Implementing Evidence-Based Practices to Increase Graduation Rates and Decrease Dropout Rates for Students with Disabilities in Pennsylvania

PaTTAN’s Mission

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

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

Agenda

I. Introduction of the State Systemic Improvement Plan (SSIP)
II. Overview of the five phases to increase the graduation rate and decrease the dropout rates for students with disabilities
Part I: Pennsylvania State Systemic Improvement Plan (SSIP)

What is the SSIP?

SSIP is a comprehensive statewide multi-year plan to increase the graduation rate and decrease the dropout rates for students with disabilities.

The SSIP does the following:
• Incorporates evidence-based practices proven to work for all students including students with disabilities, diverse students, and students low SES.
• Provides a framework for LEAs to follow and implement the strategies.
State Identified Measureable Result

- State Identified Measureable Result (SIMR): Increase the graduation rate of students with disabilities and reduce the number of student with risk factors that impact the likelihood of school completion.
- Developed and determined by multiple stakeholders (e.g., over 200 participants).
SSIP Learning Sites

• 12 high schools across the Commonwealth of Pennsylvania and supported by educational consultants in the three PaTTAN offices (Pittsburgh, Harrisburg, and East)
• HUNE (organization in Philadelphia)

Implementation Framework

The Implementation Framework was developed by the National Dropout Prevention Center for Students with Disabilities. That organization is now part of the National Technical Assistance Center on Transition (NTACT). Based on their feedback and support, this framework is being used for the SSIP and has been successful in other states, LEAs, and schools.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase I</td>
<td>Develop State and Local Leadership Teams</td>
</tr>
<tr>
<td>Phase II</td>
<td>Use an Early Warning System to analyze data of students</td>
</tr>
<tr>
<td>Phase III</td>
<td>Identify Target Areas for Intervention (based on the needs of students with disabilities off-track)</td>
</tr>
<tr>
<td>Phase IV</td>
<td>Develop Improvement Plan (or revise current improvement plan)</td>
</tr>
<tr>
<td>Phase V</td>
<td>Implement, Monitor, and Evaluate</td>
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Part II:
Five Phases to Increase Graduation Rates and Decrease Dropout Rates for Students with Disabilities

Phase I:
Develop State and Local Leadership Teams
Teaming Structure

Establishing a local leadership team is required at all schools and is often referred to as the SSIP Core Team.

- **Team make-up typically includes:**
  - Building administration, special education administration, general education, and special education teachers/case managers, and data systems specialist.

- **Other team members may include:**
  - Central administration, transition coordinator, transition counselor, social worker, school psychologist, school counselor, climate manager, home school liaison (truancy/attendance), social worker, Check and Connect coordinator, department chairs, behavior specialist

Team Roles/Responsibilities

- The core team reviews EWS student level risk data, progress toward goals, logistics/fidelity of implementation of interventions, and recommends instructional adjustments/staff development as needed.

- The team may wish to meet with other committees, team members, individual teachers, and students after reviewing the data and how to best support the students with the appropriate supports.
Challenges and Considerations

- Time for teams to meet regularly
- Staff turnover
- Ownership of student needs across all content areas
- Expertise in literacy and math instruction for students
- Utilizing a data meeting note taking form consistently or other protocols

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

Phase II:
Using an Early Warning System to Analyze Data of Students
Purposes of an Early Warning System (EWS)

- Help schools organize, examine, analyze, and share data related to school completion
- Support schools in identifying needs and developing a local intervention plan… and later, in implementing and evaluating the plan
- Help schools identify at-risk students and their potential needs for additional supports and tiered interventions

How do we Implement an Early Warning System?

1. Develop or adopt an EWS data collection system
2. Determine on-track and off-track criteria for high school graduation
3. Monitor attendance data
4. Monitor behavior data (i.e., school code of conduct and state offenses).
5. Monitor academic performance quarterly (course failures in English Language Arts and mathematics and credit accrual)
6. Identify and monitor students who are retained in ninth grade

(Revised from www.betterhighschools.org)
Key Indicators that Predict Student Success

1. Attendance
2. Behavior
3. Course Performance

Early Warning System – Example 1
PDE Educators Dashboard
The Tools' (for building-level data)
1. Core Data Tool – a high level look at school completion
2. Graduation & Dropout Tool
3. Attendance Tool
4. Academics Tool
5. Discipline Tool

Risk calculator –
Identifies at-risk students and their areas of need

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

<table>
<thead>
<tr>
<th>EWS Metrics</th>
<th>Description</th>
<th>Calculation</th>
<th>Green</th>
<th>Yellow</th>
<th>Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Daily Attendance Rate</td>
<td>(Number of days student was in attendance during current school year/number of school days during current school year) * 100</td>
<td>&gt; 90%</td>
<td>Between 80% and 90%</td>
<td>&lt; 90%</td>
</tr>
<tr>
<td>Behavior (School Code of conduct)</td>
<td>Number of School Code of Conduct Violations during the current school year.</td>
<td>Count of Incidents where Infraction Category is School code of conduct violation</td>
<td>0 &lt;= Count &lt;= 3</td>
<td>4 &lt;= Count &lt;= 5</td>
<td>&gt; 5</td>
</tr>
<tr>
<td>Behavior (State Reportable Offenses)</td>
<td>Number of State Reportable Offenses during the current school year.</td>
<td>Count of Incidents where Infraction Category is State Reportable Offense</td>
<td>0</td>
<td>0</td>
<td>&gt; 0</td>
</tr>
<tr>
<td>Course Grades - Math</td>
<td>Math Course Grade for the most recent grading period</td>
<td>Numeric course grade value</td>
<td>&gt; 70</td>
<td>Between 60 and 70</td>
<td>&lt; 60</td>
</tr>
<tr>
<td>Course Grades - English / Language Arts</td>
<td>English/Language Arts Course Grade for the most recent grading period</td>
<td>Numeric course grade value</td>
<td>&gt; 70</td>
<td>Between 60 and 70</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>
Data Team Meetings

- Core teams meet regularly to review EWS data which has been bi-weekly or monthly depending on the site.
- Data person organizes data sets for meetings
- Student response to intervention reviewed using progress monitoring data and scripted process (for some)
- Instructional adjustments recommended and documented
  - Logistics around new/tweaked interventions planned
  - Revisions to IEPs when appropriate
- Follow up regarding a student’s progress may be with other staff members or committees (e.g., Check and Connect mentor, math teacher, SAP or behavioral health staff, IEP meeting, etc.).

EWS Data Analysis Team Meeting Protocol

Early Warning System Data Analysis Team Meeting

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>EWS Team Meeting Overview</td>
<td>Details to be included, class list and list of students to be monitored.</td>
</tr>
<tr>
<td>3/14</td>
<td>2:00 pm</td>
<td>Student Behavior</td>
<td>Focus on student behavior and potential interventions.</td>
</tr>
<tr>
<td>3/14</td>
<td>2:30 pm</td>
<td>Authorization</td>
<td>Focus on authorization needs and next steps.</td>
</tr>
<tr>
<td>3/15</td>
<td>2:00 pm</td>
<td>Shared Conversations</td>
<td>Focus on shared conversations and communication needs.</td>
</tr>
<tr>
<td>3/15</td>
<td>2:30 pm</td>
<td>Future Planning</td>
<td>Focus on future planning and potential interventions.</td>
</tr>
</tbody>
</table>
Another Example of Data Protocol for Individual Students

Other Data Reviewed

Other data may be reviewed in addition to the EWS data.

- Special education case manager/teacher monitors data/grades/assignments of students on weekly/ongoing basis
- Check & Connect mentor reports
- Transition coordinator reports on work study/job shadowing opportunities
Five Phases to Increase Graduation Rates and Decrease Dropout Rates for Students with Disabilities

**Phase III:**
Identify Target Areas of Intervention Based on the Needs of Students with Disabilities Who Are Off-Track

SSIP Process for Supporting Schools

- Early Warning System
  - Attendance, Behavior, Course Performance
- Identification of Students with Disabilities who are Off-Track
- Development of Plan
  - For those Students with Disabilities who are Off-track
### Pennsylvania SSIP Theory of Action

**Strands of Action**

<table>
<thead>
<tr>
<th>Strand of Action</th>
<th>PDE</th>
<th>Then</th>
<th>Then</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td>Local Educational Agencies in Pennsylvania will: Utilize data systems to identify, monitor, and increase the graduation rate of students with disabilities. Early Warning System Data Bank: Diagnostic intervention. Implement increasingly intensive evidence-based methodologies toward improved academic outcomes. MTSS academic support, culturally responsive instruction. Schoolwide and targeted interventions. <strong>Increased evidence-based methodologies toward improved social, emotional, and behavioral outcomes.</strong> MTSS behavior support, social skills, school climate, assignment of school advocates, culturally responsive practices, behavioral health, mental health, Check and Connect. Schoolwide and targeted interventions. <strong>Promote the implementation of attendance strategies and alternative programming that will increase the likelihood of graduation.</strong> Credit recovery, online learning, school retention. Schoolwide and targeted interventions. <strong>Increase the number of students with risk factors that impact the likelihood of school completion.</strong></td>
</tr>
<tr>
<td>Collaboration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Assistance</td>
<td>PDE will initiate leadership toward enhanced collaboration and implementation of evidenced-based practices. <strong>Increase the number of students with disabilities</strong>. <strong>Provide culturally responsive learning environments and instructional practices.</strong> <strong>Culturally responsive instructional practices.</strong> Schoolwide and targeted interventions. <strong>Promote a philosophy of partnership that empowers families and communities to become more meaningfully involved.</strong> Family engagement, mentoring partnership with federally funded centers. Schoolwide and targeted interventions. <strong>Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and have positive post-school outcomes.</strong> Transition, college prep courses, career and technical training, 5th grade training, social-remote employment skills. Schoolwide and targeted interventions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountability</td>
<td>PDE will have systems that result in improved outcomes for students with disabilities and protect the rights of students and families.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation: Data Collection → Data Analysis → Data Interpretation → Reporting**

### Coherent Improvement Strategies

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

**Academic**

Strategy 2: Implement increasingly intensive evidence-based methodologies toward improved academic outcomes
**School-Wide Systems for Student Success: PA’s MTSS Model**

### Academic Systems

#### Tier 3/Tertiary Interventions
- **Few**
  - Individual students
  - Assessment-based
  - High intensity

#### Tier 2/Secondary Interventions
- **Some**
  - Some students (at-risk)
  - High efficiency
  - Rapid response
  - Small group interventions
  - Some individualizing

#### Tier 1/Universal Interventions
- **All**
  - All students
  - Preventive, proactive

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### Behavioral Systems

#### Tier 3/Tertiary Interventions
- **Few**
  - Individual students
  - Assessment-based
  - Intense, durable procedures

#### Tier 2/Secondary Interventions
- **Some**
  - Some students (at-risk)
  - High efficiency
  - Rapid response
  - Small group interventions
  - Some individualizing

#### Tier 1/Universal Interventions
- **All**
  - All settings, all students
  - Preventive, proactive

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**MTSS Academics: Focus on Mathematics**

- Revisited schedule and math course sequence
  - Double Block Algebra A/B during 9th grade
  - Simplified course offerings

- Explored alignment between Keystone Eligible Content and current scope and sequence for Algebra 1

- Team attended MTSS Forum in October 2016 with a focus on secondary math instruction/SSIP

- CRA Integers and Equations training for high school Algebra teachers and 8th grade Algebra teachers
  - Increase knowledge base around instructional practices
  - Increase communication between two middle schools and the high school Algebra teachers

- Training from IU on how to structure/plan for the Algebra block

- PaTTAN’s online Algebra course
MTSS Academics: Literacy + Other Subjects

- Achieve 3000 (computer based program)
- Language LIVE! – Intervention addition to the ELA credits.
- Language!Live – Language Arts 9th Grade Course replacement intervention for struggling 9th graders
- Compass Learning for all students
  - Learning Pathways provide individualized remediation program
- Read 180
- System 44
- Biology 10th Grade -- Co-teaching model put in place to counteract high failure rate in course
- Math 180, Math Hybrid Model
- Homework Club
- Career Exploration summer program
- Word Generation
- TransMath
- Inside Algebra

PAES Lab
Practical Assessment Exploration System

- Work Development Transition Curriculum
- PAES provides:
  - Work and Life Skill Training
  - Vocational Work Assessment
  - Work Exploration
  - Appropriate Work Behavior Development
  - Data Collection and Student Reporting
  - An Accurate Description of Student Performance and Employment Potential

http://www.talentassessment.com/pages/PAES/
MTSS Academics: Approaches/Scheduling

• On an informal basis, students can meet with teachers before or after lunch for additional assistance.
• After school programming is being offered as well as summer school for students.
• Some interventions are scheduled periods throughout the day and students may or may not receive credit for that course/intervention.
• Modified core curriculum in four content areas to meet student need with a course offering called “Period 10”
• National Honor Society tutoring

MTSS Academic: Supports

Professional Development:
• Differentiated Instruction in High School; Strategies to increase differentiated content delivery
• Reading specialists being trained in Language Essentials for Teacher of Reading and Spelling (LETRS)
• Training in Language Live!, Read 180, System 44, Achieve 3000 and other interventions, programs, supports as needed

Attending Conferences:
• Core Team members attended the MTSS Implementers’ Forum 2016 with a strand focus of Math & Writing.

Other Approaches:
• Case Management System Revised -- Each Special Education Teacher (Case Manager) will follow assigned special education students from grade 9 through graduation.
• Co-teaching model utilized
• Increased focus on screening and progress monitoring
SSIP Coherent Improvement Strategies

Multi-Tiered System of Support (MTSS)

Behavior

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

PBIS Framework

Tier 1: Universal
- 80-90% of students

Tier 2: Strategic
- 5-10% of students

Tier 3: Intensive
- 1-5% of students

School Wide Behavior Systems
- Targets 100% of Students
- Clear expectations all settings
- Teach behaviors
- Rules, routines, and physical Arrangements
- Effective Instruction
- Procedures to encourage expected behaviors and discourage infractions
- Policy of consistent administrator and staff implementation
- Data Analysis

Targeted Interventions
- Check In/Check Out
- Increased cues and prompt
- Intensified instruction
- Small group / Individual interventions
  (Standard Protocol)

TPS
FBA – BIP
Hi-Fidelity Wraparound

A Team Oversees the Process

Resource Coordinating Team of SAP / SWPBIS Core Team
Check & Connect – Respond to the Individual Student

Check & Connect is a structured mentoring intervention to promote student engagement

• at school
• with learning

through

• relationship building
• systematic use of data

The History of Check & Connect

• Began in 1990 at the University of Minnesota, Institute on Community Integration
• Developed in collaboration with Minneapolis Public Schools
• Designed to address the dropout crisis
Engaging Families in Check and Connect

**Methods of Contact with Families**
- Phone Calls
- Letters/Newsletters
- Remind App
- Emails
- Home Visits

**Family Night**
- All families that are part of Check and Connect will be invited to the school for a Family Night.
- Tickets will be created for the event. All family members are invited.
- Dinner and Transportation will be provided.
- Information will be provided to families and students regarding graduation requirements and how they can support attendance, behavior, and course performance at home.
Engaging Families in Check and Connect

<table>
<thead>
<tr>
<th>Event</th>
<th>Topic/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check &amp; Connect Family Kick Off</td>
<td>An introduction to Check and Connect and hosted at the school.</td>
</tr>
<tr>
<td>Check &amp; Connect - New Year, New You</td>
<td>An opportunity for mentors and mentees to share successes with families.</td>
</tr>
<tr>
<td>Parent Workshop Series</td>
<td>• Motivating Students for Better Results</td>
</tr>
<tr>
<td></td>
<td>• Parenting in the Social Media Frenzy</td>
</tr>
<tr>
<td></td>
<td>• Raising Successful Minds</td>
</tr>
<tr>
<td></td>
<td>• Building Self Esteem</td>
</tr>
<tr>
<td></td>
<td>• Teen Dating: It's All About Relationships</td>
</tr>
<tr>
<td></td>
<td>• Communication is Key: Getting Kids to Engage</td>
</tr>
<tr>
<td></td>
<td>• Helping Our Children Make Better Decisions</td>
</tr>
<tr>
<td></td>
<td>• Career Goals</td>
</tr>
</tbody>
</table>

RENEW – Tier 3 Support

“RENEW is a structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges.”

RENEW GOALS
- High School Completion
- Employment
- Postsecondary Education
- Community Inclusion

RENEW PRINCIPLES
- Self-Determination
- Unconditional Care
- Strengths-Based Supports
- Building Family, Natural and Community Supports
- Individualized School-to-Career Planning
### SSIP Learning Sites Implementation Status

<table>
<thead>
<tr>
<th>Implementing Schoolwide PBIS</th>
<th>Recognition for PBIS</th>
<th>Check and Connect</th>
<th>RENEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

### SSIP Coherent Improvement Strategies

**Attendance Strategies and Alternative Programming**

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

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

What is Chronic Absence?

- Different from truancy or average daily attendance (how many students show up to school each day)
- Attendance Works defines chronic absence as missing 10% or more of school for ANY reason
Tiered Approach to Attendance

Sample Tiered Approach for Attendance

Tier 3
- Check and Connect or Mentor Program
- Truancy Elimination Plans (Attendance Success Plans)
- Home Visits
- Intensive Case Management with coordination of public agency and legal response as needed

Tier 2
- Check In and Check Out or provide a mentor to check in with students
- Provide personalized early outreach to identify barriers/problem solve solutions
- Meet with families to create attendance plan

Tier 1
- Recognize good and improved attendance on a weekly/monthly basis
- Survey students for reinforcers
- Monitor attendance and set schoolwide goals (create a campaign within the school and community)
- Educate students and families about the importance of attendance (website, social media messages, posters, newsletters, trainings)
- Identify and address common barriers to getting to school
- Establish a positive and engaging school climate (PBIS is an eventual goal)
- Attendance Director will make visits to elementary and middle schools to spread attendance awareness with students, teachers, and families
- Share PaTTAN Attendance/Family Engagement publications on website and school office
Alternative Programming: Credit Recovery

How many credits are required to graduate?

One Example:

- 4 credits of English
- 4 credits of Math
- 3 credits of Science
- 3.5 credits of Social Studies
- 1.5 credits of Fitness/Wellness (must include Health)
- 6.5 credits of Elective courses
- 0.5 credits Information Communication Technology (ICT)

= 23.0 credits total

- Students identified using EWS
- Important to regularly monitor and report credit accrual to students and families

Alternative Programming: Credit Recovery

- “Reset class”
  - Students take failed course along with next course in progression for credit

- Modified core curriculum

- HS orientation program
  - Targets students identified at risk at the end of 8th grade to assist with transition to HS
  - Focus is on study skills, goal setting, and problem solving
Online Courses
• Full online program
• Blended learning/Hybrid approach
• Before/after school and during summer
• “Virtual Academy“
  – Option of virtual learning half-day and work half-day; self-paced
• “Innovation Academy” in summer with topics of broad interest
  – Assessed using project based/alternate assessments

• “Period 10”
  – Computer-assisted instruction in core subjects
• Rescheduled classes
• Summer school
  – Collaborative with neighboring districts
  – Students earn ½ credit for each make-up course
  – Students dropped for excessive tardiness/absences
SSIP Coherent Improvement Strategies

Culturally Responsive Practices

Strategy 5: Ensure culturally responsive environment and instructional practices

“Not everything that is faced can be changed, but nothing can be changed until it is faced.” James Baldwin
Characteristics of Culturally Responsive Teaching

1. Positive perspectives on parents and families
2. Communication of high expectations
3. Learning within the context of culture
4. Student-centered instruction
5. Culturally mediated instruction
6. Reshaping the curriculum
7. Teacher as facilitator
Elements of Culturally Competent Leadership

- Assess Your Own Culture
- Value Diversity
- Managing the Dynamics of Difference
- Adapt to Diversity
- Institutionalize Cultural Knowledge

How do we change this conversation?

Mr. A.: We have a huge gap in math outcomes between groups.
Ms. H: Yes, the African American & Latino students seem to be far behind white students.
Mr. A: Seems to me the data says that these kids just can’t cut it in math.
Mr. C: What do you mean by “these kids”?
Ms. R: They just don’t care – that is why they are so far behind. Those are the one from the trailer park and apartments.
Mr. C: Maybe we are jumping to conclusions – are there other patterns?
Ms. R: If we rezone, we could increase our scores. That is why our other elementary school is so much higher than us.
Upward Spiral Conversation

Mr. A: We have a huge gap in math outcomes between groups.
Ms. H: Yes, the African American & Latino students seem to be far behind white students
Mr. A: Yet with the gap, the African American males have gained a total of 15% since last year.
Mr. C: What other data can we consider? I believe that ALL kids are smart enough – are we offering the right kind of support?
Ms. R: Yes, we are making gains, but the gap persists.
Mr. C: Let’s consider who has access to the upper level courses – why is this so disproportionate?
Ms. R: Ok – let’s problem solve and come up with a plan.

Culturally Responsive Practices

What can schools do?

- Calculate Disproportionality in Academic and Discipline Data
- Assess and survey staff in their awareness of their own culture and school climate.
- Engage “cultural brokers” from families and communities to support school efforts.
Families’ Role in High School Graduation

When families are involved:

• Students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents’ education level (Antunez, 2000).

• Students have higher grades and test scores, better attendance, and complete homework more consistently, and go on to postsecondary education (National Parent Teacher Association, 2009).
Family Engagement Guidance Document

Engagement Within the Strategies

**Early Warning System**
- Ensure teams notify families in a timely fashion when a student is off track in attendance, behavior, or course performance.
- Ensure teams are sharing EWS data in a format that is understandable to families.
- Encourage teams to invite students and families to attend EWS team meetings to discuss student progress on attendance, behavior, and/or course performance.

**MTSS Academics**
- Ensure teams share graduation requirements with families in 9th grade and update families on their child’s progress on an ongoing basis.
- Encourage teams to assist families in creating a system at home to monitor grades and missed assignments.
- Encourage teams to share information with families about Keystone exams and related expectations for students.
- Encourage teams to share information with families on PSAT/SAT.
Family Engagement Action Planning

Tips for Families

- **Attendance**
  - Ensure your son/daughter arrives on time each day to school.
  - Inform the school immediately if there are matters that may arise that may affect the attendance of your son/daughter.
  - Check-in with your student's teachers about your son's/daughter's attendance for each class.

- **Behavior**
  - Consider how your son/daughter interacts with others in the school environment.
  - Be alert to any signs that may indicate bullying.
  - Share your concerns with the school—both the negative and positive. Open communication is key.
  - Share with the school if there are changes or problems at home that might affect the student's behavior in school.

- **Course Performance**
  - Review your son/daughter's progress reports, report card, and progress on IEP goals. Is she or he passing all courses? If not, do you know who to speak with and how to seek help for your son or daughter?
  - Know graduation requirements for your son/daughter. Ask about credits and how many are needed for graduation.
  - Regularly attend conferences and IEP meetings.
SSIP Coherent Improvement Strategies

Secondary Transition

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

Elements of Effective Transition Programs

Program Structures

Individualized Process
Youth Participation
Partnerships

And Characteristics
PA Career Zone

https://www.pacareerzone.org/

- Assess yourself to help choose a satisfying job or occupational field
- Explore job families within a field of interest
- Budget your life and calculate how much money you will need to support your dreams and goals
- Build a profile of resumes and letters of interest
- Search colleges and training programs
Five Phases to Increase Graduation Rates and Decrease Dropout Rates for Students with Disabilities

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

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**Action Plan – Included Family Engagement**

- **MTSS Behavior**: Check and connect (C & C)
  1. Select mentors
  2. Train mentors
  3. Select students to be mentored (SST)
  4. Create a schedule and mentor plan

- **Family Engagement**: Include family engagement
  1. Ensure that families are informed that their child/daughter is off-track for graduation, and that the mentor will be in contact with them.
  2. Ensure mentors share goals and objectives with families and provide timely updates on student progress.
  3. Share partners’ CAP publication – helping students succeed and graduate from high school.
Five Phases to Increase Graduation Rates and Decrease Dropout Rates for Students with Disabilities

**Phase V:**
Implement, Monitor, and Evaluate

SSIP Preliminary Results

<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>January 2016</th>
<th>June 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Track Total</td>
<td>1,912</td>
<td>2,255</td>
</tr>
<tr>
<td>On-Track Percentage</td>
<td>67%</td>
<td>79%</td>
</tr>
<tr>
<td>Off-Track Total</td>
<td>950</td>
<td>592</td>
</tr>
<tr>
<td>Off-Track Percentage</td>
<td>33%</td>
<td>21%</td>
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SSIP Preliminary Results

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<thead>
<tr>
<th>Percent of Students Off-Track for Graduation with Multiple Risk Factors Prior to Implementation</th>
<th>Percent of Students Off-Track for Graduation with Multiple Risk Factors After Implementation</th>
<th>Decrease in the Percent of Students with Multiple Risk Factors from January to June 2016</th>
<th>Positive Impact?</th>
</tr>
</thead>
<tbody>
<tr>
<td>71%</td>
<td>27%</td>
<td>44%</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Resources

[Image of CAPS logo]
PaTTAN Resources

- [www.pattan.net](http://www.pattan.net)
- Under “Educational Initiatives” click on “Increasing Graduation Rates and Decreasing Dropout Rates”

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**Data Tools to Increase Graduation Rates**
- SSIP Implementation Framework
- EWS Metrics
- EWS Data Analysis Team Meeting Protocol
- EWS Data Analysis Protocol for Individual Students
Accessing Courses on the PA Educator Dashboard Early Warning System on SAS

- [www.pdesas.org](http://www.pdesas.org)
- Create an account or login with a user name and password.
- Click on the “V” beside Login
- Click on “Communities”
- Click on “Find a Community”
- In the search box at the top, type “EWS”
- Click on “Educator Dashboard Early Warning System/Intervention Catalog”
- Click on “Join the Community” – Verify you wish to join
- Scroll down and click on “Manage Content”
- Click on any of the courses to view slides, materials, and other resources.

Online Resources

- Pennsylvania Training and Technical Assistance Network (PaTTAN) -- [www.pattan.net](http://www.pattan.net)
- Pennsylvania Standards Aligned System (SAS) – [www.pdesas.org](http://www.pdesas.org)
- PA Career Zone [https://www.pacareerzone.org/](https://www.pacareerzone.org/)
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www.pattan.net