Destination Graduation

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

• One of Georgia’s Graduation / Dropout Prevention Projects supported by the State Personnel Development Grant (SPDG)
• Coffee School System
• Douglas, Georgia
Project Partners

- 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

- 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
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

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
Graduation Rate from AYP Reports
Trends for Coffee and State

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
# Graduation Rate Standard

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

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
Dropout Rate Grades 9-12
From Annual Report Card

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
2008 State Target Graduation Rate
Students With Disabilities

• 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

• 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

• 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

Phase 1: Analyze Data

Phase 2: Identify Target Areas for Intervention

Phase 3: Develop Improvement Plan

Phase 4: Implement, Monitor, and Evaluate
Destination Graduation Year 1

- **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

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
Destination Graduation Year 2

- 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

• Monthly Team Meetings
• Review of Formative Assessment
• Review of Plan
  – Are we doing what we said that we would do?
Phase 1
Analyze Data

- 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)
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>2. Dropout</td>
<td>1. Discipline</td>
</tr>
<tr>
<td>3. District and School Policies</td>
<td>2. Attendance</td>
</tr>
<tr>
<td>4. Professional Preparation</td>
<td>7. Grade Retention</td>
</tr>
<tr>
<td>5. Academic Engagement</td>
<td>8. School Climate</td>
</tr>
<tr>
<td></td>
<td>9. Parent Engagement</td>
</tr>
<tr>
<td></td>
<td>10. Cognitive Engagement</td>
</tr>
</tbody>
</table>
Research Base for Data Probe

• 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

• 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

• Section by section look at the probe
• Content of each section
• What we learned from completing the probe

• DATA DATA DATA
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

• Push factors
• Staff training
• Intervention programs available in system
• Systems in place to monitor effectiveness of intervention programs
4. Professional Preparation

• Highly Qualified

• Professional Learning
  – Instructional Strategies
  – Positive Behavior Support
  – Assistive Technology
5. Academic Engagement

- 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)

<table>
<thead>
<tr>
<th>Writing</th>
<th>Year</th>
<th>% On Target</th>
<th>Year</th>
<th>% On Target</th>
<th>Year</th>
<th>% On Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
<td>05-06</td>
<td>91%</td>
<td>06-07</td>
<td>58%</td>
<td>07-08</td>
<td>77%</td>
</tr>
<tr>
<td>SWD</td>
<td></td>
<td>46%</td>
<td></td>
<td>13%</td>
<td></td>
<td>28%</td>
</tr>
<tr>
<td>GAP</td>
<td></td>
<td>45%</td>
<td></td>
<td>45%</td>
<td></td>
<td>49%</td>
</tr>
</tbody>
</table>
2007-2008 Reading/ELA and Math
% Meeting and Exceeding Standard
AYP Report Coffee Middle School

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

9th Grade Lit Gap 60
Algebra I Gap 48
Physical Sci Gap 47
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

English/LA Gap  43.3
6. Behavioral Engagement

- 6a Discipline
  - Discipline incidents
  - Three year trend, OSS
  - Behavior Improvement Plans
  - Pyramid of Interventions
6b. Attendance

- 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

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
7. Grade Retention
   - % retained by gender
   - Number of overage students at 6th grade and 9th grade

8. School Climate
   - Extracurricular Activities
   - School Climate Survey
9. Parental Engagement

- 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

• 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

- **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

- Improvement Plans-completed in May 2008
- Reviewed by NDPC-SWD
- Action Plan
  - Focus Area
  - Outcome
  - Goal
  - Strategies, activities
Phase 4
Implementation, Monitor, Evaluate

• 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, DATA
Attendance

- 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

Tier 4
Special Programs
Court Referral

Tier 3
SST Intervention - Individual Support for Attendance
Referral to Social Worker at 7 or more unexcused days
Girl Power (Social skills group conducted by Social Worker)

Tier 2
Standard Protocol Interventions - Parent Contact at 5 days out unexcused (certified letter, Social Worker, phone contact, person-to-person), Attendance Committee, Mentoring for students with attendance difficulties, Groups for attendance support (Graduation Coach and SAIL Teacher)

Tier 1
All Students - Parents of students out each day are called – person to person contact – to find out why the student is out, Rewards for good attendance – Coupon for Frosty for perfect attendance during 9 weeks, IPOD drawing for perfect attendance for semester, Exempt Finals with good attendance and GPA, Individual Teacher Rewards (bonus points for perfect attendance, rewards for not being tardy)

Appeals Committee – For students with excessive absences in a course

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
**Destination Graduation**

Great job! We continue to increase. But this year we need to improve 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!

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**TROJAN DATA**

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

Think about it...

<table>
<thead>
<tr>
<th></th>
<th>Math</th>
<th>All Students</th>
<th>Sub Group: African American</th>
<th>Sub Group: Hispanic</th>
<th>Sub Group: White</th>
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</thead>
<tbody>
<tr>
<td>07-08 Goal</td>
<td>71.4</td>
<td>&gt;71.4</td>
<td>&gt;71.4</td>
<td>&gt;79.9</td>
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<tr>
<td>06-07</td>
<td>67.1</td>
<td>45.7</td>
<td>58.3</td>
<td>83.1</td>
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<tr>
<td>05-06</td>
<td>65.3</td>
<td>41.7</td>
<td>63.0</td>
<td>78.1</td>
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<tr>
<td>04-05</td>
<td>62.1</td>
<td>39.8</td>
<td>62.1</td>
<td>75.5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Language Arts</th>
<th>All Students</th>
<th>Sub Group: African American</th>
<th>Sub Group: Hispanic</th>
<th>Sub Group: White</th>
</tr>
</thead>
<tbody>
<tr>
<td>07-08 Goal</td>
<td>&gt;87.7</td>
<td>&gt;87.7</td>
<td>&gt;87.7</td>
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<tr>
<td>06-07</td>
<td>87.0</td>
<td>79.1</td>
<td>83.3</td>
<td>92.3</td>
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<tr>
<td>05-06</td>
<td>83.0</td>
<td>70.3</td>
<td>77.8</td>
<td>90.1</td>
<td></td>
</tr>
<tr>
<td>04-05</td>
<td>85.3</td>
<td>77.4</td>
<td>75.9</td>
<td>92.3</td>
<td></td>
</tr>
</tbody>
</table>

Math is on the rise. We have come a long way, but still have some leaps to make. This year we need to score >75% in Math in each subgroup. Math Matters!

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**CHS Attendance**

<table>
<thead>
<tr>
<th>Week of:</th>
<th>% of Teachers</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 22-25</td>
<td>97.5</td>
<td>89.2</td>
</tr>
<tr>
<td>Jan. 28-Feb.1</td>
<td>94.6</td>
<td>87.2</td>
</tr>
<tr>
<td>Feb. 4-8</td>
<td>93.3</td>
<td>87.2</td>
</tr>
<tr>
<td>Feb. 11-14</td>
<td>93.0</td>
<td>88.6</td>
</tr>
<tr>
<td>Feb. 19-22</td>
<td>93.9</td>
<td>87.3</td>
</tr>
<tr>
<td>Feb. 25-29</td>
<td>92.3</td>
<td>89.9</td>
</tr>
<tr>
<td>Mar. 3-7</td>
<td>95.2</td>
<td>89.6</td>
</tr>
<tr>
<td>Mar. 10-14</td>
<td>92.2</td>
<td>89.9</td>
</tr>
<tr>
<td>Mar. 17-21</td>
<td>95.7</td>
<td>90.1</td>
</tr>
</tbody>
</table>

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**Attention**

Students will not walk at graduation if they have not passed.
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 an 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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CMS</td>
<td>152</td>
<td>CMS 77</td>
<td>CMS 430</td>
<td></td>
</tr>
<tr>
<td>CHFC</td>
<td>52</td>
<td>CHFC 16</td>
<td>CHFC 166</td>
<td></td>
</tr>
<tr>
<td>CHS</td>
<td>327</td>
<td>CHS 239</td>
<td>CHS 728</td>
<td></td>
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Achievement

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

• 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
Needs Based Instruction (standard intervention protocols, instruction that is different from Tier 2, more frequent progress monitoring, extended learning time, flexible grouping)

Acceleration in Reading and Math (Connections), Classworks (Connections), PALS Math, Riverdeep, Study Island, Academic Support Groups by Counselor

Special Programs
Special Education, SAIL, ESOL

SST Intervention-Individual Supports
Individualized assessment, evaluation, frequent formative assessment in Acceleration Classes

Tier 1
Standards Based Classroom (differentiation, evidence-based practices, progress monitoring-AIMSWeb, Balanced Assessments-pretests (formative at beginning of unit), unit assessments, Georgia OAS Benchmarks), Learning Focused Schools Strategies, Math Strategies (Riccomini), Reading Strategies, Student Advisement, iParent, Georgia Virtual Schools 8th Grade Math Remediation

Saturday School for Math, After School Programs, Individual Support for Academics provided by Counselors
PALS Math

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
Dropout

• **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

Tier 1
Available to All Students
Platinum Club, Graduation Fun Sessions, Graduation Coach, Counselors, Advisement, Parent Meetings to Explain Graduation Requirements, Transition Planning for SWD, USA Test Prep-all students have can log on, Parent-teacher conferences-two early release days

Tier 2
Targeted Students-Standard Interventions
Graduation Coach (targeted students), Credit Recovery, Group Counseling, After School Tutoring for Graduation Tests-students self refer, Predictor tests for GHSGT in ELA and Math, Parent-teacher conferences, in addition to early release days

Tier 3
SST Intervention
Individual Student Focused Interventions

Tier 4
Special Programs
Special Ed, ESOL, SEARCH

Mentoring, Individual Counseling, Referral to Community Agencies, Parent-teacher-counselor meetings, East Central Tech Courses (off track juniors and seniors can make up an elective or add a new credit), University of Kentucky (off track seniors can make up credits or obtain new credits)
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

<table>
<thead>
<tr>
<th></th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
<th>Total</th>
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<tbody>
<tr>
<td>05-06</td>
<td>80</td>
<td>63</td>
<td>48</td>
<td>33</td>
<td>224</td>
</tr>
<tr>
<td>06-07</td>
<td>60</td>
<td>62</td>
<td>48</td>
<td>24</td>
<td>194</td>
</tr>
<tr>
<td>07-08</td>
<td>50</td>
<td>50</td>
<td>29</td>
<td>14</td>
<td>155</td>
</tr>
</tbody>
</table>
2008-2009 Formative Dropout Data

• First Semester Dropout Numbers

  – Freshman Campus  9
  – Coffee High School  62
Intervention Framework
Was it successful?

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

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
Role of the Coach

- 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

• 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