



State Systemic Improvement Plan (SSIP)

Phase III, Year 2

April 1, 2018



**West Virginia Board of Education
2018-2019**

David G. Perry, President
Miller L. Hall, Vice President
Thomas W. Campbell, Financial Officer

F. Scott Rotruck, Member
Debra K. Sullivan, Member
Frank S. Vitale, Member
Joseph A. Wallace, J.D., Member
James S. Wilson, D.D.S., Member

Paul L. Hill, Ex Officio
Chancellor
West Virginia Higher Education Policy Commission

Sarah Armstrong Tucker, Ex Officio
Chancellor
West Virginia Council for Community and Technical College Education

Steven L. Paine, Ex Officio
State Superintendent of Schools
West Virginia Department of Education

West Virginia’s State Systemic Improvement Plan (SSIP)

Table of Contents

Phase III, Year 2 Component A 3

- (1) Theory of Action or logic model for the SSIP including the SiMR.....3
- (2) The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement strategies.....3
- (3) The specific evidence-based practices that have been implemented to date..... 11
- (4) Brief overview of the year’s evaluation activities, measures and outcomes..... 11
- (5) Highlights of changes to the implementation and improvement strategies.....12

Phase III, Year 2 Component B13

- (1) Description of the State’s SSIP implementation progress.....13
- (2) Stakeholder involvement in SSIP implementation..... 14

Phase III, Year 2 Component C16

- (1) How the State monitored and measured outputs to assess the effectiveness of the implementation plan..... 16
 - » How evaluation measures align with the theory of action..... 16
 - » Data sources for each key measure.....17
 - » Description of baseline data for key measures.....17
 - » Data collection procedures and associated timelines.....17
 - » Sampling procedures (if appropriate)..... 18
 - » Planned data comparisons (if appropriate)..... 18
 - » How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements..... 18
- (2) How the State has demonstrated progress and made modifications to the SSIP as necessary.....20
 - » How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR.....20
 - » Evidence of change to baseline data for key measures..... 22
 - » How data support changes that have been made to implementation and improvement strategies..... 23
 - » How data are informing next steps in the SSIP implementation..... 24
 - » 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..... 26
- (3) Stakeholder involvement in the SSIP evaluation.....26
 - » How stakeholders have been informed of the ongoing evaluation of the SSIP.....26
 - » How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP.....26

Phase III, Year 2 Component D27

(1) Data limitations that affected reports of progress in implementing the SSIP and achieving the SiMR due to quality of the evaluation data.....27

- » Concern or limitations related to the quality or quantity of the data used to report progress or results.....27
- » Implications for assessing progress or results.....28
- » Plans for improving data quality.....28

Phase III, Year 2 Component E 29

(1) Assessment of progress toward achieving intended improvements. 29

- » Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SiMR, sustainability and scale-up..... 29
- » Evidence that SSIP’s evidence-based practices are being carried out with fidelity and having the desired effects..... 32
- » Outcomes regarding progress toward short-term objectives that are necessary steps toward achieving the SiMR.....36
- » Measurable improvements in the SiMR in relation to targets.....38

Phase III, Year 2 Component F 39

(1) Additional activities to be implemented next year with timeline. 39

(2) Planned evaluation activities including data collection, measures and expected outcomes.....40

(3) Anticipated barriers and steps to address those barriers.....40

(4) The State describes any needs for additional support and/or technical assistance..... 43

Phase III, Year 2, Appendices 44

Appendix A 45

Appendix B 47

Appendix C51

Appendix D66

Appendix E..... 67

Appendix F..... 68

Appendix G 78

Appendix H..... 85

Appendix I..... 86

Appendix J..... 92

Resources/Documents..... 94

Phase III, Year 2 Component A: Summary of Phase III, Year 2

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

Please refer to WV GRADUATION 20/20 Logic Model. (*Appendix 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*)

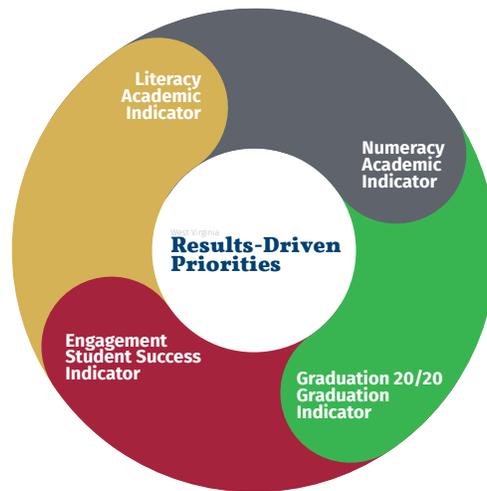
The Dropout Prevention Intervention Framework and CEEDAR Transition Practices Framework Charts outline the specific activities needed to implement the coherent improvement strategies. WV GRADUATION 20/20 was implemented during the 2015-2016 academic school year beginning with sixty-nine (69) schools 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 included twenty (20) middle schools bringing the total to ninety-two (92) schools in forty-one (41) counties. The success of the program has led to the growth of participation during the 2017-2018 academic school year. The number of participating schools has grown to 103 schools in forty-one (41) counties. The Cohort now includes 74 High Schools, 23 Middle Schools, 6 Elementary Schools, and 2 Alternative Centers. Due to the increase of participating schools, both the original and additional self-referred schools are at different stages of implementation within both frameworks.

The implementation model utilized by West Virginia between 2015-2016 and 2017-2018 was to partner with the eight (8) Regional Education Service Agencies (RESAs) to execute our SSIP WV GRADUATION 20/20. This model was based on eight (8) Regional School Support Specialists (RS³s) who worked directly with local education agencies (LEAs) and schools to implement the Frameworks through coaching. The 2017 WV Legislative Session resulted in a bill which dismantled the RESAs by June 30, 2018, and established Educational Service Collaboratives (ESCs) if the LEAs were so inclined. Since the enactment of this legislation, the Office of Special Education has developed the West Virginia Results-Driven Priorities (RDP) Program with the goal of improving results for students with disabilities by providing funding directly to the LEAs.

Results-Driven Priorities

The West Virginia Results-Driven Priorities (WV-RDP) was developed to improve results for all students, including students with disabilities. RDP emphasizes child outcomes such as performance on assessments, graduation rates and early childhood outcomes. Districts are required to use data to identify gaps in student performance, analyze district systems and then implement targeted, evidence-based reforms to address the gaps. It is critical for the State and districts to develop an improvement plan in a manner that is aligned with the State's and district's existing improvement programs and reform efforts which are focused on supporting College- and Career- Readiness.

Supporting College and Career Readiness in West Virginia: Results-Driven Priorities



RESULTS-DRIVEN Priorities (RDP) in West Virginia

Four (4) WV-RDP for the development and growth of a comprehensive approach to closing the achievement, engagement and graduation gaps support the West Virginia Board of Education’s Strategic Plan, West Virginia’s Consolidated State Plan for the Every Student Succeeds Act and the West Virginia IDEA State Performance Plan.

The West Virginia Results-Driven Priorities (WV-RDP) has been developed to assist all 55 West Virginia districts in closing the gaps among subgroups. This program, which is funded partially through IDEA Part B and Preschool Discretionary monies from the United States Department of Education Office of Special Education Programs, includes technical assistance activities designed to provide school personnel and families with the knowledge and skills needed to implement educational programs and interventions that have proven to be effective in improving outcomes for toddlers, children and youth with disabilities. An additional funding source is through the Now is the Time (NITT) Project AWARE West Virginia-Advancing Wellness and Resilience in Education (WV-AWARE) grant monies through Substance Abuse and Mental Health Services Administration (SAMHSA) and includes technical assistance activities designed to improve educational outcomes by targeting mental health challenges.

The four (4) Results-Driven Priorities are: **WV GRADUATION 20/20, LITERACY ACHIEVEMENT, NUMERACY ACHIEVEMENT** and **ENGAGEMENT**.

WV GRADUATION 20/20 PRIORITY

Need: All states were required by the Office of Special Education Programs at the United States Department of Education to develop a five year State Systemic Improvement Plan (SSIP), (IDEA Indicator 17).

The WV GRADUATION 20/20 priority uses a data driven intervention framework developed by the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) to address issues that have negatively impacted school completion. This federally required program was established in 2015 in the State Systemic Improvement Plan (SSIP) and at a minimum is required to continue through 2020.

WV GRADUATION 20/20 was specifically established to assist in building capacity to **increase the high school completion rate** for ALL students with special emphasis on students with disabilities (SWD) and those of low socio- economic status (low-SES).

The WV GRADUATION 20/20 **goals** include:

- Improve student literacy and numeracy achievement.
- Increase number of students who graduate with a regular diploma.
- Decrease number of students who drop out.
- Increase attainment of better postsecondary outcomes.

The WV GRADUATION 20/20 **delivery of services** includes:

- Provide funding to 41 districts per the number of schools involved in the WV GRADUATION 20/20 priority in 2017-2018 school year at \$12,500.00 per school.
- Build capacity in the 103 schools (74 high schools, 23 middle schools, 6 elementary schools) through the WV Network for Educational Excellence.
- Partner with a community provider to establish a Transition Technical Assistance Center.
- The Transitional Technical Assistance Center serves as an extension of the WVDE Office of Special Education to provide capacity building models of community-based work exploration for districts, transition to successful post school outcomes and increased utilization of the Division of Rehabilitation Services resources and Pre-Employment Transition Services (Pre-ETS) programs.

LITERACY/NUMERACY ACHIEVEMENT PRIORITY

Need: There is a general lack of infrastructure to provide training and technical assistance in the areas of improving literacy and numeracy achievement for students with disabilities.

The LITERACY/NUMERACY ACHIEVEMENT priorities are focused on **closing the achievement gap** and ensuring ALL students are on target for grade-level expectations in literacy and numeracy with special emphasis on students with disabilities (SWDs), English language learners (ELLs), students with low socio-economic status (low SES) and race/ethnicity.

The LITERACY/NUMERACY ACHIEVEMENT **goals** include:

- Support high quality schools and workforce prepared to address literacy and numeracy standards.
- Support identification of interventions and implementation of a system of support for students not reaching grade level proficiency in literacy and numeracy.
- Ensure West Virginia remains on track in closing the literacy and numeracy achievement gap in grades 3-8.
- Increase the percentage of students in grades 3-8 demonstrating grade-level proficiency equivalent Lexile and Quantile scores.

The LITERACY/NUMERACY ACHIEVEMENT **delivery of services** includes:

- Provide formula funding for all 55 districts for literacy and/or numeracy.
- District Steering Committee identifies local needs and implementation plan utilizing framework:
 - » Utilize district Steering Committee
 - » Analyze data
 - » Identify target areas for intervention
 - » Develop goals for district Results Improvement Plan
 - » Implement district Results Improvement Plan
 - » Monitor the implementation of the district Results Improvement Plan
 - » Evaluate the effectiveness of the district Results Improvement Plan
- Employ Numeracy Support Grades 3-8 Coordinator and Literacy Support Grades 3-8 Coordinator in the Office of Special Education. These staff members will work with districts directly to improve achievement.

ENGAGEMENT PRIORITY

Need: There is a general lack of infrastructure to provide training and technical assistance in the area of behavioral support in West Virginia.

The ENGAGEMENT priority is focused on **improving attendance, behavior and access to school-based mental health services** and implementing research-based effective models for developing and **supporting positive school climate/culture**.

The ENGAGEMENT **goals** include:

- Increase student attendance.
- Decrease chronic absenteeism.
- Decrease out-of-school suspensions.
- Decrease number of bullying incidents.
- Develop positive and supportive school environments by addressing mental health needs of students and families.
- Increase access to school-based mental health.

The ENGAGEMENT **delivery of services** includes:

- Provide formula funding for all 55 districts.
- District Steering Committee identifies local needs and implementation plan.
- Continue to partner with The West Virginia Autism Training Center at Marshall University to expand the Behavior/Mental Health Technical Assistance Center. This partnership has existed since 2012 to focus on Positive Behavioral Interventions and Supports (PBIS) for both school-age and early childhood students.
- The Behavior/Mental Health Technical Assistance Center provides training to schools to improve the climate through positive behavior strategies.
- The Behavior/Mental Health Technical Assistance Center serves as an extension of the WVDE Office of Special Education (OSE) to provide capacity-building models of coaching and support to schools.

WV GRADUATION 20/20 Priority

Need: All states were required by the Office of Special Education Programs at the United States Department of Education to develop a five year State Systemic Improvement Plan (SSIP), (IDEA Indicator 17).



Graduation

The WV GRADUATION 20/20 priority uses a data driven intervention framework developed by the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) to address issues that have negatively impacted school completion. This federally required program was established in 2015 in the State Systemic Improvement Plan (SSIP) and at a minimum is required to continue through 2020.

WV GRADUATION 20/20 was specifically established to assist in building capacity to **increase the high school completion rate** for ALL students with special emphasis on students with disabilities (SWD) and those of low socio- economic status (low-SES).

The WV GRADUATION 20/20 **goals** include:

- Improve student literacy and numeracy achievement.
- Increase number of students who graduate with a regular diploma.
- Decrease number of students who drop out.
- Increase attainment of better postsecondary outcomes.

The WV GRADUATION 20/20 **delivery of services** includes:

- Provide funding to 41 districts per the number of schools involved in the WV GRADUATION 20/20 priority in 2017-2018 school year at \$12,500.00 per school.
- Build capacity in the 103 schools (74 high schools, 23 middle schools, 6 elementary schools) through the WV Network for Educational Excellence.
- Partner with a community provider to establish a Transition Technical Assistance Center.
- The Transition Technical Assistance Center serves as an extension of the WVDE Office of Special Education to provide capacity building models of community-based work exploration for districts, transition to successful post school outcomes and increased utilization of the Division of Rehabilitation Services resources and Pre-Employment Transition Services (Pre-ETS) programs.

Behavior Support Priority

Need: There is a general lack of infrastructure to provide training and technical assistance in the area of behavioral support in West Virginia.



Engagement

The ENGAGEMENT priority is focused on **improving attendance, behavior and access to school-based mental health services** and implementing research-based effective models for developing and **supporting positive school climate/culture**.

The ENGAGEMENT initiative **goals** include:

- Increase student attendance.
- Decrease chronic absenteeism.
- Decrease out-of-school suspensions.
- Decrease number of bullying incidents.
- Develop positive and supportive school environments by addressing mental health needs of students and families.
- Increase access to school-based mental health.

The ENGAGEMENT **delivery of services** includes:

- Provide formula funding for all 55 districts.
- District Steering Committee identifies local needs and implementation plan.
- Continue to partner with The West Virginia Autism Training Center at Marshall University to expand the Behavior/Mental Health Technical Assistance Center. This partnership has existed since 2012 to focus on Positive Behavioral Interventions and Supports (PBIS) for both school-age and early childhood students.
- The Behavior/Mental Health Technical Assistance Center provides training to schools to improve the climate through positive behavior strategies.
- The Behavior/Mental Health Technical Assistance Center serves as an extension of the WVDE Office of Special Education (OSE) to provide capacity-building models of coaching and support to schools.

Literacy/Numeracy Achievement

Need: There is a general lack of infrastructure to provide training and technical assistance in the areas of improving literacy and numeracy achievement for students with disabilities.

The LITERACY/NUMERACY ACHIEVEMENT priorities are focused on **closing the achievement gap** and ensuring ALL students are on target for grade-level expectations in literacy and numeracy with special emphasis on students with disabilities (SWDs), English language learners (ELLs), students with low socio-economic status (low SES) and race/ethnicity.

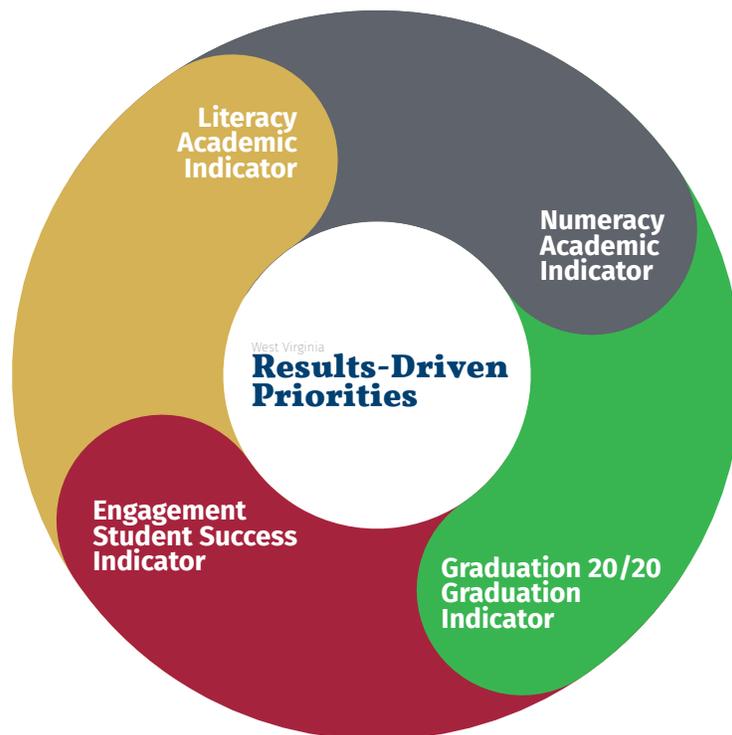
The LITERACY/NUMERACY ACHIEVEMENT **goals** include:

- Support high quality schools and workforce prepared to address literacy and numeracy standards.
- Support identification of interventions and implementation of a system of support for students not reaching grade level proficiency in literacy and numeracy.
- Ensure West Virginia remains on track in closing the literacy and numeracy achievement gap in grades 3-8.
- Increase the percentage of students in grades 3-8 demonstrating grade-level proficiency equivalent Lexile and Quantile scores.

The LITERACY/NUMERACY ACHIEVEMENT **delivery of services** includes:

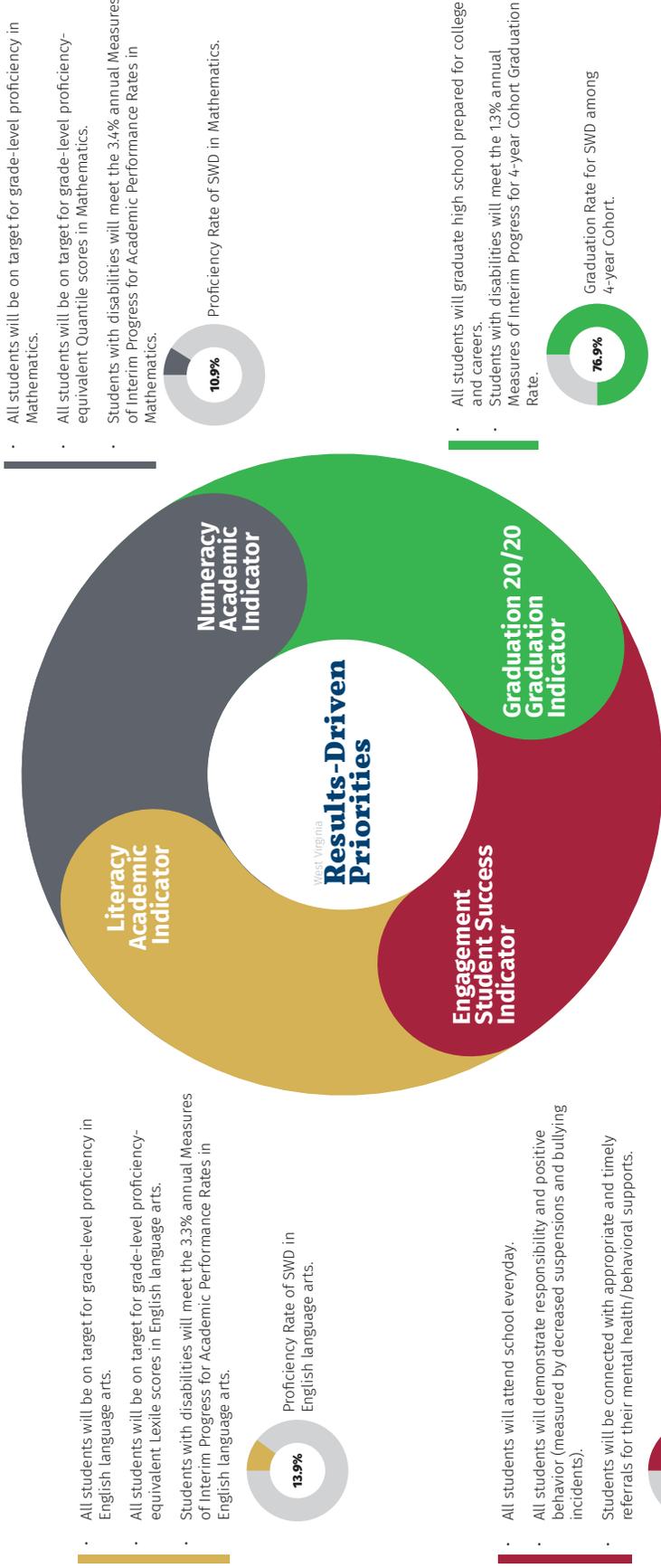
- Provide formula funding for all 55 districts for literacy and/or numeracy.
- District Steering Committee identifies local needs and implementation plan utilizing framework:
 - » Utilize district Steering Committee
 - » Analyze data
 - » Identify target areas for intervention
 - » Develop goals for district Results Improvement Plan
 - » Implement district Results Improvement Plan
 - » Monitor the implementation of the district Results Improvement Plan
 - » Evaluate the effectiveness of the district Results Improvement Plan
- Employ Numeracy Support Grades 3-8 Coordinator and Literacy Support Grades 3-8 Coordinator in the Office of Special Education. These staff members will work with districts directly to improve achievement.

Supporting College and Career Readiness in West Virginia: *Results-Driven Priorities*



Supporting College and Career Readiness in West Virginia: Results-Driven Priorities

The mission of **Results-Driven Priorities** is to develop a comprehensive improvement plan focused on analyzing current systems and redesigning as necessary to improve results. Increasing student achievement and ensuring college- and career-readiness for all learners through the promotion of evidence-based instruction and interventions to prepare students for post-secondary opportunities is the core principle guiding this work.



The Improvements to State Infrastructure Chart provides an update to the Phase II Chart and Phase III Year 1 Chart reflecting activities completed, and a Phase III, Year 2 Chart reflecting activities initiated in 2017-2018. (*Appendix C*)

(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*)

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

Evaluation activities over the past year have been implemented according to the WV GRADUATION 20/20 Evaluation Measurement Table (*Appendix D*). Implementation and fidelity checks in the form of document content reviews were completed as planned for the 2016-2017 school year. Further, we continue to collect these program artifacts for the 2017-2018 school year, see *Appendix E*, WV GRADUATION 20/20 Evaluation Status Measurement Table: 2016-2017.

Implemented at the conclusion of the 2016-2017 school year, we have WV GRADUATION 20/20 Reflection Rubric data for the first time. The rubric (*Appendix F*), a retrospective pre/post survey, captures a school's implementation stage near the beginning of the school year and then again at the end of the school year for each step and core activity of WV GRADUATION 20/20. School Leadership Teams completed the rubric as a team, and RS³s completed a rubric for each of the schools they supported. Analysis of rubric data revealed statistically significant increases in implementation stages for every core activity. Additionally, when the core activities are combined to create the five (5) implementation steps of the program, each step revealed significant increases; this held true for responses from school teams and from the RS³s. Effect sizes were calculated for each core activity as well. All items yielded a large to very large effect size. (see rubric analysis results in *Appendix G*).

In the summer of 2017, we conducted one focus group with School Leadership Team members (see Section C 2 d for Focus Group results). It was not possible to conduct a focus group with the RS³s during the summer due to the closure of our eight (8) Regional Education Service Agencies (RESAs). While the RESAs will not be completely phased out until June 30, 2018, we did experience a turnover in nearly half of our RS³s. For this school year, we will most likely not conduct a focus group with the RS³s. However, moving forward, we plan to have one or more focus groups with district level Points Of Contact (POCs) who will assist the Office of Special Education in supporting the WV GRADUATION 20/20 schools.

While the 2016-2017 state graduation rate among students with disabilities experienced slight slippage as compared to the 2015-2016 rate (75.69% and 76.87% respectively), other student outcomes improved. Specifically, the 2016-2017 dropout rate among students with disabilities was less than the rate among all students for the first time (0.9% compared to 1.0%). Additionally, participation in the One-year Follow-up Survey (tracking post school outcomes for Indicator 14) has improved. At 66.26% the follow-up survey participation in 2017 surpassed the state goal of 60.00%. More importantly, we exceeded our Indicator 14 goal of 67.00% with 69.05% of those surveyed reporting they are currently engaged in higher education (2 or 4 year degrees) or are competitively employed (working 20+ hours per week at or above minimum wage). (See: One-year Follow-Up Survey Results, 2016-2017 in *Appendix H*).

(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 Phases I, II, and III.

IMPLEMENTATION STRATEGIES

- Increased number of high schools in cohort from 72 to 74 including one (1) alternative high school.
- Increased number of middle schools in cohort from 20 to 23 including one (1) alternative middle school.
- Included six (6) elementary schools in cohort.
- Updated and revised WV GRADUATION 20/20 High School Implementation Manual.
- Collaborated with stakeholders to create a WV GRADUATION 20/20 Middle School Implementation Manual.
- Revised the WV GRADUATION 20/20 Timeline/Benchmarks for implementation of the frameworks to more adequately reflect school progress. Please refer to the WV GRADUATION 20/20 Timeline/Benchmarks (*Appendix I*).
- Expanded 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 to include membership of the National Technical Assistance Center on Transition (NTACT) West Virginia Intensive State Team. Representatives on the team include SEA, DRS, IHE and PTI.

IMPROVEMENT STRATEGIES

- Reviewed, revised, and signed Memorandum of Understanding between the West Virginia Department of Education and West Virginia Division of Rehabilitation Services.
- Secured Memorandums of Understanding between Local Education Agencies and West Virginia Division of Rehabilitation.
- Provided to LEAs revised One Year Follow-Up Survey Reports and Exit Survey Reports for the LEA and schools with the LEA.
- Developed West Virginia Results-Driven Priorities Implementation Manual, which provides guidance for schools and districts on revised model for WV GRADUATION 20/20.
- Updated the Grant Application Process to provide an online system of application and to better integrate the LEA finance staff.
- Collaborated with the Office of Career and Technical Education, the WV Division of Natural Resources and the Governor's Economic Initiative to provide authentic work experiences for students with disabilities.
- Developed the Transition Technical Assistance Center (TTAC) to support and assist students with disabilities by assisting school districts to set up community-based work exploration programs, provide technical assistance and collaborate with the Division of Rehabilitation Services.

Phase III, Year 2 Component B: Progress in Implementing the SSIP

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

**Description of extent to which the State has carried out its planned activities with fidelity.
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 program. 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 (*Appendix A*) in the outputs column.

IMPLEMENTATION PROGRESS PHASE III, Year 2 2017-2018	
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 WV GRADUATION 20/20 including: <ul style="list-style-type: none"> · lead collaborative conversations quarterly · 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).	✓

(2) Stakeholder involvement in SSIP implementation.

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

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. OSE staff traveled to meetings in Colorado, Utah, Milwaukee, Florida, Kansas, Washington, D.C., Denver, Beckley, Huntington, Dunbar, Summersville, Parkersburg, Wheeling, Clarksburg, Martinsburg, Logan, Charleston, Morgantown and Fairmont, WV for a total of 117 meetings where information on West Virginia GRADUATION 20/20 was presented and input sought. Stakeholders attending 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 Elementary Learning.

The Regional School Support Specialist (RS³) held monthly meetings with each of their WV GRADUATION 20/20 schools throughout the last year. 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	09/15/17, 10/13/17, 12/14/17
National Technical Assistance Center for Transition	04/17/17, 04/28/17, 05/16/17-05/18/17, 10/11/17, 10/12/17, 11/2/17, 11/3/17, 12/6/17
National Center for Systemic Improvement Cross-State Collaborative	05/05/17, 11/07/17, 11/08/17, 12/15/17
Co-Teaching/WV GRADUATION 20/20	06/21/17, 06/26/17, 06/28/17
Student Success Summit	07/25/17, 07/26/17
WV GRADUATION 20/20 Academy/Professional Learning Institute KidStrong	06/21/16, 06/22/17, 06/23/17, 06/24/17
Expanded School Mental Health	05/15/17, 07/17/17, 09/18/17, 11/20/17
WV Council for Exceptional Children	09/20/2017
Council of Administrators of Special Education/Special Education Administrative Conference	10/10/17, 04/24/18, 04/25/18, 04/26/18

STAKEHOLDER GROUP	DATE(S)
Intra-agency West Virginia Partners in WV GRADUATION 20/20 Team Cross Division Meetings	04/06/17, 04/24/17, 05/04/17, 10/23/17
Office of Special Education Staff Meetings	08/03/17, 09/07/17, 12/07/17, 01/11/18
Parent Education Resource Center (PERC) Conference	06/21/2017, 06/22/2017
Parent Education Resource Center (PERC) Training	04/06/2017, 04/26/2017, 05/18/2017, 09/14/2017, 10/19/2017, 11/16/2017, 01/22/2018, 03/28/2018
Traumatic Brain Injury Meeting	04/21/17, 03/08/18
New Special Educator Boot Camp	08/25/17, 08/26/17
West Virginia Superintendent Presentation	01/29/2018
Alternate Academic Achievement Standards Work Group	04/14/17, 05/22/17, 06/07/17, 06/08/17, 06/19/17, 06/20/17
ESSA and Supporting College and Career Ready Meeting	04/20/17, 04/27/17
Policy 2419 Training Tour	09/11/17, 09/12/17, 09/13/17, 09/14/17, 09/22/17, 09/26/17, 09/27/17, 10/04/17
Transition Boot Camp	09/15/17, 09/16/17
New Principal Training	09/21/17, 12/12/17
Co-teaching/Math Academy	10/24/17, 10/25/17, 10/26/17, 10/27/17
CTE/WV GRADUATION 20/20 Cross Division Training	01/04/18, 01/09/18
WVDE/OSE Policy 2419 Public Hearings	06/05/2017, 06/06/2017, 06/07/2017
Regional School Support Specialists (RS3) Monthly Meetings	04/12/17, 05/17/17, 06/06/17, 09/05/17, 09/06/17
WV Developmental Disabilities Council	07/21/2017, 01/23/2018
WVDE/OSE Policy 2419 Public Hearings	06/05/2017, 06/06/2017, 06/07/2017
WV Statewide Independent Living Council (WVSILC)	04/05/2017, 10/09/2017
WV School Board Association	07/20/17, 08/10/2017, 08/17/2017, 09/28/2017, 10/13/2017, 10/19/2017, 10/23/2017, 11/09/2017,
WVDE Transition Specialists' Training	01/18/2018
Graduation School Recognition	02/10/17, 01/12/2018
West Virginia Board of Education Presentation	07/12/17
WVDE/OSE Policy 2419 Webinars	07/20/17, 07/27/17, 08/03/17, 08/10/17, 08/17/17, 08/24/17
Chief Instructional Leaders' Meeting	03/29/18, 03/30/17
Family Advocacy Support and Training (FAST) Meeting	03/22/18
Results-Driven Priorities Meeting	03/21/18, 03/22/18

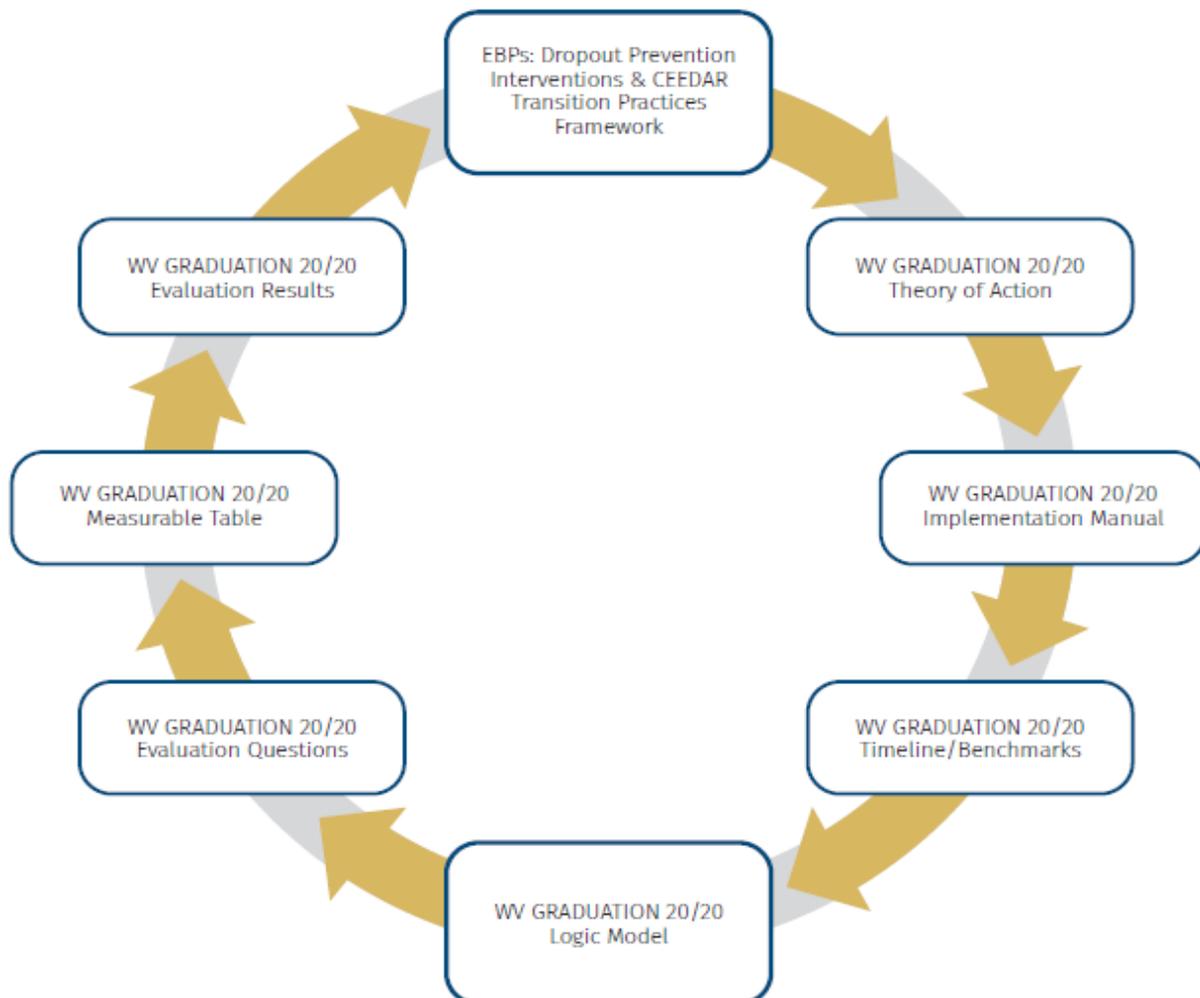
Phase III, Year 2 Component C: Data on Implementation and Outcomes

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

How evaluation measures align with the theory of action.

Described in Phase III, and depicted below in a continuous improvement cycle, there is a progressive relationship between the major components of WV GRADUATION 20/20. 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 (TPP) Framework.

These Evidence-Based-Practices (EBPs) 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 were used to further improve implementation of the EBPs chosen for WV GRADUATION 20/20.



Data sources for each key measure.

Please refer to the WV GRADUATION 20/20 Evaluation Measurement Status Table: School Year 2016-2017 for a full list of performance indicators, measures, collection schedule and current status. (*Appendix E*). Key measures for school year 2017-2018 will follow the same schedule as the prior school year with the exception of the noted change in focus groups. With the closure of the RESAs in June 2018, we anticipate district level supports to replace those previously supplied by the RESAs.

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.	PL 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, meeting agendas) Completed Core Data Tool Completed Transition Practice Profile 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 student outcomes.	WV Education Information System (WVEIS) data, One-Year Follow-Up Survey data

Description of baseline data for key measures.

Baseline for West Virginia's SiMR is the graduation rate for students with disabilities prior to WV GRADUATION 20/20 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.

Data collection procedures and associated timelines.

Please refer to the WV GRADUATION 20/20 Evaluation Measurement Table: School Year 2017-2018. (*Appendix D*) and the WV GRADUATION 20/20 Evaluation Measurement Status Table. (*Appendix E*)

Sampling procedures (if appropriate).

Sampling was not appropriate in this evaluation for multiple reasons. First, during the initial implementation year, school year 2015-2016, all high schools across the state who had a graduation rate among students with disabilities of 70% or below were invited to participate in WV GRADUATION 20/20. This resulted in nearly 60% of all high schools in the state participating in the program; currently almost 70% of the high schools are participating. Therefore, finding fitting comparison groups as control groups was not possible. Second, participating high schools are in different stages of implementation; some schools have progressed faster than others, and some schools joined the program later. Third, each school examines their data in order to make data-driven decision making when choosing their areas of intervention and the students targeted for the intervention. This strategy is best suited to the Evidence-Based-Practices WV GRADUATION 20/20 implements; however, with such variance in each school's approach it is not possible to identify control groups.

Planned data comparisons (if appropriate).

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 program. Second, results of the Reflection Rubric will be examined, aggregated, and reported each year. Further, individual rubric results will be available to the RS3s, Points of Contact and the schools they support. These data will allow RS3s, Points of Contact and participating schools to better see and understand the stages of implementation, areas of strength and areas where additional support is needed.

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

The evaluator is embedded within 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 Team documents, and School Action Plans to a coordinator in OSE. Together, the evaluator and OSE coordinator developed a checklist 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, Point of Contact 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. To analyze quantitative survey items (i.e., multiple-choice questions), we used SAS 9.4 to calculate and interpret measures of central tendency and dispersion (i.e., means and standard deviations). Statistical

significance was established by conducting *t* tests; a *t* test determines if the difference in mean scores between two groups (such as pretest and posttest) represents a pattern and is not simply the result of chance. The WV GRADUATION 20/20 Reflection Rubric, designed as a pre/post-retrospective survey, collected paired data making it possible to conduct paired-samples *t* tests. Pre and Post Survey means were considered significantly different when *t* tests yielded *p* values of 0.05 or less. A *p* value of 0.05 or less indicates a 95% probability that the survey results were not observed due to chance. Additionally, effect sizes using Cohen’s *d* were calculated. Akin to their name, effect sizes measure the magnitude of difference in the mean scores between two measurements, in this study the pre and post implementation stages. Further, as a measure of strength between the differences of two mean scores, effect sizes are not affected by sample size. Cohen (1988) interpreted effect sizes lower than 0.15 to be negligible, between 0.15 and 0.40 to be small, between 0.40 and 0.75 to be medium, between 0.75 and 1.10 to be large, and above 1.10 to be very large.

The evaluator conducted the focus groups to gather qualitative data. 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.

OSE has published and will continue to publish the SSIP annual report, which includes evaluation results. The SSIP is on the WVDE website and is disseminated to stakeholders at meetings throughout the year. 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 ten (10) years of experience in evaluation and statistical analysis, is responsible for the management and analysis of these data.

Reference: Cohen, J. (1988). Statistical power analysis for the behavioral sciences, 2nd edition. Hillsdale: Lawrence Erlbaum.

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, 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), ZoomWV 	<ul style="list-style-type: none"> - Evaluator 	<ul style="list-style-type: none"> - Aggregated state level data

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

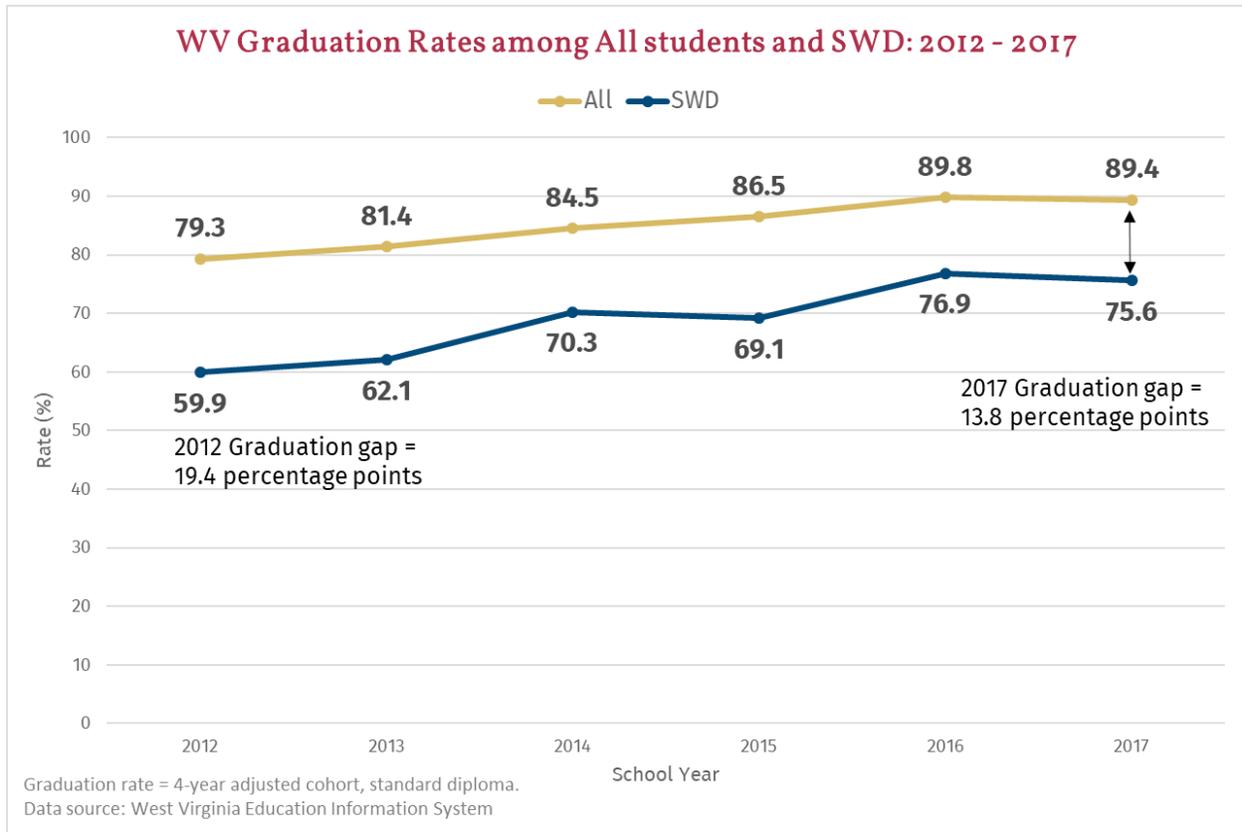
How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR.

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 WV Graduation Rates by District and Subgroup: SY 2016 and SY 2017 indicates graduation rate increase from one school year to the next among all students as well as students with disabilities (SWD).

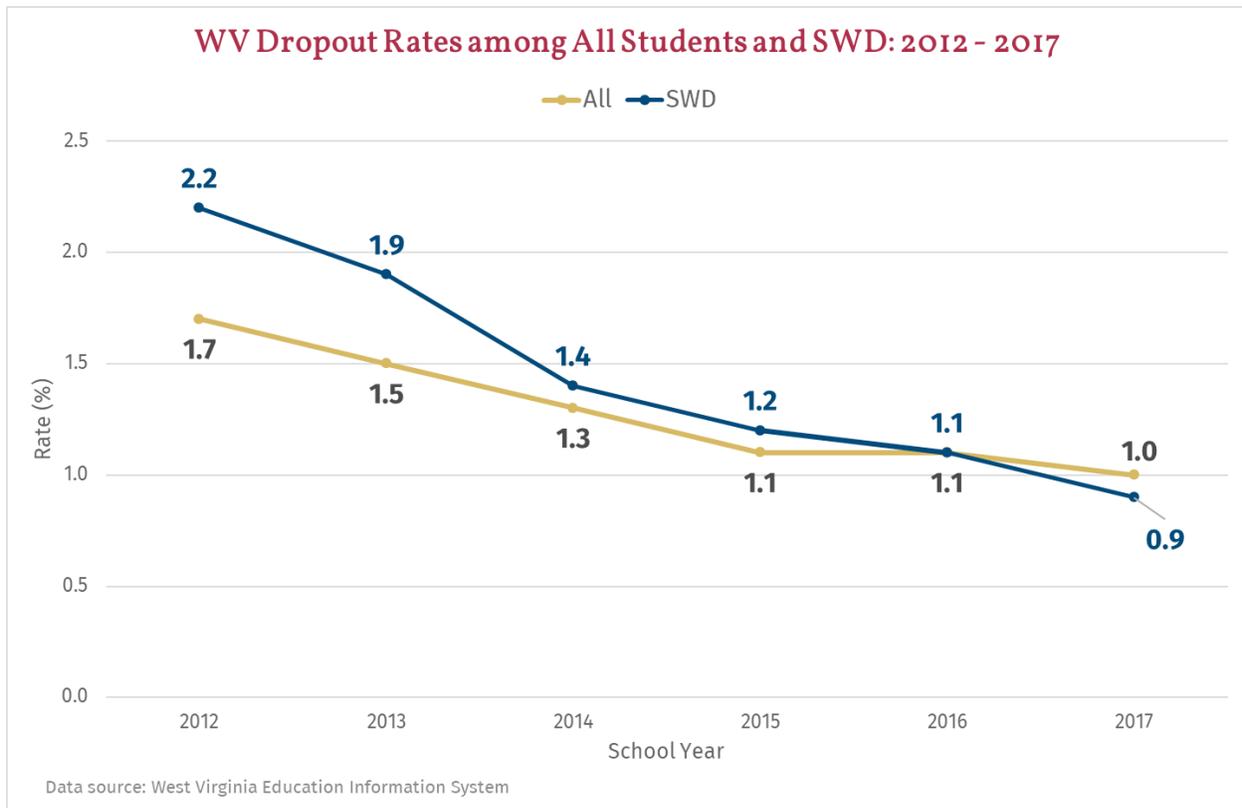
WV Graduation Rates by District and Subgroup: SY 2016 and SY 2017				
■ or ■ = graduation rate increase from one school year to the next				
District	2016 All Graduation Rate	2017 All Graduation Rate	2016 SWD Graduation Rate	2017 SWD Graduation Rate
Barbour	89.57	91.28	86.67	77.42
Berkeley	92.71	94.17	80.67	84.57
Boone	87.00	88.22	66.67	71.74
Braxton	86.71	90.07	54.17	73.08
Brooke	93.19	91.93	74.36	84.62
Cabell	83.33	81.97	72.32	68.85
Calhoun	94.81	93.65	100.00	90.00
Clay	90.77	89.31	72.73	78.57
Doddridge	94.25	96.00	100.00	83.33
Fayette	84.11	84.29	59.32	62.86
Mercer	90.39	89.45	82.02	77.03
Gilmer	90.14	95.59	83.33	88.24
Grant	95.38	95.12	82.61	78.57
Greenbrier	90.03	89.97	69.64	79.22
Hampshire	75.98	84.23	61.36	65.96
Hancock	91.22	89.97	76.60	79.59
Hardy	86.79	92.95	69.57	72.73
Harrison	88.46	87.95	72.50	72.07
Jackson	95.12	95.73	81.82	87.10
Jefferson	90.85	89.29	75.41	81.16
Kanawha	86.34	83.33	62.22	63.59
Lewis	88.77	87.91	78.13	64.29
Lincoln	87.44	92.89	84.44	79.49
Logan	91.59	90.59	81.40	79.07
Marion	94.91	92.57	89.66	84.38
Marshall	92.68	91.19	81.08	85.29
Mason	89.80	91.25	73.33	72.73
Mineral	96.70	96.87	93.33	89.80
Mingo	94.34	93.51	76.19	79.17
Monongalia	92.22	89.78	84.75	63.56
Monroe	95.83	97.10	85.71	88.89
Morgan	92.11	93.65	94.12	85.00
McDowell	88.26	83.19	81.40	65.85
Nicholas	92.36	93.36	83.05	82.46
Ohio	97.83	97.18	84.78	80.00
Pendleton	91.03	97.53	76.47	100.00
Pleasants	95.83	92.63	88.89	88.89
Pocahontas	79.45	88.24	40.00	73.33
Preston	86.62	82.62	79.71	70.00
Putnam	95.88	92.77	86.61	77.04
Raleigh	86.62	86.99	69.15	74.39
Randolph	87.81	90.12	76.92	77.78
Ritchie	92.52	85.11	83.33	68.42
Roane	91.91	90.18	81.25	73.91
Summers	71.15	85.71	60.00	66.67
Taylor	86.08	89.41	77.78	80.00
Tucker	92.94	96.39	80.00	83.33
Tyler	97.09	92.24	91.67	94.74
Upshur	90.58	91.02	73.33	71.05
Wayne	89.53	86.90	87.14	75.90
Webster	93.75	94.51	70.00	88.89
Wetzel	95.18	93.09	78.38	76.92
Wirt	93.06	88.16	77.78	85.71
Wood	88.98	89.58	72.73	80.81
Wyoming	88.93	88.75	81.13	77.78
WV	89.82	89.42	76.85	75.64

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 are shrinking. See graph below.



While the 2016-2017 state graduation rate among students with disabilities experienced slight slippage compared to the 2015-2016 rate (75.69% and 76.87% respectively), other student outcomes improved. Specifically, the 2016-2017 dropout rate among students with disabilities was less than the rate among all students for the first time (0.9% compared to 1.0%). See graph below.



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

During school year 2016-2017 some districts saw positive impacts at the high school level and have added feeder middle and elementary schools to WV GRADUATION 20/20.

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

A document content review of program artifacts demonstrated that the program is maintaining momentum. Moreover, results from the WV GRADUATION 20/20 Reflection Rubric indicate statistically significant increases in implementation stages of the key components of the Evidence-Based-Practices (EBPs) chosen for this program. For rubric items and scales, all calculated effect sizes were considered to be large or very large.

Changes we anticipate in implementation strategies for the next year are related to the closure of the Regional Education Service Agencies (RESAs), and are not related to collected data.

How data are informing next steps in the SSIP implementation.

Reports such as the One-Year Follow-up Report (*Appendix H*), along with quantitative data from the focus groups are helpful in informing next steps in WV GRADUATION 20/20. The One-Year Follow-up Survey Report, 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 and open-ended comments from the WV GRADUATION 20/20 Reflection Rubric assists in the continuous improvement cycle of implementing WV GRADUATION 20/20. In the summer of 2017 one focus group was conducted; comprised of School Leadership Team Members. Participants were asked to frame their responses within the 2016-2017 school year. See the tables below for major themes discovered when the evaluator analyzed the transcripts from the focus groups and the comments from the rubric.

School Leadership Team Focus Group Results
Positive
KidStrong Conference – Enjoyed national presenter; came away with multiple strategies and ideas to try to implement at their schools
KidStrong Conference – More than one focus group participant used what they learned at KidStrong last year at their schools this year; additionally, they plan to do the same this year
KidStrong Conference - Greater understanding of WV GRADUATION 20/20; provided ideas of things to add to school strategic plans
KidStrong Conference – Value collaboration time with other school teams
KidStrong Conference – Take away – “It’s not just about getting a diploma, it’s about being ready”
RS ³ s were very accessible <ul style="list-style-type: none"> • Attends leadership meetings once a month • Helps with any questions • Researched and supplied needed documents
Now have capacity to set-up and maintain cohorts on ZoomWV-e
SEA providing monetary support to LEAs to attend professional learning
Barriers
KidStrong Conference – Not enough time to attend sessions in other tracks at the conference
KidStrong Conference – Some confusion about where to be and when; also, construction along with having the conference at two sites added to the confusion
Lack of time with RS ³ <ul style="list-style-type: none"> • A large number of schools in one district vying for RS³s attention
Some personnel need more training on what to do with data now that they have it; struggle with data driven decision making
Struggle with getting and maintaining buy-in at the school level

School Leadership Team Focus Group Results

Suggestions for Improvement

KidStrong Conference

- Continue to bring in national presenters
- Have more schools share successes, barriers and implementation strategies
- Bring all GRADUATION 20/20 School Leadership Team members
- Flexibility to go to other sessions besides GRADUATION 20/20

A digital community to discuss problems that occur and to get suggestions (maybe use Office 365, Facebook or the listserv to communicate)

Promote WV GRADUATION 20/20 to feeder middle and elementary schools

WV GRADUATION 20/20 Reflection Rubric Comment Themes

Positive

School teams expressed appreciation of the support provided by their RS³s

Some schools are leveraging relationships with outside agencies, such as the Division of Rehabilitation Services

Schools and RS³s described specific examples of full implementation and positive outcomes

Graduation coaches made noticeable impact in dropout rates

Positive impact on attendance rates

Staff turnover resulting in new building administrators (+)

RS³s repeatedly noted the dedication and hard work of School Leadership Team members and school administrators

Barriers

Finding time and logistical barriers to meeting

Staff turnover resulting in need to rebuild WV GRADUATION 20/20 School Leadership Team

Staff turnover resulting in new building administrators (-)

Can be difficult to form and maintain a School Leadership Team with the right number of members from an appropriate mixture of roles/backgrounds

Suggestions for Improvement

Need continuous support from RS³s

Need more training on data access, data tools and data interpretation

Need buy-in at all levels of the project; program success is often strongly linked to buy-in at the school administration level

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.

- Over the last several years graduation rates among students with disabilities have been on an upward trajectory (SiMR) while the graduation rate gap between the all group and students with disabilities has decreased.
- Dropout rates among students with disabilities has decreased over time; currently the dropout rate for students with disabilities is lower (0.9%) than the dropout rate for all students (1.0%).
- 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.
- Document content 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, and School Leadership Teams provide positive feedback and thoughtful insights in ways to alleviate barriers and improve services.
- All items on the WV GRADUATION 20/20 Reflection Rubric yielded statistically significant increases in implementation stage; this is true for both the School Leadership Teams and the RS³s. Effect sizes for all statistically significant results were large to very large.

(3) Stakeholder involvement in the SSIP evaluation

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.

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 program 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. One focus group with School Leadership Teams was conducted after the end of the 2016-2017 school year. 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, Year 2 Component D: Data Quality Issues

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

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 content reviews, checklists and some qualitative data from focus groups and an open-ended item on the WV GRADUATION 20/20 Reflection Rubric. The Reflection Rubric is the tool we are using to measure implementation fidelity. The data collection window for the Reflection Rubric was April to July, 2017. Although the response rate was exceptionally high among the School Leadership Teams (79.35%) and the RS³s (84.78), it was not 100%, leaving room for improvement. When interpreting results in any study, it is important to consider inherent limitations that may skew findings. Surveys that rely upon self-reported information always have a risk of response bias; respondents may exaggerate or underestimate, may have accurate recall difficulties, and may report information they perceive as socially acceptable. This study relies upon one self-reported survey, a retrospective pre-post survey. Retrospective pre-post surveys are convenient because they occur once (improving response rates) and the pre-post data are matched at the individual participant level. Some research postulates that response-shift bias (a type of bias created from pre-survey overestimation and post-survey underestimation of one's knowledge, skills and/or behaviors) is alleviated through using retrospective pre-post surveys (Moore & Tananis, 2009). Conversely, other research argues traditional pretest-posttest types of surveys result in less biased program effectiveness estimates. In a 2011 study, Nimon, Zigarmi and Allen discovered inflated effect sizes among retrospective pre-post survey items. According to their findings, surveys with before-and-after items presented side by side may introduce types of bias including theories of change, self-presentation and/or effort justification. Further, to resolve the issues of both response-shift bias and exaggerated effect sizes Nimon and colleagues (2011) recommend administering traditional pre-post surveys with a retrospective pre-post survey. While this solution would alleviate some bias, it was not possible to initiate in this study.

References:

Moore, D., & Tananis, C. A. (2009). Measuring change in a short-term educational program using a retrospective pretest design. *American Journal of Evaluation*, 30(2), 189– 202. Nimon, K., Zigarmi, D., & Allen, J. (2011). Measures of program effectiveness based on retrospective pretest data: Are all created equal? *American Journal of Evaluation*, 32 (1), 8-28.

We continue to address 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 have presented 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. The 2015-2016 target was 39% and the response rate was 39.7% on the West Virginia Parent Involvement Survey. During 2016-2017, various methods (online, paper copy and face-to-face survey queries) were used to increase the

response rate. In 2016-2017 the response rate was 37%, missing the target by only 2%. Additional efforts are needed increase the number of parents responding to the survey.

Results Indicator #14, Post-School Outcomes, uses the One-Year Follow-Up Survey to monitor post-school outcomes among youth who are no longer in secondary school and had IEPs in place at the time they left school. In prior years the response rate was concerning. However, due to efforts by state, district, school and Parent Education Resource Centers, survey participation has risen by approximately 100 surveys each year over the last two years of data collection. West Virginia's 2016-2017 One-Year Follow-Up Survey response rate was 66.26%, surpassing the goal of 60.00%. The SPP/APR FFY 2016-2017 Target for Indicator #14, the percent of youth engaged in higher education or competitive employment one year after exiting high school was 67.00%; WV's result was 69.05%. LEAs will be evaluated on whether they met the response rate target as a part of their Results Score on their Annual Determination.

Quality – Throughout the last year the WVDE has paid special attention to the improvement of data quality. These changes may be seen in the restructuring of the department, including the addition of the Office of Education and Information Systems, and employment of several WV Education Information System (WVEIS) specialists, coordinators and managers. Work continues in the efforts to improve the data matching between WV's SLDS system, ZoomWV and its informational system, WVEIS WOW.

Implications for assessing progress or results.

More responses need to be generated on the Parent Involvement Survey to ensure the representativeness of the sample. One-Year Follow-Up Surveys have seen an increase of about 100 students participating each year over the past two years. This increase in participation indicates a stronger likelihood the survey results are representative of the population. In addition, gathering a larger data set allows us to have greater confidence in the reliability of the survey data. Last year we discovered a discrepancy between those students reported as exiting the school system and those students actually exiting within our WVEIS data. This discovery led to the addition of edit checks in the system to ensure end of the year exits are coded properly.

Plans for improving data quality.

Beyond strengthening internal capacity to address data quality, WV is working with several national TA centers. 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 ED Facts 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 ED Facts with the file specifications. Enhanced processing procedures will result in improved data quality and data fidelity.

Phase III, Year 2 Component E: Progress toward Achieving Intended Improvements.

(1) Assessment of progress toward achieving intended improvements.

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

IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE III Year 2 2017-2018			
GOVERNANCE	ACHIEVEMENT OF THE SiMR	SUSTAINABILITY	SCALE-UP
Revised Policy 2419: Regulations for the Education of Exceptional Students to reflect implementation of transition to begin at age 14 years on July 1, 2019.	✓	✓	✓
Revised Policy 2419: Regulations for the Education of Exceptional Students to reflect DSM-5 definition of intellectual disability and defined significant cognitive disability.	✓	✓	
Defined and adopted State Defined Alternate Diploma requirements.	✓	✓	
Revised implementation structure of GRADUATION 20/20 from utilizing 8 RESA Regional School Support Specialists to utilizing 41 LEA Points of Contact (POC).	✓	✓	✓
Established WV GRADUATION 20/20 as one of the four Results-Driven Priorities (RDP) which emphasize closing the achievement, engagement and graduation gaps.		✓	✓
Align RDP to support the West Virginia Board of Education's Strategic Plan, West Virginia's Consolidated State Plan for Every Student Succeeds Act and the West Virginia IDEA State Performance Plan.		✓	
Collaborated with 41 local education agencies (LEAs) to plan and execute WV GRADUATION 20/20.	✓	✓	✓
Develop MOU between WVDE, LEAs, WV State Park Partnership Compact and Transition Technical Assistance Center (TTAC) outlining responsibilities.	✓	✓	

IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE III Year 2 2017-2018			
FISCAL	ACHIEVEMENT OF THE SiMR	SUSTAINABILITY	SCALE-UP
Determine how funds previously supporting RESA programs would be allocated to 55 counties.		✓	
Develop Results-Driven Priorities Application and process for LEAs to secure funds formatted on the Annual Desk Audit Improvement Plans	✓	✓	✓
Conduct required county meeting to discuss WV Results-Driven Priorities and certain funding requirements.		✓	
Initiate Grants and Planning System (GPS) digital budget management system to align with WV Results-Driven Priorities	✓	✓	✓
Provide funding to 41 districts per the number of schools involved in the WV GRADUATION 20/20 Priority in 2018-2019 school year at \$12,500.00 per year.	✓	✓	✓
QUALITY STANDARDS	ACHIEVEMENT OF THE SiMR	SUSTAINABILITY	SCALE-UP
Developed West Virginia Alternate Academic Achievement Standards (WVAAAS) Best Practices document for the West Virginia College- and Career-Readiness Social Studies Standards.		✓	
Develop Companion Scaffold Document for WVAAAS in ELA, Math and Science.		✓	
Developed WVAAAS Course Codes for grades 9-12 which mirror WVCCRS Course Codes		✓	
ACCOUNTABILITY	ACHIEVEMENT OF THE SiMR	SUSTAINABILITY	SCALE-UP
Applied through US Department of Education for 1% Waiver of students taking the Alternate Assessment Participation Rate.		✓	✓
Submission of justification by those LEAs exceeding 1% participation rate on Alternate Assessment.		✓	✓
Revised MOUs from 103 WV GRADUATION 20/20 school cohort participants.	✓	✓	✓
Revised Transition Section of Online IEP.		✓	
Revised Transition Section of Forms and Procedures Manual.		✓	
Revised high school WV GRADUATION 20/20 Implementation Manual Guidance for West Virginia Schools and Districts.	✓	✓	✓

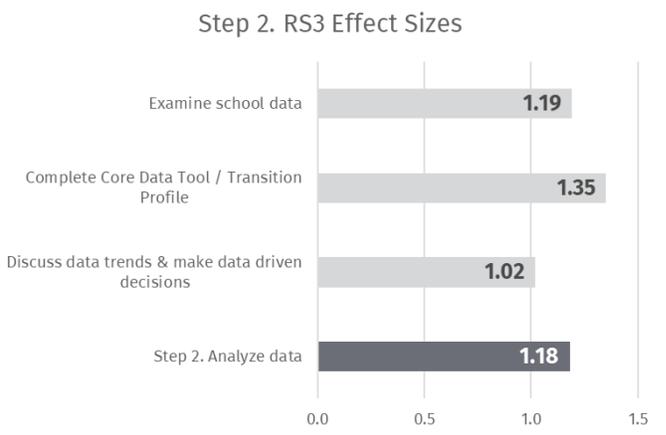
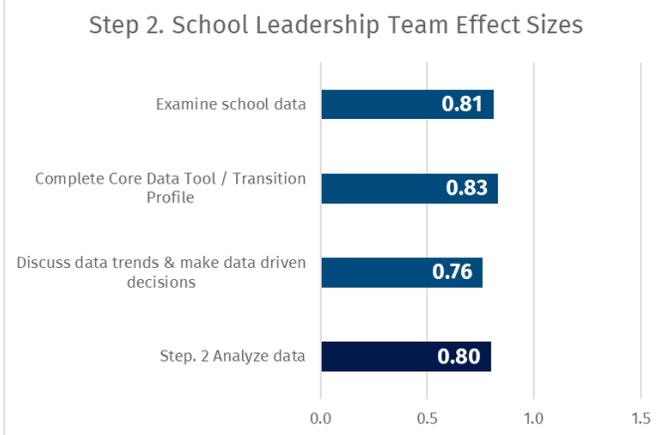
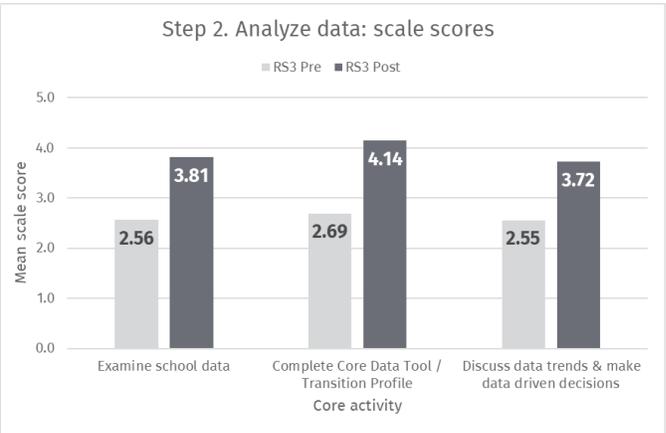
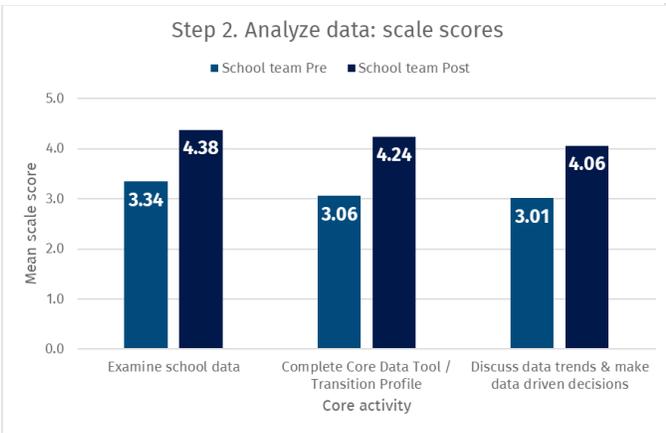
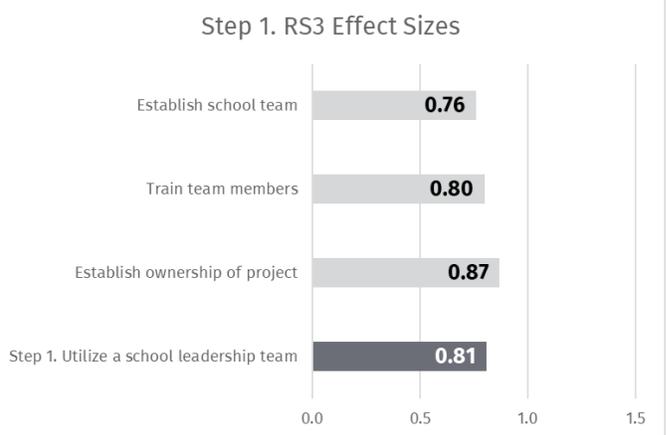
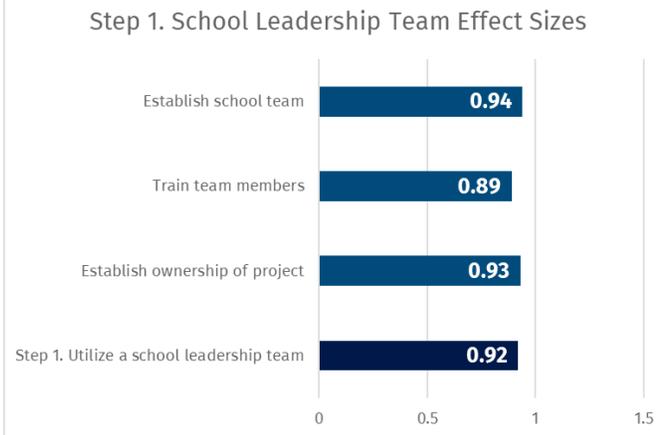
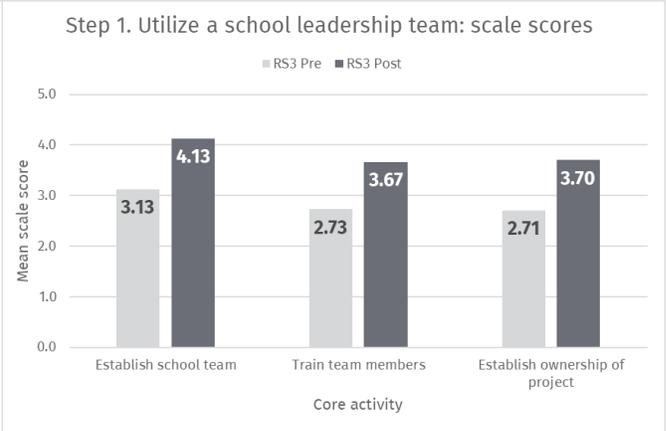
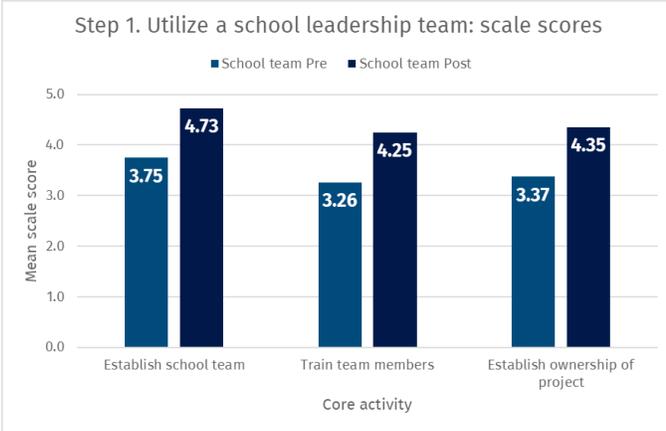
IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE III Year 2 2017-2018			
ACCOUNTABILITY	ACHIEVEMENT OF THE SiMR	SUSTAINABILITY	SCALE-UP
Developed middle school WV GRADUATION 20/20 Implementation Manual Guidance for West Virginia Schools and Districts.	✓	✓	✓
Developed elementary school WV GRADUATION 20/20 Implementation Manual Guidance for West Virginia Schools and Districts.	✓	✓	✓
Establish collaboration with WV State Park Partnership Compact to develop community-based work-exploration sites.	✓	✓	
Developed Results-Driven Priority Implementation Manual Guidance for West Virginia Schools and Districts.	✓	✓	✓
DATA	ACHIEVEMENT OF THE SiMR	SUSTAINABILITY	SCALE-UP
Provide to districts the subgroups (by eligibility) of special education students participating in the alternate assessment (<i>Appendix J</i>).		✓	✓
Provide to districts the numbers of students above 1% participating in the alternate assessment.		✓	✓
Provided comparison graduation rate data between SWD and All students for 2015-2016 and 2016-2017 by districts.	✓		
Provide drop-out data for SWD and All in 2016-2017 by district.	✓	✓	
Provide WV GRADUATION Rates among All and SWD from 2012-2017.	✓		
Provide WV Dropout Rates All and SWD from 2012-2017.	✓		
Aligned ESSA's longterm 4-year Cohort Graduation Rates of SWD to SPP/APR with Interim Annual Progress Rates.	✓	✓	
Provide Exit Survey and One Year Follow-Up Survey Reports by district and school.	✓		
ACCOUNTABILITY	ACHIEVEMENT OF THE SiMR	SUSTAINABILITY	SCALE-UP
Developed "Planning for the Future" Brochure.	✓		✓
Developed "Transition Services Planner" Booklet	✓	✓	
Developed "WV Transition Services Guide"	✓		

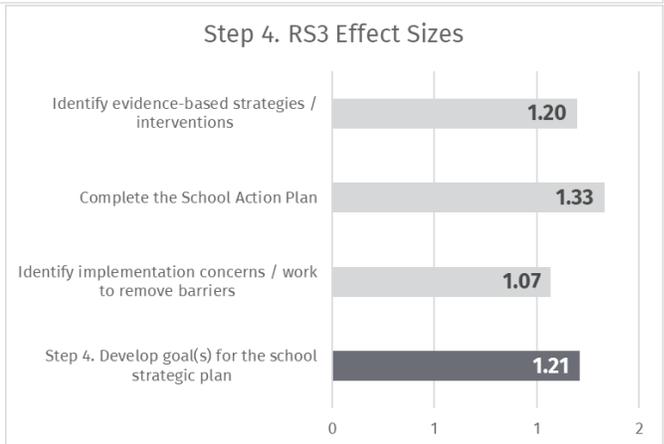
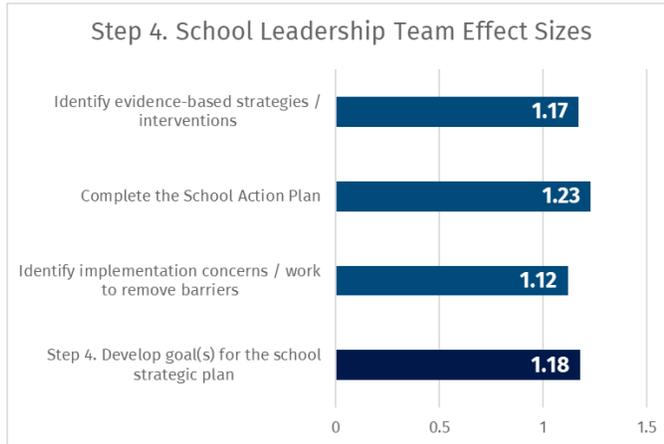
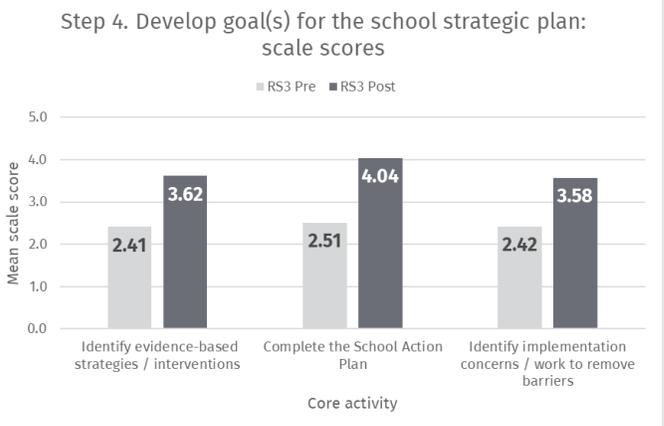
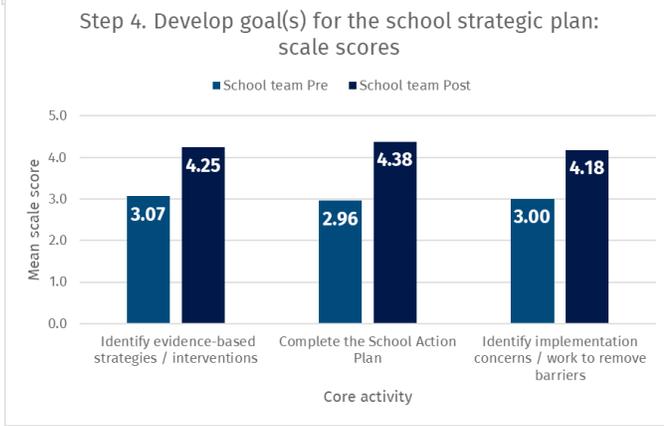
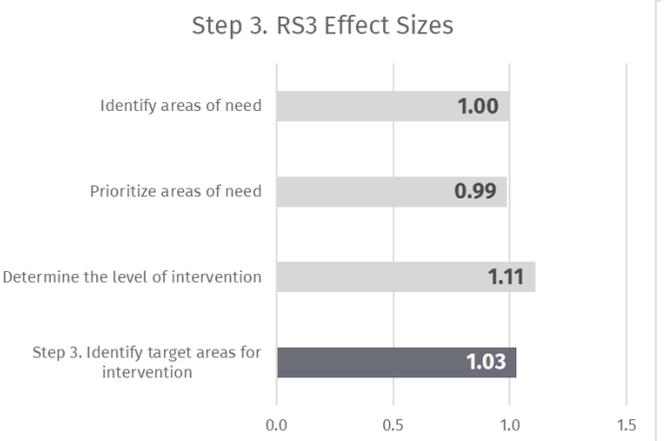
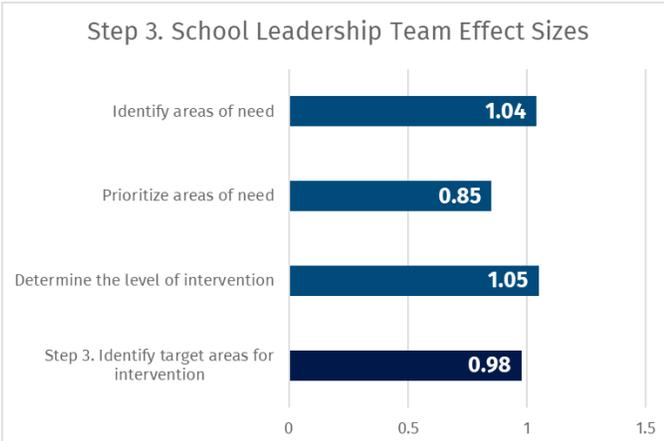
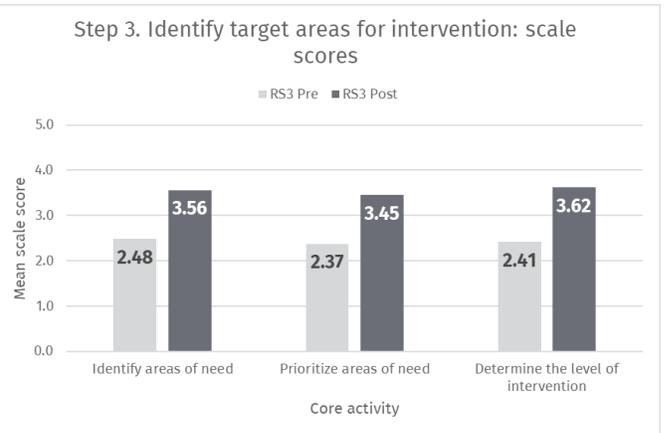
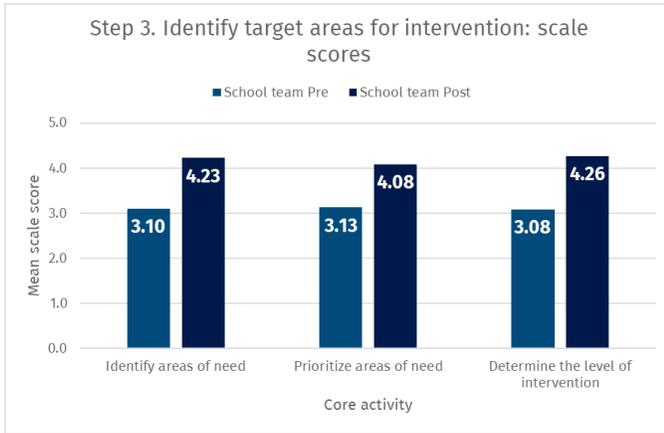
Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effects.

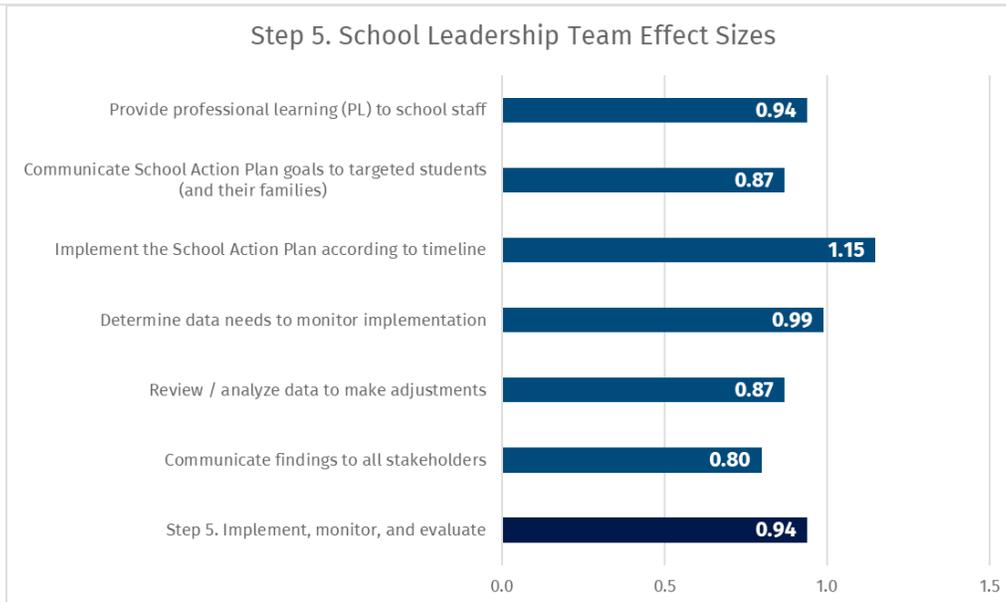
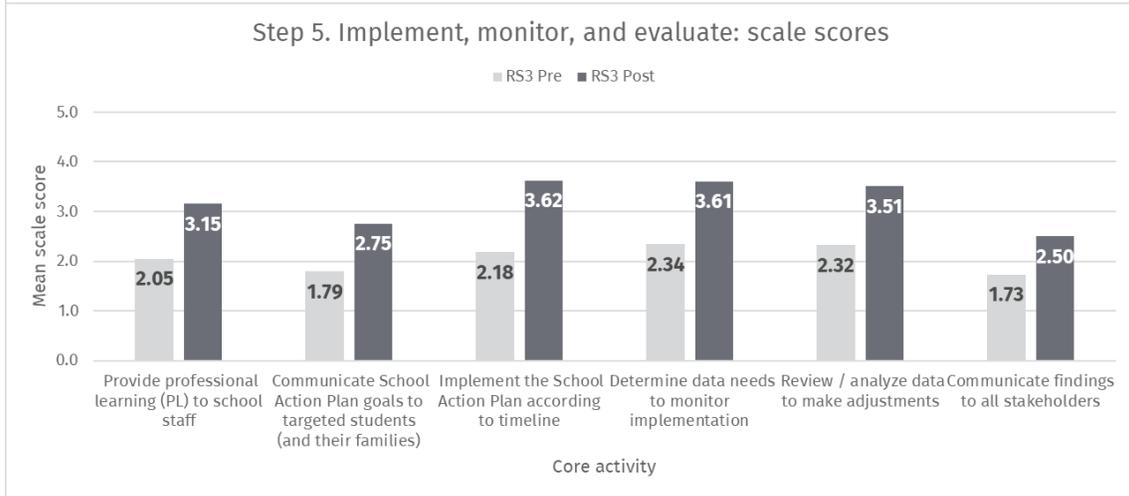
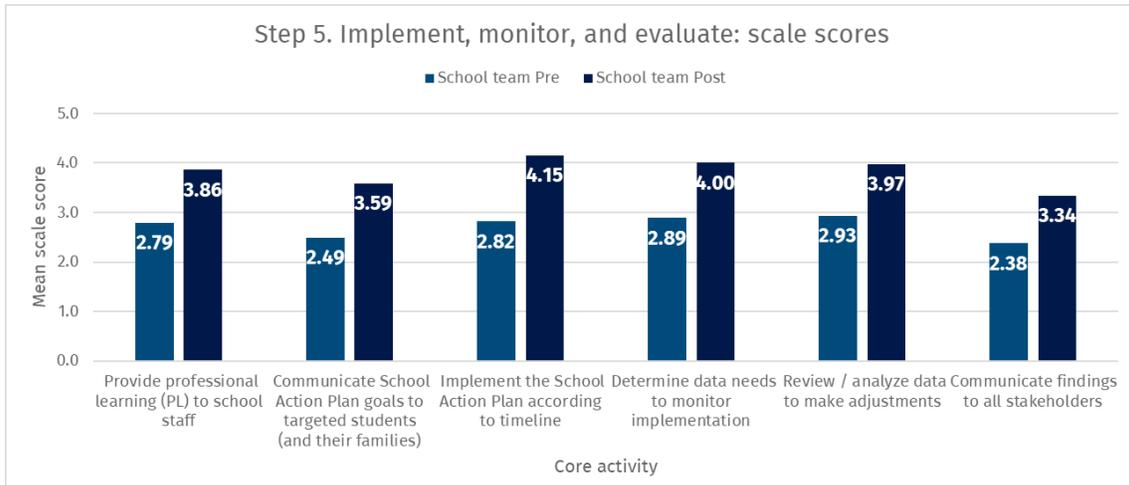
Discussed in Component B (1), the WVDE is carrying out its duties as described in the WV GRADUATION 20/20 MOU. These duties have resulted in the completion of the short-term outcomes listed in the WV GRADUATION 20/20 Measurement Table. Process measures at the RESA level indicate the RESAs and RS³s are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

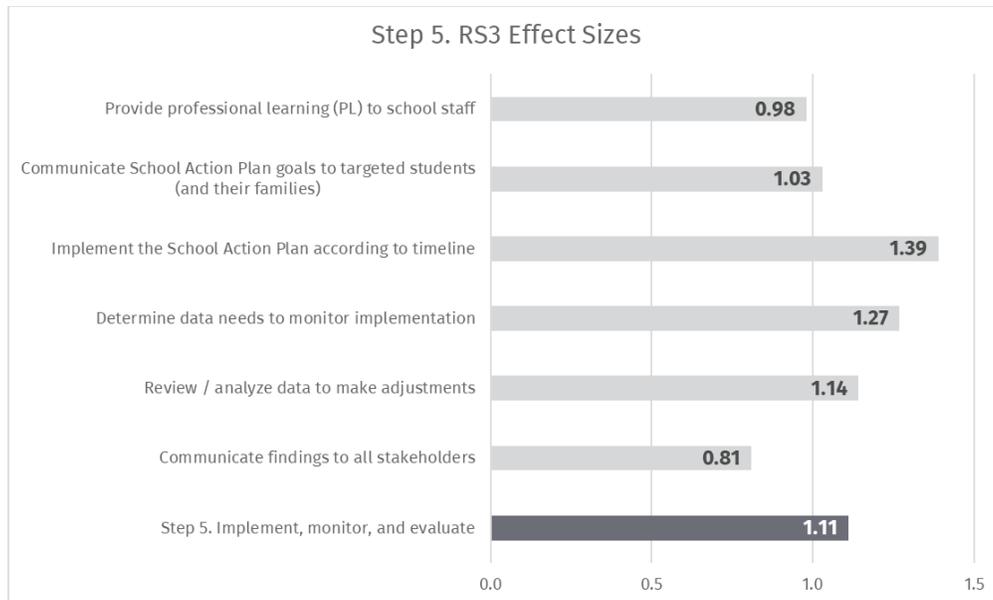
The WV GRADUATION 20/20 Reflection Rubric opened for data collection April 2017. The rubric, based on the five (5) stages of implementation in implementation science, has been redesigned with substantial input from the RS³s. Originally, a pre/post survey collected twice a year, the rubric is now a retrospective pre/post tool collected once a year. The use of a retrospective pre/post type survey reduces the burden of work on the RS³s and the School Leadership Teams. The rubric is designed to capture implementation stages for both of the chosen EBPs; there are five (5) steps and multiple key components to each step. It was important to design the rubric in this manner to allow for the fact that schools are in different 'program years', and therefore, may be working only within the DPIF, or the Transition Practices, or some combination of both EBPs. As referred to in Component D. (1) a, the Reflection Rubric data were analyzed to calculate measures of central tendency, statistical significance, and effect size. Pre and post rubric means were considered significantly different when *t* tests yielded *p* values of 0.05 or less. Effect sizes lower than 0.15 are considered negligible, between 0.15 and 0.40 to be small, between 0.40 and 0.75 to be medium, between 0.75 and 1.10 to be large, and above 1.10 to be very large.

Analysis of rubric data revealed statistically significant increases in implementation stages for every core activity. The scale, based on implementation science, ranged from 1 to 5 with: 1 = *Not yet established*, 2 = *Exploration-Identifying Need*, 3 = *Installation-Establishing Resources*, 4 = *Initial Implementation-Making Adjustments* and 5 = *Full Implementation-Well-Integrated*. Every core activity implementation stage had additional information that further described the components of that stage. Additionally, when the core activities are combined to create the 5 implementation steps of the program, each step revealed significant increases; this held true for responses from school teams and from the RS³s. See the graphs below that show the Reflection Rubric mean scale scores and effect sizes. On average, the School Leadership Teams and the RS³s reported an increase by one implementation stage from pre to post. School teams tended to rate their level of implementation somewhat higher in the pre and post data as compared to the RS³s. Effect sizes were large (0.75 to 1.10) and very large (1.10 and above).









These data indicate School Leadership Teams and the RS³s are in relative agreement as to implementation progress made during the 2016-2017 school year. Of note, both the teams and RS³s report high levels of implementation for steps one (1) and (2). Other highlights include consensus that School Leadership Teams are well on their way to developing and implementing their School Action Plans, but may be experiencing difficulty in communicating and sharing findings.

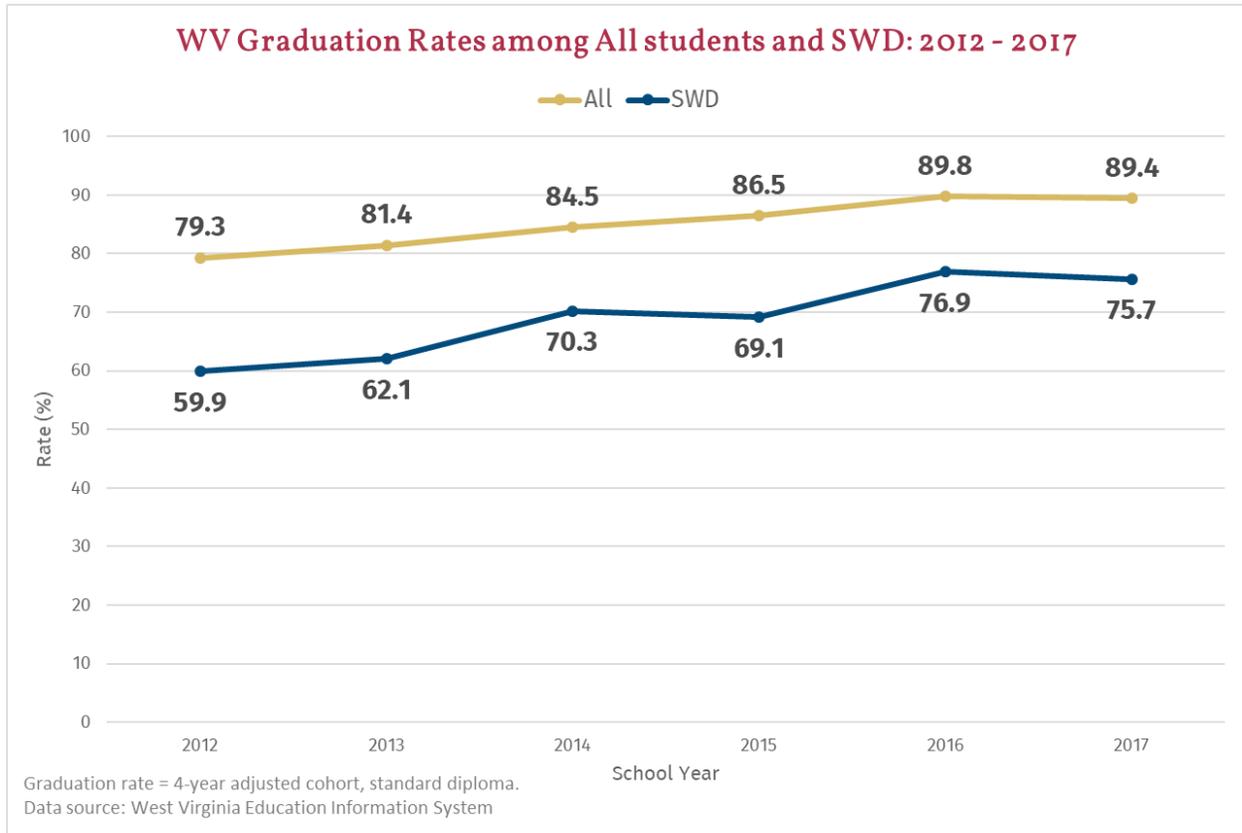
While we cannot draw correlations between the work of WV GRADUATION 20/20 and the state graduation rate, there have been increases in graduation rates, decreases in dropout rates and improvement in post-school outcomes among students with disabilities over the last several years.

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

Evaluation Question	Measurement(s)
EQ1. To what extent have services and products been created and delivered, by the West Virginia Department of Education (WVDE) and the Regional Education Service Agencies (RESAs), to support WV GRADUATION 20/20 as planned in the proposed Timeline/Benchmark matrix (see WV GRADUATION 20/20 Implementation Manual)?	<p>WVDE Measurements – 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, initiative documents (i.e., WV GRADUATION 20/20 Implementation Manual)</p> <p>RESA Measurements – TA provided, leadership teams developed, webinars attended, initiative documents disseminated</p>
EQ2. To what extent are the RESAs providing ongoing collaboration, support and technical assistance to schools as they implement WV GRADUATION 20/20?	RS ³ Monthly Reports, Core Data tool completed, Transition Practice Profiles completed, School Action Plans completed, School Leadership Team focus group(s)

<p>EQ3. 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> <ul style="list-style-type: none"> Have schools followed the key components of DPIF: 1) Utilize State and School Leadership Teams, 2) Analyze Data, 3) Identify Target Areas for Intervention, 4) Develop Goal for School Strategic Plan and 5) Implement, Monitor, and Evaluate? 	<p>WV GRADUATION 20/20 Reflection Rubric and School Leadership Team focus group(s)</p>
<p>EQ4. 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> <ul style="list-style-type: none"> Have schools reviewed and chosen at least one strategy from the evidence-based Transition Practices and Predictors of Post School Success Framework (i.e., student-focused planning, student development, family involvement, program structure and interagency collaboration)? 	<p>WV GRADUATION 20/20 Reflection Rubric and School Leadership Team focus group(s)</p>
<p>EQ5. To what extent are student outcomes among students with Individualized Education Programs (IEPs) improving at: a) the state level*, and b) schools participating in the WV GRADUATION 20/20 program?</p>	<p>Graduation rate*, dropout rate, One-Year Follow-up Survey (or similar), higher education participation, workforce participation</p>
<p>*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>	

Measurable improvements in the SiMR in relation to targets.



Phase III, Year 2 Component F: Plans for Next Year

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

Additional Activities 2017-2018

GOVERNANCE	Timelines
Revised implementation structure of WV GRADUATION 20/20 from utilizing 8 RESA Regional School Support Specialists (RS ³) to utilizing 41 LEA Points of Contact (POC).	Partially Completed
Collaborated with 41 local education agencies (LEAs) to plan and execute WV GRADUATION 20/20.	Partially Completed
Developed MOU between WVDE, LEAs, WV State Park Partnership Compact and Transition Technical Assistance Center (TTAC) outlining responsibilities.	Not Started
FISCAL	Timelines
Initiate Grants and Planning System (GPS) digital budget management system to align with WV Results-Driven Priorities.	Partially Completed
Provide funding to 41 districts per the number of schools involved in the WV GRADUATION 20/20 Priority in 2018-2019 school year at \$12,500.00 per year.	Partially Completed
QUALITY STANDARDS	Timelines
Developed sample course descriptions for four (4) Community Readiness elective courses.	Partially Completed
Develop WVAAAAS for social studies, technology, health, physical education and the arts to mirror WVCCRS.	In Progress
Develop Companion Scaffold Document for WVAAAAS in ELA, Math and Science.	In Progress
ACCOUNTABILITY	Timelines
Developed elementary school WV GRADUATION 20/20 Implementation Manual Guidance for West Virginia Schools and Districts.	Partially Completed
Establish collaboration with WV State Park Partnership Compact to develop community-based work-exploration sites.	In Progress
DATA	Timelines
Provide to districts the subgroups (by eligibility) of special education students participating in the alternate assessment.	Partially Completed
Provide Exit Survey and One Year Follow-Up Survey Reports by district and school.	Partially Completed

PROFESSIONAL LEARNING	Timelines
Build capacity in the 103 schools (74 high schools, 23 middle schools, 6 elementary schools) through the Network for Educational Excellence, WV Summit for Educational Excellence and KidStrong.	Initiated
Provide PathwaysWV.org training in at least 14 districts per year.	Initiated
Provide training on Pre-ETS service requirements in at least 14 districts per year.	Initiated
Provide training on WV Transition materials (Planning For the Future, Transition Services Planner, Transition Guide) in at least 14 districts per year.	Initiated
Provide training on SPP/APR Indicators #13 Secondary Transition and #14 Post-School Outcomes in at least 14 districts per year.	Initiated

(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 (*Appendix A*) and outcomes listed in the WV GRADUATION 20/20 Evaluation Measurement Table (*Appendix D*). With the use of the Reflection Rubric, we are able to measure our intermediate outcomes – implementation fidelity of the Dropout Prevention Intervention Framework and CEEDAR’s Transition Practices and Predictors Framework. To date, the data indicate acceptable progress. The primary anticipated change to the evaluation activities will be the replacement of RS³s with district level Points of Contact. The transition of RESA support to LEA support will occur over the summer, giving WVDE time to provide professional learning to district personnel. While we are hopeful the transition will be seamless, there is the possibility of some disruption to the flow of implementation documentation. The timeline for the Reflection Rubric will not be impacted.

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

BARRIERS IDENTIFIED IN PHASE III	STEPS TO ADDRESS
The 2017 WV Legislative Session resulted in a bill which phased out the eight (8) RESAs by June 30, 2018, requiring the WVDE Office of Special Education (OSE) to reconfigure WV GRADUATION 20/20 implementation.	The OSE developed the West Virginia Results-Driven Priorities (RDP) Program with the goal of improving results for students with disabilities by providing funding directly to the LEAs.
RS ³ turnover due to RESA closure	WVDE worked to assist RESAs hire and train new school support personnel during the summer of 2017
Suspension of monthly convening of RS ³ s, RS ³ focus groups and RS ³ Reflection Rubric data collection	Provided support to individual RS ³ s as needed through emails and telephone correspondence; plan to restart data collection in the 2018-2019 school year.

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 Determination. 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 to 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.

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 and 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.

(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.
- Provision of national conference 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 III, Year 2

- 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).

Phase III, Year 2: Appendices

Appendix A

WV GRADUATION 20/20 Logic Model (revised March 2018)				
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 program. 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.				
Evidence-based framework: National Drop-out Prevention Center for Students with Disabilities (NDPC-SD) Dropout Prevention Intervention Framework (DPIF)				
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 (RS's) to scale-up implementation of the DPIF in schools participating in WV GRADUATION 20/20 With direct support from RESAs and RS's, and indirect support from OSE, schools participating in WV GRADUATION 20/20 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 Provided 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"> <u>Short term</u> – Increased exposure among RESA, county, and school personnel to address graduation and dropout prevention through implementation of evidence-based dropout prevention strategies <u>Intermediate</u> – Implementation of DPIF; increased and/or improved school level programs and strategies to positively impact graduation and dropout rates <u>Long term</u> – Improved student outcomes at the school level, i.e. increased graduation rates and decreased dropout 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 Community Access, Inc. 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 Transition Practices and Predictors of Post School Success framework RESAs will employ and utilize Regional School Support Specialists (RS³s) 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 RS³s, and indirect support from OSE, schools participating in WV GRADUATION 20/20 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 Provided 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 WVGRADUATION 20/20 Mean For My School?” Webinar
- Review WV GRADUATION 20/20 process Years 1 and 2.
- Review WV 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 WV 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 WV 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 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 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 WV GRADUATION 20/20 Mean For My School?” Webinar to orient new staff in the building to WV GRADUATION 20/20.
- Review WV 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 WV 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 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 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/OFP Staff	Office of Federal Programs	Evaluate school implementation	Fully 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'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 Evaluation 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
IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE III Year 1 2016-2017				
GOVERNANCE		PERSON(S) RESPONSIBLE		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 CEEDAR Center.	WV GRADUATION 20/20 Leadership Team	NA	Define expectations of IHE	Partially Completed
Align WV GRADUATION 20/20 process with Every Student Succeeds Act (ESSA).	WV GRADUATION 20/20 Leadership Team	NA	Define graduation requirements of ESSA	Fully Completed
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	Fully Completed
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).	WV GRADUATION 20/20 Leadership Team	NA	Revise policy due to DRS changes and ESSA requirements	Fully Completed
Signed MOU with DRS at SEA and LEA.	Executive Director	NA	Define expectations of SEA, LEA and DRS	Fully Completed
Partnered with the Office of Data Governance and Accountability in WV GRADUATION 20/20	WV GRADUATION 20/20 Leadership Team	Position Established	Implement WV GRADUATION 20/20 Evaluation	Fully Completed
Added Addendum to MOUs for cohort schools to address staff and years' changes.	WV GRADUATION 20/20 Leadership Team	NA	Recognition of revisions	Fully Completed
IMPROVEMENTS TO STATE INFRASTRUCTURE				
PHASE III Year 2 2017-2018				
GOVERNANCE	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Revised Policy 2419: Regulations for the Education of Exceptional Students to reflect implementation of transition to begin at age 14 years on July 1, 2019.	Executive Director	NA	Revise policy due to best practices	Completed
Defined and adopted State Defined Alternate Diploma requirements.	OSE	Office of Middle and Secondary Learning (OMSL)	Improved graduation rates for 2017-2018 cohort	Completed
Revised implementation structure of WV GRADUATION 20/20 from utilizing 8 RESA Regional School Support Specialists (RS ³) to utilizing 55 LEA Points of Contact (POC).	WV GRADUATION 20/20 Leadership Team	NA	Continued implementation of WV GRADUATION 20/20	Partially Completed
Established WV GRADUATION 20/20 as one of the four Results-Driven Priorities (RDP), which emphasize closing the achievement, engagement and graduation gaps.	OSE	NA	Implementation of WV GRADUATION 20/20	Completed

Align RDP to support the West Virginia Board of Education's Strategic Plan West Virginia's Consolidated State Plan for Every Student Succeeds Act and the West Virginia IDEA State Performance Plan.	OSE	NA	Implementation of WV GRADUATION 20/20	Completed
Collaborated with 41 local education agencies (LEAs) to plan and execute WV GRADUATION 20/20.	OSE	OSE/LEA Quarterly meetings	Continued implementation of WV GRADUATION 20/20	Partially Completed
Developed MOU between WVDE, LEAs, WV State Park Partnership Compact and Transition Technical Assistance Center (TTAC) outlining responsibilities.	WV GRADUATION 20/20 Leadership Team, Transition Technical Assistance Center	NA	Define expectations of WVDE, LEA, TTAC and WV State Parks	Not Started
Revised Policy 2419: Regulations for the Education of Exceptional Students to reflect DSM-5 definition intellectual disability and defined significant cognitive disability.	Executive Director	NA	Revise policy due to best practices	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, 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	Partially 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
IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE III Year 1 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 III Year 2 2017-2018				
FISCAL	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Determine how funds previously supporting RESA programs would be allocated to 55 counties.	Finance Coordinator Executive Director	IDEA Discretionary	Support for LEAs	Completed
Develop Results-Driven Priorities Application and process for LEAs to secure funds formatted on the Annual Desk Audit Improvement Plans.	Finance Coordinator Executive Director	IDEA Discretionary	RDP Application developed	Completed
Conduct required county meeting to discuss WV Results-Driven Priorities and certain funding requirements.	Finance Coordinator Executive Director	IDEA Discretionary	RDP Application review	Completed
Initiate Grants and Planning System (GPS) digital budget management system to align with WV Results-Driven Priorities.	Finance Coordinator Executive Director	Office of Federal Programs	RDP Application developed	Partially Completed

Provide funding to 41 districts per the number of schools involved in the WV GRADUATION 20/20 Priority in 2017-2018 school year at \$12,500.00 per year.	Finance Coordinator Executive Director	IDEA Discretionary	Support for LEAs	Partially 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 Standard 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 Standard 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	Office of Special Education Staff	Provide strategies for special education teachers	In Progress
IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE III Year 1 2016-2017				
QUALITY STANDARDS	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Revised WV Alternate Academic Achievement Standards (WVAAS) to align with WV College- and Career-Readiness Standards (WVCCRS) in ELA, Math and Science.	Executive Director	Office of Special Education Staff	WVAAS aligned with WVCCRS	Fully 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 WVAAS for social studies, technology, health, physical education and the arts to mirror WVCCRS.	WVGRADUATION 20/20 Leadership Team	WVDE Funds	Provide required	In Progress

Revised Individual Work Readiness Competencies (IWRC)	OSE and Office of Career Technical Education (OCTE)	NA	Provide alternative CTE pathway for SWDs	Fully Completed
IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE III Year 2 2017-2018				
QUALITY STANDARDS	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Developed WVAAs Best Practices document for the WVCCR Social Studies Standards.	OSE	OSE and OMSL Staff	Provide Strategies for Special Education teachers	Completed
Develop Companion Scaffold Document for WVAAs in ELA, Math and Science.	OSE	OSE and OMSL Staff	Provide strategies for Special Education teachers	In Progress
Developed WVAAs Course Codes for grades 9-12 which mirror WVCCRS Course Codes	OSE	OSE and OMSL Staff	Student schedules on Alternate Diploma mirror schedules of general education students	Completed
IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE II 2015-2016				
ACCOUNTABILITY	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Developed WV GRADUATION 20/20 scheme 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	Partially Completed
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	Fully Completed
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
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
Include 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
IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE III Year 1 2016-2017				
ACCOUNTABILITY	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Included 3b Alternate Assessment Participation Rate at 1% and 14 Response Rate on LEA Determinations.	Executive Director and Assistant Director	NA	Improve LEA performance on Graduation Rate and Post School Outcomes	Fully Completed
Revised "Modified Diploma" to "Alternate Diploma" Brochure	OSE	Office of Communication and Partnerships	Provide resources for schools, teachers, LEAs, etc., to use	Fully Completed
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 Offices 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
Provided GRADUATION 20/20 Academies at KidStrong Conference. "The Graduation Focused Principal"	RESA 5 RS ³	WVDE Funds	GRADUATION 20/20 Leadership Teams increase skills	Fully Completed
Developed Transition Toolkit	Office of Special Education	University of Kansas	Improve school transition practices	Fully Completed

IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE III Year 2 2017-2018				
ACCOUNTABILITY	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Applied through US Department of Education for 1% Waiver of students taking the Alternate Assessment Participation Rate.	Executive Director	NA	Decreasing number of students participating in Alternate Assessment	Fully Completed
Submission of Justification by those LEAs exceeding 1% Participation Rate on Alternate Assessment.	OSE	NA	Decrease 1% participation rate on Alternate Assessment	Fully Completed
Revised MOUs from 103 WV GRADUATION 20/20 school cohort participants.	WV GRADUATION 20/20 Leadership Team	NA	Ensure understanding of participation in program	Fully Completed
Revised Transition Section of Online IEP	OSE	NA	Ensure IEPs correct	Fully Completed
Revised Transition Section of Forms and Procedures Manual.	OSE	NA	Ensure IEPs correct	Fully Completed
Revised high school WV GRADUATION 20/20 Implementation Manual Guidance for West Virginia Schools and Districts.	OSE	NA	Provide guidance to LEA/Schools	Completed
Developed middle school WV GRADUATION 20/20 Implementation Manual Guidance for West Virginia Schools and Districts.	OSE	NA	Provide guidance to LEA/Schools	Partially Completed
Developed elementary school WV GRADUATION 20/20 Implementation Manual Guidance for West Virginia Schools and Districts.	OSE	NA	Provide guidance to LEA/Schools	Partially Completed
Establish collaboration with WV State Park Partnership Compact to develop community based work exploration sites.	WV GRADUATION Leadership Team	NA	Generate community-based work-sites	In Progress

**IMPROVEMENTS TO STATE INFRASTRUCTURE
PHASE II 2015-2016**

DATA	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Revised Exit and One Year Post-Graduation Survey and provided this information 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 by LEA (WVEIS).	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 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	Fully Completed
IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE III Year 2 2017-2018				
DATA	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Provide to districts the subgroups (by eligibility) of special education students participating in the alternate assessment.	Research Coordinator	Office of Technology and Accountability and Data Governance	Provide method for districts to examine eligibility.	Partially Completed
Provide to districts the numbers of students above 1% participating in the alternate assessment.	Research Coordinator	NA	Provide method for districts to examine participation rate.	Completed
Provided comparison graduation rate data between SWD and All students for 2015-2016 and 2016-2017 by district.	Research Coordinator	NA	Provide method for district to examine data.	Completed
Provide dropout data for SWD and All in 2016-2017 by district.	Research Coordinator	NA	Provide method for district to examine data.	Completed
Provide WV GRADUATION Rates among All and SWD from 2012- 2017.	Research Coordinator	NA	Provide method for district to examine data.	Completed
Provide WV Dropout Rates All and SWD from 2012-2017.	Research Coordinator	NA	Provide method for district to examine data.	Completed
Aligned ESSA's long term 4-year Cohort Graduation Rates and SWD to SPP/APR with Interim Annual Progress Rates.	Data Coordinator	NA	Provide method for district to examine data.	Completed
Provide Exit Survey and One Year Follow-Up Survey Reports by district and school.	Research Coordinator	NA	Data provides ways to improve secondary programming and transition.	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	Fully Completed
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	Fully Completed
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	Fully Completed
Developed series of trainings (webinars) for RS'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
IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE III Year 1 2016-2017				
PROFESSIONAL LEARNING	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Accessed series of modules from the Transition Coalition (University of Kansas) for RS'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	Fully Completed

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/provide training on Transition Probe Practice Profiles.	WV GRADUATION 20/20, Leadership Team	NA	Utilize Practice Profiles to collect Year 2 data	Partially Completed
Develop 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
IMPROVEMENTS TO STATE INFRASTRUCTURE				
PHASE III Year 2 2017-2018				
PROFESSIONAL LEARNING	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	EXPECTED OUTCOMES	TIMELINES
Partner with community provider to establish a Transition Technical Assistance Center (TTTA) to provide capacity building models of community-based work-exploration for districts, transition to successful post school outcomes and increased utilization of the Division of Rehabilitation Services resources and Pre-Employment Transition Services (Pre-ETS) programs.	WV GRADUATION Leadership Team	IDEA Discretionary	Improve transition and post school outcomes	Completed

Build capacity in the 103 schools (74 high schools, 23 middle schools, 6 elementary schools) through the Network for Educational Excellence, WV Summit for Educational Excellence and KidStrong.	WV GRADUATION Leadership Team, LEA Point of Contact	IDEA Discretionary	Train GRADUATION school leadership teams and district Point of Contact.	Initiated
Provide PathwaysWV.org training in at least 14 districts per year.	Transition Technical Assistance Center	IDEA Discretionary	Provide trainings to teachers and students	Initiated
Provide training on Pre-ETS service requirements in at least 14 districts per year.	Transition Technical Assistance Center Division of Rehabilitation Services	IDEA Discretionary	Provide training to school staff	Initiated
Provide training on WV Transition materials (Planning For the Future, Transition Services Planner, Transition Guide) in at least 14 districts per year.	Transition Technical Assistance Center Division of Rehabilitation Services	IDEA Discretionary	Provide training to district and rehabilitation staff	Initiated
Provide training on SPP/APR Indicators #13 Secondary Transition and #14 Post-School Outcomes in at least 14 districts per year.	Transition Technical Assistance Center Office of Federal Programs	IDEA Discretionary	Provide training to district staff	Initiated

WV GRADUATION 20/20 Evaluation Measurement Table

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 WV GRADUATION 20/20 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 WV GRADUATION 20/20?	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
RESA	Transition Practice Profiles completed	Document review				Bi-annually			
RESA	School Action Plans 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	Levels of support and communication	School Leadership Team focus group(s)	Annually			
			GRADUATION 20/20 Evaluator	DPIF implementation fidelity	WV GRADUATION 20/20 Reflection Rubric, 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	Transition Practices and Predictors framework implementation fidelity	WV GRADUATION 20/20 Reflection Rubric, School Leadership Team focus group(s)	Annually			
			GRADUATION 20/20 Evaluator	Improved graduation rate among students with IEPs at the state level	4 year adjusted cohort graduation rate for student's with IEPs	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 student outcomes at the school level	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			

Appendix E

WV GRADUATION 20/20 Evaluation Status Measurement Table: School Year 2016-2017

Evaluation Question	Performance Indicator	Measurement/ Data collection methods	Collection Frequency	2016-2017 Status
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?	Professional learning delivery/attendance	Registration and/or attendance logs	Annually	Fully completed
	Technical Assistance (TA) provided	Meeting agendas/ training logs	Annually	Fully completed
	Webinars provided	Review of developed webinars	Monthly	Fully completed
	Initiative documents and resources provided (website, webinars, etc.)	Document content review of Resources for RS's	Monthly	Fully completed
	TA provided	RS ³ Monthly Log	Monthly	Fully completed
	Leadership teams developed	School Leadership Contact List	Annually	Fully completed
	Webinars attended	RS ³ Monthly Log	Monthly	Fully completed
	Initiative documents disseminated (Implementation Manuals, SSIP Phase III, Transition publications, books for schools, etc.)	Document content review	Annually	Fully completed
	Levels of support and communication	Focus group with RS's	Annually	Cancelled
	RS ³ Monthly Reports	Document content review	Monthly	Fully completed
To what extent are the RESAs providing ongoing collaboration, support, and technical assistance to schools as they implement the WV GRADUATION 20/20 initiative?	Core Data tool completed	Document content review	Annually	Fully completed
	Transition Practice profile completed	Document content review	Annually	Fully completed
	WV GRADUATION 20/20 implementation fidelity	WV GRADUATION 20/20 Reflection Rubric	Annually	Fully completed
	School Action Plans completed	Document review	Annually	Fully completed
To what extent are schools implementing the National Dropout Prevention Center for Students with Disabilities' (NDPC-SD) Dropout Prevention Intervention Framework (DPIF) with fidelity ?	Levels of support and communication	School Leadership Team focus group(s)	Annually	Fully completed
	DPIF implementation fidelity	WV GRADUATION 20/20 Reflection Rubric	Annually	Fully completed
	Transition Practices and Predictors framework implementation fidelity	WV GRADUATION 20/20 Reflection Rubric	Annually	Fully completed
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 ?	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	In progress
	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	In progress
To what extent are student outcomes among students with Individualized Education Programs (IEPs) improving at schools participating in the WV GRADUATION 20/20 program?				
<p>Note: The focus group scheduled for the RS's in the summer of 2017 was cancelled due to the loss of nearly half of the RS's. During the 2017 Regular Legislative Session, WV law makers decided to phase out the eight (8) Regional Education Service Agencies by June 30, 2018. This action lead to personnel turnover. There are no additional focus groups planned for the RS's. Moving forward, there may be the opportunity to engage the district level Points of Contact in similar focus groups.</p>				

Appendix F

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 West Virginia GRADUATION 20/20 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, district, 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, School Support Specialists, 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 WV GRADUATION 20/20 or this rubric, you may contact Amber Stohr, Coordinator, at the WVDE Office of Special Education at 304.558.2696 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!

Instructions

These rubrics *are to be used* to assess the fidelity with which WV GRADUATION

20/20 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 2017). Second, choose the stage that best *reflects* the implementation level at the end of the school year (Spring 2018).

*******The rubric should reflect work done this school year only. The stages of implementation are: *not yet established, exploration, installation, initial implementation, and full implementation.* Each school will be at different levels of implementation for different activities. Further, it is not expected that a school reach the highest level of implementation for all activities in one school year -- full implementation may take a matter of weeks or months to achieve for some activities, while others may take well over a year. *******

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

***School Support Specialists* 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.

District/School Information

1. Role:

- School Support Specialist
- WV GRADUATION 20/20 School Leadership Team

2. District:

3. School name:

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

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

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, either the Dropout Prevention Intervention Framework or the Transition Practices framework). [Examples: power point presentations, webinars, transition coalition modules.]
- Take ownership and commit to the implementation process.

5. 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 2017)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Near the end of the school year (Spring 2018)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. 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"/>

7. 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"/>

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 NDCP Core Data Tool or the school level Transition Practice Profile.
- Analyze data to determine trends/areas of need.

8. 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 2017)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Near the end of the school year (Spring 2018)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Core activity: Complete the Core Data Tool or the Transition 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"/>

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

	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"/>

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).

11. 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 2017)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Near the end of the school year (Spring 2018)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. 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 - Planning 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"/>

13. 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"/>

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.

14. 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 2017)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Near the end of the school year (Spring 2018)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. 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"/>

16. 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"/>

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.

17. 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 2017)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Near the end of the school year (Spring 2018)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. 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"/>

19. 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	<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"/>

20. 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"/>

21. 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"/>

22. 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"/>

Reflection Rubric School Leadership Team: Pre and Post Means, T Test and Effect Size

Step 1. Utilize a school leadership team

Core activity	Pre		Post		Significance of difference		Cohen's <i>d</i>	Effect size
	<i>n</i>	<i>SD</i>	<i>n</i>	<i>SD</i>	<i>t</i>	<i>p</i>		
Establish a WV GRADUATION 20/20 School Leadership Team	72	3.75	73	4.73	7.10	<.0001	0.94	large effect
Train GRAD 20/20 Team members on the primary components of either the Dropout Prevention Intervention Framework or the Transition Practices Framework	73	3.26	72	4.25	8.73	<.0001	0.89	large effect
Establish ownership and commitment for the project implementation process	73	3.37	72	4.35	9.55	<.0001	0.93	large effect
Step 1 Core activities combined	73	3.46	72	4.44	14.43	<.0001	0.92	large effect

Reflection Rubric School Leadership Team: Pre and Post Means, T Test and Effect Size

Step 2. Analyze data

Core activity	Pre		Post		Significance of difference		Cohen's <i>d</i>	Effect size
	<i>n</i>	<i>SD</i>	<i>n</i>	<i>SD</i>	<i>t</i>	<i>p</i>		
Examine school data related to the Dropout Intervention Framework or the Transition Practices Framework	73	3.34	72	4.38	8.79	<.0001	0.81	large effect
Complete the Core Data Tool or the Transition Practice Profile	72	3.06	72	4.24	8.82	<.0001	0.83	large effect
Use the completed Core Data Tool or Transition Practice Profile to determine and	73	3.01	71	4.06	8.98	<.0001	0.76	large effect

discuss trends in the data. Use trends to inform data driven decision making for WV GRADUATION 20/20 interventions

Step 2 Core activities combined	73	3.14	1.36	72	4.22	1.36	15.37	<.0001	0.80	large effect
--	----	------	------	----	------	------	-------	--------	------	--------------

Reflection Rubric School Leadership Team: Pre and Post Means, T Test and Effect Size
Step 3. Identify target areas for intervention

Core activity	Pre			Post			Significance of difference		Cohen's <i>d</i>	Effect size
	<i>n</i>	Mean	SD	<i>n</i>	Mean	SD	<i>t</i>	<i>p</i>		
Identify areas of need that emerged from the data analysis in Step 2	73	3.10	1.24	71	4.23	0.91	10.38	<.0001	1.04	large effect
Prioritize areas of need that emerged from the data analysis in Step 2	72	3.13	1.26	71	4.08	1.00	9.05	<.0001	0.85	large effect
Determine the level of intervention	72	3.08	1.38	73	4.26	0.8	8.89	<.0001	1.05	large effect
Step 3 Core activities combined	72	3.10	1.29	72	4.19	0.90	16.22	<.0001	0.98	large effect

Reflection Rubric School Leadership Team: Pre and Post Means, T Test and Effect Size
Step 4. Develop a goal(s) for school strategic plan

Core activity	Pre			Post			Significance of difference		Cohen's <i>d</i>	Effect size
	<i>n</i>	Mean	SD	<i>n</i>	Mean	SD	<i>t</i>	<i>p</i>		
Identify evidence-based strategies and/or interventions to drive improvement	72	3.07	1.21	73	4.25	0.76	10.12	<.0001	1.17	very large effect

Complete all sections of the School Action Plan	72	2.96	1.35	73	4.38	0.95	9.86	<.0001	1.23	very large effect
Identify implementation concerns and work to remove barriers	72	3.00	1.19	72	4.18	0.92	8.69	<.0001	1.12	very large effect
Step 4 Core activities combined	72	3.10	1.29	72	4.19	0.90	16.44	<.0001	1.18	very large effect

Reflection Rubric School Leadership Team: Pre and Post Means, T Test and Effect Size
Step 5. Implement, monitor, and evaluate

Core activity	Pre		Post		Significance of difference		Cohen's <i>d</i>		Effect size	
	<i>n</i>	<i>SD</i>	<i>n</i>	<i>SD</i>	<i>t</i>	<i>p</i>	<i>d</i>			
If needed, provide professional learning (PL) to school staff specific to implementing the School Action Plan	73	2.79	1.34	72	3.86	0.89	9.94	<.0001	0.94	large effect
Communicate School Action Plan goals to targeted students (and their families)	72	2.49	1.35	73	3.59	1.21	8.54	<.0001	0.87	large effect
Implement the School Action Plan according to the determined timeline	71	2.82	1.37	72	4.15	0.93	9.08	<.0001	1.15	very large effect
Determine what data is needed to monitor implementation of programs and/or interventions	72	2.89	1.28	73	4.00	0.96	8.54	<.0001	0.99	large effect
Review or analyze data on an ongoing basis to make adjustments to the School Action Plan	71	2.93	1.36	72	3.97	1.03	8.21	<.0001	0.87	large effect

Communicate findings with faculty, students, families, the community, and other stakeholders	72	2.38	1.26	73	3.34	1.18	7.97	<.0001	0.80	large effect
Step 5 Core activities combined	72	2.72	1.33	73	3.82	1.03	19.18	<.0001	0.94	large effect

Reflection Rubric RS³: Pre and Post Means, T Test and Effect Size

Step 1. Utilize a school leadership team

Core activity	Pre		Post		Significance of difference		Cohen's d		Effect size
	n	Mean	n	Mean	t	p	d		
Establish a WV GRADUATION 20/20 School Leadership Team	78	3.13	78	4.73	8.56	<.0001	0.76		large effect
Train GRAD 20/20 Team members on the primary components of either the Dropout Prevention Intervention Framework or the Transition Practices Framework	78	2.73	78	4.25	8.63	<.0001	0.80		large effect
Establish ownership and commitment for the project implementation process	78	2.71	77	4.35	8.55	<.0001	0.87		large effect
Step 1 Core activities combined	78	2.85	78	4.44	14.91	<.0001	0.81		large effect

Reflection Rubric RS³: Pre and Post Means, T Test and Effect Size

Step 2. Analyze data

Core activity	Pre			Post			Significance of difference		Cohen's <i>d</i>	Effect size
	<i>n</i>	Mean	<i>SD</i>	<i>n</i>	Mean	<i>SD</i>	<i>t</i>	<i>p</i>		
Examine school data related to the Dropout Intervention Framework or the Transition Practices Framework	78	2.56	1.13	78	3.81	0.95	13.32	<.0001	1.19	very large effect
Complete the Core Data Tool or the Transition Practice Profile	78	2.69	1.22	78	4.14	0.92	13.69	<.0001	1.35	very large effect
Use the completed Core Data Tool or Transition Practice Profile to determine and discuss trends in the data. Use trends to inform data driven decision making for WV GRADUATION 20/20 interventions	78	2.55	1.23	78	3.72	1.07	11.99	<.0001	1.02	large effect
Step 2 Core activities combined	78	2.60	1.20	78	3.89	0.98	22.40	<.0001	1.18	very large effect

Reflection Rubric RS³: Pre and Post Means, T Test and Effect Size

Step 3. Identify target areas for intervention

Core activity	Pre			Post			Significance of difference		Cohen's <i>d</i>	Effect size
	<i>n</i>	Mean	<i>SD</i>	<i>n</i>	Mean	<i>SD</i>	<i>t</i>	<i>p</i>		
Identify areas of need that emerged from the data analysis in Step 2	77	2.48	1.19	77	3.56	0.97	10.19	<.0001	1.00	large effect
Prioritize areas of need that emerged from the data analysis in Step 2	78	2.37	1.17	78	3.45	1.00	11.20	<.0001	0.99	large effect

Determine the level of intervention	78	2.41	1.17	78	3.62	1.02	11.99	<.0001	1.11	very large effect
Step 3 Core activities combined	78	2.42	1.18	78	3.54	1.00	19.27	<.0001	1.03	large effect

Reflection Rubric RS³: Pre and Post Means, T Test and Effect Size
Step 4. Develop a goal(s) for school strategic plan

Core activity	Pre		Post		Significance of difference		Cohen's <i>d</i>			
	<i>n</i>	Mean	SD	<i>n</i>	Mean	SD	<i>t</i>	<i>p</i>	<i>d</i>	Effect size
Identify evidence-based strategies and/or interventions to drive improvement	78	2.41	1.13	78	3.62	0.87	12.40	<.0001	1.20	very large effect
Complete all sections of the School Action Plan	78	2.51	1.30	78	4.04	0.99	14.61	<.0001	1.33	very large effect
Identify implementation concerns and work to remove barriers	78	2.42	1.18	78	3.58	0.97	11.93	<.0001	1.07	large effect
Step 4 Core activities combined	78	2.45	1.20	78	3.74	0.94	22.25	<.0001	1.21	very large effect

Reflection Rubric RS³: Pre and Post Means, T Test and Effect Size
Step 5. Implement, monitor, and evaluate

Core activity	Pre		Post		Significance of difference		Cohen's <i>d</i>		
	<i>n</i>	Mean	SD	<i>n</i>	Mean	SD	<i>t</i>	<i>p</i>	<i>d</i>

If needed, provide professional learning (PL) to school staff specific to implementing the School Action Plan	78	2.05	1.13	78	3.15	1.13	10.27	<.0001	0.98	large effect
Communicate School Action Plan goals to targeted students (and their families)	78	1.79	0.8	77	2.75	1.02	11.79	<.0001	1.03	large effect
Implement the School Action Plan according to the determined timeline	77	2.18	1.14	77	3.62	0.93	13.68	<.0001	1.39	very large effect
Determine what data is needed to monitor implementation of programs and/or interventions	76	2.34	1.11	76	3.61	0.8	12.24	<.0001	1.27	very large effect
Review or analyze data on an ongoing basis to make adjustments to the School Action Plan	77	2.32	1.08	77	3.51	1.00	12.86	<.0001	1.14	very large effect
Communicate findings with faculty, students, families, the community, and other stakeholders	78	1.73	0.8	78	2.50	1.04	9.69	<.0001	0.81	large effect
Step 5 Core activities combined	77	2.07	1.03	77	3.19	1.00	21.38	<.0001	1.11	very large effect

Appendix H

ONE YEAR FOLLOW-UP SURVEY REPORT 2016-2017

WV STATE RESULTS

Total number of responses: 1566 Response rate: 66.26%

Exit reason	%	Survey submitter	%
Graduated Standard Diploma	80.59%	Student	1.53%
Graduated Modified Diploma	11.81%	Parent/guardian	2.87%
Dropped out	7.60%	County/school personnel	95.59%

Currently (or have for at least 3 months this year)	%
Attending college (4 year)	8.24%
Attending community & technical college (2 year)	10.92%
Other school or training	8.24%
In the military	1.02%
Currently working	53.64%
- Percent competitively employed of those working	55.62%

Reasons among those who are not working or going to school	#
Unable to work because of disability	147
Unable to afford school or training	18
Need to help family at home	48
Do not know what I want to do	55
Do not need to work/parents support me	43
Unable to find work	85
Unable to get accepted into a school or training program	7
Transportation not available	43
Other	88

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

Receive agency support	%	Type of support	%
Yes	26.18%	Educational	50.24%
		Work	44.88%
		Independent living	21.71%
		Other	16.83%

Rate the skills or training you received while in school	% Needed more	% Just enough	% Too much
Everyday reading, writing and math skills	19.67%	69.41%	1.98%
Specific career/vocational skills to prepare me for my current job/education program	23.56%	65.33%	0.83%
Money management skills	30.14%	59.77%	0.45%
Independent and home living skills	18.77%	69.99%	10.15%
Job seeking and job keeping	24.84%	64.62%	0.77%
Specific work experiences	27.39%	62.07%	0.64%
Social skills to get along with others	12.64%	75.35%	2.36%
Technology skills for work, education, living	18.20%	71.78%	0.96%

Notes: Report reflects information collected from 04/01/2017 to 12/15/2017 from students exiting school during the 2015-2016 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 23, 2018

Appendix I

WV GRADUATION 20/20 Suggested Timeline/Benchmarks Year 1 DROPOUT PREVENTION INTERVENTION FRAMEWORK

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).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
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 research-based activities/strategies/ interventions d. Establish reasonable timelines e. Identify person(s) responsible f. Evaluation/Progress Check g. Measurable results												
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, LEA and relevant stakeholders.									✓	✓	✓	✓
4. Celebrate Successes!										✓	✓	✓

WV GRADUATION 20/20 Suggested Timeline/Benchmarks

Year 2 CEDAR TRANSITION PRACTICES FRAMEWORK

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).			✓	✓	✓							
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 as well as WV Transition Guide information.			✓	✓								
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, WV Transition Guide information 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 g. Measurable results				✓	✓	✓	✓	✓	✓	✓		
3. Identify implementation concerns and work to remove barriers.					✓	✓	✓	✓	✓	✓		
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.				✓	✓	✓	✓	✓	✓	✓	✓	✓

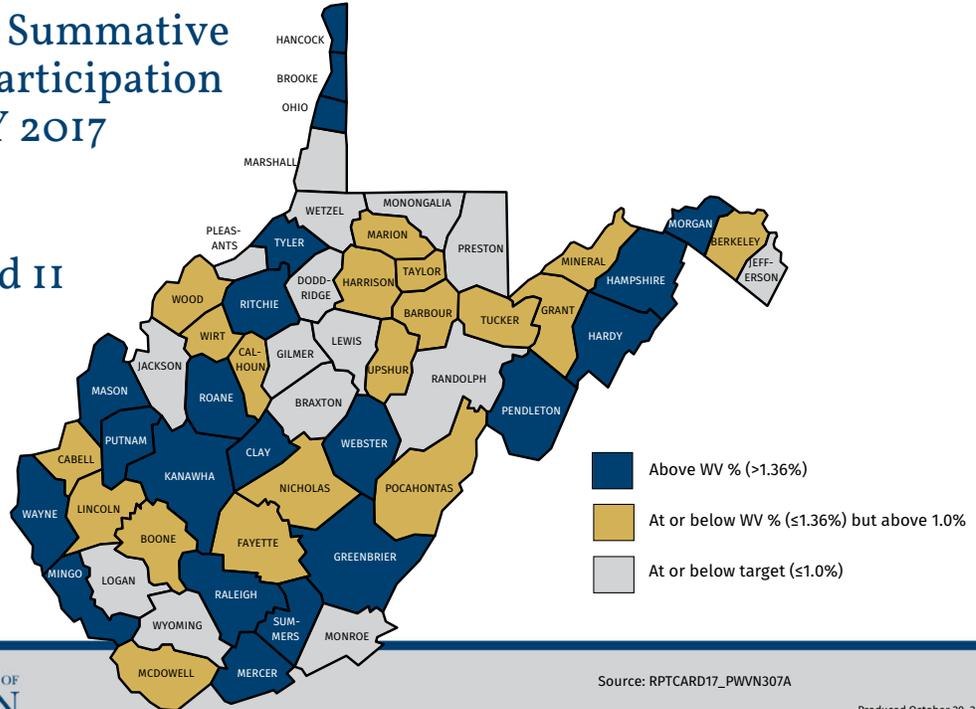
Step 7. EVALUATE THE EFFECTIVENESS OF THE SCHOOL ACTION PLAN

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 LEA and relevant stakeholders.									✓	✓	✓	✓
4. Celebrate Successes!										✓	✓	✓

WV Alternate Summative Assessment Participation Percent (%) SY 2017

ELA Grades 3-8 and 11

WV% = 1.36
(Target % = 1.0)



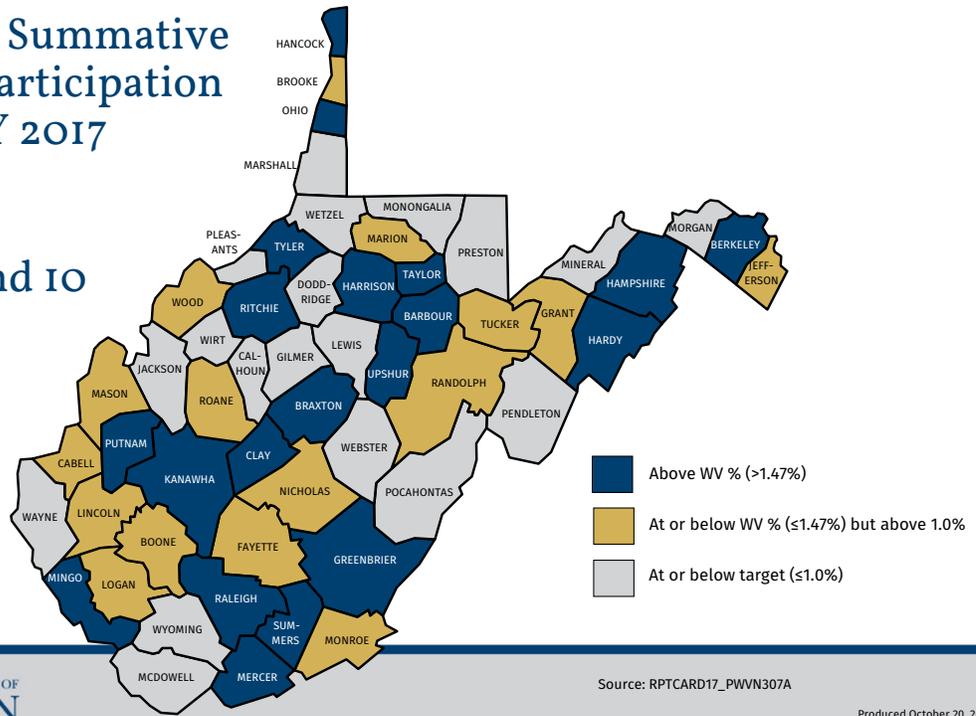
Source: RPTCARD17_PWVN307A

Produced October 20, 2017

WV Alternate Summative Assessment Participation Percent (%) SY 2017

Science Grades 5, 8, and 10

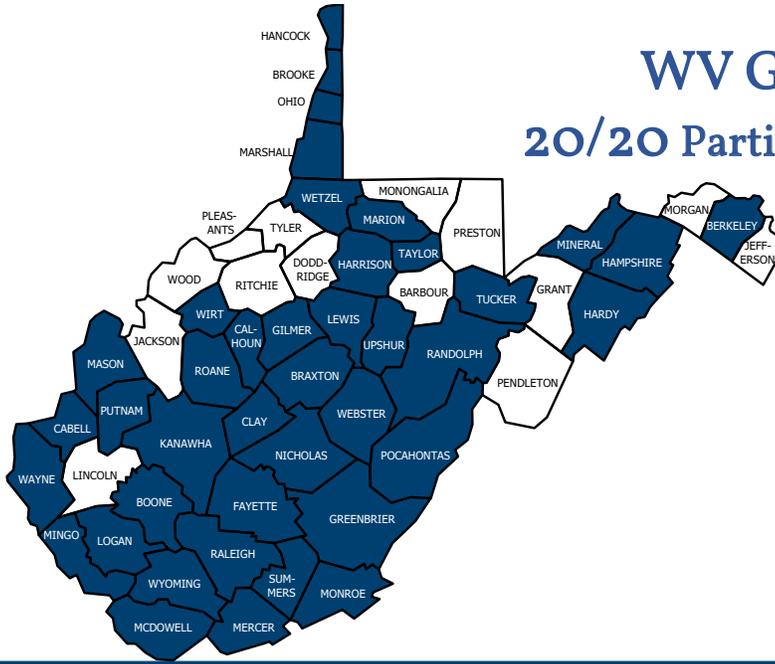
WV% = 1.47
(Target % = 1.0)



Source: RPTCARD17_PWVN307A

Produced October 20, 2017

WV GRADUATION 20/20 Participating Counties SY 2017-2018



West Virginia DEPARTMENT OF
EDUCATION

WV GRADUATION 20/20 Schools 2017-2018

District	School
Berkeley	Martinsburg High
Boone	Sherman High
Boone	Sherman Middle
Boone	Scott High
Boone	Van Junior/Senior High
Braxton	Braxton County High
Brooke	Brooke County High
Brooke	Follansbee Middle
Brooke	Wellsburg Middle
Cabell	Cabell Midland High
Cabell	Huntington High
Calhoun	Calhoun High
Calhoun	Calhoun Middle
Clay	Clay County High
Fayette	Ansted Middle
Fayette	Fayetteville High
Fayette	Meadow Bridge High
Fayette	Midland Trail High
Fayette	Oak Hill High
Fayette	Valley High
Gilmer	Gilmer County High
Greenbrier	Greenbrier East High
Hampshire	Capon Bridge Middle
Hampshire	Hampshire Senior High
Hampshire	Romney Middle
Hancock	Allison Elementary
Hancock	New Manchester Elementary
Hancock	Oak Glen High
Hancock	Oak Glen Middle
Hancock	Weir High
Hancock	Weir Middle
Hancock	Weir Alternative Middle
Hancock	Weirton Elementary
Hardy	East Hardy High

District	School
Hardy	Moorefield High
Harrison	Liberty High
Harrison	Lincoln County High
Harrison	Robert C. Byrd High
Harrison	South Harrison High
Kanawha	Capital High
Kanawha	Herbert Hoover High
Kanawha	Nitro High
Kanawha	Riverside High
Kanawha	Saint Albans High
Kanawha	Sissonville High
Kanawha	South Charleston High
Lewis	Lewis County High
Logan	Logan Senior High
Logan	Man Senior High
Marion	East Fairmont High
Marion	Fairmont Senior High
Marion	North Marion High
Marshall	Cameron High (7-12)
Marshall	Gateway Achievement Center
Marshall	John Marshall High
Marshall	Moundsville Middle
Marshall	Sharrard Middle
Mason	Point Pleasant Junior/Senior High
McDowell	Sandy River Middle
McDowell	Mt. View Middle
McDowell	Southside K-8
Mercer	Bluefield High
Mercer	Montcalm High (7-12)
Mercer	Pikeview High
Mercer	Princeton Senior High
Mineral	Keyser High
Mingo	Mingo Central High
Mingo	Tug Valley High
Monroe	James Monroe High

District	School
Nicholas	Nicholas County High
Nicholas	Richwood High
Nicholas	Richwood Middle
Nicholas	Summersville Middle
Ohio	Bridge Street Middle
Ohio	Elm Grove Elementary
Ohio	Madison Elementary
Ohio	Triadelphia Middle
Ohio	Warwood Elementary
Ohio	Warwood Middle
Ohio	Wheeling Middle
Ohio	Wheeling Park High
Pocahontas	Pocahontas County High
Putnam	Poca High
Raleigh	Independence High
Raleigh	Liberty High
Raleigh	Shady Spring High

District	School
Raleigh	Woodrow Wilson High
Randolph	Elkins High
Roane	Geary Elementary/Middle
Roane	Roane County High
Roane	Spencer Middle
Roane	Walton Elementary/Middle
Summers	Summers County High
Taylor	Grafton High
Tucker	Tucker County High
Upshur	Buckhannon Upshur High
Wayne	Spring Valley High
Webster	Webster County High
Wetzel	Paden City High (7-12)
Wirt	Wirt County Middle
Wirt	Wirt County High
Wyoming	Westside High
Wyoming	Wyoming High

Philip Barbour High School Complex

Ron Keener, <i>Principal</i>	Barbour	Frankfort High School	Mineral
Musleman High School	Jeffrey Woelfer	Joe Riley, <i>Principal</i>	Shawn Dilly
Holly Kleppner, <i>Principal</i>	Berkeley	Keyser High School	Mineral
Spring Mills High School	Manny Arvon	Michael Lewis, <i>Principal</i>	Shawn Dilly
Robert Myers, <i>Principal</i>	Berkeley	Mingo Central Comprehensive High School	Mingo
Hedgesville High School	Manny Arvon	Daniel Dean, <i>Principal</i>	Donald Spence
Ron Lyons, <i>Principal</i>	Berkeley	Tug Valley High School	Mingo
Sherman High School	Manny Arvon	Charles Ward, <i>Principal</i>	Donald Spence
Roy Barnette, <i>Principal</i>	Jeffrey Huffman	Morgantown High School	Monongalia
Braxton County High School	David Dilly	Paul Mihaiko, <i>Principal</i>	Dr. Frank Devono
Jessica Pierson, <i>Principal</i>	Boone	Clay-Battelle High School	Monongalia
Brooke High School	Brooke	David Cottrell, <i>Principal</i>	Dr. Frank Devono
Timothy Pannett, <i>Principal</i>	Toni Shute	James Monroe High School	Monroe
Calhoun Middle/High School	Calhoun	Susan Weikle, <i>Principal</i>	Joetta Basile
Anita Stephenson, <i>Principal</i>	Kelli Whyrsell	Paw Paw High School	Morgan
Doddridge County High School	Doddridge	Melinda Kasekamp, <i>Principal</i>	Erich May
Gregory Kubns, <i>Principal</i>	Adam Cheeseman	Berkeley Springs High School	Morgan
Fayetteville High School	Fayette	Nichell Nida, <i>Principal</i>	Erich May
Bryan Parsons, <i>Principal</i>	Terry George	Nicholas County High School	Nicholas
Gilmer County High School	Gilmer	Kendra Rapp, <i>Principal</i>	Dr. Donna Burge-Tetrick
Nasia Butcher, <i>Principal</i>	Patricia Lowther	Richwood High School	Nicholas
Union Educational Complex	Grant	Scott Williams, <i>Principal</i>	Dr. Donna Burge-Tetrick
Jenni Woy, <i>Principal</i>	Doug Lambert	Wheeling Park High School	Ohio
Petersburg High School	Doug Lambert	Amy Minch, <i>Principal</i>	Dr. Kim Miller
Avery Anderson, <i>Principal</i>	Doug Lambert	Pendleton County Middle/High School	Pendleton
Greenbrier East High School	Greenbrier	Lori Hill, <i>Principal</i>	Charles Hedrick
Ben Routsom, <i>Principal</i>	Jeffrey Bryant	St. Marys High School	Pleasants
Oak Glen High School	Hancock	Jeff Sole, <i>Principal</i>	G. Michael Wells
David Smith, <i>Principal</i>	Tim Woodward	Hurricane High School	Putnam
East Hardy High School	Hardy	Richard Campbell, <i>Principal</i>	John G. Hudson
Jennifer Strawderman, <i>Principal</i>	Sheena Van Meter	Poca High School	Putnam
Moorefield High School	Hardy	David Harper, <i>Principal</i>	John G. Hudson
Patrick McGregor, <i>Principal</i>	Sheena Van Meter	Winfield High School	Putnam
Bridgeport High School	Harrison	Bruce McGrew, <i>Principal</i>	John G. Hudson
Mark DeFazio, <i>Principal</i>	Dr. Mark Manchin	Liberty High School	Raleigh
William Hosaflook, <i>Principal</i>	Blaine Hess	Loni Knight, <i>Principal</i>	C. David Price
Ravenswood High School	Blaine Hess	Shady Spring High School	Raleigh
Jimmy Frashier, <i>Principal</i>	Blaine Hess	Deanna Massey, <i>Principal</i>	C. David Price
George Washington High School	Kanawha	Elkins High School	Randolph
George Aulenbacher, <i>Principal</i>	Dr. Ronald Duerrring	Christopher Hamrick, <i>Principal</i>	Gabriel Devono
Dana Snyder, <i>Principal</i>	Jeff Midkiff	Pickens Elementary High School	Randolph
Logan Senior High School	Logan	Christine Long, <i>Principal</i>	Gabriel Devono
Kelly Stanley, <i>Principal</i>	Patricia Lucas	Tygart Valley Middle/High School	Randolph
Chapmanville Regional High School	Logan	Stephen Wansley, <i>Principal</i>	Gabriel Devono
Kathryn Moore, <i>Principal</i>	Patricia Lucas	Roane County High School	Roane
East Fairmont High School	Marion	Bill Heis, <i>Principal</i>	Dr. Richard Duncan
David Nuzum, <i>Principal</i>	Gary L. Price	Tucker County High School	Tucker
North Marion High School	Marion	Stephen Cosner, <i>Principal</i>	Dr. Eddie Campbell, Jr.
Russelle Devito, <i>Principal</i>	Gary L. Price	Tyler Consolidated High School	Tyler
Cameron High School	Marshall	James Yoho, <i>Principal</i>	Robin Daquilante
Jack Cain, <i>Principal</i>	Dr. Jeff Crook	Buckhannon Upshur High School	Upshur
Haman High School	Mason	Eddie Vincent, <i>Principal</i>	Roy Waiger
Karen Oldham, <i>Principal</i>	Jack Cullen	Tolsia High School	Wayne
Wahama High School	Mason	Reva Sanders, <i>Principal</i>	Todd Alexander
Kenny Bond, <i>Principal</i>	Jack Cullen	Webster County High School	Webster
Riverview High School	McDowell	Stacey Cutlip, <i>Principal</i>	Scott Cochran
Frazier McGuire, <i>Principal</i>	Nelson Spencer	Paden City High School	Wetzel
Montcalm High School	Dr. Deborah Akers	Jason Salva, <i>Principal</i>	Ed Toman
Craig Havens, <i>Principal</i>	Dr. Deborah Akers	Valley High School	Wetzel
Pikeview High School	Mercer	James Kimble, <i>Principal</i>	Ed Toman
Mark Godfrey, <i>Principal</i>	Dr. Deborah Akers	Magnolia High School	Wetzel
		Kathi Schmalz, <i>Principal</i>	Ed Toman
		Parkersburg South High School	Wood
		Betsy Patterson, <i>Principal</i>	John B. Flint
		Williamstown High School	Wood
		William Peters, <i>Principal</i>	John B. Flint
		Wyoming County East High School	Wyoming
		Amanda Hyton, <i>Principal</i>	Debrae Cline



Third Annual Celebration of Achievement

January 12, 2018

Outside House Chamber, West Virginia State Capitol

Charleston, WV

A Message from the Superintendent

I am incredibly honored to welcome you to A Celebration of Achievement, a special event recognizing West Virginia high schools with graduation rates of 90 percent or higher for the 2016-2017 school year.

I want to congratulate and formally thank each of you for representing public schools in such an admirable way. Research tells us that a student who graduates high school is already setting their path for the future in a positive direction. You should feel incredibly proud of your hard-earned and well-deserved success.

The West Virginia Board of Education and West Virginia Department of Education share a common vision to prepare and empower all West Virginia students to pursue knowledge for life, contribute to their community as responsible citizens and succeed in the workforce. As evidenced today and through your efforts, we are making that vision a reality.

Today is a day of honor for your students, your school, your county and your state. I commend you for your dedication and hard work. You deserve to be proud of your achievement. Your dedication and focus is critical to achieving this goal. Thank you for your commitment and support.

Thank you for all you do on behalf of our students. I am honored to work alongside each of you. I join the State Board of Education in applauding your drive for excellence and in celebrating your success.

Sincerely,



Steven L. Paine, Ed.D.
West Virginia Superintendent of Schools

A Celebration of Achievement

8 a.m.

Reception

Outside House Chamber, West Virginia State Capitol

8:45 a.m.

Pledge of Allegiance

National Anthem

Unaccompanied Minors Ensemble
George Washington High School

Marin Burdette
Kamrynn Carney
Courtney Epling
Grace Goggins
Jacob Guthrie
Lorah Jordan
Dwede Kobbah

Madeline Ross
Kayla Walker
Tim Walker
Alexander Ward
Clorianna White
Austin White

9 a.m.

Recognition of Schools



SAMPLE School Action Plan

School Year: 2016-17 School District: County Name School Team Leader: Leader Name
 School Name: School Name Graduation 20/20 RS³: RS³ Name

Focus Area 1: Student Engagement **Current Baseline:** 69.1%
Goal: Focus on student engagement to increase SWD graduation rate. **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.).



SAMPLE School Action Plan

Focus Area 2: Academic Engagement **Current Baseline:** 1.2%
Goal: Focus on academic engagement to decrease SWD drop-out rate. **Baseline Year:** 2014-2015

Objective: SWD drop-out rate will decrease by 0.3 of a percentage point per year (for example, the drop-out rate would be 0.9% at the completion of the 2015-16 school year, 0.6% in 2016-17, and 0.3% in 2017-18).

Strategies	Activities	Person(s) Responsible	Timeline(s)*	Evaluation	Measurable Result
A. Keep students on track for graduation and motivated by incorporating student credit recovery.	1. Create Virtual School credit recovery program. Open school computer lab for this purpose.	1. Graduation Coach, counselors	1. Jan. to June 2016	1. Number of students successfully completing credit recovery	1. 10 students
B. Provide alternative and creative academic support and enrichment opportunities.	1. Offer enrichment activities at different times from core classes, or as electives, or as after school programs. 2. Recruit school staff, parents and/or community members to provide tutoring. 3. Establish partnerships with community organizations and/or postsecondary institutions to offer additional enrichment programs to SWDs.	1. Principals, school faculty, Grad Coach 2. Grad Coach, school faculty 3. Grad Coach	1. 2015/16 School Year 2. Sept./Oct. 2015 3. Oct./Dec. 2015	1. Class/activity participation roster 2. Number of SWD using tutoring program 3. SWD participants in programs	1. See roster 2. 18 students 3. 20 students
C. Increase positive behaviors of SWDs who have been identified as having at-risk school behaviors.	1. Start a Buddy Program for identified SWDs. 2. Develop implementation plan for the program. 3. Pair selected SWD with a responsible general education student who will serve as a mentor. 4. Assign volunteer faculty member to mentor SWD and general education student pairs. 5. Develop contact sheets for mentors and faculty to track number and nature of contact hours.	1. Grad Coach, counselors, teachers 2. Grad Coach 3. Grad Coach 4. Grad Coach, participating faculty 5. Grad Coach	1. Sept. 2015 2. Sept. 2015 3. 2015/2016 school year 4. Oct. 2015 5. Sept. 2015	1. List of selected students 2. Program plan 3. Academic performance and discipline data of selected SWDs 4. Academic performance and discipline data of selected SWDs 5. Contact sheets	1. See list 2. See plan 3. GPA increase in 50% of participant students; 10% reduction in discipline referrals 4. Same as above 5. See sheets

*Establish realistic timelines that drive the activities toward completion. Some activities may be completed in a short timeframe, while others will continue for months or the entire school year.



SAMPLE School Action Plan

Focus Area 3: Attendance

Current Baseline: 92.6%
Baseline Year: 2014-2015

Goal: Develop school programs, policies and environment to increase attendance.

Objective: SWD attendance rate will increase by half a percentage point (0.5) per year (for example, the attendance rate would be 93.1% at the completion of the 2015-16 school year, 93.6% in 2016-17, and 94.1% in 2017-18).

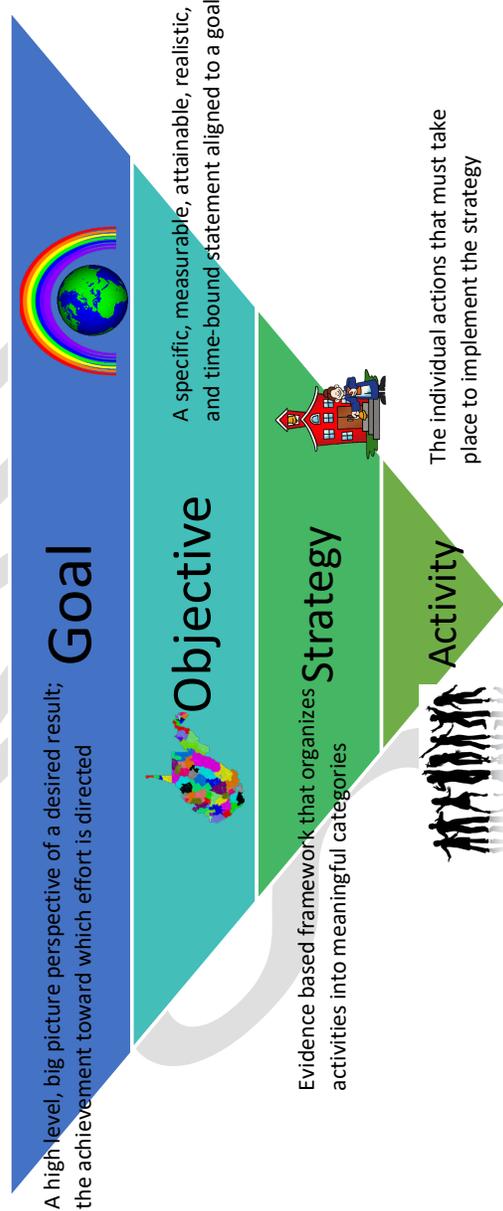
Strategies	Activities	Person(s) Responsible	Timeline(s)	Evaluation	Measurable Result
A. Create an incentive program to reward students who improve their attendance.	<ol style="list-style-type: none"> Identify at-risk SWD, ask them what would motivate them to attend school. Leverage existing staff/student groups to develop an incentive program. Involve parents and community (as stakeholders and contributors). Communicate incentive program to students. Use attendance coordinator or similar to track attendance and award incentives. 	<ol style="list-style-type: none"> Graduation coach, teachers, SWD Grad coach, teachers, students Grad coach, school administrator Grad coach Attendance coordinator 	<ol style="list-style-type: none"> Sept./Oct. 2015 Sept./Oct. 2015 Sept./Oct. 2015 Oct. 2015 2015/16 school year 	<ol style="list-style-type: none"> SWD survey Program plan Sign-in sheet Dissemination log Number of incentives given (change in attendance rate) 	<ol style="list-style-type: none"> Identified motivations See plan 40 parents, community members present 100 students told 20 incentives given
B. Develop mentoring program between at-risk SWD and school staff.	<ol style="list-style-type: none"> Recruit school staff to act as mentors. Have staff and SWD collaborate to create the parameters for the program (frequency of meeting, activities, etc.). Develop and have mentors use a frequency of contact log. Monitor SWD program participants' attendance rates. 	<ol style="list-style-type: none"> Grad coach, school administrator School staff, SWD Grad coach, school staff Grad coach, Attendance coordinator 	<ol style="list-style-type: none"> Sept. 2015 Sept./Oct. 2015 Oct. 2015 2015/16 school year 	<ol style="list-style-type: none"> Staff participation Program description Contact log Change in attendance rate 	<ol style="list-style-type: none"> 3 staff recruited See program 50 contacts made 0.5% increase
C. Initiate multi-tiered system of support to reduce chronic absenteeism.	<ol style="list-style-type: none"> Develop a family-school communication plan. Recruit staff, students and parents to form an attendance response team. Have attendance response team develop plans, strategies and tools to use. Boost afterschool programs/offers. Create an intake plan for mobile students. 	<ol style="list-style-type: none"> Attendance coordinator, school administrator Attendance coordinator Response team lead School administrator, parents, community Attendance coordinator 	<ol style="list-style-type: none"> Sept. 2015 Sept. 2015 Sept./Oct. 2015 2015/16 school year Sept. 2015 	<ol style="list-style-type: none"> Communication plan Staff, student, parent participation Tool kit Number of offerings Intake plan 	<ol style="list-style-type: none"> See plan 2 staff, 3 parents, 2 students recruited See tool kit 4 additional after school programs See plan

SAMPLE School Action Plan

<p>D. Improve school climate to keep at-risk SWD engaged.</p>	<ol style="list-style-type: none"> 1. Participate in School Climate Survey, with SWD participation. 2. Use survey results to inform areas of improvement. 3. Initiate programs/interventions to address areas identified for improvement. 	<ol style="list-style-type: none"> 1. School administrator, teachers 2. Grad coach, school administrator, teachers 3. Grad coach, school administrator, teachers 	<ol style="list-style-type: none"> 1. Fall 2015 2. Winter 2015/16 3. Spring 2016 	<ol style="list-style-type: none"> 1. Participation in survey 2. List of areas identified for improvement 3. List of programs/interventions 	<ol style="list-style-type: none"> 1. 100 students took survey 2. 3 areas identified 3. 4 programs identified and started
---	--	---	---	--	--

NOTES:

- Some strategies and activities are more 'big picture', while others are more detailed. This is normal. It is fine to have a variety of strategies and activities, you know best what is achievable in your school.
- Your Action Plan may include universal interventions (school wide initiatives) and interventions for targeted groups, such as at-risk SWD.
- Not ALL activities are required to have an evaluation component, but most will. Also, for some activities, it is to be expected that the person(s) responsible and timeline(s) may be the same.
- The following is a visual way to think about the terms *goal*, *objective*, *strategy*, and *activity*:



State Data Use Spotlight: West Virginia

Challenge: How do we improve school and local education agency (LEA) access to and use of data to increase the graduation rates for students with disabilities?

Historically, students with disabilities graduate from high school at lower rates than peers without disabilities. As a result, many students with disabilities also have poorer postsecondary or adult outcomes, such as unemployment or employment in low paying jobs. This state spotlight presents strategies the West Virginia Department of Education (WVDE) is using to increase school and local education agency (LEA) access to data and awareness of data to make decisions which will improve the graduation rate for students with disabilities.

State Context

West Virginia's Part B state-identified measurable result (SiMR) focuses on increasing the graduation rate of students with Individualized Education Programs (IEPs). In 2014, during the infrastructure and data analysis phase of WV's State Systemic Improvement Plan (SSIP), the four-year standard diploma graduation rate among students with disabilities was 70.27%, while the rate among all students was 84.46%. By the 2017-2018 school year, West Virginia aims to close the graduation gap and increase the number of students with disabilities who graduate with a standard high school diploma in four years to 81.44%. WV GRADUATION 20/20 is a data driven initiative that implements two evidence-based frameworks – the Dropout Prevention Intervention Framework (DPIF) developed by the National Dropout Prevention Center for Students with Disabilities (NDCP-SD) and the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center's Transition Practices Framework. WVDE piloted the WV GRADUATION 20/20 initiative with one of the eight Regional Education Service

Public School Facts: West Virginia

Districts: 57
Schools: 695
Students: 273,200
Students with IEPs: 44,300

Agencies (RESAs) in the state during the 2014-2015 school year (RESAs are multi-county service providers serving as liaisons between LEAs and the state). The next academic year, 2015-2016, was the first year of implementation across all RESAs. As part of the effort to increase capacity within the state's infrastructure, the WVDE's Office of Special Education (OSE) funded a Regional School Support Specialist (RS³) in each RESA specifically to provide support to school level teams implementing the WV GRADUATION 20/20 initiative. WVDE made available training and resources to RESA staff increasing their capacity to provide professional learning and technical assistance to schools and LEAs in areas such as; dropout prevention, transition services, data analysis and other core components of the evidence-based practices of WV GRADUATION 20/20.

The two evidence-based frameworks (the DPIF and the Transition Practices Framework) were chosen, in part, due to both being prescriptive enough to have clear steps to follow during implementation, but flexible enough to allow for each school to customize the initiative through data-driven decision making. Therefore, an integral part of the implementation process was for each participating school to conduct their own analyses and select their own strategies to improve graduation outcomes for students with disabilities. For that reason, WVDE sought strategies for improving school and LEA access to and use of data.

Strategies for Success

The WVDE customized data analysis tools provided by the two EBPs chosen; the Core Data Tool and the Transition Practice Profile. Each tool calls for data analysis conducted at the school level. Serendipitously, near the time the WV GRADUATION 20/20 initiative was implemented, the WVDE made available several new data reporting and tracking platforms. First, ZoomWV, a public access site, provides aggregated data in easy to understand reports at the state, district, and school levels. Second, ZoomWV-e, a secure log-in portal for educators, allows educators and service providers to view live data (updated every 24 hours) down to the individual student level. Third, and final, a new WV Early Warning System was launched. This system tracks multiple data points to provide risk levels for potential dropouts at the county, school, and student levels. All three systems are populated by data entered at the local level into the WV Educational Information System (WVEIS) and include data for enrollment, attendance, graduation, dropout, assessment, course grades, and disciplinary referrals among others. Also, with ZoomWV-e and the WV Early Warning System it is possible to create cohorts of students, allowing educators and service providers to follow students and their outcomes across time. WVDE took the following steps to increase school and LEA use of data:

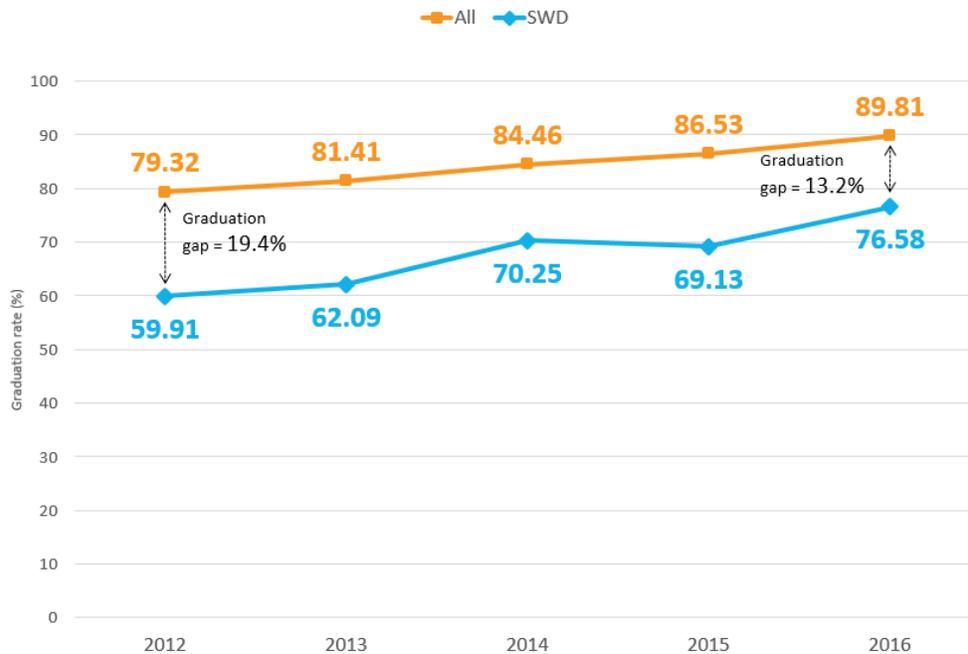
- *A local and individualized approach.* WVDE worked to target data use efforts for individual schools (e.g., school level data analysis via the Core Data Tool

and Transition Practice Profile, the development of School Action Plans with measurable outcomes, and individualized timelines that reflected data driven decision making at the school level).

- *RESA support.* WVDE funded RESA-based Regional School Support Specialists (RS³s) who provided training, coaching, and resources to help school teams continuously monitor and support students who were at-risk for school dropout. Sites were provided two years of intensive support with the goal of building internal capacity.
- *Support from in-house evaluation and research specialist.* The OSE funds one (1) FTE evaluation and research specialist from the Office of Research, Accountability, and Data Governance (ORAD) to provide not only evaluation support, but also tools, templates, and data visualization support to RESAs and schools filling in the gaps for reports that were not available in other data systems.
- *Provided schools an incentive.* Schools that agreed to participate were given a \$2,500 stipend as incentive. Stipends were used for activities such as professional learning, classroom substitutes, back-to-school kickoffs, college campus visits, and books among others.

Evidence suggests that the approaches used by West Virginia were successful. Since the 2014–15 school year, the overall percentage of students with disabilities who graduated in four years with a regular diploma has increased by 7.4 percentage points; furthermore, since the beginning of the pilot, 72 high schools have adopted the data use strategies suggested by the state by joining the WV GRADUATION 20/20 initiative. West Virginia expanded the initiative to feeder middle schools of participating high schools; there are currently 20 middle schools participating. Plans include adding more middle schools and potentially including elementary schools in the WV GRADUATION 20/20 initiative.

WV Graduation Rates: 2012 - 2016



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

Recommendations for States Facing Similar Challenges

- Leverage current resources; capitalize on relationships with national technical advisory centers as well as in-house and regional staff.
- Pilot the initiative in a limited number of schools to learn lessons and discover barriers to alleviate.
- Develop resources needed by those implementing the initiative; after the pilot WV developed an implementation manual which contains multiple resources as well as outlines the steps of the evidence based practices and suggested timelines/benchmarks.
- Garner the support of an initiative across all levels; WVDE used an MOU which outlined expectations at the state, RESA, district, and school levels.
- Provide ongoing, consistent support and communication at all levels of the initiative. Monthly face-to-face meetings occur between the WVDE and the RS³s and the RS³s meet with their school teams each month. Additionally, the RS³s have weekly contact with WVDE as well as their school teams.

- Create individualized reports or provide access to a data expert so that schools and LEAs may easily identify root causes of poor student performance and risk for dropout.
- Develop an evaluation plan that contains process and performance measures; with short, intermediate, and long term outcomes. Hold all participants (state, RESA, LEA, and school) accountable; develop reporting tools and a reporting timeline.
- Celebrate all successes, large and small. Provide a platform for schools to share their stories and to be acknowledged for their efforts.

Available Resources

- National Center for Systemic Improvement (NCSI), Technical Assistance State Facilitators (Find your state on the map at [here](#))
- NCSI Data Use Team Technical Assistance Support (Contact: Kristin Ruedel at kruedel@air.org)
- National Technical Assistance Center on Transition ([NTACT](#))
- National Dropout Prevention Center for Students with Disabilities (<http://www.ndpc-sd.org/>)
- Center for IDEA Early Childhood Data Systems (DaSy) Data Visualization [Toolkit](#)
- Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center *Innovations Configuration* on [Transition](#)

About this Resource: This resource was developed by members of the NCSI Data Use Service Area Team, including Kristin Ruedel (AIR), Gena Nelson (AIR), and Tessie Bailey (AIR) and in collaboration with Patricia Homberg Executive Director, Office Special Education, (WVDE), Susan Beck, Assistant Director, Office of Special Education, (WVDE), Debra Harless, Coordinator, (WVDE), and Amber Stohr, Coordinator, (WVDE). The content was developed under cooperative agreement number #H326R140006 (NCSI) from the Office of Special Education Programs, U.S. Department of Education. Opinions expressed herein do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government. Project officers: Perry Williams and Shedeh Hajghassemali.

IMPLEMENTATION MANUAL



WEST VIRGINIA

GRADUATION

20/20

Middle School Guidance for
West Virginia
Schools and Districts

February 2018



Steven L. Paine, Ed.D.
West Virginia Superintendent of Schools