

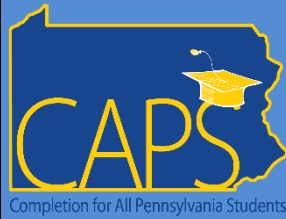
**PENNSYLVANIA**  
**Part B**

**State Systemic Improvement Plan**

**Phase III, Year 2**

April 2, 2018





# Pennsylvania State Systemic Improvement Plan Phase III

## Executive Summary

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. The SPP includes a State Systemic Improvement Plan (SSIP) that has been designated as Indicator 17. The SSIP is a comprehensive, ambitious, yet achievable multi-phase plan for improving results for students with disabilities. The plan is submitted to the United States Department of Education (ED), Office of Special Education Programs (OSEP), in accordance with the timelines below.

### Phase I (Submitted April 2015)

The Pennsylvania Department of Education's Bureau of Special Education (BSE) collaborated with multiple stakeholders to select a focus for its SSIP. This focus area is called a State Identified Measurable Result (SIMR). Pennsylvania selected increasing the graduation rate for students with disabilities as its SIMR.

To achieve results for students, the ED expects states to adopt and implement innovative, evidence-based practices (EBPs), otherwise referred to as Coherent Improvement Strategies. The BSE, in collaboration with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) and stakeholders, identified seven Coherent Improvement Strategies that lead to higher graduation rates.

The BSE established partnerships with a number of Local Educational Agencies (LEAs) to implement its SSIP. High quality training and technical assistance are being offered to schools through this partnership and lessons learned are being shared with all LEAs to promote statewide building capacity. Following a comprehensive assessment of student needs, selected strategies are being implemented by the SSIP learning sites.

BSE is also partnering with the federally funded Community Parent Resource Center, *Hispanos Unidos para Niños Excepcionales* (HUNE). Community and mentoring resources developed through this partnership are being shared with other organizations.

### Phase II (Submitted April 2016)

The focus of Pennsylvania's SSIP Phase II submission was on building the State's capacity to support LEAs with the implementation of EBPs that will lead to measurable improvement in the SIMR for students with disabilities. Phase II built on the data and infrastructure analyses, Coherent Improvement Strategies, and the Theory of Action developed in Phase I. The Phase II submission also included the SSIP evaluation plan.

### Phase III (Submitted April 2017)

In Phase III, the BSE assessed its Federal Fiscal Year (FFY) 2015 progress in implementing the SSIP. This included data collection and analysis of the extent to which the State made progress toward and/or met the State-established short-term and long-term objectives for implementation of the SSIP and its progress in achieving the SIMR for students with disabilities. The document reported on the first year's activities of Phase III.

### Phase III, Year 2 (Submitted April 2018)

The focus of Phase III, Year 2 was on assessing progress in implementation of the SSIP at the State and local level for FFY 2016. This included data collection and analysis of the extent to which the State and the SSIP learning sites made progress toward and/or met the State-established short-term and long-term objectives for implementation of the SSIP and its progress in achieving the SIMR for students with disabilities. This document reports on the second year's activities of Phase III.

#### Highlights of the Phase III, Year 2 Evaluation

- The target for this indicator was met for FFY 2016;
- All SSIP learning sites used an Early Warning System (EWS) to monitor student Attendance Behavior and Course performance (ABC) data to determine which students with disabilities were off-track for graduation;
- All SSIP learning sites used the SSIP Implementation Framework/Action Plan with 100% fidelity;
- Using an EWS, over 1,100 students with disabilities were identified as off-track for graduation;
- Implementation of the Coherent Improvement Strategies reduced the number of students with disabilities off-track for graduation;
- Implementation of the Coherent Improvement Strategies reduced the number of students with disabilities with multiple risk factors that impact the likelihood of school completion;
- The *Check & Connect Student Engagement Intervention Model* was the strategy most widely used across SSIP learning sites; and
- The Coherent Improvement Strategies were implemented with fidelity.

**Pennsylvania Part B  
State Systemic Improvement Plan  
Phase III, Year 2<sup>1</sup>**

**A. Summary of Phase III, Year 2**

**1. Theory of action or logic model for the SSIP, including the SIMR**

Pennsylvania's SSIP Theory of Action is the framework for planning, implementing, monitoring, and evaluating its SSIP efforts. Developed with stakeholders, it is being utilized on an ongoing basis for communicating essential information about the plan.

In the spring of 2014, BSE began gathering information about theory of action models for its SSIP work. During the development and design of its Theory of Action, the state collaborated with multiple stakeholders, including the NDPC-SD. Ongoing input was received from Pennsylvania's Special Education Advisory Panel (SEAP). OSEP provided further guidance during its September 2014 onsite technical assistance visit and in follow-up communications.

Pennsylvania's Theory of Action was developed simultaneously with the Coherent Improvement Strategies because of the interrelationship between strategies and outcomes. To increase the graduation rate of students with disabilities, students need to be engaged in all levels of school and learning, their performance needs to be monitored, follow-up activities need to occur with students and families when warning signs of disengagement emerge, and schools must focus on successful school completion.

This Theory of Action is an Outcomes Approach Model that focuses on program planning. Figure A.1 displays the interrelationship between the Coherent Improvement Strategies and expected outcomes of the SSIP, and emphasizes the causal linkages thought to exist among program components. The if/then statements show which steps and strategies will contribute to the desired outcomes for students with disabilities.

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<sup>1</sup> The Phase III, Year 2 Report follows the *State Phase III Report Organizational Outline* developed by OSEP.

# Pennsylvania State Systemic Improvement Plan (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.	<b>Local Educational Agencies in Pennsylvania will:</b> <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 evidenced-based methodologies toward improved academic outcomes. <i>MTSS academic support, culturally responsive instruction. Schoolwide and targeted interventions.</i></li> <li>Implement increasingly intensive evidenced-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 and targeted 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.		
<b>Evaluation: Data Collection – Data Analysis – Data Interpretation – Reporting</b>				

Figure A.1  
Pennsylvania SSIP Theory of Action

## **2. The Coherent Improvement Strategies or principal activities employed during the year, including infrastructure improvement strategies**

The identification and selection of the Coherent Improvement Strategies for the SSIP involved multiple stakeholders and activities. Coherent Improvement Strategies were also studied, discussed, and analyzed with national Technical Assistance (TA) centers, including the NDPC-SD.

SEAP concurred with the BSE's adoption of the Coherent Improvement Strategies described in the Phase I Report, and recommended additional strategies for consideration during the SSIP's implementation phases. Pennsylvania conducted statewide stakeholder input sessions and asked stakeholders to suggest possible SIMRs and strategies. There was strong support for school completion and dropout prevention for students with disabilities as the focus, and multiple evidence-based practices, activities, and initiatives were identified.

The Coherent Improvement Strategies described in Table A.1 were selected to address identified LEAs' root causes for low or inconsistent performance and ultimately build capacity to achieve the SIMR for students with disabilities.

**Table A.1  
Coherent Improvement Strategies**

<b>Coherent Improvement Strategy</b>	<b>Connection to Current Pennsylvania Department of Education (PDE) Initiatives</b>	<b>Type of Intervention</b>
Utilize data systems to identify, inform, monitor, and increase the graduation rate of students with disabilities.	PDE Educator Early Warning System (EWS) Dashboard and NDPC-SD Data Tools	Diagnostic
Implement increasingly intensive evidence-based methodologies toward improved academic outcomes.	Multi-Tiered Systems of Support (MTSS) academic support, culturally responsive instruction	Schoolwide and targeted
Implement increasingly intensive evidence-based methodologies toward improved social, emotional and behavioral outcomes.	MTSS behavior support and social skills, school climate, assignment of adult advocates, culturally responsive practices, behavioral health, <i>Check &amp; Connect</i> model	Schoolwide and targeted
Promote the implementation of attendance strategies and alternative programming that will increase the likelihood of graduation.	Credit recovery, after school/night school, online learning, school re- entry	Schoolwide and targeted
Ensure culturally responsive learning environments and instructional practices.	Culturally responsive instructional practices	Schoolwide and targeted
Embrace a philosophy of partnership that empowers families and communities to become more meaningfully involved.	Family engagement, mentoring, partnering with federally funded centers – Parent Training and Information (PTI) centers and Community Parent Resource Centers (CPRCs)	Schoolwide and targeted
Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and have positive post school outcomes.	Secondary transition, college preparation courses, career and technical training, life skills training, socially related employment skills	Schoolwide and targeted

## Infrastructure Improvement Strategies

Increasing the graduation rate of students with disabilities continues to be a priority of the PDE. As part of this commitment, PDE has made the following major improvements to the state infrastructure to better support LEAs and build statewide capacity for use of EBPs to improve graduation results for students with disabilities:

- alignment of the PDE Educator Early Warning System (EWS) Initiative and Pennsylvania's Part B SSIP (Year 1 and Year 2<sup>2</sup>);
- alignment of the Title I Academic Recovery Liaisons (ARLs) Initiative and Pennsylvania's Part B SSIP (Year 1 and Year 2);
- alignment of SPP/APR Indicators 1 and 2 (graduation and dropout rates) with Indicator 17 (Part B SSIP) through compliance monitoring and SSIP action plans (Year 1 and Year 2); and
- alignment of SSIP to Pennsylvania's State Personnel Development Grant (SPDG) by offering educators and school leaders intensive, ongoing professional development and coaching to ensure that every student graduates from high school college and career ready. This grant was awarded to Pennsylvania in the summer of 2017. Refer to Section A.3 for additional information about the SPDG (Year 2).

### 3. The specific evidence-based practices that have been implemented to date

The SSIP learning sites are using the Implementation Framework developed by the NDPC-SD. The framework includes: (1) selecting a leadership team and an EWS, (2) analyzing data of all students with disabilities in the school (i.e., attendance, behavior, and course performance, or ABC data), (3) selecting Coherent Improvement Strategies for students with disabilities who are off-track for graduation, (4) writing an action plan, and (5) monitoring and evaluating implementation of the strategies.

All SSIP learning sites received training related to the SSIP Theory of Action and the SSIP Implementation Framework. Following is a summary of the process used to address the five phases of the Implementation Framework:

- The SSIP learning sites selected the team to oversee this initiative. Family members and students with disabilities were strongly encouraged to be part of the teams.
- Local Leadership Teams worked with a staff member assigned from the Pennsylvania Training and Technical Assistance Network, or SSIP PaTTAN Consultant, to collect and analyze two years of ABC data on all students in the building, including students with disabilities. Additionally, data for SWDs were analyzed by ethnicity, gender, grade, and English Proficiency status.
- Teams reviewed different EWS models with their SSIP PaTTAN Consultant and selected an EWS. All sites were required to use the PDE EWS Educator Dashboard metrics to analyze the ABC data in a consistent manner across learning sites.

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<sup>2</sup> Throughout this report, the term "Year 1" refers to Phase II, Year 1 from FFY 2015 and the term "Year 2" refers to Phase III, Year 2 from FFY 2016.



- Teams analyzed the ABC data with a facilitator and identified the students off-track for graduation in their building.

Teams reviewed the Coherent Improvement Strategies and selected at least one, in addition to the EWS, to address the needs of their students with disabilities off-track for graduation. Once this selection was made, these next steps occurred:

- Teams completed action plans with the selected strategies, practices/interventions, tasks to be completed, person(s) responsible, timelines for implementation, resources needed to support implementation, and date completed/evidence.
- During Phase III, Year 2, teams reviewed their action plans to ensure that the Family Engagement strategy was embedded into each selected Coherent Improvement Strategy.
- During Phase III, Year 2, fidelity measures for EWS and other Coherent Improvement Strategies were implemented to ensure adherence to the decision-making process as well as promote utility of strategy implementation.

In order to support students with disabilities who were off-track for graduation, the majority of the SSIP learning sites selected the following EBPs: Early Warning Systems (required strategy), MTSS Academic, MTSS Behavior, and Attendance Strategies and Alternative Programming (e.g., the *Check & Connect Student Engagement Intervention Model*).

After the initial planning and implementation of the EBPs, SEAP and the National Technical Assistance Center for Transition (NTACT) recommended to BSE that in order to promote success of the SSIP, the learning sites should embed the Family Engagement strategy into each Coherent Improvement Strategy already selected. Each SSIP learning site revised its action plan to reflect this recommendation.

Revisions of the action plans to embed Family Engagement followed the recommendations of the National Network of Partnership Schools at John Hopkins University. This network supports schools and LEAs in building programs of partnerships that involve families in ways that link to academic success for all students. The key to successful school-family-community partnerships involves the use of Joyce Epstein's six types of involvement, which include: (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision making, and (6) collaborating with community<sup>3</sup>.

Multiple meetings, trainings, and guided discussions led by PaTTAN SSIP consultants supported revision of the action plans. A *Family Engagement Guidance Document* was also created to support SSIP learning sites through the revision process.

### **Alignment of SSIP and SPDG**

In summer 2017, Pennsylvania was notified by OSEP that the commonwealth will receive funds to support a new SPDG, *Middle School Success: The Path to Graduation (P2G)*. SSIP Core Team members participated in the design and writing of the grant to ensure alignment to the SSIP. The grant will ensure middle school students, particularly students with emotional disturbance stay on the path toward graduation.

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<sup>3</sup> Joyce L. Epstein, Ph.D., et al., *Partnership Center for the Social Organization*, Baltimore.

The SPDG's statewide professional development for LEAs will help regional teams identify students off-track for graduation by using EWSs to analyze the same ABC data SSIP leadership teams are currently analyzing. In addition, teams will use data to identify and implement academic and behavioral EBPs aligned to the SSIP Coherent Improvement Strategies (i.e., EWS, Check & Connect, PBIS, and Family Engagement).

This professional development will ensure the following:

- LEA teams can identify middle school students with disabilities who are at-risk for dropping out of school;
- LEA teams can use data to identify and implement academic and behavioral evidence-based interventions;
- School leaders have the competencies to support systems-level change that improves transition planning and reduces drop out;
- Students exhibit improvements in attendance, behavior, and course performance;
- Families have increased knowledge and engage in supporting practices that keep students in school; and,
- Institutions of Higher Education prepare pre-service teachers with these competencies.

#### 4. Brief overview of the year’s evaluation activities, measures, and outcomes

As described in Pennsylvania’s Phase II submission, the SSIP Core Workgroup, with stakeholder input, identified 11 key questions to evaluate the state’s progress toward reaching the overall goal of decreasing the number of students off-track for graduation and increasing the number of students graduating with a regular high school diploma. Table A.2 displays these evaluation questions with activities and measures.

**Table A.2**  
**Evaluation Activities, Measures, and Outcomes**

Evaluation Question	Activities, Measures, and Outcomes
<p>1. Did the implementation of the selected Coherent Improvement Strategies make a difference in the number of students with disabilities who were identified as being off-track for graduation?</p>	<p>Yes.</p> <p><i>Activities and measures:</i></p> <ul style="list-style-type: none"> <li>• SSIP learning sites used an EWS to track and analyze student attendance, behavior, and course performance data (Year 1 and Year 2).</li> <li>• SSIP Local Leadership Teams convened at least monthly to review student data and action plans for students determined to be off-track for graduation (Year 1 and Year 2).</li> <li>• ABC data were analyzed to determine the influence of the model on graduation trajectory (Year 1 and Year 2).</li> </ul>
<p>2. Was the EWS useful in identifying students with disabilities who are off-track for graduation?</p>	<p>Yes.</p> <p><i>Activities and measures:</i></p> <ul style="list-style-type: none"> <li>• Building-level data for each of the learning sites were reviewed to determine impact on identification rates and risk factor trends (Year 1 and Year 2).</li> <li>• Teacher surveys were used to gather feedback on EWS implementation (Year 2).</li> </ul>
<p>3. Was the Implementation Science identified by National Implementation Research Network (NIRN) followed by the SSIP learning sites?</p>	<p>Yes.</p> <p><i>Activities and measures:</i></p> <ul style="list-style-type: none"> <li>• Application of the NIRN drivers selected to effect sustainable impact was evidenced by changes in learning site competency, organization, and leadership (Year 1 and Year 2).</li> </ul>

**Table A.2**  
**Evaluation Activities, Measures, and Outcomes (Cont'd)**

Evaluation Question	Activities, Measures, and Outcomes
<p>4. Was professional development identified as being of high quality?</p>	<p>Yes.</p> <p><i>Activities and measures:</i></p> <ul style="list-style-type: none"> <li>• Feedback on professional development resources, materials, and trainings was collected using teacher surveys (Year 1 and Year 2).</li> <li>• Feedback on professional development presentations at all BSE statewide conferences was collected through evaluation surveys and was analyzed and used to inform later training (Year 1 and Year 2).</li> </ul>
<p>5. What changes were made to the State, LEA, and school systems as a result of the SSIP?</p>	<p><i>Outcomes:</i></p> <ul style="list-style-type: none"> <li>• Collaboration within the PDE occurred, including several meetings, presentations, and work sessions with multiple program offices; documentation is maintained by the SSIP Core Team (Year 1 and Year 2).</li> <li>• Increased attention was given to expanding the Family Engagement Strategy based on data analysis, stakeholder input and other feedback (Year 2).</li> </ul>
<p>6. To what extent did each Coherent Improvement Strategy impact the number of students with disabilities who are no longer off-track for graduation?</p>	<p><i>Outcomes:</i></p> <ul style="list-style-type: none"> <li>• Macro-level graduation target predictions and trends were measured using Pennsylvania Information Management System (PIMS) data to determine completion rates of students with disabilities (Year 1).</li> <li>• Student level data for individuals with disabilities identified by the EWS as off-track for graduation were reviewed and analyzed by Local Leadership Teams at least monthly to determine action plan intervention. Building level data from these meetings and changes in off-track vs. on-track targets were continually collected to identify trends in student risk factors, improvement strategy implementation, and graduation trajectories (Year 1 and Year 2).</li> </ul>

**Table A.2**  
**Evaluation Activities, Measures, and Outcomes (Cont'd)**

Evaluation Question	Activities, Measures, and Outcomes
<p>7. Did LEAs have the information, support, and resources necessary to align their efforts to PDE's vision?</p>	<p>Yes.</p> <p><i>Activities and measures:</i></p> <ul style="list-style-type: none"> <li>• SSIP PaTTAN consultants provided on-site support, professional development, implementation guidance, and direct training to the SSIP learning sites in all aspects of model implementation (Year 1 and Year 2).</li> <li>• SSIP information, resources, tools, reports, and presentations are posted and continuously updated on the PaTTAN website for public access (Year 1 and Year 2).</li> <li>• The state's largest professional educational association provided SSIP information and resources to its constituents and stakeholders (Year 1 and Year 2).</li> </ul>
<p>8. Did PDE leverage resources to improve services for students with disabilities?</p>	<p>Yes.</p> <p><i>Activities and measures:</i></p> <p>The following resources were identified and established to support the work in improving graduation outcomes for students with disabilities (Year 1 and Year 2):</p> <ul style="list-style-type: none"> <li>• PDE/BSE leadership;</li> <li>• Title I/BSE collaboration;</li> <li>• 11 SSIP PaTTAN Consultants;</li> <li>• four administrators from the PaTTAN offices;</li> <li>• fiscal support for SSIP learning sites;</li> <li>• fiscal support for HUNE partnership;</li> <li>• fiscal support for external evaluation (Dr. Amanda Kloo was added as an external evaluator during Phase III);</li> <li>• SSIP webpage resources;</li> <li>• Standards Aligned System (SAS) Resources;</li> <li>• SSIP Implementation Framework/SSIP Action Plan;</li> <li>• PDE Comprehensive Planning Tool; and</li> <li>• training and TA for the PDE Educator Dashboard EWS.</li> </ul>

**Table A.2**  
**Evaluation Activities, Measures, and Outcomes (Cont'd)**

Evaluation Question	Activities, Measures, and Outcomes
<p>9. Were LEAs able to facilitate shared leadership toward enhanced collaboration and implementation of EBPs?</p>	<p>Yes.</p> <p><i>Activities and measures:</i></p> <ul style="list-style-type: none"> <li>• Reports from Local Leadership Teams documented contributions and participation of school-building personnel, administrators, and LEA leaders in model implementation, action planning for students remaining off-track, and follow up implementation/response to learning strategies (Year 1).</li> <li>• SSIP PaTTAN consultants continued to scaffold direct support to Local Leadership Teams to gradually remove supports to build sustainable independent implementation of the model with fidelity over time (Year 2).</li> </ul>
<p>10. Which Coherent Improvement Strategy yielded the most positive results for students with disabilities who are off-track for graduation?</p>	<p><i>Activities and measures:</i></p> <ul style="list-style-type: none"> <li>• Beyond the required EWS strategy, Local Leadership Teams most frequently selected MTSS Academic, MTSS Behavior, and Attendance Strategies and Alternative Programming (Year 1 and Year 2).</li> <li>• ABC data protocol reports indicate that the Check &amp; Connect Strategy was the most widely used across sites (Year 2).</li> <li>• To gather additional stakeholder input and improve social validity, student interviews were conducted to assess student feedback on implementation (Year 2).</li> </ul>
<p>11. Did HUNE (CPRC) develop materials and resources to be shared with LEAs, families, and community organizations?</p>	<p>Yes.</p> <p><i>Activities and measures:</i></p> <ul style="list-style-type: none"> <li>• HUNE materials were developed, shared with stakeholder groups and SSIP learning sites, and have been posted on the SSIP site for wide-scale access. All HUNE publications are also available in Spanish (Year 1 and Year 2).</li> </ul>

### 5. Highlights of changes to implementation and improvement strategies

The implementation with fidelity of the Coherent Improvement Strategies has been very successful. All SSIP learning sites continued to use an EWS to identify students with disabilities who were off-track for graduation, and selected strategies based on student needs.

No changes were made regarding the implementation and improvement strategies. However, in Year 2, the SSIP was enhanced by working with stakeholders (See Appendix 1.3) and adopting their recommendation of embedding the Family Engagement strategy into each Coherent Improvement Strategy selected. For additional information, please refer to Section A.3 of this plan.

## B. Progress in Implementing the SSIP

### 1. Description of the State’s SSIP implementation progress

- a. Description of extent to which the state has carried out its planned activities with fidelity—what has been accomplished, what milestones have been met, and whether the intended timeline has been followed

Pennsylvania has carried out the planned activities described in Phases I, II and III of the SSIP in conformance with the intended timelines. Table B.1 provides evidence of accomplishments and the milestones that have been met during all Phases, including Phase III, Year 2.

**Table B.1  
Evaluation Area, Desired Outcomes and Impact to Date**

#### SSIP Implementation Framework and Action Plans

- All learning sites adopted the SSIP Implementation Framework and action plans using the five-phase model of the NDPC-SD.
- All SSIP learning sites selected Coherent Improvement Strategies, including an EWS, and at least one additional strategy based on student needs.
- All SSIP learning sites revised their SSIP Implementation Framework and action plans to embed the Family Engagement strategy within each selected Coherent Improvement Strategy.

Desired Outcome	Impact to Date
<p>All SSIP learning sites will have an evidence-based protocol that includes Coherent Improvement Strategies, and available personnel and resources to accomplish the goals of their action plan.</p>	<p>SSIP Implementation Framework is available to all LEAs in Pennsylvania in need of an evidence-based action plan to increase graduation rates and decrease dropout rates for students with disabilities.</p> <p>All SSIP Learning Sites have implemented the SSIP Implementation Framework and Coherent Improvement Strategies with fidelity, and revised action plans based on data.</p> <p>The Family Engagement strategy was fully embedded within each selected Coherent Improvement Strategy at each SSIP site.</p> <p>All LEAs in Pennsylvania also have access to family engagement resources and training materials through the PaTTAN.</p>

**Table B.1  
Evaluation Area, Desired Outcomes and Impact to Date (Cont'd)**

**Student Data Collected and Analyzed by SSIP Learning Sites  
and the State Education Agency**

- Four-year adjusted cohort graduation rate of students with disabilities
- Group 1 – This group is comprised of students with disabilities who were identified as off-track for graduation in January 2016 (Phase III, Year 1 report). ABC data are collected and analyzed on a regular basis to determine whether adjustments are required.
- Group 2 – This group is comprised of students with disabilities identified as off-track for graduation in October 2016 (and not part of Group 1). Group 2 was created by analyzing ABC data in the same way as Group 1.

Desired Outcome	Impact to Date
<p>SSIP learning sites and the State Education Agency will have the tools needed to identify students with disabilities on-track and off-track for graduation, as well as the opportunity to intervene with students who may need additional support.</p>	<p>PDE/BSE and LEAs in Pennsylvania have access to evidence-based data tools to support the attendance, behavior, and course performance of all students, including students with disabilities.</p>

**Fidelity Measures for Coherent Improvement Strategies**

- All SSIP learning sites used the *Early Warning Implementation and Monitoring System (EWIMS)* instrument developed by American Institute for Research (AIR) to ensure that the EWS strategy was being implemented with fidelity.
- Each SSIP learning site is measuring fidelity of implementation of a second Coherent Improvement Strategy, and the Family Engagement strategy, using protocols identified in Phase II, Table 3.4, pages 36-37.

Desired Outcome	Impact to Date
<p>SSIP learning sites will follow the National Implementation Research Network (NIRN) implementation science guidelines to ensure that Coherent Improvement Strategies are implemented with fidelity.</p> <p>In FFY 2016, SSIP learning sites utilized the fidelity measures identified in Phase II, Table 3.4 Fidelity of Implementation, pages 36-37.</p>	<p>All SSIP learning sites conducted implementation fidelity checks and revised and executed action plans based on data.</p> <p>LEAs in Pennsylvania have the instruments and tools needed to determine if the Coherent Improvement Strategies are implemented with fidelity.</p>



**Table B.1  
Evaluation Area, Desired Outcomes and Impact to Date (Cont'd)**

**Partnership with HUNE**

- BSE continues the partnership with HUNE.
- HUNE uses an EWS to identify students with disabilities served by the agency who are off-track for graduation based on ABC data.
- There are 10 HUNE publications in print for distribution and posted online for LEAs, community agencies, and families. These publications are also translated into Spanish, since Hispanic students with disabilities comprise a substantial proportion of students with disabilities who are dropping out of school in Pennsylvania.

<b>Desired Outcome</b>	<b>Impact to Date</b>
<p>The State Education Agency will partner with HUNE to serve students with disabilities who are off-track for graduation, focusing on those who are Hispanic.</p>	<p>HUNE and the State Education Agency have published multiple resources for families and community organizations in English and Spanish. Resources are available online at the PaTTAN SSIP webpage, <a href="http://www.pattan.net">www.pattan.net</a>, Increasing Graduation Rates and Decreasing Dropout Rates, Resources for Families. HUNE students participated in feedback interviews measuring the impact/influence the interventions had on their school experience.</p>

**Table B.1  
Evaluation Area, Desired Outcomes and Impact to Date (Cont'd)**

**SSIP Webpage**

The SSIP website hosts multiple documents, including the SSIP Phase I, II, and III Reports. Other documents, resources, technical assistance, and training materials include:

- Multiple SSIP resources about the seven Coherent Improvement Strategies, with voiceovers, closed-captioning and transcriptions;
- SSIP publications for families that contain proven strategies to increase the students' chances of graduating from high school;
- All HUNE publications, including the Spanish translations;
- Information/links to OSEP funded national centers (e.g., National Center for Systemic Improvement (NCSI), National Technical Assistance Center for Transition (NTACT), NDPC-SD, IDEA Data Center (IDC)); and
- PaTTAN SSIP consultants' contact information.

Desired Outcome	Impact to Date
<p>SSIP learning sites will have the resources needed to implement evidence-based tools to increase graduation rates and decrease dropout rates of students with disabilities.</p>	<p>All LEAs in Pennsylvania have access to professional development and technical assistance materials in one convenient location, <a href="http://www.pattan.net">www.pattan.net</a>, Increasing Graduation Rates and Decreasing Dropout Rates, Resources for Families.</p> <p>The SSIP webpage complies with ADA website accessibility standards and hosts both current and archived SSIP documents, resources, and reports.</p>

**Table B.1  
Evaluation Area, Desired Outcomes and Impact to Date (Cont'd)**

**Statewide Building Capacity**

- All 2016-17 BSE statewide conferences included SSIP presentations (See Appendix 1). These presentations included an SSIP overview, and specific steps to implement the Coherent Improvement Strategies with fidelity.
- SSIP statewide presentations and guided discussions study the process for identifying students with disabilities who are off-track for graduation.
- BSE Compliance Monitoring has incorporated PaTTAN technical assistance when LEAs are identified as needing an improvement plan under SPP/APR Indicators 1 and 2.

<b>Desired Outcome</b>	<b>Impact to Date</b>
SSIP stakeholders will be informed and have discussions regarding EBPs and data tools to increase graduation rates and decrease dropout rates of students with disabilities.	The four SSIP stakeholder groups (i.e., SSIP Core Workgroup, SSIP Internal Stakeholders, SSIP External Stakeholders, and Statewide Stakeholders) collaborate on an ongoing basis to ensure success of Pennsylvania's SSIP.

**Infrastructure**

BSE collaborates on an ongoing basis with other PDE bureaus and divisions to align the initiatives supporting increasing graduation rates and decreasing dropout rates. Some examples of the collaboration include networking with the following:

- Bureau of Teaching and Learning - Academic Recovery Liaisons initiative for Title I Priority schools;
- Bureau of Teaching and Learning - Migrant, Homeless, and Foster Care programs;
- Corrections Education - Education for Students Incarcerated program; and
- Bureau of Teaching and Learning, PDE EWS Educator Dashboard – All SSIP learning sites are using either the PDE Dashboard or its dashboard metrics to analyze ABC data to identify students with disabilities who are off-track for graduation in a consistent manner. Additional information about the PDE dashboard metrics is found in Pennsylvania's SSIP Phase II submission, Table 3.6, page 42.

<b>Desired Outcome</b>	<b>Impact to Date</b>
PDE bureaus and divisions will share resources to align programs and initiatives to increase graduation rates and decrease dropout rates of all students, including students with disabilities.	LEAs in Pennsylvania receive aligned technical assistance as a result of the collaboration of multiple bureaus and divisions.

**Table B.1  
Evaluation Area, Desired Outcomes and Impact to Date (Cont'd)**

***Check & Connect Student Engagement Intervention Model training***

***Check & Connect Student Engagement Intervention Model training***

- All SSIP consultants participated in and completed the Check & Connect train-the-trainer program.
- Check & Connect training opportunities are being offered statewide to support SSIP sites. The training opportunities are also available to other LEAs.
- SSIP PaTTAN Consultants will support the SPDG training and coaching.

<b>Desired Outcome</b>	<b>Impact to Date</b>
SSIP learning sites will have an EBP to implement when students with disabilities are off-track for graduation.	<p>LEAs in Pennsylvania have access to evidence-based technical assistance, resources, and staff to support students with disabilities off-track for graduation.</p> <p>Check &amp; Connect is the most widely implemented Coherent Improvement Strategy across SSIP learning sites. Fidelity data indicate it is implemented faithfully and accurately and provides usable data to school based teams.</p>

**SSIP Evaluation Plan**

- The SSIP evaluation plan was designed and developed with multiple stakeholders during Phase II.
- Data collection and analysis is ongoing, and continues to be a priority for BSE and the SSIP learning sites.
- The SSIP Core Team collaborates with its external evaluator on a continuing basis.
- BSE continues receiving technical assistance from NTACTION, NCSI, and the IDC.
- BSE continues to engage stakeholders in the evaluation process.

<b>Desired Outcome</b>	<b>Impact to Date</b>
SSIP learning sites will have EBPs to implement when students with disabilities are off-track for graduation.	LEAs in Pennsylvania have access to evidence-based technical assistance, resources, and staff to support students with disabilities who are off-track for graduation.

b. Intended outputs that have been accomplished as a result of the implementation activities

Refer to Table A.2 and Section B.1.a.

## 2. Stakeholder involvement in SSIP implementation

a. How Stakeholders have been informed of the ongoing implementation of the SSIP

The SEAP serves as the state's primary stakeholder group for advising on the Part B SPP/APR, including the SSIP. Panel members are actively engaged in the implementation and evaluation of the SSIP.

Some examples of how stakeholders continue to be informed and actively participate in all aspects of the SSIP, including the SSIP evaluation, are as follows:

- SEAP members attend OSEP sponsored national and regional meetings and institutes with state staff on topics related to SPP/APR/SSIP (e.g., OSEP Leadership Conferences, IDC Interactive Institutes, and NCSI Graduation Collaborative Meetings). A SEAP member, or members, often co-presents with state staff at these meetings and on national webinars and calls.
- SEAP members engage in a structured ongoing interactive process to provide recommendations for annual targets for the SSIP. They also attend public forums with larger groups of stakeholders that are providing recommendations for target setting and strategies.
- Each SEAP meeting includes a presentation by the SPP/APR/SSIP team to update the Panel and solicit their input regarding data, performance, evaluation, dissemination, and ongoing improvement activities.
- In addition to SEAP, the BSE collaborates and networks on an ongoing basis with the SSIP learning sites and HUNE to support implementation of the SSIP.

While the SEAP members have extensive reach through their networks, the SSIP Core Team also conducts direct outreach to the learning sites and uses the networks in the school communities to convey the focus of the SSIP strategy, and the benefit of the EBPs. This relationship permits the team to understand how information is being received and understood by the intended beneficiaries.

### Pennsylvania State Education Association (PSEA)

PSEA has made SSIP training materials available to its 180,000 members. The PaTTAN SSIP consultants developed an overview of the SSIP, which included voice-over narratives and closed captions. BSE has been informed that, to date, 645 general and special education teachers and administrators have received online training on the SSIP, demonstrated understanding on an assessment, and received Act 48 credits toward their professional certificates. This number is expected to increase.

PSEA has requested permission to link its website to the PaTTAN training calendar so their members may benefit from professional development opportunities such as SSIP, EWS, MTSS Academic, MTSS Behavior, Check & Connect, Family Engagement, and Secondary Transition.

## Impact of Stakeholders on SSIP

The ongoing two-way communication of the four SSIP stakeholder groups (i.e., SSIP Core Workgroup, SSIP Internal Stakeholders, SSIP External Stakeholders, and Statewide Stakeholders) has leveraged resources to improve services for students with disabilities.

### b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP

For the past three years, BSE has collaborated with Dr. Joanne Cashman of NCSI for the stakeholder's component of this plan. BSE is using multiple resources recommended by the NCSI, including the *Leading by Convening: A Blueprint for Authentic Engagement* publication.

Members of the SSIP Core Team, the State Director, the Executive Director of HUNE, the SSIP Coordinator, and SEAP members have presented sessions and/or webinars with Dr. Cashman at the national level. Two SSIP Core Team members also supported the development of the national stakeholder rubrics.

Strategies used by BSE to ensure that stakeholders have a voice and have been involved in decision-making regarding the ongoing implementation of the SSIP include:

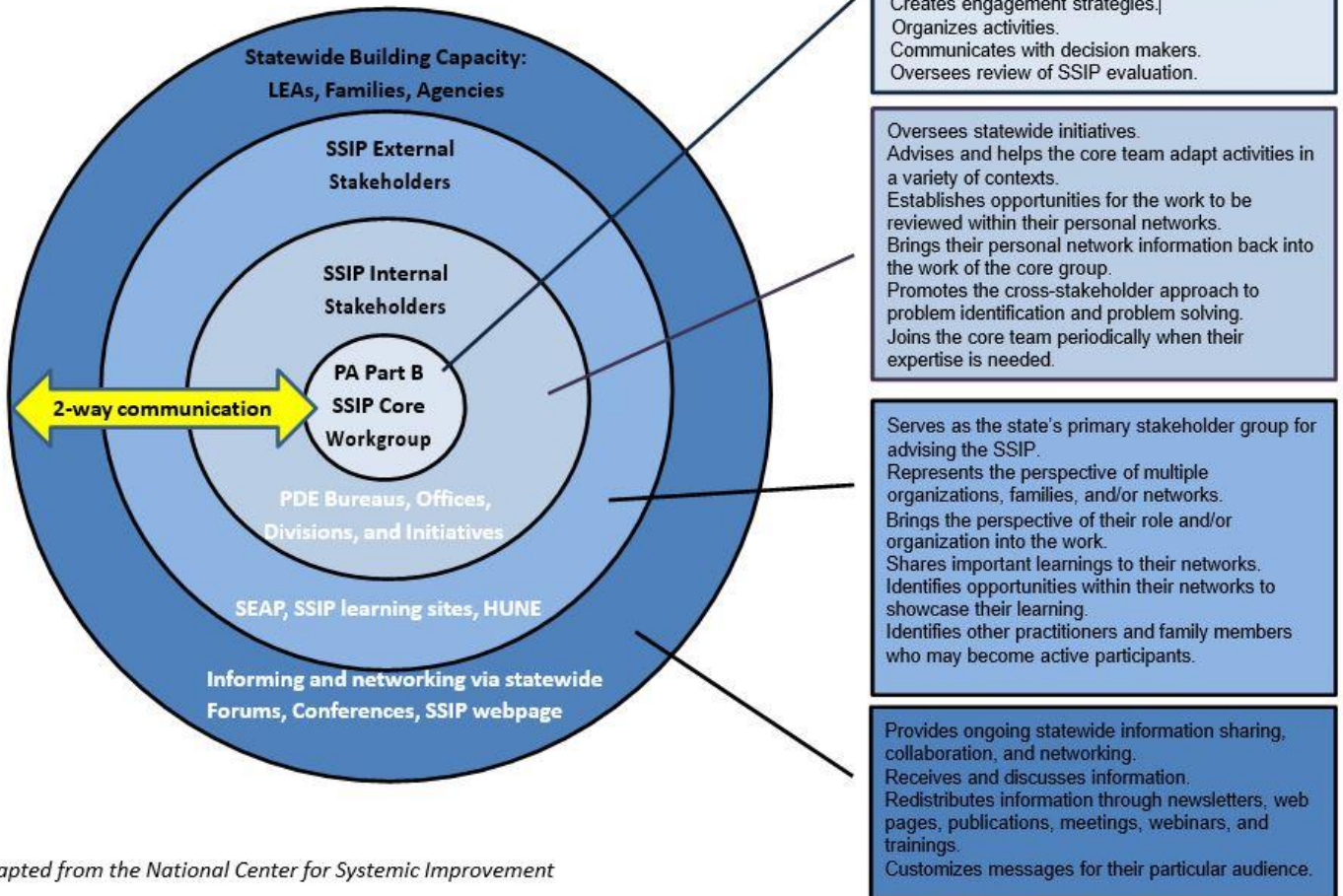
- ongoing collaboration and networking with SEAP, HUNE, and the SSIP learning sites, using presentations and facilitated discussions;
- using stakeholder engagement as a strategy for the success of the SSIP;
- sharing evaluation findings with stakeholders on an ongoing basis to inform decisions;
- using the *Leading by Convening* framework to analyze the depth of interaction of stakeholders, moving the interaction from sharing information to collaborating and networking on an ongoing basis;
- conducting with 135 students with disabilities off-track for graduation to acquire student feedback on the implementation of the SSIP. (A minimum of 10 students per learning site were selected by site staff, including HUNE, and were subsequently interviewed by trained PaTTAN consultants to ensure reliable data collection across all sites. An overwhelming majority of those interviewed, 86%, felt that the strategies and supports in place to help them graduate were beneficial in helping them reach that goal.);
- developing, for families, two publications (in English and Spanish) with proven strategies to increase students' probability of graduating from high school;
- developing, for students with disabilities, a new publication (in English and Spanish) to help determine if they are off-track for graduation (students with disabilities off-track for graduation will be part of the design team); and
- working to create more opportunities for practitioners and families at the learning sites to become more actively engaged.

## **SEAP**

- SEAP participated in developing the 11 key questions that are guiding the SSIP evaluation.
- SEAP provided advice on how to share what is being learned with other stakeholders, agencies, families, and LEAs (e.g., SSIP training materials for families and agencies, SSIP webpage, action plan to increase graduation rates, infographics).
- SEAP's recommendations led to greater emphasis on family engagement as an EBP to be used by all SSIP learning sites.
- SEAP recommended including working with those students with disabilities who were off-track for graduation as stakeholders throughout the implementation and evaluation of the SSIP. A HUNE publication was developed with students to capture the student voices and share those key supports that are helping them stay in school and graduate with a high school diploma. In addition, a students' survey was conducted to support the SSIP evaluation in all SSIP learning sites.
- Per SEAP's recommendation, a one-page publication in English and Spanish is being designed for and with students, including students with disabilities. The publication will provide strategies to increase the students' likelihood of graduating from high school and decrease their likelihood of dropping out, and to encourage students' self-efficacy.
- Student videos will be developed in FFY 2017 to capture the students', families, and community agencies voices.

Figure B.1 describes the different stakeholder groups and their levels of participation in the SSIP, including the evaluation process.

**Figure B.1  
The Voice of the Stakeholders**



*Adapted from the National Center for Systemic Improvement*

Additional information about the stakeholder involvement during the SSIP evaluation process is found in Sections C.3.a and C.3.b of this report.



## C. Data on Implementation and Outcomes

### 1. How the State monitored and measured outputs to assess the effectiveness of the implementation plan

#### a. How evaluation measures align with the theory of action

The alignment of the evaluation measures to the Theory of Action was described in detail in Pennsylvania’s SSIP Phase II submission in Figures 3.1 (page 28) and 3.2 (page 30), and Table 3.4 (pages 36-37).

The evaluation plan involves data collection, analysis, and application to determine implementation effectiveness and refinement based on those results. It is directly aligned to the four Theory of Action strands: Leadership, Collaboration, Technical Assistance, and Accountability. Reviewing evidence of each strand ensures fidelity and effectiveness of model implementation to positively impact graduation rates of students with disabilities in Pennsylvania. Key measures for each are described below.

#### b. Data sources for each key measures

**Table C.1  
Theory of Action Strands, Activities and Data Source/Documentation**

Theory of Action Strands	Activities	Data Source / Documentation
<b>Leadership</b>	<p>Continued collaboration of BSE and PDE on statewide initiatives to increase graduation rates of students with disabilities.</p> <p>Continued collaboration among SSIP Core Team, SSIP PaTTAN consultants, SSIP Local Leadership Teams, stakeholders, and external partners at NTACTION, NCSI, and IDC partners.</p> <p>All SSIP learning sites established Local Leadership Teams that convened in large and small groups at least twice per year for action planning using the SSIP Implementation Framework, then as often as monthly to review data based on EWS and Coherent Improvement Strategies implementation. Outcomes, needs assessments, and key actions are documented on meeting templates and data review protocols to strengthen implementation fidelity, enhance communication, and build leadership structures.</p>	<p>SSIP/PDE Collaboration, Annotated Agendas</p> <p>Appendix 1</p> <p>SSIP Implementation Frameworks, Implementation Science Tools</p>

**Table C.1  
Theory of Action Strands, Activities and Data Source/Documentation (Cont'd)**

<b>Theory of Action Strands</b>	<b>Activities</b>	<b>Data Source / Documentation</b>
<b>Collaboration</b>	<p>Regular two-way communication with SEAP to provide updates and gather input</p> <p>Strengthened partnership with HUNE:</p> <ul style="list-style-type: none"> <li>• Model implementation, TA, and training at HUNE mirror that of the SSIP learning sites.</li> <li>• To enhance this partnership and better connect with and involve key stakeholder groups, 10 HUNE publications were developed for stakeholder groups, LEAs, community agencies, and families. All publications are available on the PaTTAN website in English and Spanish.</li> </ul>	<p>SEAP meetings minutes</p> <p>HUNE publications posted at PaTTAN SSIP webpage</p>
<b>Technical Assistance</b>	<p>SSIP PaTTAN Consultant Support</p> <ul style="list-style-type: none"> <li>• SSIP PaTTAN Consultants provided direct onsite support to learning sites in all aspects of model implementation, including data collection and review, professional development in strategy implementation, leadership development, data-based decision-making, action planning, and research-based methods for MTSS for academic and behavioral intervention.</li> </ul> <p>Professional Development and Trainings</p> <ul style="list-style-type: none"> <li>• SSIP Core Team and SSIP PaTTAN consultants designed, delivered, and engaged in over 75 seminars, presentations, and trainings related to implementation and Coherent Improvement Strategy selection and application.</li> </ul> <p>Resources and Materials</p> <ul style="list-style-type: none"> <li>• A wide range of SSIP resources, materials, reports, tools, and presentations are available on the PaTTAN website.</li> <li>• SSIP PaTTAN consultants oriented Local Leadership Teams, SEAP and conference participants to the website, materials, and navigation tools to ensure easy access and utility.</li> </ul>	<p>SSIP implementation frameworks/action plans, data collection protocols, fidelity measures protocols</p> <p>Training materials including PowerPoint presentations (closed-captioned and voice-overs), handouts, activities, SSIP publications, Infographics</p> <p>PaTTAN website</p>

**Table C.1**  
**Theory of Action Strands, Activities and Data Source/Documentation (Cont'd)**

<b>Theory of Action Strands</b>	<b>Activities</b>	<b>Data Source / Documentation</b>
<b>Technical Assistance (Cont'd)</b>	<ul style="list-style-type: none"> <li>In response to stakeholder input to strengthen learning sites' application of the Family Engagement Strategy, resources related to this strategy were also distributed and reviewed with leadership team members in hard copy.</li> <li>PDE continues to promote professional learning opportunities to effectively prepare and empower SSIP learning sites to support students with disabilities.</li> </ul>	Family engagement – revised SSIP Implementation Framework/Action Plans
<b>Accountability</b>	<p>Graduation Data</p> <ul style="list-style-type: none"> <li>Four-year adjusted cohort graduation rate for students with disabilities is collected annually to determine whether the SSIP targets are being met.</li> </ul> <p>Students with Disabilities Graduation Trajectory Data</p> <ul style="list-style-type: none"> <li>Local Leadership Teams reviewed ABC data to determine which students with disabilities were off-track for graduation and plan for implementation of Coherent Improvement Strategies to intervene.</li> <li>Changes in the proportions of students determined to be on-track versus off-track were reviewed to assess the model's progressive impact on the long-term goal of increasing the graduation rate of students with disabilities.</li> </ul> <p>Fidelity of Implementation Data</p> <ul style="list-style-type: none"> <li>Fidelity measures were developed or selected for overall model implementation of the Coherent Improvement Strategies to identify not only the level of sophistication of implementation, but also to identify areas of need/support.</li> <li>The State Education Agency will continue to hold LEAs accountable for effectively implementing evidence-based practices to measure outcomes.</li> </ul>	<p>PA Information Management System (PIMS)</p> <p>EWsS</p> <p>SSIP Implementation Frameworks/Action Plans, Pennsylvania's SSIP Phase II submission, Table 3.4 (pages 36-37)</p>

c. Description of baseline data for key measures

Refer to Section C.2.b.

d. Data collection procedures and associated timelines

Data collection procedures and associated timelines were established during Phase II and were conducted in accordance with the timelines developed. Additional information is found in Section C.2.b.

e. [If applicable] Sampling procedures

Not Applicable.

f. [If appropriate] Planned data comparisons

Not Appropriate.

g. How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements

School level SSIP Local Leadership Teams document and analyze EWS data on structured data meeting protocols used across sites to discuss overall implementation, changes/trends in off-track to on-track students, and implementation of Coherent Improvement Strategies.

School level SSIP Local Leadership Teams document and analyze overall implementation data using a structured SSIP Implementation Framework report that is shared with SSIP PaTTAN consultants and updated continuously as action plans are executed.

SSIP PaTTAN consultants document and report on implementation data and school site needs and progress using a structured meeting agenda and reporting template of data meetings.

The SSIP Core Team and external evaluator review all data as part of the overall data management plan.

## **2. How the State has demonstrated progress and made modifications to the SSIP as necessary.**

### **a. How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SIMR**

Key data are reviewed on a continuous basis to ensure successful implementation of the SSIP. The data are analyzed by multiple teams, including the BSE, SSIP Core Team, SEAP, SSIP learning sites' Local Leadership Teams, SSIP PaTTAN consultants, HUNE, as well as an external evaluator.

Following is a summary of the process used to review key data with and by the SSIP learning sites:

- With SSIP PaTTAN Consultants, teams reviewed various EWS models prior to selecting one. For consistency, all sites were required to use the PDE EWS Educator Dashboard metrics to analyze ABC data.
- Local Leadership Teams worked with their assigned SSIP PaTTAN Consultant to collect and analyze two years of ABC data on all students in the building. Data for students with disabilities were also analyzed by ethnicity, gender, grade, and English Proficiency.
- Teams analyzed ABC data and identified those students off-track for graduation in their building.
- Teams reviewed the Coherent Improvement Strategies and selected at least one, in addition to the EWS, to address the needs of their students off-track for graduation.
- Teams completed action plans incorporating the selected strategies, practices/interventions, tasks to be completed, person(s) responsible, timelines for implementation, resources needed to support implementation, and date completed/evidence. Teams later reviewed their action plans to embed the Family Engagement strategy into each Coherent Improvement Strategy selected.
- Teams continue to collect, analyze, and use key data on an ongoing basis.

b. Evidence of change to baseline data for key measures

## Indicator 17: State Systemic Improvement Plan

### Data and Overview

Monitoring Priority: General Supervision

Results Indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

### Historical Data and Targets

#### Historical Data

FFY	2013	2014	2015	2016
Target ≥		64.90%	64.90%	64.90%
Data	64.90%	64.01%	64.08%	65.78%

#### FFY 2016 Performance

The four-year adjusted cohort graduation target for FFY 2016 is 64.90%, while the overall graduation rate for the 12 learning sites was 65.78%. Therefore, the target for this indicator was met for FFY 2016.

The data for this indicator are lagged one year, and reflect the performance of the learning sites for the 2015-16 school year.

#### FFY 2017 – FFY 2018 Targets

FFY	2017	2018
Target ≥	66.40%	67.90%

#### Targets: Description of Stakeholder Input -

Stakeholder input for the establishment of targets is described in the SSIP, Phase I report, page 3. Further stakeholder involvement is described in detail throughout this report.

Pennsylvania's SSIP is being implemented in 12 secondary learning sites, including the two largest school districts in the state, a cyber-charter school, as well as in suburban and rural areas. Learning sites are geographically distributed so that there is an equal distribution in the western, central, and eastern areas of the commonwealth.

The SSIP learning sites have a combined enrollment of approximately 17,000 students. The combined total number of students with disabilities served in the learning sites is approximately 2,900.

From July to December 2015, the learning sites collected data, selected an EWS, and received training from PaTTAN SSIP consultants. In January 2016, using their selected EWS, all learning sites identified students with disabilities who were off-track for graduation (Group 1). Learning sites selected Coherent Improvement Strategies to address the needs of students in their sites who were off-track for graduation and began implementation of EBPs.

In the 2016-17 school year, the SSIP learning sites continued supporting students with disabilities who were off-track for graduation in FFY 2015 (Group 1), and identified a second cohort of students with disabilities who were off-track for graduation in FFY 2016 (Group 2).

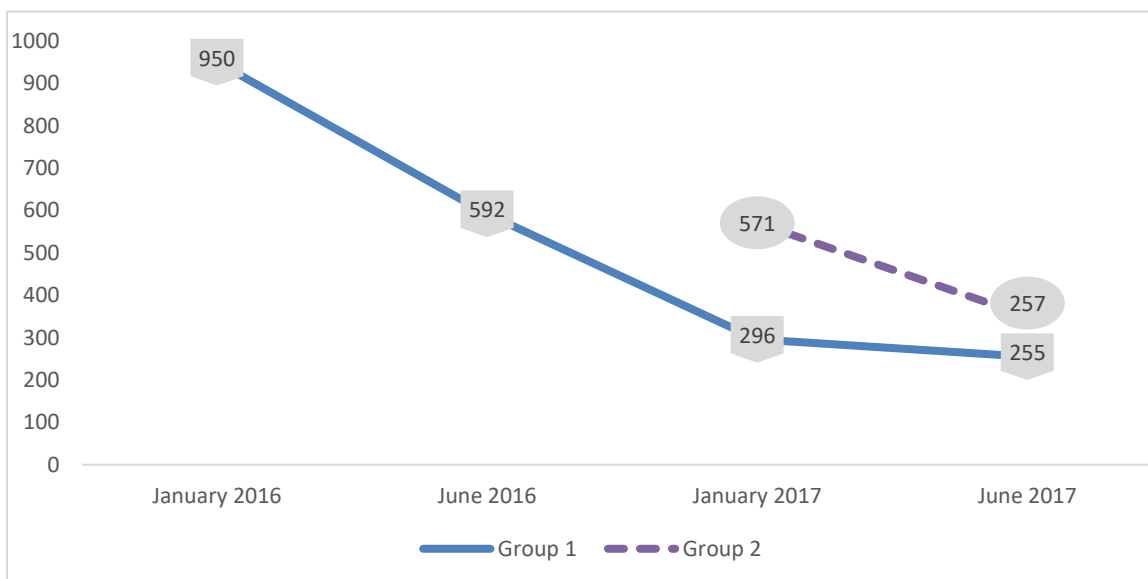
To operationalize the Theory of Action Strands, stakeholders collaborated in developing 11 key SSIP evaluation questions. Data were collected, analyzed, and used to answer each evaluation question. The results are reported below.

### Question 1

**Did implementation of the selected Coherent Improvement Strategies make a difference in the number of students with disabilities who were identified as being off-track for graduation?**

Figure C.1 displays the trend in the number of students with disabilities off-track for graduation in Group 1 from January 2016 to June 2016 (Year 1) and January 2017 to June 2017 (Year 2). Across all learning sites, this number has been reduced by more than 73%, from 950 to 255. Figure C.1 also shows the movement of students in Group 2 (Year 2 only), where the number of students with disabilities off-track for graduation was reduced from 571 to 257, or by 55%.

**Figure C.1**  
**Students Off track for Graduation**



Comparison data indicate that there were notable decreases in the number of students in Group 2 considered off-track for graduation across SSIP learning sites. Table C.2 shows change in status by SSIP learning site for this group. Note the positive impact at each learning site.

**Table C.2**  
**Status of Students in Group 2 Off track for Graduation**  
**By SSIP Learning Site**

Site	% Off-track in October 2016	% Remaining Off-track in June 2017	% Decrease in Off-track	Positive Impact?
1	74%	41%	33%	Yes
2	54%	32%	22%	Yes
3	40%	21%	19%	Yes
4	20%	11%	9%	Yes
5	20%	8%	12%	Yes
6	19%	5%	14%	Yes
7	31%	12%	19%	Yes
8	60%	23%	37%	Yes
9	7%	2%	5%	Yes
10	50%	18%	32%	Yes
11	23%	10%	13%	Yes
12	18%	6%	12%	Yes



Data in Table C.3 indicate that SSIP learning sites also showed decreases in the number of students identified with multiple risk factors in Group 1, i.e., students who remained off-track exhibited fewer risk factors over time.

**Table C.3**  
**Changes in Risk Factors of Students Off track for Graduation in Group 1**  
**January 2016 to June 2016**

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

Data in Table C.4 indicate that SSIP learning sites also had decreases in the number of students identified with multiple risk factors in Group 2, i.e., students who remained off-track exhibited fewer risk factors over time.

**Table C.3**  
**Changes in Risk Factors of Students Off Track for Graduation in Group 2,**  
**October 2016 to June 2017**

Percent of Students Off-Track for Graduation with Multiple Risk Factors Prior to Interventions	Percent of Students Off-Track for Graduation with Multiple Risk Factors After Interventions	Decrease in the Percent of Students with Multiple Risk Factors from October 2016 to June 2017	Positive Impact?
36%	23%	13%	Yes

***Conclusion:** Yes, the implementation of the selected Coherent Improvement Strategies made a difference in the number of students with disabilities who were identified as being off-track for graduation and also reduced the number of risk factors observed in a large proportion of students.*

## Question 2

**Was the Early Warning System (EWS) useful in identifying students with disabilities who are off-track for graduation?**

The EWSs continued to be an invaluable Coherent Improvement Strategy for identifying students with disabilities who were off-track for graduation. As a result, SSIP learning sites observed the following outcomes:

- An overall decrease in students off-track across time.
- Rate of change data show that, across all SSIP learning sites, a considerable number of students identified by the EWS moved from off-track to on-track across a full year implementation.

- Students identified through the EWS for academic risk factors in Mathematics or English/Language Arts showed less risk over time, as did students with both academic *and* behavioral risk factors.
- SSIP learning sites participated in surveys measuring implementation efficacy. All sites use the EWS to monitor student ABC performance data to determine which students with disabilities are off-track for graduation. These data are reviewed by SSIP Local Leadership Teams to determine which evidence-based intervention strategy would help change student graduation trajectory.

The *Early Warning Implementation and Monitoring System* from the American Institute for Research was used to measure fidelity at SSIP learning sites. Data from all learning sites were analyzed and showed that the system was used as intended to inform strategy selection decisions for students identified as off-track for graduation.

The information gained from the data analysis for the Early Warning System and Coherent Strategies guides the implementation of the action plans, as well as helps sites monitor progress and determine which students are responding to the selected Coherent Improvement Strategies.

*Conclusion: Yes, the EWS was useful in identifying students with disabilities who were off-track for graduation.*

### Question 3

#### Was the Implementation Science identified by NIRN followed by the SSIP learning sites?

All implementation drivers needed to effect sustainable change are evident in implementation of the SSIP, including Competency, Organization, and Leadership.

- Competency: The SSIP PaTTAN consultants provided both direct and indirect coaching to SSIP learning sites through on-site TA, facilitation and mentoring of Local Leadership Teams, professional development/training and web-based resources to guide implementation. Intensity and duration of direct support was scaffolded across time to build the capacity of teams to independently sustain the model with less reliance on consultants.
- Organization: At the systems level, the EWS includes comprehensive data tools to track student ABC statistics as well as progress monitoring tools for intervention programs and student progress.
  - PaTTAN also established an extensive website with SSIP materials for teachers, schools, LEAs, consultants, community agencies, families, and stakeholders, ranging from print resources, to video resources to reports.
  - In Year 2, data protocol records from meetings indicate that across SSIP learning sites, individuals in administrative roles participated in over 85% of the meetings to discuss off-track student progress and performance, a 10% increase over Year 1.
- Leadership: The SSIP PaTTAN consultants employed technical guidance and strategies to help systems become more adaptable and flexible. See Leadership outcomes discussed in section C.1.b.

*Conclusion: Yes, the Implementation Science identified by NIRN was followed by the SSIP learning sites.*

#### **Question 4**

##### **Was professional development identified as being of high quality?**

Surveys were conducted to determine the scope and quality of the technical assistance and professional development provided by the SSIP PaTTAN consultants. All learning sites rated their technical assistance as exemplary and/or good.

In addition, sites reported that their professional development was accessible, relevant, and useful. Respondents again rated on-site coaching to be of the highest quality, and resources for data-based decision-making as most beneficial. Training on EWS implementation was noted as most useful and the *Check & Connect* strategy was the most widely implemented. PaTTAN resources and publications were also found to be highly useful.

Information gathered from evaluations of presentations at local, state, and national conferences was used to improve dissemination and communication efforts with partners and stakeholders invested in PDE's vision for students with disabilities.

*Conclusion: Yes, professional development was identified as being of high quality.*

#### **Question 5**

##### **What changes were made to the State, LEA, and school systems as a result of the SSIP?**

State – Ongoing collaboration and alignment of initiatives within PDE's bureaus, divisions, and programs continue to be a priority. Changes made to the state system as a result of the SSIP include:

- SSIP alignment with the PDE EWS Educator Dashboard. SSIP learning sites collect, analyze, and use ABC data on an ongoing basis to identify students with disabilities off-track for graduation. EWS data are also used for demographic and longitudinal purposes.
- SSIP alignment with Title I Academic Recovery Liaisons. Both programs meet on an ongoing basis to ensure that their initiatives provide a seamless TA system for the learning sites. Data are shared between both programs. When action plans are needed by a learning site, both initiatives participate in their design.

No additional changes were made to the State system for FFY 2016.

Local Leadership Teams – SSIP learning sites continue to use the SSIP Implementation Framework/action plan to document the implementation with fidelity of the SSIP process. SSIP learning sites also embedded Family Engagement Strategies into the implementation process.

*Conclusion: Yes, changes made in previous phases to the State, LEA, and school systems as a result of the SSIP remain in effect.*

## Question 6

### To what extent did each Coherent Improvement Strategy impact the number of students with disabilities who are no longer off-track for graduation?

Data reported in Figure C.1 and Table C.1 indicate that the Coherent Improvement Strategies are impacting the number of students with disabilities who are no longer off-track for graduation.

Refer to Section E.1.b. for a summary of the impact of each Coherent Improvement Strategy being implemented.

Data on the impact of the Coherent Improvement Strategies on reducing the number of students off-track for graduation are found in Section C.2.b of this report.

*Conclusion: The EWS is effective for identifying students with disabilities who are off-track for graduation.*

## Question 7

### Did LEAs have the information, support, and resources necessary to align their efforts to PDE's vision?

In Year 2, SSIP Local Leadership Teams used an enhanced version of the NDPC-SD's Implementation Framework to guide data reviews and develop action plans.

- 100% of SSIP learning sites completed 2016-2017 action plans. The action plans were revised as needed throughout the year.
- 100% of the learning sites documented implementation of an EWS in their action plans and establishment of Local Leadership Teams.
- 25% of action plans indicated that additional resources were needed to appoint personnel or redefine personnel roles to support SSIP implementation.
- 100% of action plans documented that Local Leadership Team personnel participated in professional development opportunities offered by PaTTAN, the BSE, and PDE related to SSIP implementation and/or the use of Coherent Improvement Strategies.

Technical Assistance - SSIP PaTTAN Consultants continue to facilitate and guide SSIP Local Leadership Team meetings and provide additional support and resources as needed to help learning sites reach sustainability of this model. Consultants also facilitate the collection of data efforts, the fidelity of implementation measurement, and informational surveys.

Statewide meetings of all SSIP PaTTAN consultants continue monthly. Agenda notes detail current SSIP activities at each SSIP learning site, deadlines and action items for upcoming activities, highlights of data reviews for each SSIP learning site, key professional development of dissemination activities, and needs/roles/responsibilities for the next month of implementation.

*Conclusion: Yes, SSIP learning sites have the information, support, and resources necessary to align their efforts to PDE's vision.*

## Question 8

### Did PDE leverage resources to improve services for students with disabilities?

The following resources are being utilized by PDE to improve graduation outcomes for students with disabilities:

- PDE/BSE leadership;
- Title I/BSE collaboration;
- 11 SSIP PaTTAN Consultants;
- four administrators from the PaTTAN offices;
- fiscal support for SSIP learning sites;
- fiscal support for HUNE partnership;
- fiscal support for external evaluation;
- SSIP webpage resources;
- Standards Aligned System (SAS) Resources;
- SSIP Implementation Framework/Action Plan;
- SSIP data tools;
- PDE Comprehensive Planning Tool; and
- training and TA for the PDE Educator Dashboard EWS.

*Conclusion: Yes, PDE leveraged resources to improve services for students with disabilities.*

## Question 9

### Were LEAs able to facilitate shared leadership toward enhanced collaboration and implementation of EBPs?

Each SSIP Local Leadership Team completed Data Meeting Protocols at building-level meetings to review and analyze EWS data for students with disabilities who are off-track for graduation and then determine action plan interventions. Again this year, all protocols indicated that building-level and LEA leaders, special education teachers, and general education teachers engaged in the process collaboratively, participated in the meetings, contributed to decisions, and shared leadership roles.

Implementation survey results again highlighted qualitative responses indicating increased collaboration among learning site personnel using key phrases such as: equipped, cooperation, shared, collaboration, team meeting, planning, ongoing, conversation, resources and consultation.

*Conclusion: Yes, SSIP learning sites were able to facilitate shared leadership toward enhanced collaboration and implementation of EBPs.*

## Question 10

### Which Coherent Improvement Strategy yielded the most positive results for students with disabilities who are off-track for graduation?

Multiple forms of outcome and progress data continue to be collected and reviewed to determine the success and sophistication of SSIP implementation.

Table C.4 shows the Coherent Improvement Strategies selected by the SSIP learning sites based on the needs of those students with disabilities off-track for graduation.

**Table C.4**  
**SSIP Learning Sites Coherent Improvement Strategies**

	EWS	MTSS Academic	MTSS Behavior	Attendance Alternative Programming	Culturally Responsive Instruction	Family Engagement	Secondary Transition
SSIP Learning Site 1	X		X	X	*	X	X
SSIP Learning Site 2	X	X		X	*	X	
SSIP Learning Site 3	X			X	*	X	X
SSIP Learning Site 4	X	X	X		*	X	
SSIP Learning Site 5	X	X			*	X	X
SSIP Learning Site 6	X	X	X	X	*	X	
SSIP Learning Site 7	X		X	X	*	X	
SSIP Learning Site 8	X	X		X	*	X	X
SSIP Learning Site 9	X	X	X	X	*	X	
SSIP Learning Site 10	X	X	X		*	X	
SSIP Learning Site 11	X			X	*	X	
SSIP Learning Site 12	X	X	X	X	*	X	

\*SSIP learning sites are supported in implementing Culturally Responsive Instructional strategies through the MTSS Behavior and SSIP initiatives. Training materials, resources, and fidelity measures are available to all LEAs. A presentation on Culturally Responsive Approaches to Family Engagement was also included at the 2017 PDE Conference.

The Check & Connect strategy, a part of the MTSS Behavior coherent improvement strategy, is most widely implemented across SSIP learning sites. This is also the strategy Local Leadership Teams highlight as being the most effective. All SSIP learning sites fully implemented the EWS and Family Engagement Strategies. Eight sites implemented the MTSS Academic intervention strategies. Seven sites implemented the MTSS Behavior intervention strategies. Nine sites implemented strategies for Attendance/Alternative Programming. Four sites implemented Secondary Transition strategies.

*Conclusion: The EWS has demonstrated its effectiveness in identifying students with disabilities who are off-track for graduation. Permitting learning sites to select the coherent strategies that would best meet their needs resulted in eight different combinations of these strategies, confounding the ability to measure the effectiveness of any one of them in isolation.*

## Question 11

### Did HUNE (CPRC) develop materials and resources to be shared with LEAs, families and community organizations?

Appendix 1 lists 10 publications developed by HUNE and shared with LEAs, families, and community organizations. All publications are also available in Spanish.

HUNE will develop a students' voice video in FFY 2017.

*Conclusion: Yes, HUNE developed materials and resources that are shared with LEAs, families, and community organizations.*

### c. How data support changes that have been made to implementation and improvement strategies

Implementation progressed as planned and no changes to the model, framework or Coherent Improvement Strategies were needed during FFY 2016.

- All SSIP learning sites are successfully implementing the EWS, collecting and analyzing ABC data, convening leadership team meetings, and implementing selected Coherent Improvement Strategies.
- Stakeholder input was extremely beneficial in enhancing family engagement components of the model during this phase.

### d. How data are informing next steps in the SSIP implementation

Individual student level data were analyzed in June 2017 and will be analyzed again in June 2018 to better understand changes and trends. Data tracking variations in student risk status and graduation status throughout model implementation will determine differential impact of the EWS and applied Coherent Improvement Strategies. Longitudinal data analysis will:

- track students whose risk status changes over time;
- capture unique differences in student risk factors over time; and
- determine direct relationships between the amount, duration, and intensity of model components, student response to interventions, student ABC trends, and graduation outcome.

Stakeholder input to this process is invaluable and will continue to evolve, focusing attention to refining improvement strategies related to family engagement and culturally responsive practices. The SSIP team is also collaborating with external partners at NCSI for innovative ways to communicate data to stakeholders with utility, transparency, and accessibility.

e. How data support planned modifications to intended outcomes (including the SIMR)—rationale or justification for the changes or how data support that the SSIP is on the right path

Sections A, B, C, and E of this report demonstrate that the activities proposed in Phases I, II, and III were completed and the short term intended outputs have been accomplished. Supports, resources, materials, and TA continue to evolve based on SSIP learning sites successes and hurdles and stakeholder input to the implementation process.



### 3. Data on Implementation and Outcomes: Stakeholder involvement in the SSIP evaluation.

#### a. How stakeholders have been informed of the ongoing evaluation of the SSIP

As indicated in sections B.2.a and B.2.b, the SEAP serves as the state's primary stakeholder group for advising on the SSIP, including the ongoing SSIP evaluation.

For specific examples of how stakeholders have been informed and actively participated in all aspects of the SSIP, including the SSIP evaluation, please refer to the above mentioned sections.

Additional activities used to inform stakeholders of the ongoing evaluation process included:

- communicating, networking, and collaborating with the SEAP to develop the SSIP evaluation questions;
- reviewing evaluation plan and results;
- publishing and disseminating information in the BSE's *Special Education in Pennsylvania* data booklet;
- using SSIP data meeting protocols with each SSIP learning site as recommended by SEAP;
- involving the SSIP learning sites in the review of the SSIP evaluation questions;
- involving students with disabilities who are off-track for graduation in the planning of *Students' Voices* and the *Are You On-Track to Graduate? Check your A-B-Cs* publications.

#### b. How the stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP

In addition to SEAP's essential advisory role with the SSIP, stakeholders in the learning sites, including families, youth, and local practitioners, are involved in front line and ongoing local program activities. The SSIP must impact these stakeholders' beliefs and behaviors to influence outcomes in sustainable ways.

This section describes some of the ways in which these stakeholders play active roles in evaluation. Please refer to sections B.2.a, B.2.b, and C.3.a for additional information regarding how stakeholders have had a voice and been involved in decision-making regarding the SSIP.

The following are examples of specific strategies used to ensure stakeholders have had a voice:

- Collaborating with the SSIP learning sites as they completed the SSIP LEAs Survey. The PaTTAN SSIP Consultants facilitated the meetings to complete the surveys with each Local Leadership Team.
- Involving students with disabilities who are off-track for graduation in the SSIP students' interviews. A total of 135 students with disabilities who were off-track for graduation receiving EBPs were interviewed by PaTTAN SSIP Consultants.

- Using the SSIP statewide presentations, publications, resources, and webpage as a way to keep stakeholders informed of the implementation of the SSIP, EBPs, and the SSIP evaluation process.
- Students with disabilities who are off-track for graduation helped with the content of the Students' Voices publication which highlighted strategies that they believed had the most positive impact. Students will also help with the development of the content of *Are You On-Track for Graduation: Check your A-B-C's* publication.

Using engagement as a strategy (*Leading by Convening*). BSE continues to analyze the way BSE is communicating with stakeholders in order to plan how to improve the communication from one-way to two-way communication, and from informing to networking to collaborating. Two publications (*i.e., Strategies for Families, and School Attendance: Strategies for Schools, Families, and Youth*) were designed to provide families with strategies they could use at home to support the attendance, behavior, and course performance of their children.

Pennsylvania continues its partnership with NCSI to build connections with stakeholders and foster authentic engagement through *Leading by Convening*.

Pennsylvania is moving toward greater stakeholder engagement in communicating evaluation results and actively participating with stakeholders. Work is guided by the stakeholder developed rubric developed through NCSI as a *Leading by Convening* approach to the SSIP. The operational decisions are leadership behaviors that challenge participants to deeply engage.

Table C.5 illustrates the NCSI rubric being used to support stakeholder engagement in Pennsylvania's SSIP.

**Table C.5  
Stakeholder Engagement in Evaluation**

<b>Operational Decisions</b>	<b>Informing Level</b>	<b>Networking Level</b>	<b>Collaborating Level</b>	<b>Transforming Level</b>
<b>Key actions and behaviors that require your attention</b>	<b>Sharing/Disseminating: One way communication</b>	<b>Exchanging: Two way communication</b>	<b>Engaging: Working together on the issue over time</b>	<b>Committing to approach issues through engagement and consensus building</b>
<b>Stakeholder participation as an underlying value in evaluation</b>	Convener/state lead agency outlines the evaluation goal and process. They commission an external evaluation and inform the stakeholders that an evaluation is underway.	Convener/state lead agency invites a core group to review and give input on the evaluation design, focus and process. They have a dialogue on the evaluation.	Convener/state lead agency, together with an expanded group of stakeholders, builds understanding of the goals and use of evaluation. There is an expectation that stakeholders will inform evaluation efforts.	Convener/state lead agency ensures that those most impacted by the evaluation's results are the most engaged in the evaluation process. There is an expectation that stakeholders are partners in evaluation.
<b>Evaluation practices include knowledge that resides with practitioners and consumers</b>	Convener/state lead agency describes the data, grounding assumptions, theory of action and logic model behind the evaluation plan.	Convener/state lead agency discusses data, theory of action, logic model, activities and measures designed to inform the evaluation with stakeholders.	Convener/state lead agency and an expanded group of stakeholders examine the data to develop the theory of action, logic model, activities and measures. They meet frequently enough to determine the need for mid-course corrections.	Convener/state lead agency ensures that are stakeholders are always partners in evaluation. Those with the most to lose or gain are involved in acting on evaluation information to improve the system

## D. Data Quality Issues

### 1. Data limitations that affected reports of progress in implementing the SSIP and achieving the SIMR due to quality of the evaluation data.

#### a. Concerns or limitations related to the quality or quantity of the data used to report progress or results

There are presently no major concerns or limitations related to the quality or quantity of the data used to report progress or results. As the SSIP team analyzed FFY 2016 data, two data related factors were identified for further review and consideration. These are described below.

Although Early Warning Systems have proven to be an effective strategy for identifying students with disabilities who are off-track for graduation, school personnel have noted that there are a small number of students with disabilities across the sites that demonstrate no risk factors but unexpectedly leave school prior to graduation. There is concern about these students as well as any potential negative impact that this factor may have on overall reported graduation rates.

In its SSIP Pennsylvania is working intensively to improve graduation rates of students with disabilities in twelve geographically distributed learning sites; the SSIP also includes a component to build capacity to improve state performance on SPP/APR Indicator 1. In Phase I of the SSIP, the state invited LEAs to collaborate in the initiative; LEAs (not the state) selected which specific school within the LEA would participate. This resulted in a wide range of graduation baseline rates among the sites, from very low to comparatively high. In tracking progress, the state has observed that in some instances the baseline year graduation rate was atypical to trend data for that particular school. Therefore, while evidence of change from baseline for all twelve sites is ultimately reported in the SSIP as a single aggregate percentage rate, each site's progress over time must also be considered on an individual basis.

#### b. Implications for assessing progress or results

Additional documentation and data are being collected about students who unexpectedly leave school with no apparent risk factors to determine potential impact on graduation rates. Graduation trend data within each individual learning site is also being further analyzed.

#### c. Plans for improving data quality

Pennsylvania will continue evaluating each part of the SSIP, as described in Phase II, Component 3, and will make adjustments as warranted to improve data quality.

## E. Progress Toward Achieving Intended Improvement

Data on implementation and outcomes appear in Section C of this report. Additional information regarding progress toward achieving intended improvements is reported here in Section E.

### 1. Assessment of progress toward achieving intended improvements

#### a. Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SIMR, sustainability, and scale-up

Increasing the graduation rate of students with disabilities continues to be a priority of the PDE. As part of this commitment, PDE made the following major changes to the state infrastructure to better support achievement of the SIMR, sustainability, and scale-up:

- alignment of the PDE Educator Early Warning System (EWS) Initiative and Pennsylvania's Part B SSIP;
- alignment of the ESEA Title I Academic Recovery Liaisons (ARLs) Initiative and Pennsylvania's Part B SSIP;
- alignment of SPP/APR Indicators 1 (graduation rates) and 17 (SSIP) through compliance monitoring and SSIP Action Plans; and
- alignment of SPDG and SSIP to offer middle and high school educators and administrators intensive, ongoing professional development and coaching to increase the likelihood that every student graduates from high school college and career ready.

#### b. Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effect

Evidence-based practices were implemented with fidelity and are having the desired effect.

*Early Warning Implementation and Monitoring System (EWIMS)* instrument data indicate that 100% of learning sites report full implementation of the EWS and at least one selected Coherent Improvement Strategy, ABC data review, and action planning process. All sites also report implementation with fidelity.

All learning sites embedded family engagement strategies into the data review and decision making process.

- All sites included strategies to increase family participation in IEP and intervention meetings, attention to attendance concerns, and engagement with student learning outcomes.
- Embedding Family Engagement Fidelity Tool results suggest that all learning sites have implemented the family engagement strategies outlined in their action plans.
  - The majority of sites indicated that implementation of all strategies was fully evident; whereas two sites indicated that their use of text for family communication and consistent participation at IEP /data meetings were implemented, but not fully evident.
  - All learning sites report distributing support materials and documents to families.

- All sites also report appointing specific team members to attend to family engagement and home-school communication.

Following is a summary of the impact of each Coherent Improvement Strategy being implemented. Fidelity of implementation was measured for the selected Coherent Improvement Strategies at each SSIP learning site to identify not only the level of sophistication of implementation, but also to identify areas of need.

- EWS

- All SSIP learning sites have executed the five steps of the EWS with fidelity. Evidence validating implementation was documented. The process was as follows:
  - Learning Sites developed SSIP Action Plans using the Implementation Framework designed by the NDPC-SD. In Phase 2 of the framework, teams selected an EWS and used the dashboard to identify students with disabilities off-track for graduation.
  - For fidelity of implementation, SSIP Local Leadership Teams used the Early Warning Implementation and Monitoring System (EWIMS) tool with the PaTTAN Consultant assigned to them.
  - Teams examined evidence for each of the steps of the instrument and determined whether this was evidence of implementation with fidelity.
  - Results from all learning sites were reviewed and analyzed by the external evaluator for validation.
  - In addition, implementation with fidelity of the EWS strategy was monitored using the Action Plans, which include tasks to be completed, Family Engagement for the EBP, person(s) responsible, timelines for implementation, resources needed to support the intervention, and date(s) to be completed.

- MTSS - Academic

- Fidelity of MTSS implementation for Academic is being measured using state-approved scoring guidelines for Response to Instruction and Intervention (RTII) implementation for students with learning disabilities determination. These guidelines require that school-based teams provide adequate evidence that a multi-tiered system of intervention and progress monitoring aligned to research-based data decision making practices has been implemented to identify students at-risk for academic failure.

- MTSS - Behavior

- Fidelity of MTSS implementation for Behavior is being measured using the *Positive Behavior Support Intervention Survey*. This tool is used to assess the implementation of universal behavioral intervention supports. Local Leadership Teams consider whether elements of the model are in place, not in place, extent of action planning, implementation strengths, and what areas of implementation are in need of improvement.
- Fidelity measurement tools for other behavioral indicators varied depending on which strategy was implemented (see Pennsylvania's SSIP Phase II submission, Table 3.4, pages 36-37).

- Attendance Strategies and Alternative Programming
  - Attendance strategies are being measured using the EWS, and the *Check & Connect* fidelity measures.
  - The *Governor’s Prevention Partnership Tool* (Connecticut) is available to identify and analyze current practices, assess needs, and plan for enhanced implementation of effective school attendance, engagement, and achievement programming (see Pennsylvania’s SSIP Phase II submission, Table 3.4, pages 36-37).
- Cultural Responsiveness
  - The *School Culture and Climate Survey* (Mid-Atlantic Equity Center) is available to identify and analyze current practices, assess needs, and plan for enhanced implementation (see Pennsylvania’s SSIP Phase II submission, Table 3.4, pages 36-37).
  - PaTTAN-developed surveys, measuring teacher, student, and family responses to school culture and climate, are available for use when determining fidelity of implementation.
- Family Engagement
  - Data indicate that facilitators at all SSIP learning sites distributed, reviewed, and explained family engagement strategies with Local Leadership Teams, LEA family resource personnel, and stakeholder groups.
  - All SSIP learning sites have executed Family Engagement strategies with fidelity. The process was as follows:
    - SSIP Local Leadership Teams used the SSIP Embedding Family Engagement within the SSIP Coherent Improvement Strategy tool with a trained facilitator.
    - Teams discussed each strategy selected for students off-track for graduation and determined ways to embed the family engagement strategy within each strategy.
    - Teams determined if there was evidence to show that the schools were embedding the family engagement strategy.
    - SSIP PaTTAN Consultants reviewed the evidence and determinations.
    - Results were documented and analyzed for each site.
- Secondary Transition
  - PaTTAN’s *Self-Assessment of Current Transition Practices Elements of Effective Transition Practices* is available to assess the fidelity of this strategy.

- c. Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SIMR

### **SSIP Goals and Related Measurable Performance Objectives**

The positive short-term outcomes from SSIP learning sites have motivated other schools and LEAs and validated the importance of using evidence-based data tools and strategies when working with students with disabilities off-track for graduation. Therefore, the SSIP learning sites and other LEAs are inclined to utilize the SSIP Implementation Framework, data tools, and resources.

The lessons learned throughout this process will help in the scaling up efforts in future trainings, presentations, and resource development.

Increased interest in using the SSIP protocol to improve graduation rates is evidenced by the nearly 65 LEAs that have expressed a desire for technical assistance and support.

Progress continues as planned toward the long term-goals and related short-term objectives identified in Phase II for achieving the SIMR.

The goals and related measurable performance objectives in Table E.1 were identified as part of the design of the evaluation. Specifically, these goals and measurable performance objectives assist in determining both efforts and effects of implementation.



**Table E.1  
Goals, Objectives and Achievements**

**Early Warning System (EWS)**

<b>Goals</b>	<b>Objectives</b>	<b>Achievements</b>
<p><u>Goal 1.0:</u> An EWS will be used by each learning site to identify students with disabilities with the risk factors that impact the likelihood of school completion.</p>	<p><u>Objective 1.1:</u> Using an EWS, each learning site team will collect, review, and interpret student data in order to assign interventions from the Coherent Improvement Strategies and monitor student progress.</p> <p><u>Objective 1.2:</u> Using an EWS, the percentage of students with disabilities identified as being off-track will decrease as a result of implementing the selected Coherent Improvement Strategies.</p> <p><u>Objective 1.3:</u> Using an EWS, the number of early warning indicators per student with disabilities identified as being off-track will be reduced.</p> <p><u>Objective 1.4:</u> Using an EWS, the percentage of students with disabilities with improved risk status will increase.</p>	<ul style="list-style-type: none"> <li>• All SSIP learning sites are implementing the EWS and systematically collecting and monitoring student ABC data.</li> <li>• All SSIP learning sites have established Local Leadership Teams that convene data-based decision-making meetings to review EWS and ABC data, select which research-based Coherent Improvement Strategies are likely to reduce student risk, and plan for implementation and progress monitoring to keep students on track for graduation.</li> <li>• All SSIP learning sites have been trained in faithful implementation of the seven Coherent Improvement Strategies.</li> <li>• All SSIP learning sites have successfully implemented use of the EWS and at least one additional intervention strategy to improve academic performance and behavior.</li> <li>• All SSIP learning sites have embedded family engagement within each Coherent Improvement Strategy selected.</li> </ul>

**Table E.1  
Goals, Objectives and Achievements (Cont'd)**

**Implementation of the Coherent Improvement Strategies with Fidelity**

<b>Goals</b>	<b>Objectives</b>	<b>Achievements</b>
<p><u>Goal 2.0:</u> Learning sites will use evidence-based professional development practices to support the attainment of identified competencies (Implementation Science, NIRN).</p>	<p><u>Objective 2.1:</u> By the end of the first year of implementation (FFY 2015) for each improvement strategy, 50% of the evidence-based professional development domains (i.e., selection, training, coaching, performance assessment, and facilitative administrative support/systems intervention) will score either a 3 or 4 using the <i>SPDG Evidence-Based Professional Development Components Rubric</i>.</p> <p><u>Objective 2.2:</u> By the end of the second year of implementation (FFY 2016) for each improvement strategy, 75% of the evidence-based professional development domains (i.e., selection, training, coaching, performance assessment, and facilitative administrative support/systems intervention) will score either a 3 or 4 using the <i>SPDG Evidence-Based Professional Development Components Rubric</i>.</p> <p><u>Objective 2.3:</u> By the end of the second year of implementation for each improvement strategy, 90% of those individuals executing the coherent improvement strategy operations guidelines will score at least an 80% on its fidelity of implementation measurement tool.</p>	<ul style="list-style-type: none"> <li>• SSIP learning sites have used evidence-based professional development practices to support the attainment of identified competencies</li> <li>• SSIP learning sites have engaged in internal and external professional development in Implementation Science, NIRN, and the Coherent Improvement Strategies.</li> <li>• SSIP learning sites have been trained in faithful implementation of the Coherent Improvement Strategies. In FFY 2016, 92% of the evidence-based professional development domains (i.e., selection, training, coaching, performance assessment, and facilitative administrative support/systems intervention) scored either a 3 or 4 using the <i>SPDG Evidence-Based Professional Development Components Rubric</i>.</li> <li>• Using the fidelity measures from the Phase II report, Table 3.4, <i>Fidelity of Implementation</i> (pp 36-37), it has been determined that all SSIP learning sites have engaged in evidence-based professional development to implement the Coherent Improvement Strategies with 100% fidelity.</li> <li>• All learning sites review and respond to fidelity data related to model implementation, strategy use/intervention delivery, and decision-making to impact student graduation trajectories.</li> </ul>

**Table E.1  
Goals, Objectives and Achievements (Cont'd)**

**High Quality Professional Development**

<i>Goals</i>	<i>Objectives</i>	<i>Achievements</i>
<p><u>Goal 3.0:</u> Professional development will be of high quality and use adult learning principles.</p>	<p><u>Objective 3.1:</u> By the end of the first full year of implementation, 80% of the professional development will be rated by participants as being of high quality and using adult learning principles.</p>	<ul style="list-style-type: none"> <li>• Coaching and support to teachers in providing the Coherent Improvement Strategies to their students with disabilities who are off-track for graduation</li> <li>• SSIP PaTTAN consultants provided on-site coaching, facilitation, guidance, and resources to teachers and Local Leadership Teams at all learning sites.</li> <li>• Teacher survey data indicated that 100% of respondents at all SSIP learning sites highly valued consultant support and found on-site coaching as well as learning strategy materials to be of greatest value for model implementation.</li> <li>• All SSIP professional development opportunities are aligned with adult learning principles and effective instructional methodologies that promote concept attainment and concept mastery.</li> </ul>

**Table E.1  
Goals, Objectives and Achievements (Cont'd)**

**Coaching**

<b>Goals</b>	<b>Objectives</b>	<b>Achievements</b>
<p><u>Goal 4.0:</u> Coaches (SSIP PaTTAN consultants) will support teachers in providing the Coherent Improvement Strategies to their students with disabilities identified as being off-track.</p>	<p><u>Objective 4.1:</u> Coaches and teachers will implement the Coherent Improvement Strategies with fidelity, as measured by the appropriate instrument for each strategy listed in Table 3.1, Phase II, page 23.</p>	<ul style="list-style-type: none"> <li>Local Leadership Team materials indicate that building administrators as well as LEA direct services personnel participated in model implementation, action planning, data-based decision-making, and professional development opportunities at all learning sites.</li> </ul>

**Table E.1  
Goals, Objectives and Achievements (Cont'd)**

**System and Administration**

<b>Goals</b>	<b>Objectives</b>	<b>Achievements</b>
<p><u>Goal 5.0:</u> LEA and school level administrators will become knowledgeable and proficient in the use of the EWS.</p>	<p><u>Objective 5.1:</u> An increased number of State, LEA, and school level administrators involved in the SSIP will self-report knowing how to use the EWS.</p> <p><u>Objective 5.2:</u> An increased number of school level administrators will self-report being proficient in using the EWS.</p> <p><u>Objective 5.3:</u> State, LEA, and school level administrators will self-report improved collaboration among stakeholders.</p>	<ul style="list-style-type: none"> <li>• All fidelity surveys indicated that both LEA and school level administrators were involved in EWS implementation at all SSIP learning sites.</li> <li>• All fidelity surveys indicated that both LEA and school level administrators participated in the EWS implementation review process at all SSIP learning sites.</li> <li>• All fidelity surveys indicated that both LEA and school level administrators were engaged in EWS teaming at all SSIP learning sites.</li> </ul>

**Family Engagement**

<b>Goals</b>	<b>Objectives</b>	<b>Achievements</b>
<p><u>Goal 6.0:</u> Family involvement in the education of their children with disabilities will increase.</p>	<p><u>Objective 6.1:</u> Learning sites will implement the Coherent Improvement Strategy for family engagement with fidelity, as measured by the <i>Enhancing Family Engagement Needs Assessment</i>.</p>	<ul style="list-style-type: none"> <li>• SSIP learning sites implemented the Coherent Improvement Strategy for family engagement with fidelity.</li> <li>• See Family Engagement E.1.b.</li> </ul>

d. Measurable improvements in the SIMR in relation to targets

See Section C.2.b.

## F. Plans for Next Year

The BSE will continue implementing the SSIP as designed in Phases I, II, and III. Because of the positive results achieved, all SSIP learning sites have agreed to extend their participation beyond their initial three-year commitment that spanned FFY 2015 through FFY 2017.

### 1. Additional activities to be implemented in FFY 2017 include:

- continue using the SSIP Implementation Frameworks to guide implementation of the Coherent Improvement strategies in the 12 learning sites (ongoing);
- identify a third cohort (Group 3) of students with disabilities who are off-track for graduation (Fall 2017);
- select Coherent Improvement Strategies to address the needs of Group 3 students (Fall 2017);
- continue working with Dr. Joanne Cashman to support the development of publications to improve communication with stakeholders (ongoing);
- continue embedding and refining the Family Engagement EBP within each Coherent Improvement Strategy selected for students with disabilities off-track for graduation (revision of SSIP action plans will be completed on an ongoing basis);
- support the alignment of the SSIP with the SPDG and ESSA;
- continue the partnership with HUNE to support building capacity in community agencies and families (ongoing);
- continue to communicate on an ongoing basis with NTACTION, IDC, and NCSI staff, as well as the external evaluator, to plan and monitor next steps in SSIP implementation; and
- continue distributing statewide printed and digital publications and SSIP training materials. Resources are available for stakeholders, including LEAs, community agencies, families, and students.

### 2. Planned evaluation activities including data collection, measures, and expected outcomes

BSE will continue implementing the planned evaluation activities described in Phase II, Component 3.

### 3. Anticipated barriers and steps to address those barriers

BSE has not identified barriers to be addressed at this time, and will continue implementing the planned evaluation activities described in Phase II, Component 3.

#### **4. The State describes any needs for additional support and/or technical assistance**

Pennsylvania will continue collaborating with the national TA providers, particularly NCSI, NTACT, and IDC, to apply research and utilize EBPs to improve results for students with disabilities who are off-track for graduation.

Ongoing communication with OSEP's state lead and other OSEP experts is key to the SSIP implementation.





**APPENDIX 1**  
**SSIP Presentations and Participation at Conferences,  
National Conferences and State Meetings,  
SEAP and Stakeholders Input Sessions,  
Statewide Building Capacity, and  
SSIP Publications and Resources**

**APPENDIX 1.1**  
**SSIP Presentations and Participation at Conferences**

Dates	State Conference	Presenters
February 4-6, 2015	PDE Conference 2015: Digital, Media, and Global Literacies in Every Classroom for All Learners	PaTTAN SSIP Consultants
May 1, 2015	Annual IU and PaTTAN Secondary Transition Consultants Meeting	PaTTAN SSIP Consultant
May 27-28, 2015	2015 PA PBIS Implementers Forum	PaTTAN SSIP Consultants
June 10, 2015	Bureau of Special Education and PaTTAN Data Retreat	PaTTAN SSIP Consultants
June 29, 2015	Multi-Tiered Systems of Support (MTSS)/ Response to Instruction and Intervention (RtII) Bootcamp	PaTTAN SSIP Consultants
July 23, 2015	PSEA Leadership Conference	PaTTAN SSIP Consultant
July 22-24, 2015	2015 Pennsylvania Community on Transition Conference, Navigating the Road to Success	PaTTAN SSIP Consultants
July 27-30, 2015	2015 Special Education Leadership Summer Academy Beyond Legislation: From Regulations to Practice ( <i>Special Education Supervisors, IUs, SDs, and CSs</i> ) <ul style="list-style-type: none"> <li>• SPP/APR presentation/ facilitated discussion</li> <li>• SSIP Presentation / facilitated discussion</li> </ul>	PaTTAN SSIP Consultants

**APPENDIX 1.1**  
**SSIP Presentations and Participation at Conferences (Cont'd)**

Dates	State Conference	Presenters
August 3-6, 2015	2015 National Autism Conference	PaTTAN SSIP Consultants
August 13, 2015	Pennsylvania State Interagency Coordinating Council (SICC)	Part B and Part C SSIP Core Workgroup members
September 16, 2015	Academic Recovery Liaisons	SSIP Core Workgroup member
September 17, 2015	PA Fellowship Program	PaTTAN SSIP Consultant
November 10, 2015	SSIP Training for BSE, alignment to Compliance Monitoring and Indicator 1	State Director and SSIP Core Workgroup member
December 8, 2015	2015 SAS Institute (Two sessions)	PaTTAN SSIP Consultant
February 11, 2016	PDE Conference 2016 Making a Difference: Educational Practices That Work!	PaTTAN SSIP Consultant
April 4-5, 2016	Check & Connect Train-the-Trainers, PaTTAN-Pittsburgh	Check & Connect Trainer, PaTTAN SSIP Consultants
April 25-26, 2016	Check & Connect Train-the-Trainers, PaTTAN-East	Check & Connect Trainer, PaTTAN SSIP Consultants
April 27-28, 2016	Check & Connect Train-the-Trainers, PaTTAN-Harrisburg	Check & Connect Trainer, PaTTAN SSIP Consultants
May 5-6, 2016	2016 PBIS Implementers' Forum	PaTTAN SSIP Consultant
July 20-22, 2016	2016 PA Community on Transition Conference	PaTTAN SSIP Consultant

## APPENDIX 1.1

### SSIP Presentations and Participation at Conferences (Cont'd)

Dates	State Conference	Presenters
July 25-28, 2016	2016 Special Education Leadership Summer Academy: SSIP Overview	PaTTAN SSIP Consultants
July 25-28, 2016	2016 Special Education Leadership Summer Academy: Evidence-Based Practices and Panel of Experts	Dr. Loujeania Bost, NTACTION, PaTTAN SSIP Consultants
July 25-28, 2016	Collaboration with National Technical Assistance Center for Transition (NTACT) at the 2016 Special Education Leadership Summer Academy	Dr. Loujeania Bost, NTACTION, SSIP Core Workgroup
August 1-4, 2016	20 <sup>th</sup> Annual National Autism Conference	PaTTAN SSIP Consultants
September 25-27, 2016	Check & Connect and Pennsylvania CAPS: Increasing Graduation Rates, CASE NASDSE Conference	Eileen Klemm, M.A., Project Coordinator and National Trainer, Check & Connect, PaTTAN SSIP Consultant
October 13-15, 2016	Check & Connect Train-The-Trainer, PaTTAN-East	PaTTAN SSIP Consultants
October 18-20, 2016	<p>2016 MTSS Academic Implementers' Forum: SSIP Strand (Multiple Sessions) October 18, 2016</p> <ul style="list-style-type: none"> <li>• Keynote Address: Kathleen Ryan Jackson</li> <li>• Considering Teacher Efficacy in Increasing Graduation Rates of Students with Disabilities</li> <li>• Behavioral Health Challenges</li> </ul> <p>October 19, 2016</p> <ul style="list-style-type: none"> <li>• A Secondary Focus on High Quality Core and Supplemental Math Instruction</li> <li>• PDE Educator Dashboard EWS Training</li> <li>• Check &amp; Connect Overview</li> </ul> <p>October 20, 2016</p> <ul style="list-style-type: none"> <li>• Albert Gallatin SD (PDE EWS); SSIP Panel</li> <li>• Culturally Responsive Approaches to Family Engagement</li> </ul>	PaTTAN SSIP Consultants, Learning Sites Leadership Team Members

**APPENDIX 1.1**  
**SSIP Presentations and Participation at Conferences (Cont'd)**

Dates	State Conference	Presenters
October 25-26, 2016	Check & Connect Train-The-Trainer, PaTTAN-Pittsburgh	PaTTAN SSIP Consultants
November 2-3, 2016	Check & Connect Train-The-Trainer, PaTTAN-Harrisburg	PaTTAN SSIP Consultants
November 3, 2016	25 <sup>th</sup> Annual Conference on Integrated Learning: The School to Career Connection	PaTTAN SSIP Consultants
November 16, 2016	Recent Bias-Related School Incidents – One of the SSIP Strategies is featured as a resource for Culturally Responsive Practices	Penn*Link from Pennsylvania Secretary of Education
December 4-6, 2016	Standards Aligned Systems (SAS) Institute	PaTTAN SSIP Consultant
March 8-10, 2017	2017 Annual PDE/BSE Conference	PaTTAN SSIP Consultants
May 16-18, 2017	2017 Pennsylvania Positive Behavior Support (PBIS) Implementers Forum	PaTTAN SSIP Consultants
June 14, 2017	2017 BSE PaTTAN Retreat: SPP/APR and SSIP presentations	SSIP Coordinator, PaTTAN Consultant
July 23-27, 2017	Special Education Leadership Academy	PaTTAN SSIP Consultants
July 31-August 3, 2017	National Autism Conference 2017	PaTTAN SSIP Consultants
August 1, 2017	Schuylkill Intermediate Unit 29, Special Education Directors	PaTTAN SSIP Consultant

## APPENDIX 1.1

### SSIP Presentations and Participation at Conferences (Cont'd)

Dates	State Conference	Presenters
August 9-11, 2017	2017 PA Community on Transition Conference - Pathways to Success: Transitioning into Tomorrow Together	PaTTAN SSIP Consultants
October 17-19, 2017	<p>2017 MTSS Academic Implementers' Forum - SSIP Strands:</p> <p>October 17, 2017</p> <ul style="list-style-type: none"> <li>• Implementing Evidence-Based Practices to Increase Graduation Rates in Pennsylvania, SSIP PaTTAN Consultants</li> <li>• Multi-Tiered Systems of Support for Attendance: The Journey of One High School, SSIP Learning Site and SSIP PaTTAN Consultant</li> </ul> <p>October 18, 2017</p> <ul style="list-style-type: none"> <li>• Develop Effective Partnerships in Middle and High Schools, Dr. Marsha Greenfeld, National Network of Partnership Schools</li> <li>• Engage Families in Helping Students Make Successful Transitions, Dr. Marsha Greenfeld, National Network of Partnership Schools</li> </ul> <p>October 19, 2017</p> <ul style="list-style-type: none"> <li>• STEM &amp; MTSS: A quest to increase graduation rates at the high school level, Shaun Tomaszewski and Sergio Anaya</li> <li>• Check &amp; Connect: Mentoring at the High School Level, SSIP Learning Site and SSIP PaTTAN Consultant</li> </ul>	SSIP Learning Sites, SSIP PaTTAN Consultants, state and national speakers
November 8-10, 2017	26th Annual Conference on Integrated Learning: The School-to-Career Connection	PaTTAN SSIP Consultant
December 3-5, 2017	2017 Standards Aligned Systems (SAS) Institute	PaTTAN SSIP Consultant

**APPENDIX 1.1****SSIP Presentations and Participation at Conferences (Cont'd)**

<b>Dates</b>	<b>State Conference</b>	<b>Presenters</b>
December 20, 2017	Statewide SPDG Meeting: Overview of an Early Warning System (EWS)	PaTTAN SSIP Consultant
February 26-28, 2018	2018 PDE Annual Conference: Making a Difference: Educational Practices That Work!	PaTTAN SSIP Consultants

## APPENDIX 1.2

### Presentations at National Conferences and State Meetings

Dates	National Conferences or State Meeting	Presenters
May 12-14, 2015	From Theory to Action, 2015 Jacksonville IDC Interactive Institute	State Director and SSIP Core Workgroup member
May 12-14, 2015	Knowing Your Audience: Communicating to Build Understanding and Support – 2015 Jacksonville Data Institute	NCSI, HUNE and SSIP Core Workgroup member
July 27-29, 2015	2015 OSEP Leadership Conference	Participation: SSIP Core Workgroup, SEAP members
October 20-21, 2015	NCSI Collaborative on Graduation and Post School Outcomes, Salt Lake City, Utah	SSIP Team: SSIP Consultants, HUNE
October 21, 2015	Presentation at NCSI Collaborative on Graduation and Post School Outcomes, Knowing Your Audience: Communicating to Build Understanding and Support	NCSI, HUNE and SSIP Core Workgroup member
October 26-28, 2015	National Dropout Prevention Center Conference, San Antonio, Texas	PaTTAN SSIP Consultants
November 6, 2015	Meeting with NTACTION, SSIP Phase II Plan, Charlotte, NC	NTACTION and SPP/APR/SSIP team members
January 28-29, 2016	NCSI, Leading by Convening Rubric development for SSIP sites	HUNE and SSIP Core Workgroup member
February 1-3, 2016	2016 OSEP Virtual Leadership Conference	SPP/APR/SSIP team members
February 19, 2016	SAP/ICC Stakeholder Involvement in Evaluating the State Systemic Improvement Plan (SSIP)	HUNE, OSEP, and national presenters

**APPENDIX 1.2**

**Presentations at National Conferences and State Meetings (Cont'd)**

<b>Dates</b>	<b>National Conferences or State Meeting</b>	<b>Presenters</b>
May 3-5, 2016	NTACT Capacity Building Institute in Charlotte, NC.	Drs. Loujeania Bost and Matt Klare, NTACT, SSIP Core Team Members
May 12, 2016	BSE Monthly meeting: Training for BSE staff on Improvement Plans for Indicators 1 and 2 using the SSIP Implementation Framework/Action Plan	BSE Assistant Director, SPP/APR/SSIP Core Workgroup member
June 1-2, 2016	IDEA Data Institute, Savannah, GA: PA Team participation, meetings, and collaboration with TA providers	State Director, SPP/APR/SSIP Core Workgroup, SSIP Coordinator
November 17, 2016	NTACT – Technical Assistance – OSEP Phase III Report Organizational Outline	Drs. Loujeania Bost and Matt Klare, NTACT, SSIP Core Team Members, External Evaluator
November 22, 2016	Technical Assistance from National Centers: NCSI, Dr. Joanne Cashman, NASDE, Dr. Kellie Kim, IDC.	SSIP Core Team Members, HUNE
November 30-December 1, 2016	NCSI Graduation Collaborative, Dallas Texas	SPP/APR Core Team, SSIP Coordinator, SSIP PaTTAN Consultants
December 1, 2016	NCSI Graduation Collaborative, Dallas Texas: Meeting with NCSI staff Joanne Cashman, TA on Stakeholders Engagement for the SSIP Evaluation	SPP/APR Core Team members, PaTTAN SSIP Consultants, HUNE
February 1, 2017	NCSI TA: Conference call with Dr. Joanne Cashman. Discussion of Infographics for SSIP Phase III report	Drs. Joanne Cashman, Kellie Kim, Amanda Kloo, SSIP Core Team



## APPENDIX 1.2

### Presentations at National Conferences and State Meetings (Cont'd)

Dates	National Conferences or State Meeting	Presenters
February 2017	NCSI Graduation Collaborative: weekly conference calls, TA for writing SSIP Phase III report	SSIP Coordinator
March 2017	Increasing Graduation Rates for Students with Disabilities: Getting Students On-Track. Association for Positive Behavior Support, Denver Colorado	SSIP PaTTAN Consultant
May 17, 2017	Implementing Evidence-Based Practices to Increase Graduation Rates and Decrease Dropout Rates for Students with Disabilities, NTACT Capacity Building Institute, Kansas City, Kansas	SSIP Coordinator, SSIP PaTTAN Consultant
May 31-June 1, 2017	NCSI Graduation Collaborative meeting for SSIP Coordinators, Denver, Colorado	SSIP Coordinator
July 12, 2017 and July 24, 2017	OSEP SSIP conference calls	OSEP State Lead, Performance Implementation Team, SSIP Core Team
September 7, 2017	NTACT Webinar - Implementing Evidence-Based Practices to Increase Graduation Rates and Decreasing Dropout Rates for Students with Disabilities in Pennsylvania.	SSIP Coordinator, SSIP PaTTAN Consultant
September 21-22, 2017	Meeting with NTACT staff and SSIP External Evaluator: Looking at FFY 18 and beyond, Charlotte, NC.	Drs. Loujeania Bost and Matt Klare, NTACT, Dr. Amanda Kloo, External Evaluator, SSIP Core
September 28, 2017	Discussion with BSE staff regarding SPP/APR/SSIP: Responsibilities for alignment of work	BSE SPP/APR Advisor

**APPENDIX 1.2**

**Presentations at National Conferences and State Meetings (Cont'd)**

<b>Dates</b>	<b>National Conferences or State Meeting</b>	<b>Presenters</b>
September 2017	Collaboration with multiple stakeholders to design new SSIP publication for Students Off-Track with graduation.	NTACT, NCSI, HUNE, Families, Students Off-Track for Graduation, SSIP Core Team
November 8, 2017	Meeting with NCSI contact to review the stakeholders component of the PA SSIP and next steps	Dr. Joanne Cashman, SSIP Core Team members, SSIP PaTTAN Consultants, Luz Hernandez, HUNE
November 7-8, 2017	NCSI SSIP Collaborative Meeting, Atlanta, GA	SSIP Core Team members, SSIP PaTTAN Consultants, Luz Hernandez, HUNE
November 8, 2017	Presentation at NCSI SSIP Collaborative Meeting: Check & Connect and Pennsylvania CAPS: Increasing Graduation Rates	SSIP PaTTAN Consultant
February 9, 2018	SSIP consultation meeting with NCSI staff	SSIP Core Team Members, Dr. Joanne Cashman
February 21-22, 2018	Interactive Institute 2018: Building a Culture of High-Quality Part B Data, Orlando, FL	SSIP Core Team Members
February 21-22, 2018	Interactive Institute 2018: Building a Culture of High-Quality Part B Data, Orlando, FL. Planning meeting with IDC staff	SSIP Core Team Members, Dr. Kellie Kim, IDC
February 28, 2018	<p>PDE Conference, SSIP sessions</p> <ul style="list-style-type: none"> <li>• Leading by Convening: The Human Side of Change</li> <li>• Adaptive Leader Toolkit: Using infographics to build engagement at district and school level</li> <li>• Culturally Responsive Classroom Management</li> <li>• How to Plan to Increase Graduation Rates and Decrease Dropout Rates for Students with Disabilities in Pennsylvania</li> </ul>	Dr. Joanne Cashman, NCSI, Chemay Morales James, NYU Metro Center, SSIP PaTTAN Consultants

**APPENDIX 1.2****Presentations at National Conferences and State Meetings (Cont'd)**

<b>Dates</b>	<b>National Conferences or State Meeting</b>	<b>Presenters</b>
March 9, 2018	OSEP Technical Assistance call	OSEP State Lead, SSIP Core Team
March 20, 2018	IDC Technical Assistance – Review of Phase III, Year 2 evaluation report	Dr. Kellie Kim and Tamara Nimkoff, IDC SSIP Core Team

**APPENDIX 1.3**  
**SEAP and Stakeholder Input Sessions**

September 2015	SPP/APR Overview, including SSIP	State Director, HUNE and SPP/APR/SSIP team members
November 2015	Working with LEAs and HUNE Partnership with Evaluation Planning	State Director, HUNE and SPP/APR/SSIP team members
February 2016	SSIP Evaluation Plan	State Director, HUNE and SPP/APR/SSIP team members
May 4, 2016	SPP/APR/SSIP Updates SSIP and HUNE Publications	State Director, SSIP Core Workgroup, HUNE
September 21, 2016	SPP/APR/SSIP Updates/Input from SEAP	State Director, SSIP Core Workgroup, HUNE
September 22, 2016	SSIP Internal Workgroup: PDE Collaboration meeting	SSIP Core Team, Bureau of Special Education, Bureau of Teaching and Learning, Title I, Migrant Education, Homeless Education, Corrections Education, PDE EWS Dashboard Staff, Academic Recovery Liaisons, PaTTAN SSIP Consultants
November 16, 2016	SSIP Evidence Based Practices (EBPs): Family Engagement and Attendance	SSIP PaTTAN Consultant
January 18, 2017	SPP/APR/SSIP Updates. Phase III Report	SSIP Core Team

### APPENDIX 1.3

#### SEAP and Stakeholder Input Sessions (Cont'd)

January 19, 2017	SSIP Internal Workgroup: PDE Collaboration meeting	SSIP Core Team, Bureau of Special Education, Bureau of Teaching and Learning, Title I, Migrant Education, Homeless Education, Corrections Education, PDE EWS Dashboard Staff, Academic Recovery Liaisons, PaTTAN SSIP Consultants
March 7, 2017	SEAP: SSIP Evaluation, Students Off-Track for Graduation, Students Survey Data, The Voice of the Stakeholders	SSIP Core Team, SSIP PaTTAN Consultants
November 30, 2017	SSIP Phase III Update. New publication for students with disabilities off-track for graduation	SSIP Core Team
December 13, 2017	SSIP Internal Workgroup: PDE Collaboration meeting	SSIP Core Team, Bureau of Special Education, Bureau of Teaching and Learning, HUNE, PaTTAN SSIP Consultant
January 30, 2018	BSE, HUNE, and SSIP Core Team Collaboration, Philadelphia HUNE	BSE Director, BSE Assistant Director, SSIP Core Workgroup, HUNE Director
February 28, 2018	Part B School-Age State Performance Plan/Annual Performance Report, Update on February Report Submission and SSIP April Submission	SPP/APR/SSIP Core Team
March 1, 2018	Practices and Resources for Supporting Students' Mental Health Needs: PaTTAN and SSIP Practices and Resources	BSE Division Chief and SSIP PaTTAN Consultant

**Statewide Building Capacity**  
**2016 17 New Publications and Resources**

SSIP publications, resources, and training materials are found at [www.pattan.net](http://www.pattan.net), Educational Initiatives, Increasing Graduation Rates and Decreasing Dropout Rates. Training materials are closed captioned, transcribed, and some resources include voice-over narratives.

**The BSE Communicator** - A BSE publication. The summer 2016 issue was dedicated to the SSIP.

**SSIP Resources / Publications for Families and Community Agencies**

<p><i>CAPS Strategies for Families</i></p> <p><i>CAPS School Attendance: Strategies for Schools, Families, and Youth</i></p> <p><i>Are you On-Track to Graduate? Check your A-B-C's!</i></p> <p><i>HUNE: After-School Program</i></p> <p><i>HUNE: Community-Based Engagement</i></p> <p><i>HUNE: Culturally Responsive Practices</i></p>	<p><i>HUNE: Family Engagement</i></p> <p><i>HUNE: Summer Youth Program</i></p> <p><i>HUNE: Alignment of HUNE Youth Programs to PA Core Standards</i></p> <p><i>HUNE: Increasing Graduation Rates</i></p> <p><i>HUNE: Early Warning Systems (EWS) to Increase Graduation Rates of Students with Disabilities</i></p> <p><i>HUNE: Early Intervention</i></p> <p><i>HUNE: Students' Voices</i></p>
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**Recursos en Español**

<p><i>CAPS: Estrategias para las familias</i></p> <p><i>CAPS: La asistencia escolar, Estrategias para las escuelas, las familias y los jóvenes</i></p> <p><i>¿Estás en camino a graduarte? ¡Marca las Casillas del A-B-C!</i></p> <p><i>HUNE: Programa juvenil extracurricular</i></p> <p><i>HUNE: Programa juvenil de verano</i></p> <p><i>HUNE: Participación en la comunidad</i></p> <p><i>HUNE: Participación de la familia</i></p> <p><i>HUNE: Prácticas culturalmente sensibles</i></p>	<p><i>HUNE: Alineación de los programas juveniles de HUNE a los estándares fundamentales de Pennsylvania</i></p> <p><i>HUNE: ¿Cómo aumentar los índices de graduación de los estudiantes que tienen discapacidades?</i></p> <p><i>HUNE: Cómo usar un Sistema de alerta temprana (EWS, por sus siglas en inglés) para aumentar los índices de graduación de los estudiantes con discapacidades</i></p> <p><i>HUNE: Intervención temprana: El papel que juegan las familias en apoyar el desarrollo del lenguaje oral</i></p> <p><i>HUNE: Escuchando las voces de los estudiantes: Voces de la juventud de HUNE</i></p>
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## Blogs

*Attendance: It's important to be in Class. Posted at PaTTAN MTSS webpage, November 3, 2016.*

*How Can Families Support Student Success? Posted at PaTTAN MTSS webpage, May 8, 2017.*

## SSIP Data Tools to Increase Graduation Rates

The following data tools are available at no cost at [www.pattan.net](http://www.pattan.net)

Early Warning System Data Analysis Team Meeting Protocol

Early Warning System Data Analysis Protocol for Individual Students

SSIP Implementation Framework / Action Plan

PDE Dashboard Early Warning System Metrics