

Georgia's Systems of Continuous Improvement

The Friday Webinar Series

Showcase the Alignment of the SSIP and Georgia's Systems of Continuous Improvement

Office of School Improvement
Office of Curriculum and Instruction
Office of Federal Programs

March 31, 2017

Presenter

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Georgia Department of Education

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.



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2016 District Student Success Process Planning Guide

For several years, the CLIP has been the reporting application used to integrate your IDEA Goals and Indicators into your district's goals and/or template. The Division for Special Education Services and Supports must monitor your status in meeting federal regulations. As a new reporting requirement, GaDOE must submit a statewide plan to improve outcomes for students with disabilities. It is critical for local districts to engage stakeholders and develop or revise their local improvement efforts.

Each district must engage a Stakeholder Team to complete the following tasks:

- 1) Review and analyze data;
- 2) Identify trends and barriers;
- 3) Establish goals and actionable strategies to ensure continuous improvement; and
- 4) Implement, monitor and evaluate the impact of the work.

In lieu of developing isolated improvement plans for individual indicators, the Stakeholders should analyze multiple sources of data to ultimately create a comprehensive plan for continuous improvement. It is necessary to consider following areas of general supervision that directly impact student outcomes.

Improve services for Young Children with Disabilities (Ages 3-5) (Indicators 6, 7, and 12)

Improve post-school outcomes for Students with Disabilities (Indicators 1, 2, 13, and 14)

Improve the Provision of FAPE for Students with Disabilities (Indicators 3,4a, 4b, 5, 8, 9, 10, 11)

Improve compliance with overall federal regulations and state rules (Indicator 20)

As a statewide focus, Georgia has committed to improved graduation outcomes for students with disabilities, Indicator 1; however, other Indicators and/or areas may be barriers that must be addressed to improve graduation rates. Student Success is a multi-year process in which the local district may have to strategically prioritize various activities based on data, capacity and resources.

Support Structures Essential for School Improvement



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- **Coherent Instructional System:** District and schools must have an established, shared instructional guidance system
- **Effective Leadership:** A major support necessary for an effective instructional guidance system is the leadership in the school and at the district level
- **Professional Capacity:** In addition to effective leadership, schools, to improve particularly in instruction, must have a coherent system to develop the capacity of the professionals in the school
- **Supportive Learning Environment:** A school must design a system that organizes the efforts in the school to meet the differing needs of all students
- **Family & Community Engagement:** A school must have an intentional, explicit system for engaging the adults beyond the school house in the core instructional work of the school

Source: Organizing for School Improvement edited by Anthony Bryk (2010)

Different View...Same Priorities



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Access to the General Curriculum for All Students

- Coherent Instructional System/Professional Capacity
 - Effective Instruction with Universal Design for Learning (UDL)
 - Interventions and Supports

• Access to Positive School Climate for All Students

- Supportive Learning Environment/Family & Community Engagement/Effective Leadership
 - Learning environments that nurture the whole child

• Access to Specially Designed Instruction for Students with Disabilities

- Coherent Instructional System/Professional Capacity
 - Appropriate services and supports



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District Student Success Process Planning Template



District: Click here to enter text. Superintendent: Click here to enter text. Special Education Director: Click here to enter text.

Contact Person: Click here to enter text. Phone: Click here to enter text. Email: Click here to enter text. Date: Click here to enter a date.

District Student Success Process Planning Template

+ “U” or “T”	APR Indi- cator	Actionable Steps What are you doing? Is it Universal (U) or Targeted (T)?	Expected Impact Data “What is the anticipated impact, and how will you measure it?”	Required Resources “What are the needed fiscal and/or personnel resources?”	Timelines “When are you doing it?”	Responsible Person “Who is responsible?”

District Improvement Plan

OVERARCHING NEED

Transfer from the CNA

ROOT CAUSE

Transfer from the CNA

SMART GOAL

Convert the need into a goal

COHERENT INSTRUCTIONAL SYSTEM

STRUCTURE

IMPROVEMENT EFFORT

What task will be planned in this system to meet the SMART goal?

Product Produced from Activity

Position Responsible for Progress of Activity

Cost of Activity

Funding Source of Activity

Date for Completion

CONSIDERATIONS

What needs attention during the improvement activity for the unique populations/programs below?

Economically Disadvantaged

English Learners

Foster Care/Homeless

Migrant

Minority/Race-Ethnicity

Students with Disabilities

EFFECTIVE LEADERSHIP

STRUCTURE

IMPROVEMENT EFFORT

What task will be planned in this

Product Produced from Activity

Position Responsible for Progress of Activity

Cost of Activity

Funding Source of Activity

Date for Completion

Improvement Plan

Improvement Monitoring



Georgia Student Success Logic Model

Theory of Action

Georgia believes that effective teachers and leaders are critical to improve outcomes for students. If state and regional teams provide seamless technical assistance that builds capacity for district leadership to support school leadership (teaching and learning), then ultimately students will achieve better outcomes and graduate from high school.

Overarching Themes

- Build the capacity of the SEA and regional agencies and programs to assist districts in supporting the implementation of evidence-based practices designed to improve graduation rates
- Build the capacity of districts in supporting schools in the implementation of evidence-based practices designed to improve graduation rate
- Engage stakeholders including families and communities in the design, implementation, and monitoring of capacity building initiatives at all levels (e.g. state, regional, district, and school)

Inputs

- Partnerships with stakeholders
- GaDOE personnel across divisions
- Regional technical assistances agencies and providers (e.g. RESA, GLRS)
- GaDOE standards, frameworks, toolkits, and other resources
- Comprehensive data system to support decision making at all levels of the state system
- IDEA funding to support SSIP development and implementation
- Alignment with Georgia State Personnel Development Grant and State PBIS Plan

Outputs (Strategies and Activities)

Coherent Improvement Strategy: Improve State and Regional Infrastructure to better support districts to implement and scale up EBPs that will improve graduation rates for all students-including SWD

- Align and integrate initiatives and plans at the state, regional, district, and school levels to reduce duplication and leverage resources
- Establish, maintain, evaluate, and update cascading team management and implementation structures and communication protocols/feedback loops at state, regional, district and school levels
- Provide professional learning and technical assistance to state and regional technical assistance providers to increase their capacity to support districts and schools in implementing evidence-based practices

Coherent Improvement Strategy: Improve district infrastructure and implementation of EBPs in fifty districts identified to receive intensive technical assistance to improve effective instruction, engaging school climate, and transition

Participation

State Agency Personnel Across Offices

- State Leadership and Implementation Teams

Regional Implementation Teams

- School and District Effectiveness and
- GLRS Regional Teams

State and Regional Stakeholders

District Leaders

- District Implementation Teams & Coaches

School Leaders and Teachers

Students

Family and Community Stakeholders

Outcomes

Short-term

Improve state and regional capacity (e.g. knowledge/skills, organizational structures, and resources) to support districts in implementing evidence-based practices

Improve practitioner (district and school) knowledge of data-based decision making and selection and use of evidence-based practices.

Improve district and school infrastructure to support educators in implementing evidence-based practices to support teaching and learning

Increase engagement of stakeholders in planning, implementing, and monitoring improvement initiatives

Mid-term

Improve implementation of evidence-based practices to support teaching and learning for all students

Improve school climate including student attendance, engagement, and behavior

Improve student achievement

Improve transition practices and outcomes

Long-term

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

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Meets



Comprehensive Needs Assessment/District Improvement Plan



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- FAQ: Is Special Education required to participate in the Systems of Continuous Improvement Process?
- Yes, Special Education will collaborate with other federal programs to support district-wide planning for all students.

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- FAQ: Will the special education director submit additional plans, needs assessments, etc. associated with the Student Success Process?
- No, special education directors will not submit separate plans and needs assessments.

Comprehensive Needs Assessment/District Improvement Plan



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- FAQ: What if the SSIP needs assessment process provided additional information and clarity?
- The CNA consolidates the data sets across programs but may not address all desired data sets. It is critical to consider process data, as well.

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- FAQ: What happens to my local norms for convening SSIP stakeholders and leadership team meetings?
- Each situation is different. While the combined process supports integrated planning and leadership meetings, you may need to convene additional meetings with internal and/or external stakeholders to obtain feedback and guide the work.

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- FAQ: The CNA and proposed District Plan are not the same as the SSIP templates. How will this work?
- Yes, there are differences in the templates; however, the process and goals are aligned with the work of the SSIP.

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- FAQ: Can the special education director complete the previous templates and/or add verbiage specific to students with disabilities?
- No, the overall intent of this process fosters collaboration. The process is not designed to support programs dividing up questions and copying/pasting content.

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- FAQ: What is the easiest strategy to merge the SSIP process with the current expectations?
- Student Success intended to create authentic stakeholder engagement, stronger alignment, and less redundant efforts. Think about the process and focus less on the previous scaffolds used to grow the work.

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- FAQ: Will all LEAs target a high school and fifty students?
- As an effective practice, it would be great for all districts to move the work to support schools and students. However, the requirement is specific to the fifty districts.

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- FAQ: What will happen to the previously identified action steps in the SSIP?
- In most instances, the action steps will be embedded in the districtwide plan.

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- FAQ: Will the targeted fifty districts receive capacity building grants next year? If so, can we designate the money in the districtwide plan?
- The Department is exploring the option to offer capacity building grants for next year; however, this decision is contingent based on availability of funds. If available, you should discuss the use of those funds in the districtwide plans.

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- FAQ: Do the SSIP targeted schools submit the CNA and schoolwide planning templates?
- The prepopulated templates were made available to the SSIP targeted schools. Many of these schools are Focus, Priority and Title One schools. If they are Title One, Priority or Focus schools, then they are required to complete those templates. It is encouraged to address the Student Success work, as well.
- If the targeted school is not on the designated lists, then you are not required to use these tools.

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- FAQ: Should we use the previous Student Success Rubric for the district-wide plan?
- The previous Student Success rubric is relevant to support clear expectations about the process and/or framework; however, a new rubric is being developed to address the district-wide plan.
- Districts will receive access to the rubric as quickly as possible.

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- FAQ: Who will review the districtwide plans?
- The Department will convene a diverse group of reviewers (across federal programs) to review the plans for CLIP approval purposes.
- The feedback rubric will be uploaded in the district's CLIP.

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- FAQ: If my district is required to use 15% of the IDEA funds to provide Coordinated Early Intervening Services, then how will that plan support this work?
- In this instance, the disproportionality should be addressed in the districtwide plan. The Department is exploring the option of creating a planning template in the FY18 CEIS portal application. Additional information will be forthcoming.

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- FAQ: Is one federal program's director required to take the lead on this work?
- No, local teams can decide who will serve as the team facilitator; however, all roles and programs are essential.

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