

Indicators of Student Achievement and Quality Programming

2015-2016



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INTRODUCTION

Lancaster-Lebanon Intermediate Unit 13 (IU13) is an educational service agency with offices in Lancaster and Lebanon, Pennsylvania, that is committed to providing outstanding programming and professional development designed to improve student achievement. These services are provided through instruction to students in classes taught by IU staff and support provided by IU13 consultants that is designed to improve the skills of the educators that work with students.

As part of its ongoing commitment to continuous improvement, IU13 has developed a data collection system that will be used to identify, gather and reflect on key areas of student learning and the impact of IU13 programming and services. Identified indicators include multiple types of information such as demographic, perceptual and achievement/student learning data that have been selected to provide the most complete representation of the impact of IU13 services. Information was gathered from those programs that provide direct instruction to students (Early Childhood, Special Education Services, Adult Education, and Nonpublic Services) or offer professional development for educators responsible for teaching students in districts or IU-operated classes (Curriculum and Instruction Services). When available, similar data for multiple years will be reported; however, in cases where multiple-year data is not available, single-year data will be reported, with additional data added over time. It should also be noted that in several cases, data represented is from 2014-15. This is true in those programs where data is gathered via an outside source such as state or partner agency data banks.

Indicators were selected by program supervisors based on how well data aligned with three defined criteria. They include: 1) representation of the trend of student learning, attainment of desired goals such as graduation, or observable changes in behaviors; 2) representation of the quality of services and/or the satisfaction levels of the recipients of services; and 3) availability of the data in an accessible format at a system level vs. individual student level. While the list of data indicators selected by the supervisors to be represented in 2015-16 is extensive, it is not designed to be exhaustive at this point in time. It is hoped by all those involved that the indicators selected initially are just a beginning of the list of data to be collected, and that the reliability and validity as well as the depth of data will only increase in future years.

TYPES OF DATA

Definitions of the types of data categories to be used by IU13 were designed as per the recommendations of Victoria Bernhardt, Ph.D., well-known for her work in school data analysis. In her book “Data Analysis for Continuous School Improvement” (2013), Dr. Bernhardt suggests using multiple measures of data including the following:

1. **Demographics on a school, student, and staff level:** This includes information such as enrollment, attendance, graduation rates, gender, etc. For the purposes of this report, demographic information will be shared when it is relevant to understanding the trends or outcomes identified.
2. **Perceptions:** This includes values, beliefs, attitudes and observations. Since much of the success of IU13 is related to the value of its services by its users, surveys and other feedback loops were collected and synthesized at a system level.
3. **Student Learning:** Both standardized and formative assessments are included in this category. Measures of student achievement from both IU classes and district classes where teachers received extensive and/or ongoing technical assistance and training were included.
4. **School Processes:** Descriptions of school programs and processes tell us about how we work and its relevance to issues that may be uncovered through data analysis. This type of data was gathered on a very limited basis and is not used in this report; however, it will become more relevant as the other types of data are analyzed and questions arise regarding root causes of identified issues.

By analyzing information from a variety of sources as well as different types of information, it is believed that a more accurate and complete picture of IU13 and its services will be provided. Ultimately, the analysis of the data will be used to answer two questions:

1. Is IU13 providing quality instruction to the students it serves that result in improved student achievement?; and
2. Is the professional development and training offered by IU13 of high quality and effectiveness, resulting in more highly trained educators who will in turn, impact student achievement?

These questions will be considered across programs and age of learners, from early childhood to adulthood.

ANALYSIS OF DATA

Is IU13 providing quality instruction to the students it serves that result in improved student achievement?

Early Childhood Programs



Serving children and families as they embrace the world of education!

IU13 provides instruction to eligible students in its Early Childhood and Preschool Early Intervention program, including Early Childhood and Head Start, Pre-K Counts and Early Intervention services for children identified with special needs.

These programs, serving children from infants to preschool, are designed to strengthen and encourage early literacy, social development, resourcefulness and self-sufficiency through positive learning experiences.

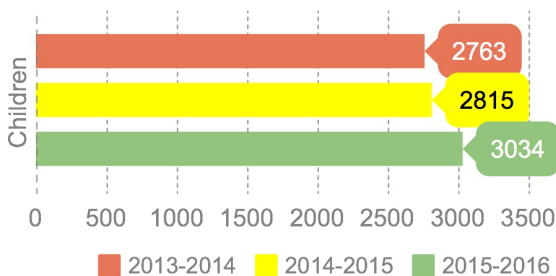
Early Literacy

Social Development

Resourcefulness & Self-sufficiency

Positive Learning Experiences

Growth in Preschool Early Intervention



Top Services Received

Preschool Early Intervention

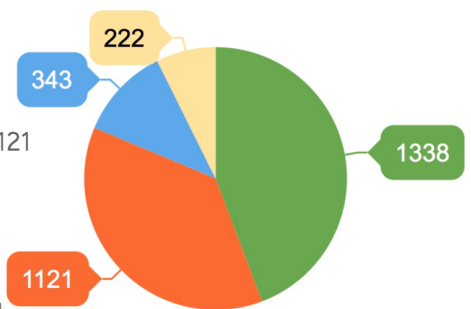
Speech or Language Impairment - 1,338

Development Delay - 1,121

Autism - 343

Other - 222

Impairments such as: Vision/blindness, traumatic brain, health, orthopedic, multiple disabilities, hearing/deaf, emotional disturbance



3,034

Preschool Early Intervention

Children 3-5 years old (pre-kindergarten) served



482

Head Start & PreK Counts

Children 3-5 years old (pre-kindergarten) served



227

Early Head Start

Children birth-3 years served

Data is reflective of the 2015-2016 school year.

Early Childhood Programs

Demographic Information

IU13 continues to impact a significant number of young children through its Early Intervention and Early Childhood programs. Data gathered through June 2016 indicates that IU13 has served a total of 3,034 children in the Early Intervention program in 2015-16.

Figure 1 shows the steady increase in the number of children that have received Early Intervention services over the last three years.

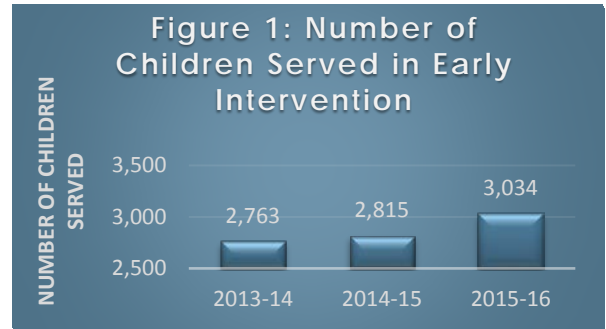
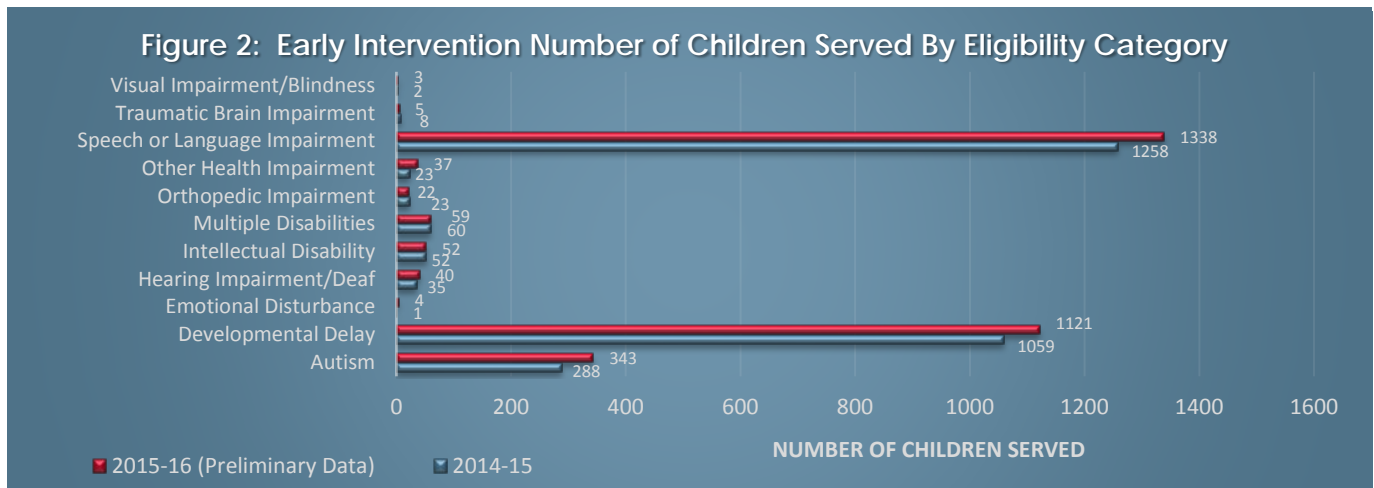


Figure 2 shows the number of children receiving services by eligibility categories. Data for 2015-16 indicates preliminary numbers received from OCDEL. The information will be revised when final data is released. The three most common eligibility categories continue to be Speech/Language Impairment, Developmental Delay and Autism. This is consistent with 2014-15 data.



A total of 709 children were served in the Early Childhood programs during 2015-16. The breakdown by program was as follows:

- Early Head Start (home based Lebanon and child care partners) , 227 children
- Head Start, 446 children
- Pre-K Counts, 36 children

While English continues to be the primary language spoken as reported by parents (72% of children), the Early Childhood programs serve students with a wide variety of primary languages including Spanish (24%), and other languages including Arabic, Haitian-Creole, Hindi, Russian, and Punjabi (4%).

Achievement/Student Learning

The curriculum and instructional practices provided by IU13 programs to young learners are designed to support the growth of early literacy and math skills and other key developmental areas including physical, cognitive, language and social abilities. Assessment of these skills in young children can be challenging since these learners are not developmentally ready for the demands of the types of assessments indicated for older students. Assessment at this level includes a variety of types of assessments and is accomplished over time to provide the most reliable and valid measure of their skill levels (Helm, 2014). IU13 has selected several types of assessments to use in tracking the impact of programming on achievement level. They include:

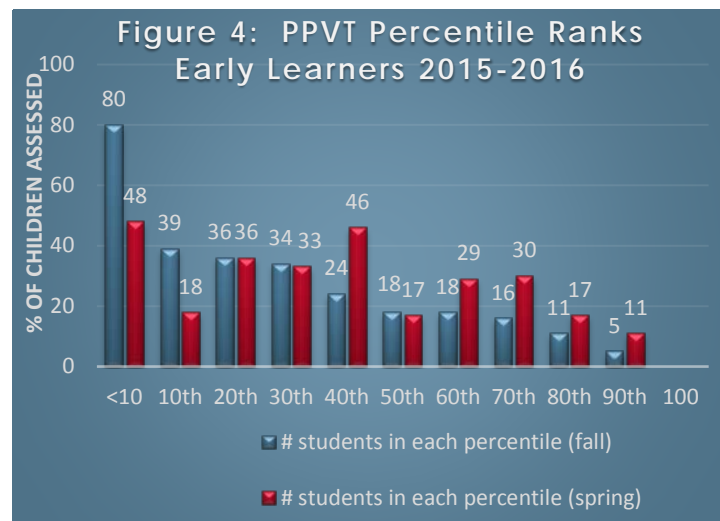
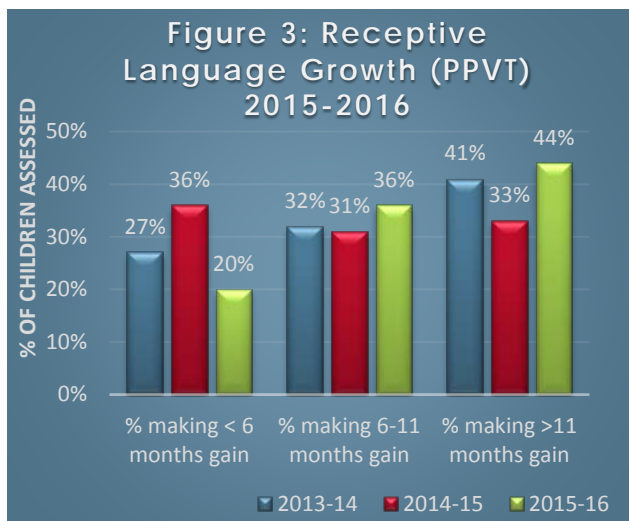
- **Peabody Picture Vocabulary Test (PPVT)** – The PPVT is an optional assessment that is administered by a trained assessment team to increase inter-rater reliability. It is given as a pre-test (within the first 45 days of school) and as a post-test. Only the matched scores of those three and four year old children who took the assessment in the fall and again in the spring are used for reporting results. It is used to measure the growth in receptive language skills in young children, a key area of focus in early learning classrooms.
- **Teaching Strategies Gold** – Teaching Strategies Gold is an authentic assessment based on anecdotal notes, and student performance and evidence. This is a required assessment for the PA Pre-K Counts Grant managed by IU13. The assessment is based on 38 research-based objectives that include predictors of school success and are aligned with the Common Core State Standards, state early learning guidelines, and the Early Childhood Child Development and Early Learning Framework. The objectives are organized into 10 areas of development and learning including broad developmental areas, content areas, and English language acquisition. These assessment areas are Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Social Studies, Science and Technology, and the Arts.

Indicators of Student Learning

Peabody Picture Vocabulary Test (PPVT) Results

The PPVT is administered in the fall and spring to all preschool-age children enrolled in IU 13 classrooms funded through Head Start and PreK Counts. Two hundred and forty-seven children participated in the administration of both the fall and spring PPVT assessments which were administered six months apart. Their results are reported in **Figure 3**. Forty-four percent of the participants (109 children) made more than eleven months gain in their receptive language skills; 36% (89 children) made six to eleven months gain; and 20% of those assessed (49 children) made less than six months gain. These numbers suggest a positive trend in the accumulation of receptive language skills of participating children.

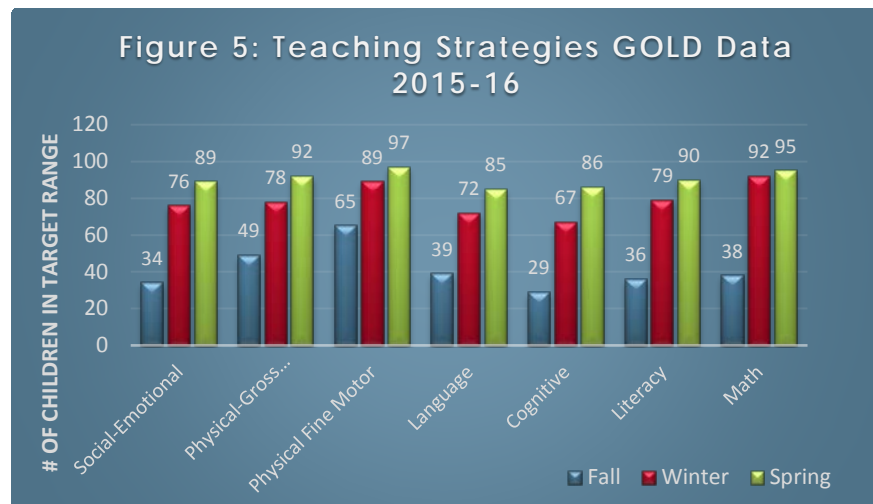
A complete breakdown of the children's levels of receptive language skills as measured by the PPVT is shown in **Figure 4**:



In the fall of 2015, 213 children were demonstrating receptive language skills below the 50th percentile. This number decreased to 181 children in the spring 2016 assessment. Even more importantly, the number of children with receptive language skills at the lowest levels of performance (10th percentile and lower) decreased from 119 to 66 children while the number of children at the 50th percentile and up increased from 68 children to 104 children.

Teaching Strategies GOLD

The Teaching Strategies GOLD assessment uses multiple data points that include student performance and anecdotal notes from teachers which are then compared to the expected levels of development in key target areas based on the child's age. **Figure 5** indicates the number of children who were evaluated to be within the appropriate target range indicated as per their chronological age. Children were assessed in the fall, winter and spring with the expectation that the number of students performing in the specific skills domain would increase as a result of their preschool experiences. This indeed proved to be the case, with all six areas showing significant upward trends in skills.



Discussion

Based on a review and examination of the 2015-2016 student data including summative data measures from the Peabody Picture Vocabulary Test IV and Teaching Strategies GOLD, it appears that the children participating in Early Childhood services at IU13 are making significant gains in all areas assessed. This is particularly encouraging in that the Early Childhood team made specific programmatic changes to concentrate on language development during 2015-16. This was as a result of prior concerns around student outcomes in these areas. Staff was also provided with increased opportunities for professional collaboration to share successful instructional strategies.

Perceptual Data

Parent involvement is critical to the development of early learners and is a key component of the services in the Early Learners program. IU13 collects information on its families' satisfaction with these services through a yearly survey of parents of children participating in the Head Start classes. This is also a required part of the Head Start state grant. Parents were asked to respond to a series of statements dealing with classroom environment, parent-teacher communication, and connections with community resources. Eighty-three percent of the surveys sent were returned and of these, 99% of the parents that responded indicated that they were satisfied with the program. Other questions and responses included:

- My child's classroom was clean (100% agreed)
- The various materials in my child's classroom allowed for fun, hands-on learning (100% agreed)
- The teacher and assistant were friendly and kind to my child (99.6% agreed)
- The teacher and assistant reviewed my child's progress with me (100% agreed)
- The teacher and assistant were friendly and answered any questions I had during the year (99.6% agreed)
- My family worker was available and helpful (99.1% agreed)
- My family worker helped me to set goals and work toward achieving them (98.3% agreed)
- If you attended a parent training, was it informative? (98.7% of those that attended trainings agreed)

The results of the survey suggest that the participating families feel positively about the program and that the program continues to meet its goal of creating strong connections with the students and their families.

School-Age Programs



IU13 provides direct instruction and support to students with special needs who require individualized education plans (IEPs) in the Lancaster and Lebanon counties in grades kindergarten through high school.

Classes include:

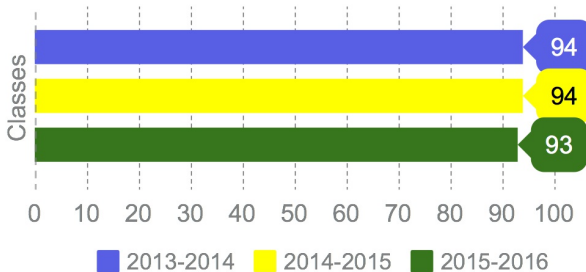
Emotional Support, Life Skills, Diagnostic Kindergarten, Autistic Support, Basic Occupational Skills (BOS), School-to-Work, Deaf/Hard of Hearing Support and Multiple Disabilities

Supplemental services to students with IEPs include:

Physical, Occupational, Speech and Language Therapies; Job Training Services; Autism Itinerant Services; and Hearing Impaired/Visually Impaired Itinerant Services

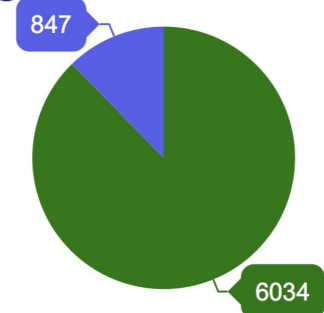
IU13 School-Age Classes

Remains Consistent



School-Age Students Served by IU13

■ In School-Age Itinerant Programs - 6,034
■ In School-Age IU13 Classes - 847



96.8%

Graduation Rate of IU13-Supported CTC Students

239 Graduates in 2015-16



2,636

Receiving IU13 Job Training Services

Students with IEPs in IU or District Classes



7-10%

Students recommended to return to Less Restrictive Environment

69 Students in 2015-16

Data is reflective of the 2015-2016 school year.

School-Age Programs

Demographic Information

IU13 currently operates 93 classes in both Lancaster and Lebanon counties, including students in the following settings:

- Autistic Support
- Diagnostic Kindergarten
- Emotional Support
- Hearing Impaired Support
- Life Skills Support
- Multiple Disabilities Support
- School to Work/BOS



Figure 6 shows the number of classes operated by IU13 over the last eleven years, with the number of classrooms remaining relatively stable over the last three years.

The number of students in school-age IU13 classes has also remained fairly stable as shown in **Figure 7**, with the most recent data actually showing a slight increase in the number of students served.

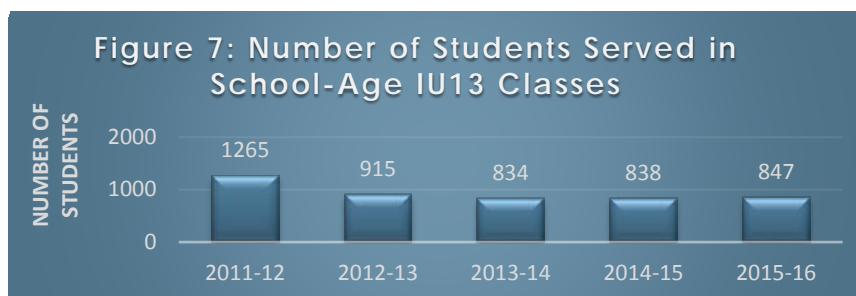
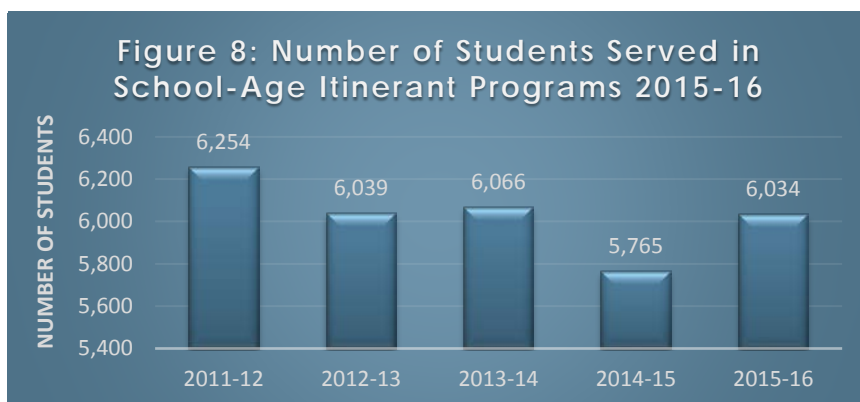


Figure 8 shows the demand for school-age itinerant services over the past 5 years. IU13 provides services to students in the following itinerant programs:

- Autistic Support
- Blind/Visually Impaired
- Deaf/Hard of Hearing Support
- Job Training
- Learning Support at Lancaster County CTC
- Occupational Therapy
- Physical Therapy
- Speech/Language Therapy



*Numbers represent total number of services provided. Students receiving more than one service are counted more than once.

After a slight decrease in 2014-15, the number of students served rebounded this year in spite of increased competition from outside vendors.

Graduation Rates

One of the goals of the school-age programs is to have students complete their IEP and academic goals and earn their high school diplomas. Students enrolled in the Lancaster County Career and Technology Center (LCCTC) who receive supports from IU13 are a key target group. In 2015-16, students that attended the Lancaster County CTC and received support from IU13 graduated at a high rate, with 239 out of 247 students graduating in 12 years. Three non-traditional students (13th or 14th year students) also graduated in 2015-16. Five students returned to the LCCTC or other district planning for an

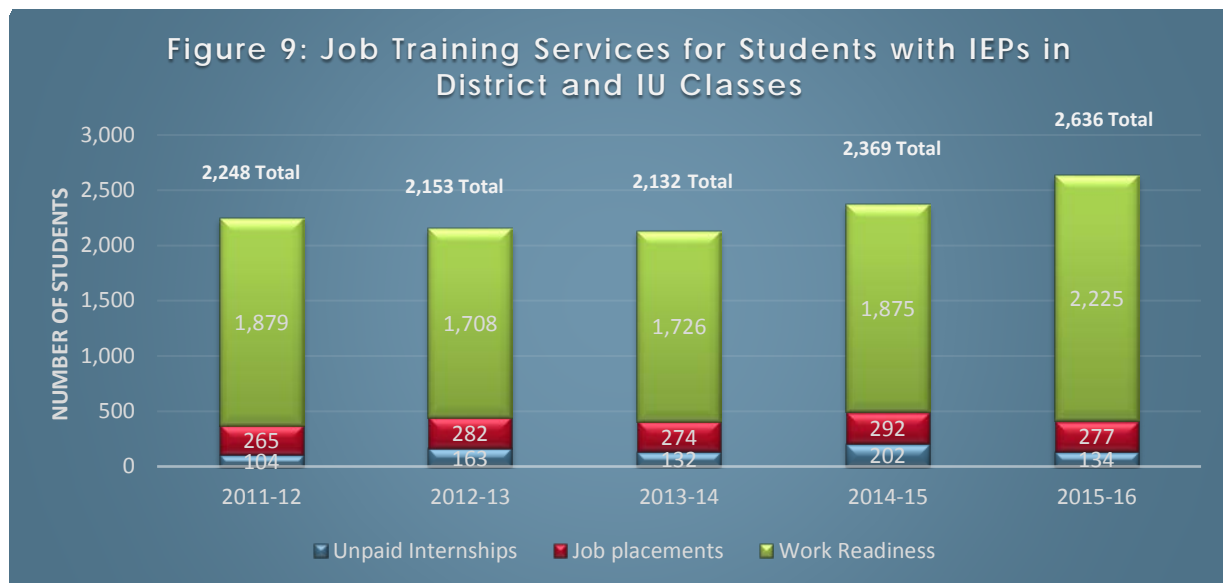
additional year of instruction during the 2016-17 school year.

Due Process Hearings

One of the important indicators of a quality special education program is the number of due process hearings that have occurred during the school year. Due process hearings take place when parents and school districts are unable to resolve differences over a student's individual education program. These events are expensive, time-intensive and can erode the partnership between families and schools; therefore, tracking the number of due process hearings is an important indicator of how parent-school partnerships are proceeding. IU13 was involved in only one due process hearing in 2015-16, for which it was determined that the IU had no culpability or findings.

Job Placement of Students

IU13 provides transition services to students with disabilities in both district and IU-operated classes. Job trainers work closely with IEP teams and community partners to provide students with needed experiences and support as they apply classroom skills to the workplace environment through job placements, work readiness instruction, and internship experiences. These services continue to be highly in demand as shown in **Figure 9**, with the number of students served increasing by 267 students during the past year.



IU13 is continuing to look for new ways to increase these valuable services through innovative partnerships with community agencies. During 2015-16, in conjunction with the Office of Vocational Rehabilitation (OVR), the Job Training program started a new program called Pre-Employment Transitional Services (PETS). PETS targets students in learning support, emotional support and autistic support classes within districts. Six districts participated in the program during 2015-16 with more districts scheduled to participate in 2016-17.

Achievement/Student Learning

The instruction provided to students served in IU13 classes is determined by a team of educators, parents and designated educational partners resulting in an IEP. Each IEP includes achievement levels, progress monitoring targets and exit criteria. Because of the varied nature of IEPs, it has been difficult to establish system wide methods of tracking program success. State assessments are not tracked by IU13 classes and are reported to school districts, not IU13. In addition, many of the students served by IU13 have IEP goals which include social and emotional, communication, and daily living skills goals. Because of this, IU13 special education program supervisors have established common data indicators that will be gathered on a yearly basis to track the quality and success rate of IU services. These identified indicators included:

- Number of recommendations to have students return to a Less Restrictive Environment (LRE): IU13's goal is to transition students back to their home district or to a LRE as they improve academically and behaviorally and to prevent the need for students to seek out a more restrictive setting due to a decline in their IEP progress. Though yearly data may vary based on individual student needs, this information will continue to be tracked in future reports to allow for possible trend analysis.
- Progress on designated assessments aligned to select program goals. The following assessments were used:
 - **The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP):** Based on B.F. Skinner's analysis of verbal behavior, established developmental milestones and research from the field of behavior analysis, the assessment contains 170 measurable learning and language milestones that are sequenced and balanced across three developmental levels. The skills assessed include mand, tact, echoic, intradermal, listener, motor imitation, and independent play, social and social play, visual perceptual and matching-to-sample, linguistic structure, group and classroom skills, and early academics (Sundburg, 2008). This assessment was used in the Autistic Support program and is aligned to the desired outcomes of the program.
 - **NOCTI:** The NOCTI assessments are designed to measure technical skills at the occupation level (i.e., Accounting, Carpentry, and Pre-Engineering). The assessments measure aspects of occupational competence such as factual and theoretical knowledge and target students who have completed secondary and post-secondary programs. These assessments were used with students attending the Lancaster County Career and Technology Centers (CTCs).
 - **Diagnostic Kindergarten Early Reading and Math Criterion Referenced Assessments:** The Diagnostic Kindergarten program has developed a series of criterion referenced assessments to use with students in their program. These assessments are designed to measure the accumulation of key kindergarten skills in math and reading, and are used to monitor student progress in conjunction with other classroom assessments.

Indicators of Student Learning

Number of recommendations to return to a less restrictive environment (LRE):

During 2015-26, 69 students were recommended by the IEP team to return to a less restrictive environment. IU13 consistently returns between 7 to 10 percent of its students to a less restrictive environment each year. **Table 1** shows the baseline data detailed by program assignments:

Table 1: Number of Recommendations to Return to a Less Restrictive Environment						
Program	Number of Students Returning to Less Restrictive Environment (LRE)					
	2013-14		2014-15		2015-16	
	Return To LRE	Total Students Served	Return To LRE	Total Students Served	Return To LRE	Total Students Served
Community School Southeast/West	20	132	15	132	32	164
Diagnostic Kindergarten	12	20	12	21	3	20
Emotional Support (Lancaster Co.)	1	80	4	71	0	85
Life Skills (Lancaster Co.)	2	47	0	61	6	49

Catholic Charities	2	17	4	23	1	27
Deaf/Hard of Hearing	3	40	2	34	0	29
MEC Emotional Support (Now Valley Road)	5	31	3	39	4	49
MEC Autistic Support (Now Valley Road)	3	15	1	17	1	20
Fairland	3	48	3	45	3	51
Autistic Support (School Based)	7	111	9	113	18	132
Lebanon County Emotional Support, Life Skills Support, and Multiple Disabilities Support	12	101	4	97	1	92
Lancaster Multiple Disabilities Support	0	78	0	76	0	67
	70	720	57	729	69	785
TOTAL	(9.7%)		(7.8%)		(8.8%)	

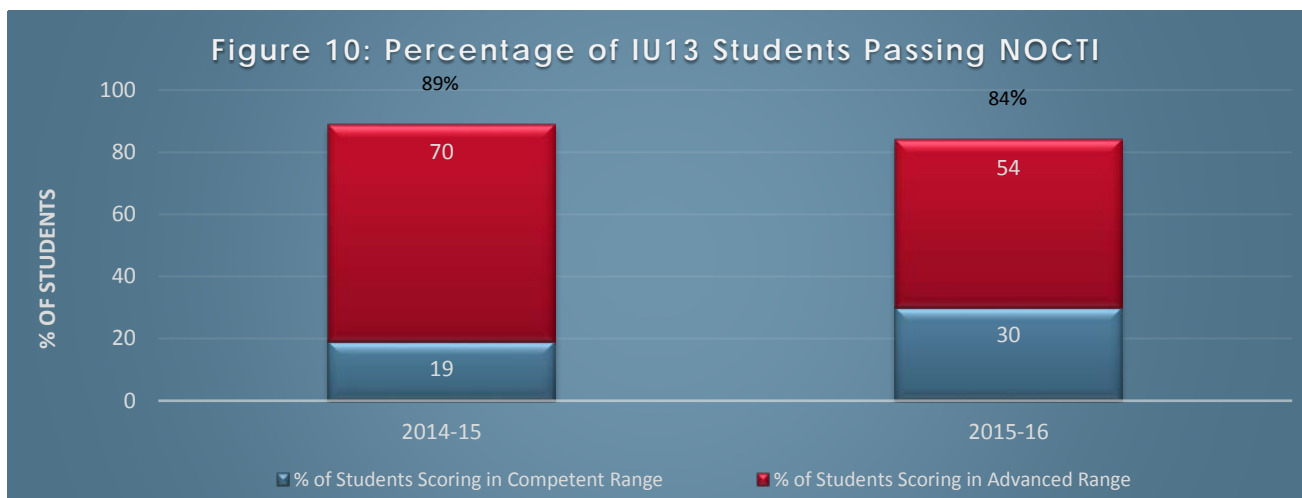
VB-MAPP Achievement Data:

IU13 provides direct instruction to students with autism in partnership with the Lancaster and Lebanon school districts. Ninety students in 16 IU autistic support classes were assessed at the beginning and end of the year using the VB-MAPP. Students gained an average of 16.64 milestones which exceeded the state average of 14. This is also an improvement of 4.13 milestones over 2014-15's data. The increase in growth this year over last year may be attributed to an increase in the fidelity of implementation of the VB-MAPP program by program staff.

NOCTI Achievement Data:

IU13 provides direct instruction and support to students with Individualized Education Plans (IEP) enrolled in the Lancaster County Career and Technology Center (LCCTC) programs. The service also includes ongoing consultation with the LCCTC educators and administrators. Students participating at the Lancaster County CTC were given the NOCTI at the completion of their program as a measure of their skill accumulation. The NOCTI assessments are designed to assess students' skills in comparison to real-life job-specific skill expectations.

Figure 10 shows the results for the most recent skill ratings of IU13 students in the program:



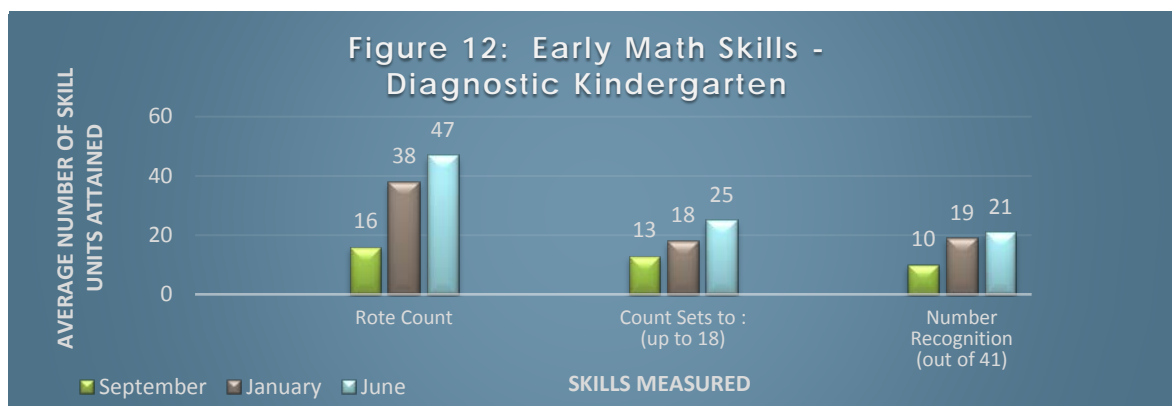
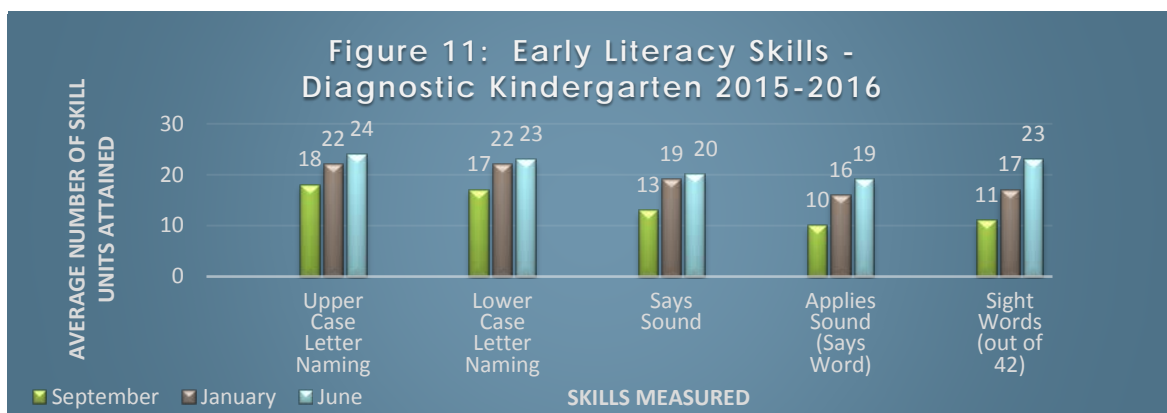
Though the percentage of students passing the NOCTI decreased slightly in 2015-16, IU13 students still demonstrated a high success rate on the NOCTI exam, suggesting that their accumulation of job-specific skills will serve them well in their selected occupation. Breakdown by the CTC sites is shown in **Table 2**:

Table 2: NOCTI Scores for IU13 Students at the Lancaster County CTC 2015-16

Lancaster CTC Campus	Total # of IU 13 Students Taking NOCTI	Number of IU13 Students Passing NOCTI	Number of IU13 Students Scoring in the Competent Range	Number of IU13 Students Scoring in the Advanced Range
Mount Joy	76	59 (78%)	20 (26%)	39 (51%)
Brownstown	53	44 (83%)	13 (25%)	31 (58%)
Willow Street	62	58 (94%)	25 (41%)	33 (53%)
All Students	191	161 (84%)	58 (30%)	103 (54%)

Early Reading and Math Achievement Data

The Diagnostic Kindergarten program helps educators and parents determine the nature of a young child's learning disabilities. This program provides a developmentally appropriate environment that fosters intellectual, social, and emotional growth. The emphasis in the program is on concept formation, language development and the development of auditory, visual and motor skills. Students enrolled in the program were assessed in September 2015 and January and May 2016, using criterion referenced tests of early literacy and math skills developed by the program (**Figures 11 & 12**). These figures show the average number of skill units attained by students as measured by the Early Literacy and Early Math program assessments.



Throughout the course of the school year, the number of students in the program that were able to reach expected benchmarks increased significantly reflecting the accumulation of skills by students in the program.

Perceptual Data

In an effort to strengthen the connection between school-age programs and the parents of students attending IU13 classrooms, parents, teachers, and supervisors were recently surveyed to determine the most highly valued components or “indicators” of special education programming. This survey was distributed to parents and staff of all Autistic Support, Emotional Support, Life Skills Support and Multi-Disabilities Support programs. Results were then aggregated to compare parent results to staff results. The results of the survey will be used to inform further assessment of classroom practices to ensure that the program is adequately monitoring highly valued aspects of programming and the quality of the practices associated with these elements. For a more detailed explanation of the development of the survey and its analysis, see **Appendix B: 2015-16 IU13 Special Education Program Class Quality Indicators Survey**.

This survey was informed by rubrics of quality indicators gathered from various states’ special education program evaluation rubrics. The survey was extended to IU13 Supervisors, Special Education Consultants, teachers, Para educators and parents of students in ES, LSS, MDS and AS classrooms. IU13 program supervisors were asked to suggest item modifications as were members of a data collection committee from various other programs and departments. Survey results were analyzed with the objective of parsing out the most critical elements in the eyes of stakeholders, particularly parents, in order to inform data collection of these elements for program evaluation. Values 4 & 5 were aggregated to indicate overall value for each indicator. A criterion of 75% for a combination of rating levels 4 & 5 was chosen for identifying individual indicators of highest value and quality.

Findings

The following indicators by category were identified by both parents and staff as being important indicators for determining the quality of the practices in IU13 classrooms:

Academic Instruction and Support

- There is evidence of teacher planning to individualize for student need.
- Reading, math and language arts and communication are taught.
- Student interest is used to support differentiation.
- Questioning and discussion occurs even with nonverbal students.

Social-Emotional Indicators

- Curriculum is selected on the basis of individual students’ needs.
- Affective education covers personal, relation and life skills.
- The transference and maintenance of skills is systematically planned and taught.
- Students are systematically provided with information and skills regarding behavior.

Behavior Management and Physical Environment

- There are options for reinforcement.
- Management systems are in place for atypical and crisis situations.
- Consequences are logical and based on severity of behavior.
- Classrooms are organized to support and maintain positive behaviors.

- The emotional climate is safe as demonstrated by student willingness to initiate questions and see the teacher for problem-solving.
- Individual safety plans are in place for desired behavior and rewards are realistically attainable.
- There is a system of rewards for desired behavior and rewards are realistically attainable.
- Physical space of the classroom is used intentionally to support students' emotional/behavioral needs. Humor is used effectively to maintain perspective and create a safe, emotional climate.

Collaboration and Communication

- Curriculum emphasizes the development of a functional communication system for students who are nonverbal or have emerging verbal skills.
- Progress monitoring is reviewed systemically and shared with parents along with suggested program changes based on assessment results.
- Program staff communicates with and collaborate with other school staff including general education teachers, building administrators, counselors, and related services.

Student-Staff Interactions

- The emotional climate fosters a sense of belonging and connection.
- Positive comments exceed negative comments by a 4:1 minimum ratio.
- Students are welcomed back after absences and there is a plan to address missed assignments.

Transition

- Transition planning for new educational environments starts while students are in current placements.
- Transition provides students and families with opportunities to visit the new setting.
- Planning integrates considerations of future environments with students' current program.
- Self-determination skills are taught to build self-advocacy.

Parent Involvement

- Program staff communicates and collaborates with students and parents regarding schedules, expectations, student needs and progress.
- The programs has links with community agencies that provide comprehensive services
- Families are assisted in accessing services from other agencies.
- Assistance is provided to parents in determining and aligning parent/home needs with student academic needs.
- Results of the indicators survey will be shared with IU13 staff and parents and used to align future assessment practices with valued outcomes.



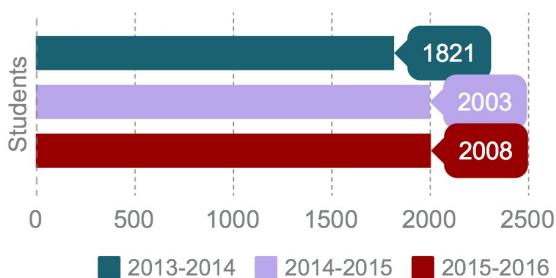
Helping adult learners learn, prepare, and succeed!

IU13 offers GED and English as a Second Language Services (ESL) to adult learners in Lancaster and Lebanon counties. These classes provide adults with the necessary skills to pass the GED examination and with the language and employability skills needed to prepare students to succeed in their community and the workplace.

Parents can also participate in family literacy classes which are designed to benefit whole families.

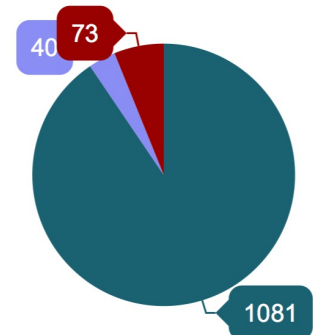
Note: Adult education data is released to IU13 on a one-year delay to ensure data quality. Information included in this report reflects the most recent data available to the program (2014-15) and also represents data from IU13's partnering agency, the Literacy Council of Lancaster-Lebanon.

Adult Education Total Enrollment



Enrollment by Program

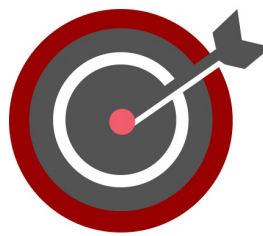
- Federal/State Adult Education - 1,081 students
- English Language Civics - 40 students
- Family Literacy - 73 families



+4%

Above PA Average in Students meeting Employment Core Outcomes

44% met requirement



98%

"My teacher helps me meet my goals."

Student Satisfaction Survey



100%

Met goal of students served in Federal/State Adult Education

Per Adult Education Services contract

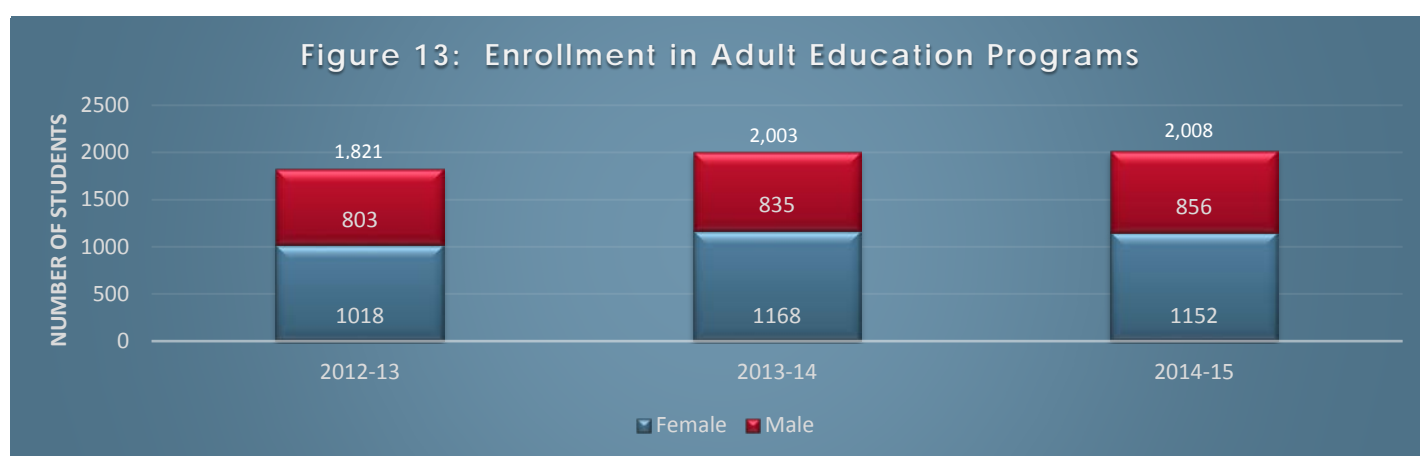
Data is reflective of the 2014-2015 school year.

Adult Education

In addition to services to early learners and K-12 students, IU13 offers GED and English as a Second Language Services (ESL) to adult learners in Lancaster and Lebanon counties. These classes provide adults with the necessary skills to pass the GED examination and with the language and employability skills needed to prepare students to succeed in their community and the workplace. Parents can also participate in family literacy classes which are designed to benefit whole families. Adult education data is released to IU13 on a one-year delay to ensure data quality. Information included in this report reflects the most recent data available to the program (2014-15) and also represents data from IU13's partnering agency, the Literacy Council of Lancaster-Lebanon.

Demographic Information

Overall enrollment in IU13's Adult Education programs remained steady in 2014-15, with more females than men enrolling in programs.



Each year, IU13 is contracted to serve a targeted number of students to meet the requirements of the designated state and federal funding streams. **Table 3** shows the number of students enrolled in each type of contract offered by Adult Education services as well as the percentage of students enrolled compared to contracted numbers. This is important information to track as funding is frequently tied to meeting contracted enrollment numbers.

Table 3: Adult Education Enrollment Data and Completion Rates						
Contract Type	2013-14 Contract Goal	2013-14 Actual Enrollment	2013-14 % of Contracted Number (Goal of 100%)	2014-15 Contract Goal	2014-15 Actual Enrollment	2014-15 % of Contracted Number (Goal of 100%)
Federal/State Adult Education	1082 Students	1117 Students	103% of Goal	1082 Students	1081 students	100% of Goal
English Language Civics	53 Students	51 Students	96% of Goal	60 Students	40 Students	67% of Goal
Family Literacy	87 Families	91 Families	105% of Goal	87 Families	73 Families	84% of Goal

Analysis of the data shows that in 2014-15, while numbers for federal and state adult education classes remained on track, English Language Civics and Family Literacy programs experienced decreased enrollment and did not serve the contracted number of students.

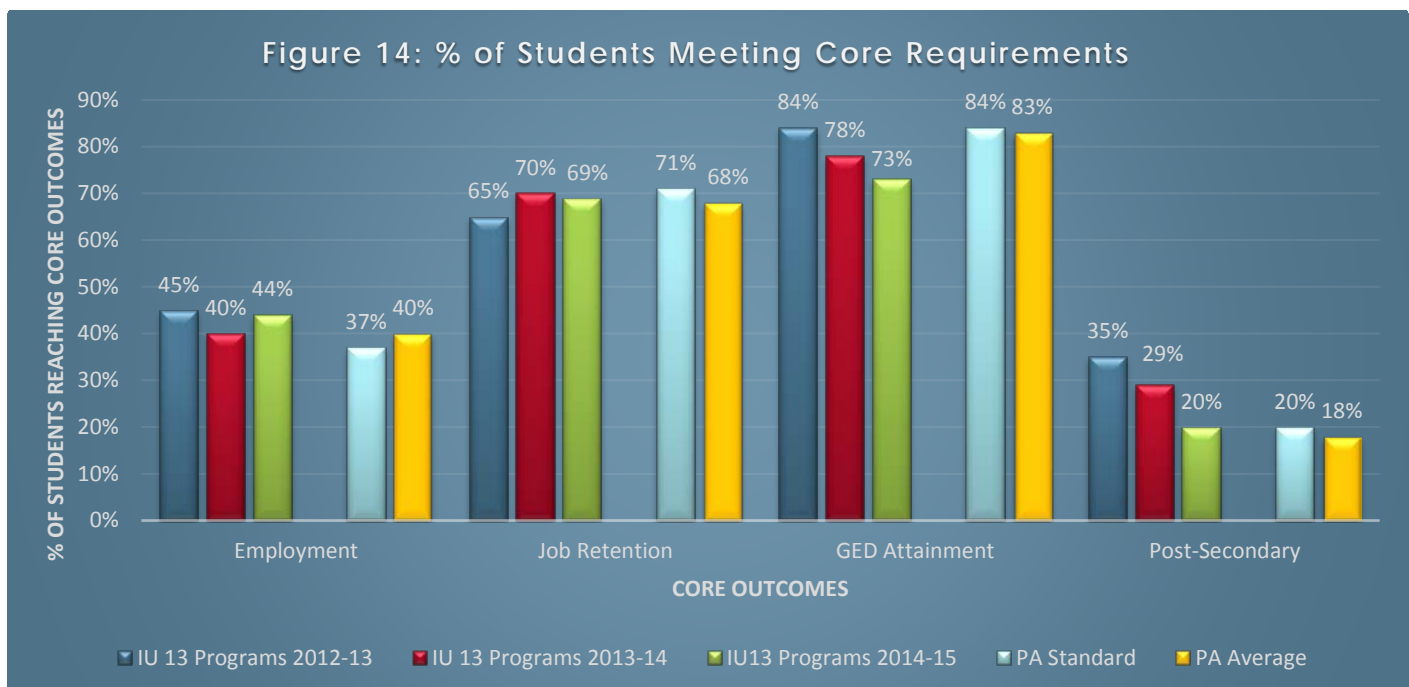
Achievement/Student Learning

The Pennsylvania Division of Adult Education requires IU13 to track the progress of its students in multiple ways. These indicators include learning gains made by students, as well as employment, GED attainment, job retention and transition to post-secondary.

The most current data on IU13 programs shows mixed results for these indicators. As represented in Table 4, the educational functional levels (EFL) gains of IU13 students have decreased from the prior year, both in overall levels and in comparison to other state agencies providing similar services.

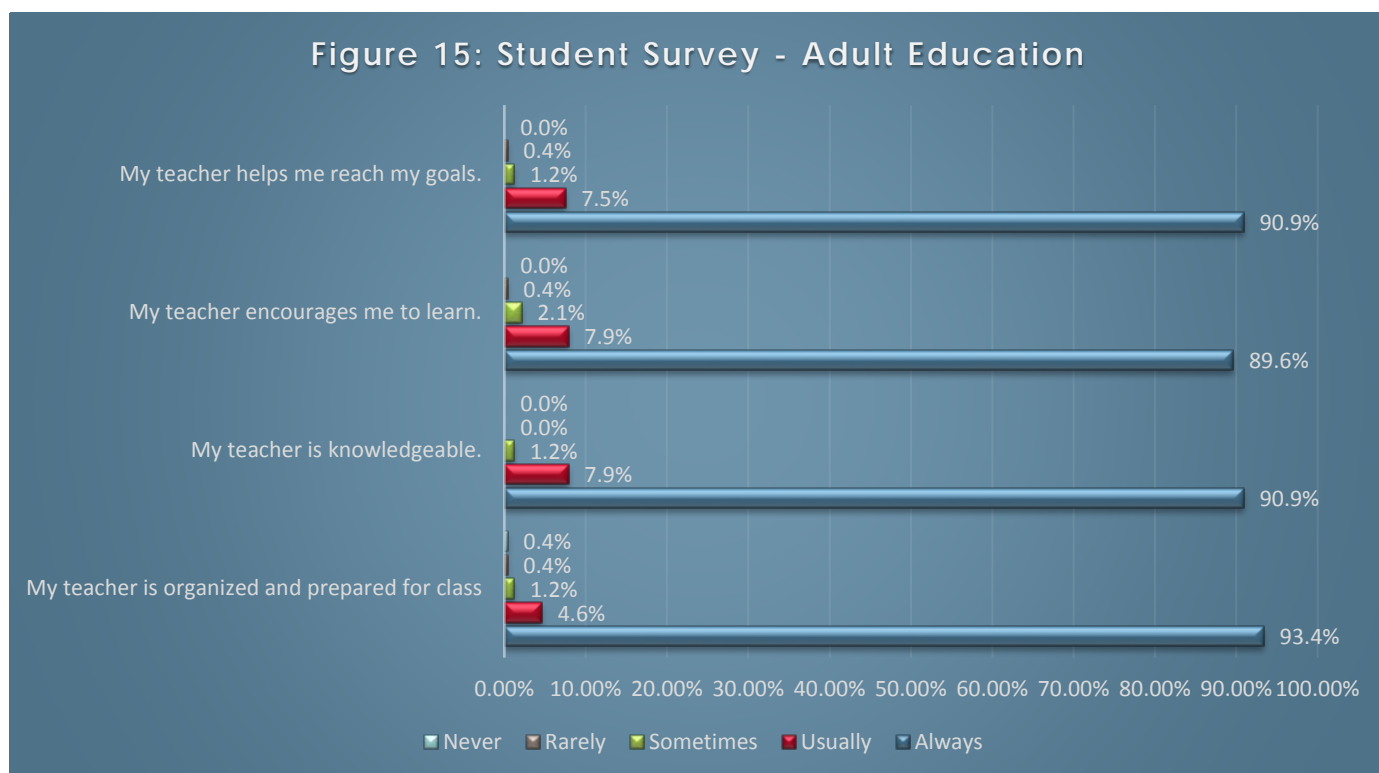
Table 4: Adult Education Learning Gains				
Contract	2013-14 Learning Gains	2013-14 Comparison to Other State Agencies	2014-15 Learning Gains	2014-15 Comparison to Other State Agencies
Federal/State Adult Education	53%	8th/55	48%	13th/55
English Language Civics	47%	8th/17	28%	16th/16
Family Literacy	49%	9th/21	47%	11th/20

Figure 14 represents the percentage of students meeting the core outcomes requirements for Pennsylvania adult education programs. IU13 met or exceeded the Pennsylvania (PA) standard and the average agency performance in Pennsylvania in employment outcomes and post-secondary outcomes, and exceeded the state average for job retention, though this outcome was slightly below the PA Standard in this area. GED attainment continued to show a downward trend, with an average below the PA Standard.



Perceptual Data

The Adult Education program annually asks students to complete surveys regarding their satisfaction with the services they received. Two-hundred and forty-one responses were analyzed. As shown in Figure 15, the students indicated a high level of satisfaction with their teachers.



*Percentages may not add up to 100% because of rounding.

Discussion

An analysis of this most recent data in Adult Education revealed several trends in the indicators that are worth further discussion. Student surveys showed that participating students continue to value their instruction and believe that their teachers care about them. In addition, enrollment numbers remained strong for the primary federal/state adult education contracts which impacts future funding from the state.

The data, however, also demonstrated a downward trend in enrollment, learning gains and educational outcomes. As a result, the Adult Education Program Improvement Team (PIT) engaged in a review of its current practices in tracking enrollment, scheduling and placement of classes, student perceptions of the program and professional development of teachers. Several potential root causes were identified, including issues with accurately counting students who participate in more than one contract, an improved local economy resulting in more people obtaining employment rather than improving their educational skills, and a need for better aligned curriculum and instruction to match the demands of the new GED test and the Common Core. Recommendations to improve practices included more detailed tracking of enrollment and learning gains data to improve accuracy, adjustments to class schedules for improved access and hiring a transition counselor and additional management staff members to better coordinate all aspects of the programs. These changes have since been implemented. Adult education staff has also reached out to Head Start and similar programs to recruit eligible families for family literacy services, increased family events to help families meet required participation hours, and offered summer classes to increase enrollment. Preliminary data gathered by the team suggests these efforts are already resulting in improved enrollments and learning gains and it is believed that the data will show a more positive trend in upcoming end-of-year reports.

Nonpublic School Services



Providing supports and supplementary services for local nonpublic schools!

IU13 provides remedial and support services to eligible Lancaster and Lebanon county students who attend nonpublic schools through the use of Act 89 state funds and Title I federal funds.

Title I

Title I services are provided on behalf of local school districts.

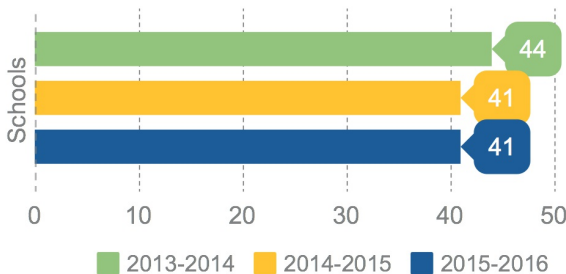
Act 89

Act 89 regulations require that intermediate units provide equitable services to students attending nonpublic schools.

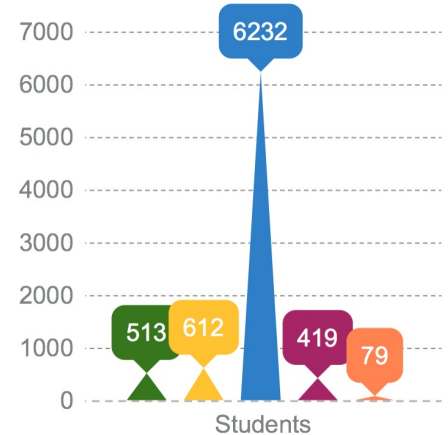
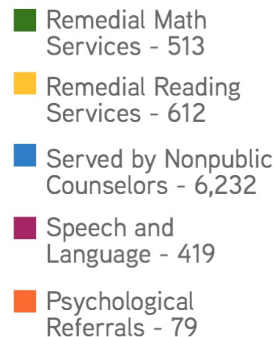
Additional Services

IU13 reading and math specialists, speech and language therapists, school counselors and psychologists work directly with identified students to improve their academic and social/emotional needs.

Act 89 Schools Served



Students Served



92%

Time School Counselors provide direct & indirect services to students

American School Counselor Association recommends 80%+



Math/Reading

Data shows growth overall in math & reading skills

DIBELS, GRADE, Act 89, and GMADE Assessment Data



86-100%

Services rated "Above Average" or "Excellent"

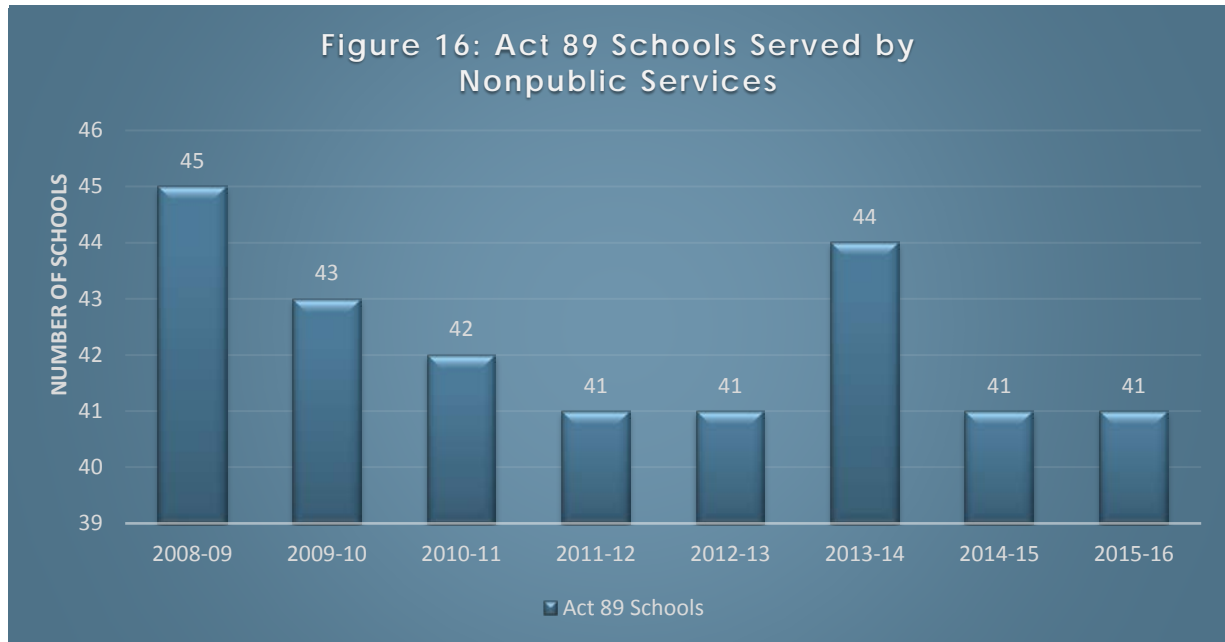
Satisfaction Survey for All Services

Data is reflective of the 2015-2016 school year.

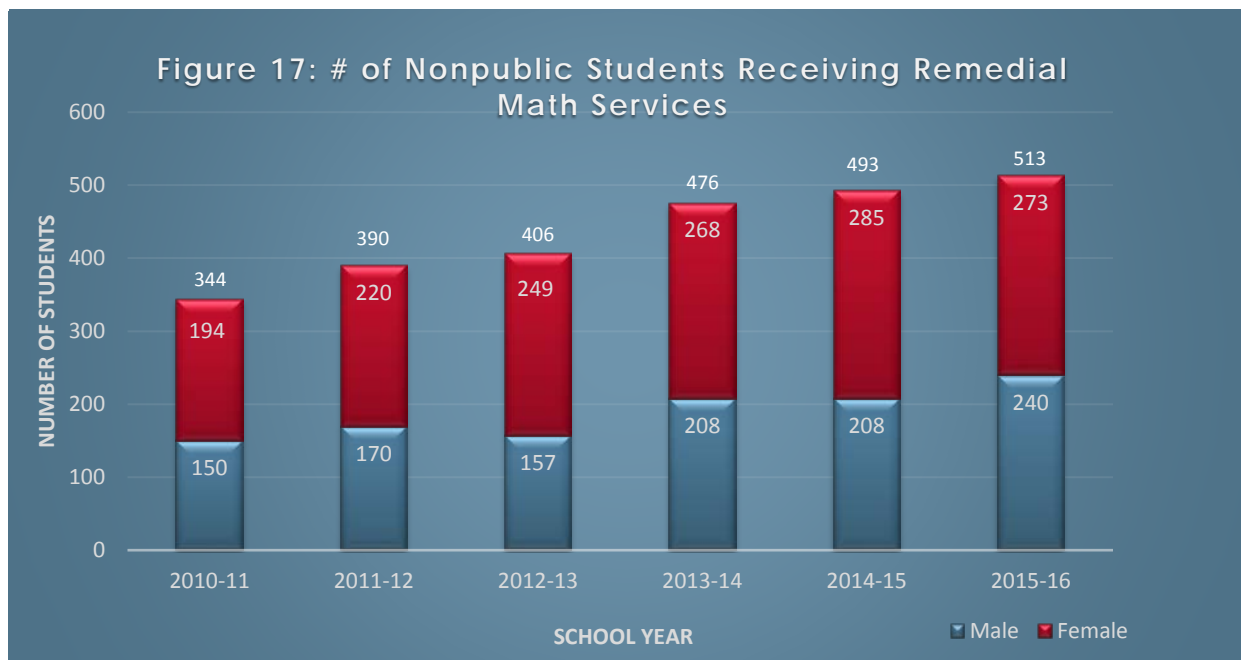
Nonpublic Services

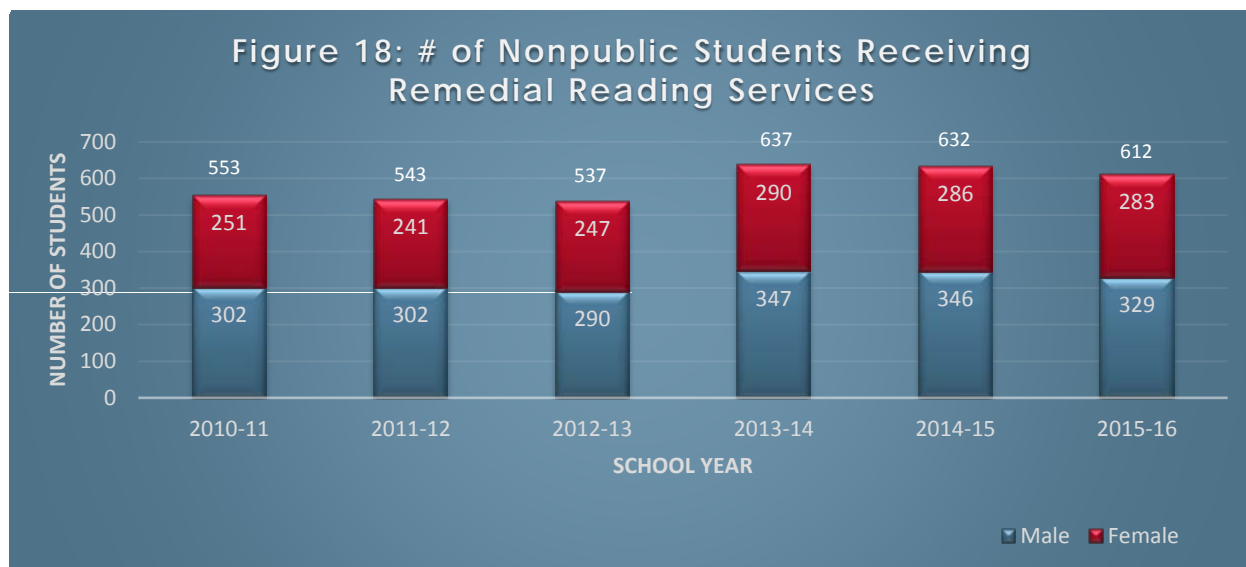
Demographic Information

IU13 has consistently provided services to students in more than 40 nonpublic schools. **Figure 16** shows the trend in the number of schools served over the past seven years.



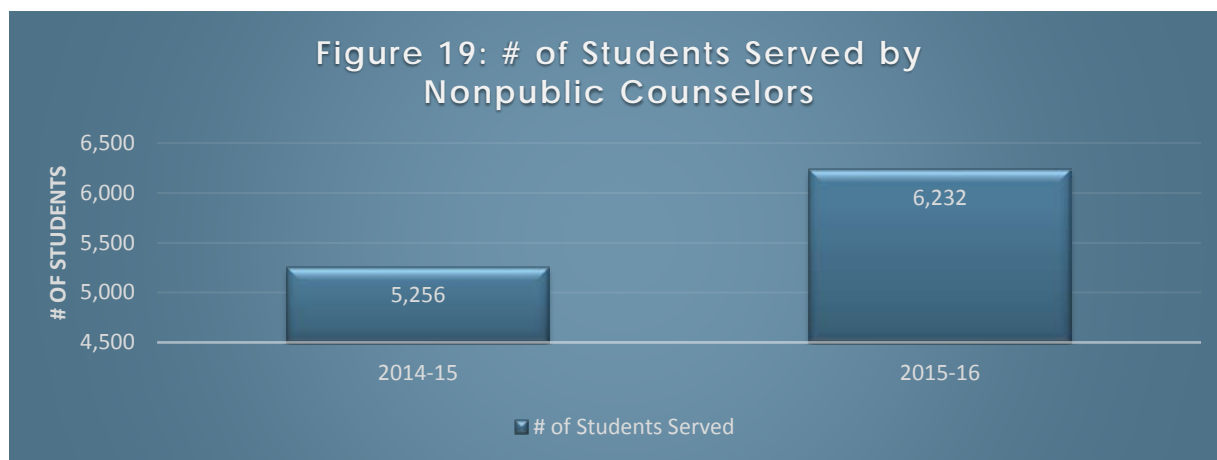
A breakdown of the number of students receiving reading and math remedial services is detailed below in **Figure 17** (remedial math services) and **Figure 18** (remedial reading services):





In addition, 419 students received speech and language services, an increase of three students from the previous year, and 79 psychological referrals were conducted, up from 53 referrals in 2014-15. The increase in psychological referrals was most likely tied to the return of staff that had been on extended leave in 2014-15 allowing for more capacity to serve students.

IU13 also provides counseling services to students in 20 nonpublic schools in Lancaster and Lebanon counties. **Figure 19** shows the number of students served by IU13 counselors over the past two years:



The American School Counselor Association recommends that school counselors spend at least 80% of their time providing direct and indirect services to students. The nonpublic school counselors consistently exceeded these recommendations, with 92% of their time spent providing direct and indirect services to students in 2015-16. This number represents the strong commitment IU13 has made to maximize the availability of services to schools and students.

Achievement/Student Learning

Nonpublic reading and math specialists work directly with students who are identified as having below grade level skills in reading and math. The services consist of pullout small group sessions. As a measure of student learning, IU13 uses three types of benchmark assessments to develop appropriate instructional strategies and to monitor growth of student

learning. These assessments include:

- **DIBELS (Dynamic Indicators of Basic Early Literacy Skills):** DIBELS Next is a set of procedures and measures for assessing the acquisition of a set of K-6 literacy skills, such as phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension. Assessed skills vary by grade and skill level and are designed to match the growth in the complexity of skills needed to become a fluent reader. DIBELS Next was used to measure the developing literacy skills of students in the Diagnostic Kindergarten classes operated by IU13. For more information, refer to <https://dibels.uoregon.edu/assessment/dibels/index>.
- **GRADE (Group Reading Assessment and Diagnostic Evaluation):** The GRADE is a normative diagnostic reading test that determines what developmental skills PreK-12 students have mastered and where students need instruction or intervention.
- **GMADE (Group Math Assessment and Diagnostic Evaluation):** The GMADE is a normative diagnostic test that determines what developmental mathematics skills PreK-12 students have mastered and where students need instruction or intervention. Areas measured include math concepts and communication, operations and computations, and process and application.
- **Act 89 Assessments for Math:** The Act 89 Assessments for Math were developed and normed locally by IU13 staff, aligned with the PA Core, and designed to measure student performance in grades K-8. They are administered three times per year.

Table 5 lists the number of students assessed at the beginning of the year (BOY), middle of the year (MOY), and end of year (EOY). Numbers vary due to students entering and exiting services.

Table 5: Number of Students Assessed												
Grade Level	DIBELS Next			Act 89			GMADE			GRADE		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten	76	101	92	30	53	47	NA	NA	NA	NA	NA	NA
First Grade	106	112	101	48	52	49	NA	NA	NA	NA	NA	NA
Second Grade	102	109	85	62	67	64	NA	NA	NA	NA	NA	NA
Third Grade	78	76	73	90	97	89	90	NA	89	83	NA	73
Fourth Grade	52	53	50	53	58	52	53	NA	52	52	NA	50
Fifth Grade	46	47	47	72	77	72	72	NA	72	46	NA	47
Sixth Grade	17	14	13	34	34	31	34	NA	31	17	NA	13
Seventh Grade	NA	NA	NA	28	31	28	28	NA	28	16	NA	14
Eighth Grade	NA	NA	NA	17	17	15	17	NA	14	4	NA	3

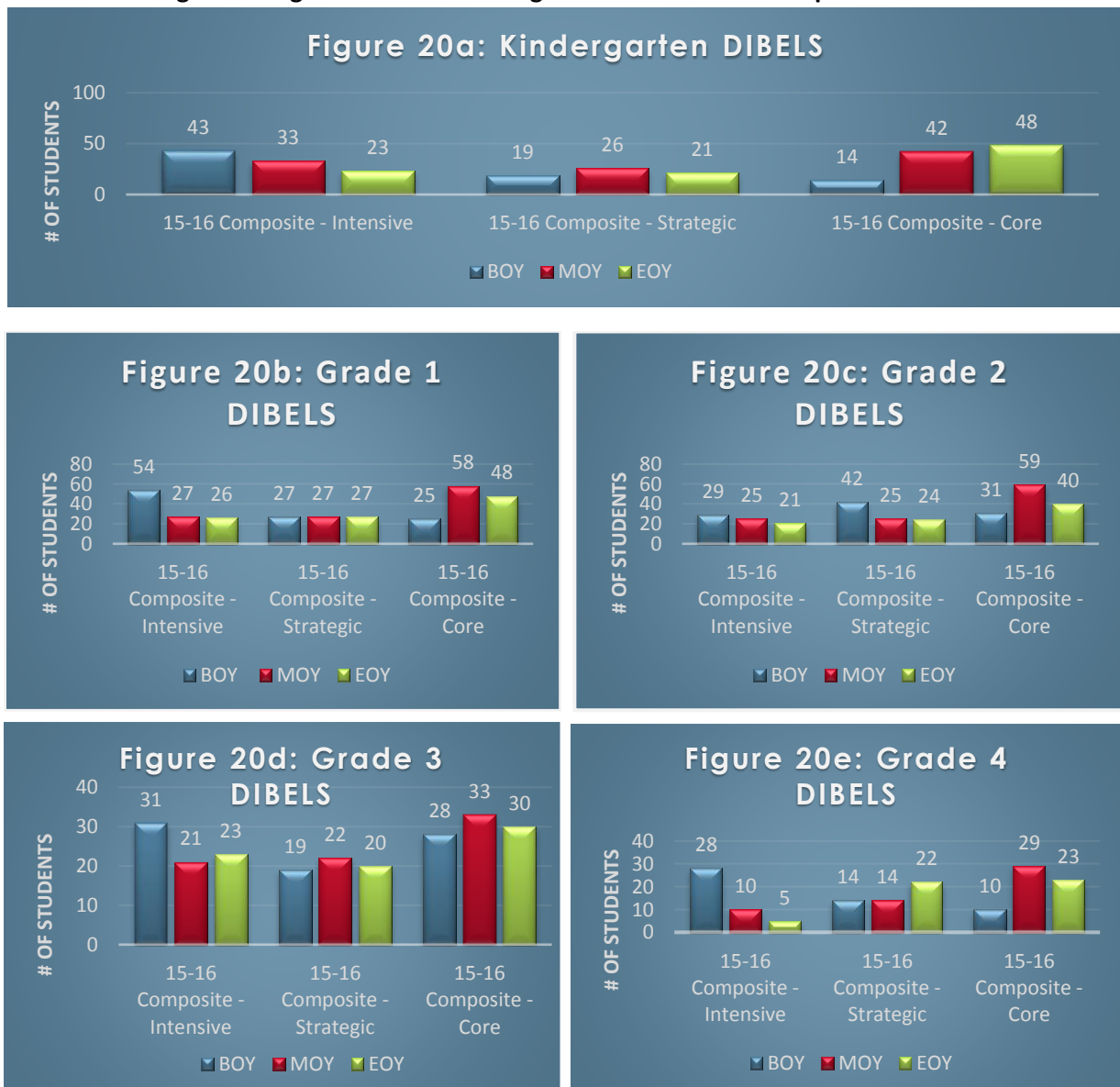
Indicators of Student Learning

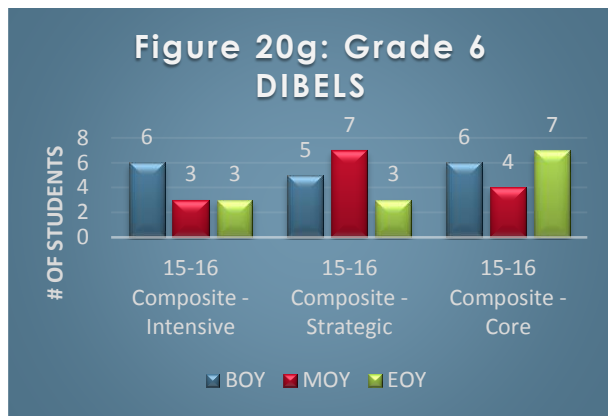
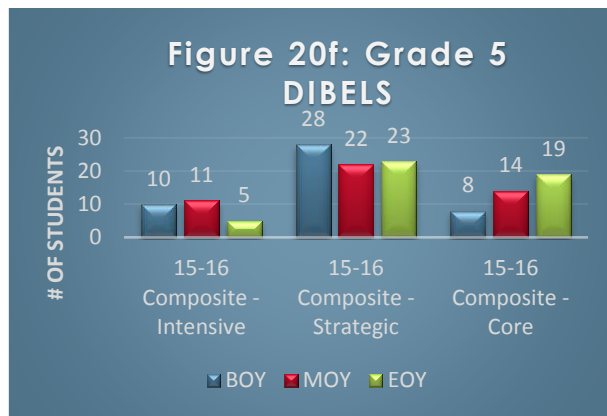
Reading Assessments

DIBELS Next

Results for each grade are listed below in **Figures 20a-g**. Each figure lists the number of students whose skills are assessed to be in each level of intervention. These include **Intensive** (requiring the highest level of intervention), **Strategic** (requiring a strategic level of intervention), and **Core** (continued instruction in the core curriculum is appropriate). Since the goal of the remedial services is to remediate skills so that students are functioning closer and closer to grade level as the year progresses, it is expected that students' skill levels should be moving toward **Core** levels, with the resulting trend in students increasing in **Strategic** and **Core** levels as the year progresses. Measured skills included First Sound Fluency (FSF); Phoneme Segmentation fluency (PSF); Nonsense Word Fluency (NWF); DIBELS Oral Reading Fluency (DORF) and Accuracy. For a more detailed explanation of the methodology and identified skills assessments, please refer to the DIBELS website <https://dibels.uoregon.edu/>.

Figures 20a-g: DIBELS Next Reading Assessment Results Nonpublic 2015-16

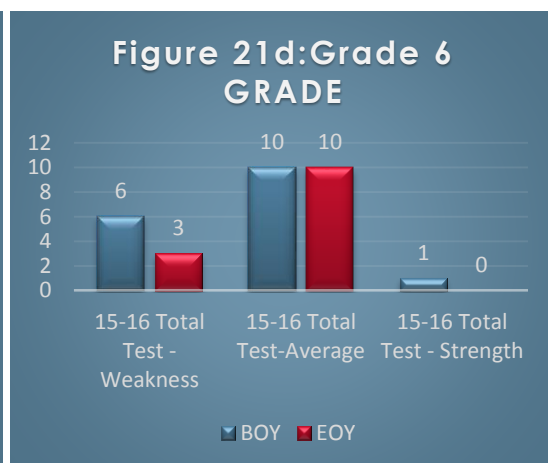
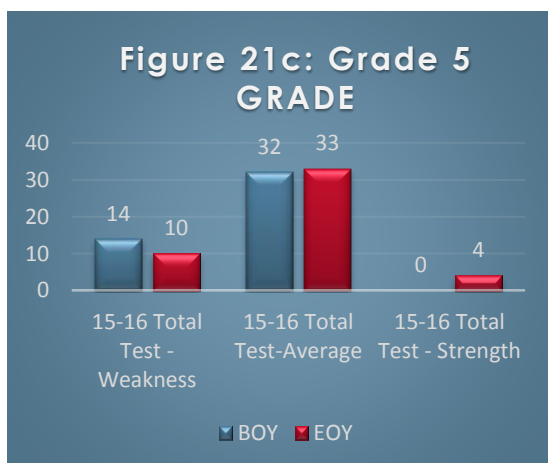
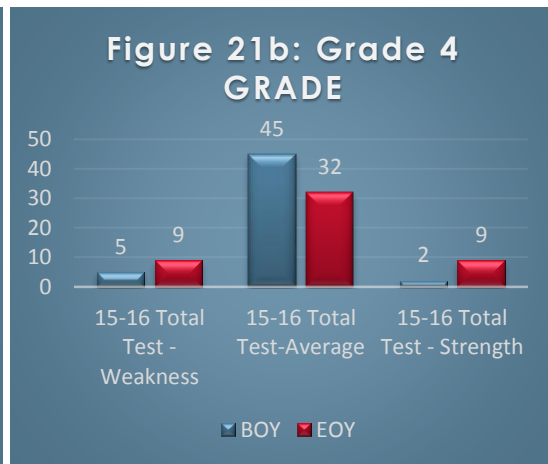
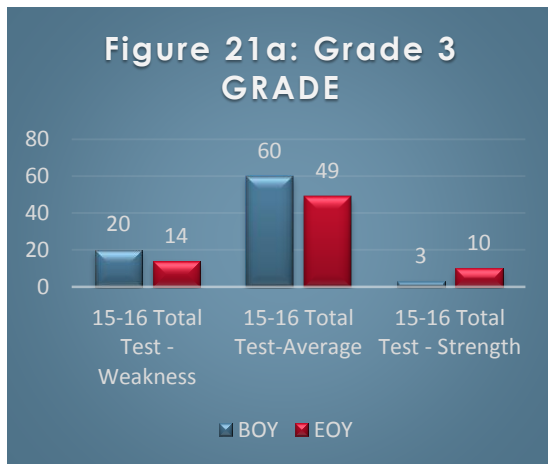




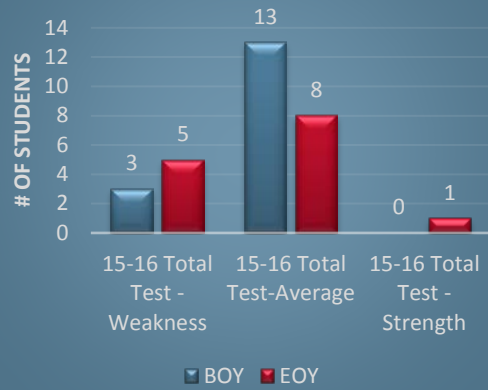
GRADE

As students grow in their ability to read, it is necessary to use assessments which are more comprehensive in design to ensure that students remain on target with their reading skills. The GRADE assessment was given to students in grades 3 through 12 at the beginning of the year and the end of the year to measure reading growth. Figures 21a-j indicate the number of students at each grade level that are seen as having weaknesses in their skills when compared to the expected levels, are on target or “average” in their progress, or are showing strength in the skill development. Students that have reached the “strength” category in their skills are considered for possible exit from the program, per teacher recommendation and consideration of additional factors.

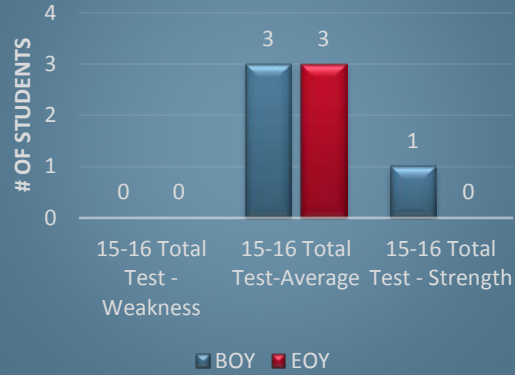
Figures 21a-j: GRADE Reading Assessment Results Nonpublic 2015-2016



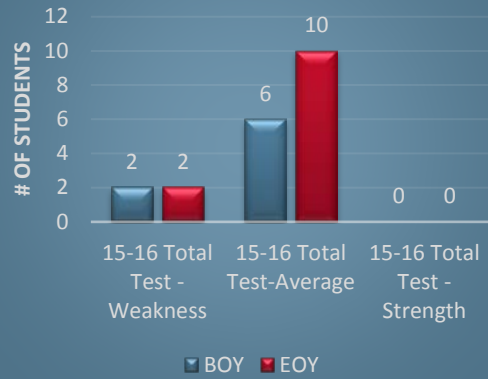
**Figure 21e: Grade 7
GRADE**



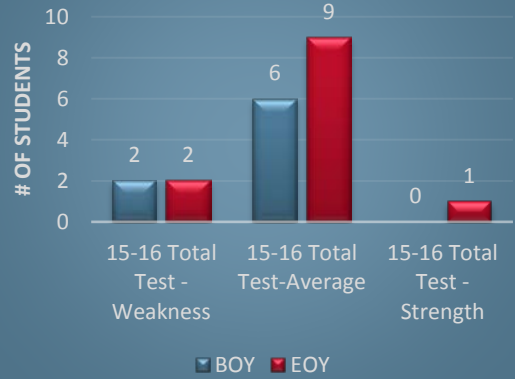
**Figure 21f: Grade 8
GRADE**



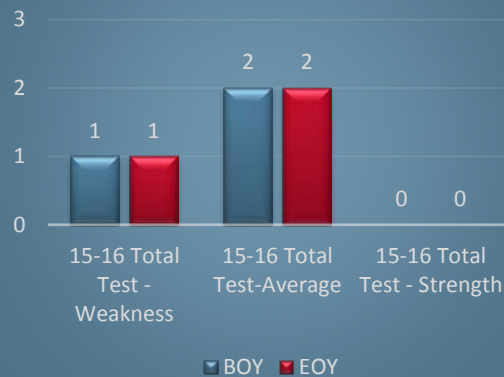
**Figure 21g: Grade 9
GRADE**



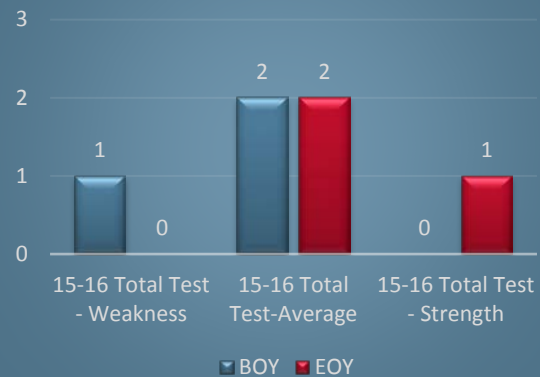
**Figure 21h: Grade 10
GRADE**



**Figure 21i: Grade 11
GRADE**

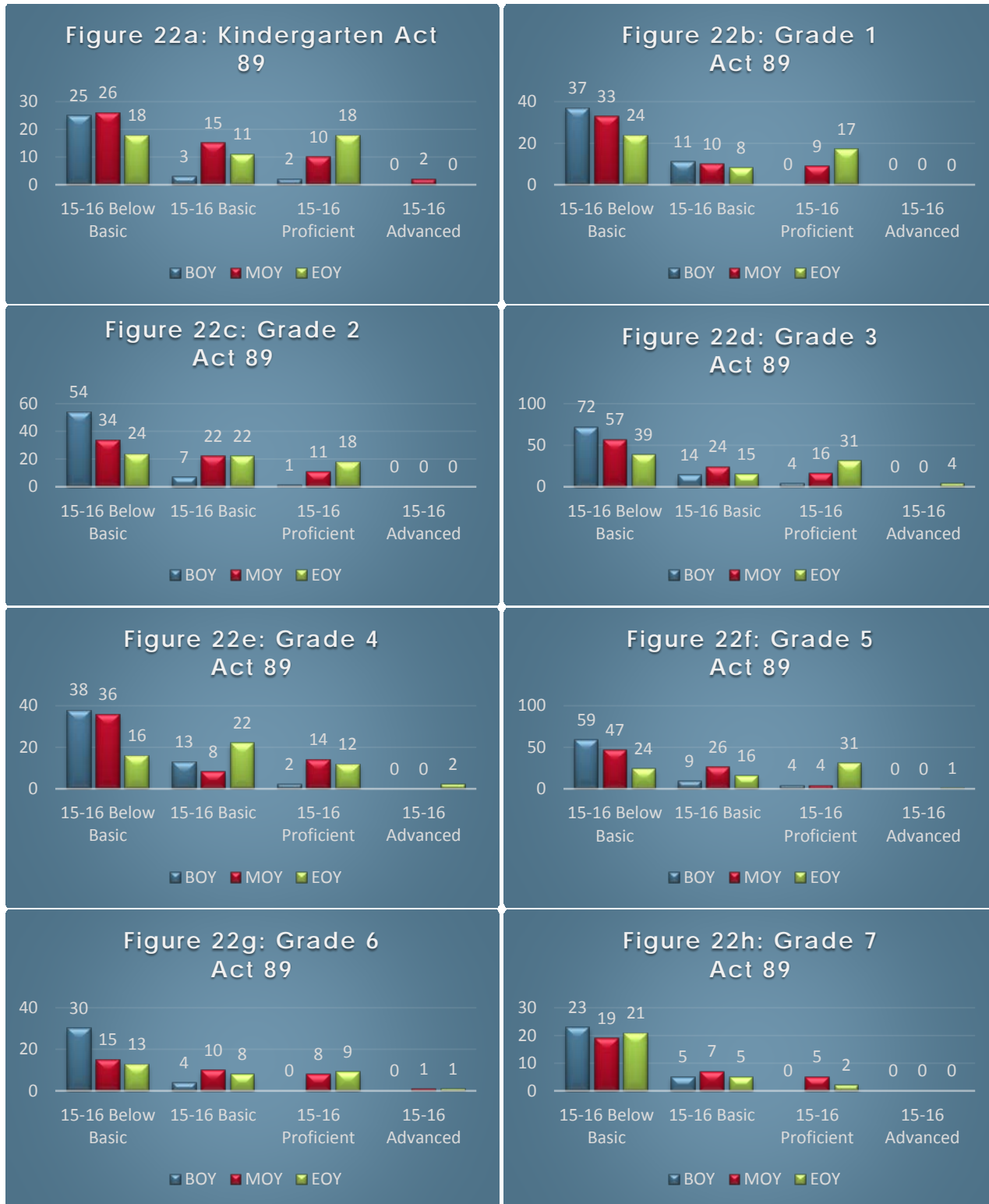


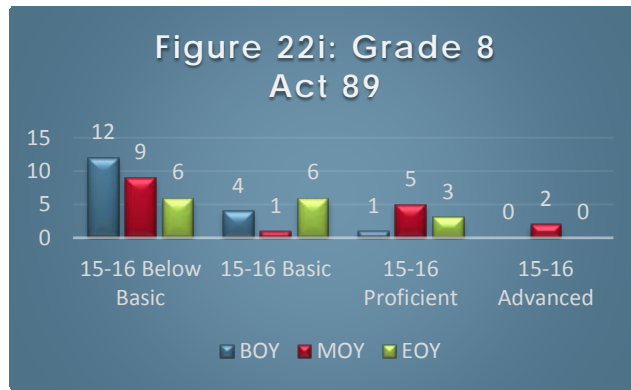
**Figure 21j: Grade 12
GRADE**



Act 89 Math Assessments

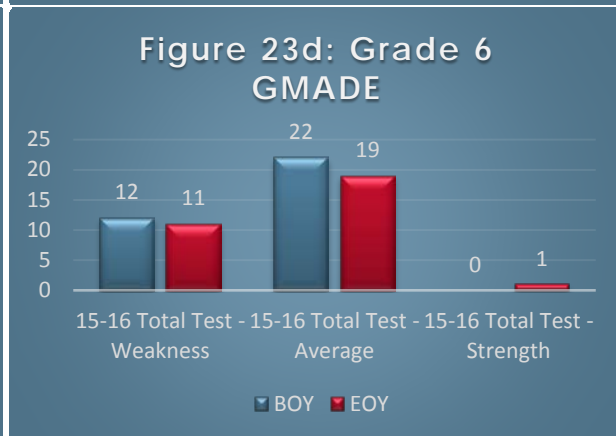
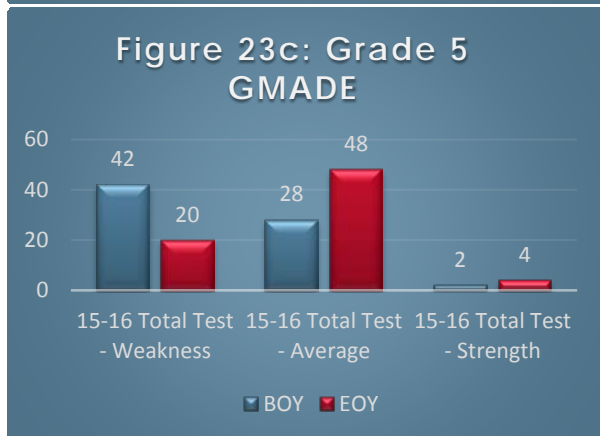
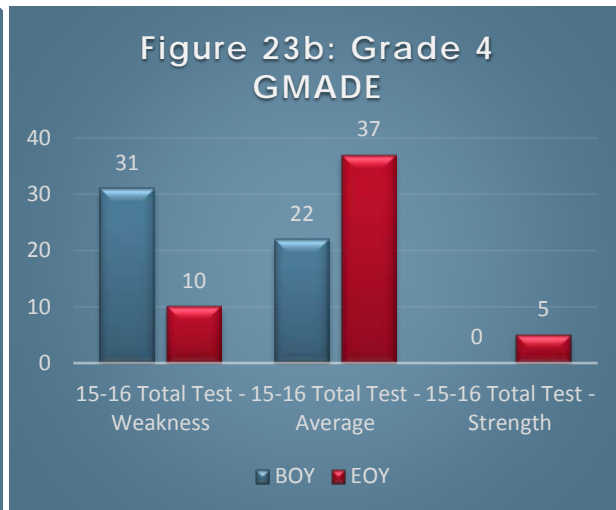
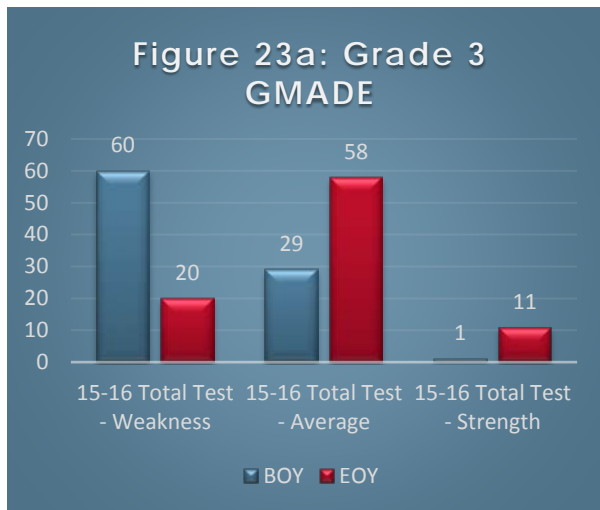
Students were also given the Act 89 Assessments for Math, a locally developed assessment aligned with the PA Core Standards, to measure performance in in grades K-8. They are administered three times per year. Results are listed in **Figures 22a-i Act 89 Math Assessments K-8 2015-16:**

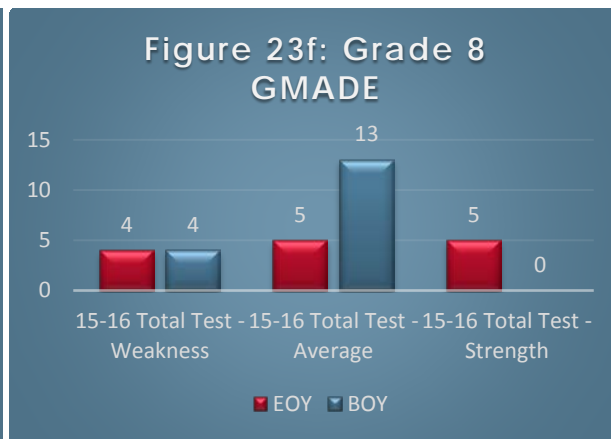
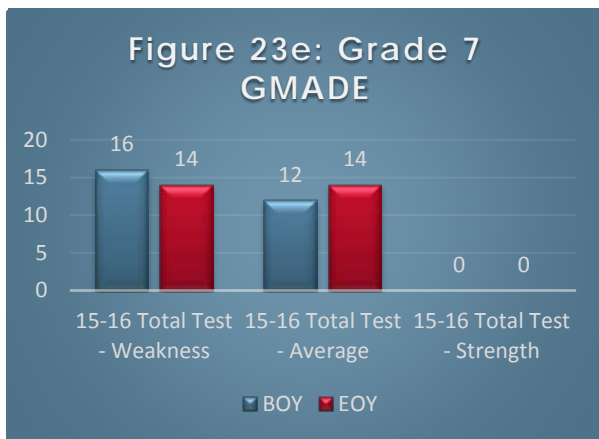




GMADE

Students were also given the GMADE to provide a comprehensive look at the development of math concepts. Students in grades 3 through 8 participated in the GMADE test at the beginning of the year and the end of the year. Their skills were compared to the expected level of skill at their grade and their results were categorized in the “weakness”, “average” or “strength” range. Students scoring in the “strength” category would be considered for exiting the program, based on teacher recommendations and other assessment results. **Figures 23a-f** show the results for students during the 2015-16 school year.



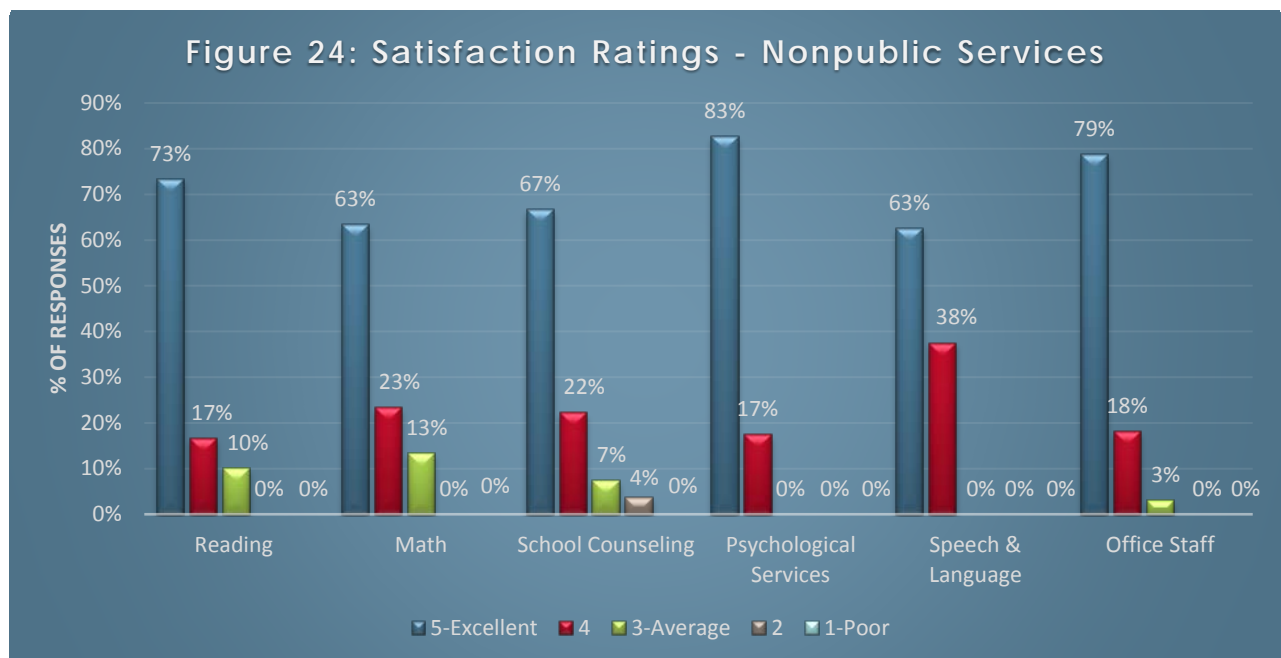


Discussion

The analysis of the reading data by the Nonpublic team indicates growth overall in the underlying skills of reading and math. Recommendations for the 2016-17 school year include a renewed focus on reading comprehension skills employing research-based strategies with a focus on close reading and text dependent skills. Math instruction will emphasize understanding and applying math concepts (word problems) and math vocabulary and mastering math facts. For both reading and math, progressing monitoring will be implemented in a more sustained and uniform way to ensure growth in student outcomes.

Perceptual Data

Nonpublic administrators were surveyed regarding their satisfaction with Nonpublic Act 89 and related services. The results of the survey are indicated below in Figure 24:



*Percentages may not add up to 100% because of rounding

Overall, ratings on the surveys show a consistent rating of satisfaction with services by the nonpublic administrators, suggesting that the staff is meeting the designated needs of the schools and their students. Any ratings of a “3” or lower are followed up with a personal phone call to the nonpublic administrators to discuss ways to improve services.



Providing programs and services to enhance student achievement!

IU13 Curriculum & Instruction (C&I) services are designed primarily to improve the skills of districts and IU13 teachers and administrators as they interact and instruct their students.

Content Areas:

Literacy
STEM
Instructional technology
Gifted Services

Services:

Workshops
Instructional coaching
Technical assistance
Curriculum, Instructional, and
Assessment audits

Literacy Design Collaborative (LDC)

LDC partners with national, state, and regional education agencies to promote the use of a framework for teachers to implement the PA Core Standards for literacy across content areas.

21 Schools
18 Teams
172 Participants

12 Modules submitted to National LDC Panel and deemed exemplary



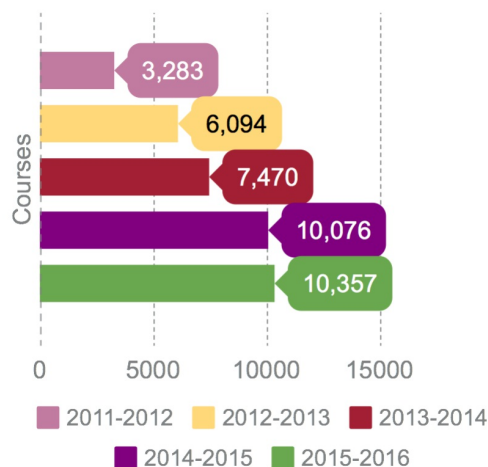
5,012 users

The 12 modules were accessed by 5,012 unique users across the nation.

Lancaster-Lebanon Virtual Solutions (LLVS)

LLVS provides districts and students with a high-quality, cost-effective online learning solution.

Course Enrollment



95% Completion

95% of students complete at least 90% of courses

Math Science Partnership (MSP)

The IU13 MSP grant program is an action-research study designed to measure the impact of targeted professional development for educators as it relates to student achievement in math and science.

80-Hour
STEM Institute

Professional Development Days **3**

4 Classroom Observations/teacher



3,900 Students

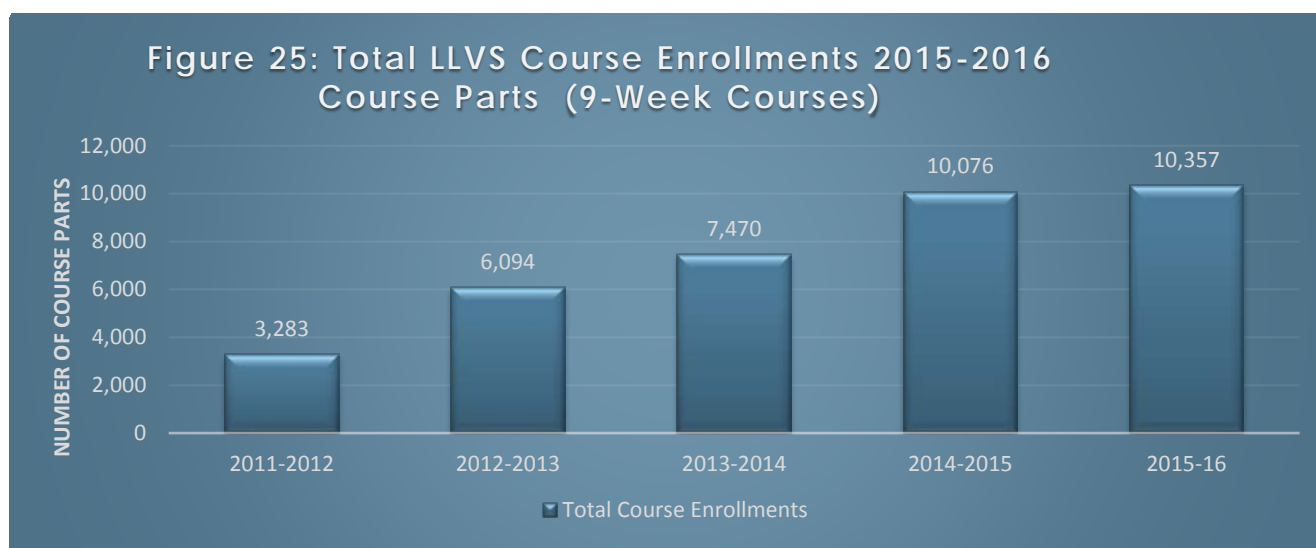
MSP Teachers taught approximately 3,900 students

Data is reflective of the 2015-2016 school year.

Curriculum and Instruction

Demographics

Over the past several years, the Curriculum and Instruction staff has offered numerous marketplace services to IU13 districts. These services are available to schools on a fee-for-service basis; thus allowing educators to choose those offerings which best meet their particular needs. All 22 districts, plus the two Career and Technology Centers, purchased services from the C&I program during the 2015-16 school year. School District of Lancaster was the largest purchaser of C&I services, with Hempfield, Cornwall-Lebanon, Lebanon, and Manheim Central rounding out the list of top five purchasers. LLVS has maintained a consistent number of districts participating in the program over its five-year history, with twelve Lancaster and Lebanon school districts participating and York City School District in 2015-16, bringing the total number of school districts utilizing the services to thirteen. The number of actual course enrollments over the past four years has steadily increased, showing the increasing popularity of online learning, as shown in **Figure 25**:

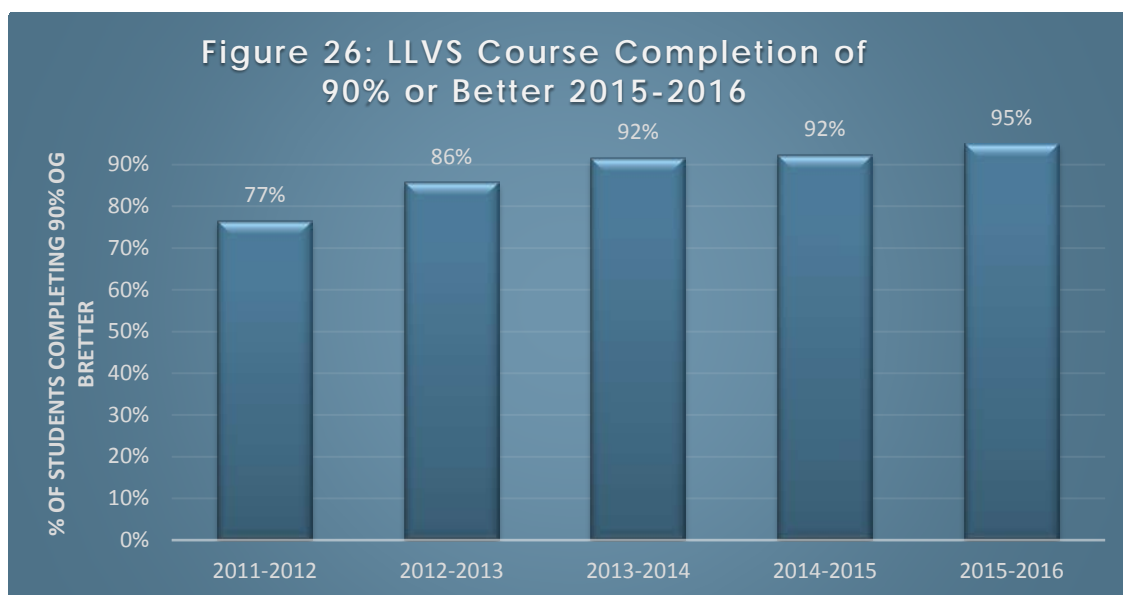


Achievement/Student Learning

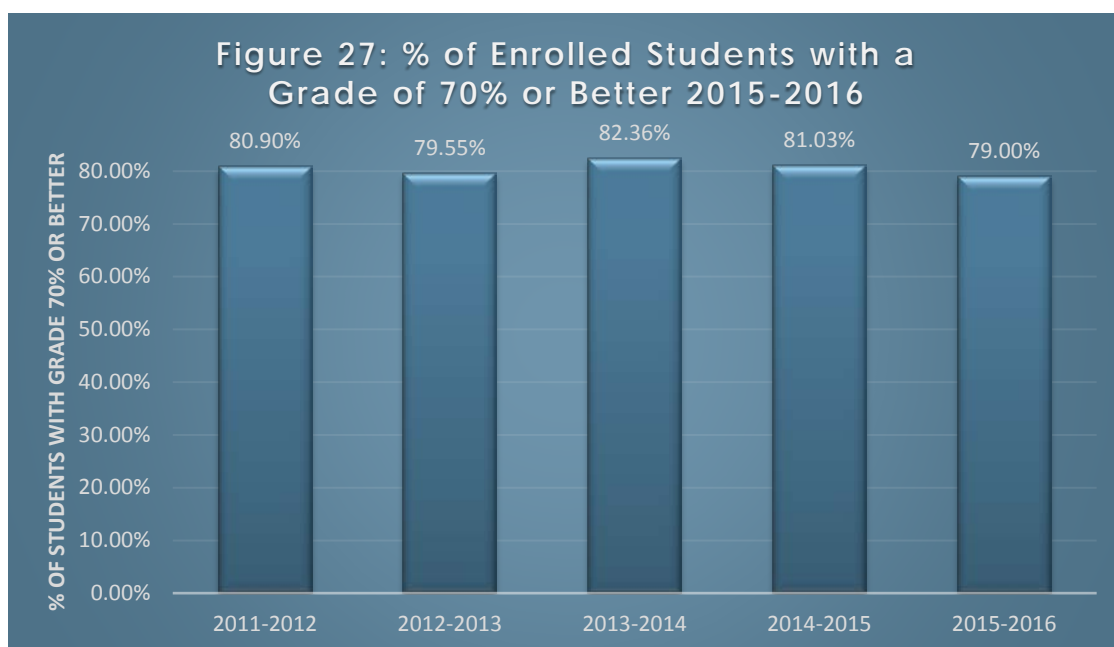
Lancaster-Lebanon Virtual Solutions (LLVS)

Students who participate in LLVS courses are provided instruction by teachers employed by the online content provider. LLVS, therefore, is not directly responsible for the learning gains on its enrolled students. Instead, LLVS provides districts and students with services that are designed to maximize learning opportunities. These services include, but are not limited to, support to district mentors who interact with students to make sure they are being successful in an online environment, help desk assistance to students should they encounter any technical difficulties, and a job-alike group designed to provide a forum for networking and professional development. It is believed that all of these services will result in better outcomes for students, both in the course completion rate and passing grades.

Data from the first five years of LLVS support this belief. Course completion is an important component of online learning. Without proper support, students can easily become frustrated with this more independent method of learning. Course completion rates have steadily increased over time, with over 95% of students taking LLVS courses completing at least 90% of their courses in 2015-16. This continual increase is shown in **Figure 26**:



Over three-quarters of the students enrolled in LLVS classes received a 70% or better for their final grade, a consistent trend over five years, as displayed in **Figure 27**:



Professional Development and Consultation Services

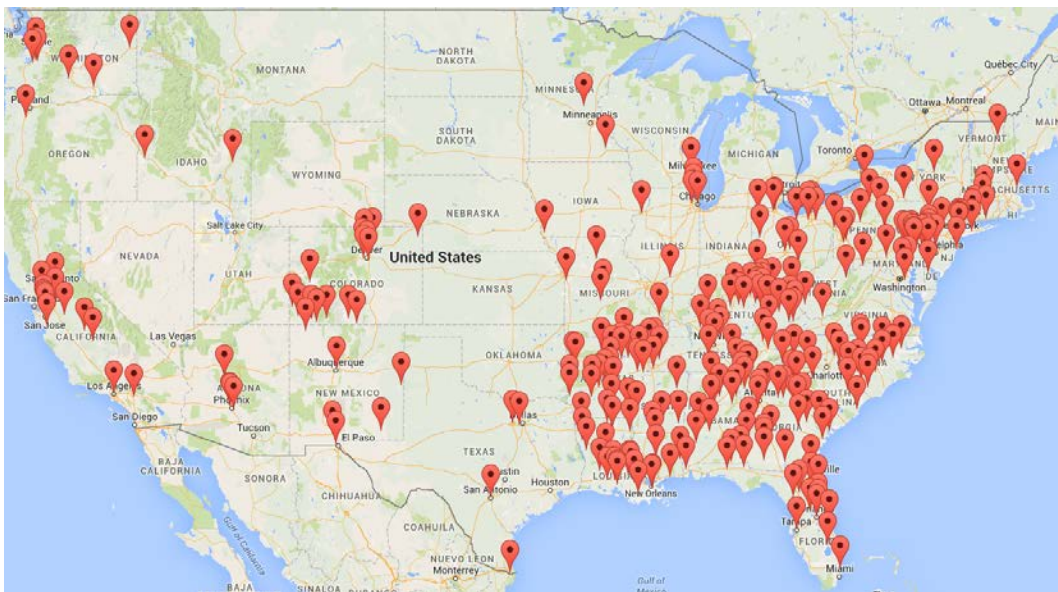
IU13 consultants rarely provide direct instruction to students. Their task instead is to influence student achievement by training educators on best practices and assisting them in the implementation of these practices at the classroom, building, and district level. As a result, the selection and analysis of the designated data have been designed to answer the second analysis question:

Is the professional development and training offered by IU 13 of high quality and effectiveness, resulting in more highly trained educators who will in turn, impact student achievement?

The C & I team strives to provide expert services to increase their impact on IU13 teachers and students. One measure of this quality is demonstrated by their participation in the Literacy Design Collaborative (LDC). LDC is a national non-profit organization that partners with national, state and regional educational agencies to promote the use of a framework for teachers to implement the Common Core Standards, and in Pennsylvania, the PA Core Standards for literacy across content areas. Participants are trained in the LDC framework and supported as they develop high-quality instructional modules that promote rigor in the classroom. The modules are evaluated for quality by the LDC organization through a rigorous jurying process. Modules deemed “good-to-go” are acknowledged as having met the standards of the LDC framework and maintaining the integrity of the process. More information on the LDC Framework and the jurying process is available at <http://ldc.org/>. As part of its partnership with LDC, the C & I team provides training, consultation and support to school districts, with the goal of developing these high quality modules. **Appendix A** provides a more detailed description of the training model used by IU13 and its outcomes.

During the 2015-16 school year, 18 teams from 21 schools completed LDC training with a total of 172 participants. The 18 teams included 6 secondary teams and 12 elementary teams. As part of the training process, participants can submit their work for peer review by a national LDC panel. Twelve of the modules submitted were deemed to be of exemplary quality. Modules that are deemed “good to go” and “exemplary” are included in LDC CoreTools, an online bank of modules available to educators nationwide. Teachers can access these high quality modules to improve the quality of their classroom instruction. LDC modules developed by local teachers were accessed by 5,012 unique users, with **Figure 28** showing the location of these users. This data suggests that IU13 trained teachers have the skills to produce modules that meet the desired benchmarks of quality and are influencing the work of educators across the United States.

Figure 28: Location of Users Who Have Accessed LDC Modules
Created by Lancaster and Lebanon Teachers 2015-2016



Student Growth Analysis Design and Results

In addition to the LDC module data, it was decided that measures of student learning would also be collected from those instances where IU consultants had ongoing relationships with teachers and administrators to more accurately correlate results with services. The C&I team hypothesized that this would be a better representation of the correlation between outcomes and services since consultants would have the opportunities to train, model and offer feedback to teachers in a

more comprehensive fashion than through the provision of a one time workshop or observation. Two projects were identified to include in the analysis. In addition to the Literacy Design Collaborative Initiative described previously, the Math Science Partnership (MSP) grant program was targeted and will be included in the discussion of curriculum and instruction outcomes later in this document.

Literacy Design Collaborative Results (LDC) Results

During the 2015-16 school year, IU13 asked LDC building points of contact, on a voluntary basis, to identify teachers who were implementing LDC with fidelity and who were also designing two modules utilizing the same mode of writing: informational/explanatory or argumentative. Most teachers involved in the project decided to implement one informational/explanatory module and one argumentative module, thus excluding them from the student growth analysis. The teachers who participated selected a minimum of one class set of student work to submit to IU13 for the purposes of analyzing student performance on the LDC rubric and determining whether student writing growth occurred from module 1, implemented in the fall 2015, to module 2, implemented in spring 2016. Out of the 121 teachers who participated in the LDC professional development (corresponding to more than 1,500 students), seven teachers and 145 students participated in the student growth analysis during the 2015-16 school year. Thus, the student data included in this summary was reported from only 5.7 percent of the teachers involved in the professional development and must be interpreted carefully.

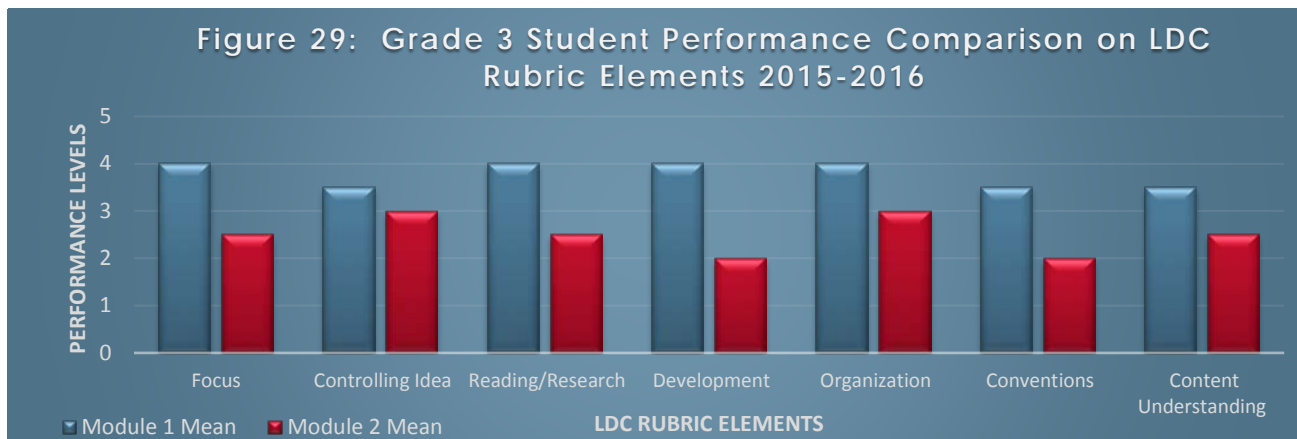
IU13 used the LDC rubrics as measurement instruments in the LDC Student Growth Analysis. There are two LDC rubrics addressing two of the three modes of writing outlined in the PA Core Standards – argumentative and informational/explanatory writing. Each rubric contains seven common elements as shown in Table 6:

Table 6: Literacy Design Collaborative Scoring Rubric:

Focus	How steadily and thoroughly does the student address the prompt and/or additional demands?
Controlling Idea	How does the student establish an overall claim or thesis?
Reading and Research	How does the student transfer relevant content from the reading materials to the writing product?
Development	How thoroughly does the student provide and explain details in support of the controlling idea?
Organization	How controlled and logical is the essay's structure?
Conventions	How much command does the student have over standard English conventions, cohesion, sentence structures? How appropriate are language and tone? Citation of sources?
Content Understanding	How firmly does the student grasp the relevant content?

Within both LDC rubrics, there are four levels of performance: Not Yet, Approaches Expectations, Meets Expectations, and Advanced. In addition, there are separate, grade-band specific rubrics that have been developed for Grades K-1 and 2-5.

Figure 29 illustrates the differences in student scores from module 1 to module 2.



Overall, mean student performance declined from an overall performance level of Meets Expectations to Approaches Expectations on the grades 2-5 LDC informational/explanatory rubric. Student scores also declined in each of the seven rubric elements.

There are several factors that may have influenced student results:

1. The teaching task (prompt) may have been more difficult in module 2 than it was in module 1.
2. The teachers scored their own student work for both modules 1 and 2, leading to potential teacher bias.
3. Variance in task quality may have impacted student results.
4. The text(s) students were required to read may have been more complex in module 2 than in module 1.

Per the analysis of these results, several recommendations were made for further evaluative studies. They include comparing the results of an LDC writing prompt given prior to module instruction with the student results following instruction and selecting a small sample of the module 1 and module 2 student work and hiring calibrated scorers to double-score to increase the validity and reliability of the results. A more detailed analysis of the results is included in **Appendix A**.

Math Science Partnership (MSP) Results

The IU13 MSP grant program is an action-research study designed to measure the impact of targeted professional development for educators on student achievement in math and science. By increasing the content knowledge and pedagogical skills of participating teachers, it is hypothesized that student achievement in the targeted concepts and standards should increase. Developed in partnership with local colleges, school districts, and community agencies, each MSP program is a three-year project, funded by the U.S. Department of Education and administered by the PA Department of Education. Secondary math, science and technology-education teachers participate in a summer 80-hour STEM Institute designed to deepen content knowledge and pedagogy. During the subsequent school year, participating teachers work as building-based professional learning communities, receive instructional coaching from one of the IU13 STEM consultants, and participate in three days of professional development. Information shared in this data report is drawn from data analysis done in September 2015, based on the second year of IU13's second MSP grant (July 2014 – June 2015).

Assessments used as part of the research design for the MSP grant include:

- **Reformed Teaching Observation Protocol (RTOP)** - RTOP is an observation tool designed to measure changed in classroom instruction in math or science.
- **Keystone Exams** – These end-of-course assessments are required for Pennsylvania students completing Algebra I and Biology coursework. More information on the Keystone Exams can be found at the PDE SAS portal

(<http://pdesas.org/>).

- **Pennsylvania System of School Assessments (PSSAs)** – The Pennsylvania state assessments assess student proficiency levels in reading and math in Grades 3-8 and in science Grades 4 & 8. More information on the PSSA exams can be found at the PDE SAS portal (<http://pdesas.org/>).
- **Classroom Diagnostic Tools (CDTs)** – These formative assessments are used voluntarily within public schools, and aligned to the content of the PSSA and Keystone Exams. Numeric scores are categorized into achievement bands that can help teachers monitor student progress and identify gaps in understanding for given content. More information on the CDTs can be found on the PDE SAS portal (<http://pdesas.org/>).
- **Pennsylvania Value-Added Assessment System (PVAAS)** – This analysis of achievement data measures student growth, in certain tested areas. More information on PVAAS can be found at <https://pvaas.sas.com>.
- **Danielson Domains** – Domains 1 and 3 are two of the areas of teaching effectiveness from Charlotte Danielson’s Framework for Teaching that are included in the Pennsylvania Department of Education’s Classroom Teacher Rating Tool. Domain 1 examines aspects of planning and preparation; Domain #3 examines aspects of classroom instruction.

Teachers participating in the project were administered written tests of content knowledge given at the start and end of the summer institute to measure gains in content knowledge, and again in the spring to measure retention of gained knowledge. The Reformed Teaching Observation Protocol form (RTOP) was also used during classroom observations four times per year, to measure changes in teaching practice. Teacher classroom practice was also measured by examining Danielson Domains 1 and 3 from teachers’ end-of-year evaluations; Domain 1 examines aspects of planning and preparation; and Domain 3 examines aspects of classroom instruction.

PSSA/Keystone Exam student data was also used as appropriate, dependent on grade levels and content areas. PSSAs and keystones for Math and Science are only administered in specific grades and after the completion of aligned courses. PSSA/KE data was supplemented by scores from the Classroom Diagnostic Tools (CDTs), and PVAAS growth data was also examined. It should be noted that because of the design of the study, the most recent data that is available at the time of this report is data from school year 2014-15. In addition, only observational data from Year 1 and 2 of the study is currently available; therefore, conclusions that can be drawn at this time are limited. A full analysis of the project’s impact on teachers and students will not be possible until the end of the project cycle in fall 2016, when multiple years’ worth of data can be compiled for analysis.

As measured by the written tests, 58% of math teachers and 68% of science teachers had a statistically significant gain in content knowledge during the Summer Institute. Math and science teachers showed statistically significant improvements between the first and last RTOP observations, both in overall score and for scores in the five sub-areas measured: lesson design and implementation, propositional pedagogic knowledge, procedural pedagogic knowledge, classroom culture promoting communication and interactions, and classroom culture promoting positive student/teacher relationships. Additionally, 95% of math and science teachers were rated as proficient or higher on Danielson Domain 1 (planning and preparation) and 97% were rated as proficient or higher on Danielson Domain 3 (classroom instruction).

Analysis of student data proved to be more challenging, however, as results were found to be inconclusive, in part due to small sample size. While MSP teachers taught approximately 3,900 students during the 2014-15 school year, only 623 math students and 704 science students had PSSA/Keystone Exam data available at the time of the report. Of students with math scores, 13% were rated Proficient or Advanced on the 2015 Math PSSA/KE, and 36% of students with science scores were rated Proficient or Advanced on the 2016 Science PSSA/KE. CDT scores were submitted for students in Grade 6 Math, Grade 7 Math, Grade 8 Math, Algebra 1, Biology, Chemistry, Grade 7 science, and Grade 8 Science. Generally, CDT scores

closely resembled the breakdown of scores for the 2015 PSSA/KE, with science students scoring higher than math students.

Using PVAAS data, the MSP project compared student projections of whether a student would score Proficient or Advanced on the 2015 PSSA/Keystone Exam with students' actual PSSA/Keystone Exam scores. Particularly for students in 9th and 11th grades who took the Algebra 1 Keystone Exam, math students' actual proficiency levels exceeded projected levels by a significant amount, suggesting that teachers' participation in the MSP project contributed to students' higher-than-predicted growth in and math. In 2014-15, science students' actual proficiency levels aligned with projections. Results are shown in Table 7:

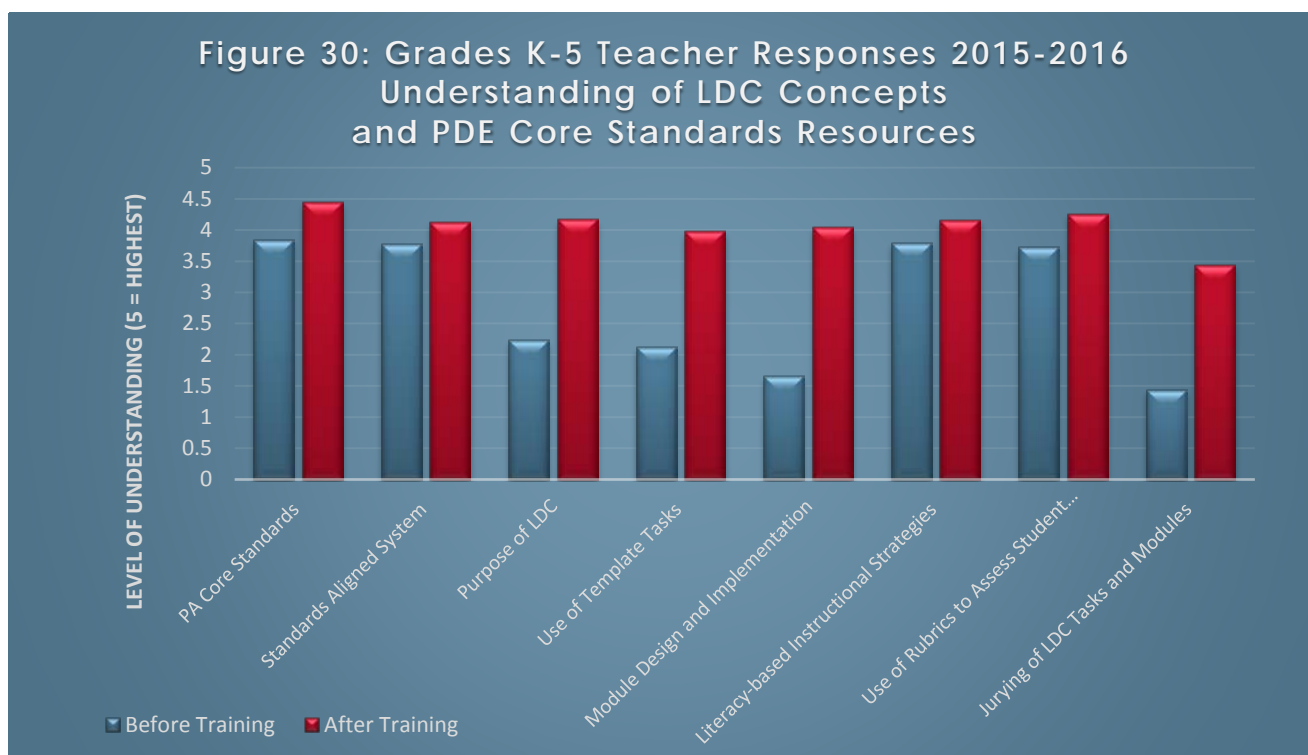
Table 7: PVAAS Projections vs. Actual Proficiency Levels for Students of MSP Teachers, 2014-15

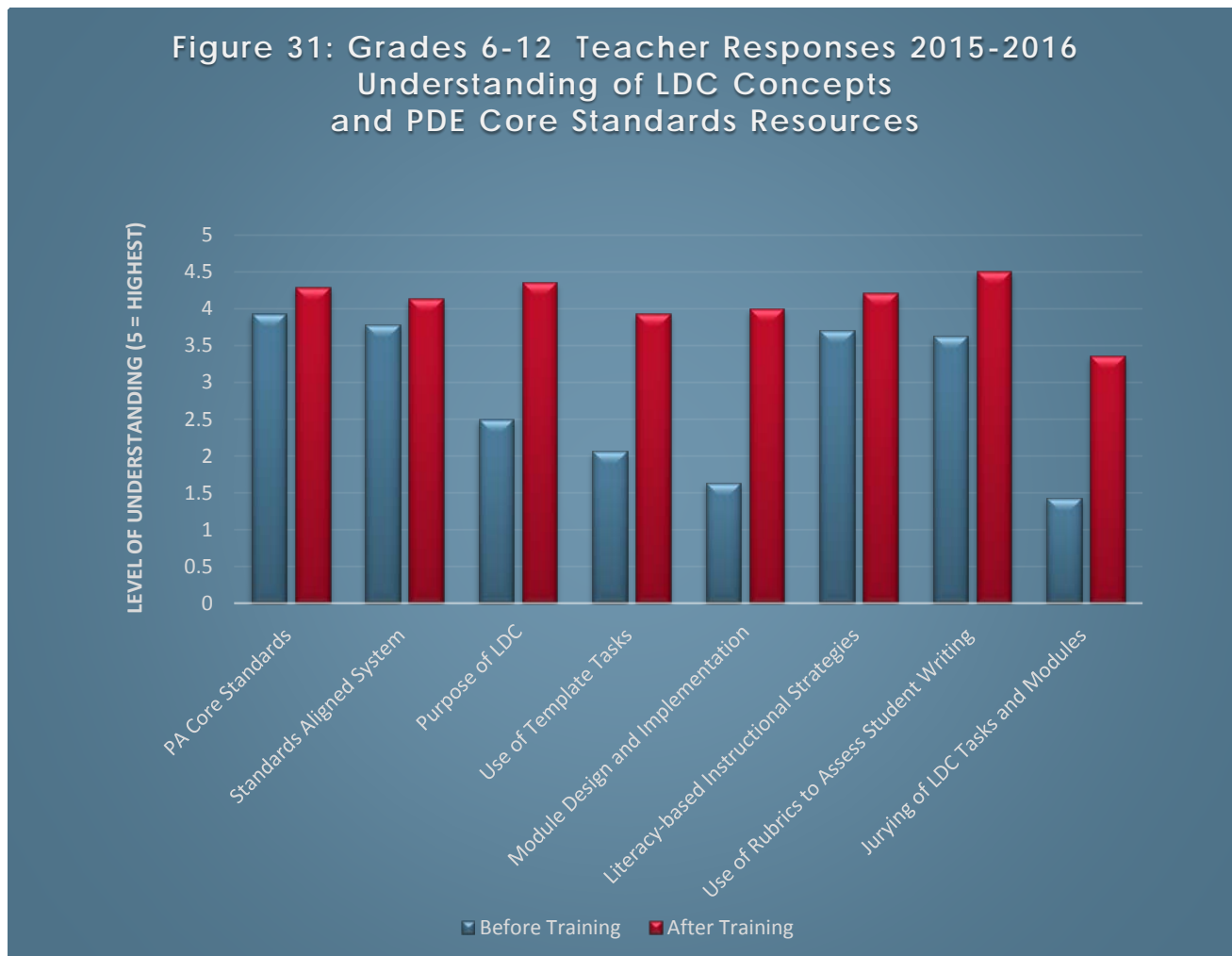
MATH			SCIENCE		
Projected % Proficient or Advanced	Actual % Proficient or Advanced		Projected % Proficient or Advanced	Actual % Proficient or Advanced	
18%	43%		37%	38%	
Grade level	% Projected	% Actual	Grade Level	% Projected	% Actual
9th Grade	30%	46%	8th	49%	50%
10th Grade	4%	0%	10th Grade	28%	29%
11th Grade	21%	7%	11th Grade	7%	7%

Perceptual Data

Literacy Design Collaborative (LDC) Post Training Survey Results

On the post-implementation survey, teachers were asked to share their perceptions of their growth in LDC practices, the PA Core Standards and the Standards Aligned System (SAS). **Figures 30 and 31** show the responses pre and post training for Grades K-5 and 6-12:





Specific teacher comments included:

- *“We have seen students increase immensely in the quantity and quality of their writing!” -Middle School instructional coach;*
- *“It has stretched me as an educator and given me a deeper understanding of my craft and most especially the effective teaching of writing.” – Grade 7 reading teacher; and*
- *“It has provided a more comprehensive way of planning and teaching content and literacy.” – Grade 3 teacher.*

Teacher feedback suggests that local educators see the value in the skills they gathered through their LDC training and are taking these skills back to their classroom.

SUMMARY AND CONCLUSIONS

The results gathered in this data report suggest that Lancaster-Lebanon IU13 services and supports have had a significant impact on the lives of learners in Lancaster and Lebanon counties. The evidence reported here demonstrates the numerous ways that IU13 has produced successful outcomes for students served directly by IU programs. In addition, data was shared that suggests that the professional development trainings offered to local teachers and administrators have resulted in more highly skilled educators who use their training to impact student achievement in their classrooms.

IU13 will continue to implement its data collection system to gather and reflect upon the quality of services it offers. Further plans include the expansion of indicators, particularly those deemed as highly valued by educators and families, as ascertained through teacher and parent feedback. Through this ongoing analysis of critical indicators of program quality, IU13 believes it can more thoroughly fulfill its strategic priority to improve student achievement.

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APPENDIX A

2015-16 IU13 Literacy Design Collaborative Year-End Report

What is the Literacy Design Collaborative?

The Literacy Design Collaborative engages teacher communities of practice around increasing the literacy skills and content knowledge necessary for college and career readiness. It provides a framework for teachers to implement PA Core Standards for literacy across content areas including English language arts, science, and social studies. Simply put, students engage in rigorous assignments that integrate reading, writing, and content understanding as part of an instructional plan, called a module, which intentionally builds literacy skills along the way.

An LDC module is made up for four parts:



What Task?	The student performance task called a “teaching task” that teachers design using LDC templates aligned to the CCSS and cross-walked to the PA Core Standards.
What Skills?	A skills list that engages teachers in backward mapping to identify the reading, writing, and thinking skills students will need to complete that task.
What Instruction?	An instructional plan in which teachers create or select predesigned student activities, called “mini-tasks,” and instructional strategies that develop students’ literacy skills and guide them toward completing the teaching task.
What Results?	A results section that shows sample student responses to the task and how those pieces scored on an LDC rubric, as well as an option for teachers to design a summative assessment related to the teaching task.

What does IU13’s Baseline LDC Training Entail?

The Literacy Design Collaborative began as a framework geared toward secondary teachers in grades 6-12 to help those teachers meet the demands of the Common Core State Standards, and over time, the framework has expanded into the elementary grades. What does IU13’s Baseline LDC Training Entail?

The IU13 LDC training model incorporates a school launch team structure. Schools create 8-person teams made up of 6 content area teachers, 1 support teacher, and 1 building administrator. This team structure enables teachers to provide support to one another and engage in professional inquiry into literacy best practices on-site. Teams attend four days of regional training at IU13 where they are

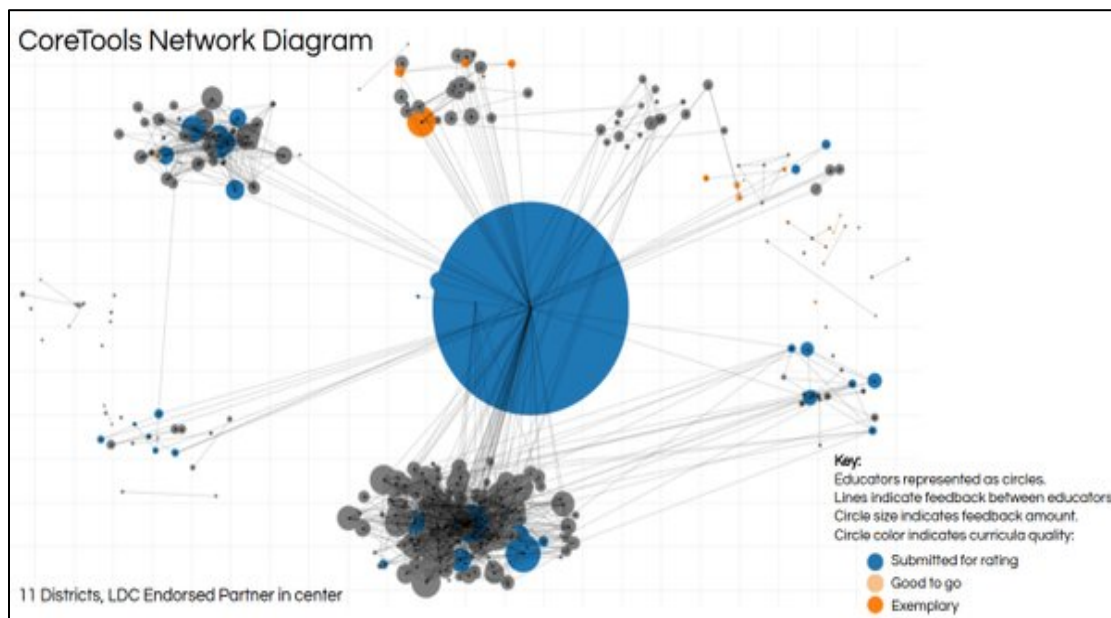
LDC Technical Assistance Uses

- ✓ Facilitate collaborative team scoring sessions (virtually or face-to-face).
- ✓ Meet with launch team members individually and/or in small groups for instructional planning.
- ✓ Lead walk-throughs with building administrators to observe LDC implementation and alignment to the PA Core Standards.
- ✓ Provide professional development to launch teams to support LDC implementation.
- ✓ Provide professional development to launch teams to connect initiatives already in place with LDC.
- ✓ Provide professional development to the school to support the launch of LDC.

introduced to the Literacy Design Collaborative Framework. Teams receive access to all of the training resources electronically in order to provide the materials they may need to scale and spread LDC within their schools beyond the initial training year. School districts sign a Letter of Understanding and agree to design, implement, and publish two high quality modules and submit their student work to IU13. In addition to the 4 days of regional training, teams receive 2 full days of onsite technical assistance that can be used in a variety of ways to support LDC implementation. Launch teams are separated into multiple training cohorts based on grade bands outlined in the PA Core Standards.

Feedback is a critical component of the IU13 LDC professional learning model. Facilitators provide feedback to teachers on the task and instructional ladder design, and teachers provide feedback to one another. Figure 1 is a network analysis diagram showing IU13 as a professional development hub in the blue center circle. Each cluster of circles represents teachers within a local school district using LDC CoreTools, a web-based instructional planning tool, and every line connecting the hub to the teachers as well the teachers across districts indicates the written feedback on task or module quality that occurred during the 2015-16 school year. District clusters that are smaller and more faded indicate that the district has participated in LDC professional development in previous years. IU13 was featured and recognized nationally for the level of feedback it provides to teachers involved in LDC professional learning and the resulting high quality assignments developed by local teachers in June 2016 at the National LDC Partner Convening in Atlanta, GA.

Figure 1



2015-16 Student Growth Analysis Design and Results

During the 2015-16 school year, IU13 asked LDC building points of contact, on a voluntary basis, to identify teachers who were implementing LDC with fidelity and who were also designing two modules utilizing the same mode of writing: informational/explanatory or argumentative. Most teachers involved in the project decided to implement one informational/explanatory module and one argumentative module, thus excluding them from the student growth analysis. The teachers who participated selected a minimum of one class set of student work to submit to IU13 for the purposes of analyzing student performance on the LDC rubric and determining whether student writing growth occurred from module 1, implemented in the fall 2015, to module 2, implemented in spring 2016. Out of the 121 teachers who participated in the LDC professional development (corresponding to more than 1,500 students), seven teachers and 145 students participated in the student growth analysis during the 2015-16 school year. Thus, the student data included in this summary was reported from only 5.7 percent of the teachers involved in the professional development.

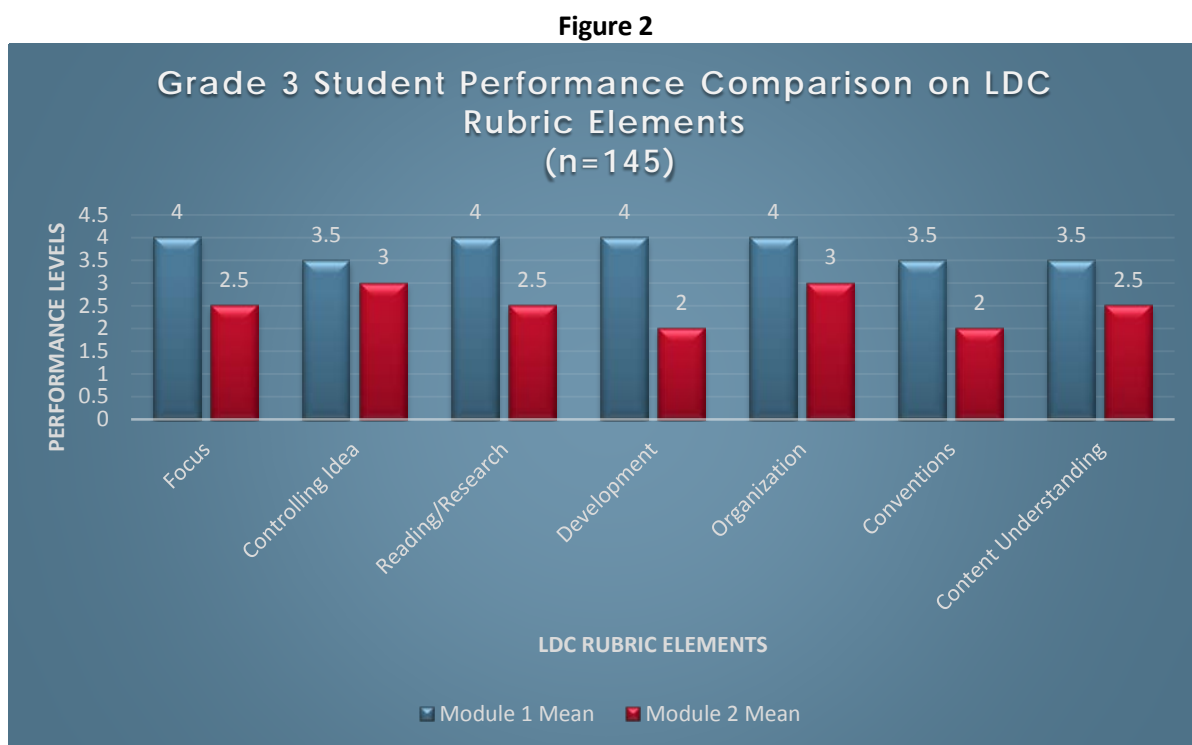
IU13 used the LDC rubrics as measurement instruments in the LDC Student Growth Analysis. There are two LDC rubrics addressing two of the three modes of writing outlined in the PA Core Standards – argumentative and informational/explanatory writing. Each rubric contains seven common elements.

Rubric Element	Guiding Question
Focus	How steadily and thoroughly does the student address the prompt and/or additional demands?
Controlling Idea	How does the student establish an overall claim or thesis?
Reading and Research	How does the student transfer relevant content from the reading materials to the writing product?
Development	How thoroughly does the student provide and explain details in support of the controlling idea?
Organization	How controlled and logical is the essay's structure?
Conventions	How much command does the student have over standard English conventions, cohesion, sentence structures? How appropriate are language and tone? Citation of sources?
Content Understanding	How firmly does the student grasp the relevant content?

Within both LDC rubrics, there are four levels of performance: Not Yet, Approaches Expectations, Meets Expectations, and Advanced. In addition, there are separate, grade-band specific rubrics that have been developed for Grades K-1 and 2-5.

Results

Figure 2 illustrates the differences in student scores from module 1 to module 2.



Overall, mean student performance declined from an overall performance level of Meets Expectations to Approaches Expectations on the grades 2-5 LDC informational/explanatory rubric. Student scores also declined in each of the seven rubric elements.

There are several factors that may have influenced student results:

1. The teaching task (prompt) may have been more difficult in module 2 than it was in module 1. (See Limitation 1, p. 6)
2. The teachers scored their own student work for both module 1 and module 2. (See Limitation 2, p. 6)
3. Variance in task quality may have impacted student results. (See Limitation 3, p. 6)
4. The text(s) students were required to read may have been more complex in module 2 than in module 1. (See Limitation 4, p. 6)

To provide an example of the difference in the cognitive demand of the prompt, **Table 1** shows the LDC teaching tasks from module 1 and module 2 for some of the third grade students whose scores are represented in this student growth analysis.

Table 1

Module 1 Teaching Task	Module 2 Teaching Task
<p>Task Template IE5</p> <p><i>How do Earth's characteristics (composition, position and movement) compare to Mercury or Saturn? After reading and researching multiple informational texts about the solar system, write an article in which you compare Earth to Mercury or Earth to Saturn. Support your response with evidence from the text/s. Include text features to help convey your message to your readers.</i></p>	<p>Task Template IE4</p> <p><i>After reading Cliff Hanger by Jean Craighead George, write an essay in which you analyze how the author's use of characterization contributes to an understanding of the central message within the story. Support your response with evidence from the text/s.</i></p>

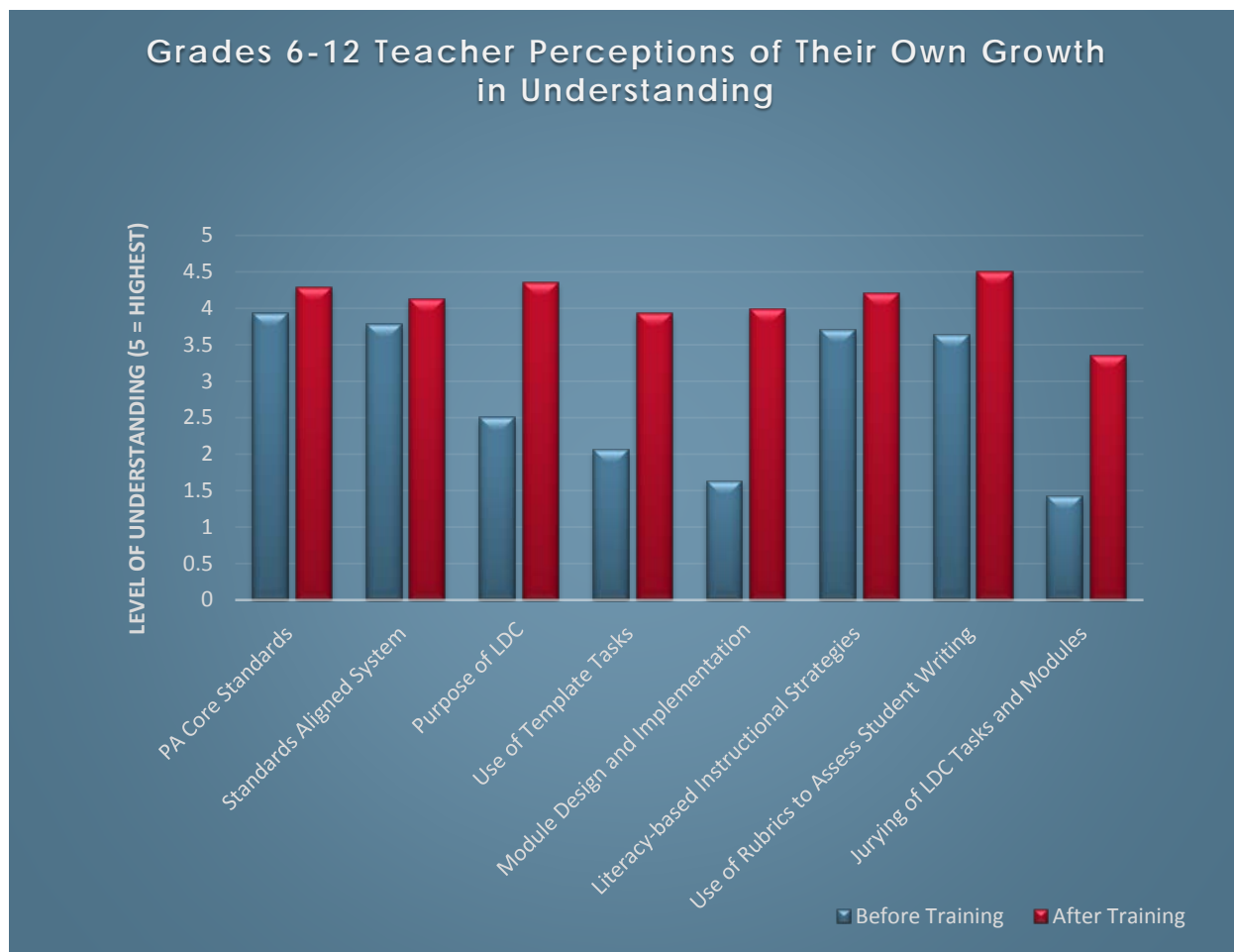
In the first prompt, students were asked to read various informational texts to describe the composition, position, and movement of both Mercury and Saturn, and write an article, using text features, to compare them. For the most part, describing the composition, position, and movement were “right there” in the text, and students did not have to make inferences or draw conclusions to discern that information. In the second module, third grade students were asked to read a piece of fiction where they had to engage in text dependent analysis, a requirement on the fourth grade PSSA. Teachers opted to expose their students to this type of writing for the first time at the end of third grade. In this example, the prompt in module 2 was written at a higher level of cognitive complexity than module 1. This increase in assignment complexity is encouraged, but it may also have contributed to the decline in student results.

How did LDC training benefit Grades 6-12 teachers?

Out of 43 Grades 6-12 teachers who participated, 16 completed the end-of-year survey, representing a 37 percent response rate. Teachers reported that they had many lessons learned from LDC Training. To begin, six teachers out of 16 respondents indicated that they became registered SAS users for the first time.

Figure 3 illustrates survey results from teachers of Grades 6-12 involved in the 2015-16 training cohort.

Figure 3



What did teachers say?

“The LDC has given teaching and learning in my classroom more depth instead of covering the curriculum focused on width.” – Grade 7 Social Studies Teacher

“We have seen students increase immensely in the quantity and quality of their writing!” – Middle School Instructional Coach

“It has stretched me as an educator and given me a deeper understanding of my craft and most especially the effective teaching of writing.” – Grade 7 Reading Teacher

“Students know what to expect up front so that every class has a specific focus. It has helped them to write with a clear focus and use specific evidence from a deep analysis of the text.” – Grade 7 English Language Arts Teacher

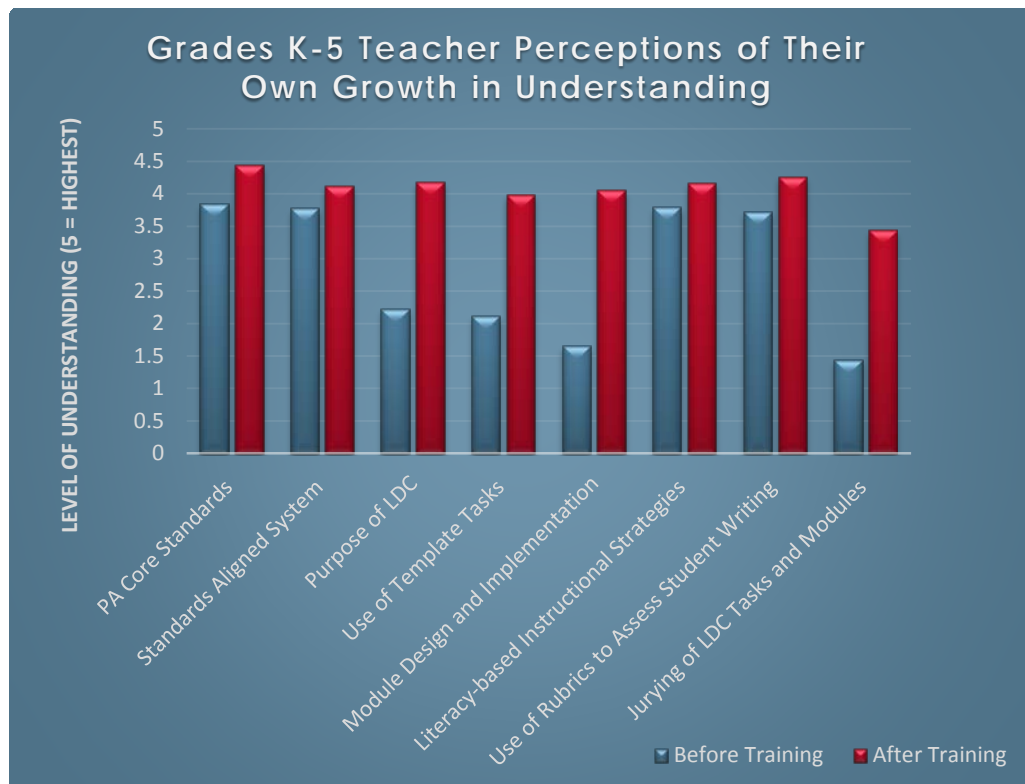
“Students have become better readers of content and better writers.” – Grade 7 Science Teacher

How did LDC training benefit Grades K-5 teachers?

Out of 78 grades K-5 teachers who participated, 49 completed the end-of-year survey, representing a 63 percent response rate. Nine teachers out of 49 respondents indicated that they became registered SAS users for the first time.

Figure 4 illustrates survey results from Grades K-5 teachers involved in the 2015-16 training cohort.

Figure 4



What did teachers say?

“It has provided a more comprehensive way of planning and teaching content and literacy.” – Grade 3 Teacher

“I feel like I am doing authentic teaching again, and not following a predetermined program.” – Grade 3 Teacher

“It has allowed me to reflect on my own teaching and learning and find areas that would allow me to go deeper with my students.” – Grade 5 Teacher

“It has helped me recognize the importance of writing across the curriculum.” Grade 5 Teacher

How did LDC implementation benefit Grades K-12 students?

“Students have gained a lot more stamina with writing!” – Grade 6 Social Studies Teacher

“The greatest accomplishment was the student growth in writing this year. Many students went from a level 1 to a 3. We saw this growth in other writing as well - including the district assessment. They went from writing one paragraph to multi-paragraph essays. They also were able to analyze texts at a deeper level. The students gained confidence.” – Grade 7 Language Arts Teacher

“It has encouraged me to up the ante with students.” – K-5 Support Teacher

“I saw the students much more excited and engaged in their writing. The writing pieces produced were more organized and text-based than previous writings.” -- Grades 4-5 Support Teacher

“My students did not know anything about the content studied in either of my modules. They not only are informed, but are able to support an opinion about each topic.” – Grade 7 Science Teacher

“My students have benefited from highly engaging, rigorous lessons. They have learned skills that they will be able to use throughout their schooling.” -- Grade 5 Teacher

“The use of the LDC module with my students with disabilities and seeing their responses was one of the greatest accomplishments that I had. So much learning and engagement was occurring in the classroom.” – Grade 5 Teacher

“The students took pride in their work that they created.” – Grade 3 Teacher

Limitations and Lessons Learned

There are four important limitations to this student growth analysis.

1. **Students did not complete the same performance task for module 1 and module 2.**

There is a tremendous amount of local choice and flexibility built into IU13’s training model. All of the third grade teachers involved in the training implemented an informational/explanatory module in the fall 2015, and teachers were selected for the student growth analysis only if they chose to implement a second informational/explanatory module in the spring of 2015. While the mode of writing remained the same for comparison, the task prompt differed. Only selecting teachers who chose to implement two informational/explanatory modules strengthened the comparison data between module 1 and module 2, but significantly reduced the number of teachers and students who could participate in the analysis.

2. **The classroom teacher scored the student work for both module 1 and module 2.**

During the training year, teachers were learning how to score student work based upon the LDC writing rubrics. Classroom teachers participated in a calibration activity on Day 3 of training, but were not extensively calibrated to the LDC rubrics. Also, because teachers scored their own student work, the increased possibility of teacher bias exists.

3. **We did not control for task quality.**

If the teaching task is unclear or misaligned to PA Core or Content Standards, student performance is impacted. Throughout the training, the IU13 facilitator provided feedback and guidance during task development, but districts have local control over task and module development and implementation.

4. **We did not control for text complexity.**

The complexity of the texts students were asked to read in module 1 versus module 2 could affect student performance.

In order for the student learning data to more accurately represent growth, the comparison between the results of an LDC writing prompt given prior to module instruction with the student results following instruction could be utilized. In addition, selecting a small sample of the module 1 and module 2 student work and hiring calibrated scorers to double-score it would help to increase the validity and reliability of the results.

APPENDIX B

2015-16 IU13 Special Education Program Class Quality Indicators Survey

Development and Distribution of Survey

This survey was informed by rubrics of quality indicators gathered from various states' special education program evaluation rubrics. The survey was extended to IU13 Supervisors, Special Education Consultants, Teachers, Paraeducators and parents of students in 77 ES, LSS, MDS and AS classrooms. IU13 program supervisors were asked to suggest item modifications as were members of a data collection committee from various other programs and departments. Survey results were analyzed with the objective of parsing out the most critical elements in the eyes of stakeholders, particularly parents, in order to inform data collection of these elements for program evaluation. Values 4 & 5 were aggregated to indicate overall value for each indicator. A criterion of 75% for a combination of rating levels 4&5 was chosen for identifying individual indicators of highest value and quality.

Results

- Significantly high response rate of staff completing the survey on a volunteer basis. The combined staff and supervisor group was analyzed against the parent group. Para educators make up the largest subgroup of the total or n=100 of 193.
- Forty-one parents completed the survey using either online or pencil-paper format.
- Parent responses did not vary greatly from total staff responses. Only a few indicators hit the 75% criterion for one group but not the other. Responses for most indicators were skewed towards the high end of value showing that all stakeholders wish to see a large variety of elements included in special education programming.
- Parent responses indicated very few "N/A" responses or desire to remove items as indicators altogether and there was strong agreement between IU13 staff and parents on which indicators are of high value.
- Setting a criteria of 75% still captures a high number of quality indicators and most indicators can be measured through existing forms of planning & accountability data.
- Parents may benefit from information sharing to understand the additional high quality supports such as program specific assessments and peer coaching via Special Education Consultants as well as information on how these supports increase student outcomes.
- Decisions need to be made locally on which indicators need to be tracked, which measures used to track them, and how the data can be stored and analyzed efficiently and effectively.

RESOURCES

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