California’s State Systemic Improvement Plan (SSIP)

California State Board of Education
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Special Education Division
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)
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

<table>
<thead>
<tr>
<th>Year 1 - FFY 2013 Delivered by April 2015</th>
<th>Year 2 - FFY 2014 Delivered by April 2016</th>
<th>Years 3-6 FFY 2015-18 Feb 2017- Feb 2020</th>
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<tbody>
<tr>
<td><strong>Phase 1</strong></td>
<td><strong>Phase 2</strong></td>
<td><strong>Phase 3</strong></td>
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<tr>
<td>Analysis of Data and Identification of Evidence-based Practices</td>
<td>Implementation Plan</td>
<td>Implementation and Evaluation</td>
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<tr>
<td>• Data Analysis</td>
<td>• Infrastructure Development Support for LEA</td>
<td>• Results of Ongoing Evaluation</td>
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<td>• Analysis of State Infrastructure</td>
<td>• Implementation of Evidence-Based Practices</td>
<td>• Extent of Progress</td>
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<td>• State-identified Measurable Result</td>
<td>• Evaluation</td>
<td>• Revisions to the SPP</td>
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<td>• Theory of Action</td>
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**Phase 1**
- Analysis of Data and Identification of Evidence-based Practices
- Data Analysis
- Analysis of State Infrastructure
- State-identified Measurable Result
- Selection of Coherent Improvement Strategies
- Theory of Action

**Phase 2**
- Implementation Plan
- Infrastructure Development Support for LEA
- Implementation of Evidence-Based Practices
- Evaluation

**Phase 3**
- Implementation and Evaluation
- Results of Ongoing Evaluation
- Extent of Progress
- Revisions to the SPP

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- **Approved and submitted April 2, 2015**
- **Due April 2, 2016**

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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 improvement plan (LCAP)
- Implements system of oversight and assistance to support improvement

**Diagram:**

<table>
<thead>
<tr>
<th>IF California...</th>
<th>Then the SEA will...</th>
<th>Then each LEA will...</th>
<th>Process Outcomes</th>
<th>Student Outcomes</th>
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<tbody>
<tr>
<td>Reprioritizes state education resources and efforts to address high-needs students: SWDs, ELs, foster-youths, and socio-economically disadvantaged</td>
<td>Provide base funding, plus supplemental funding for all high-needs students, and concentration grants for LEAs serving large numbers of high-needs students</td>
<td>Use enhanced resources to target factors impeding academic progress for all students, ensuring improved academic results of high-needs students</td>
<td>LEAs optimize their use of resources by developing and implementing LEA improvement plans for SWDs aligned with LEA LCAPs, resulting in improved student, school, LEA, and state academic performance</td>
<td>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</td>
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<tr>
<td>Requires each LEA to establish a comprehensive improvement plan</td>
<td>Develop instructions for LCAP and accountability structure to ensure plans include appropriate improvement activities and goals</td>
<td>Create LEA plans, as well as plans for SWDs, with improvement efforts targeting high-needs students, establishing clear, aligned efforts to improve LEA performance</td>
<td>Improvement activities and goals for SWD and their families focus on:</td>
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<td>Implement its general supervision system, providing oversight and assistance to LEAs to ensure that SWDs receive the education and services to which they are entitled</td>
<td>Facilitate use of federally funded support activities (Title 1, RUA) in state improvement activities</td>
<td>Implement locally-developed improvement plans, using state resources as needed</td>
<td>- Improved access to effective instruction:</td>
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<td>Provide data (SBMR, etc.) to identify LEA improvement areas</td>
<td>LEAs meeting targets implement planned improvement activities</td>
<td>- Placements (LRE, MTSS)</td>
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<td>Create a tiered system supporting LEA improvement plans, including:</td>
<td>LEAs failing to meet targets use state expertise to reevaluate strategies and goals, producing effective plans to improve student academic performance</td>
<td>- Enhanced instruction (CA CESS)</td>
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<td>- Identifying effective educational practices and resources for all LEAs</td>
<td>LEAs continually missing targets receive direct state intervention to revise improvement strategies and effectively implement plans to improve student performance</td>
<td>- More instructional time (reduced truancy, suspension, and expulsion)</td>
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<td>- Providing expertise in LEA improvement plan execution</td>
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<td>- Improved performance:</td>
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<td>- Identifying and intervening with direct support when goals are not met</td>
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<td>- Increased achievement on statewide assessments</td>
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</table>
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
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.
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%

Poverty

- With IEPs, 15%
- Without IEPs, 85%

N = 3,655,624

English Learners

- With IEPs, 21%
- Without IEPs, 79%

N = 1,395,213

Foster Children

- With IEPs, 25%
- Without IEPs, 75%

N = 30,934

Data source: CALPADS 2014-15
Percent of SWDs who are also in one or more of the LCFF Subgroups

- Unduplicated Total for LCAP: 70%
- Non LCAP: 30%

N=645,094
Data source: CASEMIS 2015-16
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
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
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
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
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
Special Education contractors support all students with disabilities across all indicators

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<th>Technical Assistance Contract</th>
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<td>Desired Results: Access for Children with Disabilities Project (Training and Support for Early Childhood Assessment)</td>
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<td>Early Childhood Research and Development Project (Early Childhood Special Education) (Orange County Office of Education)</td>
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<td>Project READ (Federally-funded Middle School Reading Project) (Napa County Office of Education)</td>
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<td>Special Education Division (Compliance Assessment and Administrative Support)</td>
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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
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
Tier I

- 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

Tier 1

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.
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
Tier II

- 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

**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 III

- 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
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
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
Questions