The CCEE Connection

MARCH 2020 UPDATE

Working to strengthen the System of Support for every student.

Models of Continuous Improvement

CCEE is launching our Models of Continuous Improvement (MCI) initiative this month, which will focus on analyzing LEA-level data to identify districts that exhibit sustained improvements in student outcomes. Over the next two years, we are hoping to learn about and share systemic practices that lead to improved student performance.

We will be examining district performance data across all indicators of the California School Dashboard and student groups including, but not limited to, students with disabilities, English language learners, socioeconomically disadvantaged students, and identified racial/ethnic student groups. Following the identification of district "models of continuous improvement," we will be connecting with those district teams to conduct learning visits to better understand and document their contexts.

By focusing on districts with evidence of sustained improvements in student outcomes, we hope to shift the practice of identifying "bright spots" or LEAs that are "beating the odds," which focus on single-year snapshots of standout performance, to identifying districts that show an incremental but consistent pattern of growth over a sustained period of time.

IN CASE YOU MISSED IT...

CCEE BOARD MEETING (February 6, 2020)

February's CCEE Board meeting featured a joint presentation from Inglewood Unified School District (IUSD) and Los Angeles COE to highlight their partnership with CCEE. The

Matt Navo, Sandra Naranjo, Tony Thurmond, Dr. Erika Torres, Tom Armelino, Megan Locklear, Dr. Karla Estrada

archived video of the entire CCEE Board meeting is now posted. Click here for the full presentation and the slides from IUSD and Los Angeles COE.

System of Support Evaluation

CCEE is partnering with RTI International, an independent, nonprofit research institute to provide guidance and evaluation support around four key initiatives within the System of Support (SOS). In this first year, RTI has been partnering with the Lead Agencies to develop robust theories of actions to help articulate the technical assistance they are providing and to measure the impact of their work across the system.

Community Engagement Initiative

NEW WEBSITE LAUNCH

CEI launches its new website to share how schools, districts, and county offices of education are engaging their communities in deeper and more authentic ways. Learn more at CaliforniaEngage.org!

NEW REQUEST FOR APPLICATIONS

CCEE invites any interested school district in California to submit an application to serve in CEI 's Cohort II Peer Leading and Learning Network.

>> Applications Due: **March 18, 2020** at **9am**

21st Century School Leadership Academy (21CSLA)

NEW REQUEST FOR PROPOSALS

CCEE is soliciting proposals for an independent evaluator for the 21st Century California School Leadership Academy (21CSLA) initiative.

>> Proposals Due: **March 18, 2020** at **4pm**

Serving Students with Disabilities: The Basic Components Tool

Has your local education agency been identified by the California School Dashboard as needing to improve outcomes for students with disabilities? Are you a new leader who is trying to understand whether your special education system has a solid infrastructure? Do you think the system needs improvement, and are you unsure where to start? Then, the _Serving Students with Disabilities: A Resource for Assessing the Basic Components of Your Special Education Infrastructure_, also known as the _Basic Components Tool,_ could be the resource for you.

Developed through a partnership between the CCEE, CDE, and WestEd, this tool serves as a resource for LEAs in identifying, establishing or strengthening, and continuously improving the very basic components of a healthy special education system. The _Basic Components Tool_ aims to support effective implementation of frameworks, such as a multi-tiered system of support and Universal Design for Learning. The six basic components are not intended to replace these comprehensive frameworks, which are essential for effective academic, behavioral, and social-emotional education for all students, including students with disabilities. Instead, these components provide a method for examining an organization's basic technical aspects of a special education system.

CCEE, CDE, and WestEd staff engaged closely with leaders from county offices of education and LEAs across California to gather feedback on the identified basic components and to test the tool. Special education system leaders and practitioners in school districts, special education local plan areas (SELPAs), and county offices, informed the development of the _Basic Components Tool_ by providing expert feedback on addressing systemic challenges in improving outcomes for students with disabilities.

The _Basic Components Tool_ identifies six basic, or foundational, components for the kind of infrastructure needed to have a well-functioning special education system. This tool provides a structured process for LEA teams and special education leaders, directors, and coaches to examine the degree in which these components are in place within their systems. Each of the six components are defined by practices that indicate implementation of the components, and are further clarified by examples of evidence. The _Basic Components Tool_ also includes supplemental resources that guide users in applying the results of the tool to plan and prioritize next steps for system improvement efforts.

County office leaders highlighted some positive aspects of the tool, noting that the breadth of the components allowed system leaders to understand and think more broadly about the structures needed for a special education system. A charter school leader shared that the components provide "good coverage across the school-based systems needed to bring about change." Rather than focusing solely on teacher capacities, scheduling, or budget, the tool "really tries to account for the whole system."

We will be sharing additional information in the upcoming weeks as we learn more through the release of this tool. Please take a look at the _Basic Components Tool_ and let us know how it works for you.

The Six Basic Components

1. Collaboration and Communication
Norms and processes that allow for meaningful and productive interaction between special education programs and other programs, as well as between schools and families.

2. Staffing
Processes to monitor and address personnel needs, and strategic allocation of staff with defined roles and responsibilities.

3. Policy and Procedures
The existence of up-to-date, documented, and accessible procedures that are compliant with the Individuals with Disabilities Education Act (IDEA), along with a robust pre-referral system, such as a multi-tiered system of support.

4. Data Systems
Accurate and consistent data sources that are accessible and monitored at the student, classroom, and school levels.

5. Resource Management
Budget planning and monitoring processes that ensure that resources for special education are strategically allocated and managed to meet state and federal guidelines and to serve students with disabilities.

6. Instructional Practices
Professional learning opportunities, systems, and processes for general and special education teachers and other personnel, to support high-quality Individualized Education Programs (IEPs) and all students' access to the general education curriculum.