GraduateFIRST: Continuing the Work for Student Success

Dr. Deshonda Stringer
Mrs. Roberta White
GraduateFIRST Webinar Overview

- Implementing the Process
- Supporting Student Engagement
  - Academic Engagement
  - Behavioral Engagement
  - Course Completion/Performance
- Accessing Resources to Support GraduateFIRST
Learning Targets

• I can explain the components of a data-driven framework used to increase graduation rates for students with disabilities (SWD).

• I can explore resources to address attendance, behavior, and course completion/performance.

• I can explain the importance of analyzing and monitoring the data for targeted group of students.
GraduateFIRST Fundamentals

This GraduateFIRST Fundamentals webinar will provide an overview of a data-driven framework that can be used to increase graduation rates for all students, including students with disabilities.
GraduateFIRST Fundamentals

- The modules in GraduateFIRST Fundamentals will clarify the framework and provide a process that is appropriate for all students.
  - [www.graduatefirstfundamentals.org](http://www.graduatefirstfundamentals.org)
  - [www.gaspdg.org](http://www.gaspdg.org)
Fundamentals

- Module 1: Implementing GraduateFIRST
- Module 2: Supporting Student Engagement (Affective Engagement)
- Module 3: Academic Engagement
- Module 4: Behavioral Engagement
- Module 5: Cognitive Engagement
- Module 6: Family & Community Engagement
Affective Engagement and Impact on School Performance

• Numerous terms:
  affective/emotional/psychological engagement, school bonding, identification with school, sense of belonging, school connectedness, school relatedness, school supportiveness, perceived school warmth

• Used to convey:
  1) connection to and affinity for school
  2) valuing of school and school-related activities
  3) a guiding bond with school

(Christenson et al., 2008)
Impact of Affective Engagement

Associated with a wide-range of variables:

- Problem behaviors and delinquency
- Premature/risky sexual behavior
- Academic performance and accrual of credits
- Educational adjustment
- Level of educational attainment
- Social competency
- Attendance
- Persistence with school
- Student perceptions of future opportunities open to them (Christenson et al., 2008)
Cognitive Engagement

- Students’ interest in the learning
- Setting learning goals
- Self-regulation and being strategic
- Self-efficacy
- Self-determination
- Motivation
NDPC-SD DROPOUT PREVENTION

Intervention Framework

Phase 1: Develop State and Local Leadership Teams

Phase 2: Analyze Data

Phase 3: Identify Target Areas for Intervention

Phase 4: Develop Improvement Plan

Phase 5: Implement, Monitor, and Evaluate
GraduateFIRST Implementation Components

1. Establish an effective GraduateFIRST School Team

2. Collect and analyze data to identify prioritize and monitor needs of targeted students

3. Develop GraduateFIRST School Action Steps/Tasks

4. Implement and monitor the GraduateFIRST School Action Steps/Tasks with fidelity

5. Evaluate the effectiveness of the GraduateFIRST School Action Steps/Tasks
# GraduateFIRST Implementation Scale

**School District Name:**

**Pre Assessment:** Fall ______ Post Assessment: Spring-Mar. ______

**School Name:**

**School Level:** [ ] Elementary [ ] Middle [ ] High

**Collaboration Coach:**

**GraduateFIRST Implementation Scale is Cumulative. All descriptors for a 1 are in place, etc.**

<table>
<thead>
<tr>
<th></th>
<th>Not Yet Established</th>
<th>Starting Out</th>
<th>Developing</th>
<th>Deepening</th>
<th>Sustaining</th>
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<tbody>
<tr>
<td>Establish an effective GraduateFIRST School Team Score ______</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Team leader and school team have not been selected. Team members include representatives from general education, special education, and administration.</td>
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<tr>
<td>Rules and responsibilities have been defined. Monthly school team meeting dates have been set and communicated to all team members and other relevant persons.</td>
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</tr>
<tr>
<td>Agendas, meeting notes, etc., show meetings are being held as scheduled. Attendance logs, sign-in sheets, etc., show designated team members are present at meetings.</td>
<td></td>
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</tr>
<tr>
<td>Action Steps/Tasks and progress are evaluated and adjusted based on data. Action Steps/Tasks and progress are communicated to entire school and relevant stakeholders. Action Steps/Tasks and progress are shared with appropriate school/district staff and other relevant stakeholders.</td>
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</tbody>
</table>

**How are we showing this (i.e., artifacts/evidence)?**

**What are our next steps?**

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Page 1

Revised Aug 15, 2014

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8/6/15
Georgia’s Graduation and Dropout Data
Graduation & Dropout Rate Tab

How equitable are opportunities for graduating by subgroups?

<table>
<thead>
<tr>
<th>District</th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>1,067</td>
<td>1,321</td>
<td>1,397</td>
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<tr>
<td></td>
<td>54.3%</td>
<td>57.7%</td>
<td>53.1%</td>
</tr>
<tr>
<td>Female</td>
<td>999</td>
<td>1,000</td>
<td>1,091</td>
</tr>
<tr>
<td></td>
<td>64.7%</td>
<td>65.0%</td>
<td>58.3%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>18</td>
<td>21</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>35.3%</td>
<td>39.6%</td>
<td>34.9%</td>
</tr>
<tr>
<td>Male</td>
<td>776</td>
<td>816</td>
<td>778</td>
</tr>
<tr>
<td></td>
<td>53.1%</td>
<td>52.2%</td>
<td>43.2%</td>
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</table>

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
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<tr>
<td>Not Economically Disadvantaged</td>
<td>708</td>
<td>495</td>
<td>472</td>
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<tr>
<td></td>
<td>68.1%</td>
<td>61.0%</td>
<td>45.3%</td>
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<tr>
<td>Students With Disability</td>
<td>61</td>
<td>49</td>
<td>59</td>
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<tr>
<td></td>
<td>18.9%</td>
<td>14.9%</td>
<td>14.0%</td>
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<tr>
<td>Students Without Disability</td>
<td>708</td>
<td>495</td>
<td>1,810</td>
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<tr>
<td></td>
<td>63.9%</td>
<td>63.7%</td>
<td>55.6%</td>
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</table>
Graduation & Dropout Rate Tab

Think about the implications for “high impact” students who are represented in multiple subgroups?

<table>
<thead>
<tr>
<th></th>
<th>District 2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
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</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>861</td>
<td>779</td>
<td>840</td>
</tr>
<tr>
<td>Female</td>
<td>383</td>
<td>367</td>
<td>423</td>
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<tr>
<td>Limited English Proficient</td>
<td>26</td>
<td>TFS</td>
<td>TFS</td>
</tr>
<tr>
<td>Male</td>
<td>600</td>
<td>542</td>
<td>613</td>
</tr>
<tr>
<td>Migrant</td>
<td>No Data Available</td>
<td>No Data Available</td>
<td>No Data Available</td>
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<tr>
<td>Not Economically Disadvantaged</td>
<td>122</td>
<td>130</td>
<td>196</td>
</tr>
<tr>
<td>Students With Disability</td>
<td>138</td>
<td>144</td>
<td>164</td>
</tr>
<tr>
<td>Students Without Disability</td>
<td>845</td>
<td>765</td>
<td>872</td>
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</table>

9/22/2016
Graduation & Dropout Rate Tab

Note – There is a 7-12 Dropout Rate, and it can be quite different from the 9-12 Dropout rate. While the denominators can make the percentage smaller, the numerators could be significantly higher!

<table>
<thead>
<tr>
<th>District</th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
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</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>1,036</td>
<td>973</td>
<td>971</td>
</tr>
<tr>
<td>Female</td>
<td>452</td>
<td>441</td>
<td>485</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>29</td>
<td>TFS</td>
<td>TFS</td>
</tr>
<tr>
<td>Male</td>
<td>715</td>
<td>685</td>
<td>706</td>
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<tr>
<td>Migrant</td>
<td>No Data Available</td>
<td>No Data Available</td>
<td>No Data Available</td>
</tr>
<tr>
<td>Not Economically Disadvantaged</td>
<td>131</td>
<td>153</td>
<td>220</td>
</tr>
<tr>
<td>Students With Disability</td>
<td>177</td>
<td>184</td>
<td>190</td>
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<tr>
<td>Students Without Disability</td>
<td>990</td>
<td>942</td>
<td>1,001</td>
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</table>
Push and Pull Effects

**Push effects** – situations or experiences within the school environment that contribute to feelings of alienation, failure and dropout

**Pull effects** – factors external to the school environment that weaken or detract from the importance of school completion
Push Effects

• Did not like school
• Could not get along with teachers/students
• Suspended too often
• Expelled too often
• Did not feel safe at school
• Did not belong
• Could not keep up with school work/failing school
Pull Effects

• Had to get a job
• Had to support family
• Was pregnant
• Wanted to have a family
• Wanted to travel
• Friends dropped out
• Got married, or planned to get married
• Had to care for family member
Monitoring ABCs

• Focusing on Attendance, Behavior, and Course Completion/Performance

• Helping students develop a sense of belonging, develop caring relationships, and self-determination

• Ensuring these dimensions are underpinned by strong family and community engagement
Attendance
Did You Know?

- Missing one day a week from school from K-11th grade is the equivalent of missing **2.5 years** of schooling.
- Being half an hour late to school each day from Year 1 to Year 10 is the equivalent of missing **1.5 years** of schooling.
- **Eighty percent** of dropouts were chronically truant during the year in which they dropped out.
Strategies for Increasing Attendance

• Create an Attendance Team that investigates and problem solves.

• Perform a root cause analysis.
  1. Are students not feeling a sense of belonging?
  2. Is there a transportation issue?
  3. Is bullying going on?

• Develop a relationship with local businesses so that they cooperate in encouraging students to go to school and not congregate at businesses during school hours.

• Make the school a place where parents and students feel welcome.
Strategies for Increasing Attendance (continued)

• Call parents (not an answering machine) every time their student is not in school to let them know the school is concerned.
• Talk to students about why they were gone and let them know they were missed.
• Create a culture which says Attending Every Day Matters.
• Provide positive incentives for good attendance.
• Track the data at teacher/team/subgroup level.
• Engage all students in a club or sport that contributes to a sense of belonging.
• Assign adult/peer mentors.
www.attendanceworks.org
Behavior

- High Motivation
- Increasing likelihood to perform target behavior

- Low Motivation

- Low Ability
- High Ability

Trigger the behavior!

Evolution

8/6/15
In an address to the Georgia House and Senate Committee on Education January 2013, Dr. Garry McGiboney reported the following:

• Many teachers cite student discipline problems as the number one issue they face on a regular basis.

• Administrators cite student discipline in the classroom as the most time-consuming problem they address each day.

• Many students indicate that student discipline is a problem in the classroom.
What does the data say?

- Georgia ranks 9th in the nation in out-of-school suspensions.
- Over 130,000 students were suspended from school during 2011-2012 school year and over 195,000 students were assigned in-school suspension.
- Of the 20 high schools in the United States with the highest percentage of students suspended 6 are in Georgia.
However...

• Schools with the highest graduation rates have the lowest suspension rates.

• Schools with the highest suspension rates have the lowest graduation rates.

• Students eligible for free or reduced lunch are more than twice as likely as other students to be suspended.
## Time Cost of a Discipline Referral
(45 minutes per incident)

<table>
<thead>
<tr>
<th></th>
<th>1000 Referrals/yr.</th>
<th>2000 Referrals/yr.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administrator Time</strong></td>
<td>500 hours</td>
<td>1000 Hours</td>
</tr>
<tr>
<td><strong>Teacher Time</strong></td>
<td>250 Hours</td>
<td>500 Hours</td>
</tr>
<tr>
<td><strong>Student Time</strong></td>
<td>750 Hours</td>
<td>1500 Hours</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>1500 Hours</td>
<td>3000 Hours</td>
</tr>
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</table>

Florida’s Positive Behavior Support Project
Components of a Successful School-Wide Discipline Plan

- Establish a Discipline Team
- Obtain buy-in from faculty/staff (About 80% minimum)
- Distinguish between teacher handled and office handled referrals
- Modify the discipline referral process and forms
- Determine and decide how to teach school-wide expectations
- Create an incentive program for students and staff
- Prepare to monitor, examine, and adjust as you implement
- Analyze your discipline data and be proactive
What’s Next?

“If a child doesn’t know how to read, we teach.”

“If a child doesn’t know how to swim, we teach.”

“If a child doesn’t know how to multiply, we teach.”

“If a child doesn’t know how to drive, we teach.”

“If a child doesn’t know how to behave, we............
.....teach? ....punish?

“Why can’t we finish the last sentence as automatically as we do the others?”

(Herner, 1998)
Behavior Resources

http://www.pbisworld.com/tier-2/
Behavior Resources

The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education’s Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with

www.Pbis.org
Academic and Behavioral Interventions

Effective School Interventions

Strategies for Enhancing Academic Achievement and Social Competence

Natalie Rathvon
Evidence-Based Intervention Network Manual

EBI Network Manual

In order to facilitate school use, we have developed a paper version of the EBI network academic and behavior intervention sections. The manual also includes a short introduction section with information about what EBI are, how to use the manual and a history of the EBI network.

Note, while the manual will be periodically updated, it will not always contain the most up to date version of the EBI Network website. In addition, many materials on the site (e.g. problem solving meeting forms, evidence briefs and video) will not be in the manual.

Please click here for a copy of the EBI Network Manual.

Since first posted in October 2012 the manual has been downloaded over 300 times.
Course Completion/Performance
Course Completion (Achievement)

http://www.ies.ed.gov/ncee/wwc/
Course Completion (Achievement)

http://iris.peabody.vanderbilt.edu/
High School Graduation Predictors

- The four strongest predictors – determined by 6th grade
  1. Poor attendance (14% graduated on time or with one extra year)
  2. Poor Behavior (17% on-time graduation rate)
  3. Failing math (21% on-time graduation rate)
  4. Failing English (16% on-time graduation rate)

- Sixth graders who do not attend school regularly, receive poor behavior marks, or fail math or English.

- Students who repeated middle school grades are 11 times more likely to drop out than students who had not repeated.

- A student who is retained two grades increases their risk of dropping out of school by 90%.
The Assessment Tool

• The Assessment Tool can be used to monitor progress of targeted group.

• The Assessment Tool tracks attendance, discipline, and course completion/performance.
# GraduateFIRST Assessment Tool

## ENTER SCHOOL NAME

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>Ethnicity</th>
<th>SWD</th>
<th>Grading Interval</th>
<th>Days Absent</th>
<th>ISS Days</th>
<th>OSS Days</th>
<th>Course Failure</th>
<th>Total Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>Grade</td>
<td>Ethnicity</td>
<td>No/Yes</td>
<td>Int.1 - 9 Wks.</td>
<td></td>
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<td>Int.2 - 18 Wks.</td>
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<td>Int.4 - 36 Wks.</td>
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<tr>
<td>Student 2</td>
<td>Grade</td>
<td>Ethnicity</td>
<td>No/Yes</td>
<td>Int.1 - 9 Wks.</td>
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<td>Int.2 - 18 Wks.</td>
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<td>Int.3 - 27 Wks.</td>
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<td>Int.4 - 36 Wks.</td>
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<td>Int.1 - 9 Wks.</td>
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<td>Student 4</td>
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<td>Int.4 - 36 Wks.</td>
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</tr>
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<td>Student 5</td>
<td>Grade</td>
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<td>Int.3 - 27 Wks.</td>
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<td>Int.4 - 36 Wks.</td>
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</table>
# GraduateFIRST Assessment Tool (Expanded)

## Sample Middle School

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<tr>
<th>Student</th>
<th>Grade</th>
<th>Ethnicity/Race</th>
<th>SWD</th>
<th>Grading Interval</th>
<th>Days Absent</th>
<th>ISS Days</th>
<th>OSS Days</th>
<th>Course Failure</th>
<th>Total Courses</th>
<th>Enroll. Status</th>
<th>A, B, C</th>
<th>PLACEMENT STATUS</th>
<th>LEXILE</th>
<th>AGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Int.1 - 9 Wks.</td>
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<td>Int.2 - 18 Wks.</td>
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<td>Int.4 - 36 Wks.</td>
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<td></td>
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<td></td>
<td>Int.1 - 9 Wks.</td>
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Sample Target List Data Sheets

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<td>ISS Days</td>
<td>OSS Days</td>
<td>Course Failures</td>
<td>Writing Assessment</td>
<td>CRCT Rdg</td>
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9/22/2016
Risk Factor Data Sources

• Discipline referrals
• Retention rates
• Attendance records
• Course completion/passing rates/grades
• State and local assessment scores
• Extracurricular involvement
• Interviews and surveys
What is at the “root” of your targeted students’ issue(s) with attendance, behavior, or course completion?

Leaves
What things come to mind that are readily visible to others?

Roots
What things come to mind that are not easily visible to others?

Examples of Leaves – actions, interests, personal traits, hobbies
Examples of Roots – values, aspirations, dreams, beliefs
Implementation Components

1. Establish an effective School Team
2. Collect and analyze data to identify prioritize and monitor needs of targeted students
3. Develop School Action Steps/Tasks
4. Implement and monitor the School Action Steps/Tasks with fidelity
5. Evaluate the effectiveness of the School Action Steps/Tasks
School Team

• Identify the appropriate team members (administrator, special education, general education, district personnel, graduation coach, counselor, etc...)

• Determine meeting dates

• Attend all School Team meetings

• Commit to monitoring & supporting each student on the targeted student list

• Report to the school Leadership Team at least monthly
Role of the Team Leader

1. Facilitate the implementation of the school’s activities, strategies, and interventions

2. Participate in webinars and regional team leader meeting provided through the SPDG

3. Support School Team in analyzing data to determine priorities for improvement/focus area(s) for targeted students

4. Support the School Team in effective implementation of action steps and data collection

5. Ensure that student ABC data is collected and shared with team in a consistent and timely manner
School Team Meetings
Team Leader Leads

• Complete the Implementation Scales during fall and spring semesters
• Create, implement, monitor, and evaluate the effectiveness of action steps
• Review and/or revise the action steps
• Monitor students on the targeted list, at least on a monthly basis
Action Steps for Targeted Students

• Use the issues discovered in the root cause analysis to determine Specific, Measurable, Achievable, Realistic, and Timely (SMART) Goals.

• Determine the tasks/strategies/interventions to address the issues.

• Create the action steps based on this information.

• Action steps should be monitored on a regular basis.
Checklist for Continuing the GraduateFIRST Process

- Establish a School Team
- Orient the School Team to the process
- Create awareness for the entire school staff of the process
- Collect and analyze school and student data
- Determine the Target Student List based on risk factors
- Develop action steps that include:
  - Universal tasks that are for targeted group of students
  - Tasks appropriate for specific students based on their individualized needs, according to the ABC’s
### GraduateFIRST Implementation Scale

<table>
<thead>
<tr>
<th>School District Name:</th>
<th>Pre Assessment: Fall</th>
<th>Post Assessments: Spring-Mar.</th>
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<tbody>
<tr>
<td>School Name: _Elementary _Middle _High</td>
<td>Collaboration Coach</td>
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</table>

GraduateFIRST Implementation Scale is Cumulative. All descriptors for a 1 are in place, etc.

<table>
<thead>
<tr>
<th>1 Not Yet Established</th>
<th>2 Starting Out</th>
<th>3 Developing</th>
<th>4 Deepening</th>
<th>5 Sustaining</th>
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<tr>
<td>Establish an effective GraduateFIRST School Team Score _____</td>
<td>Team leader and school team have not been selected. Team members include representatives from general education, special education, and administration.</td>
<td>Team leader and school team have been selected. Team members include representatives from general education, special education, and administration.</td>
<td>Roles and responsibilities have been defined. Meeting dates have been set and communicated to all team members and other relevant personnel.</td>
<td>Agenda, meeting notes, etc., show meetings are being held as scheduled. Action Steps/tasks are established and progress is being monitored and documented.</td>
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**How are we showing this (i.e., artifacts/evidence)?**

**What are our next steps?**
The Ultimate Goal

Graduation !!!

Goal
Next Webinar

November 4, 2015
3:30 PM - 4:30 PM