

Partnering in Student Success



Leadership Launch for Districts
August 2017

Welcome

Dr. Zelfhine Smith-Dixon, State Special Education Director

Agenda

- Welcome
- SSIP and Georgia's Systems of Continuous Improvement
- Priorities
- Making the Connection
- Student Success Implementation Guide
- Reminders
- Calendar
- Questions
- Closing



Student Success: Imagine the Possibilities and Georgia's Systems of Continuous Improvement

Georgia's Systems of Continuous Improvement	Student Success: Imagine the Possibilities
Identifying Needs Planning and Preparation	Engage stakeholders
Identifying Needs Data Collection and Analysis	Examine district/school capacity and infrastructure
Needs Identification and Root Cause Analysis	Review strengths and weaknesses Analyze salient data trends Use data to identify local barriers
Selecting Interventions	Identify evidence-based practices
Plan Implementation	Develop short-term and long-term actionable steps
Implement Plan	Implement evidence-based practices Provide implementation supports
Examine Progress	Monitor process and outcomes

“Student Success: Imagine the Possibilities”

- State identified three main barriers to student success that ultimately impact school completion:
 - Access to the General Curriculum
 - Access to Positive School Climate
 - Access to Specially Designed Instruction

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Priorities for 2017-2018

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Priorities for 2017-2018

- IEP Development and Implementation
- Eligibility Determination Process
- Parent Procedural Safeguards

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Making the Connection: Coaching for Student Success

Dr. Deshonda Stringer, SSIP Area Coach

"Coaching for Student Success" **and the Work of District Teams**

"Complexity of Helping"

- Change
- Identity
- Thinking
- Motivation
- Status



Partnership Principles

- Equality
- Choice
- Voice
- Dialogue
- Reflection
- Praxis/Practice
- Reciprocity



Change

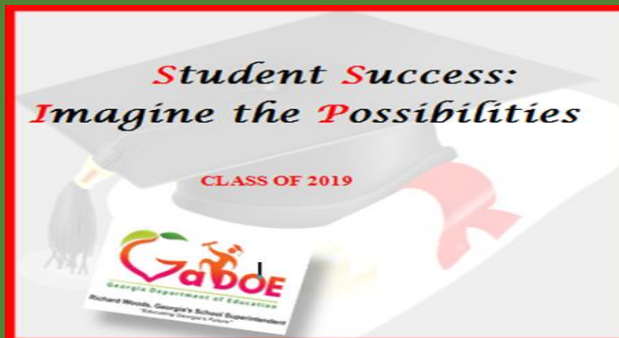
"If there is no struggle, there is no progress." – Frederick Douglass



Student Success Implementation Manual

Dr. Laura Brown, SSIP Project Director

Student Success Implementation Guide



2017 - 2018



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Georgia's System of
Continuous Improvement

Student Success Implementation Guide

Table of Contents



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- Section 1: Student Success Introduction
- Section 2: Effective Teams for Student Success
- Section 3: Coaching for Student Success
- Section 4: Implementing Student Success
- Section 5: Monitoring Implementation for Student Success
- Section 6: Resources for Student Success

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Student Success Introduction



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- Introduction
- Creating a Statewide Scalable and Sustainable System of Supports
- Integration of GA's Systems of Continuous Improvement and Student Success



GA's Systems of Continuous Improvement & Student Success



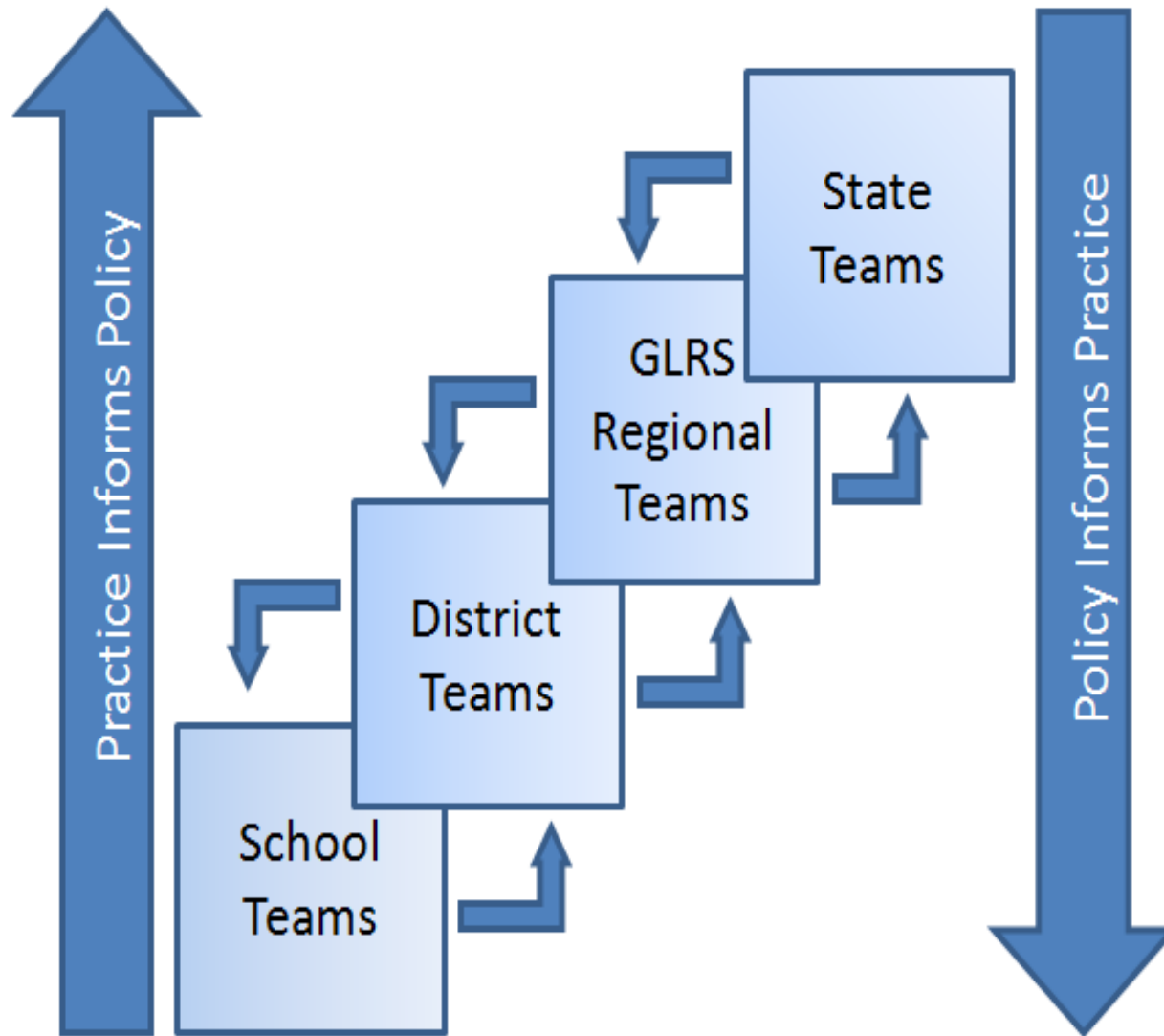
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Feedback Loops in Student Success



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Responsibilities & Tasks

District Team

Purpose: Ensure effective implementation and district capacity for the Student Success process.



Responsibilities	Tasks
<ul style="list-style-type: none"> Support district implementation of the Student Success process Analyze data (i.e., stakeholder engagement, capacity, resources, infrastructure, general supervision, equity gaps, strengths/weaknesses, & barriers and leverage points) Create and implement an action plan with critical next steps, pro-active strategies, district-wide strategies, and targeted school(s) strategies Ensure Student Success strategies and activities are embedded in the District's Strategic Plan Identify a District Coach and clearly define roles and responsibilities for coordination of Student Success Provide leadership for improvement practices and organizational change Provide district implementation supports including professional learning, technical assistance for all schools and targeted schools, and provide needed resources Monitor the implementation of the District Plan's goals/actions, fidelity of implementation and outcomes Establish formalized feedback loops between the Regional Team, District Team, and School Team Analyze data regularly and make adjustments to the process as needed using a problem-solving model to improve student outcomes Understand current fiscal, personnel, and material resources needed to support implementation and secure needed resources for efforts Convene stakeholders for opportunities for action planning, sharing information/progress, and celebrating success at established checkpoints Support implementation Student Success in targeted school(s) Monitor and report implementation progress to the Regional Coach and other stakeholders Monitor and report student outcomes resulting from intensive support for a targeted group of students at the targeted school(s) 	<ul style="list-style-type: none"> Establish regularly scheduled meetings with executive leadership participation Document weekly/monthly meetings and complete District Team Meeting Survey Participate in Student Success trainings and technical assistance including coaching Support School Teams in implementing Student Success Complete and submit District Implementation Fidelity Rubric as requested Assess and report the impact of initiatives on student outcomes Report and submit student outcomes resulting from support for a targeted group of students at the targeted high school(s) Share assessment results from fidelity measures and student outcomes with the District Team and other stakeholders

Coaching for Student Success

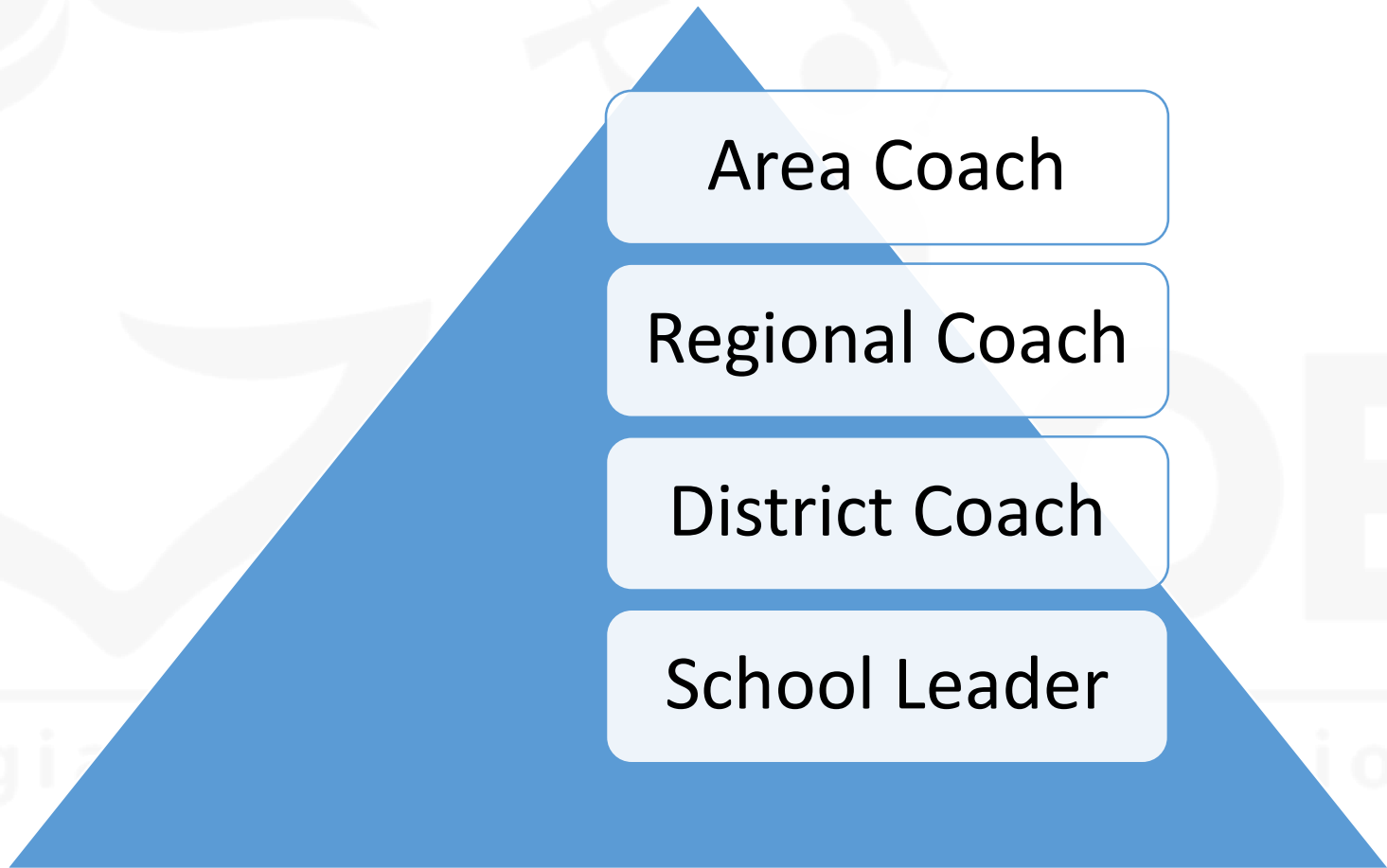
- Coaching for Student Success
- Student Success Area Coach
- Student Success Regional Coach
- Student Success District Coach

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Tiered System of Coaching



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Student Success District Coach

Purpose: Provide district coordination for the Student Success process

Responsibilities	Tasks
<ul style="list-style-type: none"> • Support the District Team with the implementation of the Student Success process • Engage in ongoing collaboration with the Regional Student Success Coach, Regional Implementation Team members, and the District Team • Inform and provide technical assistance including coaching for their District Team • Understand the current infrastructure and available resources to support Student Success • Assist with the data analysis • Ensure that Student Success improvement strategies are aligned and embedded in all relevant district improvement strategies such as the District Strategic Plan • Assist in determining needed professional learning, technical assistance including coaching, and needed resources for the implementation of the District Plan • Coordinate the implementation of the District Plan actions for Student Success • Coordinate the monitoring of the District Plan actions for Student Success including district fidelity implementation and district outcomes • Support the District Team in alleviating barriers that impede student success • Sustain fluid feedback loops that foster effective communication to the regional, district and school levels • Provide technical assistance including coaching for identified school(s) receiving support. • Monitor and report implementation fidelity and progress to the Regional Success Coach and other stakeholders • Monitor and report student outcome data to the Regional Success Coach and other stakeholders • Share evidence and results of outcomes with stakeholders • Develop Student Success implementation capacity throughout the district 	<ul style="list-style-type: none"> • Meet at least 2x/monthly face-to-face with the assigned Regional Student Success Coach • Meet at least monthly with the District Team • Make contacts with School Team member(s) 2x/monthly • Provide technical assistance including coaching as needed for School Teams • Complete required record keeping including District Team meeting schedule, minutes, agendas, and District Team Meeting Survey • Submit the District Implementation Fidelity Rubric in spring semester of each year • Support schools in completing and submitting the School Implementation Fidelity Rubric in spring semester of each year and verify evidence for school ratings • Participate in required fidelity assessments, surveys, and submit requested student outcome data or information • Participate in state, regional, and district trainings and/or meetings to support Student Success

Implementing Student Success



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- Implementing the Student Success Process
- Integration of GA's Systems of Continuous Improvement and Student Success
- District and School Process Timeline and Benchmarks

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Suggested District and School Process Timeline and Benchmarks

- Complete District Review
- Engage District Team
- Implement the Plan
- Provide Implementation Supports
- Monitor Implementation

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MONITOR IMPLEMENTATION

TASK DESCRIPTION	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
1. Monitor implementation fidelity of evidence-based practices.												
2. Complete the District Implementation Fidelity Rubric.												
3. Monitor outcomes of evidence-based practices.												
4. Monitor outcomes of district supports.												
4. Update and submit targeted student information.												
5. Monitor student outcomes.												
6. Conduct implementation fidelity evidence pulse check				x								
7. Update targeted student information at the district level		x										
8. Submit the District Implementation Fidelity Rubric								x				
9. Submit targeted student information							x					
10. Complete and submit annual surveys									x			

Monitoring Implementation for Student Success

- Monitoring Implementation for Student Success
- Student Success District Implementation Fidelity Rubric
- Student Success School Implementation Fidelity Rubric
- Implementation Fidelity Rubric Scoring Forms

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Student Success District Implementation Fidelity Rubric

District Name:

Date Completed:

☐ Fall Administration ☐ Spring Administration

District Student Success Coach:

Regional Student Success Coach:

Other District Personnel

Name

Position



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*Student Success:
Imagine the Possibilities*


CLASS OF 2018



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>

Strategies for Keeping Stakeholders Involved

	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
Strategies for Keeping Stakeholders Involved 	<p>Stakeholders routinely participate in district team meetings to support implementation of the district plan.</p> <p>Strategies are in place to involve stakeholders in plan implementation between meetings (e.g. email, phone calls, webinars, etc.).</p>	<p>Stakeholders routinely participate in district team meetings to support implementation of the district plan.</p>	<p>Stakeholders sometimes participate in district implementation team meetings to support implementation of the district plan, but they are not consistently included.</p>	<p>Stakeholders are not included in district implementation team meetings.</p>

Implementing the Plan

	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
Implementation of Plan	<p>The district plan is consistently used to guide implementation of improvement strategies including implementation of evidence-based practices.</p> <p>The district always revises the district plan, as needed, based on on-going monitoring. The district establishes procedures and guidance documents to support the implementation of improvement strategies included in the district plan.</p>	<p>The district plan is consistently used to guide implementation of improvement strategies including implementation of evidence-based practices.</p> <p>The district generally adjusts the district plan, as needed, based on on-going monitoring.</p>	<p>The district plan is inconsistently used to guide implementation of improvement strategies including implementation of evidence-based practices.</p> <p>The district rarely adjusts the district plan when needed based on on-going monitoring.</p>	<p>The district plan is not used to guide implementation of improvement strategies including implementation of evidence-based practices.</p> <p>The district sometimes adjusts the district plan when needed.</p>

Scoring Form with Examples of Evidence



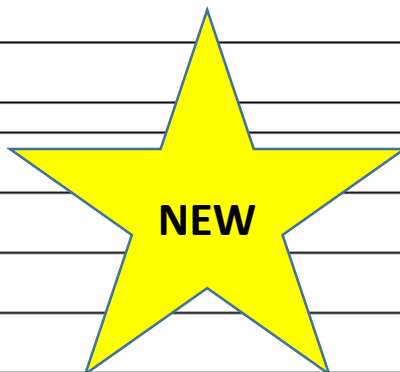
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District Team	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
Team Structure Evidence: ___ Roster of team members & roles ___ Meeting invitations ___ Sign-in sheets for team meetings ___ Meeting minutes ___ Other _____				
Roles & Responsibilities of Team Members Evidence: ___ Roles & responsibilities of team members ___ Written procedures for team structure ___ Team member reports ___ Sign-in sheets for team meetings ___ Meeting minutes ___ Other _____				
Meeting Schedule Evidence: ___ Annual and/or monthly calendars ___ Written procedures for meeting schedule ___ Meeting invitations ___ Agenda ___ Meeting minutes ___ Other _____				



Student Success School Implementation Fidelity Rubric

School Name:	District Name:
Date Completed:	
Student Success School Leader:	District Student Success Coach:
Other School Personnel	
Name	Position



School Implementation Fidelity Rubric


School

- Aligned language for school and school staff

Targeted Students

- Implemented Intensive Supports & EBPs
- Supports and EBPs are based on student need and implemented with fidelity
- Progress monitoring data are discussed at school team meetings monthly

Supporting Targeted Students

	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
Supporting Targeted Students 	<p>The school has consistently implemented intensive supports and evidence-based practices for targeted students.</p> <p>Intensive supports and evidence-based practices for targeted students are based on student need and are implemented with fidelity.</p> <p>Weekly progress monitoring data for the intensive supports and evidence-based practices are discussed at school team meetings 2x/monthly.</p> <p>Adjustments in the intensive supports and evidence-based practices are made based on data.</p>	<p>The school has consistently implemented intensive supports and evidence-based practices for targeted students.</p> <p>Intensive supports and evidence-based practices for targeted students are based on student need and are implemented with fidelity.</p> <p>Progress monitoring data for the intensive supports and evidence-based practices are discussed at school team meetings monthly.</p>	<p>The school has identified intensive supports and evidence based practices for the targeted students, but the supports and practices are not being implemented consistently and with fidelity.</p> <p>Weekly progress monitoring data are being collected but are not being discussed at school team meetings.</p>	<p>The school has not implemented intensive supports or evidence-based practices for targeted students.</p>



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Page 61-72

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School Implementation Supports	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
Professional Learning Evidence: __ Agenda and sign-in sheets __ Professional learning plan __ Observations of staff __ Surveys and Evaluations __ Data baseline and trends __ Other _____				
Technical Assistance including Coaching for ALL Staff (Universal) Evidence: __ Data reports __ Written procedures __ TA and coaching logs __ Other _____				
Technical Assistance including Coaching for Targeted Staff Evidence: __ Data reports __ Written procedures __ TA and coaching logs __ Other _____				
Supporting Targeted Students Evidence: __ List of targeted students with description of intensive supports and evidence-based practices provided __ Progress monitoring data reports __ Observations of implementation fidelity __ Logs or schedule for interventions provided __ Team meeting minutes indicating progress monitoring data discussion __ Other _____				

Question to Ponder

- How can your district use the information provided in this guide to build implementation capacity of Student Success?

Reminders



Reminders



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- Determine executive leadership to serve on SSIP District Teams
- Determine and publish meeting dates for district teams (minimum one meeting per month)
- Review the ratings for District Implementation Fidelity Rubric; determine next steps to increase ratings
- Collect evidence to document/substantiate ratings
- Ensure targeted student lists for schools are updated by August 31, 2017 (50 students per school)



Reminders



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- Collect and analyze data to assess the effectiveness of the district's intervention(s), celebrate, address barriers and determine next steps
- Plan and implement interventions/evidence-based practices
- Monitor interventions for implementation fidelity
- Document dates published on calendar for leadership launches, state-level professional learnings, and rubric/evidence submissions
- Adhere to the feedback loop to adjust implementation and policies based on barriers and success



Calendar

Vickie Cleveland, Program Specialist

Calendar



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	Meetings
August 2017	Leadership Launch (District) – Webinar - August 15, 2017 – 1:00 pm Leadership Launch (Schools) – Webinar –August 15, 2017 – 3:00 pm
September 2017	Area Coach Meetings with Regional Coaches –TBD Regional Coaches Meeting with District Coaches –TBD
October 2017	Statewide Partnering for Student Success Face-to-face Meeting for Districts and Schools (5 per district to include school administrator from each school). Be sure to include panel/showcase of district personnel. October 26, 2017 Location: Macon
November 2017	G-CASE
December 2017	Leadership Launch (District) –Webinar –December 5, 2017 – 1:00 pm Leadership Launch (Schools)- Webinar – December 5, 2017 - 3:00 pm
January 2018	Area Coach Meetings with Regional Coaches -TBD Regional Coaches Meeting with District Coaches –TBD
February 2018	Student Success Best Practices Forum- Showcase best practices or other PL if another topic emerges – February 27, 2018 – Macon
March 2018	Leadership Launch (District) –Webinar – March 20, 2018 – 1:00 pm Leadership Launch (Schools) – Webinar – March 20, 2018 – 3:00 pm
April 2018	
May 2018	Area Coach Meetings with Regional Coaches –TBD Regional Coaches Meeting with District Coaches –TBD
June 2018	IDEAS Conference –June 2018 Federal Conference –June 2018

Questions



Closing

Kachelle White, Program Manager Senior