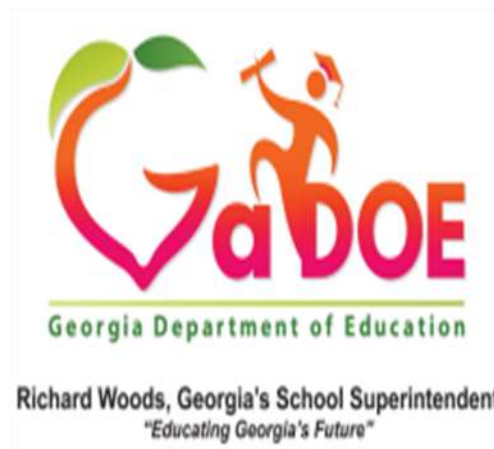


Georgia Department of Education

STATE SYSTEMIC IMPROVEMENT PLAN (SSIP) PHASE III REPORT



April 3, 2017



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Georgia Department of Education

Phase III SSIP Report

Georgia's State Systemic Improvement Plan (SSIP), also known as Student Success: Imagine the Possibilities*, was developed during Phases I and II with stakeholder input. The plan includes improvement strategies that are designed to enhance state and regional infrastructures to support districts and schools in building their capacity to implement evidence-based practices to improve outcomes and, ultimately, graduation rates for students with disabilities.

A central component of Georgia's SSIP is the Student Success Process, a broad framework that guides local districts through a six-step problem solving process that leads to the selection of evidence-based practices based on district data and the development of a comprehensive improvement plan that supports implementation of the selected practices. The steps are:

- Engage stakeholders;
- Examine local capacity and infrastructure;
- Review strengths and weaknesses of the General Supervision System;
- Analyze salient data trends;
- Use the data to identify local barriers; and
- Develop short-term and long-term actionable steps that will support local implementation of evidence-based practices.

During Phase III, Georgia Department of Education (GaDOE) staff and regional technical assistance partners from the Georgia Learning Resources System (GLRS) provided professional learning and follow-up technical assistance to support district teams in implementing the Student Success Process with fidelity. Moreover, print and digital resources were developed to support implementation. Each district submitted a Student Success Process Plan to the GaDOE for approval, and the plans were updated, as appropriate, based on implementation progress and outcomes.

This report provides details on the implementation of Georgia's SSIP during FFY 2015 (July 1, 2015 to June 30, 2016 for activities not reported in previous APR). Activities from July 1, 2016 to February 28, 2017 are also included, and all activities occurring after February 28th will be addressed in the FFY 2016 APR. The report also documents the progress that the State has made in achieving desired improvements and outcomes.

*Student Success and SSIP are used interchangeably in this document.

Section A: Summary of Phase III

(1) Theory of action or logic model for the SSIP, including the SiMR:

During Phase III, Georgia used its Theory of Action and accompanying Logic Model to guide the work of Student Success at the state, regional, district, and school levels to achieve the State-identified Measurable Result (SiMR) of increasing the percentage of students with disabilities exiting high-school with a general education diploma. Georgia's Theory of Action, which was developed in Phase I and refined prior to the Phase II submission in April 2016, is based on the belief that effective leaders and teachers are critical to improving outcomes for students. Therefore, the focus of Georgia's SSIP has been to leverage the state and regional teams established during Phase I and expanded during Phase II to build the capacity of district leadership to support school leadership in improving instruction and learning so that students will have better outcomes and graduate from high school with a general education diploma.

Georgia's Logic Model, which was also refined during Phase II with input from stakeholders, is based on the Theory of Action, and it clearly articulates and connects the inputs, outputs (strategies and activities), and short-term, mid-term, and long term outcomes for the SSIP. It creates a methodical flow of activities to transition the work across all levels of the state system to achieve the SiMR. The Logic Model also provides the foundation for Student Success' Implementation and Evaluation Plans, which are addressed in future sections of this report and included in the appendices. A copy of Georgia's Logic Model is included in Figure 1 and a summary is included below. No revisions were made to the Theory of Action, Logic Model, or SiMR during Phase III.

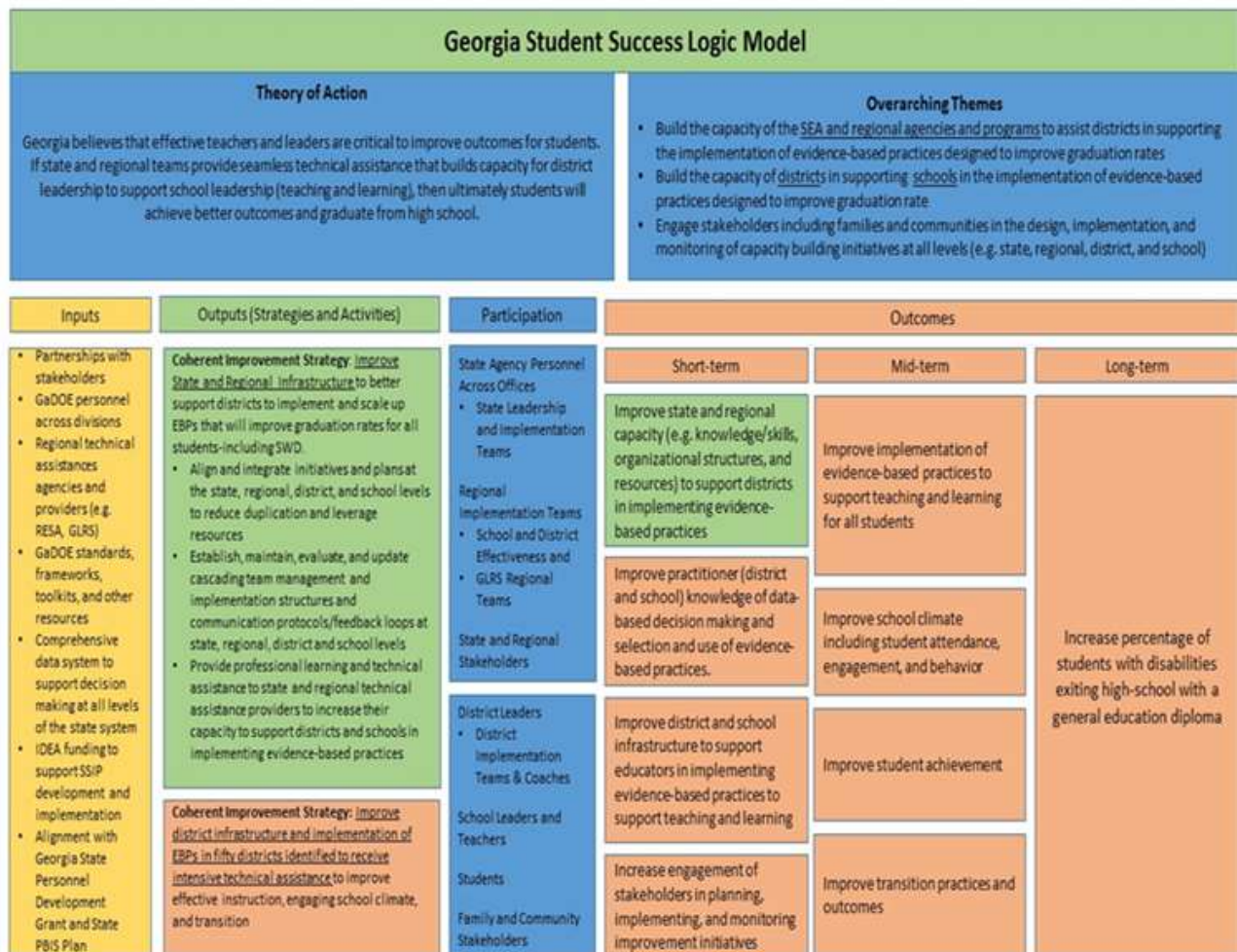
(2) The coherent improvement strategies and principle activities employed during the year including the infrastructure activities

During Phase III, the GaDOE implemented two broad improvement strategies to support the implementation of Student Success. These improvement strategies are included in the Student Success Logic Model (Figure 1) on page 3. Coherent Improvement Strategy One focused on improving state and regional infrastructures to better support districts to implement and scale up evidence-based practices that will improve graduation rates for all students-including SWD.

As noted in the Logic Model, three principle activities were implemented for Coherent Improvement Strategy One. Activity One focused on aligning initiatives and plans at all levels of the state system to reduce duplication, leverage resources, and maximize outcomes for students. In collaboration with staff from other GADOE offices and divisions, personnel from the Division for Special Education Services and Supports worked to align Student Success improvement strategies and activities into existing plans such as the GaDOE Strategic Plan and the Every Student Succeeds Act Plan that is being developed during Phase III. Moreover, staff across offices and divisions at the Department worked to align program requirements, resources, and technical assistance supports to districts. An exciting accomplishment that occurred in Phase III was the development of a Comprehensive Needs Assessment that is being implemented in FY 18 across all Federal Programs. Information garnered through the needs assessment is being used to inform the district's Comprehensive LEA

Improvement Plan. Efforts to align plans and initiatives are also well underway in regional technical assistance agencies and in local districts and schools. Additional information is provided about activities related to the alignment of key plans, and initiatives are discussed in Section B of this report.

Figure 1: Student Success Logic Model



Coherent Improvement Strategy One, Activity Two focused on the development and implementation of cascading team management and implementation structures with associated communication protocols and feedback loops. With clearly defined roles and responsibilities, these teams had a critical role in supporting the work of Student Success at all levels of the State’s system. During Phase III, teams at the state, regional, district and school levels, met to plan, implement, and deliver supports to those implementing Student Success. Communication protocols and well-defined feedback loops were used to push information about implementation barriers and successes “up” the system and to deliver guidance and resources back “down” the system. Information about the cascading teams with associated communication protocols are discussed in Section B of this report.

Coherent Improvement Strategy One, Activity Three included professional learning and technical assistance to state and regional technical assistance providers to increase their capacity to support districts and schools in implementing evidence-based practices. Throughout the year, technical assistance providers received professional learning and follow-up coaching on the Student Success Process and on strategies for selecting and defining evidence-based practices. Additional information about these professional learning opportunities is included in Section B.

Coherent Improvement Strategy Two focused on improving district infrastructure and implementation of evidence-based practices in fifty districts identified to receive intensive technical assistance to improve effective instruction, engaging school climate, and transition. This strategy applied only to the 50 districts selected to receive intensive technical assistance. Principle activities included providing professional learning and follow-up technical assistance to district teams to support the implementation of the Student Success Process, including the selection and implementation of evidence-based practices based on the Student Success Process. Additional information about these professional learning opportunities is included in Section B of this report.

(3) The specific evidence-based practices that have been implemented to date

During Phase I SSIP implementation, the GaDOE and its stakeholders identified three barriers that impeded school completion for all children—including children with disabilities.

- Access to the general curriculum;
- Access to a positive school climate; and
- Access to specially designed instruction.

Although these barriers were consistent across the state, it became evident that a core list of required or recommended evidence-based practices could not effectively address the statewide barriers. Districts reported different root causes and causal factors that contributed to the state-identified barriers and the capacity of district and school personnel to implement practices varied greatly from one district to the next. As a result, it was not possible to identify a core set of evidence-based practices that would be “fit and feasible” for all districts.

Stakeholders believed that district and school personnel were most qualified to select appropriate evidence-based practices when empowered with the processes and tools that they needed to do so. Thus, Georgia designed a broad framework or process that would support local districts in the selection of evidence-based practices and the alignment of the selected practices in a comprehensive improvement plan that would support outcomes for all students. This framework, which was also known as the Student Success Process, included six steps culminating in the development of a district plan. This plan included the evidence-based practices that are being implemented in the district, and it outlined the steps needed to support implementation.

During Phase III, GaDOE staff worked with the Georgia Learning Resources System (GLRS) Regional Teams to develop and align resources to support local districts in implementing the Student Success Process. A guidance document was developed and disseminated to clearly communicate expectations and ensure fidelity of implementation of the Student Success Process

among districts. Intensive professional development and follow-up technical assistance including coaching has been provided to regional technical assistance providers and district teams on topics related to selecting, defining, implementing and monitoring implementation of evidence-based practices.

Although Georgia chose to implement a broad framework, the Student Success Process, to guide districts in selecting and implementing evidence-based practices and not to prescribe specific practices, the GaDOE collected information on the practices that have been selected for implementation in the 50 districts identified to receive intensive supports. Frequently implemented practices include: Read 180, System 44, Check and Connect, and PBIS. In addition, information was collected on the scale of implementation (e.g. percentage of schools in which practice is implemented) and the stage of implementation (e.g. Exploration, Installation, Initial Implementation, and Full Implementation) of the practices based on the National Research Implementation Network's Stages of Implementation. A listing of frequently implemented practices and the scale and stage for each are included on page 26.

(4) Brief overview of evaluation activities, measures, and outcomes

During Phase II, Georgia developed a comprehensive Student Success Evaluation Plan with input from stakeholders. The plan, which is included in Appendix B of this report, is based on the Student Success Logic Model. It includes performance indicators/measures, methods, timelines, and targets for each of the coherent improvement strategies and principle activities. The evaluation plan informed all evaluation activities, measures, and outcomes conducted during Phase II and provided data necessary for the State to evaluate implementation and outcomes as well as progress toward the SiMR.

Procedures for collecting, reporting, and analyzing data were established and followed. During Phase III, the state leveraged data currently being collected, analyzed, and reported through GaDOE's comprehensive data collection, analysis, and reporting systems. Information about teacher effectiveness related to the implementation of evidence-based practices is available through the Teacher Keys Effectiveness System, Georgia's teacher evaluation system.

The State also leveraged assessment methods produced by Office of Special Education-funded (OSEP) technical assistance centers and other programs receiving federal funds to support the development of special education resources and tools. One example was the State Capacity Assessment developed by the State Implementation and Scaling-up of Evidence Practices Center. When data collection methods were not available through the GaDOE or a national technical assistance center or program, collection methods were established. These Student Success data collections included qualitative and quantitative methods (e.g. surveys, questionnaires, rubrics, etc.) to measure implementation process/fidelity, outputs, and outcomes.

Data were reviewed on a regular basis (e.g. at least monthly and sometimes weekly) by the State Implementation Team and adjustments to implementation were made as needed. Analysis of evaluation data showed that Georgia made progress in implementing its plan with fidelity and within the prescribed timelines. Moreover, the desired outcomes were achieved as a result of this

implementation. For additional information about Phase III evaluation activities and outcomes, please refer to Sections C, D, and E.

(5) Highlights to changes in implementation and improvement strategies

During Phase III, the State Implementation Team met on a regular basis to review implementation and outcome data. These data were obtained through the state's cascading team structures and associated feedback loops as well as various data collection methods established in the Student Success Evaluation Plan. When data indicated that strategies and activities were not being implemented as intended, that desired outputs were not being accomplished, or that identified outcomes were not being achieved, members of the State Implementation Team worked with regional and district teams to address these issues.

During Phase III, no changes were made to the overall coherent improvement strategies. However, minor adjustments were made to some of the principle activities associated with the strategies. For example, timelines for district submission of their Student Success Process Plans had to be adjusted when feedback indicated that some of the districts were struggling to address some of the components including data analysis. When it was determined that additional supports were needed for Regional Student Success Coaches, the State Implementation Team recommended that three Area Student Success Coaches be hired, one for each of the School and District Effectiveness regions. These coaches were hired in August 2016, and they have been extremely helpful in coaching the Regional Student Success Coaches in the Student Success Process and in sharing information about implementation barriers that were being identified within regions that they supported. Another change made was the deletion of the activity that targeted alignment of regional technical assistance plans as these plans are no longer being developed. District plans are used to guide the work of regional technical assistance providers.

The State Implementation Team is currently addressing changes that will need to be made in implementation and improvement strategies to move the work of Student Success forward. One major change that will occur will be the implementation of the Comprehensive Needs Assessment that will be completed by all districts as a component of the Comprehensive LEA Improvement Plan (CLIP) beginning in July 2017. District Student Success Process Plans will be incorporated into district plan that is a part of the CLIP, and district teams will need support in making the transition to a single district plan.

The Professional Learning Coordinator, a key member of the State Implementation Team, is developing a Student Success Implementation Manual that will be made available to district teams in Fall 2017.

Section B: Progress in Implementing the SSIP

(1) Description of the State's SSIP implementation progress

- a. Description of the extent to which the State has carried out its planned activities with fidelity- what has been accomplished, what milestones have been met, and whether the intended timeline has been followed

During Phase II, the State, with input from stakeholders, developed a comprehensive Student Success Implementation Plan which is included in Appendix A of this report. The plan includes the following components:

- Principle activities to meet identified outcomes
- Level of the State system addressed
- Milestones/steps to the activities
- Responsible individuals or groups
- Times for accomplishing the activities
- Resources needed

During Phase III, the Student Success Implementation Plan guided the implementation of improvement activities at all levels of the State system- state, region, district, and school. The State Implementation Team monitored implementation of the plan on a continuous basis to ensure that activities were being implemented as intended; that specific milestones/steps were being accomplished; that implementation timelines were being met; and that outcomes were being achieved.

This section includes a description of the planned activities that were carried out in Phase III for each of the improvement strategies. Information is provided on whether the milestones for each of the activities were accomplished and whether timelines were met. Outputs for each of the activities are addressed in B.1.b., and short-, mid-, and long-term outcomes met as a result of implementation are discussed in Section E.

Coherent Improvement Strategy One: Improve State and Regional infrastructure to better support districts to implement and scale-up evidence-based practices that will improve graduation rates for all students including students with disabilities.

A major focus of Georgia's SSIP during Phase III was to address infrastructure barriers to implementation and scale-up of evidence-based practices. These barriers included lack of alignment of key plans and initiatives; an underdeveloped system of cascading supports with efficient feedback loops across all levels of the State system (e.g. SEA, regional agencies, districts, and schools); and a need to enhance and expand the availability of supports for districts. The following principle activities were implemented to address these barriers.

Principle Activity One: Align and integrate plans/initiatives at the state, regional, district, and school levels to reduce duplication and leverage resources.

During Phase III, staff from the Division for Special Education Services and Supports worked with leadership at the GaDOE to align the strategies and activities of Student Success

with the graduation improvement strategies of other Department plans and initiatives. The State Implementation Team focused on alignment and integration of two key State plans and associated initiatives that were most closely aligned to the strategies and activities of Student Success. These were the GaDOE Strategic Plan and the Georgia Every Student Succeeds Act Plan.

- GaDOE Strategic Plan: During FFY 2015, the State Director of Special Education and other staff within the Division for Special Education Services and Support worked with staff from across the Department to ensure that special education initiatives including Student Success were aligned to the Department's Strategic Plan. This plan guides the work of the GaDOE; therefore, it was critical that Student Success strategies and activities be aligned to the Strategic Plan goals. Alignment of the GaDOE and the Strategic Plan has been completed. The SiMR and improvement strategies are aligned with all eight goals of the Strategic Plan. The most direct connections are with Goal 3: Graduation rate; Goal 6: District, leader, and teacher effectiveness; Goal 7: Safe and healthy climate; and Goal 8: Community and family engagement.

The Department has developed the Georgia Systems of Continuous Improvement Framework to guide the implementation of all improvement initiatives developed to achieve the Strategic Plan goals. The framework includes five essential organizational systems, which are based on critical support structures for school improvement identified in research conducted at the University of Chicago and described in *Organizing for School Improvement* (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010). The Georgia organizational systems are Effective Leadership, Professional Capacity, Coherent Instructional System, Family and Community Engagement, and Supportive Learning Environment. The State Director of Special Education has participated in the development of this framework. This framework will promote continued alignment of all plans and associated initiatives including the SSIP.

- Every Student Succeeds Act Plan: During FFY 2015 the beginning of FFY 2016 personnel from the Division for Special Education Services and Supports, who serve on the Student Success State Implementation Team, were engaged in the development of Georgia's ESSA plan which is scheduled to be submitted to the U.S. Department of Education in September 2017. The plan, which is grounded in the Georgia Systems of Continuous Improvement Framework, outlines expectations and resources for schools designated as comprehensive and targeted based on school data. The Department will continue to focus on alignment of the ESSA Plan and the Georgia SSIP as the ESSA Plan is further developed.

The GaDOE Plan Alignment Rubric was completed in January 2017 to assess the degree of alignment between the SSIP and these key plans. The ten-item rubric measured alignment in four key areas: Plan Development, Plan Content, Plan Implementation, and Plan Monitoring. Plans were determined to be aligned when 80% of the indicators positively demonstrated alignment. Based on the completion of the rubric, which is described in Section C, the SSIP was aligned to 2/2 (100%) of the key GaDOE plans, the GaDOE Strategic Plan and the ESSA.

Both plans include strategies to improve graduation rates by building the capacity of districts and schools to implement evidence-based practices.

The leadership of the Division for Special Education Services and Supports understood the importance of aligning key initiatives based on the above plans as well as others not addressed in this report. Alignment of the plans alone would not be sufficient if the initiatives developed to achieve the goals of the plans were not also aligned. To this end, Division for Special Education Services and Support staff worked with colleagues from other divisions to align program requirements, procedures and processes to reduce duplication and leverage resources. The following examples of collaboration are provided:

- **Alignment of District Improvement Efforts:** The Division for School and District Effectiveness (SDE), which has led the development of the ESSA Plan and is responsible for coordinating district and school improvement activities in Georgia, is a critical internal stakeholder in the implementation of Student Success. The Director of SDE is the co-leader of the State Implementation Team, and three SDE managers also serve on the team. During Phase III, the Student Success Implementation Team has worked to align Student Success and SDE district improvement activities in 16 districts in Georgia that have Priority Schools and are identified to receive intensive supports through Georgia's SSIP. Each of the districts signed a joint Memorandum of Agreement in FFY 2015. District and School Effectiveness Specialists have worked with GLRS Directors and Regional Student Success Coaches to plan, deliver and monitor collaborative technical assistance to these districts. In November 2016, three Joint Regional Implementation Teams were formed to address common implementation barriers across the districts and discuss solutions to address these barriers. These teams consist of District Effectiveness Specialists, GLRS Directors, and Regional Student Success coaches. Six meetings have been held to date. Initial feedback reveals that technical assistance providers on the teams are working together to align their supports for districts and by combining their expertise and resources, districts, schools, and students will benefit.
- **Partnerships with Career, Technical, and Agricultural Education (CTAE):** The Division of Special Education Services and Supports, the Division of Career, Technical and Agricultural Education and the Georgia Vocational Rehabilitation Services Agency (GVRA) have been collaborating for the last two years to better support students with disabilities in effective transition to graduate students who are college and career ready. The ongoing goal of this collaboration is to significantly reduce the dropout rate and increase the graduation rate by engaging students early in relevant course work with practical application including work-based learning opportunities leading to competitive, integrated employment.

Personnel from CTAE have presented at numerous conferences and webinars to support the work of the SSIP. The partnership with CTAE provides support for access to the career pathways for students with disabilities and opens opportunities through Move on When Ready, Georgia's dual enrollment program. Through thoughtful planning and collaboration, consideration has been given to eliminate duplication of services and leverage resources of the GaDOE and the GVRA. An example is career assessment.

Currently, career assessments are given for transition planning during the IEP process, by school counselors in developing the individual graduation plan as required by the Georgia BRIDGE law, and by GVRA counselors in their evaluations and assessments. To prevent duplicative administrations of career assessments, the GaDOE and GVRA worked together to provide Georgia Career Information System (GCIS) to all students in middle and high schools in Georgia. GCIS offers career assessments, career and college planning tools, and financial aid resources to all students in the state. GVRA provided funding for GCIS for two years through a Memorandum of Agreement with GaDOE.

This partnership continues to grow within the GaDOE and across agencies with GVRA and with Tools for Life, Georgia's Assistive Technology Act Program. According to the National Longitudinal Transition Study from 2012 for students with high incidence disabilities, students receiving assistive technology graduated at a rate of 99.8% while those students with high incidence disabilities who did not receive assistive technology graduated at a rate of 79.6%. This data supports information provided by Department's post-secondary partners, technical colleges and traditional 4 year colleges, and business and industry. GVRA also has serious concerns about the use of assistive technology with transition age students and is seeking ways to leverage their assistive work technology programs which include access to post-secondary education and training programs. Plans for next year include continued exploration to leverage resources and services to better collectively support students with disabilities and their families as related to the integration of assistive technology.

- Development of a Comprehensive Needs Assessment for Federal Programs: For many years, districts completed multiple needs assessments to meet the program requirements of Federally-funded programs in Georgia. During FFY 2015, all districts completed a needs assessment specific to Student Success to gather information about district needs based on data to support the development of a district plan to improve graduation rates. At the same time, it is highly likely that district personnel were completing needs assessments for other Federal programs. Districts have reported that the requirement to complete multiple needs assessments is redundant and inefficient, and it has become evident that completing multiple assessments and developing siloed plans has led to frustration for districts, duplicative initiatives, and disconnected results.

During FFY 2015 and the beginning of FFY 2016, staff across Federal programs at the GaDOE collaborated to develop a Comprehensive Needs Assessment (CNA) that is being implemented for the first time in FY18 (FFY 17) for programs such as Title I, Special Education, and Title II. This needs assessment will meet individual program statutory requirements for schools and districts; will enable districts to complete a single comprehensive needs assessment that includes all students, groups, programs; and is connected to the district's flexibility contract. Personnel engaged in the implementation of Student Success participated in the development of the CNA to ensure that key data elements required for the Student Success Process were included. Thus, a separate needs assessment for Student Success will no longer be required. This milestone was met within the established timeline (FFY 2015). The State will continue to monitor key elements of the CNA in FFY 2016 – 2018 and will make adjustments, as needed.

The CNA will be incorporated in the Comprehensive LEA Improvement Plan (CLIP) beginning in FY 18. The CLIP will include district improvement plans, the Title IIA Equity Plan, and the Student Success Plan. With the implementation of the expanded CLIP, districts will not be submitting separate Student Success Plans, and all improvement strategies and activities outlined in the former Student Success Plans will be better aligned with other district and school improvement activities. It should be noted that stakeholders from numerous districts requested the development of an integrated plan. Currently, weekly webinars are conducted for district personnel to assist them in making the transition to the Georgia Systems of Continuous Improvement Framework and the associated CNA and the CLIP.

The GaDOE Initiative Alignment Rubric, which is described in Section C, was designed to assess the degree of alignment between the SSIP and these key initiatives. The ten-item checklist measured alignment in four key areas: Initiative Development, Initiative Content/Activities, Initiative Implementation, and Initiative Monitoring. Initiatives were determined to be aligned when 80% of the indicators positively demonstrated alignment. Based on the completion of the rubric in January 2017, SSIP improvement activities were aligned to 3/3 (100%) of the key GaDOE initiatives including School and District Effectiveness, CTAE, and the Comprehensive Needs Assessment/CLIP.

In addition, to alignment of plans and initiatives across GaDOE divisions and offices, the State Director of Special Education and program managers within the Division of Special Education Services and Supports worked to align key special education initiatives. The following was accomplished during FFY 2015.

- **Alignment and Integration of Special Education Monitoring Procedures and Processes Including Disproportionality:** The Division for Special Education Services and Supports monitors each district every year to ensure timely identification and correction of any identified noncompliance. At each tier, the Division conducts a systematic collection and analysis of data to inform compliant practices and improve results. Districts are targeted for each tier based either on data or the State's monitoring cycle.

During FFY 2015, staff from the Results Driven Accountability Unit continued its efforts to align monitoring procedures and processes with improvement efforts addressed in Student Success. The focus of the alignment and integration was on the alignment and integration of monitoring for significant disproportionality. Districts that received a Determination of Disproportionality in FY16 (FFY 2015) were monitored by the State District Liaison and GLRS Director. The district completed a Disproportionality Compliance Review Self-Assessment in Identification, Placement, and/or Discipline or, depending on the district's disproportionality determination. This document was used to review policies, practices, and procedures relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, procedural safeguards, and consists of a review of child find procedures, and eligibility reports for compliant practices based on the evaluation and eligibility rules. Each district convened a team to rate the district's performance. Districts were required to demonstrate 100% proficiency on all indicators represented in the document. The districts identified

as having noncompliance were required to make timely correction of the noncompliance within one year of the notification. The State required the districts to review and revise their policies, practices, and procedures and all noncompliance that was identified. The district developed a targeted Corrective Action Plan (CAP) for addressing the cited noncompliance and for revising policies, practices, and procedures to ensure compliance with IDEA. This process was facilitated by the State District Liaison and GLRS Director.

Districts that were identified with significant disproportionality and required to spend fifteen percent of their IDEA funds for Coordinated Early Intervening Services (CEIS) received technical assistance from their GaDOE District Liaison and the GLRS Director to assist the district in integrating improvement strategies from their CEIS and Student Success Plans. Districts were provided with information and resources to support school completion for struggling students. Thirty-six districts were required to develop CEIS plans in FFY 2015. All of the districts submitted integrated CEIS and Student Success Process Plans.

- **Alignment with the State Personnel Development Grant:** Georgia has had a State Personnel Development Grant (SPDG) for over ten years, and the focus of the SPDG has always been on improving graduation rates of students with disabilities. One of the SPDG's primary initiatives, GraduateFIRST, has been nationally recognized for its success in implementing its data-driven intervention framework in schools to address barriers to graduation. In GraduateFIRST, regional coaches supported school teams in addressing barriers to graduation including attendance, behavior, and course completion. With the implementation of Student Success, the work of GraduateFIRST has been scaled up to the district level. Twenty-two of the districts identified to receive intensive supports through Student Success have GraduateFIRST schools. Many of the GraduateFIRST coaches are now supporting districts identified to receive intensive supports through Student Success. Supports to the schools have been reduced, but the coaches continue to meet with school teams bi-annually to monitor implementation and support sustainability.
- **Alignment of all IDEA Discretionary Projects with the Student Success:** The State Director of Special Education and program managers within the Division for Special Education Services and Supports worked with staff from IDEA Discretionary funded projects to ensure that the project activities were aligned with the SiMR and that they supported implementation of SSIP improvement strategies. An example of this alignment is the Georgia Parent Mentor Partnership (PMP) that provided funding to districts to support the recruitment and hiring of parent mentors. These mentors, who were themselves parents of children with disabilities, work within districts and schools to improve outcomes for students with disabilities by enhancing communication and collaboration among families, educators and the community. Ninety-eight districts in Georgia have parent mentors including 34 of the districts identified to receive intensive supports through Student Success. In these districts, parent mentors support Student Success improvement activities and work to engage stakeholders in the process.

The IDEA Discretionary Project Alignment Rubric was developed to assess the degree of alignment between the five discretionary projects (e.g. Positive Behavioral Interventions and Supports, Georgia Project for Assistive Technology; Parent Mentor Partnership, ASPIRE- Active Student Participation Inspires Real Engagement) and the SSIP. Indicators were developed in four key areas: Knowledge of Project Regarding SSIP; Alignment of Goals and Activities with SSIP; Coordination of Activities; and Data Collection and Use. Based on the completion of the rubric in January 2017, 5/5 (100%) of the projects were aligned to Student Success.

The alignment of GaDOE initiatives, within special education and across other divisions, has been facilitated by the development of the State Leadership Collaborative, which was established during FFY 2016 by the State Superintendent of Schools to seamlessly align the implementation efforts of individual GaDOE divisions. The State Leadership Collaborative includes the Chief of Staff and Division heads from Assessment and Accountability, Federal Programs, Special Education, Teaching and Learning, Policy, Finance, Career Technical, and Agricultural Education, and School and District Effectiveness. The Leadership Collaborative meets bi-monthly to discuss integration and alignment of key initiatives including Student Success. Because of the work of the Student Leadership Collaborative, it is expected that the alignment of Student Success with other GaDOE initiatives will expand in the future.

The final set of activities implemented in Coherent Improvement Strategy One: Activity One was the development and dissemination of Student Success expectations, processes, and resources to support districts in implementing a problem-solving process leading to the development of a district action plan calculated to improve graduation rates for students with disabilities. The following activities were implemented to support districts in implementing the Student Success Process with fidelity:

- A Process Planning Guide and Template were developed in April 2015 to lead districts through the six step Student Success Process (See Figure 2 below) culminating in the development of a Student Success Action Plan (Step 6). Guiding questions were included for each of the steps, and a template was developed for reporting the necessary documentation to the GaDOE. Districts submitted their initial Student Process Plans (Steps 1 -3) in August 2015. Steps 4- 6 were submitted to the GaDOE in February 2016. In July 2016, districts submitted revised responses to Steps 1–6 to the GaDOE.

Figure 2: Student Success Process

1. Engage stakeholders;
2. Examine local capacity and infrastructure;
3. Review strengths and weaknesses of the General Supervision System;
4. Analyze salient data trends;
5. Use the data to identify local barriers; and
6. Develop short-term and long-term actionable steps that will support local implementation of evidence-based practices.

- In November 2015, the GaDOE developed and disseminated a Student Success District Expectations document that clarified the expectations for all districts (e.g. participate in Collaborative Communities, implement the Student Success Process, and develop a Student Success Process Plan) and for the 50 districts identified to receive intensive supports (e.g. in addition to expectations for all districts, develop a district team, designate a district coach, and select a target school to implement evidence-based practices based on the district’s data analysis).
- In the fall of 2015, staff at the GaDOE developed and disseminated a Student Success Data Toolkit to assist districts in conducting the comprehensive data analysis that was required for all districts. State and regional technical assistance providers were trained in the use of the toolkit, and they provided technical assistance to districts in its use. In February 2016, all districts submitted the data analysis (Step 4) to the GaDOE for review. When needed, technical assistance was provided to assist districts in completing a more thorough data analysis.
- In November 2015, a Student Success Process Rubric was developed to support districts in developing the district process documents with fidelity. The rubric, which was shared with districts in an effort to assist them in addressing each of the required steps of the Student Success Planning Process, was also used by the State to review each of the components to determine if the process was implemented with fidelity.

The plans were jointly reviewed by the GaDOE District Liaison and GLRS Directors for all districts in Georgia. An initial review was conducted following the August 2015 submission for Steps 1 – 3. Based on the review, feedback was provided to districts. Following the February 2016 submission of Steps 1 – 6, the plans were again reviewed and feedback provided to the districts. The last review was completed in July 2016. Noticeable improvement in the quality of the plans was noted with each subsequent submission. In July 2016, 69 (82%) of the districts had 70% or more of the plan components related as “Emerging”, “Operational” or Exemplary on the Student Success Process Plan Rubric. Because this was the first time for the districts to submit the plan, the rating of “Emerging” was added as an acceptable rating.

- Throughout FFY 2015, the GaDOE also provided information at statewide meetings to support all districts in the implementation of the Student Success Process. In June 2016, the Division for Special Education Services and Supports collaborated with Federal programs (e.g. Title I, Title II, Title III, etc.) to coordinate the Federal Programs Conference. Over 1,300 district personnel including 386 special education administrators and technical assistance providers participated in the conference. A focus of the conference was on collaboration and coordination of services across federally-funded programs. Information was provided on implementation of the Student Success Process, on evidence-based practices shown to improve graduation rate, and on the selection of specific practices.

In June 2016, the GaDOE and its partners (Georgia Council for Exceptional Students, Tools for Life, and the Georgia Vocational Rehabilitation Agency) sponsored the

Institute Designed for Educating All Students (IDEAS) Conference. Over 600 Georgia educators participated in sessions on implementing effective practices to support improved outcomes for students with disabilities.

Information on the implementation of the Student Success Process was also provided in GaDOE sponsored sessions at the Fall 2015, Spring 2016, and Fall 2016 Georgia Council for Administrators of Special Education (G-CASE) conferences. Approximately 400 special education administrators participated in the G-CASE conferences.

Student Success was also featured during monthly webinars conducted by the State Director of Special Education for district special education directors. Topics included updated information about the Student Success Process, timelines for submitting required planning documents, and new resources. A question and answer period provided opportunities for district directors to ask questions, share implementation successes, and problem solve implementation challenges.

Lastly, Student Success was addressed at each meeting of the Special Education Leadership Development Academy (SELDA). Offered as a support for new special education directors within their first two years of service, SELDA is a series of meetings that takes place throughout the school year to support new special education directors in accomplishing their responsibilities for general supervision and improving outcomes for students with disabilities. Sixty-two new special education administrators (directors and coordinators) participated in SELDA this year.

District special education directors, other administrators on the district team, and district coaches were asked to provide feedback on the quality, relevance, and usefulness of the Student Success resources (e.g. process planning template, data toolkit, process planning rubric) provided by the GaDOE in the Student Success District Annual Survey. This survey, which was designed to gather information on a variety of topics related to implementation of Student Success, was completed in January 2017 by 165 district personnel. Based on the survey results, 129/165 (78%) respondents reported that Student Success resources were of high quality, 127/165 (77%) respondents reported that the resources were relevant to their work in Student Success, and 125/165 (76%) respondents reported that Student Success resources were useful.

Figure 3 includes a summary of the implementation progress for Coherent Improvement Strategy One, Activity One. The FFY 2015 Status for each milestone/step and information is provided as to whether the milestone was accomplished and whether the timeline was met. Outcomes met as a result of implementation of these principle activities are discussed in Section E.

Figure 3: Implementation Progress Strategy One, Activity 1 for FFY 2015

Principle Activity One : Align and integrate initiatives/plans at the state, regional, district, and school levels to reduce duplication and leverage resources FFY 2015 status: Initiated(I), Continuing (C) and Ended (E)		
Milestone/Step	Milestone Accomplished	Timeline Met
Integrate Student Success plans with state improvement plans (I)	Y	Y
Develop Comprehensive self-assessment for use across all federal programs (I)	Y	Y
Align and integrate special education monitoring procedures and processes (I)-Disproportionality Only	Y	Y
Align and integrate plans for significant disproportionality and Coordinated Early Intervening Services with the Student Success Process (I)	Y	Y
Align five projects funded with IDEA Discretionary dollars with the Student Success Process (I)	Y	Y
Coordinate statewide meetings to provide information on implementation of the Student Success Process (I)	Y	Y
Develop and disseminate District Expectations Document (C)	Y	Y
Develop and disseminate Student Success Process Planning Guide, Template, and Rubric (C)	Y	Y
Develop and disseminate Data Toolkit and related data analysis resources (C)	Y	Y
Review and provide feedback on District Student Success Plans (I)	Y	Y

Principle Activity Two: Establish, maintain, evaluate, and update cascading team management and implementation structures and communication protocols at state, regional, and district levels.

During Phase I and Phase II, it was determined that the state-identified barriers to improving graduation rate were complex, and that a team approach at each level of the State system was required to address the barriers. During Phase III, the focus was on implementing the team process with fidelity and utilizing the established feedback loops to convey information about implementation barriers and successes and needs for technical assistance as well as to provide feedback to the State Implementation Team to guide Student Success procedures, processes, and resources.

- At the beginning of Phase II, Georgia established a State Leadership Team and State Implementation Team to guide the work of Student Success. Soon thereafter, it became apparent that the roles and responsibilities of the team members overlapped, and most of the members served on both teams. Moreover, with the establishment of the previously mentioned State Leadership Collaborative, two members served on all three teams. Therefore, the decision was made to combine the State Leadership and Implementation Teams into one team, and it would be referred to as the State Implementation Team. The State Director of Special Education and the Director of the Division for School and District Effectiveness served on the State Implementation Team and the State Leadership Collaborative, and they would be responsible for conveying information between the teams.

The State Implementation Team met monthly to plan Student Success activities and to adjust these activities as needed. The team also identified resources that were required to support the implementation of Student Success and coordinated the acquisition and

dissemination of these resources. Team members included the State Director of Special Education, the Director of the Division for School and District Effectiveness (SDE), managers from SDE, and key personnel from the Division for Special Education Services and Supports who were engaged in the work of Student Success. Attendance at the State Implementation Team Meetings was tracked throughout Phase III. At each meeting, over 90% of the members were in attendance. The State Implementation Team Fidelity Rubric was used to assess the degree to which team meetings were being implemented with fidelity. The rubric uses a four-point rating scale to assess four essential components (e.g. Members; Meeting Schedule and Ongoing Communication; Meeting Agenda and Content; and Coordination of Supports for Districts and Schools). The rubric was completed by the State Implementation Team members in March 2017. Based on the results, the State Implementation Team obtained “Operational” or “Exemplary” ratings on 4/4 of the essential components as was determined to be implementing meetings with fidelity (e.g. 3/4 or 75% or more of the items scored “Operational” or “Exemplary”).

- Regionally, the GLRS Centers continued to operate regional Collaborative Communities to support all districts in the region in implementing Student Success. The Collaborative Communities were Georgia’s primary form of universal technical assistance. In total, 17 Collaborative Communities met on a regular basis to provide support to special education directors in implementing the Student Success process with fidelity. During the Collaborative Community Meetings, GLRS Staff, the GaDOE District Liaison, and district special education directors discussed and problem solved barriers that districts were experiencing in implementing the Student Success Process. They shared implementation successes and resources, and they discussed topics related to general supervision. A digital learning platform, Haiku, was used to house materials and resources for the GLRS Directors and GaDOE District Liaisons to use in Collaborative Community Meetings. During FFY 2015, many of the resources were related to the six steps of the Student Success Process.

During the 2016-2017 school year, staff from the Georgia Vocational Rehabilitation Agency (GVRA) including Service Area Managers and Career Placement Specialists began participating in Collaborative Community Meetings. This participation occurred as the result of the strong partnership being built between GVRA and the GaDOE, and it has resulted in coordination of services between the agency and districts which has led to an increase in supports for students with disabilities.

The on-line Collaborative Community Meeting Survey was developed to track the meetings in each region. The survey collected information about actions since last meeting, implementation barriers and successes, next steps, and assistance needed from the State Implementation Team. A Collaborative Community Report was generated each month for the State Implementation Team that documented the number and locations of Collaborative Community Meetings held during that month as well as identified implementation barriers. These were reviewed and addressed at State Implementation Team Meetings.

From November 2015–June 2016, 83 Collaborative Community Meetings were held in Georgia. An additional 75 Collaborative Community Meetings were held between July 1, 2016 and February 28, 2017. To ensure that the Collaborative Community Meetings were being implemented across the state with fidelity, the State Implementation Team developed a Collaborative Community Meeting Implementation Fidelity Checklist to determine if essential meeting components were being implemented as intended. The checklist was completed by the external evaluator for meetings held from November 2015–June 2016 using information entered in the Collaborative Community Meeting Survey referenced above. Based on the completion of the checklist, it was determined that essential components were implemented with fidelity in 79/83 (95%) of the meetings. To obtain additional information about the fidelity of implementation of the meetings, the checklist was used to create a more in-depth Collaborative Community Meeting Implementation Fidelity Rubric. The rubric used a four-point rating scale (e.g. Not Evident; Emerging; Operational; and Exemplary) to rate the seven essential meeting components (e.g. Meeting Planning; Meeting Schedule; Ongoing Communication; Meeting Content/Agenda; Meeting Facilitation; Meeting Format; and Use of Feedback). In January 2017, GLRS Directors and GaDOE District Liaisons completed the Collaborative Community Meeting Implementation Fidelity Rubric to assess the fidelity of implementation of Collaborative Community Meetings held from July 1, 2016 and January 30, 2017. Based on an analysis of the rubrics, 17/17 (100%) of the centers conducted Collaborative Community Meetings with fidelity. In order to be identified as implementing with fidelity, the ratings for 6/7 or 86% of the items had to be scored “Operational” or “Exemplary”. The external evaluator used data from the Collaborative Community Survey to verify all ratings.

To gain feedback from special education directors about the Collaborative Community Meetings, special education directors were asked to complete an online survey containing a set of questions about Collaborative Community Meetings including those about the quality, relevance, and usefulness of the meetings. They were also asked to identify changes in district practices that had occurred because of the Collaborative Community Meetings. In January 2017, 118 special education directors completed the Student Success District Annual Survey. The results were summarized and are included in the table below:

Figure 4: District Director Collaborative Community Meeting Survey Results

Indicator	Number	Percent
Special education directors reporting that information and resources shared in Collaborative Community Meetings was of high quality	107	90.6
91Special education directors reporting that information and resources shared in Collaborative Community Meetings was relevant to their work in Student Success	107	90.6
Special education directors reporting that information and resources shared in Collaborative Community Meetings was useful their work in Student Success	104	88.1
Special education directors reporting that their district had implemented changes in practice as a result of participation in the Collaborative Community Meetings	99	83.8

Based on the results of the survey, it is evident that special education directors find their Collaborative Community Meetings to be of high quality, relevant, and useful. In

addition, special education directors are making changes in practices (e.g. implementing RtI, enhancing procedures for general supervision, etc.) within their districts.

- District teams were established or re-purposed to guide the work of Student Success in the districts. The team included external and internal members with the variety of perspectives needed to address improved graduation rates within the districts. All districts in Georgia have identified district teams to guide the work of Student Success. Having a district team was one of the identified Student Success Expectations, and district teams were addressed in the Student Success Process Plan in Step 1.

During the 2015-2016 school year, the focus of Student Success was on building the capacity of districts to support school leaders in improving teaching and learning. Districts were in the process of analyzing district data to identify a target school in which they would implement the Student Process. During the 2016-2017, districts were scaling up their work to identify targeted schools based on data, to identify targeted students within those schools, and to implement evidence-based practices for the targeted students. Between July 1, 2016 and February 28, 2017, approximately 300 district team meetings were held. Additional data on the status of school teams will be reported in the FFY 2016 APR for Indicator 17.

In FFY 2015, the GaDOE developed clearly defined processes, protocols, and feedback loops to eliminate gaps in communication between various levels of the state's system (e.g. GaDOE, regional technical assistance agencies, districts, and schools). The cascading team structure provided the conduit for communication, and well-defined feedback loops supported the sharing of information from one level of the system to another. Information about barriers to implementation in schools and districts was shared with regional technical assistance providers who assisted them in addressing these barriers. Systemic issues that could not be addressed at the regional levels were then referred to the next highest level, the State Implementation Team. This team problem-solved issues for systemic barriers and shared possible solutions with regional technical assistance providers supporting the district and school teams. When changes in procedures or processes were required to address barriers to implementation, these changes were then communicated back down the cascading team structures to local schools.

The GaDOE provided sample agenda templates for school, district, regional and state meetings to promote structured times for team members to address implementation barriers and successes and to identify resources and supports needed. Online surveys for each level (e.g. state teams, regional teams, district teams, and school teams) were used to transmit implementation information via the feedback loops. The GaDOE has used information gathered through the feedback loops to adjust Student Success processes and timelines. Information about barriers experienced in districts have also been used to inform the development and distribution of resources to support districts in implementing the process.

Figure 5 includes a summary of the implementation progress for Coherent Improvement Strategy One, Activity Two. The FFY 2015 Status for each milestone/step and information is provided as to whether the milestone was accomplished and whether the timeline was met.

Outcomes met because of implementation of these principle activities are discussed in Section E.

Figure 5: Implementation Progress Strategy One, Activity 2 for FFY 2015

Principle Activity Two: Establish, maintain, evaluate, and update cascading team management and implementation structures and communication protocols at state, regional, and district levels		
Milestone/Step	Milestone Accomplished	Timeline Met
Establish Leadership and Implementation Teams at GaDOE (I)	Y	Y
Coordinate monthly, regional Collaborative Community Meetings in each GLRS Region to assist districts in addressing implementation barriers and celebrating implementation successes (C)	Y	Y
Support districts in the development of district teams to guide the Student Success Process (I)	Y	Y
Establish communication protocols and defined feedback loops among all levels of the state system (state, regional, district, school) (I)	Y	Y
Develop online surveys and other reporting structures for sharing information via the feedback loops (I)	Y	Y
Collect, analyze, and use information from feedback loops to adjust team structures as needed to support effective implementation (I)	Y	Y

Principle Activity Three: Provide professional learning and coaching to state and regional technical assistance providers to increase their capacity to support districts in implementing evidence-based practices

State and regional technical assistance providers including GaDOE District Liaisons, GLRS Directors, and Regional Student Success Coaches provided high quality professional learning and follow-up coaching to district personnel to support them in assisting district teams and coaches in implementing the Student Success Process. To prepare the technical assistance providers for their important work in Student Success, on-going professional development with follow-up coaching was provided to them on a variety of topics including:

- Implementation of the Student Success Process based on the Student Success Process Planning Guide and Rubric;
- Roles and responsibilities of technical assistance providers in the process;
- Analysis of district data;
- Use of the communication protocols and feedback loops to convey implementation barriers;
- Use of principles, stages, and drivers of implementation science to support the selection and use of evidence-based practices;
- Use of effective coaching strategies;
- Evidence-based practices for improving graduation rates of students with disabilities; and
- Evidence-based practices for secondary transition that are compliant and of high quality.

The Observation Checklist for High Quality Professional Development was completed for two formal professional learning opportunities for GaDOE District Liaisons, GLRS Directors, and Student Success Coaches. The checklist represents a compilation of research-identified indicators that should be present in high quality professional development. Professional development training with a maximum of one item missed per domain on the

checklist can be considered high quality. Based on the administration of the checklist, 2/2 (100%) of the professional learning opportunities were determined to be of high quality.

Figure 5 includes a summary of the implementation progress for Coherent Improvement Strategy One, Activity Three. The FFY 2015 Status for each milestone/step and information is provided as to whether the milestone was accomplished and whether the timeline was met. Outcomes met as a result of implementation of these principle activities are discussed in Section E.

Figure 5: Implementation Progress Strategy One, Activity 3 for FFY 2015

Principle Activity Three : Provide professional learning and coaching to state and regional technical assistance providers to increase their capacity to support districts in implementing evidence-based practices		
Milestone/Step	Milestone Accomplished	Timeline Met
Conduct on-going professional learning for State Student Success coaches, GaDOE District Liaisons and GLRS Directors on Student Success Process (C)	Y	Y
Provide on-going professional learning and follow-up coaching to Regional Student Success Coaches in systems coaching (I)	Y	Y
Provide professional learning and coaching on implementation science principles and application (C)	Y	Y
Provide professional learning and follow-up coaching to Regional Success Coaches, GaDOE District Liaisons, and GLRS Directors in the selection and use of evidence-based practices designed to improve graduation rates (I)	Y	Y
Collect and analyze data on professional learning and coaching (C)	Y	Y
Use data to make adjustments in professional learning and coaching (C)	Y	Y

Coherent Improvement Strategy Two focused on improving district infrastructure and implementation of evidence-based practices in fifty districts identified to receive intensive technical assistance to improve effective instruction, engaging school climate, and transition. This strategy applied only to the 50 districts selected to receive intensive technical assistance. Principle activities included providing professional learning and follow-up technical assistance to district teams to support the implementation of the Student Success Process, including the selection and implementation of evidence-based practices based on the Student Success Process.

During FFY 2015, GaDOE District Liaisons, GLRS Directors, and Regional Student Coaches supported teams from the fifty districts that had been identified in FFY 2014 to receive intensive supports based on district data. The following activities were completed for these 50 districts.

- In November 2015, Georgia Learning Resources System (GLRS) Regional Implementation Teams were established to coordinate technical assistance to the districts selected to receive intensive supports in each of the 17 GLRS regions. The two GLRS Centers in the Metro Atlanta held joint meetings in alignment with School and District Effectiveness so technical there were 16 GLRS Regional Teams. Core team members included the GaDOE District Liaison assigned to the region, the GLRS Director, and the Regional Student Success Coach. Supplemental team members included District Effectiveness Specialists, School Improvement Specialists, School Climate Specialists,

and other technical assistance providers identified by the teams. Core components of regional team meetings were identified, and an agenda template was provided to ensure that these components were addressed in each meeting. The components included status update, implementation barriers, implementation successes, next steps for district technical assistance, and feedback to the State Implementation Team. During the 2016-2017 school year, regional staff from the Georgia Vocational Rehabilitation Agency including Service Area Managers and Career Placement Specialists also participated in many of the meetings. This resulted in an increased focus on transition and careers.

An online survey, the GLRS Regional Team Meeting Survey, was developed to gather information about the number and location of the meetings. From November 2015–June 2016, 46 regional team meetings were held. An additional 33 meetings were held between July 1, 2016 and February 28, 2016.

For all meetings held between November 1, 2015–June 30, 2016, the GLRS Regional Team Meeting Implementation Fidelity Checklist was completed by the external examiner to determine whether the meetings addressed the essential components listed above based on documentation submitted through the surveys and print agendas and sign-in sheets. Based on the completion of the checklist, 36/44 meetings (81.8%) of the GLRS Regional Teams addressed the essential components during their meetings.

The GLRS Regional Team Implementation Fidelity Rubric was developed in Fall 2016 to provide a more in-depth analysis of the fidelity of the regional meetings. The rubric uses a four-point rating scale (e.g. Not Evident; Emerging; Operational; and Exemplary) to rate the four essential meeting components (e.g. Members; Meeting Schedule and Ongoing Communication; Meeting Content/Agenda; and Coordination of District Technical Assistance). GLRS Directors, GaDOE District Liaisons, and Regional Student Success Coaches jointly completed the rubric ratings, and the external evaluator used information from the GLRS Regional Team Meeting Survey to verify the ratings. Based on an analysis of the rubrics, 16/16 (100%) of the regions conducted GLRS Regional Team Meetings with fidelity. In order to be identified as implementing with fidelity, the ratings for 3/4 or 75% of the items had to be scored “Operational” or “Exemplary” The external evaluator used data from the GLRS Regional Team Meeting Survey to verify all ratings.

- Webinars and statewide meetings were held for district team members including district coaches on the Student Success Process, evidence-based practices shown to improve graduation rates for students with disabilities, and strategies for selecting and defining evidence-based practices. From July 2015 – June 2016, three Leadership Launch webinars were conducted to support district teams in implementing the Student Success Process. Expectations for districts selected to receive intensive supports were reviewed and resources for implementing Student Success were shared. In each webinar, information was shared about updates to the Student Success website. Over 400 district team members participated in the quarterly Leadership Launches from July 2015- June 2016. To provide on-going information about Student Success, three additional Leadership Launches were conducted between July 1, 2016 and February 28, 2017. Over

290 district team members participated in the two Leadership Launch webinars held during the identified time period.

In addition to the Leadership Launches, the State sponsored statewide meetings for district teams to build their capacity to identify and implement evidence-based practices directed toward improving graduation rates for students with disabilities. In February 2016, 392 district team members (e.g. superintendents, special education directors, other central office administrators, district coaches, and principals) and their technical assistance providers participated in team meetings in Macon and Decatur. Sessions addressed current data trends for students with disabilities, district supports needed to successfully implement Student Success, and strategies for supporting effective implementation of evidence-based practices. Time was allocated for teams to work together to determine next steps for Student Success implementation in their districts.

In October 2016, 201 district team members participated in the second annual Partnering for Success Meeting. The focus of the meeting was on selecting and implementing evidence-based practices and monitoring the use of those practices. A panel of special education directors shared information about implementation barriers and successes that they had experienced in implementing Student Success in their districts.

In December 2016, 93 district coaches and GLRS Regional Team members including GaDOE District Liaisons, GLRS Directors, and Student Success Coaches participated in a professional development meeting on selecting and defining evidence-based practices. Participants learned to use the Hexagon Tool to systematically explore practices based on fit and feasibility and to use the Practice Profile to define the essential components of the evidence-based practices once they were identified. Both tools, which were developed by the State Implementation and Scaling-up of Evidence-Based Practices Center, are based on the principles of implementation science. After the meeting, Regional Student Success Coaches worked with the district coaches to integrate the use of the tools into their district practices.

In January and February, the Division for Special Education Services and Supports and the Division for Career, Technical and Agricultural Education partnered with the Southern Regional Educational Board (SREB) to conduct two statewide professional development meetings for district teams identified to receive intensive supports through Student Success. The meetings, which were entitled "*Counseling for Careers*", included information and resources that would support the district teams in developing comprehensive career counseling plans to ensure on-going career advisement for students transitioning from middle to high school and beyond. A major focus of the meetings was on providing counseling to promote access to career pathways for students with disabilities. The content of these meetings directly supports Georgia's SiMR based on GADOE data which indicates that 94.9% of career pathway completers exited high school with a general education diploma. Over 400 district team members participated in the meetings. Travel expenses were reimbursed by CTAE and presenters were provided by SREB. Each district will be required to submit Counseling for Careers Strategic Goals

to the GaDOE in July 2017 to include metrics for collecting and reporting data including the percentage of students completing individual transition plans and career pathways.

In February 2017, the GaDOE partnered with the National Center on Secondary Education and Transition (NCSET) to sponsor two statewide meetings for district teams from the 50 Student Success districts receiving intensive supports. The meetings, which were entitled “*Dropout Prevention for Student Success Leaders: Where Are We? What Have We Learned? What Works?*”, focused on the 15 effective strategies for dropout prevention that were identified by the National Dropout Prevention Center/Network based on and research conducted and analyzed by the center. The strategies discussed during these meetings were organized into four general categories: Foundational Strategies; Early Interventions; Basic Core Strategies; and Managing and Improving Instruction. Teams had the opportunity to work together to determine how they could integrate these strategies into their Student Success Plans. These meetings, which were directly linked to Georgia’s SiMR of improving graduation rates, were attended by over 200 district team members. Regional Student Success Coaches are continuing to provide follow-up coaching to the teams to support them in implementing strategies discussed in the meetings.

The Observation Checklist for High Quality Professional Development was completed for three of the statewide meetings for district teams. The checklist represents a compilation of research-identified indicators that should be present in high quality professional development. Professional development training with a maximum of one item missed per domain on the checklist can be considered high quality. Based on the administration of the checklist, 2/3 (66%) of the professional learning opportunities were determined to be of high quality.

A post-meeting on-line survey was administered to meeting participants from all of the meetings discussed above to assess the quality, usefulness, and relevance of the information and resources presented during the meeting. Of the 885 participants of statewide meetings, 594 completed the surveys. The results of the survey are included in Figure 6. In addition, participants were asked in the District Annual Survey if they had actually used information presented in the meetings in their Student Success work. Of the 249 respondents to this item, 188/249 (76%) reported that they had actually used the information to date.

Figure 6: Statewide Meeting Survey Results

Indicator	Number	Percent
Participants reporting that information and resources provided during the meetings was of high quality	506	85.1
Participants reporting that information and resources provided during the meetings was relevant (e.g. do they apply to my work) to their work in Student Success	533	89.7
Participants reporting that information and resources provided during the meetings was useful to their work (e.g. will I actually be able to use them?) in Student Success	529	89.0

- In addition to the webinars and statewide meetings, nineteen Regional Success Coaches supported district teams in the 50 districts in implementing the Student Success Process with fidelity. An online coaching log was used to track coaching contacts with district personnel. An additional six Regional Success Coaches focused specifically on secondary transition. From July 1, 2015 - June 30, 2016, the 25 coaches made 1206 coaching contacts. Frequently documented coaching activities including assisting in data analysis, supporting development of the Student Success Process Plan, participating in district meetings, supporting the district coach in establishing processes, and assisting in the identification of target schools. An additional 852, coaching contacts were documented for the time period of July 1, 2016 to February 28, 2017. The visits focused on identifying target students based on school data, selecting evidence-based practices, and monitoring evidence-based practices to ensure fidelity.

In June 2016, the State Implementation Team identified (using information from the feedback loops) a need for additional personnel to work with the regional coaches to build their capacity in system's coaching and selection, implementation, and monitoring of evidence-based practices. Three Area Student Success Coaches were hired and assigned to each of the District and School Effectiveness regions; North, South, and Metro. During this school year, the coaches met with the Regional Student Success Coaches on a regularly scheduled basis to assist them in addressing implementation barriers identified in their assigned districts. They supported the GLRS Regional Teams and the Collaborative Communities. Weekly calls were held with the three Area Success Coaches and the State Implementation Team to discuss barriers, identify solutions, and provide resources and information to address the barriers. Between August 2016 and February 28, 2017, the Area Student Success Coaches have logged 139 contacts with regional coaches and the GLRS Regional Teams.

To ensure that the coaches were using effective coaching strategies, the Regional Student Success Coaches were observed by the Area Student Success Coach assigned to their regions in January 2017. The Area Student Success Coaches were observed by a State Implementation Team member. All observations were completed using the Student Success Coach Observation Rubric. This rubric includes four essential elements of effective coaching: Communication, Building Relationships, Questioning, and Guiding the Process. Ratings ranged from 1- Not Evident to 4- Exemplary. Coaches were determined to use effective coaching strategies when ratings for three or four of the four essential elements were rated as "Operational" and "Exemplary". Based on an analysis of the coach observation results, 19/19 (100%) of the Regional Student Success Coaches and 3/3 (100%) of Area Student Successes used effective coaching strategies.

In addition, district team members from the 50 districts identified to receive intensive support through Student Success were asked to rate the effectiveness of the coaching that they had received from their Regional Student Coach in the District Annual Survey completed in January 2017. The results of the survey indicated that 76/83 (91.5%) of the respondents from the 50 districts indicated that the coaching received from the Regional Student Success Coach was effective. The return rate for this survey could not be

calculated due to the fact that the survey was distributed to district personnel by the director of special education and the number of recipients is unknown.

During FFY 2015, a primary focus of coaching visits was on assisting the district in establishing or re-purposing a district team to support the implementation of Student Success. Regional Student Success Coaches often participated in the team meetings. The District Team Meeting Survey was developed to document district team meetings and to capture information about implementation barriers and successes addressed during the meetings. During, FFY 2015, the survey was completed by the Regional Student Success Coach who participated in the district meetings. Analysis of the survey results indicated that 179 district team meetings were held in FFY 2015. Beginning in July 2016, District Student Success Coaches were given the responsibility for documenting district meetings. To date, 121 district meetings have been recorded. This may be an under-representation of the district meetings, and Regional Student Success Coaches are working with the district coaches to improve their reporting of these meetings. For meetings held since July 1, 2016, the external evaluator has used a checklist to determine if district teams were addressing the essential components (e.g. implementation barriers, implementation success, etc.) of district team meetings based on the information entered by the coaches in the District Team Meeting Survey. Based on a review of the checklists, 78.0% of the districts were addressing the essential components in their meetings.

Intensive professional development and follow-up technical assistance and coaching were provided to district teams on topics related to selecting, defining, implementing, and monitoring implementation of evidence-based practices. Georgia designed a broad framework, Student Success, to support local districts in the selection of evidence-based practices, but the State did not require or recommend specific evidence-based practices for districts. Regional Student Success Coaches identified the most common evidence-based practices, strategies, and frameworks that were being implemented in the 50 districts. Figure 7 includes a listing of the ten most common evidence-based practices, strategies, and frameworks identified by the coaches. They are organized by the three primary barriers to graduation rate identified during Phase I.

Figure 7: Selected District Evidence-based Practices

	Number of Districts	Access to Curriculum	School Climate	Specially Designed Instruction
PBIS	20		X	
Co-teaching	19	X		
ASPIRE	7	X		
Check and Connect	5		X	
Credit Recovery	4	X		
RTI	4	X	X	
SDI	4			X
Mentoring	3		X	
Read 180	2	X		

In addition, information was collected on the scale of implementation (e.g. percentage of schools in which practice is implemented) and the stage of implementation (e.g. Exploration, Installation, Initial Implementation, and Full Implementation) of the practices based on the National Research Implementation Network’s Stages of Implementation. There were significant differences among districts in both the scale of implementation and stage of implementation. Some districts were reported to be in the initial stages of implementation while several of the districts that had already been implementing the practice were at full implementation. The same was true for scale of implementation. Some districts were just implementing the selected practice in the targeted school while others were implementing district-wide. The GaDOE has utilized information about evidence-based practices including the scale and stages of implementation to plan professional learning for district and school teams. Moreover, this information has been used to inform technical assistance including coaching. Information about the fidelity of implementation of the Student Success Process and the interventions themselves is included in Section E.

Figure 8 includes a summary of the implementation progress for Coherent Improvement Strategy Two. The FFY 2015 Status for each milestone/step and information is provided as to whether the milestone was accomplished and whether the timeline was met. Outcomes met as a result of implementation of these principle activities are discussed in Section E.

Figure 8: Implementation Progress Strategy Two for FFY 2015

Principle Activity One : Provide professional learning and follow-up coaching to district and school personnel to support implementation of the Student Success Process (including implementation of evidence-based practices) FFY 2015 status: Initiated(I), Continuing (C) and Ended (E)		
Milestone/Step	Milestone Accomplished	Timeline Met
Identify districts based on state data and notify of selection (C, E)	Y	Y
Recruit and hire Regional Student Success Coaches (I)	Y	Y
Collaborate with GLRS and RESA to establish and maintain GLRS Regional Teams to support districts (I)	Y	Y
Conduct webinars (Leadership Launches) for district teams from districts selected to receive intensive supports to provide information on of the Student Success Process (I)	Y	Y
Conduct statewide meetings for district teams to address issues in implementing the Student Success Process (I)	Y	Y
Provide technical assistance including coaching to district personnel in completing and updating the Student Success Process Plan using provided resources (I)	Y	Y
Provide technical assistance including coaching to support infrastructure changes needed to support implementation (I)	Y	Y
Assist in selection of district coach (I)	Y	Y
Assist in selection of target school(s) (I)	Y	Y
Collection of data to monitor progress and outcomes (I)	Y	Y
Partner with district personnel to complete learning walks (I)	Y	Y
Collect and analyze data (I)	Y	Y

Three steps/milestones in the Student Success Improvement Plan were not scheduled to be initiated in FFY 15. These steps/milestones related to aligning regional technical assistance

plans (Strategy One, Activity One) and providing professional learning and coaching to district teams to support selection, implementation, and evaluation of evidence-based practices (Strategy Two, Activity One). One step/milestone, supporting districts in scaling up Student Success to other schools based on data (Strategy Two, Activity One), was not scheduled for implementation until FFY 2017. Although, the timelines for these milestones did not occur until after the current reporting year, it should be noted that work is already being initiated to address the milestones. Progress toward these milestones will also be included in this report. One milestone, aligning regional technical assistance plans, was deleted since these plans are no longer developed.

As a result of the implementation of the Coherent Improvement Strategies and associated activities outlined in the Student Success Implementation Plan and discussed here in Section B, Georgia has made progress towards improving its State and Regional infrastructures to better support districts in implementing and scaling up evidence-based practices that will lead to improved graduation rates for students with disabilities.

- Plans and initiatives at the state are better aligned. Thus, staff from different divisions are working together to plan and deliver coordinated supports and resources to districts. This enables staff to align program requirements, leverage expertise, and maximize resources across GaDOE divisions.
- Regional technical assistance agencies are aligning their supports to districts, and they are working together to plan, deliver, and monitor technical assistance.
- Communication up and down the State system has improved with the cascading team structures and associated feedback loops that have been established.
- State and regional technical assistance providers have increased their capacity to support districts and schools in implementing evidence-based practices.
- District teams have implemented the Student Success Framework leading to the development of an action plan that includes activities designed to improve graduation rates for students with disabilities.

Based on the information presented in section B.1.a. of this report, Georgia has carried out its planned activities with fidelity. The impact of the implementation of improvement strategies on the identified short-, mid-, and long- goals are address in Section E of this report. Based on the implementation of the improvement strategies and associated principle activities it is evident that Georgia is making progress in implementation and toward achieving the SiMR.

- b. Intended outputs that have been accomplished as a result of the implementation activities.

During FFY 2015, the State Implementation Team monitored outputs that were being accomplished as a result of the principle activities that were implemented for the two identified improvement strategies. Based on the data presented in the preceding section, the accomplished outputs are listed in Figure 9.

Figure 9: Outputs Accomplished as a Result of Implementation

Strategy Two: Improve State and Regional infrastructure to better support districts to implement and scale-up evidence-based practices that will improve graduation rates for all students including students with disabilities.		
Principle Activity One Outputs	Output Accomplished	
Aligned State Plans (Student Success, GaDOE Strategic Plan, ESSA, and CTAE)	Y	February 2017
GaDOE Comprehensive Needs Assessment developed and disseminated	Y	February 2017
Aligned and integrated special education monitoring procedures- Disproportionality	Y	September 2016
Integrated District Student Success and CEIS Plans	Y	July 2016
Aligned IDEA Discretionary Projects (5)	Y	February 2017
Statewide meetings conducted	Y	June 2016
District Expectations developed and disseminated	Y	November 2015
District Process Planning Guide, Template, and Rubric developed and disseminated	Y	April 2015
Data Toolkit developed and disseminated	Y	July 2015
District Process Plan Rubric Ratings Form completed for all District Plans	Y	July 2016
Regional coaches recruited and hired	Y	August 2015
District teams established	Y	August 2015
Principle Activity Two Outputs	Output Accomplished	
State Implementation Team established	Y	August 2015
Collaborative Community Meetings conducted	Y	June 2016
Communication protocols and feedback loops established and utilized	Y	June 2016
Online surveys and other reporting structures for sharing information via the feedback loops established and utilized	Y	June 2016
Feedback loop data used to adjust team structures as needed to support effective implementation	Y	June 2016
Principle Activity Three Outputs	Output Accomplished	
Professional learning for State Student Success coaches, GaDOE District Liaisons and GLRS Directors on Student Success Process conducted	Y	October 2015
Professional learning and follow-up coaching to Regional Student Success Coaches in systems coaching	Y	September 2016
Professional learning workshops and coaching on implementation science principles and application	Y	December 2016
Professional learning workshops and follow-up coaching to Regional Success Coaches, GaDOE District Liaisons, and GLRS Directors in the selection and use of evidence-based designed to improve graduation rates	Y	December 2016

Strategy Two, Principle Activity **One**: Provide professional learning and follow-up coaching to district and school personnel to support implementation of the Student Success Process (including implementation of evidence-based practices) FFY 2016 Status: Initiated(I), Continuing (C) and Ended (E)

Outputs	Milestone Accomplished	
Districts identified and notified	Y	April 2015
GLRS Regional Teams established and meetings conducted	Y	June 2016
Leadership Launches conducted	Y	March 2016
Statewide meetings for teams conducted	Y	January 2016
Coaching Visits documented in Regional Student Success Log	Y	June 2016
District coaches selected	Y	August 2016
Target school selected	Y	December 2016
Learning Walks conducted	N	In Progress

Based on the information presented above, it is evident that Georgia has accomplished the intended outputs as a result of the implementation of the principle activities associated with the two improvement strategies. One output, aligned regional technical assistance plans, was deleted since these plans are no longer developed by the regional technical assistance agencies. Learning walks were not completed this year due to time spend on building district capacity, selecting targeted schools, and identifying students to receive specific interventions. District leaders will be supported in the development of learning walks in the 2017-2018 school year. Outputs were accomplished within proposed timelines.

(2) Stakeholder Involvement in SSIP implementation

a. How stakeholders have been informed of the ongoing implementation of the SSIP

Georgia has a strong history of engaging stakeholders in the development and implementation of the SSIP. During Phases I and II, stakeholders reviewed state data, assisted in the infrastructure analysis, made recommendations for the SiMR, provided feedback on potential improvement strategies, and made suggestions for the SSIP improvement and evaluation plans.

While the State Implementation Team was reviewing the continued role of the Phase II SSIP Stakeholder Committee, a new stakeholder group was being formed to support transition priorities and initiatives. This group, which was named the Transition Planning and Best Practices Workgroup, included a variety of stakeholders including local directors of special education, transition teachers, career pathway specialists and administrators from the Georgia Vocational Rehabilitation Agency (GVRA), GLRS Center Directors, staff from the Parent Training and Information Center, parents of students with disabilities, and representatives from other public and private agencies involved in secondary transition. In fact, some of the members of the Transition Planning and Best Practices Workgroup had served on the Phase II Stakeholder Committee. The group met in May 2016 for the first time and began to discuss issues related to transition and the alignment of the State Transition Plan and the SSIP.

It was decided that this workgroup would become the primary Phase III stakeholder group for the SSIP to create a common focus on effective transition practices leading to improved graduation rates for students with disabilities. In meetings held in September 2016 and November 2016, the stakeholder group continued to work on developing resources related to transition and graduation. Stakeholders were informed of Student Success implementation progress and of the ongoing evaluation activities at each of these meetings. Additional stakeholders were added to the workgroup including representatives from the Technical College System of Georgia, the Georgia Department of Behavioral Health and Developmental Disabilities, and the Divisions for Career, Technical, and Agricultural Education Georgia Department of Education.

During Phase III, the State Advisory Panel for Special Education has also continued to provide feedback regarding Student Success implementation and evaluation. GaDOE provided updates on Student Success ongoing implementation and evaluation at each of the State Advisory Panel Meetings.

Internal stakeholder groups included the State Implementation Team and the State Leadership Collaborative. The State Implementation Team, which includes staff from the Division for District and School Effectiveness and the Division for Special Education Services and Supports, meets monthly to review ongoing implementation data and to make adjustments to implementation and evaluation activities. Implementation data for Student Success is also shared with the State Leadership Collaborative on a regular basis. The Collaborative includes deputy superintendents from key offices and division directors within each of the offices. This group is charged by Superintendent with the responsibility for coordinating district supports and services across offices and divisions.

(b) How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP

The above-mentioned stakeholder groups have had decision-making responsibilities related to the ongoing implementation of the SSIP. The Student Success Stakeholder Group has discussed implementation of the SSIP at each of its four meetings beginning in May 2016. (Prior involvement of stakeholders was addressed in the Phase II submission in April 2016). The Student Success Stakeholder Group provided input on resource development related to transition and graduation. They had on-going input into the leveraging of expertise and resources of the various agencies represented by the stakeholders. They also refined the content of the parent satisfaction survey.

It should be noted that information obtained via the cascading teams and associated feedback loops was also used to adjust various elements of SSIP implementation. This enabled the State Implementation Team to gather input from regional technical assistance providers and district team members to make adjustments in Student Success as needed.

Section C: Data on Implementation and Outcomes

(1) How the State monitored and measured outputs to assess the effectiveness of the implementation plan

a. How evaluation measures align with the Theory of Action

During Phase II, Georgia developed a SSIP Evaluation Plan that was closely aligned to the Theory of Action identified Phase I. Georgia's theory of action is that building the capacity of district leadership to support school leadership will result in improvements in teaching and learning and will ultimately lead to students achieving better outcomes and graduating from high school with a general education diploma. Based on the above theory of action, it became apparent that in order to improve teaching and learning, it would be necessary to improve the state and regional infrastructure to increase their ability to support districts in the selection, implementation and scaling-up of evidence-based practices (basis for Coherent Improvement Strategy One). In addition, in order to improve graduation rates and meet the SIMR, some targeted districts would need more intensive supports to assist them in implementing evidence-based practices to improve effective instruction, engaging social climate, and transition (basis for Coherent Improvement Strategy Two).

Within the Theory of Action, several strands or themes emerged related to improving infrastructure and building capacity. These strands, which became the basis of the two Coherent Improvement Strategies, were:

- Alignment and integration of plans, initiatives, and resources at all levels of the state system;
- Communication in and between all levels of the system; and
- Professional learning and technical assistance to build capacity of technical assistance providers and district/school personnel in the selection and implementation of evidence based practices.

Development of the Theory of Action led to **broad** evaluation questions that tested the Theory of Action and resulted in the development of a Logic Model that included a visual description of the inputs, activities with associated outputs, short-term, mid-term, and long-term outcomes. Copies of the Student Success Logic Model and Evaluation Plan are included in Appendix B.

The evaluation measures/indicators included in the Student Success Evaluation Plan are clearly linked to the common themes addressed above and assessed both process and outcomes. Process measures focused on implementation progress including fidelity of implementation of the planned activities related to the themes (e.g. alignment of plans and initiatives, communication/collaboration, and professional learning/technical assistance) and associated outputs. In terms of outputs, measures were designed to determine whether the outputs were produced within designated timelines and whether they were determined to be of high quality, relevant, and useful to district personnel. Lastly, measures were identified for short-term, mid-term, and long-term outcomes. Short-term outcome measures defined desired improvements in state and regional capacity; improvements in practitioner knowledge related to selection and use of evidence-based practices; and increased engagement of stakeholders

in planning, implementing, and monitoring improvement initiatives. Mid-term measures focused on implementation of the selected evidence-based practices and the results of implementation (e.g. improvements in school climate, student achievement, and transition). Lastly, the long-term measure was related to Georgia's SiMR- increasing the percentage of students with disabilities exiting high school with a general education diploma.

Key measures for outputs (process) are identified in Figure 10 on page 34. Key measures for outcomes are identified in Figure 11 on page 36. Data for outputs and outcomes are included in Section E.

b. Data sources for each key measure

To determine if the State made progress in implementing its SSIP and achieving the SiMR, a variety of data collection methods/sources were used. When possible, the State used quantitative data already collected and maintained by the GaDOE through its numerous data collection systems including education records for districts, schools, staff and students based on State and Federal laws and State Board of Education Rules. Data from the GaDOE data collections (e.g. Student Attendance and Enrollment Data, Student Demographic Data, Student Discipline Data, Student Record) are used to assess several of the mid-term outcomes and the long-term outcome.

Georgia also leveraged methods and tools that have been produced by the Office of Special Education Programs (OSEP) funded-technical assistance centers including the State Implementation and Scaling-up of Evidence-based Practices Center (SISEP). For example, Georgia used the State Capacity Assessment to measure changes in State infrastructure and capacity to support implementation in districts and schools. The State also adapted tools created by Individuals with Disabilities Education Act (IDEA) Partnership in its *Leading by Convening: A Blueprint for Authentic Engagement* to assess changes in stakeholder engagement at all levels of the State system.

Although Georgia used readily available data and methods/tools when possible, it was necessary to design quantitative and qualitative methods specifically for the SSIP to measure implementation progress including fidelity of implementation and outputs as well as some of the short-term and mid-term outcomes. Methods included checklists, observations, pre- and post-tests, and surveys. These customized data collection methods/sources were designed by the State Implementation Team with input from the external evaluator and stakeholders.

All methods/data sources are described in Figure 10 on page 34 (process/outputs) and Figure 11 on page 36 (outcomes).

Figure 10: Data Source and Baseline for Key Measures: Coherent Improvement Strategies One and Two (Process Measures)

Key Measure	Method/Data Source (C.1.b)	Timelines (C.1.d)	Baseline (C.1.c)
Percentage of GaDOE plans to which Student Success is aligned (FFY 2015 Only)	GaDOE Plan Alignment Rubric- This rubric is used to assess the degree of alignment between the SSIP and key GaDOE plans. The ten-item rubric measures alignment in four key areas: Development, Content, Implementation, and Monitoring. Plans are determined to be aligned when 80% of the indicators demonstrate alignment as measured by the rubric.	Proposed: FFY 2015(I) Actual: Jan. 2017	2/2 (100%)
Percentage of key GaDOE improvement initiatives to which Student Success is aligned (FFY 2015 Only)	GaDOE Initiative Alignment Rubric- This rubric is used to assess the degree of alignment between the SSIP and key GaDOE district and school initiatives. The ten-item checklist measured alignment in four key areas: Initiative Development, Initiative Content/Activities, Initiative Implementation, and Initiative Monitoring. Initiatives are determined to be aligned when 80% of the indicators demonstrate alignment as measured by the rubric.	Proposed: FFY 2015(I) Actual: Jan. 2017	3/3 (100%)
Percentage of IDEA funded discretionary projects supporting Student Success. (FFY 2015 Only)	IDEA Discretionary Project Alignment Rubric- This rubric is used to assess the degree of alignment between the discretionary projects and the SSIP. Indicators in in four key areas: Knowledge of Project Regarding SSIP, Alignment of Goals and Activities with SSIP, Coordination of Activities, and Data Collection and Use. Initiatives are determined to be aligned when 80% of the indicators demonstrate alignment as measured by the rubric.	Proposed: FFY 2015(I) Actual: Jan. 2017	5/5 (100%)
Percentage of items on State Implementation Team Meeting Fidelity Rubric implemented with fidelity.	State Implementation Team Fidelity Rubric- This rubric is used to assess the fidelity of implementation of State Implementation Team Meetings based on seven essential elements: Meeting Planning and Preparation, Meeting Schedule, Ongoing Communication, Meeting Content/Agenda, Meeting Facilitation, Meeting Feedback, and Use of Feedback. The rubric uses a four-point rating scale: 0-Not Evident, 1-Emerging, 2-Operational, and 3-Exemplary. The State Implementation Team was determined to be implemented with fidelity when 3/4 75% or more of the elements are rated Operational or Exemplary.	Proposed: FFY 2015(I) Actual: October 2016- Jan. 2017	4/4 (100%)
Percentage of GLRS regions implementing Collaborative Community Meetings with fidelity.	Collaborative Community Meeting Implementation Fidelity Rubric- This rubric is used to assess the fidelity of implementation of Collaborative Community Meetings based on seven essential elements: Meeting Planning and Preparation, Meeting Schedule, Ongoing Communication, Meeting Content/Agenda, Meeting Facilitation, Meeting Feedback, and Use of Feedback. The rubric uses a four-point rating scale: 0-Not Evident, 1-Emerging, 2-Operational, and 3-Exemplary. Meetings are determined to be implemented with fidelity when 80% or more of the elements are rated Operational or Exemplary.	Proposed: FFY 2015(I) Actual: October 2016- Jan. 2017	17/17 (100%)
Percentage of GLRS Regions implementing team meetings with fidelity	GLRS Regional Team Implementation Fidelity Rubric- The GLRS Regional Team Implementation Fidelity Rubric was developed in Fall 2016 to provide a more in-depth analysis of the fidelity of the regional meetings. The rubric uses a four- point rating scale (e.g. Not Evident; Emerging; Operational; and Exemplary) to rate the four essential meeting components (e.g. Members; Meeting Schedule and Ongoing Communication. Meetings are determined to be implemented with fidelity with 75% or more of the elements rated Operational or Exemplary.	Proposed: FFY 2015(I) Actual: Jan. 2017	16/16 (100%)

Key Measure	Method/Data Source (C.1.b)	Timelines (C.1.d)	Baseline (C.1.c)
Percentage of Regional Student Success Coaches providing coaching supports with fidelity. (NEW)	Student Success Coaches Observation Rubric. This rubric is designed to assess the fidelity of coaching provided by Regional Student Success Coaches. It includes four essential elements of effective coaching: Communication, Building Relationships, Questioning, and Guiding the Process.	Proposed: FFY 2015(I) Actual: Jan. 2017	22/22 (100%)
Percentage of district personnel reporting coaching provided by Regional Success Coaches was effective in supporting implementation of the Student Success Process.	Student Success Coaching Effectiveness Survey-This survey is designed the measure the effectiveness of technical assistance including coaching provided by Regional Student Success Coaches. Recipients are asked to rate the effectiveness of technical assistance/coaching that they received using a five-point scale. Technical assistance/coaching is determined to be effective when 80% or more of the respondents indicate that the coaching is Effective or Highly Effective.	Proposed: FFY 2016(I) Actual: Jan. 2017	76/83 (91.5%)
Percentage of districts with Student Success improvement strategies and activities integrated in district improvement plans. (FFY 2015 Only- will be replaced by new rubric aligned to the CLIP)	District Implementation Fidelity Rubric- This rubric is designed to assess fidelity of implementation of the Student Success Process based on sixteen elements in four areas. District Team; Implementing the Plan; District Implementation Supports; and Monitoring Implementation. Alignment of district improvement strategies and initiatives is assessed in the Implementing the Plan section (Question 9). The rubric uses a four-point rating scale: 0- Not Evident, 1-Emerging, 2-Operational, and 3-Exemplary. Improvement strategies and activities are determined to be aligned when the alignment of improvement strategies and activities is rated as Operational or Exemplary. Question 9 from the rubric is used for this measure.	Proposed: FFY 2015(I) Actual: Jan. 2017	33/50 (66.0%)

Figure 11: Data Source and Baseline for Key Measures: Short-, Mid-, and Long-term Outcomes

Key Measure	Method/Data Source (C.1.b)	Timelines (C.1.d)	Baseline
Total percentage score of items on Assessment of State Capacity for Scaling-up Evidence-based Practices	State Capacity Assessment (SCA)- The primary purpose of the State Capacity Assessment (SCA) is to assist state agency, regional education agencies, and school districts implement effective innovations that benefit students. The <i>capacity</i> of a state to facilitate implementation refers to the systems, activities, and resources that are necessary to successfully adopt and sustain Effective Innovations. Developed by the State Implementation and Scaling-up of Evidence-based Practices Center, this 25-item assessment is used by Georgia to measure changes in capacity over time.	Proposed: FFY 2015(I) Actual: March 2017	Dec. 2015 48.0% March 2017 76.0%
Percentage of GaDOE staff and regional technical assistance providers reporting high levels of collaboration	Student Success State and Regional Collaboration Survey- This online survey is designed to measure levels of collaboration between state and regional technical assistance providers in supporting the implementation of Student Success. A five-point rating scale is used with Very Low being the lowest rating and Very High being the highest rating. District respondents reporting High and Very High levels of collaboration were considered to demonstrate high levels of collaboration.	Proposed: FFY 2016(I) Actual: Jan. 2017	57/88 (64.8%)
Percentage of the participants demonstrating an increase in knowledge on pre- and post-tests	The Student Success Pre-test -Post-test- For each major professional development meeting, a ten-item test is developed unique to the content of the training. Participants complete the test prior to the start of the training and immediately following the training. Increases in knowledge are measured from pre- to post-test.	Proposed: FFY 2016(I) Actual: February 2017	381/415 (91.8%)
Percentage of districts reporting high levels of collaboration among General Education, Special Education and Management	District Annual Survey-This online survey is used to obtain information from district personnel about a variety of Student Success processes, and the quality, relevance, and usefulness of Student Success resources (e.g. toolkits, guidance documents, etc.). It also includes a section on collaboration and stakeholder engagement. For this measure, respondents were asked to rate the level of collaboration among district team members from General Education, Special Education, and Management (e.g. Data, Finance, etc.) in implementing Student Success improvement activities. A five-point rating scale is used with Very Low being the lowest rating and Very High being the highest rating. District respondents reporting High and Very High levels of collaboration were considered to demonstrate high levels of collaboration.	Proposed: FFY 2016(I) Actual: Feb 2017	109/165 (66.0%)
Percentage stakeholders reporting engagement at Collaborating or Transforming levels in planning, implementing and monitoring improvement activities.	District Annual Survey-This online survey is used to obtain information from district personnel about a variety of Student Success processes. It also includes a section on collaboration and stakeholder engagement. For this measure, respondents were asked to rate their level of engagement in the Student Success Process. The item is based on <i>Leading by Convening: A Blueprint for Authentic Engagement</i> . For this measure, stakeholders were asked to select the level of interaction (e.g. Informing, Networking, Collaborating, and Transforming) that most closely relates to their role in Student Success. This measures reports the number of respondents reporting engagement at the Collaborating or Transforming levels.	Proposed: FFY 2016(I) Actual: Jan. 2017	186/240 (77.5%)

Key Measure	Method/Data Source (C.1.b)	Timelines (C.1.d)	Baseline
Percentage of districts scoring “Emerging” or higher (“Operational” or “Exemplary”) on the Student Success District Implementation Fidelity Rubric	District Implementation Fidelity Rubric- This rubric is used to assess fidelity of implementation of the Student Success Process Plan based on sixteen elements in four areas. District Team; Implementing the Plan; District Implementation Supports; and Monitoring Implementation. The rubric uses a four-point rating scale: 0-Not Evident, 1-Emerging, 2-Operational, and 3-Exemplary. Fidelity of implementation is achieved when rated as 80% or more of the items are rated as Emerging or higher (e.g. “Operational” or “Exemplary”).	Proposed: FFY 2016(I) Actual: Jan 2017	48/50 96%
Percentage of teachers in <u>targeted schools</u> scoring Level III or IV on Instructional Strategies and Differentiated Instruction Components of TKES	Teacher Keys Effectiveness Evaluation System- The Georgia Teacher Keys Effectiveness System (TKES) is comprised of three components which contribute to an overall Teacher Effectiveness Measure (TEM): Teacher Assessment on Performance Standards (TAPS), Professional Growth, and Student Growth. For the SSIP evaluation, scores from the TAPS assessment rubrics are used in the following standard areas: Instructional Strategies and Differentiated Instruction. Staff from the Division for Special Education Services and Supports will work with colleagues from the Division for Teacher and Leader Effectiveness to gather this data from GaDOE Data Collections.	Proposed: FFY 2016(I) Actual: June 2016	Instructional Strategies 3511///3621 96.9% Differentiated Instruction 3421/3621 94.5%
Percentage of <u>targeted schools</u> scoring a 4 or 5 on the STAR School Climate Rating	STAR Climate Rating- The Star Ratings for School Climate are calculated using four domains: Survey (Georgia Student Health Survey II, Georgia School Personnel Survey (GSPS), Georgia Parent Survey (GPS), FTE-1 Student Count, and Employee Count Certified/Classified Personnel Information); School Discipline; Safe and Substance-Free Learning Environment; and School-wide Attendance. These ratings are calculated by the GaDOE using data obtained through Department’s comprehensive data systems, and published as a component of the <i>College and Career Ready Performance Index</i> (CCRPI).	Proposed: FFY 2015(I) Actual: June 2016	19/54 (35.2%)
Percentage of <u>targeted students in targeted schools</u> with less than six days absent	Targeted Student Data Report- The Student Success Implementation Team has partnered with the staff from the Division for Data Collections at the GaDOE to create customized reports on specific measures such as attendance. Administrators from target schools will submit Georgia Test Identifier (GTID) numbers of students receiving interventions through Student Success to the GaDOE through the Department’s secure data transmission portal. The GTIDs will then be used to create a customized report for this measure using data from the Student Attendance and Enrollment Data Class Collection transmitted to the GaDOE.	Proposed: FFY 2016(I) Actual: March 2017	1150/2748 41.8%
Percentage of <u>targeted students in targeted schools</u> with less than ten days in ISS/OSS	Targeted Student Data Report- The Student Success Implementation Team has partnered with the staff from the Division for Data Collections at the GaDOE to create customized reports on specific measures such in-school and out-of-school suspensions. Administrators from target schools will submit Georgia Test Identifier (GTID) numbers of students receiving interventions through Student Success to the GaDOE through the Department’s secure data transmission portal. The GTIDs will then be used to create a customized report for this measure using data from the Student Discipline Data Collection transmitted to the GaDOE.	Proposed: FFY 2016(I) Actual: March 2017	1345/2748 48.9%

Key Measure	Method/Data Source (C.1.b)	Timelines (C.1.d)	Baseline
Percentage of <u>targeted students in targeted schools</u> passing scheduled courses (Applies only to students in 9 th grade or higher)	Targeted Student Data Report- The Student Success Implementation Team has partnered with the staff from the Division for Data Collections at the GaDOE to create customized reports on specific measures such as course completion. Administrators from target schools will submit Georgia Test Identifier (GTID) numbers of students receiving interventions through Student Success to the GaDOE through the Department’s secure data transmission portal. The GTIDs will then be used to create a customized report for this measure using data from the Student Class Data Collection transmitted to the GaDOE.	Proposed: FFY 2016(I) Actual: March 2017	1753/2221 78.9%
Percentage of students with disabilities in districts <u>identified to receive intensive supports</u> scoring developing or above on the Georgia Milestones Assessment System	The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative that measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, mathematics, science, and social studies. Students in grades 3 through 8 take an end-of-grade assessment in English Language Arts and mathematics while students in grades 5 and 8 are also assessed in science and social studies. High school students take an end-of-course assessment for each of the ten courses designated by the State Board of Education. This measure uses assessment data from Georgia Milestones for students in targeted schools and districts.	Proposed: FFY 2016(I) Actual: June 2015	35.10%
Percentage of <u>students with disabilities in targeted schools</u> scoring developing or above on the Georgia Milestones Assessment System	The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative that measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, mathematics, science, and social studies. Students in grades 3 through 8 take an end-of-grade assessment in English Language Arts and mathematics while students in grades 5 and 8 are also assessed in science and social studies. High school students take an end-of-course assessment for each of the ten courses designated by the State Board of Education. This measure uses assessment data from Georgia Milestones for students in targeted schools and districts.	Proposed: FFY 2016(I) Actual: March 2017	ELA: 376/1330 (28.3%) Math: 512/1572 (32.6%)
Percentage of <u>targeted students in targeted schools</u> scoring developing or above on the Georgia Milestones Assessment System	The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment that measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, mathematics, science, and social studies. Students in grades 3 through 8 take an end-of-grade assessment in English Language Arts and mathematics while students in grades 5 and 8 are also assessed in science and social studies. High school students take an end-of-course assessment for each of the ten courses designated by the State Board of Education. This measure uses assessment data from Georgia Milestones for students in targeted schools and districts.	Proposed: FFY 2016(I) Actual: March 2017	ELA: 598/2155 27.7% Math: 620/2005 30.9%
Percentage of <u>targeted students in targeted schools</u> scoring Typical to High Growth	Georgia Student Growth Model- This growth model describes change in student achievement over time as measured by the statewide assessments referenced above. Student growth is expressed in three levels- Low, Typical and High. This measure uses growth data based on Georgia Milestones performance for students in targeted schools and districts.	Proposed: FFY 2016(I) Actual: March 2017	ELA: 1087/2139 50.8% Math: 1078/1923 56.0%

Key Measure	Method/Data Source (C.1.b)	Timelines (C.1.d)	Baseline
<p>Percentage of <u>districts identified to receive intensive supports</u> obtaining an overall domain score of 3.0 or higher on the Quality Indicators of Exemplary Transition Programs Needs Assessment (QI-2)</p>	<p>Quality Indicators of Exemplary Transition Programs Needs Assessment-2 (QI-2)- This self-assessment, developed by the Transition Coalition at the University of Kansas, is comprised of seven domains designed to identify and prioritize the most critical needs within a transition program. The score for each domain is an average of the total responses to each quality indicator statement in that domain. The highest average for each domain is 4, and lowest is 1. The higher the overall domain score, the more quality indicators have been achieved. The low domain scores are the domains to consider for targeted change or improvement. The domain average can help identify which area might be the most critical for improvement. Each of the 50 districts selected to receive intensive interventions through the SSIP completed the QI-2. For FFY 2015, only scores from the Transition Planning Domain were used. In FFY 2016, scores from all domains will be used.</p>	<p>Proposed: FFY 2015(I)</p> <p>Actual: March 2016</p>	<p>43/45 95.5%</p>
<p>Percentage of <u>districts identified to receive intensive supports</u> with 100% compliance on the Secondary Transition Data Survey</p>	<p>Secondary Transition Data Survey- The survey is used by the GaDOE to gather data regarding compliant transition plans for Indicator 13 for the Annual Performance Report. Based on the National Secondary Transition Technical Assistance Center's Indicator 13 Checklist, the Georgia Transition Survey is completed on-line by district personnel through the My GaDOE Web Portal. The Transition Service Plan and related components are considered compliant if all components of the survey are reported as Y (Yes) or NA (Not Applicable, if allowable). Any component coded as N (No) represents non-compliance. To verify the accuracy of the district reported data, trained division personnel and state designees trained to identify non-compliance in transition plans review the plans for compliance. Data from the Indicator 13 data collection based on the Secondary Transition Data Survey are used for this measure.</p>	<p>Proposed: FFY 2015(I)</p> <p>Actual: Jan 2016</p>	<p>41/50=82%</p>
<p>Percentage of students with disabilities in <u>districts identified to receive intensive supports</u> graduating with a general education diploma</p>	<p>Annual Event Graduation Rate- Georgia chose to use the Annual Graduation Event Rate as its SiMR. This rate is determined based on the following calculation: ((# of SWD (Age 14 and above) enrolled during a specified school year who exited school by receiving a high school diploma) Divided by (# of SWD (Age 14 and above) enrolled during a specified school year who exited school by receiving a high school diploma, a certificate/special education diploma, and dropping out)). Data for this measure are obtained through the Student Record Data collection based on exit status.</p>	<p>Proposed: FFY 2015(I)</p> <p>Actual: June 2016</p>	<p>63.2%</p>

c. Description of baseline data for key measures

Baseline data were established for each of the key measures for FFY 2015. The baseline data are included in Figure 10 on page 34 for the process measures including outputs and in Figure 11 on page 36 for the outcome measures. When reviewing the baseline data, it is important to note that the data corresponds to the key measure in the first column. For example, for the key measure related to student absences (Percentage of targeted students with less than six days absent) the source of the data is the Targeted Student Data Report. The baseline for this measure is based on FFY 2015 (2015-2016 school year) data, and it 41.8%. Because the baseline data for all measures are clearly specified in Figures 10 and 11, no additional information about baseline data is included in this narrative.

d. Data collection procedures and associated timelines

The State Implementation Team and external evaluator utilized the Student Success Implementation and Evaluation Plans to identify all methods/data sources needed for each of the measures/indicators in the SSIP. Subsequently, they identified the procedures for each of the data collections and the associated timelines. As expected, procedures and timelines varied from measure to measure. Timelines for each of the measures/indicators are included in Figure 10 on page 34 and Figure 11 on page 36.

The procedures and timelines were communicated in a variety of formats including written guidance documents, email communication, webinars, and face-to-face meetings. Area Student Success Coaches worked with Regional Student Success Coaches and GLRS staff to ensure that procedures were followed and timelines were met. In turn, the Regional Student Success Coaches supported district teams in meeting the data collection and reporting requirements.

Generally, the State met timelines included in the Student Success Implementation and Evaluation Plans. Minor changes in procedures and timelines were made based on feedback from those responsible for submitting the data. The State Implementation Team is in the process of creating a Student Success Implementation Manual. The data collection procedures and timelines will be incorporated in this manual.

e. Sampling procedures

Sampling was not used in any of the student Success data collections. The 50 districts identified as needing intensive supports based on district data selected targeted schools based on the district data and capacity to implement specific evidence-based practices. Students within the targeted schools were selected to receive interventions based on school data.

f. Planned data comparisons

Georgia's SSIP Evaluation Plan utilizes data comparisons for measures/indicators related to process and outcomes. Two types of data comparisons were utilized: year to year and targeted student group to entire student population as determined by the specific measures. Year to year comparisons are made whenever data are available. For measures implemented for the first time in FFY 2016, the data were considered baseline and no previous data were available. For example, The District Implementation Fidelity Rubric, which assesses the

fidelity of implementation of Student Success Process Plans, was completed for the first time in FFY 2016, therefore data for the previous year are not available. The Quality Indicators of Exemplary Transition Programs Needs Assessment (QI-2) data are available for the 2015-2016 and 2016-2017 school years, therefore year to year comparisons can be made for this measure.

Comparisons are between various groups of students were made for measures/indicators included in the SSIP Evaluation Plan. For example, absenteeism data of targeted students can be compared to the All Students Group. Lastly, targeted school data on many of the measures/indicators can be compared to data from other schools and to the district-wide data.

- g. How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements

Data analysis procedures developed by the State Implementation Team are based on the Student Success Evaluation Plan which was designed to assess progress in implementation and progress in achieving the identified outcomes including the SiMR. Many of the measures/indicators in the plan address desired improvements in state and regional infrastructure (e.g. governance, professional learning, technical assistance, etc.). These improvements then have an impact on the outcomes. For example, several of the measures relate to increasing alignment of state plans, while others focus on building cascading management and implementation structures across all levels of the state system. These cascading management structures (i.e. teams) provide the conduit for funneling resources, information, and technical assistance “down” the system to build district and school infrastructure and capacity to select and implement evidence-based practices. Supports provided through the cascading structure impact short-term outcomes (e.g. practitioner knowledge) leading to improvements in short-term outcomes (e.g. improved academic achievement) leading to the SiMR (e.g. improved graduation rates).

The Student Success Logic Model provided the roadmap for the connections between the measures for each of the principle activities associated with the two Coherent Improvement Strategies and the desired outcomes. Analysis of both quantitative and qualitative data informed both progress in implementation and desired outcomes. The State Implementation Team ensured that data management and analysis procedures provided the necessary data to inform progress toward achieving intended outputs.

2. How the State has demonstrated progress and made modifications to the SSIP as necessary

- a. How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR

All implementation data collected for Student Success activities and outcomes were shared with the State Implementation Team as soon as possible after the collection window was closed and data cleansing was complete. For example, Student Success Process Plans for Steps One through Six were submitted to the GaDOE in February 2016. The plans were rated

by the GaDOE District Liaisons, GLRS Directors, and Regional Student Success Coaches, when appropriate, using the Student Success Process Plan Rubric, and the results of the ratings were entered in an online survey developed specifically for recording the ratings. The external evaluator then reviewed all ratings and created a spreadsheet that included ratings for all districts. Disaggregated ratings were also provided to each GLRS Center for districts within the region. These data were used to plan professional development content of Collaborative Community Meetings and technical assistance for districts identified to receive intensive supports.

In addition to periodic data submissions that were determined by the evaluation plan measures, methods, and timelines, the Student Success Implementation Team reviewed implementation data obtained through the established feedback loops each month for ongoing activities. The external evaluator compiled monthly reports on each of the key ongoing activities, (e.g. Collaborative Communities, GLRS Regional Teams, Regional Success Coach Coaching Activities, etc.) and provided them to team prior to the monthly meeting. Concerns that emerged were then discussed at the upcoming meeting. In addition, implementation barriers and success identified through the feedback loops were discussed at weekly coaching calls with the State Implementation Team and Area Regional Success Coaches. This constant reviewing of data allowed the State to address issues as soon as they were identified to minimize impact on implementation progress and outcomes.

Outcome data including progress toward the SiMR were also reviewed by the team. Some data were immediately available such as the pre- and post-tests administered for professional development trainings while other data such as student achievement and transitions data are only available annually.

The review of implementation and outcome data has been and will remain a key responsibility of the State Implementation Team. Data were also shared with the State Leadership Collaborative and key stakeholder groups. The implementation and outcome data collected during FFY 2015 will be used to make modifications in Georgia's SSIP.

b. Evidence of change to baseline data for key measures

Evidence of change has been calculated for key measures in which data were available in previous years. For example, improvements in graduation rates can be determined because these data are available for multiple years. In addition, improvements in ratings for the Quality Indicators of Exemplary Transition Programs can also be determined based on more than one year of data. Data for many of the measures are being collected for the first time in FFY 2016, therefore evidence of change to baseline data cannot be determined. For example, the GaDOE Plan Alignment Rubric was completed for the first time in FFY 2016, therefore comparison data are not available.

There are also some situations in which data were available in previous years, but the data are not considered baseline for the measure. For example, data for the measure "Percentage of students scoring developing or above on the Georgia Milestones Assessment System" in targeted schools would be available for previous years. However, in most instances, the

targeted schools were not selected until this year, and implementation of interventions for targeted students did not begin until after the beginning of the 2016 – 2017 school year. Therefore, baseline for this measure would be 2015 – 2016 school year data (FFY 2015). Comparison to baseline cannot be determined since student achievement data will not be available until after this APR is submitted. The State made improvements in all key measures in which baseline are available.

Measures which indicate change from baseline data are included in the table below:

Figure 12: Key Measures Showing Evidence of Change from Baseline

Measure	Baseline Data	Current Data (Change)
Total percentage score of items on Assessment of State Capacity for Scaling-up Evidence-based Practices	December 2015 Total Percentage Score of 48%	March 2017 Total Percentage Score of 75%
Percentage of students with disabilities in districts identified to receive intensive technical assistance scoring developing or above on the Georgia Milestones Assessment System	Spring 2015 Math: 31%	Spring 2016 Math: 35.10%
Percentage of districts identified to receive intensive technical assistance demonstrating 100% compliance on the Secondary Transition Data Survey	January 2016 41/50 (82%) of SSIP districts compliant in January 2016	January 2017 45/50 (90%) of SSIP districts compliant in January 2017
Percentage of districts identified to receive intensive technical assistance demonstrating 3.0 or higher on the Quality Indicators of Exemplary Transition Programs Needs Assessment (Transition Planning)	March 2016 43/45 (95.5%) of SSIP districts obtained an overall domain score of 3.0 or higher in the Transition Planning Domain	March 2017 41/42 (97.6%) of SSIP districts obtained an overall domain score of 3.0 or higher in the Transition Planning Domain
Percentage of students with disabilities in districts identified to receive intensive technical assistance graduating with a general education diploma	FFY 2013 35.9%	FFY 2015 63.2%

c. How data support changes that have been made to implementation and improvement strategies

Several changes were made in implementation based on ongoing reviews of data. At the end of FFY 2015, it was determined that additional supports were needed for GLRS Regional Teams including GaDOE District Liaisons, GLRS Directors, and Regional Student Success Coaches to assist them in planning, delivering, and monitoring technical assistance to districts in implementing the Student Success Process. Based on this and other data, the GaDOE chose to create three new positions to support the teams in regions aligned with the Division of District and School Effectiveness regions. These Area Student Success Coaches

have been extremely helpful in bridging the work of the GaDOE and the GLRS Regional Teams. Another change that was made based on the continuous review of implementation data was the decision to schedule weekly conference calls with members of the State Implementation Team and the three Area Student Success Coaches. During these calls the coaches updated the team on implementation barriers that were being addressed in the districts, shared implementation success, and gathered resources and information to share with the GLRS Regional Teams. These weekly calls supported timely troubleshooting of barriers and rapid dissemination of information down the system to the GLRS Regional Teams.

Changes were also made in the structure of the teams at the State level. Initially, the State Leadership Team and the State Implementation Team met separately in FFY 2015. In August 2016, it was decided that the two teams would be merged, and the new team would be referred to as the State Implementation Team. This change was made because many individuals served on both teams and the agendas were duplicative.

The State Implementation Team decided to establish the Joint Regional Implementation Teams with School and District Effectiveness to maximize support for the 16 districts with joint MOAs after it was determined that GLRS Regional Teams including Regional Student Success Coaches were experiencing some of the same implementation barriers. It was felt that these meetings would provide an opportunity to discuss barriers and come up with timely and effective solutions to the barriers.

The above examples provide insight into how the State Implementation Team has made changes in implementation based on data. However, the list of examples is not exhaustive. The team considers data-based decision making to be a priority and will continue to review data to make adjustments as needed.

d. How data are informing next steps in implementation

As stated previously, the State Implementation Team continuously monitors implementation and outcome data to make adjustments as needed. The team is currently reviewing all principle activities, milestones, key measures, methods/data sources, and timelines to identify revisions that need to be made.

Several minor adjustments are being made in the Student Success Implementation Plan which are included in Appendix A. For example, implementation activities, milestones, and timelines for GLRS Regional Teams are being moved to Coherent Improvement Strategy Two since the teams are only relevant for the 50 districts selected to receive intensive supports.

Changes in targets are being made for multiple key measures in the Evaluation Plan based on baseline data collected in FFY 2015. These changes are reflected in the Student Success Evaluation Plan in Appendix B. Timelines for several activities are being adjusted based on implementation data. For example, the School Team Meeting Fidelity Rubric was scheduled to be implemented in FFY 2016, but administration of the rubric has been delayed until Fall

2017 (FFY2016) due to data from the District Implementation Fidelity Rubric that indicated that many districts had just completed the selection of their targeted schools and subsequently their targeted students.

The State Implementation Team will schedule a two-day meeting in June to review all data including those data sets that will not be available until the end of the school year. Based on the review of the new data, additional adjustments in implementation may need to be made.

- e. How data support modifications to intended outcomes (including the SiMR)-----rationale or justification for the changes or how data support that the SSIP is on the right path

Georgia is clearly making progress toward the SiMR that was identified during Phase I. Annual event graduation rates for students with disabilities have increased from 39.5% in FFY 2013 to 59.3% in FFY 2014 to 63.2% in FFY 2015. Improving graduation rates for students with disabilities is a priority of the State and of its stakeholders, and based on the improvement rates of students with disabilities it appears that Georgia is on the right path. No changes will be made in the SiMR itself or the targets for the SiMR.

In regards to the mid-term outcomes, baseline data for most of the key measures were obtained this year based on 2015-2016 school year data. The State believes that the outcomes remain appropriate and will support Georgia in obtaining the SiMR. Therefore, no changes in short-term outcomes will be made at this time. Rather, targets for the established outcomes are being established and included in this report.

In terms of the short-term outcomes, the State continues to believe that the outcomes remain appropriate based on a review of all available qualitative and quantitative data. No changes will be made in the outcomes, but some targets are being established or re-set based on baseline data.

3. Stakeholder involvement in the SSIP Evaluation

- a. How stakeholders have been informed of the ongoing evaluation of the SSIP

Stakeholders had a key role in developing the SSIP Evaluation Plan in Phase II. Following the submission of the SSIP in April 2016, the State Implementation Team discussed the evolving role of stakeholders in the evaluation of the SSIP with the shifting focus from input regarding plan development to providing input into the ongoing evaluation of the SSIP. As described in Section B, a new stakeholder group was established for Phase III. In meetings held in May, September and November, the stakeholder group continued to work on developing resources related to transition and graduation. Stakeholders were informed of Student Success activities and of the ongoing evaluation activities.

The most recent meeting of the stakeholder group focused exclusively on SSIP evaluation activities. The Student Success Logic Model was used as the guide for the discussions about currently collected evaluation data on implementation processes and outcomes. Data for each of the key activities and measures were shared with the group and opportunities were provided for group discussion and questions.

During Phase III, the State Advisory Panel for Special Education has also continued to provide feedback regarding Student Success implementation and evaluation. GaDOE provided updates on Student Success implementation and ongoing evaluation at each of the State Advisory Panel Meetings

Internal stakeholder groups included the State Implementation Team and the State Leadership Collaborative. The State Implementation Team, which includes staff from the Division for District and School Effectiveness and the Division for Special Education Services and Supports, meets monthly to review ongoing evaluation data and to make adjustments to implementation and evaluation activities. Implementation data for Student Success is also shared with the State Leadership Collaborative on a regular basis. The Collaborative includes deputy superintendents from key offices and division directors within each of the offices. This group is charged by the Superintendent with the responsibility for coordinating district supports and services across offices and divisions.

- b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP

During Phase III, stakeholders have had a decision-making role regarding the ongoing evaluation of the SSIP. Each of the above referenced stakeholder groups had opportunities to provide suggestions regarding changes in evaluation measures, methods, and timelines during scheduled stakeholder meetings throughout the year and through phone and email communication between the meetings.

In order to obtain purposeful and in-depth feedback about the SSIP evaluation, the February meeting of the SSIP Stakeholder group focused exclusively on evaluation. As stated previously, currently available data were reviewed for each of the measures using the logic model as a guide. Stakeholders were asked about specific changes that they would like to see made in the SSIP evaluation plan. Step-by-step they were asked for suggested changes for the measures, methods, and timelines. Overall, stakeholders were positive about the current evaluation plan and activities, but they did suggest that additional measures for stakeholder engagement be added to the evaluation plan. For example, they would like to see stakeholder engagement evaluated at all levels of the state system. These additional stakeholder measures are included in the revised plan included in Appendix B.

At the most recent meeting of the State Advisory Panel for Special Education, members were also asked to make suggestions in the Student Success Evaluation Plan. Panel members did not have specific recommendations, but they would like to see a stronger focus on family engagement.

The State Implementation Team has been involved in making decisions about the Student Success Evaluation Plan and associated activities throughout Phase III. For example, they suggested changes in some of the key measures and they provided feedback of several rubrics and checklists used to assess some of the measures.

Section D: Data Quality Issues

(1) Data limitations that affected reports of progress in implementing the SSIP and achieving the SiMR due to quality of evaluation data

- a. Concern or limitations related to the quality or quantity of the data used to report progress or results

During the development of the Student Success Implementation and Evaluation Plans that were submitted to OSEP in April 2016, the State Implementation Team conducted an inventory of all methods/data sources available for the key measures that had been identified in the evaluation plan. Data for most of the mid-term and long-term outcomes were already available through existing GaDOE data collections. For example, student achievement data were readily available through the Georgia Milestones Assessment Program. Data regarding in-school and out-of-school suspensions were available through the Student Discipline. The State Implementation Team, with support from the IDEA Data Manager, reached out to staff from the Office of Data Collections and the Divisions for Accountability and Assessment to ensure that these data would be available in a timely manner.

When data were not available through the GaDOE data collections, the team looked to see if appropriate methods/data sources might be available from OSEP-funded technical assistance centers and programs. Several of the methods were available nationally. For example, the Observation Checklist for High Quality Professional Development, a checklist developed at the Center for Research on Learning at the University of Kansas, is used in the SSIP to measure the quality of professional development offered to GaDOE staff, regional technical assistance providers, and district personnel. Another, nationally available assessment, the State Capacity Assessment, which was developed by the State Implementation and Scaling - up of Evidence-based Practices Center (SISEP), is used to assess the capacity of the State to support regions and districts in implementing evidence-based practices. One of the measures, the Regional Capacity Assessment (RCA), is still undergoing usability testing, and it was not available for use during FFY 15. Consultation with staff at the SISEP Center revealed that the RCA will be available in Summer 2017. Although the RCA was not available, another assessment of regional capacity is underway in the interim. The GaDOE reached out to the American Institutes of Research (AIR) for assistance in assessing regional capacity to support districts in implementing improvement activities designed to improve graduation rates for students with disabilities. This needs assessment is scheduled to be completed by April 2017. It is expected that the RCA will be administered regionally when it becomes available. In addition to the RCA, the State has chosen to delay the administration of the District Capacity Assessment (DCA) until Spring 2017. With the requirement for districts to complete the Student Success Plan Process and the District Implementation Fidelity Rubric, many of the components of the DCA were already assessed. The State is currently piloting the DCA in selected districts and will make a decision before August 2017 regarding future administrations of the DCA.

When it was determined that data were not available through the GaDOE or from technical assistance centers and programs, the State Implementation Team with support from the

external evaluator designed customized methods/data sources (e.g. rubrics, surveys, observation checklists, etc.). For example, the Student Success Process Planning Rubric was designed to assess the quality of Student Success Process Plans in key areas such as team development, data analysis, and alignment of initiatives and resources. Surveys were also designed to measure collaboration among GaDOE staff and regional technical assistance partners in supporting districts and schools in implementing Student Success.

With data available from GaDOE data collections, assessment methods such as checklists obtained from national technical assistance centers and programs, and customized methods created by the State Implementation Team, it is evident that there are no limitations or concerns related to the quantity of data that Georgia needs to report progress and results. Although Georgia did not administer the RCA or DCA (beyond the pilot districts), comparable information was obtained via the Student Success Planning Process and the District Implementation Fidelity Rubric. Therefore, there was no impact on the State's ability to report progress or results.

In regards to data quality, the State Implementation Team and the external evaluator are committed to ensuring that all data collected and reported for the SSIP are of the highest quality. For data obtained through various GaDOE collections, well-defined business rules and edit checks are in place for each data collection. Extensive data cleansing occurs across all data collections. Data collected via methods/data sources from national technical assistance agencies and programs as well as customized methods created by the State Implementation Team, were also scrutinized to ensure that data are of high quality. For nationally used methods/data sources such as the State Capacity Assessment, administration procedures are carefully followed and multiple team members verify responses. When possible, a verification process was implemented to ensure that responses are accurate. For example, a team of GaDOE staff and trained technical assistance providers reviewed district reported data for the Secondary Transition Survey, which was adapted from the National Secondary Transition Technical Assistance Center Indicator 13 Checklist, to ensure that data entered in the survey were accurate.

To ensure that data collected and reported through customized methods/data sources are of high quality, the State Implementation Team has instituted the following:

- Written directions were provided for all surveys, checklists, and rubrics.
- Information on upcoming data collections was provided at face-to-face meetings and via conference calls with GaDOE staff and regional technical assistance partners including GLRS Directors and Regional Student Success Coaches.
- Monthly reminders were sent to Student Success technical assistance providers via email to remind them of data submission timelines.
- Area Student Success Coaches met monthly (virtually or face-to-face) to review important topics such as data collection.
- When appropriate, evidence was collected to justify all ratings. For example, GLRS Directors and GaDOE District Liaisons completed the Collaborative Community Implementation Fidelity Rubric to assess the fidelity of implementation of the Collaborative Community Meetings. The external evaluator then reviewed evidence

(e.g. paper agendas and sign-in sheets as well as essential component evidence entered in the online Collaborative Community Survey) to verify the responses on the survey.

- Any issues related to data quality were addressed at State Implementation Team Meetings. For example, it was noted early in the year that some Regional Success Coaches were not providing adequate detail in the Online Student Success Coach Log about implementation barriers identified in targeted districts. A plan was implemented to address this issue at an upcoming face-to-face meeting and to have Area Success Coaches work directly with the Regional Success Coaches to improve the quality of the entries in the log.

Due to the well-defined business rules and edit checks at the GaDOE and the processes put in place by the State Implementation Team for other data collections, there are no known concerns about data quality for any SSIP data collections and reports.

b. Implications for assessing progress or results

The State has not identified any concerns regarding data quantity or quality. Information that would have been obtained through the RCA and DCA was collected via other measures. At this time, there are no implications for assessing progress or results.

c. Plans for improving data quality

The State Implementation Team will continue to monitor the availability (quantity) as well as the quality (e.g. timeliness and accuracy) of all SSIP data collections. On-going technical assistance will be provided to GaDOE staff, GLRS Directors, Regional Success Coaches, and district personnel to ensure that data collections and reports are timely and accurate. If any concerns emerge regarding data quality or quantity, the State Implementation Team will address them immediately.

Section E: Progress Toward Achieving Intended Improvements

(1) Assessment of progress toward achieving intended improvements

- a. Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SiMR, sustainability, and scale-up

Georgia recognizes the important role that infrastructure has in improving the SiMR. For this reason, one of the State's two Coherent Improvement Strategies, Strategy One, addressed improvements to State and Regional infrastructures to better support districts in implementing and scaling-up evidence-based practices that will improve graduation rates for all students including students with disabilities. Within this strategy, the State implemented three principle activities. Outputs and outcomes for improvement strategies and associated activities related to implementation process are addressed in Section B.

Principle activity one, which addressed the infrastructure components of Governance and Finance, focused on the alignment of plans and initiatives at all levels of the state system (e.g. GaDOE, regions, districts, and schools) to reduce duplication, leverage resources, and maximize results for all students. This alignment of plans was essential to ensuring a common focus (e.g. vision, mission, and goals) on improving graduation rates for all students including students with disabilities. The alignment of the SSIP with the ESSA Plan has resulted in collaborative planning, delivery, and monitoring of technical assistance for districts that are supported through the School and District Effectiveness Division and the Division for Special Education Services and Supports through Student Success. This collaborative partnership is more cost effective than providing duplicated supports, and it is expected that it will have a positive impact on districts implementing their improvement activities and achieving their desired outcomes.

The State Leadership Collaborative, which was developed by the Superintendent of Schools in FFY 2015 to seamlessly align the implementation efforts of individual GaDOE offices and divisions, will continue to support the alignment of key GaDOE plans and initiatives. The development of the Leadership Collaborative has placed a strong emphasis on effective implementation of improvement strategies and has led to common strategic planning, blending of resources, and development of strong partnerships that can be leveraged to improve graduation rates and sustain the focus on improving graduation rates over time.

One direct outcome of the work that has been initiated at the GaDOE to align plans and initiatives is the development of the Comprehensive Needs Assessment (CNA) and the Comprehensive LEA Improvement Plan (CLIP). The CNA will be completed this summer for districts receiving Federal funds such as Special Education, CTAE, and Title I, and it will replace the separate needs assessment completed by all districts for Student Success and other initiatives. The CNA will be incorporated in the CLIP which will include integrated district and school improvement plans, Title IIA equity plans, and Student Success plans. Student Success will now become a part of the district plan, and improvement activities will be integrated. This will create a strong focus on integrating initiatives and blending resources to support districts.

The aligned plans supported the development, implementation, and monitoring of common improvement strategies and activities designed to build the capacity of district and school personnel to implement and scale-up evidence-based practices with fidelity. The strong partnerships that were formed between the Division for School and District Effectiveness (SDE), the Division of Career, Technical, and Agricultural Education (CTAE), and the Division for Special Education Services and Supports (DSESS) are a great example of how the infrastructure has been improved at the GaDOE to support the implementation of improvement activities designed to improve outcomes for students including students with disabilities. The SDE and DSESS combined efforts to provide coordinated technical assistance to 16 districts that were identified as needing support by both divisions. Joint Memorandums of Agreement were created with the 16 districts, and Joint Regional Implementation Teams were developed to plan, deliver, and evaluate technical assistance to the districts.

The DSESS also partnered with the CTAE to align effective transition planning and engagement of students with disabilities in relevant course work with practical application including work-based learning opportunities leading to competitive, integrated employment. The two GaDOE divisions also partnered with the Georgia Vocational Rehabilitation Agency to provide the Georgia Career Information System (GCIS) to all middle and high school students in Georgia. These partnerships will support students having access to the coursework and resources that they need to graduate from high school college and career ready.

Alignment of initiatives also occurred within the DSESS impacting Monitoring and Accountability. The Results Driven Accountability Unit worked to align CEIS and Student Success plans to leverage improvement activities and resources. All 36 districts required to develop CEIS plans submitted the plans as a part of the districts' Student Success plans. In terms of the fiscal component of the State infrastructure, the State Director of Special Education and program managers and staff within DSESS worked with staff from discretionary projects to ensure that the project activities were aligned with the SiMR and supported the implementation of Student Success Improvement Strategies. This expectation to leverage resources for Student Success will result in strong partnerships that can be leveraged across the State system to build the capacity of district and school staff to implement practices designed to improve graduation rates. In addition, alignment of key initiatives across all discretionary-funded projects will decrease duplication of effort and result in cost savings for the Department.

Principle activity two, which also addressed the Infrastructure Components of Governance, Monitoring and Accountability, Professional Learning, and Technical Assistance targeted the development of cascading team management and implementation structures and communication protocols/feedback loops at all levels of the state system. The development of these cascading teams provided a structure for providing technical assistance and guidance down the State system to districts and schools, and they support the transmission of implementation up the system. During Phase III, Georgia focused on implementing team processes with fidelity and using the established feedback loops to convey information about implementation barriers “up” the system and revised procedures, processes, and resources

back “down” the systems to districts and schools. These cascading teams established during the 2015 - 2016 school year, had a critical role in the successful implementation of SSIP initiatives. The cascading team structure supported the implementation of SSIP initiatives by having teams at each level of the system address barriers that they could and then quickly obtain assistance from the teams at the next level “up” the system when they could not address the barriers. Resources and supports could then be quickly sent “down” the system. The online surveys that were developed to capture and communicate implementation data were essential to timely communication and assistance. It is also felt that these teams will sustain the work of Student Success over time and will support the scale-up of initiatives and supports to new districts and schools.

Principle activity three addressed the infrastructure components of Professional Learning and Technical Assistance for GLRS Regional Teams (Area Success Coaches, Regional Student Success Coaches, GLRS personnel, and GaDOE District Liaisons) that supported districts identified as needing intensive supports through the SSIP. Building the capacity of the Regional Teams was a focus of FFY 2015. During the current school year, these teams have become the first responders to districts requiring assistance in implementing their Student Success Process Plans. In FFY 2015, three Area Student Success Coaches were hired to support the State Regional Student Success Coaches within the regions aligned with School and District Effectiveness. In addition, a State Transformation Specialist was identified to coordinate the work of Student Success at the GaDOE and to support the Area Student Success Coaches. It is felt that having state and regional systems of strong technical assistance providers will support progress toward the SiMR and allow for sustainability and scale up of improvement initiatives.

Coherent Improvement Strategy Two focused on building district and school infrastructure and capacity. This strategy addressed Governance, Professional Learning, Technical Assistance, and Fiscal in the 50 districts identified as needing intensive technical assistance through the SSIP. Each district was required to establish or re-purpose a district level team to lead the work of Student Success, and to develop a Student Success Process Plan that served as a roadmap to accomplishing the district’s improvement activities leading to increases in graduation rates for students with disabilities. Subsequently, the districts were required to identify a district coach to provide professional learning and technical assistance to schools implementing Student Success activities. The GaDOE allocated over two million dollars in capacity building grants for districts to hire coaches to support implementation of Student Success. As a result of the above activities and supports, it is evident that districts are improving their infrastructures to support the implementation of evidence-based practices designed to improve outcomes for students with disabilities.

- b. Evidence that SSIP’s evidence-based practices are being carried out with fidelity and having the desired effects

Fidelity of implementation of evidence-based practices is assessed at three levels: implementation of the Student Success Process leading to the development of a plan; implementation of the Student Success Plan itself; and implementation of evidence-based

practices selected by the districts and schools. A description of each of these measures is included below:

As stated previously in this report and documented in the Phase II SSIP submission, the GaDOE does not require nor recommend specific evidence-based practices for implementation in districts and schools. Instead, the State Implementation Team, with input from stakeholders, developed the Student Success Process that leads to the identification of evidence-based practices to address the three barriers to graduation identified in Phase I (e.g. access to the general curriculum; access to a positive school climate; and access to specially designed instruction). Fidelity of implementation of the Student Success Process was measured for each district using a rubric designed by the State Implementation Team and external evaluator and completed by the GaDOE District Liaison assigned, by the Regional GLRS Director, and the Regional Student Success Coach if the district was a district identified as needing intensive supports through the SSIP. The Student Success Process Planning Rubric includes 25 indicators in the following six areas corresponding to the components of the Student Success Process: Stakeholder Engagement Process; Capacity, Resources, and Infrastructure; Strengths and Opportunities in General Supervision; Data Analysis; Barriers and Leverage Points; Coherent Strategies, and Critical Next Steps. The rubric uses a four-point rating scale: 0-Not Evident, 1-Emerging, 2-Operational, and 3-Exemplary. In July 2016, 69 (82%) of the districts had 70% or more of the plan components related as “Emerging”, “Operational” or Exemplary on the Student Success Process Plan Rubric. Because this was the first time for the districts to submit the plan, the rating of “Emerging was added as an acceptable rating.

- Then, the State used the District Implementation Fidelity Rubric to assess fidelity of implementation of the Student Success Process Plans in the 50 districts identified as needing intensive supports through the SSIP. The rubric includes sixteen elements in four areas: District Team; Implementing the Plan; District Implementation Supports; and Monitoring Implementation. It uses a four-point rating scale: 0-Not Evident, 1-Emerging, 2-Operational, and 3-Exemplary. Fidelity of implementation (i.e. the district is implementing the plan as written) is achieved when 80% or more of the items were rated as “Emerging” or higher (e.g. “Operational” or “Exemplary”). Based on January 2017 rubric ratings 48/50 (96%) of the districts were implementing their plans with fidelity based on the criteria listed above. The GLRS Regional Teams are currently working with district teams to implement activities to addresses areas with low ratings.
- Lastly, the Teacher Assessment on Performance Standards (TAPS), one of the three components of the Georgia Teacher Keys Effectiveness System (TKES), was used as the key measure to assess the implementation of evidence-based practices in targeted schools. The TAPS provide evaluators with a qualitative, rubrics-based evaluation method by which they can measure teacher performance related to quality Performance Standards. Specifically, the scores from the TAPS assessment rubric for the Instructional Strategies Standard was used for this measure. The Instructional Strategies Standard assesses the teacher’s use of evidence-based strategies relevant to the content to engage students in active learning and to facilitate the students’ acquisition of key knowledge

and skills. The ratings are based on 2-4 walkthrough observations which may be announced or unannounced. Three conferences between the teacher and observer are held throughout the year, and the ratings of the Summative Assessment, which is the result of the outcomes of the formative observation process, are finalized and securely transmitted to the GaDOE.

Data were obtained for each of the 54 targeted schools that were selected by districts to implement the Student Success Process. It should be noted that three of the 50 districts selected to receive intensive technical assistance through the SSIP identified more than one school resulting in a total of 54 schools. For each school, the results of the Summative Assessment for all teachers were included in the calculation. Ratings of Levels III (Expected) and IV in the Instructional Strategies standard, were used to indicate that teachers were implementing the selected evidence-based practices to support teaching and learning. The reported data for each school reflect the assessment ratings for all teachers in the 54 schools based on the May 2016 Summative Assessments. Based on these data, 3511/3621 (96.9%) of the teachers obtained Level III or IV ratings in the Instructional Strategies standard. Thus, teachers were determined to be implementing the evidence-based practices to support teaching and learning. Therefore, these data are considered baseline for this measure. Targets have been established based on these baseline data and are included in the updated Student Success Evaluation Plan included in Appendix B.

- c. Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward the SIMR

The State has monitored progress toward achieving the short-term, mid-term, and long term outcomes (e.g. objectives) as documented in the Student Success Logic Model and Evaluation Plan. The following is a summary of the progress for each of the identified outcomes:

Short-term Outcome- Improve state and regional capacity (e.g. knowledge/skills, organizational structures, and resources) to support districts in implementing evidence-based practices: During the past year, Georgia has worked to improve state and regional capacity through alignment of state plans and initiatives; through establishing a cascading team structure with associated feedback loops; and through providing professional learning and technical assistance to Student Success technical assistance providers.

The State Capacity Assessment (SCA), which was developed by the Scaling-up and Implementation of Evidence-based Practices Center (SISEP), was used to measure overall changes in State capacity. The primary purpose of the SCA is to provide a regular measure of the State capacity for implementation of evidence-based practices. The *capacity* of a state to facilitate implementation refers to the systems, activities, and resources that are necessary to successfully adopt and sustain implementation of evidence-based practices. The SCA generates four scores: (a) Total score: the mean of scores for all 25 items, (b) Subscale total percentages, and (c) Percentage of items within each subscale.

Baseline administration for the SCA was completed in December 2015, and Georgia obtained a Total Score of 48%. In March 2017 (approximately 15 months later), the SCA was completed once again to measure progress and the State obtained a Total Score of 76%. Thus, the State has shown significant growth in its capacity to support districts in implementing evidence-based practices with fidelity. Improvements were noted in each of the three subscale areas as shown in Figure 13. The greatest improvement was seen in the commitment to regional implementation capacity (See Figures 13 and 14).

Figure 13: Total Percentage Score for Subscales

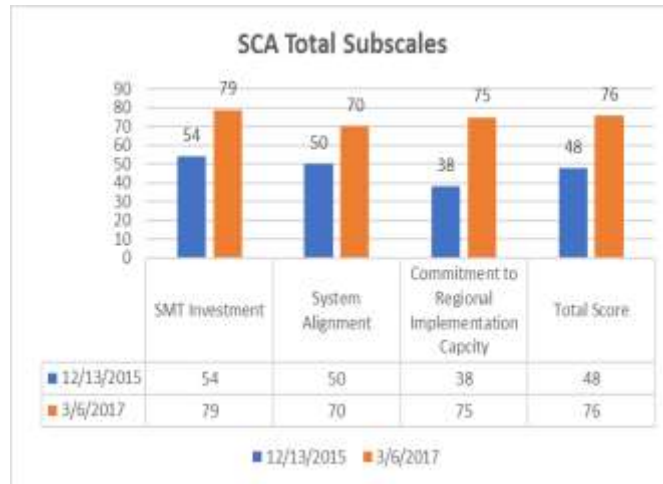
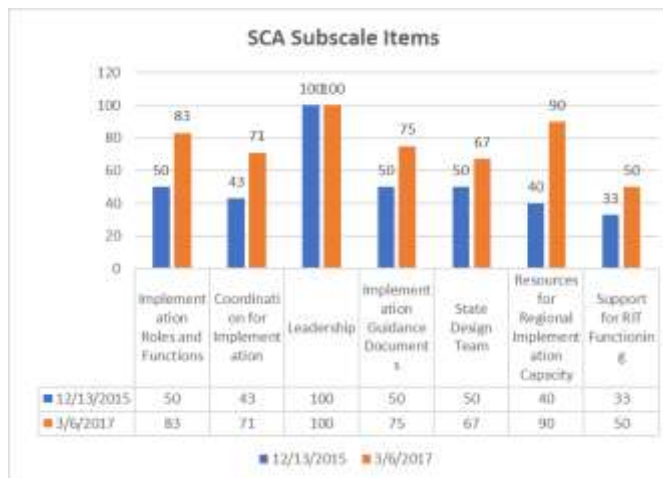


Figure 14: Subscale Items Percentage



The State will continue to work in the following areas during the upcoming year: continuing to support the new State Transformation Specialist; developing written processes for identifying effective evidence-based practices; and continuing to support Regional Implementation Teams. New targets have been established for FFY 2016 – FFY 2018, and they are included in the Evaluation Plan in Appendix B.

The State also developed assessment methods to address specific aspects associated with building state infrastructure and capacity. Results of these methods are discussed below:

- **Alignment of state plans and initiatives:** The State Implementation Team developed rubrics to assess the degree of alignment between the SSIP and key GaDOE plans and initiatives. Alignment was measured in four key areas: Development, Content, Implementation, and Monitoring. Based on an analysis of the rubrics, alignment was demonstrated in 2/2 of the plans (e.g. GaDOE Strategic Plan, ESSA Plan) and initiatives from other divisions (e.g. School and District Effectiveness CTAE, and the Comprehensive Needs Assessment). Alignment was also demonstrated with 5/5 (e.g. Positive Behavioral Interventions and Supports, Georgia Project for Assistive Technology; Parent Mentor Partnership, ASPIRE- Active Student Participation Inspires Real Engagement, and State Personnel Development Grant) of the Division for Special Education Services and Supports Discretionary Projects. These data are considered baseline. Targets for FFY 2016 -FFY 2018 are included in Appendix B.
- **Collaboration between state and regional technical assistance providers:** In the past, staff across GaDOE offices and divisions as well as regional technical assistance providers have not always worked together to plan, deliver, and monitor technical supports for districts and schools. This has often resulted in inconsistent communication to district and school administrators and duplication of supports. During the past year, the GaDOE has worked to improve collaboration between state and regional technical assistance providers to reduce duplication of effort, leverage resources, and maximize results for students. In January 2017, GaDOE and regional technical assistance providers were asked to complete a survey that was designed to measure levels of communication between the two groups of technical assistance providers. The results of the survey revealed that 381/415 (91.8%) of the respondents reported high levels of communication. These data are considered baseline. Targets for FFY 2016 -FFY 2018 are included in Appendix B

These efforts to align key plans and initiatives and to increase collaboration between GaDOE and regional technical assistance providers will strengthen the Governance, Professional Learning, and Technical Assistance components of the State infrastructure and will increase the State's capacity to support districts and schools in implementing evidence-based practices.

Short-term Outcome- Improve practitioner (district and school) knowledge of data-based decision making and selection and use of evidence-based practices: During the past year, district teams have participated in professional learning related to the selection, use, and monitoring of evidence-based practices designed to improve outcomes for students with disabilities. These activities are described in Section B.

The key measure for assessing improvements in practitioner knowledge of data-based decision making and selection and use of evidence-based practices is the percentage of participants demonstrating an increase in knowledge as measured by pre- and post-tests. The State Implementation Team developed customized tests based on the content of the

professional development activity, and the aggregated results of the tests informed this measure.

During the current reporting year, pre- and post-tests were administered for four statewide professional development activities for district team members. Based on an analysis of the aggregated test results, 318/415 (91.8%) demonstrated an increase in knowledge following participation in the professional development activity. Therefore, these data are considered baseline for this measure. Targets have been established based on these baseline data and are included in the updated Student Success Evaluation Plan included in Appendix B.

Short-term Outcome- Improve district and school infrastructure to support educators in implementing evidence-based practices to support teaching and learning: During the past year, state and regional technical assistance providers supported district teams in implementing the Student Success Planning Process, a six-step problem solving framework that included an analysis of district infrastructure and capacity to support the implementation of evidence-based practices. The problem-solving process culminated in the development of a District Student Success Process Plan. Identified weaknesses in infrastructure and capacity were identified as districts moved through the Student Success Process and were addressed in the District Student Success Plan.

Georgia established two key outcome measures to assess improvements in district infrastructure:

- The first measure is the percentage of districts scoring “Emerging” or higher (e.g. “Operational” or “Exemplary”) on the Student Success District Implementation Fidelity Rubric. This rubric is used to assess fidelity of implementation of the Student Success Process Plan based on sixteen elements in four areas. District Team; Implementing the Plan; District Implementation Supports; and Monitoring Implementation. The rubric uses a four-point rating scale: 0-Not Evident, 1-Emerging, 2-Operational, and 3-Exemplary. Fidelity of implementation is achieved when rated as 80% or more of the items are rated as Emerging or higher (e.g. “Operational” or “Exemplary”). Based on analysis of the rubric ratings, 48/50 (96%) scored “Emerging” or higher. Although a large percentage of districts were rated as “emerging” or higher, the State seeks to improve these ratings. State and regional technical assistance providers will continue to support districts in their efforts to improve infrastructure and capacity. Targets for FFY 2016 -FFY 2018 are included in Appendix B

With the implementation of the Comprehensive Needs Assessment and the Comprehensive LEA Improvement Plans (CLIP) that will be completed by districts in July 2017, the Student Success Process Plans will be included in the district plan submitted with the CLIP. The State Implementation Team will work over the summer to revise this key measure. The State had proposed using the District Capacity Assessment from the State Implementation and Scaling-up of Evidence-based Practices Center as a second measure of district infrastructure and capacity. Due to the significant amount of time spent by district staff and technical assistance providers on the Student Process Plans and the roll-out of the new Comprehensive LEA Improvement Plan, the administration of the District Capacity Assessment was deferred until Fall 2017.

- A secondary measure for improving district infrastructure was the percentage of districts reporting high levels of collaboration on the District Annual Survey. This survey included an item that measured levels of collaboration between personnel in general education, special education, and management. This measure was selected based on the belief that in order for a district to have a strong infrastructure, it is essential that personnel work together to plan, implement, and monitor improvement initiatives in order to reduce duplication of effort, leverage resources, and maximize results. Of the 165 district administrators (general and special education) completing the survey, 109 (66.0%) reported high levels of collaboration. Regional technical assistance providers including Success Coaches and GLRS Directors will continue to support districts in their efforts to increase collaboration among personnel in order to achieve the desired outcomes for students with disabilities. Targets for FFY 2016 -FFY 2018 are included in Appendix B

Short-term Outcome- Improve engagement of stakeholders in planning, implementing, and monitoring improvement activities: Georgia has a history of actively engaging stakeholders in the development, implementation, and monitoring of Student Success improvement strategies and associated activities. The key outcome measure for stakeholder engagement is the percentage of district stakeholders reporting engagement at Collaborating or Transforming levels in planning, implementing, and monitoring improvement activities.

The State Implementation Team developed the Student Success Stakeholder Engagement Survey to assess levels of stakeholder engagement in the 50 districts identified as needing intensive support through Student Success. A total of 240 district stakeholders responded to the survey which included items from the Coalescing Around Issues Rubric developed by the IDEA Partnership and included in *Leading by Convening: A Blueprint for Authentic Engagement*. Of the 240 stakeholders completing the survey, 186/240 (77.5%) reported their depth of engagement at the Collaborating or Transforming levels. Therefore, these data are considered baseline for this measure. Targets have been established based on these baseline data and are included in the updated Student Success Evaluation Plan included in Appendix B. The State will continue to work on improving stakeholder engagement at all levels.

Mid-term Outcome- Improve implementation of evidence-based practices to support teaching and learning for all students: During the past year, Regional Student Success Coaches have worked with district coaches and other district team members to support staff in targeted schools in implementing the Student Success Process which leads to the identification of evidence-based practices to improve outcomes for students at risk of academic failure and not graduating from high school. Because Georgia's SSIP does not require or recommend a specific set of practices, the State Implementation Team chose to use the Teacher Assessment on Performance Standards (TAPS of the Georgia Teacher Keys Effectiveness System (TKES), as the key measure to assess the implementation of evidence-based practices in targeted schools. The TAPS provide evaluators with a qualitative, rubrics-based evaluation method by which they can measure teacher performance related to quality Performance Standards. Specifically, the scores from the TAPS assessment rubrics in two of the ten standards areas, Instructional Strategies and Differentiated Instruction, were used for this

measure. The Instructional Strategies Standard assesses the teacher's use of evidence-based strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills. The Differentiated Instruction Standard assesses how the teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences. The ratings are based on 2-4 walkthrough observations which may be announced or unannounced. Three conferences between the teacher and observer are held throughout the year, and the ratings of the Summative Assessment, which is the result of the outcomes of the formative observation process, are finalized and securely transmitted to the GaDOE.

Data were obtained for each of the 54 targeted schools that were selected by districts to implement the Student Success Process. It should be noted that three of the 50 districts selected to receive intensive technical assistance through the SSIP identified more than one school resulting in a total of 54 schools. For each school, the results of the Summative Assessment for all teachers were included in the calculation. Ratings of Levels III (Expected) and IV in the two standard areas, Instructional Strategies and Differentiated Instruction, were used to indicate that teachers were implementing the selected evidence-based practices to support teaching and learning. The reported data for each school reflect the assessment ratings for all teachers in the 54 schools based on the May 2016 Summative Assessments. Based on these data, 3511/3621 (96.9%) of the teachers obtained Level III or IV ratings in the Instructional Strategies standard, and 3421/3621 (94.5%) of the teachers obtained Level III or IV ratings in the Differentiated Instruction standard. Therefore, these data are considered baseline for this measure. Targets have been established based on these baseline data and are included in the updated Student Success Evaluation Plan included in Appendix B.

During the 2017-2018 school year, State Regional Success Coaches will work with district teams including district coaches to develop supplemental classroom learning walks to address specific practices.

Mid-term Outcome- Improve school climate including student attendance, engagement, and behavior: During the past year,

Georgia established three outcome measures to assess progress in school climate.

- The first is the percentage of targeted schools in participating districts scoring a 4 or 5 on the STAR Ratings for School Climate. The ratings provide school-level data on the following components: student, teacher, and parent perceptions of a school's climate (Surveys); student discipline using a weighted suspension rate (Student Discipline); school discipline incidents and student survey responses on use of illegal substances and the prevalence of violence, bullying, and unsafe incidents within a school (Safe and Substance Free Learning Environment); and the average daily attendance of teachers, administrators, and staff members and the percentage of students with less than six unexcused absences (Attendance). The data source for this measure is the STAR Ratings for School Climate Report which was created by the GaDOE using the data elements listed above.

Georgia is reporting baseline data (2015–2016 school year - FFY 2015) for this measure since schools in participating districts were identified and began implementing the Student Success Process at the end of last school year and the beginning of the 2016 – 2017 school year. Data are the most recent data for this measure. Fifty-four targeted schools were identified in the 50 districts selected to receive intensive supports through Student Success based on district data. Of the 54 schools, 19 (35%) obtained a STAR rating of 4. None of the targeted schools obtained a rating of 5. Therefore, baseline data for this measure is 35%. Targets have been established based on these baseline data and are included in the updated Student Success Evaluation Plan included in Appendix B.

- The second outcome measure related to school climate is the percentage of targeted students in participating high schools with less than six (6) days absent in a school year. Each district selected to receive intensive supports through Student Success was required to identify one school based on data to participate in the Student Success Process, and participating schools were required to identify at least 50 students at risk of academic failure to receive evidence-based practices identified by the school. Absenteeism was chosen as a measure due to the significant impact that it has on academic success and graduation rate.

The data source for this measure is the Targeted Student Data Report which was created by the GaDOE using data submitted through the Student Record. Georgia is reporting baseline data (2015–2016 school year - FFY 2015) for this measure since schools in participating districts were identified and began implementing the Student Success Process at the end of last school year and the beginning of the 2016 – 2017 school year. Data are the most recent data for this measure. Of the 2,748 students targeted to receive evidence-based practices in the 54 participating Student Success schools, 1150 (41.8%) of the students had less than six absences in FFY 2015 (2015-2016 school year). Therefore, baseline data for this measure is 41.8%. Targets have been established based on these baseline data and are included in the updated Student Success Evaluation Plan included in Appendix B.

Districts and participating schools will continue to participate in Student Success professional learning and technical assistance related to improve school climate (i.e. attendance), and the State is looking forward to reporting progress on this measure in the FFY 2016 APR.

- The third outcome measure for school climate is the percentage of targeted students in participating high schools with less than ten days in in-school (ISS) or out-of-school Suspension (OSS) in a school year. This measure applies to the 50 students in each targeted school selected to receive evidence-based practices through Student Success. The data source for this measure is the Targeted Student Data Report which was created by the GaDOE using data submitted through the Student Record.

As with the above measure, data are from the 2015-2016 school year and represent the most recent data available for this measure. Of the 2748 students targeted to receive evidence-based practices in the 54 participating Student Success schools, 1345 (48.9%)

of the students had less than five days in ISS and OSS. Therefore, baseline data for this measure is 48.9%. Targets have been established based on these baseline data and are included in the updated Student Success Evaluation Plan included in Appendix B. When reviewing the baseline data and established targets, it is important to note that the number of days used for this measure was increased from five to ten days in ISS and OSS to maintain consistency with other GaDOE reporting requirements regarding discipline data.

Districts and targeted schools will continue to participate in Student Success professional learning and technical assistance related to improve school climate (i.e. discipline), and the State is looking forward to reporting progress on this measure in the FFY 2016 APR.

Mid-term Outcome- Improve student achievement: During the past year, 50 districts selected to receive intensive supports through Georgia's SSIP, implemented the Student Success Process leading to the development of a Student Success Action Plan developed to support the implementation of evidence-based practices. A major focus of the Student Success work has been on improving student achievement for students, including students with disabilities at risk of academic failure. The State established five measures for this outcome.

- The first measure is the percentage of students with disabilities in districts selected to receive intensive supports through Student Success scoring Developing or above on the appropriate assessment of the Georgia Milestones Assessment System (Georgia Milestones). Georgia Milestones reports student achievement in four levels – Distinguished Learner, Proficient Learner, Developing Learner, and Beginning Learner.
 - Beginning Learners: do not yet demonstrate proficiency in the knowledge and skills necessary at this course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.
 - Developing Learners demonstrate partial proficiency in the knowledge and skills necessary at this course of learning, as specified by Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.
 - Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.
 - Distinguished Learners demonstrate advanced proficiency in the knowledge and skills necessary at this course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are prepared for college and career readiness

The Georgia Milestones Assessment System measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English/Language Arts, Mathematics, Science, Social Studies. Students in grades three-eight take End-of-Grade (EOG) Assessments in English/Language Arts and Mathematics while students in grades five through eight are also assessed in Science and Social Studies. High school students take End-of-Course (EOC) Assessments for each of the ten

courses designated by the State Board of Education. For this measure, students with disabilities scoring Developing or above on English/Language Arts and Mathematics Georgia Milestones Assessments (EOG and EOC) were combined.

Based on the results of these assessments, 33.4% of students with disabilities in districts selected to receive intensive supports scored Developing or above in English/Language Arts for FFY 2015 (2015-2016 school year) and 34.3% scored Developing or above in FFY 2014 (2014-2015 school year). This does represent a slight decrease in scores from FFY 2014 to FFY 2015. Districts are working hard to implement evidence-based literacy programs, and the State is looking forward to making progress in FFY 2016.

In Mathematics, 35.1% of students with disabilities in the districts selected to receive intensive supports scored Developing or above in FFY 2015 (2015-2016 school year) and 31.0% scored Developing or above in FFY 2014 (2014-2015 school year). The State is pleased with the increase in proficiency in Mathematics.

Targets for English/Language Arts have been established for FFY 2016 – FFY 2018, and they are available in the Student Success Evaluation Plan included in Appendix B.

- The second measure is the percentage of all students with disabilities in targeted schools scoring Developing or above on the appropriate assessment in the Georgia Milestones Assessment System (Georgia Milestones). As stated previously, districts identified to receive intensive supports were required to identify a targeted school in which the Student Success Process would be replicated. This measure addresses the percentage of all students with disabilities in the targeted school who scored Developing or above. Since all Student Success targeted schools were high schools, the End of Course (EOC) Assessments were used for this measure. The EOCs were administered at the completion of the courses, regardless of the grade level. These measures served as the final examination for the course, and contributed 20% to the student's final course grade. Baseline data for this measure are from End of Course assessments administered in the 2015 -2016 school year (FFY 2015). Based on the results of the English/Language Arts EOCs, 376/1330 (28.3%) of the students with disabilities in the 54 schools implementing the Student Success Process scored Developing or above on the English/Language Arts EOCTs. In Math, 512/1572 (32.6%) scored Developing or above. Targets have been established based on these baseline data and are included in the updated Student Success Evaluation Plan included in Appendix B.
- The third measure is the percentage of targeted students in targeted schools scoring Developing or above on the Georgia Milestones Assessment. Each district selected to receive intensive supports through Student Success was required to identify at least one targeted school in which the district would replicate the Student Success Process and to select students within the school(s) to receive the identified evidence-based practices. These students are referred to as targeted students.

Two assessments were used to assess academic proficiency for targeted students receiving interventions through Student Success. (Each targeted school was required to

identify at least 50 targeted students at risk of academic failure to receive evidence-based practices identified by the school.) For students who were in ninth grade or beyond during the 2015-2016 school year, End of Course Assessments for English/Language Arts and Mathematics were used. Because some of the high school students were in eighth grade last year (2015-2016), the End of Grade Assessments in English/Language Arts and Mathematics were used. Based on the results of these English/Language Arts Assessments, 598/2155 (27.7%) of the targeted students in the 54 targeted schools implementing the Student Success Process scored Developing or above. In Mathematics, 620/2005 (30.9%) scored Developing or above. The results of the assessments for targeted students in targeted schools are described in Figure 15 (English/Language Arts) and Figure 16 (Mathematics). Targets have been established based on these baseline data and are included in the updated Student Success Evaluation Plan included in Appendix B.

Figure 15: Percentage of Targeted Students in Targeted Schools Scoring Developing or Above in English/Language Arts

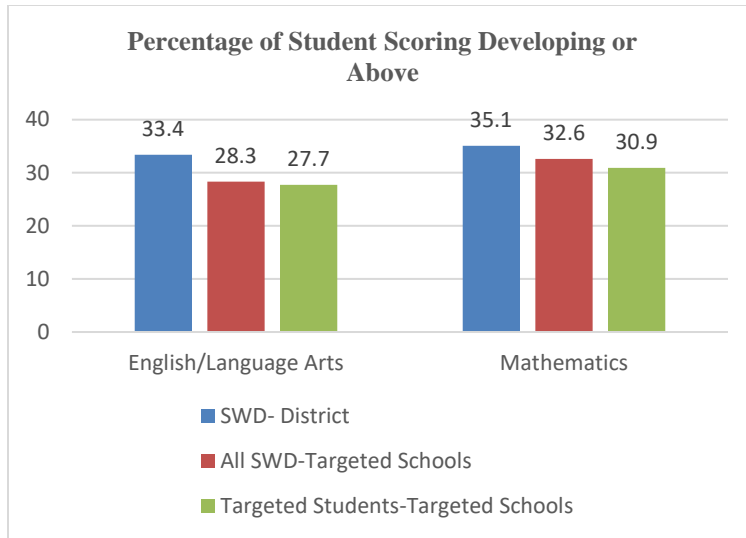
Assessment Type	Number of Students with Test Results	Number of Students Scoring Developing or Above	Percentage of Students Scoring Developing or Above
End of Grade Test	956	255	26.7%
End of Course Test	1199	343	28.6%
Total	2155	598	27.7%

Figure 16: Percentage of Targeted Students in Targeted Schools Scoring Developing or Above in Mathematics

Assessment Type	Number of Students with Test Results	Number of Students Scoring Developing or Above	Percentage of Students Scoring Developing or Above
End of Grade Test	953	360	37.8
End of Course Test	1052	260	24.7%
Total	2005	620	30.9%

The following chart was developed to show differences in performance of students with disabilities in the 50 districts identified to receive intensive supports through Student Success, students with disabilities in the 54 targeted schools within the targeted districts, and targeted students in the targeted schools. These results would tend to support the expectation that districts would identify schools to replicate Student Success based on district data (e.g. lower performing schools) and that schools would select students (e.g. general education and special education) at risk of academic failure and not graduating from high school with a general education diploma.

Figure 17: Proficiency Levels Across Measures (District, All SWD in Targeted School, and Targeted Students in Targeted Schools)



- The fourth outcome measure for student achievement is the percentage of targeted students in targeted schools that demonstrate Typical to High Growth on the appropriate assessment in the Georgia Milestones Assessment System. The student growth percentile (SGP) methodology describes the amount of growth a student has demonstrated relative to academically-similar students from across the state. Growth percentiles range from 1 to 99, with lower percentiles indicating lower academic growth and higher percentiles indicating higher academic growth.

Consistent with the above measure, two assessments were used to assess student growth in English/Language Arts and Mathematics for students receiving interventions through Student Success. For students who were in ninth grade or beyond during the 2015-2016 school year, End of Course Assessments were used, and End of Grade Assessments were used for the high school students who were in eighth grade last year (2015-2016). As depicted in Figures 18 and 19, 1087/2139 students (50.8%) in the 54 schools implementing the Student Success Process demonstrated Typical to High Growth in English/Language Arts, and 1078/1923 students (56.0%) demonstrated Typical to High Growth in Mathematics. Targets have been established based on these baseline data and are included in the updated Student Success Evaluation Plan included in Appendix B.

Figure 18: Percentage of Students in Targeted Schools Demonstrating Typical to High Growth in English/Language Arts

Assessment Type	Number of Students with Test Results	Number of Students Scoring Developing or Above	Percentage of Students Scoring Developing or Above
End of Grade Test	947	459	48.4%
End of Course Test	1192	628	52.7%
Total	2139	1087	50.8%

Figure 19: Percentage of Students in Targeted Schools Demonstrating Typical to High Growth in Mathematics

Assessment Type	Number of Students with Test Results	Number of Students Scoring Developing or Above	Percentage of Students Scoring Developing or Above
End of Grade Test	964	581	60.2%
End of Course Test	959	497	51.8%
Total	1923	1078	56.0%

- The fifth outcome measure for student achievement is the percentage of targeted students in targeted schools passing their assigned/selected courses. This measure applies only to the targeted students in targeted schools who were in 9th grade or beyond last year (2015-2016). Targeted students who were in eighth grade last year did not receive pass-fail grades for individual courses by semester; rather they received an end-of-grade score. The data source for this measure is the Targeted Student Data Report which was created by the GaDOE using data submitted to the GaDOE by local school districts.

Baseline data are from the 2015-2016 school year and represent the most recent data available for this measure. Of the 2221 students targeted to receive evidence-based practices in the 54 participating Student Success schools, 1753 (78.9%) of the students passed their assigned courses. Therefore, baseline data for this measure is 78.9%. Targets have been established based on these baseline data and are included in the updated Student Success Evaluation Plan included in Appendix B.

Mid-term Outcome- Improve transition practices and outcomes: During the past year, Regional Student Success coaches with expertise in secondary transition have supported teams from the 50 Student Success districts in developing and implementing effective transition programs that support transition practices that are both compliant and are of high quality. Georgia and its stakeholders understand the important role that effective transition planning and implementation have in preparing students to graduate from high school and be college and career ready. Subsequently, the State established two measures to assess improvements in transition practices and outcomes.

- The first measure is the percentage of districts identified to receive intensive technical assistance through Student Success that demonstrate 100% compliance on the Secondary Transition Data Survey. This survey, which is based on National Secondary Transition Technical Assistance Center Indicator 13 Checklist, assesses the degree to which districts are implementing compliant transition practices. These data are reported for Indicator 13 in the Annual Performance Report.

Figure 20: Secondary Transition Survey Results for 50 Student Success Districts

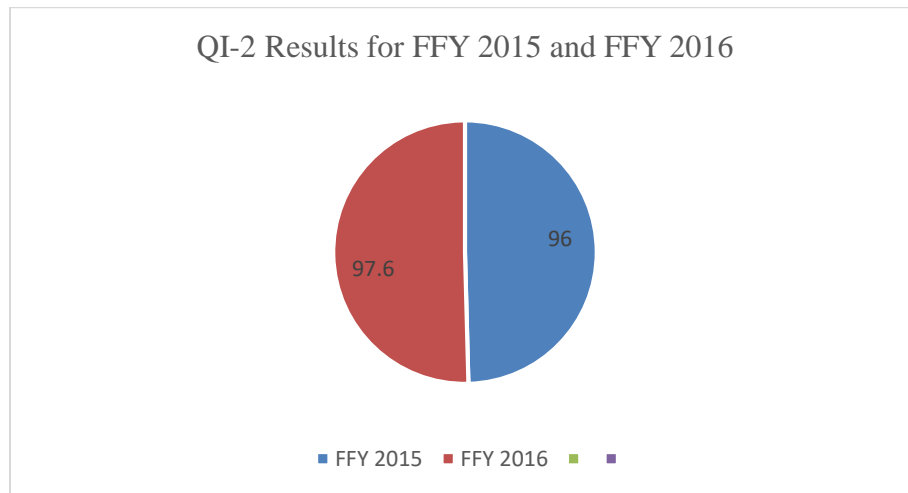
	Number of Compliant Districts	Percentage of Compliant Districts
FFY 2015 Data (January 2016)	41	82%
FFY 2016 Data (January 2017)	45	90%

Baseline data for the 50 Student Success districts were obtained in FFY 2015 with 82% (41/50) of the districts demonstrating compliant transition practices as assessed by the

Secondary Transition Survey. In FFY 2016, 90% (45/50) districts were determined to be compliant on the same checklist. Although, the State did not meet the target of 100% for this measure, progress was evident in compliant transition practices in the 50 districts. Regional technical assistance providers will continue to work with district staff to implement compliant transition practices.

- The second measure for transition practices and outcomes was the percentage of districts identified to receive intensive supports through Student Success obtaining an overall domain score of 3.0 or higher in the Transition Planning Domain on the Quality Indicators of Exemplary Transition Programs Needs Assessment-2 (QI-2)- This self-assessment, developed by the Transition Coalition at the University of Kansas, is comprised of seven domains (including Transition Planning) designed to identify and prioritize the most critical needs within a transition program. The higher the overall domain score, the more quality indicators have been achieved. The low domain scores are the domains to consider for targeted change or improvement. In FFY 2015 (2015-2016 school year), 43 of the 50 districts selected to receive intensive supports through Student Success completed the QI-2. Baseline for this measure was established based on the FFY 2015 administration of the QI-2. When reviewing the data for this measure, it is important to note that Transition Coalition established a new scoring system for the QI-2 with this year's administration. An overall domain score of 3.0 in the FFY 2016 administration is equivalent to an overall domain score of 2.0 in the FFY 2015 administration. Therefore, an overall domain score of 2.0 in FFY 2015 and 3.0 in FFY 2016 were used in making calculations for this indicator

Figure 21: Percentage of Districts Scoring Meeting Domain Score on QI-2



In FFY 2015, 43/45 (96%) of the districts completing the QI-2 met or exceeded the overall domain score (e.g. 2.0 or higher) in the Transition Planning Domain. In FFY 2016, 41/42 (97.6%) of the districts completing the QI-2 met or exceeded the overall domain score (e.g. 3.0 or higher) in the Transition Planning Domain. Targets have been established based on these baseline data and are included in the updated Student Success Evaluation Plan included in Appendix B.

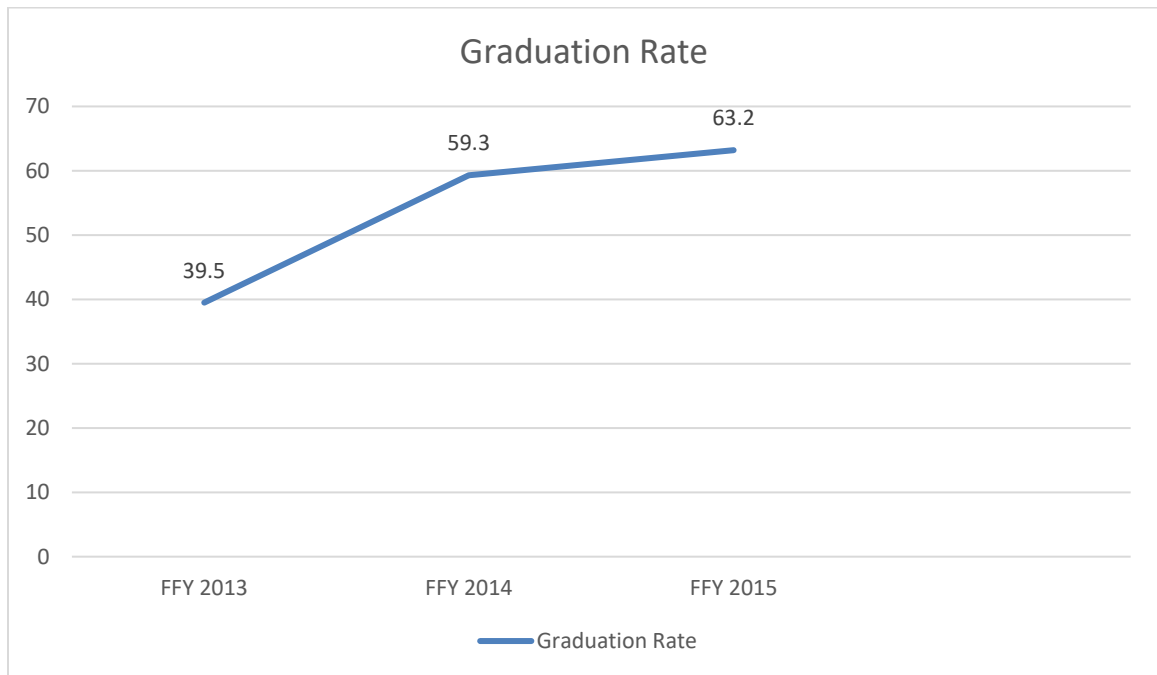
In FFY 2016, the State will begin to report overall scores in all of the seven domains in recognition of the important role that other domains have in improving quality transition programming.

Long-term Outcome: Improve percentage of students with disabilities exiting high school with a general education diploma: This outcome is Georgia’s SiMR, and progress toward achieving it is addressed in the following section.

d. Measurable improvements in the SIMR in relation to targets

Georgia’s SiMR is to increase the percentage of students with disabilities in the 50 districts identified to receive intensive technical assistance who exit school by receiving a high school diploma to 65% in FFY 2018. The calculation is based on an annual event graduation rate, and it includes the percentage of students who are enrolled in a specified school year who exit with a high school diploma. Georgia has shown steady progress in reaching its established target for the SiMR. The annual event graduation rate for FFY 2015 (school year 2015-2016) was 63.2% demonstrating an increase from 59.3% in FFY 2014 (school year 2014 – 2015) and 39.5% in FFY 2013 (school year 2013 – 2014).

Figure 22: Annual Event Graduation Rate for Students with Disabilities in Student Success Districts



Georgia met the target of 59.00% in FFY 2015 and is well positioned to meet the FFY 2018 target of 65.00%. Georgia will continue to implement its coherent improvement strategies and associated improvement activities in an effort to further improve graduation rates for students with disabilities in the SSIP districts.

Section F: Plans for Next Year

(1) Additional activities to be implemented next year, with timeline

During FFY 2016, the State will begin implementing the Comprehensive Needs Assessment (CNA) for all Federal programs such as Title I, Special Education, and Title II. This needs assessment will meet individual program statutory requirements for schools and districts; will enable districts to complete a single comprehensive needs assessment that includes all students, groups, programs; and is connected to the district's flexibility contract. Personnel engaged in the implementation of Student Success participated in the development of the CNA to ensure that key data elements required for the Student Success Process were included. As a result, a separate needs assessment for Student Success will no longer be required. Districts will need support to successfully transition from the Student Success Process Planning documents to the new CNA.

The CNA will be incorporated in the Comprehensive LEA Improvement Plan (CLIP) beginning in FY 18. The CLIP will include district and school improvement plans, the Title IIA Equity Plan, and the Student Success Plan. With the implementation of the expanded CLIP, districts will not be submitting separate Student Success Plans, and all improvement strategies and activities outlined in the former Student Success Plans will be better aligned with other district and school improvement activities. It should be noted that stakeholders from numerous districts requested the development of an integrated plan.

District teams will need continued support to assist them in integrating Student Success activities into the CNA and CLIP. The following activities have been developed to provide this support:

- Weekly webinars will be conducted through July to provide information and resources to district and school leaders to support them in implementing the CNA and CLIP. These webinars are jointly conducted by staff from various Federal Programs including personnel from the Division for Special Education Services and Supports.
- The GaDOE will sponsor a Federal Programs Conference in June 2017 to provide additional face-to-face supports to district leaders to prepare them for the July 2017 submission of the CNA and CLIP.
- GLRS Directors and GaDOE District Liaisons will incorporate information about CNA and CLIP in Collaborative Community Meetings.
- GLRS Regional Teams will support districts selected to receive intensive supports through Student Success in the implementation of the districts' CNAs and CLIPs.

(2) Planned evaluation activities including data collection, measures, and expected outcomes

Georgia developed a comprehensive Student Success Evaluation Plan prior to the submission of Phase II of the SSIP. This evaluation plan was based on the Logic Model and linked to the State's Theory of Action developed during Phase I. A copy of the evaluation plan is included in Appendix B of this report. The plan includes evaluation questions that guided the development of performance measures/indicators, evaluation methods/data sources, and timelines for data collection. The plan leverages qualitative and quantitative data collection methods and analysis

methods. Georgia's evaluation activities are implemented to determine implementation progress including fidelity of implementation of planned activities. Moreover, the plan is designed to determine if the State is making progress in achieving its desired outcomes including achieving the SiMR of increasing the percentage of students with disabilities who graduate from high school with a general education diploma.

Based on an analysis of available data and input from various stakeholder groups, the State is not proposing to change the identified short-term, mid-term, and long-term outcomes including the SiMR. The state has added three new performance measures/indicators for FFY 2016. One is related to implementation progress, the other two are measures associated with mid-term outcomes. These include:

- A coaching effectiveness measure for Area and Regional Student Success Coaches was added as a process measure for Coherent Improvement Strategy Two to determine whether coaches are providing supports with fidelity. The State Implementation Team has developed a Student Success Coach Observation Form to guide the coach observations, and it was piloted in FFY 2015. The results of the pilot are considered baseline data.
- A measure to assess the academic proficiency of students with disabilities in districts identified to receive intensive supports through the State's SSIP. The data source for this indicator will be the Georgia Milestones Assessment System. FFY 2015 data reported in this report are determined to be baseline for this indicator.
- A measure to assess the academic proficiency of students with disabilities in targeted schools in districts identified to receive intensive supports through the State's SSIP. The data source for this indicator will be the Georgia Milestones Assessment System. FFY 2015 data reported in this report are determined to be baseline for this indicator.

The State established baseline data for most of the performance measures included in the evaluation plan especially those related to targeted student data. Targets were established for measures in which baseline data were obtained in FFY 2015. In addition, the state made adjustments in criteria associated with specific measures. For example, for the measure related to number of days in ISS and OSS for targeted students in targeted schools, the number of days was increased to ten to align the days with other discipline data collections. For two of the measures, ratings were adjusted from "Operational" and Exemplary" to "Emerging" as a result of the baseline data obtained in FFY 2015. An example of a measure in which the ratings criteria were changed was the District Implementation Fidelity Rubric. Please refer to the Evaluation Plan in Appendix B for changes made to the plan. All changes are recorded in red.

In FFY 2016, the State will continue to contract with an external evaluator to supplement the internal evaluation capacity at the GaDOE. The State Implementation Team will review the evaluation plan on an on-going basis and will make recommendations for changes, as needed. The State will continue to work with various stakeholder groups for input into the SSIP evaluation activities.

(3) Anticipated barriers and steps to address those barriers

As mentioned above, Georgia is transitioning from the Student Success Process Plans to the CNA and CLIP. This has caused some angst for district special education directors who have invested heavily in developing high quality Student Success Plans. Directors have specifically expressed concerns about in-depth nature of the Student Success Plans, and they are concerned that the new CLIP may not accommodate the extensive amount of information and flexibility that was allowed in the Student Success Process Plans. GaDOE staff and regional technical assistance providers including member of GLRS Regional Teams will continue to work with districts (as described above) to support them in transitioning to the CNA and CLIP.

The State will also have to revise numerous Student Success processes and documents to align with the CNA and CLIP including expectations, document submission requirements, and key measures/performance indicators and associated methods and assessments. A committee has been formed at the GaDOE to address these issues, staff working in Student Success are participating in the meetings. Currently, the focus is on developing an assessment rubric to be used in evaluating district plans.

Another potential barrier to implementing the SSIP is the ending of funding for Georgia's State Personnel Development Grant (SPDG). Georgia will be requesting a no-cost extension for FFY 2016, but there is no guarantee that it will be approved. Georgia's SPDG has focused on improving graduation rates for students with disabilities for over ten years, and many of the processes used in Student Success were developed in the SPDG. In addition, as the SPDG was scaled-up to focus on district work in Student Success, SPDG funds were used to support Area and Regional Coaches. To prepare for this funding for the coaches has been shifted to the GLRS Center budgets. The State Implementation Team is currently reviewing additional barriers that may be associated with the ending of the SPDG, and the team will identify strategies to address these barriers.

(4) The State describes any needs for additional support and/or technical assistance

Georgia has a history of seeking technical assistance from regional and national technical assistance providers and from the Office of Special Education Programs when needed. Currently, the State is working with the American Institutes for Research to conduct a needs assessment of the Georgia Learning Resources System, a critical partner in the implementation of the SSIP. Information required for the assessment has been collected, and the State is awaiting recommendations for supports and improvement. Depending on the recommendations made, the State will reach out to AIR in implementing those recommendations.

The State has also worked with the National Center for Systemic Improvement on several issues including stakeholder engagement. Staff involved in implementing Student Success participated in the Collaborative Learning Community for Graduation and Post-school Outcomes. Staff from the GaDOE will continue to reach out to NCSI for additional supports as needed.

Georgia has maintained a very positive relationship with OSEP staff including its state contact. At the present time, no specific needs have been identified, but the State will reach out to OSEP when assistance is needed.

Appendix A

Georgia SSIP Implementation Plan

Developed March 2016

Revised April 2017



The implementation plan included in this document is based on the Student Success Logic Model included on page 72. **Changes to the plan appear in red. Note: The State Implementation and Leadership Teams have been combined and renamed as the State Implementation Team. Steps to Implement Activities has been changed to Milestones/Steps to Implement Activities.**

Coherent Improvement Strategies:

1. Improve state and regional infrastructure to better support districts to implement and scale up EBPs that will improve graduation rates for all students-including SWD.
 - a. Align and integrate initiatives and plans at the state, regional, and district, and school levels to reduce duplication and leverage resources
 - b. Establish, maintain, evaluate, and update cascading team management and implementation structures and communication protocols/feedback loops at state, regional, district and school levels
 - c. Provide professional learning and technical assistance to state and regional technical assistance providers to increase their capacity to support districts and schools in implementing evidence-based practices

2. Improve district infrastructure and implementation of EBPs in targeted districts to improve effective instruction, engaging school climate, and transition

A. Outcomes

The GaDOE, with input from internal and external stakeholders has identified short, mid, and long-term outcomes. They are as follows:

Short-term Outcomes:

- Improve state and regional capacity to support districts in implementing evidence-based practices
- Improve district capacity to support schools in implementing evidence-based practices to support teaching and learning
- Improve school capacity to support staff in implementing evidence-based practices to support teaching and learning
- Increase engagement of stakeholders in planning, implementing, and monitoring improvement initiatives at state, regional, district and school levels

Mid-term Outcomes

- Improve implementation of evidence-based practices to support teaching and learning for all students
- Improve school climate including student attendance, engagement, and behavior
- Improve student achievement
- Improve transition practices and outcomes

Long-term Outcome

- Increase percentage of students with disabilities exiting high-school with a general education diploma

Georgia Student Success Logic Model

Theory of Action

Georgia believes that effective teachers and leaders are critical to improve outcomes for students. If state and regional teams provide seamless technical assistance that builds capacity for district leadership to support school leadership (teaching and learning), then ultimately students will achieve better outcomes and graduate from high school.

Overarching Themes

- Build the capacity of the SEA and regional agencies and programs to assist districts in supporting the implementation of evidence-based practices designed to improve graduation rates
- Build the capacity of districts in supporting schools in the implementation of evidence-based practices designed to improve graduation rate
- Engage stakeholders including families and communities in the design, implementation, and monitoring of capacity building initiatives at all levels (e.g. state, regional, district, and school)

Inputs	Outputs (Strategies and Activities)	Participation	Outcomes								
			Short-term	Mid-term	Long-term						
<ul style="list-style-type: none"> • Partnerships with stakeholders • GaDOE personnel across divisions • Regional technical assistances agencies and providers (e.g. RESA, GLRS) • GaDOE standards, frameworks, toolkits, and other resources • Comprehensive data system to support decision making at all levels of the state system • IDEA funding to support SSIP development and implementation • Alignment with Georgia State Personnel Development Grant and State PBIS Plan 	<p>Coherent Improvement Strategy: <u>Improve State and Regional Infrastructure</u> to better support districts to implement and scale up EBPs that will improve graduation rates for all students-including SWD.</p> <ul style="list-style-type: none"> • Align and integrate initiatives and plans at the state, regional, district, and school levels to reduce duplication and leverage resources • Establish, maintain, evaluate, and update cascading team management and implementation structures and communication protocols/feedback loops at state, regional, district and school levels • Provide professional learning and technical assistance to state and regional technical assistance providers to increase their capacity to support districts and schools in implementing evidence-based practices <p>Coherent Improvement Strategy: <u>Improve district infrastructure and implementation of EBPs in fifty districts identified to receive intensive technical assistance</u> to improve effective instruction, engaging school climate, and transition</p>	<p>State Agency Personnel Across Offices</p> <ul style="list-style-type: none"> • State Leadership and Implementation Teams <p>Regional Implementation Teams</p> <ul style="list-style-type: none"> • School and District Effectiveness and • GLRS Regional Teams <p>State and Regional Stakeholders</p> <p>District Leaders</p> <ul style="list-style-type: none"> • District Implementation Teams & Coaches <p>School Leaders and Teachers</p> <p>Students</p> <p>Family and Community Stakeholders</p>	<p>Improve state and regional capacity (e.g. knowledge/skills, organizational structures, and resources) to support districts in implementing evidence-based practices</p>	<p>Improve practitioner (district and school) knowledge of data-based decision making and selection and use of evidence-based practices.</p>	<p>Improve district and school infrastructure to support educators in implementing evidence-based practices to support teaching and learning</p>	<p>Increase engagement of stakeholders in planning, implementing, and monitoring improvement initiatives</p>	<p>Improve implementation of evidence-based practices to support teaching and learning for all students</p>	<p>Improve school climate including student attendance, engagement, and behavior</p>	<p>Improve student achievement</p>	<p>Improve transition practices and outcomes</p>	<p style="text-align: center;">Increase percentage of students with disabilities exiting high-school with a general education diploma</p>

B. Improvement Plan

I=Initiated, C+ Continuing, E= Ended

Strategy One: Improve state and regional infrastructure to better support districts to implement and scale up evidence-based practices that will improve graduation rates for all students including students with disabilities.

Activities to Meet Outcomes (Strategy 1)	Level			Milestones/Steps to Implement Activities	Responsible Individuals or Groups	Timeline					Resources Needed
	State	Regional	Local			FFY 2014 (2014-2015)	FFY 2015 (2015-2016)	FFY 2016 (2016-2017)	FFY 2017 (2017-2018)	FFY 2018 (2018-2019)	
1.a. Align and integrate initiatives and plans at the state, regional, district, and school levels to reduce duplication and leverage resources	X			Integrate Student Success plans with state improvement plans	State Implementation Team		I	C	E	E	Staff Time, Data Support
				Develop Comprehensive self-assessment for use across all federal programs	State Implementation Team		I	C	E	E	Staff Time, Data Support
				Align and integrate special education monitoring procedures and processes	State Implementation Team		I	C	E	E	Staff Time, Data Support
				Align and integrate plans for significant disproportionality and Coordinated Early Intervening Services with the Student Success Process	State Implementation Team		I	E	E	E	Staff Time, Data Support
				Align all projects funded with IDEA Discretionary dollars with the Student Success Process	State Implementation Team		I	C	E	E	Staff Time, Data Support, Fiscal Support

Activities to Meet Outcomes (Strategy 1)	Level			Milestones/Steps to Implement Activities	Responsible Individuals or Groups	Timeline					Resources Needed
	State	Regional	Local			FFY 2014 (2014-2015)	FFY 2015 (2015-2016)	FFY 2016 (2016-2017)	FFY 2017 (2017-2018)	FFY 2018 (2018-2019)	
1.a. (Continued) Align and integrate initiatives and plans at the state, regional, district, and school levels to reduce duplication and leverage resources	X			Coordinate statewide meetings to provide information on implementation of the Student Success Process	State Implementation Team		I	C	E	E	Staff Time, Funding for Facilities and Travel
				Revise District Expectations Document	State Implementation Team	I	C	C	C	C	Staff Time, Data Support
				Revise Student Success Process documents to align with CNA and CLIP	State Implementation Team	I	C	C	E	E	Staff Time, Data Support
				Develop and disseminate Data Toolkit and related data analysis resources	State Implementation Teams	I	C	E	E	E	Staff Time, Data Support
	X	X	X	Review and provide feedback on Success goals and action steps in the District CLIP	State Implementation Team, GLRS		I	C	C	C	Staff Time, Data Support
				Maintain funding for Area and Regional Success Coaches	State Implementation Team, GLRS	I	C	C	C	C	Staff Time, Funding for Facilities and Travel
Align and integrate initiatives and plans at the state, regional, district, and school levels to reduce duplication and leverage resources	X	X	X	Maintain support for district teams to guide the Student Success Process	State Implementation Team, School and District Effectiveness, GLRS		I	C	C	C	Staff Time, Data Support
				Support districts in the development of school teams to guide the Student Success Process	State Implementation Team, School and District Effectiveness, RESA, GLRS			I	C	C	Staff Time, Data Support

Activities to Meet Outcomes (Strategy 1)	Level			Milestones/Steps to Implement Activities	Responsible Individuals or Groups	Timeline					Resources Needed
	State	Regional	Local			FFY 2014 (2014-2015)	FFY 2015 (2015-2016)	FFY 2016 (2016-2017)	FFY 2017 (2017-2018)	FFY 2018 (2018-2019)	
1.b. Establish, maintain, evaluate, and update cascading team management and implementation structures and communication protocols at state, regional, and district levels	X			Maintain State Implementation Team at GaDOE to provide guidance for Student Success	DOE Leadership		I,	C	C	C	Staff Time, Data Support, Commitment from Executive Cabinet
	X	X		Coordinate monthly, regional Collaborative Community Meetings in each GLRS Region to assist districts in addressing implementation barriers and celebrating implementation successes	State Implementation Team, GLRS	I	C	C	C	C	Staff Time, Data Support, Commitment of District Personnel
	X	X		Collaborate with GLRS and RESA to establish and maintain GLRS Regional Teams to support districts	State Implementation Team, School and District Effectiveness, RESA, GLRS		I	C	C	C	Staff Time, Funding for Facilities and Travel
	X	X	X	Maintain communication protocols and defined feedback loops among all levels of the state system (state, regional, district, school)	State Implementation Team		I	C	C	C	Staff Time, Data Support,
	X			Coordinate administration of online surveys and other reporting structures for sharing information via the feedback loops	State Implementation Team		I	C	C	C	Staff Time, Data Support,
	X	X	X	Collect, analyze, and use information from feedback loops to adjust team structures as needed to support effective implementation	State Implementation Team		I	C	C	C	Staff Time, Data Support,

Activities to Meet Outcomes (Strategy 1)	Level			Milestones/Steps to Implement Activities	Responsible Individuals or Groups	Timeline					Resources Needed
	State	Regional	Local			FFY 2014 (2014-	FFY 2015 (2015-	FFY 2016 (2016-	FFY 2017 (2017-	FFY 2018 (2018-	
1.c. Provide professional learning and coaching to state and regional technical assistance providers to increase their capacity to support districts in implementing evidence-based practices	X	X		Conduct on-going professional learning for Regional Student Success coaches, GaDOE District Liaisons and GLRS Directors on the Student Success Process	State Implementation Team	I	C	C	C	C	Staff Time, Funding for Facilities and Travel
				Provide on-going professional learning and follow-up coaching to Regional Student Success Coaches based on identified needs (multiple topic areas from previous plan collapsed into one)	State Implementation Team		I	C	C	C	Staff Time, Funding for Facilities and Travel
				Collect and analyze data on professional learning and coaching	State Implementation Team	I	C	C	C	C	Staff Time and Data Support
				Use data to make adjustments in professional learning and coaching	State Implementation Team	I	C	C	C	C	Staff Time and Data Support

Coherent Improvement Strategy Two: Improve district infrastructure and implementation of evidence-based practices in fifty districts identified to receive intensive technical assistance to improve effective instruction, engaging school climate, and transition. **I=Initiated, C+ Continuing, E= Ended**

Activities to Meet Outcomes (Strategy 2)	Level			Milestones/Steps to Implement Activities	Responsible Individuals or Groups	Timeline					Resources Needed
	State	Regional	Local			FFY 2014 (2014-2015)	FFY 2015 (2015-2016)	FFY 2016 (2016-2017)	FFY 2017 (2017-2018)	FFY 2018 (2018-2019)	
Provide professional learning and follow-up coaching to district and school personnel to support implementation of the Student Success Process (including implementation of evidence-based practices)	X	X	X	Identify districts based on state data and notify of selection (Completed)	State Leadership Team and Stakeholders	I	C,E				Staff Time and Data Support
				Conduct webinars (Leadership Launches) for district teams to provide information on topics based on identified needs	State Implementation Team		I	C	C	C	Staff Time and Data Support Funding for webinar technology
				Conduct statewide meetings for district teams to provide information on topics based on identified needs	State Implementation Team		I	C	C	C	Staff Time and Funding for Facilities and travel
				Provide technical assistance including coaching to district personnel in completing and updating the Student Success Process Plan using provided resources (Collapsed above)	GLRS Regional Team (GaDOE District Liaisons, State Success Coach, and GLRS)		I	C	C	C	Staff Time, Funding for Travel and Coaches' Salaries
				Provide technical assistance including coaching to support infrastructure changes needed to support infrastructure changes needed to support implementation (Collapsed above)	GLRS Regional Team (GaDOE District Liaisons, State Success Coach, and GLRS)		I	C	C	C	Staff Time, Funding for Travel and Coaches' Salaries
				Support district team in implementing the Student Success Process	GLRS Regional Teams		I	C	C	C	Staff Time, Funding for Travel and Coaches' Salaries

Activities to Meet Outcomes (Strategy 1)	Level			Milestones/Steps to Implement Activities	Responsible Individuals or Groups	Timeline					Resources Needed
	State	Regional	Local			FFY 2014 (2014-	FFY 2015 (2015-	FFY 2016 (2016-	FFY 2017 (2017-	FFY 2018 (2018-	
Provide professional learning and follow-up coaching to district and school personnel to support implementation of the Student Success Process (including implementation of evidence-based practices)	X	X	X	Assist in selection of target school(s) to scale up district implementation of Student Success	GLRS Regional Team			I	C	C	Staff Time, Funding for Travel and Coaches' Salaries
				Provide professional learning and coaching to district teams in the selection, implementation, and evaluation of evidence-based practices	State Implementation Team			I	C	C	Staff Time, Funding for Travel and Coaches' Salaries
				Collect data to monitor progress and outcomes in districts and schools	State Implementation Team, GLRS Regional Team, District Team, and External Evaluator		I	C	C	C	Staff Time and Data Support
				Partner with district personnel to complete learning walks	GLRS Regional Team and District Team		I	C	C	C	Staff Time, Funding for Travel and Coaches' Salaries
				Support districts in scaling up Student Success to other schools based on data (Collapsed with first step above)	GLRS Regional Team (GaDOE District Liaisons, State Success Coach, and GLRS)				I	C	Staff Time, Funding for Travel and Coaches' Salaries
				Collect and analyze data (Collapsed with previous data collection step on this page.)	State Implementation Team, GLRS Regional Team, District Team, and External Evaluator		I	C	C	C	Staff Time and Data Support

Appendix B

Georgia SSIP Evaluation Plan

Developed March 2016
Revised April 2017



The evaluation plan included in this document is based on the Student Success Logic Model included on page 72. **Changes to the plan appear in red.**
Note: The State Implementation and Leadership Teams have been combined and renamed as the State Implementation Team. Performance Indicators has been renamed Performance Indicators/Measures and Data Collection Methods has been renamed Data Collection Methods and Sources.

Coherent Improvement Strategies:

3. Improve state and regional infrastructure to better support districts to implement and scale up EBPs that will improve graduation rates for all students- including SWD.
 - d. Align and integrate initiatives and plans at the state, regional, and district, and school levels to reduce duplication and leverage resources
 - e. Establish, maintain, evaluate, and update cascading team management and implementation structures and communication protocols/feedback loops at state, regional, district and school levels
 - f. Provide professional learning and technical assistance to state and regional technical assistance providers to increase their capacity to support districts and schools in implementing evidence-based practices
4. Improve district infrastructure and implementation of EBPs in targeted districts to improve effective instruction, engaging school climate, and transition

C. Outcomes

The GaDOE, with input from internal and external stakeholders has identified short, mid, and long-term outcomes. They are as follows:

Short-term Outcomes:

- Improve state and regional capacity to support districts in implementing evidence-based practices
- Improve district capacity to support schools in implementing evidence-based practices to support teaching and learning
- Improve school capacity to support staff in implementing evidence-based practices to support teaching and learning
- Increase engagement of stakeholders in planning, implementing, and monitoring improvement initiatives at state, regional, district and school levels

Mid-term Outcomes

- Improve implementation of evidence-based practices to support teaching and learning for all students
- Improve school climate including student attendance, engagement, and behavior
- Improve student achievement
- Improve transition practices and outcomes

Long-term Outcome

- Increase percentage of students with disabilities exiting high-school with a general education diploma

Improvement Strategy Implementation (Progress in Implementation)

Strategy One- Improve State and Regional Infrastructures to better support districts to implement and scale up EBPs that will improve graduation rates for all students-including SWD.

Activity 1.a.: Align and integrate initiatives and plans at the state, regional, district and school levels to reduce duplication and leverage resources								
Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups Timeline	Timelines/Targets				
				FFY 2014 (2014-2015)	FFY 2015 (2015-2016)	FFY 2016 (2016-2017)	FFY 2017 (2017-2018)	FFY 2018 (2018-2019)
Are the State Systemic Improvement Plan (Student Success) and identified strategies and activities aligned with other graduation improvement activities and plans from other GaDOE offices and divisions to reduce duplication and leverage resources to improve graduation rates?	Percentage of Student Success strategies and activities aligned with graduation improvement activities and plans from other GaDOE offices and divisions to reduce duplication and leverage resources to improve graduation rates (Completed)	GaDOE Key Initiative and Plan Inventory	Student Success Implementation Team and External Evaluator	I 75%	I 80%	E	E	E
Does the state have a Comprehensive self-assessment that is used across all federal programs?	Percentage of all offices and divisions and offices in federally-funded programs using a Comprehensive self-assessment	Comprehensive Federal Self-Assessment	Cross Division Workgroup			I 85%	E	E
Are special education results-focused monitoring procedures and processes aligned with the Student Success Process, when appropriate?	Percentage of special education results-focused monitoring procedures and processes aligned with the Student Success Process	GaDOE Key Initiative and Plan Inventory	Student Success Implementation Team, Program Manager for Monitoring			I 80%	C 85%	C 90%
Are CEIS plans integrated in the district's Student Success Plans?	Percentage of districts submitting CEIS plans with CEIS plans integrated in district plans Student Success Plans	Student Success Plan database	Student Success Implementation Team, Program Manager for Monitoring		I 80%	C 85%	C 90%	C 95%
Are IDEA discretionary funded projects supporting implementation of Student Success?	Percentage of IDEA discretionary funded projects supporting implementation of Student Success	GaDOE Key Initiative and Plan Inventory	Student Success Leadership Team and External Evaluator		I	C	C	C

Activity 1.a.: Align and integrate initiatives and plans at the state, regional, district and school levels to reduce duplication and leverage resources (Continued)

Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups Timeline	Timelines/Targets				
				FFY 2014 (2014-2015)	FFY 2015 (2015-2016)	FFY 2016 (2016-2017)	FFY 2017 (2017-2018)	FFY 2018 (2018-2019)
Are processes, expectations, and resources developed in a timely manner and updated as needed?	Percentage of Student Success processes, expectations, and resources that were completed within proposed timelines (Completed)	Student Success Alignment and Timelines Tracking	State Leadership Team and External Evaluator		I 80%	E	E	E
Do district personnel find the Student Success Process frameworks, toolkits, and other resources to be of high quality?	Percentage of district personnel who report that the Student Success Process related resources are of high quality	District Student Success Annual Survey	State Implementation Team and External Evaluator		I 80%	C 85%	C 85%	C 90%
Do district personnel find the Student Success frameworks, toolkits, and other resources to be relevant and useful to their work?	Percentage of district personnel who report that the Student Success Process related resources are relevant and useful	District Student Success Annual Survey	State Implementation Team and External Evaluator		I 80%	C 85%	C 85%	C 90%
Are district plans of sufficient quality to support improved graduation rates for students with disabilities?	Percentage of Student Success Plans with 90% district plans with Student Success components rated as Emerging or Higher (Change from stand-alone plan to CLIP)	District Success Plan Rating Database	State Implementation Team and External Evaluator		I 80%	C 85%	C 85%	C 90%
Are regional Student Success strategies and activities aligned with other regional technical assistance and professional learning plans to reduce duplication and leverage resources to improve graduation rates?	Percentage of Student Success initiatives and plans at RESA and GLRS aligned with other regional activities and plans to reduce duplication and leverage resources to improve graduation rates	Regional Key Initiative and Plan Inventory	Student Success Leadership Team and External Evaluator	-		I 80%	C 85%	C 90%
Did districts and schools establish Student Success teams to guide the implementation of the Student Success Process?	Percentage of districts and schools establishing maintaining Student Success teams to guide the implementation of the Student Success Process	District Student Success Annual Survey	Student Success State Implementation Team and External Evaluator		I 80%	C 85%	C 85%	C 90%

Activity 1.b. Establish, maintain, evaluate, and update cascading team management and implementation structures and communication protocols at state, regional, district, and school levels								
Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups Timeline	Timelines/Targets				
				FFY 2014 (2014-2015)	FFY 2015 (2015-2016)	FFY 2016 (2016-2017)	FFY 2017 (2017-2018)	FFY 2018 (2018-2019)
Do members of the State Leadership and Implementation Teams regularly participate in scheduled team meetings?	Percentage of State Leadership and Implementation Team Meetings with over 80% attendance of team members	State Leadership and Implementation Team Meeting Sign-in Sheets	External Evaluator		I 75%	C 80%	C 85%	C 90%
Are State Leadership and Implementation Team Meetings implemented with fidelity (e.g. required members, teaming processes, components, communication protocols, feedback loops, etc.)?	Percentage of items on State Implementation Team Fidelity Rubric implemented with fidelity	State Implementation Team Fidelity Rubrics	External Evaluator		I 80%	C 90%	C 95%	C 100%
Do special education administrators feel that information acquired through their Collaborative Community is of high quality?	Percentage of participants reporting information acquired through their Collaborative Community was of high quality	Collaborative Community Annual Survey	State Implementation Team and External Evaluator		I 80%	C 85%	C 85%	C 90%
Do special education administrators feel that information acquired through their Collaborative Community is relevant and useful to their work in the Student Success Process?	Percentage of participants reporting information acquired through their Collaborative Community was relevant and useful to their work in the Student Success Process	Collaborative Community Annual Survey	State Implementation Team and External Evaluator		I 80%	C 85%	C 85%	C 90%
Do special education administrators report actual changes in practice as a result of their participation in Collaborative Community Meetings?	Percentage of participants reporting changes in practices as a result of participation in the Collaborative Community (Measured in District Implementation Fidelity Rubric)	Collaborative Community Annual Survey	State Implementation Team and External Evaluator		I 80%	C 85%	C 85%	C 90%
Are Collaborative Communities across the GLRS regions conducted with fidelity?	Percentage of GLRS regions conducting Collaborative Community Meetings rated as Operational or Exemplary on the Collaborative Community Fidelity Rubric	Collaborative Community Fidelity Rubric	State Implementation Team and External Evaluator		I 80%	C 85%	C 85%	C 90%

Activity 1.b. Establish, maintain, evaluate, and update cascading team management and implementation structures and communication protocols at state, regional, district, and school levels (Continued)								
Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups Timeline	Timelines/Targets				
				FFY 2014 (2014-2015)	FFY 2015 (2015-2016)	FFY 2016 (2016-2017)	FFY 2017 (2017-2018)	FFY 2018 (2018-2019)
Do core team members (e.g. GLRS, State Success Coach, and School Improvement Specialists) regularly attend scheduled GLRS Regional Team Meetings?	Percentage of GLRS Regional Team Meetings with core team members in attendance (Measured on GLRS Regional Team Implementation Fidelity Rubric)	GLRS Regional Team Meeting Sign-in Sheets	State Implementation Team and External Evaluator		I 75%	C 80%	C 85%	C 90%
Are GLRS Regional Teams implemented with fidelity (e.g. required members, teaming processes, components, feedback loops, etc.)?	Percentage of GLRS Regional Teams with an average rating of Operational or Exemplary on the GLRS Regional Team Meeting Fidelity Rubric	GLRS Regional Team Implementation Fidelity Rubric	State Implementation Team and External Evaluator		I 80%	C 90%	C 95%	C 100%
Are District Teams implemented with fidelity (e.g. required members, teaming processes, components, feedback loops, etc.)?	Percentage of District Teams with an average rating of Operational or Exemplary on the District Team Meeting Fidelity Rubric	District Implementation Fidelity Rubric	State Implementation Team and External Evaluator		I 80%	C 90%	C 95%	C 100%
Are School Teams implemented with fidelity (e.g. required members, teaming processes, components, feedback loops, etc.)?	Percentage of School Teams with an average rating of Operational or Exemplary on the School Team Meeting Fidelity Rubric	School Implementation Fidelity Rubric	State Implementation Team and External Evaluator			I 75%	C 80%	C 85%

Activity 1.c. Provide professional learning and technical assistance to state and regional technical assistance providers to increase their capacity to support districts and schools in implementing evidence-based practices								
Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups Timeline	Timelines/Targets				
				FFY 2014 (2014-2015)	FFY 2015 (2015-2016)	FFY 2016 (2016-2017)	FFY 2017 (2017-2018)	FFY 2018 (2018-2019)
Do professional development activities provided to regional technical assistance providers include essential elements of high quality professional development?	Percentage of the essential elements of Observation Checklist for High Quality Professional Development were included in the delivery of professional development activities provided to regional technical assistance providers	Observation Checklist for High Quality Professional Development	State Implementation Team and External Evaluator		I 75%	C 80%	C 85%	C 90%
Do the regional technical assistance providers find the professional learning and technical assistance to be of high quality?	Percentage of regional technical assistance providers reporting professional learning and technical assistance to be of high quality	Student Success Post-Event Survey	State Implementation Team and External Evaluator		I 80%	C 85%	C 85%	C 90%
Do the regional technical assistance providers find the professional learning and technical assistance to be relevant to their work?	Percentage of regional technical assistance providers reporting professional learning and technical assistance is relevant to their work	Student Success Post-Event Survey	State Implementation Team and External Evaluator		I 80%	C 85%	C 85%	C 90%
Do the regional technical assistance providers find the professional learning and technical assistance to be useful in their work?	Percentage of regional technical assistance providers reporting professional learning and technical assistance is useful in their work	Student Success Post-Event Survey	State Implementation Team and External Evaluator		I 80%	C 85%	C 85%	C 90%
Do regional technical assistance providers report that they actually used information gained through professional learning and technical assistance in working with district and school teams?	Percentage of regional technical assistance providers reporting that they have used information acquired in professional learning and in working with district and school teams	Student Success Three Month Follow-up Survey	State Implementation Team and External Evaluator		I 80%	C 85%	C 85%	C 90%

Strategy Two- Improve district infrastructure and implementation of evidence-based practices in fifty districts identified to receive intensive technical assistance to improve effective instruction, engaging school climate, and transition - Applies to 50 districts receiving intensive technical assistance

Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups Timeline	Timelines/Targets				
				FFY 2014 (2014-2015)	FFY 2015 (2015-2016)	FFY 2016 (2016-2017)	FFY 2017 (2017-2018)	FFY 2018 (2018-2019)
Do personnel participate in statewide meetings (webinars and face to face) to support implementation of Student Success?	Percentage of personnel participating in statewide meetings (webinars and face to face) to support implementation of Student Success	Statewide Meetings Sign-in Sheets and Database	Student Success Implementation Team and External Evaluator	I	C	C	C	C
Do personnel find the meeting content and delivery to be of high quality?	Percentage of personnel reporting the meeting content and delivery to be of high quality	Student Success Post-Event Survey	State Implementation Team and External Evaluator		I 80%	C 85%	C 85%	C 90%
Do personnel find the meeting content and delivery to be relevant and useful to their work?	Percentage of personnel reporting the meeting content and delivery to be relevant to their work	Student Success Post-Event Survey	State Implementation Team and External Evaluator		I 80%	C 85%	C 85%	C 90%
Are Area and Regional Student Success Coaches providing coaching supports with fidelity? (NEW)	Percentage of Area and Regional Student Support Coaches providing coaching supports with fidelity. (NEW)	Student Success Coach Observation Forms	State Implementation Team and External Evaluator			I 100%	C 100%	C 100%
Do personnel report that they actually used information gained from statewide meetings in implementing the Student Success Process?	Percentage of personnel reporting that they actually used information gained from statewide meetings in implementing the Student Success Process	Student Success Three Month Follow-up Survey	State Implementation Team and External Evaluator		I 80%	C 82%	C 84%	C 86%
Do personnel report that technical assistance including coaching was effective in supporting implementation of the Student Success Process?	Percentage of personnel reporting technical assistance including coaching was effective in supporting implementation of the Student Success Process	Student Success Coaching Effectiveness Survey	State Implementation Team and External Evaluator		I 92%	C 93%	C 94%	C 95%

Strategy Two- Improve district infrastructure and implementation of evidence-based practices in fifty districts identified to receive intensive technical assistance to improve effective instruction, engaging school climate, and transition (Continued) -Applies to 50 districts receiving intensive technical assistance

Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups Timeline	Timelines/Targets				
				FFY 2014 (2014-2015)	FFY 2015 (2015-2016)	FFY 2016 (2016-2017)	FFY 2017 (2017-2018)	FFY 2018 (2018-2019)
Are district Student Success improvement strategies and activities integrated in district improvement plans to reduce duplication and leverage resources to improve graduation rates?	<p>90% of districts with Student Success improvement strategies and activities integrated in district improvement plans to reduce duplication and leverage resources to improve graduation rate</p> <p>(Effective July 2017, districts will be submitting one district plan as a part of the CLIP. Student Success improvement strategies and activities will be a part of the district plan in the CLIP.)</p>	District Improvement Plan Analysis for Intensive Districts	Student Success Implementation Team and External Evaluator		I 92%	E 93%	E 94%	E 95%
Are school Student Success improvement strategies and activities integrated in school improvement plans to reduce duplication and leverage resources to improve graduation rates?	<p>90% of schools with Student Success improvement strategies and activities integrated in school improvement plans to reduce duplication and leverage resources to improve graduation rate</p> <p>(Effective July 2017, schools will be submitting one school plan as a part of the CLIP. Student Success improvement strategies and activities will be a part of the school plan in the CLIP.)</p>	School Improvement Plan for Intensive Districts	Student Success Implementation Team and External Evaluator			I 80%	E 85%	E 90%

Evaluation of Improvement Strategy Outcomes

Short-term Outcomes	Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups Timeline	Timelines (Projected Initiation and Completion Dates) and Targets
Improve state and regional capacity (e.g. knowledge/skills, organizational structures, and resources) to support districts in implementing evidence-based practices	Has collaboration among GaDOE staff increased as a result of Student Success Implementation?	Percentage of GaDOE staff from key GaDOE divisions and offices and regional technical assistance providers reporting high levels of collaboration with staff from other offices and divisions in implementing activities designed to improve graduation rates Baseline FFY 2015: 64.8%	Student Success Collaboration Survey	Student Success Leadership Team and External Evaluator	Annually, Spring Beginning Spring 2016 Targets: FFY 16: 68% FFY 17: 72% FFY 18: 76%
	Has collaboration among RESA and GLRS staff increased as a result of Student Success Implementation?	Percentage of RESA and GLRS staff reporting high levels of collaboration in implementing activities designed to improve graduation rates (Collapsed with above measure.)	Student Success Collaboration Survey	Student Success Leadership Team and External Evaluator	Annually, Spring Beginning Spring 2016 Targets: FFY 16: 86% FFY 17: 88% FFY 18: 90%
	Has the GaDOE demonstrated improvements in its capacity to support districts in the implementation of evidence-based practices?	Total percentage score of items on State Capacity Assessment for Scaling-up Evidence-based Practices Baseline FFY 2015: 76%	Assessment of State Capacity for Scaling-up Evidence-based Practices (NIRN)	State Implementation Team and External Evaluator	Annually, Fall and Spring Baseline Spring 2016: 48% Targets: FFY 16: 76% FFY 17: 80% FFY 18: 82%
	Have RESA and GLRS demonstrated improvements in their capacity to support districts in the implementation of evidence-based practices?	Total percentage score of items on Regional Capacity Assessment (Will make available to a sample of regions in FFY 2016. Many items already included in Regional Implementation Team Fidelity Rubric.)	Regional Capacity Assessment (NIRN)	State Implementation Team and External Evaluator	Annually, Spring Beginning Spring 2017 Targets Establish Following Baseline in FFY 2017

Short-term Outcomes	Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups Timeline	Timelines (Projected Initiation and Completion Dates) and Targets
<p>Improve practitioner (district and school) knowledge of data-based decision making and selection and use of evidence-based practices.</p> <p>Applies to 50 districts receiving intensive technical assistance</p>	<p>Does professional development result in increased knowledge of data-based decision making and selection and use of evidence-based practices?</p>	<p>Percentage of the participants demonstrating an increase in knowledge from to pre- to post-tests</p> <p>Baseline FFY 2015: 92%</p>	<p>Pre- and Post-Professional Development Measures</p>	<p>State Implementation Team and External Evaluator</p>	<p>End of each professional development opportunity</p> <p>Targets FFY 16: 92% FFY 17: 94% FFY 18: 95%</p>

Short-term Outcomes	Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups Timeline	Timelines (Projected Initiation and Completion Dates) and Targets
<p>Improve district and school infrastructure to support educators in implementing evidence-based practices to support teaching and learning</p> <p>Applies to 50 districts receiving intensive technical assistance</p>	<p>Are there high levels of collaboration among district General Education, Special Education, and Management (e.g. Data, Finance, etc.) in implementing Student Success?</p>	<p>Percentage of districts reporting high levels of collaboration among General Education, Special Education, and Management (e.g. Data, Finance, etc.) in implementing activities designed to improve graduation rates</p> <p>Baseline FFY 2015: 66.0%</p>	<p>District Student Success Annual Survey</p>	<p>State Implementation Team and External Evaluator</p>	<p>Annually, Spring Beginning 2017</p> <p>Targets: FFY 16: 70% FFY 17: 72% FFY 18: 74%</p>
	<p>Have districts demonstrated improvements in their capacity to support schools in the implementation of evidence-based practices?</p>	<p>Total percentage score of items on District Capacity Assessment</p> <p>(Will make the District Capacity Assessment available to a sample of districts in FFY 2016, but it will not be required. Many items already included in District Implementation Fidelity Rubric.)</p>	<p>District Capacity Assessment (NIRN)</p>	<p>State Implementation Team and External Evaluator</p>	<p>Annually, Spring Beginning Fall 2017</p> <p>Targets: Baseline Fall 2017. Targets set after baseline established.</p>
	<p>Have districts implemented the District Success Planning Process with fidelity?</p>	<p>Percentage of districts scoring Emerging or higher (e.g. “Operational” or “Exemplary”) on the Student Success District Fidelity Rubric</p> <p>Baseline FFY 2015: 96% *Want to move to “Operational” or “Exemplary” in FFY 2016</p>	<p>District Implementation Fidelity Rubric</p>	<p>State Implementation Team and External Evaluator</p>	<p>Annually, Spring Beginning Spring 2017</p> <p>Targets: FFY 16: 50% FFY 17: 60% FFY 18: 70%</p>
	<p>Have schools implemented the Student Success Process with fidelity?</p>	<p>Percentage of schools scoring “Operational” or “Exemplary” on the Student Success School Fidelity Rubric</p>	<p>School Implementation Fidelity Rubric</p>	<p>State Implementation Team and External Evaluator</p>	<p>Annually, Spring Beginning Fall 2017</p> <p>Targets: Baseline established Fall 2017. Targets set after baseline established.</p>

Short-term Outcomes	Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups Timeline	Timelines (Projected Initiation and Completion Dates) and Targets
<p>Increase engagement of stakeholders in planning, implementing, and monitoring improvement initiatives</p> <p>Applies to 50 districts receiving intensive technical assistance</p>	<p>Have the districts increased stakeholder engagement in planning, implementing, and monitoring improvement initiatives?</p>	<p>Percentage of districts with stakeholders reporting engagement at collaborative or transforming levels in planning, implementing, and monitoring improvement initiatives</p> <p>Baseline FFY 2015: 77.5%</p>	<p>Leading by Convening Engagement Rubrics</p>	<p>State Implementation Team and External Evaluator</p>	<p>Annually Beginning Spring 2017</p> <p>Targets: FFY 16: 80% FFY 17: 82% FFY 18: 84%</p>

Mid-term Outcomes	Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups Timeline	Timelines (Projected Initiation and Completion Dates) and Targets
<p>Improve implementation of evidence-based practices to support teaching and learning such as effective instruction</p> <p>Applies to 50 districts receiving intensive technical assistance</p>	<p>Are teachers in targeted schools implementing evidence-based practices to support teaching and learning to ensure access to the curriculum for all students?</p>	<p>Percentage of teachers in targeted scoring Level III or IV on Academic Rigor and Differentiation Components of TKES</p> <p>Baseline FFY 2015: Instructional Strategies: 96.9% Differentiated Instruction: 94.5%</p>	Teacher Keys Effectiveness Evaluation System	Teacher and Leader Effectiveness, Implementation Team and External Evaluator	<p>Annually, Beginning Spring 2016</p> <p>Targets: FFY 16: 80% FFY 17: 82% FFY 18: 84%</p>
		<p>Percentage of teachers in targeted schools implementing evidence-based practices with fidelity</p>	Classroom Learning Walks	District Personnel, State Implementation Team and External Evaluator	<p>Annually, Fall and Spring Beginning Fall 2017</p> <p>Targets: Baseline established Fall 2017. Targets set after baseline established.</p>
<p>Improve school climate including student attendance, engagement, and behavior</p> <p>Applies to 50 districts receiving intensive technical assistance</p>	<p>Is school climate improving in targeted schools?</p>	<p>Percentage of targeted schools scoring a 4 or 5 on the STAR School Climate Rating</p> <p>Baseline FFY 2015:35.2%</p>	STAR School Climate Rating	School Climate Staff, State Implementation Team, and External Evaluator	<p>Annually Beginning Spring 2016</p> <p>Targets: FFY 16: 37% FFY 17: 39% FFY 18: 40%.</p>
	<p>Are targeted students in targeted schools demonstrating less absenteeism?</p>	<p>Percentage of targeted students with less than six days absent</p> <p>Baseline FFY 2015: 41.8%</p>	Targeted Student Data Report	State Implementation Team, and External Evaluator	<p>Annually, Spring Beginning Spring 2016</p> <p>Targets: FFY 16: 43% FFY 17: 45% FFY 18: 46%</p>

Mid-term Outcome	Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups Timeline	Timelines (Projected Initiation and Completion Dates) and Targets
Improve school climate including student attendance, engagement, and behavior Continued	Do targeted students in targeted schools have less than ten days or less in ISS/OSS?	Percentage of targeted students with less than ten days in ISS/OSS (Changed to be consistent with other GaDOE discipline data collections.) Baseline FFY 2015: 48.9%	Targeted Student Data Report	State Implementation Team and External Evaluator	Annually, Spring Beginning Spring 2016 Targets: FFY 16: 50% FFY 17: 52% FFY 18: 54%
Improve student achievement (Baseline for participating schools established Spring 2016.) Applies to 50 districts receiving intensive technical assistance	Do targeted students in targeted schools demonstrate improved course completion?	Percentage of targeted students in targeted schools passing scheduled courses Baseline FFY 2015: 78.9%	Targeted Student Data Report	State Implementation Team and External Evaluator	Annually, Spring Beginning Spring 2016 Targets: FFY 16: 79% FFY 17: 80% FFY 18: 82%
	Are students with disabilities in districts selected to receive intensive supports improving academically as measured by statewide assessments? (NEW)	Percentage of students with disabilities in districts selected to receive intensive supports scoring developing or above on the Georgia Milestones Assessment System Baseline FFY 2015. ELA: 33.4% Math: 35.1%	Georgia Milestones Assessment System	Office of Assessment and Accountability	Annually, Spring Beginning Spring 2016 Targets: FFY 16: 35% FFY 17: 37% FFY 18: 39%
	Are students with disabilities in targeted schools improving academically as measured by statewide assessments? (NEW)	Percentage of students with disabilities in targeted schools scoring developing or above on the Georgia Milestones Assessment System Baseline FFY 2015 ELA: 28.3% Math: 32.6%	Georgia Milestones Assessment System	Office of Assessment and Accountability	Annually, Spring Beginning Spring 2016 Targets: FFY 16: 28% FFY 17: 30% FFY 18: 34%

Mid-term Outcome	Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups Timeline	Timelines (Projected Initiation and Completion Dates) and Targets
Improve student achievement (Continued)	Are targeted students in targeted schools improving academically as measured by statewide assessments?	Percentage of students with disabilities in targeted schools scoring developing or above on the Georgia Milestones Assessment System Baseline FFY 2015 ELA: 27.7% Math: 30.9%	Georgia Milestones Assessment System	Office of Assessment and Accountability	Annually, Spring Beginning Spring 2016 Targets: FFY 16: 28% FFY 17: 30% FFY 18: 34%
	Are targeted students in targeted schools improving academically as measured by statewide assessments?	Percentage of targeted students in targeted schools scoring Typical to High Growth on the Georgia Milestones Assessment System Baseline FFY 2015: ELA: 50.8% Math:56.0%	Student Growth Profile Calculations	Office of Assessment and Accountability	Annually, Spring Beginning Spring 2016 Targets: FFY 16: 28% FFY 17: 30% FFY 18: 34%
Improve transition practices and outcomes Applies to 50 districts receiving intensive technical assistance	Are targeted districts implementing quality transition practices?	Percentage of targeted districts obtaining an overall domain score of 2.0 or higher on the Quality Indicators of Exemplary Transition Programs Needs Assessment (QI) Baseline FFY 2015: 95.5%	Quality Indicators of Exemplary Transition Programs Needs Assessment (QI)	Program Manager and Specialist for Secondary Transition	Annually, Spring Beginning Spring 2016 Targets: FFY 15: 95% FFY 16: 95% FFY 17: 96% FFY 18: 97%
	Are targeted districts implementing compliant transition practices?	Percentage of targeted intensive districts with 100% compliance Baseline FFY 2015: 82%	Secondary Transition Data Checklist	Program Manager and Specialist for Secondary Transition	Annually, Spring Beginning Spring 2016 Targets: FFY 15: 82% FFY 16: 84% FFY 17: 85% FFY 18: 86%

Long-term Outcome	Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups Timeline	Timelines (Projected Initiation and Completion Dates)
<p>Increase percentage of students with disabilities exiting high school with a general education diploma</p> <p>Applies to 50 districts receiving intensive technical assistance</p>	<p>Are graduation rates improving for students with disabilities in targeted districts?</p>	<p>Percentage of students with disabilities in intensive Student Success districts graduating with a general education diploma</p> <p>Baseline FFY 2014: 41%</p>	<p>Annual Event Graduation Rate</p>	<p>Accountability and Assessment Office</p> <p>Part B Data Manager</p>	<p>Annually, Spring Summer beginning 2016</p> <p>Targets: FFY 14: 41.00% FFY 15: 59.00% FFY 16: 61.00% FFY 17: 63.00% FFY 18: 65.00%</p>