

School Completion Toolkit

Improving Outcomes for ALL Students!

Leadership Launch

October 2019



Georgia Department of Education



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

Common Expectations between DES/SSIP Program Specialists

District Implementation Fidelity Rubric- required

District Team Meetings with DES and SSIP Program Specialists

School Implementation Fidelity Tool- highly suggested

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:



Special Education Services and Supports

Home → Teaching and Learning → Special Education Services and Supports

Rules, Manuals & Forms

Special Education Rules

Implementation Manual

Sample Forms

Applications

Eligibility Categories

Autism

Deafblind

Deaf/Hard of Hearing (D/HH)

Emotional & Behavioral Disorder

Intellectual Disabilities

Orthopedic Impairment

Other Health Impairment

Preschool Special Education

Significant Developmental Delay

Specific Learning Disability

Speech Language Impairment

Traumatic Brain Injury

Visual Impairment & Blindness

Budgets, Grants, Data Collection and Reporting

Budget & Grant Applications

LEA Consolidated Application

Data Collection Conference

Annual Reports

State Performance Plan (SPP), Annual Performance Reports (APR) and Annual Determinations

Continuous Improvement

Georgia's Continuous Improvement Monitoring Process (GCIMP)

Disproportionality

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



Contact Information

Zelphine Smith-Dixon, Ed.D.
State Director,
Special Education Services and Supports
Email: zsmith@doe.k12.ga.us

[Staff Contact List](#)

General Information

Phone: (404) 656-3963

Fax: (404) 651-6457

Special Education Questions & Support
(404) 657-8968

SPEDHelpDesk@doe.k12.ga.us

[Contact Vision/Hard of Hearing Coordinators](#)

Frequently Accessed Resources

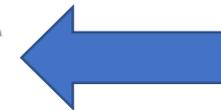
Events

- 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



Due Process Hearings

Due Process Hearing Decisions

Dispute Resolution Parent Guides

Parent Rights

Special Education Legal Aid Providers

IEP Team Meeting Facilitation

Statewide Projects & Initiatives

CEEDAR-GA Project

Educational Interpreter Performance Assessment (EIPA)

Georgia Instructional Materials Center (GIMC)

Georgia Learning Resources System

Georgia Network for Educational and Therapeutic Support

Georgia Online IEP

[Georgia Positive Behavioral Interventions and Supports \(PBIS\)](#)

Georgia Project AWARE

School Completion Toolkit

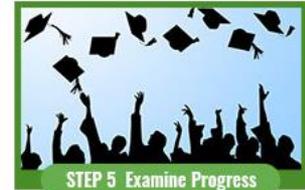


Partnering for Success Meeting (2017)

- 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

School Completion Toolkit

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.





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

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.

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

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

- 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?
- Maintain ongoing documentation throughout the school year to include:
 - Identify 2 to 3 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?
- Utilize your data to drive the needs of your district.
- 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

- What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in 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?
- How are post-secondary outcome activities monitored by the SPED director to ensure fidelity?
- What Professional Learning (PL) is offered to assist with improving graduation rates (to include school completion, school age transition, and post-secondary transitions)?
 - How does the SPED Director offer TA with those PL opportunities?
 - How is staff identified that require additional TA?

Links to Publicly Reported Data

Type of Data	Source of Data
Graduation Rate	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Publicly Reported Data – Achievement, Grad Rate, Preschool Data, Demographic Data and more (GOSA) 4-Year Cohort Graduation Rate (Go to GaDOE/Data&Reporting/Graduation Rates for downloadable Excel) (GaDOE) Enrollment by Grade (GaDOE) Enrollment by Ethnicity/Race (GaDOE)
District Enrollment – SWDs	<ul style="list-style-type: none"> Student Longitudinal Data System (SLDS) - Enrollment & SWDs
% of SWD	<ul style="list-style-type: none"> Publicly Reported Data – Achievement, Grad Rate, Preschool Data, Demographic Data and more (GOSA)
SWD Eligibility Areas	<ul style="list-style-type: none"> Enrollment by Disability Area (GaDOE)
Achievement Gap	<ul style="list-style-type: none"> Special Education Annual Reports (GaDOE) Archived Special Education Annual Reports (2016-17 and earlier) (GaDOE) CCRPI Reports (GaDOE)
Student Absences	<ul style="list-style-type: none"> Publicly Reported Data – Achievement, Grad Rate, Preschool Data, Demographic Data and more (GOSA)
Discipline	<ul style="list-style-type: none"> 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 Appleseed)
Student Perceptions of School	<ul style="list-style-type: none"> Georgia's Students Health and Safety Survey (GaDOE)
Dropout Rate	<ul style="list-style-type: none"> Special Education Annual Reports (GaDOE) Archived Special Education Annual Reports (2016-17 and earlier) (GaDOE)
Reasons for Dropping Out	<ul style="list-style-type: none"> Georgia's Students Health and Safety Survey (GaDOE)

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

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

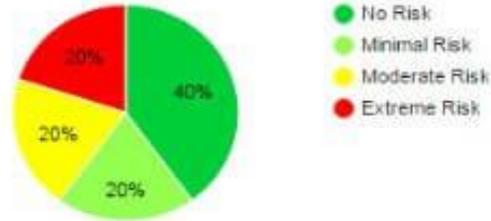
Early Warning System (EWS)



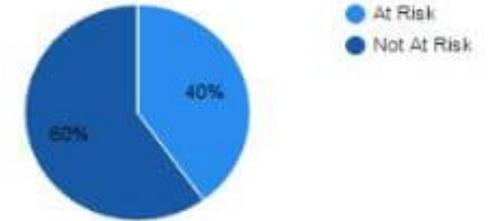
American Institute for Research (AIR): Can Early Warning Systems prevent Students from Dropping out of High School?

- [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



Students At Risk



Displaying 1 to 10 of 10

More...

Search

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

Show 50

← Previous 1 Next →

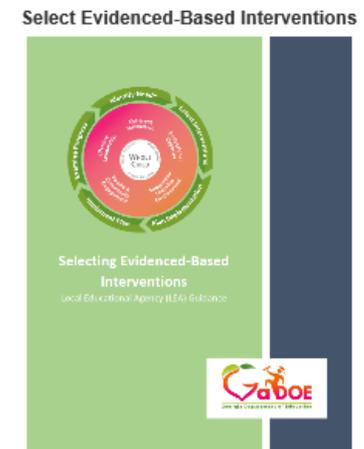
Add to Intervention Group

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

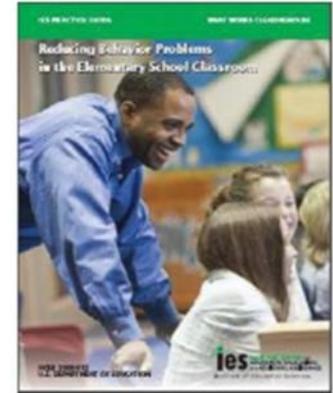
Screens

The screenshot shows a table with columns for 'Practice', 'Description', and 'Evidence'. The table lists various practices such as 'Self-monitoring', 'Self-management', and 'Self-regulation', each with a brief description and a link to the full practice page.

Intervention	Notes	Focus of intervention (ABCs)		
		A attendance	B behavior	C course completion
Afterschool tutoring	Available only for math			X
Peer mediators	Accommodates 15 students per grade		X	
Individual coaching	We have four coaches who can each manage 10 students	X	X	X
First period check-in		X		
Policy to talk to parents after two unexcused absences	Do we have staff available to personally talk to every parent?	X		

Note. From "A practitioner's guide to implementing early warning systems" by S. Frazelle, & A. Nagel, 2015, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest, pg. 12.

Reducing Behavior Problems in the Elementary School Classroom



Evidence-Based Practices: What, Why, Where and How?

Georgia Department of Education
Division for Special Education Services and Supports

Behavior Reflection Sheet for Young Children



Self-Study Guide for Implementing High School Academic Interventions



Processing Deficits, Accommodations and Specialized Instruction Strategies

The table lists various strategies such as 'Extended time', 'Preferential seating', and 'Small group instruction', organized into columns for different categories of interventions.



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

TIPS FOR FY20 CLIP IDEA PERFORMANCE GOALS

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General TIPS for ALL IDEA Performance Goals

1. Define 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 1 to 3 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. Update 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 activities (school completion, school re-enrollment, and post-secondary transition) are you implementing in your LEA to improve graduation rates? You may include a brief description of your district's procedure:
 - 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 re-enrollment, and post-secondary transition)?
 - How does the SPED Director offer PL with those PL opportunities?
 - How is staff identified that require additional PL?

Optional Action Plan Template

Optional Action Plan

District: _____ Date: _____
 Contact Person: _____ Phone: _____ Email: _____

Action Item (What will you DO?)	Identify Each Step to: • Professional Learning • Monitoring • Coaching/Follow Up/Technical assistance • Resources	Timeline (When?)	Responsible Party (Who?)	Discussion

Georgia Department of Education
 100 North Avenue, State School of Superintendents
 July 2020

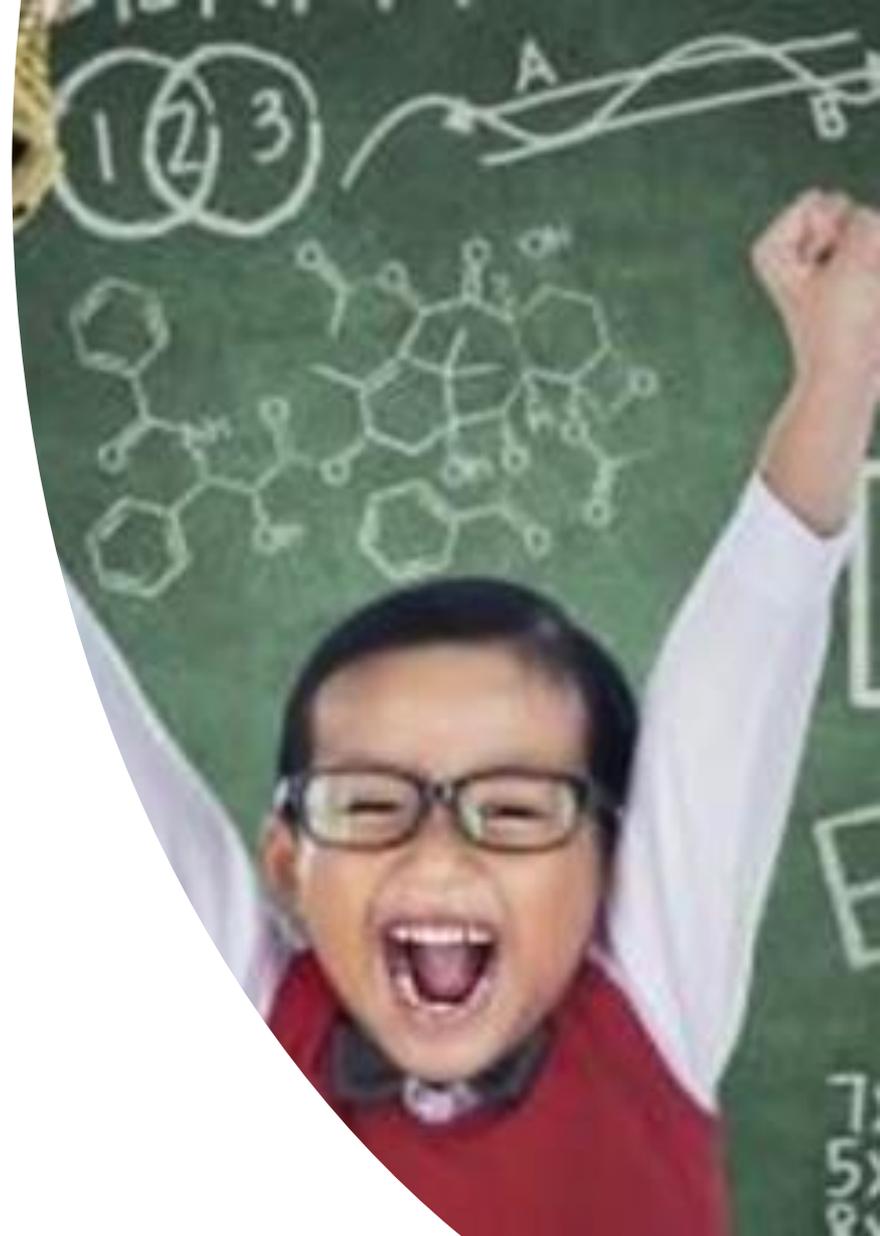


Step 4: Implement the Plan

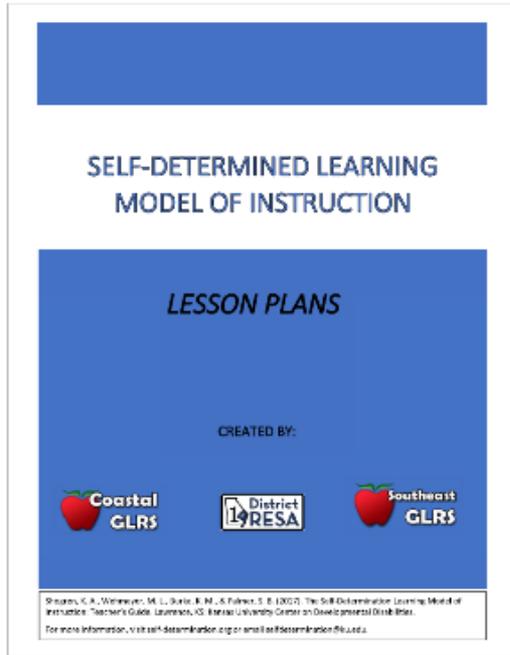
Implementation will ultimately determine the success of an intervention. Therefore, LEAs, and schools should engage students and families to carry out the plan to implement the promising solutions, making real-time adjustments including processes that must be in place to monitor the quality of supports 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



Project | SEARCH®
Preparing young people with significant disabilities for success in integrated, competitive employment.

To obtain additional information please visit
<https://www.projectsearch.us/>
Or
contact Dr. Bonnie Seery at 220-221-1758 or email at bonnieseery@gmail.com

Georgia Project Search Sites

1. Archbold Medical Center-Thomas County (Thomasville City included)
2. Candler Hospital-Chatam County
3. Centennial Medical Center-Barrow County
4. CHI Memorial Hospital-Walker County
5. Coffee County Regional Medical Center-Coffee County
6. Colquhoun Regional Medical Center-Colquhoun County
7. Effingham Health Systems-Effingham County
8. Emory Midtown Hospital (Emory Healthcare)-Fulton County
9. Grady General Hospital in Gwin-Grady County
10. Hamilton Medical Center-Delton Public Schools & Whitfield County Schools
11. Memorial South Health-Wayne County Schools
12. Navicent Health-Georgia Academy for the Blind
13. North Fulton Hospitals-Fulton County
14. Northeast Georgia Health System-Hall County
15. Phoebe Putney Memorial Hospital-Douglas County
16. Piedmont Fayette Hospital-Fayette County Schools
17. Redwood Regional Medical Center-Floyd County Schools
18. Shaw Industries-Adult Model Cross Plains & Shaw in Dalton
19. St. Joseph's Hospital-Chattoah County
20. Georgia Southern University-Anniston Campus-Chattoah County
21. TSPS-Muscogee County
22. University of West Georgia-Carnahan City Schools
23. Roll 2019 Middle Georgia State University-Bibb County
24. Roll 2018 Woodruff High Industries-Culberr County
25. Roll of 2019 Winberry Center-Bartow County

- [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

Three Methods of Measuring Implementation Fidelity Presentation

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)

(Pierangelo & Giuliani, 2008)



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Three Methods of Measuring Implementation Fidelity

Georgia Department of Education



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



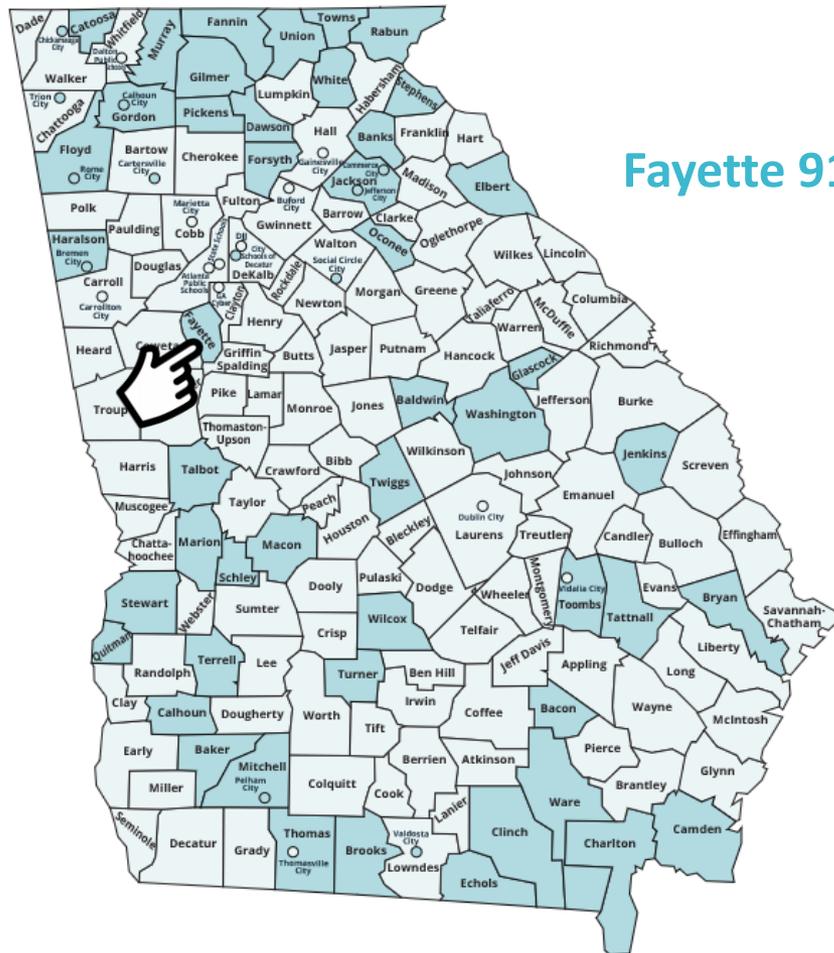
SPOTLIGHT ON SUCCESS

LEAs with an Annual Event Graduation Rate of 85% or above

The Annual Event Graduation Rate represents the percentage of students with disabilities (SWD) who exit with a regular education diploma regardless of the year they entered high school. The rate is calculated by dividing the number of SWD receiving a regular education diploma by the total number of SWD receiving a regular diploma, plus SWD receiving a certificate/special education diploma, plus SWD reported as dropouts.

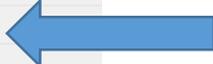


LEA Interactive Map



Fayette 91.5%

Click on the map to access LEA websites

- Camden County
- Cartersville City
- Catoosa County
- Charlton County
- Chickamauga City
- City Schools of Decatur
- Clinch County
- Commerce City
- Dawson County
- Echols County
- Elbert County 
- Fannin County
- Fayette County  
- Floyd County
- Forsyth County 
- Gilmer County
- Glascok County
- Gordon County  
- Haralson County
- Jackson County
- Jefferson City
- Jenkins County
- Macon County
- Marion County
- Mitchell County
- Murray County
- Oconee County
- Pelham City

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



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Georgia Department of Education



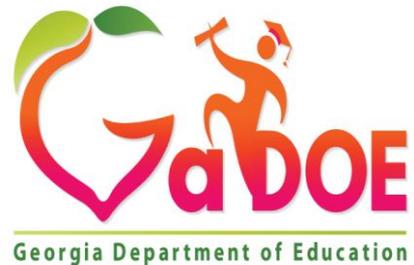
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