# **The Developing, Aligning, and Improving Systems of Academic and Behavioral Supports Grant**

## 2018 Annual Report to the Legislature, Department of Finance, State Board of Education, and theLegislative Analyst’s Office



**Prepared by:**

**Educator Excellence and Equity Division**

**Teaching and Learning Support Branch**

**California Department of Education**

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*Description*: Developing, Aligning, and Improving Systems of Academic and Behavioral Supports Grant: Annual Report for 2017–18

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*Recipients*: Legislature, Department of Finance, State Board of Education, and the Legislative Analyst’s Office

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## California Department of Education Report to the Legislature, Department of Finance, State Board of Education, and the Legislative Analyst’s Office

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## California Department of EducationReport to the Legislature, Department of Finance, State Board of Education, and theLegislative Analyst’s Office

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### Executive Summary

This report is required by Section 57 of the Budget Act of 2015 (Assembly Bill 104, Chapter 13, Statutes of 2015) and amended by Section 48 of the Budget Act of 2016 (Senate Bill 828, Chapter 29, Statutes of 2016). The Budget Act of 2015 appropriated $10 million for a competitive grant requiring the grantee to provide technical assistance and develop and disseminate statewide resources. The purpose of the technical assistance and resources is to encourage and assist local educational agencies and charter schools in establishing and aligning schoolwide, data-driven systems of learning and behavioral supports to meet the needs of California’s diverse learners in the most inclusive environments possible. The Orange County Department of Education (OCDE) was awarded the Developing, Aligning, and Improving Systems of Academic and Behavioral Supports (ISABS) grant. The Budget Act of 2016 augmented the original appropriation with an additional $20 million.

This report provides an overview of the ISABS grant reporting requirements; a summary of the ISABS 2018 annual report in its original form, as provided to the State Superintendent of Public Instruction (SSPI) by the OCDE; and a link to the full ISABS 2017–18 annual report (*ISABS: Scaling Up Multi-Tiered System of Supports in California)* in its original form, as submitted to the SSPI by the OCDE.

If you have any questions regarding this report, please contact Aileen Allison-Zarea, Education Administrator, Educator Excellence and Equity Division, by phone at
916-319-0587 or by email at AAllisonzarea@cde.ca.gov.

You can find this report on the California Department of Education Multi-Tiered System of Support web page at [https://www.cde.ca.gov/ci/cr/ri/.](https://www.cde.ca.gov/ci/cr/ri/) If you need a copy of this report, please contact Aileen Allison-Zarea by phone at 916-319-0587 or by email at AAllisonzarea@cde.ca.gov. The OCDE’s 2018 annual report is available on the OCDE web page at <http://www.ocde.us/MTSS/Pages/California_SUMS_Initiative.aspx>.

### Legislative Reporting Requirements

The Developing, Aligning, and Improving Systems of Academic and Behavioral Supports (ISABS) grant was established by Assembly Bill 104 (Chapter 13, Statutes of 2015) and later amended by Senate Bill 828 (Chapter 29, Statutes of 2016). The 2015 Budget Act appropriated $10 million to ISABS, and the 2016 Budget Act augmented the original appropriation with an additional $20 million. The legislation required that the grantee provide technical assistance (TA) and develop and disseminate statewide resources. The purpose of the TA and resources is to encourage and assist local educational agencies (LEAs) and charter schools in establishing and aligning schoolwide, data-driven systems of learning and behavioral supports to meet the needs of California’s diverse learners in the most inclusive environments possible.

In 2016, the California Department of Education (CDE) selected the Orange County Department of Education (OCDE) as the recipient of the ISABS grant through a competitive grant process for their Scale-Up Multi-Tiered System of Support (MTSS) Statewide Initiative (also known as the CA SUMS Initiative). The OCDE subcontracted with the Butte County Office of Education (BCOE) for rural representation and partnership in planning and conducting grant activities. The CDE’s role is limited to conducting the award process, distributing funding, and providing technical oversight of the items contained within the Request for Applications (RFA) document.

### Summary of How Legislative Requirements Were Met

The 2017–18 ISABS grantee annual report was provided, as is, to the State Superintendent of Public Instruction (SSPI) by the OCDE. This document is posted on the OCDE web page at <http://www.ocde.us/MTSS/Pages/California_SUMS_Initiative.aspx>.

Included in this Legislative report is a summary of the grantee’s annual report provided to the SSPI, which describes the use of grant funds during the 2017–18 fiscal year. The following information has been adapted from the OCDE’s report:

#### **Activities conducted and resources developed**

The grantee continued convening a four-tier network of coaches and trainers to provide professional learning and TA to LEAs and charter schools. The activities associated with each tier are summarized below:

* Tier 1: Executive Leadership Team and State Leadership Team:
* Developed an RFA process that included an instructional application video, webinar, and reference guide.
* Coordinated competitive startup subgrants for LEA personnel to attend trainings and conferences.
* Developed a customized professional learning training series based on the Schoolwide Integrated Framework for Transformation (SWIFT) Education Center’s five evidence-based domains and TA model (four two-day trainings).
* Developed an updated Cohort 3 training based on feedback from Cohorts 1 and 2 using a continuous improvement cycle for iterations.
* Developed a dedicated space within the Digital Chalkboard online platform to collect and disseminate evidence-based best practices and online training modules and to house materials that support the professional learning series.
* Developed an open source online module for the training series.
* Developed evidence-based evaluation tools for LEAs to use to monitor progress and measure the effectiveness of MTSS implementation.
* Developed a Collaboration in Common Channel, titled California (CA) MTSS, and three collections (academic, behavioral, and social-emotional).
* Developed an OCDE web page for CA MTSS with updated videos and resources.
* Coordinated regional and statewide conferences to provide educators with the latest research-based practices to scale up MTSS. This included hosting the 2017 National MTSS Professional Learning Institute (PLI), July 26–27, 2017.
* Convened a community of practice for each region or county office of education (COE) for the purpose of providing ongoing TA and support for LEAs who have completed the CA MTSS training series as they continue their work with MTSS implementation.
* Developed a Guide to Understanding CA MTSS.
* Developed MTSS Innovation Configuration Maps for Institutes of Higher Education.
	+ Tier 2: Region Leads:
* Supported development of a sustainable TA process for COEs working with districts implementing, sustaining, and scaling up MTSS using the SWIFT Framework.
* Provided regional assistance to COE Leads.
* Hosted and/or assisted with Regional CA SUMS trainings.
* Participated in a Community of Practice.
* Contributed to state resource mapping and modified the map as new initiatives have arisen.
* Contributed to state and local meetings to scale-up MTSS.
* Participated in video-conference meetings.
	+ Tier 3: County Leads:
* Led and supported development of a sustainable TA process for districts implementing, sustaining, and scaling up MTSS using the SWIFT Framework.
* Advised the State Leadership Team on policy-practice transformation.
* Reviewed district progress of MTSS implementation.
* Collaborated with districts to: use data-based decision-making, advocate for TA needs of districts and schools, coordinate meetings, provide data to the SUMS State Team, and incorporate MTSS into districts’ Local Control and Accountability Plans (LCAPs).
* Contributed to state resource mapping and modified the map as new initiatives arose.
* Communicated with Region Leads about SUMS.
* Contributed to state and local meetings to scale-up MTSS implementation in other districts and schools.
	+ Tier 4: LEA/District and School Implementation Teams:
* LEA Implementation Teams:
* Led and supported implementation and sustainability of selected schools scaling up MTSS using the SWIFT Framework.
* Collaborated with the COE Implementation Team to inform statewide strategy for supporting districts implementing, sustaining, and scaling up MTSS in California using the SWIFT Framework.
* Advised districts on policy-practice transformation.
* Assisted schools in collecting data needed for the SUMS State Team.
* Incorporated sustainability of MTSS into LCAP-related school outcomes.
* School Implementation Teams:
* Led and supported implementation and sustainability of selected schools scaling up MTSS using the SWIFT Framework.
* Scaled-up and sustained MTSS implementation across the school and broader community.
* Communicated with the LEA Implementation Team to inform the LEA-wide strategy for supporting schools’ implementation of MTSS.
* Provided the SUMS State Team with data.

#### **Number of LEAs, educators, and pupils served**

LEA sub-agreements established and sub-grants awarded for fiscal year
 2017–18:

* + Eleven COEs as Region Leads: $165,000.
	+ Fifty-eight COEs as County Leads: $610,000.
	+ Five LEAs as Cohort 1 participants issued sub-agreements ($125,000); Five Cohort 1 participants issued sub-agreements for differentiated assistance ($175,000); 152 LEAs as Cohort 2 participants issued sub-agreements ($4,502,915.25); 248 LEAs as Cohort 3 participants issued sub-agreements ($8,925,000.00).
	+ Over 2,000 educators representing schools, districts, counties, regions, and the State Leadership Team attended the training series.
	+ Educators who completed the training series could potentially serve 143,646 additional educators and 831,223 pupils.
	+ Nine hundred and fifty-eight educators from across the state attended the PLI in July 2017.

#### **Description of strategies identified**

(see AB 104, Chapter 13, Statutes of 2015 on the Legislative Information web page at <http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB104> and the RFA Developing, Aligning, and Improving Systems of Academic and Behavioral Supports web page at <https://www.cde.ca.gov/fg/fo/r12/isabs15rfa.asp>).

Objective 1: Identify existing evidence-based resources.

* Implementation Science provides a process for creating indicators of progress and action-planning tools to determine next steps.
* The SWIFT Education Center’s evidence-based framework serves as the foundation for the SUMS Initiative professional learning series with Universal Design for Learning (UDL) principles as the philosophical cornerstone. The SWIFT TA model also guides LEAs as they establish universal access within Tier 1 best first instruction. State Leadership and Region Transformation Teams received instruction in UDL principles for improving inclusive practices in the classroom and at the school and district levels. Teams were trained how to provide interventions at each of the three tiers to reduce barriers and meet students’ academic, behavior, and social-emotional needs.
* The Whole Child is integrated throughout the professional learning and TA model and focuses on academic, behavioral, and social-emotional aspects. For academic interventions, participants improve their use of universal screeners, formative assessment, and multiple measures. For behavioral interventions, participants implement core elements at each of the three tiers. For social-emotional interventions, participants learn the uses of screeners and how to select evidence-based social-emotional learning curriculum.

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

* Developed a professional learning series to sustain the MTSS infrastructure. The series is rooted in the SWIFT Center’s five evidence-based domains and the six steps of TA process.
* Dedicated space on the Digital Chalkboard for MTSS professional learning, established a protocol for vetting resources, and created a hosting space on Collaboration in Common.
* Developed online training modules and a clearinghouse of resources.
* Hosted a statewide PLI to bring together experts, professional associations, and teams from each tier to review, showcase, and celebrate MTSS efforts.

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

* Built upon and leveraged efforts of the National Title I Association. OCDE is a core member of California Positive Behavioral Interventions and Supports (PBIS) Coalition. The OCDE PBIS Professional Development Model is closely aligned with the Technical Assistance Center on PBIS established by the federal Office of Special Education Programs and the National Implementation Research Network, allowing OCDE to support the LEAs as they establish, scale up, and sustain PBIS frameworks.
* Aligned and integrated key state and local initiatives such as the Local Control Funding Formula, California State Standards, Results-Driven Accountability, and the California Collaborative for Educational Excellence.

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

* Developed a professional learning series to train Region Transformation Teams. The delivery model includes regional workshops, online training modules, and virtual discussion boards geared to reach educators at all implementation stages. Professional learning modules are hosted on the Digital Chalkboard platform to support the MTSS efforts at the state, region, county, district, and LEA levels.

Objective 5: Develop and support a community of practice.

* Created a community of practice with Regional Leads by hosting a monthly phone conference to support them in providing TA for other COEs in their region. The Digital Chalkboard platform allows for the creation of communities of practice through virtual discussion boards differentiated for: rural, small communities, and remotely located schools; alternative education or high-risk factor LEAs; early childhood educators; and charter schools.

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

* Sub-grantees provide qualitative reports describing their process and progress in implementing, integrating, and scaling up their MTSS supports, including changes that would increase or improve services provided for students who are socioeconomically disadvantaged, foster youth, and/or English learners.

#### **Outcome data**

* The LEA Self-Assessment, a tool for District Leadership Teams to examine the current status of evidence-based systemic practices, shows that LEAs are in the Installing and Implementing stages of MTSS.
* The SWIFT-Fidelity Integrity Assessment, a self-assessment tool used by School Leadership Teams, shows self-reported improvement in all SWIFT Domains and Administrative Leadership as area of greatest strength.
* The SWIFT-Fidelity Implementation Tool, a reliable and valid measure for assessing implementation status, shows sites are strongest in the domains of Administrative Leadership and Family & Community Engagement.
* Qualitative reports reflect LEAs’ process and progress in implementing MTSS.
	+ LEAs report they have already incorporated or are taking steps to incorporate the changes made into their LCAPs.
* TA logs and feedback demonstrate effectiveness of TA.

#### **Additional outcome data**

Evidence of LEA and student effects was collected from various sources including LEA annual reports, California School Dashboards, and other public data.

#### **Recommendations for Improving State-Level Activities or Policies**

As indicated by the SWIFT domain of Inclusive Policy Structure & Practice, promoting a shared vision and fostering inclusive teaching and learning paves the way for developing policies that "formally organize and integrate initiatives and programs, address barriers to success, and address ways to more effectively use resources.” A solid policy framework at any organizational level guarantees that policies can be evaluated and rewritten as needed to support quality practices. SUMS supports a continuous feedback loop at the state level relying on in-person trainings, virtual discussion boards, and communities of practice. When common challenges arise, Region Transformation Teams research evidence-based tools and resources to support LEAs. The OCDE will highlight these findings in reports to the CDE to inform policy or process adjustment.