

## Increasing Graduation Rates and Decreasing Dropout Rates for Students with Disabilities in Pennsylvania



Pennsylvania Training and Technical Assistance Network

### 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.

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## Agenda



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

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## Part I: State Performance Plan (SPP)



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## 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

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## 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

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## School Age **Results** Indicators

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

1: <u>Graduation</u> rate *	8: School-Facilitated Parent Involvement
2: Dropout rate	14: Post-School Outcomes
3: Participation and <u>Performance</u> * 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

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## Part II: State Systemic Improvement Plan (SSIP)



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## 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

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## New Terminology

<b>SSIP</b>	<b>State Systemic Improvement Plan</b> <ul style="list-style-type: none"> <li>A comprehensive, multi-year plan that focuses on improving results for students with disabilities.</li> <li>Due April 1, 2015 to USDE.</li> </ul>
<b>SIMR</b>	<b>State-Identified Measurable Result</b>
<b>RDA</b>	<b>Results Driven Accountability</b> <ul style="list-style-type: none"> <li>OSEP Federal Monitoring Initiative</li> </ul>
<b>Theory of Action</b>	Graphic illustration of SSIP

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## SSIP Activities by Phase

Year 1 - FFY 2013 Delivered by April 2015	Year 2 - FFY 2014 Delivered by Feb 2016	Years 3-6 FFY 2015-18 Feb 2017- Feb 2020
<b>Phase I Analysis</b>	<b>Phase II Plan</b>	<b>Phase III Evaluation</b>
<ul style="list-style-type: none"> <li>Data Analysis</li> <li>Identification of the Focus for Improvement (SIMR)</li> <li>Analysis of Infrastructure</li> <li>Coherent Improvement Strategies</li> <li>Theory of Action</li> </ul>	<ul style="list-style-type: none"> <li>Infrastructure Development</li> <li>Support for LEAs in Implementing Evidence-Based Practices</li> <li>Evaluation Plan</li> </ul>	<ul style="list-style-type: none"> <li>Results of Ongoing Evaluation</li> <li>Extent of Progress</li> <li>Revisions to the SPP</li> </ul>

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## State Identified Measurable Result (SIMR)

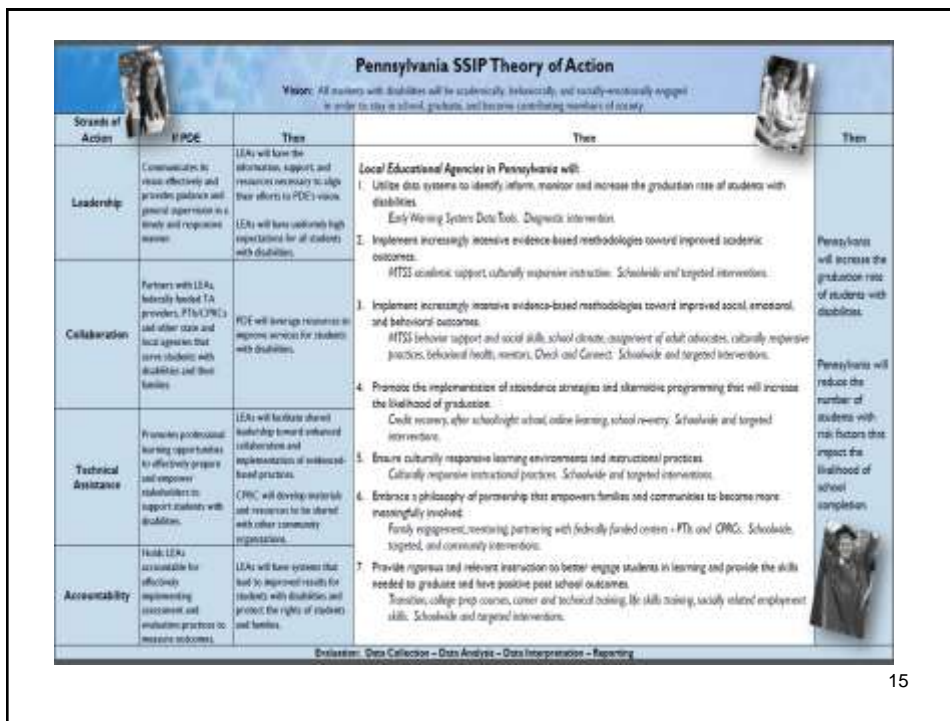
- The focus selected for Pennsylvania's SIMR for the new SPP is to increase the graduation rates of students with disabilities.
- The SIMR was selected in collaboration with multiple stakeholders.

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## Part III: Pennsylvania SSIP Theory of Action



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## 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.

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

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## Part IV: Seven Strategies in the SSIP



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## SSIP Coherent Improvement Strategies

### *Early Warning Systems (EWS)*

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



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## 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



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## 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)

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## Key Indicators that Predict Student Success

1. Attendance

2. Behavior

3. Course Performance



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

EWS Metrics	Description	Calculation	Green	Yellow	Red
<b>Attendance</b>	Daily Attendance Rate	(Number of days student was in attendance during current school year/number of school days during current school year) * 100	> 90%	Between 80% and 90%	<80%
<b>Behavior (School Code of conduct)</b>	Number of School Code of Conduct Violations during the current school year.	Count of Incidents where Infraction Category is School code of conduct violation	0 <= Count <=3	4 <= Count <=5	> 5
<b>Behavior (State Reportable Offenses)</b>	Number of State Reportable Offenses during the current school year.	Count of Incidents where Infraction Category is State Reportable Offense	0	-	> 0
<b>Course Grades - Math</b>	Math Course Grade for the most recent grading period	Numeric course grade value	> 70	Between 60 and 70	< 60
<b>Course Grades - English / Language Arts</b>	English/Language Arts Course Grade for the most recent grading period	Numeric course grade value	> 70	Between 60 and 70	< 60

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## 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](http://www.betterhighschools.org))

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## Early Warning System – Example 1 PDE Educators Dashboard

PERCENT FAILING	METRIC VALUE (% of students)	TREND	SCHOOL GOAL	DIFFERENCE FROM GOAL	STUDENT ATTAINMENT (# meeting student goal)	DETAILS		
<b>Attendance - Failing (Through September 10, 2014)</b>								
Percent of students failing daily attendance indicator								
• Percent failing - Daily Attendance Rate	9.0 %		10.0 %	10.0 %	0 of 320	More +		
<b>Behavior - Failing (Through September 10, 2014)</b>								
Percent of students failing behavior indicators								
• Percent failing - State Reportable Offenses	2.1 %		10.0 %	7.9 %	7 of 320	More +		
• Percent failing - School Code of Conduct Incidents	9.0 %		10.0 %	10.0 %	0 of 320	More +		
<b>Current Course Grades - Failing (Through Sixth Six Weeks 2013-2014)</b>								
Percent of students failing language arts or mathematics indicators								
• Percent failing language arts	15.6 %		10.0 %	-5.6 %	50 of 320	More +		
<b>Current Course Grades - Percent failing language arts - Student List</b>								
CUSTOMIZE VIEW								
				EARLY WARNING INDICATORS				
STUDENT ^	GRADE LEVEL	DESIGNATIONS	CURRENT ELA GRADE	Metrics Failing	Metrics Caution	Interventions Assigned?	Daily Attendance Rate	School Code Conduct Incidents
Alvarado, Tracy	10th		58	1	0	1	100.0 %	0
Banks, Julia	10th		30	1	0	0	100.0 %	0
Barton, Bradley	10th		55	1	0	0	100.0 %	0

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## 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

Course Passing Rate Data	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<b>Percent of 9th graders passing English/ELA class</b>				
Students with disabilities	69.0%	70.0%	71.0%	70.0%
All students	81.0%	84.0%	85.0%	87.0%
Gap SWD and all students	12.0%	14.0%	14.0%	17.0%
<b>Percent of 10th graders passing English/ELA class</b>				
Students with disabilities	71.0%	73.0%	71.0%	74.0%
All students	82.0%	82.0%	84.0%	85.0%
Gap SWD and all students	11.0%	9.0%	13.0%	11.0%
<b>Percent of 11th graders passing English/ELA class</b>				
Students with disabilities	69.0%	69.0%	73.0%	73.0%
All students	83.0%	81.0%	82.0%	84.0%
Gap SWD and all students	14.0%	12.0%	9.0%	11.0%
<b>Percent of 12th graders passing English/ELA class</b>				
Students with disabilities	71.0%	74.0%	73.0%	75.0%
All students	82.0%	81.0%	85.0%	86.0%
Gap SWD and all students	11.0%	7.0%	12.0%	11.0%

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## 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



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## SSIP Coherent Improvement Strategies

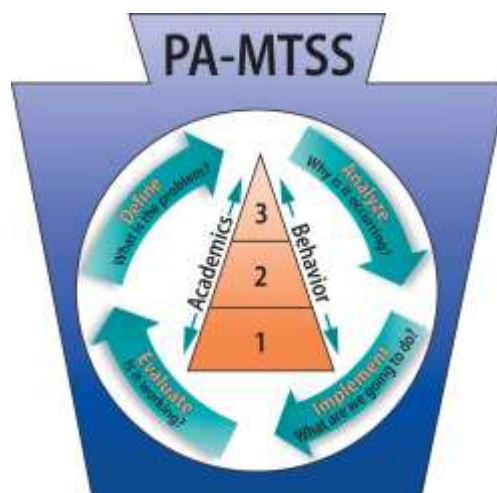
### *Multi-Tiered System of Support (MTSS)* *Academic*

Strategy 2: Implement increasingly intensive evidence-based methodologies toward improved academic outcomes



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## MTSS Academic



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## 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

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## 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)

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## 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

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## 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

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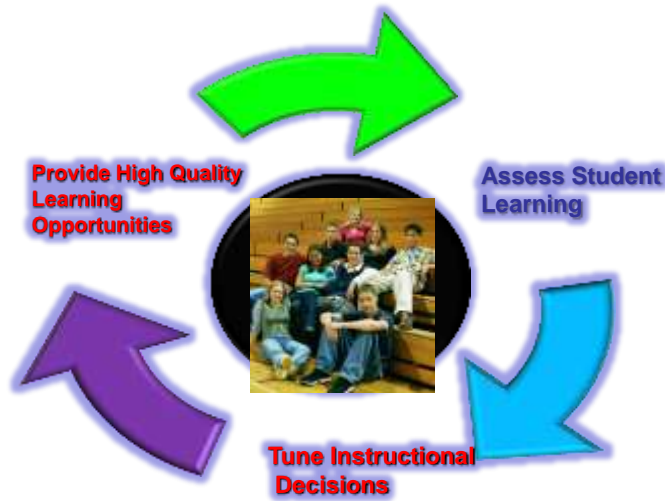
##### All

- All settings, all students
- Preventive, proactive

Illinois PBIS Network, Revised May 15, 2008.  
Adapted from "What is school-wide PBS?" OSEP  
Technical Assistance Center on Positive  
Behavioral Interventions and Supports.  
Accessed at <http://pbis.org/schoolwide.htm>

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## Addressing Opportunities to Learn



## 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



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## School-Wide Systems for Student Success: MTSS Model

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## 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 & Gaylord-Ross, 1991

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## Challenge



Positive Behavioral  
 Interventions & Supports

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## Consider this...

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

Rob Horner

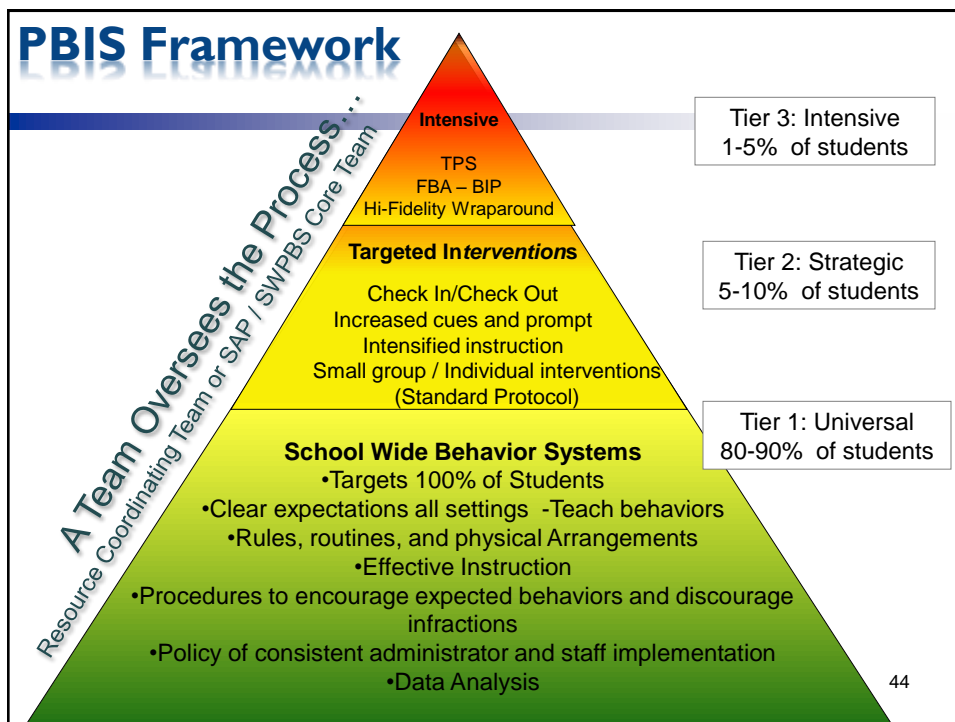
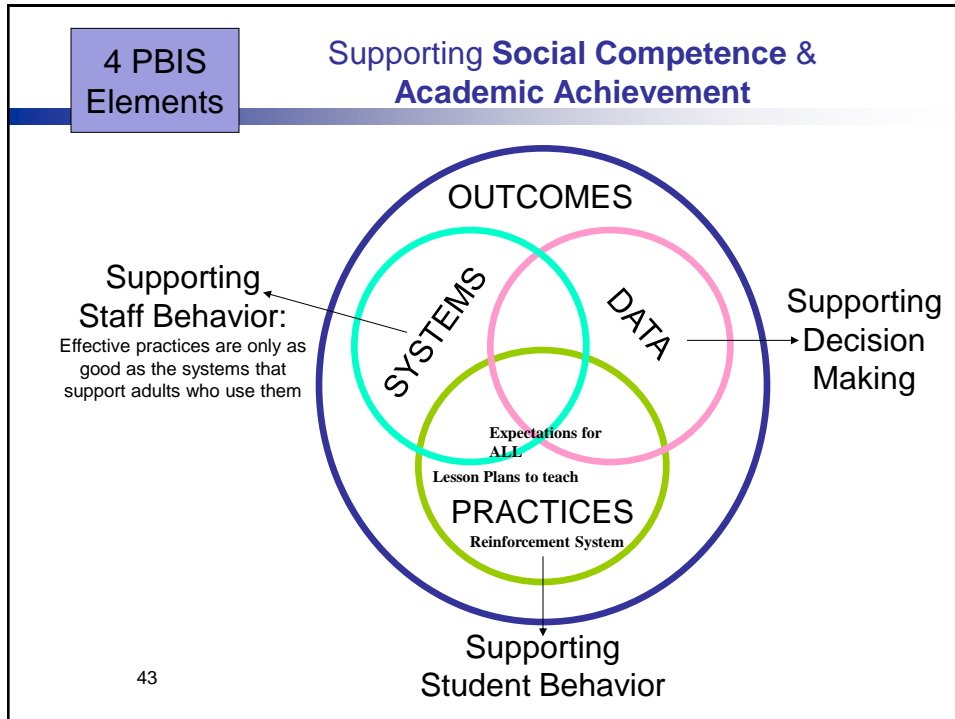


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## What is Positive Behavior Intervention Support (PBIS)?

- 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

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## SSIP Coherent Improvement Strategies

### *Attendance Strategies and Alternative Programming*

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



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### Attendance Strategies and Alternative Programming

- 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



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## SSIP Coherent Improvement Strategies

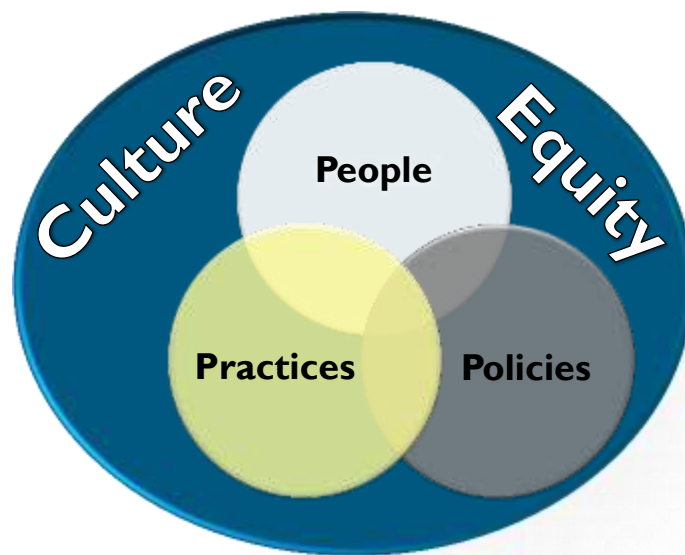
### *Culturally Responsive Practices*

Strategy 5: Ensure culturally responsive environment and instructional practices



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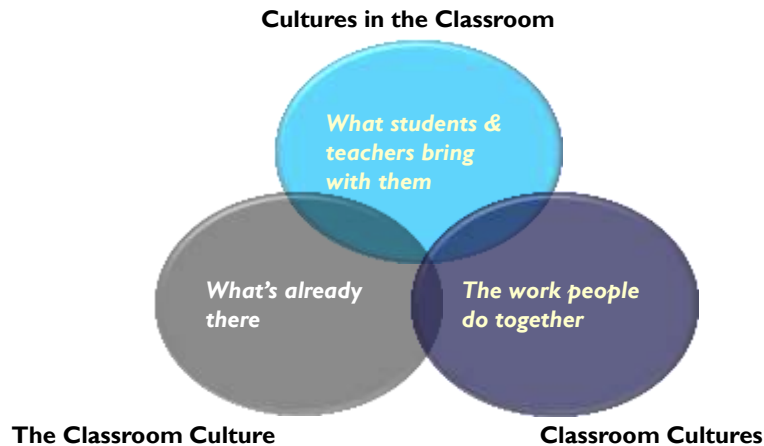
### What are Culturally Responsive Educational Systems?



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## Focus on the Classroom



## 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



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## Elements of Culturally Competent Leadership



Assess Your Own Culture



Value Diversity



Managing the Dynamics of Difference



Adapt to Diversity



Institutionalize Cultural Knowledge

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## 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?

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## 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



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### SSIP Coherent Improvement Strategies

## *Family Engagement*

Strategy 6: Embrace a philosophy of partnership that empowers families and communities to become more meaningfully involved



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## Family-School Partnership Standards



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## 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

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## Turn and Talk

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



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### 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.



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## Begin with the end in mind...

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



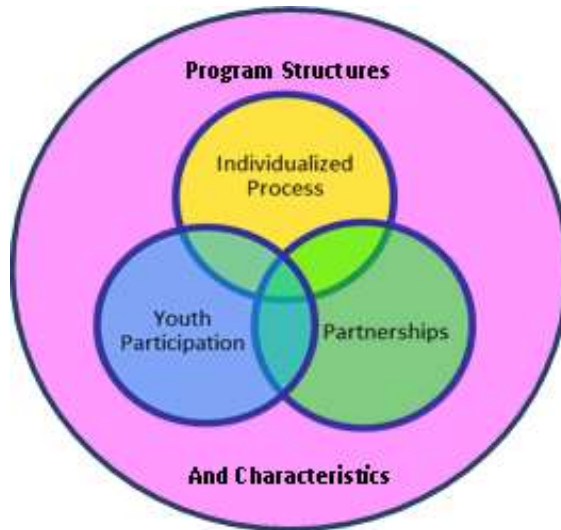
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## What is Secondary Transition?

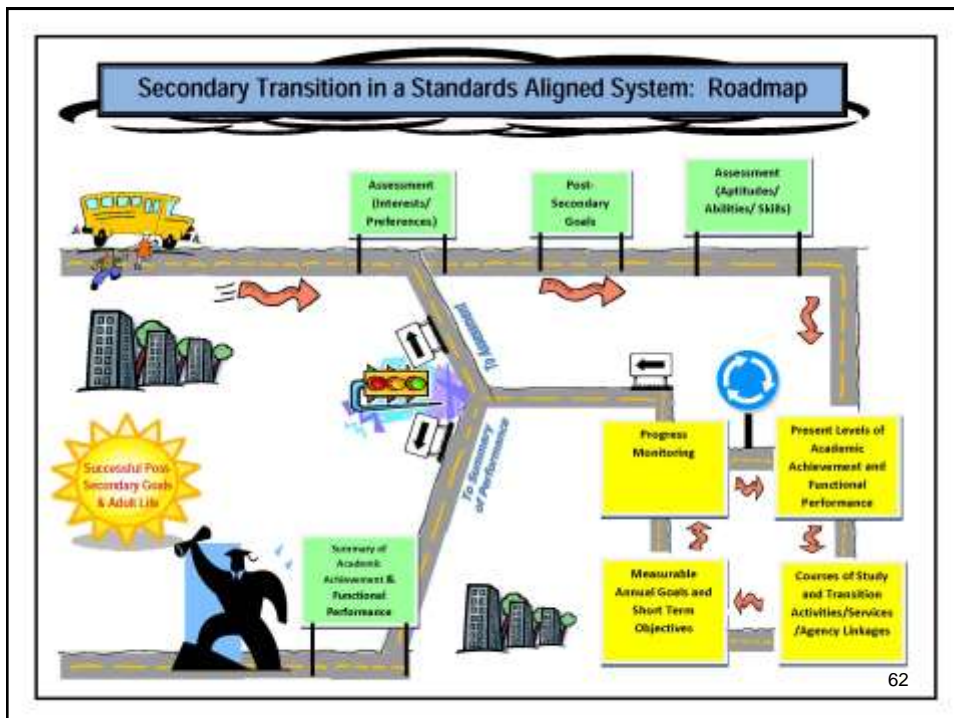
- “**a coordinated set of activities** for a child with a disability that is designed within a **result-oriented process**, that is focused on improving the academic and functional achievement of the child with a disability **to facilitate the child’s movement from school to post-school activities**,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

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## Elements of Effective Transition Programs



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## PA's Secondary Transition Website



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## PaTTAN Resources





- [www.pattan.net](http://www.pattan.net)
- Under “Educational Initiatives” click on “Increasing Graduation Rates and Decreasing Dropout Rates”

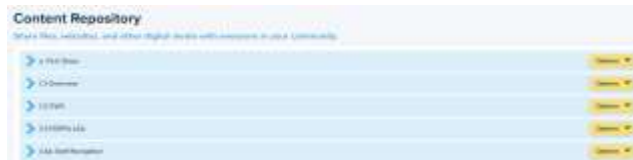


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## Accessing Courses on the PA Educator Dashboard Early Warning System on SAS

- [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.



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## Online Resources

- National Dropout Prevention Center for Students with Disabilities -- <http://www.ndpc-sd.org/>
- 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)
- Pennsylvania Secondary Transition Guide – [www.secondarytransition.org](http://www.secondarytransition.org)

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## Contact Information

[www.pattan.net](http://www.pattan.net)

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**Commonwealth of Pennsylvania**  
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