

A Preliminary Review of Results from the Statewide Systems of Support Questionnaire

**Carole Perlman & Thomas Kerins
Center on Innovation & Improvement**

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During the spring of 2008, the Council of Chief State School Officers (CCSSO) and Center on Innovation & Improvement (CII) asked the deputy of each state education agency to ask the person in the agency with central responsibility for the statewide system of support to complete a questionnaire. The questionnaire was provided online to 50 states, Puerto Rico and the District of Columbia. CII staff developed the survey with assistance from CCSSO personnel and several state education agency staff who reviewed and critiqued drafts.

This reports provides a preliminary summary of what 49 states and two jurisdictions are doing to help schools and school districts that continue to have problems meeting AYP. The final report will include all 50 states and will be published with narrative in a monograph on statewide systems of support.

How are states combining forces with partners to help districts? Table 1 shows the various approaches being used.

Table 1 SEA Partners in the Development of a SSOS

Entity	Number of "Yes" responses	Total number of responses	Percent
SEA staff	51	51	100.0%
Regional offices	32	51	62.7%
Distinguished educators	35	51	68.6%
University staff	30	51	58.8%
Consultants	43	51	84.3%
State associations	28	51	54.9%
Other (1)	28	51	54.9%
Other (2)	11	51	21.6%

To gauge the size of the SEAs' Systems of Support, the survey then asked each respondent to estimate the Full Time Equivalent (FTE) of staff within the State Department of Education working in the SSOS, as well as the FTE of personnel external to the SEA who work in the SSOS to assist the low performing schools and districts. Table 2 shows this distribution.

Table 2 Range of the Numbers of Staff Devoted to SSOS

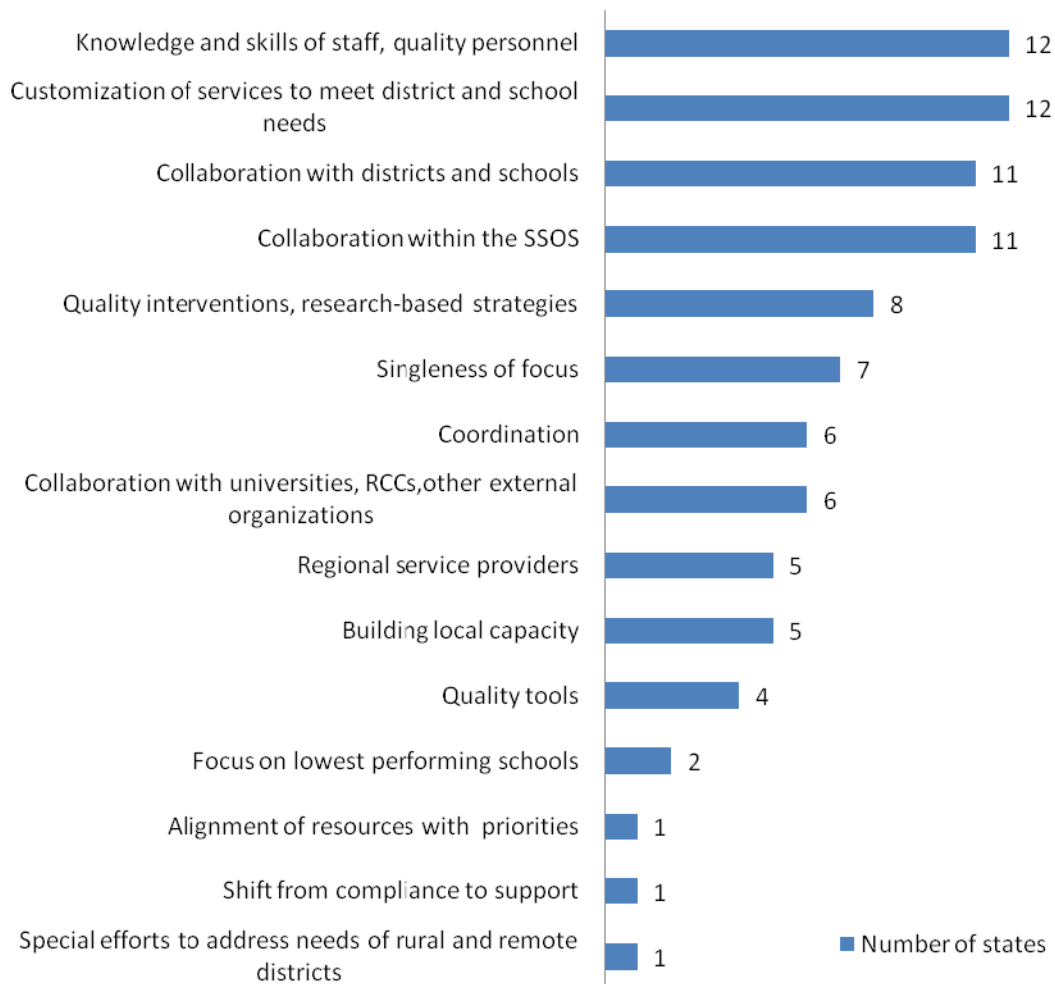
Number Range	FTE within the Department	FTE external to the Department
None	3	10
1-25	37	23
26-50	4	7
51-75	0	1
76-100	4	0
101+	2	7
Other (NA, ?, %)	1	3
Total	51	51

The following pages display the responses from states regarding their greatest strengths as well as greatest challenges facing their SSOS. The bar charts on subsequent pages show the relationship between a state's SSOS and programs such as special education, English Language Learners, Title 1, and Response to Intervention. Next the respondents noted how their SSOS determines which districts and schools receive support and how needs are determined as well as who does the assessment.

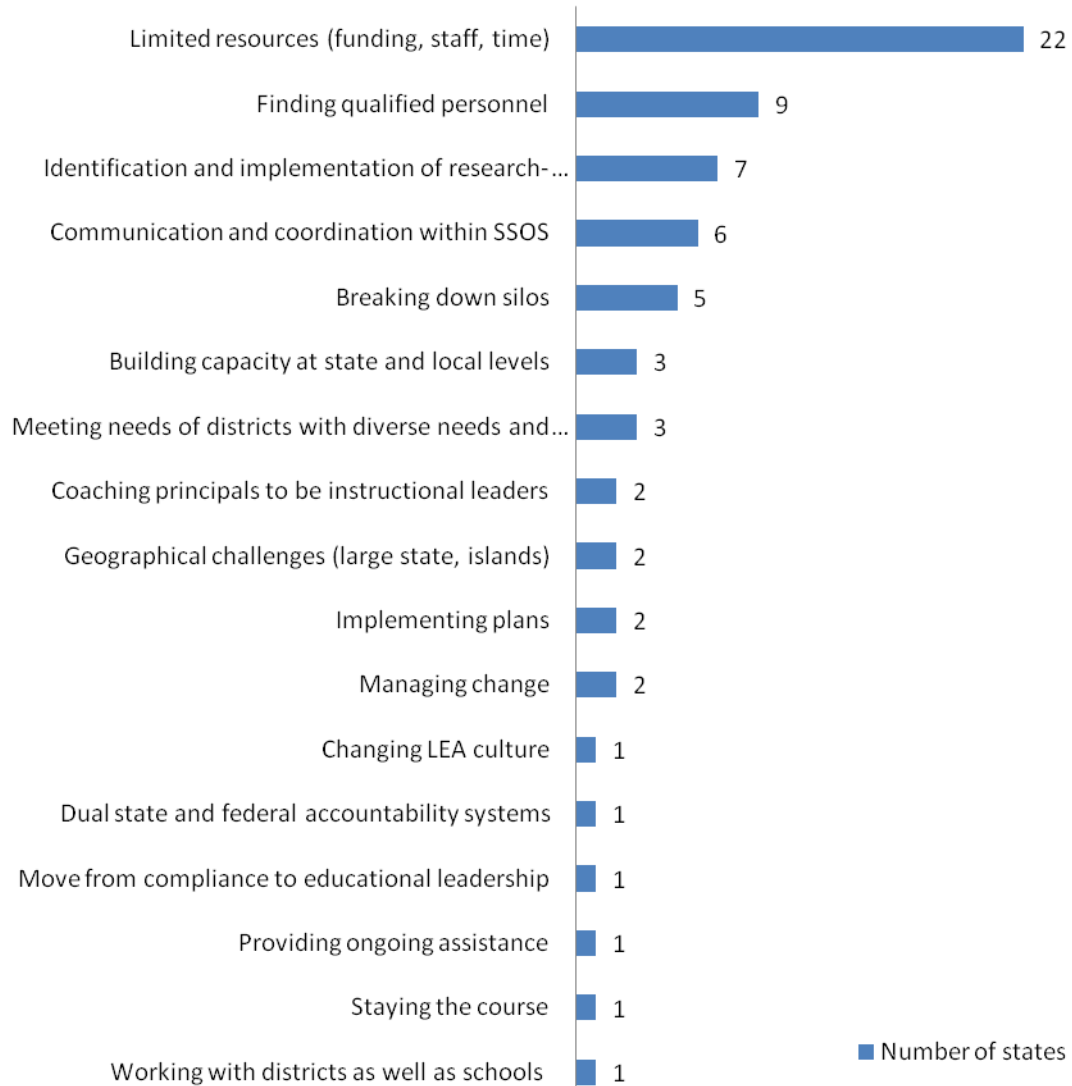
The responses to question 14 displays the services and resources provided to districts and schools. The next bar chart notes the how each state decides on the intensity, duration and type of service. The final bar chart displays the indicators states use to evaluate the impact of their SSOS.

Table 3 displays the responses of the states to 11 questions that illustrate a national profile of how these State Systems of Support operate. Finally, Table 4 provides the opinions of respondents regarding how well their present SSOS is working with other required categorical programs and the schools and districts they serve.

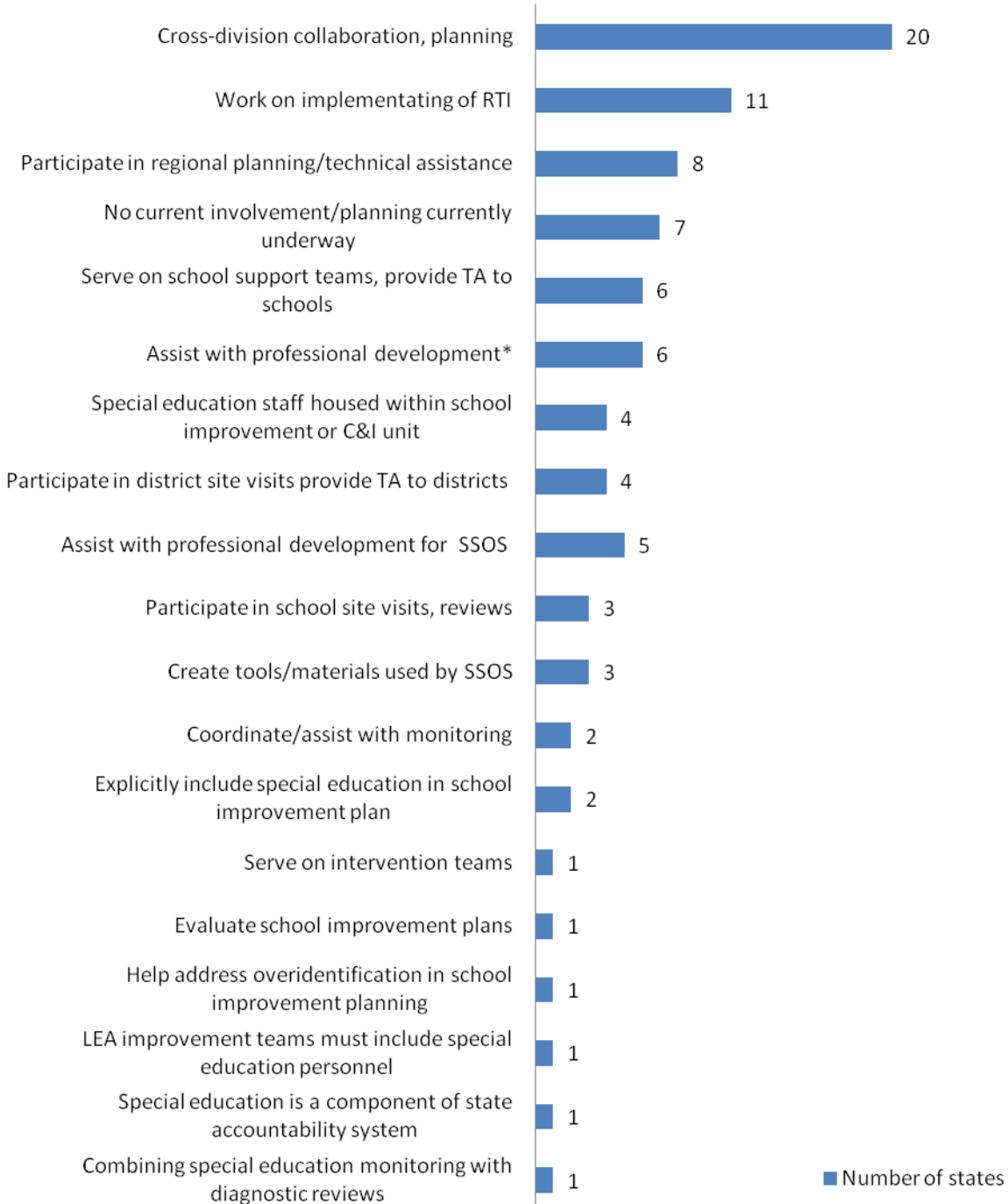
Question 6: Greatest strength of current SSOS



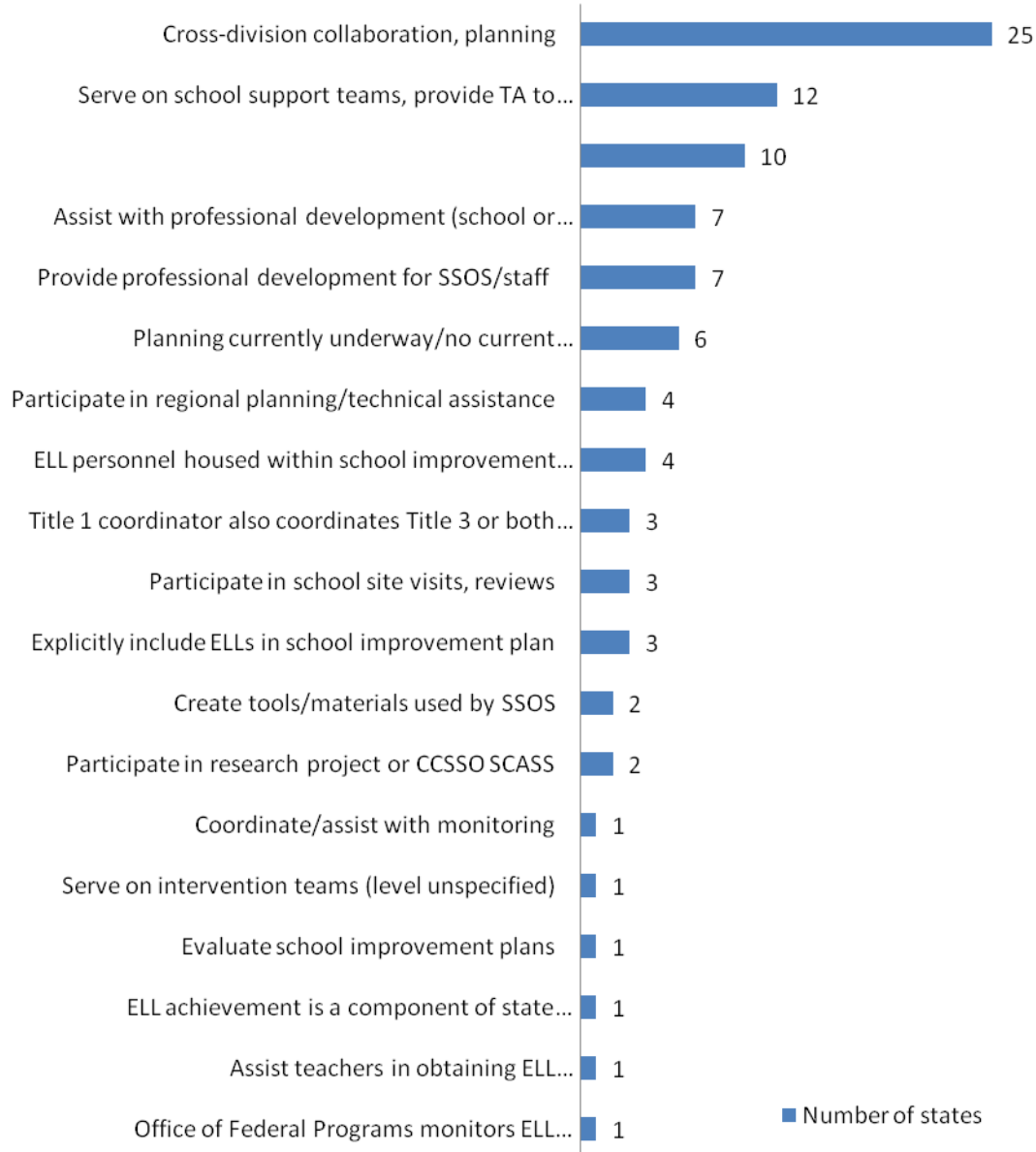
Question 7: Greatest challenge facing SSOS



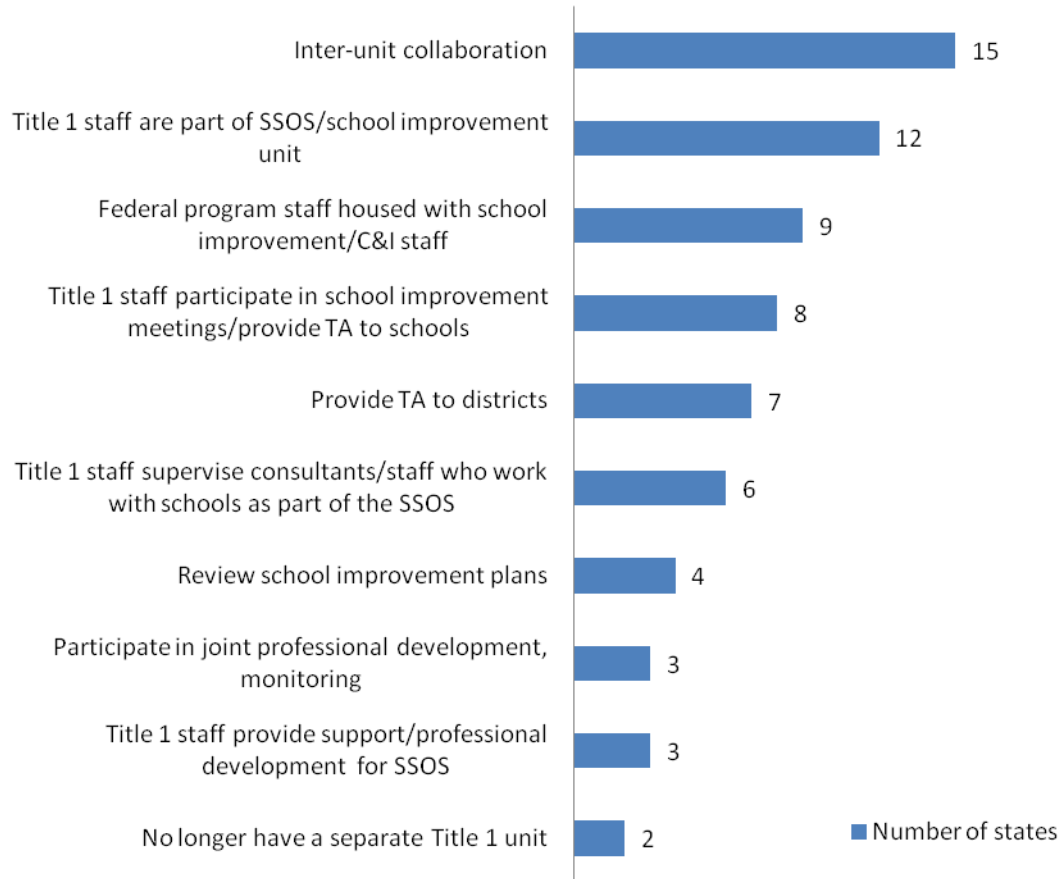
Question 8: How SSOS and special ed. staff are linked



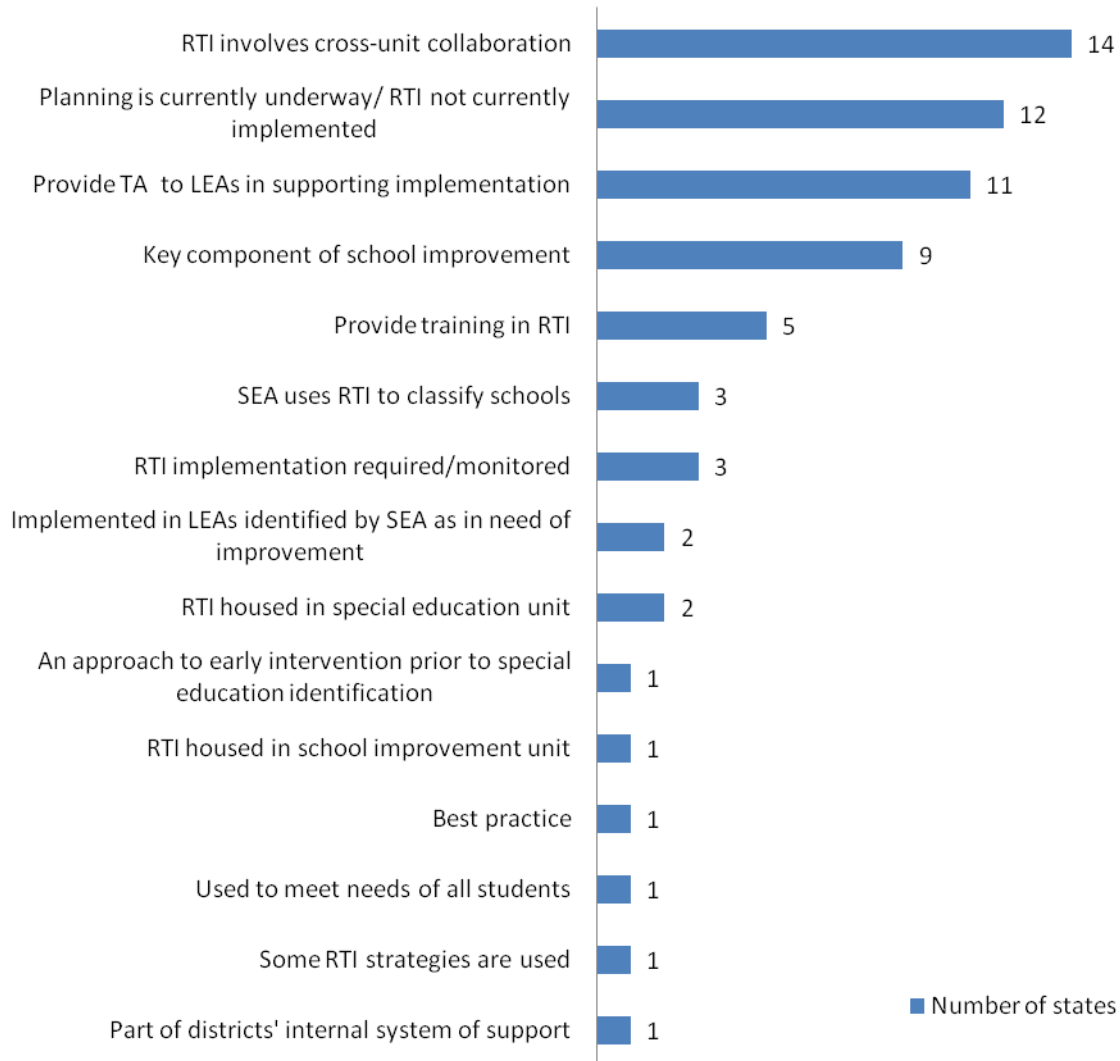
Question 9: How SSOS and ELL staff are linked



Question 10: How SSOS and Title 1 staff are linked

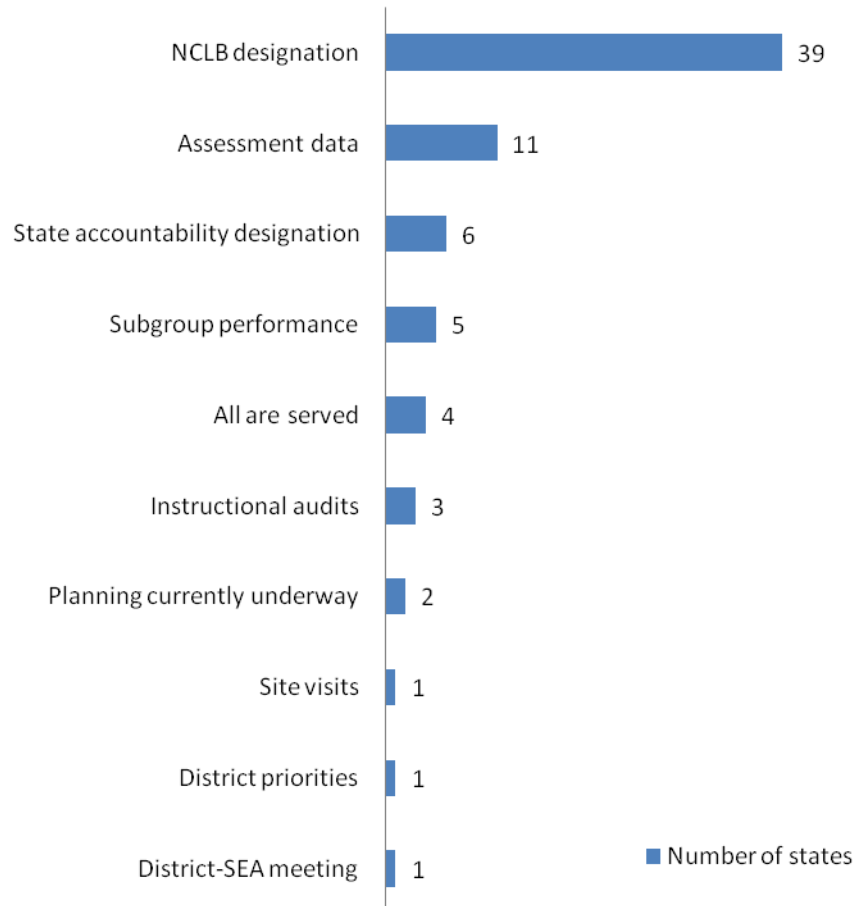


Question 11: How Response to Intervention fits into SSOS

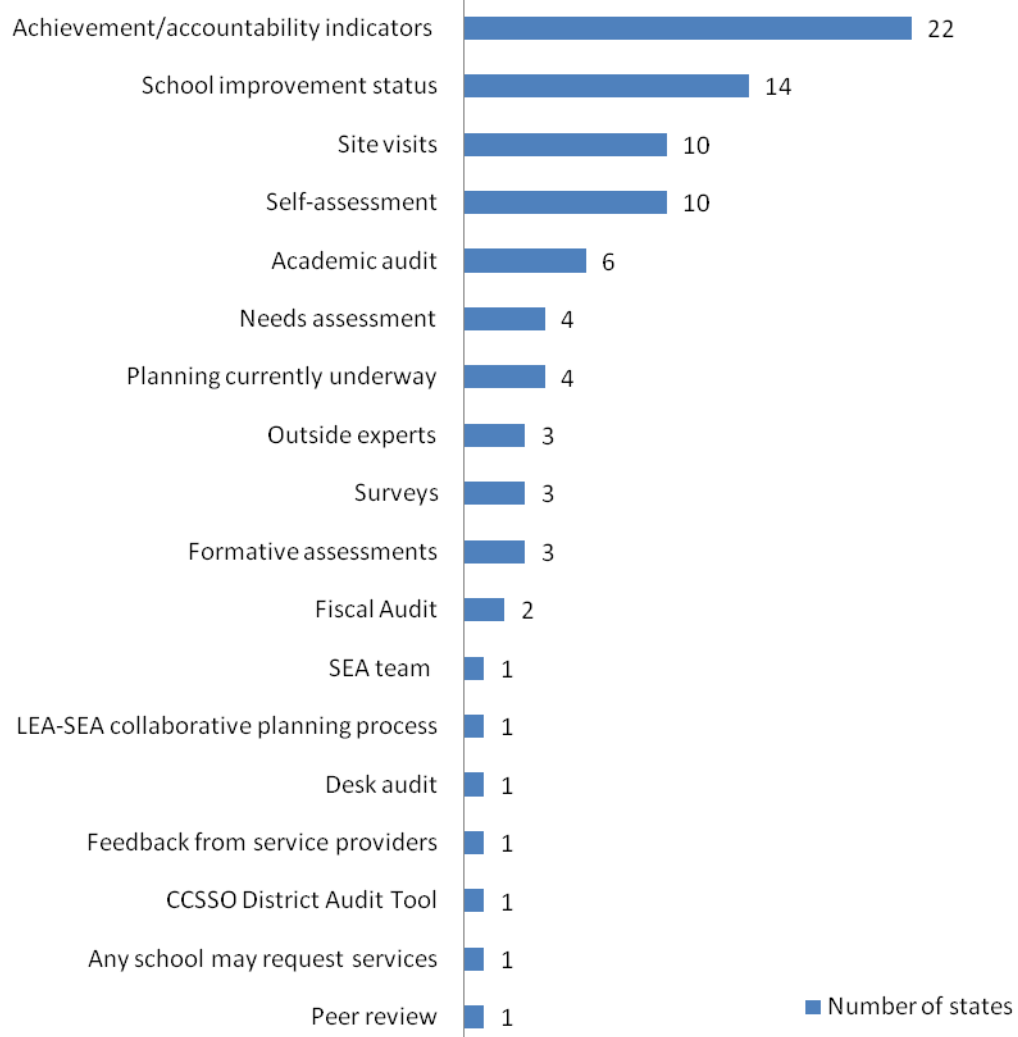


Note: All states responded "yes" when asked if RTI fit into their SSOS.

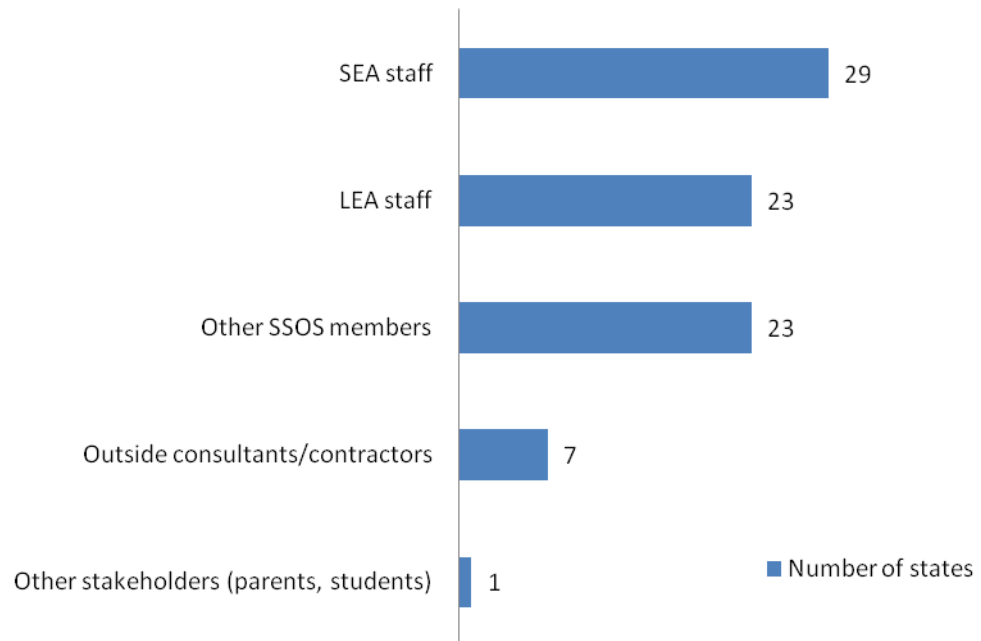
**Question 12: How SSOS determines
which districts and schools receive support**



Question 13a: How SSOS assesses district and school needs to determine what support is provided



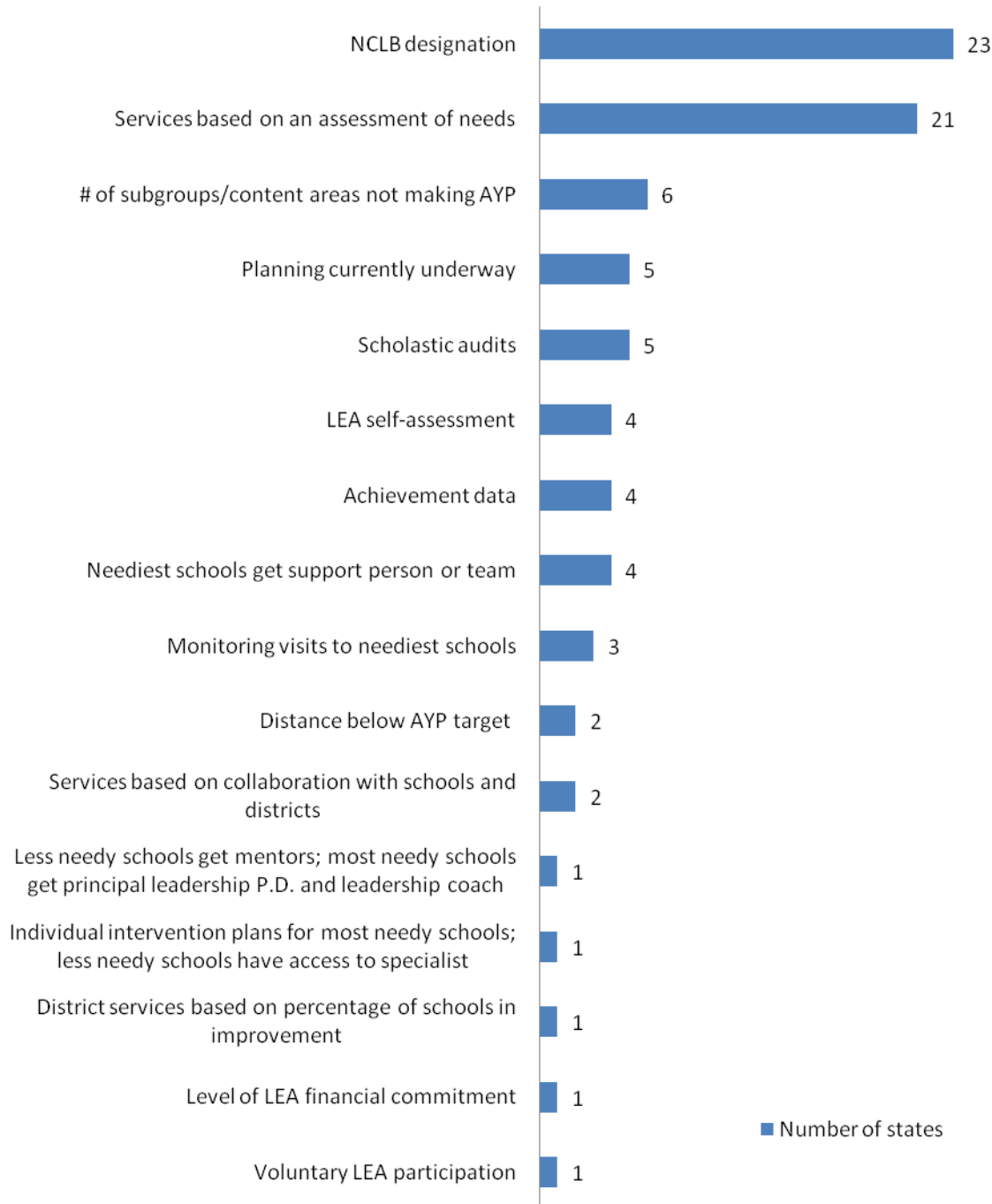
Question 13b: Who does the assessment?



Question 14: Services and resources provided to districts and schools



Question 15: How SSOS decides intensity, duration, type of services



Question 16: Indicators used to evaluate impact of SSOS

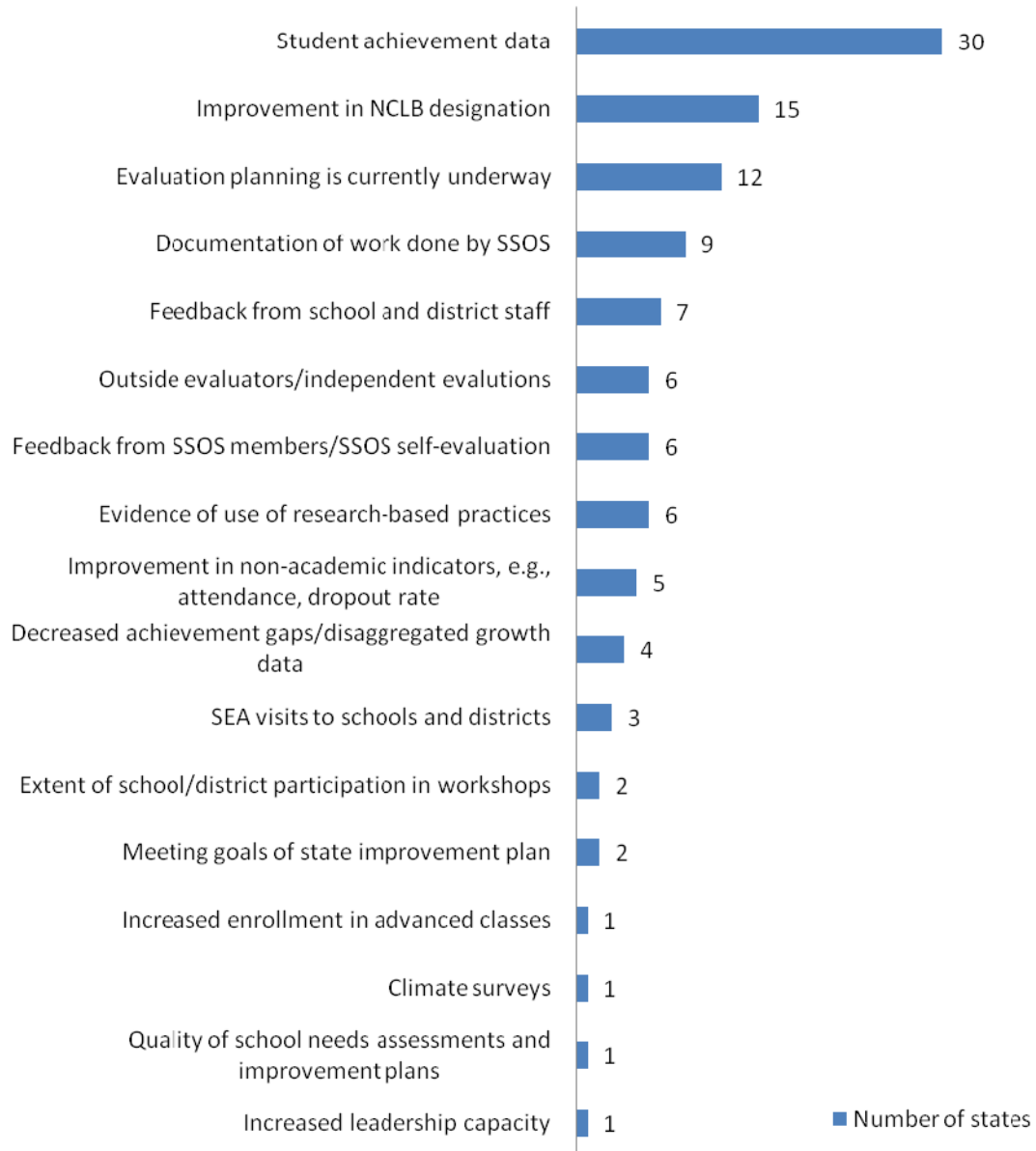


Table 3 Elements of SSOS across the United States

Question		Number of "Yes" responses	Total number of responses	Percent
18	SSOS services are targeted to the specific needs of the district and/or school based on a needs assessment.	47	51	92.2%
19	SSOS services are provided at the district level.	47	51	92.2%
20	SSOS services are provided at the individual school building level.	47	51	92.2%
21	SSOS provides services to improve general management (resource allocation, leadership, decision making).	46	50	92.0%
22	SSOS provides services to improve curriculum and alignment.	45	50	90.0%
23	SSOS provides services to improve classroom instruction.	48	50	96.0%
24	SSOS provides services to improve personnel management (hiring, mentoring, placing, professional development, evaluation, retention, replacement).	37	50	74.0%
25	SSOS provides services to improve special education.	42	49	85.7%
26	SSOS provides services to improve instruction for English language acquisition by ELL students.	41	50	82.0%
27	The SEA receives periodic reports on the delivery of SSOS services.	41	49	83.7%
28	The SEA receives periodic reports on the actions undertaken by each district or school as a result of receiving SSOS services.	41	50	82.0%

Questions 29-34 asked each respondent to provide their opinion about how well their State System of Support was coordinating with categorical programs. Table 4 displays these results.

SS29 - Coordination among SSOS components within the SEA is a real strength of our system.

SS30 - Coordination between the SEA and SSOS components external to the SEA is a real strength of our system.

SS31 - Coordination between the SSOS and the districts and schools served is a real strength of our system.

SS32 - Coordination between SSOS and special education is a real strength of our system.

SS33 - Coordination between SSOS and ELL is a real strength of our system.

SS34 - Coordination between SSOS and Title I is a real strength of our system.

Table 4 Coordination of the SSOS with Others

Coordination among or between . . .	% Agree/Strongly Agree
29. SSOS components within the SEA	74.5%
30. SEA and SSOS components external to the SEA	74.0%
31. SSOS and the districts and schools served	86.1%
32. SSOS and special education	68.0%
33. SSOS and ELL	72.5%
34. SSOS and Title I	92.1%

Table 4a Coordination of the SSOS with Others

Quest	Total	Strongly Agree	SA%	Agree	A%	Undecided	U%	Disagree	D%	Strongly Disagree	SD%
SS29	51	17	33.3%	21	41.2%	7	13.7%	6	11.8%	0	0.0%
SS30	50	14	28.0%	23	46.0%	10	20.0%	3	6.0%	0	0.0%
SS31	51	20	39.2%	24	47.1%	3	5.9%	3	5.9%	1	2.0%
SS32	50	7	14.0%	27	54.0%	11	22.0%	5	10.0%	0	0.0%
SS33	51	12	23.5%	25	49.0%	7	13.7%	7	13.7%	0	0.0%
SS34	51	30	58.8%	17	33.3%	3	5.9%	0	0.0%	1	2.0%