SSIP Implementation: Alignment & Evaluation Across the State System

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Objectives for the Session

• Describe the strategies that Maryland has used to align the implementation and evaluation of their Part C and Part B SSIPs.


• Discuss considerations for alignment of data collection across initiatives (SSIP, SPDG, SWIFT).
Discussion Questions

• Are you aligning your SSIP with other initiatives? If so, which ones? How?

• How do you use the evaluation information from SSIP to inform other initiatives?

• In what ways is there collaboration between your Part C and Part B SSIP teams to align the work?
Strategic Plan: Moving Maryland Forward

Sharpening the Focus for 2020
Differentiated Framework

Tiers of Supervision and Support to Improve Birth–21 Special Education and Early Intervention Results

**Tiers of Performance Support**
- Formal, collaborative agreement between the State and LSS Superintendent to guide improvement and correction, with onsite supervision and sanctions.
  - Sanctions may include direction, recovery, or withholding of funds
- Substantial support by the State and local leadership (including Superintendent) and other required stakeholders to jointly implement action plan focused on systems change through:
  - Onsite intensive technical assistance
  - Ongoing assessment of progress
  - Direction of funds

**Focused**
- Quarterly, enhanced differentiated monitoring and in-depth data analysis
  - Annual Determination Status: “Needs Substantial Improvement” for 2 or more years
  - Other Determination Status: Readiness for implementation of State identified priorities
  - Requirement: Focused and Comprehensive Action Plan jointly developed by the LSS and DSE/EIS

**Accountability**
- Semi-annual, differentiated monitoring and customized data analysis with real-time local and State compliance and results data
  - Annual Determination Status: “Needs Assistance” for 2 or more consecutive years or “Needs Intervention”
  - Other Determination Status: At the request of the LSS/PA or Assistant State Superintendent
  - Requirement: Local Improvement Plan submitted to/approved by DSE/EIS

**Universal**
- Annual desk audit and cross-divisional data analysis
  - SPP/APR compliance & results indicators (current & trend)
  - Fiscal
  - Local priority data
  - Annual Determination Status: “Meets Requirements” or first year of “Needs Assistance”
  - Requirement: Work Plan developed by the LSS, including Local Priority Flexibility (LPF) to address identified needs

**Accountability**
- Cyclical monitoring
  - Comprehensive monitoring
    - Local policies & procedures
    - Child/student record reviews
    - Case studies/local interviews
  - Sub-recipient monitoring
  - Priority monitoring determined by Assistant State Superintendent

**Focused**
- Responsive support by joint State and local leadership teams to implement local improvement plan, including:
  - Coaching
  - Training
  - Periodic feedback

**Lead to Improved Results**
- Resources & funding Statewide and regional technical assistance for identified needs

The Division of Special Education/Early Intervention Services Differentiated Framework: Tiers of Supervision and Support to Improve Birth–21 Special Education/Early Intervention Results was developed by Marcella E. Franczakowski, Assistant State Superintendent | Rev Nov 2016
State Context

- Connections in SSIP - Part C and Part B SiMRs
  - **Structures for PD** delivery at state and local level
  - Consistent application of **implementation science** for Part C and Part B
  - **Systems Coaching** – Technical Assistance Delivery Model
State Implementation Considerations

• Considerations regarding implementation at site level
  • **Variance in data** collection across sites (Part B: SPDG, SSIP, SWIFT)
  • **Multiple evidence-based practices** being implemented at sites
    • Part C: Social and Emotional Foundations for Early Learning (SEFEL), Routines Based Interview (RBI), reflective coaching;
    • Part B: Each LSS is selecting a EBP of their choice to implement with fidelity as a means to improve outcomes for SWDs in grades 3-5 math.
Evaluation Alignment: SSIP Logic Model and Evaluation Plan

• SSIP **Logic model** alignment for Part C and Part B
  • using common language and format
  • addressing need for specifics in each logic model

• SSIP **Evaluation Plan** alignment for Part C and Part B
  • using common measures where possible
  • addressing need to align timing of data collection
  • potential for results to describe larger state picture of improvement

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Data Collection Instruments: Streamlining & Considerations

• Common instruments for data collection:
  Team Functioning Survey
  Coaching Feedback Survey
  High Quality PD Checklist
  Systems Coaching Fidelity Assessment
  Systems Coaching Knowledge Assessment
  TAP-IT Fidelity Assessment
Evaluation Alignment: SSIP Implementation Plan

• **Evaluation Package** connects the components

• **SSIP Implementation Plan** grounded in implementation stages and drivers

• Potential for supporting *evaluation of infrastructure* changes based on stage of implementation
Evaluation Alignment: SPDG/SSIP/SWIFT

Data Collection: Streamlining & Considerations

- Needs for **unique** data collection methods
- Balancing needs with **amount of data** collection activities necessary
- Making **multiple requests** for input from the same stakeholders
- Potential for common **measures**
- Data collection **methods** & potential application to all initiatives (e.g., HQPD checklist)
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PPT and Evaluation Package are located at: www.eecvt.com

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