

State Systemic Improvement: Student Success (SSIP)

SELDA

Georgia Department of Education

July 10, 2019

The Every Student Succeeds Act

The Every Student Succeeds Act (ESSA) requires states and districts to support and improve the quality of low-performing high schools. States must set long-term high school graduation rate goals for **all** student groups and identify and intervene in those schools that graduate fewer than two-thirds of their students.

State Identified Measurable Result (SIMR)

- Increase the percentage of students with disabilities graduating with a general education diploma to 65% by 2018-2019 in districts identified to receive intensive technical assistance.
 - Based on Annual Event Graduation
 - Baseline data for this indicator was 39.5%
 - Data are reported in Indicator 17 of State Performance Plan

State Identified Barriers

Access to the General Curriculum for ALL Students

Access to Positive School Climates for ALL Students

Provision of Specially-Designed Instruction in the Least Restrictive Environment

Strategies and Activities


- Improve state and regional infrastructure to better support districts to implement and scale-up **evidence-based practices** that will improve graduation rates for all students
- Improve district infrastructure and implementation of **evidence-based practices** in districts identified to receive intensive supports to improve effective instruction, engaging school climate, and transition

SSIP Intensive Technical Assistance Districts

- Universal Supports and Technical Assistance from the Georgia Learning Resources System (GLRS) through Collaborative Communities and State Initiative Professional Learning
- Ongoing intensive technical assistance from SSIP Program Specialist including **2 face to face** meetings **a month** with the district coach.
- Ongoing support from Regional Implementation Teams
- Leadership Launch Webinars- 4 times a year
- District Coaches Regional Meetings - 4 times a year
- Student Success Statewide Meetings - Fall and Spring

Increase percentage of students with disabilities exiting high school with a general education diploma

(Annual Event Graduation Rate State Average)

	2014-2015	2015-2016	2016-2017	2017-2018
Graduation Rate	59.3	63.2	65.2	71.3

***Applies to the districts selected to receive intensive supports through the SSIP**

2017-2018 Georgia Dropout Statistics

gosa.ga.gov

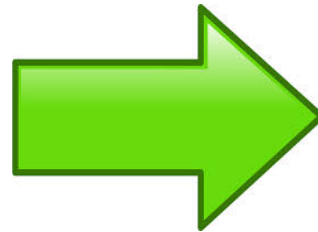
23,687
Georgia
Students
dropped out

4,140
Georgia
Students with
Disabilities
dropped out

Student Success: Nine Key Elements

- Engage Stakeholders
- Examine district/school capacity and infrastructure
- Review strengths and weaknesses
- Analyze salient data trends
- Use data to identify barriers
- Develop short-term and long-term action steps
- Identify and implement evidence-based practices
- Provide Implementation supports
- Monitor process and outcomes

Alignment of Improvement Plans



Beginning in 2017, all districts submitted District Improvement Plans to the GaDOE. **SSIP is now a part of district plans.**

The purpose of the School Completion Toolkit is to provide districts with a roadmap of strategies, interventions and resources to help students with and without disabilities graduate with a high school diploma.





AIR®

AMERICAN INSTITUTES FOR RESEARCH®

National Center on

INTENSIVE INTERVENTION



NTACT

National Technical Assistance Center on Transition



NATIONAL
DROPOUT
PREVENTION
CENTER

Website Design School Completion Toolkit



STEP 1
Identify
Need



STEP 2
Select
Intervention



STEP 3
Plan
Implementation



STEP 4
Implement
Plan



STEP 5
Examine
Progress

Step 1: Identify Needs



**STEP 1-
Identify
Need**



**Comprehensive
Needs Assessment**



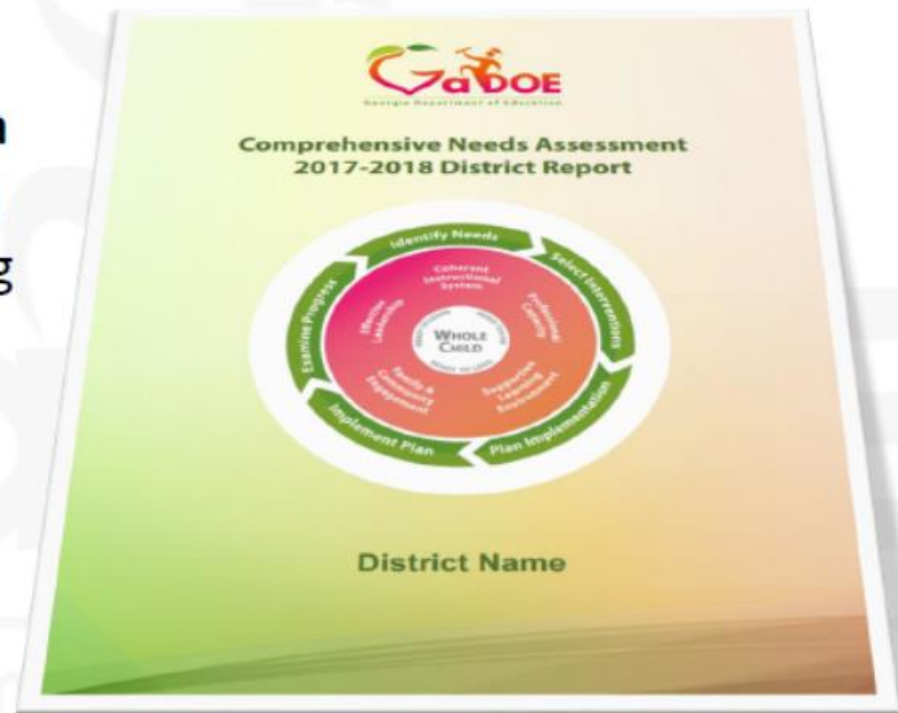
Engage Stakeholders



**Identify At Risk
Students Through
Early Warning
System (EWS)**

Comprehensive Needs Assessment (CNA)

- **Aligned** to the shared framework
- **Prepopulated with data**
- **Supported by tools and resources** that are being developed by GaDOE



[GaDOE CNA Data Guide](#)

Essential Components: Efficient and Effective Meetings

- Team is composed of essential stakeholders

School Administrator is KEY to Success

- Establish a specific time to meet and meet frequently.
- Meeting is structured (i.e., Follow script and assign roles)
- Decisions are made based on data utilizing valid, reliable tools
- Use technology to:
 - Collect and easily access student information
 - Show student data to the whole team at once
 - Make the plan-creation process transparent and clear
 - Create calendar (Including timeline for executing and revisiting student intervention plan)
 - Document changes to process, etc.
- Build capacity



Adapted from
Presentation at the CASE
/ NASDSE Conference,
Milwaukee, WI
(September, 2016) and
NCSI Website.

Engage Stakeholders

- Recommended Stakeholders
- Role of School and District Team
- Example Team Meeting Agenda and Data Collection Form



National Technical Assistance Center for Transition (NTACT) *free* Data Tools

[NTACT Data Analysis and Tools:](#)

(for building-level data)

1. Core Data Tool – a high level look at school completion
2. Graduation & Dropout Tool
3. Attendance Tool
4. Academics Tool
5. Discipline Tool

Risk calculator –
Identifies at-risk students
and their areas of need

Percentage Passing Rate Data	1st Quarter	2nd Quarter	3rd Quarter
Percentage of 9th graders passing English/ELA class			
Students with disabilities	69.0%	70.0%	
All students	81.0%	84.0%	
Gap:SWD and all students	12.0%	14.0%	
Percentage of 10th graders passing English/ELA class			
Students with disabilities	71.0%	73.0%	
All students	82.0%	82.0%	
Gap:SWD and all students	11.0%	9.0%	
Percentage of 11th graders passing English/ELA class			
Students with disabilities	69.0%	69.0%	
All students	83.0%	81.0%	
Gap:SWD and all students	14.0%	12.0%	
Percentage of 12th graders passing English/ELA class			
Students with disabilities	71.0%	74.0%	
All students	82.0%	81.0%	
Gap:SWD and all students	11.0%	7.0%	

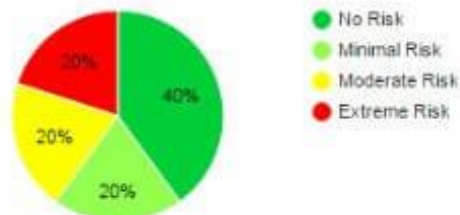
District Guide to Creating Indicators for an Early Warning System

[A Pathway to Localizing Early Warning Indicators](#) – Short video from American Institute for Research (AIR) to help school district identify and select their own indicators for an early warning system (EWS).

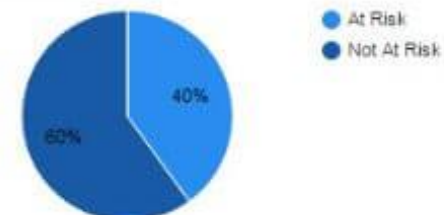
[District guide to creating indicators for early warning system \(PDF\)](#)

[Worksheet to use with the district guide \(PDF\)](#)

Students Per Performance Band



Students At Risk



Displaying 1 to 10 of 10



Search

Student ID	Last Name	First Name	Overall Score	Overall Label	Attendance	Failures	Incidents
1	One	Student	55	Moderate Risk	Moderate Risk	Moderate Risk	Moderate Risk
10	Ten	Student	90	No Risk	Moderate Risk	No Risk	No Risk
2	Two	Student	70	Minimal Risk	Extreme Risk	No Risk	No Risk
3	Three	Student	95	No Risk	No Risk	No Risk	Moderate Risk
4	Four	Student	90	No Risk	No Risk	Moderate Risk	No Risk
5	Five	Student	100	No Risk	No Risk	No Risk	No Risk
6	Six	Student	15	Extreme Risk	Extreme Risk	Extreme Risk	Moderate Risk
7	Seven	Student	75	Minimal Risk	Moderate Risk	No Risk	Moderate Risk
8	Eight	Student	40	Moderate Risk	Moderate Risk	Moderate Risk	Extreme Risk
9	Nine	Student	15	Extreme Risk	Extreme Risk	Extreme Risk	Moderate Risk

Show 50

← Previous

1

Next →

Add to Intervention Group

Step 2: Select Intervention



Selecting Evidence-Based Interventions

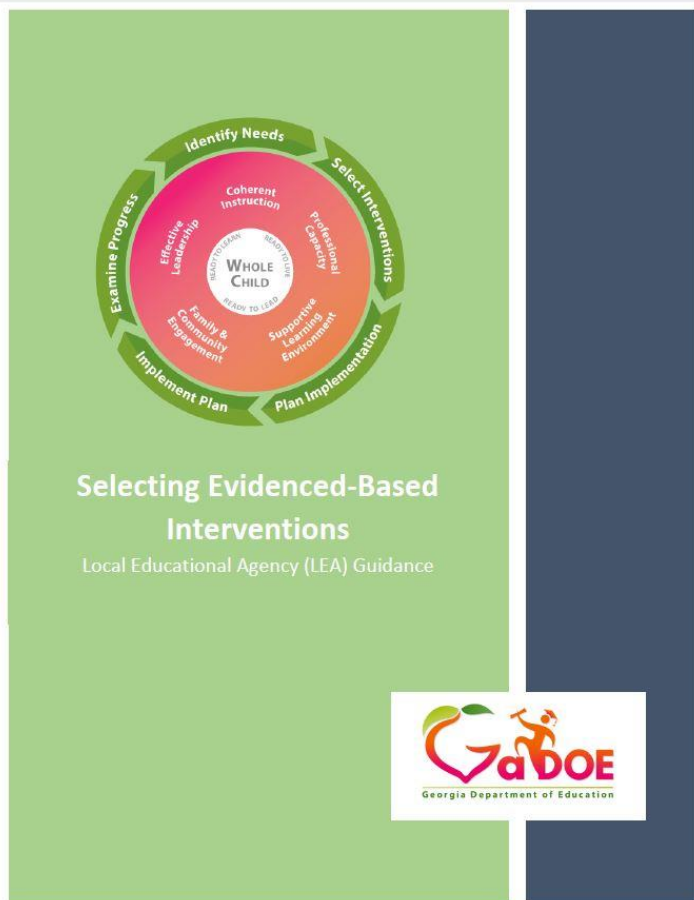
*Attendance Strategies

*Behavior Strategies

*Course Performance Strategies

*Social/Emotional Learning Strategies

GaDOE Federal Programs Guidance



- Every Student Succeeds Act (ESSA) requires the use of Evidence-Based Interventions
- Outlines four levels or categories of evidence that can be considered when selecting EBPs

[Find the Resource Here](#)

Evidence Based Practices and Resources

[National Center on
Intensive
Intervention](#)

[National Dropout
Prevention
Center/Network](#)

[What Works
Clearinghouse](#)

[Promising Practices](#)

[National Center for
Systemic
Improvement](#)

[Best Evidence
Encyclopedia](#)

[National Technical
Assistance Center
on Transition](#)

[Collaborative for
Academic, Social,
and Emotional
Learning](#)

[Evidence for ESSA](#)

Check & Connect Overview

- Structured mentoring intervention
- Promotes student engagement
 - At school
 - With learning
- Focus on school completion



Check and Connect has met the evidence standards of

What Works Clearinghouse and is the only dropout intervention to show positive effects for staying

in school.

Step 3: Plan Implementation



Development/ Revision of Plan

Assigning and Providing Interventions for Targeted Students

Plan Implementation

Development and Implementation of a Plan

A plan is consistently used to guide implementation of improvement strategies including implementation of evidence-based practices.

Alignment of Improvement Strategies

School completion strategies are implemented in alignment with all relevant improvement strategies as outlined in the district/school plan.

Indicator-Intervention Map

Frazelle and Nagel (2015)

Intervention	Notes	Focus of intervention (ABCs)		
		A attendance	B behavior	C course completion
Afterschool tutoring	Available only for math			X
Peer mediators	Accommodates 15 students per grade		X	
Individual coaching	We have four coaches who can each manage 10 students	X	X	X
First period check-in		X		
Policy to talk to parents after two unexcused absences	Do we have staff available to personally talk to every parent?	X		

Note. From "A practitioner's guide to implementing early warning systems" by S. Frazelle, & A. Nagel, 2015, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest, pg. 12.

Strategies for Scheduling

How to Find Time to Intensify and Individualize Intervention



Zachary Weingarten, EdD, Tessie Rose Bailey, PhD, and Amy Peterson

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research



Click pictures to
obtain access to
article.

Step 4: Implement Plan



Implement with
Fidelity

Student Engagement

Family and
Stakeholder
Engagement

Fidelity of Implementation

Degree to which the program is implemented as intended by program developer, including the quality of implementation.

- Fidelity = Consistency
- Fidelity = Integrity
- Fidelity Checks should create open communication and productive feedback by providing teachers with opportunities to learn and collaborate.

(Gersten, et al., 2005; Mellard & Johnson, 2007; Sanetti & Kratochwill, 2009)

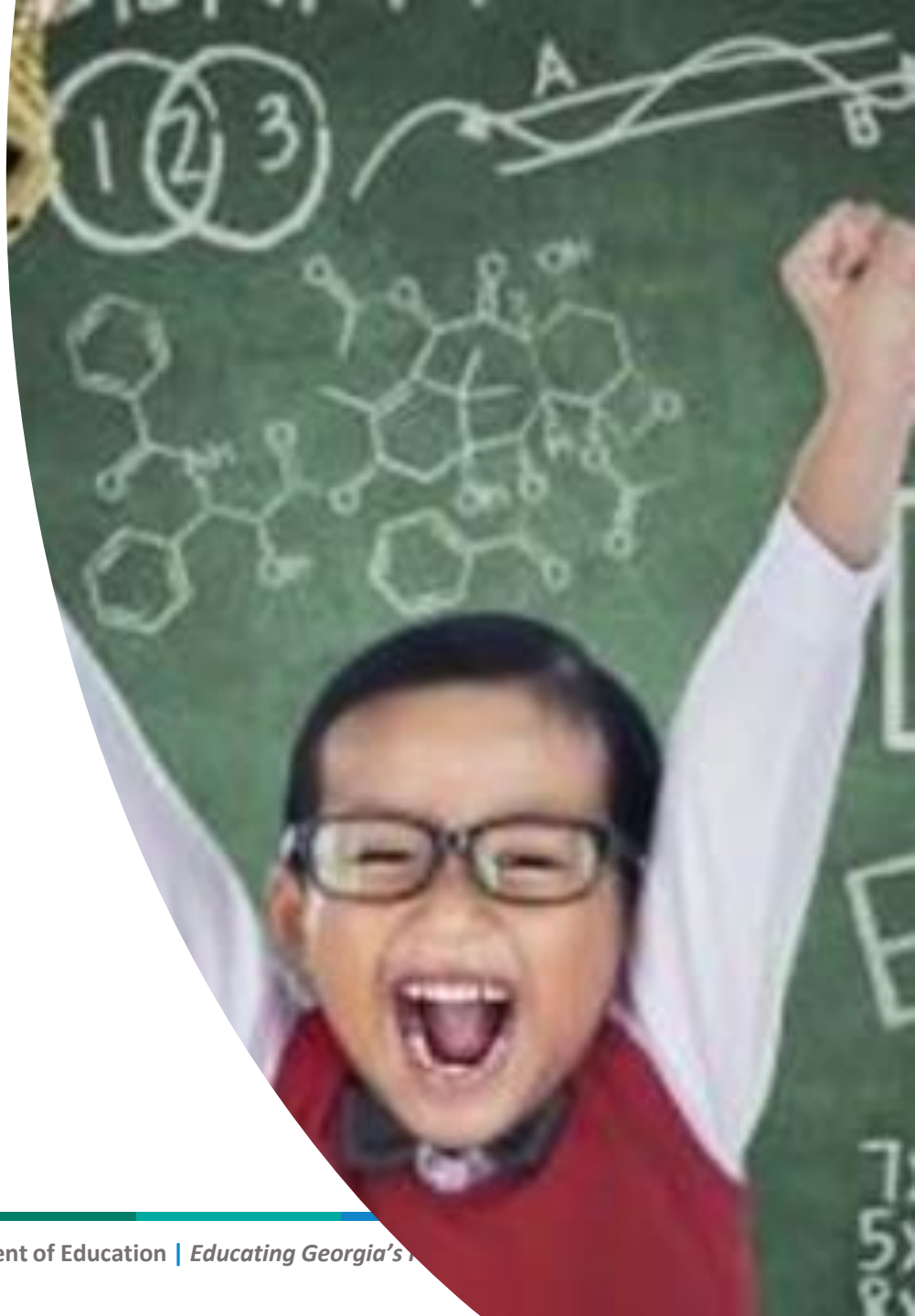
Fidelity of Implementation

- Was the intervention implemented as intended?
- Did the student(s) participate?
- Was the dosage (duration and intensity) sufficient?



Engage Students

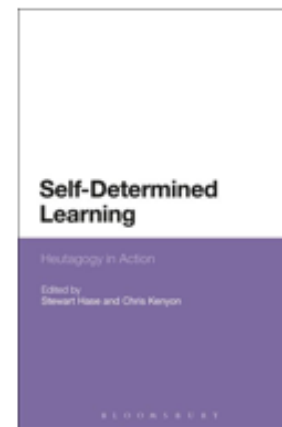
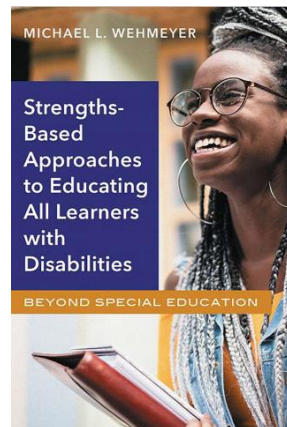
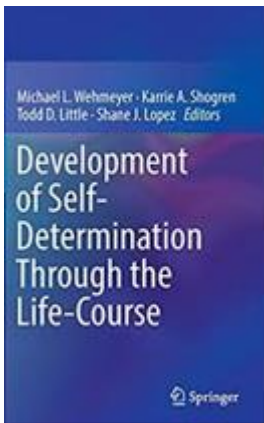
- Engaged students are more likely to perform well on standardized tests and are less likely to drop out of school.
- Students achieve academic and transition goals at a higher rate including more positive independent living and employment outcomes.
- Students are more involved in the general education curriculum.



Student Engagement/ Self-Determination Resources



- [Self Determined Learning Model of Instruction](#)
- [Student Engagement Project](#)
- [Check and Connect](#)



When Families are Involved-

Students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents' education level

(Antunez, 2000).

Students have higher grades and test scores, better attendance, and complete homework more consistently and go on to postsecondary education.

(National Parent Teacher Association, 2009).



Engage Families

Starting and Keeping
your Child on a Path to
Graduation

- [Pre-School](#)
- [Elementary School](#)
- [Middle School](#)
- [High School](#)



Family Engagement Resources

- [Global Family Research Project](#)
- [Georgia Department of Education- Information for Parents](#)
- [Georgia Parent to Parent](#)
- [Georgia Parent Mentor Partnership](#)
- [A Step-By-Step Guide: Strategies, Tools and Resources Leading Effective Stakeholder Teams in The Work to Increase Student Graduation Rates and Career Readiness](#)

Step 5: Examine Progress



Measures to monitor
implementation fidelity

Measures to monitor
and document student
progress

State and Federal
Reports

School and District Fidelity Rubrics

Student Success District Implementation Fidelity Rubric

District Name:
Date Completed:
District Student Success Coach:
Other District Personnel
Name



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

	District Team			
	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
Team structure	<p>The district team includes all the members needed to support implementation (e.g. representatives from general and special education, decision makers who have the authority to approve team decisions (e.g. funding, personnel, etc.).</p> <p>Additional team members are selected based on knowledge of programs, the capacity to support implementation, and the ability to ensure stakeholder engagement</p> <p>District team members continue to be authentically engaged and take leadership roles beyond meetings.</p>	<p>The district team includes most of the members needed to support implementation (e.g. representatives from general and special education, decision makers who have the authority to approve team decisions (e.g. funding, personnel, etc.).</p> <p>The district is actively working to identify additional team members to support implementation.</p>	<p>The district team includes some of the members needed to support implementation (e.g. representatives from general and special education, decision makers who have the authority to approve team decisions (e.g. funding, personnel, etc.).</p>	<p>The district team does not include the members needed to support implementation (e.g. representatives from general and special education, decision makers who have the authority to approve team decisions (e.g. funding, personnel, etc.).</p>
Roles and Responsibilities of Team Members	<p>The district team has established clearly defined roles and responsibilities of the team and individual members to support effective implementation.</p> <p>Roles and responsibilities are assigned across general and special education with additional members added as needed based on implementation data.</p> <p>The person responsible for organizing and running the meetings is clearly identified and adequate time is provided to complete duties which include monitoring action steps.</p> <p>Staff are assigned tasks to be completed between meetings. Methods for monitoring work completion between meetings are identified.</p>	<p>The district team has established clearly defined roles and responsibilities of the team and individual members to support effective implementation.</p> <p>Roles and responsibilities are assigned across general and special education.</p> <p>The person responsible for organizing and running the meetings is clearly identified.</p> <p>Staff are assigned tasks to be completed between meetings.</p>	<p>The district team has informally assigned roles and responsibilities of the team and individual members (e.g. members have assumed roles, but they have not been defined) to support effective implementation.</p> <p>The district has not identified a team leader/ coordinator.</p>	<p>The district team has not established clearly defined roles and responsibilities of the team and individual members to support effective implementation.</p>

Measuring Fidelity of Intervention Implementation

- Self-report data
- Observation
- Logs, lesson plans, and student work



Examine Progress of Student Response to Intervention

- Identify students who are making progress.
- Identify students who are no longer struggling.
- Identify students whose needs are not being met.



- What's working?
- What's not working?
- How do we improve?



Examine State Reports

Student Record Report ENR019b – Dropout Reason Report

- This report will display all students who have dropped out and the reason for they dropped out.

Student Record Report SR 057b – Graduate Diploma Information

- This report may be checked after graduation data has been entered in Student Record. This report should be checked prior to sign-off. This report will display who is receiving a diploma and what type of diploma is being reported- General Education or Special Education. (As a reminder- special education diplomas count against your graduation rate.)

College and Career Ready Performance Index (CCRPI)

<http://www.gadoe.org/CCRPI/Pages/default.aspx>

2018 CCRPI Data Files

- 2018 CCRPI Content Mastery Scores, Targets, Flags by Subgroup 11.01.18
- 2018 CCRPI Graduation Rates, Targets, Flags by Subgroup 11.01.18
- 2018 CCRPI Progress Scores, Targets, Flags by Subgroup 11.01.18
- 2018 CCRPI Readiness Indicators by Subgroup 11.01.18
- Cohort Graduation Rate by Subgroup 09.19.18
- School Climate Star Ratings 10.29.18
- CCRPI Scoring by Component 10.29.18

Celebrating Success

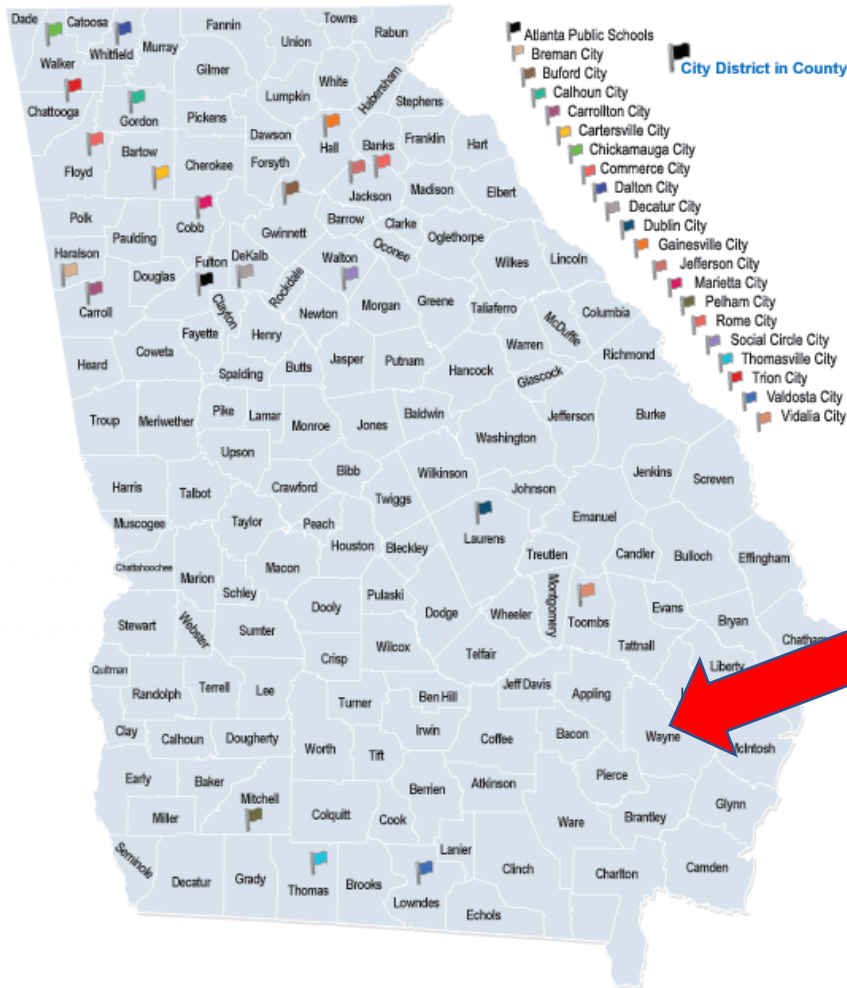
- **Forty-four** of the original 50 intensive districts have **met or exceeded** the Annual Event Graduation target of 65% or greater.
- **86%** of ALL Georgia districts are currently meeting or exceeding the Annual Event Graduation target of 65% or greater.



STRONGER TOGETHER

Click on a topic to identify and obtain additional information on districts making progress with these initiatives:

Districts in Georgia



- PBIS Districts
- MTSS Cohort 1 and 2
- District with graduation rates above 75% for SWD
- Check and Connect Districts
- Sustainability Plans
- Drop-out Prevention Conference
- ABC Data Collection Process/ Forms
- Project Search
- Using Assistive Technology to Improve outcomes
- Graduation Completion Celebrations/ Incentives
- Wrap Around Supports
- SSIP Intensive Districts

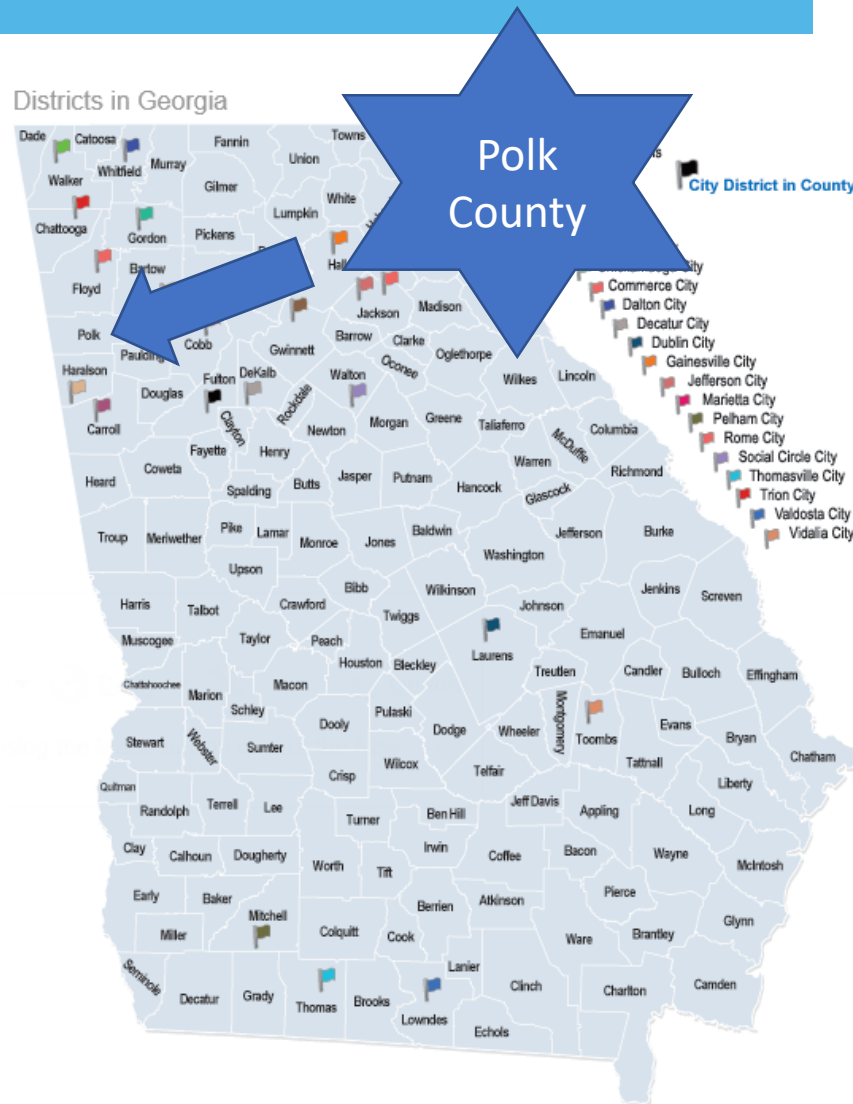
Wayne County

Wayne County Check and Connect



STRONGER TOGETHER

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Spotlight on Best Practices from the Field



POLK DISTRICT

Dropout Prevention Conference/Checklist

Statements from Conference	Student	Parent	School Designee
I have met with my counselor to develop a plan based on my current age and credit situation, as well as to discuss what is keeping me from being successful in this school.			
I am looking for options different from the regular high school setting.			
I have not been asked to leave the current high school.			
My counselor or administrator(s) have informed me of the options available: Dropping Out, Online Programs, Homeschool, or Mountain Education.			
I have met with my principal or assistant principal.			
I have been informed that if I choose to withdraw from this school, I have the right to return and re-enroll in an appropriate school option, unless I have been expelled for misconduct, until the age of 20.			
I have been given and read the "Facts About Dropping Out of School" information, and I understand that by dropping out I am putting myself at a disadvantage by making this choice.			
This form is not applicable – multiple attempts have been made with no success to contact the student and parents about options and resources available.			

What is/are the primary reason(s) the student was not successful?

- | | | |
|---|--|---|
| Substance Abuse <input type="checkbox"/> | Family Problems <input type="checkbox"/> | Student Conflict <input type="checkbox"/> |
| Teacher Conflict <input type="checkbox"/> | Marriage <input type="checkbox"/> | Need Employment <input type="checkbox"/> |
| Failing Classes <input type="checkbox"/> | Pregnancy <input type="checkbox"/> | Poor Attendance <input type="checkbox"/> |
| Boredom <input type="checkbox"/> | Illness <input type="checkbox"/> | Other: _____ |

Student Name (Please Print) _____

Signature _____

Date _____

Parent Name (Please Print) _____

Signature _____

Date _____

School Designee (Please Print) _____

Signature _____

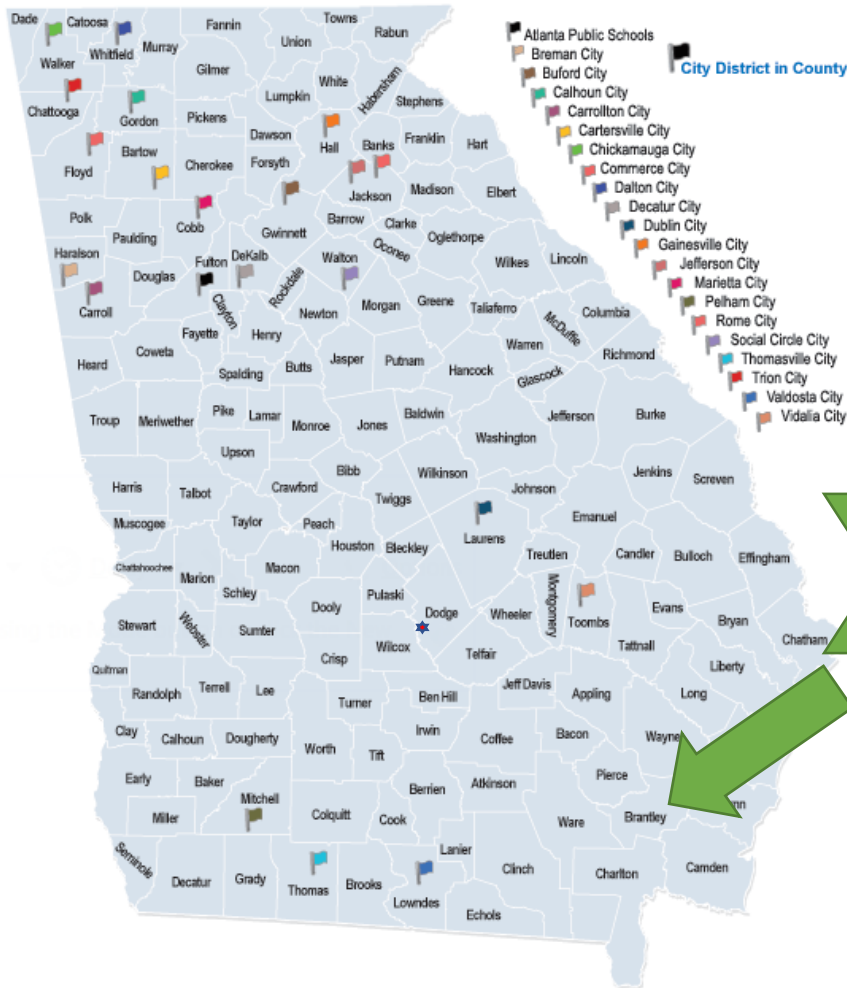
Date _____

612 S. College Street • Cedartown, GA 30125 • 770-748-3821

STRONGER TOGETHER

Click on a topic to identify and obtain additional information on districts making progress with these initiatives:

Districts in Georgia



Brantley
County

- PBIS Districts
- MTSS Cohort 1 and 2
- District with graduation rates above 75% for SWD
- Check and Connect Districts
- Sustainability Plans
- Drop-out Prevention Conference
- ABC Data Collection Process/ Forms
- Project Search
- Using Assistive Technology to Improve outcomes
- Graduation Completion Celebrations/ Incentives
- Wrap Around Supports
- SSIP Intensive Districts

Brantley County Connect 2019 The Tassel Was Worth The Hassle Celebration



School Completion Toolbox

On the GaDOE website
go to Special Education
Services and Supports

Continuous Improvement

- Student Success: Imagine the Possibilities
- General Supervision - Georgia's Continuous Improvement Monitoring Process (GCIMP)
- Disproportionality
- GaDoe Strategic Plan and Federal Indicators for Students with Disabilities



Search this site...



Richard Woods, Georgia's School Superintendent

Offices & Divisions ▾ Programs & Initiatives ▾ Data & Reporting ▾ Learning & Curriculum ▾ State Board & Policy ▾ Finance & Operations ▾ Contact ▾ Calendar ▾

Home → Teaching and Learning → Special Education Services and Supports → Student Success: Imagine the Possibilities

Rules, Manuals & Forms

Special Education Rules
Implementation Manual
Sample Forms
Applications

Eligibility Categories

Autism
Deafblind
Deaf/Hard of Hearing (D/HH)
Emotional & Behavioral Disorder
Intellectual Disabilities
Orthopedic Impairment

Student Success: Imagine the Possibilities

The Office of Special Education Programs (OSEP) has required that each State Educational Agency (SEA) develop a State Systemic Improvement Plan that includes a comprehensive, multi-year focus on improving results for Students with Disabilities! Each state must develop a plan that will outline the development of strategies to increase state capacity to structure and lead meaningful change in Local Educational Agencies (LEAs). While the primary focus of the plan is on improvement for Students with Disabilities, the State must also address in its SSIP how the State will use its general supervision systems to improve implementation of the requirements of Individuals with Disabilities Education Act (IDEA). Georgia will implement a systemic plan, "Student Success," in FY16 to improve graduation outcomes for Students with Disabilities.

Georgia's SSIP Overview

Contact Information

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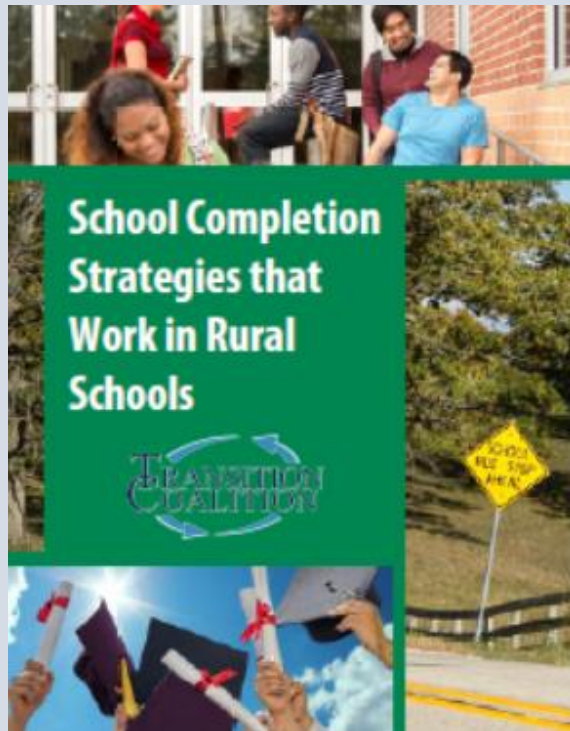
Email: zsmith@doe.k12.ga.us

SSIP Feedback Form

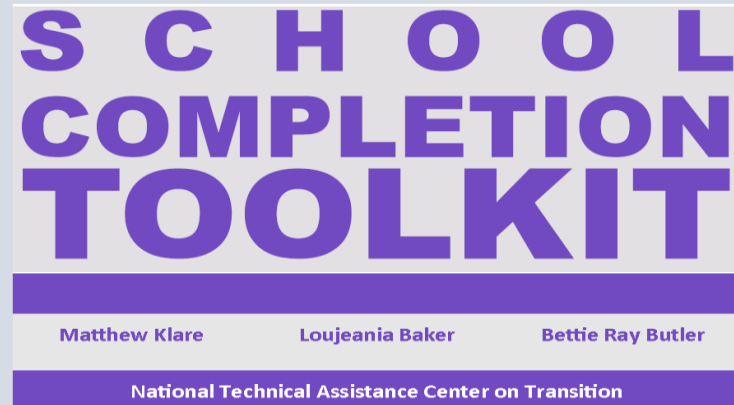
Resources



Graduation Completion Resources



Transition Coalition



National Technical Assistance Center on Transition



National Dropout Prevention Center

Click picture above to access link to resource





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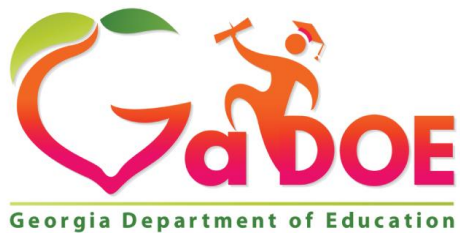
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**EDUCATING
GEORGIA'S FUTURE**