

Implementing Evidence-Based Practices to Increase Graduation Rates and Decrease 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.

3

Agenda



- I. Introduction of the State Systemic Improvement Plan (SSIP)
- II. Overview of the five phases to increase the graduation rate and decrease the dropout rates for students with disabilities

4

Part I: Pennsylvania State Systemic Improvement Plan (SSIP)



5

What is the SSIP?

SSIP is a comprehensive statewide multi-year plan to increase the graduation rate and decrease the dropout rates for students with disabilities.

The SSIP does the following:

- Incorporates evidence-based practices proven to work for all students including students with disabilities, diverse students, and students low SES.
- Provides a framework for LEAs to follow and implement the strategies.

6

State Identified Measureable Result

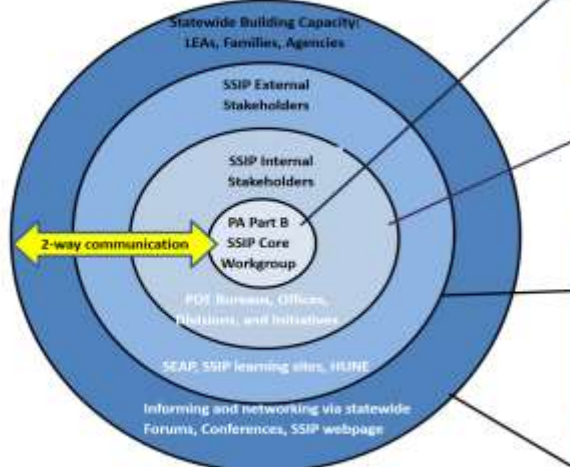
- State Identified Measureable Result (SIMR): Increase the graduation rate of students with disabilities and reduce the number of student with risk factors that impact the likelihood of school completion.
- Developed and determined by multiple stakeholders (e.g., over 200 participants).



7



Table B.2.1
Pennsylvania SSIP
The Voice of the Stakeholders



Convenes stakeholder groups.
Takes responsibility for structuring each convening activity and follow up.
Plans and monitors interaction and networking.
Creates engagement strategies.
Organizes activities.
Communicates with decision makers.
Oversees review SSIP evaluations.

Oversees statewide initiatives.
Advocates and helps the core team adapt activities in a variety of contexts.
Establishes opportunities for the work to be reviewed within their personal networks.
Brings their personal network information back into the work of the core group.
Promotes the cross-stakeholder approach to problem identification and problem solving.
Holds the core team periodically when their expertise is needed.

Serves as the state's primary stakeholder group for advising the SSIP.
Represents the perspective of multiple organizations, families, and/or networks.
Brings the perspective of their role and/or organization into the work.
Shares important learnings to their networks.
Identifies opportunities within their networks to showcase their learning.
Identifies other practitioners and family members who may become active participants.

Provides ongoing statewide information sharing, collaboration, and networking.
Receives and discusses information.
Redistributes information through newsletters, web pages, publications, meetings, webinars, and trainings.
Customizes messages for their particular audience.

Adapted from the National Center for Systemic Improvement

8

SSIP Learning Sites

- 12 high schools across the Commonwealth of Pennsylvania and supported by educational consultants in the three PaTTAN offices (Pittsburgh, Harrisburg, and East)
- HUNE (organization in Philadelphia)



9

Implementation Framework

The Implementation Framework was developed by the National Dropout Prevention Center for Students with Disabilities. That organization is now part of the National Technical Assistance Center on Transition (NTACT). Based on their feedback and support, this framework is being used for the SSIP and 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 off-track)
Phase IV	Develop Improvement Plan (or revise current improvement plan)
Phase V	Implement, Monitor, and Evaluate

10

Part II:

Five Phases to Increase Graduation Rates and Decrease Dropout Rates for Students with Disabilities



11

Five Phases to Increase Graduation Rates and Decrease Dropout Rates for Students with Disabilities

Phase I:

Develop State and Local Leadership Teams



12

Teaming Structure



Establishing a local leadership team is required at all schools and is often referred to as the SSIP Core Team.

- Team make-up typically includes:
 - Building administration, special education administration, general education, and special education teachers/case managers, and data systems specialist.
- Other team members may include:
 - Central administration, transition coordinator, transition counselor, social worker, school psychologist, school counselor, climate manager, home school liaison (truancy/attendance), social worker, Check and Connect coordinator, department chairs, behavior specialist

13

Team Roles/Responsibilities

- The core team reviews EWS student level risk data, progress toward goals, logistics/fidelity of implementation of interventions, and recommends instructional adjustments/staff development as needed.
- The team may wish to meet with other committees, team members, individual teachers, and students after reviewing the data and how to best support the students with the appropriate supports.

14

Challenges and Considerations

- Time for teams to meet regularly
- Staff turnover
- Ownership of student needs across all content areas
- Expertise in literacy and math instruction for students
- Utilizing a data meeting note taking form consistently or other protocols



15

Five Phases to Increase Graduation Rates and Decrease
Dropout Rates for Students with Disabilities

Phase II: Using an Early Warning System to Analyze Data of Students



16

Purposes of an Early Warning System (EWS)

- 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 students and their potential needs for additional supports and tiered interventions

17

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
4. Monitor behavior data (i.e., school code of conduct and state offenses).
5. Monitor academic performance quarterly (course failures in English Language Arts and mathematics and credit accrual)
6. Identify and monitor students who are retained in ninth grade

(Revised from www.betterhighschools.org)

18

Key Indicators that Predict Student Success

1. Attendance
2. Behavior
3. Course Performance



19

Early Warning System – Example I PDE Educators Dashboard

PERCENT FAILING

METRIC VALUE
(% of students)

TREND

SCHOOL GOAL

DIFFERENCE FROM GOAL

STUDENT ATTAINMENT
(# meeting student goal)

DETAILS

Attendance - Failing (Through September 10, 2014)

Percent of students failing daily attendance indicator

• Percent failing - Daily Attendance Rate

0.0 %

10.0 %

10.0 %

0 of 320

More ▾

Behavior - Failing (Through September 10, 2014)

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

0.0 %

10.0 %

10.0 %

0 of 320

More ▾

Current Course Grades - Failing (Through Sixth Six Weeks 2013-2014)

Percent of students failing language arts or mathematics indicator

• Percent failing language arts

16.6 %

10.0 %

-6.6 %

50 of 320

More ▾

Current Course Grades - Percent failing language arts - Student List

CUSTOMIZE VIEW

EARLY WARNING INDICATORS

STUDENT ▴	GRADE LEVEL	DESIGNATIONS	CURRENT ELA GRADE	Metric Failing	Metric Caution	Interventions Assigned?	Daily Attendance Rate	School Code Cases/Incidents
Riverside, Tracy	10th		58	1	0	1	100.0 %	0
Banks, Aida	10th		30	1	0	0	100.0 %	0
Barton, Bradley	10th		55	1	0	0	100.0 %	0

20

Early Warning System – Example 2

National Technical Assistance Center for Transition (NTACT) 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
Percent of 9th graders passing English/ELA class				
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%
Percent of 10th graders passing English/ELA class				
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%
Percent of 11th graders passing English/ELA class				
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%
Percent of 12th graders passing English/ELA class				
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%

21

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

EWS Metrics

EWS Metrics	Description	Calculation	Green	Yellow	Red
Attendance	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%
Behavior (School Code of conduct)	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
Behavior (State Reportable Offenses)	Number of State Reportable Offenses during the current school year.	Count of Incidents where Infraction Category is State Reportable Offense	0	-	> 0
Course Grades - Math	Math Course Grade for the most recent grading period	Numeric course grade value	> 70	Between 60 and 70	< 60
Course Grades - English / Language Arts	English/Language Arts Course Grade for the most recent grading period	Numeric course grade value	> 70	Between 60 and 70	< 60

Data Team Meetings

- Core teams meet regularly to review EWS data which has been bi-weekly or monthly depending on the site.
- Data person organizes data sets for meetings
- Student response to intervention reviewed using progress monitoring data and scripted process (for some)
- Instructional adjustments recommended and documented
 - Logistics around new/tweaked interventions planned
 - Revisions to IEPs when appropriate
- Follow up regarding a student's progress may be with other staff members or committees (e.g., Check and Connect mentor, math teacher, SAP or behavioral health staff, IEP meeting, etc.).

23

EWS Data Analysis Team Meeting Protocol

Early Warning System Data Analysis Team Meeting



School Name: List School Name Here

Date: Click on top to enter a date.

Data Collector of Reports/Lists of Students: _____

Facilitator: _____

Timekeeper: _____

Recorder: _____


Team Members in Attendance (Suggested to have names already in place and then put an "X" by those in attendance)

Timeframe	Topic	Notes
5 min.	EWS Team Meeting Overview Students to be discussed, from the support list; new pieces of data; reminders about procedures.	
25 min.	Student Review Discuss students past and proposed interventions; focus on a certain number of students in the allotted time and/or look for patterns in the data with a group of students and determine next steps/interventions.	
5 min.	Announcements	
5 min.	Share Successes - 1 highlight for each member or randomly call on participants to share success.	

24

Another Example of Data Protocol for Individual Students

Early Warning System Data Analysis Protocol for Individual Students



Interdisciplinary Team Members in Attendance:

Meeting Date:

Purpose: Review individual student data (A-B-C – Attendance-Behavior-Course Performance) and proposed interventions.

Establish a timeframe for this meeting (This may vary on what the team has available – 45 min., 60 min., etc.):

Person to Provide Data Reports (suggested to have data before meeting) and easy access to EWS during the meeting (if possible):

Facilitator:

Timekeeper:

Recorder:

Student	A-B-C Concern/s	Data Reporting: A-B-C (Review IEP)	Intervention Options/Strategies	Person(s) Responsible	Student Follow- up (Date)	Family Follow-Up (Date)

25

Other Data Reviewed

Other data may be reviewed in addition to the EWS data.

- Special education case manager/teacher monitors data/grades/assignments of students on weekly/ongoing basis
- Check & Connect mentor reports
- Transition coordinator reports on work study/job shadowing opportunities

26

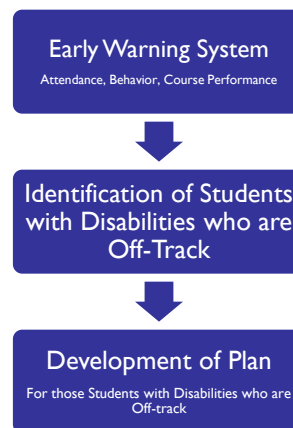
Five Phases to Increase Graduation Rates and Decrease Dropout Rates for Students with Disabilities

Phase III: Identify Target Areas of Intervention Based on the Needs of Students with Disabilities Who Are Off-Track




27

SSIP Process for Supporting Schools



28

				
Pennsylvania SSIP Theory of Action Vision: All students with disabilities will be academically, behaviorally, and socially-emotionally engaged in order to play in school, graduate, and become contributing members of society.				
Strands of Action	If PDE	Then	Then	Then
Leadership	Communicates its vision effectively and provides guidance and general supervision in a timely and responsive manner.	LEAs will have the information, support, and resources necessary to align their efforts to PDE's vision. LEAs will have evidence high expectations for all students with disabilities.	Local Educational Agencies in Pennsylvania will: 1. Utilize data systems to identify, inform, monitor and increase the graduation rate of students with disabilities. <i>Early Warning System Data Tools, Diagnostic intervention.</i> 2. Implement increasingly intensive evidence-based methodologies toward improved academic outcomes. <i>MTSS academic support, culturally responsive instruction, Schoolwide and targeted interventions.</i>	Pennsylvania will increase the graduation rate of students with disabilities. Pennsylvania will reduce the number of students with risk factors that impact the likelihood of school completion.
Collaboration	Partners with LEAs, federally funded TA providers, PDE/CDEs and other state and local agencies that serve students with disabilities and their families.	PDE will leverage resources to improve services for students with disabilities.	3. Implement increasingly intensive evidence-based methodologies toward improved social, emotional, and behavioral outcomes. <i>MTSS behavior support and social skills, school climate, assignment of adult advocates, culturally responsive practices, behavioral health, mentors, Check and Connect, Schoolwide and targeted interventions.</i>	
Technical Assistance	Provides professional learning opportunities to effectively prepare and empower stakeholders to support students with disabilities.	LEAs will facilitate shared leadership toward enhanced collaboration and implementation of evidence-based practices. CDE will develop materials and resources to be shared with other community organizations.	4. Promote the implementation of attendance strategies and alternative programming that will increase the likelihood of graduation. <i>Credit recovery, after school/high school, online learning, school re-entry, Schoolwide and targeted interventions.</i> 5. Ensure culturally responsive learning environments and instructional practices. <i>Culturally responsive instructional practices, Schoolwide and targeted interventions.</i>	
Accountability	Holds LEAs accountable for effectively implementing assessment and evaluation practices to measure outcomes.	LEAs will have systems that lead to improved results for students with disabilities and protect the rights of students and families.	6. Embrace a philosophy of partnership that empowers families and communities to become more meaningfully involved. <i>Family engagement, mentoring, partnering with (federally funded centers - MTI) and CDEs, Schoolwide, targeted, and community interventions.</i> 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. <i>Transition, college prep courses, career and technical training, life skills training, socially related employment skills, Schoolwide and targeted interventions.</i>	
Evaluation: Data Collection – Data Analysis – Data Interpretation – Reporting				

29

29

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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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

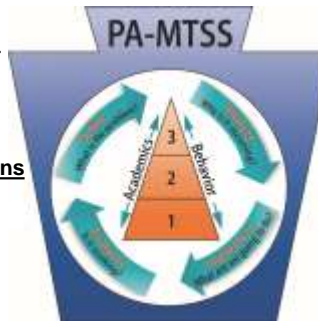
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

All

- All students
- Preventive, proactive

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>



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

31

MTSS Academics: Focus on Mathematics

- Revisited schedule and math course sequence
 - Double Block Algebra A/B during 9th grade
 - Simplified course offerings
- Explored alignment between Keystone Eligible Content and current scope and sequence for Algebra I
- Team attended MTSS Forum in October 2016 with a focus on secondary math instruction/SSIP

- CRA Integers and Equations training for high school Algebra teachers and 8th grade Algebra teachers
 - Increase knowledge base around instructional practices
 - Increase communication between two middle schools and the high school Algebra teachers
- Training from IU on how to structure/plan for the Algebra block
- PaTTAN's online Algebra course

32

MTSS Academics: Literacy + Other Subjects

- Achieve 3000 (computer based program)
- Language LIVE! – Intervention addition to the ELA credits.
- Language!Live – Language Arts 9th Grade Course replacement intervention for struggling 9th graders
- Compass Learning for all students
 - Learning Pathways provide individualized remediation program
- Read180
- System 44

- Biology 10th Grade -- Co-teaching model put in place to counteract high failure rate in course
- Math 180, Math Hybrid Model
- Homework Club
- Career Exploration summer program
- Word Generation
- TransMath
- Inside Algebra



33

PAES Lab

Practical Assessment Exploration System

- Work Development Transition Curriculum
- PAES provides:
 - Work and Life Skill Training
 - Vocational Work Assessment
 - Work Exploration
 - Appropriate Work Behavior Development
 - Data Collection and Student Reporting
 - An Accurate Description of Student Performance and Employment Potential

<http://www.talentassessment.com/pages/PAES/>

34

MTSS Academics: Approaches/Scheduling

- On an informal basis, students can meet with teachers before or after lunch for additional assistance.
- After school programming is being offered as well as summer school for students.
- Some interventions are scheduled periods throughout the day and students may or may not receive credit for that course/intervention.
- Modified core curriculum in four content areas to meet student need with a course offering called “Period 10”
- National Honor Society tutoring

35

MTSS Academic: Supports

Professional Development:

- Differentiated Instruction in High School; Strategies to increase differentiated content delivery
- Reading specialists being trained in Language Essentials for Teacher of Reading and Spelling (LETRS)
- Training in Language Live!, Read 180, System 44, Achieve 3000 and other interventions, programs, supports as needed

Attending Conferences:

- Core Team members attended the MTSS Implementers' Forum 2016 with a strand focus of Math & Writing.

Other Approaches:

- Case Management System Revised -- Each Special Education Teacher (Case Manager) will follow assigned special education students from grade 9 through graduation.
- Co-teaching model utilized
- Increased focus on screening and progress monitoring

36

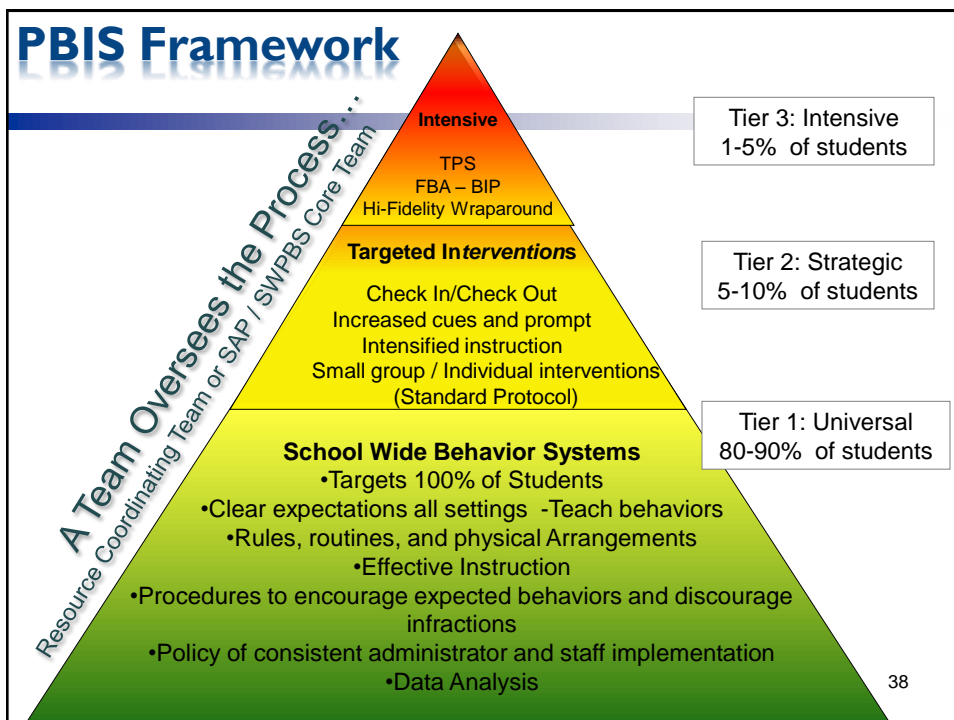
SSIP Coherent Improvement Strategies

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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Check & Connect – Respond to the Individual Student

Check & Connect is a structured mentoring intervention to promote student engagement

- at school
- with learning
- through**
- relationship building
- systematic use of data



39

The History of Check & Connect

- Began in 1990 at the University of Minnesota, Institute on Community Integration
- Developed in collaboration with Minneapolis Public Schools
- Designed to address the dropout crisis

40

Check & Connect



41

Engaging Families in Check and Connect

Methods of Contact with Families	Family Night
<ul style="list-style-type: none"> • Phone Calls • Letters/Newsletters • Remind App • Emails • Home Visits 	<ul style="list-style-type: none"> • All families that are part of Check and Connect will be invited to the school for a Family Night. • Tickets will be created for the event. All family members are invited. • Dinner and Transportation will be provided. • Information will be provided to families and students regarding graduation requirements and how they can support attendance, behavior, and course performance at home.

42

Engaging Families in Check and Connect

Event	Topic/Activity
Check & Connect Family Kick Off	An introduction to Check and Connect and hosted at the school.
Check & Connect - New Year, New You	An opportunity for mentors and mentees to share successes with families.
Parent Workshop Series	<ul style="list-style-type: none"> • Motivating Students for Better Results • Parenting in the Social Media Frenzy • Raising Successful Minds • Building Self Esteem • Teen Dating: It's All About Relationships • Communication is Key: Getting Kids to Engage • Helping Our Children Make Better Decisions • Career Goals

43

RENEW – Tier 3 Support



RENEW
Rehabilitation for
Empowerment,
Natural Supports,
Education, & Work

“RENEW is a structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges.”

RENEW GOALS

- ✓ High School Completion
- ✓ Employment
- ✓ Postsecondary Education
- ✓ Community Inclusion

RENEW PRINCIPLES

- ✓ Self-Determination
- ✓ Unconditional Care
- ✓ Strengths-Based Supports
- ✓ Building Family, Natural and Community Supports
- ✓ Individualized School-to-Career Planning

44

SSIP Learning Sites Implementation Status



Implementing Schoolwide PBIS	Recognition for PBIS	Check and Connect	RENEW
4	1	7	1

45

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



47

What is Chronic Absence?

- Different from truancy or average daily attendance (how many students show up to school each day)
- Attendance Works defines chronic absence as missing 10% or more of school for ANY reason



48

Tiered Approach to Attendance



49

Sample Tiered Approach for Attendance



Tier 3

- Check and Connect or Mentor Program
- Truancy Elimination Plans (Attendance Success Plans)
- Home Visits
- Intensive Case Management with coordination of public agency and legal response as needed

Tier 2

- Check In and Check Out or provide a mentor to check in with students
- Provide personalized early outreach to identify barriers/problem solve solutions
- Meet with families to create attendance plan

Tier 1

- Recognize good and improved attendance on a weekly/monthly basis
- Survey students for reinforcers
- Monitor attendance and set schoolwide goals (create a campaign within the school and community)
- Educate students and families about the importance of attendance (website, social media messages, posters, newsletters, trainings)
- Identify and address common barriers to getting to school
- Establish a positive and engaging school climate (PBIS is an eventual goal)
- Attendance Director will make visits to elementary and middle schools to spread attendance awareness with students, teachers, and families
- Share PaTTAN Attendance/Family Engagement publications on website and school office

50

Alternative Programming: Credit Recovery



How many credits are required to graduate?

One Example:

- 4 credits of English
- 4 credits of Math
- 3 credits of Science
- 3.5 credits of Social Studies
- 1.5 credits of Fitness/Wellness (must include Health)
- 6.5 credits of Elective courses
- 0.5 credits Information Communication Technology (ICT)
- = 23.0 credits total**

- Students identified using EWS
- Important to regularly monitor and report credit accrual to students and families

51

Alternative Programming: Credit Recovery

- “Reset class”
 - Students take failed course along with next course in progression for credit
- Modified core curriculum
- HS orientation program
 - Targets students identified at risk at the end of 8th grade to assist with transition to HS
 - Focus is on study skills, goal setting, and problem solving

52

Alternative Programming: Credit Recovery

Online Courses

- Full online program
- Blended learning/Hybrid approach
- Before/after school and during summer
- “Virtual Academy”
 - Option of virtual learning half-day and work half-day; self-paced
- “Innovation Academy” in summer with topics of broad interest
 - Assessed using project based/alternate assessments

53

Alternative Programming: Credit Recovery

- “Period 10”
 - Computer-assisted instruction in core subjects
- Rescheduled classes
- Summer school
 - Collaborative with neighboring districts
 - Students earn ½ credit for each make-up course
 - Students dropped for excessive tardiness/absences

54

SSIP Coherent Improvement Strategies

Culturally Responsive Practices

Strategy 5: Ensure culturally responsive environment and instructional practices



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“Not everything that is faced can be changed, but nothing can be changed until it is faced.” **James Baldwin**



56



57

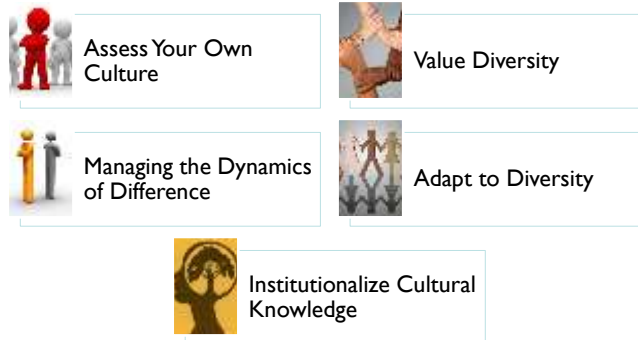
Characteristics of Culturally Responsive Teaching

1. Positive 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



58

Elements of Culturally Competent Leadership



59

How do we change this conversation?

Mr. A.: We have a huge gap in math outcomes between groups

Ms. H: Yes the African American & Latino students seem to be far behind white students

Mr. A: Seems to me the data says that these kids just can't cut it in math

Mr. C: What do you mean by "these kids"?

Ms. R: They just don't care – that is why they are so far behind. Those are the one from the trailer park and apartments.

Mr. C.: Maybe we are jumping to conclusions – are there other patterns?

Ms. R: If we rezone, we could increase our scores. That is why our other elementary school is so much higher than us.

60

Upward Spiral Conversation

Mr. A: We have a huge gap in math outcomes between groups.

Ms. H: Yes, the African American & Latino students seem to be far behind white students

Mr. A: Yet with the gap, the African American males have gained a total of 15% since last year.

Mr. C: What other data can we consider? I believe that ALL kids are smart enough – are we offering the right kind of support?

Ms. R: Yes, we are making gains, but the gap persists.

Mr. C: Let's consider who has access to the upper level courses – why is this so disproportionate?

Ms. R: Ok – let's problem solve and come up with a plan.

61

Culturally Responsive Practices

What can schools do?

Calculate Disproportionality in Academic and Discipline Data

Assess and survey staff in their awareness of their own culture and school climate.

Engage "cultural brokers" from families and communities to support school efforts.

62

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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Families' Role in High School Graduation

When families are involved:

- Students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents' education level (Antunez, 2000).
- Students have higher grades and test scores, better attendance, and complete homework more consistently, and go on to postsecondary education (National Parent Teacher Association, 2009).

64

Family Engagement Guidance Document



STATE SYSTEMIC IMPROVEMENT PLAN – FAMILY ENGAGEMENT GUIDANCE DOCUMENT

Our goal: To meaningfully extend family and community engagement within the work our sites are doing in selected Coherent Improvement Strategies.

Here are some guiding considerations for each strategy:

Coherent Improvement Strategy	General Suggestions	Resources
Strategy 1 – Early Warning System	<ul style="list-style-type: none"> Ensure teams notify families in a timely fashion when a student is off track in attendance, behavior, or course performance. Ensure teams are sharing EWS data in a format that is understandable to families. Encourage teams to invite students and families to attend EWS team meetings to discuss student progress on attendance, behavior, and/or course performance. Help sites to create partnerships with community agencies (i.e. gain access to resources to share with families, donations for incentives). 	EdTIAN 1. CAPS: Helping Students Succeed and Graduate from High School

65

Engagement Within the Strategies

Early Warning System

- Ensure teams notify families in a timely fashion when a student is off track in attendance, behavior, or course performance.
- Ensure teams are sharing EWS data in a format that is understandable to families.
- Encourage teams to invite students and families to attend EWS team meetings to discuss student progress on attendance, behavior, and/or course performance.

MTSS Academics

- Ensure teams share graduation requirements with families in 9th grade and update families on their child's progress on an ongoing basis.
- Encourage teams to assist families in creating a system at home to monitor grades and missed assignments.
- Encourage teams to share information with families about Keystone exams and related expectations for students.
- Encourage teams to share information with families on PSAT/SAT.

66

Family Engagement Action Planning



Pennsylvania State Systemic Improvement Plan – Intervention Framework

Action Plan

Dates of Action Plan _____ to _____

Coherent Improvement Strategy Strategies	Practices /Interventions	Tasks to be Completed	Family Engagement for this Evidence-Based Practice	Person(s) Responsible	Timelines for Implementation	Resources Needed to Support Implementation	Date Completed /Evidence
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67

Tips for Families

Attendance	<ul style="list-style-type: none"> • Ensure your son/daughter arrives on time each day to school. • Inform the school immediately if there are matters that may arise that may affect the attendance of your son/daughter. • Check-in with your student's teachers about your son's/daughter's attendance for each class.
Behavior	<ul style="list-style-type: none"> • Consider how your son/daughter interacts with others in the school environment. • Be alert to any signs that may indicate bullying. • Share your concerns with the school-both the negative and positive. Open communication is key. • Share with the school if there are changes or problems at home that might affect the student's behavior in school.
Course Performance	<ul style="list-style-type: none"> • Review your son's/daughter's progress reports, report card, and progress on IEP goals. Is she or he passing all courses? If not, do you know who to speak with and how to seek help for your son or daughter? • Know graduation requirements for your son/daughter. Ask about credits and how many are needed for graduation. • Regularly attend conferences and IEP meetings.

68

SSIP Coherent Improvement Strategies

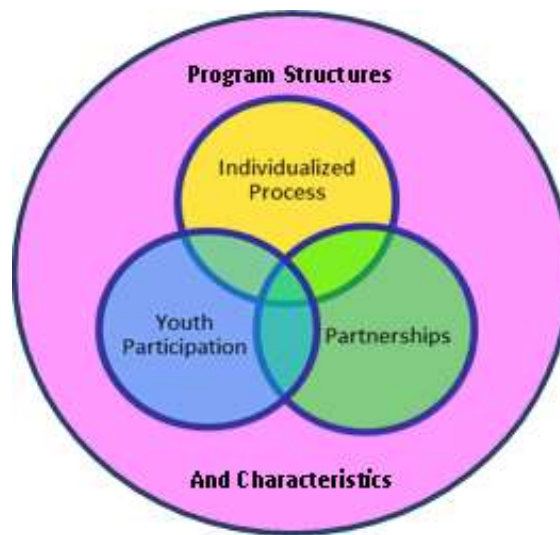
Secondary Transition

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.

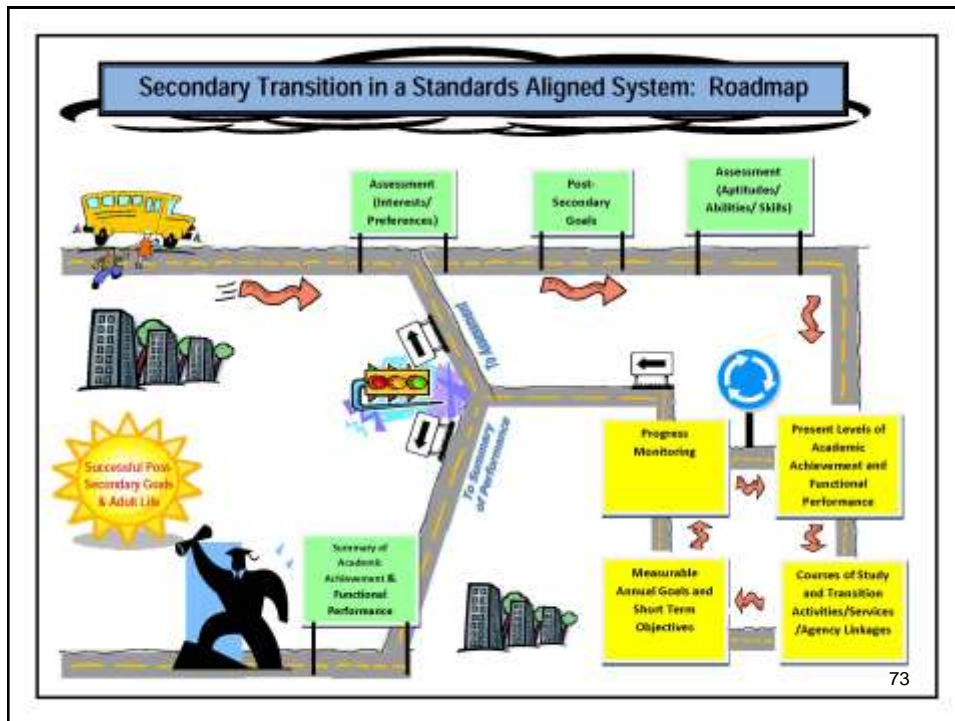


Pennsylvania Training and Technical Assistance Network

Elements of Effective Transition Programs



72



PA Career Zone

<https://www.pacareerzone.org/>

- Assess yourself to help choose a satisfying job or occupational field
- Explore job families within a field of interest
- Budget your life and calculate how much money you will need to support your dreams and goals
- Build a profile of resumes and letters of interest
- Search colleges and training programs

<p>Assess Yourself</p> <p>Self-Assessments can help you know yourself better. And knowing yourself better can help you choose a satisfying job or occupational field to explore.</p> <p>Begin Assessment</p>	<p>Explore Job Families</p> <p>Starting your search by looking at broad families can help you find related occupations before you seek that you might enjoy.</p> <p>Start Exploring</p>	<p>Budget Your Life</p> <p>After high school you will need to work to pay for housing, transportation, and clothing. Find out how much money you will need and which occupation will pay for all your needs.</p> <p>Get Started</p>
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74


Five Phases to Increase Graduation Rates and Decrease Dropout Rates for Students with Disabilities

Phase IV: Develop Improvement Plan (or revise current improvement plan)




75

Action Plan – Included Family Engagement


 Pennsylvania State Systemic Improvement Plan – Intervention Framework

Action Plan

Date of Action Plan July 2015 to June 2016



Coherent Improvement Strategy	Practices / Interventions	Tasks to be Completed	Family Engagement for this Evidence-Based Practice	Person(s) Responsible	Timeline for Implementation	Resources Needed to Support Implementation	Date Completed / Evidence
MTSS Behavior	Check and Contact (C & C)	1. Select mentors 2. Train mentors 3. Select students to be mentored (EWS) 4. Create a schedule and mentor plan	1. Ensure that families are informed that their son/daughter are off-track for graduation, and that the mentor will be in contact with them. 2. Ensure mentor shares goals and objectives with families and provide timely updates on student progress. 3. Share PaTTAN CAP publication – Helping Students Succeed and Graduate from High	1. SSP team • List names once selected 2. PaTTAN 3. School counselor (list name)	1. By July 2015 2. August 2015 3. September 2015 4. September 2015	1. Mentor list 2. C & C materials 3. EWS data 4. Schedule and action plan	1. Mentor list 2. C & C materials 3. EWS data 4. Schedule and action plan



76

Five Phases to Increase Graduation Rates and Decrease
Dropout Rates for Students with Disabilities

Phase V:
Implement, Monitor, and Evaluate



77

SSIP Preliminary Results

Students with Disabilities	January 2016	June 2016
On-Track Total	1,912	2,255
On-Track Percentage	67%	79%
Off-Track Total	950	592
Off-Track Percentage	33%	21%

78

SSIP Preliminary Results

Percent of Students Off-Track for Graduation with Multiple Risk Factors Prior to Implementation	Percent of Students Off-Track for Graduation with Multiple Risk Factors After Implementation	Decrease in the Percent of Students with Multiple Risk Factors from January to June 2016	Positive Impact?
71%	27%	44%	Yes

79

Resources



80

PaTTAN Resources

- www.pattan.net
- Under “Educational Initiatives” click on “Increasing Graduation Rates and Decreasing Dropout Rates”

Increasing Graduation Rates and Decreasing Dropout Rates

Resources to Support Pennsylvania's State Systemic Improvement Plan (SSIP)

The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 requires states to develop a State Performance Plan (SPP) describing how the state will implement the requirements and purposes of the Act.

Pages in this Section

- SSIP Progress Report Section 1 (100%)
- Resources
- State Systemic Improvement Plan (SSIP)
- State Strategies to Increase Graduation Rates
- Tools of Action to Increase Graduation Rates
- Training Materials to Increase Graduation Rates
- Data Tools to Increase Graduation Rates
- The SSIP Communication - Summer 2015 Edition
- Resources for Families
- SSIP Strategies for Families
- SSIP Systemic Improvement Strategies to Increase Graduation Rates
- HSIP After-School Program
- HSIP Community-Based Engagement

81

PaTTAN Resources

- www.pattan.net
- Under “Educational Initiatives” click on “Increasing Graduation Rates and Decreasing Dropout Rates”
- “Data Tools to Increase Graduation Rates”
 - SSIP Implementation Framework
 - EWS Metrics
 - EWS Data Analysis Team Meeting Protocol
 - EWS Data Analysis Protocol for Individual Students

Increasing Graduation Rates and Decreasing Dropout Rates

Data Tools to Increase Graduation Rates





[Data Tools to Increase Graduation Rates](#)

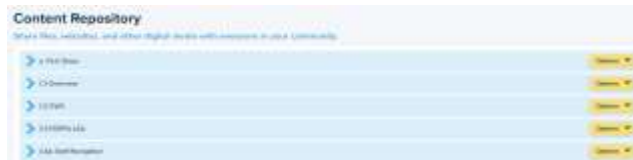
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- HSIP Community-Based Engagement

82

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

- 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.



83

Online Resources

- Pennsylvania Training and Technical Assistance Network (PaTTAN) -- www.pattan.net
- National Technical Assistance Center for Transition -- <http://transitionta.org/>
- Pennsylvania Standards Aligned System (SAS) – www.pdesas.org
- Pennsylvania Secondary Transition Guide – www.secondarytransition.org
- Attendance Works <http://www.attendanceworks.org/>
- PA Career Zone <https://www.pacareerzone.org/>

84

Contact Information

www.pattan.net

Assistant Director of PaTTAN Harrisburg

Victor Rodriguez-Diaz, Ph.D. -- vrodriquez@pattan.net

Educational Consultants from Harrisburg

Laura C. Moran, Ph.D. -- lmoran@pattan.net

Jennifer Collins, Ed.D. -- jcollins@pattan.net

Nikole Hollins-Sims, Ed.D. -- nhollins@pattan.net

Educational Consultants from Pittsburgh

Mike Minor, M.A. -- mminor@pattan.net

Shanna Bradfield, M.Ed. -- sbradfield@pattan.net

Andrea Ellis, M.A. -- aellis@pattan.net

Educational Consultants from King of Prussia

Diane Funsten, M.Ed. -- dfunsten@pattan.net

Amy Smith, M.S. -- asmith@pattan.net

Tina Lawson, Ed.D -- tlawson@pattan.net

Amira Hill-Yancy, M.Ed. -- ayancy@pattan.net



Commonwealth of Pennsylvania
Tom Wolf, Governor