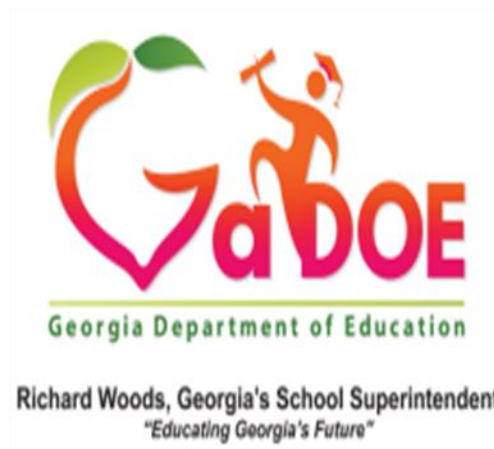


Georgia Department of Education

STATE SYSTEMIC IMPROVEMENT PLAN (SSIP) PHASE III – YEAR III REPORT



April 1, 2019

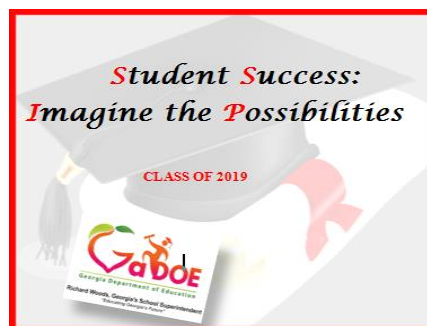


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Section A: Summary of Phase III

Georgia's State Systemic Improvement Plan, which is also known as Student Success: Imagine the Possibilities, focuses on the implementation of the Student Success Process that leads to the selection of evidence-based practices based on district data and the development of a comprehensive improvement plan that supports implementation of the selected practices.

This FFY 2017 Annual Performance Report (APR) documents implementation progress and outcomes for all SSIP activities completed since the submission of the FFY 2016 APR in April 2018. The time period for this APR will be referred to as Phase III – Year III or FFY 2017.

(1) Theory of Action or logic model for the SSIP, including the SiMR:

No revisions were made to the Theory of Action, Logic Model, or SiMR during Phase III - Year III. Georgia used its Theory of Action and accompanying Logic Model developed in Phase I and submitted with the FFY 2014 (Phase II) APR in April 2016 to guide the work of Student Success at the state, regional, district, and school levels to achieve the State-identified Measurable Result (SiMR) of increasing the percentage of students with disabilities exiting high-school with a general education diploma. Georgia's Theory of Action is based on the belief that effective leaders and teachers are critical to improving outcomes for students. Therefore, the focus of Georgia's SSIP has been to build the capacity of district leadership to support school leadership in improving instruction and learning so that students will have better outcomes and graduate from high school with a general education diploma.

Georgia's Logic Model is based on the Theory of Action developed during Phase I, and it clearly articulates and connects the inputs, outputs (strategies and activities), and short-term, mid-term, and long-term outcomes for the SSIP. It creates a methodical flow of activities to transition the work across all levels of the state system to achieve the SiMR. The Logic Model also provides the foundation for Student Success' Implementation and Evaluation Plans submitted in April 2016 with the FFY 2014 APR and revised as submitted with the FFY 2016 APR in April 2018. A copy of Georgia's Logic Model is included in Appendix A.

(2) The coherent improvement strategies and principle activities employed during the year including the infrastructure activities

During Phase III - Year III, the GaDOE continued to implement the two broad improvement strategies included in the Logic Model to support the implementation of Student Success. Coherent Improvement Strategy One focused on improving state and regional infrastructures to better support districts in implementing and scaling up evidence-based practices that will improve graduation rates for all students-including students with disabilities. As noted in the Logic Model, three principle activities were implemented for Coherent Improvement Strategy One.

Coherent Improvement Strategy One, Principle Activity One focused on aligning initiatives and plans at all levels of the state system to reduce duplication, leverage resources, and maximize outcomes for students. Leadership in the Division for Special Education Services and Supports and members of the State Implementation Team led efforts to align SSIP improvement strategies and activities with several GaDOE key plans and initiatives including Georgia's Plan for the Every Student Succeeds Act (ESSA) and the Georgia State Personnel Development Grant. The State coordinated professional learning and technical assistance in collaboration with both initiatives. GaDOE District Liaisons and SSIP Program Specialists from the Division for Special Education Services and Supports participated on Continuous Improvement Teams to review and provide guidance on District Improvement Plans and coordinate resources for the districts. Additional information about alignment of plans and initiatives is available in Section B of this report.

Coherent Improvement Strategy One, Principle Activity Two focused on the development and implementation of cascading team management and implementation structures with associated communication protocols and feedback loops. Teams at the state, regional, district and school levels, met to plan, implement, and deliver supports for the implementation of Student Success. The communication protocols and well-defined feedback loops developed in Phase II were used to push information about implementation barriers and successes “up” the system and to deliver guidance and resources back “down” the system. Information about the cascading teams with associated communication protocols are discussed in Section B of this report.

Coherent Improvement Strategy One, Principle Activity Three included professional learning and technical assistance for state and regional technical assistance providers to increase their capacity to support districts and schools in implementing evidence-based practices. Technical assistance providers participated in Check & Connect professional learning with 27 providers certified as trainers in the intervention. State and regional technical assistance providers also participated in professional learning on High Leverage Practices, evidence-based practices, and progress monitoring in conjunction with the State Personnel Development Grant. Dr. Tessie Rose Bailey from the American Institutes for Research was the featured presenter at these joint professional learning sessions. Additional information about these professional learning and technical assistance opportunities is included in Section B.

During Phase III - Year III, Coherent Improvement Strategy Two focused on improving district infrastructure and implementation of evidence-based practices in districts identified to receive intensive technical assistance to improve effective instruction, engaging school climate, and transition. This strategy applied only to the districts selected to receive intensive technical assistance through the SSIP. Principle activities included providing professional learning and follow-up technical assistance to district teams to support the implementation of the Student Success Process, including the selection and implementation of evidence-based practices. District and school personnel participated in the joint professional learning opportunities described on page 2. From March 1, 2018 and February 28, 2019, 456 technical assistance/coaching contacts were made to support district personnel in selecting, implementing, and monitoring the use of evidence-based practices. Additional information

about professional learning and technical assistance supports for districts is included in Section B of this report.

(3) The specific evidence-based practices that have been implemented to date

As stated in previous APRs, Georgia did not endorse or require districts and schools to implement specific-evidence-based practices to address the three barriers to graduation (i.e. access to the general curriculum; access to a positive school climate; and access to specially designed instruction) identified during the completion of the in-depth data analysis conducted in Phase I. Districts reported different root causes and causal factors that contributed to the state-identified barriers and the capacity of district and school personnel to implement practices varied greatly from one district to the next. As a result, it was decided that a core set of evidence-based practices would not be “fit and feasible” for all districts. In addition, stakeholders believed that district and school personnel were most qualified to select appropriate evidence-based practices when empowered with the processes and tools that they needed to do so.

Thus, Georgia’s Student Success Process was designed as a broad framework that would support local districts in the selection of evidence-based practices and the alignment of the selected practices in a comprehensive improvement plan that would support outcomes for all students. This framework, which was also known as the Student Success Process, included six steps. **Actions steps for Student Success were integrated into District Improvement Plans during Phase III – Years II and III.**

- Engage stakeholders;
- Examine local capacity and infrastructure;
- Review strengths and weaknesses of the General Supervision System;
- Analyze salient data trends;
- Use the data to identify local barriers; and
- Develop short-term and long-term action steps that will support local implementation of evidence-based practices.

Although Georgia did not require districts to implement specific practices, the GaDOE made the decision to support the implementation of Check & Connect in an effort to improve attendance, reduce drop out, and ultimately improve graduation rates. Professional learning, follow-up technical assistance, and resources including implementation manuals and apps were provided. The State has focused on implementing all district selected practices with fidelity during FFY 2017. Additional information about evidence-based practices is included in Section B.

(4) Brief overview of evaluation activities, measures, and outcomes

During Phase III - Year III, Georgia utilized the comprehensive Student Success Evaluation Plan developed during Phase II with input from stakeholders to inform all evaluation activities. The plan, which was submitted to OSEP in April 2016 and revised with the submission of the FFY 16 APR in April 2018, is based on the Student Success Logic Model.

It includes performance indicators/measures, methods/**data sources**, timelines, and targets for each of the coherent improvement strategies and principle activities. Evaluation activities provided data necessary for the State to evaluate implementation progress, outcomes, and progress toward the SiMR.

Procedures for collecting, reporting, and analyzing data were established and followed. Data were reviewed on a regular basis (e.g. at least monthly) by the State Implementation Team and adjustments to implementation were made as needed. Analysis of evaluation data showed that Georgia made progress in implementing its plan with fidelity and within the prescribed timelines. Moreover, the desired outcomes were achieved because of this implementation. For additional information about **Phase III - Year III** evaluation activities and outcomes, please refer to Sections C, D, and E.

(5) Highlights to changes in implementation and improvement strategies

During Phase III - Year II, the State Implementation Team met on a regular basis to review implementation and outcome data. These data were obtained through the state's cascading team structures and associated feedback loops as well as various data collection methods established in the Student Success Evaluation Plan. When data indicated that strategies and activities were not being implemented as intended, that desired outputs were not being accomplished, or that identified outcomes were not being achieved, members of the State Implementation Team worked with regional and district teams to address these issues.

During Phase III – Year III, no changes were made to the overall coherent improvement strategies. However, minor adjustments were made to some of the principle activities associated with the strategies. These changes include:

- **Three SSIP Program Specialists were hired at the GaDOE to provide technical assistance to districts selected to receive intensive supports through the SSIP. Area and Regional Success Coaches were phased out during FFY 2017.**
- **The number of districts selected to receive intensive supports was reduced from 50 to 13 when 37/50 districts met or exceeded the target for the State's SiMR. The number of Regional Implementation Teams was reduced from 17 to 7 based on decrease in the number of districts served.**
- **The State provided professional learning on Check & Connect. Districts adopting the practice participated in professional learning offered by the GaDOE and the Georgia Learning Resources System.**

Additional information about changes to implementation and improvement strategies is included in Section B.

Section B: Progress in Implementing the SSIP

(1) Description of the State's SSIP implementation progress

- a. Description of the extent to which the State has carried out its planned activities with fidelity- what has been accomplished, what milestones have been met, and whether the intended timeline has been followed

During Phase III - Year III, the State continued to use its comprehensive Student Success Implementation Plan, which was **submitted to OSEP in April 2016 and revised with the FFY 2016 submission**, to guide the implementation of all established improvement activities. The State Implementation Team monitored implementation of the plan on a continuous basis to ensure that activities were being implemented as intended; that specific milestones/steps were being accomplished; that implementation timelines were being met; and that outcomes were being achieved.

This section includes a description of the planned activities that were carried out in **Phase III - Year III** for each of the two Coherent Improvement Strategies. Information is provided on whether the milestones for each of the activities were accomplished and whether timelines were met. Outputs for each of the activities are addressed in B.1.b. Short-, mid-, and long-term are discussed in Section E.

Coherent Improvement Strategy One: Improve state and regional infrastructure to better support districts to implement and scale-up evidence-based practices that will improve graduation rates for all students including students with disabilities.

During Phase III - Year III, the GaDOE continued to address infrastructure barriers that had been identified in Phases I and II. These barriers included lack of alignment of key plans and initiatives; an underdeveloped system of cascading supports with efficient feedback loops across all levels of the state system (e.g. SEA, regional agencies, districts, and schools); and a need to enhance and expand the availability of supports for districts. The following principle activities were implemented to address these barriers.

Principle Activity One: Align and integrate plans/initiatives at the state, regional, district, and school levels to reduce duplication and leverage resources.

During Phase III – Year III, the State continued to focus on milestones related to alignment and integration of plans and initiatives. It should be noted that some of these plans were accomplished during the previous reporting period, but the State continued to address them due to their important role achieving desired changes. Examples of work on accomplished milestones include:

- **Leadership from the Division for Special Education Services and Supports continued to be engaged in the implementation of Georgia's Plan for ESSA. Currently, discussions are underway between the Division for Special Education Supports and Services and the Division for School and District Effectiveness to fully integrate supports for districts and**

schools in the upcoming school year. Further integration of supports is discussed at length in Section F of this report.

- SSIP Program Specialists and District Liaisons from the Division for Special Education Services and Supports participated in Continuous Improvement Teams (CITs) with colleagues from various Federal Programs to review and provide guidance to districts on their District Improvement Plans. These plans, which were previously referred to as Consolidated LEA Improvement Plans included Student Success Action Steps. The Continuous Improvement Teams also coordinated GaDOE resources and technical assistance to assist districts in implementing their plans. Inclusion of the SSIP Program Specialists as well as District Liaisons from the Division for Special Education Services and Supports has increased the alignment of technical assistance activities across divisions and reduced duplication of resources especially for the 13 districts selected to receive intensive supports through the SSIP. Through the CITs, the GaDOE created a common focus on improving graduation rates for all students.
- The State Implementation Teams for the SSIP and State Personnel Development Grant (SPDG) were merged to create alignment between the two initiatives. The SPDG focuses on the implementation of Multi-tiered System of Support for Students (MTSS), and many of the districts selected to receive supports through the SSIP are struggling to effectively implement MTSS. Two of the SSIP districts are participating in the MTSS SPDG. During Phase III – Year III, 644 district and school personnel from districts selected to receive intensive supports through the SSIP and districts receiving supports through Georgia’s SPDG participated in professional learning opportunities related to High Leverage Practices, evidence-based practices, and progress monitoring. Dr. Tessie Rose Bailey from the American Institutes for Research was the featured presenter at both sessions.
- Georgia has continued to partner with the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center, the Georgia Professional Standards Commission, and several colleges and universities during FFY 2017 to create aligned professional learning systems that provide teachers and leaders effective opportunities to learn how to improve and support core and specialized instruction in inclusive settings so students with disabilities can achieve college and career readiness standards. During the past year, the State has focused on building principal leadership.
- The Division for Special Education Services and Supports continued to participate in Cross Functional Monitoring activities with colleagues from 13 Federal Programs to align monitoring initiatives. During Phase III – Year III, the State revised its Special Education Implementation Manual, and staff from the Division for Special Education Services and Supports conducted three statewide meetings for district special education administrators to provide them with an overview of the changes in the manual. Due to the changes in the manual, districts selected for Cross Functional Monitoring during the 2018 – 2019 school year have received technical assistance this year to prepare them for the monitoring that will take place next year.

- Staff from the Division for Special Education Services and Supports continued to monitor the Coordinated Early Intervening Services (CEIS) components of the District Improvement Plans for districts identified with significant disproportionality and required to spend IDEA funds for CEIS. Georgia Learning Resources System) staff conducted quarterly checks for fidelity and progress based on the implementation of CEIS plans.
- The GaDOE continued to focus on aligning key IDEA-funded discretionary projects with the SSIP. Parent mentors in 11 of the 13 districts identified to receive supports through the SSIP implemented a range of activities to engage parents and community members in activities designed to improve graduation rates for students with disabilities. Several parent mentors organized and implemented the CAFÉ process to support SSIP efforts. Staff from the Positive Behavioral Interventions and Supports (PBIS) unit also worked with district personnel in 8/13 SSIP districts in supporting the implementation of PBIS. School climate is one of the identified outcomes of the SSIP.
- Staff from the Divisions for Special Education Services and Supports and the Georgia Vocational Rehabilitation Agency (GVRA) continued to provide technical assistance, consultation, and direct services regarding the five pre-employment transition services as defined by the Workforce Innovation and Opportunity Act (WIOA). To support this effort, GVRA and the GADOE implemented a pilot program to add Career Specialists in four districts to support the integration of Assistive Technology and Assistive Work Technology. Three of the four districts were identified to receive intensive technical supports through the SSIP.

During Phase III – Year III, the State also focused on milestones related to alignment and integration of plans and initiatives that had not been accomplished in previous reporting periods. Examples of work on current milestones include:

- The State completed the revision of District Expectations for districts selected to receive intensive supports through the SSIP. These expectations were included in the Student Success Implementation Manual disseminated to districts in August 2018 and posted on the GaDOE website.
- As stated previously, staff from the Division for Special Education Services and Supports including SSIP Program Specialists reviewed and provided guidance to districts on their District Improvement Plans in July and August 2018. Integration of Student Success action steps in the District Improvement Plans created a common focus on improving graduation rates for students with disabilities.

The State accomplished all the targeted milestones/steps for Strategy One, Activity One within the established timelines. The State will continue to monitor the above milestones for Principle Activity One and will report on any changes in the next APR.

Principle Activity Two: Establish, maintain, evaluate, and update cascading team management and implementation structures and communication protocols at state, regional, and district levels.

During Phases I and II, it was determined that the state-identified barriers to improving graduation rate of students with disabilities were complex, and that a team approach at each level of the State system was required to address the barriers. **During Phase III – Years I through III**, the State implemented the team processes with fidelity and utilized the established feedback loops to convey information “up” and “down” the State system. Information about implementation barriers and successes and needs for technical assistance traveled “up” the system to the State Implementation Team, and information about Student Success procedures, processes, and resources traveled “down” the system.

- **The joint SSIP-MTSS SPDG State Implementation Team met on a regular basis to plan SSIP and SPDG activities and adjust implementation as needed based on identified implementation successes and barriers.** Information from the State Implementation Team meetings was shared “up the system” to the State Leadership Collaborative and “down the system” via the **SSIP Program Specialists** who shared with GLRS Contacts who were tasked with communicating the information and resources to districts.

The State Implementation Team Fidelity Rubric was used to assess the degree to which team meetings were being implemented with fidelity. The rubric uses a four-point rating scale to assess four essential components (e.g. Members; Meeting Schedule and Ongoing Communication; Meeting Agenda and Content; and Coordination of Supports for Districts and Schools). Fidelity is achieved when 3/4 (75%) or more of the items are scored “Operational” or “Exemplary”. The rubric was completed by members of the State Implementation Team in **February 2019**. Based on the results, the State Implementation Team obtained “Operational” or “Exemplary” ratings on **4/4 (100%)** of the essential components. As a result, the team was determined to be implementing meetings with fidelity. This milestone has been accomplished for this year but is not considered completed as the State Implementation Team will work through all years of the SSIP implementation.

- **Collaborative Community Meetings were held in each GLRS region to assist districts in addressing implementation barriers and celebrating implementation successes. During Phase III – Year III, 101 Collaborative Community Meetings were held between March 1, 2018 and February 28, 2019 in 18 Georgia Learning Resources System Centers to support all districts in implementing the Student Success Process with fidelity. The Metro East and West GLRS held joint Collaborative Community Meetings, and they also coordinated the Metro Charter Collaborative Community resulting in a total of 18 Collaborative Communities.** The Collaborative Communities serve as Georgia’s universal technical assistance, and the meetings were jointly facilitated by GLRS personnel and District Liaisons from the Division for Special Education Services and Supports. Staff from the Georgia Vocational Rehabilitation Agency (GVRA) including Service Area Managers and Career Placement Specialists continued to participate in Collaborative Community Meetings during Phase III – **Year III**. Participation of the GVRA staff in Collaborative Community Meetings has resulted in the development of collaborative partnerships between GVRA personnel and directors of special education. It has also resulted in better coordination of services between the agency and districts which has led to an increase in supports for students with disabilities.

The Collaborative Community Meeting Implementation Fidelity Rubric was used to ensure that the meetings were being implemented across the state with fidelity (i.e. the essential meeting components were being implemented as intended). The rubric uses a four-point rating scale (e.g. Not Evident; Emerging; Operational; and Exemplary) to rate the seven essential meeting components (e.g. Meeting Planning; Meeting Schedule; Ongoing Communication; Meeting Content/Agenda; Meeting Facilitation; Meeting Format; and Use of Feedback). The rubric was completed by GLRS Contacts and GaDOE District Liaisons in February 2019. Based on an analysis of the rubrics, **15/18 (83.3%)** of the centers conducted Collaborative Community Meetings with fidelity. To be identified as implementing with fidelity, the ratings for 6/7 or 86% of the items had to be scored “Operational” or “Exemplary”. **It should be noted that seven of the 18 GLRS Contacts and nine of the District Liaisons were new this year. The State will continue to focus on this milestone next year.**

- **The GaDOE collaborated with GLRS and RESA to implement Regional Implementation Teams to assist the districts selected to receive intensive supports through the SSIP.** The two GLRS Centers in the Metro Atlanta held joint meetings resulting in a total of 17 teams. Core team members included the GaDOE District Liaison assigned to the region, the GLRS Contact, and the SSIP Program Specialist. Supplemental team members included **School and District Effectiveness Specialists, School Improvement Specialists, School Climate Specialists, Georgia Vocational Rehabilitation Agency Program Managers and Career Specialists, and other technical assistance providers identified by the teams.** Regional Student Success Coaches also participated in Regional Implementation Team Meetings between March 1, 2018 and June 30, 2018.

From **March 1, 2018 and February 28, 2019, 42** Regional Implementation Team Meetings were held across the state. The Regional Implementation Team Meeting Implementation Fidelity was used to assess fidelity of implementation of these meetings. The rubric uses a four-point rating scale (e.g. Not Evident; Emerging; Operational; and Exemplary) to rate the four essential meeting components (e.g. Members; Meeting Schedule and Ongoing Communication; Meeting Content/Agenda; and Coordination of District Technical Assistance). In order to be identified as implementing with fidelity, the ratings for 3/4 (75%) of the items had to be scored “Operational” or “Exemplary”. Regional Implementation Team Members jointly completed the rubric ratings in February 2019, and the **SSIP Program Specialists** verified the ratings for each Regional Implementation Team. Based on an analysis of the rubrics, 6/7 (85.7%) of the regions conducted Regional Team Meetings with fidelity. **There were fewer Regional Implementation Team Meetings during the current reporting period due to the decrease in the number of districts receiving intensive supports through the SSIP. The State will continue to focus on this milestone next year.**

- During Phase III – **Year III**, the State used the communication protocols and defined feedback loops that had been established in previous phases to push information about implementation barriers and successes “up” the system and to deliver guidance and resources back “down” the system. Information traveled “up” the system from school teams to districts teams to SSIP Program Specialists/Regional Implementation Teams to

the State Implementation Team to the Leadership Collaborative and back “down” the system to school teams using the same cascading team structures. **The State also collected data on implementation progress and outcomes through various data collections.** When data indicated that strategies and activities were not being implemented as intended, that desired outputs were not being accomplished, or that identified outcomes were not being achieved, the State Implementation Team made adjustments as needed to support effective implementation. When issues arose that needed immediate attention, the issues were communicated directly via email or telephone. **This milestone has been accomplished for this year, but the State will continue to focus on this milestone communication protocols and feedback loops are essential for future years of the SSIP implementation.**

Principle Activity Three: Provide professional learning and coaching to state and regional technical assistance providers to increase their capacity to support districts in implementing evidence-based practices

During Phase III – Year III, SSIP Program Specialists, Special Education District Liaisons, and personnel from the Georgia Learning Resources System participated in professional learning provided through the Georgia State Personnel Development Grant and the SSIP directed toward increasing their capacity to support districts in implementing evidence-based practices.

- In August and September 2018, 27 state and regional technical assistance providers participated in Train the Trainer Training for Check & Connect and were certified as trainers. This will enable these technical assistance providers to re-deliver Check & Connect, a state-adopted SSIP intervention. Associated implementation manuals and apps were also provided.
- In October 2018, 44 GaDOE state and regional technical assistance providers participated in professional learning on High Leverage Practices and evidence-based practices conducted by Dr. Tessie Bailey of the American Institutes for Research. This professional learning will support staff at the GaDOE and GLRS in supporting districts in implementing evidence-based practices with fidelity.
- In January 2019, 67 GaDOE and GLRS state and regional technical assistance providers participated in professional learning on progress monitoring conducted by Dr. Tessie Bailey of the American Institutes for Research. This professional learning will support staff at the GaDOE and GLRS in supporting districts in monitoring implementation outcomes of evidence-based practices.

This milestone has been accomplished for this year but is not considered completed. The GaDOE will continue to provide professional learning for state and regional technical assistance providers to increase their capacity to support districts in implementing evidence-based practices.

Coherent Improvement Strategy Two: Improve district infrastructure and implementation of evidence-based practices in fifty districts identified to receive intensive technical assistance to improve effective instruction, engaging school climate, and transition.

During Phase III – Year III, the State continued to provide professional learning and follow-up technical assistance including coaching to district and school personnel in the districts selected to receive intensive technical assistance to support implementation of the Student Success Process leading to the effective implementation of evidence-based practices to improve instruction, engaging school climate, and transition. During the 2017 – 2018 school year, 50 districts received intensive supports through the SSIP. Thirty-seven of the 50 districts met or exceeded the SiMR target for graduation based on 2016 – 2017 graduation data, and the districts were considered “graduated” from the SSIP at the end of the 2017 – 2018 school year. As a result, 13 districts received intensive supports through the SSIP in the 2018 – 2019 school year, and district and school personnel were invited to participate in professional learning conducted by the SPDG and SSIP.

- In July through September 2018, 14 individuals from districts selected to receive intensive interventions through the SSIP participated in leadership training on Check & Connect. In addition, 9 individuals from these districts were trained as mentors to support the implementation of Check & Connect in their schools.
- In October 2018, 49 individuals from 13 districts selected to receive intensive supports through the SSIP participated in professional learning on high leverage/evidence-based practices conducted by Dr. Tessie Bailey of the American Institutes for Research. This professional learning will support staff at the GaDOE and GLRS in supporting districts in implementing evidence-based practices with fidelity.
- In January 2019, 41 individuals from the 13 districts selected to receive intensive supports through the SSIP participated in professional learning on progress monitoring conducted by Dr. Tessie Bailey of the American Institutes for Research. This professional learning will support staff at the GaDOE and GLRS in supporting districts in monitoring implementation outcomes of evidence-based practices.
- The State provided ongoing professional learning and technical assistance on ASPIRE (Active Student Participation Inspires Real Engagement) **and** the Self-determined Learning Model of Instruction (SLDMI) to promote student engagement and self-determination skills. Personnel from districts identified to receive intensive supports through the SSIP participated in these activities.
- The State conducted three Leadership Launches via webinar for district personnel to provide information related to the implementation of Student Success. From March 1, 2018 and February 28, 2019, 108 individuals from districts selected to receive intensive supports through the SSIP participated in SSIP Leadership Launches.
- District coaches from the districts selected to receive intensive supports participated in regional meetings with SSIP Program Specialists. Nineteen Regional Team Meetings

with District Coaches were held between March 1, 2018 and February 28, 2019. The focus of the meetings was on monitoring implementation fidelity and outcomes. Participants also had an opportunity to share resources.

- **During Phase III – Year III**, the State provided technical assistance including coaching to support district and school teams in the implementation of the Student Success Process including the selection, implementation, and evaluation of evidence-based practices with fidelity. From March 1, 2018 through June 30, 2018, 19 Regional Success Coaches provided technical assistance including coaching to support district and school teams in 50 districts selected to receive intensive supports through the SSIP. From July 1, 2018 through February 28, 2019, three SSIP Program Specialists provided technical assistance including coaching to support district and school teams in the 13 remaining districts selected to receive intensive support through the SSIP Figure 1 below includes a summary of the technical assistance contacts.

Figure 1: Technical Assistance Supports for District and Schools

Time Period	Number of Coaches/ Program Specialists	Number of Districts	Number of Contacts
3-1-18 to 6-30-18	19	50	276
7-1-18 to 2-28-19	3	13	180

The State accomplished all the targeted milestones/steps for Strategy Two for this reporting period. It is important to note that many of these milestones continue through multiple years of SSIP implementation; therefore, it is possible to accomplish a milestone for a reporting year but continue it in future years to ensure implementation of the SSIP.

(2) Stakeholder Involvement in SSIP implementation

- a. How stakeholders have been informed of the ongoing implementation of the SSIP

During Phase III – Year III, Georgia continued to engage multiple groups of stakeholders in the ongoing implementation of the SSIP. The following examples are provided as to how these stakeholders informed the ongoing implementation of the SSIP:

The State Advisory Panel for Special Education (SAP) continued to provide feedback on the ongoing implementation of the SSIP. Between March 1, 2018 and February 28, 2019, SSIP implementation was discussed at multiple SAP meetings. SAP members reviewed implementation and outcome data and made suggestions about adjustments in implementation for the 2019 – 2020 school year. The SAP discussed barriers to graduation and how these barriers could best be addressed.

The Student Success Stakeholder Group met face-to-face in February 2019 to discuss implementation progress and outcomes and to make recommendations for adjustments in implementation. They also reviewed current data collections for all districts identified as needing intensive supports through the SSIP. The group included district superintendents and special education directors from the districts selected to receive intensive supports through the SSIP, regional technical assistance partners, colleagues for partnering State agencies, and

family representatives. The group reviewed evaluation data and discussed changes that need to be made in implementation for the upcoming school year. Although the group only met one time face-to-face, it is important to note that ongoing communication occurred between meetings via email, conference calls, and other joint meetings.

District administrators provided feedback on SSIP implementation during Leadership Launches, on-site meetings, and in informal meetings with GaDOE staff. Regional technical assistance providers including GLRS Contacts and SSIP Program Specialists provided feedback about SSIP implementation throughout the year. Specific feedback was related to the role of the Regional Implementation Teams and responsibilities for supporting districts selected to receive intensive supports through the SSIP.

The State Implementation Team and the State Leadership Collaborative served as internal stakeholder groups. The State Implementation Team met monthly to review ongoing implementation data and to make adjustments to implementation activities. Student Success implementation and evaluation data were also shared with the State Leadership Collaborative on a regular basis. The Collaborative includes deputy superintendents from key offices and division directors within each of the offices.

- b. How have stakeholders had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP

During Phase III – Year III, the stakeholder groups as referenced above were involved in decision-making responsibilities related to the ongoing implementation and evaluation of the SSIP. Each of the stakeholder groups had opportunities to provide suggestions regarding changes in improvement strategies and activities. In addition, stakeholders were invited to address concerns they had about the implementation activities or to make recommendations for improvement between meetings through phone and email communication between the meetings.

The State values the input of stakeholders and their involvement in decision-making. Under the leadership of the State Director of Special Education, the State Implementation Team will continue to identify ways in which to increase meaningful stakeholder engagement.

Section C: Data on Implementation and Outcomes

(1) How the State monitored and measured outputs to assess the effectiveness of the implementation plan

a. How evaluation measures align with the Theory of Action

During Phase III – Year III, Georgia continued to use evaluation measures that are closely aligned with the Theory of Action identified in Phase I and used in Phases II through III – Year II as the basis for all implementation and evaluation activities. Georgia’s Theory of Action is that building the capacity of district leadership to support school leadership will result in improvements in teaching and learning and will ultimately lead to students achieving better outcomes and graduating from high school with a general education diploma.

Based on the above Theory of Action, two broad Coherent Improvement Strategies were identified. Coherent Improvement Strategy One focuses on improving state and regional infrastructures to increase support for districts in the selection, implementation and scaling-up of evidence-based practices thereby improving teaching and learning. Coherent Improvement Strategy Two focuses on intensive supports for districts who require additional supports in implementing evidence-based practices to improve effective instruction, engaging social climate, and graduation rates.

Within the Theory of Action, several strands or themes emerged related to improving infrastructure and building capacity. These strands, which became the basis of the two Coherent Improvement Strategies, were:

- Alignment and integration of plans, initiatives, and resources at all levels of the state system;
- Communication in and between all levels of the system; and
- Professional learning and technical assistance to build capacity of technical assistance providers and district/school personnel in the selection and implementation of evidence-based practices.

Development of the Theory of Action led to broad evaluation questions that tested the Theory of Action and resulted in the development of a Logic Model that included a visual description of the inputs, activities with associated outputs, short-term, mid-term, and long-term outcomes.

The SSIP Evaluation Plan, which was submitted to OSEP in April 2016 and revised with the submission of the FFY 2016 APR (April 2018) includes evaluation measures/indicators that are clearly linked to the common themes addressed above and assessed both process and outcomes. Process measures focus on implementation progress including fidelity of implementation of the planned activities related to the themes (e.g. alignment of plans and initiatives, communication/collaboration, and professional learning/technical assistance) and associated outputs (e.g. meeting established timelines). Lastly, measures were identified for short-term, mid-term, and long-term outcomes. Short-term outcome measures define desired improvements in state and regional capacity; improvements in practitioner knowledge related

to selection and use of evidence-based practices; and increased engagement of stakeholders in planning, implementing, and monitoring improvement initiatives. Mid-term measures focus on implementation of the selected evidence-based practices and the results of implementation (e.g. improvements in school climate, student achievement, and transition). Lastly, the long-term measure is related to Georgia's SiMR- increasing the percentage of students with disabilities exiting high school with a general education diploma. No changes were made to the SiMR in Phase III – Year II.

Key measures for outputs (process) are identified in **Appendix B**. Key measures for outcomes are identified in **Appendix B**. Data for outputs and outcomes are included in Section E. **No changes in key measures were made during the current reporting period.**

b. Data sources for each key measure

Data sources for each of the key measures **are reported in Appendix B**. As in **previous phases**, a variety of data collection methods/sources were used to determine if the State made progress in implementing its SSIP and achieving the SiMR. When possible, the State used quantitative data already collected and maintained by the GaDOE through its numerous data collection systems including education records for districts, schools, staff and students based on State and Federal laws and State Board of Education Rules. Data from the GaDOE data collections (e.g. Student Attendance and Enrollment Data, Student Demographic Data, Student Discipline Data, Student Record) were used to assess several of the mid-term outcomes and the long-term outcome.

Georgia also leveraged methods and tools that have been produced by the Office of Special Education Programs (OSEP) funded-technical assistance centers including the State Implementation and Scaling-up of Evidence-based Practices Center (SISEP). For example, Georgia used the State Capacity Assessment to measure changes in State infrastructure and capacity to support implementation in districts and schools. The State also adapted tools created by Individuals with Disabilities Education Act (IDEA) Partnership in its *Leading by Convening: A Blueprint for Authentic Engagement* to assess changes in stakeholder engagement at all levels of the State system.

Although Georgia used readily available data and methods/tools when possible, it was necessary to design quantitative and qualitative methods specifically for the SSIP to measure implementation progress including fidelity of implementation and outputs as well as some of the short-term and mid-term outcomes. Methods included checklists, observations, pre- and post-tests, and surveys. These customized data collection methods/sources were designed by the State Implementation Team with input from the external evaluator and stakeholders.

All methods/data sources for key measures are described in **Appendix B**. **No changes were made in methods/data sources for key measures in Phase III – Year III.**

c. Description of baseline data for key measures

Baseline data for each of the key measures are included in Appendix B. The data were initially reported in the Phase III – Year II APR submitted in April 2017. Several revisions to the data were made in the FFY 2016 APR submitted to OSEP in April 2018. No changes were made to baseline data for Phase III- Year III (FFY 2017):

Because the baseline data for all measures are clearly specified in Appendix B, no additional information about baseline data is included in this narrative.

d. Data collection procedures and associated timelines

Data collection procedures and associated timelines for each of the measures/indicators were developed based on the completed SSIP Evaluation Plan. As expected, procedures and timelines varied from measure to measure. Timelines for each of the measures/indicators are included in Appendix B. Procedures for all data collections were written by the external evaluator and the State Implementation Team.

In Phase III - Year III, the procedures and timelines were communicated in a variety of formats including written guidance documents, email communication, webinars, and face-to-face meetings. The State Implementation Team published a revised Student Success Implementation Guide which included all data collection requirements and timelines for meeting these requirements. The guide is available on the GaDOE website. SSIP Program Specialists worked with GLRS Contacts and district and school personnel to ensure that procedures were followed, and timelines were met.

In Phase III – Year III, the State met timelines included in the Student Success Implementation and Evaluation Plans. No changes in procedures and timelines were made during Phase III – Year III.

e. Sampling procedures

Sampling was not used during Phase III – Year III or in any previous phases of implementation for any of the student Success data collections. The districts identified as needing intensive supports selected targeted schools based on the district data and capacity to implement specific evidence-based practices. Students within the targeted schools were selected to receive interventions based on student outcome data.

f. Planned data comparisons

Georgia’s SSIP Evaluation Plan utilizes data comparisons for measures/indicators related to process and outcomes. Two types of data comparisons were utilized: year to year and targeted student group to entire student population as determined by the specific measures. Year to year comparisons are made whenever data are available. During Phase III – Year III, the State made year to year comparisons for most performance measures as evidenced by data presented in this section and in Section D. For example, the State compared 2017-2018

academic proficiency data for students with disabilities in target schools to 2016 – 2017 school year data for the same schools.

Comparisons between various groups of students were made for measures/indicators included in the SSIP Evaluation Plan. For example, academic proficiency of targeted students **in the districts selected to receive intensive supports through the SSIP** was compared to the performance of **all** students with disabilities **in the targeted schools** and in the districts during **Phase III – Year III**. Fidelity of implementation of the Student Success Process was compared across districts and schools.

- g. How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements

During Phase III – Year III, the State continued to use data management and analysis procedures discussed in the Phase II SSIP submitted to OSEP in April 2016. Data analysis procedures developed by the State Implementation Team were based on the Student Success Evaluation Plan which was designed to assess progress in implementation and progress in achieving the identified outcomes including the SiMR. Many of the measures/indicators in the plan addressed desired improvements in state and regional infrastructure (e.g. governance, professional learning, technical assistance, etc.). These improvements then have an impact on the outcomes. For example, several of the measures relate to increasing alignment of state plans, while others focus on building cascading management and implementation structures across all levels of the state system. These cascading management structures (i.e. teams) provide the conduit for funneling resources, information, and technical assistance “down” the system to build district and school infrastructure and capacity to select and implement evidence-based practices. Supports provided through the cascading structure impact short-term outcomes (e.g. practitioner knowledge) that lead to improvements in mid-term outcomes (e.g. improved academic achievement) that lead to the SiMR (e.g. improved graduation rates).

The Student Success Logic Model, which was not revised during **Phase III – Year III**, provided the roadmap for the connections between the measures for each of the principle activities associated with the two Coherent Improvement Strategies and the desired outcomes. Analysis of quantitative and qualitative data informed both progress in implementation and desired outcomes. The State Implementation Team ensured that data management and analysis procedures provided the necessary data to inform progress toward achieving intended outputs.

2. How the State has demonstrated progress and made modifications to the SSIP as necessary

- a. How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR

During Phase III – Year III, all implementation data collected for Student Success activities and outcomes were shared with the State Implementation Team. In addition to periodic data submissions that were determined by the evaluation plan, the Student Success

Implementation Team reviewed implementation data obtained through the established feedback loops **each month** for ongoing activities. Concerns that emerged were then discussed at the upcoming meeting. This constant reviewing of data allowed the State to address issues as soon as they were identified to minimize impact on implementation progress and outcomes. Outcome data including progress toward the SiMR were also reviewed by the team when it became available.

Data were also shared with the State Leadership Collaborative and key stakeholder groups. The implementation and outcome data collected during **Phase III – Year III** will be used to make modifications in Georgia’s SSIP for **Phase III – Year IV**.

b. Evidence of change to baseline data for key measures

During Phase III – Year III, evidence of change to baseline data for all key measures was determined. No changes were made to key measures or baseline data in FFY 2017. Changes from baseline data are included in Figure 2. The State made improvements from baseline on most key measures.

Figure 2: Evidence of Change from Baseline for Key Measures

Key Measure	Baseline	Phase III – Year II Data
Total percentage score of items on Assessment of State Capacity for Scaling-up Evidence-based Practices	December 2015 48.0% March 2017 76.0%	February 2019 94.0%
Percentage of GaDOE staff and regional technical assistance providers reporting high levels of collaboration	January 2017 57/88 (64.8%)	February 2019 64/69 (92.8%)
Percentage of the participants demonstrating an increase in knowledge on pre- and post-tests	February 2017 381/415 (91.8%)	February 2019 267/329 (81.8%)
Percentage of districts reporting high levels of collaboration among General Education, Special Education and Management	February 2017 109/165 (66.0%)	February 2019 34/41 (82.9%)
Percentage stakeholders reporting engagement at Collaborating or Transforming levels in planning, implementing and monitoring improvement activities.	January 2017 186/240 (77.5%)	February 2019 38/41 (92.7%)
Percentage of districts scoring “Emerging” or higher (“Operational” or “Exemplary”) on the Student Success District Implementation Fidelity Rubric (Changed to “Operational” or “Higher” in FFY 2016	January 2017 48/50 (96%)	February 2019 8/13 (61.5%)
Percentage of targeted schools scoring “Operational” or higher (“i.e. Exemplary”) on the Student Success District Implementation Fidelity Rubric	February 2018 66/99 66.6%	February 2019 22/39 (56.4%)
Percentage of districts scoring “Emerging” or higher (“Operational” or “Exemplary”) on the Student Success District Implementation Fidelity Rubric (Changed to “Operational” or “Higher” in FFY 2016	January 2017 48/50 (96%)	February 2019 8/13 (61.5%)
Percentage of targeted schools scoring “Operational” or higher (“i.e. Exemplary”) on the Student Success District Implementation Fidelity Rubric	February 2018 66/99 66.6%	February 2019 22/39 (56.4%)

Key Measure	Baseline	Phase III – Year II Data
Percentage of targeted schools scoring “Operational” or higher (“i.e. Exemplary”) on the Student Success District Implementation Fidelity Rubric	February 2018 66/99 66.6%	February 2019 22/39 (56.4%)
Percentage of teachers in <u>targeted schools</u> scoring Level III or IV on Instructional Strategies and Differentiated Instruction Components of TKES	June 2016 Instructional Strategies 3511/3621 (96.9%) Differentiated Instruction 3421/3621 (94.5%)	June 2018 Instructional Strategies 2,345/2,458 (95.4%) Differentiated Instruction 2,345/2,458 (94.6%)
Percentage of <u>targeted schools</u> scoring a 4 or 5 on the STAR School Climate Rating	June 2016 19/54 (35.2%)	June 2018 23/39 (58.9%)
Percentage of <u>targeted students in targeted schools</u> with less than six days absent	March 2017 1150/2748 (41.8%)	March 2019 739/2,091 (35.3%)
Percentage of <u>targeted students in targeted schools</u> with less than ten days in ISS/OSS	March 2017 2595/2748 (94.4%) REVISED	March 2019 2,053/2,091 (98.2%)
Percentage of scheduled courses passed by <u>targeted students in targeted schools</u> (Applies only to students in 9 th grade or higher) (Measure Revised)	March 2017 1753/2221 (78.9%)	March 2019 627/716 (87.6%)
Percentage of students with disabilities in districts <u>identified to receive intensive supports</u> scoring developing or above on the Georgia Milestones Assessment System	March 2017 ELA: 1685/5041 (33.4%) Mathematics 3278/9900 (33.1%) Revised	March 2019 ELA: 11,938/29,656 (40.3%) Mathematics 14,470/32/,908 (44.8%)
Percentage of <u>students with disabilities in target schools</u> scoring developing or above on the Georgia Milestones Assessment System	March 2017 ELA: 376/1330 (28.3%) Mathematics: 833/2573 (32.4%) Revised	March 2019 ELA: 821/2,550 (32.2%) Mathematics: 1,155/3,110 (37.1%)
Percentage of <u>targeted students in targeted schools</u> scoring developing or above on the Georgia Milestones Assessment System	March 2017 ELA: 598/2155 (27.7%) Mathematics: 620/2005 (30.9%)	March 2019 ELA: 393/1,585 (24.8%) Mathematics: 585/1,605 (36.4%)
Percentage of <u>targeted students in targeted schools</u> scoring Typical to High Growth	March 2017 ELA: 1087/2139 (50.8%) Mathematics: 1078/1923 (56.0%) Revised	March 2019 ELA: 879/1,483 (59.3%) Mathematics: 908/1,512 (60.1%)

Key Measure	Baseline	Phase III – Year II Data
Percentage of <u>districts identified to receive intensive supports</u> obtaining an overall domain score of 3.0 or higher on the Quality Indicators of Exemplary Transition Programs Needs Assessment (QI-2)	March 2016 43/45 (95.5%)	March 2019 11/12 (91.6%)
Percentage of <u>districts identified to receive intensive supports</u> with 100% compliance on the Secondary Transition Data Survey	January 2016 41/50 (82%)	January 2019 11/13 (93.5%)
Percentage of students with disabilities in <u>districts identified to receive intensive supports</u> graduating with a general education diploma	June 2016 3867/6117 (63.2%)	June 2018 4,112/6,271 (65.6%)

- c. How data support changes that have been made to implementation and improvement strategies

The State Implementation Team reviewed data on a regular basis and made changes to implementation based on the data. At this time, no changes have been made in the overall improvement strategies; however, changes have been made within some of the principle activities. For example, the number of districts selected to receive intensive supports through the SSIP was reduced from 50 to 13 for the 2018 – 2019 school year, because 37/50 districts had met or exceeded the SiMR target for graduation rates based on 2016 – 2017 data. The reduction in the number of districts enabled the State to hire staff (i.e. SSIP Program Specialists) at the GaDOE to support these districts rather than relying on regional technical assistance providers. Because they were located at the GaDOE, the SSIP Program Specialists were able to serve on Continuous Improvement Teams to coordinate district technical assistance with staff from other divisions such as School and District Effectiveness. The Area and Regional Student Success Coaches used in the past were phased out during the current reporting period.

Another example of how data were used to support changes in implementation and improvement strategies was the decision to partner with the previous State Personnel Development Grant to provide professional learning and resources needed to implement Check & Connect, an evidence-based intervention designed to reduce dropout. A major focus of this intervention is the implementation of strategies to reduce absenteeism rates. The decision was made to support Check & Connect due to attendance data which indicated that districts selected to receive intensive supports through the SSIP continued to demonstrate high absenteeism rates.

The above examples provide insight into how the State Implementation Team has made changes in implementation based on data. However, the list of examples is not exhaustive. The team considers data-based decision making to be a priority and will continue to review data to make adjustments as needed.

- d. How data are informing next steps in implementation

During Phase III – Year III., the State Implementation Team continuously monitored implementation and outcome data to adjust implementation, as needed, and to inform next steps in implementation. Changes in the frequency and duration of technical assistance supports for districts identified to receive intensive supports through the SSIP have been adjusted based on district and school needs and performance. SSIP Program Specialists have participated in Continuous Improvement Teams to align supports for these districts with those provided by School and District Effectiveness and other Federal programs.

Based on 2017 – 2018 graduation data made available Fall 2018, the State has decided to once again reduce the number of districts receiving intensive supports through the SSIP. Seven of the 13 districts met or exceeded the target for the SiMR, and these districts will be “graduated” from Student Success at the end of the 2018 – 2019 school year. The SSIP Program Specialists will continue to support the remaining six districts, each of which has Targeted Support and Improvement (TSI) Schools, Comprehensive Support and Improvement (CSI) Schools, and Promise Schools through School and District Effectiveness. For most, if not all, of these districts and school the students with disabilities subgroup was low performing. Qualitative data obtained through the established feedback loops have shown that there is a need to align technical assistance to these districts and schools in order to leverage resources, reduce duplication of effort, and maximize results for students with disabilities in the schools.

The above and additional proposed changes to implementation are addressed in Section F. The State Implementation Team will schedule a meeting following the submission of this APR to review all data including those data sets that are not be available until the end of the school year. Based on the review of the new data, additional adjustments in implementation may be made, and it will most likely be necessary to revise the SSIP Implementation and Evaluation Plans following the submission of this APR.

- e. How data support modifications to intended outcomes (including the SiMR)-rationale or justification for the changes or how data support that the SSIP is on the right path

Georgia is clearly making progress toward achieving outcomes including the SiMR of increasing the percentage of students in the 50 districts identified to receive technical support exiting school with a general education diploma. Annual event graduation rates for students with disabilities in the 50 districts have increased from 39.5% in FFY 2013 to 65.6% in FFY 2017. Based on the FFY 2017 graduation data, Georgia has exceeded the FFY 2018 target of 65%. Improving graduation rates for students with disabilities is a priority, and the State will continue to implement high impact strategies in an effort to see continued improvement. Based on the improvement in graduation rates of students with disabilities it appears that Georgia is on the right path. No changes will be made in the SiMR or the mid-term or short-term outcomes that lead to the long-term outcome, Georgia’s SiMR.

3. Stakeholder involvement in the SSIP Evaluation

- a. How stakeholders have been informed of the ongoing evaluation of the SSIP

During Phase III – Year III, Georgia continued to engage multiple groups of stakeholders in the ongoing evaluation of the SSIP. (Descriptions of various stakeholder groups and their input regarding SSIP implementation are provided in Section B.) The following examples are provided as to how these stakeholders informed the ongoing evaluation of the SSIP:

The State Advisory Panel for Special Education (SAP) has continued to provide feedback on the ongoing implementation of the SSIP. Between March 1, 2018 and February 28, 2019, SSIP implementation was discussed at multiple SAP meetings. SAP members reviewed implementation and outcome data and made suggestions about adjustments in implementation that would need to be made for the 2019 – 2020 school year.

The Student Success Stakeholder Group met face-to-face in **February 2019** to discuss implementation progress and outcomes and to make recommendations for adjustments in implementation. **The group, which included** district superintendents and special education directors from the districts selected to receive intensive supports through the SSIP, regional technical assistance partners, **colleagues for partnering State agencies**, and family representatives, **reviewed current data collections for all districts identified as needing intensive supports through the SSIP**. Although the group only met one time face-to-face, it is important to note that ongoing communication occurred between meetings via email, conference calls, and other joint meetings.

Three Leadership Launches were conducted during this reporting period. Administrators, district coaches, and school administrators from districts selected to receive intensive supports through the SSIP participated in these webinars to discuss implementation of Student Success. Implementation activities were discussed, and feedback from these discussions were used to improve implementation of improvement activities including timelines.

Regional technical assistance providers including GLRS Contacts and Program Specialists reviewed current SSIP evaluation data and made suggestions related to evaluation activities included in the SSIP Evaluation Plan.

The State Implementation Team and the State Leadership Collaborative served as internal stakeholder groups. The State Implementation Team met monthly to review ongoing implementation data and to adjust implementation activities.

- (b) How have stakeholders had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP

During Phase III – Year III, the stakeholder groups as referenced above were involved in decision-making responsibilities related to the ongoing implementation **and evaluation** of the SSIP. Each of the stakeholder groups had opportunities to provide suggestions regarding changes in evaluation measures, methods, and timelines during scheduled stakeholder meetings as listed above. In addition, stakeholders were invited to address concerns they had about the evaluation activities or to make recommendations for improvement between meetings through phone and email communication between the meetings.

Section D: Data Quality Issues

(1) Data limitations that affected reports of progress in implementing the SSIP and achieving the SiMR due to quality of evaluation data

- a. Concern or limitations related to the quality or quantity of the data used to report progress or results

During Phase III – Year III, the GaDOE worked diligently to implement and monitor data collection processes for all evaluation measures included in the Student Success Evaluation Plan submitted to OSEP in April 2016 and revised in subsequent submissions. These processes were established to ensure that data needed to report progress or results were complete, available in a timely manner, and accurate. The GaDOE SSIP Program Manager responsible for coordinating implementation of the SSIP and the external evaluator worked with key Department staff to prevent limitations in data quality or quantity. A timeline was established and followed for all data collections for the current reporting period.

Data sources for the current and previous reporting period included:

- **Existing GaDOE Data Collections.** Data for most of the mid-term outcomes and the SiMR (i.e. the State’s long-term outcome) were obtained through GaDOE Data Collections. For example, student achievement data were available through the Georgia Milestones Assessment Program. The IDEA Data Manager worked with staff from the Office of Data Collections and the Divisions for Accountability and Assessment to ensure that these data would be **complete and** available in a timely manner.
- **Assessments from OSEP-funded Technical Assistance Centers:** When data were not available through the GaDOE data collections, the State **used assessments** from OSEP-funded technical assistance centers and programs. For example, the State Capacity Assessment, which was developed by the State Implementation and Scaling -up of Evidence-based Practices Center (SISEP), is used to assess the capacity of the State to support regions and districts in implementing evidence-based practices. **The SSIP Evaluator and other members of the State Implementation Team worked together to ensure that these assessments were conducted according to established timelines.**
- **Customized Assessments:** When it was determined that data were not available through the GaDOE or from technical assistance centers and programs, customized methods (e.g. rubrics, surveys, observation checklists, etc.) were used. For example, surveys were designed to measure collaboration among GaDOE staff and regional technical assistance partners in supporting districts and schools in implementing Student Success.

Regarding data quality, the State Implementation Team and the SSIP External Evaluator worked to ensure that all data collected and reported for the SSIP were **not impacted by data quality and quantity limitations**. For data obtained through various GaDOE collections, well-defined business rules and edit checks are in place for each data collection. Extensive data cleansing occurred across all data collections. Data collected via **assessments** from national technical assistance centers as well as customized methods created by the State Implementation Team, were also scrutinized to ensure that data **were available when needed**

and the data were complete and of high quality. For nationally used methods/data sources such as the State Capacity Assessment, administration procedures were carefully followed, and multiple team members verified responses. To ensure that data collected and reported though customized data methods/tools were of high quality, the State Implementation Team developed and disseminated an implementation manual that addressed all data collections including timelines. Follow-up written directions were provided by email, and data collections were also discussed in face-to-face and virtual meetings. Analysis methods were clearly defined, and verification processes were followed.

b. Implications for assessing progress or results

For FFY 2017, the State is pleased to report that no concerns or limitations were identified related to the quality or quantity of the data used to report progress or results. Therefore, there are no implications for assessing progress or results.

c. Plans for improving data quality

The State Implementation Team will continue to monitor data quality and quantity related to all SSIP data collections. On-going technical assistance will be provided to GaDOE staff, GLRS Contacts, SSIP Program Specialists, and district and school personnel to ensure that data collections and reports are complete, timely and accurate. If any concerns emerge regarding data quality or quantity, the State Implementation Team will address them immediately.

Section E: Progress Toward Achieving Intended Improvements

(1) Assessment of progress toward achieving intended improvements

- a. Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SiMR, sustainability, and scale-up

Most infrastructure changes were completed in Phase III – Years I and II based on needs identified during the infrastructure analysis completed by GaDOE staff and stakeholders. During Phase III – Year III, Georgia continued to make infrastructure changes in order to support the implementation of SSIP improvement activities and lead to achievement of the SiMR. The changes, which occurred at all levels of the state system (state, region, district, and school), are addressed at length in Section B of this report and are highlighted below.

Some of the changes made in the current reporting period were based on Coherent Improvement Strategy One which focused on improvements to state and regional infrastructures to better support districts in implementing and scaling-up evidence-based practices that will improve graduation rates for all students including students with disabilities. The state and regional infrastructure changes are included in Figure 3 below:

Figure 3: Changes to Coherent Improvement Strategy One

Changes Made	Infrastructure Component	
The GaDOE recruited and hired a SSIP Program Manager and three SSIP Program Specialists to support the implementation of Student Success. As a result, there are now personnel at the Department directly responsible for coordinating and providing technical assistance related to the SSIP. This has resulted in increased collaboration with staff from other GaDOE Offices, increased alignment of improvement activities, and improved consistency in supports provided to districts. With the reduction in the number of districts supported through the SSIP, Area and Regional Student Success Coaches were phased out in Phase III – Year III.	Fiscal	
	Governance	X
	Monitoring and Accountability	
	Professional Learning	X
	Technical Assistance	X
GaDOE Continuous Improvement Teams (CITs) were expanded to include the new SSIP Program Specialists. These CITs, which met bimonthly and were comprised of staff from various Federal and State programs, reviewed and provided guidance to districts on their District Implementation Plans (DIPs), previously referred to as Consolidated Improvement Plans. SSIP improvement activities and action steps are now fully integrated in the DIPs.	Fiscal	
	Governance	
	Monitoring and Accountability	X
	Professional Learning	X
The Continuous Improvement Teams also coordinated GaDOE resources and technical assistance to assist districts in implementing their plans. Inclusion of the SSIP Program Specialists as well as District Liaisons from the Division for Special Education Services and Supports has increased the alignment of technical assistance activities across Divisions and reduced duplication of resources for districts.	Technical Assistance	X
Staff from the Division for Special Education Services and Supports continued to work closely with the Division for School and District Effectiveness to implement Georgia’s Plan for the Every Student Succeeds Act (ESSA). During the current reporting period, leaders from these divisions have met on a regular basis to align technical assistance and resources for Targeted Support and Improvement (TSI) Schools, Comprehensive Support and Improvement (CSI) Schools, and Promise Schools in order to leverage resources, reduce duplication of effort, and maximize outcomes.	Fiscal	
	Governance	
	Monitoring and Accountability	X
	Professional Learning	
	Technical Assistance	X

Changes Made	Infrastructure Components	
<p>The GaDOE has continued to align the SSIP and Georgia’s State Personnel Development Grant (SPDG) which was funded effective October 1, 2017 to support the implementation of Multi-tiered System of Support in selected schools. The State Implementation Teams for the SSIP and SPDG were merged to support alignment of professional learning and technical assistance activities. Two of the 13 districts identified to receive intensive supports through the SSIP participated in the SPDG in FFY 2017. The three SSIP Program Specialists employed in FFY 2017 participated in professional learning provided to State MTSS Coaches and other SPDG staff to enhance their ability to support SSIP districts and schools in implementing MTSS. Moreover, the GaDOE coordinated two statewide meetings for personnel from MTSS and SSIP districts and schools on evidence-based practices and progress monitoring. Over 640 district and school personnel participated in this training.</p>	Fiscal	X
	Governance	
	Monitoring and Accountability	X
	Professional Learning	X
	Technical Assistance	X
	Fiscal	
<p>Funds from Georgia’s previous SPDG were used to enhance the capacity of regional technical assistance providers to provide training on Check & Connect, a research-based intervention to increase school completion and reduce the dropout rate for secondary students. Although improvements have been made in reducing absenteeism rates for SWD, the State did not meet the target related to absenteeism, and Check & Connect was determined to be the most appropriate intervention to address this concern. Train-the-Trainer sessions were conducted for 27 regional technical assistance providers who became certified as Check & Connect trainers. Training was also provided for district teams from districts interested in implementing Check & Connect. Each cohort consisted of a one-day training for school teams (e.g. teachers, administrators, and counselors, etc) to address background, philosophy, and implementation strategies of the Connect & Connect model. From July – September 2018, 87 individuals were trained as planning and implementation leaders, and 152 individuals from 32 districts were trained as mentors to support implementation of the Check & Connect process with individual students. Each GLRS received 75 sets of Implementation Manuals and Mentor Training Guides. One-hundred apps were purchased and allocated to participating schools.</p> <p>Check & Connect was identified as a state adopted practice, and this training increased the capacity of the State to support districts and schools in implementing the model. Building a cadre of trainers and supporting access to needed implementation manuals and apps will support scale-up and sustain the use of the intervention. By decreasing absenteeism, it is expected that dropout rates will be reduced, and graduation rates will improve.</p>	Fiscal	X
	Governance	
	Monitoring and Accountability	
	Professional Learning	X
	Technical Assistance	X
	Fiscal	

Alignment of these key plans and initiatives across GaDOE offices and divisions has created common improvement plans; integrated funding supports; coordinated professional learning and technical assistance; and supported joint accountability processes that will support achievement of the SiMR, enhance scale-up of improvement activities, and sustain these that will support implementation of has supported a common focus on building the capacity of districts and schools to implement practices designed to improve outcomes of students with disabilities. Districts will receive coordinated professional learning and technical assistance to support them in their improvement efforts, and common monitoring processes will support integrated efforts to address non-compliance and improve results.

Other infrastructure changes were based on **Coherent Improvement Strategy Two** which focused on building district and school infrastructure and capacity in the districts identified as needing intensive technical assistance through Georgia’s SSIP.

Figure 4: Changes for Coherent Improvement Strategy Two

Changes Made	Infrastructure Components	
The GaDOE allocated \$760,00.00 in capacity building grants for the 13 districts selected to receive intensive supports through the SSIP to hire district coaches to support implementation of Student Success. In some districts, the funds were used to support the acquisition and implementation of evidence-based practices selected by the district. Although this is a reduction in overall funding from FFY 2016 due to the decrease in districts supported, the funding per district stayed the same.	Fiscal	X
	Governance	
	Monitoring and Accountability	
	Professional Learning	X
	Technical Assistance	X
Districts teams updated their District Improvement Plans, as needed, and submitted them to the GaDOE for review by Continuous Improvement Teams. These plans have resulted in increased alignment of improvement activities at the district level including activities directed toward improving graduation rates for all students including those with disabilities. Technical assistance activities and other resources from the Department were coordinated based on these plans.	Fiscal	
	Governance	X
	Monitoring and Accountability	
	Professional Learning	
	Technical Assistance	

As a result of these changes and others discussed in Section B of this report, districts and schools have increased their capacity to implement evidence-based practices designed to improve graduation rates for students. Having access to the SSIP capacity building grants has allowed districts to obtain appropriate evidence-based practices based on their district’s data and to hire personnel needed to support the implementation of the practices.

- b. Evidence that SSIP’s evidence-based practices are being carried out with fidelity and having the desired effects

As stated in previous **Indicator 17 APRs**, the State implemented the Student Success Process to lead districts and schools to the identification of evidence-based practices based on district data and capacity to implement. **The State did not prescribe implementation of specific evidence-based practices.** The GaDOE and its regional technical assistance partners supported the districts identified as needing intensive supports in implementing their Student Success Process Plans with fidelity. The plans, which were initially developed in the Spring and Summer of 2016, were incorporated into the Evidence-based Action Steps of the **District Improvement Plans** submitted to the GaDOE in August and September of 2017 **and updated, as needed, during the current reporting year.** Each of the districts was required to replicate implementation of the Student Success Process in **three** target schools, one identified in School Year 2016 – 2017, the **second school** in School Year 2017 – 2018, **and the third school** in School Year 2018 - 2019. Schools addressed the action steps related to the Student Success Process in their School Improvement Plans.

Implementation of the Student Success Process with fidelity at the district and school levels is critical to achieving the desired effects because the implementation of the Student Success Process itself leads to the selection and implementation of specific evidence-based practices based on district/school needs and capacity to implement. **During FFY 2017, the following**

measures were used to assess implementation fidelity of the Student Success Process at the district and school levels. The measures and results are described below:

District Implementation Fidelity Rubric: The State used the District Implementation Fidelity Rubric to assess fidelity of implementation of the Student Success Process Plans in the districts identified as needing intensive supports through the SSIP. The rubric includes sixteen elements in four areas: District Team; Implementing the Plan; District Implementation Supports; and Monitoring Implementation. It uses a four-point rating scale: 0-Not Evident, 1-Emerging, 2-Operational, and 3-Exemplary. Fidelity of implementation is achieved when 80% or more of the items are rated as “Operational” or higher (i.e. “Exemplary”).

Each district team completed the District Implementation Fidelity Rubric in February 2019, and the rubric ratings were verified by the **State SSIP Program Specialists** based on evidence presented by the district teams. Analysis of the rubric ratings for the districts identified to receive intensive supports revealed that **9/13 (69.2%)** of the districts were implementing their plans with fidelity based on the criteria listed above. **Although** the State, met its target of **60%** for this measure, **slippage was noted from FFY 2016 when 40/50 (80%) of the districts were determined to be implementing their plans with fidelity. When analyzing the slippage from FFY 2016, it is evident that the 13 remaining districts have significant challenges related to district infrastructure to support implementation with fidelity. Based on this slippage, SSIP Program Specialists have assisted district teams in developing action steps to support improved implementation fidelity.**

School Implementation Fidelity Rubric: **In Phase III – Year III**, the State used the School Implementation Fidelity Rubric to assess fidelity of implementation of the Student Success Process Plans in the target schools in each of districts identified as needing intensive supports through the SSIP. The rubric includes sixteen elements in four areas: School Team; Implementing the Plan; School Implementation Supports; and Monitoring Implementation. It uses a four-point rating scale: 0-Not Evident, 1-Emerging, 2-Operational, and 3-Exemplary. Fidelity of implementation is achieved when 80% or more of the items are rated as “Operational” or higher (i.e. “Exemplary”).

Each the 39 teams in target schools completed the School Implementation Fidelity Rubric in February 2019, and the rubric ratings were verified by the **SSIP Program Specialist** and the District Coach based on evidence presented by the school team. Analysis of the rubric ratings for the **39 target schools** in districts identified to receive intensive supports revealed that **22/39 (56.4%)** of the schools were implementing their plans with fidelity based on the criteria listed above. **The State did not meet** its target of **60%** for this measure and demonstrated **slippage from FFY 2016 when 64/99 (64.7%) of the schools were determined to be implementing their plans with fidelity. When analyzing the slippage from FFY 2016, the remaining 39 schools have significant infrastructure challenges that impact implementation with fidelity and lead to low graduation rates.**

Although the State did not prescribe specific evidence-based practices for districts and schools, **data were collected on the evidence-based practices that have implemented in the 13**

districts selected to receive intensive supports and their 39 target schools. For FFY 2017, 16 practices were supported in participating districts and schools. The evidence-level based on ESSA guidance is provided for each of the practices as listed in the chart below. The stage of implementation is also provided with most practices being fully implemented.

Figure 5: Selected Evidence-based Practices

Practice Name	Number of Schools	Evidence Level	Stage of Implementation				Schools with Fidelity of Implementation Processes and Data
			Exploration	Installation	Initial Implementation	Full Implementation	
Achieve 3000	3	Strong				3	3
Ascend Math	1	Promising				1	1
Blue Wave Mentoring	3	Promising				3	3
Check & Connect	18	Moderate	1	1	12	4	18
Leveled Literacy	3	Strong				3	3
Lexia	3	Promising				3	3
Mentoring Relationship	5	Promising			2	3	5
Moby Max	3	Promising				3	3
My Path	1	Promising				1	1
Read 180	6	Strong				6	6
Seeing Stars	1	Strong				1	1
Sunday Reading	2	Promising				2	2
SRA Corrective Reading	1	Strong				1	1
System 44	2	Strong				2	2
Trans Math	1	Promising				1	1
Wilson Reading	1	Strong				1	1

During FFY 2017, SSIP Program Specialists focused on improving implementation fidelity during on-site technical assistance visits. Fidelity of Implementation was also addressed in regional meetings with district coaches. Additional evidence that SSIP’s evidence-based practices are being carried out with fidelity and having the desired effects is included in the mid-term outcomes section of this report.

- c. Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward the SIMR

During Phase III – Year III, the State continued to monitor progress toward achieving the short-term, mid-term, and long-term outcomes (e.g. objectives) as documented in the Student Success Logic Model and Evaluation Plan submitted to OSEP in April 2016 and updated with the FFY 2016 submission. Data are provided across different levels of the State system (state, district, target schools, and a targeted group of students selected to receive evidence-based practices in the target school). In an essence, these data sets represent a transformation zone in which the impact of the evidence-based practices is being measured.

When reviewing the data, it is important to note that the number of districts identified to receive intensive supports has changed due to districts meeting or exceeding the SiMR target. As a result, the number of target schools and targeted students has also changed.

Figure 6: Data Collection Levels

Reporting Year	Number of Districts	Number of Target Schools	Number of Targeted Students
FFY 2015	50	54	2,748
FFY 2016	50	99	5,125
FFY 2017	13	39	2,091

Short-term Outcomes

Short-term Outcome One: Improve state and regional capacity (e.g. knowledge/skills, organizational structures, and resources) to support districts in implementing evidence-based practices:

During **Phase III – Year III**, the State implemented two performance measures to assess improvements in state and regional capacity. These measures are included in the Student Success Evaluation Plan **submitted in April 2016 and updated in the FFY 2016 APR submission**. The results of these measures are described below:

Collaboration Between State and Regional Technical Assistance Providers: The first measure **related to state and regional capacity** is the percentage of GaDOE staff from key GaDOE divisions and offices and regional technical assistance providers reporting high levels of collaboration with staff from other offices and divisions in implementing activities designed to improve graduation rates for students with disabilities. The data source for this measure was the Collaboration Component of the Student Success Annual Survey completed in February 2019 by GaDOE staff **and regional technical assistance providers including those from the Georgia Learning Resource System and Regional Educational Service Agencies**. Respondents were asked to rate the level of collaboration with state and regional technical assistance providers. The results of the survey revealed that **64/69 (92.8%)** of the respondents reported “High” or “Very High” levels of collaboration. The State met the target of 72% for FFY 2017 and made progress from last year (83/90 or 92.2%). Collaboration of state and regional technical assistance providers is essential to supporting aligned efforts to improve graduation rates for students with disabilities.

Overall Changes in State Capacity: The second measure for improving state and regional capacity is the Total Score of items on the State Capacity Assessment. **The capacity of a state to facilitate implementation refers to the systems, activities, and resources that are necessary to successfully adopt and sustain Effective Innovations**. This 25-item assessment has been used by Georgia since December 2015 to measure changes in capacity over time. Figure 6 includes data for all administrations of the State Capacity Assessment.

For FFY 2017, the State Total Score for State Capacity Assessment was 94% (47/50) based on the February 2019 administration. This represents an increase from the March 2018 administration when the Total Score was 88%. Based on these scores, the State has shown

significant growth in its capacity to support districts in implementing evidence-based practices with fidelity. The State met its target of 80% during Phase III – Year III. The State has demonstrated significant improvements in system alignment and building regional implementation capacity. During Phase III – Year IV, the State will continue to work on building implementation capacity.

Figure 7: Total Percentage Score for SCA Subscales

Date	State Management Team	System Alignment	Commitment to Regional Implementation Capacity	Total Score
12/13/15	54	50	38	48
3/6/17	79	70	75	76
3/8/18	79	90	94	88
2/6/19	96	100	88	94

Short-term Outcome Two- Improve practitioner (district and school) knowledge of data-based decision making and selection and use of evidence-based practices:

During Phase III – **Year III**, the State implemented one performance measure to assess improvements in practitioner (district and school) knowledge of data-based decision making and selection and use of evidence-based practices.

Practitioner Knowledge on Pre- and Post- Tests: The measure is the percentage of participants demonstrating an increase in knowledge from to pre- to post-tests. **During Phase III – Year III**, district and school personnel from districts selected to receive intensive supports through the SSIP and districts receiving supports through Georgia’s SPDG participated in two professional learning opportunities related to high leverage practices/ evidence-based practices, and progress monitoring. Customized tests were developed based on the content of the professional development activities. A total of 644 district and school personnel participated in these professional learning opportunities. Of these, 329 completed the pre- and post-tests.

Based on an analysis of the aggregated test results, 267/329 (81.1%) demonstrated an increase in knowledge following participation in the professional learning activities. The State did not meet the established target of 94% and demonstrated slippage from FFY 2016 of 83.8% (239/285). The State Implementation Team will review processes for developing pre- and post- tests and will work with future presenters to ensure that test items accurately reflect content addressed in the professional learning activities.

Short-term Outcome Three- Improve district and school infrastructure to support educators in implementing evidence-based practices to support teaching and learning. The State implemented three performance measures to assess improvements in school and district infrastructures during Phase III – **Year III**. The results of these measures are described below:

Collaboration Among District and School Personnel: The first performance measure related to improving district and school infrastructure to support educators in implementing evidence-based practices to support teaching and learning is the percentage of district personnel reporting high levels of collaboration among General Education, Special Education, and Management (e.g. Data, Finance, etc.) in implementing activities designed to improve graduation rates.

During Phase III – Year III, data on collaboration among personnel at the district and school levels were collected through the District and School Annual Surveys completed by district team members, district coaches, and school administrators in February 2019. Due to the reduction in the number of districts and schools receiving supports through the SSIP, the number of respondents has decreased from FFY 2016. The results of the survey are summarized in Figure 8 below.

Figure 8: Results of Collaboration Survey for District and School Personnel

	Number of Respondents Reporting “Very High” or “High” Collaboration	Percent of Respondents Reporting “Very High” or “High” Collaboration
District Administrators Including Special Education Directors	9/14	64.3%
District Coaches	11/11	100.0%
School Administrators	14/16	87.5%
Totals	34/41	82.9%

Based on an analysis of the survey results, 34/41 (82.9%) of the respondents reported that “the level of collaboration among personnel in implementing Student Success improvement activities” was “Very High” or “High”. This compares to 81/101 (80.1%) of the respondents reporting “Very High” or “High” levels of collaboration on the survey results reported in the FFY 2016 APR. The state exceeded the target of 72% and made progress on this measure from last year.

These data provide evidence for improved collaboration among personnel in implementing improvement activities designed to improve graduation rate for students with disabilities. These data support ratings provided in the District and School Implementation Fidelity Rubrics as well as anecdotal information provided by regional technical assistance providers. It is believed that strong collaboration among district and personnel will lead to improved implementation fidelity and outcomes.

Administration of the Student Success Process at the District Level: The second performance measure is the percentage of districts scoring “Operational” or “Exemplary” on selected components of the District Implementation Fidelity Rubric. During Phase III – Year III, the State used six key components (i.e. Team Structure-Governance, Professional Learning, Technical Assistance for All Schools, Technical Assistance for Targeted Schools, Monitoring for Fidelity of Implementation, and Monitoring for Outcomes) of the District Implementation

Fidelity Rubric to assess improvements in the 13 districts identified as needing intensive supports through the SSIP. Districts were determined to be implementing the infrastructure components when 80% or more of the items in the infrastructure areas referenced above were rated as “Operational” or higher (i.e. “Exemplary”).

District teams completed the District Implementation Fidelity Rubric in February 2019, and the rubric ratings were verified by SSIP Program Specialists based on evidence presented by the district teams. Analysis of the rubrics revealed that 8/13 (61.5%) of the districts selected to receive intensive supports had 80% or more of the items in the six infrastructure areas referenced above rated as “Operational” or higher (i.e. “Exemplary”). This represents slippage from FFY 2016 when 43/50 (86%) of the districts selected to receive intensive supports had 80% or more of the items in the infrastructure areas referenced above were rated as “Operational” or higher (i.e. “Exemplary”). Despite demonstrating slippage from FFY 2016, the State met its more rigorous target of 60% for this measure. The remaining 13 SSIP districts have demonstrated significant needs related to district infrastructure. SSIP Program Specialists are currently meeting with district personnel to review the district’s performance on the fidelity measure and to develop action steps to address weaknesses in infrastructure as reflected on the District Implementation Fidelity Rubric.

Administration of the Student Success Process at the School Level: The third performance measure is the percentage of schools scoring “Operational” or “Exemplary” on selected components of the School Implementation Fidelity Rubric. During Phase III – Year III, the State used six key components (i.e. Team Structure-Governance, Professional Learning, Technical Assistance for All Schools, Technical Assistance for Targeted Schools, Monitoring for Fidelity of Implementation, and Monitoring for Outcomes) of the School Implementation Fidelity Rubric to assess improvements in the 39 target schools in 13 districts selected to receive intensive supports through the SSIP. Schools were determined to be implementing the infrastructure components when 80% or more of the items in the infrastructure areas referenced above were rated as “Operational” or higher (i.e. “Exemplary”).

Teams from 39 schools completed the School Implementation Fidelity Rubric in February 2019, and the rubric ratings were verified by SSIP Program Specialists and District Coaches based on evidence presented by the school teams. Analysis of the rubric ratings for the 39 targeted schools revealed that 22/39 (56.4%) had 80% or more of the items in the six infrastructure areas referenced above rated as “Operational” or higher (i.e. “Exemplary”) on the School Implementation Fidelity Rubric. This represents slippage from FFY 2016 when 66/99 (66.6%) of the targeted schools in districts selected to receive intensive supports had 80% or more of the items in the infrastructure areas referenced above were rated as “Operational” or higher (i.e. “Exemplary”). Despite demonstrating slippage from FFY 2016, the State did not meet its more rigorous target of 68% for this measure. The State will continue to support schools in addressing infrastructure improvements needed to build the capacity of school staff to implement evidence-based practices to fidelity.

Short-term Outcome Four- Increase engagement of stakeholders in planning, implementing, and monitoring improvement initiatives.

The State implemented one performance measure to assess stakeholder engagement during Phase III – **Year III**. This measure is the percentage of district stakeholders reporting engagement at **the Collaborating or Transforming levels** in planning, implementing, and monitoring improvement activities. The results of this measure are described below:

Assessment of District/School Stakeholder Engagement: The State used the **Student Success District Annual Surveys** to assess levels of stakeholder engagement in the **13** districts selected to receive intensive support through Student Success. **Items from the Coalescing Around Issues Rubric developed by the IDEA Partnership and included in *Leading by Convening: A Blueprint for Authentic Engagement* were incorporated into the District Annual Survey.**

In February 2019, 41 individuals from the districts selected to receive intensive supports through the SSIP and their target schools completed the survey. Of the 41 respondents, 38/41 (92.7%) reported their depth of engagement at the Collaborating or Transforming levels. As a result, the State met the established target of 82% and exceeded the 87.1% (88/101) in FFY 2016. Although the State made progress on this measure, the State will continue to work on increasing authentic engagement in each of the districts and schools.

Mid-term Outcomes

During Phase III – **Year III**, the State implemented eleven performance measures to assess improvements in state and regional capacity. These measures are included in the Student Success Evaluation Plan **submitted to OSEP in April 2016 and updated in the FFY 2016 APR submission**. The results of these measures are described below:

Mid-term Outcome One- Improve in the implementation of evidence-based practices to support teaching and learning:

Teacher Keys Effectiveness Evaluation System: During the Phase III - **Year III**, the State Implementation Team used **two components of the** Teacher Assessment on Performance Standards (TAPS) of the Georgia Teacher Keys Effectiveness System (TKES), as the key measure to assess the implementation of evidence-based practices to support teaching and learning in targeted schools. The Instructional Strategies Standard assesses the teacher’s use of evidence-based strategies with fidelity relevant to the content to engage students in active learning and to facilitate the students’ acquisition of key knowledge and skills. The Differentiated Instruction Standard assesses how the teacher challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences. The ratings are based on two to four walkthrough observations. Three conferences between the teacher and observer are held throughout the year, and the ratings of the Summative Assessment, which is the result of the outcomes of the formative observation process, are finalized and securely transmitted to the GaDOE.

Data were obtained for each of the 39 target schools that were selected by districts to receive intensive supports through the SSIP. For each school, the results of the Summative Assessment for all teachers were included in the calculation. Ratings of Levels III (Expected) and IV in the Instructional Strategies standard, were used to indicate that teachers were implementing the selected evidence-based practices to support teaching and learning. The reported data for each school reflect the assessment ratings for all teachers in the target schools based on the May 2018 Summative Assessments. Trend data for this measure are reported in Figure 9.

Based on these data, 2,345/2,458 (95.4%) of the teachers in target schools obtained Level III or IV ratings in the Instructional Strategies standard. This compares to 5,689/5,846 (97.3%) for the May 2017 data reported in the FFY 2016 APR. Although the State demonstrated slippage on this measure, the target of 82% was met for FFY 2017.

For the Differentiated Instruction Standard, 2,326/2,458 (94.6%) of the teachers in targeted schools obtained Level III or IV ratings. This compares to 5,597/5,846 (95.7%) for the May 2017 data reported in the FFY 2016 APR. Although the State demonstrated slight slippage on this measure, the target of 82% was met for FFY 2017.

Figure 9: Teacher Keys Effectiveness System

	Phase III – Year I June 2016		Phase III – Year II June 2017		Phase III – Year III June 2018	
	Number Scoring Level III or Level IV	Percent Scoring Level III or Level IV	Number Scoring Level III or Level IV	Percent Scoring Level III or Level IV	Number Scoring Level III or Level IV	Percent Scoring Level III or Level IV
Instructional Strategies	3,511/3,621	96.9%	5,689/5,846	97.3%	2,345/2,458	95.4%
Differentiated Instruction	3,421/3,621	94.5%	5,597/5,846	95.7%	2,326/2,458	94.6%

The GaDOE will continue to focus on supporting the implementation of evidence-based practices to support teaching and learning in the upcoming year.

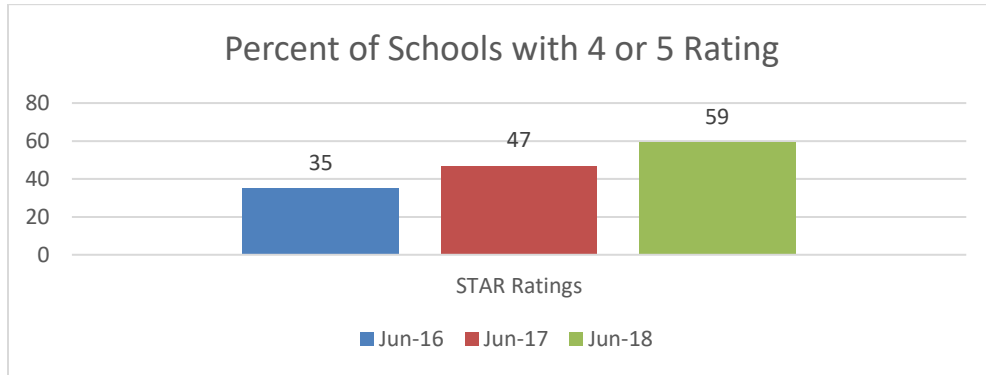
Mid-term Outcome Two- Improve school climate including student attendance, engagement, and behavior:

The State implemented three performance measures to assess school climate including student attendance, engagement, and behavior during Phase III – Year III.

STAR Ratings for School Climate: The first outcome measure for school climate is the percentage of targeted schools in participating districts scoring a 4 or 5 on the STAR Ratings for School Climate, which are based on several data sources including school discipline and attendance. Ratings are calculated by the GaDOE using data obtained through Department’s comprehensive data systems and published as a component of the *College and Career Ready Performance Index (CCRPI)*. Trend data for this measure are reported in Figure 10.

In Phase III – Year III, 23/39 (58.97=59.0%) schools obtained a rating of 4 or 5 on the most recent STAR Ratings for School Climate. Of these 23 schools, 7 were new schools, and 16 were returning schools. This represents improvement from FFY 2016 when 47/99 (47.4%) schools obtained a rating of 4 or 5 on the most recent STAR Ratings for School Climate. The State exceeded the FFY 2017 target of 39%. The State will continue to develop and implement activities that support collaboration between MTSS, the SSIP, and PBIS to implement activities designed to improve school climate.

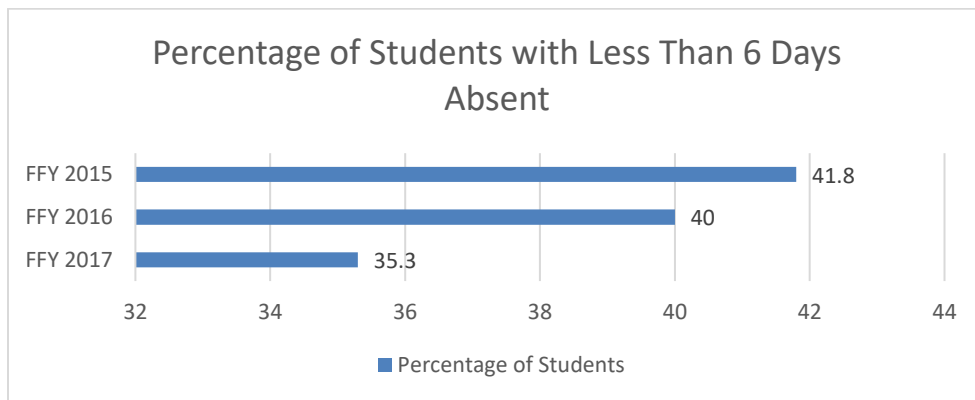
Figure 10: STAR Ratings for School Climate



Absenteeism Rates of Targeted Students: The second outcome measure for school climate is the percentage of targeted students in participating schools with less than six (6) days absent in a school year. Attendance data were obtained from Targeted Student Data Report created by the GaDOE using data submitted through the Student Record.

During FFY 2017, 739/2,091 (35.3%) of the targeted students in the 13 SSIP districts had less than six days absent during the 2017 – 2018 school year. This represents slippage from FFY 2016 when 2,052/5,125 (40.0%) of the targeted students had less than six days absent based on 2016 – 2017 data. The State did not meet the established target of 45%. Attendance data for FFY 2017 were heavily impacted by severe weather conditions in regions where many of the target schools are located. Trend data are included in Figure 11 below.

Figure 11: Absenteeism Rates of Targeted Students

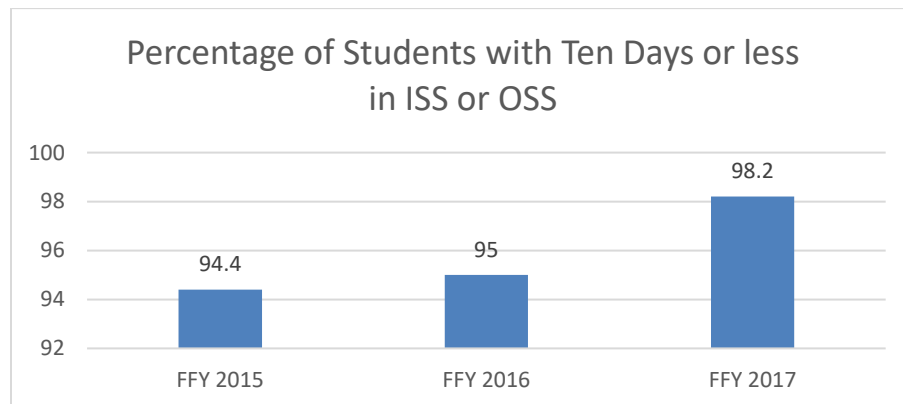


The State recognizes the crucial role that attendance has in improving the graduation rate for students with disabilities. Georgia has invested heavily in improvement activities directed toward improving attendance. This includes statewide, regional, and district training in Check & Connect as well as purchasing implementation manuals and apps. The State Implementation Team will continue to address absenteeism rates of students with disabilities. SSIP Program Specialists will also work with district personnel to identify and address attendance barriers.

ISS or OSS Rates for Targeted Students: The third outcome measure for school climate is the percentage of targeted students in participating schools with ten days or less in in-school (ISS) or out-of-school Suspension (OSS) in a school year. The data source for this measure is the Targeted Student Data Report which was created by the GaDOE using data submitted through the Student Record.

During FFY 2017, 2,053/2,091 (98.2 %) of the targeted students in the 13 SSIP districts had ten days or less in ISS or OSS based on 2017 – 2018 school year data. The State met the target of 52% and demonstrated progress from FFY 2016 when 4,918/5,125 (95.0%) of the targeted students had ten days or less of ISS or OSS during the 2016 – 2017 school year. The State has made steady progress on this measure as shown in Figure 12 below.

Figure 12: Discipline Events for Targeted Student



Districts and targeted schools will continue to participate in \ professional learning and technical assistance related to improving school climate (i.e. discipline), and the State is looking forward to reporting continued progress on this measure in the FFY 2018 APR.

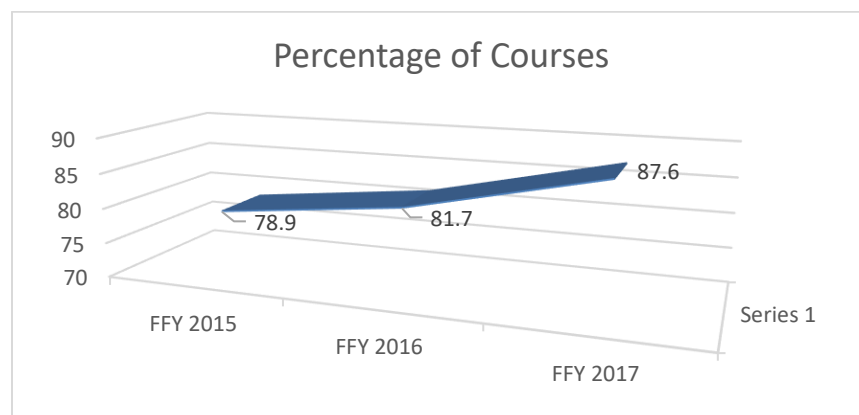
Mid-term Outcome Three- Improve student achievement:

The State implemented six performance measures to assess improvements in student achievement during Phase III – Year III. Academic achievement data are reported at multiple levels (state, district, target school, and targeted students) to assess impact of evidence-based practices that are being implemented to improve graduation rates of students with disabilities.

Course Completion for Targeted Students: The first outcome measure for student achievement is the percentage of scheduled courses passed by targeted students in target

schools. The data source for this measure is the Targeted Student Data Report which was created by the GaDOE using data submitted through the Student Record. This measure applies only to the targeted students who were in 9th grade or beyond during School Year 2017 – 2018 since targeted students who were in **lower grades** did not receive pass-fail grades for individual courses by semester; rather they received an end-of-grade score. **Based on School Year 2017 – 2018 data, 627/716 (87.6%) of the scheduled courses were passed by targeted students in the 13 districts selected to receive intensive supports through the SSIP. The State met and exceeded its established target of 80% and demonstrated progress from FFY 2016 when 1,213/1,484 (81.7%) of the scheduled courses were passed by targeted students in the 13 districts selected to receive intensive supports through the SSIP based on School Year 2016 – 2017 data. Trend data for this measure are reported in Figure 13 below.**

Figure 13: Course Completion for Targeted Students



Performance of Students with Disabilities in Intensive Districts on Georgia Milestones: The second outcome measure for academic achievement is the percentage of students with disabilities in districts selected to receive intensive supports scoring developing or above on the Georgia Milestones Assessment System. **The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative that measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, Mathematics, science, and social studies. Students in grades 3 through 8 take an End of Grade assessment in English Language Arts and Mathematics while students in grades 5 and 8 are also assessed in science and social studies. High school students take an End of Course assessment for each of the ten courses designated by the State Board of Education. This measure uses assessment data from Georgia Milestones for students in targeted districts.**

For FFY 2017, 11,938/29,656 (40.3%) of students with disabilities in the 13 districts selected to receive intensive supports through the SSIP scored Developing or above in English/ Language Arts based on School Year 2017 – 2018 data. The State met and exceeded its target of 37% and made progress from FFY 2016 when 22,580/57,016 (31.9%) of students with disabilities in the 50 districts selected to receive intensive supports scored Developing or above in English/Language Arts based on School Year 2016 – 2017 data.

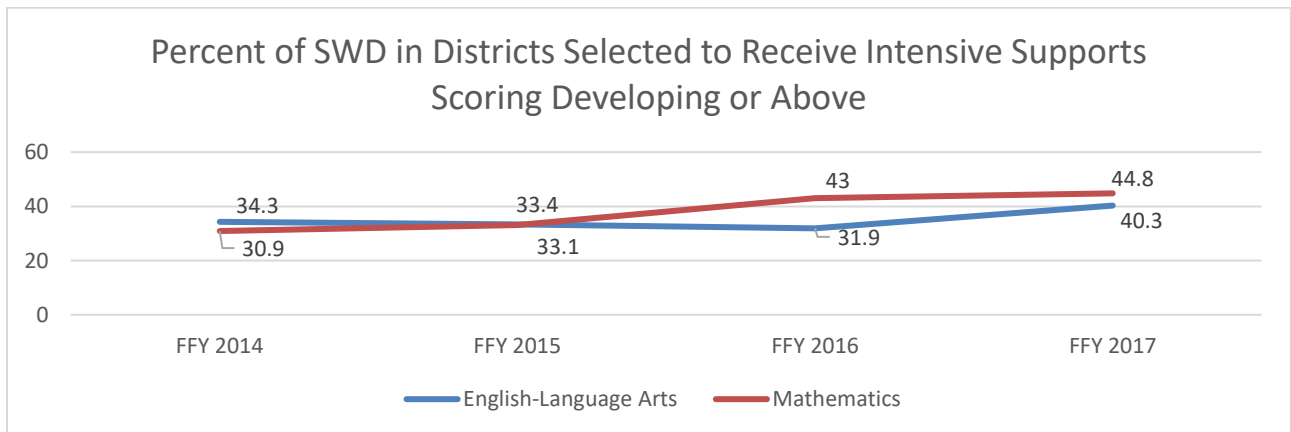
For FFY 2017, 14,470/32,908 (44.8%) of the students with disabilities in the 13 districts selected to receive intensive supports through the SSIP scored Developing or above in Mathematics based on School Year 2017 – 2018 data. The State met and exceeded its target of 37% and made progress from FFY 2016 when 28,150/63,159 (43.0%) of students with disabilities in the 50 districts selected to receive intensive supports scored Developing or above in Mathematics based on School Year 2016 – 2017 data.

Figures 14 and 15 provide a four-year comparison of English/Language Arts and Mathematics data for the districts selected to receive intensive supports through the SSIP. It should be noted that the number of districts was reduced to 13 in FFY 2017 based on 37/50 districts meeting or exceeding the graduation rate targeted in Georgia’s SiMR. As a result, the number of students also decreased.

Figure 14: Performance of SWD in Districts Receiving Intensive Supports

Percent of SWD in Districts Selected to Receive Intensive Supports Scoring Developing or Above								
	FFY 2014 School Year 2014- 2015 Data		FFY 2015 School Year 2015- 2016 Data		FFY 2016 School Year 2016-2017 Data		FFY 2017 School Year 2017 -2018 Data	
	50 Districts		50 Districts		50 Districts		13Districts	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English Language Arts	1,588/3,039	34.3%	1,685/3,356	33.4%	22,580/57,016	31.9%	11,938/29,656	40.3%
Mathematics	1,745/5,635	30.9%	3,278/9,900	33.1 %	28,150/63,159	43.0%	14,470/32,908	44.8%

Figure 15: Performance of SWD in Districts Receiving Intensive Supports



Performance of Students with Disabilities in Target Schools on Georgia Milestones: The third outcome measure for academic achievement is the percentage of students with disabilities in target schools in the districts selected to receive intensive supports through the SSIP scoring Developing or above on the Georgia Milestones Assessment System.

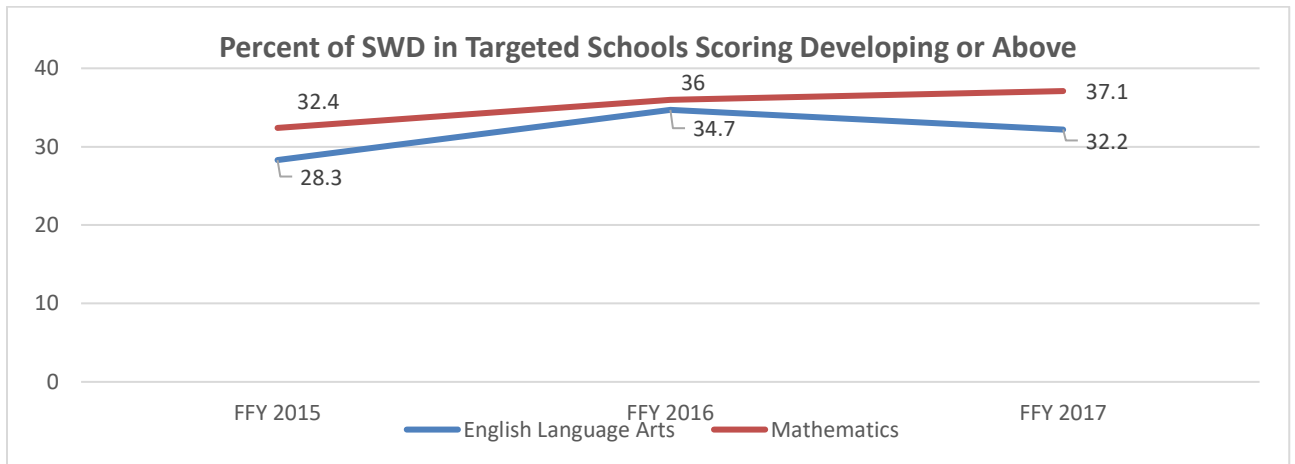
For FFY 2017, 821/2,550 (32.2%) of students with disabilities in target schools scored Developing or above in English/Language Arts based on School Year 2017 – 2018 data. Although the State met the target of 30% for the measure, slight slippage was noted from FFY 2016 when 1,657/4,779 (34.7%) of students with disabilities in target schools scored Developing or above in English/Language Arts based on School Year 2016 – 2017 data.

For FFY 2017, 1,155/3,110 (37.1%) of students with disabilities in target schools scored Developing or above in Mathematics based on School Year 2017 – 2018 data. The State met the target of 30% and demonstrated progress from FFY 2016, when 2,242/6,227 (36.0%) of students with disabilities in target schools scored Developing or above in Mathematics based on School Year 2016 – 2017 data. Figures 16 and 17 provide a three-year comparison of English/Language Arts and Mathematics data for the targeted schools.

Figure 16: Performance of Students with Disabilities in Target Schools

Percent of SWD in Targeted Schools Scoring Developing or Above						
	FFY 2015 SY 2015-2016 Data 54 Schools		FFY 2016 SY 2016-2017 Data 99 Schools		FFY 2017 SY 2017 -2018 Data 39 Schools	
	Number	Percent	Number	Percent	Number	Percent
English Language Arts	376/1330	28.3%	1,657/4,779	34.7%	821/2,550	32.2%
Mathematics	833/2,572	32.4%	2,242/6,627	36.0%	1,155/3,110	37.1

Figure 17: Performance of Students with Disabilities in Target Schools



Performance of Targeted Students in Target Schools on Georgia Milestones: The fourth outcome for academic achievement is the percentage of targeted students with disabilities in target schools scoring Developing or above on the Georgia Milestones Assessment System.

For FFY 2017, 393/1,585 (24.8%) of targeted students in target schools scored Developing or above in English/Language Arts based on School Year 2017 – 2018 data. The State did not meet its established target of 30% and demonstrated slippage from FFY 2016 when 1,144/3,898/4,083 (29.3%) of targeted students in target schools scored Developing or above in English/Language Arts based on School Year 2016 – 2017 data.

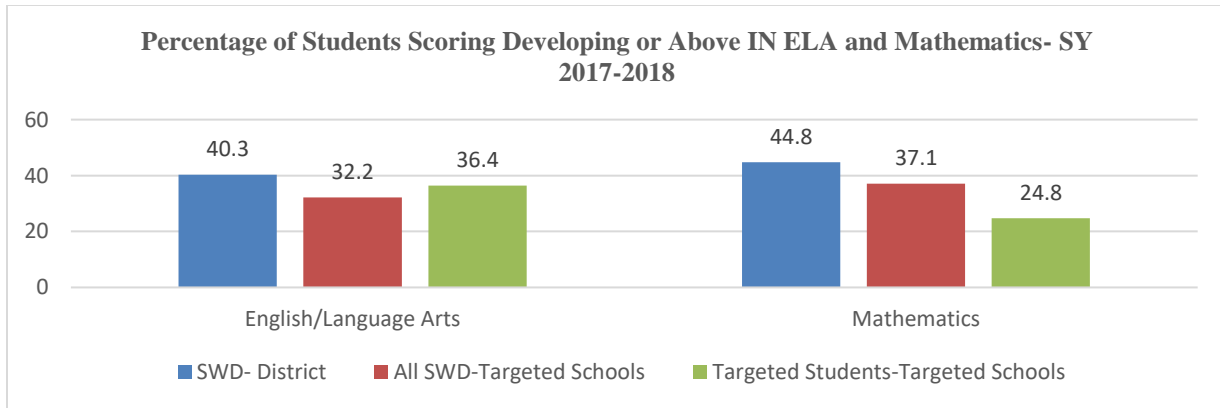
For FFY 2017, 585/1,605 (36.4%) of targeted students in target schools scored Developing or above in Mathematics based on School Year 2017 – 2018 data. The State met its established target of 30% and made progress from FFY 2016, 1,304/4,083 (31.9%) of targeted students in target schools scored Developing or above in Mathematics based on School Year 2016 – 2017 data. Figure 18 provides a three-year comparison of English/Language Arts and Mathematics data for targeted students in the target schools.

Figure 18: Performance of Targeted Students in Target Schools

Performance of Targeted Students with Disabilities in Target Schools						
	FFY 2015 SY 2015-2016 Data		FFY 2016 SY 2016-2017 Data		FFY 2017 SY 2017 -2018 Data	
	Number	Percent	Number	Percent	Number	Percent
English Language Arts	598/2,155	27.7%	1,144/3,898	29.3%	393/1,585	24.8%
Mathematics	620/2,005	30.9%	1,304/4,083	31.9%	585/1,605	36.4%

The lower performance of targeted students was anticipated since schools tended to identify lower performing students who were at risk of academic failure. Figure 19 provides a summary of FFY 2017 English/ Language Arts and Mathematics proficiency across the districts, targeted schools, and targeted students.

Figure 19: Performance of SWD in



Targeted Student Growth on Georgia Milestones: The fifth outcome measure for academic achievement is the percentage of targeted students in target schools scoring Typical to High Growth on the Georgia Milestones Assessment System. The student growth percentile (SGP) methodology describes the amount of growth a student has demonstrated relative to academically-similar students from across the state. Growth percentiles range from 1 to 99, with lower percentiles indicating lower academic growth and higher percentiles indicating higher academic growth.

Consistent with the above measure, two assessments (i.e. End of Grade and End of Course) were used to assess student growth in English/Language Arts and Mathematics for students receiving interventions through Student Success. When reviewing the growth data, it is important to point out that students complete End of Grade and End of Course Assessments in multiple courses in a year.

For FFY 2017, 879/1,483 (59.3%) of the targeted students in target schools demonstrated Typical to High Growth in English/Language Arts. Although the State met its established targeted of 30%, mild slippage was noted from the 59.9% (2,334/3,893). of the targeted students in target schools demonstrated Typical to High Growth in English/Language Arts.

For FFY 2017, 908/1,512(60.1%) of the targeted students in target schools demonstrated Typical to High Growth in Mathematics. The State met its established target of 30% and demonstrated progress from FFY 2016 when 1,980/4,017 (49.2%) of the targeted students in target schools demonstrated Typical and High Growth in English/Language Arts. Figure 20 provides trend growth data for English/Language Arts and Mathematics for targeted students in target schools.

Figure 20: Percentage of Targeted Students Demonstrating Typical to High Growth

	FFY 2015 School Year 2015-2016 Data 54 Schools		FFY 2016 School Year 2016-2017 Data 99 Schools		FFY 2017 School Year 2017 -2018 Data 39 Schools	
	Number	Percent	Number	Percent	Number	Percent
English Language Arts	1,087/2,139	50.8%	2,334/3,893	59.9%	879/1,483	59.3%
Mathematics	1,078/1,923	56.0%	1,980/4,017	49.2%	908/1,512	60.1%

Mid-term Outcome Four - Improve transition practices and outcomes:

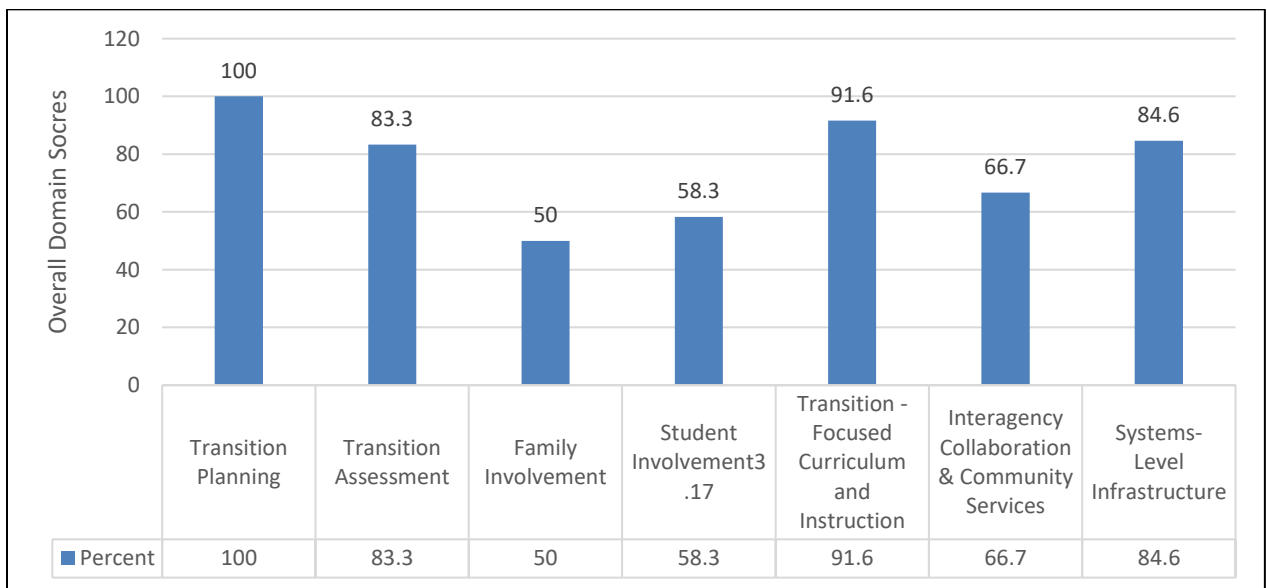
The State implemented two performance measures for this outcome during **Phase III – Year III**.

Quality Indicators of Exemplary Programs Needs Assessment: The first outcome measure for transition is the percentage of targeted districts obtaining an overall domain score of 3.0 or higher in the Transition Planning Domain of the Quality Indicators of Exemplary Transition Programs Needs Assessment-2 (QI2). The QI2 is a self-assessment comprised of seven domains designed to identify and prioritize the most critical needs within a transition program.

In FFY 2017, 12 of the 13 districts selected to receive intensive supports through the SSIP completed the QI2 AND received a report due to having 10 or more individuals participating in the administration. Of these 12 districts, 12/12 (100%) met or exceeded the overall domain score (e.g. 3.0 or higher) in the Transition Planning Domain. The State met the target of 96% and demonstrated progress from FFY 2016 when 31/32 (96.9%) of the districts completing the QI2 met or exceeded the overall domain score (e.g. 3.0 or higher).

Overall Domain Scores were also obtained for all seven domains with all domains showing a moderate level of implementation. As shown in Figure 21 below, the percent of districts meeting or exceeding the overall domain scores ranged from 50% for Family Involvement to 100% for Transition Planning.

Figure 21: Percent of Districts Meeting or Exceeding Target for All Domains



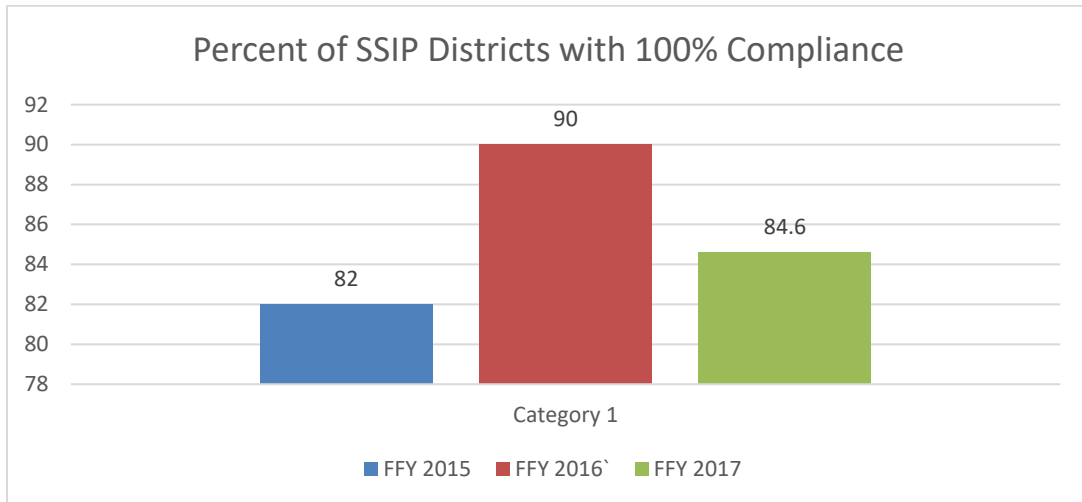
The State will continue to provide professional learning and follow-up technical assistance to support districts in implementing high quality transition practices and programs leading to improved graduation rates and ultimately improved post-secondary outcomes.

Secondary Transition Data Survey: The second measure for improving transition outcomes is the percentage of targeted districts with 100% compliance on the Secondary Transition Data Survey. This survey is used by the GaDOE to gather data regarding compliant transition plans for Indicator 13 for the Annual Performance Report. Based on the National Secondary Transition Technical Assistance Center’s Indicator 13 Checklist, the Georgia Transition

Survey is completed on-line by district personnel through the My GaDOE Web Portal. The Transition Service Plan and related components are considered compliant if all components of the survey are reported as Y (Yes) or NA (Not Applicable, if allowable). Any component coded as N (No) represents non-compliance. To verify the accuracy of the district reported data, trained division personnel and state designees trained to identify non-compliance in transition plans review the plans for compliance. Data from the Indicator 13 data collection based on the Secondary Transition Data Survey are used for this measure.

For FFY 2017, 11/13 (84.6%) of the districts identified to receive intensive technical supports through SSIP demonstrated 100% on the Secondary Transition Data Survey. The State did not meet the target of 85% and demonstrated slippage from FFY 2016 when 45/50 (90%) of the districts identified to receive intensive technical supports through Student Success demonstrated 100% on the Secondary Transition Data Survey. Figure 22 provides trend data for this measure.

Figure 22: Comparison of Secondary Transition Survey Results



Long-Term Outcome- Improve percentage of students with disabilities exiting high school with a general education diploma

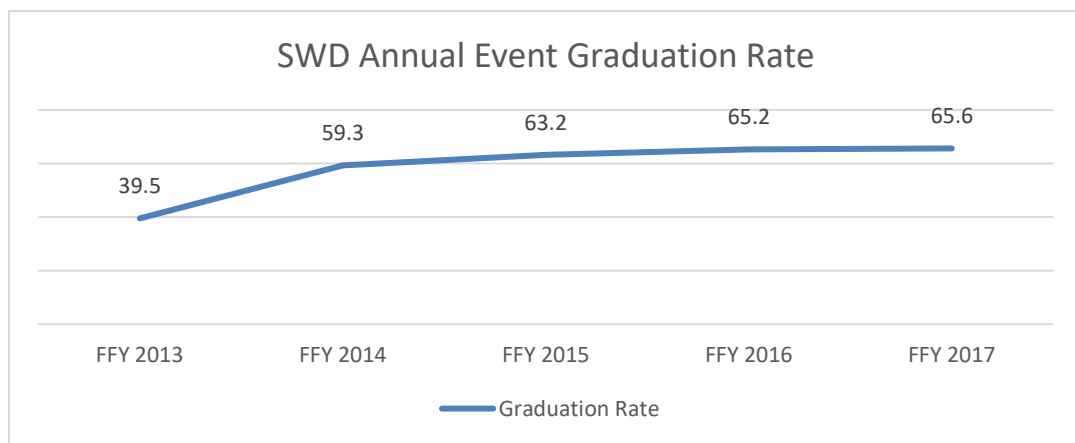
The Student Success long-term outcome listed above is also Georgia’s SiMR. During FFY 2017, the annual event graduation rate was 65.6% (4,112/6,271) for the 50 districts selected to receive intensive supports through the SSIP based on 2017 – 2018 School Year Data. The State met the established target of 63% and demonstrated progress from FFY 2016 when the annual event graduation rate was 65.2% (4134/6343) for students in the 50 districts identified to receive intensive supports through the SSIP based on School Year 2016 – 2017 data.

Although 37 of the original 50 districts selected to receive intensive interventions through the SSIP met or exceeded the SiMR and were “graduated”, graduation data for these 50 districts will continue to be as the target for the long-term outcome and the SiMR

- d. Measurable improvements in the SIMR in relation to targets

Georgia’s SiMR is to increase the percentage of students with disabilities in the 50 districts identified to receive intensive technical assistance who exit school by receiving a high school diploma to 65% in FFY 2018. The calculation is based on an annual event graduation rate, and it includes the percentage of students who are enrolled in a specified school year who exit with a high school diploma. The annual event graduation rate has consistently improved since FFY 2013 as shown in Figure 23. During FFY 2017, the annual event graduation rate was 65.6% (4,112/6,271) for the 50 districts selected to receive intensive supports through the SSIP based on 2017 – 2018 School Year Data.

Figure 23: Annual Event Graduation Rate for Students with Disabilities in Districts Receiving Intensive Supports through the SSIP



Although the State has met the established SiMR, Georgia will continue to implement its coherent improvement strategies and associated principle activities in an effort to further improve graduation rates for students with disabilities in the SSIP districts.

Section F: Plans for Next Year

(1) Additional activities to be implemented next year, with timeline

Through its SSIP, Georgia has been supporting districts selected to receive intensive supports through the SSIP, also known as Student Success Imagine the Possibilities, in implementing evidence-based practices designed to improve graduation rates of students with disabilities. Districts were selected based on an in-depth data review conducted by GaDOE staff and external stakeholders. Each district implemented the Student Success Process, a broad framework that guided the district personnel and stakeholders through a six-step problem solving process that lead to the selection of evidence-based practices based on district data. Completion of the process resulted in the development of District Student Success Process Plans that supported implementation of the selected evidence-based practices. Staff from the GaDOE and its regional technical assistance agencies, namely the Georgia Learning Resources System, provided professional learning and technical assistance to support district and school teams in implementing the plan and ultimately the selected practices with fidelity.

Throughout the implementation of the SSIP, leaders within the Division for Special Education Services and Supports have worked diligently to align the SSIP supports including professional learning and technical assistance with key partners at the GaDOE including School and District Effectiveness. As a result, there have been strong collaboration and alignment of key improvement activities. Despite this progress, some barriers remain leading to gaps in service and duplication of resources. One barrier that has been discussed at length is the disconnect in the way in which different Divisions at the GaDOE target districts and schools for support. As a result, there are multiple “lists” of targeted districts and schools receiving a patchwork of professional learning and technical assistance supports. For example, School and District Effectiveness is supporting Targeted Support and Improvement (TSI) Schools, Comprehensive Support and Improvement (CSI) Schools, and Promise Schools. The State Personnel Development Grant, which focuses on Multi-tiered System of Support, is supporting districts/schools that committed to participate in professional learning and coaching to support them in implementing MTSS. The Positive Behavioral Intervention Supports (PBIS) Project is supporting districts/schools in the implementation of PBIS, and selected districts/schools are supported through the SSIP. The State Leadership Collaborative and the Continuous Improvement Teams discussed earlier in this report have worked to create alignment between these various programs and projects, yet gaps and duplication remain. As a result, the GaDOE is taking steps to restructure the State’s SSIP to create cohesive supports for districts and schools across key divisions and projects. Once the restructuring is completed in Spring 2019, the SSIP Implementation and Evaluation Plans will be revised, and the SiMR will be adjusted as needed.

At this time, the following changes and/or additional activities have been identified for Phase III – Year IV (FFY 2018). They are as follows:

Student Success Process: At the time that the Student Success Process was developed, the State had not created the Georgia’s Systems of Continuous Improvement Framework that focuses on the systems and structures (the “what”) that must be in place for sustained

improvement in student outcomes. It also utilizes a problem-solving model (the “how”) to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts. Although Student Success and Georgia’s Systems of Continuous Improvement are both based on problem-solving processes, the terminology and names for the steps in the process are different. This sometimes leads to confusion for technical assistance providers as well as district and school personnel. In order to minimize confusion and create a stage for common improvement work, the Student Success Process will be phased out, and Georgia’s Systems of Continuous Improvement Framework will be used in the future to guide improvement efforts in Georgia districts and schools. All related assessment methods/tools will be revised to align with the new framework.

Support for Selected Districts and Schools: Originally Georgia selected 50 districts to receive intensive supports through the SSIP. Of the 50 original districts, 37 met the target for the SiMR based on 2016 – 2017 data and were “graduated” at the end of the 2017 – 2018 school year. Based on the 2017 – 2018 graduation data reported in this APR, seven additional districts met the SiMR target and will be “graduated” at the end of the 2018 – 2019 school year. Six of the districts have not met the SiMR target and will continue to receive supports through the SSIP.

- Five of the six remaining districts are currently receiving supports through the Division for School and District Effectiveness for Targeted Support and Improvement (TSI) Schools. Many of these schools were identified for support based on the performance of students with disabilities. Effective July 1, 2019, SSIP Program Specialists will partner with School and District Effectiveness Interventionists to provide integrated technical assistance based on the Georgia’s Systems of Continuous Improvement Framework to personnel in these five districts to assist them in implementing improvement activities outlined in their District and School Improvement Plans.
- One of the six remaining districts selected to receive intensive supports through the SSIP does not currently have any TSI schools. The SSIP Program Specialists will support this district using the Georgia’s Systems of Continuous Improvement Framework to assist them in implementing improvement activities outlined in their District and School Improvement Plans.

SSIP Program Specialists will also work with School and District Effectiveness Interventionists to support additional districts with TSI schools that were identified based on the performance of students with disabilities.

Regional technical assistance providers from the Georgia Learning Resources System (GLRS) will continue to provide universal technical assistance and professional learning for all districts through the previously described Collaborative Communities. They will also provide professional learning and technical assistance to districts based on the state and regional priorities identified in their Scopes of Work submitted to the GaDOE.

Presently, the Director of the Division for Special Education Services and Supports and the Director of the Division for School and District Effectiveness are engaged in collaborative

planning to discuss the integration of technical assistance and professional learning provided through the State Personnel Development Grant, Georgia's Multi-tiered System of Support, for Students, and Positive Behavioral Interventions and Supports into this integrated technical assistance and professional learning model. Staff will be working throughout the remainder of this school year to formalize roles and responsibilities, develop common processes, plan professional learning and technical assistance activities, create communication strategies, and identify data collection methods. Information from these planning sessions will inform the revision of the SSIP Implementation and Evaluation Plans.

SSIP Toolkit: Currently, GaDOE staff including the SSIP Program Manager and the three SSIP Program Specialists are developing a SSIP toolkit that includes an array of online resources that can be used by technical assistance providers as well as district and school personnel to address key topics related to improving outcomes for students with disabilities. One of the first items in the toolkit is an updated module on Co-teaching. Additional items will include resources for Specially Designed Instruction; Building a Successful Infrastructure; and Early Warning Signs (Attendance, Behavior, and Course Completion). This toolkit will be expanded during the upcoming year to include additional resources based on feedback from technical assistance providers and personnel from districts and schools receiving support through the SSIP.

The true integration of support for districts identified to receive assistance by the GaDOE based on the performance of students with disabilities is seen as a major achievement of the SSIP. Moving forward, School and District Effectiveness and Special Education will not maintain separate lists for districts receiving technical assistance based on graduation and academic achievement. Rather there will be one list of schools targeted for improvement, and technical assistance providers from both divisions will be actively engaged in supporting districts and schools.

State Selected Evidence-based Practices: The State will continue to support implementation of Check & Connect to improve attendance, reduce dropout, and improve graduation rates of students with disabilities. GLRS will be primarily responsible for providing professional learning related to Check & Connect. The State will continue to support the implementation of ASPIRE (Active Student Participation Inspires Real Engagement) **and** the Self-determined Learning Model of Instruction (SLDMI) to promote student engagement and self-determination skills. During FFY 2018, the State will partner with Dr. Michael Wehmeyer from the University of Kansas to infuse SLDMI and Check & Connect in Georgia's MTSS.

(2) Planned evaluation activities including data collection, measures, and expected outcomes

The State will continue to use the SSIP Evaluation Plan submitted to OSEP in April 2016 and revised with the submission of the FFY 2016 APR until plans for restructuring professional learning and technical assistance is completed. **Then, the State will adjust the SiMR as needed and subsequently revise its SSIP Logic Model and associated Evaluation Plan.** The State Implementation Team, internal stakeholders in the Division for Special Education

Services and Supports and the Division for School and District Effectiveness, and external stakeholders will participate in these revisions.

Following the revisions to the SSIP Logic Model and Evaluation Plan, the State Implementation Team and SSIP External Evaluator will revise all evaluation methods as needed. This will include the District and School Implementation Fidelity Rubrics to align them with the Georgia's Systems of Continuous Improvement as well as District and School Improvement Plans.

(3) Anticipated barriers and steps to address those barriers

Georgia has identified several barriers that could potentially impact implementation progress and outcomes during Phase III – Year IV (FFY 2018). These barriers and the steps to address them are included below:

Communication: The first anticipated barrier is related to effective communication of changes in SSIP implementation to state, regional, district and school personnel. At its next meeting, the State Implementation Team will identify steps to ensure effective communication of changes related to technical assistance for districts and schools supported through the SSIP and Georgia's Plan for ESSA. In collaboration with colleagues from the Division for School and District Effectiveness, the team will develop a communication plan that includes strategies to address the changes. An initial activity will include the development and dissemination of a one-page document that describes these changes in supports for districts and schools.

Roles of Responsibilities of Technical Assistance Providers: The second anticipated barrier is related to the roles and responsibilities of technical assistance providers at the GaDOE and in its regional technical assistance centers including Regional Education Service Agencies and the Georgia Learning Resources System. The GaDOE will review and revise the roles of key state and regional technical assistance personnel supporting schools through the SSIP and Georgia's Plan for ESSA. These roles and responsibilities will then be shared with state, regional, district, and school personnel.

Development of Joint Processes: The third identified barrier is related to the different processes that are used to plan and deliver technical assistance supports for districts. While School and District Effectiveness has focused on building district capacity, much of their technical assistance has been focused directly on supporting low performing and failing schools. Conversely, the SSIP has focused on building the capacity of districts to support schools in implementing evidence-based practices to improve graduation rates of students with disabilities. With the merging of technical assistance for those districts selected to receive supports through the SSIP and those districts and schools supported by School and District Effectiveness, it will be necessary to review these processes. Staff from both Divisions will be responsible for reviewing, and, if needed, revising the processes.

Accountability Measures for Joint Technical Assistance: Another anticipated barrier is related to determining the methods that will be used to assess implementation progress and outcomes of technical assistance activities. For example, the SSIP has clearly defined

processes for assessing fidelity of implementation of the improvement planning process and of coaching effectiveness. It is unclear as to what processes may be used in School and District Effectiveness. The SSIP External Evaluator will work with leadership from the Division for Special Education Services and Supports and School and District Effectiveness to review current processes and methods and identify others that may need to be developed.

Following the submission of the FFY 2017 APR, the State Implementation Team will meet to refine implementation plans for next year. As a part of this meeting, team members will identify additional anticipated barriers and identify specific steps to address them.

(4) The State describes any needs for additional support and/or technical assistance

Georgia has a history of seeking support from OSEP and its national technical assistance centers. GaDOE staff have routinely participated in OSEP-sponsored calls, meetings, and conferences such as the IDEA Leadership Conference and Project Directors' Meeting. Staff have also attended meetings sponsored by OSEP-funded technical assistance centers such the IDEA Data Center, American Institutes for Research, and the National Center for Systemic Improvement. Leadership from the Division for Special Education Services and Supports maintain ongoing communication with the Georgia state contact at OSEP. Staff reach out to the contact on a variety of issues including the State's SSIP. The State will continue to participate in the above technical assistance activities for FFY 2018.

The State has not identified any additional technical assistance needs for FFY 2018. Following the submission of the FFY 2017 APR, the State Implementation Team will meet to update the SSIP Implementation and Evaluation Plans for FFY 2018 based on the changes in implementation discussed in this report. At that time, additional technical assistance needs will be identified, and GaDOE staff will contact the relevant technical assistance providers to obtain this assistance. Should additional needs arise throughout the year, the State will seek assistance on a timely manner.

Appendices

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Georgia Student Success Logic Model

Theory of Action

Georgia believes that effective teachers and leaders are critical to improve outcomes for students. If state and regional teams provide seamless technical assistance that builds capacity for district leadership to support school leadership (teaching and learning), then ultimately students will achieve better outcomes and graduate from high school.

Overarching Themes

- Build the capacity of the SEA and regional agencies and programs to assist districts in supporting the implementation of evidence-based practices designed to improve graduation rates
- Build the capacity of districts in supporting schools in the implementation of evidence-based practices designed to improve graduation rate
- Engage stakeholders including families and communities in the design, implementation, and monitoring of capacity building initiatives at all levels (e.g. state, regional, district, and school)

Inputs	Outputs (Strategies and Activities)	Participation	Outcomes		
			Short-term	Mid-term	Long-term
<ul style="list-style-type: none"> • Partnerships with stakeholders • GaDOE personnel across divisions • Regional technical assistances agencies and providers (e.g. RESA, GLRS) • GaDOE standards, frameworks, toolkits, and other resources • Comprehensive data system to support decision making at all levels of the state system • IDEA funding to support SSIP development and implementation • Alignment with Georgia State Personnel Development Grant and State PBIS Plan 	<p>Coherent Improvement Strategy: <u>Improve State and Regional Infrastructure</u> to better support districts to implement and scale up EBPs that will improve graduation rates for all students-including SWD.</p> <ul style="list-style-type: none"> • Align and integrate initiatives and plans at the state, regional, district, and school levels to reduce duplication and leverage resources • Establish, maintain, evaluate, and update cascading team management and implementation structures and communication protocols/feedback loops at state, regional, district and school levels • Provide professional learning and technical assistance to state and regional technical assistance providers to increase their capacity to support districts and schools in implementing evidence-based practices <p>Coherent Improvement Strategy: <u>Improve district infrastructure and implementation of EBPs in fifty districts identified to receive intensive technical assistance</u> to improve effective instruction, engaging school climate, and transition</p>	<p>State Agency Personnel Across Offices</p> <ul style="list-style-type: none"> • State Leadership and Implementation Teams <p>Regional Implementation Teams</p> <ul style="list-style-type: none"> • School and District Effectiveness and • GLRS Regional Teams <p>State and Regional Stakeholders</p> <p>District Leaders</p> <ul style="list-style-type: none"> • District Implementation Teams & Coaches <p>School Leaders and Teachers</p> <p>Students</p> <p>Family and Community Stakeholders</p>	<p>Improve state and regional capacity (e.g. knowledge/skills, organizational structures, and resources) to support districts in implementing evidence-based practices</p> <p>Improve practitioner (district and school) knowledge of data-based decision making and selection and use of evidence-based practices.</p> <p>Improve district and school infrastructure to support educators in implementing evidence-based practices to support teaching and learning</p> <p>Increase engagement of stakeholders in planning, implementing, and monitoring improvement initiatives</p>	<p>Improve implementation of evidence-based practices to support teaching and learning for all students</p> <p>Improve school climate including student attendance, engagement, and behavior</p> <p>Improve student achievement</p> <p>Improve transition practices and outcomes</p>	<p>Increase percentage of students with disabilities exiting high-school with a general education diploma</p>

Appendix B: Data Sources, Timelines, and Baseline for Key Measures (Process)

Key Measure	Method/Data Source (C.1.b)	Timelines (C.1.d)	Baseline (C.1.c)
Percentage of GaDOE plans to which Student Success is aligned (FFY 2015 Only)	GaDOE Plan Alignment Rubric- This rubric is used to assess the degree of alignment between the SSIP and key GaDOE plans. The ten-item rubric measures alignment in four key areas: Development, Content, Implementation, and Monitoring. Plans are determined to be aligned when 80% of the indicators demonstrate alignment as measured by the rubric.	Proposed: FFY 2015(I) Actual: Jan. 2017	2/2 (100%)
Percentage of key GaDOE improvement initiatives to which Student Success is aligned (FFY 2015 Only)	GaDOE Initiative Alignment Rubric- This rubric is used to assess the degree of alignment between the SSIP and key GaDOE district and school initiatives. The ten-item checklist measured alignment in four key areas: Initiative Development, Initiative Content/Activities, Initiative Implementation, and Initiative Monitoring. Initiatives are determined to be aligned when 80% of the indicators demonstrate alignment as measured by the rubric.	Proposed: FFY 2015(I) Actual: Jan. 2017	3/3 (100%)
Percentage of IDEA funded discretionary projects supporting Student Success. (FFY 2015 Only)	IDEA Discretionary Project Alignment Rubric- This rubric is used to assess the degree of alignment between the discretionary projects and the SSIP. Indicators in in four key areas: Knowledge of Project Regarding SSIP, Alignment of Goals and Activities with SSIP, Coordination of Activities, and Data Collection and Use. Initiatives are determined to be aligned when 80% of the indicators demonstrate alignment as measured by the rubric.	Proposed: FFY 2015(I) Actual: Jan. 2017	5/5 (100%)
Percentage of items on State Implementation Team Meeting Fidelity Rubric implemented with fidelity.	State Implementation Team Fidelity Rubric- This rubric is used to assess the fidelity of implementation of State Implementation Team Meetings based on seven essential elements: Meeting Planning and Preparation, Meeting Schedule, Ongoing Communication, Meeting Content/Agenda, Meeting Facilitation, Meeting Feedback, and Use of Feedback. The rubric uses a four-point rating scale: 0-Not Evident, 1-Emerging, 2-Operational, and 3-Exemplary. The State Implementation Team was determined to be implemented with fidelity when 3/4 75% or more of the elements are rated Operational or Exemplary.	Proposed: FFY 2015(I) Actual: October 2016-Jan. 2017	4/4 (100%)
Percentage of GLRS regions implementing Collaborative Community Meetings with fidelity.	Collaborative Community Meeting Implementation Fidelity Rubric- This rubric is used to assess the fidelity of implementation of Collaborative Community Meetings based on seven essential elements: Meeting Planning and Preparation, Meeting Schedule, Ongoing Communication, Meeting Content/Agenda, Meeting Facilitation, Meeting Feedback, and Use of Feedback. The rubric uses a four-point rating scale: 0-Not Evident, 1-Emerging, 2-Operational, and 3-Exemplary. Meetings are determined to be implemented with fidelity when 80% or more of the elements are rated Operational or Exemplary.	Proposed: FFY 2015(I) Actual: October 2016-Jan. 2017	17/17 (100%)
Percentage of GLRS Regions implementing team meetings with fidelity	GLRS Regional Team Implementation Fidelity Rubric- The GLRS Regional Team Implementation Fidelity Rubric was developed in Fall 2016 to provide a more in-depth analysis of the fidelity of the regional meetings. The rubric uses a four- point rating scale (e.g. Not Evident; Emerging; Operational; and Exemplary) to rate the four essential meeting components (e.g. Members; Meeting Schedule and Ongoing Communication. Meetings are determined to be implemented with fidelity with75% or more of the elements rated Operational or Exemplary.	Proposed: FFY 2015(I) Actual: Jan. 2017	16/16 (100%)
Percentage of Regional Student Success Coaches providing coaching supports with fidelity.	Student Success Coaches Observation Rubric. This rubric is designed to assess the fidelity of coaching provided by Regional Student Success Coaches. It includes four essential elements of effective coaching: Communication, Building Relationships, Questioning, and Guiding the Process.	Proposed: FFY 2015(I) Actual: Jan. 2017	22/22 (100%)

Key Measure	Method/Data Source (C.1.b)	Timelines (C.1.d)	Baseline (C.1.c)
Percentage of Regional Student Success Coaches providing coaching supports with fidelity.	Student Success Coaches Observation Rubric. This rubric is designed to assess the fidelity of coaching provided by Regional Student Success Coaches. It includes four essential elements of effective coaching: Communication, Building Relationships, Questioning, and Guiding the Process.	Proposed: FFY 2015(I) Actual: Jan. 2017	22/22 (100%)
Percentage of district personnel reporting coaching provided by Regional Success Coaches was effective in supporting implementation of the Student Success Process.	Student Success Coaching Effectiveness Survey- This survey is designed to measure the effectiveness of technical assistance including coaching provided by Regional Student Success Coaches. Recipients are asked to rate the effectiveness of technical assistance/coaching that they received using a five-point scale. Technical assistance/coaching is determined to be effective when 80% or more of the respondents indicate that the coaching is Effective or Highly Effective. Note: The Student Success Coaching Effectiveness Survey was incorporated in the Annual Surveys completed by District Coaches and District Team Members including the Director of Special Education.	Proposed: FFY 2016(I) Actual: Jan. 2017	76/83 (91.5%)
Percentage of districts with Student Success improvement strategies and activities integrated in district improvement plans.	District Implementation Fidelity Rubric- This rubric is designed to assess fidelity of implementation of the Student Success Process based on sixteen elements in four areas. District Team; Implementing the Plan; District Implementation Supports; and Monitoring Implementation. Alignment of district improvement strategies and initiatives is assessed in the Implementing the Plan section (Question 9). The rubric uses a four-point rating scale: 0-Not Evident, 1-Emerging, 2-Operational, and 3-Exemplary. Improvement strategies and activities are determined to be aligned when the alignment of improvement strategies and activities is rated as Operational or Exemplary. Question 9 from the rubric is used for this measure.	Proposed: FFY 2015(I) Actual: Jan. 2017	33/50 (66.0%)

Data Sources, Timelines, and Baseline for Key Measures (Short-, Mid-, and Long-term Outcomes)

Key Measure	Method/Data Source (C.1.b)	Timelines (C.1.d)	Baseline
Total percentage score of items on Assessment of State Capacity for Scaling-up Evidence-based Practices	State Capacity Assessment (SCA)- The primary purpose of the State Capacity Assessment (SCA) is to assist state agency, regional education agencies, and school districts implement effective innovations that benefit students. The <i>capacity</i> of a state to facilitate implementation refers to the systems, activities, and resources that are necessary to successfully adopt and sustain Effective Innovations. This 25-item assessment is used by Georgia to measure changes in capacity over time.	Proposed: FFY 2015(I) Actual: March 2017	Dec. 2015 48.0% March 2017 76.0%
Percentage of GaDOE staff and regional technical assistance providers reporting high levels of collaboration	Student Success State and Regional Collaboration Survey- This online survey is designed to measure levels of collaboration between state and regional technical assistance providers in supporting the implementation of Student Success. A five-point rating scale is used with Very Low being the lowest rating and Very High being the highest rating. District respondents reporting High and Very High levels of collaboration were considered to demonstrate high levels of collaboration.	Proposed: FFY 2016(I) Actual: Jan. 2017	57/88 (64.8%)
Percentage of the participants demonstrating an increase in knowledge on pre- and post-tests	The Student Success Pre-test -Post-test- For each major professional development meeting, a ten-item test is developed unique to the content of the training. Participants complete the test prior to the start of the training and immediately following the training. Increases in knowledge are measured from pre- to post-test.	Proposed: FFY 2016(I) Actual: February 2017	381/415 (91.8%)
Percentage of districts reporting high levels of collaboration among General Education, Special Education and Management	District Annual Survey-This online survey is used to obtain information from district personnel about a variety of Student Success processes, and the quality, relevance, and usefulness of Student Success resources (e.g. toolkits, guidance documents, etc.). It also includes a section on collaboration and stakeholder engagement. For this measure, respondents were asked to rate the level of collaboration among district team members from General Education, Special Education, and Management (e.g. Data, Finance, etc.) in implementing Student Success improvement activities. A five-point rating scale is used with Very Low being the lowest rating and Very High being the highest rating. District respondents reporting High and Very High levels of collaboration were considered to demonstrate high levels of collaboration.	Proposed: FFY 2016(I) Actual: Feb 2017	109/165 (66.0%)
Percentage stakeholders reporting engagement at Collaborating or Transforming levels in planning, implementing and monitoring improvement activities.	District Annual Survey-This online survey is used to obtain information from district personnel about a variety of Student Success processes. It also includes a section on collaboration and stakeholder engagement. For this measure, respondents were asked to rate their level of engagement in the Student Success Process. The item is based on <i>Leading by Convening: A Blueprint for Authentic Engagement</i> . For this measure, stakeholders were asked to select the level of interaction (e.g. Informing, Networking, Collaborating, and Transforming) that most closely relates to their role in Student Success. This measure reports the number of respondents reporting engagement at the Collaborating or Transforming levels.	Proposed: FFY 2016(I) Actual: Jan. 2017	186/240 (77.5%)
Percentage of districts scoring “Operational” or higher (i.e. “Exemplary”) on the Student Success District Implementation Fidelity Rubric Changed FFY 2016	District Implementation Fidelity Rubric-This rubric is used to assess fidelity of implementation of the Student Success Process Plan based on sixteen elements in four areas. District Team; Implementing the Plan; District Implementation Supports; and Monitoring Implementation. The rubric uses a four-point rating scale: 0-Not Evident, 1-Emerging, 2-Operational, and 3-Exemplary. Fidelity of implementation is achieved when rated as 80% or more of the items are rated as “Operational” or higher (i.e. “Exemplary”).	Proposed: FFY 2016(I) Actual: Jan 2017	48/50 96%

Key Measure	Method/Data Source (C.1.b)	Timelines (C.1.d)	Baseline
Percentage of schools scoring “Operational” or higher (i.e. “Exemplary”) on the Student Success District Implementation Fidelity Rubric	School Implementation Fidelity Rubric- This rubric is used to assess fidelity of implementation of the Student Success Process Plan based on sixteen elements in four areas. School Team; Implementing the Plan; School Implementation Supports; and Monitoring Implementation. The rubric uses a four-point rating scale: 0-Not Evident, 1-Emerging, 2-Operational, and 3-Exemplary. Fidelity of implementation is achieved when rated as 80% or more of the items are rated as “Operational” or higher (i.e. “Exemplary”). New Measure for Phase III – Year II	Proposed: FFY 2017(I) Actual: Feb 2018	66/99 66.6%
Percentage of teachers in <u>targeted schools</u> scoring Level III or IV on Instructional Strategies and Differentiated Instruction Components of TKES	Teacher Keys Effectiveness Evaluation System- The Georgia Teacher Keys Effectiveness System (TKES) is comprised of three components which contribute to an overall Teacher Effectiveness Measure (TEM): Teacher Assessment on Performance Standards (TAPS), Professional Growth, and Student Growth. For the SSIP evaluation, scores from the TAPS assessment rubrics are used in the following standard areas: Instructional Strategies and Differentiated Instruction. Staff from the Division for Special Education Services and Supports will work with colleagues from the Division for Teacher and Leader Effectiveness to gather this data from GaDOE Data Collections.	Proposed: FFY 2016(I) Actual: June 2016	Instructional Strategies 3511/3621 96.9% Differentiated Instruction 3421/3621 94.5%
Percentage of <u>targeted schools</u> scoring a 4 or 5 on the STAR School Climate Rating	STAR Climate Rating- The Star Ratings for School Climate are calculated using four domains: Survey (Georgia Student Health Survey II, Georgia School Personnel Survey (GSPS), Georgia Parent Survey (GPS), FTE-1 Student Count, and Employee Count Certified/Classified Personnel Information); School Discipline; Safe and Substance-Free Learning Environment; and School-wide Attendance. These ratings are calculated by the GaDOE using data obtained through Department’s comprehensive data systems and published as a component of the <i>College and Career Ready Performance Index (CCRPI)</i> .	Proposed: FFY 2015(I) Actual: June 2016	19/54 (35.2%)
Percentage of <u>targeted students in targeted schools</u> with less than six days absent	Targeted Student Data Report- The Student Success Implementation Team has partnered with the staff from the Division for Data Collections at the GaDOE to create customized reports on specific measures such as attendance. Administrators from target schools will submit Georgia Test Identifier (GTID) numbers of students receiving interventions through Student Success to the GaDOE through the Department’s secure data transmission portal. The GTIDs will then be used to create a customized report for this measure using data from the Student Attendance and Enrollment Data Class Collection transmitted to the GaDOE.	Proposed: FFY 2016(I) Actual: March 2017	1150/2748 41.8%
Percentage of <u>targeted students in target schools</u> with less than ten days in ISS/OSS	Targeted Student Data Report- The Student Success Implementation Team has partnered with the staff from the Division for Data Collections at the GaDOE to create customized reports on specific measures such in-school and out-of-school suspensions. Administrators from target schools will submit Georgia Test Identifier (GTID) numbers of students receiving interventions through Student Success to the GaDOE through the Department’s secure data transmission portal. The GTIDs will then be used to create a customized report using data from the Student Discipline Data Collection transmitted to the GaDOE.	Proposed: FFY 2016(I) Actual: March 2017	2595/2748 94.4% REVISED
Percentage of scheduled courses passed by <u>targeted students in targeted schools</u> (students in 9 th grade or higher)	Targeted Student Data Report- The Student Success Implementation Team has partnered with the staff from the Division for Data Collections at the GaDOE to create customized reports on specific measures such as course completion. Administrators from target schools will submit Georgia Test Identifier (GTID) numbers of students receiving interventions through Student Success to the GaDOE through the Department’s secure data transmission portal. The GTIDs will then be used to create a customized report for this measure using data from the Student Class Data Collection transmitted to the GaDOE.	Proposed: FFY 2016(I) Actual: March 2017	1753/2221 78.9%

Key Measure	Method/Data Source (C.1.b)	Timelines (C.1.d)	Baseline
Percentage of students with disabilities in districts <u>identified to receive intensive supports</u> scoring developing or above on the Georgia Milestones Assessment System	The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative that measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, Mathematics, science, and social studies. Students in grades 3 through 8 take an end-of-grade assessment in English Language Arts and Mathematics while students in grades 5 and 8 are also assessed in science and social studies. High school students take an end-of-course assessment for each of the ten courses designated by the State Board of Education. This measure uses assessment data from Georgia Milestones for students in targeted schools and districts.	Proposed: FFY 2016(I) Actual: March 2017	ELA: 1685/5041 (33.4%) Mathematics: 3278/9900 33.1% REVISED
Percentage of <u>students with disabilities in targeted schools</u> scoring developing or above on the Georgia Milestones Assessment System	The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative that measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, Mathematics, science, and social studies. Students in grades 3 through 8 take an end-of-grade assessment in English Language Arts and Mathematics while students in grades 5 and 8 are also assessed in science and social studies. High school students take an end-of-course assessment for each of the ten courses designated by the State Board of Education. This measure uses assessment data from Georgia Milestones for students in targeted schools and districts.	Proposed: FFY 2016(I) Actual: March 2017	ELA: 376/1330 28.3% Mathematics: 833/2573 32.4% REVISED
Percentage of <u>targeted students in targeted schools</u> scoring developing or above on the Georgia Milestones Assessment System	The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment that measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, Mathematics, science, and social studies. Students in grades 3 through 8 take an end-of-grade assessment in English Language Arts and Mathematics while students in grades 5 and 8 are also assessed in science and social studies. High school students take an end-of-course assessment for each of the ten courses designated by the State Board of Education. This measure uses assessment data from Georgia Milestones for students in targeted schools and districts.	Proposed: FFY 2016(I) Actual: March 2017	ELA: 598/2155 27.7% Mathematics: 620/2005 30.9%
Percentage of <u>targeted students in targeted schools</u> scoring Typical to High Growth	Georgia Student Growth Model- This growth model describes change in student achievement over time as measured by the statewide assessments referenced above. Student growth is expressed in three levels- Low, Typical and High. This measure uses growth data based on Georgia Milestones performance for students in targeted schools and districts.	Proposed: FFY 2016(I) Actual: March 2017	ELA: 1087/2139 50.8% Mathematics: 1078/1923 56.0%
Percentage of <u>districts identified to receive intensive supports</u> obtaining an overall domain score of 3.0 or higher on the Quality Indicators of Exemplary Transition Programs Needs Assessment (QI-2)	Quality Indicators of Exemplary Transition Programs Needs Assessment-2 (QI-2)- This self-assessment, developed by the Transition Coalition at the University of Kansas, is comprised of seven domains designed to identify and prioritize the most critical needs within a transition program. The score for each domain is an average of the total responses to each quality indicator statement in that domain. The highest average for each domain is 4, and lowest is 1. The higher the overall domain score, the more quality indicators have been achieved. The low domain scores are the domains to consider for targeted improvement. The domain average can help identify which area might be the most critical for improvement. Each of the 50 districts selected to receive intensive interventions through the SSIP completed the QI-2. For FFY 2015, only scores from the Transition Planning Domain were used. In FFY 2016, scores from all domains will be used.	Proposed: FFY 2015(I) Actual: March 2016	43/45 95.5%

Key Measure	Method/Data Source (C.1.b)	Timelines (C.1.d)	Baseline
Percentage of <u>districts identified to receive intensive supports</u> with 100% compliance on the Secondary Transition Data Survey	Secondary Transition Data Survey- The survey is used by the GaDOE to gather data regarding compliant transition plans for Indicator 13 for the Annual Performance Report. Based on the National Secondary Transition Technical Assistance Center’s Indicator 13 Checklist, the Georgia Transition Survey is completed on-line by district personnel through the My GaDOE Web Portal. The Transition Service Plan and related components are considered compliant if all components of the survey are reported as Y (Yes) or NA (Not Applicable, if allowable). Any component coded as N (No) represents non-compliance. To verify the accuracy of the district reported data, trained division personnel and state designees trained to identify non-compliance in transition plans review the plans for compliance. Data from the Indicator 13 data collection based on the Secondary Transition Data Survey are used for this measure.	Proposed: FFY 2015(I) Actual: Jan 2016	41/50 82%
Percentage of students with disabilities in <u>districts identified to receive intensive supports</u> graduating with a general education diploma	Annual Event Graduation Rate- Georgia chose to use the Annual Graduation Event Rate as its SiMR. This rate is determined based on the following calculation: ((# of SWD (Age 14 and above) enrolled during a specified school year who exited school by receiving a high school diploma) Divided by (# of SWD (Age 14 and above) enrolled during a specified school year who exited school by receiving a high school diploma, a certificate/special education diploma, and dropping out)). Data for this measure are obtained through the Student Record Data collection based on exit status.	Proposed: FFY 2015(I) Actual: June 2016	3867/6117 63.2%