PaTTAN’s Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.
PDE’s Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Agenda

I. State Performance Plan (SPP)
II. State Systemic Improvement Plan (SSIP)
III. Theory of Action for SSIP
IV. Seven Strategies in the SSIP
Part I: State Performance Plan (SPP)

State Performance Plan (SPP)

- The SPP describes how Pennsylvania will implement the IDEA requirements and improve student results.
- The new SPP (2013-18) is built around 17 federally required indicators of compliance and performance.
- For each of the indicators, the SPP includes baseline performance data, and annual targets.
- New Indicator: SSIP
School Age Compliance Indicators

- Targets are preset by OSEP at 100% compliance
- States cannot modify targets

| 4B: Suspensions and Expulsions by Race/Ethnicity | 10: Disproportionate Representation by Race/Ethnicity/Disability |
| 9: Disproportionate Representation by Race/Ethnicity | 11: Timely Initial Evaluations |

| 13: Secondary Transition |

School Age Results Indicators

- States set targets with stakeholder input
- Targets must be measurable and rigorous

| 1: Graduation rate * | 8: School-Facilitated Parent Involvement |
| 2: Dropout rate | 14: Post-School Outcomes |
| 3: Participation and Performance * on Statewide Assessments | 15: Resolution Session Outcomes |
| 4A: Suspensions and Expulsions | 16: Mediation Session Outcomes |
| 5: Educational Settings for School Age Students |

* targets are set by PDE under ESEA
Part II: State Systemic Improvement Plan (SSIP)

Why a new indicator?

The attention has shifted from 30 years of federal government focusing on compliance to improving outcomes for all children and youth.

Accountability exists at multiple levels: state, LEAs, building/school
## New Terminology

<table>
<thead>
<tr>
<th>SSIP</th>
<th>State Systemic Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• A comprehensive, multi-year plan that focuses on improving results for students with disabilities.</td>
</tr>
<tr>
<td></td>
<td>• Due April 1, 2015 to USDE.</td>
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<table>
<thead>
<tr>
<th>SIMR</th>
<th>State-Identified Measurable Result</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>RDA</th>
<th>Results Driven Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• OSEP Federal Monitoring Initiative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theory of Action</th>
<th>Graphic illustration of SSIP</th>
</tr>
</thead>
</table>

## SSIP Activities by Phase

<table>
<thead>
<tr>
<th>Year 1 - FFY 2013</th>
<th>Year 2 - FFY 2014</th>
<th>Years 3-6 FFY 2015-18 Feb 2017- Feb 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivered by April 2015</td>
<td>Delivered by Feb 2016</td>
<td>Feb 2017- Feb 2020</td>
</tr>
</tbody>
</table>

### Phase I Analysis
- Data Analysis
- Identification of the Focus for Improvement (SIMR)
- Analysis of Infrastructure
- Coherent Improvement Strategies
- Theory of Action

### Phase II Plan
- Infrastructure Development
- Support for LEAs in Implementing Evidence-Based Practices
- Evaluation Plan

### Phase III Evaluation
- Results of Ongoing Evaluation
- Extent of Progress
- Revisions to the SPP
State Identified Measurable Result (SIMR)

- The focus selected for Pennsylvania's SIMR for the new SPP is to increase the graduation rates of students with disabilities.
- The SIMR was selected in collaboration with multiple stakeholders.

Part III: Pennsylvania SSIP Theory of Action
SSIP Process for Supporting Schools

Early Warning System
Attendance, Behavior, Course Performance

Identification of Students with Disabilities who are Off-Track

Development of Plan
For those Students with Disabilities who are Off-track
SSIP Intervention Framework

The Intervention Framework developed by the National Dropout Prevention Center for Students with Disabilities will be used for the SSIP. This framework has been successful in other states, LEAs, and schools.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Develop State and Local Leadership Teams</td>
</tr>
<tr>
<td>II</td>
<td>Use an Early Warning System to analyze data of students</td>
</tr>
<tr>
<td>III</td>
<td>Identify Target Areas for Intervention (based on the needs of students with disabilities at-risk)</td>
</tr>
<tr>
<td>IV</td>
<td>Develop Improvement Plan (or revise current improvement plan)</td>
</tr>
<tr>
<td>V</td>
<td>Implement, Monitor, and Evaluate</td>
</tr>
</tbody>
</table>

Part IV: Seven Strategies in the SSIP
SSIP Coherent Improvement Strategies

**Early Warning Systems (EWS)**

Strategy 1: Utilize data systems to identify, inform, monitor and increase the graduation rate of students with disabilities.

**Purposes of EWS Tools**

- Help schools organize, examine, analyze, and share data related to school completion
- Support schools in identifying needs and developing a local intervention plan… and later, in implementing and evaluating the plan
- Help schools identify at-risk youth and their potential needs for additional supports and tiered interventions
Factors Associated with Dropout

Individual Factors
- Educational History
- Attitudes and Behaviors
- Academic Skills
- Demographic Characteristics

Family Factors
- Family Structure
- Economic Circumstances
- Educational Aspirations
- Involvement in School

School Factors
- School Climate
- Discipline Policies
- Teaching Practices
- Relationships Between Students and Adults

Community Factors
- Community Resources
- Peer Group
- Role Models

Recommendations for Dropout Prevention

- Utilize data systems to identify students who are at-risk
- Assign adult advocates to students at risk
- Provide academic support and enrichment
- Implement interventions for improving behavior and social skills
- Personalize the learning environment
- Provide rigorous and relevant instruction

(Dynarski et al, 2008)
Key Indicators that Predict Student Success

1. Attendance
2. Behavior
3. Course Performance

At what point is a student considered off-track for graduation?

<table>
<thead>
<tr>
<th>EWS Metrics</th>
<th>Description</th>
<th>Calculation</th>
<th>Green</th>
<th>Yellow</th>
<th>Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Daily Attendance Rate</td>
<td>(Number of days student was in attendance during current school year/number of school days during current school year) * 100</td>
<td>&gt; 90%</td>
<td>Between 80% and 90%</td>
<td>&lt; 80%</td>
</tr>
<tr>
<td>Behavior (School Code of conduct)</td>
<td>Number of School Code of Conduct Violations during the current school year.</td>
<td>Count of Incidents where Infraction Category is School code of conduct violation</td>
<td>0 &lt;= Count &lt;= 3</td>
<td>4 &lt;= Count &lt;= 5</td>
<td>&gt; 5</td>
</tr>
<tr>
<td>Behavior (State Reportable Offenses)</td>
<td>Number of State Reportable Offenses during the current school year.</td>
<td>Count of Incidents where Infraction Category is State Reportable Offense</td>
<td>0</td>
<td>-</td>
<td>&gt; 0</td>
</tr>
<tr>
<td>Course Grades - Math</td>
<td>Math Course Grade for the most recent grading period</td>
<td>Numeric course grade value</td>
<td>&gt; 70</td>
<td>Between 60 and 70</td>
<td>&lt; 60</td>
</tr>
<tr>
<td>Course Grades - English / Language Arts</td>
<td>English/Language Arts Course Grade for the most recent grading period</td>
<td>Numeric course grade value</td>
<td>&gt; 70</td>
<td>Between 60 and 70</td>
<td>&lt; 60 24</td>
</tr>
</tbody>
</table>
How do we Implement an Early Warning System?

1. Develop or adopt an EWS data collection system
2. Determine on-track and off-track criteria for high school graduation
3. Monitor attendance data monthly
4. Monitor behavior data (ODRs and/or suspensions)
5. Monitor academic performance quarterly (course failures, GPA, credit accrual)
6. Identify and monitor students who are retained in ninth grade

(www.betterhighschools.org)
Early Warning System – Example 2
NDPC-SD Data Tools

The Tools’ (for building-level data)
1. Core Data Tool – a high level look at school completion
2. Graduation & Dropout Tool
3. Attendance Tool
4. Academics Tool
5. Discipline Tool

Risk calculator –
Identifies at-risk students and their areas of need

Summary

• Effective dropout prevention methods utilize data-based decisions within a system-wide framework of academic and behavioral interventions
• With the use of Early Warning Systems, schools can quickly identify students at risk and provide strategic interventions
• Focus is on PREVENTION, before a significant academic and/or behavior problem develops
Multi-Tiered System of Support (MTSS)

Academic

Strategy 2: Implement increasingly intensive evidence-based methodologies toward improved academic outcomes
What is Multi-Tiered System of Supports (MTSS) in Academics?

• A comprehensive standards-aligned school reform strategy and general education service delivery model
• Enables early identification and intervention for students needing additional opportunities to learn high level content while providing benchmark students the opportunity to enrich and “grow” their skills and talents
• Establishes efficient and effective continuum of supports to address wide range of academic and social needs

The MTSS Secondary Framework

• The MTSS framework allows schools to:
  – Identify students at risk for poor learning outcomes
  – Monitor student progress
  – Provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness (National Center on Response to Intervention, 2008)
Components of PA’s Secondary MTSS Framework

1. High-quality classroom instruction/standards-aligned core curriculum
2. Relational support
3. Scientifically/evidence based interventions, instructional methodologies and strategies
4. Tiered instruction and interventions
5. Data-based decision making
6. Professional development

School-Wide Systems for Student Success: PA’s MTSS Model

Academic Systems

Tier 3/Tertiary Interventions
Few
• Individual students
• Assessment-based
• High intensity

Tier 2/Secondary Interventions
Some
• Some students (at-risk)
• High efficiency
• Rapid response
• Small group interventions
• Some individualizing

Tier 1/Universal Interventions
All
• All students
• Preventive, proactive

Behavioral Systems

Tier 3/Tertiary Interventions
Few
• Individual students
• Assessment-based
• Intense, durable procedures

Tier 2/Secondary Interventions
Some
• Some students (at-risk)
• High efficiency
• Rapid response
• Small group interventions
• Some individualizing

Tier 1/Universal Interventions
All
• All settings, all students
• Preventive, proactive

Questions for Schools to Ponder

- “How do my colleagues and I understand and connect the academic, linguistic and sociocultural factors of our students to make sure teaching and practice is focused on them?”
- “What is the nature of the assessments my colleagues and I use to gather information on students’ learning?”
- “What is the evidence that I solicit and support family participation in teaching and learning, and connect families’ thoughts to my practice?”
SSIP Coherent Improvement Strategies

Multi-Tiered System of Support (MTSS)

Behavior

Strategy 3: Implement increasingly intensive evidence-based methodologies toward improved social, emotional, and behavioral outcomes

School-Wide Systems for Student Success: MTSS Model

Academic Systems

Tier 3/Tertiary Interventions
- Few
  - Individual students
  - Assessment-based
  - High intensity

Tier 2/Secondary Interventions
- Some
  - Some students (at-risk)
  - High efficiency
  - Rapid response
  - Small group interventions
  - Some individualizing

Tier 1/Universal Interventions
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Tier 1/Universal Interventions
- All
  - All settings, all students
  - Preventive, proactive

The Prognosis

• Students with academic failure and problem behaviors likely will drop out of school and:
  – Be involved with the corrections system
  – Be single parents
  – Be involved with the social services system
  – Be unemployed
  – Be involved in automobile accidents
  – Use illicit drugs

Centers for Disease Control, 1993
Duncan, Forness, & Hartsough, 1995
Carson, Sittlington, & Frank, 1995
Wagner, D’Amico, Marder, Newman, Blackorby, 1992
Jay & Padilla, 1987
Bullis & Cayford-Ross, 1991
Consider this…

Until we have defined, taught, modeled, practiced, reinforced and re-taught, it is unethical for adults to punish.

Rob Horner

What is Positive Behavior Intervention Support (PBIS)?

- A team-based process including a broad range of systemic & individualized strategies for achieving important social & learning outcomes

- A proactive approach to teach, monitor, and support school-appropriate behavior for ALL students

- A focus on preventing problem behavior of any/all students at the school-wide, classroom, non-classroom & individual levels
Supporting Social Competence & Academic Achievement

OUTCOMES

SYSTEMS

DATA

Supporting Staff Behavior:
Effective practices are only as good as the systems that support adults who use them

Supporting Decision Making

PRACTICES

Supporting Social Competence & Academic Achievement

PBIS Framework

Intensive
TPS
FBA – BIP
Hi-Fidelity Wraparound

Targeted Interventions
Check In/Check Out
Increased cues and prompt
Intensified instruction
Small group / Individual interventions
(Standard Protocol)

School Wide Behavior Systems
• Targets 100% of Students
• Clear expectations all settings - Teach behaviors
• Rules, routines, and physical Arrangements
• Effective Instruction
• Procedures to encourage expected behaviors and discourage infractions
• Policy of consistent administrator and staff implementation
• Data Analysis

Tier 3: Intensive
1-5% of students

Tier 2: Strategic
5-10% of students

Tier 1: Universal
80-90% of students

A Team Oversees the Process:
Resource Coordinating Team of SAP / SWPBIS Core Team

44
Attendance Strategies and Alternative Programming

Strategy 4: Promote the implementation of attendance strategies and alternative programming that will increase the likelihood of graduation.

• Improving graduation rates through supports and programs that:
  – Strive to eliminate the need to dropout
  – Offer attendance strategies and alternative options for student engagement, reentry to school, and school completion
SSIP Coherent Improvement Strategies

Culturally Responsive Practices

Strategy 5: Ensure culturally responsive environment and instructional practices

What are Culturally Responsive Educational Systems?
Focus on the Classroom

Cultures in the Classroom

What students & teachers bring with them
What’s already there
The work people do together

The Classroom Culture
Classroom Cultures

Characteristics of Culturally Responsive Teaching

1. Positives perspectives on parents and families
2. Communication of high expectations
3. Learning within the context of culture
4. Student-centered instruction
5. Culturally mediated instruction
6. Reshaping the curriculum
7. Teacher as facilitator
Activity

1. Listen to the following quotes from educators
2. How would you rate each quote, in terms of cultural responsive practice?
   Thumbs Up or Thumbs Down
3. What are your thoughts to support your choice?
Final Points

• Culturally Responsive practices encompass all facets of a MTSS in academics, behavior, and social-emotional learning
• School completion of students from every background is paramount, therefore the instruction and interactions with students of various ethnicities, races, and linguistic levels requires the establishment of mutual relationships and rapport

SSIP Coherent Improvement Strategies

Family Engagement

Strategy 6: Embrace a philosophy of partnership that empowers families and communities to become more meaningfully involved
Family-School Partnership Standards

Welcoming All Families Into the School Community
Collaborating with Community
Communicating Effectively
Shared Decision-Making
Supporting Student Success
Speaking Up for Every Child

Authentic Family Engagement

Focus on Relationships
Strengths-Based
Systemic
Collaborative
Learning Driven
Sustained
Focus on Programs
Deficit-Based
Random Acts
Individual
Compliance Driven
One Time Project
Turn and Talk

What are you thinking about the role of family engagement with regard to increasing graduation rates?

SSIP Coherent Improvement Strategies

Secondary Transition

Strategy 7: Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and have positive post school outcomes.
We strive to ensure that each student:

- Is proficient in core subjects
- Graduates from high school, ready for post-secondary education & career
- Achieves equitable outcomes, regardless of background, condition or circumstances

What is Secondary Transition?

- “a coordinated set of activities for a child with a disability that is designed within a result-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.” (IDEA 2004)
Elements of Effective Transition Programs

Program Structures
- Individualized Process
- Youth Participation
- Partnerships

And Characteristics

Secondary Transition in a Standards Aligned System: Roadmap

- Assessment (Interests/Preferences)
- Post-Secondary Goals
- Assessment (Aptitudes/Abilities/Skills)
- Present Levels of Academic Achievement and Functional Performance
- Courses of Study and Transition Activities/Services/Agency Linkages
- Summary of Academic Achievement & Functional Performance
- Measurable Annual Goals and Short Term Objectives
- Progress Monitoring
PA’s Secondary Transition Website

PaTTAN Resources

- www.pattan.net
- Under “Educational Initiatives” click on “Increasing Graduation Rates and Decreasing Dropout Rates”
Accessing Courses on the PA Educator Dashboard Early Warning System on SAS

- [www.pdesas.org](http://www.pdesas.org)
- Create an account or login with a user name and password.
- Click on the “V” beside Login
- Click on “Communities”
- Click on “Find a Community”
- In the search box at the top, type “EWS”
- Click on “Educator Dashboard Early Warning System/Intervention Catalog”
- Click on “Join the Community” – Verify you wish to join
- Scroll down and click on “Manage Content”
- Click on any of the courses to view slides, materials, and other resources.

Online Resources

- Pennsylvania Standards Aligned System (SAS) – [www.pdesas.org](http://www.pdesas.org)
- Pennsylvania Training and Technical Assistance Network (PaTTAN) -- [www.pattan.net](http://www.pattan.net)
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