State Systemic Improvement Plan (SSIP)

Phase III, Year 4

April 1, 2020

West Virginia Board of Education
2019-2020

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West Virginia's State Systemic Improvement Plan (SSIP)

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Phase III, Year 4 Component A: Summary of Phase III, Year 4

(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 (RS3s) have been removed and district level Points of Contact (POCs) and two Technical Assistant Support (TAS) personnel have been added. Additionally, the State-identified Measurable Result (SiMR) was updated to align with West Virginia's Every Student Succeeds Act (ESSA) Consolidated Plan. The ESSA accountability 2030 trajectory is 95% of all students graduate from high school within four years of enrolling in Grade 9. Therefore, the target for 2019-2020 is 82.1% of students with disabilities (SWD) graduate 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 *(Appendix B)* YEARS 1-2 Dropout Prevention Intervention Framework and YEARS 2-3 CEEDAR Transition Practices Framework and Improvements to State Infrastructure Charts.

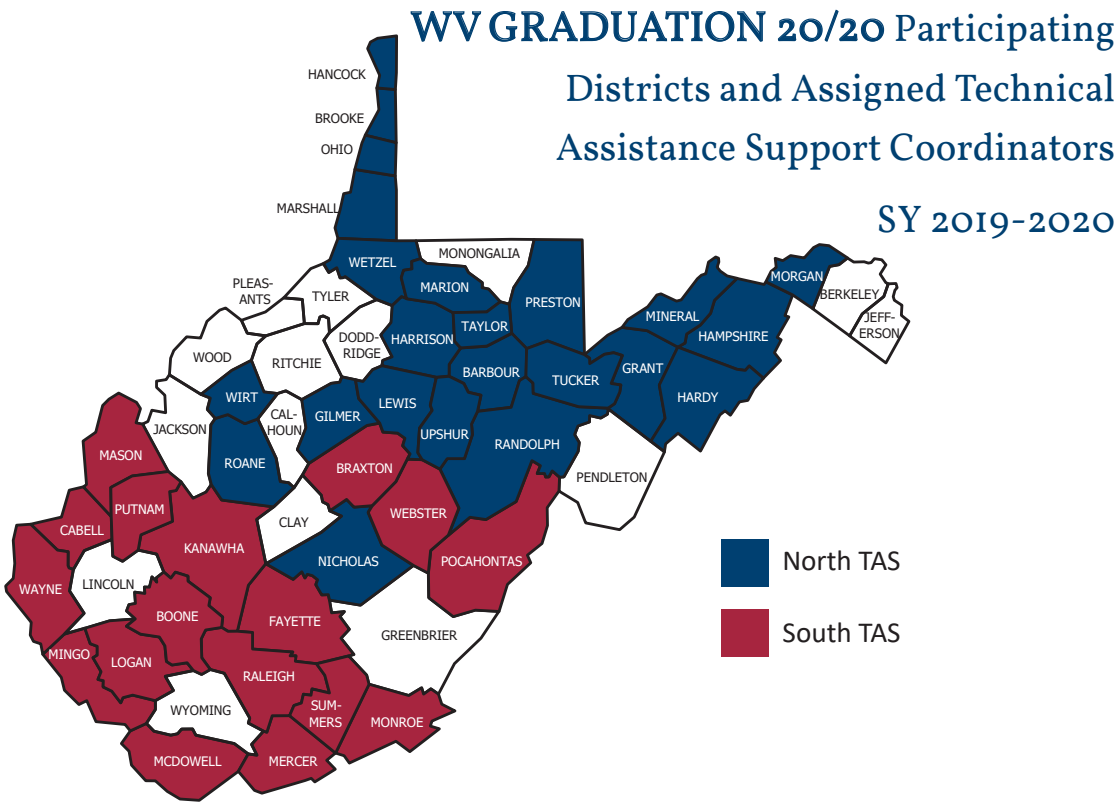
The Dropout Prevention Intervention Framework and CEEDAR Transition Practices Framework charts outline the specific activities needed to implement the coherent improvement strategies. WV GRADUATION 20/20 was implemented during the 2015-2016 academic school year beginning with 69 schools in 36 counties, representing 59% of West Virginia's high schools. During the 2016-2017 academic year the number of high schools grew to 72 and the cohort included 20 middle schools bringing the total to 92 schools in 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 103 schools in 41 counties. The cohort included 74 high schools, 23 middle schools, six (6) elementary schools, and two (2) alternative centers. The 2018-2019 cohort, the largest to date, contained 121 schools in 44 counties and included 78 high schools, 32 middle schools, nine (9) elementary schools, and two (2) alternative schools. The 2019-2020 cohort of 111 schools in 40 counties includes 66 high schools, 35 middle schools, eight (8) elementary schools, and two (2) alternative schools. Over half (58%) of WV high schools are participating and 72% of the counties are involved. The decrease in participating schools is related to the expansion of West Virginia Communities In Schools.

After the initial roll out of WV GRADUATION 20/20, schools could choose to participate in the initiative. Therefore, both the original and additional self-referred schools are at different stages of implementation within both frameworks.

WV GRADUATION 20/20 SCHOOL PARTICIPATION: 2015-2020						
School Year	2015	2016	2017	2018	2019	2020
Number of Schools	7	69	72	103	121	111

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 on June 30, 2018, and included an optional provision allowing the establishment of Educational Service Collaboratives (ESCs).

After the enactment of this legislation, the West Virginia Department of Education's (WVDE's) Office of Special Education and Student Support (OSESS) developed the West Virginia Results-Driven Priorities (RDP) Program. Starting in 2018-2019, the RDP's central goal is to improve results for students with disabilities by providing funding directly to the LEAs. This transitioned 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 have supported the SSIP from July 1, 2018, to March 31, 2020. 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 SSIP momentum, in addition to funding LEAs directly, have been to establish a Point of Contact (POC) in each of the 40 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 was 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 was 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.

Phase III, Year 4 of WV's State Systemic Improvement Plan has resulted in developing several new partnerships, and expanding the number of districts served by our partner, the Transition Technical Assistance Center (TTAC).

TTAC
Transition Technical Assistance Center

The Transition Technical Assistance Center (TTAC) was created through a contract with the West Virginia Department of Education, the Office of Special Education and Student Support. TTAC was given the task of training all 55 county level school districts, the WV Schools for the Deaf and Blind, and students overseen by the Office of Diversion and Transition in four (4) years. The trainings are for staff, teachers, students, and parents on the PathwaysWV.org website as well as the materials that support the website and lead the students to determine their post-secondary activities. Additionally, the TTAC assists districts in developing a Community Work Exploration Program to provide opportunities for students who are not on the college or career technical education tracks to gain valuable work experiences and develop job skills to enable them to become gainfully employed upon graduation.

In the first year, 2018-2019, TTAC worked with 19 school districts and the WV Schools for the Deaf and Blind. During this time the TTAC also developed a partnership with the West Virginia Division of Natural Resources to establish multiple Community Work Exploration Programs in West Virginia State Parks and Forests. In the first year there were 7,141 trainings of staff, teachers, students, and parents. The teachers and staff were excited about the Pathwayswv.org website and teaching materials. The parents and students were very thankful for the explanation of the Pathwayswv.org website and the information that was on the website.

The Community Work Exploration Program, and the State Park partnership in particular, was also very successful in this first year. A total of 74 students were placed in state parks, some even gaining paid positions during the summer months. Additionally, students were placed in restaurants, fast food establishments, grocery stores, banks and credit unions, professional offices, car dealerships, hospitals, childcare centers, hotels, bookstores, veterinary offices, animal shelters, fitness centers, and many more local businesses. The students and staff really loved participating in the Community Work Exploration Program. It was found to be an attendance booster, dropout prevention, self confidence booster, and increased academic achievement. School now had meaning for these students.

In year two the TTAC worked with nine (9) more school districts including the Office of Diversion and Transition. The trainings for staff, teachers, students, and parents continued. In implementation years one (1) and two (2), there have been 23,000 individuals trained. Moreover, of the students participating in the Community Work Exploration Program, 145 were placed in state parks.

Recently, the Community Work Exploration Program added a new work exploration site, The Hatfield-McCoy Trails. This site will provide valuable work experience for those students in the southern counties of West Virginia where there is a high unemployment rate and a serious substance use disorder problem. There are trail heads very close to some of the high schools, so transportation is not an issue. The students are excited to go to work on the trails. Currently, 11 students are working with the Hatfield-McCoy Trails.

Project year three (3) began March 1, 2020 and the TTAC will work with 14 school districts. To date there have been 702 students placed in the Community Work Exploration Program and 23,026 staff, teachers, students, and parents have been trained on the website and the materials.

Communities In Schools
Licensed Partner

One of our new partnerships is with West Virginia Communities In Schools (WVCIS). Communities In Schools of Greenbrier County (CISGC) was established in January 2003 and began serving students in August 2004. CISGC is a holistic, multidisciplinary approach to helping at-risk and economically disadvantaged youth succeed in life. CISGC links educators with the community to bring local talents and resources into schools and created a network of support that keeps kids in school and engaged in learning.

This initiative was expanded through the West Virginia Department of Education (WVDE) during 2018-2019 to include three (3) more districts. With support from the Office of Special Education and Student Support (OSESS) and the WVDE, the project has expanded to serve eight (8) additional counties. For the 2019-2020 school year, WVDE has partnered with local district superintendents and principals and identified the schools most in need of resources and support. Some of the schools from these twelve (12) Communities In Schools' counties were originally WV GRADUATION 20/20 schools which accounts for the decrease in the total number of WV GRADUATION 20/20 schools from 2018-2019 to 2019-2020 (121 and 111 respectively). Additional partnerships were formed with West Virginia University (WVU) Medicine and The EdVenture Group, Inc. both of which are in Morgantown, WV.

WVDE partnered with West Virginia University Medicine J.W. Ruby Memorial Hospital and Project SEARCH to provide internship experience for students with special needs. Project SEARCH is coordinated and hosted by WVU Medicine and supported by the West Virginia Department of Education to create one-year immersion experiences that combine classroom instruction, career exploration, and hands-on training through worksite rotations. The program is designed to better equip students with significant cognitive disabilities for competitive post-secondary employment opportunities.

The West Virginia Family Engagement Center (WVFEC) is made possible through a $4.8 million dollar grant awarded to The EdVenture Group, Inc. by the U.S. Department of Education's Office of Innovation and Improvement. Through a partnership with families, state, and local educational agencies, school-level staff and personnel, and community-based organizations, the WVFEC supports student achievement and school improvement. The initiative provides families with a variety of opportunities to participate with their child's learning inside and outside of school.

Two (2) new WVDE initiatives the Office of Special Education and Student Support is either spearheading or collaborating with include: ReClaimWV and *math4life*.

The Opioid Epidemic in West Virginia may be the worst crisis impacting WV students in the state's history. It is fueling aggression and a feeling of hopelessness among our youth. In addressing these barriers to education among our students the West Virginia Department of Education has created ReClaimWV, a collaborative initiative involving state agencies, higher education, and other organizations, to provide multiple levels of support.

ReClaimWV:

- Offers a website that includes: ReClaimWV Strategic Plan; Toolkit; Resource Booklet; information on trauma, mental health and substance misuse; prevention, and intervention strategies; local, state, national, and electronic resources; immediate help in crisis; and, portal for schools to request trainings in the areas of behavior, trauma-informed strategies, compassion fatigue, mental health first aid, and more.

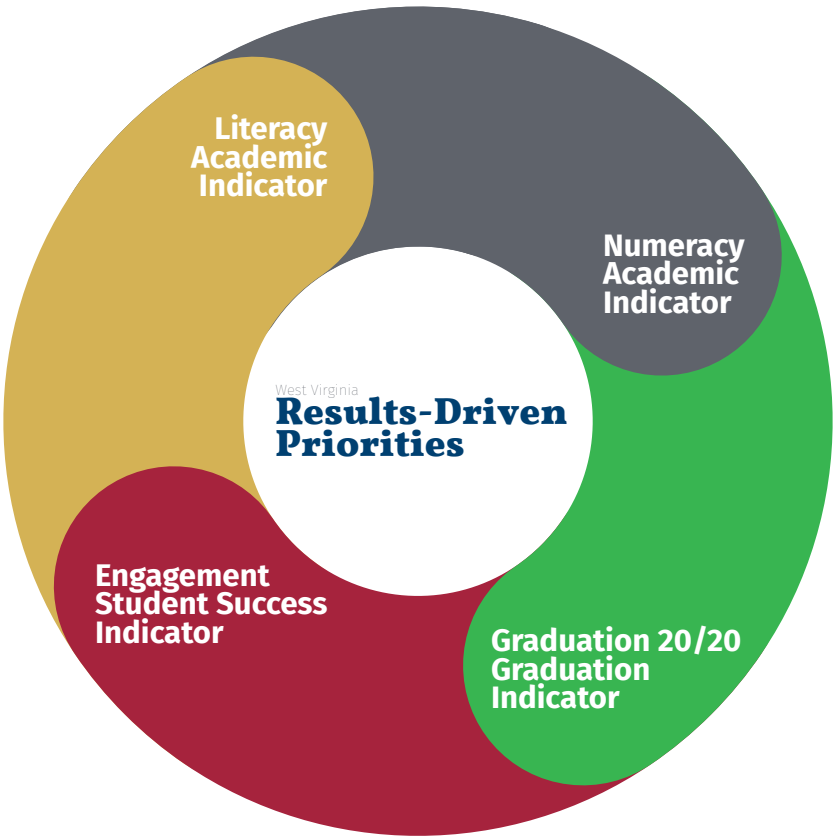
- Establishes multi-partner collaborations to provide services, trainings, and resources to students, educators, families, and communities.
- Delivers training to professional student support personnel identifying students in crisis, providing the appropriate supports and locating age-appropriate services.
- Supports youth-to-youth peer networking to build peer resiliency.
- Offers resources for developing lifelong, positive health practices.
- Provides e-learning opportunities.
- Offers educators training and technical support through the WV Behavior/Mental Health Technical Assistance Center.

West Virginia's *math4life* initiative is a comprehensive and intensive statewide effort to improve student mathematics performance throughout the state over the next five years. The WVDE seeks to work with counties and schools throughout the state to institute best practices, challenging pedagogy, and student engagement strategies to improve students' mathematics achievement. The vision and goals of the *math4life* initiative are found on the WVDE *math4life* home page at *wvde.us/math4life*.

The WVDE is in the process of introducing and developing a 5-year statewide *math4life* plan. This plan will be designed around a statewide leadership team that will work collaboratively to create a system of mathematical improvement from the state level to the district level to the school level and, ultimately, to the student level. The counties will use the state standards to select their instructional materials and to implement math programs, technology supports, and community engagement practices to market their *math4life* initiatives. The WVDE has a national advisory team. For more information about the national advisory team and the statewide leadership team, see *wvde.us/math4life/leadership-and-implementation-team*.

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 for 2018-2019 was 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 included 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 40 districts per the number of schools involved in the WV GRADUATION 20/20 initiative in 2019-2020 school year at $12,500.00 per school.
- Build capacity in the 111 schools (66 high schools, 35 middle schools, 8 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 and Student Support 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 and Student Support (OSESS) 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 the West Virginia Tiered System of Support (WVTSS) model which requires 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.
- Implement the math4life initiative.

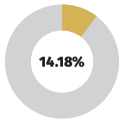
The LITERACY/NUMERACY ACHIEVEMENT **delivery of services** includes:

- 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.
- Added two (2) coordinators, Numeracy and Literacy, to the Office of Special Education and Student Support. These staff members work directly with districts to improve achievement.

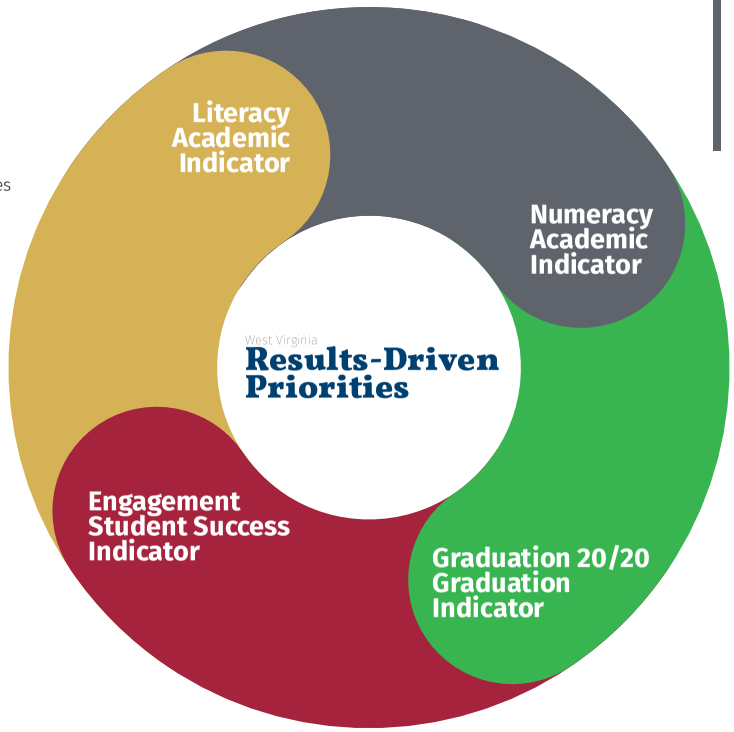
Supporting College and Career Readiness in West Virginia:
Results-Driven Priorities

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.

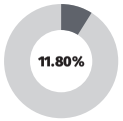
- All students will be on target for grade-level proficiency in English language arts.
- All students will be on target for grade-level proficiency-equivalent Lexile scores in English language arts.
- Students with disabilities will meet the 3.3% annual Measures of Interim Progress for Academic Performance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



Proficiency Rate of SWD in English language arts.

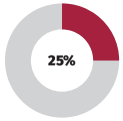


- All students will be on target for grade-level proficiency in Mathematics.
- All students will be on target for grade-level proficiency-equivalent Quantile scores in Mathematics.
- Students with disabilities will meet the 3.4% annual Measures of Interim Progress for Academic Performance Rates in Mathematics.



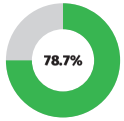
Proficiency Rate of SWD in Mathematics.

- 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 Years 2 and 3 Charts reflecting activities completed, and includes a Phase III, Year 4 Chart reflecting activities initiated in 2019-2020.

(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 updated 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 2018-2019 school year. Further, we continue to collect these program artifacts for the 2019-2020 school year, see *Appendix E*, WV GRADUATION 20/20 Evaluation Status Measurement Table: 2018-2019. There were two (2) notable changes in the evaluation methodology. First, in place of the Reflection Rubric, district Points of Contact (POC) were asked to complete a Feedback Form *(Appendix F)* at the conclusion of the 2018-2019 school year. The form contains five (5) open-ended items asking about successes, barriers, recommendations to improve the program, and needed supports from the WVDE to assist districts in the implementation of WV GRADUATION 20/20. Second, the focus group format was changed slightly. To provide more opportunities for School Leadership teams to participate, the Evaluator trained OSESS staff (including the two Technical Assistance Support coordinators) to facilitate focus groups. Each group had two (2) facilitators, one to lead the structured conversation and one to take notes. This resulted in three (3) groups that were seated together according to how long their school had been participating in WV GRADUATION 20/20 (see Focus Group Results in *Section C2*).

WV GRADUATION 20/20 Reflection Rubric data were collected in the spring/summer of 2019. 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 were instructed to complete the rubric as a team. 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. Effect sizes were calculated for each core activity and implementation step as well. All items yielded moderate to large effect sizes (see rubric analysis results in *Appendix G*).

In the summer of 2019, we conducted focus groups with School Leadership Team members at OSESS' Capacity Building Institute. Participants were asked to form groups according to how long their school had participated in WV GRADUATION 20/20. Three groups formed, a) schools participating one year or less, b) schools participating from two (2) to three (3) years, and c) schools participating for four (4) years. See Section C2 for Focus Group results. Participants were mostly comprised of School Leadership Team members, however, a few POCs also participated. We did not convene a separate focus group for the POCs and believe this will not be necessary as the Feedback Form includes the same questions as the Focus Groups. We did hold in-depth interviews with the Technical Assistant Support (TAS) Coordinators. They provided insight regarding how to improve professional learning opportunities the OSESS offers to the School Leadership Teams, ideas on how to increase the usability of project documents such as the Action Plan and Core Data Tool, and shared successful strategies as well as observed barriers at the schools they visited.

The 2018-2019 state graduation rate among students with disabilities increased by almost two (2) percentage points, from 76.86 in 2017-2018 to 78.70 in 2018-2019. The 2018-2019 dropout rate among students with disabilities saw a decrease from 0.87 to 0.73. Additionally, participation rate in the One-year Follow-up Survey (tracking post school outcomes for Indicator 14) has improved. At 72.14% the follow-up survey participation in 2019 surpassed the state goal of 68.00%. More importantly, we exceeded our Indicator 14 goal of 68.00% with 70.51% 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, 2018-2019 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, 3, and 4.

IMPLEMENTATION STRATEGIES

- Decrease in number of high schools in cohort from 79 to 66 which includes one (1) alternative high school.
- Increase in number of middle schools in cohort from 32 to 35 including one (1) alternative middle school.
- Decrease in number of elementary schools in cohort from nine (9) to eight (8).
- 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 six (6) years.
- Collaborated with stakeholders to create a WV GRADUATION 20/20 Elementary School Implementation Manual.
- Established Points of Contact in forty (40) WV GRADUATION 20/20 counties.
- Developed reporting/tracking system for Points of Contact. (Point of Contact Reporting Log/Schoology).
- Assigned Technical Assistance Support (TAS) providers to forty (40) WV GRADUATION 20/20 counties for on-site professional learning.
- Conducted 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.
- Developed and disseminated multiple resource materials for families, LEAs, and teachers.

IMPROVEMENT STRATEGIES

- Reviewed, revised, and signed Memorandum of Understanding between the West Virginia Department of Education and the Local Education Agencies (LEAs).
- 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 Planning System (GPS) 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, WVU Medicine, and the Governor's Economic Initiative to develop authentic work experiences for students with disabilities.
- Supported 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.
- Partnered with EdVenture Group, Inc. to support family engagement.
- Partnered with Communities In Schools to increase graduation rates in twelve (12) counties.

Phase III, Year 4 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 4 2018-2019	
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 and Student Support (OSESS) engaged with stakeholder groups to collect input on implementation strategies and the evaluation plan. OSESS sought the input of educators, parents, West Virginia Department of Education (WVDE) staff, and other State Agencies. OSESS 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 (Phoenix, Washington, D.C., Anaheim, California, Minneapolis, and Charlotte) for a total of 186 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, OSESS also gathered input from the Special Education Advisory Panel, local special education directors, 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 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	11/21/19, 11/22/19, 12/12/19, 12/13/19, 02/06/20, 02/07/20, 03/19/20, 03/20/20
National Technical Assistance Center for Transition	07/07/19, 05/08/19, 05/09/19, 12/03/19, 12/04/19, 12/05/19
National Center for Systemic Improvement Cross-State Collaborative	06/04/19, 06/05/19, 06/06/19, 12/10/19, 12/11/19, 12/12/19
Capacity Building Institute	07/29/19, 07/30/19, 07/31,19, 08/01/19
KidStrong	06/13/19, 06/14/19
WV Council for Exceptional Children	10/03/19, 10/04/19
Council of Administrators of Special Education/Special Education Administrative Conference	03/20/19, 03/21/19, 03/22/19, 10/09/19, 10/10/19, 10/11/19

STAKEHOLDER GROUP	DATE(S)
Office of Special Education and Student Support Staff Meetings	04/04/19, 05/02/19, 06/06/19, 07/03/19, 08/07/19, 09/04/19, 10/03/19, 1/17/2020, 2/5/2020
Individual Work Ready Competencies Training	05/06/19, 05/24/19, 07/29/19, 08/02/19, 08/13/19, 08/21/19, 09/19/19, 03/03/20, 02/20/19, 01/17/20
Navigating the Online IEP	03/21/2019, 04/15/2019, 04/26/2019, 05/17/2019, 06/02/2019, 06/05/2019, 06/06/2019, 06/07/2019, 06/25/2019, 06/26/2019, 06/28/2019, 07/25/2019, 07/30/2019, 07/31/2019, 08/23/2019, 08/29/2019, 08/30/2019, 10/05/2019, 10/10/2019, 11/13/2019, 11/15/2019, 01/23/2020, 02/14/2020
Co-teaching	07/25/19, 10/11/19, 02/17/20
WV GRADUATION 20/20 Meetings	07/30/19, 08/01/19, 11/06/19
Points of Contact/School Team Leader Training	07/29/19, 07/30/19, 07/31,19, 08/01/19, 11/06/19
West Virginia Board of Education Presentation	11/13/19
All Things Alternate	09/26/19
On-site Technical Assistance Support for WV GRADUATION 20/20- County Visits	04/01/19, 04/02/19, 04/04/19, 04/11/19, 04/12/19, 04/16/19, 05/01/19, 05/02/19, 05/06/19, 05/16/19, 05/21/19, 06/03/19, 06/24/19, 7/10/19, 07/28/19, 08/19/19, 08/28/19, 09/04/19, 09/09/19, 09/11/19, 09/12/19, 9/30/19, 10/01/19, 10/03/19, 10/04/19, 10/09/19, 10/11/19, 0/15/19, 10/16/19, 10/23/19, 10/30/19, 11/01/19, 11/06/19, 11/21/19, 11/22/19, 12/12/19, 12/04/19, 01/15/20, 01/29/20, 01/30/20, 02/06/20, 02/11/20, 02/12/20, 02/14/20, 02/18/20, 02/19/20, 02/20/20, 03/03/20, 3/04/20, 03/05/20
On-site Federal Monitoring School Visits	04/02/19, 04/03/19, 04/10/19, 04/24/19, 06/04/19, 7/09/19, 07/12/19, 07/15/19, 07/25/19, 08/09/19, 08/12/19, 08/14/19, 08/15/19, 08/16/19, 08/22/19, 09/06/19, 09/17/19, 10/08/19, 10/14/19, 11/01/19, 12/09/19, 12/12/19, 01/09/20, 01/24/20, 02/05/20, 02/17/20, 02/28/20, 03/09/20, 03/17/20, 03/27/20

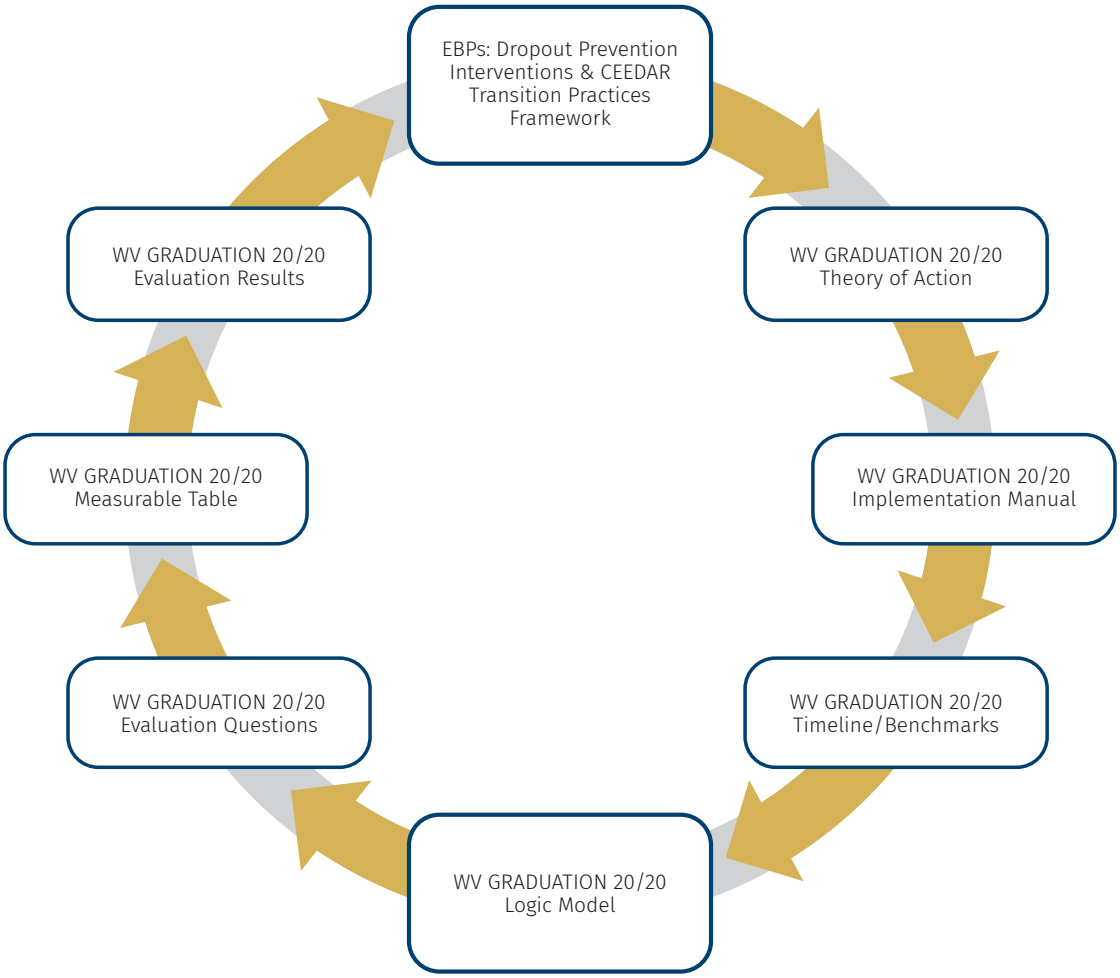
Phase III, Year 4 Component C: Data on Implementation and Outcomes

(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) 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 2018-2019 for a full list of performance indicators, measures, collection schedule, and current status *(Appendix E)*. Key measures for school year 2019-2020 will follow the same schedule as the prior school year including the noted change in the Point of Contact Feedback Form and in how focus groups are conducted.

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).	School Team Leader monthly reports Completed school documents (MOUs, contact list, meeting agendas) Completed Core Data Tool Completed School Action Plans Focus groups
Implementation of the Dropout Prevention Intervention Framework (DPIF) with fidelity.	WV GRADUATION 20/20 Reflection Rubric Point of Contact Feedback Form
Implementation of the Transition Practices and Predictors Framework with fidelity.	WV GRADUATION 20/20 Reflection Rubric Point of Contact Feedback Form
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 2018-2019 (*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 57.89% 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 decisions 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 four (4) 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 Points of Contact, and the schools they support. These data will allow 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 Student Support 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 School Leadership Team Leaders and Points of Contact submit monthly reports, School Leadership Team documents, and School Action Plans to a coordinator in OSESS. Together, the evaluator and OSESS coordinator developed a checklist to track and monitor process documents. Further, with input from School Leadership Teams, Points of Contact, and the TAS Coordinators, the evaluator modifies program related templates and sample documents biannually. This is one step in the continuous improvement model we implement.

After the closure of RESAs in 2018, the WV GRADUATION 20/20 State Leadership Team revised the 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 OSESS 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 are 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 Data Analysis and Research. The newly implemented Point of Contact Feedback Form uses the same type of open-ended questions as the Focus Group protocol. This provides an opportunity for POCs to share honest assessments how implementation is progressing at the schools within their district (see Feedback Form results in the next section).

To analyze quantitative survey items (i.e., multiple-choice questions), we used the R programming language and free software which is supported by the R Foundation for Statistical Computing. This program was used 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 Hedge's g 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. Hedge's g Criteria (based on Cohen, 1992) interpret effect sizes lower than 0.2 to be negligible, less than 0.5 to be small, less than 0.8 to be moderate, and greater than 0.8 to be large.

The evaluator and trained facilitators 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 and that they could stop participation at any time. Each group had two (2) facilitators, one to lead the structured conversation and one to take notes. These notes were later typed and are presented in a table later in this portion of the report.

OSESS 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 11 years of experience in evaluation and statistical analysis, is responsible for the management and analysis of these data.

References:

Cohen, J. (1992). Statistical Power Analysis. Current Directions in Psychological Science, 1(3), 98–101.

Measurement type	Measurement tool(s) / documentation	Person(s) responsible	Evaluation type
Process	Implementation Manual School Team Leader Monthly Report School Leadership Team documentation (MOU, contact list, agenda/minutes) TA provided Resources provided Focus groups	SEA Leadership Team School Team Leaders School Leadership Teams OSESS Coordinator Evaluator	Document reviews Document revisions per stakeholder input
Fidelity	School Team Leader Monthly Report Core Data Tool School Action Plan Transition Practice Profile Reflection Rubric Feedback Form Focus groups	School Leadership Teams School Team Leaders OSESS Coordinator 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 Graduation Rates: SY 2018 and SY 2019 indicates graduation rate increase from one school year to the next among all students as well as students with disabilities (SWD). Of the 66 high schools that participated in WV GRADUATION 20/20 during school year 2018-2019 just over 53% saw increased graduation rates among the all group and students with disabilities subgroup. Additionally, as seen in the table WV GRADUATION 20/20 High Schools – Dropout Rates: SY 2018 and SY 2019, dropout rates decreased at just over half of the high schools for the all group, and nearly 60% of the schools for the students with disabilities subgroup.

WV GRADUATION 20/20 High Schools - Graduation Rates: SY 2018 and SY 2019					
= Rate equal to or ↑ from 2018 to 2019		2018		2019	
District	*School*	*All*	*SWD*	*All*	*SWD*
Boone	Scott High	85.21	69.23	88.20	50.00
Boone	Sherman High	93.26	92.86	93.20	90.00
Boone	Van Junior/Senior High	87.80	**100**	86.80	33.30
Braxton	Braxton County High	86.52	80.00	96.70	89.47
Brooke	Brooke County High	93.89	82.05	95.50	80.95
Cabell	Cabell Midland High	89.60	68.63	95.20	78.30
Fayette	Meadow Bridge High	97.56	**100**	90.90	40.00
Fayette	Midland Trail High	88.46	85.71	95.50	90.90
Gilmer	Gilmer County High	94.12	88.89	91.90	**100**
Grant	Petersburg High	93.70	76.19	92.98	86.96
Grant	Union Educational Complex K-12	**100**	**100**	**100**	66.67
Hampshire	Hampshire Senior High	87.21	66.67	85.17	66.67
Hancock	Oak Glen High	87.77	84.62	97.67	82.61
Hancock	Weir High	92.26	80.65	65.68	76.00
Hardy	East Hardy High	87.23	50.00	93.94	80.00
Harrison	Liberty High	92.48	80.00	92.56	83.33
Harrison	Lincoln High	88.24	62.50	91.39	73.53
Harrison	Robert C. Byrd High	86.06	67.50	85.57	58.82
Harrison	South Harrison High	87.27	73.33	95.24	90.91
Kanawha	Capital High	79.48	70.00	80.90	62.75
Kanawha	Herbert Hoover High	81.45	60.00	84.76	68.97
Kanawha	Nitro High	86.67	73.33	90.23	73.33
Kanawha	Riverside High	85.51	61.29	80.81	60.00
Kanawha	Saint Albans High	80.08	35.48	90.52	76.00
Kanawha	Sissonville High	83.33	57.89	90.38	73.91
Kanawha	South Charleston High	79.54	54.84	80.47	51.72
Lewis	Lewis County High	96.70	93.75	94.08	82.35
Logan	Chapmanville Regional High	94.74	**100**	95.56	90.91
Logan	Logan Senior High	84.76	75.00	88.34	71.43
Logan	Man Senior High	92.50	62.50	85.15	69.23
Marion	East Fairmont High	94.83	72.22	92.18	81.25
Marion	Fairmont Senior High	93.55	90.63	90.65	76.92
Marion	North Marion High	95.05	64.29	91.02	69.57
Marshall	Cameron Middle/High (7-12)	98.33	**100**	91.67	33.33
Marshall	John Marshall High	95.21	72.41	93.95	79.31
Mason	Point Pleasant Junior/Senior High	89.29	77.78	91.49	78.57
Mercer	Bluefield High	89.66	79.17	88.30	82.14
Mercer	Montcalm High (7-12)	95.00	**100**	94.55	**100**
Mercer	Pikeview High	86.35	73.33	93.84	84.21
Mercer	Princeton Senior High	95.70	85.00	86.86	66.67
Mineral	Keyser High	92.81	81.08	95.12	88.46
Mingo	Mingo Central High	99.38	**100**	98.15	93.75
Mingo	Tug Valley High	94.51	75.00	98.33	**100**

		2018		2019	
District	*School*	*All*	*SWD*	*All*	*SWD*
Monroe	James Monroe High	95.20	80.00	96.83	89.47
Morgan	Berkeley Springs High	96.55	73.33	87.79	70.00
Nicholas	Nicholas County High	91.30	72.97	95.56	87.50
Nicholas	Richwood High	97.03	91.67	90.43	68.75
Ohio	Wheeling Park High	95.86	76.74	97.55	85.11
Pocahontas	Pocahontas County High	88.61	68.42	93.75	93.33
Preston	Preston County High	85.57	71.70	91.21	82.69
Putnam	Poca High	95.16	86.36	93.02	80.00
Raleigh	Independence High	86.31	63.16	79.08	55.00
Raleigh	Liberty High	92.41	76.47	90.32	60.00
Raleigh	Shady Spring High	86.86	76.00	91.87	68.18
Randolph	Elkins High	92.82	72.00	97.10	85.19
Roane	Roane County High	88.51	80.00	89.84	69.57
Summers	Summers County High	88.35	53.33	90.57	85.00
Taylor	Grafton High	92.52	76.19	91.30	66.67
Tucker	Tucker County High	95.24	85.71	93.06	80.00
Upshur	Buckhannon Upshur High	86.25	67.50	90.33	80.00
Wayne	Spring Valley High	89.57	76.74	92.16	92.31
Wayne	Tolsia High School	89.00	69.23	85.31	78.05
Webster	Webster County High	95.10	81.25	93.64	91.67
Wetzel	Magnolia High	96.55	85.71	92.93	80.00
Wetzel	Paden City High (7-12)	**100**	**100**	96.43	**100**
Wirt	Wirt County High	86.42	42.86	88.46	**100**
West Virginia		**90.16**	**76.86**	**91.40**	**78.78**
Number (#) of schools with same or increased graduation rates from 2018 to 2019		*All group - 35 of 66*		*SWD group - 35 of 66*	
Percent (%) of schools with same or increased graduation rates from 2018 to 2019		*All group - 53.03%*		*SWD group - 53.03%*	

Data source: West Virginia Education Information System

WV GRADUATION 20/20 High Schools - Dropout Rates: SY 2018 and SY 2019					
= Rate equal to or ↓ from 2018 to 2019		2018		2019	
District	*School*	*All*	*SWD*	*All*	*SWD*
Boone	Scott High	3.2	2.4	1.5	2.5
Boone	Sherman High	**0**	**0**	0.7	1.4
Boone	Van Junior/Senior High	0.5	**0**	3.1	4.5
Braxton	Braxton County High	1.1	**0**	0.9	2.2
Brooke	Brooke County High	0.1	**0**	**0**	**0**
Cabell	Cabell Midland High	1.4	2.7	0.9	1.3
Fayette	Meadow Bridge High	0.5	**0**	1.0	4.3
Fayette	Midland Trail High	0.9	**0**	0.6	**0**
Gilmer	Gilmer County High	0.9	**0**	**0**	**0**
Grant	Petersburg High	0.6	1.7	0.5	**0**
Grant	Union Educational Complex K-12	2.5	**0**	**0**	**0**
Hampshire	Hampshire Senior High	3.3	1.1	1.7	2.5
Hancock	Oak Glen High	0.7	1.1	0.5	1.1
Hancock	Weir High	1.5	1.5	1.4	0.8
Hardy	East Hardy High	0.4	2.6	0.4	**0**
Harrison	Liberty High	0.2	**0**	**0**	**0**
Harrison	Lincoln High	**0**	**0**	0.5	1.7
Harrison	Robert C. Byrd High	0.7	1.3	1.7	2.9
Harrison	South Harrison High	0.8	1.9	0.9	1.8
Kanawha	Capital High	1.4	0.6	3.1	4.9
Kanawha	Herbert Hoover High	3.6	7.9	2.3	2.5
Kanawha	Nitro High	1.9	**0**	2.7	2.9
Kanawha	Riverside High	1.6	2.4	2.5	3.0
Kanawha	Saint Albans High	1.5	**0**	1.0	**0**
Kanawha	Sissonville High	2.2	3.2	2.3	4.8
Kanawha	South Charleston High	2.4	0.8	2.1	0.8
Lewis	Lewis County High	0.6	0.9	0.7	2.2
Logan	Chapmanville Regional High	1.4	**0**	1.4	**0**
Logan	Logan Senior High	0.9	2.7	3.4	6.1
Logan	Man Senior High	0.7	**0**	1.4	3.8
Marion	East Fairmont High	0.4	1.5	0.1	**0**
Marion	Fairmont Senior High	0.7	2.0	1.6	4.0
Marion	North Marion High	1.1	4.0	0.8	2.4
Marshall	Cameron Middle/High (7-12)	**0**	**0**	1.4	2.4
Marshall	John Marshall High	0.4	**0**	0.7	1.6
Mason	Point Pleasant Junior/Senior High	1.0	0.5	0.1	0.5
Mercer	Bluefield High	1.6	4.0	1.3	1.8
Mercer	Montcalm High (7-12)	0.3	**0**	0.9	**0**
Mercer	Pikeview High	0.7	3.4	0.6	**0**
Mercer	Princeton Senior High	2.2	4.7	1.0	**0**
Mineral	Keyser High	0.5	1.9	0.7	3.2
Mingo	Mingo Central High	**0**	**0**	0.1	**0**
Mingo	Tug Valley High	**0**	**0**	1.1	**0**

		2018		2019	
District	*School*	*All*	*SWD*	*All*	*SWD*
Monroe	James Monroe High	**0**	**0**	1.0	2.7
Morgan	Berkeley Springs High	0.4	1.0	2.3	1.0
Nicholas	Nicholas County High	0.4	1.0	0.3	**0**
Nicholas	Richwood High	0.5	**0**	**0**	**0**
Ohio	Wheeling Park High	**0**	**0**	0.1	0.5
Pocahontas	Pocahontas County High	1.3	**0**	1.7	**0**
Preston	Preston County High	2.3	2.4	2.1	**0**
Putnam	Poca High	0.8	2.1	0.6	2.4
Raleigh	Independence High	2.0	2.4	3.4	2.1
Raleigh	Liberty High	1.9	7.5	1.0	**0**
Raleigh	Shady Spring High	2.3	**0**	2.0	6.7
Randolph	Elkins High	0.5	1.0	0.6	1.0
Roane	Roane County High	1.7	4.5	0.6	1.4
Summers	Summers County High	1.9	**0**	1.6	1.5
Taylor	Grafton High	1.6	2.2	1.1	3.8
Tucker	Tucker County High	0.3	**0**	1.6	**0**
Upshur	Buckhannon Upshur High	1.6	1.9	1.0	**0**
Wayne	Spring Valley High	1.3	0.6	2.2	1.1
Wayne	Tolsia High School	2.8	6.7	2.8	1.7
Webster	Webster County High	0.2	**0**	0.7	0.9
Wetzel	Magnolia High	1.6	5.6	1.3	1.2
Wetzel	Paden City High (7-12)	**0**	**0**	**0**	**0**
Wirt	Wirt County High	2.6	3.0	2.7	**0**
West Virginia		**0.8**	**0.8**	**0.8**	**0.7**
Number (#) of schools with same or decreased dropout rates from 2018 to 2019		*All group - 35 of 66*		*SWD group - 39 of 66*	
Percent (%) of schools with same or decreased dropout rates from 2018 to 2019		*All group - 53.03%*		*SWD group - 59.09%*	

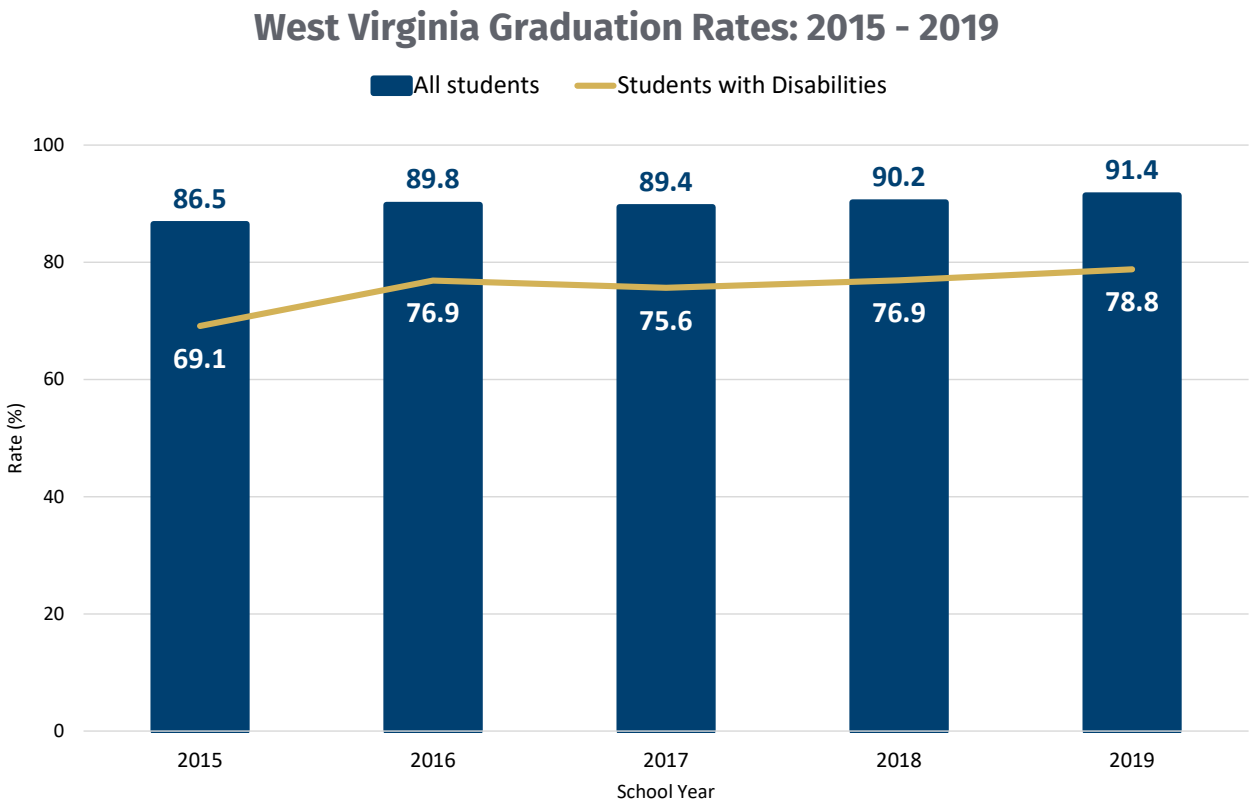
Data source: West Virginia Education Information System

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 (SWD) are increasing and the gap between rates for the all group and the students with disabilities group are shrinking. The gap between ALL students and SWD has narrowed by 6.85 percentage points from 2015 to 2019.

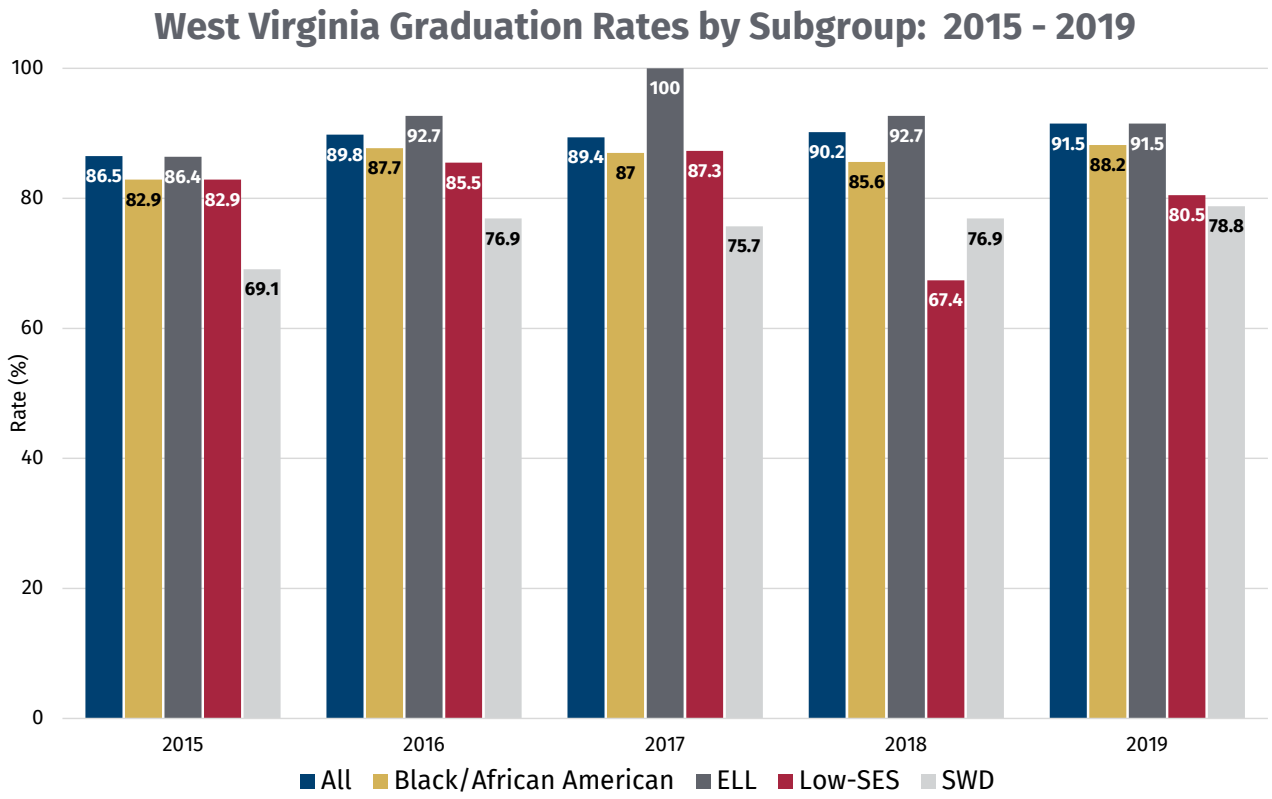
In 2015 West Virginia originally chose graduation as the State-identified Measurable Result (SiMR) with the target that 81.44% of youth with IEPs would graduate from high school with a regular diploma by 2017-2018. This trajectory was based on the goals from West Virginia's Elementary and Secondary Education 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 graduate from high school within four years of enrolling in Grade 9. This provides the target of 82.1% of SWD will graduate in 2019-2020. The graphs below depict improvements over time.

The 2018-2019 state graduation rate among students with disabilities experienced an increase of 1.82 percentage points compared to the 2017-2018 rate (76.88% and 78.70% respectively). The gains for students receiving special education services has helped improve the overall graduation rate for all WV students seeking a regular high school diploma.



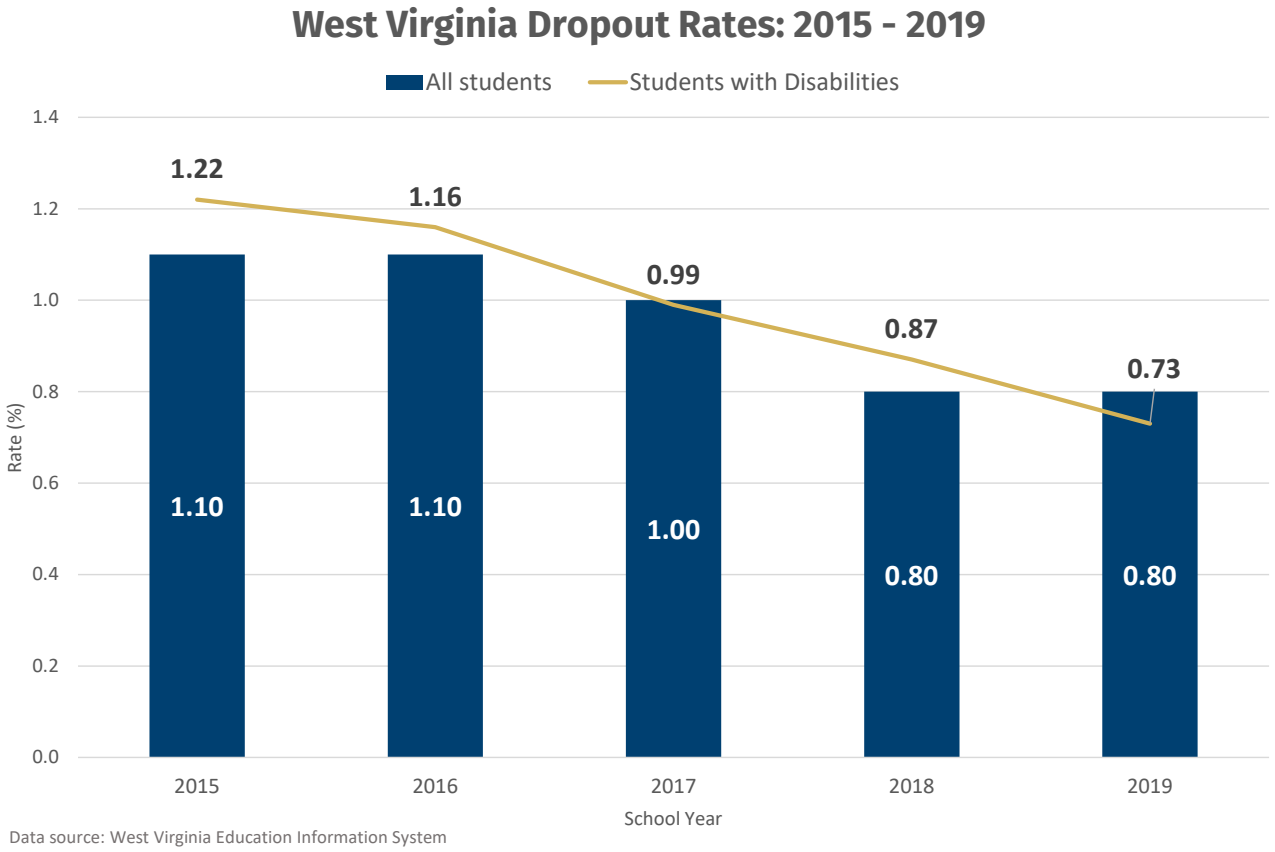
Graduation rate = 4-year adjusted cohort, standard diploma.
Data source: West Virginia Education Information System

When looking at subgroup graduation rates by year, there is some variance from year to year. However, in general terms rates have improved for all subgroups except for Low-SES.



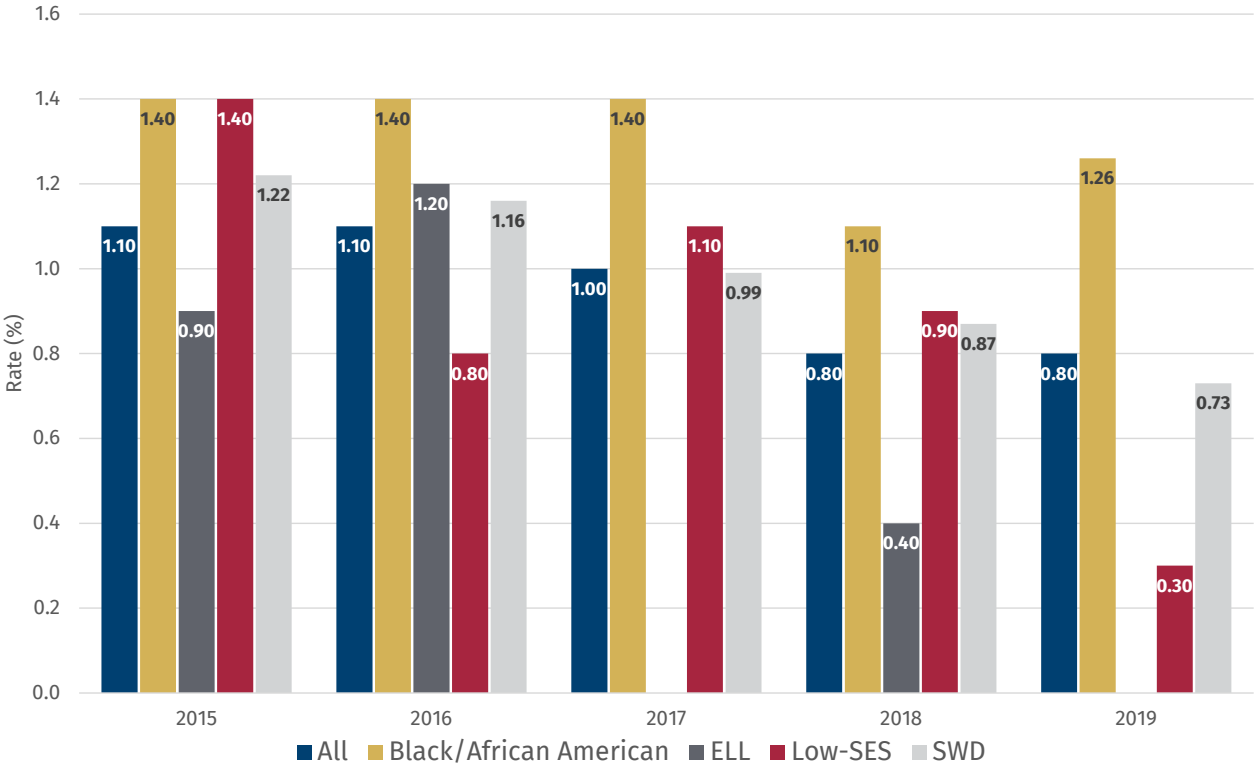
Graduation rate = 4-year adjusted cohort, standard diploma; ELL = English Language Learners; Low-SES = Low-Socio Economic Status; SWD = Students with Disabilities.
Data source: West Virginia Education Information System

The 2018-2019 dropout rate among students with disabilities decreased from 0.87% to 0.73%. See graphs below.



Data source: West Virginia Education Information System

West Virginia Dropout Rates by Subgroup: 2015 - 2019



Data source: West Virginia Education Information System
Notes: Blank space indicates 0.00% dropout rate. Methodology for measuring Low-SES changed from 2018 to 2019.

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

Every school year brings new challenges and opportunities to WV GRADUATION 20/20. Since the pilot year, 2014-2015, qualitative and quantitative data have informed improvements to the support WVDE provides to schools. Qualitative data, gathered from the Reflection Rubric, Focus Groups, Feedback Form, and interviews with the TAS coordinators have driven and continue to drive changes to how WV GRADUATION 20/20 is implemented. These data initiate changes to the Implementation Manuals, Logic Model, Core Data Tool, and School Action Plan. They also inform us of the need for new tools such as the Point of Contact Feedback Form.

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 moderate to large.

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

Additionally, of the 66 high schools participating, over half saw increased graduation rates among the all group and students with disabilities subgroup, and dropout rates decreased at just over half of the high schools for the all group, and nearly 60% of the schools for the students with disabilities subgroup.

How data are informing next steps in the SSIP implementation.

Again, data from the Reflection Rubric, Feedback Form, and Focus Groups, specifically qualitative data, greatly influence program delivery adjustments and improvements. See the tables below.

Reports such as the One-Year Follow-up Report *(Appendix H)*, produced at the state and county levels, inform WVDE and stakeholders about the quality of services provided to students with IEPs, as well as student outcomes one year after exiting high school. This correlates with the intent of schools to progress from using the Dropout Prevention Intervention Framework to implementing the Transition Practices and Predictors Framework.

School Leadership Team Focus Group Results by Number of Years Participating in WV GRADUATION 20/20
Group I- 1 year and new schools **Teachers – 14** **Administrators – 4**
1. **Overall impression -** just started. One district stated – coach made difference in school, becomes confident, checks up, felt coach was force, retired administration 2. **Benefits -** higher graduation rate, better attendance, graduation coach engages students, grants, scholarship application, someone in school only job, point-man, boots on the ground, relationship building, connect with students 3. **Challenges -** availability of time, requirements, having to do extra, getting going, start, buy in with other teachers, emphasize what works, attendance, can you meet goal, how do we integrate PBIS, build value of diploma in kids, turn diploma into dollar, find motivation 4. **Additional support -** incentives for kids They liked the Bridgeport meeting with focusing on an area and having presentations by the schools. They were concerned about losing their RS^3 but have been very satisfied with the assistance that the state department has given them.
Group II -2 to 3 years **Teachers – 2** **Administrators – 2** **Transition Specialist – 2** **Grad Coach/Point of Contact – 4** **High School Specialist – 1**
1. **Overall impression -** wonderful program, helped think it through, first grant due date was overwhelming, grad coaches made difference, beneficial for kids, nice to have funded program, positive middle school expansion, kids have someone else to go to when they need a listening ear, staff thinking about dropout related issues rather than pushing it off, the school now has a focused team to help with dropout rate 2. **Benefits -** graduation rate improving, dropout rate decrease, the kids know where they stand and who to go to, they have a resource person they know to go to and when, other students have come because of student referral, the longer the more comfortable the kids become 3. **Challenges -** finding meeting times is a struggle, getting reports to the coaches in a timely fashion, more accountability on the coaches, what is really eligible for them to spend, guidelines for spending, not being able to spend money on equipment, told no on technology, people to volunteer to give money, core data tool was a challenge hopefully cleared up, graduation rates were delayed coming out, students haven't been promoted in Schoology yet 4. **Additional support -** more meetings with WVDE (quarterly, even just a conference call) to deal with the issues that needed answered – multiple people may have the same question, A-B-C will be a good tool to use (want more to pass out and use), everyone is on the right email list

Group III- 4 Years **Teachers – 0** **Administration – 11** **Counselor – 1** **County Office – 4**
1. **Overall impression -** it went well even though we lost RESA support. Smooth transition with loss of RS^{3}s. It gave us money to provide opportunities that students wouldn't have otherwise. 2. **Benefits -** forces conversations about what matters and will make a difference. Funding for our activities. Safety net to prevent students from falling through the cracks. Fewer at-risk. Hearing from other counties is beneficial. 3. **Challenges -** at beginning of year, loss of RESA person. Change of format has been helpful because data entry was cumbersome. Getting data is sometimes challenging. When we lost RESA person, we were concerned about how money was going to be distributed and spent. Timing of events is concerning. Summer is bad, but mid-June is better. It is also difficult to take people out of school for meetings. Things get crazy in the spring. Mid-October, mid-November, beginning of March are better. We hear a lot of redundancy because beginners and experienced are in the same room. Middle school and high school have different needs. Sometimes it is good to be with programmatic level. 4. **Additional support -** Money. Family Engagement. We are missing someone at the county level. Keeping people in position. Teachers are working during the school day – how do you balance that with Grad 20/20 responsibilities?

WV GRADUATION 20/20 Reflection Rubric Comments
We feel that the Action Plan that has been implemented at [our school] has been beneficial to the success of our exceptional students.
Being a small K-12 school with many staff who have overlapping duties for meetings, sports, etc. it has been difficult to meet monthly as an entire team which has reduced productivity towards our action plan and goals. Moving forward, we may incorporate the Grad 20/20 team into the leadership team rather than trying to have a separate team all on its own.
This should have been shared at the beginning of the year. I have been in Grad 20/20 for 3 years and have yet to see/hear of some of the processes on this reflection. These expectations should be shared in a more clear and concise manner, up front, and repeated throughout the process. It is difficult to find/locate valuable professional development for our staff. It would be helpful to have resources (webinars, guest speakers, etc.) to tap into for our professional development needs. Modeling of review of data and continued support with ZoomWV-e would be very valuable.
We continue to struggle with attendance. Although we have implemented several strategies over the years, we continue to grapple with this goal.

WV GRADUATION 20/20 Reflection Rubric Comments
Successes: Students seeing that we care and check their attendance, behavior, and grades. I have had several students say thank you I did not know anyone was watching my attendance, behavior, and grades. Their self-esteem raises and they become proud of themselves when they see someone else is watching over them. The incentives are nice too (gift cards, lanyards, food). Also, the training held at Embassy Suites allowed us to work on our plan and freshen it up while not talking away from school time since we don't have common planning as a team. The training held at Bridgeport was very informative because we got to hear the ideas of the other schools. Meeting with our Point of Contact monthly makes it easier to stay on track with our progress and plans. Freshman Success was canceled, and we were looking forward to that. Three years ago, the freshman class was our target group including the special education students within that group. We really feel that our work that year had a positive impact on the entire class. Barriers/Challenges: We are teachers and we are busy. Having the funds housed in the building instead of at the board office would be much more convenient with the paperwork, budgeting, etc. .... It is hard to determine how much money we have and who to contact at the BOE. With the money at school, we would only have to contact one person to handle the questions and purchases which would be more efficient. Another challenge is only allowing one group to be involved in the grad 20/20. It is hard to explain why some students are rewarded and others are not. This is another reason why we liked focusing on the entire freshman class. The group luncheon in Bridgeport was very informative and the catered lunch was wonderful. The "working lunch" was awkward and I felt disrespectful eating my food while presenters were still speaking. The room was crowded so we had no choice but to have our backs to them.
We've seen this program improve culture and have a positive impact on students.
Regarding #3: Our focus is on attendance, graduation rate, and drop-out prevention primarily, but transition is also included in those initiatives. Regarding #5 and #7: Our team is not familiar with terminology "Drop Out Prevention Framework" and "Transition Practices Framework," and therefore did not feel comfortable responding to these items. Was this a particular strategy we were to have been trained on? If so, none of us recalled having received any such training/materials, etc. Regarding# 8 and #9: The Core Data Tool was not functional to a level where our team could complete data input. Additionally, many of the data items were not information we had access to readily as teachers and counselors. We did not receive a completed Core Data Tool. We are unfamiliar with the "Transition Practices Profile."
1. Think outside the box. 2. Have access to relevant data on a regular basis to create meaningful change. Email data before each meeting next year. 3. One barrier is often the team is restricted by administration in implementing strategies. 4. Work on A. Timeline and B. Implementation of timeline. 5. The team will send meeting minutes to the entire staff after each meeting. 6. The team will share a committee report with staff at each faculty senate meeting and ask for suggestions, ideas, and general feedback for this program. 7. Increase communication with students and families through developing a survey and utilizing relevant feedback.
We will implement our "All In" program during the 2019-2020 school year. With the support of the GRADUATION 20/20 funding and other sources, we believe it will be successful.
Our barriers relate to revisiting our plan. We stress the plans and the beginning of the school year and evaluation in the end. It's a goal of ours to review and modify the plan throughout the year at weekly PLCs with our staff.
Thank you for a wonderful program to help our students succeed and push forward. This allows us to give them other ideas that are out there besides college.
A major barrier that we faced was the current WV laws for attendance and the court system not enforcing the county attendance policies. Buy-in from behavioral students; the mindset of "why should I?" Funding for an activities bus for students that have issues with transportation to tutoring and Saturday school to complete make up, major transportation issues. Special concerns with students that are homeless, have mental health concerns, substance abuse. Lack of family support, lack of family communication, lack of funding to promote family buy-in.
Provided avenue to help at risk students succeed!

WV GRADUATION 20/20 Reflection Rubric Comments
Being new to this process this year as a first-year administrator it was a struggle to know exactly what we wanted to do. We made a plan and tried our best to follow it throughout the year. However, this year may not have been a huge success story. Now that the team is fully in place and we understand the process, I feel confident moving into next year. Next year we will be looking heavily at attendance as this was a huge problem this year. We have established a plan for next school year and feel confident that we will continue to grow and support those ideas.

WV GRADUATION 20/20 Point of Contact Feedback Form

Highlights and Successes

- PBIS rewards brought a lot of success for students' behavior.
- Technical assistance from [the TAS Coordinators] was very helpful, interventionists were great, financial moments were smooth, and the MOU process went well.
- All areas were great. Participation, recognition of student's growth, subgroups, and Implementation of activities were wonderful.
- Increased our team and developed and implemented strategies for success.
- Our team meetings were a success.
- Process ran smoothly considering changes at the regional and state level.
- PBIS, Drug free clubs, behavior plans.
- Having funds to support attendance incentives.
- Valuable conversations during collaborative meetings.
- Structure of the program.
- Focused our action to improve attendance.
- Graduation rate was 93% in the special ed population [at our school].
- Discipline went down approximately 40% .

Challenges or Barriers

- Grad 20/20 action plan was not as successful due to the goals being too lofty.
- More clarity in financing early and in writing of rules and policy (gift cards, etc.).
- Lack of school administration support.
- Change is difficult for administration.
- Absenteeism and lack of options to address behavior.
- More training with Zoom and finding meeting times.
- Parent involvement.
- Little information for elementary schools.
- Grad 20/20 has encouraged our profession to be more reflective in methods to ensuring a promising graduation rate, but we still have improvement to make.
- Some schools struggle to hold monthly meetings on a consistent basis.
- Graduation 20/20 elementary information is not ready as originally stated.
- Lost graduation coach in the spring.
- Fundraising.

Recommendations for Improvement
• Schools need constant reminders to use the great resources on the Grad 20/20 webpage. • Early coaching for new POCs. • Change to reporting log. • Quarterly regional meetings, PBIS coordination a stipend position, provide one period per day for PBIS coordination. • Professional development. • Streamline paperwork. • Point of contact for questions was fantastic and would be appreciated in-lieu of meetings that require overnight stays and long travel. • More local professional development on promoting positive graduation. • Webinars need updated, action plan needs simplified. • An elementary format. • Hope Grad 20/20 focus will become ingrained in a high school. • Combine Grad 20/20 with PBIS because the PBIS process will make outcomes successful.
Specific Supports Needed
• Examples/suggestions on how to improve attendance, climate, and endangerment of students. • Focus on attendance, academic support to improve student success. • Team leader meetings to share out and supports. • Implement a PBIS regional specialist. • Help learning WVZoom-E. • Point of contact for questions was fantastic. • Focused trainings for schools who are new separate from trainings held for more experienced schools. • Mental health and graduation would help. • Grad 20/20 schools attend PBIS academy.
Additional Comments or Suggestions
• Very pleased with amount of supports hat have been implements to improve student growth, attendance, and decrease behaviors. • Really enjoyed working with Grad 20/20 and look forward to continuation. • Program provides a good mode of direction and focus. • High schools to incorporate LINKS.

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 0.73%.
- 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. Effect sizes for all statistically significant results were moderate to large.
- Open-ended comments from the Reflection Rubric are also used to improve delivery of services and communication with the School Leadership Teams.
- The Point of Contact Feedback Form provides insight from the district level and drives efforts to improve the overall implementation of WV GRADUATION 20/20.

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 and Student Support engaged stakeholder groups.

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). Focus groups with School Leadership Teams and LEA staff were conducted after the end of the 2018-2019 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 4 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 2019. Reflection Rubric participation increased from 25 schools in 2017-2018 to 30 in 2018-2019. However, increased participation is needed. Implemented for the first time in 2018-2019, the Point of Contact Feedback Form had a response rate of 45%. While much better than the Reflection Rubric response rate, efforts will be made to improve the number of POCs who complete the form.

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 two self-reported surveys, a feedback form with five (5) open-ended questions and 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.

There is some debate surrounding the appropriate statistical analysis to apply to interval data. While the Reflection Rubric does use interval-level data, the response choices are defined and very specific, they are not based on a simple Likert-type scale. Therefore, the Evaluator feels testing for statistical significance using paired t tests, which assumes data are parametric, is appropriate. Accordingly, the test of magnitude, or effect sizes, was changed from Cohen's d to Hedge's g which is more suited to interval-level data with a parametric assumption.

We continue to address data issues related to measuring our SiMR (state level graduation rates). The WVDE is currently developing a new longitudinal data system.

Reference:

Cohen, J. (1992). Statistical Power Analysis. Current Directions in Psychological Science, 1(3), 98–101.

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 several 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. The culmination of this work will be a new SLDS system for West Virginia.

Quantity – As mentioned previously, additional responses are needed for the Reflection Rubric and the Feedback Form. While the response rate for the Feedback Form was nearing 50%, slightly less than 30% of schools completed the Reflection Rubric. Among other data points, increased participation in the Parent Involvement Survey is needed. At approximately 72%, the participation rate in the One-year Follow-up Survey is higher than ever. To maintain this response rate, we continue to work with districts in the effort to further increase participation in this survey.

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 at least 100 students participating each year over the past three years. Analysis of these data for the State Performance Plan/Annual Performance Report prove the respondents are truly representative of their peers. This held true for primary exceptionality type, gender, race/ethnicity, socio-economic status, and geographic (school district) location. This 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 4 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 4 2018-2019			
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 40 LEA Points of Contact (POC).	✓	✓	✓
Collaborated with 40 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 40 districts per the number of schools involved in the WV GRADUATION 20/20 Priority in 2019-2020 school year at $12,500.00 per year.	✓	✓	✓

IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE III Year 4 2018-2019			
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.	✓	✓	✓
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 2015 to 2019 meeting the ESSA Interim Annual Progress Rate of 1.3% (76.9% to 78.7%).	✓		
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).	✓	✓	✓

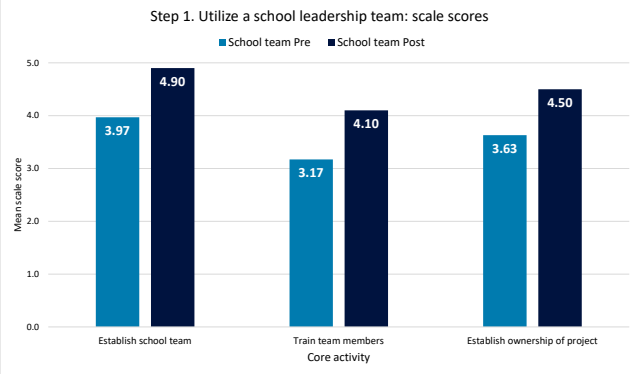
IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE III Year 4 2018-2019			
DATA	**ACHIEVEMENT OF THE SiMR**	**SUSTAINABILITY**	**SCALE-UP**
Provided to districts the percentage of special education students participating in the alternate assessment.		✓	✓
Provided Exit Survey and One Year Follow-Up Survey Reports by district and school *(Appendix H)*.	✓	✓	
Developed a platform, Schoology, to enable local education agencies to upload documentation of work.	✓	✓	✓
PROFESSIONAL LEARNING	**ACHIEVEMENT OF THE SiMR**	**SUSTAINABILITY**	**SCALE-UP**
Built capacity in the 111 schools (66 high schools, 35 middle schools, 8 elementary, and 2 alternate achievement centers) through the Capacity Building Institute, 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 Personalized 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.	✓	✓	

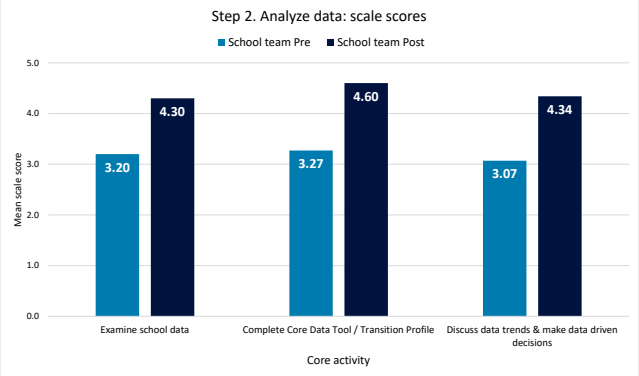
Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effects.

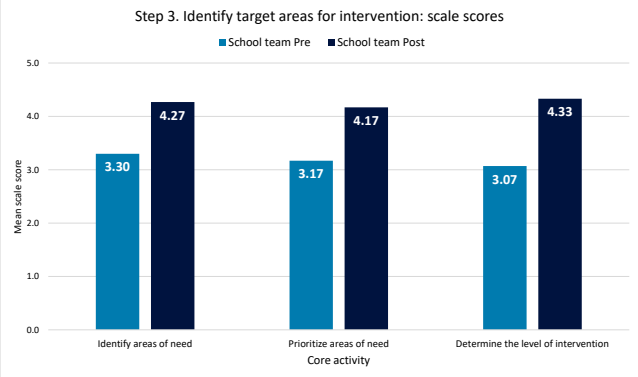
Discussed in Component B (1), the WVDE is carrying out its duties as described in the WV GRADUATION 20/20 MOU. These duties have resulted in the completion of the short-term outcomes listed in the WV GRADUATION 20/20 Measurement Table. Specifically, WV GRADUATION 20/20 Reflection Rubric results suggest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

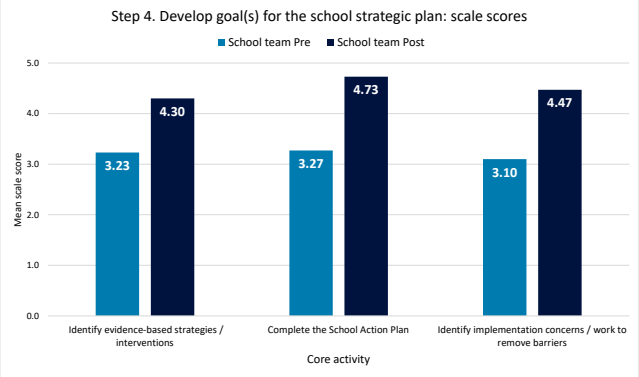
The WV GRADUATION 20/20 Reflection Rubric opened for data collection May 2019. The rubric, based on the five (5) stages of implementation in implementation science, had been redesigned with substantial input from the RS^{3}s. Originally, a pre/post survey collected twice a year, the rubric is now a retrospective 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 RS^{3}s 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 0.2 are considered negligible, less than 0.5 to be small, less than 0.8 to be moderate, and greater the 0.8 to be large.

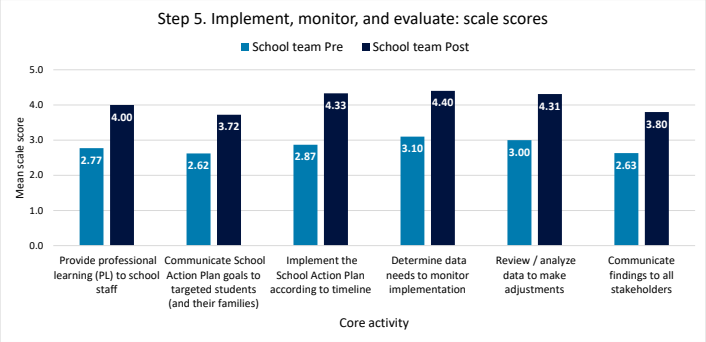
Analysis of rubric data revealed statistically significant increases in implementation stages for every core activity. The scale, based on implementation science, ranged from 1 to 5 with: 1 = *Not yet established*, 2 = *Exploration-Identifying Need*, 3 = *Installation-Establishing Resources*, 4 = *Initial 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. See the graphs below that show the Reflection Rubric mean scale scores and effect sizes. On average, the School Leadership Teams reported an increase by one implementation stage from pre to post. School teams tended to rate their pre-levels of implementation somewhat lower than teams who completed the rubric last year. Effect sizes ranged from moderate to large for all survey items.

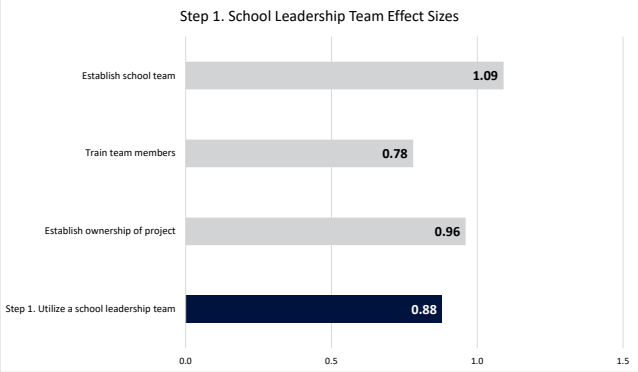

Step 1. Utilize a school leadership team: scale scores
School team Pre
School team Post
Mean scale score
5.0
4.0
3.0
2.0
1.0
0.0
3.97
4.90
3.17
4.10
3.63
4.50
Establish school team
Train team members
Establish ownership of project
Core activity

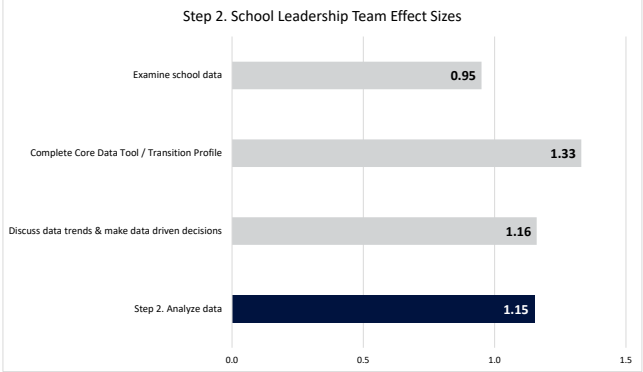

Step 2. Analyze data: scale scores
School team Pre
School team Post
Mean scale score
5.0
4.0
3.0
2.0
1.0
0.0
3.20
4.30
3.27
4.60
3.07
4.34
Examine school data
Complete Core Data Tool / Transition Profile
Discuss data trends & make data driven decisions
Core activity

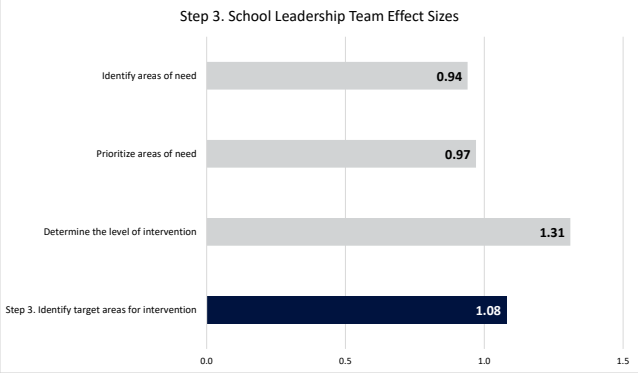

Step 3. Identify target areas for intervention: scale scores
School team Pre
School team Post
Mean scale score
5.0
4.0
3.0
2.0
1.0
0.0
3.30
4.27
3.17
4.17
3.07
4.33
Identify areas of need
Prioritize areas of need
Determine the level of intervention
Core activity

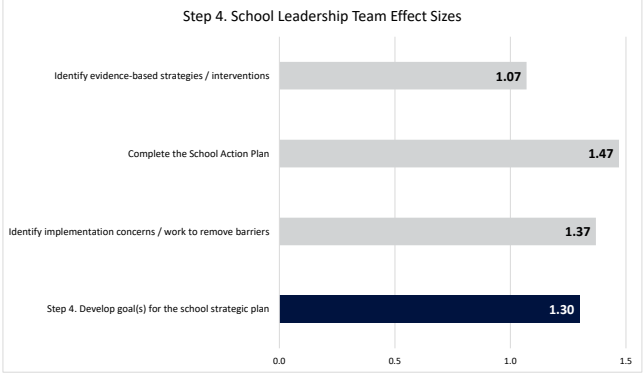

Step 4. Develop goal(s) for the school strategic plan: scale scores
School team Pre
School team Post
Mean scale score
5.0
4.0
3.0
2.0
1.0
0.0
3.23
4.30
3.27
4.73
3.10
4.47
Identify evidence-based strategies / interventions
Complete the School Action Plan
Identify implementation concerns / work to remove barriers
Core activity

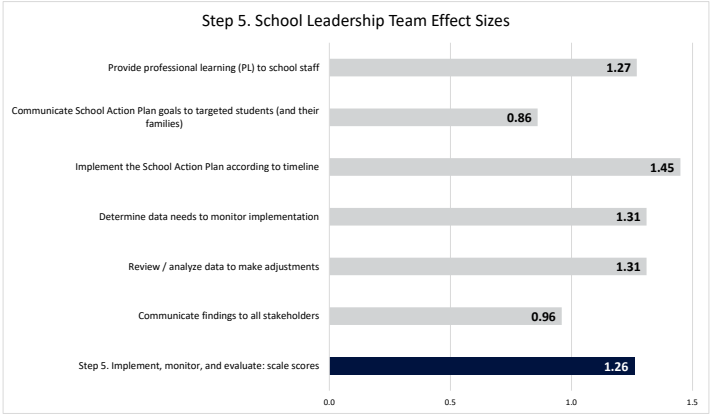

Step 5. Implement, monitor, and evaluate: scale scores
School team Pre
School team Post
Mean scale score
5.0
4.0
3.0
2.0
1.0
0.0
2.77
4.00
2.62
3.72
2.87
4.33
3.10
4.40
3.00
4.31
2.63
3.80
Provide professional learning (PL) to school staff
Communicate School Action Plan goals to targeted students (and 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 1. School Leadership Team Effect Sizes
Establish school team
1.09
Train team members
0.78
Establish ownership of project
0.96
Step 1. Utilize a school leadership team
0.88
0.0
0.5
1.0
1.5


Step 2. School Leadership Team Effect Sizes
Examine school data
0.95
Complete Core Data Tool / Transition Profile
1.33
Discuss data trends & make data driven decisions
1.16
Step 2. Analyze data
1.15
0.0
0.5
1.0
1.5


Step 3. School Leadership Team Effect Sizes
Identify areas of need
0.94
Prioritize areas of need
0.97
Determine the level of intervention
1.31
Step 3. Identify target areas for intervention
1.08
0.0
0.5
1.0
1.5


Step 4. School Leadership Team Effect Sizes
Identify evidence-based strategies / interventions
1.07
Complete the School Action Plan
1.47
Identify implementation concerns / work to remove barriers
1.37
Step 4. Develop goal(s) for the school strategic plan
1.30
0.0
0.5
1.0
1.5


Step 5. School Leadership Team Effect Sizes
Provide professional learning (PL) to school staff
1.27
Communicate School Action Plan goals to targeted students (and their families)
0.86
Implement the School Action Plan according to timeline
1.45
Determine data needs to monitor implementation
1.31
Review / analyze data to make adjustments
1.31
Communicate findings to all stakeholders
0.96
Step 5. Implement, monitor, and evaluate: scale scores
1.26
0.0
0.5
1.0
1.5

These data indicate School Leadership Teams are in relative agreement as to implementation progress made during the 2018-2019 school year. Of note, the teams completing the rubric this year, on average, rated themselves at slightly lower levels of implementation on the pre-survey items as compared to other years. 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.

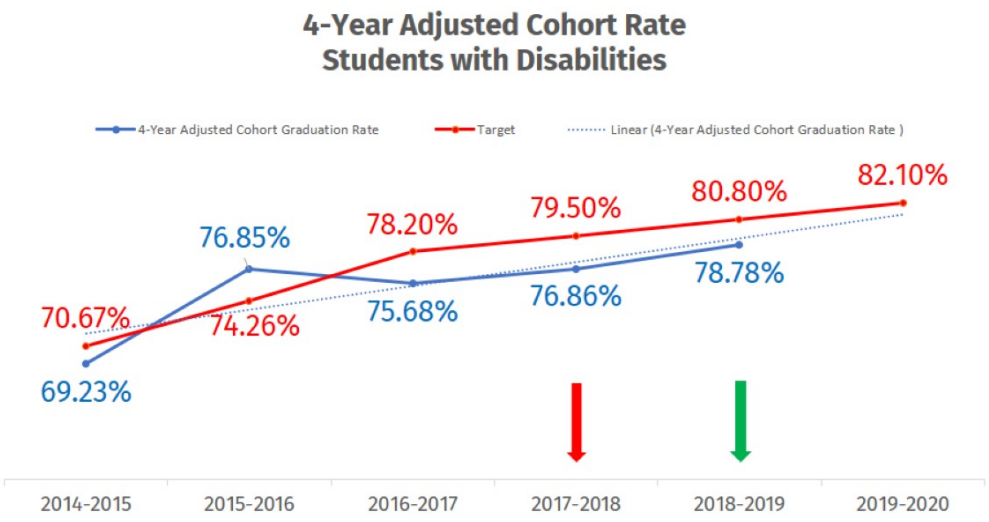
While we cannot draw correlations between the work of WV GRADUATION 20/20 and the state graduation rate, there have been increases in graduation rates, decreases in dropout rates and improvement in post-school outcomes among students with disabilities over the last several years.

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 (i.e., WV GRADUATION 20/20 Implementation Manual), Team Leader Measurements – Team Leader 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, Points of Contact Feedback Form, and School Leadership Team focus group(s). School Leadership Team Leader Monthly Report
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, Points of Contact Feedback Form, and School Leadership Team focus group(s). School Leadership Team Leader Monthly Report
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, higher education participation, and workforce participation.
*West Virginia has chosen graduation as the State-identified Measurable Result (SiMR) with the target that 82.1% of youth with IEPs will graduate from high school with a regular diploma by 2019-2020.	

Measurable improvements in the SiMR in relation to targets.

Indicator 1: Graduation



Phase III, Year 4 Component F: Plans for Next Year

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

Additional Activities 2019-2020

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.	In Progress
Develop MOU for Institutions of Higher Education (IHE) to examine coursework (general, special, administration) through Transition Innovation Configurations (IC) from CEEDAR Center.	In Progress
Partner with The EdVenture Group Inc., on the USDE WV Family Engagement Center to encourage families to support students in attending school, behaving appropriately, and passing classes.	In Progress
Partner with the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center to encourage IHE involvement.	Not Started
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 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 Progress
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.	In Progress

(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 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. At the moment, there are not anticipated changes to the evaluation activities that have not been captured in one of the documents referenced above.

(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.
Suspension of monthly convening of School Support Specialists, RS^3 focus groups, and RS^3 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 OSESS Transition and Research Coordinators, part-time Technical Assistance Support Coordinators, and the Transition Technical Assistance Center.
Difficulty in securing documentation of activities from LEAs.	Provide digital platform Schoology 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 regional trainings and archived webinars on SPP/APR Indicator #13.
Institutions of Higher Education need to become aware of State emphasis on transition/post school outcomes.	Convene IHE Forums twice a year.
Lack of time for school leadership teams to meet impedes planning.	Continue to provide $2,500.00 per year to each school for stipends for after- and before-school meetings.
Lack of LEA funding available threatens continuation of local initiatives.	State financial support of professional learning and LEA initiatives provided to WV GRADUATION 20/20 schools.
School One Year Follow-Up Survey Responses need to be increased.	One Year Follow-Up Survey Targeted Response Rate included in the LEA Annual Desk Audit and LEA Determination.

BARRIERS IDENTIFIED IN PHASE III	STEPS TO ADDRESS
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.	Points of Contact 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.	Points of Contact 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.	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 and schools.
Need for Implementation Science professional learning.	Provided training to OSESS staff 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.
Review and approve LEA Improvement Plans submitted with Annual Desk Audit.	Improvement Plans in LEA Annual Desk Audits reviewed by Offices of Special Education and Student Support 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 4

- 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 4: Appendices

Appendix A

WV GRADUATION 20/20 Logic Model (Revised March 2020)

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 & Student Support (OSESS), and multiple stakeholder groups and individuals developed the WV GRADUATION 20/20 program. OSESS 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 82.1% of youth with IEPs will graduate from high school with a regular diploma by 2019-2020.

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 and Student Support (OSESS) • 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) Coordinators • Other stakeholders	• OSESS will provide professional learning, technical assistance (TA), funds, and supporting materials to local education agencies to support the implementation of the DPIF. • LEAs will designate POCs to scale-up implementation of the DPIF in schools participating in WV GRADUATION 20/20. • With direct support from POCs, and direct support from OSESS, 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 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 POC Feedback Form • 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 2019-2020, 82.1% 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 and Student Support (OSESS) • 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)	• OSESS will provide professional learning, technical assistance (TA), funds, and supporting materials to the 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 OSESS, 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 POC Feedback Form • 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 2019-2020, 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!

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 (OFP) 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.	Fully Completed
Defined and adopted State Defined Alternate Diploma requirements.	OSE	Office of Middle and Secondary Learning (OMSL)	Improved graduation rates for 2017-2018 cohort.	Fully 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	Continue implementation of WV GRADUATION 20/20.	Fully 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.	Fully 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.	Fully 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.	Fully 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.	Fully Completed
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.	Fully 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 Technical Assistance Support Coordinators (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 20/20 Leadership Team	NA	Restructure format of school support.	Fully 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 III Year 4 2019-2020				
GOVERNANCE	**PERSON(S) RESPONSIBLE**	**RESOURCES NEEDED**	**EXPECTED OUTCOMES**	**TIMELINES**
Revised WV GRADUATION 20/20 School Leadership Team Leaders' role.	WV GRADUATION 20/20 Leadership Team	IDEA Discretionary	Developed outline of Team Leader's role.	Fully Completed
Developed Perkins/IDEA integration document.	WV GRADUATION 20/20 Leadership Team Office of Career and Technical Education	IDEA Discretionary	Defined complementary roles in educating and training individuals with disabilities.	Fully Completed
Partnered with Communities In Schools (CIS) West Virginia in the expansion to twelve (12) counties.	Office of Leadership and System Support WVDE	IDEA Discretionary	Improved graduation rates in twelve counties.	Partially Completed
Partnered with the West Virginia Family Engagement Center (WVFEC) in twenty-five (25) schools.	Edventure Group Inc. Office of Special Education and Student Support	IDEA Discretionary U.S. Department of Education's Office of Innovation and Improvement	Leverage family engagement resources.	Initiated
Revised Memorandums of Understanding (MOU) for schools in WV GRADUATION 20/20 outlining WVDE, LEA, and school responsibilities.	WV GRADUATION 20/20 Leadership Team	IDEA Discretionary	Define expectations of WVDE, LEA, and school.	Fully Completed
Partnered with WVU Medicine on Project SEARCH to create a one-year immersion experience combining classroom instruction, career exploration, and hands on training through worksite rotations for students with cognitive disabilities.	Executive Director	IDEA Discretionary, Division of Rehabilitation Services, WV University Medicine	Expand community-based work exploration for students.	Partially 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.	Fully 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.	Fully Completed
Conduct required county meeting to discuss WV Results-Driven Priorities and certain funding requirements.	Finance Coordinator Executive Director	IDEA Discretionary	RDP Application review.	Fully 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.	Fully 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.	Fully 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 III Year 4 2019-2020				
FINANCE	**PERSON(S) RESPONSIBLE**	**RESOURCES NEEDED**	**EXPECTED OUTCOMES**	**TIMELINES**
Provide Planning for the Future for Students with Disabilities, West Virginia Transition Guide, Pre-Employment Transition Services Sample Lessons for Life After High School for Students with Disabilities, Transition Guide for Students with Disabilities and Their Parents to schools and families.	WV GRADUATION 20/20 Leadership Team	Division of Rehabilitation Services	Increase resources for all teachers of students with disabilities.	Partially Completed
Provide IDEA funding to expand Communities In Schools with the Office of Leadership and System Support.	Executive Director	IDEA Discretionary	Improved graduation rate in twelve (12) counties.	Partially Completed
Provide IDEA funding to initiate Project SEARCH with WVU Medicine.	Executive Director	IDEA Discretionary	Expand community-based work opportunities.	Partially Completed
Provided IDEA funding of $2,500.00 per school, per year to one-hundred eleven (111) schools to support stipends, substitutes, planning time, incentives.	Finance Coordinator	IDEA Discretionary	Build capacity in LEAs.	Fully Completed
IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE II 2015-2016				
QUALITY STANDARDS	**PERSON RESPONSIBLE**	**RESOURCES NEEDED**	**EXPECTED OUTCOMES**	**TIMELINES**
Revised West Virginia Next Generation English language arts and mathematics Standards and Objectives to the West Virginia College-and-Career Readiness Standards.	Division of Teaching and Learning	WVDE Funds	Respond to concerns about common core.	Fully Completed
Conducted campaign WV Academic Spotlights and a community evaluation of our Standards, with WVU to seek input on suggested revisions to the Next Generation Standards and Objectives.	Division of Teaching and Learning, West Virginia University	WVDE Funds	Respond to concerns about common core.	Fully Completed

Provided online IEP access to Next Generation Content 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.	Fully Completed
Develop WVAAAS for social studies, technology, health, physical education and the arts to mirror WVCCRS.	WVGRADUATION 20/20 Leadership Team	WVDE Funds	Provide alignment.	In Progress
Revised Individual Work Ready Competencies (IWRC) Career Pathway.	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.	OSESS	OSESS and OMSL Staff	Provide Strategies for Special Education teachers.	Fully Completed
Developed Companion Scaffold Document for WVAAAAS in ELA, Math and Science.	OSESS	OSESS and OMSL Staff	Provide strategies for Special Education teachers.	Fully Completed

Developed WVAAAS Course Codes for grades 9-12 which mirror WVCCRS Course Codes.	OSESS	OSESS and OMSL Staff	Student schedules on Alternate Diploma mirror schedules of general education students.	Fully 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.	OSESS	NA	Provide CTE courses for Alternate Diploma.	Fully Completed
Develop WVAAAS for social studies, technology, health, physical education and the arts to mirror WVCCRS.	OSESS	OSESS, OSML Staff	Provide courses for Alternate Diploma.	Not Started
Developed Companion Support Documents for WVAAAS in ELA, Math and Science.	OSESS	OSESS, OEL, OMSL Teachers	Provide strategies for special education teachers.	Fully Completed
Developed Support Documents for WVCCRS in ELA and Math.	OSESS	OSESS, OEL, OMSL Teachers	Provide strategies for special and general education teachers.	Fully Completed
IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE III Year 4 2019-2020				
QUALITY STANDARDS	**PERSON(S) RESPONSIBLE**	**RESOURCES NEEDED**	**EXPECTED OUTCOMES**	**TIMELINES**
Review and revise Community Readiness-Guidance for West Virginia Schools and Districts.	WV GRADUATION 20/20 Leadership Team	IDEA Discretionary	Provide resources for teachers of students with disabilities.	Fully Completed
Refine sample course descriptions for four (4) Community Readiness elective courses and include in Community Readiness-Guidance for West Virginia Schools and Districts.	WV GRADUATION 20/20 Leadership Team	IDEA Discretionary	Provide courses for Alternate Diploma.	Fully Completed

Revised Pre-Employment Transition Services Sample Lessons for Life After High School for Students with Disabilities (Division of Rehabilitation Services-Pathways to the Future).	WV GRADUATION 20/20 Leadership Team	IDEA Discretionary Division of Rehabilitation Services	Provide strategies for special education teachers.	Fully Completed
Revised Transition Guide for Students and their Parents (Pathways to the Future).	WV GRADUATION 20/20 Leadership Team	IDEA Discretionary Division of Rehabilitation Services	Provide strategies for students with disabilities and their families.	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.	OSESS	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 RS³	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.	OSESS	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.	OSESS	NA	Ensure IEPs correct.	Fully Completed
Revised Transition Section of Forms and Procedures Manual.	OSESS	NA	Ensure IEPs correct.	Fully Completed
Revised high school WV GRADUATION 20/20 Implementation Manual Guidance for West Virginia Schools and Districts.	OSESS	NA	Provide guidance to LEA/Schools.	Fully Completed
Developed middle school WV GRADUATION 20/20 Implementation Manual Guidance for West Virginia Schools and Districts.	OSESS	NA	Provide guidance to LEA/Schools.	Fully Completed
Developed elementary school WV GRADUATION 20/20 Implementation Manual Guidance for West Virginia Schools and Districts.	OSESS	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.	Fully Completed
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 III Year 4 2019-2020				
ACCOUNTABILITY	**PERSON(S) RESPONSIBLE**	**RESOURCES NEEDED**	**EXPECTED OUTCOMES**	**TIMELINES**
Revised WV GRADUATION 20/20 Implementation Manual Guidance for West Virginia Schools and Districts- High Schools.	WV GRADUATION 20/20 Leadership Team	IDEA Discretionary	Provide Guidance to LEA/Schools.	Fully Completed
Revised WV GRADUATION 20/20 Implementation Manual Guidance for West Virginia Schools and Districts-Middle Schools.	WV GRADUATION 20/20 Leadership Team	IDEA Discretionary	Provide Guidance to LEA/Schools.	Fully Completed
Revised "Work Exploration Program Implementation Manual" (Division of Rehabilitation Services-Pathways to the Future).	WV GRADUATION 20/20 Leadership Team Transition Technical Assistance Center	IDEA Discretionary	Provide Guidance to LEA/Schools.	Fully Completed

Revised Hand In Hand Guidance for West Virginia Families.	Office of Special Education and Student Support Family Engagement Lead Coordinator	IDEA Discretionary	Provide Guidance to LEA/schools/families.	Fully Completed
Revised WV GRADUATION 20/20 School Action Plan.	WV GRADUATION 20/20 Leadership Team	IDEA Discretionary	Define components of WV GRADUATION 20/20 School Action Plan.	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).	OSESS	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
IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE II 2016-2017				
DATA	**PERSON(S) RESPONSIBLE**	**RESOURCES NEEDED**	**EXPECTED OUTCOMES**	**TIMELINES**
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.	OSESS	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.	Fully 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.	Fully 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.	Fully Completed
Provide dropout data for SWD and All in 2016-2017 by district.	Research Coordinator	NA	Provide method for district to examine data.	Fully Completed
Provide WV GRADUATION Rates among All and SWD from 2012- 2017.	Research Coordinator	NA	Provide method for district to examine data.	Fully Completed

Provide WV Dropout Rates All and SWD from 2012-2017.	Research Coordinator	NA	Provide method for district to examine data.	Fully 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.	Fully 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.	Fully 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.	Fully Completed
IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE III Year 4 2019-2020				
DATA	**PERSON(S) RESPONSIBLE**	**RESOURCES NEEDED**	**EXPECTED OUTCOMES**	**TIMELINES**
Provided platform, Schoology, enabling local education agencies to upload documentation of work as well as have a forum with which to communicate with the SEA and each other.	WV GRADUATION 20/20 Leadership Team	Office of Technology Accountability and Data Governance	Provide simpler method to collect and review school data. Provide mechanism for improved communication.	Fully Completed

Revised Core Data Tool.	Research Coordinator	IDEA Discretionary	Improve the functionality and usability of the Core Data Tool.	Fully Completed
Develop Point of Contact Feedback Form.	Research Coordinator	IDEA Discretionary	Provide appropriate mechanism for POCs to provide substantive feedback.	Fully 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.	OSESS, 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.	Fully Completed

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.	Partially Completed
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 (TTAC) 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 20/20 Leadership Team	IDEA Discretionary	Improve transition and post school outcomes.	Fully 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 20/20 Leadership Team, LEA Point of Contact	IDEA Discretionary	Train WV GRADUATION 20/20 school leadership teams and district Point of Contact.	Fully Completed
Provide PathwaysWV.org training in at least 14 districts per year.	Transition Technical Assistance Center	IDEA Discretionary	Provide trainings to teachers and students.	Fully Completed
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.	Fully Completed
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.	Fully Completed
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.	Fully Completed
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.	Fully Completed
Provided training on interface of Personalized Education Plan (PEP), Individualized Work Ready Competencies (IWRC), and Individualized Education Program (IEP).	WV GRADUATION Leadership Team	IDEA Discretionary	Provide training to district staff.	Fully 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

IMPROVEMENTS TO STATE INFRASTRUCTURE PHASE III Year 4 2019-2020				
PROFESSIONAL LEARNING	**PERSON(S) RESPONSIBLE**	**RESOURCES NEEDED**	**EXPECTED OUTCOMES**	**TIMELINES**
Customize the A-B-C (attendance, behavior, class performance) checklist from Pennsylvania for WV students and families-High School.	WV GRADUATION 20/20 Leadership Team	IDEA Discretionary	Provide communication tool for students and families.	Fully Completed
Customized the A-B-C (attendance, behavior, class performance) checklist from Pennsylvania for WV students and families -Upper Elementary, Middle School.	WV GRADUATION 20/20 Leadership Team	IDEA Discretionary	Provide communication tool for students and families.	Fully Completed
Developed "Pre-Employment Transition Services Sample Lessons for Life After High School for Students with Disabilities" One-Pager.	WV GRADUATION 20/20 Leadership Team	IDEA Discretionary	Provide resource for teachers.	Fully Completed
Developed "Work Exploration Program Implementation Manual" One-Pager.	WV GRADUATION 20/20 Leadership Team	IDEA Discretionary	Provide resource for LEA and teachers of students with disabilities.	Fully Completed
Developed "Planning for the Future for Students with Disabilities" One-Pager.	WV GRADUATION 20/20 Leadership Team	IDEA Discretionary	Provide communication tool for students and families.	Fully Completed
Developed "West Virginia Transition Guide" (slide guide) One-Pager.	WV GRADUATION 20/20 Leadership Team	IDEA Discretionary	Provide resource for teachers, families, students.	Fully Completed
Developed "Transition Guide for Students with Disabilities and Their Parents" One-Pager.	WV GRADUATION 20/20 Leadership Team	IDEA Discretionary	Provide resource for LEAs, teachers, families, students.	Fully Completed
Developed "A-B-C School and Family Partnerships" One-Pager.	WV GRADUATION 20/20 Leadership Team	WV Family Engagement Center	Provide communication tool for staff and families.	Fully Completed
Developed "Check the A-B-Cs! At A Glance (One-Pager).	WV GRADUATION 20/20 Leadership Team	WV Family Engagement Center	Provide resource to LEAs and staff.	Fully Completed

Customized "Chronic Absenteeism At A Glance" from Ohio for WV students and families.	WV GRADUATION 20/20 Leadership Team	WV Family Engagement Center	Provide information to LEAs and staff.	Fully Completed
Revised "Transition Technical Assistance Center" One-Pager.	Transition Technical Assistance Center	IDEA Discretionary	Provide information to LEAs and staff.	Fully Completed
Revised "Transition Technical Assistance Center" Brochure.	Transition Technical Assistance Center	IDEA Discretionary	Provide information to LEAs, staff, families.	Fully Completed
Provided training on Pre-ETS service requirements in at least 14 districts per year.	Transition Technical Assistance Center	IDEA Discretionary, Division of Rehabilitation Services	Provide training to district and DRS staff.	Fully Completed
Provided training on WV Transition materials (Planning for the Future, Transition Services Planner, Transition Guide, PathwaysWV.org, Sample Lesson Plans) in at least 14 districts per year.	Transition Technical Assistance Center	IDEA Discretionary, Division of Rehabilitation Services	Provide training to district staff, DRS staff, and students.	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
			WVDE	Initiative documents and resources provided	Document review/ development	Annually
			LEA/WVDE	TA provided	POCs/School Team Leaders Monthly Log	Monthly
			LEA/WVDE	Leadership teams developed	School Leadership Contact List	Annually
			LEA/WVDE	Webinars attended	POCs/School Team Leaders Monthly Log	Monthly
			LEA/WVDE	Initiative documents disseminated	Document review/ development	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 School Leadership Team Reflection Rubric, POC Feedback Form, and 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 School Leadership Team Reflection Rubric, POC Feedback Form, and 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 – 82.1% of youth with IEPs will graduate from high school with a regular diploma by 2019-2020	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 2018-2019				
Evaluation Question	**Performance Indicator**	**Measurement/ Data collection methods**	**Collection Frequency**	**2018-2019 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	Monthly	Fully completed
	TA provided	School Team Leader 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 Leadership Teams and Points of Contact	Annually	Fully completed

To what extent is the WVDE providing ongoing collaboration, support, and technical assistance to schools as they implement the WV GRADUATION 20/20 initiative?	School Team Leader 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	In progress
	WV GRADUATION 20/20 implementation fidelity	WV GRADUATION 20/20 School Leadership Team Reflection Rubric Point of Contact Feedback Form	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 School Leadership Team Reflection Rubric Point of Contact Feedback Form	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 School Leadership Team Reflection Rubric Point of Contact Feedback Form	Annually	In progress
To what extent are student outcomes among students with Individualized Education Programs (IEPs) improving at schools participating in the WV GRADUATION 20/20 program?	SiMR – 82.1% 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

Appendix F

WV GRADUATION 20/20 Reflection Rubric 2018-2019 (fillable form)

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 program at the state, district, and school levels. Participation in the study includes completing this survey once during the school year; it should not take more than 20 minutes to complete.

COMPLETE THE REFLECTION RUBRIC AS A TEAM. The team will be presented with a series of items and asked to indicate responses by selecting from multiple choice options.

Participation in this research study poses no more risk than anyone would encounter during a normal day. It is the intention that results from this rubric will be used by the WV GRADUATION 20/20 School Leadership Teams, district level support personnel, 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!

WV GRADUATION 20/20 Reflection Rubric 2018-2019 (fillable form)

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 2018). Second, choose the stage that best reflects the implementation level at the end of the school year (Spring 2019).

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.

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 and school information

1. **District**:

2. School name:

3. 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
- ◯ Attendance
- ◯ Behavior
- ◯ Course completion

WV GRADUATION 20/20 Reflection Rubric 2018-2019 (fillable form)

Step 1. Utilize school leadership team

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

Key components:

- Establish a WV GRADUATION 20/20 School Leadership Team (hereafter GRAD 20/20 Team or the team).
- Review and/or receive training on the components of the evidence-based frameworks, 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.

4. 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 2018)	○	○	○	○	○
Near the end of the school year (Spring 2019)	○	○	○	○	○

5. 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	○	○	○	○	○

6. 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 is 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 is most applicable to the beginning of the school year, and near the end of the school year.

Key components:

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

7. 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	○	○	○	○	○
Near the end of the school year	○	○	○	○	○

8. 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 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	○	○	○	○	○

WV GRADUATION 20/20 Reflection Rubric 2018-2019 (fillable form)

9. 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 have not begun	Exploration: Identifying Need – Planning for 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 have been 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 is most applicable to the beginning of the school year, and near the end of the school year.

Key components:

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

10. 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	○	○	○	○	○
Near the end of the school year	○	○	○	○	○

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

	Not Yet Established – Prioritizing the areas of need has not begun	Exploration: Identifying Need - Planning for how prioritize the areas of need has begun	Installation: Establishing Resources - The team has prioritized some areas of need	Initial Implementation: Making Adjustments – The team 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	○	○	○	○	○

12. 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 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 level(s) 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 is most applicable to the beginning of the school year, and near the end of the school year.

Key components:

- Identify evidence-based strategies / interventions to drive improvement.
- Complete the school action plan.
- Identify implementation concerns and work to remove barriers.

13. 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	○	○	○	○	○
Near the end of the school year	○	○	○	○	○

14. Core activity: Complete all sections of the School Action Plan.

	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	○	○	○	○	○

WV GRADUATION 20/20 Reflection Rubric 2018-2019 (fillable form)

15. 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 concerns /barriers have been identified and discussed	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 is most applicable to the beginning of the school year, and near the end of the school year.

Key components:

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

16. 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 expectations
Near the beginning of the school year	○	○	○	○	○
Near the end of the school year	○	○	○	○	○

17. 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 – Communication plan in effect; most students / families contacted	Full Implementation: Well Integrated – Communication plan fully implemented; all students / families contacted
Near the beginning of the school year	○	○	○	○	○
Near the end of the school year	○	○	○	○	○

18. 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	○	○	○	○	○

19. 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	○	○	○	○	○

20. 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 has begun	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	○	○	○	○	○

21. Core activity: Communicate findings/results with faculty, students, families, the community, and others.

	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	○	○	○	○	○

WV GRADUATION 20/20 Reflection Rubric 2018-2019 (fillable form)

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

WV GRADUATION 20/20 Point of Contact Feedback Form 2018-2019

Thank you for serving as your district's WV GRADUATION 20/20 Point of Contact during the 2018-2019 school year.

As the Point of Contact please complete this form – **DO NOT** complete the Reflection Rubric – to provide feedback on your experiences working with and supporting WV GRADUATION 20/20 schools throughout this school year.

The intent of this form is to gather information that will assist schools, districts, and the West Virginia Department of Education (WVDE) in improving activities and supports related to implementing the steps outlined in the Dropout Prevention Intervention Framework and/or the CEEDAR Transition Practices Framework.

All responses to this data collection shall remain completely confidential and no identification of individual participants will occur. All results will be reported in aggregate or by predominant theme. Please note that your participation is completely voluntary, and you may stop at any time. It should not take more than 15 minutes to complete the form.

Once completed, please save the file and email it to Amber Stohr, astohr@k12.wv.us

1. In your opinion, what went well this year with WV GRADUATION 20/20? Please describe highlights or successes.

2. What, if any, challenges or barriers did you observe?

WV GRADUATION 20/20 Point of Contact Feedback Form 2018-2019

3. What recommendations would you make to improve WV GRADUATION 20/20?

4. Are there specific supports the WVDE could provide to improve the implementation of WV GRADUATION 20/20?

5. Please provide any additional comments or suggestions below.

WV GRADUATION 20/20 Focus Group Guidelines and Worksheet

Capacity Building Institute, July-August 2019

Focus Group Goal

The purpose of the focus group discussions is to provide an opportunity for WV GRADUATION 20/20 participants to offer input and insight regarding the implementation of the initiative in their school or district during the 2018-2019 school year. The small group format allows for greater participation, interactivity, and dialogue.

Roll of Focus Group Facilitators

The etymology of the word "facilitate" simply means to "make easier." Your job, as a facilitator, is to help elicit views and perspectives of the participants in your group and assist those present to have a useful and coherent conversation about the questions posed. This includes helping to make sure everyone gets a chance to speak, participants have the opportunity to go beyond mere "talking points", and that participants treat each other respectfully. Furthermore, your job is to summarize and document the main points of discussion in your group.

More information about your role:

- **Enforce the ground rules** to make sure everyone has the opportunity to participate and that all participants are respectful and feel safe.
- **Serve as timekeeper**. Keep the group moving through the questions within the timeframe (5 min for welcome and introductions, 20-25 min for discussion, and 1 min for wrap-up). If it seems like people have more to say on one of the questions, agree to come back to it at the end if time allows.
- **Facilitate the discussion**. Keep the group focused on the topic at hand; redirect the conversation back to the topic as needed.
- **Capture key themes**. There will be 2 facilitators per focus group. One will lead the conversation, and the other will take notes on predominant themes, pertinent ideas, and helpful suggestions.

Ground Rules (read to the group at the beginning of the conversation):

- Be concise – allow others to speak, and do not interrupt others
- Be respectful – direct comments to issues, not individuals or other participants
- Be constructive – offer input, ideas, and suggestions that can inform WV GRADUATION 20/20

Facilitation 101

- Elicit (but do not force) responses from all those in the group. Manage the conversation so that one or two voices do not dominate the discussion. ("*Several of you have offered some useful thoughts. Let me invite those who have not yet spoken to share any further views about this question*.")
- Listen and acknowledge, but do not react positively or negatively to comments; don't interject your own ideas. You must be neutral for purposes of this discussion and should not offer personal opinions.

GRADUATION 20/20 Focus Group Questions

(Ask and record everyone's roles: teacher, admin, counselor, county central office, etc.)

1. What were your overall impressions with the WV GRADUATION 20/20 initiative this past year?
2. What benefits, if any, are you seeing as a result of participating in WV GRADUATION 20/20?
3. What challenges, if any, are you facing? What are your concerns?
4. What type of additional support do you need to improve your efforts?

Appendix G

SY 2019 School Leadership Team Reflection Rubric Results by Implementation Step

Reflection Rubric School Leadership Team: Pre and Post Means, T Test and Effect Size (SY 2019)
Step 1. Utilize a school leadership team

Core activity	Pre			Post			Significance of difference		Hedge's g	Effect size
	n	Mean	*SD*	*n*	Mean	*SD*	*t*	*P*		
Establish a WV GRADUATION 20/20 School Leadership Team	30	3.97	1.16	30	4.90	0.31	4.88	<.0001	1.09	large effect
Train GRAD 20/20 Team members on the primary components of either the Dropout Prevention Intervention Framework or the Transition Practices Framework	30	3.17	1.32	30	4.10	1.03	6.18	<.0001	0.78	moderate effect
Establish ownership and commitment for the project implementation process	30	3.63	1.10	30	4.50	0.63	5.79	<.0001	0.96	large effect
Step 1 Core activities combined	30	3.59	1.23	30	4.50	0.78	9.66	<.0001	0.88	moderate effect

Reflection Rubric School Leadership Team: Pre and Post Means, T Test and Effect Size (SY 2019)
Step 2. Analyze data

Core activity	Pre			Post			Significance of difference		Hedge's g	Effect size
	n	Mean	*SD*	*n*	Mean	*SD*	*t*	*P*		
Examine school data related to the Dropout Intervention Framework or the Transition Practices Framework	30	3.20	1.24	30	4.30	1.02	7.50	<.0001	0.95	large effect
Complete the Core Data Tool or the Transition Practice Profile	30	3.27	1.20	30	4.60	0.72	7.10	<.0001	1.33	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	30	3.07	1.14	29	4.34	1.01	6.90	<.0001	1.16	large effect
Step 2 Core activities combined	30	3.18	1.19	29	4.42	0.93	12.38	<.0001	1.15	large effect

Reflection Rubric School Leadership Team: Pre and Post Means, T Test and Effect Size (SY 2019)
Step 3. Identify target areas for intervention

Core activity	Pre			Post			Significance of difference		Hedge's g	Effect size
	n	Mean	*SD*	*n*	Mean	*SD*	*t*	*P*		
Identify areas of need that emerged from the data analysis in Step 2	30	3.30	1.15	30	4.27	0.87	5.71	<.0001	0.94	large effect
Prioritize areas of need that emerged from the data analysis in Step 2	30	3.27	1.15	30	4.17	0.87	6.60	.0003	0.97	large effect
Determine the level of intervention	30	3.07	1.17	30	4.33	0.66	7.99	<.0001	1.31	large effect
Step 3 Core activities combined	30	3.18	1.15	30	4.26	0.80	11.66	<.0001	1.08	large effect

Reflection Rubric School Leadership Team: Pre and Post Means, T Test and Effect Size (SY 2019)
Step 4. Develop a goal(s) for school strategic plan

Core activity	Pre			Post			Significance of difference		Hedge's g	Effect size
	n	Mean	*SD*	*n*	Mean	*SD*	*t*	*P*		
Identify evidence-based strategies and/or interventions to drive improvement	30	3.23	1.01	30	4.30	0.75	7.90	<.0001	1.19	large effect
Complete all sections of the School Action Plan	30	3.27	1.08	30	4.73	0.52	7.48	<.0001	1.71	large effect
Identify implementation concerns and work to remove barriers	30	3.10	1.09	30	4.47	0.73	7.76	<.0001	1.45	large effect
Step 4 Core activities combined	30	3.20	1.05	30	4.50	0.69	13.10	<.0001	1.45	large effect

Reflection Rubric School Leadership Team: Pre and Post Means, T Test and Effect Size (SY 2019)
Step 5. Implement, monitor, and evaluate

Core activity	Pre			Post			Significance of difference		Hedge's g	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	30	2.77	1.04	30	4.00	0.87	8.73	<.0001	1.27	large effect
Communicate School Action Plan goals to targeted students (and their families)	29	2.62	1.27	29	3.72	1.28	6.91	.005	0.86	large effect

Implement the School Action Plan according to the determined timeline	30	2.87	1.14	30	4.33	0.84	8.25	<.0001	1.45	large effect
Determine what data is needed to monitor implementation of programs and/or interventions	30	3.10	1.12	30	4.40	0.81	7.78	<.0001	1.31	large effect
Review or analyze data on an ongoing basis to make adjustments to the School Action Plan	29	3.00	1.13	29	4.31	0.81	8.31	<.0001	1.31	large effect
Communicate findings with faculty, students, families, the community, and other stakeholders	30	2.63	1.19	30	3.80	1.21	8.07	<.0001	1.17	large effect
Step 5 Core activities combined	29	2.38	1.15	29	4.10	1.01	19.63	<.0001	1.17	large effect

Appendix H

ONE YEAR FOLLOW-UP SURVEY 2018-2019

WV State Results

Total number of responses: 1,753

Response rate: 72.13%

Exit reason	Percent
Graduated Standard Diploma	68.07%
Graduated Modified Diploma	17.82%
Dropped out	10.58%
Reached Maximum Age of 21	2.60%
Modified: Returned for services	0.93%

Survey submitter	Percent
Student	2.32%
Parent/guardian	6.86%
County/school personnel	90.81%

Currently (or have for at least 3 months this year)	Percent
Attending college (4 year)	7.64%
Attending community & technical college (2 year)	10.38%
Other school or training	5.70%
In the military	1.60%
Currently working	57.27%
- Percent competitively employed of those working	48.30%

Reasons among those who are not working or going to school	Number
Unable to work because of disability	140
Unable to afford school or training	14
Need to help family at home	33
Do not know what I want to do	58
Do not need to work/parents support me	40
Unable to find work	72
Unable to get accepted into a school or training program	3
Transportation not available	29
Other	84

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

Receive agency support	Percent
Yes	22.65%

Type of support	Percent
Educational	26.88%
Work	31.31%
Independent living	14.47%
Other	17.74%

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	19.91%	67.43%	0.80%
Money management skills	26.18%	61.10%	1.03%
Job seeking and job keeping	21.28%	65.89%	0.97%
Specific work experiences	24.07%	63.38%	0.68%

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

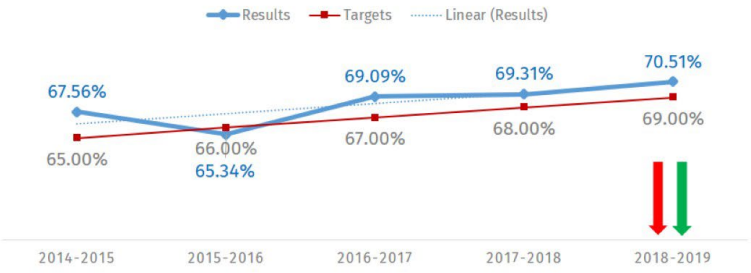
14A: Enrolled in Higher Education

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

14B: Enrolled in Higher Education or Competitively Employed

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: 2018-2019 (collected 2020)

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:

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

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

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

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

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

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

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

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

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

If yes, what agency? _____

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

I am currently:
- ○ Living at home with parents or other family
- ○ Independently in my own place or with friends
- ○ In group home/supervised shared apartment
- ○ In a dormitory or on a military base
- ○ 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	○	○	○
Money management skills	○	○	○
Job seeking and job keeping skills	○	○	○
Specific work experiences	○	○	○

Thank you for completing this survey. Please return this survey by **August 31, 2020** (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**
5. Discuss at the district and school level the graduation/dropout rate and/or achievement gaps of subgroups.		✓	✓							✓	✓	✓
6. Identify School Leadership Team members.		✓	✓									
7. Determine school meeting dates (at least 1 time per month) and publish.		✓	✓									
8. 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
2019-2020

District	School	Type
Barbour	Philippi Middle School	MS
Boone	Sherman High	HS
Boone	Sherman Junior	MS
Boone	Scott High	HS
Boone	Van Junior/Senior High	HS
Braxton	Braxton County High	HS
Braxton	Braxton County Middle	MS
Brooke	Brooke County High	HS
Brooke	Brooke Middle	MS
Cabell	Cabell Midland High	HS
Fayette	Anstead Elementary	ES
Fayette	Meadow Bridge High	HS
Fayette	Midland Trail High	HS
Fayette	Valley PK-8	MS
Gilmer	Gilmer County High	HS
Grant	Petersburg High	HS
Grant	Union Educational Complex K-12	HS
Hampshire	Capon Bridge Middle	MS
Hampshire	Hampshire Senior High	HS
Hampshire	Romney Middle	MS
Hancock	Allison Elementary	ES
Hancock	New Manchester Elementary	ES
Hancock	Oak Glen High	HS
Hancock	Oak Glen Middle	MS
Hancock	Weir High	HS
Hancock	Weir Middle	MS
Hancock	Hancock Alternative Learning Center	AS
Hancock	Weirton Elementary	ES
Hardy	East Hardy High	HS

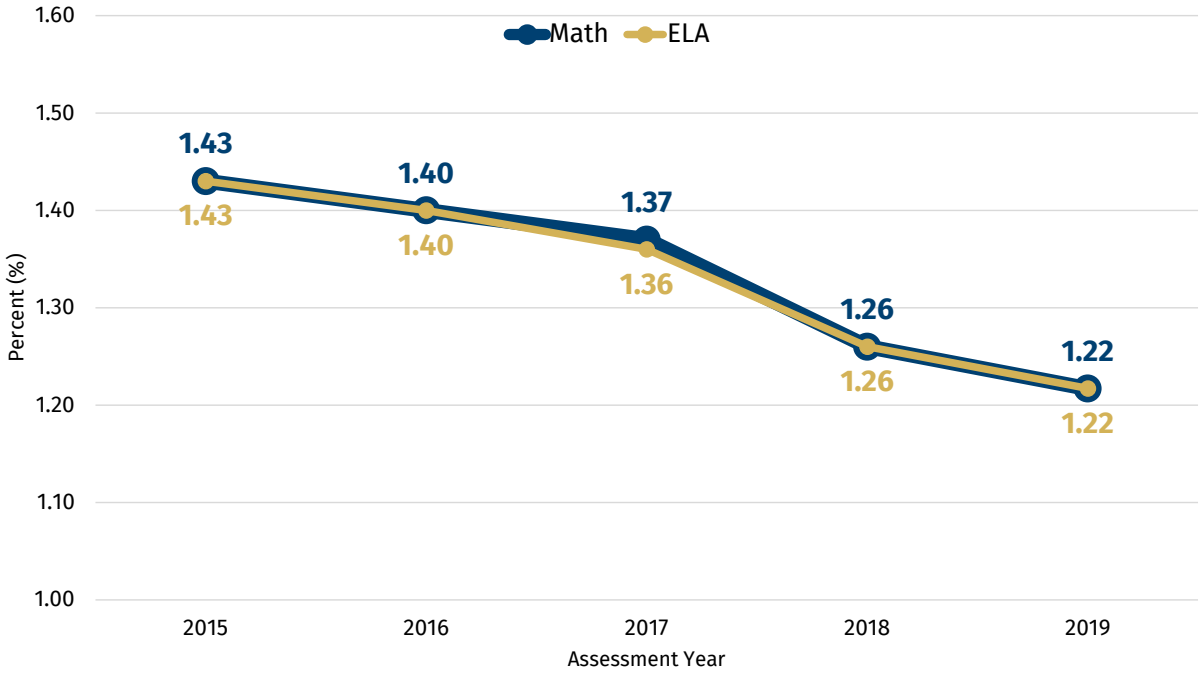
District	School	Type
Harrison	Liberty High	HS
Harrison	Lincoln High	HS
Harrison	Robert C. Byrd High	HS
Harrison	South Harrison High	HS
Kanawha	Capital High	HS
Kanawha	Herbert Hoover High	HS
Kanawha	Nitro High	HS
Kanawha	Riverside High	HS
Kanawha	Saint Albans High	HS
Kanawha	Sissonville High	HS
Kanawha	South Charleston High	HS
Lewis	Lewis County High	HS
Logan	Chapmanville Regional High	HS
Logan	Logan Senior High	HS
Logan	Man Senior High	HS
Marion	East Fairmont High	HS
Marion	Fairmont Senior High	HS
Marion	North Marion High	HS
Marion	Monongah Middle	MS
Marion	Mannington Middle	MS
Marshall	Cameron Middle/High	HS
Marshall	Gateway Achievement Center	AS
Marshall	John Marshall High	HS
Marshall	Moundsville Middle	MS
Marshall	Sharrard Middle	MS
Mason	Point Pleasant Junior/Senior High	HS
McDowell	Mt. View Middle	MS
McDowell	Southside K-8	MS
Mercer	Bluefield High	HS

District	School	Type
Mercer	Montcalm High (7-12)	HS
Mercer	Pikeview High	HS
Mercer	Princeton Senior High	HS
Mineral	Keyser High	HS
Mingo	Mingo Central High	HS
Mingo	Tug Valley High	HS
Monroe	James Monroe High	HS
Monroe	Mountain View Middle	MS
Monroe	Peterstown Middle	MS
Morgan	Berkeley Springs High	HS
Nicholas	Nicholas County High	HS
Nicholas	Richwood High	HS
Nicholas	Richwood Middle	MS
Nicholas	Summersville Middle	MS
Ohio	Bridge Street Middle	MS
Ohio	Elm Grove Elementary	ES
Ohio	Madison Elementary	ES
Ohio	Triadelphia Middle	MS
Ohio	Warwood Elementary	ES
Ohio	Warwood Middle	MS
Ohio	Wheeling Middle	MS
Ohio	Wheeling Park High	HS
Ohio	Woodsdale Elementary	ES
Pocahontas	Greenbank PK-8	MS
Pocahontas	Marlinton Middle	MS
Pocahontas	Pocahontas County High	HS

WV GRADUATION 20/20 Schools 2019-2020		
High Schools		66
Middle Schools		35
Elementary Schools		8
Alternative Schools		2
Total		111
Grad 20/20 Counties	WV Co.	% participating
40	55	72.7
Grad 20/20 high schools	WV HS	% participating
66	114	57.89

District	School	Type
Preston	Preston County High	HS
Putnam	Poca High	HS
Raleigh	Independence High	HS
Raleigh	Liberty High	HS
Raleigh	Shady Spring High	HS
Raleigh	Independence Middle	MS
Raleigh	Park Middle	MS
Raleigh	Shady Spring Middle	MS
Raleigh	Trap Hill Middle	MS
Randolph	Elkins High	HS
Roane	Geary Elementary/Middle	MS
Roane	Roane County High	HS
Roane	Spencer Middle	MS
Roane	Walton Elementary/Middle	MS
Summers	Summers County High	HS
Taylor	Grafton High	HS
Tucker	Tucker County High	HS
Upshur	Buckhannon Upshur High	HS
Wayne	Buffalo Middle	MS
Wayne	Ceredo-Kenova High	HS
Wayne	Spring Valley High	HS
Wayne	Tolsia High School	HS
Webster	Webster County High	HS
Wetzel	Magnolia High	HS
Wetzel	Paden City High (7-12)	HS
Wetzel	Paden City Middle/High	HS
Wirt	Wirt County Middle	MS
Wirt	Wirt County High	HS

Participation in West Virginia Alternate Summative Assessments: 2015 - 2019

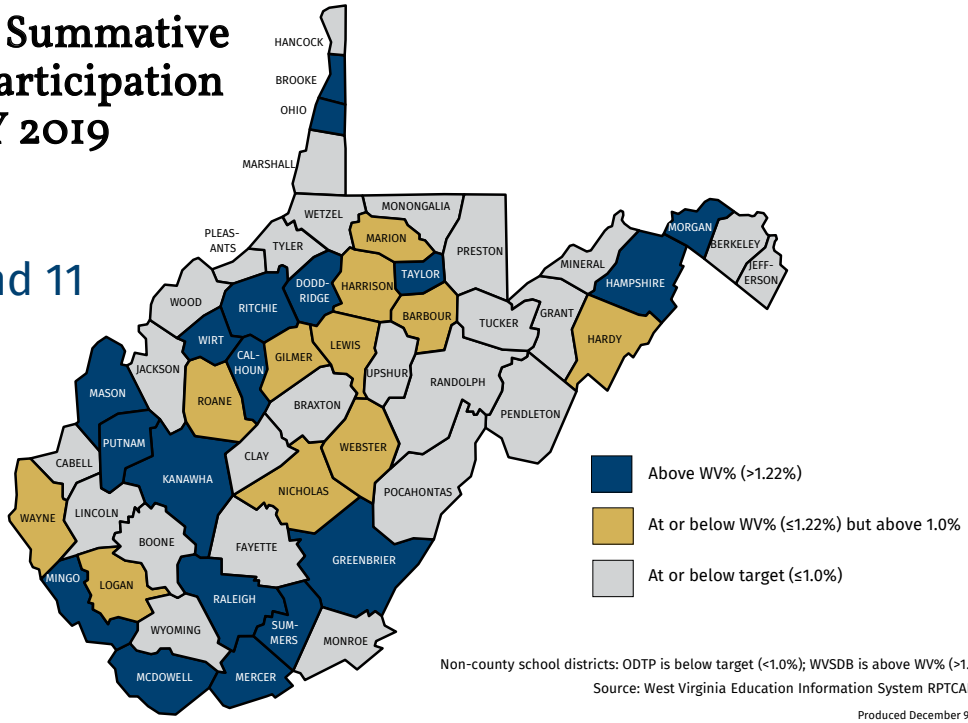


Notes: West Virginia Alternate Summative Assessment given in years 2015 and 2016 to Grades 3-11, and starting in 2017 to Grades 3-8 and 11; data include all 57 school districts.
Data sources: West Virginia Education Information System assessment report card file for each school year.

WV Alternate Summative Assessment Participation Percent (%) SY 2019

Mathematics
Grades 3-8 and 11

WV% = 1.22
(Target % = 1.0)

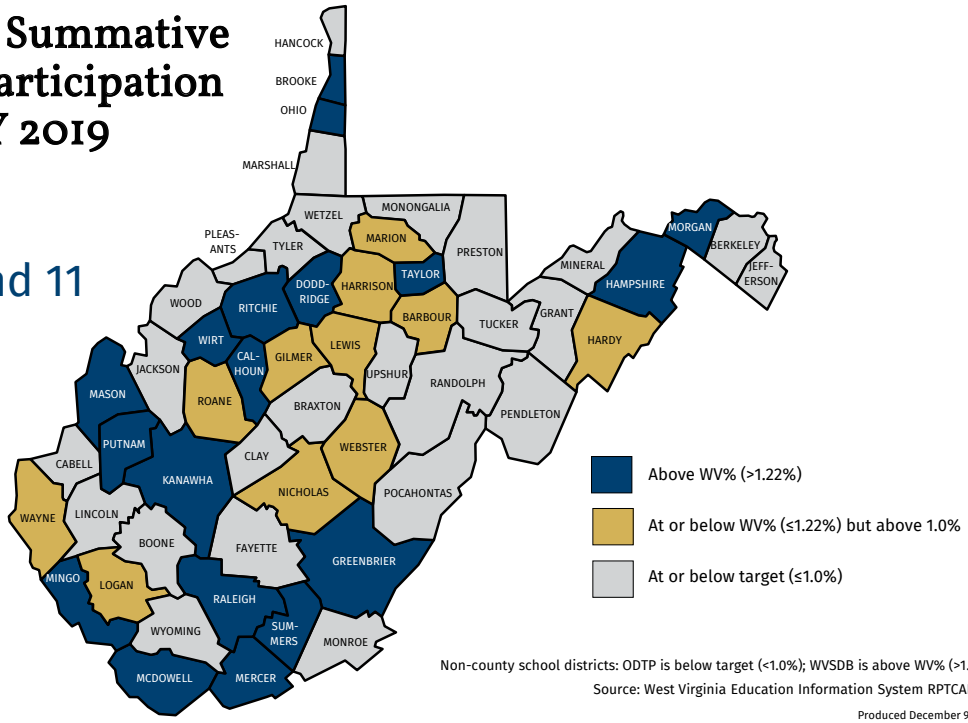


Non-county school districts: ODTP is below target (<1.0%); WVSDB is above WV% (>1.22%)
Source: West Virginia Education Information System RPTCARD19
Produced December 9, 2019

WV Alternate Summative Assessment Participation Percent (%) SY 2019

ELA
Grades 3-8 and 11

WV% = 1.22
(Target % = 1.0)



Non-county school districts: ODTP is below target (<1.0%); WVSDB is above WV% (>1.22%)
Source: West Virginia Education Information System RPTCARD19
Produced December 9, 2019

Developing the Action Plan

1. Using the Core Data Tool, identify the focus area(s) for your Action Plan. Data is the roadmap you will use to develop your plan. By analyzing these data and noting patterns, you can identify areas of most risk and need. Once the needs are known, you can address these needs with effective **evidence-based strategies**.

2. Your action plan may include one (1) to three (3) focus areas. To maintain achievability and implementation fidelity, more than three (3) focus areas are not recommended. Focus area examples **include but are not limited to**: academic performance, attendance, behavior/discipline, family and/or student engagement, and school climate.

3. Establish current **baseline** data for the focus area using the most recent data available. Include the **baseline measurement type** – percent, count, results from a pre-test, etc. Indicate the **baseline year** – typically this will be a school year (i.e., SY2018-2019 or SY2019)

4. For each focus area you will write an objective. The **objective** should be **SMART** (specific, measurable, attainable, realistic, and time-bound). Include the targeted student population, specify criteria, set a **timeline** and specify the degree of improvement expected for the targeted population.

5. The **focus areas must** be on things the school team can change. Focus areas are not to be on things that are unrealistic or beyond the school's scope/ability to change.

6. Develop **activities** that you will implement. Determine what needs to happen- what actions are necessary, who will be involved in making it happen (**responsible party**), when it will happen (**timeline**), and how the plan will be evaluated (**evaluation component**).

   Remember - Considerations must be given to:
   - Contextual Fit - Will it work in my school with my designated students? Is it complementary to other practices already in place?
   - Accessibility/ Efficiency - Is it affordable with our resources that are available?
   - Level of Effectiveness - Is there research evidence that it addresses our area of need?

7. Identify the students or the target group that you will involve and monitor progress. Use the results from the initial data (Core Data Tool) in making your student selections.

8. Use the **measureable results** column to track your progress. Review, monitor and revise the Action Plan to ensure intervention strategies are effective at improving the performance in the target area identified in the plan.

9. *The Action Plan is a working document to be reviewed and revised as needed.*

Document partly adapted from *Tips for Developing Action Plans*, NDPC-SD, 2012

SAMPLE School Action Plan (July to July)

Year: 2019 District: County name School: School name School Team Leader: Leader name Point of Contact: Contact name

Focus Area 1:	Student engagement	**Baseline:**	69.1%
Baseline Measurement Type:	Graduation rate	**Baseline Year:**	2018-2019

Objective 1: 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 2018-19 school year, 75.1% in 2019-20, and 78.1% in 2020-21).

Activity	Responsible Party	Timeline	Evaluation Component	Measurable Result (fill in after activity is complete)
1. Expand current job-shadowing to include at-risk students and a greater variety of jobs that may interest them (beautician, plumber, etc.).	1. Director of Career Technical Education, Counselors, Graduation Coach	1. Dec. 2019	1. Number of students participating in job shadowing	1. 25 students
2. Invite guest speakers into classes to discuss employment options, jobs, training required, and pay.	2. Director of Career Technical Education, Counselors, Graduation Coach	2. Feb. to May 2020	2. Number of guest speakers	2. Four guest speakers
3. Form a Pep Club to promote school spirit. The club will have group seating at school events.	3. Graduation Coach, Club Sponsors	3. Sept./Oct. 2020	3. Number of SWDs participating	3. 50 students
4. 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.	4. Graduation Coach, Guidance, and Club Sponsors	4. Aug. 2019	4. Number of parents attending	4. 80 parents
5. 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.	5. Principals, Graduation Coach, selected 11th graders	5. June 2020	5. Number of SWD 9th graders participating	5. 15 students

SAMPLE

SAMPLE School Action Plan (July to July)

Focus Area 2:	Academic Engagement	**Baseline:**	1.2%
Baseline Measurement Type:	Dropout rate	**Baseline Year:**	2018-2019
Objective 2: 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 2018-19 school year, 0.6% in 2019-20, and 0.3% in 2020-21).			

Activity	Responsible Party	Timeline	Evaluation Component	Measurable Result (fill in after activity is complete)
1. Create Virtual School credit recovery program. Open school computer lab for this purpose.	1. Graduation Coach, counselors	1. Jan. to June 2019	1. Number of students successfully completing credit recovery	1.10 students
2. Recruit school staff, parents and/or community members to provide tutoring.	2. Graduation Coach, school faculty	2. Sept./Oct. 2019	2. Number of SWD using tutoring program	2. 18 students
3. Develop implementation plan for the program.	3. Graduation Coach	3. Sept. 2019	3. Program plan	3. See plan
4. Pair selected SWD with a responsible general education student who will serve as a mentor.	4. Graduation Coach, participating faculty	4. 2019/2020 school year	4. Academic performance and discipline data of selected SWDs	4. GPA increase in 50% of participant students; 10% reduction in discipline referrals
5. Assign volunteer faculty member to mentor SWD and general education student pairs.	5. Graduation Coach, participating faculty	5. Oct. 2019	5. Same as #7	5. Same as #7
6. Develop contact sheets for mentors and faculty to track number and nature of contact hours.	6. Graduation Coach	6. Sept. 2019	6. Contact sheets	6. See sheets

SAMPLE

SAMPLE School Action Plan (July to July)

Focus Area 3:	Attendance	**Baseline:**	92.6%
Baseline Measurement Type:	Attendance rate	**Baseline Year:**	2018-2019

Objective 3: 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 2018-19 school year, 93.6% in 2019-20, and 94.1% in 2020-21).

Activity	Responsible Party	Timeline	Evaluation Component	Measurable Result (fill in after activity is complete)
1. Identify at-risk SWD, ask them what would motivate them to attend school.	1. Graduation coach, teachers	1. Sept./Oct. 2019	1. SWD survey	1. Completed surveys / identified motivations
2. Leverage existing staff/student groups to develop an incentive program.	2. Graduation coach, teachers	2. Sept./Oct. 2019	2. Program plan	2. See plan
3. Involve parents and community (as stakeholders and contributors).	3. Graduation coach, school administrator	3. Sept./Oct. 2019	3. Contact log	3. 40 parents and 50 community members contacted
4. Communicate incentive program to students.	4. Graduation coach	4. Oct. 2019	4. Dissemination log	4. 100 students told
5. Use attendance coordinator, or similar, to track attendance and award incentives.	5. Attendance coordinator	5. 2019/20 school year	5. Number of incentives given (change in attendance rate)	5. 20 incentives given
6. Recruit school staff to act as mentors.	6. Graduation coach, school administrator	6. Sept. 2019	6. Staff participation	6. Three staff recruited
7. Develop and have mentors use a frequency of contact log.	7. Graduation coach, school staff	7. Oct. 2019	7. Contact log	7. 50 contacts made by 3 staff members
8. Recruit staff, students, and parents to form an attendance response team, including developing plans, strategies, and tools.	8. Attendance coordinator	8. Sept./Oct. 2019	8. Team membership, tools created	8. 7 team members, 1 tool kit
9. Boost after school programs/offerings.	9. School administrator, parents, community	9. 2019/20 school year	9. Number of offerings, number of students participating	9. 2 new after school programs, 50 participating students

SAMPLE

SAMPLE School Action Plan (July to July)

10. Participate in School Climate Survey (including SWD).	10. School administrator, teachers	10. Fall 2019	10. Participation in survey	10. 100 students, 10 teachers, and 75 parents completed survey
11. Use School Climate Survey results to inform areas of improvement.	11. Graduation coach, school administrator, teachers	11. Winter 2019/20	11. Number of areas identified	11. 3 areas identified

Document modified from *Action Plan for Dropout Prevention 2009-2010*, NDPC-SD

SAMPLE

TTAC

Transition Technical Assistance Center

Community-Based Work Exploration

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.

The **Community-Based Work Exploration Program** is a project that sets up sites and partners with the West Virginia State Parks and the Hatfield-McCoy Trails to provide job training experiences for students with disabilities. A wide variety of other community-based worksites are also developed in the local community.

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.

TTAC project funded by:
West Virginia Department of Education,
Office of Special Education & Student Support

Pathways WV website funded by:
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*

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

TTAC

Transition Technical Assistance Center

Community-Based Work Exploration

TTAC Outcomes to Date

As of end of Project Year 2 - February 2020

759

Students Participating in the Work Exploration Program

23,167

Total Number Trained on Materials and Website

Students, Parents, Staff and Stakeholders

Our students work at large and small businesses such as...

State Parks:
- Babcock State Park
- Beech Fork State Park
- Berkeley Springs State Park
- Bluestone State Park
- Cabwaylingo State Park
- Cacapon State Park
- Camp Creek State Park
- Chief Logan State Park
- Coopers Rock State Park
- Hawks Nest State Park
- Kanawha State Forest
- Stonewall Jackson Resort
- Tomlinson Run State Park

Hatfield-McCoy Trails
Tourism Businesses
Restaurants
Fast Food Establishments
Grocery Stores
Banks and Credit Unions
Professional Offices
Car Dealerships
Automotive Centers
Hospitals and Departments:
- Food Service
- Laundry
- Medical Records
- Purchasing
- Maintenance

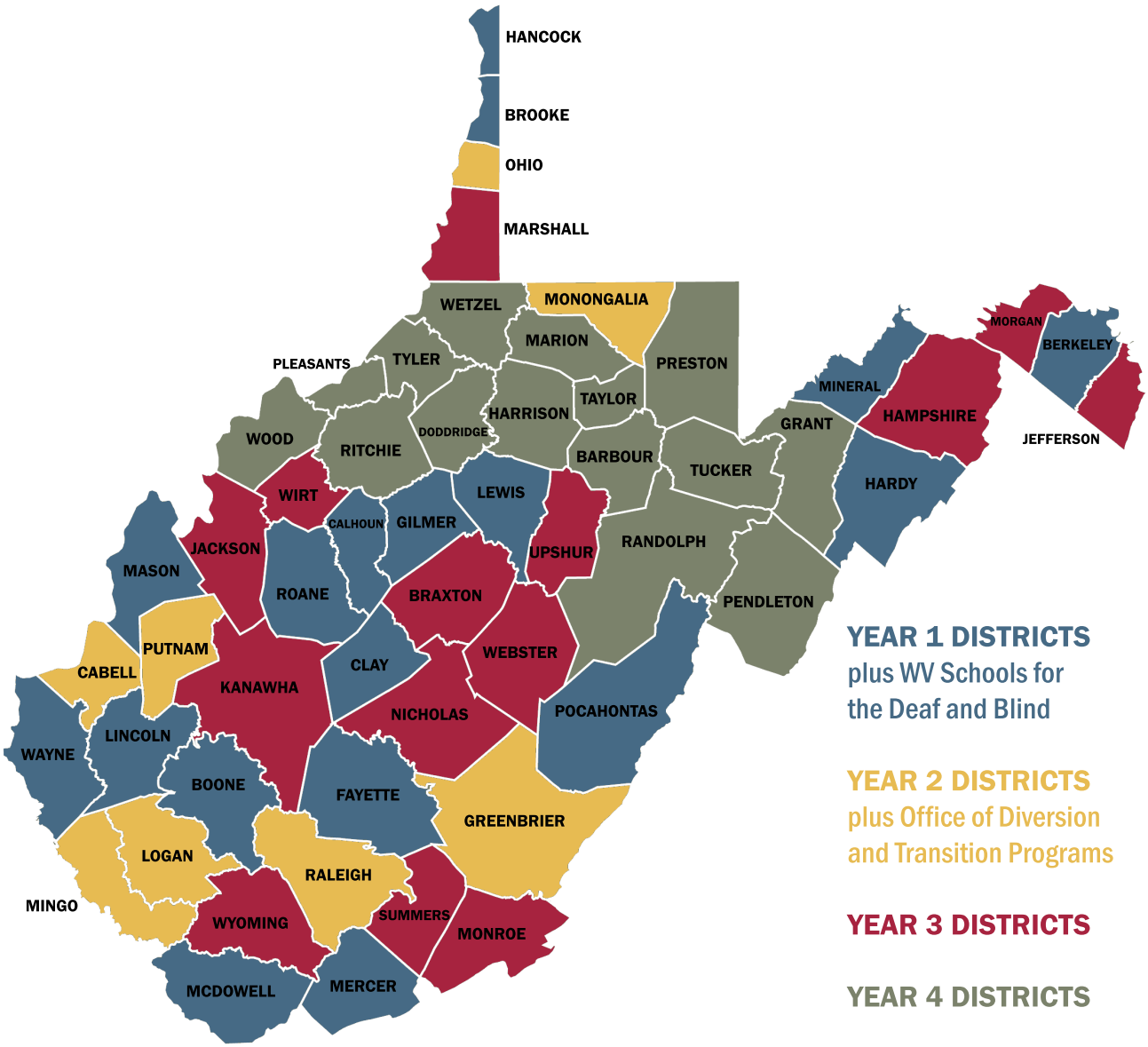
Child Care Centers
Hotels
Book Stores
Veterinary Offices
Animal Shelters
Fitness Centers
Convenience Stores
Floral and Gift Shops
Hair Salons
Farmers Markets
Pharmacies
Warehouses

... and many more.

COMMUNITY ACCESS Incorporated

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

TTAC
Transition Technical Assistance Center



YEAR 1 DISTRICTS
plus WV Schools for the Deaf and Blind

YEAR 2 DISTRICTS
plus Office of Diversion and Transition Programs

YEAR 3 DISTRICTS

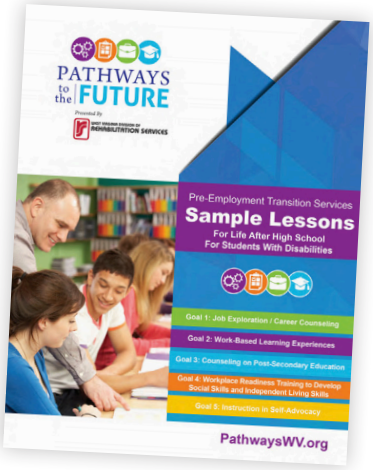
YEAR 4 DISTRICTS

PRE-EMPLOYMENT TRANSITION SERVICES

Sample Lessons For Life After High School For Students With Disabilities

Pre-Employment Transition Services (Pre-ETS) target shared areas where Rehabilitation, Education, and WorkForce WV can partner to develop supports for youth with disabilities to achieve post-secondary goals and success. *Pre-Employment Transition Services Sample Lessons For Life After High School For Students With Disabilities* demonstrates the way in which services may be shared. The manual provides lessons designed for groups or individuals that are taught independently or co-taught by Rehabilitation and/or Education staff.

There are twenty-seven Sample Lesson Plans referenced to the West Virginia College- and Career-Readiness English Language Arts and Wellness Standards. The Understanding by Design template was utilized to represent each of the five Pre-Employment Transition Services goal areas. Each lesson is thirty minutes long and includes resources, method of assessment, activating prior knowledge activity, vocabulary development, skill lesson, reflection, and work to be completed outside of class.



The SAMPLE LESSONS target:

- **GOAL 1:** Job Exploration/Career Counseling – 5 Sample Lesson Plans
- **GOAL 2:** Work-Based Learning Experiences – 5 Sample Lesson Plans
- **GOAL 3:** Counseling Post-Secondary Education – 5 Sample Lesson Plans
- **GOAL 4:** Workplace Readiness Training to Develop Social Skills and Independent Living Skills – 6 Sample Lesson Plans
- **GOAL 5:** Instruction in Self-Advocacy – 6 Sample Lesson Plans

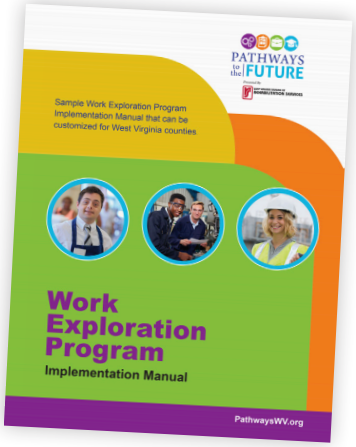
The PRE-ETS SAMPLE LESSONS can be used by practitioners and parents when transition and post-school outcomes are focused on:

- **SCHOOL DISTRICT** – Assists in planning and implementing career activities for transition – Provides for staff the framework of necessary services for transition-age youth – Provides curriculum for staff
- **DIVISION OF REHABILITATION SERVICES/WORKFORCE WV** – Assists in planning and implementing Pre-ETS activities
- **PARENTS** – Outlines transition resources – Individualized Education Program Team meeting opportunities for parent/student/school discussion of post-secondary goals and futures planning

WEST VIRGINIA DIVISION OF REHABILITATION SERVICES

West Virginia DEPARTMENT OF EDUCATION

WORK EXPLORATION PROGRAM IMPLEMENTATION MANUAL



Work-Based Learning is one of the five primary Pre-Employment Transition Service (PRE-ETS) goals for students with disabilities in West Virginia. PRE-ETS target the shared actions where the Division of Rehabilitation Services and West Virginia Department of Education can partner to develop powerful supports for youth experiencing extraordinary challenges in attaining adult success. Pathways for post-secondary opportunities for students with cognitive and/or developmental disabilities need to be strengthened through community-based work exploration.

The Work Exploration Program goals include development of skills in the following areas:

- Career Exploration
- Informed Choice Making
- Communication Skills
- Social Skills
- Job Specific Skills
- Job Seeking and Job Keeping Skills
- Career Decision Making
- Self-Determination and Self-Advocacy

The *Work Exploration Program Implementation Manual* includes:

- **GENERAL GUIDANCE** describes the development of, requirements for, and includes a sample timeline for initiating a work exploration program.
- **STUDENT EVALUATION, GRADING, AND FORMS** provides samples of student interest inventories, work exploration evaluation forms, and a job inventory/safety checklist.
- **LOCAL EDUCATION AGENCY INFORMATION/TASK ANALYSIS** presents job site/coach contact information forms and sample job task analyses.

The Implementation Manual can be used to provide direction to school districts and practitioners implementing Work Exploration Programs (WEPs).

- **SCHOOL DISTRICT** – Focuses on establishing Community-Based Work Exploration sites which will provide job training experiences for students with disabilities.
- **SCHOOL STAFF** – Offers tools for teachers, coaches, aides, and bus drivers to use in the WEP.

WEST VIRGINIA DIVISION OF REHABILITATION SERVICES

West Virginia DEPARTMENT OF EDUCATION

Planning for the Future
FOR STUDENTS WITH DISABILITIES

Transition planning services begin while students are in school. Compared to their nondisabled peers, students with disabilities – as well as those with chronic achievement problems – are more likely to experience unemployment or underemployment, lower pay, and job dissatisfaction. High schools and middle schools can better engage and support these students by helping identify their strengths and interests and providing them with the skills (or a plan for gaining them) they need to succeed in the workplace.

The **WEST VIRGINIA PLANNING FOR THE FUTURE FOR STUDENTS WITH DISABILITIES GUIDE** is designed to advance efforts in ensuring all students and youth with disabilities are equipped with the skills and knowledge to be engaged in the 21st Century workforce. Its purpose is to provide information for students, families, school staff, and community agencies to use as students with disabilities are preparing for school-to-work transition and post-school life.

The Planning Guide can serve to improve home-school communication by increasing families' understanding of course and graduation requirements and ways to monitor and support their student's progress. It can also increase families' awareness of the steps they can take to help their students graduate high school and make the transition to post-school activities. For families of students in middle school it can help create a seamless pathway into high school so families remain engaged throughout their teens' high school grades. Connect with the students prior to reaching out to families. When the student is approached and understands how he/she can be supported to be on track for graduation, families will perceive this as interest in the student and will be more likely to become engaged in supporting his or her school success. Reach out to families even when their children are in middle school.

The **WEST VIRGINIA PLANNING FOR THE FUTURE FOR STUDENTS WITH DISABILITIES GUIDE** includes:

- **INTRODUCTION**
- **TRANSITION ACTIVITIES** correlated with the age group (grades 6-8, grade 9, grade 10, grade 11, grade 12, post-secondary)

The Planning Guide can be used to reach out to families and students:

- **SCHOOL DISTRICT** – College- and Career-Readiness transition planning for ALL students – Use at Personalized Education Plan (PEP), Individualized Education Program (IEP), and Section 504 Plan meetings.
- **AGENCY** – Use in development of Individualized Plan for Employment (IPE) and Pre-Employment Transition Services (Pre-ETS) meetings.
- **FAMILY/STUDENT** – Provide family and student with a step-by-step guide and timeline outlining transition planning activities.

West Virginia DEPARTMENT OF EDUCATION

Transition Slide GUIDE

Transition planning is a process that brings together a student with disabilities and those individuals directly involved in helping the student with disabilities prepare to transition from school to adult living.

There are five areas that should be discussed in a transition planning meeting:

- Job Exploration
- Work-Based Learning
- Counseling For Transition & Post-Secondary Programs
- Workplace Readiness Training
- Self-Advocacy Training

Program planners can support all students more effectively by sharing goals and defining roles and responsibilities between programs.

The purpose of the **WEST VIRGINIA TRANSITION GUIDE** is to increase collaboration between students, families, school staff, and community agencies. The Transition Guide organized by critical questions, addresses quality program development along with supporting resources, materials, and activities.

The WEST VIRGINIA TRANSITION GUIDE includes:

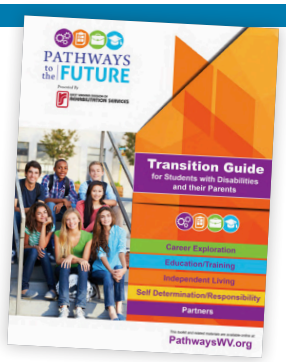
- **FIVE PRE-ETS** discussion areas
- **GUIDANCE QUESTIONS** under the five Pre-ETS discussion areas
- **TRANSITION ACTIVITIES** correlated with the age group (middle school, grades 9 & 10, grades 11 & 12, grades 12+) on the Slide Out card
- **SUPPORTING RESOURCES** with corresponding QR Code (Quick Response code) on the Resources card
- **DOCUMENTATION** card stock correlated with student's age (middle school, grades 9 & 10, grades 11 & 12, grades 12+)
- **DEFINITIONS** of transition terminology on the back

The Transition Guide can be used in multiple capacities to improve efficiency and effectiveness of Transition Planning for ALL students. Transition planning discussion should involve the guidance questions in each of the five areas in correlation with the activities for the age group. The card stock may be copied to allow for multiple uses of the folder.

- **SCHOOL DISTRICT – INTERNAL USE – COLLABORATION AND PLANNING –** College- and Career-Readiness/Transition Planning for ALL students – Counselors, General Educators, Special Educators, and Transition Specialists identify ways to communicate, share information, assessments, curriculum standards, PEPs, IEPs, etc. Discussion and planning – Who will do What, How, and When?
- **AGENCY – INTERNAL USE – COLLABORATION AND PLANNING –** Division of Rehabilitation Counselors, Service Coordinators, Providers, etc. identify ways to communicate, share information, improve efficiency, and effectiveness of planning. Discussion and planning – Who will do What, How, and When?
- **CROSS AGENCY –** Agency Personnel (i.e. Schools, Employers, Division of Rehabilitation Services, DHHR, Community, etc.) identify ways to communicate, share information to improve efficiency and effectiveness of transition planning and activities for students. Discussion – Who will do What, How, and When?
- **INDIVIDUAL STUDENT TRANSITION PLANNING –** School and Division of Rehabilitation Services use the guide with individual student/family member to discuss and plan transition activities – Career Plans, PEP, IEP, IPE, etc.
- **FAMILY/STUDENT –** Provide family member a TRANSITION GUIDE for his/her own transition planning identifying ways that they can facilitate Self-Advocacy and student involvement in THEIR futures planning.

West Virginia DEPARTMENT OF EDUCATION

TRANSITION GUIDE FOR STUDENTS WITH DISABILITIES AND THEIR PARENTS



Strengthening post-secondary opportunities for students with disabilities begins with transition planning. Across the country, post-secondary outcomes for students with disabilities lag those of their peers without disabilities. Post-secondary transitions are also below average for young people with disabilities and individuals with disabilities have lower rates of employment, college enrollment and college completion.

Revisions to the Individuals with Disabilities Education Improvement Act (IDEA 2004) mandated that schools: a) prepare students for adult employment, post-secondary education, independent living, and community participation, and b) describe the transition services needed to assist the student in their individualized education program (IEP). Transition planning should begin when students are 14 years of age or even earlier. Effective July 1, 2019, the first IEP after a student has reached 14 years of age must include secondary transition services (WVDE/BOE Policy 2419).

The purpose of the *Transition Guide for Students with Disabilities and their Parents* is to help students and their families explore options and make decisions about the future. The toolkit's sections begin at the middle school level and are divided into the following categories:

- **CAREER EXPLORATION** provides descriptions of the Career and Technical Education career clusters and career pathways and how to explore various careers beginning in the sixth grade.
- **EDUCATION AND TRAINING** presents the many options available for students to continue their education after high school graduation.
- **INDEPENDENT LIVING** covers topics, skills, and information about personal finances and money management, health, benefits, housing, transportation, personal needs, and community participation.
- **SELF-DETERMINATION/RESPONSIBILITY** includes the skills, knowledge, and beliefs that will allow students to make informed choices and accept the consequences/responsibilities that result from those decisions.
- **PARTNERS** are represented by the West Virginia Division of Rehabilitation Services, WorkForce West Virginia, and the West Virginia Department of Education. A description of services offered and the application process for each agency is outlined.
- **GLOSSARY** includes a summary of transition and post-secondary terminology.

The Transition Guide can be used by school districts, agencies, students, and families to establish activities and linkages on the IEP, identify what is needed for attaining post-secondary outcomes, and designate the lead party/agency responsible for those services. Areas to be addressed on the IEP include:

- Workplace readiness training/instruction/education
- Counseling for transition and post-secondary program/vocational aptitude/interest assessment
- Job exploration/career awareness/work-based learning
- Employment
- Self-advocacy training/independent living/mobility
- Agency referral/application

WEST VIRGINIA DIVISION OF REHABILITATION SERVICES

West Virginia DEPARTMENT OF EDUCATION

Are you on-track to be successful in school? Check your A-B-Cs!

Success in school takes more than just passing a grade.

WEST VIRGINIA GRADUATION 20/20

A

ATTENDANCE

Am I missing two or more days a month of school?

How can I improve my attendance?

- ☐ Talk to your teachers/counselor about your school's attendance requirements/rules.
- ☐ Seek help when you need support to improve your attendance.
- ☐ Prepare the night before: clothes, books, set alarm, do not stay up too late.
- ☐ Make plans to arrive at school on time each day.
- ☐ Schedule doctors' appointments and trips after school hours or when school is not in session.
- ☐ Discuss a plan with your teachers for making up missed assignments.

B

BEHAVIOR

Is my behavior interfering with my success at school?

How can I improve my behavior?

- ☐ Talk to an adult at school if you are having problems with friends.
- ☐ Reflect on how you are getting along with others and work on ways to improve relationships.
- ☐ Get involved in activities such as clubs, sports, or work that interests you.
- ☐ Share with an adult any changes or problems that may affect your behavior.
- ☐ Report any bullying behavior.

C

COURSE PERFORMANCE

Am I passing all of my classes?

How can I improve my course performance?

- ☐ Know the requirements needed for passing courses.
- ☐ Seek additional help from adults if you are not passing a class, and ask about additional supports such as tutoring.
- ☐ Ask a friend to help you study for tests and quizzes.
- ☐ Complete assignments on time and make up any missed work.
- ☐ Review your grades online on an ongoing basis so you know how you are doing.

You may not pass a grade if:

» you are absent two or more days a month, you fail language arts and/or math, and your behavior is interfering with your success at school.

Check off ways that lead to success in school!

For additional information to increase graduation rates, visit *http://wvde.us/special-education/initiatives/graduation-20-20/*

West Virginia DEPARTMENT OF EDUCATION

How can families support students to be successful? Check the A-B-Cs!

Success in school takes more than just passing a grade.

WEST VIRGINIA GRADUATION 20/20

A

ATTENDANCE

Is your student missing two or more days of school a month?

How can I help with attendance?

- ☐ Ensure your student gets adequate sleep and arrives on time each day for school.
- ☐ Talk to the school about its attendance requirements, rules, and policies.
- ☐ Inform the school immediately if issues arise that may affect attendance.
- ☐ Check in with teachers about your student's attendance and participation.
- ☐ If possible, consider scheduling doctors' appointments and trips after school hours or when school is not in session.

B

BEHAVIOR

Is behavior interfering with student success at school?

How can I help with behavior?

- ☐ Be a good listener and make yourself available to talk about relationships with friends.
- ☐ Encourage your student to get involved in school or community activities, clubs, and organizations.
- ☐ Attend school activities, events, and conferences as much as possible.
- ☐ Let the school know of any concerns or changes at home that may affect behaviors at school.
- ☐ Be alert to any change in behavior such as, isolation, depression, use of drugs/alcohol, and/or bullying.

C

COURSE PERFORMANCE

Is your student passing all classes?

How can I help with course performance?

- ☐ Access information to support learning at home such as teachers' websites, course descriptions, weekly schedules, or assignments.
- ☐ Review grades and progress for all courses. Find out what supports are available and who to contact about help with coursework and homework.
- ☐ Participate in opportunities such as career day or cultural celebrations that are available for families to share their knowledge and experience with the school.
- ☐ Regularly participate in conferences and meetings related to your student.

A student may not pass a grade if:

» he or she is absent two or more days a month, fails language arts and/or math, and has behavior that is interfering with success at school.

Check off ways that lead to success in school!

For additional information to increase graduation rates, visit *http://wvde.us/special-education/initiatives/graduation-20-20/*

West Virginia DEPARTMENT OF EDUCATION

Are you on-track to graduate? Check your A-B-Cs!

Graduating from high school takes more than just passing classes.

WEST VIRGINIA GRADUATION 20/20

A

ATTENDANCE

Am I missing two or more days a month of school?

How can I improve my attendance?

- ☐ Talk to your teachers/counselor about your school's attendance requirements/rules.
- ☐ Seek help when you need support to improve your attendance.
- ☐ Prepare the night before: clothes, books, set alarm, do not stay up too late.
- ☐ Make plans to arrive at school on time each day.
- ☐ Schedule doctors' appointments and trips after school hours or when school is not in session.
- ☐ Discuss a plan with your teachers for making up missed assignments.

B

BEHAVIOR

Is my behavior interfering with my success at school?

How can I improve my behavior?

- ☐ Talk to an adult at school if you are having problems with friends.
- ☐ Reflect on how you are getting along with others and work on ways to improve relationships.
- ☐ Get involved in activities such as clubs, sports, or work that interests you.
- ☐ Share with an adult any changes or problems that may affect your behavior.
- ☐ Report any bullying behavior.

C

COURSE PERFORMANCE

Am I passing all of my classes?

How can I improve my course performance?

- ☐ Know the requirements and credits needed for graduation.
- ☐ Seek additional help from adults if you are not passing a class, and ask about additional supports such as tutoring and/or credit recovery.
- ☐ Ask a friend to help you study for tests and quizzes.
- ☐ Take elective courses that interest you.
- ☐ Complete assignments on time and make up any missed work.
- ☐ Review your grades online on an ongoing basis so you know how you are doing.

You have a *75%* chance of dropping out of school if:

» you are absent two or more days a month, you fail language arts and/or math, and your behavior is interfering with your success at school.

Check off ways that lead to success and graduation!

For additional information to increase graduation rates, visit *http://wvde.us/special-education/initiatives/graduation-20-20/*

West Virginia DEPARTMENT OF EDUCATION

How can families support students to graduate? Check the A-B-Cs!

Graduating from high school takes more than just passing classes.

WEST VIRGINIA GRADUATION 20/20

A

ATTENDANCE

Is your student missing two or more days of school a month?

How can I help with attendance?

- ☐ Ensure your student gets adequate sleep and arrives on time each day for school.
- ☐ Talk to the school about its attendance requirements, rules, and policies.
- ☐ Inform the school immediately if issues arise that may affect attendance.
- ☐ Check in with teachers about your student's attendance and participation.
- ☐ If possible, consider scheduling doctors' appointments and trips after school hours or when school is not in session.

B

BEHAVIOR

Is behavior interfering with student success at school?

How can I help with behavior?

- ☐ Be a good listener and make yourself available to talk about relationships with friends.
- ☐ Encourage your student to get involved in school or community activities, clubs, and organizations.
- ☐ Attend school activities, events, and conferences as much as possible.
- ☐ Let the school know of any concerns or changes at home that may affect behaviors at school.
- ☐ Be alert to any change in behavior such as, isolation, depression, use of drugs/alcohol, and/or bullying.

C

COURSE PERFORMANCE

Is your student passing all classes?

How can I help with course performance?

- ☐ Discuss the graduation requirements with the school, including how many credits and courses are needed for graduation.
- ☐ Review grades and progress for all courses. Find out what supports are available and who to contact about help with coursework and homework.
- ☐ Learn about college and career opportunities by asking the school about visiting universities, tech schools, and job sites. Also, participate in college and job fairs.
- ☐ Regularly participate in conferences and meetings related to your student.

A student has a *75%* chance of dropping out of school if:

» he or she is absent two or more days a month, fails language arts and/or math, and has behavior that is interfering with success at school.

Check off ways that lead to success in school!

For additional information to increase graduation rates, visit *http://wvde.us/special-education/initiatives/graduation-20-20/*

West Virginia DEPARTMENT OF EDUCATION

CHRONIC ABSENTEEISM
At a Glance

WEST VIRGINIA GRADUATION 20/20

DEFINITION

Chronic absenteeism is defined as a student who misses more than 10 percent of his/her enrolled academic year.

Chronic Absenteeism ≠ **Truancy**

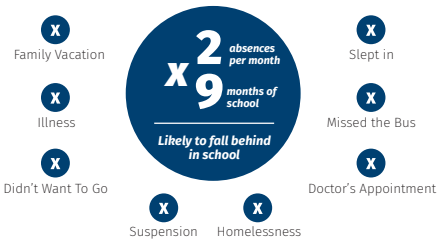
UNDERSTANDING CAUSES

- ✓ **Misconceptions:** absences are only a problem if they are unexcused; missing two days per month doesn't affect learning; sporadic absences are not a problem; attendance only matters in older grades
- ✓ **Negative School Experiences:** struggling academically or socially; bullying; lack of appropriate accommodations for disability; suspensions/expulsions; negative attitude of parents due to their own school experience
- ✓ **Lack of Engagement:** lack of culturally relevant, engaging curriculum; no meaningful relationships with adults in school; stronger ties with peers outside of school; unwelcoming school climate; failure to earn credits/no future plans
- ✓ **Barriers:** illness and lack of health, vision, and dental care; unsafe path to school; poor transportation; involvement with child welfare or juvenile justice; trauma

STRATEGIES FOR SUPPORT

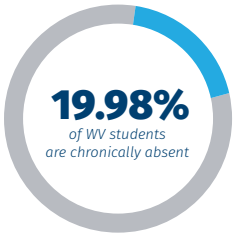
- ✓ **Know Your Data:** Track students who miss school time for any reason. Early identification of at risk students and trends in absenteeism e.g., time of year will help with home communications and specific interventions.
- ✓ **Communicate with Home:** Write or call families/caregivers as early as possible with student-specific attendance data to raise awareness. Help with action plans to overcome barriers.
- ✓ **Identify Root Causes:** Assess prevalent reasons for absences. Create positive home and community partnerships to build support systems health, transportation, school climate, etc.

Missing School for ANY Reason, Excused or Unexcused, Puts Students at Risk



STATE DATA

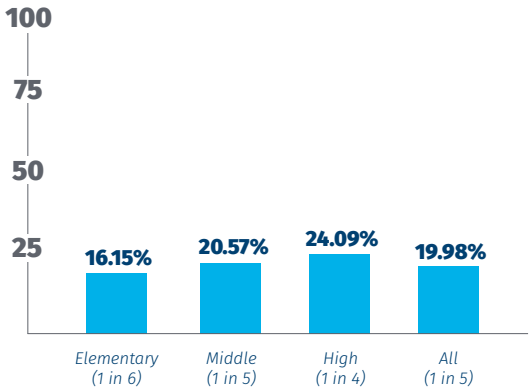
WV Balanced Scorecard Dashboard



Data from 2018-2019

1 in 5 students

Percentage of Students Chronically Absent 2018-2019



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WEST VIRGINIA FAMILY ENGAGEMENT CENTER

OVERVIEW

Despite the positive impact of increased family engagement promoting school improvement and student success, the state of West Virginia is presented with a unique set of challenges which can often create barriers in implementing successful family-school partnerships. A wide range of challenges in West Virginia stemming from extreme poverty and unprecedented drug addiction make the need for family-school partnerships more vital now than ever.

The West Virginia Family Engagement Center (WVFEC) program is based on current evidence-based practices that engage families, educators, and community members in the educational process to enhance student academic achievement. This initiative will offer families a variety of opportunities to participate with their child's learning inside and outside of the school. The WVFEC program will incorporate the Dual Capacity-Building Framework for Family-School Partnerships in which families are active participants in decisions that affect the education of children.

The West Virginia Family Engagement Center is made possible by a $4.8 million grant awarded to The EdVenture Group, Inc. by the U.S. Department of Education's Office of Innovation and Improvement. Through a partnership of families, state and local educational agencies, school-level staff and personnel, and community-based organizations, the West Virginia Family Engagement Center will support student achievement and school improvement, and will increase the number of high quality educational options available to families.

Counties participating in the West Virginia Family Engagement Center program include: Barbour, Berkeley, Braxton, Brooke, Cabell, Clay, Doddridge, Fayette, Greenbrier, Hampshire, Kanawha, Lewis, Lincoln, Logan, Marion, Marshall, Mason, Mercer, Mineral, Mingo, Monroe, Morgan, McDowell, Nicholas, Pleasants, Preston, Raleigh, Randolph, Ritchie, Roane, Summers, Tucker, Upshur, Wayne, Webster, Wetzel, and Wood.

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