

# Destination Graduation

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**Georgia Department of Education**  
**Divisions for Special Education Services and Supports**  
**1870 Twin Towers East**  
**Atlanta, Georgia 30334**





Georgia Department of Education  
Kathy Cox, State Superintendent of Schools

# Destination Graduation

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- **One of Georgia's Graduation / Dropout Prevention Projects supported by the State Personnel Development Grant (SPDG)**
- **Coffee School System**
- **Douglas, Georgia**

# Project Partners

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- **The National Dropout Prevention Center for Students with Disabilities (NDPC-SWD)**
- **Georgia Department of Education Divisions for Special Education Services and Supports in collaboration with the Office of Standards, Instruction, and Assessment and Office of Educational Support and Improvement**
- **Georgia Learning Resources System**

# Systems Selected for the Project

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- **Showed a need for improved graduation rates**
- **Showed a need for decreased dropout rates**
- **Demonstrated that personnel in the system and schools were ready to do the work required by the project**
- **Demonstrated that project activities were aligned with other initiatives within the system and represented a top priority in the system**

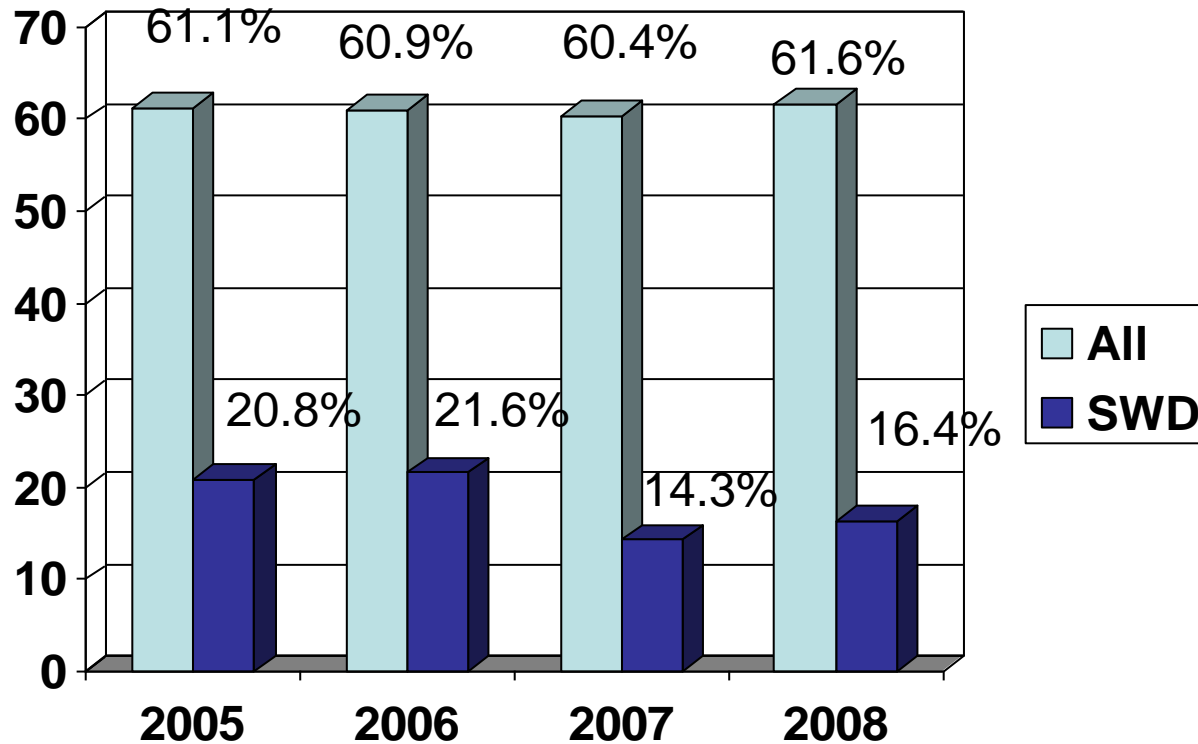
# Connection to Georgia's Performance Goals and Indicators for SWD

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- I. Improve post-school outcomes for students with disabilities**
  1. Decrease the percentage of students with disabilities who drop out of school.
  2. Increase the percentage of students with disabilities who earn a regular high school diploma.

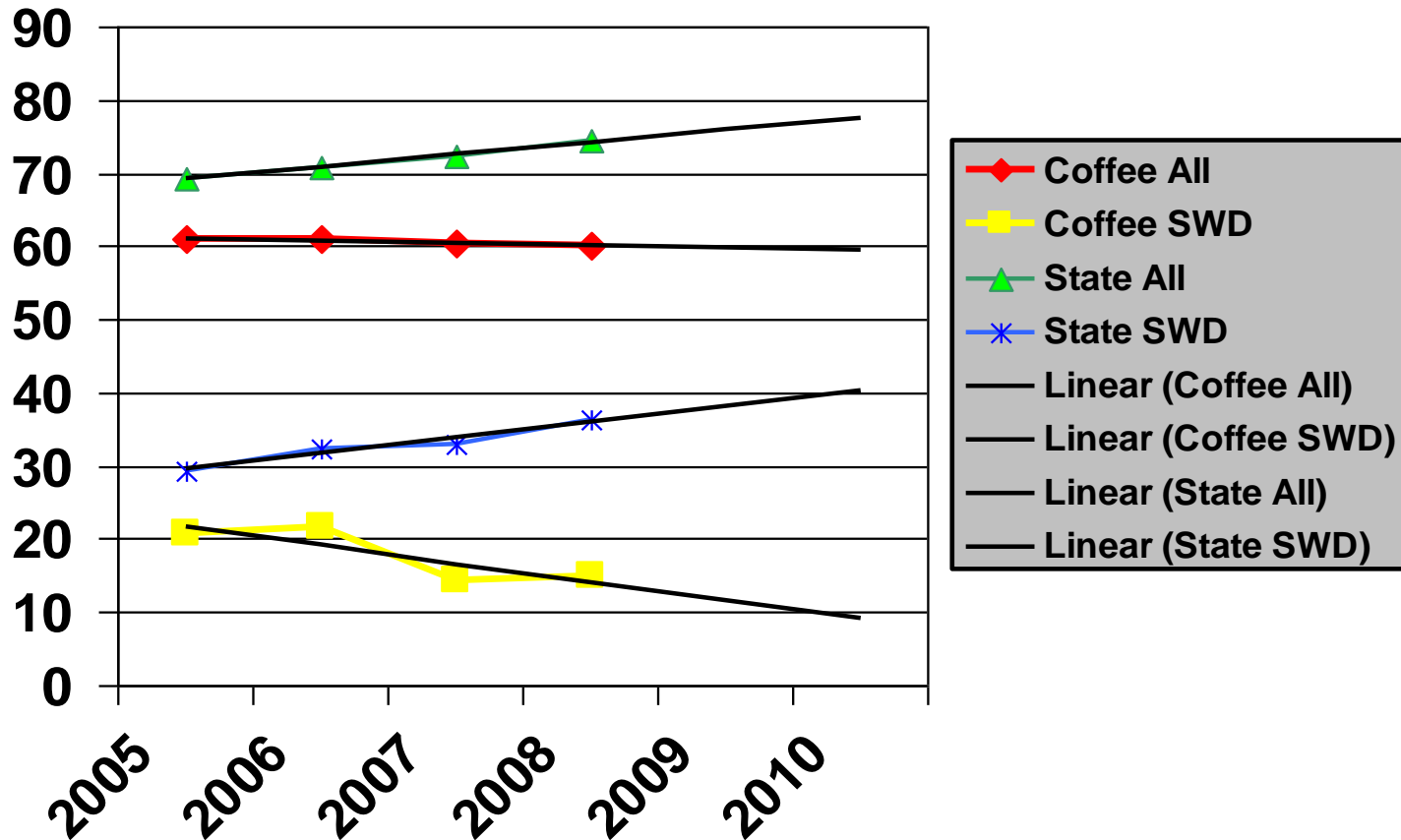
# Coffee County Graduation Rates From AYP Reports

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# Graduation Rate from AYP Reports

## Trends for Coffee and State



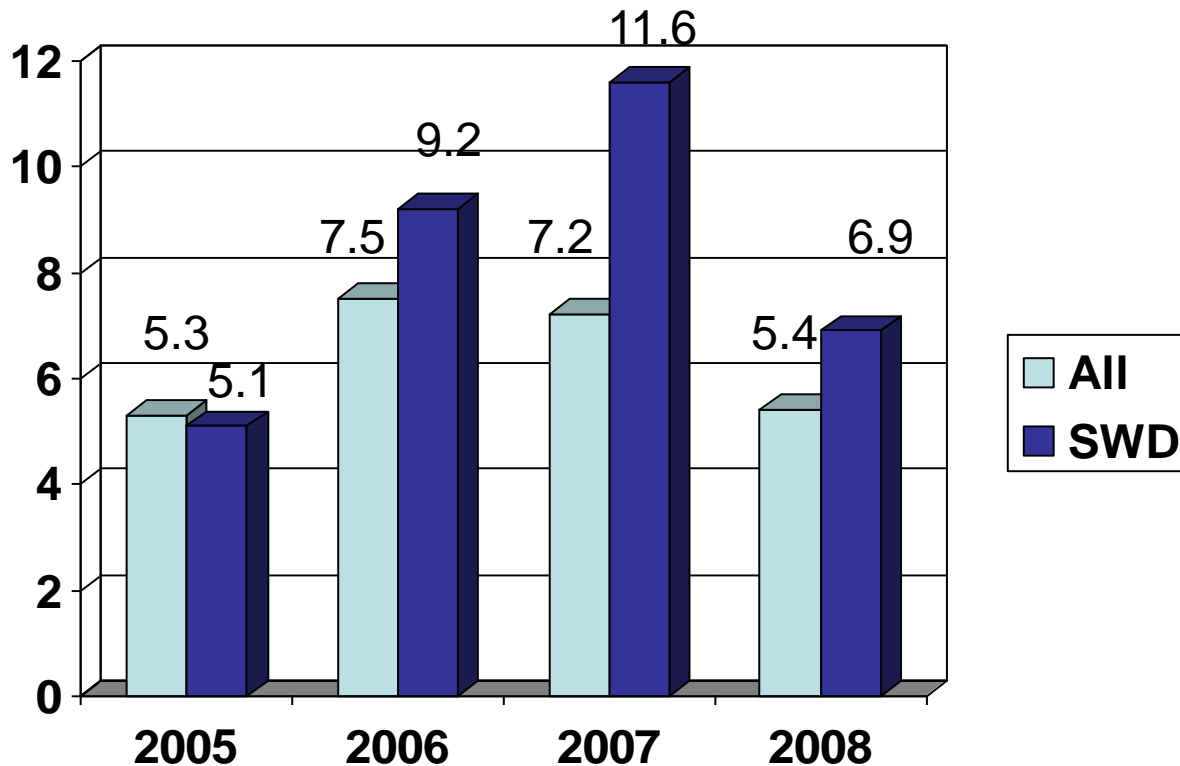


# Graduation Rate Standard

Year						Grad Rate Standard
<b>07-08</b>	<b>8<sup>th</sup> 2008</b>	<b>9<sup>th</sup> 2008</b>	<b>10<sup>th</sup> 2008</b>	<b>11<sup>th</sup> 2008</b>	<b>Seniors 2008</b>	<b>70%</b>
<b>08-09</b>		<b>9<sup>th</sup> 2009</b>	<b>10<sup>th</sup> 2009</b>	<b>11<sup>th</sup> 2009</b>	<b>Seniors 2009</b>	<b>75%</b>
<b>09-10</b>			<b>10<sup>th</sup> 2010</b>	<b>11<sup>th</sup> 2010</b>	<b>Seniors 2010</b>	<b>80%</b>
<b>10-11</b>				<b>11<sup>th</sup> 2011</b>	<b>Seniors 2011</b>	<b>85%</b>
<b>11-12</b>					<b>Seniors 2012</b>	<b>90%</b>
<b>12-13</b>					<b>Seniors 2013</b>	<b>95%</b>
<b>13-14</b>					<b>Seniors 2014</b>	<b>100%</b>

# Dropout Rate Grades 9-12 From Annual Report Card

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# 2008 State Target Graduation Rate Students With Disabilities

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- **2008 State Target Graduation Rate Regular Diploma Students with Disabilities – 36%**
- **Coffee County has not met the 2008 State Target Graduation Rate**

# 2008 State Target Dropout Rate Students With Disabilities

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- **2008 State Target Dropout Rate for SWD – 5.6 %**
- **Coffee County did not meet the state target**
- **HOWEVER—the dropout rate dropped from 11.6 to 6.9**
- **Results for 2008-2009 look promising**

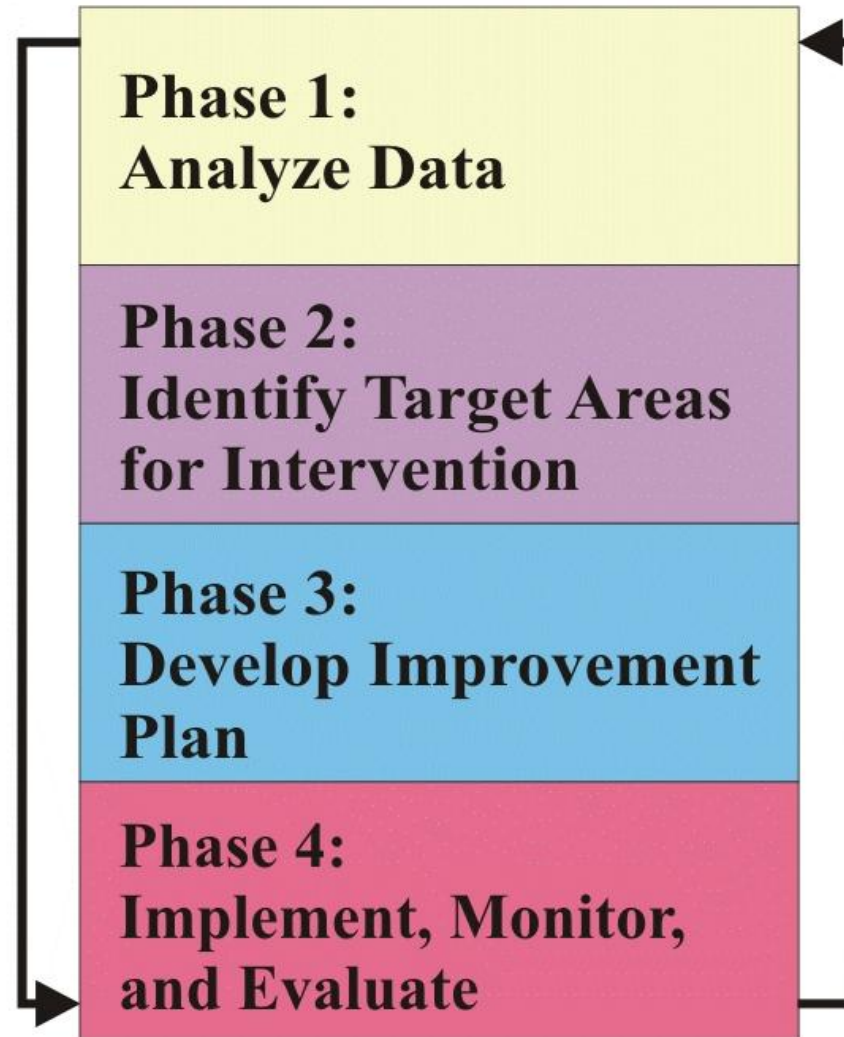
# Goals of Today's Presentation

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- **To present the planning, implementation, and coaching processes used in the project**
- **To present formative assessment results from the project**
- **To share Pyramids of Intervention for Attendance, Achievement, and Dropout**

# NDPC-SD Dropout Prevention Intervention Framework

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# Destination Graduation Year 1

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- **Year 1- 2007-2008**
- **Planning**
  - Phase 1
    - Analyze Data
  - Phase 2
    - Target Areas
  - Phase 3
    - Improvement Plan
- **Project Activities in System**
  - Teams selected at each school
  - Team Training-Local and Regional
  - Team Meetings-Monthly at school level
  - Project Support from DOE and NDPC-SWD

# Destination Graduation Year 2

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- **Year 2 2008-2009**
  - Phase 4
    - Implementation of Action Plan
    - Fidelity Checks
    - Formative Assessment
    - Summative Evaluation
- **Currently we are in Year 2 of the Project in Coffee County**



# Destination Graduation Year 2

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- **Monthly Team Meetings**
- **Review of Formative Assessment**
- **Review of Plan**
  - Are we doing what we said that we would do?

# Phase 1

## Analyze Data

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- **Collect and analyze data relating to dropout in project schools**
- **Essential Question: What are the major alterable variables influencing school completion in my schools? (NDPC-SWD, 2007)**

# Data Probe for Dropout Prevention in Georgia-Areas Addressed

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1. Graduation Rate
2. Dropout
3. District and School Policies
4. Professional Preparation
5. Academic Engagement
6. Behavioral Engagement
  1. Discipline
  2. Attendance
7. Grade Retention
8. School Climate
9. Parent Engagement
10. Cognitive Engagement

# Research Base for Data Probe

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- **Factors that impact school completion**
  - Appropriate Social Behaviors
  - Sufficient Academic Success
  - Effective Transition Services
  - High School Engagement
  - Decreased Dropout Rate (NDPC-SWD, 2007)

# Research Base for Data Probe

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- **School Engagement**

- Academic
- Behavioral
- Psychological
- Cognitive

**(Christenson, 2008)**

- **Items specific to SWD**

- Effective IEPs including Transition Plans
- Gaps in Achievement (All students and SWD)
- Gaps in Dropout and Graduation Rate (All students and SWD)
- Gaps in Suspension Rate (All students and SWD)

# Data Probe for Dropout Prevention in Georgia

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- Section by section look at the probe
- Content of each section
- What we learned from completing the probe
- **DATA DATA DATA**

# Graduation and Dropout

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## 1. Graduation

- Data source
- Three year trend
- Gap between All and SWD
- Compute expected graduation rate

## 2. Dropout

- Data source
- Three year trend
- Gap between All and SWD
- Process to withdraw from school
- Addressed in school improvement plan

# 3. District and School Policies

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- **Push factors**
- **Staff training**
- **Intervention programs available in system**
- **Systems in place to monitor effectiveness of intervention programs**



# 4. Professional Preparation

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- **Highly Qualified**
- **Professional Learning**
  - Instructional Strategies
  - Positive Behavior Support
  - Assitive Technology



# 5. Academic Engagement

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- **Writing Test**
- **State Achievement Test**
- **Graduation Test**
- **Trends, gap, pass/fail rate, over-age students grades 6 and 9**
- **Pyramid of Intervention, strategies, fidelity**

# Eighth Grade Writing Test

## From Report Card (% On Target and % Exceeds Target)

Writing	Year	% On Target	Year	% On Target	Year	% On Target
ALL	05-06	91%	06-07	58%	07-08	77%
SWD		46%		13%		28%
GAP		45%		45%		49%

# 2007-2008 Reading/ELA and Math

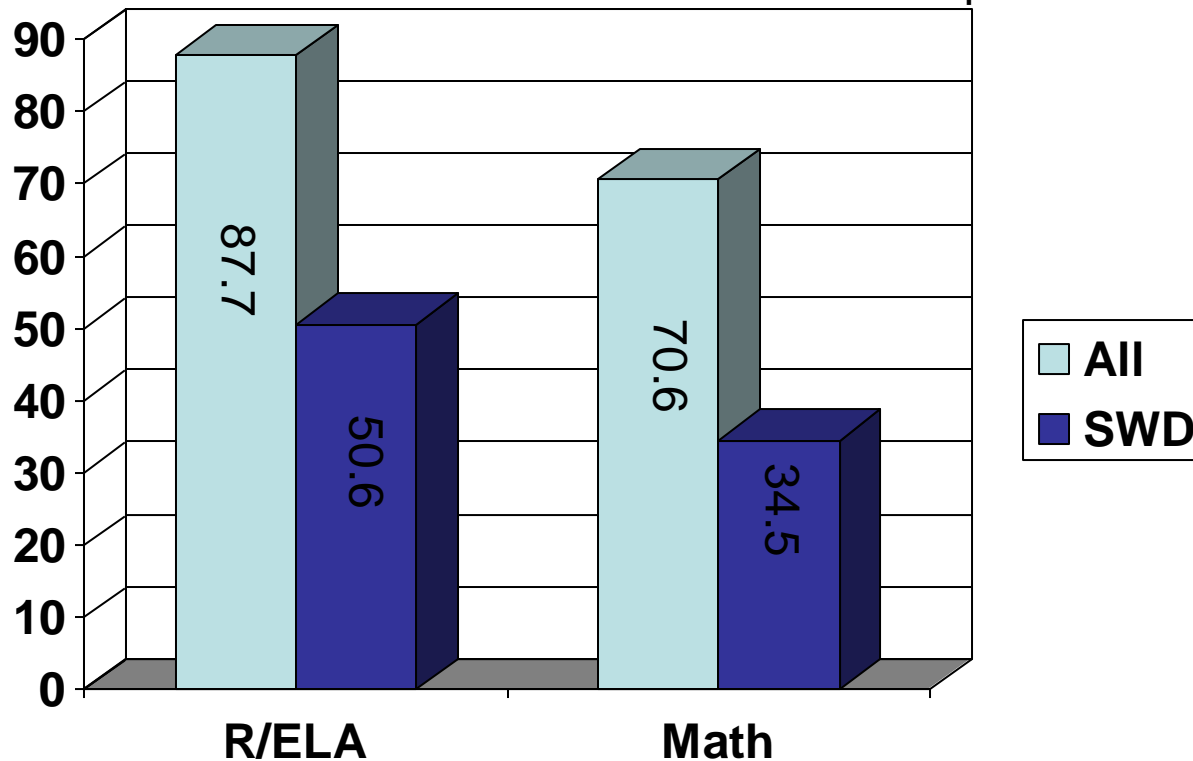
% Meeting and Exceeding Standard

AYP Report Coffee Middle School

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R/ELA Gap 6-8 Grades 37.1

Math Gap 6-8 Grades 36.1

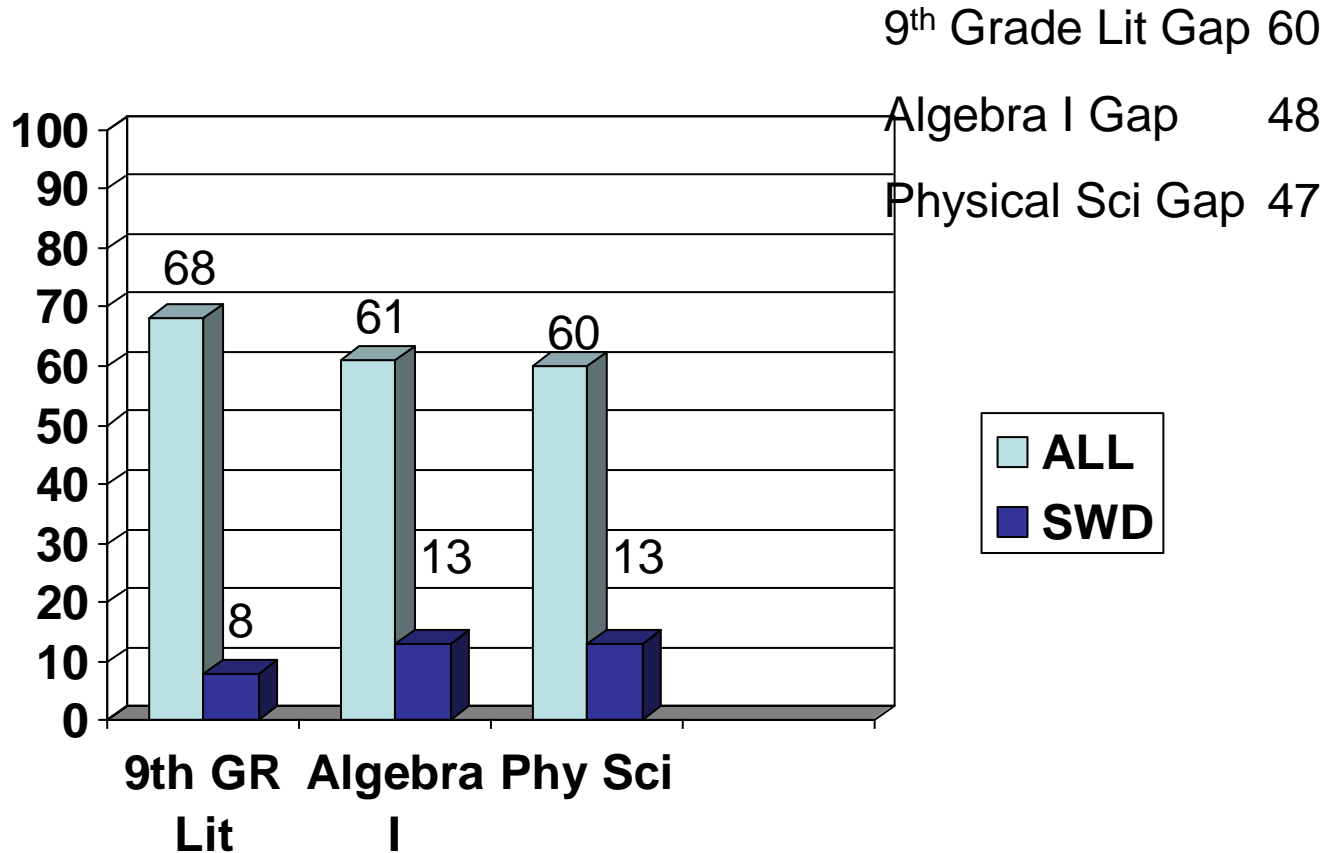


# 2007-2008 End of Course Tests

## % Pass and Pass Plus

### From Report Card Freshman Campus

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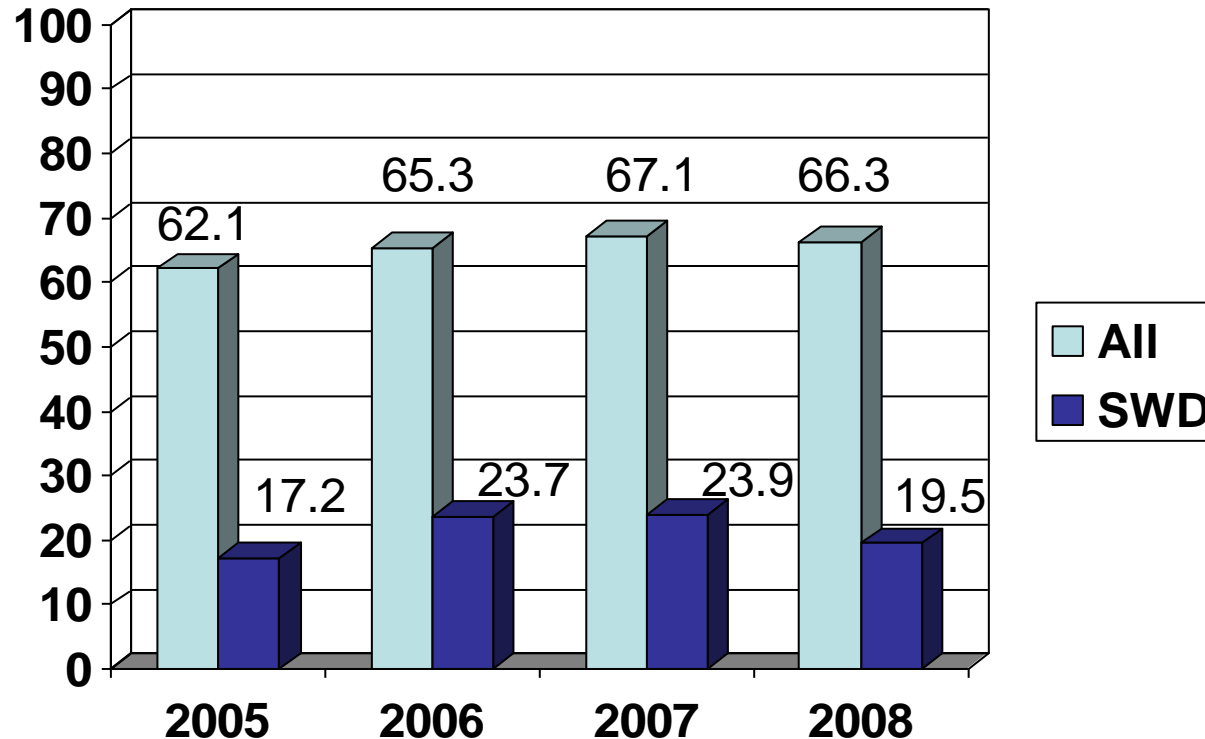


# GHSGT Mathematics

% Meets + Exceeds

From AYP Data Coffee High School

2008 Math Gap 46.8



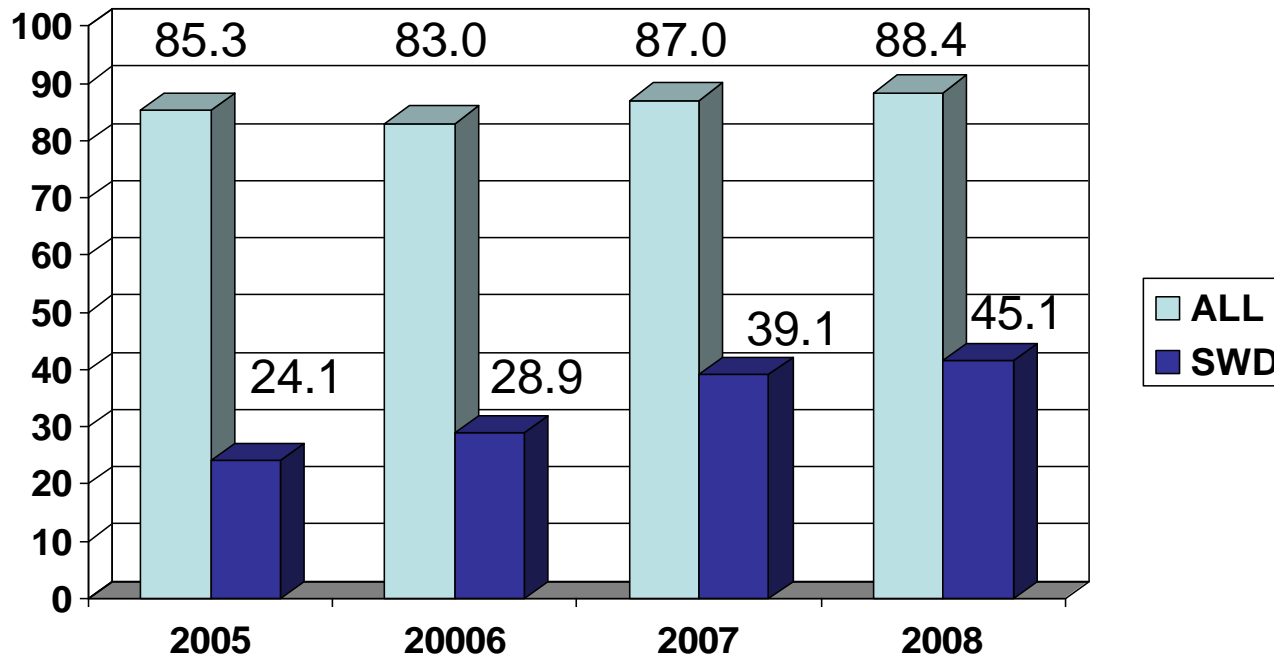
# GHSGT English Language Arts

% Meets + Exceeds

AYP Data Coffee High School

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English/LA Gap 43.3

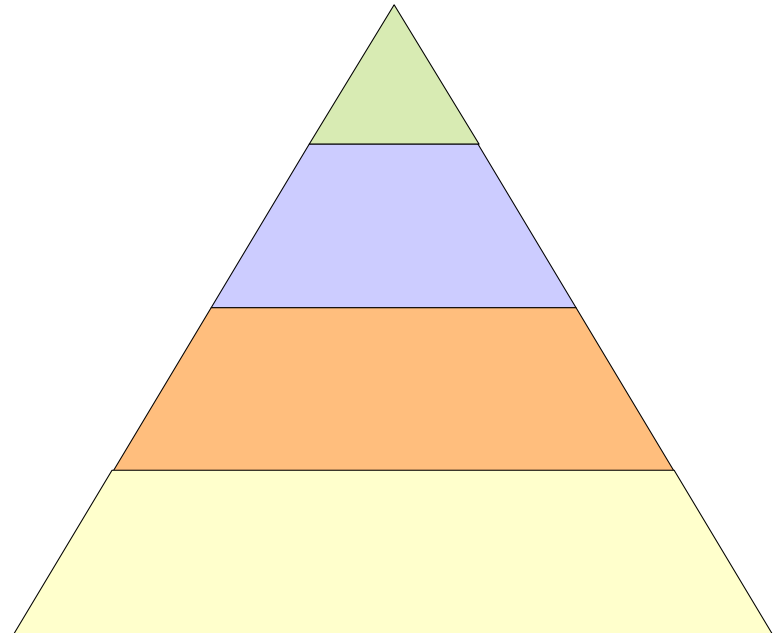


# 6. Behavioral Engagement

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- **6a Discipline**

- Discipline incidents
- Three year trend, OSS
- Behavior Improvement Plans
- Pyramid of Interventions

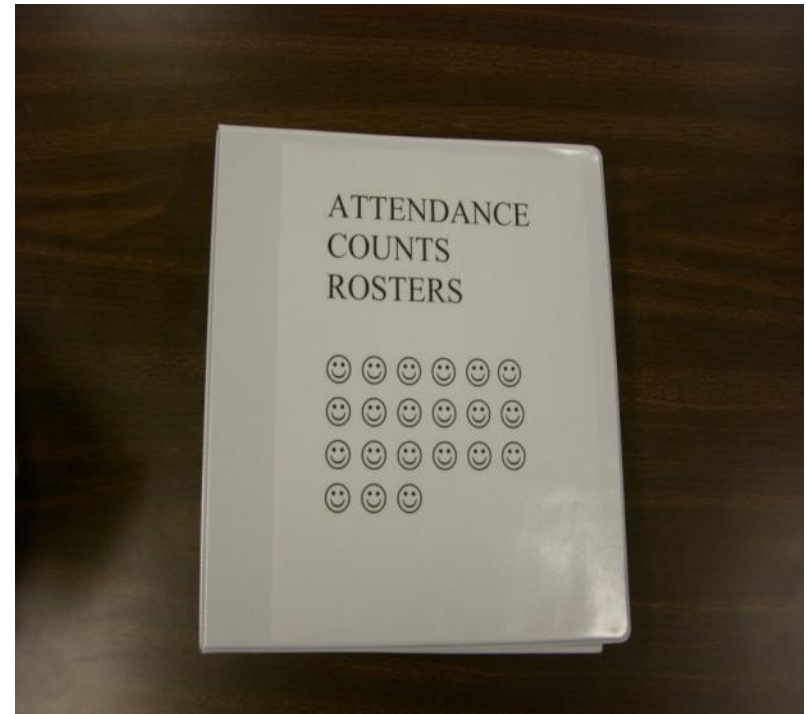




# 6b. Attendance

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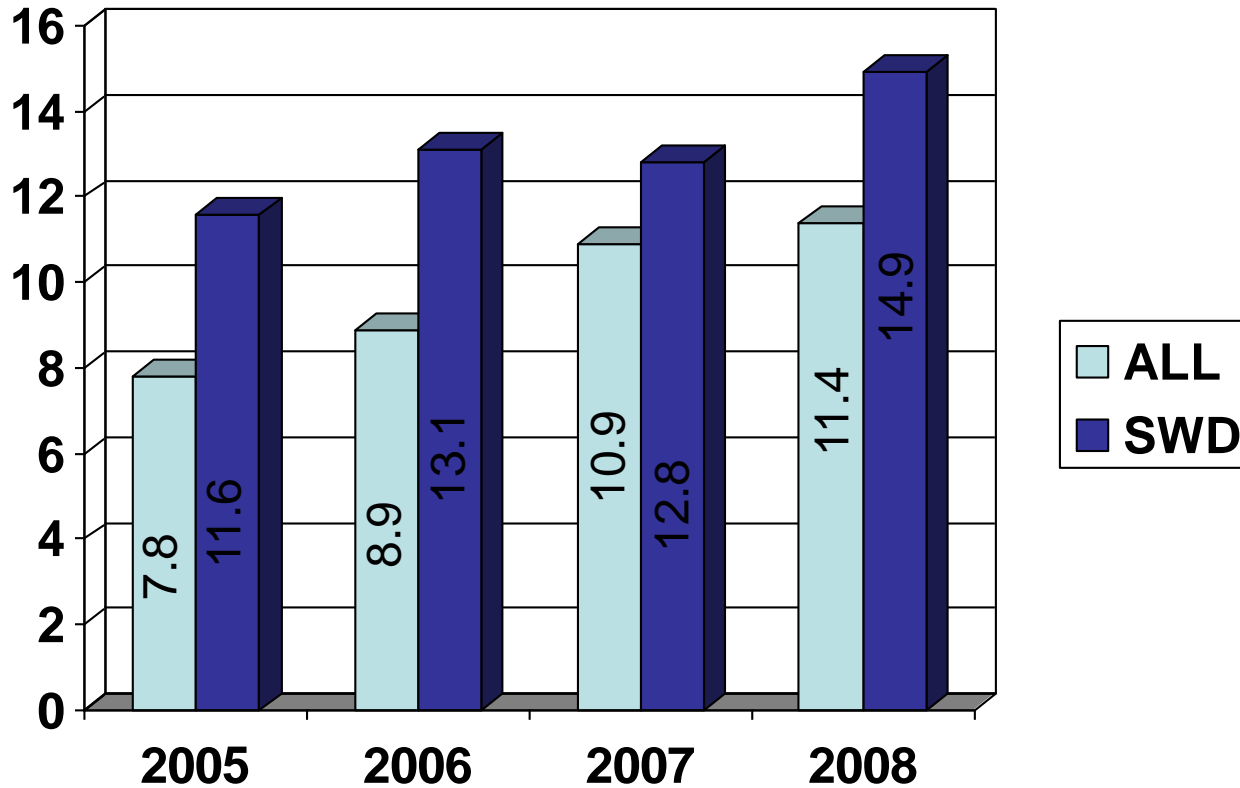
- **Percentage of students out >15 days, All and SWD**
- **Trend and gap**
- **Parental contact, when and by whom**



# Attendance

## % of Students more than 15 days absent From Annual Report Card Coffee County

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# Next Sections

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## 7. Grade Retention

- % retained by gender
- Number of overage students at 6<sup>th</sup> grade and 9<sup>th</sup> grade

## 8. School Climate

- Extracurricular Activities
- School Climate Survey

# 9. Parental Engagement

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- **Percent of parents of SWD who attend IEP meetings**
- **What practices encourage parents to participate in school activities**
- **Parent education**
- **Parent volunteers**

# 10. Cognitive Engagement

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- **IEP Process, measurable goals, appropriate supports address at-risk factors**
- **Post-secondary outcomes/transitions for SWD**
  - Staff member dedicated to position of transition planning
  - Interagency transition planning
  - IEP transition plan

# Phase 2

## Identify Target Areas for Intervention

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- **Focus areas for Coffee Middle School**
  - Attendance and Achievement of SWD in Math
- **Focus areas for Coffee High Freshman Campus**
  - Attendance and Achievement of SWD in Math
- **Focus areas for Coffee High School**
  - Attendance, Achievement of SWD in Math, and Dropout

# Phase 3

## Develop Implementation Plan

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- **Improvement Plans-completed in May 2008**
- **Reviewed by NDPC-SWD**
- **Action Plan**
  - Focus Area
  - Outcome
  - Goal
  - Strategies, activities

# Phase 4

## Implementation, Monitor, Evaluate

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- **Currently in the implementation of the project**
- **Collecting formative data on attendance, achievement (AIMSWeb and grades) and dropout**
- **Monitoring fidelity of implementation**
- **DATA, DATA, DATA, DATA**



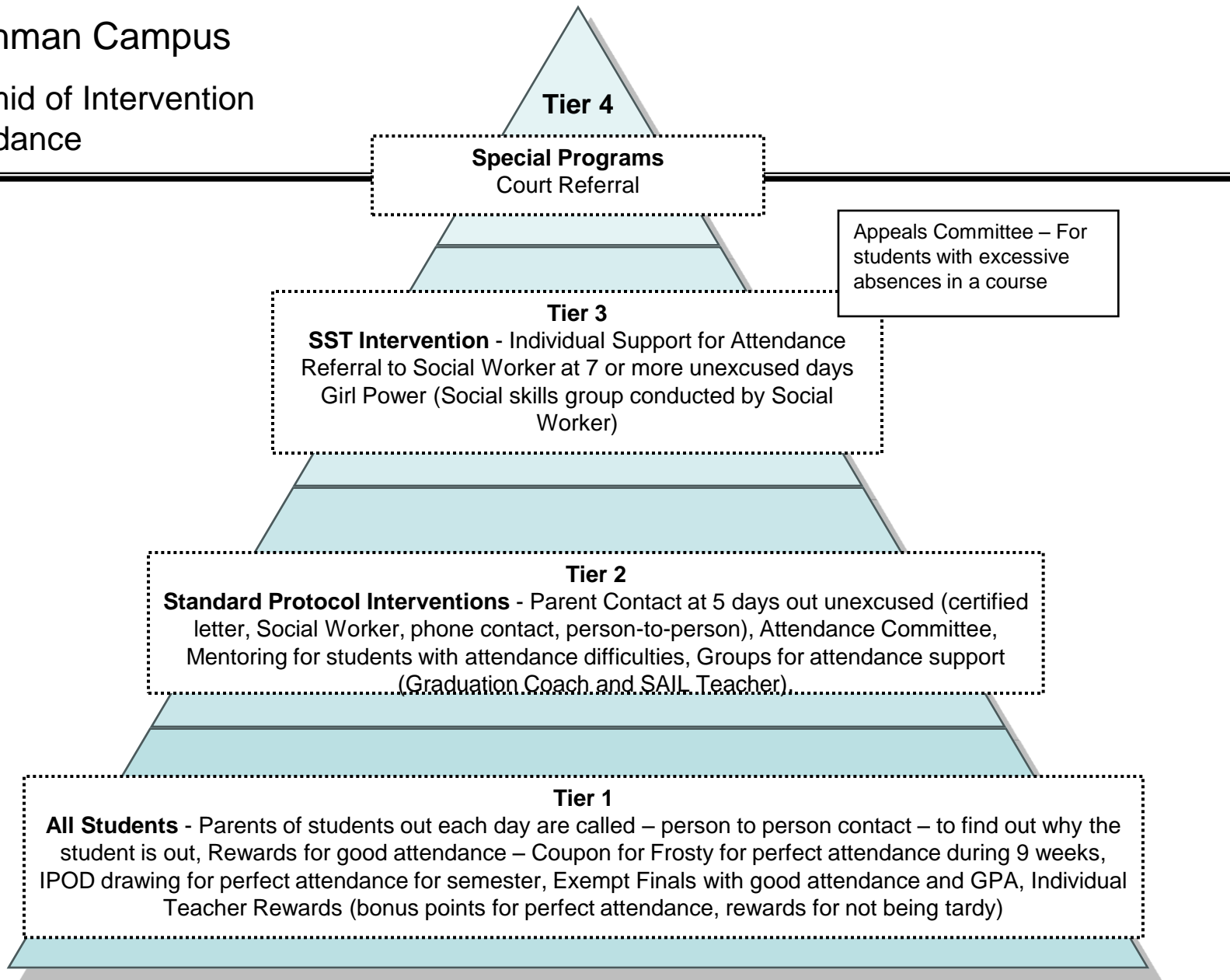
# Attendance

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- **District Pulse-Formative Assessment**
- **Strategies/Activities**
  - Incentives for attendance
  - Mentoring
    - Middle School-Fab 5
    - Freshman Campus-SAIL Teacher
    - High School-Check and Connect
  - Groups at all schools-Family Connection Workers, Social Workers, Graduation Coaches
  - Public posting of attendance data
  - Pyramids of Intervention for Attendance at each school
  - Target Groups identified at each school

# Freshman Campus

## Pyramid of Intervention Attendance



## Destination Graduation

Great Job! We continue to increase. But this year we need to score 87.7% in Language Arts in each subgroup.  
We Can Do It!

Look how we increased last year. Keep up the hard work and reach for the GOAL!

Destination Graduation

TROJAN DATA  
This is YOUR DATA...Does it reflect all that you CAN do?  
Think about it...

Math	All Students	Sub Group:	Sub Group:	Sub Group:
		African American	Hispanic	White
07-08 Goal	> 79.9	> 79.9	> 79.9	> 79.9
06-07	67.1	45.7	58.3	83.1
05-06	65.3	41.7	63.0	78.1
04-05	62.1	39.8	62.1	75.5

Math is on the rise. We have come a long way, but still have some leaps to make. This year we need to score 79.9% in Math in each subgroup.  
Math Matters!

We want ALL seniors to graduate with a diploma not just 75%. What are you willing to do to make it happen?

Language Arts	All Students	Sub Group:	Sub Group:	Sub Group:
		African American	Hispanic	White
07-08 Goal	> 87.7	> 87.7	> 87.7	> 87.7
06-07	87.0	79.1	83.3	92.3
05-06	83.0	70.3	77.8	90.6
04-05	85.3	77.4	75.9	91.3

## Attendance

## CHS Attendance

Week of:	% of Teachers	% of Students
Jan. 22-25	97.5	89.2
Jan. 28- Feb. 1	94.6	87.2
Feb. 4-8	93.3	87.2
Feb. 11-14	93	88.6
Feb. 19-22	93.9	87.3
Feb. 25-29	92.5	89.9
Mar. 3-7	95.2	89.6
Mar. 10-14	92.2	89.9
Mar. 17-21	95.7	90.1
Mar. 24-Apr. 4	96.2	90.1

## Attention

Students will  
to walk at gra  
have not pass

# News Article from Coffee Freshman Campus

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- **Coffee Freshman Campus is proud to announce our Perfect Attendance winners for the first nine weeks of school. Student name is the winner of an IPOD that was donated by Wendy's. All students who maintained perfect attendance the first nine weeks will be awarded a coupon for a Frosty from Wendy's as well as a Icee from Burger King. There were 229 students at the Freshman Campus with perfect attendance the first nine weeks.**

...

# Formative Data Attendance

## Number of Students Out > 10 Days

<b>1<sup>st</sup> Semester 2007-2008</b>	<b>1<sup>st</sup> Semester 2008-2009</b>	<b>End of Year 2007-2008</b>	<b>End of Year 2008-2009</b>
<b>CMS 152</b>	<b>CMS 77</b>	<b>CMS 430</b>	
<b>CHFC 52</b>	<b>CHFC 16</b>	<b>CHFC 166</b>	
<b>CHS 327</b>	<b>CHS 239</b>	<b>CHS 728</b>	

# Achievement

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- **Formative Assessment**
  - AIMSWeb
  - Benchmarks from Online Assessment System (for instructional purposes, not collected for project)
  - Grades

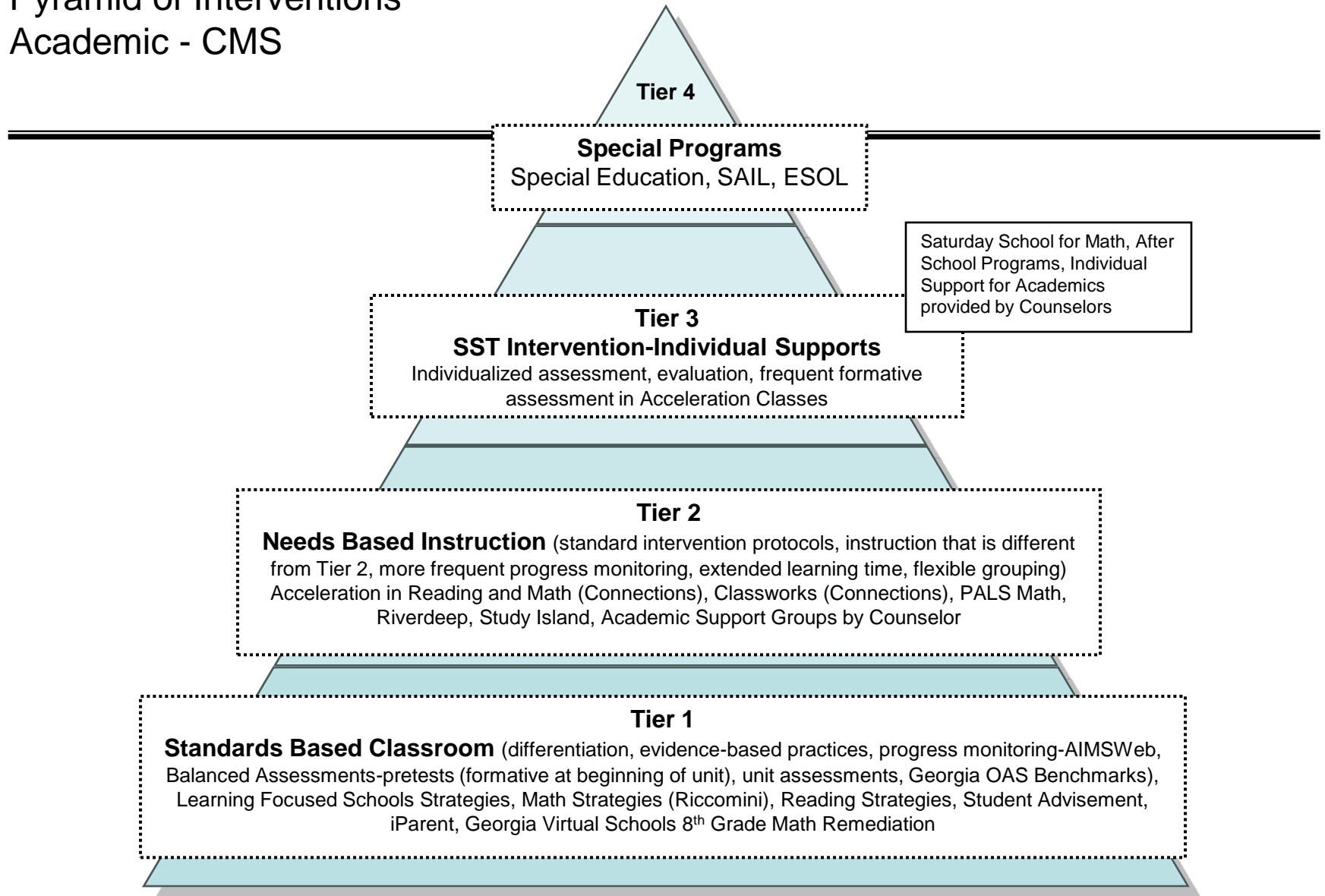
# Achievement Math-SWD

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- **Strategies/Activities**

- Strategies for Making AYP in Math-Paul Riccomini
  - Summer Team Training
  - Shared Training Highlights
  - Two-day in system training from Riccomini
- Progress Monitoring-Middle School
- Strategy Implementation-All Schools
- South Georgia College Tutors
- Saturday School-Coffee Middle School
- Pyramid of Interventions-Academic

# Pyramid of Interventions Academic - CMS





# PALS Math

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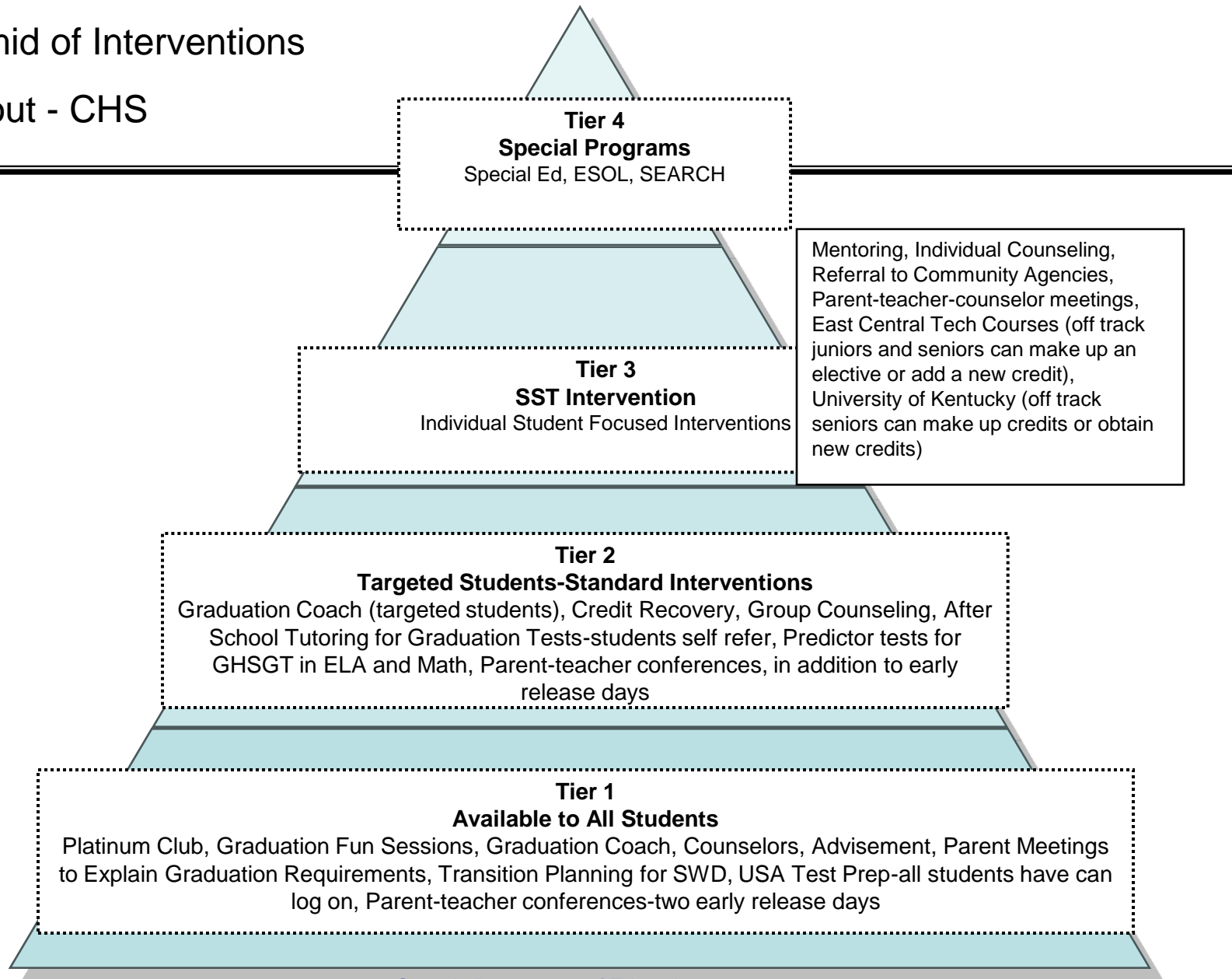
# Dropout

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- **Formative Assessment**
  - Number of Student dropping out at Coffee High School and Coffee Freshman Campus
- **Strategies/Activities**
  - Mentoring
  - Groups at all schools-Family Connection Workers, Social Workers, Graduation Coaches
  - Pyramid of Intervention for Dropout
  - Training on Transition Planning for Students with Disabilities

# Pyramid of Interventions

## Dropout - CHS



ATTENTION  
ALL  
**JUNIORS**



WE want you to join  
**LUNCH BUNCH**  
(All four lunches in the media center)  
and  
**Internet Café**

Tues. & Wed. E Wing Computer Lab 3:20-4:15



# Formative Data Dropout

	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>	<b>Total</b>
<b>05-06</b>	<b>80</b>	<b>63</b>	<b>48</b>	<b>33</b>	<b>224</b>
<b>06-07</b>	<b>60</b>	<b>62</b>	<b>48</b>	<b>24</b>	<b>194</b>
<b>07-08</b>	<b>50</b>	<b>50</b>	<b>29</b>	<b>14</b>	<b>155</b>

# 2008-2009 Formative Dropout Data

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- **First Semester Dropout Numbers**

- Freshman Campus 9

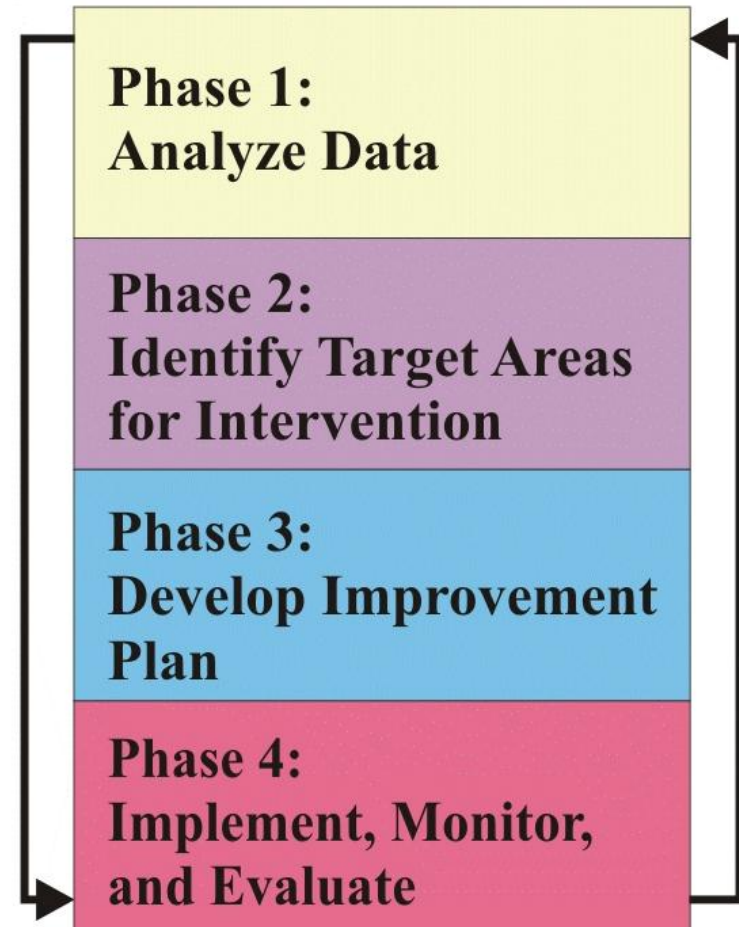
- Coffee High School 62

# Intervention Framework

## Was it successful?

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- **YES-With the following**
  - Awareness Training Sessions on Dropout
  - Team Building
  - Coaching
  - System and School support of project
  - Celebration of Success





# Role of the Coach

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- **Support the process-It Works!!**
- **Keep teams focused on goals**
- **Support formative and summative data collection**
- **Provide fidelity checks**
- **Build relationships with school teams and staff**
- **Recognize success**

# Lessons Learned

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- **Collect current and accurate data**
  - Easy access to data by team members
- **Select team members and team leaders with care**
- **Know the school and community culture**
- **Monitor implementation of Action Plan—don't let it get lost in the activities of the school year**
- **Celebrate success**

Coffee Middle School

Sixth Grade Hall

2007-2008

WE WILL EXCEED...  
THAT'S OUR 6TH GRADE CREED  
DESTINATION GRADUATION 2014

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