

# ARKANSAS

Department of Education  
Division of Elementary and Secondary Education  
Special Education Unit



## **PART B**

**Indicator 17: State Systemic Improvement Plan**

**Phase III Update**

**FFY 2018-19**

**Submitted April 1, 2020**

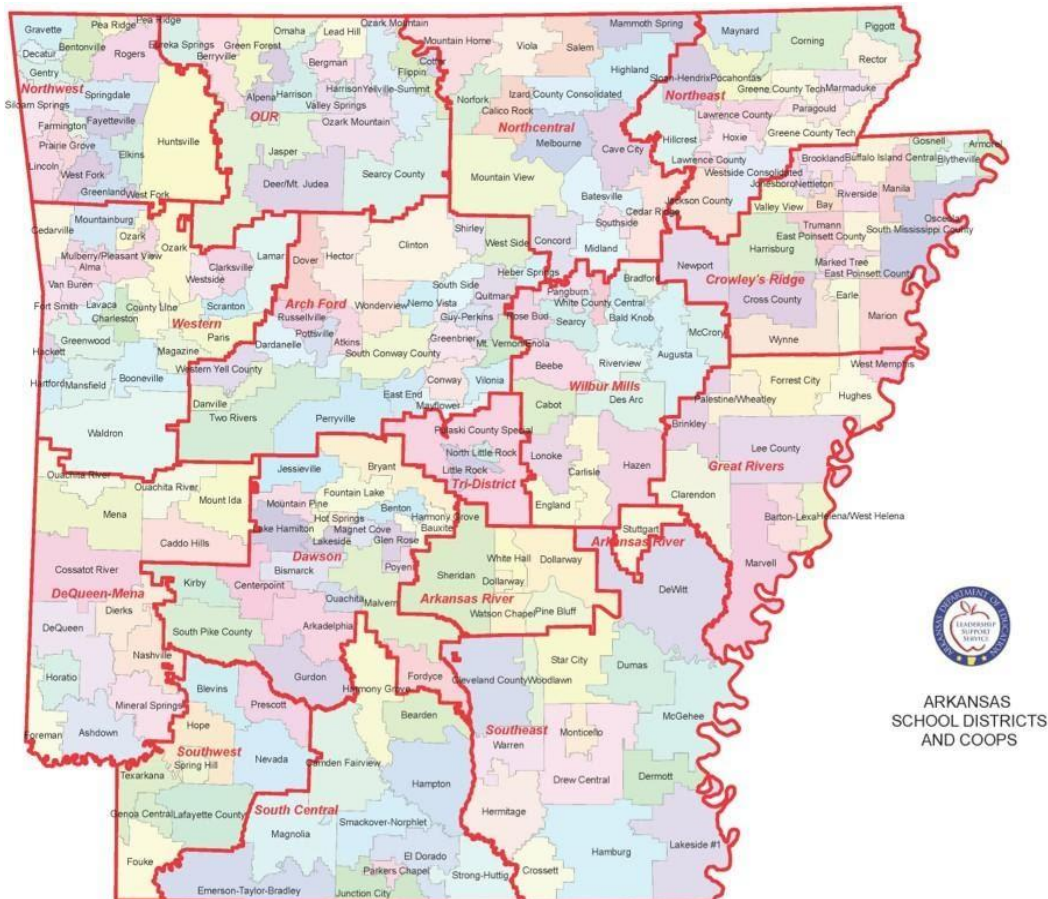
# Table of Contents

<b>Introduction to Arkansas’s Phase III Summary .....</b>	<b>3</b>
Division of Elementary and Secondary Education .....	4
<b>Indicator 17: Component - Baseline and Targets .....</b>	<b>5</b>
<b>Section One: Summary of Phase III .....</b>	<b>10</b>
Coherent Improvement Strategies .....	11
Leveraging ESSA to Support the SSIP .....	12
Summary of Phase III State Level RTI Work.....	15
Summary of Phase III Regional Level RTI Work .....	16
Summary of Phase III District and School Level RTI Work .....	17
Evaluation Overview.....	18
<b>Section Two: Progress in Implementing the SSIP .....</b>	<b>20</b>
Progress in Strategy One and Stakeholder Input - Creating a Coordinated System of Support.....	22
Progress in Strategy Two and Stakeholder Input - RTI Support .....	28
<b>Section Three: Overall SSIP Data on Implementation and Outcomes .....</b>	<b>40</b>
Progress on Strategy One .....	43
Progress on Strategy Two—Data and Implementation Outcomes .....	45
State Level RTI Implementation and Data.....	45
Regional Level RTI Implementation Data .....	48
District Level RTI Data.....	58
School Level RTI Implementation and Data .....	59
Student Level RTI Data.....	60
Parent RTI Data.....	62
Stakeholder Engagement .....	73
<b>Section Four: Data Quality Issues .....</b>	<b>73</b>
<b>Section Five: Progress Toward Achieving Intended Improvements .....</b>	<b>74</b>
Strategy One Outcomes.....	74
Strategy Two Outcomes.....	76
<b>Section Six: Plans for Next Year.....</b>	<b>77</b>
<b>References .....</b>	<b>79</b>
<b>SSIP Appendix I: Acronyms .....</b>	<b>81</b>
<b>SSIP Appendix II: Links to Resources .....</b>	<b>82</b>

# Introduction to Arkansas's Phase III Summary

On October 1, 2018, there were 478,318 students in Arkansas public schools grades K-12 (including charter schools). According to the December 1, 2018 special education child count for grades K-12, 64,248 students were eligible for special education services (13.43% of the K-12 student population). Students in K-12 education are served by 265 local education agencies (LEAs) including charter schools and state agencies. Additionally, there are 15 regionally based Education Service Cooperatives (ESCs) (see Exhibit I-17.1) that support LEAs in (1) meeting or exceeding State Standards and equalizing educational opportunities; (2) more effectively using educational resources through cooperation among school districts; and (3) promoting coordination between school districts and the Division of Elementary and Secondary Education (DESE).

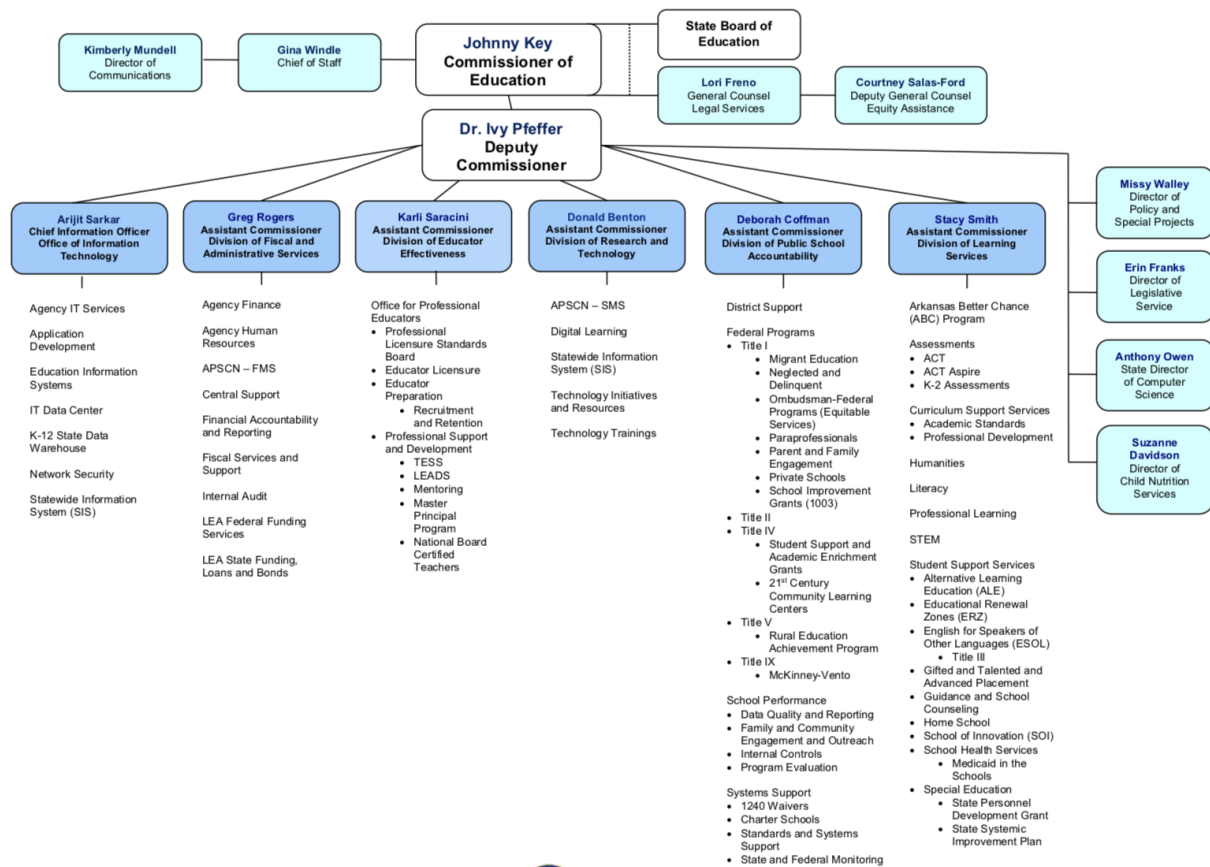
## Exhibit I-17.1: Arkansas School Districts and Educational Service Cooperatives



# Division of Elementary and Secondary Education

A Commissioner of Education leads the Division of Elementary and Secondary Education (DESE) with support from a Deputy Commissioner. There are six main divisions within the DESE: Office of Information Technology, Fiscal and Administrative Services, Educator Effectiveness, Research and Technology, Public School Accountability, and Learning Services. The DESE-Special Education Unit (DESE-SEU) is under the Division of Learning Services. The updated DESE Organizational Chart presented in Exhibit I-17.2 reflects the State Systemic Improvement Plan in the Division of Learning Services and Special Education Unit.

**Exhibit I-17.2: DESE Organizational Chart**



ADE Acronym Translator:  
<https://adedatabeta.arkansas.gov/aat>



Revised January 13, 2020

The DESE State Systemic Improvement Plan (SSIP) focuses on increasing the literacy achievement of students with disabilities (SWD) in grades 3-5. Phase I of the SSIP focused on an extensive data and infrastructure analysis in collaboration with multiple internal and external stakeholders in order to identify the focus on literacy. During Phase II, the analysis was used to guide the development of implementation and evaluation plans

In this update to Phase III, the DESE has continued to implement two strategies to improve the infrastructure of the DESE and LEAs in order to systemically implement and a multi-tiered system of support (RTI Arkansas) and increase the State-identified Measurable Result (SiMR) - *Percent of students with disabilities in grades 3-5 whose value-added score in reading is moderate or high for the same subject and grade level in the state.*

## Indicator 17: Component - Baseline and Targets

Exhibits I-17.3 and I-17.4 show the baseline and targets for the percent of students with disabilities in grades 3-5 whose value-added score in reading is moderate or high for the same subject and grade level in the state.

### Exhibit I-17.3: Historical Targets Prior to Baseline Revisions

FFY	Data
2013	45.65%
2014	44.00%
2015	45.60%

### Exhibit I-17.4: Targets: Percent of Grade Three to Five Students with Moderate or High Value-Added Scores in Reading—2018–2019

FFY	Data
2016*	59.53%
2017	61.03%
2018	62.53%
2019	62.53%

\*FFY 2016 marks the shift with target projections based on a growth model. \*\*FFY 2019 target to remain steady. Future targets will be set based on the new APR package.

## Justification for Baseline and Target Changes

Arkansas revised its baseline and targets to reflect the measurement change in the growth model. In January 2018, Arkansas's ESSA plan (See Appendix II) was approved. The plan includes the use of an individual student growth model. The growth model does not set projection scores but prediction scores for each student. [Arkansas's ESSA plan](#) states the "student longitudinal growth model is a simple value-added model that conditions students' expected growth based on students' score histories" (Arkansas ESSA Plan p. 44).

In the first step, a longitudinal individual growth model is used to produce a predicted score for each student. The individual growth model uses as many years of prior scores for each student to maximize the precision of the prediction (best estimate) and accounts for students having different starting points (random intercepts). In the value-added model, each student's prior score history acts as the control/conditioning factor for the expectation of growth for the individual student.

In the second step, the student's predicted score is subtracted from his or her actual score to generate the student's value-added score (actual – predicted = value-added score). The magnitude of value-added scores indicates the degree to which students did not meet, met, or exceed expected growth in performance.

Student value-added scores are averaged for each school. School value-added scores indicate, on average, the extent to which students in the school grew compared to how much they were expected to grow, based on how the students had achieved in the past. The school value-added scores answer the question, "On average, did students in this school meet, exceed, or not meet expected growth?" (Arkansas ESSA Plan p. 45)

While the school average tells us about the building, it does not tell us about how the individual student is doing compared to their peers. Therefore, to look at an individual student's growth in relation to their peers, the Office of Innovation for Education (OIE) at the University of Arkansas (state contractor for accountability) ranked the value-added scores of all students and categorized them into low, moderate, or high based on the percentile rank of students' growth scores, or residuals. This is commonly called Percentile Rank of the Residual (PRR). An explanation of each category is as follows:

- Low indicates that a student's VAS, based on the PRR, was in the bottom 25% of all student VAS for same subject and grade level in the state

- Moderate indicates that a student’s VAS, based on the PRR, was between 25% and 75% of all student VAS for the same subject and grade level in the state
- High indicates that a student’s VAS, based on the PRR, was in the top 25% of all student VAS for the same subject and grade level in the state

Using the same assessment data set that generated the EDFacts file, OIE provided the IDEA Data & Research office with the growth categorization for students flagged as WDIS in the EDFacts file.

## Description of Measure

The State-identified Measurable Result (SiMR) is the percent of students with disabilities (SWD) in grades 3-5, from the targeted schools, whose value-added score (VAS) in reading is moderate or high for the same subject and grade level in the state. The calculation of this measurement for FFY 2018 is described below.

### Exhibit I-17.5: Measurement Calculation for FFY2018

Component of Calculation	Value
A. Number of SWD with a VAS in reading at participating schools and grade levels.	730
B. Number of SWD whose VAS in reading is categorized as low	296
C. Number of SWD whose VAS in reading is categorized as moderate	332
D. Number of SWD whose VAS in reading is categorized as high	102
Percent of SWD in grades 3-5, from the targeted schools, whose value-added score (VAS) in reading is categorized as moderate or high for the same subject and grade level in the state. Calculated as: $((C+D)/A)*100$	<b>59.45%</b>

Exhibit I-17.6 shows the percentage of SWD in grades 3-5, from the targeted schools, whose value-added score (VAS) in reading is categorized as moderate or high for the same subject and grade level in the state in FFY 2017 and 2018. While the actual percent of students categorized as moderate or high is slightly below the target in FFY 2018, achievement represents a significant improvement over FFY 2017.

### Exhibit I-17.6: Progress on the State-identified Measurable Result

FFY	Actual	Target
2017	50.63%	61.03%



FFY	Actual	Target
2018	59.45%	62.53%

**Targets: Description of Stakeholder Input**

In establishing targets for the SiMR, Arkansas considered various methods. Once the SiMR measurement and calculation were developed with both internal and external stakeholder input, the focus shifted to setting the targets through FFY 2018. The IDEA Data & Research staff researched various strategies on target-setting and meaningful difference between years. After sharing the target-setting options with stakeholders, the group decided to use the *Guide for Describing Meaningful Differences*, developed by John Carr at WestEd. The purpose of the tool is to describe differences in the percentages of achievement results. Using the table presented in Exhibit I-17.7, stakeholders came to consensus around increasing the targets by five percentage points between FFY 2016 and FFY2018 or the high end of the small percentage point difference for comparing 500+ students.

**Exhibit I-17.7: Guide for Describing Meaningful Differences (Percentage Point Difference)**

Descriptive difference	50 students being compared	100 students being compared	200 students being compared	500+ students being compared
None	0-12%	0-8%	0-5%	0-3%
Small	13-15%	9-11%	6-7%	4-5%
Moderate	16-19%	12-14%	8-10%	6-8%
Fairly Large	20-25%	15-17%	11-13%	9-10%
Large	26-29%	18-24%	14-19%	11-15%
Very Large	30+%	25+%	20+%	16+%

Although, the tool was not intended for use in setting targets, it provided guidance in selecting a percentage point increase for the next five years that would indicate a meaningful difference.

Arkansas selected the target growth rate of five percentage points from the FFY 2016 baseline to FFY 2018, resulting in an annual growth rate of 2.5 percentage points. While the annual growth rate may seem small, as schools throughout the central and delta region are added to the implementation, it is projected that the



number of students being measured will increase substantially.

# Section One: Summary of Phase III

Continuing Phase III of the SSIP, the Arkansas Division of Elementary and Secondary Education (DESE) has expanded the implementation of the plan for two coherent strategies to improve DESE’s infrastructure and increase the SiMR. Arkansas’s SiMR is focused on improving the literacy achievement of students with disabilities in grades 3-5. To better reflect the expansion of the SSIP Plan, Arkansas’s Theory of Action has been revised to better illustrate the connectivity between DESE strategic initiatives (see Exhibit I-17.8). This revised theory of action supports of vision to provide an innovative, comprehensive education system focused on outcomes that ensures every student in Arkansas is prepared to succeed in post-secondary education and careers.

## Exhibit I-17.8: Arkansas Theory of Action (Revised)

Strands of Action	If DESE	Then
<p>Collaboration: Create a system of support that is aligned with other DESE Units and is differentiated based on LEAs’ needs as evidenced by data.</p>	<p>...aligns and coordinates existing resources, systems, and DESE initiatives: High Reliability Schools, Professional Learning Communities, High-Leverage Practices, Advancing Inclusive Principal Leadership, Reading Initiative for Student</p> <p>Excellence (RISE), and Response to Intervention</p>	<p>...DESE will more effectively leverage resources to improve services for SWD</p> <p>...DESE will increase the reach and impact of its work with LEAs</p>

Strands of Action	If DESE	Then
Professional Development/ Technical Assistance Development and Dissemination: In collaboration with other DESE Units, restructure Arkansas’ Response to Intervention model using evidence-based personnel development to implement a multi-tiered system of supports for behavior and academics, with a focus on literacy.	...creates a system of professional development and technical assistance that is aligned with other DESE Units and is differentiated based on LEAs needs  ...designs and implements evidence- based PD and TA for educators of SWD  ...restructures Arkansas’ Response to Intervention model using evidence-based PD and TA to implement a multi-tiered system of supports for behavior and literacy	...DESE will increase its ability to support LEAs capacity to implement evidence-based systems and practices  ...DESE will have aligned and effective resources available to support LEAs in differentiated and individualized evidence-based practices for all SWD

As the work of collaboration and professional development and technical assistance development and dissemination is conducted, it will eventually lead to LEAs with the knowledge and skills necessary to provide high-quality, evidence-based services and supports for SWD by accessing resources, professional development, and technical assistance from DESE. In addition, all children with disabilities will receive individualized services in the least restrictive environment and demonstrate improved educational results and functional outcomes.

**Coherent Improvement Strategies**

The two coherent improvement strategies being implemented are:

**Strategy One:** Create a system of support that is aligned with other DESE Units and is differentiated based on LEAs’ needs as evidenced by data.

**Strategy Two:** In collaboration with other DESE Units, restructure Arkansas’ Response to Intervention (RTI) model using evidence-based personnel development to implement a multi-tiered system of supports for behavior and academics, with a focus on literacy.

## Exhibit I-17.9: Arkansas SSIP/SPDG Alignment Info-graph

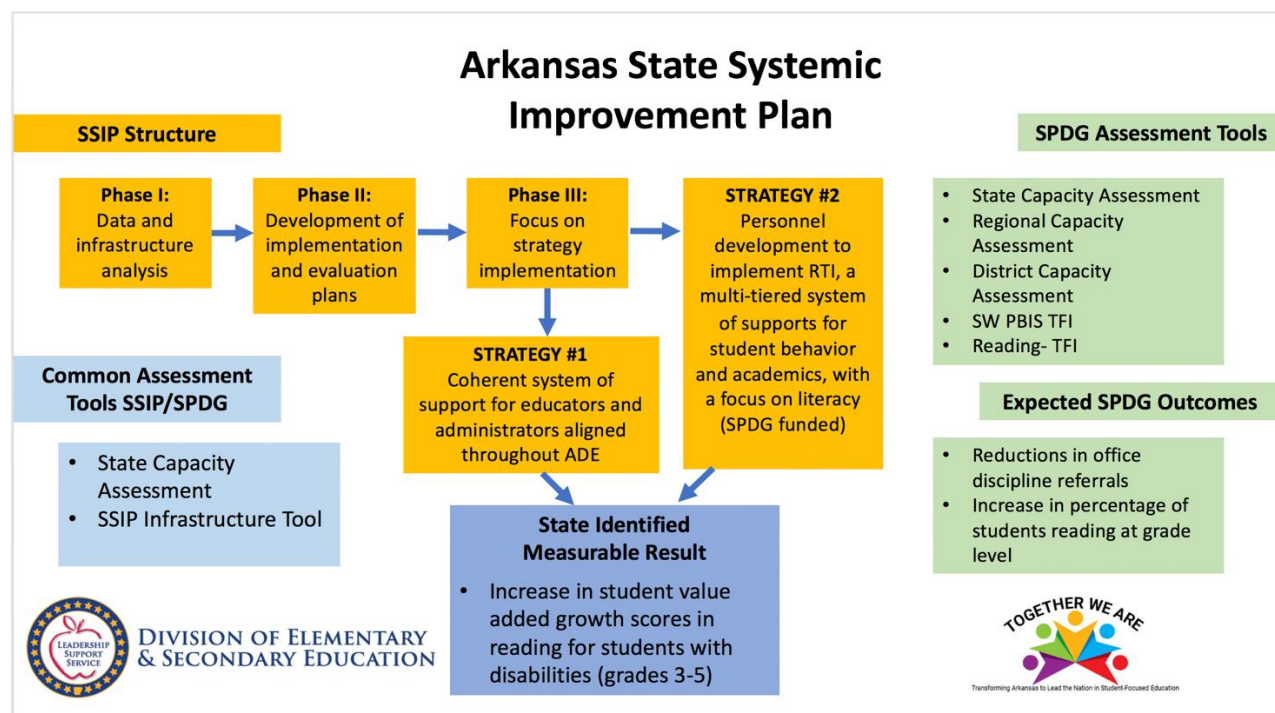


Exhibit I-17.9 displays the relationship among SSIP Coherent Improvement Strategies. Strategy One continues to focus on creating a coordinated system of support that outlines the necessary organizational structures for the way in which LEA services and supports are identified, managed, and differentiated at the state-level. This strategy focuses on building the infrastructure needed for the DESE to be more effective in leveraging resources that will improve services for all students (including students with disabilities) and increasing the reach and impact of its work with LEAs. Strategy Two is aligned with the State Personnel Development Grant (SPDG) and continues to address the development of a multi-tiered system of supports (MTSS) for academics and behavior.

## Leveraging ESSA to Support the SSIP

In addition to the alignment of the above DESE initiatives, Arkansas's ESSA plan was leveraged during this reporting period to address SSIP goals. According to Arkansas's ESSA plan, schools will be identified for Targeted Support and Improvement based on Arkansas's definition for consistently underperforming subgroups. Schools are identified for Additional Targeted Support if one or more subgroups of students in any school on its own would lead to its identification as a school in need of Comprehensive Support and Improvement. In 2018 more than 140 schools in Arkansas were identified under the ESSA School Index as needing

Additional Targeted Support. In collaboration with DESE Division of Public School Accountability and the Division of Learning Services, nine regional professional development opportunities were provided for all schools identified as needing Additional Targeted Support. The SSIP Coordinator was one of several core trainers at each of these opportunities that focused on teaming/collaboration, data literacy, evidence-based interventions (including RTI), and development of a plan to meet the statewide exit criteria.

During this reporting period, the DESE also increased the use of an agency-wide online portal called Basecamp to streamline intra and inter-agency communication around increasing the communication and support to LEAs, including SSIP schools.

Strategy Two continues to focus on RTI. This evidence-based practice is being implemented in SSIP targeted districts and intensively supported by the State through the RTI Arkansas initiative. The Arkansas State Personnel Development Grant (SPDG) was written to directly align and support the State Systemic Improvement Plan. The SPDG functions as the implementation team for RTI Arkansas in targeted SSIP LEAs.

The SPDG goals are listed below:

- Develop statewide RTI resources and tools in the areas of behavior and literacy.
- Increase the capacity of regional and LEA teams to deliver high quality RTI professional development.
- Improve educators' ability to implement RTI with a focus on evidence-based literacy and behavior support practices.
- Improve literacy and behavior outcomes for all students, especially students with disabilities.

Within the RTI Arkansas framework, Positive Behavioral Interventions and Supports (PBIS) is a multi-tiered system of support with three main goals: 1) develop consistency in defining, teaching, modeling, and encouraging expected appropriate behavior among students; 2) create consistency in the way adults respond to problem behavior; and 3) assist teams with a data collection process to guide PBIS implementation. PBIS is a proactive, preventative approach that supports all students, with increasing levels of prevention. Everyone receives general education in expected behavior, along with acknowledgements for following the expected behavior. RTI Arkansas continues to support the usability of online PBIS resources built in partnership with Arkansas State University's PBIS Resource Center housed within the Center for Community Engagement. The current PBIS resources include Tier I training materials and corresponding facilitator guides, which can be accessed

on DESE's website. The training materials correlate to the PBIS School-Wide Tiered Fidelity Inventory (SWPBIS- TFI) (See Appendix I). Resources for Tiers II and III are under final revision.

The Department of Elementary and Secondary Education has continued to support the Reading Initiative for Student Excellence (R.I.S.E.) initiative with three main goals: 1) sharpening the focus and strengthening instruction; 2) creating community collaboration; and 3) building a culture of reading. To address these goals, the R.I.S.E Academies model was created to provide specialized training in Science of Reading (SoR), improve overall reading instruction in the classroom, and give support for implementation at the local level. Using the Language Essentials for Teachers of Reading and Spelling (LETRS) as the foundational basis, Arkansas has trained two hundred K-2 and two hundred 3-6 literacy specialists to serve as statewide trainers for R.I.S.E.

Ongoing efforts to align RTI Arkansas literacy supports with the DESE's Reading Initiative for Student Excellence (R.I.S.E) have been increased to support RTI Arkansas in targeted SSIP LEAs. The SPDG RTI Literacy Coordinator is LETRS certified, serves as a statewide R.I.S.E. trainer, and supports the implementation of SoR at three SSIP targeted schools. Within these schools, the SPDG RTI Literacy Coordinator directly supports three literacy instructional facilitators (LIFS) and provides targeted feedback as they observe teachers in the classrooms, participate in weekly leadership meetings, and facilitate focus meetings with teachers on the implementation of Science of Reading. The ongoing support has increased the capacity of administrators, instructional facilitators, and teachers which results in the districts' and schools' ability to sustain positive student outcomes over time.

The SPDG RTI Literacy Coordinator and DESE R.I.S.E. specialists participate in an onsite, monthly meeting focused on the coordination and alignment of RTI and SoR. This collaboration has resulted in a collective responsibility focused on increasing the knowledge base of state, district, and school personnel. This has allowed the agency to better align systems and DESE initiatives that more fully support SSIP implementation.

The DESE has continued to scale up efforts of R.I.S.E. Academy by providing coaching support, reinforcement for implementation, as well as adding additional training cohorts of teachers and administrators. As part of the training, teachers are exposed to screening and assessment tools to assist with early identification of struggling students as well as instructional strategies to use in the classroom that emphasize SoR. The scale up of R.I.S.E. Academy also includes assessor training

required for anyone evaluating teachers in SoR. Administrators work through rubrics, videos, and scenarios to make determinations about scoring and coaching teachers as they work toward proficiency in SoR elements and practices. See the chart below for information related to R.I.S.E training. (Exhibit I-17.10)

**Exhibit I-17.10: Arkansas Educators Attending R.I.S.E. Training**

Year	Focus Area	Participants
2017	Grades K-2	1,000 teachers and administrators
2018	Grades K-2 and 3-6	3,500 teachers and administrators
2019	Grades K-2 and 3-6	2,500 teachers and administrators
2020	Grades K-2 and 3-6	9,000 currently attending
2020	Assessor Training	800 Administrators with 17 additional trainings scheduled

**Summary of Phase III State Level RTI Work**

A State Implementation Team consists of SPDG Staff and DESE leadership across the divisions of Learning Services, Educator Effectiveness, Public School Accountability, and Research & Technology. The evaluation tool utilized by the State Implementation Team is the State Implementation of Scaling-up Evidence-based Practices Center (SISEP) State Capacity Assessment (SCA) (See Appendix I). Last conducted on March 2, 2020 the SCA was used to assess the State’s capacity to support RTI statewide. Based on the assessment results, the State Implementation Team created an action plan to continue the work around systems alignment and a commitment to regional implementation capacity. The State Capacity Assessment results indicated growth in all areas with significant improvement in system alignment and DESE’s capacity to support RTI.

An important component of the RTI State Advisory Team is the engagement of stakeholders in determining how to more effectively address statewide RTI Implementation. The team addresses the areas of identifying strengths and barriers, guiding implementation, and supporting effective communication. In this phase of reporting, the RTI Advisory Team worked together on the following focus areas: increasing knowledge and implementation of RTI across the state, expanding communication and informing families and communities about RTI, and improving RTI support to districts and schools. The Advisory Team provided feedback on current implementation challenges, professional development, and guidance documents which led to the creation of the following resources for outside



stakeholders:

- Tiered Infographic: summarizing the components of a multi-tiered system of support
- RTI Flowchart: highlighting the decision-making process through a multi-tiered system of support
- RTI Informational Video: currently being developed by an Arkansas High School media team informing parents and communities about RTI.

Additionally, the SSIP Coordinator and RTI Arkansas Team provides quarterly reports to the Advisory Council for the Education of Children with Disabilities and seeks guidance regarding policies and procedures with respect to special education and related services for children with disabilities. Based on feedback from these advisory groups, the content of RTI modules and training materials is being altered to better align with the DESE's selected frameworks of Professional Learning Communities, High Reliability Schools, and High Leverage Practices for the Inclusive Classroom.

## **Summary of Phase III Regional Level RTI Work**

The State Implementation Team has supported RTI work at the regional level by partnering with all fifteen education services cooperatives (ESC), Arkansas Public Schools Resource Center (APSRC), and state Educational Renewal Zones (ERZ). The RTI Overview module previously used with SPDG partner schools has been revised to align with current state initiatives. The universal training module was used at fourteen face-to-face regional trainings and two virtual trainings. The training reinforced the importance of collaborative teams and core instruction and provided ESC specialists and district leadership teams a foundation to support the implementation of RTI.

Education Renewal Zones (ERZ) are a broad-based P-20 initiative assigned the task of concentrating and coordinating available resources to improve school performance and student achievement. The primary focus is through a collaborative effort of the partners to build the capacity of schools in providing a competent organizational structure, a quality learning environment, and effective research-based instruction for all students. Working in partnership with a College of Education, each ERZ office designs a unique yearly strategic plan synchronized around the individual needs of their schools. The SPDG's work with the ERZs is very similar to the partnership with the ESCs, SPDG works directly with the ERZ directors to offer support around RTI for High Schools. The universal training

provides a high-level overview on RTI for secondary education with a focus on early warning indicators. These trainings were offered to teachers, administrators, and teacher preparatory programs.

In FFY18, the SPDG team had eight online RTI modules accessible via the DESE website. During the FFY19, the SPDG team began working with partners to revise the RTI modules to better align with the DESE frameworks of Professional Learning Communities, High Reliability Schools, and High Leverage Practices for the Inclusive Classroom. A total of thirteen modules have now been created, each containing informational slides, handouts, and visuals for multiple stakeholders, including regional partners. All modules are divided into short segments and include facilitation guides. These materials will be accessible on the DESE website by the 2020 - 2021 academic year. All resources will be available to regional Education Services Cooperatives (ESCs) to support RTI implementation and additional trainings will be provided for the ESC content specialists on accessibility and usability.

In addition, the SPDG team partnered with a regional educational cooperative serving SPDG and SSIP schools. Through the use of the Regional Capacity Assessment (RCA) (See Appendix I), SPDG supported the ESC in the creation of a Regional Implementation Team and in the development of a Regional Capacity Implementation Plan focused on the alignment of RTI and DESE initiatives. The ESCs development of a regional implementation plan helped outline the processes and supports needed for operationalizing and assessing the ESCs RIT's capacity to perform intermediary functions between state and local agencies.

## **Summary of Phase III District and School Level RTI Work**

In the last reporting cycle, the SPDG team released a Commissioner's Memo highlighting the SPDG Application Process. Eight districts applied for SPDG support. After an interview process, justifications, time commitments, and additional data analysis, six of the eight LEAs decided to further explore RTI. With training and coaching support from the SPDG, four of the six LEAs made purposeful connections to other district initiatives and aligned the installation of RTI knowledge within school improvement efforts. These LEAs are in the early stages of implementation of RTI.

The SPDG currently serves eleven LEAs. Within these eleven LEAs, 44 schools were selected for RTI Implementation. Thirty-one of the 44 schools supported by SPDG are SSIP targeted schools. The primary focus in these districts is alignment of

systems for creating a structure to support the work of RTI.

The SPDG has contracted with the American Institutes for Research (AIR), Arkansas State University's Center for Community Engagement (CCE), and The Center for Exceptional Families to support the LEAs.

AIR provides the Arkansas SPDG team with training, coaching, and statewide support for the implementation and sustainability of RTI in Arkansas. Arkansas State University's CCE works collaboratively with DESE staff, SPDG staff, and AIR to support the integrated implementation of training, coaching, technical assistance, and related professional development resources for positive behavior interventions.

The Parent Training Institution (PTI) known as The Center for Exceptional Families (TCFEF) provides RTI training and clarification to parents, families, and community members. A liaison known as a parent mentor serves in this role and relies on the SPDG staff and external partners, AIR and Arkansas State University to aid in the development of the training materials utilized.

## **Evaluation Overview**

The RTI Arkansas team utilizes a comprehensive evaluation system. State team members responsible for the implementation of RTI, complete the State Implementation and Scaling-up of Evidence-based Practices (SISEP) State Capacity Assessment (SCA) at least annually. All SISEP capacity tools help teams reflect upon the developed and sustained use of roles, structures, and functions designed to support full and effective uses of innovations in practice. SISEP and Public Sector Consultants (PSC) assist the State team with action planning based on the results of the SCA.

Regional Implementation Teams complete the SISEP Regional Capacity Assessment (RCA) at least annually. This tool is similar to the SCA. By assessing effective practices, effective implementation, and enabling contexts, the RTI Arkansas team assists the regional team with the creation of an action plan to increase RTI supports to improve student outcomes for partnering district members. The RTI Arkansas team provides the regional team with ongoing coaching support and training as needed.

District Implementation Teams complete the SISEP District Capacity Assessment (DCA) (See Appendix I) annually to measure their capacity to support RTI. The RTI Arkansas team works with district level teams to develop an action plan based on the DCA results. Every action plan is tailored to the needs of the individual district.

To assess fidelity of PBIS implementation, schools use the Schoolwide PBIS - Tiered Fidelity Inventory (PBIS-TFI). The purpose of the SWPBIS-TFI is to provide a valid, reliable, and efficient measure of the extent to which school personnel apply the core features of PBIS. The TFI is divided into three sections (Tier I: Universal SWPBIS Features; Tier II: Targeted SWPBIS Features; Tier III: Intensive SWPBIS Features) that can be used separately or in combination to assess the extent to which core features are in place. The SWPBIS- TFI is used as a guide for implementation of Tier I, Tier II, and Tier III PBIS practices.

State reportable office discipline referrals (ODR) are collected as a lagging student outcome measure. During Cycle 7, discipline information is uploaded by districts and schools into the DESE Statewide Information System (SIS). The SIS is a collection of public data from Arkansas K-12 Public Schools. Using this site, report statistics on topics such as bus counts, course enrollment totals, finances, student demographics, teacher and staff counts, and other information can be accessed. The data reports are available at the State (SEA), County, District (LEA), and School levels. The Statewide Information Reports are sourced from the DESE's State Data Warehouse, which is populated by school districts nine times annually, using Cycle Certified data.

To assess fidelity of a school-wide reading model, schools use a tool developed by the Michigan Department of Education's Integrated Behavior and Literacy Support Initiative (MIBLSI) known as the Reading-Tiered Fidelity Inventory (R-TFI). The R-TFI lists the core features of RTI for each of the three tiers, which can be assessed separately. There are two R-TFIs – one for the elementary level (See Appendix I) and one for Secondary Content Area Reading (secondary level) (See Appendix I). Conducting the assessment helps teams examine their reading framework in the following areas:

- Evidence-based practices for improving student reading
- Systems that create a continuum of supports to meet the variety of reading needs among students
- Data and evaluation for reading

In this update to Phase III, the focus has remained on infrastructure development and implementation and improvement science frameworks that support sustainability and scale-up. Strategy One continues to focus on building the infrastructure within the DESE to better serve LEAs. The goals of the State Performance Management Team are directly embedded in the DESE Strategic Plan and will complement the State's ESSA Plan. Strategy Two has utilized implementation and improvement science frameworks by intentionally building capacity for RTI at state, region, district, and school levels. The use of capacity and fidelity assessments and student outcomes data are utilized to make changes in implementation supports.

## Section Two: Progress in Implementing the SSIP

The DESE has made progress in the implementation of coherent improvement strategies. The two strategies of focus are:

**Strategy One:** Create a system of support that is aligned with other DESE Units and is differentiated based on LEAs' needs as evidenced by data.

**Strategy Two:** In collaboration with other DESE Units, restructure Arkansas' Response-to- Intervention model using evidence-based personnel development to implement a multi- tiered system of supports for behavior and academics, with a focus on literacy.

Strategy One continues to focus on creating a coordinated system of support that provides the necessary organizational and teaming structures for the way in which LEA services and supports will be identified, managed, and differentiated at the state-level. This strategy was directly built into the DESE's Theory of Action. By focusing on building infrastructure, the DESE is more effective in leveraging resources that will improve services for all students (including students with disabilities) and increase the reach and impact of the work with LEAs.

Strategy Two, the restructuring of the Arkansas RTI framework with a focus on literacy and behavior, is the evidence-based practice being provided to LEAs. The RTI Framework provides the model to organize and assess LEAs' literacy services as well as behavior services and supports. The purposeful selection of strategies that intentionally focus heavily on building systems is what differentiates the SSIP strategies from previously implemented improvement efforts. Exhibits I-17.11 and I-17.12 reflect progress with Arkansas's results on the SSIP Infrastructure

Development Planning and Progress Management: Using Implementation Drivers & Stages of Implementation from FFY 2017 to 2018.

**Exhibit I-17.11: Arkansas FFY 17 SSIP Infrastructure Development Planning and Progress Management: Using Implementation Drivers and Stages of Implementation**

Area of Performance	Score	Implementation Stage
Competency: Selection	4.0	Initial Implementation
Competency: Training	4.0	Initial Implementation
Competency: Coaching	3.0	Installation Stage
Competency: Average Score	3.66	NA
Performance Assessment (Fidelity)	4.0	Initial Implementation
Organizational Drivers: Decision Support Data System	4.0	Initial Implementation
Organizational Drivers: Facilitative Administration	3.0	Installation Stage
Organizational Drivers: System Intervention	3.5	Between Installation Stage and Initial Implementation
Organizational Drivers: Average Score	3.5	NA
Leadership Drivers: Technical and Adaptive	3.5	Between Installation Stage and Initial Implementation

**Exhibit I-17.12: Arkansas FFY 18 SSIP Infrastructure Development Planning and Progress Management: Using Implementation Drivers and Stages of Implementation**

Area of Performance	Score	Implementation Stage
Competency: Selection	4.5	Between Initial Implementation and Full Implementation
Competency: Training	5.0	Full Implementation
Competency: Coaching	4.0	Initial Implementation
Competency: Average Score	4.5	NA
Performance Assessment (Fidelity)	4.0	Initial Implementation
Organizational Drivers: Decision Support Data System	3.5	Between Installation Stage and Initial Implementation

Area of Performance	Score	Implementation Stage
Organizational Drivers: Facilitative Administration	4.5	Between Installation Stage and Initial Implementation
Organizational Drivers: System Intervention	4.0	Initial Implementation
Organizational Drivers: Average Score	4.0	NA
Leadership Drivers: Technical and Adaptive	4.5	Between Initial Implementation and Full Implementation

### **Progress in Strategy One and Stakeholder Input - Creating a Coordinated System of Support**

The SPM Team’s vision is to support the implementation of an aligned system within the DESE that is responsive to LEAs in personalizing student learning. The team goals are explicitly outlined in the DESE Strategic Plan, which provides a foundation for Arkansas’s ESSA plan. Beginning in 2018, Arkansas was one of three states to pilot the [WestEd NCSI SSIP Infrastructure Development Planning Tool](#). The SSIP Infrastructure Development Rubric was used by DESE to crosswalk the implementation drivers and implementation stages necessary for effective sustainable implementation of the Arkansas SSIP.

In addition, the change to the SPM Team has continued to increase the awareness of the SSIP and promoted information exchange between units. During this phase of SSIP reporting, the DESE has aligned the work of Professional Learning Communities, High Reliability Schools, R.I.S.E. Arkansas, RTI Arkansas, AIPL, and High-Leverage Practices. This alignment is being used to develop an Arkansas Systems Coaching Model.

As outlined in Arkansas’s ESSA Plan, The DESE Special Education Unit’s professional development and technical assistance outreach, referred to as the Arkansas Collaborative Consultants, is grounded in the SSIP and designed to build the capacity of local special education personnel and, to the extent appropriate, that of general education professionals. Increased efforts to align the work of the Arkansas Collaborative Consultants with broader DESE initiatives, including RTI Arkansas occurred during this update of the SSIP. Special education professional development and technical assistance efforts are inclusive of the following:

- The Arkansas State Personnel Development Grant (SPDG)



- Arkansas Transition Services
- Arkansas Behavior Support Specialists
- Arkansas Co-Teaching Project
- Children and Youth with Sensory Impairments (CAYSI)
- Individuals with Disabilities Act (IDEA) Data and Research Office
- Educational Services for the Visually Impaired (ESVI)
- Traumatic Brain Injury Services
- Speech-Language Pathology Services
- Speech-Language Pathology Aides/Assistants
- Medicaid in the Schools (MITS)
- Easterseals Outreach Program and Technology Services (ESOPTS)
- Educational Audiology Resources for Schools (EARS)
- Dispute Resolution Section (DRS)
- University of Arkansas at Little Rock School Mediation Project
- Arkansas PROMISE Grant
- Monitoring and Program Effectiveness
- State Program Development

Continued successes of this collaboration between DESE, the State Performance Management Team, and the Arkansas Collaborative Consultants have led to greater coherence of statewide support to LEAs. Additionally, the State has continued its involvement with the National Center for Systemic Improvement (NCSI) Systems Alignment Cross State Learning Collaborative that is focused on building effective infrastructure within the state agency. This collaborative has supported the team's goals and next steps by providing intentional networking with other states with a similar focus, highlighting processes and tools that support infrastructure development, and providing frameworks to build an infrastructure evaluation plan. Arkansas plans to join NCSI's Evidence-Based Practices and Support for Low-Performing Schools Collaboratives.

The continued vision of the State Performance Management Team is to support the implementation of an aligned system within the DESE that is responsive to LEAs in personalizing student learning. The specific goals outlined by the team are directly embedded in the DESE's Strategic Plan and the State's ESSA plan. An update to the activities the team has completed or envisions to be completed is outlined in Exhibit I-17.13.

**Exhibit I-17.13: Improvement Strategy One Phase III Update on Completed and Projected Activities**

Activities to Meet Outcomes	Steps to Implement Activities	Timeline (projected initiation and completion dates)	Resources Needed	Who is Responsible
Identifying LEA Needs	<ul style="list-style-type: none"> <li>• Provide statewide update of SSIP Progress</li> <li>• Follow up LEA needs assessment will be completed in spring/summer 2020</li> <li>• Continue action planning in response to stakeholder feedback regarding the needs assessment data</li> <li>• Survey novice special education teachers on knowledge and use of High-Leverage Practices</li> <li>• Continue alignment of identified needs with DESE initiatives and supports</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly Updates to SPM</li> <li>• April 2020 SSIP Presentation to the Special Education Advisory Council.</li> <li>• Special Education Quarterly Advisory Meetings</li> <li>• RTI Advisory Meetings (June 2021)</li> <li>• Survey to novice teachers will be completed by Spring 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Support from two NCSI collaboratives around needs assessment action planning and systems alignment                             <ul style="list-style-type: none"> <li>- NCSI Evidence-Based Practices Collaborative</li> <li>- NCSI Improving Low-Performing School Systems Collaborative</li> </ul> </li> <li>• Support from regional teacher center coordinators at educational service cooperatives to promote the survey for a strong return rate</li> </ul>	<ul style="list-style-type: none"> <li>• The State Performance Management Team will continue to examine needs and stakeholder feedback as part of a Plan/Do/Check Cycle of Improvement with assistance from NCSI</li> <li>• SSIP Coordinator</li> </ul>
Identifying LEA Needs	<ul style="list-style-type: none"> <li>• Expand use of the online portal to 4 Arkansas Collaborative</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded use with 4 Arkansas Collaborative Consultant technical</li> </ul>	<ul style="list-style-type: none"> <li>• Technical support from Basecamp regarding potential uses for LEAs to</li> </ul>	<ul style="list-style-type: none"> <li>• The State Performance Management Team will continue to scale</li> </ul>

Activities to Meet Outcomes	Steps to Implement Activities	Timeline (projected initiation and completion dates)	Resources Needed	Who is Responsible
	Consultant technical assistance providers <ul style="list-style-type: none"> <li>Explore the expanded use of Basecamp beyond interagency communication to support LEAs</li> </ul>	assistance providers will be trialed and summarized in the 2021 SSIP Report	request DESE supports.	up the implementation of Basecamp as an online support
Leveraging DESE Supports	<ul style="list-style-type: none"> <li>Continue to explore cross alignment of initiatives through DESE’s Strategic Performance Management system</li> <li>Increase agency awareness of the work of Arkansas Collaborative Consultants</li> <li>Leverage DESE supports for schools identified under ESSA as needing comprehensive and/or targeted support for the subpopulation of students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Continued Cross alignment of DESE initiatives in SPM will occur by May of 2020</li> <li>Highlight the work of Arkansas Collaborative Consultants at the DESE Summit in June of 2020</li> <li>Provide a second round of professional development for LEAs identified as needing additional targeted support by May 2020</li> </ul>	<ul style="list-style-type: none"> <li>Support from SC3 around realignment activities of the SPM</li> <li>Cross-agency collaboration to support identified schools for additional and/or comprehensive support</li> </ul>	<ul style="list-style-type: none"> <li>The State Performance Management Team</li> <li>Arkansas Collaborative Consultant Directors</li> <li>Special Education Unit</li> <li>Standards and Systems Support</li> </ul>

<b>Activities to Meet Outcomes</b>	<b>Steps to Implement Activities</b>	<b>Timeline (projected initiation and completion dates)</b>	<b>Resources Needed</b>	<b>Who is Responsible</b>
Leveraging DESE Supports	<ul style="list-style-type: none"> <li>An Initiative Analysis was completed by Arkansas Collaborative Consultants (ACC) group in June of 2019</li> </ul>	<ul style="list-style-type: none"> <li>SSIP Coordinator, SPDG Director, and ACC Directors will develop a statewide systems coaching model framework by December 2020</li> </ul>	<ul style="list-style-type: none"> <li>NIRN Initiative Analysis Document/ Procedures</li> <li>Support from NCSI Collaboratives</li> </ul>	<ul style="list-style-type: none"> <li>SSIP Coordinator, SPDG Director and Arkansas Collaborative Consultant Directors</li> </ul>
Leveraging DESE Supports	<ul style="list-style-type: none"> <li>Launch an inclusive practices pilot project focused on general and special educators collaborating together around student learning for students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Pilot launch in spring of 2020</li> </ul>	<ul style="list-style-type: none"> <li>Support from Solution Tree consultants regarding the PLC Process</li> </ul>	DESE-SEU Director, SSIP Coordinator and DESE Director of Special Projects
Leveraging DESE Supports	<ul style="list-style-type: none"> <li>Continue the work of Advancing Inclusive Principal Leadership (AIPL)</li> </ul>	<ul style="list-style-type: none"> <li>Complete the stocktake of the work by Summer 2020</li> </ul>	<ul style="list-style-type: none"> <li>Support from CCSSO</li> </ul>	AIPL State Team
Coordinating and Disseminating Supports	<ul style="list-style-type: none"> <li>In alignment with Arkansas's ESSA Plan, develop professional training materials on inclusive practices professional development for schools identified</li> </ul>	<ul style="list-style-type: none"> <li>Provide a minimum of 7 Regional Trainings on Inclusive Practices Completed by December of 2020 for schools identified as needing Additional</li> </ul>	<ul style="list-style-type: none"> <li>Resource document that outlines school/district data on student achievement, growth, an initiative analysis, review of high</li> </ul>	<ul style="list-style-type: none"> <li>State Performance Management Team, Special Education Unit, Standards and Systems Support</li> </ul>

Activities to Meet Outcomes	Steps to Implement Activities	Timeline (projected initiation and completion dates)	Resources Needed	Who is Responsible
		<p>Targeted Support for the subgroup of students with disabilities</p> <ul style="list-style-type: none"> <li>• Complete and disseminate a minimum of 8 facilitator/training guides for regional cooperative specialists on High Leverage Practices for Inclusive Classrooms by December of 2020</li> </ul>	<p>leverage practices (including RTI), links to supports for high leverage practice exploration, installation and implementation, district/state level data on inclusion for students with disabilities</p>	
<p>Progress Measurement of the SSIP</p>	<ul style="list-style-type: none"> <li>• Continued participation in the NCSI Affinity Group for the SSIP Infrastructure Development Planning and Progress Management: Using Implementation Drivers &amp; Stages of Implementation</li> <li>• Measure the implementation of Arkansas's SSIP</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly online meetings with NCSI and other states involved in the pilot project.</li> <li>• Complete the SSIP Infrastructure Development Rubric by May of 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Support from NCSI regarding use of the rubric</li> <li>• Feedback from NCSI staff regarding action planning around the rubric</li> </ul>	<ul style="list-style-type: none"> <li>• State Performance Management Team, SPDG, Special Education Unit</li> </ul>

## **Stakeholder Feedback**

The DESE Special Education Unit has provided regular updates to external stakeholders including the Special Education State Advisory Council and Special Education LEA Supervisors to keep these groups informed as well as to solicit their feedback. The SSIP Coordinator provides quarterly updates on SSIP activities to the Special Education State Advisory Council. During these updates, the Council provides feedback on SSIP and SPDG activities. As part of the annual DESE Special Education Academy and monthly LEA technical assistance calls, the SSIP Coordinator and the Associate Director of Special Education provide updates to LEA Special Education Supervisors about the infrastructure work taking place as well as solicit their feedback on the process. Based on the feedback from stakeholders, intentional collaboration between the DESEs Special Education Professional Development Outreach (Arkansas Collaborative Consultants) to better support LEAs is noteworthy. Arkansas joined the SSIP Infrastructure Development Planning and Progress Measurement Tool: Using Implementation Drivers & Stages of Implementation Affinity Group supported by the National Center for Systemic Improvement.

## **Progress in Strategy Two and Stakeholder Input - RTI Support**

Strategy two focuses on RTI as the evidence-based practice adopted by Arkansas. Arkansas is intensively supporting SSIP targeted LEAs in implementing RTI as well as building statewide resources. RTI integrates leadership systems, assessment and intervention within a school-wide, multilevel prevention system to maximize student achievement and reduce behavior problems. The Arkansas SPDG was written to directly align and support Strategy Two of the SSIP. The SPDG functions as the implementation team for the RTI Arkansas and targeted SSIP LEAs. The SPDG facilitates the design and implementation of the support system to implement RTI at the state, region, district, and school levels. With the results of the infrastructure and data analysis completed in Phase I of the SSIP, it became evident that the SPDG should focus on all levels of the system (state, region, district, and school levels) to support scalability and sustainability of the RTI.

The SPDG has four main partners that support the work in targeted districts:

- The Division of Learning Services
- The American Institutes of Research (AIR)
- Arkansas State University's (ASU) Center for Community Engagement (CCE)
- Arkansas' Center for Exceptional Families (TCFEF)

The SPDG has been working directly with SSIP LEAs to provide the systemic supports needed to achieve the intended outcomes of the SiMR and the statewide RTI Arkansas initiative. All professional development and RTI implementation fidelity tools that are utilized by the SPDG have been disseminated statewide through the RTI Arkansas website and through face-to-face trainings at the fifteen regional education cooperatives. This initiative is supported by the Division of Elementary and Secondary Education leadership and will continue to be highlighted in the DESE's Strategic Plan, Arkansas' ESSA Plan, statewide conferences, and regional meetings. To support alignment and leverage support across the DESE, the SPDG has partnered with multiple units within the Division of Learning Services.

AIR supports SPDG through technical assistance (TA) and training based on evidence-based practices of professional development and implementation science. TA is based on training, coaching, and statewide support for implementation. Professional development incorporates the use of needs assessments to determine region, district, and school readiness levels and then develops training on RTI with special emphasis on the areas of needs. AIR provides coaching support to SPDG staff and district RTI coaches through each stage of implementation. To ensure alignment and coherence between DESE, SPDG, ASU/CCE, TCFEF, and AIR content, professional development training materials continue to be revised at the state level to support RTI at the regional and district levels.

Arkansas State University's Center for Community Engagement (CCE) is a main partner in the Arkansas State Personnel Development Grant with the role of providing training and support to targeted schools in the implementation of PBIS. The mission of the CCE is to work with organizations to develop, implement, and sustain programs that benefit the community. Currently, the CCE is the state's only technical assistance center for PBIS. The CCE uses the SWPBIS – Tiered Fidelity Inventory (SWPBIS-TFI) to create PBIS modules to support the implementation process. The SWPBIS-TFI outlines the essential components that need to be in place at Tiers 1, 2, 3 for behavior. Currently, there are at least 40 districts and 140 individual schools in Arkansas that are implementing PBIS, with a portion being SSIP targeted schools.



The Center for Exceptional Families (TCFEF) is a Parent Training Center (PTI). SPDG partners with TCFEF to work with AIR and CCE to develop modules and resources for parents around RTI for academics and behavior. A parent mentor participates in training sessions provided by AIR, CCE, and other SPDG staff to expand the knowledge of TCFEF's team. In addition, the parent mentor participates and collaborates with the DESE team focused on Family and Community Engagement Essentials. In this reporting cycle, TCFEF parent mentor offered an RTI for Families training to all district parent coordinators. The parent mentor utilized multiple methods for parent and family engagement around RTI such as face-to-face and online trainings as well as live informational videos via social media. TCFEF staff attend weekly online meetings with SPDG partners and provide support to schools around parent and community engagement for RTI.

## **State Level RTI Infrastructure Work**

A State Implementation Team has been formed and consists of the DESE Assistant Commissioner for the Division of Learning Services; the director of Assessment; the director of Special Education; R.I.S.E. Specialists, support staff from the Curriculum unit, the SPDG Core Management Team; DESE staff from multiple units; the IDEA data manager; and the external evaluator. The evaluation tool the State Implementation Team is utilizing is the SISEP State Capacity Assessment (SCA). The role of the State Implementation Team is to:

- Advise the Core Management Team regarding implementation and barriers.
- Provide input to improve alignment with relevant state initiatives.
- Use fidelity and student outcome data for project improvements and decision-making, as well as reporting.

The SPDG Core Management Team (CMT) includes staff hired to support the SPDG (SPDG Director, RTI Literacy Coordinator, RTI Behavior Coordinator), American Institutes for Research, Arkansas State University's Center for Community Engagement, the Center the Exceptional Families, and external evaluators from Public Sector Consultants. Each week, the SPDG CMT hosts a virtual meeting to drive the work of the SPDG and supported SSIP schools. During this meeting, the CMT reviews feedback from the State Implementation Team regarding alignment, implementation, and barriers. Additionally, the team analyzes ESC survey effectiveness data to plan for updates and overall training changes.

## **Regional Level RTI Infrastructure Work**

The SPDG is currently partnering with ESCs, APSRC, and Educational Renewal Zones (ERZs) to provide training and support for RTI implementation. With most ESCs this is an informal partnership which focuses on coordinating services, developing capacity of the ESC, and supporting the ESC with SPDG/SSIP districts. The SPDG's work with the ERZs is very similar to the partnership with the ESCs, where SPDG works directly with the ERZ directors to offer support around RTI for High Schools, which focuses on Early Warning Indicators. The State Implementation Team has supported RTI work at all ESCs and ERZs by providing a high-level overview on RTI for both elementary and secondary education. The universal overview trainings established a coherent understanding of the framework and enabled ESC specialists and ERZ directors to support districts and schools with the implementation of RTI. A survey was sent to all ESCs to begin exploration activities for the SPDG/ESC to continue collaborating and building capacity and sustainability around RTI. The initial responses indicate 88% of regional cooperatives are interested in receiving support from the SPDG in the following areas:

- Content modules related to supporting district-level implementation of RTI in both academic and behavior.
- Tools and resources available to measure the capacity for implementation and sustainment of Effective Innovations across the districts served.
- Creating a Regional Implementation Team to develop internal capacity to facilitate and sustain systems-level change across the districts served.

In 2018, a formal partnership began with one of Arkansas's fifteen ESCs. The regional level supports sustainability, fidelity of implementation, and scalability for RTI. This ESC uses the RCA as a needs assessment to determine readiness, teaming structures, and communication protocols for supporting RTI. RCA baseline data gained in 2018 helped the ESC develop a regional implementation team as well as create a plan to engage in Exploration and Installation Stage activities to create an infrastructure of support. The RCA was again administered in Fall 2019. Data indicated the ESC had made huge strides in leadership, but needed to focus on competency and organizational structures. The ESCs development of a regional implementation plan helped outline the processes and supports needed for operationalizing and assessing the RIT's capacity to perform intermediary functions between state and local agencies, which will strengthen the organizational structure. The current plan includes goals and action planning related to the RIT, supporting district leadership, and supporting training and coaching initiatives. The ESC is taking a purposeful and effective approach to supporting the local district in

implementing and sustaining effective innovations and practices. Data also indicated the need for additional shared knowledge around implementation science to support the alignment of HRS and RTI initiatives. The ESC is currently being supported by National Implementation Research Network (NIRN) and the SPDG to strengthen implementation fluency.

The State Implementation Team continues to support Response to Intervention (RTI) work at the regional level through building RTI academic (literacy) and behavioral training modules. These modules were developed in collaboration with the American Institutes for Research (AIR) trainers, Positive Behavioral Interventions and Supports (PBIS) trainers, consultants from the Center for Community Engagement (CCE) at Arkansas State University, and content specialists from the Division of Elementary and Secondary Education.

An additional review process was conducted to further spread capacity and advance the alignment of the RTI modules (literacy and behavior) and DESE initiatives. The practice of engaging stakeholders allowed leaders across the agency to influence systems to more fully support the SSIP implementation within ongoing DESE initiatives. The following stakeholders participated in the added review process:

- RTI PBIS (behavior) Modules: Guidance and Counseling Services; School Health Services; Alternative Education; The Collaborative for Academic, Social, and Emotional Learning (CASEL); Mental Health Group; Personal Competency Team; and ESC Behavior Support Specialists.
- RTI Academic (literacy) Modules: Curriculum and Assessment Unit; R.I.S.E. Specialists; Dyslexia State Specialist; LEA RTI Directors; and Special Education Unit.

Based on feedback from these advisory groups, the content of RTI modules (literacy and behavior) and training materials are being reviewed to better align with the DESE's selected frameworks of Professional Learning Communities, High Reliability Schools, and High Leverage Practices for the Inclusive Classroom.

The Arkansas RTI training modules and facilitator guides incorporate the essential behavioral and academic components found at each level of the RTI framework. The modules were developed to support districts, schools, and educators statewide to increase capacity and the ability to implement RTI with a focus on evidence-based practices and behavior support practices. The modules include presentations,

facilitator guides, and additional resources. In addition to the major RTI components, there are modules on special topics that help ESCs, districts, and schools improve the fidelity of implementation and develop an infrastructure to ensure sustainability. A list of all the modules that have been developed are shown in Exhibits I-17.14 through I-17.17.

**Exhibit I-17.14: RTI Arkansas PBIS Tier I Modules**

<b>RTI Arkansas PBIS Tier I Modules</b>	<b>Module Description</b>
1. Philosophy and Overview	In this module, participants will learn the rationale for creating a positive, proactive, and preventative behavior system including steps to create an essential shift in discipline philosophy to successfully implement PBIS.
2. District Leadership in PBIS	The District Leadership in PBIS module highlights the importance and advantages of having leadership support for PBIS at the district level. It outlines the responsibilities of the team including roles and responsibilities.
3. Creating a PBIS School Leadership Team	Within this training, schools and administrators will learn information to help them create a strong PBIS leadership team.
4. An Introduction to PBIS	This module provides a basic understanding and overview of PBIS.
5. Developing PBIS Behavioral Expectations	In this module, implementers will be guided through selecting and defining behavioral expectations that are appropriate for their schools.
6. Teaching Behavioral Expectations	Within this module, participants will be supported in developing a system for teaching behavioral expectations.
7. Acknowledging Expected Behavior	This training module guides implementers in developing a system for acknowledging students for following the behavioral expectations.
8. Responding to Inappropriate Behavior	This training module provides attendees with essential components when responding to inappropriate behaviors.
9. Collecting and Using Data for PBIS Tier I Decision Making	In this module, participants will be provided information on data-based decision making and assisted in developing a process for collecting, analyzing and utilizing behavioral data.
10. The PBIS Team Meeting	This training module provides essential components necessary when conducting PBIS team meetings.

<b>RTI Arkansas PBIS Tier I Modules</b>	<b>Module Description</b>
11. Coaching in PBIS	In this training module, attendees will be provided with essential steps in developing an effective PBIS coaching process.
12. Staff Ownership	This training module provides strategies that will assist schools/districts in garnering staff ownership when implementing PBIS.
13. PBIS in the Classroom	The PBIS in the Classroom module provides implementers with methods to ensure PBIS Tier 1 is extended into the classroom.
14. PBIS Assessment and Evaluation	This training module highlights the importance of conducting regular assessments to ensure fidelity when implementing Tier I. The module also provides implementers with information on PBIS assessment tools.
15. Tiered Fidelity Inventory (TFI)	In this module, PBIS team members will be guided through the process of utilizing the PBIS Tiered Fidelity Inventory (TFI). Topics include preparing for, administering, and action planning.
16. Kicking Off PBIS	The Kicking Off PBIS module provides information for PBIS teams to ensure readiness to initially implement PBIS Tier 1. Participants will receive guidance and examples for creating action plans before their own kick-off.
17. Family and Community Engagement	This training module highlights the importance and benefits of family and community engagement with PBIS. It shows strategies and examples for the team to help engage families and the community in PBIS.

### Exhibit I-17.15: RTI Arkansas PBIS Tier II Modules

<b>RTI Arkansas PBIS Tier II Modules</b>	<b>Module Description</b>
1. Tier II Readiness and Overview	This training module provides an overview and a process for preparing to implement Tier II.
2. The Tier II Leadership Team	In this module, participants will be guided through developing a strong Tier II leadership team. The training includes the roles and responsibilities of district- and school-level leadership.
3. Function-Based Thinking and Tier II Interventions	This module focuses on function of behavior and supports districts and schools in using function-based thinking for selecting and providing appropriate Tier II interventions.
4. Identifying Students for Tier II Interventions	Within this training, schools and teams will be guided through creating a system for identifying and referring students for Tier II interventions.
5. Check-In Check-Out (CICO) Intervention	This training module highlights the purpose, roles and responsibilities, and the implementation process for the Check-in, Check-out intervention.
6. Social Skills Group Intervention	In this module, attendees will learn the purpose of the Social Skills Group intervention. Teams will be guided through the steps needed to effectively implement the intervention and the needed training for students, staff, and families.
7. Additional Tier II Interventions: Self-Monitoring and Mentoring	This module provides information on implementing the Self-monitoring and Mentoring interventions.
8. Collecting and Using Data for Tier II Decision Making	This training module provides an overview of the various ways data is used at Tier II.
9. Assessment and Evaluation of Tier II	In this training, implementers will be provided with information on PBIS assessment tools.
10. Professional Development for Tier II	The Professional Development for Tier II module discusses the trainings and the supports that school staff need for effective Tier II implementation.

### Exhibit I-17.16: RTI Arkansas PBIS Tier III Modules

<b>RTI Arkansas PBIS Tier III Modules</b>	<b>Module Description</b>
1. Tier III Overview	This module will provide participants a basic understanding of Tier III and how individualized interventions fit within the 3-tiered PBIS framework. This overview describes the purpose of Tier III, teaming at Tier III, foundations of behavior management, and briefly, the behavior intervention plan. This module will help schools prepare to implement Tier III.
2. Tier III Readiness, Core, and Action Teams	The Tier III Readiness, Core, and Action Teams module continues to discuss readiness for Tier III and will help schools build strong Tier III teams. Participants will learn about the different roles and responsibilities of teams.
3. Identifying Students for Individualized Supports	This training module will help participants build a system for identifying students for Tier III interventions. Participants will learn about using data sources for identifying students and how to develop a process for referring, or nominating students for Tier III interventions. Additionally, participants will learn more about screening resources.
4. Functional Behavior Assessment (FBA)	In this module, participants will be guided through the process of conducting a functional behavior assessment. Documents and a case study example will be provided throughout the module.
5. Behavior Intervention Plan (BIP)	This training will support participants through the process of developing a behavior intervention plan. Documents and a case study example will be provided throughout the module.



### Exhibit I-17.17: RTI Arkansas Academic Modules

RTI Arkansas Academic Modules	Module Description
1. RTI Arkansas Overview	In this training module, participants will be provided with an overview of the essential elements of RTI and the four-step problem solving method used for data-based decision making.
2. RTI Leadership and Infrastructure	This module guides attendees through the process of developing a district- and school-level leadership team and provides support in developing an action plan to address priority areas.
3. Universal Screening Overview	The Universal Screening Overview module provides an explanation of the essential criteria for implementing an effective screening process in an RTI framework.
4. Selecting Universal Screeners	In this module, attendees will be guided through the process of identifying and selecting an RTI screening tool and data system.
5. Establishing a Universal Screening Process	This training module provides information on developing an implementation plan for universal screening and using the screening data for decision making at different tiers of instruction.
6. Tier I: Core Instruction	The Tier I: Core Instruction module identifies and explains the critical features needed to provide high-quality Tier I instruction.
7. Differentiated Instruction in Tier I	In this training, implementers will learn the importance of differentiating instruction and how to use data to meet the needs of all students.
8. Data-Based Decision Making	This module engages teams in the problem-solving process and guides them through the development of an RTI action plan used to improve student outcomes on specific measures.
9. Tier II: Supplemental Intervention	The Tier II: Supplemental Intervention module guides participants through planning and implementing Tier II interventions with fidelity.
10. Tier III: Intensive Intervention	This training highlights the critical features of an MTSS Tier III system and will support attendees in using the five steps for designing and implementing intensive interventions.
11. Overview of Secondary RTI Implementation	The Overview of Secondary RTI Implementation module highlights the benefits of RTI implementation, explains the essential components, and provides implementation support within a secondary setting.

<b>RTI Arkansas Academic Modules</b>	<b>Module Description</b>
12. Early Warning Systems in Secondary Settings	This training module explains early warning indicators and guides teams through using data to identify focus areas within a tiered system of support.
13. Evidence-Based Practices Across the Tiers in Secondary Settings	In this module, participants will be guided through the implementation of evidence-based practices and high-level practices across the tiers of prevention within a multi-tiered system of support.

**District and School RTI Work**

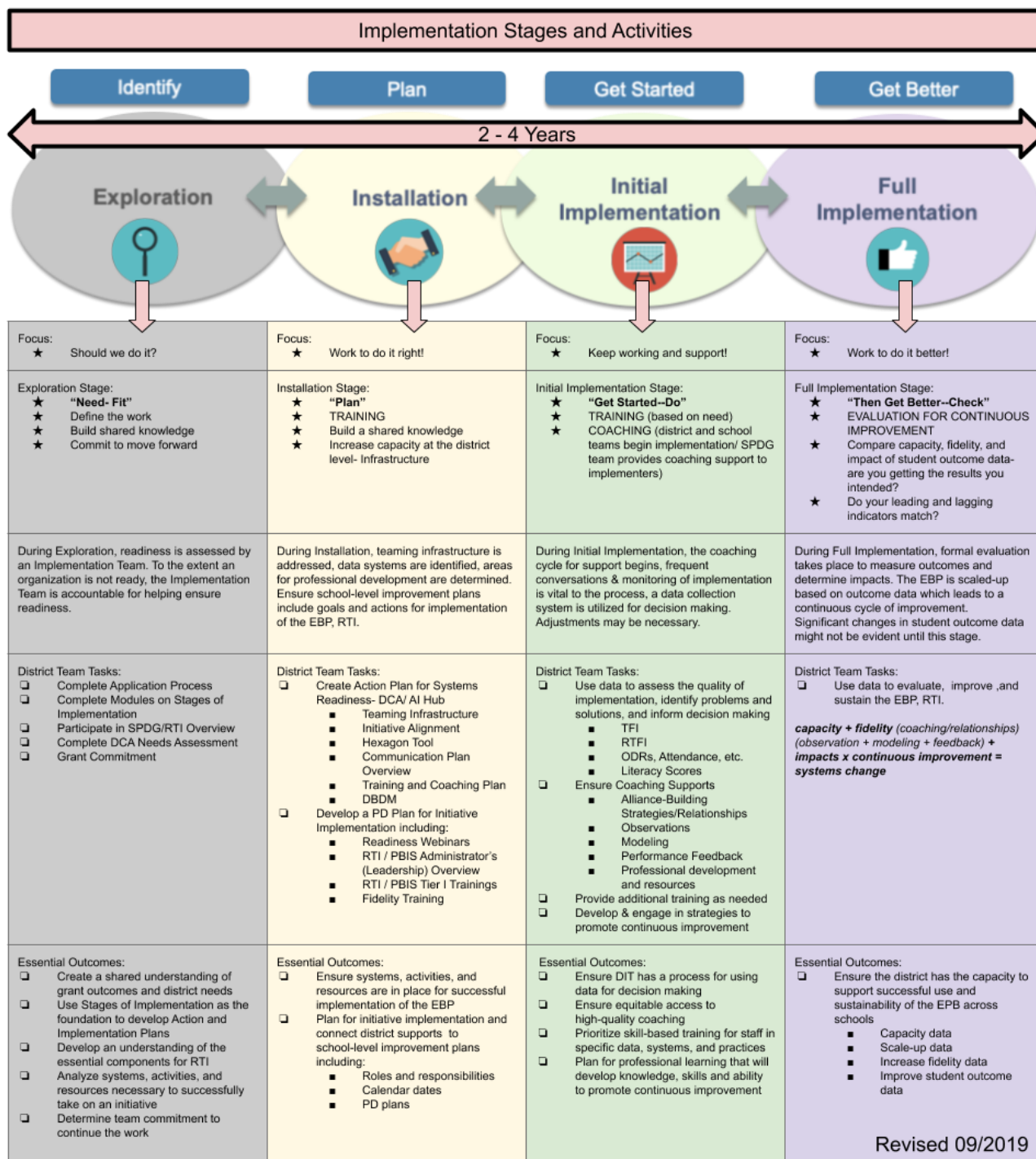
LEAs have worked closely to strengthen the District Implementation Team (DIT) by using the District Capacity Assessment for action planning. Many LEAs have created district-wide RTI guidance documents and communication protocols. The focus on systems alignment and building capacity in team members has created a positive perceptual shift in this complex work.

The DITs work closely with building leadership teams to communicate, train, and coach practitioners. In the thirty-one SSIP targeted schools, professional learning communities serve as the conduit for communication. Building level teams collaborate with instructional teams to develop data-based decision making protocols for providing instruction and intervention within a school-wide system.

RTI implementation provides educators with knowledge about the RTI framework, its elements and the resources available to support implementation. Autonomy is given to building level teams to create a plan to communicate with parents and staff about the framework and organizational structures in place for supporting students. SPDG provides training to district and building levels teams for assessing

and monitoring the fidelity of implementation of RTI. The SPDG has outlined the support and implementation of RTI utilizing the following stages of implementation for RTI Arkansas. (Exhibit I.17-18)

### Exhibit I-17.18: Implementation Stages and Activities for RTI Arkansas



## **Overview of District Activities:**

- District Implementation Teams are formed and meet monthly to support the RTI work in the targeted schools. The DCA results guide the action planning and next steps of this team.
- A joint funded position was created between SPDG and the first implementation district to fund an RTI District Coordinator. This position is the communication liaison between SPDG and the district. Other districts identify the district coach/contact during the first two phases of implementation.
- The district level coaches are essential for district sustainability of RTI. District level coaches work with the district leadership team to develop a district RTI implementation plan, including alignment to other district initiatives.
- District Implementation Teams manage and support RTI implementation (providing professional development and coaching support to school-level teams).

## **Overview of School Activities:**

School level coaches have been identified and trained to support the RTI work in the areas of literacy and behavior. The school level coaches are essential for school implementation of RTI.

- Professional development and coaching are provided based on the results from the R-TFI and the PBIS-TFI.
- The district and schools receive professional development and coaching in RTI leadership and infrastructure, data-based decision-making, literacy core instruction, differentiated instruction, PBIS implementation, and classroom management.
- The coaching support within the schools is also being provided by the district RTI coaches and SPDG staff through observation data and attendance at leadership team meetings.

# **Section Three: Overall SSIP Data on Implementation and Outcomes**

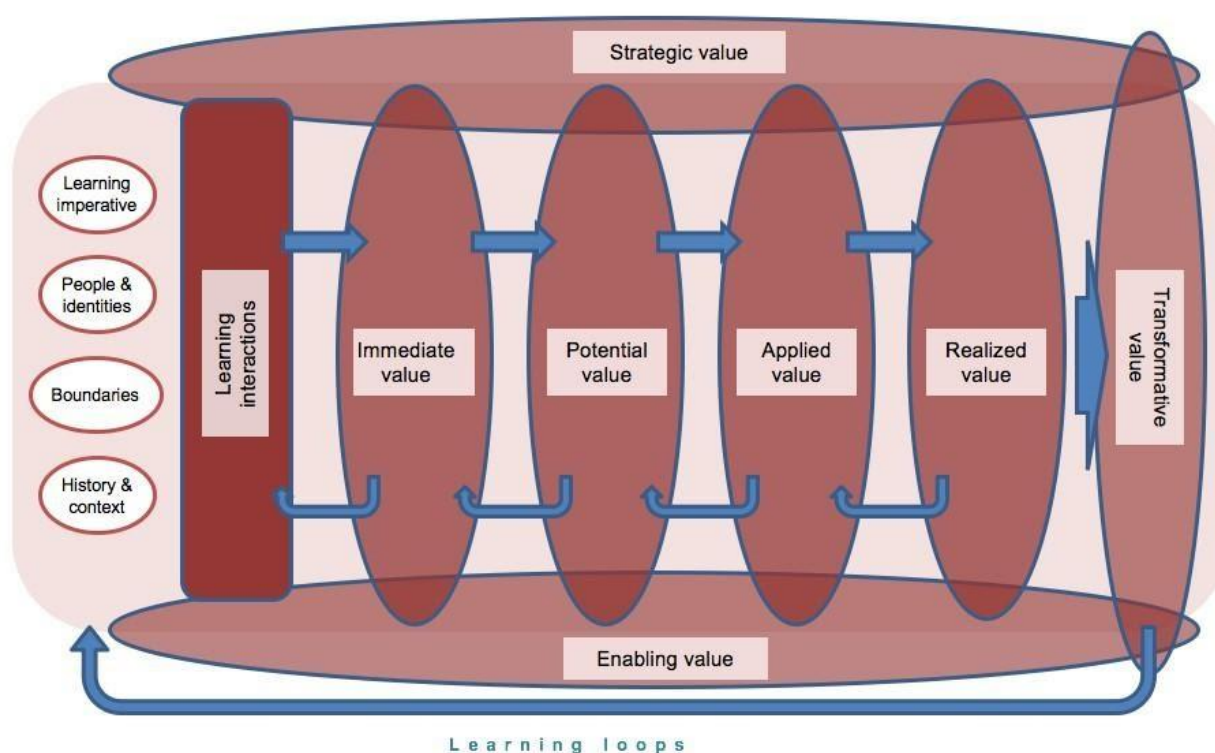
To ensure alignment of the evaluation plan to the theory of action, the DESE developed a logic model for each strategy. The logic model was essential because it operationalized the theory of action and established short, intermediate, and long-term goals and outcomes for each strategy.

As part of the continuous improvement process, the DESE is also interested in learning from the groups that work and collaborate with the state to operationalize the theory of action. To create this important feedback loop, and better understand how the SSIP work contributes over time, the DESE uses a learning framework by respected learning theorists, Etienne and Beverly Wenger-Trayner.

A coordinated system of support continues to evolve around the focus of general and special educators working together in an aligned system to serve all students, especially students with disabilities. The DESE will be piloting an Inclusive Practices Professional Learning Community Project in 2020 to emphasize the need for special educators and general educators to collaborate around student learning, especially for students with disabilities.

The DESE will continue to use and promote Etienne and Beverly Wenger-Trayner's Value Creation Framework as a tool for validating the logic model from the perspectives of participants. It is a tool for collecting structured information (in the form of value-creation stories) necessary to test the logic model. Wenger-Trayner developed a system for detecting value from the perspective of both the agency and from the perspective of the intended beneficiaries. The framework permits the DESE to convey how understanding and appreciating the broad landscape of education has allowed them to capitalize on the opportunities to build a more aligned system in which special education and general education benefit equally.

## Exhibit I-17.19: Value Creation Framework by Etienne Beverly Wenger-Trayner



The DESE will continue using this framework to enable participants to understand how “value” is on a continuum or cycle (see above – i.e. immediate, potential, applied, and realized value). The framework depends on participants recognizing the value created in one cycle and translating this value into the next one. Ultimately for cross unit work to be sustained, there needs to be realized value by members of the team. The power of this framework embodies the experience of sharing learning across the cycles. NCSI will continue to work with the State Management Team to concretely verbalize learned information through the implementation of SSIP activities within specific context. In September of 2019, all of the technical assistance providers in the Arkansas Collaborative Consultants were trained in the Value Creation Framework. This framework will be a part of the systems coaching model that will be developed in the next reporting cycle.

Ultimately, the long-term outcomes of this strategy determine if the coordinated system of support provided timely, targeted, and differentiated supports to meet the needs of LEAs. A critical goal of coordinated support is to enable targeted LEAs to increase the literacy achievement on the statewide assessment for students with disabilities in grades 3-5.

## Progress on Strategy One

In the previous phase of SSIP implementation, it was decided that the DESE Strategic Performance Management (SPM) team would serve as the agency’s organizational mechanism for system alignment. All DESE divisions are represented in monthly SPM meetings, and the work of the SSIP for both strategies is reflected in the DESE agency-wide SPM plan (see Exhibit I-17.20).

### Exhibit I-17.20: SSIP Goals, Strategies, and Actions Reflected in SPM

SPM Area	Goals, Strategies, and Actions
DESE Goal (SPM 1)	Each student will meet or exceed educational milestones along pathways to graduate prepared for college, career, and community engagement.
DESE Strategy (SPM 1.2)	We believe when high-quality learning standards are established with support for a student-focused learning system, and educators implement rigorous instruction with high-quality standards within a student-focused learning system, then students will meet or exceed educational milestones along the pathway to graduate prepared for college, career, and community engagement.
DESE Milestone (SPM 1.2.45)	Coordinate professional development opportunities to support implementation of a multi-tiered system of support (RTI Arkansas) for behavior and literacy
DESE Actions (SPM 1.2.45)	<ul style="list-style-type: none"> <li>• Engage stakeholders on the RTI Advisory Council for feedback and suggestions for agency-wide MTSS supports to LEAs (SPM Action 1.2.45.1)</li> <li>• Facilitate cross-unit review of Tiered Positive Behavior Interventions and Supports (PBIS) Modules with stakeholders from DESE and affiliates (SPM Action 1.2.45.2)</li> <li>• Complete RTI Arkansas modules and facilitator guides as a universal support to LEAs housed on the DESE Website (SPM Action 1.2.45.3)</li> <li>• Collaborate with the Office of Coordinated Supports and Services (OCSS) to assist with cross-unit development and onboarding of state leads/coaches for behavior and special education (SPM Action 1.2.45.4)</li> <li>• Create an infographic outlining the DESE multi-tiered system of supports for behavior (SPM Action 1.2.45.5)</li> <li>• Facilitate a state-wide institute to support LEAs’ knowledge and implementation of a multi-tiered system of supports (SPM Action 1.2.45.6)</li> </ul>



To address the goal, strategy and milestones in SPM, alignment of [Marzano’s High Reliability School \(HRS\) Framework](#), [Professional Learning Communities at Work®](#) and the [Reading Initiative for Student Excellence \(R.I.S.E. Arkansas\)](#) occurred during this reporting period. In addition, the Arkansas DESE received technical assistance from the Council of Chief State School Officers (CCSSO) to develop and implement a plan to advance the preparation and practice of effective inclusive principal leadership through the [Advancing Inclusive Principal Leadership \(AIPL\) State Initiative](#). Updates to the revised SSIP theory of action now reflect the alignment of the above-listed DESE initiatives with the work around inclusive practices and leadership to support students with disabilities. During the development of the state-specific AIPL goals, the state team decided to that it was important to link the development of work of inclusive practices and principal leadership to the Arkansas SSIP plan, with a focus on the cross-alignment of work. The cross-division effort of the Arkansas State AIPL team is represented by the interagency roles of the following members:

**Exhibit I-17.21: Cross Division and Interagency Roles of AIPL Team Linked to the SSIP**

<b>State AIPL Team Member/Role</b>
DESE Assistant Commissioner, Learning Services
DESE Director of Educator Support and Development
DESE Assistant Commissioner, Educator Effectiveness and Licensure
Assistant State Superintendent, Office of Coordinated Support and Services
Chair, Associate Professor for Leadership Studies, University of Central Arkansas
DESE Director of Student Support Services
Principal of Springhill Elementary, Greenbrier School District
DESE Director of Special Education
DESE Coordinator of the State Systemic Improvement Plan



## **Progress on Strategy Two—Data and Implementation Outcomes**

The Arkansas SPDG was written to directly align and support the SSIP. The evaluation of improvement Strategy Two-implementation of RTI, is directly aligned with the SPDG evaluation plan. The same external evaluation team written into the SPDG, Public Sector Consultants, will evaluate the implementation of RTI. The SPDG’s comprehensive evaluation system will measure RTI capacity, fidelity of implementation, and student outcomes.

### **State Level RTI Implementation and Data**

The State Implementation Team completed the SISEP State Capacity Assessment (see copy in Appendix I) in March 2020, with a focus on RTI. The SCA is designed to support scaling up of evidence-based practices by providing a regular measure of state capacity, a structured process for completing a state action plan, information on progress towards goals, and a common infrastructure for implementation. The assessment was facilitated by the SSIP Director and the SPGD Director and examined the following components of state capacity:

- State Management Team Investment
  - Implementation Role and Functions
  - Coordination and Implementation
  - Leadership
- Systems Alignment
  - Implementation Guidance Documents
  - State Design Team
- Commitment to Regional Implementation Capacity
  - Resource for Regional Implementation Capacity
  - Support for Regional Implementation Team Functioning

The State Implementation Team met to review the State Capacity Assessment results and revise an action plan based on areas of strength and need. Based on results from the SCA, the Team decided to continue to focus on the area of Regional Implementation Capacity. The following milestone was added to DESE’s 2019-2020 Strategic Performance Management (SPM) tool as a result:

Expand implementation of RTI to the regional level through educational cooperatives in order to build capacity for statewide RTI implementation.

Action steps for the SPM milestone were outlined by the State Implementation Team and stakeholders to ensure alignment between the work of the SPDG and SSIP support as shown in Exhibit I-17.22.

**Exhibit I-17.22: Milestone Update Projected Activities**

Milestone	Action Steps
1.2.32.1.	Finalize "RTI Overview" content developed in partnership with American Institutes for Research
1.2.32.2	DESE Team review and approve "RTI Overview" module for use at ESCs and APSRC Schedule trainings from October 2019 to February 2020
1.2.32.3	Finalize "RTI for High Schools" training content (Parts 1, 2, and 3).
1.2.32.4	Provide "RTI for High Schools" trainings at ERZs

**Short-Term and Long-Term Goal**

The State Implementation Team will complete this assessment at least annually.

**Short-term goal:** A 10% annual increase in total number of indicators in place.

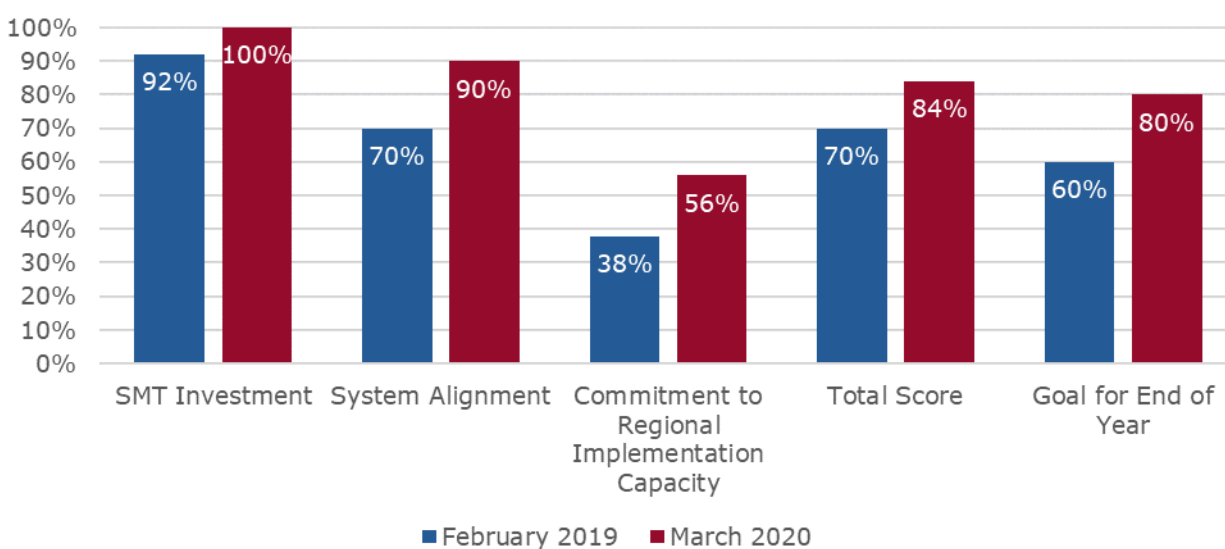
**Long-term goal:** 80% of the indicators in place.

During this reporting cycle, the SCA was administered in March 2020 and the state’s total score was 84% of the total number of indicators in place. The state met the short-term goal of an increase of 10%. The SPDG has a long-term goal of 80% of all the indicators in place. Currently, the SPDG is meeting the long-term goal in the areas of State Management Team Investments and Systems Alignment. System Alignment is still an area of focus as ESCs are supported in the coherence of initiatives, but additional emphasis will be placed on DESE’s Commitment to Regional Implementation Capacity. The following chart and graph depict the results of the SCA over time. (Exhibit I.17-23 and I.17-24)

### Exhibit I-17.23: State Capacity Assessment Results

Date SCA Administered	Total Number of Indicators in Place	Short-Term Goal Met
March 2016	50%	Baseline Data
July 2017	42%	No
February 2019	70%	Yes
March 2020	84%	Yes

### Exhibit I-17.24: State Capacity Assessment Subscale and Total Scores for Capacity to Support RTI



Date	SMT Investment	System Alignment	Commitment to Regional Implementation Capacity	Total Score	Goal for End of Year	Goal Met
February 2019	92%	70%	38%	70%	60%	Yes
March 2020	100%	90%	56%	84%	80%	Yes

## Regional Level RTI Implementation Data

### Regional Capacity Assessment

The Regional Capacity Assessment is administered at least yearly in all formal partnerships with Educational Service Cooperatives (ESC). The RCA is designed to assist ESCs in their efforts to effectively support districts. It determines the systems, activities, and resources that are necessary for an ESC to be able to facilitate district level implementation and scaling up of effective innovations. In FFY18, SPDG began working with one of the fifteen ESCs in Arkansas on assessing the capacity of the Regional Implementation Team (RIT). The first administration of the SISEP Regional Capacity Assessment was in October 2018 and is used as baseline data. The Regional Implementation Team completed the second RCA in September 2019. The assessment was facilitated by the SPGD Director and RTI Literacy Coordinator and examined the following components of RIT capacity:

- Leadership
  - Leadership
  - Action Planning
- Competency
  - Fidelity - Performance Assessment
  - Staff Selection
  - Training
  - Coaching
- Organization
  - Decision Support Data Systems
  - Facilitative Administration
  - Systems Intervention
- Stage-based Functioning
  - Stage-based Functioning

## Short-Term and Long-Term Goal

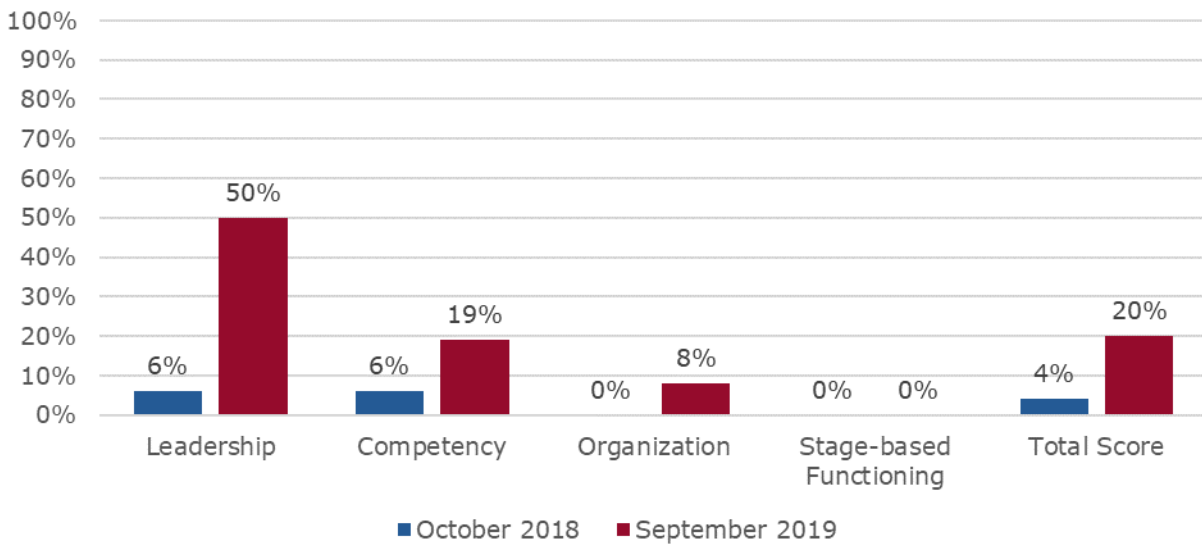
The Regional Implementation Team will complete this assessment at least annually.

**Short-term goal:** A 10% annual increase in total number of indicators in place.

**Long-term goal:** 80% of the indicators in place.

Exhibit I-17.25 shows the Regional Capacity Assessment results for 2018 and 2019.

### Exhibit I-17.25: Regional Capacity Assessment Results Subscale and Total Score



Date	Leadership	Competency	Organization	Stage-based Functioning	Total Score
October 2018	6%	6%	0%	0%	4%
September 2019	50%	19%	8%	0%	20%

During this reporting cycle, the RCA was administered in September 2019 and the RIT's total score showed 20% of indicators in place. The RIT met the short-term goal of an overall increase of 10%. Data indicated the ESC made huge strides in leadership, but needs to focus on competency, organizational structures, and stage-based functioning. The ESCs development of a Regional Implementation Team and the creation of a Regional Implementation Plan contributed to the significant growth in leadership. The ESC continues to work on processes and supports needed for operationalizing and assessing the RIT's capacity to perform intermediary functions between state and local agencies, which will strengthen the organizational

structure. Based on 2019 RCA data, the RIT created goals and action planning related to RIT team development, supporting district leadership, and supporting training and coaching initiatives. The ESC has created sub-committees to focus on each low performing competency driver and develop processes and resources to increase the RIT's shared knowledge and capacity to support districts.

## **RTI Trainings**

The SPDG uses a training survey created by Public Sector Consultants (PSC) for all professional development trainings offered. The SPDG partnered with ESCs and ERZs to provide a high-level RTI overview training and offer support for RTI implementation to all ESC content specialists, ERZ directors, as well as district leadership teams across the state.

The following summary and graphs depict the collective results from the RTI Overview and RTI for High School trainings.

## **Educational Service Cooperative Data**

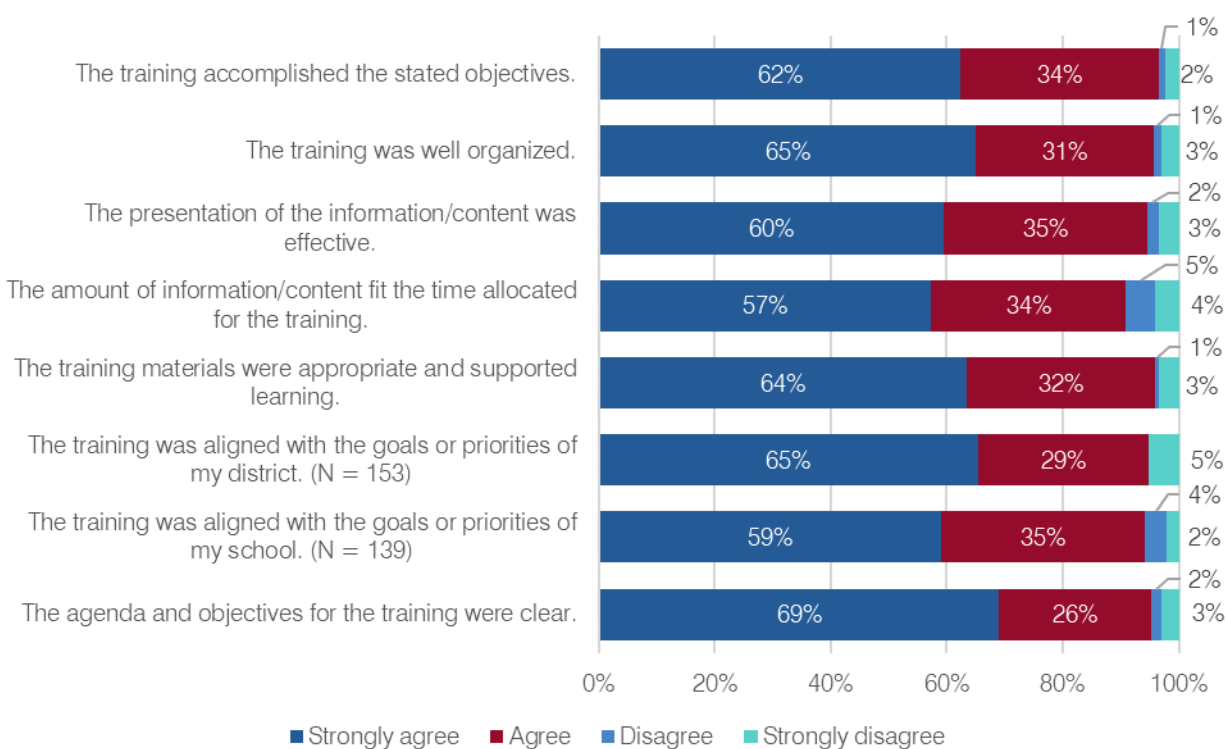
The SPDG team had a total of 298 participants respond to the survey. Many training attendees indicated their most significant learnings centered around the resources that are available for RTI, including online support. Participants also noted that they learned about the Arkansas RTI model, essential components, and difference between each tier. They feel they have a better understanding of how to develop an action plan, make data-based decisions, implement RTI, and implement the four-step problem solving process.

### **Assessment of Training Elements**

Assessment of Training Elements includes data related to the delivery, provided resources and materials, and the overall objectives of the RTI Overview training.

- Between 91 to 96 percent of attendees who responded to the survey agreed or strongly agreed with the training element statements about the delivery and organization of the training.
- Nearly all respondents (96 percent) indicated the training accomplished the stated objectives and noted that the training materials were appropriate and supported learning.
- Some attendees (9 percent) suggested the amount of information and content did not fit into the time allocated for the training, while 6 percent said the training was not aligned with the goals or priorities of their district or their school.

## Exhibit I-17.26: Ratings of Training Elements



N ranged from 292–297 unless otherwise noted

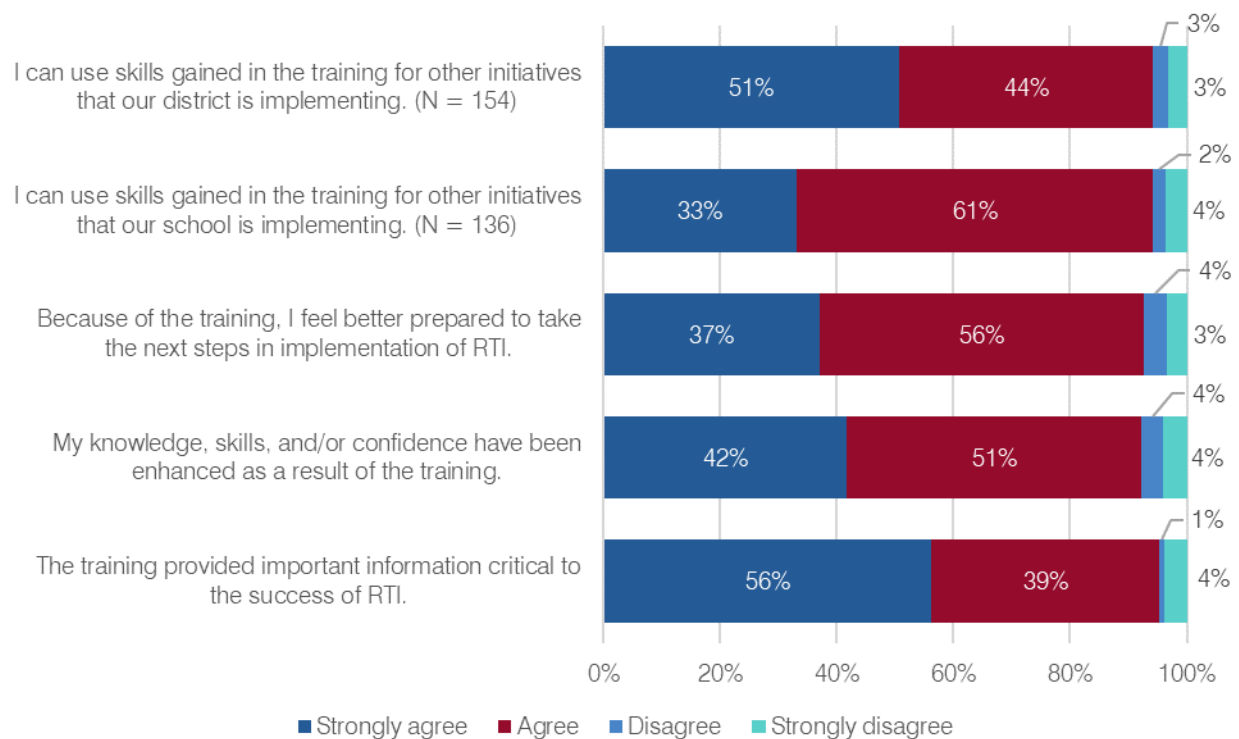
Statement	Strongly agree	Agree	Disagree	Strongly disagree
The training accomplished the stated objectives.	62%	34%	1%	2%
The training was well organized.	65%	31%	1%	3%
The presentation of the information/content was effective.	60%	35%	2%	3%
The amount of information/content fit the time allocated for the training.	57%	34%	5%	4%
The training materials were appropriate and supported learning.	64%	32%	1%	3%
The training was aligned with the goals or priorities of my district.	65%	29%	0%	5%
The training was aligned with the goals or priorities of my school.	59%	35%	4%	2%
The goals and objectives for the training were clear.	69%	26%	2%	3%

## Assessment of Training Application

The Assessment of Training Application data includes responses regarding the newly acquired skills and the relevance of information presented in the RTI Overview training.

- The majority of training attendees who responded to the survey (93 percent to 95 percent) agreed or strongly agreed with the training application statements.
- In total, 95 percent of respondents indicated they can use the skills gained in the training for other initiatives their district or school is implementing.
- Of the training attendees who responded to the survey, 8 percent of attendees indicated they did not feel their knowledge, skills, or confidence were enhanced as a result of the training, while 7 percent said they do not feel better prepared to take the next steps in implementation of RTI.

### Exhibit I-17.27: Rating of Training Impact on Skill Level



N ranged from 292–297 unless otherwise noted



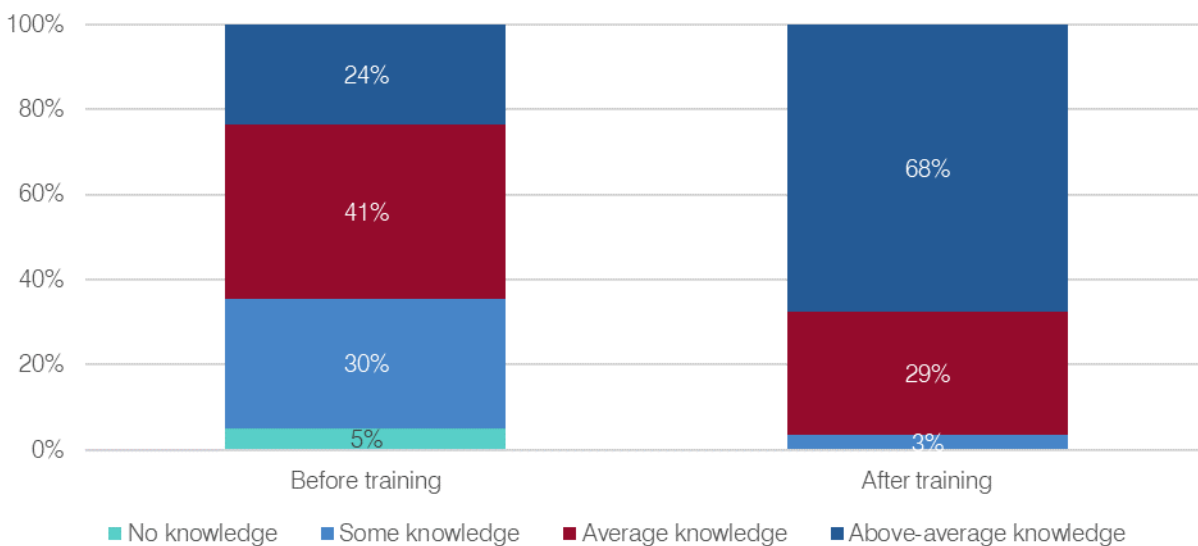
<b>Statement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I can use skills gained in the training for other initiatives that our district is implementing.	51%	44%	3%	3%
I can use skills gained in the training for other initiatives that our school is implementing.	33%	61%	2%	4%
Because of the training, I feel better prepared to take the next steps in implementation of RTI.	37%	56%	4%	3%
My knowledge, skills, and/or confidence have been enhanced as a result of the training.	42%	51%	4%	4%
The training provided important information critical to the success of RTI.	56%	39%	1%	4%

**Impact on Content Knowledge**

The Impact on Content Knowledge data presents participant RTI knowledge before and after the RTI Overview training.

- Before the training, 24 percent of attendees said they had above-average knowledge of RTI, compared to 68 percent after the training.
- Nearly all attendees (97 percent) indicated having average or above average knowledge of RTI after the training.
- Before the training, 35 percent of respondents felt they had no knowledge or some knowledge of RTI. After the training, only 3 percent felt they had some knowledge and no respondents said they had no knowledge.

### Exhibit I-17.28: Impact on Content Knowledge



N = 296

Level of Knowledge	Above-average knowledge	Average knowledge	Some knowledge	No knowledge
Before training	24%	41%	30%	5%
After training	68%	29%	3%	0%

### Educational Renewal Zone Data

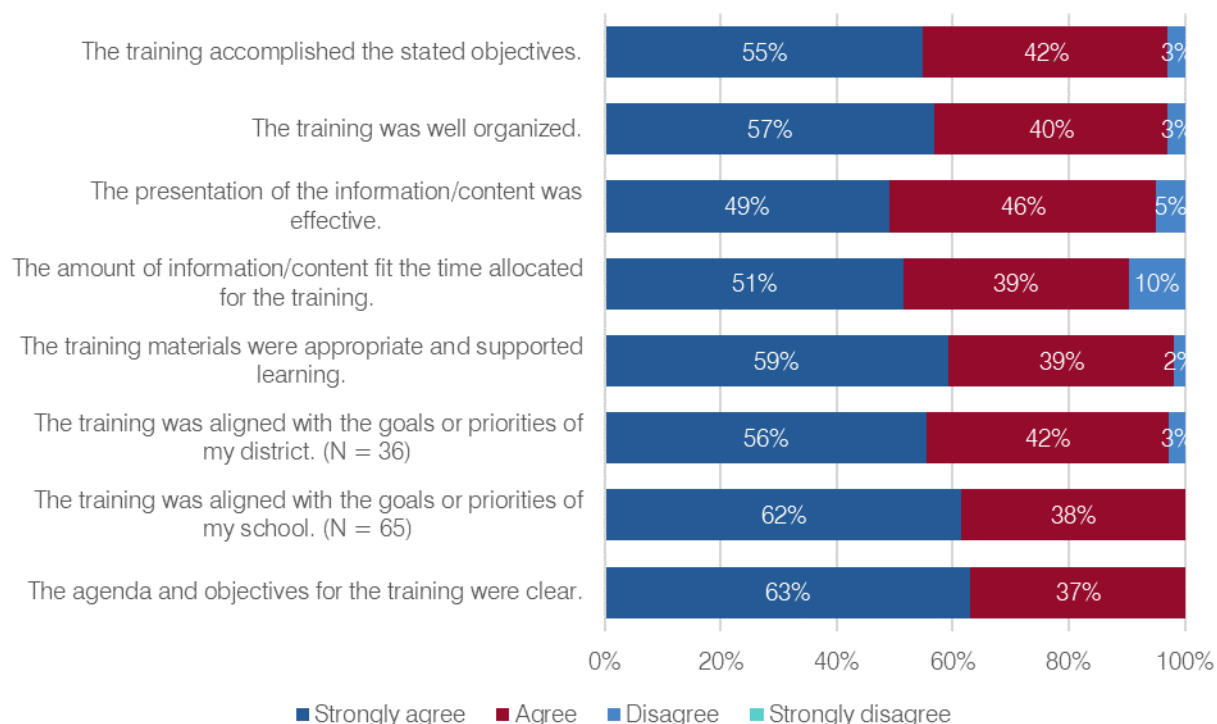
The SPDG team had a total of 105 participants respond to the survey. Training attendees indicated their most significant learnings included the understanding how to better implement RTI at the high school level; the differences between elementary and high school RTI; clarifying the importance of comprehension strategies, vocabulary, and other tools for secondary RTI; and available resources. Several training attendees said they would be interested in Module 2 and Module 3 trainings, as well as more detailed information on implementation, interventions, and strategies.

### Assessment of Training Elements

Assessment of Training Elements includes data related to the delivery, provided resources and materials, and the overall objectives of the RTI for High Schools training.

- In total, 90 percent or more of training attendees who completed the survey either strongly agreed or agreed with each of the training element statements about the delivery and organization of the training.
- All attendees who completed the survey indicated that the training was aligned with the goals and priorities of their school and that the agenda and objectives for the training were clear.
- A small proportion of respondents (10 percent) noted that the amount of information/content presented did not fit the time allocated for training.

**Exhibit I-17.29: Rating of Training Elements**



N ranged from 102–103 unless otherwise noted

Statement	Strongly agree	Agree	Disagree	Strongly disagree
The training accomplished the stated objectives.	55%	42%	3%	0%
The training was well organized.	57%	40%	3%	0%
The presentation of the information/content was effective.	49%	46%	5%	0%
The amount of information/content fit the time allocated for the training.	51%	39%	10%	0%

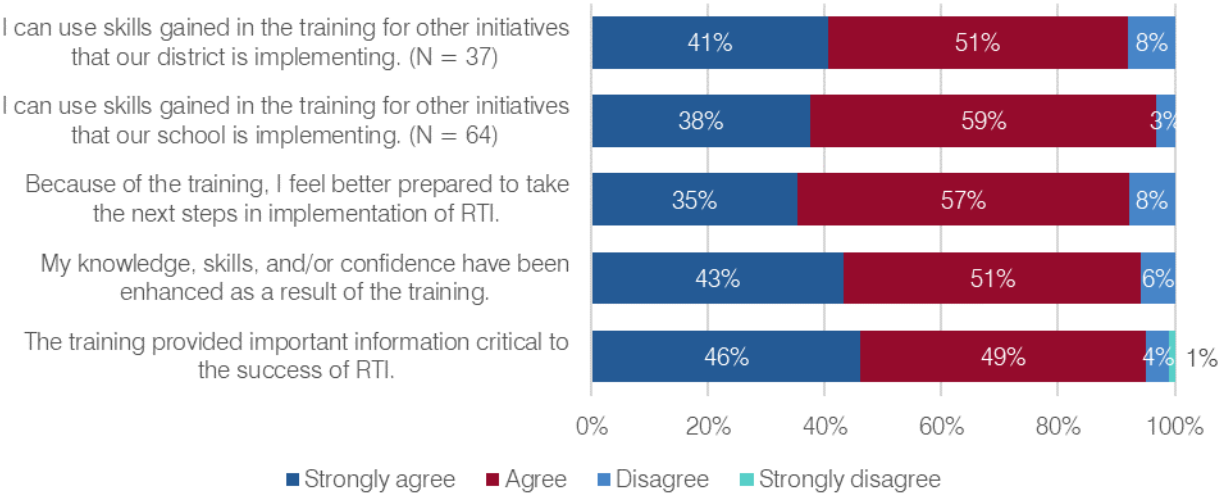
Statement	Strongly agree	Agree	Disagree	Strongly disagree
The training materials were appropriate and supported learning.	59%	39%	2%	0%
The training was aligned with the goals or priorities of my district.	56%	42%	3%	0%
The training was aligned with the goals or priorities of my school.	62%	38%	0%	0%
The goals and objectives for the training were clear.	63%	37%	0%	0%

**Assessment of Training Application**

The Assessment of Training Application data includes responses regarding the newly acquired skills and the relevance of information presented in the RTI for High Schools training.

- Most attendees who completed the survey agreed or strongly agreed with the training application statements (92 percent to 97 percent).
- Nearly all respondents (97 percent) indicated they gained skills in the training for other initiatives their school is implementing.
- Some attendees who completed the survey (8 percent) suggested they cannot use the skills gained in the training for other initiatives that their district is implementing and 8 percent indicated that they do not feel better prepared to take the next steps in implementing RTI.

**Exhibit I-17.30: Rating of Training Impact on Skill Level**



N ranged from 102–104 unless otherwise noted

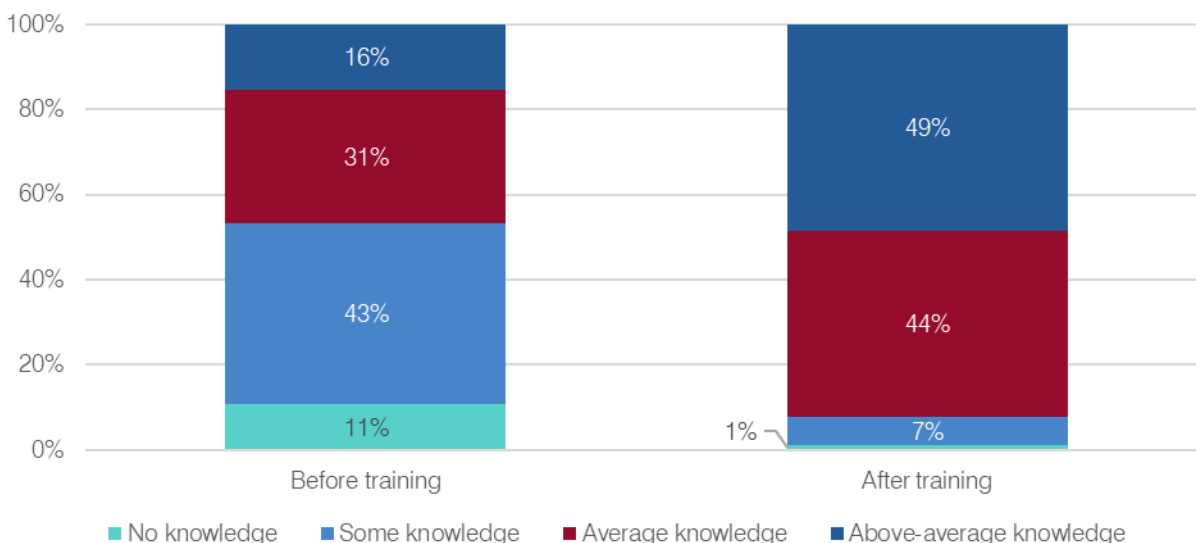
Statement	Strongly agree	Agree	Disagree	Strongly disagree
I can use skills gained in the training for other initiatives that our district is implementing.	41%	51%	8%	0%
I can use skills gained in the training for other initiatives that our school is implementing.	38%	59%	3%	0%
Because of the training, I feel better prepared to take the next steps in implementation of RTI.	35%	57%	8%	0%
My knowledge, skills, and/or confidence have been enhanced as a result of the training.	43%	51%	6%	0%
The training provided important information critical to the success of RTI.	46%	49%	4%	1%

**Impact on Content Knowledge**

The Impact on Content Knowledge data presents participant RTI knowledge before and after the RTI for High Schools Training.

- Almost half of the training attendees who responded to the survey said they have above-average knowledge of the covered content areas after the training (49 percent), compared to only 16 percent before the training.
- Prior to the training, 54 percent of all respondents indicated they had some knowledge or no knowledge of RTI for high school. After the training, only 8 percent of respondents said they had some or no knowledge.

### Exhibit I-17.31: Impact on Content Knowledge



N = 103

Level of Knowledge	Above-average knowledge	Average knowledge	Some knowledge	No knowledge
Before training	16%	31%	43%	11%
After training	49%	44%	7%	1%

### District Level RTI Data

The District Capacity Assessment is administered at least annually in all SSIP targeted schools. The purpose of the DCA is to provide a structured process to assess capacity needs in order to support RTI and the development of a district action plan. It provides the District Implementation Team with information needed to monitor progress towards district and building RTI goals; support a common infrastructure for the implementation of RTI to achieve desired outcomes for students; and provide district and state leadership with a regular measure of the capacity for implementation and sustainment of RTI. The District Implementation Team completes the DCA with the assistance of a trained administrator and a facilitator. The DCA is usually administered by the SPDG staff and facilitated by a district implementation team member.

## Short-Term and Long-Term Goal

The District Implementation Team will complete this assessment at least annually.

**Short-term goal:** 10% increase from the previous year of the total number of indicators scored in place.

**Long-term goal:** 80% of the indicators in place.

78% of SSIP targeted districts met the threshold for the 2018-2019 reporting year. 56% of the target schools met the short-term goal of indicators in place and 22% met the long-term goal of 80% of indicators in place.

## School Level RTI Implementation and Data

In order to measure implementation fidelity for literacy and behavior, schools implement the PBIS Tiered Fidelity Inventory and the Reading-Tiered Fidelity Inventory.

The Tiered Fidelity Inventory tool is used to help schools assess the implementation of a school-wide reading model. Developed by the Michigan Department of Education's Integrated Behavior and Literacy Support Initiative (MIBLSI), the tool was reviewed by national experts and first used in the 2017 – 2018 school year. There is an elementary and secondary version of the tool to differential requirements at each level. The Inventory is divided into three sections (Tier I: Teaming, Implementation, Resources, Evaluation; Tier II and, Tier III Indicators) that can be used separately or in combination to assess the extent to which core features are in place. The purpose of the SWPBIS-Tiered Fidelity Inventory is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of PBIS. The Inventory is divided into three sections (Tier I: Universal PBIS Features; Tier II: Targeted PBIS Features; and, Tier III: Intensive PBIS Features) that can be used separately or in combination to assess the extent to which core features are in place.

## Short-Term and Long-Term Goal

### Literacy

**Short-term goal:** 10% increase from the previous year of the total number of indicators in place

**Long-term goal:** 80% of the R-TFI indicators in place.

One school team reported a 10% increase in the R-TFI score from the last reporting cycle.

72% of school teams met the long term goal of having 80% of the indicators in place.

## Behavior

**Short-term goal:** 10% increase from the previous year of the total number of indicators in place

**Long-term goal:** 70% of the SWPBIS-TFI indicators in place

90% of the schools that reported Tier I PBIS fidelity data, have a score of at least 70% or have increased their score by 10% from the previous year's assessment. Installation and planning for Tier II PBIS took place during the 2018-2019 school year. Teams are in the Initial Implementation phase of Tier II PBIS.

## Student Level RTI Data

An evidence-based, nationally normed literacy screener is required to be adopted and administered in every SSIP district. Each district selects the "best fit" universal screener which is used to identify students who may be at risk for reading difficulties. The results of the screener allow for more focused high-quality instruction, early intervening, and monitoring of progress. All SSIP districts currently have selected and are using a universal literacy screener. Office discipline referrals are being collected as a student outcome measure. The Arkansas Student GPS Dashboard allows educators to utilize educational data in practical and powerful ways, enabling data-based decision-making. The state system provides access to academic and behavioral dashboards that serve as an early warning system for helping teachers and administrators ensure that every student reaches his/her potential. The dashboard aggregates data from existing sources indicates a comprehensive view of each student (including items such as student demographic information, grades and credits, attendance, discipline, state assessment data, local assessment data, college and career readiness, and interventions) as well as roll-up views of the data for classrooms, schools and districts. The dashboard serves as a valuable instructional tool at the classroom, building, and district levels at no cost to the districts. The discipline reporting feature allows districts to view graphs of office discipline referrals by time of day, location, discipline incident, action, grade, and student demographics (race, student with disability, 504, Title I, gifted).



## **Long-Term Goal for Student Outcomes**

### **Literacy**

Schools within districts that are maintaining fidelity or demonstrating annual improvements in fidelity (based on the R-TFI) will show an increase of at least 6% percentage points on grade level literacy.

The SPDG expects as a district increases in capacity to support RTI (as measured by the DCA), then schools will have a greater level of implementation fidelity for literacy (as measured by the R-TFI), which should impact student outcome data.

Sixty-four percent of school teams who administered the R-TFI met either the short or long term goal for fidelity. Forty-three percent of schools who met the fidelity threshold also met the goal of increasing student outcomes by at least six percentage points on grade level literacy.

Of the thirty-six percent not reporting an increase in the R-TFI data, fifty percent met the goal of increasing student outcomes by at least six percentage points on grade level literacy.

### **Behavior**

Eighty percent (80%) of schools within districts that are maintaining fidelity or demonstrating annual improvements in fidelity (based on SWPBIS-TFI) will demonstrate annual reductions in office discipline referrals (ODRs).

The SPDG expects as a district increases capacity to support RTI (as measured by the DCA), then schools will have a greater level of implementation fidelity of PBIS (as measured by the SWPBIS-TFI), which will decrease office discipline referrals.

In 2017 - 2018, the SSIP targeted schools reported 4,138 ODRs which revealed a 38% reduction in the number of reported ODRs for 2016 - 2017. Additionally, for 2017 - 2018, 47% of the SSIP targeted schools reported a decrease in the total number ODRs. In 2018 - 2019, the SSIP targeted schools reported 2,251 ODRs representing a decrease of 46% from the previous year, as well as, 87% of the SSIP targeted schools reported a decrease in the total number of reported ODRs. The reduction in office discipline referrals is evident in the collected data represented in the below chart.

### Exhibit I-17.32 ODR Data for SSIP Targeted Schools

Year	Number Reportable ODRs	Percent of ODR Reduction from the Previous Year	Percent of Schools Reporting a Decrease in Total Reported ODRs
2017 - 2018	4,138	38%	47%
2018 - 2019	2,251	46%	87%

### Arkansas SiMR Data

Arkansas's growth measurement of the SiMR aligns closely with the ESSA growth model. This revision of the measurement has resulted in a new baseline and targets. In January 2018, Arkansas's ESSA plan was approved. The plan includes the use of an individual student growth model. The growth model does not set projection scores but prediction scores for each student. Arkansas's ESSA plan states the "student longitudinal growth model is a simple value-added model that conditions students' expected growth based on students' score histories" (Arkansas ESSA Plan p. 44).

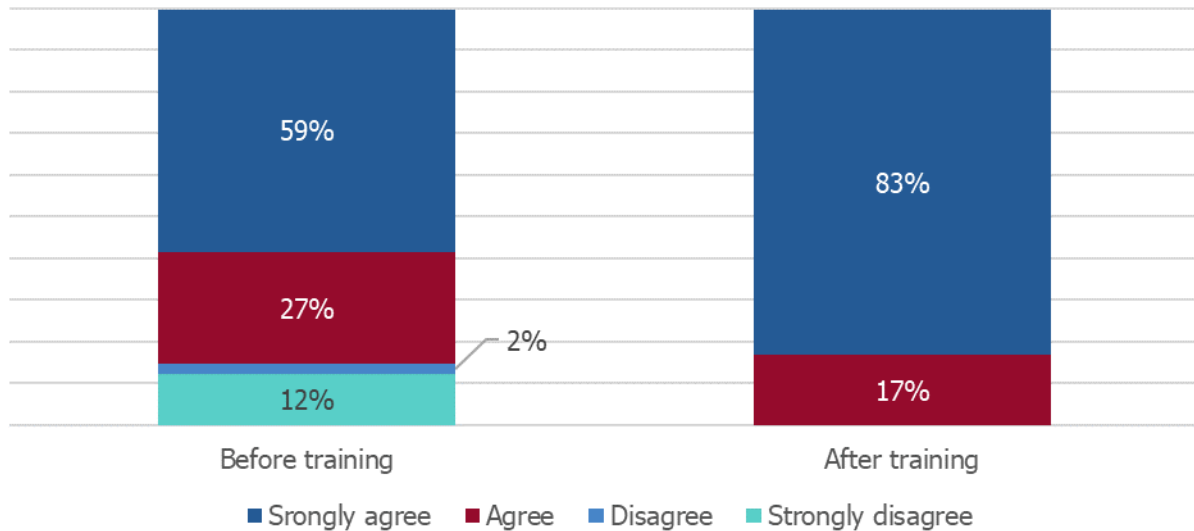
### Parent RTI Data

A parent mentor from the Center for Exceptional Families (TCFEF) worked with SPDG team members, AIR, and DESE's Family and Community Engagement team to create a training module on RTI for Families and Communities. A pre and post assessment survey was distributed in connection with each training that focused on the knowledge level of participants on the topic of RTI. The training focuses on the essential components of Response to Invention (RTI) and embeds resources for families, community members, and educators. The following data reflect results of this activity.

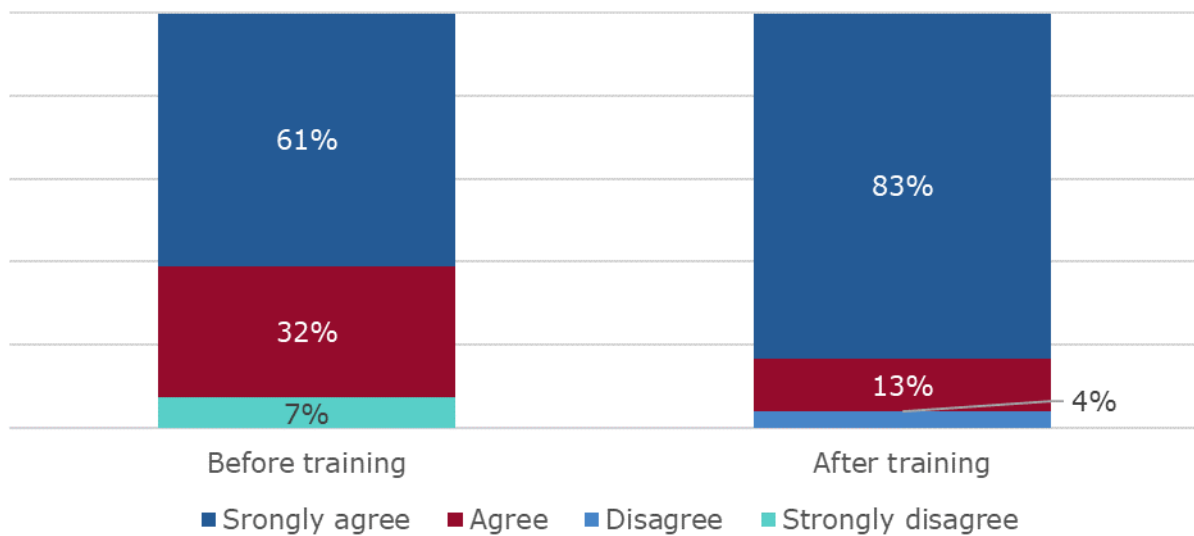
In each survey, participants were asked to rate their level of agreement with the following statements. As shown in the following graphs, the level of agreement increased for each statement after participating in the training.

**Exhibit 33. Level of Agreement with RTI Model Related Statements Before and After Training**

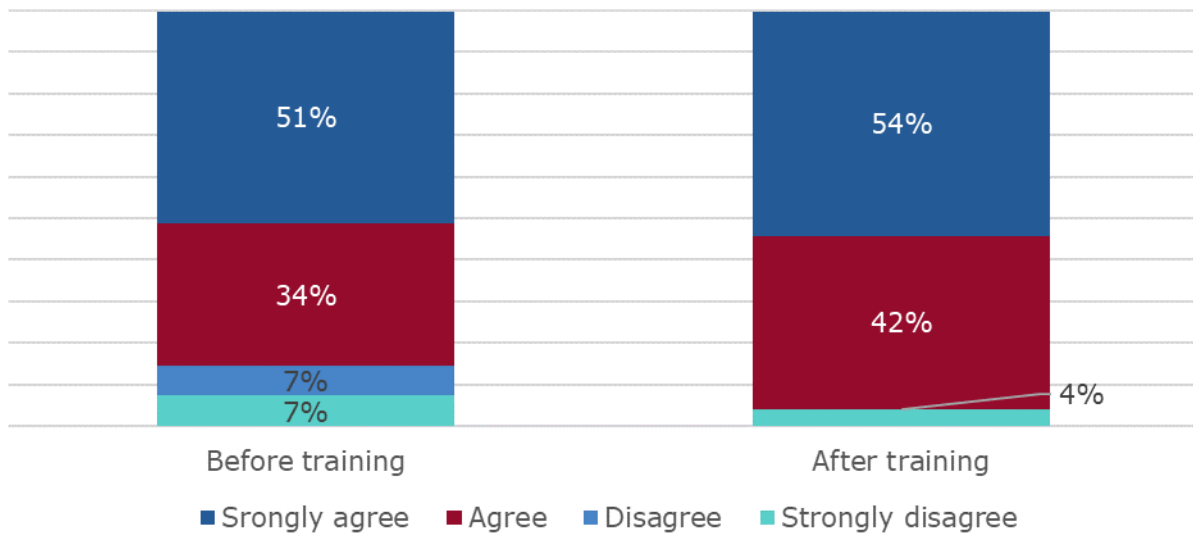
**By Being Involved, I Can Help My Student Success at School**



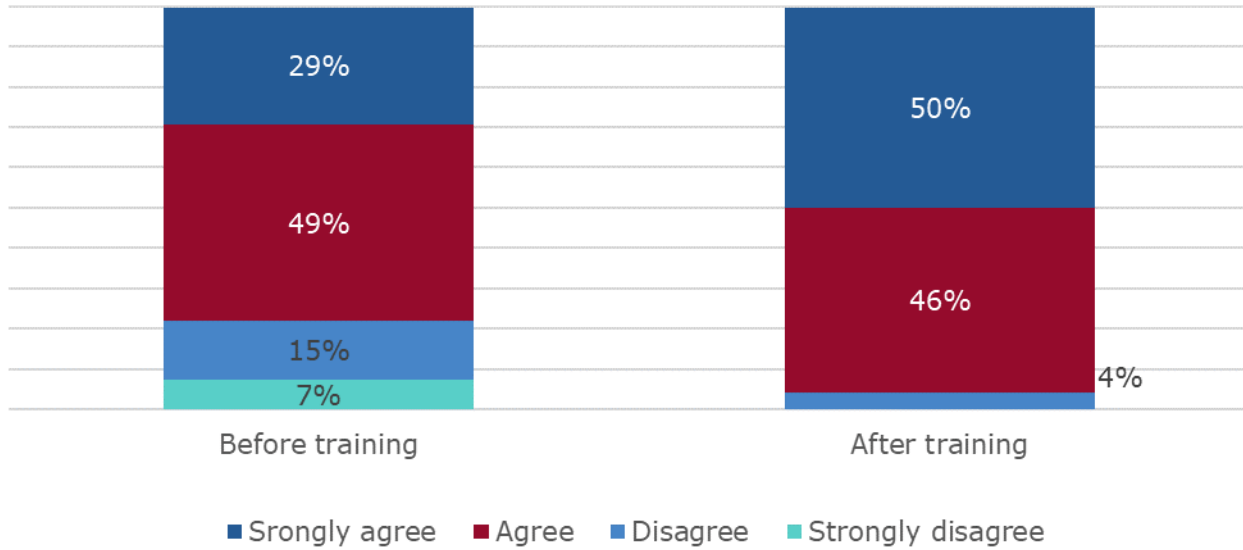
**My Student's Success at School Is Supported by a Learning Environment at Home**



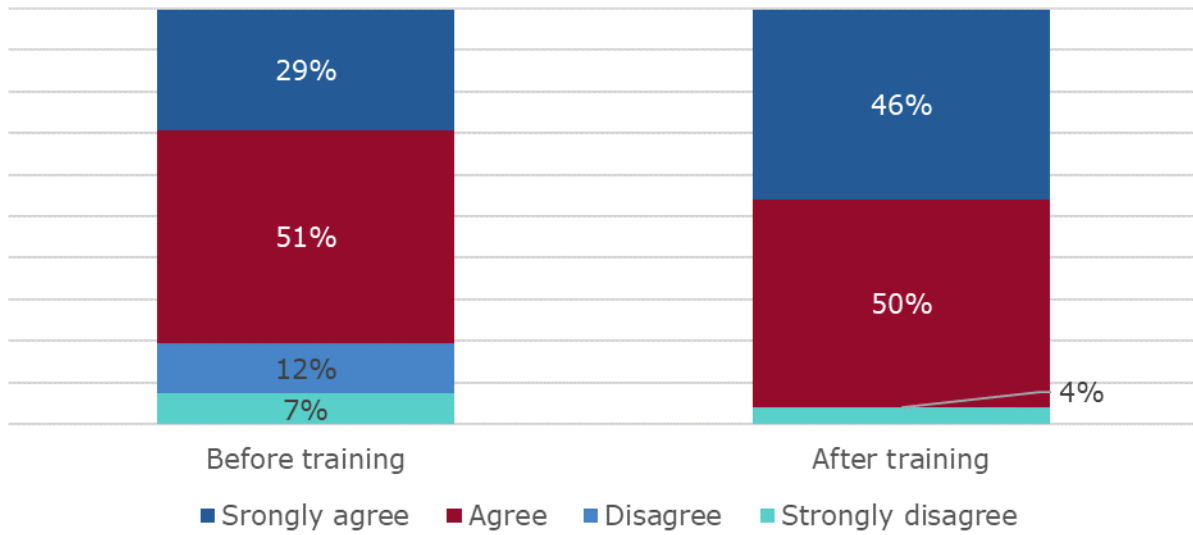
### I Am Comfortable Talking to Teachers or Administrators About My Student's School Performance



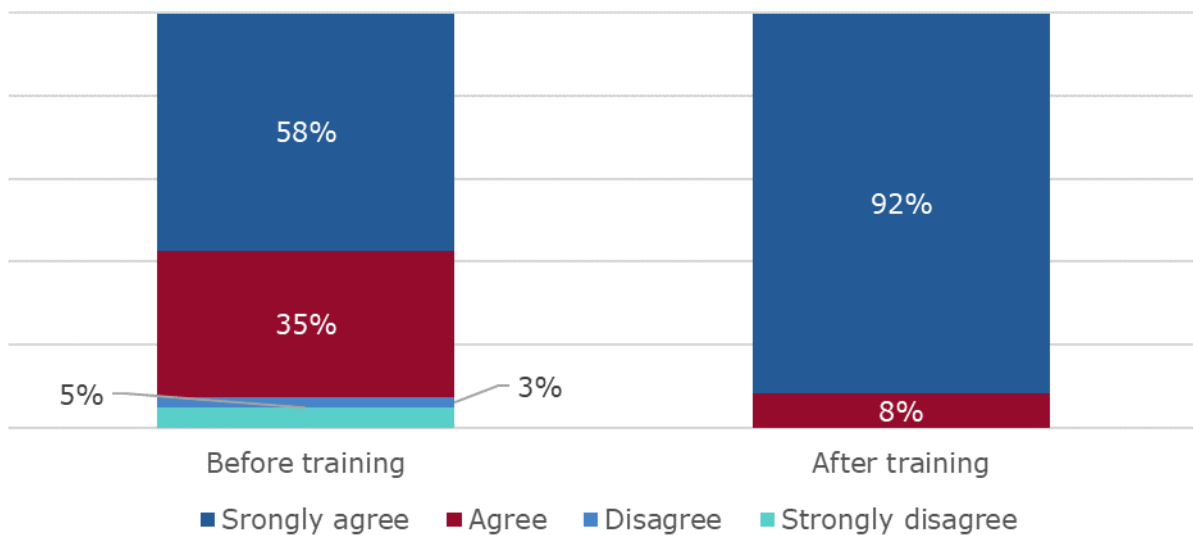
### Teachers and School Administrators Regularly Assess the Educational Needs of Students



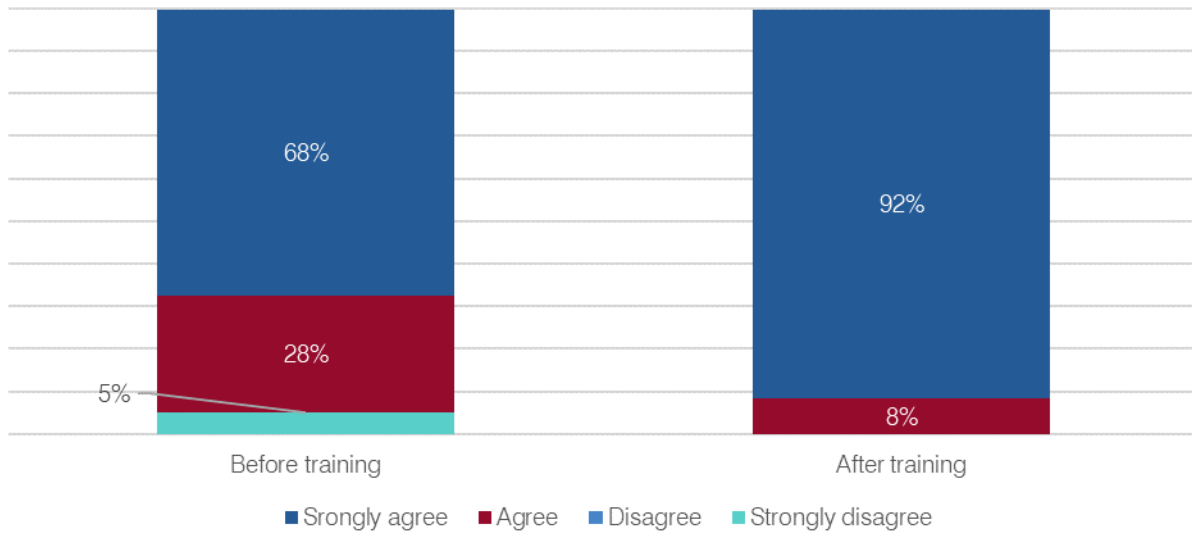
### Schools Share Information About My Students Performance



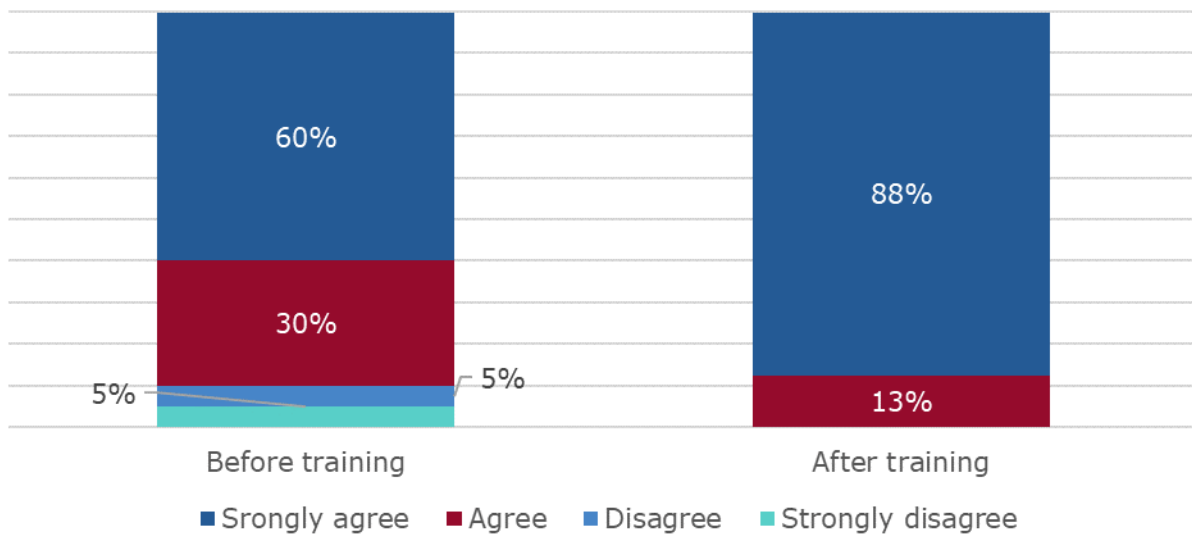
### Schools Should Share Information If They Think My Student Is at Risk of Not Succeeding



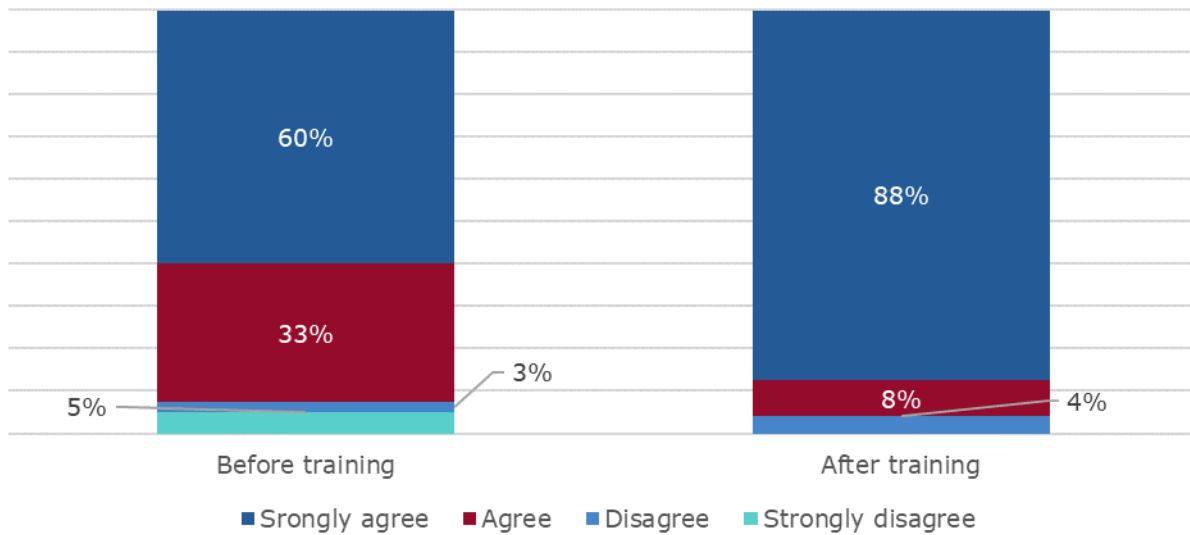
### If a Student Is at Risk, the School Should Intervene Before the Student Falls Behind



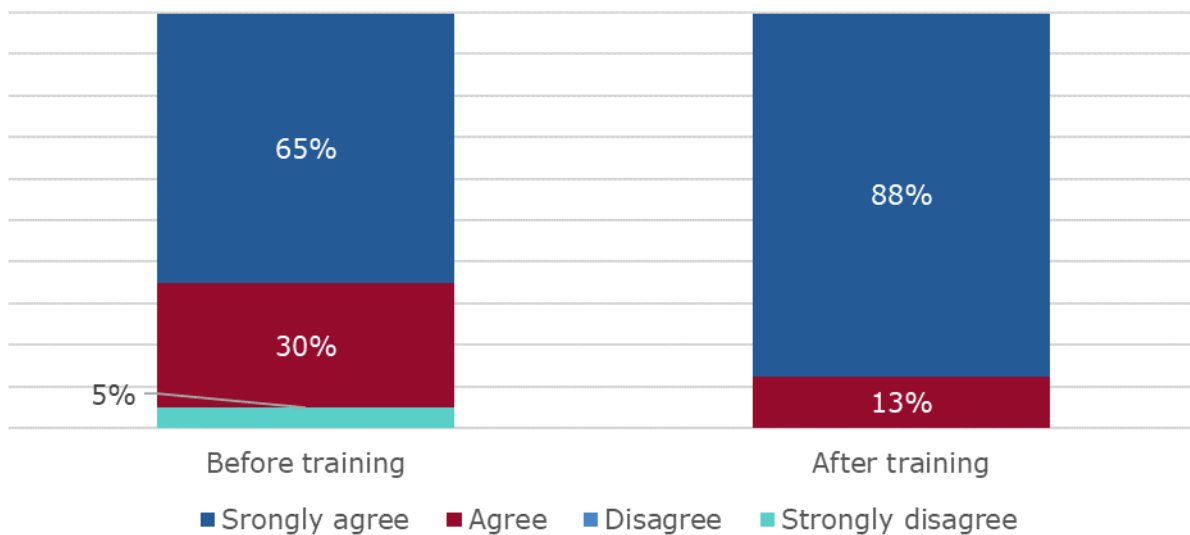
### Student Behavior Affects Their Academic Performance



### All Students Can Benefit From Targeted Teaching and Interventions



### Teaching Approaches and Interventions Should Be Periodically Reviewed to See How They Are Working



Number of respondents to presurvey statements was between 40 and 41; Number of respondents on postsurvey statements was 24

## Before Training

Statement	Strongly agree	Agree	Disagree	Strongly disagree
By being involved, I can help my student succeed at school	59%	27%	2%	12%
My student's success at school is supported by a learning environment at home	61%	32%	0%	7%
I am comfortable talking to teachers or administrators about my student's school performance	54%	42%	0%	4%
Teachers and school administrators regularly assess the educational needs of students	29%	49%	15%	7%
Schools share information about my student's performance	29%	51%	12%	7%
Schools should share information if they think my student is at risk of not succeeding	58%	35%	3%	5%
If a student is at risk, the school should intervene before the student falls behind	68%	28%	0%	5%
Student behavior affects their academic performance	60%	30%	5%	5%
All students can benefit from targeted teaching and interventions	60%	33%	3%	5%
Teaching approaches and interventions should be periodically reviewed to see how they are working	65%	30%	0%	5%

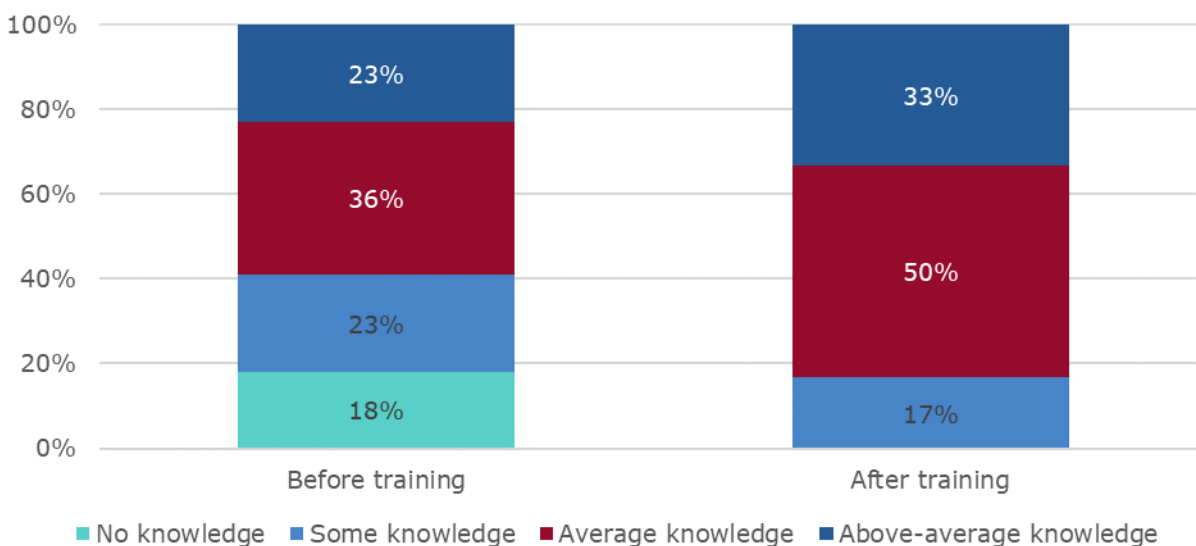


## After Training

Statement	Strongly agree	Agree	Disagree	Strongly disagree
By being involved, I can help my student succeed at school	83%	17%	0%	0%
My student's success at school is supported by a learning environment at home	83%	14%	3%	0%
I am comfortable talking to teachers or administrators about my student's school performance	54%	42%	0%	4%
Teachers and school administrators regularly assess the educational needs of students	50%	46%	4%	0%
Schools share information about my student's performance	46%	50%	4%	0%
Schools should share information if they think my student is at risk of not succeeding	92%	8%	0%	0%
If a student is at risk, the school should intervene before the student falls behind	92%	8%	0%	0%
Student behavior affects their academic performance	88%	13%	0%	0%
All students can benefit from targeted teaching and interventions	88%	8%	4%	0%
Teaching approaches and interventions should be periodically reviewed to see how they are working	88%	13%	0%	0%

Training participants were also asked how they would rate their knowledge of the RTI model before and after attending the families and communities training. Data show an increase in the percentage of respondents who said they had average or above-average knowledge after the training. Additionally, before the training, 18 percent of respondents said they had no knowledge of the RTI model compared to none after the training.

### Exhibit 34. Level of RTI Model Knowledge

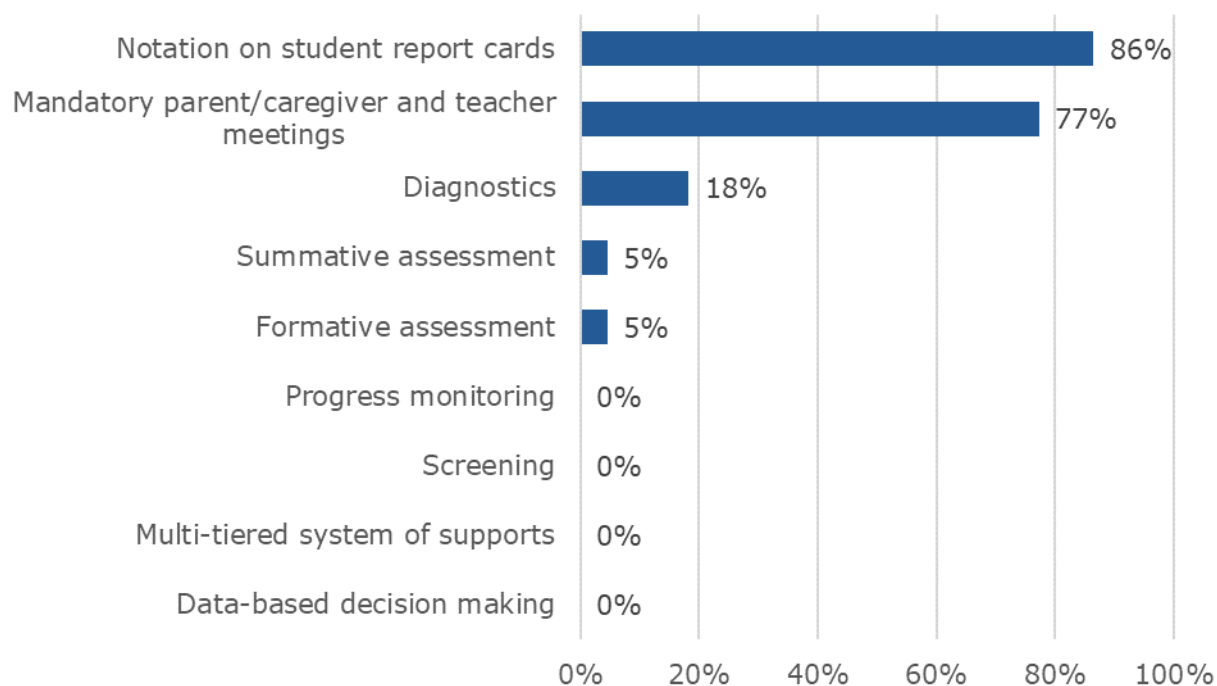


Presurvey N = 39; Postsurvey N = 24

Level of RTI Model Knowledge	Above-average knowledge	Average knowledge	Some knowledge	No knowledge
Before training	23%	36%	23%	18%
After training	33%	50%	17%	0%

On the postsurvey, training participants were given a list of elements and asked to identify which were NOT essential elements of RTI. The following chart indicates the percentage of respondents who said each element was NOT an essential element. Most respondents correctly noted that notation on a student’s report card (86 percent) and mandatory meetings between teachers and parent/caregivers (77 percent) are not essential elements of RTI. Some respondents (18 percent) said that diagnostics are not an essential part of RTI, however, diagnostics is critical to determining which students need intervention and what type of intervention is needed.

### Exhibit 35. Knowledge of Essential RTI Elements

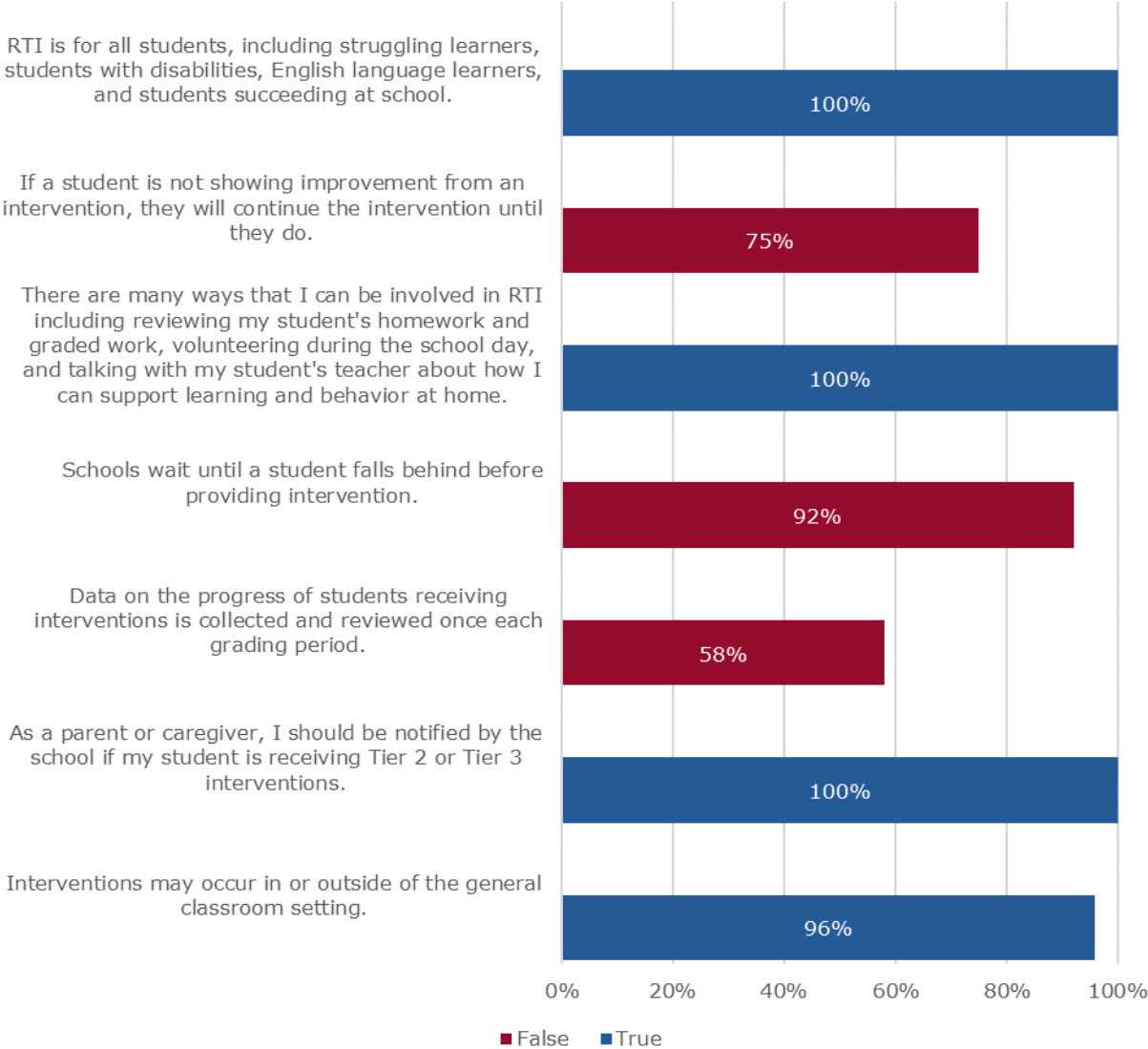


N = 22

RTI Elements	Element of RTI (Yes/No)	Percentage of Respondents Answering Correctly
Notation on student report cards	No	86%
Mandatory parent/caregiver and teacher meetings	No	77%
Diagnostics	Yes	82%
Summative assessment	Yes	95%
Formative assessment	Yes	95%
Progress monitoring	Yes	100%
Screening	Yes	100%
Multi-tiered system of supports	Yes	100%
Data-based decision making	Yes	100%

Additionally, the postsurvey asked participants to identify if a number of statements relating to the RTI model were true or false. The following graph shows the percentage of respondent who answered each statement correctly. All of the respondents correctly answered three of the seven statements and over three-quarters answered an additional three statements correctly. The one statement answered correctly by fewer respondents (58 percent) was a bit tricky, as data on student progress is collected and reviewed continuously, not just once each grading period.

**Exhibit 36. Percentage of Respondents Answering Each Statement Correctly**



N = 24

Statement	True or False	Percentage of Respondents Answering Correctly
RTI is for all students, including struggling learners, students with disabilities, English language learners, and those succeeding at school.	True	100%
If a student is not showing improvement from an intervention, they will continue the intervention until they do.	False	75%
There are many ways that I can be involved in RTI including reviewing my student’s homework and graded work, volunteering during the school day, and talking with my student’s teacher about I can support learning and behavior at home.	True	100%
Schools wait until a student fails behind before providing intervention.	False	92%
Data on the progress of students receiving interventions is collected and reviewed once each grading period.	False	58%
As a parent or caregiver, I should be notified if my student is receiving Tier 2 or Tier 3 interventions.	True	100%
Interventions may occur in or outside of the general classroom setting.	True	96%

## Stakeholder Engagement

Throughout the RTI implementation process the SPDG Core Management has set up continuous feedback loops with the District and School Implementation Teams through professional development evaluations, coaching surveys, and onsite visits. The SPDG analyzes this data in combination with fidelity assessment results to differentiate the professional development and coaching scope and sequence. The state RTI Advisory Team has provided critical feedback on online RTI modules and ideas to support scale up of RTI statewide.

## Section Four: Data Quality Issues

As with any large improvement initiatives, data limitations can affect reporting on implementation progress as well as outcomes. Arkansas has identified and responded to a number of limitations in the implementation of the SSIP, particularly around infrastructure changes. For several years, the Special Education Unit has organized efforts with multiple DESE units in the provision of technical assistance. In order to respond to these data quality issues, the use of the SSIP Infrastructure Development Planning and Progress Measurement Tool: Using Implementation

Drivers & Stages of Implementation by NCSI has enabled the state team to better measure infrastructure changes associated with the SSIP. Over two consecutive reporting periods, data have been collected using this tool and indicates growth and positive impact. However, further use of the tool and additional data collection is required to determine the sustainability and continued scale-up impact of the SSIP. Arkansas will continue to work with NCSI to utilize the Value Creation Framework to support data collection.

The SiMR uses a value-added growth model that does not set projection scores, but rather prediction scores for each student. This difference between the actual score and the prediction score results in a residual or the value-added score (VAS). By using the same model approved in the Arkansas ESSA Plan, there are less data quality concerns. However, a student must have two or more years of state assessment data to be included in the growth model. The Percentile Rank of the Residual (PRR) or VAS of all students allowed for categorization of student growth into low, moderate, or high by subject and grade level. From the All Student data set, a subset of students with disabilities in the specific schools served by the SSIP was extracted to establish the new baseline and targets. Though the SiMR target was not met during this cycle of reporting, significant progress was noted in comparison of FFY17 to FFY18 SSIP SiMR data.

## **Section Five: Progress Toward Achieving Intended Improvements**

The DESE has made progress towards achieving the intended improvements outlined in previous phases of SSIP implementation. A logic model for each strategy continues to guide short-term and long-term goals toward achieving the SiMR.

### **Strategy One Outcomes**

Strategy One is focused on creating a coordinated system of support that will provide the necessary organizational and teaming structures for how LEA services and supports will be identified, managed, and differentiated at the state level. This Strategy is focused on building the infrastructure that will help the DESE to be more effective in leveraging resources to improve services for all students (including students with disabilities) and increasing the reach and impact of work with LEAs.

In the previous phase of the SSIP implementation, a Cross Unit DESE Team that included members from the Special Education, School Improvement, Title I, Curriculum Supports, Assessment, Research and Technology, and Educator Effectiveness Units became an organizational mechanism by which alignment of agency support was emphasized. The Implementation of Arkansas' ESSA plan began in the Spring of 2018 which led to agency restructuring. As depicted in the revised DESE Organizational Chart (see Exhibit I-17.2), School Improvement is no longer a unit within the agency; continuous district and school improvement has been woven into the work of every unit at DESE. In early 2018, a decision was made by the Cross Unit Team to consult with support staff from the National Center for Systemic Improvement (NCSI) to evaluate the team's work and effectiveness. Twelve members of the Cross Unit Team, representing seven different units within the Arkansas Department of Education now referred to as The Division of Elementary and Secondary Education, were part of the reflection process. The goal of this evaluation was to examine the agency's progress in aligning efforts and serving school districts in a more purposeful way. It also helped determine if the Cross Unit Team best represented the DESE organizational mechanism needed to advance systems change for all students, including students with disabilities.

To broaden the exposure of the Cross Unit Team, it was decided that the DESE Strategic Performance Management (SPM) Team would replace the Cross Unit Team. The SPM Team's vision is to support the implementation of an aligned system within the DESE that is responsive to LEAs in personalizing student learning. The team goals are explicitly outlined in the DESE Strategic Plan, which provides a foundation for Arkansas's ESSA plan. In addition, the shift to the SPM Team increased the awareness of the SSIP to broader DESE units, and promoted information exchange regarding LEA supports for students with disabilities.

In the previous of SSIP reporting, the DESE shifted from a focus on Four Domains of Rapid School Improvement for turnaround schools to focus on Professional Learning Communities and the High Reliability Schools framework. During this phase of reporting, through SPM Team meetings, purposeful attempts to align the work of the SSIP and the State Personnel Development Grant (SPDG) to the frameworks of Professional Learning Communities, High Reliability Schools, Inclusive Principal Leadership, and High-Leverage Practices for Inclusive Classrooms.

## Strategy Two Outcomes

Strategy Two focuses on RTI, the evidence-based practice Arkansas has implemented to provide intensive support for SSIP-targeted districts. The Arkansas SPDG was written to directly align and support the State Systemic Improvement Plan. The SPDG functions as the implementation team for RTI Arkansas.

A critical infrastructure activity that was continued for the sustainability of RTI was the creation of the State Implementation Team. The State Implementation Team has continued to advise the Core Management Team regarding implementation challenges and communication strategies with the districts currently being targeted for implementation of RTI. The State Implementation Team continues to provide guidance for how other initiatives in the DESE can align with RTI.

Another action that was continued to ensure sustainability and scale-up statewide for RTI was the development of the RTI State Advisory Team. The Advisory team is made up of a diverse group of educators from across the state. The Advisory team has offered stakeholder feedback about areas of implementation strength, areas of need, and resources and tools that still need to be developed.

The number of districts that can be supported intensively by the SPDG is limited. The State Implementation Team has facilitated the creation of 13 academic and 32 PBIS online modules that support statewide implementation of RTI. These modules provide general support to districts considering RTI implementation, including PBIS. The ESC content specialists can also utilize these modules when providing targeted support to districts that belong to their ESC. The RTI State Advisory is providing input on future modules.

The results from the District Capacity Assessment are showing an increase in capacity to support RTI. Multiple RTI fidelity assessments (see details in Data Implementation and Outcomes Section) are showing promising implementation outcomes in targeted SSIP districts. The PBIS Tiered Fidelity Inventory was administered multiple times with participating schools to measure an increase in implementation. SPDG also partners with many districts not related to SSIP. Several of those districts have scaled up PBIS implementation to support additional grades with target support from the SPDG. District RTI Directors have provided training and coaching support to schools. While this data is not reflected in SSIP, it increases the number of students with disabilities receiving support state-wide.



Arkansas changed the growth measurement of the SiMR to align more closely with the ESSA growth model. This revision of the measurement has resulted in a new baseline and targets. In January 2018, Arkansas's ESSA plan was approved. The plan includes the use of an individual student growth model. The growth model does not set projection scores, but rather prediction scores for each student. Arkansas's ESSA plan states the "student longitudinal growth model is a simple value-added model that conditions students' expected growth based on students' score histories" (Arkansas ESSA Plan, p. 44).

## **Section Six: Plans for Next Year**

The DESE will continue to implement two coherent improvement strategies. Relative to strategy one, the State Performance Management Team will continue to meet monthly to work on an LEA system of support. Representatives from the State Performance Management Team will continue to participate in an NCSI Affinity Group formed to learn about measuring infrastructure change. As a participating state, Arkansas will continue to use the SSIP Infrastructure Development Planning and Progress Management Tool: Using Implementation Drivers and Stages of Implementation.

Relative to strategy two, the State Implementation Team will continue to meet in order to assess, plan, and monitor statewide RTI supports. The State Implementation Team will review RTI data from districts receiving intensive RTI support and continue to meet with the RTI State advisory quarterly to gain stakeholder feedback on RTI implementation strengths and barriers. The RTI modules will continue to be used to build regional capacity and enhance district-level implementation. The SPDG is in its fifth and final year of the grant cycle, efforts will be made to sustain the work around RTI through SPM, future SPDG endeavors, and other DESE alignments and initiatives.

Based on recent survey data, 88% of ESCs are interested in receiving support from the SPDG in areas related to regional cooperatives' ability to support LEAs in systems level change and implementing Effective Innovations. The SPDG will continue to collaborate with the State Performance Management team to analyze data and make purposeful decisions to ensure alignment with state initiatives. This will allow the SPDG to scale-up RTI capacity and sustainability across the state. The SPDG team will collaborate with NIRN as ESCs learn about Implementation Science and engage in Exploration and Installation Stage activities to create an

infrastructure of support. Also, the team plans to conduct action research around Universal Design for Learning and High-Leverage Practices for the Inclusive Classroom.

In addition, the SPDG Core Management Team will work with NIRN to provide ESCs and DITs with training focused on systems-level coaching. The SPDG team will utilize the Implementation Stages and Activities for RTI Arkansas document (see exhibit I-17.7) to increase knowledge and improve implementation as well as engage in learning modules located in the Active Implementation Hub.

Continued and projected Phase III activities will be driven by internal and external stakeholder feedback and sound evaluation tools. The RTI Advisory will continue to meet quarterly to advise the state in RTI implementation and resource development. Stakeholder feedback on the development of the system of support will be critical to DESE's ability to effectively leverage resources and better support LEA needs. The feedback provided by the SSIP targeted schools will support the differentiation of professional development and coaching support provided by the SPDG. The infrastructure evaluation and RTI tools will continue to guide the DESE in providing targeted services and supports and measuring LEA outcomes.

Based on the Needs Assessment Results from May 2020, further action planning around the promotion of data literacy, including student data, educator data, and financial data among the State Management Team will take place during monthly Strategic Performance Management Team meetings. The DESE will continue to work towards connecting "What adults did and did not do" with student outcomes using available data.

# References

- Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2019). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on [Positive Behavioral Interventions and Supports](http://www.pbis.org). www.pbis.org.
- Carr, J. & Artman, E. (2002). *The bottom-up simple approach to school accountability*. Norwood, MA: Christopher Gordon Publishers.
- Cashman, J., Linehan, P., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014). *Leading by convening: A blueprint for authentic engagement*. Alexandria, VA: National Association of State Directors of Special Education.
- DeRuvo, S., & D'Agord, C. (2019, July). [SSIP Infrastructure Development Planning Tool](https://ncsi-library.wested.org/resources/258). Retrieved from https://ncsi-library.wested.org/resources/258
- DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016). *Learning by doing: a handbook for professional learning communities at work*. Bloomington, IN: Solution Tree Press.
- Fixsen, D.L., Ward, C. S., Duda, M.A., Horner, R. & Blase, K.A. (2015). *State Capacity Assessment (SCA) for Scaling Up Evidence-based Practices (v. 25.3)*. Chapel Hill, NC: National Implementation Research Network, State Implementation and Scaling up of Evidence Based Practices Center, University of North Carolina at Chapel Hill.
- Marzano, R. J., Warrick, P. B., Rains, C. L., Dufour, R., & Jones, J. C. (2018). *Leading a high reliability school*. Bloomington, IN: Solution Tree Press.
- St. Martin, K., Nantais, M., Harms, A., & Huth, E. (2015). *Reading Tiered Fidelity Inventory (Elementary-Level Edition)*. Michigan Department of Education, Michigan's Integrated Behavior and Learning Support Initiative.
- St. Martin, K., Nantais, M., & Harms, A. (2015). *Reading Tiered Fidelity Inventory (Secondary-Level Edition)*. Michigan Department of Education, Michigan's Integrated Behavior and Learning Support Initiative.
- St. Martin, K., Ward, C., Fixsen. D. L., Harms, A., Russell, C. (2015) *Regional Capacity Assessment*. National Implementation Research Network, University of North Carolina at Chapel Hill.

Ward, C., St. Martin, K., Horner, R., Duda, M., Ingram-West, K., Tedesco, M., Putnam, D., Buenrostro, M., & Chaparro, E. (2015). *District Capacity Assessment*. National Implementation Research Network, University of North Carolina at Chapel Hill.

Wenger, E., Trayner, B., & de Laat, M. (2011). *Promoting and assessing value creation in communities and networks: A conceptual framework*. Rapport 18, Ruud de Moor Centrum, Open Universiteit, The Netherlands.

## SSIP Appendix I: Acronyms

<b>Acronym</b>	<b>Acronym Meaning</b>
ACC	Arkansas Collaborative Consultants
AIPL	Advancing Inclusive Principal Leadership
AIR	American Institute of Research
APSRC	Arkansas Public Schools Resource Center
ASU	Arkansas State University
CAYSI	Children and Youth with Sensory Impairments
CCE	Center for Community Engagement
CCSSO	Council of Chief State School Officers
DBDM	Data-based Decision Making
DCA	District Capacity Assessment
DESE	Department of Elementary and Secondary Education
DESE-SEU	Department of Elementary and Secondary Education-Special Education Unit
DIT	District Implementation Team
EARS	Educational Audiology Resources for Schools
EBP	Evidence-based Practice
ESC	Education Service Cooperative
ERZ	Educational Renewal Zones
ESOPTS	Easterseals Outreach Program and Technology Services
ESSA	Every Student Succeeds Act
ESVI	Educational Services for the Visually Impaired
IDEA	Individuals with Disabilities Act
LEA	Local Education Agency
LETRS	Language Essentials for Teachers of Reading and Spelling

# SSIP Appendix II: Links to Resources

[Arkansas's ESSA plan](#)

[SSIP Infrastructure Development Planning and Progress Measurement](#)

[Tool State Capacity Assessment](#)

[Regional Capacity Assessment](#)

[District Capacity Assessment](#)

[PBIS-Tiered Fidelity Inventory](#)

[Elementary Reading-Tiered Fidelity Inventory](#)

[Secondary Reading-Tiered Fidelity Inventory](#)