Leadership Launch

March 20, 2018
Welcome
“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
Agenda

- Welcome
- Celebrating Success
- SSIP FY19 –Moving Forward
- Sustainability
- Spotlight on Success –Paulding County Schools
- Questions
Celebrating Success

Implementation and Outcome Data for Student Success
Implementation Fidelity

• In February 2018, 40/50 (80%) of the districts had 80% or more of the items rated as “Operational” or higher (i.e. “Exemplary”) on the Student Success District Implementation Fidelity Rubric.
## Implementation Fidelity

<table>
<thead>
<tr>
<th>Infrastructure Components</th>
<th>Phase III – Year 1 FFY 2015</th>
<th>Phase III – Year 2 FFY 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Governance (Team)</td>
<td>36</td>
<td>72%</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>25</td>
<td>50%</td>
</tr>
<tr>
<td>Technical Assistance</td>
<td>30</td>
<td>60%</td>
</tr>
<tr>
<td>Monitoring for Fidelity</td>
<td>13</td>
<td>26%</td>
</tr>
<tr>
<td>Monitoring for Outcomes</td>
<td>13</td>
<td>26%</td>
</tr>
</tbody>
</table>
Implementation Fidelity

• In February 2018, 64/99 (65%) of the schools had 80% or more of the items rated as “Operational” or higher (i.e. “Exemplary”) on the Student Success School Implementation Fidelity Rubric.
Implementation Outcomes

• School Climate
  • STAR School Climate Ratings- In School Year 2016 – 2017, 47/99 (47.4%) target schools obtained a rating of 4 or 5 on the most recent STAR Ratings for School Climate compared to 19/54 (35%) schools in School Year 2015 – 2016.

• School Attendance- During School Year 2016 – 2017, 2,052/5,125 (40.0%) of the targeted students in 99 schools had less than six days absent compared to 1,150/2,748 (41.8%) targeted students in 54 schools from last year.
Implementation Outcomes

• School Climate
  • ISS and OSS for Targeted Students in Targeted Schools-
  During School Year 2016 - 2017, 4,918/5,125 (95.9%) of
  the targeted students had ten days or less of ISS and
  OSS. This compares to the 1,345/2,748 (48.9%) targeted
  students in 54 schools in School Year 2015 – 2016.
Implementation Outcomes

- Developing and Above ELA and Math

![Bar chart showing percentage of students scoring Developing or Above for SY 2016-2017]

- English/Language Arts:
  - SWD-District: 31.9%
  - All SWD-Targeted Schools: 34.7%
  - Targeted Students-Targeted Schools: 29.3%

- Mathematics:
  - SWD-District: 43%
  - All SWD-Targeted Schools: 36%
  - Targeted Students-Targeted Schools: 31.9%
Implementation Outcomes

• ELA Developing and Above Year to Year Comparison
Implementation Outcomes

- Math Developing and Above Year to Year Comparison
Implementation Outcomes

- Graduation Rates

![Graph showing graduation rates from FFY 2013 to FFY 2016. The graduation rates are as follows: FFY 2013: 39.5%, FFY 2014: 59.3%, FFY 2015: 63.2%, FFY 2016: 65.2%.](image)
Moving Forward
Tiered Supports

• Universal (All districts)
  • Support will be provided through Collaborative Communities.

• Targeted
  • Intensive districts that met the target for Indicator 17 will have access to targeted supports such as webinars, Best Practice Forum and access to professional learning to support the work of the SSIP. Submission of targeted student data will not be required.
  • District data will be monitored by GaDOE in case slippage occurs as the district could be placed in intensive supports if needed.
Tiered Supports

• Intensive
  • Districts that have not met the target will receive coaching in addition to the universal and targeted supports as well as continue the SSIP framework as described in the SSIP Implementation Guide.
  • Targeted schools and targeted student data will be reported annually to the GaDOE.
  • A State SSIP Program Specialist will support the identification of Evidenced-Based Practices (EBP) as well as support EBP already being implemented in the district.
  • Capacity Building Grant requests are due by March 30, 2018.
Check and Connect

• Evidenced-Based Practice
  • What Works Clearinghouse

• Will be State supported with funding for training and resources/materials.

• SSIP Program Specialist as well as regional Check and Connect trainers will support the implementation and fidelity.
Check and Connect

• Tentative Schedule – First Cohort
  • Leadership Training - July 12th
    • 40 seats
  • Train-the Trainer - Week of August 13th
    • 16 seats
  • Train the Mentors - Week of August 27th
    • 120 seats

• Currently working with the University of Minnesota for additional training days to add a second cohort.

• Project having the capacity to support 24 districts during the 2018-2019 school year.

• Regional Student Success Coaches will contact eligible districts to determine interest.
Building Sustainability of Student Success

Dr. Laura Brown
Georgia SSIP/SPDG
The Impact Cycle

Identify
Learn
Improve


Sustainability

- District Team
- Data-Based Problem Solving
- Implementation
- Communication & Collaboration

- Leadership
- Training
- Coaching
- Targeted Schools
- Monitoring & Reporting Data
Student Success: Sustainability
Sustainability

- District Team
- Data-Based Problem Solving
- Implementation
- Communication & Collaboration

- Leadership
- Training
- Coaching
- Targeted Schools
- Monitoring & Reporting Data

3/20/2018
Implementation

• Evidence-based practices (EBPs) are included in the District Plan.
• EBPs are implemented with fidelity.
• District infrastructure supports implementation of the Student Success process and the implementation of EBPs.
• District makes infrastructure changes to sustain implementation of both the Student Success process and the implementation of EBPs.
Training

• District selects personnel and provides initial and booster training for the Student Success process and EBPs.

Coaching

• District consistently provides technical assistance and coaching for the Student Success process.
Targeted Schools
• Additional targeted schools are identified and recruited to participate.

Monitoring & Reporting
• District regularly conducts surveys, fidelity assessments, and reviews student outcome data.
# Student Success District Sustainability Checklist

## For District Leadership Teams

### District:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Team</strong></td>
<td>1. District team has broad representation, meets regularly, and analyzes student data.</td>
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<td></td>
</tr>
<tr>
<td><strong>Data-Based Problem Solving</strong></td>
<td>1. District team consistently uses a systematic problem-solving model that guides them through problem definition, problem analysis, plan development, and plan evaluation to improve student outcomes.</td>
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</tr>
<tr>
<td><strong>Implementation</strong></td>
<td>1. Evidence-based practices, strategies and activities are included in the District Plan and are implemented with fidelity.</td>
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</tr>
<tr>
<td></td>
<td>2. District infrastructure supports the implementation of the Student Success process and the implementation of evidence-based practices to improve student outcomes.</td>
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<tr>
<td></td>
<td>3. District makes infrastructure changes to sustain implementation of the Student Success process and evidence-based practices.</td>
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<tr>
<td><strong>Communication and Collaboration</strong></td>
<td>1. Communication and collaboration between personnel working across identified activities is on-going.</td>
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<td></td>
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<tr>
<td></td>
<td>2. Stakeholder feedback loops are in place and functioning.</td>
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<tr>
<td></td>
<td>3. District has formalized feedback loops between the regional team, district team, and school teams.</td>
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</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>1. A district representative is identified as the District Coach or as the person responsible for sustaining the Student Success process.</td>
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<tr>
<td></td>
<td>2. District Administrators provide leadership and ongoing support for the Student Success process.</td>
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<tr>
<td></td>
<td>3. District continues to allocate resources for the implementation of evidence-based practices designed to improve graduation rates.</td>
<td></td>
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<td><strong>Training</strong></td>
<td>1. District selects personnel and provides initial and booster training for the Student Success process and evidence-based practices.</td>
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<td><strong>Coaching</strong></td>
<td>1. District consistently provides technical assistance and coaching for the Student Success process and the identified evidence-based practices.</td>
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<td><strong>Targeted Schools</strong></td>
<td>1. Additional targeted schools are identified and recruited to participate.</td>
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<td>1. District regularly conducts surveys, fidelity assessments, and reviews student outcome data.</td>
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Partnership Principles

- Equality
- Choice
- Voice
- Dialogue

- Reflection
- Praxis
- Reciprocity

Jim Knight (2018)
What is your plan for sustainability?
Spotlight on Student Success: Sharing Best Practice - Sustainability

• Paulding County Schools
Student Success
Imagine the Possibilities: The Work Continues

SSIP Leadership Launch
March 20, 2018
Paulding County School District Special Education Department
SSIP: District Improvement Focus

• SSIP - Strategic planning
  • Developed a plan to align the work with budgetary priorities
  • Ensured the objectives of SSIP remained at the forefront – leadership, principals, leads, curriculum

• Creating processes for success
  • School team
  • District implementation team
  • Executive Board/Leadership team
District Improvement Focus – Growing the Work

- Transition Specialist/District Success Coach
- Creating feeder patterns of success
Monitoring the Work

- Monitoring procedures
  - School Implementation Team
  - District Implementation Team
  - Stakeholder feedback
Allocating Resources

Resource allocation is data-driven

Targeted Strategies

• Hutchens Elementary literacy initiative – System 44
• South Paulding High School and Hiram High School offer Summer credit recovery options

Universal Strategies

• Student Engagement – Capturing Kids Hearts
• District-wide Tier I instruction focus – Bookworms
SSIP- Support and growth

• Discuss the monitoring of the work even though we’re no longer an intensive district
  • District team meetings and procedures
  • School team meetings and procedures
  • Celebrating successes at the district level, with the Board and stakeholders
Questions
Contact Information

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