

Strategies and Interventions to Support All Learners-Including Students with Disabilities

Metro Area Instructional Leadership Conference

February 25, 2016

Georgia Department of Education



Richard Woods,
Georgia's School Superintendent
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Activating Strategy

Name three to five school-level, effective practices to improve school completion for all students—including students with disabilities.

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National Dropout Prevention Center for Students with Disabilities

**Addressing Dropout Related Factors at the Local Level:
Recommendations for Administrators**



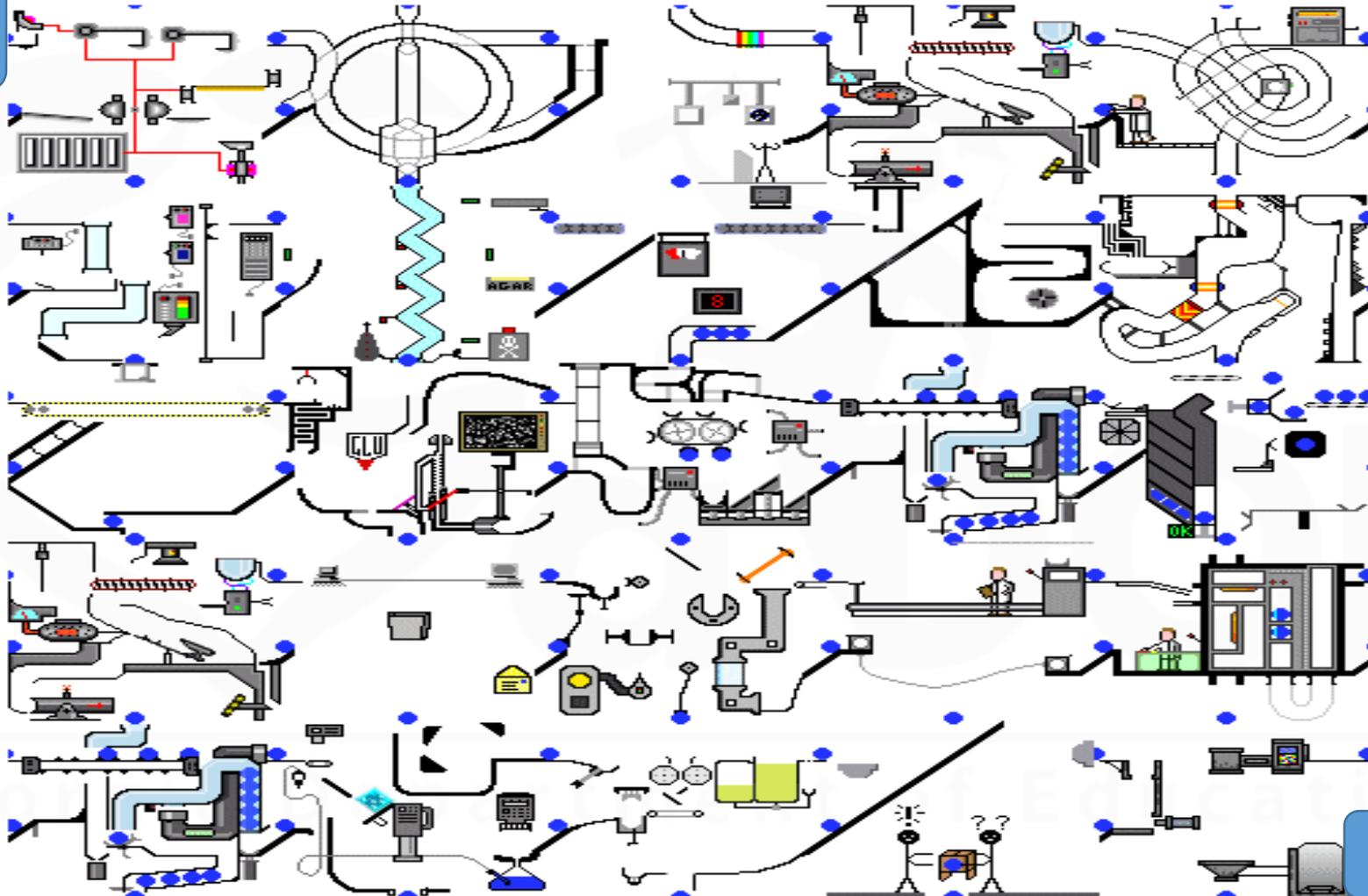
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Local schools must have a **Framework** for implementing effective practices that result in positive outcomes for students.

**What does the
research say?**

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Effective Practices



Desired Outcome

What does the research say?



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Efficient
Infrastructure



Effective
Instruction



Engaging School
Climate



Increased
School
Completion

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Efficient Infrastructure utilizes data-based decision making.

Effective Practices to Improve School Completion	Sampling of Georgia School Performance Standards Aligned to Effective Practices
Use Data to support Leadership Team actions and next steps	Leadership Standard 4; Planning and Organization Standard 2
Provide educators with ongoing professional development	Professional Learning Standard 1
Embrace families and communities as partners	Family and Community Engagement Standard 3; Leadership Standard 5

Effective Instruction challenges and actively involves students within the learning process.

Effective Practices to Improve School Completion	Sampling of Georgia School Performance Standards Aligned to Effective Practices
Provide rigorous and relevant instruction in academic and career skills.	Instruction Standard 2
Provide tiered intensive academic interventions in core academic areas	Instruction Standard 9

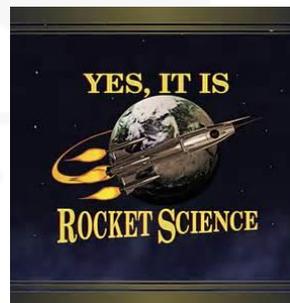
Engaging School Climate allows all students to feel welcome and supported.

Effective Practices to Improve School Completion	Sampling of Georgia School Performance Standards Aligned to Effective Practices
Provide tiered intensive social, emotional, and behavioral interventions	School Culture Standard 4
Promote regular attendance	School Culture Standard 5
Promote a sense of belonging and an encouraging school climate	School Culture Standard 2
Provide opportunities for career development and work based learning	School Culture Standard 3
Promote culturally responsive learning environments	School Culture Standard 2

What does the research say?



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How many of these effective practices did you identify during the Activating Strategy?

Activating Strategy

Name three to five school-level, effective practices to improve school completion for all students-including students with disabilities.

School Turnaround Work



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- 5 years of school turnaround work
 - < 10% out of improvement status
 - > 90% still "in improvement"

—Stuit (2011; Are bad schools immortal?)

<http://edexcellence.net/publications/are-bad-schools-immortal.html>

District is the point of entry for sustainable school improvement! Continuous Improvement is really about reflecting deeply enough to ask "How is that working for us?"

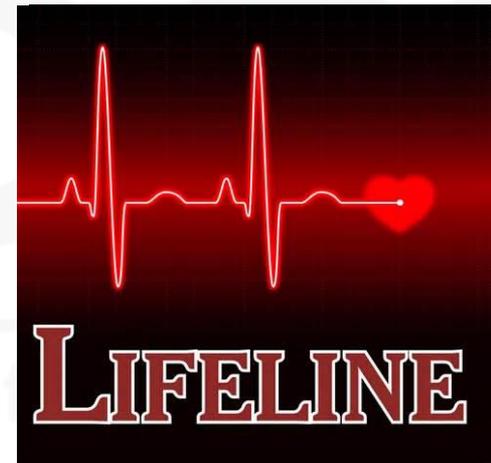
Pulse Check



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We will never turnaround “flatlining schools”
until we “build lifelines” in districts.

Zelphine Smith-Dixon



Sampling Data for 7 Metro Districts with Priority and/or Focus Schools

	Limited	Full	No
LT-1: Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards	4	3	
LT-5: Assesses the impact of PL on staff practices and student learning and make adjustments as needed	4	2	1
LT 6: Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning	4	2	1
POM-1: Uses a collaborative, data-driven planning process at the district and school levels for improving student learning	6	1	
POM-2: Uses protocols and processes for problem solving, decision-making, and removing barriers	4	3	
POM-3: Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans	6		

Key District Performance Standards (Self-Assessment) Data
Per November 15th Submission as represented in Indistar
No = No Development or Implementation

"Pulse Check"



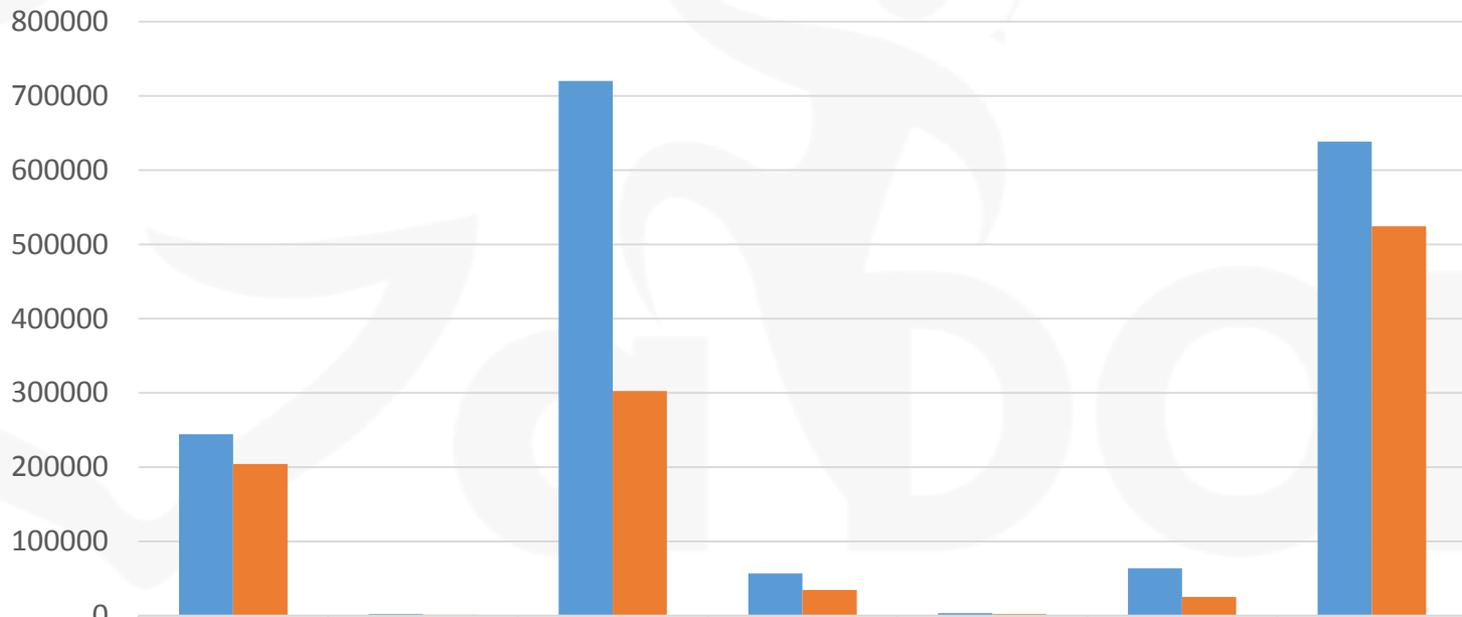
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Georgia's Enrollment vs. Eligibility for Free/Reduced Lunch (FRL)



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State Enrollment vs Eligibility for FRL



62%
FRL

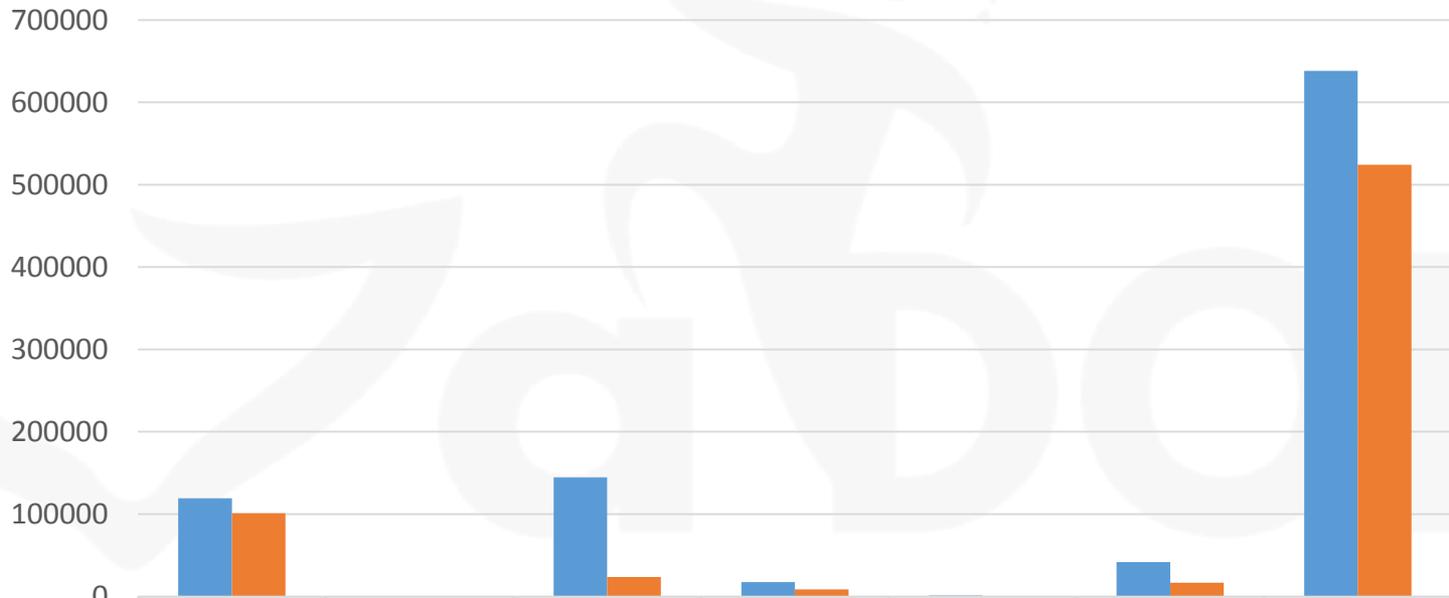
	Hispanic	Pacific Islander	White	Two or More Races	American Indian	Asian	Black
State Enrollment	244221	1935	720039	56517	3397	63658	638250
State FRL	204316	1257	302342	34620	2120	24821	524355

Metro Districts with Priority and/or Focus Schools



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Enrollment vs. Eligibility for FRL



61.4%
FRL

10.9%
SWD

Research Commercial

Poor children are more likely to struggle academically, drop out of school, and have health, behavioral, and emotional problems.

These linkages are particularly strong for children whose families experience deep poverty (poor during early childhood and trapped in poverty for a long time).

Metro Retention Data



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School District Name	Total Enrolled	Total Retained
District A	52496	1861 (3.5%)
District B	110945	4107 (3.7%)
District C	98255	4278 (4.4%)
District D	93376	2178 (2.33%)
District E	172234	4659 (2.7%)
District F	16142	847 (5.2%)
District G	50032	2381 (4.75%)
District H	8769	385 (4.4%)
District I	3859	743 (19.3%)
District J	102	TFS

FY15 Metro
Data:
21,439
(3.5%)

FY15 State
Data:
3.1%

Note: Red denotes districts that exceed the state's retention data.

Research Commercial

A student who is retained two grades has an increased risk of dropping out of high school by 90% (Roderick, 1995).

Students who enter ninth grade two or more grade levels behind their peers have only a one in two chance of being promoted to tenth grade on time.

Ninth grade retention is the biggest predictor of dropouts.

[Dropout Prevention for Students with Disabilities: What the Research Tells Us](#)

Metro Attendance Data

DISTRICT NAME	STUDENT COUNT	FIVE_OR_FEWER_PERCENT_ALL	SIX_TO_FIFTEEN_PERCENT_ALL	OVER_15_PERCENT_ALL
District A	62711	55.9	32.7	11.4
District B	120907	58.3	33.2	8.5
District C	115984	54.3	33.1	12.6
District D	102966	59.2	33	7.8
District E	188777	59.9	32.1	7.9
District F	18126	60.2	32.6	7.2
District G	58014	50	35.9	14.1
District H	10026	58.4	33.9	7.7
District I	5337	77	9.9	13.1
District J	124	38.7	41.9	19.4
State	1,883,387	55	35.1	9.9

Note: Red denotes districts that underperform the state's data.

Research Commercial

Data indicate that missing more than five days of school begins to impact student academic performance and starts shaping attitudes about school

Excused absences and unexcused absences have similar impact on student academic performance.

For students in Grades 6-9, student attendance is a better predictor of dropping out of school than test scores.

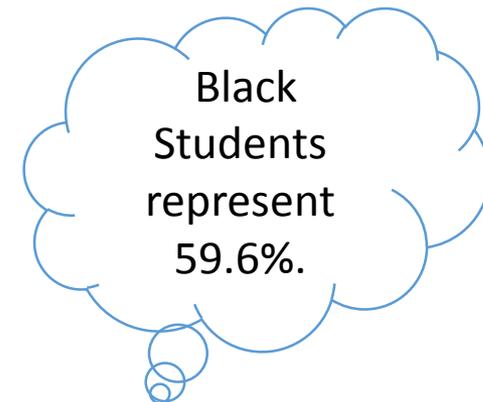
[Student Attendance Improvement](#)

Metro Discipline Data

District Name	Total Count of Students Enrolled at Any Time During School Year	Total Count of Discipline Incidents	District Count of Students Disciplined	Percent of Student Body Involved in Discipline Incidents
District A	60090	20936	8659	14.41%
District B	118928	41177	16714	14.05%
District C	111920	52884	18554	16.58%
District D	102474	22950	10575	10.32%
District E	183527	52481	19935	10.86%
District F	18046	5386	2445	13.55%
District G	55863	18380	8238	14.75%
District H	10006	2470	1194	11.93%
District I	5337	3	2	0.04%
District J	131	55	30	22.90%
State	1,812,909	692,058	265,841	14.66%

Georgia's Top Five Actions by Race/Ethnicity

Discipline Action	Ethnicity: Hispanic	Race: American Indian	Race: Asian	Race: Black	Race: Pacific Islander	Race: White	Race: Two or More Races
Detention	619	16	92	4135	11	2631	258
In-School Suspension	17664	263	1339	90992	179	52041	5610
Out-of-School Suspension	10018	170	803	80689	150	24270	3559
Suspended from Riding Bus	2044	50	106	18987	15	9210	1240
Other Discipline Action	3627	52	519	25131	33	11069	1348
Total	33972	551	2859	219934	388	99221	12015



Black
Students
represent
59.6%.

Georgia's Top Five Discipline Incident Types



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SCHOOL_YEAR	Discipline Action	Disorderly Conduct	Fighting	Discipline Incident	Attendance-Related	Student Incivility
2015	Detention	692	152	1270	2948	2834
2015	In-School Suspension	27799	10163	22923	44870	87051
2015	Out-of-School Suspension	22247	30738	11496	13451	45820
2015	Bus Suspension	11418	2805	6446	33	11385
2015	Other Discipline Action	23050	4855	152	101	830
	State Totals	85,206	48,713	42,287	61,403	147,920

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How long will this take me?

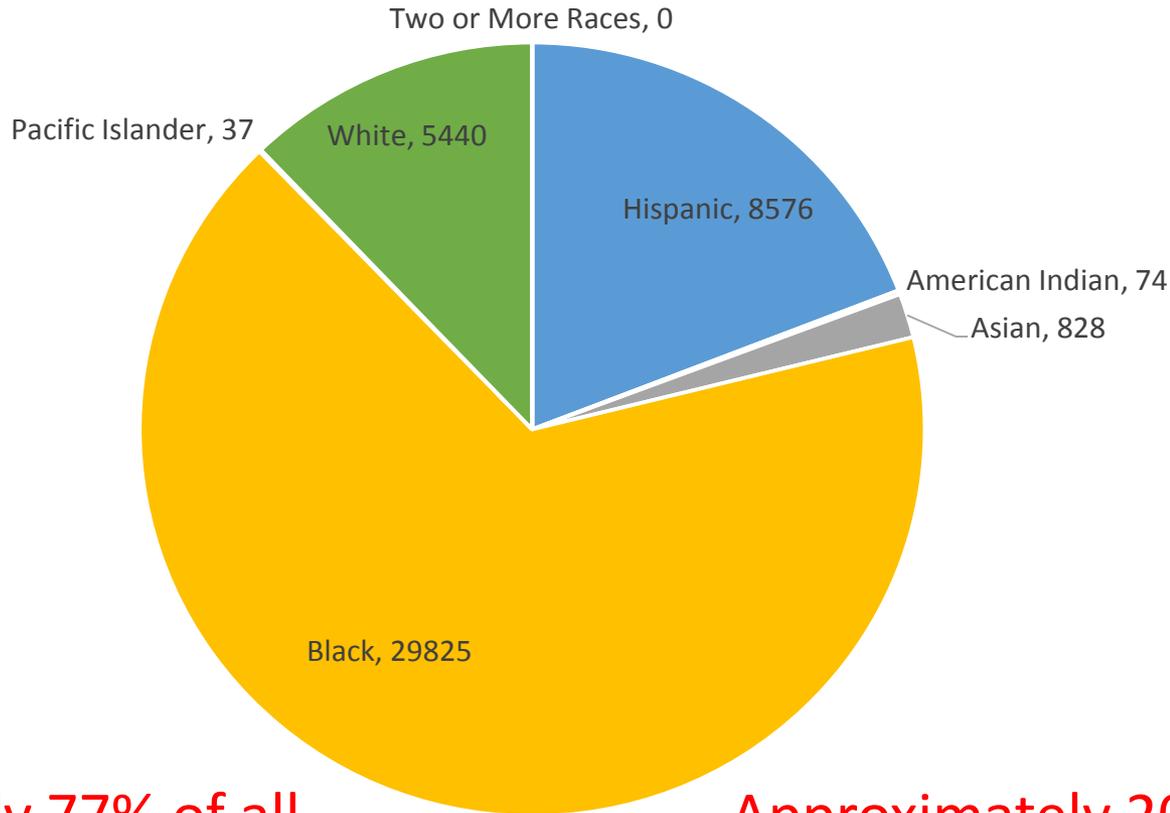


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	# of Students Assigned to OSS > 10 Days	# of Students Assigned to ISS > 10 Days
State	12,238	10,418
Metro Districts	5,372	2,126

	# of Students Assigned to OSS ≤ 10 Days	# of Students Assigned to ISS ≤ 10 Days
State	108,182	158,051
Metro Districts	42,409	46,067

Metro Students Assigned to ISS ≤ 10 Days by Race/Ethnicity



Approximately 77% of all metro students assigned to ISS (for any duration): FRL

Approximately 20% of all metro students assigned to ISS (for any duration): SWD

Research Commercial

Evidence does not show that disciplinary removals help to improve either student behavior or school climate.
(Skiba, Shure, Middelberg & Baker, 2011)

Suspensions are associated with negative outcomes (e.g., lower academic performance, higher rates of dropout, failures to graduate on time, decreased academic engagement, and future disciplinary exclusion).
(Achilles et. al)

[Rethink Discipline](#)

Reading Proficiency Percentages



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READING/LANGUAGE ARTS - ALL STUDENTS			
GROUP NAME	Students who received a valid score and a proficiency was assigned	Number of students with a proficient score	FY15 DATA
ALL Elementary /Middle	771,687	295,131	38.2%
High School	112,751	40,689	36.1%

FFY 2014 SPP/APR Data: Reading Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2013 Data*	FFY 2014 Data
A Elementary/ Middle	98,195	16,472	82.12%	16.77%
B HS	10,173	1,249	64.45%	12.28%

* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

Math Proficiency Percentages



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MATH - ALL STUDENTS			
GROUP NAME	Students who received a valid score and a proficiency was assigned	Number of students with a proficient score	FY15 DATA
ALL Elementary /Middle	767,196	296,023	38.6%
High School	126,545	42,008	33.2%

FFY 2014 SPP/APR Data: Math Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2013 Data*	FFY 2014 Data
A Elementary/ Middle	95,346	14,705	63.69%	15.42%
B HS	11,667	1,291	17.69%	11.07%

* FFY 2013 Data and FFY 2014 Target are editable on the Historical Data and Targets page.

Metro Assessment Data

	% Beginning	% Developing	% Proficient	% Distinguished
District A	Non ED 10.8% ED 49.2	Non ED 24.6 ED 34.6	Non ED 39.5 ED 14.1	Non ED 25 ED 2.1
District B	10.7 40.5	31.5 37.7	46 18.7	11.7 3.2
Ex	9.4 34.1	27.9 40.4	42.4 21.5	20.4 4.0
District D	18.1 47.2	30.5 35.3	35.0 15.1	16.4 2.4
District E	9.4 43.2	24.4 36.8	41.4 17.0	24.8 3.0
District F	10.7 26.8	26.5 37.3	40.9 28.0	22.0 7.9
District G	10.4 30.7	28.5 43.7	41.4 21.9	19.7 3.8
District H	17.2 30.7	35.8 41.8	36.2 23.7	10.8 3.9

Top Percent: Non ED

Bottom Percent: ED

Metro 9-12 All Students Dropouts

	State	
2014-15	19,255	3.5%
2013-14	19,561	3.7%
2012-13	19,013	3.6%

District	Number of Dropouts	Percent
District A	720	2.3
District B	418	16.2
District C	143	2.5
District D	1132	3.1
District E	765	5.6
District F	1388	2.4
District G	885	5.3
District H	75	3.2
District I	1711	5.4

7,237
(37.6% of GA's Dropouts)

Guided and Independent Practice



Efficient Infrastructure that utilizes data-based decision making

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In closing, let's share some next steps.

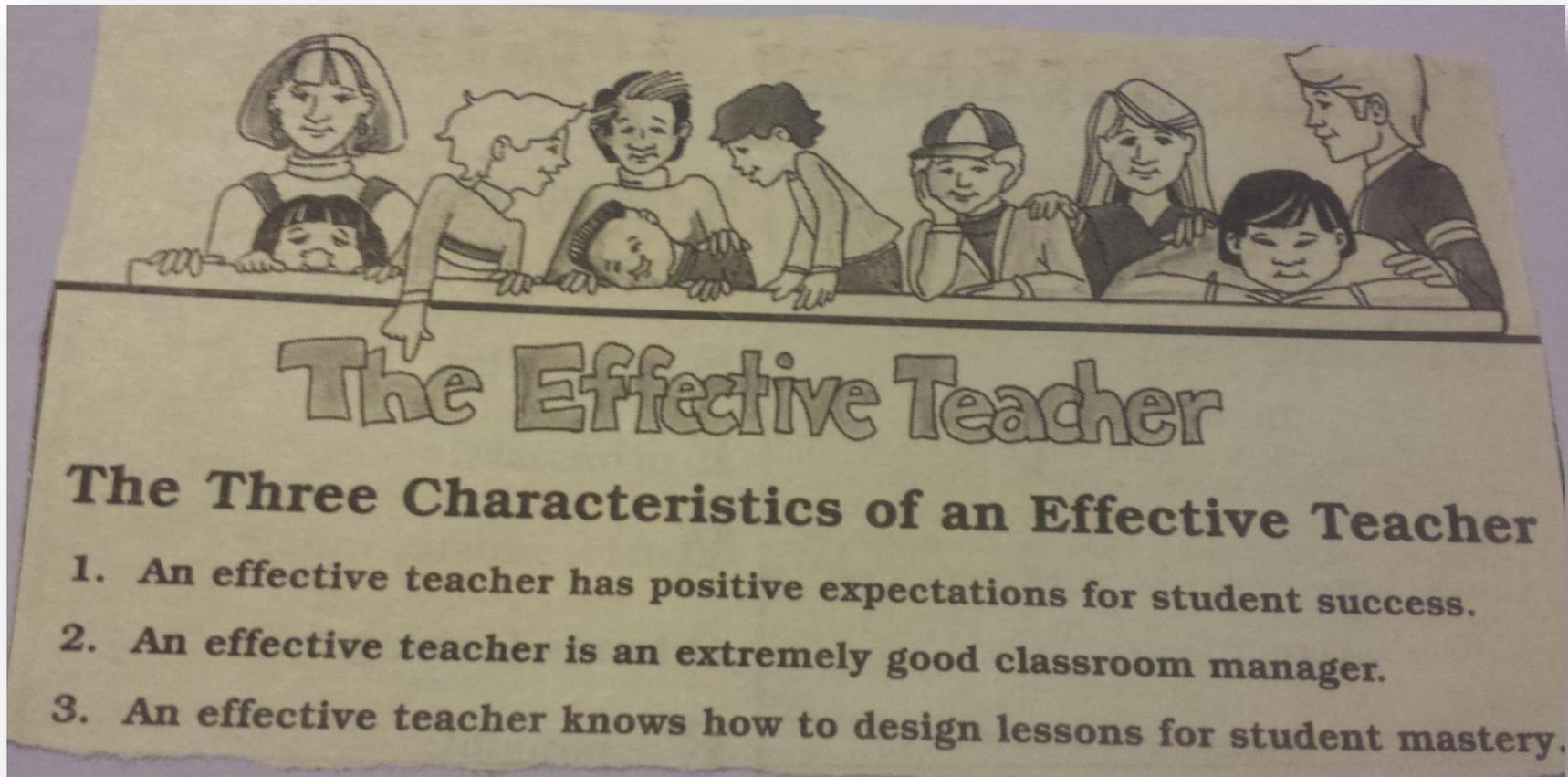


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SUMMARY:
**Everything I needed for student success,
I learned my 1st year of teaching!**



One Example



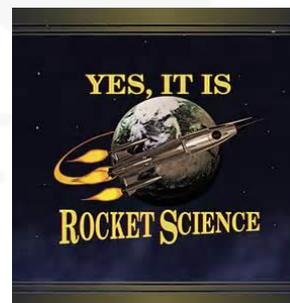
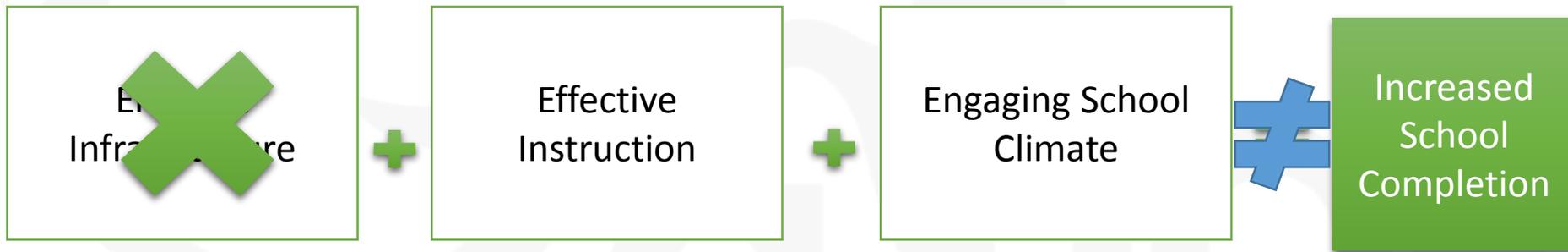
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Dear MS. Smith
From Branden

I'm sorry that all the stuff
I did to you,
when we come back to school,
I'll will act good,
You know that I'm the best,
I be doing thing for you.
I'm going to be on the ball
if I go to P.E. or something I'm
going to be good.
I Love you MS Smith

Be good

What does the research say?





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Resources

- [Student Success: Imagine the Possibilities](#)
- [Resources for Local Education Agencies](#)
(National Dropout Prevention Center)
- [Georgia's GraduateFIRST](#)
- [Addressing Dropout Related Factors at the Local Level](#)
- [Governor's Office of Student Achievement Data](#)

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