

In collaboration with DaSy, ECTA, NCSI, & NTA CT

# Moving From Theory to Action

## Pennsylvania





# **SSIP Interactive Institute**

**Jacksonville, FL; May 12-13, 2015**  
**Pat Hozilla, State Director, PA**

# Agenda

## Pennsylvania's SSIP

- SIMR
- Theory of Action
- Coherent Improvement Strategies
- Next Steps and Discussion

# State Identified Measurable Result (SIMR)

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

# Pennsylvania SSIP Theory of Action

**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
<b>Leadership</b>	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.	<p><b>Local Educational Agencies in Pennsylvania will:</b></p> <ol style="list-style-type: none"> <li>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></li> <li>Implement increasingly intensive evidence-based methodologies toward improved academic outcomes. <i>MTSS academic support, culturally responsive instruction. Schoolwide and targeted interventions.</i></li> <li>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></li> <li>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></li> <li>Ensure culturally responsive learning environments and instructional practices. <i>Culturally responsive instructional practices. Schoolwide and targeted interventions.</i></li> <li>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></li> <li>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></li> </ol>	<p>Pennsylvania will increase the graduation rate of students with disabilities.</p> <p>Pennsylvania will reduce the number of students with risk factors that impact the likelihood of school completion.</p>
<b>Collaboration</b>	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.		
<b>Technical Assistance</b>	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.		
<b>Accountability</b>	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

# Coherent Improvement Strategies

## Strategy 1: Early Warning Systems

- Utilize data systems to identify, inform, monitor, and increase the graduation rate of students with disabilities

## Strategy 2: MTSS Academic

- Implement increasingly intensive evidence-based methodologies toward improved academic outcomes

## Strategy 3: MTSS Behavior

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

# Coherent Improvement Strategies

## Strategy 4: Attendance Strategies and Alternative Programming

- Promote the implementation of attendance strategies and alternative programming that will increase the likelihood of graduation

## Strategy 5: Culturally Responsive Practices

- Ensure culturally responsive environment and instructional practices

## Strategy 6: Family Engagement

- Embrace a philosophy of partnership that empowers families and communities to become more meaningfully involved

# Coherent Improvement Strategies

## Strategy 7: Secondary Transition

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



# LEA Selection for Participation

## Process

- Examined 4-year adjusted cohort graduation rate for 2011-12 and 2012-13 for all LEAs

## Applied selection criteria

- Minimum  $n=35$  or more students with disabilities eligible to graduate
- Graduation rate < overall state graduation rate for students with disabilities
- Geographic location
- Participation in other graduation-related initiatives
- Student demographic characteristics

## Other considerations

- 19 LEAs were invited to participate, based on the selection criteria
- Consistent with recommendations from the NDPC-SD and PaTTAN infrastructure, BSE selected 12 of the 19

# PA SSIP

The SSIP will build capacity in LEAs to scale up and sustain the use of evidence-based practices to improve results for students with disabilities.

## SSIP Intervention Framework

This Framework was developed by the National Dropout Prevention Center for Students with Disabilities (NDPC-SD). It has successfully been used in other states, LEAs, and schools.

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

# PA Statewide System of Support

- Consists of 3 PaTTAN offices and Intermediate Unit Training and Consultation staff (5 per IU, 29 IUs). They have expertise in data-driven decision making and will provide the onsite technical assistance needed by LEAs to increase the graduation rate of students with disabilities.
- Multi-Tiered Systems of Support (MTSS) and Autism initiatives have demonstrated Pennsylvania's successful implementation, scaling up, and sustainability of statewide initiatives. These initiatives will serve as the model for scaling up the SSIP graduation initiative.

# Training/Ongoing TA for Consultants

- Collaboration with the NDPC-SD to identify current research, coherent improvement strategies, protocols, and data tools
- Monthly meetings to design Phase II for each LEA
- Check and Connect training as a mentoring strategy
- Early Warning Systems training to identify students with disabilities who are not on-track to complete high school
- SSIP overview presentations at 2015 spring and summer statewide conferences

# Partnership With CPRC *Hispanos Unidos para Niños Excepcionales* (HUNE)

- BSE is partnering with federally funded CPRC to expand after school and summer programs to help Hispanic students remain in school.
- HUNE programs have demonstrated success as evidenced by a high graduation rate.
- Community-based experiences will also be used to increase graduation rates.
- Community and mentoring resources developed through this partnership will be shared with other organizations.

# PA SSIP – Next Steps

- Assign team of consultants to each LEA. Additional consultants will be assigned after the LEA identifies the needs of students with disabilities at risk.
- Build infrastructure and establish LEA teams
- Train and implement Early Warning Systems
- Support LEA data analysis
- Guide LEA teams through development of improvement plans based on the needs of students with disabilities at risk

# PA SSIP – Next Steps

- Implement the Coherent Improvement Strategies selected based on data analysis
- Scale up and sustain: PA has history of successful implementation, scaling up, and sustainability of statewide initiatives.
- Monitor and evaluate SSIP

## *Discussion*



# For More Information



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