



California's State Systemic Improvement Plan (SSIP)

California State
Board of Education
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Federal Special Education Reporting Requirements

- Since 2004, the Individuals with Disabilities Education Act (IDEA) has required states to prepare and submit a
 - State Performance Plan (SPP), and an
 - Annual Performance Report (APR)
- In 2013-14, the Office of Special Education Programs (OSEP) initiated Results Driven Accountability (RDA)
 - modified the SPP/APR requirements,
 - created the State Systemic Improvement Plan (SSIP)



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SSIP

- The SSIP replaced improvement plans for each of the SPP indicators
 - comprehensive plan for improving special education performance
 - requires states to convene stakeholders to develop plans for scaling up systems of support for LEAs to improve outcomes for students with disabilities
- The SSIP is to be developed in three phases

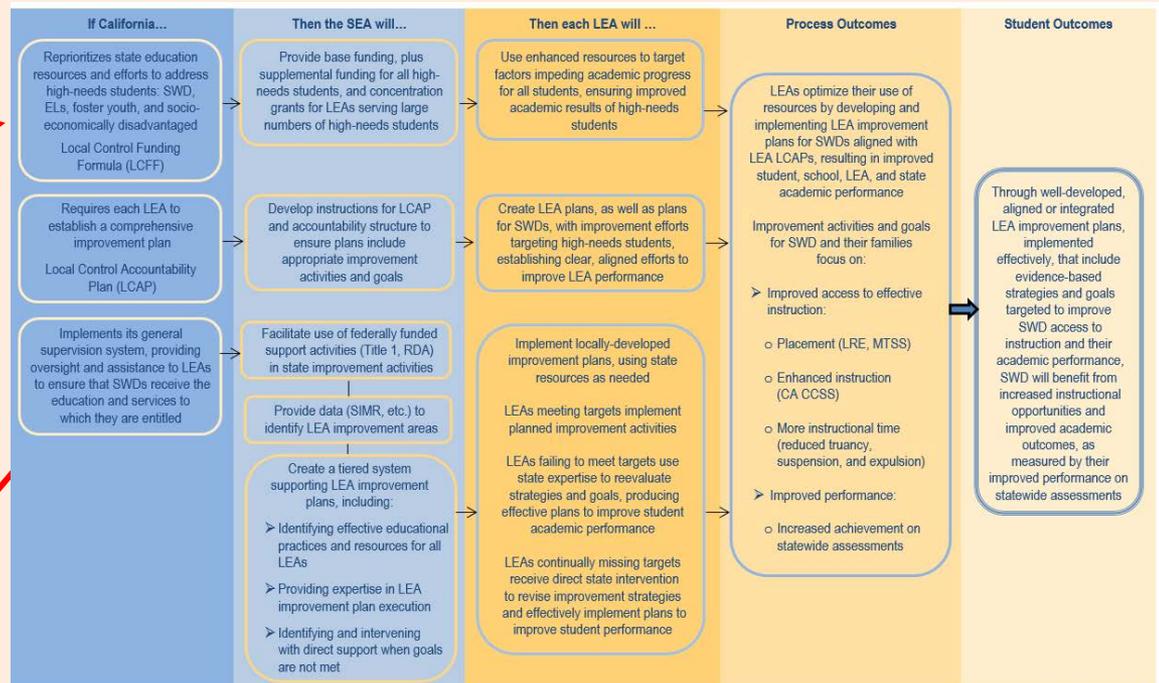
State Systemic Improvement Plan

A 6-Year Plan, Activities by 3 Phases

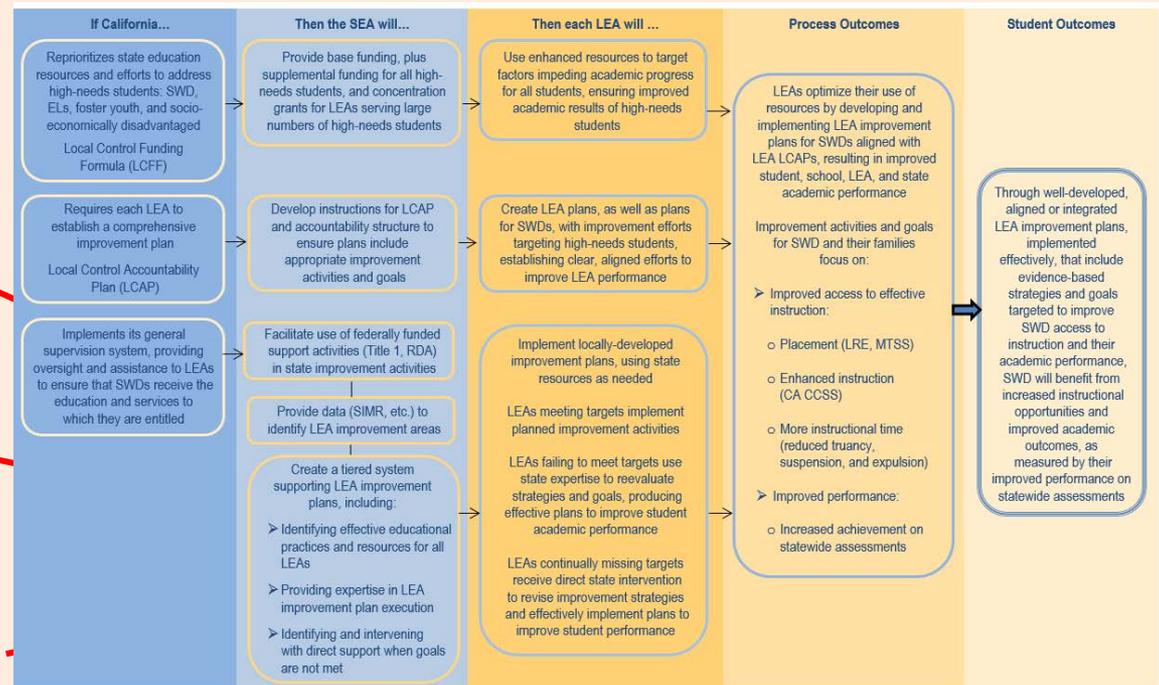
Year 1 - FFY 2013 Delivered by April 2015	Year 2 - FFY 2014 Delivered by April 2016	Years 3-6 FFY 2015-18 Feb 2017- Feb 2020
<p>Phase 1</p> <p>Analysis of Data and Identification of Evidence-based Practices</p>	<p>Phase 2</p> <p>Implementation Plan</p>	<p>Phase 3</p> <p>Implementation and Evaluation</p>
<p><i>Approved and submitted April 2, 2015</i></p> <ul style="list-style-type: none"> • Data Analysis • Assessment of State Infrastructure • State-identified Measurable Result • Selection of Coherent Improvement Strategies • Theory of Action 	<p><i>Due April 2, 2016</i></p> <ul style="list-style-type: none"> • Infrastructure Development • Support for LEA Implementation of Evidence-Based Practices • Evaluation 	<ul style="list-style-type: none"> • Results of Ongoing Evaluation • Extent of Progress • Revisions to the SPP

SBE-approved Theory of Action lays out for the OSEP how the SSIP aligns and leverages services and supports with the LCFF and LCAP

- LCFF Reprioritizes state education resources
- LCFF requires each LEA to establish a comprehensive improvement plan (LCAP)
- Implements system of oversight and assistance to support improvement



The Theory of Action also lays out the basic elements of supports for LEAs related to SWDs



- Use of data to promote improvement
- Creating a tiered system of supports
- Use of LCFF evaluation rubrics in combination authority of the IDEA



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Last year

- Stakeholders' concerns
 - LCAP planning did not include special education staff and parents
 - Supports for SWDs were not explicit in the LCAPs
 - LEA planning groups were not aware of the extent to which SWDs were represented in the LCFF subgroups.



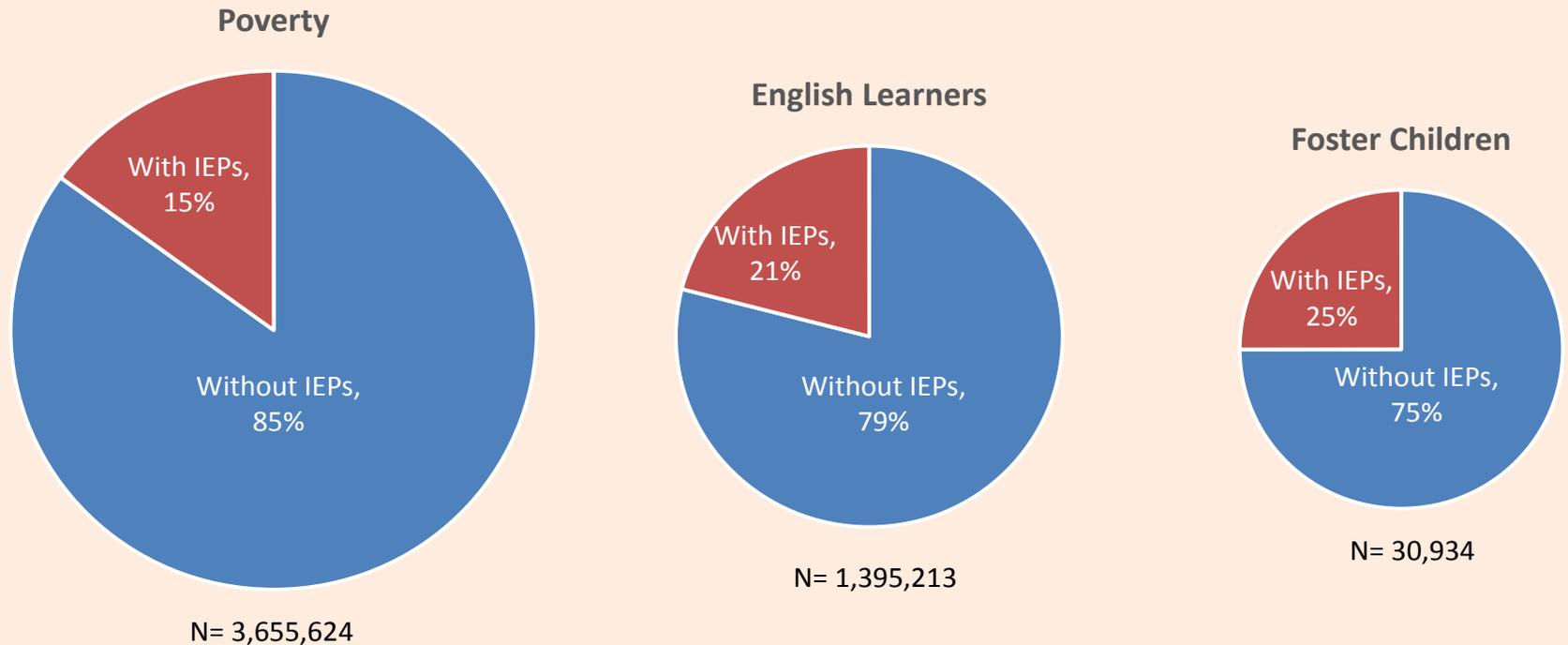
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Key Elements of the SSIP

- Increase participation of special education staff and parents in ongoing LCAP
- Demonstrate the extent to which SWDs are also:
 - English Learners (EL);
 - Foster Youth (FY); or
 - Students eligible for Free and Reduced Price Meals (FRPM)

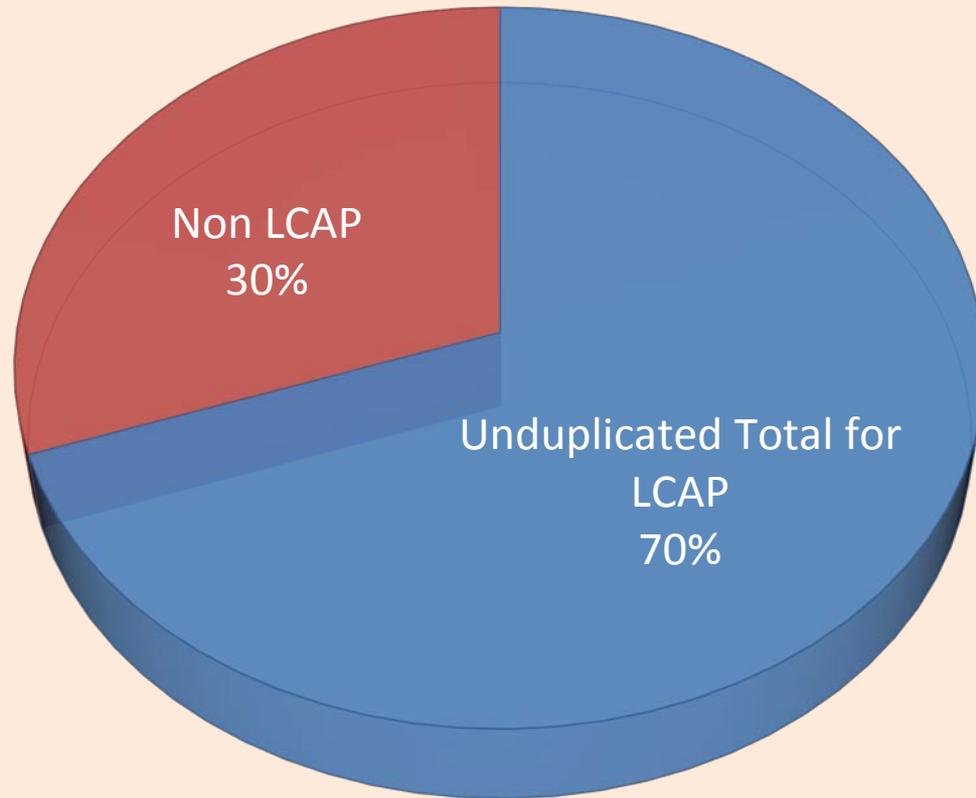
Data Analysis – Findings: Students with IEPs in LCFF Subgroups

Percentage of Students with IEPs for all Populations: 10.9%



Data source: CALPADS 2014-15

Percent of SWDs who are also in one or more of the LCFF Subgroups



N=645,094

Data source: CASEMIS 2015-16



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Key Elements of the SSIP

- Increase participation of special education staff and parents in LCAP development:
 - Align the State Identified Measurable Result (SIMR) to LCFF metrics
 - Provide data related to SWDs in LCFF priority areas

Several SPP Indicators already align to required LCFF metrics

Figure 8

Required Data for Each of Eight State Priority Areas

Student Achievement

- Performance on standardized tests.
- Score on Academic Performance Index.
- Share of students that are college and career ready.
- Share of ELs that become English proficient.
- EL reclassification rate.
- Share of students that pass Advanced Placement exams with 3 or higher.
- Share of students determined prepared for college by the Early Assessment Program.

Student Engagement

- School attendance rates.
- Chronic absenteeism rates.
- Middle school dropout rates.
- High school dropout rates.
- High school graduation rates.

Other Student Outcomes

- Other indicators of student performance in required areas of study. May include performance on other exams.

School Climate

- Student suspension rates.
- Student expulsion rates.
- Other local measures.

Parental Involvement

- Efforts to seek parent input.
- Promotion of parental participation.

Basic Services

- Rate of teacher misassignment.
- Student access to standards-aligned instructional materials.
- Facilities in good repair.

Implementation of Common Core State Standards (CCSS)

- Implementation of CCSS for all students, including EL.

Course Access

- Student access and enrollment in all required areas of study.

EL = English learner.



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Key Elements, cont'd

- Scale up implementation of evidence based practices to address common root causes of low performance:
 - Truancy
 - Suspension and expulsion
 - Quality of instruction in California Standards
- Implement a tiered system of supports as part of the continuous improvement efforts under the LCFF



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Much has changed

- Vision of one coherent system
 - Special Education Task Force
 - Blueprint 2.0
 - LCFF
- Every Student Succeeds Act (ESSA)
- Inclusive system of accountability that focuses on supports for improvement



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This Year

- Stakeholder concerns
 - How the OSEP's requirement for indicator 17 targets will be compatible with the LCFF evaluation rubrics
 - How to ensure that the SSIP addresses all students with disabilities, not just those within the LCFF subgroups



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Delay Target Submission

- The OSEP expects baseline data and targets for Indicator 17 this April
- Propose to delay submission
 - Phase 3 SSIP is due February 2017
 - LCFF evaluation rubrics are expected by October 2016
- Expect some “push back”
 - Reduced compliance determination
 - Requirement to submit targets in Phase 3 SSIP



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Draft SSIP Package Includes:

- Plan Narrative
- Step-by-Step Activities
- Theory of Action
- Potential Year-by-Year Activities
- California Initiatives and Resources
- Contractor Resource Links



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Plan Contents

- Section A - Infrastructure development to support LCFF and the LCAP
- Section B1 - Scale up of contractor resources, data systems, and LEA communications
- Section B2 - Implementation Steps
 - Data communications
 - Identification for tiered supports
- Section C - Evaluation Activities
 - Collecting process evaluation information
 - Collection of outcome data
 - Collaborative evaluation with stakeholders



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Tier I

Foundational resources for all LEAs.

Effective and evidence-based practices aligned to CA State Standards. Instructional and behavioral resources through advice lines, self-assessment tools, webinars, state sponsored training, communities of practice, and other professional development activities.

Tier 1

- Available for all LEAs
- Advice Lines
- Links to resources
- Referrals to experts and materials
- Self Assessment Tools based on evidence based practices
- Webinars
- Communities of Practice



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LEA Evaluation

LEAs will be identified to participate in Tier II or III based on performance over time in alignment with the state accountability system:

LEA meets targets, but is not improving	LEA meets targets, and is Improving
LEA does not meet targets, and is not improving	LEA does not meet targets, but is improving



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Tier II

Self-directed CDE-guided Improvement efforts

District-directed planning process that conforms to CDE guidelines. Can use CDE-identified experts and resources and contractor supports. IDEA grants conditioned on procurement of technical assistance. Requires reporting to CDE.

Tier 2

- Identified by evaluation rubrics
- Referral by COE or CCEE
- Resources of Tier I
- Specialty Community of Practice
- Special conditions on LEA grant related to securing technical assistance and development of improvement plans
- Guided Self Assessment and Improvement Plan Development
- Expert support for implementation
- Data based evaluation required



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Tier III

CDE-directed improvement efforts

CDE-directed review of compliance and performance using outside experts. Results in compliance and improvement plans. Special conditions on IDEA grants. Requires reporting to CDE.

Tier 3

- Identified by SSIP rubrics
- Referral by CDE, County Office of Education or California Collaborative for Educational Excellence CDE for improvement planning
- Special conditions on LEA grant related to conducting and implementing improvement process
- Content experts will partner with CDE staff to facilitate district assessment and improvement planning
- Increased data collection and reporting requirements related to plan evaluations

EXAMPLE

Programmatic Improvement Process

Phase I: Getting Started

1. Identify and convene a leadership team and stakeholder group
2. Contact the SPP-TAP at NCOE
3. Choose a Facilitator
4. Gather relevant data

Phase II: Data Discovery and Root Cause

1. Complete comprehensive district inventory
2. Choose and complete self-assessment tool
3. Conduct reflective data analysis
4. Determine root cause(s) based on data

Phase III: Planning for Improvement

1. Identify area(s) of focus based on data and root cause analysis
2. Develop Integrated Programmatic Improvement Action Plan

Phase IV: Implementing, Evaluating, and Sustaining

1. Implement Programmatic Improvement Action Plan
2. Evaluate effectiveness through data analysis
3. Make programmatic adjustments
4. Build in supports and plan for sustainability
5. Complete survey

Developed by the SPP TA Project
Napa County Office of Education



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Next Steps

- Incorporate adjustments recommended/required by the State Board of Education
- Submit to the Office of Special Education Programs (OSEP) by April 2, 2016



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Questions