



Building Capacity for High-Quality *IDEA* Data



**IDC Interactive Institutes 2018**

**Building a Culture of High-Quality Part B Data**

# Using the Success Gaps Toolkit to Support Improvement Activities

**Orlando, FL – February 21-22, 2018**

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**Austin, TX – March 7-8, 2018**

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# Today's Goals

- Use the *Success Gaps Toolkit* to align improvement efforts
- Describe strategies for using the data generated to support improvement efforts
- Learn from state colleagues who have used the *Success Gaps Toolkit* as part of improvement efforts



# Current Improvement Efforts

- What is the activity?
- For what purpose?
- Who is involved?

The image shows a banner for the IDC Interactive Institutes 2018. The banner features the IDC logo and the text: "Interactive Institutes 2018", "BUILDING A CULTURE OF HIGH-QUALITY PART B DATA", "#ii18", "February 21-22, 2018", "Orlando, FL", "March 7-8, 2018", and "Austin, TX". Below the banner is a table titled "Improvement Initiatives" with three columns: "Activity", "Purpose", and "Staff Involved".

Activity	Purpose	Staff Involved



# Foundation for Success Gaps Work

- Defines five critical factors in PK–12 general education cited by research needed to close success gaps
- Outlines factors that contribute to appropriate identification for special education services
- Describes provision of special education services that support positive outcomes

# Getting Started With the Rubric

- Provides a systematic way to analyze root causes of success gaps
- Organized around five elements that lead to equity, inclusion, and opportunity
- Can be modified to meet state-specific needs

# Rubric Sections



Data-based decisionmaking



Cultural responsiveness



High-quality core instructional program



Assessment—universal screening and progress monitoring



Evidence-based instructional/behavioral interventions and supports



# Rubric Organization

## 1. Data-based Decision Making

### Probing Questions:

Does our school or district identify data elements to measure effectiveness? What are those data elements? Do we collect demographics such as race/ethnicity, gender, and socioeconomic status with over- or under-representation in identification, placement, and discipline? Are data reviewed at regular intervals to determine progress or change? Are data used to make policy, procedure, and practice decisions in our school? How regularly do we use these data to inform our decisions?

Rubric rating scale

Indicator 1	■ Planning	■ Partially Implemented	■ Implemented	■ Exemplary
<i>Decisions about the school curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives are based on data</i>	Decisions about the school curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives are rarely based on systematic data.	Some teachers and programs consistently use systematic valid and reliable data to inform decisions about curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives.	The data used are valid and reliable. A schoolwide formalized and systematic process is in place to monitor and reinforce the continuous improvement of individual learners, subgroups of learners, initiatives, and programs within the school. It is implemented by some but not all staff.	The data used are valid and reliable. The schoolwide process for data-based decision making is implemented and evident for all students and subgroups of students, in all classrooms, and is used in decisions about school initiatives or programs, as well.

What is the evidence to support your rating?

Content Area

Probing Questions

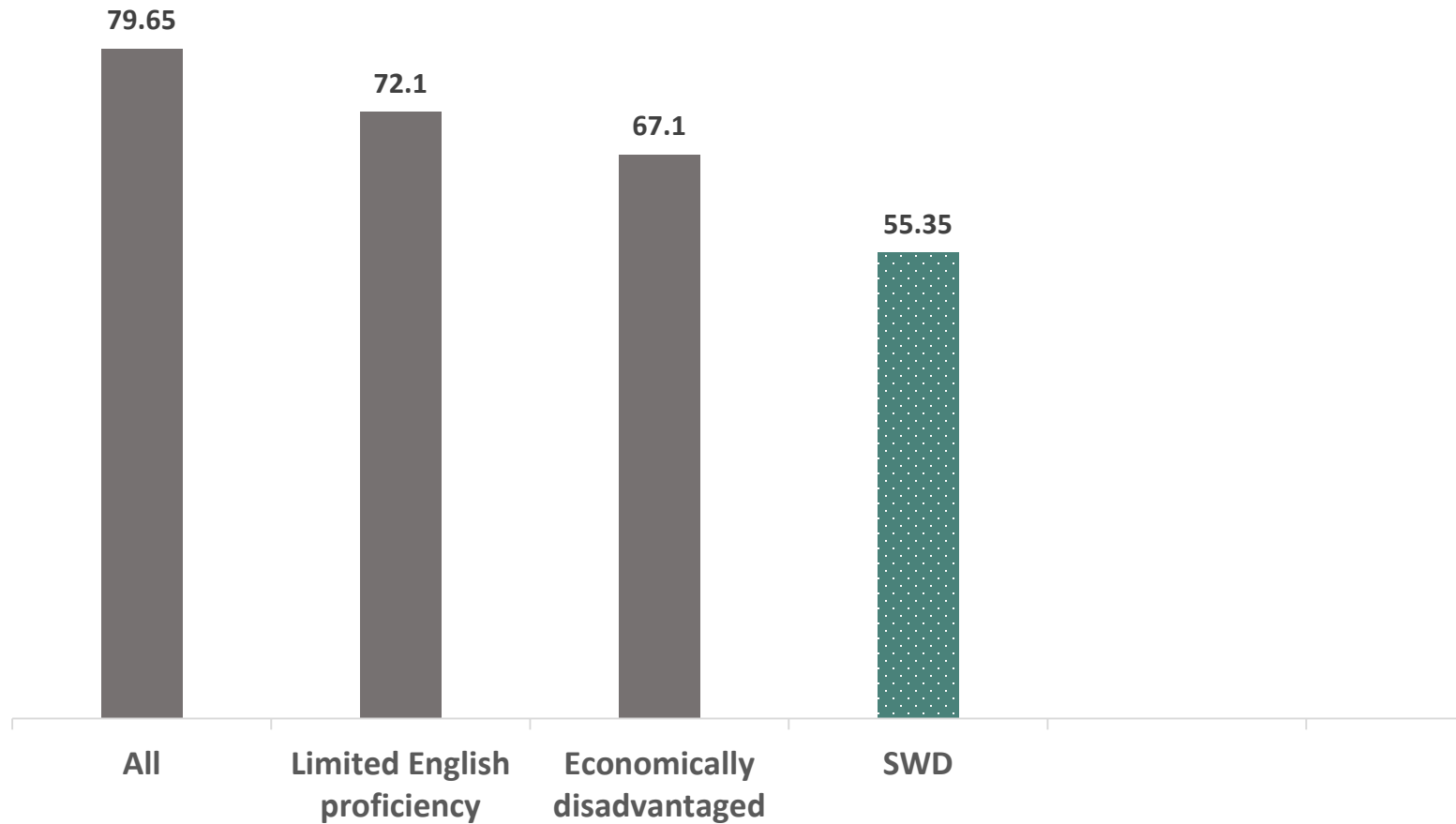
Indicator

Text box to describe evidence to support rating of the team

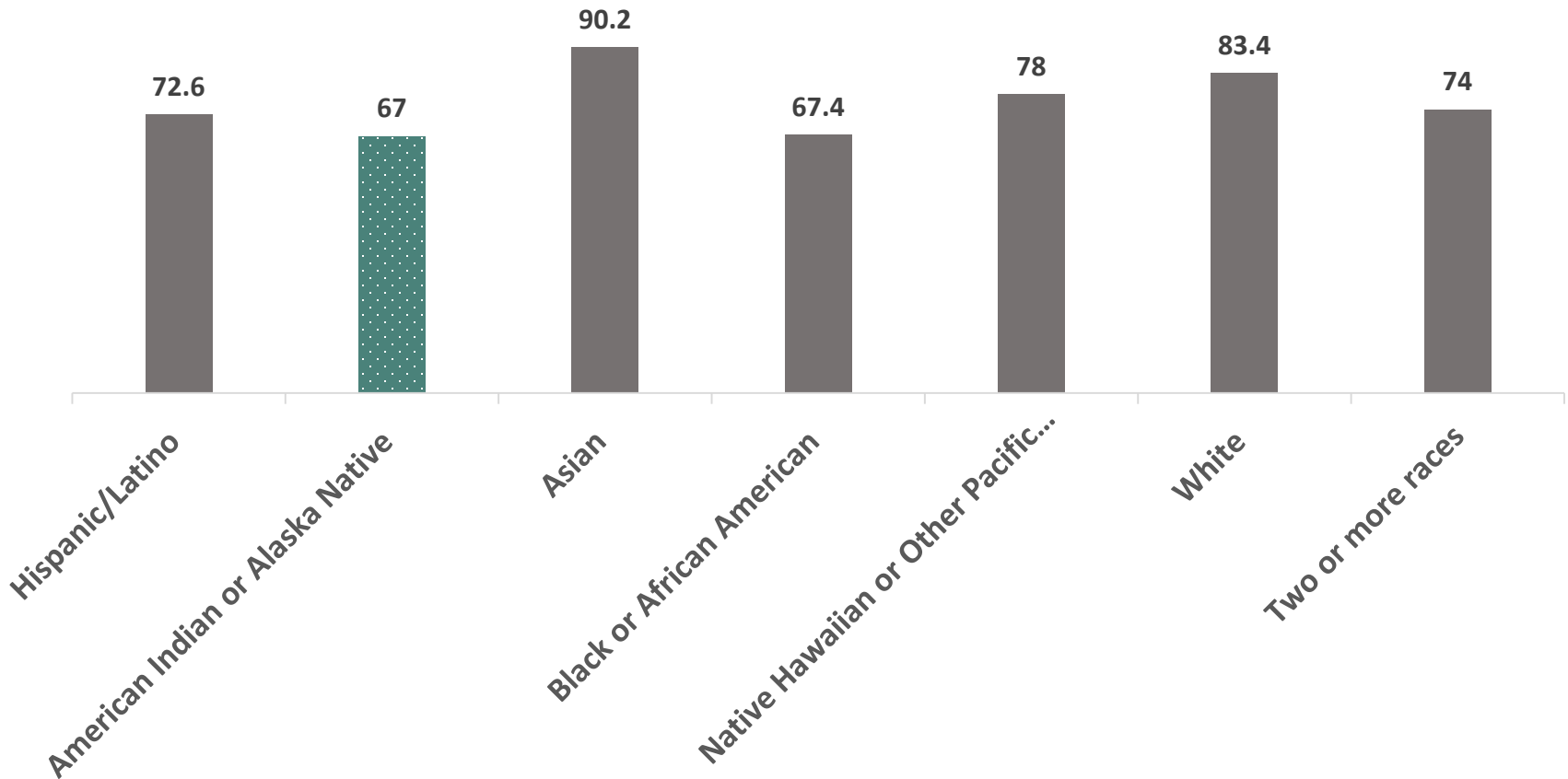
# How to Address Success Gaps

- Identify the target group and topic area of your key success gap
- Form a local stakeholder team
- Determine the root cause(s) of the success gap using the rubric
  - Provide evidence
  - Consider the students experiencing a success gap
  - Ensure equitable participation
- Develop a plan of action

# District A: 4-Year Cohort Graduation Rates by Demographic



# District A: 4-Year Cohort Graduation Rates by Race, All Students





# Success Gaps Rubric in Action

John Payne – Director, Office of Special Education Services (OSES)

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Molly M. Spearman – State Superintendent of Education

# IDEA Maintenance of State Financial Support (MFS) Settlement and the TEACH Plan

SC Department of Education • Office of Special Education Services



# MFS in South Carolina



- Department will not reduce future grant for MFS failures in SFYs 2010, 2011, 2012, and 2013
- South Carolina will appropriate additional \$51.3 million in state funds
- Additional funds will be used to improve results, largely in accordance with Results Driven Accountability and State Systemic Improvement Plan (RDA/SSIP) goal of improving reading proficiency
- Funds to be appropriated over 3-year period
- Additional funds will not increase MFS base
- Spending Plan (with monitoring, auditing, and evaluation components) – approved Oct. 31, 2016

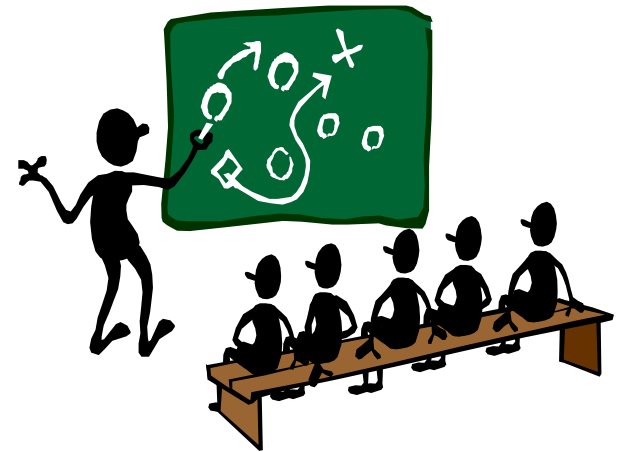
# SSIP/MFS Settlement Tiered Support and Assistance Model

Tier One (Collaborative Zones)	Tier Two (Impact Zones)	Tier Three (Transformational Zones)
All local education agencies (LEAs) and state operated programs (SOPs) MFS Settlement Funds	30 LEAs/SOPs MFS Settlement Funds	10 LEAs (SSIP Districts) IDEA Part B Grant Funds
<ul style="list-style-type: none"> <li>• Universal support, technical assistance, and evaluation of impact</li> <li>• LEA/SOP determined LEA/SOP-level activities that are aligned with state-level performance objectives</li> <li>• Required steps: memorandum of agreement, spending plan, impact plan, expenditure verification, state-level impact evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate support, technical assistance, and evaluation of implementation and impact</li> <li>• Collaboratively determined LEA/SOP-level activities</li> <li>• Required steps: memorandum of agreement, success gap rubric, infrastructure review, spending plan, impact plan, implementation evaluation, expenditure verification, LEA/SOP-level impact evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive support, technical assistance, and evaluations</li> <li>• Designated school-level SSIP activities</li> <li>• Required steps: memorandum of agreement, success gap rubric, infrastructure review, spending plan, impact plan, implementation evaluation, expenditure verification, individual school impact evaluation</li> </ul>



# How to Address Success Gaps

1. Form a local district stakeholder team
2. Disaggregate and study the data
3. Self-assess using the rubric
4. Provide evidence
5. Consider the students first
6. Ensure equitable participation
7. Develop a plan of action



There will be an Implementation Support Coordinator from the OSES assigned to help you with this process.

# South Carolina's Process Overview

<https://docs.google.com/forms/d/1XiPC3C1xTCoIA9W96irIVT-LIHAFnJRnYxJOISLLYz4/edit>



# Contact Information

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# Success Gaps Toolkit Resources

- Guidelines for using the Success Gaps materials
- Meeting agendas and presentation shells
- Pre-reading materials
- Videos
  - Invite participants to be part of the success gaps work
  - Introduce success gaps during the first meeting
- Sample action plan and meeting evaluation formats
- Resources for addressing Success Gaps

# Contact Us

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# For More Information

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