

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

2017 Annual Report to the Legislature



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Teaching and Learning Support Branch

California Department of Education

Description: Developing, Aligning, and Improving Systems of Academic and Behavioral Supports Grant: Annual Report for 2016–17.

Authority: Assembly Bill 104 (Chapter 13, Statutes of 2015), amended by Senate Bill 828 (Chapter 29, Statutes of 2016).

Recipients: Senate Appropriations Committee, Senate Education Committee, Assembly Education Committee, Assembly Appropriations Committee, Department of Finance, State Board of Education, Legislative Analyst's Office.

Due Date: Annually until grant funds expended.

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Executive Summary

This report, required pursuant to Assembly Bill 104 (Chapter 13, Statutes of 2015) and amended by Senate Bill 828 (Chapter 29, Statutes of 2016) provides: an overview of the Developing, Aligning, and Improving Systems of Academic and Behavioral Supports (ISABS) grant reporting requirements; a summary of the ISABS 2017 annual report, in its original form as provided to the State Superintendent of Public Instruction (SSPI) by the grantee, the Orange County Department of Education (OCDE); and a link to the full ISABS 2016–17 annual report, in its original form as submitted to the SSPI by the OCDE.

The OCDE's ISABS 2016–17 annual report provides details regarding how the OCDE used the grant funds in the 2016–17 fiscal year, the second year of the grant. A total of \$8,791,518.16 was expended during this reporting period. The OCDE's fiscal reporting includes an expenditure narrative, a budget narrative, and a budget detail report.

If you have any questions regarding this report, please contact Jennifer Moreno, Education Programs Consultant, Educator Excellence and Equity Division, by phone at 916-323-5505 or by e-mail at jmoreno@cde.ca.gov.

This report is available on the California Department of Education's [Multi-Tiered System of Support Web page](#). To obtain a hard copy of the report, please contact the Professional Learning Innovations Office by phone at 916-323-6440. The OCDE's ISABS 2016–17 is available on the Internet by selecting [ISABS 2016–17](#).

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 2015–16 Budget Act appropriated \$10 million to ISABS, and the 2016–17 Budget Act augmented the original appropriation with an additional \$20 million. The legislation required that the grantee provide technical assistance and develop and disseminate statewide resources that 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 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 document. An original copy of the 2016–17 annual report submitted by the OCDE is available on the Internet by selecting [ISABS 2016–17](#). Appendix A provides the specifics of the grant requirements.

Summary of How Legislative Requirements Met

The 2016–17 ISABS grantee annual report was provided, as is, to the State Superintendent of Public Instruction (SSPI) by the OCDE. This document is posted to the CDE Web site to meet the legal requirements of AB 104 (Chapter 13, Statutes of 2015) and amended by SB 828 (Chapter 29, Statutes of 2016).

Included in this legislative report is a summary of the grantee annual report provided to the SSPI describing the use of grant funds during the 2016–2017 fiscal year. The following information has been adapted from the OCDE’s report:

A) Activities conducted and resources developed

- Executive Leadership Team met weekly via phone and video conference.
- Established and convened a four-tier network of coaches and trainers to provide professional learning and technical assistance to LEAs and charter schools. Tiers are defined as follows:

- Tier 1: State Leadership Team. Consists of representatives from the OCDE, the BCOE, the SWIFT Education Center, the CDE, and the State Board of Education.
- Tier 2: Region Leads. Consists of 11 representatives from the California County Superintendents Educational Services Association regions.
- Tier 3: County Leads. Consists of the 58 County Leads who are led by a County Office of Education (COE) Trainer and LEA Leads (subgrantees) within their county.
- Tier 4: LEA and School Implementation Teams. Consists of 98 Knowledge Development Sites (KDS) and 105 Cohort 1 subgrantees.
- Developed a customized professional learning series based on SWIFT Education Center’s five evidence-based domains and national technical assistance model.
- Created a dedicated space within Digital Chalkboard to collect and disseminate evidence-based best practices and online training modules to house materials that support the professional learning series.
- Developed a Collaboration in Common Channel (California MTSS) and three collections (academic, behavioral, and social-emotional).
- Established a request for applications process that included an instructional application video, Webinar, and reference guide.
- Developed evidence-based evaluation tools for LEAs to use to monitor progress and measure the effectiveness of MTSS implementation.
- Conducted regional and statewide conferences to provide educators with the latest research-based practices to scale up MTSS. This included development of plans for the Professional Learning Institute (PLI) taking place in July of Fiscal Year 2017–18.
- Provided competitive startup subgrants for LEA and school personnel to attend trainings and conferences.

B) Number of LEAs, educators, and pupils served

- LEA subagreements established and subgrants awarded:

- 11 COEs as Region Leads: \$110,000
- 58 COEs as County Leads: \$2,095,000
- 98 KDS: \$465,000
- 385 educators representing schools, districts, counties, regions, and the State Leadership Team attended the Training Series. These educators will potentially serve 3,519 other educators and 63,182 pupils.

C) Description of strategies identified (see Appendix A, Part II)

Objective 1: Identify existing evidence-based resources.

During the reporting period, the OCDE:

- The SWIFT Education Center has developed an evidence-based framework for statewide MTSS scale-up initiatives that serves as the foundation for the SUMS Initiative professional learning series, with Universal Design for Learning principles as the philosophical cornerstone. The SWIFT technical assistance model will also guide LEAs as they establish universal access within Tier 1 best first instruction (see OCDE’s annual 2016–17 report for specific details of the SWIFT model).
 - The professional learning series will help LEAs conduct a Stages Assessment. Implementation Science provides a process for creating indicators of progress and action-planning tools to determine next steps.
 - Tools, such as Practice Profiles, Hexagon Tool, and District Initiative Inventory, will assist teams to identify practices to explore, install, implement, or refine to scale up their MTSS initiatives.
 - For academic interventions, participants will improve their use of universal screeners, formative assessment, and multiple measures. For behavioral interventions, participants will implement core elements at each of the three tiers. For social-emotional interventions, participants will learn the uses of social-emotional screeners and how to select evidence-based social emotional learning curriculum.
- The Whole Child is integrated throughout the professional learning and technical assistance model and focuses on academic, behavioral, and social emotional aspects.
 - Academic: Regional Systems of District and School Support; College and Career Readiness Consortium community of practice; and California Early Learning and Development System.

- Behavioral: Positive Behavioral Intervention and Supports and Teaching Pyramid for state preschool.
- Social Emotional: Trauma-Informed Practices (includes regional training in Basic Restorative Practices), Community Circles, and Restorative Conferences.

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

During the reporting period, the OCDE:

- Developed a professional learning series to ensure long-term sustainability of the MTSS infrastructure. The series is rooted in the SWIFT Center’s six steps of technical assistance process (see OCDE’s 2016–17 annual report for details).
- Created a dedicated space on the Digital Chalkboard for MTSS professional learning tools and resources and established a protocol for vetting resources to ensure content is aligned with current best practices and research.
- Developed online training modules and a clearinghouse of resources.
- Planned 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.*

During the reporting period, the OCDE:

- Maintained partnerships with the National Title I Association, the California Positive Behavioral Interventions and Supports Coalition, the California Center on the Social Emotional Foundations in Early Learning, and the International Institute for Restorative Practices.
- Aligned and integrated key state and local initiatives such as the Local Control Funding Formula, implementation of the California State Standards, Results-Driven Accountability, and the work of the California Collaborative for Educational Excellence.
- Partnered with EPIC School Partnerships to support implementation at the high school level and Hatching Results to improve school counseling programs.

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

The OCDE worked with the SWIFT Education Center and the BCOE to develop 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. In addition, professional learning modules will be hosted on the Digital Chalkboard to support the MTSS efforts at the state, region, county, district, and LEA levels.

Objective 5: *Develop and support a community of practice.*

The SUMS initiative team created a community of practice with Region Leads by hosting a monthly phone conference to support them in providing technical assistance 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.*

A tool is under development.

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

D) Outcome data

The State Leadership Team will provide evidence of statewide use of academic and behavioral practices within an MTSS framework. Growth in these areas are expected to lead to positive student outcomes over time, including decreased

rates of suspension or expulsion; discipline referrals; referrals to special education; incidents of bullying; truancy; and absenteeism; and increased graduation rates and other measures of academic achievement.

The evaluation will include formative and summative elements to examine the delivery and quality the SUMS Initiative. Formative elements include:

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

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

- LEA Self-Assessment MTSS Checklist for Scale-Up Readiness. The checklist is an annual self-assessment used by LEA/district leadership to examine their current status of the core components for sustaining MTSS.
- SWIFT-Fidelity Integrity Assessment (SWIFT-FIA). This self-assessment tool is 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. SWIFT-FIA items are associated with the SWIFT Domains and Core Features, and are aligned with the SWIFT Fidelity Implementation Tool (SWIFT-FIT). School teams can use results to identify and prioritize practices for transformation, make internal decisions about actions to install and implement those practices, and follow up on effects of action plans on practices. A summary of results provides schools with a picture of their current implementation of SWIFT Core Features.
- SWIFT-FIT LEA scores will be used to assess fidelity of implementation. SWIFT-FIT is a reliable and valid measure for assessing SWIFT implementation status. Scores can be used to understand a school's current

implementation status and to support priority setting and action planning. Region Leads and Trainers will serve as trained external assessors to administer the SWIFT-FIT to a random sample of subgrantees annually.

- Annual review of LEA LCAPs to confirm subgrantees' progress in incorporating MTSS into their plans.

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

- Cohort 1 LEAs completed their initial administration LEA Readiness Checklist in Spring 2017 (baseline). A total current implementation percentage of 44 percent indicates that Cohort 1 LEAs acknowledge that they have some LEA-wide practices in place but there is more work to do.
- KDSs completed their initial administration of the SWIFT-FIA in Spring 2017 (baseline). A total current implementation percentage of 38 percent indicates that KDSs acknowledge that they have some school-wide practices in place but there is more work to do.

California School Dashboard data for Spring 2017 was collected for each KDS. The results are as follows:

- Performing at the highest levels for Math: 35 percent.
- Performing at the highest levels for English Language Arts: 33 percent.
- Performing at the highest levels for Suspension Rate: 53 percent.
- KDS average suspension rate: 4.4 percent (baseline).
- Performing at the highest levels for Graduation Rate: 86 percent.
- KDS average graduation rate: 87.54 percent (baseline)

E) Recommendations for improving state-level activities or policies:

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

Appendix A

Developing, Aligning, and Improving Systems of Academic and Behavioral Supports Grant Requirements

Assembly Bill 104 (Chapter 13, Statutes of 2015)

Amended by Senate Bill 828 (Chapter 29, Statutes of 2016)

I. Encumber or expend funds by June 30, 2018.

II. 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 designed to help local educational agencies (LEAs) and charter schools across the state do all the following:

(1) Implement integrated multi-tiered systems of standards-based instruction, interventions, mental health, and academic and behavioral supports aligned with accessible instruction and curriculum using the principles of universal design, such as Universal Design for Learning, established in the state curriculum frameworks and Local Control Accountability Plans (LCAPs).

(2) Provide services that can reduce the need for a pupil's referral to special education or placement in more restrictive, isolated settings.

(3) Leverage and coordinate multiple school and community resources, including collaborations with local mental health agencies, to provide school-based mental health services.

(4) Implement multi-tiered, evidence-based, data-driven districtwide and schoolwide systems of support in both academic and behavioral areas including, but not limited to, positive behavior interventions and support, restorative justice, bullying prevention, social and emotional learning, trauma-informed practice, and cultural competency.

(5) Incorporate the types of practices, services, and efforts described in Part II, numbers 1–4 (above) into the LCAPs of LEAs and charter schools.

III. Identify and develop the resources and activities pursuant to Part II with the goal of maximizing their availability, efficacy, and usage across the state. To achieve this goal, the Orange County Department of Education (OCDE) is required to employ strategies that may include the following:

(1) Collect and disseminate evidence-based best practices.

(2) Develop train-the-trainer models and online training modules.

(3) Offer regional conferences and workshops.

Appendix A

Developing, Aligning, and Improving Systems of Academic and Behavioral Supports Grant Requirements

- (4) Provide technical assistance to LEAs and charter schools.
- (5) Develop a network of educators who can provide coaching and training to other LEAs and charter schools.
- (6) Provide stipends for school personnel to attend training sessions.
- (7) Develop evaluation tools to measure the effectiveness of evidence-based strategies.
- (8) Provide competitive startup grants to help LEAs and charter schools implement the practices described in Part II.
- (9) Provide demonstration grants to LEAs and charter schools for the purpose of identifying, evaluating, learning about, or testing the feasibility of effective approaches, for the purposes of informing the other activities and resources developed pursuant to Part III.

IV. An LEA or charter school that receives a grant from the OCDE is required, as a condition of receiving the grant, to provide the OCDE any available outcome data resulting from the new practices implemented. Such outcome data may include, but is not limited to, changes in rates of suspension or expulsion; discipline referrals; referrals to special education; pupil attendance; incidents of bullying or harassment; graduation rates; dropout rates; and measures of pupil academic achievement.

V. The OCDE is required to submit an annual report to the SSPI summarizing how funds were expended in the prior fiscal year. Each annual report must include all of the following:

- a. A summary of the activities conducted and resources developed.
- b. The number of LEAs and charter schools, educators, and pupils served by the activities and resources.
- c. A description of effective evidence-based strategies identified for implementing the practices identified in Part II.
- d. A summary of any data that is available on outcomes resulting from the activities conducted, including any data reported by LEAs or charter schools as identified in ISABS authorizing legislation. Such outcome data may include, but is not limited to, changes in rates of suspension or expulsion; discipline referrals; referrals to special education; pupil attendance; incidents of bullying or harassment; graduation rates; dropout rates; and measures of pupil academic achievement.
- e. Recommendations for improving state-level activities or policies.