

State Systemic Improvement Plan (SSIP): Overview for Administrators

August 9, 2021

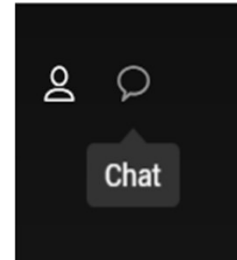


Welcome

Carole Clancy
BSE Director

Introductions

Please take this opportunity to introduce yourself in the Chat box and the location where you are joining us.



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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Objectives

Objectives



Part I

- Review the State Systemic Improvement Plan (SSIP) and national research on preventing dropout in secondary schools.


Parts II and III

- Identify the five phases of implementation with regards to increasing graduate rates for students with disabilities.
- Complete a planning document that aligns with the five phases of implementation and how to increase graduation rates in their schools.

Part IV

- Locate and access resources concerning increasing graduation and decreasing dropout rates from the PaTTAN website and additional sites.

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Part I:
Review the Pennsylvania State Systemic Improvement Plan (SSIP) and National Research Preventing Dropout in Secondary Schools

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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, English learners, and economically disadvantaged students.
- Provides a framework for LEAs to follow and implement the strategies.

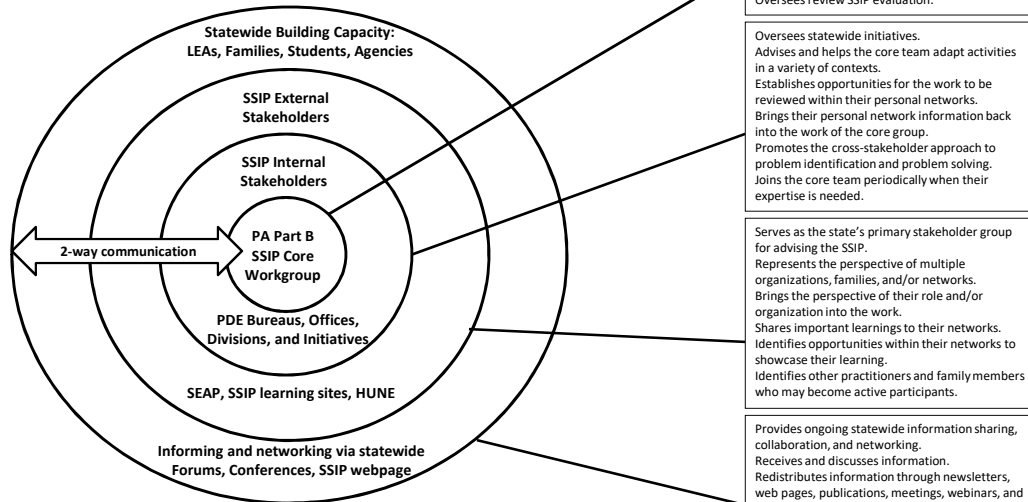
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SSIP Learning Sites

- 17 high schools across the Commonwealth of Pennsylvania and supported by educational consultants in the three PaTTAN offices (Pittsburgh, Harrisburg, and East)
- HUNE (Community Parent Resource Center in Philadelphia)



Table B.2.1
Pennsylvania SSIP
The Voice of the Stakeholders



Adapted from the National Center for Systemic Improvement

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

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Preventing Dropout in Secondary Schools Practice Guide from
What Works Clearinghouse (WWC) – September 2017

Preventing Dropout in Secondary Schools Practice Guide from
What Works Clearinghouse (WWC) – September 2017



Recommendation	Levels of Evidence		
	Minimal Evidence	Moderate Evidence	Strong Evidence
1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.	◆		
2. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.		◆	
3. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.			◆
4. For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.		◆	

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Funding Considerations

BSE Fiscal Commitment

Year 1 Beginning July 1, 2021	Year 2 Beginning July 1, 2022	Year 3 Beginning July 1, 2023	Year 4 Beginning July 1, 2024	Year 5 Beginning July 1, 2025	Year 6 Beginning July 1, 2026
\$50,000	\$50,000	\$50,000	\$25,000	\$25,000	\$10,000

Some examples of funding expenditures are as follows:

- Implementing an Early Warning System (database/program) and data collection
- Evidence-Based Programs and Interventions
- Substitutes for teachers to attend data meetings
- Salaries and benefits, contracted services, travel, resources, equipment, and supplies

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Parts II & III:
Identify the Five Phases to
Increase Graduation Rates and
Decrease Dropout Rates for
Students with Disabilities and
Using a Planning Guide with the
Five Phases

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

Phase I:
Develop State and Local Leadership
Teams



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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:
 - Students, family members, 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, etc.

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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.

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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

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Your Turn – Complete Phase 1



Planning Guide for Five Phases of Implementation to Increase Graduation Rates and Decrease Dropout Rates

Phases	Notes and Next Steps
Phase I: Develop State and Local Leadership Teams <ul style="list-style-type: none"> Is a team already in place? Who is or may be part of this team? Are families involved or part of the team? 	
Phase II: Use an Early Warning System (EWS) to Analyze Data of Students (A – Attendance, B – Behavior, C – Course Performance) <ul style="list-style-type: none"> Do you have an EWS in place? Are the suggested EWS benchmarks utilized? When or how often does the team meet to analyze data? What protocols are in place for the data team meetings? How do you communicate with families of students who may be off-track? 	
Phase III: Identify Target Areas of Intervention (based on the needs of the students with disabilities off-track) <ul style="list-style-type: none"> What type of interventions based on those in the Theory of Action are in place to assist students who may be off-track? Are you already incorporating intervention based on the Theory of Action? 	
Phase IV: Develop Improvement Plan (or revise current improvement plan) <ul style="list-style-type: none"> Is there an existing improvement plan or action plan in place? (Refer to the action plan within the Implementation Framework to compare or to use that action plan.) How do you include families and students in this process of planning? 	
Phase V: Implement, Monitor, and Evaluate <ul style="list-style-type: none"> How do you measure the fidelity of implementation, monitor student progress, and share results with other stakeholders? 	

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



Omarina's Story

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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

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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

EWS Metrics	Description	Calculation	Green On-Track	Yellow Warning	Red Off-Track
A – 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%
B – 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
B – 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
C – Course Grades - Mathematics	Mathematics Course Grade for the most recent grading period	Numeric course grade value	> 70	Between 60 and 70	< 60
C – 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

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Early Warning System – Example 1

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 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								
STUDENT ^	GRADE LEVEL	DESIGNATIONS	CURRENT ELA GRADE	Metrics Failing	Metrics Caution	Inter-ventions Assigned?	Daily Attendance Rate	Scho Code Condu Incides
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

Using your own Data System with the EWS metrics.
Some examples are as follows:

- PowerSchool
- EdInsight from OnHand Schools
- Sapphire
- Skyward
- District Database

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Data Team Meetings

- Core teams meet regularly to review EWS data (e.g., some sites met bi-weekly or monthly).
- 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.).

EWS Data Analysis Team Meeting Protocol

Early Warning System Data Analysis Team Meeting



School Name: List School Name Here


Date: Click or tap 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 paperwork.	
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.	

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 IEPs)	Intervention Options/Strategies	Person(s) Responsible	Student Follow Up (Date)	Family Follow-Up (Date)

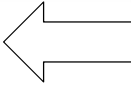
Data Collection from Leader Services

- Online Platform and each site will receive a designated user name and password.
- Data submission dates will be provided when data should be uploaded.
- Data includes but not limited to the following: student names, PA Secure ID, grade level, ABCs.
- Further training on how to enter data on the site will be forthcoming.

Your Turn – Complete Phase II



Planning Guide for Five Phases of Implementation to Increase Graduation Rates and Decrease Dropout Rates

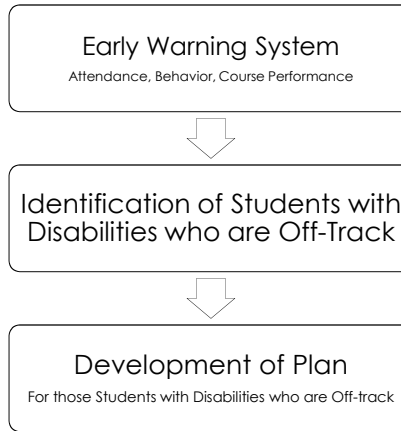
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Phase V: Implement, Monitor, and Evaluate <ul style="list-style-type: none"> How do you measure the fidelity of implementation, monitor student progress, and share results with other stakeholders? 	

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



SSIP Process for Supporting Schools



Vision: All students with disabilities will be academically, behaviorally, and socially-emotionally engaged in order to stay 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 uniformly high expectations for all students with disabilities.	Local Educational Agencies in Pennsylvania will: <ol style="list-style-type: none"> 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> Implement increasingly intensive evidence-based methodologies toward improved academic outcomes. <i>MTSS academic support, culturally responsive instruction. Schoolwide and targeted interventions.</i> 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> Promote the implementation of attendance strategies and alternative programming that will increase the likelihood of graduation. <i>Credit recovery, after school/night school, online learning, school re-entry. Schoolwide and targeted interventions.</i> Ensure culturally responsive learning environments and instructional practices. <i>Culturally responsive instructional practices. Schoolwide and targeted interventions.</i> Embrace a philosophy of partnership that empowers families and communities to become more meaningfully involved. <i>Family engagement, mentoring, partnering with federally funded centers - PTIs and CPRCs. Schoolwide, targeted, and community interventions.</i> 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> 	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, PTIs/CPRCs 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.		
Technical Assistance 	Promotes 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 evidenced-based practices. CPRC will develop materials and resources to be shared with other community organizations.		
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.		
Evaluation: Data Collection – Data Analysis – Data Interpretation – Reporting				

SSIP Coherent Improvement Strategies

Multi-Tiered System of Support (MTSS)
Academic

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

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

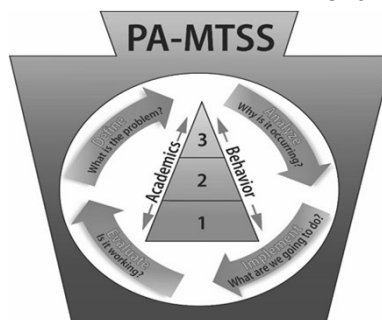
- Few**
- Individual students
 - Assessment-based
 - Intense, durable procedures

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



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



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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



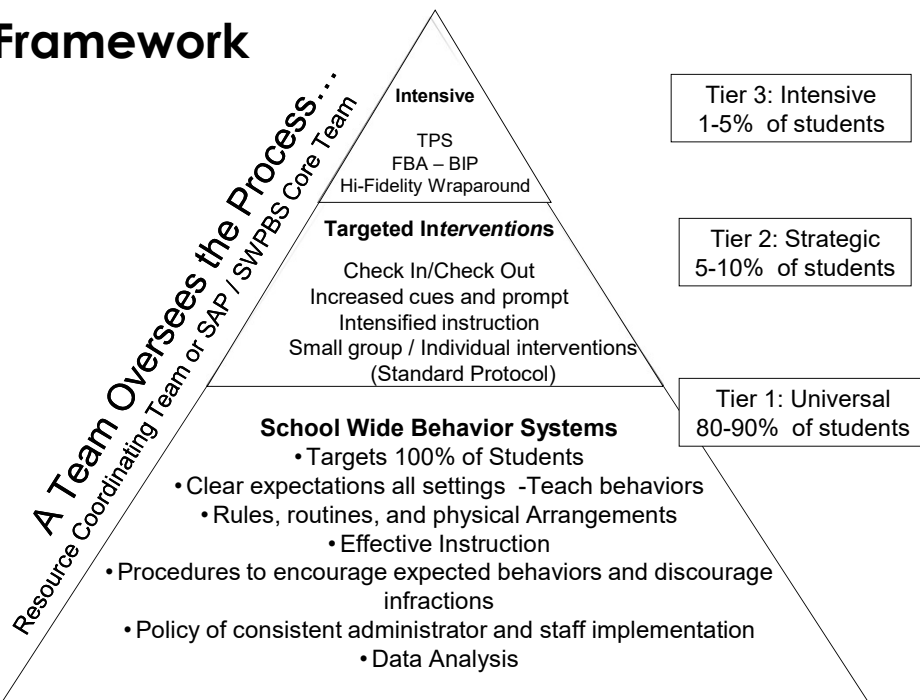
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SSIP Coherent Improvement Strategies

Multi-Tiered System of Support (MTSS) Behavior

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

PBIS Framework



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



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Check & Connect

Mentor	<ul style="list-style-type: none"> • Relationship building • Long-term commitment • Persistence-Plus
Check	<ul style="list-style-type: none"> • Systematic monitoring • Focus on alterable variables
Connect	<ul style="list-style-type: none"> • Problem solving • Capacity building • Personalized, data-based intervention • Promoting participation/affiliation with school
Engagement with Families	<ul style="list-style-type: none"> • Connect, partner, and engage with parents/families

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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

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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

Attendance Strategies and Alternative Programming

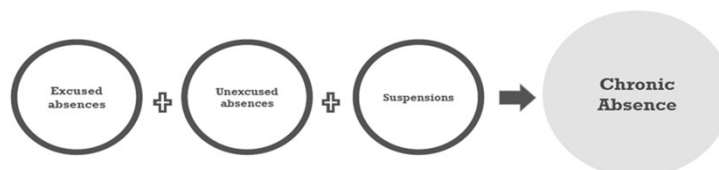
- Improving graduation rates through supports and programs that:
 - Strive to eliminate the need to dropout
 - Offer attendance strategies and alternative options for student engagement, reentry to school, and school completion



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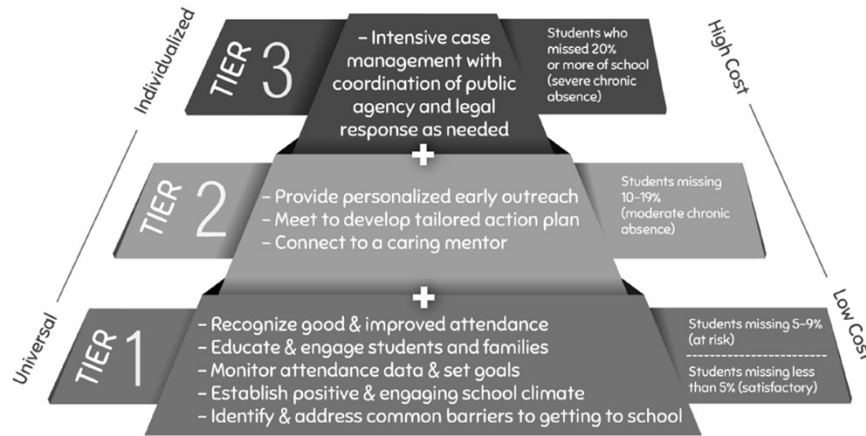
What is Chronic Absence?

- 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



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Tiered Approach to Attendance



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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

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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

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SSIP Coherent Improvement Strategies

Culturally Responsive Practices

Strategy 5: Ensure culturally responsive
 environment and instructional
 practices

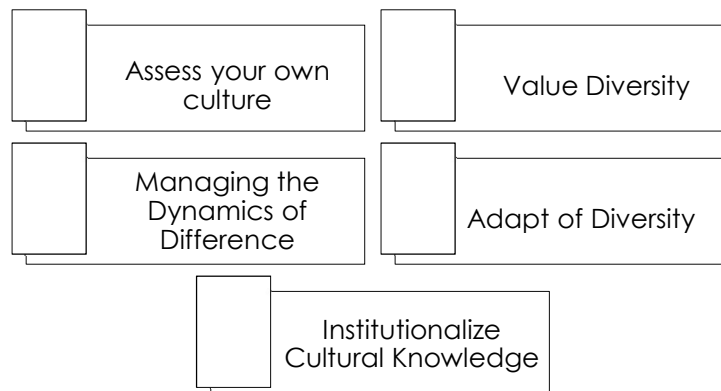
What is Equity in Pennsylvania Schools?

Pillars of Practice

- General Equity Practices
- Self-Awareness
- Data Practices
- Family/Community Engagement
- Academic Equity
- Disciplinary Equity



Culturally Responsive School Leadership Framework



5 Equitable Leadership Dispositions

1. Reflect on personal assumptions, beliefs and behaviors
2. Publicly model a personal belief system that is student centered and grounded in equity
3. Act with cultural competence and responsiveness in interactions, decision-making and practice
4. Confront and alter institutional biases to student marginalization, deficit based and low expectations
5. Create systems and structures to promote equity.

Black history is not a month, it's a key to dismantling inequities - The Leadership Academy

Characteristics of Culturally Relevant and Sustaining Educators

- ★ Reflect on One's Cultural Lens
- ★ Identify, Deepen Understanding of, and Take Steps to Address Bias in the System
- ★ Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces
- ★ Provide all Learners with Equitable and Differentiated Opportunities to Learn and Succeed
- ★ Promote Asset-based Perspectives about Differences

Characteristics of Culturally Relevant and Sustaining Educators

- ★ Collaborate with Families and Communities through Authentic Engagement Practices
- ★ Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families
- ★ Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success
- ★ Educate Oneself About Microaggressions, Their Impact on Diverse Learners, Educators, and Families and Actively Disrupt the Practice by Naming and Challenging its Use

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What Can You Do?

Be Reflective

- Reflect on your own social positioning and biases and how it might impact how you are seeing an issue
- Consider what more you need to learn

Be Responsive

- Stop and Interrupt
- Support those impacted
- Ensure Accountability
- Name
- Report and Document
- Examine and Restore

Be Proactive

- Consider ways you are clear about culturally responsive practices
- Find ways to embed this learning into your classrooms/trainings
- Make sure staff and students know that they can come to you with any concerns

SSIP Coherent Improvement Strategies

Family Engagement

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

Culturally Responsive-Sustaining Family Engagement

Culturally responsive-sustaining family engagement is the practice of authentic, equal partnership with families, rooted in a deep knowledge and appreciation for the rich social and cultural identities, assets, habits and contexts that families bring to learning.

Types of Engagement	<ul style="list-style-type: none">• School-Based Involvement – Those activities which allow the caregiver to actively participate in the school setting. <p><i>Examples: Attending school-sponsored events, volunteering as a chaperone for school field trips, and visiting their child's classroom.</i></p>
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Types of Engagement	<ul style="list-style-type: none">• Home-Based Involvement – Those activities which allow caregivers to support their child's educational experience in the home setting. <p><i>Examples: Reinforcing the importance of education, consistency of behavioral expectations at home and school, and providing homework support.</i></p>
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Tips for Families

Attendance

- 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

- 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

- 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.

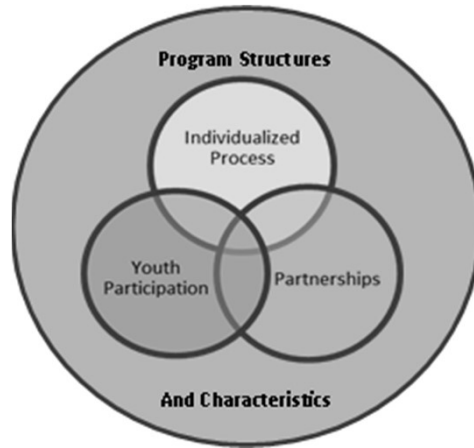
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SSIP Coherent Improvement Strategies

Secondary Transition

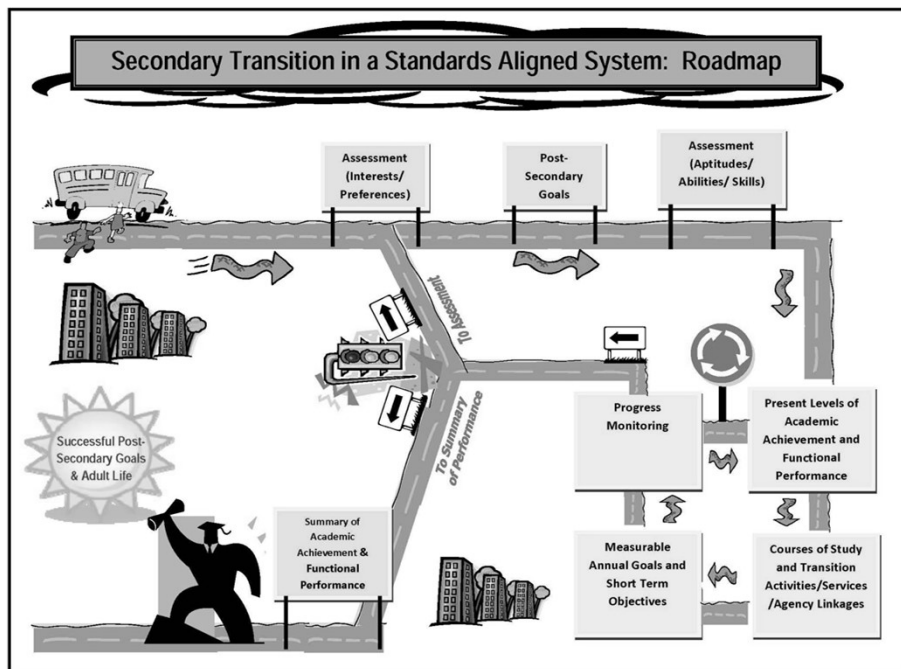
Strategy 7: Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and have positive post school outcomes.

Elements of Effective Transition Programs



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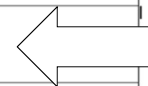
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Your Turn – Complete Phase III



Planning Guide for Five Phases of Implementation to Increase Graduation Rates and Decrease Dropout Rates

Phases	Notes and Next Steps
Phase I: Develop State and Local Leadership Teams <ul style="list-style-type: none"> Is a team already in place? Who is or may be part of this team? Are families involved or part of the team? 	
Phase II: Use an Early Warning System (EWS) to Analyze Data of Students (A – Attendance, B – Behavior, C – Course Performance) <ul style="list-style-type: none"> Do you have an EWS in place? Are the suggested EWS benchmarks utilized? When or how often does the team meet to analyze data? What protocols are in place for the data team meetings? How do you communicate with families of students who may be off-track? 	
Phase III: Identify Target Areas of Intervention (based on the needs of the students with disabilities off-track) <ul style="list-style-type: none"> What type of interventions based on those in the Theory of Action are in place to assist students who may be off-track? Are you already incorporating intervention based on the Theory of Action? 	
Phase IV: Develop Improvement Plan (or revise current improvement plan) <ul style="list-style-type: none"> Is there an existing improvement plan or action plan in place? (Refer to the action plan within the Implementation Framework to compare or to use that action plan.) How do you include families and students in this process of planning? 	
Phase V: Implement, Monitor, and Evaluate <ul style="list-style-type: none"> How do you measure the fidelity of implementation, monitor student progress, and share results with other stakeholders? 	





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


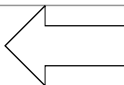
Phase IV: Develop Improvement Plan (or revise current improvement plan)



Action Plan – Included Family Engagement & Equity

 Pennsylvania State Systemic Improvement Plan (SSIP) Action Plan 								
Sep-21			to			Jun-22		
Coherent Improvement Strategy/Strategies	Practices /Interventions	Family Engagement for the Evidence Based Practice	Equity Considerations	Tasks to be Completed	Person(s) Responsible	Timelines for Implementation	Resources Needed to Support Implementation	Date Completed /Evidence
MTSS Behavior	Check & Connect (C & C)	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 School and ABC Student and Family Publication	1. In addition to families, engage with community members to build a "village" to support the student/mentee. 2. Culturally responsive mentors show curiosity and concern for students' cultural backgrounds and social identities.	1. Select mentors 2. Train mentors 3. Create a schedule and mentor plan 4. Implement Check and Connect and check on fidelity using the fidelity measure.	1. SSIP team - List names once selected 2. PaTTAN or IU 3. School counselor (list name) 4. Check & Connect Coordinator (names) 5. Check & Connect Mentors (list names)	1. By September 2021 2. September 2021 3. September 2021 4. October 2021 5. October 2021-May 2022 and Fidelity Check at the end of the Year (May 2022)	1. Mentor list 2. C & C materials 3. EWS data 4. Schedule and action plan 5. Check & Connect monitoring forms and fidelity check	1. Mentor list 2. C & C materials 3. EWS data 4. Schedule & action plan 5. Check & Connect monitoring forms and fidelity check

Your Turn – Complete Phase IV

 Planning Guide for Five Phases of Implementation to Increase Graduation Rates and Decrease Dropout Rates	
Phases	Notes and Next Steps
Phase I: Develop State and Local Leadership Teams <ul style="list-style-type: none"> Is a team already in place? Who is or may be part of this team? Are families involved or part of the team? 	
Phase II: Use an Early Warning System (EWS) to Analyze Data of Students (A – Attendance, B – Behavior, C – Course Performance) <ul style="list-style-type: none"> Do you have an EWS in place? Are the suggested EWS benchmarks utilized? When or how often does the team meet to analyze data? What protocols are in place for the data team meetings? How do you communicate with families of students who may be off-track? 	
Phase III: Identify Target Areas of Intervention (based on the needs of the students with disabilities off-track) <ul style="list-style-type: none"> What type of interventions based on those in the Theory of Action are in place to assist students who may be off-track? Are you already incorporating intervention based on the Theory of Action? 	
Phase IV: Develop Improvement Plan (or revise current improvement plan) <ul style="list-style-type: none"> Is there an existing improvement plan or action plan in place? (Refer to the action plan within the Implementation Framework to compare or to use that action plan.) How do you include families and students in this process of planning? 	
Phase V: Implement, Monitor, and Evaluate <ul style="list-style-type: none"> How do you measure the fidelity of implementation, monitor student progress, and share results with other stakeholders? 	

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

Phase V: Implement, Monitor, and Evaluate



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Data Results for Groups 1-2-3

2020 Group 1 Longitudinal Trends

Movement of Group 1 Students from Off-Track Status to On-Track Status

Students with IEPs	January 2016	August 2020
On-Track Percentage	66%	99%
Off-Track Percentage	34%	1%

2020 Group 2 Longitudinal Trends

Movement of Group 2 Students from Off-Track Status to On-Track Status

Students with IEPs	October 2016	August 2020
On-Track Percentage	69%	95%
Off-Track Percentage	31%	5%

2020 Group 3 Longitudinal Trends

Movement of Group 3 Students from Off-Track Status to On-Track Status

Students with IEPs	October 2017	August 2020
On-Track Percentage	67%	82%
Off-Track Percentage	33%	18%

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Changes in Risk Factors of Students Off-Track for Graduation in Group 1

Group 1 – Longitudinal Changes in Risk Factors of Students Off-Track for Graduation January 2016-August 2020			
% Students Off-Track for Graduation with Multiple Risk Factors Prior to Implementation	% Students Off-Track for Graduation with Multiple Risk Factors After 4.5 Years of Implementation	Decrease in the % Students with Multiple Risk Factors from January 2016 through June 2020	Positive Impact?
65%	2%	63%	Yes

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Changes in Risk Factors of Students Off-Track for Graduation in Group 2


Group 2 – Longitudinal Changes in Risk Factors of Students Off-Track for Graduation October 2016 through August 2020			
% Students Off-Track for Graduation with Multiple Risk Factors October 2016	% Students Off-Track for Graduation with Multiple Risk Factors After 4 Years of Implementation	Decrease in the % Students with Multiple Risk Factors After 4 Years of Implementation	Positive Impact?
44%	4%	40%	Yes

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Changes in Risk Factors of Students Off-Track for Graduation in Group 3


Group 3 – Longitudinal Changes in Risk Factors of Students Off-Track for Graduation October 2017 through August 2020			
% Students Off-Track for Graduation with Multiple Risk Factors October 2017	% Students Off-Track for Graduation with Multiple Risk Factors After 1 Year of Implementation August 2020	Decrease in the % Students with Multiple Risk Factors After 3 Years of Implementation	Positive Impact?
39%	12%	27%	Yes

Your Turn – Complete Phase V




Planning Guide for Five Phases of Implementation to Increase Graduation Rates and Decrease Dropout Rates

Phases	Notes and Next Steps
Phase I: Develop State and Local Leadership Teams <ul style="list-style-type: none"> Is a team already in place? Who is or may be part of this team? Are families involved or part of the team? 	
Phase II: Use an Early Warning System (EWS) to Analyze Data of Students (A – Attendance, B – Behavior, C – Course Performance) <ul style="list-style-type: none"> Do you have an EWS in place? Are the suggested EWS benchmarks utilized? When or how often does the team meet to analyze data? What protocols are in place for the data team meetings? How do you communicate with families of students who may be off-track? 	
Phase III: Identify Target Areas of Intervention (based on the needs of the students with disabilities off-track) <ul style="list-style-type: none"> What type of interventions based on those in the Theory of Action are in place to assist students who may be off-track? Are you already incorporating intervention based on the Theory of Action? 	
Phase IV: Develop Improvement Plan (or revise current improvement plan) <ul style="list-style-type: none"> Is there an existing improvement plan or action plan in place? (Refer to the action plan within the Implementation Framework to compare or to use that action plan.) How do you include families and students in this process of planning? 	
Phase V: Implement, Monitor, and Evaluate <ul style="list-style-type: none"> How do you measure the fidelity of implementation, monitor student progress, and share results with other stakeholders? 	←



Part IV:
Access resources concerning increasing graduation and decreasing dropout rates from the PaTTAN website and additional sites

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PaTTAN
Pennsylvania Training and Technical Assistance Network

Search...

Multi-Tiered System of Support ▾

Graduation/Post Secondary Outcomes ▾

- Secondary Transition
- Graduation/Post Secondary Outcomes
- Increasing Graduation Rates ←

“New to the Schools” Speech-Language Network
Setting Goals and Evaluating Student Growth
(These webinars are not available for credits, and focus on SLPs who have been in schools five years or less.)

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PaTTAN Resources -- Publications

- www.pattan.net
- Click the tab, "Graduation/Post Secondary Outcomes"
- Click on "Increasing Graduation Rates"
- Click on the following:
 - SSIP Publications/Resources for Schools & Families
 - Recursos de SSIP en Español para Familias – Publicaciones en Español (Publications in Spanish)



ABC – Student Publication – English/Spanish

Are you on-track to graduate? Check your A-B-C's!
Graduating from high school takes more than just passing classes.

A Attendance
Are I missing two or more days a month of school?

How can I improve my attendance?

- Talk to your teachers/counselor about your school's attendance requirements/rules.
- Seek help when you need support to improve your attendance.
- Prepare the night before: clothes, books, set alarm, do not stay up too late.
- Make plans to arrive at school on time each day.
- Schedule doctor's appointments and trips after school hours or when school is not in session.
- Discuss a plan with your teachers for making up missed assignments.

B Behavior
Is my behavior interfering with my success at school?

How can I improve my behavior?

- Talk to an adult at school if you are having problems with friends.
- Reflect on how you are getting along with others and work on ways to improve relationships.
- Get involved in activities such as clubs, sports, or work that interests you.
- Discuss with an adult any changes or problems that may affect your behavior.
- Report any bullying behavior.

C Course Performance
Am I passing all of my classes?

How can I improve my course performance?

- Know the requirements and credits needed for graduation.
- Seek additional help from adults if not passing a class and ask about additional supports such as tutoring and/or credit recovery.
- Ask a friend to help you study for tests and quizzes.
- Take elective courses that are of interest to you.
- Complete assignments on time and make up any missed work.
- Review your grades online on an ongoing basis so you know how you are doing.

You have 75% chance of dropping out of school if: you are absent 2 or more days a month, you fail language arts and/or math, and your behavior is interfering with your success at school.

Check off ways that lead to success and graduate!
For additional information to increase graduation rates, including an Early Warning System Data Analysis Protocol for Individual Students: www.pattan.net

¿Estás en camino a graduarte? ¡Marca las casillas del A-B-C!
Para graduarte de la escuela se necesita hacer más que sólo pasar clases.

A Asistencia
¿Estoy faltando a la escuela dos o más días al mes?

¿Cómo puedo mejorar mi asistencia?

- Habla con tus maestros/counselors sobre los requisitos y las reglas de asistencia de tu escuela.
- Busca ayuda cuando necesitas apoyo para mejorar tu asistencia.
- Prepara la noche antes: la ropa, los libros, pon la alarma, no te acuestas muy tarde.
- Planifica llegar a tiempo a la escuela cada día.
- Programa las citas médicas y los viajes después de las horas escolares o cuando no haya clases.
- Discute un plan con tus maestros para recuperar las asignaciones que te faltan.

B Buena conducta
¿Está mi conducta interfiriendo con mi éxito en la escuela?

¿Cómo puedo mejorar mi conducta?

- Habla con un adulto en la escuela si estás teniendo problemas con tus amigos.
- Piensa en la forma en que te estás llevando con los demás y busca la manera de mejorar las relaciones.
- Participa en actividades tales como clubes, deportes o trabajos que te interesan.
- Coméntale con un adulto cualquier cambio o problema que podría estar afectando tu conducta.
- Reporta cualquier conducta de intimidación (bullying) que veas.

C Clases y desempeño
¿Estoy aprobando todas mis clases?

¿Cómo puedo mejorar mi desempeño en las clases?

- Conoce los requisitos y créditos necesarios para graduarte.
- Busca ayuda adicional de los adultos si no estás aprobando una clase y pregunta por los apoyos adicionales tales como tutorías y recuperación de clases.
- Pídele a un amigo que te ayude a estudiar para los exámenes y los proyectos.
- Toma cursos opcionales que te interesan.
- Completa las asignaciones a tiempo y entrega cualquier trabajo que te falte.
- Revisa tus calificaciones en línea regularmente para que sepas cómo te está yendo.

Tienes un 75% de probabilidad de abandonar la escuela si: estás ausente 2 o más días al mes, no estás aprobando tus materias y tu conducta está interfiriendo con tu éxito en la escuela.

¡Marca las cosas que has hecho para tener éxito y graduarte!
Para más información acerca de cómo aumentar los índices de graduación, incluyendo el protocolo de análisis de datos de sistema de alerta temprana para estudiantes individuales, visite: www.pattan.net

ABC – Family Publication – English/Spanish

How can families support students to graduate? Check the A-B-Cs!
Graduating from high school takes more than just passing classes.

A Attendance
Is your student missing two or more days of school a month?

B Behavior
Is behavior interfering with student success at school?

C Course Performance
Is the student passing all classes?

Check off ways that lead to success and graduation!
For additional information to increase graduation rates, including an Early Warning System Data Analysis Protocol for Individual Students: www.pattan.net

¿Cómo pueden las familias apoyar a los estudiantes para que se gradúen? ¡Marque las casillas del A-B-C!
Para graduarse de la escuela se necesita hacer más que sólo pasar clases.

A Asistencia
¿Está el estudiante faltando a la escuela 2 días o más al mes?

B Buena conducta
¿Está la conducta interfiriendo con el éxito del estudiante en la escuela?

C Clases y desempeño
¿Está el estudiante aprobando todas las clases?

¡Seleccione las formas para ayudar a los estudiantes a tener éxito y a graduarse!
Para recibir información adicional sobre cómo aumentar las tasas de graduación, incluyendo un Protocolo de Datos de Datos del Sistema de Análisis de Datos para Estudiantes Individuales, visite www.pattan.net

Are you affirming racial, cultural, and linguistic identities to foster positive outcomes for your most marginalized students? Implement the A-B-Cs!

A Attendance
Do your students feel welcome?

B Behavior
Are you implementing restorative approaches and are you consistent of explicit behavior rules to behavior policies and procedures?

C Course Performance
Are you fostering high expectations and evidence-based instructional practices with materials that reflect the students you teach?

¿Está afirmando la identidad racial, cultural y lingüística a fin de fomentar resultados positivos para sus alumnos más marginados? ¡Ponga en práctica el A-B-C!

A Asistencia
¿Sus alumnos se sienten bienvenidos?

B Conducta
¿Está implementando enfoques restaurativos y es consistente con las reglas y procedimientos de conducta?

C Desempeño académico
¿Está fomentando altas expectativas y prácticas instruccionales basadas en evidencia con materiales que reflejen a los alumnos a los que enseña?

PaTTAN Resources – Data Tools

- www.pattan.net
- Click the tab, “Graduation/Post Secondary Outcomes”
- Click on “Increasing Graduation Rates”
- Click on “SSIP Resources”
- Click on “Data Tools to Increase Graduation Rates”

SSIP Resources

This section includes the federal SSIP Plans, resources regarding the Seven Coherent Improvement Strategies, the SSIP Theory of Action, Training Materials, Data Tools to Increase Graduation Rates, and the BSE Communicator publication.

State Systemic Improvement Plan (SSIP).

Seven Strategies to Increase Graduation Rates.

Theory of Action to Increase Graduation Rates.

Training Materials to Increase Graduation Rates

Data Tools to Increase Graduation Rates. ←

The BSE Communicator

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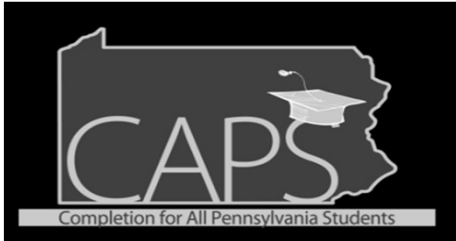
The ABCs of Increasing Graduation Rates

SSIP PaTTAN Lead Consultants

<https://www.youtube.com/watch?v=afiJcMACEx8&list=PLCkBP2csbOssi3rUsfM-yQT1DVGUihxg2&index=4>

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Student Voices: Are you on track to graduate?



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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/>
- What Works Clearinghouse – Preventing Dropout in Secondary Schools Practice Guide
 - <https://ies.ed.gov/ncee/wwc/practiceguide/24>
- The ABCs of Increasing Graduation Rates – PaTTANpod on PaTTAN YouTube Channel
 - <https://www.youtube.com/watch?v=afiJcMACEx8&list=PLCkBP2csbOssi3rUsfM-yQT1DVGUihxg2&index=4>

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**Denotes statewide lead

*Denotes PaTTAN office lead

**Commonwealth of
 Pennsylvania**

Tom Wolf, Governor