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Educational Policy (CREP)

Get the Picture?! Final Evaluation Report

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Fidelity of Implementation Final Report

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Introduction

Get the Picture?! Guiding and Engaging Exceptional Teens (Get the Picture?!) was a four year Investing in Innovation (i3) Development grant. The project, as implemented by the Green River Regional Educational Cooperative (GRREC), was a multi-layered initiative that focused on building capacity in both adults and students within the schools being served. For the two years prior to project implementation, GRREC special educators worked alongside the teachers, school and district leaders, and specialists from the Kentucky Department of Education (KDE) to move Franklin-Simpson High School in rural south central Kentucky from Persistently Lowest Achieving status to one of two designated Hub Schools in the state. Get the Picture?! was designed to replicate that work in nine participating schools in nine rural, high-poverty Kentucky school districts. The purpose of this study was for the Center for Research in Educational Policy (CREP) to analyze student achievement and behavior data to evaluate the effectiveness of Get the Picture?! in developing the self-determination skills of participating students with special needs after four years of implementation.

CREP is a State of Tennessee Center of Excellence, located at the University of Memphis, whose mission is to implement a research agenda associated with educational policies and practices in K-12 schools and higher education (HE) as well as community outreach programs, and to provide a knowledge base for use by educational practitioners and policymakers. Since 1989, CREP has served as a mechanism for mobilizing community and university resources to address educational problems and to meet the University's commitment to primary and secondary schools. Functioning as a part of the College of Education, CREP seeks to accomplish its mission through a series of investigations conducted by Center personnel, college and university faculty, and graduate students.

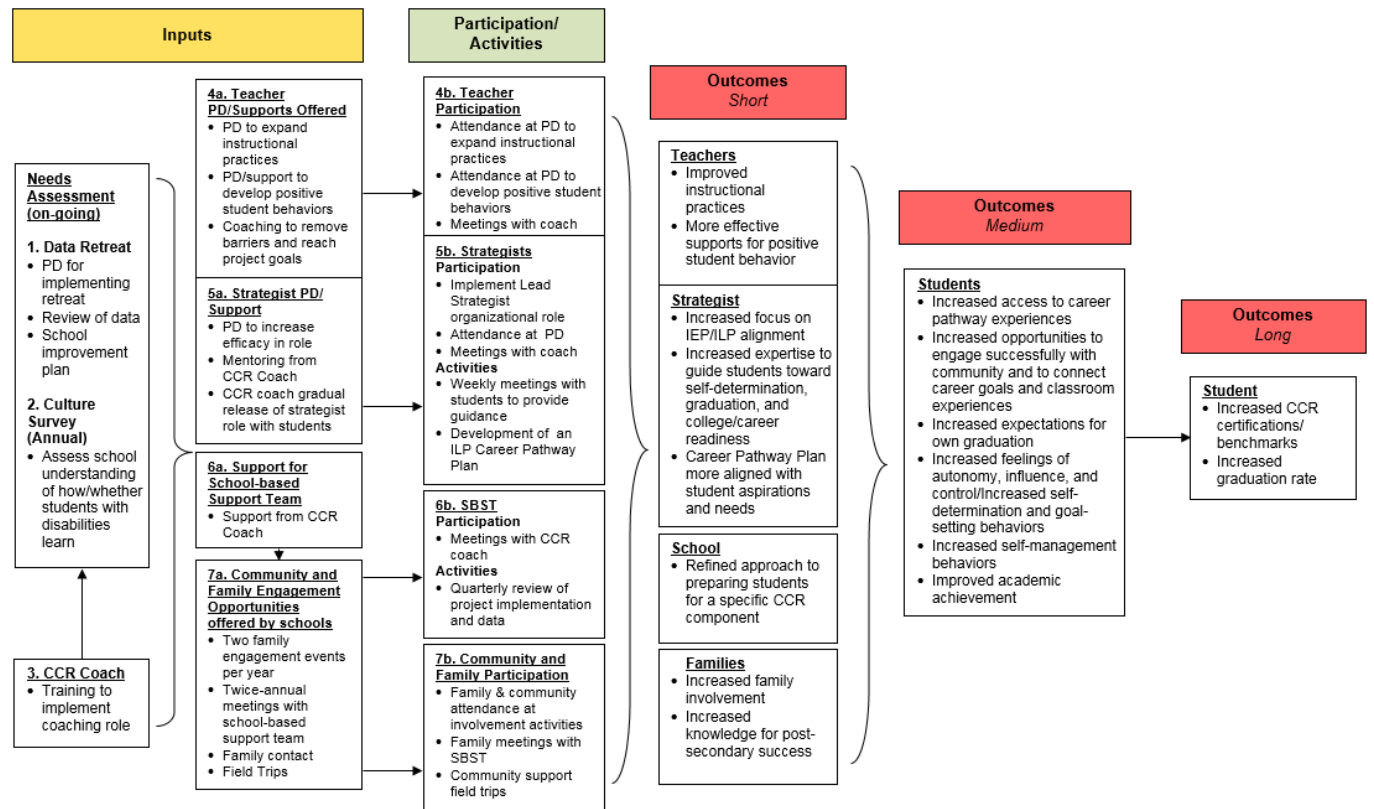
Background

As shown in **Figure 1** below, the logic model for Get the Picture?! had three sets of outcomes (Short, Medium, and Long) that were theorized to result as a function of the inputs and activities outlined. The current report focuses on the student outcomes, and in particular, improved academic achievement and behavior under the Medium and Long-Term outcomes.

Program Description

Through the development of self-determination skills, the goal of the intervention was to increase the number of students with disabilities who achieved the state standard for College and/or Career Readiness by meeting established benchmarks on State/National assessments (ACT, COMPASS, KYOTE, KOSSA, WorkKeys, ASVAB) and/or completion of a recognized industry certification (Microsoft, Welding, CNA, AutoCAD, etc.) in each of the nine participating schools. However, it should be noted that the state of Kentucky changed its student accountability model during the grant, which impacted the state/national assessments administered. As a result, all of the originally established benchmarks were not available at the conclusion of the grant at the end of 2019.

Figure 1. Get the Picture?! Logic Model



Research Questions

The main goal of Get the Picture?! was to increase the college/career readiness of exceptional students. The primary outcomes initially examined included the Kentucky Department of Education's (KDE) approved indicators of readiness, which consisted of standardized assessments and industry certificates. Additional outcomes originally intended to be examined in the study beyond the KDE indicators included self-management behaviors, dual-credits, and graduation. The original six research questions and outcome domains for the study were as follows:

1. Does Get the Picture?! have an effect on the **College Readiness** of 12th grade students with disabilities compared to the business-as-usual condition [College Readiness Domain]?
2. Does Get the Picture?! have an effect on **Career Readiness** of 12th grade students with disabilities compared to the business-as-usual condition [Career Readiness Domain]?
3. Does Get the Picture?! have an effect on the **College and Career Readiness** of 12th grade students with disabilities compared to the business-as-usual condition [College and Career Readiness Domain]?
4. Does Get the Picture?! have an effect on **self-management behavior** of students with disabilities throughout high school when compared to the business-as-usual condition [Self-Management Behaviors Domain]?
5. Does Get the Picture?! have an effect on **dual-credit courses for which credit was earned** by students with disabilities throughout high school compared to the business-as-usual condition [Dual Credits Domain]?
6. Does Get the Picture?! have an effect on high school students with disabilities **graduating with a regular diploma in four years or less** compared to the business-as-usual condition [Graduation Domain]?

However, due to changes in the Transition Readiness Standards under the Kentucky Accountability System that took place in the 2018-19 school year, the evaluation team had to revise the outcomes and outcome domains to align with the revised standards, which are shown in **Appendix A**. Instead of the original six outcomes and domains, only contrasts in two revised domains were of interest for the final impact analyses: Transition Readiness and Self-Management Behaviors. **Transition Readiness** reflects a name and compositional change from the original three College and Career contrasts to a single contrast with two different pathways to success (Academic or Career Readiness). Therefore, having Transition Readiness as one contrast would follow the state's new approach. In addition, the state no longer had a combined category (i.e., Academic and Career Readiness), and thus the evaluation team dropped the contrast for College and Career Readiness.

In addition, the tests/measures that comprised the Transition Readiness outcome under the 2018-19 standards were different from those under the original College Readiness and Career Readiness contrasts. Notably, dual-credit courses and graduation became part of the Transition Readiness indicator and therefore were dropped as separate contrasts. Finally, the main contrast for **Self-management Behaviors** was now comprised of the cumulative number of in-school suspensions after four years. **Table 1** below shows the final Contrast/Outcome Domains table incorporating the revisions.

Table 1. Revised Contrast/Outcome Domains

Contrast name ^a	Treatment Group			Comparison Group	Outcome			Baseline	
	Condition/ Description	Age/grade during intervention	Exposure	Condition /Description	Domain	Unit of observation ^b : Measure [Scale] ^c	Timing of measurement	Unit of observation ^b : Measure [Scale] ^c	Timing of measurement
RQ 1: Transition Readiness Summer 2019	[Get the Picture] Students with disabilities who are working towards a regular diploma receive frequent, one-on-one guidance and support from a career strategist.	Grades 9-12	Up to 4 years (only students beginning Grade 9 in Fall 2015 will be included in the analysis).	[Business as Usual (BAU)] Students with disabilities who are working towards a regular diploma in the comparison schools will receive the "business as usual" supportive services.	Transition Readiness	Student: The outcome measure will be the Transition Readiness Indicator ("Yes"/"No") provided by the Kentucky Department of Education (KDE).	Spring 2019 Grade 12	Student: 1. EXPLORE English, Mathematics, Reading 2. Special Education (IEP) Status ["Yes"/"No"]	Fall 2014 Grade 8
RQ2: Self-management Behaviors Summer 2019	[Get the Picture] Students with disabilities who are working towards a regular diploma receive frequent, one-on-one guidance and support from a career strategist.	Grades 9-12	Up to 4 years (only students beginning Grade 9 in Fall 2015 will be included in the analysis).	[BAU] Students with disabilities who are working towards a regular diploma in the comparison schools will receive the "business as usual" supportive services.	Self-management Behaviors	Student: Combined cumulative number of in-school suspensions received throughout high school [Continuous]	Spring 2019 Grade 12	Student: Combined number of in-school suspensions [Continuous]	Spring 2015 Grade 8

a. These names are provided for the AR Team's administrative purposes only and are not recorded for the purposes of assessing scientific process. The names consist of the NEI3 research question associated with that contrast and a contrast label. You may choose whether or not to adopt them for your own use.

b. The "unit of observation" is defined as the level at which the data are analyzed. For example, "Student" is listed if each student represents a single case in the dataset (as with individual level state test scores). "School" is listed if each school represents a single case in the dataset (as with school characteristics like AYP or school means of student test scores).

c. The measurement scale describes how the measure is constructed. A measure may be categorized as continuous, ordinal, or binary. Please consult with your TA liaison if you have any questions regarding these measurement scales.

Intervention and Comparison Condition

Description of the Intervention Activities

Each student with disabilities in the treatment schools received one-on-one support through a school-based **Career Strategist**, meeting at least weekly to monitor the student's Individual Learning Plan, which focused on college and/or career readiness with realistic, big picture goals and action steps for life after high school. Together, the student and Career Strategist ensured the student's aspirations and aptitudes informed his/her personalized career pathways, and that coursework supported and aligned to their career plan. The Strategist also worked with the student to address barriers to success.

Each treatment school also had a school-based **Support Team** —the leaders (College/Career Readiness (CCR) Coaches, Lead Career Strategist, and Career Strategist), special education teachers, and counselors — that coordinated and monitored one-on-one work and the Student-to-Strategist match. Each local Support Team, guided by the **CCR Coach**, met at least four times per academic year to make data-driven decisions to support college and career readiness for all students with disabilities. The school-based Support Team worked alongside the CCR coach to coordinate the project at the school level. Each team developed a manageable plan that allowed each school to utilize the Get the Picture?! components to best serve individual student needs. CCR Coaches provided CCR focused instruction to students while supporting the Lead Strategist, the Career Strategist and other educators. In addition, CCR Coaches worked directly in the participating schools providing ongoing, embedded support and modeling, including student strategies, family facilitation, and data based decision-making. The key activities and inputs delivered to participants as part of the intervention are listed in **Table 2** below.

Table 2: Key Activities/Inputs Delivered to Get the Picture?! Participants

Key Component	Description
1	Needs Assessment
2	Culture Survey
3	Program Supports for the College/Career Readiness (CCR) Coaches
4	Program Supports for Teachers
4b	Teacher Participation
5a	Program Supports for Strategists
5b	Strategist Participation/Activities
6a	Program Support for School-based Support Teams
6b	Participation/Activities of School-based Support Teams
7a	Community and Family Engagement Opportunities Provided by Schools
7b	Community and Family Participation

Participants in the Intervention

Eligibility Criteria

All students (a) identified as receiving special education services in the nine treatment and 18 control schools who (b) began 9th grade in Year 1 of implementation (2015-16) and (c) were working toward a regular high school diploma were eligible to be included in the confirmatory impact study. Any student in the nine treatment schools who met the eligibility criteria was invited to participate and offered an opportunity to voluntarily enroll to participate in Get the Picture?! Comparison group members in control schools received business-as-usual support with the understanding that all Kentucky schools are

focused on college and career readiness to some extent. Comparison/Control schools could not receive support around any of the Key Components.

Setting Location and Characteristics

The nine participating high schools served by Get the Picture?! were chosen based on four selection criteria:

1. Treatment schools had to be in one of the 37 school districts located in 26 counties across South Central Kentucky included in the Green River Regional Educational Cooperative (GRREC) and be among the lowest performing in terms of College and Career Readiness (CCR).
2. GRREC eliminated from consideration districts that were currently involved in major ongoing initiatives that might interfere with project outcomes.
3. Data from students with disabilities in each of the potential schools was reviewed to identify schools with large gaps between students with disabilities and other students in terms of graduation rates and other college and career readiness indicators.
4. GRREC invited 12 school districts and their high schools to participate. Of that number, the nine schools that were most eager to participate were selected as the treatment schools.

Get the Picture?! was a four year i3 Development grant, with interventions implemented in the nine treatment schools in the 2015-16 through 2018-19 academic school years. As the grant ended in December 2019, a no-cost extension was requested and granted to allow time for the confirmatory 9th grade cohort of students to complete up to four years of treatment and for outcome data for the 2018-19 school year to become available and analyzed. The last outcome data files were received from the Kentucky Department of Education in March 2020.

Study Design and Measures

Method of Assignment of Units to Conditions

As noted in the Setting Location and Characteristics section above, clusters (i.e., schools) were assigned to treatment or comparison groups non-randomly, and blocking was not used as part of the assignment process. The initial control school pool was comprised of all public high schools in the state of Kentucky containing 9th through 12th grades who served students with disabilities and were not receiving the treatment. To remain in the control school pool, the following three selection criteria were applied. **First**, schools had to be traditional high schools. This meant the following types of schools were removed:

- Alternative schools
- Detention centers
- Development centers
- Treatment centers
- Technical high schools
- Other non-traditional high schools. These schools were missing large portions of the data for matching and had enrollment below 100 students.

Second, schools that (a) had similar activities to Get the Picture?! (GTP) in place as part of another GRREC project or (b) that had received similar support from GRREC at the request of the district were not eligible to be in the pool of control schools. **Finally**, schools in the control pool had to have demographic and achievement data available on the Kentucky School Report Card for matching purposes.

Once the final control school pool was determined, each of the nine participating GRREC treatment schools was matched to two control schools using nearest neighbor propensity scores based on school level data from the 2013-14 Kentucky School Report Card (the most recent year available). School matches were finalized in September 2015 after one of the initial control schools selected was

replaced after being identified by GRREC as recently receiving specific support from GRREC on college and career readiness and generational poverty. The factors used to match the schools were:

- Whether the school was rural
- Location (latitude and longitude)
- Total enrollment
- Average attendance
- Ethnic breakdown (percentage non-white)
- Gender breakdown (percentage female)
- Percentage of students on free/reduced lunch
- Percentage of students with disabilities
- Graduation rate (overall for the school)
- College and Career Readiness rate
- Composite ACT score average, and
- Composite high school K-PREP scores (i.e., average proficiency rate across all available state assessment subject areas).

The nine treatment schools were compared to 214 control schools, and the two best matches for each treatment school were determined based on having the most similar propensity score. As shown in **Table 3**, the final number of schools included in the study sample was 27 (9 treatment and 18 matched controls). Students identified as receiving special education services in the nine GTP treatment and 18 control schools who began 9th grade in Year 1 of implementation (2015-16) and who were working towards a regular high school diploma were included in the study for the confirmatory analysis (i.e., main impact analysis). To be included in the treatment sample, students had to attend a treatment school and be served by GRREC in 2015-16, no matter if they were (a) served in any later years, (b) changed grades unexpectedly (e.g., move from 9th to 11th grade), or (c) graduated in less than four years.

Students who transferred between the *same type of school* (i.e., either treatment or control) were included in the analyses. Any student who transferred between different types of schools (i.e., between a treatment and control school and vice versa) were excluded, as well as any students who switched back and forth between types of schools (e.g., treatment, control, treatment). This included a total of 3 GTP and 41 control students. Special education students in the comparison schools received the “business-as-usual” supportive services; noting, however, that all public schools in Kentucky were focused on College and Career Readiness to some extent.

Table 3. Treatment and Control School Matches Based on 2013-14 School Year Report Card Data

School	Enrollment	Attendance Rate	Percent Non-Minority	Percent Female	Percent Free/Reduced Lunch	Percent Special Education	Graduation Rate	Percent College/Career Ready	ACT Composite	K-PREP Composite
Treatment School 1	879	93.9	95.2	52.3	55.6	8.1	93.5	68.2	19.8	51.4
Control School 1a	351	96.6	88.0	49.0	59.5	10.0	100.0	76.9	18.5	51.7
Control School 1b	574	88.4	98.4	43.0	77.9	11.7	88.4	52.8	17.0	24.5
Treatment School 2	468	92.1	97.0	52.1	68.6	7.5	82.6	74.8	18.9	41.8
Control School 2a	122	94.6	99.2	53.3	74.6	11.5	76.2	40.0	18.4	27.6
Control School 2b	1,814	96.8	90.6	51.1	40.8	7.9	91.2	57.6	20.3	52.3
Treatment School 3	287	93.9	94.1	46.3	74.2	9.8	94.0	65.8	17.5	48.0
Control School 3a	1,042	88.1	95.7	49.7	75.4	13.1	87.6	49.8	18.2	48.0
Control School 3b	661	93.3	86.4	47.5	46.1	8.8	93.6	61.4	18.5	46.9
Treatment School 4	556	92.9	97.3	48.6	53.4	11.9	91.5	63.0	19.2	46.4
Control School 4a	654	93.2	67.9	49.7	55.0	8.6	85.1	61.2	19.1	43.0
Control School 4b	577	91.4	97.1	49.2	65.9	8.3	88.5	52.7	18.7	47.3
Treatment School 5	917	94.0	89.5	48.1	52.2	9.5	95.9	57.3	19.5	42.7
Control School 5a	803	93.4	96.1	51.7	46.8	7.1	98.0	78.6	20.5	56.9
Control School 5b	1,071	93.0	98.4	49.0	79.0	14.7	94.3	65.5	19.1	41.6

Note. Each treatment school is listed first, shaded and in **bold** text, with the control schools ordered based on the closeness of the propensity score match to the respective treatment school. Pseudonyms are used to protect the identity of individual schools.

Table 3 (Continued)

School	Enrollment	Attendance Rate	Percent Non-Minority	Percent Female	Percent Free/Reduced Lunch	Percent Special Education	Graduation Rate	Percent College/Career Ready	ACT Composite	K-PREP Composite
Treatment School 6	1,465	93.7	93.0	49.4	53.0	10.1	90.1	55.5	18.5	39.3
Control School 6a	600	94.0	89.5	48.3	51.2	8.5	89.5	65.5	19.6	53.3
Control School 6b	799	93.3	94.4	46.3	54.8		92.3	66.3	18.8	40.2
Treatment School 7	1,031	91.8	94.8	48.0	57.6	8.4	89.6	56.9	19.4	41.0
Control School 7a	1,290	94.7	98.1	50.0	45.87.9		93.5	74.5	20.2	53.4
Control School 7b	1,019		59.7	50.6	82.1	12.7		35.2	16.0	20.8
Treatment School 8	537	94.4	60.9	50.7	65.58.2	10.8	85.5	45.7	19.0	39.9
Control School 8a	210	86.4	94.8	52.4	55.7		96.9	56.8	17.7	36.3
Control School 8b	1,050		63.2	50.6	60.5	6.8	93.3	59.8	18.5	43.0
Treatment School 9	603	94.6	87.6	51.1	51.610.5	11.6	88.8	64.1	18.7	42.5
Control School 9a	852	94.0	96.8	47.4	70.4	12.6	87.5	51.7	17.6	29.7
Control School 9b	1,250	94.0	95.6	49.2	49.1		96.3	57.4	19.2	47.8

Note. Each treatment school is listed first, shaded and in **bold** text, with the control schools ordered based on the closeness of the propensity score match to the respective treatment school. Pseudonyms are used to protect the identity of individual schools.

Baseline and Outcome Confirmatory Measures

The Kentucky Department of Education (KDE) provided CREP with student-level data files that contained a student ID number, 8th grade student demographics, and the associated baseline and outcome data for each special education student in the treatment and control schools. Additionally, Get the Picture?! (GTP) program personnel provided CREP with a list of student numbers representing students who received GTP services during the project. CREP used the GTP student lists to ensure we received the correct treatment student outcome data from KDE. As a result, three GTP students who were not in the KDE files were deleted.

The initial sample size consisted of 246 possible GTP treatment and 832 possible control students. After deleting students with alternative diplomas and missing baseline or outcome data, there were a total of 93 GTP 9th grade treatment students and 345 9th grade control students available for analysis. For the **confirmatory analyses**, there were two outcome variables in two different outcome domains:

- Transition Ready, a binary “Yes”/“No” variable [Transition Readiness domain], and
- The cumulative number of in-school suspensions (a continuous variable) [Self-management behaviors domain]

As there were two different outcomes in two different domains (one outcome per domain), no adjustments were made for multiple comparisons. As shown in **Appendix A**, a student was flagged by KDE as Transition Ready if they (a) earned a high school diploma by meeting/exceeding the Kentucky Minimum High School Graduation Requirements and (b) met the KDE requirements for either Academic or Career Readiness. It should be noted that the What Works Clearinghouse (WWC) considers these types of outcomes, which include standardized tests outcomes measured using administrative data to be reliable (What Works Clearinghouse, 2020). Baseline equivalence was determined using variables measured when students in the analytic sample were in 8th grade. The pretest variable for the **cumulative in-school suspensions** outcome was the total number of 8th grade in-school suspensions. As there was not a natural pretest for the **Transition Ready** outcome, the pre-intervention measure of academic performance or achievement was determined by selecting the ACT EXPLORE subtest (Rhetorical Skills) with the strongest correlation (point biserial) with the Transition Ready outcome ($r_{pb} = 0.11, p = .027$), which was used in combination with the pre-intervention measure of special education eligibility (IEP) as the Transition Ready pretest measures.

Analytic Approach

Confirmatory Outcomes

For the confirmatory analyses, outcome data were examined using two-level Hierarchical Linear Models (HLM) (for Cumulative In-School Suspensions) and Hierarchical Generalized Linear Models (HGLM) (for Transition Ready) to account for the nested structure of the data (i.e., students nested within schools). In addition to the baseline pretest covariates (EXPLORE Rhetorical Skills and IEP or 8th Grade in-school suspensions), each model included the 8th grade demographic binary covariates for female status, minority status, and Free/Reduced Priced Lunch (FRL) status. To be included in the confirmatory analyses, GTP and control students had to have both baseline and outcome data in the KDE file (i.e., no missing data).

Statistical Model for Estimating Baseline Equivalence for Confirmatory Outcomes

The mixed model equation for the confirmatory baseline analysis is presented below, with results presented in **Table 4**.

$$8^{\text{th}} \text{ Grade EXPLORE and IEP or Suspensions}_{ij} = \gamma_{00} + \gamma_{01} * \text{Group}_j + u_{0j} + r_{ij}$$

Statistical Model for Estimating Confirmatory Outcome Impacts

The mixed model equations for the confirmatory outcome analyses are presented below, with results presented in **Table 5**.

Transition Ready Outcome¹

$$\begin{aligned} \eta_{ij} = & \gamma_{00} + \gamma_{01} * Group_j \\ & + \gamma_{10} * FEMALE8thGrade_{ij} \\ & + \gamma_{20} * MINORITY8thGrade_{ij} \\ & + \gamma_{30} * FRL8thGrade_{ij} \\ & + \gamma_{40} * EXPLORE Rhetorical Skills_{ij} \\ & + u_{0j} \end{aligned}$$

Cumulative Suspensions Outcome

$$\begin{aligned} CumulativeSuspensions_{ij} = & \gamma_{00} + \gamma_{01} * Group_j \\ & + \gamma_{10} * FEMALE8thGrade_{ij} \\ & + \gamma_{20} * MINORITY8thGrade_{ij} \\ & + \gamma_{30} * FRL8thGrade_{ij} \\ & + \gamma_{40} * ISS8thGrade_{ij} \\ & + u_{0j} + r_{ij} \end{aligned}$$

Study Results

Confirmatory Outcome Impacts

As shown in **Table 4**, there were no statistically significant ($p < 0.05$) or nonequivalent effect size differences (i.e. $g > 0.25$) between 9th grade cohort GTP treatment and control students at baseline for either the EXPLORE Rhetorical Skills subtest, the 8th grade total number of in-school suspensions, or the 8th grade percent of special education students. However, both impact analyses adjusted for the baseline covariates (except IEP), particularly as the effect size for 8th grade suspensions was in the range for statistical adjustment to satisfy the baseline equivalence requirement ($0.05 < |Baseline ES| \leq 0.25$).

Table 4. Confirmatory 9th Grade Cohort Outcomes Baseline Equivalence Assessment

Measure	Comparison Group			Treatment Group			Treatment control difference	Standardized difference (g)
	Sample size	Mean	(SD)	Sample size	Mean	(SD)		
EXPLORE Rhetorical Skills	345	5.35	(1.65)	93	5.28	(1.61)	-0.07	0.01
8 th Grade Number of Suspensions	345	0.80	(2.42)	93	.42	(1.09)	-0.38	-0.19
8 th Grade Percent Special Education	345	100%	NA	93	100%	NA	0	0.0

* $p < 0.05$

¹ IEP was not included as a covariate for the Transition Ready outcome since all treatment and control students were classified as receiving IEP services.

As shown in **Table 5**, GTP treatment students were statistically significantly more likely ($p < 0.05$) to be Transition Ready compared to control students. An odds ratio of 2.15 indicated that GTP students were more than twice as likely to achieve Transition Readiness status compared to control students. In addition, the effect size ($CIES = 0.46$) indicated that GTP students achieved Transition Readiness status at a rate better than 68% of control students. However, there was no statistically significant difference between GTP treatment and control students in the Cumulative Number of Suspensions.

Table 5. Confirmatory 9th Grade Cohort Outcomes Impact Analysis Results

Outcome measure	Comparison Group			Treatment Group			Treatment – control difference	Standardized difference (g)	p value
	Sample size	Mean	(SD)	Sample size	Model-adjusted mean	(SD)			
Transition Ready	345	23%	NA	93	39%	NA	16%	0.46	0.03*
Cumulative Suspensions	345	4.26	(8.56)	93	3.33	(4.53)	-0.93	-0.12	0.17

* $p < 0.05$; Note: Analyses included 9 treatment and 17 control schools

Summary

Overall, after four years of implementation, Get the Picture?! was able to demonstrate a statistically significant positive impact on the Transition Readiness of participating 9th grade cohort students compared to controls. Treatment students had statistically significantly higher odds of being Transition Ready, and were more than twice as likely to achieve Transition Readiness status compared to control students. However, while the confirmatory study showed the intervention was also able to reduce the total number of in-school suspensions for treatment students relative to controls, the outcome was indeterminate (i.e., not statistically significant).

References

What Works Clearinghouse (2020). *Standards handbook (Version 4.1)*. Washington, DC: Author.
Retrieved from <https://ies.ed.gov/ncee/wwc/Docs/referenceresources/WWC-Standards-Handbook-v4-1-508.pdf>

Appendix A: Revised Transition Readiness Standards





Transition Readiness

Student Expectations for Transition Readiness

High School Diploma
 Earn a high school diploma by meeting/exceeding the Kentucky Minimum High School Graduation Requirements

AND
Meet Requirements of Academic or Career Readiness

 Academic Readiness	 Career Readiness	English Language Readiness (only required for English Learners)
<ul style="list-style-type: none"> ✓ Benchmarks, determined by Council on Postsecondary Education (CPE) on a college admissions exam or college placement examination; OR ✓ A grade of C or higher in each course on 6 hours of KDE-approved dual credit; OR ✓ A score of 3+ on exams in 2 Advanced Placement courses; OR ✓ A score of 5+ on 2 exams for International Baccalaureate courses; OR ✓ Benchmarks on 2 Cambridge Advanced International examinations; OR ✓ Completing a combination of academic readiness indicators listed above. <ul style="list-style-type: none"> • Demonstration of academic readiness shall include one quantitative reasoning or natural sciences and one written or oral communication, or visual and performing arts; or humanities; or social and behavioral sciences learning outcomes. 	<ul style="list-style-type: none"> ✓ Receiving an Industry Certification (<i>Approved by the Kentucky Workforce Innovation Board on an annual basis</i>); OR ✓ Scoring at or above the benchmark on the Career and Technical Education End-of-Program Assessment for articulated credit; OR ✓ A grade of C or higher in each course on 6 hours of KDE-approved Career and Technical Education dual credit; OR ✓ Completing a KDE/Labor Cabinet- approved apprenticeship; OR ✓ Completing a KDE-approved alternate process to verify exceptional work experience. 	<ul style="list-style-type: none"> ✓ Meeting exit criteria for English language proficiency assessment (Overall composite of a 4.5 on a Tier B/C) for any student who received English Language services during high school. <ul style="list-style-type: none"> • English Language Learners are included in academic and career readiness in addition to English Language Readiness.

Note: Students participating in the alternate assessment program and earning an alternate diploma will have criteria for Transition Readiness based on alternate assessment requirements and employability skills attainment.

Please contact the Office of Standards, Assessment and Accountability (OSAA) if there are any questions:

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Appendix B: Fidelity of Implementation Final Report

Get the Picture?!

Fidelity of Implementation Final Report

Roland O'Daniel, PhD. CTL



Introduction

The four-year implementation began in 2015. Work with students began with the confirmatory cohort as freshmen and expanded to include all four classes through the spring of 2019. For the purposes of this Fidelity of Implementation report, data is at the project level for each year and not solely for the confirmatory cohort. The purpose of the implementation evaluation was to:

- Establish efficacy of the Get the Picture?! Intervention model in ensuring that students with disabilities graduate from high school ready for college and career,
- Meet WWC evidence standards, and
- Provide ongoing feedback on fidelity of implementation, allowing GRREC to refine the intervention model in order to meet project goals.

Fidelity of implementation visits to sites were completed with in-person visits in years 1 and 2 and virtual visits in years 3 and 4. The same data was collected during all four implementation visits to each site. The visits contained focus groups of randomly selected students and teachers, interviews with administration, and randomly selected observations of student and strategist sessions. Site visits were conducted between February and May across all participating schools each year. Additional data were collected and shared through a secured network. Visits were conducted by the following CTL staff: Dr. Roland O'Daniel, Dr. Ashley Perkins, and Ms. Rita Messer. This report outlines Get the Picture's progress toward reaching fidelity of implementation across the Key Components and activities as outlined in the Get the Picture logic model and fidelity of implementation matrix.

The report will follow the outline provided by NEi3 Criteria and Procedures. The report begins with an analysis of each key component, the logic model developed during the beginning of the project, and is followed by the fidelity of implementation matrix which identifies each indicator within each component.

Key Component Analysis

Needs Assessment

During the first nine weeks of each project year, all districts conducted a needs assessment to review strategist training and expectations, student enrollment and success plans, and monitoring interactions with students. Data retreats were conducted for all schools, which consisted of one day of data analysis.

All schools had an Initial Implementation plan in place with updates made regarding yearly plans to meet project goals. By the end of January each year, all districts had conducted follow-up meetings and updated plans with progress indicators toward meeting the yearly goals.

Culture Survey

Each year, surveys were conducted for students, parents, and faculty. Evidence in coaching logs, school implementation plans, and PD offerings indicate data from the surveys impacted professional learning and supports offered through the project during year two through four of implementation.

In years one through three, there is an alignment between participating students across the different components of the grant. Evaluators have proxy IDs for students from Student Success Plans (SSP) and from Strategist logs (CCR). From the SSP and CCR lists, obvious typos were removed (too many or too few digits) and IDs readily identified as a typo were modified (i.e. 2129659755 appears only once and no other IDs end in 755, this ID was modified to an existing student ID 2120659755) and included in the counts. In addition, CCR coaches included students who transferred in or transferred out, which in most cases aligned with the end of services or the initiation of services to avoid identifying those students as underserved. When transfer dates did not align with services provided, those students were kept in the data. In Table B2 below, two districts have perfect alignment between the two lists. Some discrepancy of alignment is expected as students move in and out of a school for a variety of reasons. It was established that a 10% difference would allow for these changes in services provided. With that level of error, nine of nine districts met fidelity for this component over the course of the project.

For the Student Success Plans that were completed, recorded, and revised, all nine districts met fidelity. Plans were revised for most students more often than expected, indicating continued usage of the Student Success Plans to support updating of student aspiration.

Table B1. Expectations for Strategist-Student Interactions for 2018-19 School Year

Expectations for Student Interactions by Month		
	Actual	Expected
September	4	3
October	4	3
November	3	2
December	2	1
January	4	3
February	4	3
March	4	3
April	3	3
May	3*	1
Total Expected Interactions		22

**Some districts in Kentucky ended school earlier than the third week of May with classes not meeting regularly during the last two weeks.*

Table B2. Analysis of Student Count Data

	Not Aligned	Total Count	% Missing	SSP Count	% Missing
District 1					
SSP	3	37	8%	0	0%
Strat	8	31	26%		
District 2					
SSP	0	29	0%	0	0%
Strat	0	29	0%		
District 3					
SSP	1	44	2%	0	0%
Strat	5	40	13%		
District 4					
SSP	0	57	0%	1	2%
Strat	8	49	16%		
District 5					
SSP	0	48	0%	0	0%
Strat	0	48	0%		
District 6					
SSP	0	41	0%	0	0%
Strat	24	17	141%		
District 7					
SSP	1	18	6%	0	0%
Strat	0	19	0%		
District 8					
SSP	0	34	0%	0	0%
Stat	0	34	0%		
District 9					
SSP	0	40	0%	0	0%
Strat	0	40	0%		

For the purposes of clarification, College and Career Readiness (CCR) coaches are the project staff assigned to each district to support project implementation, and strategists are school-level staff that interact with students for ten minutes each week.

Program Supports for the CCR Coach

In both key components associated with CCR Coach support, coaches identified training and collaboration as a strength of the project that allowed coaches to solve implementation issues in their districts as they arose. During interviews, coaches expressed support for the goals of the project, the training they received, and the network the coaches created. During the first two years of implementation, there was an expressed desire for examples of instructional strategies to be more varied as most were mathematics-based, and much of the work coaches did with students was language based. The project created a more detailed and varied curriculum that allowed the CCR coach to provide to strategists an outline of activities that gave students greater understanding of how they could achieve the project goals, but still allowed strategists to have flexibility to support students as needs arose.

All coaches received training and monthly support meetings throughout the course of the project. Coaches indicated these meetings provided needed support and the opportunity for collaboration across the coaching network to identify solutions to barriers of implementation.

Teacher Participation

All nine schools offered Professional Development (PD) through the project. Teachers from all nine schools attended the professional learning opportunities at a rate that met the fidelity threshold. Teachers indicated that offered programming helped them understand how to support high poverty and special education students more effectively during classroom instruction.

Strategist Participation/Supports

The project met fidelity in both indicators for Strategist supports. During year 2 interviews, school-level strategists offered extensive support for the training provided. As with year 1, feedback was mixed. More than 50% of strategists liked the addition of the binder of activities they could use. There was significant feedback that the binder of activities was repetitive or not always applicable to their students (i.e. a sophomore male from a farming community did not want to draw as part of his meetings). Overall, strategists felt the materials were sufficient and the support the CCR coaches provided was excellent.

Table B3. Analysis of Strategist Meetings with Students Across the Four Years of Implementation

	District 1	District 2	District 3	District 4	District 5	District 6	District 7	District 8	District 9	Total
Unique Students	123	99.5	138	198	155	109	57	134	163	1176
Total Mtgs	3110	2340.5	3926.5	5355.5	4671.5	2963.5	1443.5	2954.5	4239.5	31005
Total Ave	25.4	23.5	28.5	27.0	30.1	27.2	25.3	22.0	26.0	26.4
Std. Met 22	82	64	117	163	140	89	40	79	125	896
% Meeting Fidelity	67%	64%	84%	82%	90%	82%	69%	59%	76%	76%

An indicator for this component is that CCR coaches will gradually release meetings with students to school-level strategists to promote sustainability of this project in years 3 and 4. Data indicates that CCR coaches in six of nine districts continued to release responsibility for observations. CCR Coach-led sessions declined by approximately 57% from year 2 through year 4. Table B4 below provides data for year 4 (2018-19 school year).

Table B4. Analysis of Interactions by CCR Coach

CCR Coach	District	CCR Count	Total Count	Year 4, % of Interactions	Year 3, % of Interactions
CCR Coach 1	District 9	1243	103	8%	13%
CCR Coach 2	District 8	947	156	16%	17%
CCR Coach 2	District 7	574	58	10%	12%
CCR Coach 3	District 6	511	No CCR Coach in district		
CCR Coach 4	District 5	1503	130	9%	9%
CCR Coach 5	District 4	1770	95	5%	6%

CCR Coach 6	District 3	1208	377	31%	6%
CCR Coach 7	District 2	830	248	30%	26%
CCR Coach 8	District 1	692	202	29%	34%
	Total	8767	1369	15%	13%

Community and Family Engagement

School-based Support Team (SBST) meetings were conducted as expected and included an administration representative. This indicator was met with fidelity. All nine schools documented at least two family activities during the 2018-19 school year. In fact, family engagement activities expanded to average seven events per school.

Career Exploration field trips were documented for all nine schools. During interviews with students and school-level strategists, they identified going on trips to visit a variety of colleges, including schools across the region (i.e., University of Kentucky, University of Louisville, Murray State University, Western Kentucky University, Southcentral Community & Technical College, Somerset Community College, etc.). Students spoke about visits to industry or work placement in support of the goals of the project (stronger connection to a career pathway). Documentation showed an above project average of opportunities for career explorations and college visits. In all, 29 College and Career Exploration trips occurred with all but one district taking more than two trips.

All nine schools achieved documented levels of parent contact that met fidelity during the 2018-19 school year. The table below (Table B5) shows the number of events and average interaction rate with parents.

Table B5. Parent/Community Events with Student/Parent Participation

District	Community Events	% Student/Parent Participation
District 9	9	70%
District 8	7	35%
District 7	7	42%
District 6	7	59%
District 5	7	79%
District 4	6	57%
District 3	8	45%
District 2	8	30%
District 1	5	50%
Average	7	52%

Figure B1: Logic Model: Dev84

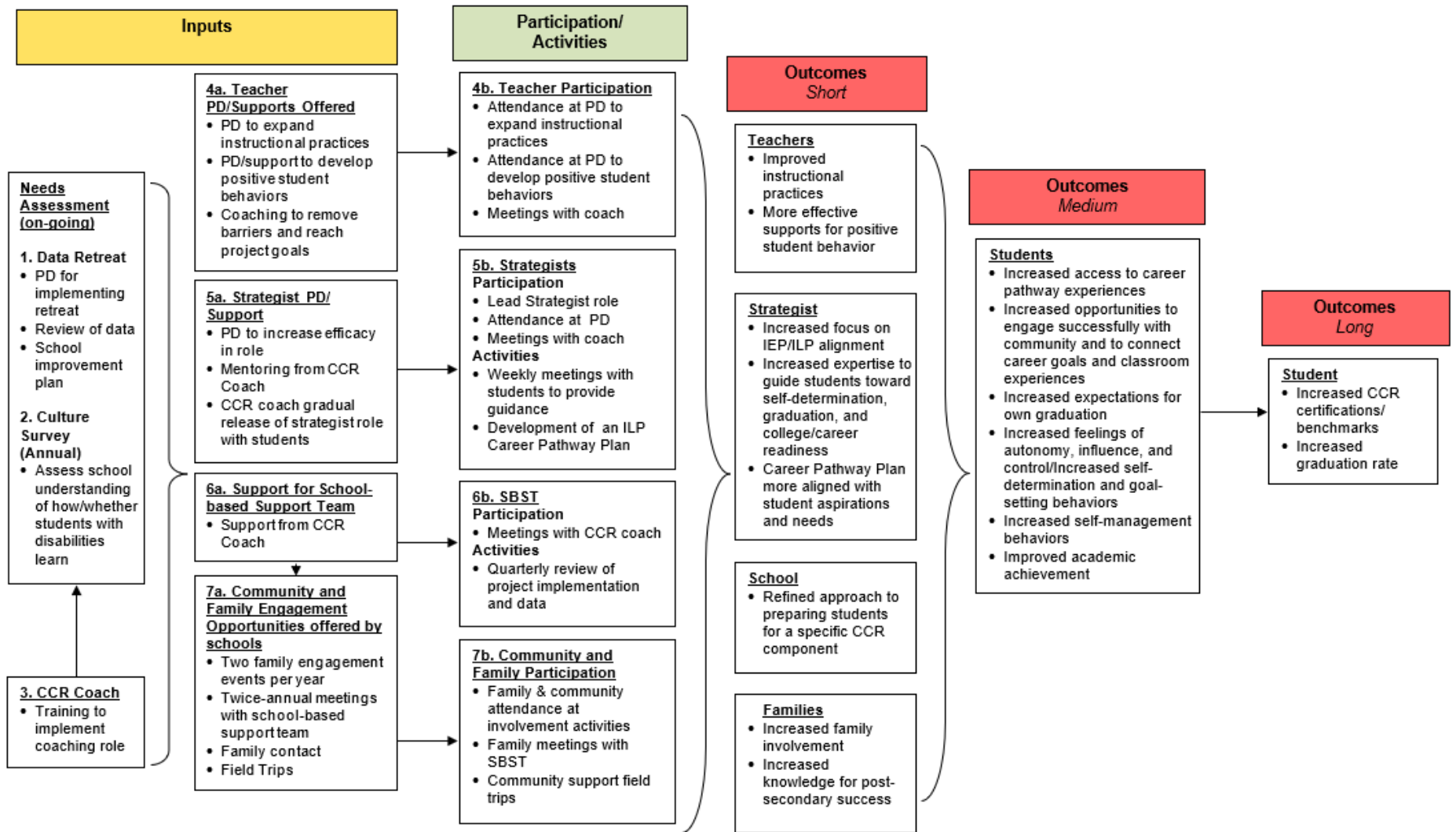


Table B6. Fidelity of Implementation Matrix for Four Years of Implementation, Scores for the 2018-19 School Year

Indicators	Definition	Unit of implementation	Score for levels of implementation at unit level	Fidelity Score	Note on Implementation
Key Component 1= Needs Assessment					
Data Retreat: Initial training	Summer (initially 3 day, subsequent years 1 day) leadership team, including school principal, and counselor data analysis session	School	0 (low) = 0-1 days of attendance by leadership team (including school principal and counselor) 1 = (moderate) 2 days attendance 2 (high) = full attendance (3 days initially, 1 day subsequent years)	School 1 2 School 2 2 School 3 2 School 4 2 School 5 2 School 6 2 School 7 2 School 8 2 School 9 2	9 of 9 Schools participated in initial data retreat with moderate and high attendance
Initial Implementation Plan	Summer leadership team data analysis session	School	0 (low) = score of 1-2 on document review tool rubric scale 1 (moderate) = score of 3 2 (high) = score 4-5	School 1 2 School 2 2 School 3 2 School 4 2 School 5 2 School 6 2 School 7 2 School 8 2 School 9 2	9 of 9 Schools have Implementation Plans that meet the threshold of high on Document Review Tool.
Follow-up Implementation Plan	0.5 day Assessment of progress/ refinement, during school year	School	0 (low) = score of 1-2 on revised document review tool rubric scale 1 (moderate) = score of 3 2 (high) =score of 4-5	School 1 2 School 2 2 School 3 2 School 4 2 School 5 2 School 6 2 School 7 2 School 8 2 School 9 2	9 of 9 Schools have revised Implementation Plans that meet the threshold of moderate on the Document Review Tool
All indicators			Project fidelity score range: 0 – 6	School 6 2015-16 9 of 9 schools score 6 2016-17 9 of 9 schools score 6 2017-18 9 of 9 schools score 6 2018-19 9 of 9 schools score 6	2015-16 Project met fidelity 2016-17 Project met fidelity 2017-18 Project met fidelity 2018-19 Project met fidelity

Indicators	Definition	Unit of implementation	Score for levels of implementation at unit level	Fidelity Score	Note on Implementation
Key Component 2 = Culture Survey					
Teacher Culture Review Survey	Teacher survey	Teacher	0 = Teacher does not complete survey 1 = Teacher completes survey	School 1 1 School 2 1 School 3 1 School 4 1 School 5 1 School 6 1 School 7 1 School 8 1 School 9 1	9 of 9 Schools meet the criteria for high school fidelity with at least 75% of teachers taking the survey.
Student Culture Review Survey	Student survey	Student	0 = Student does not complete survey 1 = Student completes survey	School 1 1 School 2 1 School 3 1 School 4 1 School 5 1 School 6 1 School 7 1 School 8 1 School 9 1	All 9 Schools meet the criteria for high school fidelity with at least 75% of students taking the survey.
Input Record Review	Record Review of IEP, ILP – GRECC reviews IEPs at the school level – holistically	Student	0 = student record is not reviewed in 1 st review cycle 1 = student record is reviewed in 1 st review cycle	School 1 1 School 2 1 School 3 1 School 4 1 School 5 1 School 6 1 School 7 1 School 8 1 School 9 1	9 of 9 Schools received a score of 1. Alignment between Strategist Records and SSP records is reported in Table 2
Input Record Review 2	Lead strategist reviews ILP, CP, and Schedule alignment	Student	0 = student record is not reviewed in 2 nd review cycle 1 = student record is reviewed in 2 nd review cycle	School 1 1 School 2 1 School 3 1 School 4 1 School 5 1 School 6 1 School 7 1 School 8 1 School 9 1	9 of 9 Schools received a score of 1 for reviews of SSP that were initially completed.
			Project fidelity score range: 0 – 4	School 4 2015-16 9 of 9 schools score 4 2016-17 6 of 9 schools score 4	2015-16 Project met fidelity 2016-17 Project did not meet fidelity 2017-18 Project met fidelity

Indicators	Definition	Unit of implementation	Score for levels of implementation at unit level	Fidelity Score	Note on Implementation
				2017-18 9 of 9 schools score 4 2018-19 9 of 9 schools score 4	2018-19 Project met fidelity
Key Component 3a = Program Supports for the CCR Coach					
Initial Coach Training (year 1 only)	5 day initial training of coach by the program	Project	0 = project does not provide initial 5-day coach training 1 = project provides initial 5-day coach training	Project 1	The initial training for coaches occurred during summer of 2015
On-going Coach Training	1 day/month training of coach by the program	Project	0 = project does not provide monthly ongoing coach training 1 = project provides monthly ongoing coach training (9 training sessions over year)	Project 1	On-going training delivered effectively, based on interviews with CCR coaches as issues arose. Project addressed supports as needed.
All			Year 1 Project fidelity score range 0 – 2	Project 2 2015-16 project score 2 2016-17 project score 2 2017-18 project score 2 2018-19 project score 2	2015-16 Project met fidelity 2016-17 Project met fidelity 2017-18 Project met fidelity 2018-19 Project met fidelity
Key Component 3b = Coach Participation in PD					
Initial Coach Training (year 1 only)	5 day initial training of coach by the program	Coach	0 = coach attends 1-3 days of the 5-day initial coach training 1 = coach attends 4 days of the 5-day initial coach training 2 = coach attends 5 days of the 5-day initial coach training	Year 1, project 2	
On-going Coach Training	1 day/month training of coach by the program	Coach	0 = coach participates 0-65% of ongoing monthly training sessions 1 = coach participates in >65% of ongoing monthly training sessions	Project 1	All 7 coaches received on-going training with fidelity
All			Year 1 Fidelity score range 0 – 3 Year 2-4 Fidelity score range 0-1	Project 1 2015-16 project score 3 2016-17 project score 2 2017-18 project score 2 2018-19 project score 2	2015-16 Project met fidelity 2016-17 Project met fidelity 2017-18 Project met fidelity 2018-19 Project met fidelity
Key Component 4a = School/Program Supports for Teachers					

Indicators	Definition	Unit of implementation	Score for levels of implementation at unit level	Fidelity Score	Note on Implementation
Teacher PD	School provides PD (based on needs assessment)	School	0: PD not delivered by school 1: PD delivered by school	School 1 1 School 2 1 School 3 1 School 4 1 School 5 1 School 6 1 School 7 1 School 8 1 School 9 1	All 9 Schools offered PD
Coaching support for teachers	On-going coaching support for teachers from CCR coach provided by project	Project	0: Less than 75% of project teachers indicate that they were offered coaching support 1: At least 75% of project teachers indicate that they were offered coaching support	School 1 1 School 2 1 School 3 1 School 4 1 School 5 1 School 6 1 School 7 1 School 8 1 School 9 1	All 9 Schools offered coaching support
All			Project fidelity score range: 0 – 2	Project 2 2015-16 project score 2 2016-17 project score 2 2017-18 project score 2 2018-19 project score 2	2015-16 Project met fidelity 2016-17 Project met fidelity 2017-18 Project met fidelity 2018-19 Project met fidelity
Key Component 4b = Teacher Participation					
Teacher PD	Teacher uptake of PD (Duration determined by needs assessment for each school)	School	School fidelity 0: < 25% of teachers are high fidelity 1: 25 – 69% of teachers are high fidelity 2: at least 70% of teachers are high fidelity	School 1 1 School 2 1 School 3 1 School 4 1 School 5 2 School 6 1 School 7 1 School 8 1 School 9 1	9 of 9 Schools received a fidelity score of 1
Meetings with CCR Coach	Teachers identify receiving coaching support from CCR coaches	School	School fidelity 0: < 25% of teachers are high fidelity 1: 25 – 50% of teachers are high fidelity	School 1 1 School 2 1 School 3 1 School 4 1 School 5 1 School 6 1	9 of 9 Schools scored a 1

			2: >50% of teachers are high fidelity	School 7 1 School 8 1 School 9 1	
All			Project fidelity score range = 0-2 High fidelity school = 2	School 2 2015-16 5 of 9 schools score ≥2 2016-17 6 of 9 schools score ≥2 2017-18 9 of 9 schools score ≥2 2018-19 9 of 9 schools score ≥2	
Key Component 5a = Program Supports for Strategist					
Initial strategist PD	Initial training for strategist provided by the project virtually and available via recording for viewing as needed	Project	0: training provided for no/only some strategists 1: Training provided to all strategists	Project 1	Meets fidelity score
Strategist Coaching	Ongoing project support for strategists as they refine implementation of treatment program	Project	0: strategist coaching not offered 1: strategist coaching offered	Project 1	Meets fidelity score
Gradual release of student meetings from coach to strategist (Years 3 and 4 only)	CCR coaches transfer strategist role responsibilities to the strategists over the last two years of the grant	Project	0 = >30% of strategists' student load assigned to coaches 1 = 10-30% of strategists' student load assigned to coaches 2 = <10% of strategists' student load assigned to coaches	Project 1	
All			High fidelity project = score of	Project 3 2015-16 project score 2016-17 project score 2017-18 project score	

Indicators	Definition	Unit of implementation	Score for levels of implementation at unit level	Fidelity Score	Note on Implementation
Key Component 5b = Strategist Participation/Activities					
Strategist PD	Uptake of initial PD by Strategist (Duration determined by needs assessment for each school)	Strategist	School fidelity 0: < 25% of strategists with score of 1 1: 25 – 74% of strategists with score of 1 2: at least 75% of strategists with score of 1	School 1 2 School 2 2 School 3 2 School 4 2 School 5 2 School 6 2 School 7 2 School 8 2 School 9 2	9 of 9 Schools meet fidelity score of 2 at the School level
Strategist Coaching	Strategist uptake of ongoing project support for strategists as they refine implementation of treatment program	Strategist	School fidelity 0: < 25% of strategists with score of 1 1: 25 – 74% of strategists with score of 1 2: at least 75% of strategists with score of 1	School 1 2 School 2 2 School 3 2 School 4 2 School 5 2 School 6 2 School 7 2 School 8 2 School 9 2	9 of 9 Schools meet fidelity score of 2 at the School level.
Weekly Meetings with students	Strategist meets with each student for 10 minutes/week	Strategist	0=Strategist meets with < 25% of assigned students for 10 minutes 3 times/month or more 1 = Strategist meets with 25-75% of assigned students for 10 minutes 3 times/month or more 2= Strategist meets with >75% of assigned students for 10 minutes 3 times/month or more	Student Level 2 = 304 students (79%) 1 = 62 students (16%) 0 = 19 students (5%) School Level School 1 1 (61%) School 2 2 (79%) School 3 2 (79%) School 4 2 (91%) School 5 2 (92%) School 6 1 (39%) School 7 2 (94%) School 8 2 (85%) School 9 2 (93%)	7 of 9 Schools meet fidelity score of 2 at the school level.
Career Pathway Plans	Strategist develops a document with student career/education goals and plan to achieve goals	Strategist	School fidelity 0= <25% strategists score 1 or 2 1=25-75% strategists score 1 or 2 2=>75% strategists score 1 or 2	School 1 2 School 2 2 School 3 2 School 4 2 School 5 2 School 6 2 School 7 2	Meets fidelity

Indicators	Definition	Unit of implementation	Score for levels of implementation at unit level	Fidelity Score	Note on Implementation
				School 8 2 School 9 2	
All			Project fidelity score range = 0-8 High fidelity school = 8 across 4 indicators	2015-16 0 of 9 schools score 8 2016-17 0 of 9 schools score 8 2017-18 0 of 9 schools score 8 2018-19 7 of 9 schools score 8	2015-16 Project did not meet fidelity 2016-17 Project did not meet fidelity 2017-18 Project did not meet fidelity 2018-19 Project met fidelity
Key Component 6a= Program Support for School-based Support Team					
Support from CCR coach	Program provides sufficient trained coaches for supporting all SBSTs	Project	0 = at least one project school was not provided with a coach for the SBST 1 = all project schools were provided with a coach for the SBST	Project 1	Meets fidelity
Key Component 6b= Participation/Activities of School-based Support Team					
Quarterly Review Mtgs with CCR Coach.	Coach meets with SBST monthly to review data and project implementation in the school (approx. 30 minutes)	School	0: SBST meets 2 times a year or less with Coach 1: 3 meetings a year 2: 4+ meetings a year	School 1 2 School 2 2 School 3 2 School 4 1 School 5 2 School 6 2 School 7 2 School 8 2 School 9 2	Meets fidelity
Quarterly review of project implementation and data	SBST meets monthly and reviews implementation concerns and data	School	0: SBST holds 1-2 meetings per year to review implementation 1: 3 meetings per year 2: 4+ meetings per year	School 1 2 School 2 2 School 3 2 School 4 2 School 5 2 School 6 2 School 7 2 School 8 2 School 9 2	Meets fidelity

Indicators	Definition	Unit of implementation	Score for levels of implementation at unit level	Fidelity Score	Note on Implementation
			High fidelity school = score of 2, with each indicator with a score of ≥ 1	2015-16 9 of 9 schools score ≥ 2 2016-17 9 of 9 schools score ≥ 2 2017-18 9 of 9 schools score ≥ 2 2018-19 9 of 9 schools score ≥ 2	2015-16 Project met fidelity 2016-17 Project met fidelity 2017-18 Project met fidelity 2018-19 Project met fidelity
Key Component 7a = Community and Family Engagement Opportunities Provided by Schools					
Parent Engagement Activities	School implements 2 family engagement activities per year	School	0 = 0-1 parent engagement activity per year 1 = 2 or more parent engagement activities per year	School 1 1 School 2 1 School 3 1 School 4 1 School 5 1 School 6 1 School 7 1 School 8 1 School 9 1	Meets fidelity
SBST Meetings with Families/Community	SBST participates in 2 meetings per year with family and community	School	0= SBST participated in no meetings with parents/year 1 = SBST participated in 1 meeting with parents 2= SBST participated in 2+ meetings with parents	School 1 1 School 2 1 School 3 1 School 4 1 School 5 1 School 6 1 School 7 1 School 8 1 School 9 1	Meets fidelity
Family Contact	School staff has contact with family through intentional outreach	School	0:0-33% parents report > 4 contacts from school 1: 34-66% parents report >4 contacts from school 2: >66% of parents report >4 contacts from school	School 1 2 School 2 2 School 3 2 School 4 2 School 5 2 School 6 2 School 7 2 School 8 2 School 9 1	9 of 9 Schools meet fidelity score of at least a 1
Field Trips	School organizes field trips for students to tech ctrs and colleges	School	0 = school organizes 0-1 field trips 1 = school organizes 2-3 field trips	School 1 0 School 2 2 School 3 2 School 4 0	7 of 9 meet fidelity with at least a 1.

Indicators	Definition	Unit of implementation	Score for levels of implementation at unit level	Fidelity Score	Note on Implementation
			2 = school organizes 4 or more field trips	School 5 2 School 6 2 School 7 2 School 8 1 School 9 1	
			school = score 3 or higher, with score of at least 1 on all indicators	2015-16 7 of 9 schools score ≥ 3 with at least a 1 in each indicator 2016-17 8 of 9 schools score ≥ 3 with at least a 1 in each indicator 2017-18 7 of 9 schools score ≥ 3 with at least a 1 in each indicator 2018-19 7 of 9 schools score ≥ 3 with at least a 1 in each indicator	2015-16 Project met fidelity 2016-17 Project met fidelity 2017-18 Project met fidelity 2018-19 Project met fidelity
Key Component 7b. Community and Family Participation					
Attendance at involvement activities	Family attends events planned by school to support GTP initiatives	Family	School fidelity 0= 0-25% families score 1 1= 26-50% families score 1 2= >50% families score 1	School 1 2 School 2 2 School 3 2 School 4 2 School 5 2 School 6 2 School 7 2 School 8 2 School 9 2	9 of 9 Schools meet fidelity score of at least a 1
Field Trips	School community supports school career pathways field trips	School	0 = school has no community connections to any field trips 1 = school has community connections to at least one school field trip	School 1 1 School 2 1 School 3 1 School 4 1 School 5 1 School 6 1 School 7 1 School 8 1 School 9 1	Meets fidelity
			High fidelity school = score ≥ 2, at least a 1 for each indicator	2015-16 2 of 9 schools score ≥ 2 with at least a 1 in each indicator	2015-16 Project did not meet fidelity 2016-17 Project did not meet fidelity 2017-18 Project met fidelity 2018-19 Project met fidelity

Indicators	Definition	Unit of implementation	Score for levels of implementation at unit level	Fidelity Score	Note on Implementation
				2016-17 2 of 9 schools score ≥ 2 with at least a 1 in each indicator 2017-18 9 of 9 schools score ≥ 2 with at least a 1 in each indicator 2018-19 9 of 9 schools score ≥ 2 with at least a 1 in each indicator	