

Georgia Department of Education

**STATE SYSTEMIC IMPROVEMENT PLAN
(SSIP) PHASE III – YEAR IV REPORT**



April 1, 2020

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Section A: Summary of Phase III – Year IV

The State Systemic Improvement Plan focuses on the implementation of the Georgia’s Systems of Continuous Improvement problem solving process to lead 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.

This FFY 2018 Annual Performance Report (APR) documents implementation progress and outcomes for all SSIP activities completed since the submission of the FFY 2017 APR in April 2019. The time period for this APR will be referred to as Phase III – Year IV or FFY 2018.

1. Theory of Action or logic model for the SSIP, including the SiMR

During the current reporting period, Georgia did not make any changes to the State-identified Measurable Result (SiMR) of increasing the percentage of students with disabilities exiting high-school with a general education diploma. However, revisions were made to the Theory of Action and Logic Model submitted in April 2016 with the FFY 2014 (Phase II) APR. The changes are described below and are also included on the Georgia SSIP Logic Model available in Appendix A of this APR.

The Theory of Action was revised to include language that is more consistent with the GaDOE’s vision of educating Georgia’s future by graduating students who are ready to learn, ready to live, and ready to lead by focusing on the whole child needs of each student. Although the wording in the Theory of Action changed, the fundamental concepts remained the same. Both the older and revised versions of the Theory of Action focus on the provision of high-quality services and supports to build capacity of leaders, teachers, and families to improve outcomes for students with disabilities. The current version focuses on improving graduation rates leading to increased quality of life and a workforce ready future.

Figure 1: Comparison of Original and Revised Theories of Action

Original- Phase II (April 2016)	Georgia believes that effective teachers are critical to improve outcome 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.
Revised – Phase III Year IV (April 2020)	If we provide high quality services and supports for leaders, teachers, and families to meet the whole child needs of each student, THEN school climate and student outcomes will improve leading to increased graduation rates, quality of life, and a workforce ready future.

Georgia's Logic Model, which was based on the Theory of Action developed during Phase I, was also revised during the current reporting period to more accurately reflect the State's current implementation status. Changes are described below and are reflected on the Logic Model included in Appendix A.

Inputs: The previously identified inputs were organized into three categories including GaDOE Partners, Local Education Agencies, and External Partners. New partners including the CEEDAR Center and Council for Chief State School Officers were added to document important collaborators in the complex work of improving graduation rates for students with disabilities.

Strategies: The previously submitted Logic Model included two strategies. The first strategy focused on improving 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. The State has completed all activities associated with this strategy and it was removed from the revised Logic Model and Implementation Plan submitted in this APR.

The second strategy in the previously submitted Logic Model focused on improving district infrastructure and implementation of evidence-based practices in 50 districts identified to receive intensive technical assistance through the SSIP. Currently, 44 of the 50 districts have met the established SiMR target, and they did not receive intensive technical assistance through the SSIP during the current reporting period. The State has continued to support the six SSIP districts that did not meet the SiMR target. The second strategy of providing intensive supports from the previous Logic Model has been divided into three strategies in the revised version, and this strategy was implemented in the six districts. The first strategy focuses on professional learning, the second on print and digital resources, and the third on technical assistance and coaching. Each of the new strategies are addressed in Section A (2).

Outputs: The section of the previous Logic Model entitled Participation has been changed to Outputs on the revised version. This change enables the State Implementation Team to more accurately measure the direct products and services that are completed based on the identified strategies and activities.

Outcomes: Consistent with the previously submitted version, the revised Logic Model includes short-term, mid-term, and long-term outcomes. Minimal changes were made in the outcomes. One short-term outcome related to improving state and regional infrastructure was deleted from the Logic Model since the strategy has been eliminated, and the outcome had been achieved. One mid-term outcome related to secondary transition was deleted. Although the State will continue to focus on secondary transition, it is not being addressed as a direct component of the SSIP. A new mid-term outcome

was added to address closing the achievement gap of the students with disabilities subgroup and ALL students. No change was made in the long-term outcome.

The SSIP Logic Model provides the foundation for the SSIP Implementation and Evaluation Plans which are included in the Appendices of this APR.

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

During Phase III - Year IV, the GaDOE implemented the three revised coherent improvement strategies to support the implementation of the SSIP in the remaining six districts identified to receive intensive supports through the SSIP. Five of the six districts were also identified as having Targeted Support and Improvement (TSI) Schools under Georgia's Plan for the Every Student Succeeds Act (ESSA) due to several factors including low graduation rates of students with disabilities. SSIP Program Specialists partnered with District Effectiveness Specialists from the Division of School and District Effectiveness in these districts to provide coordinated professional learning, print and digital resources, and technical assistance to these districts.

Coherent Improvement Strategy One focused on providing high quality professional learning to leaders, teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes. As noted in the Implementation Plan included in Appendix B, two principle activities were implemented for Coherent Improvement Strategy One.

Principle Activity One: This activity focused on conducting statewide meetings/professional learning on common topics based on state data. The SSIP State Implementation Team partnered with leaders from School and District Effectiveness and the State Personnel Development Grant (SPDG) to offer a seamless system of high quality, coordinated professional development on common topics to personnel from the six districts identified to receive intensive supports through the SSIP. For example, professional learning was offered on screening, progress monitoring, MTSS for middle and high schools, and multi-level prevention systems in partnership with Georgia's SPDG. Through School and District Effectiveness, Instructional Leadership Conferences were sponsored to provide professional learning for district and school leaders on important topics including school completion strategies. During the current reporting period, 4,362 district and school personnel participated in these coordinated professional development activities.

Principle Activity Two: This activity focused on conducting regional, district, and school professional learning based on requested topics. District Effectiveness Specialists and SSIP Program Specialists provided coordinated professional learning on requested topics. For example, three regional meetings were held for district SSIP coaches to address school completion strategies and implementation of evidence-based practices designed to improve outcomes for students with disabilities. During the current reporting period,

personnel from 22 districts participated in regional, district, and school professional learning offered by SSIP Program Specialists and District Effectiveness Specialists.

Coherent Improvement Strategy Two focused on the development and dissemination of print and digital resources to support leaders, teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes. As noted in the Implementation Plan included in Appendix B, two principle activities were implemented for Coherent Improvement Strategy Two.

Principle Activity One: This activity focused on developing and disseminating print and digital resources specific to improving graduation rates. During the current reporting period, the online School Completion Toolkit was completed and made available on the GaDOE website. The toolkit provides links to state and national resources, as well as, successful practices from LEAs across the state aimed at improving outcomes for all students, including students with disabilities. From March 1, 2019 to February 29, 2020, there were 4,084 pageviews for the online toolkit. In addition, the GaDOE completed the High School Graduation Plan Support Guide to assist in the development of Individual Graduation Plans.

Principle Activity Two: This activity focused on developing and disseminating other print and digital resources across one or more of the following areas: effective instruction, engaging school climate, and student outcomes. The GaDOE developed and disseminated an Evidence-based Practice Implementation Fidelity Checklist to assist district and school personnel in assessing implementation of evidence-based practices. The checklist was completed by teams in participating schools in the six districts identified to receive intensive supports. In addition to the checklist, additional resources were produced and made available including a newsletter for teachers of students with disabilities, resources for teachers of students with significant cognitive disabilities, and resources on assistive technology and accessible instructional materials.

Coherent Improvement Strategy Three focused on providing technical assistance including coaching to support leaders, teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes. As noted in the Implementation Plan included in Appendix B, three principle activities were implemented for Coherent Improvement Strategy Three.

Principle Activity One: This activity focused on conducting quarterly webinars for personnel from selected districts. From March 1, 2019 to February 29, 2020, three webinars (i.e. Leadership Launches) were offered to district and school personnel in the six districts identified to receive intensive supports through the SSIP. Based on participation data, 103 individuals participated in the Leadership Launch webinars.

Principle Activity Two: This activity focused on supporting district leaders in building necessary infrastructure to enhance improvement initiatives including the SSIP. One of the key components of this activity was supporting teams from selected districts in guiding the improvement processes. SSIP Program Specialists and District Effectiveness

Specialists participated in joint meetings with district teams to address implementation barriers and leverage implementation successes. In addition, SSIP Program Specialists and District Effectiveness Specialists provided coordinated support for selected districts to assist them in developing, implementing, and monitoring District Improvement Plans/Plans of Support to document supports for identified schools.

Principle Activity Three: This activity focused on providing coordinated technical assistance to district and school personnel. From March 1, 2019 to February 29, 2020, SSIP Program Specialists and District Effectiveness Specialists provided 107 technical assistance visits to assist district and school personnel in implementing improvement strategies directed toward improving graduation rates for students with disabilities.

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

As stated in previous APRs, Georgia did not endorse or require districts and schools to implement specific-evidence-based practices to address the three barriers to graduation (i.e. access to the general curriculum; access to a positive school climate; and access to specially designed instruction) identified during the completion of the in-depth data analysis conducted in Phase I. 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 decided that a core set of evidence-based practices would not be “fit and feasible” for all districts. In addition, 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’s Student Success Process was designed as a broad framework 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. Action steps for Student Success were integrated into District Improvement Plans during Phase III – Years II and III.

- 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
- Develop short-term and long-term action steps that will support local implementation of evidence-based practices.

During the current reporting period, the State made the transition to the Georgia Systems of Continuous Improvement framework to create a common problem-solving process that could be used across all districts and schools to identify improvement strategies and practices implemented to improve student outcomes. Georgia’s Systems of Continuous Improvement includes five steps:

- Identify needs
- Select interventions
- Plan implementation
- Implement plan
- Examine progress

These strategies and practices identified through the problem-solving process were documented in the District Improvement Plans or District Plans of Support. Schools also used the framework to identify improvement strategies and practices that were included in School Improvement Plans. Implementation of the problem solving process (initially the Student Success Process and now the Georgia Systems of Continuous Improvement) with fidelity at the district and school levels is critical to achieving the desired effects because the implementation of the process itself leads to the selection and implementation of specific evidence-based practices based on district/school needs and capacity to implement. Intensive professional learning and follow-up technical assistance was provided by the GaDOE to support districts and schools in utilizing this framework.

Although Georgia did not require districts to implement specific practices, the GaDOE made the decision to support the implementation of Check & Connect in an effort to improve attendance, reduce drop out, and ultimately improve graduation rates. Professional learning, follow-up technical assistance, and resources including implementation manuals and apps were provided. Nine of the eighteen participating schools in selected districts are currently implementing Check & Connect. Six of the eighteen schools are implementing an Early Warning System, and three of the schools are implementing the Leveled Literacy Intervention Program and Wilson Reading Program. The State focused on implementing all district selected practices with fidelity during FFY 2018. Additional information about evidence-based practices is included in Section B.

4. Brief overview of evaluation activities, measures, and outcomes

Georgia's SSIP Evaluation Plan was developed during Phase II with input from stakeholders, submitted to OSEP in April 2016, and revised with the submission of the FFY 16 APR in April 2018. During Phase III - Year IV, the State made major revisions to the Evaluation Plan based on implementation status and stakeholder input. The SSIP Evaluation Plan is included in Appendix C.

Georgia utilized the comprehensive SSIP Evaluation Plan to inform all evaluation activities. The plan, which is based on the SSIP Logic Model, includes performance indicators/measures, methods/data sources, timelines, and targets for each of the coherent improvement strategies and principle activities. Evaluation activities provided data necessary for the State to evaluate implementation progress, outcomes, and progress toward the SiMR.

Procedures for collecting, reporting, and analyzing data were established and followed. Data were reviewed on a regular basis 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 because of this implementation. For additional information about Phase III - Year IV evaluation activities and outcomes, please refer to Sections C, D, and E.

5. Highlights to changes in implementation and improvement strategies

During Phase III - Year IV, 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 SSIP 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 – Year IV, Georgia made changes to its previously implemented coherent improvement strategies to intensify supports for the six selected districts that have not met the SiMR target of improving graduation rates for students with disabilities. These changes are described on pages 2 – 5 of this report.

Changes in implementation based on the revision of the coherent improvement strategies include:

- Universal supports designed to build state and regional capacity (e.g. Collaborative Communities, regional technical assistance through RESA, etc.) continued during the current reporting period, but data on these activities are no longer collected for SSIP reporting purposes based on the revised SSIP Implementation and Evaluation Plans.
- Seven of the 13 districts receiving intensive supports through the SSIP at the beginning of the reporting period met the SiMR target and were “graduated”. These districts continue to receive targeted supports from GLRS and participate in statewide professional learning.
- Six districts continue to receive intensive supports from the two SSIP Program Specialists hired by the GaDOE in the previous reporting period. Five of the districts have schools identified as needing Targeted Support and Improvement (TSI) through Georgia's ESSA Plan. SSIP Program Specialists and District Effectiveness Specialists supporting these five districts provide coordinated professional learning and technical assistance to assist district teams in implementing improvement activities designed to improve outcomes for students with disabilities.
- With the strengthened partnership with the Division for School and District Effectiveness, the State has moved to a seamless system of identifying districts and schools in need of assistance based on low student performance and a coordinated system of providing professional learning and technical assistance to address needs and barriers to improvement. The Division for Special Education Services and Supports will not maintain a separate list of districts receiving supports through the SSIP. Rather, the State will continue to support those previously identified SSIP districts that have not met the target for the SiMR (most of which are also receiving support through School and District Effectiveness) and those districts with Targeted

Support and Improvement (TSI) Schools supported through the Division for School and District Effectiveness due to low graduation rates of students with disabilities.

- The School Completion Toolkit was developed and disseminated to district and school personnel providing them with national, state, and district resources on strategies designed to improve graduation rates.

Additional information about changes to implementation and improvement strategies is included in Section B.

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 III - Year IV, the State used its revised SSIP Implementation Plan, which is included in Appendix B, to guide the implementation of all established improvement activities. Strategy One from the previous Implementation Plan, which focused on improving state and regional infrastructure in order to support selected districts in improving outcomes for students with disabilities, was not included in the revised plan because the State accomplished all activities and milestones associated with this strategy during Phase III – Year III. Strategy Two from the previous Implementation Plan focused on improving district infrastructure and implementation of evidence-based practices in 50 districts identified to receive intensive technical assistance through the SSIP. At the beginning of this reporting period, 44 of the 50 districts had met the established SiMR target, and they no longer received intensive technical assistance through the SSIP. The State has continued to support the six SSIP districts that have not met the SiMR target during FFY 2018. In the revised Implementation Plan, Strategy Two was divided into three strategies, and this strategy was implemented in the six districts. The first strategy focuses on professional learning, the second on print and digital resources, and the third on technical assistance and coaching.

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 - Year IV for each of the three Coherent Improvement Strategies in the revised SSIP Implementation Plan. 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. Short-, mid-, and long-term outcomes are discussed in Section E.

Coherent Improvement Strategy One focused on providing high quality professional learning to leaders, teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes. As noted in the SSIP Implementation Plan included in Appendix B, two principle activities were implemented for Coherent Improvement Strategy One.

Principle Activity One: This activity focused on conducting statewide meetings/professional learning on common topics based on state data. The SSIP State Implementation Team partnered with leaders from School and District Effectiveness and the State Personnel Development Grant (SPDG) to offer a seamless system of high quality, coordinated professional development on common topics to personnel from the six districts identified to receive intensive supports through the SSIP, from the two

cohorts of MTSS schools supported through the SPDG, and the districts with Targeted Support and Improvement (TSI) Schools supported through the Division for School and District Effectiveness.

The following statewide meetings/professional learning events were completed during Phase III - Year IV:

- In collaboration with Georgia's State Personnel Development Grant, eight statewide professional learning events related to the implementation of MTSS and evidence-based practices were completed during the current reporting period. 2,762 individuals participated in professional learning on screening, progress monitoring, multi-level prevention systems, High Leverage Practices, and supplemental interventions. Personnel from all six districts selected to receive intensive supports through the SSIP participated in the professional learning.
- In June 2019 and January 2020, the GaDOE Division for School and District Effectiveness conducted Instructional Leadership Conferences for district and school leaders working to improve practices, processes, and educator capacity to raise student achievement. Participants received information on evidence-based resources aligned with the Georgia Systems of Continuous Improvement to support school improvement efforts. Over 596 individuals participated in the conferences including SSIP Program Specialists and leaders from districts identified to receive intensive supports through the SSIP.
- Professional learning was also offered on Check & Connect, a state adopted evidence-based intervention designed to reduce dropout. During the current reporting period, 34 professional learning sessions were conducted on Check & Connect by staff from the Georgia Learning Resources System. This intervention is currently being implemented in 180 schools including schools in four of the six districts identified to receive intensive supports through the SSIP.
- The GaDOE Divisions for Special Education Services and Supports offered statewide professional learning on General Supervision and IDEA Implementation for district special education directors and other administrators in September 2019. The professional learning was offered twice with a total of 295 special education directors participating in six of the six districts identified to receive intensive supports through the SSIP
- In collaboration with the Georgia Council of Administrators of Special Education (G-CASE), the GaDOE provided professional learning for first- and second-year special education directors through the Special Education Leadership Development Academy (SELDA). Individuals participated in

monthly professional learning on important practices related to improving compliance with special education regulations as well as improving outcomes for students with disabilities. During FFY 2018, 80 special education directors participated in SELDA. Of these two were from the six districts identified to receive intensive supports through the SSIP.

- In partnership with the Chief Council of State School Officers, CEEDAR Center (Collaboration on Effective Educator Development, Accountability, and Reform) and the Oak Foundation, a philanthropy that supports students with learning differences, Georgia provided professional learning, Advancing Inclusive Leadership for Principals, to increase knowledge of special education and creating inclusive school environments. At the beginning of the reporting period, state leaders completed a self-assessment of to determine the status of programs that are currently in place and to identify priority areas. In April, GaDOE personnel, representatives from local school districts, and personnel from teacher preparation programs met with representatives from four other states participating in this initiative, to develop action plans.
- In June 2019, the Georgia Department of Education sponsored the Institute Designed for Educating ALL Students (IDEAS) Conference in partnership with Georgia Tools for Life (GTFL) and the Georgia Council for Exceptional Children (GaCEC). The conference offered sessions on a wide range of topics related to educating students of all ability levels. Over 629 individuals, including teachers, administrators, family members, and rehabilitation professionals, participated in the 2019 IDEAS Conference. Twenty-seven individuals from the six districts selected to receive intensive supports through the SSIP participated in the conference
- In collaboration with the University of Kansas, Georgia was awarded a grant from the Institute for Educational Science (IES) to explore in-school outcomes for students participating in Georgia's Active Student Participation Inspires Real Engagement (ASPIRE) initiative. ASPIRE promotes self-determination and self-advocacy skills to prepare students for educational, career, and independent living decision that they will need to make in adulthood. Through the grant, which is known as ASPIREPlus, the GaDOE and its collaborating partners will be able to examine the outcomes for students participating in ASPIRE alone, those in ASPIRE in addition to the Self-Determined Learning Model of Instruction (SDLMI), and those students who are not participating in either of these initiatives. SDLMI focuses on teaching students to set goals, make decisions, develop plans to reach goals, and track progress toward meeting the established goals. Currently one of the 30 districts participating in grant activities is one of the six districts selected to receive intensive supports through the SSIP. Individuals from participating districts and schools attend professional learning sessions and receive technical assistance as a follow-up to professional learning.

Principle Activity Two: This activity focused on conducting regional, district, and school professional learning based on requested topics. District Effectiveness Specialists and SSIP Program Specialists provided coordinated professional learning on requested topics. For example, three regional meetings were held for district SSIP coaches to address school completion strategies and implementation of evidence-based practices designed to improve outcomes for students with disabilities. During the current reporting period, district and school personnel from six of the six districts participated in regional, district, and school professional learning offered by SSIP Program Specialists and District Effectiveness Specialists.

The above activities for Coherent Improvement Strategy One, Principle Activities One and Two, were implemented with fidelity in the established timelines. All milestones related to professional learning as outlined in the SSIP Implementation Plan were met. Specifically, each of the proposed professional learning activities were conducted as scheduled. Individuals participating in these high-quality professional learning events received information that enabled them to improve their knowledge and skills related to improving effective instruction, engaging school climate, improve effective instruction, engaging school climate, and student outcomes. Outcomes associated with activities conducted for Coherent Improvement Strategy One are included in Section Outputs for each of the activities are addressed in B.1.b. Short-, mid-, and long-term outcomes are discussed in Section E.

Coherent Improvement Strategy Two focused on the development and dissemination of print and digital resources to support leaders, teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes. As noted in the SSIP Implementation Plan included in Appendix B, two principle activities were implemented for Coherent Improvement Strategy Two.

Principle Activity One: This activity focused on print and digital resources specific to improving graduation rates. The following print and digital resources were completed during Phase III - Year IV:

- During the current reporting period, the Division for Special Education Services and Supports completed the development of its online School Completion Toolkit. This toolkit provides links to state and national resources, as well as successful practices from LEAs across the state, aimed at improving outcomes for all students, including students with disabilities. The toolkit as showcased at state, regional, and district professional learning and technical assistance events. It was also featured during SSIP Leadership Launches. The toolkit is available at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/5-steps-School-Completion-Toolkit.aspx>.
- The High School Graduation Plan Support Guide was updated in February 2020 to include updated graduation targets and resources. This guide is used by district and school teams to review and support processes and practices that

impact graduation plans for all students. The guide is available at <https://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Events%20and%20Conferences/2020%20Winter%20ILC/Graduation%20Support%20Guide.pdf#search=%E2%80%A2%09High%20School%20Graduation%20Plan%20Support%20Guide>.

Principle Activity Two: This activity focused other print and digital resources across one or more of the following areas: effective instruction, engaging school climate, and student outcomes. The following statewide meetings/professional learning events were completed during Phase III - Year IV:

- Under the leadership of the SSIP State Implementation Team, SSIP Program Specialists and District Effectiveness Specialists developed and disseminated an Evidence-based Practice Implementation Fidelity Checklist for use in identified districts and schools to monitor the implementation of selected evidence-based practices with fidelity. The checklist is available at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/SSIP-.aspx>.
- Staff from the Divisions for Special Education Services and Supports developed and disseminated monthly newsletters for teachers of students with disabilities. The newsletters, which were entitled Teacher Tools, included resources on array of topics related to improving instruction for students with disabilities. The newsletters are available at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/SSIP-.aspx>.
- Staff from the Divisions for Special Education Services and Supports developed teacher resources for students with significant cognitive disabilities. These resources were utilized in a webinar entitled Instructional Support for Teachers of Students with Significant Cognitive Disabilities. The resources are available at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Intellectual-Disabilities.aspx>.
- Resources on assistive technology and accessible instructional materials were developed by staff from the Division for Special Education Services and Supports to assist district and school personnel in providing access to assistive technology and accessible materials for students with disabilities. Many of these resources were showcased in a series of webinars conducted during the current reporting period. Information on the webinars and associated resources is available at <http://www.gpat.org/Documents/One%20Page%20AT%20August%202019/2019%202020%20Transition%20and%20Assistive%20Technology%20Professional%20Learning.pdf>.

The above activities for Coherent Improvement Strategy Two, Principle Activities One and Two, were implemented with fidelity in the established timelines. All milestones related to print and digital resources as outlined in the SSIP Implementation Plan were met. Specifically, each of the activities were conducted as scheduled. Outcomes associated with activities conducted for Coherent Improvement Strategy Two are included in Section Outputs for each of the activities are addressed in B.1.b. Short-, mid-, and long-term outcomes are discussed in Section E.

Coherent Improvement Strategy Three focused on the provision of technical assistance including coaching to support leaders to support teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes. As noted in the SSIP Implementation Plan included in Appendix B, three principle activities were implemented for Coherent Improvement Strategy Three.

Principle Activity One: This activity focused on conducting quarterly webinars for personnel from selected districts.

- During FFY 2018, The State conducted two (October and December 2019) Leadership Launches via webinar for district personnel to provide information related to the implementation of practices and processes designed to improve effective instruction, engaging school climate, and student outcomes. From March 1, 2019 to February 29, 2019, 103 individuals from districts selected to receive intensive supports through the SSIP participated in SSIP Leadership Launches.
- The State also conducted three regional meetings for district coaches to address barriers related to implementing evidence-based practices designed to improve outcomes for students with disabilities. In FFY 2018, six district coaches participated in these meetings with 6/6 districts selected to receive intensive supports participating in one or more of the meetings.

Principle Activity Two: This activity focused on supporting district leaders in building necessary infrastructure to enhance improvement initiatives including the SSIP. The following technical assistance and coaching activities were provided to support this activity.

- SSIP Program Specialists and District Effective Specialists participated in regularly scheduled meetings with district personnel to maximize resources, reduce duplication, and improve desired outcomes. From November 2019 to February 2020, SSIP Program Specialists and District Effective Specialists jointly participated in 6 district meetings.
- SSIP Program Specialists and District Effectiveness specialists also provided coordinated support for common districts in developing and implementing Plans of Support/District Improvement Plans. As a result of this collaboration, three out of five of the districts selected to receive intensive supports through the SSIP and supported through the Division for School and District Effectiveness due to the identification of Targeted Support and Improvement

Schools included strategies to address improved graduation rates for students with disabilities.

Principle Activity Three: This activity focused on providing coordinated technical assistance to district and school personnel. The following activities were conducted:

- In Phase III – Year IV, SSIP Program Specialists and District Effectiveness Specialists provided coordinated technical assistance supports including coaching (as outlined in the Plans of Support) on a regular basis to assist district and school personnel in implementing improvement strategies directed toward improving graduation rates for students with disabilities. Five of the six remaining districts selected to receive intensive supports through the SSIP also received supports from School and District Effectiveness Specialists based on their designation of Targeted Support and Improvement Schools.

Based on data collected by SSIP Program Specialists, 107 visits were made between March 1, 2019 and February 29, 2020. It should be noted that 61 of the technical assistance visits were conducted between March 1, 2019 and October 31, 2019 prior to the initiation of coordinated supports by the Division for Special Education Services and Supports and the Division for School and District Effectiveness. Of the visits made between November 1, 2019 and February 29, 2020 11/47 (23.4%) of the visits were conducted jointly. Members of the State Implementation Team have worked together to identify barriers to the provision of coordinated technical assistance. These identified barriers include maintaining effective communication and defining roles and responsibilities of the technical assistance providers. To address these barriers, State Implementation Team Members held regularly scheduled meetings with the SSIP Program Specialists and District Effectiveness Specialists.

The above activities for Coherent Improvement Strategy Three, Principle Activities One, Two, and Three were implemented with fidelity in the established timelines. All milestones related to technical assistance and coaching as outlined in the SSIP Implementation Plan were met. Specifically, each of the activities were conducted as scheduled. Outcomes associated with activities conducted for Coherent Improvement Strategy Three are included in Section Outputs for each of the activities are addressed in B.1.b. Short-, mid-, and long-term outcomes are discussed in Section E.

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

The State Implementation Team monitored the status of implementation progress and outputs for each of the three Coherent Improvement Strategies included on the SSIP Logic Model included in Appendix A. The following is a summary of the outputs for each of the three strategies:

- Coherent Improvement Strategy One (Professional Learning): The State accomplished all identified outputs or professional learning. All planned

statewide professional learning events including the 13 events conducted with the State Personnel Development Grant and the two Instructional Leadership Conferences conducted with the Division for School and District Effectiveness were completed as scheduled. All six districts selected to receive intensive technical assistance through the SSIP participated in the statewide professional development events. Regional, district, and school professional learning was provided as requested.

- **Coherent Improvement Strategy Two (Print and Digital Resources):** The State accomplished all identified outputs for the development and dissemination of print and digital resources. The online School Completion Toolkit and the High School Graduation Plan Support Guide were completed and showcased in webinars and face to face meetings with district and school personnel. The Evidence-based Practices Implementation Fidelity Checklist was developed and disseminated to participating districts and schools. It was used to assess the implementation of selected evidence-based practices in all participating schools. Links to the developed print and digital resources are provided in section B.1.a of this report.
- **Coherent Improvement Strategy Three (Technical Assistance Including Coaching):** The State accomplished all identified outputs for the provision of technical assistance including coaching. Plans of Support/District Improvement Plans were developed in each of the five districts supported by SSIP Program Specialists and District Effectiveness Specialists. Joint technical assistance sessions were completed in each of the districts.

For Phase III – Year IV, the State accomplished all outputs as a result of the implementation activities.

2. Stakeholder Involvement in SSIP implementation

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

During Phase III – Year IV, Georgia continued to engage multiple groups of stakeholders in the ongoing implementation of the SSIP. The following examples are provided as to how these stakeholders informed the ongoing implementation of the SSIP:

The State Advisory Panel for Special Education (SAP) has become the primary stakeholder group for Georgia’s SSIP. Between March 1, 2019 and February 29, 2020, the State Director of Special Education and the SSIP Program Manager shared implementation progress and outcome data at multiple SAP meetings. Members have discussed barriers to implementation and strategies for leveraging state, regional, and district resources to support successful implementation of evidence-based practices designed to improve outcomes for students with disabilities. SAP members reviewed and made suggestions about adjustments in implementation for the 2020- 2021 school year.

District administrators have also served as stakeholders for Georgia's SSIP. Information about SSIP implementation progress and outcomes is shared at quarterly Special Education Directors' Forums, a series of web-based meetings in which the State Director of Special Education shares information about important issues in special education including the SSIP. Feedback regarding SSIP implementation is also solicited at these meetings. Administrators from districts selected to receive intensive supports through the SSIP receive additional information on SSIP implementation during Leadership Launches. The web-based meetings focus exclusively on SSIP implementation.

Another important group of SSIP stakeholders are regional technical assistance providers including staff from the Georgia Learning Resources System (GLRS). The SSIP Program Manager also provides leadership support to GLRS, and she shares information about SSIP implementation at regularly scheduled statewide GLRS meetings. This information is then shared with district special education administrators at monthly Collaborative Community Meetings.

The State Implementation Team and the State Leadership Collaborative served as internal stakeholder groups. The State Implementation Team met on a regular basis to review ongoing implementation data and to make adjustments to implementation activities. SSIP implementation and evaluation data were 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.

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

During Phase III – Year IV, the stakeholder groups as referenced above were involved in decision-making responsibilities related to the ongoing implementation and evaluation of the SSIP. Each of the stakeholder groups had opportunities to provide suggestions regarding changes in improvement strategies and activities. In addition, stakeholders were invited to address concerns they had about the implementation activities or to make recommendations for improvement between meetings through phone and email communication. During the current reporting period, stakeholders were heavily involved in discussions about possible modifications to Georgia's SiMR, and about coordinated technical assistance provided by SSIP Program Specialists and District Effectiveness Specialists.

The State values the input of stakeholders and their involvement in decision-making. Under the leadership of the State Director of Special Education, the State Implementation Team will continue to identify ways in which to increase meaningful stakeholder engagement.

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 the current reporting period, Georgia did not make any changes to the State-identified Measurable Result (SiMR) of increasing the percentage of students with disabilities exiting high-school with a general education diploma. However, revisions were made to the Theory of Action and Logic Model submitted in April 2016 with the FFY 2014 (Phase II) APR. The changes are described below and are also included on the Georgia SSIP Logic Model available in Appendix A of this APR.

Georgia's Theory of Action was revised to include language that is more consistent with the GaDOE's vision of educating Georgia's future by graduating students who are ready to learn, ready to live, and ready to lead by focusing on the whole child needs of each student. Although the wording in the Theory of Action changed, the fundamental concepts remained the same. Both the older and revised versions of the Theory of Action focus on the provision of high-quality services and supports to build capacity of leaders, teachers, and families to improve outcomes for students with disabilities. The current Theory of Action is as follows: If we provide high quality services and supports for leaders, teachers, and families to meet the whole child needs of each student, THEN school climate and student outcomes will improve leading to increased graduation rates, quality of life, and a workforce ready future.

Georgia's Logic Model, which was based on the Theory of Action developed during Phase I, was also revised during the current reporting period to more accurately reflect the State's current implementation status. The previously submitted Logic Model included two strategies. The first strategy focused on improving 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. The State has completed all activities associated with this strategy and it was removed from the revised Logic Model and Implementation Plan submitted in this APR.

The second strategy in the previously submitted Logic Model focused on improving district infrastructure and implementation of evidence-based practices in 50 districts identified to receive intensive technical assistance through the SSIP. At the beginning of the reporting period, 44 of the 50 districts had met the established SiMR target, and they did not receive intensive technical assistance through the SSIP. The State continued to support the six SSIP districts that did not meet the SiMR target, and they are referred to as selected districts. Five of the six districts also received supports from the Division for School and District Effectiveness during the current reporting periods. The State has worked to provide joint technical assistance in these districts. The second strategy of providing intensive supports from the previous Logic Model has been divided into three strategies in the revised version, and this strategy will be implemented in the six districts. The first strategy focuses on professional learning, the second on print and digital resources, and the third on technical assistance and coaching. Each of the new strategies are addressed in Section A.2.

In order to ensure that previously identified evaluation measures align with the revised Theory of Action and Logic Model, it was necessary to revise the SSIP Evaluation Plan submitted to OSEP in April 2016 and revised with the submission of the FFY 2016 APR in April 2018. Like the previously submitted plan, the revised SSIP Evaluation Plan, which is included in Appendix C of this report, includes evaluation measures/indicators that assess both process and outcomes. Process measures focus on implementation progress including fidelity of implementation of the planned activities related to the themes (e.g., communication/collaboration, participation in professional learning events, and coordinated technical assistance) and associated outputs (e.g. delivery of professional learning and development and dissemination of print and digital resources). Lastly, revised measures are identified for short-term, mid-term, and long-term outcomes. Short-term outcome measures define desired improvements in district 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 focus 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 is related to Georgia's SiMR- increasing the percentage of students with disabilities exiting high school with a general education diploma. No changes were made to the SiMR in Phase III – Year IV.

b. Data sources for each key measure

Data sources for each of the revised key measures are reported in Appendix D. As in previous phases, a variety of data collection methods/sources were used to determine if the State made progress in implementing its SSIP and achieving the SiMR. 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) were 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. 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.

c. Description of baseline data for key measures

Baseline data for each of the key measures are included in Appendix D. The data were initially reported in the Phase III – Year II APR submitted in April 2017, and the data were updated in the FFY 2016 APR submitted to OSEP in April 2018 based on changes in the measures.

Based on revisions made to the Theory of Action, Logic Model, and the SSIP Evaluation Plan during Phase III – Year IV, previously established key measures were deleted, and new key measures were added. As a result, baseline data for all measures, including those identified as key measures, are reported in Appendix D. Because the baseline data for all measures are clearly specified in Appendix D, no additional information about baseline data is included in this narrative.

d. Data collection procedures and associated timelines

Data collection procedures and associated timelines for each of the measures/indicators were developed based on the revised SSIP Evaluation Plan. As expected, procedures and timelines, which varied from measure to measure, are included in Appendix D. Procedures for all data collections were written by the external evaluator and the State Implementation Team.

Changes in procedures and timelines were made during Phase III – Year IV based on the revised key measures and data collection methods/ sources. In Phase III - Year IV, these procedures and timelines were communicated in a variety of formats including written guidance documents, email communication, webinars, and face-to-face meetings. The State Implementation Team published a revised Implementation Guide which included all data collection requirements and timelines for meeting these requirements. The guide is available on the GaDOE website. SSIP Program Specialists worked with district and school personnel to ensure that procedures were followed, and timelines were met. In Phase III – Year IV, the State met timelines included in the SSIP Implementation and Evaluation Plans.

e. Sampling procedures

Sampling was not used during Phase III – Year IV or in any previous phases of implementation for any of the SSIP data collections. The districts identified as needing intensive supports selected targeted schools based on the district data and capacity to implement specific evidence-based practices.

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 different groups of students to each other as determined by the specific measures. Year to year comparisons are made whenever data are available. During Phase III – Year IV, the State made year to year comparisons for most performance measures as evidenced by data

presented in this section and in Section D. For example, the State compared school 2017-2018 school year academic proficiency data for students with disabilities in targeted schools to 2018-2019 school year data for the same schools.

Comparisons between various groups of students were made for measures/indicators included in the SSIP Evaluation Plan. For example, academic proficiency data for of all students with disabilities in districts selected to receive intensive supports through the SSIP was compared to the performance of all students with disabilities in the targeted schools.

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

During Phase III – Year IV, the State used data management and data analysis procedures to allow for assessment progress toward achieving the intended improvements. As described in this APR as well as in previous submissions, the State has maintained a robust data management system that includes procedures for ensuring that required qualitative and quantitative data are available within prescribed timelines, that data are organized in a manner that makes it readily available, and stored so that it is archived for future use and documentation. Data analysis procedures are well-defined and clearly communicated to all relevant parties.

The revised SSIP Logic Model included in Appendix A and Evaluation Plan included in Appendix C provide the foundation and roadmap for scaffolding for all data management and analysis procedures and provide the roadmap for assessing progress toward intended improvements. For example, measures that assess implementation progress based on the three revised Coherent Improvement Strategies and associated Principle Activities are used to measure implementation fidelity and outputs. These outputs represent the supports provided to district and school personnel to enhance their capacity to implement evidence-based practices designed to improve outcomes for students.

These Coherent Improvement Strategies and associated Principle Activities then impact the short-term outcomes (e.g. practitioner knowledge, district infrastructure, and engagement of stakeholders) that lead to improvements in mid-term outcomes (e.g. implementation of evidence-based practices with fidelity, academic achievement, etc.) that lead to the SiMR (e.g. improved graduation rates). which was designed to assess progress in implementation and progress in achieving the identified outcomes including the SiMR.

The State Implementation Team reviewed data management and analysis procedures for assessing implementation process and outcomes to ensure that they allowed for assessment of progress toward achieving intended improvements

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**

During Phase III – Year IV, the State Implementation Team reviewed data collections on implementation progress and outcomes on a regular basis. In addition to scheduled data submissions that were determined by the SSIP Evaluation Plan, the State Implementation Team reviewed implementation data obtained through the established feedback loops for ongoing activities on a regular basis. Concerns that emerged were then discussed at the next meeting. 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 reviewed by the team when it became available.

Data were also shared with the State Leadership Collaborative and key stakeholder groups. The implementation and outcome data collected during Phase III – Year IV will be used to make modifications in Georgia’s SSIP for Phase III – Year V.

b. Evidence of change to baseline data for key measures

During Phase III – Year IV, evidence of change to baseline data for all key measures was determined. As discussed previously, changes to key measures made to this reporting period are documented in the SSIP Evaluation Plan included in Appendix C. Changes from baseline data are included in Figure 2. The State made improvements from baseline on most key measures.

Figure 2: Evidence of Change from Baseline for Key Measures

Key Measure- Implementation Process	Baseline	Phase III – Year IV Data
Percentage of participants reporting that professional learning improved their skills related to improving effective instruction, school climate, and student outcomes (NEW)	February 2020 19/23 (82.6%)	February 2020 19/23 (82.6%)
Percentage of District Improvement Plans that include specific strategies for addressing improvement in graduation rates of students with disabilities (NEW)	March 2019 4/6 (66.7%)	Data Available March 2020 (Following Submission)
Percentage of GaDOE technical assistance providers (District Effectiveness Specialists and SSIP Program Specialists) reporting high levels of collaboration with planning, delivering, and monitoring high quality technical assistance including coaching	January 2017 57/88 (64.8%)	February 2020 4/11 (36.3%)
Percentage of technical assistance visits and coaching visits conducted jointly by District Effectiveness Specialists and SSIP Program Specialists (NEW)	February 2020 11/47 (23.4%)	February 2020 11/47 (23.4%)
Percentage of district personnel reporting that technical assistance and coaching supports improved their skills related to improving effective instruction, school climate and student outcomes (NEW)	February 2020 17/23(73.9%)	February 2020 17/23(73.9%)

Key Measure- Implementation Outcomes	Baseline	Phase III – Year IV Data
Percentage of the professional learning participants scoring 75% or higher on post-tests (Revised Measure)	February 2020 448/705 (63.54%)	February 2020 448/705 (63.54%)
Percentage of district personnel reporting high levels of collaboration among General Education, Special Education and Management	February 2017 109/165 (66.0%)	February 2020 20/23 (86.9%)
Percentage district and school stakeholders reporting engagement at Collaborating or Transforming levels in planning, implementing and monitoring improvement activities.	January 2017 186/240 (77.5%)	February 2020 22/23 (95.7%)
Percentage of districts scoring “Operational” or higher (“Operational” or “Exemplary” on 80% or more of the items) on the SSIP District Implementation Fidelity	January 2017 48/50 (96%)	February 2020 4/6 (66.7%)
Percentage of target schools implementing evidence-based practices that are based on strong or moderate evidence as measured by the GaDOE Guidance Document on Selecting Evidence-based Interventions (NEW)	February 2020 18/18 (100%)	February 2020 18/18 (100%)
Percentage of target schools implementing evidence-based practices with fidelity (rated Operational) as measured by the GaDOE Implementation Fidelity Checklist for Evidence-based Practices (NEW)	February 2020 4/18 (22.2%)	February 2020 4/18 (22.2%)
Percentage of <u>targeted schools</u> scoring a 4 or 5 on the STAR School Climate Rating	June 2016 19/54 (35.2%)	June 2019 8/18 (44.4%)
Percentage of students with disabilities in districts <u>identified to receive intensive supports</u> scoring developing or above on the Georgia Milestones Assessment System (Included 9-12 grade only in baseline year. In future years, all grades included.)	March 2016 ELA: 1685/5041 (33.4%) Mathematics 3278/9900 (33.1%) Revised	Spring 2019 ELA: 11691/28112 (41.58%) Mathematics 13893/31134 (44.62%)
Percentage of <u>students with disabilities in target schools</u> scoring developing or above on the Georgia Milestones Assessment System (Included 9-12 grade only in baseline year. In future years, all grades included.)	March 2016 ELA: 376/1330 (28.3%) Mathematics: 833/2573 (32.4%) Revised	Spring 2019 ELA: 485/1409 (34.42%) Mathematics: 686/1788 (38.36%)
Percentage of students with disabilities in <u>districts identified to receive intensive supports</u> graduating with a general education diploma	June 2016 3867/6117 (63.2%)	June 2019 4551/6513 (69.9%)

The State will add additional process and outcome measures in FFY 2019 including:

- Percentage of participants reporting that use of print and digital resources improved their skills related to improving effective instruction, school climate, and student outcomes (Process)
- Percentage of selected districts decreasing the achievement gap between students with disabilities and the ALL students group (Outcome)

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

The State Implementation Team reviewed implementation and outcome data on a regular basis and made changes to implementation and improvement strategies as needed based on these reviews. Following examples illustrate how the GaDOE has used data to make changes in implementation and improvement strategies.

- Georgia’s original Logic Model and Implementation Plan included a Coherent Improvement Strategy related to building state and regional capacity to better support districts to implement and scale-up evidence-based practices that will improve graduation rates for all students including students with disabilities. During the initial years of SSIP implementation, building state and regional capacity was a primary focus of the SSIP; however, qualitative and quantitative data reviewed by the State Implementation Team following the submission of the FFY 2017 APR revealed that the milestones related to state and regional capacity had been met and that infrastructure was in place at both levels to support districts and schools. Subsequently with the revision of the SSIP Logic Model, Implementation Plan, and Evaluation Plan, the State Implementation Team decided to delete Coherent Improvement Strategy One related to state and regional capacity and to focus on the former Coherent Improvement Strategy Two. This strategy focuses on intensive supports for selected districts. This being said, the State will continue to address state and regional capacity issues as needed.
- Data were also used to select the districts identified to receive intensive supports through the SSIP. Those districts that met the SiMR target were “graduated” from the project allowing the GaDOE to more intensely focus on those districts with graduation rates below the target. As a result, seven of the 13 districts were graduated at the end of the 2018 – 2019 school year and are now receiving targeted supports. Six districts have continued to receive intensive supports during the current reporting period.
- Data are used to determine monthly technical assistance activities in the six districts receiving intensive supports through the SSIP. Those districts struggling to implement evidence-based practices with fidelity receive more technical assistance including coaching than those districts that are successfully implementing practices with fidelity.
- Reports from technical assistance providers (i.e. SSIP Program Specialists and District Effectiveness Specialists) have revealed that there were some challenges related to communication. This impacts planning, delivering, and monitoring technical assistance and coaching. To address these communication barriers, the State Implementation Team developed an Expectations document that clearly defines roles and responsibilities of the technical assistance providers. In addition, SSIP and School and District Effectiveness Program Managers have regularly scheduled meetings with the technical assistance providers to address barriers related to

communication. As a result, collaboration between the technical assistance providers is improving.

Staff from the Division for Special Education Services and Support and the Division for School and District Effectiveness will partner with the Institute for Performance Improvement to streamline all improvement activities to create a common language related to assisting districts in analyzing data and developing their Plans of Support.

d. How data are informing next steps in implementation

During Phase III – Year IV, the State Implementation Team continuously monitored implementation and outcome data to adjust implementation, as needed, and to inform next steps in implementation. The following examples illustrate the use of data to inform next steps in implementation.

- **Fidelity of Implementation of Evidence-based Practices:** The State recognizes the importance of implementing evidence-based practices with fidelity in order to achieve desired outcomes related to improving effective instruction, engaging school climate, and student outcomes. Although SSIP Program Specialists and District Effectiveness Specialists have addressed implementation fidelity during technical assistance visits, it is clear that additional supports are needed based on 2019 – 2020 school year data which revealed that 4/18 (22.2%) of the targeted schools in districts receiving intensive supports though the SSIP were implementing selected evidence-based practices with fidelity. The 14 remaining schools were determined to be making progress in implementation fidelity.

Based on this data, members of the SSIP State Implementation Team will convene a meeting with personnel from School and District Effectiveness, Curriculum and Instruction, and staff working on the State Personnel Development Grant to determine barriers to implementing evidence-based practices with fidelity and to identify strategies to address these barriers.

In order to support districts in implementing evidence-based practices with fidelity, GaDOE staff will be participating in the National Center for Systemic Improvement's Evidence-based Practices Cross-State Learning Collaborative. This learning collaborative will enable the State to work with national technical assistance providers and staff from other state education agencies to address the implementation of evidence-based practices designed to improve outcomes for students with disabilities.

- **Coordination of Technical Assistance Activities in Common Districts:** During the current reporting period, SSIP Program Specialists and District Effectiveness Specialists have worked together to plan, deliver, and monitor coordinated technical assistance in districts that received supports through the SSIP and through School and District Effectiveness based on low performance. From November 1, 2019 through the end of the reporting period five districts were jointly served by the SSIP Program

Specialists and District Effectiveness Specialists, and these districts are referred to as common districts. An additional six districts with Targeted Support and Improvement Schools identified in November 2019 due to low graduation rate of students with disabilities will also be served jointly by the SSIP Program Specialists and District Effectiveness Specialists. These districts are in the process of developing District Improvement Plans and Memorandums of Agreement with assistance of the GaDOE. Moving forward, the districts supported through the SSIP will exclusively be those with Targeted Support and Improvement Schools with low graduation rates of students with disabilities. This will facilitate a seamless system of identifying and supporting districts for technical assistance. It will also create a joint system of accountability between these two technical assistance divisions.

The above and additional proposed changes to implementation are addressed in Section F. The State Implementation Team will schedule a meeting following the submission of this APR to review all data including those data sets that are not be available until the end of the school year. Based on the review of the new data, additional adjustments in implementation may be made, and it may be necessary to revise the SSIP Implementation and Evaluation Plans following the submission of this APR.

Georgia will continue to use data to identify next steps for implementation and made adjustments in the SSIP Implementation Plan if needed.

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 has used data to support modifications to the intended outcome and to provide a rationale for these changes. The following are examples of how the State used data to monitor outcomes:

- Following the submission of the FFY 2017 APR, the State Implementation Team reviewed qualitative and quantitative data related to the Coherent Improvement Strategies and outcomes included in the SSIP Logic Model. Based on this review, the team determined that the State had met the milestones associated with Coherent Improvement Strategy One which was related to building state and regional capacity. As described in Section C. 2.c., the team decided to delete this strategy and to expand the previous Coherent Improvement Strategy Two that focused on providing technical assistance to districts identified as requiring intensive supports. As a result, the short-term outcome related to state and regional capacity was removed from the Logic Model and Implementation Plan.
- Moreover, the State Implementation Team made the decision to remove professional learning and technical assistance activities related to secondary transition from the Implementation Plan because the State had accomplished all milestones related to secondary transition. In addition, data on transition related performance measures indicated that all established targets had been met, and the mid-term outcome of

improving transition was removed from the Logic Model. Georgia will continue to support effective secondary transition through other activities outside of the SSIP.

- Data has indicated that there is a significant gap in achievement between the students with disabilities subgroup and the ALL students' group. As a result, Georgia has added a mid-term outcome of reducing the achievement gap between these two groups. The addition of this outcome also creates a common accountability measure with the Division for School and District Effectiveness

Georgia has also used data to ensure that the SSIP is on the right path. The State is clearly making progress toward achieving outcomes including the SiMR of increasing the percentage of students in the 50 districts identified to receive technical support exiting school with a general education diploma. Annual event graduation rates for students with disabilities in the 50 districts have increased from 39.5% in FFY 2013 to 69.9% in FFY 2018 based on 2018 – 2019 school year graduation data. Improving graduation rates for students with disabilities is a priority, and the State will continue to implement high impact strategies in an effort to see continued improvement. No changes will be made in the SiMR for the upcoming year.

3. Stakeholder involvement in the SSIP Evaluation

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

During Phase III – Year IV, Georgia continued to engage multiple stakeholders in the ongoing evaluation of the SSIP. The following examples are provided regarding ways in which stakeholders have been informed of the ongoing evaluation of the SSIP:

The State Advisory Panel for Special Education (SAP) has become the primary stakeholder group for Georgia's SSIP. Between March 1, 2019 and February 29, 2020, the State Director of Special Education and the SSIP Program Manager shared evaluation data including data on implementation progress and outcomes. In-depth discussions were held regarding the SiMR target. Members made suggestions about adjustments in evaluation measures and methods for the 2020- 2021 school year.

District administrators have also served as stakeholders for Georgia's SSIP. Evaluation data related to implementation progress and outcomes is shared on a regular basis at Special Education Directors' Forums, a series of web-based meetings in which the State Director of Special Education shares information about important issues in special education including the SSIP. Feedback regarding SSIP evaluation data is also solicited at these meetings. Administrators from districts selected to receive intensive supports through the SSIP receive additional information on SSIP outcome data during Leadership Launches. The web-based meetings focus exclusively on SSIP implementation.

Another important group of SSIP stakeholders are regional technical assistance providers including staff from the Georgia Learning Resources System (GLRS). The SSIP Program Manager also provides leadership support to GLRS, and she shares information about SSIP implementation and evaluation at regularly scheduled statewide GLRS meetings. This

information is then shared with district special education administrators at monthly Collaborative Community Meetings.

The State Implementation Team and the State Leadership Collaborative served as internal stakeholder groups. The State Implementation Team met on a regular basis to review ongoing implementation and evaluation data and to make adjustments to evaluation activities. SSIP implementation and evaluation data were 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.

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

During Phase III – Year IV, the stakeholder groups as referenced above were involved in decision-making responsibilities related to the ongoing evaluation of the SSIP. Each of the stakeholder groups had opportunities to provide suggestions regarding changes in evaluation measures and targets. In addition, stakeholders were invited to address concerns they had about the evaluation activities or to make recommendations for improvement between meetings through phone and email communication. During the current reporting period, stakeholders were heavily involved in discussions about possible modifications to Georgia’s SiMR.

The State values the input of stakeholders and their involvement in decision-making. Under the leadership of the State Director of Special Education, the State Implementation Team will continue to identify ways in which to increase meaningful stakeholder engagement.

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 Phase III – Year IV, the GaDOE worked diligently to implement and monitor data collection processes for all evaluation measures included in the SSIP Evaluation Plan submitted to OSEP in April 2016 and revised in subsequent submissions. These processes were established to ensure that data needed to report progress or results were complete, available in a timely manner, and accurate. The GaDOE SSIP Program Manager responsible for coordinating implementation of the SSIP and the external evaluator worked with key Department staff to prevent limitations in data quality or quantity. A timeline was established and followed for all data collections for the current reporting period.

Data sources for the current and previous reporting periods included:

- Existing GaDOE Data Collections. Data for most of the mid-term outcomes and the SiMR (i.e. the State’s long-term outcome) were obtained through GaDOE Data Collections. For example, student achievement data were available through the Georgia Milestones Assessment Program. The IDEA Data Manager worked with staff from the Office of Data Collections and the Divisions for Accountability and Assessment to ensure that these data would be complete and available in a timely manner.
- Assessments from OSEP-funded Technical Assistance Centers: When data were not available through the GaDOE data collections, the State used assessments from OSEP-funded technical assistance centers and programs. For example, items from the Coalescing Around Issues Rubric developed by the IDEA Partnership and included in *Leading by Convening: A Blueprint for Authentic Engagement* were incorporated into the District Annual Survey. The SSIP Evaluator and other members of the State Implementation Team worked together to ensure that these assessments were conducted according to established timelines.
- Customized Assessments: When it was determined that data were not available through the GaDOE or from technical assistance centers and programs, customized methods (e.g. rubrics, surveys, observation checklists, etc.) were used. For example, surveys were designed to measure collaboration among GaDOE staff and regional technical assistance partners in supporting districts and schools in implementing the SSIP.

As stated previously, Georgia made significant revisions to its SSIP Evaluation Plan in FFY 2018. This required a thorough review of all data collection methods, data sources, and timelines. Several assessments had to be modified to align with the revised measures. These modifications were made in a timely manner to ensure that all needed data were available in a timely manner to report progress or results. There were no limitations in data quantity.

Regarding data quality, the State Implementation Team and the SSIP External Evaluator worked to ensure that all data collected and reported for the SSIP were not impacted by data quality limitations. For data obtained through various GaDOE collections, well-defined business rules and edit checks are in place for each data collection. Extensive data cleansing occurred across all data collections. Data collected via assessments from national technical assistance centers as well as customized methods created by the State Implementation Team, were also scrutinized to ensure that data were available when needed and the data were complete and of high quality. For nationally used methods/data sources such as the State Capacity Assessment, administration procedures were carefully followed, and multiple team members verified responses. To ensure that data collected and reported through customized data methods/tools were of high quality, the State Implementation Team developed and disseminated an implementation manual that addressed all data collections including timelines. Follow-up written directions were provided by email, and data collections were also discussed in face-to-face and virtual meetings. Analysis methods were clearly defined, and verification processes were followed.

b. Implications for assessing progress or results

For FFY 2018, the State is pleased to report that no concerns or limitations were identified related to the quality or quantity of the data used to report progress or results. Therefore, there are no implications for assessing progress or results.

c. Plans for improving data quality

The State Implementation Team will continue to monitor data quality and quantity related to all SSIP data collections. On-going technical assistance will be provided to SSIP Program Specialists, District Effectiveness Specialists, and district and school personnel to ensure that data collections and reports are complete, 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**

Most infrastructure changes were completed in Phase III – Years I, II, and III based on the needs identified during the infrastructure analysis completed by GaDOE staff and stakeholders. As a result of these infrastructure changes, state and regional capacity to support districts and schools in implementing practices designed to improve outcomes for students with disabilities was greatly enhanced leading to achievement of the SiMR.

Minimal infrastructure changes were required in Phase III – Year IV. These infrastructure changes are included in Figure 3 below:

Figure 3: Changes to Infrastructure

Changes Made	Components
<p>The transition from the Student Success Process to the Georgia Systems of Continuous Improvement was completed. This framework utilizes a problem-solving model to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts. SSIP Program Specialists and District Effectiveness Specialists utilized the process to assist common districts in developing their District Improvement Plans which include strategies and practices directed toward improving outcomes for students. The involvement of the SSIP Program Specialists in the development of the District Improvement Plans ensured that strategies were included to address improving academic proficiency and ultimately outcomes for students with disabilities. Moreover, having a joint plan facilitated enhanced the attention of district administrators on improving outcomes for students with disabilities.</p> <p>Professional learning and coordinated technical assistance were provided to support districts in implementing their plans. The provision of these coordinated supports leveraged resources, reduced duplication of effort, and maximized outcomes. It also increased the likelihood that district leadership will be able to scale-up and sustain improvement efforts</p>	<p>Fiscal, Governance, Monitoring and Accountability, Professional Learning, and Technical Assistance</p>
<p>The State Implementation Team continued to monitor implementation of SSIP improvement strategies during the current reporting period and to make changes as needed. The directors from the Division for Special Education Services and Supports and the Division for School and District Effectiveness were key members of the team. In addition, the SSIP Program Specialist, the District Effectiveness Program Manager, and the director of the State Personnel Development Grant also served on the team. Inclusion of the above team members ensured that professional learning and technical assistance provided through each of these programs could be fully aligned. Inclusion of the SSIP Program Manager and School and District Effectiveness Specialist facilitated planning, delivery, and monitoring of coordinated technical assistance to the common districts. Moreover, participation of the State Personnel Development Grant director enhanced access to high quality professional learning for districts and schools receiving supports through the SSIP. Cross-divisional representation also leveraged resources from each of these divisions.</p>	<p>Fiscal, Governance, Monitoring and Accountability, Professional Learning, and Technical Assistance</p>

Changes Made	Components
<p>The GaDOE allocated \$590,00.00 in capacity building grants for the districts selected to receive intensive supports through the SSIP to hire district coaches to support implementation of improvement strategies designed to improve outcomes for students with disabilities. In some districts, the funds were used to support the acquisition and implementation of evidence-based practices selected by the district. This represents a reduction in overall reduction in funding from \$790,000.00 as reported in last year’s APR due to the decrease in districts supported. It should be noted that funding per district for the six districts remained the same. Those districts that met the SiMR target and were “graduated” received reduced allocations. Continued funding for these “graduated” districts allowed them to sustain their improvement efforts while obtaining additional funding to support their initiatives.</p>	<p>Fiscal</p>

Alignment of these initiatives across GaDOE offices and divisions has created common improvement plans; integrated funding supports; coordinated professional learning and technical assistance; and supported joint accountability processes that will support achievement of the SiMR, enhance scale-up of improvement activities, and sustain implementation over time to improve outcomes of students with disabilities.

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

As stated in previous Indicator 17 APRs, the State implemented the Student Success Process to lead districts and schools to the identification of evidence-based practices based on district data and capacity to implement. During the current reporting period, the State completed the transition to the Georgia Systems of Continuous Improvement framework to create a common problem-solving process that could be used across all districts and schools to identify improvement strategies and practices implemented to improve student outcomes. These strategies and practices were documented in the District Improvement Plans. Schools also used the framework to identify improvement strategies and practices that were included in School Improvement Plans. Intensive professional learning and follow-up technical assistance has been provided by the GaDOE to support districts and schools in utilizing this framework.

Implementation of the problem solving process (initially the Student Success Process and now the Georgia Systems of Continuous Improvement) with fidelity at the district and school levels is critical to achieving the desired effects because the implementation of the process itself leads to the selection and implementation of specific evidence-based practices based on district/school needs and capacity to implement. During FFY 2018, the following measures were used to assess implementation fidelity at the district and school levels. The measures and results are described below:

District Implementation Fidelity Rubric: The State used the District Implementation Fidelity Rubric to assess fidelity of implementation of the District Improvement Plans in the 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 is achieved when 80% or more of the items are rated as “Operational” or higher (i.e. “Exemplary”).

Each district team completed the District Implementation Fidelity Rubric in February 2020, and the rubric ratings were verified by the State SSIP Program Specialists based on evidence presented by the district teams. Analysis of the rubric ratings for the districts identified to receive intensive supports revealed that 4/6 (66.7%) of the districts were implementing their plans with fidelity based on the criteria listed above. The State did not meet its target of 70% for this measure, slippage was noted from FFY 2017 when 9/13 (69.2%) of the districts were determined to be implementing their plans with fidelity. When analyzing the slippage from FFY 2017, it is evident that the 6 remaining districts have significant challenges related to district infrastructure to support implementation with fidelity. Based on this slippage, SSIP Program Specialists have assisted district teams in developing action steps to support improved implementation fidelity.

Although the State did not prescribe specific evidence-based practices for districts and schools, data were collected on the evidence-based practices that have been implemented in the six districts selected to receive intensive supports and their 18 target schools. For FFY 2018, 4 practices were supported in participating districts and schools. The evidence-level based on ESSA guidance and level of implementation is provided for each of the practices as listed in Figure 4. The stage of implementation is also provided with most practices being fully implemented.

Figure 4: Selected Evidence-based Practices

Practice Name	# Schools	Evidence Level	Exploration	Installation	Initial Implementation	Full Implementation
Check & Connect	9	Moderate			1	7
Early Warning System	6	Moderate			5	2
Leveled Literacy and Wilson Reading Program	3	Strong				3

During FFY 2018, SSIP Program Specialists focused on improving implementation fidelity during on-site technical assistance visits. Fidelity of Implementation was also addressed in regional meetings with district coaches. All 18 schools have processes in place to monitor implantation. They collect implementation fidelity data and use it to make adjustments in implementation.

The State developed an Implementation Fidelity Checklist for Evidence-based Practices that was used for the first time in February 2020 to assess implementation fidelity of evidence-based practices selected by target schools. This checklist was used across evidence-based practices to assess implementation fidelity in seven areas including Professional Learning and Coaching, Physical Resources, Schedule, Process, Dosage, Adherence, and Monitoring Implementation. The checklist was completed by district and school personnel, and the ratings were verified by the State SSIP Program Specialists based on evidence presented by the district/school. Analysis of the ratings for each of the target schools revealed that 4/18 (22.2%) of the schools were implementing their selected evidence-based practice with

fidelity. This represents baseline for this measure. Schools were determined to be implementing the selected evidence-based practice with fidelity when 80% of the 16 items on the checklist were determined to be “Operational”. The State is committed to providing ongoing and intensive support to improve implementation fidelity in the target schools.

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

During Phase III – Year IV, the State continued to monitor progress toward achieving the short-term, mid-term, and long-term outcomes (e.g. objectives) as documented in the SSIP Logic Model and Evaluation Plan submitted to OSEP in April 2016, updated with the FFY 2016 in April 2018, and substantially revised with this submission. Data are provided across different levels of the State system (state, district, and target schools). In an essence, these data sets represent a transformation zone in which the impact of the evidence-based practices is being measured.

Short-term Outcomes

Short-term Outcome One- Improve practitioner (district and school) knowledge of data-based decision making and selection and use of evidence-based practices:

During Phase III – Year IV, the State implemented one performance measure to assess improvements in practitioner (district and school) knowledge of data-based decision making and selection and use of evidence-based practices.

Practitioner Knowledge on Pre- and Post- Tests: The revised measure for this short-term outcome is the percentage of participants scoring 75% or higher on professional learning event post-tests. The measure was changed to align with test administration and analysis procedures implemented by the State Personnel Development Grant, the provider of several statewide professional events implemented in collaboration with the SSIP. During Phase III – Year IV, 705 participants completed post-tests with 448 (63.54%) scoring 75% or higher. Although only 63.54% of the participants scored higher than 75% on the post-tests, it should be noted that there was a gain of 35.65 percentage points from the pre-tests in which 316/1133 (27.89%) of the participants scored 75% or higher. These data represent revised baseline for this measure. The State met the established target of 70%.

Short-term Outcome Two- Improve district and school infrastructure to support educators in implementing evidence-based practices to support teaching and learning. The State implemented two performance measures to assess improvements in school and district infrastructure during Phase III – Year IV. The results of these measures are described below:

Collaboration Among District and School Personnel: The first performance measure related to improving district and school infrastructure to support educators in implementing evidence-based practices to support teaching and learning is the percentage of district personnel 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.

During Phase III – Year IV, data on collaboration among personnel at the district and school levels were collected through District Annual Surveys completed by district team members, district coaches, and school administrators in February 2020. Due to the reduction in the number of districts and schools receiving supports through the SSIP, the number of respondents has decreased from FFY 2017.

Based on an analysis of the survey results, 20/23 (86.95%) of the respondents reported that “the level of collaboration among personnel in implementing SSIP improvement activities” was “Very High” or “High”. This compares to 34/41 (82.9%) of the respondents reporting “Very High” or “High” levels of collaboration on the survey results reported in the FFY 2017 APR. The state exceeded the target of 74% and made progress on this measure from last year.

These data provide evidence for improved collaboration among personnel in implementing improvement activities designed to improve graduation rate for students with disabilities. It is believed that strong collaboration among district and personnel will lead to improved implementation fidelity and outcomes.

Administration of the SSIP Process at the District Level: The second performance measure is the percentage of districts scoring “Operational” or “Exemplary” on selected components of the District Implementation Fidelity Rubric. During Phase III – Year IV, the State used six key components (i.e. Team Structure-Governance, Professional Learning, Technical Assistance for All Schools, Technical Assistance for Targeted Schools, Monitoring for Fidelity of Implementation, and Monitoring for Outcomes) of the District Implementation Fidelity Rubric to assess improvements in the six districts identified as needing intensive supports through the SSIP. Districts were determined to be implementing the infrastructure components when 80% or more of the items in the infrastructure areas referenced above were rated as “Operational” or higher (i.e. “Exemplary”).

District teams completed the District Implementation Fidelity Rubric in February 2020, and the rubric ratings were verified by SSIP Program Specialists based on evidence presented by the district teams. Analysis of the rubrics revealed that 4/6 (66.7%) of the districts selected to receive intensive supports had 80% or more of the items in the six infrastructure areas referenced above rated as “Operational” or higher (i.e. “Exemplary”). This represents progress from FFY 2017 when 8/13 (61.5%) of the districts selected to receive intensive supports had 80% or more of the items in the infrastructure areas referenced above were rated as “Operational” or higher (i.e. “Exemplary”). Despite demonstrating progress from FFY 2017, the State did not meet its more rigorous target of 70% for this measure. The remaining six SSIP districts have demonstrated significant needs related to district infrastructure. SSIP Program Specialists are currently meeting with district personnel to review the district’s performance on the fidelity measure and to develop action steps to address weaknesses in infrastructure as reflected on the District Implementation Fidelity Rubric.

The School Implementation Fidelity Rubric was not required during the current reporting period, and no schools chose to complete it. Many of the items on this rubric are included in the Fidelity Checklist for the Implementation Evidence-based Practices, and this newly developed checklist provided sufficient information about implementation fidelity.

Short-term Outcome Three- Increase engagement of stakeholders in planning, implementing, and monitoring improvement initiatives.

The State implemented one performance measure to assess stakeholder engagement during Phase III – Year IV. This measure is the percentage of district stakeholders reporting engagement at the Collaborating or Transforming levels in planning, implementing, and monitoring improvement activities. The results of this measure are described below:

Assessment of District/School Stakeholder Engagement: The State used the SSIP District Annual Surveys to assess levels of stakeholder engagement in the six districts selected to receive intensive support through the SSIP. Items from the Coalescing Around Issues Rubric developed by the IDEA Partnership and included in *Leading by Convening: A Blueprint for Authentic Engagement* were incorporated into the District Annual Survey.

In February 2020, 23 individuals from the districts selected to receive intensive supports through the SSIP and their target schools completed the survey. Of the 23 respondents, 22/23 (95.7%) reported their depth of engagement at the Collaborating or Transforming levels. As a result, the State met the established target of 84% and exceeded the 38/41 (92.7%) in FFY 2017. Although the State made progress on this measure, the State will continue to work on increasing authentic engagement in each of the districts and schools.

Mid-term Outcomes

During Phase III – Year IV, the State implemented performance measures to assess improvements in state and regional capacity. These measures are included in the SSIP Evaluation Plan as revised in this APR. The results of these measures are described below:

Mid-term Outcome One- Improve in the implementation of evidence-based practices to support teaching and learning:

The State implemented two performance measure to assess implementation of evidence-based practices. They are as follows:

GaDOE Guidance Document on Selecting Evidence-based Practices: This guidance document was developed by the Georgia Department of Education in June 2018 to support districts and schools in selecting evidence-based practices based on levels of evidence e.g. (strong, moderate and promising) guidance included in ESSA. SSIP Program Specialists worked with district and school personnel as well as colleagues from other GaDOE divisions

to determine the level of evidence for evidence-based practices being implemented in target schools. Evidence ratings were reported to the SSIP Evaluator in February 2020.

A review of the evidence ratings for this new measure revealed that the selected practices revealed that 16/16 (100%) of target schools were implementing evidence-based practices that are based on strong or moderate evidence as measured by the GaDOE Guidance Document on Selecting Evidence-based Interventions. This represents baseline data for this measure. The State met the pre-established target of 90%.

Implementation Fidelity Checklist for Evidence-based Practices: During Phase III – Year IV, the State Implementation Team developed the Implementation Fidelity Checklist for Evidence-based Practices to assess the implementation of evidence-based practices in target schools. The checklist was used for the first time in February 2020 to assess implementation fidelity in seven areas including Professional Learning and Coaching, Physical Resources, Schedule, Process, Dosage, Adherence, and Monitoring Implementation. The checklist was completed by district and school personnel, and the ratings were verified by the State SSIP Program Specialists based on evidence presented by the district/school. Schools were determined to be implementing the selected evidence-based practice with fidelity when 80% of the 16 items on the checklist were determined to be “Operational”.

Analysis of the ratings for each of the target schools revealed that 4/18 (22.2%) of the schools were implementing their selected evidence-based practice with fidelity. This represents baseline for this measure. The State did not meet the pre-established target of 40%. The State is committed to providing ongoing and intensive support to improve implementation fidelity in the target schools.

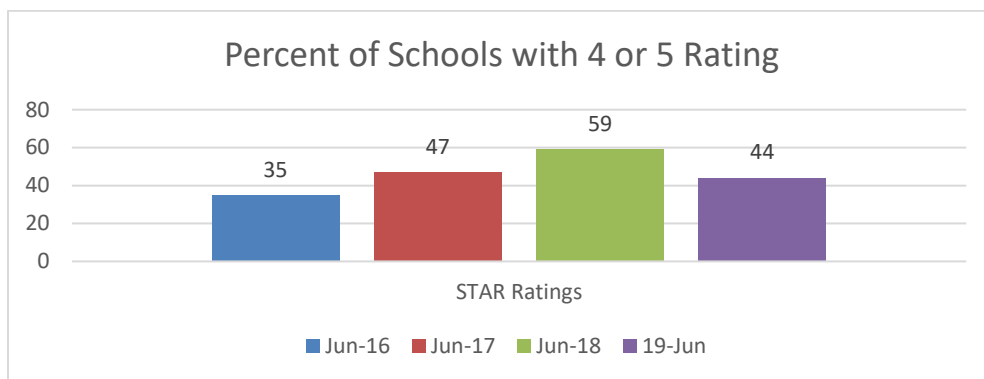
Mid-term Outcome Two- Improve performance in the areas of school climate and academic achievement (English/Language Arts and Mathematics)

The State implemented one performance measure to assess school climate during Phase III – Year IV.

STAR Ratings for School Climate: The first outcome measure for school climate is the percentage of targeted schools in participating districts scoring a 4 or 5 on the STAR Ratings for School Climate, which are based on several data sources including school discipline and attendance. Ratings are calculated by the GaDOE using data obtained through Department’s comprehensive data systems and published as a component of the *College and Career Ready Performance Index (CCRPI)*. Trend data for this measure are reported in Figure 5.

In Phase III – Year IV, 8/18 (44.44%) of the target schools obtained a rating of 4 or 5 on the most recent (June 2019) STAR Ratings for School Climate. This represents slippage from FFY 2017 when 23/39 (58.97=59.0%) schools obtained a rating of 4 or 5 on the most recent STAR Ratings for School Climate. Year to year comparisons for Ratings for School Climate are impacted by the smaller number of schools and the challenges that these schools face related to attendance and school discipline.

Figure 5: STAR Ratings for School Climate



The State exceeded the FFY 2018 target of 40%. The State will continue to develop and implement activities that support collaboration between MTSS, the SSIP, and PBIS to implement activities designed to improve school climate.

The State Implemented two performance measures to assess academic achievement in Phase III – Year IV. They are as follows:

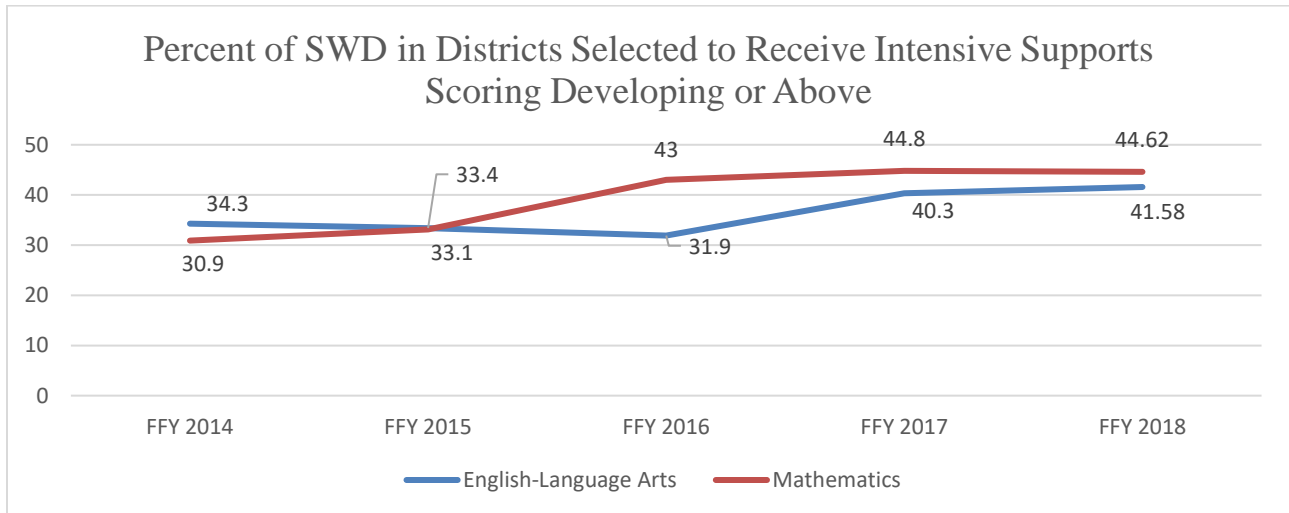
Performance of Students with Disabilities in Intensive Districts on Georgia Milestones: The first outcome measure for academic achievement is the percentage of students with disabilities in districts selected to receive intensive supports scoring developing or above on the Georgia Milestones Assessment 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 districts.

For FFY 2018, 11,691/28,112 (41.58%) of students with disabilities in the six districts selected to receive intensive supports through the SSIP scored Developing or above in English/ Language Arts based on School Year 2018 – 2019 data. The State met and exceeded its target of 39% and made progress from FFY 2017 when 11,938/29,656 (40.3%) of students with disabilities in the 13 districts selected to receive intensive supports scored Developing or above in English/Language Arts based on School Year 2017 – 2018 data.

For FFY 2018, 13,893/31,134 (44.62%) of the students with disabilities in the six districts selected to receive intensive supports through the SSIP scored Developing or above in Mathematics based on School Year 2018 – 2019 data. The State met and exceeded its target of 39% but demonstrated slight slippage from FFY 2017 when 14,470/32,908 (44.8%) of students with disabilities in the 13 districts selected to receive intensive supports scored Developing or above in Mathematics based on School Year 2017 – 2018 data.

Figure 6 provides a five-year comparison of English/Language Arts and Mathematics data for the districts selected to receive intensive supports through the SSIP. It should be noted that the number of districts was reduced to 13 in FFY 2017 and six in FFY 2018 based on the districts meeting or exceeding the graduation rate targeted in Georgia’s SiMR. As a result, the number of students also decreased, but not significantly because the larger districts continued to receive supports.

Figure 6: Performance of SWD in Districts Receiving Intensive Supports

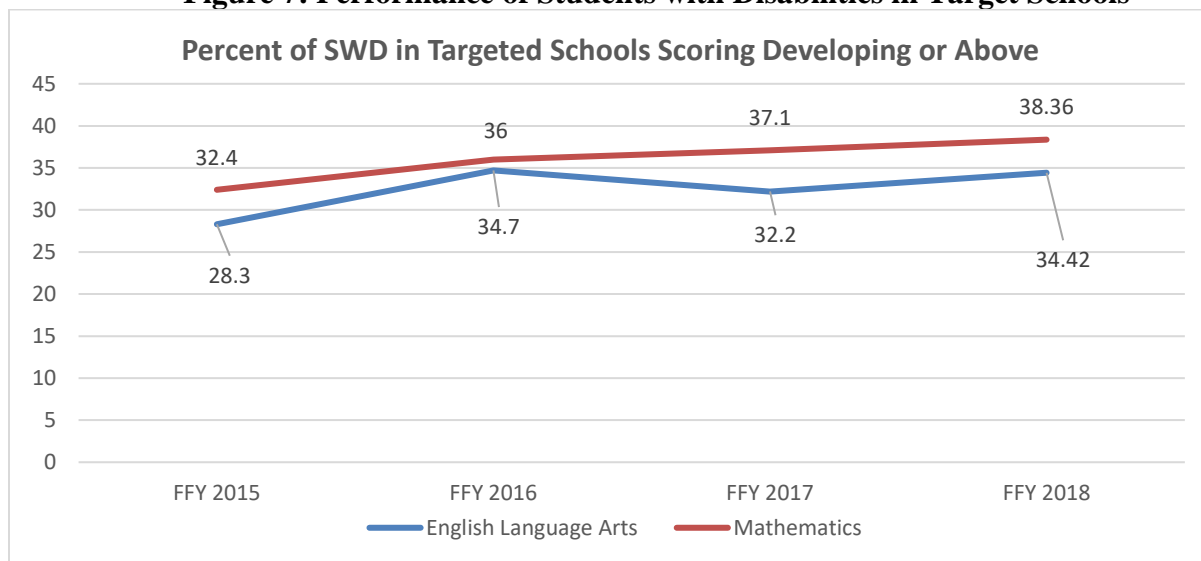


Performance of Students with Disabilities in Target Schools on Georgia Milestones: The second outcome measure for academic achievement is the percentage of students with disabilities in target schools in the districts selected to receive intensive supports through the SSIP scoring Developing or above on the Georgia Milestones Assessment System.

For FFY 2018, 485/1,409 (34.42%) of students with disabilities in target schools scored Developing or above in English/Language Arts based on School Year 2018 – 2019 data. The State met the target of 34% for the measure and made progress from FFY 2017 when 821/2,550 (32.2%) of students with disabilities in target schools scored Developing or above in English/Language Arts based on School Year 2017 – 2018 data.

For FFY 2018, 686/1,788 (38.36%) of students with disabilities in target schools scored Developing or above in Mathematics based on School Year 2017 – 2018 data. The State met the target of 34% and made progress from FFY 2017 when 1,155/3,110 (37.1%) of students with disabilities in target schools scored Developing or above in Mathematics based on School Year 2016 – 2017 data. Figure 7 provides a three-year comparison of English/Language Arts and Mathematics data for the targeted schools.

Figure 7: Performance of Students with Disabilities in Target Schools



Long-Term Outcome- Improve percentage of students with disabilities exiting high school with a general education diploma

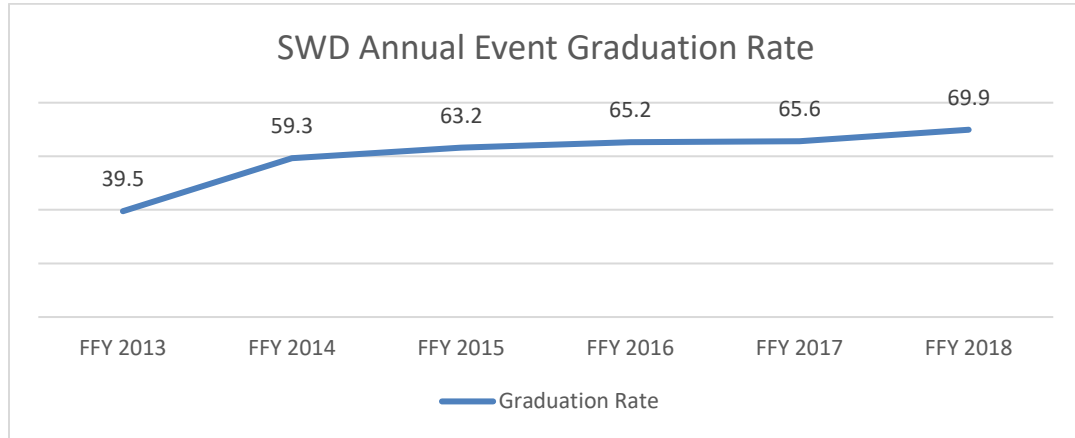
The SSIP long-term outcome listed above is also Georgia’s SiMR. During FFY 2018, the annual event graduation rate was 69.87% (4,551/6,513) for the 50 districts selected to receive intensive supports through the SSIP based on 2018 – 2019 School Year Data. The State met the established target of 65% and demonstrated progress from FFY 2017 when the annual event graduation rate was 65.6% (4,112/6,271) for students in the 50 districts identified to receive intensive supports through the SSIP based on School Year 2017 – 2018 data.

Although 44 of the original 50 districts selected to receive intensive interventions through the SSIP met or exceeded the SiMR and were “graduated”, graduation data for these 50 districts will continue to be used as the target for the long-term outcome and the SiMR

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. The annual event graduation rate has consistently improved since FFY 2013 as shown in Figure 7. During FFY 2018, the annual event graduation rate was 69.87% (4,551/6,513) for the 50 districts selected to receive intensive supports through the SSIP based on 2018 – 2019 School Year Data. Georgia has exceeded its established SiMR. Targets for the SiMR are established in the SSIP Evaluation Plan.

Figure 8: Annual Event Graduation Rate for Students with Disabilities
in Districts Receiving Intensive Supports through the SSIP



Although the State has met the established SiMR, The State has established targets through FFY 2022. Georgia will continue to implement its coherent improvement strategies and associated principle 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 2019, Georgia will continue to implement the three coherent improvement strategies and associated activities outlined in the revised SSIP Implementation Plan included in this report. Several activities included in the previous plan will continue, but they are not specially addressed in the revised plan. These include:

State and Regional Capacity Building Activities: During previous reporting periods, Georgia's SSIP has focused heavily on implementation of activities designed to build state and regional capacity in order to support districts in improving outcomes for students with disabilities. The GaDOE has completed all previously proposed activities to align initiatives and resources across various offices and divisions, and no additional activities will be implemented related to state capacity building. During FFY 2019, the Department will utilize its system of joint professional learning, technical assistance, and shared accountability to support selected districts.

The GaDOE will continue to focus on building regional capacity through the GLRS network during FFY 2019. These centers will provide ongoing technical assistance related to content mastery, state and district adopted practices such as Check & Connect, and secondary transition. Partnerships with Regional Educational Service Agencies will continue to support alignment between general and special education improvement activities. Regional Implementation Teams will not be required in FFY 2019.

Universal Supports for All Districts: In FFY 2019, the GaDOE will continue to support all districts through Collaborative Communities coordinated through the Georgia Learning Resources System. Print and digital resources including the online School Completion Toolkit will also be made available to support districts implementing improvement initiatives directed toward improving graduation rates.

Targeted Supports for Districts: Originally Georgia selected 50 districts to receive intensive supports through the SSIP. Of the 50 original districts, 47 districts have met the target for the SiMR and have been "graduated" from intensive supports. In addition to participation in Collaborative Communities and accessing print and digital resources, each of the 47 districts that met the SiMR target and have or will be "graduated" by the end of the 2019 – 2020 school year will be invited to participate in professional learning offered through the SSIP, the State Personnel Development Grant, and/or School and District Effectiveness. Personnel from these districts will also be invited to participate in content mastery professional learning offered through the Georgia Learning Resources System.

At this time, the following changes and/or additional activities have been identified for Phase III – Year V (FFY 2019). They are as follows:

Student Success Process: With the phasing out of the Student Success Process, the GaDOE will utilize the Georgia's Systems of Continuous Improvement to guide all improvement efforts in districts and schools including those efforts directed toward improving graduation rates for students with disabilities. The Student Success Process will no longer be utilized to describe Georgia's SSIP. Rather all SSIP implementation and evaluation efforts will be fully aligned with the Georgia's Systems of Continuous Improvement.

Intensive Supports for Selected Districts and Schools: During FFY 2018, SSIP Program Specialists and District Effectiveness Specialists provided coordinated technical assistance to five districts that were identified to receive intensive supports through the SSIP AND identified as having Targeted Support and Improvement (TSI) Schools through the Division for School and District Effectiveness based on criteria established in Georgia's ESSA Plan. In addition, SSIP Program Specialists, provided technical supports to one district identified through the SSIP to receive intensive supports. In January and February 2020, four additional districts with TSI Schools received coordinated technical assistance from SSIP Program Specialists and District Effectiveness Specialist. These districts were not previously identified to receive intensive supports through the SSIP.

In FFY 2019, all districts selected to receive intensive support through Georgia's SSIP will be chosen from districts with TSI Schools that demonstrate the greatest need for improving graduation rates for students with disabilities. There will not be a separate process for selecting districts receiving intensive supports through the SSIP. Presently, it is anticipated that joint technical assistance will be provided to seven districts.

The Director of the Division for Special Education Services and Supports and the Director of the Division for School and District Effectiveness continue to engage in collaborative planning to discuss the integration of technical assistance and professional learning provided through the State Personnel Development Grant, Georgia's Multi-tiered System of Support, for Students, and Positive Behavioral Interventions and Supports into this integrated technical assistance and professional learning model.

SSIP Toolkit: During FFY 2018, the SSIP Program Manager and the three SSIP Program Specialists developed an Online School Completion Toolkit that includes national, state, and district best practices that address improved graduation rates for students with disabilities. During FFY 2019, additional resources will be added to the toolkit based on feedback from technical assistance providers and district and school personnel.

State Selected Evidence-based Practices: The State will continue to support implementation of Check & Connect to improve attendance, reduce dropout, and improve graduation rates of students with disabilities. GLRS will be primarily responsible for providing professional learning related to Check & Connect. The State will continue to support the implementation of ASPIRE (Active Student Participation Inspires Real Engagement) **and** the Self-determined Learning Model of Instruction (SLDMI) to promote student engagement and self-determination skills. During FFY 2019, the State will partner with Dr. Michael Wehmeyer from the University of Kansas to infuse SLDMI and Check & Connect in Georgia's MTSS.

SSIP Program Specialists created a professional learning to present to districts on the early Warning System (EWS) with customized data charts for each district the professional learning is presented to. They also created an EWS Fidelity Checklist to ensure districts implementing an Early Warning System as an evidence-based practice did so with fidelity. It has been presented at state conferences and local districts. These resources will be updated as needed during FFY 2019.

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

During FFY 2018, the GaDOE revised its Logic Model and comprehensive SSIP Evaluation Plan with input from stakeholders. The Logic Model is included in Appendix A, and the Evaluation Plan is included in Appendix C. This revised Evaluation Plan will be used to guide all evaluation activities in FFY 2019. Additional information about measures, data collection methods/sources, timelines, and outcomes is included in Appendix D.

The State Implementation Team and SSIP External Evaluator will continue to make adjustments in evaluation methods as needed to comply with the revised plan. This will include additional revisions to the District and School Implementation Fidelity Rubrics to align them with the Georgia's Systems of Continuous Improvement as well as District and School Improvement Plans.

3. Anticipated barriers and steps to address those barriers

Georgia has identified several barriers that could potentially impact implementation progress and outcomes during Phase III – Year V (FFY 2019). These barriers and the steps to address them are included below:

Communication: During FFY 2018, the GaDOE has worked to enhance communication between SSIP Program Specialists and District Effectiveness Specialists working with common districts (e.g. those districts selected to receive intensive supports through the SSIP and those identified with Targeted Support and Improvement Schools through Georgia's ESSA Plan). The State Implementation Team developed a document that outlined expectations for SSIP Program Specialists and District Effectiveness Specialists supporting these districts. One of the key areas addressed in the document was maintaining ongoing communication. Although communication has improved, additional steps need to be undertaken to ensure the communication is timely and ongoing. During FFY 2019, program managers will conduct regularly scheduled meetings with SSIP Program Specialists and District Effectiveness Specialists to identify additional barriers to communication and identify solutions to address these barriers.

Roles and Responsibilities: During FFY 2018, GaDOE program managers have worked with SSIP Program Specialists and District Effectiveness Specialists clearly define their roles and responsibilities for providing coordinated technical assistance to common districts. Although it is apparent that the technical assistance providers understand their roles and responsibilities, there is some confusion on the part of district and school personnel regarding the roles and responsibilities of SSIP Program Specialists and District Effectiveness

Specialists in planning, delivering, and monitoring coordinated technical assistance. To address this barrier, the GaDOE will develop a document that further defines how the technical assistance providers will work together to support the districts.

Implementation Accountability for Selected Districts: During FFY 2018, the GaDOE worked to align accountability measures for selected districts. The State Implementation Team revised the District Implementation Fidelity Rubric to align implementation requirements for the SSIP and districts identified with TSI Schools. Following the submission of the APR, the State Implementation Team will meet to review other accountability measures that need to be addressed, and adjustments will be made prior to the beginning of the 2020 – 2021 school year.

Evidence-based Practices Cross-State Learning Collaborative: Georgia will be participating in the National Center for Systemic Improvement’s Evidence-based Practices Cross-State Learning Collaborative. This learning collaborative will enable the State to work with national technical assistance providers and staff from other state education agencies to address the implementation of evidence-based practices designed to improve outcomes for students with disabilities.

The Institute for Performance Improvement (TIFPI): Staff from the Division for Special Education Services and Support and the Division for School and District Effectiveness will partner with the Institute for Performance Improvement to streamline all improvement activities to create a common language related to assisting districts in analyzing data and developing their Plans of Support.

Following the submission of the FFY 2018 APR, the State Implementation Team will meet to plan implementation activities for next year. As a part of this meeting, team members will identify additional anticipated barriers and identify specific steps to address them.

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

Georgia has a history of seeking support from OSEP and its national technical assistance centers. GaDOE staff have routinely participated in OSEP-sponsored calls, meetings, and conferences such as the IDEA Leadership Conference. Staff have also attended meetings sponsored by OSEP-funded technical assistance centers such as the IDEA Data Center, American Institutes for Research, and the National Center for Systemic Improvement. Leadership from the Division for Special Education Services and Supports maintain ongoing communication with the Georgia state contact at OSEP. Staff reach out to the contact on a variety of issues including the State’s SSIP. The State will continue to participate in the above technical assistance activities for FFY 2019.

The State has not identified any additional technical assistance needs for FFY 2019. Following the submission of the FFY 2018 APR, the State Implementation Team will meet further review implementation progress and outcomes. At that time, potential technical assistance needs will be identified, and GaDOE staff will contact the relevant technical

assistance providers to obtain this assistance. Should additional needs arise throughout the year, the State will seek assistance om a timely manner.

Appendices

Appendix A: Logic Model

Appendix B: Implementation Plan

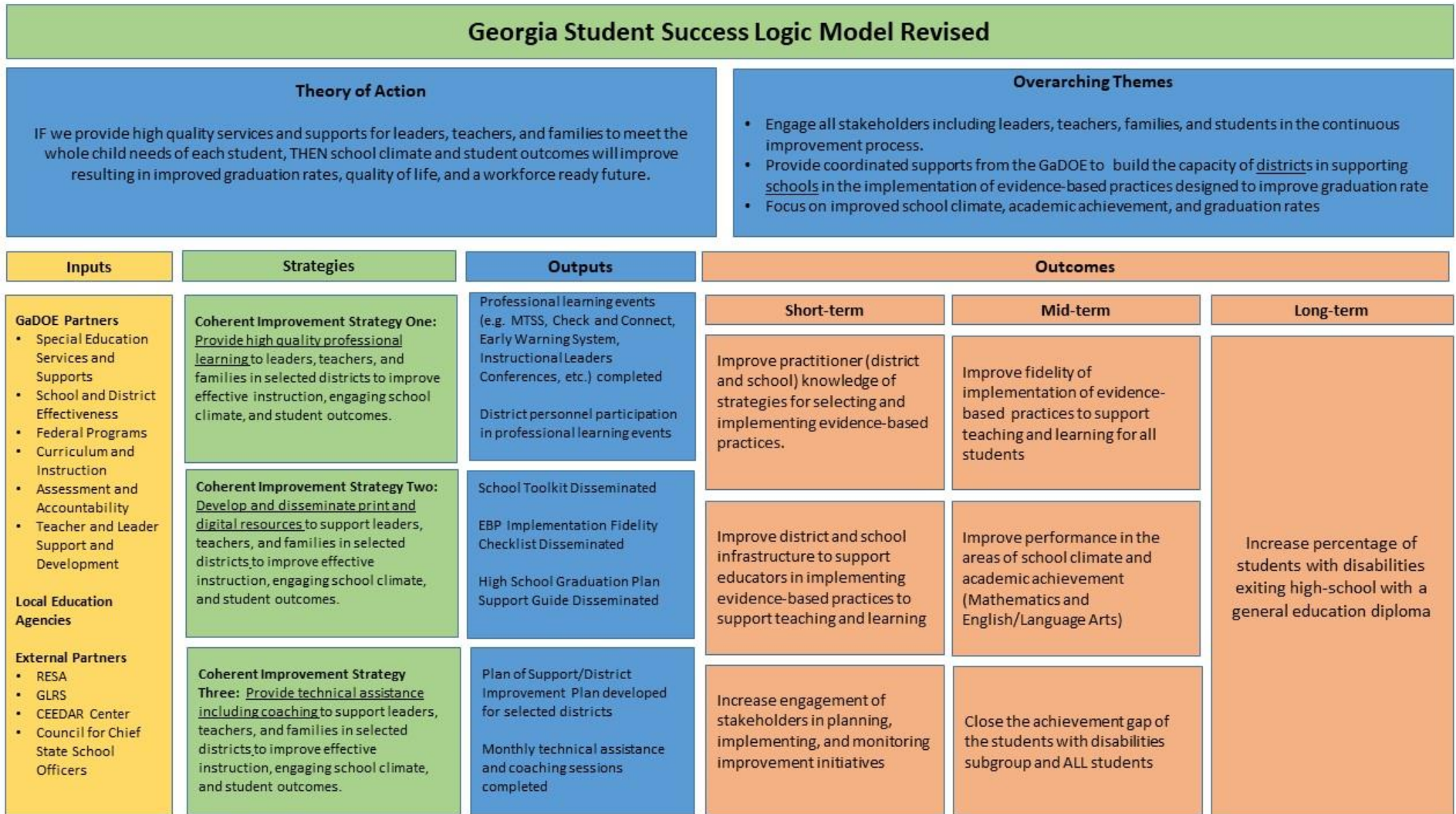
Appendix C: Evaluation Plan

Appendix D: Data Sources, Timelines, and Baseline for Key Measures



Appendix A: Logic Model

The SSIP Logic Model was revised in the current reporting period with stakeholder input to reflect changes in improvement strategies and implementation outcomes.



Appendix B: Implementation Plan

Coherent Improvement Strategy One: Provide high quality professional learning to leaders, teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes.

Activities to Meet Outcomes (Strategy 1)	Milestones/Steps to Implement Activities						Resources Needed
		FFY 2018	FFY 2019	FFY 2020	FFY 2021	FFY 2022	
1.a. Conduct statewide meetings/professional learning on common topics	Conduct professional learning on MTSS in collaboration with Georgia's SPDG	C	C	C	C	C	Personnel, Fiscal Supports, Technology, and Data Supports
	Conduct IDEAS Conference with interagency partners	C	C	C	C	C	Personnel, Fiscal Supports, Technology, and Data Supports
	Conduct Instructional Leaders Conferences in with School and District Effectiveness	I	C	C	C	C	Personnel, Fiscal Supports, Technology, and Data Supports
	Conduct professional learning on High Leverage Practices for Special Education and EBP including Check & Connect	C	C	C	C	C	Personnel, Fiscal Supports, Technology, and Data Supports
	Conduct professional learning on General Supervision and IEP Implementation	C	C	C	C	C	Personnel, Fiscal Supports, Technology, and Data Supports
	Conduct professional learning on Advancing Inclusive Leadership for Principals	I	C	C	C	C	Personnel, Fiscal Supports, Technology, and Data Supports
	Provide professional learning on the Self-Determined Learning Model of Instruction and Active Student Participation Inspires Real Engagement professional learning	C	C	C	C	C	Personnel, Fiscal Supports, Technology, and Data Supports
	Provide professional learning through the Special Education Leadership Academy	C	C	C	C	C	Personnel, Fiscal Supports, Technology, and Data Supports
1.b. Conduct regional, district, and school professional learning on requested topics	Conduct customized professional learning for specific regions, districts, and schools based on identified needs.	C	C	C	C	C	Personnel, Fiscal Supports, Technology, and Data Supports

Coherent Improvement Strategy Two: Develop and disseminate print and digital resources to support leaders, teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes.

Activities to Meet Outcomes (Strategy 1)	Milestones/Steps to Implement Activities	FFY 2018	FFY 2019	FFY 2020	FFY 2022	FFY 2022	Resources Needed
2.a. Develop and disseminate print and digital resources specific to improving graduation rates	Develop and disseminate an online School Completion Toolkit	I	C	C	C	C	Personnel, Fiscal Supports, Technology, and Data Supports
	Develop and disseminate a High School Graduation Plan Support Guide	I	C	C	C	C	Personnel, Fiscal Supports, Technology, and Data Supports
2.b. Develop and disseminate other print and digital resources across one or more of the following areas: effective instruction, engaging school climate, and student outcomes	Develop and disseminate an Evidence-based Practice Implementation Fidelity Checklist	I	C	C	C	C	Personnel, Fiscal Supports, Technology, and Data Supports
	Develop and disseminate newsletter for teachers of students with disabilities	C	C	C	C	C	Personnel, Fiscal Supports, Technology, and Data Supports
	Develop and disseminate teacher resources for students with significant cognitive disabilities	C	C	C	C	C	Personnel, Fiscal Supports, Technology, and Data Supports
	Develop and disseminate resources on assistive technology and accessible instructional materials	C	C	C	C	C	Personnel, Fiscal Supports, Technology, and Data Supports

Coherent Improvement Strategy Three: Provide technical assistance including coaching to support leaders, teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes.

Activities to Meet Outcomes (Strategy 1)	Milestones/Steps to Implement Activities	FFY 2018	FFY 2019	FFY 2020	FFY 2022	FFY 2022	Resources Needed
3.a. Conduct quarterly webinars for personnel from selected districts	Conduct Leadership Launch webinars for administrators from districts selected to receive intensive supports through the SSIP	C	C	C	C	C	Personnel, Fiscal Supports, Technology, and Data Supports
3.b. Support district leaders in building necessary infrastructure to enhance improvement initiatives including the SSIP	Participate in joint (SSIP and School and District Effectiveness) district meetings	I	C	C	C	C	Personnel, Fiscal Supports, Technology, and Data Supports
	Provide coordinated support for selected districts in developing and implementing Plans of Support/District Improvement Plans	I	C	C	C	C	Personnel, Fiscal Supports, Technology, and Data Supports
3.c. Provide coordinated technical assistance to district and school personnel	Provide coordinated technical assistance supports including coaching (as outlined in the Plans of Support) on a regular basis to assist district and school personnel in implementing improvement strategies directed toward improving graduation rates for students with disabilities	C	C	C	C	C	Personnel, Fiscal Supports, Technology, and Data Supports

Appendix C: Evaluation Plan

Progress in Implementation

Coherent Improvement Strategy One: Provide high quality professional learning to leaders, teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes.

Activity 1.a. Conduct statewide meetings/professional learning on common topics

Timelines and Targets

Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups	Timelines and Targets				
				FFY 2018	FFY 2019	FFY 2020	FFY 2021	FFY 2022
Are personnel from selected districts participating in statewide professional learning?	Percentage of selected districts with personnel participating in professional learning events	Professional Learning Participant Sign-in Sheet	State Implementation Team and External Evaluator	I 78%	C 80%	C 82%	C 84%	C 86%
Do professional learning participants report that professional learning is of high quality?	Percentage of participants reporting that professional learning was high-quality	Professional Learning Participant Survey	State Implementation Team and External Evaluator	I 80%	C 82%	C 84%	C 86%	C 88%
Do professional learning participants report that professional learning is relevant?	Percentage of participants reporting that professional learning was relevant	Professional Learning Participant Survey	State Implementation Team and External Evaluator	I 80%	C 82%	C 84%	C 86%	C 88%
Do professional learning participants report that professional learning is useful?	Percentage of participants reporting that professional learning was useful	Professional Learning Participant Survey	State Implementation Team and External Evaluator	I 80%	C 82%	C 84%	C 86%	C 88%
Do district personnel report that professional learning improved their skills related to improving effective instruction, school climate and student outcomes	Key Measure: Percentage of participants reporting that professional learning improved their skills related to improving effective instruction, school climate and student outcomes	District Annual Survey	State Implementation Team and External Evaluator	I 80%	C 82%	C 84%	C 86%	C 88%

1.b. Conduct regional, district, and school professional learning on requested topics

Timelines and Targets

Are professional learning events conducted in regions, districts, and schools??	Percentage of regions, districts, and schools requesting customized professional learning events	Professional Learning Event Documentation	State Implementation Team and External Evaluator	I 78%	C 80%	C 82%	C 84%	C 86%
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Coherent Improvement Strategy Two: Develop and disseminate print and digital resources to support leaders, teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes.

Activity 2.a. Develop and disseminate print and digital resources specific to improving graduation rates

Timelines and Targets

Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups	Timelines and Targets				
				FFY 2018	FFY 2019	FFY 2020	FFY 2021	FFY 2022
Are the Online School Completion Toolkit, High School Graduation Plan Support Guide, Evidence-based Practice Implementation Fidelity Checklist, and other measures designed to improve graduation rates completed in a timely manner?	Percentage of print and digital resources designed to improve graduation rates completed in a timely manner	Resources Development Log	State Implementation Team and External Evaluator	I 86%	C 88%	C 90%	C 92%	C 94%
Are the Online School Completion Toolkit, High School Graduation Plan Support Guide, Evidence-based Practice Implementation Fidelity Checklist, and other resources designed to improve graduation rates reported to be relevant and useful?	Percentage of participants reporting that print and digital resources were relevant and useful	District Annual Survey	State Implementation Team and External Evaluator	I 80%	C 82%	C 84%	C 86%	C 88%
Do district personnel report that use of print and digital resources improved their skills related to improving effective instruction, school climate and student outcomes	Key Measure: Percentage of participants reporting that use of print and digital resources improved their skills related to improving effective instruction, school climate and student outcomes	District Annual Survey	State Implementation Team and External Evaluator		I 82%	C 84%	C 86%	C 88%

2.b. Develop and disseminate other print and digital resources across one or more of the following areas: effective instruction, engaging school climate, and student outcomes

Timelines and Targets

Are other print and digital resources made available in a timely manner?	Percentage of other print and digital resources completed in a timely manner	Resources Development Log	State Implementation Team and External Evaluator	I 86%	C 88%	C 90%	C 92%	C 94%
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Coherent Improvement Strategy Three: Provide technical assistance including coaching to support leaders, teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes.

Activity 3.a. Conduct quarterly webinars for personnel from selected districts

Timelines and Targets

Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups	Timelines and Targets				
				FFY 2018	FFY 2019	FFY 2020	FFY 2021	FFY 2022
Are Leadership Launches completed on a quarterly basis?	Percentage of quarters in which Leadership Launches were conducted	Resources Development Log	State Implementation Team and External Evaluator	I 75%	C 80%	C 85%	C 90%	C 95%
Are the Leadership Launches reported to be relevant and useful?	Percentage of participants reporting that Leadership Launches were relevant and useful	District Annual Survey	State Implementation Team and External Evaluator	I 80%	C 82%	C 84%	C 86%	C 88%

3.b. Support district leaders in building necessary infrastructure to enhance improvement initiatives including Student Success **Timelines and Targets**

Are SSIP Program Specialists and School and District Effectiveness Specialists participating in joint monthly district meetings	Percentage of district meetings attended by SSIP Program Specialists and School and District Effectiveness Specialists	Professional Learning Event Documentation	State Implementation Team and External Evaluator	I 84%	C 86%	C 88%	C 90%	C 92%
Do Plans of Support for selected districts include coordinated technical assistance provided by SSIP Program Specialists and School and District Effectiveness Specialists?	Percentage of Plans of Support that include technical assistance and coaching supports provided jointly by SSIP Program Specialists and School and District Effectiveness Specialists	Plans of Support Review	State Implementation Team and External Evaluator		I 86%	C 88%	C 90%	C 92%
Do District Improvement Plans include specific strategies for addressing improvement in graduation rates of students with disabilities?	Key Measure: Percentage of District Improvement Plans that include specific strategies for addressing improvement in graduation rates of students with disabilities	District Improvement Plans Review	State Implementation Team and External Evaluator	I 84%	C 86%	C 88%	C 90%	C 92%

3.c. Provide coordinated technical assistance to district and school personnel

Timelines and Targets

Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups	Timelines and Targets				
				FFY 2018	FFY 2019	FFY 2020	FFY 2021	FFY 2022
Are School and District Effectiveness Specialists and SSIP Program Specialists working together to plan, deliver, and monitor high quality technical assistance including coaching?	KEY MEASURE: Percentage of School and District Effectiveness Specialists and SSIP Program Specialists reporting high levels of collaboration with planning, delivering, and monitoring high quality technical assistance including coaching	Technical Assistance Provider Annual Survey	State Implementation Team and External Evaluator	C 74%	C 76%	C 78%	C 80%	C 82%
Are School and District Effectiveness Specialists and SSIP Program Specialists providing joint technical assistance including coaching?	KEY MEASURE: Percentage of technical assistance and coaching visits conducted jointly by School and District Effectiveness and Division for Special Education Services and Supports providers	SSIP Coaching Log	State Implementation Team and External Evaluator	I 40%	C 44%	C 48%	C 52%	C 56%
Do district personnel report technical assistance and coaching supports to be relevant and useful?	Percentage of district personnel reporting that technical assistance and coaching supports were relevant and useful?	District Annual Survey	State Implementation Team and External Evaluator	I 80%	C 82%	C 84%	C 86%	C 88%
Do district personnel report that technical assistance and coaching supports improved their skills related to improving effective instruction, school climate and student outcomes	KEY MEASURE: Percentage of district personnel reporting that technical assistance and coaching supports improved their skills related to improving effective instruction, school climate and student outcomes	District Annual Survey	State Implementation Team and External Evaluator	C 80%	C 82%	C 84%	C 86%	C 88%

Evaluation of Improvement Strategy Outcomes

Short-term Outcomes	Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups	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>Does professional development result in increased knowledge of data-based decision making and selection and use of evidence-based practices?</p>	<p>KEY MEASURE: Percentage of the professional learning participants scoring 75% or higher on post-tests (Revised Measure) Baseline FFY 2018: 63.54%</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 18: 70% FFY 19: 72% FFY 20: 74% FFY 21: 75% FFY 22: 76%</p>

Short-term Outcomes	Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups	Timelines (Projected Initiation and Completion Dates) and Targets
Improve district and school infrastructure to support educators in implementing evidence-based practices to support teaching and learning	Are there high levels of collaboration among district General Education, Special Education, and Management (e.g. Data, Finance, etc.) in implementing Student Success?	<p>KEY MEASURE: 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>	District Student Success Annual Survey	State Implementation Team and External Evaluator	<p>Annually, Spring Beginning 2017</p> <p>Targets: FFY 18: 74% FFY 19: 76% FFY 20: 78% FFY 21: 80% FFY 22: 82%</p>
	Have districts implemented the District Success Planning Process with fidelity?	<p>KEY MEASURE: Percentage of districts scoring. “Operational” or “Exemplary” on the Student Success District Fidelity Rubric</p> <p>Baseline FFY 2016: 66%</p>	District Implementation Fidelity Rubric	State Implementation Team and External Evaluator	<p>Annually, Spring Beginning Spring 2017</p> <p>Targets: FFY 18: 70% FFY 19: 70% FFY 20: 71% FFY 21: 72% FFY 22: 74%</p>
	Have schools implemented the Student Success Process with fidelity? (Optional Measure)	<p>Percentage of schools scoring “Operational” or “Exemplary” on the Student Success School Fidelity Rubric</p> <p>Baseline FFY 2017 66%</p>	School Implementation Fidelity Rubric	State Implementation Team and External Evaluator	<p>Annually, Spring Beginning Fall 2017</p> <p>FFY 18: 68% FFY 19: 70% FFY 20: 72% FFY 21: 74% FFY 22: 76%</p>

Short-term Outcomes	Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups	Timelines (Projected Initiation and Completion Dates) and Targets
Increase engagement of stakeholders in planning, implementing, and monitoring improvement initiatives	Have the districts increased stakeholder engagement in planning, implementing, and monitoring improvement initiatives?	<p>KEY MEASURE: 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>	Leading by Convening Engagement Rubrics	State Implementation Team and External Evaluator	<p>Annually Beginning Spring 2017</p> <p>Targets: FFY 18: 84% FFY 19: 86% FFY 20: 88% FFY 21: 90% FFY 22: 92%</p>

Mid-term Outcomes	Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups	Timelines (Projected Initiation and Completion Dates) and Targets
Improve fidelity of implementation of evidence-based practices to support teaching and learning for all students	Are teachers in targeted schools implementing evidence-based practices with fidelity?	<p>Key Measure: Percentage of selected schools implementing evidence-based practices that are based on strong or moderate evidence as measured by the GaDOE Guidance Document (New)</p> <p>Baseline: FFY 2018: 100%</p>	GaDOE Guidance Document	State Implementation Team, and External Evaluator	<p>Annually, Beginning Spring 2019</p> <p>Targets: FFY 18: 100% FFY 19: 100% FFY 20: 100% FFY 21: 100% FFY 22: 100%</p>
		<p>Percentage of selected schools implementing evidence-based practices at the Full Implementation Level</p> <p>Baseline: FFY 2018: 64.7%</p>	Technical Assistance Provider Survey	State Implementation Team and External Evaluator	<p>Annually, Beginning Spring 2019</p> <p>Targets: FFY 18: 65%. FFY 19: 66% FFY 20: 67% FFY 21: 68% FFY 22: 70%</p>
		<p>KEY MEASURE: Percentage of selected schools implementing evidence-based practices with fidelity as measured by the GaDOE Implementation Fidelity Checklist for Evidence-based Practices (New)</p> <p>Baseline: FFY 2018- 22.2%</p>	GaDOE Implementation Fidelity Checklist for Evidence-based Practices	State Implementation Team, and External Evaluator	<p>Annually, Beginning Spring 2020</p> <p>Targets: FFY 18: 40%. FFY 19: 45% FFY 20: 50% FFY 21: 55% FFY 22: 60%</p>

Mid-term Outcome	Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups	Timelines (Projected Initiation and Completion Dates) and Targets
Improve school climate including student attendance, engagement, and behavior	Is school climate improving in targeted schools?	<p>KEY MEASURE: 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 18: 40%. FFY 19: 42% FFY 20: 44% FFY 21: 46% FFY 22: 48%</p>
Improve academic proficiency of students with disabilities in selected districts and schools	Are students with disabilities in districts selected to receive intensive supports improving academically as measured by statewide assessments?	<p>KEY MEASURE: Percentage of students with disabilities in districts selected to receive intensive supports scoring developing or above on the Georgia Milestones Assessment System</p> <p>Baseline FFY 2015. ELA: 33.4% Math: 35.1%</p>	Georgia Milestones Assessment System	Office of Assessment and Accountability	<p>Annually, Spring Beginning Spring 2016</p> <p>Targets: FFY 18: 39% FFY 19: 41% FFY 20: 42% FFY 21: 43% FFY 22: 44%</p>
	Are students with disabilities in targeted schools improving academically as measured by statewide assessments?	<p>KEY MEASURE: Percentage of students with disabilities in target schools scoring developing or above on the Georgia Milestones Assessment System</p> <p>Baseline FFY 2015 ELA: 28.3% Math:32.6%</p>	Georgia Milestones Assessment System	Office of Assessment and Accountability	<p>Annually, Spring Beginning Spring 2016</p> <p>Targets: FFY 18: 34% FFY 19: 35% FFY 20: 36% FFY 21: 37% FFY 22: 38%</p>

Mid-term Outcome	Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups	Timelines (Projected Initiation and Completion Dates) and Targets
<p>Improve academic proficiency of students with disabilities in selected districts and schools</p> <p>(Continued)</p>	Are selected districts decreasing the achievement gap between students with disabilities and the All Students Group?	<p>KEY MEASURE: Percentage of selected districts decreasing the achievement gap between students with disabilities and the All Students Group</p> <p>New Measure FFY 2019:</p>	Georgia Milestones Assessment System	Office of Assessment and Accountability	<p>Annually, Spring Beginning Spring 2019</p> <p>Targets</p> <p>FFY 19: 70%</p> <p>FFY 20: 72%</p> <p>FFY 21: 74%</p> <p>FFY 22: 76%</p>

Long-term Outcome	Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups	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 originally identified to receive intensive technical assistance</p>	Are graduation rates improving for students with disabilities in targeted districts?	<p>KEY MEASURE: Percentage of students with disabilities in districts receiving intensive supports graduating with a general education diploma</p> <p>Baseline FFY 2014: 41%</p>	Annual Event Graduation Rate	<p>Accountability and Assessment Office</p> <p>Part B Data Manager</p>	<p>Annually, Spring Summer beginning 2016</p> <p>Targets:</p> <p>FFY 18: 65%</p> <p>FFY 19: 66%</p> <p>FFY 20: 67%</p> <p>FFY 21: 68%</p> <p>FFY 22: 69%</p>

Appendix D:

Data Sources, Timelines, and Baseline for Key Measures (Process)

Key Measure	Method/Data Source (C.1.b)	Timelines (C.1.d)	Baseline (C.1.c)
Percentage of participants reporting that professional learning improved their skills related to improving effective instruction, school climate, and student outcomes	District Annual Survey-This online survey is used to obtain information from district personnel about a variety of SSIP processes, and the quality, relevance, and usefulness of SSIP professional learning. For this measure, respondents were asked to rate the degree to which professional learning improved their skills related to improving effective instruction, school climate, and student outcomes. 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 rating High and Very High improvement were used for this measure.	Proposed FFY 2018 (I) Actual February 2020	19/23 (82.6%)
Percentage of participants reporting that use of print and digital resources improved their skills related to improving effective instruction, school climate, and student outcomes	District Annual Survey-This online survey is used to obtain information from district personnel about a variety of SSIP processes, and the quality, relevance, and usefulness of SSIP resources (e.g. toolkits, guidance documents, etc.). For this measure, respondents were asked to rate the degree to which the use of print and digital resources improved their skills related to improving effective instruction, school climate, and student outcomes. 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 rating High and Very High improvement were used for this measure.	Proposed FFY 2019 (I) Actual Feb 2021	Data Not Available until February 2021
Percentage of District Improvement Plans that include specific strategies for addressing improvement in graduation rates of students with disabilities	District Improvement Plans: The GaDOE requires districts to develop District Improvement Plans that outline how the districts will support schools to improve outcomes for all students including students with disabilities. Plans are based on district data and are customized to meet the needs of schools within the district. District Effectiveness Specialists and SSIP Program Specialists support districts in developing their plans. For this measure, District Improvement Plans in the six districts selected to receive supports through the SSIP were reviewed to determine if strategies for addressing improvement in graduation rates of students with disabilities were included.	Proposed FFY 2018 (I) Actual March 2019	4/6 (66.7%)
Percentage of GaDOE staff and regional technical assistance providers reporting high levels of collaboration	Technical Assistance Providers Collaboration Survey- This online survey is designed to measure levels of collaboration between state and regional technical assistance providers in supporting the implementation of the SSIP. 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%)

Key Measure	Method/Data Source (C.1.b)	Timelines (C.1.d)	Baseline (C.1.c)
Percentage of technical assistance and coaching visits conducted jointly by the Division for School and District Effectiveness and the Division for Special Education Services and Supports	SSIP Program Specialist Coaching Log: The GaDOE developed a coaching log for SSIP Program Specialists to document all technical assistance and coaching visits to districts and schools. Information is collected on the date, purpose, and format of each visit. Information is also collected on the presence of District Effectiveness Specialists on the visit. For this measure, the number and percentage of visits conducted jointly by the Division for School and District Effectiveness and the Division for Special Education Services and Supports are used.	Proposed FFY 2018 (I) Actual Feb 2020	11/47 (23.4%)
Percentage of district personnel reporting that technical assistance and coaching supports improved their skills related to improving effective instruction, school climate, and student outcomes	District Annual Survey-This online survey is used to obtain information from district personnel about a variety of SSIP processes, and the quality, relevance, and usefulness of SSIP professional learning. For this measure, respondents were asked to rate the degree to which professional learning improved their skills related to improving effective instruction, school climate, and student outcomes. 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 rating High and Very High improvement were used for this measure.	Proposed FFY 2018 (I) Actual Feb 2020	17/23 (73.9%)

Data Sources, Timelines, and Baseline for Key Measures (Outcomes)

Key Measure	Method/Data Source (C.1.b)	Timelines (C.1.d)	Baseline (C.1.c)
Percentage of professional learning participants scoring 75% or higher on post-tests	Professional Learning Pre-test -Post-test- For this revised measure, the results of professional learning pre- and post-test are analyzed to determine the percentage of professional learning participants scoring 75% or higher on post-tests Participants complete the test prior to the start of the training and immediately following the training.	Proposed: FFY 2018(I) Actual: February 2020	448/705 (63.54%)
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 SSIP processes, and the quality, relevance, and usefulness of SSIP 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 SSIP 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 SSIP 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 problem-solving 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 the SSIP. This measure reports the number of respondents reporting engagement at the Collaborating or Transforming levels.	Proposed: FFY 2016(I) Actual: Jan. 2017	186/240 (77.5%)
Percentage of districts scoring “Operational” or higher (i.e. “Exemplary”) on the Student Success District Implementation Fidelity Rubric	District Implementation Fidelity Rubric-This rubric is used to assess fidelity of implementation of the SSIP 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 “Operational” or higher (i.e. “Exemplary”).	Baseline FFY 2016 Actual: Feb. 2017	48/50 96%
Percentage of target schools implementing evidence-based practices that are based on strong or moderate evidence as measured by the GaDOE Guidance Document on Selecting Evidence-based Interventions	GaDOE Guidance Document on Selecting Evidence-based Interventions This guidance document was developed by the Georgia Department of Education in June 2018 to support districts and schools in selecting evidence-based practices based on levels of evidence e.g. (strong, moderate and promising) guidance included in ESSA. SSIP Program Specialists worked with district and school personnel as well as colleagues from other GaDOE divisions to determine the level of evidence for evidence-based practices being implemented in target schools. Those practices determined to be based on strong or moderate evidence were used to calculate the percentage for this measure. Evidence ratings were reported to the SSIP Evaluator in February 2020.	Proposed (I) FFY 2018 Actual February 2020	16/16 (100%)

Key Measure	Method/Data Source (C.1.b)	Timelines (C.1.d)	Baseline
Percentage of targeted schools implementing evidence-based practices with fidelity as measured by the GaDOE Implementation Fidelity Checklist for Evidence-based Practices	GaDOE Implementation Fidelity Checklist for Evidence-based Practices: This checklist was used across evidence-based practices to assess implementation fidelity in seven areas including Professional Learning and Coaching, Physical Resources, Schedule, Process, Dosage, Adherence, and Monitoring Implementation. The checklist was completed by district and school personnel, and the ratings were verified by the State SSIP Program Specialists based on evidence presented by the district/school. Schools were determined to be implementing the selected evidence-based practice with fidelity when 80% of the 16 items on the checklist were determined to be “Operational”.	Proposed (I) FFY 2018 Actual February 2020	4/18 (22.2%)
Percentage of <u>target 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 (CCRPI)</i> .	Proposed: FFY 2015(I) Actual: June 2016	19/54 (35.2%)
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: March 2017	ELA: 1685/5041 (33.4%) Mathematics: 3278/9900 33.1% REVISED
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% Mathematics: 833/2573 32.4% REVISED
Percentage of students with disabilities in <u>districts identified to receive intensive supports</u> graduating with a general education diploma	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.	Proposed: FFY 2015(I) Actual: June 2016	3867/6117 63.2%

Appendix E

Verification of Accessibility

The screenshot shows a Microsoft Word document titled "Georgia SSIP 03 23 2020". The ribbon is set to "Home". The document content includes a "Table of Contents" table with the following data:

Section	Component	Page
A.	Summary of Phase III	1
	1. → Theory of Action or Logic Model	1
	2. → Coherent Improvement Strategies	3
	3. → Specific Evidence-based Practices	5
	4. → Brief Overview of Evaluation Activities, Measures, and Outcomes	6
	5. → Highlights to Changes to Implementation and Improvement Strategies	7
B.	Progress in Implementing the SSIP	9
	1. → Description of State's Implementation Progress	9
	2. → Stakeholder Involvement in SSIP Implementation	16

On the right side of the document, the "Accessibility" pane is open, showing "Inspection Results" with a green checkmark and the message: "No accessibility issues found. People with disabilities should not have difficulty reading this document." Below this, there is a checkbox for "Keep accessibility checker running while I work" which is currently unchecked. A link for "Additional Information" is also present: [Read more about making documents accessible](#).

The status bar at the bottom indicates "Page 2 of 67" and "3 of 23295 words". The Windows taskbar at the very bottom shows the time as 1:49 PM on 3/30/2020.