

# Partnering in Student Success



**Leadership Launch**  
**December 4, 2018**

# Welcome

Dr. Zephine Smith-Dixon, State Special Education Director



# Student Success: Imagine the Possibilities and Georgia's Systems of Continuous Improvement



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# **“Student Success: Imagine the Possibilities”**

- **State identified three main barriers to student success that ultimately impact school completion:**
  - **Access to the General Curriculum**
  - **Access to Positive School Climate**
  - **Access to Specially Designed Instruction**

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# Agenda

- Welcome
- Celebration of Success
- Moving Forward
- Monitoring Student Success
- Success From the Field
- Implementation Fidelity Rubric
- Reminders



# Celebrating Success

- Forty-one of the original 50 intensive districts have met or exceeded the Annual Event Graduation target.
- 86% of ALL Georgia districts are currently meeting or exceeding the Annual Event Graduation target.





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# 13 Districts Receiving Intensive Supports

- Atlanta Public Schools
- Brantley County
- Clayton County
- Decatur County
- DeKalb County
- Elbert County
- Evans County
- Greene County
- Gwinnett County
- Lanier County
- Marietta City Schools
- Polk County
- Valdosta City Schools

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# Intensive Districts Meeting the 65% $\geq$ Graduation Rate



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- Brantley County
- Decatur County
- Elbert County
- Greene County
- Lanier County
- Polk County
- Valdosta City



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# Districts Making Progress



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- Atlanta Public Schools
- Clayton County
- DeKalb County
- Evans County
- Gwinnett County
- Marietta City



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# Baseline Data Indicator 17 State Performance Plan

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>	Are graduation rates improving for students with disabilities in targeted districts?	<p>Percentage of students with disabilities in intensive Student Success districts graduating with a general education diploma</p> <p><b>Baseline FFY 2014: 41%</b></p>	Annual Event Graduation Rate	<p>Accountability and Assessment Office</p> <p>Part B Data Manager</p>	<p>Annually, Spring Summer beginning 2016</p> <p>Targets: FFY 14: 41.00% FFY 15: 59.00% FFY 16: 61.00% FFY 17: 63.00% FFY 18: 65.00%</p>

# Indicator 17

## 65% or Higher



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- Districts will receive a letter of congratulations and thanks for your dedication to increasing the graduation rate for all students.
- A letter will be sent to the Superintendent and copied to the Special Education Director.

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# Moving Forward

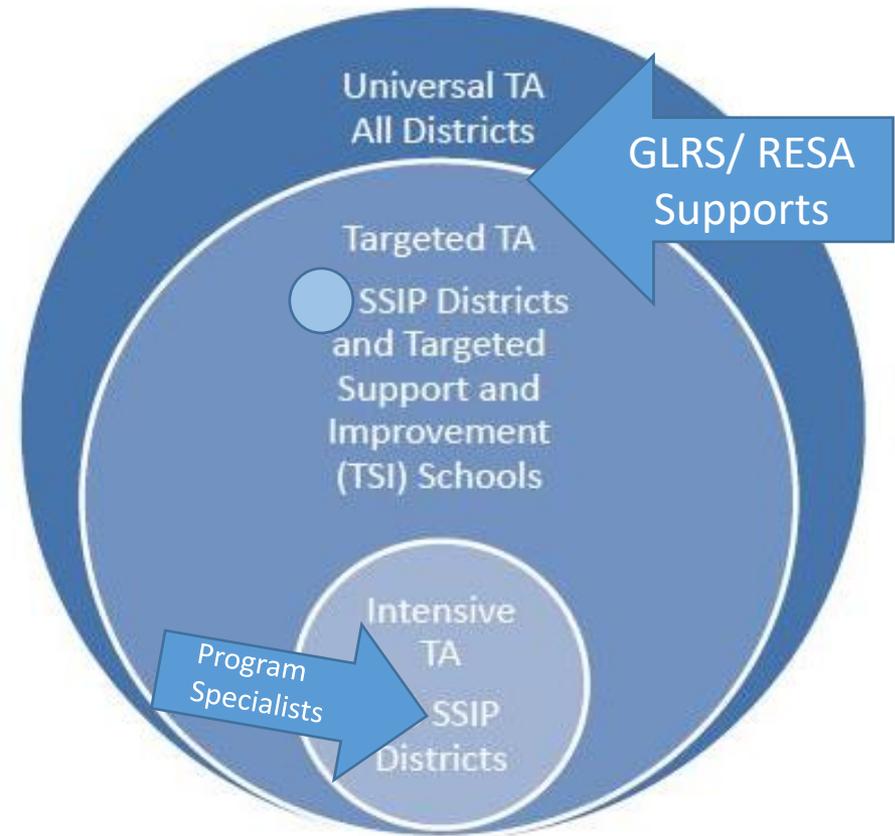


# Moving Forward Tiered Support

- Focus intensive support for districts and schools not meeting the target.
- Continue scaffold supports to districts that have met the target.



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# Measuring Results

- Graduation rates for all 50 districts will be used in measuring the SiMR.
- In addition to graduation rates for the 50 districts, incremental progress will be calculated with the following benchmark measures:
  - Percentage of students with disabilities in districts identified to receive intensive supports scoring developing or above on the Georgia Milestones Assessment System
  - Percentage of students with disabilities in targeted schools scoring developing or above on the Georgia Milestones Assessment System

# Why Monitor Progress

- Identifies key leverage points for improving practices, organization routines, and system functioning
- Assists with understanding increases in capacity or identifying where setbacks may have occurred
- Helps to inform prompt action planning that impacts implementation capacity development
- Repeated assessments each year monitor progress as capacity develops over time



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# Monitoring Student Success

- Districts should be actively involved in the monitoring of the Student Success Process.
- Monitoring of the process is accomplished through the Student Success Implementation Fidelity Rubric for both districts and schools.
- Monitoring Attendance, Behavior, and Course progress of targeted students at least bimonthly at the school level is best practice.
- Monitoring of the SSIP Action Plan with fidelity.

# Common Barriers to Monitoring Student Success



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- Late implementation at district/school level of the SSIP
- Lack of clearly implemented infrastructure and expectations for SSIP work at the district/school level
- Lack of a regular monthly meeting schedule at the district and the schools
- Lack of documentation of individualized next steps for targeted students
- Lack of Professional Development Plan with consideration to identified needs of SSIP

# Monitoring Student

## A Attendance



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- Do you have a process/procedure for calling home when students are absent from school?
- When looking at absences do you look at excused, unexcused and number of suspensions when considering absenteeism? Or do you only consider unexcused absences?
- Has your district/school developed a tiered approach to addressing issues of absenteeism?
- Has your district/school communicated with students and families regarding the importance of school attendance as well as the negative impact of chronic absences?
- Does your school provide recognition and incentives for students who do attend school regularly?

# Monitoring Student Behavior



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- Does your school/district have an efficient way to look at student behavior from a school-wide, classroom and individual student level? Is the data easily disaggregated in several ways so that teams can look at other factors such as most problematic behavior, time of day, locations, day of week, etc.?
- Does your school have school-wide expectations, well defined problem behaviors, and a clear school-wide progressive discipline plan that ensures consistency and minimizes inequity or bias?
- As a standard of practice, do students who have chronic problem behavior receive a functional behavior assessment and/or social skills teaching regarding their behavior?

# Monitoring Student Course Progress



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- Does your district/school offer opportunities for students who are struggling to gain extra help through an extended learning time, after school tutoring, etc.?
- Does your district/school offer credit recovery options over breaks, through independent study or summer?
- Does your district/school team look beyond what's happening with the SSIP targeted students to see if the issue is systemic and needs to be addressed as such?
- Is someone working to ensure that students are being afforded their IEP accommodations as well as access to Assistive Technology that increase student success in the classroom?

# Success From the Field

SSIP Program Specialists

# Decatur County Individual Student Data Review Processes



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Last Name	First Name	Sped Caseload	School	Grade	Exceptionality	DOB	Interventions	Attendance	Grades					ISS/OSS	Behavior	Additional Notes
									Rdg (6th)	ElA	Math	Sci	SS			
AK	[REDACTED]	V	HMS	6	OHI	[REDACTED]	System 44, GAP	1	77	70	92	85	82			
Jo	[REDACTED]	V	HMS	6	MI	[REDACTED]	System 44	1	68	79	76	74	77			ASPIRE -
Ke	[REDACTED]	V	HMS	6	OHI	[REDACTED]	System 44	1	66	60	72	67	66			
Ad	[REDACTED]	A	HMS	6	MI	[REDACTED]	System 44	2	83	80	71	80	82			
Bo	[REDACTED]	A	HMS	6		[REDACTED]										Returned
Da	[REDACTED]	G	HMS	6		[REDACTED]										Moved to Griffin's caseload
Cl	[REDACTED]	A	HMS	6	SLD	[REDACTED]	Ipass Math	0	88	96	78	87	96			Juvenile Arthritis
Ha	[REDACTED]	A	HMS	6	EBD	[REDACTED]	counseling, Read 180	2	87	82	84	85	90			sleeping in class home life change
Jo	[REDACTED]	A	HMS	6	AUT	[REDACTED]	Read 180	1	80	91	90	85	91			
Sr	[REDACTED]	A	HMS	6	SLD/SI	[REDACTED]	System 44	0	82	83	82	82	91			
Sr	[REDACTED]	A	HMS	6	MI	[REDACTED]	Vashti, Ipass	1	73	80	72	76	81			DFCS involved
Th	[REDACTED]	A	HMS	6	SI	[REDACTED]	Read 180	1	87	82	71	80	91			
Ba	[REDACTED]	A	HMS	6	OHI	[REDACTED]	System 44	1	74	83	71	83	72			medication, issues in home
Ca	[REDACTED]	A	HMS	6	SLD	[REDACTED]		2	84	78	70	83	89			was removed from Ipass math
Se	[REDACTED]	A	HMS	6	SI	[REDACTED]	System 44	1	83	82	77	82	85	OSS		OSS - 1 day filmed fight
Sr	[REDACTED]	A	HMS	6	OHI	[REDACTED]	System 44	1	72	76	71	68	78			*Check on this
Sr	[REDACTED]	A	HMS	6	SI	[REDACTED]	Read 180	2	82	84	85	79	83			

Summary	#	%age
Students missing greater than 5 days	3	6%
Students failing Rdg (6th grade)	3	6%
Students failing ELA	15	28%
Students failing Math	5	10%
Students failing Science	4	8%
Students failing Social Studies	2	4%
Students receiving ISS	4	8%
Students receiving OSS	5	10%

# Dropout Prevention Conference



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## POLK

## DISTRICT

### Dropout Prevention Conference/Checklist

Statements from Conference	Student	Parent	School Designee
I have met with my counselor to develop a plan based on my current age and credit situation, as well as to discuss what is keeping me from being successful in this school.			
I am looking for options different from the regular high school setting.			
I have not been asked to leave the current high school.			
My counselor or administrator(s) have informed me of the options available: Dropping Out, Georgia Connections Academy, Homeschool, or Mountain Education.			
I have met with my principal or assistant principal.			
I have been informed that if I choose to withdraw from this school, I have the right to return and re-enroll in an appropriate school option, unless I have been expelled for misconduct, until the age of 21.			
I have been given and read the "Facts About Dropping Out of School" information, and I understand that by dropping out I am putting myself at a disadvantage by making this choice.			
This form is not applicable – multiple attempts have been made with no success to contact the student and parents about options and resources available.			

What is/are the primary reason(s) the student was not successful?

- |                  |                          |                 |                          |                  |                          |
|------------------|--------------------------|-----------------|--------------------------|------------------|--------------------------|
| Substance Abuse  | <input type="checkbox"/> | Family Problems | <input type="checkbox"/> | Student Conflict | <input type="checkbox"/> |
| Teacher Conflict | <input type="checkbox"/> | Marriage        | <input type="checkbox"/> | Need Employment  | <input type="checkbox"/> |
| Failing Classes  | <input type="checkbox"/> | Pregnancy       | <input type="checkbox"/> | Poor Attendance  | <input type="checkbox"/> |
| Boredom          | <input type="checkbox"/> | Illness         | <input type="checkbox"/> | Other: _____     |                          |

\_\_\_\_\_  
Student Name (Please Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Name (Please Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Designee (Please Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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# Dropout Prevention Conference



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**POLK**

**DISTRICT**

## Facts about Dropping Out of School

### Did you know...

The choice that you make right now...

can **drastically** impact the rest of your life?

If you choose to stay in school it will be:

- It will be easier for you to find work.
- You will be more likely to enjoy the work that you do.
- You will earn more money.
- You will be less likely to live at home and more likely to buy a car or rent an apartment.

### How much money will you earn?

- High School dropouts are four times as likely to be unemployed as those who have completed four or more years of college.
  - In 2001, 55% of young adult dropouts were employed, compared to 74% of high school graduates and 87% of college graduates.
- Graduating from high school will determine how well you live for the next 50 years of your life.
  - High school graduates earn \$143 more per week than high school dropouts.
  - College graduates earn \$336 more per week than high school graduates and \$479 more per week than high school dropouts.

### What will be your quality of life?

- Dropouts are more likely to need public assistance (welfare) than graduates of high school.
- Dropouts comprise a disproportionate percentage of than nation's prison and death row inmates.
  - 82% of prisoners in America are high school dropouts
- Dropouts live on the average 9.2 years less that someone with a high school diploma.

74% of students who had dropped out of school said that if they were able to relive the experience, they would have stayed in school. **Can you blame them?**

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# Dekalb County MTSS Evidence Based Practices and Intervention Bank



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## Intervention Bank

### Reading

#### Highly Suggested Tier 1 strategies/activities:

<https://www.tpr.org/resources/blackline-masters.html>

#### General Reading:

Cross Age Peer Tutoring K-12

Instructional Match K-12 (Reading and Math)

Interspersing Easier Problems in Drill Practices K-12 (Reading and Math)

Leveled Literacy Intervention (LLI) K-5

Error Monitoring 3-12 (Reading and Math)

Fluency Neurological Impress Method 2-5 (NIM)

i-Station (program purchased by school)

Imagine Learning (program purchased by school)

Name	Reading Domain	Tier	Grade	Description	Website Link	Suggested Progress Monitoring
Cross Age Peer Tutoring	Reading	2	K-12	This is a cross-age peer tutoring intervention that works by pairing students from different grades and ability levels to work on an academic skill together.	<a href="http://ebi.missouri.edu/?p=26">http://ebi.missouri.edu/?p=26</a>	<a href="http://www.interventioncentral.org/curriculum-based-measurement-reading-math-assesment-tests">http://www.interventioncentral.org/curriculum-based-measurement-reading-math-assesment-tests</a>
Instructional Match K-12	Reading and Math	2, 3	K-12	The purpose of this intervention is to improve instruction through the accurate assessment of the student's current	<a href="http://ebi.missouri.edu/?p=13">http://ebi.missouri.edu/?p=13</a>	Use appropriate CBM/CBA probes for the area of concern addressed in the plan

# Greene County District Coach Shares

- Greensboro Elementary School
- Carson Middle School
- Greene County High School
- 50 students selected from each of these 3 schools
- Built in time at schools (Tiger Time, Advisement Period, TAA-Teachers as Advisors)
- Pairing of mentor/mentee
- Letters sent home/Kick-off party
- Monthly meetings set at the beginning of the year for all schools



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# Greene County District Coach Shares

- Monthly school level meetings held during the day by grade level
  - Entering of A, B, C's and examination of data
  - Success stories
  - Celebrations
  - Sharing of teaching strategies
  - Sharing of targeted student specific information
  - Checking of mentor/mentee folders for fidelity of mentoring program
  - Sharing of the summary graphs designed for District meeting with grade levels
- Information in Mentor/mentee folder
- MRI (**M**entor/ **M**entee **R**elationship **I**ntervention) developed
- Check and Connect Mentoring program

# Fidelity Checklist



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**Greene County School District**  
**SSIP MRI Fidelity Checklist**

**Mentor** \_\_\_\_\_  
**School** \_\_\_\_\_

**Mentee** \_\_\_\_\_  
**Date Began** \_\_\_\_\_

Mentor and mentee will determine and write an annual "growth goal" for the student (Example: Joe will improve his attendance this school year by 30% ....base line will be last year's attendance data)  GOAL _____ _____	YES NO Not Observed
Year end....Was this goal met? YES or NO	
The District Coach will meet with mentors to discuss the how and why of mentoring and the expectations of Check-in/Check-out.	YES NO Not Observed
The District Coach and School Coach will prepare and distribute monitoring progress folders for each mentor/mentee. (or use of C&C App)	YES NO Not Observed
Mentor will check in with student weekly to discuss his/her goal annual goal and SMART weekly goals and record date and A-B-C data in folder provided or by using the App.	YES NO Not Observed
Mentor will provide positive reinforcement and feedback to student weekly. This will be shared verbally in the monthly meetings.	YES NO Not Observed
Mentor will contact parents monthly to discuss progress of the mentee. <b>Date of this contact must be entered in IC and in the student's folder</b> (or App).	YES NO Not Observed
Monitoring form (App or monitoring folder) will be checked monthly by the school SSIP coach with assistance as needed by the District Coach during the monthly SSIP meetings.	YES NO Not Observed
At the end of the school year, all folders will be returned to the School SSIP coach to set the process in place for year two (before the student self-management will begin).	YES NO Not Observed

**Intervention Quality check (how will data be collected to verify that this intervention is put into place as it was designed)**

- 1 School Coach will check with the Mentor at a minimum of **3 times per year for a verbal report**
- 2 School Coach will Check each Mentor's **progress monitoring folder a minimum of 4 times per year**
- 3 School Coach and District Coach will review **MRI fidelity checklist with Mentor 2 times per year.**

Horner, Todd, Filter, McKenna, Benedict, & Hawken, 2004

# District and School Implementation Fidelity Rubric

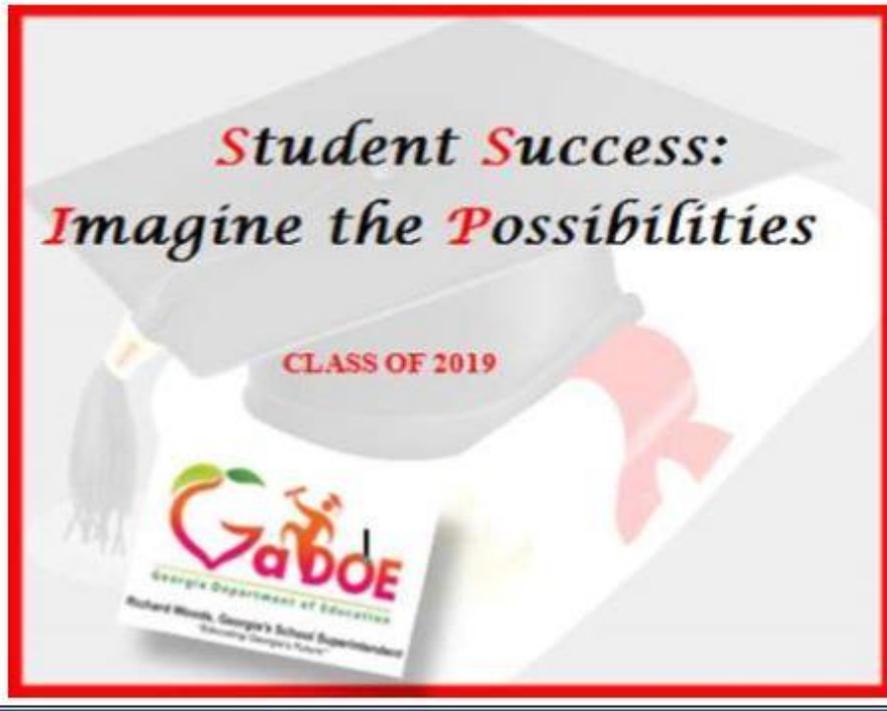
# What, Who, When

## District and School Implementation Fidelity Rubric

- Completed by the District and School Teams
- Evidence collected throughout the year
- Verified by the SSIP Program Specialists
- Submitted by February 28, 2019

# Student Success District Implementation Guide

2018-2019



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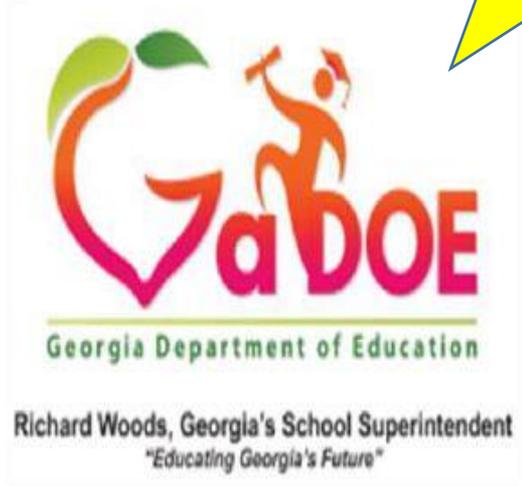
## Online Resources -

[Student Success  
Implementation  
Guide](#)

# Student Success District Implementation Fidelity Rubric

District Name:	
Date Completed:	
District Student Success Coach:	Program Specialist:
Other District Personnel	
Name	

**COMPLETE  
AND  
DATE NEW  
RUBRIC FOR  
18-19**





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# Scoring Form with Examples of Evidence

District Team	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
<b>Team Structure Evidence:</b> ___ Roster of team members & roles ___ Meeting invitations ___ Sign-in sheets for team meetings ___ Meeting minutes ___ Other _____				
<b>Roles &amp; Responsibilities of Team Members Evidence:</b> ___ Roles & responsibilities of team members ___ Written procedures for team structure ___ Team member reports ___ Sign-in sheets for team meetings ___ Meeting minutes ___ Other _____				
<b>Meeting Schedule Evidence:</b> ___ Annual and/or monthly calendars ___ Written procedures for meeting schedule ___ Meeting invitations ___ Agenda ___ Meeting minutes ___ Other _____				

*This scoring form can assist the District Team and District Coach with identifying evidence and ratings.*

Student Success School Implementation Fidelity Rubric

School Name:	District Name:
<b>Date Completed:</b>	
Student Success School Leader:	Student Success Coach:
Other School Personnel	
Name	

**COMPLETE  
AND  
DATE NEW  
RUBRIC FOR  
18-19**



# Student Success School Implementation Fidelity Rubric Scoring Form



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<b>School Name</b>	<b>District Name</b>
<b>Date Completed</b>	
<b>School Student Success Coach</b>	<b>District Student Success Coach</b>

Please indicate the evidence reviewed that supports each rating, and place an X in the column that corresponds to your team's rating for each component.



<b>School Team</b>	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Team Structure Evidence:</b> ___ Roster of team members & roles ___ Meeting invitations ___ Sign-in sheets for team meetings ___ Meeting minutes ___ Other _____				
<b>Roles &amp; Responsibilities of Team Members Evidence:</b> ___ Roles & responsibilities of team members ___ Written procedures for team structure ___ Team member reports ___ Sign-in sheets for team meetings ___ Meeting minutes ___ Other _____				
<b>Meeting Schedule Evidence:</b> ___ Annual and/or monthly calendars ___ Written procedures for meeting schedule ___ Meeting invitations ___ Agenda ___ Meeting minutes ___ Other _____				
<b>Documentation of Meetings Evidence:</b> ___ Meeting agenda ___ Meeting notes and minutes ___ Meeting template ___ Written team procedures ___ Other _____				

*This scoring form can assist the School Team and District Coach with identifying evidence and ratings.*



# Where and How to Submit Ratings



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- Ratings will be entered into an on-line survey by the District Coach in collaboration with the SSIP Program Specialists.
- The link to the survey will be provided the second week of January and remain open through February 28<sup>th</sup>.
- All rubrics and evidence verification due by February 28, 2019.

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# Reminders



# Reminders

- Targeted Student GTID Data
  - Due no later than January 4, 2019
- Fidelity Rubrics and Verification
  - Completed no later than February 28, 2019
- Regional Coaches Meetings
  - January 23, 2019
  - Elbert and Greene January 24, 2019
- Dr. Tessie Bailey Georgia Tiered System of Supports-
  - Progress Monitoring January 14<sup>th</sup> or 15<sup>th</sup>

# Questions



# Contact Information



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