

GraduateFIRST: Evaluation Outcomes

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*This project is in collaboration with the
National Dropout Prevention Center for Students with Disabilities
(NDPC-SD)*



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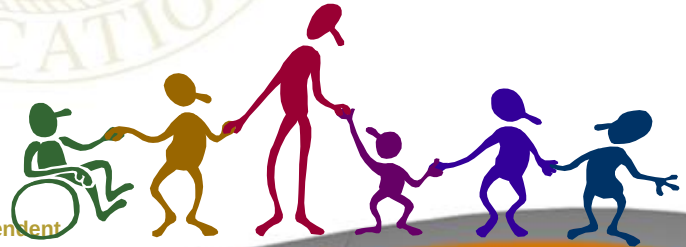
March 2012

Georgia SPDG Focus:

- Increased Graduation/Decreased Dropout Rates
- Increased Reading/Language Arts Achievement
- Increased Math Achievement
- Decreased Absences
- Decreased Short and Long-term suspensions
- Increased Parent Engagement
- Better Transition of Students
- Increased Student Involvement in the IEP Process



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Georgia's SPDG

helping students with disabilities stay in school and graduate



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GraduateFIRST Goals

helping Georgia's students with disabilities stay in school and graduate

- **Increase graduation rate for students with disabilities who receive a general education diploma**
- **Decrease the dropout rate for students with disabilities**



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Implementation of GraduateFIRST

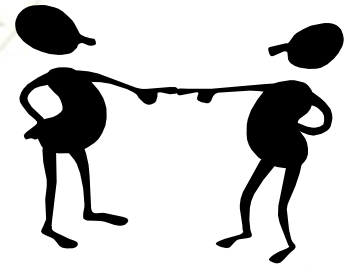
- Increased Graduation Rates
- Decreased Dropout Rates
- Increased Reading/Language Arts Achievement
- Increased Math Achievement
- Decreased Absences
- Decreased Short and Long-term Suspensions



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Collaboration with SPDG Partners

- Georgia School Systems
- Collaboration Coaches within Regional Georgia Learning Resources System
- National Dropout Prevention Center for Students with Disabilities
- Georgia Parent Mentors



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Implementation of GraduateFIRST

Goals 1 & 2

- 48 Middle Schools
- 76 High Schools
- 5 Mountain Education Centers
- 2 Statewide Behavioral Support Programs

131 Total Participating Schools/Programs
in three (3) cohorts



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Today those 131 schools across Georgia...

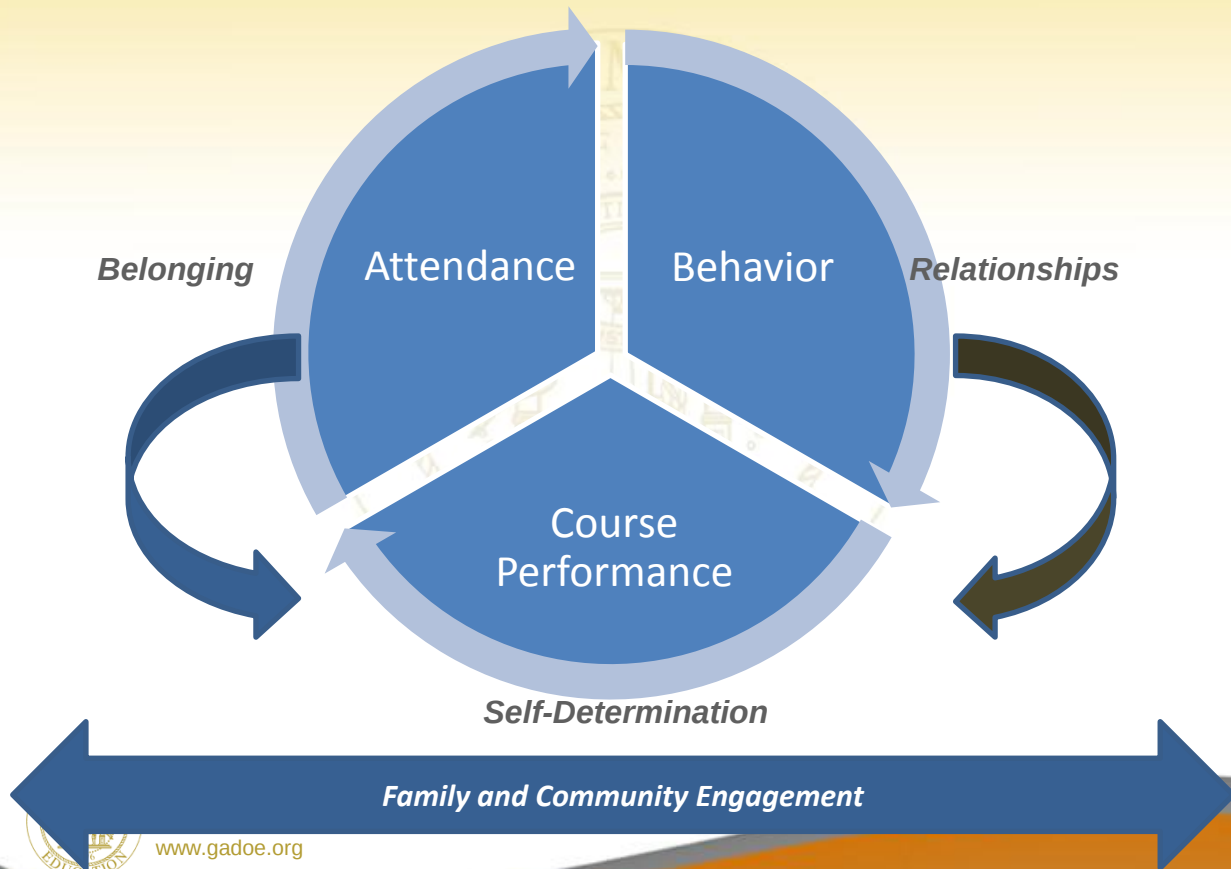


*are participating in GraduateFIRST and over
4000 targeted students are being monitored.*



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GraduateFIRST



Major Components of GraduateFIRST

- Statewide and regional training of evidence-based programs/strategies in dropout prevention, reading, math, and behavior by GaDOE, National Center for Dropout of Students with Disabilities, and outside consultants.
- Identification of a School Team and School Team Leader in each Cohort school responsible for the implementation of evidence-based practices.



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Major Components of GraduateFIRST

- Selection of Priority Improvement Areas by each Cohort school.
- Development of Action Plans by each Cohort school.



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Major Components of GraduateFIRST

On-going monitoring, evaluating, updating, and celebrating the implementation of Action Plans



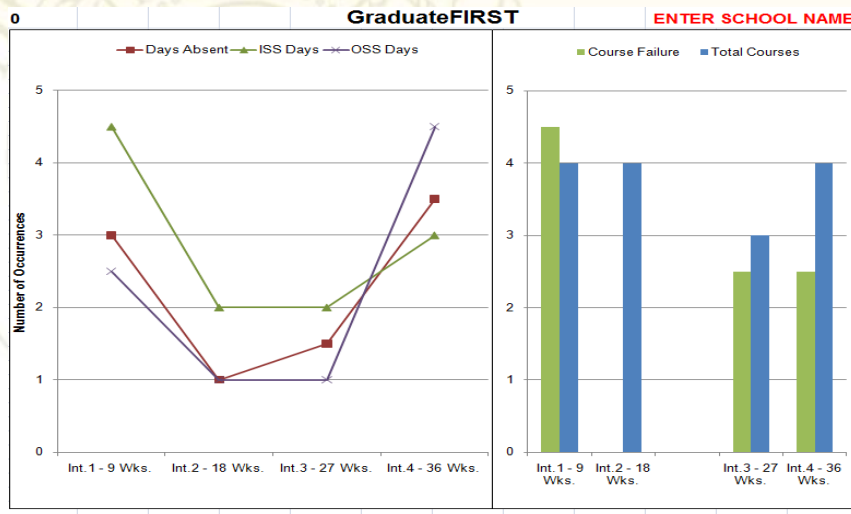
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Data

Gathering & Monitoring

Student progress

- Quarterly
- Attendance
- ISS/OSS
- Course Failures



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Data

Gathering & Monitoring

- **School outcomes** (annually) in:
 - graduation, dropout rates,
 - passage of reading/language statewide tests, passage of math statewide assessments, attendance,
 - in-school short-term suspensions, and out-of-school suspensions.



Fidelity Measures

- GaDOE & Collaboration Coaches discuss implementation progress/issues monthly
- Collaboration Coaches & School Team leaders discuss implementation progress/solutions monthly
- School Team leaders and school teams discuss implementation progress/solutions monthly
- Consistent use across the state with procedures contained in the GraduateFIRST Implementation Manual



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Fidelity Measures

- Monthly team leader agendas and minutes submitted for review by GaDOE and third party evaluators.
- Monthly logs utilized by the Collaboration Coaches.
- Submission of Team Leader meeting agendas, minutes to the GaDOE for review by the state SPDG staff and third party evaluators.



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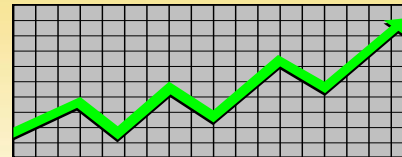
Fidelity Measures

- Annual assessment of school outcomes
- Other fidelity checks such as
 - walk-through observations
 - surveys, benchmarks
 - logs and charts



Results

131 Total Programs



Cohort 1 – 4th Year of Implementation (2011-2012)

16 Middle Schools

12 High Schools

Cohort 2 – 3rd Year of Implementation (2011-2012)

13 Middle Schools 41 High Schools

5 Mountain Education Centers

2 Statewide Behavior Support Programs

Cohort 3 – 2nd Year of Implementation (2011-2012)

19 Middle Schools

23 High Schools



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***How will we know if we have
achieved our goals?***



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Student Progress Monitoring

- Progress Assessment Tool, developed through the Georgia SPDG, measures progress of a student sample within each Cohort School.
- Progress data is gathered in three data probes: In- or out-of school suspensions, attendance rate, and course failures.
- Quarterly data (four data intervals each year) is gathered in these three data probes.
- Progress Assessment Tool uses SurveyMonkey software to gather data from each school.



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Annual School Assessment

Selected Data Probes

- Graduation Rates
- Dropout Rates
- Passage of Reading/Language
- Statewide Tests
- Passage of Math Statewide Assessments
- Attendance
- In-school Short-term Suspensions
- Out-of-School Suspensions



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Tests for Significance

The Mann-Whitney Test was conducted to determine if the differences between baseline and 2010-2011 (Year 3 implementation for Cohort 1, Year 2 for Cohort 2, and Year 1 of Cohort 3) were significant.

The Mann-Whitney Test was used for the following data variables: graduation, dropout rates, passage of reading/language statewide tests, passage of math statewide assessments, and attendance.



Tests for Significance

The criteria of significance at the 0.100 level was used to determine program/intervention impact. A range of 0.101 to 0.200 was selected as a range for approaching significance.



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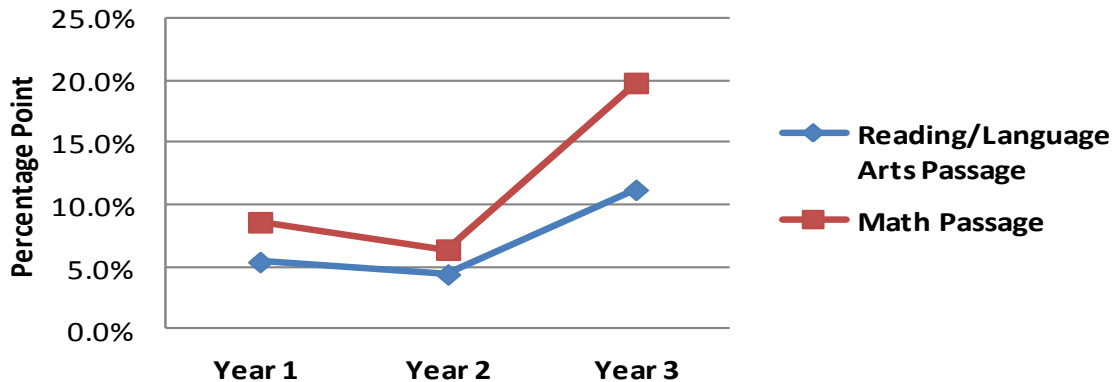
In the two data intervals of In-school Suspensions and Out-of-School Suspensions, the Paired T-Test was conducted to determine if the differences between baseline and program implementation during 2010-2011 were significant.

The criteria of significance at the 0.100 level was used to determine program/ intervention impact.

A range of 0.101 to 0.200 was selected as a range for approaching significance.



Cohort I Middle Schools - Achievement



Baseline Compared to 3rd Year of Implementation:

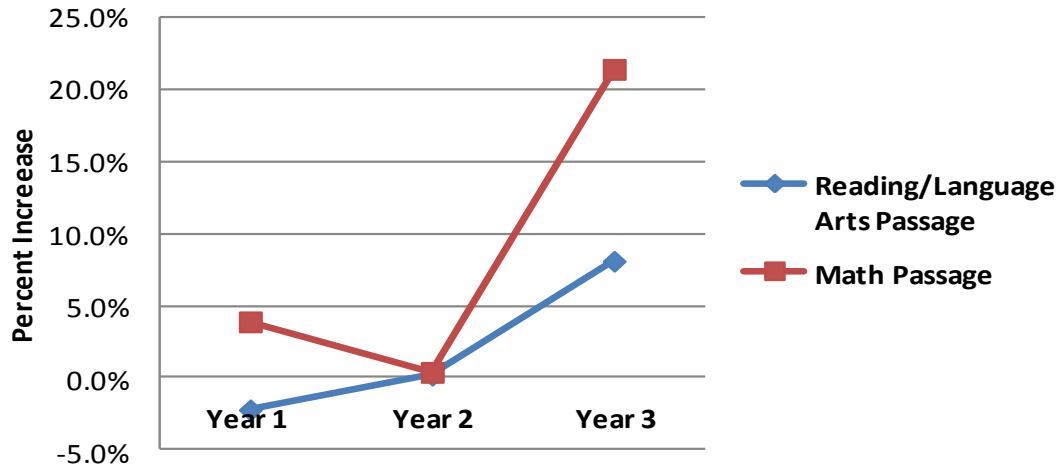
Reading/Language Arts: $p = 0.091$ – Significant at the .100 level.

Math: $p = .0004$ – Significant at the 0.100 level.



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Cohort 1 High Schools - Achievement



Baseline Compared to 3rd Year of Implementation:

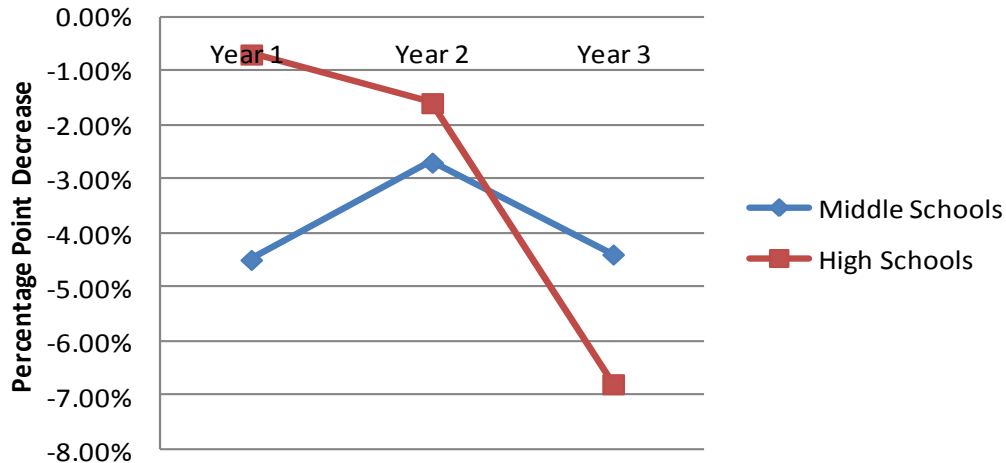
Reading/Language Arts: $p = 0.215$ – Not Significant or in the Range for Approaching
Significance

Math: $p = 0.004$ – Significant at the 0.100 level.



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Absenteeism +15 Days



Baseline Compared to 3rd Year of Implementation:

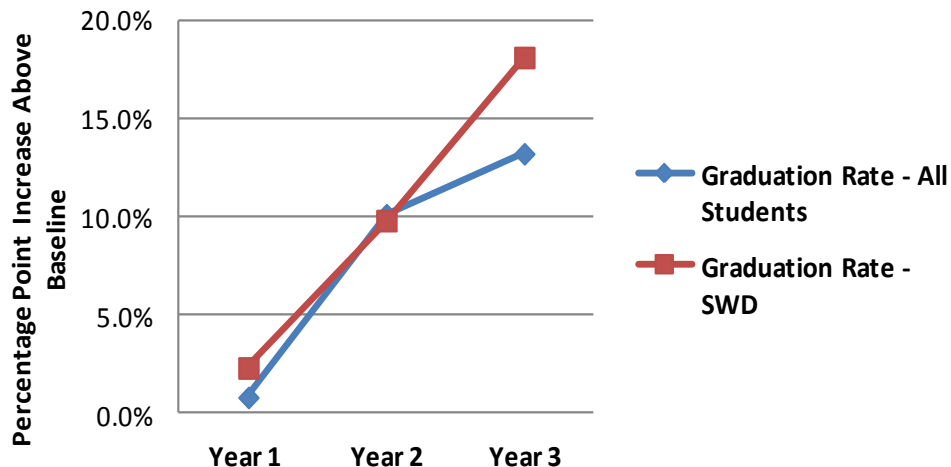
Middle Schools: $p = 0.147$ – In the Approaching Significance Level Range

High Schools: $p = 0.035$ – Significant at the .100 Level



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Cohort I - Graduation Rate



Baseline Compared to 3rd Year of Implementation:

Graduation Rate – All Students: $p = 0.010$ – Significant at the .100 Level

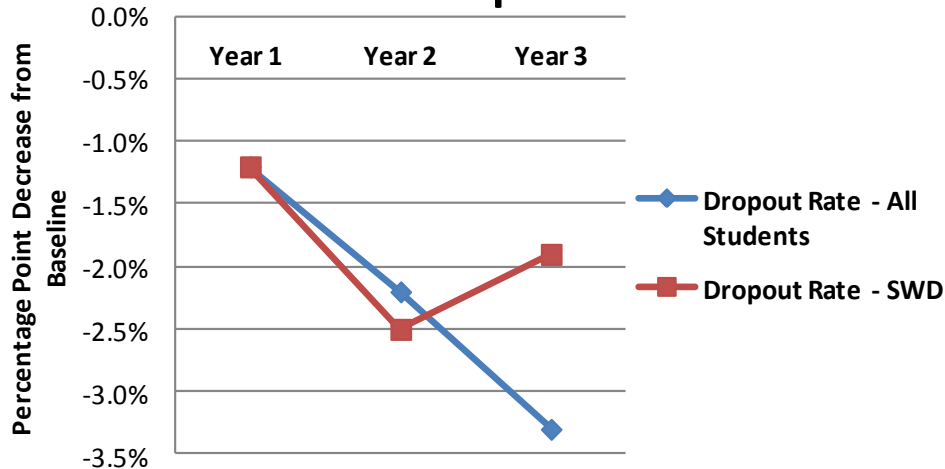
Graduation Rate - SWD: $p = 0.042$ – Significant at the .100 Level



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Cohort I - Dropout Rates



Baseline Compared to 3rd Year of Implementation:

Dropout Rate – All Students: $p = 0.026$ – Significant at the .100 Level

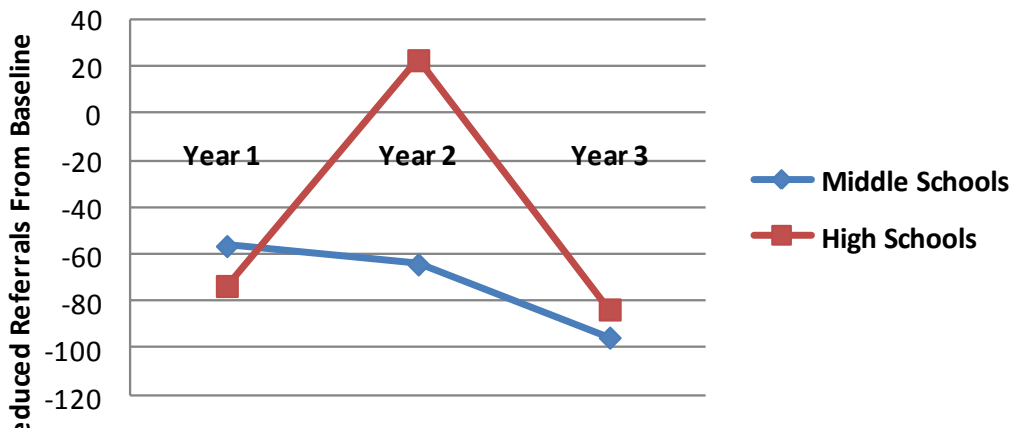
Dropout Rate - SWD: $p = 0.162$ – Not Significant, but in the Approaching Significance Level Range



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Cohort 1 - In-School Suspensions - Full Day



Baseline Compared to 3rd Year of Implementation:

ISS Referrals – Middle Schools: $p = 0.088$ – Significant at the .100 Level

ISS Referrals – High Schools: $p = 0.173$ – Not Significant, but in the Approaching

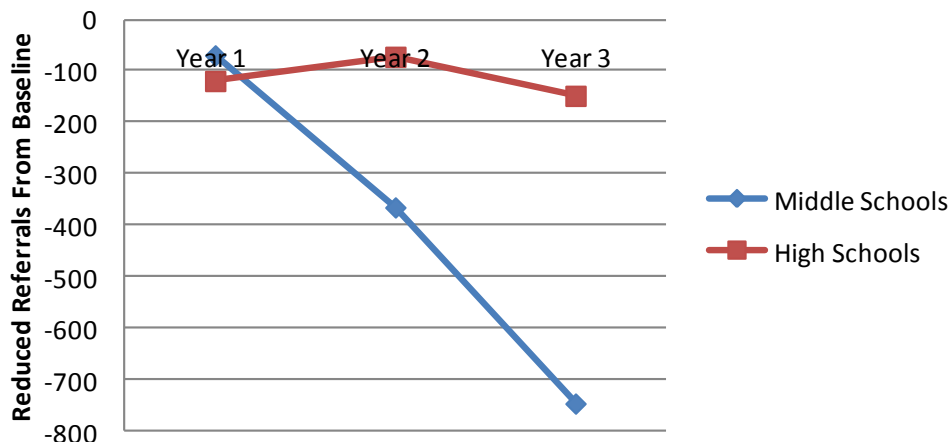


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Significance Level Range



Cohort 1 - Out-of-School Referrals



Baseline Compared to 3rd Year of Implementation:

OSS Referrals – Middle Schools: $p = 0.042$ – Significant at the .100 Level

OSS Referrals – High Schools: $p = 0.078$ – Significant at the .100 Level



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Cohort 2

Baseline Compared to the second year of Implementation (2010-2011)

Areas Significant at the $p = 0.100$ Level

Middle Schools

- R/ELA/CRCT Passing
- Math CRCT % Passing
- % Absent 15+ Days



High Schools

- GHSGT Math % Passing
- Graduation Rate – All students
- Dropout Rate – All
- # of OSS Referrals
- # of ISS Referrals



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Cohort 2 – Baseline to Year 3

Areas that fell in the Approaching Significance Range –
 $p = 0.101$ to 0.200

Middle Schools

- #of OSS Referrals

High Schools

- Graduation Rate - SWD
- GHSGT LAR % Passing



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Cohort 3

Baseline to end of Year 1 of Implementation (2010-2011)

Areas Significant at the $p - 0.100$ Level

Middle Schools

- Math CRCT % Passing

High Schools

- GHS GT Math % Passing
- OSS Referrals



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Cohort 3 – Baseline to Year 1

Areas that fell in the Approaching Significance Range –
 $p = 0.101$ to 0.200

Middle Schools

- R/ELA CRCT %
Passing

High Schools

- None



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Data Outcomes Summary

Comparison of Baseline to the Third Year of Implementation (2011-2012)

Cohort 1 Middle Schools: Data Significant in

4 out of 5 Areas (+1 Area Approaching).

Cohort 1 High Schools: Data Significant in

6 out of 9 Areas (+2 Areas Approaching).



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Comparison of Baseline to the Second Year of Implementation (2011-2012)

Cohort 2 Middle Schools: Data Significant
in 3 out of 5 Areas (+1 Area Approaching).

Cohort 2 High Schools: Data Significant in
5 out of 9 Areas (+2 Areas Approaching).



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Comparison of Baseline to the Second Year of Implementation (2011-2012)

Cohort 3 Middle Schools: Data Significant in

1 out of 5 Areas (+1 Area Approaching)

Cohort 3 High Schools: Data Significant in

2 out of 9 Areas.



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Data for 2011-2012

4th Year of Implementation for Cohort 1

3rd Year of Implementation for Cohort 2

2nd Year of Implementation for Cohort 3

Not available until fall 2012.



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Outcome analysis concurs with other findings that it takes
3-5 years to create change----

*Georgia Cohort 1-3 schools are
making significant strides toward
reaching the goals of
GraduateFIRST!!*



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Data Support the Process



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