WEST VIRGINIA'S STATE SYSTEMIC IMPROVEMENT PLAN
West Virginia Graduation 20/20

Goals: *Ensure all students graduate from high school prepared for college and careers.*
Improve the graduation rate annually with an ultimate goal of 95% for all students by 2030.

Why focus on Graduation 20/20?

- **Data Analysis** reveals in 2014 only 70.27% of students with a disability in West Virginia graduated from high school with a regular diploma. 84.46% of all students graduated from high school with a regular diploma.
- The West Virginia Board of Education (WVBE) has adopted goals from West Virginia's Elementary and Secondary Education Act (ESEA) Flexibility Request, approved in May of 2013, to guide accountability for schools, county school districts and the state. Policy 2510: *Assuring the Quality of Education: Regulations for Education Programs* Section Program Accountability states by 2020, at least 85% of all students will graduate from high school within four years of enrolling in grade 9 and at least 87.5% of all students will graduate from high school within five years of enrolling in grade 9.
- West Virginia has chosen as the **State-identified Measurable Result (SiMR) for Children with Disabilities** to focus on graduation and the target will be 79.5% of youth with Individualized Education Programs (IEPs) will graduate from high school with a regular diploma by 2017-2018. This increase in graduation rate is aligned with the State Performance Plan Indicator 1 and the ESEA accountability 2030 trajectory of 95% of all students will graduate from high school within four years of enrolling in grade 9.

What is the goal of Graduation 20/20?

- Increasing the graduation rate of students with disabilities is a complex problem with no single "best" solution. *Graduation 20/20*'s first goal is to help schools build the capacity to identify what they need and to help them decide what strategies and practices will be the best contextual fit for them rather than to prescribe a specific solution.

What is Graduation 20/20?

- *Graduation 20/20* is a West Virginia initiative that 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.
- *Graduation 20/20* utilizes the innovation configuration on evidence-based transition practices and predictors of post school success to guide professional learning which was published by the Collaboration for Effective Educator, Development, Accountability, and Reform (CEEDAR) Center.
- The program, using tools from NDPC-SD and CEEDAR, trains local school-based teams and team leaders to diagnose the causes of dropout and develop site-specific improvement plans and strategies.
- Beginning in 2014-2015 RESA 2 will pilot the *Graduation 20/20* initiative to inform the **Coherent Improvement Strategies** chosen and in turn make adjustments to the statewide implementation process. In 2017-2018, 74 high schools, 23 middle schools and 6 elementary schools in 41 counties bringing the total to 103 schools. This represents sixty-three (63) percent of West Virginia's high schools.
- Office of Special Education (OSE) funded RESA-based *Graduation 20/20* Specialists provide training, coaching, and resources to help school teams continuously monitor and support at-risk students to **Support Improvement and Build Capacity** in the local education agencies (LEAs).
- *Graduation 20/20* is funded through IDEA Part B Discretionary monies from the U.S. Department of Education's Office of Special Education Programs (OSEP).

How does Graduation 20/20 work?

- *Graduation 20/20* was designed under the NDPC-SD Dropout Prevention Intervention Framework (DPIF). The DPIF has five phases:
  1. Utilization of state and local leadership teams that can develop, sustain and expand efforts;
  2. Analyses of relevant school data to identify risk and protective factors within the school;
  3. Identification and consensus of priority areas of need identified through data analysis;
  4. Identification and selection of evidence-based interventions/practices to address needs; and
  5. Development and implementation of effective programs in dropout prevention.
- In developing the *Graduation 20/20* program, NDPC-SD and West Virginia staff worked together to apply this framework to the needs of West Virginia's LEAs and students.
- NDPC-SD has a two-level training plan to provide guided practices for state education agency (SEA) or LEA teams implementing the DPIF. Level One training is an evidence-based, differentiated course of study comprised of eight study modules delivered over six days of professional learning. Level One culminates in the development of an action plan to guide implementation during the first 6-9 months of the initiative.
- During Level Two, targeted support for implementation is provided to cohort schools via teleconferences, consultations, coaching and booster sessions. Continuous evaluation allows schools and their partner technical assistance providers to examine the efficacy of selected interventions, and to identify additional training needs on school sites.

NDPC-SD Dropout Prevention Intervention Framework (DPIF)	CEEDAR Evidence-based Transition Practices and Predictors of Post School Success
1. Utilize State and School Leadership Teams	1. Student-Focused Planning
2. Analyze Data	2. Student Development
3. Identify Target Areas for Intervention	3. Family Involvement
4. Develop Goal for School Strategic Plan	4. Program Structure
5. Implement, Monitor and Evaluate	5. Interagency Collaboration

Developing A Graduation 20/20 Goal For The Strategic Plan

What steps do school teams need to follow to increase graduation rates for students with disabilities?

Follow Key Components

Step 1. Utilize State and School Leadership Teams
- Establish leadership and design team
- Identify cohort districts/schools
- Identify core teams for training
- Train teams in framework and modules 1-8
- Train teams in rollout strategies

Step 2. Analyze Data
- District/school demographics
- District and school infrastructure
- Current initiatives and partnerships
- Student performance (attendance, graduation, dropout, course completion, discipline)
- Assessment, curriculum, and instructional systems
- Professional learning (dropout prevention/intervention recovery/re-entry)
- Relevant policies and procedures (attendance, discipline, promotion/retention, graduation)

Step 3. Identify Target Areas for Intervention
- School climate
- Attendance and truancy prevention
- Behavior (universal, classroom, targeted, tertiary management and support)
- Academic content and instruction (reading, writing, math, science)
- Family engagement
- Student engagement

Step 4. Develop Goal for School Strategic Plan
- Selected evidence-based practices (e.g., Check and Connect, Positive Behavior Interventions and Supports, CEEDAR Transition Practices and Predictors)
- Determine level of intensity (universal, selected, target)
- Contextualize to setting
- Establish timelines
- Draft action plan

Step 5. Implement, Monitor and Evaluate
- Conduct baseline measures
- Train additional staff for rollout
- Implement strategies on-site coaching, consultation and feedback, progress monitoring, fidelity checks
- Measure results
- Evaluate outcomes
- Celebrate success
- Disseminate

Choose Site-Specific Strategies

1. Student-Focused Planning
- Involve students in transition IEPs
- Teach transition planning skills
- Include a comprehensive and relevant program of study in IEP
- Include appropriate and measurable transition goals in IEP
- Include systematic age-appropriate transition assessment

2. Student Development
- Teach independent living skills
- Teach community participation skills
- Teach employment skills and provide employment experiences
- Teach academic skills

3. Family Involvement
- Facilitate parental involvement/support for school post outcomes
- Encourage parent involvement in transition planning
- Understand student perceptions of positive family support
- Promote positive parental expectations for school post employment and education
- Implement parental training in transition

4. Program Structure
- Promote opportunities for extended transition services (18-21 programs)
- Promote inclusion in general education
- Ensure effective transition programs/services are in place
- Promote student supports
- Promote completion of exit requirements/high school diploma status
- Implement drop-out prevention interventions for at-risk youth

5. Interagency Collaboration
- Connect students and families to outside agencies
- Understand critical elements of interagency collaboration
- Implement cross-disciplinary planning

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