

Implementing Evidence-Based Practices to Increase Graduation Rates in Pennsylvania



Pennsylvania Training and Technical Assistance Network



PaTTAN's Mission

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

PDE's Commitment to Least Restrictive Environment (LRE)

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

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Agenda



- I. 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

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Part I:
Pennsylvania State Systemic Improvement Plan (SSIP)



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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, and students low SES.
- Provides a framework for LEAs to follow and implement the strategies.

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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).



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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)



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Intervention Framework

The Intervention Framework was developed by the National Dropout Prevention Center for Students with Disabilities. That organization is now identified as 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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Part II:

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



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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:**
 - 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

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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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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.).

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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

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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

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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



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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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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	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	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	16.6 %		10.0 %	-6.6 %	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	Interventions Assigned?	Daily Attendance Rate	School Code Conduct Incidents
Alvarado, Tracy	10th		58	1	0	1	100.0 %	0
Banks, Julia	10th		30	1	0	0	100.0 %	0
Barton, Bradley	10th		55	1	0	0	100.0 %	0

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Early Warning System – Example 2
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%

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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

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SSIP Baseline Data – January 2016

Total Number of Students	17,763
Total Students with IEPs	2,862
Percentage	16%
SWD On-Track Total	1912
SWD On-Track Percentage	67%
SWD Off-Track Total	950
SWD Off-Track Percentage	33%

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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



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SSIP Coherent Improvement Strategies

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

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



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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

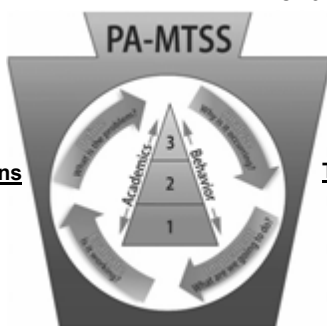
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

All

- All settings, all students
- Preventive, proactive

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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

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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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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

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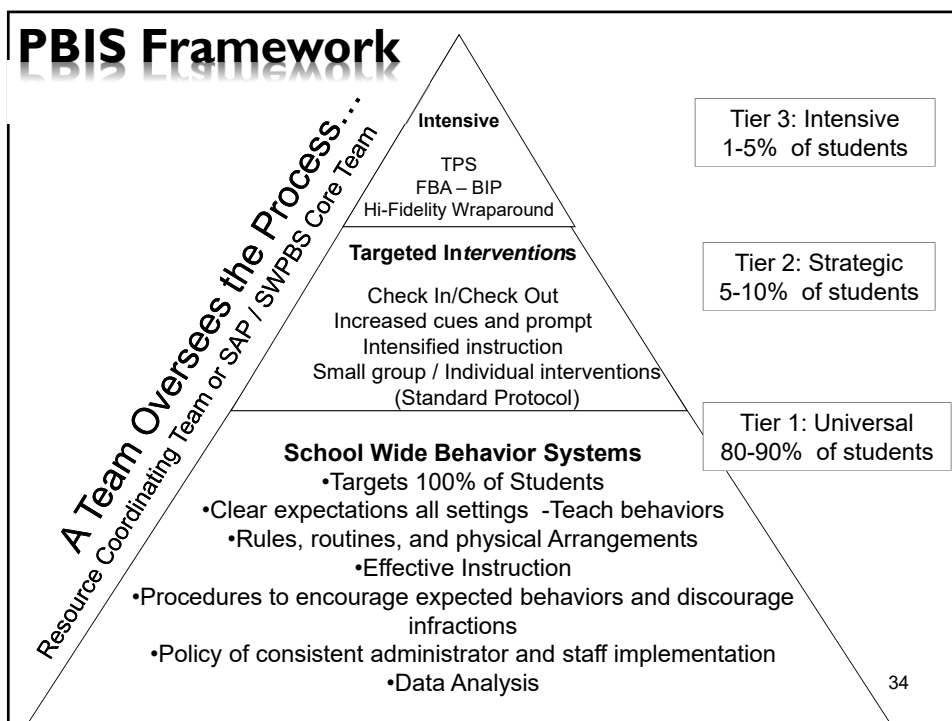
SSIP Coherent Improvement Strategies

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

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



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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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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.

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RENEW – Tier 3 Support



“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 Learning Sites Implementation Status



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

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SSIP Coherent Improvement Strategies

Attendance Strategies and Alternative Programming

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



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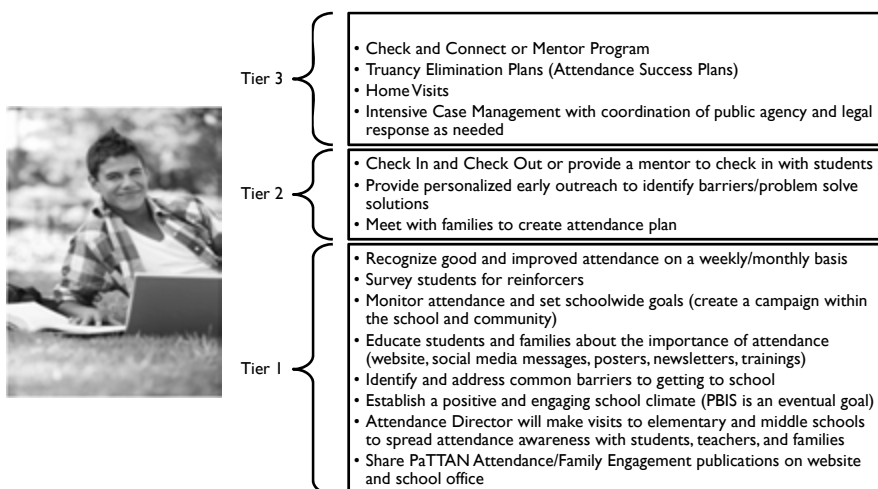
Attendance Strategies and Alternative Programming

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



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Sample Tiered Approach for 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

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

SSIP Coherent Improvement Strategies

Culturally Responsive Practices

Strategy 5: Ensure culturally responsive environment and instructional practices

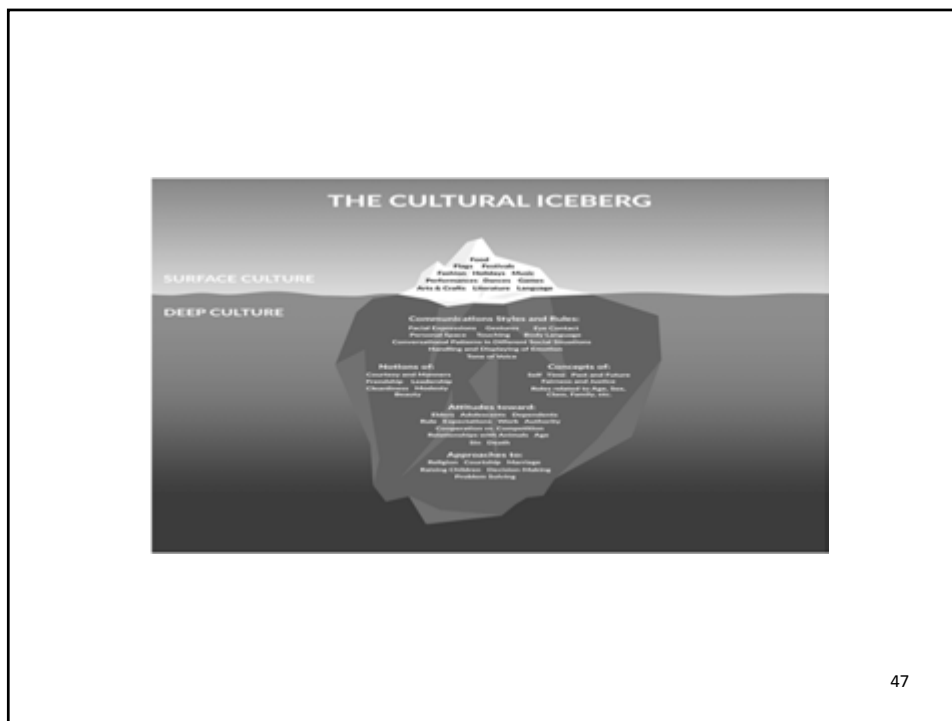


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“Not everything that is faced can be changed, but nothing can be changed until it is faced.” **James Baldwin**



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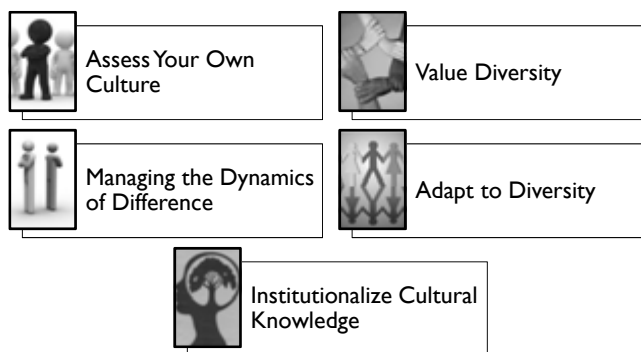
Characteristics of Culturally Responsive Teaching

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



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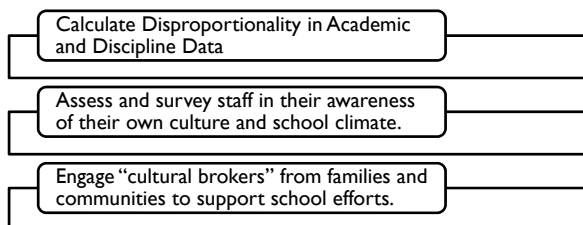
Elements of Culturally Competent Leadership



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Culturally Responsive Practices

What can schools do?



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SSIP Coherent Improvement Strategies

Family Engagement

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



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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).

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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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PaTTAN Publications

CAPS Center for Alternative Programs and Services

Helping Students Succeed and Graduate From High School

Strategies for Families

What Can Families Do to Support Their Children?

Families play an important role in making sure their son or daughter graduates from high school in fact, when families are involved:

- Students achieve more, regardless of economic status, ethnic/racial background, or the parents' education level (Duncan, 2008).
- Students have higher grades and test scores, better attendance, and complete homework more consistently, and go on to postsecondary education (National Parent Teacher Association, 2008).

What can families do to ensure that their son/daughter graduates? They should inquire after all their son/daughter's. When families can be involved in their child's schooling, school events, and a family member can:

- Support your son/daughter's learning by providing time and space at home to complete assignments.
- Monitor your son/daughter's time, attendance, behavior, grades, attendance, and interests.
- Encourage a positive self-image and a "can-do" spirit.

• Model lifelong learning and enthusiasm for education.

• Advocate for increased learning opportunities.

• Consider joining your local family organization to take an active role in school activities.

• Collaborate with school staff and members of the community to identify possible work experiences for your son/daughter (Pase & Kuehn, 2012).

How Are We Supporting Our Students with Disabilities to Graduate from High School?

The Pennsylvania Department of Education's Bureau of Special Education (BSE) is partnering with our school and a number of other schools throughout the state to implement a plan to improve graduation rates of students with disabilities. This means that we will be identifying students that are off track for graduation and implementing interventions based on actions that lead to higher graduation rates. We will be working with families to develop plans to meet the individual needs of students that are identified as off track for graduation.

How Will We Know if Students Are Off Track for Graduation?

Identifying students that are off track for graduation is a complex task. To assist with this process, our school will be using an Early Warning System (EWS). We will use available student information to alert school staff of students that are off track for graduation. We will closely monitor student attendance, behavior, and course performance. If students are identified as off track, we will engage in a problem-solving process to help identify why a student is off track and provide interventions as needed and in place. Families will be kept in the loop and will be able to provide input on how the interventions are working for their students.

CAPS Center for Alternative Programs and Services

School Attendance

Strategies for Schools, Families, and Youth

Introduction

A strong body of research shows that chronic absenteeism is a powerful predictor of students at risk of not completing their education. Defined as missing at least 10 percent of school days, missed or unexcused, chronic absenteeism contributes to low academic achievement and disengagement from school. It is not only missing school at the secondary level that causes problems. Chronic absenteeism at the kindergarten and first grade levels can lead to delays in reading and math skills that can impact a student for years to come. An estimated 10 to 20 million students are chronically absent each year. Not completing their education and the lack of a high school diploma can have negative consequences for a student that last a lifetime. It is imperative that educators, families, and communities work together to eliminate chronic absenteeism and provide a path that permits students to graduate.

Attendance is solely the responsibility of families; there is nothing schools can do to improve attendance.

Schools can recognize the unique needs of their students and community and work to implement interventions that will improve student attendance.

Missing school is not an issue as long as the student makes up the work.

Chronic absenteeism makes it very difficult to complete missed assignments and can be an indicator of more significant issues for the student.

Attendance Strategies

- Local Education Agencies, Administration and Staff
 - Be familiar with the research on chronic absenteeism.
 - Implement and monitor early warning systems meant to track data on absenteeism and other indicators of students who are at risk of dropping out.
 - Identify underlying causes of chronic absenteeism, for individual students and school-wide.
 - As appropriate, implement programs affecting absenteeism expectations at school.
 - After hours school.
 - Community based, alternative sites for school.
- Families
 - Make attending school a priority for the family.
 - Open doors.
 - Review policies related to attendance and identify areas that may be contributing to chronic absenteeism.
 - Monitor your child's attendance at school.
 - Encourage your child to share what is keeping them from attending school.
 - Work with the school to identify supports and services necessary to help your child regularly attend school.
 - Community centers.
 - Learn about chronic absenteeism and recognize the impact it has on your community.

Continued on reverse...

Recursos en Español



Ayudando a los estudiantes a tener éxito y a graduarse de la escuela secundaria
Estrategias para las familias

¿Qué pueden hacer las familias para apoyar a sus niños?

Las familias juegan un papel importante en asegurar de que su hijo/a esté en grado de la escuela secundaria. De hecho, cuando las familias están involucradas:

- Los estudiantes logran más, así como mejoran sus actitudes, logran desarrollar un nivel de educación de los jóvenes (Joshi, 2005)
- Los estudiantes tienen calificaciones más altas y participan más activamente en los estudios, una mejor asistencia y completan sus tareas de manera más consistente, y pasan a la educación superior (Hoxby, 2000)

¿Qué pueden hacer las familias para asegurar que su hijo(a) se gradúe?

Algunas veces involucrado independientemente de la edad que su hijo(a) tenga. Las familias en que las familias pueden estar involucradas son más aptas de asistir a eventos de la escuela. Como miembros de la familia, están ayudando.

- Apoyar el aprendizaje de su hijo(a) proporcionando tiempo y un espacio en la casa para completar las tareas
- Monitorizar el tiempo, la asistencia al comportamiento, las calificaciones, los límites y los recursos de su hijo(a)
- Proteger una imagen positiva de la escuela y un espíritu de que "todo es posible"
- Ser un ejemplo del aprendizaje de por vida y de entusiasmo por la educación

Algunas por mejores oportunidades de aprendizaje

- Considerar varias y las organizaciones local de la familia para tener un rol activo en los eventos escolares
- Colaborar con el personal escolar y los miembros de la comunidad para identificar posibles experiencias, habilidades para su hijo(a) (Maga y Rutter, 2012)

¿Cómo estamos apoyando a nuestros estudiantes con discapacidades para que se gradúen de la escuela secundaria?

La Oficina de Educación Especial (OSE) por sus reglas en inglés del Departamento de Educación de Pennsylvania se los estudiantes con necesidades especiales y otros resultados a través del estado para implementar un plan para mejorar el nivel de graduación de estudiantes con discapacidades.

Esto significa que estamos identificando a los estudiantes que no están en camino a graduarse e implementamos prácticas

basadas en evidencia que conducen a mejores índices de graduación. Examinamos, trabajando con las familias para desarrollar planes para satisfacer las necesidades individuales de los estudiantes que son identificados como estudiantes que no están en camino a graduarse.

¿Cómo sabemos si los estudiantes no están en camino a graduarse?

Identificar a los estudiantes que no están en camino a graduarse es una tarea compleja. Para ayudar en este proceso, nuestra escuela usará cuando un sistema de alerta temprana (ET) por sus reglas en inglés. Utilizaremos la información disponible del estudiante para alertar al personal de la escuela sobre los estudiantes que no están en camino a graduarse. Seguimos de cerca la asistencia del estudiante, su comportamiento y el desempeño en las clases. Si se identifica que un estudiante no está en camino a graduarse, utilizamos el proceso de resolución de problemas para ayudar al estudiante a permanecer en la escuela y a graduarse. Por ejemplo, si un estudiante está teniendo dificultad para asistir a la escuela regularmente, las intervenciones se basan en la asistencia.

Si un estudiante está esperando la clase de inglés o matemáticas, las intervenciones tendrán como objetivo mejorar sus calificaciones. Con el tiempo de alerta temprana también se utilizará para monitorear el progreso del estudiante una vez que los estudiantes son identificados y puestas en marcha. La familia será un miembro clave del equipo. Basado en el proceso de resolución de problemas y proporcionando información sobre cómo las intervenciones están funcionando con su hijo(a).



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SSIP Coherent Improvement Strategies

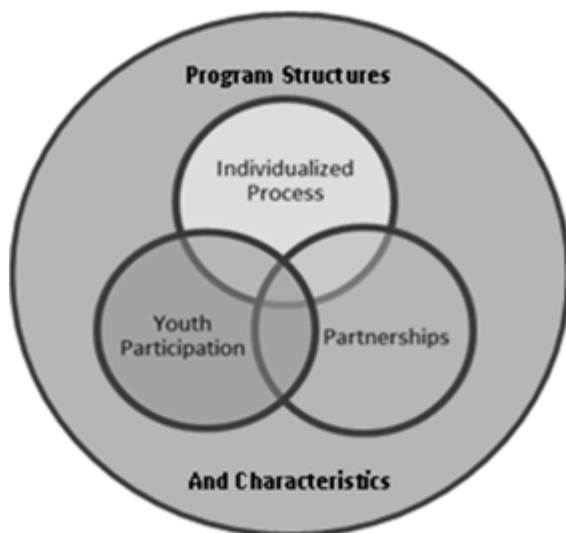
Secondary Transition

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

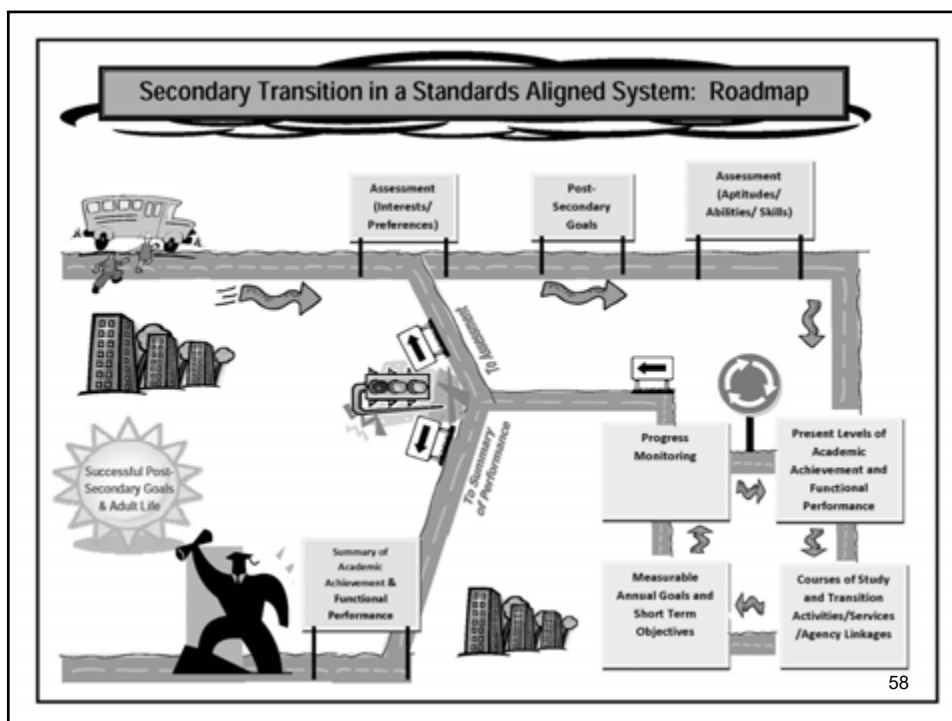


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Elements of Effective Transition Programs



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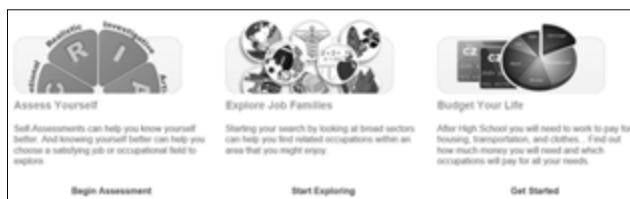


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PA Career Zone

<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



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

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




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Action Plan – Included Family Engagement

 Pennsylvania State Systemic Improvement Plan – Intervention Framework

Action Plan

Dates 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	Timelines for Implementation	Resources Needed to Support Implementation	Date Completed /Evidence
MTSS Behavior	Check and Connect (C & C)	<ol style="list-style-type: none"> 1. Select mentors 2. Train mentors 3. Select students to be mentored (EWS) 4. Create a schedule and mentor plan 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. SSIP team <ul style="list-style-type: none"> • List names once selected 2. PaTTAN 3. School counselor (list name) 	<ol style="list-style-type: none"> 1. By July 2015 2. August 2015 3. September 2015 4. September 2015 	<ol style="list-style-type: none"> 1. Mentor list 2. C & C materials 3. EWS data 4. Schedule and action plan 	<ol style="list-style-type: none"> 1. Mentor list 2. C & C materials 3. EWS data 4. Schedule and action plan

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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 Protocol

SSIP Data Meeting
School Name _____

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.)

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Data Protocol

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.	

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Another Example of Data Protocol for Individual Students

Early Warning System- Interdisciplinary Team Intervention & Data Review: Proposed Interventions

Meeting Date:

A-B-C (Attendance- Behavior- Course Performance)

Student	A-B-C of Concern	Data supporting A-B-C (Review IEPs)	Intervention Options/Strategies	Person(s) Responsible	Student Follow-Up (Date)	Family Follow-Up (Date)

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Resources



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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 and improve outcomes for students with disabilities. In addition to the 16 indicators currently included in the plan, states are now also required to develop a State Systemic Improvement Plan (SSIP) that has been

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Resources

- State Systemic Improvement Plan (SSIP)
- Everyone Graduates Center
- Seven Strategies to Increase Graduation Rates
- Theory of Action to Increase Graduation Rates
- Training Materials to Increase Graduation Rates
- The SPP Communicator - Summer 2016 Edition

Resources for Families

- CAPS Strategies for Families
- CAPS School Attendance: Strategies for Schools, Families, and Youth
- HUNE: After-School Program
- HUNE: Community-Based Engagement
- HUNE: Culturally Responsive Practices
- HUNE: Family Engagement
- HUNE: Summer Youth Program
- HUNE: Alignment of HUNE to PA Core
- HUNE: Increasing Graduation Rates

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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.

Content Repository

Share files, websites, and other digital media with everyone in your community.

Title	Description	Options	Download
1. First Step		Options	Download
2. Overview		Options	Download
3. EWS		Options	Download
4. EWS-USA		Options	Download
5. EWS Staff Navigation		Options	Download

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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/>

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Contact Information

www.pattan.net

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Commonwealth of Pennsylvania
Tom Wolf, Governor

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