

# Leadership Launch

December 4, 2019



Georgia Department of Education





- **Celebrations**
- **Collaboration for Continuous Improvement**
- **Logic Model: Evaluating the Work for OSEP and Reporting Requirements**
- **District Implementation Fidelity**
- **Monitoring Fidelity of Implementation: Evidence-Based Practices**
- **Monitoring Outcomes: District Presentations**
- **Important Reminders and Questions**



## Celebrating Success

### FY19 Annual Event Rate

- Atlanta Public Schools 64.6%
- Gwinnett County 65.3%
- Marietta City 68.4%

# Systemic Improvement: Student Success

- Georgia's Student Success is a process for continuous improvement in partnership with the Division of School and District Effectiveness
- Student Success is aligned and integrated within Georgia's Systems of Continuous Improvement and the Georgia's Tiered System of Supports for Students
- Focuses on **how** we improve continuously to increase outcomes for all students including students with disabilities around graduation



# Indicator 17:

## State Systemic Improvement Plan

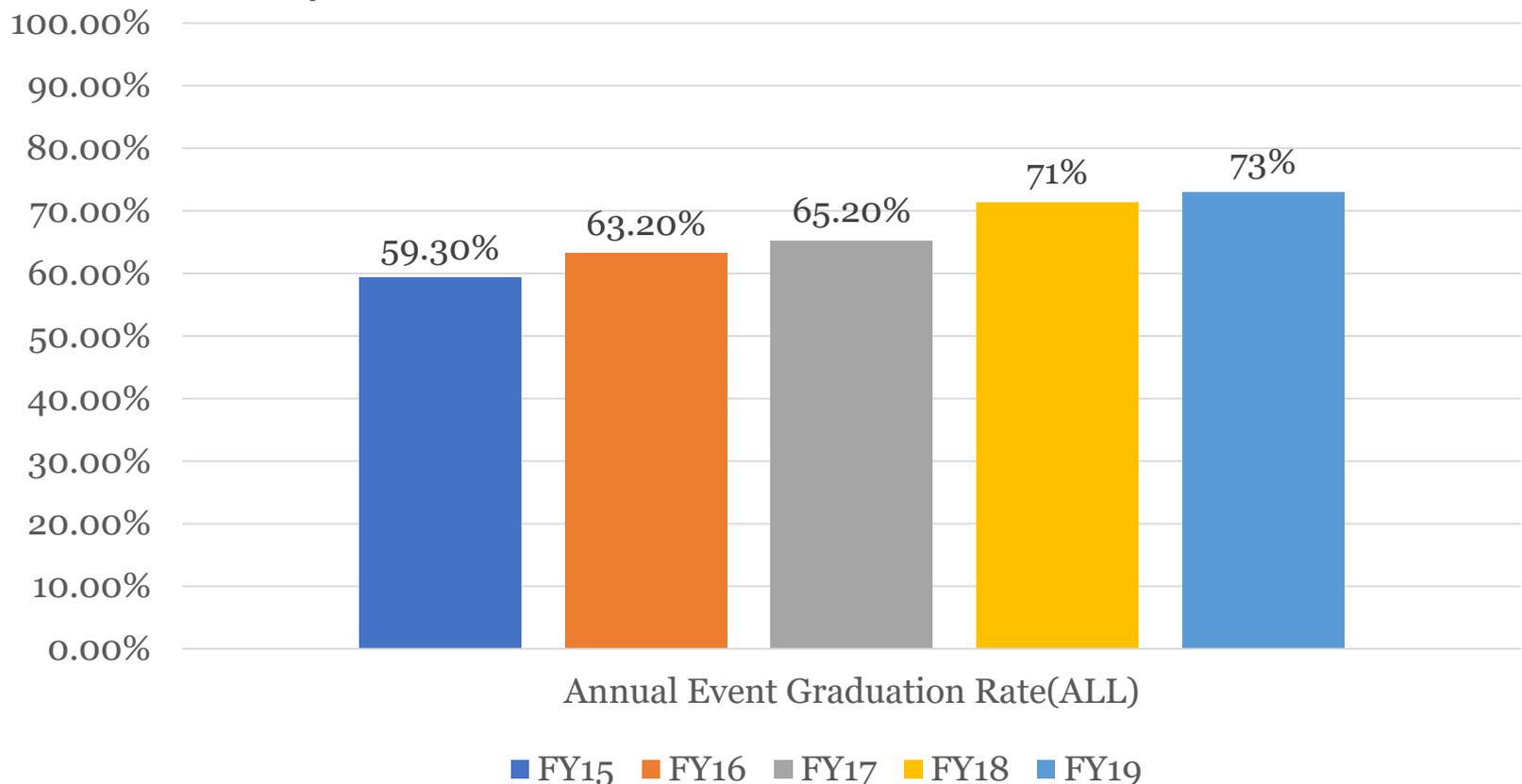
### **Performance indicator:**

- 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 graduation.

**Measure:** Annual Event Graduation Rate

**Target:** 65.0%

# Indicator 17: State Systemic Improvement Plan (SSIP)



# SSIP and TSI Common Technical Assistance for Districts

**3 Leadership  
Launches**

(October 2, December 4,  
March 12)

**3 District Coaches  
Meetings**

**Statewide  
Professional  
Learning**

**District Team Meetings**

SIP District Coach and  
TSI Point of Contact  
meet with DES/SSIP  
Program Specialist a  
minimum of once a  
month

**TSI Funding and/or  
SSIP Capacity Building  
Grant**

# Evaluating the Work for OSEP

## Georgia Student Success Logic Model Revised 10.28.19

### Theory of Action

IF we provide high quality services and supports for leaders, teachers, and families to meet the whole child needs of each student, THEN school climate and student outcomes will improve resulting in increased quality of life and a workforce ready future.

### Overarching Themes

- Engage all stakeholders including leaders, teachers, families, and students in the continuous improvement process.
- Provide coordinated supports from the GaDOE to build the capacity of districts in supporting schools in the implementation of evidence-based practices designed to improve graduation rate
- Focus on improved school climate, academic achievement, and graduation rates

Inputs	Strategies	Outputs	Outcomes		
			Short-term	Mid-term	Long-term
<b>GaDOE Partners</b> <ul style="list-style-type: none"> <li>• Special Education Services and Supports</li> <li>• School and District Effectiveness</li> <li>• Federal Programs</li> <li>• Curriculum and Instruction</li> <li>• Assessment and Accountability</li> <li>• Teacher and Leader Support and Development</li> </ul> <b>Local Education Agencies</b> <b>External Partners</b> <ul style="list-style-type: none"> <li>• RESA</li> <li>• GLRS</li> <li>• CEEDAR Center</li> <li>• Council for Chief State School Officers</li> </ul>	<b>Coherent Improvement Strategy One:</b> <u>Provide high quality professional learning</u> to leaders, teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes.	Professional learning events (e.g. MTSS, Check and Connect, Leadership Launches, Instructional Leaders Conferences, etc.) completed  District personnel participation in professional learning events	Improve practitioner (district and school) knowledge of strategies for selecting and implementing evidence-based practices.	Improve fidelity of implementation of evidence-based practices to support teaching and learning for all students	Increase percentage of students with disabilities exiting high-school with a general education diploma
	<b>Coherent Improvement Strategy Two:</b> <u>Develop and disseminate print and digital resources</u> to support leaders, teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes.	School Toolkit Disseminated  EBP Implementation Fidelity Checklist Disseminated  High School Graduation Plan Support Guide Disseminated	Improve district and school infrastructure to support educators in implementing evidence-based practices to support teaching and learning	Improve performance for selected districts in the areas of school climate and academic achievement (Reading and English/Language Arts)	
	<b>Coherent Improvement Strategy Three:</b> <u>Provide technical assistance including coaching</u> to support leaders, teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes.	Plan of Support/District Improvement Plan developed for selected districts  Monthly technical assistance and coaching sessions completed	Increase engagement of stakeholders in planning, implementing, and monitoring improvement initiatives	Close the achievement gap of the students with disabilities subgroup and ALL students	

# What Are the SSIP Reporting Requirements for FY 20?

- **District Implementation Fidelity Rubric**
  - November Self-Assessment Submitted
  - District Submits Collection of Evidence (February 2020)
- **School Implementation Fidelity Rubric**
  - Recommended for 3 SSIP Schools
  - Submits Collection of Evidence February 2020
- **Evidence-Based Practices Implementation Fidelity Checklist on One EBP that has been implemented (February 2020)**
- **Create a LEA plan of support for identified schools and share with your SSIP Program Specialist (District Improvement Plan)**
- **District Annual Surveys (March 2020)**
- **Attend GaDOE professional learning events (3)**

# District Implementation Fidelity Rubric

## Monitoring Fidelity

- Monitoring Fidelity of Implementation of Evidence-based Practice
- Monitoring Fidelity of Implementation of District Supports

## Monitoring Outcomes

- Monitoring Outcomes of Evidence-based Practices
- Monitoring Outcomes of District Supports

# Monitoring Fidelity of Implementation

## Evidence-Based Practices



# Why is Fidelity Important?

- Ensures that the evidence-based practices are being implemented as intended
- Helps link student outcomes to the evidence-based practice
- Helps in the determination that the evidence-based practice is effective
- Helps with instructional decision making
- Research suggests that positive student outcomes depend on:
  - The degree to which interventions are supported by evidence
  - Fidelity of implementation of process (at the school level)
  - Fidelity of intervention implementation (at the teacher/classroom level)

(Pierangelo & Giuliani, 2008)

## Implementation Fidelity Checklist for Evidence-Based Practices

District Name	
School Name	
Selected Evidence-based Practice	
Evidence Level	
Date Completed	

Areas	Indicators	Operational	In Progress	Not Evident	NA
Professional Learning and Coaching	High quality professional learning was provided to staff to support implementation of the selected Evidence-Based Practice.				
	On-going professional learning is provided to support implementation of the selected Evidence-Based Practice.				
	On-going coaching with feedback is provided to the staff to support implementation of the selected Evidence-Based Practice.				
Physical Resources	Staff are provided the required materials to implement the selected Evidence-Based Practice.				
	Students are provided the required materials to implement the selected Evidence-Based Practice.				
	Physical space is adequate for implementing the selected Evidence-Based Practice.				
Schedule	Staff are provided with time needed to prepare to implement the selected Evidence-Based Practice.				
	A scheduled time is set aside to implement the selected Evidence-Based Practice with fidelity.				
Process	The essential components and process for implementing the Evidence-based Practice are broken down into sequenced steps that can be easily defined and readily observed.				
Dosage	The number of opportunities that the student has to practice/demonstrate skills and receive feedback is consistent with the prescribed number of opportunities for the Evidence -Based Practice.				
	The length of the session(s) is consistent with the prescribed session length for the Evidence-Based Practice.				
	The Evidence-Based Practice is implemented with the prescribed frequency of intervention.				

Adherence	The Evidence-Based Practice is implemented as intended.				
	All components of the Evidence-Based Practice are implemented following the correct order and process as prescribed.				
Monitoring Implementation	Checklists and/or other measures are used to determine if the Evidence-Based Practice is being implemented as intended.				
	Implementation data are reviewed and adjustments in intervention are made as needed.				

<b>Number of Items Marked Operational</b>	
<b>Number of Items Marked <u>In Progress</u></b>	
<b>Number of Items Marked Not Evident</b>	
<b>Number of Items Marked NA</b>	
<b>Number of Items Marked Operational/Total Number of Responses - Total Number of Responses Marked NA</b>	/
<b>Number of Items Marked <u>In Progress</u>/Total Number of Responses- Total Number of Responses Marked NA</b>	/
<b>Number of Items Marked Not Evident/Total Number of Responses- Total Number of Responses Marked NA</b>	/

Person(s) completing the for form:

Name	Title	Signature

- **Operational-** There is clear, concise evidence and documentation to support that the indicator has been implemented and completed to address the needs of all stakeholders and staff concerning the evidence-based practice. (Evidenced by- PL Calendar, agendas, sign-in sheets, presentations, evaluations, checklists, meeting calendars, progress monitoring charts, observations etc.)
- **In Progress-** Some aspects of the indicator are clearly documented and have been implemented with some stakeholders and staff but not all.
- **Not Evident-** The district has not implemented this indicator and there no evidence or documentation to support the indicator.
- **NA-** This indicator is not applicable to the evidence -based practice that has been implemented. Evidence is provided from the evidence-based practice guidelines and implementation manuals.

# Monitoring Outcomes

## Evidence-Based Practices



# Early Warning System Fidelity Checklist

I. Establish and train a team using the EWS	Documented Evidence Provided	In Progress	Not Evident
a. Develop a team of broad stakeholders			
b. Provide professional development on EWS			
c. Assign roles and responsibilities			
d. Establish a monthly meeting schedule			
II. Identify accurate indicators			
a. Choose indicators			
b. Establish thresholds			
III. Design and use reports			
a. Utilize recommended timeframe to monitor indicators and identify at risk students			
b. Develop student level reports			
c. Develop school summary reports/ District reports			
IV. Map appropriate interventions to individual student needs			
a. Map school level interventions to indicators			
b. Assign interventions to students			
V. Evaluate student progress and intervention effectiveness.			
a. Examine student progress			
b. Examine intervention effectiveness			
c. Modify intervention plan as needed			
d. Document next steps			





## Preventing Dropout in Secondary Schools *Practice Guide Summary*

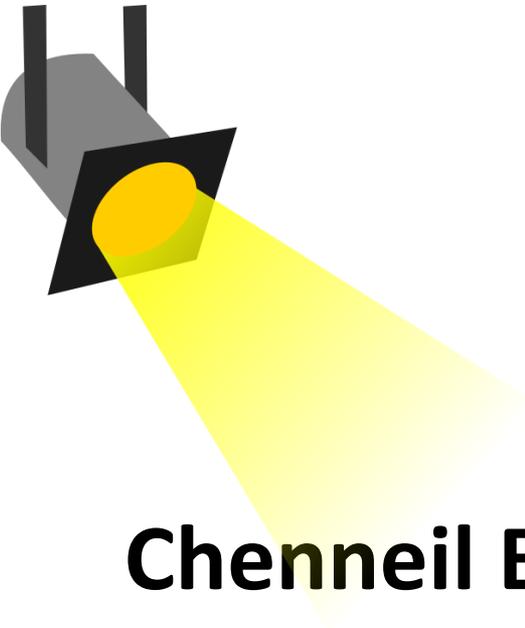


Educators' Practice Guide Summary • WHAT WORKS CLEARINGHOUSE™

### Sample template for organizing data at the student level

Student ID	Last name	First name	Grading period	Current absences	Prior period absences	Current behavior incidents	Prior behavior incidents	Current GPA	Prior Ds or Fs
102201	Robert	Sarah	2	0	0	0	0	3.1	—
104451	Smith	Kyla	2	0	0	0	0	2.5	—
245230	Hassan	Bob	2	8	0	0	0	1.6	2
216222	D'Shay	Matt	2	2	2	2	0	2.4	1





# Dekalb County Data Collection Process

**Chenneil Brown, Dekalb County SSIP  
District Coach**

[Chenneil\\_Brown@dekalbschoolsga.org](mailto:Chenneil_Brown@dekalbschoolsga.org)

# Dekalb SSIP Flow Chart



## SSIP Flow Chart for DeKalb County School

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- GEORGIA DEPARTMENT OF EDUCATION
  - Provides state level supports & guidelines for compliance
- DISTRICT SSIP TEAM
  - Internal/External Stakeholders to support student success through technical assistance, professional development, resources, etc.  
(Stakeholder mtgs occur 2x/yr, Core team mtgs-monthly)
- SCHOOL BASED STUDENT SUCCESS TEAMS (10)
  - Administrative Designee
    - Direct liaison between District & Leadership teams
  - School level SSIP Facilitator
    - Direct liaison between school level staff and District SSIP Team; facilitates school level data team meetings for targeted students with disabilities



# Sample Data Collection Form at School Level

## Progress Monitoring Form

Student Name \_\_\_\_\_ Date \_\_\_\_\_

### Academic Performance

Course Name                      Grade                      Notes/Intervention

Math		
Science		
ELA		
Social Studies		
Reading		
Elective(s)		

### Attendance

Tardy to class \_\_\_\_\_ Tardy to school \_\_\_\_\_ # of Absences \_\_\_\_\_

Interventions for Attendance

\_\_\_\_\_

### Discipline

ISS days \_\_\_\_\_ OSS days \_\_\_\_\_

Behavior concerns & Interventions

\_\_\_\_\_

\_\_\_\_\_

Form completed by \_\_\_\_\_

# Chart for School Report to Leadership/District SSIP Teams

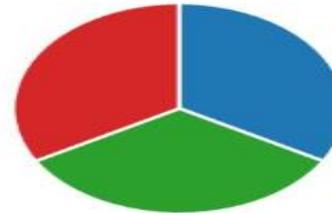
<b>Attendance:</b> <ul style="list-style-type: none"> <li>(total # of students w/tardies &amp; absences)</li> </ul>	<b>Next Steps:</b>
<b>Discipline referrals:</b> <ul style="list-style-type: none"> <li>(total # of students w/discipline referrals)</li> </ul>	<b>Next Steps:</b>
<b>Failing Math:</b> (# of students)	<b>Next Steps:</b>
<b>Failing Reading:</b> (# of students)	<b>Next Steps:</b>
<b>Failing Science:</b> (# of students)	<b>Next Steps:</b>
<b>Failing Social Studies:</b> (# of students)	<b>Next Steps:</b>
<b>Failing Electives:</b> (# of students)	<b>Next Steps:</b>
<b>Totals:</b>	

# Core Team Review Cumulative Data Analysis

1. Of your 50 target students, academics for the last month indicates the following:

[More Details](#)

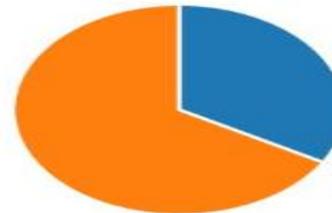
● 1-5 students failing 2 or more ...	1
● 6-10 students failing 2 or mor...	0
● 11-15 students failing 2 or mo...	1
● 16-25 students failing 2 or mo...	1
● 26 or more students failing 2 ...	0



2. Of your 50 target students, attendance (absences) for the last month indicates the following:

[More Details](#)

● less than 5 students absent 3 ...	1
● 6-10 students absent 3 days o...	2
● 11-15 students absent 3 days ...	0
● 16-25 students absent 3 days ...	0
● 26 or more students absent 3 ...	0



3. Of your 50 target students, attendance (tardies) for the last month indicates the following:

[More Details](#)

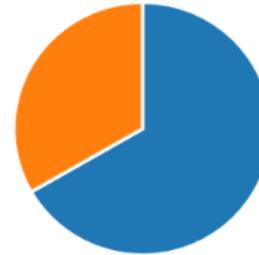
● less than 5 students with 5 tar...	0
● 6-10 students with 5 tardies o...	1
● 11-15 students with 5 tardies ...	2
● 16-25 students with 5 tardies ...	0
● 26 or more with 5 tardies or m...	0



4. Of your 50 target students, behavior data (referrals) for the last month indicated the following:

[More Details](#)

● 1-5 students with behavior inc...	2
● 6-10 students with behavior in...	1
● 11-15 students with behavior i...	0
● 16-25 students with behavior i...	0
● 26 or more students with beh...	0



5. What are the biggest building growth areas for your 50 targeted students?

[More Details](#)

● Behavior support	0
● Academic support	2
● Attendance support	1



6. What are the things that 1. LTSE 2. Principal/School Admin AND 3. District/Administration can do differently to better support the 50 targeted students?

[More Details](#)

3

Responses

Latest Responses

"To better support the 50 targeted students academically, I think we s...

"x"

"More Math support needed."

# MENU OF SUPPORT

Each year, the Exceptional Education department partners with schools to provide intensive instructional support to enhance the professional growth of our staff and students. Our support services are broad and are tailored to meet the individual needs of each school. We aim to work with each school to develop a comprehensive plan based upon the guidance and data collected, reviewed and analyzed by the school. We also collaborate with GLRS and Metro RESA in a collaborative approach. List of available supports for FY19-20 below:

**Check and Connect Training-** is a model to promote student engagement in school, reduce dropout and increase school completion.

**Mental Health First Aid-** is a national program to teach the skills to respond and recognize the signs of mental illness and substance use.

**Crisis Prevention/Intervention (CPI)-** is a behavior management training for organizations which provides specialized instruction on verbal de-escalation and physical restraint.

**Mindset training-**focuses on **verbal de-escalation** and the prevention and management of aggressive situations.

**High Leverage Practices in Special Education-**Twenty-two high-leverage practices for special education were identified and are designed to serve as a road map for guiding teacher preparation, professional development, and/or current self-assessment.

**Instructional Software support (Co-writer and Snap/Read)-**electronic reading tool that can support the most diverse reading needs for students. These tools can read both accessible and inaccessible text aloud, levels vocabulary and translates text.

## **Professional Development (not an exhaustive list)**

- Specially Designed Instruction
- Co-Teaching and Co-planning
- Behavior/classroom Management
- Progress monitoring and Data collection
- IEP compliance modules

# Dekalb County MTSS Evidence Based Practices and Tiered Intervention Bank

## Intervention Bank

Reading

**Highly Suggested Tier 1 strategies/activities:**

<https://www.tpri.org/resources/blackline-masters.html>

General Reading:

Cross Age Peer Tutoring K-12

Instructional Match K-12 (Reading and Math)

Interspersing Easier Problems in Drill Practices K-12 (Reading and Math)

Leveled Literacy Intervention (LLI) K-5

Error Monitoring 3-12 (Reading and Math)

Fluency Neurological Impress Method 2-5 (NIM)

i-Station (program purchased by school)

Imagine Learning (program purchased by school)

Name	Reading Domain	Tier	Grade	Description	Website Link	Suggested Progress Monitoring
Cross Age Peer Tutoring	Reading	2	K-12	This is a cross-age peer tutoring intervention that works by pairing students from different grades and ability levels to work on an academic skill together.	<a href="http://ebi.missouri.edu/?p=26">http://ebi.missouri.edu/?p=26</a>	<a href="http://www.interventioncentral.org/curriculum-based-measurement-reading-math-assesment-tests">http://www.interventioncentral.org/curriculum-based-measurement-reading-math-assesment-tests</a>
Instructional Match K-12	Reading and Math	2, 3	K-12	The purpose of this intervention is to improve instruction through the accurate assessment of the student's current	<a href="http://ebi.missouri.edu/?p=13">http://ebi.missouri.edu/?p=13</a>	Use appropriate CBM/CBA probes for the area of concern addressed in the plan

# Dekalb County SSIP Core Team Notebook

The screenshot shows the OneNote application interface. The title bar indicates the notebook is 'SSIP Core Team Notebook'. The ribbon includes 'File', 'Home', 'Insert', 'Draw', 'View', 'Help', 'Open in app', and 'Tell me what you want to do'. The 'Home' ribbon is active, showing font settings (Calibri Light, 20), bold (B), italic (I), underline (U), and other formatting options. The left sidebar shows a table of contents for the notebook:

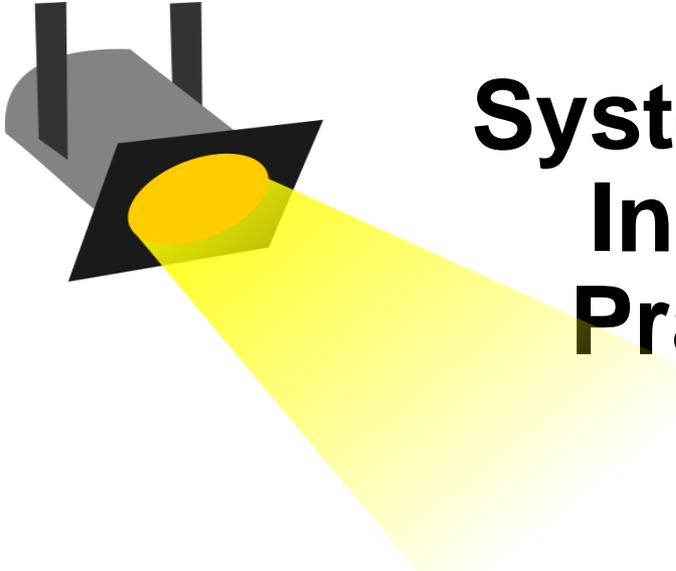
Resources	SSIP Playbook FY20
FY2020 Meetings	CBG Narrative
District Rubric	Sign in Sheet Template
Professional Learning	Agenda & Minutes Templa...
Artifacts	Research Based Interventi...
SSIP INITIATIVES 2019	Target School Support req...
Meeting Members	Resources to share with ot...
FY2019 Meetings	Variety of Education and L...
FY 2016-18 Meetings	
SSIP Plan	

The main content area displays the DeKalb County School District logo, which features three stylized human figures in blue and orange. Below the logo, the text reads 'DeKalb County School District'. Underneath, the title 'Statewide Systemic Improvement Plan (SSIP)' is followed by the subtitle 'SSIP Playbook for DeKalb County Schools'. At the bottom of the page, there is a photograph of three graduates in black caps and gowns.



**Systemic  
Improvement:  
Taking Instructional  
Co-Teaching  
Practices to the Elite  
Level  
Bryan County  
Schools**

[GLRS CoT Presentation Final.mp4](#)



# Systemic Improvement: Taking Instructional Co-Teaching Practices to the Elite Level Bryan County

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the  
GLRS  
Co-Teaching  
Project

# Calendar of Events

- **January 15, 2020**-SSTAGE Conference-Athens
- **January 26-28, 2020**- Winter GAEL
- **February 3, 2020**-District Fidelity Rubric Ratings with Evidence Due to SSIP Coaches for Verification and Evidence-based Practices Checklist completed for at least 3 schools
- **February 5, 2020**-Literacy Institute, Cartersville
- **February 19, 2020**-Literacy Institute, Dublin
- **March 4, 2020**- Literacy Institute, Tifton
- **February 25-26, 2020**- Winter Instructional Leadership Conference, Macon
- **March 9-11, 2020**-Georgia Compensatory Educational Leaders (GCEL) Savannah



# Questions



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