Pennsylvania
Part B
State Performance Plan
for
2005-2012

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Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development

Pennsylvania has a long history of obtaining broad stakeholder input in the preparation of reports and responses to IDEA accountability requirements. Dating to 1999, and the earliest phases of OSEP's Continuous Improvement Monitoring Process, Pennsylvania relied upon input from a large and diverse group of stakeholders to assist the Bureau of Special Education (BSE) in assessing the status of programs, and setting goals to achieve improved results for children with disabilities and their families.

Although the timelines for development of this State Performance Plan (SPP) were extremely tight, the BSE again implemented a meaningful process to gather stakeholder input. A summary of this process is described below.

The State Special Education Advisory Panel (SEAP) took an active role in developing the FFY 2003 Annual Performance Report (APR), providing the BSE with quality input on improving performance in a number of the cluster areas. The SEAP has continued to fulfill the key role in advising the BSE concerning the development of this SPP. At the August and September 2005 SEAP meetings, the State Director of Special Education provided OSEP-developed information and materials to the Panel (e.g., the SPP Part B Indicator Measurement Table template and an explanation of the Indicators). On October 26, the BSE provided panel members with an overview of baseline data for various Indicators.

On October 27, 20 SEAP members (constituting a quorum) reviewed selected SPP Indicators. Specifically, BSE sought input for those Indicators not designated by OSEP as "New" and without pre-established "100%" or "0%" targets. Supported by a professional facilitator, the SEAP provided input to structured questions regarding: (a) reasonable yet rigorous targets for the next six-year period; (b) suggested improvement activities; and (c) selection of two most effective improvement activities. To answer question (c), each SEAP member selected the first and second most effective activities that had been suggested. The selections were weighted and re-ordered in descending order of perceived effectiveness. In setting rigorous goals, discussion emerged from the SEAP that, at times, it might be appropriate to maintain some targets at their current high levels of performance. However, realizing that exceeding those levels of performance will be beneficial to all students involved, the Pennsylvania Department of Education (PDE) should continually strive to improve the performance of all students.

To broaden public input, on September 16, 2005, an electronic mail message was sent through PennLink, the official PDE electronic communication system. This message was distributed statewide to Parents, Advocacy Groups, School District Superintendents and Directors of Special Education, Charter School CEOs, Intermediate Unit (IU) Executive Directors and Directors of Special Education, and Other Interested Parties to notify them of the SPP and invite participation in three forums. These forums were held on October 18 in Harrisburg (Central Pennsylvania), October 31 in King of Prussia (Southeastern Pennsylvania), and November 3 in Pittsburgh (Western Pennsylvania). In addition to the broadly distributed PennLink, notices were posted on the State's Special Education ListServ as well as the PaTTAN and PDE websites.

One hundred five participants attended the public forums. This included 10 parents and advocacy agency representatives and 95 educators. At each forum, a structured and facilitated process was followed to solicit input regarding measurable and rigorous targets and prioritizing of improvement activities to reach the targets over six years. The three guiding questions used in the SEAP session (as described above) were also used in the public forums to gain stakeholder input.

On October 6, the 619 portion of the SPP was shared with the State Interagency Coordinating Council (SICC). The SICC members reviewed the material and gave input concerning the expansion of certain programs for preschool children.

A session was held on October 27 with the IU Directors of Special Education to provide additional information about the SPP, and to specifically gain input from this highly informed group about setting targets and prioritizing improvement activities. Twenty-five (of 29) IU Directors of Special Education participated in this session.

Finally, a small number of stakeholders who were unable to participate in the public forums provided written input directly to the BSE.

Data from all these stakeholders were summarized and carefully considered by the BSE in the establishment of measurable and rigorous targets as well as improvement activities in this SPP.

The BSE will continue to work closely with the SEAP and other stakeholders as we implement improvement strategies described in the SPP, and develop the APRs required as part of this process. Pennsylvania will also publish the SPP and related documents on PDE and PaTTAN websites, and will disseminate the SPP to public agencies and the media.

February 2007 Update of the Overview of the State Performance Plan Development

Pennsylvania has continued to work with stakeholders to increase awareness of the SPP, APR, and related requirements. This included presentations to several major stakeholder groups; information sessions provided by BSE personnel to intermediate units, school districts, charter schools, and MAWA agencies regarding annual performance reporting requirements; and on-going involvement with the SEAP.

On November 30, 2006, 16 SEAP members (constituting a quorum) reviewed the seven “New SPP Indicators”. Supported by a professional facilitator, the SEAP provided input to structured questions regarding: (a) reasonable yet rigorous targets to achieve by 2010-11; (b) suggested improvement activities; and (c) selection of the two most effective improvement activities. These three questions and the procedure used to determine final recommendations parallel the process used to establish targets and improvement activity in the December 2005 SPP.

The BSE has published and maintained the December 2005 SPP on PDE and PaTTAN websites. Public awareness concerning the SPP has increased and stakeholders have been informed how to access the SPP. Upon OSEP approval, BSE will update the websites

with this current SPP, provide information to the public on how to access it, and distribute it to the media and public agencies.

February 2008 Update of the Overview of the State Performance Plan Development

Pennsylvania has continued to work with stakeholders to increase awareness of the SPP, APR, and related requirements. This included several statewide presentations to major stakeholder groups; information sessions provided by BSE and BEIS personnel to IUs, school districts, charter schools, and MAWA agencies regarding annual performance reporting requirements; and on-going involvement with the SEAP and SICC.

In this update to the State Performance Plan, in accordance with instructions from OSEP, Pennsylvania is submitting baseline, targets, and improvement activities for Indicator 14 and progress data and improvement activities for Indicator 7. The process used to gather formal stakeholder input for these two Indicators is described below.

On November 15, 2007, 22 SEAP members (constituting a quorum) reviewed State Performance Plan Indicator 14 on postsecondary outcomes. Supported by a professional facilitator the SEAP provided input to structured questions regarding: (a) reasonable yet rigorous goals to achieve by 2010 - 2011; (b) suggested improvement activities; and (c) selection of two most effective improvement activities. To answer question (c), each SEAP member picked the first and second most effective activities that had been suggested. The selections were weighted and re-ordered in descending order of perceived effectiveness after the meeting. These three questions and the procedure used to determine final recommendations to BSE, parallel the process used to establish targets and improvement activity in the December 2005 SPP and February 2007 SPP update.

Pennsylvania's SICC provided input for Indicator 7. The duties of the SICC include reviewing and commenting to the Departments of Education and Public Welfare on standards for implementing birth through age five early intervention services. In this capacity, the SICC served as the review committee for this component of the SPP and APR. The SICC has broad stakeholder membership, and members are empowered by their role on the SICC to be the spokesperson for their group.

Data for Pennsylvania's updated SPP/APR was first presented to the Continuous Quality Improvement Outcome Measures Subcommittee of the SICC. This subcommittee reviews Part C and Part B preschool data on a monthly basis and advises the departments on issues related to quality improvement of the early intervention program and the measurement of child and family outcomes. The Continuous Quality Improvement Outcome Measures Subcommittee also reviewed subsequent drafts of the SPP/APR and the final version submitted to OSEP.

Data for the SPP/APR was also presented to the entire SICC for comment at the December 2007 meeting. At the meeting, data from the SPP/APR was presented to the SICC and their input was gathered both on the progress data presented and improvement activities. Comments from the SICC and the Continuous Quality Improvement Outcome Measures Subcommittee were incorporated into the final document.

Pennsylvania has published and continuously maintained the SPP and APR on PDE and PaTTAN websites. Public awareness concerning these reports has increased and stakeholders have been informed how to access them. Upon OSEP approval, the state will

update the websites with the complete and current SPP, provide information to the public on how to access it, and distribute it to the media and public agencies. The website address for the PDE is http://www.pde.state.pa.us and for PaTTAN is http://www.pattan.net .

February 2009 Update of the Overview of the State Performance Plan Development

Pennsylvania has continued to work with stakeholders to increase awareness of the SPP, APR, and related requirements. This included several statewide presentations to major stakeholder groups; information sessions provided by BSE and BEIS personnel to intermediate units, school districts, charter schools, and Preschool Early Intervention programs regarding annual performance reporting requirements; and on-going collaboration with the SEAP and SICC.

In this update to the State Performance Plan, BSE has made revisions to the measurable and rigorous targets and improvement activities for the following Indicators: # 1 Graduation; # 2 Dropout; # 3A Districts meeting the state's Adequate Yearly Progress (AYP) objectives for disability subgroup; #5A Percent of students removed from regular class less than 21% of the day, and #5B Percent of students removed from regular class greater than 60% of the day; #17 Timely due process hearings; #18 Resolution session agreements, and #19 Mediation agreements. The process used to gather formal stakeholder input for these Indicators is described below.

Pennsylvania's SEAP has continued to play a critical role in advising the BSE regarding the SPP and APR. SEAP is routinely briefed by the BSE regarding state and local performance, changes emanating from the federal level, and progress. On October 23, 2008 SEAP members reviewed targets for SPP Indicators 1, 2, 3A, 5A and 5B, 18 and 19. Supported by a professional facilitator, the SEAP provided input to structured questions regarding: (a) reasonable yet rigorous targets for the remaining four years of the SPP; (b) suggested improvement activities for achieving established targets; and (c) selection of two most effective improvement activities. These three questions, and the procedure used to determine final recommendations to BSE, parallel the process used to establish targets and improvement activities in the December 2005 SPP and February 2007 and 2008 SPP updates. On December 4, 2008, an additional discussion was held with SEAP regarding targets for Indicator 17, resulting in consensus to delete a secondary target that was determined to be non-essential.

Due to the scope of revisions being made in this SPP, in addition to SEAP, public forums were held to solicit broad input. A PennLink was broadly circulated from BSE inviting participants to attend one of three regional sessions in August 2008. Forum attendees were provided with an overview of the Indicator as well as current and trend data, and then participated in a facilitated discussion and selection process for targets and improvement activities. Twenty-eight individuals participated in the forums, including educators, parents, and agency personnel.

In this update to the State Performance Plan, BEIS has made revisions to the measurable and rigorous targets and improvement activities for Indicator #8: Parent involvement.

Pennsylvania's SEAP and the State Interagency Coordinating Council (SICC) provided input for Indicator 8. The duties of both SEAP and the SICC include reviewing and commenting on standards for implementing preschool Early Intervention services. In this capacity, the SEAP and the SICC served as the review committee for this component of the SPP and

APR. SEAP and the SICC have broad stakeholder membership, and members are empowered by their role on the advisory boards to be the spokesperson for their group.

Data for Pennsylvania's updated SPP/APR was first presented to the Continuous Quality Improvement Outcome Measures Subcommittee of the SICC. This subcommittee reviews Part C and Part B preschool data on a monthly basis and advises the departments on issues related to quality improvement of the Early Intervention program and the measurement of child and family outcomes.

In addition, an overview of the process for the family survey was reviewed with SEAP and the SICC. Each group received a presentation that reviewed the proposed changes to the survey tool, reviewed the proposed changes in the analysis of the data, reviewed the calculated baseline data, and reviewed the proposed targets for FFY 2008.

Pennsylvania has published and continuously maintained the SPP and APR on PDE and PaTTAN websites. Public awareness concerning these reports has increased and stakeholders have been widely informed on how to access them. Pennsylvania will update the websites with the complete and current SPP, provide information to the public on how to access it, and distribute it to the media and through public agencies. The website addresses to access these documents are http://www.pde.state.pa.us and http://www.pattan.net.

February 2010 Update of the Overview of the State Performance Plan Development

Pennsylvania has continued its work with stakeholders to increase knowledge of the SPP, APR and related requirements. This included several statewide presentations to major stakeholder groups; information sessions provided by BSE and BEIS personnel to IUs, school districts, charter schools, and Preschool Early Intervention Programs and on-going direct collaboration with the Special Education Advisory Panel (SEAP) and the State Interagency Coordinating Council (SICC).

In this update to the State Performance Plan, BSE has made revisions to the measurable and rigorous targets and improvement activities for Indicator 8. SEAP has continued to provide critical input concerning all revisions. On November 13, 2009, SEAP members (constituting a quorum) reviewed Indicator 8, school-facilitated parent involvement. Supported by a professional facilitator, the SEAP provided input on indicator 8 to structured questions regarding: (a) reasonable yet rigorous targets; (b) improvement activities for achieving established targets; and (c) two most effective improvement activities. These three questions, and the procedure used to determine final recommendations to BSE, parallel the process used to establish targets and improvement activities in the initial 2005 SPP, as well as the 2007, 2008 and 2009 SPP updates. During the November session, the BSE also reviewed data collection changes for SPP indicator 11, initial evaluation timelines.

In this update to the SPP, BEIS has provided baseline data, measurable and rigorous targets and improvement activities for Indicator 7: Preschool Child Outcomes. Pennsylvania's SEAP and SICC provided input for Indicator 7. The duties of both SEAP and the SICC include reviewing and commenting on standards for implementing Preschool Early Intervention services. In this capacity, the SEAP and the SICC served as the review committee for this component of the SPP. SEAP and the SICC have broad stakeholder membership, and members are empowered by their role on the advisory boards to be the spokesperson for their constituency group.

Data for the Preschool Child Outcome Indicator was first presented to SEAP at their November 13, 2009 meeting and to the SICC at their December 3, 2009 meeting. An overview of the process for collecting and reporting preschool child outcomes was reviewed with SEAP and the SICC. In addition, each group reviewed and provided input on baseline data, proposed targets for FFY 2009 and FFY 2010, and proposed improvement activities.

Pennsylvania has published and continuously maintained the SPP and APR on PDE and PaTTAN websites. Public awareness concerning these reports has increased and stakeholders have been widely informed on how to access them. Upon OSEP's response to the current submissions, Pennsylvania will update the websites with the complete and current SPP, provide information to the public on how to access it, and distribute it to the media and through public agencies. This is consistent with the process that has been in place throughout the SPP/APR process, and complies with the December 1, 2008 federal regulations. The website addresses to access these documents are http://www.education.state.pa.us and http://www.pattan.net.

February 2011 Update of the Overview of the State Performance Plan Development

Pennsylvania has continued its work with stakeholders to increase knowledge about the SPP, APR and related requirements. This encompassed several presentations to major stakeholder groups including information sessions provided by BSE and BEIS personnel to IUs, school districts, charter schools, and Preschool Early Intervention Programs and on-going direct collaboration with the Special Education Advisory Panel (SEAP) and the State Interagency Coordinating Council (SICC).

In this update to the SPP, BSE has established new baseline, targets and improvement activities for indicators 4B, 13 and 14, and has revised targets and addressed improvement activities for indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11 and 15- 20. Consistent with direction from OSEP, SPP targets were revised to address extension of the SPP from its current span through FFY 2010 (2010-11) through two additional fiscal years, i.e. through FFY 2012 (2012-13.)

Pennsylvania's SEAP has continued to provide critical input concerning all SPP revisions. Over the course of a two day meeting in September, SEAP members reviewed baseline data and advised the BSE on targets and improvement activities for indicators 4B and 13. During an additional two day session in December, SEAP provided BSE with recommendations for establishing targets for indicator 14 and extending current targets and improvement activities through 2012-13 for other indicators. Supported by a professional facilitator, SEAP provided input using key framework questions, specifically: (a) reasonable yet rigorous targets; (b) improvement activities for achieving established targets; and (c) most effective improvement activities. These three questions, and the procedure used to determine final recommendations to BSE, parallel the process used to establish targets and improvement activities in the initial 2005 SPP, as well as all SPP annual revisions.

In this update to the SPP, BEIS has revised targets and improvement activities for indicators 7, 8, 11, 12, and 15-20. Consistent with the direction from OSEP, SPP targets were revised to address the extension of the SPP from its current span through FFY 2010 (2010-11) through two additional fiscal years, FFY 2011 (2011-12) and FFY 2012 (2012-2013).

The duties of both SICC and SEAP include reviewing and commenting on standards for implementing Preschool Early Intervention services. The SICC served as the primary

review committee for this component of the SPP. The SICC has broad stakeholder membership, and members are empowered by their role on the advisory boards to be the spokesperson for their constituency group. During the December 2010 meetings of the SICC, information on current data, revised targets and improvement activities were reviewed and discussed. The SEAP also had the opportunity to review data and discuss revised targets and improvement activities for this SPP at their December 2010 meeting.

Pennsylvania has published and continuously maintained the SPP and APR on PDE and PaTTAN websites. Public awareness concerning these reports has increased and stakeholders have been widely informed on how to access them. Upon OSEP's response to the February 2011 submissions, Pennsylvania will update the websites with the current SPP, including any revisions, provide information to the public on how to access it, and distribute it to the media and through public agencies. This is consistent with the process that has been in place throughout the SPP/APR process, and complies with the December 1, 2008 federal regulations. The website addresses to access these documents are http://www.education.state.pa.us and http://www.pattan.net.

February 2012 Update of the Overview of the State Performance Plan Development

Pennsylvania has continued its work with stakeholders to increase knowledge about the SPP, APR and related requirements. This encompassed several presentations to major stakeholder groups, including information sessions provided by BSE and BEIS personnel to IUs, school districts, charter schools, and Preschool Early Intervention Programs and on-going direct collaboration with the Special Education Advisory Panel (SEAP) and the State Interagency Coordinating Council (SICC). A major added focus for BSE has been working more intensively on SPP issues with local special education administrators. Sessions have been added to the annual Summer Leadership Conference and were standardized to focus on performance trends for selected indicators and to allow the Bureau to receive direct feedback from the field regarding effective improvement activities.

Pennsylvania's SEAP has continued to provide critical input concerning all SPP revisions. In addition to regular updates regarding state and local performance, for this submission SEAP members reviewed data and advised the BSE on improvement activities for indicators 4B, 9 and 10.

Pennsylvania's advisory councils for Preschool Early Intervention programs, SICC and SEAP, continue to review and provide input on standards for implementing Preschool Early Intervention services. Any needed revisions to the SPP will continue to be discussed with both councils.

Pennsylvania has published and continuously maintained the SPP and APR on PDE and PaTTAN websites. Public awareness concerning these reports has increased and stakeholders have been widely informed on how to access them. Upon OSEP's response to the February 2012 submissions, Pennsylvania will update the websites with the current SPP, including any revisions, provide information to the public on how to access it, and distribute it to the media and through public agencies. This is consistent with the process that has been in place throughout the SPP/APR, and complies with the December 1, 2008 federal regulations. The website addresses to access these documents are http://www.education.state.pa.us and http://www.pattan.net.

February 2013 Update of the Overview of the State Performance Plan Development

Pennsylvania has continued its work with stakeholders to increase knowledge about the State Performance Plan (SPP), the Annual Performance Report (APR) and related requirements. This included several presentations to major stakeholder groups such as intermediate units, school districts, charter schools, and Preschool Early Intervention Programs, as well as on-going direct collaboration with the Special Education Advisory Panel (SEAP) and the State Interagency Coordinating Council (SICC). BSE has increased collaboration with local special education administrators regarding SPP topics, including sessions at PDE's annual Special Education Leadership Summer Academy that focused on performance trends and effective improvement activities.

Pennsylvania's SEAP has continued to provide essential input concerning all SPP and APR revisions. During this reporting period SEAP provided substantial input regarding indicator 15, as described in the APR. SEAP receives regular updates regarding state and local performance.

Pennsylvania's advisory councils for Preschool Early Intervention programs, SICC and SEAP, continue to review and provide input on standards for implementing Preschool Early Intervention services. In this update to the SPP, BEIS has provided baseline data, measurable and rigorous targets and improvement activities for indicator 6: Preschool Settings. SEAP and the SICC served as the review committee for this component of the SPP. Data for indicator 6 was presented to the SEAP at their September 2012 meeting and the SICC at their December 2012 meeting. An overview of the process for collecting and reporting data for indicator 6 was reviewed. In addition, both advisory groups reviewed and were provided an opportunity for input on baseline data, proposed targets and improvement activities. Any needed revisions to the SPP will continue to be discussed with both councils.

Pennsylvania has published and continuously maintained the SPP and APR on PDE and PaTTAN websites. Public awareness concerning these reports has increased and stakeholders have been widely informed on how to access them. Upon OSEP's response to the February 2013 submissions, Pennsylvania will update the websites with the current SPP, including any revisions, provide information to the public on how to access it, and distribute it to the media and through public agencies. This is consistent with the process that has been in place throughout the SPP/APR, and complies with the December 1, 2008 federal regulations. The website addresses to access these documents are http://www.education.state.pa.us and http://www.pattan.net.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development

Monitoring Priority: FAPE in the LRE

OSEP has changed the Indicator and Measurement requirements for this indicator. Beginning with the February 2010 submission, the revised Indicator and Measurement requirements are:

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

Content included in this SPP that predates February 2010 may be inconsistent with the new requirements shown above, but is maintained for reference.

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

Overview of Issue/Description of System or Process

In its strategic plan, *Leading for Learning***,** the Pennsylvania Department of Education (PDE) has defined its goal for all students. It is a challenging goal, one that sets the same expectations for learning and achievement for all students – without exception. PDE's goal aims at success for every student by name. It stipulates that all students will be proficient in the core subjects; will complete High School; and will experience educational success regardless of background or "condition". High School graduation requirements for all students are based on meeting rigorous academic standards, as outlined in State Board Regulations, 22 Pennsylvania Code § 4.24 (commonly referred to as Chapter 4).

The Chapter 4 regulations require, in part, that all school districts and charter schools must specify graduation requirements in a strategic plan and that students must demonstrate proficiency in reading, writing and mathematics for graduation. Children with disabilities who satisfactorily complete a special education program developed by an Individualized Education Program team under the Individuals with Disabilities Education Act and Chapter 4 are granted and issued a regular high school diploma by the school district of residence. This subsection applies if the special education program of a child with a disability does not otherwise meet all requirements of Chapter 4.

Consistent with these guiding principles, Pennsylvania has no alternate diploma for students with disabilities. Graduation rate reflects students receiving a regular education diploma.

The amendments to the Elementary and Secondary Education Act, known as the No Child Left Behind Act of 2002 (NCLB), do not prescribe the use of academic assessments for student promotion or graduation purposes. It is important to note, however, that demonstration of adequate yearly progress (AYP), required by NCLB to be defined by each state, is defined in Pennsylvania as including graduation rates at the secondary level. Pennsylvania's Consolidated Application under NCLB, approved by USDE, includes, among other factors for meeting AYP, an 80% graduation rate.

Explanation of Pennsylvania's Calculation of Graduation Rates

OSEP Formula for Students with Disabilities

To most accurately calculate graduation rates for students with disabilities, Pennsylvania is continuing to use the OSEP formula, as defined below:

$$\frac{\text{\# of graduates with regular HS diploma}}{\text{\# of graduates + \# received GED + \# of drop outs + \# who reached maximum age + \# deceased}}$$

We are using this calculation because, unlike that used under NCLB, this formula does not distort actual rates of graduation by failing to take into account those students with disabilities that continue on in an educational program beyond age 18.

Cohort Formula for General Education Currently Used in Pennsylvania

Pennsylvania uses the National Center for Educational Statistics (NCES) calculation methodology for graduation rate, both in the aggregate and, when necessary, disaggregated. This calculation method utilizes the number of graduates that have earned a standard diploma in the numerator, divided by the number of graduates and recipients of non-standard diplomas, plus dropouts from the current year and the previous three years in the denominator.

Until cumulative four-year data are available, the Pennsylvania Department of Education will use the NCES graduation rate synthetic methodology for reporting disaggregated data. The synthetic formula uses the graduates in the numerator. The graduates plus the 12th grade dropouts, 11th grade dropouts, 10th grade dropouts, and 9th grade dropouts from the same (current) year are used in the denominator.

YEAR 1 Graduation Rate for 2001-02 (Synthetic Rate)

$$\left[\begin{array}{l}\text{Number of graduates for } 2001-02/ \\ \text{Number of graduates for } 2001-02 + \text{Grade 12 dropouts from } 2001-02 + \\ \text{Grade 11 dropouts from } 2001-02 + \text{Grade10 dropouts from } 2001-02 + \\ \text{Grade 9 dropouts from } 2001-02\end{array}\right] \text{X}\,100$$

YEAR 2 Graduation Rate for 2002-03

$$\left[\begin{array}{l}\text{Number of graduates for } 2002-03/ \\ \text{Number of graduates for } 2002-03 + \text{Grade 12 dropouts from } 2002-03 + \\ \text{Grade 11 dropouts from } 2001-02 + \text{Grade10 dropouts from } 2002-03 + \\ \text{Grade 9 dropouts from } 2002-03\end{array}\right] \text{X}\,100$$

YEAR 3 Graduation Rate for 2003-04

$$\left[\begin{array}{l}\text{Number of graduates for } 2003-04/ \\ \text{Number of graduates for } 2003-04 + \text{Grade 12 dropouts from } 2003-04 + \\ \text{Grade 11 dropouts from } 2002-03 + \text{Grade10 dropouts from } 2001-02 + \\ \text{Grade 9 dropouts from } 2003-04\end{array}\right] \text{X}\,100$$

YEAR 4 Graduation Rate for 2004-05

$$\left[\begin{array}{l}\text{Number of graduates for } 2004-05/ \\ \text{Number of graduates for } 2004-05 + \text{Grade 12 dropouts from } 2004-05 + \\ \text{Grade 11 dropouts from } 2003-04 + \text{Grade10 dropouts from } 2002-03 + \\ \text{Grade 9 dropouts from } 2001-02\end{array}\right] \text{X}\,100$$

Since the option of remaining in school to age 21 is available for students with disabilities, and many students elect to do so, the above calculation method results in distortions in data when calculating graduation rates for students with disabilities.

Baseline Data for FFY 2004 (2004-05)

The baseline graduation rate for students with disabilities for 2004-05 is 92.5%. Table 1.1 shows the three-year trend beginning in 2002-03.

Table 1.1
Three-Year Trend and 2004-05 Baseline Graduation Rates
for Students with Disabilities Using OSEP Formula

School Year	*Graduation Rate*
2002-03	82%
2003-04	91.6%[1]
2004-05	92.5%

Using the general education cohort formula described above, the graduation rate for all students in Pennsylvania for 2001-02 was 86.4%, for 2002-03 was 86.7%, for 2003-04 was 82.2% and is not yet available for 2004-05. Although these data show a decline for 2003-04, data for 2004-05 are needed in order to establish if this represents a true downward trend. In any case, the graduation rate for students with disabilities shows a

[1] *Note that the FFY 2003 APR listed this rate as 82%. This resulted from 2002-03 data definitions of several categories being clarified by OSEP, including significant changes to the category of "moved, known to be continuing". Based on final analysis of the 618 data, the corrected rate is 91.6%.*

fairly consistent trending upward and remains higher than the general education graduation rate.

BSE monitors graduation rates in cyclical monitoring, and requires corrective action in any LEA where the graduation rate of students with disabilities is significantly discrepant with the state average. This includes an analysis of three-year graduation trend data in the LEA. In 2004-05, 7 of 139 LEAs monitored had findings of non-compliance in this performance area. Where violations are found, corrective action is required and monitored until correction has been accomplished. (see Overview of Indicator 15).

Discussion of Baseline Data

Using the OSEP calculation, trend data for graduation rates of students with disabilities show an increase from 2002-03 to 2004-05 of 10.5%, and a further improvement of 0.9 % from 2003-04 to 2004-05. Compared with national data, this is an excellent overall rate of graduation.

Pennsylvania's NCLB accountability system includes the graduation rate, measured over time by comparing the number of students receiving a regular high school diploma in a given year against the total number of students entering that ninth grade class four years earlier. Schools and LEAs that either improve their graduation rate from the previous year, or are at or above the 80% rate, will meet the graduation criterion for AYP.

In the FFY 2003 APR, Pennsylvania reported on the establishment of a Data Council within the Department of Education to streamline and standardize data collection for students with and without disabilities which would allow for direct comparisons, including graduation and drop out data. The BSE continues to participate in this interdepartmental effort. Significant progress has been made toward aligning the data for general and special education. However, at this time BSE has more confidence in the 618 data because it accurately reflects the fact that students with disabilities do exercise their option to remain in school until age 21. Therefore, until discrepancies are fully resolved, or NCLB adopts a consistent calculation for computing graduation rates that will not skew data for students with disabilities who remain in school beyond a four-year cohort, we will continue to rely on the OSEP calculation rate for graduation and dropout rates for students with disabilities.

February 2008 Update of Baseline Data

Pennsylvania's FFY2006 APR reported a graduation rate of 84.48%. However, caution must be exercised when comparing the data from year to year. The SPP/APR process requires states to analyze and report data publicly at the LEA level. For FFY 2005 Pennsylvania collected aggregate graduation data from each Intermediate Unit. Aggregate data was submitted via the DANs Tables. For the calculations applied to the APR, the December 1 count was utilized. For FFY 2006 Pennsylvania began collection and verification at the school district and charter school level, as required for reporting through the EDEN system. All data collected and reported were accurate; however these data were representative of different populations of students. The FFY 2006 data offers the most concise alignment with the EDEN and SPP data reporting requirements. This change also results in a more detailed and stringent collection that is potentially better aligned with NCLB collections. Table 1.2 shows the effect of this change in calculation from the SPP baseline year to the present.

Table 1.2
Effect of Change in Calculation of Graduation Rates

Year	Rate Using the December 1 Child Count Data	Rate Using Data from July 1 thru June 30
FFY 2004 (SPP Baseline year)	92.50%	88.27%
FFY 2005	91.79%	89.31%
FFY 2006	N/A	84.48%

To address this recalculated baseline, Pennsylvania is considering revising the targets for this Indicator.

Stakeholder input to this target indicated that the graduation rate for students with disabilities in Pennsylvania is fairly high, especially when compared with national data. To address improvement, it was recommended that BSE target a goal of between 92-95%.

FFY	Measurable and Rigorous Targets for FFY 2005 and FFY 2006
2005 (2005-06)	Pennsylvania will increase graduation rates for students with disabilities by 0.05%
2006 (2006-07)	Pennsylvania will increase graduation rates for students with disabilities by 0.10%

February 2009 Update to Measurable and Rigorous Targets

Pennsylvania reported a change in baseline data in its February 2008 APR. As a result, BSE sought additional input from stakeholders regarding measurable and rigorous targets for this Indicator. Stakeholders recommended a terminal target of 91.5%. New targets have been set for the remaining four years of the SPP. The targets for FFY 2007 through 2010 are shown below.

FFY	Measurable and Rigorous Targets for FFY 2007 thru FFY 2010
2007 (2007-08)	Pennsylvania will increase the graduation rate for students with disabilities to 86.24%.
2008 (2008-09)	Pennsylvania will increase the graduation rate for students with disabilities to 88.00%.
2009 (2009-10)	Pennsylvania will increase the graduation rate for students with disabilities to 89.75%.
2010 (2010-11)	Pennsylvania will increase the graduation rate for students with disabilities to 91.50%.

February 2011 Update to Measurable and Rigorous Targets

Below are the currently approved annual graduation rate targets under Title I of the ESEA. SEAP has been informed regarding these updated targets.

FFY	Measurable and Rigorous Targets for FFY 2008 thru FFY 2012
2008 (2008-09)	In order to meet the target, schools and LEAs must either meet the goal of 80% or have any improvement from the previous year.
2009 (2009-10)	Schools and LEAs which either meet the goal of 85% or meet the target will meet the criterion. In order to meet the target, LEAs/schools must reach a graduation rate of at least 82.5% or improve by at least 10% from the distance they are from the 85% goal.
2010 (2010-11)	Schools and LEAs which either meet the goal of 85% or meet the target will meet the criterion. In order to meet the target, LEAs/schools must reach a graduation rate of at least 82.5% or improve by at least 10% from the distance they are from the 85% goal.
2011 (2011-12)	Schools and LEAs which either meet the goal of 85% or meet the target will meet the criterion. In order to meet the target, LEAs/schools must reach a graduation rate of at least 82.5% or improve by at least 10% from the distance they are from the 85% goal.
2012 (2012-13)	Schools and LEAs which either meet the goal of 85% or meet the target will meet the criterion. In order to meet the target, LEAs/schools must reach a graduation rate of at least 82.5% or improve by at least 10% from the distance they are from the 85% goal.

Improvement Activities/Timelines/Resources

(1) During the next six years, BSE will target resources on the group of students most at risk of not graduating (see Improvement Activity #2 under Indicator 2 below) and will improve meaningful secondary transition planning, which is evidenced-based practice to improve rates of High School completion (see Improvement Activity under Indicators 13 and 14).

(2) Pennsylvania will explore amending our Approved Consolidated Application under NCLB to remove disparities for calculating graduation rates, by not counting as "drop outs" students with disabilities who remain in school until age 21. Pennsylvania will follow the leadership of OSEP in this matter, as OSEP has indicated that if NCLB adopts a consistent calculation for computing graduation rates, OSEP will require that calculation.

Timelines and Resources: 2005-06 and 2006-07 school years. PDE personnel from Assessment and Accountability and BSE will collaborate in developing and submitting the amendment.

(3) PDE has initiated a major High School reform initiative, Project 720 (which refers to the number of days in a High School student's career.) This program will result in significant redesign of instruction at the secondary level. Its goals are to create High School environments that are student-centered, results focused, data-informed, and personalized in a way that is seamlessly supported by systems, resources, technology and shared leadership. Schools that are part of Project 720 will commit to implementing reform strategies over a three - year period. It is anticipated that the outcomes of Project 720 will include an increase in graduation rates for all students. Data collected as part of Project 720 will be analyzed and included in future target setting for improving graduation rates among students in Pennsylvania.

Timelines and Resources: Six-year period effective 2005-06. PDE staff from Project 720 and districts participating in Project 720 will collect and analyze data for system wide improvement.

(4) Continue to monitor and require corrective action and/or improvement plans when LEAs are found to have graduation rates for students with disabilities that are inconsistent with state rates.

Timelines and Resources: On-going for six years. BSE and PaTTAN staff will collaborate for monitoring and targeted technical assistance.

February 2007 Update of Improvement Activities/Timelines/Resources

(5) An additional focus will be added to improvement activities. BSE will continue current procedures for monitoring graduation rates at the state level and through cyclical monitoring. BSE Single Points of Contact will also examine graduation data for the 55 LEAs identified in 2005-06 as having the greatest regression in this Indicator to determine whether focused monitoring and/or technical assistance activity is required.

Timelines and resources: This will be an on-going improvement strategy requiring BSE data analysis, SPOCs, and PaTTAN support as needed.

February 2008 Update of Improvement Activities/Timelines/Resources

To address slippage, the BSE is implementing additional improvement activities as described below.

(6) A Distinguished School Leader (DSL) initiative is being established through the BSE and the Bureau of Teaching and Learning Support. It will bring together school improvement teams from the Intermediate Units (IU) and the Pennsylvania Training and Technical Assistance Network (PaTTAN) centers to provide strategies for improving students' achievement in selected high schools across the Commonwealth. The DSL initiative parallels the Distinguished Educator (DE) program of assigning a DE team to work in a building that has not made Adequate Yearly Progress (AYP). The DSL is specifically designed to work with the IEP subgroup for improved educational results, while the DE program is a building based support when the school did not make AYP.

This is the first year of the DSL initiative with a focus on high schools and the AYP targets of performance in math and reading and improved graduation rates. Graduation rates are used with state assessment performance in determining AYP. The IU and PaTTAN DSL teams work collaboratively with school district administration and teachers to improve the academic achievement of the high school students with IEPs. Professional development and ongoing embedded instructional support provide teachers with strategies and interventions that ultimately maximize reading, writing and math performance, improve school attendance, and increase graduation rates. Therefore, the DSL school improvement teams strive to improve graduation rates through consistent implementation and monitoring of targeted interventions.

Timelines and Resources: During the 2007-2008 and 2008-2009 school years, twelve high schools in the Commonwealth will receive intensive interventions focused on developing effective instructional practices, data-informed instruction, curriculum realignment, resource reallocation and infrastructure changes. This improvement activity is expected to remain in effect for the remaining years of the SPP. Resources are the DSL personnel as described above. On-going evaluation components are included in the design of the initiative.

(7) In the SPP and previous APRs, Pennsylvania has reported difficulties calculating graduation and dropout rates for students with disabilities, compared to rates for all youth. In the SPP, Pennsylvania described an improvement activity to explore possibly modifying the state's Approved Consolidated Application under NCLB to attempt to align reporting for general and special education. The state has not elected to do this. While OSEP's November 16, 2007 SPP/APR Instructions indicate that states are not required to compare rates for these groups in this APR, Pennsylvania is able to report that a major initiative has been undertaken to align reporting. In 2005, Governor Rendell joined with governors from across the nation in signing the National Governors Association's (NGA) *Graduation Counts: A Compact on State High School Graduation Data.* As part of this compact, governors from all 50 states and Puerto Rico agreed to use a standard cohort graduation rate measure to support better data collection in schools and districts. At its core, this common definition of graduation rate will move all states toward a four-year cohort model capable of calculating true on-time graduation rates for all students. Pennsylvania will begin public reporting of graduation rates using the new cohort graduation rate definition beginning with the class of 2010 (these students were ninth

graders in 2006-07). As these data emerge, it may also be necessary to re-examine SPP targets for graduation and drop out.

Timelines and Resources: Collection of data as described has begun, and will continue through the remaining years of the SPP. PDE is collecting this data from all LEAs in the state.

February 2009 Update of Improvement Activities/Timelines/Resources

(8) The BSE has planned new improvement activities to increase graduation rates and decrease dropout rates. These activities are described in detail in Indicators 2 and 13 of this SPP and the FFY 2007 APR.

(9) The BSE is exploring ways to expand training opportunities in research-based programs that increase meaningful transition activities and services. Training will be a collaborative effort that involves parents, students and teachers. These activities are described in greater detail in Indicators 8 and 13 of this SPP and the FFY 2007 APR.

(10) The BSE is also expanding its focus on positive behavior in schools with more emphasis at the secondary level. More detailed information is provided in Indicator 4 improvement activities of this SPP and the FFY 2007 APR.

February 2011 Update of Improvement Activities/Timelines/Resources

Per OSEP instructions, SPP targets and improvement activities have been extended for an additional two years (2011-12 and 2012-13). Improvement activities described in this SPP will continue and revisions are not required at this time.

Part B State Performance Plan (SPP) for 2011-2012

NOTE TO THE READER: As explained below, Pennsylvania has established new baseline graduation rates, thus requiring revision of its SPP. These changes are presented as a consolidated update in this section.

Overview of the State Performance Plan Development

Pennsylvania's SEAP has been briefed about the requirement to align ESEA and SPP graduation data and targets and the implications for reporting under the new federal requirements. PDE establishes ESEA graduation targets; SEAP continues to provide input to BSE regarding improvement activities.

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: States must report using the adjusted cohort graduation rate required under the ESEA.

Overview of Issue/Description of System or Process

Graduation requirements for all students in Pennsylvania are based on meeting rigorous standards, as outlined in State Board Regulations, 22 PA Code, Chapter 4. The Chapter 4 regulations require that students demonstrate proficiency in Mathematics and English Language Arts for graduation. Students with disabilities who satisfactorily complete a special education program developed by an IEP team under the Individuals with Disabilities Education Act (IDEA) and Chapter 4 are granted and issued a regular diploma. This subsection applies if the special education program of a student with disabilities does not otherwise meet all requirements of Chapter 4. Pennsylvania has no alternate diploma for students with disabilities. All students graduating receive a regular diploma.

Beginning with the FFY 2008 APR, the Office of Special Education Programs (OSEP) required states to align the data source, measurement and targets for this indicator with the state's reporting under Title I of the Elementary and Secondary Education Act (ESEA). For several years, Pennsylvania, like the majority of states, used the National Center for Educational Statistics (NCES) methodology to calculate and report its graduation rates under the ESEA. The NCES formula compared the number of students that graduated in a particular year to the number of students that graduated, plus the number of students that dropped out of the LEA in each of the previous four years. This type of calculation results in what is known as a "leaver rate." Historically, Pennsylvania reported this leaver graduation rate in ESEA Accountability documents, specifically its Consolidated State Performance Report (CSPR).

As a result of 2008 revisions to the ESEA Title I Regulations, Pennsylvania began calculating graduation rates in a different way. Specifically, the state shifted to using the "4-Year Adjusted Cohort Graduation Rate" for determining Adequate Yearly Progress (AYP).

The newly implemented 4-Year Adjusted Cohort calculation method generates a different rate than the NCES leaver rate calculation that had been in use. The new calculation is the number

of students who graduate in a given year with a regular diploma, divided by the number of high school students who entered four years earlier, with adjustment each year for students who transfer in and out. A student who graduates in more than four years is counted as a non-graduate in the 4-Year Adjusted Cohort Graduation Rate. PDE is collecting this data using a relatively new web-based system, the Pennsylvania Information Management System (PIMS), which allows the state to collect longitudinal data using unique student identifiers.

It is commonly acknowledged that the 4-Year Adjusted Cohort calculation generally results in a lower graduation rate than the NCES calculation. A 2012 national analysis of states' graduation rates for students with disabilities by the OSEP-funded National Dropout Prevention Center for Students with Disabilities (NDPC-SD) concluded that state's adjusted cohort graduation rates were generally lower than their previously reported leaver rates.

In accordance with direction from OSEP and the SPP/APR Indicator and Measurement Table, data for indicator 1 are to be lagged one year. Therefore, data in this SPP submission and in the FFY 2011 APR are Pennsylvania's graduation rates for 2010-11. These data align with the 2010-11 graduation rates reported in Pennsylvania's CSPR.

Baseline Data from FFY11

In its August 2012 Ed Facts submission to the United States Department of Education (USDE), Pennsylvania reported its 2010-11 graduation rate for students with disabilities at 71.02%. This rate was calculated based on students who began the cohort in 2007-08 and graduated in 2010-11. There were 20,663 students in the cohort; 14,674 graduated, resulting in the rate of 71.02%.

Discussion of Baseline Data

Pennsylvania is not able to discuss progress or slippage in its current graduation rates for students with disabilities because 2010-11 was the first year that the state implemented the four year adjusted cohort calculation. The information below is presented to provide additional insights regarding Pennsylvania's reported rate.

On November 26, 2012, the USDE published a report detailing states' graduation rates for 2010-11, the first year for which all states used the new, uniform rate calculation. According to this report, Pennsylvania's 71.02% reported graduation rate for students with disabilities is the sixth highest in the nation.

Caution must be exercised when analyzing Pennsylvania's data, since the reported rate of 71.02% does not factor in students with disabilities who take more than four years to graduate. Consistent with federal IDEA regulations and the PA School Code, LEAs offer a Free Appropriate Public Education to students with disabilities until graduation from high school or age 21. Federal 618 child count data shows that over 5,600 students with disabilities 19 years or older in Pennsylvania are exercising their right to remain in school. Based on historical data trends, it is reasonable to conclude that most of these students will ultimately graduate, although not within the four year timeline defined in the 4-year cohort reporting requirements.

Specific to this baseline reporting period, there were 2,380 students with disabilities in the cohort reported as non-graduates "remaining in special education." Had these students graduated with their cohort, rather than continue on in school, Pennsylvania would be reporting

a 2010-11 graduation rate of 82.5% for students with disabilities, which is just 0.5% less than the 2010-11 cohort graduation rate of 83% being reported for all students.

Federal regulations allow states to seek approval from USDE to calculate an "extended year" cohort graduation rate that would account for students who need additional time to meet graduation requirements. Pennsylvania has been collecting the required data to apply for this approval, and has applied to use the 5 year cohort rate for 2012-13; USDE approval is pending.

USDE approved a change in Pennsylvania's ESEA graduation goal for 2011-12 reporting. This goal has been incorporated into the SPP targets below.

FFY	Measurable and Rigorous Targets
2011 (using 2010-11 data)	Schools and LEAs which either meet the goal of 85% or meet the target of 82.5% will meet the criterion. LEAs/schools must reach a graduation rate of at least 82.5% or improve by at least 10% from the distance they are from the 85% goal.
2012 (using 2011-12 data)	85%, or improve by at least 10% from the distance the LEA is from the 85% goal.

Improvement Activities/Timelines/Resources (through 2012)

(1) Since the inception of the SPP, BSE has examined annual and trend graduation data to target resources on those LEAs most in need of improvement. LEAs with a continued decline in graduation rates are required to submit an improvement plan to the BSE. These improvement plans are incorporated into the school district's Special Education Plan or charter school's Annual Report, and are used to monitor improved performance for this indicator. Plans are for three years and must include (1) evidence of results that must be measurable and verifiable; (2) projected improvement in student data; and (3) training to be provided, including partners, format, audience, dates and outcomes. This activity will continue, with focus on specific LEAs where data indicates need for targeted improvement.

Timelines and resources: BSE personnel; through FFY 2012.

(2) Throughout the SPP, BSE has reviewed LEA graduation rates and practices as a component of cyclical monitoring. Within the Facilitated Self Assessment (FSA) the LEA examines its graduation and dropout rates for students with disabilities, aggregated and disaggregated by disability category, and analyzes data accuracy, trends and use of data for program improvement. BSE Single Points of Contact are provided with graduation data and detailed reports on the performance of each of the LEAs in their assigned regions in meeting SPP targets. This facilitates a more thorough examination of trend data and enhances the effectiveness of planning and monitoring activity. LEAs not meeting SPP targets are required to develop a Corrective Action Improvement Plan.

Timelines and resources: BSE personnel; through FFY 2012.

(3) BSE is continuing to target resources through statewide initiatives to improve use of scientifically based approaches to reading and math instruction, positive behavior support, and interagency collaboration for successful secondary transition practices.

State and national data continue to show that students with emotional disturbance are at the greatest risk for dropping out. Therefore, BSE is continuing to implement several statewide initiatives that address positive behavior support in school. Details regarding these improvement activities are included in indicator 4 of this SPP.

Pennsylvania's Secondary RtII Framework assists secondary implementers with the establishment of an early warning data system to track individual student attendance, grades, promotion status and engagement, with the goal of preventing dropout of at-risk students. Pennsylvania's Secondary RtII Toolkit, developed by a diverse group of secondary educators, was designed to support interdisciplinary teams with the implementation and monitoring of effective, rigorous and caring secondary learning environments, through high-quality core instructional practices, and expanded differentiated instruction and assessment.

Supporting Secondary Transition Programming for Students with Disabilities: A Pilot Project for School Teams was designed for high school building level teams, led by a school principal and special education administrator, who had already completed Indicator 13 Training (see description of this training in indicator 13 of the SPP). The series connects the transition-related indicators of the SPP (indicators 1, 2, 8, 13 and 14) with the goal that every student will graduate from high school ready for college or career, and achieve high standards.

Timelines and resources: BSE and PaTTAN personnel; through FFY 2012.

(4) Pennsylvania continues its collaboration with the NDPC-SD to develop and disseminate training modules and print resources to support LEAs in improving graduation and dropout rates. This collaboration includes an annual session at the Special Education Leadership Summer Academy and other opportunities for LEAs to receive technical assistance upon request.

Timelines and resources: BSE, NDPC-SD and PaTTAN personnel; through FFY 2012.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development

Monitoring Priority: FAPE in the LRE

OSEP has changed the Indicator and Measurement requirements for this indicator. Beginning with the February 2010 submission, the revised Indicator and Measurement requirements are:

Indicator 2: Percent of youth with IEPs dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

Content included in this SPP that predates February 2010 may be inconsistent with the new requirements shown above, but is maintained for reference.

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

Overview of Issue/Description of System or Process

Pennsylvania Regulations (Chapter 12) establish the state's compulsory school attendance age as 8 to 17. All students, including students with disabilities, must attend school during this period. School districts develop local policies and procedures for identifying all students who have left school before graduation.

Using the general education cohort formula described in Indicator 1, the dropout rate for all Pennsylvania students the past three years has stayed consistently near 2%. (2001-02 = 2.2%; 2002-03 = 2.1%; 2003-04 = 1.9%; 2004-05 not yet available). Taken at face value, it appears that dropout rates for students with disabilities compare unfavorably to general education dropout rates. However, as explained in Indicator 1, this does not take into account that there are significant differences in the way the dropout rate is calculated under the general education formula.

Pennsylvania is using the OSEP formula to calculate and report the statewide dropout rate for this SPP. The formula is as follows:

$$\frac{\text{\# of dropouts}}{\text{\# of graduates + \# received GED + \# of dropouts + \# who reached maximum age + \# deceased.}}$$

Using the OSEP formula, dropout rates for students with disabilities in Pennsylvania have steadily decreased and continue to do so. Ten-year trend data show dramatic improvement. In 1996-97, the dropout rate for students with disabilities was at 24%. The rate for 2003-04 was 7.8%. As described in Indicator 1, there are significant differences in the way the dropout rate is calculated under the general education formula and that used by OSEP and for the reasons identified above, BSE has more confidence in using the OSEP formula.

Baseline Data for FFY 2004 (2004-05)

The baseline dropout rate for students with disabilities for 2004-05 is 6.8%. Table 2.1 shows the four-year trend beginning in 2001-02.

Table 2.1
Four Year Trend and 2004-05 Baseline Drop Out Rates
for Students with Disabilities Using the OSEP Formula

2001-02	*2002-03*	*2003-04*	*2004-05*
28%	*17%*	*7.8%*[2]	*6.8%*

BSE monitors dropout rates in cyclical monitoring and requires corrective action in any LEA where the dropout rate of students with disabilities is significantly discrepant with the state average or with dropout rates of students without disabilities in the LEA. This includes an analysis of three-year trend data in the LEA. In 2004-05, seven of 139 LEAs monitored had a finding of non-compliance in this performance Indicator. Where violations are found, corrective action is required and monitored until correction has been accomplished. (see Overview of Indicator 15).

Discussion of Baseline Data

Although the overall dropout rate for students with disabilities in Pennsylvania is low compared to most other states, closer analysis of the data indicates that students in the category of Emotional Disturbance drop out at a disproportionate rate. In 2004-05, 14% of the students classified as ED dropped out. This is nearly double the dropout rate of any other disability group. Therefore, while BSE will continue to broadly target lowering dropout rates for all students with disabilities, particular emphasis will be placed on decreasing the dropout rate for students with emotional disturbance. If we can successfully reduce dropout rates for this group of students, the overall dropout rates for students with disabilities will greatly improve. Further examination of data needs to be accomplished and will begin in January 2006. For example, there was stakeholder interest in examining dropout rates for students with disabilities who attend career and technical centers (CTCs).

[2] *Note that the FFY 2003 APR listed this rate as 17%. This resulted from 2002-03 data definitions of several categories being clarified by OSEP, including significant changes to the category of "moved, known to be continuing". Based on final analysis of the 618 data, the corrected rate is 7.8%.*

February 2008 Update of Baseline Data

Pennsylvania's FFY2006 APR reported a drop out rate of 14.17%. However, as with Indicator 1, caution must be exercised when comparing the data from year to year. The SPP/APR process requires states to analyze and report data publicly at the LEA level. For FFY 2005 Pennsylvania collected aggregate drop out data from each Intermediate Unit. Aggregate data was submitted via the DANs Tables. For the calculations applied to the APR, the December 1 count was utilized. For FFY 2006 Pennsylvania began collection and verification at the school district and charter school level as required for reporting through the EDEN system. All data collected and reported were accurate; however these data were representative of different populations of students. The FFY 2006 data offers the most concise alignment with the EDEN and SPP data reporting requirements. This change also results in a more detailed and stringent collection that is potentially better aligned with NCLB collections. Table 2.2 shows the effect of this change in calculation from the SPP baseline year to the present.

Table 2.2
Effect of Change in Calculation of Drop Out Rates

Year	Rate Using the December 1 Child Count Data	Rate Using Data from July 1 thru June 30
FFY 2004 (SPP Baseline year)	6.80%	10.22%
FFY 2005	7.36%	9.52%
FFY 2006	N/A	14.17%

To address this recalculated baseline, Pennsylvania is considering revising the targets for this Indicator.

Stakeholder input to this target indicated that while the dropout rate for students with disabilities in Pennsylvania is fairly low, especially when considered against national data, to address improvement, it was recommended that we target a goal for those students with the highest dropout rates (students with ED) and target an overall rate of no higher than 6%.

FFY	Measurable and Rigorous Targets for FFY 2005 and FFY 2006
2005 (2005-06)	Decrease the overall dropout rate for students with disabilities by 0.05%
2006 (2006-07)	Decrease the overall dropout rate for students with disabilities by 0.10%

February 2009 Update to Measurable and Rigorous Targets

Pennsylvania reported a change in baseline data in its February 2008 APR. As a result, BSE sought additional input from stakeholders regarding measurable and rigorous targets for this Indicator. Stakeholders recommended a terminal target of 8.5%. New targets have been set for the remaining four years of the SPP. The targets for FFY 2007 through 2010 are shown below.

FFY	Measurable and Rigorous Targets for FFY 2007 thru FFY 2010
2007 (2007-08)	Pennsylvania will decrease the dropout rate for students with disabilities to 12.75%.
2008 (2008-09)	Pennsylvania will decrease the dropout rate for students with disabilities to 11.33%.
2009 (2009-10)	Pennsylvania will decrease the dropout rate for students with disabilities to 9.91%.
2010 (2010-11)	Pennsylvania will decrease the dropout rate for students with disabilities to 8.50%.

February 2011 Update to Measurable and Rigorous Targets

Pennsylvania does not have dropout targets under Title I of the ESEA. SEAP was consulted regarding current SPP targets and recommended extension of the current FFY 2010 terminal target of 8.50% for two additional years. It will be appropriate to revisit dropout targets when the four-year cohort graduation rate is fully implemented.

FFY	Measurable and Rigorous Targets for FFY 2011 and FFY 2012
2011 (2011-12)	Pennsylvania will decrease the dropout rate for students with disabilities to 8.50%.
2012 (2012-13)	Pennsylvania will decrease the dropout rate for students with disabilities to 8.50%.

Improvement Activities/Timelines/Resources

(1) BSE has established eight strategic priorities for special education for 2004-2007. Among these is strong interagency collaboration, which includes addressing issues and the provision of Mental Health services in schools. BSE is collaborating with other agencies to develop a School-based Behavioral Health Cross Agency Initiative that will include performance grants to encourage greater development of school based behavioral health programs. BSE believes that implementation of these models may contribute to increased school completion rates for students with emotional disturbance.

Timelines and resources: Cross-agency focus groups will be conducted to identify and seek solutions regarding issues and barriers to effective programming – Winter 2006. Performance Grants will be awarded in 2006, and implementation of program models will be in 2006-07 and beyond. Outcomes will be evaluated and programs scaled up as appropriate.

(2) PDE will request technical assistance from the National Dropout Prevention Center for Students with Disabilities regarding effective practices to improve rates of school completion for students with emotional disturbance. The goal of this collaboration is to implement a selected small number of model sites where success can be demonstrated using research based effective practices. These practices can then be scaled up in subsequent years.

Timelines and resources: Identify effective practices that will be applicable to state and local needs by December 31, 2006, with implementation in 2006-07, 2007-08 and 2008-09. Determine outcomes and scale up practices as indicated by progress measures. BSE, PaTTAN staff, and NDPC/SD consultants will collaborate in this effort.

(3) Because high quality and effective instructional programs are the basis for students remaining in school, PDE has implemented extensive statewide professional development to improve instructional programs for students (see information provided in Improvement Activities for Indicator 3).

Timelines and resources: These programs will continue and be expanded for the next five years.

(4) PDE will continue to examine effective practices for dropout prevention, and target resources on those LEAs identified through cyclical monitoring and data analysis as most in need of intervention.

Timeline and resources: BSE will examine LEA level data each June throughout the SPP span and provide focused Technical Assistance (TA) where indicated.

February 2007 Update of Improvement Activities/Timelines/Resources

(5) An additional focus will be added to improvement activities. BSE will continue current procedures for monitoring dropout rates at the state level and through cyclical monitoring. BSE Single Points of Contact will examine drop out data for the 53 LEAs identified in 2005-06 as having the greatest regression on this Indicator to determine whether focused monitoring and/or technical assistance activity is required.

Timelines and resources: This will be an on-going improvement strategy requiring BSE data analysis, SPOCs, and PaTTAN support as needed.

February 2008 Update of Improvement Activities/Timelines/Resources

(6) To address slippage in this Indicator, in addition to the additional improvement activities described in Indicator 1, the BSE is increasing the intensity of our collaboration with the National Drop Out Prevention Center for Students with Disabilities (NDPC-SD). BSE will sponsor a forum (spring 2008) open to all LEAs, but with particular focus on LEAs most in need of improvement. The NDPC-SD will present evidence-based programs that improve dropout rates, and research-based strategies and activities that address individual risk factors related to dropout prevention.

Timelines and Resources: This will be an on-going collaboration throughout the remaining years of the SPP. Resources are personnel from NDPC-SD, PaTTAN and BSE personnel.

(7) Additional improvement activities designed to improve dropout rates are described in Indicator 4-A in this APR, and are also incorporated into the SPP.

February 2009 Update of Improvement Activities/Timelines/Resources

(8) In November 2008, local elected officials, business leaders and prominent child advocacy organizations gathered at Pennsylvania's Dropout Prevention and Re-Engagement Summit to develop an action plan for increasing the state's high school graduation rate in order to ensure that Pennsylvania's young people are better prepared for college, work and life. Intervention and re-engagement programs include tutoring, alternative education programs and a host of efforts to make high school more challenging and engaging for students. The summit is part of America's Promise Dropout Prevention Campaign, a national effort to reduce high school dropout rates and prepare students for college, work and life.

(9) The campaign includes a series of Dropout Prevention Summits that will be held in every state and 50 communities over the next two years. Pennsylvania's summit is co-sponsored by the departments of Education, Labor & Industry, Health, and Public Welfare; the Governor's Commission for Children and Families; the Institute for Global Education & Service Learning; PennSERVE; Pennsylvania Partnerships for Children; Pennsylvania Statewide/Afterschool Youth Development Network; the Pennsylvania Workforce Investment Board; the Philadelphia Youth Network; Summit Health and the University of Pittsburgh Medical Center.

Timelines and Resources: Focused activities for FFY 2008-2010.

Additional improvement activities designed to improve dropout rates are described in Indicator 4 in this SPP, and are also incorporated into the FFY 2007 APR.

February 2011 Update of Improvement Activities/Timelines/Resources

Per OSEP instructions, SPP targets and improvement activities have been extended for an additional two years (2011-12 and 2012-13). Improvement activities described in this SPP will continue and revisions are not required at this time.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development

Monitoring Priority: FAPE in the LRE

OSEP has changed the Indicator and Measurement requirements for this indicator. Beginning with the February 2010 submission, the revised Indicator and Measurement requirements are:

Indicator 3: Participation and performance of children with IEPs on statewide assessments:

A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.

B. Participation rate for children with IEPs.

C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. AYP percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

C. Proficiency rate percent = ([(# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

Content included in this SPP that predates February 2010 may be inconsistent with the new requirements shown above, but is maintained for reference.

Indicator 3: Participation and performance of children with disabilities on statewide assessments

A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.

B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Percent = [(# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size in the State)] times 100.

B. Participation rate =

a. # of children with IEPs in assessed grades;
b. # of children with IEPs in regular assessment with no accommodations (percent = [(*b*) divided by (*a*)] times 100);
c. # of children with IEPs in regular assessment with accommodations (percent = [(*c*) divided by (*a*)] times 100);
d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(*d*) divided by (*a*)] times 100); and
e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(*e*) divided by (*a*)] times 100).

Account for any children included in *a* but not included in *b*, *c*, *d*, or *e* above.

Overall Percent = [(*b* + *c* + *d* + *e*) divided by (*a*)].

C. Proficiency rate =

a. # of children with IEPs in assessed grades;
b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(*b*) divided by (*a*)] times 100);
c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(*c*) divided by (*a*)] times 100);
d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(*d*) divided by (*a*)] times 100); and
e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(*e*) divided by (*a*)] times 100).

Account for any children included in *a* but not included in *b*, *c*, *d*, or *e* above.

Overall Percent = [(*b* + *c* + *d* + *e*) divided by (*a*)].

Overview of Issue/Description of System or Process

Indicator 3A (meeting AYP objectives): Pennsylvania has received approval in its Consolidated Application to use an alternate method for determining whether districts have met AYP. This method uses grade spans within a district as the unit of analysis rather than school districts as a whole by disability subgroup. Performance calculations can be based on seven different methods: (1) current year; (2) current year with confidence intervals; (3) current year with safe harbor considerations; (4) current year with safe harbor confidence intervals; (5) two-year average; (6) two-year average with confidence intervals; and (7) the Pennsylvania Performance Index, or PPI. Calculations regarding performance on statewide assessments for the purpose of AYP are made with consideration of the grade span data meeting a minimum subgroup size of 40 for any disability subgroup.

Indicator 3B (participation rate) and Indicator 3C (proficiency rate): These rates are based upon the number of students with disabilities in grades 5, 8 and 11, the three grade levels in Pennsylvania included in AYP calculations for NCLB.

Baseline Data for FFY 2004 (2004-05)

Figure 3.1
Indicator 3A:
Percent of Districts in Pennsylvania,
by Grade Span, Meeting AYP in 2005

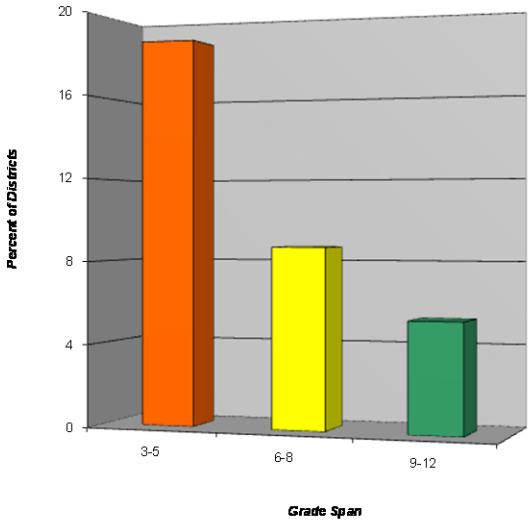


Figure 3.2
Indicator 3B:
Participation Rate of Children with Disabilities
on Statewide Assessments (2005)

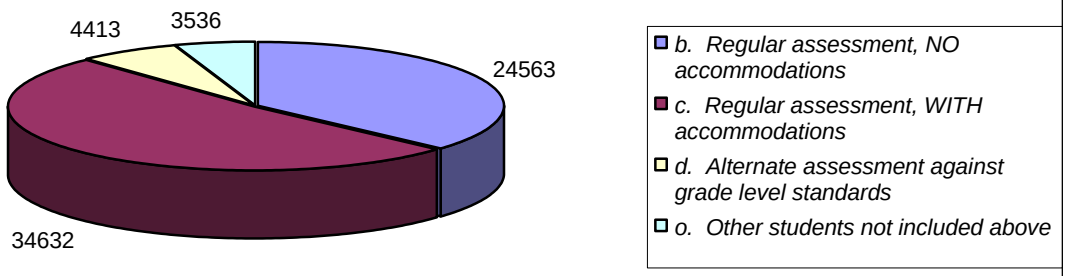
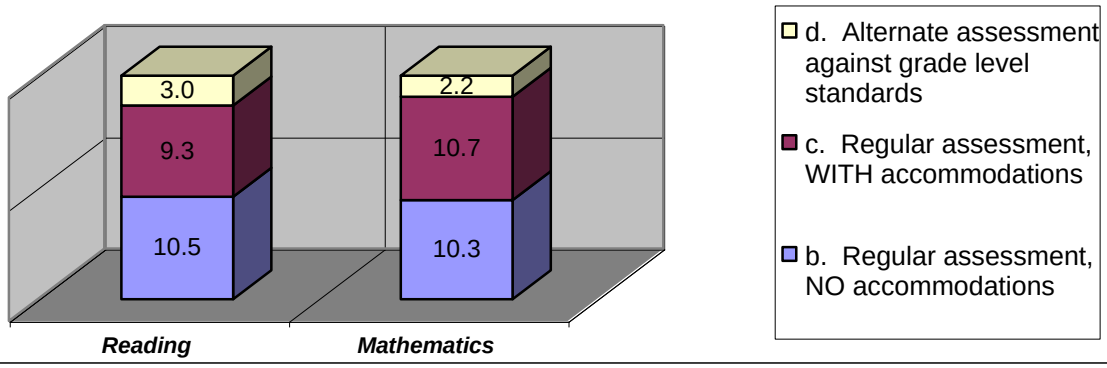


Figure 3.3
Indicator 3C:
Proficiency Rates of Children with Disabilities
on Statewide Assessments (2005)



February 2014 Update to Overview of Issue/Description of System or Process

The USDE approved Pennsylvania's request for an ESEA flexibility waiver on August 20, 2013. The waiver abolished the previously used adequate yearly progress (AYP) designations and implemented an improved accountability system. The state's School Performance Profiles, established in fall 2013, will be used to measure and report on the academic progress of all public schools. The waiver and School Performance Profiles may be viewed on the PDE's website: http://www.education.state.pa.us. A general overview of how these accountability measures intersect with APR reporting for indicator 3 is included below.

Pennsylvania has established "Closing the Achievement Gap" as its basis for setting Annual Measurable Objectives (AMOs) for all students and all groups of students for academic achievement. To include more students in the accountability system, Pennsylvania has lowered from 40 to 11 the minimum number of students to be considered (known as *n* size) for both reporting and accountability purposes. The *n* size for all of the AMOs listed below is 11. The AMOs described below set clear, measurable goals related to test participation, graduation/attendance, and closing achievement gaps.

Every Title I school will by subject to four AMOs:

1. **Test Participation Rate** – To meet this AMO, the school must achieve 95% participation on the Pennsylvania System of School Assessment (PSSA) and Keystone Exams. The All Students group will be used for accountability associated with school level designations, i.e., Reward, Focus, Priority status. For school status associated with the 2011-2012 and 2012-2013 school years, test participation AMOs will be measured for Mathematics PSSA, Reading PSSA, Algebra I Keystone, and Literature Keystone, as applicable. For the 2013-2014 school year, test participation will be measured for Mathematics, Reading, Science, and Writing PSSA as well as Algebra I, Literature, and Biology Keystone Exams. For the 2014-2015 school year and beyond, test participation will be measured on all state assessments aligned to the PA Standards.
2. **Graduation Rate/Attendance Rate** – To meet this AMO, the school must achieve an 85% graduation rate (applied to four, five, and six year cohorts) or meet the target of a reduction of the difference between its previous year's graduation rate and the goal of 85% by 10% when using the 4-year cohort, by 15% when using the five year cohort, or by 20% when using the six year cohort, or, if no graduation rate is applicable, an attendance rate of 90% or impovement from the previous year.
3. **Closing the Achievement Gap: All Students** – The achievement gap is determined by comparing the percent of students who are proficient or advanced in the 2012-13 baseline year with 100% proficiency. The benchmark for closing the achievement gap is that 50% of the gap will be closed over a six year period. All Students is defined as all students enrolled for a full academic year taking the PSSA, Keystone Exams, or the Pennsylvania Alternate System of Assessment (PASA).
4. **Closing the Achievement Gap: Historically Underperforming Students** – Using the same approach as in #3 above, this AMO applies to a non-duplicated count of students with disabilities, economically disadvantaged students, and English Language Learners (ELLs) enrolled for a full academic year taking the PSSA, Keystone Exams, or PASA. If a student is in more than one of the individual groups (e.g., special education and ELL) s/he is counted only once.

Pennsylvania's School Performance Profiles are the basis for the scoring system applied to all public schools (charter, cyber charter, traditional district schools, and career and technical centers). The School Performance Profile generates a school-level score on a 100-point scale. The score reflects weighted indicators of student achievement, academic growth, closing the achievement gap for all students and historically underperforming students, and other factors such as graduation/attendance rate, promotion rate, etc. Extra credit is provided for schools based upon advanced performance of students on state assessments, advanced placement, and industry standard certifications. In addition to providing a school level score, the School Performance Profile provides research-based supports and interventions to educators directly aligned to the data elements and consistent with the AMOs associated with the accountability system. By tying the supports and interventions to the data elements in the School Performance Profile, PDE has provided the direct linkages necessary for improving school performance.

As described in Pennsylvania's waiver, PDE meaningfully engaged and solicited input from diverse stakeholders and committees, including the SEAP, regarding its waiver request. Pennsylvania's SEAP has been briefed about the federal requirement to align ESEA and SPP indicator 3 data and targets. PDE establishes ESEA targets; SEAP continues to provide input to BSE regarding improvement activities.

Discussion of Baseline Data

Indicator 3A: The 2005 assessment year was the first year in which the grade span methods listed above were used to determine AYP. For the grade span 3-5, 18.7 percent of districts in Pennsylvania met AYP. This represents 94 of 501 districts. The percent of districts meeting AYP for grade span 6-8 is 8.7 percent, or 44 of 501 districts, and 27 of 501 (5.3 percent) of districts met AYP in the grade span 9-12.

Indicator 3B: The participation rate of students with disabilities in Pennsylvania's statewide assessments is 95 percent in the grades assessed. There are a number of reasons why students with disabilities did not participate in the statewide assessment. These reasons include parental excusal for religious reasons, students left the state, students exited from special education before the assessment, students' medical fragility at the time of the assessment, and student absence during the testing window (and subsequent absence during the make-up testing window).

Indicator 3C: The proficiency rates for students with disabilities vary from reading to mathematics. Overall, the rate is 22.8 in reading, and 23.2 percent in mathematics. The chart for Indicator 3C demonstrates that for reading, more students assessed with the regular assessment with no accommodations earned proficient scores than those receiving accommodations or those assessed by the alternate assessment. For mathematics, more students assessed with the regular assessment receiving accommodations earned proficient scores than those not receiving accommodations or those assessed by the alternate assessment.

Stakeholder input regarding Indicator 3A generally supported a 10% increase in the number of school districts that make AYP over 6 years, while maintaining the progress in districts that already have met it. Stakeholders generally concurred that for Indicator 3B, participation rates are high, and targets should be maintenance, or improvement if possible, after analyzing reasons for non-participation. Recommendations for targets for 3C varied widely from very rigorous targets, i.e. improve performance of students with disabilities 10% per year, to those that recommended more modest improvements.

FFY	Measurable and Rigorous Targets for FFY 2005 and FFY 2006
2005 (2005-06)	***Indicator 3A:*** Increase the number of districts in each grade span that achieve AYP by 10% of the baseline number for 2004-05, to 103 in grades 3-5, 48 in grades 6-8 and 30 in grades 9-12. ***Indicator 3B:*** Increase the participation rate of students with disabilities in the state assessment to 95.15%, the level expected for non-disabled students. ***Indicator 3C:*** Increase the proficiency rate of students with disabilities by 3% of the baseline rate for 2004-05, to 25.8% in reading and 26.2% in mathematics.
2006 (2006-07)	***Indicator 3A:*** Increase the number of districts in each grade span that achieve AYP by an additional 10% of the baseline number for 2004-05, to 112 in grades 3-5, 52 in grades 6-8 and 33 in grades 9-12. ***Indicator 3B:*** Increase the participation rate of students with disabilities in the state assessment to 95.25%. ***Indicator 3C:*** Increase the proficiency rate of students with disabilities by an additional 3% from the baseline rate for 2004-05, to 28.8% in reading and 29.2% in mathematics.

February 2009 Update to Measurable and Rigorous Targets

For grade spans 3-5 and 6-8 Pennsylvania had exceeded the annual targets and exceeded the six-year targets of the SPP. BSE sought additional input from stakeholders regarding measurable and rigorous targets for this Indicator. Stakeholders recommended a terminal target of 80.0% for grade span 3-5, and 70.0% for grade span 6-8. New targets have been set for the remaining four years of the SPP. The targets for FFY 2007 through 2010 are shown below.

FFY	Measurable and Rigorous Targets for FFY 2007 thru FFY 2010
2007 (2007-08)	***Indicator 3A:*** Increase the proportion of districts that achieve AYP in grade span 3-5 to 73.23%, and for grade span 6-8 to 68.25%. Increase the proportion of districts that achieve AYP in grade span 9-12 by an additional 10% of the baseline number for 2004-05, to 36. ***Indicator 3B:*** Increase the participation rate of students with disabilities in the state assessment to 95.5%. ***Indicator 3C:*** Increase the proficiency rate of students with disabilities by an additional 3% from the baseline rate for 2004-05, to 31.8% in reading and 32.2% in mathematics.
2008 (2008-09)	***Indicator 3A:*** Increase the proportion of districts that achieve AYP in grade span 3-5 to 75.48%, and for grade span 6-8 to 69.25%. Increase the proportion of districts that achieve AYP in grade span 9-12 by an additional 10% of the baseline number for 2004-05, to 39. ***Indicator 3B:*** Increase the participation rate of students with disabilities in the state assessment to 95.7%. ***Indicator 3C:*** Increase the proficiency rate of students with disabilities by an additional 3.5% from the baseline rate for 2004-05, to 35.3% in reading and 35.7% in mathematics.
2009 (2009-10)	***Indicator 3A:*** Maintain the proportion of districts that achieve AYP in grade span 3-5 to 75.48%, and for grade span 6-8 to 69.25%. M the proportion of districts that achieve AYP in grade span 9-12 by an additional 10% of the baseline number for 2004-05, to 42. ***Indicator 3B:*** Increase the participation rate of students with disabilities in the state assessment to 95.85%. ***Indicator 3C:*** Increase the proficiency rate of students with disabilities by an additional 4% from the baseline rate for 2004-05, to 39.3% in reading and 39.7% in mathematics.

FFY	Measurable and Rigorous Targets for FFY 2007 thru FFY 2010 *(Cont'd)*
2010 (2010-11)	***Indicator 3A:*** Increase the proportion of districts that achieve AYP in grade span 3-5 to 80.00%, and for grade span 6-8 to 70.25%. Increase the proportion of districts that achieve AYP in grade span 9-12 by an additional 10% of the baseline number for 2004-05, to 46. ***Indicator 3B:*** Increase the participation rate of students with disabilities in the state assessment to 96.0%. ***Indicator 3C:*** Increase the proficiency rate of students with disabilities by an additional 5% from the baseline rate for 2004-05, to 44.3% in reading and 44.7% in mathematics.

February 2010 Update to Measurable and Rigorous Targets

In accordance with the Indicator Measurement Table requirements, targets for Indicator 3C have been aligned with Pennsylvania's ESEA targets.

FFY	Measurable and Rigorous Targets for Indicator 3C for FFY 2008 thru FFY 2010
2008 (2008-09)	***Indicator 3C:*** Increase the proficiency rate of students with disabilities to 63% in reading and 56% in mathematics.
2009 (2009-10)	***Indicator 3C:*** Increase the proficiency rate of students with disabilities to 63% in reading and 56% in mathematics.
2010 (2010-11)	***Indicator 3C:*** Increase the proficiency rate of students with disabilities to 72% in reading and 67% in mathematics.

February 2011 Update to Measurable and Rigorous Targets

BSE sought SEAP input regarding measurable and rigorous targets for indicators 3A and 3B. In accordance with the Indicator Measurement Table requirements, targets for indicator 3C have been aligned with Pennsylvania's ESEA targets. The targets for FFY 2011 and FFY 2012 are shown below.

FFY	Measurable and Rigorous Targets for FFY 2011 and FFY 2012
2011 (2011-12)	***Indicator 3A:*** Increase the proportion of districts that achieve AYP in grade span 3-5 to 80.00%, and for grade span 6-8 to 70.25%. Increase the proportion of districts that achieve AYP in grade span 9-12 by an additional 10% of the baseline number for 2004-05, to 49. ***Indicator 3B:*** Increase the participation rate of students with disabilities in the state assessment to 96.1%. ***Indicator 3C:*** Increase the proficiency rate of students with disabilities to 81% in reading and 78% in mathematics.
2012 (2012-13)	***Indicator 3A:*** Increase the proportion of districts that achieve AYP in grade span 3-5 to 82.50%, and for grade span 6-8 to 72.25%. Increase the proportion of districts that achieve AYP in grade span 9-12 by an additional 10% of the baseline number for 2004-05, to 52. ***Indicator 3B:*** Increase the participation rate of students with disabilities in the state assessment to 96.2%. ***Indicator 3C:*** Increase the proficiency rate of students with disabilities to 91% in reading and 89% in mathematics.

February 2014 Update to Measurable and Rigorous Targets

Targets and Actual Target Data for FFY 2012

Pennsylvania established new performance targets in its waiver. To measure Closing the Achievement Gap, a baseline year is required. Pennsylvania established the 2012-13 school year as the baseline year; therefore the first measure of Closing the Achievement Gap will be available in the 2013-14 school year. As specified in the waiver, for reporting purposes, each traditional disaggregated subgroup will be used. For both accountability and reporting purposes, these AMOs will be applied to each student group in each assessed subject in each year. This methodology of focusing on Closing the Achievement Gap sets reasonable standards of achievement for each LEA, school, and subgroup. For the 2013-14 school year and beyond, test results will be compared to the baseline year of 2012-13 results and school level determinations will be made according to the Closing the Achievement Gap targets rather than statewide performance. Closing the Achievement Gap is determined by comparing the percent of students who are proficient or advanced in the 2012-13 baseline year with 100% proficiency. The benchmark for Closing the Achievement Gap is that 50% of the gap will be closed over a six year period.

FFY	Measurable and Rigorous Target
2012 (2012-13)	***Indicator 3A:*** For the 2012-13 baseline year, to meet requirements for Closing the Achievement Gap, an LEA must perform at or above the state average in both reading and mathematics for the IEP subgroup. ***Indicator 3B:*** Increase the participation rate of students in the state assessment to 96.2% ***Indicator 3C:*** Pennsylvania will close the achievement gap by 50% in six years, using 2012-13 assessment data as the baseline.

Improvement Activities/Timelines/Resources

(1) Pennsylvania has several statewide initiatives to improve learning and outcomes for individual students, and at the building and LEA levels, including the design and implementation of an aligned school improvement system that focuses on improved results for all students. As part of this system, professional development is implemented by the Pennsylvania Training and Technical Assistance Network, (PaTTAN) in partnership with the 29 Intermediate Unit special education and curriculum departments, to provide an integrated approach to school improvement based on state assessment results. PaTTAN supports local education agencies in providing evidence-based programs that serve students with disabilities in the least restrictive environment while accelerating performance to meet improved educational results for students. This is achieved through field-based training, technical assistance, and resources reflecting evidence-based practices for implementation tied to student success.

(2) All of the major statewide initiatives described in this section of Improvement Activities are on-going, and will be monitored each year by practice and research personnel who are evaluating outcomes of each of the programs. Those that are shown to be effective will be maintained and expanded.

Major statewide initiatives for improving state performance include the following:

- ***Progress Monitoring Teams***- progress monitoring staff development training with over 1600 collecting and submitting data on over 2600 students. Results of the Pennsylvania study underscore the Fuchs work in fluency measures.

  Timeline and resources: This project will continue and expand in 2005-06 and for the next five years. Resources are PaTTAN, IU, and local level personnel.

- ***Pennsylvania Value Added Assessment System (PVAAS)*** – PVAAS is a growth model to assist school districts attending to the growth of all students, not just a status measure of achievement.

Timeline and resources: This project will continue and expand in 2005-06 and for the next five years. Resources are PaTTAN, IU staff, and local level personnel.

- ***Assessing to Learn: Pennsylvania Benchmark Initiative -*** an effort that allows the Pennsylvania Department of Education and its Intermediate Units, along with the Center for Data-Driven Reform in Education (CDDRE), to collaborate to provide 4Sight Benchmark Assessments, which are aligned with the PSSA in reading and math, to twenty-seven school districts across the Commonwealth. Thirteen Intermediate Units submitted applications on behalf of two of their school districts for participation in the Initiative and the use of the 4Sight Benchmark Assessments at no cost to the districts. This initiative allows districts not participating in the CDDRE research school intervention project to still benefit from the use of formative benchmark assessments. The Pennsylvania 4Sight Benchmarks are aligned to the PSSA and provide an estimate of student performance on the PSSA as well as diagnostic sub-skill data to guide classroom instruction and professional development efforts.

  Timeline and resources: This project will continue and expand in 2005-06 and for the next five years. Resources are PaTTAN, IU staff, and local level personnel.

- ***Educational Assistance Program -*** a targeted program to accelerate learning to help close the achievement gap in struggling school districts and CTCs by funding evidence-based tutoring. The program began in 2003-04 and has been expanded for 2005-06. The Educational Assistance Program is a special tutoring program targeted to the State's most academically challenged school districts. The 82 school districts that were eligible to receive funding in 2004-05 will receive the same base level of funding to continue tutoring services in 2005-06. These are the districts with at least one building that did not make school-wide Adequate Yearly Progress targets in reading or math. Tutoring is conducted using an evidenced-based instructional model that is aligned with the State's standards, the curriculum in the student's classroom, and meets the student's needs. Eligible school districts/CTCs must commit to using a model that is PDE approved. A baseline assessment on each eligible student is required prior to the tutoring program's implementation.

  Timeline and resources: In 2005-06**,** new or expanded tutoring will be provided in 175 school districts and full-time CTCs for eligible students enrolled in seventh through twelfth grade. These are school districts or CTCs that have at least one school with eleventh grade students where the 2003-04 PSSA scores were below proficient levels of 45% in math and 54% in reading. PDE fiscal support will continue for this project. PaTTAN staff will continue to support this initiative. This will be an on-going initiative for at least the next three years.

February 2008 Update of Improvement Activities/Timelines/Resources

Additional improvement activities are being incorporated to improve academic performance and lead to improved graduation and dropout rates. These are on-going and are described below:

(3) **The Distinguished School Leader (DSL) initiative**: This initiative (also referenced in Indicator 1) was established through the Pennsylvania Department of Education's Bureau of Special Education and the Bureau of Teaching and Learning Support. It brings together school improvement teams from the Intermediate Units and the Pennsylvania Training and Technical Assistance Network centers to provide strategies for improving students' achievement in selected high schools across the Commonwealth. These high schools are earmarked for the intensive interventions due to the schools' AYP status of Corrective Action II for the special education subgroup. During the 2007-2008 and 2008-2009 school years, twelve high schools in the Commonwealth are slated to receive intensive interventions focused on developing effective instructional practices, data-informed instruction, and curriculum realignment and infrastructure changes.

(4) **Response to Intervention (RtI) Initiative:** RtI is an early intervening strategy and carries dual meaning in Pennsylvania. It is a comprehensive, multi-tiered standards aligned strategy to enable early identification and intervention for students at academic or behavioral risk. RtI allows educators to identify and address academic and behavioral difficulties prior to student failure. Monitoring student response to a series of increasingly intense interventions assists in preventing failure and provides data that may guide eligibility decisions for learning disabilities. The goal of RtI is to improve student achievement of *all* students, including students with disabilities, using research based interventions matched to the instructional need and level of the students.

- **Tier 1: Foundation-Standards Aligned Instruction:** Standards aligned instruction and school-wide foundational interventions are provided to *all* students in the general education core curriculum. Tier I also is used to designate instructional interventions for students who are making expected *grade level progress* (benchmark students) in the standards-aligned system and who demonstrate social competence.

- **Tier 2: Strategic Interventions:** Academic and behavioral strategies, methodologies and practices designed for students not making expected progress in the standards-aligned system and are *at risk* for academic and behavioral failure. Students require additional academic and behavioral support to successfully engage in the learning process and succeed in the standards-aligned system.

- **Tier 3: Intensive Interventions:** Academic and behavioral strategies, methodologies and practices designed for students significantly below established grade-level benchmarks in the standards-aligned system or who demonstrate significant difficulties with behavioral and social competence.

Timelines and resources: An RtI Statewide Workgroup is providing input and guidance to the Department in developing and implementing a statewide RtI agenda. Subgroups include: Specific Learning Disability Eligibility, Parent Engagement, Secondary Schools, and Partnerships with Major Stakeholders. Materials to support this work are being developed. These include:

- RtI Guidance to School Districts/Schools
- LD Guidelines
- Parent Engagement Materials
- Recommendations for Secondary Schools
- Webpage

These improvement activities will be implemented in 2008 and continue during the remaining years of the SPP.

(5) **eMetric:** eMetric is an online data analysis tool designed to provide quick, easy, and secure access to student performance results on the PSSA. It can be utilized to create tables, graphs, or external files of summaries of the results. The Department has provided free access to all LEAs since the 2003-04 school year and access for the IUs was added in 2006-07. All student performance data can be examined by district level, school level, subgroup level (including by primary disability), and student level down to the performance reporting category for Math and Reading. For the 2007-08 school year, Pennsylvania has also begun provision of eMetrics to all Approved Private Schools and CTCs. A new feature added to the program is the ability to export and link data analysis reports to the State's Online "Getting Results" school improvement plan.

Timelines and resources: These improvement activities will continue during the remaining years of the SPP. Resources include PaTTAN consultants and data support personnel.

February 2009 Update of Improvement Activities/Timelines/Resources

An additional improvement activity is being incorporated to improve academic performance. This activity is described below:

(6) **Standards-based Individualized Education Programs (SBIEPs):** The Department submitted a proposal under the IDEA General Supervision Enhancement Grant to support the development of modified academic achievement standards based on the state's academic content standards; the development of clear and appropriate guidelines for IEP teams to use in determining which students should be assessed based on the modified academic achievement standards; and the development and implementation of training on those guidelines for IEP Teams. This proposal was funded in May 2007. Pennsylvania's Modified Academic Achievement Standards are currently being developed, as are LEA guidelines for standards-based IEPs and a statewide training plan. The guidelines of the grant indicate that students may not be administered the modified PSSA or instructed based on the modified academic achievement standards without the assurance that their instruction and IEP development have been standards-based.

Timelines and Resources: The first series of statewide trainings on developing standards-based IEPs was offered in August 2008. There were approximately 1,000 participants, including special education teachers, general education teachers, and special education and general education administrators. All training materials are posted online on the PaTTAN website. Additional trainings on standards-based instruction and developing and monitoring standards-based IEPs are being offered statewide during the 2008-09 school year, and will continue throughout the remaining years of the SPP.

February 2011 Update of Improvement Activities/Timelines/Resources

Pennsylvania is adding the improvement activities described below:

(7) **PSSA–M Eligibility Training**

This train the trainer process is a joint effort of the Bureaus of Assessment and Accountability and Special Education. It will provide IU staff with the information they need to train their member districts and other constituents. The training and printed resource titled "ASIST: Assigning Students with IEPs to State Tests" guides IEP teams through the background/rationale for including students with disabilities in high stakes assessments; the five assessment options for students with disabilities in PA; important considerations when deciding which option is most appropriate for an individual student with an IEP; the consequences of different test assignment decisions for both the student and the school district; and the decision-making guidelines for the 2010 PSSA-M (the grade level assessment based on modified academic achievement standards). The training provides an introduction of the PSSA-M Participation Guidelines and presents a decision-making checklist for each PSSA-M subject. The training also includes a reiteration of PASA Participation Guidelines reminding participants that

assessment participation decisions are individualized, and must occur annually for each student with an IEP.

In spring of 2011 the PSSA-M will be operational for reading, math and science. As a result, students with IEPs will now have five state assessment options available for reading, math and science:

- PSSA,
- PSSA with accommodations,
- PSSA-Modified,
- PSSA-Modified with accommodations, and
- PASA.

Timelines and resources: Train the Trainer series will be provided by Bureau of Assessment and Accountability, Bureau of Special Education, and PaTTAN to LEAs throughout the 2010-11 school year.

(8) **Modified Alternate Assessment Participation Screening (MAAPS)**

The BSE is the recipient of a federally funded Enhanced Assessment Grant (EAG) known as MAAPS. The primary purpose of this grant is to work directly with teachers of students who are eligible for the PSSA-M. An eligibility requirement for participation in the PSSA-M is a standards-aligned IEP which is to be indicative of students receiving instruction in grade level content.

The MAAPS system will develop tools for helping teachers to determine students' access to the general curriculum and for predicting their end-of-year proficiency on statewide reading and mathematics tests. The intent of the MAAPS system is to enhance IEP teams' evidenced-based participation decisions for students with disabilities and provide teachers feedback to refine instruction months ahead of a statewide assessment.

Timelines and resources: BSE will recruit participants during the 2010-11 school year. Professional development will be provided by BSE and PaTTAN staff.

(9) **Reading, Writing, Speaking, Listening Initiative and Students with Disabilities**

The training activities associated with this initiative are designed to review how children learn to read, why children have difficulty, what must be taught, how to teach effectively, why all components of reading instruction are necessary, and how to interpret literacy data and link it to instruction. The focus is to meet the needs of students that exist on a continuum of language development and acquisition toward the goal of increasing proficiency levels in literacy over time. Training and technical assistance is designed to help educators explore and overcome some of the complexities of literacy education by addressing individual student characteristics, socio-cultural factors, language issues, and instructional issues.

Timelines and resources: Training provided by PaTTAN staff during the 2010-11 school year and through the remaining years of the SPP.

(10) **ESL/ELL Initiative and Students with Disabilities Initiative**

The population of English Language Learners (ELLs) in the Commonwealth has grown 110% in the past 10 years. To ensure equity in education, it is imperative to continue to provide information and supports to educators to enhance teacher quality and programmatic equity for ELLs and ELLs with disabilities.

Professional development sessions provide information related to standards, assessment, curriculum frameworks, instruction, resources and interventions (RtII) and related professional development needs of the majority of educators. Training outcomes are tied to the empowerment of educators who work with English language learners to meet their academic, social and linguistic needs. All sessions highlight current research and best practices that have been deemed effective in assisting ELLs with achievement in academic and linguistic proficiency. There is also an emphasis on meeting the needs of ELLs with IEPs and the importance of including ESL teachers as part of the IEP team for ELLs with disabilities. The core content of training sessions is related to effective instructional and assessment practices implemented in the context of collaboration among all educators who support the education of ELLs in an effort to meet the needs of diverse learners and help them to achieve academic success, stay in school, graduate and pursue post-secondary opportunities.

Timelines and resources: Training provided by PaTTAN during the 2010-11 school year and through the remaining years of the SPP.

(11) **Mathematics and Students with Disabilities**

The focus of training events and technical assistance planned during the period of 2009-2011 is consistent with current, emerging research in the field of mathematics. Schools will have the opportunity to participate in an intensive algebra lesson study experience that is nested in opportunities for professional collaboration and learning. Other related training events emphasize instruction that is aligned with the common core standards and de-tracking so that all students, including students with disabilities, have access to rigorous core math instruction and research-based supports that are matched to their existing instructional needs in this content area.

Timelines and Resources: Training provided by PaTTAN during the 2010-11 school year and through the remaining years of the SPP.

February 2013 Update of Improvement Activities/Timelines/Resources

Pennsylvania is adding the improvement activities described below:

(12) **Classroom Diagnostic Tools (CDT)**

The CDT is a set of online assessments, organized by content area, designed to provide diagnostic information in order to guide instruction and remediation. The CDT reporting system is fully integrated into SAS.

A train-the-trainer model will be used to provide the Teacher Utilization of the Classroom Diagnostic Tools: The Next Steps 2012-13 series. Trainers will receive a comprehensive overview of the CDT. Participants will have the

opportunity for inquiry-based analysis of CDT individual, group, learning progression, and group learning progression reports with a focus on utilizing the CDT results to differentiate instruction and provide flexible grouping by connecting the eligible content to the materials, resources and learning progressions in SAS. One-on-one conferencing with teachers and their students will be modeled to demonstrate how CDT can be applied to enhance teachers' abilities to provide feedback, individualize student learning and set improvement goals.

Timelines and resources: PDE will provide training to the field throughout the 2012-13 school year and training will continue throughout the SPP.

(13) **State Assessment Transition**

The Keystone Exams became a component of the state's high school graduation requirements in 2010, upon Pennsylvania's adoption of the CCSS. 22 PA Code Chapter 4, Academic Standards and Assessment, has been revised to align state assessments with the CCSS. The State has developed an extensive plan to make the assessment transition as seamless as possible.

Timelines and resources: PDE, BSE and PaTTAN have been providing on-going training to the field regarding changes in assessment requirements, and will continue to do so throughout the span of the SPP.

February 2014 Update of Improvement Activities/Timelines/Resources

The USDE approved Pennsylvania's ESEA Flexibility Request, which included new targets as described above. The goals and provisions of the waiver will guide the BSE in revising improvement activities. BSE will also consult with its stakeholders.

In addition to the above described improvement activities implemented in FFY 2012, Pennsylvania's approved waiver describes technical assistance and professional development improvement activities for the 2013-2014 school year, which will continue to focus extensive resources on supports for schools and LEAs. Key among those is the SAS Portal, the School Performance Profile, the Pennsylvania Institute for Instructional Coaching, the Pennsylvania Inspired Leadership Program, Classroom Diagnostic Tools and Comprehensive Planning Tools.

(14) **Academic Recovery Liaisons**

New for 2013-14, Pennsylvania has initiated use of Academic Recovery Liaisons (ARL). Title I schools designated as priority schools will receive targeted resources, including assignment of an ARL. PDE will provide a regionally assigned ARL to facilitate and oversee the priority school's use of the training, technical assistance, and tools available from PDE. Where there are needs associated with special populations, such as students with disabilities, the ARL will facilitate connection between school leaders and the appropriate PDE resources, such as PaTTAN. ARLs will work with Pennsylvania partners such as the Mid Atlantic Comprehensive Center, the Regional Education Lab and others. Each ARL will be assigned to his/her priority school for a three year period.

Within the context of RtII the following targeted technical assistance will be available to LEAs for the 2013-2014 school year:

(15) **Effective Instruction for All Learners: Embedded Formative Assessment Professional Learning Community Training Series**

School-based teams will improve student learning through planned implementation and coaching in the area of formative assessment and evidence based practices aligned to five key learning strategies. Teams develop competencies for the interpretation and application of formative assessment data relative to five strategies and refine their ability to adapt instruction and enhance student outcomes. Professional learning in the area of formative assessment occurs within the context of a professional learning community to support the learning needs of diverse learners.

(16) **Classroom Diagnostic Tool**

These free statewide on-line diagnostic assessments, offered in grades 6-12 (and expanding), align to the Pennsylvania Core Standards in reading, mathematics, and science as well as the Keystone Exams. The diagnostic assessment results enable Pennsylvania teachers to use data to inform and differentiate instruction for all students.

(17) **Mathematics**

- Keystone Algebra Course for Special Education Teachers – This online course will strengthen teachers' content and pedagogical knowledge of the content contained on the Algebra 1 Keystone Exam.

- Algebra Lesson Study: Collaboration between Special Education and Secondary Mathematics – This guided professional practice model will allow participants to experience every stage of the lesson study process first hand. It will simultaneously instruct and prepare participants to lead a school/district through a cycle of lesson study.

- RtII in Mathematics for Elementary and Secondary Schools – These series will help schools monitor student learning and intensify instruction.

(18) **English Language Learners**

- Tier One: ELLs and the Pennsylvania Core Standards (elementary and secondary).

- RtII and ELLs: Monitoring ELLs' progress in ESL instruction (listening, speaking, reading and writing) and literacy development in a multi-tiered system of support.

- Development and implementation of a Trainer of Trainer (TOT) module on RtII and ELLs for IU RtII point person, with the purpose of building capacity in this area.

- Development and implementation of a TOT module on literacy development and second language acquisition, including data interpretation for IU Literacy point person.

- Designing and developing intensive and systematic interventions for ELLs in Tier One.

(19) **Literacy**

- effective analysis and use of data to determine instructional needs: DIBELS Next;
- procedures for data collection: DIBELS Next;
- enhancing standards aligned instruction at Secondary Tier 1: The ANSWER Key to Open Response;
- higher level questioning and response: Socratic Seminar focus on diverse learners;
- increasing oral language development: K-3; and
- developing literacy in the Career and Technical Center setting.

(20) **Supporting Students with Intellectual Disabilities**

- Use of PA/NCSC (National Center and State Collaborative) Resources; Students with Significant Cognitive Disabilities (students eligible for the alternate assessment) and Struggling Learners (e.g., ELLs, socio-economically disadvantaged, students with disabilities who do not qualify for the alternate assessment) will be supported in several ways.
- Pennsylvania Core Content Connectors in Math and ELA: Originally developed by NCSC as bridges to the Common Core for students with significant cognitive disabilities, some are directly linked while others represent a link to practices that support learning of core content. The core content connectors exemplify a reduced depth and breadth of the full content. Using content experts, these have been aligned to Pennsylvania Core Standards and are to be prioritized as eligible content to be aligned with the state's Alternate Assessment.
- NCSC Resources with PA Alignment: Instructional resources to support instruction that target learning aligned to the core content connectors have been developed in math and continue to be developed in ELA. These resources are currently being reviewed and aligned to the practices and content representing PA initiatives. Before release, they will all be customized to reflect alignment with PA content through the Pennsylvania core content connectors. These resources will provide teachers knowledge about what to teach and suggestions in regard to how to teach and assess the content.

- Professional Development 2013-14: These resources are in process of being embedded with the professional development associated with the RtII initiative and Tier 3 Interventions. The reading and math initiatives have committed to professional development in regard to instruction, the core content connectors and the NCSC resources within their initiatives for 2013-14. Pennsylvania is also looking to expand this learning within the autism initiative.

Timeline and resources: PDE, BSE and PaTTAN will provide the training and support to schools and LEAs outlined above throughout the 2013-14 school year.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development

Monitoring Priority: FAPE in the LRE

OSEP has changed the Indicator and Measurement requirements for this indicator. Beginning with the February 2010 submission, the revised Indicator and Measurement requirements are:

Indicator 4: Rates of suspension and expulsion:

A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and

B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

A. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.

B. Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

Include State's definition of "significant discrepancy."

Content included in this SPP that predates February 2010 may be inconsistent with the new requirements shown above, but is maintained for reference.

Indicator 4: Rates of suspension and expulsion:

A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and

B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

A. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.
B. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity) divided by the (# of districts in the State)] times 100.

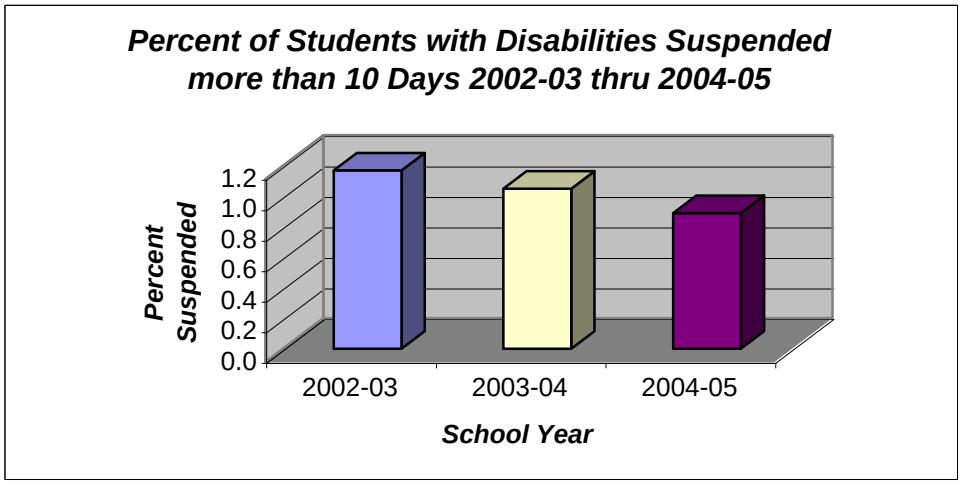
Include State's definition of "significant discrepancy."

Overview of Issue/Description of System or Process for Indicator 4A

Historically, Pennsylvania has been more restrictive than federal requirements in permitting LEAs to suspend students with disabilities. Pennsylvania adopts all requirements of IDEA for suspensions of 10 days, but also has State Regulations that prohibit an LEA from suspending a student beyond a total of 15 cumulative school days without prior notice and signed permission of the student's parents. Pennsylvania routinely has significantly lower rates of suspension of students with disabilities than non-disabled students. Further, in Pennsylvania, because of the PARC v. Commonwealth case, any disciplinary exclusion of a student with mental retardation is considered a change of placement requiring prior notice and all applicable requirements.

The overall number of students with disabilities being suspended for more than 10 days has significantly decreased over the past three years. The unduplicated count of students is as follows: 2002-03 = 3,079; 2003-04 = 2,890; and 2004-05 = 2,532. This represents slightly more than 1% of all students each year, and also represents a continuous decline in the proportion of students with disabilities suspended more than 10 days each year (see Figure 4).

Figure 4.1



February 2007 Update of Overview of Issue/Description of System or Process for Indicator 4A

As reported in the FFY 2003 APR and December 2005 SPP, Pennsylvania has been using its 618 data to report on this Indicator, and comparing whether LEAs have a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. BSE is continuing to refine data collection with the Office of Safe Schools to allow for use of the other OSEP-sanctioned approach, i.e. to compare suspension rates for children with disabilities to their nondisabled peers.

In its FFY 2003 APR and 2005 SPP, Pennsylvania reported no significant discrepancy among LEAs in suspension rates. Targets were established to maintain 0% significant discrepancy among LEAs. To appropriately address the intent of Indicator 4-B, closer scrutiny of data was required at the school district and charter school level. This Indicator is being updated to reflect the analysis of 2005-06 data at these levels.

In addition to analyzing the 618 data, the BSE monitors suspension practices during on-site cyclical monitoring. This includes a comprehensive review of policies and procedures as well as direct comparison of suspension rates for disabled and nondisabled students within the school district/charter school. All corrective action required from 2004-05 monitoring of this Indicator has been completed by the LEAs and closed by the BSE.

Baseline Data for FFY 2004 (2004-05) for Indicator 4A

No children were suspended from participation in the 619 program during 2004-05.

In the 2004-05 school year, Pennsylvania began a pilot to collect data under the Safe Schools Report regarding students with disabilities who were suspended for greater than 10 days in a school year. Data received under the Safe Schools Report were reviewed by the BSE, and compared with the 618 data collection. It was determined that additional data elements were required in the Safe Schools Report in order to accurately compare suspension rates for students with and without disabilities within LEAs. Therefore, for this SPP, baseline data will continue to be 618 data comparing suspension rates among LEAs.

The FFY 2003 APR included statewide suspension data for 2002-03 and 2003-04. To collect 2004-05 baseline data, we followed the same process used and reported on in the 2003 APR. Using the 618 and revised child count data from July 2005, we created percentages of the total special education enrollment for each of the columns on the discipline tables. A significant statistical difference was determined if the percent of students (in each column) was greater than 10 percent of the total special education enrollment. Consistent with the 2003-04 findings reported in the prior APR, there were no IUs in 2004-05 where a significant statistical difference of greater than 10 percent was found.

February 2007 Update of Baseline Data for FFY 2005 (2005-2006) for Indicator 4A

The number of students with disabilities being suspended for more than 10 days has significantly decreased over the past several years, and continued to decline this year. In 2005-06, districts suspended or expelled 2,317 students with disabilities. This is less than

1% of the total population of students with disabilities. It also represents an 8.5% decrease from 2004-05 in the number of students suspended.

However, within this overall statewide context of suspension rates, a small number of school districts were observed to have rates that were significantly discrepant with other school districts. These districts were identified by calculating the 2005-06 statewide suspension rate (0.78%) and defining significant discrepancy. For 2005-06, a district was identified as having a significant discrepancy if its suspension rate was two times or greater than the state rate.

In 2005-06, 26 school districts (1.6% of the total) have rates two times or greater than the state rate of 0.78%. Table 4.1 breaks down the number of districts at different magnitudes of suspensions/expulsions. Note that those suspending/expelling at higher rates are included in the counts of the lower rates, i.e., a district that suspends/expels at 5 times the state rate is also included in the count for 4 times, 3 times, etc. This will be discussed further below when setting targets.

Table 4.1
Number of Districts Suspending/Expelling Students, Compared to the Statewide Baseline Rate

Number of Times the State Baseline Rate	*Number of Districts*	*Percent of Districts*
2	26	5.2
3	13	2.6
4	8	1.6
5	5	1.2

Discussion of Baseline Data for Indicator 4A

BSE is again reporting no discrepancy among LEAs in rates of suspension. Although this meets the SPP data reporting requirement, BSE is also reporting that it confirms LEA suspension practices and comparison rates between students with disabilities and without disabilities as part of cyclical monitoring. Data are provided by the LEA as part of a self-assessment and confirmed through review of policies/procedures and student records. LEAs provide the BSE with data for an entire school year, including comparative information about rates of suspension of students with and without disabilities. (This includes both the requirement to report suspensions greater than 10 days and those placed in interim alternative educational settings). The BSE Monitoring Chairperson also reviews a random sample of 20% of files of students with suspensions, including a focused review of students with mental retardation. The Chairperson considers all data and determines if there are procedural violations that require changes in local policy or practice, or both. In 2004-05, 20 of 139 LEAs monitored had findings in this outcome area. Where violations were found, required corrective action was assigned, and monitored as described in the Overview of Indicator 15.

February 2007 Update of the Discussion of Baseline Data for Indicator 4A

Rates of suspension of students with disabilities for more than 10 days have continued to decline statewide for the past several years. The overall goal is to continue to significantly reduce suspension rates. One approach is to identify those school districts that have atypically high rates when compared with other districts. Two variables will change during this reduction: (1) the number of school districts with a discrepancy, and (2) the magnitude of each school district's discrepancy.

Using this methodology, emphasis will be placed first on those school districts suspending or expelling students with disabilities at four or five times the statewide baseline rate, shifting the emphasis to include the districts suspending and expelling at a lesser magnitude. While one goal is to reduce the number of school districts exhibiting higher suspension and expulsion rates, it is recognized that these same school districts will be gradually reducing their rates rather than altogether eliminating the practice, and may continue to be included in frequency counts until their rates become more acceptable. For instance, the school districts suspending students with disabilities for more than 10 days at 5 times the statewide baseline rate can be expected to reduce that rate to 4 times, then 3 times, etc., but if their rate remains greater than twice the statewide baseline rate, their progress does not reduce the number of districts needing assistance on this Indicator.

Target setting for Indicator 4A: BSE received input from SEAP regarding this Indicator. SEAP recommended that a reasonable yet rigorous goal to achieve by the end of 2010-11 was that no more than 2.0% of districts in the State (n=10 of 501) would suspend or expel students with disabilities for more than 10 days at a rate of greater than 2 times the statewide baseline rate.

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	The percent of districts identified by the State as having a significant discrepancy in the rates of suspension and expulsions of students with disabilities for greater than 10 school days in a school year will continue to be 0%. (This target is no longer applicable due to changes in data analysis procedures at the individual school district and charter school level.)
2006 (2006-2007)	No more than 1.0% of the school districts in the Commonwealth (n=5 of 501) will suspend students with disabilities for more than 10 days at a rate greater than 4 times the statewide baseline rate of 0.78%.
2007 (2007-2008)	0.0% of the school districts in the Commonwealth will suspend students with disabilities for more than 10 days at a rate greater than 4 times the statewide baseline rate of 0.78%.
2008 (2008-2009)	No more than 2.0% of the school districts in the Commonwealth (n=10 of 501) will suspend students with disabilities for more than 10 days at a rate greater than 3 times the statewide baseline rate of 0.78%.
2009 (2009-2010)	No more than 1.0% of the school districts in the Commonwealth (n=5 of 501) will suspend students with disabilities for more than 10 days at a rate greater than 3 times the statewide baseline rate of 0.78%.
2010 (2010-2011)	No more than 2.0% of the school districts in the Commonwealth (n=10 of 501) will suspend students with disabilities for more than 10 days at a rate greater than 2 times the statewide baseline rate of 0.78%.

February 2011 Update to Measurable and Rigorous Targets for Indicator 4A

SEAP was consulted regarding current SPP targets and recommended extension of the current FFY 2010 terminal target for two additional years. The targets for FFY 2011 and FFY 2012 are shown below.

FFY	Measurable and Rigorous Targets for FFY 2011 and FFY 2012
2011 (2011-2012)	No more than 2.0% of the school districts in the Commonwealth (n=10 of 501) will suspend students with disabilities for more than 10 days at a rate greater than 2 times the statewide baseline rate of 0.78%.
2010 (2012-2013)	No more than 2.0% of the school districts in the Commonwealth (n=10 of 501) will suspend students with disabilities for more than 10 days at a rate greater than 2 times the statewide baseline rate of 0.78%.

Improvement Activities/Timelines/Resources for Indicator 4A

Indicator 4A:

(1) See Improvement Activity #1 under Indicator 2 above related to the School-based Behavioral Health Cross Agency Initiative.

(2) BSE has extensive training initiatives to address behavior and is refining them. With support of the State Improvement Grant and other prioritized funding, this includes at least five major statewide training efforts. These initiatives will continue to be funded, evaluated and refined for the next six years as determined appropriate through feedback, research and validation efforts, and stakeholder input.

- ***The Behavior–Instruction Connection*** - this training series consists of the foundation components of a comprehensive model for effective behavior support in schools.
- ***Progress Monitoring for Effective Behavior Support*** - focuses on the progress monitoring process as it relates to providing a comprehensive system of behavior support. Emphasis is on using progress monitoring through use of real-life examples in the schools.
- ***Functional Behavior Assessment and Behavior Intervention Plans -*** consists of the foundation components of a comprehensive model through teaching of key concepts in behavior assessment, developing, implementing, and revising behavior intervention plans and progress monitoring.
- ***School Wide Effective Behavior Support -*** an overview of the process of developing effective school wide behavior support systems and the steps to begin implementation.

- ***Leadership Initiative -*** provides school leaders with capacity to implement effective special education programs, including content areas that focus on effective instruction, behavior support, and knowledge of regulatory requirements (including behavior and suspension).

(3) BSE personnel will continue to work with the Office of Safe Schools to accomplish consolidated reporting which would allow for direct comparison of suspension rates for students with disabilities and without disabilities in each LEA on an annual basis.

Timeline and resources: This will be on-going and require collaboration between BSE and Safe Schools Office personnel. Target for consolidated data is no later than June 2007.

(4) Because the goal is always to reduce the number of students suspended from school, PDE will continue to monitor data trends over time and conduct focused monitoring of LEAs where data suggest significant discrepancies.

Timeline and resources: This is an on-going administrative activity that requires BSE and PaTTAN staff resources.

(5) BSE will continue to monitor LEAs' policies and procedures for suspending students with disabilities as part of cyclical monitoring.

Timeline and resources: On-going monitoring by BSE staff and customized TA plans in conjunction with PaTTAN

February 2007 Update of Improvement Activities/Timelines/Resources for Indicator 4A

(6) BSE will review districts with significant discrepancy in rates of suspension and require improvement plans where policies and procedures contribute to the comparatively high rates.

Timeline and resources: This will be an on-going activity for the next five years and will require SPOCs to focus resources on data review and improvement planning with targeted school districts.

(7) Through the School-Based Behavioral Initiative, PaTTAN will provide focused technical assistance for improving school climate, teacher's skills related to intervention strategies for improving student behavior, and directed instruction for increasing students' capacity for improved behavior.

Timeline and resources: This is an ongoing initiative through 2010.

(8) PaTTAN will provide technical assistance to increase knowledge, training, implementation and evaluation of Response to Intervention, including parents as partners in this training.

Timeline and resources: This is an ongoing initiative through 2010.

(9) BSE and PaTTAN will continue to provide training on the legal/regulatory requirements for disciplinary exclusion through on-going initiatives focused on IDEA '04 regulations.

Timeline and resources: This is a focused initiative for statewide training in 2006-07.

February 2008 Update of Improvement Activities/Timelines/Resources for Indicator 4A

Additional improvement activities have been implemented to improve suspension rates.

(10) The Pennsylvania Positive Behavior Support Network (PA PBS Network) has received seed grants from the IDEA Partnership to advance school-based behavioral health services across the state. One of the requirements of all of the 12 seed grant states is to align their work with State Performance Plans. The PA team has reviewed plans from state Mental Health, Vocational Rehabilitation and Special Education.

Timelines and Resources: The team's focus for 2007-08 will be on SPP indicators #4 (reduce suspension and expulsion rates for students with disabilities), #5 (provide services for school-aged students with disabilities in the least restrictive environment), and #8 (increase parent involvement in their child's special education program). These activities will continue through at least 2007-08 and 2008-09.

(11) An improvement activity referenced in the SPP is being significantly expanded in 2007-08. Pennsylvania was included in the IDEA Partnership seed grant for the National Community of Practice on School-Based Behavioral Health. This offers Pennsylvania opportunities for networking and sharing of knowledge and resources about effective practices. The State Leadership Team was established during 2006-07 and this project is directly linked with OSEP PBIS Center and the National Community of Practice on School Wide Positive Behavior Support (SWPBS.)

Timelines and Resources: In 2007-08, 25 school districts were selected for the first Cohort to be trained in SWPBS. There are three key components of the SWPBS: a universal prevention foundation (Tier 1), multi-tiered support (Tiers 2 and 3), and data based decision making (all tiers). Statewide Implementation is underway with the three PaTTAN Centers, and IU personnel serving as external consultants. Currently, the Framework for PBS in PA is being reviewed and future directions for additional training and going to scale are under study.

February 2009 Update of Improvement Activities/Timelines/Resources for Indicator 4A

An additional improvement activity is being implemented to improve suspension rates and also impact improvement activities for Indicators 1 and 2 in this SPP and the FFY 2007 APR.

(12) The State Level Leadership Team, with representatives from the Pennsylvania Departments of Education and Public Welfare and advocacy organizations, is developing an operational plan to expand SWPBS and Resiliency statewide. Additional details will be provided in the FFY 2008 APR.

Timelines and resources: Development of the operational plan is underway and anticipated for completion in spring 2009.

February 2010 Update of Improvement Activities/Timelines/Resources for Indicator 4A

Revisions to improvement activities are being made as described below.

(13) Analysis of trends over time has shown that although all school districts have corrected all identified noncompliance with regulatory requirements, and are implementing required procedures, a small number of school districts have significant discrepancy in rates of suspension on a persistent basis. This fact prevents those school districts, and the State, from meeting SPP targets. Therefore, an additional focused improvement activity is being implemented this year. BSE and PaTTAN will host a "Suspension Seminar" to focus efforts for school districts that have a significant discrepancy in the suspension rate of students with disabilities. School districts will be required to send a team to the Seminar. Agenda topics will focus on effective practices for preventing suspension. Presenters will include BSE personnel, PaTTAN consultants with expertise in RtII, PBS and SWPBS, and personnel from strong performing school districts who will share effective practices with colleagues. As an outcome, participants will develop and submit action plans for reducing suspensions to the BSE, and on-going follow up will occur.

Timeline and resources: Seminar to be held summer 2010. Resources include BSE and PaTTAN personnel.

(14) In an effort to expand on foundational training, PaTTAN established a behavior blog in fall 2009. The blog provides a venue for peer to peer support for identifying and implementing preventive and intervening strategies. The blog features monthly topics and posts related content on an on-going basis. Each post contains resources and interactive comments to assist teachers and classroom staff with proactive behavior strategies. In addition to the posts, the blog contains links to websites and additional resources for behavior support. PaTTAN is also sending out monthly podcasts to teachers. The podcasts address the theme of classroom management.

Timelines and resources: The blog has been established and is on-going. Resources are PaTTAN personnel with expertise in PBS.

(15) During fall 2009, Dr. Tim Knoster conducted a series of presentations at the three PaTTAN centers. The topic was "Classroom Management: A Teachers Toolkit." As an outgrowth, monthly podcasts have been developed and will be featured throughout FFY 2009. PaTTAN is also developing an administrator's toolkit to support site-based professional development modules that address PBS and classroom management.

Timelines and resources: The podcasts are on-going. PaTTAN staff is developing the toolkit to be rolled out during the fall of 2010.

(16) The PBS State Leadership Team has released a website addressing SWPBS to better inform those seeking information and access to support for implementation of SWPBS. The site's address is www.papbs.org. Established in fall 2009, the State Leadership Team's affiliated network is managed by five co-directors, with daily operations executed by a team of five coordinators. The affiliated network's co-directors and coordinators are members of the State Leadership Team and represent agencies that are in the position to blend funding and resources in support of the SWPBS network. The founding

agencies include the PDE, PaTTAN, the Pennsylvania Department of Public Welfare, Community Care Behavioral Health (a managed care provider), and Devereux (a non-profit agency serving persons with emotional, developmental, and educational disabilities).

Timelines and resources: The PBS State Leadership Team's affiliated network of SWPBS providers will be training its first cohort of SWPBS trainers, facilitators and coaches during the winter of 2010. It is anticipated that 25 providers will complete the network's winter training and subsequent apprenticeship by the summer of 2010. Cohort 1 applicants include institutes of higher education, managed care providers, and Commonwealth-approved trainers for student assistance.

February 2011 Update of Improvement Activities/Timelines/Resources for Indicator 4A

Pennsylvania is adding the improvement activities described below:

(17) **Effective Practices for Suspension Seminar**

Analysis of trends over time has shown that although all school districts have corrected all identified noncompliance with regulatory requirements, and are implementing required procedures, a small number of school districts have a significant discrepancy in their rates of suspension on a persistent basis. BSE and PaTTAN hosted the first "Suspension Seminar" in June 2010 to focus efforts for these school districts. The districts were required to send a team to the seminar. Agenda topics focused on effective practices for preventing suspension. Presenters included BSE personnel, PaTTAN consultants with expertise in RtII, PBS and SWPBS, and personnel from strong performing school districts that shared effective practices with colleagues. As an outcome, participants developed and submitted action plans for reducing suspensions, and on-going follow up is occurring. BSE and PaTTAN are evaluating the impact of the suspension seminar and exploring other effective improvement activities for school districts identified as having a significant discrepancy in rates of suspension. Plans are underway to deliver a seminar again in 2011.

Timelines and resources: Training will be provided through BSE and PaTTAN during 2011, and will be evaluated to determine whether this activity should be continued through the remaining years of the SPP.

(18) **The Essentials of Classroom Management**

This is a two-day training series. Day 1 is titled, *Prevention and Effective Teaching Strategies*. Day 2 is titled, *Effective Teaching and Intervention Strategies*. Each session will focus on effective instructional practices that facilitate both responsible and respectful student behavior in the classroom, and the importance of reinforcing desired behaviors of students as well as intervening early when a problem behavior presents. Preventative classroom management practices with practical strategies will be shared. Participants will have opportunities to examine specific strategies to employ when a small number of student repeatedly engage in behaviors that require intervention.

Timelines and resources: Training provided by PaTTAN during the 2010-11 school year and evaluated for expansion through the remaining years of the SPP.

(19) **Pennsylvania Positive Behavior Support Network Implementers' Forum: Going to Scale with Positive Behavioral Interventions and Support (PBIS)**

The Pennsylvania Positive Behavior Support (PA PBS) Network Implementer's Forum: Going to Scale with PBIS is sponsored by the BSE, with support from the member agencies of Pennsylvania's State Leadership Team for School Based Behavioral Health. The forum is designed as a venue for stakeholders who are interested in emotional support programs for children and youth with disabilities and are vested in the implementation of school or program-wide PBIS. The forum serves as a means to provide participants with information about initiating, expanding and sustaining PBIS through a three tiered decision making framework that guides the selection, integration and implementation of evidence-based practices for improving behavior outcomes for students. The Implementers' Forum addresses five specialized program strands: Universal Supports for Students (Tier 1); Tier 2/Tier 3 System Supports; Classroom Management; Community and Family Partnerships; Early Childhood. The Implementers' Forum features: strategies for scaling-up school and program-wide PBIS; keynote presentations by Dr. Rob Horner, OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports; 25 breakout sessions, differentiated to support the needs of both novice and experienced implementers; and PBIS implementation at the early childhood, elementary, middle and high school levels.

Timelines and resources: Training provided by PaTTAN during the 2010-11 school year and evaluated for expansion through the remaining years of the SPP.

Overview of Issue/Description of System or Process for Indicator 4B

Data to address Indicator 4B are available from the current data tables. Preliminary analyses indicate no districts identified as having a significant discrepancy in the rate of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race/ethnicity. This conclusion is based on a comparison of LEAs using the same process described in the 2004-05 baseline (see below) with the added data point of race/ethnicity. However, since this is a New Indicator and the BSE does not have monitoring data to supplement a conclusion, the BSE will conduct a more thorough examination of the data prior to finalizing the conclusions that will be reported in the 2005 APR.

The BSE has sufficient data collection strategies in place to collect baseline in 2005-06. In addition to the 618 data collection, BSE will continue to coordinate efforts with the Office of Safe Schools to assess suspension practices, including the variables of race and ethnicity. Data will be reviewed during the 2005-06 school year. If required, follow up activity, including data verification and other monitoring, will be used to resolve discrepancies or violations.

February 2012 Update of Improvement Activities/Timelines/Resources for Indicator 4A

Pennsylvania is adding the improvement activity described below:

(20) Community of Practice Five-Year Plan

The BSE, with PaTTAN and School Based Behavioral Health Community of Practice collaboration, is developing a five-year plan to assist schools with screening, training,

and strategies to expand school-based mental health through school-community provider-parent partnerships. The plan will also address increasing the number of school-wide facilitators.

Timelines and resources: Planning during the 2011-12 school year and training provided by PaTTAN through the remaining years of the SPP.

February 2007 Update of the Overview of Issue/Description of System or Process for Indicator 4B

Federal regulations require states to collect and examine data to determine if significant disproportionality is occurring in the state and LEAs with respect to disciplinary actions, including suspensions and expulsions greater than 10 days. There are a variety of methods states can use to determine this. Pennsylvania is using the weighted risk ratio to calculate disproportionality.

To address this Indicator, Pennsylvania compared the number of students suspended in each race/ethnicity with the number of students suspended in all other race/ethnicity categories, and computed weighted risk ratios to determine if there is disproportionality. For 2005-06, the state used the following definition of significant discrepancy:

- weighted risk ratio of 3.0 or higher;
- at least 40 students with disabilities of a particular race/ethnicity enrolled in the LEA (December 1 child count)
- at least 10 students with disabilities of race suspended;
- at least 10 students with disabilities of “other race/ethnicities” suspended.

Baseline Data for FFY 2005 (2005-2006) for Indicator 4B

Based on the above definition of significant discrepancy, in 2005-06 there were no school districts or charter schools observed to be suspending students of one race/ethnicity at a significantly higher rate than students of other races/ethnicities in that school district/charter school. Therefore, Pennsylvania is reporting 0% discrepancy.

Discussion of Baseline Data for Indicator 4B

There is no discrepancy identified as a result of the weighted risk analysis. Pennsylvania will continue to monitor data related to this Indicator to ensure this result throughout the duration of the SPP.

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	Not Applicable
2006 (2006-2007)	Maintain 0% discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.
2007 (2007-2008)	Maintain 0% discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.
2008 (2008-2009)	Maintain 0% discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.
2009 (2009-2010)	Maintain 0% discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.
2010 (2010-2011)	Maintain 0% discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

Improvement Activities/Timelines/Resources for Indicator 4B

(1) The BSE will continue to monitor 618 data to identify LEAs that have a significant discrepancy in the rate of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race/ethnicity.

Timeline and resources: This is an ongoing requirement through 2010-11 and requires BSE personnel to conduct analysis and reporting.

(2) When examination of data suggests significant disproportionality, the district/charter school will be required to review and revise its policies, practices, and procedures to ensure compliance with this Indicator.

Timeline and resources: This is an ongoing requirement through 2010-11 and requires BSE oversight of LEA policies, practices and procedures to ensure correction.

(3) Although 2005-06 data do not indicate findings of disproportionality in disciplinary practices, the BSE will continue to raise LEA's awareness of these requirements as part of on-going training of IDEA 2004 requirements and the SPP/APR.

Timeline and resources: IDEA training focused in 2006-07, and ongoing through PaTTAN and BSE training.

Part B State Performance Plan (SPP) for FFY 2010-2012

NOTE TO THE READER: For the February 2011 SPP submission, OSEP has instructed states to treat indicator 4B as a new indicator, since significant changes were made by OSEP to the definitions. Unlike updates to most of the indicators in this document, changes for this indicator are presented as a consolidated narrative within this section. Content maintained for historical reference in this SPP that predates February 2011 may be inconsistent with these new requirements.

Overview of the State Performance Plan Development

As described in the introduction to this SPP, 2008-09 baseline data for this indicator were reviewed with the SEAP in December 2010. Stakeholders reviewed current improvement activities and made additional recommendations. These recommendations have been incorporated into this SPP. Targets were set through FFY 2012 as per OSEP instructions to states.

Monitoring Priority: FAPE in the LRE

Indicator 4B: Rates of suspension and expulsion by race or ethnicity

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

Overview of Issue/Description of System or Process

Using data collected on Table 5 of Information Collection 1820-0621, Pennsylvania compared the rates of expulsions and suspensions of greater than 10 days in a school year for children with IEPs among LEAs in the State, and identified LEAs as having a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of students with disabilities using the following criteria:

- LEAs that had a total enrollment of students with disabilities of at least 40,
- had suspended or expelled at least 10 students for 10 or more days,
- had at least 10 students of one race suspended or expelled, and
- the rate at which students of a particular race were suspended or expelled was at least 1.5 times the state suspension/expulsion rate for that race.

LEAs that had a total enrollment of students with disabilities of at least forty students were analyzed further against the criteria defined above. As a result of the minimum "n" size of 40 requirement, 55 charter schools were excluded from the calculation.

Based on the data BSE identified twenty-two LEAs as having a significant discrepancy in rates of suspension and expulsion by race or ethnicity. The BSE conducted an on-site review in all twenty-two LEAs.

In preparation for the on-site review, each LEA completed a Facilitated Self Assessment (FSA), which required the LEA to examine its written policies and procedures for suspension of student with disabilities and provide written responses to a series of questions developed to gather information and gain insights from the LEA team regarding practices.

During the on-site, the BSE chairperson considered the following information:

- data on LEA and state rates of suspensions by race/ethnicity,
- LEA team discussion responses, including building level considerations and professional development, focusing on opportunities to increase understanding of the ways in which race, culture, ethnicity and language can influence student behavior and disciplinary practices,
- written policies, procedures and practices for suspension of students with disabilities,
- additional information from LEA personnel, including any special considerations, and
- student file review (minimum 20% sample of student files selected by BSE chairperson).

The BSE conducted all 22 on-site reviews prior to June 30, 2010 and determined that none of the LEAs had policies, procedures or practices that contribute to the significant discrepancy in rates by race or ethnicity and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

February 2012 Update of the Overview of Issue/Description of System or Process

A number of states, including Pennsylvania, received technical assistance during summer and fall 2011 from OSEP and the Data Accountability Center on acceptable methodology for calculating significant discrepancy for indicator 4 B. As a result, Pennsylvania made revisions to its calculation. These revisions were reviewed with stakeholders in fall 2011.

Definition of Significant Discrepancy and Methodology

Pennsylvania uses comparison to the state average as the methodology for identifying LEAs with significant discrepancy. Using data collected on Table 5 of Information Collection 1820-0621 (Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 Days) for the school year 2009-10, submitted November 1, 2010), Pennsylvania compared the rates of out of school suspensions/expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the state. Pennsylvania calculated a state level suspension/expulsion rate to set a single "state bar," then calculated an LEA rate for each racial/ethnic group, and next compared each LEA's rate for each racial/ethnic group to the single state bar.

LEAs were identified as having a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of students with disabilities using the following criteria:

- LEA had a total enrollment of students with disabilities of at least 40;
- LEA had suspended or expelled at least 10 students for greater than 10 days in the school year;
- LEA had at least 10 students of one race suspended or expelled, and
- the rate at which students of any race were suspended or expelled by an LEA was at least 1.5 times the state suspension rate for all students with disabilities in the reporting year (i.e., single bar applicable for all races).

Baseline Data for FFY 2009 (using 2008-2009 data)

For this indicator, report baseline data for the year before the reporting year *(FFY 2008 data)****.***

Pennsylvania's baseline is 0%.

Discussion of Baseline Data

A number of LEAs that were identified with a significant discrepancy for indicator 4B were also identified for indicator 4A. Therefore, it is anticipated that reduction in overall rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by districts identified in indicator 4A will concomitantly result in fewer LEAs being flagged for indicator 4B review. Based upon outcomes of the reviews conducted in the 22 LEAs identified for indicator 4B using 2008-09 data, it is reasonable to conclude that indicator 4B data reflects indicator 4A data, and does not represent a systemic issue with respect to inappropriate policies, practices or procedures based on race/ethnicity. Nonetheless, Pennsylvania will continue to conduct annual data analysis and onsite reviews consistent with the requirements of this indicator.

February 2012 Update to the Discussion of Baseline Data

Pennsylvania's baseline data reported in its February 2011 SPP (using FFY 2008 data) was 0%. Pennsylvania was required to revise its calculation methodology for the FFY 2010 APR submitted on February 1, 2012. Despite the change, Pennsylvania maintained its performance at 0% for this reporting period. This meets the SPP target of 0%. Therefore, no revision of baseline is required.

4B(a). LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion

Year	Total Number of LEAs*	Number of LEAs that have Significant Discrepancies by Race or Ethnicity	Percent**
FFY 2009 (using 2008-2009 data)	629	22	3.5%

*States can choose to either: (1) include the total number of LEAs in the State in the denominator; or (2) include only the number of LEAs that meet the minimum n-size in the denominator.

4B(b). LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspensions and Expulsions; and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Year	Total Number of LEAs*	Number of LEAs that have Significant Discrepancies, by Race or Ethnicity, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Percent**
FFY 2009 (using 2008-2009 data)	629	0	0%

*States can choose to either: (1) include the total number of LEAs in the State in the denominator; or (2) include only the number of LEAs that meet the minimum n-size in the denominator.

Review of Policies, Procedures, and Practices *(completed in FFY 2009 using 2008-2009 data)*

LEAs with data that indicated significant discrepancy, by race or ethnicity, in the rate of suspension and expulsion of greater than ten days in a school year for children with IEPs were provided with written notification of an on-site review. Training on how to conduct the reviews was provided to BSE advisors. All on-site reviews were completed prior to June 30, 2010. In preparation for the on-site review, each LEA was required to complete a Facilitated Self Assessment, which required the LEA to examine its written policies and procedures for suspension of students with disabilities and provide written responses to a series of questions developed to gather information and gain insights from the LEA team regarding local practices.

In addition to the review of data comparing LEA and state rates, and the LEA's data collection summary, the BSE chairperson reviewed the LEA's written policies, procedures and practices for suspension of students with disabilities, including implementation of IEPs, the use of positive behavioral supports and interventions and procedural safeguards, using the FSA completed in advance by the LEA team. The BSE chairperson gathered additional information from LEA personnel, including any special considerations. The chairperson reviewed suspension records and conducted file reviews for a minimum 20% sample of student files selected by the BSE chairperson.

As a result of the reviews conducted by BSE personnel, in 22 school districts, the BSE did not identify noncompliance; therefore no corrective action was required.

FFY	Measurable and Rigorous Targets
2009 (using 2008-2009 data)	**0%**
2010 (using 2009-2010 data)	**0%**
2011 (using 2010-2011 data)	**0%**
2012 (using 2011-2012 data)	**0%**

Improvement Activities/Timelines/Resources

Analysis of trends over time has shown that although all school districts have corrected all identified noncompliance with regulatory requirements, and are implementing required procedures, a small number of school districts have a significant discrepancy in their rates of suspension on a persistent basis. BSE and PaTTAN hosted the first "Suspension Seminar" in June 2010 to focus efforts for these school districts. The districts were required to send a team to the seminar. Agenda topics focused on effective practices for preventing suspension. Presenters included BSE personnel, PaTTAN consultants with expertise in RtII, PBS and SWPBS, and personnel from strong performing school districts that shared effective practices with colleagues. As an outcome, participants developed and submitted action plans for reducing suspensions, and on-going follow up is occurring. BSE and PaTTAN are evaluating the impact of the suspension seminar and exploring other effective improvement activities for school districts identified as having a significant discrepancy in rates of suspension. Plans are underway to deliver this seminar again in 2011.

Timelines and Resources: Training will be provided through BSE and PaTTAN during 2011, and will be evaluated to determine whether this activity should be continued through the remaining years of the SPP.

Further, improvement activities described in this SPP for indicator 4A are also applicable to this indicator.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development

Monitoring Priority: FAPE in the LRE

OSEP has changed the Indicator and Measurement requirements for this indicator. Beginning with the February 2010 submission, the revised Indicator and Measurement requirements are:

Indicator 5: Percent of children with IEPs aged 6 through 21 served:

A. Inside the regular class 80% or more of the day;

B. Inside the regular class less than 40% of the day; and

C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Content included in this SPP that predates February 2010 may be inconsistent with the new requirements shown above, but is maintained for reference.

Indicator 5: Percent of children with IEPs aged 6 through 21:

A. Removed from regular class less than 21% of the day;[3]

B. Removed from regular class greater than 60% of the day; or

C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

B. Percent = [(# of children with IEPs removed from regular class greater than 60% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

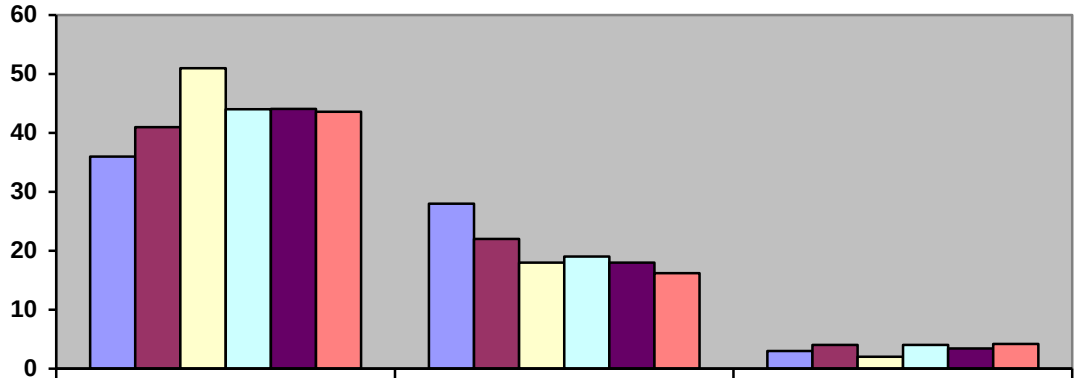
C. Percent = [(# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

[3] At the time of the release of this package, revised forms for collection of 618 State reported data had not yet been approved. Indicators will be revised as needed to align with language in the 2005-2006 State reported data collections.

Overview of Issue/Description of System or Process

As reported in the FFY 2003 APR, Pennsylvania monitors the provision of services to school aged students in the Least Restrictive Environment in cyclical monitoring and through the special education planning process. LEAs must provide detailed information regarding the continuum of services as well as local policies and procedures in both their special education performance plans and the self-assessment documents that are part of the cyclical monitoring system. During monitoring, interviews with parents, teachers, and students probe the appropriateness of decision-making procedures for individual students and review overall policies and options. File reviews confirm whether appropriate procedures were followed in determining placement. Cyclical monitoring data for the past three years indicate that BSE is effectively identifying non-compliance with the continuum of services requirements and requiring and monitoring implementation of corrective action. Violations are found when root cause analysis indicates that the continuum of placement options is not sufficient to meet the placement needs of all students.

Figure 5.1
Students Served by Setting



	Percent of students removed from the regular class less than 21 % of the day	Percent of students removed from the regular class greater than 60% of the day	Percent of students served in other locations
1999	36	28	3
2000	41	22	4
2001	51	18	2
2002	44	19	4
2003	44.1	18	3.4
2004	43.6	16.2	4.2

Pennsylvania has established an upward trend for students with disabilities outside the regular education class less than 21%. Figure 5 shows that the total number of students in that placement option went from 36% in 1999 to nearly 44% in 2004. The upward trend appears to be stabilized. The percent of students with disabilities outside of regular education more than 60% continues to decline, with nearly a 12% reduction from 1999 to 2004. Variability in the use of the option of other locations is shown, with no consistent pattern observed in the data.

Baseline Data for FFY 2004 (2004-05)

For the 2004-05 school year, the percent of students with disabilities removed from the regular class less than 21% of the day was 43.6%, was 16.2% for students removed greater than 60% of the day, and was 4.2% for students served in other locations.

Discussion of Baseline Data

In 2004-05, approximately 96% of students with disabilities in Pennsylvania were served in regular schools with non-disabled peers. Other settings included approved private schools, residential facilities, correctional facilities, as well as separate school buildings. In some cases, students were placed in separate facilities by entities other than LEAs. There is a need to further examine data from a variety of perspectives, including trend data on how the use of various settings may be fluctuating with changes in disability identification rates, e.g., autism.

BSE received rich input from stakeholders concerning targets for this Indicator. Many stakeholders expressed the opinion that numerical targets should not be established for this indicator, citing, for example, that such an approach may be viewed as jeopardizing IEP team discretion or parental preference. Others expressed that the Indicator should be re-worked so that it more effectively explores the existence of a continuum of options vs. numerical standards or preference for certain options. Some stakeholders questioned the accuracy of the data, since training of IEP teams in coding LRE data has only recently been emphasized. An LEA Director suggested that any state-level evaluation of the numbers had to consider many other factors, like the overall identification rate of students with disabilities at the local level. Unanimously, stakeholders agreed that there is an on-going need for training of general education teachers in effective practices to support inclusion both at the pre-service and in-service level and particular need for IEP teams to have training regarding the recent Gaskin Settlement Agreement. In response to stakeholder input, BSE is setting targets that emphasize movement across the entire continuum of options and is also committing substantial resources to on-going cyclical monitoring as well as LRE focused monitoring as described in the Improvement Activities below. BSE anticipates that the significant improvement activities described below will result in expansion of placement options, particularly where local data indicate greatest need.

FFY	Measurable and Rigorous Targets for FFY 2005 and FFY 2006
2005 (2005-06)	The percent of children with IEPs aged 6-21 removed from regular class less than 21% of the day will increase at least 0.1% from the baseline rate for 2004-05, to 43.7%. The percent of children with IEPs aged 6-21 removed from regular class greater than 60% of the day will decrease at least 0.1% from the baseline rate for 2004-05, to 16.1%. The percent of children with IEPs aged 6-21 served in other locations will decrease at least 0.1% from the baseline rate for 2004-05, to 4.1%.
2006 (2006-07)	The percent of children with IEPs aged 6-21 removed from regular class less than 21% of the day will increase at least an additional 0.1% from the baseline rate for 2004-05, to 43.8%. The percent of children with IEPs aged 6-21 removed from regular class greater than 60% of the day will decrease at least an additional 0.1% from the baseline rate for 2004-05, to 16.0%. The percent of children with IEPs aged 6-21 served in other locations will decrease at least an additional 0.1% from the baseline rate for 2004-05, to 4.0%.

February 2009 Update to Measurable and Rigorous Targets

For children with IEPs aged 6-21 inside the regular class 80% or more of the day, and for children with IEPs aged 6-21 inside the regular class less than 40% of the day, the 2005-2006 and 2006-2007 observed proportions exceeded the annual targets and exceeded the six-year target of the SPP. BSE sought additional input from stakeholders regarding measurable and rigorous targets for this Indicator. Stakeholders recommended a terminal target of 65.0% for inside the regular class 80% or more of the day, and 8.0% for inside the regular class less than 40% of the day. New targets have been set for the remaining four years of the SPP. The targets for FFY 2007 through 2010 are shown below.

FFY	Measurable and Rigorous Targets for FFY 2007 thru FFY 2010
2007 (2007-08)	The percent of children with IEPs aged 6-21 inside the regular class 80% or more of the day will increase to 53.0%. The percent of children with IEPs aged 6-21 inside the regular class less than 40% of the day will decrease to 11.3%. The percent of children with IEPs aged 6-21 served in other locations will decrease at least an additional 0.1% from the baseline rate for 2004-05, to 3.9%.
2008 (2008-09)	The percent of children with IEPs aged 6-21 inside the regular class 80% or more of the day will increase to 57.0%. The percent of children with IEPs aged 6-21 inside the regular class less than 40% of the day will decrease to 10.2%. The percent of children with IEPs aged 6-21 served in other locations will decrease at least an additional 0.2% from the baseline rate for 2004-05, to 3.7%.
2009 (2009-10)	The percent of children with IEPs aged 6-21 inside the regular class 80% or more of the day will increase to 61.0%. The percent of children with IEPs aged 6-21 inside the regular class less than 40% of the day will decrease to 9.1%. The percent of children with IEPs aged 6-21 served in other locations will decrease at least an additional 0.2% from the baseline rate for 2004-05, to 3.5%.
2010 (2010-11)	The percent of children with IEPs aged 6-21 inside the regular class 80% or more of the day will increase to 65.0%. The percent of children with IEPs aged 6-21 inside the regular class less than 40% of the day will decrease to 8.0%. The percent of children with IEPs aged 6-21 served in other locations will decrease at least an additional 0.2% from the baseline rate for 2004-05, to 3.3%.

February 2011 Update to Measurable and Rigorous Targets

SEAP was consulted regarding current SPP targets and recommended extension of the current FFY 2010 terminal targets for two additional years. The targets for FFY 2011 and FFY 2012 are shown below.

FFY	Measurable and Rigorous Targets for FFY 2011 and FFY 2012
2011 (2011-12)	The percent of children with IEPs aged 6-21 inside the regular class 80% or more of the day will be 65.0%. The percent of children with IEPs aged 6-21 inside the regular class less than 40% of the day will be 8.0%. The percent of children with IEPs aged 6-21 served in other locations will be 3.3%.
2012 (2012-13)	The percent of children with IEPs aged 6-21 inside the regular class 80% or more of the day will be 65.0%. The percent of children with IEPs aged 6-21 inside the regular class less than 40% of the day will be 8.0%. The percent of children with IEPs aged 6-21 served in other locations will be 3.3%.

Improvement Activities/Timelines/Resources

(1) In 2005-06, BSE will implement new, multi-layered monitoring based on an "LRE index" score developed pursuant to the September 19, 2005 Settlement Agreement in Gaskin v. Commonwealth of Pennsylvania. The 20 districts with the lowest LRE index scores will be subject to "Tier One LRE Monitoring", which would feature on-site visits by a PDE-appointed monitoring team and the preparation of a corrective action plan with interim reporting and monitoring obligations.

Timeline and resources: PDE's Advisory Panel on the Gaskin Settlement Agreement, BSE staff, selected LEAs, PaTTAN TA staff as indicated in the Settlement Agreement. This will be an on-going activity under the Settlement Agreement.

(2) During the first year of the Gaskin Settlement Agreement, PDE will conduct a needs assessment of school district and intermediate unit personnel related to research-based inclusive practices. Areas of needs assessment will include: effective instruction/access to general curriculum, partnerships with families, supplementary aids and services in regular classrooms, IEP practices, and educational placement, as well as others identified by the Gaskin Advisory Panel.

(3) In 2005-06, BSE will initiate a Mini-Grant Program designed to fund school district initiatives to expand and/or develop inclusive practices in schools. These grants will be designed to overcome gaps in knowledge and skills identified by the statewide needs assessment in Improvement Activity #2 (above).

Timeline and resources: 2005-06 grant awards; BSE Coordinator, PaTTAN support, IU and school district staff

(4) Statewide professional development and technical assistance will provide training for school district staff and families in the use of supplementary aids and services in general education classes for students with disabilities. Training and technical assistance will be built on research-based practices and specialized interventions and will focus on developing customized, sustained technical assistance plans. Partners will be school districts, parents, local IU and PaTTAN personnel.

Timeline and resources: as indicated in the September 2005 Gaskin Settlement Agreement (a copy of the Gaskin Settlement and related material is posted on the PDE website).

(5) BSE cyclical monitoring will continue to focus on root cause analysis of LEA practices with respect to LRE. Where violations are found, corrective action is required and monitored. (see Overview of Indicator 15)

Timeline and resources: ongoing with BSE and PaTTAN personnel support.

February 2007 Update of Improvement Activities/Timelines/Resources

(6) Within the Needs Assessment described in the SPP, specific items are being incorporated to ensure that building-level personnel consider and address students that are placed in other settings.

Timelines and resources: The Needs Assessment will be finalized and training provided to facilitators by April 2007. Required personnel resources are: BSE Coordinator, Consultant, PaTTAN Support, and Higher Education Collaborators.

(7) BSE will develop a focused mini-grant RFP to provide funding to school districts that are interested in increasing their capacity to transition students with disabilities from other locations to placements within the home school district.

Timelines and resources: Mini-grants will run from July 1, 2007 - June 30, 2008, with a second year of funding available contingent upon meeting established outcomes in year 1. BSE Coordinator, Consultant, PaTTAN Support and IU and school district staff are resources.

(8) BSE will review with plaintiffs in the Gaskin v. Commonwealth Settlement Agreement the possibility of increasing the number of school districts that are identified for LRE focused monitoring based on data in the other locations category.

Timelines and resources: This will occur prior to the data analysis to select school districts for monitoring for the 2007-08 school year. BSE Coordinator, Bureau Director, Plaintiff's Counsel and LRE Advisory Panel are resources.

February 2009 Update of Improvement Activities/Timelines/Resources

Improvement activities included in the SPP will continue to be implemented. Pennsylvania is adding a new improvement activity to address slippage in Indicator 5C.

(9) Pennsylvania developed and implemented a pilot project in five schools focused on educating children with significant disabilities in general education classrooms, with plans for expansion.

Timeline and Resources: Resources include PaTTAN and IU consultants; expansion in 2009-10.

(10) Based on a needs assessment, BSE developed a collaboration with Arcadia University to support LEAs in the eastern area of the state which will focus on returning students to neighborhood schools.

Timeline and Resources: Implementation will occur during the 2009-10 and 2010-11 school years and involve university, PaTTAN and IU personnel.

February 2010 Update of Improvement Activities/Timelines/Resources

Pennsylvania is adding new improvement activities to specifically address Indicator 5C.

(11) BSE is contracting with the Arc of PA to develop and implement a project entitled *Include Me from the Start*, which is designed to focus resources on increasing inclusive placements for students with significant disabilities in kindergarten and first grade in school districts where data indicate a need for improvement.

Timeline and Resources: Implementation will occur during FFY 2009 and FFY 2010 and involve Arc of PA, as well as support from PaTTAN and IU personnel.

(12) Pennsylvania is developing a model for providing access to the general curriculum for students with significant disabilities in the PA Standards Aligned System which will include targeted professional development to teams educating students with significant disabilities.

Timeline and resources: Implementation will begin in FFY 2010 and will be multi-year. Technical Assistance will be obtained from the Inclusive Large Scale Standards and Assessment Group at the University of Kentucky, alternate assessment contractors, and PaTTAN and IU consultants.

February 2011 Update of Improvement Activities/Timelines/Resources

Per OSEP instructions, SPP targets and improvement activities have been extended in this SPP for an additional two years (2011-12 and 2012-13). The following improvement activities have been added:

(13) **Compliance Monitoring for Continuous Improvement instrument revisions**

BSE's compliance monitoring system was expanded to include additional features from the LRE focused monitoring process. The expanded monitoring instrument includes additional LRE data display features that facilitate comparisons among LEAs (Facilitated Self Assessment), additional interview probes and surveys of parents and teachers.

Timelines and resources: BSE will implement the new CMCI instrument during the 2010-11 school year and through the remaining years of the SPP.

(14) **Supporting Students with Low Incidence Disabilities**

Pennsylvania is developing a model for providing access to the general curriculum for students with significant disabilities in the Pennsylvania Standards Aligned System, which will include targeted professional development to teams educating students with significant disabilities.

Rollout of this initiative will occur through the following activities:

- Pennsylvania Low Incidence Institute 2010, sponsored by the BSE, had an inclusive practices strand which featured a full day presentation entitled, *Inclusion in 2010: Promoting Membership in the General Education Classroom, Participation in General Education Instruction*, *and Learning of General Education Curriculum for Students with Significant Disabilities*. This information was presented jointly by members of the Inclusive Large Scale Standards and Assessment group (ILSSA) from the University of Kentucky and the Institute on Disability/University Center for Excellence on Disability, University of New Hampshire. Participants learned about and prepared to apply parts of a model with five core elements of inclusive education: presumed competence, membership, particpation, learning, and collaborative teaming.
- PDE coordinated the *Unpacking the Standards* work session, which established triads comprised of general education teachers, special education teachers, and curriculum specialists who worked together to expand lesson plans to demonstrate how lesson plans can be differentiated to provide access to grade level content for students communicating at various levels (symbolic, emerging symbolic, pre-symbolic). Sample lesson plans will be made available via the SAS portal.

Timelines and resources: Implementation FFY 2010. Technical Assistance obtained from the ILSSA and Assessment Group at the University of Kentucky, alternate assessment contractors, and PaTTAN and IU consultants.

(15) **Membership, Participation and Learning: Inclusive Educational Practices for Students with Complex Support Needs**

As planned, Pennsylvania expanded a project entitled *Membership, Participation and Learning: Inclusive Educational Practices for Students with Complex Support Needs* into ten new schools for the third cohort, and will be identifying new school districts for FFY 2011 so that at least one school district in each IU area will be participating in this initiative. Pennsylvania will then work with IUs to replicate and expand this training effort to other schools within each IU.

Pennsylvania is developing a recommended process for IEP teams to use to develop standards-aligned IEPs and access to the general curriculum for students with complex support needs. During fall 2010, Inclusive Practices and Assistive Technology providers from IUs and PaTTAN gathered for a work session facilitated by Michael McSheehan, Institute on Disability, University of New Hampshire. The goal of this session was to identify actions that can be taken by technical assistance providers at regional and state levels to more effectively support the use of AT for students with complex support needs in inclusive settings.

Four Pennsylvania schools have been selected to participate as model demonstration sites as part of the National Inclusive Education Institute, a federally funded project via the Institute on Disabilities at University of New Hampshire. Pennsylvania IU and PaTTAN technical assistance providers are working with the Pennsylvania teams both to support them and to build capacity regarding state of the art practices for educating students with complex support needs in the general education classroom. This team training involves four training days for school teams involved in Year One of the 3-year project. Professional development resources will be provided to develop staff understanding as well as to expand and sustain inclusive practices for all students with a focus on those students with complex support needs.

Timelines and resources: Implementation FFY 2010. Based on evaluation results, subsequent scale-up will be developed. Technical Assistance obtained from the Institute on Disability, University of New Hampshire, BSE Special Education Advisors, PaTTAN and IU consultants.

(16) **29th National Conference for the Training & Assistance of Paraprofessionals**

Pennsylvania will host the 29th National Conference for the Training & Assistance of Paraprofessionals. The title of the conference is *KEYED IN, LOGGED ON, CHARGED UP! Paraprofessionals Connecting with 21st Century Learners*. This National Conference for Paraprofessionals and Related Service Providers is sponsored by the National Resource Center for Paraprofessionals (NRCP) and will take place in Harrisburg. Hundreds of paraprofessionals, parents, policymakers, and administrators in state and local education, personnel developers in 2- and 4-year colleges, as well as many other stakeholders and service providers are expected to attend.

Timelines and resources: May, 2011 sponsored by the National Resource Center for Paraprofessionals. PaTTAN and IU consultants will be among the presenters.

(17) **Special Education Planning Grant 2011**

Restructuring Special Education Supports and Services for Students with Complex Support Needs

The BSE is requesting consortium proposals from IUs and up to three of the IU's member school districts to engage in a planning grant to explore means by which to restructure educational services for students with complex support needs.

The purpose of the planning grants is to: (1) Support IUs in exercising guidance and leadership with their member districts in programming for students with complex support needs; (2) Identify the key variables in restructuring educational services for students with complex support needs that would better ensure increased opportunities for students to be effectively educated in their neighborhood schools with appropriate supplementary aids and services; (3) Engage in a planning process by which to address the key variables that impact the restructuring of special education supports and services for students with complex support needs, including but not limited to: (a) leadership; (b) programming; (c) professional development; (d) staffing; (e) resources and materials; (f) facilities; and (g) funding.

Grant recipients will have access to technical assistance provided by PaTTAN.

Timelines and resources: Funding will be available to each successful grant applicant February through June 2011 and is to be used to establish the planning consortium, convene planning meetings, engage internal and external stakeholders, and develop action plans for special education restructuring. Applications must be written collaboratively by designees of each LEA participating in the consortium and later executed as a partnership. Technical assistance will be provided by PaTTAN.

February 2012 Update of Improvement Activities/Timelines/Resources

BSE is implementing the following new improvement activities as a means of continuing efforts to improve the education of students with complex support needs:

(18) **Membership, Participation & Learning: Effectively Educating Students with Complex Support Needs**

The purpose of this focused training and technical assistance is to support local school districts in the design and implementation of sustainable inclusive educational practices for students with complex support needs. Extensive training and guided support are provided to identified schools over a three-year period. The series consists of multiple training events full of information and facilitated activities.

Training sessions include:

- Membership, Participation and Learning: LRE Team Orientation
- Ability Awareness and Membership: Effectively Educating Students with Complex Support Needs

- Participation and Instruction: Effectively Educating Students with Complex Support Needs
- Learning and Sustainability: Effectively Educating Students with Complex Support Needs

The expected outcomes of this training series are: students with complex support needs will be effectively educated in general education classrooms and settings with supplementary aids and services and will receive meaningful educational benefit; general and special education teachers will collaborate to provide meaningful educational benefit to students with complex support needs in general education classrooms and settings; school administrators will demonstrate leadership skills instrumental in promoting an inclusive school community; parents will be welcome partners with school districts in the support of inclusive education for their child; school district teams will implement plans for sustainability and expansion of practices.

Timelines and resources: Training and technical assistance is provided by teams consisting of PaTTAN consultants, IU TaC staff and BSE advisors during the 2011-12 school year at all three regional PaTTAN centers and various downlink sites statewide. As of January 2012, 315 individuals have participated.

(19) **Natural Peer Supports**

Ensuring that students with intellectual disabilities, autism, and other developmental disabilities benefit fully from the many social and learning opportunities available within their middle and high schools is an important challenge. This interactive workshop, presented by Dr. Erik Carter, Vanderbilt University, addresses practical and promising approaches for developing supports and fostering relationships among students with and without significant disabilities both in the classroom and throughout the broader life of middle and high schools. Dr. Carter's projects have focused on (a) implementing peer support strategies as an evidence-based approach for promoting curricular access and social interaction within inclusive classrooms and extracurricular activities, and (b) fostering natural supports as an avenue for promoting inclusion in service-learning, after-school, and community activities. This workshop will follow-up with three high schools showcasing strategies learned through these projects, as well as ideas for launching new efforts within secondary schools. Intensive follow-up will be provided to these secondary schools in implementing natural peer support strategies.

Timelines and resources: Training and technical assistance was provided to 284 participants by teams consisting of PaTTAN consultants, IU TaC staff and BSE advisors during fall 2011 at each of the three regional PaTTAN centers. The intensive follow-up in the three secondary schools will be provided by the teams as listed above and will occur from November 2011 through June 2012.

(20) **Partnership in the National Center State Collaborative (NCSC) Grant**

The NCSC is a federally funded grant lead by the National Center on Educational Outcomes, the National Center on Improvement of Educational Assessment, and the National Alternate Assessment Center, with staff from the University of Kentucky and University of North Carolina – Charlotte. Pennsylvania is one of 19 state partners working with the aforementioned entities to develop a comprehensive assessment system that will include curriculum and instruction modules focused on learning progressions, professional development modules, and interim and summative assessments that will allow for a measure of growth. A CoP consisting of practicing teachers and administrators has been developed as one grant activity and will participate in instructional webinars throughout the 2011-12 school year, as well as implementing lesson plans and providing feedback.

Timelines and resources: A team from Pennsylvania attended the Kick-off Meeting in Washington, DC in December 2010. Pennsylvania's team, comprised of Bureau of Assessment staff, BSE staff and PaTTAN directors and staff, will continue to participate in the NCSC grant partnership activities throughout the 2011-12 school year. Instructional webinars and follow up will be provided by the Community of Practice throughout the 2011-12 school year.

February 2013 Update of Improvement Activities/Timelines/Resources

The following additional resources are planned for FFY 2012.

(21) **Special Education Leader**

Volume 1, Issue 2 of the Special Education Leader publication titled, *Special Education Paraprofessional Supports in Inclusive Schools*, focused on establishing and sustaining effective use of paraprofessional supports for students with disabilities. Publication Date: July 1, 2012.

School leaders play a critical role in establishing effective education practices for all students. A common challenge in this role relates to establishing and sustaining the effective use of paraprofessional support for students with disabilities. This issue of Special Education Leader focuses on how, through strategic planning and active supervision, special education leaders can support special education paraprofessionals.

Timelines and resources: Publication will continue quarterly thru FFY 2012.

(22) **PaTTAN Publications**

The following publications are currently being developed:

- A reference which provides information for administrators including professional development options, laws and regulations, FAQs, relevant articles, books and additional website resources related to use and support of special education paraprofessionals. (Online December 2012)
- Assistive Technology for Students With Disabilities: A Closer Look at Acquisition and Funding

- Teachers' Desk Reference: Adapted Physical Education
- Teachers' Desk Reference: Preparing for an IEP Team Meeting
- Teachers' Desk Reference: Supplementary Aids and Services
- A new issue of the Teacher's Desk Reference series related to paraprofessional/partner teacher roles and relationships (Summer 2013)

Timelines and resources: PaTTAN, in collaboration with BSE, will continue to publish these resource documents throughout 2012-13 school year.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development

Monitoring Priority: FAPE in the LRE

OSEP has changed the Indicator and Measurement requirements for this indicator. Beginning with the February 2010 submission, the revised Indicator and Measurement requirements are:

Indicator 6: Percent of children aged 3 through 5 with IEPs attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

Content included in this SPP that predates February 2010 may be inconsistent with the new requirements shown above, but is maintained for reference.

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(# of preschool children with IEPs who received special education services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.

Overview of Issue/Description of System or Process

Currently, data are collected based on established educational environments and are entered into the BSE statewide data system, PennData. The data fields are reflected in the chart below. Data reports are available to BSE on a monthly basis. In 2005-06, the data fields in the PennData System will be aligned with the federal definitions of educational environments for eligible young children. PennData and the BSE will provide guidance and training to ensure consistent and accurate data collection and reporting.

February 2007 Update to the Overview of Issue/Description of System or Process

In the 2005 SPP, Pennsylvania included a statement regarding how to report, in this Indicator, the category of itinerant services provided outside the home, specifically whether this includes itinerant services provided in Early Childhood Settings. In OSEP's March 13, 2006 SPP approval letter (Table A), OSEP required that Pennsylvania clarify the extent, if any, to which itinerant services outside of the home are provided in inclusive settings, in reporting its performance on this Indicator in the APR. Pennsylvania determined that our reporting would not include itinerant services in its calculation of students served in inclusive settings. This clarification is also included in the FFY 2005 APR.

Baseline Data for FFY 2004 (2004-2005)

Table 6.1
Preschool Settings Data

Location	*Total Number of Children*	*Percent of Total*
Early Childhood Setting	12945	35.2
Early Childhood Special Education Setting	12311	33.5
Home	3107	8.4
Part-Time Early Childhood/Special Education	604	1.6
Residential	9	0.0
Separate School	501	1.4
Itinerant: outside home	6668	18.1
Reverse Mainstreaming	645	1.8
Total	*36786*	*100.0*

Discussion of Baseline Data

Data from 2004-05 indicate that 47.0% of children are placed in inclusive settings that include early childhood settings, home, part time early childhood/special education, and reverse mainstreaming (see Table 6.1)**.** During 2004-05, the BSE met with a work group of Mutually Agreed-upon Written Arrangement (MAWA) Agency supervisors to clarify definitions of location to ensure statewide consistency. The category of itinerant services provided outside the home remains a location that needs clarification to determine whether this includes itinerant services provided in early childhood settings, a designation which would increase the total number of children in inclusive settings.

The BSE will be changing data collection requirements in PennData, effective 2005-06, to reflect the national definitions for educational environments.

Stakeholder input into these targets focused on the need for more research to support less restrictive settings for preschoolers, and, mirroring the school age settings recommendations, ensuring that setting targets does not interfere with placement determinations being made by the IEP team. Recognition was given to the different challenges in expanding the continuum of options, given that many EI settings do not have naturally occurring opportunities for inclusion of young children with disabilities with their typically developing peers.

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	The percent of preschool children with IEPs who received special education and related services in settings with typically developing peers will increase by at least 0.5%
2006 (2006-2007)	The percent of preschool children with IEPs who received special education and related services in settings with typically developing peers will increase by at least 0.5%.
2007 (2007-2008)	The percent of preschool children with IEPs who received special education and related services in settings with typically developing peers will increase by at least 0.5%.
2008 (2008-2009)	The percent of preschool children with IEPs who received special education and related services in settings with typically developing peers will increase by at least 0.5%.
2009 (2009-2010)	The percent of preschool children with IEPs who received special education and related services in settings with typically developing peers will increase by at least 1.0%.
2010 (2010-2011)	The percent of preschool children with IEPs who received special education and related services in settings with typically developing peers will increase by at least 1.0%.

Improvement Activities/Timelines/Resources

(1) In 2005-06, the BSE is supporting competitive grants for MAWA agencies to review and revise local policies and practices with the goal of creating more opportunities for children to be included in early childhood settings. Twenty-seven proposals were received, and funds were awarded to 10 MAWA agencies. Continuation of funding in 2006-07 will be based on a review of the MAWA agencies' policies, practices and outcomes. This continuation of funding will help support the dissemination of effective policies and practices statewide.

(2) The Office of Child Development (OCD) in the Pennsylvania Department of Public Welfare (lead agency for Part C and child care) and the BSE work collaboratively with the Pennsylvania BUILD initiative to expand inclusive opportunities for children from birth to age 5. The BUILD initiative is designed to help states construct a coordinated system of programs, policies and services that respond to the needs of families, carefully use public and private resources, and effectively prepare children for a successful future. Pennsylvania is one of five states participating in this initiative. Pennsylvania BUILD has focused this year on improving support for childcare professionals and the quality of childcare. Collaboration will be on-going for the next several years.

(3) The OCD and the BSE will continue to collaborate to fund Early Intervention Technical Assistance to provide statewide and local training with a focus on increasing the capacity of early care and education settings to support children with disabilities. Two statewide conferences with an emphasis on increasing the capacity of providers in early care and education to support child outcomes in inclusive settings were held in the Fall of 2005. Sessions focused on strategies to increase providers' ability to improve and measure early literacy, early math, and social and emotional development in early care and education settings. Several sessions focused on understanding how to implement the State early learning standards to improve child outcomes across programs (child care, early intervention and pre-kindergarten programs). By bringing together the various stakeholders in early care and education/early intervention, more programs will develop policies and practices that promote opportunities for inclusive practices.

(4) The OCD and the BSE are collaborating to host 10 community-based inclusion forums in 2005-06. A summary document is being developed, with recommendations based on outcomes of these forums. The forums were designed to allow the different stakeholders in early care and education/early intervention to build relationships that are expected to increase inclusive opportunities. Stakeholders at the forums are identifying factors that support the creation and maintenance of policies and practices to promote inclusive settings, and challenges that require a review by the BSE and OCD.

(5) In 2005-06, training will be provided on the new national educational environments data requirements so that data entry will accurately reflect the number of children in inclusive settings. Written examples and guidelines will be available to ensure accurate and consistent data entry.

(6) Changes to the data system will be completed in the Spring of 2006 based on final OSEP definitions of educational environments.

(7) As part of the on-going general supervision process, BSE staff reviews, and will continue to review, monthly educational environment data. The BSE will ensure through policy and procedures that decisions about placement are made on an individual child basis. Technical assistance will be provided for those MAWA agencies that fall below the state average to examine their data, policies, procedures and practices and help them determine the root causes for the lower numbers. For MAWA agencies that have the lowest inclusive numbers, it will trigger a response from BSE to provide technical assistance in analyzing their data and examining the factors impacting on settings. MAWA agencies will develop and implement strategies to increase options in inclusive settings based on the root causes identified. This will be on going for the next several years.

(8) In 2006, the PDE Office of Policy Development plans to issue state pre-kindergarten guidelines for early care and education that address policies and practices that promote inclusive practices.

February 2007 Update of Improvement Activities/Timelines/Resources

(9) Data collected in 2006-2007 will be cross-walked to the new environment definitions and calculations provided by OSEP in the Fall of 2006. During the Spring of 2007, the IEP format will be changed to collect data on the percent of time spent by eligible young children in environments with their typical peers, regardless of the services or support provided in that environment. This will enable PA to transition to the new data definitions for 2007-08.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

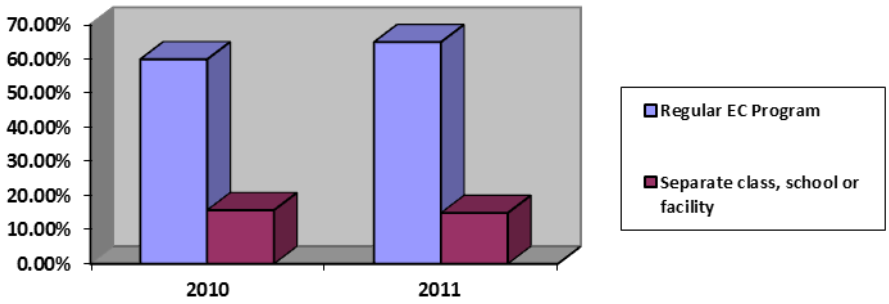
A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

Overview of Issue/Description of System or Process

Pennsylvania follows the requirements for Least Restrictive Environment as set forth in federal regulations. Early Intervention services, to the maximum extent appropriate, are provided to children with disabilities with their peers who are typically developing. The requirements for least restrictive environment are monitored through the verification reviews conducted by Bureau of Early Intervention Services (BEIS) staff every other year, annual data reviews and through the development of annual special education plans by Preschool EI programs. During the verification visits, BEIS staff review child records and observe IEP team meetings to ensure appropriate educational environment are being determined for preschool children and that justification exits if services are not provided with typically developing peers in appropriate preschool settings. In the development of annual special education plans, Preschool EI programs provide information to the BEIS on the total number and percentage of preschool children who received special education and related services in settings with typically developing peers in the current year and establish targets on the percentage of preschool children who will receive special education and related services in settings with typically developing peers in the upcoming year.

Baseline Data for FFY 2011



Discussion of Baseline Data

Data for preschool educational environments for FFY 2011 was collected through the Early Intervention data information system and includes children who were enrolled in the EI program on December 1, 2011 as submitted to OSEP on February 1, 2012. For FFY 2011, 64.7% of children attended an early childhood program and received a majority of their special education and related services in the regular early childhood program. Fifteen percent of children received the majority of their special education and related services in a separate special education class, separate school or residential facility.

In 2007-2008, Pennsylvania's Office of Child Development and Early Learning (OCDEL) began a concerted effort to increase the number of preschool children with developmental delays or disabilities served in typical early childhood settings such as child care, Head Start, or other preschool settings. Strategies included 1) outreach to Pennsylvania Pre-K Counts programs to ensure that classrooms were inclusive of typically developing children and children with developmental delays or disabilities; 2) targeted technical assistance to Preschool Early Intervention programs with the lowest numbers of children served in typical early childhood settings to increase those numbers; 3) monitoring enrollment data to ensure that any development of new early childhood special education classes was appropriate to the needs of young children; and (4) participation in two national inclusion grant programs. As a result of these efforts, OCDEL has observed a nearly 22% increase in the number of children of preschool age who are provided with educational and related services in typical early childhood programs.

Target setting for this indicator was discussed with both the Special Education Advisory Panel (SEAP) and the PA State Interagency Coordinating Council for Early Intervention. In response to stakeholder input, BEIS has established a target for FFY 2012 that reflects the continual commitment to increase the number of preschool children who are appropriately provided with educational and related services in regular early childhood programs and is reflective of the trends in data that have occurred over the past 5 years.

FFY	Measurable and Rigorous Target
2012 (2012-2013)	65.19% of children aged 3 through 5 with IEPs attended an early childhood program and received a majority of their special education and related services in the regular early childhood program 14.49% of children aged 3 through 5 with IEPs received the majority of their special education and related services in a separate special education class, separate school or residential facility.

Improvement Activities/Timelines/Resources (through 2012)

(1) The PA Bureau of Early Intervention Services has partnered with the PA Bureau of Special Education and the Arc of PA on the *Include Me from the Start* project. This project is designed to promote and expand inclusive practices for kindergarten and first grade students with significant disabilities and the schools they attend. The Arc of Pennsylvania, with guidance from the Pennsylvania Department of Education, Bureau of Special Education and the Pennsylvania Training and Technical Assistance Network, is working with child-based teams to provide training and on-site technical assistance so that young children can start kindergarten with supports they need to be successfully and meaningfully included in general education classrooms. Parents/families of preschool children involved in Early Intervention who may be attending kindergarten or first grade next year have also been invited to participate along with their child's educational team.

Timelines: Ongoing through FFY 2012

(2) Starting 2007-2008, the BEIS initiated an inclusion grants program for Preschool EI programs. The purpose of the grants is to increase the number of children in inclusive programs. Approximately 8-10 programs have participated in the grant program annually. Programs grantees are required to: 1) establish baseline data and set targets for improvement, 2) develop a plan to build community early childhood partners with child care programs, Head Start programs and other early childhood programs in their local community, 3) appoint a staff person to provide support and consultation for the early childhood preschool programs with whom they are partnering, and participate in targeted training and technical assistance through Early Intervention Technical Assistance (EITA).

Timeline: Ongoing through FFY 2012.

(3) In FFY 2011, the BEIS through EITA introduced a yearlong series of training opportunities for EI programs designed to build skills to support children with complex needs and their families. This series of workshops provided participants with a framework to determine the strategies that will work in the child's home routines, community activities, and early childhood settings. Participants learned how to collaborate with families and other caregivers to develop functional goals and implement intervention strategies. An online course on children with complex needs and focused technical assistance to child-based teams will continue through FFY 2012.

Timeline: Ongoing through FFY 2012.

(4) BEIS will continue to monitor Preschool EI program through the verification visits, monthly data reviews, annual data reviews and special education plans. These activities allow BEIS to review and analyze preschool program practices and performance in supporting children in regular early childhood programs.

Timeline: Ongoing through FFY 2012.

Part B State Performance Plan (SPP) for 2005-2012

NOTE TO THE READER ON THE FFY 2007 UPDATES: The text in this SPP submission includes both the entire content from the FFY 2005 SPP, and sections titled "Updates," which describe the changes made in the February 2008 (FFY 2006) and February 2009 (FFY 2007) submission.

FEBRUARY, 2008 NOTE TO THE READER: This indicator includes the first point of child outcome progress data. No major changes have been made to the 2007 SPP OSEP-approved process for collection of child outcome data. Minor changes have been made to align with finalization of approved child measurement tools. Changes for this indicator are presented as a consolidated update in this section.

FEBRUARY, 2010 NOTE TO THE READER: 2010 revisions are presented as a consolidated update in this section

Monitoring Priority: FAPE in the LRE

OSEP has changed the Indicator and Measurement requirements for this indicator. Beginning with the February 2010 submission, the revised Indicator and Measurement requirements are:

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);

B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and

C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Outcomes:

A. Positive social-emotional skills (including social relationships);

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and

C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.

b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times

100.

d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1:

Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2: Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

Content included in this SPP that predates February 2010 may be inconsistent with the new requirements shown above, but is maintained for reference.

Within this SPP, Pennsylvania is providing progress data, baseline and targets in accordance with requirements.

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Positive social-emotional skills (including social relationships):

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.

d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If *a* + *b* + *c* + *d* + *e* does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If *a* + *b* + *c* + *d* + *e* does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If *a* + *b* + *c* + *d* + *e* does not sum to 100%, explain the difference.

Overview of the State Performance Plan Development

The duties of Pennsylvania's State Interagency Coordinating Council (SICC) include reviewing and commenting to the Departments of Education and Public Welfare on standards for implementing birth through age five early intervention services. In this capacity, the SICC served as the review committee for this component of the SPP and APR. The SICC has broad stakeholder membership, and members are empowered by their role on the SICC to be the spokesperson for their group.

A draft of Pennsylvania's updated SPP/APR was first presented to the Continuous Quality Improvement Outcome Measures Subcommittee of the SICC. This subcommittee reviews Part C and Part B preschool data on a monthly basis and advises the departments on issues related to quality improvement of the early intervention program and the measurement of child and family outcomes. The Continuous Quality Improvement Outcome Measures Subcommittee also reviewed subsequent drafts of the SPP/APR and the final version submitted to OSEP.

The draft SPP/APR was presented to the entire SICC for comment at the December 2006 meeting. At the meeting, data from the SPP/APR was presented to the SICC and their input was gathered both on the data presented and on the development of measurable, rigorous targets and improvement activities. Comments from the SICC and the Continuous Quality Improvement Outcome Measures Subcommittee were incorporated into the final document.

In addition to the SICC, the Early Intervention Leadership staff from all of Pennsylvania's infant/toddler and preschool early intervention programs reviewed data from several of the Indicators at their October 2006 meeting. The meeting focused on the child and family outcomes Indicators. The EI Leadership staff, who had been trained on Pennsylvania's Early Childhood Accountability system (ECAP), offered comments on the design of the data collection system and future training activities to update early intervention providers on the changed aspects of the ECAP program.

Overview of Issue/Description of System or Process

In Pennsylvania, the Part B preschool program operated through the Pennsylvania Department of Education and the Part C program operated by the Department of Public Welfare are collaborating in the development of a common process for measuring progress on child outcomes. The following plan provides details on how both agencies will jointly gather child outcome data in order to report to OSEP through the APR/SPP process.

(20) Plan for Gathering Entry Data to be Reported in the APR/SPP Due February 2007

The process for gathering and reporting entry data to be reported in this SPP was approved by OSEP on March 13, 2006. Details of the collection and analysis of the entry data on child outcomes is presented here as a reminder of the process previously described and approved. While minor updates have been made to the entry data collection process (e.g., finalization of approved child measurement tools) no changes

have been made to the general process for collection of entry data described in the December 2005 SPP.

Entry data will be based on a sample of eligible preschoolers who entered the early intervention program in 2005-2006. The sampling plan will use a stratified random sampling of eligible children who have been enrolled in the Part C and Part B Preschool early intervention programs for at least six months. Stratification of the sample will ensure representation based on age and gender. The entry data includes 175 preschool children, 118 males (67.4%) and 56 females (32%). Gender was not reported for one child.

The entry data has been derived from a larger child outcome research study conducted by both PDE and DPW through researchers at the University of Pittsburgh. The study evaluated child outcome data from a representative sample of infants, toddlers and preschoolers in six different geographic areas, including both rural and urban populations. The entry status data point was based on information gathered at the initial evaluation for eligibility to the Part C or Part B Preschool early intervention program.

Using a statistical process based on the actual scores of child assessment tools, the entry data will be matched to the 7 point Child Outcome Summary Form (COSF) developed by the Early Childhood Outcome Center. Pennsylvania will define "comparable to same aged peers" as a score of 6 or 7 on the COSF. This recoding of the data will allow Pennsylvania to use this data to determine child progress at exit, to be reported in the APR/SPP due February 2008.

(21) Plan for Gathering Progress Data to be Reported in the APR/SPP Due February 2008

Using the sample of children from the entry data, preschool children in Part B who exited in 2005-2006 or 2006-2007 after receiving at least 6 months of consecutive service will be included in the February 2008 APR/SPP. It is anticipated that approximately 75 preschoolers may have exited the early intervention program in those timeframes and will need exit data gathered. Exit data will be gathered on those children in the entry data who are leaving the early intervention program for one of the following reasons:

- no longer eligible for early intervention because the child no longer meets eligibility criteria;
- anticipated move out-of-state;
- transitioned to the school-age program; or
- reached their 6th birthday and still in Part B Preschool early intervention.

Because of the changes in OSEP's measurement criteria, Pennsylvania is modifying its plan to collect progress data on the entry sample of children. Progress data will be collected on this sample of children in the following ways:

- DPW and PDE will work with local County and MAWA early intervention programs and the child outcome researchers to identify the children who

participated in the entry data study and to determine if they have exited the early intervention program.

- If the child from the sample has already exited early intervention, progress data using the 7 point Child Outcome Summary Form will be gathered by early intervention providers through the review of the child's existing record.

- As other children from the sample exit early intervention, the child's IFSP/IEP team will be responsible for completing the 7 point Child Outcome Summary Form within 60 days of the child's exit from early intervention using existing data sources.

- Pennsylvania will provide monetary incentives for those early intervention programs who participate in collecting child outcome data on children who are in the entry sample. Early intervention staff that will be responsible for collecting child performance at exit will be re-trained on the new procedures (e.g., COSF 7-point scale).

- All entry and exit data will be entered into a statewide database for analysis and reporting to OSEP in the APR/SPP due 2008.

(22) Plan for Gathering Entry Data and Progress Data to be Reported in the APR due February 2009

Starting in July 2006, Pennsylvania began its statewide implementation of measuring child progress, called Early Childhood Accountability in Pennsylvania (ECAP). Based on the 4 levels of exit criteria proposed by OSEP in April 2006, ECAP was designed to ensure that Pennsylvania would have statewide progress data on all children who entered early intervention in 2006-2007, not just the entry sample of children.

However, the changes to the OSEP measurement criteria, announced in August 2006, necessitated several changes to the ECAP system. Accordingly, Pennsylvania's new plan for collecting child outcome data will include procedures that will generate new entry data using the Child Outcome Summary Form (COSF) starting with children entering early intervention on or after July 1, 2007 and progress data using the COSF on those children who entered after July 1, 2007, received 6 months of consecutive services, and exited early intervention before June 30, 2008.

The entry data will be gathered according to the following procedures:

- The data collection procedures for measuring child outcomes described below were developed jointly by both the infant/toddler and preschool early intervention systems in Pennsylvania. Both programs will implement the same system, attend the same training opportunities, and use the same database.

- All preschoolers who enter the early intervention system on or after July 1, 2007 will have entry data collected. Entry data will be collected within 60 days of the determination of the child's eligibility for the early intervention program.

- All preschoolers who have had at least 6 months of consecutive service and are exiting the early intervention system for the following reasons will have exit data collected. The exit data point for each child will be gathered no more than 60 days prior to the child's exit from the early intervention program. The reasons for exiting the early intervention system include:
    - no longer eligible for early intervention because the child no longer meets eligibility criteria;
    - anticipated move out-of-state;
    - transitioned to the school-age program; or
    - reached their 6th birthday and still in Part B Preschool early intervention.
- Standard information on the child's performance will be gathered through the use of a list of approved child outcome measurement tools. In order to increase the reliability of the child outcome data, it is anticipated that the list will be narrowed to 3 child assessment tools starting July 1, 2008. The list of approved tools is below:
    - Battelle Developmental Inventory (BDI or BDI II) (approved only through June 2008)
    - Developmental Assessment of Young Children (DAYC) (approved only through June 2008)
    - Hawaii Early Learning Profile (HELP) (approved only through June 2008)
    - Learning Accomplishment Profile (LAP-3) and the Early Learning Accomplishment Profile (ELAP) (approved only through June 2008)
    - Developmental Observation Checklist System (DOCS) (approved only through June 2008)
    - High Scope Child Observation Record (preschool and infant/toddler versions)
    - Creative Curriculum Developmental Continuum Assessment (preschool and infant/toddler versions)
    - Work Sampling System (preschool) and the Ounce Scale (infant/toddler)
- One member from the child's IEP implementation team and the child's family will use the data from an approved child outcome measurement tool and other pertinent information to make a determination of the child's performance level. The child's performance will be scored using the 7–point Child Outcome Summary Form (COSF) developed by the Early Childhood

Outcome Center. Pennsylvania is adopting the 7-point scale as published by the ECO Center.

- The child's entry data and exit data will be entered into the existing ECAP database. The ECAP database will calculate the amount of child progress using the process designed by the ECO center. Pennsylvania will be adopting the ECO Center definition for "comparable to same-aged peers", a child who has been scored at 6 or 7 on the COSF. Pennsylvania will be able to present progress data on the children in the new entry sample using the 5 OSEP measurement criteria for the APR due in February 2009.

Baseline Entry Data for FFY 2005 (2005-2006)

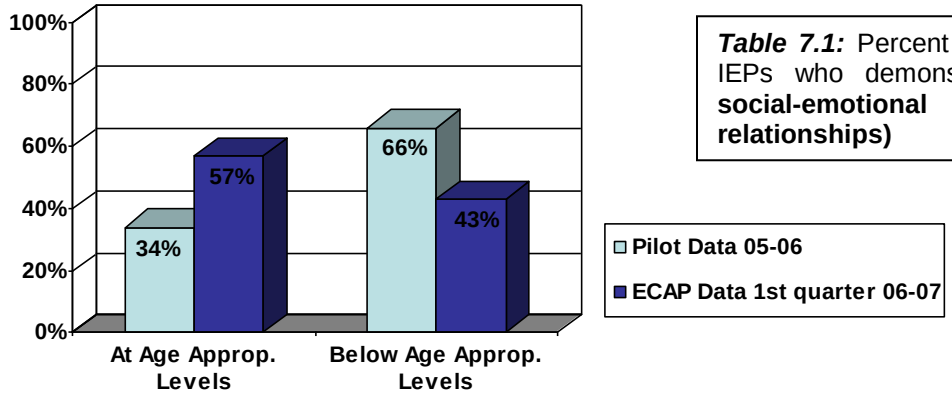


Table 7.1: Percent of preschool children with IEPs who demonstrate **improved positive social-emotional skills (including social relationships)**

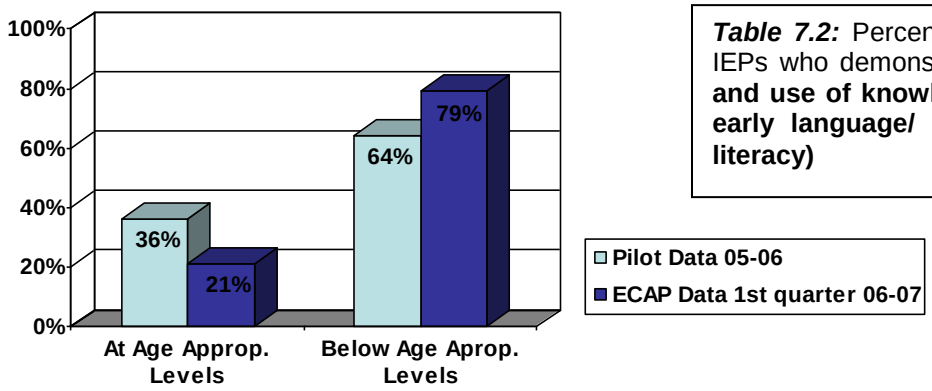


Table 7.2: Percent of preschool children with IEPs who demonstrate **improved acquisition and use of knowledge and skills (including early language/ communication and early literacy)**

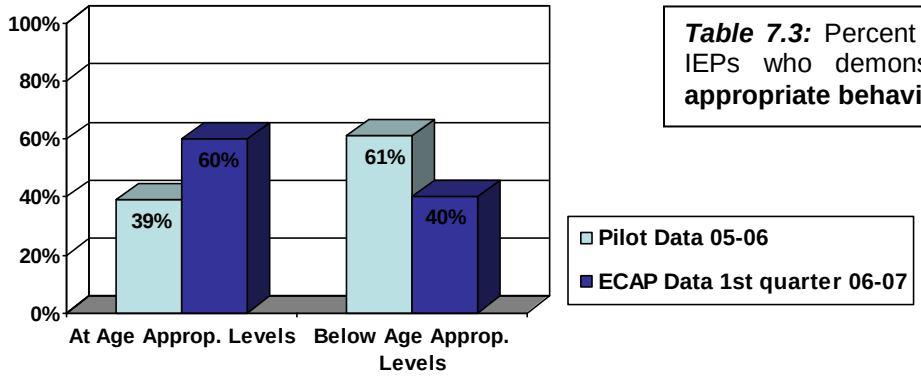


Table 7.3: Percent of preschool children with IEPs who demonstrate **improved use of appropriate behaviors to meet their needs**

Discussion of Baseline Entry Data

As part of a larger research project on child outcomes, the pilot data in Tables 7.1, 7.2, and 7.3 are based on a randomized sample of 175 children from six different preschool early intervention programs in Pennsylvania. All children in the sample entered the early intervention program in 2005-2006. The sample included 118 males (67.4%) and 56 females (32%). Gender was not reported for one child.

The entry data for each child was gathered through the review of child records, in particular, the review of data from the child's initial eligibility evaluation at entry to the early intervention program. Scores in each of the five developmental domains from the initial multidisciplinary evaluation were mapped back to the three OSEP child outcome indicators. Scores from the initial MDE were also mapped to the COSF 7 point scale.

The pilot data is nearly identical across each of the three outcome indicators. Each indicator shows approximately 40% (range 34%-39%) of the sample being categorized as "at age-appropriate" levels and 60% (range 61%-66%) of the sample being categorized as "below age-appropriate" levels. The uniformity of the entry data does not reflect the typical range of skills and abilities noted in the preschool early intervention population. Since the sample was selected using procedures to ensure randomization, it appears that the entry data may not be as accurate as expected. During the pilot data-gathering process, several concerns were noted in the entry data that impact on its accuracy. These concerns included:

- While evaluation reports where found in the central child records, the test protocols (the actual form that was used to score the evaluation) were not typically found in central records. When possible, the researchers used the test protocols as their main source of data.

- When test protocols were not available or evaluation reports did not include specific test or subtest scores in each developmental area, researchers assumed that the child was typically developing. In these instances, the child's entry data was scored either a 6 or 7 on the COSF, resulting in more children being identified as "at age appropriate" levels than may have been warranted.

In order to verify the accuracy of the pilot data, ECAP data from the first quarter of 2006-2007 (July, August and September 2006) was analyzed. This data was gathered using a

procedure that rectified the data collection concerns identified in the pilot process and ensures more accurate and representative entry data.

The first quarter 2006-07 data was collected using the Early Childhood Accountability In Pennsylvania (ECAP) process, detailed previously in this Indicator. This sample includes entry data from 733 preschool children from 42% of the preschool early intervention programs. Some of the highlights of the ECAP data collection process include:

- data were collected statewide on all children entering the early intervention program;
- a standard set of evaluation tools were used to gather the child outcome data; and
- the child's family and intervention team were responsible for making the determination of the child's skills in each of the child outcome indicators.

The first quarter ECAP data shows different trends across 2 of the 3 outcome indicators when compared to the pilot data. In the outcome on positive social relationships, the ECAP data shows more children performing at age-appropriate levels (57%) than below age-appropriate levels. The ECAP data on the outcome related to appropriate behaviors to meet needs shows 60% of the children performed at age appropriate levels. These trends are opposite that noted in the pilot data. On the child outcome related to the acquisition and use of knowledge and skills, 79% of the children in the ECAP sample performed below age appropriate levels. The ECAP data on this indicator is similar to the pilot data.

Baseline Data for FFY 2004 (2004-2005)

Not Applicable

Discussion of Baseline Data

Not Applicable

Improvement Activities/Timelines/Resources

Although Improvement Activities are not required in this submission, the activities in this section were designed to enhance data collection and are described in that context. When implemented, they will assist Pennsylvania to design Improvement Activities based on child progress data, which will be submitted with the February 1, 2008 SPP/APR.

The Departments of Education and Public Welfare submitted a joint application to OSEP and were awarded a General Supervision Enhancement Grant (GSEG) focused on development of a common early childhood accountability system for all infants, toddlers and preschoolers in early intervention and early childhood programs in Pennsylvania. This system is called Early Childhood Accountability in Pennsylvania (ECAP). The improvement activities identified below are focused on the common goals of the GSEG and this APR/SPP Indicator and are carried out by staff from Early Intervention Technical Assistance.

(1) Pennsylvania will redesign all data collection forms and directions, and continue to develop responses to Frequently Asked Questions (FAQs) related to the new ECAP process. The forms and directions will be piloted with a small group of stakeholders to ensure that the materials are explicit and understandable. A group of staff from PDE and DPW will be convened to develop and respond to all FAQs so that there is a consistent response from both the infant/toddler and preschool early intervention systems

Timeline and resources: Materials will be redesigned by staff from Early Intervention Technical Assistance (EITA), the statewide training system for both Parts C and B preschool in Pennsylvania, and staff from PDE and DPW, by December 2006.

(2) Pennsylvania will redesign all training and informational materials used for introducing ECAP statewide. This include materials for:

- early intervention providers who had been to the initial ECAP training;
- early intervention providers who have not yet attended ECAP training, and
- parents and other general audiences.

Timeline and resources: Training materials will be developed by staff from EITA by March 2007.

(3) The ECAP database will be redesigned to accommodate the use of the COSF for both entry and exit data. Reporting formats will also be redefined to accommodate the new OSEP measurement criteria. In addition, those early intervention providers who had entered data into the existing system will be interviewed to determine enhancements that may be needed to increase the efficiency of the data entry process. Several early intervention programs will be selected to test the database prior to statewide roll out.

Timeline and resources: Interviews to be conducted from October – December 2006, with redesign to be completed by March 2007.

(4) Training will be provided to all early intervention staff that has not been to the initial ECAP training on: (a) The OSEP child outcomes indicators; (b) The ECAP process in Pennsylvania; (c) COSF; and (d) procedures for entering exit and entry data into the ECAP database.

Timeline and resources: Training will be provided by EITA staff from April - June 2007.

(5) For those early intervention staff who attended the initial ECAP training (approximately 1,800) training will be provided only on new procedures related to the COSF and the updates to the ECAP database. Training will be available in both face-to-face and web-based versions.

Timeline and resources: Training will be provided by EITA staff from April - June 2007.

(6) Training on the approved child outcome measurement tools will be provided statewide to MAWA early intervention program leadership staff. The goal of these trainings is to help early intervention programs identify the most appropriate measurement tool for their program by providing information on:

- best practices in assessing children's progress;
- an overview of each of the child outcome measurement tools (Creative Curriculum for Preschool, Work Sampling, and High Scope COR for preschoolers); and
- strategies for choosing a child outcome measurement tool.

Timeline and resources: Training will be provided by EITA staff in February and March 2007.

(7) Training of Trainers will be provided to EITA staff on each of the approved child outcome measurement tools. Training of trainer's sessions will also be available to county early intervention program staff who have made decisions about the child outcome measurement tool they will be using in 2008 and technical assistance staff who support child care programs in Pennsylvania.

Timeline and resources: Training, provided by staff from the publishers of each of the approved measurement tools, will be offered in February and March 2007.

February 2008 Update of Indicator 7

Overview of the State Performance Plan Development

This information can be found in the Overview of the State Performance Plan Development section located at the beginning of this document.

Overview of Issue/Description of System or Process

In Pennsylvania, the Part B preschool program is operated jointly by the Pennsylvania Department of Education and the Department of Public Welfare through the Office of Child Development and Early Learning (OCDEL). OCDEL has developed a common process for measuring progress on child outcomes for infants, toddlers and preschool children in early intervention. The following plan provides details on how OCDEL will gather child outcome data in order to report to OSEP through the APR/SPP process.

1. Process for Gathering Entry Data

The process for gathering and reporting entry data to be reported in this SPP was approved by OSEP on March 13, 2006. Details of the collection and analysis of the entry data on child outcomes is presented here as a reminder of the process previously described and approved. While minor updates have been made to the entry data collection process (e.g., finalization of approved child measurement tools) no changes have been made to the general process for collection of entry data described in the December 2005 SPP.

Entry data will be based on a sample of eligible preschoolers who entered the early intervention program in 2005-2006. The sampling plan will use a stratified random sampling of eligible children who have been enrolled in the Part C and Part B Preschool early intervention programs for at least six months. Stratification of the sample will ensure representation based on age and gender. The entry data includes 175 preschool children, 118 males (67.4%) and 56 females (32%). Gender was not reported for one child.

The entry data has been derived from a larger child outcome research study conducted by both PDE and DPW through researchers at the University of Pittsburgh. The study evaluated child outcome data from a representative sample of infants, toddlers and preschoolers in six different geographic areas, including both rural and urban populations. The entry status data point was based on information gathered at the initial evaluation for eligibility to the Part C or Part B Preschool early intervention program.

Using a statistical process based on the actual scores of child assessment tools, the entry data will be matched to the 7 point Child Outcome Summary Form (COSF) developed by the Early Childhood Outcome Center. Pennsylvania will define "comparable to same aged peers" as a score of 6 or 7 on the COSF. This recoding of the data will allow Pennsylvania to use this data to determine child progress at exit, to be reported in the APR/SPP due February 2008.

2. Process for Gathering Progress Data

Pennsylvania's process for collecting progress data was described in the SPP submitted in February 2007 and was approved by OSEP.

Using the sample of children from the entry data, preschool children who exited in 2005-2006 or 2006-2007 after receiving at least 6 months of consecutive services were included in the progress data collection. As preschool children from the sample exited the early intervention program, the child's IEP team completed the 7 point Child Outcome Summary Form (COSF). The COSF was completed within 60 days of the child's exit from early intervention using existing data sources. All entry and exit data will be entered into a statewide database for analysis and reporting to OSEP in the APR/SPP due 2008.

3. Plan for Gathering Entry Data and Progress Data to be Reported in the APR due February 2009

The changes to the OSEP measurement criteria, announced in August 2006, necessitated several changes to the ECAP system. Accordingly, Pennsylvania's new plan for collecting child outcome data will include procedures that will generate new entry data using the Child Outcome Summary Form (COSF) starting with children entering early intervention on or after July 1, 2007 and progress data using the COSF on those children who entered after July 1, 2007, received 6 months of consecutive services, and exited early intervention before June 30, 2008.

The entry data will be gathered according to the following procedures:

- The data collection procedures for measuring child outcomes described below were developed jointly by both the infant/toddler and preschool early

intervention systems in Pennsylvania. Both programs will implement the same system, attend the same training opportunities, and use the same database.

- All preschoolers who enter the early intervention system on or after July 1, 2007 will have entry data collected. Entry data will be collected within 60 days of the determination of the child's eligibility for the early intervention program.
- All preschoolers who have had at least 6 months of consecutive service and are exiting the early intervention system on or after January 1, 2009 for the following reasons will have exit data collected. The exit data point for each child will be gathered no more than 60 days prior to the child's exit from the early intervention program. The reasons for exiting the early intervention system include:
    - no longer eligible for early intervention because the child no longer meets eligibility criteria;
    - anticipated move out-of-state;
    - transitioned to the school-age program; or
    - reached their 6th birthday and still in Part B Preschool early intervention.
- Standard information on the child's performance will be gathered through the use of a list of approved child outcome measurement tools. The list of approved tools is below.
    - Battelle Developmental Inventory (BDI or BDI II)
    - Developmental Assessment of Young Children (DAYC)
    - Hawaii Early Learning Profile (HELP)
    - High Scope Child Observation Record (preschool and infant/toddler versions)
    - Learning Accomplishment Profile (LAP-3) and the Early Learning Accomplishment Profile (ELAP)
    - Developmental Observation Checklist System (DOCS)
    - Creative Curriculum Developmental Continuum Assessment (preschool and infant/toddler versions)
    - Work Sampling System/Ounce

- One member from the child's IEP implementation team and the child's family will use the data from an approved child outcome measurement tool and other pertinent information to make a determination of the child's performance level. The child's performance will be scored using the 7–point Child Outcome Summary Form (COSF) developed by the Early Childhood Outcome Center. Pennsylvania is adopting the 7-point scale as published by the ECO Center.

- The child's entry data and exit data will be entered into the existing ECAP database. The ECAP database will calculate the amount of child progress using the process designed by the ECO center. Pennsylvania will be adopting the ECO Center definition for "comparable to same-aged peers", a child who has been scored at 6 or 7 on the COSF. Pennsylvania will be able to present progress data on the children in the new entry sample using the 5 OSEP measurement criteria for the APR due in February 2009.

4. Plan for Gathering Entry Data and Progress Data to be Reported in the APR due February 2010

In order to increase the reliability of the child outcome data, the list of approved assessment tools will be narrowed to one tool, *The Work Sampling System* (WSS), for all preschool early intervention programs by July 1, 2009. The process to transition from the use of several child assessment tools to WSS Sampling is described below.

- By July 1, 2008, all preschool early intervention programs must switch to WSS for child outcome data collection unless they are using the High Scope COR or Creative Curriculum Developmental Continuums. Programs using the COR or the Continuum may choose to use the WSS or add it to their child outcome assessment process but the change is not required this year.

- By July 1, 2009, all preschool early intervention programs will be required to use the WSS for child outcome data collection

Because of the use of a single child outcome measurement tool, it will no longer be necessary to use the COSF as an interim scale to aid in the comparison of data from multiple assessment tools. The child outcome database will be adjusted to gather child data on the specific items from the WSS. This data will be directly translated into OSEP's measurement criteria.

Starting in July 2009, an additional point of child outcome data will be collected annually on all preschool children enrolled in early intervention program. The data will be collected as part of the annual IEP update. While this data will not be reported as part of the APR/SPP requirements, it will serve as a quality management tool for Pennsylvania.

Progress Data for FFY 2006 (2006-2007)

Table 7.4
Demonstrated Outcomes for Preschool Children
Across Each of the OSEP Measurement Criteria and Child Outcome Indicators

Indicators	*Positive Social Emotional Skills (including social relationships)*		*Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)*		*Use of Appropriate Behaviors to Meet Needs*	
Measurement	***Number***	***Percent***	***Number***	***Percent***	***Number***	***Percent***
A- Children who did not improve functioning	0	0	0	0	1	2
B – Children who improved functioning but not sufficient to move nearer to functioning comparable to same aged peers	9	16	17	30	9	16
C – Children who improved functioning to a level nearer to same aged peers but did not reach it	20	35	16	28	10	17
D- Children who improved functioning to reach a level comparable to same aged peers	15	26	11	19	21	37
E – Children who maintained functioning at a level comparable to same aged peers.	13	23	13	23	16	28
Total	**57**	**100**	**57**	**100**	**57**	**100**

Discussion of Progress Data

In 2005-2006, entry data was gathered on a stratified random sampling of eligible children who had been in the preschool early intervention program for at least six months. The entry data sample included 175 preschool children. Sixty-three preschool children from the entry data sample (36%) exited the early intervention program in either 2005-2006 or 2006-2007. Child Outcome Summary Forms with usable data were collected on 57 (90%) of the exiting preschool children. No data was available for 6 children (10%) due to data collection errors (e.g., use of an incorrect data collection form, incomplete data, etc.)

With the exception of one child on one indicator, all preschool children in the sample made progress toward or maintained their functioning at age-appropriate levels on all three child outcome indicators. From Table 7.4, one can see that on the Positive Social Emotional Skills outcome, 84% of the preschool children maintained, reached or are on a trajectory to reach functioning comparable to same-aged peers. Seventy percent (70%) of the preschool children maintained, reached or are on a trajectory to reach functioning comparable to same-aged peers for the Acquisition and Use of Knowledge and Skills outcome and 82% of the preschool children maintained, reached or are on a trajectory to reach functioning comparable to same-aged peers for the Use of Appropriate Behaviors outcome indicator.

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	Measurable and rigorous targets will be provided in the SPP/APR due February 1, 2010
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	

Improvement Activities/Timelines/Resources

The improvement activities, timelines and resources to support the child outcome data collection process were provided to OSEP with Pennsylvania's SPP updated in February 2007. All improvement activities were approved by OSEP in the letter dated June 15, 2007.

Additional improvement activities, designed to collect, maintain, and review the child outcome data on an ongoing basis are below.

(8) Modification and enhancements will continue to be made to the ECAP database in order to improve the ease in collecting entry and exit data and to reduce the number of errors in data collection. Reporting features will also be enhanced as needed.

Timeline and resources: Ongoing through 2010.

(9) Training on the ECAP procedures will be offered statewide through and online course and local training/technical assistance. The training will include information on (a) The OSEP child outcomes indicators; (b) The ECAP process in Pennsylvania; and (c) procedures for entering exit and entry data into the ECAP database.

Timeline and resources: Online course to be available by June 2008, local training provided on an ongoing basis through 2010.

(10) Statewide Implementation Institutes and one-day training sessions on Work Sampling System and The Ounce Scale will be provided statewide to early intervention staff. The training will focus on ensuring that early intervention staffs are implementing the child outcome measurement tools with fidelity.

Timeline and resources: Statewide training from October 2007 to July 2008.

(11) Local technical assistance, including onsite consultation and mentoring, will be provided on the (Work Sampling System and Ounce Scale. Training will be provided as identified through local needs assessments and training and technical assistance plans.

Timeline and resources: Ongoing through 2010.

February 2009 Update of Indicator 7

Overview of the State Performance Plan Development

This information can be found in the Overview of the State Performance Plan Development section located at the beginning of this document.

Overview of Issue/Description of System or Process

The procedures and timelines for collecting entry and exit child outcome data that were described in the February 2008 update to this indicator are still in place. All preschool Early Intervention programs will phase-in the use the Work Sampling System Online for collecting data starting in January 2009. All Preschool Early Intervention programs will be using the Work Sampling System Online by July 1, 2009.

Progress Data for FFY 2007 (2007-2008)

Table 7.5 (FFY 2007 data)
Demonstrated Outcomes for Preschool Children
Across Each of the OSEP Measurement Criteria and Child Outcome Indicators

Indicators	*Positive Social Emotional Skills (including social relationships)*		*Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)*		*Use of Appropriate Behaviors to Meet Needs*	
Measurement	***Number***	***Percent***	***Number***	***Percent***	***Number***	***Percent***
A- Children who did not improve functioning	19	1	12	1	16	1
B – Children who improved functioning but not sufficient to move nearer to functioning comparable to same aged peers	390	24	430	26	353	21
C – Children who improved functioning to a level nearer to same aged peers but did not reach it	371	22	467	28	390	23
D- Children who improved functioning to reach a level comparable to same aged peers	377	23	444	26	392	24
E – Children who maintained functioning at a level comparable to same aged peers.	498	30	319	19	510	31
Total	**1,655**	**100**	**1,672**	**100**	**1,661**	**100**

Discussion of Progress Data

The data shown in Table 7.5 (FFY 2007 data) is based on 1,672 children who entered the Preschool Early Intervention program on/after July 1, 2007 and then exited the program prior to July 1, 2008, after a minimum of 6 months of service. Therefore, this data represents preschoolers who received a maximum of one year of Early Intervention services and a minimum of six months of Early Intervention services. These data represent children who were able to enter the Early Intervention program and meet their goals and/or no longer eligible within a year. Other children included in the data include those who left the Early Intervention program due to a move out of state.

Incomplete data was available for 17 (1%) children in the social-emotional skills indicator and 11 (0.6%) children in the indicator on the use of appropriate behaviors to meet needs due to data collection errors (e.g., use of an incorrect data collection form, incomplete data, etc.).

Almost all preschoolers in the sample made progress or maintained their functioning at age-appropriate levels on all three child outcome indicators. On the Positive Social Emotional Skills outcome, 75% of the preschoolers maintained, reached or are on a trajectory to reach functioning comparable to same-aged peers. Seventy-three percent (73%) of the preschoolers maintained, reached or are on a trajectory to reach functioning comparable to same-aged peers for the Acquisition and Use of Knowledge and Skills outcome and 78% of the preschoolers maintained, reached or are on a trajectory to reach functioning comparable to same-aged peers for the Use of Appropriate Behaviors outcome indicator.

The entry and exit data from Pennsylvania's Preschool Early Intervention programs was gathered using one of targeted assessment tools from a list of 8. Data from this assessment tool was used to generate a 1- 7 score on the Early Childhood Outcomes Center's Child Outcomes Summary Form (COSF). Pennsylvania is defining "comparable to same age-peers" as a child who has scored either a 6 or 7 on the COSF. A comparison of the child's scores from entry to exit was used to generate Table 7.5 (FFY 2007).

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	Measurable and rigorous targets will be provided in the SPP/APR due February 1, 2010.
2009 (2009-2010)	
2010 (2010-2011)	

Improvement Activities/Timelines/Resources

The improvement activities, timelines and resources to support the child outcome data collection process were provided to OSEP with Pennsylvania's SPP updated in February 2007. All improvement activities were approved by OSEP in the letter dated June 15, 2007.

No updates are needed to improvement activities at this time.

February 2009 Update of Improvement Activities/Timelines/Resources

(12) Training of Trainers will be provided to Early Intervention Technical Assistance staff on each of the Work Sampling Scale, both paper and online versions. The training will be provided by staff from the publishers of the Work Sampling Scale.

Timelines and resources: Training to be offered in September and December 2008.

(13) Training on the Work Sample Scale will be provided statewide to preschool Early Intervention program leadership and direct provider staff. The goal of these trainings is to help Early Intervention programs to effectively use the Work Sampling Scale to collect child outcome data, use the Work Sampling Scale Online system for data entry and monitoring of child progress.

Timelines and resources: Training to be offered locally throughout 2008-2010.

February 2010 Overview of Issue/Description of System or Process

Information in the SPP submitted in February 2009 remains current.

Progress Data for Preschool Children Exiting FFY 2008 (2008-2009)

A. Positive social-emotional skills (including social relationships):	**Number of children**	**% of children**
a. Percent of children who did not improve functioning	**34**	**1.1%**
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	**604**	**20.1%**
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	**713**	**23.7%**
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	**833**	**27.7%**
e. Percent of children who maintained functioning at a level comparable to same-aged peers	**821**	**27.3%**
Total	**N=3005**	**100%**

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	**Number of children**	**% of children**
a. Percent of children who did not improve functioning	**32**	**1.1%**
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	**658**	**21.7%**
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	**914**	**30.1%**
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	**939**	**30.9%**
e. Percent of children who maintained functioning at a level comparable to same-aged peers	**495**	**16.3%**
Total	**N=3038**	**100%**

C. Use of appropriate behaviors to meet their needs:	**Number of children**	**% of children**
a. Percent of children who did not improve functioning	**45**	**1.5%**
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	**583**	**19.3%**
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	**674**	**22.4%**
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	**850**	**28.2%**
e. Percent of children who maintained functioning at a level comparable to same-aged peers	**861**	**28.6%**
Total	**N=3013**	**100%**

Baseline Data for Preschool Children Exiting FFY 2008 (2008-2009)

Summary Statements	% of children
Outcome A: Positive social-emotional skills (including social relationships)	
(20) Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they **turned 6 years of age** or exited the program	**70.8%**
(21) The percent of children who were functioning within age expectations in Outcome A by the time they **turned 6 years of age** or exited the program	**55.0%**
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)	
1. Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they **turned 6 years of age** or exited the program	**72.9%**
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program	**47.2%**

Outcome C: Use of appropriate behaviors to meet their needs	
1. Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they **turned 6 years of age** or exited the program	**70.8%**
2. The percent of children who were functioning within age expectations in Outcome C by the time they **turned 6 years of age** or exited the program	**56.8%**

Discussion of Baseline Data:

Baseline data is derived from the data of 3,038 children who entered Preschool Early Intervention starting July 1, 2007 and who exited the program in FFY 2008 (2008-2009). The children must have completed at least six months of Early Intervention Services for exit data to be collected and they could have received up to 24 months of Early Intervention Services. Incomplete data forms for some children did lead to a few missing data elements.

A similar pattern can be found in the data across the three outcomes. For summary statement 1 for all three outcomes, *of children who entered the program below age expectations and substantially increased their rate of growth by the time they exited,* the percentages were in the low 70%'s with a small range (70.8% to 72.9%). For summary statement 2 for all three outcomes, *of children who were functioning within age expectations*

by the time they exited, percentages ranged in the high 40%'s to mid 50%'s with a slightly higher range than found in summary statement 1 (47.2% to 56.8%).

For Outcome A, Positive social-emotional skills (including social relationships), data was available from 3,005 children in the Preschool Early Intervention program. The percentage of children who entered the program below age expectations and substantially increased their rate of growth by the time they exited was 70.8%. For summary statement B, the percent of children who were functioning within age expectations by the time they exited, was 55.0%.

For Outcome B, Acquisition and use of knowledge and skills (including early language/communication and early literacy), data was available from 3,038 children in the Preschool Early Intervention program. The percentage of children who entered the program below age expectations and substantially increased their rate of growth by the time they exited was 72.9%. For summary statement B, the percent of children who were functioning within age expectations by the time they exited, were 47.2%.

For Outcome C, Use of appropriate behaviors to meet their needs, data was available from 3,013 children in the Preschool Early Intervention Program. The percentage of children who entered the program below age expectations and substantially increased their rate of growth by the time they exited was 70.8%. For summary statement B, the percent of children who were functioning within age expectations by the time they exited, were 56.8%.

Over the course of the three years Pennsylvania has been collecting progress data, the number of children included in the counts has increased significantly from 57 children in FFY 2006 to 3,038 children in FFY 2008. In addition, the time spent in service for the children in the data set is just beginning to increase. In FFY 2006 and FFY 2007, children were only in service for 6 months to 1 year. As opposed to the children in the counts for FFY 2008, these children could have been in service for only 6 months but also up to 24 months. Therefore the data set does not include children who stay in EI for longer periods of time and therefore do not include children with more significant disabilities. The variances in the amount of time children are in service and also the total number of children within the data set results in baseline data that is only a very rough predictor of performance. For this reason, Pennsylvania has decided to maintain their baseline data as the target for 2010 and is establishing a .5% increase for each of the outcomes and summary statements for FFY 2012. Any necessary revisions to the target for this outcome will be reviewed with the FFY 2010 analysis of data.

Measureable and Rigorous Targets

Targets for Preschool Children Exiting in FFY 2009 thru FFY 2012 (2012-2013) and Reported in Feb 2011 thru Feb 2014

Summary Statements	Targets FFY 2009 (% of children)	Targets FFY 2010 (% of children)	Targets FFY 2011 (% of children)	Targets FFY 2012 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)				
(1) Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	**70.8%**	**71.3%**	**71.3%**	**71.3%**
(2) The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	**55.0%**	**55.5%**	**55.5%**	**55.5%**
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)				
1. Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	**72.9%**	**73.4%**	**73.4%**	**73.4%**
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	**47.2%**	**47.7%**	**47.7%**	**47.7%**
Outcome C: Use of appropriate behaviors to meet their needs				
1. Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	**70.8%**	**71.3%**	**71.3%**	**71.3%**
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	**56.8%**	**57.3%**	**57.3%**	**57.3%**

February 2010 Update of Improvement Activities/Timelines/Resources

Improvement Activities Related to Increasing the Quality of Child Outcome Data

(1) Pennsylvania will develop policies and procedures related to the use of Work Sampling System Online (WSO) and the ECO Report that is part of WSO. These policies and procedures will be used to ensure that child outcome data for all children in the Preschool Early Intervention Program are entered directly online and that the ECO Report uses the data from the online developmental checklist.

Timeline and Resources: policies and procedures will be developed and disseminated by December 2010.

(2) Pennsylvania will develop a data quality assurance process to monitor the child outcome data entered into WSO and the ECO Report. While many data error strategies will be incorporated directly into the data system (e.g., date of birth will be flagged if not entered in a particular format or if the child is over 6 years of age or under 3 years of age), additional monitoring procedures will be put into place to identify any other data errors. The data quality assurance process will not only ensure that data is entered according to timelines but that the data is of the highest quality. The monitoring system will be designed to look for common data entry errors, patterns of data entry due to misunderstanding of data entry procedures or duplicate data entries.

Timeline and Resources: Quality data assurance system will be in place by December 2009.

(3) Pennsylvania will develop training materials to provide Preschool Early Intervention providers with accurate and timely information on how to use the WSO. Materials will be developed both for face-to-face training sessions and online coursework.

Timeline and Resources: Training materials on WSO for face-to-face sessions will be developed by December 2009 and will be disseminated to training consultants from Early Intervention Technical Assistance (EITA). EITA consultants will provide ongoing training and technical assistance to Preschool Early Intervention programs on the use of WSO. Online training materials will be posted to the PaTTAN website by March 2010.

Improvement Activities Related Data Analysis

(4) Pennsylvania will develop a process to link the Early Intervention data system with the child outcome data found in the WSO data system. Linking these two data systems will ensure that Pennsylvania can further "mine" its data and use it to increase the effectiveness of Early Intervention services at both a local and statewide level.

Timeline and Resources: For Preschool Early Intervention Programs, the coordination of the two systems will begin in January 2010. All Preschool Early Intervention Programs will be in the Early Intervention data system by July 2011.

February 2011 Update of Improvement Activities/Timelines/Resources

Pennsylvania continues to review and refine the verification tool used to monitor Preschool Early Intervention programs. The tool is reviewed each year to ensure that areas being monitored are updated to reflect federal and state requirements and quality practice within the state. One of the components in the tool focuses on child outcome policies and procedures and accurate and timely reporting requirements.

Timeline and resources: Annually through FFY 2012.

February 2012 Update of Improvement Activities/Timelines/Resources

In FFY 2011, a reports data base was created to include information to measure program compliance in collecting outcome indicators. Future enhancements to be made throughout FFY 2011 include reporting accessible to the entire team to monitor data collection and timelines for collecting data.

February 2013 Update of Improvement Activities/Timelines/Resources

(5) A new policy announcement, clarifying the child outcome data collection and reporting procedures was development and disseminated. The announcement provided updated guidance.

Timeline and resources: Completed October 2012.

(6) Statewide training initiatives focused on evidence based practices designed to improve outcomes and progress on plan goals for preschool children will be implemented by Early Intervention Technical Assistance (EITA). Training will be available through onsite workshops, online courses and child team-based technical assistance. Topics will include: strategies for working with children with complex needs, positive behavior approaches, and linking early intervention to the early childhood standards.

Timeline and resources: EITA staff; ongoing through FFY 2012.

(7) Office of Child Development, Bureau of Early Intervention (BEIS) advisors and technical assistance consultants from EITA will provide focused onsite technical assistance to those early intervention programs that need additional support to ensure that children are making adequate progress. Early intervention programs will be identified through analysis of child progress data and verification visits. Technical assistance plans will be developed as needs are identified.

Timeline and resources: BEIS and EITA staff; ongoing through FFY 2012.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Measurement:
Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

NOTE TO THE READER ON THE FFY 2007 UPDATES: The text in this SPP submission includes both the entire content from the FFY 2005 SPP, and sections titled "Updates," which describe the changes made in the February 2007 submission and revisions to the process made in February 2009 submission. The updates for FFY 2007 submission can be found in this section.

Overview of Issue/Description of System or Process

For several years, as part of cyclical monitoring, BSE has collected feedback from parents regarding delivery of special education. This occurs both for school age and EI monitoring. During the on-site reviews, trained peer monitors (including parents who serve as peer monitors) contact and interview parents of those students who were selected for the student sample. Students are selected using a stratified random sample. Trained peer monitors conduct structured interviews using a standardized protocol.

Monitoring findings from school age programs:

As reported in the 2003 APR, in 2003-04**,** 477 parent interviews were conducted in 51 LEAs. Responses to key probes indicate that parents are participating in the development of their child's IEP at a high rate. In 2003-04, 96.4% of the parents interviewed responded that they participated or had an opportunity to participate in planning their child's program; 93.5% indicated that they have been asked to provide information for their child's evaluation or reevaluation; 88.8% indicated that the IEP was developed at the IEP meeting. In 2004-05, the number of parent interviews increased dramatically (from 477 to 1192) and for each of these questions, the rate of positive response improved (to 96.7, 94.3, and 93.2% respectively). This positive response rate is consistent with file reviews that show that 95% of IEPs reviewed had a parent signature indicating their participation. In any instance where a parent response raises a concern at the compliance level, other monitoring activity is triggered to verify whether the issue rises to either a non-compliance finding or an area of needed improvement.

Slight variations in the data (prior APR to this SPP) are to be expected and, while data are positive, they do not yet constitute a solid trend. However, in general, we believe the data indicate positive trends in parental involvement in their child's educational program.

Monitoring findings from EI programs:

Tables 8.1, 8.2 and 8.3 below are based on the 2004-05 BSE Compliance Monitoring, which includes a highly structured interview protocol administered by trained peer monitors. In 2004-05, 92 parent interviews were conducted in 8 MAWA agencies during the cyclical monitoring process. The tables below document the questions from the parent interviews, file reviews, and classroom site studies that measure parent involvement in their child's program. There are numerous opportunities for parents to be involved in the improvement of services for their children, such as active participation in the evaluation, sharing information at the IEP, reviewing progress reports and participating in trainings.

Since 1991, PDE has had a system for monitoring compliance and quality of the Part B 619 preschool programs. The monitoring system provides PDE with a process to collect and analyze data to identify trends and issues for corrective action. On an annual basis, BSE staff and a team of peer monitors conduct compliance and monitoring reviews for 6-8 MAWA agencies based on a 6-year cycle.

During the 2005-06 year, BSE staff will utilize a revised tool based on IDEIA requirements. The compliance monitoring team follows an established protocol when conducting the compliance review. The protocol includes a review of child files, quality classroom evaluations, and parent and teacher interviews. The BSE Chairperson conducts an extensive assessment of MAWA agency policies and procedures to ensure the MAWA agency is in compliance with state and federal regulations and is responsible for issuing the monitoring report.

Table 8.1
Preschool Parent Interview Data, 2004-05

Item	*Yes*	*No*	*Percent Yes*
13e. Has the MAWA Agency documented the provision of opportunities for assistance to parents and for joint training?	*8*	*0*	*100.0%*
128. CCS-PI: During my child's evaluation, I was asked to share what my child is able to do and what my child needs help to do.	*91*	*1*	*98.9%*
129. CCS-PI: During my child's evaluation, I was asked to share any language or cultural preferences that might be important to me.	*82*	*10*	*89.1%*
130. CCS-PI: During my child's evaluation, I was asked to share about my child's behavior in the home, school, or community.	*90*	*2*	*97.8%*
131. CCS-PI: During my child's evaluation, I was asked to share information about my child's physical condition and health.	*91*	*1*	*98.9%*
132. CCS-PI: During my child's evaluation, I was asked to share information about my concerns and priorities for my child.	*91*	*1*	*98.9%*
133. CCS-PI: Evaluation results were explained to me before the IEP was developed.	*88*	*4*	*95.7%*
135. CCS-PI: I participated or had an opportunity to participate in planning my child's education program.	*90*	*2*	*97.8%*
137. CCS-PI: I have opportunities to be involved in my child's program in ways that are important to me.	*89*	*3*	*96.7%*
138. CCS-PI: I receive information that helps me at home to teach my child the skills that he/she is learning in the classroom.	*84*	*8*	*91.3%*
139. CCS-PI: I receive reports about my child's progress.	*90*	*2*	*97.8%*
143. CCS-PI: I know I can talk with my child's teacher, service coordinator, and preschool supervisor if I have concerns about my child's program.	*91*	*1*	*98.9%*

Table 8.2
Preschool Parent Interview Data - Training, 2004-05

	Very Satisfied	*Mostly Satisfied*	*Somewhat Satisfied*	*Not Satisfied*	*Does Not Apply*
149. CCS-PI: I am satisfied with the MAWA Agency's training that I could attend that relates to my child's needs.	*37*	*18*	*7*	*0*	*30*

Table 8.3
Classroom Site Study (CSS), 2004-05

PARENT INVOLVEMENT: Does program encourage parent involvement, including activities parents can do with their child?	
Item	***Percent Yes***
156. CSS (Observe)	*100.0%*
157. CSS (Document)	*100.0%*
170. CSS (Interview)	*98.6%*

For the Classroom Site Study in 2004-05:

- 8 MAWA agencies were monitored.
- 92 successful parent interviews were completed; 10 unsuccessful parent interviews were attempted.
- 70 classroom site studies and teacher interviews were completed.

These data reflect results from a review of MAWA policies and procedures, item 13e, the parent interview portion of the file review, one of the 8 Classroom Site Study (CSS) components (Parent Involvement), and the teacher interview to assess articulation of how parents are encouraged to be involved in their child's program. Data indicate a high degree of parental involvement and satisfaction with their child's EI program. Responses to key probes from the interveiws and faciitated self assessment indicate that parents are participating in the development of their child's IEP at a high rate. Parent interviews revealed that 98.9% of parents interviewed indicated that they participated, or had an opportunity to participate, in planning their child's program. Finally, 96.7 % of the parents said they had opportunites to be involved in their child's program in ways that are important to them.

Note that Classroom Site Studies are conducted only for programs operated or contracted for by the MAWA agency. Typical early childhood programs including Head Start, regular preschools, and childcare settings where children are included are visited to ensure that the child's IEP is being implemented. However, the MAWA agency has no jurisdiction to change program and curricular structure of the private early childhood program or Head Start. Consequently, PDE does not conduct classroom monitoring observations on these programs.

Data Collection Activities for Baseline and Measurable Targets for FFY 2005 APR

(1) During the past two years, Pennsylvania's SEAP and the BSE have had discussions regarding the establishment of a large-scale consumer feedback mechanism. BSE has examined various state surveys being used to solicit parent input regarding special education programs. A decision has been made to proceed with final arrangements to use the NCSEAM surveys. BSE has contracted with Dr. Batya Elbaum to present an overview of the survey and process options to the SEAP at the November 2005 meeting. SEAP will be asked to provide feedback and advice to the BSE on the survey and plans for implementation. The survey will be rolled out at the March 2006 annual Special Education Conference, which is the major statewide meeting for stakeholders and professionals. Dr. Elbaum will also present at that meeting. The survey will be piloted in Pennsylvania between May and August 2006, and pilot data will be collected and available for the 2005 APR. Additional details and an implementation plan will be finalized in collaboration with NCSEAM from December 2005 through March 2006. Sampling procedures will comply fully with all requirements established by OSEP as well as research-accepted parameters.

(2) In 2005-06, the Pennsylvania BSE and the OCD will be piloting the national NCSEAM parent surveys for Part C and Part B preschool and school age. Specific to the Preschool NCSEAM parent survey, a work group from the SICC will review the survey and make recommendations for implementation in Pennsylvania, (e.g., how many and which questions will be used, how broad a sample, when the survey will be sent to families, etc.) Currently, the preschool version of the survey is not completed, but NCSEAM has agreed to allow Pennsylvania to use the pilot version. This survey will significantly increase the number of parents surveyed and will yield a greater amount of information on parent involvement that links to the OSEP family outcomes. Training will be provided to all MAWA Agency staff.

(3) For both EI and school age programs, BSE will continue to collect and analyze parent interview data from cyclical monitoring.

(4) In 2005, the BSE and the OCD submitted a proposal for a grant through the GSEG program to conduct a joint data collection and evaluation of child and family outcomes birth to five. The proposed GSEG will enhance Pennsylvania's current data collection systems, coordinate the development of a birth to five data collection system and provide for normative data through implementing data collection procedures at a sample of early childhood sites.

February 2007 Update of the Overview of Issue/Description of System or Process

As planned in the December 2005 SPP, in 2005-06 Pennsylvania implemented use of the National Center for Special Education Accountability Monitoring (NCSEAM) Survey for school age and the 619 preschool program. Copies of the surveys are included as Attachments 3 and 4. For school age, the 25 item "Schools' Efforts to Partner with Parents Scale" was used; for preschool, the 50 item "Preschool Special Education Partnership Efforts and Quality of Services Scale" was used. Pennsylvania worked in partnership with NCSEAM in developing the survey procedure. Dr. Batya Elbaum provided extensive technical assistance to the BSE concerning the design and operational requirements for the survey. She presented an overview of the survey to the SEAP in November 2005, and continued to create awareness among our stakeholders with an overview presentation at Pennsylvania's Annual Statewide Special Education Conference in March 2006. Pennsylvania's 2005-06 analysis of survey results was provided by Dr. William Fisher, Chief Science Officer of Avatar Measurement, an expert in analysis of the NCSEAM Parent Survey.

The data collection activities for determining 2005-06 baseline data presented in the 2005 SPP were implemented as described. In this initial year of the survey, for the school age population, 124 school districts representing urban, rural, and suburban school districts were randomly selected. (Pennsylvania has one school district with an average daily enrollment of over 50,000 students and, as required, it will be included in the statewide sample each year). From the 124 school districts, a universe of 74,031 students with disabilities was available. Using a SAS survey select procedure to produce a stratified random sample of students by disability, race, and grade, 4,000 families of school age students were identified to receive the survey. Seven hundred thirty six (736) valid responses were received, constituting an adequate sample size. A survey was sent to the families of all students in the EI preschool program. Four thousand, eight (4,008) valid responses were received, and were weighted to obtain 74 composite responses to be included as statistically representative of the overall group of EI parents.

The percents to be reported to OSEP for this Indicator are calculated as the percent of families whose measures are at or above a standard cutoff value. In these analyses, the standards applied were those recommended by a nationally representative stakeholder group convened by NCSEAM. This stakeholder group identified items that most closely represented the content of each of the Indicators and recommended the level of agreement that should be required on these items. For Part B Indicator 8, the recommended standard was operationalized as a measure of 600, since this is the calibration of the item chosen by the stakeholder group as the minimum amount of partnership effort that can reasonably be said to have met the terms of Indicator 8. Thus, the percent reported herein is the percent of families with measures on the Partnership Efforts scale that are at or above these levels. These standards are akin to other standards commonly found in education, such as the percent of eighth grade students found proficient in reading. To set the standard, the determination had to be made as to how far up the survey scale one would have to go before it could be said that a given school was satisfying the terms of Part B Indicator 8 in facilitating parent involvement as a means of improving services and results for children with disabilities. The national Stakeholders Focus Group unanimously agreed that schools are not effectively meeting the criteria of Indicator 8 unless they explain what options parents have if they disagree with a decision made by the school. This then became the standard against which performance was measured.

Baseline Data for FFY 2005 (2005-2006)

The standard set by the stakeholder group convened by NCSEAM is:

> ***A .95 likelihood of a response of "agree," "strongly agree" or "very strongly agree" with item 131 (BH5I21) on the NCSEAM Survey's Efforts Schools Make to Partner with Parents scale. The item reads as follows: "The school explains what options parents have if they disagree with a decision of the school."***

The results of the 2005-06 survey for Pennsylvania are reported in Table 8.4.

Table 8.4
Results of the 2005-06 Administration of the NCSEAM Parent Survey

Survey Group	*Percent at or above the Indicator 8 standard*	*Number of valid responses*	*SE of the mean*
Parents of Part B Preschool children	45%	4,008	0.8%
Parents of Part B School Age students	34%	736	1.7%
All Part B Parents (weighted mean)[4]	35%	810	1.7%
External Benchmark for All Part B[5]	17%	2,705	0.7%

Discussion of Baseline Data

While a weighted mean of 35% at or above the Indicator 8 standard for Part B is not satisfactory to Pennsylvania, it must be viewed within the overall context of how it compares to the NCSEAM pilot states (which at this time are the only available comparison data). Reduced to its simplest terms, using the statistical analysis provided by Dr. Fisher, the percentage of parents in Pennsylvania's survey who responded positively that schools explain what options parents have if they disagree with a decision of the school ("the standard") is more than double the percentage of parents who responded positively to the standard in the six pilot states.

While not a pure "statistical application" and taking into account only those parents that responded to the item (i.e. not accounting for missing cases or other non-valid responses), parents of school age students either "agree" (34.6%), "strongly agree" (14.5%), or "very strongly agree" (19.9%) that schools explain what options parents have if they disagree with a decision of the school. This is a total of 69% of the parents. For the preschool program,

[4] *The large sample of parents of preschool children (4,008) is disproportionately large relative to the sample of parents in school-age children (736), at a ratio of over 5 to 1. The overall mean is accordingly weighted to better represent the actual ratio of preschool to school age children served in Pennsylvania.*

[5] *6 US states, 2005 NCSEAM pilot study*

the results are even more positive. Parents either "agree" (35.1%), "strongly agree" (15.6%), or "very strongly agree" (30.1%) with this item, comprising a total of 80.8% of the preschool parents who responded.

In addition, to the NCSEAM Survey, the BSE has several years of data available from personal interviews conducted with parents as a component of the cyclical monitoring process for school age and early intervention. Data from these interviews have been reported in prior Annual Performance Reports as well as the December 2005 SPP. These data reveal high levels (consistently over 90%) of parent involvement in the essential processes of evaluating children and developing IEPs.

In cyclical monitoring, one of the interview questions for parents of school age students is very similar to the question in the NCSEAM Survey that serves as the standard. The NCSEAM Survey question is, "The school explains what options parents have if they disagree with a decision of the school." Response options are: "very strongly agree", "strongly agree", "agree", "disagree", "strongly disagree", or "very strongly disagree". The interview question used in cyclical monitoring is, "When I don't understand my child's educational rights, someone from the school takes the time to explain them to me." Response options are: "always", "most of the time", "rarely", "never", "don't know" or "does not apply". In 2005-06, 997 parents of school age children in 112 LEAs were interviewed and asked this question. Eighty-six percent responded positively (i.e., "always" or "most of the time"), and 7.1% responded negatively, (i.e., "rarely" or "never"). Almost as many parents (6.8%) responded that they "don't know" or that the item did not apply to them. In EI monitoring, the interview question most closely aligned to the NCSEAM survey question is, "I know I can talk with my child's teacher, service coordinator, and preschool supervisor if I have concerns about my child's program". The response options are, "yes", "no", or "non-applicable". Sixty four parents were interviewed, and 100% of them responded "yes" to this item.

Additional evaluation is warranted to study this significant variation in interview vs. survey data and the efficacy of using either, or both, to determine measurable and rigorous targets and effective improvement planning activities.

February 2009 Update of the Overview of Issue/Description of System/Process

From FFY 2005-2007, the Preschool Early Intervention preschool program has been implementing the NCSEAM Part B Preschool family survey. The Office of Child Development and Early Learning (OCDEL) in FFY 2006 began to investigate the feasibility in developing a standard, statewide family survey that could be used across all its early childhood programs, including Early intervention, Head Start, Pennsylvania Pre-K Counts programs, Childcare programs, etc. As part of the development of OCDEL's standard family survey, currently used surveys, including the NCSEAM preschool and infant/toddler versions, were analyzed. Components of the new OCDEL survey consist of a core group of questions that will be given to families in all of OCDEL early childhood programs. These questions are designed to elicit information on parent involvement in improving services and results for children. In addition, each program will have a set of questions that are asked only of the parents in their program. For preschool Early Intervention, their program-specific questions will be taken directly from the currently used NCSEAM tool. This will allow for continuity in analyzing family survey data across the years of the program. For reporting in the APR, the questions asked in previous years, will be the same questions asked of parents in subsequent years.

The procedures used for the OCDEL standard family survey will be consistent with the procedures used in past APR/SPPs for the preschool Early Intervention Program. These procedures include:

- Sending the survey to all parents enrolled in the preschool Early Intervention program (census);
- Sending the survey to all parents in June of each year;
- Continuing to use a 6 point Likert Scale with scores ranging from Very Strongly Disagree to Very Strongly Agree;
- Continuing to collect the demographic information used in previous APR/SPP family surveys; and
- Continuing to use a secure data system to collect and analyze data.

The new OCDEL family survey will be piloted in early 2009 with a representative sample of families enrolled in preschool Early Intervention. The results from the pilot survey will be analyzed, compared to past years data, and any changes to the tool will be made. The revised OCDEL family survey will be sent to all preschool Early Intervention programs in June 2009 and the data will be reported in February 2010.

Although the questions and the process used for the family survey are not changing, BEIS and BSE will be separating school-age and preschool targets to more effectively measure program performance. BEIS and BSE believe that by separating targets, both programs can better develop and implement effective improvement strategies. In addition, the process for analyzing the results of the survey will be modified. Raw data will be used to generate the percentages of agreement using the number of families who either “agreed”, “strongly agreed” or “very strongly agreed” with the indicator question. Using the alternate analysis allows for the analysis of Early Intervention programs to be consistent with the data analysis to be used for all early childhood programs, allows for a better understanding of the data, and provides a better representation of the information received through the survey.

An overview of the process for the family survey was reviewed with the Special Education Advisory Panel (SEAP) and the State Interagency Coordinating Council for Early Intervention (SICC), Pennsylvania’s advisory body for the birth through age 5 Early Intervention programs. Each group received a presentation that reviewed the proposed changes to the survey tool, reviewed the proposed changes in analysis of the data, reviewed the recalculated baseline data and reviewed the proposed targets for FFY 2008. After review and discussion with the SEAP and SICC, there were no further questions from the members and general agreement on the targets.

February 2009 Update of Baseline Data

Alternative Analysis of Baseline Data

Due to the changes mentioned above, revised targets for FFY 2008 through 2010 are being established. In order to establish new targets using the alternative analysis that will be utilized in 2008 through 2010, a new baseline for this indicator was developed. Baseline was established using the results of the family survey from the three previous years, FFY 2005, FFY 2006 and FFY 2007 and using the alternative analysis method on those results. Table 8.5 below shows those results.

Table 8.5
Previous APR Data Recalculated Using the Alternate Analysis to Serve as Baseline for Family Survey to be implemented in June 2009

Year	Percent of parents who "Agreed", "Strongly Agreed" or "Very Strongly Agreed"
FFY 2005 (2005-2006)	80.8
FFY 2006 (2006-2007)	81.3
FFY 2007 (2007-2008)	83.2

Target setting (2006): According to NCSEAM, setting a measurable and rigorous target for the State's performance on these Indicators involves determining (a) what amount of change indicates real improvement, and not just random variation owing to sampling error; and (b) what amount of change indicates meaningful improvement, that is, a change that is likely to improve services and results for children with disabilities. NCSEAM has developed a target calculator for states to determine the minimum increase in percent that would represent a statistically significant change in the positive direction. Pennsylvania used the NCSEAM target calculator along with stakeholder input in setting the targets for this Indicator. BSE presented NCSEAM's target calculation to SEAP. SEAP recommended that if using the NCSEAM survey, a reasonable yet rigorous target to achieve by the end of 2010-11 was that 38.8% or greater of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

FFY	Measurable and Rigorous Targets for FFY 2005 thru FFY 2007 (Preschool and School Age Combined)
2005 (2005-2006)	Not Applicable
2006 (2006-2007)	Using the NCSEAM Survey, the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 35.76%.
2007 (2007-2008)	Using the NCSEAM Survey, the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 36.52%.

FFY	Measurable and Rigorous Targets for FFY 2008 thru FFY 2010 (School Age only)
2008 (2008-2009)	Using the NCSEAM Survey, the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 37.28%.
2009 (2009-2010)	Using the NCSEAM Survey, the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 38.04%.
2010 (2010-2011)	Using the NCSEAM Survey, the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 38.80%.

FFY	Measurable and Rigorous Targets for FFY 2008 thru FFY 2012 (Preschool only)
2008 (2008-2009)	The percent of parents with a child receiving preschool special education services who report that preschool Early Intervention facilitated parent involvement as a means of improving services and results for children with disabilities will increase 84.2%.
2009 (2009-2010)	The percent of parents with a child receiving preschool special education services who report that preschool Early Intervention facilitated parent involvement as a means of improving services and results for children with disabilities will increase to maintain a level at or above 85.2%.
2010 (2010-2011)	The percent of parents with a child receiving preschool special education services who report that preschool Early Intervention facilitated parent involvement as a means of improving services and results for children with disabilities will increase to maintain a level at or above 86.2%.
2011 (2011-2012)	The percent of parents with a child receiving preschool special education services who report that preschool Early Intervention facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 87.2%.
2012 (2012-2013)	The percent of parents with a child receiving preschool special education services who report that preschool Early Intervention facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 88.2%.

Target setting (2009): The initial targets developed with stakeholder input for this indicator were based upon aggregated data for both preschool and school age parents of children with disabilities. The targets developed for the remaining three years are based solely upon the responses of parents of school age students. As reported in the February 2009 update of the SPP, new targets for the preschool early intervention programs were established beginning in FFY 2008, necessitating revision to school age targets.

According to NCSEAM, setting a measurable and rigorous target for the State's performance on these indicators involves determining (a) what amount of change indicates real improvement and not just random variation owing to sampling error; and (b) what amount of change indicates meaningful improvement, that is, a change that is likely to improve services and results for children with disabilities.

For school age, baseline data for FFY 2008 is 33.37%, which is an average of the three previous years. Pennsylvania's SEAP determined that a reasonable yet rigorous target to achieve by the end of 2010-11 was an annual increment of 0.76%, leading to a terminal target of 35.65% or greater of parents with a child receiving special education services reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Although a simple numerical comparison might suggest that the revised targets are less rigorous, the annual increment suggested by SEAP using the three year average is in fact more rigorous than those initially set.

FFY	Measurable and Rigorous Targets for FFY 2008 thru FFY 2010 (School Age only, revised February 2010)
2008 (2008-2009)	Using the NCSEAM Survey, the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 34.13%.
2009 (2009-2010)	Using the NCSEAM Survey, the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 34.89%.
2010 (2010-2011)	Using the NCSEAM Survey, the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 35.65%.

SEAP was consulted regarding current SPP targets and recommended extension of the current FFY 2010 terminal target of 35.65% for two additional years. The targets for FFY 2011 and FFY 2012 are shown below.

FFY	Measurable and Rigorous Targets for FFY 2011 and FFY 2012 (School Age only, revised February 2011)
2011 (2011-2012)	Using the NCSEAM Survey, the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will be 35.65%.
2012 (2012-2013)	Using the NCSEAM Survey, the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will be 35.65%.

Improvement Activities/Timelines/Resources

(1) The BSE will continue to collect parent interview data as a component of monitoring, and will analyze and compare variations in survey vs. interview data to determine the appropriate course for adjusting targets if indicated, and implementing improvement activities. One consideration is to add this survey to the cyclical monitoring process.

Timeline and resources: Ongoing consultation with SEAP, stakeholders, and NCSEAM in 2006-07.

(2) BSE will collaborate with NCSEAM and other states to determine effective practices for improving performance with this Indicator.

Timeline and resources: Ongoing consultation with NCSEAM in 2006-07.

(3) BSE will address the recommendations made by SEAP to prepare analyses of EI compared with school age data, and consider a variety of evaluation methodologies and measurement tools.

Timeline and resources: Analysis by BSE and NCSEAM in 2006-07; evaluation of survey methods in 2007-08.

(4) BSE will increase collaboration with PTIs regarding use of the NCSEAM survey and how data collected by PTIs compares with results of the NCSEAM survey.

Timeline and resources: Presentation at the 2007 Annual Statewide Special Education Conference by NCSEAM consultants and additional discussion with PTIs for use of parent surveys.

February 2008 Update of Improvement Activities/Timelines/Resources

An additional improvement activity is being included for 2008 survey administration and in subsequent years as indicated.

(5) BSE will refine over-sampling strategies to address under-represented populations.

Timelines and Resources: Consultation with Dr. Batya Elbaum regarding over-sampling strategies will occur on an ongoing basis. The Penn State Data Center will work in cooperation with the BSE to design the over-sampling parameters. Annual evaluation of this activity will occur throughout the remainder of the survey distribution.

February 2009 Update of Improvement Activities/Timelines/Resources *(Preschool only)*

(6) Office of Child Development and Early Learning Early Intervention staff will continue to monitor preschool Early Intervention programs to ensure that the families of preschoolers the families of preschoolers are informed of their rights and that the preschool Early Intervention program facilitates parent involvement as a means of improving services and results for children with disabilities.

Timeline: Annually though 2010

(7) On an annual basis Early Intervention staff from the Office of Child Development and Early Learning will review the family survey data for statewide, regional and county trends. Data will be presented to Early Intervention Leadership staff for discussion and review.

Timeline: data will be analyzed on an annual basis with leadership review in both March and November through 2010.

(8) *A Families Introduction to Early Intervention*, the Office of Child Development and Early Learning's statewide publication describing the Early Intervention program will be updated on an annual basis. Updated versions will be available on the web or in hard copy. Copies are disseminated to all new families upon entering the Early Intervention program.

Timeline: Updates to be completed by April of each year through 2010.

(9) The Office of Child Development and Early Learning will continue to fund and to coordinate activities with Parent to Parent of Pennsylvania. Representatives from Parent to Parent of Pennsylvania will present updated information to Early Intervention leadership staff at bi-annual meetings.

Timeline: Ongoing through 2010.

(10) The Office of Child Development and Early Learning will continue to fund and coordinate efforts with Temple University for *Competence & Confidence: Partnerships in Policymaking* (C2P2) training. This training is provided annually to parents of children with special needs, including those families with children in early intervention. Staff from the Office of Child Development and Early Learning and Early Intervention Technical Assistance supports the training through presentations.

Timeline: Ongoing through 2010.

(11) The OCDEL family survey will be sent to all families with eligible preschoolers in the Early Intervention program in 2009. Dissemination activities will focus on increasing the response rate and ensuring that the sample represents the total preschool Early Intervention population.

Timeline: Family survey will be disseminated in June 2009.

(12) On an ongoing basis, the State Interagency Coordinating Council's Continuous Quality Improvement Outcome Measures Subcommittee will review additional analyzes of the family outcome data to identify local, regional and statewide trends. The subcommittee will also advise the Office of Child Development and Early Learning of any recommended activities for improvement.

Timeline: Ongoing through 2010.

February 2009 Update of Improvement Activities/Timelines/Resources *(School Age only)*

A new improvement activity is being added for this Indicator.

(13) In the fall of 2008, Pennsylvania hosted a statewide videoconference presented by NCSEAM staff. The topic was "Improving Relationships and Results: Building Family School Partnerships." This collaborative training opportunity included personnel from Pennsylvania's Parent Training and Information (PTI) centers, Community Parent Resource Centers (CPRC), BSE and PaTTAN.

BSE has formed an Indicator 8 Workgroup comprised of PaTTAN parent consultants, PTI and CPRC directors, and ConsultLine consultants, supported by BSE and PaTTAN staff. The Workgroup evolved through collaboration with parent centers, and became a focus in the spring of 2008. The members of the Indicator 8 Workgroup have met on several occasions and are working collaboratively on professional development modules for families and LEAs and materials that will improve school-facilitated parent involvement.

Timelines and Resources: The Indicator 8 Workgroup will continue to meet on a regular basis, with plans to introduce Indicator 8 professional development materials at the annual PDE conference in April 2009. Along with printed materials, the group is developing a train-the-trainer series, expanding on the NCSEAM modules. This training will be delivered to LEAs by the 2009-10 school year.

February 2010 Update of Improvement Activities/Timelines/Resources

School Age Programs (Bureau of Special Education)

(14) The members of the BSE Indicator 8 Workgroup meet on a regular basis and continue to work collaboratively on professional development modules for families and LEAs and materials that will improve school-facilitated parent involvement. The Indicator 8 Workgroup will continue Phase I and Phase II resource development.

Phase II includes professional development modules for LEAs. Each module addresses one of the National PTA Standards for Family and Community Engagement including:

- welcoming all families into the school community,
- communicating effectively,
- supporting student success,
- speaking up for every child,
- shared decision-making, and
- collaborating with the community.

Each of the professional development modules addresses one of the standards listed above and includes self-reflection activities and hands-on practical experiences and action-planning.

Timelines and Resources: The BSE Indicator 8 Workgroup will continue resource development throughout FFY 2009, with the initial release of Phase II professional development modules to occur at the PDE conference in April 2010 and on-going trainings to begin in the summer of 2010.

Preschool Early Intervention Programs (Bureau of Early Intervention Services)

(15) BEIS staff will instruct local Preschool Early Intervention Program leadership that annual training of staff must emphasize the need to have on-going conversation with families on family satisfaction with Early Intervention services and what options are available if they disagree with a decision made by Early Intervention staff.

Timelines and Resources: BEIS staff through regional meetings with Preschool staff and at annual leadership meeting by April 2010.

(16) BEIS staff will review individual data for each of the local Preschool Early Intervention Programs. Programs where families have shown the most dissatisfaction with the item related to explaining what options parents have if they disagree with a decision made by Early Intervention staff will receive additional directives and technical assistance from BEIS staff on the development of improvement plans.

Timelines and Resources: BEIS staff by March 2010.

(17) BEIS staff will Increase communication to our local programs reminding them of the importance of the family survey for statewide and local program improvement efforts and elicit their assistance in encouraging families to fill out and return the survey. The following activities are designed to improve the statewide response rate:

- a sample of the survey and language that local Preschool Early Intervention Programs can use to communicate with families the importance of completing and returning the survey;
- local Preschool Early Intervention Programs will be instructed that during the survey period, contacts with families should include reminders to fill out and return the family survey;
- local Preschool Early Intervention Programs will reach out specifically to populations that in the past have been underrepresented in the survey results; and
- BEIS staff will increase communication before and during the survey time frame to local programs, as a reminder to communicate with families the importance of the survey.

Timeline and Resources: BEIS staff and local program staff will conduct activities May through July 2010.

(18) BEIS staff will analyze survey returns at the mid-point of the return period to determine if there are areas that are under-represented or have low response rate. If necessary, and if resources allow, we will implement a second wave of mailings to non-respondents.

Timeline and Resources: BEIS staff by July 2010.

(19) BEIS will improve the survey design and layout to make the survey more user friendly and to attract attention to the survey. In addition, BEIS staff will revamp our cover letter to identify program improvement efforts that have been implemented and/or are planned based upon previous results of the survey. A web based response feature will also be developed in addition to the paper survey.

Timeline and Resources: BEIS staff by May 2010.

February 2011 Update of Improvement Activities/Timelines/Resources

Per OSEP instructions, SPP targets and improvement activities have been extended in this SPP for an additional two years (2011-12 and 2012-13).

The following improvement activities have been added for this indicator:

School Age Programs (Bureau of Special Education)

(20) **Enhancing Parent Engagement: *The Indicator 8 Training Module Series***

The BSE, PaTTAN and stakeholders, including Pennsylvania's federally-funded parent centers, have developed a series of six independent training modules. The training modules address means by which schools can enhance the engagement of parents and family members of school-aged students with disabilities. During training, participants had the opportunity to review each of the six training modules. The training detailed how each module was designed for school-based teams to examine current practices, while developing improvement strategies to support meaningful and authentic parent engagement. Additionally, the training featured the evidence base inherent within the modules and the process by which participants could prioritize the use of the series modules with site-based teams. In total, 180 individuals participated in this event. During fall 2010, the Indicator 8 Workgroup

made revisions to the training module series based on the information obtained from the stakeholder feedback sessions. Roll-out training of the module series occurred in October 2010 at each of the three regional PaTTAN offices.

The Indicator 8 Training Module Series was presented at the 36th Annual Family Involvement Conference in October 2010. Participants were trained on the use of the module series and were given copies of the training materials on compact disc.

- The Indicator 8 Training Module Series on compact disc is being sent to all Pennsylvania school districts and charter schools.

  Timelines and Resources: This direct mailing from BSE/PaTTAN is scheduled for December 2010 through January 2011.

- Dr. Elbaum will co-present with members of the Indicator 8 Workgroup at the 2011 statewide conference. Participants in the session will be provided training on the use of the training module series and given copies of the material, including the training compact disc.

  Timelines and Resources: PaTTAN staff will coordinate this collaborative presentation at the annual PDE conference in January 2011.

- The BSE Indicator 8 Workgroup and PaTTAN staff will conduct a follow-up roll-out of the training module series at the three PaTTAN offices as well as at various downlink sites across the Commonwealth. Participants will be trained on the use of the module series and will be given copies of the training materials on compact disc.

  Timelines and Resources: BSE Indicator 8 Workgroup and PaTTAN; this follow-up training is scheduled for February, 2011.

- The BSE Indicator 8 Workgroup and PaTTAN staff are currently developing an Act 45 professional development course syllabus for administrators.

  Timelines and Resources: BSE Indicator 8 Workgroup and PaTTAN; the course syllabus will be submitted to PDE in the spring of 2011.

(21) With stakeholder input, BSE is exploring methods to directly involve parent support groups throughout the state to increase response rate. Pennsylvania will be consulting with Dr. Elbaum to investigate methods for making the parent survey more user-friendly and to link survey results with improvement activities at the local level.

Timelines and Resources: BSE Indicator 8 Workgroup and PaTTAN; 2010-11 school year and ongoing.

February 2012 Update of Improvement Activities/Timelines/Resources

The following improvement activities have been added for this indicator:

(22) **Enhancing Parent Engagement Training Series**

PaTTAN's parent engagement training team has designed several training opportunities for FFY 2011. A six-part training series for selected local education agencies will provide school teams the opportunity to examine current parent engagement practices and procedures and identify areas for growth and

improvement. The training series is designed to engage school leaders and their staff in the assessment, study and site-based advancement of research and evidence based findings supporting parent engagement strategies and practices aligned to the National PTA Standards for Family-School Partnerships.

The training series includes: a needs-based, differentiated course of study focused on one of six study modules; the establishment of smaller learning communities comprised of other LEAs who share similar site-based needs; school leaders and their staff working in their home school environment to advance both professional development opportunities for the school community and implementation of newly learned strategies to bolster parent engagement and on-site technical assistance from PaTTAN consultants between regional sessions.

Timelines and resources: PaTTAN parent engagement training team; the training series will begin in November, 2011.

(23) **Talking with Parents of Students with Disabilities**

A series of one hour webinars is planned for the 2011-2012 school year. The series is designed to assist local school leaders to address important topics with parents of students with disabilities. School leaders are encouraged to participate in the webinars to further their knowledge and understanding of special education topics.

Timelines and resources: PaTTAN parent engagement training team; the webinars will be held throughout FFY 2011.

February 2013 Update of Improvement Activities/Timelines/Resources

The following improvement activities have been added for this indicator:

Preschool Early Intervention Programs (Bureau of Early Intervention Services)

(24) A new online portal for Early Intervention has been developed to provide information, resources and a broad range of training initiatives in an on line learning format for professionals and families. The on-line portal includes publication and documents that will be useful to families in understanding EI in PA and important web links that families can utilize to gain information on training opportunities, EI information, quality early childhood practices and programs, and connections and support from other families.

Timelines and resources: Portal released in October 2012. Early Intervention Technical Assistance (EITA) will continue to expand the resources available on the portal through 2012-2013.

(25) BEIS will continue to expand and enhance relationships with our state Parent Training and Information Centers by assisting in efforts to develop additional training directed to families and share materials with families related to Early Intervention.

Timelines and resources: The Special Assistant on Family Engagement will work on this initiative throughout 2012-2013.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development

Monitoring Priority: Disproportionality

OSEP has clarified the Indicator and Measurement requirements for this indicator. Beginning with the February 2010 submission, the revised Indicator and Measurement requirements are:

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Based on its review of the 618 data for FFY 2008, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and underrepresentation) of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2008 reporting period, i.e., after June 30, 2009. If inappropriate identification is identified, report on corrective actions taken.

Content included in this SPP that predates February 2010 is maintained for reference.

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue/Description of System or Process

In Pennsylvania, approximately 256,000 students (14%) were identified with disabilities (based on the 2003-04 revised count of school aged children and excluding preschool). Table 9.1 demonstrates that proportions of students with disabilities by race/ethnicity the relative proportions of all students in the general population.

Table 9.1
Race/Ethnicity of Students with Disabilities
Compared to the Total Enrollment, 2003-04

Race/Ethnicity	*Percent of Total Enrollment*	*Percent of Special Education Population*
White (Not Hispanic)	76	77
Black/African American (not Hispanic)	16	15
Hispanic/Latino	5	5
Asian	2	2
American Indian or Alaskan Native	<1	<1

The BSE monitors disproportionality in identification during cyclical monitoring. This includes a review of the LEA's data regarding minority students with disabilities compared to the demographic distribution of minorities in that LEA. A significant discrepancy is suspected if the rate of identification is plus or minus 20% from the proportion in the general population of the LEA. In addition to data analysis, the LEA responds to six specific probes regarding racial/ethnic composition of the LEA, concerns about specific disability categories and any over- and under-representation, and policies and procedures for evaluating students. Monitoring data for 2004-05 indicate that 4 of 139 LEAs were cited for violations in this topical area. Corrective action was required, and will be monitored by the BSE until closure (see Indicator 15).

BSE has an effective system in place to identify disproportionality that occurs at the LEA level, including identification and correction of policies and procedures that result in inappropriate identification. There are very few findings of non-compliance relating to this Indicator. BSE will continue to monitor LEAs and ensure corrective action in a timely manner as required.

BSE will continue monitoring for disproportionality in cyclical monitoring and will require corrective action where policies and procedures cause the occurrence of inappropriate identification or placement practices based on race/ethnicity. This is on-going and requires staff resources of BSE and PaTTAN. BSE will continue to analyze data for each Annual Performance Report.

February 2007 Update of the Overview of Issue/Description of System or Process

Based on the 2005-06 December 1 child count of school aged children (excluding preschool), approximately 262,600 students (14%) were identified in Pennsylvania with disabilities. Table 9.2 demonstrates that the proportions of students with disabilities by race/ethnicity approximate the relative proportions of all students in the general population. However, the difference between the percent of Black/African American (not Hispanic) students receiving services from the percent of total enrollment is 1.4%. This same difference for students of Asian descent is approximately 1.5%.

Table 9.2
Race/Ethnicity of Students with Disabilities
Compared to the Total Enrollment, 2005-06

Race/Ethnicity	*Percent of Total Enrollment*	*Percent of Special Education Population*
White (Not Hispanic)	74.7	75.0
Black/African American (not Hispanic)	16.2	17.6
Hispanic/Latino	6.5	6.3
Asian	2.5	<1
American Indian or Alaskan Native	<1	<1

The BSE continues to monitor disproportionality in identification rates during cyclical monitoring. This includes a review of the LEA's data regarding minority students with disabilities compared to the demographic distribution of minorities in that LEA. A significant discrepancy is suspected if the rate of identification is plus or minus 20% from the proportion in the general population of the LEA. In addition to this first stage of data analysis, the LEA responds to six specific probes regarding its racial/ethnic composition, concerns about over- and under-representation of specific disability categories, and policies and procedures for evaluating students. Files of students are reviewed to determine if evaluation reports meet content requirements, including cultural considerations and information from the parents. Parents are interviewed regarding their input into the evaluation process for their child. Monitoring data for 2005-06 indicate that 4 of 112 LEAs were cited for violations in this area of requirement. Corrective action was required, and will be monitored by the BSE until closure.

February 2012 Update of the Overview of Issue/Description of System or Process

OSEP provided technical assistance to a number of states, including Pennsylvania, during summer and early fall 2011 regarding acceptable calculation methods for this indicator. As an outcome, Pennsylvania has adopted revised criteria for indicator 9 as described below. These revisions were reviewed with stakeholders in fall 2011.

Definition of "Disproportionate Representation" and Methodology

To complete its analysis for this indicator, Pennsylvania compared data collected on Table 1 (Child Count) of Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under Part B of the IDEA, as amended) for all children with disabilities aged 6 through 21 served under IDEA and the most current enrollment data available from the PIMS system. Specifically, the comparison for the analysis for FFY 2010 utilized the December 1, 2010 Child Count and the PIMS general enrollment data for the 2010-11 school year. Pennsylvania also used the December 1, 2009 Child Count and the PIMS general enrollment data for the 2008-09 school year. Pennsylvania examined data for both overrepresentation and underrepresentation.

The following revised methodology and criteria were applied to identify the number of LEAs with disproportionate representation of racial and ethnic groups in special education and related services:

- weighted risk ratio analysis;
- same threshold (single bar) for all racial categories;
- cut point of 3.0 for the upper bound and 0.25 for the lower bound;
- minimum cell size of 40 students with disabilities in racial category, and
- two consecutive years of data indicating disproportionate representation.

Pennsylvania analyzed data for each LEA, for all racial and ethnic groups in the LEA, that meet the minimum cell size. The minimum cell size was selected based on research and analysis as described in *Pennsylvania's Consolidated State Application Accountability Workbook*.

The decision to require two consecutive years of data is based on fluctuation in enrollment in Pennsylvania's LEAs, especially in its charter schools. A year-to-year enrollment variance of at least 10% of the population of students with disabilities was observed in 89% of the charter schools in the Commonwealth over the past three years. This variance reached as high as 272% for one charter school.

Baseline Data for FFY 2005 (2005-2006)

Pennsylvania used the December 1, 2005 child count to determine disproportionality by racial and ethnic group in special education that is a result of inappropriate identification. Using the weighted risk ratio template for analysis provided by Westat, the Pennsylvania State Data Center performed the statistical analyses. A minimum N of 40 students in any one racial category was set as a requirement to be included in a subgroup analysis to prevent misidentification of disproportionality in smaller LEAs.

To determine the mean and standard deviation of the weighted risk ratios, a MEANS procedure was performed on the set of risk ratios obtained from analysis for all of the districts by race using SAS software. The analysis provided the result in Table 9.3:

Table 9.3
Descriptive Statistics for Disproportionality, 2005-06

	American Indian/Alaskan Native	*Asian/Pacific Islander*	*Black (not Hispanic)*	*Hispanic*	*White (not Hispanic)*
Mean	1.11	0.38	1.19	1.00	1.32
Median	0.84	0.34	1.10	0.90	1.05
Count	68	330	537	399	570
Standard Deviation	1.52	0.36	0.68	0.79	0.99

In order to determine if an observation is significantly different, an upper bound equal to the mean +1.96 standard deviations and a lower bound equal to the mean –1.96 standard deviations (or 0, if larger) were calculated. Table 9.4 displays these bounds.

Table 9.4
Upper and Lower Bounds for Disproportionality by Race, 2005-06

	American Indian/Alaskan Native	*Asian/Pacific Islander*	*Black (not Hispanic)*	*Hispanic*	*White (not Hispanic)*
Upper Bound	4.08	1.08	2.53	2.55	3.27
Lower Bound	0.00	0.00	0.00	0.00	0.00

Discussion of Baseline Data

Using the weighted risk ratio analysis, in 2005-06 there was no disproportionate representation of racial and ethnic groups in special education and related services observed in Pennsylvania that is the result of inappropriate identification.

February 2012 Update to the Discussion of Baseline Data

Pennsylvania's baseline data reported in its February 2011 SPP was 0%. Pennsylvania was required to revise its calculation methodology for the FFY 2010 APR submitted on February 1, 2012. Despite this change in methodology, Pennsylvania maintained its performance at 0%. This meets the SPP target of 0%. No revision of baseline is required.

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	Not Applicable
2006 (2006-2007)	Maintain 0% disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2007 (2007-2008)	Maintain 0% disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2008 (2008-2009)	Maintain 0% disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2009 (2009-2010)	Maintain 0% disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2010 (2010-2011)	Maintain 0% disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2011 (2011-2012)	Maintain 0% disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2012 (2012-2013)	Maintain 0% disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Improvement Activities/Timelines/Resources

(1) Pennsylvania will continue to analyze 618 data and conduct monitoring of LEAs to ensure maintenance of the current 0% disproportionate representation.

Timeline and resources: This is an on-going, systematic process performed by BSE data and monitoring personnel.

February 2011 Update of Improvement Activities/Timelines/Resources

Per OSEP instructions, SPP targets and improvement activities have been extended for an additional two years (2011-12 and 2012-13). Improvement activities described in this SPP will continue and revisions are not required at this time.

February 2012 Update of Improvement Activities/Timelines/Resources

(2) **LEA Technical Assistance**

BSE will provide updated information to LEAs on the state's revised calculation for identifying disproportionate representation, as well as the monitoring process and protocol. BSE will provide targeted technical assistance to LEAs identified as having disproportionate representation, or at risk of not meeting state targets based on BSE's annual review of data.

Timelines and resources: Annually, through the span of the SPP. Resources are BSE and PaTTAN staff.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development

Monitoring Priority: Disproportionality

OSEP has clarified the Indicator and Measurement requirements for this indicator. Beginning with the February 2010 submission, the revised Indicator and Measurement requirements are:

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Based on its review of the 618 data for FFY 2008, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and under representation) of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2008, i.e., after June 30, 2009. If inappropriate identification is identified, report on corrective actions taken.

Content included in this SPP that predates February 2010 is maintained for reference.

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement: Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue/Description of System or Process

For the FFY 2003 APR, Pennsylvania used the risk ratio to determine disproportionality. By using the upper bound to determine disproportionality, the following were reported as over-represented in Pennsylvania based on the risk ratio: American Indian/Alaskan Native who are visually impaired; Asian/Pacific Islanders who are deaf-blind or with a setting of combined separate facility. By using the lower bound to determine disproportionality, there are no areas under-represented in Pennsylvania based on the risk ratio.

For SY 2004-05 Pennsylvania used the same procedure that was used in SY 2003-04, but also set a minimum N of 40 to include a subgroup in the analysis. To determine the mean and standard deviation of the risk ratios, a MEANS procedure was run on the set of risk ratios for all of the districts by race using SAS software. Data resulting from this process are presented in Tables 10.1 and 10.2.

Table 10.1
Descriptive Statistics for Disproportionality, 2004-05

	American Indian/Alaskan Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Mean	1.64	0.40	1.13	0.95	1.37
Median	0.80	0.36	1.05	0.90	1.08
Count	69	315	525	381	561
Standard Deviation	5.84	0.36	0.72	0.62	1.01

In order to determine if an observation is significantly different we determined an upper bound equal to the mean + 1.96 standard deviations and a lower bound equal to the mean – 1.96 standard deviations (or 0, if larger). Table 10.2 displays these bounds.

Table 10.2
Upper and Lower Bounds for Disproportionality by Race, 2004-05

	American Indian/Alaskan Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Upper Bound	13.08	1.10	2.53	2.16	3.34
Lower Bound	0.00	0.00	0.00	0.00	0.00

Using the upper bound to determine disproportionality, the following are considered as over-represented in Pennsylvania based on the risk ratio: Asian/Pacific Islanders who are visually impaired, or deaf-blindness or with a setting of outside regular class 60% of the time. Each of these categories of disability is based on clinical determination and medical condition.

Using the lower bound to determine disproportionality, there were no areas under-represented in Pennsylvania based on the risk ratio.

February 2007 Update of the Overview of Issue/Description of System or Process

Pennsylvania used the December 1, 2005 child count to determine disproportionality by racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Using the weighted risk ratio template for analysis provided by Westat, the Pennsylvania State Data Center performed the statistical analyses. As with Indicator 9, a minimum N of 40 students in any one racial category was set as a requirement to be included in a subgroup analysis to prevent misidentification of disproportionality in smaller LEAs. The results of the weighted risk ratio analysis performed for Indicator 9 were utilized for this Indicator.

February 2012 Update of the Overview of Issue/Description of System or Process

OSEP provided technical assistance to a number of states, including Pennsylvania, during summer and early fall 2011 regarding acceptable calculation methods for this indicator. As an outcome, Pennsylvania has adopted revised criteria for indicator 10 as described below. These revisions were reviewed with stakeholders in fall 2011.

Definition of "Disproportionate Representation" and Methodology

To complete its analysis for this indicator, Pennsylvania compared data collected on Table 1 (Child Count) of Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under Part B of the IDEA, as amended) for all children with disabilities aged 6 through 21 served under IDEA and the most current enrollment data available from the PIMS system. Specifically, the comparison for the analysis for FFY 2010 utilized the December 1, 2010 Child Count and the PIMS general enrollment data for the 2010-11 school year. Pennsylvania also used the December 1, 2009 Child Count and the PIMS general enrollment data for the 2008-09 school year. Pennsylvania examined data for both overrepresentation and underrepresentation.

The following revised methodology and criteria were applied to identify the number of districts with disproportionate representation of racial and ethnic groups in specific disability categories:

- weighted risk ratio analysis,
- same threshold (single bar) for all racial categories,
- cut point of 3.0 for the upper bound and 0.25 for the lower bound,
- minimum cell size of 40 students with disabilities in racial category, and
- two consecutive years of data indicating disproportionate representation.

Pennsylvania analyzed data for children in each LEA in the following six disability categories: mental retardation, specific learning disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism, for all racial and ethnic groups in the LEA that meet the minimum cell size. The minimum cell size was selected based on research and analysis as described in *Pennsylvania's Consolidated State Application Accountability Workbook*.

The decision to require two consecutive years of data is based on fluctuation in enrollment in Pennsylvania's LEAs, especially in its charter schools. As stated in indicator 9, a year-to-year enrollment variance of at least 10% of the population of students with disabilities was observed in 89% of the charter schools in the Commonwealth over the past three years. This variance reached as high as 272% for one charter school.

Baseline Data for FFY 2005 (2005-2006)

To determine the mean and standard deviation of the weighted risk ratios, a MEANS procedure was performed on the set of risk ratios obtained from analysis for all of the districts by race using SAS software. Table 10.3 provides the results of this analysis.

Table 10.3
Descriptive Statistics for Disproportionality, 2005-06

	American Indian/Alaskan Native	*Asian/Pacific Islander*	*Black (not Hispanic)*	*Hispanic*	*White (not Hispanic)*
Mean	1.11	0.38	1.19	1.00	1.32
Median	0.84	0.34	1.10	0.90	1.05
Count	68	330	537	399	570
Standard Deviation	1.52	0.36	0.68	0.79	0.99

In order to determine if an observation is significantly different, an upper bound equal to the mean +1.96 standard deviations and a lower bound equal to the mean –1.96 standard deviations (or 0, if larger) were calculated. Table 10.4 displays these bounds.

Table 10.4
Upper and Lower Bounds for Disproportionality by Race, 2005-06

	American Indian/Alaskan Native	*Asian/Pacific Islander*	*Black (not Hispanic)*	*Hispanic*	*White (not Hispanic)*
Upper Bound	4.08	1.08	2.53	2.55	3.27
Lower Bound	0.00	0.00	0.00	0.00	0.00

Table 10.5 displays the risk ratios for the disability categories examined for this Indicator.

Table 10.5
Risk Ratios for Disability Categories

	American Indian/Alaska Native	*Asian/Pacific Islander*	*Black (not Hispanic)*	*Hispanic*	*White (not Hispanic)*
Mental Retardation	0.79	0.34	1.65	1.01	0.73
Specific Learning Disabilities	1.08	0.28	1.10	1.12	0.99
Emotional Disturbance	1.25	0.17	1.81	0.95	0.70
Speech or Language Impairments	0.95	0.53	0.65	0.59	1.70
Other Health Impairments	1.30	0.26	0.67	0.73	1.64
Autism	1.51	0.88	0.77	0.58	1.43

Discussion of Baseline Data

The weighted risk ratios of each racial and ethnic group calculated for Indicator 9 were applied to the breakdown of data by disability category. Using both the upper and lower bounds in Table 10.4 to determine disproportionality, there was no disproportionate representation observed of students by racial or ethnic category and disability category, based on the weighted risk ratio comparisons.

February 2012 Update to the Discussion of Baseline Data

Pennsylvania's baseline data reported in its February 2011 SPP was 0%. Pennsylvania was required to revise its calculation methodology for the FFY 2010 APR submitted on February 1, 2012. Despite this change in methodology, Pennsylvania maintained its performance at 0%. This meets the SPP target of 0%. No revision of baseline is required.

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	Not Applicable
2006 (2006-2007)	Maintain 0% disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2007 (2007-2008)	Maintain 0% disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2008 (2008-2009)	Maintain 0% disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2009 (2009-2010)	Maintain 0% disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2010 (2010-2011)	Maintain 0% disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2011 (2011-2012)	Maintain 0% disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2012 (2012-2013)	Maintain 0% disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Improvement Activities/Timelines/Resources

(1) BSE will continue to collect and analyze statewide and LEA level data for this Indicator, and conduct focused and cyclical monitoring where indicated.

Timelines and resources: This will be accomplished through review of LEA Data Summaries, on an annual basis, using BSE data and monitoring personnel.

(2) Although, based on three-year trend data, Pennsylvania is not reporting disproportionality as a systemic issue, the BSE will continue to collaborate with the Disproportionality Community of Practice to examine other strategies for data analysis and the provision of effective TA practices where monitoring indicates the need for corrective action or improvement at the local level.

Timelines and resources: This is on- going and requires BSE and PaTTAN staff participation.

February 2011 Update of Improvement Activities/Timelines/Resources

Per OSEP instructions, SPP targets and improvement activities have been extended for an additional two years (2011-12 and 2012-13). Improvement activities described in this SPP will continue and revisions are not required at this time.

February 2012 Update of Improvement Activities/Timelines/Resources

(3) **LEA Technical Assistance**

BSE will provide updated information to LEAs on the state's revised calculation for identifying disproportionate representation, as well as the monitoring process and protocol. BSE will provide targeted technical assistance to LEAs identified as having disproportionate representation, or at risk of not meeting state targets based on BSE's annual review of data.

Timelines and resources: Annually, through the span of the SPP. Resources are BSE and PaTTAN staff.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development

Monitoring Priority: Effective General Supervision Part B / Child Find

OSEP has changed the Indicator and Measurement requirements for this Indicator. Beginning with the February 2010 submission, the revised Indicator and Measurement requirements are:

Indicator 11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

a. # of children for whom parental consent to evaluate was received.

b. # of children whose evaluations were completed within 60 days (or State-established timeline).
Account for children included in a but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

Content included in this SPP that predates February 2010 may be inconsistent with the new requirements shown above, but is maintained for reference.

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

Measurement:

a. # of children for whom parental consent to evaluate was received.
b. # determined not eligible whose evaluations were completed within 60 days (or State established timeline).
c. # determined eligible whose evaluations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b + c) divided by (a)] times 100.

Overview of Issue/Description of System or Process

Current Pennsylvania State Regulations governing school district special education programs require that school districts must complete the initial evaluation and a copy of the Evaluation Report must be presented to the parents of a school aged child no later than 60 school days after the agency receives written parental consent for evaluation. Unless state

regulations are changed pursuant to adoption of federal regulations for IDEA, this timeline will remain in effect.

For students served in charter schools, there are no state-imposed timelines for evaluation. Charter schools are required to adhere to federal regulations. Prior to adoption of IDEA 2004, charter schools had to adhere to the requirements at 300.343 that, "within a reasonable period of time following the agency's receipt of parent consent to an initial evaluation, the child is evaluated…" IDEA 2004 established the federal timeline of 60 days. Therefore, as of July 1, 2005, Pennsylvania charter schools were required to adhere to the IDEA timeline of 60 days.

For children being evaluated for an EI program, the initial evaluation must be completed and a copy of the evaluation report presented to the parents no later than 60 days after the EI agency receives written parental consent for evaluation.

BSE has available only partial data for this Indicator for school age students receiving special education in school district programs. In 2003-04, 666 student files were reviewed for adherence to the 60 school day requirement, and in 2004-05, 1,358 files were reviewed. However, while BSE did monitor timelines for evaluation, the same monitoring probe addressed both initial and reevaluation timelines. If violations were found in either required timeline (initial or reevaluation) the district was cited for non-compliance. Although the overall rate of compliance with timelines is very high (over 90%), the BSE believes that compliance is even higher for initial evaluation timelines. However, the only way to establish correct baseline data for 2004-05 for this New Indicator would be to disaggregate initial from re-evaluation findings for over 1300 files, a process that would be extremely cumbersome and time-consuming.

For EI programs, data has been collected regarding timelines for evaluation of children found to be eligible. In 2003-04, 70 files were reviewed to determine if the initial Evaluation Report was completed within 60 days. Eighty five percent of the evaluations were timely. In 2004-05, 110 files were reviewed. Ninety-three percent of the initial evaluations were completed within 60 calendar days from receipt of parental permission. As described in Indicator 15, corrective action was required for any MAWA agency where non-compliance with timelines was found.

February 2007 Update of the Overview of Issue/Description of System or Process

As described in the December 2005 SPP, Chapter 14 State Regulations continue to require that for school age students, school districts must complete the initial evaluation and a copy of the evaluation report must be presented to the parents no later than 60 school days after the school district receives written parental consent for the evaluation. For charter schools, there are no state-imposed timelines for evaluation, and therefore charter schools must adhere to evaluation timelines specified in Federal Regulations (i.e., 60 calendar days). Chapter 14 State Regulations for Early Intervention require that an initial evaluation shall be completed and a copy of the evaluation report presented to the parents no later than 60 calendar days after the early intervention agency receives written parental consent.

To meet this reporting requirement, as planned in the 2005 SPP, Pennsylvania implemented a new statewide data collection. For 2005-06, the BSE was able to collect statewide data for the period of March 1 to June 30, 2006. A template was developed and provided to all

LEAs, and local data managers were trained in the new requirements. Effective in 2006-07, this collection has been incorporated into our statewide 618 and 619 data collection.

February 2010 Update of the Overview of Issue/Description of System or Process

In consultation with OSEP and stakeholders, BSE has modified its data collection and management of indicator 11. The BSE has aligned the indicator 11 database with cyclical monitoring to enhance coordination between systems and document identification and correction of noncompliance within one database. Beginning in 2009-10, data will be collected from 1/6 of the State's LEAs each year.

Pennsylvania will continue to monitor timelines for initial evaluations as a component of cyclical monitoring. Additionally, those LEAs being cyclically monitoring are required to submit a comprehensive report of evaluations conducted by the LEA within the previous twelve months. These data are submitted to the State through the PennData system, and data elements collected provide all information required to address the technical requirements of the indicator 11 measurement. Any LEA with noncompliance will be notified in a timely manner and will be required to submit updated data to demonstrate systemic and individual correction. All noncompliance must be corrected as soon as possible but not later than one year from identification. Data from each year's cycle will be reported in the APR.

As BSE transitioned to this system, in addition to focused work with 1/6 of the LEAs in cycle 1, BSE simultaneously required timely correction of all noncompliance identified from the FFY 2008 statewide database.

Baseline Data for FFY 2005 (2005-2006)

Using the measurement for this Indicator, Table 11.1 shows that 94.35% of children with parental consent to evaluate had their evaluations completed within 60 days (or State established timeline).

Table 11.1
Timeliness of Eligibility Determinations, 2005-06

Measurement	***Result***
a. Number of children for whom parental consent to evaluate was received	14,347
b. Number determined not eligible whose evaluations were completed within 60 days (or State established timeline)	3,374
c. Number determined eligible whose evaluations were completed within 60 days (or State established timeline)	10,162
Percent = [(b + c) / (a)] * 100	(3,374 + 10,162)/ 14,347 x 100 = 94.35%

Discussion of Baseline Data

Pennsylvania is reporting an overall compliance rate of 94.35% with this Indicator. Further analysis of data indicates that although all LEAs are not reporting 100% compliance, 82.7% of LEAs did report compliance rates of 100% with timeline requirements, and greater than 90% of LEAs reported compliance in the 90-100% range. The LEA reported data base rates are slightly higher, but reasonably consistent, with BSE cyclical monitoring data for timely evaluation. While a number of Intermediate Unit areas had 100% compliance on this Indicator, in those areas where full compliance was not evident, there was no discernible pattern of consistent underperformance. Where delays in evaluation timelines occurred, the most common reported issues were sporadic caseload variations among evaluation personnel, unusual volume, or additional time required to complete complex evaluation reports. A very small number of districts and MAWA agencies reported significantly less than 100% compliance with timelines, and the root cause for this will be evaluated further by BSE, as described in the improvement activities below. One possible explanation is that LEAs were using this data base for the first time, and made mid-year adjustments to accommodate the data requirement.

In addition to statewide LEA reported data, the BSE conducts monitoring of LEAs, both cyclical and focused, that includes a review for compliance with evaluation timelines.

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	Not Applicable
2006 (2006-2007)	100% compliance with timeline requirements for initial evaluations.
2007 (2007-2008)	100% compliance with timeline requirements for initial evaluations.
2008 (2008-2009)	100% compliance with timeline requirements for initial evaluations.
2009 (2009-2010)	100% compliance with timeline requirements for initial evaluations.
2010 (2010-2011)	100% compliance with timeline requirements for initial evaluations.
2011 (2011-2012)	100% compliance with timeline requirements for initial evaluations.
2012 (2012-2013)	100% compliance with timeline requirements for initial evaluations.

Improvement Activities/Timelines/Resources

(1) BSE SPOCs will conduct follow up review with LEAs where significant non-compliance with required timelines has been reported to identify the cause of the non-compliance and appropriate corrective action.

Timeline and resources: This is an on-going process for BSE SPOCs.

(2) BSE will continue to monitor LEA's adherence with required timelines by reviewing individual student files as part of cyclical and focused monitoring. Where non-compliance is identified, systemic corrective action is required, and will be completed within one year of identification of non-compliance.

Timeline and resources: This is an on-going process for BSE SPOCs.

(3) In 2006-07, BSE is conducting statewide training for LEAs and stakeholders regarding the IDEA regulations; this training includes a review of evaluation timeline requirements.

Timeline and resources: Statewide training in 2006-07 by PaTTAN and BSE personnel, and ongoing as needed.

February 2009 Update of the Improvement Activities/Timelines/Resources

A new improvement activity is being added for this Indicator.

(4) BSE is currently examining the capacity of the statewide database with the goal of preventing noncompliance from developing within an LEA. BSE will be exploring methods such as more frequent data collection and immediate feedback to LEAs with emerging issues.

Timelines and resources: BSE data and program personnel are exploring this option at present. Changes to data collection, if determined to be appropriate, will be implemented for 2009-10 and beyond.

February 2011 Update of Improvement Activities/Timelines/Resources

Per OSEP instructions, SPP targets and improvement activities have been extended in this SPP for an additional two years (2011-12 and 2012-13).

School Age Programs (Bureau of Special Education)

(5) BSE has added a new improvement activity that is expected to have a positive impact on LEA implementation of indicator 11. The Pennsylvania Fellowship Program (PFP) for Special Education Leaders has been designed to increase the knowledge and skills of veteran and novice special education leaders. A special education leader is defined as an individual who has primary responsibility for overseeing special education programs, teachers and services to the LEA. The goals of the PFP for Special Education Leaders are to build and support a cadre of special education leaders to serve students with disabilities; strengthen the capacity of special education leaders to serve students with disabilities; inform the development and implementation of quality programs to improve the achievement of students with disabilities; develop a culture of learning and teaching in school to support student with disabilities; and promote collegial discussions and networking opportunities.

The 46 individuals accepted into cohort 1 of this program will learn practical ways to improve outcomes for students with disabilities, in addition to improving their LEA's ability to be compliant with state and federal regulations. PFP Special Education Leaders will have continuous opportunities to develop a network of collaborative relationships with professionals in similar positions from across the state as various topics related to special education are discussed. Many of the participants have elected to work on projects that specifically address SPP indicators, including indicator 11. The PFP for Special Education Leaders is based on the Council for Exceptional Children and the Council for Administrators of Special Education standards, and is being aligned with the Pennsylvania Inspired Leadership standards.

Timeline and Resources: Cohort 1 is operational for FFY 2010; BSE anticipates that a cohort of 50 additional individuals will begin in summer 2011 and continue for the remainder of the SPP. Resources are PaTTAN consultants and content area experts.

Early Intervention Programs (Bureau of Early Intervention Services)

(6) Pennsylvania has instituted a new information system beginning in late FFY 2009 for Preschool Early Intervention Programs which manages the electronic record of all children receiving Early Intervention services. New reporting capabilities will be available within the information system that allows for the review of real time data on all children. State staff as well as local Preschool Early Intervention staff will have the ability to review data on each individual child who is referred to the local program for evaluation to ensure that their evaluation has been completed. Data from any given point in time throughout the year can be reviewed for this indicator which will allow both state staff and local program staff to review local program data on this indicator and identify individual children who have not had a timely evaluation completed.

Timelines: Dashboard will be operational beginning February 2011 and will continue through FFY 2012.

(7) Pennsylvania continues to review and refine the verification tool used to monitor Preschool Early Intervention programs. The tool is reviewed each year to ensure that areas being monitored are updated to reflect federal and state requirements and quality practice within the state. Updates for FFY 2010 include the use of data from local Early Intervention programs for specified indicators and the use of the results of the family survey as a component in the verification process.

Timelines: Annually through FFY 2012.

February 2012 Update of Improvement Activities/Timelines/Resources

School Age Programs (Bureau of Special Education)

Pennsylvania is adding the improvement activity described below:

(8) **Expansion of Pennsylvania Fellowship Program (PFP) for Special Education Leaders**

BSE is expanding the Pennsylvania Fellowship Program (PFP) for Special Education Leaders. This program appears to have had a positive impact on LEA implementation of indicator 11, with the first cohort in operation for FFY 2010. A second cohort of 50 individuals began in summer 2011 and the program will continue for the remainder of the SPP.

Timeline and resources: BSE will continue the PFP for the remainder of the SPP and plans to add another cohort to begin in summer 2012. Resources are PaTTAN consultants and content area experts.

February 2013 Update of Improvement Activities/Timelines/Resources

School Age Programs (Bureau of Special Education)

Pennsylvania is adding the improvement activity described below.

(5) **ELL Webinar Series**

As part of its RtII training plan, BSE/PaTTAN will focus on ELLs and Special Education. A series of webinars about working with linguistically and culturally diverse students during the referral, evaluation, IEP development and implementation processes is underway. The majority of training is focused on pre-referral strategies, i.e. providing appropriate support for ELLs in general education to prevent inappropriate referrals. Training content will focus on assessment results, i.e. how to ensure non-discrimination in interpreting statewide and other formal assessments. Webinars are open to all, but focus on various audiences, including parents, teachers and administrators.

Timelines and resources: 2012-13 school year; PaTTAN consultants and RtII/ELL Advisory Group.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development

Monitoring Priority: Effective General Supervision Part B / Effective Transition

OSEP has changed the Indicator and Measurement requirements for this Indicator. Beginning with the February 2010 submission, the revised Indicator and Measurement requirements are:

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

a. # of children who have been served in Part C and referred to Part B (LEA notified pursuant to IDEA section 637(a)(9)(A) for Part B eligibility determination.)
b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d, or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d – e)] times 100.

Content included in this SPP that predates February 2010 may be inconsistent with the new requirements shown above, but is maintained for reference.

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

a. # of children who have been served in Part C and referred to Part B for eligibility determination.
b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in a but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d)] times 100.

Overview of Issue/Description of System or Process

As indicated in the FFY 2003 APR, upon OSEP approval, the BSE would pilot a data collection procedure in a minimum of 20% of the MAWA agency Preschool Programs. The data would then be analyzed and recommendations made for adding those data fields to the existing PennData reporting system to become required fields. If data did not yield sufficient or useful information, it would be revised.

In 2005, Part B preschool and Part C collaborated on the development of a database to collect more information on the local implementation of the transition process and IEP timelines. Data fields for Part C and Part B preschool were aligned so that similar data could be gathered and analyzed. The database was implemented in July 2005.

BSE has gone beyond the planned activities by adding the transition fields to the state data system at the outset of the pilot to collect the necessary elements on referral, eligibility status, and IEP development and implementation dates. Standard reporting fields became mandatory in October 2005. Use of this new data collection is being refined to ensure mandatory reporting in every field by every MAWA agency.

February 2007 Update to the Overview of Issue/Description of System or Process

In OSEP's March 13, 2006 SPP approval letter to Pennsylvania, Table A, the state was required to demonstrate compliance with this requirement, and was directed to review and, if necessary, revise improvement strategies included in the SPP to ensure compliance. The State is able to demonstrate that significant progress has been made in achieving full compliance and is reporting a final quarter compliance rate of 94.8% in the 2005 APR.

Baseline Data for FFY 2004 (2004-2005)

Table 12.1 displays the Compliance Monitoring item that demonstrates that all MAWA agencies monitored had written procedures in place to ensure an IEP is in place by a child's third birthday.

Table 12.1
Compliance Monitoring Data for Effective Transition

Item	Criteria	Yes	No	NA	Percent No	Percent Yes
14c FSA	For children found eligible for services from the MAWA (LEA), does the written procedure require that an IEP be in place for implementation by the child's 3rd birthday?	8	0		0.00	100%

Information in the new transition database (implemented in July 2005) was gathered from all MAWA preschool agencies during the first quarter of FY 2005. In this pilot data collection, the range of days beyond the third birthday when the IEP was developed was 1-113. Of these, 10% exceeded 60 days. Table 12.2 displays the percent of eligible children in the pilot that had an IEP in place by the third birthday. More in-depth analysis of the data

showed the following reasons for not having an IEP in place by the child's third birthday: later referrals from the Part C early intervention program; children whose parents did not sign the required permissions; child illness; and children withdrawn from the early intervention program.

Table 12.2
Pilot Transition Data
July1 – September 30, 2005

Number of children eligible from 7/1/05 to 9/30/05	Number (Percent) of children with an IEP in place by their 3rd birthday	Number (Percent) of eligible children with no IEP in place by parental choice
1167	794 (68.0)	131 (11.2)

Discussion of Baseline Data

Because of the importance of reporting this data in the SPP, PDE only permitted a short pilot period of three months. While the piloting process allowed for field validation of the database, it did not allow for revisions to the database based on the results of the field validation. In the process of collecting the transition data, MAWA agencies reported that some children referred from Part C did not complete the transition process because parents moved prior to completion of the evaluation and the development of the IEP. However, the pilot data elements did not allow for this variable, causing the resultant data to be somewhat incomplete, problematic and unreliable. BSE has taken steps to correct deficiencies identified in the pilot.

An additional source of data to support the baseline findings from the transition database is derived from compliance monitoring data. Results are from the components of the monitoring tool entitled the Facilitated Self Assessment (FSA) of Policies and Procedures for Transition from the Part C to Part B preschool program. A total of 8 MAWA agencies were monitored in 2004-05. One hundred percent (100%) of the MAWA programs monitored were found in compliance with the following measurement criteria: "For children found eligible for services from the MAWA (LEA), does the written procedure require that an IEP be in place for implementation by the child's third birthday".

FFY	Measurable and Rigorous Targets
2005 (2005-06)	100% of eligible children will have IEPs in place by their 3rd birthday.
2006 (2006-07)	100% of eligible children will have IEPs in place by their 3rd birthday.
2007 (2007-08)	100% of eligible children will have IEPs in place by their 3rd birthday.
2008 (2008-09)	100% of eligible children will have IEPs in place by their 3rd birthday.
2009 (2009-10)	100% of eligible children will have IEPs in place by their 3rd birthday.
2010 (2010-11)	100% of eligible children will have IEPs in place by their 3rd birthday.
2011 (2011-12)	100% of eligible children will have IEPs in place by their 3rd birthday.
2012 (2012-13)	100% of eligible children will have IEPs in place by their 3rd birthday.

Improvement activities/Timelines/Resources

(1) PDE and OCD collaborated on a process for local county early intervention programs to invite MAWA agencies to attend the transition conference (90 day meeting). A standard format and process was developed to ensure that there is ample time to schedule the transition conference so that preschool early intervention staff may attend.

Timeline and resources: Local county programs began using the letter in September 2005 and will continue using the letter throughout 2005-06. The effectiveness of the transition letter will be reviewed in June 2006 and adaptations will be made to the process as needed.

(2) An Early Intervention Guideline on Transition at 3 years will be completed and disseminated across the state. This guideline will provide information on timelines and requirements for the transition process along with information on strategies for increasing the quality of transition plans. The guidelines will be posted on the EITA

system website and disseminated statewide to families, MAWA agencies, county early intervention staff, and early intervention providers.

Timeline and resources: Completion and statewide dissemination by January 2006

(3) An Infant/Toddler/ Preschool Early Intervention Leadership Meeting will be held with all the local county early intervention program coordinators and the preschool Part B early intervention coordinators. The agenda will focus on transition conference issues, improved communication among local programs, and opportunities to brainstorm local issues. The meeting will be facilitated by OCD early intervention staff.

Timeline and resources: Leadership meeting in November 2005

(4) Annual training and technical assistance plans will be developed with each MAWA agency and county early intervention program through EITA. Training and technical assistance specific to the transition process will be provided upon request.

Timeline and resources: This is an on-going activity.

(5) As part of both the Autism Summer Institute and the "Off to A Great Start" Institute on young children who are deaf or hard of hearing, early intervention staff will be provided with information and strategies to better support the transition of young children who have low incidence disabilities.

Timeline and resources: Training will occur in August 2006 and be on-going.

February 2007 Update of Improvement Activities/Timelines/Resources

(6) The most significant expansion of improvement strategies has been the addition of on-going focused monitoring and technical assistance for MAWAs where data indicate less than full compliance. This will continue for 2006-07 and as needed in subsequent years to achieve and maintain full compliance with this Indicator.

Timeline and resources: Staff from Office of Child Development and Early Learning will monitor the data and conduct focused monitoring as indicated. This is on-going

February 2008 Update of the Improvement Activities/Timelines/Resources

Additional improvement activities for this Indicator are described below:

(7) Pennsylvania has made significant changes to its general supervision system with the new birth to five structure of the Office of Child Development and Early Learning. The new administrative structure has impacted on the compliance monitoring process, including development of a new monitoring tool and timelines for the Part B preschool programs. Changes to the monitoring process are described in depth in the SPP (updated February 2008). This activity has been subsumed under the Early Intervention Management Verification Process (EI-MVP), a joint infant/toddler and preschool (Part C and Part B preschool) monitoring tool.

(8) Pennsylvania's general supervision system includes an enforcement activity focused on increasing reporting requirements for those preschool early intervention programs that are consistently performing at lower levels of performance on this Indicator. Preschool programs are notified in writing of performance concerns related to the OSEP Indicators. Preschool early intervention programs must develop an action plan designed to correct noncompliance. The action plans are designed with measurable data-based targets, timelines and improvement activities. This action plan is reviewed by OCDEL staff and is compared to monthly data analysis. This attention to data analysis and planning continues to ensure that local preschool early intervention programs are meeting Pennsylvania's high quality standards.

Timeline: On-going through 2010.

(9) Office of Child Development and Early Learning Staff will meet with local preschool early intervention programs on a monthly basis to review data and discuss areas where targets are not being met and request appropriate action to move towards improvement on this Indicator.

Timeline: Monthly through 2010.

February 2009 Update of the Improvement Activities/Timelines/Resources

An additional improvement activity for this Indicator is described below:

(10) Office of Child Development and Early Learning Early Intervention staff will monitor data from Penn Data on a monthly basis to ensure the timely development and implementation of IEPs by a child's third birthday. If a preschool program is identified as having difficulty in achieving compliance in this area, several action steps will be taken. These include:

- The preschool program must analyze their data on the outcome indicator and identify specific areas of concern and appropriate actions to correct the noncompliance.
- The preschool program must establish 3-month targets for correcting the noncompliance.
- Office of Child Development and Early Learning, Early Intervention staff will monitor the preschool early intervention programs' establishment and correction of noncompliance.

Timeline: Monthly through 2010.

February 2011 Update of Improvement Activities/Timelines/Resources

(11) Pennsylvania has instituted a new information system beginning in late FFY 2009 for Preschool Early Intervention Programs which manages the electronic record of all children receiving Early Intervention services. New reporting capabilities will be available within the information system that allows for the review of real time data on all children. State staff as well as local Preschool Early Intervention staff will have the ability to review data on each individual child who is transitioning to the preschool Part B program. Data from any given point in time throughout the year can be reviewed for this indicator which will allow both state staff and local program staff to review local program data on this indicator and identify individual children who have not had their IEP developed and implemented by their third birthday.

Timelines: Dashboard will be operational beginning February 2011 and will continue through FFY 2012.

(12) Pennsylvania continues to review and refine the verification tool used to monitor Preschool Early Intervention programs. The tool is reviewed each year to ensure that areas being monitored are updated to reflect federal and state requirements and quality practice within the state. Updates for FFY 2010 include; the use of data from local Early Intervention programs for specified indicators and the use of the results of the family survey as a component in the verification process.

Timelines: Annually through FFY 2012.

February 2012 Update of Improvement Activities/Timelines/Resources

Pennsylvania is adding the improvement activity described below:

(13) **Expansion of Pennsylvania Fellowship Program (PFP) for Special Education Leaders**

BSE is expanding the Pennsylvania Fellowship Program (PFP) for Special Education Leaders. This program appears to have had a positive impact on LEA implementation of indicator 11, with the first cohort in operation for FFY 2010. A second cohort of 50 individuals began in summer 2011 and the program will continue for the remainder of the SPP.

Timeline and resources: BSE will continue the PFP for the remainder of the SPP and plans to add another cohort to begin in summer 2012. Resources are PaTTAN consultants and content area experts.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development

Monitoring Priority: Effective General Supervision Part B / Effective Transition

OSEP has changed the Indicator and Measurement requirements for this indicator. Beginning with the February 2010 submission, the revised Indicator and Measurement requirements are:

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

Content included in this SPP that predates February 2010 may be inconsistent with the new requirements shown above, but is maintained below for reference.

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

Overview of Issue/Description of System or Process

BSE has monitored secondary transition IEP requirements for several years. In addition to evaluating overall IEP content, for students age 14 and older specific targeted probes were included. In accordance with federal regulations in effect at the time, probes for students requiring transition services included content of IEP goals and objectives; whether IEPs included desired post-school outcomes; a statement of coordinated transition services and activities to support desired post-school outcomes; whether interests, preferences and aptitudes served as the basis for the student's post-school outcomes; whether interagency linkages were included; and whether the LEA had documented efforts to involve outside agencies in transition planning.

Although BSE has monitoring data related to Indicator 13, the data cannot serve as baseline due to changes to the IDEA 2004 statute that rendered these data obsolete in some cases. For example, Indicator 13 requires data about IEP annual goals. Prior to 2005-06, BSE's monitoring system had a single probe for whether annual goals *and* objectives were measurable. Under IDEA 2004, short-term objectives are not required for every student. However, BSE has no way to disaggregate and report a finding regarding goals vs. objectives. Other monitoring data, although generally indicating positive trends, cannot be disaggregated to address the statutory change in the required age for transition planning. BSE's monitoring data reflects findings for students age 14 and older vs. age 16 as required by IDEA 2004. BSE will establish 2005-06 as baseline for this New Indicator and report in the FFY 2005 APR.

Data Collection Activities for Baseline and Measurable Targets for FFY 2005 APR

(1) BSE revised the 2005-06 monitoring document to incorporate changes to the IDEA 2004 statute. This will allow Pennsylvania to provide data for Indicator 13 in the 2005 APR.

(2) Improvement in IEP content is based on improved program offerings for students preparing for and engaged in transition activities. Therefore, BSE is undertaking three major initiatives. First, BSE is awarding competitive Employment Grants to local agencies. Three evidenced-based models for secondary transition have been identified and will be funded to serve as mentors to other grant recipients. In 2005-06, ten additional applicants will receive funds to replicate the identified effective models, with one criterion being geographical diversity. The grants will require professional development, student level performance outcome data, and overall program performance data. The grants use job coaches, and the outcome goal is competitive employment in real work settings. Second, a targeted training initiative is being implemented to focus specifically on career and technology centers (CTCs). This includes instruction in effective math and reading practices, progress monitoring, and student strategies for learning and self-advocacy skills. Five years of targeted technical assistance by PaTTAN secondary academic and transition consultants will be provided to the CTCs. Third, a state-level team of special education and CTC policy makers and practitioners has been established to identify and address systemic changes in CTC services to students with disabilities. Each of the 13 CTCs have been awarded grants in the amount of $30,000 for the 2005-06 school year to be used to improve reading and

math instruction, with a goal of increased student proficiency in these areas. Data will be available from each of these initiatives for the 2005 APR.

February 2007 Update of the Overview of Issue/Description of System or Process

As planned in the December 2005 SPP, BSE collected data for this Indicator through cyclical monitoring. For 2005-06, changes were made to the monitoring document to reflect IDEA 2004 statutory requirements. During on-site cyclical monitoring trained peer monitors evaluate student files to determine compliance with IEP requirements for students of transition age. Parents and students are also interviewed during the monitoring process to provide feedback regarding transition planning.

Baseline Data for FFY 2005 (2005-2006)

Numerous monitoring probes were used to determine an overall compliance rate as required by the Indicator. In 2005-06, 112 LEAs were monitored and 431 student files were reviewed for this transition requirement.

Pennsylvania analyzed data from three key IEP content probes which included post-school outcomes for education/training, employment, and community living; description of transition services and relationship between transition assessment and planning; and measurable annual goals. When these monitoring findings are aggregated statewide, the overall rate of compliance is 85.3%.

February 2008 Update of Baseline Data

After consultation with OSEP, Pennsylvania recalculated its 2005-06 overall compliance rate for this Indicator. The previously reported rate of 85.3% was an aggregated rate across the key probes for secondary transition. However, when calculated as a total rate (i.e., the percent of students whose IEPs contained all required content related to transition services as required at 34CFR 300.320(b)), the corrected baseline rate for FFY 2005-06 is 72%.

Discussion of Baseline Data

Analysis was conducted to determine whether there were regional patterns of non-compliance that were contributing to less than 100% compliance with this Indicator. Districts and charter schools in 5 of 29 Intermediate Unit areas monitored achieved 100% compliance with this Indicator; otherwise, no discernible pattern was identified. This type of analysis will be used to assist the BSE in technical assistance efforts as described below.

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	Not Applicable
2006 (2006-2007)	100% compliance with IEP transition requirements.
2007 (2007-2008)	100% compliance with IEP transition requirements.
2008 (2008-2009)	100% compliance with IEP transition requirements.
2009 (2009-2010)	100% compliance with IEP transition requirements.
2010 (2010-2011)	100% compliance with IEP transition requirements.

Improvement Activities/Timelines/Resources

(1) BSE, through the Pennsylvania Training and Technical Assistance Network (PaTTAN) is initiating an intensive statewide training program titled, "Indicator 13 Training Series-Ensuring Coordinated, Measurable, Annual IEP Goals and Transition Services." This intensive, 4 day training includes an applied practicum and field support component. The training includes a comprehensive review of regulatory requirements for transition, as well as transition assessment, developing effective IEPs and progress monitoring strategies. While the training is open to all LEAs, BSE monitoring data will be used to assist the BSE and PaTTAN in focusing resources.

Timeline and resources: Ongoing training by PaTTAN technical assistance staff.

(2) BSE will continue to collaborate with the National Secondary Transition and Technical Assistance Center (NSTTAC) and use its Indicator 13 Checklist to refine the BSE's cyclical monitoring document and provide training in making compliance determinations for peer monitors.

Timeline and resources: Monitoring system updates and training during the Spring and Summer of 2007.

(3) In addition to the specifically targeted Indicator 13 training described above, PaTTAN will continue its partnership in the PA. Community of Transition, which has sponsored 2006 training such as the "Aligning Accommodations and Supports" series, which focused not only on compliance requirements, but on how accommodations can effectively support students with disabilities not only in the school setting, but across post-secondary settings.

Timeline and resources: Ongoing training by PaTTAN technical assistance staff.

(4) PA Will continue its partnership with NASDSE in the Sharedwork website, through which parents, students, and professional personnel from multiple agencies can share resources to improve services for students of transition age and beyond.

Timeline and resources: Ongoing collaboration and updates to website as needed.

February 2008 Update of the Improvement Activities/Timelines/Resources

To improve performance in meeting SPP targets for this Indicator, BSE is adding other improvement activities as described below:

(5) While the essential components of the Indicator 13 training series have not changed, the training is being expanded for 2007-08. A "Train the Trainer" videoconference was held in December 2007 for 350 trainer participants.

Timelines and Resources: Training will occur in all 29 Intermediate Unit regions from January to June 2008. An online course is being developed and will be piloted in spring 2008. A Training DVD is also being developed, with a projected release date of fall 2008. Resources are PaTTAN consultants with expertise in secondary transition.

(6) The Office of Special Education and Rehabilitative Services (OSERS) awarded a one year grant (10/01/07 – 09/30/08) to Delaware, Pennsylvania, and Virginia in collaboration with the National Association of State Directors of Special Education (NASDSE), the National Post -School Outcomes Center (NPSO), the National Drop Out Prevention Center for Students with Disabilities (NDPC-SD), and the National Secondary Transition Technical Assistance Center (NSTTAC) to support linking SPP Indicators 1, 2, 13 and 14; develop a state system of cross-agency data sharing; further engagement of youth in the development of secondary transition materials; and coordination of each state's Parent Training Initiatives in the research, development and implementation of family resources. The intended outcomes of these activities are improved graduation and dropout rates, secondary transition planning and services, and post school outcomes for students with disabilities.

Timelines and Resources: Grant implementation during 2007-08 and outcomes evaluation in 2008-09. Personnel are PaTTAN consultants with expertise in secondary transition.

February 2009 Update of the Improvement Activities/Timelines/Resources

To improve performance in meeting SPP targets for this Indicator, BSE is adding an improvement activity as described below:

(7) LEAs assigned specifically to Professional Development Cohort #1 are required to attend all targeted professional development sessions including: Indicator 13 Overview Training and Finalization of Cohort #1 Training Plan (held in fall 2008) and Indicator 13 Cohort #1 follow-up training to be held spring 2009. IU transition consultants will be required to submit a training plan for each assigned LEA. PaTTAN and IU transition consultants convene regularly to communicate updates on progress of cohort participants and resolve implementation issues, as well as develop mid-year reports.

Timelines and Resources: PaTTAN and IU transition consultants will provide Cohort #1 LEAs training and technical assistance during the 2008-09 school year. This will be on-going for the remainder of the SPP.

Part B State Performance Plan (SPP) for 2010-2012

NOTE TO THE READER: For the February 2011 SPP submission, OSEP has instructed states to treat indicator 13 as a new indicator, since significant changes were made by OSEP to the definitions. Unlike updates to most of the indicators in this document, changes for this indicator are presented as a consolidated narrative within this section. Content maintained for historical reference in this SPP that predates February 2011 may be inconsistent with these new requirements.

Overview of the State Performance Plan Development

As described in the introduction to this SPP, 2009-10 baseline data for this indicator were reviewed with the SEAP in September and December 2010. Stakeholders reviewed current improvement activities and made additional recommendations. These recommendations have been incorporated into this SPP. Targets were set through FFY 2012 as per OSEP instructions to states.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

Overview of Issue/Description of System or Process

Secondary transition probes within the BSE's cyclical monitoring document are aligned with the National Secondary Transition Technical Assistance Center's (NSTTAC) *Indicator 13 Checklist.* Pennsylvania conducts monitoring of its LEAs on a cyclical basis, with approximately one-sixth of the LEAs engaged in onsite monitoring annually. BSE monitoring chairpersons and peer monitors are trained on all components of the monitoring system, with particular emphasis for peer monitors in conducting file reviews and scoring requirements. Training includes guided practice.

The Penn State Data Center selects a representative sample of student files for monitoring, using parameters established by the BSE. Probes aligned with the *Indicator 13 Checklist* are scored as part of the comprehensive onsite file review process. In order to meet requirements (and thus be reported at 100% for this indicator) the file must have 100% compliance in all eight probes. Any LEA that does not achieve 100% compliance is issued findings of noncompliance, and required corrective action is implemented as described in indicator 15 of this SPP.

Baseline Data for FFY 2009 (2009-2010)

In FFY 2009 (2009-10 cyclical monitoring) BSE evaluated 377 student files for compliance with the transition requirements defined in the measurement. Two hundred eighty eight (288) of the files had 100% compliance for all eight probes. This results in a calculated baseline performance of 76.1%.

Discussion of Baseline Data

To assist in understanding baseline data, and to further focus improvement activities, data were analyzed in a variety of ways. Item analysis revealed compliance ranges from 80% to 95% and are ranked from lowest performance to highest performance in Table 13.1.

Table 13.1
Compliance Monitoring Probes Related to Effective Transition

Compliance Monitoring Probe	Level of Compliance
Invitation to student	80%
Invitation, with consent, to participating agency representative	89%
Goals based on age appropriate transition assessment	91%
Appropriate measurable goals (education/training, employment, and, as needed, independent living	94%
Goals updated annually	94%
Transition services, including courses of study, to enable student to meet postsecondary goals	94%
Annual goals related to transition services needs	94%
Transition services to enable meeting postsecondary goals	95%

These data reveal that although an overall compliance level of just 76.1% was achieved statewide, there was generally a high rate of compliance among 6 items, while lesser performance was evidenced in the 2 items that pertain to invitation to IEP meetings. Ironically, a cross tabulation reveals that many of the students whose files did not contain an invitation to the student did attend the IEP meeting, as did several participating agency representatives.

Nonetheless, the need to adhere to these specific regulatory requirements will continue to be emphasized in the intensive *Indicator 13 Training Series*.

Regional patterns were also observed, with significantly higher compliance achieved in the western region of the state.

FFY	Measurable and Rigorous Targets
2010 (2010-2011)	100% compliance with IEP transition requirements.
2011 (2011-2012)	100% compliance with IEP transition requirements.
2012 (2012-2013)	100% compliance with IEP transition requirements.

Improvement Activities/Timelines/Resources

Pennsylvania has had an indicator 13 compliance training initiative in place for several years. Readers of this SPP can find a comprehensive description of the training in prior sections of the SPP. Of critical importance is the practice of ongoing evaluation and adjustments made to this statewide training, based on evaluation strategies inherent in the process. Training participants are administered the *Indicator 13 Pre and Post Survey Assessment,* which measures their specific knowledge of indicator 13 requirements. The survey data are instrumental in determining the efficacy of the training, informing which areas of the training protocol require greater emphasis, and measuring participants' growth. The protocol also requires the pre and post assessment of sample student IEPs developed by participants during the course of the training series. The sample IEPs are measured against compliance with the *Indicator 13 IEP Review Checklist*. Results of the sample IEP pre-assessment informs areas in which focused training and technical assistance (TTA) is required. Additionally, LEAs participating in the training protocol are required to develop and maintain a customized *Indicator 13 Training Plan*, which is designed as a yearlong action plan for the purpose of detailing implementation of the protocol. The customized training plan documents the LEA's compliance with required training elements. The TTA provided LEAs is delivered by PaTTAN educational consultants and IU Staff.

The TTA provided is logged in a centralized database, with the following information recorded: TTA content, participants' roles, and contact hours. Data from the TTA database are used to monitor whether participating LEAs are sufficiently engaged in the training protocol and are receiving the requisite on-site TAA in a timely manner. Pennsylvania also continues training and technical assistance for LEAs that need additional training and support after the completion of their targeted cohort year. Pennsylvania provides ongoing training for IU and PaTTAN transition consultants to further enhance training fidelity. The indicator 13 training will continue through FFY 2012.

The BSE has provided students with disabilities turning 14 years of age or newly identified youth with disabilities over the age of 14 years *Secondary Transition Folders and Resource*

CDs. The folder resources were designed to assist youth and their families in navigating the secondary transition planning processes, offering practical information on what youth and families need to know about post-secondary transition, describing the transition section of the IEP, explaining what to expect during the transition planning process, and providing youth with access to related toolkits and agency resource information. The folder content was vetted by external stakeholders at two separate regional feedback sessions, which resulted in the refinement of the tools and the inclusion of new resource documents. Pennsylvania plans to continue this project, with ongoing evaluation strategies and modifications as needed throughout the remainder of the SPP (FFY 2012).

Training and informational sessions regarding indicator 13 will continue to be provided to SEAP, parent/advocacy groups including PTIs, students, LEA administrators and interagency personnel. The State Leadership Team continues to engage in strategic planning and participation in the *Annual Secondary Transition State Planning Institute*. The State Leadership Team also participates in the *Mid-Year Check and Connect Conference* sponsored by NSTTAC.

The improvement activities below expand upon existing initiatives, and are designed to continue through the remainder of the SPP.

(1) BSE, with PaTTAN, has developed and is utilizing training modules for its cohort training groups. These include: Overview, Assessment/Present Educational Levels, Transition Services/Activities, and Measurable Annual Goals.

Timelines and resources: PaTTAN began utilizing the new training modules effective 2010-11 school year; use will be ongoing throughout the SPP.

(2) Pennsylvania has expanded training participants and is actively involving Approved Private Schools and Career and Technical Education Centers in the indicator 13 cohort groups.

Timelines and resources: Effective 2010-11 school year and ongoing throughout the SPP.

(3) PaTTAN has also developed a series of indicator 13 training materials specifically targeted for students with more significant disabilities.

Timelines and resources: PaTTAN will be utilizing these training materials effective 2010-11 school year and ongoing throughout the SPP.

(4) To address regional differences observed in compliance rates with indicator 13 requirements, PaTTAN is expanding statewide efforts to ensure consistency in delivery of training and technical assistance. All PATTAN consultants will be provided standardized training materials and protocols, which will be reviewed at an annual training conference. PaTTAN consultants will be required to participate in monthly statewide telephone conferences to review and debrief training efforts specific to LEAs participating in the indicator 13 training cohorts.

Timelines and resources: Effective 2010-11 school year and ongoing throughout the SPP.

February 2012 Update of the Improvement Activities/Timelines/Resources

Pennsylvania is adding the improvement activity described below:

(5) **Secondary Transition Focused Monitoring**

In the spring of 2011, BSE consulted with SEAP regarding focused monitoring priorities. SEAP recommended that the BSE implement focused monitoring in the area of secondary transition. This recommendation was consistent with BSE's priority to improve performance for this indicator. A draft monitoring document was developed by BSE, and was disseminated to SEAP for further review and recommendations. The draft was then disseminated to the field for public comment. The focused monitoring process is currently anticipated to include, (a) a Facilitated Self Assessment (LEA reporting in a variety of topical areas, including transition program administration; age appropriate assessment; IEPs; agency involvement; parent and personnel training; and other related topics), (b) interviews with general education and special education teachers, (c) parent and student interviews and (d) file reviews. BSE is currently finalizing the monitoring protocol and criteria for selecting LEAs to be monitored.

Timeline and resources: Implementation of this focused monitoring is targeted for 2012. BSE personnel will conduct monitoring and PaTTAN consultants will provide required technical assistance to LEAs.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development

Monitoring Priority: Effective General Supervision Part B / Effective Transition

OSEP has changed the Indicator and Measurement requirements for this indicator. Beginning with the February 2010 submission, the revised Indicator and Measurement requirements are:

Indicator 14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

Content included in this SPP that predates February 2010 may be inconsistent with the new requirements shown above, but is maintained below for reference.

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

Overview of Issue/Description of System or Process

The Pennsylvania Community on Transition (PACT), the State cross-agency leadership team on secondary transition, has been meeting on a regular basis to develop a common set of performance Indicators for student post-school outcomes in four areas: employment, post-secondary education, community living and healthy lifestyles. In the Spring of 2005, the group held four focus groups, with broad representation of stakeholders, to further refine the performance Indicators and to suggest questions and format for a post-school follow-up survey for collecting information related to the status of school leavers one year out of school. Information from the surveys will provide ongoing guidance as Pennsylvania implements this SPP and subsequent APRs.

Pennsylvania conducted a statewide review to determine if our state can obtain reliable information about post-school outcomes about youth with disabilities. We learned that several agencies serving youth collect post-secondary education, training and employment outcome data, but the data do not provide a complete profile of the outcomes of our youth with disabilities. The review enabled the State to closely examine statewide practices related to post school outcome data collection and analysis. For the majority of the local education agencies questioned, the following was found: (1) various systems collect different information; (2) the levels of scientific integrity of data collection vary among agencies; (3) representative sampling procedures are inconsistent; (4) sample sizes are not reliable; (5) data collection methodology lacked standardization; and (6) procedures for addressing inter-rater reliability were not considered in most cases. It was also concluded that many districts collected the information but did not conduct further analyses that could lead to program improvements.

During school year 2005-06, the SEA and PACT will worked with the National Post-School Outcomes Center (NPSO) and Auburn University to develop a post-school outcome data collection system. School leavers will be sampled annually from 100 school districts, which resulting in a five-year cycle for sampling all 501 school districts. The Penn State Data Center utilized statistical software that selected districts to ensure that each year's sample would represent statewide demographics. The following variables were used to select the sample for each year:

- district size,
- urban, suburban, rural, plus charter schools,
- disability category,
- ethnicity,
- LRE Status (percent of time served in regular education classroom), and
- gender.

In Pennsylvania, only one LEA has an average daily membership (ADM) of over 50,000 students. This LEA (Philadelphia) will be included in the sample, as required.

In keeping with our focused monitoring process, some districts may be sampled more often if the monitoring results warrant. Additionally, we will design the system to attempt to collect information on youth who drop out of our schools. To improve the response level of our sample, we will build into our system an analysis and correction of non-response. No personally identifiable information about individual children will be disclosed. As mentioned,

we will work with the NPSO and Auburn University in the development of a web-based survey process. We will participate in the National Center on Secondary Education and Transition (NCSET)/NPSO sponsored Post-School Outcomes Community of Practice by attending the NPSO conference in the Winter of 2006. An OSEP GSEG application was submitted to assist in our system development.

February 2007 Update of the Overview of Issue/Description of System or Process

As planned in the 2005 SPP, in 2005-2006, the Pennsylvania SEA and Pennsylvania Community on Transition (PACT), a cross agency team of representatives from several state and local agencies, worked with the National Post-School Outcomes Center (NPSO) and Auburn University to develop a post-school outcome data collection system. Several factors were considered in the overall design of the Pennsylvania Post-School Outcomes Data System (PaPODS) including whether the state would use an exit year survey and a one-year out of school survey; the question content for the survey(s); whether an online data collection system or a paper format would be used; the data collection cycle; sampling variables; and the administrative and technical assistance structure to support the overall process. To ensure input from stakeholders on question content, four focus groups were held across the state in the of Fall 2005. Members of PACT hosted the meetings, which were attended by parents and caregivers, youth and young adults, educators and agency staff. The meetings were structured in a work group format for review, discussion and editing of the surveys and a discussion of the intended field administration. Recommendations from the focus groups as well as the recommendations of the PACT were used in the design of the final draft of the Exit and Post-School Surveys. The final draft was sent to the SEA for approval, which is consistent with policy related to field use of official documents.

Pennsylvania contracted with Auburn University staff that developed the post-school outcome data collection system used by the Alabama SEA to build a Pennsylvania prototype. The system was first used in Alabama in 1996.

Surveys are web-based in a user- friendly format. Teachers of student leavers in LEAs assigned to a particular year of the five-year cycle will attend late winter training in the administration and online reporting prior to administering the Exit Survey and/or the Post-School Survey (PaPODS). The students' teachers will conduct both the Exit and Post-School surveys.

During the administration of the Exit Survey teachers inform student leavers that they should expect to be contacted in about a year to answer many of the same questions to determine if they are doing what they expected to be doing one year out of school. The Exit Survey is also used to gather helpful information regarding how to contact the school leavers. Elements of the Exit Survey include:

- demographic information,
- reason for leaving,
- accommodations received in high school,
- referrals to community agencies and benefits received,
- mobility within the community, and

- contact information for post-school follow-up.

The Exit Survey process was used for the first time in the Spring of 2006 in 110 LEAs. Pennsylvania is collecting data on school leavers from all school districts and charter schools, using a five year cycle for data collection. One LEA is represented in all five years due to size (with a student population greater than 50,000 students). A full 5 year sample has been established using a sampling without replacement process and all schools are identified for data collection between the Spring of 2007 and Spring of 2011. To ensure that the sample reflects the general characteristics of the population so that inferences can be made with some degree of certainty, the sample was selected based on the variables described in the 2005 SPP. In keeping with our focused monitoring process, some districts may be sampled more often if the monitoring results warrant.

A total of 2,897 school leavers completed the 2005-06 Exit Survey. To determine which students should complete the survey, a list of "possible" leavers was generated from the PennData system. For each of the year 1 LEAs, a list of all students 17 years old, or older, was generated. This list was sent to intermediate unit transition consultants who were trained to provide field support in this process. The transition consultant provided the list to teachers who would be conducting the interviews and requested that they evaluate the list by designating "actual" leavers, dropouts, and students who moved during the year. They were also provided the opportunity to add names to the list of students who should be included, but were not. Teachers received revised lists of students to be surveyed and with the assistance of other LEA staff familiar with the students, conducted the Exit Survey in May and June 2006. The Post-School Outcome Survey will be conducted with the 2005-06 school leavers from April to September 2007. Teachers or LEA staff who have administered the Exit Survey to the leaver will conduct the Post-School Outcome Survey for their former students, contacting them at the phone numbers or email address that they provided in the Exit Survey. If the information is no longer accurate, the teachers are expected to locate the former student using the contact information of two others provided by the student when completing the Exit Survey. Teachers will be asked to provide names and last known contact information for students expected to return to school for the 2006-07 school year but who did not return. Those students will also be contacted for the Post-School Outcome Survey.

In addition to the information collected in the Exit survey, the Post Schools Outcome Survey will include questions regarding competitive employment status. The standard used to define "competitive employment" is defined in the Rehabilitation Act (Sections 7(11) and 12(c) of the Act; 29 U.S.C. 705(11) and 709(c)) *Competitive employment means work- (i) In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled*.

The Post-School Outcome Survey also includes questions about the leaver's:

- *Work history and benefits* – including questions about where the job is located, i.e., (1) in an integrated competitive employment setting; (2) in the home or family business (e.g., childcare in a family member's home); (3) in the military; (4) in sheltered employment (where most workers have disabilities) or (5) in supported employment (paid work in a community setting with support services).

- *The leaver's work week* – whether the leaver works 35 hours or more during a week and if the leaver is paid at least the prevailing minimum wage. These questions around employment follow the federal labor laws and teachers receive resource materials to reference during the survey process.

- *The leaver's attendance in post-secondary education and/or training.* If a leaver indicates that he/she is attending a post-secondary education or training program they are asked to identify the type of program from the following list: high school completion program (Adult Basic Education); short-term education or employment training; vocational-technical school (less than a two-year program); community or technical college (two-year program); college/university (four year program) or if they are enrolled in studies while incarcerated. Full or part time status is also determined. The definition of full-time status used for the survey is defined by the program in which the leaver is enrolled.

To assure consistency in reporting, the Office of Vocational Rehabilitation, Department of Labor and Industry's definition of "postsecondary education and training" are provided to the teachers during training in hard copy in order that they may reference them. Following are the definitions used:

- College/University training includes any program offered by an accredited college or university that results in the awarding of an associate's, bachelor's, master's, doctoral, law, or medical degree.
- Business, Trade, and Technical training (hereafter referred to as BTT) includes any program offered in facilities approved by the Department of Education (business and trade) or Department of State (cosmetology and barber) that results in the awarding of a certificate, diploma, or Associate Degree. It includes courses offered by vocational schools, hospitals and other approved training providers. The Pennsylvania Directory of Private Licensed and Registered Schools is used for guidance. Programs at colleges that don't result in a degree should be considered BTT.
- Nontraditional training includes correspondence, distance learning, or other non-traditional methods of training. This category is used only after studying other options and concluding it is the best alternative.

Full-time status is a program specific definition so a series of follow up questions regarding amount of time spent at "school" each week are asked if the interviewer is unsure about coding the answer from the student's response.

For purposes of the post-school outcome data collection, school leavers are defined as students who graduated during the prior school year, aged out of school during the prior year, dropped out during the prior year, or were expected to return but did not return for the current school year. As addressed above, the names of students who dropped out and students who were expected to return and didn't are provided by the school and the former teacher uses the last known address to contact the leaver. The cross agency PACT facilitates communication between the education agency and the adult serving agency and teachers are requested to contact one or more agencies to inquire if the leaver is receiving services and if so, the agency is requested to contact the student with information on how to reach the teacher to complete the survey.

Pennsylvania's system is designed to improve the response level of the sample. No personally identifiable information will be disclosed. If warranted, the analysis and correction of non-responders, poor response rate, and selections bias will be conducted.

Baseline Data for FFY 2004 (2004-2005)

Since this is a new Indicator, baseline and targets will be provided in the FFY 2006 APR due February 1, 2008.

Discussion of Baseline Data

Not Applicable

Improvement Activities/Timelines/Resources

Not Applicable

February 2008 Update of the Overview of Issue/Description of System or Process

The Post-School Outcome Survey administered to 2005-06 leavers in 2007 included questions regarding employment and postsecondary education or training status. Pennsylvania used the definition of competitive employment in the Rehabilitation Act (Sections 7(11) and 12(c) of the Act; 29 U.S.C. 705(11) and 709(c)): *Competitive employment means work- (i) In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled*. Those individuals serving in the military were included as competitively employed since they must pass either the ASVAB or have a high school diploma, and are compensated at or above the minimum wage. Further, those individuals involved in home or family businesses were also included in Pennsylvania's definition of competitive employment[6].

Consistent with prior reporting, the Office of Vocational Rehabilitation, Department of Labor and Industry's definition of postsecondary education and training were used. These are:

- College/University training includes any program offered by an accredited college or university that results in the awarding of an associate's, bachelor's, master's, doctoral, law, or medical degree.
- Business, Trade, and Technical training (BTT) includes any program offered in facilities approved by the Department of Education (business and trade) or Department of State (cosmetology and barber) that results in the awarding of a certificate, diploma, or Associate Degree. It includes courses offered by vocational schools, hospitals and other approved training providers. The Pennsylvania Directory of Private Licensed and Registered Schools is used for

[6] This group was comprised of 36 individuals.

guidance. Programs at colleges that don't result in a degree should be considered BTT.

- Nontraditional training includes correspondence, distance learning, or other non-traditional methods of training. This category is used only after studying other options and concluding it is the best alternative.

Full-time status is a program specific definition so a series of follow up questions regarding amount of time spent at "school" each week are asked if the interviewer is unsure about coding the answer from the student's response.

In the SPP, data are presented at a statewide aggregate level. For public reporting of LEA performance on meeting SPP targets, the state's minimum cell size is 10 students. For this Indicator, the first public reporting will occur in 2009, and no personally identifiable information or data insufficient to yield statistically reliable information will be reported.

Data Collection

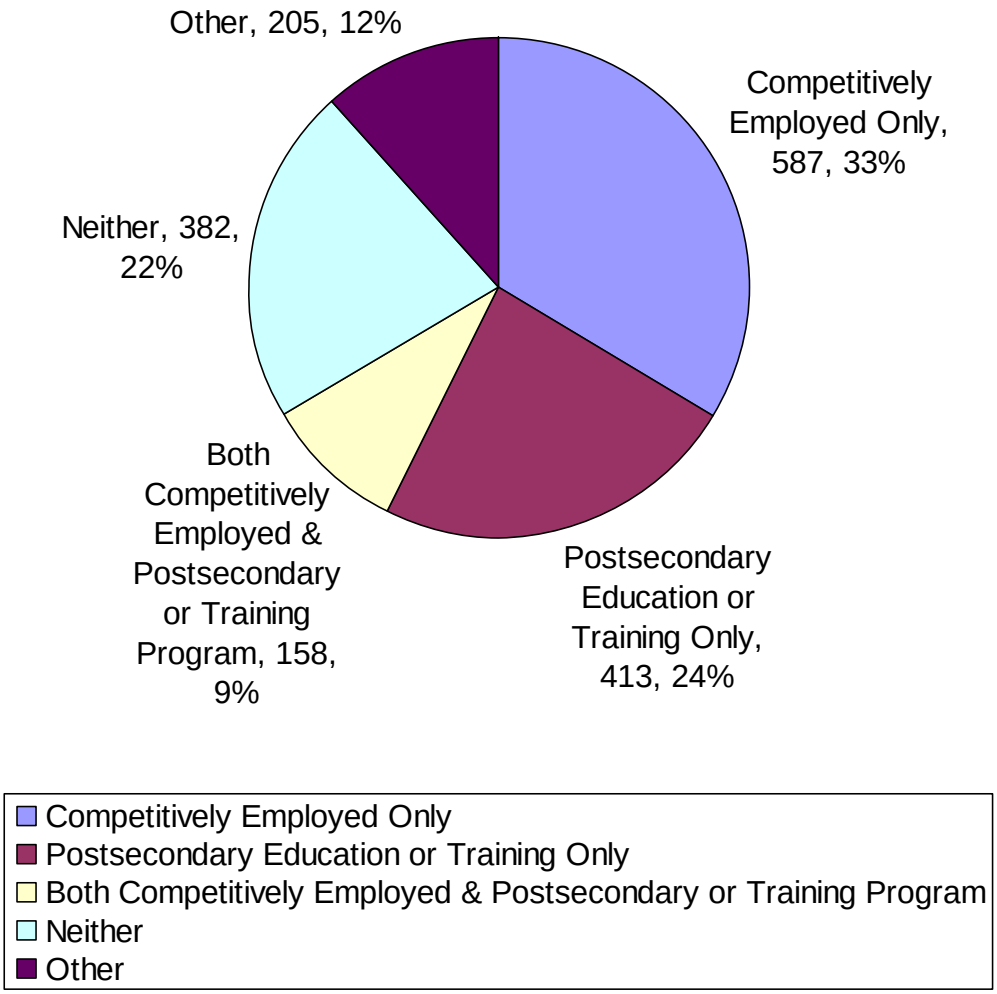
Data gathered from school leavers at the time of exit is also described in the February 2007 update of Pennsylvania's SPP. In accordance with Pennsylvania's approved data collection plan, 20% of the state's LEAs were sampled to participate in this baseline year. Over the span of the SPP, each LEA will have participated once in the survey, and one LEA with greater than 50,000 students will participate in every year of the data collection. A census is conducted of all student leavers in the selected LEAs each year over the five year sampling cycle. In addition to the variables listed, secondary demographic data such as age, and items related to employment conditions (full vs. part-time, minimum wage, and health care insurance) were collected. Statewide, each year's group of LEAs is selected to provide a representative sample of the demographics of the Commonwealth.

Those school leavers who completed the 2005-06 Exit Survey were contacted by mail in April, 2007 and asked to log on to the Pennsylvania Post School Outcomes Data System (PaPODS) to complete the Post School Outcome Survey. As a follow-up, the leavers' former teachers or other LEA administrative personnel attempted to contact those who did not respond. A minimum of three attempts to elicit survey completion are required, and must be documented in the PaPODS database. If contact was established, the leavers were asked to either complete the survey online or on the phone. A total of 1,754 Post-School Outcome Surveys had been completed by the end of September 2007 when, as suggested by OSEP, the data collection window was closed. This is a response rate of 62.3%. Although this appears to be a high survey response rate, comparative national data are not yet available.

Baseline data for FFY 2006-07 (2005-06 School Leavers)

For this baseline year, the proportion of school leavers who are competitively employed, enrolled in postsecondary education or training, or both, is 66%. Figure 14.1 shows that 33% of respondents were competitively employed only, 24% were enrolled in postsecondary education or training only, and 9% were both competitively employed *and* enrolled in a postsecondary education or training program. Twelve percent (12%) of surveys were missing data for these variables, and these are reported as "Other."

Figure 14.1
Post-School Outcomes, FFY 2005-06 Respondents



Discussion of Baseline Data

Using the NPSO Response Calculator to determine representativeness of the respondents, it was determined that in this group of respondents former students with learning disabilities were over-represented by 10%, former students with mental retardation were under-represented by 4% and all other disability categories were under-represented, as a group, by 3%. The response calculator also reported that minority students were under-represented by 14%. Finally, dropouts were represented in the respondent group at a rate of 2.12%, which is on par with the population dropout rate of 1.62%.

Examining data for this first group of respondents in the survey by type of exit, type of disability, ethnicity and gender reveals the following:

- 94% of the respondents have earned a high school diploma, and of these, 68% have been competitively employed, enrolled in a postsecondary education or training program, or both;

- 72% of the respondents are former students with learning disabilities, and of these, 70% have been competitively employed, enrolled in a postsecondary education or training program, or both. For respondents with emotional disturbance and mental retardation, these proportions are 64% and 48%, respectively;

- 42% of respondents with mental retardation, 24% of those with emotional disturbance and 18% of those with a specific learning disability have not been competitively employed or enrolled in a postsecondary education or training program;

- 85% of the respondents are White, and of these, 67% have been competitively employed, enrolled in a postsecondary education or training program, or both. For the respondents who are Hispanic and Black, these proportions are 53% and 56%, respectively;

- 30% of the respondents who are Hispanic, 30% of those who are Black and 21% of those who are White have not been competitively employed or enrolled in a postsecondary education or training program;

- 64% of the respondents are male, and of these, 68% have been competitively employed, enrolled in a postsecondary education or training program, or both. For respondents who are female, this proportion is 63%;

- 23% of female respondents and 21% of male respondents have not been competitively employed or enrolled in a postsecondary education or training program.

There was very little missing demographic data for the respondent group. The gender of four leavers, or 0.2%, was not available. The race/ethnicity of 40, or 2.3% of leavers was also missing. Fifteen, or 0.9%, did not indicate their primary disability. The reason that these demographic data were so complete relates to the Exit Survey the leavers completed the year before. Typically, the leavers completed the Exit Survey in the presence of, or with assistance from, their teachers, which likely contributed to more complete data being available. Therefore, the slight missing data observed at this time confirms the strength of the Exit Survey data collection process. However, as noted above, in the Post School Outcome Survey, several respondents did not provide essential information on either their employment or postsecondary education or training status, or both, which did limit the richness of the data.

Although states are required to establish baseline and measurable and rigorous targets in this SPP, caution must be exercised in establishing these long term targets since there is no trend line to examine change over time, and data are available only from this one group of respondents. Comparison data are not yet available from other states. (Data from the National Longitudinal Transition Study (NLTS2), a 10 year study funded by OSEP, includes outcome data for the two domains of employment and postsecondary education and training but differences in data collection timelines and methodology need to be considered).

In establishing targets for this Indicator, members of the SEAP were provided with an overview of available data and were asked to provide recommendations for measurable and rigorous targets for the remainder of the SPP. SEAP completed the process, but shared their concerns about establishing targets based on one year of data. BSE adopted the targets recommended by SEAP, which culminate in a 1.5% improvement from baseline through 2010. Targets will be reviewed annually and adjusted as indicated. SEAP also provided suggestions for refining survey design and improvement activities and these are included in the Improvement Activities below.

FFY	Measurable and Rigorous Targets
2005 (2005-06)	Not applicable
2006 (2006-07)	Not applicable
2007 (2007-08)	Pennsylvania will increase the proportion of school leavers who are competitively employed, enrolled in a postsecondary education or training program, or both, by 0.10% from the baseline rate of 66 % to 66.1%.
2008 (2008-09)	Pennsylvania will increase the proportion of school leavers who are competitively employed, enrolled in a postsecondary education or training program, or both, by 0.20% from the previous year's rate of 66.1% to 66.3%.
2009 (2009-10)	Pennsylvania will increase the proportion of school leavers who are competitively employed, enrolled in a postsecondary education or training program, or both, by 0.60% from the previous year's rate of 66.3% to 66.9%.
2010 (2010-11)	Pennsylvania will increase the proportion of school leavers who are competitively employed, enrolled in a postsecondary education or training program, or both, by 0.60% from the previous year's rate of 66.9% to 67.5%.

Improvement Activities/Timelines/Resources

(1) As recommended by SEAP, BSE will drill down into the population of Post-School Outcome Survey respondents who report that they are neither competitively employed nor participating in postsecondary education or training to determine if there are statewide and/or local factors contributing to this outcome.

Timelines and Resources: Pennsylvania will enhance the Post-School Outcome Survey to focus on this concern. The survey is being modified with additional questions for the 2008 administration. Training for those administering the survey and LEAs in the sample group will be provided in spring 2008.

(2) BSE will continue to evaluate survey design, content, timelines, and response options.

Timelines and Resources: Stakeholder input will be solicited on an on-going basis throughout the remaining years of the SPP, and modifications made as indicated.

(3) BSE and PaTTAN will provide annual training on Indicator 14 to Local Education Agencies targeted for sampling each year.

Timelines and Resources: Training will occur in March 2008 and annually thereafter. Resources are PaTTAN Consultants with expertise in secondary transition.

(4) As BSE develops trend line data from year two and beyond, additional analysis will be done to address recommendations of stakeholders, e.g. analyzing graduation status and type of employment, determining if students who had a Career and Technical Education (CTE) component while in school reported differences in employment outcomes. Data will also be analyzed and shared with the Pennsylvania Transition Community of Practice to identify local programs that have high success rates and key components for replication and dissemination. These LEAs will then be solicited as training partners with BSE and PaTTAN.

Timelines and Resources: On-going through the remainder of the SPP. Data analysis will be provided by BSE and PaTTAN staff.

(5) Pennsylvania will continue and enhance collaboration with the National Post School Outcomes Center (NPSO) and other national TA centers to determine how use of the survey data can be linked to improved practices, particularly at the high school level.

Timelines and Resources: On-going through the remainder of the SPP. OSERS has awarded a one year grant to Delaware, Pennsylvania, and Virginia in collaboration with the National Association of State Directors of Special Education (NASDSE), the National Post-School Outcomes Center (NPSO), the National Drop Out Prevention Center for Students with Disabilities (NDPC-SD) and the National Secondary Transition Technical Assistance Center (NSTTAC) to support linking this Indicator with Indicators 1, 2, and 13. The intended outcomes of this grant are improved graduation and dropout rates, secondary transition planning and services, and post school outcomes for students with disabilities. The grant will continue until fall 2008, and outcomes will be evaluated at that time when need for additional improvement activities can be assessed.

(6) BSE, PaTTAN, and IU Transition Consultants will conduct sessions with stakeholders to review results and implications of annual surveys.

Timelines and Resources: Annually throughout the remainder of the SPP. This will occur as part of the annual Pennsylvania Community of Practice on Transition Conference, and at other statewide conferences and local/regional meetings.

February 2009 Update to Improvement Activities/Timelines/Resources

BSE will continue to monitor the effectiveness of the improvement activities included in the SPP, and will consult with stakeholder groups regarding other effective strategies for improving post-secondary outcomes.

Additional improvement activities are being added to facilitate use of data and increase family involvement in planning for post-school outcomes:

(7) Beginning in FFY 2008 and continuing throughout the remainder of the SPP, Post School Outcome Survey Summary Reports will be developed and provided to all LEAs in the cycle. These reports will compare local and state performance on post-secondary education, employment and independent living, and will assist LEAs in local improvement planning.

Timelines and Resources: This new reporting will begin with the FFY 2007 data collection and will continue through the remainder of the SPP. Resources include BSE, PaTTAN personnel and IU transition coordinators.

(8) Through a collaborative effort of BSE and PaTTAN, transition folders are being prepared for students with disabilities of transition age. The folders contain CDs with nine resource documents designed to support transition.

Timelines and Resources: Resources include BSE, PaTTAN personnel, PaTTAN parent consultants, and PTI personnel. The folders will be introduced and explained at training sessions offered in the winter and spring of 2009.

Part B State Performance Plan (SPP) for 2010-2012

Overview of the State Performance Plan Development

NOTE TO READER: For the February 2011 SPP submission, OSEP has instructed states to treat indicator 14 as a new indicator, since significant changes were made by OSEP to the definitions. Unlike updates to most of the indicators in this document, changes for this indicator are presented as a consolidated narrative within this section. Content maintained for historical reference in this SPP that predates February 2011 may be inconsistent with these new requirements.

Indicator 14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

February 2011 Update of the Overview of Issue/Description of System or Process

As described in the introduction to this SPP, 2009-10 baseline data for this indicator were reviewed with the SEAP in December 2010. Stakeholders reviewed current improvement activities and made additional recommendations. These recommendations have been incorporated into this SPP. Targets were set through FFY 2012 as per OSEP instructions to states.

The sampling plan for this indicator was approved by OSEP in the FFY 2005 SPP and is continued for this submission. The present cohort consists of the same set of LEAs on the same schedule as was devised in the original submission. The sampling plan also includes all LEAs that have been established since the original approval. The LEAs constitute a

representative sample of leavers based on LEA size, whether the LEAs are urban, suburban or rural, disability category, race/ethnicity, and gender.

The Pennsylvania Post School Outcome Survey (PaPOS) was again administered at the LEA level to collect these data. LEAs were required to make three attempts to contact each student leaver in an effort to obtain valid data for the survey. The surveys were generally administered by telephone by an adult with whom the leaver was familiar and to whom the leaver was more likely willing to disclose the information needed to complete the survey.

Numerous measures have been employed to monitor and evaluate the management of the survey instrument. In order to ensure proper site-based management, LEAs administering PaPOS are required to participate in a series of training webinars. Participation in the training webinars is mandatory and attendance is tracked. During the PaPOS administration window LEAs are sent monthly written updates noting their survey return rates. During the final month of the survey administration window LEAs with outstanding survey submissions receive direct contacts by PaTTAN or IU TaC staff. Results of PaPOS are sent to all LEAs following their submissions of both the exit and post-school surveys. Additionally, a training webinar is held to assist LEAs in interpreting their survey results and using the data for program improvements. To further the disseminate the results of the post school surveys, aggregate state and regional PAPOS data are shared with the 29 Intermediate Unit Special Education Directors as well as Pennsylvania's Secondary Transition State Leadership Team / Community of Practice.

The LEAs that were scheduled to be surveyed in FFY 2008 were surveyed on schedule, using the definitions that were in place at the time that those in the cohort were identified as student leavers. LEA results were publically reported in the LEA's annual Special Education Data Report, thus ensuring that all LEAs were included in the data collection and reporting efforts at least once during the SPP.

For the current SPP, Pennsylvania developed a new baseline using the language of the revised indicator measurement table (May 2010), set three new measurable and rigorous targets to reflect the revised table, and developed improvement activities to reflect what was learned from the analysis of the new baseline data.

For the purposes of this indicator, the following federally-mandated definitions apply:

- *Higher education* means youth have been enrolled on a full- or part-time basis in a community college (2-year program), or college/university (4- or more year program) for at least one complete term, at any time in the year since leaving high school.
- *Competitive employment* means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.
- *Some other employment* means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).
- *Other postsecondary education or training* means youth enrolled on a full- or part-time basis for at least one complete term at any time in the year since leaving high

school in an education or training program (e.g., Job Corps, adult education, workforce development program, or vocational technical school which is less than a 2-year program).

- *Respondents* are youth or their designated family member who answer the survey or interview questions.
- *Leavers* are youth who left school by graduating with a regular or modified diploma, aging out, left school early (i.e., dropped out), or who were expected to return and did not.

Response Rate and Representativeness

As seen in Table 14.1, Response Rate Calculation, 3,467 youth from the LEAs in the sample left school during the 2008-09 school year. Interviews were conducted with 2,008 youth or their family members. The response rate was 2,008/3,467, or 58%.

Table 14.1
Response Rate Calculation

Respondent Category	*Number*
A. Number of leavers	3,542
B. Subtract the number of youth ineligible (those who had returned to school or were deceased)	75
C. Number of youth contacted	3,467
D. Number of completed surveys	2,008
Response rate: (D/C)*100	58%

The NPSO Response Calculator was used to calculate representativeness of the respondent group on the characteristics of disability type, ethnicity, gender, and dropout in order to determine whether the youth who responded to the interviews were similar to, or different from, the total population of youth with an IEP who exited sampled LEAs in 2008-09.

According to the NPSO Response Calculator, differences between the Respondent Group and the Target Leaver Group of ±3% are important. Negative differences indicate an under-representativeness of the group and positive differences indicate over-representativeness. In the Response Calculator, red is used to indicate a difference exceeding the ±3% interval, as shown in Table 14.2.

As seen in Table 14.2, minorities (-3.96%) and dropouts (-4.00%) were under-represented in the respondent group, as determined by the NPSO Response Calculator. There were no groups over-represented.

Table 14.2
Respondent Group Representativeness

NPSO Response Calculator

Representativeness

	Overall	LD	ED	MR	AO	Female	Minority	ELL	Dropout
Target Leaver Totals	3542	2362	411	367	387	1272	599	0	235
Response Totals	2008	1332	206	234	229	717	260	0	53
Target Leaver Representation		66.69%	11.60%	10.36%	10.93%	35.91%	16.91%	0.00%	6.63%
Respondent Representation		66.33%	10.26%	11.65%	11.40%	35.71%	12.95%	0.00%	2.64%
Difference		-0.35%	-1.34%	1.29%	0.48%	-0.20%	-3.96%	0.00%	-4.00%

Representativeness has dramatically improved over FFY 2007, when Pennsylvania was over-represented in the categories of female leavers (+9.98%) and leavers with learning disabilities (+4.76%), and under-represented in the categories of minority leavers (-21.56%) and leavers with mental retardation (-4.92%).

The overall response rate was 58%, which means out of 3,467 students who left school last year, post-school outcome information was not obtained for 42% (n = 1459) of the student leavers in the sample. Of this number, 63% (922) were male, 77% (1,130) were white, 68% (986) were leavers with specific learning disabilities, and 13% (193) were leavers with emotional disturbance. There were no regional differences found.

Baseline Data for FFY 2009

Secondary students who exited during the 2008-09 school year were provided an Exit Survey. This paper survey collected information from these student leavers that included a means to contact them one year later so that the Pennsylvania Post School Outcome Survey (PaPOS) could be administered. The baseline data reported in this submission is a compilation of the valid responses obtained from the PaPOS survey administration conducted for those students who were considered leavers in 2008-09.

Each respondent leaver was counted in one of the five categories described below, and only in the highest appropriate category, with "enrolled in higher education" considered to be the highest category (#1 below).

The baseline group consisted of 2,008 total valid responses. Table 14.3 shows how the respondents were categorized into the calculation groups.

Table 14.3
Assignment of Respondents
Based on Reported Post Secondary Outcomes

Respondent Category	***Number of Respondents***
(1) Number enrolled in "higher education"	562
(2) Number engaged in "competitive employment" (and not counted above)	420
(3) Number enrolled in "some other postsecondary education or training" (and not counted in 1 or 2 above)	97
(4) Number engaged in "some other employment" (and not counted in 1, 2, or 3 above)	243
Number of not engaged (not counted above)	686

Using the first four categories to calculate the engagement rates in each of the three required measurements, the results are as follows:

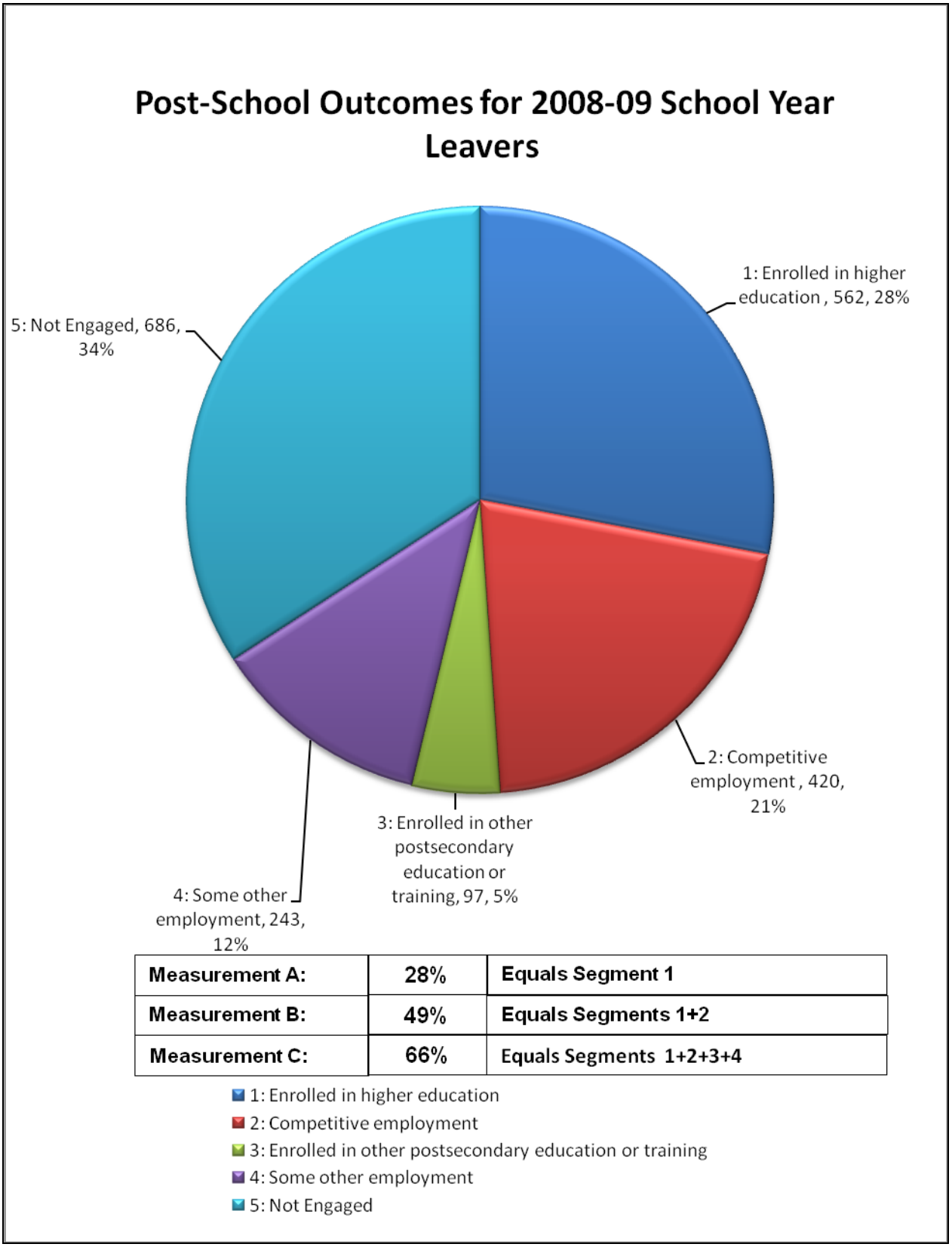
Indicator 14A = 562 (#1) divided by 2,008 (total respondents) = *28%.*

Indicator 14B = 562 (#1) + 420 (#2) divided by 2,008 (total respondents) = *49%.*

Indicator 14C = 562 (#1) + 420 (#2) + 97 (#3) + 243 (#4) divided by 2,008 (total respondents) = *66%.*

These data are graphically illustrated in Figure 14.1.

Figure 14.1



Measurement A:	**28%**	**Equals Segment 1**
Measurement B:	**49%**	**Equals Segments 1+2**
Measurement C:	**66%**	**Equals Segments 1+2+3+4**

Discussion of Baseline Data

To better understand the post-school outcomes of the leavers from 2008-09, two additional analyses were conducted using the NPSO Data Use Toolkit. First, the outcomes were examined by gender and second, the outcomes were examined by disability category. As seen in Figure 14.2, the percent of leavers who were not engaged did not vary by gender. There were 12% more females enrolled in higher education, and 12% more males competitively employed. Finally, slightly more females were engaged in some other employment.

Overall, 34% (686) of the leavers from 2008-09 were not engaged in higher education, competitive employment, some other postsecondary education, or some other employment. To better understand this group of unengaged respondents, the data were further examined and it was learned that 13% (86) of these student leavers had enrolled in a higher education program but had not completed one term. An additional 135 (20%) of these unengaged student leavers were either currently employed and working less than 20 hours per week, or had been employed in the past and worked less than 20 hours per week.

When data were examined by disability category, as seen in Figure 14.3, 33% of school leavers in low incidence disability categories and 32% of those with specific learning disabilities met the definition of being enrolled in higher education. The highest proportion of school leavers competitively employed were those with specific learning disabilities (24%), followed next by those with emotional disturbance, with 20%. Mental retardation was the disability category with the highest proportion of school leavers who were not engaged, at 59%.

Figure 14.2

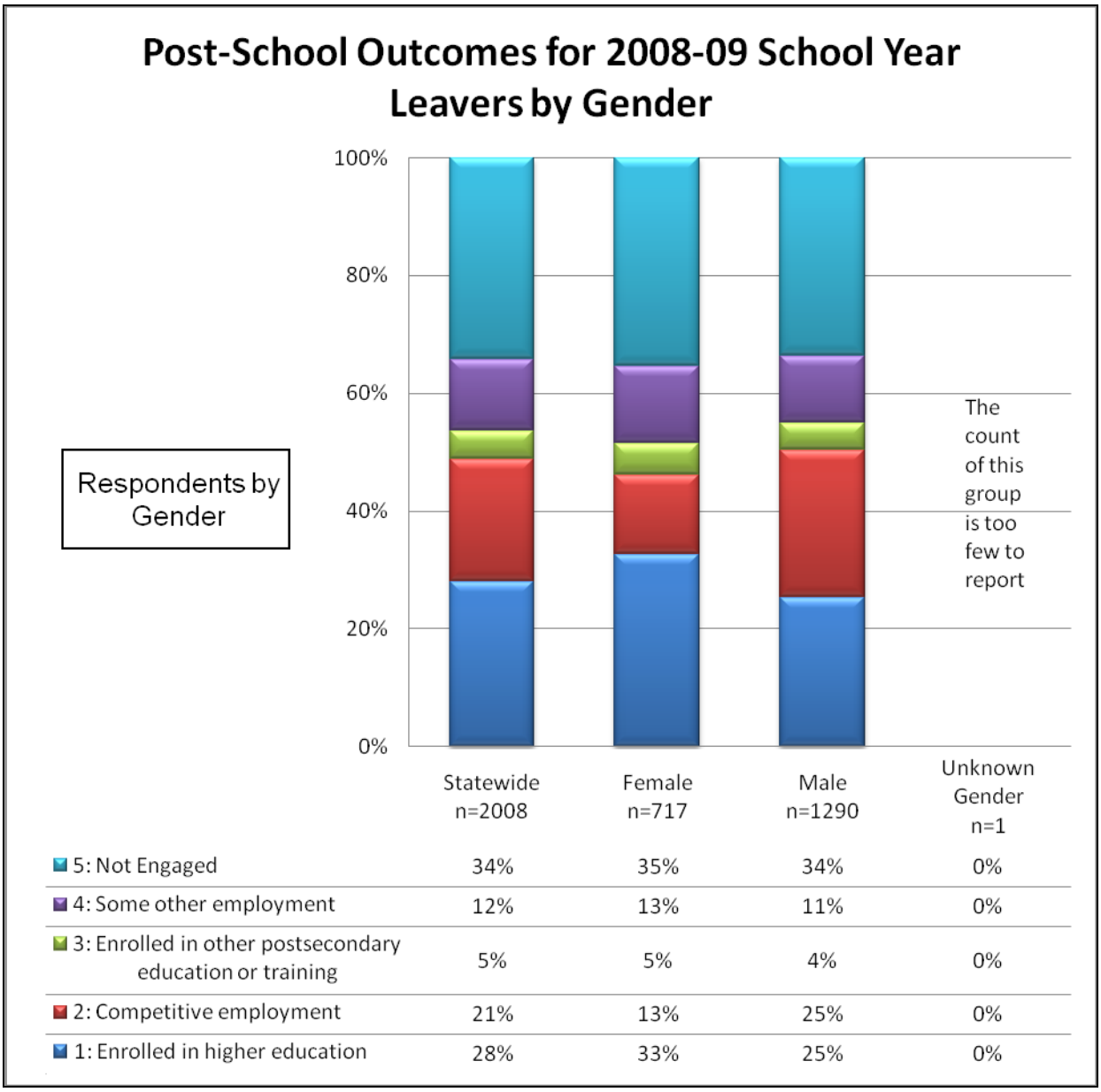
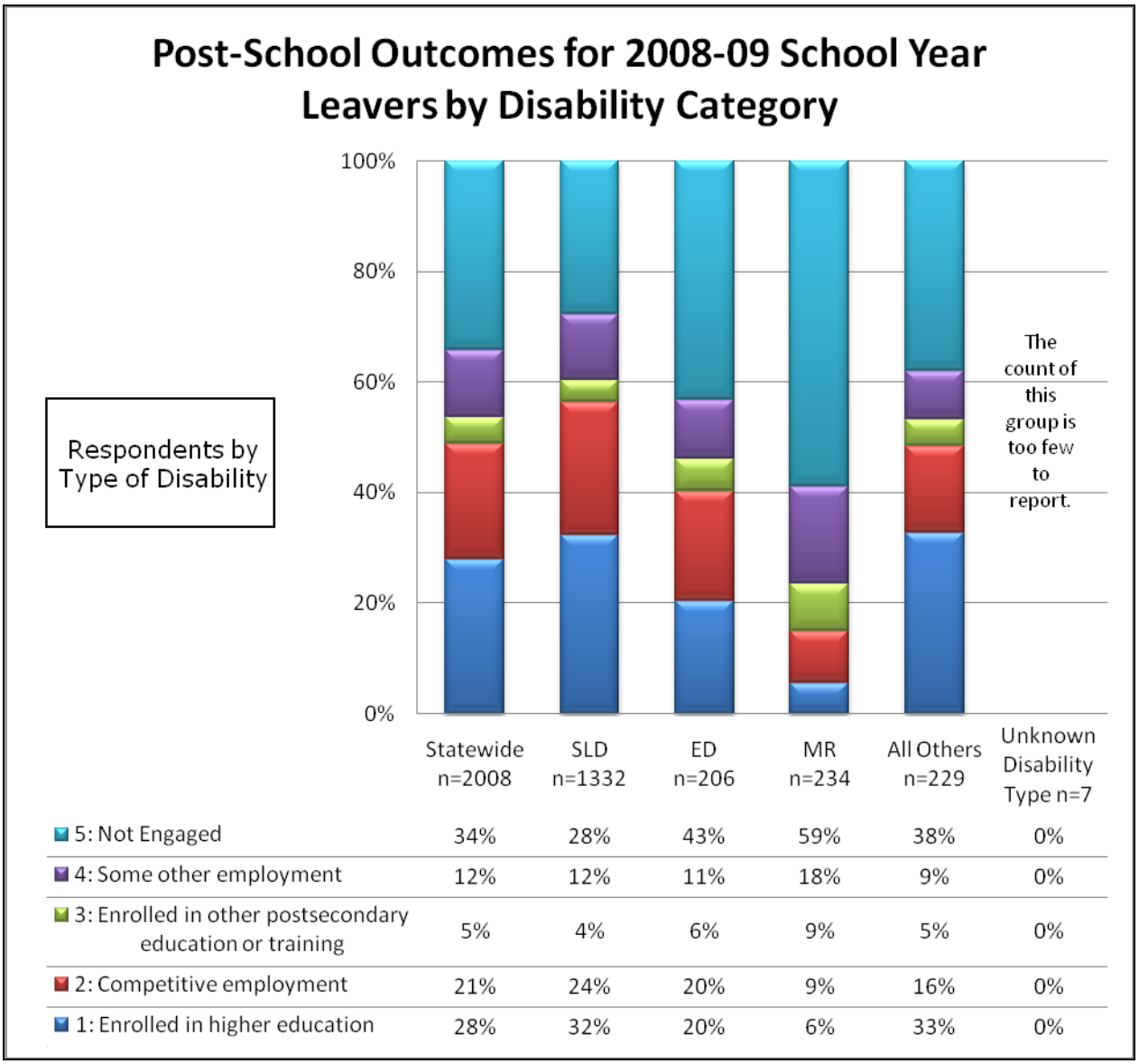

Post-School Outcomes for 2008-09 School Year Leavers by Gender
100%
80%
60%
40%
20%
0%
Respondents by Gender
The count of this group is too few to report
Statewide n=2008
Female n=717
Male n=1290
Unknown Gender n=1
5: Not Engaged 34% 35% 34% 0%
4: Some other employment 12% 13% 11% 0%
3: Enrolled in other postsecondary education or training 5% 5% 4% 0%
2: Competitive employment 21% 13% 25% 0%
1: Enrolled in higher education 28% 33% 25% 0%

Figure 14.3



Respondents by Type of Disability	Statewide n=2008	SLD n=1332	ED n=206	MR n=234	All Others n=229	Unknown Disability Type n=7
5: Not Engaged	34%	28%	43%	59%	38%	0%
4: Some other employment	12%	12%	11%	18%	9%	0%
3: Enrolled in other postsecondary education or training	5%	4%	6%	9%	5%	0%
2: Competitive employment	21%	24%	20%	9%	16%	0%
1: Enrolled in higher education	28%	32%	20%	6%	33%	0%

Based on this post-school outcome baseline data and input from stakeholders, the following measurable and rigorous targets for measures 14A, 14B, and 14C have been set. It should be noted that targets for indicator 14C are established as maintenance targets to allow for the movement of unengaged leavers into any of the three reporting groups.

FFY	Measurable and Rigorous Targets
2010 (2010-2011)	***Indicator 14A:*** Increase the percent of school leavers enrolled in higher education within one year of leaving high school from 28.0% to 28.1%. ***Indicator 14B:*** Increase the percent of school leavers enrolled in higher education or competitively employed within one year of leaving high school from 49.0% to 49.1%. ***Indicator 14C:*** Maintain the percent of school leavers enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment at 66.0%.
2011 (2011-2012)	***Indicator 14A:*** Increase the percent of school leavers enrolled in higher education within one year of leaving high school from 28.1% to 28.2%. ***Indicator 14B:*** Increase the percent of school leavers enrolled in higher education or competitively employed within one year of leaving high school from 49.1% to 49.2%. ***Indicator 14C:*** Maintain the percent of school leavers enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment at 66.0%.
2012 (2012-2013)	***Indicator 14A:*** Increase the percent of school leavers enrolled in higher education within one year of leaving high school from 28.2% to 28.3%. ***Indicator 14B:*** Increase the percent of school leavers enrolled in higher education or competitively employed within one year of leaving high school from 49.2% to 49.3%. ***Indicator 14C:*** Maintain the percent of school leavers enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment at 66.0%.

Improvement Activities/Timelines/Resources

Overall, 34% (686) of the leavers from 2008-09 were not engaged in higher education, competitive employment, some other postsecondary education, or some other employment. To better understand this group of unengaged respondents, the data were further examined and it was learned that 13% (86) of these student leavers had enrolled in a higher education program but had not completed one term. An additional 135 (20%) of these unengaged student leavers were either currently employed and working less than 20 hours per week, or had been employed in the past and worked less than 20 hours per week.

The following improvement activities are proposed to address these findings, and to address improved data collection:

(1) BSE will revise the Pennsylvania Post School Survey to reflect the recommended updates provided by SEAP. The revised survey will include items that address the reasons student leavers do not complete a full term once enrolled in higher education, and reasons that they were employed less than 20 hours per week. BSE will continue to evaluate survey design, content, timelines, and response options.

Timelines and resources: Resources include NPSO, BSE and PaTTAN staff. The revised survey will be utilized in spring 2011 and on-going throughout the remaining years of the SPP. Stakeholder input will be solicited on an on-going basis throughout the remaining years of the SPP, and modifications made as indicated.

(2) Pennsylvania will continue and enhance collaboration with the National Post School Outcomes Center (NPSO) and other national TA centers to determine how use of the survey data can be linked to improved practices, particularly at the high school level.

Timelines and resources: NPSO, BSE and PaTTAN staff collaboration will be on-going throughout the remaining years of the SPP.

(3) Pennsylvania will participate in the Mid-Atlantic Secondary Transition Leadership Network – (A consortium of state Dept. of Education and Dept. of Vocational Rehabilitation representatives from DE, MD, PA, VA, and WV).

Timelines and resources: BSE staff and PaTTAN and IU Transition Consultants' participation in the Mid-Atlantic Transition Leadership Network will be on-going throughout the remaining years of the SPP.

(4) Pennsylvania will engage in planning and participation with representatives from the state of Florida in a National Post School Outcome Center sponsored presentation at the *Annual Secondary Transition State Planning Institute.*

Timelines and resources: Resources include PaTTAN, and IU Transition Consultants. Participation in NPSO sponsored activities will be on-going throughout the remaining years of the SPP.

(5) BSE and PaTTAN will provide annual training on Indicator 14 to Local Education Agencies targeted for sampling each year throughout the remaining years of the SPP.

Timelines and resources: Training will occur throughout the remaining years of the SPP. Resources include PaTTAN Consultants with expertise in secondary transition.

(6) Training and informational sessions regarding indicator 14 will be provided to SEAP, parent/advocacy groups, students, district level administrators, and interagency personnel.

Timelines and resources: BSE, PaTTAN, and IU Transition Consultants will conduct sessions with stakeholders to review results and implications of annual surveys. This will occur as part of the annual Pennsylvania Community of Practice on Transition Conference, and at other statewide conferences and local/regional meetings throughout the remaining years of the SPP.

(7) Strategies will be provided to the indicator 14 cohort group LEAs regarding post school survey follow-up with former student leavers. The LEAs will be provided with parent and student fliers about the survey for distribution.

Timelines and resources: BSE and PaTTAN staff and IU Transition Consultants will provide tools and strategies to LEAs on an on-going basis throughout the remaining years of the SPP.

February 2012 Update to Improvement Activities/Timelines/Resources

Pennsylvania is adding the improvement activity described below:

(8) **Supporting Secondary Transition Programming for Students with Disabilities: A Pilot Project for School Teams**

PaTTAN consultants initiated planning for the FFY 2011 training series, *Supporting Secondary Transition Programming for Students with Disabilities: A Pilot Project for School Teams*. The series is developed for high school building level teams, led by a school principal and special education administrator, and is designed to connect the transition-related indicators of the SPP with the goal that every student will graduate from high school ready for college or career, and achieve high standards.

Timelines and resources: Training provided by PaTTAN staff during the 2011-12 school year.

February 2013 Update to Improvement Activities/Timelines/Resources

BSE is implementing the following new improvement activities to enhance respondent representativeness:

(9) **Survey Outreach via PTIs and CPRCs**: Through the collaboration of PaTTAN and the PTIs and CPRCs in Pennsylvania, a survey announcement will be posted on the websites of HUNE, PEAL, PEN and the Mentor Parent Program. The announcement provides an overview of the exit and post-school surveys and an explanation of the important uses of the information that is collected, thus encouraging parents to support the participation of their youth in the survey process.

Timelines and resources: PaTTAN is piloting the announcement on the PTI and CPRC websites during the 2012-13 school year, and this activity will be evaluated to determine its effectiveness.

(10) **Revised PaPOS Training**: The PaPOS training has added three new components to improve data collection from hard to find youth.

a. Each LEA in the cohort groups (both exit and post) is provided with the NPSO Contacting Hard-to-Find Youth: Strategies for the Post-School Survey document. PaTTAN staff provides training with examples on each strategy.

b. Additional emphasis will be placed on underrepresented groups as part of the overview training for LEAs.

c. Each LEA in the exit survey cohort group is invited to participate in a webinar to discuss the exit survey, with an emphasis on capturing students who drop out or are leavers prior to the official data collection period.

Timelines and resources: PaTTAN will provide training to the field throughout the remainder of this SPP.

February 2014 Update to Improvement Activities/Timelines/Resources

In an effort to improve response rates for under-represented groups, including minorities and dropouts, additional improvement activities have been added:

(11) PaTTAN has been working with stakeholders to develop a protocol to identify barriers LEAs are experiencing when contacting hard-to-find youth, including underrepresented minority youth. The protocol is designed to be used with a sample of LEAs that have a high percentage of hard-to-find youth. The protocol will identify strategies used to contact hard-to-find youth, perceived barriers and suggestions for additional supports. Results will be considered with the guidance provided by NPSO for contacting these former students and will guide future efforts in training and technical assistance provided to LEAs administering post-school surveys.

Timeline and resources: Spring, 2014; PaTTAN consultants.

(12) The Pennsylvania Community of Practice (CoP) on Secondary Transition's website, www.secondarytransition.org, is a central information hub for youth and families. The website organizes cross-agency, secondary transition resources to facilitate a young person's progress towards post-secondary goals related to education, employment and community living. In order to better increase youth awareness of the importance of participating in both the exit survey and the post-school outcomes survey, the NPSO-developed video, "Be A Superstar – Take the Survey", has been posted to CoP's website and catalogued in the website's resource database. All LEAs administering post school surveys will be made aware of the availability of the video and will be encouraged to share this information with students when administering the exit surveys.

Timeline and resources: Spring, 2014; PaTTAN consultants.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

Percent of noncompliance corrected within one year of identification:

a. # of findings of noncompliance.
b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

States are required to use the "Indicator 15 Worksheet" to report data for this indicator (see Attachment A).

Overview of Issue/Description of System or Process

Pennsylvania has established an effective system for general supervision of LEAs through planning, monitoring, complaint management, dispute resolution mechanisms, professional development and technical assistance. A brief overview of these systems follows.

LOCAL PERFORMANCE PLANS

A. School age

Each school district and Intermediate Unit develops a Special Education Plan that is submitted, reviewed, and approved or disapproved by the BSE. The school district's special education plan is an action plan that describes the local Board's commitment to ensure that a quality education will be provided to each student with a disability eligible for special education for the upcoming three-year period. The school district's plan is aligned with the district's strategic plan required under State Regulations, Chapter 4. In developing the Special Education Plan, districts must incorporate information from their Special Education Data Summary, as well as any corrective action that resulted from monitoring or complaint management. Local Special Education Plans are closely aligned with state performance targets. They reflect current data, analysis of data, and projected improvement goals and plans. IU Plans also reflect adherence with IDEA requirements, adopting policies and procedures as set forth in the Eligibility Application, and also describing their role in providing training aligned to state priorities to member school districts, charter schools and other entities.

BSE staff is assigned based on a Single Point of Contact (SPOC) structure, with one professional Special Education Adviser serving a designated geographical area. This individual reviews the local performance plan for that geographical area's Intermediate Unit

and member school districts, serves as the Chairperson for monitoring teams in that same area, and also reviews complaints filed against those LEAs. This promotes development of a strong knowledge base and expertise in regional issues and needs, which in turn leads to systemic identification by the BSE of issues and concerns as well as targeting of resources to improve local results.

B. Early Intervention

The MAWA agency's Special Education Plan is an action plan that describes the administrative and staff commitment to ensure that a quality education will be provided to each child with a disability eligible for special education for which the MAWA agency is responsible over the upcoming year. MAWA agencies are required to submit their Special Education Plan on an annual basis.

The Special Education Plan describes the special education programs and services that are provided within a MAWA agency and those special education programs and services that are accessed by the MAWA agency, including contracted private providers, Approved Private Schools, Head Start programs, or other typical early childhood programs.

The Special Education Plan reflects ongoing programs and services (including staff training and induction programs) and incorporates anticipated changes in programming as a result of corrective action generated by the cyclical monitoring improvement plan and other factors.

MONITORING

A. School age

BSE monitors programs for school aged students of districts and charter schools on a cyclical basis. Monitoring encompasses both procedural requirements and performance outcomes (see topical areas described on the monitoring template for this Indicator submitted as Attachment 2). Monitoring teams, chaired by a BSE SPOC, use a variety of on-site review processes to gain an overall understanding of LEA programs, identify non-compliance, and assist the LEA in corrective action and improvement planning activities. A number of parents and stakeholders have been trained as peer monitors and serve on these local teams. In addition, the Local Task Force for Right to Education that serves the IU where the school district or charter school is located is notified of the monitoring and invited to submit input to the Chairperson.

The 501 school district programs for school age students are monitored on a six-year cycle. The Philadelphia School District, which is the only school district in Pennsylvania with an ADM of over 50,000, is monitored every year. There are currently 117 Charter Schools operating in Pennsylvania. Charter schools are generally monitored on a five-year cycle to coincide with the charter renewal process, which takes into account the Charter Schools' compliance and performance with special education requirements. There are 26 State Correctional Institutions, 11 State Juvenile Facilities, 65 county prisons, and 19 county detention facilities in Pennsylvania. State Correctional Institutions and State Juvenile facilities are monitored every three years. County prisons and detention centers are monitored every six years, or when the district responsible for education is monitored. Three Regional Assessment Support Teams (RASTs) do the monitoring of correctional facilities throughout the state.

All of these monitoring systems are web-based. This includes reporting, corrective action planning, and implementation and tracking of corrective action. BSE has an effective system to impose sanctions if a LEA fails to implement required corrective action. The Basic Education Circular (BEC), Special Education Compliance, approved by OSEP details a hierarchy of sanctions. This BEC remains in effect.

The timeline for corrective action of non-compliance in corrections education facilities has been one year from the date of the on-site review. BSE has required school districts and charter schools to correct all non-compliance within one year of the date of the Corrective Action Verification Plan (CAVP). Unusual circumstances require an extension, granted only with Division Chief approval. The most typical reason for an extension is lack of sufficient sample size on which to draw a valid conclusion that systemic non-compliance has been resolved. In this instance, additional corrective action verification activity is required and occurs.

In 2002, the BSE submitted its school age monitoring procedures to OSEP with the State IDEA-B Grant Application. These procedures included a description of the process for developing the CAVP and the timeline for correction of non-compliance as a year from the CAVP date. For the past three years, BSE has operated in compliance with this timeline. It is important to note that BSE's timelines for issuing the monitoring report and developing the CAVP are short. In 2003-04, the average elapsed time from the date of the on-site monitoring to issuance of the report was 34 days. The average elapsed time from the date the report was issued to the date the CAVP was completed was 32 days. BSE believes that an average turnaround time of 66 days from the on-site to completion of the CAVP is likely superior to timelines in the majority of states. In the Spring of 2005, OSEP informed the BSE of the requirement that correction of deficiencies must be within one year of the date of the monitoring report. Accordingly, we have made adjustments to our monitoring procedures for 2005-06 to address this new requirement. The result of this shifting in timeline requirements is that, as instructed by OSEP in this Indicator, we are reporting data on completion of corrective action within one year of the date of the monitoring report when the actual requirements in effect at the time was for completion of corrective action within one year of the date of the CAVP. This will cause negative skewing of the 2003-04 data.

In addition to cyclical monitoring, the BSE has established pilots for focused monitoring of LEAs where data indicate discrepancies in certain topical areas. Previously, focused monitoring has addressed graduation and dropout rates, as well as LRE. For 2005-06, additional focused monitoring will be conducted around LRE.

B. Early Intervention

BSE monitors Part B 619 MAWA programs on a cyclical basis. Monitoring for Part B eligible students encompasses both procedural requirements and performance outcomes (see topical areas described on the monitoring template for this Indicator submitted as Attachment 2). Monitoring teams, chaired by a BSE Chairperson, use a variety of on-site review processes to gain an overall understanding of MAWA agency programs, identify non-compliance, and assist the MAWA agency in other improvement planning activities.

Section 619 Early Intervention Programs operated by MAWA agencies are generally monitored on a six-year cycle. There are 34 MAWA agencies. Like the school age monitoring system, the EI monitoring system is web-based. This includes reporting, corrective action planning, and implementation and tracking of corrective action.

The 619 program has historically assigned timelines for corrective action to begin the date the report is issued to the MAWA agency. MAWA agencies are given one year to complete the required corrective action unless an extension is required for unusual circumstances with approval of the Division Chief.

DISPUTE RESOLUTION SYSTEMS

Pennsylvania operates an effective, broad-based system for families of children with disabilities to access in resolving disputes. This includes the complaint management system, which investigates and resolves formal complaints concerning individual and systemic violations of federal and state special education regulations. This system is data based and allows for tracking of issues by LEA and statewide, as well as timelines for investigation, issuance of timely reports, and implementation of required corrective action.

The Office for Dispute Resolution (ODR) operates the due process hearing system in conformance with regulatory requirements, and also maintains data for reporting and systemic improvement. ODR has a system of less formal dispute resolution processes, including mediation services, IEP facilitation, Dispute Resolution Skills Training, Solutions Panels, a ConsultLine for parents, and a Call Resolution Process (CRP) that enables families to have informal third party intervention in resolving issues before they become contentious.

TECHNICAL ASSISTANCE

Pennsylvania has a model program for provision of technical assistance to LEAs. The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the BSE, and to build the capacity of all educational agencies in the state to serve students who receive special education services. PaTTAN has three regional offices located across Pennsylvania. These offices develop training courses, offer technical assistance, and provide resources to school personnel and families to improve student achievement and outcomes. The Pennsylvania Early Intervention Technical Assistance (EITA) system, which is part of PaTTAN, supports early intervention programs through professional development and family informational services. PaTTAN and EITA are directly linked into BSE monitoring and corrective action. PaTTAN and EITA consultants assist MAWA agencies, LEAs, and the BSE in developing and implementing CAVPs.

February 2007 Update of the Overview of Issue/Description of System or Process

In the 2005 SPP, Pennsylvania reported a 76% level of compliance for closure of corrective action within one year of identification of non-compliance for school aged, and a 51% level of compliance for Part B preschool. In OSEP's March 13, 2006 SPP approval letter to Pennsylvania (Table A), the State was required to ensure that non-compliance is corrected within one year of identification, and to include data in the 2005 APR that demonstrate compliance. As indicated in the APR, Pennsylvania has made substantial progress, and is now reporting a 94% rate of compliance with this Indicator.

February 2008 Update of the Overview of Issue/Description of System or Process

In January 2007, Pennsylvania created a new unified office for the Departments of Education and Public Welfare. The new office, the Office of Child Development and Early Learning (OCDEL), coordinates all Pennsylvania early childhood programs, including the infant/toddler and Section 619 preschool early intervention programs. This new administrative structure has impacted Pennsylvania's early intervention monitoring activities for the Section 619 early intervention programs.

Starting in July 2007, OCDEL began restructuring its monitoring tool and activities to ensure a cohesive monitoring process for the infant/toddler and Section 619 preschool early intervention programs and to incorporate additional general supervision and enforcement strategies to the state's monitoring and verification activities. The restructuring of the monitoring and verification process include: revisions to the monitoring and verification tool; the use of monthly data submission from local early intervention programs as a means to identify lower performing programs and expedite the identification of issues; and to address issues and changes in the cycle of onsite monitoring visits for the infant toddler and preschool early intervention programs.

With the new office structure, OCDEL will be monitoring 82 early intervention programs (48 infant/toddler and 34 preschool programs). In order to effectively monitor each program and focus state resources on programs that are performing lower than standards, OCDEL changed its onsite monitoring cycle from annually to every other year for their infant and toddler program and from every 6 years to every other year for the Section 619 early intervention programs. The goal of the state monitoring activities is to utilize ongoing data that is submitted by local early intervention programs, in addition to the on-site monitoring reviews.

OCDEL developed a new verification tool that will be utilized with all infant/toddler and preschool early intervention programs beginning January 1, 2008. The new tool was piloted with an infant/toddler program and a preschool program in October and November 2007.

The monitoring and verification process continues to include a data collection system that will include the report of findings, corrective action planning and implementation and tracking of corrective action. The system will be finalized in the spring of 2008. OCDEL will continue to examine monitoring and verification data on a monthly basis and share data with the State Interagency Coordinating Council.

February 2011 Update of the Overview of Issue/Description of System or Process

Consistent with the descriptions provided in Pennsylvania's State Performance Plan and APRs, BSE has effectively identified and corrected noncompliance through its comprehensive system of monitoring, including cyclical, focused and target monitoring. In summer 2010, OSEP provided additional guidance to states concerning OSEP Memorandum 09-02, specifically correction of child-specific noncompliance. Pennsylvania added the Individual Corrective Action Plan (ICAP) to its continuum of corrective action verification procedures. Through the ICAP, BSE demonstrates timely correction of all student specific noncompliance at the 100% level. In addition to the ICAP, BSE also ensures correction of all systemic noncompliance through ongoing monitoring of the LEA's Corrective Action Verification Plan, and review of updated data.

In addition to cyclical monitoring, BSE has conducted focused monitoring of graduation and dropout rates, as well as LRE. In FFY 2011, BSE, in consultation with stakeholders, will determine topical areas for future focused monitoring.

Baseline Data for FFY 2004 (2004-05)

Indicator 15 requires states to describe correction of non-compliance within one year of identification. Baseline data for both the 619 and school age programs are presented on Attachment 2.

The Section 619 program has operated under the requirement to correct non-compliance within one year of the date the monitoring report is issued. All required corrective action from 2003-04 has been closed out.

The Correctional Institutions described above have established a timeline for correction of non-compliance as one year from the date of the monitoring on-site. All items of non-compliance identified in 2003-04 monitoring through the RAST system were corrected within one year of the monitoring on-site.

The monitoring process for school age programs identifies individual as well as systemic non-compliance. Using a stratified random sample of students, conclusions are applied to the entire population of students for purposes of assigning corrective action. One exception is when a finding is made that an individual student is not receiving a Free Appropriate Public Education in accordance with his/her IEP. In 2003-04, there were three such findings made. In those cases, immediate corrective action was required and the LEAs demonstrated full correction of the non-compliance within 30 days. The BSE SPOC documents that corrective action has been accomplished. All instances of individual non-compliance found in 2003-04 were corrected within 30 days of the identification of non-compliance. In addition, all required corrective action from 2003-04 has been closed out, with one exception. As described on the template, an extension was granted for one school district because the sample size was insufficient to conclude that systemic correction had been accomplished. This district's corrective action continues to be monitored by the SPOC and closure will be accomplished within the extension period that ends in February 2006.

Discussion of Baseline Data

The BSE has both an effective monitoring and dispute resolution system that identifies and corrects non-compliance in a timely manner. Timelines for correction of deficiencies identified through monitoring of school age programs have been adjusted in accordance with new direction provided by OSEP in 2005.

FFY	Measurable and Rigorous Targets
2005 (2005-06)	100% compliance with requirement for correction of non-compliance within one year of identification.
2006 (2006-07)	100% compliance with requirement for correction of non-compliance within one year of identification.
2007 (2007-08)	100% compliance with requirement for correction of non-compliance within one year of identification.
2008 (2008-09)	100% compliance with requirement for correction of non-compliance within one year of identification.
2009 (2009-10)	100% compliance with requirement for correction of non-compliance within one year of identification.
2010 (2010-11)	100% compliance with requirement for correction of non-compliance within one year of identification.
2011 (2011-12)	100% compliance with requirement for correction of non-compliance within one year of identification.
2012 (2012-13)	100% compliance with requirement for correction of non-compliance within one year of identification.

Improvement Activities/Timelines/Resources

(1) The BSE has taken the necessary steps to adhere to OSEP's recent direction concerning needed adjustments to corrective action timelines. BSE has sufficient personnel and technical support to ensure that systemic non-compliance is corrected within one year of identification. Staff has been trained regarding this requirement and timelines will continue to be monitored by SPOCs and Division Chiefs on an on-going basis.

(2) Division Chiefs will continue to monitor timelines for completion of complaint investigations to ensure 100% compliance with timelines.

February 2011 Update of Improvement Activities/Timelines/Resources

Per OSEP instructions, SPP targets and improvement activities have been extended in this SPP for an additional two years (2011-12 and 2012-13).

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

OSEP has changed the Indicator and Measurement requirements for this Indicator. Beginning with the February 2010 submission, the revised Indicator and Measurement requirements are:

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

Content included in this SPP that predates February 2010 may be inconsistent with the new requirements shown above, but is maintained for reference:

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

Overview of Issue/Description of System or Process

BSE maintains a closely monitored database that tracks elapsed days from the date a complaint is received by the BSE through issuance of the Complaint Investigation Report (CIR) and closure of all required corrective action. Complaint assignments are manageable and timelines are being met. Division Chiefs monitor complaint timelines, and re-assign staff as needed to comply with timelines. The BSE maintains standardized practices for complaint management and staff has been trained and updated regularly. Monthly bureau meetings provide SPOCs with an opportunity to review and discuss CIRs that may have systemic implications.

In order to be more consistent with other states' reporting in this SPP and future APRs, the BSE is establishing baseline data using the number of complaints received that are determined to be within our jurisdiction. All written complaints received by the BSE are logged into the system and are tracked to completion. Extensive training has been provided to SPOCs regarding the determination of BSE jurisdiction. A Procedural Manual outlines in detail how determinations of jurisdiction are made. If, after reviewing the written complaint and contacting the Complainant for clarification, it is determined that the allegation is not addressed by special education regulations or statutes, the BSE issues a "Jurisdiction Letter" to the Complainant explaining why the issue is either not one for which a complaint can be filed, or not within the BSE's jurisdiction. This letter also advises the Complainant of

other resources that can be accessed to resolve the concern, for example, the Office for Dispute Resolution, Office for Civil Rights, Educator Misconduct Office, Child Abuse Hotline, other offices within PDE, etc.

February 2011 Update Overview of Issue/Description of System or Process

BEIS has an established protocol for the management of complaint investigations:

- all complaints *must* be assigned to BEIS staff person within 24 hours of receipt of complaint;
- BEIS staff *must* respond to all complaints within 24 hours of receipt of complaint;
- all information received at the start of the investigation and throughout the investigation is maintained in a database; and
- BEIS headquarters staff checks the status of the complaint database weekly as a means of monitoring timelines of response. BEIS staff assigned the complaint and their respective supervisors are emailed regarding timelines.

Baseline Data for FFY 2004 (2004-05)

In 2004-05, there were 400 complaints investigated by the BSE. CIRs were issued within 60 days of the BSE's receipt of the complaint for 396 of these complaints. Three of the remaining four CIRs exceeded 60 days due to extenuating circumstances with approval of the Division Chief.

Discussion of Baseline Data

BSE has an excellent record of accomplishing complaint investigation and closure within the required 60 days. Only four complaints exceeded 60 days, which is 1% of the total complaints managed by the BSE.

The number of extensions granted (3 of 400) is also extremely low, indicating that requests for extensions are closely scrutinized and represent very unusual circumstances. Only one CIR exceeded 60 days without an approved extension (the CIR was issued on day 68). This represented a highly unique circumstance that has not otherwise occurred in either the current or previous reporting period.

FFY	Measurable and Rigorous Targets
2005 (2005-06)	Pennsylvania will maintain 100% rate of complaint investigation reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
2006 (2006-07)	Pennsylvania will maintain 100% rate of complaint investigation reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
2007 (2007-08)	Pennsylvania will maintain 100% rate of complaint investigation reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
2008 (2008-09)	Pennsylvania will maintain 100% rate of complaint investigation reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
2009 (2009-10)	Pennsylvania will maintain 100% rate of complaint investigation reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
2010 (2010-11)	Pennsylvania will maintain 100% rate of complaint investigation reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
2011 (2011-12)	Pennsylvania will maintain 100% rate of complaint investigation reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
2012 (2012-13)	Pennsylvania will maintain 100% rate of complaint investigation reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

Improvement Activities/Timelines/Resources

Division Chiefs will continue to monitor timelines for completion of complaint investigations to ensure 100% compliance with timelines for closure. Newly hired personnel will continue to receive intensive training concerning timelines and all requirements for complaint management. This will be on-going through the entire span of the SPP.

February 2011 Update of Improvement Activities/Timelines/Resources

Per OSEP instructions, SPP targets and improvement activities have been extended in this SPP for an additional two years (2011-12 and 2012-13).

BSE has proactively reinstituted procedures which have resulted in timely complaint management and therefore does not need to revise improvement activities in order to resume 100% compliance with this indicator.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

OSEP has changed the Indicator and Measurement requirements for this Indicator. Beginning with the February 2010 submission, the revised Indicator and Measurement requirements are:

Indicator 17: Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

Content included in this SPP that predates February 2010 may be inconsistent with the new requirements shown above, but is maintained for reference:

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

Overview of Issue/Description of System or Process

Through intensive training of Hearing Officers and restructuring procedures at ODR, Pennsylvania has a 100% compliance rate with this Indicator. In an on-going effort to improve timelines for due process hearings, the procedures for scheduling cases have undergone a significant change in the past two fiscal years. Historically, ODR Case Managers secured a mutually agreeable date between the parties and then canvassed the Hearing Officers for availability on that date. Time spent scheduling with the parties and locating a Hearing Officer constituted a small, yet significant, portion of the allotted forty-five (45) days in which the entire due process hearing is to be resolved. In an effort to reduce the portion of the 45-day period spent on this part of the process, effective July 1, 2004, Case Managers began immediately referring due process requests to Hearing Officers, who initiated direct contact with the parties to find a date that the parties were available, and to discuss any anticipated scheduling difficulties, etc. The elimination of case managers as the "middle man" has streamlined the process. Stakeholder input was overwhelmingly in favor of this new process.

ODR has engaged in a systematic, concerted effort to address the issue of timeliness. As of September 2002, the following procedures were implemented:

1. Hearing Officers were not renewed for reasons of non-performance.

2. ODR stated in clear terms its expectations of Hearing Officer performance. In conjunction with this discussion, individual and group statistics were provided to the Hearing Officers (and continue to be provided on an annual basis to Hearing Officers).

3. The issue of timely resolution of due process hearings, barriers to accomplishing this, and strategies to overcome the barriers is regularly discussed at Hearing Officer training sessions. Specifically, Hearing Officers have been trained to more closely examine the basis for continuance requests to ensure that only continuances for appropriate reasons are granted.

4. ODR Case Managers have received training on providing more rigorous oversight of the due process proceedings. Hearing Officers are monitored and timelines are vigorously tracked.

Baseline Data for FFY 2004 (2004-05)

Table 17.1
Due Process Hearing Data for 2004-05

Type	Number
Due process hearing requests	1036
Resolved without a hearing as per OSEP criteria	670
Fully adjudicated hearings	173
Decisions within timeline	46
Decisions within extended timelines	127
Active cases as of June 30,2005	193
Active cases remaining as of September 26,2005	50

Discussion of Baseline Data

Analysis of this Indicator is three fold: first, the number of requests; second, the number of fully adjudicated cases; and third, the timeliness of adjudicated cases.

NUMBER OF REQUESTS

Of the total number of mediation and due process requests received during 2004-05, more than a third constituted students accessing the system more than once during the reporting period. The breakdown is as follows:

- 878 or 63% were students who accessed mediation/due process only once during 2004-05.

- 525 or 37% were students who accessed mediation/due process more than once during 2004-05.

Pennsylvania is believed to be quite unique in that although IDEA 2004 now utilizes a statute of limitations; in Pennsylvania litigants have been operating under a statute of limitations since the 2002 Pennsylvania Commonwealth Court decision entitled *Montour.* Under *Montour*, parties must request due process in order to preserve their rights. Litigants are reluctant to withdraw due process hearing requests while they attempt to negotiate settlements for fear that they will harm their rights under *Montour.* Moreover, because Pennsylvania does not allow attorneys to attend mediations, the only mechanism for attorneys to secure reimbursement for their services is by requesting a due process hearing.

Over half (56%) of the total due process requests emanate from a large urban school district and it's surrounding Intermediate Units.

Of the 35 hearing requests received for children in Part B early intervention programs, none went on to a decision (although some cases are still active and may result in a decision).

Of the total number of due process requests, 873 were requested by the parent.

Of the 1,036 due process requests received during 2004-05, 65% of the requests (670) were completed without a hearing decision. Table 17.2 shows how these hearing requests were resolved.

Table 17.2
Due Process Hearing Outcomes for 2004-05

Type	Number
Agreement	378
Withdrawn by litigant	218
Dismissed by hearing officer	74

Of those requests withdrawn by the litigant, the parent withdrew the majority (177). It is possible that the withdrawal of many requests was the result of a settlement, but was not reported as such to ODR.

Therefore, it is clear that local resolution of disputes is highly effective, as evidenced by the small number of due process requests that actually proceed to full adjudication. Moreover, local resolution efforts continue despite the commencement of a due process hearing, as cases continue to settle, notwithstanding the active litigation.

NUMBER OF FULLY ADJUDICATED CASES

As shown in Table 17.3, Pennsylvania's efforts to have litigants communicate and settle disputes has led to a steady decline in the number of fully adjudicated cases.

Table 17.3
Three-year Trend of the Percent of
Fully Adjudicated Cases

Year	Percent of Cases
2002-03	23
2003-04	22
2004-05	16

TIMELINESS OF RESOLUTION

A. Non-Adjudicated Cases

Of the 2004-05 cases that were not fully adjudicated, the average duration a case remained active was 46.6 days. Therefore, the average is quite close to the required resolution of cases within 45 days.

B. Adjudicated Cases

Based upon concerted efforts to improve timelines, Pennsylvania is seeing a slow, but steady decline in the length of time a fully adjudicated case is remaining open. Table 17.4 displays a downward trend in the number of days these cases remained open for the last three years.

Table 17.4
Three-year Trend of the Average Length of Time
Fully Adjudicated Cases Remained Open

Year	Number of Days
2002-03	96
2003-04	92
2004-05	87

This decline is attributable, at least in part, to significantly more intensive oversight from ODR of the Hearing Officers and awareness activities with the Hearing Officer regarding the necessity for timely resolution.

Another positive development is the slow, but steady increase in the percentage of fully adjudicated decisions resolving within the 45-day time line. As shown on Table 17.5, this percentage improved by 9% in the short three-year period from 2002-03 through 2004-05.

Table 17.5
Three-year Trend of the Percent of
Fully Adjudicated Cases Resolved within 45 Days

Year	Percent of Cases
2002-03	18
2003-04	20
2004-05	27

The reasons cases are continued are varied and legitimate, ranging from illness of litigants or their counsel, to religious holidays, to the unavailability of expert witnesses. The most common reason for a Hearing Officer to grant a continuance is the result of a joint scheduling conflict with both parent and school district individuals. The next most common reason for a continuance was the parties' need for time to attempt to negotiate a settlement. The Hearing Officers are faced with the challenge of resolving cases in a timely fashion while not unduly preventing the amicable resolution of matters pending before them. The data are clear that increased awareness activities on timeliness have resulted in consistent gains in this area.

FFY	Measurable and Rigorous Targets for FFY 2005 thru FFY 2006
2005 (2005-06)	Pennsylvania will continue to show 100% compliance with this Indicator. Pennsylvania will increase the number of hearings fully adjudicated within 45 days by 1.5%
2006 (2006-07)	Pennsylvania will continue to show 100% compliance with this Indicator. Pennsylvania will increase the number of hearings fully adjudicated within 45 days by 1.5%

February 2009 Update to Measurable and Rigorous Targets

In consultation with stakeholders, it was determined that the second target (i.e. increasing the number of hearings fully adjudicated within 45 days) is not necessary. The Indicator requires 100% compliance which is addressed in the first target. Therefore, the second target has been deleted for FFY 2007 through 2012.

FFY	Measurable and Rigorous Targets for FFY 2007 thru FFY 2012
2007 (2007-08)	Pennsylvania will continue to show 100% compliance with this Indicator.
2008 (2008-09)	Pennsylvania will continue to show 100% compliance with this Indicator.
2009 (2009-10)	Pennsylvania will continue to show 100% compliance with this Indicator.
2010 (2010-11)	Pennsylvania will continue to show 100% compliance with this Indicator.
2011 (2011-12)	Pennsylvania will continue to show 100% compliance with this Indicator.
2012 (2012-13)	Pennsylvania will continue to show 100% compliance with this Indicator.

Improvement Activities/Timelines/Resources

(1) ODR, through its provision of annual mandatory training to Hearing Officers, will continue to emphasize this issue on the training agenda.

(2) The ODR Case Managers will receive ongoing training and support and perform intensive oversight of hearing timelines as they assist Hearing Officers in remaining cognizant of the 45-day requirement.

(3) ODR will continue to track and supply Hearing Officers with individual and group performance statistics for purposes of self-assessment and goal setting.

(4) ODR will continue to evaluate Hearing Officers annually on timeliness issues and will continue to make this Indicator a criterion for the retention of Hearing Officers.

February 2008 Update of Improvement Activities/Timelines/Resources

(5) An additional improvement activity under development is Communications Training, which focuses on communication skills to prevent a dispute from occurring. Dispute Resolution Skills Training, which is also provided in Pennsylvania, is relevant to resolving a dispute, while Communications Training is a dispute-prevention training. The audience will be both parents and LEAs. The goal will be to provide participants with the tools to communicate effectively with one another so as to reduce or eliminate the occurrence of disputes.

Timelines and Resources: Training is being refined, and will be piloted in 2008-09. Pennsylvania is continuing to collaborate with CADRE to develop effective practices for preventing and resolving disputes.

February 2009 Update of Improvement Activities/Timelines/Resources

(6) An additional improvement activity underway is Pennsylvania's collaboration with the Center for Appropriate Dispute Resolution in Special Education (CADRE) and the IDEA Partnership (NASDSE) to introduce the nationally designed model of "Creating Agreements in Special Education," previously operating in a similar manner within Pennsylvania as "Dispute Resolution Skills Training (DRST)". As part of this partnership endeavor, Pennsylvania, with representatives from CADRE and NASDSE, hosted a summit on November 7, 2008 in the eastern region of the state with parents, educators and others to introduce the training and seek guidance and assistance from the stakeholder group on implementation. As with Pennsylvania's DRST, the goal of the Creating Agreements training is to provide participants with the tools to communicate effectively with one another so that disputes are resolved locally and proactively by the parties involved.

Timelines and Resources: Pennsylvania is surveying stakeholders who participated in the Summit to identify training plans and will also continue to collaborate with CADRE to develop effective practices for preventing and resolving disputes. This will be ongoing throughout the remaining period of the SPP.

(7) ODR is focusing resources on developing outreach to Spanish speaking parents. Activities include contact with various agencies serving Spanish speaking communities, and working through those agencies to disseminate information about dispute resolution and special education to parents and advocates.

Timelines and Resources: This initiative is underway and is anticipated to continue through the remaining period of the SPP. An ODR bilingual ConsultLine Specialist is in lead on this project.

February 2011 Update of Improvement Activities/Timelines/Resources

Per OSEP instructions, SPP targets and improvement activities have been extended in this SPP for an additional two years (2011-12 and 2012-13).

Additional media projects are being developed as improvement activities for this indicator. These include:

- Auditory version of the procedural safeguards notice;
- Video explaining the contents of the procedural safeguards notice; and
- Video regarding facilitated IEPs and resolution meetings.

Timeline and resources: ODR staff is developing this material with an anticipated completion date of December, 2011.

February 2012 Update of Improvement Activities/Timelines/Resources

(8) **Expansion of ODR Improvement Activities**

Additional projects are being developed as improvement activities for dispute resolution indicators 17, 18 and 19. These include:

- Online modules regarding *Creating Agreement* concepts;
- Online presentation regarding ConsultLine services, including mediation support;
- Online presentation regarding facilitated resolution meetings;
- Expansion of ConsultLine duties to include support to unrepresented parents participating in a resolution meeting;
- Online presentation by hearing officers regarding due process procedures; and
- Proposed "Settlement Conference" Process.

ODR is considering creation of a new early dispute resolution process involving hearing officers and settlement conferences. Under this proposal, at any time after due process is requested, the parties could request that a hearing officer, other than the presiding hearing officer, engage in a settlement conference with them. The benefits are as follows: the parties could be more candid with the settlement hearing officer about the relative strengths and weaknesses of their respective cases than they would be with the hearing officer charged with deciding the case; the parties could benefit from the insight and expertise of the settlement hearing officer in evaluating their case. The process would not in any way impede the timelines or progression of the pending due process; and the process has the potential to result in early and more frequent settlements. The ODR Stakeholder Council will be asked to provide input into the viability of adding this service to ODR's array of services.

Timelines and resources: ODR staff is consulting with its Stakeholders Council regarding all of the above new improvement activities, and will implement in accordance with recommendations and timelines of the Council, targeting FFY 2011.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

Overview of Issue/Description of System or Process

The resolution session is a new requirement under IDEA 2004. Effective July 1, 2005, ODR began to collect data regarding local resolution activity during the initial 30 days after a due process hearing has been requested.

When ODR receives a due process hearing request, it is assigned to a Case Manager, who opens a case file and assigns a Hearing Officer. The Hearing Officer sets a hearing date and advises the parties that they must report progress/activity to the Hearing Officer regarding the resolution session. The Hearing Officer forwards information to the ODR Case Manager, who enters the data into the ODR database.

The information that will be stored in the database includes: date of resolution session, results of resolution session, date of receipt of the signed waiver (both parties) to forego the resolution session, date of scheduled mediation if both parties choose this in lieu of resolution session and the result of mediation.

The ODR Case Manager will contact the Hearing Officer for regular updates on the case. Case Managers will not close out a case until the Hearing Officer has provided as much information as is known.

On a monthly basis, ODR will collect and monitor accuracy of data being collected on Resolution Sessions to ensure completeness for reporting in the 2005 APR.

February 2007 Update of the Overview of Issue/Description of System or Process

Effective July 1, 2005, ODR began to collect data regarding local resolution activity during the initial 30 days after a due process hearing has been requested.

As described in the 2005 SPP, when ODR receives a due process hearing request, it is assigned to a Case Manager, who opens a case file and assigns a Hearing Officer. The Hearing Officer sets a hearing date and advises the parties that they must report progress/activity to the Hearing Officer regarding the resolution session. The Hearing Officer forwards information to the ODR Case Manager, who enters the data into the ODR database.

As planned in the 2005 SPP, the information that is now stored in the database includes: date of resolution session, results of resolution session, date of receipt of the signed waiver (both parties) to forego the resolution session, date of scheduled mediation if both parties choose this in lieu of a resolution session, and the result of mediation.

The ODR Case Manager contacts the Hearing Officer for regular updates on the case. Case Managers do not close out a case until the Hearing Officer has provided as much information as is known.

Baseline Data for FFY 2005 (2005-2006)

From July 1, 2005 through June 30, 2006, there were 368 resolution sessions reported to the Office of Dispute Resolution (ODR). Of these 368, 246 (or 67%) resulted in an agreement.

Discussion of Baseline Data

The rate of resolution session agreements is, predictably, lower than it is for mediation (79% of mediations reached agreements in 2005-06). Some parties involved in resolution sessions have been reticent to report local resolution data, in part because of not understanding the purposes for such a request. ODR surveyed the hearing officers to identify the difficulties they are encountering in gathering this information. Some hearing officers reported that they believe it is a conflict of interest and a source of potential bias if they are asked to gather this information. Other hearing officers misunderstood the limited scope of the information being sought. The issue of the best way to collect this data has been discussed with stakeholders, and, in particular, was presented to the SEAP for recommendations.

Target setting: BSE advised SEAP of the information provided in the Part B Indicator Measurement Table that the consensus among practitioners is that 75-85% is a reasonable rate of mediations that result in agreements and is consistent with national mediation success rate data. SEAP noted the difference between the processes of mediation and resolution sessions, and recommended a target of 70% of resolution sessions resulting in agreements by the end of 2010-11.

FFY	Measurable and Rigorous Targets for FFY 2005 thru FFY 2006
2005 (2005-2006)	Not Applicable
2006 (2006-2007)	The percent of hearing requests that went to resolution sessions that were resolved through settlement agreements will increase 0.6% to 67.6%.

February 2009 Update to Measurable and Rigorous Targets

In April 2008, Pennsylvania was advised that partial agreements must be excluded from the calculation of resolution settlement agreements. BSE sought additional input from stakeholders regarding measurable and rigorous targets for this Indicator. Stakeholders recommended an annual range of 50% to 60% as the proportion of resolution sessions that will be resolved through settlement agreements.

FFY	Measurable and Rigorous Targets for FFY 2007 thru FFY 2010
2007 (2007-08)	The percent of hearing requests that went to resolution sessions that were resolved through resolution settlement agreements will range between 50% and 60%.
2008 (2008-09)	The percent of hearing requests that went to resolution sessions that were resolved through resolution settlement agreements will range between 50% and 60%.
2009 (2009-10)	The percent of hearing requests that went to resolution sessions that were resolved through resolution settlement agreements will range between 50% and 60%.
2010 (2010-11)	The percent of hearing requests that went to resolution sessions that were resolved through resolution settlement agreements will range between 50% and 60%.

February 2011 Update to Measurable and Rigorous Targets

SEAP was consulted regarding current SPP targets and recommended extension of the current FFY 2010 terminal target for an additional two years. The targets for FFY 2011 and FFY 2012 are shown below.

FFY	Measurable and Rigorous Targets for FFY 2011 and FFY 2012
2011 (2011-12)	The percent of hearing requests that went to resolution sessions that were resolved through resolution settlement agreements will range between 50% and 60%.
2012 (2012-13)	The percent of hearing requests that went to resolution sessions that were resolved through resolution settlement agreements will range between 50% and 60%.

Improvement Activities/Timelines/Resources

(1) ODR will develop and provide materials to parents and educational agencies on the efficacy of the resolution session through multiple media approaches, e.g. web-based, webinars, videos, brochures, etc.

Timeline and resources: In 2006-07 and 2007-08, based on input from focus groups, ODR will develop and disseminate materials.

(2) ODR will provide on-going training of Hearing Officers to improve data regarding resolution session outcomes and will monitor this requirement.

Timeline and resources: This is an ongoing activity for the duration of the SPP, requiring additional training by ODR and outside experts.

(3) ODR will sponsor training to improve skills in conducting communications/running effective meetings.

Timeline and resources: This is an ongoing activity for the duration of the SPP and requires ODR personnel and outside experts.

(4) ODR will seek technical assistance from CADRE on available training on conducting effective resolution sessions.

Timeline and resources: Technical assistance is being sought for 2006-07; training to be provided in 2007-08 by ODR staff and/or contracted experts.

February 2009 Update of Improvement Activities/Timelines/Resources

Pennsylvania will continue efforts to increase awareness and understanding of effective strategies for resolving disputes, as described in this SPP and the FFY 2007 APR.

(5) An additional improvement activity is currently underway. ODR is in the early stages of developing a *Parent Guide to Due Process*. The purpose of the guide is to assist parents in understanding what a due process hearing involves, and to supplement information already available in the Special Education Dispute Resolution Manual. The guide will be geared towards helping those parents who choose to represent themselves in due process hearings. The guide will also include a listing of resources that parents can access for additional help.

Timeline and resources: The guide is currently in early draft, and will be shared with key stakeholder groups for input. Target date for dissemination is spring 2009.

(6) ODR is exploring the possibility of working with law schools in the Commonwealth to have third year law students assist parents who are representing themselves in due process hearings.

Timeline and resources: ODR is currently canvassing law schools to determine interest/capacity. A status report will be provided in the FFY 2008 APR.

February 2011 Update of Improvement Activities/Timelines/Resources

Per OSEP instructions, SPP targets and improvement activities have been extended in this SPP for an additional two years (2011-12 and 2012-13).

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

Overview of Issue/Description of System or Process

In Pennsylvania, mediation is available to parties at any time there is disagreement and is not limited only to due process hearing requests. Either the LEA or the parent can request mediation. Once requested, ODR initiates the process, which includes opening a case file and contacting the other party to determine their interest. Because mediation is voluntary, the other party may decline participation. A mediator is assigned by ODR after both parties have agreed to participate.

All participants complete evaluations at the end of each mediation session. This information is reviewed to determine the need for any procedural updates. Mediators are contracted with ODR and receive training through ODR. ODR is responsible for observing, evaluating, and providing feedback to the mediators.

Table 19.1
Three-Year Mediation Results

	2001-02		2002-03		2003-04		2004-05	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Requests for Mediation	421		360		400		367	
Mediation Sessions Held	151		192		213		190	
Mediations Resulting in Agreements	119	78.8	143	74.5	180	84.5	148	77.9

Baseline Data for FFY 2004 (2004-05)

For 2004-05, of 367 requests for mediation, 190 mediation sessions were actually held (see Table 19.1). Of these held, 51 were related to a due process hearing request, and 139 were not. Of the 367 requests, 177 did not result in a mediation session for various reasons, such as: case still active; conciliations; denials to participate; request withdrawn. Of the 190 mediation sessions held, 148 or 78% resulted in agreement.

Discussion of Baseline Data

Mediation requests were slightly lower for 2004-05 (367 requests) than in 2003-04 (400 requests). One factor for this is that some LEAs and parents are attempting IEP Facilitation in lieu of, or prior to, requesting mediation.

Of the total number of mediation requests for 2004-05, 33 were from families of students in Part B Early Intervention Programs.

Twenty-three fewer mediations were held in 2004-05 than in 2003-04. However, of the 190 mediations held, 51 were related to due process, which is an increase from 2003-04, when this number was 42. Historically, there are a low number of agreements that result from mediations that are held as a result of a due process hearing request (45% for 2004-05). One reason for this might be the fact that attorneys are not permitted to participate in mediations, and therefore the only remedy for recouping attorney fees is through due process. However, many times mediation will result in partial agreements; some issues are resolved through mediation with the remaining issues being determined at a due process hearing. This lowers the time and cost involved for hearings.

Overall, for the 190 cases during 2004-05 in which mediation sessions were held:

- the average number of days for resolution was 15 days (a *53% decrease* from the previous year's average resolution days of 32);
- only 8 cases (4%) took longer than 60 days to resolve; and
- for each of the 8 cases that took longer than 60 days to resolve there were 7 agreements reached, indicating that in at least a small percentage of cases, parties might reach agreement if given additional time or more than one mediation session.

Some Stakeholders expressed the opinion that the measurement for this Indicator is off the mark, and that the issue is not whether an agreement was reached but whether there is a comprehensive mediation system with good public awareness. Others felt that an appropriate target was to raise the percent of mediation agreements to 80% each year.

FFY	Measurable and Rigorous Targets for FFY 2005 thru FFY 2006
2005 (2005-06)	Increase the percent of mediations held that result in mediation agreements by 1.5% over the previous year.
2006 (2006-07)	Increase the percent of mediations held that result in mediation agreements by 1.5% over the previous year.

February 2009 Update to Measurable and Rigorous Targets

Pennsylvania's SPP had established very precise targets for this Indicator. This resulted in a small number of cases having a greater than warranted impact on each year's performance. BSE sought additional input from stakeholders regarding measurable and rigorous targets for this Indicator. Stakeholders recommended an annual range of 75% to 85% for mediations held that resulted in mediation agreements.

FFY	Measurable and Rigorous Targets for FFY 2007 thru FFY 2010
2007 (2007-08)	The percent of mediations held that result in mediation agreements will range between 75-85%.
2008 (2008-09)	The percent of mediations held that result in mediation agreements will range between 75-85%.
2009 (2009-10)	The percent of mediations held that result in mediation agreements will range between 75-85%.
2010 (2010-11)	The percent of mediations held that result in mediation agreements will range between 75-85%.

February 2011 Update to Measurable and Rigorous Targets

SEAP was consulted regarding current SPP targets and recommended extension of the current FFY 2010 terminal target for an additional two years. The targets for FFY 2011 and FFY 2012 are shown below.

FFY	Measurable and Rigorous Targets for FFY 2011 and FFY 2012
2011 (2011-12)	The percent of mediations held that result in mediation agreements will range between 75-85%.
2012 (2012-13)	The percent of mediations held that result in mediation agreements will range between 75-85%.

Improvement Activities/Timelines/Resources

(1) Pennsylvania has developed an effective system to broaden use of alternate dispute resolution systems, including mediation. BSE will continue to encourage the use of mediation, and therefore will continue and expand activities to increase public awareness. IDEA 2004 states that parties have the option of attempting mediation in lieu of the required resolution session once a due process hearing has been requested. Based on this, it is anticipated that the number of mediation requests will increase. Within the system, Pennsylvania will also set goals to improve positive outcomes from mediation, i.e. mediation agreements. However, it is recognized that to some extent variables within the issues and process of each mediation may or may not be amenable to agreement, and the SEA has no control over these. Specific activities that are on-going for the next six years include:

- increasing public awareness to parent groups to explain and encourage the option of mediation as an alternative to due process;
- meeting with LEAs to encourage the use of mediation as an alternative to due process; and
- providing more consistent observation/monitoring of mediators.

(2) ODR will increase public dissemination of The Mediation Guide, Frequently Asked Questions, and the ODR Request Form to request mediation (which is available on the ODR website). This form can be completed and submitted directly on-line. The Mediation Guide is also mailed to parents participating in mediation for the first time. This provides specific information to assist them in understanding the process and helping them prepare. Mediation brochures and the above materials are disseminated through conference exhibit booths that ODR staff attends. As part of a Dispute Resolution Skills Training that ODR offers, mediation is explained and encouraged. The impact of this campaign will be evaluated annually, and adjusted in accordance with results each year of the SPP span.

(3) For the next three years ODR will continue to focus on expanding its Alternate Dispute Resolution Systems, including the following:

- *Dispute Resolution Skills Training* – Upon request, ODR (at no cost to constituents) offers a skill-building training that teaches a process for parties to resolve conflicts and to improve communication. ODR staff trained approximately 75 parents and educators during 2004-05.
- *IEP Facilitation* - In addition to mediation, a core group of mediators have been trained in IEP Facilitation as another option for early dispute resolution offered through ODR. Prior to developing current procedures, ODR staff met with stakeholders to discuss and gather input, including an ODR Focus Group and Parent Education Network. For 2004-05, 27 IEP Facilitations took place, with 23 IEPs being agreed upon and developed (85%).
- *Solutions Panels* – Several IUs where staff was trained in Solutions Panels continue to develop their systems. ODR continues to provide technical assistance as needed.

(4) ODR will monitor the use of mediation and other dispute resolution activities bi-monthly and will report to BSE on a quarterly basis regarding use of the various options. Data will be reported in APRs, and adjustments to the system will be made as required.

February 2011 Update of Improvement Activities/Timelines/Resources

Per OSEP instructions, SPP targets and improvement activities have been extended in this SPP for an additional two years (2011-12 and 2012-13).

A new improvement activity is being added for this indicator:

ODR is developing a pilot project to interview a sample of individuals who served as mediators in cases that did not result in settlement agreements. The interviews will be designed to elicit feedback from the mediator as to why settlement was not reached, and to determine if there are common themes that can be translated into additional improvement planning strategies to increase settlement rates.

Timelines and resources: ODR personnel will solicit input from its stakeholder council and CADRE to develop the protocol by the close of the current fiscal year. ODR anticipates that the interview process will be piloted beginning in summer 2011. Results will be aggregated and reviewed to determine usefulness. Outcomes from the pilot and additional planning will be described in the FFY 2010 APR.

Part B State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data and annual performance reports, are:

a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and

b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

States are required to use the "Indicator 20 Scoring Rubric" for reporting data for this indicator (see Attachment B).

Overview of Issue/Description of System or Process

The Pennsylvania Department of Education (PDE) works directly with its 29 IUs to collect the required special education data from their member districts. PDE supports each IU by providing training opportunities and technical assistance. The following is an overview of the process for collecting 618 and 619 data:

- A *Data Resource Guide* is updated and published every year by May.
- Also in May, statewide trainings are conducted for all IU PennData Managers and IU Special Education Directors regarding
  - submission of aggregate data during that summer, and
  - December 1 collection.
- For the December 1 count, all IUs submit their data, and BSE:
  - reviews all data with edit checks to ensure accuracy,
  - contacts all IUs if data need to be verified, and
  - produces flags for BSE review (for example, 10% increase/decrease from previous year).
- Once within-IU data issues are resolved, BSE checks for any duplicates among IUs.
- BSE conducts a final review of the December 1 count for any program issues or explanations needed from IUs.

- BSE sends *Verify Reports* to each IU to ensure that the data being reported to the federal government are accurate. Every IU Executive Director signs an assurance verifying the accuracy of the data reported.
- The same process is used during the revised count for the aggregate federal tables.

Data are made available to the general public. Pennsylvania publishes the following documents every year on the PennData website:

- All federal tables submitted to OSEP (child count, LRE, discipline, personnel and exiting), and
- Statistical Summary (data reported by district, age, ethnicity, disability, etc.).

In addition, each year PDE publishes *Special Education Data Reports*. These reports are designed to share with districts a summary of how they compare with state averages. Currently, districts may find the reports online. The expectation is to continue adding data to the reports each year to facilitate longitudinal analyses by school districts.

Baseline Data for FFY 2004 (2004-05)

Pennsylvania has an effective system for timely collection and reporting of required federal data.

Discussion of Baseline Data

Within this SPP, additional data collection strategies were described for New Indicators. Some of these collections will require revisions to the PennData system and training of local level personnel. These revisions will be made to facilitate the collection of new data elements.

FFY	Measurable and Rigorous Targets
2005 (2005-06)	Maintain 100% compliance with this Indicator.
2006 (2006-07)	Maintain 100% compliance with this Indicator.
2007 (2007-08)	Maintain 100% compliance with this Indicator.
2008 (2008-09)	Maintain 100% compliance with this Indicator.
2009 (2009-10)	Maintain 100% compliance with this Indicator.

FFY	Measurable and Rigorous Targets
2010 (2010-11)	Maintain 100% compliance with this Indicator.
2011 (2011-12)	Maintain 100% compliance with this Indicator.
2012 (2012-13)	Maintain 100% compliance with this Indicator.

Improvement Activities/Timelines/Resources

(1) Within this SPP, additional data collection strategies were described for New Indicators that require new data collection. Personnel responsible for each of these data collection strategies will oversee and monitor implementation to ensure that BSE has information to set baselines for the 2005 APR and continue effective reporting of progress.

(2) BSE SPOCs will receive ongoing training regarding use of the Special Education Data Reports, as this will contribute to making the data more useful in identifying local needs and targeting resources.

February 2011 Update of Improvement Activities/Timelines/Resources

Pennsylvania is not proposing revisions to school age improvement activities for this indicator. Per OSEP instructions, SPP targets and improvement activities have been extended in this SPP for an additional two years (2011-12 and 2012-13).

Preschool Early Intervention Programs (Bureau of Early Intervention Services)

BEIS is implementing the following new improvement activities:

Pennsylvania will continue to provide training and technical assistance to BEIS staff and local Preschool Early Intervention programs regarding the use of the data information system to ensure valid, reliable and timely data. Training and technical assistance is provided through an online Learning Management System that includes:, process guides, checklists and user manuals that provide detailed information on the requirements for reporting.

Timeline: Ongoing through 2012.

Pennsylvania collaborates with other Early Intervention partners in the analysis of data through the State Interagency Coordinating Council's Data Committee. This committee meets on a bimonthly basis where Office of Child Development and Early Learning shares updated program data.

Timeline: Ongoing through 2012.

February 2012 Update of Improvement Activities/Timelines/Resources

Preschool Early Intervention Programs (Bureau of Early Intervention Services)

A review of improvement activities, timelines and resources implemented and completed in FFY 2010 found that all activities remain appropriate as established in the State Performance Plan and will continue for FFY 2011.

February 2013 Update of Improvement Activities/Timelines/Resources

School Age Programs (Bureau of Special Education)

As indicated above, these additional improvement activities are being implemented by the BSE for FFY 2012-13:

(5) Special education data submission will continue as parallel reporting in PennData and PIMS for the 2012-13 school year, with the PennData information used as the official submission for federal reporting. Using a variety of approaches, LEAs are being informed that during this critical transition, it is imperative that they work cooperatively between the PIMS office and the BSE as well as with IU Data Managers to ensure accuracy and congruency of the data submitted.

Timelines and resources: BSE and LEA/IU data management personnel; ongoing through 2012-13.

(6) To assist LEAs in understanding all special education reporting requirements and the impact of such data, the BSE Part B Data Manager, in coordination with each IU Special Education Data Manager, is hosting **"**Reporting Special Education Data through PennData and PIMS Information Sessions". Participants receive targeted training regarding requirements for timely and accurate submission of special education student data and the impacts of such reporting on federal IDEA funding, SPP/APR Special Education Data Reports, compliance monitoring, corrective action and LEA determinations. Twenty seven regional sessions are being held. Each school district and charter school is required to send participants to a session. Approximately 1,400 participants representing 520 LEAs are attending this training; participants include special education supervisors, special education secretaries, PIMS administrators and other staff with responsibilities related to the collection, review or reporting of special education data via PennData and/or PIMS.

Timelines and resources: BSE and LEA data management personnel; ongoing through 2012-13.

Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	490
(1.1) Complaints with reports issued	400
(a) Reports with findings	207
(b) Reports within timeline	396
(c) Reports within extended timelines	3
(1.2) Complaints withdrawn or dismissed	90
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	367
(2.1) Mediations	
(a) Mediations related to due process	51
(i) Mediation agreements	23
(b) Mediations not related to due process	139
(i) Mediation agreements	125
(2.2) Mediations not held (including pending)	177

SECTION C: Hearing requests	
(3) Hearing requests total	1036
(3.1) Resolution sessions	0
(a) Settlement agreements	
(3.2) Hearings (fully adjudicated)	173
(a) Decisions within timeline	46
(b) Decisions within extended timeline	127
(3.3) Resolved without a hearing	670

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	40
(4.1) Resolution sessions	0
(a) Settlement agreements	
(4.2) Expedited hearings (fully adjudicated)	11
(a) Change of placement ordered	7

ATTACHMENT 2
2004-05 BASELINE INFORMATION for PART B INDICATOR 15

(i) Table for Indicator 15A

Monitoring Priority: Effective General Supervision Part B		
Indicator	***Measurement Calculation***	***Explanation***
15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.		
A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:		
a. # of findings of noncompliance made related to monitoring priority areas and indicators.	a = 49	
b. # of corrections completed as soon as possible but in no case later than one year from identification.	b = 37	
Percent = b divided by a times 100.	b/a = 37/49 = .76 x 100 = 76%	

Compilation Table

Indicator	*Monitoring Mechanism*	*# Reviewed*	*# with Findings*	*a. # of Findings*	*b. # Corrected w/in 1 yr*	*% Corrected w/in 1 yr*
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Self-Assessment	0	NA	NA	NA	NA
	On-site Visit	51	6	6	3	50%[1]
	Data Review	0	NA	NA	NA	NA
	Other: *Focused Monitoring Review*	32	1	1	1	100%
2. Percent of youth with IEPs dropping of high school	Self-Assessment	0	NA	NA	NA	NA
	On-site Visit	51	6	6	3	50%[1]
	Data Review	0	NA	NA	NA	NA
	Other: *Focused Monitoring Review*	32	2	2	2	100%
3. Participation and performance of children with disabilities on statewide assessments	Self-Assessment	0	NA	NA	NA	NA
	On-site Visit	51	2	2	2	100%
	Data Review	0	NA	NA	NA	NA
	Other: NA	0	NA	NA	NA	NA
4. Rates of suspension and expulsion	Self-Assessment	0	NA	NA	NA	NA
	On-site Visit	51	10	10	9	90%[2]
	Data Review	0	NA	NA	NA	NA
	Other: NA	0	NA	NA	NA	NA
5. Percent of children with IEPs aged 6 through 21 – educational placements	Self-Assessment	0	NA	NA	NA	NA
	On-site Visit	51	13	13	12	92%
	Data Review	0	NA	NA	NA	NA
	Other: *Focused Monitoring Review*	32	5	5	3	60%[3]

Indicator	*Monitoring Mechanism*	*# Reviewed*	*# with Findings*	*a. # of Findings*	*b. # Corrected w/in 1 yr*	*% Corrected w/in 1 yr*
6. Percent of preschool children who received special education and related services in settings with typically developing peers	Self-Assessment	0	NA	NA	NA	NA
	On-site Visit	7	2	3	2	67%[4]
	Data Review	0	NA	NA	NA	NA
	Other: NA	0	NA	NA	NA	NA
7. Percent of preschool children with IEPs who demonstrated improved outcomes **NEW INDICATOR NO DATA 2004-05**	Self-Assessment					
	On-site Visit					
	Data Review					
	Other: NA					
8. Percent of parents with a child receiving special education services who report that schools facilitated parents involvement **NEW INDICATOR NO DATA 2004-05**	Self-Assessment					
	On-site Visit					
	Data Review					
	Other: NA					
9. and 10. Percent of districts with disproportionate representation of racial and ethnic groups in special education **NEW INDICATOR NO DATA 2004-05**	Self-Assessment					
	On-site Visit					
	Data Review					
	Other: NA					
11. Percent of children with parental consent to evaluate, evaluated within State established timelines **NEW INDICATOR NO DATA 2004-05**	Self-Assessment					
	On-site Visit					
	Data Review					
	Other: NA					

Indicator	*Monitoring Mechanism*	*# Reviewed*	*# with Findings*	*a. # of Findings*	*b. # Corrected w/in 1 yr*	*% Corrected w/in 1 yr*
12. Percent of children referred by Part C prior to age 3 have an IEP developed and implemented by their third birthday	Self-Assessment	0	NA	NA	NA	NA
	On-site Visit	7	1	1	0	0%[4]
	Data Review	0	NA	NA	NA	NA
	Other: NA	0	NA	NA	NA	NA
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals **NEW INDICATOR NO DATA 2004-05**	Self-Assessment					
	On-site Visit					
	Data Review					
	Other: NA					
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school **NEW INDICATOR NO DATA 2004-05**	Self-Assessment					
	On-site Visit					
	Data Review					
	Other: NA					
TOTALS	SUM COLUMNS A AND B			49	37	

[1]Completed within one year of CAVP

[2]This is the only CA remaining open for the 2003-04 SY. An extension was granted because of need to collect a sufficient sample in this small rural SD. This CA is open but within the timeline granted for the extension.

[3]Within CAVP dates

[4]Extension was granted. Closure of corrective action was achieved within the extension.

Table for Indicator 15B (Cont'd)

Monitoring Priority: Effective General Supervision Part B		
Indicator	***Measurement Calculation***	***Explanation***
15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification. B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification: a. # of findings of noncompliance made related to such areas. b. # of corrections completed as soon as possible but in no case later than one year from identification. Percent = b divided by a times 100.	***School age Data*** a = 708 b = 541 b/a = 541/708 = .76 .76 x 100 = 76%	This is monitoring data from 2003-04. There were 51 LEAs and 7 MAWA agencies monitored in 2003-04. Complaint data is presented in 15C. Due Process hearings do not identify non-compliance in PA. ***Areas of noncompliance findings- school age:*** Assistive Technology & Hearing Aids Behavior Support Policies Child Find and Annual Public Notice Confidentiality Requirements Facilities Used for Special Education Policies on Independent Educational Evaluation Training for parents Surrogate parents Training for personnel Intensive Interagency Approach Required student documents present, timely and complete Evaluation requirements IEP content Secondary Transition Requirements

Table for Indicator 15B (Cont'd)

Monitoring Priority: Effective General Supervision Part B		
Indicator	***Measurement Calculation***	***Explanation***
	Early Intervention Data a = 82 b= 42 b/a = 42/82 = .51 .51 x 100 = 51%	***Areas of Noncompliance Findings – Early Intervention*** Assistive Technology & Hearing Aids Behavior Support Requirements Caseloads & Class Sizes Child Find & Annual Public Notice Confidentiality Requirements Policies on Independent Educational Evaluation Surrogate Parents Parent & Staff Training Referral & Evaluation Process IEP Development & Implementation Notice/Procedural Safeguards Classroom Service Delivery

Table for Indicator 15C

Monitoring Priority: Effective General Supervision Part B		
Indicator	***Measurement Calculation***	***Explanation***
15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification. C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification: a. # of agencies in which noncompliance was identified through other mechanisms. b. # of findings of noncompliance made. c. # of corrections completed as soon as possible but in no case later than one year from identification. Percent = c divided by b times 100.	a = 180 b = 288 c = 288 288/288 = 100% 100% of noncompliance identified through other mechanisms was corrected within one year of identification.	Pennsylvania does not make findings of noncompliance through due process hearings or mediations. These data are from the complaint management system for 2003-04. The data include complaints for school age and the 619 programs. 180 agencies had findings of non-compliance through complaints. There were a total of 288 findings (some complaints have multiple allegations and findings). All findings of non-compliance from complaints were resolved within one year of the date of the finding. Of the findings of noncompliance in the 180 agencies, the top five areas cited are as follows: IEP Implementation 133 MDE Timelines 33 IEP Development 31 MDE Process 28 Discipline/Suspension 16 Other areas have wide scatter and often represent unique circumstances.

Parent Survey — *Special Education*

This is a survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly agree, strongly agree, agree, disagree, strongly disagree, very strongly disagree. In responding to each statement, think about your experience and your child's experience with special education over the past year. You may skip any item that you feel does not apply to you or your child.

Use pencil only. Fill in circle completely. Incorrect:

Schools' Efforts to Partner with Parents

	Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	○	○	○	○	○	○
2. I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	○	○	○	○	○	○
3. At the IEP meeting, we discussed how my child would participate in statewide assessments.	○	○	○	○	○	○
4. At the IEP meeting, we discussed accommodations and modifications that my child would need.	○	○	○	○	○	○
5. All of my concerns and recommendations were documented on the IEP.	○	○	○	○	○	○
6. Written justification was given for the extent that my child would not receive services in the regular classroom.	○	○	○	○	○	○
7. I was given information about organizations that offer support for parents of students with disabilities.	○	○	○	○	○	○
8. I have been asked for my opinion about how well special education services are meeting my child's needs.	○	○	○	○	○	○
9. My child's evaluation report is written in terms I understand.	○	○	○	○	○	○
10. Written information I receive is written in an understandable way.	○	○	○	○	○	○
11. Teachers are available to speak with me.	○	○	○	○	○	○
12. Teachers treat me as a team member.	○	○	○	○	○	○
Teachers and administrators...						
13. - seek out parent input.	○	○	○	○	○	○
14. - show sensitivity to the needs of students with disabilities and their families.	○	○	○	○	○	○
15. - encourage me to participate in the decision-making process.	○	○	○	○	○	○
16. - respect my cultural heritage.	○	○	○	○	○	○
17. - ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	○	○	○	○	○	○
The school...						
18. - has a person on staff who is available to answer parents' questions.	○	○	○	○	○	○
19. - communicates regularly with me regarding my child's progress on IEP goals.	○	○	○	○	○	○
20. - gives me choices with regard to services that address my child's needs.	○	○	○	○	○	○
21. - offers parents training about special education issues.	○	○	○	○	○	○
22. - offers parents a variety of ways to communicate with teachers.	○	○	○	○	○	○
23. - gives parents the help they may need to play an active role in their child's education.	○	○	○	○	○	○
24. - provides information on agencies that can assist my child in the transition from school.	○	○	○	○	○	○
25. - explains what options parents have if they disagree with a decision of the school.	○	○	○	○	○	○

Thank you for your participation.

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Parent Survey — *Preschool Special Education*

This is a survey for parents of children receiving preschool special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly agree, strongly agree, agree, disagree, strongly disagree, very strongly disagree. In responding to each statement, think about your experience and your child's experience with preschool special education over the past year. You may skip any item that you feel does not apply to you or your child.

Use pencil only. Fill in circle completely. Incorrect:

Preschool Special Education Partnership Efforts and Quality of Services

	Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
1. I am considered an equal partner in planning my child's preschool special education.	⬭	⬭	⬭	⬭	⬭	⬭
2. I am part of the IEP decision-making process.	⬭	⬭	⬭	⬭	⬭	⬭
3. IEP meetings are scheduled at a time and place that are convenient for me.	⬭	⬭	⬭	⬭	⬭	⬭
4. My recommendations are included on the IEP.	⬭	⬭	⬭	⬭	⬭	⬭
5. My child's IEP covers all the things it should.	⬭	⬭	⬭	⬭	⬭	⬭
6. My child's IEP tells how my child's progress will be measured.	⬭	⬭	⬭	⬭	⬭	⬭
7. My child's IEP goals are written in a way that I can work on them at home during daily routines.	⬭	⬭	⬭	⬭	⬭	⬭
8. My child receives his/her preschool special education services with children without disabilities to the maximum extent possible.	⬭	⬭	⬭	⬭	⬭	⬭
9. If my child's services are provided only with children with disabilities, a written explanation of this is on the IEP.	⬭	⬭	⬭	⬭	⬭	⬭
10. I was offered special assistance (*e.g.*, childcare or transportation) so that I could participate in the IEP meeting(s).	⬭	⬭	⬭	⬭	⬭	⬭
11. My child's evaluation report was written using words I understand.	⬭	⬭	⬭	⬭	⬭	⬭
12. The preschool special education program involves parents in evaluations of whether preschool special education is effective.	⬭	⬭	⬭	⬭	⬭	⬭
13. I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	⬭	⬭	⬭	⬭	⬭	⬭
14. My child transitioned from early intervention (birth to 3 program) to preschool special education without a break in services. ***Mark the N/A box if your child did not transition. N/A*** ☐	⬭	⬭	⬭	⬭	⬭	⬭
15. My child received all the supports for transition listed in our IFSP. ***Mark the N/A box if your child did not transition. N/A*** ☐	⬭	⬭	⬭	⬭	⬭	⬭

People from preschool special education, including teachers and other service providers...

16. - helped my child have a smooth transition to preschool special education. ***Mark the N/A box if your child did not transition. N/A*** ☐	⬭	⬭	⬭	⬭	⬭	⬭
17. - are knowledgeable.	⬭	⬭	⬭	⬭	⬭	⬭
18. - are willing to learn about the needs of my child.	⬭	⬭	⬭	⬭	⬭	⬭
19. - expect positive outcomes for my child.	⬭	⬭	⬭	⬭	⬭	⬭
20. - seek out family input.	⬭	⬭	⬭	⬭	⬭	⬭
21. - seek out information regarding my child's disability.	⬭	⬭	⬭	⬭	⬭	⬭
22. - provide me with clear written information about my child.	⬭	⬭	⬭	⬭	⬭	⬭
23. - provide me with information in my native language or in another language I understand.	⬭	⬭	⬭	⬭	⬭	⬭
24. - provide me with information on how to get other services (*e.g.*, childcare, parent support, respite, regular preschool program, WIC, food stamps).	⬭	⬭	⬭	⬭	⬭	⬭

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Parent Survey, *Preschool Special Education— continued*

Continued

People from preschool special education, including teachers and other service providers...

	Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
25. - are available to speak with me.	⬭	⬭	⬭	⬭	⬭	⬭
26. - have a person on staff that is available to answer parents' questions.	⬭	⬭	⬭	⬭	⬭	⬭
27. - treat me as an equal team member.	⬭	⬭	⬭	⬭	⬭	⬭
28. - encourage me to participate in the decision-making process.	⬭	⬭	⬭	⬭	⬭	⬭
29. - respect my culture.	⬭	⬭	⬭	⬭	⬭	⬭
30. - value my ideas.	⬭	⬭	⬭	⬭	⬭	⬭
31. - ensure that I have fully understood my rights related to preschool special education.	⬭	⬭	⬭	⬭	⬭	⬭
32. - communicate regularly with me regarding my child's progress on IEP goals.	⬭	⬭	⬭	⬭	⬭	⬭
33. - give me options concerning my child's services and supports.	⬭	⬭	⬭	⬭	⬭	⬭
34. - provide services to my child in a timely way.	⬭	⬭	⬭	⬭	⬭	⬭
35. - provide my child with all the services listed on my child's IEP.	⬭	⬭	⬭	⬭	⬭	⬭
36. - consult with me to set appropriate learning goals for my child.	⬭	⬭	⬭	⬭	⬭	⬭
37. - provide me with strategies to deal with my child's behavior.	⬭	⬭	⬭	⬭	⬭	⬭
38. - give me enough information to know if my child is making progress.	⬭	⬭	⬭	⬭	⬭	⬭
39. - give me information about the approaches they use to help my child learn.	⬭	⬭	⬭	⬭	⬭	⬭
40. - give me information about the research that supports the approaches they use to help my child learn.	⬭	⬭	⬭	⬭	⬭	⬭
41. - give me information about organizations that offer support for parents (for example, Parent Training and Information Centers, Family Resource Centers, disability groups).	⬭	⬭	⬭	⬭	⬭	⬭
42. - offer children without disabilities and their families the opportunity to learn about children with disabilities.	⬭	⬭	⬭	⬭	⬭	⬭
43. - work together with my child's preschool program (*e.g.,* preschool, child care or Head Start) to carry out my child's IEP.	⬭	⬭	⬭	⬭	⬭	⬭
44. - offer parents training about preschool special education.	⬭	⬭	⬭	⬭	⬭	⬭
45. - offer parents different ways of communicating with people from preschool special education (*e.g.*, face-to-face meetings, phone calls, e-mail).	⬭	⬭	⬭	⬭	⬭	⬭
46. - explain what options parents have if they disagree with a decision made by the preschool special education program.	⬭	⬭	⬭	⬭	⬭	⬭
47. - invite parents to help train staff.	⬭	⬭	⬭	⬭	⬭	⬭
48. - give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	⬭	⬭	⬭	⬭	⬭	⬭
49. - offer supports for parents to participate in training workshops.	⬭	⬭	⬭	⬭	⬭	⬭
50. - connect families with one another for mutual support.	⬭	⬭	⬭	⬭	⬭	⬭

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