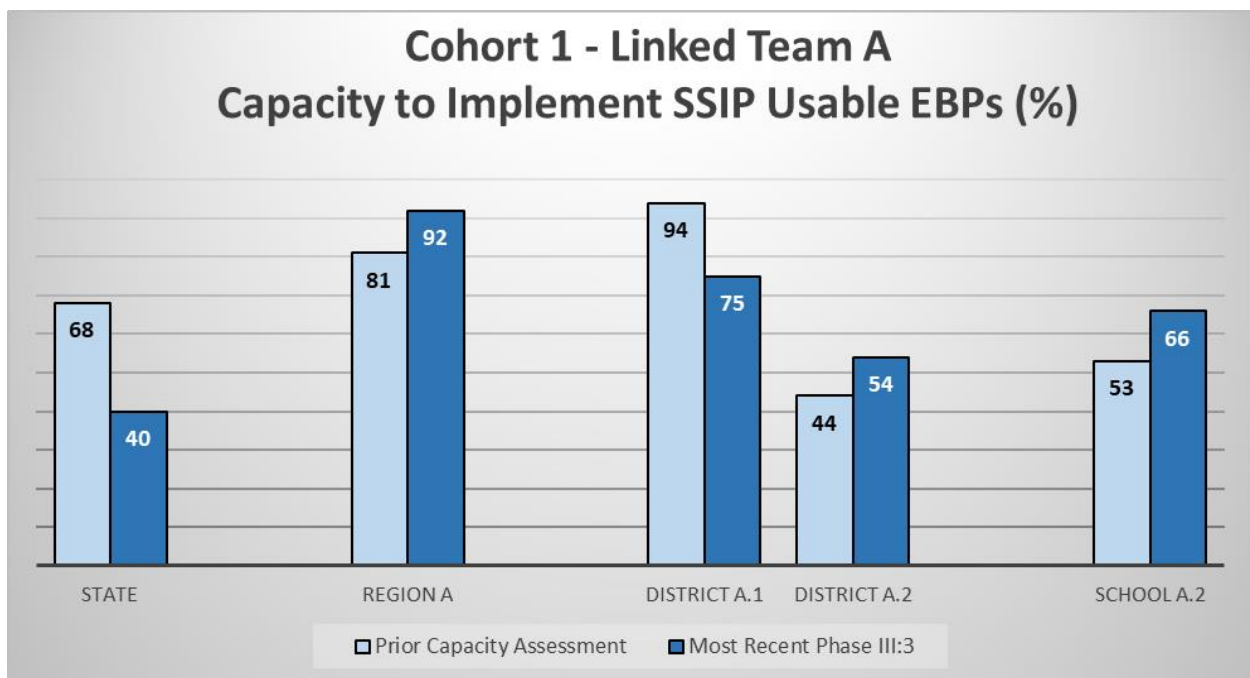
Project Measure F.2	Target Metric	%	Actual Ratio	%	Status
Each year, 80% of implementation teams (state, regional, district, and school) within the TZ(s) increase their capacity to implement SSIP Usable EBPs (including AIFs).	8/10 Teams	80	6/11 Teams	55	Not Met

An analysis of the linked teaming structure based on Phase III:3 capacity change was inconclusive. One TZ Cohort 1 region’s linked team (team A below) has a positive capacity growth trend that is misaligned with the state. The other TZ Cohort 1 region’s linked team (Team B below) has a slightly declining capacity trend that is aligned to the state; this decline was a result of scaling-up to additional districts and schools. Please note this analysis has been difficult to generalize because of the low n-size, but it is anticipated that similar declines may occur for

Implementation Teams since scale-up activities cause fluctuations in how teams respond to certain items on the RCA.

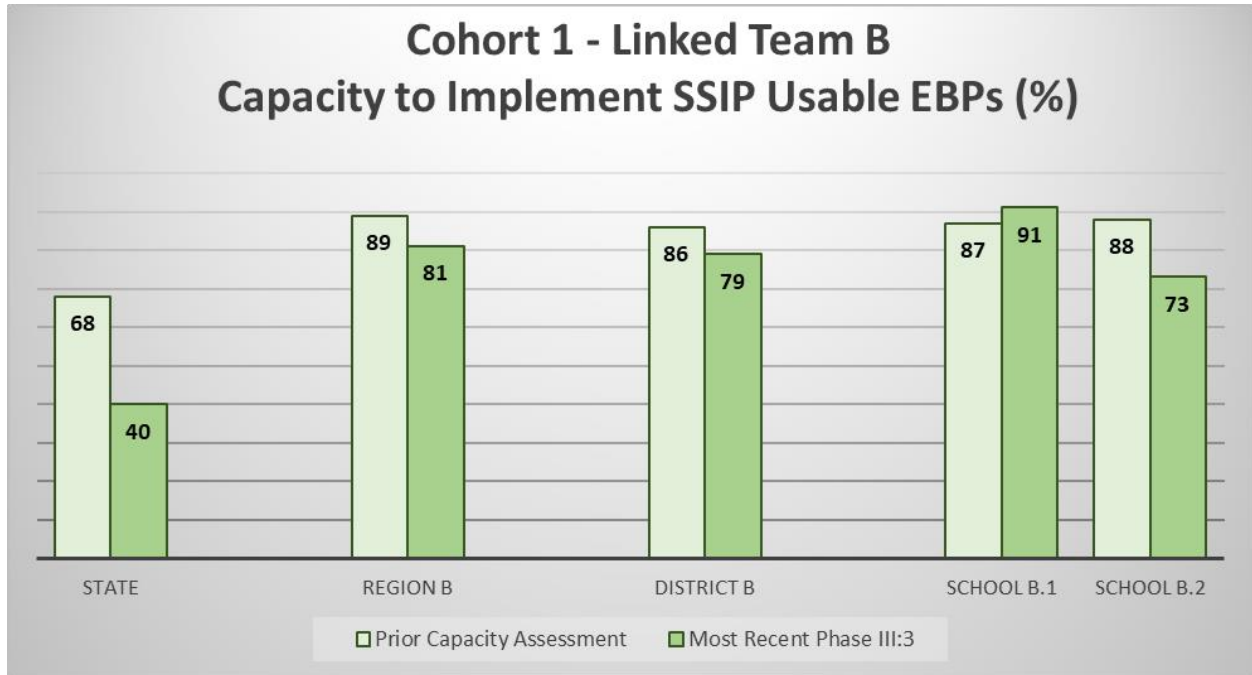
The most recent state capacity measurement represented a decrease in the state’s capacity to implement SSIP usable EBPs based on the two most recent State Capacity Assessments (SCA, SISEP center) administered in June and January. Capacity was reduced on 44% of measured items as a result of short-term time and resource constraints resulting from the SEAs reorganization. Information regarding the reorganization and the impact on the state capacity measurement is outlined on page 5. Based on the last two RCAs, a Cohort 1 region saw an increase in the capacity to support effective implementation of an EBP in this region. Based on the DCAs, one of this region’s district’s saw a decrease in capacity assessment scores. The other one of this region’s district’s increased implementation capacity during Phase III:3. The district that saw increased capacity scores also saw school capacity increases, based on the last two Driver’s Best Practice Assessments (DBPA, SISEP center). The school in the other district for this linked team did not measure their capacity this year.

Figure. Implementation teams grow in their implementation capacity (Cohort 1-Link Team A)



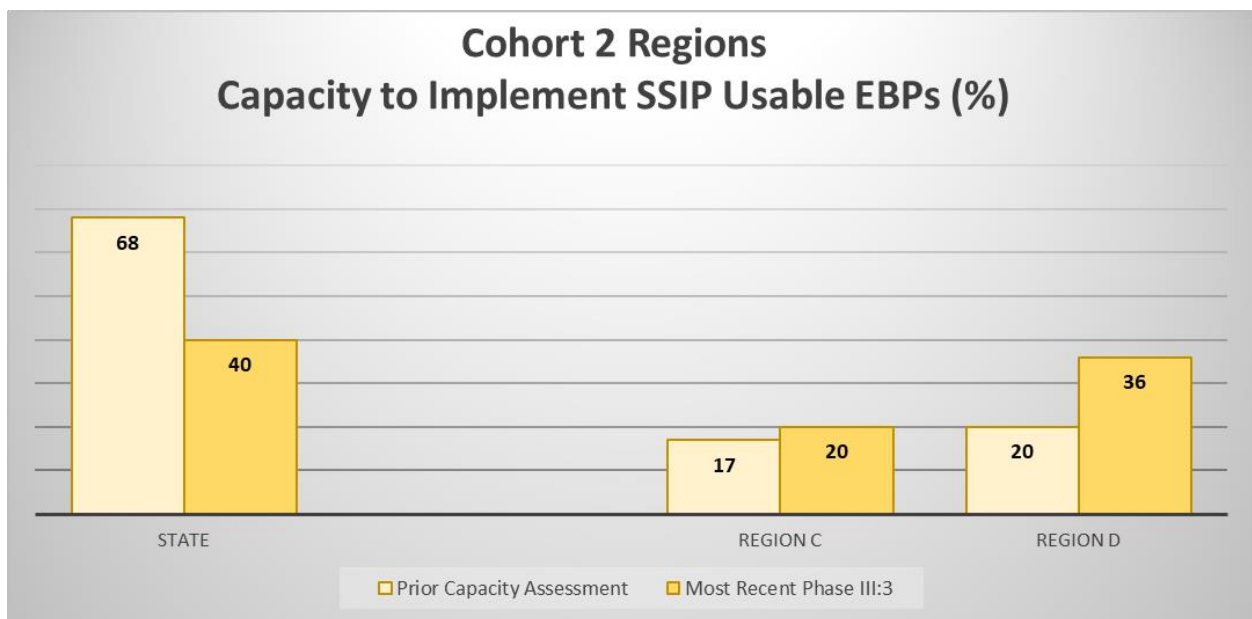
Based on the last two RCAs, the other cohort 1 region experienced a slight decrease in capacity. Based on the DCA, the region’s district saw a similar decrease in capacity assessment scores. This district saw one of their schools increase capacity to implement SSIP usable EBPs, based on the last two DBPAs. The other schools in the district capacity measurement represented a decrease. This pattern is representative that scale-up activities cause fluctuations in how teams respond to certain items on the capacity assessments.

Figure. Implementation teams grow in their implementation capacity (Cohort 1-Link Team B)



In TZ Cohort 2, two regions saw increases in implementation capacity, while the remaining TZ Cohort 2 region has only a baseline measure at this time. All TZ Cohort 2 districts are currently in the Exploration stage and therefore only have baseline measures. All TZ Cohort 2 schools are also currently in the Exploration stage and therefore only have baseline measures.

Figure. Implementation teams grow in their implementation capacity (Cohort 2)



Data Collection Procedures and Associated Timelines

Each year the State Implementation Team (SIT) oversees data collection processes ([Phase II](#), p. 21). An updated timeline of the collection of primary data sources is provided as an attachment. The majority of the implementation teams have completed all items, but often a team is still establishing systems interventions or building facilitative administration capacity to meet a data collection milestone.

How Data Analysis Influences Intended Improvements

Use of Regional Implementation Team Feedback on State Implementation Team Supports

Nineteen of twenty-seven RIT members from Kentucky's TZs (70% response rate) provided insight on experiences to help the SIT better meet professional development needs and inform work in additional TZ installations. An online survey included open-ended responses and a series of four-point Likert-based questions to capture the SITs impact on RIT knowledge, skills, confidence, and capacity to implement SSIP activities. 95% of respondents agreed that the SIT provided high quality supports to increase their implementation capacity. RIT members identified how important the SITs flexibility and support were in allowing regions to move at their own pace and being open to feedback, questions, and sharing of resources. The TZ Cohort 1 RIT members remained very positive about the supports they received year-to-year; the STS's listening, questioning, and feedback skills were more influential during this phase.

Figure. STSs support TZ Cohort 1 regional implementation

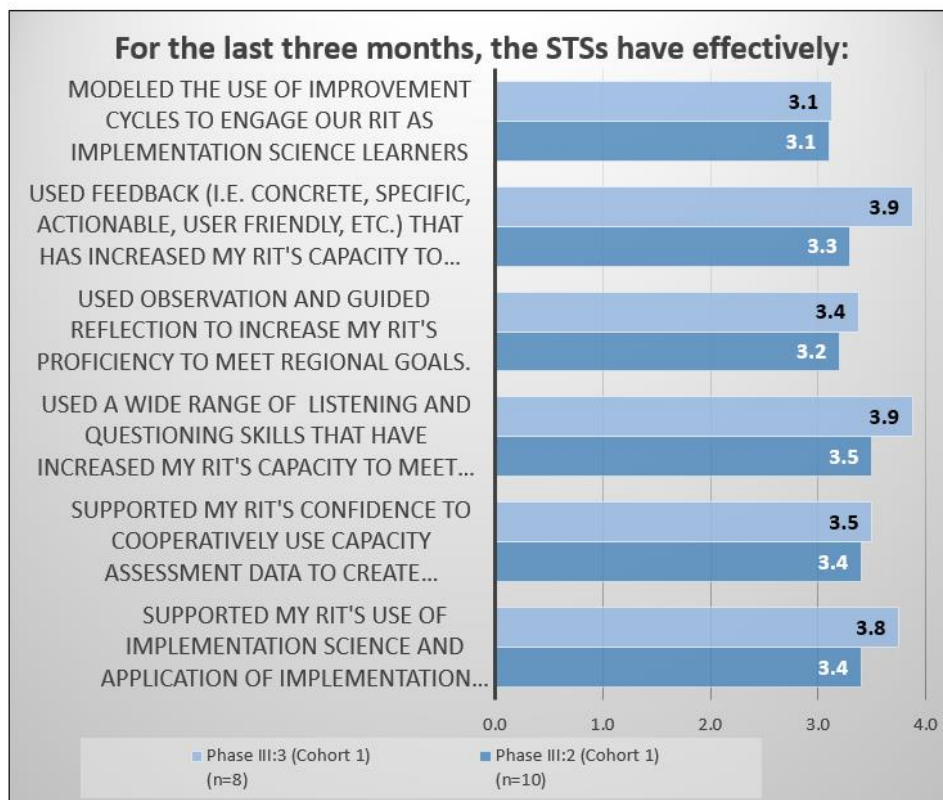
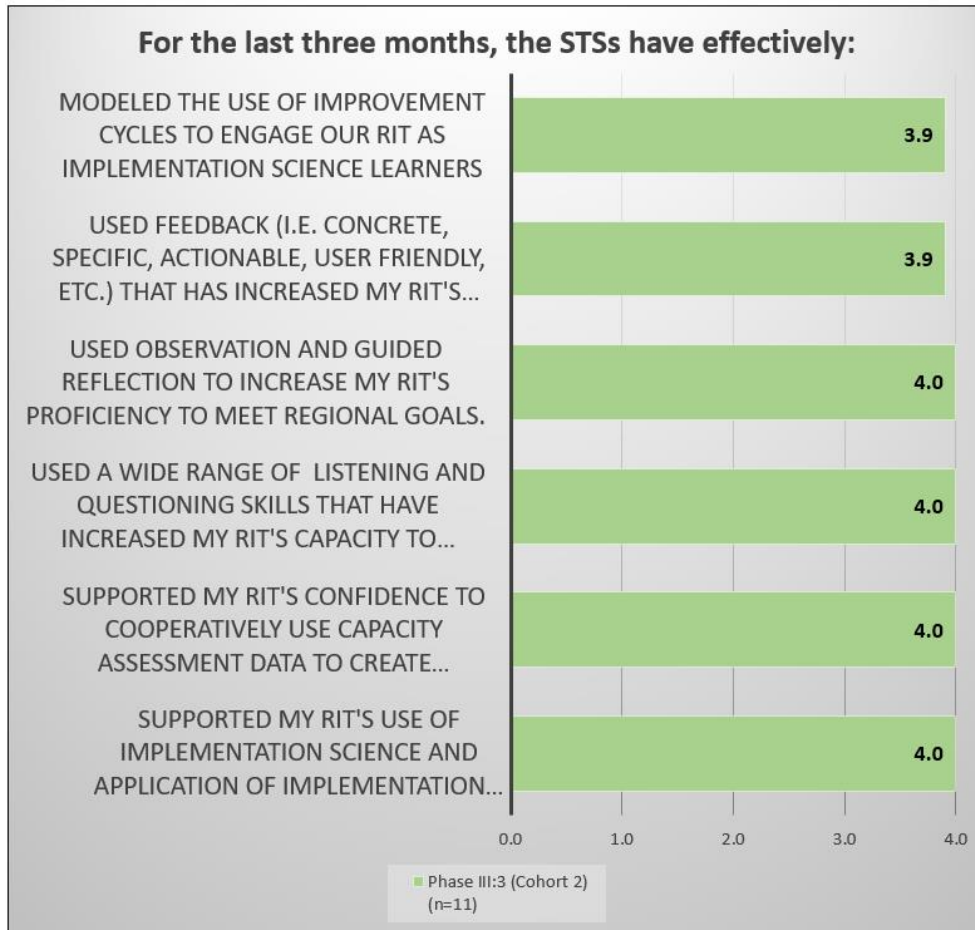


Figure. STSs support TZ Cohort 2 regional implementation



Analysis of the survey’s open-ended responses found that within TZ Cohort 1, the state supports resulted in successes such as scaling-up through exploration with additional districts, and implementation growth by teams they were supporting. TZ Cohort 1 RIT members attributed these successes to being included in joint decision making with the STS, the STSs flexibility in scheduling, and that state support was always available in a prompt timeframe; “They are always ready to guide us in the right directions and are always willing to answer questions and find resources when we reach out to them.” A Cohort 1 RIT member shared that they would prefer more time with the STS, “30 minutes is not long enough for capacity building.”

TZ Cohort 2 shared successes such as exploration with new districts, increased knowledge of Active Implementation Science, and progressing in the Action Plan processes. TZ Cohort 2 RIT members attributed these successes to explicit training, responsive in person supports, and open access to materials/resources; “effective and relevant training, on-going coaching, and support.” A cohort RIT member shared a request for continued modeling as they grow in their capacity to

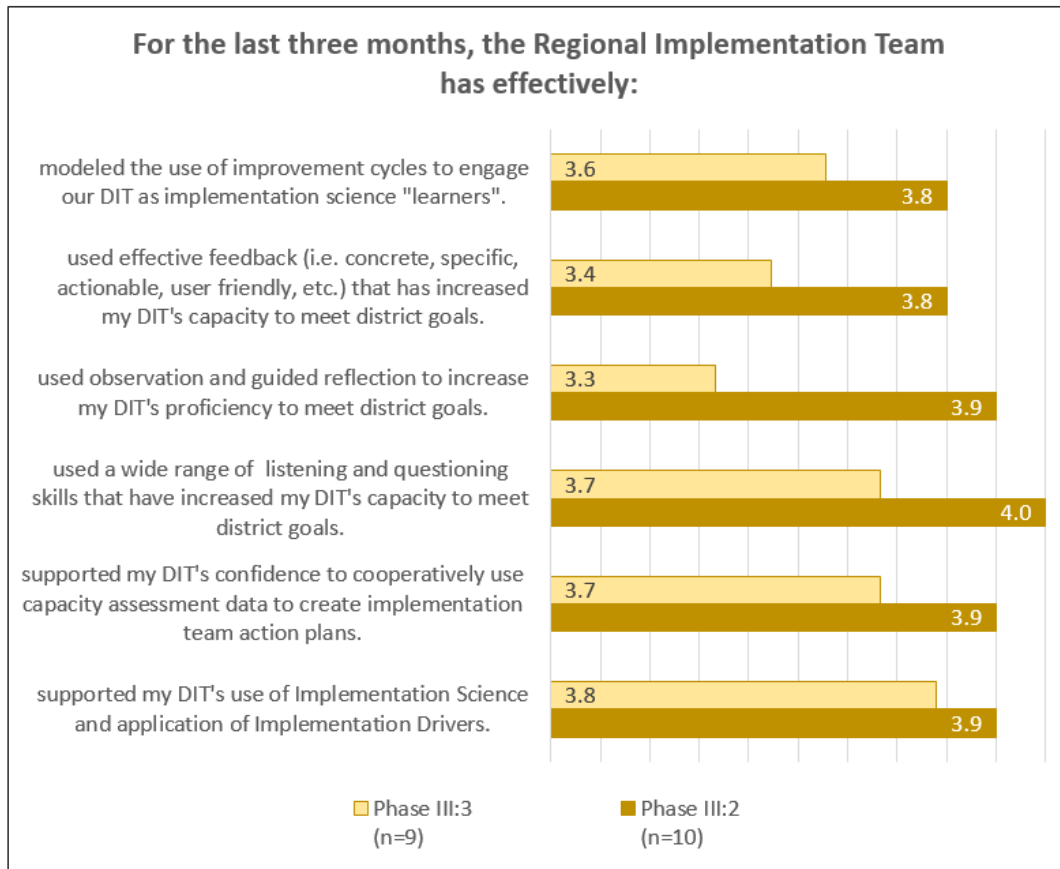
support DITs, “Continued modeling and provision of exemplar work around implementation science.”

Several RIT members noted that the linked teaming structure was a positive one and that collaboration among the teams was working well, “This work is a heavy load but with the linked teaming system, it is very rewarding work. In my 25 years in education, I feel that Implementation Frameworks is the answer most districts have been looking for to help grow teacher practice.” Two RIT members shared a desire that the State be more explicit in their support of Implementation Science across all activities, “If all entities across the [KDE] used the principles or expected districts and schools it would help our regional focus.” A few RIT members from both TZs thought that there was a need for an additional STS, “[The STS] needs another person to help with the workload. She does a great job but she cannot be with each RIT as much as she could be if she had another team member.”

Use of District Implementation Team Feedback on Regional Implementation Team Supports

Nine of seventeen Cohort 1 DIT members (53% response rate) from a Kentucky TZ Cohort 1 district provided insight from their experience to help their RIT better meet professional development needs and inform work in additional TZ installation. The online survey included open-ended responses and a series of four-point Likert-based questions to capture the RITs impact on DIT knowledge, skills, confidence, and capacity to implement the SSIP activities. As in the prior year, 100% of respondents agreed that the RIT provided high quality supports to increase their implementation capacity (see [Phase III:2](#), p. 26); though the strength of agreement did decline for all prompts this year, the low n-size make generalizability difficult.

Figure. RITs support district implementation

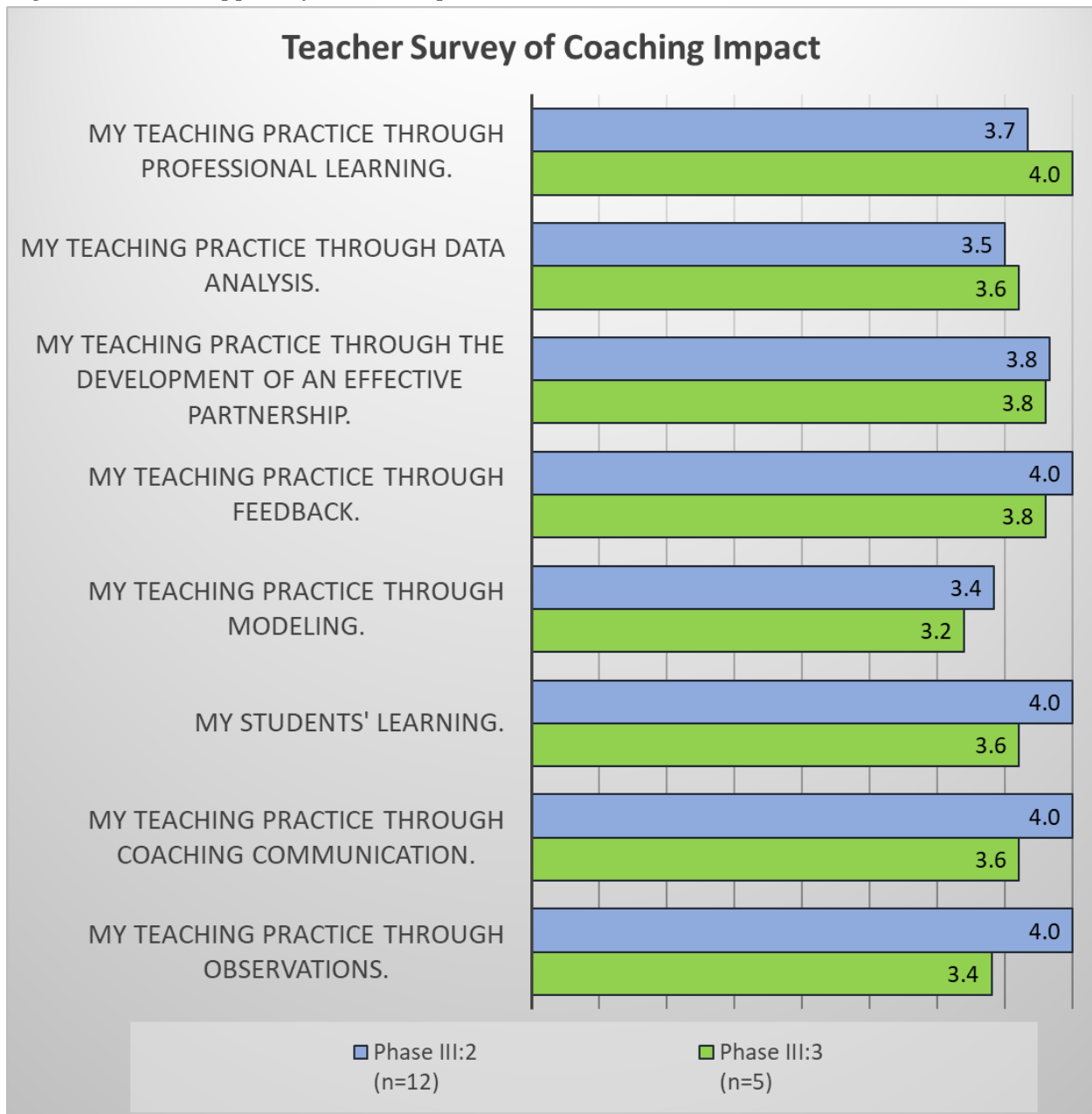


Based on open-ended responses on the survey, this RIT’s supports resulted in successes such as improved capacity to serve additional Building Implementation Teams (BITs) and continued fidelity with existing BITs. DIT members attributed these successes to engaging discussions, one-on-one assistance in building district coaches’ capacity, and improved communication structures. One participant shared, “The RIT has been there every step of the way to help discuss, guide, and provide insight as we move forward. The RIT is an anchor we can count on to keep us grounded and moving in the right direction.” A couple of DIT members requested that RITs continue to support them going into next year.

Use of Teacher Feedback on Coaching Supports

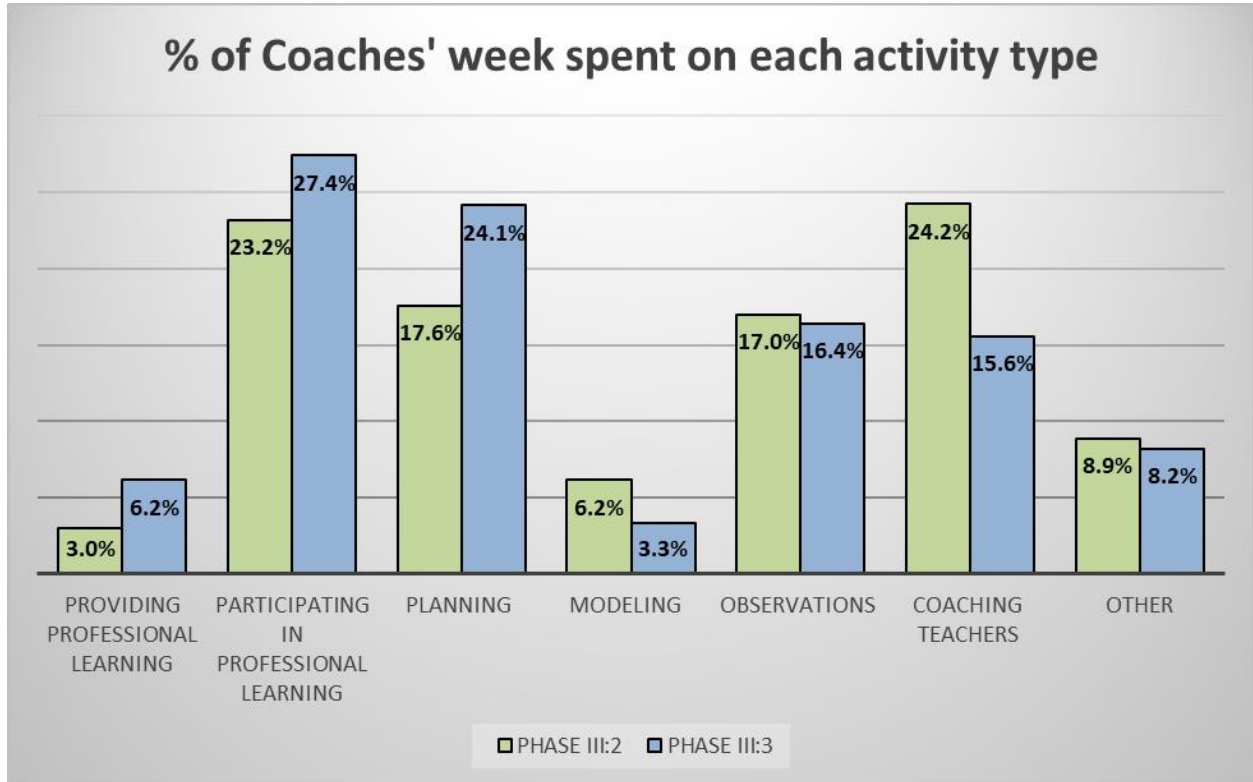
Districts can measure the effectiveness of their coaching system with a coaching effectiveness survey (four-point Likert scale; 1-Strongly Disagree to 4- Strongly Agree) completed by teachers (see [Phase III:2](#), p. 27). The graph below is from a Cohort 1 district within a Cohort 1 region. While the response rate change makes year-to-year comparison less impactful, the overall agreement level of teachers about coaching’s positive impact was still encouraging.

Figure. Coaches support of teacher implementation



The rise in sentiment about professional learning matches strongly to the year-to-year uptick in the coaches’ time spent engaged in professional development. Modeling remained as the lowest item of agreement which may be attributable to this practice being the least used activity by coaches.

Figure. Coaches average percentage of effort on weekly activities

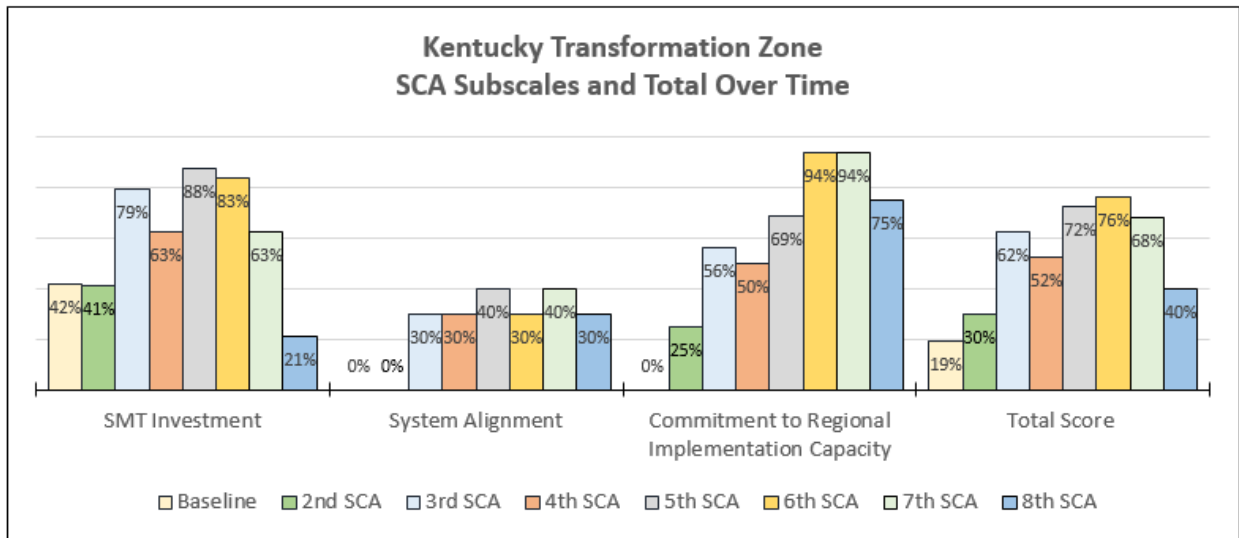


Capacity Measurement across the Infrastructure

State Capacity Measurement

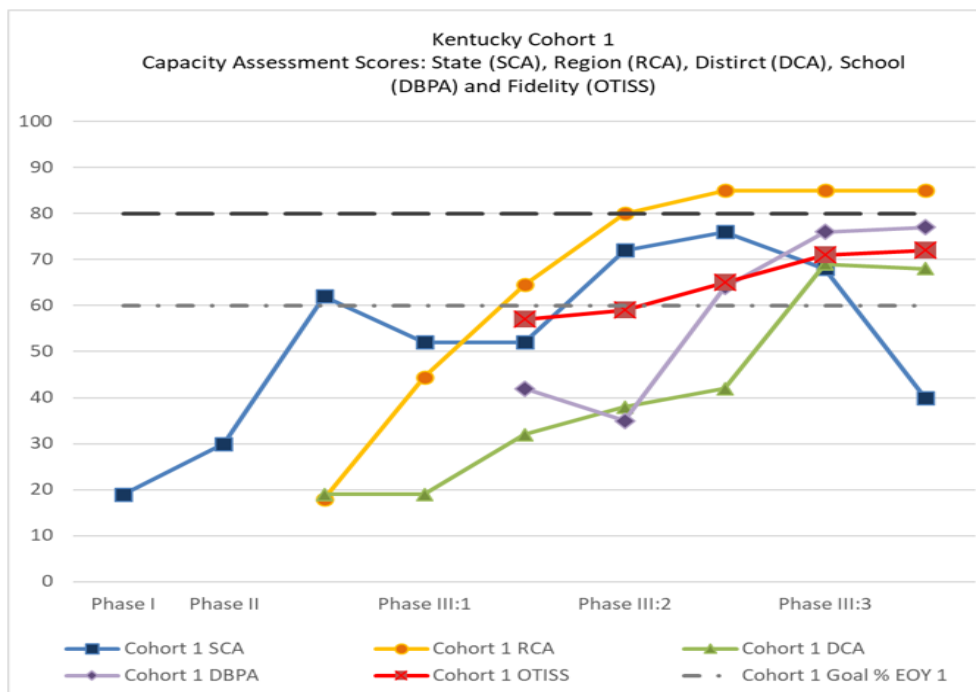
The KDE has engaged in a SCA twice a year since Phase I of the SSIP. The data is utilized to develop Action Plans designed to build capacity to support implementation of EBP. More information about the SCA can be found in Phase III, page 29. The SCA has three subscales that help the SIT focus on SMT Investment, System Alignment, and Commitment to Regional Implementation Capacity. System Alignment has had continuing barriers throughout the SSIP process that the SIT continues to address in SMT meetings. SMT Investment saw a decline during Phase III:3 due to reorganization activities within the SEA. Information regarding the reorganization and the impact on the state capacity measurement is outlined in section on page 5.

Figure. State Capacity growth over the SSIP timeline



Analysis of TZ Cohort 1 implementation capacity at each level of the linked teaming system over the SSIP is reviewed semi-annually by the STSs and SMT. Through Phase III:2, all of the levels of the linked team system were experiencing a strengthened infrastructure as evidenced by growing capacity scores (see [Phase III: 2](#), p. 29). During this phase, capacity assessments showed a slowing of this infrastructure development. The SMT is currently engaged in exploration with project stakeholders to ascertain if this new trend is a result of implementation teams adjusting to expansion activities.

Figure. Capacity Assessment Scores over the SSIP timeline



D. Data Quality Issues

Capacity Assessments

In previous phases of the State Systemic Improvement Plan (SSIP), completion of the capacity assessments and action plans every six months was identified as a barrier to progress within the Transformation Zone (TZ) (see [Phase III:2](#), p. 29). Scheduling was often difficult because the six month mark fell during summer or holiday breaks when districts and schools are not in session. As a result, the administration window of capacity assessments was adapted to reflect the school calendar (September/October and March/April). Regions and districts have shown encouraging improvements with administering the assessments since this change has been made.

In addition, TZ Cohort 2 Region, District, and Building Implementation Teams (RIT, DIT, and BIT, respectively) have been consistent in the completion of capacity assessments and action planning during Phase III:3. New regions, districts, and schools have taken the lessons learned from previous cohorts on scheduling and have been successfully self-managing capacity assessment timelines.

Although, regions and districts have made progress, the school level assessments continue to be a challenge. There is often limited time to complete the assessments during the school day and the implementation language is new and challenging to building-level staff. In an effort to support schools, an adjustment to the scoring protocol was made to allow pre-scoring of the items prior to a BIT meeting. However, schools expressed concerns that the implementation language was too difficult to score independently and that valuable conversation during the assessment would be lost. Instead, the amount of time to conduct the assessment has been adjusted to one hour to ensure it doesn't exceed the amount of time for the BIT meetings. There have been small successes in this area, however the Kentucky Department of Education (KDE) is still working with the State Implementation and Scaling-up of Evidence-based Practices (SISEP) center to study ways to improve the administration of the building level capacity assessment for schools.

(Clarification from Phase III:2 is embedded within the paragraph above)

SSIP Data Dashboard

The SSIP Data Dashboard has become a central focus for implementation teams at every level of the system. Teams regularly conduct Plan-Do-Study-Act (PDSA) cycles using data to improve the system of supports for teachers. As discussed in Section B, the KDE continues to solicit feedback from the TZ regions, districts, and State Design Team (SDT) on the data collection tools in the SSIP data dashboard. The Data Integration Team convened to make revisions to the tools based on the feedback provided. This included minor relabeling of the data sort buttons on the Coaching Log.

The SSIP data dashboard was the KDE's first attempt to develop a data system that incorporates implementation data (capacity, training, coaching, fidelity, student benchmark) in one location. The data dashboard is not currently automated and requires a data manager to upload data on a

regular schedule. The KDE will continue to research other technology resources that could be utilized to display data in real-time.

Small n-size

As referenced previously, the smaller nature of TZ based work limits the n-size of surveys, capacity assessments, and fidelity measures. Generalizability of findings is inhibited by these small n-sizes.

E. Progress Toward Achieving Intended Improvements

Infrastructure

Kentucky Department of Education (KDE) Reorganization

As a result of the reorganization described in section A and B (p. 5), the State Management Team (SMT) has intentionally focused on how the use of the Active Implementation Frameworks can enhance system alignment within the KDE through the strategic plan. As described in section B, state-level staff will be mutually selected to learn how to effectively use the Active Implementation Frameworks to strengthen systems to improve educational outcomes for all students. This will support capacity building on the use of implementation science principles, ultimately impacting other initiatives within the KDE and resulting in meeting the goals of the State Identified Measurable Result (SiMR).

Teams

In Phase III:3, implementation teams at each level of the system (state, region, district, and school) continue to use data in the SSIP Data Dashboard to inform changes to the system of support for teachers. Communication plans are in place to ensure that implementation barriers can be lifted up to the level of the system that has the authority to solve them.

To better enhance the process for removing barriers, principals are now regularly participating on District Implementation Teams (DITs). This has been a lesson learned through Transformation Zone (TZ) Cohort 1. Districts in which principals have participated on the DIT have seen greater engagement from teachers, higher completion rates on the capacity assessment at the school level, and expedited processes for onboarding staff with Plan-Do-Study-Act (PDSA) cycles using data. As a result, principals participating on the DITs has been added to the mutual selection process and all TZ Cohort 2 district teams include principals. Having school representation on the DIT is a critical factor for removing implementation barriers for teachers, which will ultimately support the goals in the SiMR.

(Clarification from Phase III:2 is embedded within the paragraph above)

State Personnel and Development Grant (SPDG)

As discussed in Phase III:2, the KDE was awarded a new SPDG ([Phase III:2](#), p. 31). Data gathered through the state's IDEA general supervision requirements showed a need to focus on behavior through Positive Behavior Intervention and Support (PBIS). The process for implementing the SPDG will align with the systems and structures established through the SSIP. DITs and Building Implementation Teams (BITs) will be formed and use implementation data to conduct continuous improvement cycles. Teams will be linked with communication plans to ensure barriers can be removed to support teachers. The teaming structure and use of implementation data will support the SSIP by creating readiness to focus on mathematics.

Collaboration for Effective Educator Development and Reform (CEEDAR)

As described in [Phase III:2](#) (p. 31), the KDE continues to support the work of the CEEDAR center. The KDE State Transformation Specialist (STS) and SPDG Coordinator serve on the State Leadership Team to align the goals of the SiMR to the mission of the Kentucky Excellence in Educator Preparation (KEEP), which is Kentucky's name for the CEEDAR work. The first annual convening for Institutes of Higher Education (IHEs) took place in May 2018. The purpose of the convening was to create a mechanism for IHEs to begin working together to better align supports for teachers through preparation programs. The KDE STS attended the convening to network with IHEs on the EBPs that are being used to support teachers through the SSIP.

Fidelity

Project measures linked to training fidelity, EBP fidelity and infrastructure development fidelity (Section C, p. 28-32) are examples of how fidelity has been monitored and used for data-based decision making throughout the linked teaming structure.

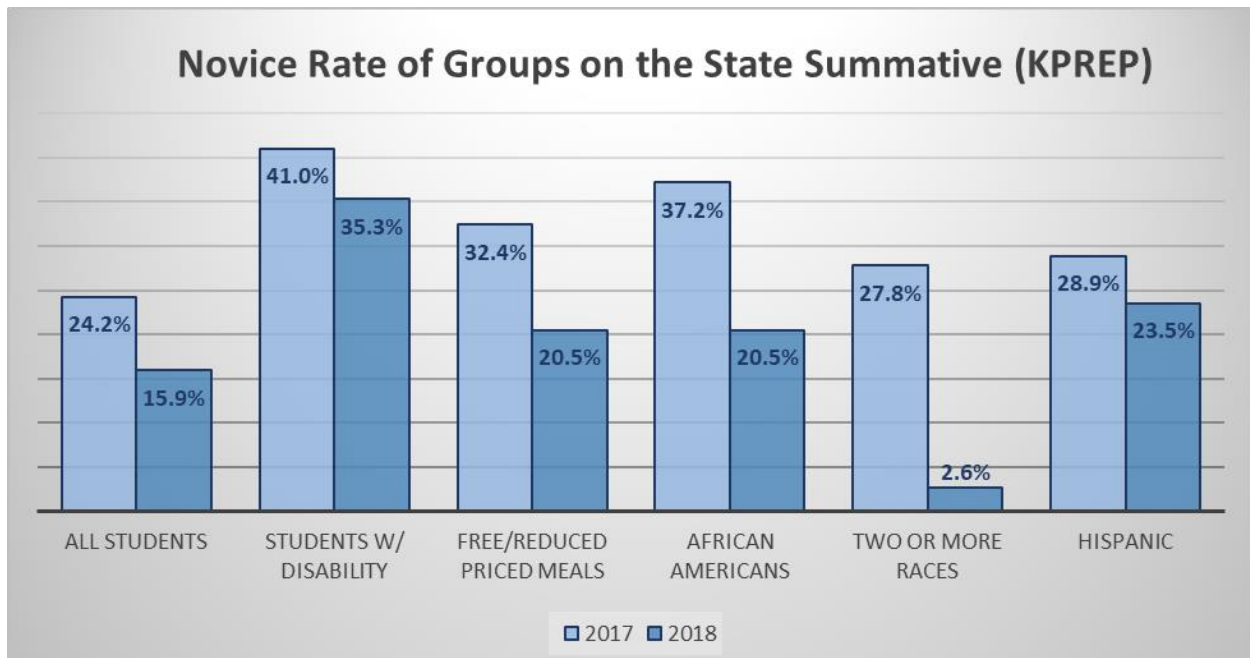
Progress toward Achieving the SiMR

The KDE is using the tiered model of support as the means for implementing systems change. All Kentucky districts and cooperatives are continue to receive broad universal support around the SiMR and implementation science. Implementation teams regularly “unpack” their capacity assessments to identify strengths and weaknesses of their work. A detailed summary of this item-based capacity assessment analysis is provided in the Appendix (p. 47-51).

Outcome data regarding progress toward short-term and long-term objectives towards achieving the SiMR were embedded into the evaluation measures (Section C, p.16). As in past phases, the SSIP logic model (attached) was reviewed but no changes from Phase III:2 were necessary (see [Phase III:2](#), p. 38). The SSIP remains on target to meet all necessary steps of the project design. While this past year's SiMR proficiency rate did decline from Phase III:2, the state is still encouraged by TZ Cohort 1 schools sharing that they see positive linkages with their implementation activities and student's growth in meeting academic standards; less novice performance and more proficiency.

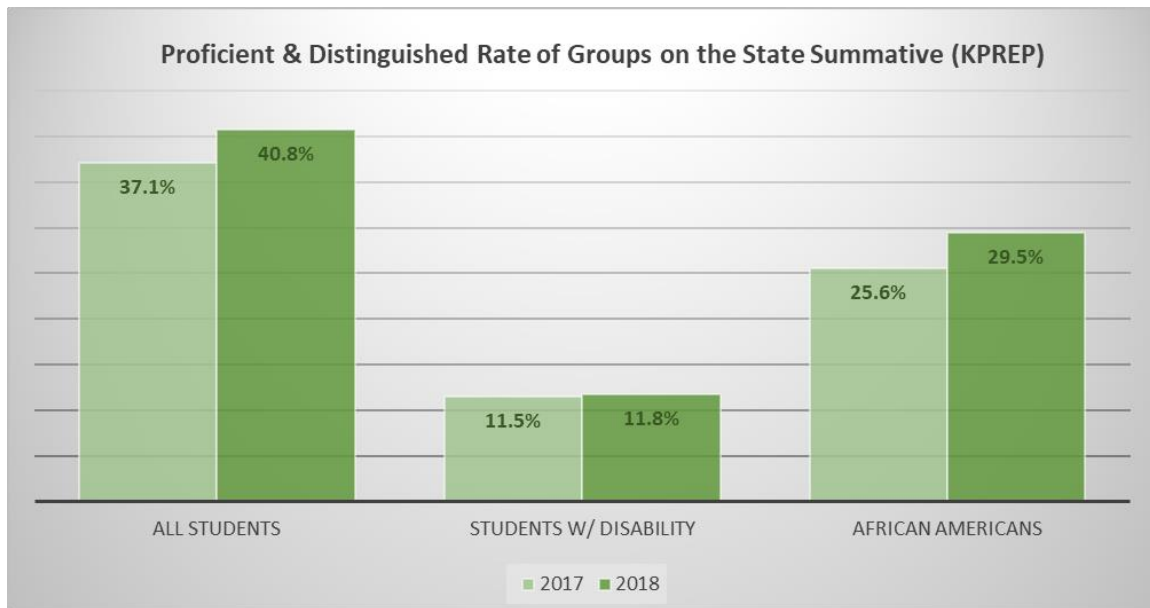
Kentucky’s state assessment uses four scales, Novice, Apprentice, Proficient, and Distinguished. The first goal in the SiMR is to decrease Novice. Summative data from the SSIP Middle School in the first TZ district to put the entire implementation infrastructure in place, reduced novice for Students with Disabilities (SWD) 5.7%. In addition, there is a notable decrease (see figure below) in Novice performance in other subpopulations including African American, Free and Reduced Lunch, and Hispanic. This is preliminary evidence of meeting the first initial goal of reducing novice performance identified within the SiMR.

Figure. Year to year novice rate from summative assessment results from a cohort 1 Middle School



The other component of the SiMR is to increase proficiency. In only one year, with the infrastructure in place, initial evidence from the state summative math data in this same school suggests all students increased proficiency from 2017 to 2018 by 3.7%. Two subpopulations showed growth as well. SWD increased proficiency by 0.3% and African American students increased 3.9%. The KDE anticipates continued growth in proficiency because implementation teams at each level of the system take responsibility for providing training and coaching to teachers on effective practices to improve outcomes for SWD.

Figure. Year to year proficient and distinguished rate from summative assessment results from a TZ Cohort 1 Middle School



F. Plan for Next Year

To impact the State Identified Measurable Result (SiMR), the Kentucky Department of Education (KDE) will continue to scale-up to additional regions, districts, and schools on the use of Active Implementation. Below are the KDE’s milestones and activities for Phase III:4.

Scale-up to Additional Regions, Districts, and Schools

- Transformation Zone (TZ) Cohort 1 Regions
 - **Spring 2019**—Select additional districts to participate in the TZ
 - **Winter 2019**—Selection of schools within new districts
 - **Spring 2020**—Selection of innovation in new TZ districts
 - **Spring 2020**—Installation of training and coaching in new TZ districts
- TZ Cohort 2 Regions
 - **Spring 2019**—Selection of schools in first set of districts
 - **Fall 2019**—Selection of innovation
 - **Winter 2019**—Installation of training and coaching
 - **Spring 2020**--Exploration with second set of districts
- TZ Cohort 3 Regions
 - **Fall 2019**—Mutually select cohort 3 regions to participate in the TZ
 - **Winter 2019**--Begin training cohort 3 regions on the Active Implementation Frameworks

- **Winter 2020**--Support cohort 3 regions to begin Exploration with first set of districts

Communication Activities

- **Spring 2019**—The State Management Team (SMT) will conduct usability test and refine communication plan

Build Capacity on Active Implementation within the KDE

- **Summer 2019**—The State Transformation Specialists (STSs) and the SMT will mutually select state-level staff to participate on a team to learn how to effectively use the Active Implementation Frameworks.

Decision-Support Data Systems

- **Fall 2019**—New TZ Regions, Districts, and Schools:
 - New schools within Cohort 1 districts
 - New districts in Cohort 1 and 2
 - Trained on the use of the tools and dashboard
 - Trained on the *Observation Tool for Instructional Supports and Systems* (OTISS)
 - Following data matrix and using implementation data collection tools
- **Spring 2019**—Usability test Implementation Data Analysis Practice Profile and fidelity checklist
- **Spring 2019-Spring 2020**—Establish analysis cycle of Usable Innovation implementation impact on student outcomes:
 - Proximal for schools in Cohort 1 and 2 districts (3 times per year)
 - Summative for schools in Cohort 1 districts--first and second group of schools (Fall 2019)
 - Summative Baseline for Cohort 2 districts (2018-2019 academic year)

State Personnel Development Grant (SPDG)

- **Spring 2019 (ongoing)**—Align the State Systemic Improvement Plan (SSIP) processes with the SPDG
 - STSs and SMT members continue to participate on SPDG Leadership Team and provide trials and learnings from the SSIP to support processes within the SPDG

Future Evaluation Activities

The KDE intends to continue to analyze the data collected through capacity assessment cycles, implementation fidelity data, school next step plans, training data and outcome data to continue to refine its processes and report to the Office of Special Education Programs (OSEP). Implementation teams across the Linked Teaming infrastructure will also continue to be

informed on the use of implementation science within the state’s educational system and on the other outcomes of the SSIP work. The variety of measures already in place will be refined based on findings within Implementation Team continuous improvement cycles. No additional evaluation activities are planned at this time (see [Phase II](#), p. 17-36).

Anticipated Barriers and Steps for Improvement

Anticipated barriers in communication continue to be an identified area of focus. Below are adjustments to the steps for improvement.

- Communication
 - Develop resources for parents
 - Infographic and videos (Section B, p. 10)
 - Continue to align to the KDE strategic plan
 - Establish a state-level team to build capacity on the use of Active Implementation
 - Follow State Capacity Assessment action plan
 - Continue to align implementation and improvement science within the KDE to better support regions, districts, and schools (Section B, p. 5-6)

Need for Additional Support and Technical Assistance

As described in Phase III:2, the KDE will continue its partnership with the State Implementation and Scaling-up of Evidence-based Practices (SISEP) center and the IDEA Data Center (IDC). Support with the National Center for Systemic Improvement (NCSI) will continue as needed. These centers will help the KDE to further align systems and structures to improve educational outcomes for students with disabilities and meet the goals of the SiMR.

Appendix

Year to Year Capacity Assessment trends based on Item Analysis

An analysis of the average State Capacity Assessments (SCA) between Phase III Years 2 and 3 highlighted barriers to sustained capacity development. Overall, the average phase score on the SCA declined from 74% to 54%. As noted above, the impact of the reorganization is reflected in the results of the SCA. Three items that had previously met full implementation during Phase III were all maintained this year. Four items showed moderate to strong growth during the current phase. The SMT's regular review of information grew the most significantly during this phase.

SCA Item	Phase III:2 avg.	Phase III:3 avg.	Change
24. SMT regularly reviews information and data about implementation and capacity development	1.00	2.00	1.00
14. SEA outlines the provision of implementation supports as a primary purpose of regional educational agencies	1.50	2	0.50
22. SEA assures RIT members have sufficient time dedicated to the work of implementation capacity development	1.50	2.00	0.50
23. SEA conducts regular assessments of RIT functioning	1.50	2.00	0.50

Half of the SCA items this year showed a moderate to strong regression. Those showing the most significant decline focused on SMT meeting agendas, the quantity of STSs, and STS access to SMT members.

SCA Item	Phase III:2 avg.	Phase III:3 avg.	Change
3. The SMT meeting agendas focus on implementation capacity development	2.00	0.00	-2.00
6. Each STS is physically located in the SEA department to facilitate communication	2.00	0.50	-1.50
10. Each STS has regular direct access and contact with two or more members of the SMT	2.00	0.50	-1.50

A comparative analysis of the average Regional Capacity Assessments (RCA) between Phase III Years 2 and 3 highlighted sustained linked infrastructure development. Overall, the average phase score on the RCA grew from 81.0% to 85.0% for the two cohort 1 regions. Eleven items (39%) that had previously met full implementation during Phase III:2 were all maintained this year. Five items showed moderate growth during the current phase. RIT use of a communication plan grew significantly during Phase III:3.

RCA Item	Phase III:2 avg.	Phase III:3 avg.	Change
25. RIT uses a communication plan	0.75	1.5	0.75
18. RIT has access to relevant data	1.5	2	0.5
26. RIT uses a process for addressing internal barriers	1.25	1.75	0.5
13. REA has a coaching system to support districts in developing implementation capacity	0.5	1	0.5

Four items on the RCA declined and four failed to grow this year, but the majority of these stayed very strong (above 1.50 out of 2.00). The written process for selecting Effective Innovations declined and the development of a regional implementation plan stayed dormant in one particular region.

RCA Item	Phase III:2 avg.	Phase III:3 avg.	Change
7. RIT has written process for selecting Effective Innovations (EIs) that the Regional Education Agency supports	1.25	0.5	-0.75
20. REA has a regional implementation plan for developing regional implementation capacity	1.00	1.00	0.00

A comparative analysis of the average District Capacity Assessments (DCA) between Phase III Years 2 and 3 highlighted sustained infrastructure development. Overall, the average phase score on the DCA grew from 41.0% to 68.8% for the two districts. Eleven items showed moderate to strong growth (more than 0.5 pts out of 2) during the current phase; with five additional items showing very strong growth. The improvement of implementation plan use grew the most significantly. DITs also grew significantly in their linkage to BIT plans, their creation of written EI selection procedures, and the use of communication and coaching delivery plans.

DCA Item	Phase III:2 avg.	Phase III:3 avg.	Change
9. DIT continuously improves the use of the implementation plans	0.00	1.25	1.25
18. DIT supports BIT implementation plans being linked to district improvement plan	0.67	1.75	1.08
5. District has written procedures for selecting EIs	0.00	1.00	1.00

10. District uses a communication plan	0.00	1.00	1.00
24. DIT uses a Coaching Service Delivery Plan	0.00	1.00	1.00

There was only one DCA items this year that did not grow. While still at a modest implementation level, DIT’s support of implementation of Effective Innovations beyond the SSIP remained constant.

DCA Item	Phase III:2 avg.	Phase III:3 avg.	Change
1. There is a District Implementation Team (DIT) to support implementation of Effective Innovations (EI)	1.00	1.00	0.00

The Drivers Best Practice Assessment (DBPA) data for the cohort 1 schools showed that all items grew from the previous phase. Seven items reached full implementation and eighteen of the items experienced moderate to strong growth. The items that reached full implementation and also had very strong growth were all focused on leadership practices.

DBPA Item	Phase III:2 avg.	Phase III:3 avg.	Change
13. There is someone accountable for the fidelity assessments of staff who will carry out the math program or practice	1.20	2.00	0.80
23. School administrators use effective processes to engage staff carrying out and supporting the math practice/program	1.40	2.00	0.60

26. School administrators engage with the larger service delivery and funding systems to create improved regulatory and funding environments	1.40	2.00	0.60
30. School administrators focus attention on implementation challenges	1.40	2.00	0.60

Other items that grew sharply during Phase III:3 showed that cohort 1 schools were growing in their capacity to collect meaningful data and becoming stronger in using this data to make decisions.

DBPA Item	Phase III:2 avg.	Phase III:3 avg.	Change
15. Fidelity assessment is demonstrated to be correlated with outcomes	0.60	1.83	1.23
20. Data are useful and usable	0.60	1.83	1.23
16. Building Implementation Team (BIT) follows a protocol for fidelity assessments	0.20	1.33	1.13
8. Building Implementation Team (BIT) uses training data to target competency development and improve training	0.40	1.50	1.10
17. Building Implementation Team (BIT) uses fidelity assessment data to improve math program and practice outcomes and implementation supports	0.40	1.50	1.10