At-a-Glance B3 Resource Guide
for Supporting Academic Achievement for Students with Disabilities

This **results improvement** resource guide includes a listing of TA&D programs and centers that provide technical assistance related to academic achievement results improvement for students with disabilities. The website URL, target audience(s), and purpose are provided for each center/program. In addition, a brief example describing the center's/program's work in a target state is included.

Center (with web link) and Target Audience	Center Description and Purpose	SEA or LEA Work Example
Assessment & Accountability Comprehensive Center (AACC) **www.aacompcenter.org** Target Audience: Regional Comprehensive Centers (RCCs) and State (SEA) and Local Education Agencies (LEAs) in collaboration/coordination with the RCCs	The AACC's primarily supports the Regional Comprehensive Centers with guidance and technical assistance in the areas of assessment and accountability. Through these regional centers, services to address emerging needs are delivered to states and/or districts. The AACC also conducts research, analysis, and dissemination of evidence-based products, and provides services linked to key educational initiatives and goals. The AAAC has conducted national webinars addressing the Common Core State Standards (CCSS) and the implication for special student populations. They have made presentations on frameworks and practices for inclusive next generation assessments, on the quality of student growth measures, and on validating measures for special student populations.	The AACC's Special Populations Strand created Guidelines for Ensuring the Technical Quality of Assessments Affecting English Language Learners and Students with Disabilities, providing information to Regional Comprehensive Centers (RCCs) and all states as they work to comply with ESEA regulations. These guidelines help RCCs and states to gauge where a state is with regard to meeting federal requirements relevant to the assessment and accountability of special student populations. They focus attention on priority issues related to implementing practices and systems that are in compliance with federal regulations, and assist in the implementation strategies that have evidence of effectiveness, given particular state needs and conditions.
Center on Instruction **www.centeroninstruction.org** Target Audience: Regional Comprehensive Centers (RCCs) and State (SEA) and Local Education Agencies (LEAs) in collaboration/coordination with the RCCs	The Center on Instruction identifies and develops resources related to the provision of high quality education that can be used by RCCs, SEAs, LEAs, and schools. They have synthesized recent research and produced practitioner guides, professional development materials, tools for educators, and examples from the field in the following areas: Literacy; Science, Technology, Engineering, and Math (STEM); English Language Learning; Special Education; RTI; eLearning; Early Learning; and Federal Priorities.	Since 2008, the Center on Instruction has collaborated with a small group of states including AK, CA, ID, MS, PA, TX, VT, and WY and their respective regional comprehensive centers to examine aspects of state-level implementation of RTI. The workgroup discussed considerations for state-level implementation of RTI and connections between RTI and new state priorities, including School Improvement Grants, Common Core State Standards, and effective instruction for diverse learners. This collaboration has led to the development of several resources, including two practice briefs and an online self-assessment called the Response to Intervention Classification Tool and Resource Locator (RTI CTRL).
Center on Positive Behavioral Interventions & Supports (PBIS) **www.pbis.org** Target Audience: State (SEAs) and Local Educational Agencies (LEAs)	The Center provides technical assistance to SEAs and LEAs to encourage large-scale implementation of PBIS. To assist in this implementation, the Center provides organizational models, demonstrations, dissemination, and evaluation tools needed to implement PBIS with greater depth and fidelity across an extended array of contexts. The national network of PBIS implementers also provides lessons learned from PBIS implementation to the broader agenda of educational reform. The Center's website includes comprehensive information on PBIS for schools, families, and communities.	The Center on PBIS has provided on-going technical assistance and professional development to SEA and LEA staff in Illinois to support their implementation of school-wide PBIS in over 1400 schools. In order to support this implementation, the Center has been instrumental in building state and local leadership teams, training district coaches and school teams, and supporting the use of data collection systems which are critical to the implementation of PBIS. The Center has supported the development of the Illinois PBIS Network which builds the capacity of schools, families, and communities to promote social and academic success of all students, including those with emotional/behavioral and other disabilities. As a result, schools implementing PBIS have seen a reduction in Office Discipline Referrals and in-school and out-of-school suspensions.
National Center on Educational Outcomes (NCEO) **www.cehd.umn.edu/nceo** Target Audience: State Education Agencies (SEAs)	NCEO assists states in designing and building educational assessments and accountability systems that appropriately include students with disabilities and English Language Learners (ELLs). NCEO also supports states in collaboratively bridging general education, special education, and other systems as they work together to increase educational results accountability for all students. Specific services provided include assisting states in identifying educational outcomes, examining participation of students in national assessments, and evaluating reporting practices.	Beginning in 2004, NCEO partnered with staff from the Georgia Department of Education on the redesign of their alternate assessment. This collaboration evolved into a state commitment to provide intensive supports and professional development for teachers working with this group of students. Subsequently, NCEO supported state efforts to obtain an enhanced assessment grant to study characteristics of low-performing students on their general assessment, followed by receipt of a general supervision enhancement grant to understand how best to assess the students. At this time, NCEO staff are helping Georgia capture lessons learned from these project to ensure that policies and supports for raising achievement for these students are in place.

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National Center on Response to Intervention (NCRTI) www.rti4success.org Target Audience: State Education Agencies (SEAs)	The NCRTI provides universal, targeted, and intensive Technical Assistance throughout the United States to SEAs to build their capacity to assist local education agencies in implementing proven and promising practices within the RTI framework. The Center's services include knowledge production (focuses on determination of scientifically valid and appropriate tools, practices, and implementation strategies for TA&D); expert face-to-face and web-based training and follow-up activities; and information dissemination activities.	The NCRTI has provided Intensive Technical Assistance to the Washington State Department of Education to help build statewide professional capacity in RTI, and to promote the use of a consistent framework and terminology around the essential components of RTI. The Center has provided planning support, materials, training, and consultation for an ongoing "RTI Train the Trainer" series implemented over the past year. Over 35 university faculty, school and district personnel, and state agency staff have become RTI trainers through this process. These individuals have provided RTI training to approximately 300 teachers, university students, and school district administrators to date, and plan to provide additional opportunities during the coming year.
National Dropout Prevention Center for Students with Disabilities (NDPC-SD) www.ndpc-sd.org Target Audience: State (SEAs) and Local Education Agencies (LEAs)	The NDPC-SD provides technical assistance services to SEAs and LEAs to assist them in implementing improvement activities to decrease the number of students with disabilities who drop out of school, and to increase the number of students who graduate. Center staff assist SEAs and LEAs in developing and improving systems to identify and track at-risk youth, and in developing and implementing effective, comprehensive school-completion models, systems and practices for students with disabilities. The Center provides three tiers of technical assistance ranging from Intensive (e.g. Direct support to the SEA or LEA), Less Intensive (e.g. email or phone assistance), and General (information available through website, newsletters, webinars, etc.).	The NDPC-SD provided guidance to the West Virginia Department of Education on calculating a 4-year adjusted cohort graduation rate, and is working with state officials to assist them in the development of an early-warning system to detect students at risk of dropping out. The Center has also trained 13 local school/district teams in West Virginia on effective dropout prevention strategies. Teams are currently developing local improvement plans.
Personnel Improvement Center (PIC) http://www.personnelcenter.org Target Audience: State (SEAs) and Local Education Agencies (LEAs)	The PIC supports states in implementing evidence based practices to meet the need for highly or fully qualified personnel. The center assists states and their LEAs and Part C programs in developing and implementing personnel data management plans and in planning and delivering personnel preparation program partnerships to meet local needs. They also assist states and their LEAs and Part C programs in attracting, developing and supporting new and existing personnel.	The PIC has implemented the Attracting, Developing and Supporting New and Existing Personnel initiative in seven states to increase the number of qualified special education personnel. In Nevada, new special education teachers received support from mentors in their state through a virtual platform funded in part by the PIC and created specifically for special education teachers. The new teachers had access to math and science experts from the New Teacher Center @ Santa Cruz and were provided with web tours of IRIS resources. In addition, a Community of Practice was established for Nevada and the other participating states to share issues and resources related to mentoring and induction of special education teachers.
Regional Comprehensive Centers (RCCs) www2.ed.gov/programs/newccp/index.html Target Audience: State Education Agencies (SEAs)	RCCs provide intensive technical assistance to SEAs to help them implement NCLB and other related Federal school improvement programs authorized under the Elementary and Secondary Education Act (ESEA). In particular, the RCCs focus on increasing the state's capacity to assist districts and schools, especially those that are low performing, in meeting their student achievement goals. They provide training and technical assistance in the implementation and administration of scientifically valid teaching methods and assessment tools, and disseminate information on a range of educational topics. They also facilitate communication between education experts, school officials, teachers, parents, and librarians.	Frequently, Regional Comprehensive Centers (RCCs) collaborate with centers within the Regional Resource Center Program (RRCP) to coordinate technical assistance to SEAs that focus on improving outcomes for students with disabilities. The following is an example of collaboration between the Northwestern RCC and the Western RRC. During the 2010-2011 school year, the Northwest Regional Comprehensive Center participated in monthly Statewide System of Support (SSOS) team meetings with the Idaho (ID) Department of Education. A focus of this work was the systematic use of an SSOS evaluation rubric developed by the Center on Innovation and Improvement (CII).
Regional Resource Center Program (RRCP) www.rrcprogram.org Target Audience: State Education Agencies (SEAs)	The RRCP is comprised of six regional centers that assist SEAs in the systemic improvement of educational programs, practices, and policies that affect children and youth with disabilities. Specifically, RRCs support the SEAs in implementing the general supervision requirements of the Individuals with Disabilities Education Act and in developing programs and initiatives that focus on improving results outcomes for children and youth with disabilities. An important role of the RRCP is to identify and broker integrated solutions through ongoing data based decision making processes, consultation, and technical assistance activities that include product development.	In reviewing the SSOS that was in place for general education, the Idaho team determined that a needed area of improvement for their SSOS was in helping schools and districts serve students with disabilities. In collaboration with the Western Regional Resource Center and CII, a self-assessment process was developed and implemented to examine the state's special education program. The protocols and instruments resulting from the Idaho collaboration are now being shared through a national collaborative effort of the RRC and RCC networks.