State Systemic Improvement Plan (SSIP)

Phase III, Year 3

April 1, 2019

West Virginia Board of Education
2018-2019

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

Robert W. Dunlevy, Member
F. Scott Rotruck, Member
Daniel D. Snavely, M.D, Member
Debra K. Sullivan, Member
Nancy J. White, Member
James S. Wilson, D.D.S., Member

Carolyn Long, Ex Officio
Interim Chancellor
West Virginia Higher Education Policy Commission

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

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

Table of Contents

Phase III, Year 3 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. 10
(4) Brief overview of the year's evaluation activities, measures and outcomes. 10
(5) Highlights of changes to the implementation and improvement strategies. 11

Phase III, Year 3 Component B 12
(1) Description of the State's SSIP implementation progress. 12
(2) Stakeholder involvement in SSIP implementation. 13

Phase III, Year 3 Component C 15
(1) How the State monitored and measured outputs to assess the effectiveness of the implementation plan. 15
- » How evaluation measures align with the theory of action. 15
- » Data sources for each key measure. 16
- » Description of baseline data for key measures. 16
- » Data collection procedures and associated timelines. 16
- » Sampling procedures (if appropriate). 17
- » Planned data comparisons (if appropriate). 17
- » How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements. 17

(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. 23
- » How data support changes that have been made to implementation and improvement strategies. 27
- » How data are informing next steps in the SSIP implementation. 27
- » 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. 32

(3) Stakeholder involvement in the SSIP evaluation 32
- » How stakeholders have been informed of the ongoing evaluation of the SSIP. 32
- » How stakeholders have had a voice and been involved in decision- making regarding the ongoing evaluation of the SSIP. 32

Phase III, Year 3 Component D 33
(1) Data limitations that affected reports of progress in implementing the SSIP and achieving the SIMR due to quality of the evaluation data. 33
- » Concern or limitations related to the quality or quantity of the data used to report progress or results. 33
- » Implications for assessing progress or results. 34
- » Plans for improving data quality. 34

Phase III, Year 3 Component E 35
(1) Assessment of progress toward achieving intended improvements..... 35
» Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SiMR, sustainability, and scale-up. 35
» Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effects. 38
» Outcomes regarding progress toward short-term objectives that are necessary steps toward achieving the SiMR. 43
» Measurable improvements in the SiMR in relation to targets..... 44

Phase III, Year 3 Component F 45
(1) Additional activities to be implemented next year with timeline..... 45
(2) Planned evaluation activities including data collection, measures and expected outcomes. 47
(3) Anticipated barriers and steps to address those barriers..... 47
(4) The State describes any needs for additional support and/or technical assistance..... 49

Phase III, Year 3: Appendices 50
Appendix A: WV GRADUATION 20/20 Logic Model (Revised March 2018)..... 51
Appendix B: Evidence Based Frameworks 53
Appendix C: Improvements to State Infrastructure 57
Appendix D: WV GRADUATION 20/20 Evaluation Measurement Table 76
Appendix E: WV GRADUATION 20/20 Evaluation Status Measurement Table 78
Appendix F: WV GRADUATION 20/20 Reflection Rubric 80
Appendix G: SY2018 Reflection Rubric Results 90
Appendix H: WV One-Year Follow-Up Survey 95
» Indicator 14: Post School Outcomes 96
» Exit Survey: One-Year Follow-Up Survey 98
Appendix I 99
» WV GRADUATION 20/20 Suggested Timeline/Benchmarks..... 99
» Year 1 DROPOUT PREVENTION INTERVENTION FRAMEWORK 99
» WV GRADUATION 20/20 Suggested Timeline/Benchmarks..... 102
» Year 2 CEEDAR TRANSITION PRACTICES FRAMEWORK..... 102

Resources..... 105
» WV GRADUATION 20/20 Schools 2018-2019 105
» WV Alternate Assessment Participation..... 107
» Transition Technical Assistance Center One-Pager 109
» Sample School Action Plan 110

Phase III, Year 3 Component A: Summary of Phase III, Year 3

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

Please refer to WV GRADUATION 20/20 Logic Model. *(Appendix A)* The logic model has been updated to reflect changes in the "inputs". Specifically, Regional Education Service Agencies (RESAs), and Regional School Support Specialists (RS^3s) have been removed and district level Points of Contact (POCs) and the two Technical Assistant Support (TAS) personnel have been added. Additionally, the State-identified Measurable Result (SiMR) has been updated to align with West Virginia's Every Student Succeeds Act (ESSA) Consolidated Plan. The ESSA accountability 2030 trajectory is 95% of all students graduating from high school within four years of enrolling in Grade 9. Therefore, the target for 2018-2019 is 80.8% of students with disabilities (SWD) graduating with a 4-year standard diploma.

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

Please refer to Evidence-Based Frameworks in *(Appendices B and C)* YEARS 1-2 Dropout Prevention Intervention Framework and YEARS 2-3 CEEDAR Transition Practices Framework and Improvements to State Infrastructure Charts.

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 grew 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 led to the growth in participation during the 2017-2018 academic school year. The number of participating schools grew to one-hundred three (103) schools in forty-one (41) counties. The Cohort included seventy-four (74) high schools, twenty-three (23) middle schools, six (6) elementary schools, and two (2) alternative centers. The 2018-2019 Cohort totals one-hundred twenty-one (121) schools in forty-four (44) counties and includes seventy-eight (78) high schools, thirty-two (32) middle schools, nine (9) elementary schools, and two (2) alternative schools. Sixty-seven (67) percent of WV high schools are participating in the SSIP. The participation rate of LEAs is 80%. Due to the increase of participating schools, both the original and additional self-referred schools are at different stages of implementation within both frameworks.

WV GRADUATION 20/20 SCHOOL PARTICIPATION: 2015-2019					
School Year	2015	2016	2017	2018	2019
Number of Schools	7	69	72	103	121

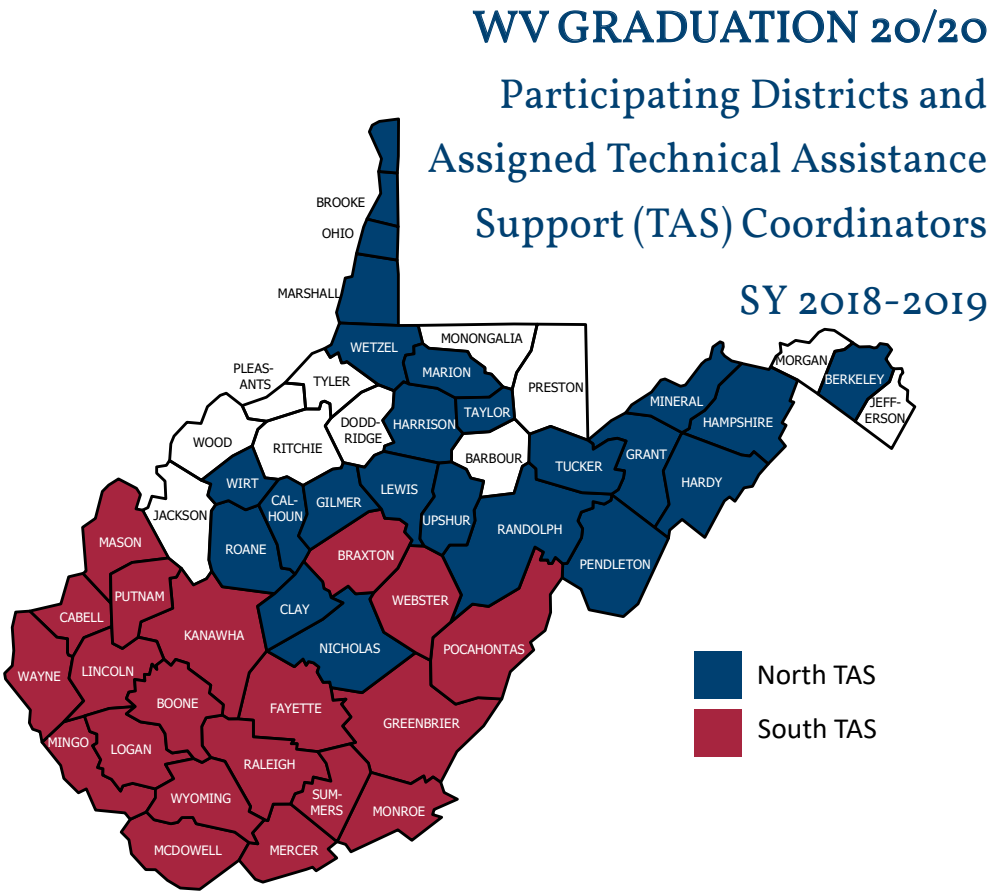
The implementation model utilized by West Virginia from 2014-2015 to 2017-2018 was to partner with the eight (8) Regional Education Service Agencies (RESAs) to execute our SSIP—WV GRADUATION 20/20. This model was based on eight (8) Regional School Support Specialists (RS^3s) who worked directly with local education agencies (LEAs) and schools to implement the frameworks through coaching and technical support. 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 West Virginia Department of Education's (WVDE's) Office of Special Education (OSE) developed the West Virginia Results-Driven Priorities (RDP) Program. The RDP's central goal is to improve results for students with disabilities by providing funding directly to the LEAs for 2018-2019 and

transitioning the coaching support from the regional level to the local and state levels. RESAs supported the SSIP from April 1, 2018 to June 30, 2018; Points of Contact, WVDE, and Technical Assistance Support providers supported the SSIP from July 1, 2018 to March 31, 2019. The coaching provided by RESAs was critical to the implementation of the coherent improvement strategies designed for WV GRADUATION 20/20. Infrastructure revisions employed to maintain the SSIP momentum, in addition to funding LEAs directly, were to establish a Point of Contact (POC) in each of the forty-four (44) counties and to employ two (2) part-time Technical Assistance Support (TAS) coordinators each assigned to counties within a regional area.

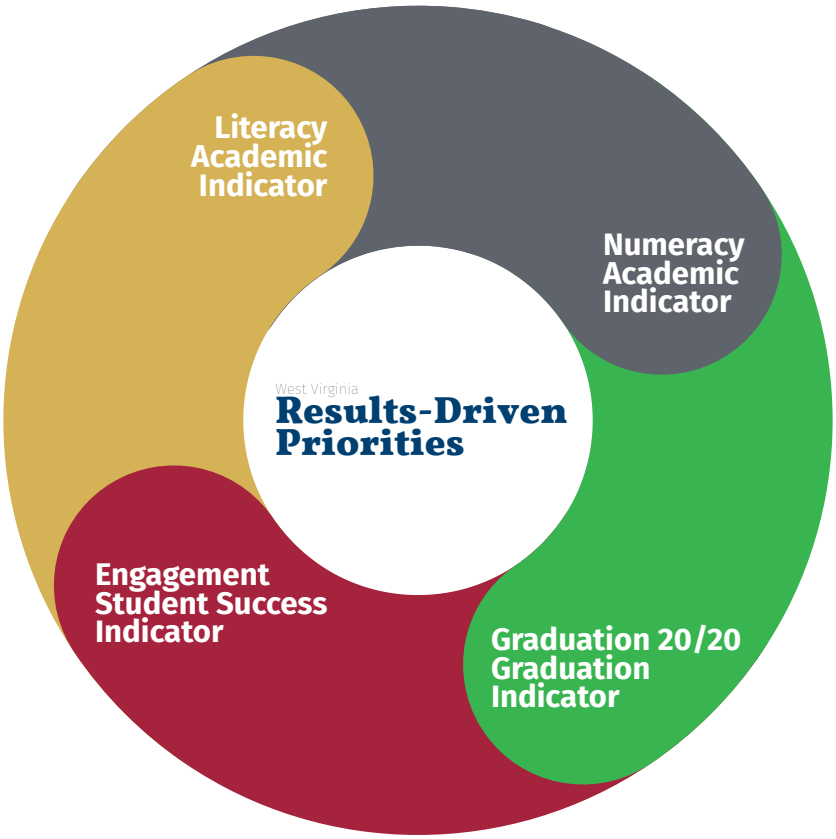
Phase III, Year 3 of WV's State Systemic Improvement Plan has been one to revisit, review, reorganize, and revise. These changes have affected all aspects of the SSIP's infrastructure including governance, quality standards, accountability, fiscal, and professional learning. School Year 2018-2019 has been one of change for both the local education agencies (LEAs) and the state education agency (SEA). West Virginia will continue to adjust its SSIP to increase graduation rates and decrease dropout rates for students with disabilities.

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

WV identified four (4) WV-Results Driven Priorities (RDP) for the development and growth of a comprehensive approach to closing the achievement, engagement, and graduation gaps. These priorities align with 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 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 from the 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, ENGAGEMENT, LITERACY ACHIEVEMENT,** and **NUMERACY ACHIEVEMENT**.

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 State Performance Plan Indicator 17).

Graduation

The WV GRADUATION 20/20 Initiative 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; and the Collaboration for Effective Educator, Development, Accountability, and Reform (CEEDAR) Center's Transition Practices and Predictors (TPP) Framework to improve transition services. WV GRADUATION 20/20 is a federally required program that 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 44 districts per the number of schools involved in the WV GRADUATION 20/20 initiative in 2018-2019 school year at $12,500.00 per school.
- Build capacity in the 121 schools (78 high schools, 32 middle schools, 9 elementary, and 2 alternative schools) to increase graduation, decrease dropout and improve transition services.
- Partner with a community provider to establish a Transition Technical Assistance Center (TTAC).
  - 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.

RDP
West Virginia Results Driven Priorities
IMPROVING **RESULTS** FOR CHILDREN WITH DISABILITIES

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.
- Leverage the district Steering Committee to identify 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:

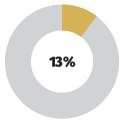
- Provide formula funding for all 55 districts for literacy and/or numeracy.
- District Steering Committee identifies local needs and implementation plan utilizing framework:
  - Utilize district Steering Committee
  - Analyze data
  - Identify target areas for intervention
  - Develop goals for district 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
- Add two (2) coordinators,Numeracy and Literacy, to the Office of Special Education. These staff members will work directly with districts directly to improve achievement.

Supporting College and Career Readiness in West Virginia:

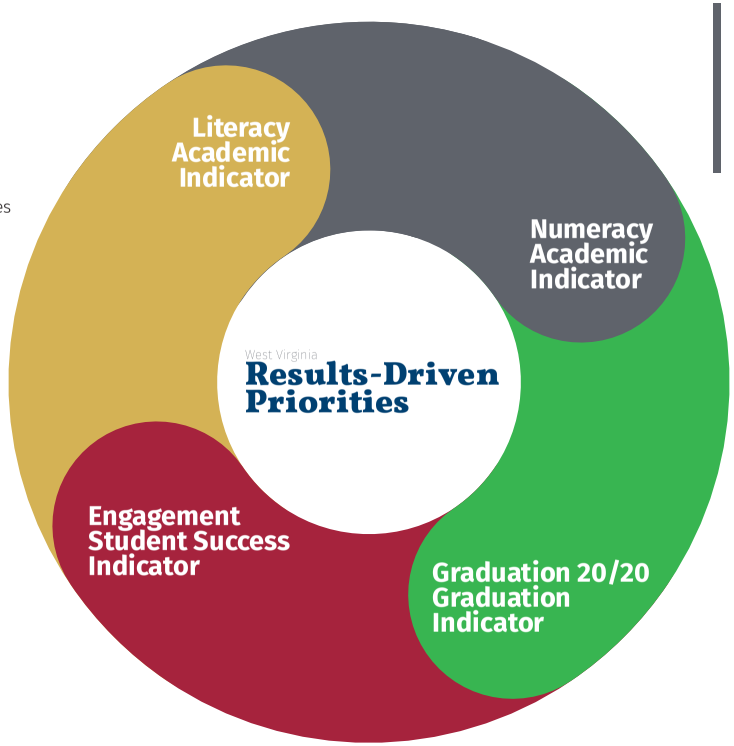
Results-Driven Priorities

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.

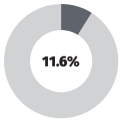
- All students will be on target for grade-level proficiency in English language arts.
- All students will be on target for grade-level proficiency-equivalent Lexile scores in English language arts.
- Students with disabilities will meet the 3.3% annual Measures of Interim Progress for Academic Performance Rates in English language arts.



Proficiency Rate of SWD in English language arts.

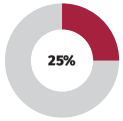


- All students will be on target for grade-level proficiency in Mathematics.
- All students will be on target for grade-level proficiency-equivalent Quantile scores in Mathematics.
- Students with disabilities will meet the 3.4% annual Measures of Interim Progress for Academic Performance Rates in Mathematics.



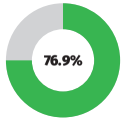
Proficiency Rate of SWD in Mathematics.

- All students will attend school everyday.
- All students will demonstrate responsibility and positive behavior (measured by decreased suspensions and bullying incidents).
- Students will be connected with appropriate and timely referrals for their mental health/behavioral supports.



Percent of children and youth in schools who need and receive mental health services.

- All students will graduate high school prepared for college and careers.
- Students with disabilities will meet the 1.3% annual Measures of Interim Progress for 4-year Cohort Graduation Rate.



Graduation Rate for SWD among 4-year Cohort.

The Improvements to the State Infrastructure Chart *(Appendix C)* provides an update to the Phase II Chart and Phase III Year 2 Chart reflecting activities completed, and a Phase III, Year 3 Chart reflecting activities initiated in 2018-2019.

(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 Implementation 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 2017-2018 school year. Further, we continue to collect these program artifacts for the 2018-2019 school year, see *Appendix E*, WV GRADUATION 20/20 Evaluation Status Measurement Table: 2017-2018.

WV GRADUATION 20/20 Reflection Rubric data were collected in the spring/summer of 2018. 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 School Support Specialists 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 School Support Specialists. Effect sizes were calculated for each core activity and implementation step as well. All items yielded a medium to very large effect size. (see rubric analysis results in *Appendix G*).

In the summer of 2018, we conducted two focus groups with School Leadership Team members (one at the North Summit and one at the South Summit). See Section C2 for Focus Group results. It was not possible to conduct a focus group with the School Support Specialists during the summer due to the closure of our eight (8) Regional Education Service Agencies (RESAs). While the RESAs were not completely phased out until June 30, 2018, we did experience a turnover in nearly half of our School Support Specialists for the remainder of the 2017-2018 school year. However, moving forward, we plan to conduct focus groups with district level Points of Contact (POCs) and in-depth interviews with the Technical Assistant Support (TAS) coordinators, all of whom will assist the Office of Special Education in supporting the WV GRADUATION 20/20 schools.

The 2017-2018 state graduation rate among students with disabilities experienced an increase as compared to the 2016-2017 rate (76.86% and 75.69% respectively). The 2017-2018 dropout rate among students with disabilities saw a slight decrease from 0.99 to 0.87. Additionally, participation in the One-year Follow-up Survey (tracking post school outcomes for Indicator 14) has improved. At 67.7% the follow- up survey participation in 2018 surpassed the state goal of 60.00%. More importantly, we exceeded our Indicator 14 goal of 68.00% with 69.31% of those surveyed reporting they are currently engaged in higher education (2 or 4 year degrees), are competitively employed (working 20+ hours per week at or above minimum wage) or are engaged in other types of post-secondary education/training or employment. (See: One-year Follow-Up Survey Results, 2017-2018 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, Years 1, 2, and 3.

IMPLEMENTATION STRATEGIES

- Increased number of high schools in cohort from 74 to 79 which includes one (1) alternative high school.
- Increased number of middle schools in cohort from 23 to 32 including one (1) alternative middle school.
- Increased number of elementary schools in cohort from six (6) to nine (9).
- Updated and revised WV GRADUATION 20/20 High School Implementation Manual.
- Updated and revised 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.
- Collaborated with stakeholders to create a WV GRADUATION 20/20 Elementary School Implementation Manual.
- Established Points of Contact in forty-four (44) WV GRADUATION 20/20 counties.
- Developed reporting/tracking system for Points of Contact. (Point of Contact Reporting Log).
- Assigned Technical Assistance Support (TAS) providers to forty-four (44) WV GRADUATION 20/20 counties for on-site professional learning.
- Conducted quarterly meetings of WV GRADUATION 20/20 Points of Contact, Technical Assistance Support (TAS) providers, School Teams, and LEA Special Education Directors focusing on procedures, policies, and professional learning.

IMPROVEMENT STRATEGIES

- Reviewed, revised, and signed Memorandum of Understanding between the West Virginia Department of Education and the Local Education Agencies (LEAs).
- Provided LEAs with revised One Year Follow-Up Survey Reports and Exit Survey Reports.
- Completed the West Virginia Results-Driven Priorities (WV-RDP) Implementation Manual, which provides guidance for schools and districts on the revised model for WV GRADUATION 20/20.
- Implemented the Grants an on-line application and planning system allowing LEAs to better manage their grant funding from WVDE.
- Provided collaboration with the Office of Career and Technical Education, the WV Division of Natural Resources, and the Governor's Economic Initiative to develop authentic work experiences for students with disabilities.
- Implemented the Transition Technical Assistance Center (TTAC) to support and assist students with disabilities by helping school districts set up community-based work exploration programs, provide technical assistance, and collaborate with the Division of Rehabilitation Services.
- Secured Memorandum of Understanding (MOU) between the West Virginia Department of Education and the West Virginia Division of Natural Resources Parks and Recreation.
- Secured Memorandum of Understanding (MOU) between the West Virginia Department of Education and the Hatfield-McCoy Regional Recreation Authority to provide community-based work exploration for students with disabilities.

Phase III, Year 3 Component B: Progress in Implementing theSSIP

(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 3 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 through five.	✓
Set aside financial resources to support substitutes, travel activities, and stipends.	✓
Assist with the utilization of the data collection system as described in the WV GRADUATION 20/20 measurement table *(Appendix D)* to measure and monitor progress on WV GRADUATION 20/20 including: • 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 the evaluation plan. OSE sought the input of educators, parents, West Virginia Department of Education (WVDE) staff, and other State Agencies. OSE staff traveled to local (including all participating counties and the cities of Beckley, Huntington, Dunbar, Summersville, Parkersburg, Wheeling, Clarksburg, Martinsburg, Logan, Charleston, Morgantown, and Fairmont) and out-of-state meetings (Denver, Milwaukee, Washington, D.C., and Keystone) for a total of 133 meetings where information on WV GRADUATION 20/20 was presented and input sought. Stakeholders attending these meetings held 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 service 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. Various formats of input from stakeholders were sought, including presentations with question and answer opportunities, table discussions, focus groups, small group meetings, one-on-one interviews, survey questions (Reflection Rubric), and others.

The Technical Assistance Support (TAS) coordinators meet with each of their WV GRADUATION 20/20 counties throughout the year. These meetings provided a forum for the LEAs to discuss common barriers, successes, and make suggestions for changes to the implementation of WV GRADUATION 20/20.

STAKEHOLDER GROUP	DATE(S)
West Virginia Advisory Council for The Education of Exceptional Children	09/14/18, 10/12/18, 12/14/18
National Technical Assistance Center for Transition	05/16/18, 05/17/18
National Center for Systemic Improvement Cross-State Collaborative	04/18/18, 04/19/18, 10/10/18, 10/11/18, 01/09/19, 01/22/19, 02/06/19, 02/21/19
Student Success Summit	07/19/18, 07/20/18, 08/02/18, 08/03/18
KidStrong	06/21/18, 06/22/18
WV Council for Exceptional Children	10/04/18, 10/05/18
Council of Administrators of Special Education/Special Education Administrative Conference	10/24/18, 10/25/18, 10/26/18, 03/20/19, 03/21/19, 03/22/19

STAKEHOLDER GROUP	DATE(S)
Office of Special Education Staff Meetings	05/10/18, 06/07/18, 07/05/18, 08/09/18, 09/06/18, 10/04/18, 11/08/18, 12/18/18, 01/08/19, 02/06/19, 03/07/19
Individual Work Ready Competencies Training	8/14/18, 8/16/18
College- and Career-Readiness Standards Work Group	06/25/18, 06,26/18, 06/27/18, 06/28/19, 06/29/19
Navigating the Online IEP	07/19/18, 07/20/18, 08/02/18, 08/03/18, 08/13/18, 08/14/18, 10/05/18, 02/18/19
Freshman Success Academy	11/08/18, 02/28/19
Foster Care Presentation	11/08/18
Co-teaching	08/06/18, 12/14/18
WV GRADUATION 20/20 Meetings	09/11/18, 01/09/19
Points of Contact/School Team Leader Training	02/06/19
Graduation School Recognition	01/07/19, 01/08/19, 01/15/19, 01/17/19, 01/22/19, 01/28/19, 02/04/19, 02/05/19, 02/11/19, 02/12/19, 02/18/19, 02/25/19, 02/26/19, 03/04/19, 03/05/19,03/12/19
West Virginia Board of Education Presentation-MOUs	07/11/18, 02/10/19
All Things Alternate	09/25/18, 10/10/18, 11/07/18, 11/13/18, 11/14/18, 11/28/18, 12/13/18, 01/18/19, 01/22/19, 02/12/19
On-site Technical Assistance Support for WV GRADUATION 20/20- County Visits	10/01, 16, 17, 18, 29, 30, 31/18, 11/13,1 14, 15, 27, 29/18, 12/03, 06, 12, 13, 17, 18, 19/18, 01/03, 04, 07, 14, 16, 23, 24/19, 02/27/19, 03/02/19
On-site Federal Monitoring School Visits	1/18/19, 2/28/19, 3/14/19, 3/19/19

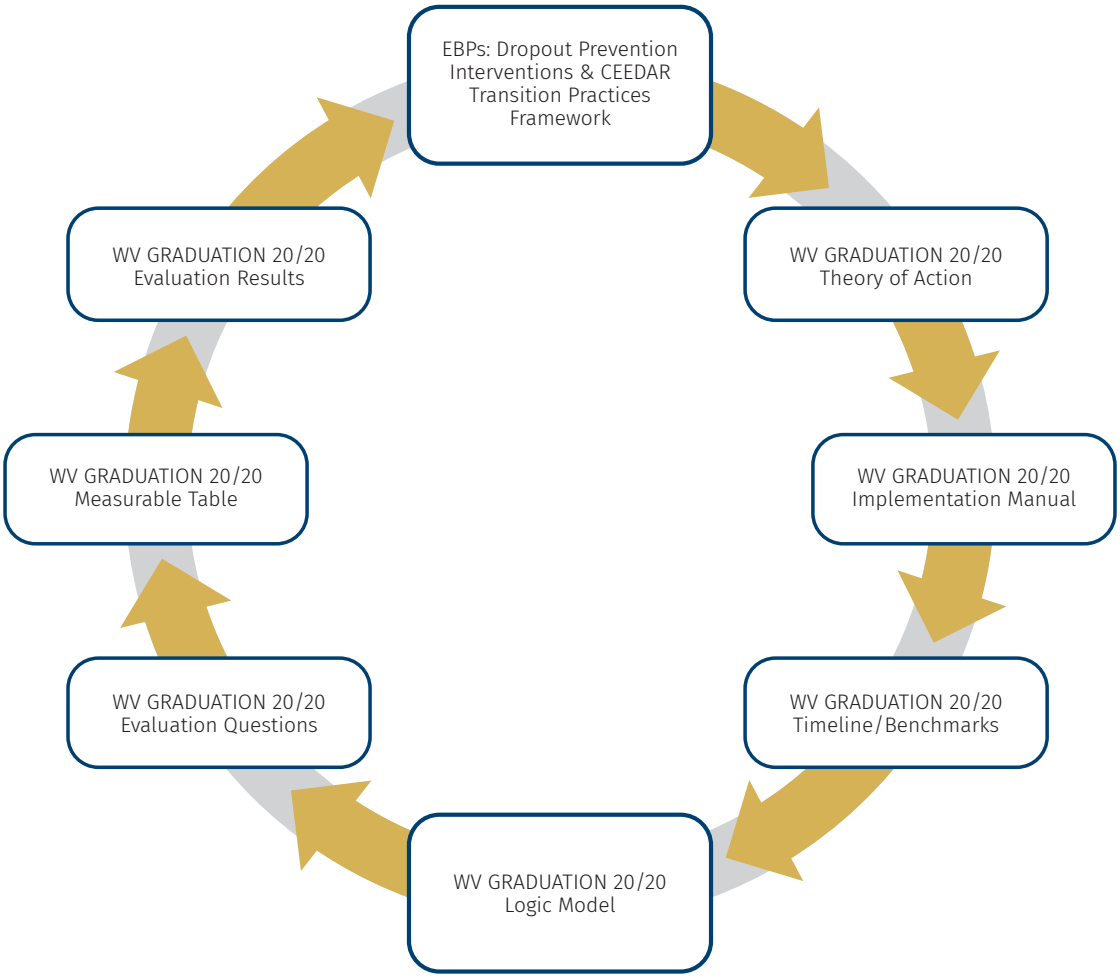
Phase III, Year 3 Component C: Data on Implementation and Outcomes

(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 2017-2018 for a full list of performance indicators, measures, collection schedule, and current status *(Appendix E)*. Key measures for school year 2018-2019 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, district and SEA level supports are replacing those previously supplied by the RESAs.

Key Measure	Data Source(s)
Services and products created and delivered by the WVDE to support implementation of WV GRADUATION 20/20.	PL provided TA provided Resources provided Document review Focus group
Points of Contact and Technical Assistance Support coordinators providing ongoing collaboration, support, and technical assistance to schools as they implement WV GRADUATION 20/20.	Points of Contact 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, 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 67% 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. Finally, as part of the scale-up and sustainability efforts, feeder middle and elementary schools have joined the initiative over the past three (3) years. It is reasonable to expect more schools to join, also making selection of control groups not possible.

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 School Support Specialists, Points of Contact, and the schools they support. These data will allow School Support Specialists, 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 RS^{3}s) 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 RS^{3}s 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 RS^{3}s, 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.

After the closure of RESAs in 2018, the WV GRADUATION 20/20 State Leadership Team revised our data collection and management process to reflect the infrastructure and support changes in the implementation process. These changes include dividing the reporting requirements of the RS^{3}s among the LEA Points of Contact, and the School Leadership Team Leaders. In addition, the OSE has assumed more responsibility for providing support to the LEAs and School Leadership Teams.

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 Point of Contact and their schools). We believe the Reflection Rubric is 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 .05 or less. A *P* value of .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 analyzed for themes using methodology described by Neil et al (2015). This method of rapid analysis of audio recordings directs evaluators to listen to short durations of a recording to identify recurrent themes. These themes along with examples are described in a table later in this portion of the report.

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. 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.

References:

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

Neal, J. W., Neal, Z. P., VanDyke, E., & Kornbluh, M. (2015). Expediting the Analysis of Qualitative Data in Evaluation: A Procedure for the Rapid Identification of Themes from Audio Recordings (RITA). *American Journal of Evaluation*, *36*(1), 118–132. *https://doi.org/10.1177/1098214014536601*

Measurement type	Measurement tool(s) / documentation	Person(s) responsible	Evaluation type
Process	Implementation Manual Point of Contact (POC) Monthly Report School Leadership Team documentation (MOU, contact list, agenda/minutes) TA provided Resources provided Focus groups	SEA Leadership Team Points of Contact School Leadership Teams OSE Coordinator Evaluator	Document reviews Document revisions per stakeholder input
Fidelity	POC Monthly Report Core Data Tool School Action Plan Transition Practice Profile Reflection Rubric Focus groups	School Leadership Teams Points of Contact OSE Coordinator/Evaluator Evaluator	Document reviews Tool revisions per stakeholder input Aggregated data
Outcome	WVEIS (WV Education Information System), ZoomWV	Evaluator	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, county, and school levels. The table WV GRADUATION 20/20 High Schools 4-year Graduation Rates: SY 2016-2018 indicates graduation rate increase from one school year to the next among all students as well as students with disabilities (SWD). Of the 77 high schools that participated in WV GRADUATION 20/20 during school year 2017-2018 just over 50% saw increased graduation rates among the all group and slightly more than 40% had increased graduation rates among the students with disabilities subgroup.

WV GRADUATION 20/20 High Schools - 4-year Graduation Rates: SY 2016-2018							
or = rate ↑ from 2017 to 2018		All			SWD		
District	*School*	*2016 All Graduation Rate*	*2017 All Graduation Rate*	*2018 All Graduation Rate*	*2016 SWD Graduation Rate*	*2017 SWD Graduation Rate*	*2018 SWD Graduation Rate*
Berkeley	Martinsburg High	90.94	89.31	97.61	81.58	78.18	**87.50**
Boone	Scott High	86.16	87.35	85.21	65.52	73.91	69.23
Boone	Sherman High	91.11	91.49	93.26	81.82	72.22	**92.86**
Boone	Van Junior/Senior High	78.57	83.78	87.80	40.00	60.00	**100**
Braxton	Braxton County High	86.71	90.07	86.52	54.17	73.08	**80.00**
Brooke	Brooke County High	93.19	91.93	93.89	74.36	84.62	82.05
Cabell	Cabell Midland High	89.50	89.15	89.60	76.47	75.93	68.63
Cabell	Huntington High	77.92	74.00	74.59	70.00	63.24	60.32
Calhoun	Calhoun High	94.81	93.65	93.83	**100**	90.00	83.33
Clay	Clay County High	90.77	89.31	94.74	72.73	78.57	**93.75**
Fayette	Fayetteville High	89.02	93.26	90.32	72.73	94.44	66.67
Fayette	Meadow Bridge High	85.11	89.74	97.56	62.50	66.67	**100**
Fayette	Midland Trail High	89.16	86.81	88.46	57.14	44.44	**85.71**
Fayette	Oak Hill High	80.35	79.17	82.24	50.00	51.72	**63.64**
Fayette	Valley High	84.00	81.01	87.32	66.67	50.00	37.50
Gilmer	Gilmer County High	90.14	95.59	94.12	83.33	88.24	**88.89**
Grant	Petersburg High	94.50	95.33	93.70	77.78	75.00	**76.19**
Grant	Union Educational Complex	**100**	93.75	**100**	**100**	**100**	**100**
Greenbrier	Greenbrier East High	92.00	93.20	91.88	72.50	81.67	**84.21**
Hampshire	Hampshire Senior High	75.98	84.23	87.21	61.36	65.96	**66.67**
Hancock	Oak Glen High	92.17	91.18	87.77	72.22	78.26	**84.62**
Hancock	Weir High	90.48	88.89	92.26	79.31	80.77	80.65
Hardy	East Hardy High	86.44	90.91	87.23	60.00	50.00	50.00
Hardy	Moorefield High	87.88	94.06	85.57	76.92	77.78	61.54
Harrison	Liberty High	87.77	90.30	92.48	60.00	86.96	80.00
Harrison	Lincoln High	95.31	90.71	88.24	91.67	84.00	62.50
Harrison	Robert C. Byrd High	83.33	79.17	86.06	73.17	51.16	**67.50**
Harrison	South Harrison High	89.47	87.10	87.27	92.31	**100**	73.33
Kanawha	Capital High	81.27	73.39	79.48	67.39	48.72	**70.00**
Kanawha	Herbert Hoover High	87.33	85.31	81.45	75.00	66.67	60.00
Kanawha	Nitro High	87.78	84.48	86.67	33.33	73.68	73.33
Kanawha	Riverside High	88.81	79.57	85.51	52.17	51.72	**61.29**
Kanawha	Saint Albans High	86.67	87.31	80.08	46.43	65.79	35.48
Kanawha	Sissonville High	90.23	86.75	83.33	79.17	75.00	57.89
Kanawha	South Charleston High	87.62	84.53	79.54	65.00	68.00	54.84
Lewis	Lewis County High	88.77	87.91	96.70	78.13	64.29	**93.75**
Logan	Chapmanville Regional High	92.36	90.86	94.74	80.00	83.33	**100**
Logan	Logan Senior High	88.76	92.05	84.76	72.73	75.00	75.00
Logan	Man Senior High	94.74	87.74	92.50	**100**	77.78	62.50
Marion	East Fairmont High	94.57	95.03	94.83	93.33	95.00	72.22
Marion	Fairmont Senior High	95.70	87.17	93.55	**100**	75.00	**90.63**

District	School	2016 All Graduation Rate	2017 All Graduation Rate	2018 All Graduation Rate	2016 SWD Graduation Rate	2017 SWD Graduation Rate	2018 SWD Graduation Rate
Marion	North Marion High	94.44	95.43	95.05	77.27	83.33	64.29
Marshall	Cameron High (7-12)	97.22	98.11	98.33	85.71	100	100
Marshall	John Marshall High	91.52	89.81	95.21	80.00	83.87	72.41
Mason	Point Pleasant High	88.70	89.57	89.29	70.83	60.87	77.78
Mercer	Bluefield High	85.29	86.71	89.66	86.36	73.68	79.17
Mercer	Montcalm High (7-12)	93.75	98.18	95.00	88.89	100	100
Mercer	Pikeview High	91.18	91.06	86.35	77.78	73.91	73.33
Mercer	Princeton Senior High	92.97	87.87	95.70	80.00	77.78	85.00
Mineral	Keyser High	94.63	94.94	92.81	88.46	84.38	81.08
Mingo	Mingo Central High	94.78	92.90	99.38	66.67	75.00	100
Mingo	Tug Valley High	93.59	94.74	94.51	83.33	83.33	75.00
Monroe	James Monroe High	95.83	97.10	95.20	85.71	88.89	80.00
Nicholas	Nicholas County High	90.91	92.73	91.30	73.68	80.00	72.97
Nicholas	Richwood High	96.10	94.34	97.03	100	86.36	91.67
Ohio	Wheeling Park High	97.83	97.18	95.86	84.78	80.00	76.74
Pendleton	Pendleton County High	91.03	97.53	92.31	76.47	100	87.50
Pocahontas	Pocahontas County High	79.45	88.24	88.61	40.00	73.33	68.42
Putnam	Poca High	92.70	90.97	95.16	84.62	74.07	86.36
Raleigh	Independence High	86.59	89.44	86.31	71.43	100	63.16
Raleigh	Liberty High	91.54	93.86	92.41	78.57	72.73	76.47
Raleigh	Shady Spring High	89.91	90.36	86.86	78.26	83.33	76.00
Raleigh	Woodrow Wilson High	82.72	81.57	80.29	60.47	65.12	63.64
Randolph	Elkins High	85.37	90.43	92.82	75.86	76.92	72.00
Roane	Roane County High	91.91	90.18	88.51	81.25	73.91	80.00
Summers	Summers County High	71.15	85.71	88.35	60.00	66.67	53.33
Taylor	Grafton High	86.08	89.41	92.52	77.78	80.00	76.19
Tucker	Tucker County High	92.94	96.39	95.24	80.00	83.33	85.71
Upshur	Buckhannon Upshur High	90.58	91.02	86.25	73.33	71.05	67.50
Wayne	Spring Valley High	90.32	85.37	89.57	84.38	69.44	76.74
Wayne	Tolsia High School	89.02	90.74	89.00	81.82	66.67	69.23
Webster	Webster County High	93.75	94.51	95.10	70.00	88.89	81.25
Wetzel	Magnolia High	94.21	92.44	96.55	73.68	79.17	85.71
Wetzel	Paden City High	100	100	100	100	100	100
Wirt	Wirt County High	93.06	88.16	86.42	77.78	85.71	42.86
Wyoming	Westside High	85.54	87.35	91.72	81.82	76.19	97.14
Wyoming	Wyoming East High	93.18	90.34	92.37	80.00	80.95	76.19
WV		89.81	89.40	90.16	76.87	75.69	76.86
→	*Number (#) of schools with increased graduation rates from 2017 to 2018*		*40 of 77*			*32 of 77*	
→	*Percent (%) of schools with increased graduation rates from 2017 to 2018*		*51.94*			*41.56*	

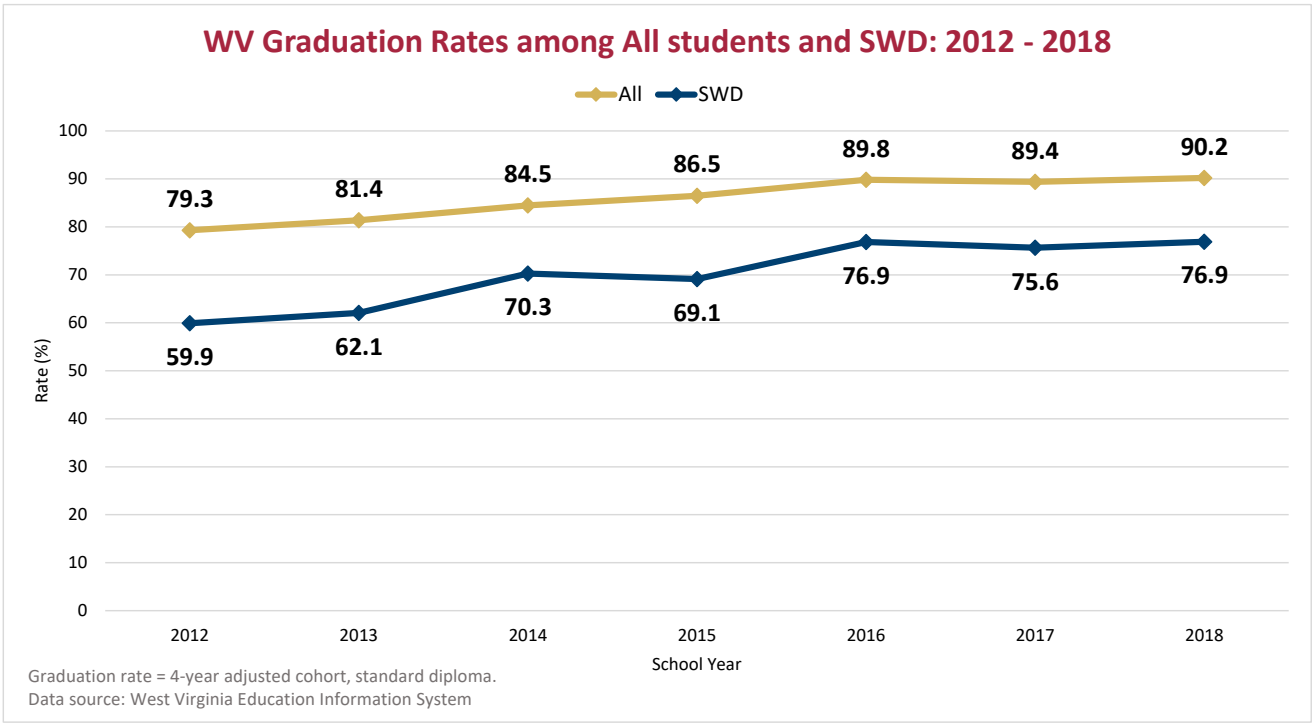
Note: Schools with graduation rate increases from 2016 to 2017: All group 35 of 73 (47.95%); SWD 39 of 73 (53.42%)

Evidence of change to baseline data for key measures.

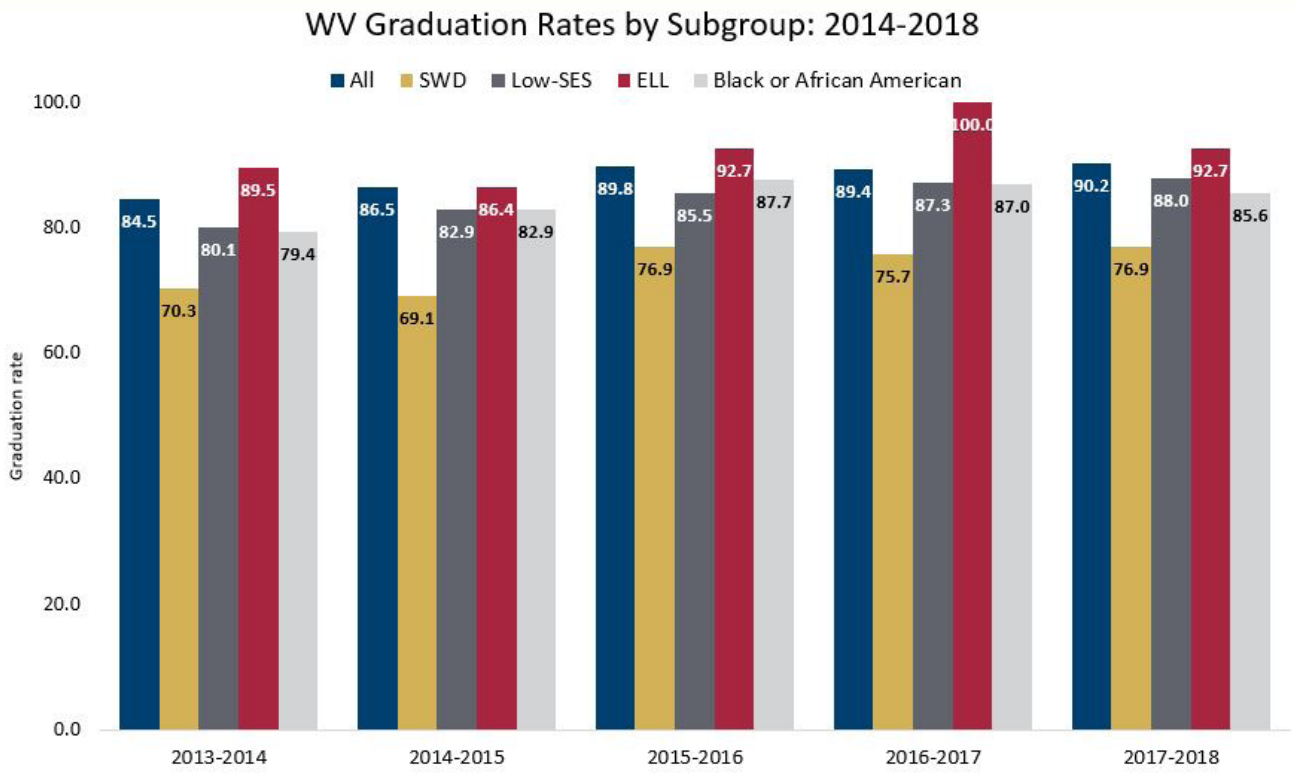
Progress toward achieving our SiMR is visible when looking at longitudinal graduation rates. Rates among students with disabilities are increasing and the gap between rates for the all group and the students with disabilities (SWD) group are shrinking. The gap between ALL students and SWD has narrowed by 6.1 percentage points from 2012 to 2018.

In 2015 West Virginia originally chose graduation as the State-identified Measurable Result (SiMR) with the target that 81.44% of youth with IEPs would graduate from high school with a regular diploma by 2017-2018. This trajectory was based on the goals from West Virginia's Elementary and Secondary Education Act (ESEA) Flexibility Request approved in May of 2013. The current Indicator 1 targets approved by OSEP in the spring of 2018 are based on West Virginia's Every Student Succeeds Act (ESSA) Consolidated Plan approved in January of 2018. The ESSA accountability 2030 trajectory is 95% of all students graduating from high school within four years of enrolling in Grade 9. This provides the target of 80.8% of SWD will graduate in 2018-2019. The graphs below depict improvements over time.

The 2017-2018 state graduation rate among students with disabilities experienced an increase of 1.3% compared to the 2016-2017 rate (75.69% and 76.86% respectively).

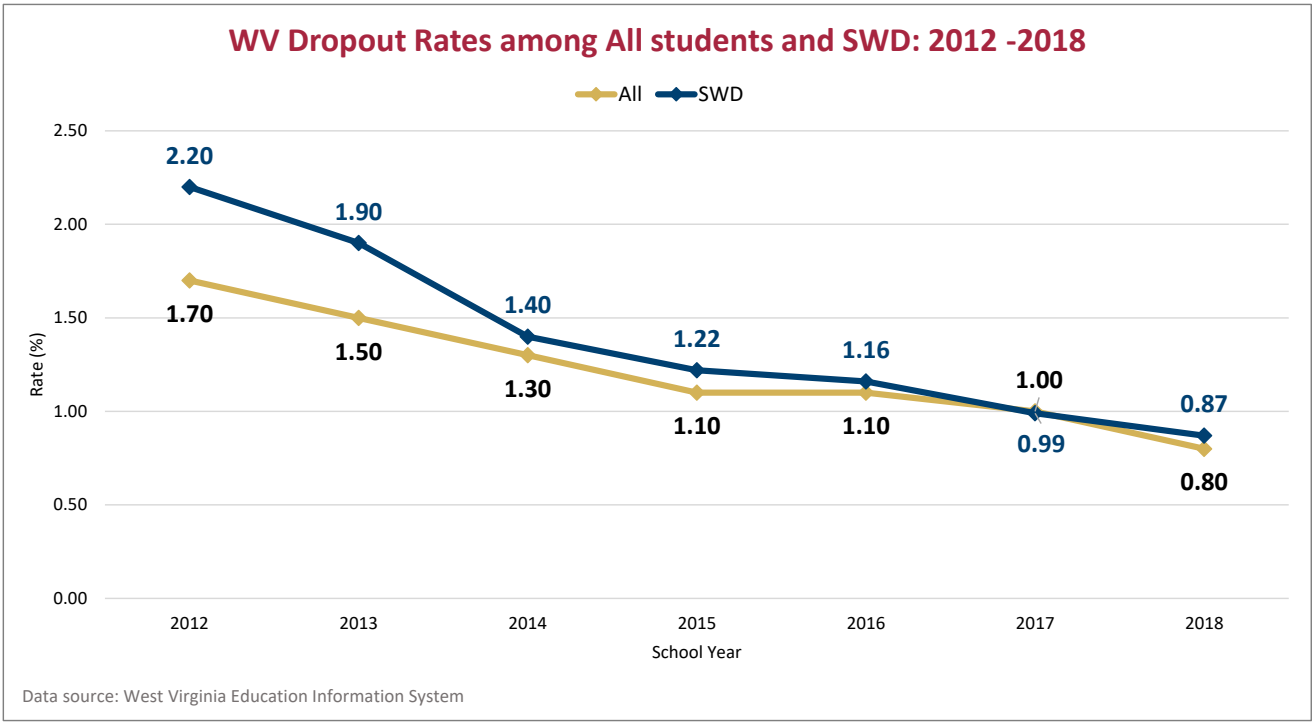


Graduation rate = 4-year adjusted cohort, standard diploma.
Data source: West Virginia Education Information System

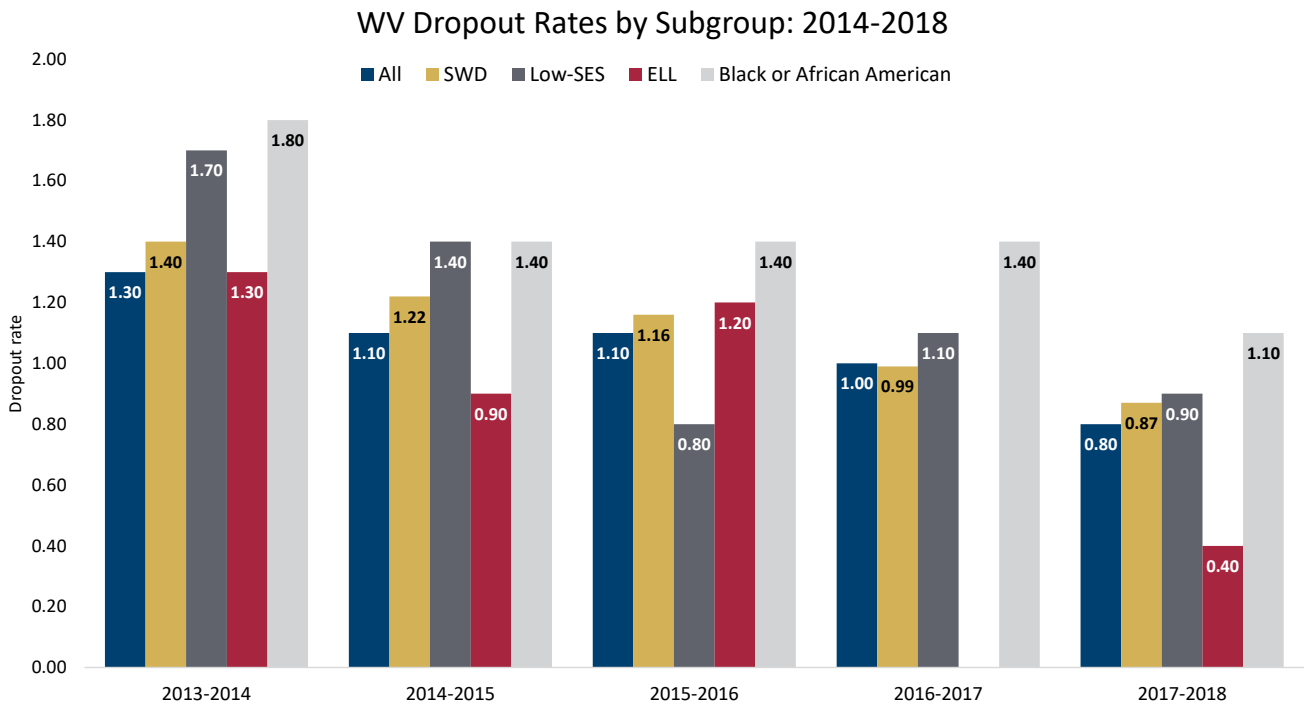


Data source: WVEIS, 2014-2018
SWD = Students with Disabilities, Low-SES = Low-Socio Economic Status, ELL = English Language Learners

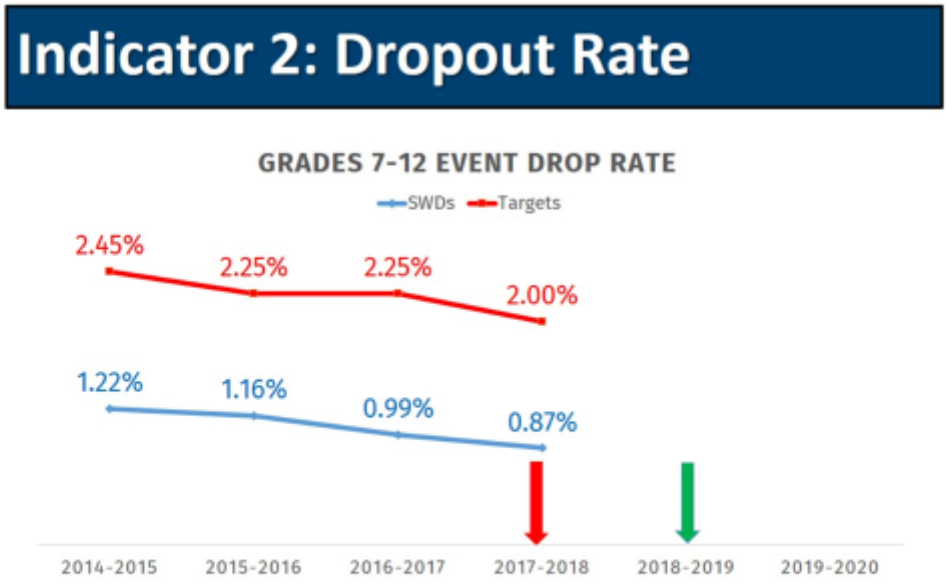
The 2017-2018 dropout rate among students with disabilities decreased slightly from 0.99% to 0.87%. See graphs below.



Data source: West Virginia Education Information System



Data source: WVEIS, 2014-2018
SWD = Students with Disabilities, Low-SES = Low-Socio Economic Status, ELL = English Language Learners



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

During school year 2017-2018 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 despite changes to the state's education infrastructure, the program maintained 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 medium to very large.

Data, both quantitative and qualitative, collected later in 2019 will be the first formal feedback from the LEA Points of Contact and School Leadership Teams since implementation strategies were adjusted due to the closure of the state's RESAs.

How data are informing next steps in the SSIP implementation.

Reports such as the One-Year Follow-up Report *(Appendix H)*, along with qualitative data from the focus groups are helpful in informing next steps for WV GRADUATION 20/20. The One-Year Follow-up Survey Report, produced at the state and county 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 Reflection Rubric assists in the continuous improvement cycle of implementing WV GRADUATION 20/20. In the summer of 2018 two focus groups were conducted comprised of School Leadership Team Members and district Central Office staff. Participants were asked to frame their responses within the 2017-2018 school year. See the tables below for major themes discovered when the evaluator analyzed the audio recordings from the focus groups along with deidentified comments from the rubric.

School Leadership Team Focus Group Results
Positive
RESAs were a lot of help with collecting data, keeping teams on track, helping to analyze data, and keeping teams informed. Provided much needed guidance and support.
Their RS3s and School Support Specialists walked through data sites (Zoom and BrightBytes) with them and was good at coaching them on BrightBytes and provided them with short-term goals. Also help them to see the bigger picture.
The integration and data results from BARR and PBIS enhanced WV GRADUATION 20/20 data and allowed for supporting data toward goals.
[The High School] has an exemplary WV GRADUATION 20/20 Team. The team members consistently and regularly come together to review data, monitor progress, and evaluate the action plan.
Good to have multi-county perspective from RS³ – would give them ideas from other counties.
Multiple school districts said that they have a representative from the County Board of Education come to all of their meetings and this is very beneficial.
Linking DRS office with this process is a great way to build on transition services and action plans and partnering with other agencies and people.
Alignment of IEP and PEP has been helpful in providing transition services.
The climate survey is a positive tool schools are using the data from the change many aspects to encourage students to graduate.
[The High School] began the WV GRADUATION 20/20 program in the fall of the year. This is the first year of implementation and the majority of the year was focused on building the team, gathering data, and understanding the program. The [leadership] is highly committed to the program and the school. I expect the program to become very successful within the next few years.
Many of the students appreciate the one-on-one attention given to them through this program. The team members of WV GRADUATION 20/20 were persistent and checked up on a particular student consistently and the student ended up graduating. Members of the WV GRADUATION 20/20 team at the school work together and are willing to build a rapport with the students.
School Support Specialists were very accessible • Some attended leadership meetings once a month • Helped with any questions • Kept teams on track and moving forward • Researched and supplied needed documents • Some helped prepare for RESA closing • Assisted with WV GRADUATION 20/20 • Graduation coach was very helpful
Now have capacity to set-up and maintain cohorts on ZoomWV-*e*.
SEA providing monetary support to LEAs to attend professional learning.
Some Special Education directors were highly involved, assisting with reporting, documentation, and providing funding.
Individual support via graduation coach / mentor / co-teachers who don't have homerooms worked with at-risk students one-on-one and saw improvement in some students' attitudes, engagement, and eventually successful graduation from school.

One school experienced reduction of dropouts from about 30 students a year to 6 (0 special education students in past 3 years) • Part of success attributed to Option Pathways Program • TASK test can be too difficult, so Option Pathway was very successful
Appreciates the PD and TA from state education agency in using Zoom WV.
Optional Pathways can be very helpful. Important to get buy-in from teachers and schools so that this part of program is used.
Addressing numeracy and literacy is a concern.
Barriers
Amount of paperwork for administration can be a problem.
Moving to the district school support will add more work to the schools because the RESA support is no longer there.
Lack of time with School Support Specialists • A large number of schools in one district vying for School Support Specialist 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.
Work stoppage.
Communications with School Support Specialists not always timely. Waiting for answers or support would stall momentum.
Some teams met once a grading period in place of once a month.
Geographic distance – county people have difficulty traveling to schools further away.
Suggestions for Improvement
The [High School Administration] need to be more receptive in trying to collaborate with [the Regional School Support Specialists] on days/times to meet monthly for WV 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) would be helpful.
Promote WV GRADUATION 20/20 to feeder middle and elementary schools.
Have board person attend school team meetings. Sometimes county personnel didn't know about meetings.
Keep county personnel informed about meetings • Want improved communication from the state • Want continued sharing among peers • Want the initiative to continue

Option Pathways

- Accept local programs as an option pathway again.
- Update programs with the Transition Technical Assistance Center.
- Teachers need to understand program before supporting it, understand the challenges students face, such as long bus rides and difficulty getting to school (one school had teachers ride school bus to experience what their students do).
  - » One school brought in an Option Pathways teacher with guidance counseling background, she changed the climate, promoted and provided professional learning about the program to other teachers who were open to it. SWD graduation rate rose from 40% to 73%.
- Provide professional development on WV GRADUATION 20/20 for teachers and Points of Contact. The more experience they have the more smoothly the program runs and the more likely they are to have buy in from stakeholders. Be sure to continue guidance and support that RESAs were providing to ensure the efficacy of the program.

Incentives

  - » One county uses "Payment in lieu of transportation" to incentivize parents to get students to the bus stop (have to be over 2 miles from the bus stop).
  - » One idea that was discussed is 'fresh air' time – where the reward is getting to go outside with fellow students during a nice day.
- One school did an attendance survey at the beginning of the school year to ask students what kind of rewards they wanted for good attendance.
- Field trips, including to colleges and universities, as incentive to increase attendance.

Support form WVDE

- Continue and increase technical support re: user friendly forms, tracking, listservs to keep teams up-to-date and well informed.
- Continue professional development re: tools such as Zoom.
- Continued training re: WV GRADUATION 20/20.
- Continue professional development based on need and current knowledge (e.g. beginners, intermediate, advanced).

WV GRADUATION 20/20 Reflection Rubric Comments
Positive
The integration and data results from BARR and PBIS enhanced WV GRADUATION 20/20 data and allowed for supporting data toward goals.
[The Leadership] is an educational leader, who is compassionate about a safe learning environment to nurture the success & well-being of her students & staff!
[The School Support Specialist] was an outstanding coordinator/leader. She was very efficient and gave great direction.
We felt we had a very productive school year! Our main barrier was finances, and WV GRADUATION 20/20 helped to alleviate that problem. Also, increasing parent buy-in was improved. Thanks to our [School Support Specialist] for her consistent feedback, ideas, and great data analysis!
We at [High School] within the Exceptional Students Department think that this program has been beneficial for our Exceptional Students. It provides incentives throughout the school year for attendance, grades, testing, discipline, and graduation. Many of our students are never recognized or rewarded for their hard work at school.
Our WV GRADUATION 20/20 group became a PLC over the course of the year.
It is hoped that changes in how alternate or modified diplomas are awarded will have a positive impact on graduation rates.

This is the first year of participation for the [High School]. The team has demonstrated impressive collaboration and commitment. One of the goals was the establishment of a school store. That goal has been obtained and the team is working with the [Special Education Teacher] to integrate some transitional and life-skills components.
[The High School] has a well-developed and functional team. New leadership, has strengthened the program and brought needed support for the goals and objectives. Additionally, the team added the social worker to assist with expertise in the area of attendance. Although the graduation rate experienced a slight decline this year the gaps between all students and students with disabilities as measured by academic proficiency are increasingly becoming more narrow.
Barriers
Activities took place but the alternative school will be relocating next year and will have new team members.
Changes in leadership and education staff often cause the program to get off track.
Lack of organization and management can slow progress and waste time.
Graduation coach assistance only once a week is not enough.
Funding amounts make a big difference in what we are able to do. • [The High School] will need continued funding of The Learning Odyssey Program to provide Credit Recovery Instruction for at-risk students. • Limits amount of time team can meet. • Limits number of visits that students can go on.
Being able to offer the ACT at [High School] has truly made a difference for our students.
[The Junior High] joined the WV GRADUATION 20/20 cohort in mid-fall. As the first junior high school in [this area], they were without a model or protocols. Some sections of the Core Data Tool could not be completed because the data did not exist in Zoom (i.e. graduation rates). The school administration demonstrate strong support for the program and I am confident that success will be the outcome once more structure is developed for the middle/junior high school model. [The Leadership] is student-centered and willing to work toward helping the school design strategies that assist the students in meeting needs.
Suggestions for Improvement
Our team does not feel that some of the responsibilities outlined in this survey were always clearly communicated to us. Furthermore, as data and school-specific needs change, we need time to discuss this with our [School Support Specialist] liaison. However, for most meetings that we have as a whole team, the majority of the time seems to be spent discussing agenda items that are not specific to our school, and therefore do not help the team to make any strides as far as working on our plan for school improvement. A suggestion here could be that if there is an agenda with items which all schools need to cover, maybe we could do a conference call meeting to cover all those general items. Then, in our face to face meetings with our [School Support Specialist] liaison, teams could focus solely on individual school plans and needs/ problems specific to that school. Some other barriers are getting buy-in from the staff. We have been working to increase our attendance rate, which helps to improve student grades and participation, so we have done some rewards and incentive activities for students who have met certain attendance and discipline requirements. Some staff members believe that we are just rewarding students for doing what they are "supposed to do in the first place", and we are working to try and change that mindset.
Create framework or strategies and continue professional development to increase capacity so that the program can continue effectively even when there are changes in leadership and staff. Commitment, continuity, training, and strong leadership—with plans for a smooth transition of leadership if there are changes at a school—are very important to the success of the program.
The Point of Contact for our county must be a person who best serves the LD/BD/MI population and who will communicate what the program requires in order to have success.

Teams that are provided with adequate training on WV GRADUATION 20/20, adequate time to meet, and funds to provide students with out-of-school experiences, [help the teachers] feel positive about the program and see success for their students.
Be sure to explain program and outline expectations to parents/families so they can provide additional support to their students.

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 0.87%.
- 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 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 School Support Specialists. Effect sizes for all statistically significant results were medium to very large.

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 the Regional Education Service Agencies (RESAs) were being fazed out.

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. We began conducting focus groups as part of the evaluation at the conclusion of the pilot year (2014-2015). Two focus groups with School Leadership Teams and LEA staff were conducted after the end of the 2017-2018 school year. Results of the focus groups are informing improvement to the implementation of WV GRADUATION 20/20 at the state, district, and school levels. Examples of changes to the evaluation as a result of stakeholder input include the design of the reflection rubric and updating program document templates (i.e., School Action Plan, Monthly Reporting Log, and the Core Data Tool) to be more user friendly and less burdensome for reporting purposes. See component C. (2) for focus group results.

Phase III, Year 3 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 August 2018. Reflection Rubric participation was notably less in 2018 (25 School Leadership Team responses and 32 responses from the School Support Specialists) as compared to 2017. This reduction in participation is most likely related to the closure of the state's Regional Education Service Agencies (RESAs). RESA staff resigned throughout the year and while we were able to maintain support from School Support Specialists, there may have been some disruption in support and communication. However, the Reflection Rubric still yielded statistically significant and impactful results (see *Appendix G*).

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.

Reference:

We continue to address data issues related to measuring our SiMR (state level graduation rates). One improvement made during 2017-2018 was the addition of a grade level code that indicates if a student plans to or has returned for services after attaining a modified diploma. This change allows districts to place students in the correct grade level as opposed to placing them in grade 13 or above or having them stay in the 12th Grade for multiple years.

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.

Quality – Over the last two years 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, West Virginia Education Information System (WVEIS) and WVEIS on the Web (WOW) applications.

Quantity – While more students are participating in the One-year Follow-up Survey (over 67%), we continue to work with districts in the effort to further increase the response rate. Another issue with quantity during the 2017-2018 school year was the inability to hold a focus group with the RS3s or the School Support Specialists due to the RESA closures. Further, fewer schools and School Support Specialists responded to the WV GRADUATION 20/20 Reflection Rubric. We believe this may have also been an unforeseen outcome related to the loss of RS3s and School Support Specialists throughout the school year. As districts and School Leadership Teams become more familiar with the adjustments made to the program in reaction to the loss of RESAs, we anticipate improved response rates for the Reflection Rubric.

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. We continue to improve data quality checks to ensure students exiting the school system are categorized correctly in our data system.

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 EDFacts reporting, provide consistency across the SEA for IDEA data reporting, and produce user-friendly reports to support data use. Generate has the capability to produce reports that can be used to support administration and policy work toward improved educational outcomes for children with disabilities and their families. Generate is designed to help increase the efficiency of data submissions and improve the quality of IDEA data. West Virginia is in collaboration with the IDEA Data Center (IDC) to implement the use of the Data Processing Tool Kit. The kit will interface with Generate as well as improve knowledge of IDEA data and align our processing of EDFacts with the file specifications. Enhanced processing procedures will result in improved data quality and data fidelity.

Phase III, Year 3 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 3 2017-2018			
GOVERNANCE	**ACHIEVEMENT OF THE SiMR**	**SUSTAINABILITY**	**SCALE-UP**
Revised implementation structure of GRADUATION 20/20 from utilizing 8 RESA Regional School Support Specialists to utilizing 44 LEA Points of Contact (POC).	✓	✓	✓
Collaborated with 44 local education agencies (LEAs) to plan and execute WV GRADUATION 20/20.	✓	✓	✓
Developed MOU between WVDE, LEAs, WV State Park Partnership Compact and Transition Technical Assistance Center (TTAC) outlining responsibilities.	✓	✓	✓
Employed two (2) Technical Assistance Support part-time coordinators each assigned to counties within former regional areas.	✓	✓	
Assisted LEAs, Points of Contact, School Leadership Teams, and School Team Leaders in retooling and implementing WVGRADUATION 20/20.	✓	✓	✓
Developed MOU between WVDE, LEAs, and Hatfield-McCoy Regional Recreation Authority outlining responsibilities.	✓	✓	
FISCAL	**ACHIEVEMENT OF THE SiMR**	**SUSTAINABILITY**	**SCALE-UP**
Initiated Grants and Planning System (GPS) digital budget management system to align with WV Results-Driven Priorities	✓	✓	✓
Provided funding to 44 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.	✓	✓	✓

IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE III Year 3 2017-2018			
QUALITY STANDARDS	**ACHIEVEMENT OF THE SiMR**	**SUSTAINABILITY**	**SCALE-UP**
Developed sample course descriptions for four (4) Community Readiness elective courses.		✓	
Developed WVAAAS for social studies, technology, health, physical education and the arts to mirror WVCCRS.		✓	
Developed companion Support Documents for WVAAAS in ELA, Math, and Science.		✓	
Developed Support Documents for WVCCRS in ELA and Math.		✓	
ACCOUNTABILITY	**ACHIEVEMENT OF THE SiMR**	**SUSTAINABILITY**	**SCALE-UP**
Developed elementary school WV GRADUATION 20/20 Implementation Manual Guidance for West Virginia Schools and Districts.	✓	✓	✓
Established collaboration with WV State Park Partnership Compact to develop community-based work-exploration sites.	✓	✓	✓
Established collaboration with Hatfield-McCoy Regional Recreation Authority to develop community-based work exploration sites.	✓	✓	✓
Revised WV GRADUATION 20/20 One-pager.		✓	
Revised high school WV GRADUATION 20/20 Implementation Manual Guidance for West Virginia Schools and Districts.	✓	✓	✓
Revised middle school WV GRADUATION 20/20 Implementation Manual Guidance for West Virginia Schools and Districts.	✓	✓	✓
Revised Alternate Diploma Brochure.	✓	✓	✓
Received waiver approval from OSEP on West Virginia's Alternate Assessment 1.0% Participation Cap Justification.		✓	✓
Decreased participation rate in West Virginia Alternate Assessment-Alternate Academic Achievement Standards from 2017 to 2018 in RLA/ELA .10% (1.36% to 1.26%) and Math .11% (1.37% to 1.26%)	✓		
Increased graduation rate from 2017 to 2018 meeting the ESSA Interim Annual Progress Rate of 1.3% (75.6% to 76.9%).	✓		
Provided appropriate oversight to identified LEAs with more than 1.0% of their students participating in the Alternate Assessment-Alternate Academic Achievement Standards (AA-AAAS).		✓	✓

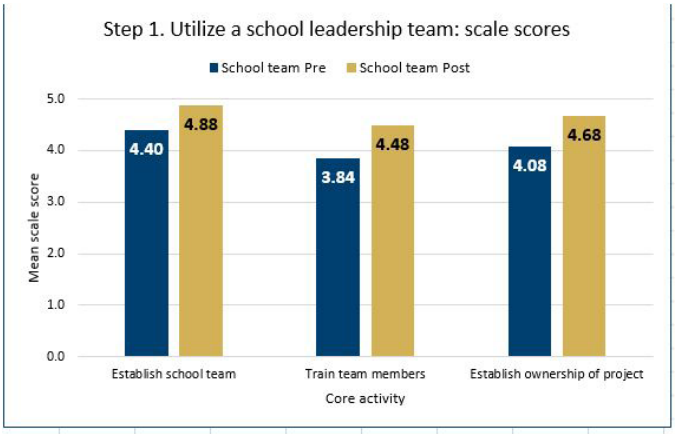
IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE III Year 3 2017-2018			
DATA	**ACHIEVEMENT OF THE SiMR**	**SUSTAINABILITY**	**SCALE-UP**
Provided to districts the subgroups (by eligibility) of special education students participating in the alternate assessment *(Appendix J).*		✓	✓
Provided Exit Survey and One Year Follow-Up Survey Reports by district and school *(Appendix J).*	✓		
Develop a platform to enable local education agencies to upload documentation of work.	✓	✓	✓
PROFESSIONAL LEARNING	**ACHIEVEMENT OF THE SiMR**	**SUSTAINABILITY**	**SCALE-UP**
Built capacity in the 121 schools (78 high schools, 32 middle schools, 9 elementary, and 2 alternate achievement centers) through the Network for Educational Excellence, WV Summit for Educational Excellence, KidStrong, and Technical Assistance Support.	✓	✓	✓
Provided Pathways WV.org training in at least 14 districts per year.	✓	✓	
Provided training on Pre-ETS service requirements in at least 14 districts per year.	✓	✓	
Provided training on WV Transition materials (Planning for the Future, Transition Services Planner, Transition Guide) in at least 14 districts per year.	✓	✓	
Provided training on SPP/APR Indicators #13 Secondary Transition and #14 Post-School Outcomes in at least 14 districts per year.	✓	✓	
Shared training documents for WV Transition Materials (Planning for the Future, Transition Services Planner, Transition Guide) with LEAs.	✓	✓	✓
Provided training on interface of Personalize Education Plan (PEP), Individualized Work Ready Competencies (IWRC), and Individualized Education Program (IEP).	✓	✓	
Conducted four (4) Points of Contact Trainings in both face-to-face and webinar formats.	✓	✓	

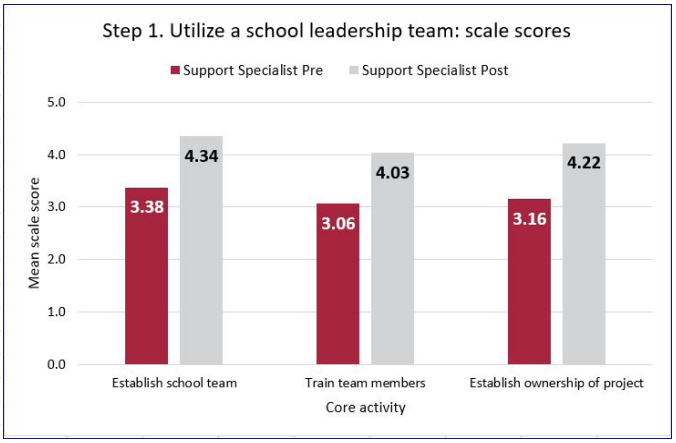
Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effects.

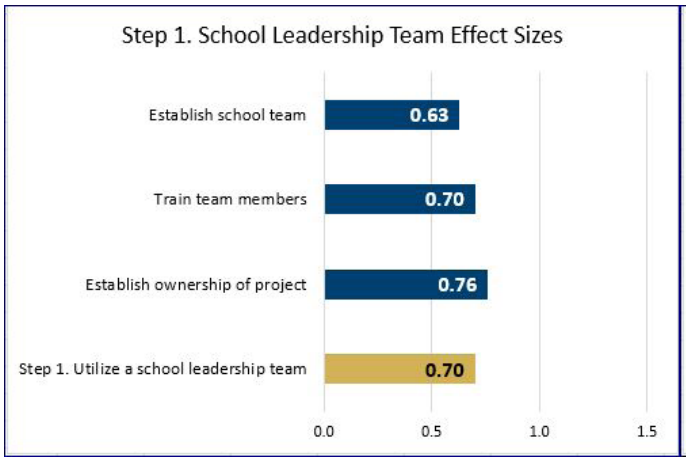
Discussed in Component B (1), the WVDE is carrying out its duties as described in the WV GRADUATION 20/20 MOU. These duties have resulted in the completion of the short-term outcomes listed in the WV GRADUATION 20/20 Measurement Table. Process measures at the RESA level indicate the RESAs and School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

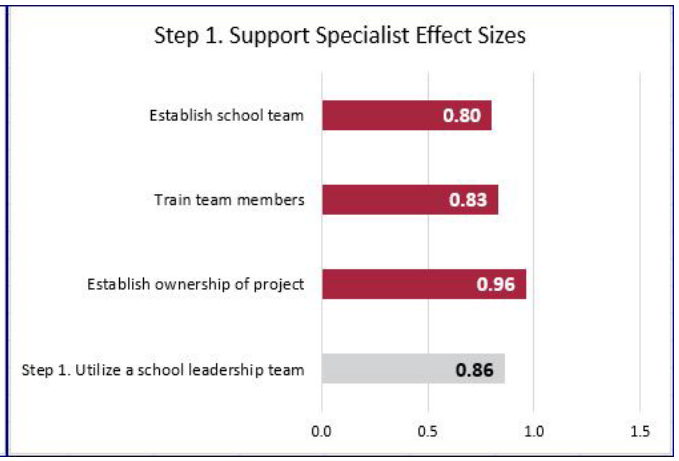
The WV GRADUATION 20/20 Reflection Rubric opened for data collection April 2018. The rubric, based on the five (5) stages of implementation in implementation science, had been redesigned with substantial input from the RS³s. Originally, a pre/post survey collected twice a year, the rubric is now a retrospective pre/post tool collected once a year. The use of a retrospective pre/post type survey reduces the burden of work on support personnel (originally RS3s and School Support Specialists) 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 .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.

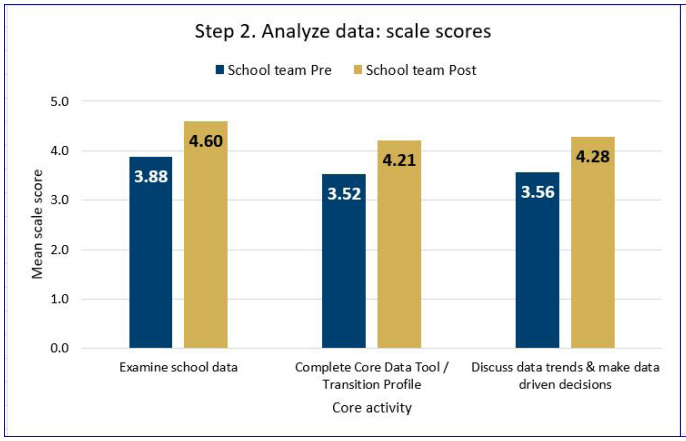
Analysis of rubric data revealed statistically significant increases in implementation stages for every core activity. The scale, based on implementation science, ranged from 1 to 5 with: 1 = *Not yet established*, 2 = *Exploration-Identifying Need*, 3 = *Installation-Establishing Resources*, 4 = *Initial 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 School Support Specialists. See the graphs below that show the Reflection Rubric mean scale scores and effect sizes. On average, the School Leadership Teams and the School Support Specialists 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 School Support Specialists. Effect sizes ranged from medium (0.40 and 0.75) and very large (1.10 and above). When compared to Reflection Rubric results from the previous year, both School Leadership Teams and School Support Specialists ranked many of the steps higher for pre and post measures. This indicates schools are closer to full implementation for Steps 1-3; showing a logical progression of implementation over multiple years of participation.

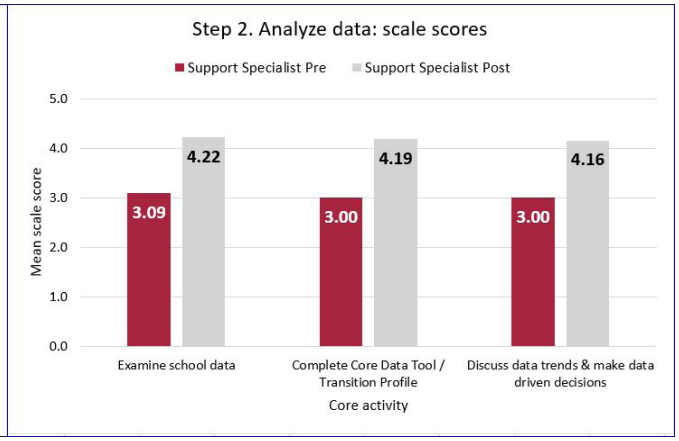

Step 1. Utilize a school leadership team: scale scores
School team Pre
School team Post
Mean scale score
5.0
4.0
3.0
2.0
1.0
0.0
4.40
4.88
3.84
4.48
4.08
4.68
Establish school team
Train team members
Establish ownership of project
Core activity

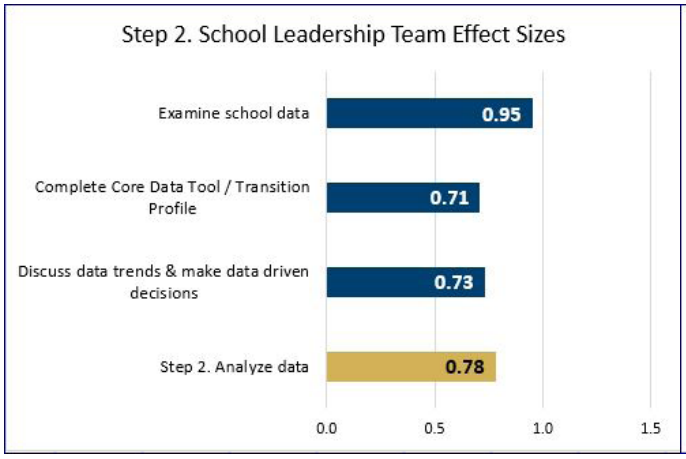

Step 1. Utilize a school leadership team: scale scores
Support Specialist Pre
Support Specialist Post
Mean scale score
5.0
4.0
3.0
2.0
1.0
0.0
3.38
4.34
3.06
4.03
3.16
4.22
Establish school team
Train team members
Establish ownership of project
Core activity

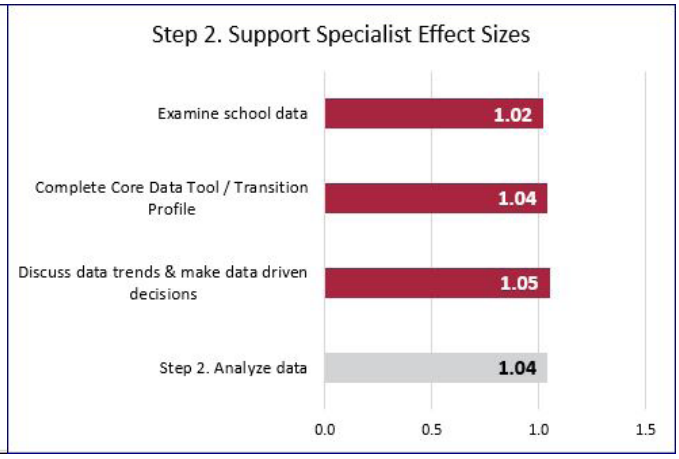

Step 1. School Leadership Team Effect Sizes
Establish school team
0.63
Train team members
0.70
Establish ownership of project
0.76
Step 1. Utilize a school leadership team
0.70
0.0
0.5
1.0
1.5

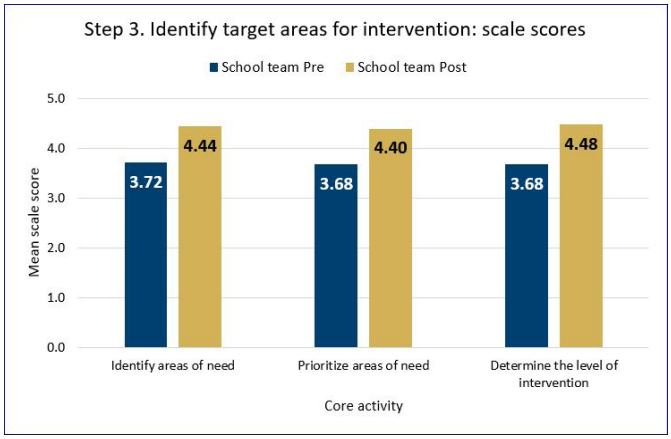

Step 1. Support Specialist Effect Sizes
Establish school team
0.80
Train team members
0.83
Establish ownership of project
0.96
Step 1. Utilize a school leadership team
0.86
0.0
0.5
1.0
1.5

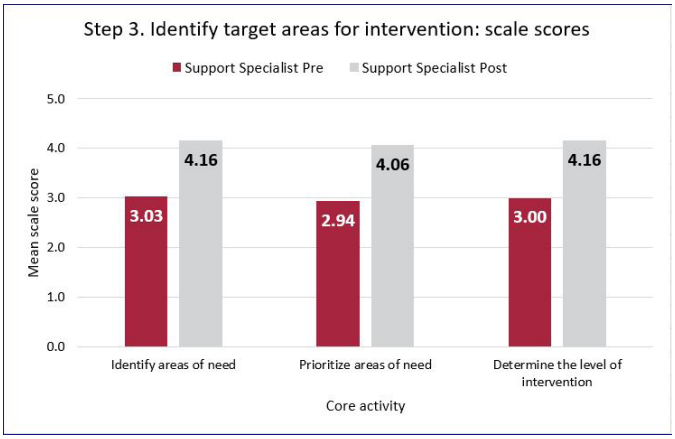

Step 2. Analyze data: scale scores
School team Pre
School team Post
Mean scale score
5.0
4.0
3.0
2.0
1.0
0.0
3.88
4.60
3.52
4.21
3.56
4.28
Examine school data
Complete Core Data Tool / Transition Profile
Discuss data trends & make data driven decisions
Core activity

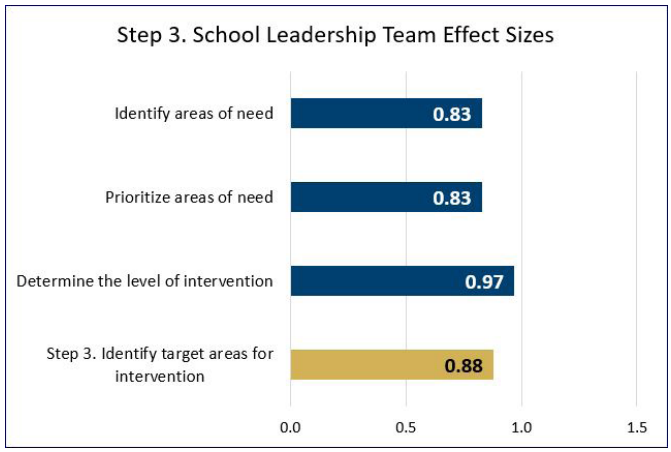

Step 2. Analyze data: scale scores
Support Specialist Pre
Support Specialist Post
Mean scale score
5.0
4.0
3.0
2.0
1.0
0.0
3.09
4.22
3.00
4.19
3.00
4.16
Examine school data
Complete Core Data Tool / Transition Profile
Discuss data trends & make data driven decisions
Core activity

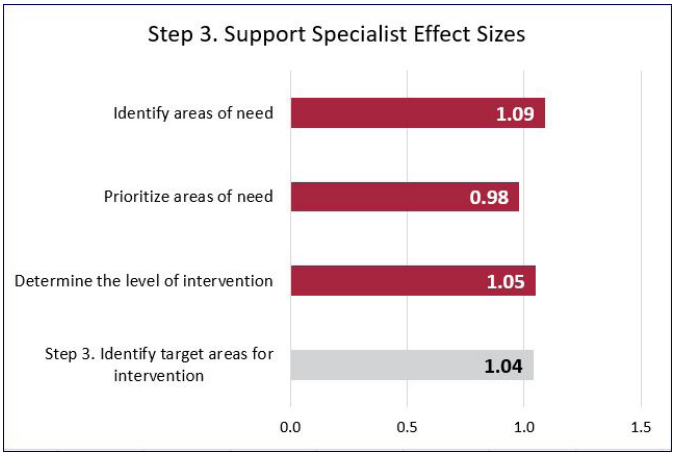

Step 2. School Leadership Team Effect Sizes
Examine school data
0.95
Complete Core Data Tool / Transition Profile
0.71
Discuss data trends & make data driven decisions
0.73
Step 2. Analyze data
0.78
0.0
0.5
1.0
1.5

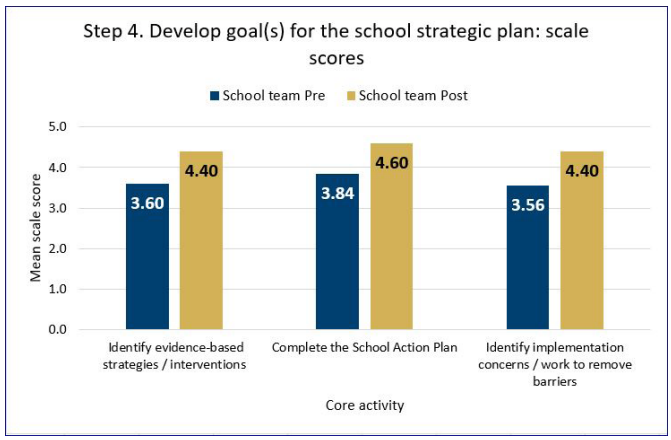

Step 2. Support Specialist Effect Sizes
Examine school data
1.02
Complete Core Data Tool / Transition Profile
1.04
Discuss data trends & make data driven decisions
1.05
Step 2. Analyze data
1.04
0.0
0.5
1.0
1.5

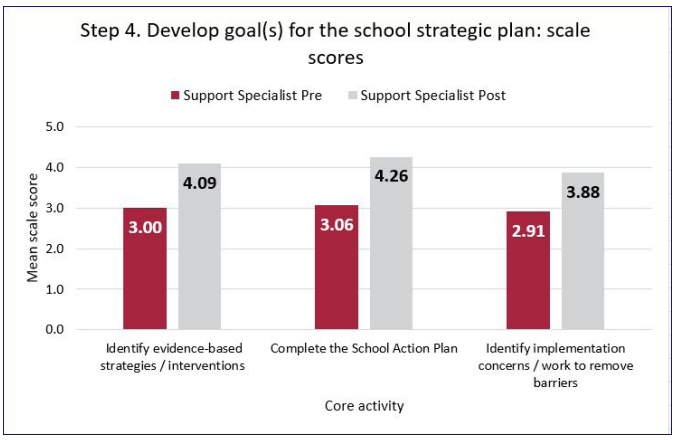

Step 3. Identify target areas for intervention: scale scores
School team Pre
School team Post
Mean scale score
5.0
4.0
3.0
2.0
1.0
0.0
3.72
4.44
3.68
4.40
3.68
4.48
Identify areas of need
Prioritize areas of need
Determine the level of intervention
Core activity

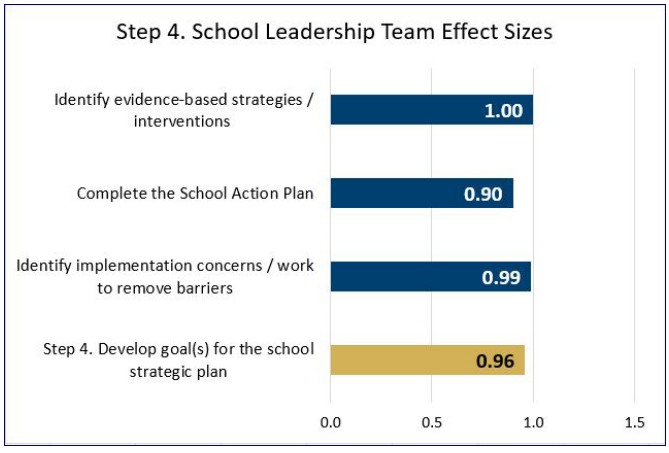

Step 3. Identify target areas for intervention: scale scores
Support Specialist Pre
Support Specialist Post
Mean scale score
5.0
4.0
3.0
2.0
1.0
0.0
3.03
4.16
2.94
4.06
3.00
4.16
Identify areas of need
Prioritize areas of need
Determine the level of intervention
Core activity

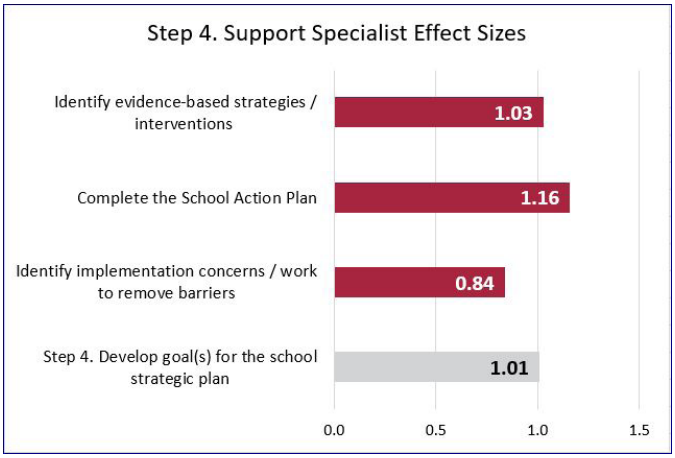

Step 3. School Leadership Team Effect Sizes
Identify areas of need
0.83
Prioritize areas of need
0.83
Determine the level of intervention
0.97
Step 3. Identify target areas for intervention
0.88
0.0
0.5
1.0
1.5

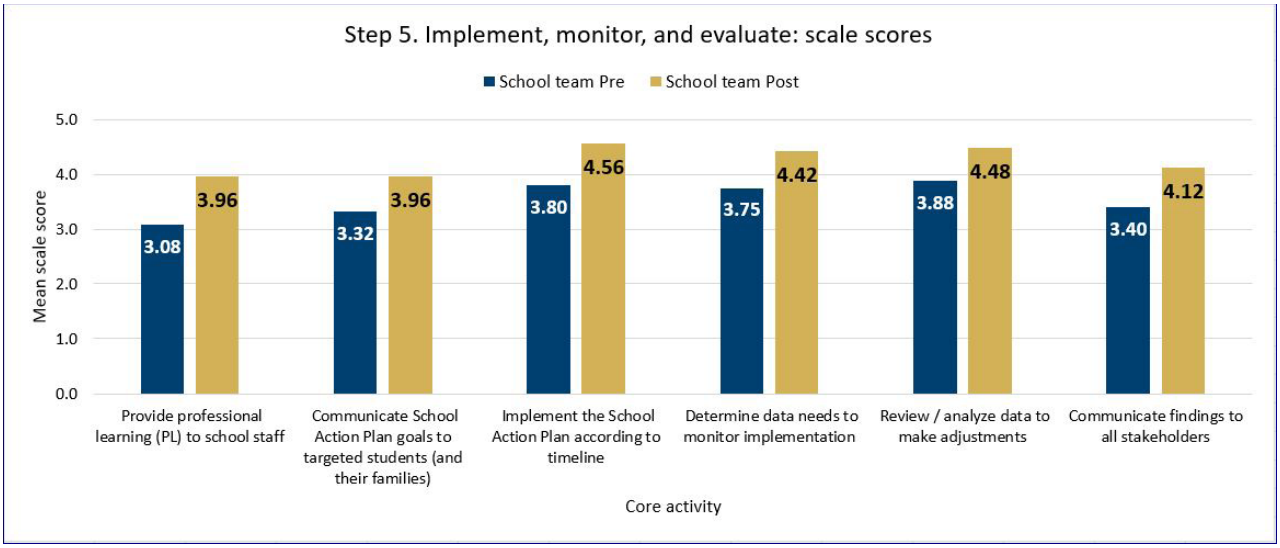

Step 3. Support Specialist Effect Sizes
Identify areas of need
1.09
Prioritize areas of need
0.98
Determine the level of intervention
1.05
Step 3. Identify target areas for intervention
1.04
0.0
0.5
1.0
1.5

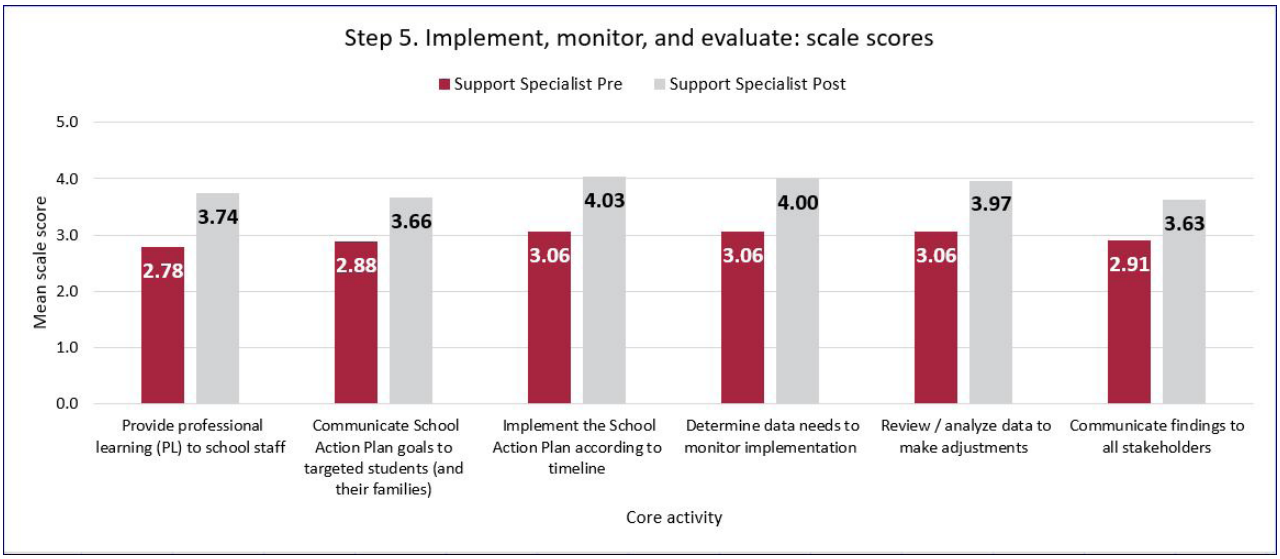

Step 4. Develop goal(s) for the school strategic plan: scale scores
School team Pre
School team Post
Mean scale score
5.0
4.0
3.0
2.0
1.0
0.0
3.60
4.40
3.84
4.60
3.56
4.40
Identify evidence-based strategies / interventions
Complete the School Action Plan
Identify implementation concerns / work to remove barriers
Core activity

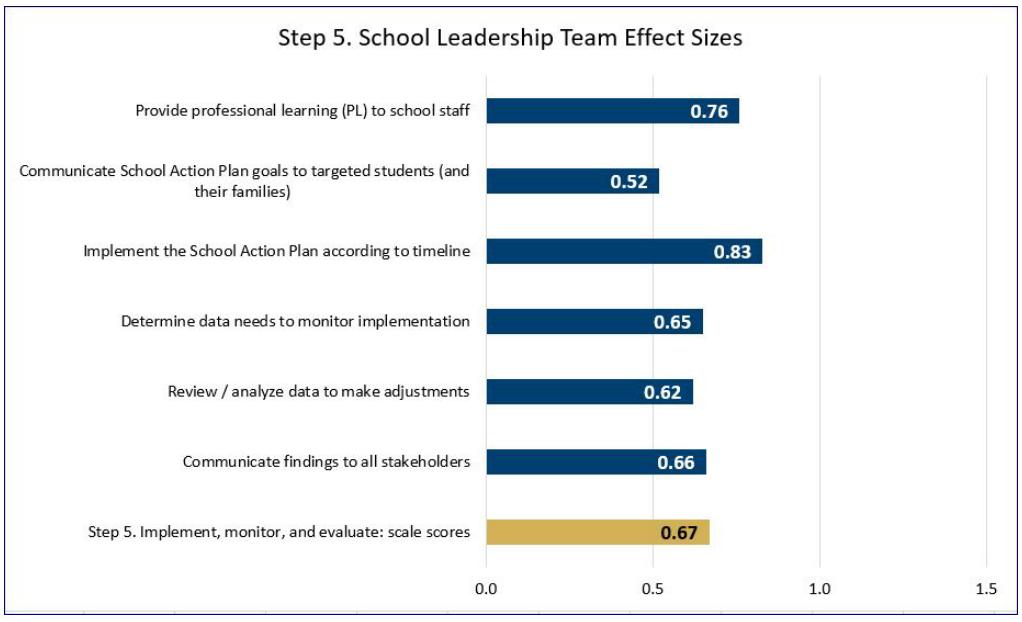

Step 4. Develop goal(s) for the school strategic plan: scale scores
Support Specialist Pre
Support Specialist Post
Mean scale score
5.0
4.0
3.0
2.0
1.0
0.0
3.00
4.09
3.06
4.26
2.91
3.88
Identify evidence-based strategies / interventions
Complete the School Action Plan
Identify implementation concerns / work to remove barriers
Core activity

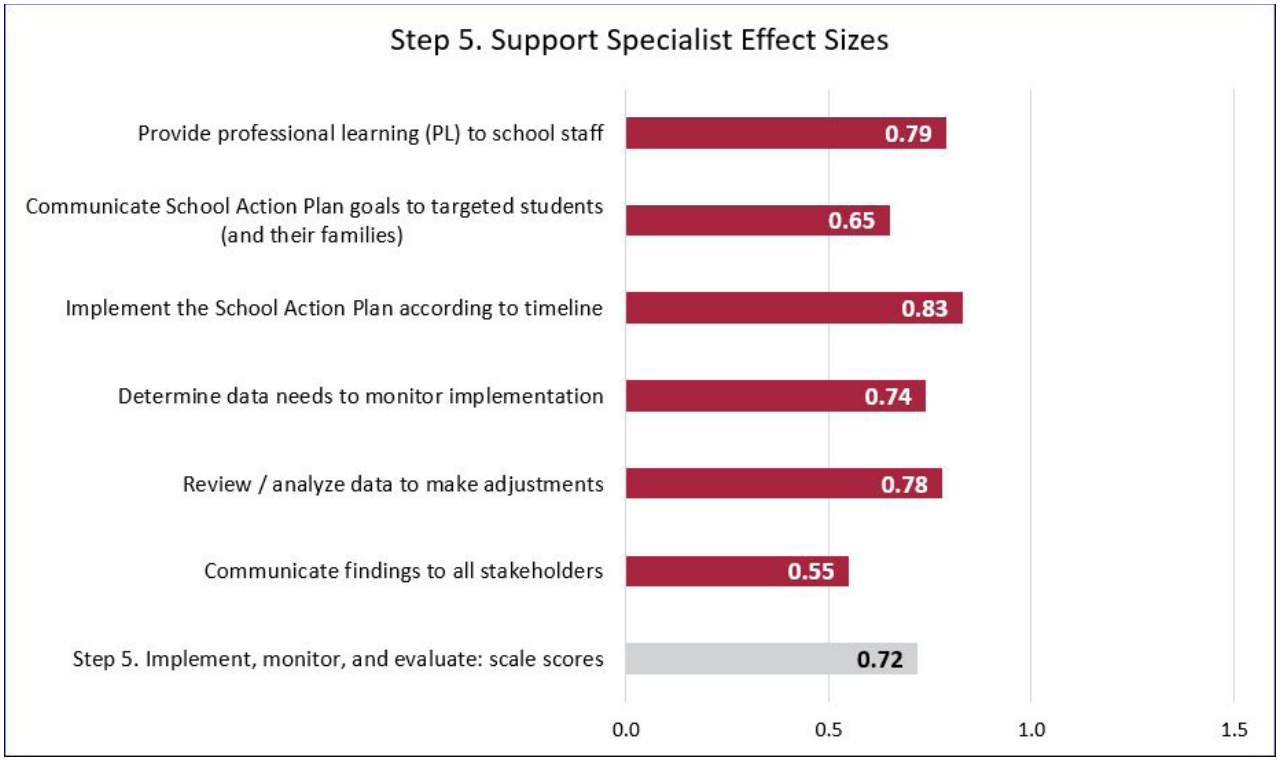

Step 4. School Leadership Team Effect Sizes
Identify evidence-based strategies / interventions
1.00
Complete the School Action Plan
0.90
Identify implementation concerns / work to remove barriers
0.99
Step 4. Develop goal(s) for the school strategic plan
0.96
0.0
0.5
1.0
1.5


Step 4. Support Specialist Effect Sizes
Identify evidence-based strategies / interventions
1.03
Complete the School Action Plan
1.16
Identify implementation concerns / work to remove barriers
0.84
Step 4. Develop goal(s) for the school strategic plan
1.01
0.0
0.5
1.0
1.5


Step 5. Implement, monitor, and evaluate: scale scores
School team Pre
School team Post
Mean scale score
5.0
4.0
3.0
2.0
1.0
0.0
3.08
3.96
3.32
3.96
3.80
4.56
3.75
4.42
3.88
4.48
3.40
4.12
Provide professional learning (PL) to school staff
Communicate School Action Plan goals to targeted students (and their families)
Implement the School Action Plan according to timeline
Determine data needs to monitor implementation
Review / analyze data to make adjustments
Communicate findings to all stakeholders
Core activity


Step 5. Implement, monitor, and evaluate: scale scores
Support Specialist Pre
Support Specialist Post
Mean scale score
5.0
4.0
3.0
2.0
1.0
0.0
2.78
3.74
2.88
3.66
3.06
4.03
3.06
4.00
3.06
3.97
2.91
3.63
Provide professional learning (PL) to school staff
Communicate School Action Plan goals to targeted students (and their families)
Implement the School Action Plan according to timeline
Determine data needs to monitor implementation
Review / analyze data to make adjustments
Communicate findings to all stakeholders
Core activity


Step 5. School Leadership Team Effect Sizes
Provide professional learning (PL) to school staff
0.76
Communicate School Action Plan goals to targeted students (and their families)
0.52
Implement the School Action Plan according to timeline
0.83
Determine data needs to monitor implementation
0.65
Review / analyze data to make adjustments
0.62
Communicate findings to all stakeholders
0.66
Step 5. Implement, monitor, and evaluate: scale scores
0.67
0.0
0.5
1.0
1.5



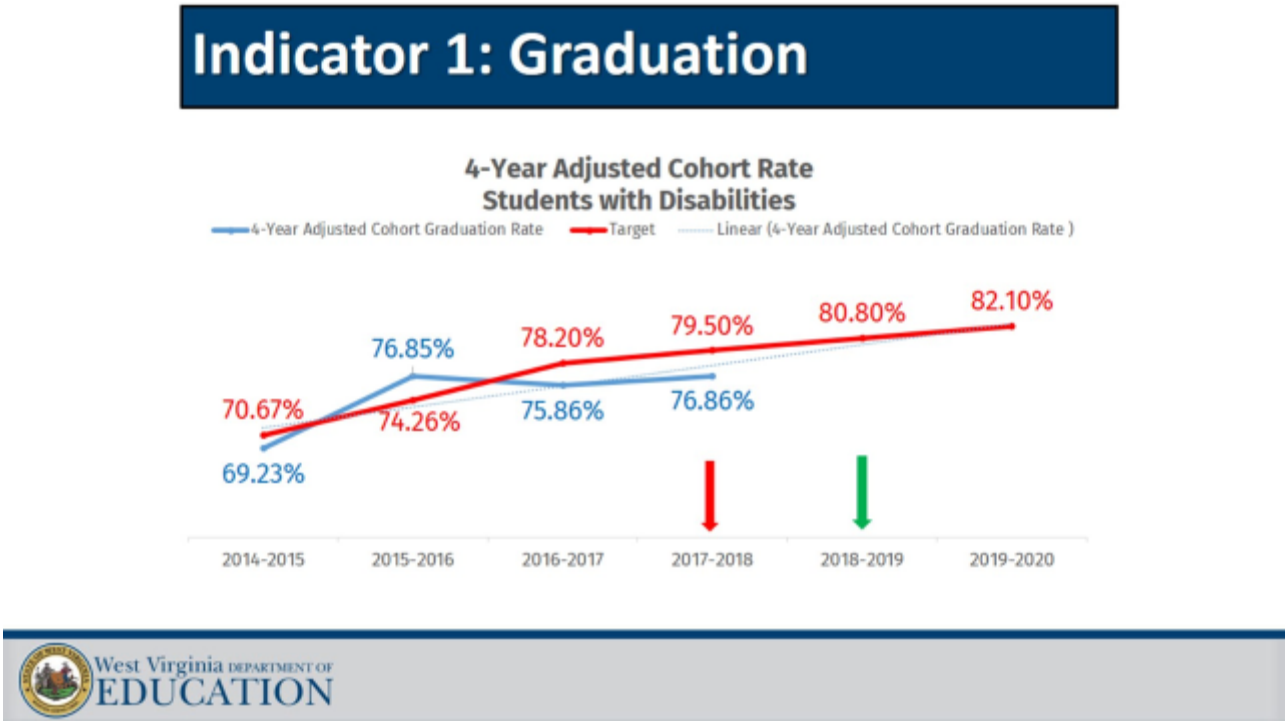
These data indicate School Leadership Teams and the School Support Specialists are in relative agreement as to implementation progress made during the 2017-2018 school year. Of note, both the teams and School Support Specialists report high levels of implementation for Steps 1-3. Other highlights include 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 district or school assigned Points of Contact, to support WV GRADUATION 20/20 as planned in the proposed Timeline/Benchmark matrix (see WV GRADUATION 20/20 Implementation Manual)?	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) Point of Contact Measurements – Point of Contact Monthly Report
EQ2. To what extent are the Points of Contact providing ongoing collaboration, support and assistance to schools as they implement WV GRADUATION 20/20?	Point of Contact Monthly Reports, Core Data Tool completed, Transition Practice Profiles completed, School Action Plans completed, School Leadership Team focus group(s)
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? • 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?	WV GRADUATION 20/20 Reflection Rubric and School Leadership Team focus group(s)
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? • 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)?	WV GRADUATION 20/20 Reflection Rubric and School Leadership Team focus group(s)
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?	Graduation rate*, dropout rate, One-Year Follow-up Survey (or similar), higher education participation, workforce participation
*West Virginia has chosen graduation as the State-identified Measurable Result (SiMR) with the target that 80.8% of youth with IEPs will graduate from high school with a regular diploma by 2018-2019.	

Measurable improvements in the SiMR in relation to targets.



Phase III, Year 3 Component F: Plans for Next Year

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

Additional Activities 2018-2019

GOVERNANCE	Timelines
Reconvene quarterly meetings of the interagency West Virginia Partners in Transition Team (WVPTT) to increase interagency collaboration at the state, regional, and local levels.	Not Started
Develop MOU for Institutions of Higher Education (IHE) to examine coursework (general, special, administration) through Transition Innovation Configurations (IC) from CEEDAR Center.	Not Started
Partner with The EdVenture Group on the USDE WV Family Engagement Center to encourage families to support students in attending school, behaving appropriately, and passing classes.	Not Started
Partner with the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center to encourage IHE involvement.	Not Started
Provide a digital/training platform on which schools, document activities, share their WV GRADUATION 20/20 stories, and are acknowledged for their efforts.	In Progress
Develop Technical Assistance Guide (TAG) for Post School Planning to assist in the improvement of communication, coordination, and services for students with disabilities transitioning from school to work with DRS, SILC, WIA, DD, PTI, and other agencies.	Not Started
Reconvene the IHE Forums twice a year.	In Progress
Revise compliance/monitoring to include focus on Graduation, Dropout, Transition, Post-School Outcomes, and Participation in Alternate Assessment.	In Progress
FISCAL	**Timelines**
Provide $20,000.00 grants to three (3) universities to examine coursework and embed evidence-based information on transition in coursework.	Not Started
QUALITY STANDARDS	**Timelines**
Develop sample course descriptions for four (4) Community Readiness elective CTE courses.	Initiated
Develop suggested standards for students taking the WV.AA for social studies, technology, health, physical education, and the arts.	In Progress
ACCOUNTABILITY	**Timelines**
Develop scheme for inclusion of IHE for coursework development focused on transition.	Not Started
Develop elementary WV GRADUATION 20/20 Implementation Guidance for West Virginia Schools and Districts.	Partially Completed
Provide training on the CEEDAR Transition Practices Framework – Year 2.	Not Started
Provide training activities/strategies on the implementation of transition to begin at age 14 years of age on July 1, 2019, and be reflected in the Individualized Education Program (IEP).	Initiated

Provide training activities/strategies for teaching Self-Advocacy Skills to support college and career readiness for students with disabilities.	Not Started
Develop and provide training for student-led Individualized Education Program Team (IEPT) meetings.	Initiated
DATA	**Timelines**
Provide local education agencies with specific school-by-school data on graduates and dropouts.	Initiated
Create individualized reports or provide access to data experts so that schools and LEAs may easily identify root causes of poor student performance and are at-risk of dropping out.	In Process
Collect, evaluate, and develop a Transition Assessment Framework designed to identify preferences, interests, and aptitudes.	Not Started
PROFESSIONAL LEARNING	**Timelines**
Review and revise training on Transition Practices and Predictors of Post School Success Practice Profile (Year 2).	Initiated
Develop/collaborate with WVPTI Transition Training Goal #3 to improve family engagement.	Not Started
Provide Pathways WV.org training in an additional 14 districts per year.	In Progress
Provide training on Pre-ETS service requirements in an additional 14 districts per year.	In Progress
Provide training on WV Transition materials (Planning for the Future, Transition Services Planner, Transition Guide) in an additional 14 districts per year.	In Progress
Provide training on SPP/APR Indicators #13 Secondary Transition and #14 Post-School Outcomes in an additional 14 districts per year.	Initiated
Revise/update "What Would Participation in WV GRADUATION 20/20 Mean For My School?" Webinar	Not Started
Conduct state-wide Leadership Institutes/Boot Camps on Transition and Post-School Outcomes.	Not Started
Customize the A-B-C (attendance, behavior, course performance) checklist from Pennsylvania for WV students and families.	Initiated
Develop training documents for WV Transition materials (Planning for the Future, Transition Services Planner, Transition Guide) and SPP Indicators 13 and 14.	In Process
Review, revise, and develop training documents for training on interface of Personalized Education Plan (PEP). Individualized Work Ready Competencies (IWRC), Individualized Education Program (IEP), Career Pathways, Option Pathway, CTE Clusters, and Community Readiness Courses.	In Process

(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 is related to the complete closure of the RESAs and the required changes in implementation strategies. Points of Contact, School Leadership Team Leaders, and the Office of Special Education are sharing the responsibilities and duties previously held by the RESAs. For this coming year, we do not plan to ask the Points of Contact to complete the Reflection Rubric. This pause will give the Points of Contact more time to become familiar with WV GRADUATION 20/20. We will hold at least one focus group for the Points of Contact. The school teams will be expected to complete the Reflection Rubric and will have the opportunity to participate in one or more focus groups.

(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.
RS3 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 School Support Specialists, RS3 focus groups, and RS3 Reflection Rubric data collection.	Provided support to individual School Support Specialists as needed through emails and telephone correspondence; plan to restart data collection in the 2018-2019 school year.
Initiated new LEA structure with primarily new Points of Contact. Some LEA special education directors unable to locate staff willing to serve as POC.	Support provided to POCs, School Leadership Teams, and LEA special education directors through OSE Transition and Research Coordinators, part-time Technical l Assistance Coordinators, and the Transition Technical Assistance Center.
Difficulty in securing documentation of activities from LEAs.	Develop and provide digital platform on which schools and POCs document activities, share their WV GRADUATION 20/20 stories, and are acknowledged for their efforts.
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.

BARRIERS IDENTIFIED IN PHASE III	STEPS TO ADDRESS
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 (RS³s) 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 (RS3) 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.
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 WV GRADUATION 20/20 Implementation Manual.
Need for Communication Plan.	Resources developed and utilized for LEAs, RS³s, and Cohort 1 schools.
Need for Implementation Science professional learning.	Provided training to OSE staff and School Support Specialists 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 school-based teams on transition through the University of Kansas.
- Provision of on-site training for WV GRADUATION 20/20 Cohorts.
- Assistance in determining transition assessments.
- Assistance in determining evidence-based practices (EBPs) for self-advocacy and student-led IEP Team meetings.

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 3

- 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).
- Improve collaboration with parent organizations and families

Phase III, Year 3: 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 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 80.8% of youth with IEPs will graduate from high school with a regular diploma by 2018-2019.

Evidence-based framework: National Drop-out Prevention Center for Students with Disabilities (NDPC-SD) Dropout Prevention Intervention Framework (DPIF)

Inputs **What funding/ resources (including people) will support the work?**	**Activities** **What will we do?**	**Outputs** **What services and products will be created?**	**Outcomes** **What will be the results?**	**Impacts** **What will be the ultimate impact?**
• 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 • LEA Central Office staff • School personnel • Partnering WV state agencies • PTI • LEA Points of Contact (POC) • WVDE Technical Assistance Support (TAS) • Other stakeholders	• OSE will provide professional learning, technical assistance (TA), funds, and supporting materials to the eight RESAs and local education agencies to support the implementation of the DPIF • RESAs will employ Regional School Support Specialists (School Support Specialists) and LEAs will designate POCs to scale-up implementation of the DPIF in schools participating in WV GRADUATION 20/20 • With direct support from RESAs, POCs, and direct 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	• Trained county, 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	• Short term – Increased exposure among county and school personnel to address graduation and drop- out prevention through implementation of evidence-based dropout prevention strategies • Intermediate – Implementation of DPIF; increased and/ or improved school level programs and strategies to positively impact graduation and drop-out rates • • Long term – Improved student outcomes at the school level, • i.e. increased graduation rates and decreased drop-out rates; improved student outcomes at the state level » WV SiMR ~ By 2018-2019, 80.8% of WV youth with IEPs will graduate from high school with a regular diploma	• 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 **What funding/ resources (including people) will support the work?**	**Activities** **What will we do?**	**Outputs** **What services and products will be created?**	**Outcomes** **What will be the results?**	**Impacts** **What will be the ultimate impact?**
• 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 • LEA Central Office staff • School personnel • Partnering WV state agencies • PTI • WV Colleges and Universities • Community Access, Inc. • Other stakeholders • LEA Points of Contact (POC) • WVDE Technical Assistance Support (TAS)	• OSE will provide professional learning, technical assistance (TA), funds, and supporting materials to the eight RESAs and local education agencies to support the implementation of the Transition Practices and Predictors of Post School Success framework • LEAs will designate POCs 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 POCs, and direct 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	• Trained county, 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	• Short term – Increased exposure among county and school personnel to provide transition services through implementation of evidence-based transition strategies • 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 • Long term – Improved student outcomes, i.e. college and career ready students » WV SiMR ~ By 2018-2019, 80.8% of WV youth with IEPs will graduate from high school with a regular diploma	• 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
  - » Atendance
  - » 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 CEEDAR TRANSITION PRACTICES FRAMEWORK

Choose Site-Spedfic 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
  - lnteragency 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^{3}s	RESA grant	Established School Leadership Teams	Fully Completed
Revised Results Driven Accountability Compliance Monitoring System Guidelines. http://wvde.state.wv.us/osp/spp.html	Executive Director, Assistant Director	Office of Communications and Partnerships	Provide resource for LEA	Fully Completed
Revised Results Driven Accountability General Supervision System Guidelines. http://wvde.state.wv.us/osp/spp.html	Executive Director, Assistant Director	Office of Communications and Partnerships	Provide resource for LEA	Fully Completed

Employed Research Coordinator/Assigned 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**	**RESOURCES NEEDED**	**EXPECTED OUTCOMES**	**TIMELINES**
Employed CPA as Finance Coordinator.	Executive Director	Position established	Increased fiscal compliance	Fully Completed
Collaborated with RESA to plan and execute WV GRADUATION 20/20.	WV GRADUATION 20/20 Leadership Team, RESAs, RS^3	OSE/RESA Monthly staff meetings	Implement WV GRADUATION 20/20 Initiative	Fully Completed
Developed Regional School Support Specialist (RS^3) Job Description, outlining expertise of personnel working directly with LEAs to implement WV GRADUATION 20/20.	WV GRADUATION 20/20 Leadership Team, RESAs, RS^3	NA	Define expectations of RS^3	Fully Completed
Developed Memorandums of Understanding (MOU) for cohort schools in WV GRADUATION 20/20 outlining WVDE, RESA, LEA and school responsibilities.	WV GRADUATION 20/20 Leadership Team, RESAs, RS^3	NA	Define expectations of WVDE, RESA, LEA and school	Fully Completed
Develop MOU for Institutions of Higher Education (IHE) to examine coursework (general, special, administrative) through Transition Innovation Configurations (IC) from 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 Regulations for the Education of Exceptional Students and Individualized Education Program*** to reflect Pre-employment Transition Services, Career and Technical Education and Division of Rehabilitation Services (DRS).	WV GRADUATION 20/20 Leadership Team	NA	Revise policy due to DRS changes and ESSA requirements	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 III Year 3 2018-2019				
GOVERNANCE	**PERSON(S) RESPONSIBLE**	**RESOURCES NEEDED**	**EXPECTED OUTCOMES**	**TIMELINES**
Revised implementation structure of WV GRADUATION 20/20 from utilizing 8 RESA Regional School Support Specialists (RS^3) to utilizing 44 LEA Points of Contact (POC), and 2 TAS.	WV GRADUATION 20/20 Leadership Team	IDEA Discretionary	Restructure format of school support	Fully Completed
Collaborated with 44 local education agencies (LEAs) to plan and execute WV GRADUATION 20/20.	Transition Coordinator	NA	Restructure WV GRADUATION 20/20	Fully Completed
Developed MOU between WVDE, LEAs, WV State Park Partnership Compact and Transition Technical Assistance Center (TTAC) outlining responsibilities.	Transition Coordinator	TTAC	Improved community-based work opportunities	Fully Completed
Employed two (2) Technical Assistance Support part-time coordinators each assigned to counties within former regional areas.	Executive Director	Contracted retired employees	Provide technical assistance	Fully Completed
Assisted LEAs, Points of Contact, School Leadership Teams, and School Team Leaders in retooling and implementing WV GRADUATION 20/20.	WV GRADUATION Leadership Team	NA	Restructure format of school support	Partially Completed

Developed MOU between WVDE, LEAs and Hatfield-McCoy Regional Recreation Authority outlining responsibilities.	Transition Coordinator	TTAC	Improved community-based work opportunities	Fully 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^3s.	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 III Year 3 2018-2019				
FISCAL	**PERSON(S) RESPONSIBLE**	**RESOURCES NEEDED**	**EXPECTED OUTCOMES**	**TIMELINES**
Initiated Grants and Planning System (GPS) digital budget management system to align with WV Results-Driven Priorities.	Finance Coordinator	Office of Federal Programs	RDP Application Developed	Fully Completed

Provided funding to 44 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.	Finance Coordinator Executive Director	IDEA Discretionary	Support for LEAs	Fully Completed
IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE II 2015-2016				
QUALITY STANDARDS	**PERSON RESPONSIBLE**	**RESOURCES NEEDED**	**EXPECTED OUTCOMES**	**TIMELINES**
Revised West Virginia Next Generation English language arts and mathematics Standards and Objectives to the West Virginia College-and-Career Readiness Standards.	Division of Teaching and Learning	WVDE Funds	Respond to concerns about common core	Fully Completed
Conducted campaign WV Academic Spotlights and a community evaluation of our Standards, with WVU to seek input on suggested revisions to the Next Generation 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	Fully Completed
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 (WVAAAS) to align with WV College- and Career-Readiness Standards (WVCCRS) in ELA, Math and Science.	Executive Director	Office of Special Education Staff	WVAAAS aligned with WVCCRS	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 WVAAAS 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 WVAAAs 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 WVAAAAS in ELA, Math and Science.	OSE	OSE and OMSL Staff	Provide strategies for Special Education teachers	Completed
Developed WVAAAS Corse 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 III Year 3 2018-2019				
QUALITY STANDARDS	**PERSON(S) RESPONSIBLE**	**RESOURCES NEEDED**	**EXPECTED OUTCOMES**	**TIMELINES**
Develop sample course descriptions for four (4) Community Readiness elective courses.	OSE	NA	Provide CTE courses for Alternate Diploma	Initiated
Develop WVAAAS for social studies, technology, health, physical education and the arts to mirror WVCCRS.	OSE	OSE, OSML Staff	Provide courses for Alternate Diploma	Not Started
Developed Companion Support Documents for WVAAAS in ELA, Math and Science.	OSE	OSE, OEL, OMSL Teachers	Provide strategies for special education teachers	Fully Completed
Developed Support Documents for WVCCRS in ELA and Math.	OSE	OSE, OEL, OMSL Teachers	Provide strategies for special and general education teachers	Fully 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 8th 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 III Year 3 2018-2019				
ACCOUNTABILITY	**PERSON(S) RESPONSIBLE**	**RESOURCES NEEDED**	**EXPECTED OUTCOMES**	**TIMELINES**
Developed elementary school WV GRADUATION 20/20 Implementation Manual Guidance for West Virginia Schools and Districts.	WV GRADUATION Leadership Team	Office of Communications	Provide Guidance to LEA/Schools	Partially Completed
Established collaboration with WV State Park Partnership Compact to develop community-based work-exploration sites.	Transition Coordinator	TTAC	Improved community-based work opportunities	Fully Completed
Established collaboration with Hatfield-McCoy Regional Recreation Authority to develop community-based work exploration sites.	Transition Coordinator	TTAC	Improved community-based work opportunities	Fully Completed
Revised WV GRADUATION 20/20 One-Pager.	WV GRADUATION Leadership Team	Office of Communication	Provide Communication Tool	Fully Completed
Revised high school WV GRADUATION 20/20 Implementation Manual Guidance for West Virginia Schools and Districts.	WV GRADUATION Leadership Team	Office of Communication	Provide Guidance to LEAs/Schools/POCs	Fully Completed
Revised Alternate Diploma brochure.	WV GRADUATION Leadership Team	Office of Communication	Provide guidance to IEP Teams	Fully Completed

Received waiver approval from OSEP on West Virginia's Alternate Assessment (AA) 1.0% Participation Cap Justification.	Executive Director	LEA Special Education Directors	Decrease in AA-AAAS participation	Fully Completed
Decreased participation rate from 2017 to 2018 in RLA/ELA .10% (1.36% to 1.26%) and Math .11% (1.37% to 1.26%) for students taking the AA.	Research Coordinator	Office of Technology Accountability and Data Governance	Decrease in AA-AAAS participation	Fully Completed
Increased graduation rate from 2017-2018 meeting the ESSA Interim Annual Progress Rate of 1.3% (75.6% to 76.9%).	Research Coordinator	Office of Technology Accountability and Data Governance	Focus on SiMR	Fully Completed
Provided appropriate oversight to identified LEAs with more than 1.0% of their students participating in the Alternate Assessment-Alternate Academic Achievement Standards.	Coordinator/TAS	IDEA Discretionary	Decrease in AA-AAAS participation	Fully Completed

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 III Year 3 2018-2019				
DATA	**PERSON(S) RESPONSIBLE**	**RESOURCES NEEDED**	**EXPECTED OUTCOMES**	**TIMELINES**
Provided to districts the subgroups (by eligibility) of special education students participating in the alternate assessment.	Research Coordinator	Office of Technology	Provide method for LEAs to examine eligibility	Fully Completed
Provided Exit Survey and One Year Follow-Up Survey Reports by district and school.	Research Coordinator	NA	Provide method to improve secondary programs	Fully Completed
Develop a platform to enable local education agencies to upload documentation of work.	Transition Coordinator	Office of Technology Accountability and Data Governance	Provide method to collect data	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^3's and schools that focus on Dropout Prevention (WV Learns e-Learning Course).	WV GRADUATION 20/20, Leadership Team, e-Learning Coordinator NDPC-SD	Office of Middle/ Secondary Learning	Provide trainings in Year 1 on Dropout Prevention	Improvements to State Infrastructure Phase II 2015-2016
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^{3}s and schools that focus on Transition (WV Learns e-Learning course).	WV GRADUATION 20/20, Leadership Team, e-Learning Coordinator	Office of Middle/ Secondary Learning	Provide trainings in Year 2 on Transition	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
IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE III Year 3 2018-2019				
PROFESSIONAL LEARNING	**PERSON(S) RESPONSIBLE**	**RESOURCES NEEDED**	**EXPECTED OUTCOMES**	**TIMELINES**
Built capacity in the 121 schools (78 high schools, 32 middle schools, 9 elementary, and 2 alternative schools) through the Network for Educational Excellence, WV Summit for Educational Excellence, KidStrong, and Technical Assistance Support.	WV GRADUATION Leadership Team	IDEA Discretionary	Train POCs and School Leadership Teams	Fully Completed
Provided PathwaysWV.org training in at least 14 districts per year.	TTAC	IDEA Discretionary	Provide trainings to teachers and students	Fully Completed
Provided training on Pre-ETS service requirements in at least 14 districts per year.	TTAC	IDEA Discretionary	Provide training to school staff	Fully Completed
Provided training on WV Transition materials (Planning For the Future, Transition Services Planner, Transition Guide) in at least 14 districts per year.	TAS, TTAC	IDEA Discretionary	Provide training to school staff	Initiated
Provided training on SPP/APR Indicators #13 Secondary Transition and #14 Post-School Outcomes in at Least 14 districts per year.	TAS, TTAC	IDEA Discretionary	Provide training to SE school staff	Initiated

Shared training documents for WV Transition Materials (Planning For the Future, Transition Services Planner, and Transition Guide) with LEAs.	TAS	IDEA Discretionary	Provide training to district and DRS staff	Partially Completed
Provided training on interface of Personalize Education Plan (PEP), Individualized Work Ready Competencies (IWRC), and Individualized Education Program (IEP).	WV GRADUATION Leadership Team	IDEA Discretionary	Provide training to district staff	Partially Completed
Conducted four (4) Points of Contact Trainings in both face-to-face and webinar formats	WV GRADUATION Leadership Team	IDEA Discretionary	Train school leadership teams and Points of Contact.	Fully Completed

Appendix D

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 LEAs, to support WV GRADUATION 20/20 as planned in the proposed Timeline/Benchmark matrix?	Short term	Increased exposure among county and school personnel to address graduation rate increase, drop-out 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
POCs (July 1-March 31) TASs (July 1-March 31)			WVDE	Initiative documents and resources provided	Document review	
			LEA/WVDE	TA provided	POCs Monthly Log	Monthly
			LEA/WVDE	Leadership teams developed	School Leadership Contact List	Annually
			LEA/WVDE	Webinars attended	POCs Monthly Log	Monthly
			LEA/WVDE	Initiative documents disseminated	Document review	Annually

To what extent are the WVDE and LEAs 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	LEA/WVDE	POCs Monthly Reports	Document review	Monthly
				Core Data tool completed	Document review	Annually
				Transition Practice Profiles completed	Document review	Bi-annually
				School Action Plans completed	Document review	Annually
			GRADUATION 20/20 Evaluator	Levels of support and communication	School Leadership Team focus group(s)	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	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
To what extent are **student outcomes** among students with Individualized Education Programs (IEPs) improving at schools participating in the WV GRADUATION 20/20 program?	Long term	Improved graduation rate among students with IEPs at the state level	GRADUATION 20/20 Evaluator	SiMR – 80.8% of youth with IEPs will graduate from high school with a regular diploma by 2018-2019	4 year adjusted cohort graduation rate for student's with IEPs	Annually
		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 2017-2018				
Evaluation Question	**Performance Indicator**	**Measurement/ Data collection methods**	**Collection Frequency**	**2017-2018 Status**
To what extent have services and products been created and delivered, by the West Virginia Department of Education (WVDE) and 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 School Support Specialists	Monthly	Fully completed
	TA provided	School Support Specialist Monthly Log	Monthly	Fully completed
	Leadership teams developed	School Leadership Contact List	Annually	Fully completed
	Webinars attended	School Support Specialist 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 School Support Specialists	Annually	Cancelled

To what extent are the RESAs providing ongoing collaboration, support, and technical assistance to schools as they implement the WV GRADUATION 20/20 initiative?	School Support Specialist Monthly Reports	Document content review	Monthly	Fully completed
	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
	Levels of support and communication	School Leadership Team focus group(s)	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?	DPIF 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?	Transition Practices and Predictors framework implementation fidelity	WV GRADUATION 20/20 Reflection Rubric	Annually	Fully completed
To what extent are student outcomes among students with Individualized Education Programs (IEPs) improving at schools participating in the WV GRADUATION 20/20 program?	SiMR – 80.8% of youth with IEPs will graduate from high school with a regular diploma by 2018-2019	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
Note: The School Support Specialist focus group was cancelled due to the closure of the RESAs and subsequent loss of personnel. Focus groups will continue with the School Leadership Teams and Points of Contact during the summer of 2019.				

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 ismost 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)	◯	◯	◯	◯	◯
Near the end of the school year (Spring 2018)	◯	◯	◯	◯	◯

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	○	○	○	○	○
Near the end of the school year	○	○	○	○	○

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	○	○	○	○	○
Near the end of the school year	○	○	○	○	○

Step 2. Analyze data

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

<u>Key components:</u>

- **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)	◯	◯	◯	◯	◯
Near the end of the school year (Spring 2018)	◯	◯	◯	◯	◯

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	◯	◯	◯	◯	◯
Near the end of the school year	◯	◯	◯	◯	◯

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	◯	◯	◯	◯	◯
Near the end of the school year	◯	◯	◯	◯	◯

Step 3. Identify target areas for intervention

For each core activity, choose the implementation level that ismost 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)	○	○	○	○	○
Near the end of the school year (Spring 2018)	○	○	○	○	○

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** - Planing for how to prioritize the areas of need has begun	**Installation: Establishing Resources** - The team has prioritized some areas of need	**Initial Implementation: Making Adjustments** - The team has prioritized most areas of need	**Full Implementation: Well-Integrated** - The team has prioritized all areas of need
Near the beginning of the school year	○	○	○	○	○
Near the end of the school year	○	○	○	○	○

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	○	○	○	○	○
Near the end of the school year	○	○	○	○	○

Step 4. Develop goal for school strategic plan

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

<u>Key components:</u>

• 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)	○	○	○	○	○
Near the end of the school year (Spring 2018)	○	○	○	○	○

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	○	○	○	○	○
Near the end of the school year	○	○	○	○	○

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	○	○	○	○	○
Near the end of the school year	○	○	○	○	○

Step 5. Implement, monitor, and evaluate

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

<u>Key components:</u>

- **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)	○	○	○	○	○
Near the end of the school year (Spring 2018)	○	○	○	○	○

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	○	○	○	○	○
Near the end of the school year	○	○	○	○	○

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	○	○	○	○	○
Near the end of the school year	○	○	○	○	○

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	○	○	○	○	○
Near the end of the school year	○	○	○	○	○

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	○	○	○	○	○
Near the end of the school year	○	○	○	○	○

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	○	○	○	○	○
Near the end of the school year	○	○	○	○	○

Appendix G

SY 2018 Reflection Rubric Results by School Leadership Teams, School Support Specialists, and Implementation Step

Reflection Rubric School Leadership Team: Pre and Post Means, T Test and Effect Size (SY 2018)
Step 1. Utilize a school leadership team

Core activity	Pre			Post			Significance of difference		Cohen's d	Effect size
	n	Mean	*SD*	*n*	Mean	*SD*	*t*	*P*		
Establish a WV GRADUATION 20/20 School Leadership Team	25	4.40	0.91	25	4.88	0.60	3.17	.0047	0.63	medium effect
Train GRAD 20/20 Team members on the primary components of either the Dropout Prevention Intervention Framework or the Transition Practices Framework	25	3.84	1.03	25	4.48	0.82	4.57	.0001	0.70	medium effect
Establish ownership and commitment for the project implementation process	25	4.08	0.91	25	4.68	0.69	4.24	.0003	0.76	large effect
Step 1 Core activities combined	25	4.11	0.95	25	4.68	0.70	6.90	<.0001	0.70	medium effect

Reflection Rubric School Leadership Team: Pre and Post Means, T Test and Effect Size (SY 2018)
Step 2. Analyze data

Core activity	Pre			Post			Significance of difference		Cohen's d	Effect size
	n	Mean	*SD*	*n*	Mean	*SD*	*t*	*P*		
Examine school data related to the Dropout Intervention Framework or the Transition Practices Framework	25	3.88	0.83	25	4.60	0.71	5.31	<.0001	0.95	large effect
Complete the Core Data Tool or the Transition Practice Profile	25	3.52	0.96	24	4.21	1.02	2.24	.0344	0.71	medium 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	25	3.56	0.96	25	4.28	1.06	5.31	<.0001	0.73	medium effect
Step 2 Core activities combined	25	3.65	0.92	25	4.36	0.93	6.56	<.0001	0.78	large effect

Reflection Rubric School Leadership Team: Pre and Post Means, T Test and Effect Size (SY 2018)
Step 3. Identify target areas for intervention

Core activity	Pre			Post			Significance of difference		Cohen's d	Effect size
	n	Mean	*SD*	*n*	Mean	*SD*	*t*	*P*		
Identify areas of need that emerged from the data analysis in Step 2	25	3.72	0.89	25	4.44	0.87	4.88	<.0001	0.83	large effect
Prioritize areas of need that emerged from the data analysis in Step 2	25	3.68	0.90	25	4.40	0.87	4.27	.0003	0.83	large effect
Determine the level of intervention	25	3.68	0.90	25	4.48	0.77	5.66	<.0001	0.97	large effect
Step 3 Core activities combined	25	3.69	0.90	25	4.44	0.84	8.56	<.0001	0.88	large effect

Reflection Rubric School Leadership Team: Pre and Post Means, T Test and Effect Size (SY 2018)
Step 4. Develop a goal(s) for school strategic plan

Core activity	Pre			Post			Significance of difference		Cohen's d	Effect size
	n	Mean	*SD*	*n*	Mean	*SD*	*t*	*P*		
Identify evidence-based strategies and/or interventions to drive improvement	25	3.60	0.87	25	4.40	0.76	6.20	<.0001	1.00	large effect
Complete all sections of the School Action Plan	25	3.84	0.94	25	4.60	0.76	5.25	<.0001	0.90	large effect
Identify implementation concerns and work to remove barriers	25	3.56	0.92	25	4.40	0.82	6.11	<.0001	0.99	large effect
Step 4 Core activities combined	25	3.67	0.91	25	4.47	0.78	10.22	<.0001	0.96	large effect

Reflection Rubric School Leadership Team: Pre and Post Means, T Test and Effect Size (SY 2018)
Step 5. Implement, monitor, and evaluate

Core activity	Pre			Post			Significance of difference		Cohen's d	Effect size
	n	Mean	*SD*	*n*	Mean	*SD*	*t*	*P*		
If needed, provide professional learning (PL) to school staff specific to implementing the School Action Plan	25	3.08	1.22	25	3.96	1.14	5.63	<.0001	0.76	large effect
Communicate School Action Plan goals to targeted students (and their families)	25	3.32	1.25	25	3.96	1.27	3.09	.005	0.52	medium effect

Implement the School Action Plan according to the determined timeline	25	3.80	1.04	25	4.56	0.82	4.32	.0002	0.83	large effect
Determine what data is needed to monitor implementation of programs and/or interventions	24	3.75	1.11	24	4.42	0.97	4.23	.0003	0.65	medium effect
Review or analyze data on an ongoing basis to make adjustments to the School Action Plan	25	3.88	1.01	25	4.48	0.96	4.24	.0003	0.62	medium effect
Communicate findings with faculty, students, families, the community, and other stakeholders	25	3.40	1.19	25	4.12	1.01	5.87	<.0001	0.66	medium effect
Step 5 Core activities combined	25	3.54	1.14	25	4.25	1.03	10.83	<.0001	0.67	medium effect

Reflection Rubric School Support Specialist: Pre and Post Means, T Test and Effect Size (SY 2018)
Step 1. Utilize a school leadership team

Core activity	Pre			Post			Significance of difference		Cohen's d	Effect size
	n	Mean	*SD*	*n*	Mean	*SD*	*t*	*P*		
Establish a WV GRADUATION 20/20 School Leadership Team	32	3.38	1.36	32	4.34	1.07	5.48	<.0001	0.80	large effect
Train GRAD 20/20 Team members on the primary components of either the Dropout Prevention Intervention Framework or the Transition Practices Framework	31	3.06	1.29	31	4.03	1.08	7.93	<.0001	0.83	large effect
Establish ownership and commitment for the project implementation process	32	3.16	1.25	32	4.22	0.97	10.65	<.0001	0.96	large effect
Step 1 Core activities combined	32	3.20	1.30	32	4.20	1.04	12.74	<.0001	0.86	large effect

Reflection Rubric School Support Specialist: Pre and Post Means, T Test and Effect Size (SY 2018)
Step 2. Analyze data

Core activity	Pre			Post			Significance of difference		Cohen's d	Effect size
	n	Mean	*SD*	*n*	Mean	*SD*	*t*	*P*		
Examine school data related to the Dropout Intervention Framework or the Transition Practices Framework	32	3.09	1.23	32	4.22	1.01	9.64	<.0001	1.02	large effect

Complete the Core Data Tool or the Transition Practice Profile	32	3.00	1.19	32	4.19	1.12	8.61	<.0001	1.04	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	32	3.00	1.22	32	4.16	1.02	10.42	<.0001	1.05	large effect
Step 2 Core activities combined	32	3.03	1.21	32	4.19	1.05	16.52	<.0001	1.04	large effect

Reflection Rubric School Support Specialist: Pre and Post Means, T Test and Effect Size (SY 2018)
Step 3. Identify target areas for intervention

Core activity	Pre			Post			Significance of difference		Cohen's d	Effect size
	n	Mean	*SD*	*n*	Mean	*SD*	*t*	*P*		
Identify areas of need that emerged from the data analysis in Step 2	32	3.03	1.12	31	4.16	0.97	5.95	<.0001	1.09	large effect
Prioritize areas of need that emerged from the data analysis in Step 2	32	2.94	1.22	32	4.06	1.11	10.45	<.0001	0.98	large effect
Determine the level of intervention	32	3.00	1.19	32	4.16	1.05	10.42	<.0001	1.05	large effect
Step 3 Core activities combined	32	2.99	1.18	32	4.13	1.04	14.46	<.0001	1.04	large effect

Reflection Rubric School Support Specialist: Pre and Post Means, T Test and Effect Size (SY 2018)
Step 4. Develop a goal(s) for school strategic plan

Core activity	Pre			Post			Significance of difference		Cohen's d	Effect size
	n	Mean	*SD*	*n*	Mean	*SD*	*t*	*P*		
Identify evidence-based strategies and/or interventions to drive improvement	32	3.00	1.16	32	4.09	1.00	10.52	<.0001	1.03	large effect
Complete all sections of the School Action Plan	31	3.06	1.18	31	4.26	0.89	5.04	<.0001	1.16	very large effect
Identify implementation concerns and work to remove barriers	32	2.91	1.17	32	3.88	1.16	9.21	<.0001	0.84	large effect
Step 4 Core activities combined	32	2.99	1.17	32	4.08	1.02	11.87	<.0001	1.01	large effect

Reflection Rubric School Support Specialist: Pre and Post Means, T Test and Effect Size (SY 2018)
Step 5. Implement, monitor, and evaluate

Core activity	Pre			Post			Significance of difference		Cohen's d	Effect size
	n	Mean	*SD*	*n*	Mean	*SD*	*t*	*P*		
If needed, provide professional learning (PL) to school staff specific to implementing the School Action Plan	32	2.78	1.26	31	3.74	1.21	10.27	<.0001	0.79	large effect
Communicate School Action Plan goals to targeted students (and their families)	32	2.88	1.18	32	3.66	1.26	11.79	<.0001	0.65	medium effect
Implement the School Action Plan according to the determined timeline	32	3.06	1.22	31	4.03	1.17	13.68	<.0001	0.83	large effect
Determine what data is needed to monitor implementation of programs and/or interventions	32	3.06	1.29	31	4.00	1.26	12.24	<.0001	0.74	medium effect
Review or analyze data on an ongoing basis to make adjustments to the School Action Plan	32	3.06	1.24	31	3.97	1.11	12.86	<.0001	0.78	large effect
Communicate findings with faculty, students, families, the community, and other stakeholders	32	2.91	1.25	32	3.63	1.39	9.69	<.0001	0.55	medium effect
Step 5 Core activities combined	32	2.96	1.24	31	3.84	1.23	21.38	<.0001	0.72	medium effect

Appendix H

ONE YEAR FOLLOW-UP SURVEY 2017-2018

WV State Results

Total number of responses: 1590 **Response rate: 67.7%**

Exit reason	Percent	Survey submitter	Percent
Graduated Standard Diploma	68.02%	Student	1.92%
Graduated Modified Diploma	19.43%	Parent/guardian	5.08%
Dropped out	10.95%	County/school personnel	93.00%

Currently (or have for at least 3 months this year)	Percent
Attending college (4 year)	7.99%
Attending community & technical college (2 year)	8.43%
Other school or training	12.01%
In the military	1.26%
Currently working	54.15%
- Percent competitively employed of those working	89.08%

Reasons among those who are not working or going to school	Number
Unable to work because of disability	102
Unable to afford school or training	17
Need to help family at home	42
Do not know what I want to do	35
Do not need to work/parents support me	40
Unable to find work	56
Unable to get accepted into a school or training program	4
Transportation not available	26
Other	75

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

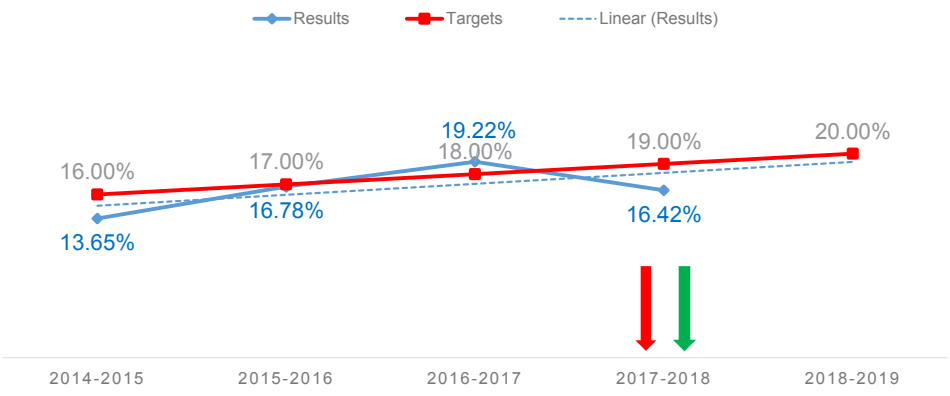
Receive agency support	Percent
Yes	25.60%

Type of support	Percent
Educational	41.52%
Work	41.03%
Independent living	20.88%
Other	17.94%

Rate the skills or training you received while in school	% Needed more	% Just enough	% Too much
Everyday reading, writing and math skills	16.60%	69.75%	1.51%
Specific career/vocational skills to prepare me for my current job/education program	18.81%	68.05%	0.57%
Money management skills	28.30%	58.55%	0.57%
Independent and home living skills	16.23%	70.69%	0.57%
Job seeking and job keeping	22.08%	65.03%	0.19%
Specific work experiences	22.96%	63.27%	0.44%
Social skills to get along with others	10.06%	75.09%	1.82%
Technology skills for work, education, living	15.60%	71.13%	0.57%

Indicator 14: Post School Outcomes Within 1-Year of Leaving High School

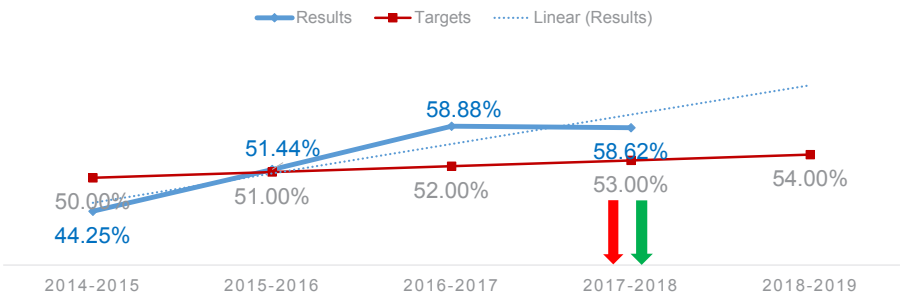
14A: Enrolled in Higher Education



West Virginia DEPARTMENT OF EDUCATION

Indicator 14: Post School Outcomes Within 1-Year of Leaving High School

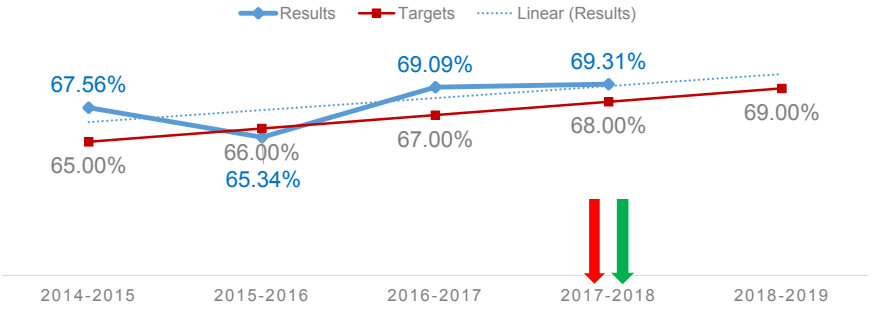
14B: Enrolled in Higher Education or Competitively Employed



West Virginia DEPARTMENT OF EDUCATION

Indicator 14: Post School Outcomes Within 1-Year of Leaving High School

14C: Enrolled in Higher Education, Postsecondary Training, Competitively Employed, or Other Employment



Exit Survey — One Year Follow-Up
Exit Year: 2017-2018 (collected 2019)

West Virginia DEPARTMENT OF EDUCATION

The West Virginia Department of Education is gathering information from former students who exited last school year about current education, training, work, and housing (or living status) to improve transition services for school-age students. Please mark your response in the boxes below and fill-in the blanks where applicable.

This survey may also be completed online at ***http://wvde.us/special-education/surveys/.***

First Name _____ MI _____ Last Name _____ Maiden Name _____

Birth Date _____ WVEIS # _____

High School Attended _____

County _____ Eligibility/Exceptionality _____

Person Completing Form (if other than student) _____

Reason for exit:

- O Graduated: Standard Diploma
- O Graduated: Modified Diploma
- O Dropped out
- O Reached Maximum Age of 21
- O Modified: Returned for Services

I am currently (or have for at least 3 months this year):
- O Attending college (4 year)
- O Attending community & technical college (2 year)
- O In a short-term education or employment training program (e.g., Job Corps, Division of Rehabilitation Services, short-term job training, or apprenticeship program)
- O None of these

Are you in the military?
- O Yes
- O No

Are you currently working (or have for at least 3 months this year)?
- O Yes
- O No

If yes to the above question, are you working over 20 hours per week at $8.75 per hour or more?
- O Yes
- O No

When doing your job, do you talk with employees without a disability to get your job done?
- O Yes
- O No

In your job, can you get a pay raise or promotion?
- O Yes
- O No

If you are not working or going to school, or in the military, mark all the reasons for this.
- O Unable to work because of disability
- O Unable to get accepted into a school or training program
- O Unable to afford school or training
- O Do not need to work/parents support me
- O Unable to find work
- O Need to help family at home
- O Do not know what I want to do
- O Transportation not available
- O Other: _____

Have you received support from any agency?
- O Yes
- O No

If yes, what agency? _____

If yes, what type of support was provided?
- O Educational
- O Work
- O Independent living
- O Other: _____

I am currently:
- O Living at home with parents or other family
- O Independently in my own place or with friends
- O In group home/supervised shared apartment
- O In a dormitory or on a military base
- O Other: _____

Rate the skills or training you received while in school.	Needed more	Just enough	Too much
Specific career/vocational skills to prepare me for my current job/education program	O	O	O
Money management skills	O	O	O
Job seeking and job keeping skills	O	O	O
Specific work experiences	O	O	O

Thank you for completing this survey. Please return this survey by **August 31, 2019** (no extension allowed).

County Contact: _____

For a list of agencies that provide support to adults with and without disabilities, see http://tinyurl.com/agencylinks.

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.					✓	✓	✓	✓	✓	✓		
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, 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. Complete WV GRADUATION 20/20 Reflection Rubric.									✓	✓		
5. Celebrate Successes!										✓	✓	✓

WV GRADUATION 20/20 Suggested Timeline/Benchmarks

Year 2 CEEDAR 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.).				✓	✓	✓						

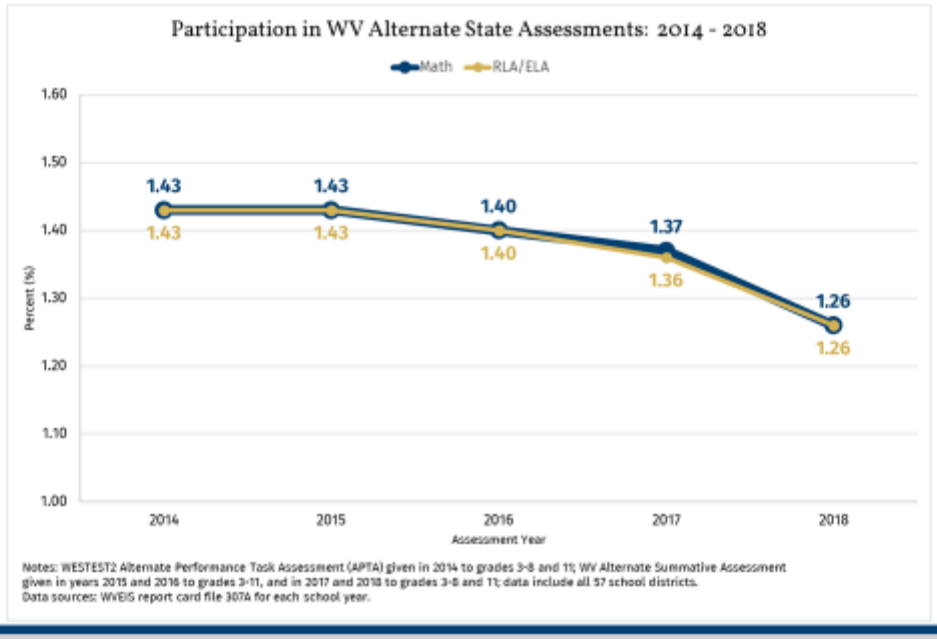
2. Develop a data collection schedule, collect the data and utilize the data to monitor progress.				✓	✓	✓	✓	✓	✓	✓	✓	
3. Continuously adjust strategic/action plan steps based on analysis and review of data. Remember that the School Action Plan and Practice Profile should be updated and revised as appropriate.				✓	✓	✓	✓	✓	✓	✓	✓	✓

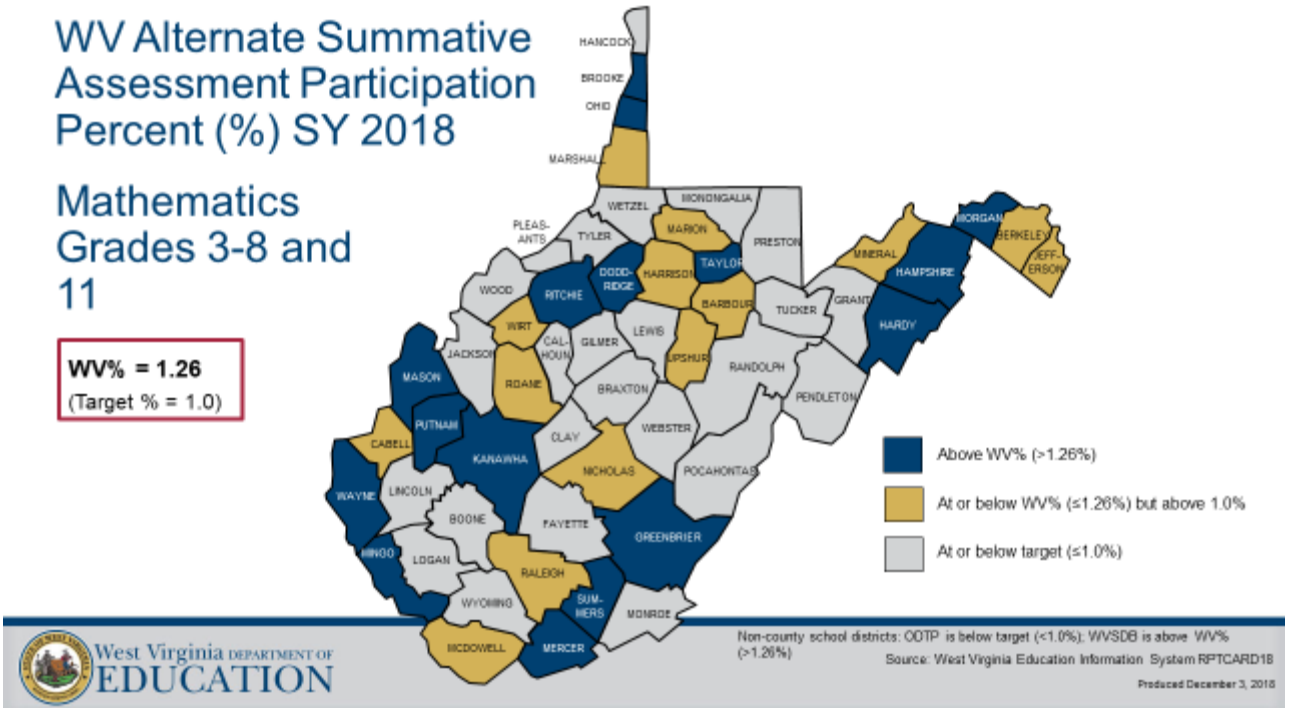
Step 7. EVALUATE THE EFFECTIVENESS OF THE SCHOOL ACTION PLAN												
TASK DESCRIPTION	**AUG**	**SEPT**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUNE**	**JULY**
1. Collect all school level data in order to detect patterns, analyze causes for unsatisfactory results and identify 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!										✓	✓	✓

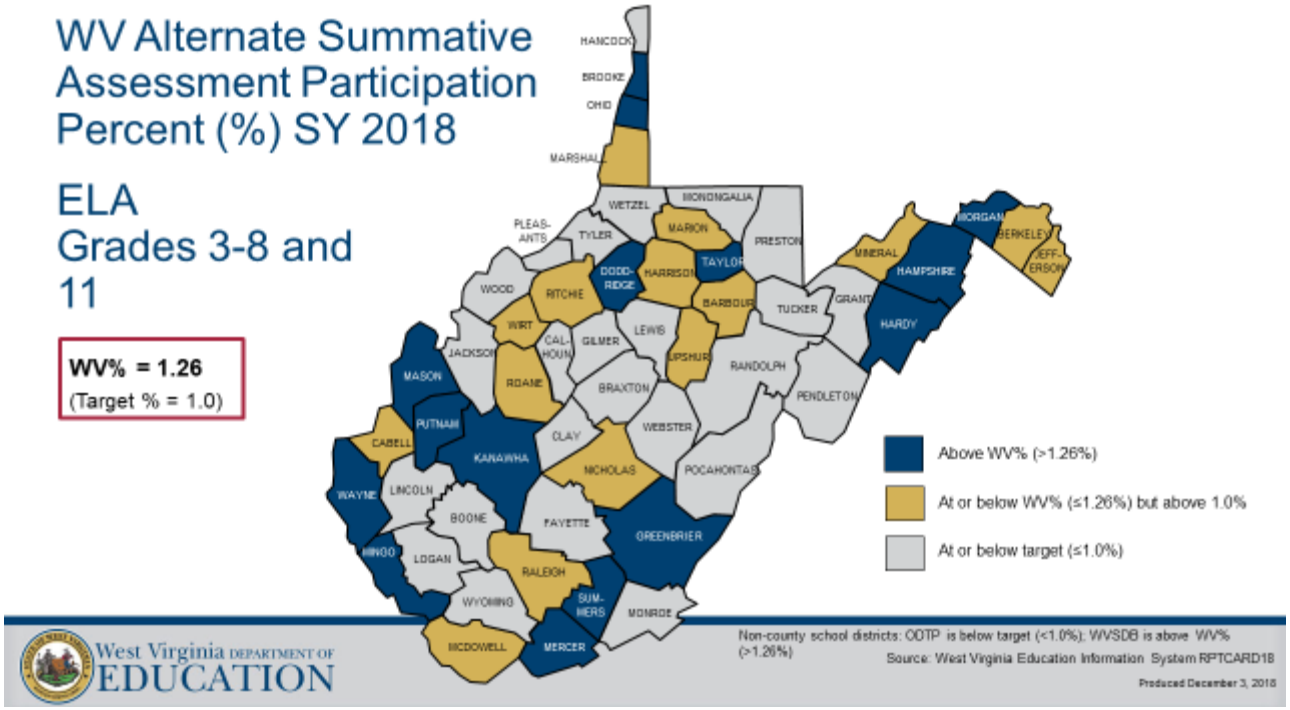
WV GRADUATION 20/20 Schools 2018-2019

District	School
Berkeley	Martinsburg High
Boone	Sherman High
Boone	Sherman Middle
Boone	Scott High
Boone	Van Junior/Senior High
Braxton	Braxton County High
Braxton	Braxton County Middle
Brooke	Brooke County High
Brooke	Brooke Middle
Cabell	Cabell Midland High
Cabell	Huntington High
Calhoun	Calhoun High
Calhoun	Calhoun Middle
Clay	Clay County High
Clay	Clay Middle School
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
Grant	Petersburg High
Grant	Union Educational Complex K-12
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	Hancock/Brooke Alternative Learning Center
Hancock	Weirton Elementary
Hardy	East Hardy High
Hardy	Moorefield High
Harrison	Liberty High
Harrison	Lincoln 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
Lincoln	Lincoln County High
Logan	Chapmanville Regional 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

District	School
Mineral	Keyser High
Mingo	Mingo Central High
Mingo	Tug Valley High
Monroe	James Monroe High
Monroe	Mountain View Middle
Monroe	Peterstown Middle
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
Pendleton	Pendleton County High
Pendleton	Pendleton County Middle
Pendleton	North Fork Elementary
Pendleton	Franklin Elementary
Pendleton	Brandywine Elementary
Pocahontas	Pocahontas County High
Putnam	Poca High
Raleigh	Independence High
Raleigh	Liberty High
Raleigh	Shady Spring High
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	Buffalo Middle
Wayne	Spring Valley High
Wayne	Tolsia High School
Webster	Webster County High
Wetzel	Magnolia High
Wetzel	Paden City High (7-12)
Wetzel	Paden City Middle
Wirt	Wirt County Middle
Wirt	Wirt County High
Wyoming	Westside High
Wyoming	Wyoming East High


Participation in WV Alternate State Assessments: 2014 - 2018
Math
RLA/ELA
1.60
1.50
1.40
1.30
1.20
1.10
1.00
Percent (%)
1.43
1.43
1.43
1.43
1.40
1.40
1.37
1.36
1.26
1.26
2014
2015
2016
2017
2018
Assessment Year
Notes: WESTEST2 Alternate Performance Task Assessment (APTA) given in 2014 to grades 3-8 and 11; WV Alternate Summative Assessment given in years 2015 and 2016 to grades 3-11, and in 2017 and 2018 to grades 3-8 and 11; data include all 57 school districts.
Data sources: WVEIS report card file 3074 for each school year.
West Virginia DEPARTMENT OF EDUCATION
Produced December 3, 2018


WV Alternate Summative Assessment Participation Percent (%) SY 2018
Mathematics Grades 3-8 and 11
WV% = 1.26
(Target % = 1.0)
HANCOCK
BROOKE
OHIO
MARSHALL
WETZEL
MONONGALIA
MARION
PRESTON
TYLER
PLEASANTS
TAYLOR
DODDRIDGE
HARRISON
WOOD
RITCHIE
BARBOUR
TUCKER
MINERAL
GRANT
HAMPSHIRE
MORGAN
BERKELEY
JEFFERSON
HARDY
WIRT
CALHOUN
GILMER
LEWIS
UPSHUR
RANDOLPH
JACKSON
MASON
ROANE
BRAXTON
PENDLETON
PUTNAM
CLAY
WEBSTER
CABELL
KANAWHA
NICHOLAS
POCAHONTAS
WAYNE
LINCOLN
BOONE
FAYETTE
GREENBRIER
MINGO
LOGAN
RALEIGH
SUMMERS
WYOMING
MONROE
MCDOWELL
MERCER
Above WV% (>1.26%)
At or below WV% (≤1.26%) but above 1.0%
At or below target (≤1.0%)
Non-county school districts: OOTP is below target (<1.0%); WVSDB is above WV% (>1.26%)
Source: West Virginia Education Information System RPTCARD18
West Virginia DEPARTMENT OF EDUCATION
Produced December 3, 2018


WV Alternate Summative Assessment Participation Percent (%) SY 2018
ELA
Grades 3-8 and 11
WV% = 1.26
(Target % = 1.0)
HANCOCK
BROOKE
OHIO
MARSHALL
WETZEL
MONONGALIA
MARION
PRESTON
PLEASANTS
TYLER
DODDRIDGE
HARRISON
TAYLOR
BARBOUR
TUCKER
MINERAL
GRANT
HAMPSHIRE
MORGAN
BERKELEY
JEFFERSON
HARDY
WOOD
RITCHIE
WIRT
CALHOUN
GILMER
LEWIS
UPSHUR
RANDOLPH
PENDLETON
JACKSON
MASON
ROANE
BRAXTON
WEBSTER
PUTNAM
CABELL
KANAWHA
CLAY
NICHOLAS
POCAHONTAS
WAYNE
LINCOLN
BOONE
FAYETTE
GREENBRIER
MINGO
LOGAN
RALEIGH
SUMMERS
MONROE
WYOMING
MCDOWELL
MERCER
Above WV% (>1.26%)
At or below WV% (≤1.26%) but above 1.0%
At or below target (≤1.0%)
West Virginia DEPARTMENT OF EDUCATION
Non-county school districts: OOTP is below target (<1.0%); WVSDB is above WV% (>1.26%)
Source: West Virginia Education Information System RPTCARD18
Produced December 3, 2018

TTAC

Transition Technical Assistance Center

The Transition Technical Assistance Center (TTAC) provides a wide array of training and technical assistance for local school districts throughout West Virginia.

Trainings may include:
- Transition Slide Guide
- Transition Services Planner
- Parent Guide
- PathwaysWV Website

The Center will work with 14 county school systems per year in order to cover the entire state in a 4-year time frame.

A key focus of this project will be on setting up Community Based Work Exploration sites and partnering with the state parks and the Hatfield–McCoy Trails to provide job training experiences for students with disabilities.

Emphasis will be on strengthening the partnership between local school districts, adult service agencies, and the WV Division of Rehabilitation Services (DRS). The center will educate teachers on the array of services that students may qualify for and inform educators of the new requirements of the Workforce innovation and Opportunity Act (WIOA).

A resource available for teachers to use in their classrooms when discussing transitioning from school to post-secondary activities is the Pathways to the Future website - www.PathwaysWV.org.
- This website offers interest inventories, a resume and cover letter builder, and resources for parents, students, and teachers (including lesson plans under Media tab).
- An overview video is available on the home page to explain every aspect of the website.

The TTAC project is funded by the West Virginia Department of Education, Office of Special Education.

The Pathways to the Future website is funded by the West Virginia Division of Rehabilitation Services.

TTAC CURRENT DISTRICTS

Berkeley
Boone
Brooke
Calhoun
Clay
Fayette*
Gilmer*
Hampshire*
Hancock*
Hardy*
Lewis*
Lincoln*
Mason*
McDowell*
Mercer*
Mineral
Pocahontas*
Roane
Wayne*
WV Schools for the Deaf and Blind

YEAR 2 DISTRICTS
(beginning 3/1/19)

Cabell
Greenbrier*
Logan*
Mercer*
Mingo
Monongalia
Office of Diversion and Transition Programs
Ohio
Putnam
Raleigh*

**State Parks located in these districts*

COMMUNITY ACCESS Incorporated

For more information, please contact:
Jeff McCroskey
jeffmccroskey@aim.com
304-545-1483

SAMPLE School Action Plan

School Year: 2016-17 School District: County Name School Team Leader: Leader Name
School Name: School Name Graduation 20/20 RS^3: RS^3 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.	1. Expand current job-shadowing to include at-risk students and a greater variety of jobs that may interest them (beautician, plumber, etc.). 2. Invite guest speakers into classes to discuss employment options, jobs, training required and pay.	1. Director of Technical Career Ed., Counselors, Graduation Coach 2. Director of Technical Career Ed., Counselors, Grad Coach	1. Dec. 2015 2. Feb. to May 2016	1. Number of students participating in job shadowing 2. Number of guest speakers	1. 25 students 2. 4 guest speakers
B. Create a more positive school climate for SWD students by adding student organizations that are appropriate for all students.	1. Form a Pep Club to promote school spirit. The club will have group seating at school events.	1. Grad Coach, Club Sponsors	1. Sept./Oct. 2015	1. Number of SWDs participating	1. 50 SWD students
C. Enhance the transition process for 8th graders being promoted to the 9th grade.	1. 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. 2. 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.	1. Grad Coach, Guidance and Club Sponsors 2. Principals, Grad Coach, selected 11th graders	1. Aug. 2015 2. June 2016	1. Number of parents attending 2. Number of SWD 9th graders participating in sports and clubs	1. 80 parents 2. 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%

Goal: Develop school programs, policies and environment to increase attendance. **Baseline Year:** 2014-2015

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.	1. Identify at-risk SWD, ask them what would motivate them to attend school. 2. Leverage existing staff/student groups to develop an incentive program. 3. Involve parents and community (as stakeholders and contributors). 4. Communicate incentive program to students. 5. Use attendance coordinator or similar to track attendance and award incentives.	1. Graduation coach, teachers, SWD 2. Grad coach, teachers, students 3. Grad coach, school administrator 4. Grad coach 5. Attendance coordinator	1. Sept./Oct. 2015 2. Sept./Oct. 2015 3. Sept./Oct. 2015 4. Oct. 2015 5. 2015/16 school year	1. SWD survey 2. Program plan 3. Sign-in sheet 4. Dissemination log 5. Number of incentives given (change in attendance rate)	1. Identified motivations 2. See plan 3. 40 parents, community members present 4. 100 students told 5. 20 incentives given
B. Develop mentoring program between at-risk SWD and school staff.	1. Recruit school staff to act as mentors. 2. Have staff and SWD collaborate to create the parameters for the program (frequency of meeting, activities, etc.). 3. Develop and have mentors use a frequency of contact log. 4. Monitor SWD program participants' attendance rates.	1. Grad coach, school administrator 2. School staff, SWD 3. Grad coach, school staff 4. Grad coach, Attendance coordinator	1. Sept. 2015 2. Sept./Oct. 2015 3. Oct. 2015 4. 2015/16 school year	1. Staff participation 2. Program description 3. Contact log 4. Change in attendance rate	1. 3 staff recruited 2. See program 3. 50 contacts made 4. 0.5% increase
C. Initiate multi-tiered system of support to reduce chronic absenteeism.	1. Develop a family-school communication plan. 2. Recruit staff, students and parents to form an attendance response team. 3. Have attendance response team develop plans, strategies and tools to use. 4. Boost afterschool programs/offerings. 5. Create an intake plan for mobile students.	1. Attendance coordinator, school administrator 2. Attendance coordinator 3. Response team lead 4. School administrator, parents, community 5. Attendance coordinator	1. Sept. 2015 2. Sept. 2015 3. Sept./Oct. 2015 4. 2015/16 school year 5. Sept. 2015	1. Communication plan 2. Staff, student, parent participation 3. Tool kit 4. Number of offerings 5. Intake plan	1. See plan 2. 2 staff, 3 parents, 2 students recruited 3. See tool kit 4. 4 additional after school programs 5. See plan

SAMPLE

SAMPLE School Action Plan

D. Improve school climate to keep at-risk SWD engaged.	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.	1. School administrator, teachers 2. Grad coach, school administrator, teachers 3. Grad coach, school administrator, teachers	1. Fall 2015 2. Winter 2015/16 3. Spring 2016	1. Participation in survey 2. List of areas identified for improvement 3. List of programs/ interventions	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*:

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