

Indicator 17: State Systemic Improvement Plan

Baseline and Targets

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Baseline Data

FFY	2013
Data	62.09%

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	67.08%	70.67%	74.26%	77.85%	81.44%

Description of Measure

Graduation Conditions Field

Provide the four-year graduation cohort rate. The four-year graduation rate follows a cohort, or a group of students, who begin as first-time 9th graders in a particular school year and who graduate with a regular high school diploma in four years or less. An extended-year graduation rate follows the same cohort of students for an additional year or years. The cohort is "adjusted" by adding any students transferring into the cohort and by subtracting any students who transfer out, emigrate to another country, or die during the years covered by the rate.

Under 34 C.F.R. §200.19(b)(1)(iv), a "regular high school diploma" means the standard high school diploma awarded to students in a State that is fully aligned with the State's academic content standards and does not include a GED credential, certificate of attendance, or any alternative award. The term "regular high school diploma" also includes a "higher diploma" that is awarded to students who complete requirements above and beyond what is required for a regular diploma.

Targets: Description of Stakeholder Input

Stakeholder Involvement Indicators 1-16

(See STATE SYSTEMIC IMPROVEMENT PLAN STAKEHOLDERS)

December 9-10, 2013

Stakeholder involvement for the State Performance Plan (SPP) regarding data analysis began at the statewide Special Education Leadership Conference held December 9-10, 2013. Attendees, primarily local education agency (LEA) and regional education service agency (RESA) special education directors, reviewed existing data related to achievement of students with disabilities (SWD) in reading and mathematics, graduation rate, drop out rate and post school outcomes and provided feedback through surveys and/or facilitated discussions regarding their analysis of the data. The Special Education Leadership Conference held in conjunction with a statewide ESEA Title 1 Conference provided an opportunity for the West Virginia Department of Education (WVDE) Office of Special Programs (OSP) to begin collecting broad stakeholder input to establish the targets for the State Performance Plan (SPP). The OSP led LEAs through a review of their local data compiled by OSP prior to the meeting. Data relative to state and local student demographics and results were provided to support LEA leadership teams in beginning the process of identifying the root causes of low performance in their district.

Spring-Summer 2014

During the spring and summer of 2014, OSP professional development presentations included data review relative to state and local student demographics and results. The intent of this data review was to develop statewide awareness of the performance, placement and composition of West Virginia's SWD population.

August 19, 2014

On August 19, 2014, a comprehensive stakeholder group was convened to review historical data and set targets for SPP Indicators 1-16. The 65 stakeholders represented selected agencies, LEAs, RESAs, institutions of higher education (IHE), parent organizations, the West Virginia Council of Administrators of Special Education (CASE), various offices within the West Virginia Department of Education (WVDE) as well as West Virginia's Special Education Advisory Panel, the West Virginia's Advisory Council for the Education of Exceptional Children (WVACEEC). Personnel from OSP presented on the new requirements of the State Performance Plan (SPP) and Annual Performance Report (APR). The stakeholders reviewed previous targets and set proposed targets for the current Performance Indicators and suggested improvement activities.

In proposing preliminary targets for the next six years, the WVDE OSP gathered data, looked at historical SWD data and compared data for SWDs to the data for all students and students without disabilities (SWOD) where applicable. Along with the historical and projected trend data, OSP considered other pertinent information, including compliance data requirements and evidence-based practices that have already been implemented at state or local levels. In proposing improvement activities, the OSP primarily referred to the FFY12 Annual Performance Report (APR) for 2012-13 which included continuing activities, many of which had been developed to build capacity.

September 8-9, 2014

In an effort to gain input, the September 8 and 9, 2014 Special Education Leadership Conference focused on the review of APR historical data and SPP proposed targets for the next six years. An overview of the State's General Supervision System <http://wvde.state.wv.us/osp/SPP.html> and Results Driven Accountability Compliance Monitoring System <http://wvde.state.wv.us/osp/SPP.html> relative to the SPP/APR was presented to participants. The 110 participants met in RESA groups to review achievement, compliance and graduation data, including state level, RESA level and individual LEA data.

September 12, 2014

September 11-12, 2014 a meeting of West Virginia's State Advisory Panel was held and the SPP was presented and approved. The OSP develops its policies and procedures by utilizing the IDEA B State Advisory Panel. West Virginia's IDEA B State Advisory Panel for special education (WVACEEC) serves as an advisory group to OSP on issues involving special education and related services for students with exceptionalities (34 CFR §300.167). The WVACEEC is the primary stakeholder group responsible for ongoing review of the SPP and APR. WVACEEC is established under West Virginia Code Section 18-20-6 and receives ongoing financial support from OSP. Members are appointed by the State Superintendent of Schools and serve three-year terms. Members represent a spectrum of groups and agencies with an interest in special education, including parents of children with exceptionalities, individuals with disabilities, public and private school administrators, teachers, IHEs and others as required by law. More information can be found at <http://wvde.state.wv.us/osp/advisorycouncil>.

Stakeholder Involvement Indicator 17**December 16, 2013**

On December 16, 2013, an internal team of OSP and RESA staff met to analyze data including the stakeholder results available at that time and data from all the above mentioned sources. An overview of state level demographics and indicator data, particularly child count, achievement, graduation, drop out rate and placement in the least restrictive environment, was presented by the OSP data manager. Data has been collected through Section 618 collections and additional surveys (one year follow up, exit and parent) related to APR indicators in preparing for the 2014 submission. Then staff were divided into five groups by RESA area and were given the individual LEA data presentations to begin drilling down from the state level to the RESA and LEA level to identify needs and root causes contributing to low performance. Each group had a designated discussion leader. During the morning session, groups reviewed LEA data related to achievement in reading and mathematics, along with other indicator or demographic data they deemed related to achievement issues. The small groups reported their findings which were recorded. In the afternoon, groups reviewed the LEA graduation and drop out rate data, again looking for issues, concerns and needs, and reported their findings to the large group. Groups determined their own methodology for reviewing and discussing the LEA data as well as how to present their findings to the large group. Discussion leading toward consensus building for determining the focus of the SSIP was the last session. The stakeholders discussed the positive results from the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) dropout prevention project involving 12 districts during 2012-2013 were noted.

Internal stakeholders began to synthesize the data in light of current state, regional and local infrastructure and potential improvement strategies. OSP staff attended a summer conference sponsored by OSEP in 2014, meeting with other states to discuss potential SSIP initiatives. OSP Staff researched approaches, including North Carolina's reading project, WVDE's own PreK-grade five reading initiative, Southern Regional Education Board initiatives and reviewed initiatives and strategies already underway as part of the School Improvement System described in the ESEA Flexibility Waiver.

A statewide reading initiative was underway to ensure students read by third grade, which would address reading instruction in early grades often prior to students being identified as eligible for special education. However, it was difficult to identify a leverage point to get LEAs to make significant changes in teaching reading, given the diverse approaches to reading being used within the state. Furthermore, since reading was already being addressed, OSP could better focus on the graduation rate, which would bring attention to middle and high schools not currently targeted by the reading initiative, and for which West Virginia already had experienced positive results using a proven effective model. West Virginia had participated in the NDPC-SD dropout prevention project as a targeted state for two years with promising results. WVDE also had an ongoing initiative to increase graduation rate for all students, through which they have promoted evidence-based strategies from the

NDPC and the work of Robert Balfanz, and have partnered with other agencies to conduct a Student Success Summit annually to engage schools and agencies in increasing graduation. Collaboration with this initiative would support the SSIP.

Internal groups within WVDE and OSP reviewed data in depth including the Section 618 data, survey data and feedback from stakeholder groups to examine root causes and narrow the focus of the SSIP.

August 19, 2014

On August 19, 2014, the broad stakeholder group convened by the OSP reviewed data and set the targets for the SPP including graduation, drop out and post school outcomes. The stakeholders represented selected agencies, including legislature, LEAs, RESAs, IHEs, parents and parent organizations as well as various offices within the WVDE. (See attached August 19-20 Agenda)

September 8-9, 2014

On September 8 and 9, 2014, the Fall Special Education Leadership Conference focused on review of APR data and target setting for the coming improvement cycle. An overview of the SSIP, OSEP's determination letter issued to WVDE relative to the APR submitted in 2014, a copy of the APR, and review/discussion of proposed targets for the future were presented to participants. Participants met in RESA groups to review achievement and graduation data, including both state level, RESAs and individual LEA data. Discussions began to focus on the possibility of using graduation as the focus of the SSIP.

It was determined the OSP would receive targeted technical assistance from the Collaborative for Effective Educator Development, Accountability and Reform (CEEDAR) Center. CEEDAR is an OSEP funded technical assistance center that works with IHEs, SEAs and LEAs to support new personnel and to embed evidence-based practice into selected coursework for preservice educators. WVDE had developed a foundation for collaboration with higher education through technical assistance (TA), and some IHEs agreed to embed Universal Design for Learning (UDL) and support for personalized learning (SPL), two existing improvement strategies, into coursework. CEEDAR's evidence-based practices and predictors for transition appeared to be a good fit for the project, to ensure collaboration with IHEs and to support better trained staff and effective programs through collaborative efforts. In addition to the dropout prevention process and strategies supported by NDPC-SD, the CEEDAR Center's focus on transition is an additional piece for ensuring positive post school outcomes for SWD.

In anticipation of focusing the SSIP on dropout and graduation, OSP contacted CEEDAR and the NDPC-SD. Previously, WVDE had been a targeted TA state for the NDPC-SD. During the two-year period of this TA, with financial support from OSP discretionary funds, 12 counties analyzed their own data, created action steps, developed their own plans for preventing drop out and achieved favorable results in LEAs where the plan was implemented with fidelity. An article published in an educational journal written by NDPC-SD, OSP and LEA staff involved in the initial 12 county dropout prevention project in West Virginia was released November 2014.

This article outlines the process and results of the successful dropout prevention initiative <http://wvde.state.wv.us/osp/SPP.html> and includes specific examples of the work that was done in each of the showcased LEAs. Having determined the process and strategies worked on a smaller scale other LEAs expressed interest in participating in this type of intervention framework.

September-November, 2014

During September through November, OSP staff visited each of the eight RESAs to provide technical assistance on WVBE approved changes to Policy 2419: *Regulations for the Education of Students with Exceptionalities*. Part of a day was devoted to discussion of potential interest in graduation rate as a focus. The OSP inquired as to the interest of LEAs participating as pilot sites for the Graduation 20/20 project, and RESA 2 volunteered. All RESA 2 LEAs agreed to participate with at least one school involved in the process designed to increase the graduation rate. OSP arranged for the NDPC-SD to begin the training process on November 12-13, 2014. Extensive analysis of local data was the first step in the process.

October 24, 2014

A GRADUATION 20/20 prospectus (see attached Graduation 20/20 Prospectus) was developed by OSP and taken to RESA executive directors on October 24, 2014, for their input. Since RESAs have major responsibility for school improvement and associated professional learning, it was essential to have the support of this group. They voted to support Graduation 20/20 as a school improvement initiative <http://wvde.state.wv.us/osp/SPP.html>.

November 7, 2014

On November 6-7, 2014 a meeting of West Virginia's State Advisory Panel, WVACEEC, reviewed the GRADUATION 20/20 prospectus for their input. The WVACEEC discussed the proposal and voiced their support for this improvement direction.

November 14, 2014

On November 14, 2014, the broad stakeholder group of selected individuals representing agencies, legislature, LEAs, RESAs, IHEs, parents and parent organizations met in Charleston to discuss and analyze data and targets. Feedback from this stakeholder team was gathered using guiding questions in each of the five components of the SSIP. Because the focus of graduation rate had been discussed, this meeting provided a more in depth discussion of transition practices and predictors based on CEEDAR center work: student-focused planning, student development, family involvement, program structure and interagency collaboration. Facilitated discussions were conducted to gather stakeholder input on the SSIP focus on graduation, input on the evidence-based transition practices and predictors and on activities to support the SSIP.

November 2014-March 2015

Between November 14, 2014, and March 17, 2015, the OSP met with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD/N-TACT) staff; WVDE internal stakeholders; the Developmental Disabilities Council; the ARC of West Virginia; the Fairshake Network; the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) center staff; West Virginia University; Marshall University and Concord University to discuss implementation of the Phase II: Plan of the State Systemic Improvement Plan (SSIP).

March 17, 2015

On March 17, 2015, the broad stakeholder group representing selected agencies, legislature, LEAs, RESAs, IHEs, parents and parent organizations met in Charleston to review the completed Phase I: Analysis and projected Phase II: Plan of the State Systemic Improvement Plan (SSIP). FFY 2013 Indicator Data for 1, 2, 4, 8, 13 and 14; the 2015-2016 Implementation Plan for GRADUATION 20/20; and the progress of the RESA 2 GRADUATION 20/20 pilot were reviewed. Feedback from the broad stakeholder group was gathered.

Data collected from students with disabilities, as primary stakeholders and beneficiaries of academic and transition services, has been collected by WVDE since 2009 through exit and one-year follow-up surveys reported annually in the State's APR. This data is discussed in detail in the following data analysis section.

Target Setting Indicator 17

Indicator 1, Graduation, is the SPP/APR Results Indicator chosen for the State Systemic Improvement Plan (SSIP) which is both ambitious and achievable. The West Virginia Board of Education (WVBE) adopted goals from West Virginia's Elementary and Secondary Education Act (ESEA) Flexibility Request, which was approved in May 2013, to guide accountability for schools and county school districts across the state. The Graduation targets are based on the accountability trajectory that by 2020, at least 85% of all students will graduate from high school within 4 years of enrolling in grade 9.

STATE SYSTEMIC IMPROVEMENT PLAN STAKEHOLDERS

Stakeholders were invited to partner with the Office of Special Programs (OSP) to develop, implement and evaluate the West Virginia State Systemic Improvement Plan (SSIP). While OSP had initial discussions on the multi-year plan with local education agency (LEA) special education administrators, broad stakeholder input was initiated in August 2014. Thus far, this large partner group has met three times and will continue to meet to collaborate, form alliances, determine how to best leverage resources and ensure students with disabilities graduate from high school career, college and community ready.

Membership in the SSIP Partners includes all of the West Virginia Department of Education (WVDE) OSP staff (17), other WVDE office representatives (15), local education agency (LEA) administrative personnel (17), regional education service agency (RESA) administrative personnel (10), legislators and staff (5), parents of students/adults with disabilities (8), institutions of higher education (IHE) (6) and West Virginia State Department Agencies and parent advocacy groups (20).

The OSP staff participated to ensure all members thoroughly understood their role in the development, implementation and evaluation of GRADUATION 20/20. Additional stakeholders were asked to be partners based on their knowledge, leadership roles, resources available to support OSP efforts, relationships with the disability community and parents of students with disabilities. Many stakeholders represented two or more constituency groups. Activities during the meetings were designed to build relationships and identify roles for their work.

Group 1 – Student Focused Planning

- Coordinator, WVDE Special Programs
- Coordinator, WVDE Special Programs
- Coordinator, WVDE Special Programs
- Coordinator, WVDE School Improvement (General Education)
- Coordinator, WVDE Institutional Education Programs (General Education)
- Coordinator, Counseling/Mentoring, WVDE Secondary Learning (General Education)
- Coordinator, WVDE Dropout Prevention (General Education)
- Executive Director, WVDE Career and Technical Education (General Education)
- Professor, Concord University
- Representative, Legislature (House) (Parent of student with Disability)
- Special Education Director, Doddridge County Schools (LEA)
- Special Education Director, Mercer County Schools (LEA)
- Special Education Director, Pendleton County Schools - Legislative Committee for CASE (LEA)
- Special Education Director, Taylor County Schools (LEA)
- Special Education Director, Regional Education Service Agency 7
- Superintendent, Taylor County Schools (LEA) (General Education)

Group 2 – Student Development

- Assistant Director, WV Autism Training Center (Positive Behavior Interventions and Support)
- Assistant Director, WVDE Federal Programs (Title 2) (General Education)
- Coordinator, WVDE Special Programs
- Coordinator, WVDE Special Programs (Data Manager)
- Coordinator, WVDE Special Programs (CPA)
- Coordinator, WVDE Secondary Learning (General Education)
- Coordinator, WVDE Research
- Director, WV Autism Training Center (Positive Behavioral Interventions and Support)
- Director, Transition/Step Program (State Advisory Panel, WVACEEC)
- Professor, Marshall University (IHE)
- Professor, Marshall University (IHE)

Professor, West Virginia University (IHE)
 Senator, Legislature (Senate)
 Special Education Director, Grant County Schools (LEA)
 Special Education Director, Jackson County Schools (LEA)
 Special Education Director, Wetzel County Schools (LEA)
 Special Education Director, Regional Education Service Agency 5
 Special Education Director, Regional Education Service Agency 8

Group 3 – Family Involvement

Coordinator, WVDE Special Programs (Parent Coordinator)
 Coordinator, WVDE Special Programs
 Coordinator, WVDE Special Programs
 Coordinator, Communities in Schools, WVDE Special Programs (General Education)
 Coordinator, WVDE Early Learning (General Education)
 Consultant, Deaf/VI Ed., WVDE Special Programs
 Director, Center for Excellence and Disabilities
 Director, Parent Training and Information (PTI) (Parent of Adult with Disability) (State Advisory Panel, WVACEEC)
 Educator, Parent Education Resource Center (Parents of Children with Disabilities)
 Member, Parent Partnership Workgroup (Parent of Student with Disability)
 Representative, Legislature (House)
 Special Education Director, Regional Education Service Agency 1 (CPI Trainer)
 Special Education Director, Webster County Schools (LEA)

Group 4 – Program Structure

Assistant Director, WVDE Secondary Learning (General Education)
 Assistant Director, WVDE Teacher Preparation (General Education)
 Attorney, Legislature (Senate)
 Coordinator, WVDE Special Programs
 Coordinator, WVDE Special Programs
 Coordinator, WVDE Special Programs
 Coordinator, WVDE eLearning
 Coordinator, Nicholas County Schools (LEA)
 Executive Director, WVDE Federal Programs (Title I) (General Education)
 Professor, School Psychology Marshall University
 Professor, West Virginia University (IHE)
 Special Education Director, Jefferson County Schools (LEA)
 Special Education Director, Pleasants County Schools (LEA)
 Special Education Director, Wayne County Schools (LEA)
 Special Education Director, West Virginia Schools for the Deaf and Blind
 Special Education Director, Regional Education Service Agency 2
 Special Education Director, Regional Education Service Agency 3
 Special Education Director, Regional Education Service Agency 6

Group 5 – Interagency Collaboration

Assistant, Legislature (House)
 Coordinator, WVDE Special Programs
 Coordinator, WVDE Special Programs
 Coordinator, WVDE Data Management and Accountability
 Coordinator, WVDE Regional Education Service Agency Liaison
 Coordinator, WVDE Assessment and Accountability
 Director, ARC of Three Rivers (Parent Advocacy) (Parent of Student with Disability)
 Director, WV Department of Health and Human Resources (WVDHHR) Birth to 3 (Parent of Adult with Disability)
 Director, WV DHHR (Out-of-State Residential Placement) (General Education)
 Director, WV DHHR (Behavioral Health) (Positive Behavioral Interventions and Supports)
 Director, WV Developmental Disabilities Council (Parent of Adult with Disability)
 Director, WV Division of Rehabilitation Services
 Director, WV Statewide Independent Living Council
 Executive Director, Regional Education Service Agency 1
 Executive Director, Regional Education Service Agency 2
 Member, WVACEEC (State Advisory Panel) (Parent of Student with Disability)
 Representative, WV American Federation of Teachers (WVAFT) (General Education)
 Representative, WV Education Association (General Education)
 Special Education Director, Brooke County Schools (LEA)
 Special Education Director, Fayette County Schools (LEA) (CASE)
 Special Education Director, Nicholas County Schools (LEA)
 Special Education Director, Regional Education Service Agency 4
 Superintendent, Webster County Schools (LEA) (General Education)

Indicator 17: State Systemic Improvement**Plan****Data Analysis**

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Data Analysis

A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other available data as applicable, to: (1) select the State-identified Measurable Result(s) for Children with Disabilities, and (2) identify root causes contributing to low performance. The description must include information about how the data were disaggregated by multiple variables (e.g., LEA, region, race/ethnicity, gender, disability category, placement, etc.). As part of its data analysis, the State should also consider compliance data and whether those data present potential barriers to improvement. In addition, if the State identifies any concerns about the quality of the data, the description must include how the State will address these concerns. Finally, if additional data are needed, the description should include the methods and timelines to collect and analyze the additional data.

Data Analysis**Systematic Process Data Analysis – 1(a)**

West Virginia has been identified as Needs Assistance for results, although it meets requirements for compliance, according to the Office of Special Education Programs' annual determination process. The three primary indicators for student results, Indicator 1 – graduation rate, Indicator 2 – drop out rate, and Indicator 3 – achievement, also are the indicators for all students under the state's accountability system. As such, the targets and trajectory for annual measurable objectives are set for the total population. Because of the achievement gap, students with disabilities have a very steep trajectory for attaining proficiency in reading and mathematics at the same level expected for all students. In fact, from 2011 to 2014 achievement among students with disabilities decreased somewhat. Conversely, student results for graduation rate and drop out, while still exhibiting a gap in comparison to all students, show improvement over time.

The data was communicated through survey data, pie charts, graphs, trend lines, comparison trend lines, gap analysis and heat maps by State, regional and local displays to the stakeholders over the course of two years. Perceptual, performance, program and demographic data has been shared with all internal and broad stakeholder groups. Multiple stakeholders have been involved in the identification, selection and analysis of data (see SSIP Stakeholders p.4). At each broad stakeholder meeting (see attached agendas) OSP has initiated, through different PowerPoints displaying data, discussions surrounding data analysis to inform focus for the SiMR. OSP has developed an awareness in all areas of where WV students with disabilities are and where they need to be in relation to general education student performance.

Multiple Data Sources – 1(a)

WV Section 618 data; assessment data from WESTEST 2, West Virginia Education Information System (WVEIS) collection system – all data are verified by Local Education Agencies (LEAs) but collected and validated by WVDE staff; special education data are collected within the individual student record system used for all student records. Data are submitted through EdFacts and are of high quality. Quality is improving through edit checks and verification of data when data are collected. Prior to being incorporated into the states longitudinal data system, which is being developed under a Statewide Longitudinal Data System (SLDS) grant from USDE, the OSP verifies the data are correct.

Assessment data from CTB McGraw-Hill are based on WVEIS individual student record system demographics that tie individual scores to students enrolled during testing and include disability status. Growth model data are compiled by WVDE. Drop out data entered at the local level is cross checked with general education reports. Additional transition data include exit surveys and one year follow-up surveys conducted by the Office of Special Programs (OSP) for Indicators 2 and 14.

Multiple Variables – 1(b) (see attached Major Data Source Name and Data Observations)

As attention narrowed to graduation rate and transition issues, data analysis and stakeholder input became more focused. Section 618 and WVDE accountability data gathered through the WVEIS individual student record system and displayed within ZoomWV, the state's new longitudinal data system, were disaggregated and analyzed as follows:

- APR indicator data and targets as reported in the FFY 2013/2014 APR's submitted February 2015 – graduation rate, drop out rate, secondary transition IEPs, post school outcomes, suspension/expulsion, disproportionality
- 4-year cohort graduation rates
- 5-year cohort graduation rates
- Special education enrollment trends and disability disaggregation
- Special education enrollment by race/ethnicity

- Overlap of student subgroups (students with disabilities, economically disadvantaged)
- Graduation rate trends disaggregated by disability; economically disadvantaged, race, gender, RESA and LEA
- Drop out rates disaggregated by disability status, economically disadvantaged, English Language Learner, race/ethnicity, gender and LEA
- Attendance rates
- Performance data
- Parent perceptions

SPP/APR data were analyzed across six years showing areas of progress or slippage, as well as co-occurring trends among related indicators such as graduation rates, drop out rates, secondary transition services, post school outcomes, and suspension/expulsion rates. Proficiency rates, alternate assessment rates, least restrictive environments, attendance rates and incidence data were examined. Additionally, data was disaggregated to examine differences between and within subgroups of students: students with disabilities (SWD), students without disabilities (SWOD), and all students, stage of schooling (elementary/secondary) and diversity subsets (English Language Learners, race/ ethnicity, and socio economic status). Data was also examined by Regional Education Service Agency (RESA) geographical area and by local education agencies (LEA). In discussion with the broad stakeholders these data and potential root causes explaining why there is a graduation gap between SWDs and all students it was determined that these data do not accurately pinpoint root causes. The current data describes baseline status and incremental progress. LEA and school data must be used to determine the root cause of the gap in graduation rates between students with disabilities and all students. The hypothesis is that the cause of lack of acceleration of graduation is due to a lack of focus on the levers that influence the graduation of SWD and on the transition practices and programs that increase the likelihood of a school completer being college, career, and community ready. (See attachments West Virginia's Landscape, Major Data Source Name, Data Observations)

Data analysis revealed in 2014 (based on 2012-2013 four year cohort data) that 70.27% of students with disabilities graduated with a regular diploma, while 84.46% of all students graduated. The positive trend for increasing graduation rates and decreasing drop out rates is evident, indicating that, in general, activities supporting these indicators have been successful. However, the gap between students with disabilities and all students persists for graduation rates, while the drop out gap is narrowing. When drop out data are examined by LEA, regional differences are apparent for all students and for students with disabilities as a subgroup. In general, drop out rates are lower in RESAs 5, 6 and 8 and higher or mixed in RESAs 1, 2, 4 and 7.

West Virginia Students with Disabilities – Demographics (see attached West Virginia's Landscape Data Presentation)

- 43,250 of West Virginia's 274,363 students ages 3-21 have IEPs
- SWDs represent 16% of the student population
- 16% of all White students and 16% of all Black or African American are SWDs
- Largest eligibility groups are speech language impaired at 29% and specific learning disabled at 29%
- 16% of students are intellectually disabled including mild, moderate and severe
- 84% of SWDs fall within the average range of intelligence
- Approximately 62% are low socio-economic status (Low-SES)
- West Virginia's percentage of SWD ages 6-21 is 2.8% higher than the nation
- West Virginia's percentage of SWD ages 3-5 is 2.6% higher than the nation

West Virginia Students with Disabilities – Performance – Statewide Assessment (excluding APTA)

- The majority of SWDs are not proficient in math (88.6%) or reading language arts (89.7%).
- The mathematics success gap (difference between SWODs and SWDs) is 35.1% for grades 3-11 with the largest gap occurring at grade 7 (42.7%). Grade 11 had the lowest proficiency rate at 6.4%.
- Percent of proficient SWDs and SWODs fell during 2013-2014. This may be attributed to the WESTEST 2 online electronic administration; all previous years used paper/pencil versions of the assessment. A study led by the testing vendor CTB, indicated that the online and paper/pencil versions of the assessment are comparable.
- SWDs in RESA 3 had the highest math proficiency rates at 15.0% and SWDs in RESA 1 had the lowest rates at 8.5%.
- The reading language arts success gap is 42.6% with the largest gap occurring at grade 6 at 49.0%. Grade 9 had the lowest proficiency rate at 7.0%.
- SWDs in RESA 3 had the highest reading language arts proficiency rates at 13.3% and RESA 1 had the lowest rates at

8.0%.

- Non Low-SES and SWD, outperformed students who were both disabled and low socio-economic status.
- Participation rates for SWD were 97.80% for mathematics and 97.89% for reading language arts.
- 16.0% of SWDs were proficient in science and 12.0% were proficient in social studies.
- SWDs have not made significant progress over the last five years (see attached PowerPoint West Virginia's Landscape).
- WV APTA participation is 1.42% which is .42% above the 1.0% allowed.

West Virginia Students with Disabilities – Outcomes – Graduation-Drop Out

- In 2014 only 70.27% of SWDs in WV graduated from high school with a regular diploma in four years and 84.46% of all students graduated. This is a 14.19% graduation gap.
- Between 2012 and 2014 the 4 year graduation rate for all students increased 5.14% and for SWDs it increased 10.36%.
- Females graduated at 4.9% higher rate than males.
- Asian students had the highest graduation rate and American Indian/Alaskan had the lowest.
- RESA 6 had the highest graduation rate at 73.6% and RESA 1 had the lowest rate at 60.3%.
- The drop out rate for SWD was 1.5% and for all students was 1.3% a success gap of .2%. SWDs had a lower drop out rate than low SES students at 1.7%.
- Males (1.4%) dropped out at a higher rate than females (1.2%).
- Asian students had the lowest drop out rate at .40% and black students had the highest at 1.9%. The drop out gap between WV's largest race/ethnicity subgroups, white and black, has remained near 0.5% over the past three years.
- Six LEAs have a drop out rate for SWDs of 2.8% or greater, 19 LEAs have a rate of 1.5% to 2.8%, and 30 LEAs have rate of 1.4% or less.

West Virginia Students with Disabilities – Outcomes – Secondary Transition-Post School Outcomes

- Transition section of the Individualized Education Program (IEP) is 98.41% compliant based on the Annual Desk Audit and compliance monitoring.
- Students have low participation rates in higher education after leaving school at 15.59%.
- 35.11% of SWDs are not engaged in post secondary education or work after leaving school.

Statewide Exit and One Year Follow-Up Surveys

Root cause analysis at a statewide level is informed by the exit survey and one-year follow up survey designed by OSP and conducted by LEAs as part of the SPP/APR requirement for Indicator 14. Surveys include questions required for the APR and additional information useful to analyzing post school outcomes and the needs of former students with IEPs. Exit surveys are collected annually from students to identify anticipated post school plans and other information about school experiences. Data are analyzed statewide and by LEAs, with results provided to LEAs for their own improvement purposes. Surveys in the current form have been conducted since 2009. Students and/or family members complete the surveys, which are compiled and analyzed by OSP. Information from these surveys has assisted OSP and LEAs in determining professional development needs across the state and has provided important data for LEAs participating in the NDPC-SD project to decrease drop out rates in West Virginia.

Some items on each of the surveys were purposefully developed to provide additional information about students in WV to assist with identifying and improving professional development for all transition indicators and to link the post school outcomes back to activities and experiences while students were still in school. This collective information is integrated with graduation, drop out and transition services (SPP/APR Indicators 1, 2, 13 and 14 data) to assist the state education agency (SEA) and local education agency (LEA) in formulating professional learning decisions.

Analysis of the summarized data from 2009 through 2013 reveals consistent responses regarding reasons for dropping out, contributions of special education and transition services and unmet needs. This information provides direction for the State Systemic Improvement Plan (SSIP) State-identified Measurable result (SiMR) focus on graduation (Graduation 20/20) and building the capacity for schools to help them make decisions about strategies and practices. The SEA will support improvement and build capacity in the LEAs using these key findings and observations as GRADUATION 20/20 Cohorts 1 through 4 are developed (see Selection of Coherent Improvement Strategies). These consistent results will also be used to make subsequent changes to the surveys in order to gather additional qualitative data from students in future years.

Data for each survey in this cumulative format are discussed below. Each survey can be disaggregated based on a variety of desired data at the state and district level, such as reflections from SWDs who dropped out of school by disability area. Selected Exit Survey responses regarding student plans for post school settings paired with One Year Follow-Up responses about actual outcomes one year later provide valuable information to educators from the student perspective. Other information collected by the surveys allows for reflection about effectiveness of transition services and development of action plans for improvement. When these data are combined with data from SPP/APR transition indicators (1, 2, 13, 14), the SEA and LEAs have sufficient information to make informed decisions about improvement activities. Improved graduation rates are impacted by quality transition services.

Data obtained from ZoomWV (<http://zoomwv.k12.wv.us/Dashboard/portalHome.jsp>) indicates 84.46% of all students graduated in 2013-2014 and 70.25% of students with disabilities graduated with a standard diploma in four years. District graduation rates of SWDs ranged from 33.33% to 90%.

The NDPC-SD compiled significant research about youth who stay in school and drop out as part of their training plan to build capacity. Additional research has identified fifteen (15) significant factors that reduce drop out. The WVDE OSP Cohort groups will analyze their own data in light of these factors, examining items specific to all SWD in the state as well as those from each district. For example, West Virginia drop outs who completed surveys have consistently identified three reasons for dropping out: 1) dislike of the school experience, 2) lack of interest or motivation and 3) poor student/staff relationships. Local and state staff reflection on these reasons may guide changes necessary to keep youth in school and help them graduate.

Exit Survey Data-Key findings and observations from the cumulative school exit data from the 2010-2014 exiters (approximately 72% of students) as they leave school:

- General observations of all SWDs and eligibility specific observations on selected items:
 - Career pathways reported by survey responders were Skilled (66%) and Professional (19%).
 - Career clusters reported by most were Engineering/Technical (37%) and Human Services (25%). The Engineering/Technical cluster was selected most by responders eligible as BD (44%), SLD (43%) and Other Health Impaired (OHI) (37%). The Human Services cluster was selected most by responders eligible as AU (37%) and ID (34%).
 - Most who attended Career and Technical Education programs (42%) earned their certificate, but fewer (30%) earned the industry credential.
 - Service learning is one of the research-based drop out prevention strategies, so youth were asked about job experiences while in high school as well as extracurricular activities. Work-based learning experiences (31%), part time work (29%) and summer jobs (23%) were identified experiences, while a similar number (26%) indicated they had no job experiences during high school. The most frequent response to extracurricular participation was “None” (39%). Youth with BD (53%), AU (50%) and ID (46%) most frequently noted they did not participate in school level activities.
 - At graduation only 38% reported having a current driver's license.
 - An overwhelming majority (84%) of youth reported that special education services contributed to success in the general education setting. 78% reported their ideas and suggestions were considered and included as part of the IEP. 83% reported being comfortable discussing their special needs and asking for help while in school.
 - Immediately after high school respondents most often indicated they would live at home with parents or family (52%) or independently (33%).
 - Only 33% of responders indicated plans to request supports under the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act.
 - At graduation 71% indicated they planned to continue with education in the future, but only about 25% reported this as reality one year after high school. College (25%), CTE (25%) and Community and Technical College (24%)

were types most often selected. Those eligible as ID were least likely to identify college (10%) but more likely to identify day training/sheltered workshop settings (17%).

- One quarter do not plan to continue their education, primarily because they need to work (39%), have a job (24%) or were unsure of their plans (21%).
- Youth were asked about the level of support provided by school staff regarding a variety of areas including, planning for a career, connecting to a job, connecting to further training or education, connecting with adult supports, developing work related skills, having confidence, talking about one's disability and asking for supports (self-advocacy). Approximately half indicated that school staff helped a lot for further training, developing work related skills, having confidence to continue with education and self-advocacy. When asked to reflect on the same experiences and identify specific experiences that were most helpful, youth most often identified CTE classes and IEP participation.
- Youth were given an opportunity to add comments at the end of the survey. Several (90) commented to say thank you to school staff that helped them while in school. Others (33) indicated they did not feel special education was helpful.

Post School Data-Key findings and observations from the cumulative post school data from 2009-2013 exiters one year after graduation:

- General observations of all SWDs and eligibility specific observations on selected items:
 - The percentage of respondents to the surveys has continued to improve from 27% to 50%, but districts vary from 0 to 100%. Reliable and valid district-specific data are essential to identifying root causes and solutions in each Cohort district.
 - Respondent surveys were primarily comprised of those who graduated with a standard diploma (4868/6040 or 81%) while only 9% were from respondents who dropped out and 10% were from those earning a modified diploma or reaching maximum age. Youth eligible as Behavior Disorder (BD) comprised the majority (17%) of drop outs. Youth eligible as Autism (AU) (49%) and Intellectual Disability (ID) (37%) comprised a majority of modified diploma/reached maximum age responders.
 - Rates for each of the measured areas for Indicator 14 have remained relatively consistent as has the difference for the target data. The greatest increase within the target data continues to be evident for part B, those competitively employed added to those enrolled in higher education. The greatest area of concern is for that group of youth not participating in any form of postsecondary education, training or employment within one year of leaving high school (greater than 35%).
 - Of those attending college or on-the-job training (25% of respondents), programs included:
 - Sheltered workshop/Day training (6%)
 - Vocational training-less than 2 year training (24%)
 - College-4 year program (34%)
 - Community College-2 year program (26%)
 - GED or adult education program (3%)
 - Short term on-the-job training (4%)

- Of those attending training or education, primarily on a full-time basis (64%):
 - Program timeline is less than 2 years (20%)
 - Program timeline is 2 years (36%)
 - Program timeline is 4 years or more (33%)
- Youth eligible as ID (13%) and BD (17%) reported attending school or training one year after leaving school.
- Receive scholarship support (22%) or financial aid (13%)
- Working (44%) at least 20 hours per week (36%) and earning minimum wage (\$7.25) or higher (84%) with provided benefits (28%). Youth with AU were least likely (23%) to report a current status of working.
- Those in the military (1%) were primarily serving in the Army (43%) or Marines (21%)
- Respondents indicated they were not attending school, on-the-job training or working because:
 - They were disabled (22%)
 - Could not afford school or training (3%)
 - Needed to help their family (8%)
 - Did not know what they wanted to do (14%)
 - Their parents support them (5%)
 - Were unable to find work (23%)
 - Could not get into school (2%)
 - Various individuals indicated they were raising a child, were in jail, could not find a specific job and were applying for financial assistance from state/federal sources
 - Youth eligible as Specific Learning Disabled (SLD) most often cited they could not find work (33%).
- Marital status was reported by most as Single (91%) and just slightly more than half reported they held a Driver's License (54%). An overwhelming majority are living at home with parents or other family (71%) within one year of leaving school. SLD youth were most likely (70%) and those with Autism (AU) were least likely (17%) to have a driver's license.
- Respondents were asked to rank a series of items regarding their reflections about how helpful school was in preparation for post school settings. Their responses indicated that most of them felt school challenged them (70%) and that school prepared them for daily living (67%).
- Participation in leisure and other community activities were listed by respondents infrequently: 24% attend church, 7% participate in sports, while individuals noted they rode four wheelers, spent time with family, hung out with friends and participated in hunting/fishing activities which are statistically insignificant.
- Getting to school or work was reported to be a problem (15%).
- Reported having accommodations under the Americans with Disabilities (ADA) or Section 504 of the

Rehabilitations Act (11%) and/or having support [now (11%) or in the past (10%)] from Rehabilitation Services. Further examination indicates that approximately 22% of respondents received some support from Rehabilitation Services.

- Youth were asked to reflect on the amount of specific skills or training while in high school and identify if they “needed more,” was “just enough,” or “too much.” Approximately half (50%) indicated they had just enough skills or training for all areas, specifically everyday reading/writing/math, career preparation, money management, independent living, job seeking/keeping, specific work experiences, social skills and technology skills. Some (25-30%) indicated they needed more everyday reading/writing/math, career preparation, money management, job seeking/keeping and specific work experiences.

Quality of data – 1(c)

The quality of data was reviewed (see attachment Major Data Source Name) and the national, State and local sources have been verified as accurate and certified.

Compliance Data – 1(d) (see attachment WV Cluster 1 Fact Sheet)

Transition IEPs have been a continuing challenge. Transition assessment, identifying appropriate goals and services for the IEP, properly involving the Division of Rehabilitation Services (DRS) and developing and supporting transition experiences for students while in school have been focus areas for OSP. Extensive work on the part of compliance monitoring and transition coordinator to train and support LEAs in writing compliant IEPs, including changes to the state's online IEP system, continue to address this barrier.

Another barrier was the state's initial decision to “count” only graduation in four years for accountability purposes, thereby discouraging LEAs from supporting programs to enable students to graduate in more than four years. Often additional time is necessary for SWDs to attain all credits for graduation. OSP was successful in gaining support within WVDE to compute and publish five-year cohort data, even though Federal Accountability does not permit it to be used for the ESEA accountability. This allowed more in-depth analysis of trends for SWD graduation results.

WVDE collection of the Exit and One-Year Follow-up surveys has been ongoing and consistent. Results have been obtained for at least five years. Increasing the number of surveys returned for the One-Year Follow-up would provide a more complete picture for the OSP. All exiting SWD youth should be able to complete the survey, including those who drop out of school. Strategies for obtaining exit and post school survey information from drop outs needs to be identified to increase the return rate for this group of youth, since they are not generally well represented. Youth with IEPs of transition age would benefit from improving the skills of staff to provide transition services beginning at grade eight when youth are beginning to develop their Personalized Education Plans (PEP), required of all adolescents in West Virginia. Professional learning, planning and implementation to support existing secondary transition related skills that assist staff in understanding the multiple year process of transition is necessary. Some stereotypical high school experiences, pathways and post school outcomes, particularly for youth with intellectual disabilities and drop outs, continue as the norm. Performance results for youth with IEPs should be viewed as a vital component for improving secondary transition and graduation rates, reducing drop out and encouraging successful post school outcomes.

Collection of Additional Data – 1(c)

To determine the potential root causes explaining why there is a graduation gap between SWDs and all students, school level data must be examined. West Virginia's partners, the National Technical Assistance Center on Transition (NTACT), the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) and the Collaboration for Effective Educator, Development, Accountability and Reform (CEEDAR) Center have developed school-level data tools to support the identification of needs related to graduation, drop out and transition. These tools will be used to help schools organize, examine, analyze and share data related to school completion.

The Dropout Data Tool Lite from NDPC-SD and the Innovation Configuration Tool from CEEDAR will be used for school level data collection for GRADUATION 20/20. The Stages of Implementation Analysis: Where are We? based on the National Implementation Research Network will be used to collect data on SEA, RESA, LEA and schools to assess, plan and track stage-based activities and improve the success of implementation efforts for Evidence-Based Programs (EBPs) and Evidence-Informed Innovations (EIIS).

Additional data needs include graduation rate for disability areas, number of graduates receiving modified diplomas and the

careers SWDs are being prepared for in high school.

Internal and External Stakeholder Involvement – 1(f)

Three broad stakeholder involvement meetings were held to develop the State Systemic Improvement Plan (SSIP). The same partners participated in each meeting and the formats provided for both large and small group activities (refer to State Systemic Improvement Plan Stakeholders p.4). Small group activities allowed participants to be in different groups at each meeting. The August 19, 2014 Stakeholder Involvement/State Systemic Improvement Plan Meeting (see attachment August 19-20 Agenda) focused on Data Analysis.

Multiple internal and external stakeholders were involved in data examination and Indicator Target setting. Specific suggestions by stakeholders focused more on the Indicator Activities and how to improve results and compliance in the State Performance Plan (SPP)/Annual Performance Report (APR).

Specific suggestions on Indicators 1, 2, 4A, 4B, 9, 10, 13 and 14 which influence the cluster around graduation include those listed below. Most of the suggestions have been included in Indicator Improvement Activities and the SSIP selection of Coherent Improvement Strategies.

- **Indicators 1 Graduation and 2 Drop Out**

- Focus on RESA and WVDE led trainings along with LEA implementation in the areas of student engagement, strong instructional leadership, mentoring, data profiling and credit recovery.
- Several activities from prior SPP cycles should be discontinued.
- Create a transition guide providing contact information for those individuals from each county that focus on transitioning students from secondary school to post-secondary adult goals. This will promote collaboration between districts.

- **Indicators 4A, 4B Suspension/Expulsion**

- Continue existing activities
- Strengthen monitoring component for cyclical monitoring to include review of long-term suspension beyond the current year to previous school year.
- Provide technical assistance on data collection utilizing the discipline reports on WVEIS on the Web (WOW).
- Continue with discussion of mental health needs and possible activities.

- **Indicators 9 and 10 Disproportionality**

- Add monitoring of eligibility determinations to the cyclical monitoring, including a file review checklist.
- Provide professional learning on the Student Assistance Team (SAT) process and on Support for Personalized Learning (SPL) for behavior and academics.

- **Indicator 13 Transition**

- Revise the Online IEP to help districts get permission for outside agencies to attend the IEP Team meeting.
- Require the PEP be attached to the IEP (like a BIP) rather than the transition page.
- Investigate privacy and security of PEPs (i.e., can they be shared with outside agencies?).

- **Indicator 14 Post School Outcomes**

- Ask only the essential questions on the One Year Follow-Up Survey.
- Explore administration options for the survey – social media and timing (Christmas or during WESTEST 2).
- Explore relationships with Institutions of Higher Education (IHEs).
- Send text reminder to all WV students to complete the One-Year Exit Survey.
- Develop a Survey Implementation Plan.

Small groups facilitated by the Office of Special Programs' staff discussed the five SSIP areas on November 14, 2014. Questions for Table Talks were posed in each small group to seek stakeholder input. Conclusions presented to the large group impacting the SIMR are presented below:

Questions for Table Talk – Data Analysis

1. What do these data suggest to you?
 - The General Education Environment will vary for students. It is important to plan and support students.
 - A need for data on students receiving modified diplomas.
 - The graduation gap is closing.
 - There are wide-spread issues.

2. Is this the right data to examine?
 - For students obtaining regular diplomas it can be 4-5 years depending on student.
 - It would be important to be able to focus intervention strategies by exceptionality.
 - Additionally, it would be helpful to know if those graduating were students in preschool and or WV Birth to Three.
 - Is ZoomWV multi-year data helpful?
 - A need information on English Language Learners (ELLs).
 - Is post secondary data helpful?
 - What are predictors for younger students?
3. What other data should we analyze?
 - What are special education students prepared to do after graduation?
 - For those students in special education it would be good to know how many are receiving the modified diploma.
 - One-Year Follow-Up transition survey
 - Exit Survey
 - Local education agency/school data
 - Online IEP Progress Reports
4. What conclusions could you draw from this data?
 - Review the counties that have a high graduation rate and determine what is happening in those counties to replicate possibly.
 - SWDs have difficulty with academic level of standardized tests.
5. How could we use this data over time to engage in continuous improvement?
 - Utilize general education and special education comparisons over time.
 - Continue to build capacity and use successful counties as mentors to duplicate strategies and ideas being used.
 - Include survey for businesses employing SWDs
 - Need information on exceptionalities' graduation/drop out rates.
6. What from this broad data analysis supports graduation as a primary area of concern?
 - Are the student's receiving modified diplomas in the drop out rate?
 - Graduation is the outcome data point. Everything builds through grade levels.

Indicator 17: State Systemic Improvement**Plan****Analysis of State Infrastructure***Monitoring Priority: General Supervision*

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Analysis of State Infrastructure to Support Improvement and Build Capacity

A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in LEAs to implement, scale up, and sustain the use of evidence-based practices to improve results for children with disabilities. State systems that make up its infrastructure include, at a minimum: governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring. The description must include current strengths of the systems, the extent the systems are coordinated, and areas for improvement of functioning within and across the systems. The State must also identify current State-level improvement plans and initiatives, including special and general education improvement plans and initiatives, and describe the extent that these initiatives are aligned, and how they are, or could be, integrated with, the SSIP. Finally, the State should identify representatives (e.g., offices, agencies, positions, individuals, and other stakeholders) that were involved in developing Phase I of the SSIP and that will be involved in developing and implementing Phase II of the SSIP.

Analysis of State Infrastructure to Support Improvement and Build Capacity**Current Infrastructure Analysis – 2(a)**

The purpose of infrastructure analysis is to determine the capacity of the state system to support improvement and build capacity in local education agencies (LEAs) to implement, scale-up and sustain evidence-based practices to improve results for students with disabilities. Broad analysis includes a description of each of the seven components of infrastructure: governance, fiscal, quality standards, professional development, data, technical assistance and accountability. After a broad analysis and description of the system is completed, a more specific in-depth analysis of the components as they relate to the identified focus area/state-identified measurable result (SiMR) will be presented. The infrastructure was analyzed through the internal and external stakeholder processes.

West Virginia Department of Education (WVDE) has established a school improvement system under the ESEA Flexibility Waiver to support schools needing assistance as identified through the accountability system. The Office of Special Programs (OSP) was directly involved in developing this system and OSP staff serve as part of the diagnostic teams charged with reviewing the capacity of identified Focus and Support schools to improve achievement and graduation rate where applicable. Therefore, the state has in place a system to support LEAs to implement, scale-up and sustain evidence-based practices to improve results for all children including students with disabilities (see attachment WV School Improvement Process).

OSP began an analysis of its structure beginning in 2013 and revised staff assignments and organization. All staff have been assigned State Performance Plan/Annual Performance Report Indicator responsibilities. The Office has organized its work around the General Supervision System and Implementation Stages (NIRN) (see attachments General Supervision System Chart, General Supervision Status Chart, SPP Chart).

Two documents were developed in 2014 and provided to LEA and RESA partners describing the work the Office of Special Programs is responsible to complete and were shared with these stakeholders on September 8 and 9, 2014: Results Driven Accountability General Supervision <http://wvde.state.wv.us/osp/spp.html> and Results Driven Accountability Compliance Monitoring System <http://wvde.state.wv.us/osp/spp.html>.

State's Systems Infrastructure – 2(b)**GOVERNANCE**

The governance of education in West Virginia encompasses the West Virginia State Board of Education (WVBE) with members appointed by the Governor to nine-year terms; the WVDE, a Constitutional Office led by the State Superintendent of Schools, who is employed by and works at the will and pleasure of the WVBE, eight Regional Education Service Agencies (RESAs) under the governance of the WVBE serving LEAs within their jurisdiction, and LEAs, which govern the schools within their jurisdiction. The Governor and WV Legislature influence the system through passing and implementing WV Code, through the Legislative Oversight Committee on Education and through the budget process. The WVDE writes and implements policies and regulations as approved by WVBE.

WV has centralized educational governance, possibly too centralized according to a recent audit of the system commissioned by the Governor. The legislature through state code controls the base teacher salaries, funding formulas impact the number of

staff to be employed and state code governs personnel actions and standards in detail; various requirements of WVDE, LEAs, schools, principals and teachers are delineated in state code. State Board policy is written to direct LEAs in implementing state and federal laws and regulations, and at times “one size” is expected to fit all LEAs. As a result of the audit, the WVBE, WVDE and legislature are reassessing governance and working to rebalance the system to shift more control and responsibility to the LEA and RESA levels. The WVBE has devoted significant attention to transformation of the governance system to support local capacity to improve student results through its own reports and through revision of policies.

In cooperation with the Governor’s Office, the WVBE approved many changes in organization, staffing, state code and regulation to address the concerns raised in the audit report. Part of this process included strengthening the RESA’s role in school improvement, and a more in depth study commissioned by the WVBE regarding RESA and LEA organization is leading to further discussions regarding an even stronger role for RESAs. Concurrently, the OSP has long supported a RESA special education coordinator to provide professional learning (PL) and technical assistance (TA) to LEA directors.

The West Virginia RESA is a network of eight regional programs that provide training and resources to LEA personnel, parents of students with exceptionalities, institutions of higher education (IHE) personnel, and other interested individuals to support the achievement, graduation rate and post-secondary success of students with exceptionalities. West Virginia is divided into eight regions for various agency initiatives including Technical Assistance (TA), Targeted Technical Assistance (TTA), and Professional Learning (PL). One Special Education Director and two RS³ will be funded through State and federal funds made available through IDEA.

RESA staff is specialized in providing PL, TA and coaching to LEAs and Focus Schools on a variety of topics related to students with exceptionalities, and all students including:

- Implementing dropout prevention initiatives
- Providing Mental Health First Aid training
- Collecting and analyzing data to improve instruction and student outcomes
- Supporting transition planning
- Delivering support for Positive Behavioral Interventions and Supports (PBIS)
- Assisting Priority and Focus Schools implementing subgroup interventions – Support for Personalized Learning (SPL), Support for Personalized Instruction (SPI), Co-Teaching and Standards-Based IEPs (SB-IEPs) (see attached Subgroup Interventions for Priority [where applicable] and Focus Schools).

RESAs are designed to impact the educational opportunities and outcomes for students by providing effective leadership and delivering specialized services in partnership with the West Virginia Department of Education, LEAs, IHEs and other service providers.

The West Virginia Advisory Council for the Education of Exceptional Children (WVACEEC) is established in WV Code to report to the WVBE on the unmet needs of students with disabilities in WV. Code prescribes the representative nature of the council, which must include administrators, parents of students with disabilities, and specific agency representatives. It meets around the state taking public testimony and hearing presentations from LEAs and RESAs regarding their work for students with disabilities. The Council serves as the primary stakeholder group for the OSP in meeting OSEP and IDEA requirements. It provides an ongoing opportunity for public input and gathering of information from LEAs and RESAs regarding the unmet needs of students and make recommendations to WVBE regarding these needs.

WV Parent Training and Information (WVPTI) Center is one of several organizations supporting parents of students with disabilities. Relative to the focus on graduation rate, WVPTI has a requirement to provide support to families for transition and self-determination by students with disabilities. Training supports parents and students in learning the requirements of the Individuals with Disabilities Education Improvement Act (IDEA) and Policy 2419 to better participate in educational planning through the IEP and more specifically through the transition section of the IEP for students age 16 and older.

Structure at the RESA and WVDE level is in place to provide TA to schools seeking to improve results. This can be leveraged and supported to extend additional support and build capacity to increase graduation for SWDs. The WVACEEC and WVPTI are vehicles for obtaining and responding to concerns of schools, parents and families regarding services, policies and legal compliance for students with disabilities, including transition services.

School Improvement Process

WVDE’s School Improvement System was developed collaboratively among offices in the Division of Teaching and Learning and the Division of School Improvement through development of the ESEA Flexibility Waiver request. WVDE’s ESEA Flexibility Waiver established a system for school improvement that identifies schools based on achievement as a whole and for subgroups including SWDs. The system includes both the level of achievement and growth and use graduation as an

additional indicator where applicable. Schools are identified in one of five categories: Reward, Success, Transition, Support, Focus and Priority, with Focus Schools being identified for low subgroup achievement. Priority Schools are low across the board. Consequences or requirements for instituting improvement plans are tied to each category. Focus Schools highlight schools in which SWDs as a subgroup are not performing well. Focus Assistance Support Teams (FAST) were established in each RESA to support schools in identifying problems, finding root causes and implementing evidence based practices to improve subgroup results. OSP staff have been an integral part of this team, and the OSP funds RS³ at the RESA level to support school improvement. RESAs take the lead in forming and directing the FAST following a process developed by WVDE. Identified schools develop a strategic plan for improving results. The WVDE Office of Federal Programs, Office of School Improvement, Office of Career and Technical Education and Office of Technology all play a role in this process. Additionally, a new "A through F" grading system for schools has been developed.

The WVBE has adopted goals from West Virginia's ESEA Flexibility Waiver, approved in May 2013, to guide accountability for schools, county school districts, and the state. WVBE policies have been revised in accordance with the approved ESEA Flexibility Waiver regarding WV Next Generation Content Standards and Objectives, Next Generation Essential and Community Elements, and General Summative Assessment and Alternate Summative Assessment have been adopted as forthcoming state assessments. Policy 2510: *Assuring the Quality of Education Regulations for Education Programs* states that by 2020, at least 85% of all students will graduate from high school within four years 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. In July 2014, the WVBE adopted Policy 2320: *A Process for Improving Education: Performance Based Accreditation System*. This policy establishes the A-F Grading System of Accountability in WV. The A-F scorecard consists of three major components: proficiency, growth and graduation rate. Each component is broken down and assigned a point value.

Fiscal

Through its use of IDEA funds the OSP provides direct TA and PL to build LEA capacity to implement evidence-based practices, for example, the subgroup interventions, outlined in the ESEA Flexibility Waiver (see attached Subgroup Interventions for Priority [where applicable] and Focus Schools).

OSP supports RS³ personnel at the RESAs to support LEA special education directors, focus schools, specific disability areas (e.g., autism) and provides funding to enable school personnel to attend targeted professional learning opportunities. OSP supported LEA participation in a prior National Dropout Prevention Center for Students with Disabilities (NDPC-SD) project by providing small grants to each participating LEA. Due to the success of this model, the OSP will support additional personnel at the RESA level to guide implementation of the SSIP comprehensive school change process and evidence-based transition practices and programs adopted from NDPC-SD and CEEDAR.

Quality Standards

WV is implementing the Next Generation Content Standards and Objectives, Next Generation Essential and Community Elements and the General and Alternate Summative Assessments in alignment with the State Standards.

The state has developed Standards for High Quality Schools, which align with research-based national standards, and Standards for High Quality Special Education Programs. Students are supported in accessing the content standards through standards-based IEPs.

WV's Standards for High Quality Schools, used in the school improvement process, are as follows:

1. Establishing a Positive Climate and Cohesive Culture
2. Building capacity and supporting effective School Leadership
3. Aligning instruction with Standards-Focused Curriculum and Assessments
4. Building infrastructure for Student Support Services and Family/Community Connections
5. Developing and maintaining Educator Growth and Development
6. Building the infrastructure to support Efficient and Effective Management
7. Building a culture of Continuous Improvement

Accountability

U.S. Department of Education approved West Virginia's ESEA Flexibility Request on May 20, 2013, giving the state more flexibility to use its own rigorous accountability measures in identifying schools that need additional assistance. The waiver went into effect immediately for the 2013-2014 school year. The state was required to agree to the following principles:

- » Principle 1: College- and career-ready expectations for all students
- » Principle 2: State developed differentiated recognition, accountability and support

» Principle 3: Supporting effective instruction and leadership

Within the accountability system, the schools identified as Reward or Success schools have met their achievement goals. Priority Schools with overall low performance and Focus Schools, with significant achievement gaps for subgroups are the objects of the state's school improvement process.

Priority Schools

Priority Schools are those with the lowest performance on the state's general and alternate assessments. These schools receive targeted support from WVDE to promote schoolwide efforts aligned to USDE Turnaround Principles and WVs Standards for High Quality Schools (see above).

Focus Schools

Supporting Focus Schools has been a designated role of the OSP within the school improvement system. Focus schools encompass those schools with persistent and pervasive subgroup achievement/ graduation rate gaps, often including the gap between students with disabilities and students without disabilities. West Virginia's Focus School methodology differs by programmatic level. Elementary and middle schools use the achievement gaps component of the West Virginia Accountability Index while high schools also incorporated graduation rate gaps. This ensures high schools, where only grade 11 assessment data are included in the achievement index component, are being held accountable for students throughout their entire high school careers. Further, it communicates the expectation that high schools attend closely monitor subgroup graduation rates. West Virginia has identified a total number of Focus Schools equal to at least the number represented by 10% of Title I schools in the state.

Once schools are designated as Focus Schools, the SEA works closely with RESAs and LEAs to ensure improvement efforts are aligned and focused. These supports include:

- RESA/LEA consultant assigned supports
- Analysis of achievement gaps and an initial root cause analysis
- Self-assessment validating root cause analysis
- Gap specific interventions targeting root causes of achievement gap
- PL/TA support from RESA/LE
- Process checks with SEA

In July 2014, the WVBE adopted Policy 2320: *A Process for Improving Education: Performance Based Accreditation System*. This policy establishes the A – F Grading System of Accountability. The A-F score card consists of three major components: proficiency, growth and graduation rate. Each component is broken down and assigned a point value.

Special Education Compliance/Monitoring

The OSP revised the integrated monitoring activities with regard to monitoring LEAs for compliance with the requirements of IDEA, WV State Code, and Policy 2419: *Regulations for the Education of Students with Exceptionalities*. Beginning in 2014-2015 Results Driven Accountability (RDA) became the focus which included both assuring compliance and improving results. LEAs being monitored were required to complete a self-assessment and Results Improvement Plan (RIP) in the area of Indicator 3.C. Reading Proficiency, Math Proficiency, or Indicator 1 Graduation Rate. <http://wvde.state.wv.us/osp/compliance/documents/ResultsDrivenAccountability12-2014.pdf>

Professional Learning (PL) (see attachment TA, TTA, PL)

Professional Learning (PL) ranges from a basic level of providing information to intensive PL provided through a virtual and face-to-face model, which is focused on data driven school improvement in the LEAs, school and classrooms. Successful evidence-based PL involves system-wide commitment to a multi-year process of improvement. PL is designed to build the capacity of individuals, schools, and LEAs to plan, implement, and support desired outcomes for their students. PL includes systematic initiatives to increase the competence of all personnel. Research has shown that effective PL tends to have the following elements: content and content pedagogy focus; coherence; active learning; collective participation; and duration, including time span and contact hours (see attachment TA, TTA, PL).

RESAs are designated as responsible for school improvement and professional learning, and OSP supports them through providing and/or coordinating specific PL offerings, providing targeted funding to enable personnel to attend PL, creating and disseminating detailed guidance documents, modules and other PL resources targeted to evidence-based strategies, such as those delineated in the ESEA Flexibility Waiver. The RESA RS³, special education director, and OSP staff provide PL through the coordination of the RESA special education director, who assists in determining regional and school specific

needs and in collaboration with WVDE to meet those needs. The OSP has focused PL and resource development from 2011-2012 through 2014-2015 on the Subgroup Interventions for Priority and Focus schools. Two (2) of the Subgroup Interventions focus on high school completion. (See attachment Subgroup Interventions chart)

Technical Assistance (TA)/Targeted Technical Assistance (TTA)

TA is designed to link directly to indicators in the State Performance Plan/Annual Performance Report (SPP/APR) to improve the level of compliance and results for students with disabilities in West Virginia LEAs.

OSP makes available for all LEAs TA such as meetings with LEAs, resources and training to support compliance implementation of IDEA, updates via listservs, webinars, training on Policy 2419: *Regulations for the Education of Exceptional Students* and special education forms.

The OSP provides TA through direct service by OSP staff, supporting RESA special education directors and RS³ financially and through collaboration and planning. OSP maintains a website through which it provides access to multiple guidance documents, PL modules, toolkits, policies, eLearning opportunities and other resources. TA related to the SPP indicators can be found at: <http://wvde.state.wv.us/osp/technicalassistance>. Basic TA includes providing documentation of evidence-based practices and disseminating examples of success to assist others in planning, implementation and use of tools to achieve positive outcomes through a virtual and face-to-face model.

TTA includes more focused levels of support such as the SEA directing root cause analysis and monitoring of corrective action plans (CAP) development and subsequent correction. TTA is utilized when an LEA has been determined to Need Intervention or Need Assistance for two or more consecutive years, or upon request. Other areas generating TTA from the state include consistent areas of non-compliance or multiple complaints filed by parents on similar issues. Successful TTA requires an ongoing negotiated and collaborative relationship provided through a virtual and face-to-face model. TTA includes purposeful and planned series of activities that result in changes to policy, program, or operations that support increased capacity at the State, system and school levels.

Data

A centralized data system, WVEIS, provides unique student identifiers and electronic individual student records which is used for collection of state and federal accountability data. This data system also includes financial records and personnel records.

ZoomWV is West Virginia's statewide longitudinal data system (SLDS). Information in ZoomWV data is based on West Virginia Education Information System (WVEIS) data which originates from information that is submitted and certified by school officials. Student privacy is protected by ensuring that public reporting does not lead to the identification of any individual student. Certain State, county and school data is publically available.

Bright Bytes is an Early Warning Module that makes predictions about student's likelihood of dropping out based on past students' actual behaviors. Bright Bytes which is available to all schools uses predictive analytics and data patterns to predict future behaviors.

Current Strengths/Areas for Improvement – 2(c)

Current strengths within and across systems include:

- Reorganization/definition of tasks of the Office of Special Programs
- Participation of OSP in School Improvement Activities
- Relationship with Institutions of Higher Education
- Collaborative relationships with WVDE offices
- Relationships with WV agencies serving students/ adults with disabilities and their parents
- Delivery structure existing with RESAs

Current areas for improvement include:

- Additional staff required to support GRADUATION 20/20 at RESA
- Formalized agreements, MOUs, requirements developed within LEAs, RESAs, schools, IHEs
- Lack of defined process for implementation of GRADUATION 20/20
- Need for Communication Plan
- Need for implementation science professional learning
- Utilize Implementation Framework (see below)
- Need to reorganize compliance/monitoring to include results in a LEA Results Improvement Plan
- Need to require RESAs to complete Regional Systemic Improvement Plan

- Review and approve LEA Improvement Process Submitted with Annual Desk Audit

Implementation Framework – Stages of Implementation

The Implementation Framework of four functional Implementation Stages includes Exploration, Installation, Initial Implementation and Full Implementation, as articulated by the State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center. The framework examines the action steps the State will need to take to implement and sustain new programs and innovations. (see attached Implementation Stages)

West Virginia is between the Exploration and Installation Stages:

Exploration: The Exploration Stage occurs when States, districts, and schools are considering change. The focus on high school completion of students with disabilities has been selected as the SiMR of West Virginia. Information has been analyzed and "buy-in" for the range of impacted stakeholders has been explored. Communication with all stakeholders needs to continue with more formalized interagency and intraagency meetings scheduled and workgroups formed and convened.

Installation: Activities during the Installation Stage create infrastructure and make the instrumental changes necessary. The following activities are being completed at the school, LEA, RESA and SEA levels:

1. Make structural and functional changes needed (e.g. policies, schedules, space, time, materials, reallocation of roles and responsibilities, new positions needed)
2. Make structural and functional changes needed to initiate the new program, practice framework
3. Development of selection protocols for "first practitioners" (e.g., administrators, teachers or staff)
4. Selection of "first practitioners"
5. Identification of Training Resources, logistics
6. Training first cohort of implementers
7. Develop coaching and support plans for schools
8. Develop and evaluate "readiness" and sustainability of fidelity data system
9. Analyze and problem-solve around the sustainability of training, coaching, data systems
10. Establish communication links to report barriers and facilitators to next leadership level and/or policymakers during next stage (e.g. Initial Implementation)

Current State-Level Improvement Plans – 2(d)

In September 2014, WV welcomed a new State Superintendent of Schools, Dr. Michael J. Martirano, who, with the WV Board of Education, initiated an ambitious plan for turning around the state's lack luster performance for all students. *One Voice, One Focus, All Students Achieving*, unites the WVDE, WVBE and has the Governor's support in addressing priorities. In his plan, Dr. Martirano set forth ten World Class Educational Priorities for all West Virginia schools: Priority 1 is: We will improve the graduation rate and ensure a world-class education for all students. Teaching and learning are to be aligned to ensure more high school graduates equipped with college and career ready skills intentionally aligned to the skills needed for a complex world of work. This directly aligns with WVBE Goal 1. State resources will be directed toward this goal, which will contribute to LEA capacity to support improvement.

Infrastructure analysis supports selection of graduation rate in several ways. Of two major initiatives within the state and WVDE, Campaign for Grade-Level Reading spearheaded by the Governor's priority and legislation, and graduation rate, supported by continued work of the Student Success Summit, NDPC-SD and the new State Superintendent's *One Voice, One Focus, All Students Achieving* plan, it was deemed that special education both at the SEA and LEA level had more depth of experience and proven success with the dropout prevention project and concomitant increase in graduation rates. Since the SPP has four interrelated indicators focusing on graduation, drop out, transition and post school outcomes, it was already a necessary focus of the OSP. And, WV had an established relationship with the NDPC-SD and CEEDAR, both with initiatives, processes, frameworks and research to support graduation as a focus. Further, the OSP can bring experience to the table as it collaborates with the Office of School Improvement and other WVDE offices in achieving better results for all students, including SWDs. While the ESEA Flexibility plan provided a number of PL and TA opportunities including a menu of interventions to support the achievement of SWDs, the decision regarding which initiatives and strategies to implement lies with the LEA and RESA FAST teams, with participation as requested by WVDE and OSP. NDPC was already a part of this menu of options. Due to the widespread interest in using this option, along with collaboration from several IHEs involved in the CEEDAR initiative, Concord University, Marshall University and West Virginia University, infrastructure analysis supported selection of graduation and/or drop out.

Representative Support – 2(e)

The broad stakeholder group involved in the development of Phase I are committed to support the implementation of Phase II (see attached State Systemic Improvement Plan Stakeholders p.4).

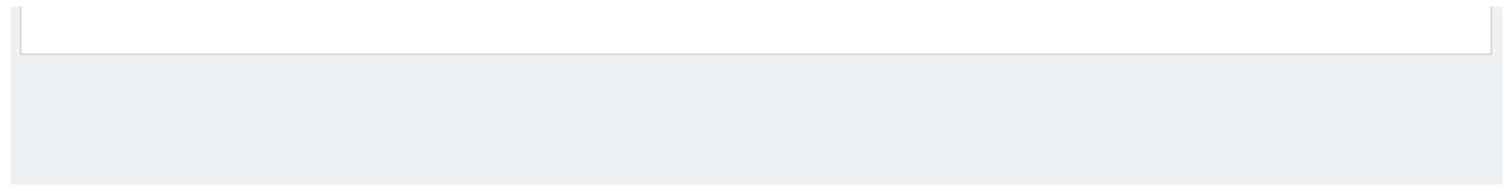
Internal and External Stakeholder Involvement – 2(f)

Three broad stakeholder involvement meetings were held to develop the State Systemic Improvement Plan (SSIP). The same partners participated in each meeting and the formats provided for both large and small group activities (refer to State Systemic Improvement Plan Stakeholders). Small group activities allowed participants to be in different groups at each meeting. The November 14, 2014 Stakeholder Involvement/State Systemic Improvement Plan Meeting (see attached November 14 Agenda) focused on analyzing the State Infrastructure.

Small groups facilitated by the Office of Special Programs' staff discussed the five SSIP areas. Questions for Table Talks were posed in each small group for sharing. Conclusions presented to the large group which impacted the SiMR are presented below:

Questions for Table Talk – State Infrastructure Analysis

1. What are the strengths of our current infrastructure that we can leverage to make meaningful improvements?
 - The state has capacity for data collection and sharing within the department
 - RESA supports helpful – LEAs need to continue to see the value and success of those counties use RESAs regularly for assistance.
 - School plans and county plans are helpful to focus county efforts; however, it is also overwhelming to have so many plans for different initiatives. The strength is in the focus of the plans.
 - National TA centers are providing training and supports.
 - Collaboration between the WVDE departments is increasing.
 - How do we use the data to target the problems and use it to develop action steps?
2. What infrastructure would need to be strengthened?
 - What are the outcomes for ALL the plans in place and the transition of those plans to classrooms?
 - There is a need for resources to implement plans.
 - There needs to be linkages of the plans to career technical education, technology and special education; how to help integrate with all the other initiatives for the state and counties.
 - When policy changes are being developed all stakeholders need to be included in the discussion.
3. Consider the interconnectedness between the data and infrastructure.
 - Tools from National TA Centers are needed to do self-assessments. It is important that counties have supports for infrastructure to implement the needs of the self-assessments.
 - Keep in mind that special education teachers are exiting special education and moving into general education.
 - Counties need full access to data such as through ZoomWV to be able to drill down to the classroom level regarding needs.
 - How can we use infrastructure partners to complete more of the drill down data?
 - Institutions of Higher Education need access to the data and IEP format to assist in teacher preparation programs.
 - Early intervention programs need to actively work with families to encourage parents to read to their children.
4. Is there stakeholder support or buy-in on the part of partner agencies, practitioners, families, legislature, advocacy groups and administrators:
 - How do you define college and career readiness?
 - There needs to be more services focused to meet the needs of families (i.e., Autism Training Center who can only provide services to 90 families).
 - Expand family weekends to address specific needs and link to community resources
 - There needs to be more focus on assisting families.
 - Consider providing student transition at an earlier age.
 - There is support by stakeholders but more assistance in helping the stakeholders understand the connections to initiatives; sometimes individuals do not understand how they can assist.
 - The ESEA Flexibility Waiver process has been helpful in bringing people together.



Indicator 17: State Systemic Improvement Plan

Measurable Results for Students with Disabilities

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

State-identified Measurable Result(s) for Children with Disabilities

A statement of the result(s) the State intends to achieve through the implementation of the SSIP. The State-identified result(s) must be aligned to an SPP/APR indicator or a component of an SPP/APR indicator. The State-identified result(s) must be clearly based on the Data and State Infrastructure Analyses and must be a child-level outcome in contrast to a process outcome. The State may select a single result (e.g., increasing the graduation rate for children with disabilities) or a cluster of related results (e.g., increasing the graduation rate and decreasing the dropout rate for children with disabilities).

Statement

State-identified Measurable Result(s) for Children with Disabilities (SiMR)

SiMR – 3(a)

West Virginia has chosen as the State-identified Measurable Result for Children with Disabilities to focus on graduation with a target of 81.44% of youth with Individualized Education Programs (IEP) will graduate from high school with a regular diploma within four years by school-year 2017-2018.

State Performance Plan/Annual Performance Report Alignment – 3(a)

This SiMR is aligned with Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

The four year graduation rate follows a cohort, or a group of students, who begin as first-time 9th graders in a particular school year and who graduate with a regular high school diploma in four years or less. The cohort is "adjusted" by adding any students transferring into the cohort and by subtracting any students who transfer out, immigrate to another county or die during the years covered by the rate.

Under 34 C.F.R. §200.19 (b)(1)(iv) a "regular high school diploma" means the standard high school diploma awarded to students in a State that is fully aligned with the State's academic content standards and does not include a GED credential, certificate of attendance or any alternative award. The term "regular high school diploma" also includes a "higher diploma" that is awarded to students who complete requirements above and beyond what is required for a regular diploma.

Data and Infrastructure Analysis – 3(b)

Baseline data revealed that in FFY 2012 only 59.9% of students with a disability (SWD) in West Virginia graduated from high school with a regular diploma in four years while 79.3% of all students graduated from high school with a regular diploma, equaling a 19.4% graduation gap. In FFY 2013 62.09% of SWD and 81.4% of all students graduated with a regular diploma in four years, representing a 19.3% graduation gap. In FFY 2014 there was a graduation gap of 14.2%, with 70.3% of SWD and 84.5% of all students graduating with a regular diploma in four years.

Out of fifty-five local education agencies (LEA) in West Virginia, 43.6% did not meet the SPP Target for graduation (67.08%) in the 2013-2014 school year. Twenty percent (20%) of LEAs did not meet the SPP Target (2.45%) for drop out. For the 2013-2014 school year, 50.9% of districts in West Virginia did not meet the SPP Targets for Graduation Rate, Drop Out Rate or both. Fifty-seven percent (57%) of the 14 districts that will participate in Cohort 1 did not meet the SPP Target for graduation in the 2013-2014 school year. Two districts did not meet the state target for drop out. In addition, although the graduation rate is increasing for SWDs in West Virginia, 35.1% are not engaged in college, post secondary training or careers. West Virginia SWDs have low participation rates in higher education after leaving school (15.59%). Competitive employment is the highest post school outcome category for SWDs at 37.26%.

Selection of graduation rate as the focus of the SSIP is a culmination of the issues, barriers and drivers identified through extensive internal and external stakeholder analysis of student results data as well as infrastructure analysis.

Drivers:

- Graduation data as well as drop out data collected for the APR and in the case of drop out for the NDPC-SD project indicate the evidence-based strategies implemented by the state are beginning to have positive effects.

- Graduation rate is an accountability factor for all students within the ESEA Flexibility Waiver accountability system, and as such, is viewed as an important focus for improvement in high schools throughout the state
- Dr. Michael J. Martirano, Ed.D., State Superintendent of West Virginia Schools, has emphasized graduation as the cornerstone of his administration. West Virginia Department of Education's Strategic Priority 1: "We will improve the graduation rate and ensure a world-class education for all students." West Virginia's Federal SPP/APR Indicators 1, 2, 4A, 4B, 13, and 14 are aligned with Priority 1
- LEAs and RESAs voiced widespread support for graduation rate as the SIMR and have agreed to participate in the SSIP.
- While other WVDE and OSP initiatives focus on improving achievement in the early grades (e.g., reading by grade 3), students with disabilities beyond this stage also are a priority. The OSP has partnered with *Carnegie Learning, Inc.* from 2011-current to provide Mathematics Academies and follow-ups to create a targeted learning experience in specific math content areas and grade levels.
- Infrastructure within the school improvement system already supports implementation of evidence-based transition practices for increasing the graduation rate and decreasing the drop out rate through WVDE technical assistance provided to schools identified through the accountability system and through the NDPC-SD and CEEDAR projects within OSP.
- With OSP support, RESAs already have Focus Assistance Support Team (FAST) in place, including Regional School Support Specialists (RS³) to provide professional learning (PL) and technical assistance (TA) such as diagnostic visits to schools and coaching to support implementation of evidence-based practices. This model can be expanded to include RS³s for the graduation project.
- The OSP's CEEDAR project is in place and has fostered collaboration with institutions of higher education (Concord University, Marshall University, West Virginia University) to embed relevant evidence-based transition practices into coursework for special education preservice teachers.
- The West Virginia Advisory Council for the Education of Exceptional Children (WVACEEC) is considering including in their recommendations for 2015-2016 increasing the number of students graduating with standard diplomas and decreasing the number of students on modified diplomas.
- When asked through surveys to identify specific school experiences that were most helpful, youth with disabilities identified Career and Technical Education (CTE) classes and IEP participation most often.

Barriers:

- LEAs often want to save time by asking outside TA providers such as the SEA to "just tell them what to do". However, no single best solution exists for increasing the graduation rate.
- The SEA, LEAs and schools need to learn to implement bottom up rather than top down improvement models. This requires helping schools build the capacity to identify, through data analysis, their own needs and to help them select appropriate strategies and practices to best fit their needs.
- Strenuous graduation requirements are difficult for SWD to meet. Creative evidence-based strategies for attaining credits will be needed.
- Students with disabilities have consistently identified three reasons for dropping out: 1) Dislike of the school experience, 2) Lack of interest or motivation and 3) Poor student/staff relationship. Overcoming the barrier of disengagement requires personalized strategies to engage each student individually.
- While CTE classes and IEP participation were often cited as helpful, only 42% of respondents to surveys indicated participation in CTE and only 30% earned the industry credential (needed to attain competitive employment).

Alignment with Current Agency Initiatives and Priorities – 3(b)

Data analysis emphasized the state has major achievement concerns, for general education and students with disabilities, including low achievement in reading, mathematics and a graduation rate not meeting expectations. In West Virginia's accountability system, students with disabilities are measured on the same standards and must meet the same achievement trajectories expected of all students 75% proficiency on math and reading standardized tests by 2020. Unfortunately, the lower starting point in reading and mathematics with the same expected end point results in a very steep trajectory requiring what likely is an unachievable amount of growth each year to catch up. The graduation rate, and conversely, the drop out rate, have a trajectory toward achieving the 85% goal by 2020 (and 81.44% by 2018) for students with disabilities. In depth and root cause analysis of both academic achievement and graduation/drop out rates reveal continued lack of clarity regarding reasons for low academic achievement, although early childhood experiences prior to students being identified as students with disabilities may be key. The OSP's experience with the dropout prevention project conducted in 12 LEAs through TA

from the NDPC-SD provided extensive data analysis at the local level to identify root causes of dropouts and further analysis of data following implementation of prevention strategies, revealing positive results for students. Within the Division of Teaching and Learning, the Office of Early Learning is heading up WVDE’s work on the Campaign for Grade Level Reading initiative, and the Next Generation Content Standards are being implemented to improve academic achievement. The OSP partnering with *Carnegie Learning Inc.* has trained four cohorts of general and special education teachers K-12 since 2011. The cohorts attend mathematics academies with follow ups to gain a targeted learning experience in specific math content areas and grade levels. Currently, evaluation results are indicating that the mathematics academies are successfully reaching their goals. The first evaluation report, *Mathematics Academies 2011-2013: Cohort 1 Evaluation Study* is published at <http://wvde.state.wv.us/research/reports2014.html>. Therefore, WVDE and the OSP continue to support increased reading and mathematics achievement through TA and PL, but the ultimate affects will be measured through their impact on graduation rate.

Infrastructure analysis supported graduation rate as the optimal choice for the SiMR. Both the OSP and WVDE have implemented initiatives to increase graduation rate. In addition to the OSP’s participation in the NDPC-SD initiative, WVDE has worked with the NDPC and Balfanz to promote higher graduation rate and decrease drop out rate for all students, partnering to conduct a Student Success Summit to provide PL and including graduation rate as an indicator of accountability in the ESEA Flexibility Waiver. Infrastructure support was already in place for increasing graduation rate, when West Virginia’s new State Superintendent of Schools, Dr. Michael J. Martirano, presented his entry plan in September 2014. With full support of the WVBE, the first priority in this plan is: We will improve the graduation rate and ensure a world-class education for all students. Graduation rate improvement was also the first goal of the WVBE’s plan. Therefore, the OSP will support “One Voice, One Focus, All Students Achieving” by continuing its promising work in increasing the graduation rate, and decreasing the drop out rate, for students with disabilities within the overall initiative of WVDE and WVBE.

Impact on Improving Results – 3(c)

Increasing the graduation rate of students with disabilities is a complex problem with no single “best” solution. The goal of increasing high school completion rates for students with disabilities 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.

Internal and External Stakeholder Involvement – 3(d)

Three broad stakeholder involvement meetings were held to develop the State Systemic Improvement Plan (SSIP). The same partners participated in each meeting and the formats provided for both large and small group activities (refer to State Systemic Improvement Plan Stakeholders). Small group activities allowed participants to be in different groups at each meeting. The November 14, 2014 Stakeholder Involvement/State Systemic Improvement Plan Meeting (see attachment August 19 Agenda) selected the State-identified Measurable Result (SiMR). On August 19, 2014, the SSIP Stakeholder group reviewed data and set the targets for the State Performance Plan including graduation rates, drop out rates and post school outcome rates. Targets were approved by the State’s Advisory Panel on September 12, 2014.

At the November meeting small groups facilitated by the Office of Special Programs’ staff discussed the five SSIP areas. Questions for Table Talks were posed in each small group for sharing (see attachment Questions for Table Talk SiMR questions). Conclusions were presented to the large group and recorded.

During the November 2014 meeting data was reviewed, the approved targets were discussed and opinions generated. The stakeholder group examined the ESEA Flex Waiver required trajectories for Performance and Graduation. The steep trajectory for Indicator 3.C. Performance – Proficiency on State Assessments in reading and mathematics did not seem attainable and was not selected as the SiMR despite the data demonstrating the large gap between students with disabilities and students without disabilities. Indicator 1 Graduation appeared ambitious and achievable and increasing graduation rates is the West Virginia Department of Education’s primary goal.

Baseline Data and Targets for Five Years – 3(c)

School Year	Targets	4-Year Adjusted Cohort Rate Actual Data
FFY 2013 (2012-2013)	63.49%	62.10%
FFY 2014 (2013-2014)	67.08%	70.27%
FFY 2015 (2014-2015)	70.67%	
FFY 2016 (2015-2016)	74.26%	
FFY 2017 (2016-2017)	77.85%	
FFY 2018 (2017-2018)	81.44%	

FFY 2018 Target Reflecting Measurable Improvement – 3(c)

Please see Baseline Data and FFY 2014-FFY 2018 Targets.

Description

Indicator 17: State Systemic Improvement Plan

Selection of Coherent Improvement Strategies

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Selection of Coherent Improvement Strategies

An explanation of how the improvement strategies were selected, and why they are sound, logical and aligned, and will lead to a measurable improvement in the State-identified result(s). The improvement strategies should include the strategies, identified through the Data and State Infrastructure Analyses, that are needed to improve the State infrastructure and to support LEA implementation of evidence-based practices to improve the State-identified Measurable Result(s) for Children with Disabilities. The State must describe how implementation of the improvement strategies will address identified root causes for low performance and ultimately build LEA capacity to achieve the State-identified Measurable Result(s) for Children with Disabilities.

Selection of Coherent Improvement Strategies – 4(a) (see attached GRADUATION 20/20 Prospectus)

Given the graduation gap of 70.27% of students with disabilities graduating from high school with a regular diploma within four years in 2014 versus 84.46% of all students, West Virginia has chosen as the State-Identified Measurable Result (SiMR) for Children with Disabilities to focus on graduation. Our target is 81.44% of students with disabilities will graduate from high school with a regular diploma within four years by 2017-2018. This increase is aligned with the SPP Indicator 1, and with the ESEA accountability trajectory of 85% for all students by 2020.

In a review of National data from the U.S. Department of Education, more students, including students with disabilities are graduating from high school. The graduation rates for students with disabilities reached 62% for the 2012-2013 school year and the overall high school graduation rate for all students' was 81%. While these gains are improving, work still needs to focus on improving educational opportunities that a diploma provides and strengthens economic development.

West Virginia's 4-year adjusted cohort graduation rate has improved as compared to the national data, however there are many barriers to completion of high school facing our students with disabilities in a rural state with low-socioeconomic households.

Data and Infrastructure Analysis – 4(a)

Baseline data revealed that in FFY 2012 only 59.9% of students with a disability (SWD) in West Virginia graduated from high school with a regular diploma in four years while 79.3% of all students graduated from high school with a regular diploma equaling a 19.4% graduation gap. In FFY 2013 62.09% of SWD and 81.4% of all students graduated with a regular diploma in four years, representing a 19.3% graduation gap. In FFY 2014 there was a graduation gap of 14.2%, with 70.3% of SWD and 84.5% of all students graduating with a regular diploma in four years.

The West Virginia Regional Education Service Agencies (RESA) is a network of regional programs that provide training and resources to local education agency personnel (LEA), parents of students with exceptionalities, institutions of higher education (IHE) personnel and other interested individuals to support the achievement, graduation rate and post-secondary success of students with exceptionalities. West Virginia is divided into eight regions for various agency initiatives including Technical Assistance (TA), Targeted Technical Assistance (TTA) and Professional Learning (PL). One Special Education Director and two Regional School Support Specialists (RS³) will be funded through State and federal funds made available through the legislature and Individuals with Disabilities Education Improvement Act (IDEA). RESA staff is specialized in providing PL, TA and coaching for LEAs and Focus Schools on a variety of topics related to students with exceptionalities. RESA staff are critical to the State's infrastructure in implementing the selected coherent improvement strategies and supporting LEA implementation of evidence-based practices to improve the SiMR.

Research and Evidence-Based Improvement Strategies – 4(b)

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. GRADUATION 20/20, 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 piloted the GRADUATION 20/20 initiative to inform the Coherent Improvement Strategies chosen and in turn make adjustments to the proposed statewide implementation process. During

2015-2016 fourteen (14) counties in the cyclical monitoring process will be included as Cohort 1. Each year through 2018-2019 the additional Cohorts 2-4 will be included. The Office of Special Programs (OSP) will fund RESA-based GRADUATION 20/20 RS³s to provide training, coaching and resources to help school teams continuously monitor and support improvement and build capacity in the LEAs. GRADUATION 20/20 is funded through IDEA Part B monies from the U.S. Department of Education's Office of Special Education Programs (OSEP).

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 evidence-based strategies and practices will be the best contextual fit for them rather than to prescribe a specific solution.

A data driven intervention framework developed by the NDPC-SD and already implemented by 12 of 55 county school districts will be employed to address issues that negatively impact school completion. GRADUATION 20/20 also will use the Innovation Configuration on evidence-based transition practices and predictors of post school success, published by the CEEDAR Center, which has been providing technical assistance to OSP, creating collaboration among the SEA, IHEs and school districts within the state.

These processes, evidence-based practices and improvement strategies were selected based on the following data and infrastructure analyses:

- Infrastructure analysis reveals the current SEA, RESA and LEA structures are geared toward more local control of school improvement, thereby supporting the need to give LEAs and schools the tools to do their own analysis and select their own strategies.
- The experience of 12 LEAs who participated in the NDPC-SD two year project and the existing research base supporting key components of the Center's process for LEAs and schools to analyze their own data and construct their own plans based on root cause analysis and evidence-based strategies was successful.
- The experiences of the SEA and IHEs participating in the CEEDAR initiative and the research base for the site-specific transition strategies has been informative.
- The strategies of the two centers align supporting decision-making and implementation while also promoting better personnel preparation and retention programs.
- The NDPC-SD process and evidence-based strategies mirror those supported by WVDE through the NDPC and Student Success Summit work and other support from the Office of School Improvement.
- The initiatives have the support of the key RESA leadership charged with the responsibility for supporting school improvement.
- The initiatives align with the WVBE's and the State Superintendent of School's priority to ensure that all students graduate.

Coherent Improvement Strategies – 4(c)

Collaboration for Effective Educator, Development, Accountability and Reform (CEEDAR) Center Initiative:

To improve in-school and post school outcomes for students with disabilities pre- and inservice teachers must be prepared with the knowledge and skills to provide secondary transition evidence-based practices (EBPs) and programs. Transition personnel development (i.e., pre- and in-service) has been recognized as a keystone to improving transition services. West Virginia will partner with the Collaboration for Effective Educator, Development, Accountability and Reform (CEEDAR) Center to support the implementation of effective, sustainable and coordinated evidence-based transition practices and programs in high schools and middle schools. An Innovation Configuration (IC) matrix will be used to guide professional learning and evaluation in the development of appropriate transition planning and services content. Targeted Technical Assistance by CEEDAR provides West Virginia the opportunity to concentrate in a chosen area for improvement – Evidence-Based Transition Planning and Services to Youth with Disabilities. School Leadership Teams will identify site-specific strategies from the IC matrix to be implemented. Data submitted for the 2014-2015 school year by participant schools will include choice of focus from areas of: Student-Focused Planning, Student Development, Family Involvement Program Structure or Interagency Collaboration. These areas provide a model for planning, organizing and evaluating transition education, services and programs.

National Dropout Prevention Center for Students with Disabilities (NDPC-SD) Initiative:

To address graduation rates, a comprehensive school change process that includes professional learning, data-based decision making, collaboration, action planning and technical assistance is being implemented. Targeted schools in RESA 2 are currently piloting the process. Next year, 2015-2016, fourteen (14) counties in the cyclical monitoring process will be included as Cohort 1. Each year through 2018-2019 the additional cohorts 2-4 will be included. In 2014-2015, West Virginia partnered with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) to support the implementation of effective, sustainable and coordinated dropout prevention strategies in high schools in six LEAs representative of the state (urban/rural, small/medium/large) from RESA 2. NDPC-SD is providing six days of on-site training for district personnel.

NDPC-SD is facilitating schools' efforts using data to identify risk factors for dropout and help identify suitable interventions to address these factors from the National Dropout Prevention Center Network's fifteen (15) strategies for dropout prevention. School Leadership Teams will create action plans and develop a School Strategic Plan goal to be implemented during the 2014-2015 school year. Data submitted for the 2014-2015 school year by participating schools will include retention rates, disciplinary infractions, academic failures and monthly attendance rates. GRADUATION 20/20 was designed under the Dropout Prevention Intervention Framework (DPIF).

The DPIF has five phases:

1. Utilization of state and local leadership teams to develop, sustain and expand efforts;
2. Analyses of relevant school data to identify risk and protective factors within a 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 SEA or LEA teams implementing the DPIF.

- Level One training is an evidence- based, differentiated course of study comprised of five study modules delivered over six days of interactive training. 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 TA 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 Strategy Plan	4. Program Structure
5. Implement, Monitor and Evaluate	5. Interagency Collaboration

The key components of the NDPC-SD process schools and LEAs will use for dropout prevention are as follows and will assist in capacity building at the school/LEA level by:

Step 1: Utilize State and School Leadership Teams – WVDE, RESAs, LEAs and schools will utilize existing teams to foster implementation and build capacity – WVDE (GRADUATION 20/20 Team), RESA (Focus Assistance Support Team), LEA (Leadership Team), School (School Leadership team).

- Establish leadership and design team
- Identify cohort districts/schools
- Identify core teams for training
- Train teams in framework and modules 1-6
- Train teams in rollout strategies

Step 2: Analyze Data – Schools, with the support of WVDE, RESA and LEAs, will analyze data to determine need and prevalence of need.

- District/school demographics
- District and school infrastructure

- Current initiatives and partnerships
- Student performance (attendance, graduation, drop outs, course completion, discipline)
- Assessment, curriculum, and instructional systems
- Professional development (dropout prevention/intervention recovery/re-entry)
- Relevant policies and procedures (attendance, discipline, promotion/retention, graduation)

Step 3: Identify Target Areas for Intervention – Schools, with the support of RESA, will identify through data analysis the areas where intervention is most needed.

- 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 – Schools, with the support of RESA and the LEA, will review, identify and select evidence-based programs, practices and interventions that match the target area and addressed need.

- Selected evidence-based practices (e.g., Check and Connect, Positive Behavior Support, CEEDAR Transition Practices and Predictors)
- Determine level of intensity (universal, intensive, targeted)
- Contextualize to setting
- Establish timelines
- Draft action plan

Step 5: Implement, Monitor and Evaluate – Schools will make structural and functional changes needed (e.g. policies, schedules, space, time materials, reallocation of roles and responsibilities). RESA will develop and implement coaching and support plans for schools.

- 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

This NDPC-SD Framework addressing high school completion for SWDs supports the SiMR by focusing on improving root causes for drop out (School climate, attendance, behavior, academics, family engagement and student engagement).

To improve the program, services and success for transition to post school outcomes for students remaining in school, the CEEDAR framework promotes the following site specific strategies:

1. Student-Focused Planning – By involving students in planning for their future and providing multiple opportunities in their IEPs student engagement will be improved and high school completion will increase.

- 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 – Schools will provide academic intervention and support which will positively impact graduation.

- Teach independent living skills
- Teach community participation skills
- Teach employment skills and provide employment experiences
- Teach academic skills

3. Family Involvement – Increasing parental involvement will increase their constant encouragement for their children to remain in school.

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

4. Program Structure – School self-assessment of the program provided to students with disabilities will encourage the structural and functional changes needed.

- 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 dropout prevention interventions for at-risk youth

5. Interagency Collaboration – School collaboration with community agencies will provide the needed in-school and post school supports for SWDs at the State, RESA and local levels.

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

Root Cause Leading to Poor Performance – 4(c)

The broad stakeholder groups and the OSP analyzed statewide data from the SPP Indicator 14 Exit survey and One-Year Follow-Up Survey and ZoomWV comprehensive data in determining the root cause leading to poor performance of students with disabilities. West Virginia dropouts who completed surveys consistently identified three reasons for dropping out: 1. dislike of the school experience, 2. lack of interest or motivation and 3. poor student/staff relationships. Furthermore, the pilot schools working with the NCDP-SD identified lack of student engagement and lack of course completion at the 9th grade as root causes leading to poor performance and students at risk of not graduating from high school. In addition, these reflections regarding root causes leading to poor performance helped guide the selection of coherent improvement strategies necessary to keep youth in school and help them graduate.

Implementation Framework to Support Systemic Change – 4(d)

The strategies required to implement GRADUATION 20/20 are founded on the Implementation Framework from the State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center based on the work of the National Implementation Research Network (NIRN). Structural and functional changes related to procedures, policies and protocols are needed to initiate the SiMR as well as the development of materials, coaching plans and support plans. To initiate and drive improvement in West Virginia, OSP needs to leverage resources and RESAs need additional direction and personnel. Stakeholders indicated that a broad range of systems to build the capacity of LEAs were needed to improve systemic weaknesses, build on the strength of the positive graduation trajectory and improve OSP and RESA infrastructure to support change. OSP has responded to its infrastructure analysis by reorganizing and reassigning staff (see attached General Supervision System Chart, General Supervision Status Chart, SPP Chart).

Areas of Need Within and Across System/Plan to Implement and Scale-Up Improvement Strategies

GRADUATION 20/20 will train school-based teams and team leaders to diagnose the causes of dropout and develop site-specific improvement plans and strategies. In 2015-2016 fourteen (14) counties in the cyclical monitoring process will be included in Cohort 1. Each year through 2018-2019 the additional Cohorts 2-4 will be included which will include 55 LEAs in WV. The OSP will fund eight (8) RESA-based Regional School Support Specialists (RS³) who will provide training, coaching and resources to help school teams to continuously monitor and support at-risk students and site-specific programmatic initiatives. These specialists will support improvement and build capacity. Each cohort will be provided intensive support for

two (2) years with follow-up opportunities thereafter.

GRADUATION 20/20 LOCAL EDUCATION AGENCY COHORTS

COHORT 1	COHORT 2	COHORT 3	COHORT 4
2015-2016	2016-2017	2017-2018	2018-2019
<ul style="list-style-type: none"> · Barbour · Braxton · Calhoun · Clay · Hampshire · Lewis · Marshall · Mercer · Mingo · Monroe · Pendleton · Pocahontas · Roane · Tucker 	<ul style="list-style-type: none"> · Cabell · Fayette · Gilmer · Greenbrier · Hancock · Kanawha · McDowell · Mineral · Morgan · Ohio · Preston · Randolph · Wirt · Wood · Wyoming 	<ul style="list-style-type: none"> · Berkeley · Boone · Hardy · Harrison · Lincoln · Logan · Marion · Mason · Monongalia · Putnam · Raleigh · Ritchie · Summers · Tyler · Upshur · WVSDB 	<ul style="list-style-type: none"> · Brooke · Doddridge · Grant · Jackson · Jefferson · OIEP · Nicholas · Pleasants · Taylor · Wayne · Webster · Wetzel

GRADUATION 20/20 SCALE-UP

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Cohort 1 Pilot	Cohort 1 Cohort 2 Follow-Up Opportunities Pilot	Cohort 2 Cohort 3 Follow-Up Opportunities Cohort 1 Pilot	Cohort 3 Cohort 4 Follow-Up Opportunities Cohorts 1, 2 Pilot	Cohort 4 Follow-Up Opportunities Cohorts 1, 2, 3 Pilot

Below are the strategies the OSP has or will be implementing at multiple levels to build the capacity for systemic improvement. These improvement strategies will be elaborated more fully in Phase II.

COMMUNICATION PLAN

- Communicate GRADUATION 20/20 Plan across WVDE, RESA, LEAs, schools and stakeholder communities.
- Develop GRADUATION 20/20 one pager to communicate Plan. (see attached GRADUATION 20/20 Prospectus)
- Develop/revise short PowerPoint to roll out GRADUATION 20/20: “*What Would GRADUATION 20/20 Participation Mean For My School?*”

STAKEHOLDER MEETINGS

- Met with OSP/RESA Stakeholders (internal).
- Met with SPP/APR/SSIP Stakeholders (broad).
- Met at Special Education Leadership Conference.
- Met with West Virginia Advisory Council for the Education of Exceptional Children (WVACEEC).
- Conducted eight RESA Policy 2419 Presentations.
- Met with Institutions of Higher Education.

LEADERSHIP TEAM MEETINGS

- Collaborate with stakeholders from statewide leadership organizations.
- Convene quarterly meetings of the interagency West Virginia Partners in Transition Team (WVPTT) to increase interagency collaboration at the State, regional and local levels.
- Collaborate on leadership level across West Virginia Department of Education (WVDE) Offices.
- 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.
- Convene weekly meetings of OSP GRADUATION 20/20 Leadership Team.
- Develop GRADUATION 20/20 website.
- Convene quarterly school leadership teams by RESA.

INFRASTRUCTURE PLAN

OFFICE OF SPECIAL PROGRAMS (OSP) (see attached General Supervision System Charts)

- Reorganized OSP staff to support SPP/APR Indicators 1-17.
- Embed in OSP staff assignments GRADUATION 20/20 responsibilities.
- Revised 2014-2015 cyclical on-site integrated monitoring to include results (reading, mathematics, graduation) as well as compliance review.
- Leverage resources in the OSP and RESAs to support development, monitoring and evaluation activities.
- Provide IDEA funding to RESAs to establish two (2) Regional School Support Specialists (RS³) at least one of whom will assume training, coaching and monitoring of GRADUATION 20/20 Cohorts.
- Determine if IDEA funds could provide \$2,500.00 per school per year to utilize over two-year period to support stipends, substitutes, planning time.
- Revised Policy 2419: *Regulations for the Education of Exceptional Students* to reflect both Compliance and Results Focus.
- Employ Research Coordinator/Assigned Implementation Capacity Development.
- Employ Data Management and Analysis Coordinator.
- Employ CPA as Finance Coordinator.
- Revised Professional Learning, Targeted Technical Assistance and Technical Assistance Resources.
- Contract with retired employees to develop/provide training on the work of the National Implementation Research Network (NIRN) implementation measures.
- Develop Results Driven Accountability Compliance Monitoring System Guidelines <http://wvde.state.wv.us/osp/SPP.html>
- Develop Results Driven Accountability General Supervision System Guidelines <http://wvde.state.wv.us/osp/SPP.html>

REGIONAL EDUCATION SERVICE AGENCY (RESA)

- Collaborate with Regional Education Service Agencies (RESA).
- Convene monthly meetings with RESA special education directors focusing on Graduation 20/20 beginning February 4, February 27 then from 11:00-12:00 after each OSP staff meeting.
- Establish RESA/OSP workgroups for content development, peer review and vetting fidelity/implementation science.
- Revise RESA Funding Application to include specificity about RS³ to share ideas.
- Develop Regional School Support Specialist (RS³) Job Description, outlining expected expertise of personnel working directly with LEAs to implement GRADUATION 20/20.
- Revise RESA Funding Application to include reading, math and graduation results by RESA.
- Revise RESA Funding application to include Regional Systemic Improvement Plan.
- Develop Memorandum of Understanding (MOU).

LOCAL EDUCATION AGENCY (LEA)

- Revise LEA Funding Application to include reading, math and graduation results.
- Develop MOU for cohort schools in GRADUATION 20/20.
- Develop one pager to describe project process (see attached GRADUATION 20/20 Process)

PROCESS: DROPOUT PREVENTION/TRANSITION

- Develop/provide training, technical assistance and coaching on the Implementation Drivers Framework to OSP, RESA staff.
- Develop/provide training on CEEDAR Evidence-Based Transition Practices and NDPC-SD Implementation to OSP, RESA staff.
- Develop/revise series of trainings (modules) for RS³ that they will use when they train on Support for Personalized Learning (SPL), Support for Personalized Instruction (SPI), Standards-Based Individualized Education Program (SB-IEP).
- Support capacity of RESAs, SEA, LEAs and schools to deliver high quality professional learning.
- Align GRADUATION 20/20 process with ESEA Flexibility Waiver structure.
- Developed GRADUATION 20/20 scheme by year of implementation.
- Develop GRADUATION 20/20 Technical Assistance Manual.
- Develop GRADUATION 20/20 School Implementation Timeline.
- Developed GRADUATION 20/20 School Implementation Process.
- Develop/conduct webinar for potential participants "What Would GRADUATION 20/20 Participation Mean For My School?".
- Develop Action Plan format that incorporates NDPC-SD and CEEDAR Transition IC.

TRANSITION

- Selected by CEEDAR as Targeted State partnering with West Virginia University (WVU), Marshall University (MU) and Concord University (CU).
- Collaborate with IHEs on GRADUATION 20/20. Meet with WVU, MU, CU and CEEDAR Project Directors.
- Selection by CEEDAR as an Intensive State.
- Determine requirements of CEEDAR Intensive State.
- Align professional eLearning content and process of Transition Innovation Configurations (IC) with CEEDAR Center.
- Provide \$20,000.00 grants to MU, WVU, CU to examine coursework (general, special, administrative) through Transition IC lens and embed evidence-based information in coursework.
- Develop MOU for IHEs.

- Develop Transition Probe Practice Profiles from CEEDAR Transition IC.
- Develop scheme for inclusion of IHE in years 2, 3, 4, grant for examination of coursework.
- Convene IHE Forums twice a year.
- Develop training on interface of Personalized Education Plan (PEP), Community Readiness Course, Community Readiness Document, Option Pathways, OnTarget, Policies 2510 and 2444.4, IWRC, WV WorkKeys, My Strategic Compass and IEPs.
- Develop/collaborate with WVPTI Transition Training Goal #3.
- Develop Transition Tool Kit with DRS, WIA, SILC, DD, WVPTI and other agencies.
- Develop/provide training on Transition Probe Practice Profiles to Cohort 1.

DROPOUT PREVENTION

- Partner with the National Technical Assistance Center on Transition (NTACT) in the area of National Dropout Prevention Center for Students with Disabilities (NDPC-SD) to provide 6 days of training for GRADUATION 20/20 pilot.
- Align professional learning content and process of Dropout Prevention Intervention Framework (DPIF).
- Develop/provide workshop for Cohort 1 on improvement and utilization of NDPC-SD Data Probe Lite data sources.
- Develop FACT Sheets on Dropout, Graduation, Regular Diploma Requirements for four and five year adjusted cohorts and Modified Diploma Requirements.
- Revise "Age of Majority" Brochure.
- Revise Exit and One-Year Post-Graduation Survey and provide this information to LEAs in timely manner.

ACCOUNTABILITY PLAN – DATA COLLECTION AND REPORTING

- Set OSP/RESA (subgrantee) expectations for training, coaching and monitoring implementation.
- Set expectations using the Implementation Drivers-Competency, Organization and Leadership with OSP/RESA staff.
- Secure MOU from school cohort participants.
- Include on RESA Funding Application MOU.
- Assure professional learning aligns with WVDE vision.
- Secure MOU from IHE cohort participants.

Internal and External Stakeholder Involvement – 4(e)

Three broad stakeholder involvement meetings were held to develop the State Systemic Improvement Plan (SSIP). The same partners participated in each meeting and the formats provided for both large and small group activities (refer to State Systemic Improvement Plan Stakeholders). Small group activities allowed participants to be in different groups at each meeting. The March 17, 2015 Stakeholder Improvement/State Systemic Improvement Plan Meeting (see attached March 17 Agenda) identified Selected Coherent Improvement Strategies.

During the November 17, 2014 broad stakeholder involvement, small groups were arranged based on the CEEDAR Transition Practices and Predictors: Student-Focused Planning, Student Development, Family Involvement, Program Structure and Interagency Collaboration. All groups reviewed new and existing capacity building strategies and selected those new ones most likely to be implemented by schools and those existing activities that should be continued. These activities were rank ordered by the five groups. From November through March internal and external stakeholders met to narrow the large group of ranked improvement strategies to those the revamped infrastructure will be able to support. Those improvement strategies were identified during the March 17, 2015 broad stakeholder meeting.

Indicator 17: State Systemic Improvement Plan

Theory of Action

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Theory of Action

A graphic illustration that shows the rationale of how implementing the coherent set of improvement strategies selected will increase the State's capacity to lead meaningful change in LEAs, and achieve improvement in the State-identified Measurable Result(s) for Children with Disabilities.

Submitted Theory of Action: [Theory of Action Graphic Illustration](#)



Provide a description of the provided graphic illustration (optional)

Description of Illustration

Internal and External Stakeholder Involvement

Three broad stakeholder involvement meetings were held to develop the State Systemic Improvement Plan (SSIP). The same partners participated in each meeting and the formats provided for both large and small group activities, (refer to State Systemic Improvement Plan Stakeholders p.4). Small group activities allowed participants to be in different groups at each meeting. The March 17, 2015 Stakeholder Improvement/State Systemic Improvement Plan Meeting (see attached March 17 Agenda) provided input for development of the Theory of Action.

Partner activities were determined by job alike roles. Small groups of parents, local education agency staff, regional education agency staff, Office of Special Programs' staff, interagency and intra-agency representatives met to review coherent improvement strategies and identify roles for their work. The Theory of Action in development during the August and November meetings was reviewed and revised with partner suggestions incorporated. (see attached Action Plan SSIP)