

# Statewide System of Support (SSOS)



**District of Columbia Office of the State Superintendent of Education**

May 2015

# What is Required of DC's SSOS?

Through Principle 2 of DC's waiver to the Elementary and Secondary Education Act (ESEA), OSSE is required to develop a system of recognition, accountability and support that is "designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction of students."

- Section 2.A.  
DC ESEA Waiver

# SSOS Theory of Action

If OSSE provides supports to LEAs and schools that:

- ✓ are differentiated based on schools' specific needs;
- ✓ are guided by best practice; and
- ✓ build the capacity of educators and school leaders to drive improvement in their schools and classrooms

Then we will be able to raise student achievement and close achievement gaps throughout the District.

# DC's SSOS: A New Model of LEA Support

**The OSSE LEA  
Support Institutes**

**Providing foundational  
support**

**Learning Support  
Network**

**Providing targeted  
support**

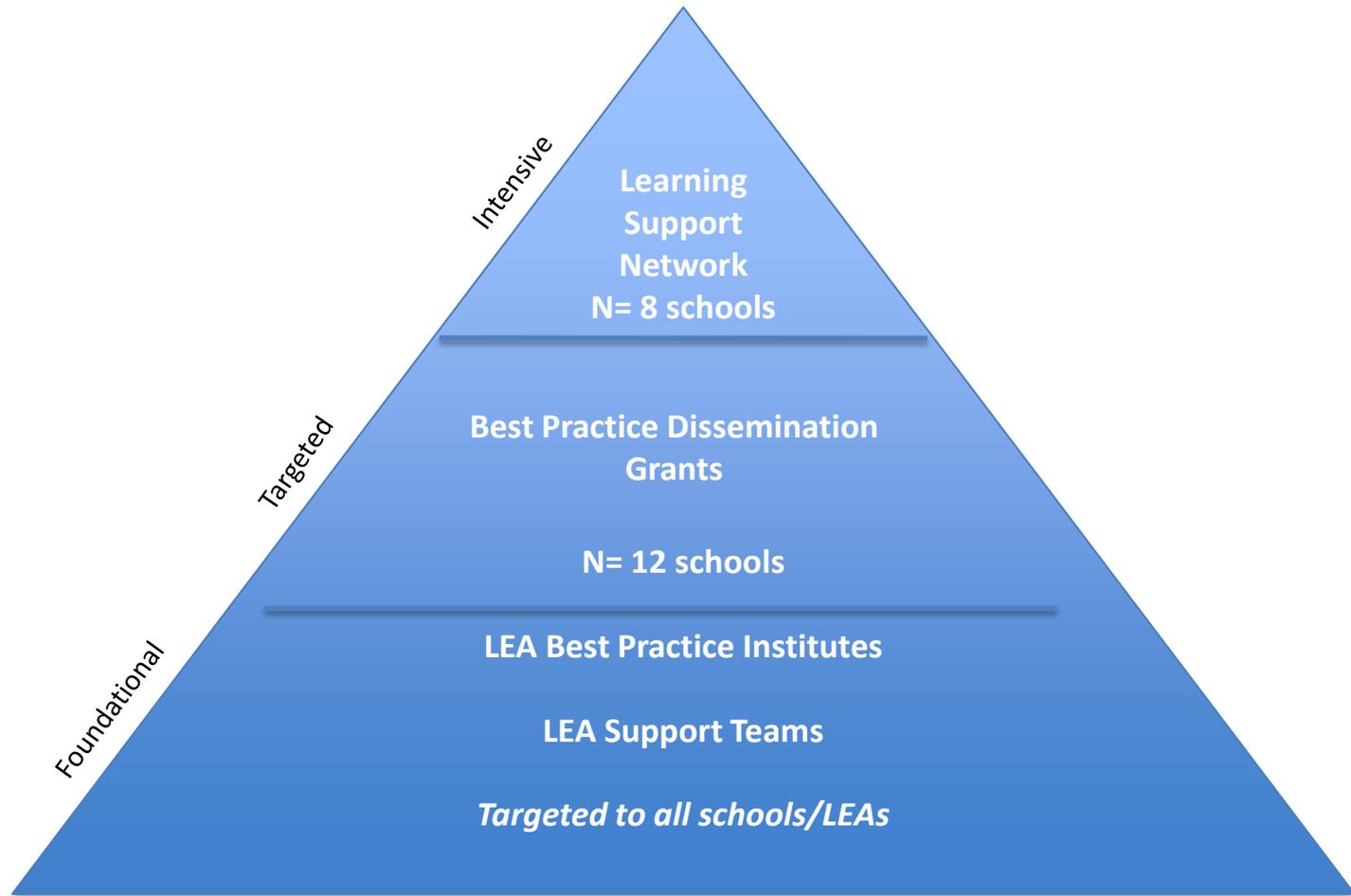
**LEA Best Practice  
Dissemination**

**Rewarding best practices  
and fostering innovation**

**LEA Support  
Teams**

**Ensuring comprehensive  
and data-driven support**

# The “Tiered” Approach of DC’s SSOS



# SSOS Evaluation Plan

OSSE is tracking metrics of progress for each SSOS project to better understand the impact of our efforts. Key metrics include:

Project	Key Metrics of Success
LEA Institutes	<ul style="list-style-type: none"><li>• # of registrants</li><li>• # of participating schools/LEAs</li><li>• Satisfaction surveys</li></ul>
LEA Support Teams	<ul style="list-style-type: none"><li>• Timely completion of projects</li><li>• Participant surveys</li></ul>
Learning Support Network	<ul style="list-style-type: none"><li>• Participant surveys</li><li>• Site visit reports</li><li>• School/student measures (long term)</li></ul>
Best Practice Dissemination Grant	<ul style="list-style-type: none"><li>• Completion of grant deliverables</li><li>• Rate of outcome measures met</li><li>• Participant surveys</li></ul>

# What We have Learned to Date

- SSOS supports and resources are being well-received by the field.
- Partnerships are critical to ensure that supports are appropriately structured and delivered to schools.
- There is no one-size-fits-all approach to school improvement—it is critical that schools/LEAs be provided multiple ways to engage.

# Plans for School Year (SY) 2015-16

- Continue to maximize OSSE's convening power via the SSOS to increase collaboration and best practice sharing.
- Deepen and broaden our feedback loops to better monitor implementation and to support continuous improvement.
- Strengthen our work to reduce administrative burden on schools/LEAs. To do so, continue to partner with LEA leaders and PCSB to address areas where we can increase collaboration and alignment (e.g., school improvement planning, monitoring visits, etc.).

# New SSOS Elements in Development for 2015-16

- Research-based rubric for LEAs on best practices for selecting school turnaround leaders;
- Strengthened guidance and support on school improvement planning;
- Updated teacher licensure regulations aimed at ensuring that schools are able to retain great teachers ;
- Additional recognition of Reward schools and other schools with innovative practices in collaboration with the State Board; and
- SIG cohort 4 grant opportunity

*Voices from the field*  
Options PCS  
Learning Support Network

# Additional SSOS Background Slides

# DC's SSOS: A New Model of LEA Support

## I. Providing Foundational Support: The OSSE LEA Support Institutes

OSSE has convened three times annually to provide training and ongoing support to all LEAs/schools in SY14-15. Institute sessions featured large group convenings and breakouts focused on pre-identified areas of need (i.e. interagency coordination, PARCC, best practice sharing, etc.)

## II. Providing Targeted Support: LEA Learning Support Network

OSSE is partnering with leading education consultants to provide onsite, targeted data driven technical assistance to priority and focus schools as determined by ESEA waiver. The consultants have assisted LEAs in conducting a root-cause analysis of schools, assessing infrastructure, and implementing an action plan. Schools were given a "line of credit," a limited amount of funds to support reform efforts.

## III. Fostering LEA Best Practice Dissemination

OSSE has developed additional avenues for rewarding best practices and fostering innovation through a competitive grant that supports the active dissemination of best practices.

## IV. Reorganizing How OSSE Does Business: LEA Support Teams

The LEA Support Team model is a teaming approach that will ensure that the agency is working collaboratively across divisions and reducing burden for LEAs. Teams are comprised of staff from the Division of Elementary, Secondary, and Specialized Education and the Office of Data, Accountability and Research.

# LEA Institutes

# LEA Institutes

Our goal:

Provide LEAs/schools with high quality professional development opportunities based on best practice to support increased student achievement.

Date	Topic	Area of Focus
November 7, 2014	It Takes a City: Bridging LEAs to Resources for Enhanced Student Outcomes	Connect LEAs and school leaders to District government agencies that provide wraparound services and social support to students and their families
January 9, 2015	It Takes a City to Knock it Out of the PARRC!	Prepare LEAs for the Next Generation Assessments including PARCC and NGSS
May 1-2, 2015	It Takes a City: DC Does it Best!	Provide educators an opportunity to reflect on high quality and innovative best practices in public education

# A Deeper Look: May Institute

OSSE's third LEA Institute took place May 1-2, 2015 at the Washington Convention Center:

- 750+ attendees in total;
- Offered 130 sessions within the strands of:
  - general education practices
  - special populations (i.e., special education, English language learners)
  - parent and community engagement
  - educator effectiveness
  - STEM
  - early childhood
- DC's Teacher of the Year provided opening keynote;
- Lunch sessions included panels comprised of turnaround school leaders from elementary and high schools; and
- Saturday keynote focused on parent and family engagement.

# LEA Support Teams

# LEA Support Teams

Our goal:

- Increase knowledge of our LEAs and of each other's work; and
- Reduce duplication for LEAs and expand upon best practices.

During 2014-15, the Division of Elementary, Secondary, and Specialized Education (now "ESSE") participated with Office of Data, Accountability and Research on the following key projects:

- Reviewing Title I 20% Set-Aside applications for Priority and Focus schools (Fall 2014); and
- Reviewing school improvement plans for Priority and Focus schools (Spring 2015).

# A Deeper Look: 20% Set Aside Review

## Goal of the review:

- provide LEAs clear feedback on their plans for these funds
- increase members' knowledge of this important lever for school improvement

## Core elements of review:

- Support Teams trained on the context of ESEA school improvement requirements and the seven turnaround principles
- Rubric developed to evaluate plans for alignment to turnaround principles, evidence base and use of data
- Training provided to LEAs on the application and evaluation process

# 20% Set-Aside Review

## Rubric for evaluating 20% Set Aside plans for Priority schools (sample)

	The intervention strategy(ies) is clearly stated and successfully addresses one or more of the required strategies.	The intervention strategy(ies) addresses school needs effectively.	The budget appears to be appropriate given the described strategy(ies).	Are the proposed activities allowable? (Y/N)	Commendations/Recommendations
<i>Please rate each item using the 1-3 Scale on the left</i>					
<b>Effective Use of Data</b> strategies may include: <ul style="list-style-type: none"> <li>• Use of data to inform instruction, and continuous improvement;</li> <li>• Providing time for collaboration on the use of data.</li> </ul>					
<b>School Climate and Culture</b> Strategies may include: <ul style="list-style-type: none"> <li>• Improvement of school safety and discipline;</li> <li>• Addressing other non-academic factors impacting improved student outcomes, e.g. social emotional, and health needs of students.</li> </ul>					

The LEA's plan for the seven turnaround principles was evaluated against these criteria

1 - Does not meet requirements	<ul style="list-style-type: none"> <li>• Plan lacks detail about key strategies or identified strategies lack rigor</li> <li>• Strategies not aligned to turnaround principles</li> <li>• No data identified to support the identification of chosen strategies</li> </ul>
2 - In Process/ Emerging	<ul style="list-style-type: none"> <li>• Plan includes promising turnaround strategies that are likely to have impact if properly implemented</li> <li>• Evidence exists that needed capacity is in place to execute identified strategies effectively</li> <li>• Data are highlighted to support the identification of some strategies</li> </ul>
3 - Meets requirements	<ul style="list-style-type: none"> <li>• Plan takes a comprehensive approach to addressing the turnaround principles and likely to have measureable impact on areas of challenge</li> <li>• Data are incorporated throughout the plan to justify the choice of strategies</li> </ul>

# Best Practice Dissemination Grant

# Goal of the Dissemination Grant

Our goal:

- Support the development of meaningful partnerships across DCPS and charter schools focused on improving student outcomes; and
- Expand the sharing of best practices throughout the District.

Lead School Partner	Partner School(s)
KIPP College Preparatory	Options (P), Maya Angelou (P)
Washington Yu Ying	Browne
Ingenuity Preparatory	Seaton (F), Achievement Prep ES
Center City Brightwood	Kramer (P)
Two Rivers	Garrison (F)

P= Priority School; F= Focus School

# Funded Activities for Dissemination Grant

Leads and Partners	Funded Activities
<p>Lead: KIPP College Preparatory</p> <p>Partners: Options (P), Maya Angelou (P)</p>	<ul style="list-style-type: none"> <li>Developing a professional development medium that will include coursework and modules aligned to best practices in literacy development.</li> </ul>
<p>Lead: Washington Yu Ying</p> <p>Partner: Browne EC</p>	<ul style="list-style-type: none"> <li>Providing coaching on developing inquiry-based approaches to literacy.</li> <li>Student and family engagement activities focused on literacy development.</li> </ul>
<p>Lead: Ingenuity Preparatory</p> <p>Partners: Seaton (F), Achievement Prep ES</p>	<ul style="list-style-type: none"> <li>Providing professional development for North Star Success and Uncommon Strategies for early childhood, specifically in math.</li> </ul>
<p>Lead: Center City Brightwood</p> <p>Partner: Kramer (P)</p>	<ul style="list-style-type: none"> <li>Shared professional development on <i>Teach like a Champion</i> and <i>No Nonsense Nurturer</i> via communities of practice and the provision of coaches to support educator practice.</li> <li>Development of a library of best practices.</li> </ul>
<p>Lead: Two Rivers</p> <p>Partner: Garrison (F)</p>	<ul style="list-style-type: none"> <li>Professional development on math instruction and instructional resources and supplies.</li> </ul>

# Learning Support Network

# Goal of the Network

Our goal:

- Provide Priority schools that have failed to exit status with high quality, targeted supports focused on a specific area of challenge; and
- Ensure that OSSE is increasing the rigor of interventions and supports in these schools, as required by DC's ESEA Waiver.

Schools participating in the Learning Support Network	
Anacostia HS	Kramer MS
Dunbar HS	Luke C. Moore Alternative HS
Garfield ES	Options PCS
Johnson MS	Savoy ES

# Model Description

- Engagement with the Network begins with a school-based root cause analysis to identify key drivers of the school's low performance.
- Each school is partnered with a coach that has expertise in the school's area of focus.
- Each school leadership team develops an action plan with the coach to address the root causes.
- Coach visits the school 2x/month to support the implementation of the plan.
- Each school receives \$30,000 line of credit to implement the plan.
- Participating schools convene as a network 3x/ year to provide support, problem-solve, and identify systemic issues affecting the schools.

# Snapshots of LSN Coaches



Jean-Claude Brizard, former principal of a turnaround school, superintendent of Rochester NY schools and former CEO of Chicago Public Schools. Supports Dunbar, Anacostia and Johnson schools.



Crystal Moore: former Director of Organizational Leadership and Development for Magnet Schools of America. Has two decades of experience in education. Supports Luke C. Moore and Savoy schools.



Tracee Frazier: former principal of a turnaround school, curriculum specialist, former instructional leadership director at Tulsa Public Schools. Supports Options, Garfield and Kramer Schools.

# Examples of Action Plan Activities

- **Response to Intervention in elementary and high schools**
  - creating consistency in educators' understanding and implementation of Tier I across the school
  - supporting the development of Tier II instructional and intervention strategies
  - visits to schools with promising Response to Intervention practices
- **Capacity-building activities to help teachers develop more effective and rigorous math instruction practices**
- **Professional development on strengthening classroom management practices and increasing rigor in a school that serves students with social-emotional challenges**
- **The provision of college and career exposure activities for students at high risk of school failure**
  - establishing relationships with the business community
  - college tours for students
  - expanding the array of courses and additional learning opportunities for students