ESSA and Evidence-based Continuous Improvement

Stephanie Johnson, Ed.D
GaDOE Deputy Superintendent of School Improvement
Follow me on Twitter: @GAIImproves
Email: stjohnson@doe.k12.ga.us
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.

1. Equality: is giving people the same thing/s.
2. Equity: is fairness in every situation.
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

District / School Improvement

How to Improve

WHY

WHAT
District / School Improvement
Transforming Our Agency
Breaking Down Silos, Fostering Collaboration

- Recognized a shared responsibility
- Regular cross-divisional leadership team meetings
- Continuous Improvement Teams to review/support CLIPs
- Collaborative initiatives

What silos exist in your district?
Transforming Our Agency
Aligned & Cohesive Approach to Service & Support

CTAE
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

**TIER 1: Universal**
- **Technical Assistance & Support**
  - Self-Study
  - Schools and districts choose from a menu of options to drive the development process.
- **Aligned Tools & Resources**
  - Comprehensive Needs Assessment
  - Improvement Plan
  - Sample Processes
  - Data Literacy & Access
  - Regional Supports (RESA)
- **Funding**
  - CLIP Funding
- **Monitoring**
  - State monitoring and feedback on CLIP
  - District monitoring and feedback on SIP
  - CLIP Review Rubric

**TIER 2: Targeted**
- **All Schools**
- **Underperformance with groups of students**
- **Funding**
  - 100% grant to Targeted School to District for customized District support of Targeted School
- **Monitoring**
  - GaDOE provides direct supports to Districts monitoring Targeted Schools

**TIER 3: Comprehensive**
- **Lowest 5% of all schools**
- **Funding**
  - Comprehensive School Review by GaDOE
  - GaDOE monitoring School Improvement Plan with feedback to School and District
- **Monitoring**
  - Comprehensive School Review

**TIER 4: Turnaround (Subset of CSI)**
- **Chronically ‘Failing’ Subset of Tier 3 schools**
- **Funding**
  - Turnaround Team direct support to District
  - Third-party expert conducts comprehensive on-site technical review

**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

<table>
<thead>
<tr>
<th>Position</th>
<th>Work</th>
<th>Funding</th>
</tr>
</thead>
</table>
| School Improvement Specialists | • CSI schools  
  • Work in coordination with School Effectiveness Specialists  
  • Training in Fall; Work begins in Nov 2018                  | • Federal – provided by GaDOE  
  • At least 1 FTE for every RESA                                  |
| Math Mentors                 | • Reflected in scope of work  
  • Available to all schools                                        | State                                                                  |
| ELA Specialist                | • Reflected in scope of work  
  • 70% identified schools, 30% all schools                         | • Split – federal (provided by GaDOE & state  
  • At least 1 FTE for every RESA                                    |
## Support Provided to the RESAs

<table>
<thead>
<tr>
<th>Position</th>
<th>Work</th>
<th>Funding</th>
</tr>
</thead>
</table>
| Wraparound Coordinator  | • Pilot  
• Identified schools  
• Each RESA will select 2-3 schools  
• Reflected in scope of work  
• Training in Fall; Work begins in Nov 2018 | • Federal – provided by GaDOE  
• .5 FTE for every RESA |
| Climate Specialist      | • Reflected in scope of work  
• Available to all schools                                              | State                                             |
| SLDS Support            | • 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:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FY’19 1003 ALLOTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSI</td>
<td>$75,000.00</td>
</tr>
<tr>
<td>CSI – Lowest 5% or Former TSI Schools</td>
<td>$150,000.00</td>
</tr>
<tr>
<td>CSI – Graduation Rate Below 67%; Only Identification</td>
<td>$75,000.00</td>
</tr>
<tr>
<td>CSI – Alternative Education Schools</td>
<td>$75,000.00</td>
</tr>
<tr>
<td>CSI Promise Schools – Lowest 5.1 – 10%</td>
<td>$20,000.00</td>
</tr>
</tbody>
</table>
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”.

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
# Federal Funding & EBPs Requirements

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

*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
Leveraging Evidence-based Practices

Selecting Evidenced-Based Interventions
Local Educational Agency (LEA) Guidance

gadoe.org/evidencebasedguide
Where Can We Find Research Evidence?

https://www.evidenceforessa.org/

To view links to other EBPs databases, visit: gadoe.org/evidencebasedguide
Where Can We Find Research Evidence?

https://ies.ed.gov/ncee/wwc/

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

Coherent Instruction and Effective Leadership Needs

- CCRPI / Assessments
- School Reviews (GSAPS)
- Comprehensive Needs Assessment (CNA)
- Observations
- Advance Ed Feedback
Asian/Pacific Islander (90.3%)
White Students (84.9%)
Multi-Racial (82%)
Black Students (79.4%)
Hispanic Students (74.6%)
Economically Disadvantaged Students (77.1%)
ELL (57.9%)
Students with Disabilities (61.1%)
All Students (81.6%)
Multi-Racial (82%)
Asian/Pacific Islander (90.3%)

FY2018 Graduation Data
Where Are Your Gaps in Student Performance?
Utilizing SLDS for School Improvement

2017-18 CCRPI

What are the indicators?

- English Language Arts achievement
- Mathematics achievement
- Science achievement
- Social studies achievement
- English Language Arts growth
- Mathematics growth
- Progress towards English language proficiency (EL students)
- Meeting achievement improvement targets
- Elementary: Literacy, student attendance, beyond the core
- Middle: Literacy, student attendance, beyond the core
- High: Literacy, student attendance, accelerated enrollment, pathway completion, college and career readiness

Graduation Rate

High School Only
- 4-year adjusted cohort graduation rate
- 5-year adjusted cohort graduation rate

Where are the deficiencies?

- SLDS Historical and Operational dashboard – EOG/EOC data (down to domain), GAA report
- SLDS Local Assessment dashboard – Star Reading/Math, MAP Math/ELA/Science/Social Studies
- GOFAIR Reports: Performance on Math, ELA, Science, Social Studies standards
- HIS Assessment dashboard – EOG/EOC data
- SLDS Teacher dashboard – EOG/EOC data (down to domain), Course grades, GOFAIR Reports, Local Assessment
- Student Profile Page – EOG/EOC data, Local Assessment data, Grades, Attendance, Enrollment history
- SLDS Parent Portal – EOG/EOC data
- Growth Model - SGPs by Teacher and Course Section
- HIS Growth Dashboard – Student SGPs
- HIS Assessment dashboard – ACCESS data
- SLDS Historical and Operational dashboard – ACCESS and ALIT ACCESS data
- SLDS Teacher dashboard – ACCESS and ALIT ACCESS data
- Student Profile Page – Student SGPs, ACCESS/ALT ACCESS data
- SLDS Parent Portal – ACCESS, Student Growth percentiles
- HIS Reports – Create and share custom reports of student performance by Race/Ethnicity, EL, SWD, ED, etc.
- SLDS Historical and Operational dashboard – Lexiles in aggregate report
- HIS Assessment dashboard – Lexiles in CSV format
- HIS Attendance dashboard – Attendance rate as % of days enrolled
- Student Profile Page – Lexiles, Grades, Attendance, Enrollment history
- SLDS Parent Portal – Lexiles

How do we fix the deficiencies?

- TRL – search for Math/ELA/Science/Social Studies resources by standard and/or by course; Search for GAA (SCD) resources; Search for ESOL resources; Search for GAVS course/units

- Resources from School Improvement could be added
- TRL Essential Toolkit – Search for curriculum documents for ELA and Math
- PD – Professional learning resources for Comprehensive Reading Solutions, Attendance Matters, Formative Instructional Practices (FIP), *Resources from School Improvement could be added

How do we ensure that we’ve fixed the deficiencies?

- GOFAIR – search for questions aligned to ELA/Math/Science/Social Studies standards and give test online for instant feedback
- Local Assessment – Test students using NWEA MAP or Renaissance Learning assessments and view reports in SLDS

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…
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?

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

**External Support**
- How is external support affecting CO and principal practice?
- What is external support doing/not doing that is leading to CO leader and principal performance?

**Central Office**
- How is CO leadership affecting principal practice?
- What are CO leaders doing/not doing that is leading to principals’ performance?

**Principal**
- How is principals’ practice affecting teacher’s instruction?
- What are principals doing/not doing that is leading to teachers’ performance?

**Teacher**
- How is teachers’ instruction affecting student learning?
- What are teachers doing/not doing that is leading to students’ performance?

**Student**
- What is going on with our students’ learning?

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

External Support
If we do W...

Central Office
Then CO leaders will be able to do X...

Principal
Which will help principals do Y...

Teacher
Which will support teachers doing Z...

Student
Which will make a substantial difference in students’ learning.

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.
## Logic Model Example

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

<table>
<thead>
<tr>
<th>Resources and Personnel</th>
<th>Action Steps</th>
<th>What Implementation Benchmarks should Measure</th>
<th>Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inputs</strong></td>
<td><strong>Action Steps</strong></td>
<td><strong>Outputs</strong></td>
<td></td>
</tr>
<tr>
<td>Principal and Instructional Coach</td>
<td>Develop a statement of work for an external service provider to build capacity among 6th-8th grade teachers to implement formative assessment practices in mathematics.</td>
<td>Statement of work describing the services and external provider that will help to build capacity among 6th-8th grade teachers.</td>
<td></td>
</tr>
<tr>
<td>Title I and Title II funds</td>
<td>Select external service provider and establish a schedule for services to include in-person professional development and on-site coaching.</td>
<td>Contract in place with external service provider. Calendar for when on-site PD and coaching and PLC sessions will occur.</td>
<td></td>
</tr>
<tr>
<td>Principal/Instructional Coach</td>
<td>External service provider provides on-site professional development for 6th-8th grade teachers on formative assessment practices (5 days scheduled over a 4-month period).</td>
<td>Five on-site professional development sessions are held between October and February.</td>
<td></td>
</tr>
<tr>
<td>External Service Provider</td>
<td>External service provider (with instructional coach and principal) provides at least 5 days of on-site coaching for participating teachers.</td>
<td>Instructional coach and external service provider observe and coach 6th-8th grade teachers for 5 days (providing feedback, modeling). Principal observes all 6th-8th grade teachers. 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-</td>
<td></td>
</tr>
</tbody>
</table>

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.
Part 6: School and District Reviews

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

GDRP

GSAPS

Status Review
Revised GSAPS
Georgia School Assessment of Performance on Systems

<table>
<thead>
<tr>
<th><strong>School: GSAPS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose:</strong> To provide an objective, baseline assessment of school’s current effectiveness in implementing the 22 structures of the Georgia Systems of Continuous Improvement</td>
</tr>
<tr>
<td><strong>Data Sources:</strong> observations, focus groups, staff survey, school data</td>
</tr>
<tr>
<td><strong>Led by:</strong> Area Program Assessment Specialists</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Frequency:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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</td>
</tr>
<tr>
<td>• By request from all non-CSI schools</td>
</tr>
</tbody>
</table>
Georgia District Review Process (GDRP)

<table>
<thead>
<tr>
<th>District: GDRP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: To provide an objective, baseline assessment of district’s current effectiveness in implementing the 22 GSCI structures</td>
</tr>
<tr>
<td>Data Sources: observations, focus groups, interviews, self-assessment, district data</td>
</tr>
<tr>
<td>Led by: APAS</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• By request from all non-CSI districts</td>
</tr>
<tr>
<td>Collaboration:</td>
</tr>
<tr>
<td>• 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</td>
</tr>
<tr>
<td>• GDAPS for CSI districts are done in conjunction with SDE district team to ensure understanding and alignment with work</td>
</tr>
</tbody>
</table>
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!
ESSA and Evidence-based Continuous Improvement

Stephanie Johnson, Ed.D
GaDOE Deputy Superintendent of School Improvement
Follow me on Twitter: @GAIImproves
Email: stjohnson@doe.k12.ga.us