

SSIP Leadership Launch

March 21, 2019



Agenda

- Welcome
- Celebrating Success
- What's Next for SSIP
- Sustainability
- Spotlight on Success
- Resources
- Reminders
- Questions



Celebrating Success

Implementation and Outcome Data for Student Success



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

Practice Name	Number of Schools Implementing	Evidence Level	Stage of Implementation				Schools with Fidelity of Implementation Processes and Data
			Exploration	Installation	Initial Implementation	Full Implementation	
Achieve 3000	3	Strong				3	3
Ascend Math	1	Promising				1	1
Blue Wave Mentoring	3	Promising				3	3
Check and Connect	18	Moderate	1	1	12	4	18
Leveled Literacy	3	Strong				3	3
Lexia	3	Promising				3	3
Mentoring Relationship	5	Promising			2	35	5
Moby Max	3	Promising				3	3
My Path	1	Promising				1	1
Read 180	6	Strong				6	6
Seeing Stars	1	Strong				1	1
Sunday Reading	2	Promising				2	2
SRA Corrective Reading	1	Strong				1	1
System 44 (Reading)	2	Strong				2	2
Trans Math	1	Promising				1	1
Wilson Reading	1	Strong				1	1

Improve school climate including student attendance, engagement, and behavior

Percentage of Targeted Students with Less Than Six Days Absent			
	2015-2016	2016-2017	2017-2018
Attendance	41.8%	40.0%	35.3%

Applies to the districts selected to receive intensive supports through the SSIP.

Improve student achievement

- Georgia Milestones Assessment System

Performance of Targeted Students with Disabilities in Targeted Schools						
	FFY 2015 School Year 2015-2016 Data		FFY 2016 School Year 2016-2017 Data		FFY 2017 School Year 2017 -2018 Data	
	Number	Percent	Number	Percent	Number	Percent
English Language Arts	598/2,155	27.7%	1,144/3,898	29.3%	393/1,585	24.8%
Mathematics	620/2,005	30.9%	1,304/4,083	31.9%	585/1,605	36.4%

***Applies to the districts selected to receive intensive supports through the SSIP.**

Improve transition practices and outcomes

– Quality Indicators of Exemplary Transition Programs Needs Assessment

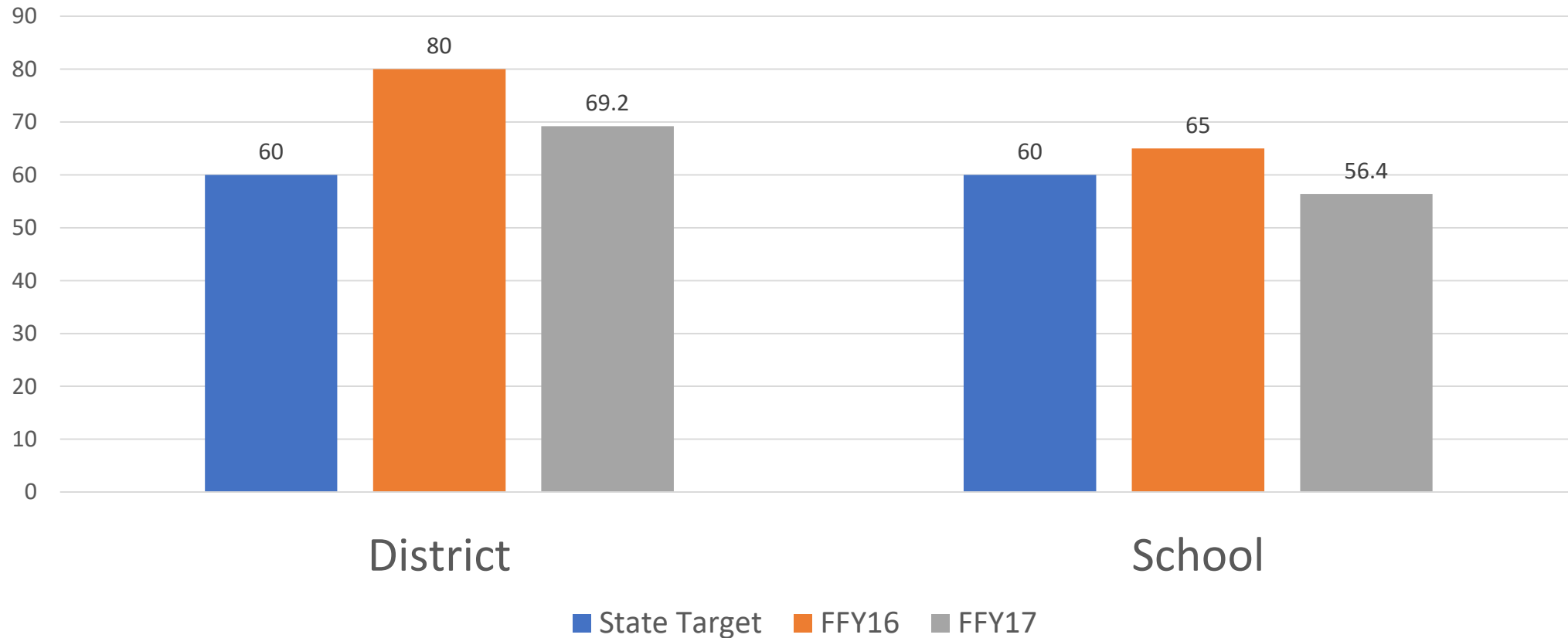
Domain	# of 13 SSIP Districts Scoring 3.0 and Higher	% of 13 SSIP Districts Scoring 3.0 and Higher
Transition Planning	12	100.0%
Transition Assessment	10	83.3%
Family Involvement	6	50.0%
Student Involvement	7	58.3%
Transition-Focused Curriculum and Instruction	11	91.6%
Interagency Collaboration and Community Services	8	66.7%
Systems Level Infrastructure	10	83.3%

Increase percentage of students with disabilities exiting high school with a general education diploma (Annual Event Graduation Rate)

	2014-2015	2015-2016	2016-2017	2017-2018
Graduation Rate	59.3	63.2	65.2	65.6

Reporting Year	# of Districts	Reporting Year	# of Districts	Reporting Year	# of Districts
FFY 2015	50	FFY 2016	50	FFY 2017	50

Implementation Fidelity Rubric





Plans Moving Forward

- Seven districts who met the graduation target will be graduated from intensive supports.
- Six districts will continue to receive supports from SSIP Program Specialists.
- We are partnering to integrate the systemic improvement efforts into the work of Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools.
- This support will be guided by the Georgia's Systems of Continuous Improvement Framework.

Plans Moving Forward

- Technical assistance providers will continue to provide universal supports to **all districts** through Collaborative Communities.
- Student Success Toolkit is currently being developed to include an array of online resources to support the work around the early warning signs (Attendance, Behavior, and Course) for all districts.
- Online modules and resources around co-teaching, specially designed instruction, scheduling, building a successful infrastructure, high leverage practices, UDL, etc. are being developed by technical assistance providers.
- The specific roles and responsibilities, processes and joint technical assistance plans are being finalized and will be communicated with state, regional, district and school personnel soon.

How Do We Ensure Sustainability?



Lessons Learned to Ensure Sustainability and General Supervision Procedures...

- Align SSIP work with district and school improvement plan (CLIP)
- Ensure district and school improvement plans have a specific goal and action steps to address improving graduation rates for students with disabilities.
- Coordination of SSIP with established district and school teams (i.e., District Improvement Team/MTSS/RTI/PBIS).
- Ensure broad and essential stakeholder involvement is ongoing

Lessons Learned to Ensure Sustainability and General Supervision Procedures...

- Establish a process for identifying and monitoring the progress of students who are at-risk
- Establish a process for selecting evidence-based interventions
- Establish process to monitor fidelity of implementation of evidence-based interventions
- Establish process to monitor, address barriers, and share outcome data
- Celebrate successes with district and school stakeholders

General Supervision FY20 CLIP IDEA

Performance Goal 1: Improve Graduation Rate Outcomes For Students with Disabilities

What specific school completion (SSIP), transition, and post-secondary activities are you implementing in your LEA to improve graduation rate?

- **Describe SSIP Process:** stakeholder engagement, student identification process, selection of evidence-based intervention(s) and the name of the evidence-based intervention/practice, how you monitor progress of students, the professional learning and technical assistance plan with timelines and how you monitor for fidelity of the EBI and PL/TA.
- **Transition and Post-secondary:** Describe your activities to ensure IDEA compliance for transition. Discuss professional learning and technical assistance activities and timelines to support post-secondary and transition outcomes. How do you monitor for compliance and ensure fidelity?

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Spotlight on Success

Elbert County

What is your process to monitor fidelity of implementation of your evidence-based interventions?

What is your process to monitor and share outcome data?

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Spotlight on Success

Brantley County

If teachers are used as mentors, when do they find the time in their schedule to meet with their mentee?

What type of incentives and celebrations do you provide for your group of SSIP targeted students?

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Spotlight on Success

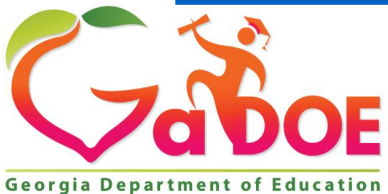
Gordon County

How are other districts sustaining SSIP once support and Capacity Building Grant ends?

What are successful SSIP strategies other districts are implementing with fidelity?

Resources for Graduation Success

- Student Record Report Review (ENRO19B,SR057B)
- [CCRPI Reports- Graduation Rate](#)
- [Governor's Office of Student Achievement](#)
- [Transition Coalition](#)
- [Attendance Works](#)
- [National Dropout Prevention Center](#)
- [National Dropout Prevention Center for Student's With Disabilities \(NDPC-SD\)](#)



Reminders

- Federal Program Conference- June 18th-19th
- Coaches Meeting- May 22nd
- IDEAS- June 3rd- 5th
- Updated information on Graduation Targets and Student Achievement Targets- March 12th Director's Webinar



Questions



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Resources

March 2019 – SSIP Leadership Launch

The following videos and resources from the March 21, 2019 SSIP Leadership Launch can be accessed using the link below:

- Brantley County – Spotlight on SSIP – VIDEO
- Elbert County – Spotlight on SSIP – VIDEO
- Gordon County – Spotlight on SSIP – VIDEO
- Gordon County SSIP Process – DOCUMENT

Additionally, you can access the VIDEO recording of the presentation from Fayette County High School “The ABC’s of Fayette County High School’s Success” which was shared with SSIP Intensive Districts on Tuesday, March 19, 2019. While Fayette County is not an SSIP Intensive District, their presentation highlights how addressing the needs of students should become a systemic process. This team shared their story of how they have gradually improved their school climate rating and their CCRPI score through the implementation of strategies and practices focused on addressing student attendance, reducing problem behavior, and targeting students at-risk of failing their classes.

- The ABC’s of Fayette County High School’s Success

MARCH 2019 – SSIP LEADERSHIP LAUNCH RESOURCES



Georgia Department of Education
1820 Twin Towers East
205 Jesse Hill Jr. Dr. SE
Atlanta, GA 30334
www.gadoe.org





Monitoring for Graduation Rate

Gordon County School's Special Education Department is committed to improving graduation rate for students with disabilities. A special education administrator has been tasked with monitoring attendance, behavior, and course completion and working with each of our two high schools in making improvements in these areas.

The special education administrator meets monthly for a face to face meeting with each school's lead teacher to gather and analyze data for students in grades 9-12.

The special education administrator gathers and analyzes data monthly for students in grades 6-8. Meetings are scheduled as needed.

The Special Education Director shares bimonthly updates on data, resources, and targeted goals focused on student success at district leadership meetings.

The Special Education Director meets monthly with system directors and superintendent and provides an update on progress, successes and barriers surrounding student success.

The Special Education Director reports annually to the BOE of its commitment to graduation and seeks their support in these efforts.

The special education team holds two annual stakeholder meetings and ongoing small group stakeholder meetings to analyze data, identify trends, and plan for improvements.

ATTENDANCE

- Monthly attendance data collected from middle school and high school leads on targeted students
 - Targeted students are based on previous year attendance and put into tiers based on number of days absent. There is no distinction made between excused and unexcused for the purpose of this data collection.
 - Tier 1 11-17 days absent
 - Tier 2B 18-26 days absent
 - Tier 2A 27-35 days absent
 - Tier 3 36 + days absent
 - Additional students are targeted throughout the year based on attendance data.

- A home visit is made for all students with excessive absences. This visit is made by the lead teacher, or special education case manager and is accompanied by a school administrator or special education administrator.
- If necessary, law enforcement is contacted to provide a well check on students who are “missing”.
- Use of social media to locate students and/or parents who are non-responsive to phone calls or visits. (FB, Instagram, Snap Chat)
- Use of social media to locate students (i.e. location tracking on Snap Chat)
- Referral for Truancy court (if needed)
- Incentives plans put into place. When present a determined number of days, students receive a \$5.00 food card. This incentive was driven by student feedback.

BEHAVIOR/DISCIPLINE

- Monthly data review of students with ISS/OSS by district level personnel
- Discuss discipline issues with lead teacher at high school level and school administrator
- Identify target students who have a pattern of discipline referrals
- For targeted students:
 - Review IEP behavior goals/BIPs and revise as needed.
 - Amend IEPs to include BIPs if necessary
 - Sp Ed case managers act as mentors
 - Sp Ed case managers communicate with parents/guardians as needed (messaging system, email, text, phone)
- Technical assistance provided to special education teachers and administrators as needed to target proactive positive behavior strategies.
- Implementation of professional development on positive behavior strategies specifically designed for middle and high school teachers.
- Incorporation of classroom pet (currently rabbit and dog) as a reward for behavior and completion of work. This has been very successful for students who have anxiety at the middle and high school level.

COURSE COMPLETION

- Monthly review of failure report. From this review, next steps are determined. These may include consultation with teachers and students, parent conferences, or IEP amendments.
- Monthly review of on-line coursework through credit recovery and study skills classes.
- Weekly review of Ombudsman data (attendance/course completion). Monthly meeting with OMB Director, graduation coaches, and Director of Student Services.
- Review of transcript after each semester grade has posted to identify students who may need a credit recovery class. Credit recovery classes are offered through study skills class or Odyssey Ware.
- School tutorial options for AM/Lunch/PM
- Review 12th grade transcripts in August/January.
- Review cohort data

Additional Information

- Host transition nights specifically for students with disabilities who are transitioning into 6th and 9th grades. These students also attend regularly scheduled transitions with their schools. This gives parents and students the opportunity to ask questions specifically related to special education services. Individual tours and transition meeting are also scheduled.
- ESS College Night held annually for junior and seniors. Topics include: How to apply at post-secondary schools, services provided by colleges, how to contact disabilities coordinators, agency resources, etc.
- Each high school has the flexibility in course scheduling to best meet the needs of all SWD's. Courses can be taken out of sequence, can be taken as a yearlong class rather than one semester, or can be paired with a study skills class.
- Small group classes are available if needed.
- Reading and math connection classes available at the middle school level. Reading class offered at the high school level, typically paired with study skills or 9th grade literature or Foundations of Algebra.
- Parent Mentor works with the parents/guardians on students who have been targeted for Attendance, Behavior, or Course Completion.
 - Coordinates with other district level staff to identify other resources that students may need; mental health, financial assistance, medical assistance, etc.
- GVRA referrals and supports.
- Students at the high school level are encouraged to participate in courses offered at the Gordon County College and Career Academy and to register for dual enrollment classes if they have qualifying scores on Accuplacer.
- Middle and high schools encourage students to “plug into” extracurricular activities including clubs, sports, and community service opportunities.