Georgia's Systems of Continuous Improvement

GaDOE School Completion Toolkit Guide

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. All resources shared on this handout can be found on the **GaDOE School Completion Toolkit**.

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

Engage Stakeholders

The first step in impacting change is to bring a group of internal and external stakeholders together to examine all relevant data to identify strengths, opportunities, and next steps

Essential Components of Efficient and Effective Meetings

Authentic Stakeholder Engagement Online Training

Conduct Data Analysis

A thorough data analysis of all relevant data must be examined to understand the most pressing needs of students, schools, and educators, as well as to determine the root causes of each of the needs relevant to student engagement, achievement, and behavioral/social emotional concerns.

Utilizing GaDOE Performance Dashboards for Education

Implement Early Warning System

Identify students at-risk through an early warning system (EWS) . The need for Early Warning Systems grew from the evidence that student disengagement from school is a gradual process and students demonstrate particular indicators that they are on the path to dropping out. As a result, data can be used to identify trends among students, allowing educators to intervene early in a student's life, thereby preventing them from leaving the education system without graduating

A Practitioner's Guide to Implementing Early Warning Systems

Early Warning System Thresholds

Early Warning System Fidelity Checklist

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

Evidence-Based Interventions (EBI) are strategies, practices, and programs with available research documenting their effectiveness and data suggesting that if used as designed, they will enhance student progress. EBIs are content specific and should be based on the needs of the students in need of intervention.

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

Guide for Identifying Evidence-Based Interventions for School Improvement

Align

Once students are identified as being at-risk for dropping out, the next step is to select interventions and strategies that will meet their needs. If students are flagged for attendance, it would be important to identify interventions or strategies to support regular school attendance. Frazelle and Nagel (2015) suggest schools develop a list of all possible supports currently provided to help teachers' access specific supports and strategies.

District Initiative Inventory

Indicator Intervention Map

School Improvement Specialist Field Guide Feasibility Worksheet Tool 4.3

Georgia Check and Connect Information

Schedule

Determining when the chosen interventions will be implemented is an important step that must be considered. Implementing interventions effectively requires time for both the planning and delivery of interventions.

Strategies for Scheduling: Time to Intensify and Individualize Intervention

Attendance Resources

Students missing 10 percent or more of school, excused, unexcused or from suspensions, are severely at-risk for academic failure. Keeping students in school must be a priority for LEAs and schools. Proven strategies and interventions for keeping students in school that have impact at the district, school, and individual student levels are provided below.

Attendance Works 2021

Attendance Awareness Campaign 2021

Behavior Resources

These resources support the principle that students of all ages experience a reduction in unnecessary discipline referrals, increased achievement and social emotional well-being when effective evidence-based practices are implemented in equitable and safe learning environments.

Restorative Practices

Georgia PBIS

Course Performance Resources

LEAs and schools that provide tiered academic supports for students to improve course performance, encounter greater student engagement, increased achievement, fewer discipline referrals, and a greater sense of social connectedness. The resources below provide assistance for LEAs and schools on improving course performance for students.

What Works Clearinghouse Classroom Practice Guides

Georgia's MTSS Implementation Step-By-Step Guide

Georgia HLP Induction Professional Learning Series

High-Leverage Practices in Georgia Webinar Series

Step 3 Plan for Implementation

Implementation plans include well-defined, measurable goals, and 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.

Development and Revision of Plan

The LEA and school's plan to improve the graduation rate and intervene with students who are at risk of disengaging from school should be embedded within the District and/or School Improvement Plan. In some cases, LEAs and schools may wish to have a more detailed action plan that ensures ease of plan monitoring. It is for this purpose that an optional action plan template is included here as an example.

Building a Grad Nation: Progress and Challenge in Raising High School Graduation Rates 2020

High School Graduation Support Guide

STEP 4 Implement the Plan

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

Student Engagement is a general term used to describe an individuals' interest and enthusiasm for school, which impacts their academic performance and behavior. Therefore, "student engagement" is best understood as a relationship between the student and the school community, the adults at school, the student's peers, and the instruction and the curriculum.

Self-Determined Learning Model of Instruction University of Kansas

Self-Determined Learning Model of Instruction Lesson Plans

Engage Families

Parent and family engagement is one of the most important contributors to school completion and success. When families are involved, students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents' education level.

The resources provided will assist LEAs and schools with ensuring that strong strategies are in place to: 1) build capacity to engage parents/stakeholders in an effective partnership with the school; and 2) share and support high student academic achievement.

Introduction to Family Engagement in Education | Harvard University

Georgia's Parent Mentor Partnership

Family Guidance on Georgia Diploma Options

Attendance Works: Community and Agency Partners

National Dropout Prevention: Family and Student Resources

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.

Tools to Measure Implementation Fidelity

The consideration of "implementation fidelity" should include both how well the LEA and school improvement plan is being carried out as well as how the chosen interventions are being implemented with the students identified through the Early Warning System process.

The Student Success District/School Implementation Fidelity Rubric found below provides LEA/schools with a tool that can be utilized by the stakeholder team to determine the level of implementation fidelity. Furthermore, the team can use rating results to identify implementation successes, areas of opportunity, and to make implementation adjustments.

Student Success District Implementation Fidelity Rubric and Scoring Sheet

EWS One Pager with Fidelity Checklist 2021.pdf

Evidence Based Practices Checklist.pdf

Progress Monitoring of Evidence-Based Interventions

Progress monitoring is conducted to monitor students' response to the intervention that is being implemented. This section provides information about the purpose, process, and essential components of progress monitoring.

Georgia's Tiered System of Supports for Students Essential Components Progress Monitoring

MTSS: Building an Effective Progress Monitoring System AIR

Georgia's Tiered System of Supports for Students-Progress Monitoring

A Healthy Monitoring Plan Achieves More.pdf Dr. Donna Hinton, Georgia School Board Association, Senior Board Trainer

Guide to Utilize State and Federal Reports

In addition to the data that will be collected throughout the process of implementing both the selected interventions as well as the improvement process itself, there are also some state and federal reports that should be accessed periodically as the data found in these reports will provide valuable information and aide in informing action steps that may need to be added or adjusted.

Student Record Report ENR019b – Dropout Reason Report

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

Districts will need to go to Student Record in the portal, go to reports and pull **SR ENRO19b** and **SR O57b** from Student Record. The first is under School Safety and the second is under Special Education Reports.
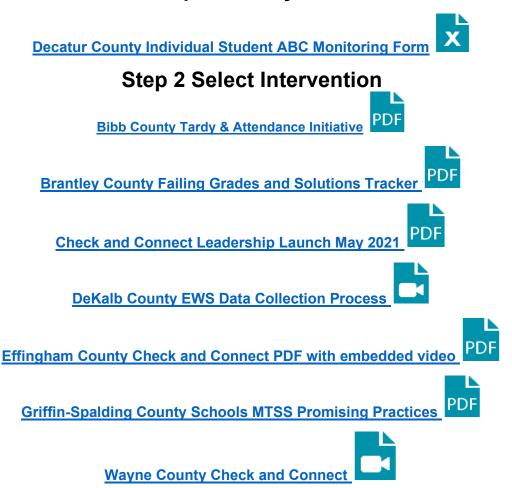
Special Education Annual Reports

FY 22 Student Record Data Collection Special Education Guidelines

Links to Publicly Reported Georgia Data

LEA Resources Featured

Step 1 Identify Need

Decatur County Individual Student ABC Monitoring Form

Step 2 Select Intervention

Bibb County Tardy & Attendance Initiative

Brantley County Failing Grades and Solutions Tracker

Check and Connect Leadership Launch May 2021

DeKalb County EWS Data Collection Process

Effingham County Check and Connect PDF with embedded video

Griffin-Spalding County Schools MTSS Promising Practices

Wayne County Check and Connect

Step 3 Plan for Implementation

Burke County Public Schools - Keys to Graduation Success

DeKalb County SSIP Playbook

Evans County SSIP District Handbook

Gordon County SSIP Action Plan

Step 4 Implement the Plan

Barrow County Schools Project SEARCH

Brantley County SSIP - Spotlight on Success

Carrollton City Schools Project SEARCH

Polk County Dropout Prevention Conference/Checklist

Walker County Schools Project SEARCH

Whitfield County Schools Project SEARCH

Marietta City Schools - Student Life Center