Improving Retention of Special Education Teachers and Early Intervention Personnel in Georgia: The Georgia Teacher/Provider Retention Program

State Implementation Team Meeting
February 19, 2021
Updates since our last meeting

• Part B Updates
  • Contract Status
  • Executive Coach for SELDA
  • Discussions about infusing the Inclusive Leadership (Mixed Reality Simulation) with existing Leadership Induction
  • Discussions with GLRS about participation in the induction program for FY22

• Part C Updates
Georgia Awards

Governor’s Office of Student Achievement
• Stacey Lutz, Director, Strategic Programs and Evaluations
• Jackie Lundberg, Director of Data Systems and Operations
GaDOE Data Dashboards

Teacher and Leader Support and Development

• Shauntice Wheeler, Program Manager
Discussion and Next Steps
Evaluation Updates

February 19, 2021
Brent Garrett & Jocelyn Cooledge
Upcoming Workgroup Meetings

• Discuss the performance measures
  • Identify any applicable tools, data sources
• Workgroup discussion time for quarter 2 activities
Performance Measures
TPRP APR Performance Measures

• Program measures were established by OSEP.
• The project performance measures are draft.
  • We can remove, revise, or add performance measures.
  • Consider availability of data, measurement tools.
• Followed SISEP’s implementation science drivers when possible.
Program Measures

• Program measures:
  • GPRA Measure 1a & b: Number and percent of special education teachers and early intervention service providers that participated in project-funded activities that are retained in their current position or continuing to primarily serve children with disabilities in early intervention or school settings.
  • GPRA Measure 2: Retention rate for special education teachers or EIS providers at the State, regional, or local system level that participated in project-funded activities compared to the historical retention of providers in the same State, regional, or local system(s) in years prior to participation in the proposed project.
Goal 1 Performance Measures

• 1.1: Annually, on TPRP post-training evaluations, 80% of participating personnel report training was high-quality/relevant/useful. *(report on separately)*

• 1.2: Participants who complete a TPRP Training Evaluation Form will score an average of 75% or higher on the learning measures.

• 1.3: Annually, on TPRP Participating Personnel Survey (PPS), 80% of participating teachers report the training, the MRS labs, and coaching increased their skills to use HLPs.
Goal 1 Performance Measures

• 1.4a: Over the course of each school year, 80% of new teachers demonstrate growth between fall and spring pre/post fidelity assessment. And/or:
• 1.4b: On annual pre/post MRS checklist, 90% of teachers demonstrate growth over the course of the school year.
• 1.5: 80% of GLRS staff report on the annual PPS that they are confident to support training through the Model Induction Program and through MRS.
• 1.6: Annually, on TPRP Participating Personnel Survey (PPS), 80% of participating teachers report the training, MRS labs, and coaching influenced their plans to continue teaching.
Goal 2 Performance Measures

• 2.1: Annually, on TPRP post-training evaluations, 80% of participating personnel report training was high-quality/relevant/useful. (*report on separately*)

• 2.2: Participants who complete a TPRP Training Evaluation Form will score an average of 75% or higher on the learning measures. (*May be possible with the inclusive leadership training*)

• 2.3: Annually, on TPRP Participating Personnel Survey (PPS), 80% of participating school and district leaders report the training, MRS labs, and coaching increased their skills as a director of special education and/or to practice inclusive leadership.
Goal 2 Performance Measures

• 2.4: Over the course of each school year, 80% of new directors of special education demonstrate growth between fall and spring pre/post fidelity assessment.
• 2.5: On annual pre/post MRS checklist, 90% of directors of special education demonstrate growth over the course of the school year.
• 2.6: Annually, on TPRP Participating Personnel Survey (PPS), 80% of participating directors of special education report the training, MRS labs, and coaching influenced their plans to continue serving as a director of special education.
Goal 3 Performance Measures

• 3.1: Collaboration among CSPD Team members increases over the prior reporting year, or is at least 80% annually.
• 3.2: Annually, beginning in Year 2, 80% CSPD Team members will report they have greater knowledge regarding the subcomponents of the CSPD plan.
• 3.3: By the end of Year 3, each subcomponent of the ECPC Self-Assessment tool will score at least 75%.
Goal 3 Performance Measures

• 3.4: Annually, beginning in Year 3, 50% of early intervention health district personnel report increased capacity to implement the elements of the CSPD plan, increasing to 70% in Years 4 and 5.
• 3.5: At least 60% of a sample of early intervention health district staff report implementing the Recruitment and Retention practices in the revised CSPD plan by the end of the grant.
• 3.6: One year after receiving the stipend, a sample of stipend recipients are retained at a higher rate than the state-level retention rates.
Goal 4 Performance Measures

• 4.1: Annually, 75% of a sample of state-funded organizations report a clearer process for accessing recruitment and/or retention data sets.
• 4.2a: By the end of year 2, the amount of time to fulfill data requests decreases compared to baseline.

And/or

• 4.2b: Annually, 75% of a sample of state-funded organizations report greater access to recruitment and retention data sets.
Goal 4 Performance Measures

• 4.3: Annually, 75% of a sample of state-funded organizations report using recruitment and retention data obtained from the state for reform (e.g., certification, policy, IHE program reform, LEA reform, etc.)
• 4.4: Beginning in year 3, more LEAs and early intervention agencies use a retention survey with a sample of participating teachers and special education directors compared to baseline.
• 4.5: Beginning in year 3, more LEAs and early intervention agencies use an exit survey with a sample of participating teachers and special education directors compared to baseline.
How do these measures impact you?

- Reviewing performance measures in goal workgroups
- Providing or suggesting measurement tools
- Collecting or reporting data
- Qualitative data—what do these results mean?
- Retention of teachers, leaders, and early intervention providers → improved learning and outcomes for students
Questions for the evaluators?

Thank you.
Contact Information

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