

Orange County Department of Education

DEVELOPING, ALIGNING, AND IMPROVING SYSTEMS OF ACADEMIC AND BEHAVIORAL SUPPORTS:

Scaling Up Multi-Tiered System of Supports (MTSS) in California

California Scale Up MTSS Statewide (SUMS) Initiative

Annual Progress Report (Year 2, 2016-2017)

September 2017



Table of Contents

Executive Summary	2
Overview of Developing, Aligning, and Improving Systems of Academic and Behavioral Supports (ISABS) (a.k.a. California Scale-Up MTSS Statewide-SUMS)	4
A. A summary of the activities conducted and resources developed	6
B. A list of LEAs that participated in sub-agreements including the dates the funds were issued	11
C. The number of educators and pupils served by the activities and resources	12
D. A description of effective evidence-based strategies identified for implementing the practices described in Section II, Program Description Part D	14
E. A summary of outcome data resulting from the activities conducted under this grant and generated from the implementation tool developed by the successful applicant to capture qualitative information regarding LEAs' MTSS implementation policies and processes	19
F. A summary of any additional outcome data resulting from the activities conducted or new practices implemented.	25
G. Recommendations for improving state-level activities or policies	26
Figures and Attachments	28

Executive Summary

In April 2016, Orange County Department of Education (OCDE) was selected as the Lead Agency to receive \$10 million in funding through the Developing, Aligning, and Improving Systems of Academic and Behavioral Supports (ISABS) grant to scale up the development, alignment, and improvement of academic and behavioral supports in California through the use of an MTSS process and framework as appropriated as part of Assembly Bill 104, Chapter 13, Section 57, Statutes of 2015. An additional \$20 million was approved in the Governor's budget revise (May 2016). OCDE has titled this effort the **California Scale-Up MTSS Statewide (SUMS) Initiative**. ISABS (aka SUMS) prioritizes inclusive practices to increase access to high-quality education and resources for all students. It aims to re-engage marginalized students, reduce disproportionality of discipline referrals for minority and Special Education students, and address the unique needs of underserved populations such as children living in poverty, foster youth, juvenile justice involved youth, charter school students, and rural schools. OCDE has partnered with the Butte County Office of Education (COE) and the School-wide Integrated Framework for Transformation Center (SWIFT Center) to implement this large scale effort.

The purpose of this report is to summarize the implementation and impact of ISABS (aka SUMS) and how funds were used in the 2016-17 fiscal year. Below are the highlights for Year 2.

A. Activities conducted and resources developed

- A four-tiered network of coaches and trainers to provide professional learning and technical assistance to LEAs and charter schools.
- A customized professional learning series based on SWIFT Center's five evidence-based domains and national technical assistance model.
- Evidence-based evaluation tools LEAs and schools can use to monitor progress and measure the effectiveness of their implementation.
- Regional and statewide conferences to provide educators with the latest research-based practices to scale up a multi-tiered system of support.
- An online portal to collect and disseminate evidence-based best practices and training modules.
- Competitive startup sub-grants for LEA and school personnel to attend trainings and conferences.

B. LEA Sub-Agreements

- 11 COEs as Region Leads, total award: \$110,000
- 58 COEs as County Leads, total award: \$2,095,000
- 98 Knowledge Development Sites (KDS), total award: \$465,000
- 105 LEAs as Cohort 1, total award: \$3,225,000

C. Number of educators and pupils served

- 385 educators representing schools, districts, counties, regions and the State Leadership Team attended the Training Series. These educators could potentially serve 3,519 other educators and 63,182 pupils.
- 958 educators from across the state attended the PLI in July.

D. Identify evidence-based strategies

Objective 1: Existing evidence-based resources have been identified

Objective 2: Professional learning activities have been identified and are under development

Objective 3: Other efforts currently available at the state, federal, and local levels have been identified

Objective 4: New evidence-based resources and activities are under development

Objective 5: A community of practice is under development

Objective 6: A tool to capture qualitative information regarding LEAs' MTSS implementation policies and processes is under development

E. Outcome data

- To date, technical assistance provided to KDSs ranged from 1 hour to 12 hours (3.5 hours on average) and focused on Leadership, MTSS and Policy.
- A Total Current Implementation percentage of 44% (baseline) on the LEA Readiness Checklist indicates that Cohort 1 LEAs acknowledge that they have some LEA-wide practices in place but there is more work to do.
- A Total Current Implementation percentage of 38% (baseline) on the SWIFT-FIA indicates that KDSs similarly acknowledge that they have some school-wide practices in place but there is more work to do.

F. Additional outcome data

- 35% of KDSs are performing at the highest levels for Math
- 33% of KDSs are performing at the highest levels for English Language Arts
- 53% of KDSs are performing at the highest levels for Suspension Rate
- KDS average suspension rate is 4.43% (baseline)
- 86% of KDSs are performing at the highest levels for Graduation Rate
- KDS average graduation rate is 87.54% (baseline)

G. Recommendations for improving state-level activities or policies

- OCDE will report findings of evidence-based tools and resources that support LEAs to CDE to inform policy or process adjustments.

Overview of Developing, Aligning, and Improving Systems of Academic and Behavioral Supports (ISABS) (a.k.a. California Scale-Up MTSS Statewide-SUMS)

In April 2016, Orange County Department of Education (OCDE) was selected as the Lead Agency to receive \$10 million in funding through the Developing, Aligning, and Improving Systems of Academic and Behavioral Supports (ISABS) grant to scale up the development, alignment, and improvement of academic and behavioral supports in California through the use of an MTSS process and framework as appropriated as part of Assembly Bill 104, Chapter 13, Section 57, Statutes of 2015. An additional \$20 million was approved in the Governor's budget revise (May 2016). OCDE has titled this effort the **California Scale-Up MTSS Statewide (SUMS) Initiative**. The goal of this \$30 million funding is to help local education agencies and charter schools across the state do all of the following:

1. Implement integrated multi-tiered systems of standards-based instruction, interventions, mental health, and academic and behavioral supports aligned with accessible instruction and curriculum using the principles of universal design, such as universal design for learning, established in the state curriculum frameworks and local control and accountability plans.
2. Provide services that can reduce the need for a pupil's referral to special education or placement in more restrictive, isolated settings.
3. Leverage and coordinate multiple school and community resources, including collaborations with local mental health agencies and provide school-based mental health services.
4. Implement multi-tiered, evidence-based, data-driven school districtwide and school wide systems of support in both academic and behavioral areas including, but not limited to, positive behavior interventions and support, restorative justice, bullying prevention, social and emotional learning, trauma-informed practice, and cultural competency.
5. Incorporate the types of practices, services, and efforts described into the local control and accountability plans of local education agencies and charter schools.

As one of the most diverse states in the nation, California serves as a leader in world-class, 21st Century learning. ISABS (aka SUMS) prioritizes inclusive practices to increase access to high-quality education and resources for all students. It aims to re-engage marginalized students, reduce disproportionality of discipline referrals for minority and Special Education students, and address the unique needs of underserved populations such as children living in poverty, foster youth, juvenile justice involved youth, charter school students, and rural schools. OCDE has partnered with the Butte County Office of Education (COE) and the School-wide Integrated Framework for Transformation Center (SWIFT Center) to implement this large scale effort. Butte COE supports this work through statewide communication using an online portal (Digital Chalkboard) and professional learning and engagement strategies that meet the needs of rural, geographically isolated school districts. OCDE will leverage the expertise it has built over the past ten years in the areas of Family & Community Engagement, Administrative Leadership, Integrated Educational Framework, Inclusive Policy & Practice, and Multi-Tiered System of Support in relation to teaching and learning to scale-up this work across the state. To accomplish the goals above, ISABS (aka SUMS) will identify existing evidence-based resources, professional development activities, and other efforts currently available at the state,

federal, and local levels, as well as develop new evidence-based resources and activities such as:

- A four-tiered network of coaches and trainers to provide professional learning and technical assistance to LEAs and charter schools.
- A customized professional learning series based on SWIFT Center's five evidence-based domains and national technical assistance model.
- Evidence-based evaluation tools LEAs and schools can use to monitor progress and measure the effectiveness of their implementation.
- Regional and statewide conferences to provide educators with the latest research-based practices to scale up a multi-tiered system of support.
- An online portal to collect and disseminate evidence-based best practices and training modules.
- Competitive startup sub-grants for LEA and school personnel to attend trainings and conferences

Evaluation Plan

Evaluation of the ISABS (aka SUMS) is performed by the OCDE Evaluation, Assessment & Data Center (EADC). This entity is an external evaluator using the United States Department of Education's definition of having no managerial or implementation responsibilities for the program. EADC has the necessary expertise in quantitative, qualitative, and research design methods to successfully conduct the ISABS (aka SUMS) evaluation with 10 years of experience working with multi-agency partnerships to evaluate projects funded through local, state, and federal agencies. The purpose of the evaluation is to examine the implementation and impact of ISABS (aka SUMS) within the context of its goals outlined above. To do so, EADC will use valid and reliable measures and develop new measures to collect process and outcome data from participants and sub-grantees as listed in the evaluation plan (see Figure 1 at the end of the report).

Progress Report

The purpose of this report is to summarize the implementation and impact of ISABS (aka SUMS) and how funds were used in the 2016-17 fiscal year. This report is arranged to describe:

- A. A summary of the activities conducted and resources developed
- B. A list of LEAs that participated in sub-agreements including the dates the funds were issued
- C. The number of educators and pupils served by the activities and resources
- D. A description of effective evidence-based strategies identified for implementing the practices described in Section II, Program Description Part D
- E. A summary of outcome data resulting from the activities conducted under this grant and generated from the implementation tool developed by the successful applicant to capture qualitative information regarding LEAs' MTSS implementation policies and processes
- F. A summary of any additional outcome data resulting from the activities conducted or new practices implemented.
- G. Recommendations for improving state-level activities or policies

A. A summary of the activities conducted and resources developed

As previously mentioned, ISABS (aka SUMS) built a four-tiered network of coaches and trainers to provide statewide professional learning and technical assistance to LEAs and charter schools.

Tier I: Executive Leadership Team and State Leadership Team

The Executive Leadership Team works in collaboration with CDE, SBE, and DOF on grant deliverables, interacts at the policy and legislative level, and oversees implementation of grant deliverables. The Executive Leadership Team meets weekly via phone conference calls and video conference calls and is made up of:

- OCDE, Associate Superintendent, Christine Olmstead, Ed. D.
- OCDE, Grant Project Director, Edgar Montes
- OCDE, Administrator, Jami Parsons, Ed. D.
- Butte COE, Assistant Superintendent, Susan Hukkanen
- SWIFT Center, Director of Technical Assistance, Amy McCart, Ph. D.
- SWIFT Center, Director SWIFT, Wayne Sailor, Ph.D.

The State Leadership Team is made up of representatives from OCDE, Butte COE, SWIFT Center, CDE and SBE (Attachment 1). For Year 2, a SUMS State Leadership Group was established in Digital Chalkboard and the State Leadership Team met six (6) times (10/17/16, 12/19/16, 1/23/17, 2/27/17, 3/20/17 and 7/25/17) to perform the following functions:

- Meets regularly
- Leads and supports development of a sustainable technical assistance process for Regions and County Offices working with Districts who are Implementing, Sustaining, and Scaling Up MTSS in California using the SWIFT Framework
- Reviews district progress of MTSS Implementation
- Assists in scaling up and sustaining MTSS implementation across the state (including network development with other key agencies and stakeholders)
- Attends SUMS professional learning opportunities
- Contributes to state resource mapping and modifies the map as new initiatives arise
- Contributes to state and local meetings to scale-up MTSS implementation in other districts and schools
- Leads Communities of Practice across the state
- Oversees RFA development and selection process

The Executive Leadership Team and the State Leadership Team developed the following additional resources and documents for Region Leads, County Leads, KDS and Cohort applicants and are included as attachments (where applicable):

- LCAP and MTSS Alignment Document that shows the connections between an LEA's local plan and the MTSS framework. MTSS will improve school conditions for student learning and is a system that will promote the building of a stronger academic, behavioral, and social-emotional support system at the local level (Attachment 2).
- Knowledge Development Site Selection Guide (Attachment 3)
- County/District/LEA/School Roles and Guidelines (Attachment 4)

- California MTSS Placemat (Attachment 5)
- California MTSS Timeline for Implementation (Attachment 6)
- Understanding MTSS brochure (Attachment 7)
- CA SUMS website (www.ocde.us/SUMS)
- Videos providing an overview of Cohort Trainings (posted on the website)
- Digital Map of Knowledge Development Sites (Attachment 8; <https://www.google.com/maps/d/viewer?mid=1NryMmFHdOZqNIIQefGq-KPB9d2w&ll=37.33829868371774%2C-119.86259415&z=6>)
- Enhanced Cohort Training Scope and Sequence (Attachment 9)
- Videos to support subgrants (posted on the website)

Tier II: Region Leads

The second tier is made up of eleven (11) Region Leads based on the California County Superintendents Educational Services Association (CCSESA) regions (Attachment 10). Each Region Lead received a sub-agreement for \$10,000 per year for two years to incentivize team members and supplement the cost of travel, staff time, and materials. The roles and responsibilities of the Region Leads include:

- Meets regularly
- Advises State Leadership Team
- Supports development of a sustainable technical assistance process for County Offices working with Districts who are Implementing, Sustaining, and Scaling Up MTSS in California using the SWIFT Framework
- Assists in scaling up and sustaining MTSS implementation across the state (including network development with other key agencies and stakeholders)
- Hosts and/or assist with Regional CA SUMS Trainings
- Provides regional assistance to COE Leads
- Participates in a Community of Practice
- Attends SUMS professional learning opportunities
- Contributes to state resource mapping and modifies the map as new initiatives arise
- Contributes to state and local meetings to scale-up MTSS implementation in other districts and schools

For Year 2, seven (7) video-conference meetings were held (10/11/16, 12/12/16, 4/10/17, 5/8/17, 6/12/17, 8/14/17 and 9/11/17) to share the latest program updates, discuss upcoming events and data collection windows and communicate questions and/or concerns to the State Leadership Team.

Tier III: County Leads

The third tier is made up of the 58 County Leads who are lead by a COE Trainer and LEA Leads (sub-grantees) within their county (Attachment 11). The role of each County Lead is to:

- Meets regularly
- Leads and supports development of a sustainable technical assistance process for Districts Implementing, Sustaining, and Scaling Up MTSS in California using the SWIFT Framework
- Advises State Leadership Team on policy-practice transformation

- Reviews district progress of MTSS Implementation
- Assists in scaling up and sustaining MTSS implementation across the state (including network development with other key agencies and stakeholders)
- Attends SUMS professional learning opportunities
- Collaborates with District to:
 - Use data-based decision making
 - Advocate for TA needs of districts and schools
 - Coordinate District Implementation and Leadership Team meetings
 - Develops connections with District Coordinators, Site teams, School Coaches and School teams to support their identified technical assistance needs for full implementation.
 - Accompanies SUMS state team on visits to districts and schools
 - Provide data to SUMS state team
 - Incorporate sustainability of MTSS into LCAP
- Contributes to state resource mapping and modifies the map as new initiatives arise
- Communicates to Region Lead about SUMS work and results of district
- Contributes to state and local meetings to scale-up MTSS implementation in other districts and schools
- Convenes other ad hoc events to support implementation (e.g., videoconferences, COE meetings)

County Leads were also invited to participate in the video-conference meetings described above.

Tier IV: LEA and School Implementation Teams

The final tier consists of LEA and School Implementation Teams with differing roles:

LEA Implementation Team Roles	School Implementation Team Roles
<ul style="list-style-type: none"> ● Leads and supports implementation and sustainability of selected schools Scaling Up MTSS in California using the SWIFT Framework ● Participates with COE Implementation Team to inform statewide strategy for supporting district implementation of Implementing, Sustaining, and Scaling Up MTSS in California using the SWIFT Framework ● Advises the district on policy-practice transformation ● Assists schools in collecting data needed for SUMS state team ● Incorporates sustainability of MTSS into LCAP related school outcomes 	<ul style="list-style-type: none"> ● Leads and supports implementation and sustainability of their school Scaling Up MTSS in California using the SWIFT Framework ● Scales-up and sustains MTSS implementation across the school and broader community ● Communicates with LEA Implementation Team to inform the LEA -wide strategy for supporting schools' implementation of MTSS ● Provides SUMS state team with data related to: <ol style="list-style-type: none"> 1. Increased or improved services provided for low income pupils, youths in foster care, and English learners 2. Strategies that effectively support student success in the least

	<p>restrictive environment and foster greater inclusion</p> <ol style="list-style-type: none"> 3. Leveraged and coordinated multiple school and community resources 4. Implemented multi-tiered, evidence-based, data-driven district-wide 5. and school-wide systems of academic and behavioral supports
--	--

For Year 2, Local Education Agencies (LEA) sub-grants for 98 Knowledge Development Sites were awarded in December 2016 and 105 sub-grants for Cohort 1 LEAs were awarded in April 2017. Knowledge Development Sites (KDS) were identified early on (Attachment 8) using specific criteria (Attachment 3) so as to become a resource to sub-grant funded sites in Cohorts 1-3. Cohort 1 LEAs were identified through the RFA process described below. Awarded amounts were determined by the scope of work and potential impact and are expected to complete their scope of work. Deliverables include accounting of expenditures, reporting progress on implementation, reporting of SWIFT-FIA results, and collection of data on student outcomes that OCDE will report annually to CDE and DOF. Sub-grant funds focused on supporting specific needs of LEAs to scale-up MTSS that are not being addressed through current technical assistance services. Funds support participation in trainings and conferences, substitute coverage or travel costs, consultants, or information technology support to enable specialists (e.g., School Psychologist, Behaviorist) to participate in MTSS trainings from geographically remote LEAs.

Professional Learning Series

ISABS (aka SUMS) developed a customized professional learning series based on SWIFT’s five evidence-based domains and national technical assistance model. The training series is made up of four (4) two-day trainings (Attachment 9), Training 1 is two (2) fully facilitated days and Trainings 2-4 each consist of a facilitated day and a working day for implementation teams. Trainers include representatives from the 11 California County Superintendents Educational Services Association (CCSESA) regions and 58 COEs in California. Training dates and locations were identified for each region throughout the state (see Attachment 12), November 15, 2016-June 27, 2017. The Executive Leadership Team, State Leadership Team, Region Leads and County Leads are currently working to schedule training dates and locations for Cohort 1.

2017 National MTSS Professional Learning Institute (PLI)

OCDE was proud to host the 2017 National MTSS Professional Learning Institute (July 26-27, 2017, <http://2017mtsspli.ocde.us/>). This action-packed conference provided participants with the latest research-based practices to scale up a multi-tiered system of support. The conference focused on how to integrate academic, behavioral and social-emotional supports to meet the needs of the whole child. The event included internationally acclaimed speakers and specially designed strands of professional learning to support the various stages of MTSS implementation. A second PLI is scheduled for July 2018, more information will be provided as it becomes available.

Request for Application (RFA) Process for Cohorts 1-3

OCDE established a request for application (RFA) process

(ocde.us/SUMS/Pages/Request-for-Applications) to invite LEAs from throughout the state to apply for sub-grant funding which will be distributed into three (3) separate Cohorts. A webpage on the OCDE website (see Attachment 13) was created to house all the information LEAs would need in order to successfully apply online:

- Application windows for Cohorts 1-3
 - Cohort 1: February 1, 2017 - March 31, 2017
 - Cohort 2: August 16, 2017 - October 31, 2017 (awarded Dec 2017)
 - Cohort 3: February 1, 2018 - March 31, 2018 (awarded May 2018)
- Application forms
 - Application Guidelines and Instructions
 - Application Cover Sheet
 - Memorandum of Understanding Between Two or More Local Education Agencies Applying Jointly (if applicable)
 - Application Narrative
 - Proposed Initiative Budget Summary & Proposed Budget Narrative
 - Statement of Assurance
- How to Submit an Online Application (instructional video)
- A recorded webinar that provides a background of the initiative, provides details on the application and highlights specific areas for applicants to consider and answers questions they may have.
- Upcoming webinars for applicants to join and ask questions from the State Leadership Team
- RFA Reference Guide

LEAs apply as a single LEA for one-time funding of up to \$25,000 or as a consortium-two or more LEAs applying jointly (one application) for one-time funding of up to \$50,000. Funds support participation in trainings and conferences, substitute coverage or travel costs, consultants, or information technology support to enable specialists (e.g., School Psychologist, Behaviorist) to participate in MTSS trainings from geographically remote LEAs. Awardees will work to develop, align, and improve academic and behavioral resources, programs, supports, and services utilizing a coherent MTSS framework that engages all systems leading to improved student outcomes.

Digital Chalkboard and Collaboration in Common

A dedicated space within Digital Chalkboard (camtss.org) was created to collect and disseminate evidenced-based best practices and online training modules and to house all the materials that support the Professional Learning Series including the scope and sequence, training dates, location and registration information. KDSs and Cohorts can access enhanced training materials with a special log in (username: camtss, password: mtsstraining).

ISABS (aka SUMS) is currently creating a Channel (CA MTSS) and three Collections (around academic, behavioral and social-emotional) with Collaboration in Common to house public and

statewide resources and publications. More information will be provided as it becomes available.

B. A list of LEAs that participated in sub-agreements including the dates the funds were issued

Tier I Sub-Agreements (State Leadership Team)

Subcontracts with SWIFT Center and Butte COE were completed on 4/1/16 and 5/1/16, respectively.

Tier II Sub-Agreements (Region Leads)

ISABS (aka SUMS) has identified the eleven (11) COEs who will serve as the Region Leads (see Attachment 10) and fully executed sub-agreements and funds were issued by February 2017. The total award amount for Region Leads for 2016-2017 is \$110,000 (see Attachment 14). Leads, Trainers, and sub-grantees also receive training and technical assistance valued at over \$20,000, at no cost to them.

Tier III Sub-Agreements (County Leads)

ISABS (aka SUMS) has identified 58 COEs who will serve as the County Leads (see Attachment 11) and fully executed sub-agreements and funds are expected to be issued by December 2017. Allocations were based on COE ADA and the total award amount to date for County Leads for 2016-2017 is \$2,105,000 (see Attachment 14).

Tier IV Sub-Agreements (Knowledge Development Sites, LEAs and Charter Schools)

The final tier consists of Knowledge Development Sites (KDS), LEAs and charter schools. A total of \$21,500,000 was allocated for Tier IV sub-grants. ISABS (aka SUMS) has identified 98 schools who will serve as Knowledge Development Sites (see Attachment 8) and fully executed sub-agreements are expected to be issued by December 2017. Sub-grant funds focused on supporting specific needs of LEAs to scale-up MTSS that are not being addressed through current technical assistance services. Funds support participation in trainings and conferences, substitute coverage or travel costs, consultants, or information technology support to enable specialists (e.g., School Psychologist, Behaviorist) to participate in MTSS trainings from geographically remote LEAs. The total award amount for Knowledge Development Sites for 2016-2017 is \$465,000 (see Attachment 14) and funds must be encumbered or expended by June 30, 2018.

Cohort 1

To date, ISABS (aka SUMS) has identified 105 LEAs who will serve as Cohort 1 and fully executed sub-agreements are expected to be issued by December 2017. The total award amount for Cohort 1 for 2016-2017 is \$3,225,000 (see Attachment 14). The funds for this cohort must also be encumbered or expended by June 30, 2018.

Cohort 2

OCDE is currently accepting applications from LEAs for a second cohort of grants. The funds for this cohort must also be encumbered or expended by June 30, 2018.

Table 1. Scale-Up MTSS Sub-grant Awards Timeline

Year	Scale-Up MTSS Sub-grant Awards	Amount
2017-2018		
October-December 2017	MOU: 11 Region Leads	\$110,000
	MOU: 58 County Leads	\$2,105,000
	MOU: 98 Knowledge Development Sites	\$465,000
December 2017	Cohort 1 RFA awarded to 105 LEAs	\$3,225,000
2018-2019		
December 2017	Cohort 2 RFA Awarded up to 300 LEAs	\$6,979,999
May 2018	Cohort 3 RFA Awarded up to 300 LEAs	\$6,979,999
Total		\$19,864,998

C. The number of educators and pupils served by the activities and resources

Regional County Office Team Trainings

For Year 2, a total of 385 educators representing schools, districts, counties, regions and the State Leadership Team attended the Training Series. Using enrollment and staffing information from the CA School Dashboards and DataQuest, these educators could potentially serve 3,519 other educators and 63,182 pupils. Feedback from the trainings was positive and a majority of participants felt the trainings were organized in a clear and logical manner, provided engaging opportunities they could participate in, increased their knowledge of MTSS and helped them share information with others (see Table 2).

Comments from Training 2 included:

Today I learned...

- “How to ‘think’ about what MTSS is/is not and the significance of making sure this rolled out to all stakeholders in an efficient, strategic, and clear manner.”
- “How to use the FIA! I feel like I finally have a way to get data collected.”
- “That [it] is okay where we are and there is support to move as far as we want to go.”

Comments from Training 3 included:

Today I learned...

- “About involving teachers more in the process of scheduling. Yesterday, I learned about the Tiered Intervention Matrix which I feel is a very helpful document.”
- “The impact the master schedule has on MTSS as a whole.”

- “Great processes for examining resources, initiatives, and scheduling to engineer our MTSS efforts.”

Comments from Training 4 included:

Today I learned...

- “More about how it’s all fitting together (took me a while).”
- “How to structure conversations with districts/schools regarding their priorities and how to effectively plan for implementing those priorities through practices.”
- “That our foundational planning is lacking. We have a lot of work to do.”

Table 2. 2016-17 Training Feedback (n=199 participants)

	Percent Agree (%)			
	Training 2 (n=95)	Training 3 (n=71)	Training 4 (n=33)	Overall (n=199)
High overall value of this training	70%	54%	79%	65%
This training helped me to better understand the topics presented.	74%	72%	82%	75%
This training helped me to share with others about the topics presented.	69%	55%	79%	65%
The training was organized in a clear and logical manner.	69%	59%	79%	67%
I had adequate opportunities for engagement and participation throughout the training.	82%	72%	85%	79%

Professional Learning Institute

As previously mentioned, the Professional Learning Institute provided participants with the latest research-based practices to scale up a multi-tiered system of support. The conference focused on how to integrate academic, behavioral and social-emotional supports to meet the needs of the whole child. The event included internationally acclaimed speakers and specially designed strands of professional learning to support the various stages of MTSS implementation. A total of 958 educators from across the state attended the PLI in July (see Attachment 15). Feedback was positive and a majority of respondents were pleased with the topics presented and the content of material and felt the information provided will enhance or is relevant to their work (see Attachment 16). Learning about UDL and participating in the Learning Sessions were considered the most valuable parts of the conference. A majority would also recommend the conference to a colleague. Comments included:

- “I was impressed by the amount and type of sessions offered, pretty much something for everyone. I have already recommended this to others.”

- “It was great to get an understanding of what MTSS would mean for our kids. I still need more on diving into policies and procedures to make it happen. What would it look like on my campus?”
- “Everyone was friendly, helpful, social. I was the only representative from my team and I was welcome at each and every table at lunch, breakfast, etc. The conference could have easily extended another day. There were too many sessions to cover in the time allocated.”
- “This was some of the best professional learning I have had in [a] while. I left the symposium inspired, energized, and informed.”
- “High quality information and presenters - extremely well run event with outstanding support from host staff. Enjoyed the Social Networking time and met some great people from other states.”

D. A description of effective evidence-based strategies identified for implementing the practices described in Section II, Program Description Part D

Objective 1: Identify existing evidence-based resources

SWIFT Domains and Features

A framework of evidence-based framework of five domains and 10 features that lead to achievement gains for students with and without disabilities (see Figure 2 at the end of the report)

1. Administrative Leadership
 - a. Strong & Engaged Site Leadership
 - b. Strong Educator Support System
2. Multi-Tiered System of Support
 - a. Inclusive Academic Instruction
 - b. Inclusive Behavior Instruction
3. Integrated Educational Framework
 - a. Fully Integrated Organizational Structure
 - b. Strong & Positive School Culture
4. Family & Community Engagement
 - a. Trusting Family Partnerships
 - b. Trusting Community Partnerships
5. Inclusive Policy Structure & Practice
 - a. Strong LEA/School Relationship
 - b. LEA Policy Framework

Evidence from SWIFT Center installation in five states thus far suggests that the Critical Features associated with Domains 1, 3, 4, and 5 are essential supports to the installation and implementation with fidelity of Domain 2, MTSS. Direct positive impact on student-level valued outcomes is primarily associated with MTSS.

Implementation Science

Using principles of Applied Implementation Science, district leadership teams assess their unique needs; build linked implementation leadership teams; establish practice profiles for

MTSS components; install evidence-based interventions; and solidify staff and organizational structures to sustain success. Other tools, such as Practice Profiles, Hexagon Tool, and District Initiative Inventory, will assist teams to identify practices to explore, install, implement, or refine to scale up their MTSS initiatives. Trainers will assist LEAs in selecting the appropriate resources and interventions to match their self-determined needs. The professional learning series will help LEAs conduct a Stages Assessment to determine where to begin and how to: evaluate current practices; create a shared vision; articulate the key components of that vision; determine their core team members' roles and responsibilities; create working agreements; complete an LEA self-assessment; and begin to build an action plan to advance implementation stages. Each activity will allow LEAs to build capacity as new processes are introduced, keep teachers invested in rapidly changing methods, and by supporting a "Practice Informs Policy, Policy Enables Practice" (PIP-PEP) environment. Implementation Science helps LEAs discover the specific drivers that promote sustainability (organizational, leadership, competency) and provide protocols for identifying, evaluating, and improving the core components of those drivers. LEAs will engage in the stages of system change through data analysis. This process will be constant and recursive to allow multiple entry points for LEAs. Implementation Science also offers tools for vetting new initiatives and determining readiness to implement. It provides a process for creating indicators of progress and action-planning tools to determine next steps.

Universal Design for Learning

UDL principles will guide the development of flexible learning environments that accommodate diverse learners by reducing barriers at each tier. According to the Conceptual Framework for Special Education Task Force Successful Educational Evidence-Based Practices 2014-2015, "[UDL] is a set of principles for curriculum development that gives all [students] equal opportunities to learn. UDL is the instructional 'How' for the 'What' of Common Core State Standards." ISABS (aka SUMS) will build statewide capacity to create a more inclusive learning environment for all PreK-12 students by infusing UDL practices throughout. Over the past five years, SWIFT Center has developed an evidence-based framework for statewide MTSS scale-up initiatives. It will serve as the foundation for the professional learning series, with UDL principles as the philosophical cornerstone. The series will promote strategies that provide students opportunities for engagement, expression, and representation of learning, which will give all students access to a rigorous curriculum.

The technical assistance model will also guide LEAs as they establish universal access within Tier 1 best first instruction. State Leadership and Region Transformation Teams will receive instruction in UDL principles for improving inclusive practices in the classroom and at the school and district levels. Teams will be trained in how to provide Tier 1-3 interventions that reduce barriers and meet students' academic, behavior, and social-emotional needs. For academic interventions, participants will improve their use of: universal screeners (e.g., DIBELS, AIMSWEB); formative assessments and multiple measures to determine which students need Tier 1 or Tier 2 interventions; strategies to support literacy shifts and mathematical practices; data analysis strategies to determine entry and exit criteria for interventions; problem solving protocols to identify evidence-based interventions; small group and differentiated instruction; scaffolds for reading, math, and content-area literacy; tools and protocols for teacher

collaboration; coaching strategies; and communication protocols to share data and outcomes with stakeholders.

For behavioral interventions, participants will implement core elements at each of the three tiers. Universal interventions focus on establishing school-wide behavioral expectations; continuum of reinforcements; clearly defined consequences; differentiated instruction for behavior; and universal screening. Targeted interventions include the Check In/Check Out Behavior Education Program; mentoring; targeted social skills instruction; and team initiated problem solving. Intensive interventions include function based assessment; Prevent, Teach, Reinforce; Wraparound planning; continuous progress monitoring; and linking of supports at each tier through data-driven practices.

For social-emotional interventions, participants will learn the uses of social-emotional screeners and how to select evidence-based SEL curriculum for their needs; assessment measures and strategies for providing social-emotional interventions at Tiers 2 and 3; and how to integrate student mental health supports within MTSS.

The Whole Child

The ISABS (aka SUMS) Initiative understands that each student is a complex individual with unique experiences, abilities, and potential barriers to learning. Thus, the Whole Child approach is integrated throughout the professional learning and technical assistance model. The following are ways that OCDE has expertise in key strategies for successful MTSS implementation and development using this Whole Child perspective.

Academic

Through Regional Systems of District and School Support (RSDSS), OCDE has provided intensive support to Title I Schools in need of reviving their Adequate Yearly Progress (AYP) Reports and have entered Program Improvement (PI) status. OCDE provides 27 school districts support on how to effectively teach reading, writing, and enhance pedagogical knowledge while using the ELA/ELD Framework and culturally responsive practices. OCDE has also built a strong partnership with David T. Conley to create a College and Career Readiness Consortium with seven school districts. The consortium serves as a community of practice to develop programs to increase student readiness for California State Standards assessments and transition to college and career. OCDE provides support to district preschool programs in utilizing California's Early Learning and Development System through trainer-of-trainers on preschool learning standards, assessment tools, and data-driven instruction.

Behavioral

OCDE's successful history of providing training at each tier of School-Wide PBIS began in 2009. OCDE currently offers professional development and technical assistance to over 250 schools involved in Tier 1, 2, and 3 cohorts and a Sustainability Schools' Network for schools with three years of PBIS implementation. OCDE has also trained over 250 state preschool sites in the Teaching Pyramid, which maximizes collaboration between LEAs and families to deliver appropriate interventions for children's mental health, special education, and medical services.

Social-Emotional

OCDE has expertise in Trauma-Informed Practices, including two Certified Trainers in Restorative Practices who provide regional trainings in Basic Restorative Practices, Community Circles, and Restorative Conferences. OCDE also has trained trainers in the Eliminating Barriers to Learning evidence-based curriculum on student mental health and the Cultural Competency approach, which increase LEAs' responsiveness to all student needs through training, tools, and resources.

To strengthen these efforts, OCDE has partnered with SWIFT and Butte COE to develop a scalable model that integrates evidence-based supports within an MTSS framework. ISABS (aka SUMS) will provide processes for LEA to assess their strengths, coordinate supports to the Local Control Accountability Plans (LCAP), and align their MTSS efforts with the eight state priorities.

Objective 2: Identify, develop, and implement professional learning activities

ISABS' (aka SUMS) professional learning and technical assistance will inform MTSS implementation at each tier of intervention: Universal, Targeted, and Intensive. The ISABS (aka SUMS) will place equal importance on all MTSS components (academic, behavioral, and social-emotional) and promote a community of practice across teams charged with integrating MTSS at every stage of implementation. State Leadership Team members will be responsible for developing a two day professional learning series to be conducted over the 2016-2017 school year. The series will be rooted in the SWIFT Center's 6 Steps of Technical Assistance Process to ensure long-term sustainability of the MTSS infrastructure. Butte COE will support the development of the professional learning series and technical assistance model by providing insight on the barriers and unique needs faced by rural districts, small communities, and remotely located LEAs. They will also support the design, management, and editing of the ISABS (aka SUMS) website. Butte COE also created a dedicated space on the Digital Chalkboard website for MTSS professional learning tools and resources. OCDE is also developing a Channel (CA MTSS) and three Collections (academic, behavioral and social-emotional) with Collaboration in Common (a CDE digital platform) to house all public statewide resources and publications. OCDE created a protocol for vetting resources to ensure content is aligned with current best practices and research. OCDE will collaborate with field experts such as California PBIS Coalition (CPC); California Association of School Psychologists (CASP); Center for Applied Special Technology (CAST); Collaborative for Academic and Social-Emotional Learning (CASEL); and International Institute for Restorative Practices (IIRP) to select resources. Content will include hyperlinks to partner websites; training modules and videos; archived webinars; exemplars of LEA approaches from across the state; and group discussion boards.

In addition to the professional learning series and technical assistance with sub-grantees, the ISABS (aka SUMS) Initiative will host a statewide Professional Learning Institute to bring together experts, professional associations, and teams from each tier to review, showcase, and celebrate MTSS scale-up efforts. Lastly, online training modules and an online clearinghouse of resources will allow LEAs to engage in professional learning anytime in spite of their location or fiscal limitations.

Objective 3: Identify other efforts currently available at the state, federal, and local levels

Over the last decade, OCDE has participated in and led a number of initiatives, programs, and policies relevant to the California SUMS Initiative. The following is an overview of projects that will be built upon or leveraged during this statewide effort. OCDE has provided leadership to the National Title I Association and presented at California Title I Conferences on: MTSS best practices; models for implementation of California state standards and the ELA/ELD Framework; and lessons learned on addressing the needs of Title I children and families. OCDE is a core member of CPC, which provides statewide leadership for professional development, technical assistance, Coaching Institutes, and standards for statewide recognition for PBIS programs. The OCDE PBIS Professional Development Model is closely aligned with the Technical Assistance Center on PBIS established by OSEP and the National Implementation Research Network (NIRN), allowing OCDE to support the LEAs as they establish, scale up, and sustain PBIS frameworks. OCDE has trainers and a demonstration site for CA CSEFEL, which adapted the National Center on the Social Emotional Foundations in Early Learning (CSEFEL) evidence-based practice, known as the Teaching Pyramid (preschool PBIS). OCDE works with school teams to ensure alignment between PreK and K-12 behavioral and social-emotional support. OCDE works closely with IIRP and has two Certified Trainers who provide training and support in Restorative Practices. Statewide MTSS allows a clear framework for the creation and alignment of a coherent system of education at the state level, designed to benefit all students by serving as a mechanism for aligning and integrating key state and local initiatives such as the Local Control Funding Formula (LCFF), implementation of the California State Standards, Results-Driven Accountability (RDA), and the work of the California Collaborative for Educational Excellence (CCEE).

This year, OCDE has partnered with EPIC School Partnerships (ESP) to support implementation at the high school level utilizing the Four Keys as a holistic framework for readiness. ESP will provide information on how well secondary schools are approaching full implementation. OCDE has also partnered with Hatching Results to provide an extensive variety of professional services designed to improve school counseling programs. Utilizing evidence based practice models, Hatching Results brings leadership, training and consultation to school counselors, administrators, and school district leaders seeking to improve their comprehensive school counseling programs. Hatching Results will also work with OCDE to provide trainers and consultants to align school counseling services throughout California, including supporting the development of systems for implementation of MTSS, develop statewide resources, including videos, webinars, podcasts and training video for school counselors aligned with the ASCA National Model, CA MTSS and Local Control Accountability Plan (LCAP).

Lastly, OCDE is a member and leader within multiple statewide associations key to informing policy, best practices, and technical assistance to LEAs. These include, but are not limited to: CCSESA; Association of California School Administrators (ACSA); California Association of School Psychologists (CASP); California Association of School Counselors (CASC); California State School Attendance Review Boards (SARB); California Association of Pupil Personnel Services Administrators (CAPPA); County Offices of Education Child Welfare and Attendance

(COECWA); California Association of Supervisors of Child Welfare and Attendance (CASCWA); CPC; and Social-Emotional Learning (SEL) Consortium.

Objective 4: Develop and disseminate new evidence-based resources and activities

OCDE worked with SWIFT Center and Butte COE to develop a professional learning series to train Region Transformation Teams across the state. The series delivery model will include regional workshops, online training modules, and virtual discussion boards geared to reach educators at all implementation stages. In addition to in-person training, professional learning modules will be hosted on Digital Chalkboard to support MTSS efforts at the state, region, county, district, and LEA levels. The series will cover how to integrate MTSS and other foundational approaches with fidelity; how to grow stakeholder, community, and family engagement; and how to use data to identify evidence-based strategies appropriate for local needs.

Objective 5: Develop and support a community of practice

The SUMS team will create a community of practice with the Regional leads by hosting a monthly phone conference with them to support them in the process of providing technical assistance for other COEs in their region.

Digital Chalkboard will also allow for the creation of communities of practice through virtual discussion boards differentiated for: rural, small communities, and remotely located schools; alternative education or high-risk factor LEAs (e.g., high numbers of foster youth, incarcerated youth, low socio-economic status, English learners); early childhood educators; and charter schools. This allows educators across the state, who are facing similar issues, to share best practices, receive technical assistance, and build their capacity through expanded professional networks of support. Each team tier will also share successes and discuss organizational difficulties encountered during scale-up.

Objective 6: Develop a tool to capture qualitative information regarding LEAs' MTSS implementation policies and processes

Sub-grantees will provide annual qualitative reports describing their process and progress in implementing, integrating, and scaling up their MTSS supports. Reports will describe the process for identifying and aligning evidence-based interventions in each MTSS component with other LEA and community initiatives, local resources, and LCAP goals. Sub-grantees will demonstrate advancement through the stages of implementation, utilization of data for continuous improvement, alignment of MTSS efforts with LCAP goals for sustainability, benefits of technical assistance and training received, and examples of successes or lessons learned.

E. A summary of outcome data resulting from the activities conducted under this grant and generated from the implementation tool developed by the successful applicant to capture qualitative information regarding LEAs' MTSS implementation policies and processes

Through the provision of project services described previously, ISABS (aka SUMS) intends to result in school and LEA changes in the following areas: 1) implementation of integrated MTSS supports using principles of UDL that demonstrate how services provided for low income pupils,

foster youth, and English learners are increased or improved; 2) providing strategies that support student success in the least restrictive environment and foster greater access and inclusion; 3) leveraging and coordinating multiple school and community resources; 4) integration of multi-tiered, evidence-based, data-driven LEA-wide systems of academic, behavioral, and social-emotional supports; and 5) incorporating the specific and explicit practices described in outcomes 1-4 as part of their action plans and LCAP goals. The State Leadership Team will: 6) provide evidence of statewide use of academic and behavioral practices within an MTSS framework. Growth in these areas are expected to lead to positive student outcomes over time, including decreased rates of suspension or expulsion; discipline referrals; referrals to special education; incidents of bullying; truancy; and, absenteeism; and increased graduation rates and other measures of academic achievement.

The evaluation will include formative and summative elements to examine the delivery and quality of the ISABS (aka SUMS) Initiative. Formative elements include:

- Documents and artifacts pertaining to each activity, service and product developed such as meeting agendas and minutes, training materials, website content, sub-grant application review sheets, and module completion data (see Section A).
- Technical assistance logs that record the amount and types of technical assistance provided.
- A survey that gathers sub-grantees' feedback on technical assistance quality, relevance and usefulness and how much the technical assistance they received impacted their confidence or efficacy to implement the envisioned changes, access resources needed to make the changes envisioned and build capacity to transform and sustain.

Summative measures will assess sub-grantees' increased capacity to integrate and sustain MTSS initiatives, improve fidelity of implementation, and show positive student outcomes over time. These measures include:

- LEA Self-Assessment Multi-tiered System of Support (MTSS) Checklist for Scale-Up Readiness - As the point of intervention for school-wide transformation and improved student outcomes using the CA MTSS Framework, LEAs work with schools to develop and articulate both a vision and set of practices that set the course of implementation and they work in concert with families and the community at large to achieve and sustain their vision. The checklist is an annual self-assessment used by LEA/District leadership to examine their current status of the core components for sustaining MTSS.
- SWIFT-Fidelity Integrity Assessment (SWIFT-FIA) - According to the SWIFT Center (2016):

The SWIFT Fidelity Integrity Assessment (SWIFT-FIA) is a self-assessment used by School Leadership Teams to examine the current status of school-wide practices that have been demonstrated through research to provide a basis for successfully including all students who live in the school community.

School-based teams can administer the SWIFT-FIA through a structured conversation accompanied by review of evidence to substantiate the assigned ratings. By assessing the extent of current implementation of SWIFT Core Features throughout the school year, teams can monitor their progress over time.

- Fidelity of implementation will also be assessed using LEA scores on the SWIFT Fidelity Implementation Tool (SWIFT-FIT), a reliable and valid measure for assessing SWIFT implementation status. SWIFT-FIT scores can be used to understand a school’s current implementation status and to support priority setting and action planning. Region Leads and Trainers will serve as trained external assessors to administer the SWIFT-FIT to a random sample of sub-grantees annually.
- Annual review of LEA LCAPs to confirm sub-grantees’ progress in incorporating MTSS into their plans.

The Evaluator will collect these measures and summarize all data with respect to the process outcomes. Data summaries will be presented at State Leadership Team meetings to allow for modification of project elements as necessary.

Technical Assistance Provider Logs & Feedback

Preliminary reports from nine (9) Region and County Leads (see Figure 3) show that technical assistance provided to KDSs ranged from 1 hour to 12 hours (3.5 hours on average) and focused overall on the SWIFT Technical Assistance practices of Visioning (finding, recognizing and utilizing strengths), Coaching and Facilitation (developing organizational and personnel capacity), and Priority and Practice Planning (developing and monitoring transformative action plans). With regards to the SWIFT Domains, technical assistance focused on Leadership, MTSS and Policy (see Figure 4).

Figure 3.

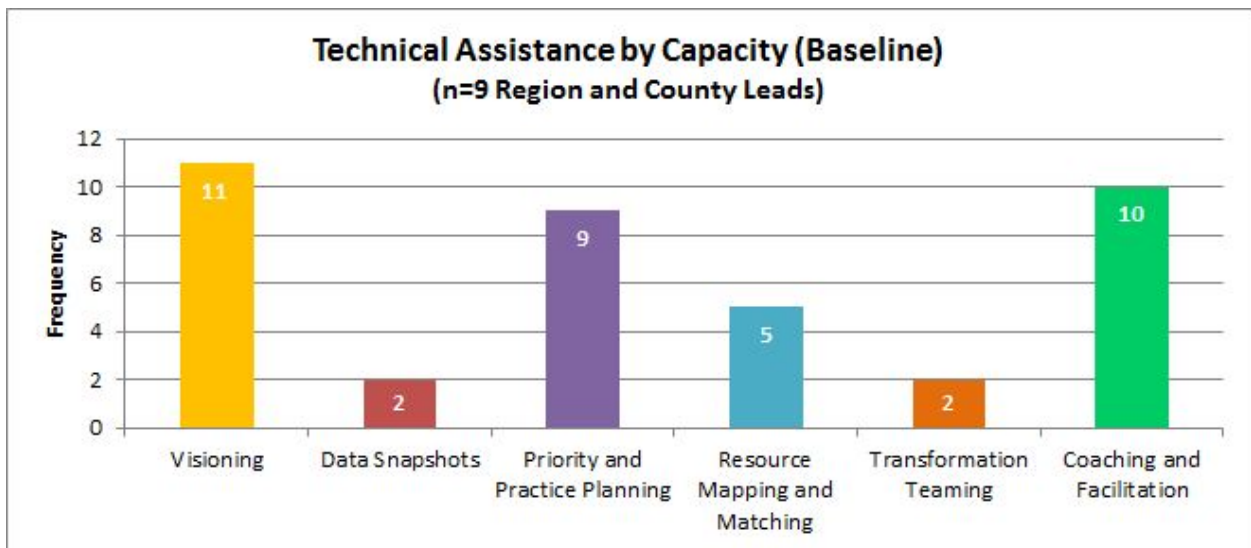
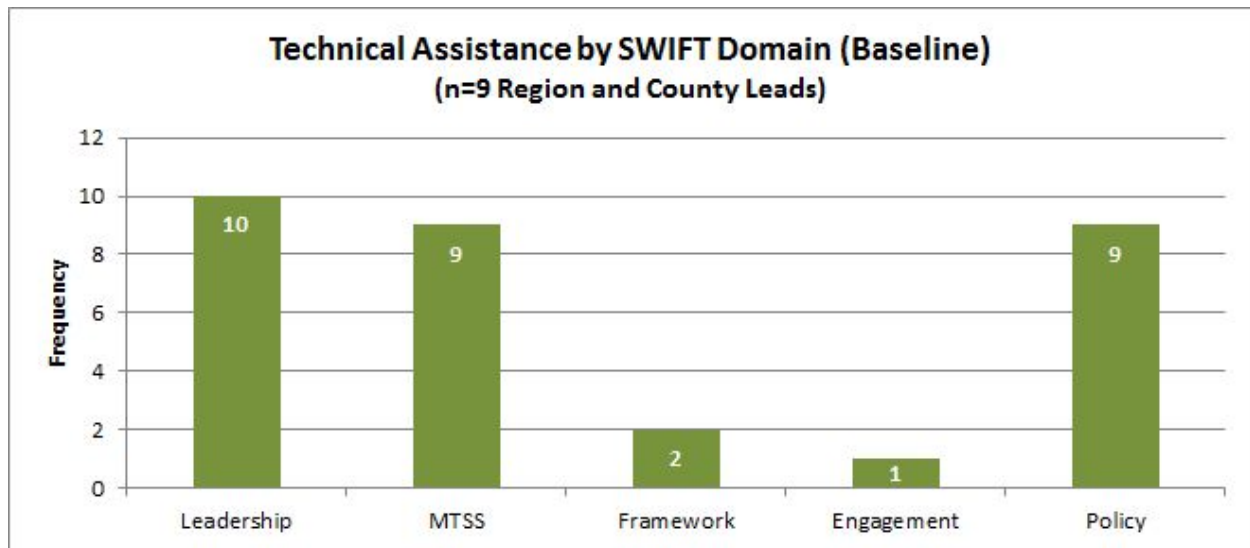


Figure 4.



Feedback from school sites is currently being collected but preliminary results indicate that recipients feel the assistance provided is relevant and useful to their MTSS implementation and a few have reported an increase in confidence or efficacy to implement their envisioned changes, access needed resources and build their capacity to transform and sustain. One site commented, “The TA team at TCOE has been very supportive. The lead is constantly sending us resources and links to support our work, even when not on site.”

LEA Readiness Checklist results

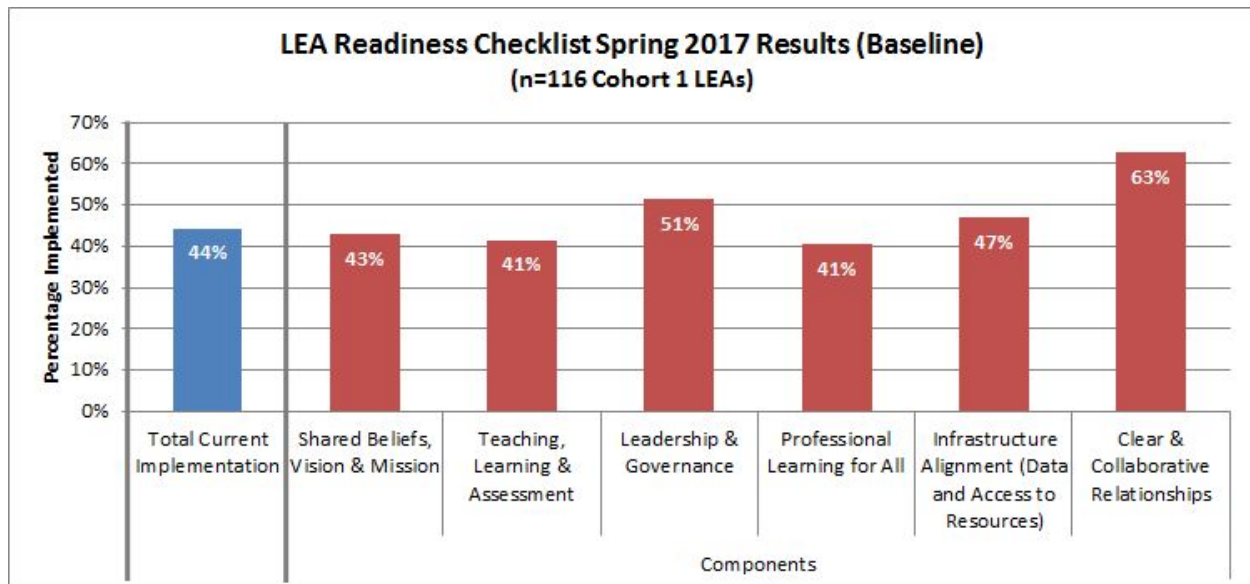
The LEA is the point of intervention for school-wide transformation and improved student outcomes using the CA MTSS Framework. Transformation is not an event, but a process that occurs over time in stages that may overlap and be revisited as circumstances change. LEAs work with schools to develop and articulate both a vision and set of practices that set the course of implementation and they work in concert with families and the community at large to achieve and sustain their vision. The LEA Self-Assessment Multi-tiered System of Support (MTSS) Checklist for Scale-Up Readiness is a self-assessment used by LEA/District leadership to examine their current status of the core components for sustaining MTSS.

LEA teams complete the checklist with the help of a facilitator to discuss progress and barriers, and how changes can be implemented; once a school year at minimum. To complete the checklist, LEA teams review each descriptive statement and determine their current status (i.e., We are: Laying the Foundation, Installing, Implementing, or Sustaining LEA-wide Implementation). LEA leadership can use results to affirm and/or support focus areas of work that build capacity, foster systemic collaboration, build a culture of co-learning and reflective inquiry, and promote a climate of candor, evidence and urgency to take action, which results in improved student outcomes and leads to sustainable change. A summary of results provides LEAs with a picture of their current implementation of the CA MTSS Framework.

Cohort 1 LEAs completed their initial administration of the checklist in Spring 2017 (baseline) and their aggregated results are included in Figure 5. Overall results show that Cohort 1 LEAs

currently feel strongest in Clear & Collaborative Relationships (63% implemented) and Leadership & Governance (51% implemented) and their areas of least strength are Teaching, Learning & Assessment (41% implemented) and Professional Learning for All (41% implemented). A Total Current Implementation percentage of 44% indicates that Cohort 1 LEAs acknowledge that they have some LEA-wide practices in place but there is more work to do. For 2017-2018, Cohort 1 LEAs are scheduled to complete a follow-up assessment by Spring 2018.

Figure 5.



SWIFT-FIA

School teams complete the SWIFT-FIA with the help of a facilitator to discuss progress and barriers, and how changes can be implemented; twice a school year at minimum. To complete the SWIFT-FIA, school teams review each descriptive statement and determine their current status (i.e., We are: Laying the Foundation, Installing, Implementing, or Sustaining School-wide Implementation). Initial sessions are completed in 60-90 minutes and subsequent sessions are completed in 30-45 minutes as teams become more efficient and focus on changes that have results from implementation efforts. The 21 SWIFT-FIA items are associated with the SWIFT Domains and Core Features (see Figure 2), and are aligned with the SWIFT Fidelity of Implementation Tool (SWIFT-FIT). School teams can use results to identify and prioritize practices for transformation, make internal decisions about actions to install and implement those practices, and follow upon effects of action plans on practices. A summary of results provides schools with a picture of their current implementation of SWIFT Core Features.

Knowledge Development Sites completed their initial administration of the SWIFT-FIA in Spring 2017 (baseline) and their aggregated results are included in Figure 6 and Table 3. Overall results show that Knowledge Development Sites currently feel strongest in Administrative Leadership (46% implemented), and Integrated Educational Framework (42% implemented) and their area of least strength is Inclusive Policy Structure & Practice (28% implemented). A Total Current Implementation percentage of 38% indicates that Knowledge Development Sites acknowledge that they have some school-wide practices in place but there is more work to do.

For 2017-2018, Knowledge Development Sites are scheduled to complete two (2) follow-up assessments; by December 2017 and by March 2018. Cohort 1 sites are scheduled to complete their initial SWIFT-FIA by December 2017 and a follow-up assessment by March 2018.

Figure 6.

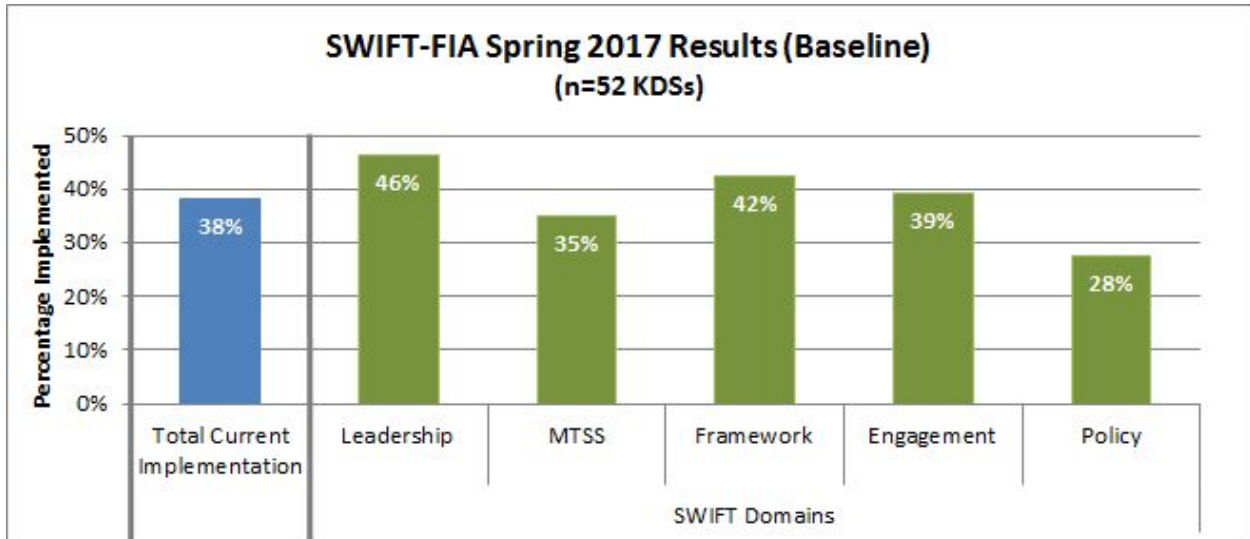


Table 3. SWIFT-FIA results, Spring 2017 (Baseline; n=52 Knowledge Development Sites)

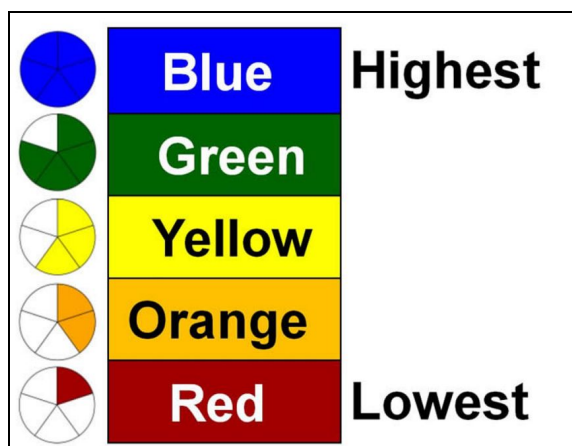
SWIFT Domains and Core Features	Percentage Implemented
<i>Administrative Leadership</i>	
Strong and Engaged Site Leadership	46%
Strong Educator Support System	47%
Administrative Leadership Total	46%
<i>Multi-tiered System of Support</i>	
Inclusive Academic Instruction	36%
Inclusive Behavior Instruction	34%
Multi-tiered System of Support Total	35%
<i>Integrated Educational Framework</i>	
Fully Integrated Organizational Structure	47%
Positive and Strong School Culture	38%
Integrated Educational Framework Total	42%

SWIFT Domains and Core Features	Percentage Implemented
<i>Family & Community Engagement</i>	
Trusting Family Partnerships	46%
Trusting Community Partnerships	32%
Family & Community Engagement Total	39%
<i>Inclusive Policy Structure & Practice</i>	
Strong LEA (District)/School Relationship	27%
LEA (District) Policy Framework	28%
Inclusive Policy Structure & Practice Total	28%
Total Current Implementation	38%

F. A summary of any additional outcome data resulting from the activities conducted or new practices implemented.

For Year 2, evidence of LEA and student effects will be documented initially using information from LEAs' California School Dashboards (reporting period: Spring 2017). Additional outcome data will be reported as it becomes available. As described by the California Department of Education (2017), "California's new accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population based on a concise set of measures." The Dashboard report displays the performance of an LEA, school, or student group on a set of state and local measures to identify areas of strength, weakness and improvement. State indicators (academic data, English Learner progress, graduation rate, chronic absenteeism, and suspension rate) apply to all LEAs, schools and student groups within California and are considered as valid and reliable measures of progress ensuring a common and comparable way to measure performance across the state. This new accountability system, which meets both state and federal requirements, combines Status (most recent year of data) and Change (the difference between the most recent year of data and prior year data) to create a five-by-five grid that produces 25 results and 5 performance levels (in order from highest to lowest: Blue, Green, Yellow, Orange, and Red). The performance levels are also displayed using colored circles that have varying numbers of colored segments that correspond with the performance level colors. For example, red is the lowest performance level and has one segment of its circle colored red, blue is the highest performance level and has all 5 segments colored blue (see Figure 7).

Figure 7. California School Dashboard Performance Levels



Source: California Department of Education

California School Dashboard data for the reporting period of Spring 2017 was collected for each of the Knowledge Development Sites (KDSs) to determine an average performance level for suspension rate (grades K-12), graduation rate (grades 9-12), and student performance in English Language Arts (grades 3-8) and Math (grades 3-8). Chronic absenteeism data will be available in Fall 2018. Baseline results (see Table 4) show that for KDSs, a little more than one-third (35%) are performing at the highest levels for Math, a third (33%) are performing at the highest levels for English Language Arts, half (53%) are performing at the highest levels for Suspension Rate, and a majority (86%) are performing at the highest levels for Graduation Rate. The average suspension rate is 4.43% and the average graduation rate is 87.54%.

Table 4. CA School Dashboard Results (Baseline; n=98 KDS)

State Indicators	Percent at Blue or Green Performance Level
Chronic Absenteeism	Available in Fall 2018
Suspension Rate (K-12)	53%
Graduation Rate (9-12)	86%
English Language Arts (3-8)	33%
Mathematics (3-8)	35%

G. Recommendations for improving state-level activities or policies

At the local level, systemic change relies on the strong, supportive and reciprocal relationship between school and district. As indicated by the SWIFT domain of Inclusive Policy Structure & Practice, promoting a shared vision and fostering inclusive teaching and learning paves the way for developing policies that will "formally organize and integrate initiatives and programs,

address barriers to success, and address ways to more effectively use resources”. A solid policy framework guarantees that policies can be evaluated and rewritten as needed to support quality practices.

The ISABS (aka SUMS) Initiative supports a similar continuous feedback loop at the state level relying on in-person trainings, virtual discussion boards, and communities of practice. When common challenges arise, Region Transformation Teams will research evidence-based tools and resources to support LEAs. OCDE will highlight these findings in reports to CDE to inform policy or process adjustments.