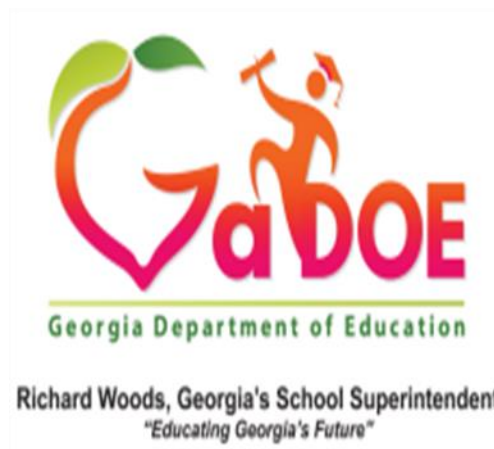
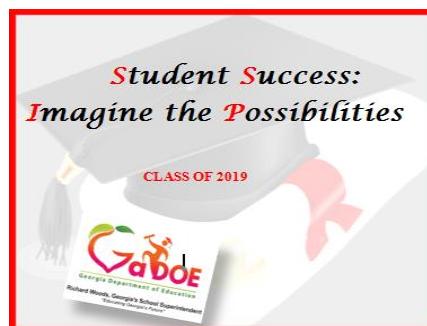


# Georgia Department of Education

## STATE SYSTEMIC IMPROVEMENT PLAN (SSIP) PHASE III – YEAR II REPORT



**April 2, 2018**



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# Georgia Department of Education

## Phase III – Year II SSIP Report

This FFY 2016 SSIP Report documents implementation progress and outcomes for all SSIP activities completed since the submission of the FFY 2015 SSIP Report in April 2017. Therefore, this report addresses activities conducted between April 3, 2017 and March 30, 2018. This time period will be referred to as Phase III – Year II or FFY 2016.

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

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

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

In August 2017, district Student Success Process Plans were integrated into the Consolidated LEA Improvement Plans (CLIPs). Developed by thirteen Federal programs including Special Education, Title I, Title II, and others, the CLIPs prevent districts from submitting siloed plans which result in siloed district and school improvement efforts. Action steps in district Student Success Process Plans are now incorporated into the CLIPs resulting in one comprehensive improvement plan. The development of this integrated plan will lead to integrated district and school improvement efforts and ultimately to improved academic and graduation rates for all students.

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

## **Section A: Summary of Phase III**

### **(1) Theory of Action or logic model for the SSIP, including the SiMR:**

No revisions were made to the Theory of Action, Logic Model, or SiMR during Phase III - Year II. Georgia used its Theory of Action and accompanying Logic Model developed in Phase I and refined in Phase II to guide the work of Student Success at the state, regional, district, and school levels to achieve the State-identified Measurable Result (SiMR) of increasing the percentage of students with disabilities exiting high-school with a general education diploma. Georgia's Theory of Action is based on the belief that effective leaders and teachers are critical to improving outcomes for students. Therefore, the focus of Georgia's SSIP has been to leverage the state and regional teams established during Phase I and expanded during Phases II and III - Year I to build the capacity of district leadership to support school leadership in improving instruction and learning so that students will have better outcomes and graduate from high school with a general education diploma.

Georgia's Logic Model is based on the Theory of Action developed during Phase I, and it clearly articulates and connects the inputs, outputs (strategies and activities), and short-term, mid-term, and long-term outcomes for the SSIP. It creates a methodical flow of activities to transition the work across all levels of the state system to achieve the SiMR. The Logic Model also provides the foundation for Student Success' Implementation and Evaluation Plans. A copy of Georgia's Logic Model is included in the Student Success Evaluation Plan included in Appendix B.

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

During Phase III - Year II, the GaDOE continued to implement the two broad improvement strategies included in the Logic Model to support the implementation of Student Success. Coherent Improvement Strategy One focused on improving state and regional infrastructures to better support districts in implementing and scaling up evidence-based practices that will improve graduation rates for all students-including SWD. As noted in the Logic Model, three principle activities were implemented for Coherent Improvement Strategy One.

During Phase III - Year II, Coherent Improvement Strategy One, Principle Activity One focused on aligning initiatives and plans at all levels of the state system to reduce duplication, leverage resources, and maximize outcomes for students. Leadership in the Division for Special Education Services and Supports and members of Student Success State Implementation Team led efforts to align SSIP improvement strategies and activities with several GaDOE key plans and initiatives as highlighted below:

- Staff from the Division for Special Education Services and Supports participated in the development of Georgia's State Plan for the Every Student Succeeds Act which was submitted in September 2017 and approved by the U.S. Department of Education in January 2018. This plan, which is based on the Georgia Systems for Continuous Improvement, includes strategies for aligning all programs and initiatives across the GaDOE to support districts and schools in focused, cohesive ways that utilize innovative

approaches to teaching, leading, and learning. GaDOE staff are currently working together to develop systems and processes to implement these strategies. A focus of discussion has been on the alignment of supports from School and District Effectiveness and the Division for Special Education Services and Supports for schools identified for Comprehensive and Targeted Support and Improvement.

- Staff from thirteen Federal programs at the GaDOE developed a Comprehensive Needs Assessment (CNA) that removes the requirement for districts to complete multiple assessments to meet the statutory requirements for each individual program. Completing multiple assessments leading to the development of siloed plans has led to frustration for districts, duplicative initiatives, and disconnected results. Districts submitted their FY 2018 Comprehensive Needs Assessment beginning in July 2017. Special education personnel from the districts participated on the teams to analyze data; identify root causes of low performance; identify program strengths and weaknesses; and identify program needs. Staff responsible for implementing Student Success in districts and schools participated on the CNA teams. The new CNA incorporates the first five steps of the Student Success Process and reduces duplication for districts while further aligning district and school improvement initiatives.
- The GaDOE also developed a Consolidated LEA Improvement Plan (CLIP) that is being used by thirteen Federal programs including Special Education, Title I, Title II, and others. The development of the CLIP prevents districts from submitting siloed plans which result in siloed district and school improvement efforts. Staff from the Division for Special Education Services and Supports including those working on Student Success had an integral role in developing the templates used for district and school plans; developing processes and procedures for reviewing the plans; and leading cross functional teams that reviewed and approved the plans. Action steps that were in district Student Success Process Plans are now incorporated into the CLIPs resulting in one comprehensive improvement plan.
- Staff from several Federal programs developed the Cross Functional Monitoring Process to ensure that districts are achieving compliant and high-quality implementation of educational programs using Federal allocations. Districts are monitored on a four-year cycle with additional districts identified based on a risk assessment. Staff from the Division for Special Education Services and Supports serve on the Cross Functional Monitoring Process teams along with colleagues from other Federal programs at the GaDOE. During the current reporting period, the GaDOE teams have completed 23 Cross Functional Monitoring visits. The integration of monitoring activities across Federal programs has reduced duplication in monitoring processes and supported the integration of technical assistance to address non-compliance and improved performance.
- The State applied for and was awarded funding for a new State Personnel Development Grant (SPDG) with funding available October 1, 2017. The SPDG focuses improving the capacity of districts and schools to implement Multi-tiered Systems of Support (MTSS). Lack of MTSS is directly linked to all three of the barriers to graduation rate (i.e. access to the curriculum, positive school climate, and specially designed instruction) identified

in Phase I of the SSIP. Members of the SSIP State Implementation Team will serve on the new SPDG Implementation Team to ensure alignment between these major improvement initiatives.

- Staff from the Divisions for Special Education Services and Supports and the Georgia Vocational Rehabilitation Agency (GVRA) have partnered to provide technical assistance, consultation, and direct services regarding the five pre-employment transition services as defined by the Workforce Innovation and Opportunity Act (WIOA). To support this effort, GVRA and the GADOE implemented a pilot program to add Career Specialists in five districts to support the integration of Assistive Technology and Assistive Work Technology. Four of the five districts were identified to receive intensive technical supports through the SSIP.

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

During Phase III - Year II, Coherent Improvement Strategy One, Principle Activity Three included professional learning and technical assistance to state and regional technical assistance providers to increase their capacity to support districts and schools in implementing evidence-based practices. Throughout the year, technical assistance providers received professional learning and follow-up coaching on the Student Success Process and on strategies for selecting and defining evidence-based practices. Examples of professional learning and technical assistance provided to state and regional technical assistance providers include:

- In July 2017, all regional and state coaches participated in a two-day institute on systems coaching by Ainsley Rose of the Corwin Institute.
- In September 2017 and January 2018, Area Student Success Coaches met regionally with the Regional Student Success Coaches to address implementation barriers and successes.
- Area Student Success Coaches conducted monthly-check in calls or visits with Regional Student Success Coaches to address coaching challenges and successes.
- Area and Regional Student Success Coaches participated in statewide meetings focusing on the identification, selection, and use of evidence-based practices designed to improve educational outcomes for students with disabilities.
  - In October 2017, consultants from Attendance Works provided professional learning for Regional Student Success Coaches on practices to improve student attendance.
  - In February 2018, professional learning was provided to Regional Student Success Coaches on practices to reduce dropout in secondary schools using

resources developed by the National Center for Education Evaluation and Regional Assistance at the Institute of Education Sciences.

Both of these professional learning opportunities included members of district and school Student Success Teams.

Additional information about these professional learning and technical assistance opportunities is included in Section B.

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

- In July 2017, coaches and other district team members participated in a two-day institute on systems coaching by Ainsley Rose of the Corwin Institute.
- District coaches and other district team members participated in statewide meetings focusing on the identification, selection, and use of evidence-based practices designed to improve educational outcomes for students with disabilities.
  - In October 2017, consultants from Attendance Works provided professional learning for district coaches and other district team members on practices to improve student attendance.
  - In February 2018, professional learning for district coaches and other district team members was provided on practices to reduce dropout in secondary schools using resources developed by the National Center for Education Evaluation and Regional Assistance at the Institute of Education Sciences.
- District coaches and other district team members participated in 988 coaching sessions with Regional Student Success Coaches to assist them in addressing action steps in their Student Success Plan.
- Eighteen GLRS Regional Implementation Teams coordinated technical assistance for these districts.
- The GLRS Regional Implementation Teams supported districts in integrating their Student Success Process Plans into the new CLIPs.

Additional information about these professional learning opportunities is included in Section B of this report.

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

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:

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

As noted above, the final step of the Student Success Process is the development of a district plan. This plan includes the evidence-based practices that are being implemented in the district, and it outlines the steps needed to support and monitor implementation. In October 2017, consultants from Attendance Works provided professional learning on practices to improve student attendance. In February 2018, professional learning was provided on practices to reduce dropout in secondary schools using resources developed by the National Center for Education Evaluation and Regional Assistance at the Institute of Education Sciences. In addition, Regional Student Success Coaches made 988 coaching visits to support district and school teams in implementing selected evidence-based practices with fidelity.

Although Georgia chose to implement a broad framework, the Student Success Process, to guide districts in selecting and implementing evidence-based practices and not to prescribe specific practices, the GaDOE collected information on the practices that have been selected for implementation in the 50 districts identified to receive intensive supports. The five most commonly implemented practices during Phase III - Year II were Check and Connect, Read 180, System 44, Wilson Reading, and PBIS. Information was collected on the stage of implementation (e.g. Exploration, Installation, Initial Implementation, and Full Implementation) of the practices based on the National Research Implementation Network’s Stages of Implementation. Regional Student Success Coaches support district and school staff in implementing the selected practices with fidelity. A listing of frequently implemented practices and the scale and stage for each are included on page 55.

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

During Phase III - Year II, Georgia utilized the comprehensive Student Success Evaluation Plan developed during Phase II with input from stakeholders to inform all evaluation activities. The



plan, which is included in Appendix B of this report, is based on the Student Success Logic Model. It includes performance indicators/measures, methods, timelines, and targets for each of the coherent improvement strategies and principle activities. Evaluation activities provided data necessary for the State to evaluate implementation and outcomes as well as progress toward the SiMR.

Procedures for collecting, reporting, and analyzing data were established and followed. During Phase III - Year II, the State continued to leverage data currently being collected, analyzed, and reported through GaDOE's comprehensive data collection, analysis, and reporting systems. For example, information about student achievement is obtained from the Georgia Milestones Assessment System. Information about teacher effectiveness related to the implementation of evidence-based practices is available through the Teacher Keys Effectiveness System, Georgia's teacher evaluation system.

The State also leveraged assessment methods produced by Office of Special Education-funded (OSEP) technical assistance centers and other programs receiving federal funds to support the development of special education resources and tools. One example was the State Capacity Assessment developed by the State Implementation and Scaling-up of Evidence Practices Center. When data collection methods were not available through the GaDOE or a national technical assistance center or program, the State continued to use collection methods established during Phase II and Phase III, Year I. These Student Success data collections included qualitative and quantitative methods (e.g. surveys, questionnaires, rubrics, etc.) to measure implementation process/fidelity, outputs, and outcomes. One data collection tool developed by the GaDOE and administered for the first time in February 2018 was the School Implementation Fidelity Rubric. This rubric was designed to assess implementation of the school's Student Success Process Plans.

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

During Phase III – Year II, no changes were made to the overall coherent improvement strategies. However, minor adjustments were made to some of the principle activities associated with the strategies. These changes include:

- The Student Success Process was integrated into the new Comprehensive Needs Assessment (CNA) and Consolidated LEA Improvement Plan (CLIP). Subsequently, separate Student Success Plans were not submitted. Special education staff participated in the reviews of CNAs and CLIPs to ensure that all required components of the Student Success Process were included.
- The number of Area Student Success Coaches was reduced to two based on the increased capacity of the Regional Success Coaches.
- The number of Transition Coaches was reduced to three as the SPDG approaches the end of its funding cycle and district capacity to implement high quality transition plans has increased.
- The State made the decision to support implementation of up to three evidence-based practices for districts identified to receive intensive supports through the SSIP. Based on feedback from stakeholders, the first practice, Check and Connect, has been identified.

## 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 II, the State continued to use its comprehensive Student Success Implementation Plan, which was developed in Phase II, to guide the implementation of all established improvement activities. A copy of the plan is included in Appendix A of this report. 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 II for each of the two improvement strategies. Information is provided on whether the milestones for each of the activities were accomplished and whether timelines were met. Outputs for each of the activities are addressed in B.1.b. Short-, mid-, and long-term are discussed in Section E.

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

During Phase III - Year II, the GaDOE continued to address infrastructure barriers that had been identified in Phases I and II. These barriers included lack of alignment of key plans and initiatives; an underdeveloped system of cascading supports with efficient feedback loops across all levels of the State system (e.g. SEA, regional agencies, districts, and schools); and a need to enhance and expand the availability of supports for districts. The following principle activities were implemented to address these barriers.

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

The State accomplished all the targeted milestones/steps for Strategy One, Activity One within the established timelines. It is important to note that many of these milestones continue through multiple years of SSIP implementation; therefore, it is possible to accomplish a milestone for a reporting year but continue it in future years to ensure implementation of the SSIP.

Milestone/Step	Milestone Accomplished	Timeline Met	Completed
Integrate Student Success plans and initiatives with state improvement plans and initiatives (C)	Y	Y	Y
<p data-bbox="248 352 1386 562">During FFY 2016, the State Leadership Collaborative has continued to work to seamlessly align the implementation plans and initiatives of individual GaDOE divisions. The State Leadership Collaborative includes the Chief of Staff and Division heads from Assessment and Accountability, Federal Programs, Special Education, Teaching and Learning, Policy, Finance, Career Technical, and Agricultural Education, and School and District Effectiveness. The Leadership Collaborative met bi-monthly to discuss integration and alignment of key initiatives including Student Success. Through the efforts of the State Leadership Collaborative, the alignment of Student Success with other GaDOE plans and initiatives has increased.</p> <p data-bbox="248 596 1365 653">This milestone focused on the alignment of Student Success with three key, state improvement plans and initiatives:</p> <ul data-bbox="248 686 1403 989" style="list-style-type: none"> <li data-bbox="248 686 1403 989">• Staff from the Division for Special Education Services and Supports participated in the development of Georgia’s State Plan for the Every Student Succeeds Act which was submitted in September 2017 and approved by the U.S. Department of Education in January 2018. This plan, which is based on the Georgia Systems for Continuous Improvement, includes strategies for aligning all programs and initiatives across the GaDOE to support districts and schools in focused, cohesive ways that utilize innovative approaches to teaching, leading, and learning. Student Success is fully integrated in the plan. GaDOE staff are currently working together to develop systems and processes to implement these strategies. A focus of discussion has been on the alignment of supports from School and District Effectiveness and the Division for Special Education Services and Supports for schools identified for Comprehensive and Targeted Support and Improvement.</li> </ul> <p data-bbox="297 1022 1403 1205">The GaDOE Plan Alignment Rubric was completed in February 2018 to assess the degree of alignment between the SSIP and Georgia’s ESSA Plan. The ten-item rubric measured alignment in four key areas: Plan Development, Plan Content, Plan Implementation, and Plan Monitoring. The SSIP and ESSA Plan were determined to be aligned with 100% of the indicators positively demonstrating alignment. Both plans include strategies to improve graduation rates by building the capacity of districts and schools to implement evidence-based practices.</p> <ul data-bbox="248 1239 1419 1757" style="list-style-type: none"> <li data-bbox="248 1239 1419 1541">• The GaDOE also developed and implemented a Consolidated LEA Improvement Plan (CLIP) that is being used by thirteen Federal programs including Special Education, Title I, Title II, and others. The development of the CLIP prevents districts from submitting siloed plans which result in siloed district and school improvement efforts. Staff from the Division for Special Education Services and Supports including those working on Student Success had an integral role in developing the templates used for district and school plans; developing processes and procedures for reviewing the plans; and leading cross functional teams that reviewed and approved the plans. Action steps in district Student Success Process Plans are now incorporated into the CLIPs resulting in one comprehensive improvement plan. The development of this integrated plan will lead to integrated district and school improvement efforts and ultimately to improved academic and graduation rates for all students.</li> <li data-bbox="248 1575 1398 1757">• Georgia has had a SPDG focusing on improved graduation rates for more than ten years. Currently, the State has received a No Cost Extension to complete activities focused on improving student attendance and behavior leading to improved graduation rates for students with disabilities. Many of the structures included in the SPDG such as coaching; provision of high quality professional learning; and implementation of fidelity measures were leveraged for the SSIP. GraduateFIRST, one of the primary initiatives in the SPDG, gained national attention for its work in improving graduation rates.</li> </ul> <p data-bbox="297 1791 1414 1875">Georgia was awarded a new State Personnel Development Grant (SPDG) with funds becoming available on October 1, 2017. The grant, which focuses on Multi-tiered Systems of Supports (MTSS), is managed collaboratively by staff from the Division for Special Education Services and Supports and the Office of</p>			

Curriculum and Instruction. Lack of an effective MTSS has consistently been identified as a barrier to academic achievement for most districts identified to receive intensive supports through the SSIP. Student Success schools will receive priority placement in grant activities.

The GaDOE Initiative Alignment Rubric, which is described in Section C, was used to assess the degree of alignment between the SSIP and the SPDG. The ten-item checklist measured alignment in four key areas: Initiative Development, Initiative Content/Activities, Initiative Implementation, and Initiative Monitoring. Initiatives are determined to be aligned when 80% of the indicators positively demonstrated alignment. Based on the completion of the rubric in February, SSIP improvement activities were aligned with 100% of the key indicators for the SSIP and SPDG.

- Other initiatives include:
  - Staff from the Division for Special Education Services and Supports and Career, Technical, and Agricultural Education (CTAE) continued to work together to implement strategies for engaging students early in relevant course work with practical application including work-based learning opportunities leading to competitive, integrated employment.
  - Staff from the Divisions for Special Education Services and Supports and the Georgia Vocational Rehabilitation Agency (GVRA) have partnered to provide technical assistance, consultation, and direct services regarding the five pre-employment transition services as defined by the Workforce Innovation and Opportunity Act (WIOA). To support this effort, GVRA and the GADOE implemented a pilot program to add Career Specialists in five districts to support the integration of Assistive Technology and Assistive Work Technology. Four of the five districts were identified to receive intensive technical supports through the SSIP.
  - In an effort to improve transition services and outcomes, the GaDOE Division for Special Education Services and Supports and the Division for Career and Technical Education partnered with the Georgia Vocational Rehabilitation Agency (GVRA) in June 2017 to conduct a Leadership Academy for GVRA personnel. The purpose of the Academy was to prepare GVRA personnel to provide Pre-Employment and Transition supports and services for students with disabilities in districts receiving intensive supports through the SSIP as well as other districts in the state. Thirty-seven GVRA Career Specialists and Program Managers participated in the meeting.

This milestone has been accomplished and is considered completed.

Milestone/Step	Milestone Accomplished	Timeline Met	Completed
Develop a Comprehensive self-assessment for use across all federal programs (C)	Y	Y	Y

Staff from thirteen Federal programs at the GaDOE developed a Comprehensive Needs Assessment (CNA) that removes the requirement for districts to complete multiple assessments to meet the statutory requirements for each individual program. Completing multiple assessments leading to the development of siloed plans has led to frustration for districts, duplicative initiatives, and disconnected results. Districts submitted their FY 2018 Comprehensive Needs Assessment beginning in July 2017. Special education personnel from the districts participated on the teams to analyze data; identify root causes of low performance; identify program strengths and weaknesses; and identify program needs. Staff responsible for implementing Student Success in districts and schools participated on CNA teams. The new CNA incorporates the first five steps of the Student Success Process and reduces duplication for districts while further aligning district and school improvement initiatives. Data reviewed during the data analysis component of the Student Success Process were considered during the completion of the CNA.

This milestone has been accomplished and is considered completed.

<b>Milestone/Step</b>	<b>Milestone Accomplished</b>	<b>Timeline Met</b>	<b>Completed</b>
Align and integrate special education monitoring procedures and processes (C)	Y	Y	Y
<p>During FFY 2016, the State successfully completed its alignment of special education monitoring procedures and processes with other Federal programs' monitoring initiatives. Staff from thirteen Federal programs developed the Cross Functional Monitoring process to ensure that districts are achieving compliant and high-quality implementation of educational programs using Federal allocations. Districts are identified based on a four-year cycle and a risk assessment. Staff from the Division for Special Education Services and Supports serve on the Cross Functional Monitoring teams along with colleagues from other Federal programs at the GaDOE. The Records Review for Compliance and Educational Benefit, a new records review process focused on developing high quality, compliant IEPs that yield improved results for students with disabilities, is incorporated into Cross Functional Monitoring. During the current reporting period, the GaDOE teams have completed 23 Cross Functional Monitoring visits. The integration of monitoring activities across Federal programs has reduced duplication in monitoring processes and supported the integration of technical assistance to address non-compliance and improved performance. This milestone has been completed.</p> <p>This milestone has been accomplished and is considered completed.</p>			
<b>Milestone/Step</b>	<b>Milestone Accomplished</b>	<b>Timeline Met</b>	<b>Completed</b>
Align and integrate plans for Coordinated Early Intervening Services (CEIS) with the Student Success Process (E)	Y	Y	Y
<p>During Phase III – Year II, Student Success Process Plans were fully integrated into the district's Comprehensive LEA Improvement Plan (CLIP). The 61 districts identified with significant disproportionality and required to spend IDEA funds for CEIS submitted CEIS plans as attachments to the CLIPs. Districts were provided technical assistance from their GaDOE District Liaisons and the GLRS Directors to assist them in developing their CEIS Plans. The integration of the CEIS Plan, Student Success, and the District Improvement Plan will lead to integrated improvement initiatives in districts and schools thereby reducing duplication, leveraging resources, and maximizing results for students.</p> <p>This milestone has been accomplished and is considered completed.</p>			
<b>Milestone/Step</b>	<b>Milestone Accomplished</b>	<b>Timeline Met</b>	<b>Completed</b>
Align five special projects funded with IDEA Discretionary dollars with the Student Success Process (C)	Y	Y	Y
<p>During Phase III – Year II, the State continued to align projects funded with IDEA Discretionary dollars with Student Success. Alignment was addressed for the Parent Mentor Partnership, Positive Behavior Interventions and Supports (PBIS), Georgia Project for Assistive Technology (GPAT), Georgia Instructional Materials Center (GIMC), and ASPIRE- <u>A</u>ctive <u>S</u>tudent <u>P</u>articipation <u>I</u>nspires <u>R</u>eal <u>E</u>ngagement), the state's project to improve self-determination. All special projects are focused on improving graduation rates of students with disabilities. The following information is provided on the number of districts identified to receive intensive supports through Student Success that received services from the special projects:</p> <ul style="list-style-type: none"> <li>• 36 districts were identified as a PBIS district and receive supports through the PBIS initiative</li> <li>• 31 districts had parent mentors who work to implement Student Successes improvement strategies</li> <li>• 46 districts participated in ASPIRE</li> <li>• 45 districts accessed materials through the GIMC for students with print disabilities</li> <li>• All districts had access to GPAT professional learning and technical assistance</li> </ul> <p>This milestone has been accomplished for this year, and it is considered completed. Efforts will extend through the remainder of the SSIP to create further alignment with specific initiatives including PBIS.</p>			

<b>Milestone/Step</b>	<b>Milestone Accomplished</b>	<b>Timeline Met</b>	<b>Completed</b>
Create and revise, as needed, District Expectations Document (C)	Y	Y	N
<p>During Phase III – Year II, the State, with input from stakeholders, revised expectations for all districts including those identified to receive intensive technical assistance through Student Success. The expectations were discussed during special education director webinars, during Leadership Launches, and during statewide meetings. The revised expectations were also included in the Student Success Implementation Guide disseminated to districts in the fall of 2017.</p> <p>This milestone has been accomplished for this year but will continue through future years to ensure that expectations reflect current implementation requirements in upcoming years.</p>			
<b>Milestone/Step</b>	<b>Milestone Accomplished</b>	<b>Timeline Met</b>	<b>Completed</b>
Revise Student Success Process documents to align with CNA and CLIP (C)	Y	Y	Y
<p>During the fall of 2017, the State Implementation Team developed a Student Success Implementation Guide to assist districts in implementing the Student Success Process with fidelity. This guide included resources needed to support the Student Success implementation in regions, districts, and schools. All documents in the guide including templates and rubrics were revised to align terminology, procedures, and processes with the CNA and CLIP.</p> <p>This milestone has been accomplished for this year and is considered completed.</p>			
<b>Milestone/Step</b>	<b>Milestone Accomplished</b>	<b>Timeline Met</b>	<b>Completed</b>
Review and provide feedback on Student Success goals and action steps in the CLIP (C)	Y	Y	N
<p>In the fall, cross-functional teams from thirteen Federal programs at the GaDOE reviewed CLIPs and provided feedbacks to districts. Student Success goals and actions steps were reviewed as a part of this process. A total of 213 CLIPs were reviewed and 210 were approved. All districts received feedback from the review team.</p> <p>This milestone has been accomplished for this year, but review of the CLIPs is an annual process and this milestone will be continued in FFY 2018.</p>			
<b>Milestone/Step</b>	<b>Milestone Accomplished</b>	<b>Timeline Met</b>	<b>Completed</b>
Maintain Funding for Area and Regional Student Success Coaches(C)	Y	Y	Y
<p>During Phase III – Year II, the State provided funding for two Area Student Success Coaches and 19 Regional Student Success Coaches to support the implementation of the Student Success Process with fidelity in districts selected to receive intensive supports. Regional Student Success Coaches worked directly with districts to support them in implementing the SSIP process with fidelity. Area Student Success Coaches provided supports to the Regional Coaches to enhance effective coaching practices. During the current reporting period, Regional Student Success Coaches documented 998 coaching contacts between March 1, 2017 and February 28, 2018. During the same period, Area Student Success Coaches documented 171 coaching contacts with Regional Student Success Coaches.</p> <p>This milestone has been accomplished for this year and is considered completed. Changes to coaching supports for Student Success are addressed in Section F of this report.</p>			

1.b. Establish, maintain, evaluate, and update cascading team management and implementation structures and communication protocols at state, regional, and district levels

During Phases I and II, it was determined that the state-identified barriers to improving the graduation rate of students with disabilities were complex, and that a team approach at each level of the State system was required to address the barriers. During Phase III – Years I and II, the State implemented the team processes with fidelity and utilized the established feedback loops to convey information “up” and “down” the State system. Information about implementation barriers and successes and needs for technical assistance traveled “up” the system to the State Implementation Team, and information about Student Success procedures, processes, and resources traveled “down” the system.

Milestone/Step	Milestone Accomplished	Timeline Met	Completed
Maintain State Implementation Team at GaDOE to provide guidance for Student Success (C)	Y	Y	N
<p>During Phase III – Year II, the State Implementation Team continued to guide the work of Student Success. The team met monthly to plan Student Success activities and to adjust these activities as needed. At each meeting, the team reviewed and discussed implementation barriers and successes that were identified by the GaDOE’s regional technical assistance providers (i.e. GLRS Directors, Area Student Success Coaches, and Regional Student Success Coaches) and participating districts and schools. Subsequently, the team identified resources that were required to support the implementation of Student Success and coordinated the acquisition and dissemination of these resources. Team members included Program Managers and other key personnel from the Division for Special Education Services and Supports who were engaged in the work of Student Success, the SPDG Project Director, and the SSIP External Evaluator. The State Director of Special Education participated in the meetings when available. Attendance at the State Implementation Team Meetings was tracked throughout Phase III – Year II. At each meeting, over 90% of the members were in attendance. Information from the State Implementation Team meetings was shared “up the system” to the State Leadership Collaborative and “down the system” via the Area Student Success Coaches who shared information and resources with Regional Student Success Coaches and GLRS Directors who were tasked with communicating the information and resources to districts.</p> <p>The State Implementation Team Fidelity Rubric was used to assess the degree to which team meetings were being implemented with fidelity. The rubric uses a four-point rating scale to assess four essential components (e.g. Members; Meeting Schedule and Ongoing Communication; Meeting Agenda and Content; and Coordination of Supports for Districts and Schools). Fidelity is achieved when 3/4 (75%) or more of the items are scored “Operational” or “Exemplary”.</p> <p>The rubric was completed by the State Implementation Team members in February 2018. Based on the results, the State Implementation Team obtained “Operational” or “Exemplary” ratings on 4/4 (100%) of the essential components. As a result, the team was determined to be implementing meetings with fidelity.</p> <p>This milestone has been accomplished for this year but is not considered completed as the State Implementation Team will work through all years of the SSIP implementation.</p>			



<b>Milestone/Step</b>	<b>Milestone Accomplished</b>	<b>Timeline Met</b>	<b>Completed</b>
Coordinate monthly, regional Collaborative Community Meetings in each GLRS Region to assist districts in addressing implementation barriers and celebrating implementation successes (C)	Y	Y	N
<p>During Phase III – Year II, 128 Collaborative Community Meetings were held between March 1, 2017 and February 28, 2018 in 18 Georgia Learning Resources System Centers to support all districts in implementing the Student Success Process with fidelity. During Phase III – Year II, a new GLRS Center was added making a total of 18 regions. The Metro East and West GLRS held joint Collaborative Community Meetings, and they also coordinated the Metro Charter Collaborative Community resulting in a total of 18 Collaborative Communities.</p> <p>The Collaborative Communities, which serve as Georgia’s universal technical assistance, provided district special education directors with opportunities to discuss and problem solve barriers that their districts were experiencing in implementing the Student Success Process. They shared implementation successes and resources, and they discussed topics related to general supervision. A digital learning platform, Haiku, was used to house materials and resources for the GLRS Directors and GaDOE District Liaisons to use in Collaborative Community Meetings.</p> <p>Staff from the Georgia Vocational Rehabilitation Agency (GVRA) including Service Area Managers and Career Placement Specialists continued to participate in Collaborative Community Meetings during Phase III – Year II. Participation of the GVRA staff in Collaborative Community Meetings has resulted in the development of collaborative partnerships between GVRA personnel and directors of special education. It has also resulted in better coordination of services between the agency and districts which has led to an increase in supports for students with disabilities.</p> <p>The Collaborative Community Meeting Implementation Fidelity Rubric was used to ensure that the meetings were being implemented across the state with fidelity (i.e. the essential meeting components were being implemented as intended). The rubric uses a four-point rating scale (e.g. Not Evident; Emerging; Operational; and Exemplary) to rate the seven essential meeting components (e.g. Meeting Planning; Meeting Schedule; Ongoing Communication; Meeting Content/Agenda; Meeting Facilitation; Meeting Format; and Use of Feedback). The rubric was completed by GLRS Directors and GaDOE District Liaisons in February 2018. Based on an analysis of the rubrics, 18/18 (100%) of the centers conducted Collaborative Community Meetings with fidelity. To be identified as implementing with fidelity, the ratings for 6/7 or 86% of the items had to be scored “Operational” or “Exemplary”. The external evaluator used data from the Collaborative Community Survey to verify all ratings.</p> <p>This milestone has been accomplished for this year but is not considered completed as the Collaborative Community Meetings will be held all years of the SSIP implementation.</p>			
<b>Milestone/Step</b>	<b>Milestone Accomplished</b>	<b>Timeline Met</b>	<b>Completed</b>
Collaborate with GLRS and RESA to establish and maintain GLRS Regional Teams to support districts (C)	Y	Y	N
<p>During Phase III - Year II, Georgia Learning Resources System (GLRS) Regional Implementation Teams met on a regular basis to coordinate technical assistance to the 50 districts selected to receive intensive supports in each of the 18 GLRS regions. The two GLRS Centers in the Metro Atlanta held joint meetings in alignment with School and District Effectiveness resulting in a total of 17 teams. Core team members included the GaDOE District Liaison assigned to the region, the GLRS Director, and the Regional Student Success Coach. Supplemental team members included District Effectiveness Specialists, School Improvement Specialists, School Climate Specialists, Georgia Vocational Rehabilitation Agency Program Managers and Career Specialists, and other technical assistance providers identified by the teams.</p>			

From March 1, 2017 – February 28, 2018, 69 GLRS Regional Implementation Team Meetings were held across the state. The GLRS Regional Implementation Team Meeting Implementation Fidelity was used to assess fidelity of implementation of these meetings. The rubric uses a four-point rating scale (e.g. Not Evident; Emerging; Operational; and Exemplary) to rate the four essential meeting components (e.g. Members; Meeting Schedule and Ongoing Communication; Meeting Content/Agenda; and Coordination of District Technical Assistance). In order to be identified as implementing with fidelity, the ratings for 3/4 (75%) of the items had to be scored “Operational” or “Exemplary”.

GLRS Directors, GaDOE District Liaisons, and Regional Student Success Coaches jointly completed the rubric ratings in February 2018, and the Area Student Success Coaches verified the ratings for each GLRS Regional Implementation Team. Based on an analysis of the rubrics, 17/17 (100%) of the regions conducted GLRS Regional Team Meetings with fidelity. (Note: The Metro East and Metro West GLRS Centers have a joint Regional Implementation Team.)

This milestone was accomplished for this year. The status of the GLRS Regional Implementation Teams for Phase III – Year II is currently being evaluated based on the addition of the GaDOE SSIP Program Specialists. A decision regarding the continuation of these teams will be made during the late spring or early summer.

Milestone/Step	Milestone Accomplished	Timeline Met	Completed
<p>Maintain communication protocols and defined feedback loops among all levels of the state system (state, regional, district, school) (C)</p> <p>Coordinate administration of online surveys and other reporting structures for sharing information via the feedback loops (C)</p> <p>Collect, analyze, and use information from feedback loops to adjust team structures as needed to support effective implementation (C)</p>	Y	Y	N
<p>During Phase III – Year II, the State used the communication protocols and defined feedback loops that had been established in previous phases to push information about implementation barriers and successes “up” the system and to deliver guidance and resources back “down” the system. Information traveled “up” the system from school teams to districts teams to Regional Student Success Coaches/ GLRS Regional Implementation Teams to Area Student Success Coaches to the State Implementation Team to the Leadership Collaborative and back “down” the system to school teams using the same cascading team structures.</p>			
<p>The GaDOE provided sample agenda templates for school, district, regional and state meetings to promote structured times for team members to address implementation barriers and successes and to identify resources and supports needed. Online surveys created in Google Forms for each level (e.g. state teams, regional teams, district teams, and school teams) were used to transmit implementation information via the feedback loops. This information was shared with the State Implementation Team in monthly reports created by the Student Success External Evaluator. Reports were generated for all Area and Regional Student Success Coach contacts, for GLRS Regional Team Meetings, and for Collaborative Community Meetings. Extensive information about district and school implementation barriers and successes were included in these reports which were discussed at monthly meetings of the State Implementation Team. 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, the State Implementation Team made adjustments as needed to support effective implementation. When issues arose that needed immediate attention, the issues were communicated directly via email or telephone.</p>			
<p>This milestone has been accomplished for this year but is not considered completed. Communication protocols and feedback loops are essential for future years of the SSIP implementation.</p>			

1.c. Provide professional learning and coaching to state and regional technical assistance providers to increase their capacity to support districts in implementing evidence-based practices

Milestone/Step	Milestone Accomplished	Timeline Met	Completed
Conduct on-going professional learning for Regional Student Success coaches, GaDOE District Liaisons and GLRS Directors on the Student Success Process (C)	Y	Y	N
<ul style="list-style-type: none"> <li>In July 2017, leadership from the Division for Special Education Services and Supports and members of the State Implementation Team met with technical assistance providers including GaDOE District Liaisons, GLRS Directors, Area Student Success Coaches, and Regional Student Success Coaches to discuss the alignment of Student Success with the Georgia Continuous Improvement Process and the integration of the Student Success Process Plans in the Consolidated LEA Improvement Plan (CLIP). A significant amount of time was spent discussing implementation barriers and successes in the districts identified to receive intensive supports as well as barriers that could be encountered with the integration of the Student Success Plans in the CLIP.</li> <li>In October 2017, GaDOE District Liaisons, GLRS Directors, Area Student Success Coaches, and Regional Student Success Coaches participated in a meeting to discuss universal technical assistance through Collaborative Communities; integration of CEIS and Student Success processes; engagement of stakeholders in Student Success; practices for improving student attendance; and data collection requirements.</li> </ul> <p>This milestone has been accomplished for this year but is not considered completed since professional learning for regional technical assistance providers will occur during the remaining years of SSIP implementation.</p>			
Milestone/Step	Milestone Accomplished	Timeline Met	Completed
Provide on-going professional learning and follow-up coaching to Regional Student Success Coaches based on identified needs (multiple topic areas from previous plan collapsed into one) (C)	Y	Y	Y
<p>During Phase III – Year II, the State conducted four statewide meetings to Regional Student Success Coaches and other regional technical assistance providers based on identified needs. District and school team members were also invited to participate in the professional learning opportunities.</p> <ul style="list-style-type: none"> <li>In July 2017, professional learning was provided on systems coaching by Ainsley Rose of the Corwin Institute. 59 Regional Success Coaches and other technical assistance providers participated in the two-day institute.</li> <li>In October 2017, consultants from Attendance Works provided professional learning on practices designed to improve student attendance. Absenteeism is one of the risk factors associated with failure to graduate from high school, and many districts selected to receive intensive supports through Student Success have identified poor attendance as a contributing factor to poor academic growth and low graduation rates. 58 Regional Success Coaches and other technical assistance providers participated in the professional learning opportunity.</li> <li>In February 2018, professional learning was provided on practices to reduce dropout in secondary schools using resources developed by the National Center for Education Evaluation and Regional Assistance at the Institute of Education Sciences. 59 individuals participated in the professional learning opportunity.</li> </ul> <p>This milestone was accomplished this year, and it is considered completed. The State has decided to employ GaDOE SSIP Program Specialists to replace the Regional Success Coaches.</p>			

Milestone/Step	Milestone Accomplished	Timeline Met	Completed
Collect and analyze data on professional learning and coaching (C)	Y	Y	N
Use data to make adjustments in professional learning and coaching (C)			
<p>During Phase III – Year II, data were collected and analyzed on all professional learning activities and coaching contacts.</p> <ul style="list-style-type: none"> <li>• Surveys were used to collect information about professional learning at the end of each activity. Items on the surveys addressed quality, usefulness, and relevance of information presented; level of understanding and ability to use the information; use of adult learning principles; and other customized items based on the topic and presenter.</li> <li>• For four professional learning activities, pre- and post-tests were administered to assess challenges in knowledge.</li> <li>• Three-month follow-up surveys were used to collect information about how the participants had used the presented information in their work settings.</li> <li>• The Observation Checklist for High Quality Professional Development was completed for four professional learning opportunities. The checklist represents a compilation of research identified indicators that should be present in high quality professional development. Professional development training with a maximum of one item missed per domain on the checklist can be considered high quality. Based on the administration of the checklist, 4/4 (100%) of the professional learning opportunities were determined to be of high quality.</li> </ul> <p>Data from all of these assessments were analyzed by the Student Success External Evaluator and presented to the State Implementation Team for their review. The data were discussed at team meetings and shared with presenters. The data were also used to make adjustments in future professional learning activities.</p> <p>Data were also collected and analyzed on all coaching activities.</p> <ul style="list-style-type: none"> <li>• Online surveys created in Google Forms were used to document all coaching contacts by Regional and Area Student Success Coaches. Information was collected on the district and school demographics; the purpose of the contacts; staff present; Student Success components addressed; implementation barriers and successes; and feedback for the State Implementation Team. Monthly reports were then created for the State Implementation Team summarizing all the information listed above. The reports were reviewed prior to and discussed during the meetings. Information from these surveys was used to identify additional professional learning needs and adjust coaching supports, as needed.</li> <li>• Online surveys completed by district team members and other district and school staff supporting the implementation of Student Success provided information about the effectiveness of coaching supports provided by the Regional Student Success Coaches. Feedback from these surveys was shared with the coaches and the State Implementation Team. The information was used to adjust coaching supports individually and collectively.</li> </ul> <p>This milestone has been accomplished for this year but is not considered completed since professional learning and coaching will occur during the remaining years of SSIP implementation.</p>			

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

During Phase III – Year II, the State continued to provide professional learning and follow-up technical assistance including coaching to district teams in the 50 districts selected to

receive intensive technical assistance to support implementation of the Student Success Process leading to the effective implementation of evidence-based practices to improve instruction, engaging school climate, and transition. The State accomplished all the targeted milestones/steps for Strategy Two for this reporting period. It is important to note that many of these milestones continue through multiple years of SSIP implementation; therefore, it is possible to accomplish a milestone for a reporting year but continue it in future years to ensure implementation of the SSIP.

Milestone/Step	Milestone Accomplished	Timeline Met	Completed
Conduct webinars (Leadership Launches) for district teams to provide information on topics related to the implementation of the Student Success Process. (C)	Y	Y	N
<p>During Phase Three – Year II, the GaDOE conducted two Leadership Launches via webinar for administrators from districts identified to receive technical supports through the SSIP. These webinars were conducted in August 2017 and December 2017. The third webinar in the series is scheduled for March 2018. In total, 422 district administrators and technical assistance providers participated in the webinars.</p> <p>A fourth Leadership Launch was conducted in August 2017 for administrators from targeted schools within the identified districts. During this webinar, the following topics were addressed: overview of the Student Success Process, selection of targeted students, and data collection requirements. 211 school administrators participated in this webinar.</p> <p>This milestone has been accomplished for this year but is not considered completed since Leadership Launches will occur during the remaining years of SSIP implementation.</p>			
Milestone/Step	Milestone Accomplished	Timeline Met	Completed
Provide professional learning for district and school teams on the implementation of the Student Success Process including the selection, implementation, and evaluation of evidence-based practices. (C)	Y	Y	N
<p>District and school team members participated in professional learning on a variety of topics during Phase II – Year II. These include the following:</p> <ul style="list-style-type: none"> <li>• In July 2017, members of district teams participated in a two-day institute on systems coaching by Ainsley Rose of the Corwin Institute. The institute provided 110 district coaches and district team members with information on effective coaching strategies.</li> <li>• Between September - November 2017, 88 district coaches participated in regional professional learning meetings provided by their Regional Student Success Coaches. The content of these meetings was developed by the Area Student Success Coaches to ensure consistency in content across the state.</li> <li>• In October 2017, consultants from Attendance Works provided professional learning for 200 members of district and school teams on practices designed to improve student attendance. Absenteeism is one of the risk factors associated with failure to graduate from high school, and many districts selected to receive intensive supports through Student Success have identified poor attendance as a contributing factor to academic growth and low graduation rates.</li> <li>• In November 2017, 130 district staff participated in four professional learning opportunities focusing on the Self-Determined Model of Instruction (SDLMI). Participants were provided with an introduction to the three-phase process that teaches students to make choices and decisions; develop action plans for academic goals; and self-monitor and self-evaluate progress toward academic goals. The State is making plans to expand implementation of SDLMI in Phase III- Year III.</li> <li>• In November 2017 and January 2018, 27 district staff participated in professional learning and technical assistance related to compliant transition practices. Districts demonstrating noncompliance on SPP/APR Indicator 13 were targeted for this professional learning and technical assistance.</li> </ul>			

- In January 2018, 43 district coaches participated in regional professional learning meetings provided by their Regional Student Success Coaches. The content of these meetings was developed by the Area Student Success Coaches to ensure consistency in content across the state.
- In February 2018, professional learning was provided for members of district and school teams on practices to reduce dropout in secondary schools using resources developed by the National Center for Education Evaluation and Regional Assistance at the Institute of Education Sciences. Both of these professional learning opportunities included members of district and school Student Success Teams. 148 district and school team members participated in the professional learning opportunity.
- Throughout the year, staff from 41 districts selected to receive intensive supports through the Student Success participated in technical assistance activities related to ASPIRE (Active Student Participation Inspires Real Engagement). In addition, 15 targeted schools are implementing ASPIRE. District and school personnel receive technical assistance and coaching from in-house experts located in each of the 18 GLRS Centers. Student engagement is critical to improving post-school outcomes for students with disabilities.

This milestone has been accomplished for this year but is not considered completed since professional learning for district and school teams will occur during the remaining years of SSIP implementation.

Milestone/Step	Milestone Accomplished	Timeline Met	Completed
Provide technical assistance including coaching to support district and school teams in the implementation of the Student Success Process including the selection, implementation, and evaluation of evidence-based practices with fidelity. (C)	Y	Y	N

During Phase III – Year II, 19 Regional Student Success Coaches provided technical assistance including coaching to support district and school teams in implementing the Student Success Process in their districts and schools. A focus was on the selection of evidence-based practices; the implementation of the selected practices with fidelity; and the evaluation of implementation fidelity and outcomes. From March 1, 2017 – February 28, 2018, 998 coaching contacts were documented for the 50 districts identified to receive intensive technical assistance through the SSIP. Typically, Regional Student Success Coaches provided coaching supports to district teams and coaches. In some instances, they supported district coaches in working directly with target schools. District personnel were asked to rate the effectiveness of supports received from the Regional Student Successes Coaches in an online survey completed in February 2017. The results of the survey are included in Section B.

This milestone has been accomplished for this year but is not considered completed since technical assistance including coaching will occur during the remaining years of SSIP implementation.

Milestone/Step	Milestone Accomplished	Timeline Met	Completed
Assist in the selection of target school(s) to scale up district implementation of Student Success. (C)	Y	Y	N

During Year III – Year II, each district identified to receive intensive technical assistance through Student Success was required to identify a second targeted school in which the school would implement the Student Success Process. Districts that identified more than one school last year were exempt from the requirement to identify a new school. Regional Student Success Coaches and GLRS Directors worked with district teams including the district coach to select the new school based on a variety of factors.

During Phase III – Year II, districts identified 45 new schools. With the 54 schools identified last year, there are currently 99 targeted Student Success schools. One district has three targeted schools, and two of the districts identified middle/high school combinations which submit data under one school code.

This milestone has been accomplished for this year but is not considered completed since districts will continue to identify target school during each of the remaining years of SSIP implementation.

Milestone/Step	Milestone Accomplished	Timeline Met	Completed
Collect data to monitor progress and outcomes in districts and schools. (C)	Y	Y	N
<p>Districts and schools participating in Student Success were required to collect data to monitor progress and outcomes based on implementation of the Student Success Process. Expectations for data collection are outlined in the Student Success Implementation Guide.</p> <p>During Phase III - Year II, each district identified to receive intensive supports through the SSIP was required to:</p> <ul style="list-style-type: none"> <li>• Complete the District Implementation Fidelity Rubric which included ratings for use of data to monitor for fidelity of implementation of evidence-based practices and district supports and to monitor for outcomes. Verification of data use for the above purposes was verified by Regional Student Success Coaches in February 2018.</li> <li>• Provide GTID numbers of 50 at-risk students including students with disabilities in each target school.</li> </ul> <p>During Phase III - Year II, each participating school was required to:</p> <ul style="list-style-type: none"> <li>• Implement evidence-based practices for the 50 identified at-risk students and use data to monitor implementation progress and outcomes based on the implementation of evidence-based practices.</li> <li>• Complete the School Implementation Fidelity Rubric which included ratings for use of data to monitor for fidelity of implementation of evidence-based practices and school supports and to monitor for outcomes.</li> </ul> <p>Data from Georgia’s comprehensive data collection and reporting system were also used to monitor progress and outcomes for all participating districts and schools. The following data were collected:</p> <ul style="list-style-type: none"> <li>• Graduation rate data for districts and target schools</li> <li>• STAR School Climate ratings for target schools</li> <li>• Attendance data for targeted students in target schools</li> <li>• Discipline data for targeted students in target schools</li> <li>• Course completion data for targeted students in target schools</li> <li>• Academic achievement data in Reading English Language Arts and Mathematics at the district levels, in target schools, and for targeted students</li> <li>• Transition data for districts including Indicator 13 Compliance data and results of the Quality Indicators for Exemplary Transition Programs Needs Assessment</li> </ul> <p>These data were used to document progress and make adjustments in implementation.</p> <p>This milestone has been accomplished for this year but is not considered completed since data collection will occur during the remaining years of SSIP implementation.</p>			

**(2) Stakeholder Involvement in SSIP implementation**

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

During Phase III – Year II, Georgia continued to engage multiple groups of stakeholders in the development and implementation of the SSIP.

- The Student Success Stakeholder Group, which was created in Phase III – Year I by expanding the Transition Planning and Best Practices Workgroup, has remained as the primary stakeholder group for the SSIP. The group includes representatives from the school districts, regional technical assistance agencies such as RESA and GLRS, GaDOE staff, the

Parent Training and Information Center, Technical College System of Georgia, the Georgia Department of Behavioral Health and Developmental Disabilities, and the Divisions for Career, Technical, and Agricultural Education Georgia Department of Education.

This group met face-to-face in January 2018 to discuss implementation progress and outcomes and to make recommendations for adjustments in implementation. For this meeting, the group was expanded to include district superintendents and special education directors from the districts selected to receive intensive supports through the SSIP, regional technical assistance partners, and family representatives. The group reviewed data and discussed changes that need to be made in implementation for the upcoming school year. Although the group only met one time face-to-face, it is important to note that ongoing communication occurred between meetings via email, conference calls, and other joint meetings.

- The State Advisory Panel for Special Education (SAP) has continued to provide feedback on the ongoing implementation of the SSIP. Between March 1, 2017 and February 28, 2018, SSIP implementation was discussed at each of the SAP meetings. At its November 2017 meeting, SAP members reviewed implementation and outcome data and made suggestions about adjustments in implementation that would need to be made for the 2018 – 2019 school year. A focus of this discussion was the potential reduction in the number of districts identified to receive intensive supports through the SSIP.
- In addition, team members from districts identified as needing intensive supports participated in listening sessions at statewide meetings in October 2017 and February 2018 to provide information on implementation barriers and success that they were experiencing. This information was presented for review to the State Implementation Team.
- Regional technical assistance providers including GLRS Directors, Area Student Success Coaches, and Regional Student Success Coaches provided feedback on SSIP implementation at joint meetings held in July and October 2017.
- The State Implementation Team and the State Leadership Collaborative served as internal stakeholder groups. The State Implementation Team met monthly to review ongoing implementation data and to make adjustments to implementation and evaluation activities. Implementation data for Student Success was also shared with the State Leadership Collaborative on a regular basis. The Collaborative includes deputy superintendents from key offices and division directors within each of the offices. This group is charged by Superintendent with the responsibility for coordinating district supports and services across offices and divisions.

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

During Phase III – Year II, the stakeholder groups referenced above had decision-making responsibilities related to the ongoing implementation of the SSIP. Feedback and recommendations from each of the stakeholder groups were used to make adjustments in



implementation throughout the year as well as recommendations for the 2018 – 2019 school year. The following examples of involvement in decision-making are provided:

- The Student Success Stakeholder Group assisted in making recommendations for technical assistance for the 2018 – 2019 school year. The group recommended continuation of capacity building grants even though there had been some discussion that these grants would not be available. Based on the recommendations of this group, the GaDOE leadership will provide capacity building grants next year.
- District team members participating in the October 2017 statewide meeting asked to have time dedicated in future meetings to showcase districts that were successfully implementing Student Success to improve results for students. In February 2018, the State sponsored a Parade of Stars at the Partnering for Success statewide meeting. A large percentage of districts identified as needing technical assistance through the SSIP shared strategies that they attributed to their success.
- The State Implementation Team based on feedback from multiple groups made the decision to reduce the number of districts receiving intensive supports based on graduation data. Those 37 districts that exceeded the target set for the SiMR will “graduate” from Student Success this spring leaving 13 districts for the 2017 – 2018 school year. This will enable the State and its regional technical assistance providers to give more supports to these districts.

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 Phase III – Year II, Georgia continued to use evaluation measures that are closely aligned with the Theory of Action identified in Phase I and used in Phases II through III – Year I as the basis for all implementation and evaluation activities. Georgia’s Theory of Action is that building the capacity of district leadership to support school leadership will result in improvements in teaching and learning and will ultimately lead to students achieving better outcomes and graduating from high school with a general education diploma.

Based on the above Theory of Action, it became apparent that in order to improve teaching and learning, it would be necessary to improve the state and regional infrastructure to increase support for districts in the selection, implementation and scaling-up of evidence-based practices (basis for Coherent Improvement Strategy One). In addition, in order to improve graduation rates and meet the SIMR, some targeted districts would need more intensive supports to assist them in implementing evidence-based practices to improve effective instruction, engaging social climate, and transition (basis for Coherent Improvement Strategy Two).

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

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

Development of the Theory of Action led to broad evaluation questions that tested the Theory of Action and resulted in the development of a Logic Model that included a visual description of the inputs, activities with associated outputs, short-term, mid-term, and long-term outcomes.

The evaluation measures/indicators included in the Student Success Evaluation Plan and used in Phase II- Years I and II are clearly linked to the common themes addressed above and assessed both process and outcomes. Process measures focused on implementation progress including fidelity of implementation of the planned activities related to the themes (e.g. alignment of plans and initiatives, communication/collaboration, and professional learning/technical assistance) and associated outputs (e.g. meeting established timelines). Lastly, measures were identified for short-term, mid-term, and long-term outcomes. Short-term outcome measures defined desired improvements in state and regional capacity;

improvements in practitioner knowledge related to selection and use of evidence-based practices; and increased engagement of stakeholders in planning, implementing, and monitoring improvement initiatives. Mid-term measures focused on implementation of the selected evidence-based practices and the results of implementation (e.g. improvements in school climate, student achievement, and transition). Lastly, the long-term measure was related to Georgia's SiMR- increasing the percentage of students with disabilities exiting high school with a general education diploma. No changes were made to the SiMR in Phase III – Year II.

Key measures for outputs (process) are identified in Figure 1 on page 26. Key measures for outcomes are identified in Figure 2 on page 28. Data for outputs and outcomes are included in Section E. One key measure (Percentage of scheduled courses passed by targeted students in targeted schools) was adjusted during the current period to more accurately reflect the data being utilized and to make it more useful to stakeholders including district and school personnel.

b. Data sources for each key measure

Data sources for each of the key measures were not changed during Phase III – Year II. As in Phase III – Year I, 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 including the State Implementation and Scaling-up of Evidence-based Practices Center (SISEP). For example, Georgia used the State Capacity Assessment to measure changes in State infrastructure and capacity to support implementation in districts and schools. The State also adapted tools created by Individuals with Disabilities Education Act (IDEA) Partnership in its *Leading by Convening: A Blueprint for Authentic Engagement* to assess changes in stakeholder engagement at all levels of the State system.

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

All methods/data sources for key measures are described in Figure 1 on page 26 (process/ outputs) and Figure 2 on page 28 (outcomes).

Figure 1: Data Source and Baseline for Key Measures: Coherent Improvement Strategies One and Two (Process Measures)

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

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

Figure 2: Data Source and Baseline for Key Measures: Short-, Mid-, and Long-term Outcomes

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

Key Measure	Method/Data Source (C.1.b)	Timelines (C.1.d)	Baseline
Percentage of districts scoring “Operational” or higher (i.e. “Exemplary”) on the Student Success District Implementation Fidelity Rubric Changed FFY 2016	District Implementation Fidelity Rubric- This rubric is used to assess fidelity of implementation of the Student Success Process Plan based on sixteen elements in four areas. District Team; Implementing the Plan; District Implementation Supports; and Monitoring Implementation. The rubric uses a four-point rating scale: 0-Not Evident, 1-Emerging, 2-Operational, and 3-Exemplary. Fidelity of implementation is achieved when rated as 80% or more of the items are rated as “Operational” or higher (i.e. “Exemplary”).	Proposed: FFY 2016(I)  Actual: Jan 2017	48/50 96%
Percentage of schools scoring “Operational” or higher (i.e. “Exemplary”) on the Student Success District Implementation Fidelity Rubric	School Implementation Fidelity Rubric- This rubric is used to assess fidelity of implementation of the Student Success Process Plan based on sixteen elements in four areas. School Team; Implementing the Plan; School 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”). New Measure for Phase III – Year II	Proposed: FFY 2017(I)  Actual: Feb 2018	66/99 66.6%
Percentage of teachers in <u>targeted schools</u> scoring Level III or IV on Instructional Strategies and Differentiated Instruction Components of TKES	Teacher Keys Effectiveness Evaluation System- The Georgia Teacher Keys Effectiveness System (TKES) is comprised of three components which contribute to an overall Teacher Effectiveness Measure (TEM): Teacher Assessment on Performance Standards (TAPS), Professional Growth, and Student Growth. For the SSIP evaluation, scores from the TAPS assessment rubrics are used in the following standard areas: Instructional Strategies and Differentiated Instruction. Staff from the Division for Special Education Services and Supports will work with colleagues from the Division for Teacher and Leader Effectiveness to gather this data from GaDOE Data Collections.	Proposed: FFY 2016(I)  Actual: June 2016	Instructional Strategies 3511/3621 96.9%  Differentiated Instruction 3421/3621 94.5%
Percentage of <u>targeted schools</u> scoring a 4 or 5 on the STAR School Climate Rating	STAR Climate Rating- The Star Ratings for School Climate are calculated using four domains: Survey (Georgia Student Health Survey II, Georgia School Personnel Survey (GSPS), Georgia Parent Survey (GPS), FTE-1 Student Count, and Employee Count Certified/Classified Personnel Information); School Discipline; Safe and Substance-Free Learning Environment; and School-wide Attendance. These ratings are calculated by the GaDOE using data obtained through Department’s comprehensive data systems and published as a component of the <i>College and Career Ready Performance Index</i> (CCRPI).	Proposed: FFY 2015(I)  Actual: June 2016	19/54 (35.2%)
Percentage of <u>targeted students in targeted schools</u> with less than six days absent	Targeted Student Data Report- The Student Success Implementation Team has partnered with the staff from the Division for Data Collections at the GaDOE to create customized reports on specific measures such as attendance. Administrators from target schools will submit Georgia Test Identifier (GTID) numbers of students receiving interventions through Student Success to the GaDOE through the Department’s secure data transmission portal. The GTIDs will then be used to create a customized report for this measure using data from the Student Attendance and Enrollment Data Class Collection transmitted to the GaDOE.	Proposed: FFY 2016(I)  Actual: March 2017	1150/2748 41.8%

Key Measure	Method/Data Source (C.1.b)	Timelines (C.1.d)	Baseline
Percentage of <u>targeted students in targeted schools</u> with less than ten days in ISS/OSS	Targeted Student Data Report- The Student Success Implementation Team has partnered with the staff from the Division for Data Collections at the GaDOE to create customized reports on specific measures such in-school and out-of-school suspensions. Administrators from target schools will submit Georgia Test Identifier (GTID) numbers of students receiving interventions through Student Success to the GaDOE through the Department’s secure data transmission portal. The GTIDs will then be used to create a customized report using data from the Student Discipline Data Collection transmitted to the GaDOE.	Proposed: FFY 2016(I)  Actual: March 2017	2595/2748 <b>94.4%</b> <b>REVISED</b>
Percentage of scheduled courses passed by <u>targeted students in targeted schools</u> (students in 9 <sup>th</sup> grade or higher)	Targeted Student Data Report- The Student Success Implementation Team has partnered with the staff from the Division for Data Collections at the GaDOE to create customized reports on specific measures such as course completion. Administrators from target schools will submit Georgia Test Identifier (GTID) numbers of students receiving interventions through Student Success to the GaDOE through the Department’s secure data transmission portal. The GTIDs will then be used to create a customized report for this measure using data from the Student Class Data Collection transmitted to the GaDOE.	Proposed: FFY 2016(I)  Actual: March 2017	1753/2221 78.9%
Percentage of students with disabilities in districts <u>identified to receive intensive supports</u> scoring developing or above on the Georgia Milestones Assessment System	The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative that measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, Mathematics, science, and social studies. Students in grades 3 through 8 take an end-of-grade assessment in English Language Arts and Mathematics while students in grades 5 and 8 are also assessed in science and social studies. High school students take an end-of-course assessment for each of the ten courses designated by the State Board of Education. This measure uses assessment data from Georgia Milestones for students in targeted schools and districts.	Proposed: FFY 2016(I)  Actual: March 2017	ELA: 1685/5041 (33.4%)  Mathematics: 3278/9900 33.1% <b>REVISED</b>
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% <b>REVISED</b>
Percentage of <u>targeted students in targeted schools</u> scoring developing or above on the Georgia Milestones Assessment System	The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment that measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, Mathematics, science, and social studies. Students in grades 3 through 8 take an end-of-grade assessment in English Language Arts and Mathematics while students in grades 5 and 8 are also assessed in science and social studies. High school students take an end-of-course assessment for each of the ten courses designated by the State Board of Education. This measure uses assessment data from Georgia Milestones for students in targeted schools and districts.	Proposed: FFY 2016(I)  Actual: March 2017	ELA: 598/2155 27.7%  Mathematics: 620/2005 30.9%



Key Measure	Method/Data Source (C.1.b)	Timelines (C.1.d)	Baseline
Percentage of <u>targeted students in targeted schools</u> scoring Typical to High Growth	Georgia Student Growth Model- This growth model describes change in student achievement over time as measured by the statewide assessments referenced above. Student growth is expressed in three levels- Low, Typical and High. This measure uses growth data based on Georgia Milestones performance for students in targeted schools and districts.	Proposed: FFY 2016(I)  Actual: March 2017	ELA: 1087/2139 50.8%  Mathematics: 1078/1923 56.0%
Percentage of <u>districts identified to receive intensive supports</u> obtaining an overall domain score of 3.0 or higher on the Quality Indicators of Exemplary Transition Programs Needs Assessment (QI-2)	Quality Indicators of Exemplary Transition Programs Needs Assessment-2 (QI-2)- This self-assessment, developed by the Transition Coalition at the University of Kansas, is comprised of seven domains designed to identify and prioritize the most critical needs within a transition program. The score for each domain is an average of the total responses to each quality indicator statement in that domain. The highest average for each domain is 4, and lowest is 1. The higher the overall domain score, the more quality indicators have been achieved. The low domain scores are the domains to consider for targeted improvement. The domain average can help identify which area might be the most critical for improvement. Each of the 50 districts selected to receive intensive interventions through the SSIP completed the QI-2. For FFY 2015, only scores from the Transition Planning Domain were used. In FFY 2016, scores from all domains will be used.	Proposed: FFY 2015(I)  Actual: March 2016	43/45 95.5%
Percentage of <u>districts identified to receive intensive supports</u> with 100% compliance on the Secondary Transition Data Survey	Secondary Transition Data Survey- The survey is used by the GaDOE to gather data regarding compliant transition plans for Indicator 13 for the Annual Performance Report. Based on the National Secondary Transition Technical Assistance Center's Indicator 13 Checklist, the Georgia Transition Survey is completed on-line by district personnel through the My GaDOE Web Portal. The Transition Service Plan and related components are considered compliant if all components of the survey are reported as Y (Yes) or NA (Not Applicable, if allowable). Any component coded as N (No) represents non-compliance. To verify the accuracy of the district reported data, trained division personnel and state designees trained to identify non-compliance in transition plans review the plans for compliance. Data from the Indicator 13 data collection based on the Secondary Transition Data Survey are used for this measure.	Proposed: FFY 2015(I)  Actual: Jan 2016	41/50 82%
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: $\left( \frac{\text{# of SWD (Age 14 and above) enrolled during a specified school year who exited school by receiving a high school diploma}}{\text{# of SWD (Age 14 and above) enrolled during a specified school year who exited school by receiving a high school diploma, a certificate/special education diploma, and dropping out}} \right)$ 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%

c. Description of baseline data for key measures

Baseline data for each of the key measures were reported in the Phase III – Year II APR submitted in April 2017. The baseline data are included in Figure 1 on page 26 for the process measures including outputs and in Figure 2 on page 28 for the outcome measures.

The following adjustments to baseline data were made for FFY 2016:

- Baseline data were obtained for one measure (Percentage of schools scoring “Operational” or higher (i.e. “Exemplary”) on the Student Success District Implementation Fidelity Rubric) for the first time in Phase III – Year II.
- Please note that baseline Mathematics data for several measures were adjusted this year due to incomplete Mathematics data for School Year 2015 – 2016 being used in the original baseline calculations. Please refer to Section D for additional information regarding this issue.
- Baseline data were also adjusted for discipline data reported for targeted students in targeted schools.

Because the baseline data for all measures are clearly specified in Figures 1 and 2, no additional information about baseline data is included in this narrative.

d. Data collection procedures and associated timelines

Data collection procedures and associated timelines were not revised during Phase III – Year II. The State Implementation Team and external evaluator utilized the Student Success Implementation and Evaluation Plans to identify all methods/data sources needed for each of the measures/indicators in the SSIP. Subsequently, they identified the procedures for each of the data collections and the associated timelines. As expected, procedures and timelines varied from measure to measure. Timelines for each of the measures/indicators are included in Figure 1 on page 26 and Figure 2 on page 28

In Phase III - Year II, the 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 Student Success Implementation Guide which included all data collection requirements and timelines for meeting these requirements. The guide is available on the GaDOE website. Area Student Success Coaches worked with Regional Student Success Coaches and GLRS staff to ensure that procedures were followed, and timelines were met. In turn, the Regional Student Success Coaches supported district teams in meeting the data collection and reporting requirements.

In Phase III – Year II, the State met timelines included in the Student Success Implementation and Evaluation Plans. Minor changes in procedures and timelines were made based on feedback from those responsible for submitting the data.

e. Sampling procedures

Sampling was not used during Phase III – Year II or in any other phases of implementation for any of the student Success data collections. The 50 districts identified as needing intensive supports based on district data selected targeted schools based on the district data and capacity to implement specific evidence-based practices. Students within the targeted schools were selected to receive interventions based on school data.

f. Planned data comparisons

Georgia’s SSIP Evaluation Plan utilizes data comparisons for measures/indicators related to process and outcomes. Two types of data comparisons were utilized: year to year and targeted student group to entire student population as determined by the specific measures. Year to year comparisons are made whenever data are available. During Phase III – Year II, 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 2015-2016 academic proficiency data for students with disabilities in target schools to 2016 – 2017 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 of targeted students was compared to the performance of students with disabilities in the school and in the district during Phase III – Year II. Fidelity of implementation of the Student Success Process was compared across districts and schools.

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

During Phase III – Year II, the State continued to use data management and analysis procedures discussed in the Phase III – Year I APR submitted in April 2017. Data analysis procedures developed by the State Implementation Team were based on the Student Success Evaluation Plan which was designed to assess progress in implementation and progress in achieving the identified outcomes including the SiMR. Many of the measures/indicators in the plan addressed desired improvements in state and regional infrastructure (e.g. governance, professional learning, technical assistance, etc.). These improvements then have an impact on the outcomes. For example, several of the measures relate to increasing alignment of state plans, while others focus on building cascading management and implementation structures across all levels of the state system. These cascading management structures (i.e. teams) provide the conduit for funneling resources, information, and technical assistance “down” the system to build district and school infrastructure and capacity to select and implement evidence-based practices. Supports provided through the cascading structure impact short-term outcomes (e.g. practitioner knowledge) leading to improvements in short-term outcomes (e.g. improved academic achievement) leading to the SiMR (e.g. improved graduation rates).

The Student Success Logic Model, which was not revised during Phase III – Year II, provided the roadmap for the connections between the measures for each of the principle activities associated with the two Coherent Improvement Strategies and the desired

outcomes. Analysis of both quantitative and qualitative data informed both progress in implementation and desired outcomes. The State Implementation Team ensured that data management and analysis procedures provided the necessary data to inform progress toward achieving intended outputs.

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

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

During Phase III – Year II, all implementation data collected for Student Success activities and outcomes were shared with the State Implementation Team as soon as possible after the collection window was closed and data cleansing was complete. For example, qualitative and quantitative data (feedback) from professional learning meetings for Regional Student Success Coaches and district team members were analyzed and summarized following the meeting and provided to the State Implementation Team at its next meeting.

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

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

The review of implementation and outcome data has been and will remain a key responsibility of the State Implementation Team. Data were also shared with the State Leadership Collaborative and key stakeholder groups. The implementation and outcome data collected during Phase III – Year II will be used to make modifications in Georgia’s SSIP for Phase III – Year III.

b. Evidence of change to baseline data for key measures

During Phase III – Year II, evidence of change to baseline data for all key measures was determined. As mentioned previously in this report, baseline data were obtained for one

measure, and adjustments were also made to measures related to math and discipline. Changes from baseline data are included in Figure 3 on page 43.:

Figure 3: Evidence of Change from Baseline for Key Measures

Key Measure	Baseline	Phase III – Year II Data
Total percentage score of items on Assessment of State Capacity for Scaling-up Evidence-based Practices	December 2015 48.0%  March 2017 76.0%	February 2018 88.0%
Percentage of GaDOE staff and regional technical assistance providers reporting high levels of collaboration	January 2017 57/88 (64.8%)	February 2018 83/90 (92.2%)
Percentage of the participants demonstrating an increase in knowledge on pre- and post-tests	February 2017 381/415 (91.8%)	February 2018 239/285 (83.8%)
Percentage of districts reporting high levels of collaboration among General Education, Special Education and Management	February 2017 109/165 (66.0%)	February 2018 81/101 (80.1%)
Percentage stakeholders reporting engagement at Collaborating or Transforming levels in planning, implementing and monitoring improvement activities.	January 2017 186/240 (77.5%)	February 2018 88/101 (87.1%)
Percentage of districts scoring “Emerging” or higher (“Operational” or “Exemplary”) on the Student Success District Implementation Fidelity Rubric (Changed to “Operational” or “Higher” in FFY 2016)	January 2017 48/50 (96%)	February 2018 43/50 (86.0%)
Percentage of targeted schools scoring “Operational” or higher (“i.e. Exemplary”) on the Student Success District Implementation Fidelity Rubric	NA	February 2018 66/99 (66.6%) Baseline
Percentage of teachers in <u>targeted schools</u> scoring Level III or IV on Instructional Strategies and Differentiated Instruction Components of TKES	June 2016 Instructional Strategies 3511/3621 (96.9%)  Differentiated Instruction 3421/3621 (94.5%)	June 2017 Instructional Strategies 5689/5846 (97.3%)  Differentiated Instruction 5597/5846 (95.7%)
Percentage of <u>targeted schools</u> scoring a 4 or 5 on the STAR School Climate Rating	June 2016 19/54 (35.2%)	June 2017 47/99 (47.4%)
Percentage of <u>targeted students in targeted schools</u> with less than six days absent	March 2017 1150/2748 (41.8%)	March 2018 2052/5125 (40%)
Percentage of <u>targeted students in targeted schools</u> with less than ten days in ISS/OSS	March 2017 2595/2748 (94.4%) <b>REVISED</b>	March 2018 4918/5125 (95.9%)
Percentage of scheduled courses passed by <u>targeted students in targeted schools</u> (Applies only to students in 9 <sup>th</sup> grade or higher) (Measure Revised)	March 2017 1753/2221 (78.9%)	March 2018 1213/1484 (81.7%)
Percentage of students with disabilities in districts <u>identified to receive intensive supports</u> scoring developing or above on the Georgia Milestones Assessment System	March 2017 ELA: 1685/5041 (33.4%)  Mathematics 3278/9900 (33.1%)	March 2018 ELA: 22580/57016 (31.9%)  Mathematics 28150/63159 (43.0%)

	Revised	
Percentage of <u>students with disabilities in targeted schools</u> scoring developing or above on the Georgia Milestones Assessment System	March 2017 ELA: 376/1330 (28.3%)  Mathematics: 833/2573 (32.4%)	March 2018 ELA: 1657/4779 (34.7%)  Mathematics: 2242/6227 (36.0%)
Percentage of <u>targeted students in targeted schools</u> scoring developing or above on the Georgia Milestones Assessment System	March 2017 ELA: 598/2155 (27.7%)  Mathematics: 620/2005 (30.9%)	March 2018 ELA: 1144/3898 (29.3%)  Mathematics: 1304/4083 (31.9%)
Percentage of <u>targeted students in targeted schools</u> scoring Typical to High Growth	March 2017 ELA: 1087/2139 (50.8%)  Mathematics: 1078/1923 (56.0%)	March 2018 ELA: 2334/3893 (59.9%)  Mathematics: 1980/4017 (49.2%)
Percentage of <u>districts identified to receive intensive supports</u> obtaining an overall domain score of 3.0 or higher on the Quality Indicators of Exemplary Transition Programs Needs Assessment (QI-2)	March 2016 43/45 (95.5%)	March 2018 31/32 (96.9%)
Percentage of <u>districts identified to receive intensive supports</u> with 100% compliance on the Secondary Transition Data Survey	January 2016 41/50 (82%)	January 2017 45/50 (90%)
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 2017 4134/6343 (65.2%)

Based on the above data, the State made improvements from baseline on most key measures.

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

The State Implementation Team reviewed data on a regular basis and made changes to implementation based on the data. At this time, no changes have been made in the overall improvement strategies; however, changes have been made within some of the principle activities. For example, in June 2017, the State Implementation Team reviewed 2016 – 2017 school year coaching contacts for all Regional Student Success Coaches and determined that some districts identified to receive intensive supports through the SSIP were not actually receiving intensive coaching supports. In addition, some coaches were providing more virtual coaching sessions than face-to-face sessions. In July 2017, the State Implementation Team met with all Regional Student Success Coaches and notified them that all coaches would provide at least two face-to-face contacts per district per month. Additional coaching sessions could be provided on an as needed basis.

Another example of using data to make changes in implementation was related to the Joint Regional Implementation Teams established in November 2016 in collaboration with School and District Effectiveness to maximize supports to districts identified to receive intensive supports through the SSIP that were also receiving supports from SDE. Qualitative data provided to the State Implementation Team regarding these teams revealed that discussions at these meetings addressed the same implementation barriers addressed at GLRS Regional Implementation Teams in which SDE specialists participated. Discussions in these meetings were redundant. Joint Regional Implementation Team members reported that they could more effectively address the barriers in the GLRS Regional Team Meetings where a smaller number of districts were being addressed. Due to this feedback and significant changes in the Division for School and District Effectiveness, the Joint Regional Implementation Teams were disbanded in Summer 2017.

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

d. How data are informing next steps in implementation

During Phase III – Year II., the State Implementation Team continuously monitored implementation and outcome data to make adjustments in implementation, as needed, and to inform next steps in implementation. When the graduation data for districts identified to receive intensive supports became available in Fall 2017, 37 of the 50 districts had met or exceeded the SiMR target. The State Leadership Team discussed implications of these data for SSIP implementation for the 2018 – 2019 school year and made the recommendation that the districts that had met or exceeded the SiMR target be “graduated” from Student Success pending discussions with district team members. The graduation data were shared with district team members in a Leadership Launch in December 2017. Team members from the districts were pleased that they had met the SiMR and felt that they had the capacity to sustain the improvement efforts needed to continue to achieve improved graduation rates. Team members from the 13 districts that did not meet the SiMR target felt that having fewer districts would enable them to have additional supports next year. The decision to reduce the number of districts to 13 and subsequently schools participating in Student Success will have an impact on the coaching supports (i.e. the number and location of the coaches) and components of the cascading team structures (i.e. GLRS Regional Teams). These changes are addressed in Section E of this report.

Another example of using data to inform next steps in implementation is related to the implementation of evidence-based practices. As stated previously, Georgia did not endorse or require the implementation of specific evidence-based practices due to the different root causes of low performance and the variations in local capacity to support specific practices. Throughout Phase III - Year II, the State Implementation Team reviewed data from a variety of sources indicating that it would be beneficial for the state to support a small number of evidence-based practices. First, numerous districts have identified evidence-based practices,

but they have expressed the need for more professional learning and technical assistance support from the State to aid in the implementation of the practices with fidelity. One example of a practice in which districts have requested more support is Check and Connect. Other districts have struggled to identify “fit” and “feasible” practices to meet their needs. The State has decided to offer professional learning and technical assistance on Check and Connect for districts identified to receive intensive supports beginning Summer 2018. This professional learning will be offered in collaboration with the SPDG. The State Implementation Team is working with stakeholders including district administrators to identify one to two additional practices for implementation next school year.

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

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

Georgia is clearly making progress toward 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 65.2% in FFY 2016. Based on the FFY 2016 graduation data, Georgia has exceeded the FFY 2018 target of 65%. 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. Based on the improvement in graduation rates of students with disabilities it appears that Georgia is on the right path. No changes will be made in the SiMR or the targets for the SiMR.

Based on a review of all available qualitative and quantitative data, no changes are being made in the mid-term or short-term outcomes. The State believes that the outcomes remain appropriate and will support Georgia in making continued improvements in graduation rates. Targets for the established outcomes were established or re-set for the FFY 2015 APR submission. And no revisions are proposed at this time. They will be reviewed again by the State Implementation Team at its June meeting.

### **3. Stakeholder involvement in the SSIP Evaluation**

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

During Phase III – Year II, Georgia continued to engage multiple groups of stakeholders in the ongoing evaluation of the SSIP. (Descriptions of various stakeholder groups and their input regarding SSIP implementation are provided in Section B.) The following examples are provided as to how these stakeholders informed the ongoing evaluation of the SSIP:

- The Student Success Stakeholder Group met face-to-face in January 2018 to discuss implementation progress and outcomes and to make recommendations for adjustments in implementation. They also reviewed current data collections for all districts identified as



needing intensive supports through the SSIP. For this meeting, the group was expanded to include district superintendents and special education directors from the districts selected to receive intensive supports through the SSIP, regional technical assistance partners, and family representatives. The group reviewed evaluation data and discussed changes that need to be made in implementation and evaluation for the upcoming school year. Although the group only met one time face-to-face, it is important to note that ongoing communication occurred between meetings via email, conference calls, and other joint meetings.

- The State Advisory Panel for Special Education (SAP) has continued to provide feedback on the ongoing implementation of the SSIP. Between March 1, 2017 and February 28, 2018, SSIP implementation was discussed at each of the SAP meetings. At its November 2017 meeting, SAP members reviewed implementation and outcome data and made suggestions about adjustments in implementation and evaluation that would need to be made for the 2018 – 2019 school year. A focus of this discussion was the potential reduction in the number of districts identified to receive intensive supports through the SSIP.
- In addition, team members from districts identified as needing intensive supports participated in listening sessions at statewide meetings in October 2017 and February 2018 to provide information on implementation barriers and success that they were experiencing. They also reviewed implementation progress and outcome data for key evaluation components of the SSIP.
- Regional technical assistance providers including GLRS Directors, Area Student Success Coaches, and Regional Student Success Coaches reviewed current SSIP evaluation data at joint meetings held in July and October 2017.
- The State Implementation Team and the State Leadership Collaborative served as internal stakeholder groups. The State Implementation Team met monthly to review ongoing implementation data and to make adjustments to implementation and evaluation activities. Student Success 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 II, the stakeholder groups referenced above had a voice and were involved in decision-making responsibilities related to the ongoing implementation of the SSIP. Each of the stakeholder groups had opportunities to provide suggestions regarding changes in evaluation measures, methods, and timelines during scheduled stakeholder meetings as listed above. 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 between the meetings.

## 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 II, no limitations were identified regarding data quantity. The GaDOE worked diligently in Phases I and II to ensure that data needed to report progress or results were available and accurate. During the development of the Student Success Implementation and Evaluation Plans that were submitted to OSEP in April 2016, the State Implementation Team conducted an inventory of all methods/data sources available for the key measures that had been identified in the evaluation plan. Data for most of the mid-term and long-term outcomes were already available through existing GaDOE data collections. For example, student achievement data were readily available through the Georgia Milestones Assessment Program. Data regarding in-school and out-of-school suspensions were available through the Student Discipline. The State Implementation Team, with support from the IDEA Data Manager, reached out to staff from the Office of Data Collections and the Divisions for Accountability and Assessment to ensure that these data would be available in a timely manner.

When data were not available through the GaDOE data collections, the team looked to see if appropriate methods/data sources might be available from OSEP-funded technical assistance centers and programs. Several of the methods were available nationally. For example, the Observation Checklist for High Quality Professional Development, a checklist developed at the Center for Research on Learning at the University of Kansas, is used in the SSIP to measure the quality of professional development offered to GaDOE staff, regional technical assistance providers, and district personnel. Another, nationally available assessment, the State Capacity Assessment, which was developed by the State Implementation and Scaling - up of Evidence-based Practices Center (SISEP), is used to assess the capacity of the State to support regions and districts in implementing evidence-based practices. The GaDOE reached out to the American Institutes of Research (AIR) for assistance in assessing regional capacity to support districts in implementing improvement activities designed to improve graduation rates for students with disabilities. This needs assessment was completed by April 2017.

When it was determined that data were not available through the GaDOE or from technical assistance centers and programs, the State Implementation Team with support from the external evaluator designed customized methods/data sources (e.g. rubrics, surveys, observation checklists, etc.). For example, the Student Success Process Planning Rubric was designed to assess the quality of Student Success Process Plans in key areas such as team development, data analysis, and alignment of initiatives and resources. Surveys were also designed to measure collaboration among GaDOE staff and regional technical assistance partners in supporting districts and schools in implementing Student Success.

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

In regard to data quality, the State Implementation Team and the external evaluator worked to ensure that all data collected and reported for the SSIP are of the highest quality. For data obtained through various GaDOE collections, well-defined business rules and edit checks are in place for each data collection. Extensive data cleansing occurs across all data collections. Despite these safety checks, the State has discovered a data quality issue related to Mathematics achievement data submitted through EdFacts for the School Year 2015 – 2016 school year. After the recent submission of School Year 2016 - 2017 Mathematics achievement data, US ED informed Georgia's EdFacts' coordinator that a large difference in year to year data was noted. While preparing a response to OSEP, it was discovered that the School Year 2015 - 2016 Mathematics achievement data (EdFacts file C175) was incomplete. Therefore, the Mathematics achievement data reported in Indicator 3 in the FFY 2015 APR (submitted February 2017) and in the FFY 2015 Indicator 17 APR (submitted April 2017) were incomplete. The State has already submitted updated data to EdFacts and the Mathematics achievement data are now considered complete for School Year 2015 – 2016. Since these data were used as baseline in several measures in the SSIP, it was necessary to revise the baseline levels. The baseline levels for School Year 2015 - 2016 Mathematics achievement data in this APR have been revised, and a valid comparison can be made between School Year 2015 – 2016 data and School Year 2016 – 2017 data.

The State also identified a data quality issue for one of the measures (Percentage of targeted students in targeted schools with 10 days or less in ISS or OSS). Due to a coding error in the discipline data file provided for this measure, the State updated baseline data reported in the FFY 2015 APR. This issue has been addressed and does not impact FFY 2016 data.

Data collected via methods/data sources from national technical assistance agencies and programs as well as customized methods created by the State Implementation Team, were also scrutinized to ensure that data are of high quality. For nationally used methods/data sources such as the State Capacity Assessment, administration procedures are carefully followed, and multiple team members verify responses. When possible, a verification process was implemented to ensure that responses are accurate. For example, a team of GaDOE staff and trained technical assistance providers reviewed district reported data for the Secondary Transition Survey, which was adapted from the National Secondary Transition Technical Assistance Center Indicator 13 Checklist, to ensure that data entered in the survey were accurate.

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

- Written directions were provided for all surveys, checklists, and rubrics.
- Information on upcoming data collections was provided at face-to-face meetings and via conference calls with GaDOE staff and regional technical assistance partners including GLRS Directors and Regional Student Success Coaches.
- Monthly reminders were sent to Student Success technical assistance providers via email to remind them of data submission timelines.
- Area Student Success Coaches met monthly (virtually or face-to-face) to review important topics such as data collection.
- When appropriate, evidence was collected to justify all ratings. For example, GLRS Directors and GaDOE District Liaisons completed the GLRS Regional Implementation Team Fidelity Rubric to assess the fidelity of implementation of the GLRS Regional Implementation Team Meetings. The external evaluator then reviewed evidence (e.g. paper agendas and sign-in sheets as well as essential component evidence entered in the online GLRS Regional Implementation Team Survey) to verify the responses on the survey.
- Any issues related to data quality were addressed at State Implementation Team Meetings.

The State will continue to implement stringent procedures to ensure high quality data.

#### b. Implications for assessing progress or results

The State has updated the incomplete Mathematics Achievement data from School Year 2016 – 2017 and has reset the district and targeted school baseline data in this APR submission. Target student data were based on complete Mathematics achievement; therefore, there was no need for adjustment. Baseline data for the measure related to ISS/OSS has been adjusted as well. Based on the updating of Mathematics achievement and discipline data and the resetting of baseline for districts selected to receive intensive supports and the target schools within these districts there are no implications for assessing progress or results.

#### c. Plans for improving data quality

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

The EdFacts Coordinator, Assessment Division, and Special Education Division will continue to work collaboratively to ensure data quality related to the Mathematics Achievement data.

## 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

During Phase III – Year II, Georgia continued to make infrastructure changes that support the implementation of SSIP initiatives and lead to achievement of the SiMR. These changes are the result of the two Coherent Improvement Strategies identified in Phase II and implemented in Phase III – Years I and II. Each of the Coherent Improvement Strategies and associated principle activities are discussed in-depth in Section B and highlighted below.

Coherent Improvement Strategy One focused on improvements to State and Regional infrastructures to better support districts in implementing and scaling-up evidence-based practices that will improve graduation rates for all students including students with disabilities. This strategy addresses the following infrastructure components: Governance, Monitoring and Accountability, Professional Learning, and Technical Assistance.

Principle Activity One focused on aligning and integrating plans/initiatives at the state, regional, district, and school levels to reduce duplication; leverage resources; and maximize results. During Phase III – Year II, the State has made significant progress toward achieving this alignment and integration as shown by completion of the following activities:

- Submission and approval of Georgia’s Plan for the Every Student Succeeds Act- This plan will aid the GaDOE in supporting districts and schools in focused, cohesive ways that utilize innovative approaches to teaching, learning, and leading. Under the plan, state and regional technical assistance providers will work together to coordinate technical assistance directed toward improving academic performance and graduation rates for schools identified as needing Comprehensive Targeted Support and Improvement.
- Implementation of the Consolidated LEA Improvement Plan (CLIP)- With the CLIP, districts will have one coordinated plan for improving outcomes for all students in the district. This plan will serve as the “road map” for all integrated district and school improvement efforts (including Student Success) and will ultimately to improved academic performance and improved graduation rates.
- Allocation of funding of a new State Personnel Development Grant (SPDG)- Georgia’s new SPDG focuses on building district and school capacity to implement Multi-tiered Systems of Support (MTSS). Lack of effective MTSS in the 50 districts selected to receive intensive supports through Student Success has been identified as a barrier to improving academic performance and graduation rates. The grant will provide professional learning and technical assistance to targeted districts and schools with SSIP districts having priority placement in the SPDG activities. Building district and school capacity to implement MTSS will support students in receiving the interventions that they need in a more timely manner leading to improved performance.

- Collaboration with the Georgia Vocational Rehabilitation Agency (GVRA)- The partnership between the GaDOE and GVRA promotes coordinated technical assistance related to the five pre-employment transition services as defined by the Workforce Innovation and Opportunity Act. This collaboration directly supports one of the mid-term outcomes of Georgia’s SSIP -improving transition practices and outcomes.
- Alignment of special education discretionary projects and processes- Special education monitoring procedures and processes have now been incorporated into the Cross Functional Monitoring Process which is being implemented by all Federal programs at the GaDOE. This integration of monitoring activities across Federal programs has reduced duplication in monitoring processes, and it supports the delivery of coordinated technical assistance to address non-compliance and improved performance.

Alignment of these key plans and initiatives across GaDOE offices and divisions and with external agencies such as GVRA has created common improvement plans, integrated funding supports, coordinated professional learning and technical assistance, and joint accountability processes that will support achievement of the SiMR, scale-up of improvement activities, and sustain these that will support implementation of has supported a common focus on building the capacity of districts and schools to implement practices designed to improve outcomes of students with disabilities. Districts will receive coordinated professional learning and technical assistance to support them in their improvement efforts, and common monitoring processes will support integrated efforts to address non-compliance and improve results.

Principle activity two, which also addressed the Infrastructure Components of Governance, Monitoring and Accountability, Professional Learning, and Technical Assistance targeted the development of cascading team management and implementation structures and communication protocols/feedback loops at all levels of the state system. These cascading teams provided a structure for providing technical assistance and guidance down the State system to districts and schools, and they support the transmission of implementation up the system. During Phase III, Georgia focused on implementing team processes with fidelity and using the established feedback loops to convey information about implementation barriers “up” the system and revised procedures, processes, and resources back “down” the systems to districts and schools. These cascading teams established during the 2015 - 2016 school year, had a critical role in the successful implementation of SSIP initiatives. The cascading team structure supported the implementation of SSIP initiatives by having teams at each level of the system address barriers that they could and then quickly obtain assistance from the teams at the next level “up” the system when they could not address the barriers. Resources and supports could then be quickly sent “down” the system. The online surveys that were developed to capture and communicate implementation data were essential to timely communication and assistance. It is also felt that these teams will sustain the work of Student Success over time and will support the scale-up of initiatives and supports to new districts and schools.

Principle activity three addressed the infrastructure components of Professional Learning and Technical Assistance for GLRS Regional Teams (Area Success Coaches, Regional Student

Success Coaches, GLRS personnel, and GaDOE District Liaisons) that supported districts identified as needing intensive supports through the SSIP.

- In July 2017, 59 Regional Implementation Team members participated in professional learning on systems coaching conducted by the Corwin Institute.
- In October 2017, 58 Regional Implementation Team Members participated in professional learning designed to improve attendance. This professional learning was provided by Attendance Works.
- In February 2018, professional learning was provided to 59 Regional Implementation Team members on strategies to reduce dropout using resources developed by the National Dropout Prevent Center.

It is felt that having state and regional systems of strong technical assistance providers will support progress toward the SiMR and allow for sustainability and scale up of improvement initiatives.

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

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

Georgia did not endorse or prescribe specific evidence-based practices during Phase III – Year II. Rather, 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. The GaDOE and its regional technical assistance partners supported 50 districts identified as needing intensive supports in implementing their Student Success Process Plans with fidelity. The plans, which were initially developed in the Spring and Summer of 2016, were incorporated into the Evidence-based Action Steps of the districts' CLIPs submitted to the GaDOE in August and September of 2017. Each of the 50 districts were required to replicate implementation of the Student Success Process in two target schools, one identified in School Year 2016 – 2017 and the other in School Year 2017 – 2018. Schools addressed the action steps related to the Student Success Process in their School Improvement Plans.

Implementation of the Student Success Process with fidelity at the district and school levels is critical to achieving the desired effects because the implementation of the Student Success Process itself leads to the selection and implementation of specific evidence-based practices based on district/school needs and capacity to implement. As a result, the State Implementation Team and the external evaluator developed measures to assess implementation fidelity of Student Success 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 Student Success Process Plans in the 50 districts identified as needing intensive supports through the SSIP. The rubric includes sixteen elements in four areas: District Team; Implementing the Plan; District Implementation Supports; and Monitoring Implementation. It uses a four-point rating scale: 0-Not Evident, 1-Emerging, 2-Operational, and 3-Exemplary. Fidelity of implementation is achieved when 80% or more of the items are rated as “Operational” or higher (i.e. “Exemplary”). It should be noted that this is a more rigorous target than the Phase III – Year I target in which fidelity of implementation was achieved when 80% or more of the items were rated as “Emerging” or higher (i.e. “Operational” or “Exemplary”).

Each district team completed the District Implementation Fidelity Rubric in February 2018, and the rubric ratings were verified by Regional Student Success Coach based on evidence presented by the district teams. Analysis of the rubric ratings for the 50 districts identified to receive intensive supports revealed that 40/50 (80%) of the districts were implementing their plans with fidelity based on the criteria listed above. As a result, the State, met its more rigorous target of 50% for this measure, and made significant progress from FFY 2015 when fidelity was achieved when 80% or more of the items were rated as “Emerging” or higher (i.e. “Operational” or “Exemplary”). In Phase III – Year 1, 48/50 (96%) had 80% or more of the items rated as “Emerging” and 10/50 (20%) had 80% or more of the items rated as “Operational” or higher.

School Implementation Fidelity Rubric: In Phase III – Year II, the State used the School Implementation Fidelity Rubric to assess fidelity of implementation of the Student Success Process Plans in the target schools in each of 50 districts identified as needing intensive supports through the SSIP. The rubric, which was completed for the first time this year, includes sixteen elements in four areas: School Team; Implementing the Plan; School 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 school team completed the School Implementation Fidelity Rubric in February 2018, and the rubric ratings were verified by Regional Student Success Coach and the District Coach based on evidence presented by the school team. Analysis of the rubric ratings for the 50 districts identified to receive intensive supports revealed that 64/99



(65%) of the schools were implementing their plans with fidelity based on the criteria listed above. This represents baseline for this measure. Targets have been established and are included in the evaluation plan in Appendix B.

When completing the above-mentioned fidelity rubrics, districts and schools were required to produce evidence for the Regional Student Success Coaching demonstrating that they had processes and methods/tools in place to assess fidelity of implementation and to measure intended outcomes. Many districts and schools used fidelity and outcome measures provided by the developer/vendor of the practice while others developed their own customized methods/tools. Figure 4 below includes a listing of the evidence-based practices that are currently being used in districts identified to receive intensive supports through the SSIP. They are organized by the three primary barriers to graduation identified in Phase I.

Figure 4: Selected Evidence-based Practices

	Number of Districts	Access to the Curriculum	Access to Positive School Climate	Access to Specially Designed Instruction
PBIS	36		X	
Check and Connect	13		X	
ASPIRE	46	X		
Co-teaching	6	X		
Read 180	7	X		
System 44	4	X		
Mentoring	6		X	

The State collected fidelity of implementation data on evidence-based practices from targeted schools during Phase III – Year II using the Teacher Assessment on Performance Standards (TAPS), one of the three components of the Georgia Teacher Keys Effectiveness System (TKES). The TAPS provide evaluators with a qualitative, rubrics-based evaluation method by which they can measure teacher performance related to quality Performance Standards. Specifically, the scores from the TAPS assessment rubric for the Instructional Strategies Standard was used for this measure. The Instructional Strategies Standard assesses the teacher’s use of evidence-based strategies relevant to the content to engage students in active learning and to facilitate the students’ acquisition of key knowledge and skills. The ratings are based on 2-4 walkthrough observations which may be announced or unannounced. Three conferences between the teacher and observer are held throughout the year, and the ratings of the Summative Assessment, which is the result of the outcomes of the formative observation process, are finalized and securely transmitted to the GaDOE.

Data were obtained for each of the 99 targeted schools that were selected by districts to implement the Student Success Process. It should be noted that one of the 50 districts selected to receive intensive technical assistance through the SSIP identified three schools

and two small districts had multiple schools on the same campus reporting under one school code resulting in a total of 99 schools. Data were not available for three schools due to an N size of less than 15. For each school, the results of the Summative Assessment for all teachers were included in the calculation. Ratings of Levels III (Expected) and IV in the Instructional Strategies standard, were used to indicate that teachers were implementing the selected evidence-based practices to support teaching and learning. The reported data for each school reflect the assessment ratings for all teachers in the 96 schools based on the May 2017 Summative Assessments. Based on these data, 5,689/5846 (97.3%) of the teachers in targeted schools obtained Level III or IV ratings in the Instructional Strategies standard. This compares to 3511/3621 (96.9%) for the May 2016 data reported in the FFY 2015 APR.

Thus, teachers were determined to be implementing the evidence-based practices to support teaching and learning. The State met its target of 80% and made progress from FFY 2015.

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

During Phase III – Year II, the State continued to monitor progress toward achieving the short-term, mid-term, and long-term outcomes (e.g. objectives) as documented in the Student Success Logic Model and Evaluation Plan. The following is a summary of the progress for each of the identified outcomes:

Short-term Outcomes
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**Short-term Outcome One:** Improve state and regional capacity (e.g. knowledge/skills, organizational structures, and resources) to support districts in implementing evidence-based practices:

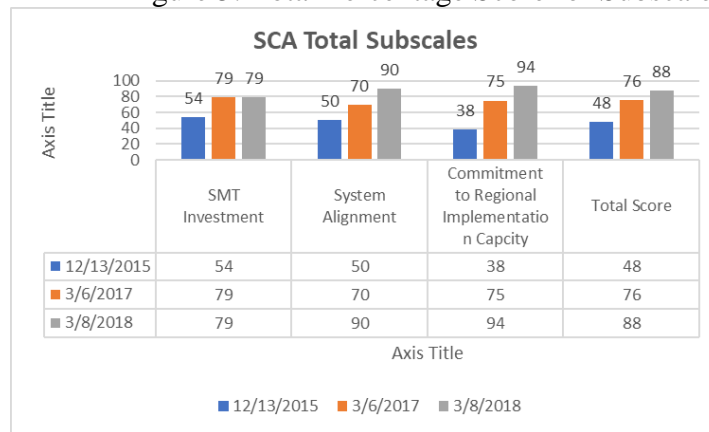
During Phase III – Year II, the State implemented two performance measures to assess improvements in state and regional capacity. These measures are included in the Student Success Evaluation Plan included in Appendix B The results of these measures are described below:

Collaboration Between State and Regional Technical Assistance Providers: The first measure is the percentage of GaDOE staff from key GaDOE divisions and offices and regional technical assistance providers reporting high levels of collaboration with staff from other offices and divisions in implementing activities designed to improve graduation rates for students with disabilities. The data source for this measure was the Collaboration Component of the Student Success Annual Survey completed in February 2018 by GaDOE staff. Respondents were asked to rate the level of collaboration and regional technical assistance providers were asked to complete a survey that was designed to measure levels of communication between the two groups of technical assistance providers. The results of the survey revealed that 83/90 (92.2%) of the respondents reported “High” or “Very High” levels

of collaboration. The State met the target of 68% for FFY 2016 and made progress from last year (91.8%). Collaboration of state and regional technical assistance providers is essential to supporting aligned efforts to improve graduation rates for students with disabilities.

Overall Changes in State Capacity: The second measure for improving state and regional capacity is the Total Score of items on the State Capacity Assessment. (A description of the State Capacity Assessment is provided on page 28.) For FFY 2016, the State Total Score for the March 2018 administration was 88%. This represents an increase from the March 2017 administration Total Score of 76% and December 2015 administration Total Score of 48%. Based on these scores, the State has shown significant growth in its capacity to support districts in implementing evidence-based practices with fidelity.

Figure 5: Total Percentage Score for Subscales



The State met its target of 76% during Phase III – Year II. The State has demonstrated significant improvements in system alignment and building regional implementation capacity. During Phase III – Year III, the State will continue to work on increasing support for the State Transformation Specialist and working across divisions to develop written processes for identifying effective evidence-based practices.

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

During Phase III – Year II, 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 measure is the percentage of participants demonstrating an increase in knowledge from to pre- to post-tests. During Phase III – Year II, members of district and school teams participated in professional learning related to the selection, use, and monitoring of evidence-based practices designed to improve outcomes for students with disabilities. These activities are described in Section B. The State Implementation Team developed customized tests based on the content of the professional development activity, and the aggregated results of the tests informed this measure.

During Phase III – Year II, pre- and post-tests were administered for four statewide professional learning activities for district team members. These activities are listed in Figure 6 below. Based on an analysis of the aggregated test results, 239/285 (83.8%) demonstrated an increase in knowledge following participation in the professional learning activities. The State did not meet the established target of 92% and demonstrated slippage from FFY 2015 of 91.8% (318/415).

Figure 6: Pre- and Post-Test Data for Professional Learning Activities

Name of Professional Learning Activity	Number of Test Takers	Number Showing Improvement from Pre- to Post-Test	Percent Showing Improvement from Pre- to Post-Test
Student Success Leadership Academy	32	32	100%
Coaching for Success	73	68	93.1%
15 Strategies for Preventing Dropout	25	24	96.0%
Attendance Works	155	115	74.1%
Total	285	239	83.8

The State Implementation Team will review processes for developing pre- and post- tests and will work with future workshop presenters to ensure that test items accurately reflect content addressed in the professional learning activities.

**Short-term Outcome Three-** Improve district and school infrastructure to support educators in implementing evidence-based practices to support teaching and learning

The State implemented three performance measures to assess improvements in school and district infrastructures during Phase III – Year II. These measures are included in the Student Success Evaluation Plan included in Appendix B. The results of these measures are described below:

Collaboration Among District and School Personnel: The first performance measure 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 II, data on collaboration among personnel at the district and school levels were collected through the District and School Annual Surveys completed by district team members and school administrators in February 2018. The surveys collect data on a variety of key measures including collaboration. The results of the survey are summarized in Figure 7.

Based on an analysis of the survey results, 81/101 (80.1%) of the respondents reported that “the level of collaboration among personnel in implementing Student Success improvement activities” was “Very High” or “High”. This compares to 109/165 (66.0%) of the respondents reporting “Very High” or “High” levels of collaboration on the survey results reported in the FFY 2015 APR. The state exceeded the target of 70% and made substantial progress on this measure from last year.

Figure 6: Results of Collaboration Survey for District and School Personnel

	Number of Respondents Reporting “Very High” or “High” Collaboration	Percent of Respondents Reporting “Very High” or “High” Collaboration
District Administrators Including Special Education Directors	35/45	77.7%
District Coaches	26/33	78.7%
School Administrators	20/23	86.9%
Totals	81/101	80.1%

These data provide evidence for improved collaboration among personnel in implementing improvement activities designed to improve graduation rate for students with disabilities. These data support ratings provided in the District and School Implementation Fidelity Rubrics as well as anecdotal information provided by regional technical assistance providers. It is believed that strong collaboration among district and personnel will lead to improved implementation fidelity and outcomes.

Administration of the Student Success Process at the District Level: The second performance measure is the percentage of districts scoring “Operational” or “Exemplary” on the District Implementation Fidelity Rubric. (Please refer to Figure 2 on page 29 for a description of the rubric.)

During Phase III – Year II, the State used components of the District Implementation Fidelity Rubric to assess improvements in infrastructure in key areas such as Governance (e.g. Team), Professional Learning, Technical Assistance, and Monitoring in the 50 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”). It should be noted that this is a more rigorous target than the Phase III – Year I target in which districts were determined to be implementing the infrastructure component when 80% or more of the items in the infrastructure areas referenced above were rated when “Emerging” or higher (i.e. “Operational” or “Exemplary”).

In FFY 2016, 43/50 (86%) 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”). As a result, the state, met its more rigorous target of 50% for this measure, and made significant progress from FFY 2015 when fidelity was achieved when 80% or more of the items were rated as “Emerging” or higher (i.e. “Operational” or “Exemplary”). Based on this criterion, 48/50 (96%) had 80% or more of the items rated as “Emerging” or higher in FFY 2015.

Most districts have worked very hard to improve their infrastructures to support the implementation of evidence-based practices. The highest ratings were in Governance, and the lowest ratings were in Monitoring. The State will continue to support district teams in addressing infrastructure barriers.

Administration of the Student Success Process at the School Level: The third performance measure is the percentage of districts scoring “Operational” or Exemplary” on the Student Success School Implementation Fidelity Rubric. (A description of the rubric is available in Figure 2 on page 29.)

During Phase III – Year II, the State used components of the School Implementation Fidelity Rubric to assess improvements in infrastructure in key infrastructure areas such as Governance (e.g. Team), Professional Learning, Technical Assistance, and Monitoring in the 99 targeted schools in districts identified as needing intensive supports through the SSIP. Schools 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”).

School teams completed the School Implementation Fidelity Rubric in February 2018, and the rubric ratings were verified by Regional Student Success Coaches and the District Coaches based on evidence presented by the school teams. Analysis of the rubric ratings for the 50 districts identified to receive intensive supports revealed that 66/99 (66.6%) of the schools were implementing their plans with fidelity based on the criteria listed above. The data represent baseline for this measure. Targets are established in the Student Success Evaluation Plan in Appendix B.

The State will continue to support schools in addressing infrastructure improvements needed to build the capacity of school staff to implement evidence-based practices to fidelity.

**Short-term Outcome Four-** 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 II. This measure, which is the percentage of district stakeholders reporting engagement at Collaborating or Transforming levels in planning, implementing, and monitoring improvement activities, is included in the Student Success Evaluation Plan included in Appendix B. The results of this measure are described below:

Assessment of District/School Stakeholder Engagement: The State used the Student Success Stakeholder Engagement Survey to assess levels of stakeholder engagement in the 50 districts identified as needing intensive support through Student Success. In order to reduce the data collection burden on districts, the items from the stakeholder survey were incorporated into the District Annual Surveys. A total of 101 individuals responded to the survey which included items from the Coalescing Around Issues Rubric developed by the IDEA Partnership and included in *Leading by Convening: A Blueprint for Authentic Engagement*. Of the 101 respondents, 88/101 (87.1%) reported their depth of engagement at

the Collaborating or Transforming levels. As a result, the State met the established target of 80% and exceeded the 77.5% in the FFY 2015 APR. Although the State made progress on this measure, the State will continue to work on increasing authentic engagement in each of the districts.

### Mid-term Outcomes

During Phase III – Year II, the State implemented eleven performance measures to assess improvements in state and regional capacity. These measures are included in the Student Success Evaluation Plan included in Appendix B. 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:

Teacher Keys Effectiveness Evaluation System: During the Phase III - Year II, the State Implementation Team used the Teacher Assessment on Performance Standards (TAPS) of the Georgia Teacher Keys Effectiveness System (TKES), as the key measure to assess the implementation of evidence-based practices in targeted schools. The Instructional Strategies Standard assesses the teacher's use of evidence-based strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills. The Differentiated Instruction Standard assesses how the teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences. The ratings are based on 2-4 walkthrough observations which may be announced or unannounced. Three conferences between the teacher and observer are held throughout the year, and the ratings of the Summative Assessment, which is the result of the outcomes of the formative observation process, are finalized and securely transmitted to the GaDOE.

Data were obtained for each of the 99 targeted schools that were selected by districts to implement the Student Success Process. It should be noted that one of the 50 districts selected to receive intensive technical assistance through the SSIP identified three schools and two small districts had multiple schools on the same campus reporting under one school code resulting in a total of 99 schools. Data were not available for three schools due to an N size of less than 15. For each school, the results of the Summative Assessment for all teachers were included in the calculation. Ratings of Levels III (Expected) and IV in the two standard areas, Instructional Strategies and Differentiated Instruction, were used to indicate that teachers were implementing the selected evidence-based practices to support teaching and learning. The reported data for each school reflect the assessment ratings for all teachers in the 96 schools based on the May 2017 Summative Assessments. Based on these data, 5689/5846 (97.3%) of the teachers in targeted schools obtained Level III or IV ratings in the Instructional Strategies standard and 5597/5846 (95.7%) obtained Level III or IV ratings in the Differentiated Instruction standard. Thus, teachers were determined to be implementing

the evidence-based practices to support teaching and learning. The State met its FFY 2016 target of 80% and made progress from FFY 2015 as demonstrated in the table below.

Figure 7: Teacher Assessment of Performance Standards for FFY 2015 and FFY 2016

	Phase III – Year I FFY 2015		Phase III – Year II FFY 2016	
	Number Scoring Level III or Level IV	Percent Scoring Level III or Level IV	Number Scoring Level III or Level IV	Percent Scoring Level III or Level IV
Instructional Strategies	3511/3621	96.9%	5,689/5846	97.3%
Differentiated Instruction	3421/3621	94.5%	5597/5846	95.7%

**Mid-term Outcome Two-** Improve school climate including student attendance, engagement, and behavior:

The State implemented three performance measures to assess school climate including student attendance, engagement, and behavior during Phase III – Year II.

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. (A description of the STAR Ratings for School Climate is available Figure 2.). In Phase III – Year II (FFY 2016), 47/99 (47.4%) schools obtained a rating of 4 or 5 on the most recent STAR Ratings for School Climate. Of these, 22 were Year 1 schools, and 25 were Year 2 schools. The State exceeded the FFY 2016 target of 37% and made progress from FFY 2015 when 19/54 (35%) schools obtained a rating of 4 or 5.

Absenteeism Rates of Targeted Students: The second outcome measure for school climate is the percentage of targeted students in participating schools with less than six (6) days absent in a school year. Attendance data were obtained from Targeted Student Data Report which was created by the GaDOE using data submitted through the Student Record. During FFY 2016, there were 5,125 targeted students in 99 targeted schools with 2,052/5,125 (40.0%) of the targeted students having less than six days absent. This compares to the 1,150/2,748 (41.8%) targeted students in 54 schools from last year. The State had minor slippage from last year and did not meet the target of 43%.

During Phase III – Year II, the State Implementation Team coordinated two statewide meetings focusing on evidence-based practices to improve attendance. The State recognizes the crucial role that attendance has in improving graduation rate and is considering providing funding for Check and Connect for intensive districts in FFY 2017 (Phase III – Year III).

ISS or OSS Rates for Targeted Students: The third outcome measure for school climate is the percentage of targeted students in participating high schools with ten days or less in in-school (ISS) or out-of-school Suspension (OSS) in a school year. The data source for this measure is



the Targeted Student Data Report which was created by the GaDOE using data submitted through the Student Record. During FFY 2016, there were 5,125 targeted students in 99 targeted schools with 4,918/5,125 (95.0%) of the targeted students having ten days or less of ISS or OSS. This compares to the 2,595/2,748 (94.4%) targeted students in 54 schools from last year (adjusted baseline for this measure as discussed in Section D). The State met the target of 50% for FFY 2016 and made progress FFY 2015 (Phase III – Year I).

Districts and targeted schools will continue to participate in Student Success professional learning and technical assistance related to improving school climate (i.e. discipline), and the State is looking forward to reporting continued progress on this measure in the FFY 2017 APR.

### **Mid-term Outcome Three- Improve student achievement:**

The State implemented six performance measures to assess improvements in student achievement during Phase III – Year II.

Course Completion for Targeted Students: The first outcome measure for student achievement is the percentage of scheduled courses passed by targeted students in targeted schools. This measure was changed from the percentage of students passing courses to better describe the data that are being collected. The data source for this measure is the Targeted Student Data Report which was created by the GaDOE using data submitted through the Student Record in FFY 2016 based on School Year 2016 – 2017 data. This measure applies only to the targeted students who were in 9<sup>th</sup> grade or beyond last year during School Year 2016 – 2017 since targeted students who were in eighth grade during School Year 2016 – 2017 did not receive pass-fail grades for individual courses by semester; rather they received an end-of-grade score. Of the 1,484 students who were in 9<sup>th</sup> grade or higher during SY 2016 – 2017, 1,213/1,484. (81.7%) passed their scheduled courses. As a result, the State met and exceeded the target of 79%. The State made progress from FFY 2015 based on School Year 2015 – 2016 data when 1,753/2,221 (78.9%) passed their scheduled courses.

Performance of Students with Disabilities in Intensive Districts on Georgia Milestones: The second 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. (A description of Georgia Milestones Assessment System including levels of achievement is available in Figure 2.)

For FFY 2016, 22,580/57,016 (31.9%) of students with disabilities in districts selected to receive intensive supports scored Developing or above in English/Language Arts based on School Year 2016 – 2017 data. When reviewing the number of students used in this calculation, it is important to note that in the FFY 2015 APR, only students with disabilities who were in 9<sup>th</sup> grade or above were included because only high schools participated in Student Success last year. With the addition of the new schools in the 2016 – 2017 school year, elementary and high schools were identified as targeted schools, and these data were used in the calculations for district data. As a result, the number of students used in the calculation is much larger.

For FFY 2016, 22,580/57,016 (31.9%) of students with disabilities in districts selected to receive intensive supports scored Developing or above in English/Language Arts based on School Year 2016 – 2017 data. As a result, the State did not meet the target of 35% for FFY 2016. Slippage of less than two percentage points was noted in English/Language Arts proficiency.

For FFY 2016, 28,150/63,159 (43.0%) of students with disabilities in districts selected to receive intensive supports scored Developing or above in Mathematics based on School Year 2016 – 2017 data. As a result, the State met the target of 35% for FFY 2016. Progress of almost six percentage points was noted in Mathematics proficiency from the revised baseline for students in districts identified to receive intensive technical assistance through the SSIP.

Figure 8 provides a three-year comparison of English/Language Arts and Mathematics data for the 50 districts. Based on these comparisons, progress has been made from baseline, but slippage was noted in English/Language Arts in FFY 2016 from FFY 2015.

Figure 8: Performance of Students with Disabilities in 50 Districts Receiving Intensive Supports

	FFY 2014 School Year 2014-2015 Data		FFY 2015 School Year 2015-2016 Data		FFY 2016 School Year 2016-2017 Data	
	Number	Percent	Number	Percent	Number	Percent
English Language Arts	1,588/3,039	34.3%	1,685/3,356	33.4%	22,580/57,016	31.9%
Mathematics	1,745/5,635	30.9%	3,278/9,900	33.1 %	28,150/63,159	43.0%

The State will continue to support districts in implementing evidence-based practices to support English/Language Arts and Mathematics proficiency.

Performance of Students with Disabilities in Targeted Schools on Georgia Milestones: The third outcome measure for academic achievement is the percentage of students with disabilities in targeted schools scoring Developing or above on the Georgia Milestones Assessment System.

When reviewing the English/Language Arts and Mathematics data below for targeted schools, it is important to note that the number of schools increased to 99 in FFY 2016 from 54 in FFY 2015 due to each district being required to identify a second targeted school. As a result, the number of students has increased.

For FFY 2016, 1,657/4,779 (34.7%) of students with disabilities in targeted schools scored Developing or above in English/Language Arts based on School Year 2016 – 2017 data. As a result, the State met the target of 28%. Figure 9 provides a two-year comparison of English/Language Arts data for targeted students in targeted schools. Based on these comparisons, progress has been made in English/Language Arts in FFY 2016 from FFY 2015 for students with disabilities in targeted schools.

For FFY 2016, 2,242/6,227 (36.0%) of students with disabilities in targeted schools scored Developing or above in Mathematics based on School Year 2016 – 2017 data. As a result, the State met the target of 28%. Figure 9 provides a two-year comparison of Mathematics data for the targeted schools. Based on these comparisons, progress has been made in FFY 2016 from FFY 2015 for students with disabilities in targeted schools.

Figure 9: Performance of Students with Disabilities in Targeted Schools

	FFY 2015 School Year 2015-2016 Data		FFY 2016 School Year 2016-2017 Data	
	Number	Percent	Number	Percent
English Language Arts	376/1330	28.3%	1,657/4,779	34.7%
Mathematics	833/2,572	32.4%	2,242/6,227	36.0%

The State will continue to provide professional learning to district and school personnel to support them in implementing evidence-based practice to improve academic performance in English/Language Arts and Mathematics.

Performance of Targeted Students in Targeted Schools on Georgia Milestones: The fourth outcome for academic achievement is the percentage of targeted students with disabilities in targeted schools scoring Developing or above on the Georgia Milestones Assessment System. It is important to note that the number of targeted students increased due to districts being required to identify a second target school in FFY 2016.

For FFY 2016, 1,144/3,898/4,083 (29.3%) of targeted students in targeted schools scored Developing or above in English/Language Arts based on School Year 2016 – 2017 data. The State met the target of 28% for English/Language Arts and demonstrated progress from FFY 2015.

For FFY 2016, 1,304/4,083 (31.9%) of targeted students in targeted schools scored Developing or above in Mathematics based on School Year 2016 – 2017 data. The State met the target of 28% for English/Language Arts and Mathematics and made progress from FFY 2015.

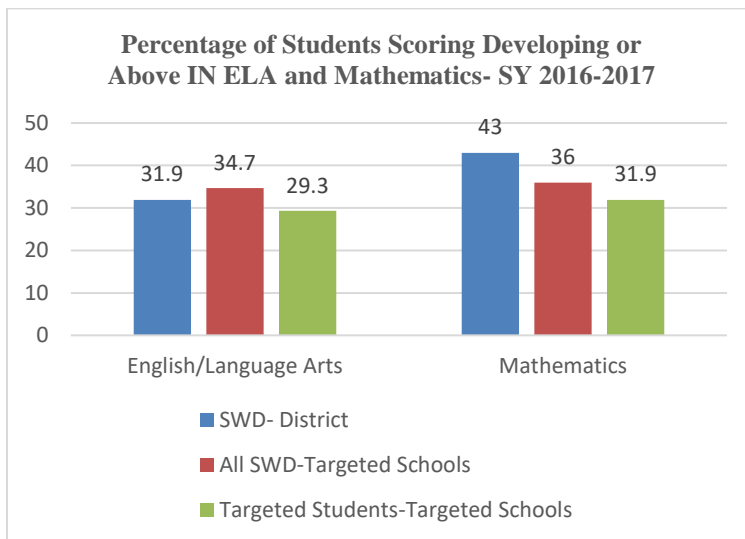
Figure 10 provides a two-year comparison of English/Language Arts and Mathematics data for targeted students in targeted schools.

Figure 10: Performance of Targeted Students in Targeted Schools for FFY 2015 and 2016

	FFY 2015 School Year 2015-2016 Data		FFY 2016 School Year 2016-2017 Data	
	Number	Percent	Number	Percent
English Language Arts	598/2155	27.7%	1,144/3,898	29.3%
Mathematics	620/2005	30.9%	1,304/4,083	31.9%

As illustrated in the above measures, Georgia’s SSIP focused on improving English/Language Arts and Mathematics proficiency for students with disabilities in districts selected to receive intensive technical assistance, in targeted schools within these districts, and for targeted students within the targeted schools. Figure 11 provides a summary of FFY 2016 English/ Language Arts and Mathematics proficiency across the districts, schools, and students.

Figure 11: FFY 2016 Proficiency Levels in English/Language Arts and Mathematics Across Measures (District, All SWD in Targeted School, and Targeted Students in Targeted Schools)



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

Consistent with the above measure, two assessments were used to assess student growth in English/Language Arts and Mathematics for students receiving interventions through Student Success. For students who were in ninth grade or beyond during the 2016 - 2017 school year, End of Course Assessments were used, and End of Grade Assessments were used for the high school students who were in eighth grade or last year (2016 - 2017). When reviewing the growth data, it is important to point out that students complete End of Grade and End of Course Assessments in multiple courses in a year.

As shown below, 2,334/3,893 of the targeted students in targeted schools (59.9%) in the 99 schools implementing the Student Success Process demonstrated Typical and High Growth in English/Language Arts, and 1,980/4,017 of the targeted students in targeted schools

(49.2%) demonstrated Typical to High Growth in Mathematics. Targets have been established based on these baseline data and are included in the updated Student Success Evaluation Plan included in Appendix B.

Figure 12: Percentage of Targeted Students in Targeted Schools Demonstrating Typical to High Growth in English/Language Arts

Assessment Type	Number of Students with Test Results	Number of Students Demonstrating Typical and High Growth	Percentage of Students Demonstrating Typical and High Growth
End of Grade Test	2,330	1,397	60.0%
End of Course Test	1,563	937	59.9%
Total	3,893	2,334	59.9%

Figure 13: Percentage of Targeted Students in Targeted Schools Demonstrating Typical to High Growth in Mathematics

Assessment Type	Number of Students with Test Results	Number of Targeted Students Demonstrating Typical and High Growth	Percentage of Targeted Students Demonstrating Typical and High Growth
End of Grade Test	2,328	1,049	45.1%
End of Course Test	1,689	931	55.1%
Total	4,017	1,980	49.2%

Based on the above data, the State met and exceeded the target of 28% of targeted students in targeted schools demonstrating Typical and High Growth in FFY 2016. The State demonstrated progress from 50.8% in English/Language Arts from FFY 2015 but showed slippage from 56.0% in Mathematics based on revised data.

**Mid-term Outcome Four - Improve transition practices and outcomes:**

The State implemented two performance measures for this outcome during Phase III – Year II.

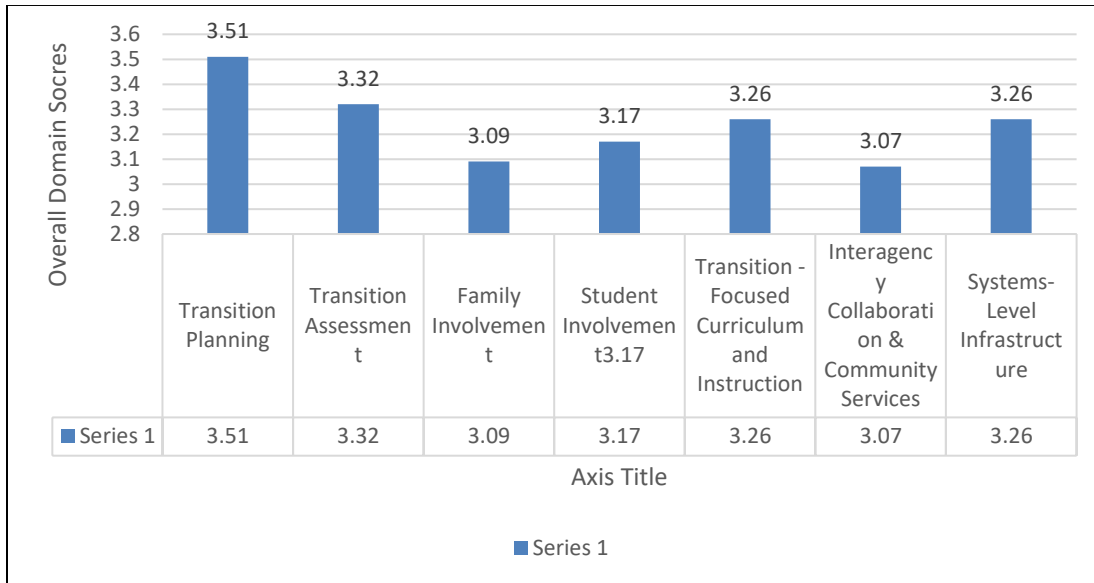
**Quality Indicators of Exemplary Programs Needs Assessment:** The first outcome measure for transition is the percentage of targeted districts obtaining an overall domain score of 3.0 or higher in the Transition Planning Domain of the Quality Indicators of Exemplary Transition Programs Needs Assessment-2 (QI2). The QI2 is a self-assessment comprised of seven domains designed to identify and prioritize the most critical needs within a transition program.

In FFY 2016, 32 of the 50 districts selected to receive intensive supports through Student Success completed the QI2. Of the 32 districts, 31/32 (96.9%) of the districts completing the QI2 met or exceeded the overall domain score (e.g. 3.0 or higher) in the Transition Planning

Domain. The State demonstrated progress from FFY 2015 and exceeded the FFY 2016 target of 95%.

Overall Domain Scores were also obtained for all seven domains with all domains showing a moderate level of implementation. As shown in Figure 14 below, overall domain scores ranged from 3.07 for Interagency Collaboration and Community Services to 3.51 for Transition Planning.

Figure 14: Overall Domain Scores for 32 SSIP Districts



The State will continue to provide professional learning and follow-up technical assistance to support districts in implementing compliant, high quality transition programs leading to improved graduation rates and ultimately improved post-secondary outcomes.

**Secondary Transition Checklist:** The second measure for improving transition outcomes is the percentage of targeted districts with 100% compliance on the Secondary Transition Checklist. (A description of the checklist is included in Figure 2.) During FFY 2016, 45/50 (90%) of the districts identified to receive intensive technical supports through Student Success demonstrated 100% on the Secondary Transition Checklist. The State met the established target of 84% and demonstrated progress from FFY 2015.

Figure 15: Comparison of Secondary Transition Survey Results for 50 Student Success Districts

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

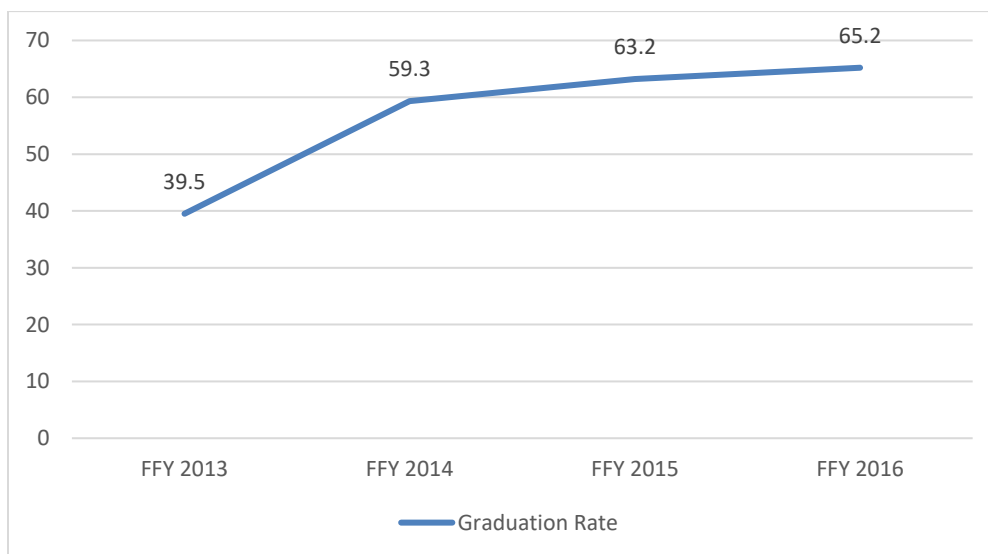
**Long-Term Outcome-** Improve percentage of students with disabilities exiting high school with a general education diploma

The Student Success long-term outcome listed above is also Georgia’s SiMR. During FFY 2016 (School Year 2016 – 2017), the annual event graduation rate for FFY 2016 (School Year 2016 – 2017) for students in the 50 districts identified to receive intensive supports through the SSIP was 65.2% (4134/6343). The State demonstrated progress from FFY 2015 (School Year 2015 - 2016) when the graduation rate was 63.2% 3867/6117. The State exceeded the SiMR target of 65.0%.

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 when the rate was 39.5%. The FFY 2016 annual event graduation rate in the 50 districts selected to receive intensive supports (based on School Year 2016 – 2017 data) was 65.2% (4,134/6,343). As a result, the State made progress from FFY 2015 and exceeded the established FFY 2016 target of 61.0%. In fact, the State exceeded the FFY 2018 target of 65%. Figure 16 illustrates year by year improvements that have been made in the annual event graduation rate in Georgia.

Figure 16: Annual Event Graduation Rate for Students with Disabilities in Districts Receiving Intensive Supports through the SSIP



Although the State has met the established SiMR, 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

The State Implementation Team has monitored implementation progress and outcome data throughout Phase III – Year II. As a result, the team has identified changes that need to be made in implementation during Phase III – Year III. They are as follows:

Develop and Deliver Professional Learning Modules to Address Barriers to Graduation Rate: The State surveyed all District Special Education Directors and GLRS Directors to obtain information about professional learning priorities for each of the three barriers to improving graduation rate (e.g. access to the general education curriculum; access to a positive school climate; and access to specially designed instruction). Respondents were asked to identify topics within each of these areas that represented their district’s or region’s highest professional need. The State has assembled a Design Team to plan and develop professional learning modules these topics for delivery to districts in School Year 2018 – 2019.

Reduce the Number of Districts Receiving Intensive Supports: In Phase II, the State identified 50 districts to receive intensive supports through the SSIP based on an in-depth review of data by the State Implementation Team and stakeholders. Last year, these districts implemented their Student Success Process Plans with support from Regional Student Success Coaches funded by the GaDOE. Districts also received Capacity Building Grants to support the implementation of an evidence-based practice designed to improve academic performance leading to improved graduation rates.

Based on the review of the annual event graduation data for FFY 2016 (School Year 2016 – 2017), the State determined that 37 of the 50 districts selected to receive intensive supports through the SSIP had met or exceeded the FFY 2018 SiMR target of 65% of students graduating with a general education diploma. After much discussion with stakeholders, including district administrators, the State decided to “graduate” these districts to the targeted support level.

#### Refine Levels of Support through the SSIP:

In preparation for Phase III – Year III (School Year 2018 – 2019), the State will further refine the levels of support provided to districts.

- Universal Supports will be provided to ALL districts to support the implementation of Student Success initiatives and activities included in the District Implementation Plan. Collaborative Communities, which will be coordinated by the GLRS Centers, will remain as the primary form of universal support. Information to aid implementation will also be shared through email communication, webinars, and face-to-face meetings for district administrators.
- Targeted Supports will be provided to the 37 districts that have now been “graduated” from intensive Student Success supports. These districts will continue to access professional learning opportunities including webinars and face-to-face meetings such as the Best Practices Forum. The GaDOE will monitor

district data, and, if slippage occurs, the district will be moved back to the intensive technical support level. Graduation data will continue to be used when calculating annual event graduation rate for the SiMR, but districts receiving targeted support will not be required to provide fidelity of implementation or targeted student data.

- Intensive Supports will continue to be provided to the 13 districts that did not meet the SiMR target to assist them in implementing the Student Success Process with fidelity. The intensive supports will be provided in addition to the universal and targeted supports listed above. Districts identified to continue receiving intensive supports will also be provided technical support and coaching from a State SSIP Program Specialist. The district will also receive capacity building funds to support the implementation of evidence-based practices including those practices supported by the State. Districts identified to receive intensive supports will provide fidelity of implementation and targeted student data during Phase III – Year III. Graduation rate data for these districts will also be included in calculating the SiMR.

Recruit and Hire Three State SSIP Program Specialists: During Phase III – Year II, the State funded 18 part-time Regional Student Success Coaches. With the number of districts who will be receiving intensive supports reduced to 13, the State Implementation Team recommended hiring three full-time State SSIP Program Specialist to support the 13 districts located in three defined geographic regions. These program specialists will be supervised directly by the GaDOE. They will provide technical assistance and coaching to support districts and schools in:

- Implementing the Student Success Process with fidelity.
- Monitoring the implementation of the Student Success Process with fidelity. Support district in collecting and analyzing implementation fidelity data for the Student Success Process.
- Implementing evidence-based practices with fidelity. This includes currently implemented practices as well as one or more State supported evidence-based practices.
- Monitoring fidelity of implementation on selected practices. Support district in collecting and analyzing implementation fidelity data.
- Identifying additional services and supports to increase the graduation rate and make linkages as necessary with other GaDOE Divisions and/or Agencies for needed support.

The State SSIP Program Specialists will continue to collaborate with GaDOE District Liaisons and GLRS Directors to coordinate technical assistance to the 13 districts.

Identify and Implement up to Three State Supported Practices: The Student Success Process was designed to lead districts to the selection and implementation of evidence-based practices based on districts needs as evidenced by data. Many districts are successfully implementing evidence-based practices such as Check and Connect, Read 180, and System 44. These districts have processes in place to ensure fidelity of implementation. Other districts have struggled in identifying effective-based practices or implementing evidence-based practices with fidelity. As

a result, the State will be supporting up to three evidence-based practices during Phase III – Year III. The first practice, Check and Connect, has already been identified, and a webinar was conducted for district administrators to provide an overview of the program. District administrators participated in the webinar to determine implementation readiness. The GaDOE and its stakeholders are currently reviewing additional evidence-practices to address the barriers to graduation rate.

Continue Integration of Student Success Action Steps in the District Improvement Plans: During Phase III – Year III, the State will continue to support all districts in integrating their Student Success Action Steps into their District Improvement Plans.

Implement Georgia’s Plan for ESSA: In the upcoming months, the State Implementation Team will continue to work with the Division for School and District Effectiveness to plan technical assistance for schools identified as needing comprehensive or targeted technical support and improvement. Specifically, the role of the GLRS staff and the State SSIP Program will be identified.

The State Implementation Team will meet in June 2018 update the Student Success Implementation Plan in Appendix A once all of these changes are finalized.

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

During Phase III – Year III, Georgia will continue to follow the comprehensive Student Success Evaluation Plan developed prior to the submission of Phase II of the SSIP and updated in the FFY 2015 submission. This plan was developed with broad stakeholder input, and it includes measures to assess implementation progress and outcomes.

Based on an analysis of available data gathered through evaluation activities outlined in the plan and on input from various stakeholder groups, the State is not proposing to change the identified short-term, mid-term, and long-term outcomes including the SiMR. Based on the changes in implementation discussed above and to reduce duplication in data collection and reporting, the State is making additional revisions to the evaluation plan in this FFY 2016 APR submission. They are as follows:

- Deleted measure for alignment of Student Success initiatives and plans at RESA and GLRS aligned with other regional activities and plans to reduce duplication and leverage resources to improve graduation rates. This measure is already assessed in the GLRS Regional Team Implementation Fidelity Rubric.
- Revised measure regarding Student Success Process Plan evaluation to the number of approved District Improvement Plans that include specific Student Success Action Steps.
- Deleted measures for the Regional Capacity Assessment and District Capacity Assessment. Data about district and school capacities are assessed in other evaluation measures used in Student Success. With the addition of the CNA and CLIP, it was determined that requiring this additional data collection would be a burden to regions and districts.

The measure for Strategy Two related to fidelity of implementation for the GLRS Regional Implementation Team Meetings is still being reviewed, and it will be adjusted as needed based on the status of the teams next year.

All changes above are reflected in the Student Success Evaluation Plan included in Appendix A. Changes made in FFY 2015 are identified by strikethroughs. Changes made in this FFY 2016 APR will be implemented for FFY 2017 (School Year 2017 – 2018).

In FFY 2017, the State will continue to contract with an external evaluator to supplement the internal evaluation capacity at the GaDOE. The State Implementation Team will review the evaluation plan on an on-going basis and will make recommendations for changes, as needed. The State will continue to work with various stakeholder groups for input into the SSIP evaluation activities.

### **(3) Anticipated barriers and steps to address those barriers**

Georgia has identified several barriers that could potentially impact implementation progress and outcomes during Phase III – Year III (FFY 2017). These barriers and the steps to address them are included below:

- With the integration of the Student Success Process Plans into the District Improvement Plan, it is possible that the action steps for Student Success could be lost in the much larger district improvement plan.
  - The GaDOE SSIP Program Specialists and GLRS staff will work with district teams and coaches to monitor progress and outcomes of these action steps. The District Implementation Fidelity Rubric will be used to ensure that required components are being implemented with fidelity.
- As Georgia completes its no-cost extension of the State Personnel Development Grant (October 1, 2012-September 30, 2017) in September 2017, it is possible that some alignment between the new SPDG October 1, 2017 – September 30, 2022 and the SSIP could be lost. The SPDG currently completing its no-cost extension had a primary focus on improving graduation rates of students with disabilities. Many of the structures developed through the SPDG were leveraged in Student Success. The sharing of expertise, joint professional learning, and coaching supports between the SPDG and SSIP have supported implementation of the SSIP and SPDG.
  - During the next few months, SPDG funds will be used to continue to build capacity of local staff to sustain practices implemented through the SPDG and SSIP. During the summer, professional learning will be provided on Check and Connect for personnel from SSIP districts and schools as well as former SPDG schools. Alternative funding sources for many of the supports including coaching have already been secured.
  - GaDOE SSIP Program Specialists will replace the Area and Regional Student Success Coaches originally funded through the SPDG.
  - The new SPDG focuses on enhancing the capacity of participating districts to build Multi-Tiered Systems of Supports (MTSS). The new SPDG addresses each of the three barriers to improving graduation rates that were identified during the

deep data analysis conducted in Phase I of the SSIP. These include access to the curriculum; access to a positive school climate; and access to specially designed instruction. Georgia is in the process of finalizing project staff and is planning to offer professional learning over the summer.

- The current SPDG Director and several members of the Student Success State Implementation Team are working on the new SPDG. In late spring 2018, staff will meet to discuss the status of both initiatives; plan for joint professional learning and technical assistance activities; and establish communication feedback loops to ensure that implementation progress and outcome data are shared and addressed in a timely manner.
- As the GaDOE continues to implement Georgia's Plan for ESSA, there could potentially be some challenges in assigning special education technical assistance providers to work with staff from the Division for School and District Effectiveness in supporting those schools identified as needing Comprehensive or Targeted Technical Support and Improvement. This confusion could result in gaps in service for the schools, and it could ultimately impact improvements in academic performance.
  - The Director of the Division for Special Education Services and Supports and the Director of School and District Effectiveness will work together over the next few months to coordinate technical assistance for these schools. Specifically, it will need to be determined which schools will be supported by GLRS staff and which will be supported by the GaDOE SSIP Program Specialists.

The State Implementation Team is currently reviewing additional barriers, and the team will identify strategies to address these barriers.

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

During the Phase III - Year II Georgia received technical assistance from several national technical assistance centers including the National Center for Systemic Improvement (NCSI), the IDEA Data Center (IDC), the National Dropout Prevention Center (NDPC), and the American Institutes of Research (AIR). A brief summary of these technical assistance activities is included below:

- The State Implementation Team has worked with staff from NCSI on several issues related to the State's SSIP implementation. These include stakeholder engagement and implementation of evidence-based practices. The NCSI technical assistance provider participated in two statewide meetings this year. Members of the State Implementation Team and other GaDOE leaders participated in the Part B-focused Cross-State Learning Collaboratives on November 2017.
- The IDEA Data Manager and the Program Manager supporting SSIP implementation participated in the IDC Interactive Institute in Orlando, FL in February 2018. During the institute, the Georgia staff had an opportunity to learn more about data collection and reporting requirements; to receive information regarding the use of the results of SSIP data collection; and obtain information about other data quality and evaluation issues. State staff have also worked with IDC technical assistance providers to address data issues on an as-needed basis.

- The State has worked with the NDPC throughout the year to design and deliver high quality professional development on the 15 research-based *Effective Strategies for Dropout Prevention*. Information on the strategies was integrated in professional learning throughout the year, and Regional Success Coaches provided on-site, follow-up coaching for district and school teams to support the implementation of these highest-impact interventions for graduation rate improvement.
- The State partnered with the AIR to conduct a needs assessment of the Georgia Learning Resource System (GLRS) network. AIR completed the assessment during the current reporting period and provided recommendations to the State regarding improvements that could be made in the network to better support districts in the implementation of evidence-based practices designed to improve outcomes for students with disabilities.
- Georgia also worked with Attendance Works to provide professional learning and resources on decreasing absenteeism to district and school teams from the 50 districts identified to receive intensive technical support through Student Success. Regional Student Success Coaches are supporting districts and schools in implementing evidence-based practices addressed in the training.

Throughout Phase III - Year II, State staff contacted OSEP as needed for technical assistance on a variety of topics related to SSIP implementation. Staff also participated in national technical assistance calls and attended the OSEP Leadership Conference in July 2017.

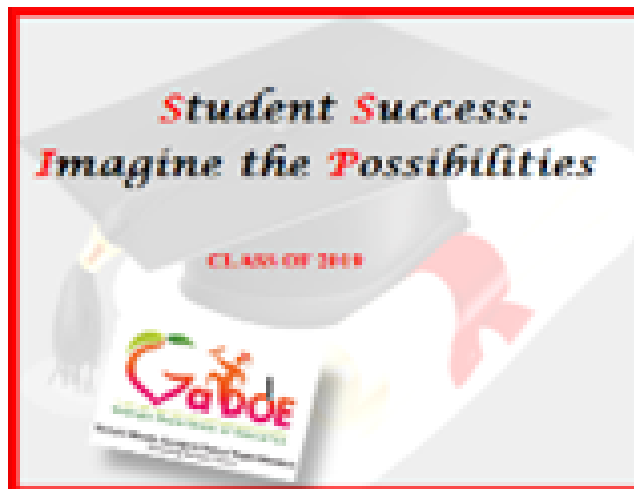
At the present time, no specific technical assistance needs have been identified for Phase III – Year III. The State Implementation Team meets on a monthly basis to review implementation progress and outcomes. When technical assistance is needed to support implementation, the State will reach out to its national technical assistance partners, other organizations such as Attendance Works, and OSEP.

# Appendix A

## Georgia SSIP Implementation Plan

Developed March 2016

Revised April 2, 2018



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

### **Coherent Improvement Strategies:**

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

### **A. Outcomes**

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

#### Short-term Outcomes:

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

#### Mid-term Outcomes

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

#### Long-term Outcome

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



# Georgia Student Success Logic Model

## Theory of Action

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

## Overarching Themes

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

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

**B. Improvement Plan**

**I=Initiated, C= Continuing, E= Ended**

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

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

Activities to Meet Outcomes (Strategy 1)	Level			Milestones/Steps to Implement Activities	Responsible Individuals or Groups	Timeline					Resources Needed
	State	Regional	Local			FFY 2014 (2014-2015)	FFY 2015 (2015-2016)	FFY 2016 (2016-2017)	FFY 2017 (2017-2018)	FFY 2018 (2018-2019)	
1.a. (Continued) Align and integrate initiatives and plans at the state, regional, district, and school levels to reduce duplication and leverage resources	X			Coordinate statewide meetings to provide information on implementation of the Student Success Process	State Implementation Team		I E	E	E	E	Staff Time, Funding for Facilities and Travel
				Create and revise, as needed, District Expectations Document	State Implementation Team	I	C	C	C	C	Staff Time, Data Support
				Develop and disseminate Student Success Process Planning Guide, Template, and Rubric (C)	State Implementation Team	I	E	E	E	E	Staff Time, Data Support
				Develop and disseminate Data Toolkit and related data analysis resources	State Implementation Teams	I	E	E	E	E	Staff Time, Data Support
	X	X	X	Review and provide feedback on Student Success goals and action steps in the District CLIP	State Implementation Team, GLRS		I	C	C	C	Staff Time, Data Support
				<del>Maintain funding for Area and Regional Success Coaches (Deleted FFY 2016)</del>	<del>State Implementation Team, GLRS</del>	<del>I</del>	<del>C</del>	<del>C</del>	<del>C</del>	<del>C</del>	<del>Staff Time, Funding for Facilities and Travel</del>
				Recruit and hire three SSIP Program Specialists at GaDOE to support districts identified as needing additional support through the SSIP	GaDOE Director, Division for Special Education Services and Supports				I	C	

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

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

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

Activities to Meet Outcomes (Strategy 2)	Level			Milestones/Steps to Implement Activities	Responsible Individuals or Groups	Timeline					Resources Needed	
	State	Regional	Local			FFY 2014 (2014-2015)	FFY 2015 (2015-2016)	FFY 2016 (2016-2017)	FFY 2017 (2017-2018)	FFY 2018 (2018-2019)		
Provide professional learning and follow-up coaching to district and school personnel to support implementation of the Student Success Process (including implementation of evidence-based practices)	X	X	X	Identify districts based on state data and notify of selection (Completed)	State Leadership Team and Stakeholders	I	C,E				Staff Time and Data Support	
				Conduct webinars (Leadership Launches) for district teams to provide information on topics related to the implementation of the Student Success Process.	State Implementation Team		I	C	C	C	Staff Time and Data Support  Funding for webinar technology	
				Provide technical assistance including coaching to support district and school teams in the implementation of the Student Success Process including the selection, implementation, and evaluation of evidence-based practices with fidelity.	State SSIP Program Specialist, GaDOE District Liaisons, and GLRS Staff		I	C	C	C	Staff Time, Funding for Travel and Coaches' Salaries	
				Develop and deliver professional learning modules to district and school teams to address three identified barriers to graduation. (New FFY 2016)	State SSIP Program Specialist, GaDOE District Liaisons, and GLRS Staff					I	C	Staff Time, Funding for Travel and Coaches' Salaries
				Provide professional learning and follow-up coaching on up to three state supported practices. (New FFY 2016)	State SSIP Program Specialist, GaDOE District Liaisons, and GLRS Staff					I	C	Staff Time, Funding for Travel and Coaches' Salaries



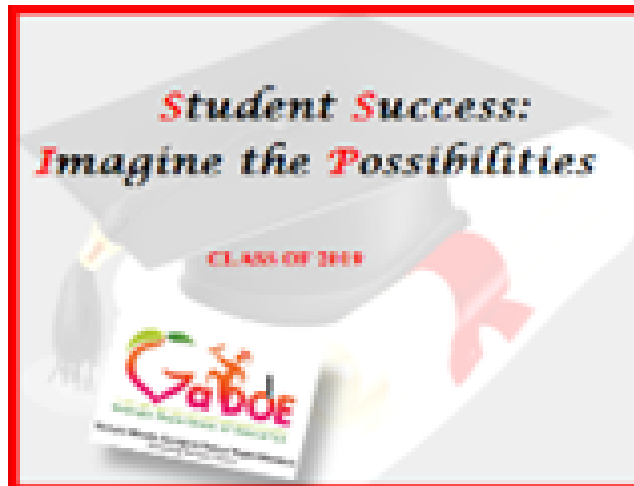
Activities to Meet Outcomes (Strategy 1)	Level			Milestones/Steps to Implement Activities	Responsible Individuals or Groups	Timeline					Resources Needed	
	State	Regional	Local			FFY 2014 (2014- 2015)	FFY 2015 (2015- 2016)	FFY 2016 (2016- 2017)	FFY 2017 (2017- 2018)	FFY 2018 (2018- 2019)		
Provide professional learning and follow-up coaching to district and school personnel to support implementation of the Student Success Process (including implementation of evidence-based practices) Continued		X	X	Collaborate with GLRS and RESA to establish and maintain GLRS Regional Teams to support districts	State Implementation Team, School and District Effectiveness, RESA, GLRS		I	C	C	C		
Provide professional learning and follow-up coaching to district and school personnel to support implementation of the Student Success Process (including implementation of evidence-based practices)	X	X	X	Assist in selection of target school(s) to scale up district implementation of Student Success	GLRS Regional Team			I	C	C	Staff Time, Funding for Travel and Coaches' Salaries	
				<del>Provide professional learning and coaching to district teams in the selection, implementation, and evaluation of evidence-based practices (Collapsed with previous measure FFY 2016)</del>	<del>State Implementation Team</del>				I	C	C	<del>Staff Time, Funding for Travel and Coaches' Salaries</del>
				Collect data to monitor progress and outcomes in districts and schools	State Implementation Team, GLRS Regional Team, District Team, and External Evaluator		I	C	C	C	Staff Time and Data Support	

# Appendix B

## Georgia SSIP Evaluation Plan

Developed March 2016

Revised April 2018





The evaluation plan included in this document is based on the Student Success Logic Model included on page 72.

**Coherent Improvement Strategies:**

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

**C. Outcomes**

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

Short-term Outcomes:

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

Mid-term Outcomes

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

Long-term Outcome

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

**Improvement Strategy Implementation (Progress in Implementation)**

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

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

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

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

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

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

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

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

Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups Timeline	Timelines/Targets				
				FFY 2014 (2014-2015)	FFY 2015 (2015-2016)	FFY 2016 (2016-2017)	FFY 2017 (2017-2018)	FFY 2018 (2018-2019)
Do personnel participate in statewide meetings (webinars and face to face) to support implementation of Student Success?	Percentage of personnel participating in statewide meetings (webinars and face to face) to support implementation of Student Success (Deleted FFY 2015)	Statewide Meetings Sign in Sheets and Database	Student Success Implementation Team and External Evaluator	I	C	C	C	C
Do personnel find the meeting content and delivery to be of high quality?	Percentage of personnel reporting the meeting content and delivery to be of high quality (Deleted FFY 2015)	Student Success Post Event Survey	State Implementation Team		I 80%	C 85%	C 85%	C 90%
Do personnel find the meeting content and delivery to be relevant and useful to their work?	Percentage of personnel reporting the meeting content and delivery to be relevant to their work (Deleted FFY 2015)	Student Success Post Event Survey	State Implementation Team and External Evaluator		I 80%	C 85%	C 85%	C 90%
Are GLRS Regional Teams implemented with fidelity (e.g. required members, teaming processes, components, feedback loops, etc.)?	KEY MEASURE: Percentage of GLRS Regional Teams with an average rating of Operational or Exemplary on the GLRS Regional Team Meeting Fidelity Rubric	GLRS Regional Team Implementation Fidelity Rubric	State Implementation Team and External Evaluator		I 80%	C 90%	C 95%	C 100%
Are Area and Regional Student Success Coaches providing coaching supports with fidelity?	KEY MEASURE: Percentage of SSIP Program Specialists providing technical assistance with fidelity. (Added FFY 2015 APR)	SSIP Program Specialist Observation Team	State Implementation Team and External Evaluator				I 100%	C 100%
Do personnel report that they actually used information gained from statewide meetings in implementing the Student Success Process?	Percentage of personnel reporting that they actually used information gained from statewide meetings in implementing the Student Success Process	Student Success Three Month Follow-up Survey	State Implementation Team and External Evaluator		I 80%	C 82%	C 84%	C 86%

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

Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups Timeline	Timelines/Targets				
				FFY 2014 (2014-2015)	FFY 2015 (2015-2016)	FFY 2016 (2016-2017)	FFY 2017 (2017-2018)	FFY 2018 (2018-2019)
Do personnel report that technical assistance including coaching was effective in supporting implementation of the Student Success Process?	KEY MEASURE: Percentage of personnel reporting technical assistance including coaching was effective in supporting implementation of the Student Success Process	Student Success Coaching Effectiveness Survey	State Implementation Team and External Evaluator		I 92%	C 93%	C 94%	C 95%
Are district Student Success improvement strategies and activities integrated in district improvement plans to reduce duplication and leverage resources to improve graduation rates?	90% of districts with Student Success improvement strategies and activities integrated in district improvement plans to reduce duplication and leverage resources to improve graduation rate (Deleted FFY 2015)  (Effective July 2017, districts will be submitting one district plan as a part of the CLIP. Student Success improvement strategies and activities will be a part of the district plan in the CLIP.)	District Improvement Plan Analysis for Intensive Districts	Student Success Implementation Team and External Evaluator		I 92%	C 93%	C 94%	C 95%
Are school Student Success improvement strategies and activities integrated in school improvement plans to reduce duplication and leverage resources to improve graduation rates?	90% of schools with Student Success improvement strategies and activities integrated in school improvement plans to reduce duplication and leverage resources to improve graduation rate	School Improvement Plan for Intensive Districts	Student Success Implementation Team and External Evaluator			I 80%	C 85%	C 90%



**Evaluation of Improvement Strategy Outcomes**

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

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

Short-term Outcomes	Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups Timeline	Timelines (Projected Initiation and Completion Dates) and Targets
<p>Improve district and school infrastructure to support educators in implementing evidence-based practices to support teaching and learning</p> <p><b>Applies to 50 districts receiving intensive technical assistance</b></p>	<p>Are there high levels of collaboration among district General Education, Special Education, and Management (e.g. Data, Finance, etc.) in implementing Student Success?</p>	<p>KEY MEASURE: Percentage of district and school 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 Baseline FFY 2015: 66.0%</p>	<p>District Student Success Annual Survey</p>	<p>State Implementation Team and External Evaluator</p>	<p>Annually, Spring Beginning 2017</p> <p><b>Targets:</b> FFY 16: 70% FFY 17: 72% FFY 18: 74%</p>
	<p><del>Have districts demonstrated improvements in their capacity to support schools in the implementation of evidence-based practices?</del></p>	<p><del>Total percentage score of items on District Capacity Assessment</del></p> <p><del>(Many items already included in District Implementation Fidelity Rubric. (Deleted FFY 2016 APR))</del></p>	<p><del>District Capacity Assessment (NIRN)</del></p>	<p><del>State Implementation Team and External Evaluator</del></p>	<p><del>Annually, Spring Beginning Fall 2017</del></p> <p><del><b>Targets:</b> Baseline Fall 2017. Targets set after baseline</del></p>
	<p>Have districts implemented the District Success Planning Process with fidelity?</p>	<p>KEY MEASURE: Percentage of districts scoring Emerging or higher (e.g. “Operational” or “Exemplary”) on the Student Success District Fidelity Rubric</p>	<p>District Implementation Fidelity Rubric</p>	<p>State Implementation Team and External Evaluator</p>	<p>Annually, Spring Beginning Spring 2017</p> <p><b>Targets:</b> FFY 16: 50% FFY 17: 60% FFY 18: 70%</p>
	<p>Have schools implemented the Student Success Process with fidelity?</p>	<p>KEY MEASURE: Percentage of schools scoring “Operational” or “Exemplary” on the Student Success School Fidelity Rubric</p> <p>Baseline: FFY 2016 66.6%</p>	<p>School Implementation Fidelity Rubric</p>	<p>State Implementation Team and External Evaluator</p>	<p>Annually, Spring Beginning Fall 2017</p> <p><b>Targets:</b> FFY 17: 68% FFY 18: 69%</p>

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

Mid-term Outcomes	Evaluation Questions	Performance Indicators/Measures	Data Collection Methods/Sources	Responsible Individuals or Groups Timeline	Timelines (Projected Initiation and Completion Dates) and Targets
<p>Improve implementation of evidence-based practices to support teaching and learning such as effective instruction</p> <p><b>Applies to 50 districts receiving intensive technical assistance</b></p>	<p>Are teachers in targeted schools implementing evidence-based practices to support teaching and learning to ensure access to the curriculum for all students?</p>	<p>KEY MEASURE: Percentage of teachers in targeted schools scoring Level III or IV on Instructional Strategies and Differentiation Components of TKES</p> <p>Baseline FFY 2015: Instructional Strategies: 96.9% Differentiated Instruction: 94.5%</p>	<p>Teacher Keys Effectiveness Evaluation System</p>	<p>Teacher and Leader Effectiveness, Implementation Team and External Evaluator</p>	<p>Annually, Beginning Spring 2016 <b>Targets:</b> FFY 16: 80% FFY 17: 82% FFY 18: 84%</p>
		<p>Percentage of teachers in targeted schools implementing evidence-based practices with fidelity</p>	<p>Practice Specific Fidelity Measures</p>	<p>District Personnel, State Implementation Team and External Evaluator</p>	<p>Annually, Fall and Spring Beginning Fall 2018 <b>Targets:</b> Baseline established Fall 2018. Targets set after baseline established.</p>
<p>Improve school climate including student attendance, engagement, and behavior</p> <p><b>Applies to 50 districts receiving intensive technical assistance</b></p>	<p>Is school climate improving in targeted schools?</p>	<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>	<p>STAR School Climate Rating</p>	<p>School Climate Staff, State Implementation Team, and External Evaluator</p>	<p>Annually Beginning Spring 2016 <b>Targets:</b> FFY 16: 37% FFY 17: 39% FFY 18: 40%.</p>
	<p>Are targeted students in targeted schools demonstrating less absenteeism?</p>	<p>KEY MEASURE: Percentage of targeted students with less than six days absent</p> <p>Baseline FFY 2015: 41.8%</p>	<p>Targeted Student Data Report</p>	<p>State Implementation Team, and External Evaluator</p>	<p>Annually, Spring Beginning Spring 2016 <b>Targets:</b> FFY 16: 43% FFY 17: 45% FFY 18: 46%</p>

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

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

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