

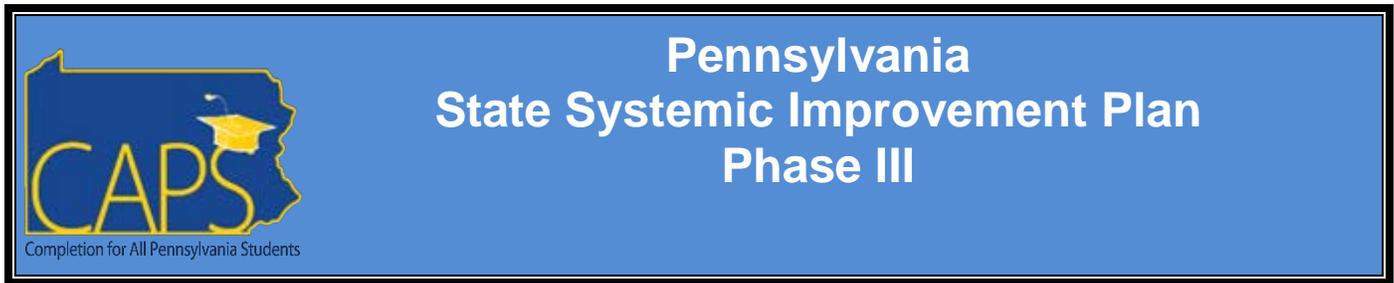
PENNSYLVANIA
Part B

State Systemic Improvement Plan

Phase III

April 3, 2017





Executive Summary

The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 requires states to develop a State Performance Plan (SPP) describing how the state will implement the requirements and purposes of the Act and improve outcomes for students with disabilities. The SPP includes a State Systemic Improvement Plan (SSIP) that has been designated as Indicator 17. The SSIP is a comprehensive, ambitious, yet achievable multi-phase plan for improving results for students with disabilities. The plan is submitted to the United States Department of Education (USDE), Office of Special Education Programs (OSEP), in accordance with the timelines below.

Phase I (Submitted April 2015)

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

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

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

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

Phase II (Submitted April 2016)

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

Phase III (Submitted April 2017)

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

The Phase III report follows the *State Phase III Report Organizational Outline* developed by OSEP.

Pennsylvania Part B
State Systemic Improvement Plan
Phase III

A. Summary of Phase III

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

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

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

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

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

Pennsylvania State Systemic Improvement Plan (SSIP) Theory of Action

Vision: All students with disabilities will be academically, behaviorally, and socially-emotionally engaged in order to stay in school, graduate, and become contributing members of society.



Strands of Action	If PDE	Then	Then	Then
Leadership	Communicates its vision effectively and provides guidance and general supervision in a timely and responsive manner.	LEAs will have the information, support, and resources necessary to align their efforts to PDE's vision. LEAs will have uniformly high expectations for all students with disabilities.	Local Educational Agencies in Pennsylvania will: 1. Utilize data systems to identify, inform, monitor and increase the graduation rate of students with disabilities. <i>Early Warning System Data Tools. Diagnostic intervention.</i> 2. Implement increasingly intensive evidenced-based methodologies toward improved academic outcomes. <i>MTSS academic support, culturally responsive instruction. Schoolwide and targeted interventions.</i> 3. Implement increasingly intensive evidenced-based methodologies toward improved social, emotional, and behavioral outcomes. <i>MTSS behavior support and social skills, school climate, assignment of adult advocates, culturally responsive practices, behavioral health, mentors, Check and Connect. Schoolwide and targeted interventions.</i> 4. Promote the implementation of attendance strategies and alternative programming that will increase the likelihood of graduation. <i>Credit recovery, after school/night school, online learning, school re-entry. Schoolwide and targeted interventions.</i> 5. Ensure culturally responsive learning environments and instructional practices. <i>Culturally responsive instructional practices. Schoolwide and targeted interventions.</i> 6. Embrace a philosophy of partnership that empowers families and communities to become more meaningfully involved. <i>Family engagement, mentoring, partnering with federally funded centers - PTIs and CPRCs. Schoolwide and targeted interventions.</i> 7. Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and have positive post school outcomes. <i>Transition, college prep courses, career and technical training, life skills training, socially related employment skills. Schoolwide and targeted interventions.</i>	<p>Pennsylvania will increase the graduation rate of students with disabilities.</p> <p>Pennsylvania will reduce the number of students with risk factors that impact the likelihood of school completion.</p>
Collaboration	Partners with LEAs, federally funded TA providers, PTIs/CPRCs and other state and local agencies that serve students with disabilities and their families.	PDE will leverage resources to improve services for students with disabilities.		
Technical Assistance	Promotes professional learning opportunities to effectively prepare and empower stakeholders to support students with disabilities.	LEAs will facilitate shared leadership toward enhanced collaboration and implementation of evidenced-based practices. CPRC will develop materials and resources to be shared with other community organizations.		
Accountability	Holds LEAs accountable for effectively implementing assessment and evaluation practices to measure outcomes.	LEAs will have systems that lead to improved results for students with disabilities and protect the rights of students and families.		



Evaluation: Data Collection – Data Analysis – Data Interpretation – Reporting

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

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

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

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

**Table A.1
Coherent Improvement Strategies**

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

Infrastructure Improvement Strategies

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

- alignment of the PDE Educator Early Warning System (EWS) Initiative and Pennsylvania's Part B SSIP;
- alignment of the ESEA Title I Academic Recovery Liaisons (ARLs) Initiative and Pennsylvania's Part B SSIP; and
- alignment of SPP/APR Indicators 1 (graduation rates) and 17 (SSIP) through compliance monitoring and SSIP action plans.

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

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

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

- The SSIP learning sites selected the team to oversee this initiative. Family members and students with disabilities were strongly encouraged to be part of the teams.
- Local Leadership Teams worked with their assigned SSIP PaTTAN Consultant to collect and analyze two years of ABC data on all students in the building, including students with disabilities. Data for SWDs were also analyzed by ethnicity, gender, grade, and Limited English Proficiency (LEP) status.
- Teams reviewed different EWS models with their SSIP PaTTAN Consultant and selected an EWS. All sites were required to use the PDE EWS Educator Dashboard metrics to analyze the ABC data in a consistent manner across learning sites.
- Teams analyzed the ABC data with a facilitator and identified the students off-track for graduation in their building (Group 1 cohort of students with disabilities).
- Teams reviewed the Coherent Improvement Strategies and selected at least one, in addition to the EWS, to address the needs of their students off-track for graduation.
- Teams completed action plans with the selected strategies, practices/interventions, tasks to be completed, person(s) responsible, timelines for implementation, resources needed to support implementation, and date completed/evidence.

- Teams later reviewed their action plans to embed the Family Engagement strategy into each selected Coherent Improvement Strategy.

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

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

The revisions of the action plans to embed Family Engagement followed the recommendations of the National Network of Partnership Schools at John Hopkins University. This network supports schools and districts in building programs of partnerships that involve families in ways that link to academic success for all students. The key to successful school-family-community partnerships involves the use of Joyce Epstein's six types of involvement, which include: (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision making, and (6) collaborating with community¹.

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

¹ Reference: Joyce L. Epstein, Ph.D., et al., *Partnership Center for the Social Organization*, Baltimore.

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

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

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

Evaluation Question	Activities and Measures
1. Did the implementation of the selected Coherent Improvement Strategies make a difference in the number of students with disabilities who were identified as being off-track for graduation?	<p>SSIP learning sites used an EWS to track and analyze student attendance, behavior, and course performance data.</p> <p>SSIP Local Leadership Teams convened at least monthly to review student data and action plans for students determined to be off-track for graduation.</p> <p>Building-level student data were analyzed to determine the influence of the model on graduation trajectory.</p>
2. Was the EWS useful in identifying students with disabilities who are off-track for graduation?	<p>Building-level data and systems-wide implementation data for each of the learning sites were reviewed to determine impact on identification rates and risk factor trends.</p> <p>Teacher surveys were used to gather feedback on EWS implementation.</p>
3. Was the Implementation Science identified by National Implementation Research Network (NIRN) followed by the SSIP learning sites?	<p>Application of the NIRN drivers selected to effect sustainable impact was evidenced by changes in learning site competency, organization, and leadership.</p>
4. Was professional development identified as being of high quality?	<p>Feedback on professional development resources, materials, and trainings was collected using teacher surveys.</p> <p>Feedback on professional development presentations at all BSE statewide conferences was collected through evaluation surveys and was analyzed and used to inform later training.</p>

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

Evaluation Question	Activities and Measures
<p>5. What changes were made to the State, LEA, and school systems as a result of the SSIP?</p>	<p>Collaboration within the PDE occurred, including several meetings, presentations, and work sessions with federal program offices; documentation is maintained by the SSIP Core Team.</p> <p>Collaboration with HUNE evolved, and increased attention was given to expanding the Family Engagement Strategy based on data analysis, stakeholder input and other feedback.</p>
<p>6. To what extent did each Coherent Improvement Strategy impact the number of students with disabilities who are no longer off-track for graduation?</p>	<p>Macro-level graduation target predictions and trends were measured using Pennsylvania Information Management System (PIMS) data to determine completion rates of students with disabilities.</p> <p>Student level data for individuals with disabilities identified by the EWS as off-track for graduation were reviewed and analyzed by Local Leadership Teams at least monthly to determine action plan intervention. Building level data from these meetings and changes in off-track vs. on-track targets were continually collected to identify trends in student risk factors, improvement strategy implementation, and graduation trajectories.</p>
<p>7. Did LEAs have the information, support, and resources necessary to align their efforts to PDE's vision?</p>	<p>SSIP PaTTAN consultants provided on-site support, professional development, implementation guidance, and direct training to the SSIP learning sites in all aspects of model implementation.</p> <p>SSIP information, resources, tools, reports, and presentations are posted and continuously updated on the PaTTAN website for public access.</p> <p>The state's largest professional educational association provided SSIP information and resources to its constituents and stakeholders.</p>
<p>8. Did PDE leverage resources to improve services for students with disabilities?</p>	<p>The following resources were identified and established to support the work in improving graduation outcomes for students with disabilities:</p> <ul style="list-style-type: none"> • PDE/BSE leadership; • Title I/BSE collaboration; • 11 SSIP PaTTAN Consultants; • three administrators from the PaTTAN offices; • fiscal support for SSIP learning sites; • fiscal support for HUNE partnership; • fiscal support for external evaluation (Dr. Amanda Kloo was added as an external evaluator during Phase III); • SSIP webpage resources; • Standards Aligned System (SAS) Resources; • SSIP Implementation Framework/SSIP Action Plan; • PDE Comprehensive Planning Tool; and • training and TA for the PDE Educator Dashboard EWS.

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

Evaluation Question	Activities and Measures
9. Were LEAs able to facilitate shared leadership toward enhanced collaboration and implementation of EBPs?	<p>Reports from Local Leadership Teams documented contributions and participation of school-building personnel, administrators, and LEA leaders in model implementation, action planning for students remaining off-track, and follow up implementation/response to learning strategies.</p> <p>SSIP PaTTAN consultants scaffolded direct support to Local Leadership Teams to gradually remove supports to build sustainable independent implementation of the model with fidelity over time.</p>
10. Which Coherent Improvement Strategy yielded the most positive results for students with disabilities who are off-track for graduation?	<p>Beyond the required EWS strategy, Local Leadership Teams most frequently selected: MTSS Academic, MTSS Behavior, and Attendance Strategies and Alternative Programming.</p> <p>ABC data protocol reports indicate that the Check and Connect Strategy was the most widely used across sites.</p>
11. Did HUNE (CPRC) develop materials and resources to be shared with LEAs, families, and community organizations?	<p>HUNE materials were developed, shared with stakeholder groups and SSIP learning sites, and have been posted on the SSIP site for wide-scale access.</p>

Outcomes from these evaluation activities and measures are described in Section C.2.b.

5. Highlights of changes to implementation and improvement strategies

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

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

B. Progress in Implementing the SSIP

1. Description of the State's SSIP implementation progress

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

Pennsylvania has carried out the planned activities described in Phases I and II of the SSIP in conformance with the intended timelines. The following provides evidence of accomplishments and the milestones that have been met.

SSIP Implementation Framework and Action Plans

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

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

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

Fidelity Measures

- All SSIP learning sites used the *Early Warning Implementation and Monitoring System (EWIMS)* instrument developed by American Institute for Research (AIR) to ensure that the EWS strategy was being implemented with fidelity.
- Each SSIP learning site is measuring fidelity of implementation of a second Coherent Improvement Strategy, and the Family Engagement strategy, using protocols identified in Phase II, Table 3.4, pages 37-38.

Partnership with HUNE

- BSE continues the partnership with HUNE.
- HUNE is using an EWS to identify students with disabilities served by the agency who are off-track for graduation.

- There are 10 HUNE publications in print for distribution and posted online for LEAs, community agencies, and families. These publications are also translated into Spanish, since Hispanic students with disabilities comprise a substantial proportion of students with disabilities who are dropping out of school in Pennsylvania.

SSIP Webpage

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

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

Statewide Building Capacity

- All 2015-16 BSE statewide conferences included SSIP presentations. These presentations included an SSIP overview, and specific steps to implement the Coherent Improvement Strategies with fidelity.
- In subsequent years, SSIP statewide presentations and guided discussions will study the phases for identifying students with disabilities who are off-track for graduation.
- BSE Compliance Monitoring uses the SSIP action plan and PaTTAN TA when LEAs are identified as needing an improvement plan under SPP/APR Indicators 1 and 2.

Infrastructure

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

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

Check and Connect Student Engagement Intervention Model training

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

SSIP Evaluation Plan

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

Appendix 1

Additional information regarding statewide and national meetings, training, professional development opportunities, and TA is found in Appendix 1 of this plan.

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

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

2. Stakeholder involvement in SSIP implementation

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

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

Some examples of how stakeholders have been informed and have actively participated in all aspects of the SSIP, including the SSIP evaluation are as follows:

- SEAP members attend OSEP sponsored national and regional meetings and institutes with state staff on topics related to SPP/APR/SSIP (e.g., OSEP Leadership Conferences, IDC Interactive Institutes, and NCSI Graduation Collaborative Meetings). A SEAP member, or members, often co-presents with state staff at these meetings and on national webinars and calls.
- SEAP members engage in a structured ongoing interactive process to provide recommendations for annual targets for the SSIP. They also attend public forums with larger groups of stakeholders that are providing recommendations for target setting and strategies.

- Each SEAP meeting includes a presentation by the SPP/APR/SSIP team to update the Panel and solicit their input regarding data, performance, evaluation, dissemination, and ongoing improvement activities.
- In addition to SEAP, the BSE collaborates and networks on an ongoing basis with the SSIP learning sites and HUNE to support implementation of the SSIP.

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

Pennsylvania State Education Association (PSEA)

PSEA has made SSIP training materials available to its 180,000 members. The PaTTAN SSIP consultants developed an overview of the SSIP, which included voice-over narratives and closed captions. BSE has been informed that, to date, 500 general and special education teachers and administrators have received online training on the SSIP, demonstrated understanding on an assessment, and received Act 48 credits toward their professional certificates. This number is expected to increase as Phase III continues.

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

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

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

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

- Ongoing collaboration and networking with SEAP, HUNE, and the SSIP learning sites, using presentations and facilitated discussions.
- Using stakeholder engagement as a strategy for the success of the SSIP.
- Sharing evaluation findings with stakeholders on an ongoing basis to inform decisions.
- Using the *Leading by Convening* framework to analyze the depth of interaction of stakeholders, moving the interaction from sharing information to collaborating and networking on an ongoing basis.
- For families, two publications with proven strategies to increase students' probability of graduating from high school have been developed and translated into Spanish.
- The SSIP team is working to create more active opportunities for practitioners and families at the learning sites to become more engaged. The team is planning to work with these stakeholders to collaborate in creating infographics that will enable them to become allies in

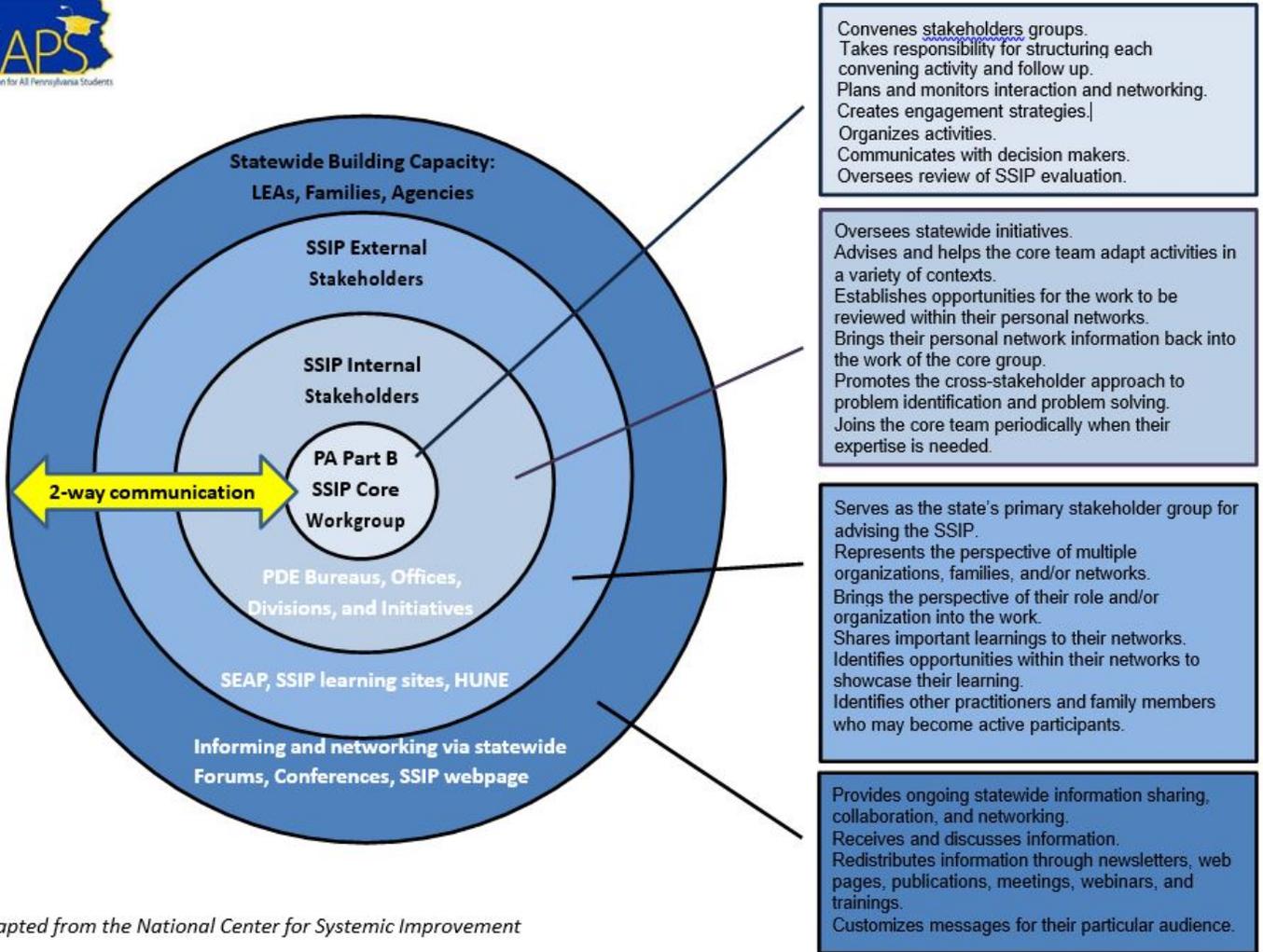
communicating and disseminating information about the SSIP, the data related to graduation and the EBPs being implemented.

SEAP

- SEAP participated in developing the 11 key questions that are guiding the SSIP evaluation.
- SEAP's recommendations led to greater emphasis on family engagement as an EBP to be used by all SSIP learning sites in their second year of implementation.
- SEAP recommended including working with the students with disabilities who were off-track for graduation as stakeholders throughout the implementation and evaluation of the SSIP. A publication was developed with students to capture the student voices and share those key supports that are helping them stay in school and graduate with a high school diploma. Also, a students' survey was conducted to support the SSIP evaluation in all SSIP learning sites.

The following infographic describes the different stakeholders' groups and their levels of participation in the SSIP, including the evaluation process.

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



Adapted from the National Center for Systemic Improvement

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

C. Data on Implementation and Outcomes

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

a. How evaluation measures align with the theory of action

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

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

b. Data sources for each key measures

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

Theory of Action Strands	Activities	Data Source / Documentation
Collaboration	<p>Regular two-way communication with SEAP to provide updates and gather input</p> <p>Strengthened partnership with HUNE:</p> <ul style="list-style-type: none"> • Model implementation, TA, and training at HUNE mirror that of the SSIP learning sites. • To enhance this partnership and better connect with and involve key stakeholder groups, 10 HUNE publications were developed for stakeholder groups, LEAs, community agencies, and families. All publications are available on the PaTTAN website in English and Spanish. 	<p>SEAP meetings minutes</p> <p>HUNE publications posted at PaTTAN SSIP webpage</p>
Technical Assistance	<p>SSIP PaTTAN Consultant Support</p> <ul style="list-style-type: none"> • SSIP PaTTAN Consultants provided direct onsite support to learning sites in all aspects of model implementation, including data collection and review, professional development in strategy implementation, leadership development, data-based decision-making, action planning, and research-based methods for MTSS for academic and behavioral intervention. <p>Professional Development and Trainings</p> <ul style="list-style-type: none"> • SSIP Core Team and SSIP PaTTAN consultants designed, delivered, and engaged in 52 seminars, presentations, and trainings related to implementation and Coherent Improvement Strategy selection and application. <p>Resources and Materials</p> <ul style="list-style-type: none"> • A wide range of SSIP resources, materials, reports, tools, and presentations are available on the PaTTAN website. • SSIP PaTTAN consultants oriented Local Leadership Teams to the website, materials, and navigation tools to ensure easy access and utility. 	<p>SSIP implementation frameworks/action plans, data collection protocols, fidelity measures protocols</p> <p>Training materials including PowerPoint presentations (closed-captioned and voice-overs), handouts, activities, SSIP publications, Infographics</p> <p>PaTTAN website</p>

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

c. Description of baseline data for key measures

Refer to Section C.2.b.

d. Data collection procedures and associated timelines

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

e. [If applicable] Sampling procedures

Not Applicable.

f. [If appropriate] Planned data comparisons

Not Appropriate.

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

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

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

SSIP PaTTAN consultants document and report on implementation data and school site needs and progress using a structured meeting agenda and reporting template of data meetings. The SSIP Core Team and external evaluator review data collection protocols and procedures to ensure proper data collection methods are being followed.

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

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

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

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

- Local Leadership Teams worked with their assigned SSIP PaTTAN Consultant to collect and analyze two years of ABC data on all students in the building. Data for students with disabilities were also analyzed by ethnicity, gender, grade, and Limited English Proficiency.
- With SSIP PaTTAN Consultants, teams reviewed various EWS models prior to selecting one. For consistency, all sites were required to use the PDE EWS Educator Dashboard metrics to analyze ABC data.
- Teams analyzed ABC data and identified those students off-track for graduation in their building.

- Teams reviewed the Coherent Improvement Strategies and selected at least one, in addition to the EWS, to address the needs of their students off-track for graduation.
- Teams completed action plans incorporating the selected strategies, practices/interventions, tasks to be completed, person(s) responsible, timelines for implementation, resources needed to support implementation, and date completed/evidence. Teams later reviewed their action plans to embed the Family Engagement strategy into each Coherent Improvement Strategy selected.
- Teams continue to collect, analyze, and use key data on an ongoing basis.

b. Evidence of change to baseline data for key measures

Indicator 17: State Systemic Improvement Plan

Data and Overview

Monitoring Priority: General Supervision

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

Historical Data and Targets

Historical Data

FFY	2013	2014	2105
Target ≥		64.90%	64.90
Data	64.90%	64.01%	64.08

FFY 2015 Performance

The four-year adjusted cohort graduation target for FFY 2015 is 64.90%, while the overall graduation rate for the 12 learning sites was 64.08%. Therefore, the target for this indicator was not met for FFY 2015.

When examining the SSIP's impact on achieving targets it is important to recognize that implementation of the SSIP's coherent improvement strategies began in the latter part of the 2015-16 school year. Therefore, the FFY 2015 performance reflects only the initial stage of implementation of the SSIP. Preliminary data indicate sufficient progress to meet the target set for FFY 2016.

FFY 2016 – FFY 2018 Targets

FFY	2016	2017	2018
Target ≥	64.90%	66.40%	67.90%

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#).

Stakeholder involvement is described in detail throughout this report.

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

In the 2015-16 school year, the SSIP learning sites had a combined enrollment of 16,951 students. In January 2016, the total number of students with disabilities served in the learning sites was 2,862.

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

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

Question 1

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

The data in Table C.1 show a 12% improvement of students moving from off-track status to on-track status from January to June 2016 for Group 1 students.

Table C.1
Movement of Group 1 Students from Off-Track Status to On-Track Status

Students with Disabilities	January 2016	June 2016
On-Track Total	1,912	2,255
On-Track Percentage	67%	79%
Off-Track Total	950	592
Off-Track Percentage	33%	21%

Comparison data indicate that there were large decreases in the number of students in Group 1 considered off-track for graduation across SSIP learning sites. Table C.2 shows change in status by learning site.

Table C.2
Group 1 – Status of Students Off-Track for Graduation
by Learning Site

Site	% Off-Track January 2016	% Remaining Off-Track June 2016	% Decrease in Off-Track	Positive Impact?
1	36	17	19	Yes
2	66	43	23	Yes
3	35	33	2	Yes
4	18	11	7	Yes
5	28	21	7	Yes
6	37	17	20	Yes
7	24	8	16	Yes
8	21	11	10	Yes
9	19	14	5	Yes
10	49	27	22	Yes
11	23	19	4	Yes
12	59	59	0	Yes ²

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

Table C.3
Group 1 - Changes in Risk Factors
of Students Off-Track for Graduation,
January 2016 to June 2016

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

² Due to enrollment fluctuations, the overall percent of students off track from January to June in learning site 12 remained the same. However, raw data indicate that a number of students did in fact move from off-track to on track.

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

Question 2

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

The EWSs were invaluable for identifying students with disabilities who were off-track for graduation. As a result, learning sites observed the following outcomes:

- An overall decrease in students off-track across time
- Rate of change data show that, across all sites, a considerable number of students identified by the EWS moved from off-track to on-track in the first semester of full implementation.
- Students identified through the EWS for academic risk factors in Mathematics or English/Language Arts showed less risk over time, as did students with academic risk factors and behavioral concerns.
- Additionally, SSIP learning sites participated in digital surveys measuring initial implementation efficacy. Results indicate that all sites use the EWS to monitor student ABC performance data to determine which students with disabilities are off-track for graduation. These data are reviewed by SSIP Local Leadership Teams to determine which evidence-based intervention strategy would help change student graduation trajectory.

EWSs implementation fidelity data using the *Early Warning Implementation and Monitoring System* from the American Institute for Research indicate that all SSIP learning sites used the system as designed and used the data to inform strategy selection decisions for students identified as off-track for graduation.

Data analysis indicates that four learning sites required additional time and/or support to achieve full implementation of their EWS.

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

Question 3

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

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

- Competency: The SSIP PaTTAN consultants provided both direct and indirect coaching to SSIP learning sites through on-site TA, facilitation and mentoring of Local Leadership Teams, professional development/training and web-based resources to guide implementation. Intensity and duration of direct support was scaffolded across time to build the capacity of teams to independently sustain the model with less reliance on consultants.

- **Organization:** At the systems level, the EWS includes comprehensive data tools to track student ABC statistics as well as progress monitoring tools for intervention programs and student progress.
 - PaTTAN also established an extensive website with SSIP materials for teachers, schools, LEAs, consultants, community agencies, families, and stakeholders, ranging from print resources, to video resources to reports.
 - Data protocol records from meetings indicate that across SSIP learning sites, individuals in administrative roles participated in over 75% of the meetings to discuss off-track student progress and performance.
- **Leadership:** The SSIP PaTTAN consultants employed technical guidance and strategies to help systems become more adaptable and flexible. See Leadership outcomes discussed in section C.1.b.

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

Question 4

Was professional development identified as being of high quality?

A survey was conducted to determine the quality of the professional development provided by the SSIP PaTTAN consultants. Results indicated that professional development was not only of high quality, but accessible, relevant, and useful. Respondents rated on-site coaching of highest quality and resources for data-based decision making as most beneficial. Training on EWS implementation was noted as most useful and the *Check & Connect* strategy was the most widely implemented.

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

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

Question 5

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

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

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

Local Leadership Teams – SSIP learning sites now use the SSIP Implementation Framework/action plan to document the implementation with fidelity of the SSIP process.

Conclusion: Yes, changes were made to the State, LEA, and school systems as a result of the SSIP.

Question 6

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

Data are being collected from SSIP learning sites, Local Leadership Teams, educators, students with disabilities, and families to be reported in the FFY 2016 submission to measure the impact of each Coherent Improvement Strategy.

Conclusion: The EWS is effective for identifying students with disabilities who are off-track for graduation. The effectiveness of the remaining Coherent Improvement Strategies in use will be reported in the FFY 2016 submission.

Question 7

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

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

- 100% of SSIP learning sites completed 2015-16 action plans.
- 100% of the learning sites documented implementation of an EWS in their action plans and establishment of Local Leadership Teams.
- 33% of plans indicated that additional resources were needed to appoint personnel or redefine personnel roles to support SSIP implementation.
- 100% of plans documented that Local Leadership Team personnel participated in professional development opportunities offered by PaTTAN, the BSE, and PDE related to SSIP implementation and/or the use of Coherent Improvement Strategies.

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

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

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

Question 8

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

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

- PDE/BSE leadership;
- Title I/BSE collaboration;
- 11 SSIP PaTTAN Consultants;
- three administrators from the PaTTAN offices;
- fiscal support for SSIP learning sites;
- fiscal support for HUNE partnership;
- fiscal support for external evaluation (Dr. Amanda Kloo was added as an external evaluator during Phase III);
- SSIP webpage resources;
- Standards Aligned System (SAS) Resources;
- SSIP Implementation Framework/SSIP Action Plan;
- PDE Comprehensive Planning Tool; and
- training and TA for the PDE Educator Dashboard EWS.

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

Question 9

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

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

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

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

Question 10

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

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

Conclusion: The EWS has demonstrated its effectiveness in identifying students with disabilities who are off-track for graduation. The relative effectiveness of the remaining strategies will be reported beginning in the FFY 2016 submission.

Question 11

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

Appendix 1 lists ten publications developed by HUNE and shared with LEAs, families, and community organizations.

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

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

Implementation progressed as planned and no changes to the model, framework or Coherent Improvement Strategies were needed during FFY 2015.

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

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

The data sources detailed above are dynamic and are continuously compiled and reviewed to refine the model at the school level, LEA level, state level, and policy level.

- To better understand changes and trends, individual student level data will be analyzed in June 2017 and 2018. Data tracking variations in student risk status and graduation status throughout model implementation will determine differential impact of the EWS and applied Coherent Improvement Strategies. Longitudinal data analysis will:
 - track students whose risk status changes over time;
 - capture unique differences in student risk factors over time; and

- determine direct relationships between the amount, duration, and intensity of model components, student response to interventions, student ABC trends, and graduation outcome.
- Stakeholder input to this process is invaluable and will continue to evolve. In particular, focused attention will be paid to refining improvement strategies related to family engagement and culturally responsive practices. The SSIP team is also collaborating with external partners at NCSI for innovative ways to communicate data to stakeholders with utility, transparency, and accessibility.

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

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

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

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

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

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

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

- communicating, networking, and collaborating with the SEAP to develop the SSIP evaluation questions;
- reviewing evaluation plan and results;
- publishing information and data in the *BSE Special Education Data Booklet*;
- using SSIP data meeting protocols with each SSIP learning site as recommended by SEAP;
- involving the SSIP learning sites in the review of the SSIP evaluation questions;
- involving students with disabilities who are off-track for graduation in the *Students’ Voices* publication.

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

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

Please refer to sections B.2.a, B.2.b, and C.3.a for additional information regarding how stakeholders have had a voice and been involved in decision-making regarding the SSIP.

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

- Collaborating with the SSIP learning sites as they completed the SSIP LEAs Survey. The PaTTAN SSIP Consultants facilitated the meetings to complete the surveys with each Local Leadership Team.
- Involving students with disabilities who are off-track for graduation in the SSIP Students' Survey. A total of 135 students with disabilities who were off-track for graduation receiving EBPs were interviewed by PaTTAN SSIP Consultants.
- Using the SSIP statewide presentations, publications, resources, and webpage as a way to keep stakeholders informed of the implementation of the SSIP, evidence-based practices, and the SSIP evaluation process.
- Students with disabilities who are off-track for graduation helped with the content of the Students' Voices publication which highlighted strategies that they believed had the most positive impact.
- Using engagement as a strategy (*Leading by Convening*). BSE continues to analyze the way BSE is communicating with stakeholders in order to plan how to improve the communication from one-way to two-way communication; and from informing to networking to collaborating. Plans are underway to help families be better able to act as communicators of evaluation data and reporters of evaluation needs by co-creating infographics that help stakeholders to communicate information in their own networks. HUNE will lead infographic co-creation to empower families with a greater role in evaluation.

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

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

Figure C.1 illustrates the NCSI rubric being used to support stakeholder engagement in Pennsylvania's SSIP.

**Figure C.1
Stakeholder Engagement in Evaluation**

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

D. Data Quality Issues

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

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

The SSIP evaluation is currently being implemented as planned.

When designing the SSIP evaluation plan, Pennsylvania worked with multiple stakeholders, including the SEAP, SSIP learning sites, HUNE, SSIP evaluators, and multiple national centers such as NCSI, NTACT, and IDC to design data collection, data analysis, and data use. These stakeholders are involved on a continuous basis during the implementation of the SSIP plan.

There are presently no concerns or limitations related to the quality or quantity of the data used to report progress or results.

- b. Implications for assessing progress or results

Not applicable.

- c. Plans for improving data quality

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

E. Progress Toward Achieving Intended Improvement

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

1. Assessment of progress toward achieving intended improvements

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

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

- alignment of the PDE Educator Early Warning System (EWS) Initiative and Pennsylvania's Part B SSIP;
- alignment of the ESEA Title I Academic Recovery Liaisons (ARLs) Initiative and Pennsylvania's Part B SSIP;
- alignment of SPP/APR Indicators 1 (graduation rates) and 17 (SSIP) through compliance monitoring and SSIP Action Plans.

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

Fidelity of implementation was measured for the selected Coherent Improvement Strategies at each SSIP learning site to identify not only the level of sophistication of implementation, but also to identify areas of need/support.

- EWS
 - Data indicate that all SSIP learning sites executed each of the five steps of the EWS with fidelity and that evidence validating implementation was documented.
- MTSS - Academic
 - Fidelity of MTSS implementation is being measured using state-approved scoring guidelines for Response to Instruction and Intervention (RTII) implementation for students with learning disabilities determination. These guidelines require that school-based teams provide adequate evidence that a multi-tiered system of intervention and progress monitoring aligned to research-based data decision making practices has been implemented to identify students at-risk for academic failure.
- MTSS - Behavior
 - Implementation fidelity of MTSS for Behavior is being measured using the *Positive Behavior Support Intervention Survey*. This tool is used to assess the implementation of universal behavioral intervention supports. Local Leadership Teams consider whether elements of the model are in place, not in place, extent of action planning, implementation strengths, and what areas of implementation are in need of improvement.

- Fidelity measurement tools for other behavioral indicators varied depending on which strategy was implemented (see Pennsylvania’s SSIP Phase II submission, Table 3.4, pages 36-37).
- Attendance Strategies and Alternative Programming
 - Attendance strategies are being measured using the EWS, and the *Check and Connect* fidelity measures.
 - The *Governor’s Prevention Partnership Tool* (Connecticut) is available to identify and analyze current practices, assess needs, and plan for enhanced implementation of effective school attendance, engagement, and achievement programming (see Pennsylvania’s SSIP Phase II submission, Table 3.4, pages 36-37).
- Cultural Responsiveness
 - The *School Culture and Climate Survey* (Mid-Atlantic Equity Center) is available to identify and analyze current practices, assess needs, and plan for enhanced implementation (see Pennsylvania’s SSIP Phase II submission, Table 3.4, pages 36-37).
 - PaTTAN-developed surveys, measuring teacher, student, and family responses to school culture and climate, are available for use when determining fidelity of implementation.
- Family Engagement
 - Data indicate that facilitators at all SSIP learning sites distributed, reviewed, and explained family engagement strategies with Local Leadership Teams, LEA family resource personnel, and stakeholder groups.
 - SSIP PaTTAN Consultant records also show that Family Engagement Survey results were reviewed with and explained to all learning site partners.
- Secondary Transition
 - PaTTAN’s *Self-Assessment of Current Transition Practices Elements of Effective Transition Practices* is available to assess the fidelity of this strategy.

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

SSIP Goals and Related Measureable Performance Objectives

Progress continues as planned toward the long term-goals and related short-term objectives identified in Phase II for achieving the SIMR. The following SSIP goals and related measurable performance objectives were identified as part of the design of the evaluation plan. Specifically, these goals and measureable performance objectives will assist in determining both efforts and effects of implementation.

Early Warning System (EWS)

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

Implementation of the Coherent Improvement Strategies with Fidelity

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

High Quality Professional Development

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

Coaching

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

System and Administration

Goals	Objectives	Achievements
<p><u>Goal 5.0:</u> LEA and school level administrators will become knowledgeable and proficient in the use of the EWS.</p>	<p><u>Objective 5.1:</u> An increased number of State, LEA, and school level administrators involved in the SSIP will self-report knowing how to use the EWS.</p> <p><u>Objective 5.2:</u> An increased number of school level administrators will self-report being proficient in using the EWS.</p> <p><u>Objective 5.3:</u> State, LEA, and school level administrators will self-report improved collaboration among stakeholders.</p>	<p>All fidelity surveys indicated that both LEA and school level administrators were involved in EWS implementation at all SSIP learning sites.</p> <p>All fidelity surveys indicated that both LEA and school level administrators participated in the EWS implementation review process at all SSIP learning sites.</p> <p>All fidelity surveys indicated that both LEA and school level administrators were engaged in EWS teaming at all SSIP learning sites.</p>

Family Engagement

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

d. Measurable improvements in the SIMR in relation to targets

See Section C.2.b.

F. Plans for Next Year

1. Additional activities to be implemented next year, with timeline

The BSE will continue implementing the SSIP as designed in Phases I and II. Additional activities to be fully implemented for FFY 2016 include:

- Continue using the SSIP Implementation Frameworks to guide implementation of the Coherent Improvement strategies in the 12 learning sites (ongoing).
- Identification of a second cohort (Group 2) of students with disabilities who are off-track for graduation (Fall 2016).
- Selection of Coherent Improvement Strategies to address the needs of Group 2 students (Fall 2016).
- BSE will continue working with Dr. Joanne Cashman to support the development of Infographics to improve communication with stakeholders (ongoing).
- BSE will continue embedding and refining the Family Engagement EBP within each Coherent Improvement Strategy selected for students with disabilities off-track for graduation. Revision to SSIP action plans will be completed on an ongoing basis.
- BSE will continue exploring the alignment of the SSIP with the State Personnel Development Grant (SPDG) and ESSA (Spring 2017).
- Continue partnership with HUNE to support building capacity in community agencies and families (ongoing).

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

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

3. Anticipated barriers and steps to address those barriers

BSE has not identified barriers to be addressed at this time.

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

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

**PENNSYLVANIA Part B
State Systemic Improvement Plan**



**APPENDIX 1
SSIP Presentations and Participation at State and National Conferences**

Dates	State Conferences	Presenters
February 4-6, 2015	PDE Conference 2015: Digital, Media, and Global Literacies in Every Classroom for All Learners	PaTTAN SSIP Consultants
May 1, 2015	Annual IU and PaTTAN Secondary Transition Consultants Meeting	PaTTAN SSIP Consultant
May 27-28, 2015	2015 PA PBIS Implementers Forum	PaTTAN SSIP Consultants
June 10, 2015	Bureau of Special Education and PaTTAN Data Retreat	PaTTAN SSIP Consultants
June 29, 2015	Multi-Tiered Systems of Support (MTSS)/ Response to Instruction and Intervention (RtII) Bootcamp	PaTTAN SSIP Consultants
July 23, 2015	PSEA Leadership Conference	PaTTAN SSIP Consultant
July 22-24, 2015	2015 Pennsylvania Community on Transition Conference, Navigating the Road to Success	PaTTAN SSIP Consultants
July 27-30, 2015	2015 Special Education Leadership Summer Academy Beyond Legislation: From Regulations to Practice (<i>Special Education Supervisors, IUs, SDs, and CSs</i>) <ul style="list-style-type: none"> • SPP/APR presentation/ facilitated discussion • SSIP Presentation / facilitated discussion 	PaTTAN SSIP Consultants
August 3-6, 2015	2015 National Autism Conference	PaTTAN SSIP Consultants

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

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

Dates	State Conferences	Presenters
October 25-26, 2016	Check and Connect Train-The-Trainer, PaTTAN-Pittsburgh	PaTTAN SSIP Consultants
November 2-3, 2016	Check and Connect Train-The-Trainer, PaTTAN-Harrisburg	PaTTAN SSIP Consultants
November 3, 2016	25 th Annual Conference in Integrated Learning: The School to Career Connection	PaTTAN SSIP Consultants
November 16, 2016	PennLink from Pennsylvania Secretary of Education, Recent Bias-Related School Incidents – One of the SSIP Strategies is featured as a resource for Culturally Responsive Practices	
December 4-6, 2016	Standards Aligned Systems (SAS) Institute	PaTTAN SSIP Consultant
March 8-10, 2017	2017 Annual PDE/BSE Conference	PaTTAN SSIP Consultants

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

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

Dates	National Conferences and State Meetings	Presenters
February 2017	NCSI Graduation Collaborative: weekly conference calls, TA for writing SSIP Phase III report	SSIP Coordinator
March 2017	Increasing Graduation Rates for Students with Disabilities: Getting Students On-Track. Association for Positive Behavior Support, Denver Colorado	SSIP PaTTAN Consultant

SEAP and Stakeholder Input Sessions

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

SEAP and Stakeholder Input Sessions

January 18, 2017	SPP/APR/SSIP Updates. Phase III Report	SSIP Core Team
January 19, 2017	SSIP Internal Workgroup: PDE Collaboration meeting	SSIP Core Team, Bureau of Special Education, Bureau of Teaching and Learning, Title I, Migrant Education, Homeless Education, Corrections Education, PDE EWS Dashboard Staff, Academic Recovery Liaisons, PaTTAN SSIP Consultants
March 7, 2017	SEAP: SSIP Evaluation, Students Off-Track for Graduation, Students Survey Data, The Voice of the Stakeholders	SSIP Core Team, SSIP PaTTAN Consultants

Statewide Building Capacity
2016-17 New Publications and Resources

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

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

SSIP Resources / Publications for Families and Community Agencies

CAPS Strategies for Families

CAPS School Attendance: Strategies for Schools, Families, and Youth

HUNE: After-School Program

HUNE: Community-Based Engagement

HUNE: Culturally Responsive Practices

HUNE: Family Engagement

HUNE: Summer Youth Program

HUNE: Alignment of HUNE Youth Programs to PA Core Standards

HUNE: Increasing Graduation Rates

HUNE: Early Warning Systems (EWS) to Increase Graduation Rates of Students with Disabilities

HUNE: Early Intervention

HUNE: Students' Voices

Recursos en Español

CAPS: Estrategias para las familias

CAPS: La asistencia escolar, Estrategias para las escuelas, las familias y los jóvenes

HUNE: Programa juvenil extracurricular

HUNE: Programa juvenil de verano

HUNE: Participación en la comunidad

HUNE: Participación de la familia

HUNE: Prácticas culturalmente sensibles