

ESSA and Evidence-based Continuous Improvement

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Division of School and District Effectiveness

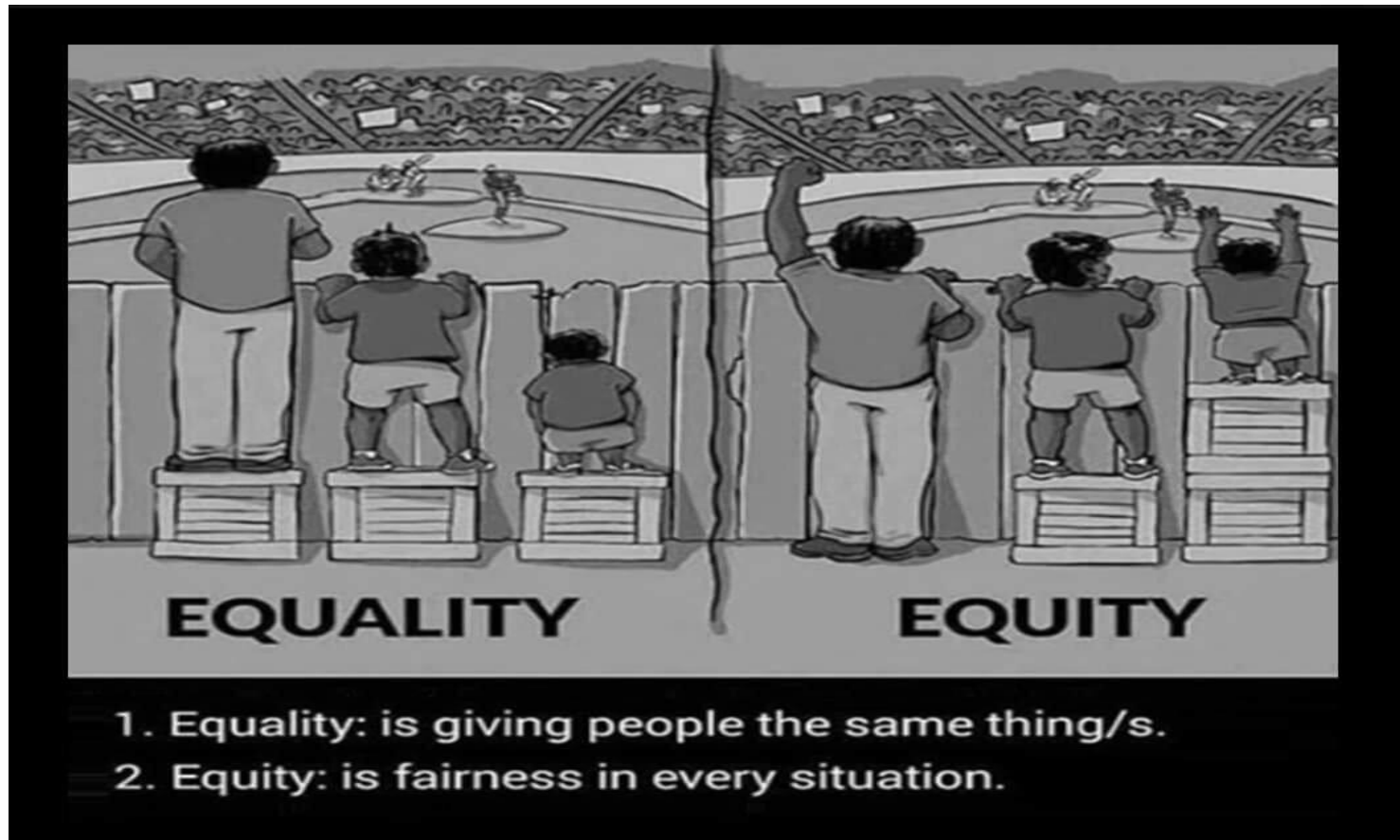
Vision

What we envision for Georgia's future: Quality leadership resulting in effective instruction and learning for all students in every Georgia region, district, school, and classroom.

Mission

Our Strategy: To provide a superior system of statewide support to districts and schools in Georgia to advance school improvement efforts that positively influence student learning.

Create a Culture of Success that Promotes EQUITY, ACCESS, and OPPORTUNITY for ALL.



Part 1: ESSA

- Increase awareness of expectations and opportunities for evidence-based school and district improvement in the context of ESSA.

ESSA: For Georgians by Georgians



“With the passage of Every Student Succeeds Act, we have an enormous opportunity to reshape Georgia education and get rid of the standardized one-size-fits-all model that became prevalent under No Child Left Behind.”

-State School Superintendent Richard Woods

The Shift

Educating Georgia's Future: Georgia's State ESSA Plan

NCLB

- One-size-fits-all
- “The Test”
- Empowered Feds
- Hyper-accountability
- School and subgroup performance
- Unrealistic goals
- Est. testing & standards; ELA & Math focus



RT3/NCLB Waiver

- Competitive; took advantage of recession
- “The school, district, teacher”
- Piloted, then scaled
- Expanding accountability: teacher and leader evals; ‘the hammer’
- Sweeping reforms in short time
- Expanded USED power

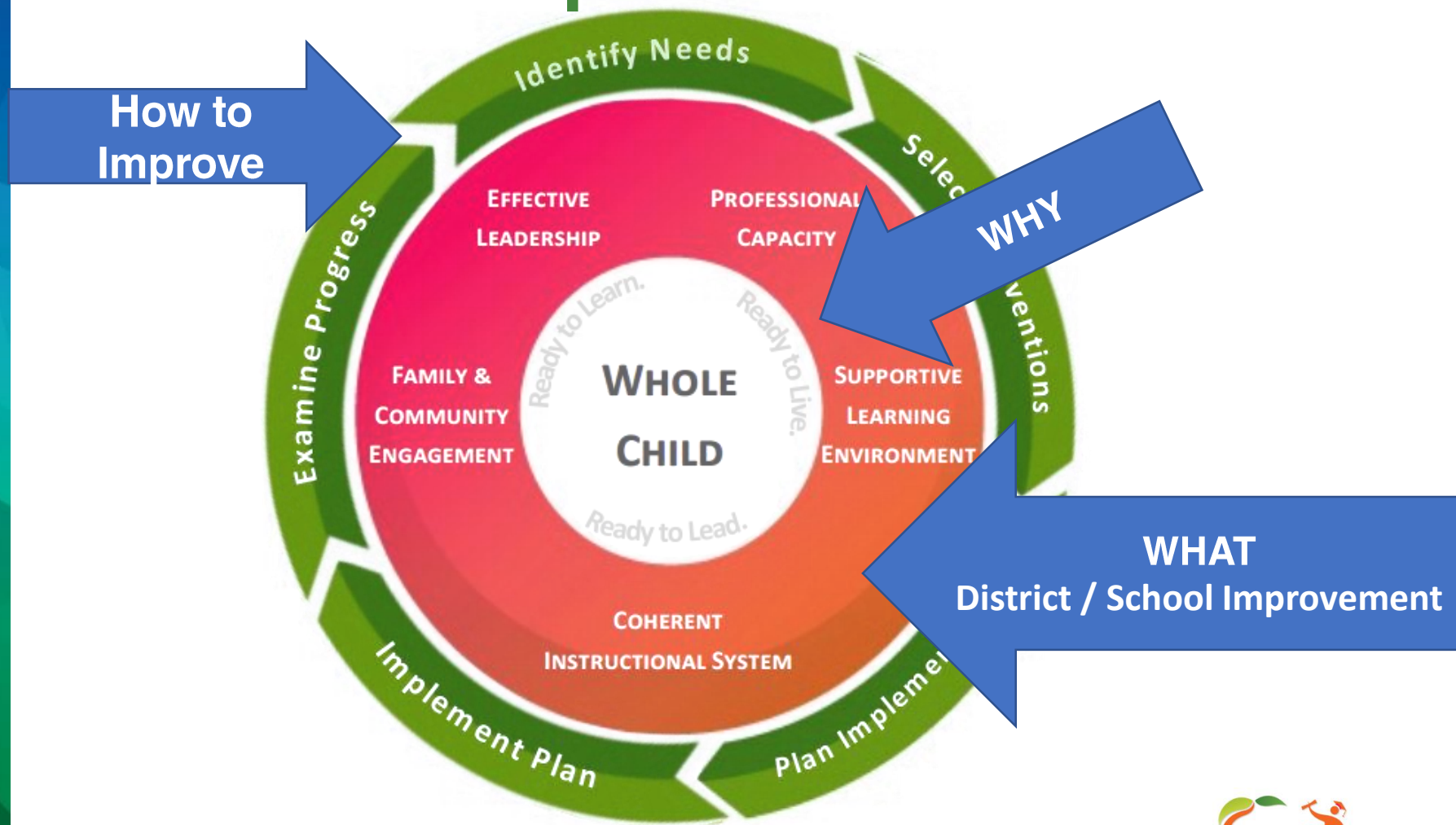


ESSA

- Collaborative
- Reflect & reflect
- Outcomes and Opportunities
- “The child”; Whole Child
- More state authority; more local flexibility
- Continuous improvement
- Not initiative/program based
- Shifting state role: support & coaching

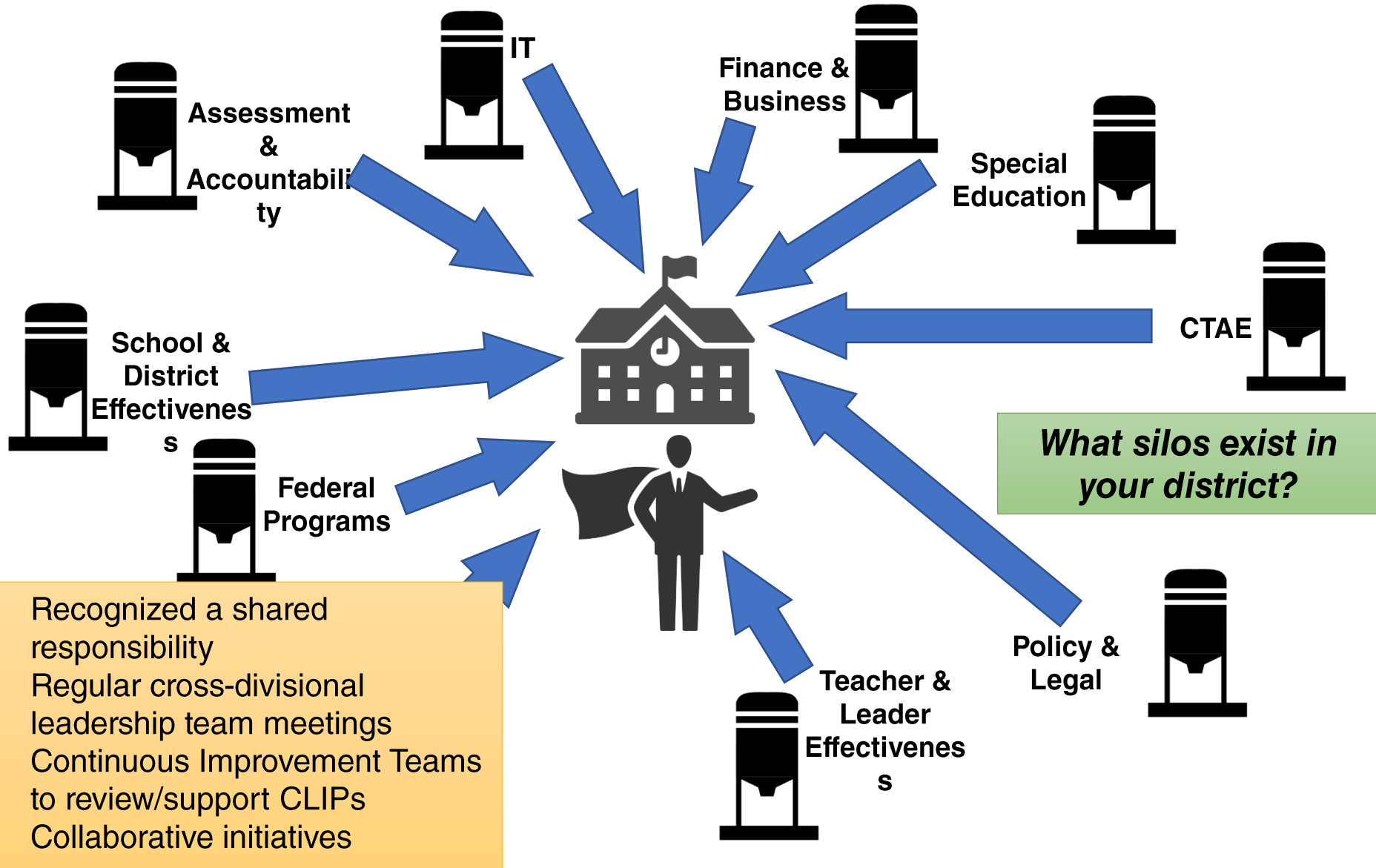


Georgia's Systems for Continuous Improvement



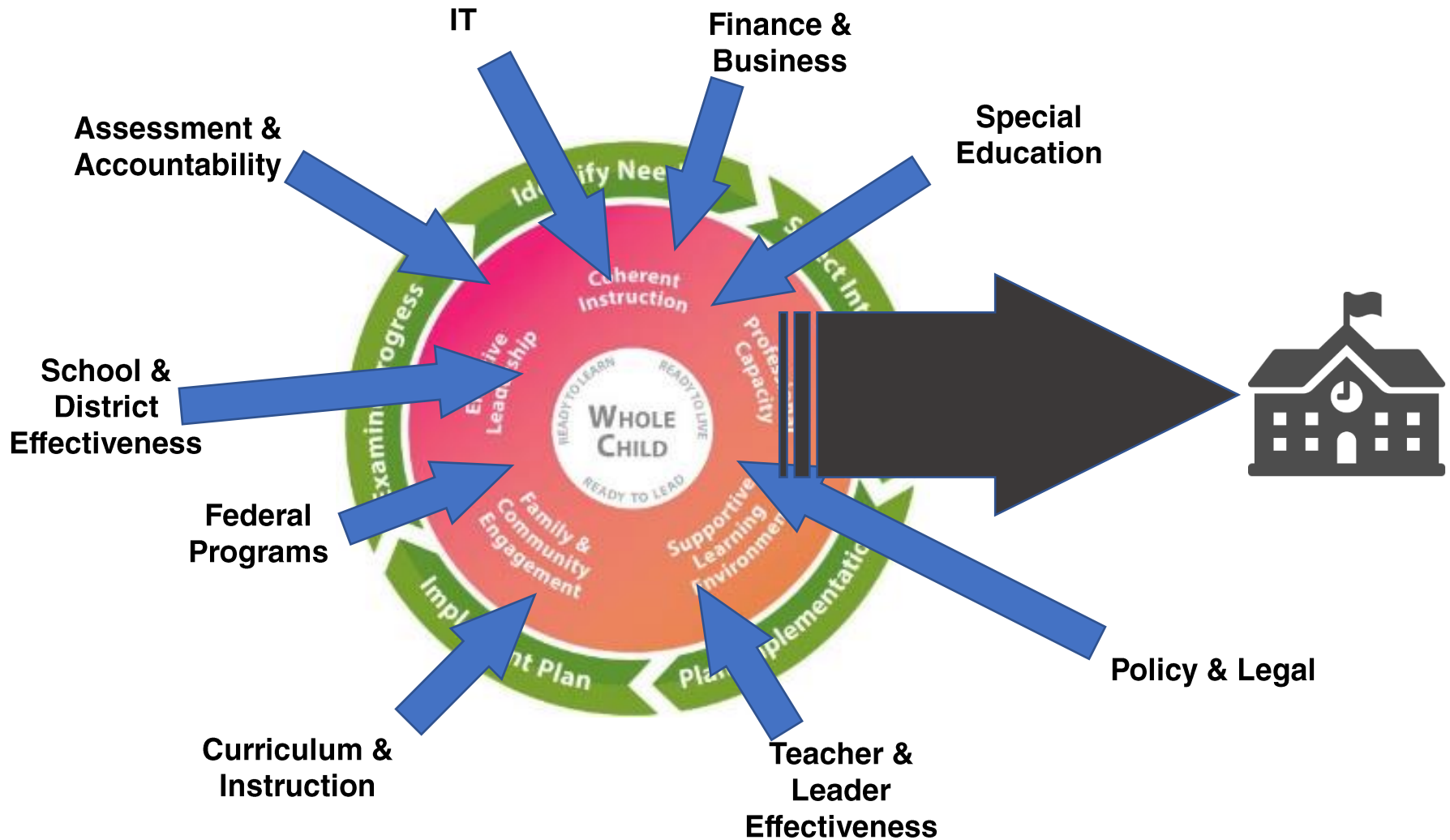
Transforming Our Agency

Breaking Down Silos, Fostering Collaboration



Transforming Our Agency

Aligned & Cohesive Approach to Service & Support



Continuous Improvement Teams (CIT)

Cross Functional Approach to Continuous Improvement

- Recognizing that continuous improvement is a process and not an event, the GaDOE has established a cross-divisional structure to support LEAs throughout the continuous improvement process.
- Every LEA has the benefit of a state-level CIT to deliver coordinated support at a broad, universal level including support in developing the CLIP (as requested) as well as reviewing and approving the CLIP once submitted.
- As LEAs realize more focused improvement needs, and/or are identified for Targeted Support and Improvement (TSI) or Comprehensive Support and Improvement (CSI) as defined under ESSA, CITs will convene to provide guidance and support around the identified needs.

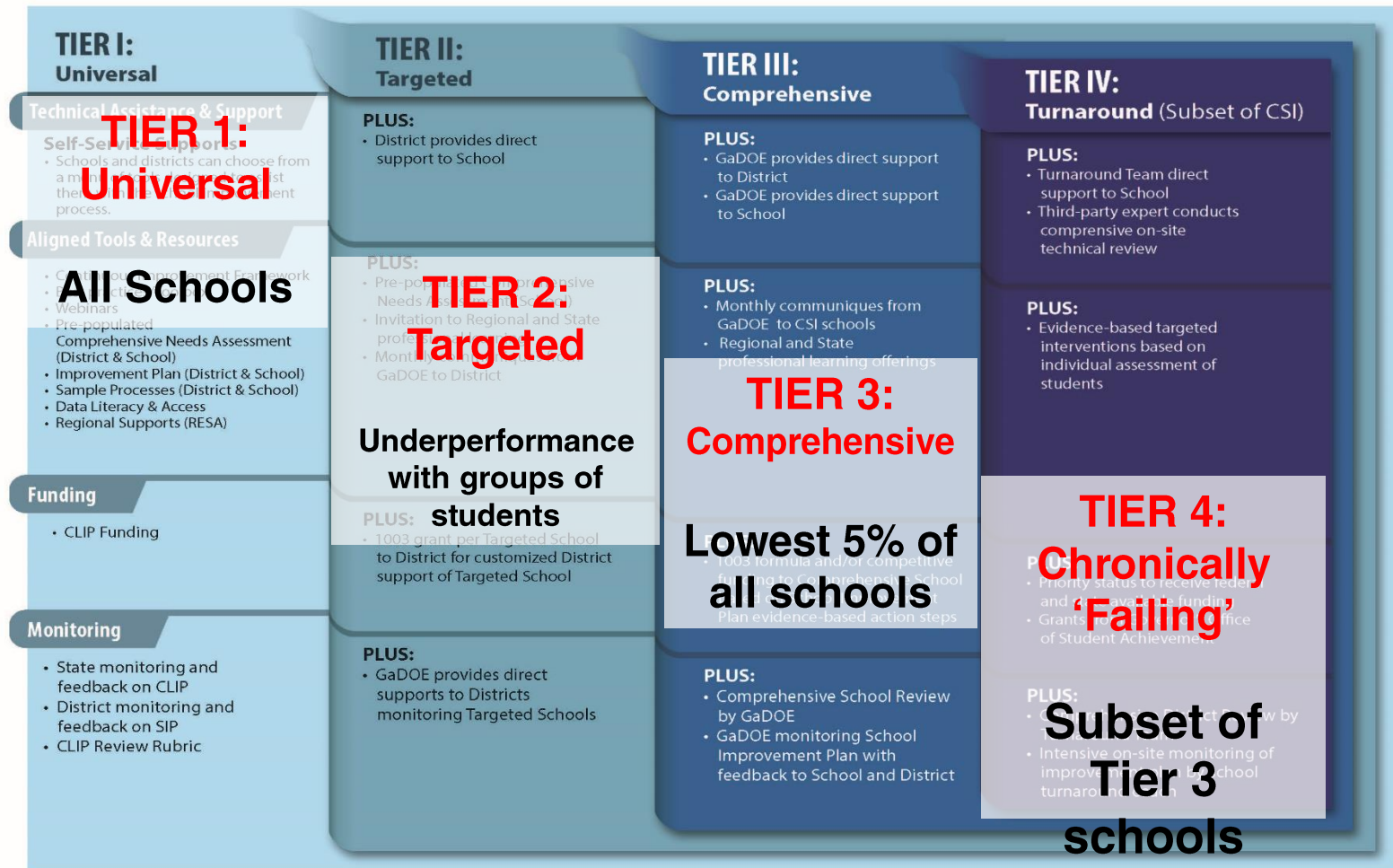


Part 2: Tiered Supports

- Increase awareness of statewide and tiered supports to districts and schools



Georgia's Systems of Continuous Improvement - Tiered Supports



Additional Supports

Some state support, including but not limited to professional learning and targeted technical assistance, will be made available to the schools described below, dependent upon the availability of funding and resources:

- Schools that have an overall CCRPI score less than 60 for three consecutive years but do not meet the full CSI entrance criteria defined above
- Identified CSI schools that meet the exit criteria outlined above but do not attain an overall CCRPI score of at least 60
- Schools that fail to meet performance goals under their Charter or Strategic Waiver contracts

Support Provided to the RESAs

Position	Work	Funding
School Improvement Specialists	<ul style="list-style-type: none"> • CSI schools • Work in coordination with School Effectiveness Specialists • Training in Fall; Work begins in Nov 2018 	<ul style="list-style-type: none"> • Federal – provided by GaDOE • At least 1 FTE for every RESA
Math Mentors	<ul style="list-style-type: none"> • Reflected in scope of work • Available to all schools 	State
ELA Specialist	<ul style="list-style-type: none"> • Reflected in scope of work • 70% identified schools, 30% all schools 	<ul style="list-style-type: none"> • Split – federal (provided by GaDOE & state) • At least 1 FTE for every RESA



Support Provided to the RESAs

Position	Work	Funding
Wraparound Coordinator	<ul style="list-style-type: none">• Pilot• Identified schools• Each RESA will select 2-3 schools• Reflected in scope of work• Training in Fall; Work begins in Nov 2018	<ul style="list-style-type: none">• Federal – provided by GaDOE• .5 FTE for every RESA
Climate Specialist	<ul style="list-style-type: none">• Reflected in scope of work• Available to all schools	State
SLDS Support	<ul style="list-style-type: none">• Reflected in scope of work• Available to all schools	State



School Improvement Funds

As federal appropriations allow, the Georgia Department of Education for the FY'19 funding year will award the 1003 fund allotments below for each category of federal identified schools:

CATEGORY	FY'19 1003 ALLOTMENT
TSI	\$75,000.00
CSI – Lowest 5% or Former TSI Schools	\$150,000.00
CSI – Graduation Rate Below 67%; Only Identification	\$75,000.00
CSI – Alternative Education Schools	\$75,000.00
CSI Promise Schools – Lowest 5.1 – 10%	\$20,000.00

Part 3: Evidence-based

- Promote the elements of evidence-based decision-making to improve student outcomes that include funding, performance analysis, context, implementation strategies, and desired outcomes.



Evidence-based:

Under the ESSA statute, educators are charged with ensuring that instructional activities, strategies, or interventions are “evidence-based”



Federal Funding & EBPs Requirements

Federal Funding Source	Level of Evidence Required
Title I, Part A 1003 SIG funds	Interventions applied under Title I, Part A Section 1003 (School Improvement) are required to have strong, moderate, or promising evidence to support them.
IDEA*	Interventions can fall into any of the four categories.
All other federal programs under Titles I–V; Homeless Education	Interventions can fall into any of the four categories.
Federal programs being consolidated with other federal, state, and local funds in a Title I school level schoolwide program	Federal funds consolidated in this manner at the school level lose their identity and, therefore, interventions will not <i>require</i> documentation of an evidence-based intervention.

**Also applies to entities that LEAs support with federal funds (N&D residential facilities with schools onsite, GNETS, private school equitable services, etc.)*



How does the law define Evidence-Based?

Definition, **ESSA, Sec. 8101 (21)**

(A) IN GENERAL.—...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





Selecting Evidenced-Based Interventions

Local Educational Agency (LEA) Guidance



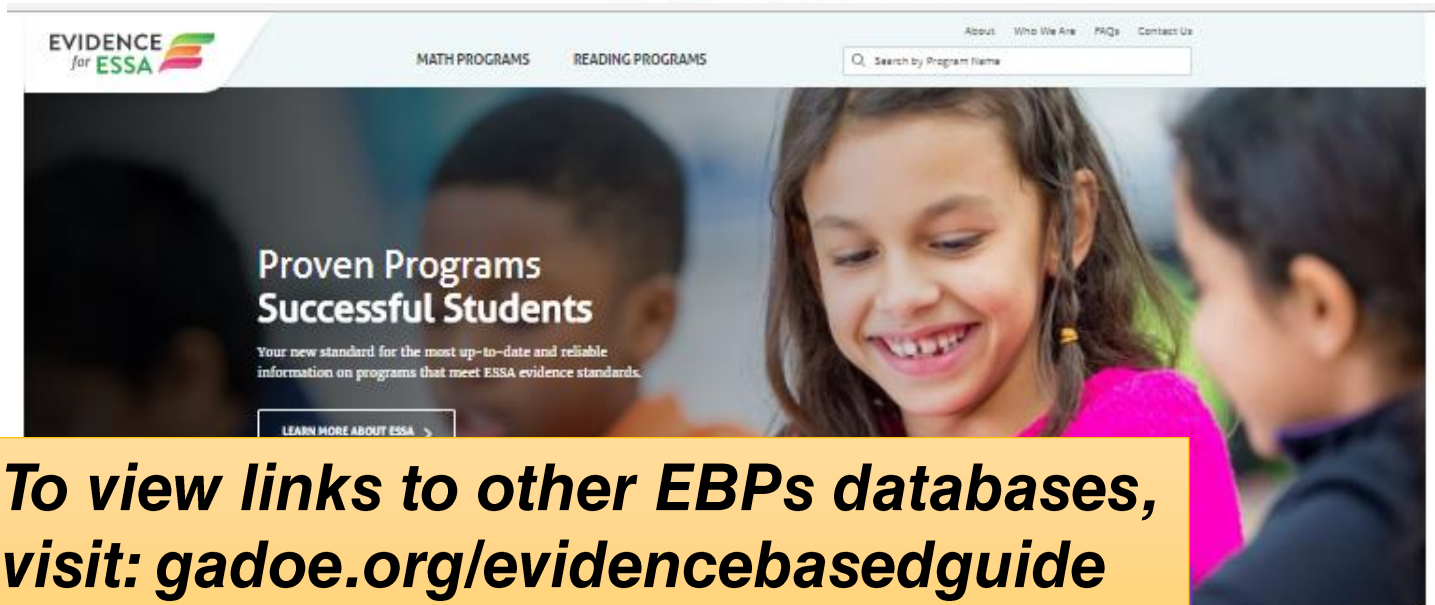
Leveraging Evidence-based Practices

[***gadoe.org/evidencebasedguide***](https://gadoe.org/evidencebasedguide)



Where Can We Find Research Evidence?

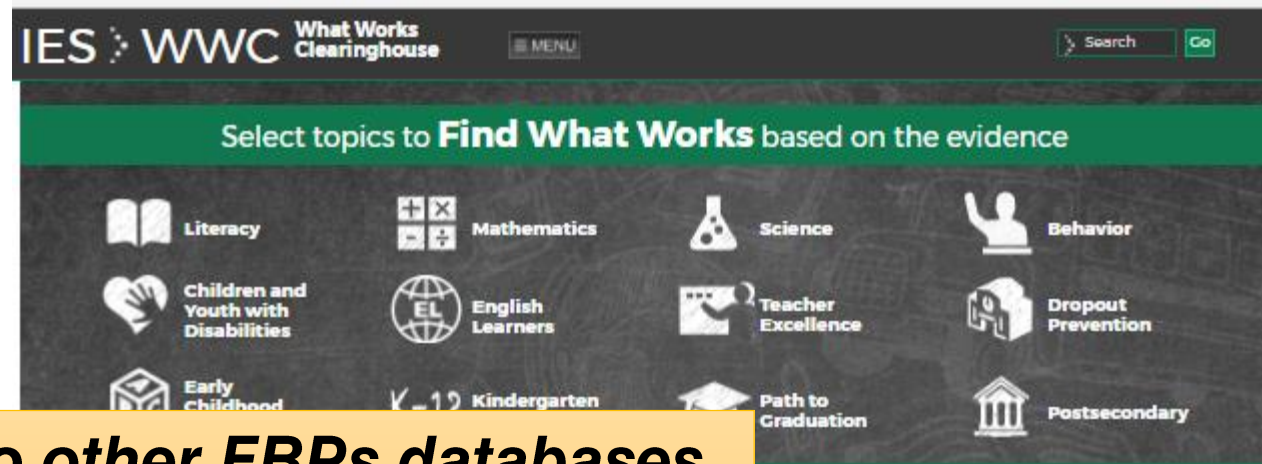
<https://www.evidenceforessa.org/>



To view links to other EBPs databases, visit: gadoe.org/evidencebasedguide

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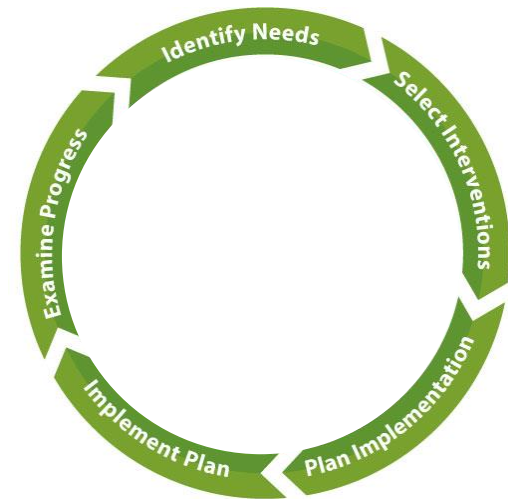
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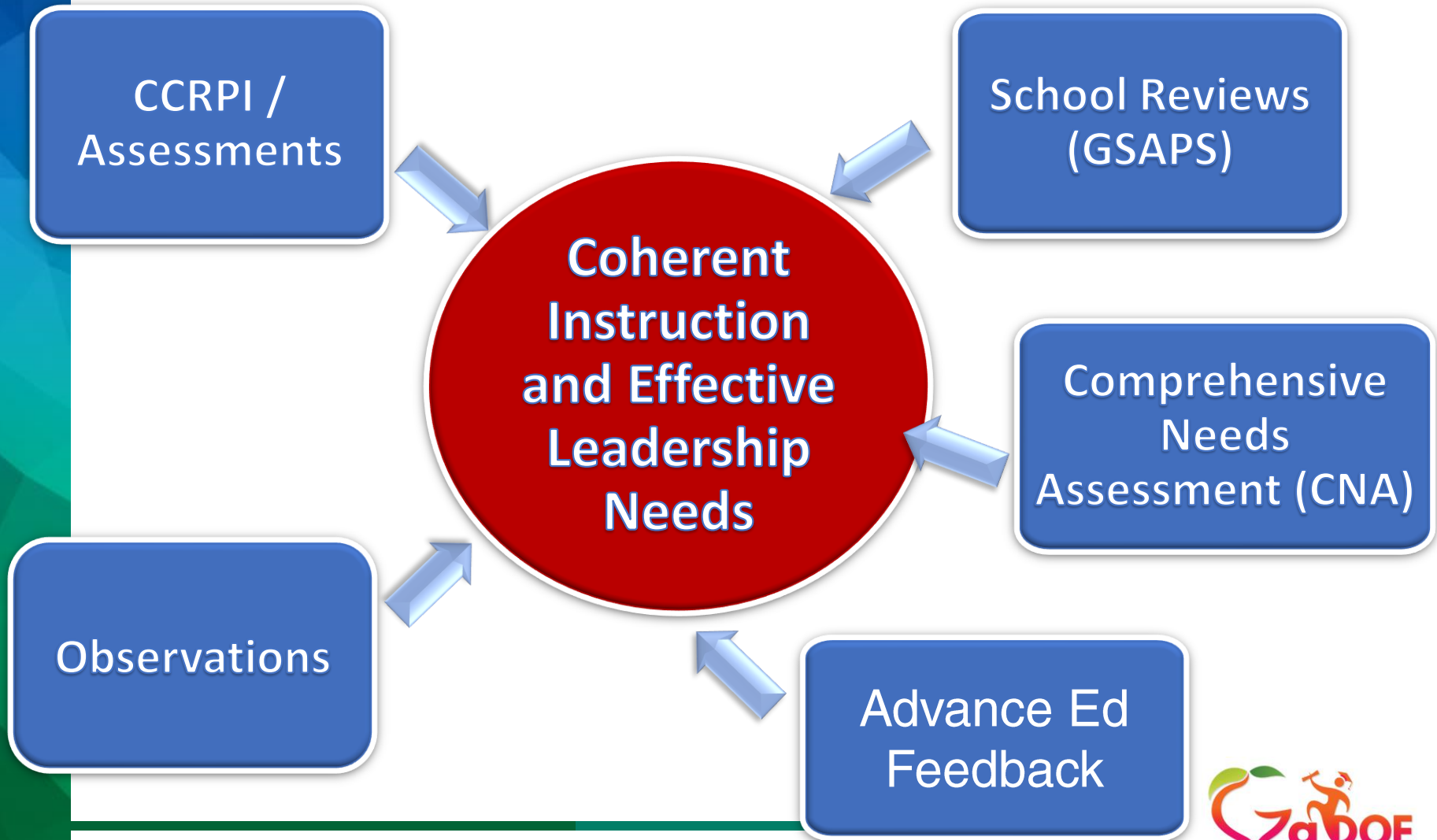
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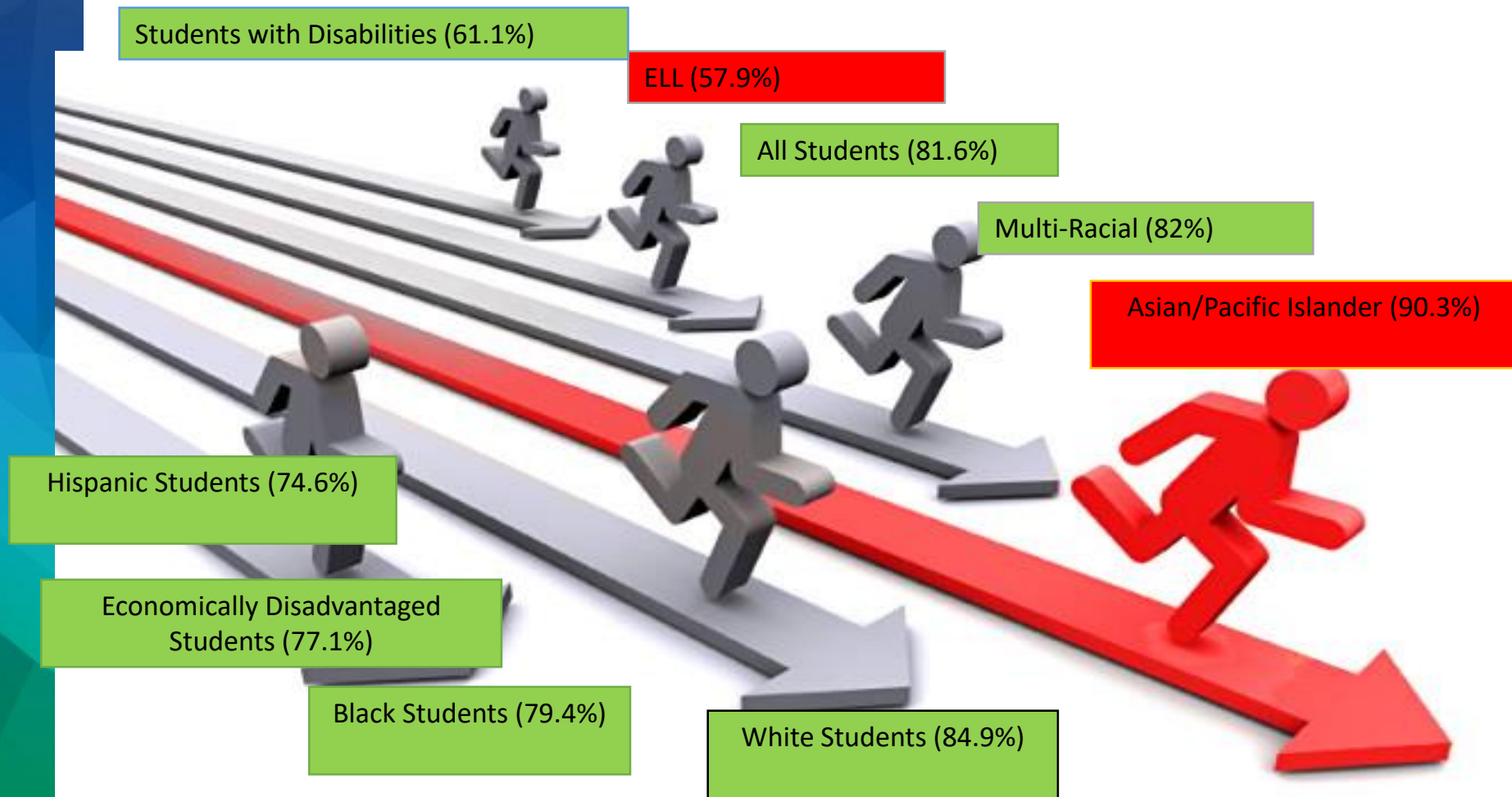
Part 4: Continuous Improvement Practices

- Utilize a problem-solving model (the “how”) to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



Using Data to Identify Needs and Set Priorities





FY2018 Graduation Data

Where Are Your Gaps in Student Performance?

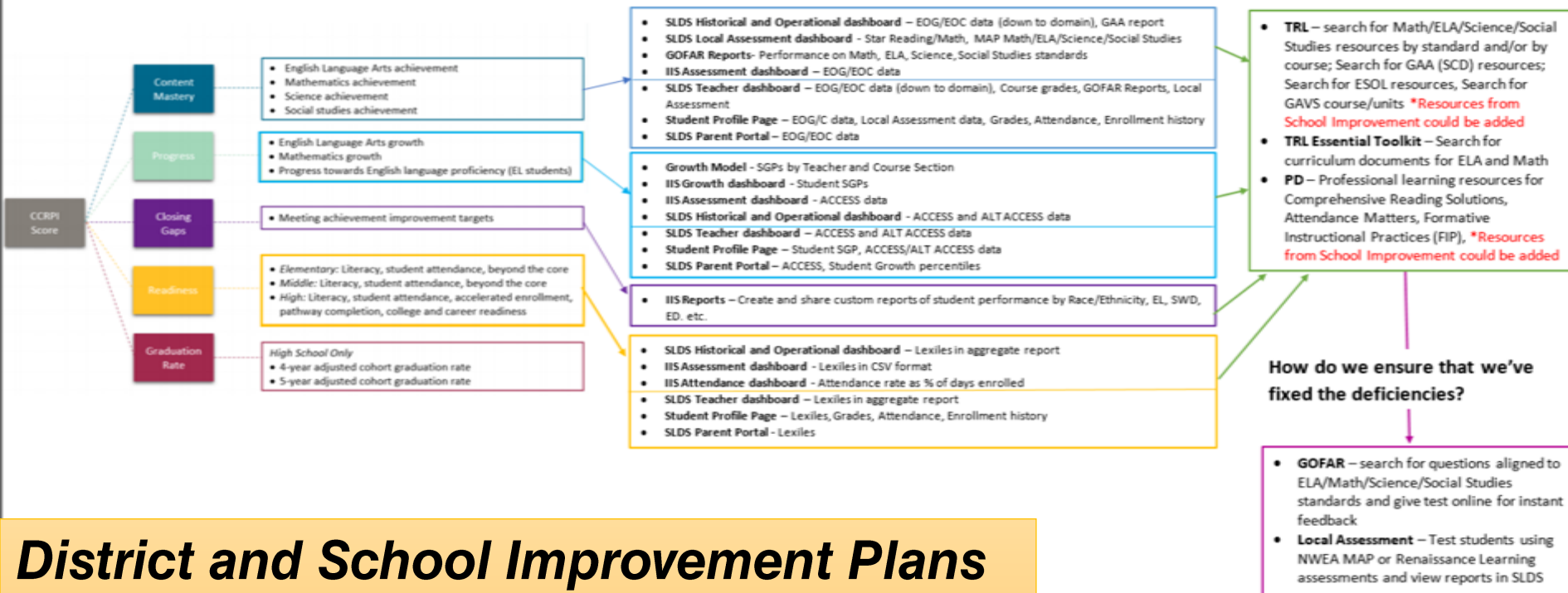
Utilizing SLDS for School Improvement

2017-18 CCRPI

What are the indicators?

Where are the deficiencies?

How do we fix the deficiencies?



District and School Improvement Plans are built in the SLDS application.

Leveraging Evidence-based Practices

Questions to Consider

- Which stakeholders can help identify local strengths, needs, and/or root causes?
- Are we engaging with stakeholders in a meaningful and timely manner?
- How do we build trust with stakeholders so that authentic conversations can be held, and true root causes identified?
- Are all subgroups of students performing at the optimal level?
- What data sources are needed to best understand our local context?
- What data gaps exist? How do we fill those gaps?
- What systems are in place to support success? What system changes are needed?

Supporting Resources

Overview

- [Identify Needs Webinar](#) (GaDOE)
- [Problem Solving Process Webinar](#) (GaDOE)
- [Stakeholder Engagement Quick Guide](#) (GaDOE)
- [Needs Assessment Guidebook](#) (State Support Network)

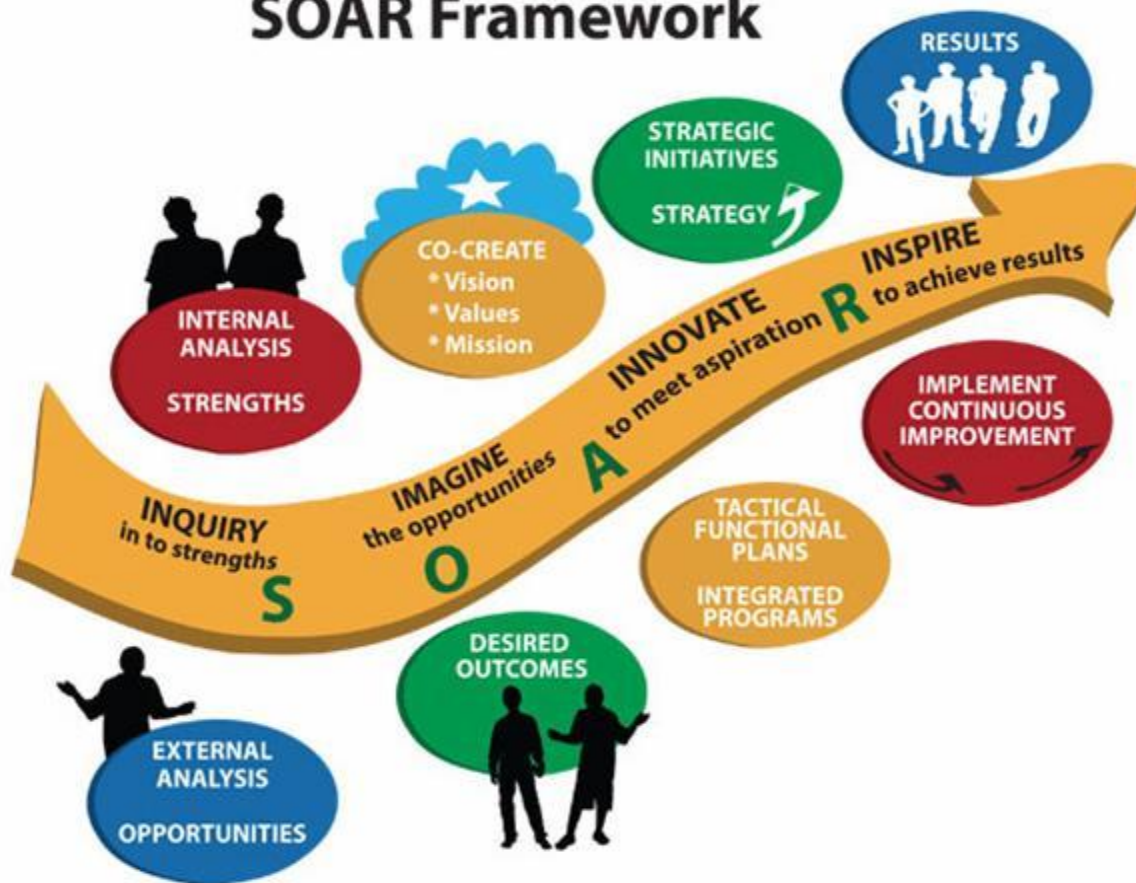
This GaDOE guidance document helps LEAs identify and leverage EBPs throughout the problem-solving cycle.

gadoe.org/evidencebasedguide

Part 5: Strategic Planning

Provide guidance for sustainability considerations that should inform choices of evidence-based interventions, and how ongoing evaluations (formative and summative) are important to evidence-based improvement.

SOAR Framework



SOAR is a strengths-based whole system approach to building strategic capacity.

**STRENGTHS, OPPORTUNITIES, ASPIRATIONS,
AND RESULTS!**





LEADERSHIP TEAM...

ORGANIZING STRATEGIC PLAN Meeting

STRATEGIC PLANNING WITH PARENTS AND COMMUNITY MEMBERS



Making the Mission Possible...



Principal Hosts Town Hall Meeting with Students



What is a theory of action?

- A theory of action, or an evidence-based story, explains the specific changes a leader makes to improve district and school effectiveness.
- Leaders must have a clear idea of what school and district effectiveness should look like. In addition, leaders need to know why they make certain decisions over others in order to have a lasting impact.
- Creating a Theory of Action Tool helps educators develop a rationale behind the strategies they choose and articulate the thinking behind their decisions.

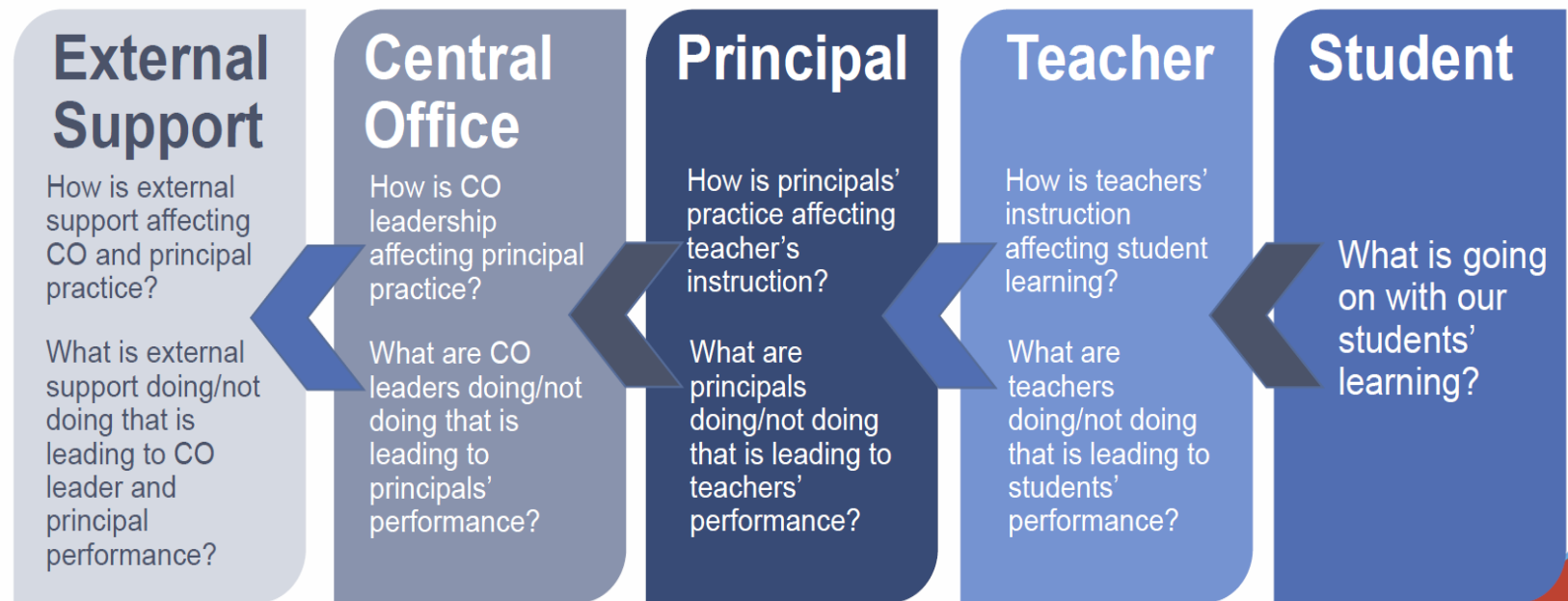
2014 University of Washington Center for Educational Leadership. Adapted from Creating Your Theory of Action for Districtwide Teaching and Learning Improvement created by the Center for Educational Leadership and Meredith I. Honig, and commissioned by the Wallace Foundation.



What is a theory of action?

■ ■ ■ From our Professional Development with GLISI – Georgia Leadership Institute for School Improvement)

Developing a theory of action starts with analyzing performance from right to left...



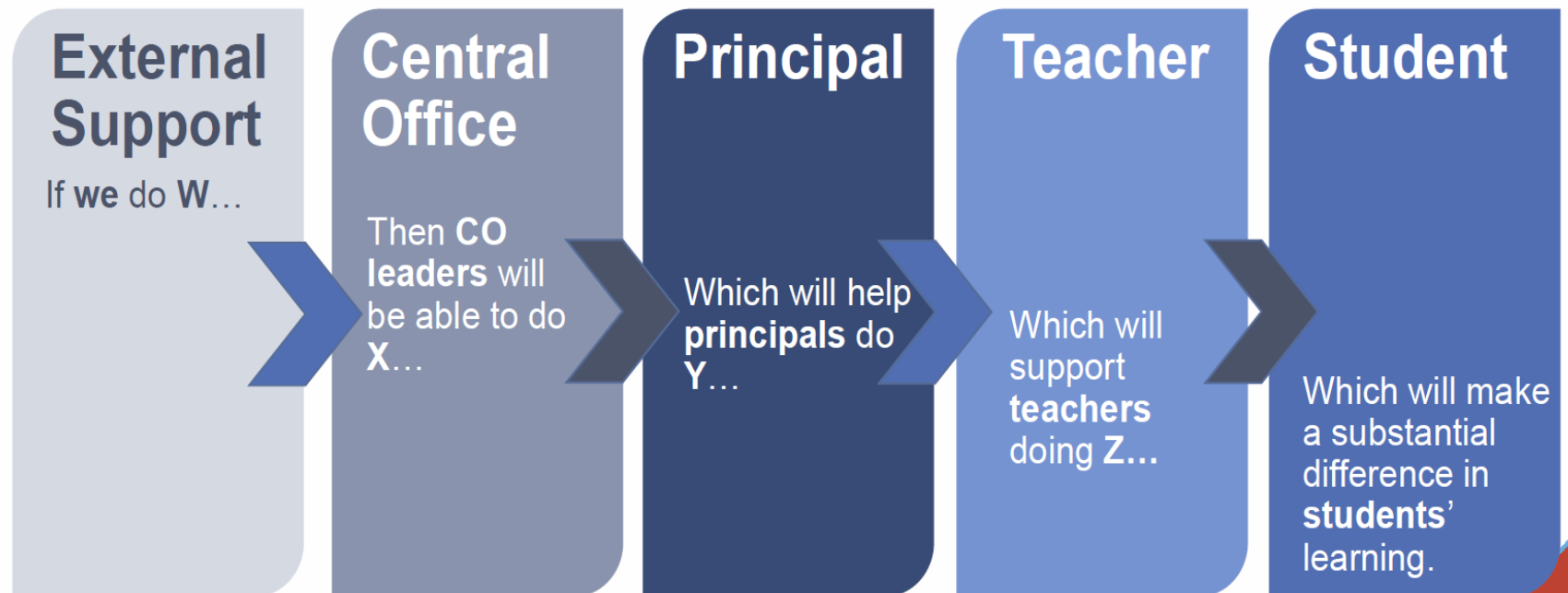
Adapted from: University of Washington Center for Educational Leadership. (2013) *Creating Your Theory of Action for District-wide Teaching and Learning Improvement*.



How Does “Root Cause” Impact Your Theory of Action?

...From Our Professional Development with GLISI – Georgia Leadership Institute for School Improvement)

...then planning action from left to right



Adapted from: University of Washington Center for Educational Leadership. (2013) *Creating Your Theory of Action for District-wide Teaching and Learning Improvement*.

Logic Model

- *Logic model* (utilizing a **theory of action**) means a well-specified conceptual framework that **identifies key components** of the proposed process, product, strategy, or practice (i.e., the active “ingredients” that are hypothesized to be critical to achieving the relevant outcomes) and **describes the relationships among the key components** and outcomes, theoretically and operationally.

Create Logic Models to Address Priorities

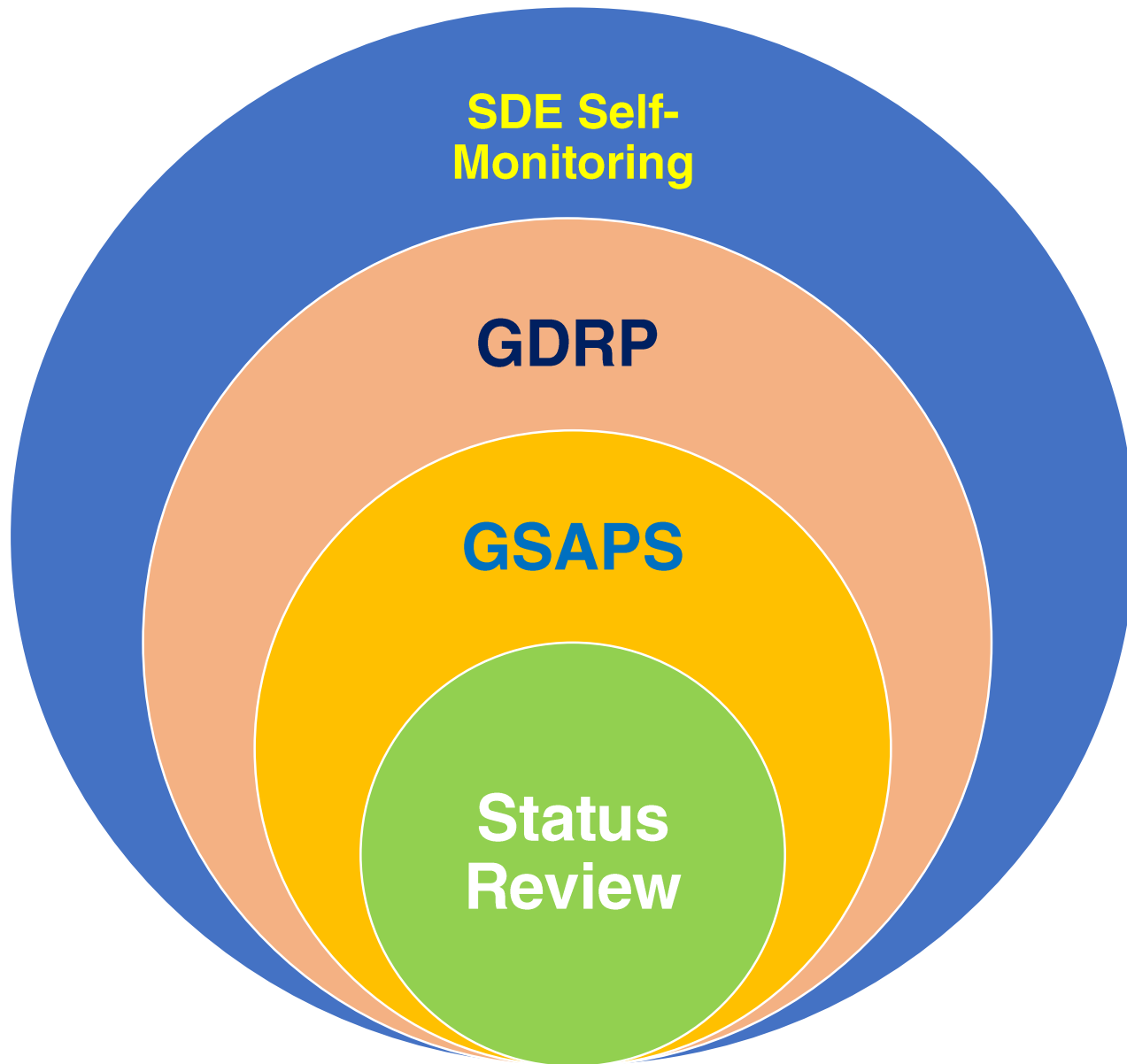
Logic Model Example

Major Improvement Strategy: Implement formative assessment practices in mathematics across all 6th-8th grade classrooms.

Resources and Personnel	Action Steps	What Implementation Benchmarks should Measure		
Inputs	Action Steps	Outputs	Adult Outcomes	Student Outcomes
Principal and Instructional Coach	Develop a statement of work for an external service provider to build capacity among 6 th -8 th grade teachers to implement formative assessment practices in mathematics.	Statement of work describing the services and external provider that will help to build capacity among 6 th -8 th grade teachers.		Students describe the learning targets that focus their learning activity in mathematics. Students describe their current performance in relationship to learning targets and success criteria.
Title I and Title II funds Principal/Instructional Coach	Select external service provider and establish a schedule for services to include in-person professional development and on-site coaching.	Contract in place with external service provider. Calendar for when on-site PD and coaching and PLC sessions will occur.		
Title I and II External Service Provider (instructional coach providing on-site coordination)	External service provider provides on-site professional development for 6 th -8 th grade teachers on formative assessment practices (5 days scheduled over a 4-month period).	Five on-site professional development sessions are held between October and February. 15 teachers attend 5 on-site sessions.	Participating teachers incorporate the following practices into their daily routines during math instruction: informally collect information about student learning (in relationship to identified learning targets) during learning activity; clarifying learning targets and success criteria for each lesson with students; providing descriptive feedback (orally and in written form) during learning activity and for multiple assignments; engaging students in self- and peer-	
External Service Provider (5 days) Principal time (2.5 days) Instructional Coach time (5 days)	External service provider (with instructional coach and principal) provides at least 5 days of on-site coaching for participating teachers.	Instructional coach and external service provider observe and coach 6 th -8 th grade teachers for 5 days (providing feedback, modeling). Principal observes all 6 th -8 th		

Part 6: School and District Reviews

Provide guidance and resources to support the process of selecting and monitoring implementation of evidence-based interventions.



Revised GSAPS

Georgia School Assessment of Performance on Systems

School: GSAPS

Purpose: To provide an objective, baseline assessment of school's current effectiveness in implementing the 22 structures of the Georgia Systems of Continuous Improvement

Data Sources: observations, focus groups, staff survey, school data

Led by: Area Program Assessment Specialists

Frequency:

- Upon a school initially being identified for Comprehensive Support and Intervention as a diagnostic tool, and again upon exiting the CSI to show areas of growth and provide target actions for sustainability, or the end of the third year if the school has not exited
- By request from all non-CSI schools

Georgia District Review Process (GDRP)

District: GDRP

Purpose: To provide an objective, baseline assessment of district's current effectiveness in implementing the 22 GSCI structures

Data Sources: observations, focus groups, interviews, self-assessment, district data

Led by: APAS

- Frequency: Upon a district having schools initially being identified for Comprehensive Support and Intervention as a diagnostic tool, again upon exiting the CSI to show areas of growth and provide target actions for sustainability, and every three years if progress is not being made.
- By request from all non-CSI districts

Collaboration:

- APAS provide PL for any organization wanting to use GDAPS tool in order to build capacity for organizations to self-monitor and to reduce variability of implementation
- GDAPS for CSI districts are done in conjunction with SDE district team to ensure understanding and alignment with work

Georgia District Review Process (GDRP)

Roll Out:

- Field-testing and revisions from Fall 2017 to December 2018
- Full implementation and publication of process in January of 2019
- Complete GDRP for all identified districts with CSI and TSI schools (upon release of list 01/2019) by the end of the 2019-2020 school year.
- Universal and Promise School Districts May Request and Schedule.

Part 7: School Improvement Priorities

- **Tiered Supports to Build School and District Effectiveness**
- **GADOE SDE/Georgia RESA Partnership to Unify and Increase Capacity to Provide Quality Support and Resources to All Georgia Regions**
 - ✓ School Improvement Asset Mapping Project
 - ✓ Curriculum Projects to Provide Aligned Curriculum Resources to Teachers in Georgia
 - ✓ Regional Wraparound Service Initiative
- **Case Studies (Action Research) Initiatives**

School Improvement Priorities

- **Instructional and Leadership Institutes**
 - ✓ SDE/T&L: Literacy & Numeracy institutes, high-impact practices, coherent instruction
 - ✓ McREL Evidence-based Balanced Leadership Training
 - ✓ SDE/Special Ed MTSS High Impact Instructional Practice Training
- **Integrate School Improvement Resources in TRL on LDS Platform**
- **Continuous Improvement Team (CIT) Approach to Support Schools and Districts**
 - ✓ Cross-Collaborative Focus with GADOE Federal Programs to improve service and support to Schools and Districts with Title Funds



School Improvement Priorities

- **Talent Management**

- Collaborative Redesign of Training Curriculum Manual and Resources

- **Progress Monitoring Tools**

- Introduce GDAPS as a Comprehensive Needs Assessment for Districts with Identified Schools
- Redesigned GSAPS as a Comprehensive Needs Assessment for Identified Schools

School Improvement Priorities

A Few Professional Development Partners that Impacted Our Shift in Practices...

- Council of Chief State School Officers (CCSSO)
- GLISI (Georgia Leadership Institute for School Improvement)
- Advance Ed Alignment Project (in progress)
- The National School Improvement Institute for Performance Improvement
- The Governor's Turnaround Advisory Council
- Georgia State University Principals Center



School Improvement Priorities

- **Rural School District Professional Development Support**
 - Network Collaborative Support
 - School Districts Combine Resources to Train Teachers and Leaders on Agreed Upon Best Practices to Improve Performance
 - GADOE Specialists and a Collaboration of District Experts within the Network Train Teachers and Leaders on Best Practices to Improve Performance
- **Fall and Winter Instructional Leadership Conferences (ILC)**
 - Identified District and School Leadership Teams have first registration priority. However, all districts may send teams.
 - Leading practitioners share proven resources, strategies, and interventions to meet professional learning needs
 - In-depth Training on Georgia Policies, CCRPI Accountability, Subgroup Support, Georgia Systems of Continuous Improvement, Progress Monitoring, and More.

School Improvement Priorities

- **Monthly Instructional Leadership Workshops...**

- Beginning July 2018, the Division of School and District Effectiveness offers monthly Instructional Leadership Workshops. This series of Instructional Leadership Workshops is intended to meet expressed and identified needs of school and district leaders throughout the state of Georgia. Check our website to register.

<http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Events%20and%20Conferences.aspx>



**Working together,
the mission
is POSSIBLE!**



Educating Georgia's Future *by graduating students who are ready to learn, ready to live, and ready to lead.*

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