Georgia’s Systems of Continuous Improvement

The Friday Webinar Series

Conducting a Single Comprehensive Needs Assessment – Problem Solving Process: Selecting Interventions

Office of Federal Programs
Office of Special Education

April 7, 2017
Presenters

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Federal Programs

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Special Education

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Georgia’s Systems of Continuous Improvement
Agenda

Problem Solving
1. Identify Needs
2. Select Interventions
3. Plan Implementation
4. Implement Plan
5. Examine Progress

Selection of Interventions

Resources
Updates
Questions
CNA Report –
Identification and Prioritization of Overarching Needs (District p. 81, School p. 75)

3.3 IDENTIFICATION and PRIORITIZATION of OVERARCHING NEEDS
Use the results of 3.1 and 3.2 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.2. Watch the Identifying Need webinar for additional information and guidance.

<table>
<thead>
<tr>
<th>Overarching Need</th>
<th>How severe is the need?</th>
<th>Is the need trending better or worse over time?</th>
<th>Can Root Causes Be Identified?</th>
<th>Additional Considerations</th>
<th>Priority Order</th>
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3.4 ROOT CAUSE ANALYSIS

Select the top 2-4 overarching needs from 3.3. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need. Use the letter codes below to identify which programs relate to each root cause (ex: "ABCF").

- A. IDEA - Special Education
- B. School and District Effectiveness
- C. Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- D. Title I, Part A - Foster Care Program
- E. Title I, Part A - Parent Engagement Program
- F. Title I, Part C - Education of Migratory Children
- G. Title I, Part D - Programs for Neglected or Delinquent Children
- H. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- I. Title III - Language Instruction for English Learners and Immigrant Students
- J. Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Describe the root cause analysis process used by the team.
CNA Report – Root Cause Analysis (District pp. 82-84, School pp. 76-78)

<table>
<thead>
<tr>
<th>Overarching Need #1</th>
<th>Root Causes to be Addressed</th>
<th>This is a root cause and not a contributing cause or symptom</th>
<th>This is something we can affect</th>
<th>Related programs</th>
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Multiple Tools – Root Cause

“5 Why” Root-Cause Analysis Process

- Assemble team
- State the problem
- Ask why the problem occurred
- Continue to ask why until root cause(s) is/are determined
- Verify the root cause(s)
- Mitigate the cause(s)

Key Questions

- What do we want students to learn?
- How will we know if they’ve learned it?
- What will we do if they already know it?
- What will we do if they didn’t learn it?

Root Cause Analysis

- Identify the Problem
- Define the Problem
- Understand the problem
- Corrective action
- Monitor the system

40% of 8th Graders Meet or exceed Standard in math
Moving Toward Planning

We know our needs, how do we determine what we will do to address those needs?
US ED Guidance

1. Identify Local Needs
2. Select Relevant, Evidence-Based Interventions
3. Plan for Implementation
4. Implement
5. Examine and Reflect

4/7/2017
Problem Solving
Problem Solving

Problem solving happens in all parts of the school day

- Classroom teachers
- Grade level teams
- Student Support Teams (SST)
- Administrators
- District staff

Intensity and “speed” is different for different purposes

- First grade reading teacher working with a child on a given day – fast rotation
- School district implementing PBIS – slow rotation
Identify Needs

Step 1:
Identify Needs- consult many sources to determine what in the school needs improvement
- Planning and prepare for the process
- Collect and analyze data
- Identify and prioritize needs
Select Interventions

Step 2:
Select Interventions- research many sources to determine the solutions that have a good chance of meeting the identified school needs

- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions
Plan Implementation

Step 3:
Plan Implementation- develop a team and plan to implement the solutions that are most promising and can be carried out at the school

- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation
Step 4: Implement Plan- carry out the plan to implement the promising solutions, making real-time adjustments where/when needed

- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future
Examine Progress

Step 5:
Examine Progress- determine whether the implementation of the promising solutions is meeting the originally identified needs of the school

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued
Step 2:
Select Interventions- research many sources to determine the solutions that have a good chance of meeting the identified school needs

- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions
ESSA Statute

(A) IN GENERAL.—Except as provided in subparagraph (B), the term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that—

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—

(I) strong evidence from at least 1 well-designed and well-implemented experimental study;

(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or

(III) promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias; or

(ii)(I) demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes;

and

II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention
US ED Guidance – Selecting Interventions

Step 2: Select relevant evidence-based interventions

• Consider the entire body of relevant evidence.

• Interventions supported by evidence:
  - Strong or moderate evidence are more likely to improve outcomes;
  - Promising evidence may suggest that an intervention is worth exploring, and;
  - Little or no evidence should demonstrate a rationale for how they will achieve intended goals.

• Use the What Works Clearinghouse (WWC) to review evidence of intervention effectiveness and compare settings and populations in the studies to those the intervention will serve.

• Consider your local capacity for successful implementation, including: funding, staff resources, staff skills, and support for an intervention.
Think About:

The CNA helped you look at your Tier 1 instructional impact.

- So... if a teacher has 75% of his kids failing weekly tests, where/how should an intervention for kids occur?
- Or should something else be addressed?
Some Questions to Consider About Using Evidence:

• Are there any interventions supported by strong evidence or moderate evidence?
• What do the majority of studies on this intervention find?
• Does the intervention have positive and statistically significant effects on important student or other relevant outcomes, or are there null, negative, or not statistically significant findings?
• Were studies conducted in settings and with populations relevant to the local context (e.g., students with disabilities, English Learners)?
• If strong evidence or moderate evidence is not available, is there promising evidence?
• Does the intervention demonstrate a rationale that suggests it may work (e.g., it is represented in a logic model supported by research)?
• How can the success of the intervention be measured?
Some Questions to Consider about Local Capacity:

• What resources are required to implement this intervention?
• Will the potential impact of this intervention justify the costs, or are there more cost effective interventions that will accomplish the same outcomes?
• What is the local capacity to implement this intervention?
• Are there available funds?
• Do staff have the needed skills?
• Is there buy-in for the intervention?
• How does this intervention fit into larger strategic goals and other existing efforts?
• How will this intervention be sustained over time?
Think About:

The CNA helped you look at your Tier 1 instructional impact.

- So... if a teacher has 75% of his kids failing weekly tests, where/how should an intervention for kids occur?
- Or should something else be addressed?
What Works Clearinghouse
Evidence for ESSA
Evidenced-Based

- Federal programs will review plans - interventions and activities
- Does the intervention or activity connect to a need from the CNA?
- How will the district monitor implementation and progress of the intervention selected?
Georgia’s Systems of Continuous Improvement
## Professional Development: Georgia’s Systems of Continuous Improvement

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<thead>
<tr>
<th>Friday Webinar Series</th>
<th>Date</th>
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<tr>
<td>Georgia’s Systems of Continuous Improvement Overview, Needs Assessment Overview; Tool Overview</td>
<td>February 10</td>
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<tr>
<td>Planning and Preparation</td>
<td>February 17</td>
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<td>Coherent Instructional System</td>
<td>February 24</td>
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<td>Effective Leadership</td>
<td>March 3</td>
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<td>Professional Capacity</td>
<td>March 10</td>
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<td>Family &amp; Community Engagement</td>
<td>March 17</td>
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<td>Supportive Learning Environment</td>
<td>March 24</td>
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<td>Identifying Need: Root Causes, Drawing Conclusions, and Prioritizing</td>
<td>March 31</td>
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<td>Problem Solving Process; Selecting Interventions</td>
<td>April 7</td>
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<td>Improvement Planning – Systems and Processes</td>
<td>April 21</td>
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<td>Planning – Budgeting</td>
<td>April 28</td>
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<tr>
<td>Submitting the Comprehensive LEA Improvement Plan (CLIP)</td>
<td>May 5</td>
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Updates

• Prepopulated CNA Documents for Priority and Focus schools have been delivered to Superintendents

• Prepopulated CNA Documents for the targeted schools selected by the 50 intensive SSIP districts have been delivered to Superintendents

• Prepopulating the CNA Documents for Title I schools is finishing now. Documents will be sent to Superintendents next week... for all Title I schools.
Updates

District and School Improvement Plans are in the final stages of development. More details soon....
Updates

• Federal Programs Website
  http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx

• Frequently Asked Questions (FAQ) available

• Blank CNA school and district templates

• Data Guide
Updates

• May 10 Regional Workshops
  • 3 staff per district; 7 statewide locations
  • General registration will open towards the end of April

• Purpose:
  • Districts are implementing a single comprehensive needs assessment and single district and school improvement plan(s) that includes all Federal programs.
  • This workshop will focus on the questions or areas of need identified by attendees engaged in this important work.
  • The format of this workshop will allow for multiple interactions with colleagues and Department staff to share information and ideas.
Looking Forward

- District Comprehensive LEA Improvement Plan (CLIP)
- Due: July 31, 2017
- Cross division teams from GaDOE will review the CLIP, request revisions (if needed) and approve the CLIP...as teams.
- Reviews will occur on August 1-4, 2017
What is the CLIP for FY18?
Part I – Annually Approved LEA Consolidated Application (Plan) due on July 31, 2017
What is the CLIP for FY18?
Part II – Application Forms Submitted After Plan Approval (ongoing)
Looking Forward

May 5 webinar will provide specifics for:

• Document completion details
• CLIP submission process
  • When, Where, How
• GaDOE Plan Review Rubric
• CLIP approval process
  • When, Where, How
Questions?

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• Jasolyn Henderson, jhenderson@doe.k12.ga.us