

Pennsylvania's State Systemic Improvement Plan (SSIP)
to Increase the Graduation Rate
of Students with Disabilities



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

4

Part I: State Performance Plan (SPP)



5

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

6

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

7

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

8

Part II: State Systemic Improvement Plan (SSIP)



9

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

10

New Terminology

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

11

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
Phase I Analysis <ul style="list-style-type: none"> Data Analysis Identification of the Focus for Improvement (SIMR) Analysis of Infrastructure Coherent Improvement Strategies Theory of Action 	Phase II Plan <ul style="list-style-type: none"> Infrastructure Development Support for EIS Program/LEA in Implementing Evidence-Based Practices Evaluation Plan 	Phase III Evaluation <ul style="list-style-type: none"> Results of Ongoing Evaluation Extent of Progress Revisions to the SPP

12

State Identified Measurable Result (SIMR)

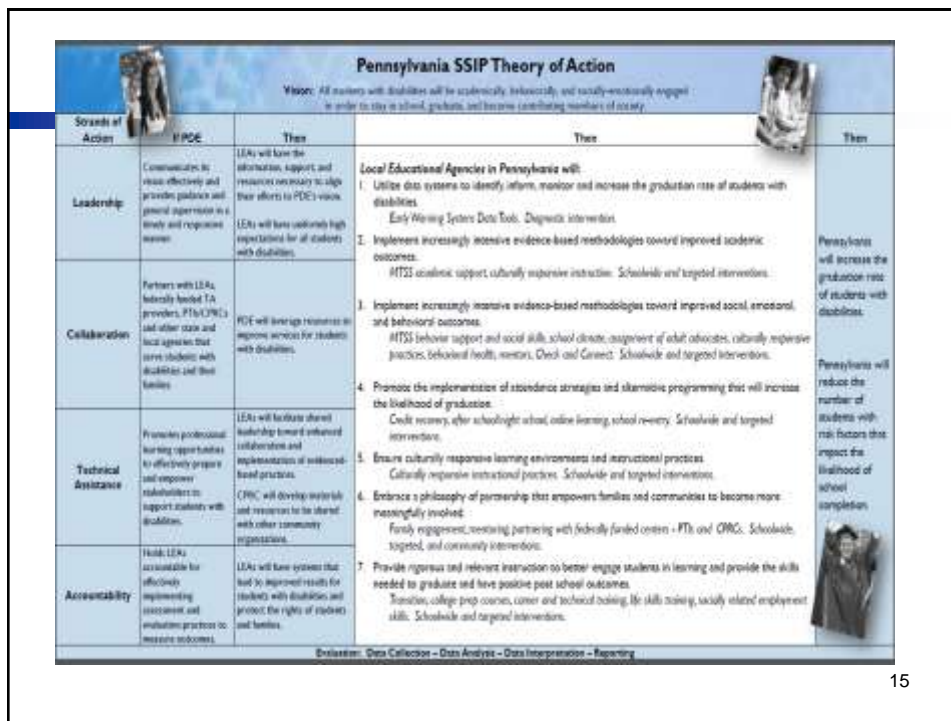
- The focus selected for Pennsylvania's SIMR for the new SPP is to increase the graduation rates of students with disabilities.
- The SIMR was selected in collaboration with multiple stakeholders.

13

Part III: Pennsylvania SSIP Theory of Action



14



15

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

17

Part IV: Seven Strategies in the SSIP



18

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



21

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)

22

Key Indicators that Predict Student Success

1. Attendance

2. Behavior

3. Course Performance



23

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

Attendance

- $\geq 10\%$ absenteeism (per semester)
- 2 or more absences in first 20 days of each school quarter

Behavior

- Signs of disengagement
- Multiple ODRs
- Suspension
- Social & emotional challenges

Course Performance

- Course failure in English or math
- GPA below 2.0
- Failure to accrue enough credits for promotion
- Failed state assessment



24

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)

25

Early Warning System – Example 1 PDE Educators Dashboard

PERCENT FAILING	METRIC VALUE (% of students)	TREND	SCHOOL GOAL	DIFFERENCE FROM GOAL	STUDENT ATTAINMENT (# meeting standard goal)	DETAILS		
Attendance - Failing (Through September 10, 2014)								
Percent of students failing daily attendance indicator								
• Percent failing - Daily Attendance Rate	9.0 %		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	9.0 %		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 indicators								
• Percent failing language arts	15.6 %		10.0 %	-5.6 %	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	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

26

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
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%

27

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



28

SSIP Coherent Improvement Strategies

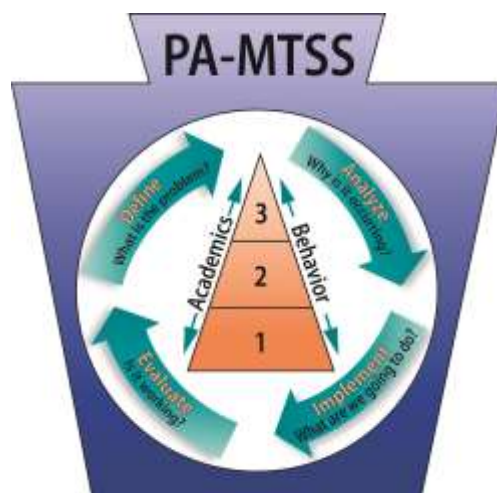
Multi-Tiered System of Support (MTSS) *Academic*

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



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MTSS Academic



30

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

31

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)

32

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

33

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

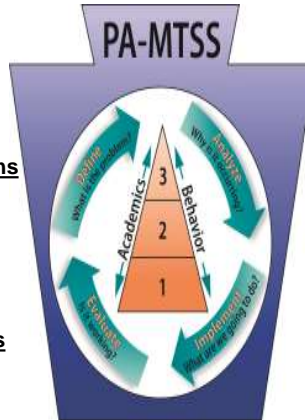
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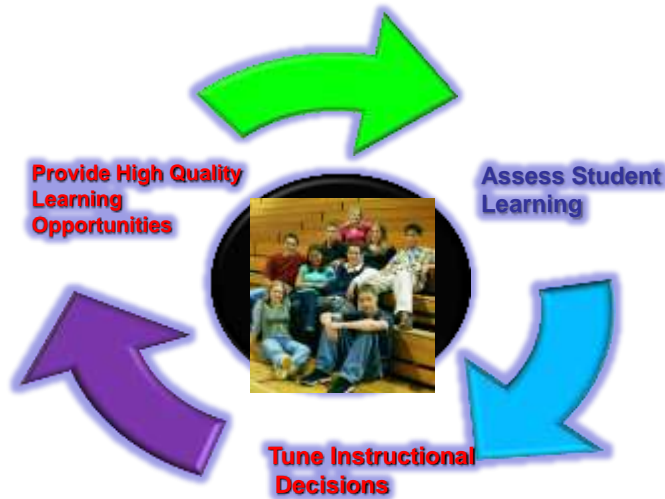
- All settings, all students
- Preventive, proactive



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>

34

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

Academic Systems

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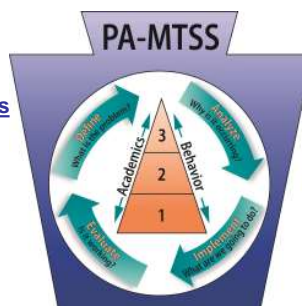
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38

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

39

Challenge



Positive Behavioral
 Interventions & Supports

40

Consider this...

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

Rob Horner

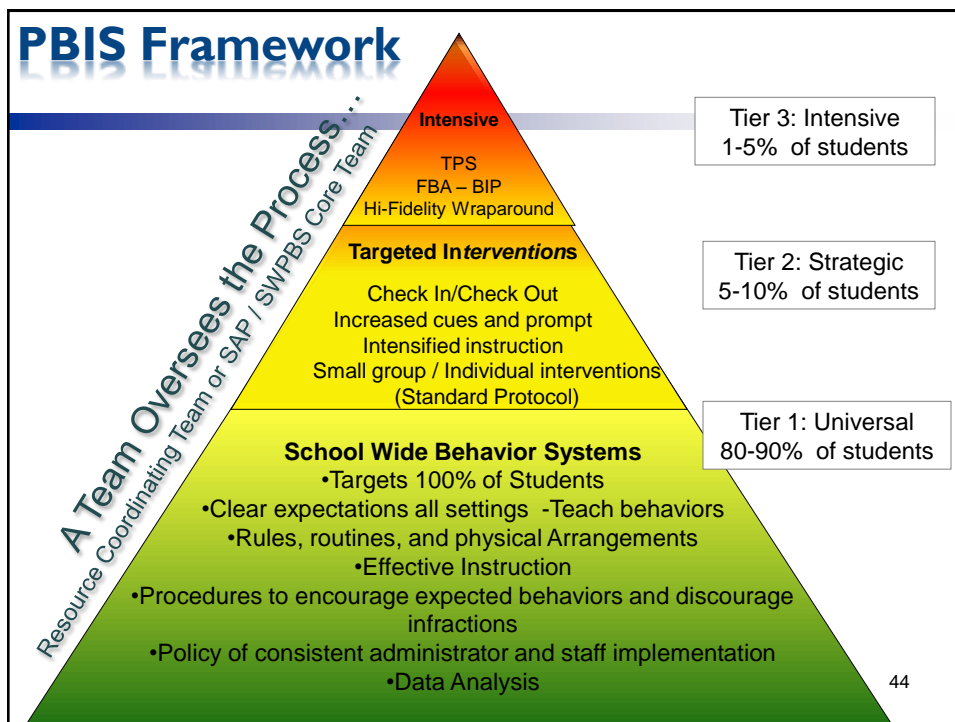
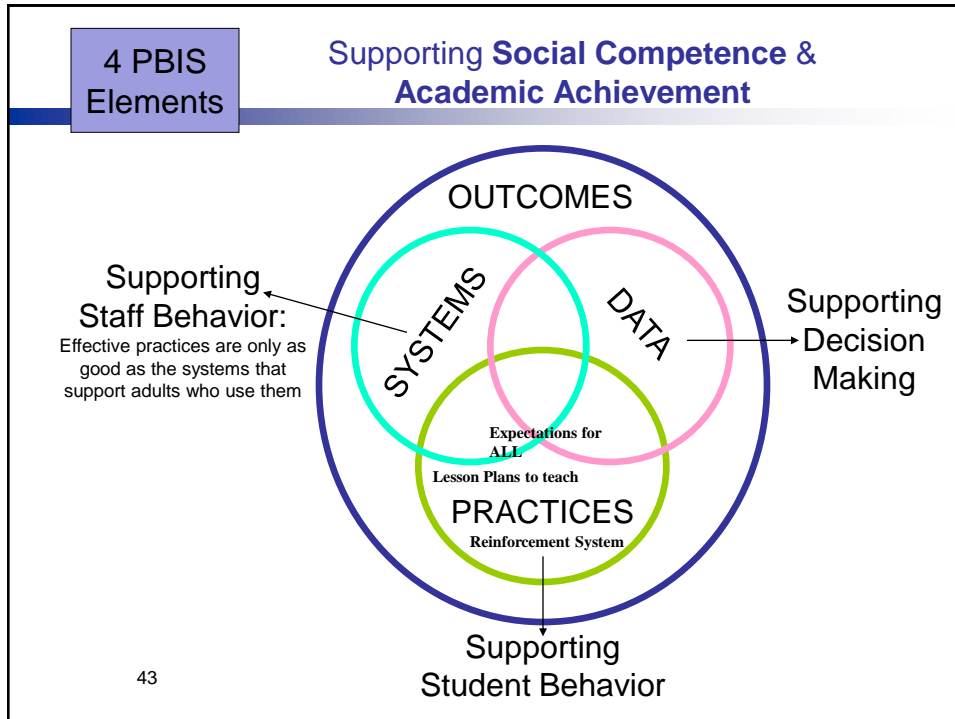


41

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

42



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



46

SSIP Coherent Improvement Strategies

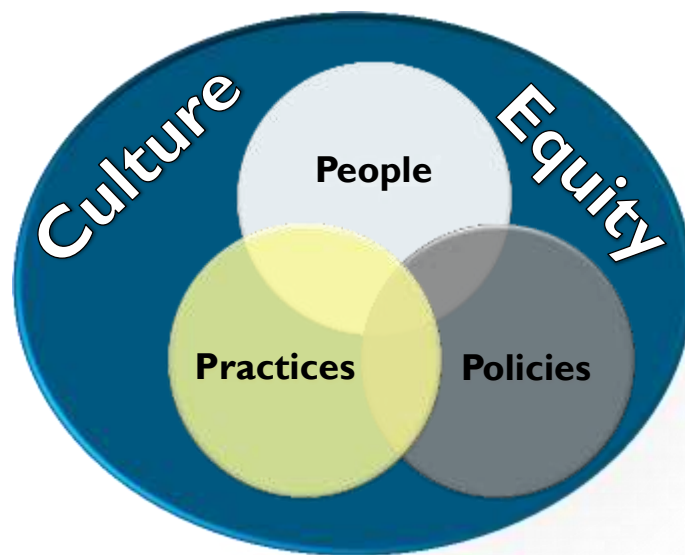
Culturally Responsive Practices

Strategy 5: Ensure culturally responsive environment and instructional practices



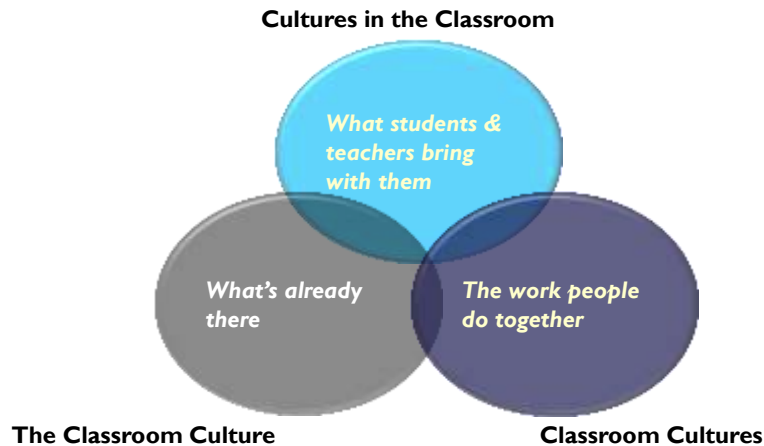
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What are Culturally Responsive Educational Systems?



48

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



50

Elements of Culturally Competent Leadership



Assess Your Own Culture



Value Diversity



Managing the Dynamics of Difference



Adapt to Diversity



Institutionalize Cultural Knowledge

51

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



52

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



54

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

55

Turn and Talk

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



56

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



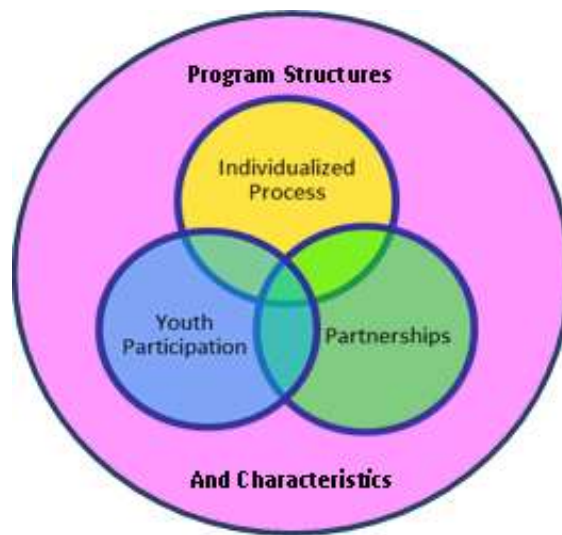
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What is Secondary Transition?

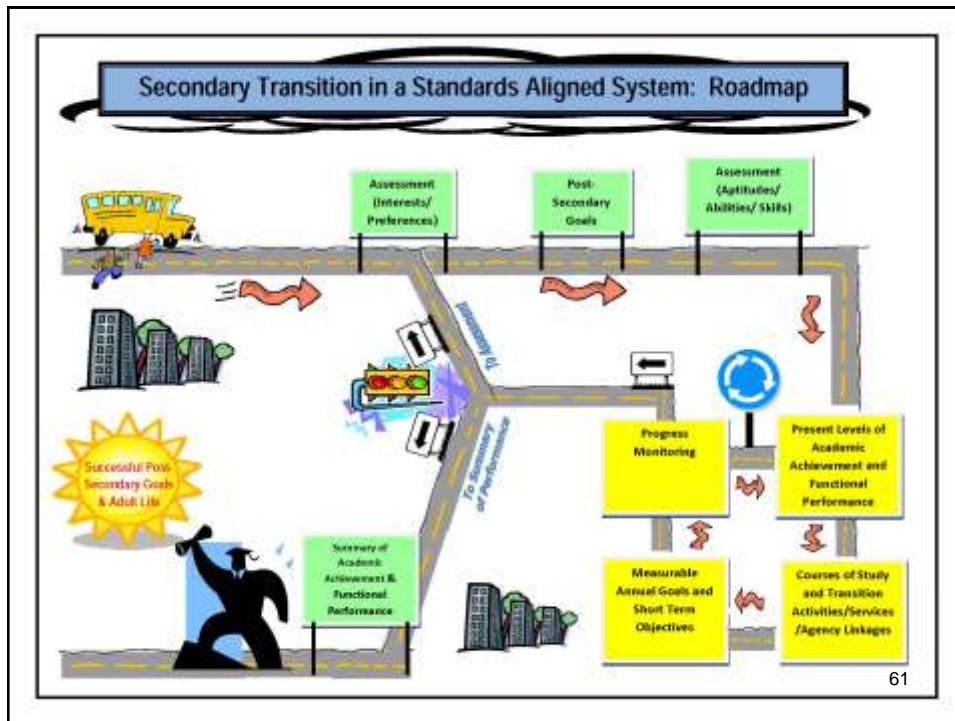
- “**a coordinated set of activities** for a child with a disability that is designed within a **result-oriented process**, that is focused on improving the academic and functional achievement of the child with a disability **to facilitate the child’s movement from school to post-school activities**,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

599

Elements of Effective Transition Programs



60



PA's Secondary Transition Website

www.secondarytransition.org

HOME RESOURCES ABOUT WHAT IS TRANSITION INDEX

Pennsylvania Secondary Transition Guide

Welcome!

The purpose of this website is to provide youth, young adults, parents, and professionals with knowledge of the secondary transition process to facilitate a young person's progress toward the attainment of his/her post-secondary goals related to education, employment, and community living.

The Pennsylvania Secondary Transition Guide website is a continual work in progress. We hope you will bookmark this site and check back regularly for updates and additions.

62

Additional Resources

- Pennsylvania Training and Technical Assistance Network (PaTTAN) -- www.pattan.net
- National Dropout Prevention Center for Students with Disabilities -- <http://www.ndpc-sd.org/>

63

Contact Information

www.pattan.net

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Commonwealth of Pennsylvania
Tom Wolf, Governor

64