Georgia Learning Resources System and Indicator 17: State Systemic Improvement Plan(SSIP)

Division for Special Education Services and Supports

July 2020

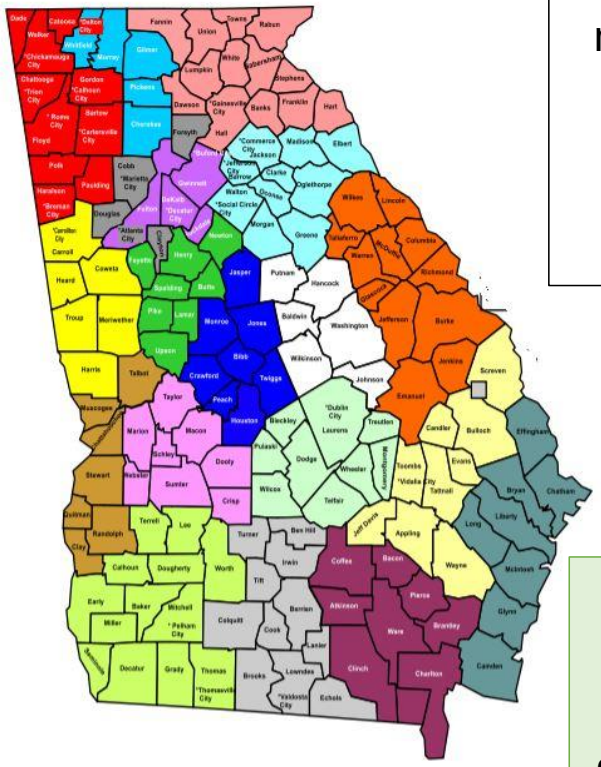
Offering a holistic education to **each and every child** *in our state.*

Georgia Department of Education

Vision 2020

Provide the necessary infrastructure and supports for leaders, teachers, and families to meet the whole child needs of each student and improve student outcomes and school climate resulting in increased quality of life and a workforce ready future.

The Georgia Learning Resources System (GLRS)



The **Georgia Learning Resources System (GLRS)** is a network that provides ***training*** and ***resources*** to school district personnel, parents of students with disabilities, and other interested individuals to support the achievement, graduation rate, and post-secondary success of students with disabilities.

18 Regional Programs

Universal professional learning, technical assistance and coaching for local school districts around state identified priorities

Targeted technical assistance to support districts with disproportionality and improving graduation rate and achievement of students with disabilities

Top State Priorities Professional Learning and Technical Assistance

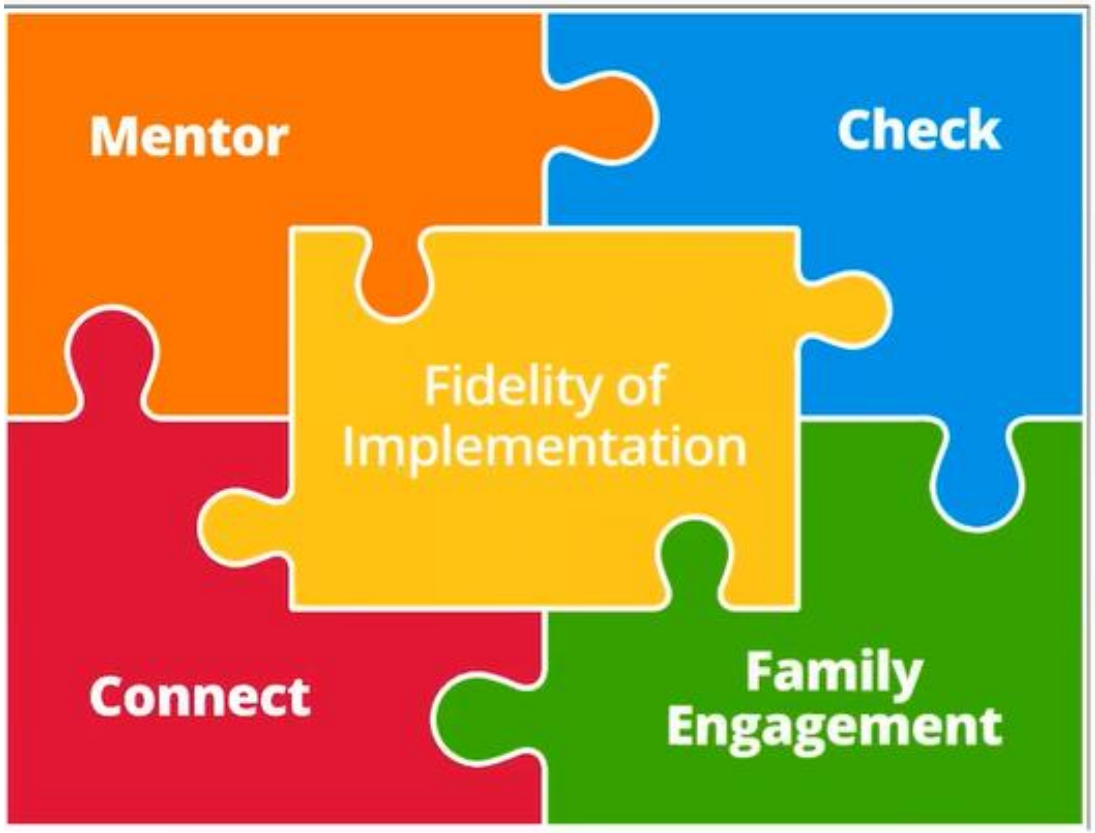
- General Supervision
- Collaborative Communities
- Tier 1 Instruction
- Assistive Technology
- Specially Designed Instruction

Top Regional Priorities Professional Learning and Technical Assistance

- High Leverage Practices
- Co-Teaching
- Instructional Coaching
- CEIS/CCEIS
- Check and Connect/ Self- Determination ASPIRE/SDLMI

Tier 1 Instruction: Literacy, Math, Co-Teaching, HLP, Para Supports

Check and Connect Evidence-Based Intervention



ies WHAT WORKS CLEARINGHOUSE

C&C is the only dropout prevention intervention to show positive effects for staying in school.

Classroom Behavior

GLRS
Metro South

Strategies for Improving Classroom Behavior.

Tips for Dealing with Inappropriate Behaviors

- Public rules, private reprimand
- Non-emotional response
- Call student by name
- Make eye contact and get on the student's level
- To prevent behavior issues, have limited rules (stated positively) and routines in place
- Consequences should be consistently enforced
- Consequences should be logical and related to the behavior
- Plan and practice for smooth transitions
- Positive responses should outweigh negatives 3 to 1

Strategies for Revenge Seeking Behaviors

Students who demonstrate revenge seeking behaviors are the rarest type of severe behavior and the most disturbing to the teacher.

These students are determined to hurt the teacher psychologically or physically. They are sending a message which is, "I am going to get even." No matter how fair you are, these students feel mistreated and consider you an adversary.

Teachers can sometimes determine the purpose of the revenge seeking behavior, because it makes the adult feel enraged, furious or revenge seeking yourself. Remember, when you feel enraged with a student, STOP! Say to yourself, "stay calm and do not get angry". Remember not to personalize the student's action. Use the severe clause of your discipline plan. After the action is dealt with, try to establish a trusting relationship with the student.

Examples of revenge seeking behavior: *willful destruction of your property and/or psychological abuse such as sullen or hateful looks and gestures. Many of the revenge seeking behaviors are against the law and require referring to the severe behavior clause of the school code of conduct. The best strategy is to try not to get into the revenge cycle with a student.*

Strategy		Description	Notes
	Form a Trusting Relationship with Student	Try to connect with the student in some way (student's personal interest, favorite leisure activity, sports).	Trusting relationships are built on mutual respect.
	Don't' Nag, Scold or Use Threats	Refrain from negative comments and "lecturing" students.	Nagging and scolding fortifies a student's mistaken concept of how to get attention.

glrs
Georgia Learning Resources System

GLRS Webpage

[GLRS Webpage Link]

State Systemic Improvement Plan Indicator 17

Georgia Department of Education

The Every Student Succeed Act (ESSA)

- 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.

Target: 67% graduation rate

Indicator 17: Regulatory Requirement State Systemic Improvement Plan

Performance indicator:

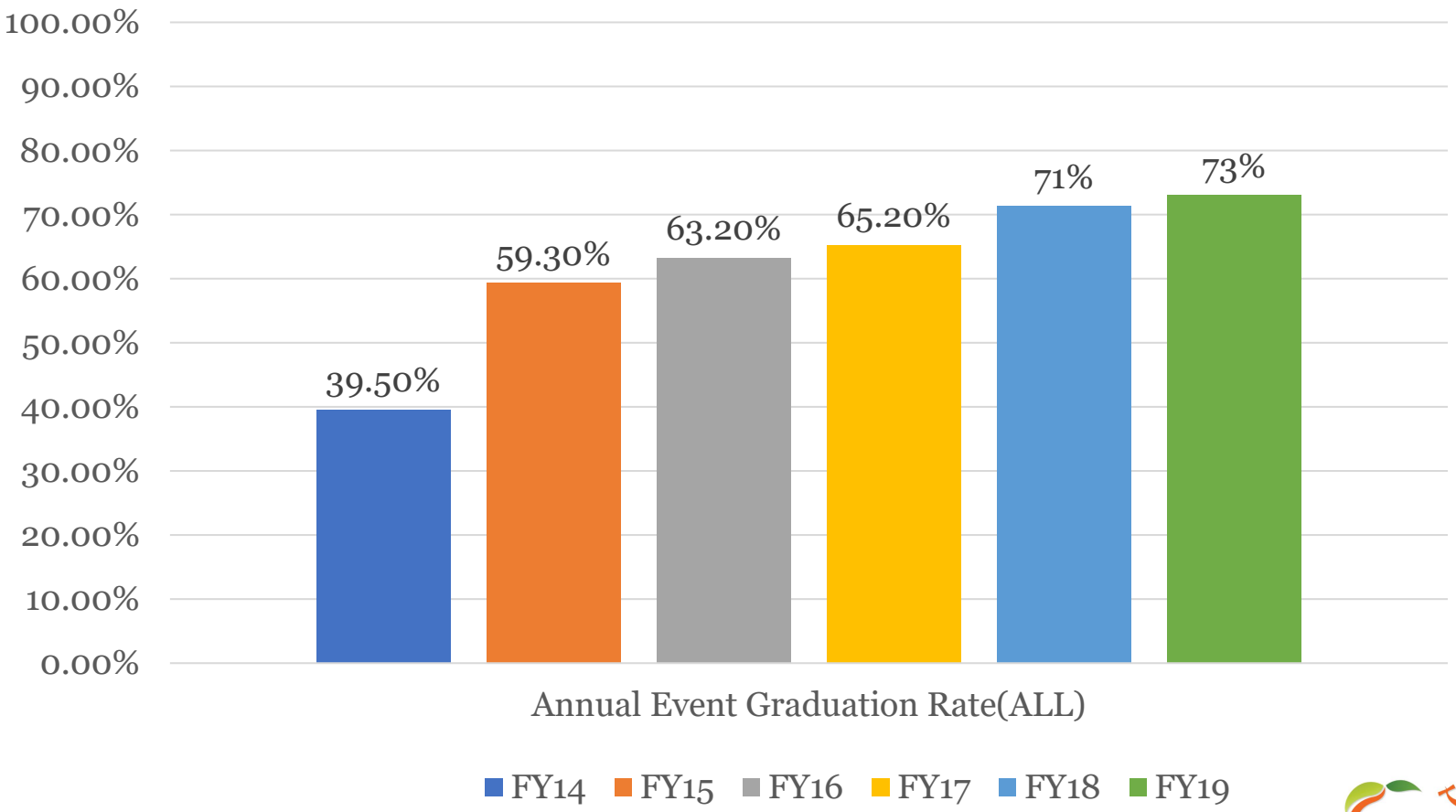
- The state's SSIP is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities.
- Georgia's SSIP focuses on **increasing graduation rates.**
- **All LEAs must address SSIP in the Consolidated LEA Improvement Plan.** LEAs may choose to have an additional SSIP plan or include goals to improve graduation rates and increase achievement for students with disabilities in their district and school improvement plans.

Measure: Annual Event Graduation Rate

Target: 65.0%

Current State Average: 72.5%

Indicator 17: State Systemic Improvement Plan (SSIP)



How is the Annual Event Graduation Rate Calculated?

- The numerator represents the number of SWD who exited in the reporting year with a general education diploma, regardless of when they entered high school or how many years it took to earn the diploma.
- The SWD count includes only students who are identified as SWD when they exit.
- The denominator represents the number of SWD who exit in the reporting year with 1) a general education diploma + 2) a special education diploma (or certificate), + 3) as a dropout (9th-12th grade)

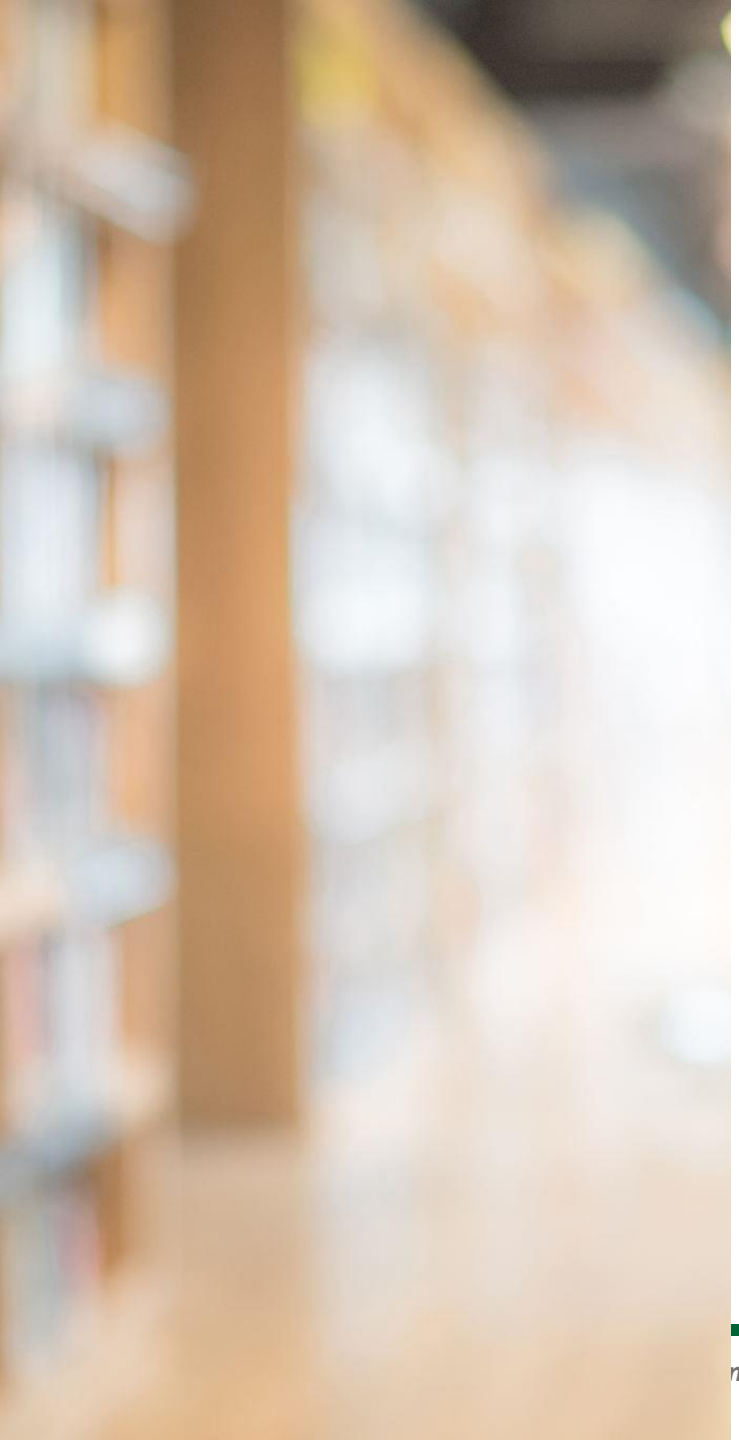
Total SWD graduating with General Education Diploma

Total SWD who exited

(including drop-outs- any grade, Special Education Diplomas, Certificates of Attendance)

$$\frac{223}{345} = 64.6\%$$

FY20 SWD ANNUAL EVENT GRADUATION RATE									
LEA ID	LEA NAME	DROP OUT	HIGH SCHOOL DIPLOMA	SPECIAL EDUCATION DIPLOMA OR CERTIFICATE	Grand Total	FY20 Annual Event Rate	FY19 Annual EVENT	Difference FY19 to FY20	FY20 4-year cohort
XXX	XXX School District	114	223	8	345	64.6%	57.0%	7.6%	56.6%
XXX	YYY School District	25	225	1	251	?? %	86.0 %	3.6%	80.2%



Universal Resources to Support School Completion

- Access to Collaborative Communities through the GLRS
- Access to statewide professional learning and webinars
- Access to the School Completion Toolkit
- Access to a district liaison from the Department
- Access to public data sources
- Access to other special education directors

SSIP/SDE Targeted Collaborative Work

- **Purpose**

Both the school improvement work outlined in School and District Effectiveness (SDE) and the State Systemic Improvement Plan (SSIP) **focus** on the **implementation of the Georgia's Systems of Continuous Improvement problem solving process** to lead to the **selection of evidence-based practices** based on district data and the development of a **comprehensive improvement plan** that supports implementation of the selected practices to increase graduation rates and student achievement rates.

The SSIP Program Specialists and SDE District Effectiveness Specialists (DES) will collaborate in their support of those districts with schools identified as Targeted Support and Improvement as outlined by Every Student Succeeds Act (ESSA).

Targeted Support and Improvement (TSI) and Additional Targeted Support (ATSI) Schools

Criteria Category	Entrance Criteria
TSI- Consistently Underperforming Subgroup	All schools that have at least one subgroup that is performing in the lowest 5% of all schools in at least 50% of CCRPI components.
ATSI- Additional Targeted Support	Among all school identified for consistently underperforming subgroup, have at least one subgroup that is performing in the lowest 5% of all schools in all CCRPI components. *Note: Title I schools identified for additional targeted support will move to the CSI list if they do not meet the TSI exit criteria after three consecutive years.*

Collective Support:

- Guiding the LEA through the problem-solving cycle of the continuous improvement framework.
- Collaborating on a district plan of support for identified schools, focused on subgroup performance
- Assisting with the selection of evidence-based actions, strategies, interventions and practices for the district plan of support and monitoring implementation fidelity.
- Coordinating state, regional, and LEA-level services and supports to the District to support the goals/priorities of their improvement plan through professional learning, technical assistance and coaching.
- Providing regular communication to and check-ins with the LEA.

Measures of Success

- Districts receiving collaborative support from SSIP Program Specialists and SDE DES will be evaluated based on:
    - CCRPI score, specifically subgroup performance for SWD,
    - CCRPI score, specifically graduation rate for SWD (as applicable)
    - Annual District Implementation Fidelity Rubric
    - Annual Evidence-based Practices Implementation Rubric at each identified school
    - Annual District Survey
    - Exiting the TSI list

School Completion Toolkit

school completion tool

Richard Woods, Georgia's School Superintendent

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

School Completion Toolkit

The School Completion Toolkit provides links to state and national resources, as well as successful practices from LEAs across the state, aimed at improving outcomes for all students, including students with disabilities.

Graduation Success: Closing the Gap

SPOTLIGHT ON SUCCESS

LEAs with an Annual Event Graduation Rate of 85% or above

The Annual Event Graduation Rate represents the percentage of students with disabilities (SWD) who exit with a regular education diploma regardless of the year they entered high school. The rate is calculated by dividing the number of SWD receiving a regular education diploma by the total number of SWD receiving a regular diploma, plus SWD receiving a certificate/special education diploma, plus SWD reported as dropouts.

2018-2019

LEAs with an Annual Event Graduation Rate of 85% or above

Hover an LEA to see it on the map or click to go to the LEA's website.
Click an email icon to contact the LEA's Special Education Director. Video and document icons are also present when available.

LEA Name	Links
Atlanta Area School for the Deaf	
Bacon County	
Baker County	
Baldwin County	
Banks County	
Barrow County	
Bartow County	
Ben Hill County	
Brantley County	
Burke County	
Butts County	
Calhoun City	
Camden County	
Candler County	
Carroll County	
Catoosa County	
Chattahoochee County	
Chattooga County	
City Schools of Decatur	
Coffee County	
Dawson County	
Dodge County	
Dooly County	
Echols County	
Elbert County	
Fannin County	
Fayette County	
Floyd County	
Forsyth County	
Fulton Leadership Academy	
Georgia School for the Deaf	
Glascock County	
Gordon County	
Grady County	
Greene County	
Habersham County	
Hancock County	
Haralson County	
Hart County	
Jackson County	
Jasper County	
Jefferson City	
Lamar County	
Lee County	

National Research Centers

For additional information and guidance to improve graduation rate, please reference the national research centers below:

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	☐	Family Problems	☐	Student Conflict	☐
Teacher Conflict	☐	Marriage	☐	Need Employment	☐
Failing Classes	☐	Pregnancy	☐	Poor Attendance	☐
Boredom	☐	Illness	☐	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

Annette's Pick #1

Polk County Drop Out Prevention Conference

Located on Step 4

Annette's Top Picks #2

Links to Publicly Reported Data

Located on

Step 1 & Step 5

Links to Publicly Reported Data

Type of Data	Source of Data
Graduation Rate	• Special Education Annual Reports (GaDOE) • Archived Special Education Annual Reports (2016-17 and earlier) (GaDOE) • Publicly Reported Data – Achievement, Grad Rate, Preschool Data, Demographic Data and more (GOSA)
District Enrollment	• Publicly Reported Data – Achievement, Grad Rate, Preschool Data, Demographic Data and more (GOSA) • 4-Year Cohort Graduation Rate (Go to GaDOE/Data&Reporting/Graduation Rates for downloadable Excel) (GaDOE) • Enrollment by Grade (GaDOE) • Enrollment by Ethnicity/Race (GaDOE)
District Enrollment – SWDs	• Student Longitudinal Data System (SLDS) - Enrollment & SWDs
% of SWD	• Publicly Reported Data – Achievement, Grad Rate, Preschool Data, Demographic Data and more (GOSA)
SWD Eligibility Areas	• Enrollment by Disability Area (GaDOE)
Achievement Gap	• Special Education Annual Reports (GaDOE) • Archived Special Education Annual Reports (2016-17 and earlier) (GaDOE) • CCRPI Reports (GaDOE)
Student Absences	• Publicly Reported Data – Achievement, Grad Rate, Preschool Data, Demographic Data and more (GOSA)
Discipline	• K-12 Student Discipline Dashboard (GOSA) • Find My School's Suspension Rate *(At the school level you may search by subcategories: grade, gender, race/ethnicity and special ed status)* (Ga Appleseed)
Student Perceptions of School	• Georgia's Students Health and Safety Survey (GaDOE)
Dropout Rate	• Special Education Annual Reports (GaDOE) • Archived Special Education Annual Reports (2016-17 and earlier) (GaDOE)
Reasons for Dropping Out	• Georgia's Students Health and Safety Survey (GaDOE)

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.)

Annette's Top Pick #3

Processing Deficits, Accommodations and Specialized Instructions Strategies

Located on Step 2- Course Completion Resources

Processing Deficits to SDI chart

Processing Deficits, Accommodations and Specialized Instruction Strategies

Psychological Processing Deficit	*Observable Behaviors Associated with Deficit*	*Accommodations to consider*	*Specialized Instructional Strategies to consider*
Executive Functioning -includes the brain-based functions that involve mental control and self-regulation. Executive functions are analogous to a maestro of an orchestra, while the rest of the cognitive processes comprise the band itself. Executive functioning guides the management of our internal resources to achieve a goal.			
Attention control - the ability to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom. Difficulty maintaining concentration	• Developmentally inappropriate levels of attention • Fails to complete work or activities on time • Stops work before finished • Switches frequently between activities, including play activities • Difficulty listening to information presented aloud • Distracted by things happening in proximity while completing activities • Overly focuses on the small parts, often failing to complete the big project • Difficulty eliminating extraneous information (during note taking, story listening....) • Disorganized (including in written work) • Difficulty maintaining attention to steps to complete a task • May give the impression they are not listening or has not heard what has been said • Disruptive behaviors • Difficulty organizing materials	• Use an incentive system to encourage on-task behavior • Use "if-then" or "first-then" plan to encourage focus on non-preferred tasks • Provide self-monitoring checklists • Write start and stop times on assigned tasks • Break tasks into smaller subtasks • Provide short breaks • Use a timer • Make tasks interesting by using a variety of instructional modalities • Provide praise when on-task • Provide outlines for note taking • Provide concept maps, formula cards, checklists, lists of steps • Provide a quiet location for the student to go work • Add visual cues (color coding and emphasis marks) to bring attention to important information • Maintain a structured environment with defined procedures • Provide seating to allow for reduced distractions	• Teach self- monitoring strategies • Teach organizational strategies- especially reading organization strategies for comprehension • Teach the use of: -Procedural checklists -To do lists -Schedules -Calendars -Charts -Various graphic organizers to teach concepts -Rubrics -Visual study aids -Self-monitoring charts - Self-talk strategies • Teach students to break large tasks into steps-backward plan

Bartow County School System 2017
Taken and Adapted from Cobb County and Fayette County 2012 Documents

Susan's Top Pick #1

District Resources for Check and Connect and EWS Data Collection

Located in Step 2

LEA Shared Resources
Together We Can Succeed!

- Bibb County Tardy & Attendance Initiative "Don't Be Late or You will Miss Something Great!"
- Brantley County Failing Grades and Solutions Tracker
- DeKalb County EWS Data Collection Process
- Effingham County Check and Connect
- Wayne County Check and Connect

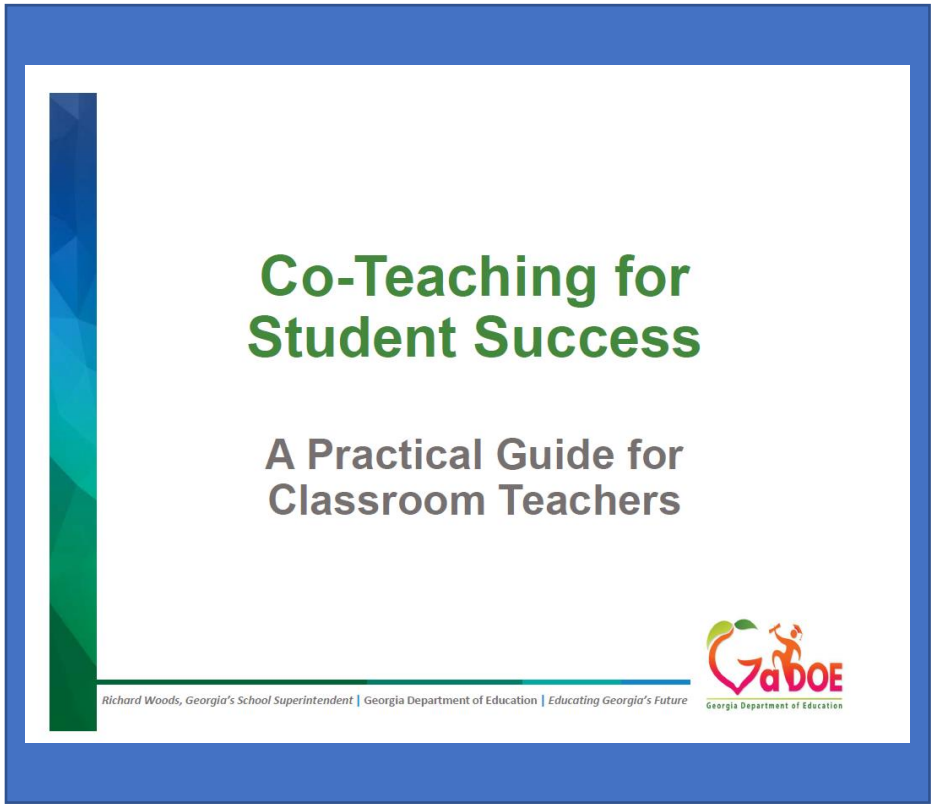
Susan's Top Pick #2

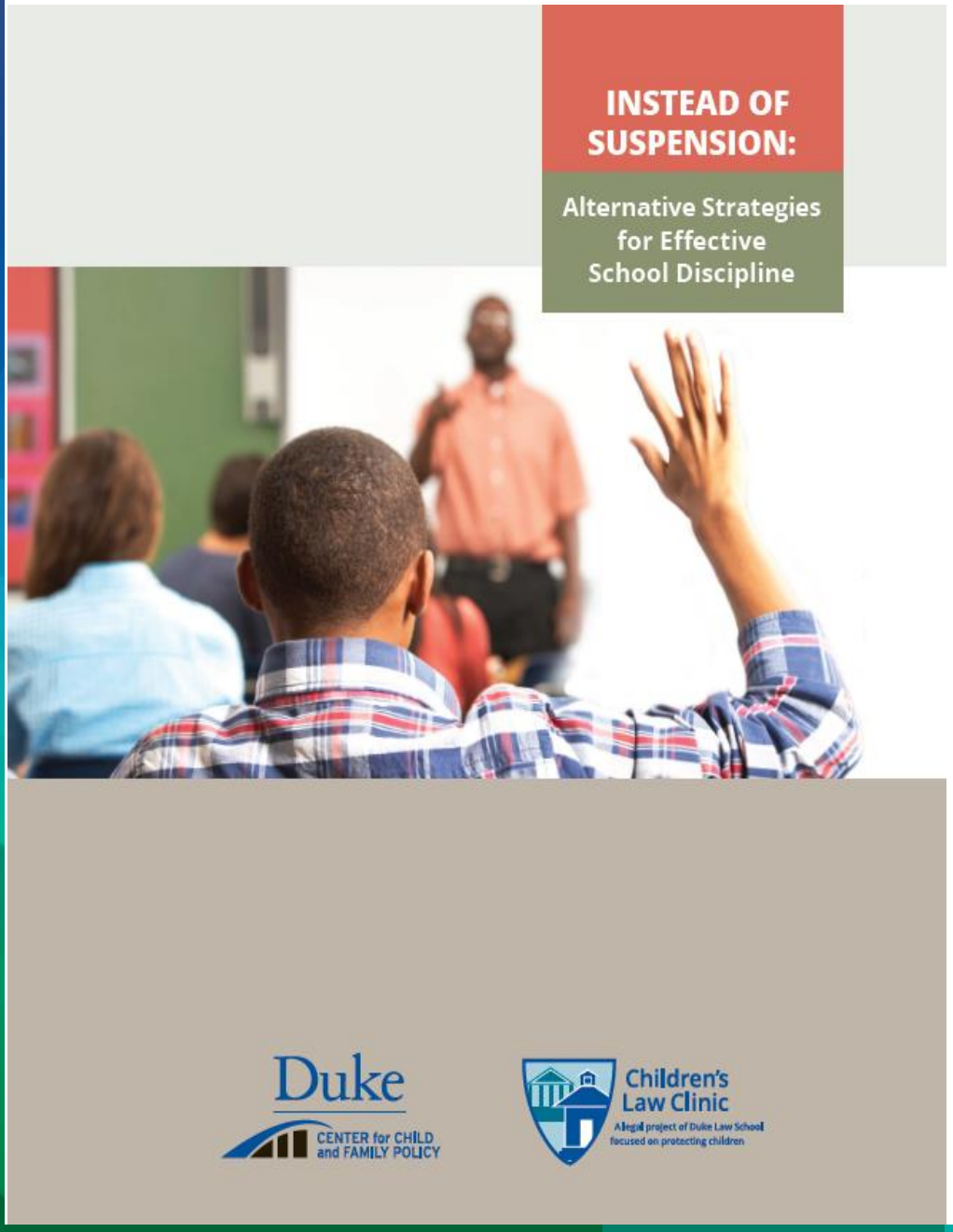
Co-Teaching Resources

Located on Step 2

Co-Teaching Series

- Module 1 - Co-Teaching for Student Success
- Module 2 - Co-Planning for Student Success
- Module 3 - Co-Instructing for Student Success
- Module 4 - Co-Assessing for Student Success
- Module 5 - General Supervision: The Role of the Administrator
- Module 6 - Co-Teaching for Student Success: A Practical Guide for Classroom Teachers





Susan's Top Pick #3

Instead of Suspension: Alternative Strategies for Effective School Discipline

Located on Step 2

QUESTIONS

Contact Information

Ann Cross, Program Manager GLRS/SSIP
Leighann.Cross@doe.k12.ga.us
678-326-2361

Annette Murphy, SSIP Program Specialist
Annette.Murphy@doe.k12.ga.us
404-844-8759

Susan Brozovic, SSIP Program Specialist
sbrozovic@doe.k12.ga.us
470-316-8634

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