



State Selection Criteria 2018

The State selection criteria are listed here and explained below.

1. The State has documented implementation of an evidence-based curriculum/instruction initiative or behavior support program.
2. The State has demonstrated leadership committed to system change at the State level.
3. Within 12 months, the State is willing to identify two State Transformation Specialists and three Regional Implementation Team members, and designate FTE for their implementation responsibilities
4. By the end of Year 1, the State will begin exploration with regions to develop Regional Implementation Teams in the [Transformation Zone](#) to initiate a [cascading teaming structure](#) across the SEA
5. The State is willing to establish or adapt a data system that includes assessment of adult (teacher, staff, Implementation Team) behavior as well as student outcomes.
6. The State is willing to participate in and contribute to a national community of practice.

Explanation of State Selection Criteria

1. The State has documented implementation of an evidence-based curriculum/instruction initiative or behavior support program.

Rationale: The State needs to have the experience of implementing a specific evidence-based practice before they can choose to scale up that practice. As part of their work with the SISEP Center, States will be expected to scale up one or more selected evidence-based practices in less than five years.

An “evidence-based practice” has sufficient data to support its impact on student outcomes and has a measure of fidelity/ adherence to assess the presence and strength of the intervention in classrooms and schools. Effective practices are scaled up as implementation capacity is developed and expanded in a State.

2. The State has demonstrated leadership committed to system change at the State level.

Rationale: Top leadership support is critical to making necessary system changes and repurposing current resources to align system roles, functions, and structures to maximize student outcomes statewide. The SISEP Center works with the State Management Team (SMT) that includes the Chief State School Officer and heads of the general education, special education, data management, policy, and other units within the department. The commitment and active participation of the SMT are essential ingredients of the scale up endeavor.

3. Within 12 months, the State is willing to identify 2 State Transformation Specialists and 3 Regional Implementation Team members, and designate FTE for their implementation responsibilities



Rationale: Implementation capacity is embedded in people who acquire a broad range of competencies in roles and structures created within the SEA. The SISEP Center staff work intensively with the SMT and with the State Transformation Specialists (STs) and Regional Implementation Team (RIT) members to rapidly develop State capacity to effectively use evidence-based approaches to improve student outcomes. Two STs are needed within a month or two of beginning work with SISEP. Their roles and time expand to increased time in the course of Year 1.

The SISEP Center provides each State \$10,000 a year to support travel and communication uniquely required for SISEP Center functions – flexible funds to support State efforts re: capacity building.

4. By the end of Year 1, the State will begin exploration with regions to develop Regional Implementation Teams

Rationale: The goal of the SMT and of SISEP is to develop in-state capacity for making full and effective use of evidence-based practices to benefit all students. To accomplish this goal, implementation capacity needs to reach a critical mass to fuel rapid expansion and to be self-sustaining. Critical mass is reached when three or more RITs are functioning at a high level in a State. Thereafter, the SMT and STs can engage in a systematic process of planned expansion to reach all districts in a cascading teaming structure across the SEA. As scale up progresses, this year's successes help to facilitate next year's expansion.

5. The State is willing to establish or adapt a data system that includes assessment of adult (teacher, staff, Implementation Team) behavior as well as student outcomes.

Rationale: A key feature of implementation, sustainability, and scaling up is an active, effective, and dynamic evaluation structure for collecting and using data. This takes time to build and it is important that States are willing to establish or adapt a data system that tracks adult behavior as well as student outcomes. "Adult behavior" in an education system includes information on teachers' use of an evidence-based approach, district and school Implementation Team supports for teachers and school staff, RIT functioning in support of districts, and STS functioning in support of RITs and districts.

For continuous improvement, the State will need a data collection system to collect and use data on the implementation, progress, and outcomes directly relevant to the chosen evidence-based practice. SISEP provides twice a year assessments of SMT functioning (the State Capacity Assessment) and regional (Regional Capacity Assessment), district (District Capacity Assessment), and building (Drivers Best Practices Assessment) implementation teams functioning. In Year 2, the Observation Tool for Instruction Supports and Systems is used several times a year to assess school and district implementation team supports for teachers.

6. The State is willing to participate in and contribute to a community of practice.

Rationale: To promote shared learning, the SISEP Center has interested State leaders, State Design Team members, RIT members, and others participate in communities of practice to share information with one another and with leaders nationally. The focus is on lessons learned about



implementing evidence-based practices and scaling up in the active scaling States. This requires participation of STSs and members of the RITs in monthly telephone conferences, email exchanges, and web postings.