State Systemic Improvement Plan

Ongoing Evaluation and Implementation Report
Federal Fiscal Year (FFY) 2017
(Program Year 2017–18)

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

What is the State Systemic Improvement Plan?

- Under the federal requirements of the Individuals with Disabilities Education Act (IDEA), Indicator 17, the State Systemic Improvement Plan (SSIP) is a comprehensive, multi-year plan focused on improving results for students with disabilities (SWD)

- The SSIP is part of California's State Performance Plan/Annual Performance Report (APR) under IDEA

What is the Annual Performance Report?

- The IDEA requires each state to submit an APR that evaluates the state's implementation of the IDEA and describes how the state will improve

- The APR includes indicators that measure outcomes for SWD and compliance with the IDEA.

Annual Performance Report and the State Systemic Improvement Plan

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- The APR consists of 17 indicators total
- The SSIP serves as indicator 17 of the APR
- The SSIP is different from the compliance and performance indicators in the APR, as it is a plan for improvement instead of an outcomes measure
- The State Board of Education approved the APR covering indicators 1-16 in January 2019

State Systemic Improvement Plan Development

- The SSIP covers a six year period from FY 2013-14 through FY 2018-19

- The SSIP was developed in Phases and has evolved to align to the statewide accountability system and statewide system of support (SSS)

- The purpose and goal is to achieve **coherence** and **alignment** across state and federal systems to address the needs of students with disabilities…**to realize one system of education**

State Systemic Improvement Plan Phases

Year 1 - FFY 2013 Delivered by Feb 2015	Year 2 - FFY 2014 Delivered by Feb 2016	Years 3-6 FFY 2015-18 Delivered by Feb 2017- Feb 2020
Phase I **Analysis of Data and Identification of Evidence-based Practices**	**Phase II** **Implementation Plan**	**Phase III** **Implementation and Evaluation**
• Data Analysis • Analysis of State Infrastructure • State-identified Measurable Result • Selection of Coherent Improvement Strategies • Theory of Action	• Infrastructure Development • Support for LEA Implementation of Evidence-Based Practices • Evaluation.	• Results of Ongoing Evaluation • Extent of Progress • Revisions to the SSIP

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Summary of Phase I: Analysis

- The Local Control Funding Formula (LCFF) was driving policy and accountability conversations at the same time the CDE was developing Phase I (FY 2013-14)

- The SSIP was drafted to ensure that improvement strategies for SWD were not separate or disjoined from efforts under the LCFF and local control accountability plans (LCAP)

- The original SSIP Theory of Action reflects this intent

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California's Original SSIP Theory of Action

If accountability efforts and resources are aligned to ensure that evidence based improvement strategies are included in comprehensive improvement plans (i.e. LCAP) to meaningfully address SWD along with their peers, then SWD performance outcomes will improve.

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Students with Disabilities in Local Control Funding Formula Student Groups

Percentage of SWD for all populations: 11.2%

Free or Reduced Price Meal	Number of Students	Percentage
With IEPs	468,404	**13%**
Without IEPs	3,275,966	87%
Foster Youth		
With IEPs	9,388	**27%**
Without IEPs	25,211	73%
English Learners		
With IEPs	211,597	**17%**
Without IEPs	1,061,221	83%

December 2017 CASEMIS and DataQuest

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Percent of Students with Disabilities Who are in One or More of the LCFF Student Groups

LCFF (Unduplicated counts)	Percentage	LCFF (Unduplicated counts)
Students with Disabilities in One or More LCFF Student Groups	71%	Students with Disabilities in One or More LCFF Student Groups
Students with Disabilities Not in any LCFF Student Group	29%	Students with Disabilities Not in any LCFF Student Group

December 2017 CASEMIS and DataQuest

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Summary of Phase II: Implementation Plan

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- Developed as the statewide accountability system was in transition
- Outlined changes to the state infrastructure, including plans to align SSIP activities with LCFF and LCAP implementation
- Addressed plans to support LEAs to integrate improvement efforts for SWD
- Reiterated California's commitment to developing a single accountability system to identify LEAs for assistance

What phase is California currently in?

Phase III – Implementation and Evaluation

- Phase III spans 4 years, with a report on progress and the results of SSIP implementation evaluation due each year
- This report covers the third year of Phase III and provides a general update

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SSIP: Report Organization

- Section A - Introduction
- Section B - Progress implementing the SSIP
- Section C - Implementation and outcomes data
- Section D - Data quality
- Section E - Progress toward achieving intended improvements
- Section F - Plans for next year

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2018 Highlights: Progress Implementing the SSIP

Assembly Bill 1808:

- Requires local educational agencies (LEA) to consult with special education local plan area (SELPA) administrators regarding actions for SWD in the LCAP

- Established the SELPA Systems Improvement Leads and the SELPA Content Leads

- Established the School Climate Lead Agency to expand Multi-Tiered System of Support (MTSS) statewide

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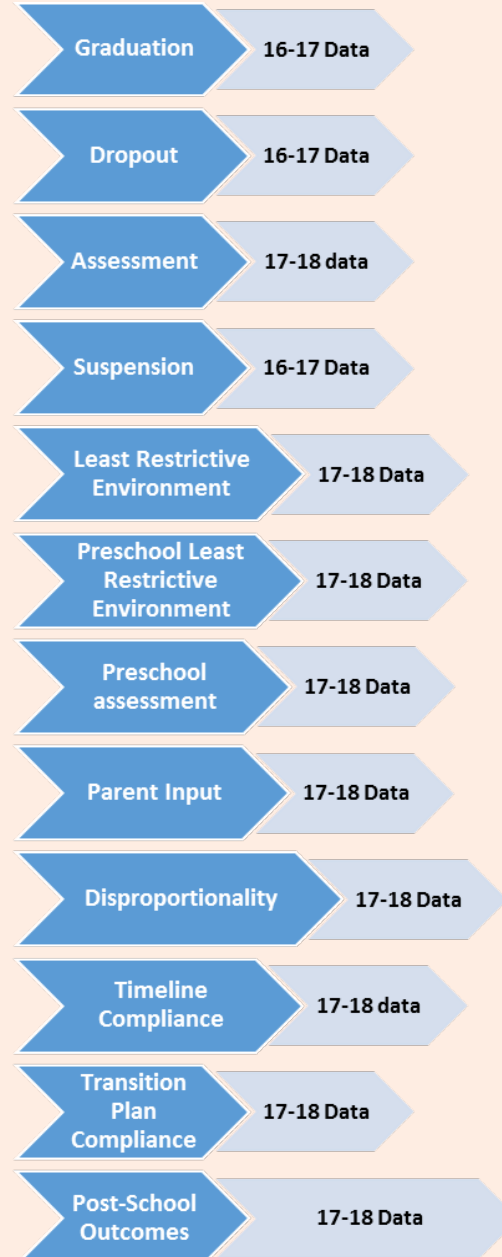of Public Instruction

Update on Action Items from FFY 2016 SSIP Phase III Report

- The Special Education Division (SED) aligned calculation methodologies for SED monitoring selection with the California School Dashboard (*graduation rate, performance on statewide assessments, suspension and expulsion rates*)

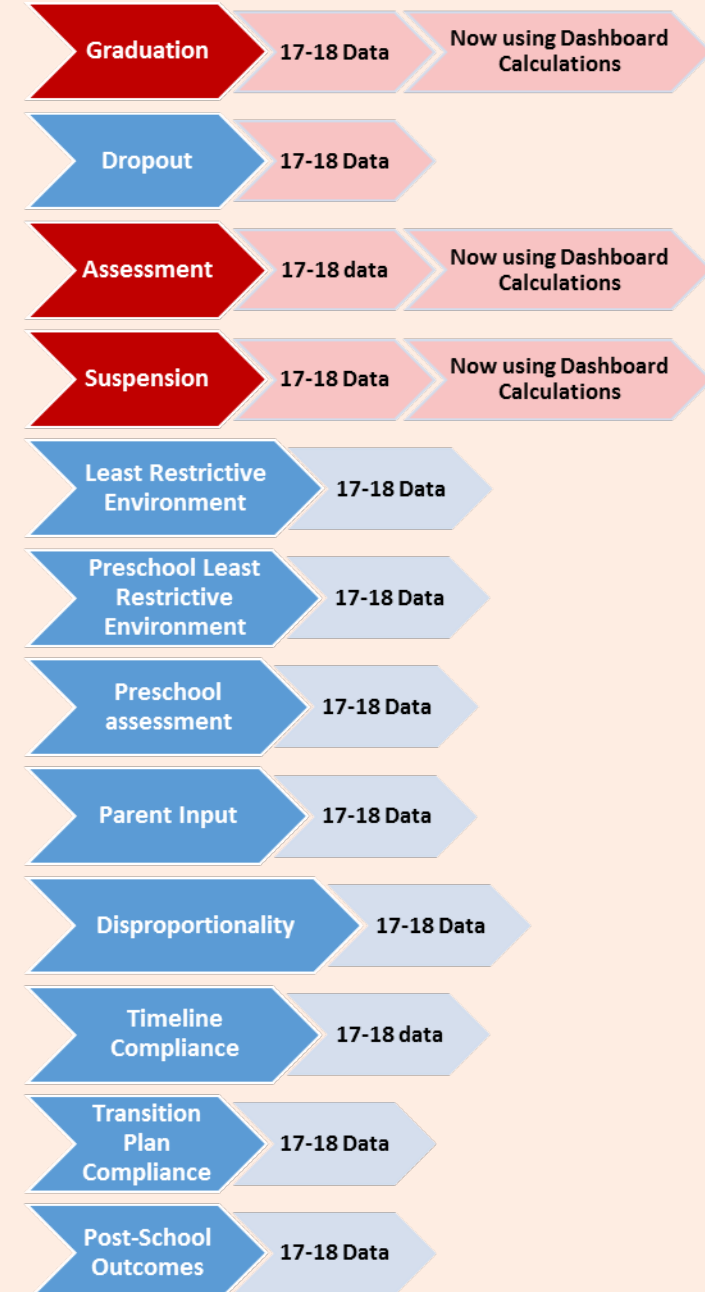- The SED aligned performance monitoring calendar with the release of the Dashboard.

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Monitoring under the IDEA

- The SED has distinct requirements under the IDEA related to monitoring
- The SED has a system of general supervision that includes monitoring activities targeted to improve outcomes for SWD
- IDEA monitoring activities that comprise the system of general supervision include:
  - Data Identified Noncompliance
  - Performance Indicator Reviews
  - Disproportionality Reviews
  - Significant Disproportionality
  - Comprehensive Reviews
  - Preschool Reviews

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Integrating IDEA Monitoring with the System of Support

- Using consistent measures of success for the same indicator (e.g. graduation rate) ensures that LEAs are supported by a coherent system

- Working to ensure that efforts to assist LEAs selected for IDEA monitoring activities are coordinated with and connected to the SSS

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Update on Action Items from FFY 2016 SSIP Phase III Report (2)

- The SED conducted data training workshops for LEAs selected for differentiated assistance

- The SED held meetings with SED contract providers of technical assistance to ensure support provided is connected to the LCFF priority areas and the SSS.

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SED Contract Providers of Technical Assistance

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- Aligning and Integrating Special Education Practices Project - Aligning individualized education programs with California standards
- California State Technical Assistance and Training Project - Training support in core message areas
- Desired Results Access for SWD Project - Training and support for early childhood assessment
- Supporting Inclusive Practices Project - Least Restrictive Environment across the grade spans
- Seeds of Partnership Project - Parent engagement and monitoring
- Early Childhood Research and Development Project - Early childhood special education
- Raising Educational Achievement for Students with Disabilities Project - Federally-funded middle school reading project
- State Performance Plan Technical Assistance Project – Support for LEAs addressing disproportionality and significant disproportionality

Update on Action Items from FFY 2016 SSIP Phase III Report (3)

- In partnership with the California Collaborative for Educational Excellence (CCEE), the SED led the Special Education Collective

- The SED has remained engaged in many internal and external workgroups

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Data on Implementation and Outcomes

SSIP Implementation Evaluation Questions:

1. How has the SSS been impacted by the goals of the SSIP and the work of the SED?

2. How were students with disabilities represented in the larger statewide accountability system?

3. How has the CDE, SED, changed its practices to align with the larger CDE system and the SSS?

4. What does the data from the FFY 2017 evaluation imply for future actions to be measured for the FFY 2018 submission?

Data on Implementation and Outcomes (2)

- Supporting Inclusive Practices Project Least Restrictive Environment outcome data

- California Scale-Up MTSS Statewide Initiative impact data

Data Quality Issues

Challenges to evaluating SSIP implementation:

- Changes to the SSIP over time
- Quantifying systemic approach to change

Efforts to ensure data quality:

- Integration of the California Special Education Management Information System into the California Longitudinal Pupil Achievement Data System

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Progress Toward Achieving Intended Improvements

California's State Identified Measurable Result results for FFY 2017:

Type of LEA	English/ Language Arts (ELA) Target	ELA Result	Target Met	Math Target	Math Result	Target Met
Elementary School Districts	14.0%	16.1%	Yes	12.6%	12.9%	Yes
High School Districts	14.9%	15.9%	Yes	12.6%	7.2%	No
Unified School Districts and County Offices of Education	14.9%	14.8%	No	12.6%	11.3%	No

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Plans for Next Year

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- Refine the role of the SELPA Leads within the SSS. Establish a liaison position to oversee this work.

- Build on partnership with the CCEE to support LEAs

Plans for Next Year (2)

- Continue work to ensure SED TA contracts are aligned with the SSS

- Continue to refine and align SED monitoring processes with the SSS through use of LCAPs and dashboard data.

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Plans for Next Year (3)

- Launch the integration of special education data into the state's longitudinal pupil achievement data system by merging CASEMIS to CALPADS. Provide data trainings, as appropriate.

- Continue to have the SED engage in collaborative workgroups and efforts to refine and enhance the SSS.

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Questions or Comments?