WELCOME

HELPFUL TIPS:

What the Data Didn’t Tell You

~

The Role of Process Data in Continuous Improvement
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FINDING MEANING IN THE MESSAGE

HOW ARE WE DIFFERENT?

- Various roles/responsibilities
- Various levels of influence & decision-making ability
- Different district demographics
- Different district strengths & needs

HOW ARE WE ALIKE?

- ALL here have an important role in effective district collaboration
- ALL have unique expertise & skills that are needed for this work
- ALL want to improve student outcomes
- ALL are important to the SSIP work!
## SSIP
"STAGES of CONCERN"

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refocusing</td>
<td>Focus on increasing outcomes via alternative solutions</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Coordination &amp; cooperation with others for students</td>
</tr>
<tr>
<td>Consequence</td>
<td>Focus on student impact and results/implications</td>
</tr>
<tr>
<td>Management</td>
<td>Focus on processes/tasks, management &amp; efficiency</td>
</tr>
<tr>
<td>Personal</td>
<td>Uncertain about expectations &amp; sense of inadequacy</td>
</tr>
<tr>
<td>Informational</td>
<td>General awareness &amp; some interest in learning more</td>
</tr>
<tr>
<td>Awareness</td>
<td>Little concern or involvement</td>
</tr>
</tbody>
</table>

CAROL TOMLINSON
This session is about...

- The “ADAPTIVE” leadership tasks involving use of data
- Engaging district stakeholders around the discussion of data
- Implementing change based upon results of the data
- Monitoring student outcomes based upon results of the data
REFLECTION

- We are here today to learn how to synthesize multiple types of data, particularly process data, to inform outcomes for students.

- After this session, everyone present will be evaluated based upon each individual’s knowledge and skills regarding this process.

WHAT IS WRONG WITH THIS SCENARIO?
HOW DOES THIS MIRROR CURRENT EVALUATION OF CONTINUOUS IMPROVEMENT?

- We evaluate the effectiveness of improvement initiatives **without**:
  - Common definitions, language & understandings
  - Common expectations of leader, teacher & student outcomes
  - Establishing consistent roles & responsibilities (common practices)
  - Establishing consistent methods of monitoring implementation for improvement
AS A RESULT...

- Barriers exist in:
  - Collaboration
  - Effective Data Collection, Analysis, Summarization, & Reporting
  - Prioritization of Student Needs
  - Selection of Effective Interventions
  - Monitoring & Supervision of Implementation
  - Measuring Student Outcomes
WHY ADDRESS PROCESS DATA?

Always begin with “WHY”
WE AVOID WHAT WE DO NOT UNDERSTAND

When do we consider this data?

We typically look at this in isolation

DATA

LEARNING

PERCEPTION

PROCESS

When do we consider this data?
FOUR TYPES OF DATA

LEARNING DATA IS INFORMED BY THESE 3 DATA TYPES

- DEMOGRAPHIC
  - When do we consider this data?

- PERCEPTION
  - When do we consider this data?

- LEARNING
  - When do we consider this data?

- PROCESS
  - When do we consider this data?
BUT I DO THESE THINGS...

- CONSIDER....
- When do you explicitly train your staff on processes?
- When do you review & revise your processes as a team?
- When do you measure the effect of your processes in relation to student achievement & behavior data?
PROGRESSION OF DISTRICT DATA ANALYSIS

- **STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)**
  - **FY16** – Significant emphasis on demographic data and student learning data
  - **FY17**- It is time to move forward with using perception and process data to operationalize State Systemic Improvement Plans
WHY ADDRESS PROCESS DATA?

- EVERYTHING WE DO IS A PROCESS
- PROCESSES DESCRIBE THE WAY WE WORK
- IF DISTRICTS WANT DIFFERENT RESULTS, THEY MUST MEASURE AND THEN CHANGE THEIR PROCESSES TO CREATE THE RESULTS THEY REALLY WANT.
Process data includes a cycle of:
- EVIDENCE – Data to inform and drive a logical progression of next steps
- ENGAGEMENT – Bringing staff together through use of data
- ARTIFACTS – Documentation of improvement efforts
WHY ADDRESS PROCESS DATA?

- Districts should have process data for GOALS related to:
  - CURRICULUM
  - INSTRUCTION
  - ASSESSMENT
  - PROGRAM/INTERVENTION
  - LEADERSHIP
  - COLLABORATION
WHAT IS PROCESS DATA?

**INSTRUCTIONAL**
- Techniques & Strategies used in classroom

**ORGANIZATIONAL**
- Structures in place to implement the district vision

**ADMINISTRATIVE**
- Elements of data that we count (class size)

**CONTINUOUS IMPROVEMENT**
- Tasks to improve the district performance

**PROGRAM**
- Planned activities with specific goals
EXAMPLES OF PROCESS DATA

INSTRUCTIONAL
- Curriculum
- Assessments
- Grading

ORGANIZATIONAL
- PLCs
- Teacher Observations & Evaluation
- RTI

ADMINISTRATIVE
- Class Size & Scheduling
- Discipline
- Data Collection

CONTINUOUS IMPROVEMENT
- Leadership
- Partnerships
- Data Analysis

PROGRAMS
- AP, Gifted/Talented, Special Ed, ELL
- Social Skill Programs

HOW DO THESE IMPACT STUDENT LEARNING?
WHY ADDRESS PROCESS DATA?

- IF YOU ARE NOT MONITORING AND MEASURING YOUR PROCESSES, THE PROCESS PROBABLY DOES NOT EXIST.
“How can anyone be sure that a particular set of new inputs will produce better outputs if we don’t at least study what happens inside?”

Paul Black and Dylan Wiliam
APPLYING THEORY, RESEARCH, & BEST PRACTICE
JoEllen Killion (2002) presented the concept of black box evaluations of professional learning.

It is assumed that applying a treatment in conjunction with professional learning produces effective results for student achievement.
Professional learning is only one component of an effective PROCESS to sustain effective continuous improvement.

Effective implementation requires a PROCESS of long-term, continuous training, coaching, feedback, and data analysis.
“Glass box evaluations reveal the transformative process that starts with the INPUTS and arrives at the OUTPUTS.

“The evaluator builds a stream of evidence that not only demonstrates the results of a particular program, but also explains the underlying causal mechanisms that contribute to the program’s success or failure”.

Killion, J. (2002). What works in the high school: Results-based staff development (p. 26).
TODAY’S MISSION
MOVING OUR WORK OUT OF
THE BLACK BOX
What is the Black Box?

- The dark space we enter after we make a decision to implement or “do” something to make a change for our students.

- We then wait for our final results to know whether or not whatever is in the BLACK BOX worked….or not

- There are so many contributors in the BLACK BOX that we never can clearly determine what made an impact or what did not
WHAT DO WE PUT IN THE BLACK BOX?

WHAT IS NOT CLEARLY DEFINED IN THE WAY WE DO BUSINESS
We frantically try to find the black box that houses all of the information for all events AFTER it is too late
- CCRPI results
- Focus & Priority List
- Opportunity List
- SPP/APR
- CEIS
- SLDS
It’s time to replace the black box with transparency
SSIP: WHERE ARE WE NOW?

HAS YOUR DISTRICT COLLECTED & ANALYZED DATA?
SSIP: WHERE ARE WE NOW?

HAS YOUR DISTRICT CREATED A DISTRICT STORY THAT REFLECTS OUR CURRENT PRACTICES & PERFORMANCE?
SSIP: WHERE ARE WE NOW?

HAS YOUR DISTRICT ANALYZED DATA FOR:

- STRENGTHS
- AREAS of GROWTH
- GENERAL SUPERVISION
- BARRIERS to GRADUATION
- EQUITABLE ACCESS
- MTSS/RTI
This Jenga puzzle represents a solid foundation of

- CURRICULUM
- INSTRUCTION
- ASSESSMENT
- CLIMATE
- INTERVENTIONS
When districts have gaps in their foundation as a result of non-existent or ineffective procedures…

The district is forced to place MORE supports on TOP

The tower gets top-heavy with “ADD-ONs”
INSTABILITY

Surface-Level Supports = Band-Aids
IMPLICATIONS

Top level, or the level just below it, is always full.

- Interventions
- Monitoring
- Meeting

We need to strengthen our base
WHAT ARE THE GAPS IN YOUR DISTRICT JENGA PUZZLE?

- INSTRUCTION?
- ASSESSMENT?
- CURRICULUM?
- STANDARDS?
- VISION/PLAN?
- PROFESSIONAL LEARNING?
- COLLABORATION?
- LEADERSHIP?
- PARTNERSHIPS?
- DATA?
- CLIMATE?
- RTI?
- SPECIAL EDUCATION?
HOW DO WE CHANGE OUR OUTCOMES?

- We sustain effective PRACTICES & PROCEDURES at the:
  - Student Level
  - Teacher/Instruction Level
  - Coach Level
  - School Leader Level
  - District Leader Level

IN A TRANSPARENT, COLLABORATIVE PROCESS THAT INVOLVES ALL STAKEHOLDERS
Everything we do is a PROCESS
A PROCESS MUST BE ESTABLISHED TO “INSTITUTIONALIZE” EACH OF THESE COMPONENTS

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>DATA SOURCE</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff demonstrate a shared vision</td>
<td></td>
<td></td>
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<tr>
<td>Staff practice data analysis</td>
<td></td>
<td></td>
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<tr>
<td>Staff develop plan of action with explicit criteria for improvement</td>
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<td></td>
</tr>
<tr>
<td>Staff participate in PL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership teams monitor implementation data</td>
<td></td>
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</tr>
<tr>
<td>Professional development, coaching, &amp; feedback is consistent, timely, &amp; accurate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**EXPLORATION**

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>PROCESSES</th>
<th>OUTPUTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>We want to improve this…</td>
<td>If we do this…</td>
<td>Then this will occur…</td>
</tr>
<tr>
<td>Each Input = Area of Growth</td>
<td>The Process = Sequential Tasks to Improve</td>
<td>Each Output = Assessment of Implementation</td>
</tr>
<tr>
<td>Continue to clarify the area(s) of growth based upon output data</td>
<td>Adjust the process at any level/stage of implementation based upon data</td>
<td>Growth will be evident</td>
</tr>
</tbody>
</table>
Is it possible to change some INPUTS into OUTPUTS?

WHERE DO WE FOCUS ALL OUR ATTENTION?

If districts want different results, they must measure and then change their processes to create the results they really want.

These are “ADAPTIVE” Leadership Challenges
Applying “Implementation Science” to Process Data

National Implementation Research Network
WHAT IS IMPLEMENTATION SCIENCE?

- A specific set of activities designed to put in place a
  - program
  - intervention
  - process

- **Purposeful** and described in sufficient **detail** that **independent observers** can **identify and measure the strength of individual components** related to implementation.

National Implementation Research Network
Clear PHILOSOPHY, VALUES, & PRINCIPLES

- The philosophy, values, & principles that underlie district processes provide guidance for all treatment decisions, program decisions, and evaluations
- Used to provide consistency, integrity, and sustainable efforts
- Clear INCLUSION and EXCLUSION criteria that define the population for which the process is intended (clarifies who is most likely to benefit)
OPERATIONAL DEFINITIONS OF PROCESS FUNCTIONS

- Each PROCESS should have CORE ACTIVITIES that allow it to be:
  - TEACHABLE
  - LEARNABLE
  - DOABLE in PRACTICE
  - PROMOTE CONSISTENCY ACROSS PRACTITIONERS AT THE LEVEL OF IMPLEMENTATION
WHY HAVE PREVIOUS ATTEMPTS NOT WORKED?

- Was a leadership team at school & district level focused on institutionalizing the process in question?

- Did the leadership team develop and share a communication plan to explain the necessity, processes, and intended outcomes of addressing the process from a district perspective?

- Did the team/school/district analyze current data to determine need for change?
  - Student learning data?
  - Teacher practices & procedures?
  - Leader practices & procedures for monitoring effective sustainability?

THIS SPEAKS TO COLLABORATION STAGE OF CONCERN
WHERE ARE WE NOW?

Who are we?
How do we do business?
How are our students doing?
What are our processes?
WHERE ARE WE NOW?

4 TYPES of DATA

DISTRICTS NEED DATA PROCESSES TO:

- Collect
- Analyze
- Summarize
- Report

SSIP DISTRICT STORY IS THE BASELINE for FY17
Can we accurately summarize these questions using 4 types of data?

Where are we now?

- Demographics
  - District
  - Schools
  - Students
  - Staffs
  - Community

- Perceptions
  - Culture
  - Climate
  - Values
  - Beliefs

- Student Learning
  - Summative
  - Formative
  - Diagnostic

- School Processes
  - Programs
  - Instructional
  - Organizational
  - Administrative
  - Continuous School Improvement

Who are we?

How do we do business?

How are our students doing?

What are our processes?
PERCEPTION DATA

Measure Perceptions of:

- STUDENTS
- TEACHERS
- LEADERS
- PARENTS

Co-Teaching Student Survey

1. I prefer to be in a classroom with two teachers.
   - [ ] Strongly Agree
   - [ ] Agree
   - [ ] Disagree
   - [ ] Strongly Disagree

2. Both teachers teach equally in our classroom.
   - [ ] Strongly Agree
   - [ ] Agree
   - [ ] Disagree
   - [ ] Strongly Disagree

3. The activities we do in this class are different than what we did in classrooms with only one teacher.
   - [ ] Strongly Agree
   - [ ] Agree
   - [ ] Disagree
   - [ ] Strongly Disagree

4. Both teachers help ALL students in our classroom.
   - [ ] Strongly Agree
   - [ ] Agree
   - [ ] Disagree
   - [ ] Strongly Disagree
STAFF PERCEPTION

Helps districts understand what staff perceive regarding the learning environment
I want to increase the achievement of all students.

I can increase the achievement of all students.

I can learn what it takes to impact achievement for all students in my care.

I can change my existing ways of doing things and measure the impact of those changes.

I can share my successes and my failures so that we can learn from each other.

I can be coached and coach others.

Growth vs. Fixed Mindset – A Matter of Control
I believe all kids can learn.

I work effectively with ethnically/racially diverse students.

I work effectively with students in poverty.

I use formative assessment to design or change instruction to improve student learning.
What procedures for intervention/program preparation, implementation, and review are “institutionalized” across all schools in the district?

What evidence or artifacts is available to measure implementation of these procedures?
Creating an Action Plan

- Once the district selects an intervention, program, or process (it)
- The “it” should be clearly defined
- Everyone who is responsible for implementation & supervision should understand the expectations
MEASURING PROGRAMS & PROCESSES (PP)

- What is the PURPOSE of the program or process?
- How will you know when the PURPOSE is being met?
- Who is the program/process intended to serve? Not to serve?
- What will it look like when the program or process is fully implemented?
- How will implementation be measured?
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Participants</th>
<th>Implementation</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the purpose of the &quot;EBI&quot;?</td>
<td>How will you know the purpose is being met? (What are the outcomes?)</td>
<td>Who is &quot;EBI&quot; intended to serve?</td>
<td>What will it look like when &quot;EBI&quot; is fully implemented?</td>
</tr>
</tbody>
</table>

Next Steps:
ESSENTIAL FUNCTIONS of CORE COMPONENTS

- Describe the explicit features or the program or process that must be present to say the program exists
  - If it did not have these things…it could not meet the definition of the true program
OPERATIONAL DEFINITIONS of
CORE COMPONENTS

- Describe the CORE ACTIVITIES that allow the program to be the following in practice:
  - TEACHABLE
  - LEARNABLE
  - DOABLE
ASSESSING OUR FORMATIVE PROGRESS

**Implementation**
- What level of implementation is evident?
- What % of staff are demonstrating the process effectively?

**Student Outcomes**
- Are students responding to the intervention?
- Are all targeted students being served?
Implementation Review

- Periodic review of
- INCREMENTAL PHASES
- Evidence of Target Success at EACH STAGE
- Opportunity to address barriers AS THEY ARE IDENTIFIED in the process

<table>
<thead>
<tr>
<th>DISTRICT LEVEL</th>
<th>READINESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPLEMENTATION TEAM ELEMENTS</td>
<td>ACTION TAKEN</td>
</tr>
<tr>
<td>PERSON(S) ASSIGNED:</td>
<td>The District Leadership Team will develop a vision statement for Co-Teaching that aligns with the District Vision Statement. They will develop implementation goals that align with their visions.</td>
</tr>
<tr>
<td>PERSON(S) ASSIGNED:</td>
<td>The District Leadership Team (with relevant stakeholders) establish norms, expectations and non-negotiables for the Co-Taught classrooms in the district.</td>
</tr>
<tr>
<td>PERSON(S) ASSIGNED:</td>
<td>During this process, administrators and building level coaches commit to becoming knowledgeable of co-teaching best practices and what they look like in the classroom across the district.</td>
</tr>
<tr>
<td>PERSON(S) ASSIGNED:</td>
<td>The District Leadership Team makes a plan to support schools by providing schedules that allow for common planning with co-teachers.</td>
</tr>
</tbody>
</table>
MEASURING PROGRAMS & PROCESSES

- When creating clear expectations, consider these items:
  - What is the fully operational expectation of implementation look like?
  - What is an acceptable “in progress” variation of implementation?
  - What is an unacceptable variation of implementation?
SUCCESS CRITERIA

- What does/will it look like?
- It is replicable?
What are the consistent practices that MUST be done? By whom? When?
PRACTICAL ASSESSMENT

- Evidence of FIDELITY & INTEGRITY at different phases of implementation using SIMPLE methods
What professional learning must take place for ALL stakeholders?

What coaching must be embedded for all stakeholders?

What observations must occur? By whom? For whom?
What are the required behaviors & expectations of leaders in supporting this program or process?
What knowledge, skills, & expertise must be evident in all leaders to ensure full implementation?

What practices must leaders institutionalize effectively?
DATA COLLECTION

- How will data be collected at EACH STAGE of the implementation process to FORMATIVELY assess success?
- Who will collect the data?
- Who will review the data?
- Who will report the data up & down the communication loop?
- Who will give feedback and guidance for teachers & leaders based upon the data?
DEFINING AN INTERVENTION or PROGRAM
MAKING the WORK TRANSPARENT

- The PROCESS of ANY INITIATIVE/STRUCTURE should:
  - Have common understandings & practices by ALL teachers
  - Clearly identify the expected outputs for all stages and components
  - Promote parity (relationships) between teachers
  - Provide coaching & feedback by peers, coaches, & leaders PRIOR to evaluation
  - Be reviewed (and revised) based upon data and formative feedback
You cannot evaluate a program that you cannot describe.
<table>
<thead>
<tr>
<th>Project/Work Focus Area 2: Selected High Impact Instructional Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(What high impact instructional strategy will impact instructional quality and inevitably student achievement?)</em></td>
</tr>
<tr>
<td>Desired Outcome</td>
</tr>
<tr>
<td>For all students? For students with disabilities?</td>
</tr>
<tr>
<td>Intervention</td>
</tr>
<tr>
<td>For all students? For students with disabilities?</td>
</tr>
<tr>
<td>Core Components</td>
</tr>
<tr>
<td>What level/percentage of implementation is expected at this checkpoint?</td>
</tr>
<tr>
<td>Results according to data</td>
</tr>
</tbody>
</table>
EXAMPLE
ASSESSMENT of IMPLEMENTATION

“Co-teachers will co-plan lessons implementing ‘specially designed instruction’ as indicated on each student’s IEP so that all students have access to the general curriculum and can perform with success.”

<table>
<thead>
<tr>
<th>Process data</th>
<th>Demographic data</th>
<th>Perception data</th>
<th>Achievement data</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often are accommodations implemented in the classroom? What process do co-teachers use to co-plan using IEP information? What tools/procedures? When and how are teachers expected to co-plan?</td>
<td>How many co-teachers have or utilize common co-planning time?</td>
<td>How proficient do co-teachers feel at co-planning or implementing accommodations? How successful do students feel about the supports they receive in the co-taught classroom? How many students can identify their specific accommodations?</td>
<td>How many students are successful on class exams? How many SWD access the curriculum independently with their accommodations/AT?</td>
</tr>
</tbody>
</table>

What barriers exist? How will you address those barriers?
If you are not on track, what are you going to do about it?

What are you trying to do?

At any given moment, how will you know whether your on track to succeed?

How are you planning to do it?

Deliverology in Practice, 2016
EVALUATING PROCESSES

You cannot evaluate a program that you cannot describe.

AN ACTION PLAN SHOULD PROVIDE EXPLICIT CRITERIA FOR EXPECTATIONS
IN CONCLUSION
“Poor implementation is like poison to a reform effort”

Deliverology in Practice, 2016
“Successful educational leaders develop, processes, culture, and structures in their schools.”

Hooper & Bernhardt, 2016
### SUPERVISION PRACTICES for DISTRICT EFFECTIVENESS

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Relevant Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Create a leadership team</td>
<td>Supports &amp; guidance are in place for implementation</td>
</tr>
<tr>
<td>2.</td>
<td>Create &amp; IMPLEMENT the Vision</td>
<td>Measure for high levels of consensus</td>
</tr>
<tr>
<td>3.</td>
<td>Establish Norms &amp; Expectations</td>
<td>Measure for high levels of understanding &amp; practices</td>
</tr>
<tr>
<td>4.</td>
<td>Collect Data On Our Current Practices</td>
<td>Everyone knows where we currently are in relation to where we want to go</td>
</tr>
</tbody>
</table>
SUPERVISION PRACTICES for DISTRICT EFFECTIVENESS

- Provide Professional Learning
  - Everyone knows the practices required for implementation

- Provide coaching & technical assistance
  - Everyone knows how to improve practice in safe learning environment

- Collect perception data from all stakeholders
  - Students, staff, leaders, & parents input provides next steps

- Leadership team continuously reviews data & guides practice
  - Outputs improve across time
SSIP PROCESS

STAKEHOLDER ENGAGEMENT

Create or Re-Purpose a District Leadership Team

- General Education
- Special Education

- Commit to a shared vision
- Get buy-in
- Own & internalize the need for change
- Collaboratively prescribe change
- Identify agents of improvement
- Establish partnerships

Empower agents of change with data to own & internalize need

CREATE A “DISTRICT DATA STORY”

Complete a thorough Data Review

- Demographic Data
  - “Who are we?”
  - pg. 33-40 & 348
- Perception Data
  - “How do we do business?”
  - pg. 45 & 349
- Student Learning Data
  - “How are our students doing?”
  - pg. 51-78 & 351
- Process Data
  - “What are our processes?”
  - pg. 74-92 & 350

ANALYZE

Contributing Causes

- What is working?
- What is not working?
- How did we get where we are?

IDENTIFY IMPLICATIONS OF CONTRIBUTING CAUSES

- What do you know? What don’t you know?
- Examples
  - Positive School Climate
  - Quality General Ed Curriculum
  - Quality Specialized Instruction
  - Fall out factors

CREATE AN ACTION PLAN

Address or remove the contributing cause

- What is the intervention or innovation?
- What are the processes or steps you will take?
- What PL will be needed?

- Examples
  - Can we define it?
  - Is it working?
  - Is it being implemented with fidelity?
  - Is it getting the desired results?

Aligned with Data Analysis for Continuous Improvement
Victoria Bernhardt


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