



STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)

Phase III



April 1, 2017



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2016-2017**

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Phase III Component A: Summary of Phase III

A. (1) Theory of Action or logic model for the SSIP including the SiMR.

Please refer to WV GRADUATION 20/20 Logic Model. ([Appendix A](#))

A. (2) The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement strategies.

Please refer to YEARS 1-2 Dropout Prevention Intervention Framework and YEARS 2-3 CEEDAR Transition Practices Framework and Improvements to State Infrastructure Charts. ([Appendix B](#))

The Dropout Prevention Intervention Framework and CEEDAR Transition Practices Framework Charts outline the specific activities needed to implement the coherent improvement strategies. The WV GRADUATION 20/20 initiative was implemented during the 2015-2016 academic year beginning with sixty-nine (69) schools in thirty-six (36) counties representing fifty-nine (59) percent of West Virginia's high schools. During the 2016-2017 academic year the number of high schools has grown to seventy-two (72) and the cohort now includes twenty (20) middle schools bringing the total to ninety-two (92) schools in forty-one (41) counties. Due to the increase of participating schools both the original cohort and additional self-referred schools are at different stages of implementation within both frameworks.

The Improvements to State Infrastructure Chart provides an update to the Phase II Chart reflecting activities completed and a Phase III Chart reflecting activities initiated in 2016-2017. ([Appendix C](#))

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

Please refer to the Years 1-2 Dropout Prevention Intervention Framework and Years 2-3 CEEDAR Transition Practices Framework Charts under the Implement Improvement Strategies and EBPs. These charts depict the evidence-based practices implemented to date. ([Appendix B](#))

A. (4) Brief overview of the year's evaluation activities, measures and outcomes.

Evaluation efforts during the 2016-2017 school year have, with some adjustments, followed the Evaluation Plan submitted for Phase II (see WV GRADUATION 20/20 Evaluation Measurement Table: 2015-2016, [Appendix D](#)). Informed by stakeholder input, there were two (2) key changes to the evaluation (see WV GRADUATION 20/20 Evaluation Measurement Table: School Year 2016-2017, [Appendix E](#)). First, beyond conducting focus groups with School Leadership Teams, the Regional School Support Specialists (RS³s) also participated in a focus group. This addition of qualitative data enriched the SEA's ability to provide meaningful and actionable improvements to the initiative support and delivery services. Second, the evaluator worked closely with the RS³s to revise the WV GRADUATION 20/20 Reflection Rubric to ensure that it a) was a useful fidelity measurement tool, b) applied to all schools regardless if they were new to the initiative or well established, and c) reduced the burden of reporting. Once

a pre/post survey conducted twice a year, the rubric is now a retrospective pre/post survey conducted once a year. Further, some of the participating schools are in the first year of implementation (using the Dropout Prevention Intervention Framework) while other schools are in the second year of implementation (using the CEEDAR Transition Practices Framework). In recognition of this, the rubric was revised to capture the key steps and activities of both frameworks; eliminating the need for multiple tools over multiple implementation years (see WV GRADUATION 20/20 Reflection Rubric, [Appendix F](#)). Additionally, RS³s will complete a rubric for each of the schools they support. Initially only the school teams were to complete the rubric, with their RS³ reviewing the results with them. However, this strategy will allow the RS³s and their schools to better see and understand the stages of implementation, areas of strength, and areas where additional support is needed.

All other areas of the Evaluation Plan have been carried out as planned. To date, evaluation efforts, measures, and outcomes are on schedule. Please refer to the WV GRADUATION 20/20 Evaluation Measurement Table: School Year 2016-2017, [Appendix E](#). The WVDE structure of an in-house evaluator alleviates budgetary, data access, and capacity constraints that may be present when using outside evaluators.. Further, the SEA is well positioned to reach its SiMR (81.44% of youth with IEPs graduating from high school with a regular diploma by 2017-2018). The graduation rate for students with disabilities in 2015-2016 was 76.58%, an increase of 7.45 percentage points over the 2014-2015 rate of 69.13%.

A. (5) Highlights of changes to the implementation and improvement strategies.

The SEA has continued to make changes to the implementation and improvement strategies submitted for Phase I and II:

IMPLEMENTATION STRATEGIES

- Increased number of high schools in cohort from 69 to 72.
- Included 20 middle schools in cohort.
- Increased the number of years schools are part of the cohort from two (2) to five (5).
- Revised the WV GRADUATION 20/20 Timeline/Benchmarks for implementation of the framework to more adequately reflect school progress. Please refer to the WV GRADUATION 20/20 Timeline/Benchmarks ([Appendix G](#)).
- Provided financial support to schools of \$2,500.00 from two (2) to five (5) years.
- Quarterly meetings of the interagency West Virginia Partners in Transition Team (WVPTT) evolved into the membership of the National Technical Assistance Center on Transition's (NTACT) West Virginia Intensive State Team. Representatives on the team include SEA, RESA, DRS, IHE and PTI.
- Quarterly meetings of the intra-agency West Virginia Partners in Graduation Team (WVPGT) evolved into WVDE monthly Cross Division Meetings consisting of representatives from the Divisions of Teaching and Learning, Career Technical Education, and Accountability and School Effectiveness.

IMPROVEMENT STRATEGIES

- Review, revise, and sign Memorandum of Understanding between the West Virginia Department of Education and West Virginia Division of Rehabilitation Services.
- Secure Memorandums of Understanding between Local Education Agencies and West Virginia Division of Rehabilitation.
- Revise Policy 2419: *Regulations for the Education of Students with Exceptionalities* to include:
 - Division of Rehabilitation as provider
 - Pre-employment Transition Services included on the Summary of Performance
 - Pre-employment Transition Services (Pre-ETS) added to transition section in Individualized Education Program (IEP)
- Developed with DRS “Planning for the Future” brochure which provides information to parents’ of students with disabilities on transition.
- Developed with DRS “Transition Services Planner” booklet which provides a tool for schools and Division of Rehabilitation staff to utilize when planning for students.
- Developed with DRS “West Virginia Transition Services Guide” document which captures Pre-employment Transition Services provided between 8th grade and post-secondary training.
- Provided to LEAs revised One Year Follow-Up Survey Reports and Exit Survey Reports for the LEA and schools within the LEA.
- Revised Community Readiness book.
- Revised with the Office of Career and Technical Education the Individual Work Readiness Competencies (IWRC) which provides guidance on CTE alternative programming for students with disabilities.
- Sponsored in the summers of 2015-2016 and 2016-2017 training for WV GRADUATION 20/20 schools at the West Virginia Department of Education sponsored KidStrong Conference. Topics included Transition and the Diploma Minded Principal.
- Partnered with the Office of Research, Data Governance, and Accountability to provide intensive training in the WV GRADUATION 20/20 schools in the use of ZoomWV and ZoomWV-e.
- Conducted twelve (12) face-to-face meetings with Regional School Support Specialists (RS³) which included specific training and sharing.

- Assigned to eight (8) Regional School Support Specialists evidence-based practices within the National Dropout Prevention Intervention Framework to develop in one (1) or more of their assigned schools:
 - RESA 1 Employ Coach Approach
 - RESA 2 Use cooperatively Transition Services Planner with Division of Rehabilitation Services staff
 - RESA 3 Implement Check and Connect
 - RESA 4 Expand Student Led IEPs
 - RESA 5 Participate in Transition Coalition self-study, Building a Transition Assessment Tool Kit
 - RESA 6 Engage Feeder Middle Schools in Transition Activities
 - RESA 7 Increase Use of One Year Out Follow-Up Survey Data
 - RESA 8 Expand Family Involvement in Transition

Phase III Component B: Progress in Implementing the SSIP

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

- a. Description of extent to which the State has carried out its planned activities with fidelity.
- b. Intended outputs that have been accomplished as a result of the implementation activities.

Outlined in the WV GRADUATION 20/20 Memorandum of Understanding (MOU) are the expectations of all parties involved in the initiative. The table below represents the implementation progress and the extent to which the State has carried out its planned activities with fidelity. This is also represented in the WV GRADUATION 20/20 Logic Model in the outputs column.

IMPLEMENTATION PROGRESS	
PHASE III 2016-2017	
IMPLEMENTATION ACTIVITIES	OUTPUTS ACCOMPLISHED
Provide ongoing technical assistance to include, but not limited to, listserv, print resources and materials, assistance with the development of dropout prevention and transition initiatives, assistance with reviewing and analyzing data relevant to school retention and predictors of positive post school outcomes, and capacity building forums.	✓
Provide six days of professional learning in years one and two.	✓
Set aside financial resources to support substitutes, travel, and stipends.	✓
Assist with the utilization of the Online Data Collection system to measure and monitor progress on the WV GRADUATION 20/20 initiative including: <ul style="list-style-type: none"> a. lead collaborative conversations quarterly b. monitor and make recommendations for adjustments as needed 	✓
Review progress annually and develop an annual report submitted to USDE's Office of Special Education Programs (OSEP).	✓

B. (2) Stakeholder involvement in SSIP implementation.

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

Stakeholder Involvement

The Office of Special Education (OSE) engaged with stakeholder groups to collect input on implementation strategies and evaluations. OSE sought the input of educators, parents, West Virginia Department of Education (WVDE) staff and other State Agencies. Due to budget constraints in West Virginia the WVDE placed restrictions on meetings held and travel. OSE staff traveled to meetings in Charlotte, NC, Dallas, TX, Weston, Beckley, Logan, Flatwoods, Clarksburg, Charleston, Morgantown, Fairmont, Roanoke, Huntington, Summersville, Martinsburg, Wheeling and Parkersburg, WV which will result in 115 meetings where information on West Virginia GRADUATION 20/20 was presented and input sought. Stakeholders present at these meetings comprised various roles: parents of students with disabilities, general education administrators, general education teachers, special education administrators, special education teachers, US Office of Special Education Programs (OSEP) Technical Assistance Centers, outside agency providers, and representatives from institutions of higher education. In addition to these stakeholders OSE also gathered input from the Special Education Advisory Panel, local special education directors, RESA personnel, the internal WVDE WV GRADUATION 20/20 State Leadership Team and the Division of Teaching and Learning Offices of Assessment, Middle/Secondary Learning, and Early Learning.

The Regional School Support Specialist (RS³) held monthly meetings during 2016-2017. These meetings provided a forum for the eight RS³s to discuss common barriers, successes, and make suggestions for changes to ongoing implementation of WV GRADUATION 20/20.

STAKEHOLDER GROUP	DATE(S)
West Virginia Advisory Council For The Education of Exceptional Children	09/15/16 – 09/16/16, 01/17/17 – 01/18/17, 12/08/16 – 12/09/16, 03/16/17 – 03/17/17
National Technical Assistance Center for Transition	08/18/16 – 08/19/16, 04/06/17, 05/02/16 – 05/06/16, 05/16/17 – 05/18/17
IDEA Data Center Interactive Institutes	06/01/16 – 06/02/16
National Center for Systemic Improvement Cross-State Collaborative	11/30/16 - 12/02/16
Co-Teaching/WV GRADUATION 20/20	02/14/17 - 02/16/17
Student Success Summit	07/27/16 - 07/28/16, 07/25/17 – 07/26/17
WV GRADUATION 20/20 Academy/Professional Learning Institute KidStrong	06/21/16 – 06/24/16, 06/21/17 – 06/23/17
Expanded School Mental Health	01/18/16, 03/21/16, 05/16/16, 07/18/16, 09/19/16, 11/21/16, 02/27/17, 03/20,17, 05/15/17, 07/17/17, 09/18/17, 11/20/17
Transition Fair (DRS)	10/20/16, 03/23/17
WV School Psychologists' Conference	10/24/16 – 10/25/16
WV Council for Exceptional Children	11/03/16
IDEA Data Center	08/12/16, 08/31/16, 10/08/16, 03/09/17, 03/24/17, 03/27/17, 03/28/17

Council of Administrators of Special Education/Special Education Administrative Conference	10/12/16 - 10/14/16, 03/02/17 – 03/03/17
Intra-agency West Virginia Partners in WV GRADUATION 20/20 Team Cross Division Meetings	09/01/16, 10/06/16, 12/01/16, 01/05/16, 02/02/17, 03/02/17, 04/06/17, 05/04/17
Office of Special Education Staff Meetings	11/03/16, 12/01/16, 01/05/17, 02/02/17, 06/02/16, 08/11/16, 09/15/16, 10/20/16
Parent Education Resource Center (PERC) Conference	06/21/16 – 06/23/16
Regional School Support Specialists (RS ³) Monthly Meetings	07/15/16, 08/30/16, 09/22/16, 10/18/16, 10/22/16, 11/15/16, 12/06/16, 01/03/17, 02/07/17, 03/02/17, 03/03/17, 04/12/17, 05/17/17, 06/06/17
Developmental Disabilities Meeting	10/03/16, 01/24/17
Traumatic Brain Injury Meeting	11/16/16
Pathways-Conversations on the Porch (PRS)	07/21/16 – 07/22/16
New Teacher Bootcamp	08/26/16 – 08/28/16
Graduation School Recognition	02/10/17
West Virginia Board of Education Presentation	08/10/16
West Virginia Division of Rehabilitation Services Conference	08/23/16

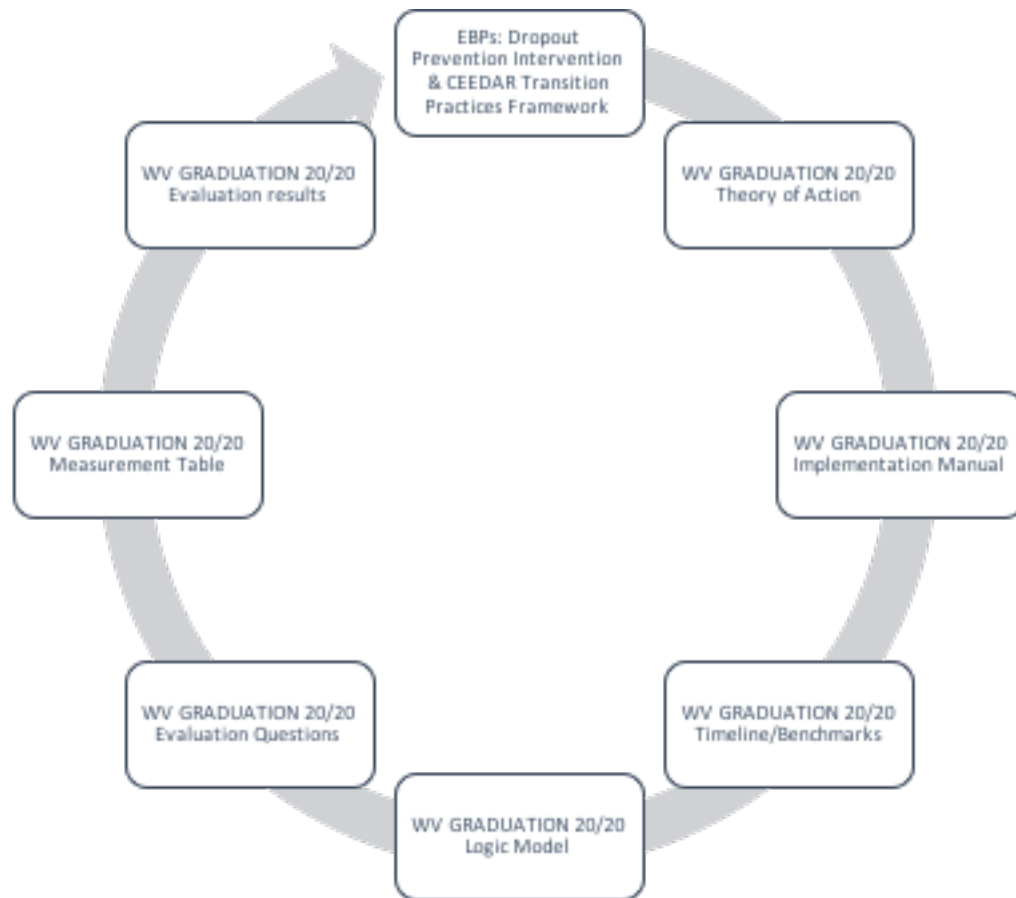
Phase III Component C: Data on Implementation and Outcomes

C. (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.

Described in Phase II, and depicted below in a continuous improvement cycle, there is a progressive relationship between the major components of the WV GRADUATION 20/20 initiative. Once graduation was chosen for the SSIP, the WVDE leveraged existing relationships with the National Dropout Prevention Center for Students with Disabilities' (NDPC-SD) and the Collaboration for Effective Educator, Development, Accountability, and Reform (CEEDAR) Center to utilize their evidence based frameworks, the Dropout Prevention Intervention Framework (DPIF) and the Transition Practices and Predictors framework.

These EBP frameworks informed the theory of action, and provided the foundation for the implementation manual and timeline/benchmarks. Further, the timeline/benchmarks informed the logic model and evaluation questions. The evaluation questions were the basis of the measurement table. Results from the evaluation activities carried out in the measurement table will be used to further improve implementation of the EBPs chosen for the WV GRADUATION 20/20 initiative.



b. Data sources for each key measure.

Please refer to the WV GRADUATION 20/20 Evaluation Measurement Table: School Year 2016-2017 for a full list of performance indicators, measures, collection schedule, and current status. (*Appendix E*)

Key Measure	Data Source(s)
Services and products created and delivered by the WVDE and the RESAs to support implementation of WV GRADUATION 20/20	PD provided TA provided Resources provided Document review Focus group
RESAs providing ongoing collaboration, support, and technical assistance to schools as they implement WV GRADUATION 20/20	RS ³ monthly reports Completed school documents (MOUs, contact list, action plans, meeting agendas) Completed Core Data Tool Completed Transition Practices and Predictors framework Focus groups

Implementation of the Dropout Prevention Intervention Framework (DPIF) with fidelity	WV GRADUATION 20/20 Reflection Rubric
Implementation of the Transition Practices and Predictors Framework with fidelity	WV GRADUATION 20/20 Reflection Rubric
Improved outcomes, specifically graduation rates, among students with disabilities	State graduation rate, 4-year cohort standard diploma, among students with disabilities

c. Description of baseline data for key measures

Base line for West Virginia’s SiMR is the graduation rate for students with disabilities prior to initiative implementation, 67.08% for school year 2013-2014. While not part of the formal evaluation, RS³s and schools track baseline and longitudinal data using tools such as the Core Data Tool and the School Action Plan.

d. Data collection procedures and associated timelines.

Please refer to the WV GRADUATION 20/20 Evaluation Measurement Table: School Year 2016-2017. ([Appendix E](#))

e. (If appropriate) sampling procedures

There were no sampling procedures used in this evaluation.

f. (If appropriate) planned data comparisons

Two data comparisons are part of the evaluation plan. First, state level graduation rates among students with disabilities will be monitored annually across the span of the initiative. Second, results of the Reflection Rubric will be examined, aggregated, and reported each year. Further, individual rubric results will be available to the RS³s and the schools they support. These data will allow RS³s and participating schools to better see and understand the stages of implementation, areas of strength, and areas where additional support is needed.

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

The evaluator works closely with the Office of Special Education and is a member of the SEA WV GRADUATION 20/20 Leadership Team. The logic model, evaluation questions, and measurement table were developed with input from multiple stakeholder groups.

Of note, the SEA Leadership Team and RESA staff (including the RS³s) were pivotal in the development of the evaluation and evaluation tools. Using the WV GRADUATION 20/20 Implementation Manual as the foundation, we developed a protocol wherein the RS³s submit monthly reports, School Leadership documents, and School Action Plans to a coordinator in OSE. Together, the evaluator and OSE coordinator developed a check-list to track and monitor process documents. Further, with input from the RS³s, the evaluator created and/or modified templates and examples of the Core Data Tool, School Action Plan, and Reflection Rubric to optimize the usefulness of the tools.

The evaluation calls for a mixture of quantitative and qualitative data collection. The Reflection Rubric is an online tool; once data collection is completed the results will be analyzed to create both aggregate data (to be made available to all) as well as school specific data (shared with the appropriate RS³ and their schools). We believe the Reflection Rubric will be a reliable and valid tool because the items are framed within the stages of implementation from implementation science. Additionally, the foundation of the rubric was shadowed, with permission, after an implementation rubric that proved to be a valid measurement tool in another evaluation conducted by the WVDE's Office of Research, Accountability, and Data Governance.

The focus groups were conducted by the initiative's evaluator. The structured questions used in the focus groups were developed by the evaluator and peer reviewed; questions were made available in printed format to focus group participants during the focus group. Participants were informed of their rights, that they could stop participation at any time, and were asked to provide verbal permission for recording the session. Recorded results were transcribed and analyzed for themes. They were recorded, transcribed, and then analyzed for themes. Results will be published on the WVDE website. Outcome data, specifically graduation rates, are drawn from the SEA data system (WVEIS) and put into visual presentations by the evaluator. The evaluator, with close to ten (10) years of experience in evaluation and statistical analysis, is responsible for the management and analysis of these data.

Measurement type	Measurement tool(s) / documentation	Person(s) responsible	Evaluation type
Process	<ul style="list-style-type: none"> - Implementation Manual - RS³ Monthly Report - School Leadership Team documentation (MOU, contact list, action plans, agenda/minutes) - TA provided - Resources provided - Focus groups 	<ul style="list-style-type: none"> - SEA Leadership Team - RS³s - OSE Coordinator - Evaluator 	<ul style="list-style-type: none"> - Document reviews - Document revisions per stakeholder input
Fidelity	<ul style="list-style-type: none"> - RS³ Monthly Report - Core Data Tool - School Action Plan - Transition Practice Profile - Reflection Rubric - Focus groups 	<ul style="list-style-type: none"> - School Leadership Teams - RS³s - OSE Coordinator - Evaluator 	<ul style="list-style-type: none"> - Document reviews - Tool revisions per stakeholder input - Aggregated data
Outcome	<ul style="list-style-type: none"> - WVEIS (WV Education Information System), ZOOM-WV 	<ul style="list-style-type: none"> - Evaluator 	<ul style="list-style-type: none"> - Aggregated state level data

C. (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.

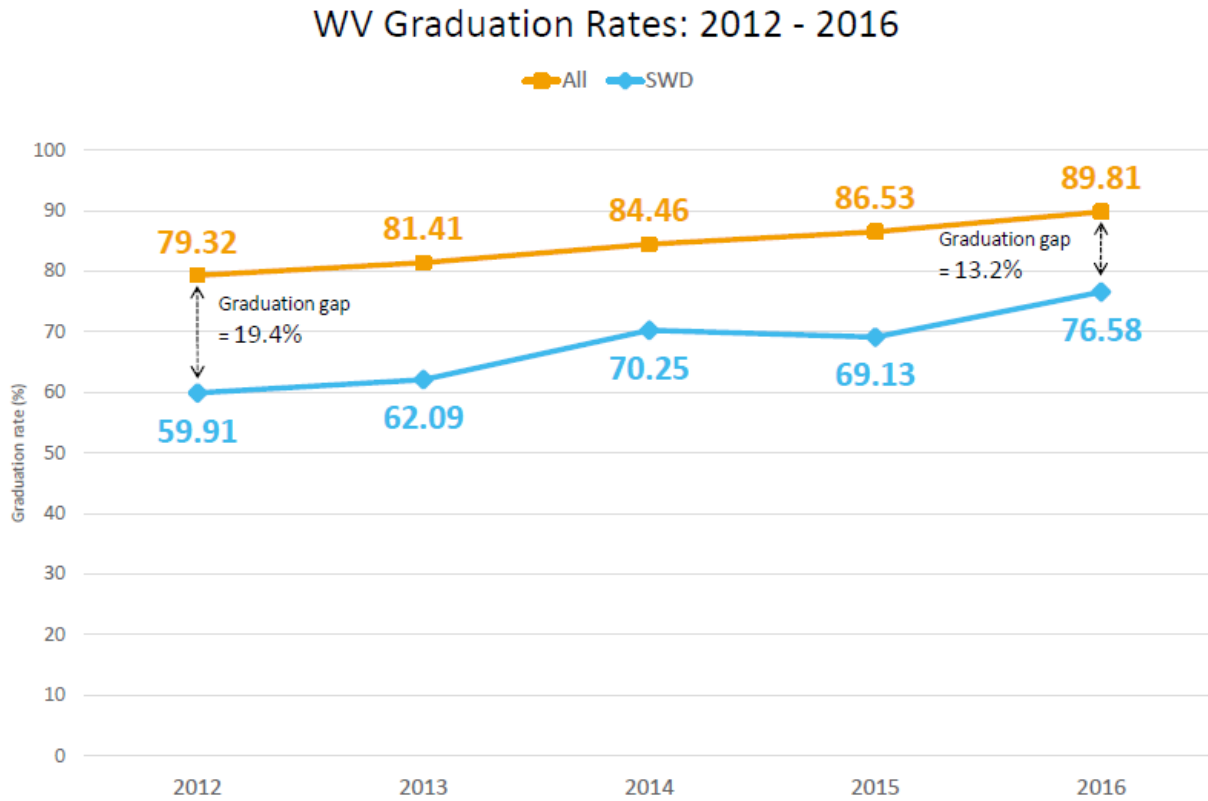
Review of key data in the progress toward achieving WV’s SiMR includes examination of longitudinal graduation rate data at the state, RESA, county, and school levels. The table 4-Year Adjusted Cohort Graduation Rates by RESA: 2012-2016 indicates improvements to the graduation rates among all students as well as students with disabilities (SWD). Further, the graduation rate gap is closing between the two groups; decreasing by 6.2 percentage points over the span of five (5) years.

4-Year Adjusted Cohort Graduation Rates by RESA: 2012 - 2016											
RESA	County	All					SWD				
		2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
1	Mercer	76.55	78.59	84.55	83.38	90.39	58.43	53.93	68.54	61.70	82.02
	Monroe	82.32	89.06	88.00	86.09	95.83	64.29	80.00	50.00	52.17	85.71
	McDowell	71.99	79.25	74.81	80.08	88.26	61.19	71.05	62.71	60.42	81.40
	Raleigh	82.21	81.08	82.75	82.74	86.62	64.29	65.12	62.79	57.94	69.15
	Summers	77.60	75.70	74.75	76.85	71.15	69.57	75.00	44.44	66.67	60.00
	Wyoming	79.10	77.70	82.80	88.82	88.93	63.41	64.00	73.17	81.40	81.13
2	Cabell	71.91	74.00	78.31	82.15	83.33	45.87	46.72	61.06	54.81	72.32
	Lincoln	80.85	76.62	80.72	86.25	87.44	65.91	65.00	78.75	70.83	84.44
	Logan	77.04	79.92	84.10	85.47	91.59	46.94	59.52	61.29	63.27	81.40
	Mason	82.77	84.95	87.16	89.41	89.80	65.28	73.13	70.77	72.00	73.33
	Mingo	81.58	81.07	82.40	90.45	94.34	67.50	50.00	73.53	68.75	76.19
	Wayne	75.97	80.91	84.54	81.23	89.53	66.67	77.48	76.77	68.24	87.14
3	Boone	76.23	79.81	84.54	86.40	87.00	61.04	66.20	64.81	74.19	66.67
	Clay	72.68	83.67	84.55	81.51	90.77	78.13	60.87	82.35	75.00	72.73
	Kanawha	72.07	70.85	75.46	80.47	86.34	40.37	44.02	58.76	56.25	62.22
	Putnam	82.28	86.44	90.21	91.48	95.88	50.00	66.03	71.32	77.19	86.61
4	Braxton	84.85	86.63	79.87	87.79	86.71	72.73	76.67	59.38	70.00	54.17
	Fayette	69.23	79.14	80.18	83.30	84.11	34.00	53.23	66.67	60.29	59.32
	Greenbrier	81.62	83.09	86.70	86.89	90.03	67.21	67.65	66.18	75.00	69.64
	Nicholas	87.01	80.28	89.57	90.60	92.36	72.73	63.77	79.63	77.46	83.05
	Pocahontas	89.53	80.21	80.22	82.56	79.45	69.23	33.33	71.43	73.33	40.00
	Webster	80.30	88.37	80.00	93.75	93.75	55.00	76.19	66.67	86.67	70.00
5	Calhoun	82.02	97.26	90.36	89.87	94.81	72.73	100.00	62.50	92.86	100.00
	Jackson	81.55	82.48	90.45	95.02	95.12	66.20	50.00	69.23	75.00	81.82
	Pleasants	91.15	95.50	89.38	94.32	95.83	90.91	83.33	78.95	80.00	88.89
	Ritchie	83.62	83.33	87.39	90.48	92.52	68.42	75.00	76.47	76.47	83.33
	Roane	79.19	81.13	83.78	87.95	91.91	60.61	67.65	58.06	77.78	81.25
	Tyler	90.00	87.83	91.35	91.40	97.09	75.00	76.19	80.00	90.48	91.67
	Wirt	93.51	92.31	85.87	91.04	93.06	72.73	57.14	50.00	100.00	77.78
	Wood	80.67	81.97	86.11	88.03	88.98	63.85	64.17	90.06	72.63	72.73
6	Brooke	88.62	88.60	89.66	93.56	93.19	78.43	80.56	79.49	89.19	74.36
	Hancock	81.43	87.54	87.00	88.40	91.22	68.97	67.50	69.35	65.00	76.60
	Marshall	87.02	84.14	88.45	88.46	92.68	59.62	67.92	55.00	67.27	81.08
	Ohio	86.16	92.99	96.11	95.48	97.83	56.52	78.26	77.78	70.73	84.78
	Wetzel	88.39	91.90	94.06	94.04	95.18	81.25	65.52	86.49	94.59	78.38
7	Barbour	72.87	89.58	90.45	92.02	89.57	52.78	65.71	76.00	71.43	86.67
	Doddridge	78.64	88.24	84.27	90.43	94.25	68.18	77.78	88.24	94.74	100.00
	Gilmer	87.14	93.51	87.67	88.57	90.14	78.57	80.00	64.29	61.54	83.33
	Harrison	77.59	77.39	81.75	86.32	88.46	57.24	46.90	57.69	69.91	72.50
	Lewis	71.67	72.09	77.84	78.50	88.77	58.54	45.45	55.00	55.00	78.13
	Marion	84.01	82.83	88.34	90.67	94.91	58.21	56.90	73.61	74.19	89.66
	Monongalia	80.98	81.98	85.71	84.55	92.22	54.48	58.99	69.83	65.47	84.75
	Preston	77.69	80.39	85.96	84.40	86.62	58.33	64.06	73.61	73.24	79.71
	Randolph	75.54	82.11	89.64	83.56	87.81	47.27	68.75	71.11	59.52	76.92
	Taylor	74.07	81.37	88.31	92.44	86.08	62.50	57.89	65.63	76.00	77.78
	Tucker	88.76	91.14	85.39	85.71	92.94	63.64	50.00	33.33	58.33	80.00
	Upshur	72.55	78.33	81.52	85.17	90.58	57.81	56.14	59.57	71.43	73.33
8	Berkeley	79.49	83.61	85.66	88.54	92.71	62.76	62.77	70.41	75.30	80.67
	Grant	91.22	85.71	91.60	92.41	95.38	78.79	84.21	81.82	73.91	82.61
	Hampshire	80.14	81.31	78.70	77.08	75.98	54.00	58.82	57.14	48.00	61.36
	Hardy	80.25	83.33	88.13	95.91	86.79	65.22	52.17	60.00	77.78	69.57
	Jefferson	84.58	89.34	90.15	90.56	90.85	67.95	72.46	75.32	73.24	75.41
	Mineral	88.52	93.69	93.92	97.00	96.70	68.42	78.72	75.56	90.70	93.33
	Morgan	90.83	92.34	92.92	91.47	92.11	65.52	69.23	86.21	78.57	94.12
	Pendleton	82.35	84.72	88.66	94.12	91.03	76.92	82.35	80.00	75.00	76.47
WV	79.32	81.41	84.46	86.53	89.81	59.91	62.09	70.25	69.13	76.87	

Graduation rate = 4-year adjusted cohort, standard diploma

b. Evidence of change to baseline data for key measures

Progress toward achieving our SiMR (81.44% of youth with IEPs graduating from high school with a regular diploma by 2017-2018) is visible when looking at longitudinal graduation rates. Rates among students with disabilities are increasing and the gap between rates for the All group and the students with disabilities (SWD) group is shrinking. See graph below.



Graduation rate = 4 year adjusted cohort, standard diploma.
Graduation gap % = difference in percentage points, not percent change.

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

During the 2014-2015 pilot year data supported significant changes to the implementation as well as various improvement strategies. The WV GRADUATION 20/20 Implementation Manual was developed along with monitor and tracking tools in the form of RS³ Logs, Contact Lists, Agenda/Minutes, Core Data Tool, and Action Plans.

A review of monthly logs provided by the RS³s demonstrated that the initiative is gaining momentum therefore, no changes will be made at this time. During 2016-2017 it was not necessary to make changes.

d. How data are informing next steps in the SSIP implementation.

Reports such as the Exit Survey Report and One-Year Follow-up Report (*Appendix H*), along with quantitative data from the focus groups are helpful in informing next steps in the WV GRADUATION 20/20 initiative. The Exit and One-Year Follow-up Survey Reports, produced at the state, county, and school levels, inform WVDE and stakeholders about the quality of services provided to students with IEPs, as well as student outcomes one year after exiting high school. This correlates with the intent of schools to progress from using the Dropout Prevention Intervention Framework to implementing the Transition Practices and Predictors Framework.

Moreover, the use of qualitative data in the form of focus groups assists in the continuous improvement cycle of implementing the WV GRADUATION 20/20 initiative. In the summer of 2016 three (3) focus groups were conducted; two (2) comprised of School Leadership Team Members while the third was with the RS³s. Participants were asked to frame their responses within the 2015-2016 school year. See the table below for major themes discovered when the evaluator analyzed the transcripts from the focus groups.

SCHOOL LEADERSHIP TEAM FOCUS GROUPS	
POSITIVE	GRADUATION 20/20 School Leadership Teams seemed relatively well established according to those participating in the focus groups
	Participating team members are not overly familiar with implementation manual and the formal names of the EBP frameworks (Dropout Prevention Intervention Framework and Transition Practices and Predictors Framework) <ul style="list-style-type: none"> ○ However, the work they are doing follows the steps in the frameworks
	Expressed high praise for graduation coaches, saying they make a notable difference in dropout rates <ul style="list-style-type: none"> ○ Schools, districts, and RESAs need additional funding to hire and/or retain graduation coaches
	Use webinars and other archived resources on the WV GRADUATION 20/20 website
	Positive experiences leveraging resources from Innovation Zone grants, Optional Pathways, CTE programs, Division of Rehabilitation Services, and DHHR
	Most participants stated they had positive experiences and interactions with their RS ³
	Some participants found tools such as the Core Data Tool and the School Action Plan to be useful while others found them to be labor intensive <ul style="list-style-type: none"> ○ Team members did use the samples provided
	Participants discussed the importance of working with their feeder middle schools in dropout prevention interventions
	BARRIERS
Communication break-downs at multiple levels (i.e., RESA, school administration, team members, and other school staff) slowed implementation	
Staff turnover at school level made it difficult to maintain momentum as a team	
Losing county or RESA funded graduation coaches was big loss to some schools	
Finding time to work on the initiative was a barrier for some school teams	
Access to data (example: sometimes rolls such as team leader or graduation coach would not have access to student level data)	

SUGGESTIONS FOR IMPROVEMENT	Indicate a need for a forum for discussion accessible by all team members in all WV GRADUATION 20/20 participating schools
	Suggestions for improvement included access to information and resources using multiple formats and medias; more specificity in examples of strategies to use as interventions
REGIONAL SCHOOL SUPPORT SPECIALIST (RS³) FOCUS GROUP	
POSITIVE	WV GRADUATION 20/20 Implementation Manual has become the 'RS ³ go to book'
	Tools and resources (such as the Core Data Tool, School Action Plan template, annual schedule of events, webinars, etc.) provided by the SEA are helpful
	RS ³ s appreciate the fast responses to questions/issues when they contact the SEA
	Use the WV GRADUATION 20/20 website and the links to the initiative resources frequently when working with school teams
	Found that school teams respond to and appreciate the flexibility the Dropout Prevention Intervention Framework offers to suit local needs
	Some RS ³ s felt the capacity they were helping build at their schools impacted more than just the School Leadership Team; it was improving overall school climate
	RS ³ s became "data" ambassadors; training their school teams in the use of the state's data reporting tools: ZOOMWV, ZOOMWV-e, and the WV Early Warning System (developed by Bright Bytes)
	RS ³ s connect the bridges between schools, RESAs, and the SEA; due to steady support (i.e. site visits) schools are realizing this initiative has legitimacy and longevity; schools are comfortable contacting their RS ³ for multiple types of assistance
	RS ³ s informally developed their own PLC to share resources, ideas, and experiences; were happy when SEA could join monthly RS ³ meetings
	Have seen success in schools who used a coaching approach, as well as schools who had an Innovation Zone grant
BARRIERS	Communication break-downs at multiple levels, such as: the roll-out of the initiative and whether schools could opt-out or not; and school teams not successful in sharing their work, data, and outcomes with the rest of their school
	RS ³ s reported that school leadership/administrators set the tone, thus schools with leadership/administrators in favor of and involved with the initiative were able to adopt and implement WV GRADUATION 20/20 faster and with greater ease than schools that did not have positive support from leadership/administrators
	An initial barrier was finding the right balance of relationship building, communication, level of support, and expectations of work-loads at each school; in a support role, RS ³ s did not have the authority to hold school teams accountable for completing tasks (such as the School Action Plan). The positive involvement and support of school leadership/administration was pivotal in ensuring the work required by the initiative was completed
	Time available to spend at each school; some schools would have benefited from more frequent visits than was possible due to the large number of schools participating in WV GRADUATION 20/20
	Internet access/speed/reliability an issue at some schools. RS ³ s cannot rely on ability to access internet on-site; can impede access to tools such as ZOOM, Early Warning System, and WV GRADUATION 20/20 website

SUGGESTIONS FOR IMPROVEMENT	Provide forum for schools to share experiences at face-to-face meeting; encourage and/or assist schools in the development of PLCs
	Publish school success stories on the WV GRADUATION 20/20 website
	Improve communications between the SEA, RESA, and schools; consider using listserv or social media as a method of communication
	Continue to provide TA to the RESAs via monthly meetings, tools, resources, training, etc.
	Continue to understand that different schools are at different stages of implementation; allow for the fact that not all schools began working on the initiative at the same time
	Encourage middle schools (especially feeder schools) to join WV GRADUATION 20/20; to help with buy-in from high schools as well as with sustainability
	Would like to see more support provided at the school level; that schools who have dedicated graduation coaches or other supportive roles have shown more success

e. How data support planned 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.

Data collected to date provides evidence that the SSIP is on the right path.

- Graduation rates among students with disabilities have been increasing (SiMR) while the graduation rate gap between the all group and students with disabilities has decreased
- The SEA has provided the services and resources outlined in the WV GRADUATION 20/20 MOU
- Short term outcomes, as listed in the WV GRADUATION 20/20 Measurement Table, have been accomplished
- Initiative document reviews indicate the SEA, RESAs, RS³s, and School Leadership Teams are actively engaged in the steps of the EBPs used in WV GRADUATION 20/20
- Focus group results from key stakeholders, School Leadership Teams, and RS³s, provide positive feedback and thoughtful insights in ways to alleviate barriers and improve services

C. (3) Stakeholder involvement in the SSIP evaluation

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

Please refer to the charts in component B. (2): Stakeholder Involvement in SSIP Implementation (a and b). This chart outlines how the Office of Special Education engaged stakeholder groups while being constrained by state budget restrictions.

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

Beyond engaging with stakeholders listed in component B, key input regarding the implementation and evaluation of the initiative came from focus groups. At the conclusion of the first implementation year (2015-2016 school year), two focus groups with School Leadership Team members, and one focus group with the RS³s

were conducted. Results of the focus groups are informing improvement to the implementation of WV GRADUATION 20/20 at the state, RESA, and school levels. Additionally, the results will be published on the WVDE website. See component C.(2) for focus group results.

Phase III Component D: Data Quality Issues

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

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

To date, we have discovered few limitations to data for the purposes of evaluating the SSIP. Process measures primarily consist of document reviews, check-lists, and some qualitative data from focus groups. The quantity and quality of data measuring implementation fidelity has not been collected yet. The Reflection Rubric will collect implementation fidelity data from School Leadership Teams and RS³s beginning in April of 2017; therefore we do not know what barriers exist for these data. However, we are addressing data issues related to measuring our SiMR (state level graduation rates).

Quantity - Two of the State Performance Plan/Annual Performance Report (SPP/APR) Indicators #8 and #14 present concerns related to the quantity of data. Results Indicator #8 Parent Involvement captures the percent of parents with a child receiving special education services who report that school facilitated parent involvement as a means of improving services and results for children with disabilities. Question 24, Transition from School, probes whether or not the school provides information on agencies that can assist a child in the transition from school. School-Age Response Rate was 21% on the West Virginia Parent Involvement Survey. During 2016-2017, various methods (online, paper copy and face-to-face survey queries) are being used to increase the response rate. Results Indicator #14 Post School Outcomes tallies the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and what post-school activity they are participating in. The SPP/APR FFY 2015 Target was 66% and WV's percent was 65.34%. West Virginia's 2015-2016 One Year Follow-Up Survey Response Rate was 58.52%. The Response Rate Target was 60% and there was a wide variance among LEAs. LEAs will be evaluated on whether they met the Response Rate as a part of their Results Score on their Annual Determination.

Quality - Internal WVDE procedures and external procedures need to be put into place which would improve the data match between WV's SLDS system, ZoomWV, and its informational system, WVEIS WOW.

b. Implications for assessing progress or results.

More responses need to be generated on the Parent Involvement and One Year Follow-Up Surveys in order to secure a better representation. When there is a discrepancy between those students reported as exiting the school system and those students actually exiting, data quality is effected on Indicators 14, 1, and 2. Edit checks are being put into place to make sure the end of the year exits are coded properly.

c. Plans for improving data quality.

West Virginia has partnered with the Center for the Integration on IDEA Data (CIID) whose mission is to support State Education Agencies (SEAs) with the integration of IDEA Part B Sections 616 and 618 data with statewide longitudinal data systems (SLDS). The tool, Generate, is designed to automate and simplify EDFacts reporting, provide consistency across the SEA for IDEA data reporting, and produce user-friendly reports to support data use. Generate has the capability to produce reports that can be used to support administration and policy work toward improved educational outcomes for children with disabilities and their families. Generate is designed to help increase the efficiency of data submissions and improve the quality of IDEA data. West Virginia is in collaboration with the IDEA Data Center (IDC) to implement the use of the Data Processing Tool Kit. The kit will interface with Generate as well as improve knowledge of IDEA data and align our processing of EDFacts with the file specifications. Enhanced processing procedures will result in improved data quality and data fidelity.

Phase III Component E: Progress toward Achieving Intended Improvements

E. (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.

IMPROVEMENTS TO STATE INFRASTRUCTURE			
PHASE II 2015-2016			
GOVERNANCE	ACHIEVEMENT OF THE SiMR	SUSTAINABILITY	SCALE-UP
Reorganized OSE staff to support SPP/APR Indicators 1-17.	✓	✓	
Embedded WV GRADUATION 20/20 responsibilities in Office of Special Education (OSE) staff assignments.	✓	✓	
Developed and utilized questions relating to Year 1 implementation of the Dropout Prevention Intervention Framework (DPIF) when the Office of Federal Programs visits schools in the WV GRADUATION 20/20 Cohort 1.		✓	
Convene quarterly meetings of the interagency West Virginia Partners in Transition Team (WVPTT) to increase interagency collaboration at the state, regional and local levels.		✓	

Convene Quarterly meetings of intra-agency West Virginia Partners in Graduation Team (WVPGT) to collaborate on WVDE activities supporting college, career and community readiness initiatives.		✓	
Convene weekly meetings of WV GRADUATION 20/20 Leadership Team.	✓	✓	
Convene School Leadership Teams led by RESAs.		✓	
Revised Results Driven Accountability Compliance Monitoring System Guidelines. http://wvde.state.wv.us/osp/spp.html		✓	
Revised Results Driven Accountability General Supervision System Guidelines. http://wvde.state.wv.us/osp/spp.html		✓	
Employed Research Coordinator/Assigned Evaluator of SSIP.	✓	✓	✓
Employed Data Management and Analysis Coordinator.	✓		
GOVERNANCE	ACHIEVEMENT OF THE SiMR	SUSTAINABILITY	SCALE-UP
Employed CPA as Finance Coordinator.			
Collaborated with RESA to plan and execute WV GRADUATION 20/20.	✓	✓	✓
Developed Regional School Support Specialist (RS ³) Job Description, outlining expertise of personnel working directly with LEAs to implement WV GRADUATION 20/20.	✓	✓	✓
Developed Memorandums of Understanding (MOU) for cohort schools in WV GRADUATION 20/20 outlining WVDE, RESA, LEA and school responsibilities.	✓	✓	
Develop MOU for Institutions of Higher Education (IHE) to examine coursework (general, special, administrative) through Transition Innovation Configurations (IC) from CEEDAR Center.		✓	
Align WV GRADUATION 20/20 process with Every Student Succeeds Act (ESSA).			✓
Revised Policy 2419 Regulations for the Education of Exceptional Students to reflect both Compliance and Results Focus.	✓	✓	
Partnered with the Office of Student and School Support in WV GRADUATION 20/20 initiative.	✓		

PHASE III 2016-2017			
ACCOUNTABILITY	ACHIEVEMENT OF THE SiMR	SUSTAINABILITY	SCALE-UP
Revised Policy 2419 <i>Regulations for the Education of Exceptional Students and Individualized Education Program</i> to reflect Pre-employment Transition Services, Career and Technical Education and Division of Rehabilitation Services (DRS).	✓	✓	✓
Signed MOU with DRS at SEA and LEA levels.		✓	
Partnered with the Office of Research, Accountability and Data Governance in WV GRADUATION 20/20 initiative.	✓		
Added Addendum to MOUs for cohort schools to address staff and years' changes.	✓		
IMPROVEMENTS TO STATE INFRASTRUCTURE			
PHASE II 2015-2016			
FISCAL	ACHIEVEMENT OF THE SiMR	SUSTAINABILITY	SCALE-UP
Leverage resources in OSE and RESAs to support development, monitoring and evaluation activities.	✓		
Provide IDEA funding to RESAs to establish two (2) Regional School Support Specialists (RS ³) at least one of whom assumed training, coaching and monitoring of WV GRADUATION 20/20 Cohorts.	✓		
Provided IDEA funding of \$2,500.00 per school, per year to utilize over at least a two-year period to support stipends, substitutes, planning time and incentives.	✓	✓	✓
Provided \$20,000.00 grants to Marshall University, West Virginia University, Concord University to examine coursework and embedded evidence-based information on transition in coursework.			✓
Revised RESA Funding Application to include Regional Systemic Improvement Plan.			✓
Revised RESA Funding Application to include specificity about RS ³ s.	✓		
Revised RESA Funding Application to include reading, math and graduation results by RESA.	✓	✓	✓
Revised LEA Funding Application to include reading, math and graduation results.	✓	✓	✓
Included WVDE Office of Federal Programs, RESA, IHE, DRS and PTI as team members of the NTACT Capacity Building Institute.		✓	

PHASE III 2016-2017			
FISCAL	ACHIEVEMENT OF THE SiMR	SUSTAINABILITY	SCALE-UP
Provided IDEA funding of \$2,500.00 per school, per year to utilize over five-year period to support stipends, substitutes, planning time, incentives.	✓	✓	✓
IMPROVEMENTS TO STATE INFRASTRUCTURE			
PHASE II 2015-2016			
QUALITY STANDARDS	ACHIEVEMENT OF THE SiMR	SUSTAINABILITY	SCALE-UP
Revised West Virginia Next Generation English language arts and mathematics Standards and Objectives to the West Virginia College-and Career-Readiness Standards.		✓	
Conducted campaign WV Academic Spotlights and a community evaluation of our standards, with WVU to seek input on suggested revisions to the Next Generation Standards and Objectives.		✓	
Provided online IEP access to Next Generation Content Standards and Objectives until June 30, 2016. IEPs effective in 2016-2017 are provided digital access to the West Virginia College- and Career- Readiness Standards and the WV Alternate Academic Achievement Standards.	✓		
Revise supports for Standard-Based IEPs, ELA and math which provides scaffolds for the West Virginia College- and Career- Readiness Standards.	✓		
PHASE III 2016-2017			
QUALITY STANDARDS	ACHIEVEMENT OF THE SiMR	SUSTAINABILITY	SCALE-UP
Revised WV Alternate Academic Achievement Standards (WVAAS) to align with WV College- and Career-Readiness Standards (WVCCRS) in ELA, math and science.		✓	
Developed sample course descriptions for four (4) Community Readiness elective courses.		✓	

Develop WVAAAS for social studies, technology, health, physical education and the arts to mirror WVCCRS.		✓	
Revised Individual Work Readiness Competencies (IWRC).		✓	
IMPROVEMENTS TO STATE INFRASTRUCTURE			
PHASE II 2015-2016			
ACCOUNTABILITY	ACHIEVEMENT OF THE SiMR	SUSTAINABILITY	SCALE-UP
Developed WV GRADUATION 20/20 Frameworks by year of implementation.	✓	✓	✓
Developed WV GRADUATION 20/20 Implementation Manual Guidance for West Virginia Schools and Districts.	✓	✓	✓
Developed WV GRADUATION 20/20 School Implementation Timeline/Benchmarks.	✓	✓	
Developed WV GRADUATION 20/20 School Implementation Process.		✓	
Develop scheme for inclusion of IHE in years 2, 3, 4 grant for examination of coursework.			✓
Set OSE/RESA (sub grantee) expectations for training, coaching and monitoring implementation.	✓		
Set expectations using the Implementation Science Model of Exploration, Installation, Initial Implementation, Full Implementation.	✓		
Secured MOUs from school cohort participants.	✓	✓	✓
Secure MOUs from IHE Cohort participants.		✓	
Selected by National Technical Assistance Center on Transition (NTACT) as an Intensive Technical Assistance State.	✓		
ACCOUNTABILITY	ACHIEVEMENT OF THE SiMR	SUSTAINABILITY	SCALE-UP
Joined National Center on Systemic Improvement's (NCSI) Graduation Cross State Collaborative.	✓		
Included Indicators 1, 2, 13 and 14 on LEA Annual Desk Audit requiring written Improvement Plan when LEA results are below SPR target or state average.		✓	✓
Included Indicators 1, 2, 13 and 14 on LEA Determinations.		✓	✓
Accessed Targeted Assistance through the Collaboration for Effective Educator, Development, Accountability and Reform (CEEDAR) Center.	✓		

PHASE III 2016-2017			
ACCOUNTABILITY	ACHIEVEMENT OF THE SiMR	SUSTAINABILITY	SCALE-UP
Included Indicator 3b Alternate Assessment Participation Rate at 1% and Indicator 14 Response Rate on LEA Determinations.		✓	✓
IMPROVEMENTS TO STATE INFRASTRUCTURE			
PHASE II 2015-2016			
ACCOUNTABILITY	ACHIEVEMENT OF THE SiMR	SUSTAINABILITY	SCALE-UP
Revised Exit and One Year Follow-Up Surveys and provided survey results to LEAs in a timely manner.	✓		
Increased use of state level data system (WVEIS) by LEAs.	✓	✓	✓
Increased use of NDPC-SD Dropout Data Toolkit by schools and LEAs.	✓	✓	✓
Increased use by LEAs and schools of WV Early Warning System (Attendance, Behavior, Course Completion), ZoomWV and ZoomWV-e.	✓	✓	✓
Included WVDE Offices of Data Management & Analysis and Research, Accountability and Data Governance staff as team members at the IDC Interactive Institutes on Higher Quality Part B Data.			
Developed online IEP interface with Personalized Education Plan (PEP), Community Readiness Course/Document, IWRC, CTE.		✓	
Revised "Age of Majority" Brochure.		✓	
Revised OSE website and established WV GRADUATION 20/20 URL.		✓	
PHASE III 2016-2017			
ACCOUNTABILITY	ACHIEVEMENT OF THE SiMR	SUSTAINABILITY	SCALE-UP
Revised "Modified Diploma" to "Alternate Diploma" Brochure	✓		
IMPROVEMENTS TO STATE INFRASTRUCTURE			
PHASE II 2015-2016			
ACCOUNTABILITY	ACHIEVEMENT OF THE SiMR	SUSTAINABILITY	SCALE-UP
Revise Professional Learning, Targeted Technical Assistance, and Technical Assistance Resources.		✓	

Contracted with retired employee to develop/provide training on the work of the National Implementation Resource Network (NIRN) implementation measures to OSE and RESA staff.		✓	
Developed one-pager to describe WV GRADUATION 20/20.	✓		✓
Developed PowerPoint for potential participants, "What Would WV GRADUATION 20/20 Participation Mean for My School?"	✓		
Aligned professional learning content with process of Dropout Prevention Intervention Framework (DPIF).	✓		
Developed series of trainings (webinars) for RS ³ s and schools that focus on Dropout Prevention (WV Learns e-Learning Course).	✓		
ACCOUNTABILITY	ACHIEVEMENT OF THE SiMR	SUSTAINABILITY	SCALE-UP
Accessed series of modules from the Transition Coalition (University of Kansas) for RS ³ s and schools that focus on Transition (WV Learns e-Learning course).			✓
Developed Action Plan format that incorporated NDPC-SD and CEEDAR Transition IC.	✓	✓	
Developed/provided training on Transition Probe Practice Profiles.	✓	✓	
Developed Transition Toolkit with DRS, WIA, SILC, DD, WVPTI and other agencies.		✓	
Develop/collaborate with WVPTI Transition Training Goal #3.		✓	
Convene IHE Forums twice a year.		✓	
Provided workshop for Cohort 1 on improvement and utilization of NDPC-SD Core Data Tool data sources.		✓	
Developed FACT Sheets on Dropout, Graduation Requirements, Four-Year and Five-Year Adjusted Cohort Graduation Rates, Option Pathway and Secondary Options for Students with Disabilities.		✓	
PHASE III 2016-2017			
ACCOUNTABILITY	ACHIEVEMENT OF THE SiMR	SUSTAINABILITY	SCALE-UP
Developed "Planning for the Future" Brochure.	✓		✓
Developed "Transition Services Planner" Booklet	✓	✓	
Developed "WV Transition Services Guide"	✓		

Developed Transition Tool Kit	✓	✓	
Provided GRADUATION 20/20 Academies at KidStrong Conference. “The Graduation Focused Principal”		✓	

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

Discussed in Component B(1), the WVDE is carrying out its duties as described in the WV GRADUATION 20/20 MOU. These duties have resulted in the fruition of the short-term outcomes listed in the WV GRADUATION 20/20 Measurement Table. Process measures at the RESA level indicate the RESAs and RS³s are supporting the School Leadership Teams with fidelity. Moreover, focus group results suggest the School Leadership Teams and RS³s are working within the steps of the two evidence based frameworks (Dropout Prevention Intervention and Transition Practices and Predictors Frameworks).

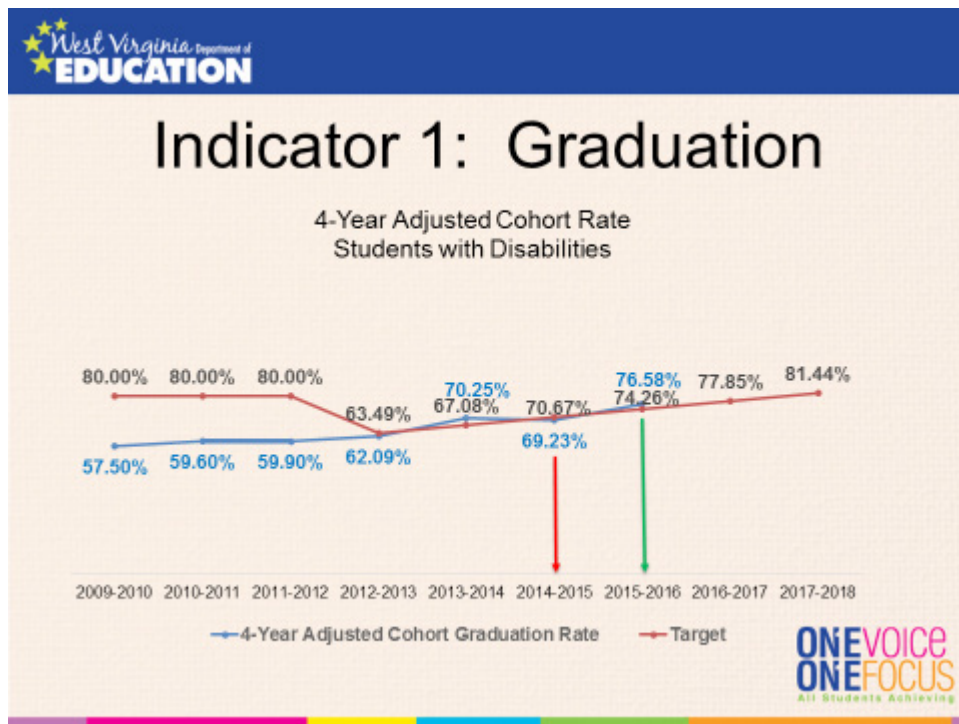
The WV GRADUATION 20/20 Reflection Rubric will open for data collection beginning next month, April 2017. The rubric, based on the stages of implementation in implementation science, has been redesigned with significant input from the RS³s. Originally a pre/post survey collected twice a year, the rubric is now a retrospective pre/post tool collected once a year. The use of a retrospective pre/post type survey reduces the burden of work on RS³s and the School Leadership Teams. Some research hypothesizes a form of bias called response-shift bias is alleviated through using retrospective pre/post surveys. In a 2009 article in the American Journal of Evaluation, researchers Moore and Tananis, define response-shift bias as occurring “when a participant uses a different internal understanding of the construct being measured to complete the pretest and posttest.” Simply put, it is common for participants to overestimate their knowledge, skills, and behaviors before exposure to a program or intervention. However, after the completion of a program, (and caused by what they learned in the program) they may realize their knowledge, skills, and behaviors were not truly as high as they first estimated. Therefore, it is possible for participants to rate themselves lower in a posttest due to a shift in their frame of reference. This type of bias can mask the actual impact of a program.

While we cannot draw correlations between the work of WV GRADUATION 20/20 and the state graduation rate, there have been increases in graduation rates among students with disabilities over the last several years.

c. Outcomes regarding progress toward short-term objectives that are necessary steps toward achieving the SiMR.

WV GRADUATION 20/20 Short-term outcomes				
EQ1. To what extent have services and products been created and delivered, by the West Virginia Department of Education (WVDE) and the Regional Service Education Agencies (RESAs), to support the WV GRADUATION 20/20 initiative as planned in the proposed Timeline/Benchmark matrix?				
Outcome description	Increased exposure among RESA, county, and school personnel to address graduation rate increase, drop-out prevention, and transition through implementation of evidence-based strategies			
Responsible party	Performance indicator	Measurement/ data collection method	Collection frequency	Status
WVDE	Professional learning delivery/ attendance	Registration and/or attendance logs	Every summer	Fully completed
WVDE	Technical Assistance (TA) provided	Meeting agendas	Annually	Partially completed
WVDE	Webinars provided	Review of developed webinars	Monthly	Fully completed
WVDE	Initiative documents and resources provided	Document review	Annually	Fully completed
RESA	TA provided	RS ³ Monthly Log	Monthly	Partially completed
RESA	Leadership teams developed	School Leadership Contact List	Annually	Fully completed
RESA	Webinars attended	RS ³ Monthly Log	Monthly	Fully completed
RESA	Initiative documents disseminated	Document review	Annually	Fully completed
EQ2. To what extent are the RESAs providing ongoing collaboration, support, and technical assistance to schools as they implement the WV GRADUATION 20/20 initiative?				
Outcome description	Increased capacity among school personnel to implement evidence-based strategies			
Responsible party	Performance indicator	Measurement/ data collection method	Collection frequency	Status
RESA	RS ³ Monthly Reports	Document review	Monthly	Partially completed
RESA	Core Data tool completed	Document review	Annually	Fully completed
RESA	Reflection Rubric completed	Document review	Annually	Ready to begin
RESA	School Action Plans completed	Document review	Annually	Fully completed
GRADUATION 20/20 Evaluator	Levels of support and communication	School Leadership Team focus group(s)	Annually	Fully completed

d. Measurable improvements in the SiMR in Relation to targets.



Phase III Component F: Plans for Next Year

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

Additional Activities 2017-2018

GOVERNANCE	Timelines
Develop and secure MOU for Institutions of Higher Education (IHE) to examine coursework (general, special, administrative) through Transition Innovation Configurations (IC) from CEEDAR Center.	Partially Completed
FISCAL	Timelines
Provide \$20,000.00 grants to Institutions of Higher Education to examine coursework and embed evidence-based practices on transition in coursework.	Partially Completed
QUALITY STANDARDS	Timelines
Revise Supports for Standards-Based IEPs, English/language arts and mathematics which provides scaffolds for the West Virginia College-and Career-Readiness Standards (WVCCRS).	Partially Completed
ACCOUNTABILITY	Timelines
Alternate Academic Achievement Standards (AAAS)	Partially Completed
<ul style="list-style-type: none"> Review current course requirements for graduation. 	Completed

<ul style="list-style-type: none"> Align Alternate English/language arts, mathematics, and science with West Virginia College-and Career-Readiness Standards (CCRS). 	Partially Completed
<ul style="list-style-type: none"> Develop Alternate Standards for social studies, the arts, physical education, health, and technology WVCCRS. 	Not Started
<ul style="list-style-type: none"> Develop four (4) sample Community Readiness elective courses. 	Partially Completed
Alternate Diploma (AD)	
<ul style="list-style-type: none"> Revise Policy 2419 and 2510 to incorporate the state-defined Alternate Diploma. 	Partially Completed
<ul style="list-style-type: none"> Require completion of specific courses based on grade-level content standards. 	Not Started
<ul style="list-style-type: none"> Establish course codes for Alternate Courses. 	Not Started
<ul style="list-style-type: none"> Begin Alternate Diploma eligibility with 2017-2018 9th grade students. 	Not Started
<ul style="list-style-type: none"> Revise “Modified Diploma” Brochure to “Alternate Diploma.” 	Completed
Alternate Assessment (AA)	
<ul style="list-style-type: none"> Provide clear and appropriate guidelines for IEP Teams to apply to determine whether a student should be assessed on the Alternate Assessment. 	Completed
<ul style="list-style-type: none"> Provide state definition of “students with the most significant cognitive disabilities.” 	Completed
<ul style="list-style-type: none"> Assure that each LEA that assesses more than 1% of students has followed all state guidelines. 	Not Started
<ul style="list-style-type: none"> Plan by SEA for system improvements and monitoring to avoid exceeding the cap. 	Partially Completed
<ul style="list-style-type: none"> Place percentage of LEA students participating in AA-AAAS in LEA Annual Desk Audit. Improvement Plan required to be developed when LEA assesses more than 1% of its students with the AA-AAAS. 	Completed
<ul style="list-style-type: none"> Revise Intellectual Disability eligibility criteria and align with DSM-5 adaptive functioning. 	Completed
<ul style="list-style-type: none"> Post on public site percent of students taking the AA-AAAS. 	Not Started
DATA	Timelines
Review and revise structure and procedures for data sharing between SEA, LEA, and Division of Rehabilitation Services. (NTACT)	Not Started
Coordinate data collection (e.g. definition, timelines) and use across agencies to provide a comprehensive picture of service needs, service provided and outcomes (NTACT).	Not Started
Train WV GRADUATION 20/20 schools to utilize Exit and One-Year Follow-Up Survey results for strategic planning. (NTACT)	Not Started
Improve quality of data through collaboration with The IDEA Data Center (IDC) and Center for Integrated IDEA Data. (CIID)	Partially Completed

PROFESSIONAL LEARNING	Timelines
Develop and provide training on interface of the IEP with the Personalized Education Plan (PEP), locally developed Community Readiness Courses. Individualized Work Readiness Competencies (IWRC), Career Pathway, Option Pathway, Career and Technical Education Clusters, Pathways and Programs of Study. (NTACT)	Partially Completed
Provide training on State Performance Plan Indicator #13.	Not Started
Convene IHE Forums twice a year. (NTACT)	Not Started
Conduct needs assessment of staff to determine gaps in support and/or professional development needs regarding transition. (NTACT)	Not Started
Integrate transition program improvement in broader school improvement initiatives. (NTACT)	Not Started
Provide training on “Planning For The Future For Students With Disabilities” Brochure for parents and educators. (NTACT)	Not Started
Provide training on “Transition Service Planner” a guide for educators in arranging services for students with disabilities with the Division of Rehabilitation Services. (NTACT)	Not Started
Train on “West Virginia Services Guide” and Pre-Employment Transition Services (Pre-ETS). (NTACT)	Not Started
Train on revisions to Policy 2419 and revised Special Education Process Forms to focus on transition.	Partially Completed
Train the Regional School Support Specialist (RS ³) to develop county-level Transition Tool Kit within the assigned region.	Not Started
Provide college credit for the RS ³ and county staff developing Transition Tool Kit.	Not Started
Offer University of Kansas Transition Coalition e-Learning online college courses to West Virginia Educators.	Partially Completed
Develop Resource Manual for strategies and activities that support evidence-based practices.	Partially Completed

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

Evaluation activities for the upcoming school year will follow the activities listed in the WV GRADUATION 20/20 Logic Model and outcomes listed in the WV GRADUATION 20/20 Evaluation Measurement Table. With the use of the Reflection Rubric, we hope to begin to measure our intermediate outcomes – implementation fidelity of the Dropout Prevention Intervention Framework and CEEDAR’s Transition Practices and Predictors framework. Please refer to the WV GRADUATION 20/20 Evaluation Measurement Table: School Year 2016-2017. [\(Appendix E\)](#)

F. (3) Anticipated barriers and steps to address those barriers.

BARRIERS IDENTIFIED IN PHASE II	STEPS TO ADDRESS
Need to revise compliance/monitoring to include focus on Graduation, Drop Out, Transition, Post School Outcomes, and Participation in Alternate Assessment	Include Post School Survey Response Rate/ AA Participation Rate in LEA Annual Desk Audit and LEA Determinations. Work with Compliance Monitoring Team to develop graduation and drop out focus activities.
Need for county training on State Performance Plan Indicator #13 Transition to improve compliance	Develop and provide 8 RESA trainings and archived webinars on SPP/APR Indicator #13.
Institutions of Higher Education need to become aware of State emphasis on transition/post school outcomes	Convene IHE Forums twice a year.
Lack of time for school leadership teams to meet impedes planning	Continue to provide \$2,500.00 per year for each school for stipends for after- and before-school meetings.
Lack of LEA funding available threatens continuation of local initiatives	State financial support of professional learning and LEA initiatives provided to WV GRADUATION 20/20 schools.
School One Year Follow-Up Survey Responses need to be increased	One Year Follow-Up Survey Targeted Response Rate included in the LEA Annual Desk Audit and LEA Determination.
School staff including counselors need to understand the interface between the Individualized Education Program (IEP) and Personalized Education Plan (PEP)	Develop and provide training on interface of the IEP with the Personalized Education Plan (PEP), Community Readiness Courses, IWRC, Career Pathways, Option Pathway, CTE Clusters, Pathways, and Programs of Study.
WV GRADUATION 20/20 Schools need to complete Transition Practice Profiles	Regional School Support Specialists (RS ³ s) ensure any data and/or information required for WV GRADUATION 20/20 monitoring is completed.
WV GRADUATION 20/20 Schools need to update Action Plans, contact lists and Amended MOUs	Regional School Support Specialists (RS ³) ensure any data and/or information required for WV GRADUATION 20/20 monitoring is completed.
School staff turnover and lack of certified teachers hamper continuity of implementation	Develop and provide eight RESA professional learning trainings on SPP/APR Indicator #13. Retrain WV GRADUATION 20/20 School Leadership Teams and new staff on Frameworks. Provide Transition segment in New Teacher Boot Camp.

Implementation Barriers Expressed by Focus Groups

Focus groups took place during summer and autumn of 2016. Participants were asked to frame their responses within the 2015-2016 school year.

Some schools experienced difficulty with getting other school staff to buy into the initiative.

Communication break-downs at multiple levels (i.e., RESA, school administration, team members, and other school staff) slowed implementation.

Staff turnover at school level made it difficult to maintain momentum as a team.

Losing county or RESA funded graduation coaches was big loss to some schools.

Finding time to work on the initiative was a barrier for some school teams.

Access to data (example: sometimes roles such as team leader or graduation coach would not have access to student level data).

Implementation Barriers Expressed by RS³

Focus groups took place during summer and autumn of 2016. Participants were asked to frame their responses within the 2015-2016 school year.

Communication break-downs at multiple levels, such as: the roll-out of the initiative and whether schools could opt-out or not; and school teams not successful in sharing their work, data, and outcomes with the rest of their school.

RS³s reported that school leadership/administrators set the tone, thus schools with leadership/administrators in favor of and involved with the initiative were able to adopt and implement WV GRADUATION 20/20 faster and with greater ease than schools that did not have positive support from leadership/administrators.

An initial barrier was finding the right balance of relationship building, communication, level of support, and expectations of work-loads at each school; in a support role, RS³s did not have the authority to hold school teams accountable for completing tasks (such as the School Action Plan). The positive involvement and support of school leadership/administration was pivotal in ensuring the work required by the initiative was completed.

Time available to spend at each school; some schools would have benefited from more frequent visits than were possible due to the large number of schools participating in the WV GRADUATION 20/20 initiative.

Internet access/speed/reliability an issue at some schools. RS³s cannot rely on ability to access internet on-site; can impede access to tools such as ZOOMWV, Early Warning System, and WV GRADUATION 20/20 website.

BARRIERS IDENTIFIED IN PHASE I	HOW ADDRESSED
Additional staff required to support WV GRADUATION 20/20 at RESA	Office of Special Education provided funding for eight (8) RESAs to employ Regional School Support Specialists (RS ³ s)
Formalized agreements, MOUs, requirements developed within LEAs, RESAs, schools, IHES	Developed MOUs outlining requirements of WVDE, RESA, LEA and schools.
Lack of defined process for implementation of WV GRADUATION 20/20	Developed West Virginia GRADUATION 20/20 Implementation Manual.
Need for Communication Plan	Resources developed and utilized for LEAs, RS ³ s, and Cohort 1 schools.
Need for Implementation Science professional learning	Provided training to OSE staff and RS ³ s on Implementation Science.

Utilize Implementation Framework WV GRADUATION 20/20 Implementation Scale for schools to use	Implementation Framework in the WV GRADUATION 20/20 Implementation Scale for schools to use (see attachment WV GRADUATION 20/20 Implementation Scale)
Need to reorganize compliance/monitoring to include results in a LEA Results Improvement Plan	LEA Results Improvement Plan addressed in 2014-2015.
Need to require RESAs to complete Regional Systemic Improvement Plan	RESA Application for 2015-2016 included Regional Systemic Improvement Plan.
Review and approve LEA Improvement Process Submitted with Annual Desk Audit	Improvement Plans in LEA Annual Desk Audits reviewed by Offices of Special Education and Federal Programs.

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

DATA

- Provision of support for integration of IDEA data and West Virginia’s longitudinal data system through the Center for the Integration of IDEA Data (CIID) and IDEA Data Center (IDC).

Infrastructure Development

- Access to resources on transition and dropout prevention evidence-based practices.
- Facilitation of collaborative meeting with IHE partners.
- Provision of national conferences focusing on SSIP development, implementation, and evaluation.
- Access to Cross State Learning Collaborative and other States’ resources through the National Center for Systemic Improvement (NCSI).
- Provision of support for Alternate Assessment and Alternate Diploma through the State Collaborative on Assessment and Student Standard’s (SCASS) Assessing Special Education Students (ASES).

Support for LEA Implementation of EBPs

- Access to nationally-recognized content specialist on transition evidence-based practices (EBP) through the Collaboration for Effective Education Development, Accountability and Reform (CEEDAR).
- Access to nationally-recognized content specialists on the National Dropout Prevention Intervention Framework (DPIF).
- Assistance in developing blended professional learning modules for RESA RS3s and school-based teams on transition through the University of Kansas.
- Provision of on-site training for WV GRADUATION 20/20 Cohorts.

Evaluation

- Evaluation of SSIP utilizing OSEP's evaluation tool.
- Assist State in examination of Indicators 1, 2, 13, and 14 data and Division of Rehabilitation Services performance data. Provide consultation regarding collecting, analyzing, and using valid and reliable data to identify strengths, needs and priorities regarding secondary education and transition services through the National Technical Assistance Center on Transition (NTACT).

Stakeholder Involvement in Phase II

- Improve collaboration between SEA and Division of Rehabilitation Services to enhance services for students with disabilities (NTACT).
- Improve collaboration with adult service agencies, post-secondary education, employer, and business organizations.
- Suggest members of stakeholder groups (NTACT).

Appendices

Appendix A

WV GRADUATION 20/20 Logic Model (revised March 2017)					
<p>Situation: In response to OSEP/IDEA Indicator 17, which calls for the development and implementation of a State Systemic Improvement Plan (SSIP), the West Virginia Department of Education (WVDE), the Office of Special Education (OSE), and multiple stakeholder groups and individuals developed the WV GRADUATION 20/20 initiative. OSE is coordinating efforts among several state, regional, and local agencies to implement WV GRADUATION 20/20. West Virginia has chosen graduation as the State-Identified Measurable Result (SIMR) with the target that 81.44% of youth with IEPs will graduate from high school with a regular diploma by 2017-2018.</p>					
<p>Evidence-based framework: National Drop-out Prevention Center for Students with Disabilities (NDPC-SD) Dropout Prevention Intervention Framework (DPIF)</p>					
Inputs	Activities	Outputs	Outcomes	Impacts	
<i>What funding/resources (including people) will support the work?</i>	<i>What will we do?</i>	<i>What services and products will be created?</i>	<i>What will be the results?</i>	<i>What will be the ultimate impact?</i>	
<ul style="list-style-type: none"> US Dept. of Education WV Dept. of Education (WVDE), Office of Special Education (OSE) Funding Evidence-based framework: Dropout Prevention Intervention Framework (DPIF) National Technical Assistance (TA) Centers WV education data systems Regional Education Service Agency (RESA) staff LEA Central Office staff School personnel Partnering WV state agencies PTI Other stakeholders 	<ul style="list-style-type: none"> OSE will provide professional learning, technical assistance (TA), funds, and supporting materials to the eight RESAs to support the implementation of the DPIF RESAs will employ Regional School Support Specialists (RS³s) to scale-up implementation of the DPIF in schools participating in WV GRADUATION 20/20 With direct support from RESAs and RS³s, and indirect support from OSE, schools participating in the WV GRADUATION 20/20 initiative will implement the steps/stages in the DPIF Stakeholders at all levels will be involved in developing a WV GRADUATION 20/20 Evaluation Plan to be implemented by the WVDE; evaluation results will be disseminated by the WVDE and stakeholders will use evaluation results in a continuous cycle to modify and improve WV GRADUATION 20/20 implementation 	<ul style="list-style-type: none"> Trained RESA personnel in DPIF Trained RESA and county personnel in WV GRADUATION 20/20 Implementation Manual Developed and disseminated WV GRADUATION 20/20 documents, website, and internet based tools Provide monthly DPIF webinars Trained School Leadership Team on WV GRADUATION 20/20 Revised Core Data Tool WV GRADUATION 20/20 School Action Plans developed Developed Reflection Rubric Developed evaluation plan and data collection methods Collect WV GRADUATION 20/20 Evaluation data Disseminate WV GRADUATION 20/20 Evaluation results 	<ul style="list-style-type: none"> Short term – Increased exposure among RESA, county, and school personnel to address graduation and drop-out prevention through implementation of evidence-based dropout prevention strategies Intermediate – Implementation of DPIF; increased and/or improved school level programs and strategies to positively impact graduation and drop-out rates Long term – Improved student outcomes at the school level, i.e. increased graduation rates and decreased drop-out rates; improved student outcomes at the state level <ul style="list-style-type: none"> WV SIMR ~ By 2017-2018, 81.44% of WV youth with IEPs will graduate from high school with a regular diploma 	<ul style="list-style-type: none"> WV students with IEPs successfully completing high school within four years after entering the 9th grade 	

Evidence-based framework: Collaboration for Effective Educator, Development, Accountability, and Reform (CEEDAR) Center’s Evidence-based Transition Practices and Predictors of Post School Success

Inputs <i>What funding/ resources (including people) will support the work?</i>	Activities <i>What will we do?</i>	Outputs <i>What services and products will be created?</i>	Outcomes <i>What will be the results?</i>	Impacts <i>What will be the ultimate impact?</i>
<ul style="list-style-type: none"> • US Dept. of Education • WV Dept. of Education (WVDE), Office of Special Education (OSE) • Funding • Evidence-based framework: Transition Practices and Predictors of Post School Success • National Technical Assistance (TA) Centers • WV education data systems • Regional Education Service Agencies (RESA) staff • LEA Central Office staff • School personnel • Partnering WV state agencies • PTI • WV Colleges and Universities • Other stakeholders • Community Access, Inc. 	<ul style="list-style-type: none"> • OSE will provide professional learning, technical assistance (TA), funds, and supporting materials to the eight RESAs to support the implementation of the Transition Practices and Predictors of Post School Success framework • RESAs will employ and utilize Regional School Support Specialists (RS²s) to scale-up implementation of the Transition Practices and Predictors of Post School Success framework in schools participating in WV GRADUATION 20/20 • With direct support from RESAs and RS²s, and indirect support from OSE, schools participating in the WV GRADUATION 20/20 initiative will implement the steps/stages in the Transition Practices and Predictors of Post School Success framework • Stakeholders at all levels will be involved in developing a WV GRADUATION 20/20 Evaluation Plan to be implemented by the WVDE; evaluation results will be disseminated by the WVDE and stakeholders will use evaluation results in a continuous cycle to modify and improve WV GRADUATION 20/20 implementation 	<ul style="list-style-type: none"> • Trained RESA and school personnel in Transition Practices and Predictors of Post School Success • Developed and disseminated WV GRADUATION 20/20 documents, website, and internet based tools • Revised Transition section on IEP • Provide monthly transition webinars • Trained School Leadership on WV GRADUATION 20/20 • Completed WV GRADUATION 20/20 School Action Plans • Completed Transition Practice Profiles • Developed Reflection Rubric • Developed evaluation plan and data collection methods • Collect WV GRADUATION 20/20 Evaluation data • Disseminate WV GRADUATION 20/20 Evaluation results 	<ul style="list-style-type: none"> • <u>Short term</u> – Increased exposure among RESA, county, and school personnel to provide transition services through implementation of evidence-based transition strategies • <u>Intermediate</u> – Implementation of Transition Practices and Predictors of Post School Success framework; increased and/or improved school level programs and strategies to positively impact transition services • <u>Long term</u> – Improved student outcomes, i.e. college and career ready students <ul style="list-style-type: none"> ➢ WV SIMR ~ By 2017-2018, 81.44% of WV youth with IEPs will graduate from high school with a regular diploma 	<ul style="list-style-type: none"> • WV students with IEPs successfully transitioning out of high school and into post-secondary education and/or the workforce

Appendix B

YEARS 1-2 DROPOUT PREVENTION INTERVENTION FRAMEWORK

Follow Key Components

Step 1. Utilize State and School Leadership Teams

- View "What Would Participation In GRADUATION 20/20 Mean For My School?" Webinar
- Review GRADUATION 20/20 process Years 1 and 2.
- Review GRADUATION 20/20 School Memorandum of Understanding and Commitments/Requirements Documents.
- Discuss at the school level the graduation/dropout rate and/or achievement gaps of subgroups.
- Secure Memorandum of Understanding from schools desiring to participate in GRADUATION 20/20 project.
- Identify School Leadership Team members.
- Identify School Leadership Team Leader.
- Determine meeting dates (at least 1 time per month).

Step 2. Analyze Data

- Enter data for the three prior years into the Core Dropout Data Tool. Use the questions in the accompanying discussion guide to help identify trends, patterns and needs in the data. Look also at your school's demographics/infrastructure data. Examine student performance in the following areas:
 - Achievement-Course Passing Rate
 - Attendance
 - Discipline- Office and Disciplinary Referrals
 - School Climate
 - Student Engagement
 - Transition
 - Graduation/Dropout Data/Race Ethnicity/Students with Disabilities

Step 3. Identify Target Areas for Intervention

- Identify and prioritize the areas of need based on data.
- Determine those students who will be targeted:
 - Selected group (example: 9th grade students with disabilities).
 - School-wide/Universal
 - Identified group of students based on at-risk indicators.

Step 4. Develop Goal for School Strategic Plan

- Identify and select evidence-based strategies/interventions to drive improvement.
- Complete each section of School GRADUATION 20/20 Dropout Prevention Action Plan:
 - Determine goal
 - Identify measurable outcomes and gather baseline data
 - Determine activities/strategies/interventions
 - Establish reasonable timelines
 - Identify person(s) responsible
 - Evaluation/Progress Check
- Identify implementation concerns and work to remove barriers.

Step 5. Implement, Monitor and Evaluate

Implement

- Train staff in professional learning specific to the implementation of the School Action Plan, making sure all staff members demonstrate a clear, consistent and shared understanding of what the faculty and students are expected to know, understand and do.
- Communicate goals to targeted students and explain the intervention(s).
- Implement School Action Plan according to the determined timelines.

Monitor

- Develop assessment tools measuring performance (i.e., school developed walk-through observations, awareness walks, survey, benchmarks, protocols, logs, charts, student portfolios, common assessments, etc.) that will provide consistent data over time to monitor improvement of the targeted area (i.e., achievement, attendance, discipline, etc.).
- Develop a data collection schedule, collect the data, record it in a spreadsheet and utilize the data to monitor progress.
- Continuously adjust strategies/School Action Plan steps based on analysis and review of data. *The School Action Plan should be updated and revised, as appropriate.

Evaluate

- Collect the data for your measurable outcomes in order to assess improvement, analyze causes for unsatisfactory results and identify successes.
- Based on findings, make revisions to the School Action Plan in order to maximize its' effectiveness for the upcoming school year.
- Share findings with faculty, students, parents, community, WVDE, RESA and Local Board of Education.
- Celebrate Successes!

YEARS 2-3 CEDAR TRANSITION PRACTICES FRAMEWORK

Choose Site-Specific Strategies

Step 1. Utilize State and School Leadership Teams

- Use “What Would Participation in GRADUATION 20/20 Mean For My School?” Webinar to orient new staff in the building to GRADUATION 20/20.
- Review GRADUATION 20/20 Process Years 2 and 3.
- Discuss at the school level the transition practices in place.
- Re-establish School Leadership Team members:
- Re-identify School Leadership Team Leader.
- Determine meeting dates (at least 1 time per month).

Step 2. Analyze Data

- Complete Transition Practices Framework: School Level Practice Profile as a self-assessment to determine the most critical needs with the transition program components:
 - Student-Focused Planning
 - Student Development
 - Family Involvement
 - Program Structure
 - Interagency Collaboration
- Determine the level of implementation of Transition Practices:
 - Exploration
 - Installation
 - Initial Implementation
 - Full Implementation

Step 3. Identify Target Areas for Intervention

- Identify and prioritize the areas of need based on Practice Profile data.
- Determine whether to focus on one component, several or all of them.
- Note the gap between the desired level and current level.

Step 4. Develop Goal for School Strategic Plan

- Identify and select evidence-based strategies/interventions to drive improvement.
- Complete each section of School GRADUATION 20/20 Transition Action Plan:
 - Determine goal
 - Identify measurable outcomes and gather baseline data
 - Determine activities/strategies/interventions
 - Establish reasonable timelines
 - Identify person(s) responsible
 - Evaluation/Progress Check
- Identify implementation concerns and work to remove barriers.

Step 5. Implement, Monitor and Evaluate

Implement

- Train staff in professional learning specific to the implementation of the School Action Plan, making sure all staff members demonstrate a clear, consistent and shared understanding of what the faculty and students are expected to know, understand and do.
- Communicate goals to targeted students.
- Implement School Action Plan according to the determined timelines.

Monitor

- Develop assessment tools measuring performance (i.e., school developed walk-through observations, awareness walks, survey, benchmarks, protocols, logs, charts, student portfolios, common assessments, etc.) that will provide consistent data over time to monitor improvement of the targeted area (i.e., achievement, attendance, discipline, etc.).
- Develop a data collection schedule, collect the data and utilize the data to monitor progress
- Continuously adjust strategies/School Action Plan steps based on analysis and review of data. *The School Action Plan and Practice Profile should be updated and revised as appropriate.

Evaluate

- Collect the data for your measurable outcomes in order to assess improvement, analyze causes for unsatisfactory results and identify successes.
- Based on findings, make revisions to the School Action Plan in order to maximize its' effectiveness for the upcoming school year.
- Share findings with faculty, students, parents, community, WVDE, RESA and Local Board of Education.
- Celebrate Successes!

Appendix C

IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE II 2015-2016				
GOVERNANCE	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Reorganized OSE staff to support SPP/APR Indicators 1-17.	Executive Director, Assistant Director	Annual staff evaluation	SPP/APR Indicators on State performance improves	Fully Completed
Embedded WV GRADUATION 20/20 responsibilities in Office of Special Education (OSE) staff assignments.	Executive Director, Assistant Director	Annual staff evaluation	OSE staff available to support initiative	Fully Completed
Developed and utilized questions relating to Year 1 implementation of the Dropout Prevention Intervention Framework (DPIF) when the Office of Federal Programs visits schools in the WV GRADUATION 20/20 Cohort 1.	WV GRADUATION 20/20 Leadership Team/OPP Staff	Office of Federal Programs	Evaluate school implementation	Partially Completed
Convene quarterly meetings of the interagency West Virginia Partners in Transition Team (WVPTT) to increase interagency collaboration at the state, regional and local levels.	WV GRADUATION 20/20 Leadership Team, Parent Coordinator	Site arrangements	Develop Transition Toolkit	Fully Completed
Convene Quarterly meetings of intra-agency West Virginia Partners in Graduation Team (WVPGT) to collaborate on WVDE activities supporting college, career and community readiness initiatives.	WV GRADUATION 20/20 Leadership Team	Site arrangements	Increase SEA capacity	Fully Completed
Convene weekly meetings of WV GRADUATION 20/20 Leadership Team.	WV GRADUATION 20/20 Leadership Team	Site arrangements	Implement WV GRADUATION 20/20 initiative	Fully Completed
Convene School Leadership Teams led by RESAs.	RESA, Special Education Directors, RS ³ s	RESA grant	Established School Leadership Teams	Fully Completed
Revised Results Driven Accountability Compliance Monitoring System Guidelines. http://wvde.state.wv.us/osp/spp.html	Executive Director, Assistant Director	Office of Communications and Partnerships	Provide resource for LEA	Fully Completed
Revised Results Driven Accountability General Supervision System Guidelines. http://wvde.state.wv.us/osp/spp.html	Executive Director, Assistant Director	Office of Communications and Partnerships	Provide resource for LEA	Fully Completed
Employed Research Coordinator/Assigned Evaluator of SSIP.	Executive Director	Position established	Evaluation of SSIP	Fully Completed
Employed Data Management and Analysis Coordinator.	Executive Director	Position established	Increased digital access for OSE/LEAs/Schools	Fully Completed

GOVERNANCE	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Employed CPA as Finance Coordinator.	Executive Director	Position established	Increased fiscal compliance	Fully Completed
Collaborated with RESA to plan and execute WV GRADUATION 20/20.	WV GRADUATION 20/20 Leadership Team, RESAs, RS ³	OSE/RESA Monthly staff meetings	Implement WV GRADUATION 20/20 Initiative	Fully Completed
Developed Regional School Support Specialist (RS ³) Job Description, outlining expertise of personnel working directly with LEAs to implement WV GRADUATION 20/20.	WV GRADUATION 20/20 Leadership Team, RESAs, RS ³	NA	Define expectations of RS ³	Fully Completed
Developed Memorandums of Understanding (MOU) for cohort schools in WV GRADUATION 20/20 outlining WVDE, RESA, LEA and school responsibilities.	WV GRADUATION 20/20 Leadership Team, RESAs, RS ³	NA	Define expectations of WVDE, RESA, LEA and school	Fully Completed
Develop MOU for Institutions of Higher Education (IHE) to examine coursework (general, special, administrative) through Transition Innovation Configurations (IC) from CEDAR Center.	WV GRADUATION 20/20 Leadership Team	NA	Define expectations of IHE	<i>Partially Completed</i>
Align WV GRADUATION 20/20 process with Every Student Succeeds Act (ESSA).	WV GRADUATION 20/20 Leadership Team	NA	Define graduation requirements of ESSA	<i>Partially Completed</i>
Revised Policy 2419 Regulations for the Education of Exceptional Students to reflect both Compliance and Results Focus.	OSE	Office of Communications and Partnerships	Revise policy due to WV Code and WVDE changes and LEA requests	Fully Completed
Partnered with the Office of Student and School Support in WV GRADUATION 20/20 initiative.	WV GRADUATION 20/20 Leadership Team	NA	Form united approach to WV GRADUATION 20/20 initiative	<i>Fully Completed</i>

PHASE III 2016-2017				
ACCOUNTABILITY	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Revised Policy 2419 Regulations for the Education of Exceptional Students and Individualized Education Program to reflect Pre-employment Transition Services, Career and Technical Education and Division of Rehabilitation Services (DRS).	WV GRADUATION 20/20 Leadership Team	NA	Revise policy due to DRS changes and ESSA requirements	Partially Completed
Signed MOU with DRS at SEA and LEA levels.	Executive Director	NA	Define expectations of SEA, LEA and DRS	Partially Completed
Partnered with the Office of Research, Accountability and Data Governance in WV GRADUATION 20/20 initiative.	WV GRADUATION 20/20 Leadership Team	Position Established	Implement WV GRADUATION 20/20 Evaluation	Completed
Added Addendum to MOUs for cohort schools to address staff and years' changes.	WV GRADUATION 20/20 Leadership Team	NA	Recognition of revisions	Completed

IMPROVEMENTS TO STATE INFRASTRUCTURE				
PHASE II 2015-2016				
FISCAL	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Leverage resources in OSE and RESAs to support development, monitoring and evaluation activities.	Executive Director	NA	Financial support for WV GRADUATION 20/20 initiative	Fully Completed
Provide IDEA funding to RESAs to establish two (2) Regional School Support Specialists (RS ³) at least one of whom assumed training, coaching and monitoring of WV GRADUATION 20/20 Cohorts.	Finance Coordinators	IDEA Discretionary	Support for LEAs	Fully Completed
Provided IDEA funding of \$2,500.00 per school, per year to utilize over at least a two-year period to support stipends, substitutes, planning time and incentives.	Finance Coordinators	IDEA Discretionary	Support for LEAs	Fully Completed
Provided \$20,000.00 grants to Marshall University, West Virginia University, Concord University to examine coursework and embedded evidence-based information on transition in coursework.	Finance Coordinators	IDEA Discretionary	Impact preservice teachers	<i>Partially</i> Completed
Revised RESA Funding Application to include Regional Systemic Improvement Plan.	Finance Coordinators, Executive Director	NA	Improvement	Fully Completed
Revised RESA Funding Application to include specificity about RS ³ s.	Finance Coordinators, Executive Director	NA	Define expectation of support for RS ³	Fully Completed
Revised RESA Funding Application to include reading, math and graduation results by RESA.	Finance Coordinators, Executive Director	NA	Included requirement to plan for results improvement	Fully Completed
Revised LEA Funding Application to include reading, math and graduation results.	Finance Coordinators, Executive Director	NA	Included requirement to plan for success	Fully Completed
Included WVDE Office of Federal Programs, RESA, IHE, DRS and PTI as team members of the NTACT Capacity Building Institute.	Executive Director	NA	Expand Stakeholder involvement	Fully Completed
PHASE III 2016-2017				
FISCAL	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Provided IDEA funding of \$2,500.00 per school, per year to utilize over five-year period to support stipends, substitutes, planning time, incentives.	Finance Coordinators	IDEA Discretionary	Support for LEAs	Fully Completed

IMPROVEMENTS TO STATE INFRASTRUCTURE				
PHASE II 2015-2016				
QUALITY STANDARDS	PERSON RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Revised West Virginia Next Generation English language arts and mathematics Standards and Objectives to the West Virginia College- and Career-Readiness Standards.	Division of Teaching and Learning	WVDE Funds	Respond to concerns about common core	Fully Completed
Conducted campaign WV Academic Spotlights and a community evaluation of our standards, with WVU to seek input on suggested revisions to the Next Generation Standards and Objectives.	Division of Teaching and Learning, West Virginia University	WVDE Funds	Respond to concerns about common core	Fully Completed
Provided online IEP access to Next Generation Content Standards and Objectives until June 30, 2016. IEPs effective in 2016-2017 are provided digital access to the West Virginia College- and Career-Readiness Standards and the WV Alternate Academic Achievement Standards.	IEP Coordinator, Data Management and Analysis Coordinator	NA	Revised online IEP to include compliance and results checks and strategies to utilize.	Fully Completed
Revise supports for Standard-Based IEPs, ELA and math which provides scaffolds for the West Virginia College- and Career-Readiness Standards.	Executive Director	<i>Office of Special Education Staff</i>	Provide strategies for special education teachers	<i>In Progress</i>
PHASE III 2016-2017				
QUALITY STANDARDS	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Revised WV Alternate Academic Achievement Standards (WVAAAS) to align with WV College- and Career-Readiness Standards (WVCCRS) in ELA, math and science.	Executive Director	Office of Special Education Staff	WVAAAS aligned with WVCCRS	Partially Completed
Developed sample course descriptions for four (4) Community Readiness elective courses.	WV GRADUATION 20/20 Leadership Team	NA	Provide elective courses for Alternate Diploma	Partially Completed
Develop WVAAAS for social studies, technology, health, physical education and the arts to mirror WVCCRS.	WVGRADUATION 20/20 Leadership Team	WVDE Funds	Provide required	Not Started
Revised Individual Work Readiness Competencies (IWRC).	OSE and Office of Career Technical Education (OCTE)	NA	Provide alternative CTE pathway for SWDs	Completed

IMPROVEMENTS TO STATE INFRASTRUCTURE

PHASE II 2015-2016

ACCOUNTABILITY	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Developed WV GRADUATION 20/20 Frameworks by year of implementation.	WV GRADUATION 20/20 Leadership Team	Office of Communications and Partnerships	Provide Guidance to LEA/Schools	Fully Completed
Developed WV GRADUATION 20/20 Implementation Manual Guidance for West Virginia Schools and Districts.	WV GRADUATION 20/20 Leadership Team	Office of Communications and Partnerships	Provide Guidance to LEA/Schools	Fully Completed
Developed WV GRADUATION 20/20 School Implementation Timeline/Benchmarks.	WV GRADUATION 20/20 Leadership Team	Office of Communications and Partnerships	Provide Direction to LEA/Schools	Fully Completed
Developed WV GRADUATION 20/20 School Implementation Process.	WV GRADUATION 20/20 Leadership Team	Office of Communications and Partnerships	Provide Direction to LEA/Schools	Fully Completed
Develop scheme for inclusion of IHE in years 2, 3, 4 grant for examination of coursework.	WV GRADUATION 20/20 Leadership Team	NA	Provide framework for inclusion of all WV IHEs	<i>Partially Completed</i>
Set OSE/RESA (sub grantee) expectations for training, coaching and monitoring implementation.	WV GRADUATION 20/20 Leadership Team, RESAs	NA	Ensure understanding of participation in initiative	Fully Completed
Set expectations using the Implementation Science Model of Exploration, Installation, Initial Implementation, Full Implementation.	WV GRADUATION 20/20 Leadership Team	Contracted retired employee	Provide awareness to OSE and RESA staff of Implementation Science	<i>Fully Completed</i>
Secured MOUs from school cohort participants.	RESA, RS ³ s	NA	Ensure understanding of participation in initiative	Fully Completed
Secure MOUs from IHE Cohort participants.	WV GRADUATION 20/20 Leadership Team	NA	Ensure understanding of participation in activity	Not Started
Selected by National Technical Assistance Center on Transition (NTACT) as an Intensive Technical Assistance State.	NTACT/WV GRADUATION 20/20, Leadership Team	NA	Improved collaboration with DRS and improved rates of Graduation and post school outcomes	Fully Completed

ACCOUNTABILITY	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Joined National Center on Systemic Improvement's (NCSI) Graduation Cross State Collaborative.	NTACT/WV GRADUATION 20/20, Leadership Team	NA	Gain knowledge from other states with like goals	Fully Completed
Included Indicators 1, 2, 13 and 14 on LEA Annual Desk Audit requiring written Improvement Plan when LEA results are below SPR target or state average.	Executive Director, Assistant Director, Data Coordinator, Data Management and Analysis Coordinator	NA	Improved LEA performance on Results and Compliance Indicators	Fully Completed
Included Indicators 1, 2, 13 and 14 on LEA Determinations.	Executive Director, Assistant Director	NA	Improved LEA performance on Results and Compliance Indicators	Fully Completed
Accessed Targeted Assistance through the Collaboration for Effective Educator, Development, Accountability and Reform (CEEDAR) Center.	Data Coordinator, CEEDAR	NA	Improved collaboration with Institutions of Higher Education	Fully Completed
PHASE III 2016-2017				
ACCOUNTABILITY	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Included Indicator 3b Alternate Assessment Participation Rate at 1% and Indicator 14 Response Rate on LEA Determinations.	Executive Director and Assistant Director	NA	Improve LEA performance on Graduation Rate and Post School Outcomes	Fully Completed

PHASE III 2016-2017				
ACCOUNTABILITY	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Developed "Planning for the Future" Brochure.	WV GRADUATION 20/20 Leadership Team	Office of Communication and Partnerships	Provide information to parents of SWD on transition	Fully Completed
Developed "Transition Services Planner" Booklet	WV GRADUATION 20/20 Leadership Team Offices of Middle/High School and CTE	Office of Communication and Partnerships	Provide tool for school and Division of Rehabilitation Services staff	Fully Completed
Developed "WV Transition Services Guide"	WV GRADUATION 20/20 Leadership Team Office of Middle/High School and CTE	Office of Communication and Partnerships	Provide document to capture Pre-employment Transition Services between 8 th grade and Post-Secondary	Fully Completed
Developed Transition Tool Kit	RESA 5 RS ³	University of Kansas	Improve school transition practices	Partially Completed
Provided GRADUATION 20/20 Academies at KidStrong Conference. "The Graduation Focused Principal"	Office of Special Education	WVDE Funds	GRADUATION 20/20 Leadership Teams increase skills	Partially Completed

IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE II 2015-2016				
DATA	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Revised Exit and One Year Follow-Up Surveys and provided survey results to LEAs in a timely manner.	Research and Accountability TIS Coordinator	Office of Technology Integration & Support Office of Research, Accountability and Data Governance (ORAD)	Provide simplified survey and provide LEAs county and school data	Fully Completed
Increased use of state level data system (WVEIS) by LEAs.	OSE	NA	Develop awareness in districts of relationship between LEA/SEA data	Fully Completed
Increased use of NDPC-SD Dropout Data Toolkit by schools and LEAs.	Research and Accountability, TIS Coordinator	NDPC-SD Training	Provide data framework to examine and track results	Fully Completed
Increased use by LEAs and schools of WV Early Warning System (Attendance, Behavior, Course Completion), ZoomWV and ZoomWV-e.	Assistant Director Student and School Support, RS ³ , Data Governance Manager	OSS Training, ORAD Training	Improved utilization by schools of available WV data sources	Fully Completed
Included WVDE Offices of Data Management & Analysis and Research, Accountability and Data Governance staff as team members at the IDC Interactive Institutes on Higher Quality Part B Data.	Executive Director	NA	Expand stakeholder involvement	Fully Completed
Developed online IEP interface with Personalized Education Plan (PEP), Community Readiness Course/Document, IWRC, CTE.	IEP Coordinator	Division of Career and Technical Education	Revised online IEP to assist teachers in developing Transition section	Fully Completed
Revised "Age of Majority" Brochure.	OSE	Office of Communication and Partnerships	Provided resources for schools, teachers, LEAs, etc., to use	Fully Completed
Revised OSE website and established WV GRADUATION 20/20 URL.	OSE, Professional Learning	Office of Communication and Partnerships	Provided resources for schools, teachers, LEAs, etc., to use	Partially Completed

PHASE III 2016-2017					
DATA	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES	
Revised "Modified Diploma" to "Alternate Diploma" Brochure	OSE	Office of Communication and Partnerships	Provide resources for schools, teachers, LEAs, etc., to use	Partially Completed	
IMPROVEMENTS TO STATE INFRASTRUCTURE					
PHASE II 2015-2016					
PROFESSIONAL LEARNING	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES	
Revise Professional Learning, Targeted Technical Assistance, and Technical Assistance Resources.	OSE, Professional Learning Committee	Office of Early Learning	Assure professional learning developed in WVDE framework	<i>Fully Completed</i>	
Contracted with retired employee to develop/provide training on the work of the National Implementation Resource Network (NIRN) implementation measures to OSE and RESA staff.	Executive Director	Contracted retired employee	Provide awareness to OSE and RESA staff of Implementation Science	<i>Fully Completed</i>	
Developed one-pager to describe WV GRADUATION 20/20.	WV GRADUATION 20/20 Leadership Team	Office of Communication and Partnerships	Provide communication tool	Fully Completed	
Developed PowerPoint for potential participants, "What Would WV GRADUATION 20/20 Participation Mean for My School?"	WV GRADUATION 20/20 Leadership Team	NA	Utilize training to explain initiative	Fully Completed	
Aligned professional learning content and process of Dropout Prevention Intervention Framework (DPIF).	WV GRADUATION 20/20 Leadership Team	Office of Early Learning	Assure professional learning developed in WVDE framework	<i>Fully Completed</i>	
Developed series of trainings (webinars) for RS ³ s and schools that focus on Dropout Prevention (WV Learns e-Learning Course).	WV GRADUATION 20/20 Leadership Team, e-Learning Coordinator NDPC-SD	Office of Middle/Secondary Learning	Provide trainings in Year 1 on Dropout Prevention	IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE II 2015-2016	

PROFESSIONAL LEARNING	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Accessed series of modules from the Transition Coalition (University of Kansas) for RS ³ s and schools that focus on Transition (WV Learns e-Learning course).	WV GRADUATION 20/20 Leadership Team, e-Learning Coordinator	Office of Middle/Secondary Learning	Provide trainings in Year 2 on Transition	<i>Fully Completed</i>
Developed Action Plan format that incorporated NDPC-SD and CEEDAR Transition IC.	WV GRADUATION 20/20 Leadership Team	Office of Research and Data Analysis	Utilize Action Plans in years 1 and 2 to frame strategies	Fully Completed
Developed/provided training on Transition Probe Practice Profiles.	WV GRADUATION 20/20 Leadership Team	NA	Utilize Practice Profiles to collect Year 2 data	Partially Completed
Developed Transition Toolkit with DRS, WIA, SILC, DD, WVPTI and other agencies.	WVPGT	Site arrangements	Provide resource guide for schools and parents	Partially Completed
Develop/collaborate with WVPTI Transition Training Goal #3.	WV GRADUATION 20/20 Leadership Team, WVPTI	Site arrangements	Jointly train with PTI on transition	Not Started
Convene IHE Forums twice a year.	WV GRADUATION 20/20 Leadership Team	Site arrangements	Continued collaboration with IHEs	Not Started
Provided workshop for Cohort 1 on improvement and utilization of NDPC-SD Core Data Tool data sources.	NDPC-SD	NDPC-SD Training	Increase use of Core Data Tool	Fully Completed
Developed FACT Sheets on Dropout, Graduation Requirements, Four-Year and Five-Year Adjusted Cohort Graduation Rates, Option Pathway and Secondary Options for Students with Disabilities.	WV GRADUATION 20/20 Leadership Team	NA	Provide quick reference to GRADUATION 20/20 topics	Fully Completed

Appendix D

WV GRADUATION 20/20 Evaluation Measurement Table 2015-2016

Evaluation question	Type of outcome	Outcome description	Responsible party	Performance indicator	Measurement/ Data collection methods	Collection frequency			
To what extent have services and products been created and delivered , by the West Virginia Department of Education (WVDE) and the Regional Service Education Agencies (RESAs), to support the WV GRADUATION 20/20 initiative as planned in the proposed Timeline/Benchmark matrix?	Short term	Increased exposure among RESA, county, and school personnel to address graduation rate increase, dropout prevention, and transition through implementation of evidence-based strategies	WVDE	Professional learning delivery/attendance (i.e., Dropout Prevention Intervention Framework and Transition Practices and Predictor of Post School Success workshops)	Registration and/or attendance logs	Every summer			
			WVDE	Technical Assistance (TA) provided	Meeting agendas	Annually			
			WVDE	Webinars provided	Review of developed webinars	Monthly			
			WVDE	Initiative documents and resources provided	Document review				
			RESA	TA provided	RS ³ Monthly Log	Monthly			
			RESA	Leadership teams developed	School Leadership Contact List	Annually			
			RESA	Webinars attended	RS ³ Monthly Log	Monthly			
			RESA	Initiative documents disseminated	Document review	Annually			
			To what extent are the RESAs providing ongoing collaboration, support, and technical assistance to schools as they implement the WV GRADUATION 20/20 initiative?	Short term	Increased capacity among school personnel to implement evidence-based strategies	RESA	RS ³ Monthly Reports	Document review	Monthly
						RESA	Core Data tool completed	Document review	Annually
To what extent are schools implementing the National Dropout Prevention Center for Students with Disabilities' (NDPC-SD) Dropout Prevention Intervention Framework (DPIF) with fidelity ?	Intermediate	Implementation of DPIF; increased and/or improved school level programs and strategies to positively impact graduation and drop-out rates	GRADUATION 20/20 Evaluator	School Action Plans completed	Document review	Bi-annually			
			GRADUATION 20/20 Evaluator	Levels of support and communication	School Leadership Team focus group(s)	Annually			
To what extent are schools implementing the Collaboration for Effective Educator, Development, Accountability, and Reform (CEEDAR) Center's Transition Practices and Predictors framework with fidelity ?	Intermediate	Implementation of Transition Practices and Predictors of Post School Success framework; increased and/or improved school level programs and strategies to positively impact transition services	GRADUATION 20/20 Evaluator	DPIF implementation fidelity	WV GRADUATION 20/20 Reflection Rubric (document in design phase)	Annually			
			GRADUATION 20/20 Evaluator	Transition Practices and Predictors framework implementation fidelity	WV GRADUATION 20/20 Reflection on Transition Rubric (document to be designed)	Annually			
To what extent are student outcomes among students with Individualized Education Programs (IEPs) improving at schools participating in the WV GRADUATION 20/20 program?	Long term	Improved graduation rate among students with IEPs at the state level	GRADUATION 20/20 Evaluator	SIMR - 81.44% of youth with IEPs will graduate from high school with a regular diploma by 2017-2018	4 year adjusted cohort graduation rate for student's with IEPs	Annually			
			GRADUATION 20/20 Evaluator	Improved: graduation rate, dropout rate, attendance rate, academic achievement, school climate, post-school success	WVEIS certified data, School Climate survey, One-year Follow-up survey	Annually			

WV GRADUATION 20/20 Evaluation Measurement Table 2016-2017

Evaluation Question	Performance Indicator	Measurement/ Data collection methods	Collection Frequency	Status
<p>To what extent have services and products been created and delivered, by the West Virginia Department of Education (WVDE) and the Regional Service Education Agencies (RESAs), to support the WV GRADUATION 20/20 initiative as planned in the proposed Timeline/Benchmark matrix?</p>	<p>Professional learning delivery/attendance (i.e., Dropout Prevention Intervention Framework and Transition Practices and Predictor of Post-School Success workshops) Technical Assistance (TA) provided Webinars provided Initiative documents and resources provided; Website, Webinars, PowerPoints TA provided Leadership teams developed Webinars attended Initiative documents disseminated; Implementation Manuals, Graduation, Dropout informative books to participating schools</p>	<p>Registration and/or attendance logs Meeting agendas and training logs Review of developed webinars Document review Resources for RS³'s RS³ Monthly Log School Leadership Contact List RS³ Monthly Log Document review</p>	<p>KidStrong Conference each summer Annually Monthly RS's Monthly training meetings Monthly Annually Monthly Annually</p>	
<p>To what extent are the RESAs providing ongoing collaboration, support, and technical assistance to schools as they implement the WV GRADUATION 20/20 initiative?</p>	<p>RS³ Monthly Reports; GRADUATION 20/20 school meeting notes, various trainings Core Data tool completed Implementation Scales completed School Action Plans completed Levels of support and communication</p>	<p>Document review Document review Document review School Leadership Team focus group(s) Supported by RS³'s</p>	<p>Monthly Monthly Annually Bi-annually Annually Annually</p>	
<p>To what extent are schools implementing the National Dropout Prevention Center for Students with Disabilities' (NDPC-SD) Dropout Prevention Intervention Framework (DPIF) with fidelity?</p>	<p>DPIF implementation fidelity</p>	<p>WV GRADUATION 20/20 Reflection Rubric (developed and revamped)</p>	<p>Annually</p>	
<p>To what extent are schools implementing the Collaboration for Effective Educator, Development, Accountability, and Reform (CEEDAR) Center's Transition Practices and Predictors framework with fidelity?</p>	<p>Transition Practices and Predictors framework implementation fidelity</p>	<p>WV GRADUATION 20/20 Reflection on Transition Rubric (combined with Reflection Rubric to reduce burden and reflect different stages of implementation)</p>	<p>Annually</p>	
<p>To what extent are student outcomes among students with Individualized Education Programs (IEPs)</p>	<p>SiMR - 81.44% of youth with IEPs will graduate from high school with a regular diploma by 2017-2018</p>	<p>4 year adjusted cohort graduation rate for student's with IEPs</p>	<p>Annually</p>	
<p>improving at schools participating in the WV GRADUATION 20/20 program?</p>	<p>Improved: graduation rate, dropout rate, attendance rate, academic achievement, school climate, post-school success</p>	<p>WVEIS certified data, School Climate survey, One-year Follow-up survey</p>	<p>Annually</p>	

Appendix F

WV GRADUATION 20/20 Reflection Rubric 2016-2017 (print version)

Welcome to the WV GRADUATION 20/20 Reflection Rubric

By completing this rubric you are consenting to participate in a research study. The purpose of the study is to determine the extent to which participating schools in the West Virginia GRADUATION 20/20 initiative are implementing the steps of either the Dropout Prevention Intervention Framework (DPIF) or the CEEDAR Transition Practices Framework. The results of this research study will be used to help determine revisions to the WV GRADUATION 20/20 initiative at the state, RESA, and school levels. Your participation in the study includes completing this survey once during the school year; it should not take more than 20 minutes of your time to complete. You will be presented with a series of items and asked to indicate your responses by selecting from multiple choice options.

Participation in this research study poses no more risk than you would encounter during the course of a normal day. It is the intention that results from this rubric will be used by the WV GRADUATION 20/20 School Leadership Teams, the Regional School Support Specialists (RS³s), and the West Virginia Department of Education (WVDE) to improve supports and activities related to implementation of the DPIF and/or the Transition Practices Framework. All responses to this data collection activity shall remain completely confidential and no identification of individual participants will occur. All results will be reported in aggregate.

There is no compensation for taking part in this research study. Please note that your participation is completely voluntary and you may stop at any time. You will experience no penalties or loss of benefits if you should refuse to participate in the research. If you have questions about the research associated with the WV GRADUATION 20/20 initiative or this rubric, you may contact Amber Stohr, Coordinator, at the WVDE Office of Research, Accountability, and Data Governance at 304.558.7881 or astohr@k12.wv.us.

This research study has been reviewed and given exempt status by the WVDE Institutional Review Board (IRB).

Thank you for your participation!

WV GRADUATION 20/20 Reflection Rubric 2016-2017 (print version)

Instructions

These rubrics *are to be used* to assess the fidelity with which the WV GRADUATION 20/20 initiative has been implemented by participating schools.

They *are NOT to be used* to assess the fidelity with which any particular intervention selected by a

school has been implemented.

The reflection rubric is designed to capture the stages of implementation at two specific time periods. First, choose the stage that best *reflects* the implementation level near the beginning of the school year (Autumn 2016). Second, choose the stage that best *reflects* the implementation level at the end of the school year (Spring 2017).

As a group, each *WV GRADUATION 20/20 School Leadership Team* is to complete the reflection rubric near the end of the school year.

The *Regional School Support Specialists (RS³s)* are to complete a reflection rubric for each of the schools they support, also near the end of the school year.

The intent of the rubric is to allow schools to identify areas of strength and potential barriers as they work through the steps outlined in the Dropout Prevention Intervention Framework and/or the CEEDAR Transition Practices Framework.

WV GRADUATION 20/20 Reflection Rubric 2016-2017 (print version)

RESA/School Information

Role:

- Regional School Support Specialist (RS3)
- WV GRADUATION 20/20 School Leadership Team

Location:

- | | |
|------------------------------|------------------------------|
| <input type="radio"/> RESA 1 | <input type="radio"/> RESA 5 |
| <input type="radio"/> RESA 2 | <input type="radio"/> RESA 6 |
| <input type="radio"/> RESA 3 | <input type="radio"/> RESA 7 |
| <input type="radio"/> RESA 4 | <input type="radio"/> RESA 8 |

School name:

For your school's WV GRADUATION 20/20 initiative, what is currently the main focus?

- Dropout prevention
- Transition practices
- Both dropout prevention and transition practices

WV GRADUATION 20/20 Reflection Rubric 2016-2017 (print version)

Step 1. Utilize school leadership team

For each core activity, choose the implementation level that is most applicable to the beginning of the school year, and near the end of the school year.

Key components:

- Establish a WV GRADUATION 20/20 School Leadership Team (hereafter GRAD 20/20 Team or the team).
- Review and/or receive training on the components of the evidence based framework (Dropout Prevention or Transition Practices).
- Take ownership and commit to the implementation process.

Core activity: Establish a WV GRADUATION 20/20 School Leadership Team.

	Not Yet Established - No attempt has been made to establish the team	Exploration: Identifying Need - Planning for identifying and recruiting team members has begun	Installation: Establishing Resources - The team is established; recruitment has begun	Initial Implementation: Making Adjustments - Most recruitment of team members is complete	Full Implementation: Well-Integrated - Recruitment is complete, the team is ready to meet
Near the beginning of the school year (Autumn 2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Near the end of the school year (Spring 2017)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Core activity: Train GRAD 20/20 Team members on the primary components of either the Dropout Prevention Intervention Framework or the Transition Practices Framework.

	Not Yet Established - No training has taken place	Exploration: Identifying Need - A training plan is in development	Installation: Establishing Resources - Some members trained on some aspects of the framework	Initial Implementation: Making Adjustments - Most members trained on most aspects of the framework	Full Implementation: Well-Integrated -All members trained on the primary components of the framework
Near the beginning of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Near the end of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Core activity: Establish ownership and commitment for the project implementation process.

	Not Yet Established - The team has not taken ownership of the project or committed to implementation	Exploration: Identifying Need - Planning for implementation has begun; project ownership unknown	Installation: Establishing Resources - Early stages of implementation; some ownership/commitment	Initial Implementation: Making Adjustments - Implementation underway; moderate ownership/commitment	Full Implementation: Well-Integrated - Implementation in full swing; strong ownership/commitment
Near the beginning of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Near the end of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WV GRADUATION 20/20 Reflection Rubric 2016-2017 (print version)

Step 2. Analyze data

For each core activity, choose the implementation level that is most applicable to the beginning of the school year, and near the end of the school year.

Key components:

- Examine school data.
- Complete the Core Data Tool or the School-Level Practice Profile.
- Analyze data to determine trends/areas of need.

Core activity: Examine school data related to the Dropout Intervention Framework or the Transition Practices Framework.

	Not Yet Established - An examination of school data has not begun	Exploration: Identifying Need - Planning for the analysis of school data has begun	Installation: Establishing Resources - The team has begun to examine school data	Initial Implementation: Making Adjustments - Most data have been examined; discussions have begun	Full Implementation: Well-Integrated - All school data have been examined and discussed in detail
Near the beginning of the school year (Autumn 2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Near the end of the school year (Spring 2017)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Core activity: Complete the Core Data Tool or the School-Level Practice Profile.

	Not Yet Established - No work has begun to complete the tool/profile	Exploration: Identifying Need - Planning for how to complete the tool/profile has begun	Installation: Establishing Resources - Some portions of the tool/profile have been completed	Initial Implementation: Making Adjustments - Most sections of the tool/profile have been completed	Full Implementation: Well-Integrated - All sections of the tool/profile have been completed
Near the beginning of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Near the end of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Core activity: Use the completed Core Data Tool or School-Level Practice Profile to determine and discuss trends in the data. Use trends to inform data driven decision making for WV GRADUATION 20/20 interventions.

	Not Yet Established - Determination of data trends has not begun	Exploration: Identifying Need - Planning on how to use the completed tool/profile has begun	Installation: Establishing Resources - Some of the tool/profile have been examined for trends	Initial Implementation: Making Adjustments - Most of the tool/profile have been examined for trends	Full Implementation: Well-Integrated - Examination is complete; trends/areas of need are identified
Near the beginning of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Near the end of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WV GRADUATION 20/20 Reflection Rubric 2016-2017 (print version)

Step 3. Identify target areas for intervention

For each core activity, choose the implementation level that is most applicable to the beginning of the school year, and near the end of the school year.

Key components:

- Identify and prioritize areas of need based on the data analysis.
- Determine the level of intervention (i.e., a cohort of students based on set demographics or risk indicators, a particular subgroup such as 9th grade special education students, or school wide/universal).

Core activity: Identify areas of need that emerged from the data analysis in Step 2.

	Not Yet Established - Identification of areas of need has not begun	Exploration: Identifying Need - Planning has begun on the process of identifying areas of need	Installation: Establishing Resources - The team has identified some areas of need	Initial Implementation: Making Adjustments - The team identified most areas of need	Full Implementation: Well-Integrated - The team has identified all areas of need
Near the beginning of the school year (Autumn 2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Near the end of the school year (Spring 2017)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Core activity: Prioritize areas of need that emerged from the data analysis in Step 2.

	Not Yet Established - Prioritizing the areas of need has not begun	Exploration: Identifying Need - Planing for how to prioritize the areas of need has begun	Installation: Establishing Resources - The team has prioritized some areas of need	Initial Implementation: Making Adjustments - The team has prioritized most areas of need	Full Implementation: Well-Integrated - The team has prioritized all areas of need
Near the beginning of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Near the end of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Core activity: Determine the level of intervention. Will it be a cohort, a subgroup, or school wide?

	Not Yet Established - Determining the level(s) of intervention has not begun	Exploration: Identifying Need - Planning for how to select the level(s) of intervention has begun	Installation: Establishing Resources - The team has determined level(s) of some interventions	Initial Implementation: Making Adjustments - The team has determined level(s) of most interventions	Full Implementation: Well-Integrated - The team has determined levels of all interventions
Near the beginning of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Near the end of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WV GRADUATION 20/20 Reflection Rubric 2016-2017 (print version)

Step 4. Develop goal for school strategic plan

For each core activity, choose the implementation level that is most applicable to the beginning of the school year, and near the end of the school year.

Key components:

- Identify evidence-based strategies/interventions to drive improvement.
- Complete the School Action Plan.
- Identify implementation concerns and work to remove barriers.

Core activity: Identify evidence-based strategies and/or interventions to drive improvement.

	Not Yet Established - Work to identify strategies / interventions has not begun	Exploration: Identifying Need - Planning for how to identify strategies/interventions has begun	Installation: Establishing Resources - Some strategies/interventions have been identified/discussed	Initial Implementation: Making Adjustments - Most strategies/interventions have been identified	Full Implementation: Well-Integrated - All strategies/interventions have been identified
Near the beginning of the school year (Autumn 2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Near the end of the school year (Spring 2017)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Core activity: Complete all sections of the School Action Plan [e.g., focus areas, baselines, goals, objectives, strategies, activities, persons responsible, timelines, and evaluation].

	Not Yet Established - Work to complete the School Action Plan has not begun	Exploration: Identifying Need - The team plans to meet to review the School Action Plan template	Installation: Establishing Resources - Some sections of the School Action Plan are complete	Initial Implementation: Making Adjustments - All sections of the School Action Plan are complete	Full Implementation: Well-Integrated - Implementation of the School Action plan has begun
Near the beginning of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Near the end of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Core activity: Identify implementation concerns and work to remove barriers.

	Not Yet Established - Work to identify concerns and barriers has not begun	Exploration: Identifying Need - The team plans to meet to discuss identifying concerns/barriers	Installation: Establishing Resources - Some concerns/barriers have been identified and discussed	Initial Implementation: Making Adjustments - All barriers identified; discussing how to alleviate them	Full Implementation: Well-Integrated - Work to alleviate and/or remove identified barriers has begun
Near the beginning of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Near the end of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WV GRADUATION 20/20 Reflection Rubric 2016-2017 (print version)

Step 5. Implement, monitor, and evaluate

For each core activity, choose the implementation level that is most applicable to the beginning of the school year, and near the end of the school year.

Key components:

- Implement the School Action Plan with fidelity.
- Monitor the implementation of the School Action Plan.
- Evaluate the effectiveness of the School Action Plan.

Core activity: If needed, provide professional learning (PL) to school staff specific to implementing the School Action Plan. Ensure staff members demonstrate a clear, consistent, and shared understanding of what the faculty and students are expected to know, understand, and do.

	Not Yet Established - Work for this activity has not begun	Exploration: Identifying Need - The professional learning (PL) needs have been determined	Installation: Establishing Resources - A plan to share expectations with faculty is in development	Initial Implementation: Making Adjustments - Some PL completed; expectations shared with faculty	Full Implementation: Well-Integrated - PL completed; faculty fully understand action plan expectation
Near the beginning of the school year (Autumn 2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Near the end of the school year (Spring 2017)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Core activity: Communicate School Action Plan goals to targeted students (and their families).

	Not Yet Established - No communication of the School Action Plan has taken place	Exploration: Identifying Need - A communication plan is in the process of being developed	Installation: Establishing Resources - Communication plan complete; some students/families contacted	Initial Implementation: Making Adjustments - Comm. plan in effect; most students/families contacted	Full Implementation: Well-Integrated - Comm. plan fully implemented; all students/families contacted
Near the beginning of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Near the end of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Core activity: Implement the School Action Plan according to the determined timeline.

	Not Yet Established - Implementation of the action plan has not begun	Exploration: Identifying Need - Planning for implementation of the action plan has begun	Installation: Establishing Resources - Some activities in the action plan have taken place	Initial Implementation: Making Adjustments - Many activities are completed; some data collected	Full Implementation: Well-Integrated - Most/all activities completed; data collected
Near the beginning of the school year (Autumn 2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Near the end of the school year (Spring 2017)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Core activity: Determine what data is needed to monitor implementation of programs and/or interventions. Identify data sources, develop tools if necessary, and set a data collection schedule.

	Not Yet Established - No data has been identified for monitoring needs	Exploration: Identifying Need - Planning for identifying data needs and sources has begun	Installation: Establishing Resources - Some data needs and sources have been identified	Initial Implementation: Making Adjustments - Most needs/sources identified; tools being developed	Full Implementation: Well-Integrated - All needs/sources identified; tools/collection schedule done
Near the beginning of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Near the end of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Core activity: Review or analyze data on an ongoing basis to make adjustments to the School Action Plan.

	Not Yet Established - No review or analysis has occurred	Exploration: Identifying Need - Planning on how to approach the review and/or data analysis	Installation: Establishing Resources - Review and/or analysis of data has begun	Initial Implementation: Making Adjustments - The review/analysis has been completed	Full Implementation: Well-Integrated - Adjustments are based directly on data review/analysis
Near the beginning of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Near the end of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Core activity: Communicate findings with faculty, students, families, the community, and other stakeholders.

	Not Yet Established - No communication of findings has taken place	Exploration: Identifying Need - A communication plan is in the early stages of development	Installation: Establishing Resources - The communication plan has been completed	Initial Implementation: Making Adjustments - The communication plan is in effect	Full Implementation: Well-Integrated - All aspects of the communication plan have been implemented
Near the beginning of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Near the end of the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WV GRADUATION 20/20 Reflection Rubric 2016-2017 (print version)

Additional comments

Please provide any additional comments, suggestions, successes, and/or barriers:

Appendix G

GRADUATION 20/20 Timeline/Benchmarks
 Year 1 DROPOUT PREVENTION INTERVENTION FRAMEWORK
 Suggested Timeline/Benchmarks
Timeline is dependent on school initiative start date

Step 1. UTILIZE STATE AND SCHOOL LEADERSHIP TEAMS												
TASK DESCRIPTION	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
1. Discuss at the district and school level the graduation/dropout rate and/or achievement gaps of subgroups.		✓	✓							✓	✓	
2. Identify School Leadership Team members.		✓	✓									
3. Determine school meeting dates (at least 1 time per month) and publish.		✓	✓									
4. Complete Dropout Prevention Sessions (Webinars/e-Learning For Educators).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5. Complete WV GRADUATION 20/20 Reflection Rubric (pre).			✓	✓								
Step 2. ANALYZE DATA												
TASK DESCRIPTION	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
1. Complete the NDPC-SD Core Data Tool using the accompanying discussion guide if needed. Look at school demographics/ infrastructure. Examine student performance in the areas of achievement, attendance, discipline, school climate, student engagement, family involvement, transition and graduation/ dropout data.			✓	✓	✓							
2. Analyze the compiled data to determine any trends.			✓	✓	✓							
Step 3. IDENTIFY TARGET AREAS FOR INTERVENTION												
TASK DESCRIPTION	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
1. Identify and prioritize the areas of need based on data.			✓	✓	✓							
2. Determine those students that will be targeted.												
a. Selected group (example – 9th grade students with disabilities)			✓	✓								
b. School-wide/universal												
c. Identified group of students based on at-risk indicators												
Step 4. DEVELOP GOAL FOR SCHOOL STRATEGIC PLAN												
TASK DESCRIPTION	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
1. Identify evidence-based strategies/ interventions to drive improvement.			✓	✓	✓							
2. Complete each section of the School Action Plan.												
a. Determine goal												
b. WV GRADUATION 20/20 Timeline/ Benchmarks												
c. Determine activities/strategies/ interventions				✓	✓	✓	✓	✓	✓	✓		
d. Establish reasonable timelines												
e. Identify person(s) responsible												
f. Evaluation/Progress Check												

Step 4. DEVELOP GOAL FOR SCHOOL STRATEGIC PLAN (continued)

TASK DESCRIPTION	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
3. Identify implementation concerns and work to remove barriers.					✓	✓	✓	✓	✓	✓		

Step 5. IMPLEMENT THE SCHOOL ACTION PLAN WITH FIDELITY

TASK DESCRIPTION	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
1. Train staff in professional learning specific to the implementation of the School Action Plan, making sure all staff members demonstrate a clear, consistent and shared understanding of what the faculty and students are expected to know, understand and do.				✓	✓	✓	✓	✓	✓	✓	✓	
2. Communicate goals to targeted students in order to implement goal setting.						✓	✓	✓	✓	✓	✓	
3. Implement the School Action Plan according to determined timelines.							✓	✓	✓	✓	✓	

Step 6. MONITOR THE IMPLEMENTATION OF THE SCHOOL ACTION PLAN

TASK DESCRIPTION	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
1. Develop assessment tools measuring student performance (e.g., walk-through observations, survey, benchmarks, protocols, logs, charts, student portfolios, common assessments, etc.) that will provide consistent data over time to monitor improvement of the targeted area (e.g., achievement, attendance, discipline, etc.).				✓	✓	✓	✓	✓				
2. Develop a data collection schedule, collect the data and utilize the data to monitor progress.				✓	✓	✓	✓	✓	✓	✓	✓	
3. Continuously adjust strategic/action plan steps based on analysis and review of data. Remember that the School Action Plan and Data Probe should be updated and revised as appropriate.				✓	✓	✓	✓	✓	✓	✓	✓	✓

Step 7. EVALUATE THE EFFECTIVENESS OF THE SCHOOL ACTION PLAN

TASK DESCRIPTION	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
1. Collect all school level data in order to detect patterns, analyze causes for unsatisfactory results and identify successes.									✓	✓	✓	✓
2. Based on findings, make revisions to the School Action Plan in order to maximize its effectiveness for the upcoming school year.									✓	✓	✓	✓
3. Share findings with faculty, students, community, WVDE, RESA and LEA.									✓	✓	✓	✓
4. Complete WV GRADUATION 20/20 Reflection Rubric (post).									✓	✓		
5. Celebrate Successes!										✓	✓	✓

GRADUATION 20/20 Timeline/Benchmarks
Year 2 CEEDAR TRANSITION PRACTICES FRAMEWORK
Suggested Timeline/Benchmarks
Timeline is dependent on school initiative start date

Step 1. UTILIZE STATE AND SCHOOL LEADERSHIP TEAMS												
TASK DESCRIPTION	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
1. Discuss at the district and school level the graduation/dropout rate and/or achievement gaps of subgroups.	✓									✓	✓	✓
2. Identify School Leadership Team members.	✓	✓										
3. Determine school meeting dates (at least 1 time per month) and publish.	✓	✓										
4. Complete Transition Practices Sessions (e-Learning For Educators).			✓	✓	✓							
5. Complete GRADUATION 20/20 Reflection Rubric (pre).			✓	✓								
Step 2. ANALYZE DATA												
TASK DESCRIPTION	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
1. Complete the Practice Profile using the accompanying discussion guide. Look at school programs/ schedule/ infrastructure. Examine student performance in the areas of achievement, student engagement, family involvement, transition, graduation/dropout data, student exit data and one-year follow-up surveys.			✓	✓								
2. Analyze the compiled data to determine any trends.		✓	✓	✓								
Step 3. IDENTIFY TARGET AREAS FOR INTERVENTION												
TASK DESCRIPTION	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
1. Identify and prioritize the areas of need based on the Practice Profile and additional program data.				✓	✓							
2. Determine those programs/practices that will be targeted. a. School-wide/universal b. Identified group of students based on at-risk indicators				✓	✓							
Step 4. DEVELOP GOAL FOR SCHOOL STRATEGIC PLAN												
TASK DESCRIPTION	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
1. Identify evidence-based strategies/ interventions to drive improvement.				✓	✓							
2. Complete each section of the School Action Plan. a. Determine goal b. WV GRADUATION 20/20 Timeline/ Benchmarks c. Determine activities/strategies/ interventions d. Establish reasonable timelines e. Identify person(s) responsible f. Evaluation/Progress Check				✓	✓	✓	✓	✓	✓	✓		
3. Identify implementation concerns and work to remove barriers.					✓	✓	✓	✓	✓	✓		

Step 4. DEVELOP GOAL FOR SCHOOL STRATEGIC PLAN (continued)												
TASK DESCRIPTION	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
4. Complete Transition Coalition Best Practices Module				✓	✓							
Step 5. IMPLEMENT THE SCHOOL ACTION PLAN WITH FIDELITY												
TASK DESCRIPTION	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
1. Train staff in professional learning specific to the implementation of the School Action Plan, making sure all staff members demonstrate a clear, consistent and shared understanding of what the faculty and students are expected to know, understand and do.				✓	✓	✓	✓	✓	✓	✓	✓	
2. Communicate goals to targeted students in order to implement goal setting.					✓	✓	✓	✓	✓	✓	✓	
3. Implement the School Action Plan according to determined timelines.						✓	✓	✓	✓	✓	✓	
Step 6. MONITOR THE IMPLEMENTATION OF THE SCHOOL ACTION PLAN												
TASK DESCRIPTION	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
1. Develop assessment tools measuring student performance (e.g., walk-through observations, awareness walks, survey, benchmarks, protocols, logs, charts, student portfolios, common assessments, etc.) that will provide consistent data over time to monitor improvement of the targeted area (e.g., achievement, student engagement, transition, etc.).				✓	✓	✓						
2. Develop a data collection schedule, collect the data and utilize the data to monitor progress.				✓	✓	✓	✓	✓	✓	✓	✓	
3. Continuously adjust strategic/action plan steps based on analysis and review of data. Remember that the School Action Plan and Practice Profile should be updated and revised as appropriate.				✓	✓	✓	✓	✓	✓	✓	✓	✓
Step 7. EVALUATE THE EFFECTIVENESS OF THE SCHOOL ACTION PLAN												
TASK DESCRIPTION	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
1. Collect all school level data in order to detect patterns, analyze causes for unsatisfactory results and identify successes.									✓	✓	✓	✓
2. Based on findings, make revisions to the School Action Plan in order to maximize its effectiveness for the upcoming school year.									✓	✓	✓	✓
3. Share findings with faculty, students, community, WVDE, RESA and LEA.									✓	✓	✓	✓
4. Complete WV GRADUATION 20/20 Reflection Rubric (post).									✓	✓		
5. Celebrate Successes!										✓	✓	✓

Appendix H

EXIT SURVEY REPORT 2015-2016

WV STATE RESULTS

NOTE: Reports produced for each county and school participating in the survey. These reports were shared with appropriate stakeholders.

Total number of responses: 1831

Exit reason	%
Grad. Standard Diploma	84.2%
Grad. Modified Diploma	12.4%
Dropped out	3.4%

Gender	%
Female	33.3%
Male	66.7%

Race/Ethnicity	%
White	93.9%
Other	6.1%

Primary Exceptionality	%
Autism	3.8%
Blindness and Low Vision	0.6%
Deaf/Blindness	0.1%
Deaf	0.3%
Developmental Delay	0.1%
Emotional/Behavior Disorder	3.0%
Gifted (Grades 9-12)	1.3%
Gifted (Grades 1-8)	0.1%
Hard of Hearing	0.7%
Mild Mental Impairment	17.6%
Moderate Mental Impairment	5.3%
Orthopedic Impairment	0.4%
Other Health Impairment	16.9%
Severe Mental Impairment	1.2%
Specific Learning Disability	47.9%
Speech/Language Impairment	0.5%
Traumatic Brain Injury	0.4%

Survey item	Yes (%)
Have current driver's license	34.0%
Earned CTE Certificate	46.3%
Earned CTE Credential	36.5%
Any work experience*	97.6%
Any extracurricular activities**	97.1%
Special ed. classes helped in general ed. classes	83.9%
Not in general education classes	8.6%

*Any work experience includes work-based learning, part-time job, summer employment, and other. **Any extracurricular activities include clubs, performing arts, volunteering, sports, and other.

Student's ideas were considered at IEP meetings	%
Yes	80.5%
No	2.9%
Unknown	13.1%

Student is comfortable discussing their needs	%
Yes	80.4%
No	13.3%

Future living plans	%
At home or with other family	55.8%
In a dormitory or military base	6.9%
In a group home/supervised shared apartment	1.5%
Independently or with friends	31.5%

Will request ADA support	%
Yes	23.1%
No	52.8%
Need more information	17.0%

Will request Rehabilitation Services Support	%
Yes	40.0%
No	35.9%
Need more information	12.7%

Notes: Report reflects information collected from 07/01/2015 to 06/30/2016. Data are self-reported by students and electronically submitted by student, parent, or county personnel. Percentages may not add to 100% due to missing responses.

Low response numbers should be interpreted with caution.

January 26, 2017

EXIT SURVEY REPORT 2015-2016

Education plans	%	Type of education among those planning to continue	%
Plan to continue education	67.4%	Adult Education (Skill Building, ABE, GED)	1.5%
		Apprenticeship/On-the-job Training	16.1%
		Career & Technical Education/Vocational training	26.7%
		College (4-year)	23.0%
		Community & Technical College (2-year)	21.5%
		Day training or supervised setting	3.7%

Reasons among those not planning to continue their education	#
Have a job	168
Need to work	212
Getting married	48
Unsure of plans	140
Need a break from school	98
Joining military	69
School is too expensive	51
Do not need more education for job	73
Have poor grades or am not ready	43

Data presented in numbers (#) as students could select all that applied.

Levels of school staff support	A lot (%)	Some (%)	Not at all (%)
Planning for a career	41.8%	48.8%	5.7%
Connecting to a job	25.2%	46.6%	23.5%
Connecting to further education/training opportunities	39.1%	46.2%	10.1%
Connecting with adult support agencies	34.5%	43.6%	17.6%
Developing work related skills	51.9%	38.8%	5.7%
Having confidence to continue my education	43.4%	42.4%	9.1%
Talking about my disability	25.1%	50.6%	18.8%
Asking for the supports I need to be successful in work, training, and education programs	39.2%	49.5%	7.0%

Helpful school supports (select all that apply)	Academic classes (#)	Career Tech./ Vocational classes (#)	Career activities at school (#)	IEP participation (#)	Special Education Supports (#)
Planning for a career	804	910	556	743	805
Connecting to a job	555	844	520	536	654
Connecting to further education/training opportunities	622	755	517	721	757
Connecting with adult support agencies	385	465	350	950	867
Developing work related skills	831	880	537	582	725
Having confidence to continue my education	767	730	429	734	844
Talking about my disability	408	351	236	1065	991
Asking for the supports I need to be successful in work, training, and education programs	645	615	370	947	1017

Notes: Report reflects information collected from 07/01/2015 to 06/30/2016. Data are self-reported by students and electronically submitted by student, parent, or county personnel. Percentages may not add to 100% due to missing responses.

Low response numbers should be interpreted with caution.

January 26, 2017

ONE YEAR FOLLOW-UP SURVEY REPORT 2015-2016

WV STATE RESULTS

NOTE: Reports produced for each county and school participating in the survey. These reports were shared with appropriate stakeholders.

Total number of responses: 1454

<i>Exit reason</i>	<i>%</i>
Graduated Standard Diploma	79.0%
Graduated Modified Diploma	13.6%
Dropped out	7.4%

<i>Survey submitter</i>	<i>%</i>
Student	1.6%
Parent/guardian	2.4%
County/school personnel	96.0%

<i>Currently (or have for at least 3 months this year)</i>	<i>%</i>
Attending college (4 year)	6.8%
Attending community & technical college (2 year)	10.0%
Other school or training	9.8%
In the military	1.4%
Currently working	49.4%
- Percent competitively employed of those working	80.4%

<i>Reasons among those who are not working or going to school</i>	<i>#</i>
Unable to work because of disability	119
Unable to afford school or training	18
Need to help family at home	33
Do not know what I want to do	58
Do not need to work/parents support me	31
Unable to find work	104
Unable to get accepted into a school or training program	12
Transportation not available	32
Other	83

Data presented in numbers (#) as students could select all that applied.

<i>Receive agency support</i>	<i>%</i>
Yes	23.9%

<i>Type of support</i>	<i>%</i>
Educational	39.7%
Work	32.5%
Independent living	20.1%
Other	13.5%

<i>Rate the skills or training you received while in school</i>	<i>% Needed more</i>	<i>% Just enough</i>	<i>% Too much</i>
Everyday reading, writing and math skills	20.4%	65.3%	1.4%
Specific career/vocational skills to prepare me for my current job/education program	21.5%	63.6%	0.8%
Money management skills	29.4%	56.2%	1.0%
Independent and home living skills	17.4%	68.1%	1.0%
Job seeking and job keeping	25.9%	59.5%	0.9%
Specific work experiences	28.6%	56.7%	1.0%
Social skills to get along with others	11.0%	73.8%	1.7%
Technology skills for work, education, living	17.6%	67.7%	1.0%

Notes: Report reflects information collected from 04/01/2016 to 12/31/2016 from students exiting school during the 2014-2015 school year. Data are self-reported by students and electronically submitted by student, parent/guardian, county/school personnel. Percentages may not add to 100% due to missing responses. **Low response numbers should be interpreted with caution.** March 16, 2017

Resources/Documents



TRANSITION SERVICES PLANNER

**A Guide For Educators In Arranging Rehabilitation Services
For Students With Disabilities**



WEST VIRGINIA DEPARTMENT OF EDUCATION AND THE ARTS
DIVISION OF REHABILITATION SERVICES



January 2017

Individual Work Readiness Certificate (IWRC) Career Pathway

1. The *IWRC* is designed to provide some students with Individualized Education Programs (IEPs) who are pursuing a standard high school diploma the opportunity to gain work readiness and occupation specific skills related to CTE career programs of study during high school. These students demonstrate the ability to acquire basic/core CTE skills to become employed in a support position.
2. All students working toward the IWRC enroll for the four required CTE program of study courses plan to enter the workforce directly after high school with on-the-job-training, apprenticeship or continued technical training as an adult
3. Once a student is selected for the IWRC, the CTE instructor, student, parent/guardian and special educator will review and approve the IWRC skill sets established by the WVDE for student attainment of the certificate. The Personalized Education Plan (PEP) and IEP will be updated to reflect the IWRC program of studies.
4. A copy of the approved WVDE skill sets must be provided by CTE staff and special educators to the student and family of IWRC candidates to assure they understand the program.
5. The IEP for the student describes any specially designed instruction, supports or accommodations necessary for student success.
6. Participating students who earn the IWRC credentials must complete the approved skill sets in the four core courses of a state approved CTE program of study.

WV CTE Program of Study:	Program Required Courses:	Specialization Courses:	Student Certification(s):
WV5502 Individual Work Readiness Certificate (IWRC)	The student will follow the CTE program required courses associated with their chosen cluster program of study that is available at the local CTE center, comprehensive high school or high school. The student will be provided accommodations and/or supports as indicated in the IEP.	The student will follow the CTE program specialized courses associated with the cluster program of study that is available at the local CTE center, comprehensive high school or high school. The student will follow the IWRC skill sets established by the CTE staff and special educator. The student will be provided accommodations and/or supports as indicated in the IEP.	The IWRC Certificate will list the specific skill sets the student has mastered during the program.

NOTES:

- 1) *Successful program of study completers will demonstrate their technical skills attainment through the CTE portfolio and state-approved technical assessment processes.*
- 2) *EVERY student must pass ALL safety exams with a score of 100% before having access to available equipment with accommodations and/or supports as indicated in the IEP.*
- 3) *CTE elective courses for all state-approved programs of study can be located in the Guidance Document of WVBE Policy 2520.13.*
- 4) *CTE staff should be represented at students' Individualized Education Program (IEP) Team meetings when the student is a prospective CTE participant.*
- 5) *CTE instructors must document that they have read the most recent IEP in order to ensure awareness of students' needs.*

JOB EXPLORATION

- Who is guiding the student?
- How is job exploration coordinated with other plans for transition (i.e. Personalized Education Plan, IEP)?
- Who needs to be at the table?
- Who is accountable for the Personalized Education Plan?
- How often is the student plan reviewed?
- How is active student involvement facilitated?
- How is parental involvement encouraged?
- Who is coordinating referrals to outside agencies?

WORK-BASED LEARNING

- How are multiple plans for transition coordinated?
- Who is in charge of creating opportunities for and supervising work-based learning?
- How is information from the work experience being applied to the transition plan?
- Have appropriate safeguards, regulations and standards been followed?
- Who is coordinating referrals and information to agencies?

COUNSELING FOR TRANSITION & POST-SECONDARY PROGRAMS

- Who is aligning high school classes and schedules with career interests?
- How are student experiences, assessments and skills being used to develop realistic goals?
- How are post-school applications, scholarships and funding sources being investigated?
- Who is coordinating services and supports with disability services at post-secondary institutions?

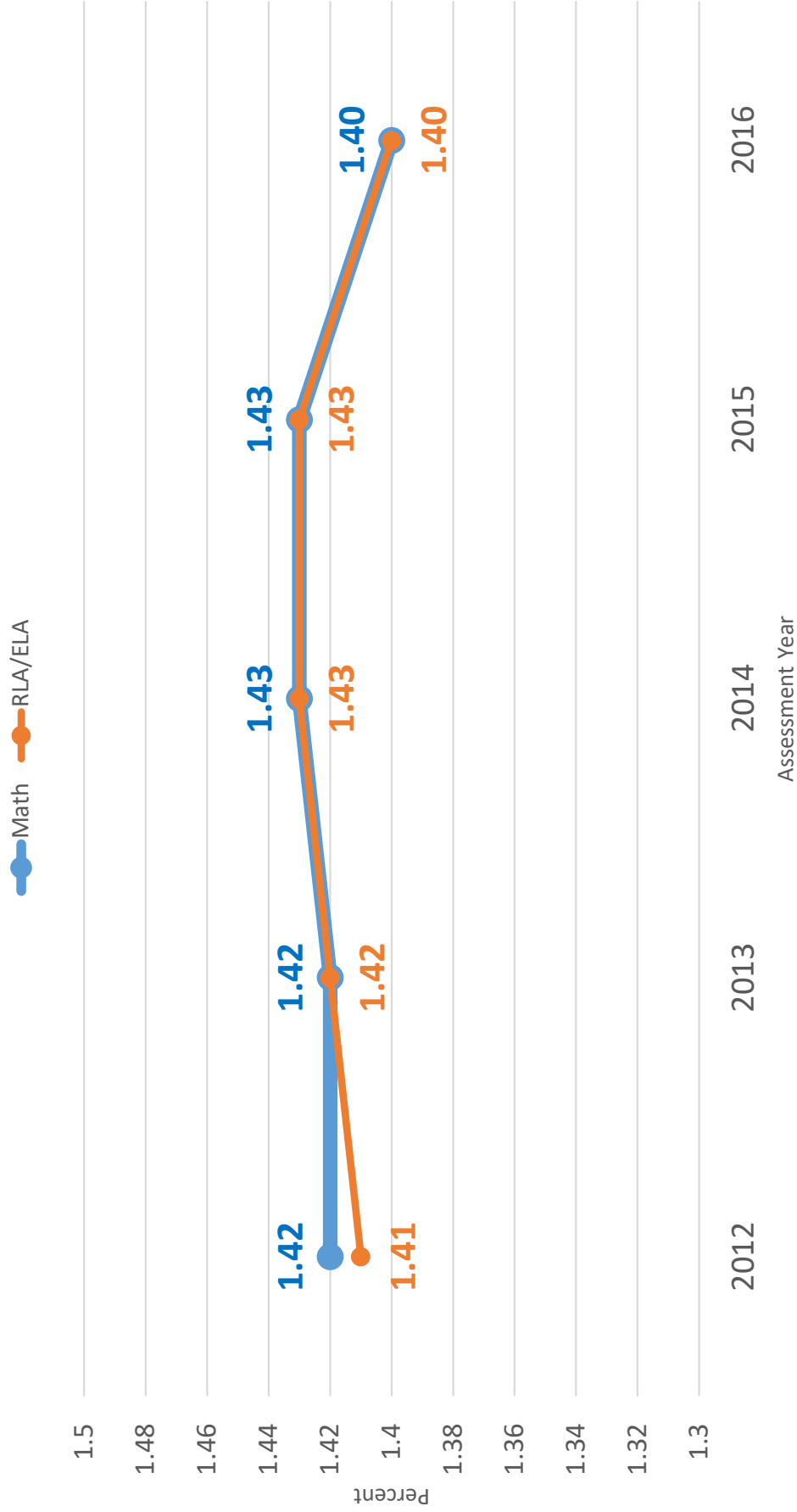
WORKPLACE READINESS TRAINING

- What are the student's career goals?
- What steps need to be taken to reach those goals?
- What supports and/or resources does the student need to reach his/her career goals?
- What experiences are available to develop career readiness skills?
- Who is coordinating career readiness training experiences with other agencies?
- Who is providing training for career readiness skill development?
- How does explicit instruction in career readiness skills happen for all students?

SELF-ADVOCACY TRAINING

- Who is supporting development of self-advocacy skills?
- How does the student demonstrate decision-making skills & use of community resources?
- What are the student's plans to reach his/her goals?
- How is independent living being considered?
- Who is coordinating referrals and information with other agencies?
- How does the student talk about his/her disability and needs for support?

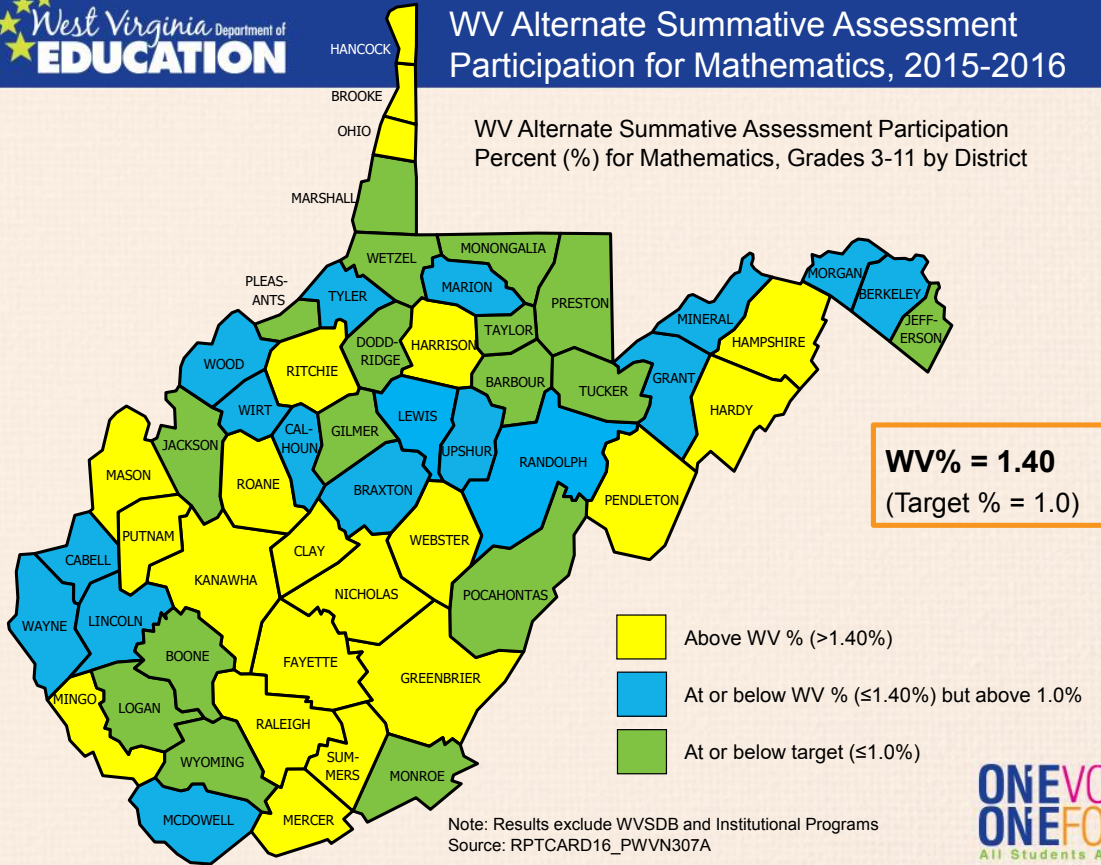
Participation in WV Alternate State Assessments: 2012 to 2016



Notes: WT2 (APTA) given in years 2012, 2013, and 2014 to grades 3-8 and 11; WV Alternate Summative Assessment given in years 2015 and 2016 to grades 3-11. Data sources: WVEIS report card files - 207A for 2012, 307A for subsequent years.

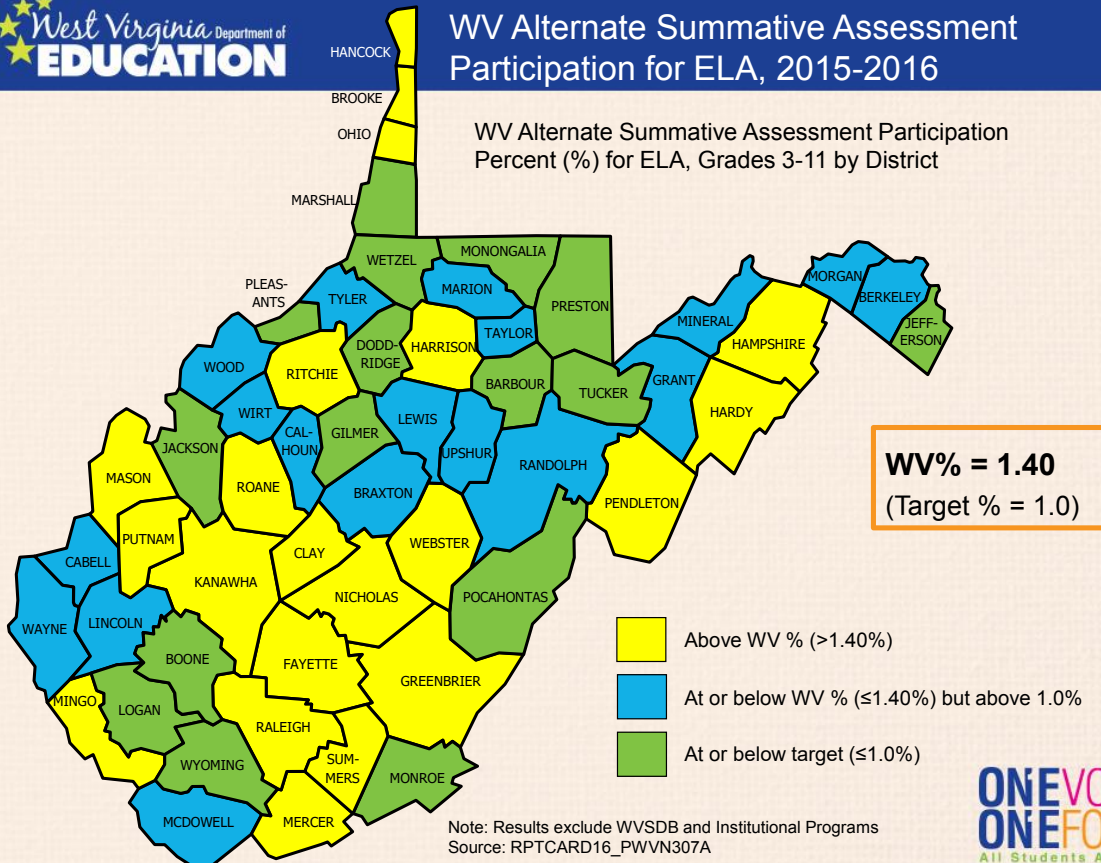
WV Alternate Summative Assessment Participation for Mathematics, 2015-2016

WV Alternate Summative Assessment Participation Percent (%) for Mathematics, Grades 3-11 by District



WV Alternate Summative Assessment Participation for ELA, 2015-2016

WV Alternate Summative Assessment Participation Percent (%) for ELA, Grades 3-11 by District



RESA 1

RS³: Teresa Epperley

2016	Jan.	Feb.	Mar.	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
RS ³ Reporting Log												



Mercer County

Bluefield County High

2016	Yes	Jan.	Feb.	Mar.	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Signed MOU													
School Team Contact List													
School Team Agenda Minutes													
School Action Plan													
Implementation Scale 1 (Fall)													
Implementation Scale 2 (Spring)													
Monitoring Questionnaire													

Montcalm High (7-12)

2016	Yes	Jan.	Feb.	Mar.	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Signed MOU													
School Team Contact List													
School Team Agenda Minutes													
School Action Plan													
Implementation Scale 1 (Fall)													
Implementation Scale 2 (Spring)													
Monitoring Questionnaire													

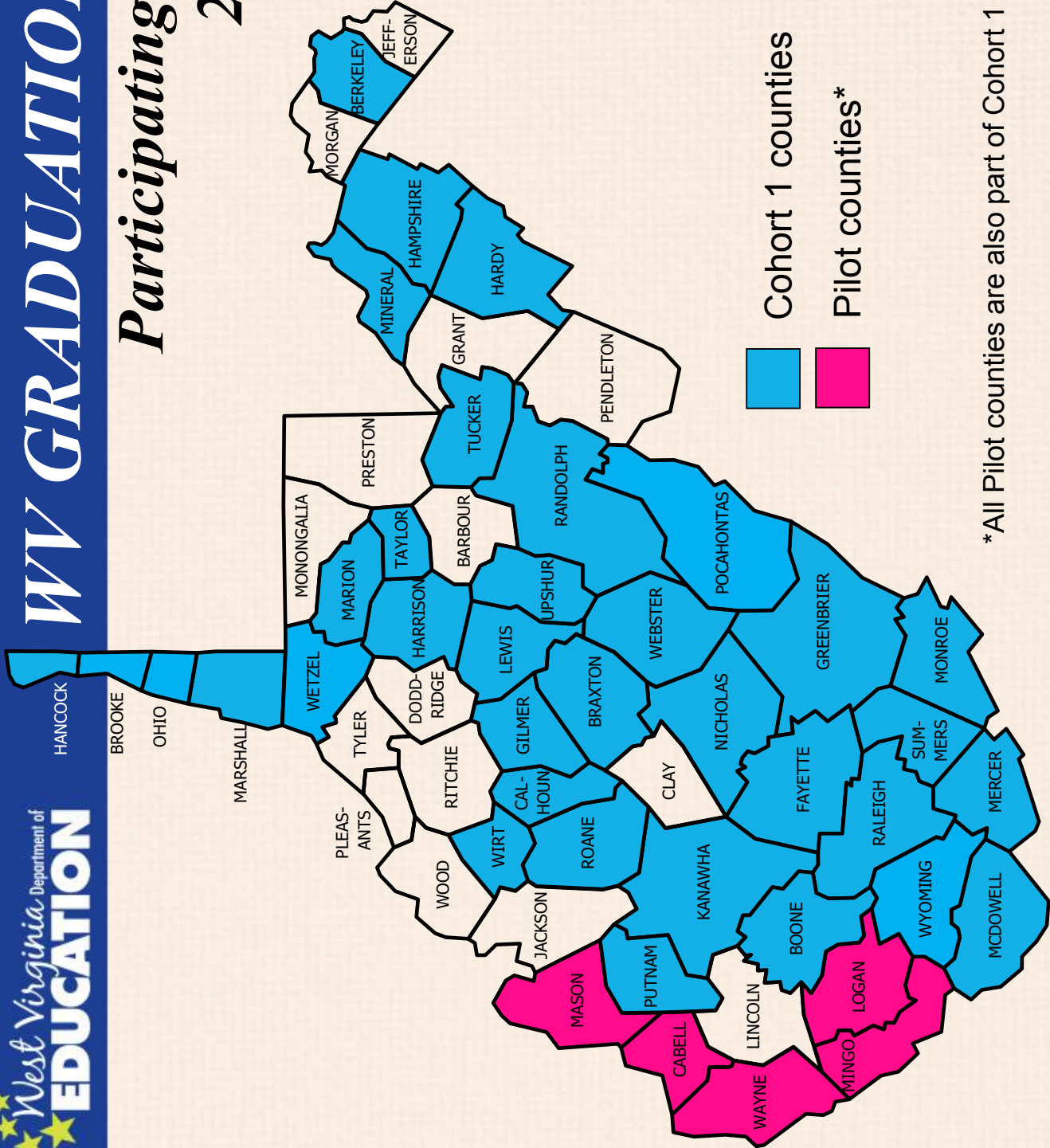
Pikeview High

2016	Yes	Jan.	Feb.	Mar.	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Signed MOU													
School Team Contact List													
School Team Agenda Minutes													
School Action Plan													
Implementation Scale 1 (Fall)													
Implementation Scale 2 (Spring)													
Monitoring Questionnaire													

Princeton Senior High

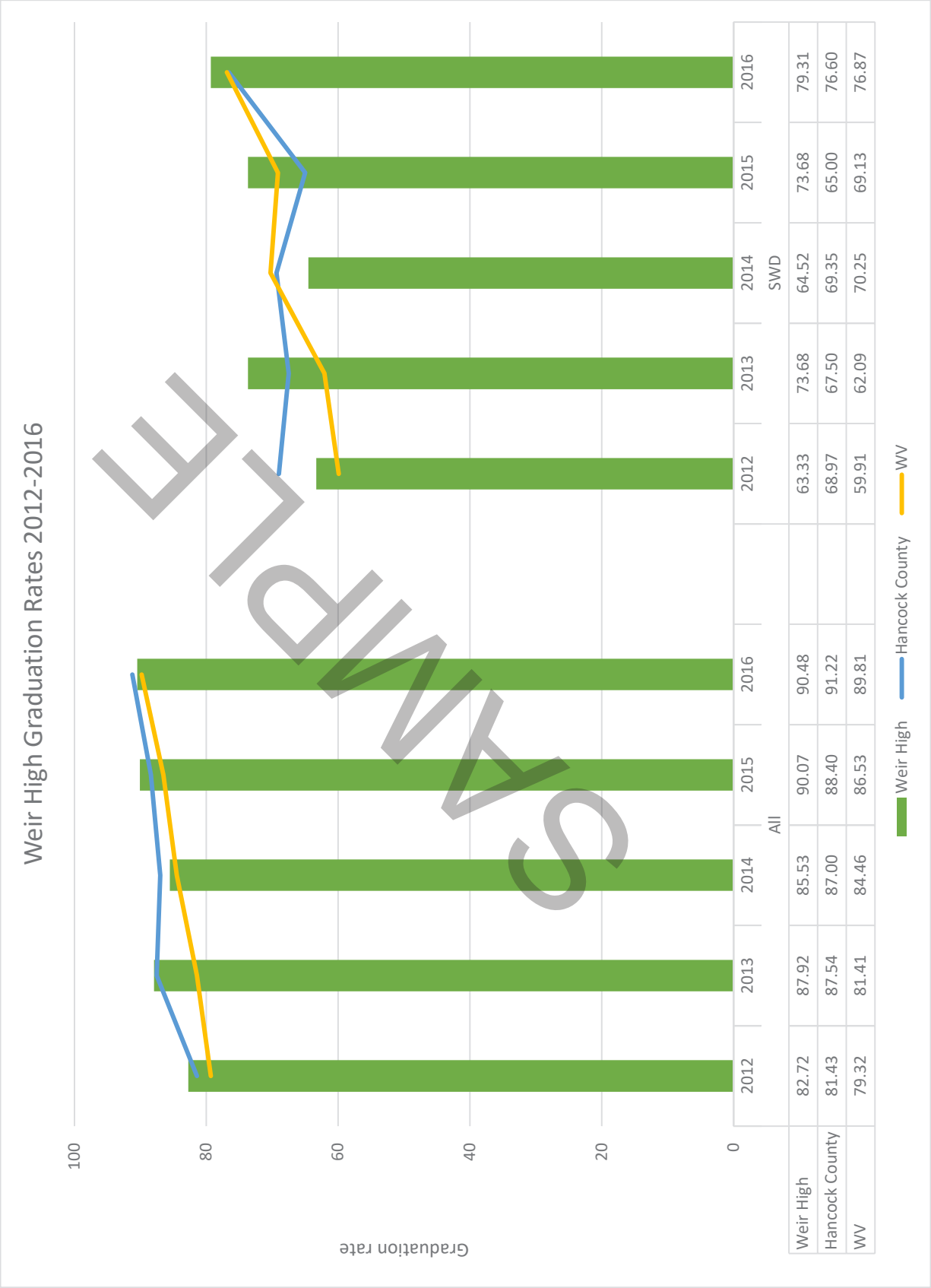
2016	Yes	Jan.	Feb.	Mar.	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Signed MOU													
School Team Contact List													
School Team Agenda Minutes													
School Action Plan													
Implementation Scale 1 (Fall)													
Implementation Scale 2 (Spring)													
Monitoring Questionnaire													

Participating Counties 2015-2017



*All Pilot counties are also part of Cohort 1

SAMPLE: Graduation Rates by WV GRADUATION 20/20 participating schools



Graduation rate = 4-year adjusted cohort, standard diploma

Recognition of schools with graduation rate of 90% or higher



Second Annual
Celebration
of Achievement

February 10, 2017

Outside Senate Chamber, West Virginia State Capitol

Charleston, WV



Of the 70 high schools recognized with a 90% or greater graduation rate for the 2015-2016 school year, 51% are also participating in the WV GRADUATION 20/20 initiative.

RESA	County	School	Grad Rate	GRAD 20/20 School
1	McDowell	River View High School	92.31	✓
1	Mercer	Montcalm High School	93.75	✓
1	Mercer	Princeton Senior High School	92.97	✓
1	Mercer	Pikeview High School	91.18	✓
1	Monroe	James Monroe High School	95.83	✓
1	Raleigh	Liberty High	91.54	✓
1	Wyoming	Wyoming County East High School	93.18	✓
2	Logan	Man Senior High School	94.74	✓
2	Logan	Chapmanville Regional High School	92.36	
2	Mason	Wahama High School	97.10	
2	Mason	Hannan High School	95.12	
2	Mingo	Tug Valley High School	93.59	✓
2	Mingo	Mingo Central Comprehensive High School	94.78	✓
2	Wayne	Spring Valley High School	90.32	✓
3	Boone	Sherman High School	91.11	✓
3	Clay	Clay County High School	90.77	
3	Kanawha	George Washington High School	95.90	
3	Kanawha	Sissonville High School	90.23	✓
3	Putnam	Winfield High School	96.06	
3	Putnam	Hurricane High School	97.79	
3	Putnam	Buffalo High School	94.12	
3	Putnam	Poca High School	92.70	✓
4	Greenbrier	Greenbrier East High School	92.00	✓
4	Nicholas	Richwood High School	96.10	✓
4	Nicholas	Nicholas County High School	90.91	✓
4	Webster	Webster County High School	93.75	✓
5	Calhoun	Calhoun Middle/High School	94.81	✓
5	Jackson	Ripley High School	97.91	
5	Jackson	Ravenswood High School	91.49	
5	Pleasants	St Marys High School	95.83	
5	Ritchie	Ritchie County High School	92.52	
5	Roane	Roane County High	91.91	✓
5	Tyler	Tyler Consolidated High School	97.09	
5	Wirt	Wirt County High School	93.06	✓
5	Wood	Williamstown High School	92.05	
6	Brooke	Brooke High School	93.19	✓
6	Hancock	Weir High School	90.48	✓
6	Hancock	Oak Glen High School	92.17	✓
6	Marshall	Cameron High School	97.22	
6	Marshall	John Marshall High School	91.52	✓
6	Ohio	Wheeling Park High School	97.83	✓

6	Wetzel	Paden City High School	100.00	✓
6	Wetzel	Valley High School	96.36	
6	Wetzel	Magnolia High School	94.21	
6	Wetzel	Hundred High School	91.67	
7	Doddridge	Doddridge County High School	94.25	
7	Gilmer	Gilmer County High School	90.14	✓
7	Harrison	Bridgeport High School	93.68	
7	Harrison	Lincoln High School	95.31	✓
7	Marion	Fairmont Senior High School	95.70	✓
7	Marion	East Fairmont High School	94.57	✓
7	Marion	North Marion High School	94.44	✓
7	Monongalia	Clay-Battelle High School	98.11	
7	Monongalia	University High School	95.22	
7	Randolph	Pickens Elementary/High School	100.00	
7	Randolph	Harman Elementary/High School	100.00	
7	Randolph	Tygarts Valley Middle/High School	95.31	
7	Tucker	Tucker County High School	92.94	✓
7	Upshur	Buckhannon Upshur High School	90.58	✓
8	Berkeley	Musselman High School	97.85	
8	Berkeley	Spring Mills High School	91.35	
8	Berkeley	Martinsburg High School	90.94	✓
8	Grant	Petersburg High School	94.50	
8	Grant	Union Educational Complex	100.00	
8	Jefferson	Washington High School	92.78	
8	Mineral	Frankfort High School	99.19	
8	Mineral	Keyser High School	94.63	✓
8	Morgan	Berkeley Springs High School	91.43	
8	Morgan	Paw Paw High School	100.00	
8	Pendleton	Pendleton County Middle/High School	91.03	

INDIVIDUALIZED EDUCATION PROGRAM

_____ County Schools

Student's Full Name _____

Date _____

PART VI: TRANSITION PLANNING

(For students beginning no later than the first IEP to be in effect when the student is 16, or younger if appropriate) (Refer to Policy 2419, 2510, and IEP instructions)

Age of Majority

The student and parent have been informed of the transfer of educational rights that will occur on reaching age 18

Yes No

Date _____

Student Initials _____

Parent/Guardian Initials _____

NOTE: Age of Majority brochure is available on the WVDE website.

Transition Planning Considerations:

How were the student's preferences and interests considered?

Student interview/survey Interest inventory Parent interview/survey Functional vocational evaluation

Transition Assessments Reviewed (specify):

The student's educational program will lead to a: standard diploma alternate (modified) diploma

NOTE: Alternate (Modified) Diploma brochure is available on the WVDE website.

Appropriate measureable postsecondary goals based upon age appropriate transition assessments:

1. Education/Training Goals:

2. Employment Goals:

3. Independent living skills goal(s) (if appropriate):

Select one of the following Career Clusters:

- Agriculture, Food and Natural Resources
 Business Management and Administration
 Government and Public Administration
 Human Services
 Manufacturing
 Transportation, Distribution and Logistics
 Architecture and Construction
 Education and Training
 Health Sciences
 Information Technology
 Marketing
 Arts, A/V Technology and Communication
 Finance
 Hospitality and Tourism
 Law, Public Safety, Correction and Security
 Science, Technology, Engineering and Mathematics
 Cluster Undetermined (Option for Grade 7 or below)

Specify the program of study that aligns with the career cluster the student selected: _____

INDIVIDUALIZED EDUCATION PROGRAM

_____ County Schools

Student's Full Name _____

Date _____

Select one of the following program of studies which aligns with the student's chosen career cluster and provides the best option for success in the global workplace and postsecondary education.

State-Approved Career and Technical Education (CTE) Program of Study is an approved sequence of four CTE courses which align to a CTE cluster and pathway, impacts state economic labor market needs as verified by Workforce data and leads to an industry-recognized credential or certificate or opportunity for continuing into postsecondary level education. Students must be capable of passing 100% of the safety exams for the respective program of study.

State-Approved Individual Work Readiness Competencies (IWRC) - *Preequisites: Before selecting IWRC, students must have initially selected the State-Approved (CTE) Program of Study option; completed at least two CTE courses in their chosen area of career interest; passed ALL safety exams; demonstrated the ability to acquire basic/core CTE skills at an entry level; were unable to master ALL of the required skill sets associated with their state-approved CTE program of study.*

IWRC is an approved sequence of four CTE courses which align to a CTE cluster and pathway that provides students with a current IEP the opportunity to gain valuable work readiness through a CTE program of study. Students demonstrate the necessary skill sets for entry level support jobs in a specific occupational area. Students must be pursuing a standard diploma and be capable of passing 100% of the safety exams for the respective program of study.

State-Approved Career Integrated Experiential Learning (CIEL) a CTE program of study that provides opportunities for students to test for multiple nationally recognized certifications while earning credit for relevant job-readiness skills. CIEL can only be initiated at the Office of Diversion and Transition. CIEL credits will transfer to the receiving high school allowing for the continued enrollment for graduation credit.

Locally Developed Career and Technical Education (CTE) Program of Study is a locally approved sequence of four CTE courses which align to a CTE cluster and pathway, impacts a local economic labor market need as verified by local advisory council and leads to an industry-recognized credential or certificate or opportunity for continuing into postsecondary level education.

Locally Developed Personalized Program of Study is a locally approved sequence of four courses which align to a career cluster and a program of study that could lead directly to an industry-recognized certificate or license or credit-bearing academic college courses. Best practice would be to encourage college bound students to take at least 1 (one) AP and/or AC course with corresponding examination, a fourth science or computer science credit, and 2 credits in one world language.

Locally Developed Community Ready Program of Study is a locally approved sequence of four courses which align to a career cluster that will lead to placement in entry-level support jobs or workforce training programs.

Undetermined – Option for Grade 7 or below

Specific course selections must be documented in the student's Personalized Education Plan (PEP) in collaboration with the school counselor, teachers, advisors and parent/guardian. A copy of the PEP must be kept with student's IEP.

Activities/Linkages: Identify activities needed for attaining postsecondary outcomes and the lead party/agency responsible for those services.

Lead Party/Agency					
Activities/Linkages	Parent/Student	School	Agency (Specify)	Description of Service	Annual Goal to Support Activity
Instruction/education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Vocational aptitude/interest assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Career awareness/work-based learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Independent living/mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Agency referral/application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>



SAMPLE School Action Plan

School Year: 2015-16 School District: County Name School Team Leader: Leader Name
 School Name: School Name Graduation 20/20 RS³: RS³ Name

Focus Area 1: Student Engagement

Goal: Focus on student engagement to increase SWD graduation rate. **Current Baseline:** 69.1%
Baseline Year: 2014-2015

Objective: SWD graduation rate will increase by 3 percentage points per year (for example, the graduation rate would be 72.1% at the completion of the 2015-16 school year, 75.1% in 2016-17, and 78.1% in 2017-18).

Strategies	Activities	Person(s) Responsible*	Timeline(s)	Evaluation Component(s)	Measurable Result
A. Encourage students to explore potential careers.	<ol style="list-style-type: none"> Expand current job-shadowing to include at-risk students and a greater variety of jobs that may interest them (beautician, plumber, etc.). Invite guest speakers into classes to discuss employment options, jobs, training required and pay. 	<ol style="list-style-type: none"> Director of Technical Career Ed., Counselors, Graduation Coach Director of Technical Career Ed., Counselors, Grad Coach 	<ol style="list-style-type: none"> Dec. 2015 Feb. to May 2016 	<ol style="list-style-type: none"> Number of students participating in job shadowing Number of guest speakers 	<ol style="list-style-type: none"> 25 students 4 guest speakers
B. Create a more positive school climate for SWD students by adding student organizations that are appropriate for all students.	<ol style="list-style-type: none"> Form a Pep Club to promote school spirit. The club will have group seating at school events. 	<ol style="list-style-type: none"> Grad Coach, Club Sponsors 	<ol style="list-style-type: none"> Sept./Oct. 2015 	<ol style="list-style-type: none"> Number of SWDs participating 	<ol style="list-style-type: none"> 50 SWD students
C. Enhance the transition process for 8 th graders being promoted to the 9 th grade.	<ol style="list-style-type: none"> Have an 8th grade parent night to include school tours, club fair, etc. Make a list of clubs and sports and their sponsors available to all rising freshmen. Schedule a day with the feeder middle schools for current 11th graders to meet in a session to address questions of upcoming 9th graders about high school. 	<ol style="list-style-type: none"> Grad Coach, Guidance and Club Sponsors Principals, Grad Coach, selected 11th graders 	<ol style="list-style-type: none"> Aug. 2015 June 2016 	<ol style="list-style-type: none"> Number of parents attending Number of SWD 9th graders participating in sports and clubs 	<ol style="list-style-type: none"> 80 parents 15 students

*While many persons, including students, parents, and community members may have responsibilities to complete activities, the overall strategy should be led by one or more individuals at the school level (i.e. graduation coach, counselor, administrator, etc.).

RS³s

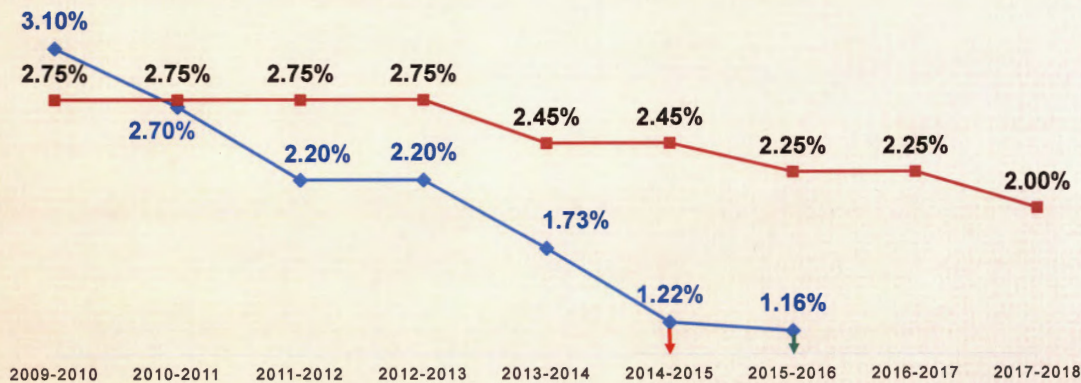
RESA Projects

- RESA 1 — **Teresa Epperly** -- Coach Approach
- RESA 2 — **Marsha Walsh Jarrell** -- Utilization of Transition Planner with Rehabilitation Services
- RESA 3 — **Patty Blake** -- Check & Connect
- RESA 4 — **Rena Robinson** -- Student Led IEPs
- RESA 5 — **Jackie Harris** -- Transition Coalition Self-Study, Building a Transition Assessment Toolkit
- RESA 6 — **Michelle Hogan** -- Feeder Middle Schools
- RESA 7 — **Lisa Heinbaugh** -- One Year Out/Follow-Up Survey
- RESA 8 — **Andrew Guthrie** -- Family Involvement

Indicator 2: Dropout Rate

Grades 7-12 Event Drop Rate

◆ SWDs ■ Targets

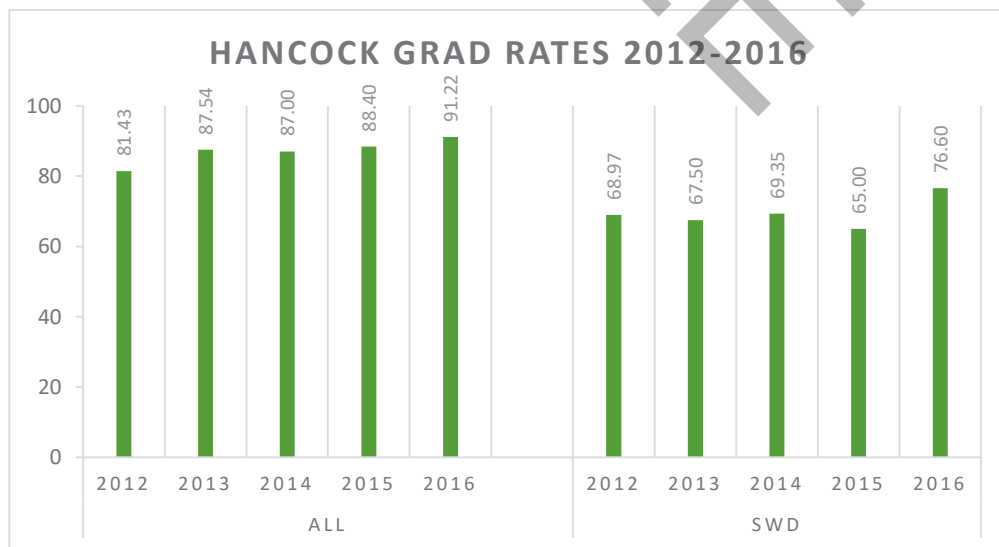
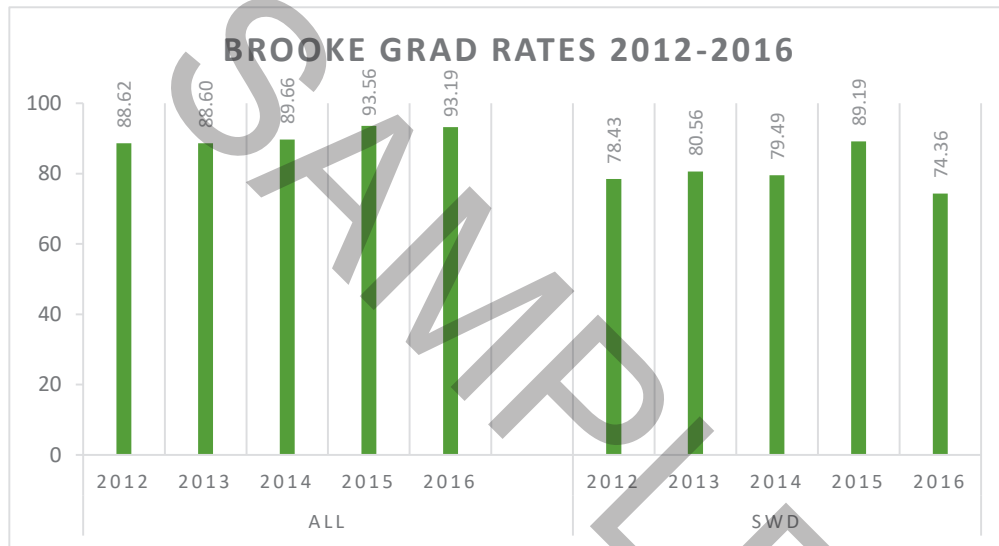


4-Year Adjusted Cohort Graduation Rates by RESA: 2012 - 2016

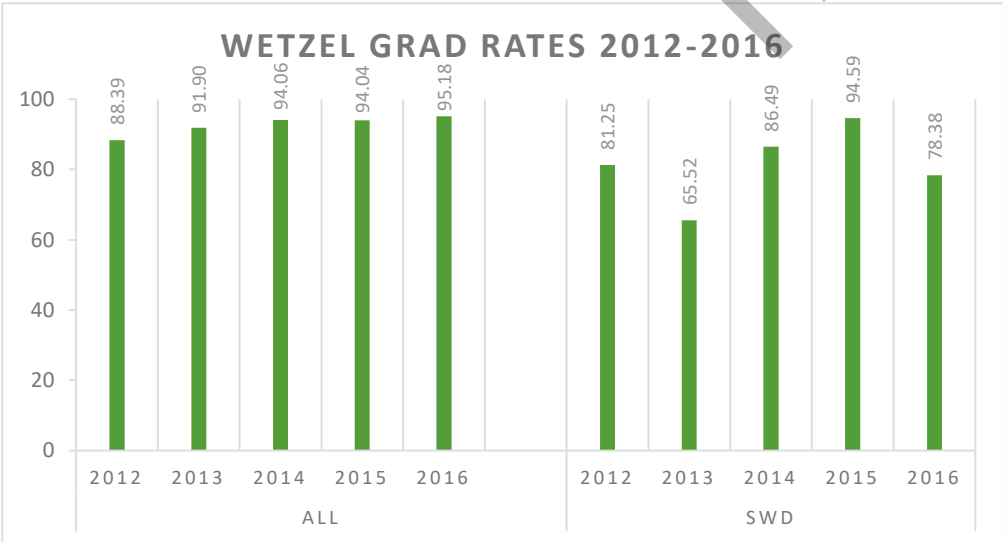
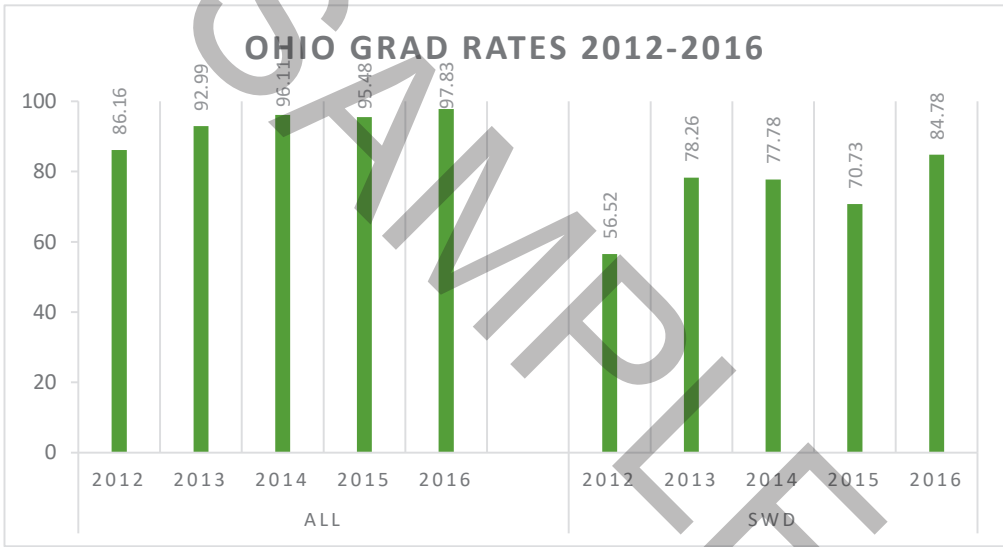
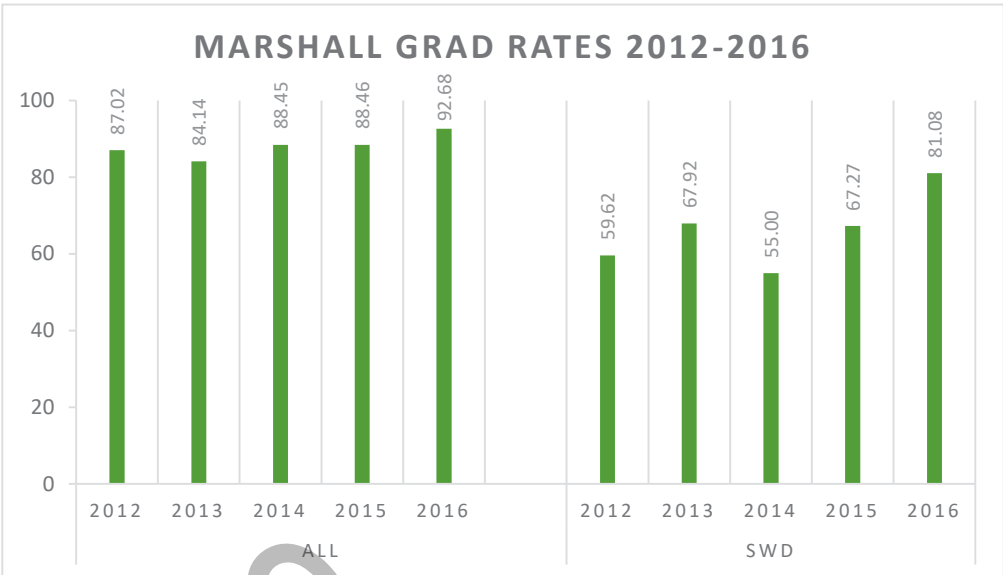
Scale → Lowest percent 50th percentile Highest percent

RESA		All					SWD				
		2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
6	Brooke	88.62	88.60	89.66	93.56	93.19	78.43	80.56	79.49	89.19	74.36
	Hancock	81.43	87.54	87.00	88.40	91.22	68.97	67.50	69.35	65.00	76.60
	Marshall	87.02	84.14	88.45	88.46	92.68	59.62	67.92	55.00	67.27	81.08
	Ohio	86.16	92.99	96.11	95.48	97.83	56.52	78.26	77.78	70.73	84.78
	Wetzel	88.39	91.90	94.06	94.04	95.18	81.25	65.52	86.49	94.59	78.38
WV		79.32	81.41	84.46	86.53	89.81	59.91	62.09	70.25	69.13	76.87

NOTE: The color scale on each row of the table above represents only 1 county and 1 subgroup (All or SWD) at a time. County and subgroup data are not compared to other counties or subgroups.



Graduation rate = 4-year adjusted cohort, standard diploma.



Graduation rate = 4-year adjusted cohort, standard diploma.

GRADUATION 20/20
2016-2017 GRADUATION 20/20 RS³ and SCHOOL ASSIGNMENTS
COHORT 1

RESA 1	
GRADUATION 20/20 RS³ - Teresa Epperley - tepperle@k12.wv.us	
County	Participating Schools
Mercer	Bluefield High Montcalm High (7-12) Pikeview High Princeton Senior High
Monroe	James Monroe High
McDowell	Mount View High River View High Southside K-8*
Raleigh	Independence High Liberty High Shady Spring High Woodrow Wilson High
Summers	Summers County High
Wyoming	Westside High Wyoming High

RESA 2	
GRADUATION 20/20 RS³ - Marsha Jarrell - mdwalsh@k12.wv.us	
County	Participating Schools
Cabell	Cabell Midland High Hungington High
Logan	Logan Senior High Man Senior High
Mason	Point Pleasant Junior*/Senior High
Mingo	Mingo Central High Tug Valley High
Wayne	Spring Valley High Wayne High

RESA 3	
GRADUATION 20/20 RS³ - Patty Blake - prblake@k12.wv.us	
County	Participating Schools
Boone	Sherman High Van Junior*/Senior High
Kanawha	Capital High Herbert Hoover High Nitro High Riverside High Saint Albans High Sissonville High South Charleston High
Putnam	Poca High

RESA 4	
GRADUATION 20/20 RS³ - Rena Robinson - ryrobins@k12.wv.us	
County	Participating Schools
Braxton	Braxton County High
Fayette	Ansted Middle* Fayetteville High Meadow Bridge High Midland Trail High Oak Hill High Valley High
Greenbrier	Greenbrier East High
Nicholas	Nicholas County High Richwood High
Pocahontas	Pocahontas County High
Webster	Webster County High

GRADUATION 20/20
2016-2017 GRADUATION 20/20 RS³ and SCHOOL ASSIGNMENTS
COHORT 1

RESA 5	
GRADUATION 20/20 RS³ - Jackie Harris - jsharris@k12.wv.us	
County	Participating Schools
Calhoun	Calhoun Middle*/High
Roane	Geary Elementary/Middle* Roane County High Spencer Middle* Walton Elementary/Middle*
Wirt	Wirt County Middle* Wirt County High

RESA 6	
GRADUATION 20/20 RS³ - Michelle Hogan - michelle.hogan@k12.wv.us	
County	Participating Schools
Brooke	Brooke County High Follansbee Middle* Wellsburg Middle*
Hancock	Oak Glen High Oak Glen Middle* Weir High Weir Middle* Weir Alternative Middle*
Marshall	Gateway Achievement Center John Marshall High Moundsville Middle*
Ohio	Bridge Street Middle* Triadelphia Middle* Warwood Middle* Wheeling Middle* Wheeling Park High
Wetzel	New Martinsville Elementary* Paden City High

RESA 7	
GRADUATION 20/20 RS³ - Lisa Heinbaugh - lheinbaugh@k12.wv.us	
County	Participating Schools
Gilmer	Gilmer County High
Harrison	Liberty High Lincoln High Robert C. Byrd High South Harrison High
Lewis	Lewis County High
Marion	East Fairmont High Fairmont Senior High North Marion High
Randolph	Elkins High
Taylor	Grafton High
Tucker	Tucker County High
Upshur	Buckhannon Upshur High

RESA 8	
GRADUATION 20/20 RS³ - Andrew Guthrie - aguthrie@k12.wv.us	
County	Participating Schools
Berkeley	Martinsburg High
Hampshire	Capon Bridge Middle* Hampshire Senior High Romney Middle*
Hardy	East Hardy High Moorefield High
Mineral	Keyser High

*Pilot Middle Schools



Steven L. Paine, Ed.D.
State Superintendent of Schools