

**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**

WELCOME

# 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:
  - GPR 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.
  - GPR 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.



The word "QUESTIONS" is rendered in a bold, white, 3D sans-serif font. The letters are positioned centrally and appear to be floating above a collection of overlapping, semi-transparent geometric shapes. These shapes are primarily squares and rectangles in various shades of blue (light, medium, and dark) and green (light and dark). The overall composition is dynamic and modern, set against a plain white background.

QUESTIONS

# Contact Information

Wina Low, Program Manager Senior  
Georgia Department of Education  
Division for Special Education Services and Supports  
[wlow@doe.k12.ga.us](mailto:wlow@doe.k12.ga.us)  
(470) 316-8636