

**Division of Elementary and Secondary Education – Office of Special Education
Advisory Council for the Education of Children with Disabilities
State Systemic Improvement Plan (SSIP) and
State Personnel Development Grant (SPDG), July 2022**

State Personnel Development Grant (SPDG)

- The SPDG completed their Annual Performance Report and submitted May 6, 2022.
- Cohort 2 for the 2022-2023 will include Dawson Education Service Cooperative, Arkansas River Education Service Cooperative, Glen Rose School District, Mulberry Pleasant View Bi-County School District, and Heber Springs Schools.

Arkansas SPDG 2021–2022 Grant Performance Report, Executive Summary

The Arkansas State Personnel Development Grant (AR SPDG) is designed to directly align with and intensely support the Arkansas Department of Education's State Systemic Improvement Plan (SSIP). As part of the Division of Elementary and Secondary Education (DESE) Division of Learning Services, the SPDG facilitates the design and implementation of strategic, job-embedded professional learning (PL) and technical assistance (TA) to develop capacity for the implementation and support of Response to Intervention and inclusive practices at the state, regional, district and school levels.

State-Level Implementation

The State Implementation Team (SIT) completed the SISEP State Capacity Assessment (SCA) with a focus on inclusive practices and tiered systems of support. The SCA was administered by SISEP staff and facilitated by SPDG Director, Crystal Bethea and SSIP Coordinator, Dr. Jeff Adams. The Spring 2022 SCA administration resulted in an overall score of 35/48 or 73% of components in place, representing an increase of 27% from components that were in place one year ago (46%). Based on the current data, the SPDG exceeded the 2021-2022 end of year goal of 70%, with the following breakdown by domain:

- Leadership 12/18 (67%) - a 34% increase since 2021
- Infrastructure and Resources 12/12 (100%) - a 42% increase since 2021
- Communication and Engagement 11/18 (61%) - an 11% increase since 2021

Over the past year, the SIT concentrated on developing and implementing team protocols, structures, and functions for the state team. To ensure consistent messaging and alignment with DESE initiatives, the SIT also engaged in a process to calibrate on common language and co-developed a state-wide definition of inclusion and inclusive practices.

The Office of Innovation for Education (OIE) at the University of Arkansas partnered with SPDG to convene a variety of stakeholders in online focus groups to gain feedback on interests and needs related to the development of professional learning and provision of ongoing support through coaching. The information gained provided the SPDG CMT with relevant input used to develop and enhance competency-based micro-credentials for job-embedded, professional learning. The SPDG has completed 16 micro-credentials focused on high-leverage practices (HLPs) and Universal Design for Learning (UDL), with the remaining micro-credentials set to be completed by October 2022.

In addition to options for personalized professional learning, stakeholders in the focus groups also indicated a desire for coaching systems characterized by self-directedness reaching across all disciplines and focusing on personnel development for all. Foundational training in developing trust and rapport, mediating thinking, and navigating support functions is followed by monthly Community of Practice virtual meetings for participants to continue practicing and refining their coaching skills. To date, 78 professionals from ADE-DESE and SPDG partnered regional education service cooperatives (ESCs) and districts participated in Cognitive Coaching Foundations Seminars® and follow up support.

Regional- District- and School-Level Implementation

Partnerships with Regional Education Service Cooperatives (ESCs) are key to the implementation and sustainment of the SPDG project. Participating ESCs are provided organizational support by the SPDG CMT for the development of a Regional Implementation Team (RIT) that (1) is supported by the State Implementation Team, and (2) uses the SISEP Regional Capacity Assessment (RCA) to assist the ESCs in action planning to effectively facilitate district-level implementation of high-leverage and evidence-based practices. Additionally, each RIT identifies content specialists to attend the Cognitive Coaching Foundations Seminars® and participate on a Cognitive Coaching Team.

The SPDG CMT partnered with WestEd to support and facilitate district implementation teams in creating a model of improvement to support necessary components of professional learning, coaching, and implementation of evidence-based, inclusive practices. The SPDG facilitated an initial, full day kick-off with WestEd at each district as well as a series of six collaborative sessions to create a site improvement plan. At the end of the school year, WestEd will host an all-day in-person event to celebrate successes and develop a plan to address next steps.

The Arkansas SPDG Systems Analysis Tool (SAT) is a self-assessment used by School Leadership Teams to examine current educational practices and efforts focused on the implementation of a Response to Intervention (RTI) framework. The SAT was administered to school leadership teams across six campuses. At the end of year one, all school teams met the Systems Analysis Tool goal of scoring Installing (2) or better on at least seven of 15 components. Based on ongoing collaboration and action items, all teams are on track to meet the end of year two goal of scoring Installing (2) or better on all 15 components. The data was used to inform goal setting and action planning for continuous improvement of the implementation of an RTI framework.

The Center for Exceptional Families (TCFEF) liaison participates on the SPDG SIT and CMT to assist in the development and delivery of specific training modules (online and onsite) for families and community members related to Response to Intervention (RTI). Based on stakeholder feedback, the training module has undergone revisions to include new content, making online delivery more user friendly. The liaison has used the updated module and accompanying resources to provide an understanding of the essential components of RTI and ways to support student progress.

Ensuring high levels of learning for all students is possible through coordinated and collaborative efforts between state, regional, district, and school level teams who share a common vision for equity and a commitment to effective practices. The SPDG will continue to support improvement in learning for all students in Arkansas, especially students with disabilities, through high-quality professional learning, on-going coaching, and technical assistance for partnering education agencies at every level of the system.

State Systemic Improvement Plan (SSIP)

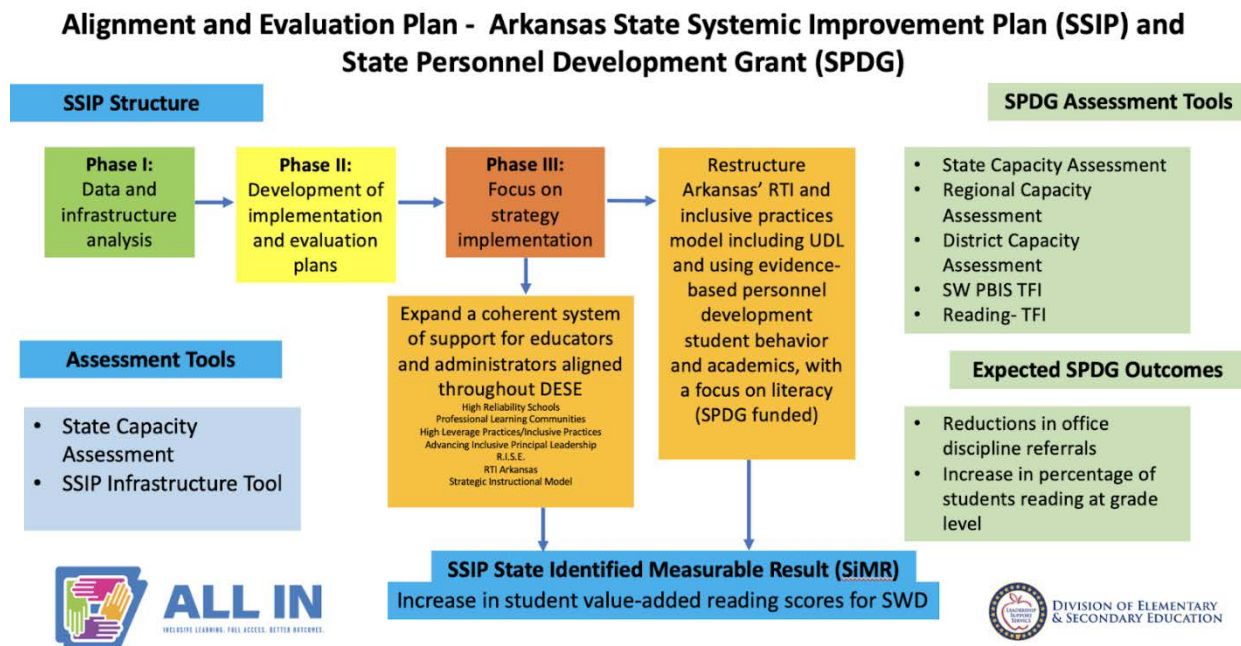
The SSIP Coordinator attended the IDEA Data Interactive Institute in early June with Dr. Fields, Albert Kyeimensah, and Danita Pitts. The focus of this meeting was on identifying and addressing data quality issues with statewide reporting. The SSIP is continuously being updated to reflect relevant current activities and to adjust evaluation components for efficiency and alignment. It is expected that the SSIP will adjust some evaluative components pertaining to teacher efficacy and professional learning communities based on current work with SSIP targeted schools. SSIP targeted schools are supported by the State Personnel Development Grant (SPDG) and through the Inclusive Practices PLC Project. Aggregate data from these schools reflects the Arkansas State-identified Measurable Result (SiMR).

The SSIP Coordinator, along with the DESE Director of Special Programs and the DESE-OSE Coordinator for Curriculum and Assessment have continued a series of training targeting Inclusive Practices across the state. Aspects of the SSIP Theory of Action are covered throughout these professional learning opportunities

including Professional Learning Communities (PLC), High Reliability Schools (HRS), Response to Intervention (RTI), Strategic Instruction Model (SIM) and High Leverage Practices (HLPs). On June 15th, this training was provided to over 400 educators in the DeQueen-Mena Cooperative Region.

SSIP Theory of Action:

If DESE aligns and coordinates existing resources, systems, and DESE initiatives: High Reliability Schools (HRS), Professional Learning Communities (PLC), High-Leverage Practices (HLPs) for Inclusive Classrooms, Inclusive Principal Leadership, Reading Initiative for Student Excellence (R.I.S.E.), Response to Intervention (RTI) and the Strategic Instructional Model (SIM™), then DESE will more effectively leverage resources to improve services for SWD and will increase the reach and impact of its work with LEAs.



SSIP Logic Model

Arkansas Collaborative Consultants (ACC)

The Arkansas Collaborative Consultants (ACC) continue to provide technical assistance to LEAs across Arkansas for all areas served under IDEA in alignment with the State Systemic Improvement Plan. The following consultant groups comprise the ACC:

- Arkansas Public School Resource Center
- Arkansas Brain Injury Support
- Arkansas Co-Teaching Project
- Arkansas Behavior Support Specialists
- Arkansas Transition Services
- Accessible Educational Materials Support
- Children and Youth with Sensory Impairment (CAYSI)
- Deaf Education Specialist
- Educational Audiology/Speech-Language Pathology Resources for Schools (EARS)
- Dispute Resolution
- Early Childhood Special Education Support
- Easterseals Outreach Program and Technology Services
- Educational Services for the Visually Impaired
- Office of Coordinated Supports and Services
- State Personnel Development Grant