



California's State Systemic Improvement Plan for Program Year 2013–2014

California Department of Education
Special Education Division
Fred Balcom, Director

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Foundational Belief

Education should be a single comprehensive system with a continuum of services based on every student's individual needs.

Foundational Belief

Focus on student outcomes that lead to equality of opportunity, full participation, economic self-sufficiency, and independent living.

Foundational Belief

All students must be included in any federal or state accountability system.

Foundational Belief

Early identification/intervention and preschool services are critical for meeting the needs of infants, toddlers, and young children with disabilities.

Foundational Belief

Students should be free from harm in school.

Foundational Belief

All students deserve equal access to appropriate assistive and educational technology and/or accessible instructional materials.



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Federal Special Education Reporting Requirements

- Office of Special Education Programs (OSEP) requires each state to report on special education performance annually
- OSEP changes its specific reporting requirements periodically



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Recent Changes in OSEP Reporting Requirements


- In prior years, OSEP focused on the degree to which local educational agencies (LEA)s complied with special education law
- OSEP now places greater focus on improved student performance:
“Results Driven Accountability”



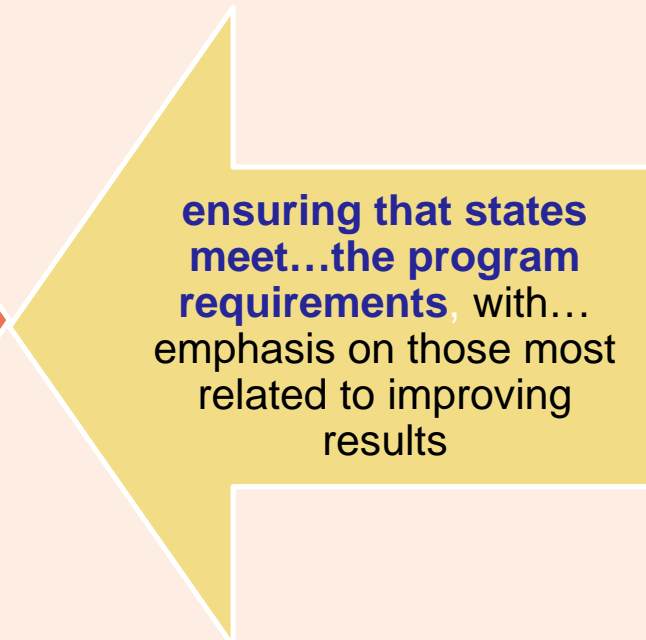
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What is Results Driven Accountability? (RDA)

The primary focus of Federal and State monitoring activities shall be on...



improving educational results and functional outcomes for all children with disabilities



ensuring that states meet...the program requirements, with... emphasis on those most related to improving results

20 U.S.C. 1416(a)(2)
Sec. 616(a)

RDA Reporting Includes Two Main Elements:

1. A revised Annual Performance Report

- Data on 16 Indicators
- New state targets for those indicators

(State Board of Education reviewed and approved these at the November 2014 meeting)

2. A Statewide Systemic Improvement Plan

- First-time requirement to develop a comprehensive plan for improving special education performance

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 Feb 2016	Years 3-6 FFY 2015-18 Feb 2017- Feb 2020
Phase I Analysis of Data and Identification of Evidence-based Practices	Phase II Implementation Plan	Phase III Implementation and Evaluation
<ul style="list-style-type: none"> • Data Analysis • Analysis of State Infrastructure • State identified Measurable Results • Selection of Coherent Improvement Strategies • Theory of Action 	<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 State Performance Plan

Year 1–FFY 2013

Delivered by April 2015

Phase I

Analysis of Data and Identification of Evidence-based Practices

- Data Analysis
- Analysis of State Infrastructure
- State-identified Measurable Results
- Selection of Coherent Improvement Strategies
- Theory of Action



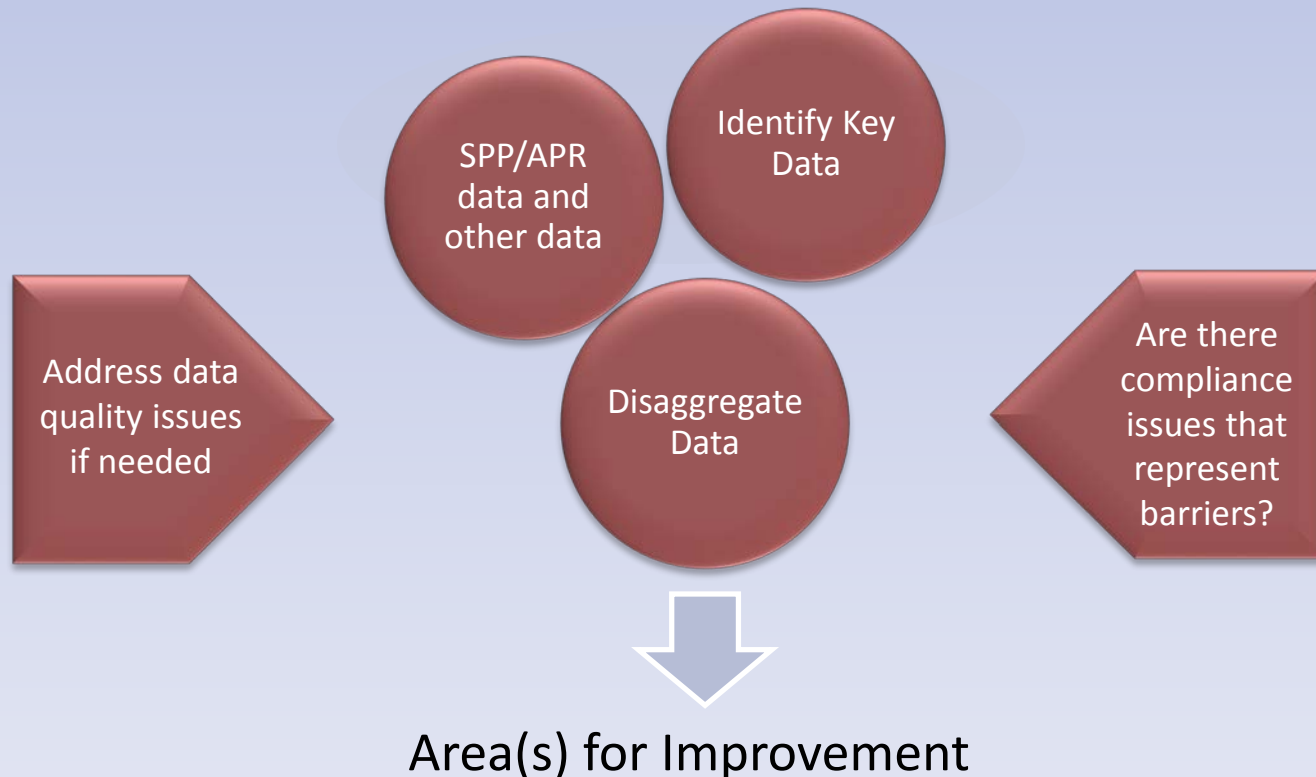
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Phase I: Analysis of current conditions, and general approach to improvement activities

- Includes:
 - Identifying areas in which improvement is needed
 - Identifying elements of state infrastructure to be strengthened
 - Considering potential state-level strategies to support improved performance of students with disabilities (SWD)
- Does not include:
 - Specific activities to be implemented
 - Means of implementation
 - A specific plan to support LEAs in improving (to be done in Phase II)

Data Analysis

- Description of process for identifying and analyzing key data, including data from State Performance Plan/Annual Performance Report (SPP/APR) indicators, to **determine the areas for improvement.**





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Data Analysis

Key Data Disaggregated and Analyzed

Indicators Examined for SSIP	
Enrollment	Disproportionate representation
Special Education enrollment	Race/ethnicity
In regular class less than 40% of the day	Gender
In regular class more than 80% of the day	English Language Learner
Students in separate schools	Dropout rate
English Language Arts proficiency	Graduation rate
Mathematics proficiency	60 day timeline compliance
Discipline events	C to B transition compliance
Discipline outcomes	Secondary transition
Fiscal compliance	Compliance
Preschool assessment	Region
	Preschool Least Restrictive Environment (LRE)

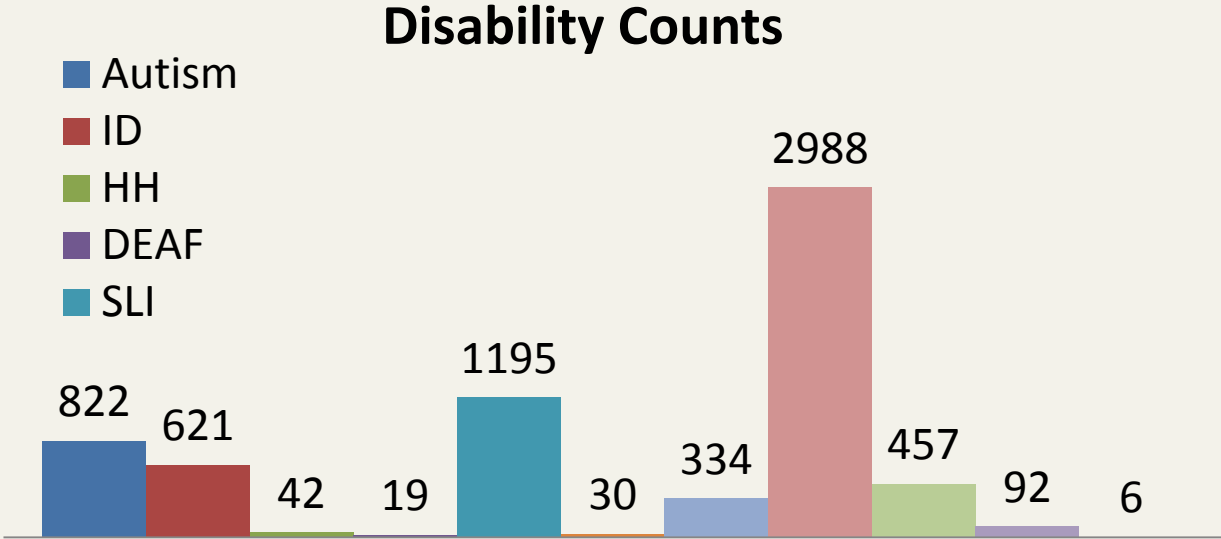


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Data Analysis: Findings

- Strong correlation between high suspension and low assessment Scores
- Strong correlation between poverty and low assessment scores
- Weak correlation between LRE placement and assessment scores

Historic View of Districts

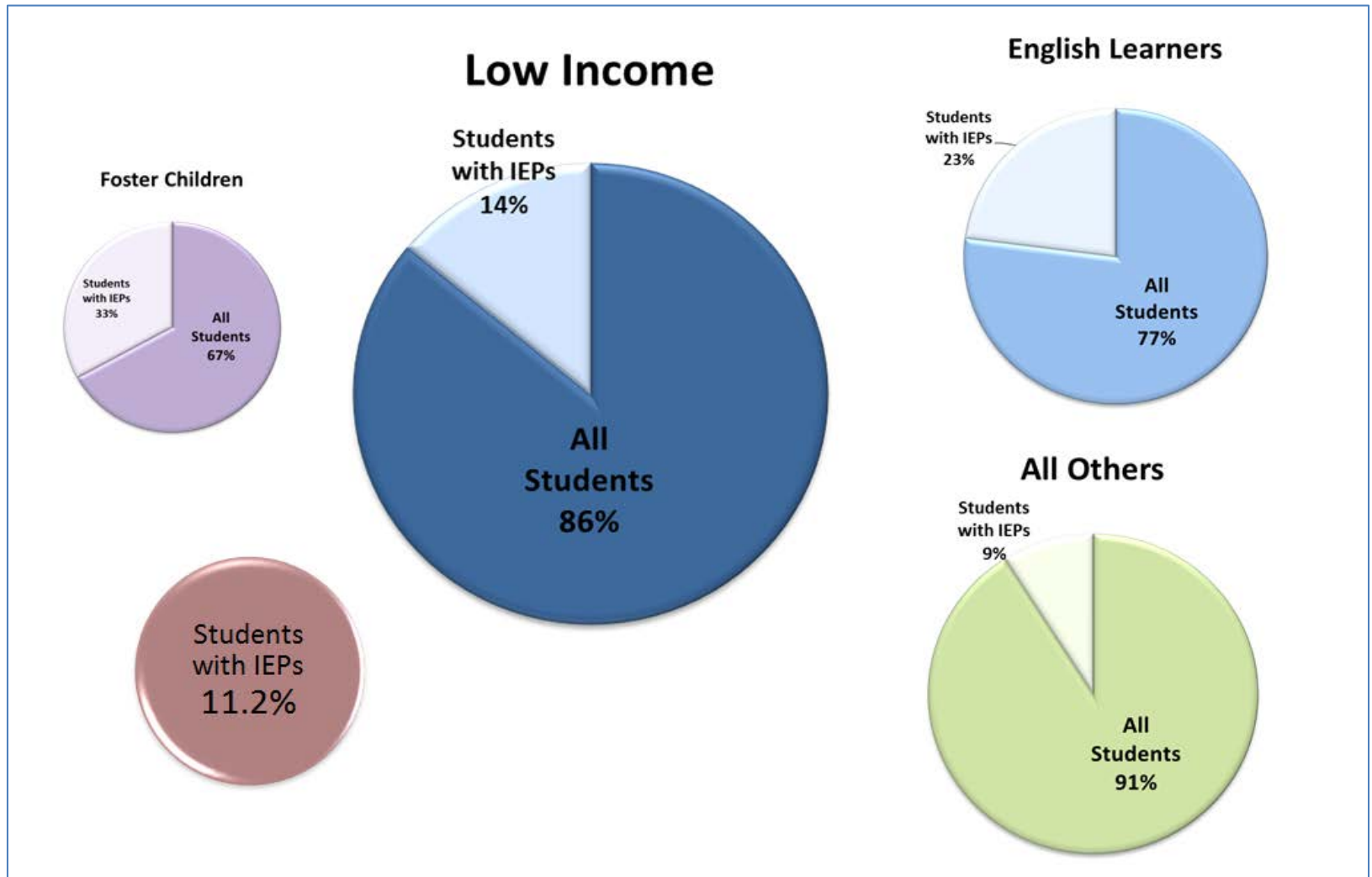


Northern California District

Data Table format for the Disability Counts in Northern California District

Autism	822
ID	621
HH	42
DEAF	19
SLI	1195
VI	30
ED	334
SLD	2988
OHI	457
MD	92
TBI	6

Data Analysis: Findings



Infrastructure Analysis

- To support improvement and build capacity in LEAs, including system strengths, coordination, and needed improvements in these areas:
 - Governance
 - Fiscal
 - Quality standards
 - Professional development
 - Data
 - Technical assistance
 - Accountability/monitoring
- Analysis of state activities and how they can align to the SSIP
 - State and local improvement plans
 - State initiatives



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Infrastructure: Primary Results

- Stakeholder group convened monthly beginning in December 2013 (Improving Special Education Services, Advisory Commission on Special Education, SBE staff, Parent Training and Information centers, California Department of Education staff and contractors) to conduct the required analysis
- Reviewed each level in the system: state, Special Education Local Plan Area, County Office of Education, LEA, and others
- Identified strengths and needs for improvement in each area of infrastructure



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Infrastructure: Primary Results (cont.)

- Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP) identified as the most important organizational infrastructure change in education in California
- Recommended that the supports provided through the SSIP should be aligned to the LCFF and the LCAP
- Stakeholders made specific recommendations regarding work in Phase II to articulate how the SSIP supports should be structured

State Identified Measurable Results

The State Identified Measurable Results (SIMR) must have the following characteristics:

- Describe what the state intends to achieve
- Be aligned to an indicator or a component of an indicator
- Be based on the data and state infrastructure analysis
- Must be a child level outcome



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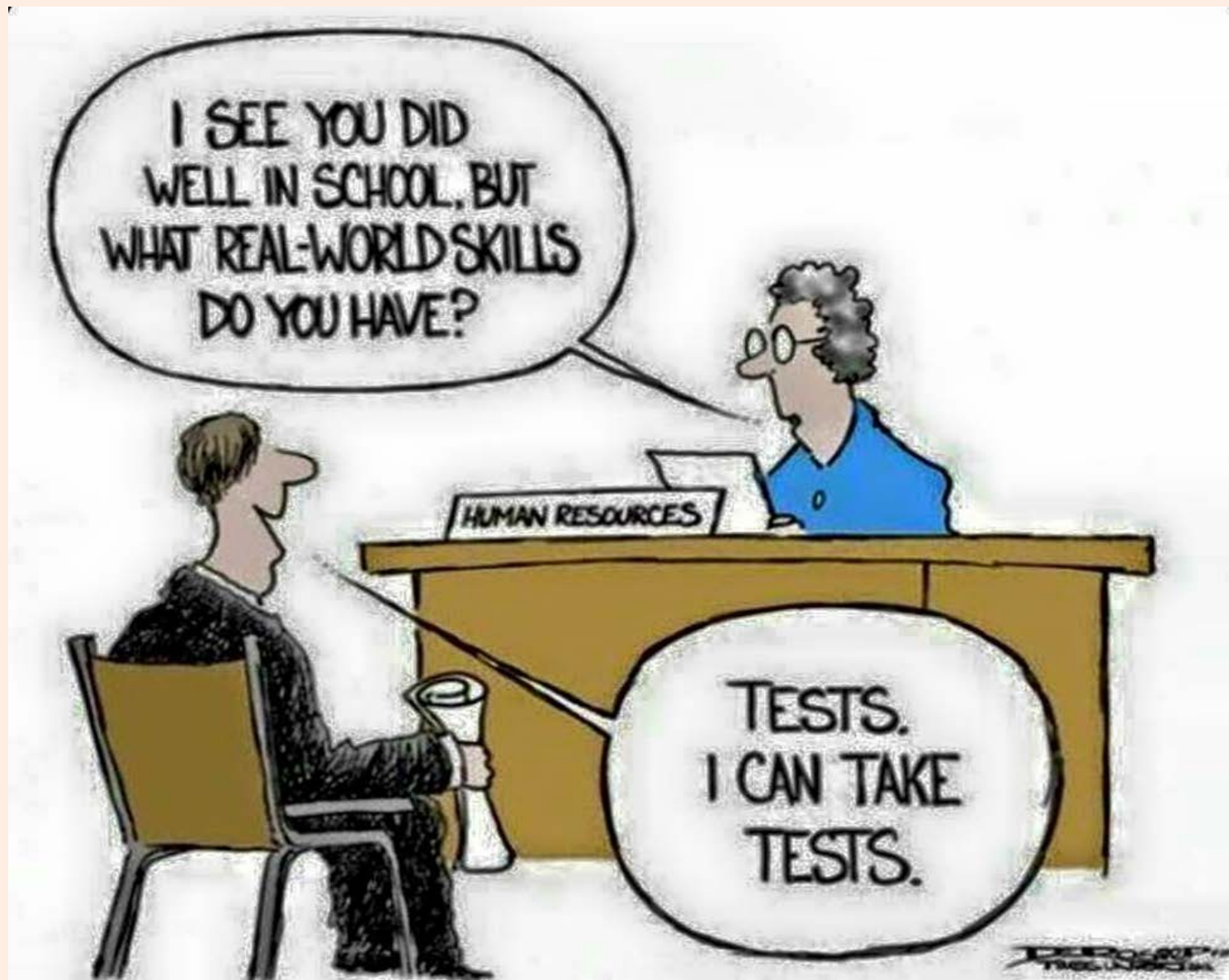
California's Selection of its State Identified Measurable Result

California considered several potential measures for its SIMR, including:

- The frequency of suspensions and expulsions
- Graduation rate
- Scores on statewide academic assessments



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To Align to LCFF, California's SIMR will be:

- Scores on statewide academic assessments for SWD represented among:
 - Students eligible for free and reduced priced meals
 - English Learner students
 - Students placed in foster care

Selection of Coherent Improvement Strategies

Phase I requires the state to explain:

- How it selected its improvement strategies
- Why those strategies are sound, logical, and aligned
- How those strategies will lead to a measureable improvement in the SIMR

Phase I development includes forming the general concept of the state's improvement strategies. Specific plans for interacting with LEAs and implementing the selected strategies will occur in Phase II.

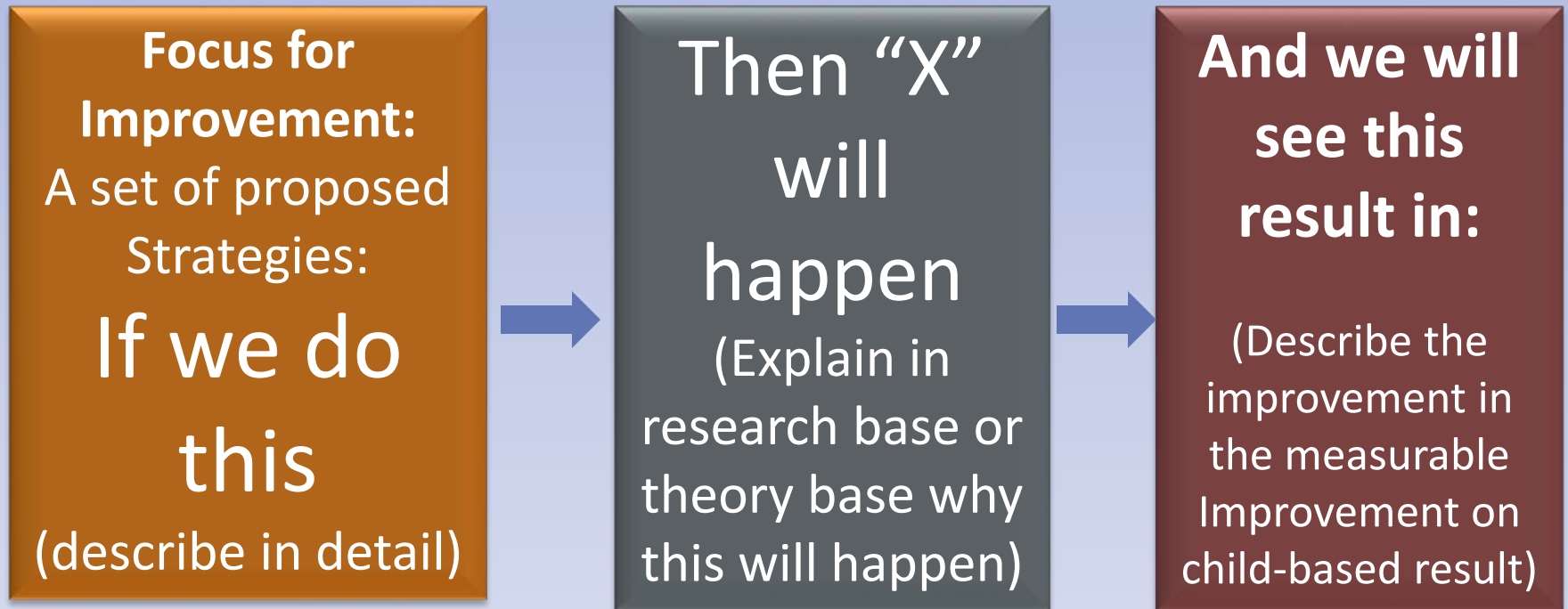


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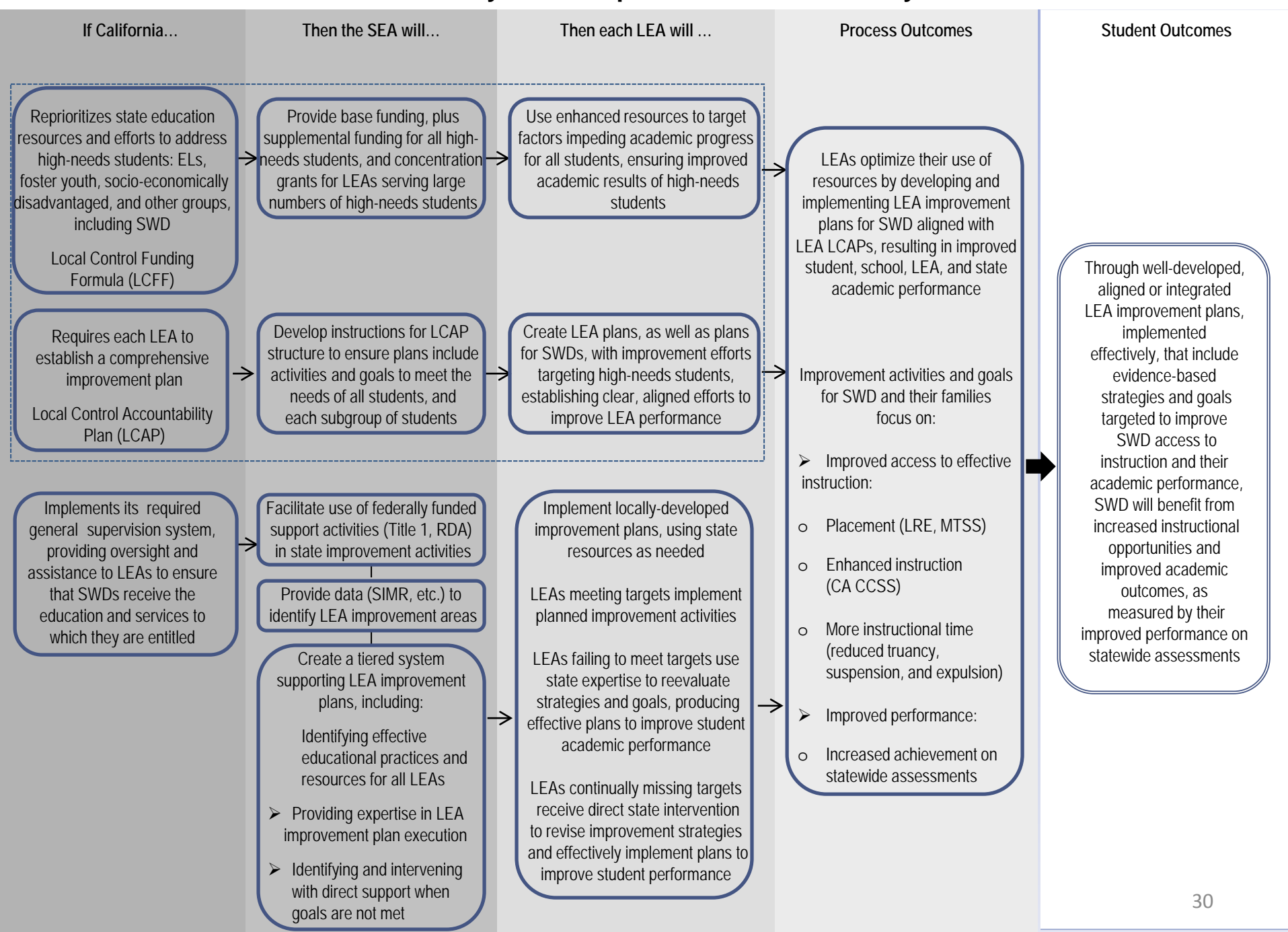
California's System of Coherent Improvement Strategies – Current Concept

- Tiered approach to providing technical assistance to LEAs
- Focus on evidence-based practices to support improved student performance
 - Student engagement (reduced absences)
 - Student discipline (fewer suspensions and expulsions)
 - Access to, and instruction in, the Common Core State Standards (CCSS)

Theory of Action



California's State Systemic Improvement Plan - Theory of Action





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If California...

Reprioritizes state education resources and efforts to address high-needs students: ELs, foster youth, socio-economically disadvantaged, and other groups, including SWD

Local Control Funding Formula (LCFF)

Requires each LEA to establish a comprehensive improvement plan

Local Control Accountability Plan (LCAP)



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Then the SEA will...

Provide base funding, plus supplemental funding for all high-needs students, and concentration grants for LEAs serving large numbers of high-needs students

Develop instructions for LCAP structure to ensure plans include activities and goals to meet the needs of all students, and each subgroup of students



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Then each LEA will ...

Use enhanced resources to target factors impeding academic progress for all students, ensuring improved academic results of high-needs students

Create LEA plans, as well as plans for SWD, with improvement efforts targeting high-needs students, establishing clear, aligned efforts to improve LEA performance



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Process Outcomes...

LEAs optimize their use of resources by developing and implementing LEA improvement plans for SWD aligned with LEA LCAPs, resulting in improved student, school, LEA, and state academic performance

Improvement activities and goals for SWD and their families focus on:

- Improved access to effective instruction:
 - Placement (LRE, MTSS)
 - Enhanced instruction (CA CCSS)
- More instructional time (reduced truancy, suspension, and expulsion)
- Improved performance:
 - Increased achievement on statewide assessments



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Student Outcomes...

Through well-developed, aligned or integrated LEA improvement plans, implemented effectively, that include evidence-based strategies and goals targeted to improve SWD access to instruction and their academic performance, SWD will benefit from increased instructional opportunities and improved academic outcomes, as measured by their improved performance on statewide assessments.



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SSIP

Education should be a
single comprehensive
system with a
continuum of services
based on every
student's individual
needs.