School Completion Toolkit

Improving Outcomes for ALL Students!

Leadership Launch
October 2019
Learning Targets

• I can identify the expectations and requirements of The State Systemic Improvement Process: Student Success (SSIP).

• I can identify strategies, interventions or resources to help students with and without disabilities graduate with a high school diploma.
Provide infrastructure and supports for leaders, teachers, and families to meet the whole child needs of each student and improve student outcomes and school climate resulting in increased quality of life and a workforce ready future.
Rationale

“If Every Student Succeeds”, the commitment cannot be an act.
We must do what is right for the schoolhouse. All students matter!
We must give each student the tools necessary to demonstrate readiness to learn, live and lead.
We must offer high quality services and supports for teachers and leaders to address rigorous, diverse needs of students.
We must prioritize an effective, engaging home-school partnership because families are partners in student success.
Theory of Action

**IF** we provide high quality services and supports for leaders, teachers, and families to meet the whole child needs of each student, **THEN** student outcomes and school climate will improve resulting in increased quality of life and a workforce ready future!
Overarching Theme of Systemic Improvement for Student Success

Build the capacity of districts in supporting schools in the implementation of evidence-based practices designed to improve graduation rates
Students FIRST

• Implement Evidence-Based Practices with targeted students such as Early Warning System, Specially Designed Instruction, High Leverage Practices, IEP Services and Supports & Self Determination Skills

• **As measured by:** Improved results for students for disabilities (e.g., graduation, dropout, assessment proficiency rate literacy and math)

• **Data Fact:** >25% of students with disabilities exit as dropouts each year. >18% of districts have a graduation rate of less than 67%.

• We believe that students who have access to good instruction, IEP Services and self-determination skills will be ready to live, learn and lead!
Teachers FIRST

• Equity, Efficacy & Excellence

• **As measured by:** Increased teacher retention and improved high-quality services and supports (e.g., teacher shortage/retention rate, school climate data, etc.)

• **Data Fact:** Georgia demonstrated a sped teacher shortage of 3,496 (3.1).

• We believe that teachers who have equitable access to high quality services/supports and supportive leadership will create classroom conditions for student success, remain in the profession and motivate others to teach as a career of first choice.
Leaders FIRST

- INTENTIONAL (Data-driven decision making) and INCLUSIVE

- **As measured by:** Improved systems of continuous improvement and increased inclusive leadership as well as the Systemic Improvement District Self-Assessment Implementation Rubric with evidence

- **Data Fact:** Council for Exceptional Children Teacher Survey Data indicated the following needs: Adequate resources to meet IEP requirements for students (831 responses); Smaller class sizes/caseloads (637 responses); and Administrators who support the IEP process and specially designed instruction. (538 responses).

- We believe that inclusive leaders who leverage the flexibility to make intentional decisions create school-wide conditions for student success.
Families FIRST

• Engaging & Effective Home-School Partnerships

• **As measured by:** Improved parent satisfaction and supports such as the Special Ed. Help Desk and Parent Mentor Partnership, Increased graduation rates and Parent Survey Results

• **Data Fact:** Georgia Parent Mentor Partnership demonstrated 99,521 contacts with families during FY19.

• We believe that home-school partnerships must prioritize communication, capacity-building and consensus decision making.
# Partnering with School and District Effectiveness

## Common Technical Assistance

<table>
<thead>
<tr>
<th>Common Expectations between DES/SSIP Program Specialists</th>
<th>District Implementation Fidelity Rubric - required</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Team Meetings with DES and SSIP Program Specialists</td>
<td>School Implementation Fidelity Tool - highly suggested</td>
</tr>
</tbody>
</table>
Common Technical Assistance

- **3 Leadership Launches**
  (October 2, December 4, March 12)

- **3 District Coaches Meetings**

- **Statewide Professional Learning**

- **SSIP District Coach and TSI Point of Contact**
  meet with DES/SSIP Program Specialist a minimum of once a month

- **TSI Funding and/or SSIP Capacity Building Grant**
Expectations and Requirements

- **90 Day Plan(TSI)/District Improvement Plan** and evidence of monitoring the plan. Must include goal(s) for increasing graduation rates for students with disabilities and evidence-based practices.

- Monthly **District Team Meeting** with DES/SSIP Program Specialists, Special Education Director, Curriculum and Instruction/School Improvement Representative.

- **District Self-Assessment Implementation Fidelity Rubric completed** by November and again by February 15th with evidence along with DES/SSIP Program Specialists.

- **School Self-Assessment Implementation Fidelity Rubric** Completed by Minimum of Three Targeted Schools with the District Coach and Communicated to SSIP Program Specialist (highly suggested).

- Participate in required **Statewide Professional Learning Events**

- **TSI and Capacity Building Grant Budget Monitoring**
Expectations and Requirements

• **Implement Evidence-Based Practice(s)** to Support Increasing Graduation Rates and Achievement Rates for Students with Disabilities in a **minimum of three schools** if identified as Intensive SSIP Districts

• **Identify Targeted Students** to Receive the Evidence-Based Practice(s) at a minimum of three schools

• **Frequent Monitoring of Student Progress** on the Evidence-Based Practice(s)

• **Implementation Fidelity of Evidence Based Practice(s) Checklist with Evidence**

• **Documentation of PL/TA/Coaching** that supports the Logic Model of Students, Teachers, Leaders, Families FIRST to increase graduation rates for students with disabilities.
Students First
13 SSIP Intensive Districts Annual Event Graduation Rate

FY 18  54.8%
FY19  62.0%
Increase of 7.2%
2017-2018 Georgia Dropout Statistics

gosa.ga.gov

23,687 Georgia Students dropped out

4140 Georgia Students with Disabilities dropped out
Drop Out Statistics

- High school dropouts are **3x more likely** to be unemployed than college graduates.
- **67%** of inmates in state prisons, **56%** of inmates in federal prisons, and **69%** of inmates in local jails are high school dropouts.
- By 2020, **65% of all jobs** will require some form of education after high school.

https://all4ed.org/take-action/action-academy/the-economic-case-for-reducing-the-high-school-dropout-rate
The implications of dropping out are high for students, families, communities, and society as a whole, therefore it is pivotal that we bridge the gaps for students at-risk of dropping out by utilizing effective interventions and identifying students early.

Wilkins & Bost, 2015
School Completion Toolkit

The School Completion Toolkit provides links to state and national resources, as well as, successful practices from LEAs across the state aimed at improving outcomes for all students, including students with disabilities.
National Research Centers

For additional information and guidance to improve graduation rate, please reference the national research centers below:

- Strategies for School Completion
- NTACT: National Technical Assistance Center on Transition
- Transition Coalition
- Success Gaps Toolkit
- National Dropout Prevention Center
- National Center on Intensive Intervention at American Institutes for Research
Special Education Services and Supports

The Georgia Department of Education (Division for Special Education Services and Supports) provides necessary infrastructure and supports for leaders, teachers, and families to meet the whole child needs of each student improving student outcomes and school climate resulting in an increased quality of life and workforce ready future. We must commit to effective collaboration across agencies and school-home partnerships to support local school districts in their efforts to provide special education and related services for students with disabilities.

The GaDOE must provide state General Supervision for local school districts to improve educational results and functional outcomes for all children with disabilities and ensure that the requirements of IDEA are met. We believe that all students must have an equitable opportunity for school completion and successful postsecondary outcomes.

Georgia’s Systems of Continuous Improvement

**Events**
- IDEAS Conference
- Equity Summit Resources
- GaDOE Sped Calendar
- New Special Education Directors - SELDA
- School Completion Toolkit

**Newsletters**
- Teacher Tools Newsletter - August 2019
- Teacher Tools Newsletter - May 2019
- Teacher Tools Newsletter - April 2019
- Teacher Tools Newsletter - March 2019
- Teacher Tools Newsletter - February 2019
- Teacher Tools Newsletter - January 2019

**Recent Events**
School Completion Toolkit

Partnering for Success Meeting (2017)
- Strategies for Improving Graduation Rate: A Framework for Success
- A Closer Look at Strategies for Promoting School Attendance
- Monitoring Process and Outcomes of Student Success Plan Implementation
The School Completion Toolkit provides links to state and national resources, as well as, successful practices from LEAs across the state aimed at improving outcomes for all students, including students with disabilities.
Step 1: Identify Need

LEAs and schools should convene a **broad range of stakeholders** that are interested in and have the capacity to impact change. Stakeholders must **conduct a thorough data analysis** from all relevant sources, including district wide **Early Warning System (EWS) data**, to identify the students most at-risk for dropping out of school and not graduating.
Recommended Stakeholders

Team make-up typically includes:

- Building administration*
- Special education administration
- General education, and special education teachers/case managers,
- Data systems specialist

Other team members may include:

- Central administration
- Transition coordinator
- Transition counselor
- Social worker
- School psychologist
- School counselor
- Climate manager
- Home school liaison (truancy/attendance)
- Social worker
- Check and Connect coordinator
- Department chairs
- Behavior specialist

Team members should be assigned the following roles:

**Team lead:** designated to schedule and lead district/school meetings.

**Data collection:** designated to collect and analyze data before meeting.

**Team minutes/Timekeeper:** designated to make sure notes are, as well as, serve as meeting timekeeper.
Conduct Data Analysis

| TIPS FOR FY20 CLIP IDEa PERFORMANCE GOALS |

The responses to the CLIP IDEa Performance Goals should be completed as a TEAM and not in isolation.

| General TIPS for All IDEa Performance Goals: |

1. Outline the specific activities for each IDEa Performance Goal to include: How is the activity completed? By whom? How often? How does the Special Education Director monitor to ensure completion? How is Professional Learning (PL) offered for this activity?
2. Maintain ongoing documentation throughout the school year to include: Identify 3-5 tasks that are being implemented and/or completed to address each goal. Create a schedule to monitor the above throughout the school year (e.g., Quarterly Fidelity Checks). How is the activity completed? By whom? How often?
3. Utilize your data to drive the needs of your district.
4. Schedule critical planning time with small and large stakeholder groups to review and discuss the CLIP prior to submission.

TIPS for IDEa Performance Goal One: Improve graduation rate outcomes for students with disabilities

1. What specific post-secondary outcome measures (transition, post-secondary transitions) are you implementing at your LEA to improve graduation rates? You may include a brief description of your district’s procedures. How is the activity completed? By whom? How often? How does the Special Education Director monitor to ensure completion? How is Professional Learning offered for this activity?
2. How are post-secondary outcome activities monitored by the SPED director to ensure fidelity?
3. What Professional Learning (PL) is offered to assist with improving graduation rates (to include school completion, school age transition, and post-secondary transitions)? How is it staffed that requires additional TAI?

| Comprehensive Needs Assessment - Georgia Department of Education, School Improvement, Federal Programs, LEA Consolidated Application |

| Data Meeting Toolkit - IDEA Data Center (IDC) |

National Technical Assistance Center on Transition (NTACT) Data Analysis and Tools Using Student Achievement Data to Support Instructional Decision Making

| Links to Publicly Reported Data |

<table>
<thead>
<tr>
<th>Type of Data</th>
<th>Source of Data</th>
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</thead>
</table>
| Graduation Rate | * Special Education Annual Reports [GaDOE]  
Archived Special Education Annual Reports (2016-17 and earlier) [GaDOE]  
Publicly Reported Data – Achievement, Grad Rate, Preschool Data, Demographic Data and more (GOSA) |
| District Enrollment | * Publicly Reported Data – Achievement, Grad Rate, Preschool Data, Demographic Data and more (GOSA)  
4 Year Cohort Graduation Rate (Go to GaDOE/DataAndReporting/GraduationRates for downloadable Excel) [GaDOE]  
Enrollment by Grade [GaDOE]  
Enrollment by Ethnicity/Race [GaDOE] |
| District Enrollment – SWDs | * Student Longitudinal Data System (SLDS) - Enrollment & SWDs |
| % of SWD | * Publicly Reported Data – Achievement, Grad Rate, Preschool Data, Demographic Data and more (GOSA) |
| SWD Eligibility Areas | * Enrollment by Disability Area [GaDOE] |
| Achievement Gap | * Special Education Annual Reports [GaDOE]  
Archived Special Education Annual Reports (2016-17 and earlier) [GaDOE]  
CRP Reports [GaDOE] |
| Student Absences | * Publicly Reported Data – Achievement, Grad Rate, Preschool Data, Demographic Data and more (GOSA) |
| Discipline | * K-12 Student Discipline Dashboard [GOSA]  
Find My School’s Suspension Rate (At the school level you may search by subcategories: grade, gender, race/ethnicity, and special ed status) [Ga AppliedSeed] |
| Student Perceptions of School | * Georgia’s Students Health and Safety Survey [GaDOE] |
| Dropout Rate | * Special Education Annual Reports [GaDOE]  
Archived Special Education Annual Reports (2016-17 and earlier) [GaDOE] |
| Reasons for Dropping Out | * Georgia’s Students Health and Safety Survey [GaDOE] |
Early Warning System (EWS)

Early Warning Systems (EWS) are an important strategy to monitor students who may be at-risk for dropping out.

Early warning systems are based on established indicators that predict whether a student is off-track for graduation.
Drop-out Risk Indicators

Attendance
Behavior
Course Performance
Early Warning System (EWS)

American Institute for Research (AIR): Can Early Warning Systems prevent Students from Dropping out of High School?

- A Pathway to Localizing Early Warning Indicators (Video)
- District guide to creating indicators for early warning system (PDF)
- A Pathway to Localizing Early Warning System Indicators (Video)
- Worksheet to use with the district guide (PDF)
### Students Per Performance Band

- No Risk: 20%
- Minimal Risk: 20%
- Moderate Risk: 40%
- Extreme Risk: 20%

### Students At Risk

- At Risk: 60%
- Not At Risk: 40%

### Table: Students Performance and Risk Levels

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Last Name</th>
<th>First Name</th>
<th>Overall Score</th>
<th>Overall Label</th>
<th>Attendance</th>
<th>Failures</th>
<th>Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>One</td>
<td>Student</td>
<td>55</td>
<td>Moderate Risk</td>
<td>Moderate Risk</td>
<td>Moderate Risk</td>
<td>Moderate Risk</td>
</tr>
<tr>
<td>10</td>
<td>Ten</td>
<td>Student</td>
<td>90</td>
<td>No Risk</td>
<td>Moderate Risk</td>
<td>No Risk</td>
<td>No Risk</td>
</tr>
<tr>
<td>2</td>
<td>Two</td>
<td>Student</td>
<td>70</td>
<td>Minimal Risk</td>
<td>Extreme Risk</td>
<td>No Risk</td>
<td>Moderate Risk</td>
</tr>
<tr>
<td>3</td>
<td>Three</td>
<td>Student</td>
<td>95</td>
<td>No Risk</td>
<td>No Risk</td>
<td>Moderate Risk</td>
<td>No Risk</td>
</tr>
<tr>
<td>4</td>
<td>Four</td>
<td>Student</td>
<td>90</td>
<td>No Risk</td>
<td>No Risk</td>
<td>Moderate Risk</td>
<td>No Risk</td>
</tr>
<tr>
<td>5</td>
<td>Five</td>
<td>Student</td>
<td>100</td>
<td>No Risk</td>
<td>No Risk</td>
<td>No Risk</td>
<td>Moderate Risk</td>
</tr>
<tr>
<td>6</td>
<td>Six</td>
<td>Student</td>
<td>15</td>
<td>Extreme Risk</td>
<td>Extreme Risk</td>
<td>Extreme Risk</td>
<td>Moderate Risk</td>
</tr>
<tr>
<td>7</td>
<td>Seven</td>
<td>Student</td>
<td>75</td>
<td>Minimal Risk</td>
<td>Moderate Risk</td>
<td>No Risk</td>
<td>Moderate Risk</td>
</tr>
<tr>
<td>8</td>
<td>Eight</td>
<td>Student</td>
<td>40</td>
<td>Moderate Risk</td>
<td>Moderate Risk</td>
<td>Moderate Risk</td>
<td>Extreme Risk</td>
</tr>
<tr>
<td>9</td>
<td>Nine</td>
<td>Student</td>
<td>15</td>
<td>Extreme Risk</td>
<td>Extreme Risk</td>
<td>Extreme Risk</td>
<td>Moderate Risk</td>
</tr>
</tbody>
</table>

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**Add to Intervention Group**
Step 2: Select Intervention

Once at-risk students have been identified through an Early Warning System, LEAs and schools will determine interventions that will best meet the student’s needs. The relevance of the evidence, specifically the setting and/or population of the evidence, as well as local capacity to support interventions may predict how well an evidence-based intervention will work in a local context.
Select Evidenced-Based Intervention

Evidence-Based Practices Resource Links

- National Center on Intensive Intervention
- National Technical Assistance Center on Transition
- What Works Clearinghouse
- Promising Practices
- National Center for Systemic Improvement
- Best Evidence Encyclopedia
- National Dropout Prevention Center/Network
- Collaborative for Academic, Social, and Emotional Learning
- Evidence for ESSA
- Student Engagement Project
- SAMHSA Evidence-Based Practices Resource Center
- Center on Instruction
- Ask REL
- Ideas That Work
- Social Programs That Work
Evidenced-Based Resources to Support

- **Attendance**
- **Behavior**
- **Course Performance**
- **Social Emotional Learning**

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<table>
<thead>
<tr>
<th>Intervention</th>
<th>Notes</th>
<th>Focus of intervention (ABC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afterschool tutoring</td>
<td>Available only for math</td>
<td>A: attendance</td>
</tr>
<tr>
<td>Peer mediators</td>
<td>Accommodates 15 students per grade</td>
<td>B: behavior</td>
</tr>
<tr>
<td>Individual coaching</td>
<td>We have four coaches who can each manage 10 students</td>
<td>C: causal component</td>
</tr>
<tr>
<td>First period check-in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy to talk to parents after two unexcused absences</td>
<td>Do we have staff available to personally talk to every parent?</td>
<td></td>
</tr>
</tbody>
</table>

Note: From “A practitioner’s guide to implementing early warning systems” by S. Fossello & A. Nagel, 2015, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest, pg. 12.
Step 3: Plan for Implementation

Implementation plans include well-defined, measurable goals, clearly defined roles and responsibilities of those implementing the intervention, timelines for executing the plan, resources required to support the implementation of the intervention, as well as planning for how fidelity of implementation will be monitored and how student progress will be monitored.
Plan for Implementation

Tips for FY20 C.L.I.P. IDEA Performance Goals

Optional Action Plan Template
Step 4: Implement the Plan

Implementation will ultimately determine the success of an intervention. Therefore, LEAs, and schools should engage students and families to carry out the plan to implement the promising solutions, making real-time adjustments including processes that must be in place to monitor the quality of supports being provided, assess the degree of fidelity of implementation, determine how barriers and solutions will be identified, and build the capacity of others to facilitate the implementation in the future for sustainability of the intervention.
Engage Students

• Engaged students are more likely to perform well on standardized tests and are less likely to drop out of school.

• Students achieve academic and transition goals at a higher rate including more positive independent living and employment outcomes.

• Students are more involved in the general education curriculum and participate in extracurricular activities.
Engage Students

- **Self-Determined Learning Model of Instruction**
- **The Student Engagement Project**
- **Check and Connect**
- **Georgia Career Information Center (GCIS/GCIS Jr.)**
- **Community-Based Innovative Interventions**
When Families are Involved-

Students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents’ education level

(Antunez, 2000).

Students have higher grades and test scores, better attendance, and complete homework more consistently, and go on to postsecondary education.

(National Parent Teacher Association, 2009).
Engage Families

Starting and Keeping your Child on a Path to Graduation

- Pre-School
- Elementary School
- Middle School
- High School
Family Engagement Resources

- Family Engagement Resource - American Institutes for Research
- Information for Parents - Georgia Department of Education
- Georgia Parent to Parent
- Georgia Parent Mentor Partnership
- ASPIRE Parent Training Videos - Georgia Department of Education
- Language Strategies for Parents - Georgia Department of Education
- Center for Parent Information Resources
Fidelity of Implementation

Implementing a Practice or Program with Fidelity - The Iris Center
What Does Fidelity of Implementation Really Mean? - Video

Why is Fidelity Important? Slide

Why Is Fidelity Important?

- Ensures that instruction has been implemented as intended
- Helps link student outcomes to instruction
- Helps in the determination of intervention effectiveness, and in instructional decision making
- Research suggests that positive student outcomes depend on:
  - The degree to which interventions are supported by evidence
  - Fidelity of implementation of process (at the school level)
  - Fidelity of intervention implementation (at the teacher/classroom level)

Three Methods of Measuring Implementation Fidelity Presentation

Three Methods of Measuring Implementation Fidelity

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
Step 5: Examine Progress

After implementation occurs, LEAs and schools must determine whether the intervention(s) are meeting the originally identified needs of the school(s). In order to do this, tools which measure implementation fidelity must be utilized, progress monitoring data collected on student progress and outcome data must be analyzed and shared, and a plan for how knowledge about the intervention will be communicated must be in place. In addition, evidence collected must be used to determine if the intervention should continue as is, be modified, or be discontinued.
State and Federal Data

Student Record Report ENR019b – Dropout Reason Report

- This report will display all students who have dropped out and the reason for they dropped out.

Student Record Report SR 057b – Graduate Diploma Information

- This report may be checked after graduation data has been entered in Student Record. This report should be checked prior to sign-off. This report will display who is receiving a diploma and what type of diploma is being reported- General Education or Special Education. (As a reminder- special education diplomas count against your graduation rate.)
Graduation Success: Closing the Gap
LEA Interactive Map

Click on the map to access LEA websites

Fayette 91.5%
LEA Shared Resources
Together We Can Succeed!

Brantley County Check and Connect

Marietta City Schools - Student Life Center

Walker County Schools Project SEARCH

*LEA Shared Resources are located at the end of each Step. All LEAS are encouraged to share successful practices, artifacts or resources that have impacted graduation rate.
Brantley County Connect 2019
The Tassel Was Worth The Hassle
Celebration
Wayne County Check and Connect
Please email studentsuccess@doe.k12.ga.us to recommend additional resources.

LEAs please share successful initiatives
Questions
Contact Information

Ann Cross, Program Manager GLRS
lacross@doe.k12.ga.us
678-326-2361

Annette Murphy, SSIP Program Specialist- North Region
anmurphy@doe.k12.ga.us
404-844-8759

Susan Brozovic, SSIP Program Specialist – Metro Region
sbrozovic@doe.k12.ga.us
470-316-8634