The Kentucky Department of Education

State Systemic Improvement Plan (SSIP)

Phase III:2

April 2, 2018

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A. Summary of Phase III, Year 2 (Phase III:2)

Throughout the implementation of the State Systemic Improvement Plan (SSIP), the Kentucky Department of Education (KDE) has continued to use the *Theory of Action* to drive change and successfully meet the goals of the State-identified Measurable Result (SiMR).

If KDE uses implementation science principles for effectuating systems change within Regional Educational Cooperatives; and,

Since Phase I, the KDE and State Implementation and Scaling-up of Evidence-Based Practices (SISEP) center have partnered to grow the capacity of both the state agency and Regional Educational Cooperatives in the use of Active Implementation. A regional cohort model was adopted and this year a second cohort was mutually selected to begin Exploration Stage activities. At the KDE, cross-agency leadership teams have continued to engage in acquiring skills to apply implementation science principles to work beyond the SSIP.

If that systems change provides the Regional Educational Cooperatives with the capability to increase the capacity of districts to implement, scale up, and sustain evidence-based practices; and,

Throughout Phase III:2, the KDE and Regional Cooperatives increased the capacity of districts to conduct fidelity walkthroughs using the Observation Tool for Instructional Supports and Systems (OTISS). Districts and schools were provided training on how to compile implementation data into a digital data sharing system so that OTISS results could be analyzed and used to inform training and coaching supports for teachers.

If the KDE and the Regional Educational Cooperatives engage stakeholders in vetting, selecting, and disseminating usable and measurable methods of implementing evidence-based math instructional practices; and,

The process established by the Instructional Practices and Academic Content (IPAC) team in Phase I, inspired the development of a Usable Innovation Selection tool. The document guides districts through the process of selecting the best evidence-based practices (EBPs) using questions related to data, research, need and fit. Districts across the state have access to this resource on the KDE SSIP webpage.

If Kentucky districts provide professional learning, technical assistance and support to elementary and middle school teachers around implementing, scaling, and sustaining evidence-based practices in math, with an emphasis on reduction of novice performance;

Phase III:2 marked the beginning of Initial Implementation Stage activities for districts and schools. Building Implementation Teams (BITs) were further refined and support was provided by the KDE State Transformation Specialists (STSs) and Regional Cooperatives to use

implementation data at each level of the system. Teams currently use improvement cycles to review and analyze student benchmark data, fidelity of best practices in mathematics, infrastructure (capacity assessments), and the system of supports for teachers (training and coaching). Action plans are developed using a newly established SSIP Data Dashboard to improve the use of math innovations by removing barriers and supporting teachers with retraining and coaching.

Then the percentage of students with disabilities performing at or above proficient in middle school math, specifically at the 8th grade level, will increase

At the close of Phase III:2, all components of the *Theory of Action* are now in place. Moving into next year's SSIP, summative student outcome data will finally be available. Currently, Implementation teams at all levels are engaging in analysis of preliminary student benchmark data to determine the impact of the system of support on the educational success of students with disabilities.

SiMR:

"*To increase the percentage of students with disabilities performing at or above proficient in middle school math, specifically at the 8th grade level, with emphasis on reducing novice performance, by providing professional learning, technical assistance and support to elementary and middle school teachers around implementing, scaling and sustaining evidence-based practices in math*."

B. Progress in Implementing the SSIP

Throughout each phase of the State Systemic Improvement Plan (SSIP), the Kentucky Department of Education (KDE) developed milestones to facilitate and measure progress. Initial implementation was the primary focus of milestones for this phase of the SSIP. Stakeholders were petitioned for feedback and informed of new developments. Each milestone has been completed or is on track to meet the designated completion date. However, there were some minor updates on the date of completion. Listed below are the updated milestones, with changes indicated in red:

Communication Activities

October 2017—Building Implementation Teams (BITs) will have written communication plans

- A draft plan will be presented as a model
- Districts may need to revise communication plans based on building needs
- Regions will support districts and buildings in continuous improvement cycles

December 2017 (January 2018)—The State Management Team (SMT) will revise its communication plan to include a new strategic plan

- Once the strategic plan is finalized, the SMT will determine how to communicate alignment to the SSIP.
- Internal stakeholders from across the agency will be identified to support communication.
- External stakeholders will be identified to support communication.

Decision-Support Data System Activities

Fall 2017 (Winter 2018)—Data reports for BITs

- The KDE District Data Integration team will establish digital data sharing system for implementation data in the Transformation Zones (TZs).
- Data coordinators will be provided supports for use of the system.
- Building teams will be trained on use of data provided in reports

September 2017—Training Service Delivery Plans for districts completed.

October 2017 (September 2017)—Coaching Service Delivery Plans for districts completed.

August 2017- May 2018

- Buildings following data matrix and using implementation data collection tools
    - All TZ districts have been trained on use of the tools.
- Training complete and Coaching Service Delivery Plans in place or being used
    - Training will be complete by summer 2017.
    - Coaching plans in place by the 2017-2018 school year.
- Additional TZ districts trained in *Observation Tool for Instructional Supports and Systems* (OTISS) in summer 2017.
    - Data analysis training
    - Cohort 2 TZ Exploration will occur in the fall of the 2017-18 school year.

The KDE continued to engage stakeholders by providing an update on milestones and implementation progress to the State Advisory Council for Exceptional Children (SACEC) at the November 19-21, 2017 meeting. The council was interested in the process reaching institutes of higher education to effect change at the teacher pre-service level. The meeting agenda, meeting minutes and a full listing of stakeholders can be found on the link below:

State Advisory Council for Exceptional Children

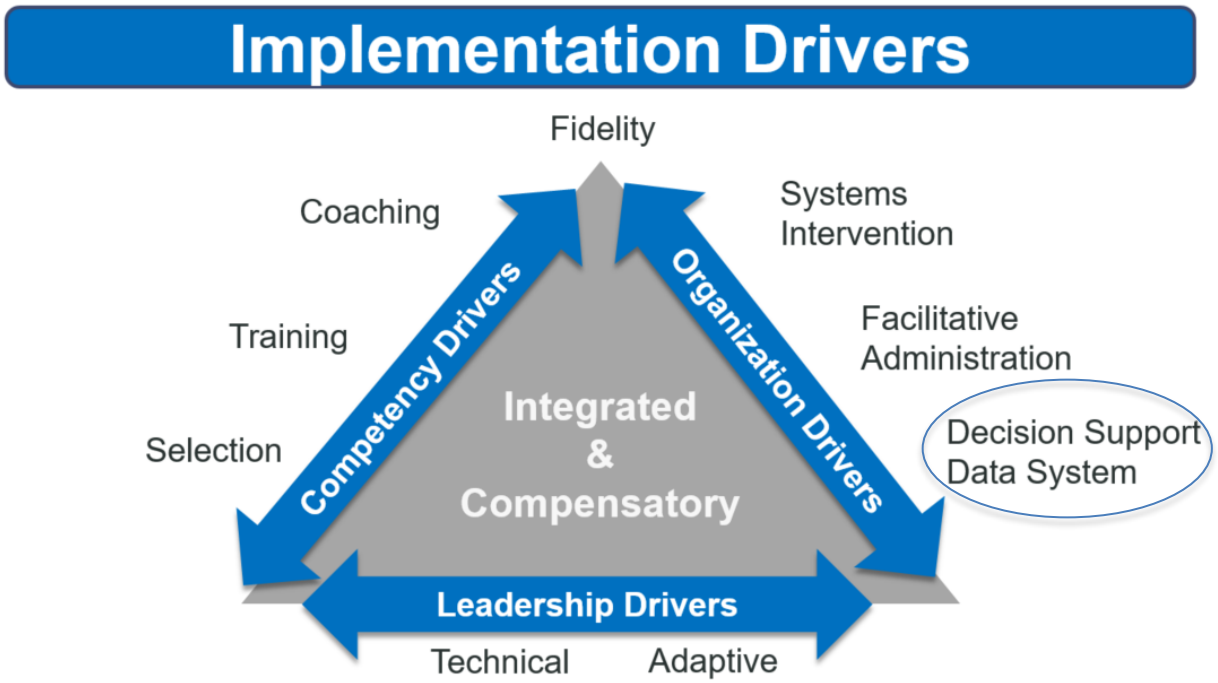
Additionally, the KDE received feedback by hosting the 2nd annual State Implementation & Scaling-up of Evidence-Based Practices (SISEP) center Active States Forum. The purpose of the forum is to create a community of learning between states on the use of Active Implementation to improve outcomes for students with disabilities (SWDs). The KDE and representatives from TZ regions, districts, and schools shared implementation data, trials and learnings. The

implementation data digital sharing system developed by the District Data Integration team was debuted to participants. The KDE received useful feedback on the layout of the data sharing system and ways to strengthen infrastructure.

Through stakeholder engagement, additional milestones were developed for Phase III:3, which can be found in section F (page 39-41).

Implementation Progress

The KDE focused on the final component of the *Theory of Action* by carrying out Initial Implementation Stage activities, specifically deployment of data systems. Each level of the linked teaming structure (state, region, district, school) is using the Implementation Drivers and engaging in monthly data analysis meetings to determine the effectiveness of the systems.



Selection of Regions

As districts began Initial Implementation, the KDE explored with new regions. The region selection criteria and partnership agreement established in Phase I, were reviewed and refined based on trials and feedback within the first TZ. A series of Exploration meetings took place and two new regions were mutually selected for the second TZ cohort. Initial trainings on Active Implementation began in November 2017.

Training

The training systems for evidence-based practices (EBPs) developed and installed in previous phases were utilized. Training Service Delivery Plans were established to increase fidelity by ensuring the trainers are incorporating components of the Mathematics Practice Profile and applying adult learning strategies, no matter what innovation is used. Teachers were provided training or received re-training initially based on needs assessments. Training evaluations, pre/post assessments, and training framework adherence data are currently being used at District and Building Implementation Team meetings to determine effectiveness and to inform future trainings.

The KDE also provided universal support on selection of an EBP or usable innovation to all districts through resource materials. The creation of the Usable Innovation Selection Process document serves as the first installment of active implementation guidance documents the KDE plans to provide statewide.

Coaching

Districts that have developed a coaching system are in the beginning stages of utilizing coaching data to make decisions. Coaching Logs are collected weekly to determine if coaches have the support they need to work with teachers. The data is reviewed and analyzed at monthly implementation team meetings to develop action steps. Districts and buildings, with guidance from the KDE State Transformation Specialists (STSs) and Regional Cooperatives, have been working to support coaches by reducing the amount of non-coaching related activities.

In addition to the Coaching Log, districts and schools are also measuring the effectiveness of the coaching system using a teacher survey. The results of the surveys can be found in Section C (pages 25-26). Although it will take some time, the cultural shift of viewing coaching through the lens of evaluating the person to evaluating the system of support is starting to occur. Implementation teams are learning to connect the results of the teacher survey to the Coaching Log data to identify what the district and buildings need to do to improve the system of support for both coaches and teachers.

Although many of the TZ districts have focused on coaching, Installation of a coaching system continues to be a challenge due to funding and personnel. The TZ districts who have not yet established a coaching system are exploring alternative methods such as, repurposing professional development funds to support coaching. The capacity to utilize coaching data system-wide will expand as more districts are able to develop coaching systems.

Fidelity

As districts began to use the training and coaching systems, there was a need to increase capacity on the use of the OTISS fidelity walkthrough. However, there was minimal capacity at the state to conduct OTISS trainings for districts. To address this barrier, the OTISS Core Training team

was developed to establish more state trainers to support district use of the tool. The OTISS Core team is composed of TZ Regional Implementation Team (RIT) members from Cohort 1 and 2. The team revised the training based on participant feedback from earlier phases and conducted one cycle of usability testing with three TZ districts. The team will continue to cycle through usability testing as additional trainings occur.

As districts were trained on the OTISS, they began to use the data to regularly inform supports for teachers. OTISS data is being used to inform retraining, coaching, and system development needs. District and Building Implementation Teams review OTISS results at least three times per year along with training, coaching, and capacity data to identify action steps to support teachers.

Communication

SSIP Webpage

In addition to supporting the use of multiple sources of data across the system, the KDE has worked toward improving communication. In Phase III, communication was identified as an anticipated barrier moving forward (Phase III, pages 42-43). To address this challenge the KDE built an SSIP website to allow districts and other stakeholders across the state to receive universal support and updates on the progress within the TZ. A Usable Innovation Process document was developed based on the procedure established within component three of the *Theory of Action* (See Phase II, page 12). The document supports district selection of a usable innovation through the Initiative Inventory and Hexagon Discussion Capture Tool developed by SISEP. This document along with the website were debuted in a webinar for district executive leaders across the state. Through the webinar, districts were given the opportunity to ask questions about the SSIP and tools provided on the webpage.

State Design Team (SDT)

Another area of focus for communication was reinstating the SDT. During the last phase of the SSIP (Phase III), the monthly meetings of the SSIP State Design Team and the competency teams from Phase II were not necessary because Kentucky was engaged in installation stage activities. The tools, guidance documents and feedback from those stakeholder teams were being put into digital format for effective use and reporting by the districts. Instead, stakeholders provided feedback during the six district trainings that occurred throughout the year. The KDE solicited feedback from the participants of the trainings that included administrators, coaches, and teachers. The feedback from these stakeholders was collected as data for future usability testing of the tools.

(Clarification from Phase III is embedded within the above paragraph)

The reinstated SDT has been selected based on specific criteria needed to effectively review usability testing data and develop action steps to refine the use of the support system tools. In addition, they will analyze OTISS, training, coaching, and capacity data to identify strengths and areas of growth within the system. The role of the SDT is to use data to initiate changes in

systemic supports across the TZ that will lead to improved teacher practice and meet the goals of the State Identified Measurable Result (SiMR).

Scale-up Team

To reflect on practices within the TZ and usability test materials developed by the training and coaching teams, work sessions were organized with the TZ regions. Feedback was provided on best practices for teaching and coaching implementation science in future TZ districts. To continue the usability testing structure and meet the needs of districts planning scale-up activities, the work sessions morphed into a Scale-up team. Representatives from each TZ region in cohort 1 were selected. The mission of the team is to analyze data (capacity, training, coaching, fidelity) within the first TZ cohort and to identify best practices to replicate with future TZ regions, districts, and schools. The first tool the team developed was a District Scale-up Readiness Checklist designed to determine the components of infrastructure that should be fully established prior to scaling-up. The tool has gone through usability testing with one district and will continue to undergo further testing as more districts scale-up. Based on the results using the tool, one district has decided to scale-up to three additional schools in the 2018-2019 school year.

(Clarification from Phase III is embedded within the above paragraph)

In response to Cohort 1 TZ regions beginning to engage in Exploration meetings with potential districts, a Region Scale-up Checklist was drafted to determine readiness for expansion. This tool will undergo usability testing in the upcoming year.

Region, District and School Stakeholder Communication

Communication to stakeholders has continued to be a focus throughout this year. The KDE has supported TZ regions to embed Active Implementation within their strategic plans and share progress at monthly board meetings with area district Superintendents. TZ districts are replicating this process by incorporating implementation science into their Comprehensive District and School Improvement Plans and presenting implementation data at school board and Site-Based Decision Making Council (SBDM) meetings. The SBDM membership includes school leadership, elected teachers and parent representatives. The feedback and questions received at these meetings are influencing processes within the TZ and are informing improvements to future communication strategies with stakeholders.

State Management Team

The KDE continued to make progress on the anticipated barriers identified in Phase III on pages 42-43. In January 2018, the SMT revised the communication plan to align with the newly developed KDE strategic plan. Members of the SMT continued to explore opportunities to incorporate Active Implementation into the strategic plan processes and activities.

Starting in the largest office at the KDE, all divisions engaged in initiative inventory activities facilitated by STSs. An initiative analysis tool was modified from the SISEP initiative inventory to allow for deeper conversations about how current work aligns to the priorities of the agency. Learning from those activities was used to influence agency wide development of operational plans for the strategic plan.

Decision Support Data Systems

Data Sharing System

During Phase III, a District Data Integration team was formed to develop a data sharing system (SSIP Data Dashboard) for implementation teams at all levels of the system to upload, access and review data in a timely manner. All data collection tools were converted to digital format so districts and regions have access to capacity, coaching, fidelity and training data almost immediately. Student level analysis from interim assessment data are also uploaded into the dashboard to allow teams at all levels of the system to have access. Previously, the interim assessment data were only used at the district. This was a major barrier that the Data Integration team removed through the development of the dashboard. Prior to using the dashboard, TZ regions, districts, and schools are provided training on how to enter and analyze implementation data. Feedback is received from participants on the data displays, usefulness of the data being captured, and ease of use. All but one district has been trained on the dashboard and there are plans in place for the remaining district to receive training.

(Clarification from Phase III is embedded within the above paragraph)

TZ districts are currently entering data based on the data matrix and timelines identified within Phase III page 26. Implementation teams at each level are using the data to inform action plan items. Regions, districts, and schools are sharing data and implementation updates with stakeholders at board and SBDM meetings.

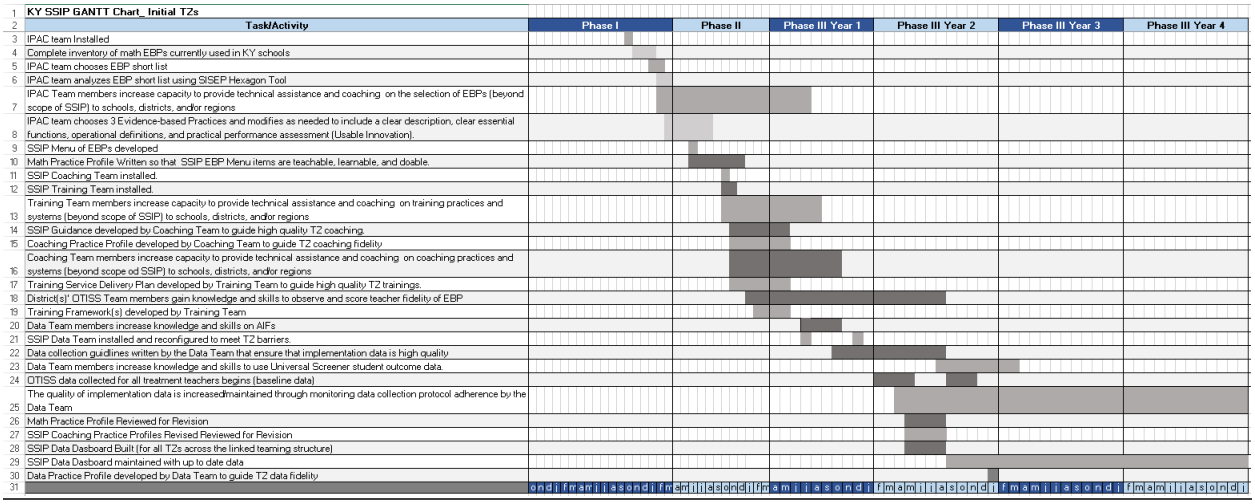
SSIP Data Dashboard

Implementation Data Analysis Team

As each level of the system began to use the dashboard to inform supports for teachers, there were differing philosophies on how to use implementation data effectively. To address this adaptive challenge, an Implementation Data Analysis team was developed to create a Practice Profile and fidelity checklist aimed at supporting building and district team use of the data dashboard and implementation data tools. Team membership included representatives from the KDE's Strategic Planning and Research Division, TZ Cohort 1 and 2 regions, and a TZ district data coordinator. The Practice Profile is still undergoing revisions and will be available for implementation team use next school year. Once the Practice Profile undergoes usability testing, the data analysis team will use it to develop a fidelity checklist.

Outcomes Accomplished

A Gantt chart has been used since Phase II to show goals of the coherent improvement strategies. Below is an updated version of the Gantt chart that reflects the goals of Phase III:2 (See last three items on Gantt Chart attachment for full view).



C. Data on Implementation and Outcomes

The Kentucky Department of Education (KDE) and its stakeholders have monitored and measured outputs to assess the effectiveness of the implementation plan as Phase III:2 milestones were reached. The State Systemic Improvement Plan's (SSIP) evaluation measures serve to demonstrate SSIP progress toward achieving intended improvements to infrastructure and inform next steps in implementation. Since the steps in the *Theory of Action* have been completed in Phase III:2, only project measures that have an "every year" target metric or have had changes in status will be included and discussed. For a complete list of project measures see Phase III pages 9 - 26. In their initial conception, the project measures were written to encapsulate Stage based activities from Installation to Full implementation. With the adoption of a regional cohort model

the KDE had planned that each year a new region would begin Exploration and move quickly to Installation. At the time of development, no data was available to support this scale-up plan. Through usability testing cycles, scale-up data is emerging. The KDE anticipates scale-up time will decrease as the processes, infrastructure and tools needed continue to be refined. Since cohort 2 has just entered into Exploration this year, there are several project measures that are not measurable at this time.

This phase has seen Transformation Zone (TZ) region and district teams using implementation science research to engage schools in supporting teachers throughout grades 4-8 in the effective use of mathematics usable innovations.

Stakeholder engagement functions through the linked teaming structure. Updates regarding implementation data are provided and feedback is communicated through regional and district board meetings. Also, at the school level Site-Based Decision Making Councils (SBDM), which include parent representation, are beginning to engage in implementation data discussions.

Key Measures with Data Sources and Baseline Data

The SSIP project measures were designed to assess the quality and impact of implementation, as well as progress made on the implementation plan. As such, the measures can be broadly divided into two categories:

1. Measures whose targets include completion of a critical implementation milestone, and
2. Measures whose targets include a specific quality goal that is expected to be accomplished by a specific group of stakeholders in a specific time frame.

Each project measure specifies the timeline for achieving the change and a quantifiable growth measure in behavior or knowledge of a specific target audience. While these measures and additional evaluation data analyses have highlighted ways the SSIP service delivery model can be made better, Phase III:2 evaluation work does not support the changing of the SSIP itself.

Project Measures I.1-I.4 are in place to monitor that essential installation activities are completed within an appropriate timeline and ensure that SSIP standards are fully adopted during the selection of the Usable Innovation (UI). Since all TZ members met these measures during their installation phase (Phase III, pages 9-11) and no new teams were actively engaged in installation this year, these measures are not included this year.

Project Measure I.5 (see Phase III, page 11) concerning annual submissions of a Regional Systemic Improvement Plan (RSIP) to the KDE will no longer be evaluated since this process has been revised by the State Management Team (SMT). Evaluation data needed to be viewed as system-wide. Therefore, data from the RSIP and SSIP within the TZ are all found in the shared SSIP Data Dashboard. This eliminated the need for TZ RSIPs to be submitted to the KDE in a

separate report. Eventually, as new cohorts of TZ regions come onboard the dashboard will become the primary data source for all regional plans.

Project Measures		Target Metric	%	Actual Ratio	%	Status
T.1	Each year, 100% of implementation teams demonstrate that training sessions had a moderate to large impact on their knowledge of Active Implementation Frameworks.	5/5	100	6/6	100	Met

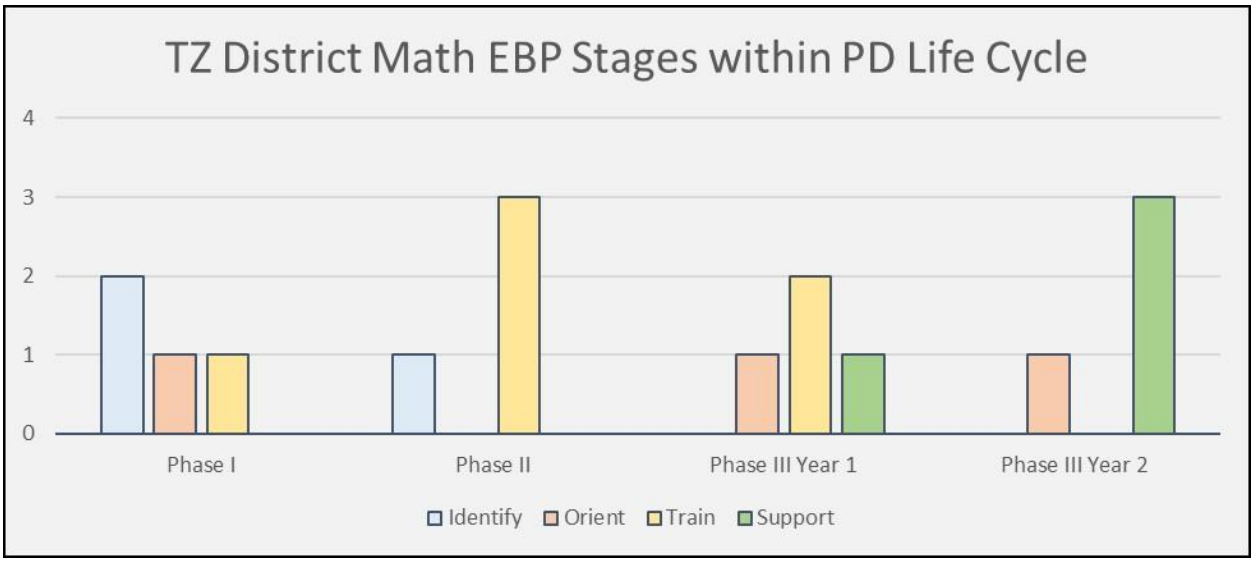
In response to Phase III, implementation team feedback, the Active Implementation Frameworks (AIF) training service delivery plan was altered to include less theory-based instruction and more activities focused on the application of active implementation knowledge. To maintain and improve team understanding of AIF during Phase III:2 State Transformation Specialists (STS) embedded AIF learning within the context of coaching, fidelity measurement, and data usage as implementation teams received mini-trainings/technical assistance. Evaluators analyzed each team's rate of agreement by averaging each team member's responses to 5 knowledge-based post-training multi-item Likert survey items.

Item	**% 3 or 4**
The event achieved the session goals and objectives.	100.0%
The event/content is highly relevant to my work.	97.2%
The event/content and materials are useful to my work.	94.4%
The event/content helped further my understanding of Active Implementation.	83.3%
How would you rate your current knowledge level regarding the specific terms, frameworks, resources, and materials discussed at these meetings?	61.1%

All of Kentucky's implementation teams demonstrated training sessions had a moderate to large impact on their knowledge of AIF.

Overall Training Results	Implementation Teams
No Impact (composite % < 24%)	-
Mild Impact (composite % between 35% - 49%)	-
Moderate Impact (composite % between 50% - 74%)	1
Large Impact (composite % > 75%)	5

Project Measure T.2 is in place to monitor that SSIP training development tools are integrated into district training processes during the Installation Phase, thus ensuring that teachers receive effective training. With the exception of one district, cohort 1 TZ districts during the Implementation Phase have moved primarily to a support stage of the evidence-based practices (EBP) which includes some elements of retraining (see PD Life Cycle graph below). Since all TZ members met this measure during their installation phase (Phase III, pages 13-14) and no new teams were actively engaged in installation this year, this measure is not included this year.



T.3 focuses on training teachers on the core components of the Math Practice Profile with high fidelity (Phase III, page 14). Districts and regions participated in the creation of data collection instruments that could be used by implementation teams to monitor training fidelity to the components of the Math Practice Profile. The full infrastructure to collect, share, and analyze this project measure was finalized this year and such data collection will be expected for all scale-up TZs. Therefore, T.3 continues as not measurable at this time.

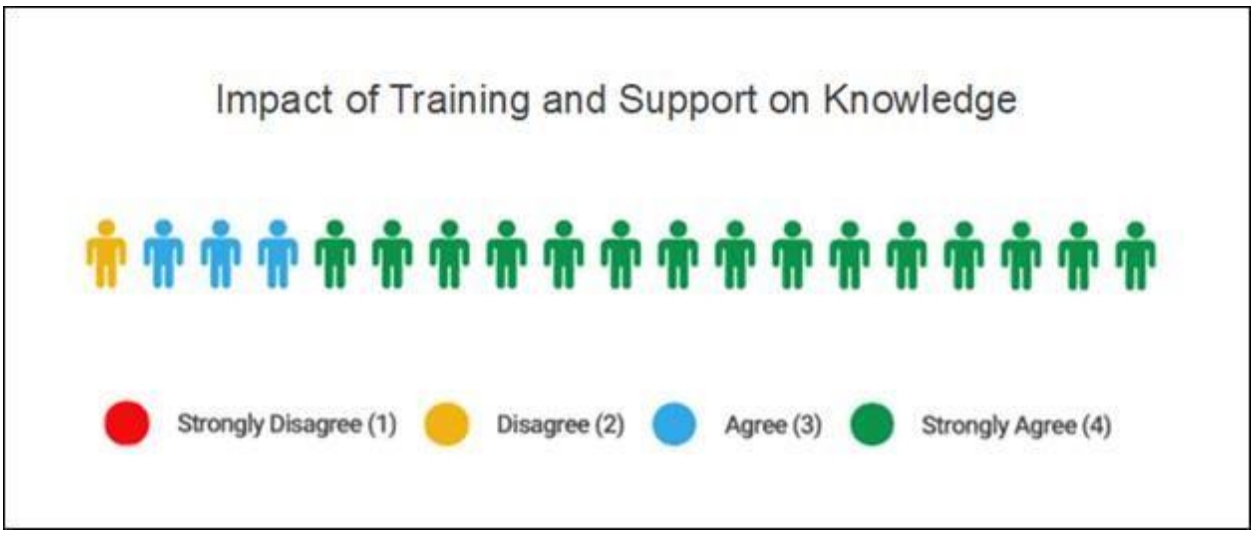
Districts were encouraged to collect data during retraining delivery for the SSIP Data Dashboard, but none were required to do so. While there were not enough training outcomes shared this year to adequately measure the full TZ, those that were shared were very encouraging. An analysis of the four Math Training Components surveys received in Fall 2017, completed by district trainers, showed that each EBP training sessions during Phase III:2 used all three adult learning strategies in key experiences that taught all eight of the math teaching practices.

Project Measures		Target Metric	%	Actual Ratio	%	Status
T.4	Each year, 70% of TZ teachers report the training and support they received had a moderate to large impact on their knowledge of the SSIP EBP (an average of 3 and above on a 4-point Likert scale).	70/100	70	18/19	95%	Met

Project Measures		Target Metric	%	Actual Ratio	%	Status
T.5	Each year, 70% of TZ teachers report the training and support they received had a moderate to large impact on their skills to use the SSIP EBP in their instruction (an average of 3 and above on a 4-point Likert scale).	70/100	70	18/19	95%	Met

The Mathematics Usable Innovations were in varied implementation stages before each district began their SSIP work; initial teacher-level data was not commonly collected prior to the district entering the SSIP Initial Implementation Stage. This particular project measure was written to best capture the quality of support between the first three school capacity assessments recorded during the installation and initial implementation stages.

Three schools submitted EBP post-training surveys for inclusion on the SSIP Data Dashboard during Phase III:2. There is anecdotal evidence that additional EBP trainings occurred during this phase, but districts are not required to share this data since there are common logistical issues related to its collection (i.e. some districts use outside contract based trainers). 18 of the 19 teachers agreed or strongly agreed with the item, "The event/content helped further my understanding of mathematical practices."



The EBP post-training survey also included the items, "The event/content will help me be more efficient at meeting the mathematical needs of students" and "The event/content will help me be more effective at meeting the mathematical needs of students." 18 of the 19 teachers had a composite average of agree or better for these skill items.

Project Measures		Target Metric	%	Actual Ratio	%	Status
C.1	60% of Districts have a written coaching system narrative that includes a plan for service delivery	6/10	60	3/4	75	Met

Since TZ districts have and will continue to follow a non-uniform calendar for their implementation stage activities, it is best for the state to adopt a progressive implementation goal (see ratio table below). The STSs and the SMT are confident that, as the state grows in its capacity to support districts in the Exploration and Installation Stages, districts will be quicker to adopt a written coaching system narrative that includes a plan for service delivery. Through Phase III:2 three districts have a written coaching system narrative that includes a plan for service delivery; a fourth has not yet installed a coaching system.

Reporting Phase	Desired Implementation Percentage
Phase III	50%
Phase III:2	60%
Phase III:3	70%
Phase III:4	80%

Project Measures C.2-C.4 are in place to ensure that coaches within each District's coaching system have the knowledge and skills required to effectively follow the Math Practice Profile and the Coaching Practice Profile. While it is expected that coaches will receive ongoing support from their Regional Implementation Teams (RIT) and District Implementation teams (DIT) to continually grow in their knowledge and skills regarding these foundational SSIP elements, the evaluation of these measures is limited to the initial TZ district coach training sessions held during a district's installation phase. Since all of the TZ districts with a coaching system met these measures during their installation phase (Phase III, pages 16-18) and no additional districts have installed a coaching system, these measures are not included this year.

There were some replacement coaches brought on by an existing TZ district, the district and their RIT agreed that the formal large group training was not necessary and instead new members received the training elements through job-embedded tasks. These trainings will resume at the appropriate time for new TZ districts.

Project Measures		Target Metric	%	Actual Ratio	%	Status
C.5	Each year, 80% of TZ coaches report the training and support they received had a moderate to large impact on their skills in adherence to the Coaching Practice Profile (an average of 3 and above on a 4-point Likert scale).	8/10	80	2/3	67	Not Met

An online survey was administered to the five TZ district coaches, with three respondents completing the survey. The survey looked at several areas of coaching practice, over the prior two months, based on the SSIP coaching practice profile; these included coaching communication, development of an effective partnership, observations, feedback, modeling, data analysis, and professional learning. One district had evidence of strong supports, one had not provided recent supports, and the third did not have a survey participant. All but one item was split between strong agreement and disagreement based on the district; coaching practice influence through modeling was the only item that had two coaches choose “disagree”. 67% of the coaches had an average composite score of 3 or above on a 4 point Likert scale. The project did not meet the target for the project measure.

Project Measures		Target Metric	%	Actual Ratio	%	Status
C.6	Each year, 80% of Kentucky (Regional) Educational Cooperative Implementation Team members report that the KDE Implementation Team provided high quality supports to increase their implementation capacity.	8/10	80	9/11	82	Met

An online survey was administered to all TZ Regional Implementation Team Coaching participants, with 11 participants completing the survey. The survey looked at the STSs' use of a wide range of listening and questioning skills, observation and guided reflection, feedback, and modeling. The survey also asked if the STSs effectively supported RITs' use of implementation science, application of Implementation drivers, and confidence to cooperatively use capacity assessment data to create implementation team action plans. 9 of the 11 survey participants had an average composite score of 2.75 or above on a 4 point Likert scale. The project met the target for the project measure.

The original survey used during Phase III was based on a service delivery methodology, while the survey used in Phase III:2 was developed based on the components of the SSIP Coaching Practice Profile. The new survey is much better matched to the data decision making needs of the State Design Team (SDT), but has made comparison impossible for this reporting cycle. This newer survey will be used in subsequent years and will allow for growth to be assessed and reported. Please see Section C (page 25) for additional item-based analysis.

Project Measures		Target Metric	%	Actual Ratio	%	Status
C.7	Each year, 80% of DIT members report that their Kentucky (Regional) Educational Cooperative Implementation Team provided high quality supports to increase their implementation capacity.	8/10	80	11/11	100	Met

An online survey was administered to all TZ DIT coaching participants, with 11 participants completing the survey. The survey looked at RITs' use of a wide range of listening and questioning skills, observation and guided reflection, feedback, and modeling. The survey also asked if the RIT effectively supported DITs' use of implementation science, application of Implementation Drivers, and confidence to cooperatively use capacity assessment data to create implementation team action plans. 100% of the survey participants had an average composite score of 2.75 or above on a 4 point Likert scale. The project met the target for the project measure.

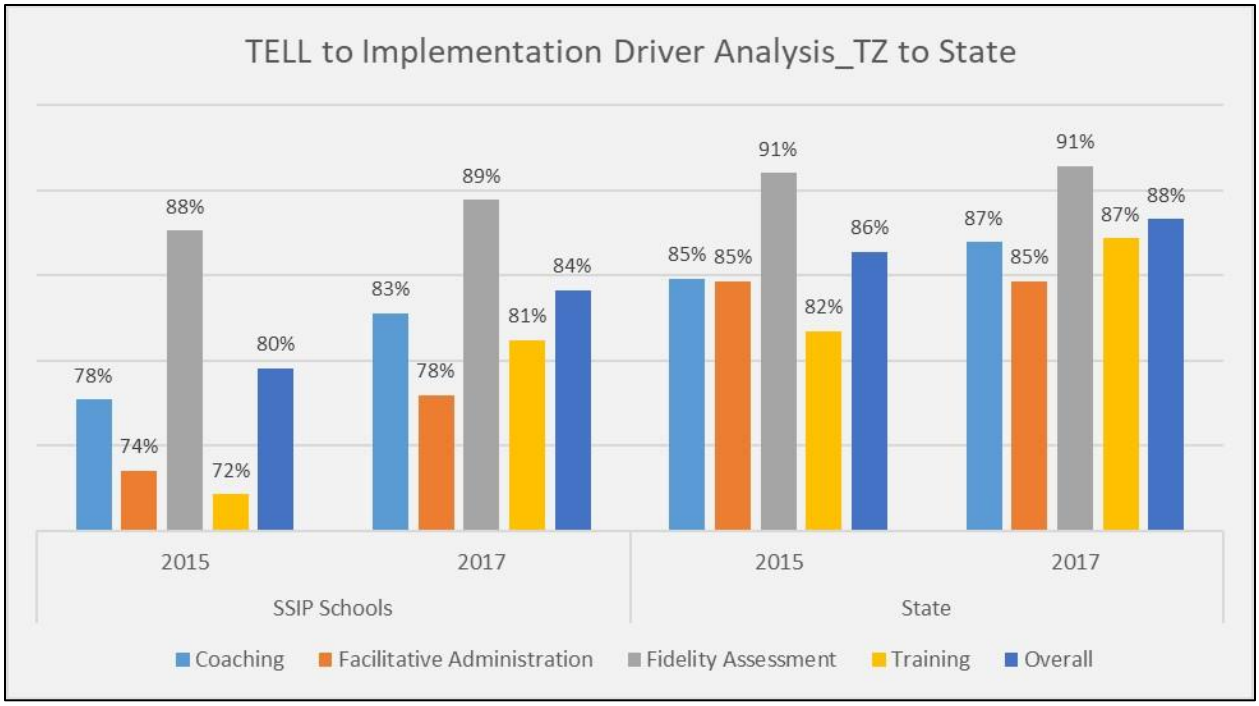
The original survey used during Phase III was based on a service delivery methodology, while the survey used in Phase III:2 was developed based on the components of the SSIP Coaching Practice Profile. The new survey is much better matched to the data decision making needs of the SDT, but has made comparison impossible for this reporting cycle. This newer survey will be used in subsequent years and will allow for growth to be assessed and reported. Please see Section C (page 26) for additional item-based analysis.

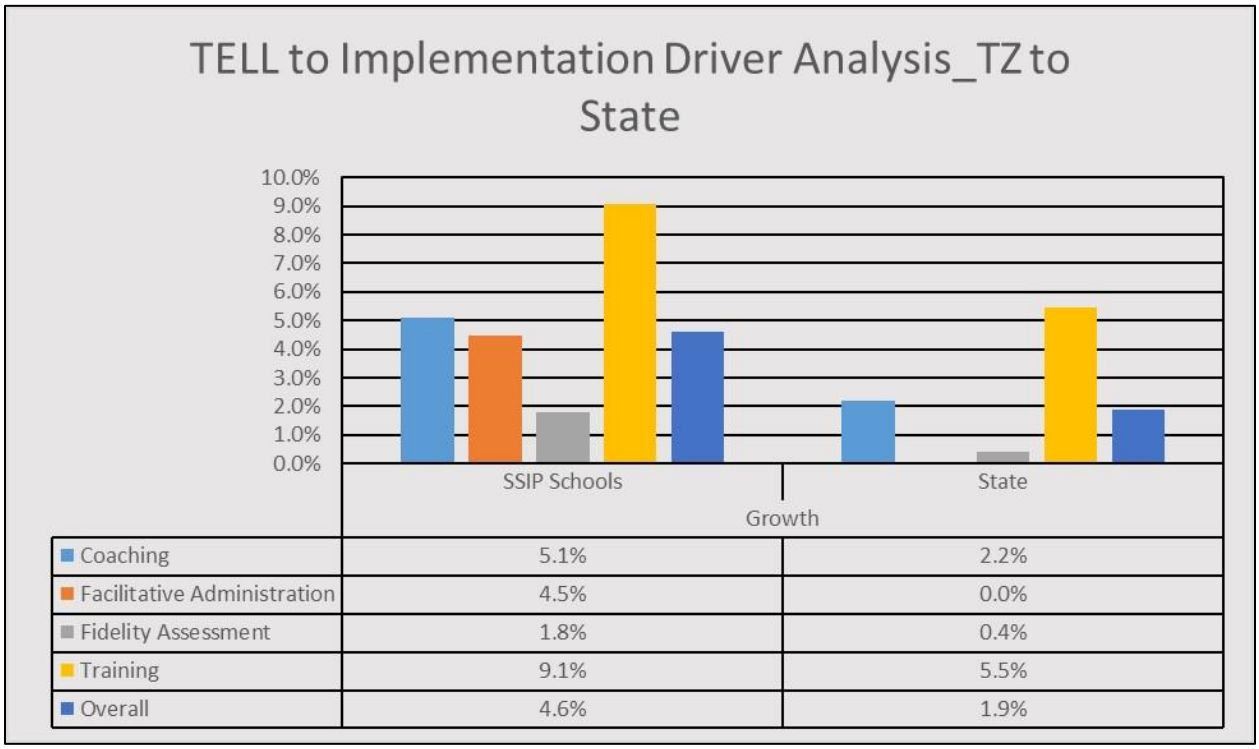
Project Measures		Target Metric	%	Actual Ratio	%	Status
C .8	Biennially, 80% of TZ buildings report that their District provided high quality supports to increase their implementation capacity.	8/10	80	5/7	71	Not Met

Project Measure C.8 was originally, "Each year, 80% of Building Implementation Teams (BIT) members report that the DIT provided high quality supports to increase their implementation capacity". The measure was revised because collecting the data necessary to monitor this measure could not be made actionable without a high-risk of compromising BIT member confidentiality.

To remove this barrier, SSIP Evaluators analyzed data from the 2015 and 2017 TELL Kentucky Surveys conducted by the New Teacher Center. The TELL Kentucky Survey is a biennial statewide survey of school based licensed educators in Kentucky; almost 41,500 educators (91 percent) in the state responded in 2017. The SSIP Evaluators selected 19 items from the TELL Survey that had a strong relationship to the Implementation Drivers Framework. These items are also leverage points which district leadership often use to support school instruction and bolster implementation infrastructure. Each item was assessed using the proportion of teachers who agreed or strongly agreed with the statement.

In 2017 five of the seven schools had an overall composite average of 80% or greater; evaluators deemed that the 80% threshold was the most appropriate match to "high quality supports to increase their implementation capacity". While this program measure was not met, it is notable to highlight that only two schools met this benchmark during Phase II. In addition, while the SSIP TZ School's average remained below the state average, their growth rate was much stronger overall and across all implementation criteria (see tables below).



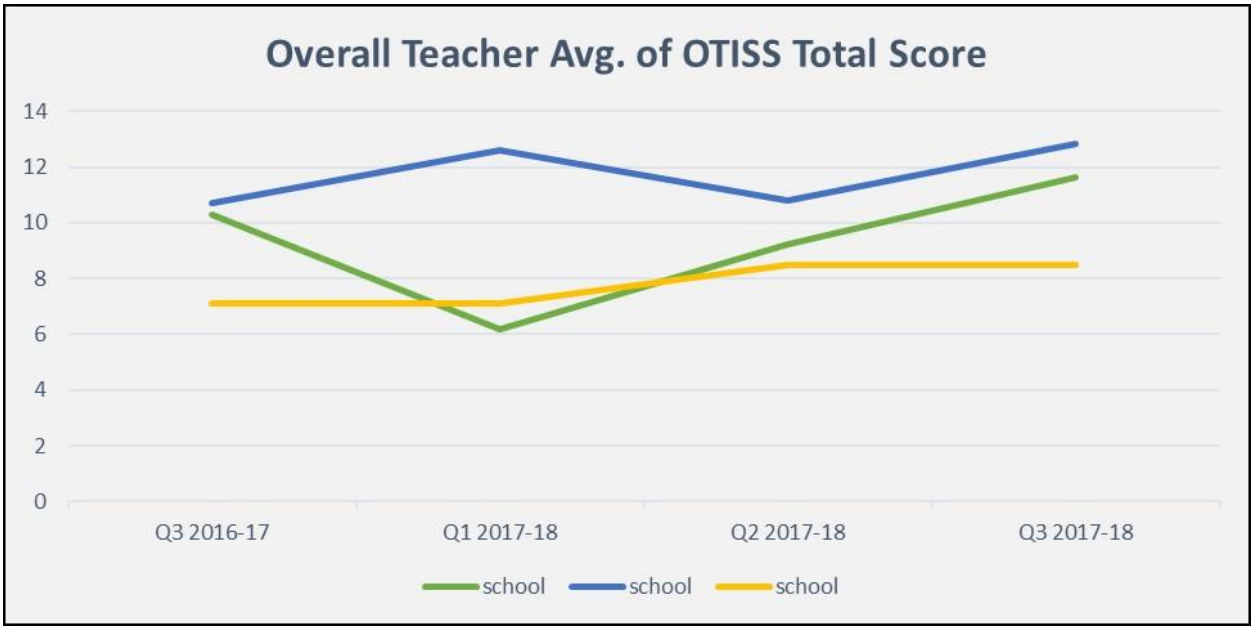


	SSIP Schools	State
Coaching	5.1%	2.2%
Facilitative Administration	4.5%	0.0%
Fidelity Assessment	1.8%	0.4%
Training	9.1%	5.5%
Overall	4.6%	1.9%

Project Measures		Target Metric	%	Actual Ratio	%	Status
C.9	Each year, 80% of TZ School teacher implementation cadres increase their level of implementation and consistency of SSIP EBP instruction.	8/10	80	3/3	100	Met

In Phase III:2 three SSIP TZ School have utilized the Observation Tool for Instructional Supports and Systems (OTISS) and collected repeated measures. Teacher cadres in these schools increased their level of implementation and consistency of SSIP EBP instruction based on increases in their average OTISS scores during the current academic year (2017-18).

One TZ school cadre demonstrated high growth during the 2016-17 academic year, but have not submitted OTISS observations during Phase III:2. The other two TZ school cadre have yet to complete OTISS observations beyond their baseline measure (October 2017).



Project Measure F.1.is in place to monitor that each year, TZ implementation teams meet data collection protocols to ensure fidelity is achieved (Phase III, page 23). The new SSIP Data Dashboard was introduced fall of Phase III:2. While the data dashboard was well received by all levels of the linked teaming system, it was not naturally operationalized by implementation teams. A Data Analysis Practice Profile has been developed to meet the needs of implementation teams and improve use of the dashboard. Therefore, since data collection protocols will not be in-place until next year, this measure continues as not measurable at this time.

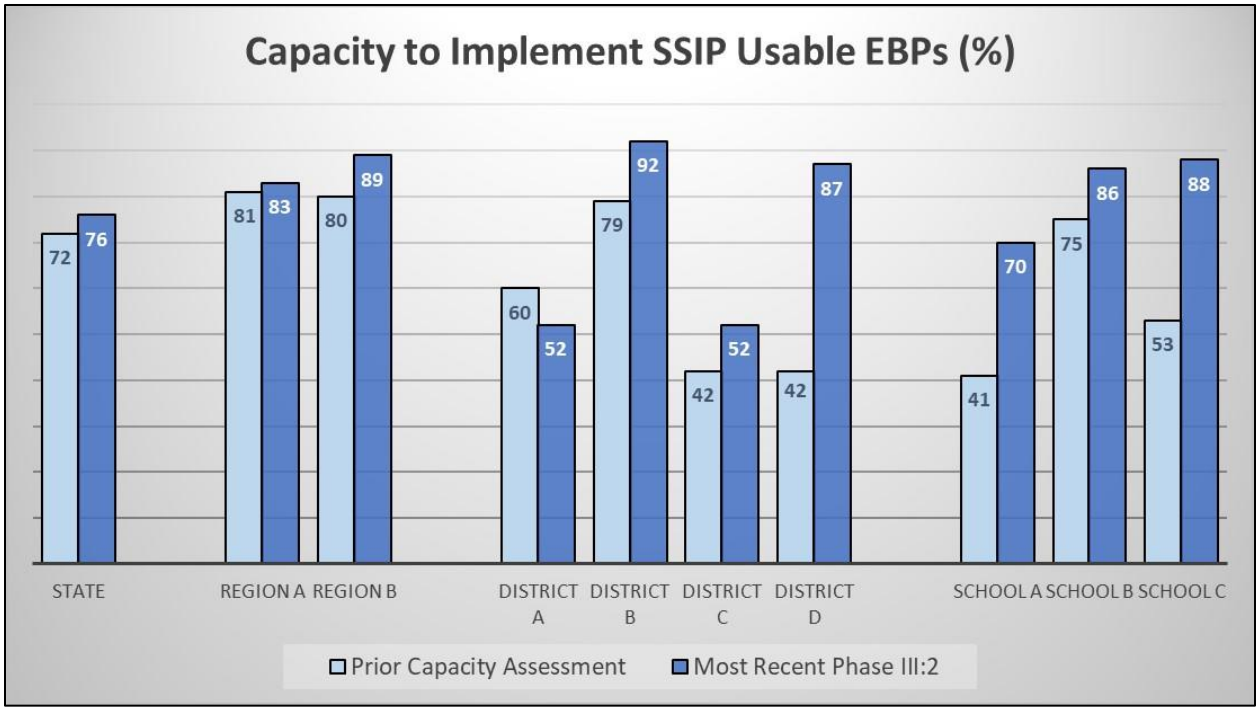
Project Measures		Target Metric	%	Actual Ratio	%	Status
F.2	Each year, 80% of implementation teams (state, regional, district, and school) within the TZ(s) increase their capacity to implement SSIP Usable EBPs (including AIFs).	8/10	80	9/10	90%	Met

State: The most recent state capacity measurement represented an increase in the state's capacity to implement SSIP usable EBPs based on their two most recent State Capacity Assessments (SCA, SISEP center) administered in June and December.

Region: All TZ regions increased their capacity to implement SSIP Usable EBPs, based on their last two Regional Capacity Assessments (RCA, SISEP center).

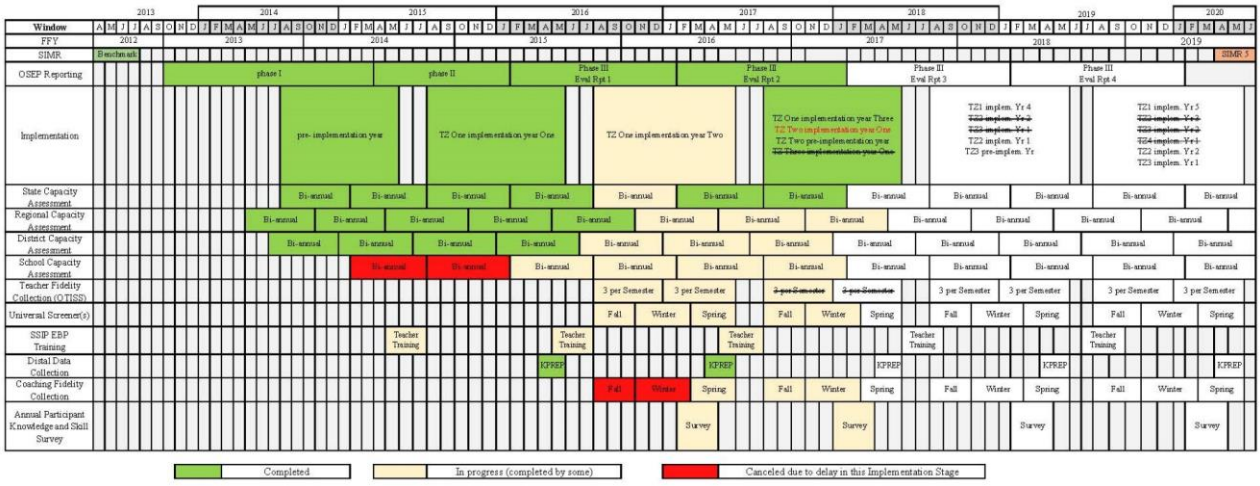
District: Three of four TZ districts increased their capacity to implement the SSIP's usable EBPs during Phase III:2 based on their District Capacity Assessments (DCA, SISEP center).

School: Three TZ schools increased their capacity to implement SSIP usable EBPs, based on their last two Driver's Best Practice Assessments (DBPA, SISEP center). The remaining four TZ schools have yet to measure their capacity beyond their baseline measure at this time.



Data Collection Procedures and Associated Timelines

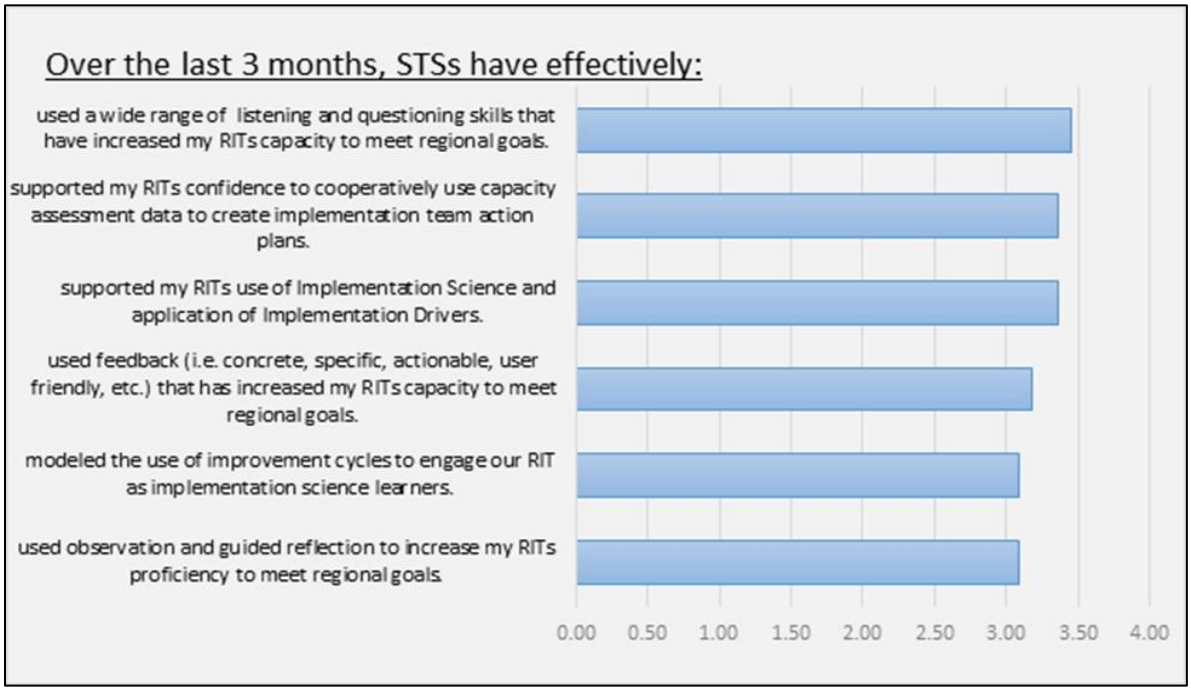
Each year the State Implementation Team (SIT) oversees data collection processes. An updated timeline of the collection of primary data sources is provided as an attachment (screenshot below). Implementation teams have varied in meeting data collection milestones (as demonstrated by color-coding) originally set during Phase II.



How Data Analysis Influences Intended Improvements

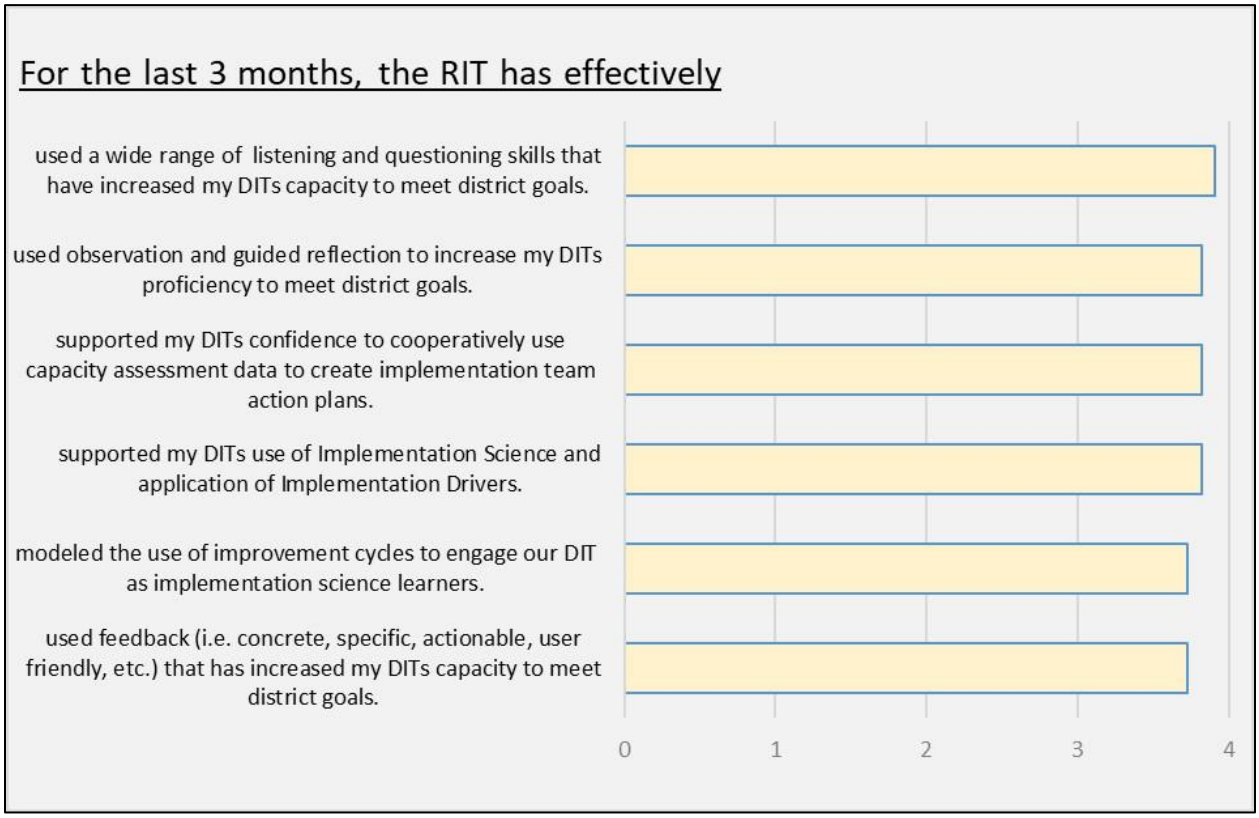
Use of Regional Implementation Team Feedback on State Implementation Team Supports

Eleven RIT members from Kentucky's TZs (61% of those invited to participate) provided insight from their experiences to help the SIT better meet professional development needs and inform work in additional TZ installations. The online survey they completed included open-ended responses and a series of Likert-based questions to capture the SIT's impact on RIT knowledge, skills, confidence, and capacity to implement SSIP activities. 82% of respondents agreed that the SIT provided high quality supports to increase their implementation capacity. RIT members identified how important the SIT's flexibility and support were in allowing regions to move at their own pace and being open to feedback, questions, and sharing of resources. The SIT's supports resulted in successes such as exploration with new districts, increased BIT function, improved BIT and DIT meetings, and implementation of the Plan-Do-Study-Act (PDSA) cycle. RIT members acknowledged the SIT had grown in their own communication, something that they felt was lacking in previous years. The regions also shared that they need further guidance and support in scaling up the regions, as well as additional tools and resources. RIT members mentioned the need for the SIT to be "one step ahead" and perhaps add more members to the SIT team to increase capacity. One region mentioned they needed help to get their leadership involved, while another requested more time spent on existing co-op concerns/needs in addition to the scale up conversations taking place in All TZ meetings.



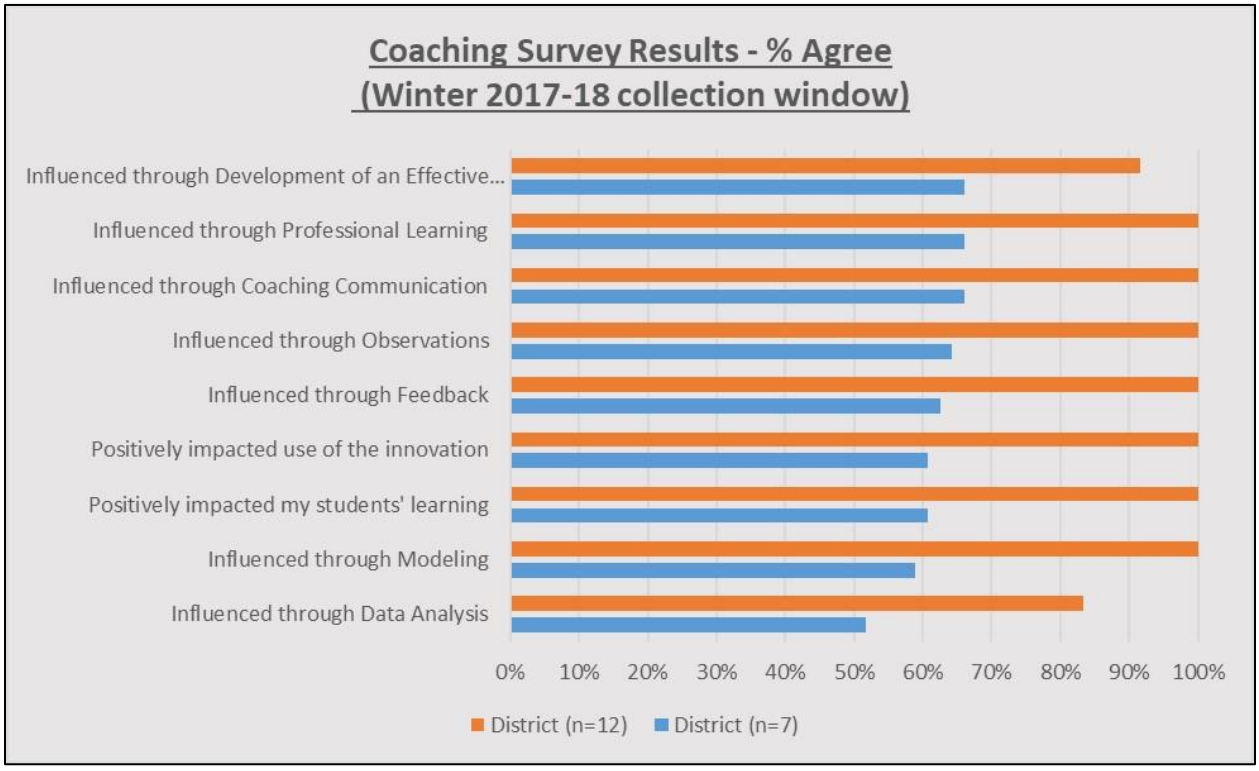
Use of District Implementation Team Feedback on Regional Implementation Team Supports

Eleven DIT members (65% of those invited to participate) from Kentucky's TZ districts provided insight from their experience to help the RITs better meet professional development needs and inform work in additional TZ installation. The online survey they completed included open-ended responses and a series of Likert-based questions to capture the RITs' impact on DIT knowledge, skills, confidence, and capacity to implement the SSIP activities. 100% of respondents agreed that the RIT provided high quality supports to increase their implementation capacity. DIT members identified how important the RIT was in supporting them through their availability, modeling, answering questions, and providing resources. These constant supports resulted in improved BIT functioning and engagement, as well as successful training and implementation of the OTISS. DIT members acknowledged the RIT had grown in their communication procedures.



Use of Teacher Feedback on Coaching Supports

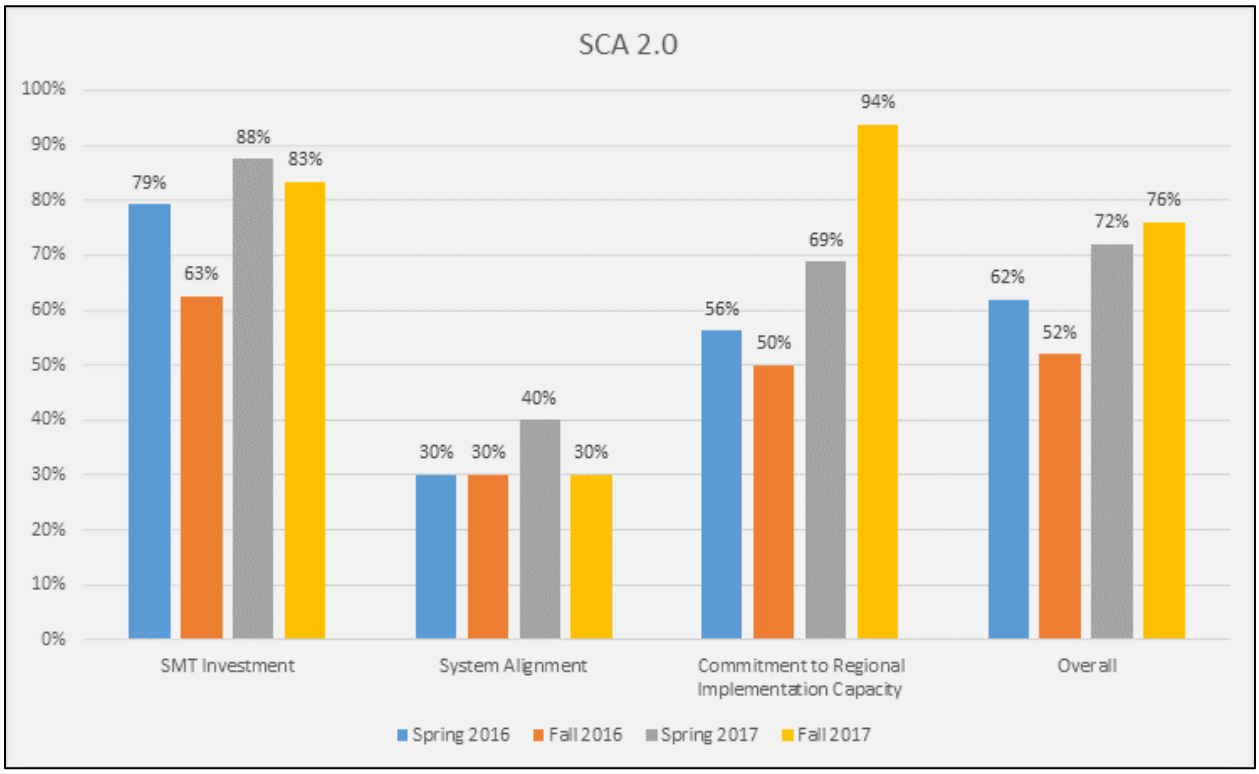
Districts are also measuring the effectiveness of the coaching system with a coaching effectiveness survey completed by teachers. This survey was developed and refined by the Coaching team between Phase III: 1 & 2. Two TZ districts administered the survey to teachers across five schools during the winter data collection window of Phase III:2. The results were quite disparate between the two districts, one district averaging moderately-strong agreement on all items (97% average agreement rate) and the other district having more negative sentiment on all items (62% average agreement rate). The coaches' ability to positively influence teaching practice through effective communication strategies and professional learning had the highest agreement levels across the two districts. The coaches' ability to positively influence teaching practice through data analysis had the least agreement level of any item for either district.



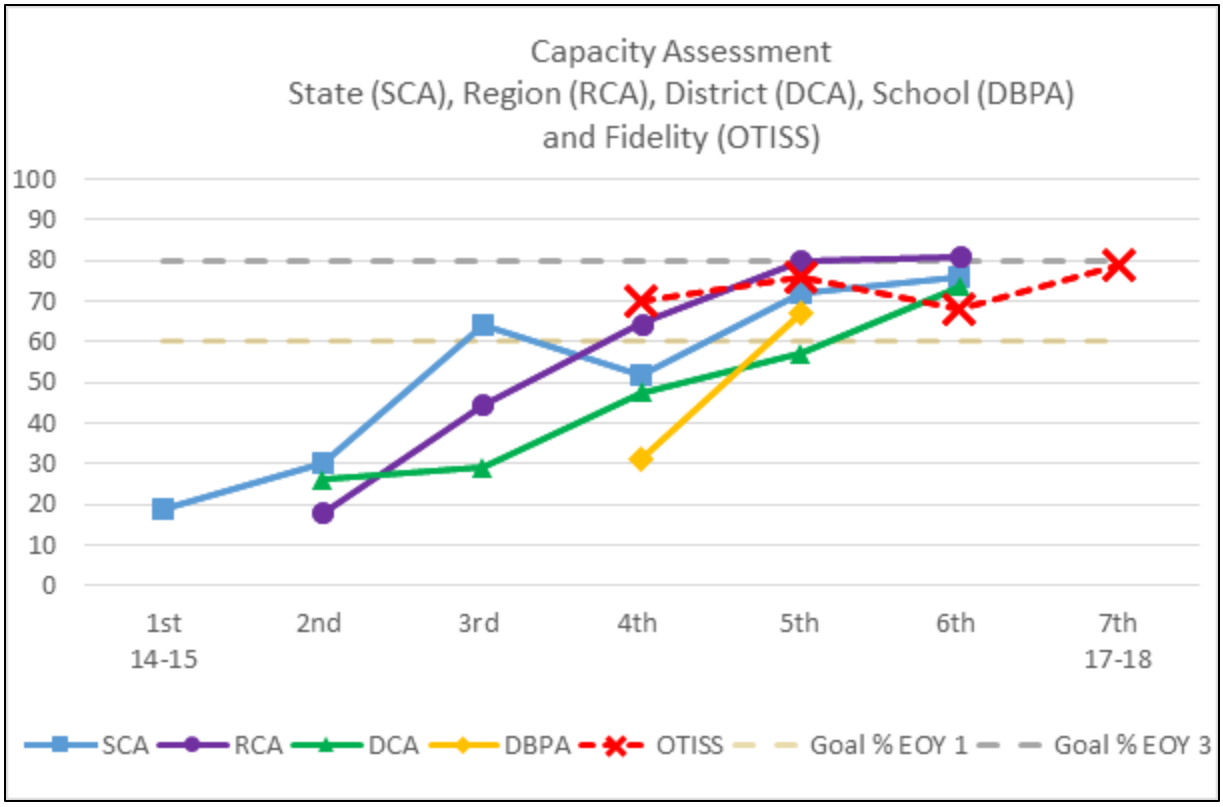
Capacity Measurement across the Infrastructure

State Capacity Measurement

The KDE has engaged in a State Capacity Assessment (SCA) twice a year since Phase I of the SSIP. The data is utilized to develop Action Plans designed to build capacity to support implementation of EBP. More information about the SCA can be found in Phase III page 29.



As the chart above shows, the system alignment domain has continued to remain a challenge due to multiple factors; including changes in the accountability system and development of the strategic plan. The KDE anticipates once the new systems are fully in place, the SCA will reflect growth in the area of alignment. The SCA measured dramatic growth in the area of commitment to regional implementation capacity. Analysis shows that commitment to funding and progress in stages of implementation are two major contributing factors.



During Phase III:2 sufficient data points to track capacity measures across the entire linked teaming structure were reached. The data suggests, infrastructure development leads to implementation capacity growth at all levels of the system. Growth within these support layers has led to accelerated growth at the levels they support. As the graph shows, an expanded period of time was needed to develop an implementation infrastructure that could establish and sustain readiness across implementation teams throughout the cascade. There is an overall upward trajectory across all capacity instruments, showing that as each level of the system continues to strengthen the infrastructure to support teachers, positive impact can be seen in teacher practice.

D. Data Quality Issues

During Phase III, completing the capacity assessments and action plans was identified as a barrier to progress within the Transformation Zone (TZ). The root cause identified for this barrier was scheduling. The school calendar is generally 9 months and the capacity assessment rotation is set for every 6 months. Because each TZ started completing assessments at different times it was difficult to align the assessments every 6 months to the school year calendar. To alleviate this barrier, the TZ began to transition the assessment schedule to align to the school year calendar by creating capacity assessment windows for districts. The first capacity assessment of the year is scheduled to occur between September and October and the second capacity assessment is be scheduled between March and April. This will hold to the fidelity of every 6 months and align to the district school year calendar.

In addition, intentional teaching on the importance of action plans during monthly implementation team meetings became a focus. A note taking template was provided to the teams with a placeholder for review of action plans. The State Management Team (SMT) has added review of action plan as a standing agenda item during monthly meetings. Districts and regions were guided to do the same. Intentional focus on capacity development throughout Phase III:2 has led to a higher completion rate of the Region and District Capacity Assessments (RCA, DCA) and growth. However, the participation rate for capacity assessments at the school level has remained inconsistent. Time has been the biggest barrier for schools. It has been difficult for some schools to pull teachers together afterschool to administer the assessment. The plan to remove this barrier is to allow the Building Implementation Team (BIT) to pre-score the items and to discuss the results at the regularly scheduled team meeting time.

(Clarification from Phase III is embedded within the paragraphs above)

Although the State Systemic Improvement Plan (SSIP) Data Dashboard was a major accomplishment in Phase III:2, there is still much work to be done. The dashboard and tools are newly developed, therefore it will take several cycles of usability testing to determine the true quality of data. The usability testing process will also include how to support each level of the system to refine the data collection protocols. Because the dashboard was newly installed, several of the tools were developed prior to the online platform. This has created a challenge with the consistent collection of data in the dashboard. Improving the tools and data collection processes will be a focus of the State Design Team (SDT) this upcoming year.

Another challenge with the SSIP Data Dashboard is analyzing and making use of the data at each level of the system. Because implementation data is new, there have been differing philosophies on how to effectively use the data to make decisions. The Implementation Data Analysis team developed a Practice Profile to address this challenge. The Practice Profile will support the consistent use of data across the linked teaming structure, leading to improvements in meeting the State Identified Measurable Results (SiMR).

E. Progress Toward Achieving Intended Improvements

Infrastructure

Teams

Phase III:2 focused on each level of the system engaging in Initial Implementation. Implementation data (student benchmark, fidelity, capacity, training, coaching) is collected into the data dashboard and used by teams to determine supports to improve teacher practice. Communication plans have been established to ensure communication flows up and down the system so that implementation barriers do not hinder progress. Processes within the Transformation Zone (TZ) are data-driven and changes to the system are intentional. These tools and processes will support the goals of the State Identified Measurable Result (SiMR).

State Personnel Development Grant (SPDG)

Since Phase III, the SPDG initiative and its members have played an important role in working with the State Systemic Improvement Plan (SSIP). Members of the SSIP team have included SPDG team members in planning meetings across various components of the SSIP; primarily in coaching development and data collection troubleshooting. The SPDG Parent Liaison has also continued engaging with and informing parents about the SSIP through training across the state and dissemination of the project's *Parent Handbook.*

SPDG initiatives have supported the state's SiMR through its own efforts affecting mathematics teachers. The Co-teaching for Gap Closure (CT4GC) initiative completed its activities in May 2017, having provided training and support to 29 district mathematics coaches during the academic year. The SPLASH Initiative concluded its coaching activities with a 15-member cohort of low incidence mathematics teachers in May 2017 and trained 20 low incidence mathematics teachers in July 2017 (16 of whom have received coaching this year). The Teaching Age-Appropriate Academic Learning via Communication (TAALC) Initiative trained more than a hundred professionals on the implementation of K-3 CORE Vocabulary, which will increase low incidence students' access to mathematics content.

(Clarification from Phase III is embedded within the above paragraph)

In August 2017, the Kentucky Department of Education (KDE) was awarded a new SPDG. The focus is on developing a Multi-Tiered System of Support (MTSS) for mathematics, reading, and behavior. The process for implementing the SPDG will align with the systems and structures established through the SSIP. This will support the SiMR and sustainability by building the infrastructure and growing the capacity to support the implementation of Evidence-Based Practices (EBPs). State Transformation Specialists (STSs) and members of the State Management Team (SMT) serve on the SPDG Core Team to provide trials and learnings from the SSIP to support processes within the SPDG.

Collaboration for Effective Educator Development and Reform (CEEDAR)

The KDE has continued to support the work of the CEEDAR center. STSs serve as liaisons on the State Leadership Team (SLT) and provide guidance on how to align the mission of CEEDAR with the goals of the KDE and SSIP. Throughout this year, the SLT focused on holding the first annual convening for Institutes of Higher Education (IHEs) and partners including:

- KDE
- Education Professional Standards Board (EPSB)
- Districts
- Regional Educational Cooperatives
- Kentucky Association for Career and Technical Education (KACTE)

The statewide summit will provide an opportunity for these organizations to strengthen their partnership and work towards the goal of supporting teachers and improving practice.

Although CEEDAR will begin to fade support, the KDE will continue to collaborate with the leadership team to meet the goals of the Kentucky Blueprint and align the SSIP.

Fidelity

Project measures linked to training fidelity, EBP fidelity and infrastructure development fidelity (Section C, page 11-23) are examples of how fidelity has been monitored and used for data-based decision making throughout the linked teaming structure.

Progress toward Achieving the SiMR

An analysis of the average State Capacity Assessments (SCA) between Phase III Years 1 and 2 highlighted promising capacity development. Overall, the average phase score on the SCA grew from 57% to 74%. Four items that had previously met full implementation during Phase III were all maintained this year. Eight items showed strong growth during the current phase. The SIT's ability to influence RIT capacity building activities, SMT capacity, and the development of implementation support processes grew the most significantly.

SCA Item	**Phase III avg.**	**Phase III:2 avg.**	**Change**
22. State Education Agency (SEA) assures Regional Implementation Team (RIT) members have sufficient time dedicated to the work of implementation capacity development	0	1.5	1.5
24. State Management Team (SMT) regularly reviews information and data about implementation and capacity development	0	1	1
12. SMT describes aspects of implementation and scaling using a variety of communication methods	0.5	1.5	1
13. SEA has a written process for identifying and supporting effective innovations in education	0.5	1.5	1
14. SEA outlines the provision of implementation supports as a primary purpose of regional educational agencies	0.5	1.5	1

7. Each State Transformation Specialist (STS) assumes major responsibility for supporting the development of implementation capacity at State, regional, district, and school levels	1	2	1
18. SMT allocates resources to regional implementation capacity development	1	2	1
19. SMT and STSs engage in Exploration Stage activities with regional education agencies (REAs) to develop the REAs implementation capacity	1	2	1

There were three SCA items that did show a regression for the TZ districts between this year and Phase III. The State Design Team *(*SDT) structure has been an enduring barrier, please see page 6 for additional information. The STS role being identified saw a temporary dip during a staffing change. Three lower items from Phase III remained so, while the SMT continues to meet and regularly communicates their support for implementation capacity development there is still a growth opportunity in these areas.

SCA Item	**Phase III avg.**	**Phase III:2 avg.**	**Change**
15. The SEA (e.g. SMT and STSs) has a State Design Team (SDT)	1.5	0.5	-1
16. The SDT uses effective team meeting processes	0.5	0	-0.5
5. STS role is identified	2	1.5	-0.5
17. SDT agendas include learning about and supporting the use of statewide implementation capacity	0	0	0
2. The SMT meets frequently to provide leadership	1	1	0
11. SMT regularly communication their support for implementation capacity development efforts at both statewide and district meetings	0.5	1	0.5

A comparative analysis of the average Regional Capacity Assessments (RCA) between Phase III Years 1 and 2 highlighted promising linked infrastructure development. Overall, the average phase score on the RCA grew from 58.6% to 83.3%. Six items that had previously met full implementation during Phase III were all maintained this year. No items on the RCA declined or failed to grow this year. Five items showed strong growth during the current phase. RIT use of linked communication and DIT engagement in initial implementation stage activities grew significantly during Phase III:2. RITs also shared that they had grown significantly in their use of implementation plans and coaching effectiveness data.

RCA Item	**Phase III avg.**	**Phase III:2 avg.**	**Change**
27. RIT uses a process to report policy relevant information to the State Education Agency (SEA)	0.33	1.75	1.42
15. RIT engages in Initial Implementation Stage activities with districts to develop implementation capacity	0.67	2.00	1.33
21. RIT has an implementation plan for developing district implementation capacity	0.33	1.50	1.17
24. RIT uses coaching effectiveness data	0.33	1.50	1.17
22. RIT continuously improves the use of implementation plans	0.67	1.75	1.08

A comparative analysis of the average District Capacity Assessments (DCA) between Phase III Years 1 and 2 highlighted promising linked infrastructure development. Overall, the average phase score on the DCA grew from 48.7% to 64.3%. Seven items showed moderate to strong growth during the current phase. BIT development and DIT-BIT linking for common improvement planning grew the most significantly. DITs also grew moderately in their access to data for the UI and their support to BITs in using data for decision-making.

DCA Item	Phase III avg.	Phase III:2 avg.	Change
17. Building Implementation Teams (BITs) are developed and functioning to support implementation of Usable Innovation (UI)	0.33	1.14	0.81
18. District Implementation Team (DIT) supports BIT implementation plans being linked to district improvement plan	0.33	1.14	0.81
19. DIT supports BITs in using data for decision making	0.33	1.00	0.67
16. District provides a status report on the UI to the school board	0.50	1.14	0.64
14. DIT has access to data for the UI	1.00	1.57	0.57
6. District documents how current UIs link together	0.17	0.71	0.55
13. DIT supports the use of a fidelity measure for implementation of the UI	1.17	1.71	0.55

There were three DCA items that did show a regression for the TZ districts between this year and Phase III. DITs continuous improvement in their use of their implementation plans dropped moderately. Communication plan use and having written UI selection procedures were less implemented in the districts this year.

DCA Item	Phase III avg.	Phase III:2 avg.	Change
9. DIT continuously improves the use of the implementation plans	1.50	1.00	-0.50
5. District has written procedures for selecting UIs	0.50	0.43	-0.07
10. District uses a communication plan	0.50	0.43	-0.07

When evaluators analyzed the Drivers Best Practice Assessment (DBPA) data for the three schools that had completed a baseline and a 6-month follow up (one school during Phase III and two schools during Phase III:2) the majority of items had a varied pattern. This varied pattern was expected since each school began their SSIP work at varied baseline capacity levels and each BIT chose different focus items in their action planning. Although these school variances exist, some trends emerged that highlight the positive impact SSIP activities have made at the school level. Eight items reached near-full or full implementation by all three schools by their first follow-up capacity assessment; with seven of the items experiencing moderate to strong growth.

DBPA Item	Baseline	Follow-Up	Change
2. Job descriptions are in place for staff positions that will carry out the math program or practice	0.00	2.00	2.00
13. There is someone accountable for the fidelity assessments of staff who will carry out the math program or practice	0.00	2.00	2.00
3. Individuals accountable for selection understand the skills and abilities needed for the specific staff position that will carry out the math program or practice	0.67	2.00	1.33
23. School administrators use effective processes to engage staff carrying out and supporting the math practice/program	0.67	2.00	1.33

26. School administrators engage with the larger service delivery and funding systems to create improved regulatory and funding environments	0.67	2.00	1.33
28. School administrators assess contextual and "big picture issues" related to implementation of math program or practice	0.67	1.67	1.00
22. School administrators actively facilitate the use of implementation supports for math programs and practices	1.33	2.00	0.67
1. There is someone accountable for the recruitment and selection of staff who will carry out the math program or practice	1.67	2.00	0.33

There were also three items that showed strong growth this year, but did not during Phase III. The school during the previous phase had these fully in-place at baseline and maintained them. The two schools this year had them fully in-place before the first follow-up capacity assessment. While it is not known what made the schools from Phase III Year 1 and 2 so different before their baseline (in regards to these items), this year's growth is strong evidence that the SSIP linked teams have the capacity to help schools in relation to these areas.

DBPA Item	Baseline	Follow-Up	Change
29. School administrators identify adaptive challenges related to implementation (i.e., challenges that do not have a clear or agreed upon definition or a readily identifiable solution)	0	2	2
9. There is someone accountable for the coaching of staff who will carry out the math program or practice	0	2	2
30. School administrators focus attention on implementation challenges	0.5	2	1.5

Five items appear to be common barriers among all three schools during their initial six months of SSIP work.

DBPA Item	Baseline	Follow-Up	Change
5. Selection processes are regularly reviewed	0	0.33	0.33
11. BIT uses a coaching service delivery plan	0	0.33	0.33
12. BIT regularly assesses coaching effectiveness	0	0.33	0.33
16. BIT follows a protocol for fidelity assessments	0	0.33	0.33
21. BIT has a process for using data for decision-making	0	0.33	0.33

Outcome data regarding progress toward short-term and long-term objectives towards achieving the SiMR were embedded into the evaluation measures (Section C, pages 11-23). As in past phases, the SSIP logic model was reviewed in Phase III:2 to identify which elements are Not in Place, Partially in Place, and Fully in Place; please see attached document. The SSIP is on target to meet all necessary steps of the project design.

Phase III:2 was the start of initial implementation activities at the school level. However, FFY2016 overlapped with BIT exploration and installation activities; with the majority of schools beginning their capacity work at the conclusion of the academic year. Therefore, the previous FFY 2016 summative student-level data does little to inform the KDE on the current measure of improvement in relation to this year's SiMR target.

8th Grade Mathematics Student with Disabilities (SWD) (w/out Alt Assessment)	**Baseline**	**2014-18 Trajectory**				
	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
SiMR Target - Proficiency %	14	22.2	30.9	39.5	48.2	56.8
Actual Proficiency Rate (%)		12.8	13.4	16.4		

F. Plan for Next Year

To impact the State Identified Measurable Result (SiMR), the Kentucky Department of Education (KDE) will continue to scale-up to additional regions, districts, and schools on the use of Active Implementation. Below are the KDE's milestones and activities for Phase III, Year 4:

Scale-up to Additional Regions, Districts, and Schools

- Transformation Zone Cohort 1 Regions
    - **Spring 2018**—Support the use of the region and district Scale-up Readiness Checklists to expand to additional districts and schools
        - Usability test tools
    - **Spring 2018**—Select second cohort of districts
    - **Fall 2018**—Selection of schools within first and second cohort of districts
    - **Fall 2019**—Selection of innovation in second cohort of districts
    - **Winter 2019**—Installation of training and coaching in first and second cohort of districts
- Transformation Zone Cohort 2 Regions
    - **Fall 2018**—Exploration and selection of districts
    - **Fall 2018**—Selection of schools
    - **Fall 2019**—Selection of innovation
    - **Winter 2019**—Installation of training and coaching
- Transformation Zone Cohort 3 Regions
    - **Fall 2018**—Develop and usability test a State Scale-up Readiness Checklist to determine when to expand to additional regions
    - **Fall 2018**—Begin Exploration with Transformation Zone Cohort 3 regions

Communication Activities

- **Fall 2018**—The State Management Team (SMT) will usability test and refine communication plan

Build Capacity on Active Implementation within the KDE

- **Fall 2018**—The State Transformation Specialists (STSs) and the SMT will identify, train, and coach staff at the state level to develop the capacity to use implementation science research and practice in support of districts and schools

Decision-Support Data Systems

August 2018- May 2019--New Transformation Zone (TZ) Regions, Districts, and Schools:

- Trained on the use of the tools and dashboard
- Trained on the *Observation Tool for Instructional Supports and Systems* (OTISS)
- Following data matrix and using implementation data collection tools

Fall 2018—Usability test Implementation Data Analysis Practice Profile

Fall 2018—Develop Implementation Data Analysis fidelity checklist

Spring 2019—Establish analysis cycle of UI implementation impact on student outcomes:

- Baseline for Scale Up and Cohort 2 schools (2018-19 academic year)
- Proximal for TZ schools in Cohort 1 (3 times per year)
- Summative for TZ schools in Cohort 1 (Fall 2018)

State Personnel Development Grant (SPDG)

- **Spring 2018-Spring 2019**—Align the State Systemic Improvement Plan (SSIP) processes with the SPDG
  - STSs and SMT members continue to participate on SPDG Leadership Team and provide trials and learnings from the SSIP to support processes within the SPDG

Future Evaluation Activities

- Develop Scale-up project measures to track progress of upcoming regions, districts, and schools
- Continuation of Phase II evaluation practices (as refined and described in Section C) with a focus on the following:
  - Refinement of current data collection protocols through:
    - Ongoing feedback concerning use of the KDE SSIP data infrastructure fully installed during this year
    - Continued oversight and technical assistance from the SSIP Data Manager
    - Establish a learning network among TZ districts
    - Increased capacity assessment collection through new scheduling procedures
    - Increased review of capacity assessments and action plans across the cascade
- Collection of teacher knowledge and skill growth concerning the Usable Innovation (UI) will be enhanced through:
  - TZ-wide adoption of triannual measurement collection using the OTISS instrument
  - Development of District Training and Coaching Delivery Plans in new TZs using the core components of the Math Practice Profile
  - Continuation of evaluation data collection and appropriate stage-based measure analysis for new TZs

Anticipated Barriers and Steps for Improvement

Since many of the barriers identified in Phase III are complex, only updated anticipated barriers and steps for improvement have been included below. For a complete list see Phase III pages 42-43.

- Use of the SSIP Data Dashboard
    - Introduce the dashboard to new TZ regions, districts, and schools during Exploration so that data analysis using the Decision Support Data System becomes embedded within processes from the beginning
- Coaching system development
    - Use of regions to guide new coaches
        - Capture processes used with current TZ districts
    - Coaching data shared with stakeholders (local school boards and teams)
        - Capture schedule within current TZ districts
    - Create a coaching system development team to formalize current TZ practices and develop measures to identify effective practices

Need for Additional Support and Technical Assistance

In Phase III, Year 3 the KDE will continue to receive support from the State Implementation Scaling-up of Evidence-based Practices (SISEP) center and IDEA Data Center (IDC). The KDE has established quarterly calls with the National Center for Systemic Improvement (NCSI) that take place only as needed. Guidance from these centers will strengthen Kentucky's system to implement evidence-based practices, support teachers, and use data to make decisions, leading to a greater impact on the SiMR.

The KDE would like to request additional support from the Office of Special Education Programs (OSEP) on communicating about the SSIP with parents.