

# **State Systemic Improvement Plan**

California Department of Education

Special Education Division

Individuals with Disabilities Education Act of 2004

State Annual Performance Report

State Systemic Improvement Plan  
Ongoing Evaluation and Implementation Report  
Federal Fiscal Year 2018 (Program Year 2018–19)

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# California's State Systemic Improvement Plan Phase III Report, Year Four

## Section A. Introduction

California's State Systemic Improvement Plan (SSIP) addresses plans for improving outcomes for students with disabilities (SWD). The Theory of Action (TOA) established at the beginning of the SSIP process posits that when accountability efforts and resources are aligned to ensure that evidence based improvement strategies are included in comprehensive improvement plans to meaningfully address SWD along with their peers, SWD performance outcomes will improve. To review the SSIP TOA, please see the March 2017 State Board of Education (SBE) agenda Item 01, Attachment 4, page 2 on the March 2017 SBE agenda web page at <https://www.cde.ca.gov/be/ag/ag/yr17/documents/mar17item01.doc> (Attachment 2).

As required by the US Department of Education's Office of Special Education Programs (OSEP), the SSIP covers the six year period from fiscal year 2013–14 through 2018–19. The SSIP was developed in three phases, with specific requirements to be completed in each phase following instructions from OSEP. The Phase III report builds on the work reported in the Phase I and Phase II reports. The Phase I report included an overview and analysis of current state conditions and a description of the state's general plan for improving academic performance for SWD. The Phase II report established the structure and details of California's SSIP. Phase III, which focuses on evaluation and refinement of the SSIP, extends for a four-year period, with updates due to the OSEP each year. This report, which provides a general update on implementing the SSIP, covers the fourth year of Phase III for Federal Fiscal Year (FFY) 2018. The report is organized by five distinct sections that mirror the SSIP State Phase III Report Organizational Outline distributed by OSEP (dated November 1, 2016):

- Section B describes California's progress in implementing the SSIP, emphasizing progress in building California's System of Support (SOS) to support local educational agencies (LEAs) to improve outcomes for SWD.
- Section C offers data on implementation and outcomes by addressing the same evaluation questions developed in the FFY 2016 Phase III report and discussing the impact of two statewide projects within the SOS on student outcomes.
- Section D outlines efforts to ensure data quality.
- Section E discusses California's progress toward achieving intended improvements.
- Section F describes California's plans for next year.

## Section B. Progress in Implementing the State Systemic Improvement Plan

California's SSIP continues to be a critical driver of change, resulting in special education and SWD being meaningfully represented and addressed in the overall statewide system of accountability and support. Developed in 2013, prior to the launch of California's new accountability system, the California Department of Education (CDE) hypothesized in the SSIP that by leveraging the intersectionality of SWD with the new Local Control Funding Formula (LCFF) weighted student groups (students who are Foster Youth, English Language Learners, and/or socio-economically disadvantaged), all students would benefit. By aligning and integrating special education activities and technical assistance (TA) to the larger system of support for LEAs, it would lead to coherency among services for SWD and improve outcomes.

Under existing state law, LEAs are identified for level II support (called "differentiated assistance") based on the performance of student groups. Due to this focus on student groups, special education and the performance of SWD have continued to be highlighted by the statewide accountability system. In the fall of 2019, new data was published on the California School Dashboard<sup>1</sup> (the Dashboard) and, similar to the year prior, showed SWD were among the lowest performing student groups in the state. Specifically, nearly 57 percent of LEAs identified for differentiated assistance were identified as a result of the performance and outcomes for SWD. These data illustrate the need to design support systems and improvement strategies that directly benefit the SWD student group.

The comprehensive improvement efforts initiated by LEAs are outlined in their local control and accountability plans (LCAPs). The TOA for California's SSIP hypothesized that if California required each LEA to establish a comprehensive improvement plan and developed instructions to ensure that the plan included appropriate improvement activities for SWD, then each LEA would create an improvement plan that included evidence-based strategies and goals targeting high-needs students, including SWD, which would result in increased access to instruction for SWD and improved academic outcomes accordingly. In the phase III, year three SSIP report submitted last year, California highlighted progress toward ensuring that LCAPs include and address performance of SWD, including the passage of legislation (Assembly Bill 1808, Chapter 32, Statutes of 2018) to ensure the integration of LEA efforts to improve outcomes for SWD and the LCAP specifically.

An LEA's ability to successfully achieve the goals outlined in their LCAP for various student groups is supported by the SOS. In the past year, California has made significant progress in building a SOS that effectively assists LEAs to design and implement effective improvement strategies for SWD. Indeed, a robust LCAP that meaningfully includes supports for SWD is a critical component of improving student

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<sup>1</sup> For more information, visit: <https://www.caschooldashboard.org/>

outcomes. The comprehensive system of technical assistance available through the SOS will now include access to evidence based practices to effectively serve SWD. Many of these resources are currently being developed and disseminated through the special education resource leads with the SOS that were first established in 2018.

### **i. California's System of Support**

The SOS seeks to support LEA efforts to implement the improvement strategies outlined in their LCAPs and monitor intended improvement. California is now in year three of creating a coordinated and coherent state structure to ensure that LEAs receive the assistance necessary to address disparities in student outcomes. California's SSIP is focused on creating systemic and sustainable changes, including necessary alignment in statewide accountability and improvement structures like the SOS to improve outcomes for SWD.

The 2018 California Budget Act, signed on June 27, 2018, included a substantial investment of state funding aimed at developing the infrastructure of the SOS. As highlighted in the phase III, year three SSIP report, the 2018 Budget Act required the CDE and the California Collaborative for Educational Excellence (CCEE) to jointly select up to 10 Special Education Local Plan Areas (SELPA) to serve as special education resource leads within the SOS. The resource leads receive funding to build the capacity of SELPAs across the state to support their member LEAs to improve outcomes for SWD. There are two types of special education resource leads within the SOS: SELPA System Improvement Leads and SELPA Content Leads.

The following is an update on the burgeoning work of various leads within the SOS. The updates describe valuable tools, resources, technical assistance, pilot programs, and evidence based practices (EBPs) available through the SOS to benefit LEAs working on improving outcomes for SWD.

### **ii. Special Education Local Plan Area System Improvement Leads**

The SELPA System Improvement Leads<sup>2</sup> (SIL) are charged with building the foundational knowledge and capacity in systems improvement processes for SELPAs across the state. In the past year, the SELPA SIL have worked collaboratively within the SOS to build the capacity of SELPAs and LEAs with a common goal to improve outcomes for SWD. The work of the SIL focuses on building necessary partnerships to support LEAs in 1) data use and governance, 2) continuous improvement, and 3) implementation of high leverage practices. The work, thus far, of the SIL is highlighted on the newly launched SIL web page at <https://systemimprovement.org/>.

To facilitate support with data use and governance in the past year, the SILs published the *State Performance Plan (SPP) Indicator Guide*. The Guide may be accessed on the

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<sup>2</sup> The consortia of SELPA System Improvement Leads include the El Dorado County SELPA, the West San Gabriel SELPA, and the Riverside County SELPA.

SIL web page at <https://systemimprovement.org/resources>. The goal of the Guide is to support school leaders in analyzing the wide range of valuable data provided within the SPP/Annual Performance Report (APR) in order to improve the quality of education for all students, with an emphasis on SWD. Further, the Guide outlines important connections between local APR data and related accountability structures or processes, including the LCAP priority areas and the Dashboard indicators. Analysis of local SPP/APR indicator data supports identifying areas of need or growth during the planning stages of LCAP development.

The Guide also addresses important similarities and differences between APR indicators and Dashboard indicators. Since the inception of the SSIP TOA, California has pursued opportunities for alignment and coherence in data and accountability structures for all students. However, the Dashboard necessarily uses its own unique set of indicators for monitoring and reporting outside of what is required under the Individuals with Disabilities Education Act (IDEA) for SWD specifically. Although multiple Dashboard indicators are similar to indicators in the APR, there are important differences in the calculation methodologies and targets for the two sets of accountability indicators. The Guide thus highlights areas of alignment while noting important differences in the data for LEAs' consideration. Professional learning modules to accompany the guide are currently in development.

Additionally, in the next several months, the SIL plan to launch the Improvement Data Center (IDC). The IDC will be a web-based resource and will house tools and supports in the areas of data governance, root cause analysis, SPP indicator monitoring, improvement monitoring, and predictive analysis for LEAs. Beta testing for the IDC tools began in October 2019.

To assist with building a culture of continuous improvement among SELPAs, the SIL have developed four professional learning modules designed to understand how the use of the Dashboard data can be used to adjust programs and services for SWDs within a continuous improvement process. The modules are intended to be used in conjunction with the California County Superintendents Educational Services Association's *Improving Performance of Students with Disabilities Handbook*, which can be accessed on the SIL web page at <https://systemimprovement.org/resources>. Additionally, the SIL have developed an array of professional learning workshops available to SELPAs and LEAs in the areas of improvement science, the role of SELPA in the SOS, including SWDs in the continuous improvement process, and implementing a Universal Design for Learning (UDL) framework.

All of the resources being developed and disseminated through the SIL intend to arm those agencies comprising the SOS with necessary information to effectively support LEAs to improve outcomes for SWD.

### **iii. Special Education Local Plan Area Content Lead: Students with Disabilities and English Language Learners**

The SELPA Content Leads within the SOS focus on building the capacity of SELPAs across the state in an identified content area of need. The SELPA content leads work to cultivate necessary expertise related to EBPs and interventions that prove effective for improving performance of SWD.

Imperial County SELPA serves within the SOS as the SELPA content lead for improving outcomes for SWD who are also English Learners (EL). In their role as a SELPA content lead, Imperial County SELPA offers professional development, resources, and collaborative consultation services to SELPAs (and member LEAs) who have identified needs associated with improving outcomes for English Learners with disabilities. As part of this upcoming work, Imperial County SELPA will identify SELPAs of LEAs eligible for differentiated assistance based on outcomes for their EL and SWD populations and coordinate necessary professional development to ensure accessibility and sound instructional practices for EL/SWD. This will involve working with teams from the SELPA/LEA to identify intensive, research-based interventions for English learners with disabilities designed to improve academic achievement. Further, Imperial County SELPA will support SELPAs and LEAs through needs assessments, collaborative conversations, targeted training, and by facilitating connections with other resources and technical assistance offered through the SOS.

In July 2019, the CDE published the *California Practitioners' Guide for Educating English Learners with Disabilities*. The Guide intends to assist LEAs with identifying, assessing, supporting, and reclassifying English learners with disabilities and can be accessed on the CDE website at <https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>. The Guide was developed with the assistance of a broad coalition of stakeholders with decades of professional experience. The Guide covers various aspects of serving this unique population, including connecting readers with EBPs, interventions, and research that has proven effective. Since the Guide's publication, the Imperial County SELPA has provided professional development workshops for SELPAs that focus on specific chapters of the Guide and intentionally connect content to specific local plan priorities, Dashboard indicators, and SPP indicators. Workshop topics thus far have included the following: literacy development and SWDs who are English Learners, assessing English Learners with significant disabilities, and meeting the needs of English Learners with disabilities. Imperial County SELPA will continue to provide more targeted and detailed workshops and modules relating to the content of chapters within the Guide to support LEAs to improve outcomes for this population.

#### **iv. Special Education Local Plan Area Content Lead: Evidence-Based Practices for Students with Autism**

Marin County SELPA, in partnership with the California Autism Professional Training and Information Network (CAPTAIN), serves as the SELPA content lead within the SOS to build SELPA capacity across the state to support the implementation of EBPs for Autism to:

- Improve and maximize academic, social and vocational outcomes for students with Autism and other Developmental Disabilities;
- Develop capacity to provide a supportive implementation culture and climate and high quality instruction for students with Autism and other Developmental Disabilities; and
- Increase opportunities for students with Autism and other Developmental Disabilities to successfully participate in inclusive educational settings.

In pursuit of these goals, Marin County SELPA and CAPTAIN have divided the state into 17 regions with each region having a SELPA Director and Regional Implementation Lead who are knowledgeable in creating implementation capacity for EBPs. These leaders will connect and build capacity of the SELPAs within their region. In addition, 96 percent of the SELPAs have selected qualified CAPTAIN Cadre members who act as local trainers and coaches.

The CAPTAIN Cadre members implement training on EBPs using fidelity measures for effective adult education/training practices. Each training is accompanied by an established pre- and post-assessment of knowledge to determine the effectiveness of the trainer at conveying the core components to the training participants. In addition to training, CAPTAIN Cadre provide coaching on the EBPs to selected providers using fidelity measures for effective coaching practices based on the National Professional Development Center on Autism Spectrum Disorder (NPDC-ASD) coaching model. Practice profiles and implementation checklists are used to assist teachers and providers in reaching fidelity of implementation of the EBPs for which they are trained. These fidelity measures were developed by the NPDC-ASD (Autism Focused Intervention Resources and Modules). In their work as the SELPA content lead, Marin County SELPA and CAPTAIN are developing Google forms and regional databases to collect all fidelity and training outcome data. This system will be used for ongoing fidelity monitoring and continuous improvement. The data system is anticipated to be tested in spring of 2020 and launched to all statewide SELPAs in the fall of 2020. This work exemplifies how the SOS has been built to support improved outcomes for students with disabilities and increased academic achievement through the dissemination and use of EBPs. The infrastructure of systematic and coordinated support for LEAs through the SOS and special education resource leads will result in an increased ability to tailor improvement efforts and pull from available expertise and resources to achieve the goals for SWD outlined in the LCAP.

## **v. Special Education Local Plan Area Content Lead: Open Access Project**

Placer County SELPA serves as a SELPA content lead within the SOS focused on improving outcomes for SWDs by building capacity around Universal Design for Learning (UDL), Assistive Technologies (AT), and Augmentative Alternative Communication (AAC) for students with complex communication needs. Since beginning this work in late 2018, Placer County SELPA has built the “Open Access Project– Learning and Participation for All,” which is focused on providing students with access to quality curriculum and participation and active engagement with learning in inclusive settings by eliminating barriers to learning. The project works to develop the capacity of regional implementation teams to train, coach, and provide technical assistance to school sites in: implementing effective UDL practices; incorporating digital tools and AT into the design of instruction and measurement of learning; and providing access to AAC strategies and tools for students with complex communication needs. As part of the SOS, Placer County SELPA offers professional development and resources for educators, administrators, and organizations to enhance their understanding of UDL and how to leverage digital and AT to meet the needs of all learners in kindergarten through grade twelve (K–12) settings. The project further aims to provide:

- universal shared resources and tools, and
- options for technical assistance and resources to assist SELPA Lead teams in building capacity around eliminating barriers to access

In the past year, Placer County SELPA has launched the Open Access website at <https://www.openaccess-ca.org/> where robust resources are universally available in each of the project’s focus areas. Over the next four years, Placer County SELPA will be selecting up to 20 regional implementation lead teams to build capacity using the research and tools of both Improvement and Implementation Science. Thus far, four teams—two focused on UDL, one focused on AT, and one focused on AAC—have been selected to begin the process of scaling up available resources and EBPs. In addition, in collaboration with a number of SOS partners, a California UDL Coalition is being formed to bring together a variety of stakeholders, across both general and special education, to build strong implementation of UDL across the state. An early outcome of this work is the launch of the first UDL-International Resource Network International Conference in California scheduled to be held on April 7–9, 2020.

## **vi. Special Education Local Plan Area Content Lead: Disproportionality**

As a SELPA content lead within the SOS, San Diego South County SELPA through the “Equity, Disproportionality and Design: Preventing Disproportionality in Our Schools” project is focused on building capacity in other SELPAs to lead a movement towards common language and effective solutions for improving equity and decreasing

disproportionality. The South County SELPA is engaging in collaborative projects to design and deliver products and services that reflect the lives and needs of school communities. The project is based on the idea that if SELPAs increase knowledge about equity and disproportionality, take a preventative approach to their equity goals, master an analytic process, build effective networks, and use a rigorous intervention approach, they will improve LEA equity outcomes and reduce disproportionality.

In the past year, the project has worked with a software partner on the initial designs for a predictive disproportionality data tool. Developed in partnership with the Center for Educational Development and Research (CEDR) systems, the prototype helps users predict disproportionality in special education eligibility rates as frequently as they need to take decisive action towards their equity goals. Version one of the predictive tool will be ready for beta testing in the next year. South County SELPA has also provided training and coaching through the project to build capacity across SELPAs and LEAs in the area of disproportionality. Training workshops have included a community co-design of project materials, data literacy and disproportionality, Multi-Tiered System of Support (MTSS) as an intervention framework, and building networks that support equity.

As another critical component of their work, the SELPA leads work to build relationships with other entities within the SOS charged with supporting LEAs, resulting in a collaborative, cross-systems approach to support and improvement. As an example, South County SELPA has worked with the SILs to develop products and services that complement each other in the SOS. Additionally, South County SELPA collaborated with a geographic lead within the SOS, San Diego County Office of Education, to plan the January 2020 Equity Conference and will provide training on disproportionality within special education.

## **vii. Multi-Tiered System of Support Lead Agency**

The continued expansion of MTSS in California through the Orange County Department of Education's (OCDE) Scale-Up MTSS Statewide (SUMS) initiative is critical to setting a foundation for LEAs to improve outcomes for SWD. One of the evidence-based, highly regarded comprehensive strategies for increasing access to instruction is to employ a MTSS framework when delivering services to students. California's MTSS is an integrated, comprehensive framework for LEAs that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. The MTSS framework offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students.

As highlighted in the phase III, year three SSIP report last year, the OCDE and Butte County Office of Education (BCOE) established a partnership with the University of California, Los Angeles (UCLA) Center for the Transformation of Schools to expand the state's MTSS framework and develop evidence-based tools and training for educators and school systems. In the past year, the OCDE, BCOE, and the Center for the Transformation of Schools launched a pilot program that aims to address the academic,

behavioral, and social-emotional needs of students statewide. Fourteen school sites from seven school districts across California have been selected to deepen their MTSS implementation with a focus on improving their school conditions and climate.

For the past year, a design team of over 50 individuals, representing various educational stakeholders (teachers, administrators, students, policy makers, researchers, and educational non-profits) created an approach to addressing school conditions and climate for K–12 educators that creates a safe and equitable learning environment for all students and adults. The design team approach will guide the efforts of participating school districts and will focus on four key areas (identity, structure, learning, and readiness) that need to be addressed in order for site leadership teams to improve their school's conditions and climate.

During the two-year pilot, school site leadership teams will engage with deeper implementation of the features specific to the Integrated Educational Framework as well as the Family and Community Engagement domains of the California MTSS framework. Over a two-year period, site leadership teams will engage in a process that builds a five-year implementation plan that supports the development of a shared school identity that informs the organizational structures supporting approaches to learning that empower student readiness for life beyond school. Site leadership teams will engage in nine-week cycles of improvement to implement their plans. Each school site team is provided with a coach to assist them in implementing their plans and tracking measurable outcomes. With the support of the coaching teams, schools will implement their improvement plans, put effective practices into action, study the results, and continue to improve their school systems in order to achieve improved outcomes for students.

#### **viii. Update on Action Items from Federal Fiscal Year 2017 Phase III Report**

The CDE outlined the following activities in the FFY 2017, phase III, year three report as action items for FFY 2018. Under each activity is a description of the progress made on each objective:

##### **Activity 1:**

*Further refine the role of the SELPA Leads within the SOS and monitor related activities and efforts to ensure intended impact on improved performance for SWD. Strengthen SED's connection to the SELPA Leads by establishing a liaison position to oversee this work.*

As evidenced by the update on the SELPA leads work provided above, the SELPA leads have positioned themselves as critical partners in the SOS to support LEAs to improve outcomes for SWD. The work completed over the past year by the SELPA leads has resulted in the development of necessary infrastructure, resources, and capacity statewide to scale up EBPs and targeted interventions to improve student outcomes. Significantly, the work has been done within a coordinated system of support

for all students to ensure accessibility and sustainability. The SED and the CCEE have successfully forged a direct, ongoing relationship with the SELPA leads to oversee the funding provided, offer guidance and support, ensure aligned and common messaging, and to ensure the collective work results in a benefit to California schools and students. The SED meets on an ongoing quarterly basis for one hour and every two months for one hour with SELPA leads to check-in and learn about the progress of activities, project outcomes, upcoming activities, opportunities to be considered, and guidance and feedback on any items of interest. Additionally, the SED has established a designated staff person to serve as a liaison in coordinating the SOS work and on-going relationship with the SELPA leads.

**Activity 2:**

*Build on partnership with the CCEE to support LEAs in differentiated assistance and continue to participate in the Special Education Collective.*

As described in previous SSIP submissions, the CCEE is a key partner in the implementation of the SSIP and the cohesive system of support offered to LEAs to improve outcomes for SWD. Together, the CCEE and SED have continued to lead the Special Education Collective to identify areas of need in the state and within the SOS. The partnership with CCEE helps to further the TOA of the SSIP by ensuring that agencies identified in the LCFF and LCAP process are working together and that representatives for SWD are at the table providing a voice to improve outcomes for all children. This continued collaboration will ensure that LEAs in need of support are provided tailored resources rooted in evidence based practices.

**Activity 3:**

*Continue work to ensure SED TA contracts are aligned with the SOS and provide meaningful, targeted TA. Ensure that contracts specify support for LEAs eligible for differentiated assistance.*

The SED has continued to identify opportunities to ensure that technical assistance aiming to improve outcomes for SWD is provided in a coordinated fashion. This includes negotiating contracts that intentionally incorporate resources available to LEAs through the SOS. For example, the SED has an existing contract that establishes a network of expertise in the area of disproportionality to assist significantly disproportionate LEAs. The SED will ensure the research and work of the SELPA content lead for disproportionality is appropriately leveraged and made available to the network of expertise charged with assisting identified LEAs through this contract. As more tools and resources are developed by the SOS, the SED will execute contracts that reflect and incorporate the work accordingly.

**Activity 4:**

*Continue to refine and align SED monitoring processes with the SOS through use of LCAPs and dashboard data.*

The SED continues to build an integrated approach to monitoring. As highlighted in last year's phase III, year three SSIP report, the SED incorporated changes to selecting LEAs for SED monitoring processes using the same data and accountability indicators that are used in the Dashboard when possible and as appropriate. In the past year, the focus has shifted to ensuring that support provided to LEAs is coordinated and comprehensive. SED staff have been collaborating with other Divisions in the CDE charged with monitoring LEAs eligible for differentiated assistance, in order to coordinate SED efforts. The goal of this work is to ensure that systemic, school-wide issues that may be impacting the performance of various student groups are identified and addressed instead of a piecemeal, disjointed approach to solving apparent concerns with a particular student group in isolation.

#### **Activity 5:**

*Launch the integration of special education data into the state's longitudinal pupil achievement data system by merging California Special Education Management Information System (CASEMIS) to California Longitudinal Pupil Achievement Data System (CALPADS). Provide data trainings, as appropriate.*

Last year, the CDE successfully launched a single data collection system for all student information as the CALPADS became the official data collection system for SWD in California. After a five-year implementation plan, the CDE successfully merged the CASEMIS to CALPADS while employing stringent validations including enrollment and field validations. Data can now be easily and accurately reviewed on a regular basis instead of only twice per year (as was the case when using CASEMIS). To facilitate this process and assist LEAs with the transition, the SED conducted 26 training sessions with more than 1500 participants.

#### **Activity 6:**

*Continue to have the SED engage in collaborative statewide initiatives and department efforts to refine and enhance the SOS. Ensure consistent representation on workgroups related to improving performance for SWD.*

The SED has continued to engage with various internal and external workgroups in meaningful ways, providing partnership, leadership, and valued expertise. This includes active participation at meetings that include representatives from all agencies comprising the SOS (e.g. geographic leads, special education resource leads, CDE, CCEE, etc.) and facilitating coordination and collaboration to effectively support LEAs to improve student outcomes.

### **ix. Stakeholder Involvement**

Stakeholder input has proven to be an integral part of SSIP implementation, the development of the SOS, and all efforts to integrate relevant data and improvement efforts. The SED regularly consults with stakeholders and seeks input through the following:

- Monthly meetings and conference calls with the Statewide SELPA organization
- Bi-monthly meetings with the Special Education Administrators of County Offices
- Regular meetings (generally every other month) with the California Advisory Commission on Special Education
- Bi-monthly State Board of Education meetings

In addition, SED's participation on several workgroups, such as the Special Education Collective and the SOS Cross Agency Leadership Team, presents unique opportunities to engage with stakeholders representing various viewpoints. SED staff is mindful to allow for stakeholder input and discuss SSIP implementation progress and overall intent as policy is developed.

With a change in CDE leadership in 2019, the past year presented unique opportunities to engage with stakeholders about prioritizing our efforts to improve outcomes for SWD. California's State Superintendent of Public Instruction (SSPI), Tony Thurmond, was sworn in as the twenty-eighth SSPI for California on January 7, 2019. Soon after, the SSPI launched transition work groups in various areas to invigorate efforts to address major issues in education and to engage new stakeholders and partners. Thirteen transition committees convened to discuss high priority topics in education policy, such as closing the achievement gap and improving literacy. Improving special education was one of the priority topics identified by the SSPI and stakeholders across the state were invited to join the Transition Committee for Improving Special Education.

The SSPI's Transition Committee for Improving Special Education (Committee) met in May and June 2019. Members of the Committee included administrators, teachers of both general and special education, parents, representatives from institutions of higher education, advocacy organizations, educational agency representatives, and interested members of the public. Two in-person meetings were held; one in Northern California and one in Southern California, as well as one virtual meeting. For context and background, committee members were provided a copy of the most recent SSIP report available prior to the meetings. As a result of these meetings, the committee recommended two short-term and one long-term goal for the SSPI and the CDE to consider in an effort to improve special education in California. One of the short-term goals was as follows:

*The CDE should continue to ensure that accountability efforts for students with disabilities are aligned with accountability efforts for all students, including exploring strategies for meaningfully including students with disabilities in local control accountability plans.*

Having interested stakeholders reprioritize this objective reaffirmed the need for continued efforts under the SSIP to integrate and align accountability systems, including

ensuring that improved outcomes for SWD are addressed in the LCAP and that the SOS is adequately equipped to support LEAs in this area.

## **Section C. Data on Implementation and Outcomes**

### **i. State Systemic Improvement Plan Implementation Evaluation Questions**

This section is intended to provide information on how the CDE has continued to evaluate the activities and outcomes of the SSIP. Previously, the CDE developed evaluation questions to guide the evaluation of implementation of the SSIP. For consistency in how progress is evaluated and for the purpose of identifying trends, challenges, or successes from year to year, the same evaluation questions will be answered in this phase III, year four report.

The process used to develop the evaluation questions remains unchanged from prior years. As background, the CDE used the cascading logic model to analyze each of the independent and dependent variables in the SSIP TOA to construct five evaluation questions in response to requirements from the OSEP<sup>3</sup>. The analysis of California's SSIP TOA through the lens of the cascading logic model resulted in the development of four fundamental questions:

1. How has the SOS been impacted by the goals of the SSIP and the work of the SED?
2. How were students with disabilities represented in the larger statewide accountability system?
3. How has the CDE, SED, changed its practices to align with the larger CDE system and the SOS?
4. What does the data from the FFY 2018 evaluation imply for future actions to be measured for the FFY 2019 submission?

### **ii. Responses to State Systemic Improvement Plan Implementation Evaluation Questions**

#### **1. How has the SOS been impacted by the goals of the SSIP and the work of the SED?**

The development of California's SSIP precedes the state's development of the SOS. At the time of California's SSIP Phase I submission, the state had just implemented LCFF and LCAP requirements. Successful integration of programs and accountability

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<sup>3</sup> For more detailed information on the process of applying the cascading logic model to develop evaluation questions, please refer to California's year-two FFY 2016 Phase III report, March 2018 meeting, on the SBE Schedule Web page at <https://www.cde.ca.gov/be/mt/st/>.

measures for LEAs regarding services to SWD and other high needs students had yet to occur. Though the LCFF made great strides in reducing siloes in services to English Language Learners, students eligible for free and reduced price meals, and foster youth, there remained many opportunities to bring services to SWD into the fold and strategically pool resources and align intervention strategies in a way that would benefit all students. The SSIP has served as one of the primary driving forces for system wide integration, coalescing internal and external stakeholders around the idea of one unified, coherent system that serves all students. As SSIP implementation has progressed over the years, it has prompted the linkage of improvement efforts targeted toward SWD to schoolwide improvement efforts (e.g. MTSS) and intentional changes to the statewide accountability system to align measures of success and challenges for SWD outcomes to the information available through the Dashboard. These important changes have resulted from ongoing discussions and decisions that can be traced back to the original framework and conceptualization behind the SSIP.

As the statewide commitment to alignment and coherency has strengthened over the years, the abstract concepts inspiring the SSIP TOA have resulted in tangible deliverables. The connection between the LCAP and efforts to improve outcomes for SWD has been bolstered by recent legislation and, in the past year, the real work of the SOS in supporting LEAs has begun. As evidenced by the updates provided in Section B of this report, the special education resource leads, as part of the SOS, have started building the relationships, infrastructure, and expertise necessary to ultimately connect LEAs with evidence-based strategies to improve outcomes. The SED has provided consultation, leadership, and oversight for this work to ensure the outcomes and objectives, including those originally outlined in the early stages of SSIP implementation, are achieved.

## **2. How are students with disabilities represented in the larger statewide accountability system?**

As described last year, the statewide accountability system is generally comprised of the Dashboard, which provides data to identify areas of need, and the SOS, which serves to support LEAs in successfully improving in those areas. The 2019 Dashboard data continues to provide state and local indicator data specific to SWD (as an identified student group). The Dashboard data highlights areas of need specific to SWD, but also provides LEAs, and anyone else accessing the Dashboard data, with a more holistic, comprehensive picture of how LEAs are performing across student groups and across measures.

The notable change in the past year relates to the initial work of the special education resource leads within the SOS and anticipating the benefit of developing rich, evidence-based resources related to serving SWD to offer LEAs (and all those tasked with improving outcomes for students). It remains evident that the SOS is being developed thoughtfully and intentionally to recognize and address those issues impacting LEAs and the performance of SWD. This aligns with the SSIP TOA and overarching intent to

explicitly link efforts to improve outcomes for SWD to the statewide accountability system, including the Dashboard, LCAP, and SOS.

### **3. How has the SED changed its practices to align with the larger system and the SOS?**

In last year's phase III, year three SSIP report, the SED highlighted work to align and incorporate the Dashboard data into monitoring processes. For the first time in 2018, to select LEAs for monitoring activities under the IDEA, the SED aligned calculations for graduation rate, performance on statewide assessment, and suspension and expulsion rates to the Dashboard's accountability calculations to make the selection process more consistent and streamlined. Using the same methodology to select LEAs for the IDEA monitoring activities that is used to measure LEA performance under the statewide accountability system for the same indicator (e.g. graduation rate) ensures that LEAs are supported by a coherent system that consistently measures success across programs. The SED continues to use aligned data to select LEAs for monitoring and provide technical assistance.

In addition, various updates were made in 2018 to the Performance Indicator Review (PIR) process to purposefully align the PIR process and plan with the LCAP. The alignment of the LCAP and PIR processes allows LEAs to identify, within each of the LCAP priorities, any current initiatives that may address the issues impacting the LEA's ability to meet the performance indicator target and how SWD are included in those strategies or activities. Currently, LEAs may submit their LCAP as their PIR plan as long as it addresses the required components of a PIR plan.

The SED continues to consider efficiencies and opportunities for improved coordination when the CDE engages LEAs for purposes of providing differentiated assistance and special education monitoring. SED staff actively attend and participate in collaborative internal meetings to identify ways to streamline processes where there is overlap and consolidate LEA reports and plans that address improvement efforts for all students.

### **4. What does the data from the FFY 2018 evaluation imply for future actions to be measured for the FFY 2019 submission?**

The data from the FFY 2018 evaluation demonstrates significant progress in SSIP implementation, particularly as it relates to the development of the SOS. The work of the special education resource leads to support LEAs in the development of improvement strategies to include in the LCAP and improve outcomes for SWD marks notable progress. As California moves forward implementing the final phases of the SSIP, future actions should focus on the sustainability and efficacy of assistance provided to LEAs through the comprehensive SOS as measured by student outcomes. Additionally, the SED will continue to pursue alignment and coordination in special education monitoring activities. For specific activities and objectives for FFY 2019, please refer to Section F of this report.

### **iii. Evaluating Outcomes**

California's SSIP was predicated on the notion that broad, systemic change that resulted in a statewide accountability system that supported LEAs to create comprehensive improvement plans and employ resources and strategies to improve outcomes for all students would positively impact outcomes for SWD. This notion is difficult to quantify as one student's score on assessments, impacted by infinite variables, is several steps away from measuring successful systems change. Therefore, California's approach to evaluating implementation of the SSIP measures progress in building a system that is structured to ultimately impact change at the student level.

The SOS is still in the early stages of development and the work of the special education resource leads highlighted in this report is only beginning. Though the availability and scalability of EBPs promised through this collective work is a major accomplishment in fulfilling the intent of the SSIP, the ability to directly measure impact on student outcomes remains in the future. However, to demonstrate the connection to outcomes for SWD, and in an effort to maintain consistency and show progress with each SSIP phase III report, the following provides updated information on the Supporting Inclusive Practices (SIP) Project and the SUMS initiative. Both projects were highlighted in last year's phase III, year three submission. This year, outcome measures for each project include a preliminary examination of student achievement, which serves as California's State-Identified Measurable Result (SIMR).

### **iv. Evaluating Outcomes: Supporting Inclusive Practices Project**

The SIP Project is an existing TA provider that works within the SOS, working with the special education resource leads to build capacity across the state to assist LEAs. The SIP project supports LEAs to increase access to general education settings with research and evidence-based practices, targeted training, and TA related to supporting SWD in the least restrictive environment (LRE). More information about California's SIP project can be found by visiting the SIP website at <https://www.sipinclusion.org/>. The project is administered by two COEs, one in northern California and one in southern California to ensure statewide coverage. The SIP project trains "exemplar" LEA sites who, in turn, provide support to LEAs identified as eligible for differentiated assistance in the SOS. This creates a trainer-of-trainer model for sustainability.

The SIP project outcomes as identified in the SIP Logic Model call for short- and long-term outcomes that include shifting attitudes toward inclusion, equity, and access, implementation of inclusive practices, utilizing UDL as a curricular framework, using evidence-based inclusive teaching practices, and moving key statewide indicators surrounding the SPP associated with student classroom inclusion and achievement. The evaluation design for the project sought a two-prong approach to examine the short- and long-term outcomes. First, data collection through the use of digiCOACH was employed to allow for coaching and feedback on classroom inclusive practices (Short-Term Outcomes) and second, state-sourced data on inclusion in classrooms and student achievement was analyzed to examine if key indicators had shifted for LEAs involved in the project (Long-term Outcomes).

### **Short-Term Outcomes: Classroom Inclusive Practices**

Analysis of digiCOACH walkthrough data allowed for a description of classroom practices of participating teachers, and then an examination of whether classroom practices were changing differentially between district groups or over time. Descriptively the walkthrough data examined 20 different variables within five categories: the learning environment, behavioral interventions, engagement, representation, and action and expression. Based on a review of the classroom walkthrough data, users spent an average of 15 minutes per walkthrough with an average increase of 11.08 percent in observation of evidence-based practices (i.e., “look-fors”) from 2017–2018 to 2018–2019. The most dramatic increase noted was in observation of those practices related to UDL (i.e., look-fors related to engagement, representation, action and expression) with an increase of 16.88 percent in one year. The findings are encouraging, as one of the SIP project objectives is to provide increasing opportunities for professional development centered on EBPs and UDL as a curricular framework to support equity and access for all students in the learning environment.

### **Long-term Outcomes: Inclusion and Achievement Outcome Data**

Data analysis for all SIP participating LEAs in 2018–2019 is largely descriptive in nature given the availability of key indicator data. Specifically, the data available for the most recent outcomes analysis was from the 2016–2017 and 2017–2018 academic years. The 2018–2019 data was not yet available at the time of the analysis. For those LEAs that have only participated in the project for one year, the 2016–2017 and 2017–2018 data provide baseline information. Future analysis using 2018–2019 data will add significantly to identifying program impact trends. For those LEAs that have been in the project for two years, the 2016–2017 to 2017–2018 data provide a more meaningful examination of the potential impact of the program, though 2018–2019 data will undoubtedly result in more meaningful statements of trends.

The first analysis examined key LRE indicator measures 5a (percentage of SWD inside the regular class 80 percent or more of the day), 5b (percentage of SWD inside of the regular class less than 40 percent of the day), and 5c (percentage of SWD in separate schools/settings). Trend analysis indicated that 2016–2017 and 2017–2018 Least Restrictive Environment (LRE) data trended—on average—in the desired direction for all SIP participating LEAs. SIP LEAs reported a 3.37 percent increase in students who are in a general education setting at least 80 percent of the time; a 1.34 percent decrease in those in a general education setting less than 40percent; and a .36 percent decrease in those in separate schools. It is important to note that not all participating LEAs necessarily have the desired trends in their data, but rather that—on average—the trends observed indicate desired LRE outcomes for SIP LEAs.

The most significant changes in key LRE indicator measures (5a, 5b, and 5c) were among those LEAs that have participated in the SIP project for two years. Those LEAs saw a nearly 4.5 percent increase on average in the measure associated with students being in a general education setting at least 80 percent of the time. Further, the data for

these LEAs reflects a nearly 2 percent decrease in students being in a general education setting less than 40 percent of the time and over a .5 percent decrease in students being in separate schools.

Understanding the importance of ultimately demonstrating improved academic achievement for SWD, the SIP project examined SIP LEA data related to English Language Arts (ELA) and Math participation and achievement. This analysis showed high (nearly 95 percent on average) participation in ELA and Math for SIP LEAs, but low achievement levels with achievement levels less than 14 percent for ELA and 12 percent for Math. Although higher levels of participation were noted, lower levels of achievement in both ELA and Math remain. However, the analysis did not attempt to demonstrate correlation or causation between participation in the project and increased academic achievement. Instead, the analysis provided an initial examination to inform further efforts to make such a connection. As academic achievement measured by performance on statewide assessments depends on such a variety of circumstances and variables, often a closer look at each LEA, and perhaps each school site and student, is necessary to discern the factors contributing to challenges or success.

The level of investment and engagement by participating LEAs certainly impact the rate and level at which goals are achieved. As an “exemplar” SIP LEA, Arcadia Unified School District (USD) has demonstrated commitment to the systems change process facilitated by the SIP project. Arcadia USD has participated in the SIP project since 2015–16. From the beginning, Arcadia USD has adopted the SIP approach by educating decision makers on the benefits of inclusive practices, promoting an understanding of why inclusion is important and beneficial for all students, creating district level expectations, and then allowing the necessary freedom to meet those expectations. For example, each principal in Arcadia USD was tasked with creating a “LRE plan” that was based on school site-level data and requested district support to implement the plan accordingly. Additionally, Arcadia USD pursued professional development aligned with project objectives, including having district teams attend UDL trainings by the Center for Applied Special Technology (CAST) at Harvard University and visiting a school in another state known for progressive inclusive practices.

A preliminary analysis of Arcadia USD student achievement data from 2015–16 to 2018–19 may demonstrate the success of these investments. Three of Arcadia USD’s schools saw significant gains in both English Language Arts (ELA) and Mathematics (Math) proficiency rates for SWD. From 2015–16 to 2018–19, school site A saw a gain of nearly 8 percentage points for Math proficiency<sup>4</sup> and nearly 27 percent for ELA. In the same time period, school site B noted a gain of 22 percentage points for Math proficiency and a 30 percent increase in ELA proficiency scores for SWD. School site C saw an increase of 32 percent for Math proficiency for SWD and a 24 percent increase in ELA proficiency rates for SWD. Though a correlative data analysis has not been completed, Arcadia USD notes their engagement with the SIP project as critical to their success. Arcadia USD reported that participation with the project allowed them to

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<sup>4</sup> Using California Assessment of Student Performance and Progress data

provide staff development and substitute time to implement co-teaching and UDL, which were key to increasing LRE rates. Arcadia USD believes an increase in LRE directly correlates to the increase in California Assessment of Student Performance and Progress (CAASPP) scores, as SWD are more exposed to academic vocabulary, grade level content, and peer models.

### **Supporting Inclusive Practices and the State Systemic Improvement Plan**

The updated outcomes data related to the SIP project is shared again as an example of the SOS in action. The SSIP TOA hypothesizes that an integrated system of accountability and improvement will benefit outcomes for SWD. The SIP Project functions as a TA provider within the system, not only providing TA for the purposes of special education accountability, but also providing TA to LEAs in differentiated assistance for overall improvement. In this way, as we continue to build the SOS to clearly and thoughtfully address issues impacting SWD performance by cultivating expertise and resources available through SOS TA providers, the intent of the SSIP to positively impact student achievement through systemic change will be realized.

#### **v. Evaluating Outcomes: California Scale-Up Multi-Tiered System of Support Statewide Initiative**

To further demonstrate the connection of the SSIP's foundation and the development of the SOS to positively impact outcomes for SWD, the following section provides updated information on the California SUMS Initiative. Since 2016, the OCDE has received funding to serve as the lead agency for scaling up the development, alignment, and improvement of academic and behavioral supports in California through the use of an MTSS framework. The purpose of the work is to support LEAs across the state do all of the following:

- 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 UDL, established in the state curriculum frameworks and LCAPs.
- Provide services that can reduce the need for a pupil's referral to special education or placement in more restrictive, isolated settings.
- Leverage and coordinate multiple school and community resources, including collaborations with local mental health agencies and provide school-based mental health services.
- 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.

- Incorporate the types of practices, services, and efforts described in the LCAPs of LEAs.

The SUMS project 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 students and SWD, 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 BCOE and the School-wide Integrated Framework for Transformation Center (SWIFT Center) to implement this large scale effort.

To accomplish the goals above, SUMS aims to 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. Through the project, SUMS intends to result in 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.

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.

### **Scale-Up Multi-tiered System of Support Statewide Evaluation Approach**

The evaluation of the delivery and quality of services to LEAs, as sub-grantees, through Scale-Up MTSS Statewide (SUMS) include formative and summative elements. 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.
- 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 assess sub-grantees' increased capacity to integrate and sustain MTSS initiatives, improve fidelity of implementation, and show positive student outcomes over time. These measures are collected and all data is summarized with respect to the process outcomes using the following:

- LEA Self-Assessment—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, while working in concert with families and the community at large to achieve and sustain their vision. The LEA Self-Assessment is a tool for District Leadership Teams to examine the current status of systemic practices that have been consistently demonstrated through research to be the components of effective district systems.
- 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 progress over time. In the past year, SUMS has created an interactive map of exemplary sites based on schools' SWIFT-FIA results, which can be accessed on the California Exemplary MTSS School Sites web page at <https://arcg.is/Db5f>.

- 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.

- Qualitative reports describing LEAs' process and progress in implementing, integrating, and scaling up their MTSS supports.

This multi-faceted approach to monitoring implementation and benefit has recently included an examination of student outcomes for SUMS LEAs. Data was collected from various sources including LEA annual reports, the Dashboard (Fall 2018 reporting period), and other public data as available. Many indicators were examined, including discipline rates, graduation rate, and chronic absenteeism. Regarding overall achievement scores, very little change was noted, however, the data available was from years that coincided with the LEA cohorts still going through the training series. As the SUMS initiative continues to support LEAs in implementation, and the expansion of MTSS continues within the SOS, SWD and their peers will benefit from an adequately responsive learning environment. It is reasonable to believe that as this work moves forward, outcomes for SWD will ultimately improve.

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

California's SSIP is a broad, comprehensive plan to drive systemic change in an effort to improve outcomes for SWD. Since the SSIP was first developed, California has made various changes, in consultation with stakeholders, to the way that SSIP goals are accomplished. These changes were made to conform and respond to various infrastructure changes and new statewide initiatives that prompted innovation. The changes have been purposeful and productive, yet create challenges when it comes to evaluation of SSIP implementation over time. Additionally, the nature of California's SSIP lends itself to qualitative evaluation measures, which produces information that is more representative of SSIP implementation progress. However, connecting this qualitative information to a single quantitative measure, the SIMR, presents unique challenges. California continues to work toward effectively demonstrating how SSIP implementation and the creation of the SOS will impact outcomes for SWD and the SIMR, specifically.

The CDE has engaged in many efforts to ensure data quality, overall, which will improve calculation of the SIMR. As noted in Section B. viii of this report, last year the CDE successfully launched a single data collection system for all student information as CALPADS became the official data collection system for SWD in California. After a five-year implementation plan, the CDE successfully merged CASEMIS to CALPADS while employing stringent validations including enrollment and field validations. This integrated system will eliminate data mismatches between general education data and special education data, with the help of 400 additional data validations that have been built. In addition, the integration will encourage relationships at the local level necessary to develop a strong data culture. Improving data quality and improving data culture at the LEA level makes data actionable. This means that when LEAs are selected for SED performance monitoring activities or identified for differentiated assistance, they have a

better understanding of the areas of need based on the data and a clear understanding of why they were selected. Increased data quality will also better inform root cause analyses and direct efforts to address the issues identified. Increased data quality will also support an accurate, demonstrative SIMR for purposes of the SSIP.

## Section E. Progress Toward Achieving Intended Improvements

California's SIMR for the SSIP is the performance of all SWD who took the California Assessment of Student Performance and Progress in both English Language Arts and Mathematics during the FFY 2018 school year.

The following table displays the SIMR results for FFY 2018:

Type of LEA	English/Language Arts (ELA) Target	ELA Result	Target Met	Math Target	Math Result	Target Met
Elementary School Districts	15.0%	17.1%	Yes	13.6%	13.8%	Yes
High School Districts	15.9%	17.0%	Yes	13.6%	8.1%	No
Unified School Districts and COEs	15.9%	15.9%	Yes	13.6%	12.2%	No

This year demonstrates improvement in the SIMR, as results in ELA and Math improved for each LEA type. This report has outlined a number of significant, promising changes within the SOS that support the intent of the SSIP and directly aim to positively impact outcomes for SWD (and ultimately the SIMR). California is confident that as the work is scaled up and LEAs are supported to build capacity around serving SWD, student achievement will continue to improve.

## Section F. Plans for Next Year

California looks forward to continued progress toward SSIP implementation over the next year. Based on the success and challenges experienced in FFY 2018, the following activities and objectives are planned in the future:

- Remain engaged in activities and efforts related to the SOS, including the work of the special education resource leads, to ensure intended impact on improved performance for SWD.
- Maximize partnerships internally and with other agencies to coordinate efforts to improve outcomes for SWD.

- Continue to refine and align SED monitoring processes with other accountability processes and with support provided through the SOS. Pursue efficiencies and integration of LEA improvement plans.
- Continue to have the SED engage in collaborative statewide initiatives and department efforts to refine and enhance the SOS.