

### *A. Summary of Phase III*

Kentucky’s Commissioner of Education, Dr. Stephen Pruitt, in a recent blog post, discussed the reason the Kentucky Department of Education (KDE) believes the root cause of the achievement gap is the “opportunity gap.” Students enter the classroom with different levels of preparedness, but this cannot be mistaken for ability. Course content of low rigor diminishes students’ opportunities to learn. The key way to close the opportunity gap is with quality instruction that ensures every student is provided with a rich learning environment. Dr. Pruitt, in his state of education address, also said, “Kentucky must do more to ensure all students receive the same educational opportunities and access to rigorous coursework.” The State Systemic Improvement Plan’s (SSIP) emphasis on improving the quality of instruction and its focus on the goals of the State Identified Measurable Result (SiMR) will decrease the opportunity gap for Kentucky students with disabilities.

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.”*

Much of the work toward meeting the goals of the SiMR in Phase III of the SSIP involved preparing districts for the final component of the theory of action. Transformation Zone (TZ) districts received training on the tools developed during Phase II of the SSIP to help support improvements in professional learning and technical assistance for teachers implementing evidence-based practices (EBPs) in the classroom.

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

*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,*

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

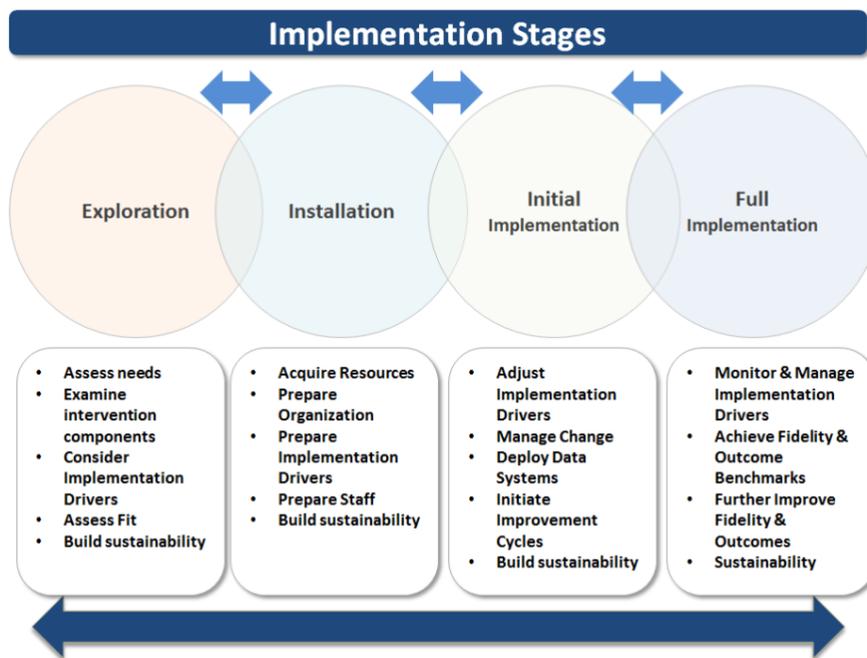
*If Kentucky districts provide professional learning, technical assistance and support to elementary and middle school teachers around implementing, scaling, and*

*sustaining evidence-based practices in math, with an emphasis on reduction of novice performance;*

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

During Phase III, the KDE continued to utilize the technical assistance and support provided by the State Implementation & Scaling-up of Evidence-Based Practices (SISEP) center. SISEP’s ongoing support in the use of the Active Implementation Frameworks provided implementation teams with the necessary skills to transition to the next stages of implementation.

KDE and the Regional Implementation Teams (RITs) facilitated installation stage activities within TZ districts as illustrated below:



District Implementation Teams (DITs) engaged in improvement cycles focusing on the quality of trainings, fidelity of implementation and the usability of selected innovations. Districts developed action plans to improve implementation of math innovations that included the use of training plans and data systems to better identify areas of need and the effectiveness of professional learning opportunities provided to teachers. To do this, a system of follow-up support for many of the TZ districts will need to be established. District teams are working to identify resources in the coming school year to either improve or create a coaching system in the area of mathematics. Kentucky continues to make progress toward meeting the goals of the SiMR. Evaluation efforts have concluded that implementation teams are measuring their

capacity to support the implementation of mathematics evidenced-based practices (EBPs) that have met the standards of a usable innovation. Ongoing capacity action planning, accompanied by effective systems training and coaching have led to positive capacity growth. While each implementation team finds itself at the conclusion of Phase III at varying degrees of usable innovation implementation, evaluation efforts have utilized a wide selection of data to help team's self-identify persistent barriers that should be addressed during Phase IV.

### ***B. Progress in Implementing the SSIP***

In previous phases of the State Systemic Improvement Plan (SSIP), the Kentucky Department of Education (KDE) primarily focused on the first component of the Theory of Action--developing infrastructure within the state and Regional Educational Cooperatives. Using the Theory of Action as a guide, milestones were created to improve the infrastructure and capacity of the KDE to develop and establish benchmarks for systems change. Each of the infrastructure milestones shown in Phase II were accomplished. However, there were minor updates to the number of schools and dates of completion. Listed below are the updated milestones, with changes indicated in red:

**October 2014-2016:** *Selection of cooperatives and districts to participate in the first Transformation Zones (TZs) through a mutual selection process.*

- Use selection criteria to select TZ implementation team members
- Install teams at every level of the system
- Ohio Valley Educational Cooperative
  - 2 districts (Owen, Carroll)
  - 2 schools
- South East South Central Educational Cooperative
  - 2 districts (Madison, Berea Community)
  - 4 schools
- Jefferson County Public Schools Educational Cooperative
  - 1 district (JCPS)
  - 3 schools
- Instructional Coaching (by June 2016--October 2016)
  - State Instructional Coaching team trains a cadre of instructional math coaches in cooperative regions
  - Regional cooperatives train groups of district and building-level instructional coaches to coach mathematics evidence-based practices (EBPs) selected by the Instructional Practices and Academic Content (IPAC) Team
  - Districts develop capacity to re-train and coach district and building staff

- **Capacity Projections:**

- School Capacity Assessment (SCA): Administered by July 2017--**November 2016**

To ensure stakeholder engagement in the implementation of the SSIP during Phase III, milestone progress was shared with the State Advisory Panel for Exceptional Children (SAPEC). SAPEC is comprised of 21 members, including parents, teachers, higher education representatives, state and local education officials, nonpublic school representatives and representatives from other state agencies.

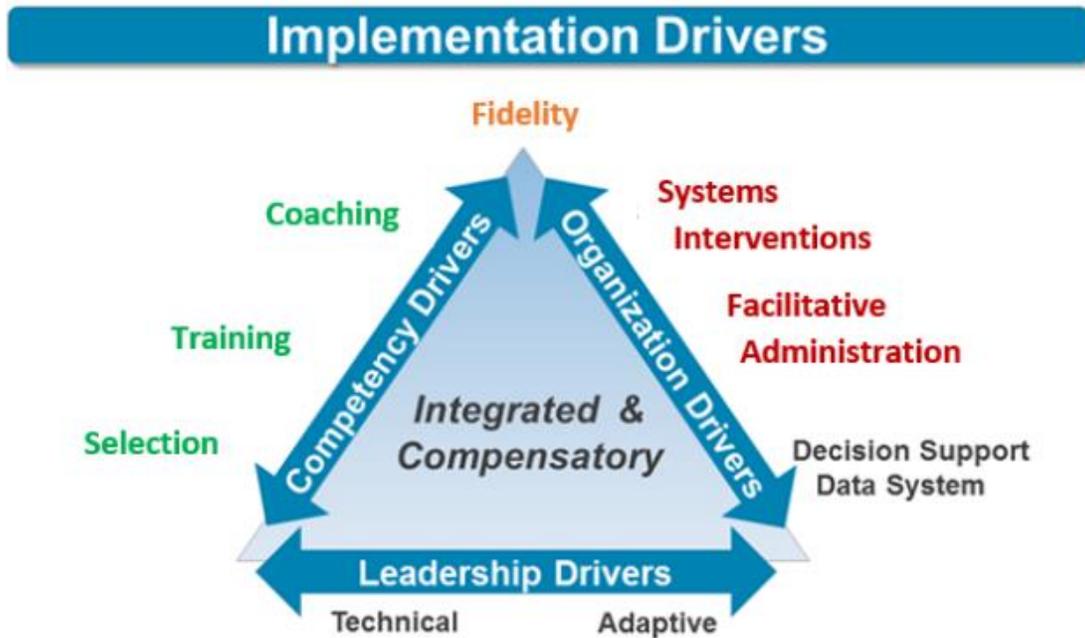
In addition to the feedback from SAPEC, interviews were conducted by an external evaluation team for the State Implementation & Scaling-up of Evidence-Based Practices (SISEP) center during Phase III. This analysis included a review of state implementation data, progress identified in SISEP reports of monthly state technical assistance (TA) visits, observations of a sample of TA visits and interviews with a sample of educators and education administrators. These interviews included: deputy superintendents; State Transformation Specialists (STSs); intermediate school district administrators; directors of special education; members of regional, district and building level implementation teams, building principals; and teachers and building level content coaches. In all, 26 individuals were interviewed about their work on the use of implementation science to expand best practices in education and the work of the SISEP center staff in working with State Education Agencies (SEAs). Specific questions inquired about the supports and resources of the SISEP center that were the most useful in scaling up best practices in education, as well as ideas for improved supports from the SISEP center staff in the future. The feedback provided through the interviews was shared with the KDE to improve supports at each level of the system and inform next steps.

Through stakeholder engagement, additional milestones were developed for Phase IV, which can be found in section F (Plan for Next Year).

### Implementation Progress

Once the KDE completed the state infrastructure milestones, there was a primary focus on the remaining components of the Theory of Action--developing capacity within districts. As discussed in Phase II, districts developed District Implementation Teams (DITs) to focus on establishing a system of support for teachers to effectively use mathematics EBPs. Districts then complete a District Capacity Assessment (DCA) to identify areas of need within their infrastructure. In Phase III, the Regional Implementation Teams (RITs), with support of the STSs, used the data from the DCAs to support districts with installing the Implementation Drivers described in Phase II--Competency, Organization and Leadership. DITs participate in

monthly training sessions specifically focused on developing effective systems within the drivers, for example, selection, training, coaching, fidelity and communication.



### **Selection of Schools**

During Phase III, districts engaged in the Exploration Stage with schools. The DIT developed selection criteria for schools and conducted exploration meetings to assess readiness. Once districts and schools opted to mutually select to be in the Transformation Zone, the development of Building Implementation Teams (BITs) began. Schools then engaged in baseline capacity assessments, which also focus on the Implementation Drivers. As BITs completed their capacity assessment, an action plan was developed to identify next steps for strengthening infrastructure to support teachers' use of EBPs.

Along with capacity assessments, BITs are developing school infrastructure to support monthly team meetings. DIT members are receiving coaching support from the STSs and Regional Educational Cooperatives to facilitate the installation of effective team meeting processes and scaffolded active implementation lessons that apply to the BITs capacity action plan.

Establishment of the BITs will provide the supports needed to grow the capacity of teachers to use EBPs in the classroom that will impact the State identified Measurable Result (SiMR).

### **Training**

During Phase II, a Training team was developed to establish a common training philosophy and develop tools to ensure trainings are delivered effectively around components of the Math Practice Profile. Once the Training Fidelity Checklist was developed, districts were coached on the use of the tool to inform future trainings.

Several TZ districts have started to develop Training Service Delivery plans that will include training processes, such as effectiveness data, the components of the Math Practice Profile, frequency, follow-up and alignment to Coaching Service Delivery Plans. The purpose of the Training Service Delivery plan is to ensure that preparation and planning for trainings are more intentional and based on the needs of teachers. By working to bridge the implementation gap of putting research to practice in the classroom, districts and schools are better able to restructure trainings and provide effective supports for teachers.

## **Coaching**

The Coaching team in Phase II developed a Coaching Practice Profile and Coaching Service Delivery Plan to support the use of effective coaching practices. During the development of these tools, the team had further discussion regarding common barriers for coaching across the state. In districts that currently have coaches, a mechanism for collecting coaching frequency data was not available. As a result, the team determined the need for a Coaching Log. The purpose of the log is to create an enabling context for the coach regarding the amount of time they receive to conduct coaching with teachers. It records the number of hours the coach dedicates to specific activities outlined within the Coaching Practice Profile. The data can be used at the school and district level to determine whether coaches in the school have the supports in place needed to coach teachers consistently. It can also be used to determine whether the coaching system of support is impacting teacher practice.

Although the Coaching Log will capture some aspects of fidelity, the Coaching team determined the need for teacher voice. They developed a survey aligned to the Coaching Practice Profile that enables teachers to reflect on how coaching has impacted their practice. The results of the survey will allow the District and Building Implementation Teams to analyze the data to determine if the coaching system of support is meeting the needs of teachers and coaches.

Another area of focus for coaching within the Infrastructure Milestones was training district and school-level instructional coaches to support the use of the mathematics EBPs in classrooms. Coaching team members and current State Personnel Development Grant (SPDG) staff were repurposed into the State Instructional Coaching team to provide coaching training. Training participants included RITs, district level leadership and coaches from both the district and school level. Participants were given an opportunity to engage in scenarios with the Coaching and Math Practice Profiles. The data collection tools were also introduced and participants were asked to

provide feedback for usability, adding another layer of stakeholder input from districts beyond the State Design Team (SDT). Additional coaching on the data collection tools and materials will occur during implementation team meetings. When using these materials with fidelity, instructional coaches within the district will have the capacity to fully support teachers on the use of mathematics EBPs.

## **Fidelity**

During Phase II, the KDE worked with SISEP to begin using the *Observation Tool for Instructional Supports and Systems* (OTISS). The OTISS is a research-based fidelity measure. In Phase III, instructional coaches and RIT members within the TZs were trained to conduct OTISS walkthroughs. They also obtained inter-observer agreement to calibrate for accuracy. Several schools within the TZs have completed their OTISS baseline scores and these school implementation teams have targeted areas of need.

## **Communication**

Using capacity assessment guidance, the state, region and district levels are utilizing communication plans. The purpose of these plans is to provide progress updates to stakeholders and gain feedback on implementation. As buildings continue installing the drivers, a communication plan will be developed similar to the state, region and district plans.

In addition to communication plans, protocols established in Phase II are being fully utilized. With the development of BITs, communication flows up and down the system from the practice/school level all the way to the state. This has enabled implementation barriers to be removed at each level of the system to fully support teachers' use of mathematics EBPs to achieve the SiMR.

## Outcomes Accomplished

In Phase II, a Gantt chart was used to describe the short and long-term goals of the coherent improvement strategies. Below is an updated version of the Gantt chart that reflects the goals which have been accomplished throughout Phase III. (See *Gantt chart* attachment for full view)



The state will know its Theory of Action is appropriate if:

- pre-eighth-grade students with disabilities (SWD) receiving Kentucky Academic Standards (KAS) mathematics instruction with or without accommodations (4<sup>th</sup>-7<sup>th</sup>) show increased proficiency; and
- eighth-grade students receiving KAS mathematics instruction with or without accommodations are designated as “Proficient” at a higher rate on the annual state summative assessment (K-PREP).

This phase has seen Transformation Zone (TZ) region and district teams using implementation science research to engage schools in supporting teachers throughout grades 4-8 in the effective use of mathematics usable innovations. These efforts will make it possible to begin student-level formative assessment monitoring during Phase IV.

Key Measures with Data Sources and Baseline Data

The State Systemic Improvement Plan (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 specific quality goal that is expected to be accomplished by a specific group of stakeholders in a specific time frame.

Each project measure specifies the timeline for achieving the change and a quantifiable growth measure in behavior or knowledge of a specific target audience. While these measures and additional evaluation data analyses have highlighted ways the SSIP service delivery model can be made better, Phase III evaluation work does not support the changing of the SSIP itself.

Project Measures		Target Metric	%	Actual Ratio	%	Status
I.1	100% of implementation teams complete initial capacity assessment and the initial capacity readiness action plan before their buildings enter into Initial Implementation phase.	15/15	100	15/15	100	Met

Through Phase III, the state, three TZ Regional Educational Cooperatives, four local education agencies and seven schools completed their initial capacity assessments and their initial capacity readiness action plans before their school buildings entered into the initial implementation phase of the SSIP. Three additional schools will complete their initial capacity assessments and initial capacity readiness action plans this school year, prior to their school buildings entering into the initial implementation stage of the SSIP.

Project Measures		Target Metric	%	Actual Ratio	%	Status
I.2	By FFY 2015, Kentucky Department of Education (KDE) SSIP Menu of Usable Mathematics EBPs developed. Annually reviewed for update.	1		1		Met

At the conclusion of Phase II, the state’s SSIP Instructional Practices and Academic Content (IPAC) team had assessed Kentucky’s math programs; applied Usable EBP Criteria, as guided by the work of the State Implementation & Scaling-up of Evidence-Based Practices (SISEP) center; and written a Kentucky SSIP Menu of Usable Mathematics EBPs (also known as Mathematics Usable Innovations Menu). The IPAC team, with the State Transformation Specialists (STSs), will review this menu and make appropriate updates at the conclusion of the 2016-2017 school year.

Project Measures		Target Metric	%	Actual Ratio	%	Status
I.3	100% of Usable EBPs (Usable Innovations) selected by a SSIP TZ district are from the KDE SSIP Menu of Usable Mathematics EBPs or has been accepted by the State Design Team (SDT) as being a Usable Mathematics EBP (modified as needed, to include a clear description, clear essential functions, operational definitions and practical performance assessment).	4/4	100	4/4	100	Met

At the conclusion of Phase III, three TZ districts chose or had begun implementing a Usable Innovation already selected for inclusion on the KDE SSIP Menu of Usable Mathematics EBPs. A fourth TZ district chose a separate mathematics innovation it modified, to include clear descriptions, clear essential functions, operational definitions and practical performance assessments. This process was supported by an IPAC team representative.

Project Measures		Target Metric	%	Actual Ratio	%	Status
I.4	100% of Usable EBPs (Usable Innovations) selected by a SSIP TZ district have a written Practice Profile that according to the SDT is teachable, learnable and doable.	4/4	100	4/4	100	Met

All four TZ districts chose to adopt the state’s SSIP Mathematics Practice Profile after they concluded that it is teachable, learnable and doable. Before adoption, each district had to

independently review the state’s SSIP Mathematics Practice Profile to make sure it was representative of the core components of their Usable Innovation.

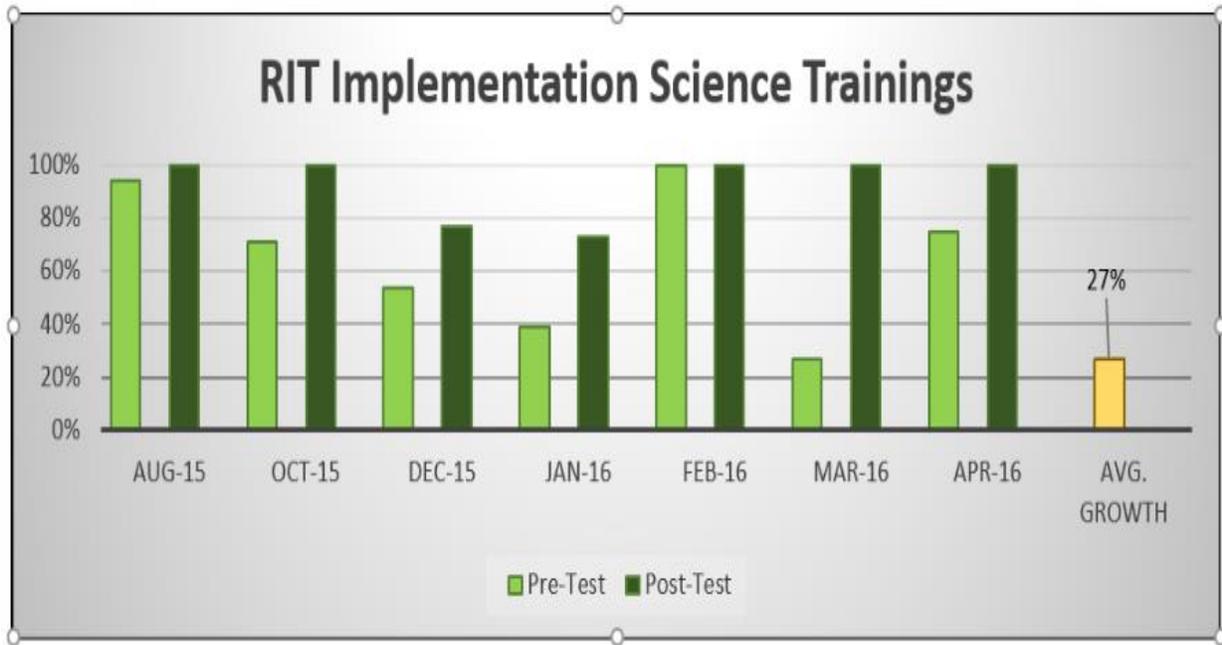
Project Measures		Target Metric	%	Actual Ratio	%	Status
I.5	Each year, 100% of Kentucky (Regional) Educational Cooperative(s) write and submit their annual Regional Systemic Improvement Plan (RSIP) to KDE demonstrating how they will increase district capacity to implement evidence-based instructional practices.	8/8	100	8/8	100	Met

All eight of Kentucky’s Regional Educational Cooperative(s) wrote and submitted their annual RSIPs to KDE, demonstrating how they will increase district capacity to implement evidence-based instructional practices.

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

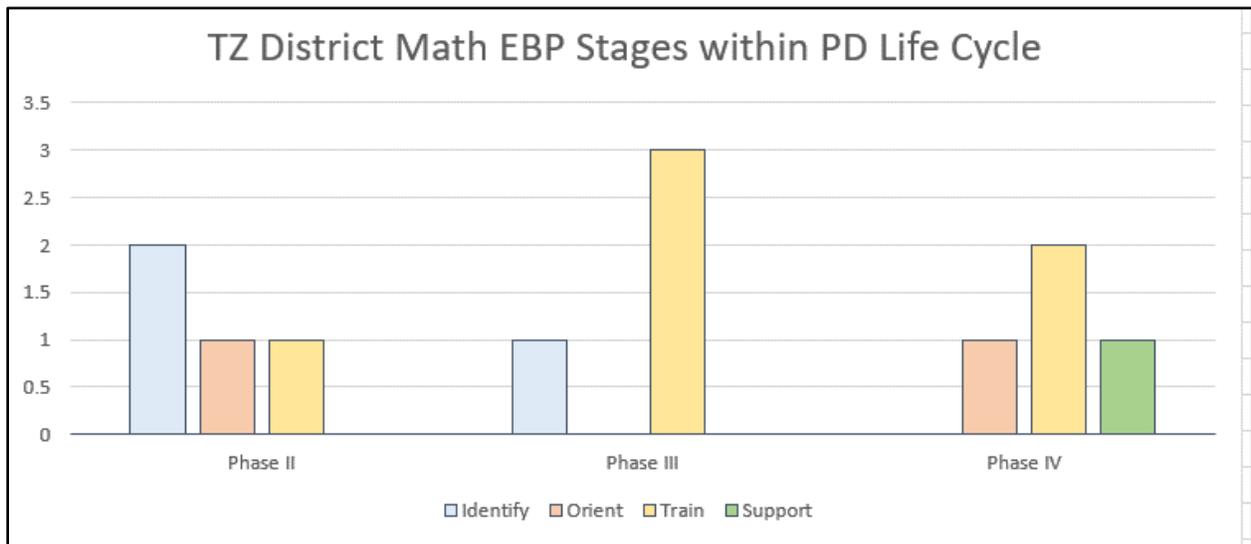
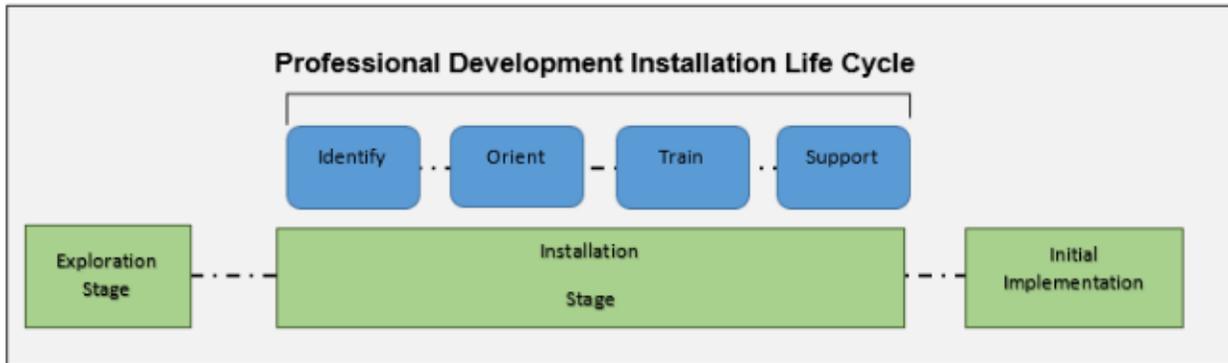
State Design Team (SDT) members completed their training during Phase I, Regional Implementation Teams (RITs) began training during Phase II and new TZ regional teams will complete the training in the proceeding SSIP year. Through a nine-month period of RIT trainings facilitated by STSs through Phase II and III, the average post-session understanding was increased by 27%. Consistent with the overall pre/post-training growth shown in the monthly

composite table below, each of Kentucky’s three RITs demonstrated training sessions have a moderate to large impact on their knowledge of Active Implementation Frameworks.



Project Measures		Target Metric	%	Actual Ratio	%	Status
T.2	100% of districts incorporate SSIP effective training development tools (i.e., SSIP Training Service Delivery Plans and the SSIP Training Fidelity Checklists) into their Mathematics Usable EBPs training process.	4/4	100	4/4	100	Met

Each TZ district has moved through SSIP implementation from a different start date and at a different pace. While it may have been easier for the KDE to limit itself to only selecting TZ districts prior to the identification of their own Mathematics Usable Innovation implementation, the KDE’s ambitious SiMR required a more inclusive selection protocol. Each of the five current TZ districts were in separate stages of the professional development installation life cycle with their own EBP (see table below) when they began SSIP exploration.



As the districts grew in their knowledge of implementation science and the active implementation frameworks, they took guidance from the STSs and the IPAC team to identify ways they could adapt their EBP to include a clear description, clear essential functions, operational definitions and practical performance assessment.

All four TZ districts have incorporated SSIP effective training development tools into their Mathematics Usable EBPs training process to increase teachers' knowledge, skills and fidelity. Many districts, when incorporating the SSIP Training Service Delivery Plan, saw a need to explicitly interweave the SSIP Math Practice Profile with the Usable Mathematics EBP content. Several districts, when drafting their own SSIP Training Fidelity Checklists, made the discovery that they had EBP elements that required retraining. Another district determined it needed to audit cohort learning of the EBP, to ensure all teachers had reached a comprehensive set of training elements

Project Measures		Target Metric	%	Actual Ratio	%	Status
T.3	80% of all SSIP EBP training sessions for teachers are trained with high fidelity to the core components of the Math Practice Profile	8/10	80			Not Measurable At This Time

All of the five current TZ districts were in separate implementation phases of their Usable Innovation when they began SSIP exploration. The majority of districts had their training calendars set, prior to the district's' adoption of the state's SSIP Mathematics Practice Profile. As District Implementation Teams (DITs) have identified previous training content as deficient to adequately cover the core components of the Math Practice Profile, they are including such needs in their action plans to address this summer with district trainers. Districts that have not begun initial implementation of the Usable Innovation have already begun to use the core components of the Math Practice Profile as a template for their training delivery plan.

Project Measures		Target Metric	%	Actual Ratio	%	Status
T.4	Each year, 70% of TZ teachers report the training and support they received had a moderate to large impact on their knowledge of the SSIP EBP (an average of 3 and above on a 4-point Likert scale).					Not Measurable At This Time
Project Measures		Target Metric	%	Actual Ratio	%	Status
T.5	Each year, 70% of TZ teachers report the training and support they received had a moderate to large impact on their skills to use the SSIP EBP in their instruction (an average of 3 and above on a 4-point Likert scale).					Not Measurable At This Time

At this time, TZ schools are in varied transition phases between the installation and initial implementation stages. The Mathematics Usable Innovations were also in varied implementation stages before the districts began their SSIP work; initial teacher-level data was not commonly collected prior to the district entering the SSIP Initial Implementation Stage. This particular project measure was written to best capture the quality of support between the first three school capacity assessments recorded during the installation and initial implementation stages. Since only the first assessment has been collected, the state cannot report on this project measure during Phase III.

Project Measures		Target Metric	%	Actual Ratio	%	Status
C.1	50% of Districts have a written coaching system narrative that includes a plan for service delivery	5/10	50	2/4	50	Met

Since TZ districts have and will continue to follow a non-uniform calendar for their implementation stage activities, it is best for the state to adopt a progressive implementation goal (see ratio table below). The STSs and the State Management Team (SMT) are confident that, as the state grows in its capacity to support districts in the Exploration and Installation Stages, districts will be quicker to adopt a written coaching system narrative that includes a plan for service delivery. Two districts have a written coaching system narrative that includes a plan for service delivery.

Reporting Phase	Desired Implementation Percentage
III	50%
IV	60%
V	70%
VI	80%

Project Measures		Target Metric	%	Actual Ratio	%	Status
C.2	Each year, 80% of TZ coaches report the training and support they received had a moderate to large impact on their <i>knowledge</i> of the SSIP Math Practice Profile (an average of 3 and above on a 4-point Likert scale).	8/10	80	14/15	93	Met

A post-training survey was administered to all TZ district coach training participants, with 15 of 29 participants completing the survey being primarily math coaches. Based on their responses to the following item:

(1) The training has increased my understanding of the intended use of the Math Practice Profile,

93% of the survey participants had an average composite score of 3 or above on a 4 point Likert scale. The project met the target for the project measure.

Project Measures		Target Metric	%	Actual Ratio	%	Status
C.3	Each year, 80% of TZ coaches report the training and support they received had a moderate to large impact on their <i>skills</i> to coach using the SSIP Math Coaching Profile (an average of 3 and above on a 4-point Likert scale)	8/10	80	12/15	80	Met

A post-training survey was administered to all TZ district coaching training participants, with 15 of 29 participants completing the survey being primarily math coaches. Based on their responses to the following items:

- (1) The training has increased my skill to engage teachers in my coaching practice,
- (2) I am comfortable using the {fidelity} Crosswalk Tool with the Mathematics Practice Profile to identify a teacher’s implementation needs, and
- (3) I am comfortable facilitating Next Steps Action Planning with mathematics teachers,

An average of 80% of the survey participants had a composite score of 3 or above on a 4 point Likert scale for these items. The project met the target for the project measure.

Project Measures		Target Metric	%	Actual Ratio	%	Status
C.4	Each year, 80% of TZ coaches report the training and support they received had a moderate to large impact on their <i>knowledge</i> of the Coaching Practice Profile (an average of 3 and above on a 4-point Likert scale).	8/10	80	13/15	87	Met

A post-training survey was administered to all TZ district coaching training participants, with 15 of 29 participants completing the survey being primarily math coaches. Based on their responses to the following items:

- (1) The training has increased my understanding of an effective coaching cycle,
- (2) The training has increased my understanding of the intended use of the Coaching Practice Profile, and
- (3) The training has increased my understanding of the link between coaching and implementation of EBPs,

87% of the survey participants had an average composite score of 3 or above on a 4 point Likert scale. The project met the target for the project measure.

Project Measures		Target Metric	%	Actual Ratio	%	Status
C.5	Each year, 80% of TZ coaches report the training and support they received had a moderate to large impact on their <i>skills</i> in adherence to the Coaching Practice Profile (an average of 3 and above on a 4-point Likert scale).	8/10	80	13/15	87	Met

A post-training survey was administered to all TZ district coaching training participants, with 15 of 29 participants completing the survey being primarily math coaches. Based on their responses to the following item:

(1) The training has increased my skill to link examples of teacher behavior to each core component of the Coaching Practice Profile,

87% of the survey participants had an average composite score of 3 or above on a 4 point Likert scale. The project met the target for the project measure.

Project Measures		Target Metric	%	Actual Ratio	%	Status
C.6	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	80	10/12	83	Met

An annual online program survey was administered to all TZ Regional Implementation Team Coaching participants, with 12 of 13 participants completing the survey. Based on their responses to the following items:

(1) The KDE Implementation Team had the following overall impact on my Regional SSIP Implementation Team’s **knowledge** about the history, theory, philosophy, and value of Implementation Science and its drivers,

(2) The KDE Implementation Team had the following overall impact on my Regional SSIP Implementation Team’s capacity to use new **skills** through practice within a safe and supportive learning climate, and

(3) The KDE Implementation Team had the following overall impact on my Regional SSIP Implementation Team’s **confidence** to cooperatively use capacity assessment data to create implementation team action plans,

83% of the survey participants had an average composite score of 3 or above on a 4 point Likert scale. The project met the target for the project measure.

Project Measures		Target Metric	%	Actual Ratio	%	Status
C.7	Each year, 80% of District Implementation Team members report that their Kentucky Regional Educational Cooperative Implementation Team provided high quality supports to increase their implementation capacity.	8/10	80	6/9	67	Not Met

An annual online program survey was administered to all TZ District Implementation Team Coaching participants, with 9 of 15 participants completing the survey. Based on their responses to the following items:

(1) The Regional Implementation Team had the following overall impact on my District SSIP Implementation Team’s **knowledge** about the history, theory, philosophy, and value of Implementation Science and its drivers,

(2) The Regional Implementation Team had the following overall impact on my District SSIP Implementation Team’s capacity to use new **skills** through practice within a safe and supportive learning climate, and

(3) The Regional Implementation Team had the following overall impact on my District SSIP Implementation Team’s **confidence** to cooperatively use capacity assessment data to create implementation team action plans,

67% of the survey participants had an average composite score of 3 or above on a 4 point Likert scale. The project did not meet the target for the project measure.

The three DIT members who reported that their RIT did not provide high quality supports to increase their implementation capacity came from the same regional TZ. The State Implementation team will identify additional supports needed by this RIT to increase its capacity to assist district implementation efforts.

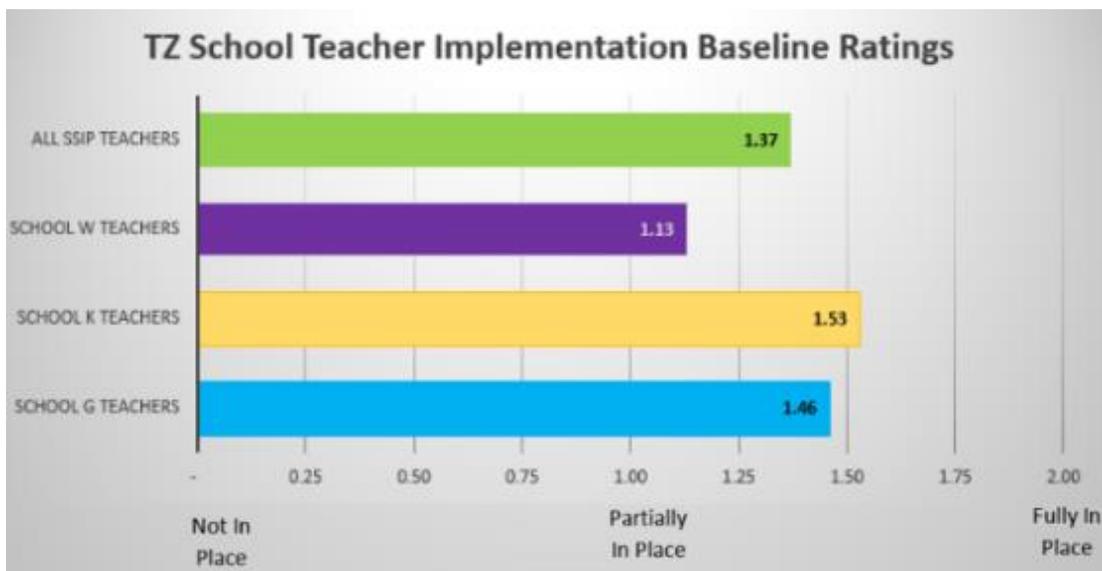
Project Measures		Target Metric	%	Actual Ratio	%	Status
C.8	Each year, 80% of School Implementation Team members report that the District Implementation Team provided high quality supports to increase their implementation capacity.	8/10	80			Not Measurable At This Time

At this time, TZ schools are in varied phases between the Exploration and Installation Stages. This project measure was written to best capture the quality of support between the first three school-level capacity assessments recorded. Since only the first school capacity measure has been collected, the state cannot report on this project measure during Phase III.

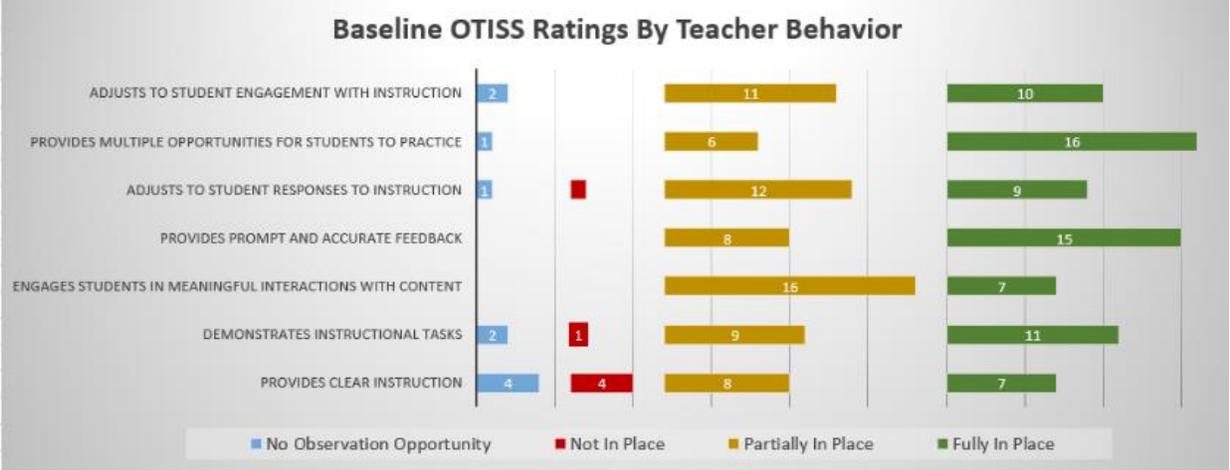
Project Measures		Target Metric	%	Actual Ratio	%	Status
C.9	Each year, 80% of TZ School teacher implementation cadres increase their level of implementation and consistency of SSIP EBP instruction.	8/10	80			Not Measurable At This Time

The SISEP center has trained and certified regional, district, and building level observers who use the Observation Tool for Instructional Supports and Systems (OTISS) in Kentucky TZ

classrooms. The OTISS is a brief 10-minute walk-through observation of instruction, used to assess the quality of systems and supports available to help teachers use best practices for instruction. To maximize the benefit to students, the OTISS observations are frequent (at least 3 times a semester), relevant to the instructional supports and actionable for improving planning. In Phase III, three SSIP TZ schools completed their baseline capacity assessments concerning their instructional implementation level. Overall, school baselines showed that math teacher implementation of the UI was “partially in place” for these three buildings. This data informs all implementation teams within the cascade, as they identify additional supports necessary to ensure teachers consistently match their classroom practices to the SSIP Math Practice Profile.



When the frequency of all SSIP teacher baseline ratings are graphed by teacher behaviors (below), teachers providing “multiple opportunities for students to practice” and providing, “prompt and accurate feedback “were already strongly in place. Teachers providing clear instruction, demonstrating instructional tasks and engaging students in meaningful interactions with content are behaviors that should be more fully implemented (“put in place”) in the upcoming year.



Project Measures		Target Metric	%	Actual Ratio	%	Status
F.1	Each year, 70% of TZ implementation teams meet data collection protocols with fidelity.					Not Measurable At This Time

The SSIP Data team wrote an original data collection protocol during Phase III, but identified many structural barriers facing the collection, sharing and security of identified data sources necessary for data-based decision making at each level of the multi-tiered teaming structure. The State Implementation team then found and recruited appropriate State Education Agency (SEA) staff with expertise in technology to create a data infrastructure to overcome these barriers. The new SSIP data platform and dashboard will be used next fall (Phase IV).

Project Measures	Target Metric	%	Actual Ratio	%	Status	
F.2	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	80%	4/7	57%	Not Met

The most recent state capacity measurement represented a decline from the State Capacity Assessment (SCA, SISEP center) recorded during Phase II. All TZ regions increased their capacity to implement SSIP Usable EBPs, based on their last two Regional Capacity Assessments (RCA, SISEP center). Three of four TZ districts increased their capacity to implement the SSIP’s usable EBPs during Phase III, based on their District Capacity Assessments (DCA, SISEP center). No TZ schools have measured their capacity beyond their baseline measure at this time. When capacity has declined between assessment periods, it has been most often attributable to down-scoring resulting from additional knowledge about the active implementation frameworks or from insufficient focus on the use of the implementation team’s action plan.

Project Measures		Target Metric	%	Actual Ratio	%	Status
F.3	By the conclusion of SSIP Phase III, the KDE has completed their TZ growth milestones (based on the SISEP-recommended milestones framework) for the installation of additional TZs.	4/4	100	4/4	100	Met

During Phase III, under the guidance of the SISEP center, the KDE set its initial capacity targets (recommended milestones) to signal the appropriate point at which the state could begin the exploration phase with an additional TZ region. The table below defines these milestones and the KDE’s current status in meeting them.

Linked Team Tier	Milestone	Status
SEA	Reached the 50% benchmark on the State Capacity Assessment (SCA).	The state reached this milestone during Phase II.
TZ Regions	At least one region attains a 50% score on their Regional Capacity Assessment (RCA)	This milestone met during Phase III.

Linked Team Tier	Milestone	Status
TZ Districts	50% of Districts have completed two or more District Capacity Assessment (DCA)	All districts engaged throughout Phases II and III have completed this milestone; all will have at least three assessments recorded by the conclusion of the 2016-2017 school year. One district began the exploration phase, left the process and recently rejoined their regional TZ; its second assessment will take place during the 2016-2017 academic term.
TZ Schools	50% of Schools have entered into the initial SSIP implementation phase.	Six TZ Schools (67%) have completed the initial capacity assessment and the initial capacity readiness action plan establishing their entrance into the initial SSIP implementation phase. Three TZ Schools are currently in the installation phase and are scheduled to begin initial implementation during the 2016-2017 school year.

Project Measures		Target Metric	%	Actual Ratio	%	Status
F.4	By FFY 2018, 60% of teachers with two or more years of implementation (from baseline observation) instruct the SSIP EBP with high fidelity and consistency.					Not Measurable At This Time

Current TZ Schools will continue this academic term to complete their baseline capacity assessments of their instructional implementation levels with the SISEP center’s OTISS tool. While intermediary growth data will be shared in Phase IV, this project measure will not be fully reportable until Phase V.

Project Measures		Target Metric	%	Actual Ratio	%	Status
A.1	The SEA will engage internal and external stakeholders with 80% adherence to the SMT Communication Plan.					Not Measurable At This Time

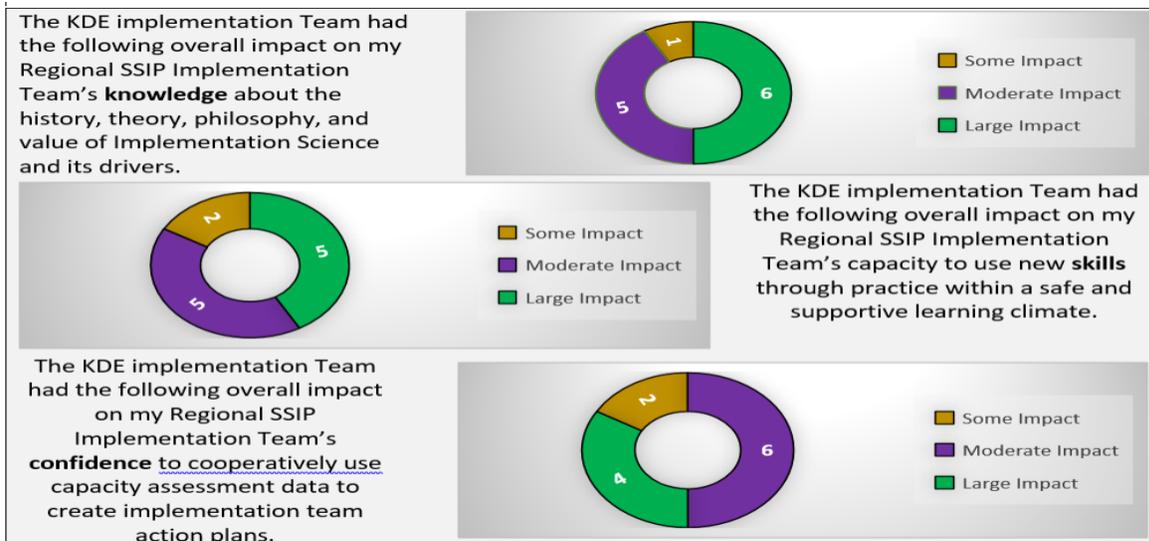
The STSs have had multiple exploration and working sessions with the SMT to capture the necessary components of the SMT Communication Plan. The current plan is on its fourth revision, but a final version will require the release of KDE’s new accountability model and subsequent SEA Strategic Plan (both anticipated during Phase IV). The communication plan is being written to ensure communications are actionable and relevant to stakeholders.

Data Collection Procedures and Associated Timelines

The State Implementation team has overseen efforts to collect both process and intervention implementation data at regular intervals. It is important to ensure data directly ties to the SiMR and is valid and reliable. The SSIP Data team’s original data collection structure was adapted this year; please see Data Quality Issues section for more detail. The KDE has overseen data submissions and provided the data to the evaluators for ongoing analysis. An updated timeline of the collection of primary data sources is provided in the following table; a comprehensive timeline is provided as an attachment. Implementation teams have met the majority of the data collection milestones originally set during Phase II, as demonstrated by color coding.

(See *Data Collection Timeline* attachment for full view)



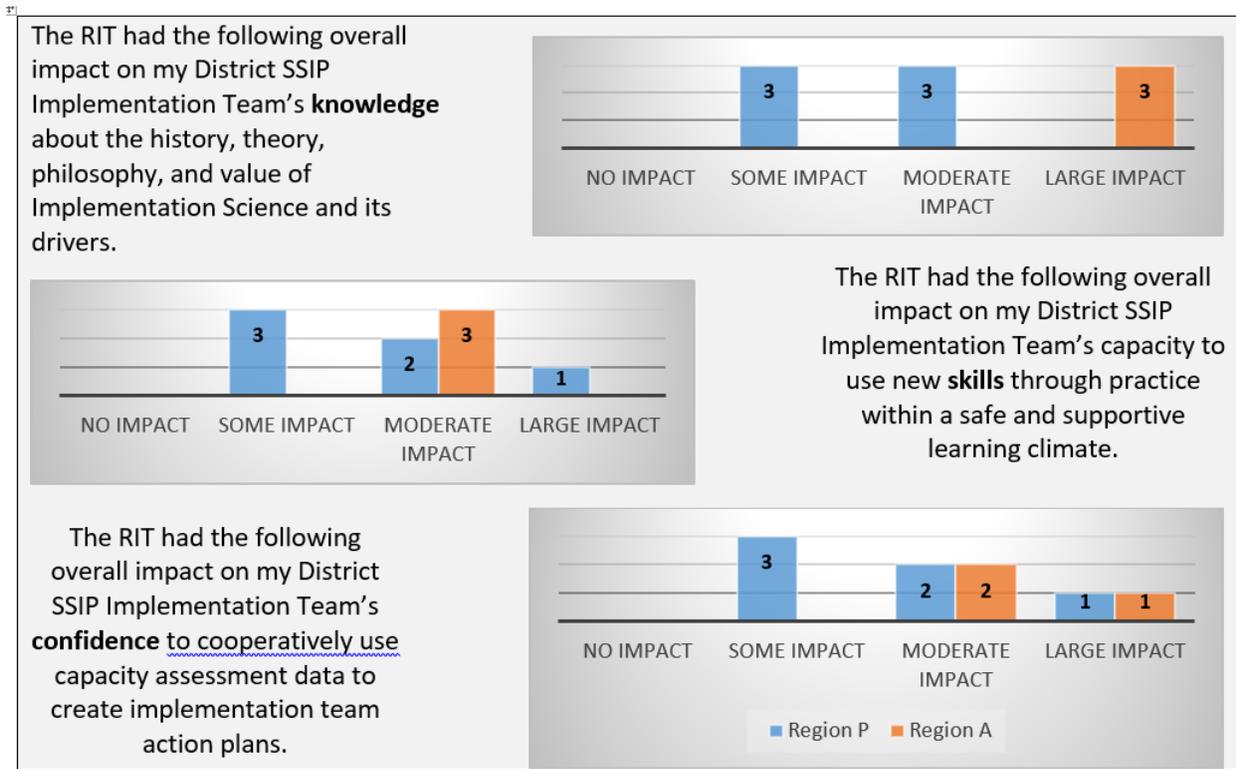


\* based on a four-point Likert-scale (1- no impact to 4-large impact)

### Use of DIT Feedback on RIT Supports

Nine DIT members (60% of those invited to participate) from Kentucky's four TZ districts provided insight from their experience to help the RITs better meet professional development needs and inform work in additional TZ installation. The online survey they completed included open-ended responses and a series of Likert-based questions to capture the RITs' impact on DIT knowledge, skills and confidence to implement the SSIP activities. All respondents from one regional TZ and 50% from the other agreed that their RITs had a moderate to large impact on their SSIP efforts. DIT members shared that the Implementation Science tools had been the most beneficial element of their work with the SSIP, the work had facilitated meaningful discussions between district and school-level leaders and the RITs had been supportive, responsive and flexible to the needs of the DITs. At the same time, the SSIP process was seen as cumbersome, full of difficult language, and too theoretical. DITs appreciated when the RITs were able to make the work more practical and customized to the districts' needs. One district shared its clarity of the process was enhanced, once the district applied its learning to a previously failed initiative. The district suggested that future TZ districts use a similar method.

### *RIT Impact on DIT knowledge, skills and Confidence to Implement*



\* based on a four-point Likert-scale (1- no impact to 4-large impact)

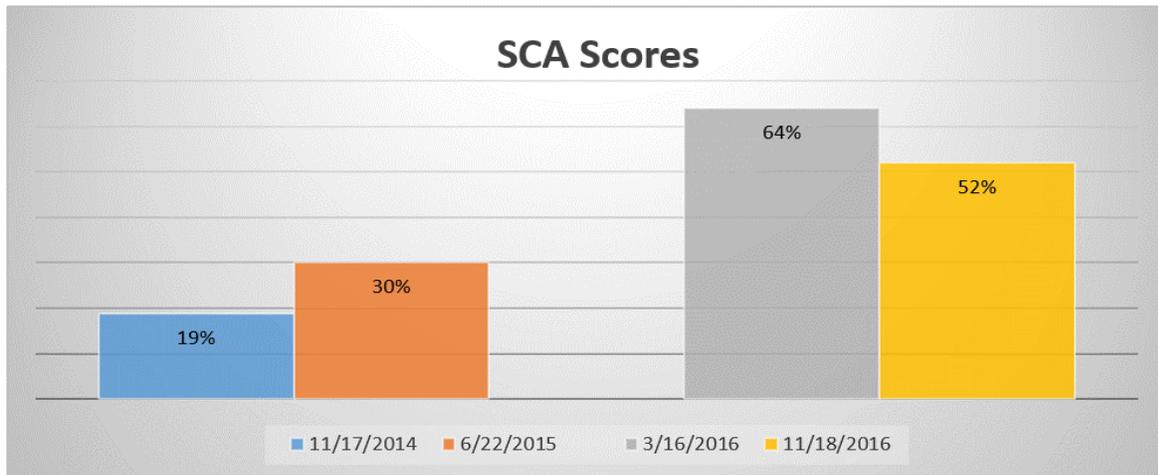
## Capacity Measurement across the Infrastructure

### State Capacity Measurement

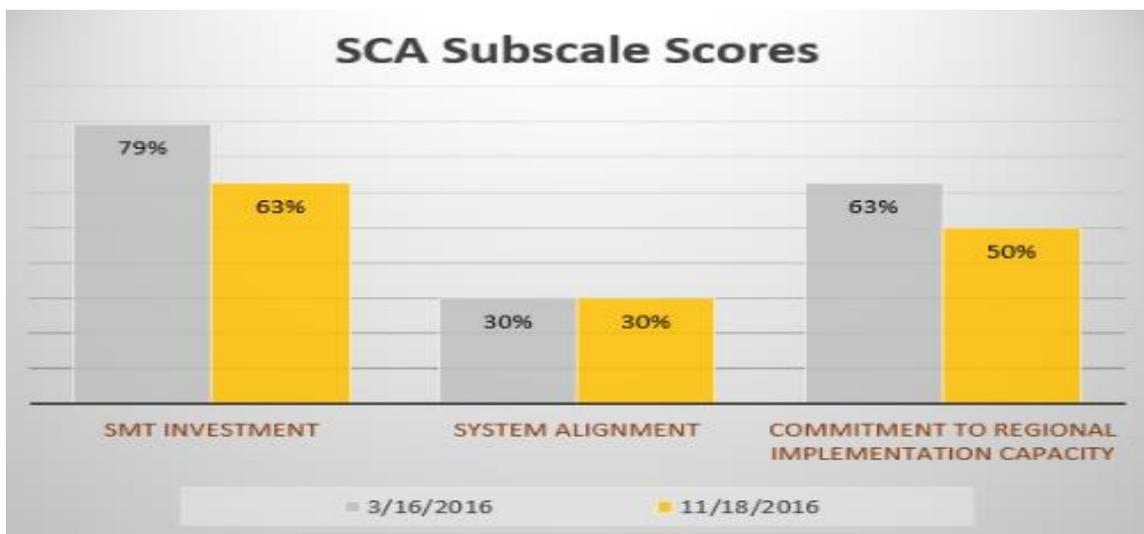
Throughout all SSIP Phases (I, II and III), KDE continued to measure its capacity to implement the SSIP through State Capacity Assessments (SCA). The assessments are facilitated by SISEP and should take place twice a year. The results are used to create Implementation Action Plans. A team approach is utilized to effectively measure and take action to improve KDE's capacity to implement.

The SCA team is made up of leadership from across the KDE. Before each state assessment, updates on the progress of the SSIP are presented to the SIT. During the assessment process, the team votes on a series of statements that reflect KDE's capacity to support regions/districts in the implementation of EBPs. The scores from each statement are calculated as a total percentage. Once the assessment is complete, the Action Planning team analyzes responses to each question by subscale, then develops a six-month implementation plan. The implementation plan focuses on specific goals and objectives to improve the KDE's capacity to support all of the SSIP linked teams in implementing EBPs. The process of capacity assessments and implementation planning replicates at all levels of the system.

Since the SISEP center introduced the Regional Capacity Assessments during Phase II, a newer streamlined SCA was introduced and adopted. Because the aggregate score for the earlier SCA version included a larger, more varied set of elements than the newer version of the SCA, the KDE’s SCA experienced a one-time rate boost in March 2016, which cannot appropriately be considered for evaluative purposes. All of the state’s raw SCA scores are provided in the table below.



During the March 16th, 2016 assessment, the SMT was newly established. Often baseline scores are inflated due to lack of understanding of Implementation Science language and principles. The SCA team considers the November 18th, 2016 results an accurate reflection of Kentucky’s capacity to support districts in implementing EBPs.



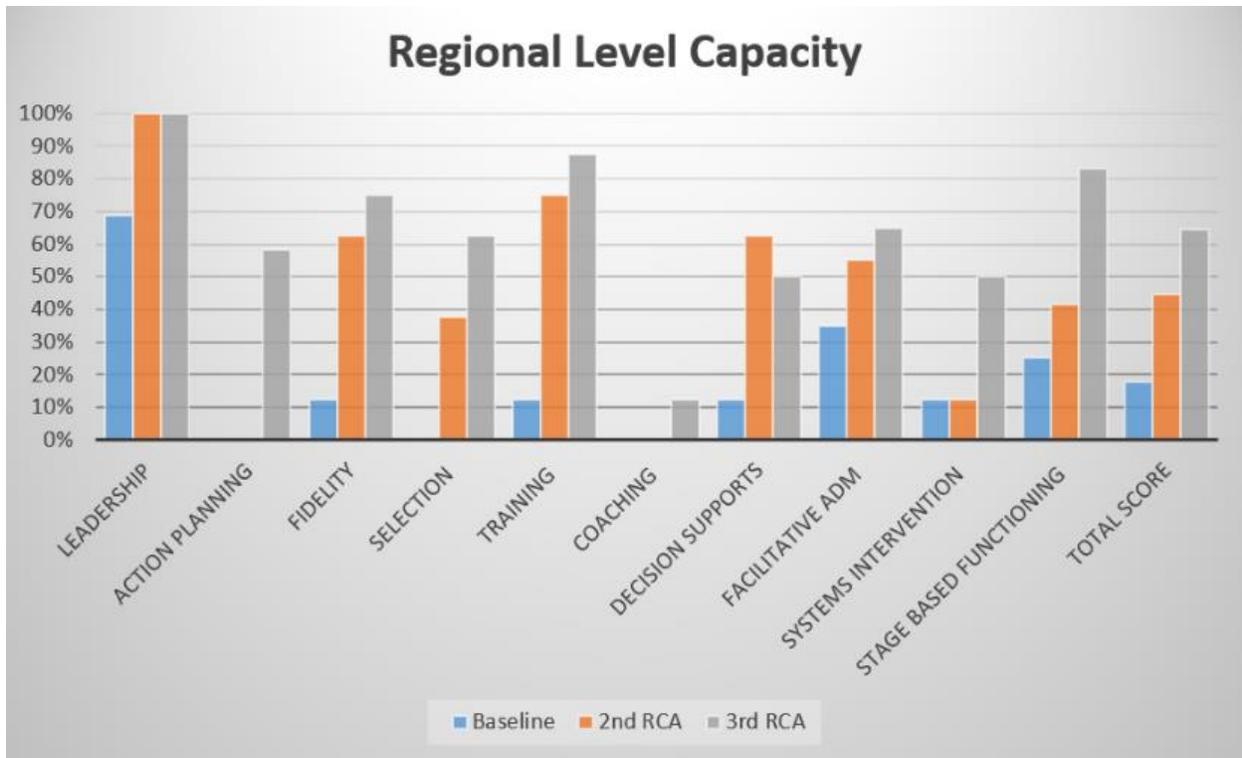
While overall state capacity has declined this phase, there were areas in which the state identified capacity growth:

- The STS's time has been more formally protected through modifications to their official job duties.
- The STS's have direct access to the SMT between regularly scheduled meetings to share progress and remove barriers.
- The SMT reviews the SCA action plan monthly to check progress toward goals.

### ***Regional Capacity Measurement***

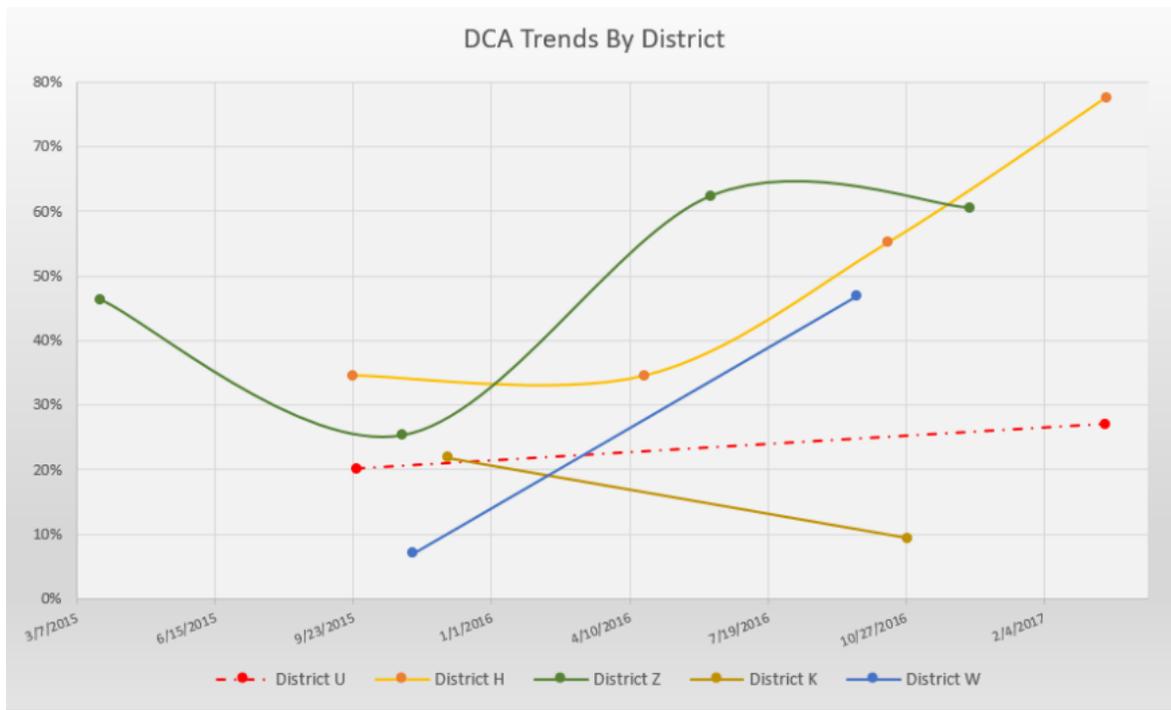
The scoring system for the DCA and RCA was purposefully set up so each Driver-based subscale contributed equally to the total score. For example, the Systems Intervention Driver is just as important as Facilitative Administration or Coaching when calculating a Total score. The conceptual link of the capacity assessment items to the Active Implementation Drivers is more important than factor loadings and, for reporting purposes, each Driver is equal when computing a total score. Over time, the SISEP center will have more data to inform the development of these capacity assessment measures even further and any items that do not load onto a Driver as intended will be revised.

There are three TZ regions. Since one of the regions is also a TZ district, that team decided the District Capacity Assessment (DCA) would be the best measure of capacity and would align with district action planning needs. Before the conclusion of Phase III, both regions using the RCA had completed three separate capacity assessments; these results are provided below in the aggregate. Driver growth and total capacity growth has been very strong between Phases I and III. Training (75%), fidelity (63%) and selection (63%) have had the highest aggregate baseline capacity growth. Coaching (13%) and facilitative administration (30%) have had the lowest aggregate baseline capacity change. Decision supports is the only driver that has seen a decline between assessments.

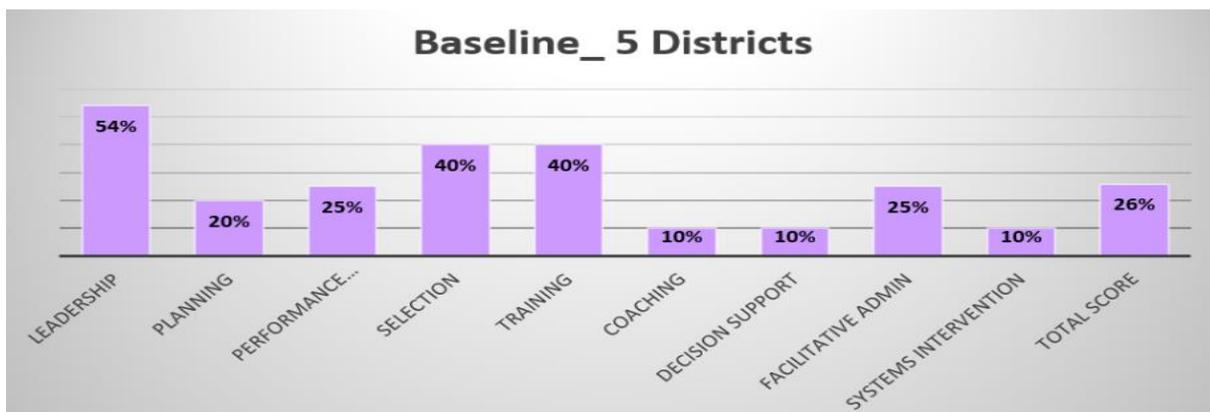


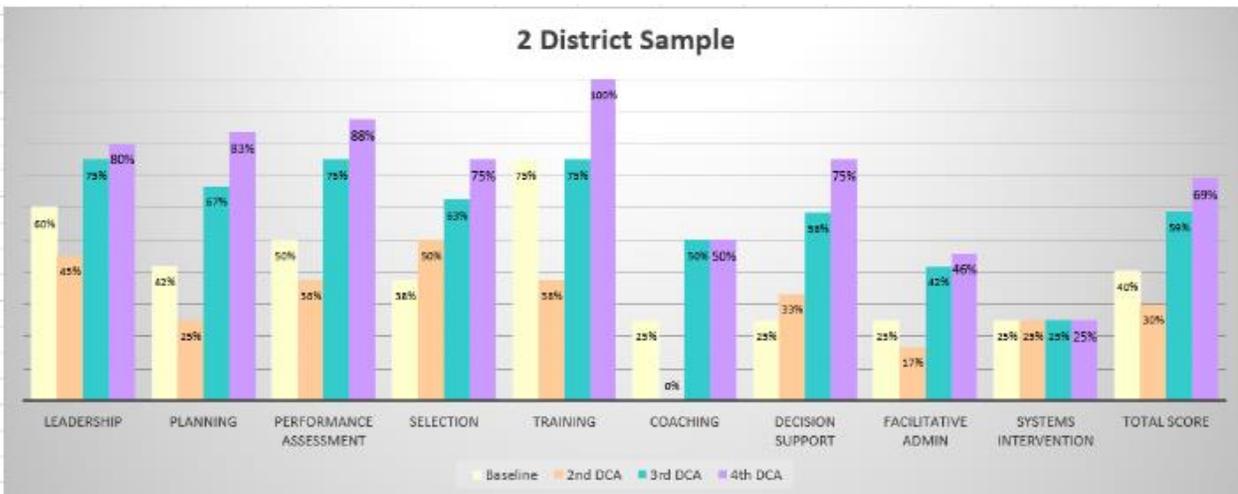
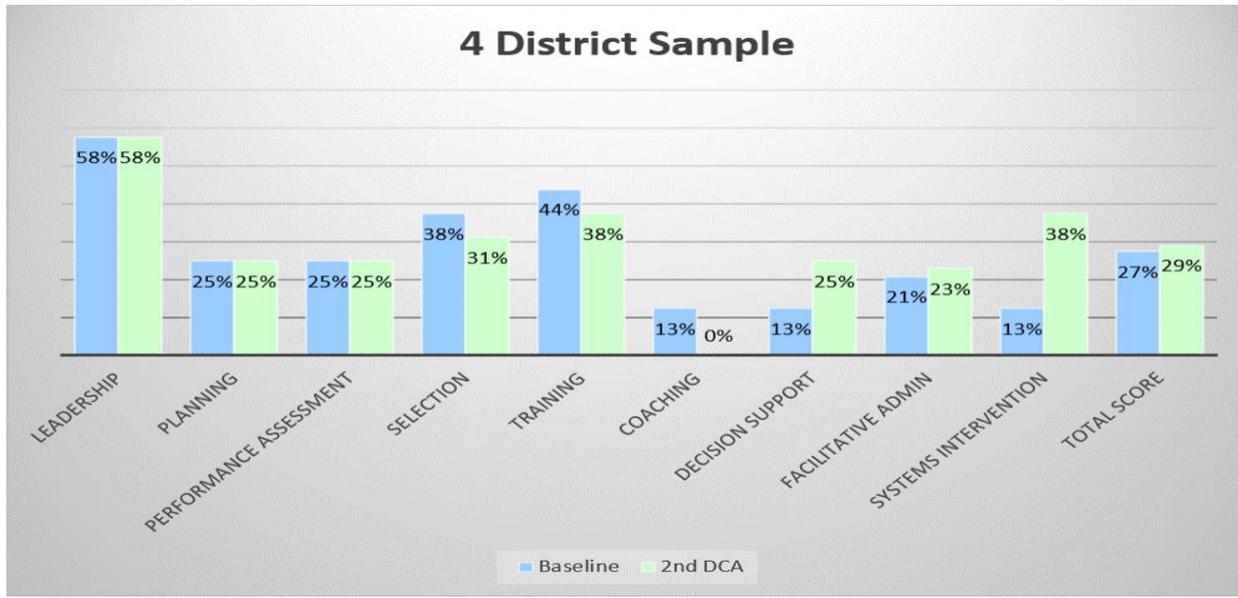
### *District Capacity Measurement*

During the Exploration Stage of Implementation, with the support of the STSs, the Regional Educational Cooperatives engaged in meetings with potential TZ districts to determine their readiness. Five districts were interested in moving forward with learning and, applying the use of the Active Implementation Frameworks, they completed baseline DCAs during Phase II. The DCA teams, with support from the STSs and Regional Educational Cooperatives, developed Action Plans after each capacity assessment. The Action Plans focused on specific items identified from the assessment as areas of growth. This engagement in improvement cycles increases the district’s capacity to support schools in the implementation of math EBPs. One district began the exploration phase, left the process and then rejoined its regional TZ (indicated by dotted line). As shown in the table below, three districts have shown great capacity growth through Phase II and III. The target still remains that all TZ districts have DCA scores above 60% by July of 2017.



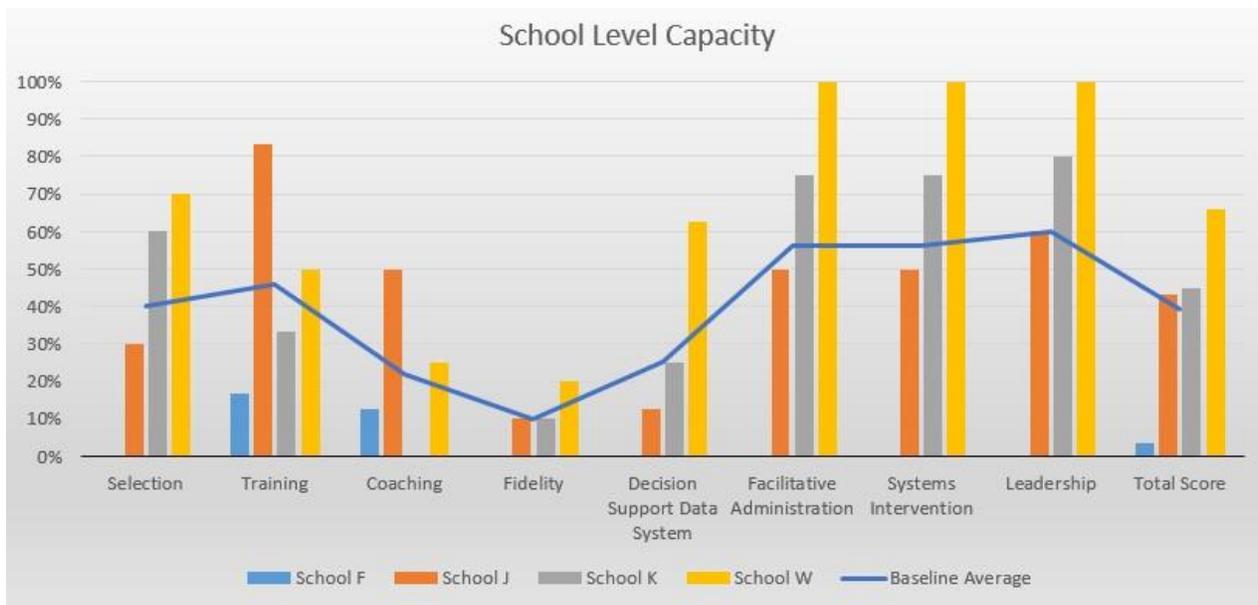
The baseline capacity average for all five TZ districts (graphs shown below) clearly demonstrated the opportunity for improved organizational capacity to support the implementation of math EBPs. For the four districts completing their first two DCAs, the systems intervention and decision support drivers showed the greatest average capacity growth, while the selection and training drivers showed a decline. For the two districts that have completed four DCAs, the average capacity within five drivers dropped between the first capacity measurements. However, all but one driver grew stronger before the third DCA, with overall capacity growth very strong between Phases I and III.





### *School Capacity Baseline*

Transformation Zone schools are within their initial baseline collection window of the Drivers' Best Practice capacity assessment. Before the conclusion of Phase III, four school implementation teams collected their baseline capacity; the results are provided below. As expected, capacity varied widely between schools. Leadership, systems interventions and facilitative administration had the highest aggregate baseline capacity levels. Fidelity, coaching and decision support data systems had the lowest aggregate baseline capacity levels.



#### ***D. Data Quality Issues***

With the development of Building Implementation Teams (BITs), each level of the system is engaging in capacity assessments and action planning. However, consistently completing the capacity assessments and action plans every six months has been a challenge, due to coordinating schedules among participants. As a result, the inconsistency of capacity assessments and action plans has led to slower progress in some of the Transformation Zone (TZ) districts. To alleviate these challenges, starting in January of this Phase, whenever a capacity assessment takes place, the next capacity assessment is pre-scheduled. This ensures all stakeholders have the capacity assessment date available. In addition to pre-scheduling the District Capacity Assessment (DCA), more intentional communication is beginning to occur on the purpose of action planning. Regional Implementation Teams (RITs) are also incorporating action plan items in District Implementation Team (DIT) meeting agendas, to model the importance of tracking progress to guide next steps. These changes are already beginning to make an impact on the timeliness of capacity assessments and action planning progress.

Another challenge encountered in Phase III was the lack of a user-friendly data system for inputting coaching, training and fidelity data at the district and school levels. The Coaching Log, Coaching Survey, Training Fidelity Checklist and Observation Tool for Instructional Supports and Systems (OTISS) are all new forms of data for each level of the system. There was not a system readily available to collect and house the data for districts and schools to analyze in a timely manner. As a result, a SSIP Data Integration team was developed to focus on this challenge. The team is comprised of membership from:

- Kentucky Department of Education (KDE) Office of Technology and Supports
- KDE Division of Learning Services
- State Personnel Development Grant (SPDG) Project Manager
- KDE Office of the Commissioner
- KDE Data Analyst for the Instructional Transformation Grant
- SPDG Partnership to Support Parent Involvement

The Data Integration team was repurposed from the Data team in Phase II. The original data team was focused specifically on developing data-collection tools and milestones. The Data Integration team was charged with creating a user-friendly data collection system for districts and schools to report and receive relevant SSIP data. To support the data-reporting process, the parent liaison from the SPDG participated on the team to assist with communicating data to parents, including visual representations, ease of understanding and future communication of results. The data system will go through usability testing during the 2017-2018 school year, to identify the best methods for collecting and displaying data that are relevant and efficient for implementation teams across the cascade.

### *E. Progress Toward Achieving Intended Improvements*

#### Infrastructure

Since the submission of Phase II, Kentucky has continued to focus on infrastructure development to support the goals of the State-identified Measurable Result (SiMR) and increase sustainability. Utilizing the linked teaming structure, the Kentucky Department of Education (KDE) has worked in partnership with regional cooperatives and districts to develop Building Implementation Teams (BITs) within the Transformation Zone (TZ).

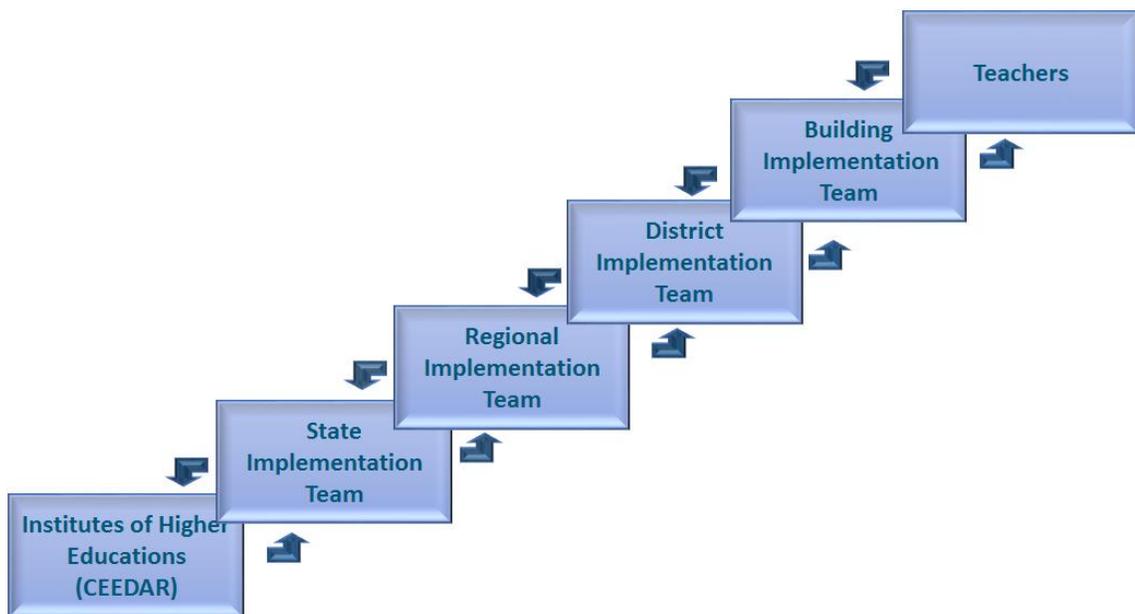
Following the district mutual selection process previously carried out by the state and regional teams, the District Implementation Teams (DITs) developed selection criteria for schools to establish district TZs. Exploration meetings, led by the district team, were conducted with building principals and teachers. To increase collective commitment, district leadership provided an overview of the Active Implementation Frameworks and how use of the frameworks would lead to student success. Members of state and Regional Implementation Teams (RITs) provided support by coaching the planning of the exploration meetings, observing the delivery of the frameworks to the buildings and providing feedback to the district on facilitation. By following the mutual selection process at the school level, readiness was quickly established and BITs willingly created.

The addition of the BITs is a major achievement toward meeting the goals of the SiMR. Establishing the final level of the linked teaming structure creates an enabling context for

teachers to receive the supports needed to effectively implement evidence-based practices (EBPs) that will lead to student success.

At the SEA level, the State Management Team (SMT) has continued to improve the KDE infrastructure by engaging in continuous improvement cycles. The SMT meets monthly and consists of cross-agency leadership from both general and special education, who have the ability to enact immediate changes needed to support implementation teams at all levels. Using action plans developed from the State Capacity Assessments (SCA), the team has taken intentional steps to improve the State Education Agency's (SEA) capacity to support the districts as they prepare for Initial Implementation.

With the infrastructure improvements the KDE has made, practice to policy communication loops can now be utilized to convey information from the classroom to the SEA. The connection of the linked teaming structure will allow supports for teachers in the classroom to be strengthened, barriers to be quickly addressed and successes to impact future policies. Implementation teams at all levels can engage in immediate bottom up change, while, influencing future scale-up. Although BITs are just now beginning in Phase III, strengthening communication through teams will lead the KDE to greater sustainability and success toward meeting the goals of the SiMR.



An additional level of systemic support was also added to the linked teaming structure. To assist in improving teacher practice and alignment of initiatives, KDE has increased its involvement

with the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) center, which is a technical assistance center designed to help states, Institutes of Higher Education (IHE) and LEAs create coherent professional learning systems that provide learning opportunities for teachers and leaders. The center is dedicated to supporting states in their efforts to develop teachers and leaders who can successfully prepare students with disabilities to achieve college and career-ready standards. Kentucky joined CEEDAR as a targeted technical assistance state in 2015 and was subsequently selected as an intensive state in 2016. The mission of the Kentucky CEEDAR work is to empower current and future teachers and leaders through intentional experiences to implement and sustain evidence-based practices (EBPs) in supportive environments to ensure opportunity and equity for all learners.

The mission was developed through the collaboration of representatives from the KDE, Education Professional Standards Board (EPSB), University of Kentucky (UK), University of Louisville (U of L), and Thomas More College. The work is further supported by a broad stakeholder team referred to as the CEEDAR State Leadership Team (CSLT). The Kentucky SLT, which meets at least 4 times a year, is a representation of multiple departments within the KDE, including those working with the State Systemic Improvement Plan (SSIP) and State Personnel Development Grant (SPDG), program standards, certification, learning services, educator preparation, special education, and college readiness divisions. SLT members have decision-making power within their respective department. The three partnership educator preparation programs (EPPs) are further represented by special and general education faculty members, leadership faculty, deans and department chairs. The SLT also includes a partnering local education agency (LEA) of each of the three EPPs.

Several of the Kentucky CEEDAR goals directly and indirectly support the SSIP:

- **Goal 1:** Align statewide initiatives with CEEDAR work. The blueprint directly mentions alignment with the SSIP and SPDG
- **Goal 3:** Create a common knowledge base concerning terminology related to and the implementation of Multi-tiered Systems of Support (MTSS), evidence-based practices (EBPs) and High Leverage Practices (HLPs) across the curriculum. Under this goal, EPPs will identify the core effective practices that all teachers should know, including at the pre-service level. Developing a consistent language across all of the programs, including the SSIP, is a key outcome.
- **Goal 5:** Disseminate and scale models to enhance educator preparation and clinical-based opportunities across Kentucky.

Another way the KDE is partnering with IHEs is by working to utilize a common fidelity system. A team is working to identify a crosswalk between High Leverage Practices developed by the CEEDAR center and the Observation Tool for Instructional Supports and Systems (OTISS).

IHEs are planning to integrate the use of High Leverage Practices into teacher preparation programs. Some of the IHE connections started with membership involvement during Phase II on the Instructional Practices and Academic Content (IPAC) team, SSIP State Design Team (SDT) and the Data team. Through these collaborative efforts, Kentucky is growing capacity beyond the SEA to effectively support teachers.

As KDE scales up the work of the SSIP, alignment with Kentucky's CEEDAR goals will provide a foundation for current and new teachers around effective teacher practices and use of EBPs in the classroom. This will establish an enabling context for teachers that will begin at the inception of their teacher practice, thereby strengthening the ability to meet the goals of the SiMR.

### Fidelity

Use of fidelity measures has also been an area of focus in Phase III. District Implementation Teams (DITs) have received training, practice and coaching on the selection of a Usable Innovation (UI), using the tools provided by the State Implementation and Scaling-up of Evidence-based Practices (SISEP) center. The Usable Innovation tools are a consistent way for Transformation Zones (TZs) to identify gaps in an EBP they are currently using or plan to use. Regardless of the innovation selected, the math practice profile created by the Instructional Practices and Academic Content (IPAC) team was adopted by all TZ districts. The Math Practice Profile now serves as the foundation for fidelity of math trainings. For example, a few districts that have already provided new math innovation training, documented and embedded the math practice profile components in the training activities. All TZ districts are working to ensure future math innovation trainings are conducted with fidelity and include the core components of the math practice profile.

To increase fidelity of coaching, a few Coaching System team members from Phase II were repurposed as trainers to introduce coaches to the tools that will be used within the Transformation Zone regions and districts. Since this was the first opportunity to share the tools with educators within the Transformation Zones, the training included live stakeholder feedback sessions after interaction with each tool.

During the training, participants engaged in practice with an online reporting form designed to capture the amount of time and the quality of coaching provided to teachers. Data from the form will serve as a coaching fidelity measure.

Participants also had an opportunity to role-play coaching sessions using the math practice profile and fictional data from the walk-through fidelity instrument or Observation Tool for Instructional Supports and Systems (OTISS) provided by SISEP.

The OTISS is designed to measure the effectiveness of the system of support, using teacher behavior. Using the OTISS, teams can analyze the impact of the current training and coaching supports through observation of teacher practice in the classroom. Selection criteria for OTISS observers includes completion of training provided by SISEP and reaching inter-observer agreement in live classrooms. The first OTISS baseline data has been collected in several Transformation Zone districts. The data is the beginning of an established system of fidelity from the state to the building that will ultimately lead to improved teacher practice and an increase in student success.

Progress Toward Achieving the SiMR

The four district scoring averages for both training driver items and one of the two coaching driver items have seen an increase since their latest Phase II District Capacity Assessment (DCA). Three of the four districts have training of the UI fully in place. One district has begun using training effectiveness data while another has begun implementing a Coaching Service Delivery Plan. Looking to Phase IV goals, two of the four districts do not have a Coaching Service Delivery Plan in place, and three do not yet use coaching effectiveness data.

<b>DCA Item</b>	<b>Phase II avg.</b>	<b>Phase III avg.</b>
DIT secures training on the EI for all district/school personnel and stakeholders	0.75	1.50
DIT uses training effectiveness data	0.75	1.00
DIT uses a Coaching Service Delivery Plan to support building implementation teams	0.50	0.75
DIT uses coaching effectiveness data	0.25	0.25

The two-region scoring averages for one training driver item and one of the two coaching driver items have seen an increase since their latest Phase II DCA. Both regions now have training for district/building staff fully in place. After additional work with its districts, one region decided it had not gotten the use of its training effectiveness data as fully in place as previously assumed. While this has decreased the year-to-year average, it is a positive sign of their implementation knowledge gains. One region has begun using coaching effectiveness data to look at its support of its DITs.

RCA Item	Phase II avg.	Phase III avg.
RIT secures training for district/building staff	1.00	2.00
RIT uses training effectiveness data	2.00	1.50
RIT uses a Coaching Service Delivery Plan to support district implementation teams	0.00	0.00
RIT uses coaching effectiveness data	0.00	0.50

Short-term outcome data was included in the presentation of Data on Implementation Outcomes section (earlier in Part C) for those project measures that could be assessed beyond the baseline measures. As a self-assessment of progress to date, the SSIP leadership team, using the same scoring system as the SCA, assigned all elements of the SSIP logic model as Fully in Place, Partially in Place or Not in Place (see *Logic Model* attachment). The updated logic model informed next steps and is a useful tool for communicating progress to stakeholders.

The SMT also identified a small number of outputs and outcomes that no longer were applicable to the SSIP project design. The purpose of these revisions included:

- A transferring of UI trainer recruitment and retention from the State Design Team (SDT) to the DIT.
- A removal of mandated pre and post assessments for UI trainings, giving districts more control over their own Training Service Delivery Plans.
- A transferring of certain activities from the state data team to the district and building implementation teams (i.e., Universal Screener technical assistance)

Phase III installation activities have not been without challenges. These were expected but overall, the SSIP has accomplished much in the strengthening of infrastructure, fostering a culture of support-first leadership and building up the capacity of implementation teams throughout the cascade. Teacher implementation of UIs had not begun last academic year. Therefore, the previous summative student-level data does little to inform the Kentucky Department of Education (KDE) on the current measure of improvement in relation to this year’s SiMR target.

8 Math SWD (W/Out Alt Assessment)	Baseline	2015-2019 Trajectory				
	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
SiMR Target - Proficiency	14	22.2	30.9	39.5	48.2	56.8
Actual Proficiency Rate		12.8	13.4			

## ***F. Plan for Next Year***

Over the next year the KDE plans to continue to progress toward achievement of the State Identified Measurable Result (SiMR), sustainability and scale-up. As districts begin initial implementation stage activities, the milestones below outline the supports KDE will provide, to ensure improved student outcomes.

### Communication Activities

- **October 2017**-Building Implementation Teams (BITs) will have written communication plans
  - A draft plan will be presented as a model.
  - Districts may need to revise communication plans based on building needs
  - Regions will support districts and buildings in continuous improvement cycles.
  
- **December 2017**- The State Management Team (SMT) will revise its communication plan to include a new strategic plan
  - Once the strategic plan is finalized, the SMT will determine how to communicate alignment to the State Systemic Improvement Plan (SSIP).
  - Internal stakeholders from across the agency will be identified to support communication.
  - External stakeholders will be identified to support communication.

### Decision- Support Data System Activities

- **Fall 2017**-Data reports for BITs
  - The KDE District Data Integration team will establish digital data sharing system for implementation data in the Transformation Zones (TZs).
  - Data coordinators will be provided supports for use of the system.
  - Building teams will be trained on use of data provided in reports (see attachment *Data Matrix*).
- **September 2017**- Training Service Delivery Plans for districts completed.
- **October 2017**- Coaching Service Delivery Plans for districts completed.
- **August 2017- May 2018**
  - Buildings following data matrix and using implementation data collection tools
    - All TZ districts have been trained on use of the tools.
  - Training complete and Coaching Service Delivery Plans in place or being used
    - Training will be complete by summer 2017.
    - Coaching plans in place by the 2017-2018 school year.
  - Additional TZ districts trained in *Observation Tool for Instructional Supports and Systems* (OTISS) in summer 2017.

- Data analysis training
- Cohort 2 TZ Exploration will occur in the fall of the 2017-18 school year.

### Future Evaluation Activities

- Continuation of Phase II evaluation practices with a focus on the following:
  - Refinement of current data collection protocols through:
    - KDE's new SSIP data infrastructure
    - Increased oversight and technical assistance from the SSIP Data Manager
  - Increased capacity assessment collection through new scheduling procedures
    - Increased review of capacity assessments and action plans across the cascade
  - Collection of teacher knowledge and skill growth concerning the Usable Innovation (UI) will be enhanced through:
    - Increased use of the OTISS instrument
    - Refinement of District Training Delivery Plans through ongoing reflection on the core components of the Math Practice Profile
  - Collection of school implementation teams' perception data concerning training and coaching support effectiveness through annual evaluation survey
  - Collection of teacher perception data concerning training and coaching support effectiveness through ongoing evaluation surveys
  - Collection of coach perception data concerning training and support effectiveness through ongoing evaluation surveys and activity log submission
  - Baseline analysis of early UI implementation impact on proximal student outcomes (Fall 2017)
  - Continuation of Exploration Stage evaluation data collection and measure analysis for new TZs

### Anticipated Barriers and Steps for Improvement

- Communication
  - Continue to develop communication aligned to KDE's strategic plan
  - Continue development of SSIP website
  - Parent-friendly communication
  - Changes in accountability and initiatives
  - Follow State Capacity Action Plan for improved communication and leadership involvement
- Coaching system development
  - Use of regions to guide new coaches
  - Coaching data shared with stakeholders (local school boards and teams)

- Coaching team members increase capacity to provide technical assistance and coaching on coaching practices and systems (beyond scope of SSIP) to schools, districts and regions
- While overall sentiment about coaching post-training gains were high, participants were still reticent of their lack of overall proficiency to meet their objectives as a coach. This result suggests further training and ongoing supports for coaches will be required throughout the SSIP phases
- Alignment to Every Student Succeeds Act (ESSA) Plan
  - The current timeline calls for KDE to submit its plan for accountability to the United States Department of Education by September 18, 2017. The proposed system aligns with the requirements of the ESSA. If approved, the 2017-18 school year would be a transition year; schools and districts may be held accountable under the new system for the first time in the 2018-19 school year
  - Continue to develop alignment to the SSIP
  - Provide guidance to districts on alignment

#### Need for Additional Support and Technical Assistance

During Phase IV, the KDE plans to utilize the technical assistance of the IDEA Data Center (IDC) as data barriers arise. KDE will also continue the partnership with the State Implementation Scaling-up of Evidence-based Practices (SISEP) center and the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) center to support improvements in teacher practice. Through these partnerships, Kentucky students with disabilities will receive the benefits of high quality instruction that will allow KDE to meet the goals of the SiMR.