



2018-2019

Indicators of Student
Achievement and
Quality Programming

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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 IU13 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, Community Education, and Nonpublic Services) or offer professional development for educators responsible for teaching students in districts or IU-operated classes (Teaching and Learning Collaborative). 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 2017-18. 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 2018-19 is extensive, it is not designed to be exhaustive at this point in time. The indicators will continue to be refined, and the reliability, validity, and the depth of data will only increase in future years.

In addition to data on IU13's ongoing programs, the report includes a "Promising Practices" section designed to highlight several innovative initiatives that either began or continued into the 2018-19 school year. These pilot or grant-funded programs are based on best practices in the field and are designed to offer fresh takes on educational practices in order to maximize outcomes for students. Data from these programs is included in this report to provide additional insight into IU13's commitment to enhancing the lives of students and educators in Lancaster and Lebanon counties.

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 the following questions:

- **Is IU13 providing quality instruction to the students it serves that result in improved student achievement?**
- **Is the professional development and training offered by IU13 of high quality and effectiveness, resulting in more highly trained educators who will in turn affect student achievement?**
- **Has the implementation of IU13's promising practices resulted in improved student outcomes?**

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



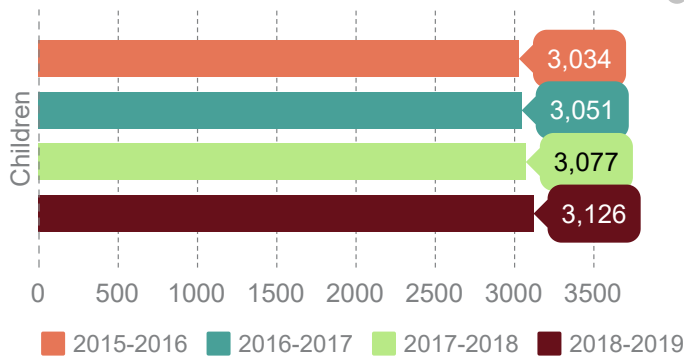
Serving children and families as they embrace the world of education!

IU13 provides instruction to eligible students in its Early Childhood and Preschool Early Intervention program, including Early Head Start 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



3,126

Preschool
Early Intervention

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



153

Graduates

Students "graduating" from the program - resulting in no longer needing special education support.



328

Early
Head Start

Children birth-3 years served

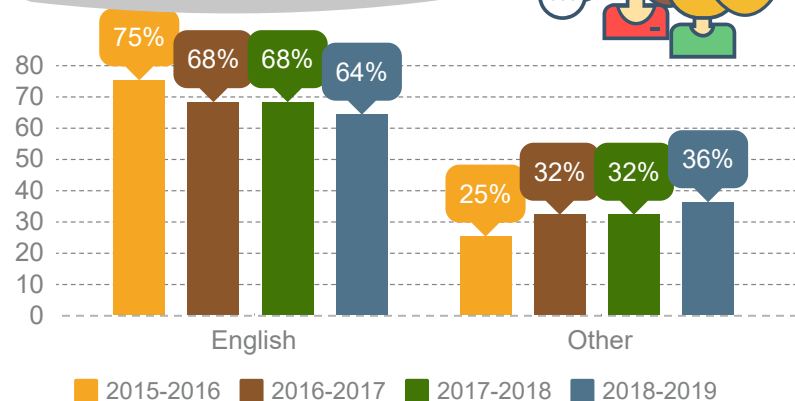


487

Head Start and
PreK Counts

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

Primary Language



Early Childhood and Early Intervention Programs

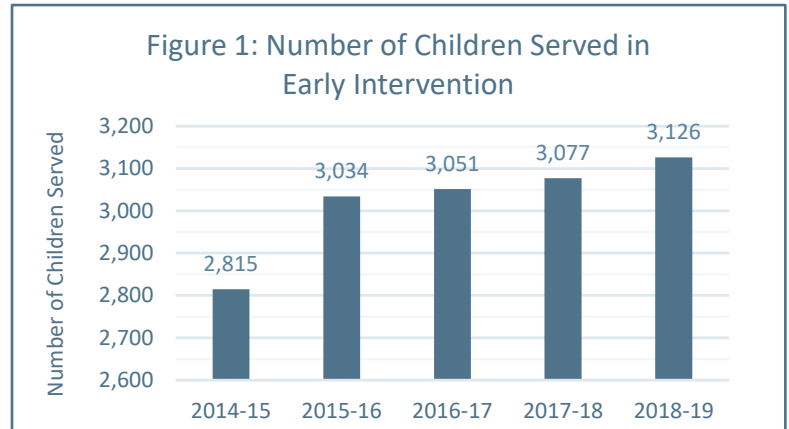
Demographic Information

Early Intervention

IU13 continues to impact a significant number of young children through its Early Intervention program. Data gathered through June 2019 indicates that IU13 has served a total of 3,126 children in the Early Intervention program in 2018-19.

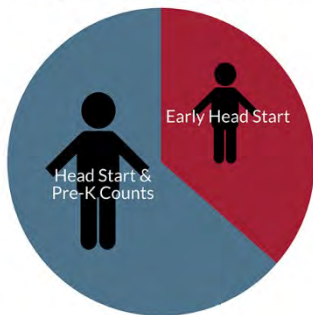
Figure 1 shows the steady increase in the number of children that have received Early Intervention services over the last five years.

Eighty-one percent (81%) of the children received services in community locations (homes, preschools, childcare centers, Head Start, etc.) with 19% receiving services in ECSES classrooms. One hundred and fifty-three children (153) were exited from special education or placed on a four-month monitor status due to the demonstration of age-appropriate skills.



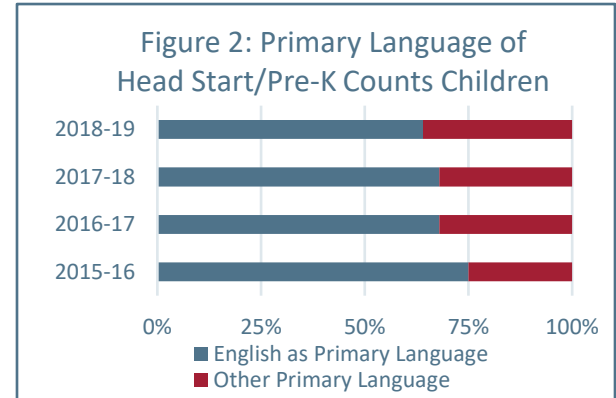
Early Childhood

2018-19 Children in Early Childhood Programs



During 2018-19, IU13 provided services to young children through a variety of programs. They include:

- Early Head Start (Lancaster & Lebanon home based and Lancaster & Lebanon counties childcare partners), 328 children
- Head Start and Pre-K Counts, 487 children



While English continues to be the primary language spoken as reported by parents (64% of children), the Early Childhood programs serve students with a wide variety of primary languages, with 36% of the children having a language other than English as their primary language (**Figure 2**).

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. Educators at this level should use a variety of types of assessments over time to provide the most reliable and valid measure of skill levels (Helm, 2014). IU13 has selected the **Teaching Strategies GOLD** assessments to use in tracking the impact of programming on achievement level and social-emotional learning. (See *Appendix A* for additional details on the assessments).

Indicators of Student Learning

Teaching Strategies GOLD

The Teaching Strategies GOLD assessments use multiple data points that include student performance and anecdotal notes from teachers that are then compared to the expected levels of development in key target areas based on the child's age. **Figure 3** 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 because of their preschool experiences. This indeed proved to be the case, with all areas showing significant upward trends in skills. This is consistent with data demonstrated in prior reports.

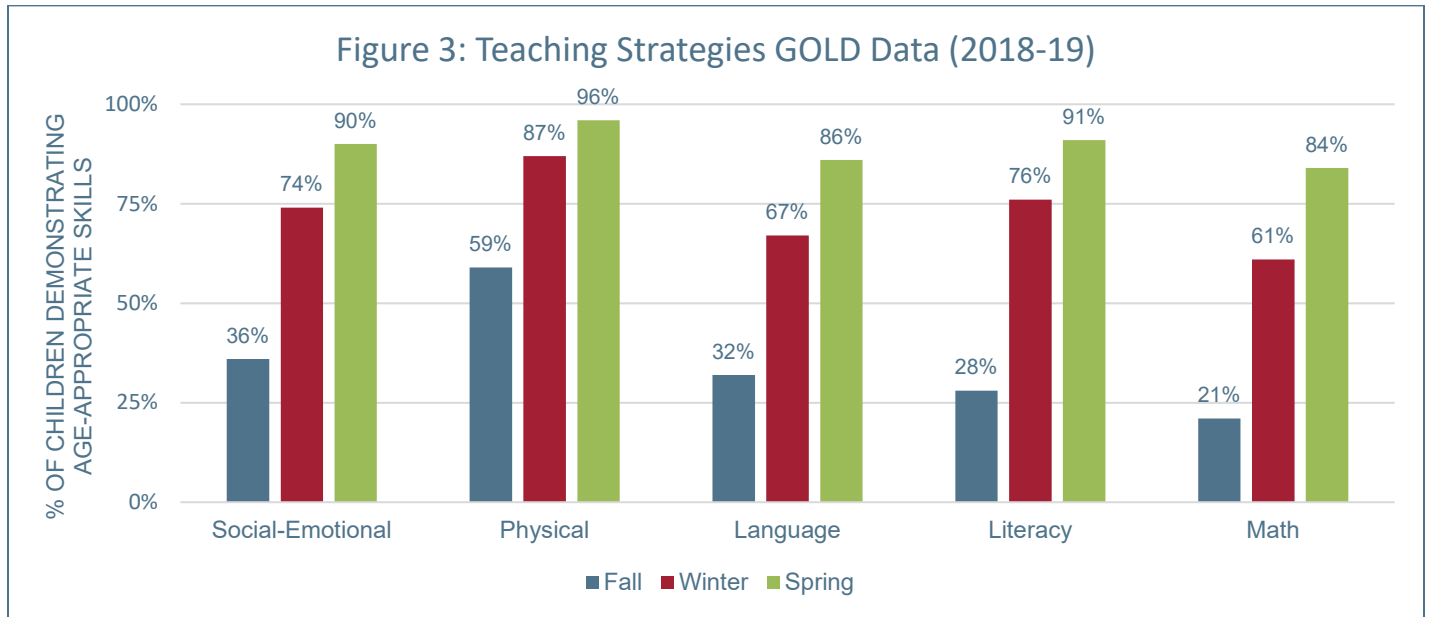
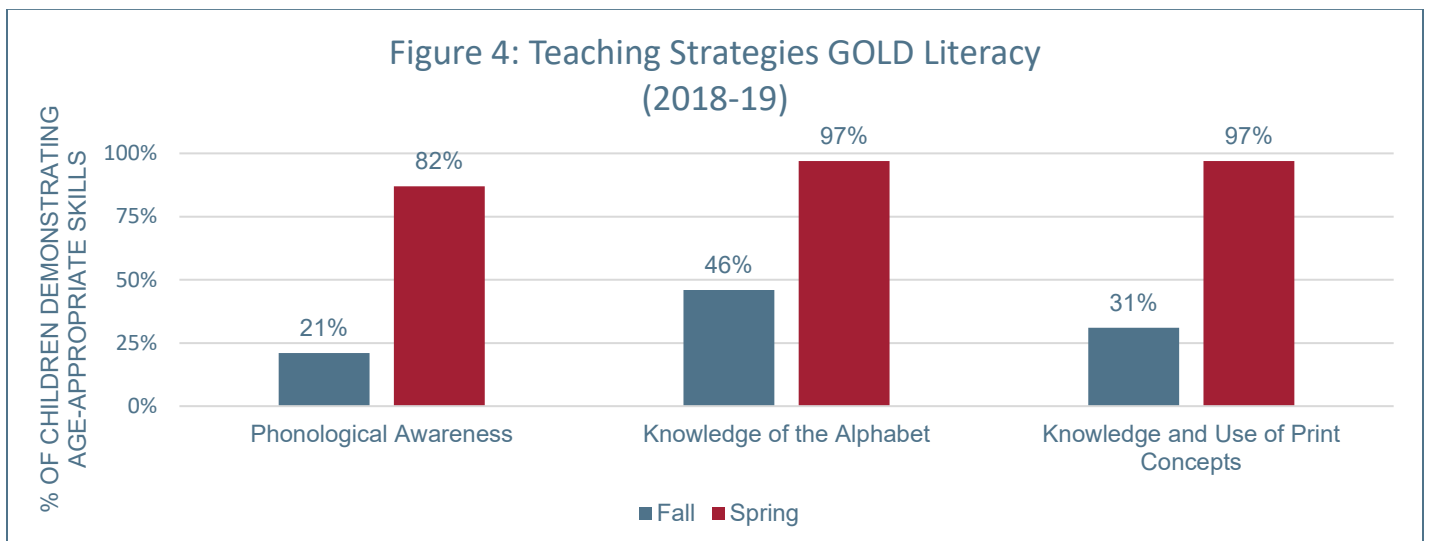


Figure 4 shows a further breakdown of the data by early literacy skills. The skills measured included phonological awareness, alphabet knowledge skills and knowledge of print concepts, all critical for literacy development. Children participating in the Head Start program demonstrated strong growth in all three areas measured.



Discussion

Based on a review and examination of the 2018-2019 student data, children receiving services from the Early Childhood program made significant gains across all of the domains of development. The program staff plans to continue its emphasis on implementing the PA Early Learning Standards and an evidence-based curriculum program to provide rich, meaningful, and engaging learning environments supported by appropriate teaching practices. The classrooms are filled with print, language and literacy play, storybook reading, and writing experiences that engage children and support them in developing essential literacy skills in a meaningful and play-based approach.

School-Age Programs



Supporting students with special needs and their families for lifelong success!

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

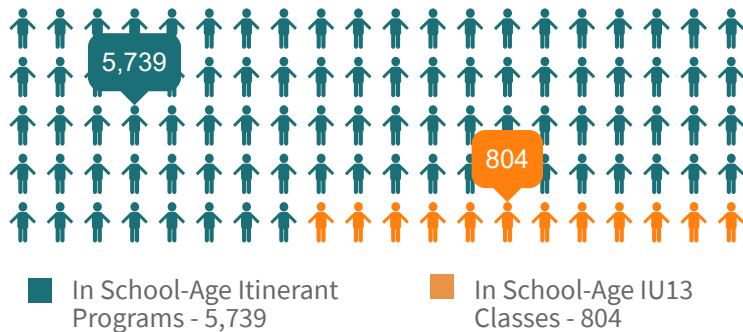
Classes include:

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

School-Age Students Served



88
of IU13-operated classrooms

Operated in support of area school districts

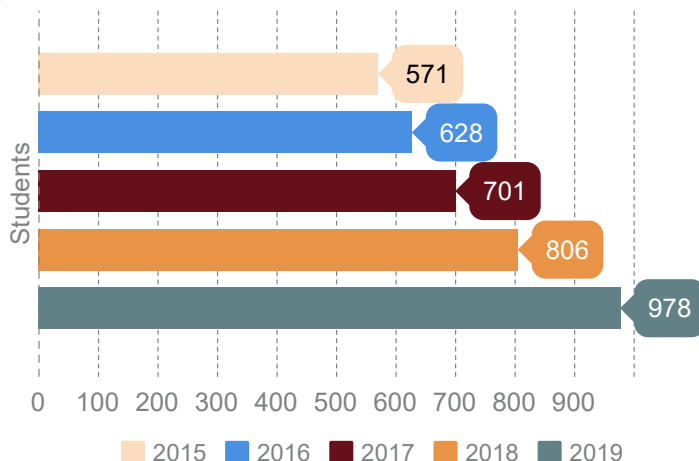


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Due Process Hearings

Zero Due Process Hearings occurred during the school year!

Extended School Year (ESY)

71% increase in attendance over five years

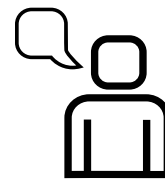


Job Training and Work Readiness

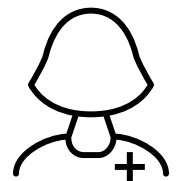
IU13 job trainers work closely with IEP teams and community partners to provide students with needed experiences and supports as they apply classroom skills to the workplace environment.



Job Placement



Work Readiness Instruction



Internship Experiences

2,561 Students Served
IU13 and District Classes

School-Age Programs

Demographic Information

IU13 currently operates 88 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 5 shows the number of classes operated by IU13 over the last five years. **Figure 6** shows the number of students in IU13 school-age classes.

Figure 7 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

The numbers represent the total number of services provided. Students receiving more than one service are counted more than once.

Figure 5: Number of School-Age Classes Offered by IU13

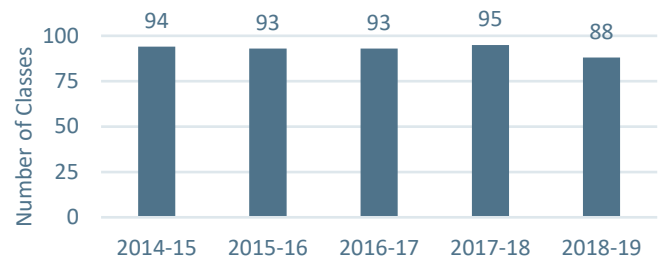


Figure 6: Number of Students Served in School-Age IU13 Classes

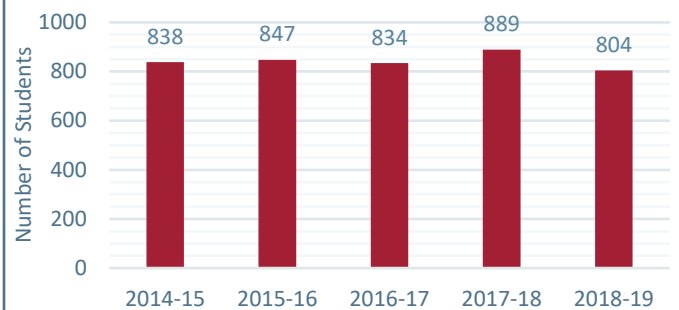
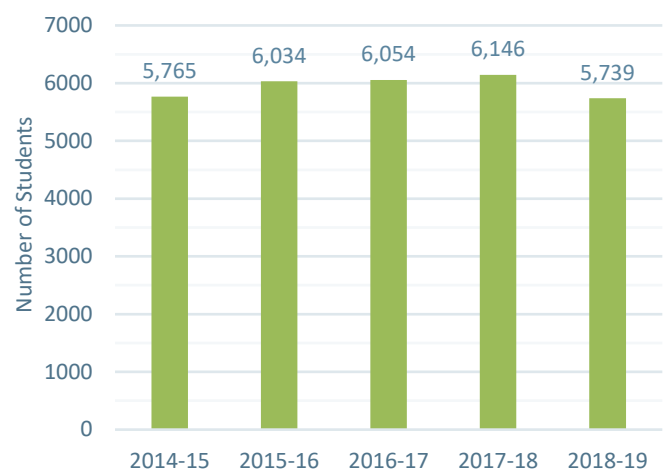
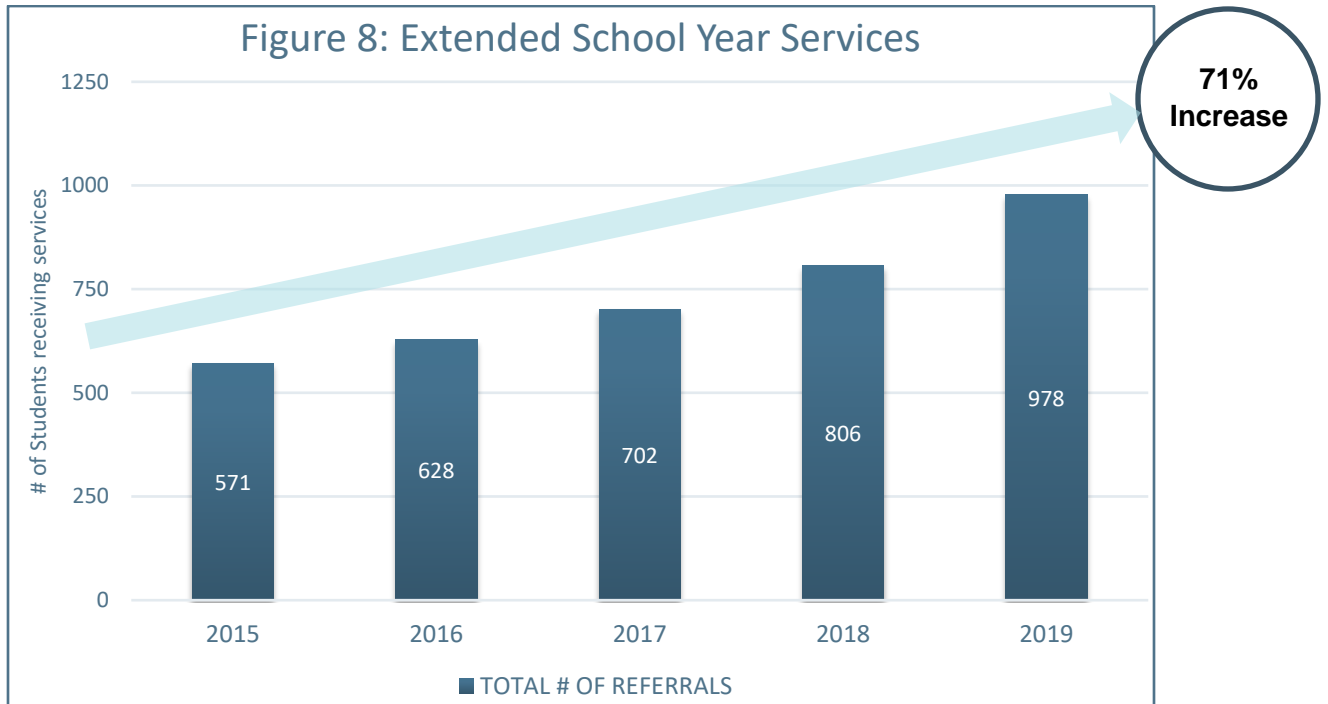


Figure 7: Number of Students Served in School-Age Itinerant Programs



Extended school year (ESY) services play an important part in the maintenance of the skills of a child with special needs. Because of this, IU13 provides ESY services to students in local school districts to maximize the learning gains of eligible students. **Figure 8** shows the increasing demand for these services with the number of students participating in the program increasing by 71% over the last five years.



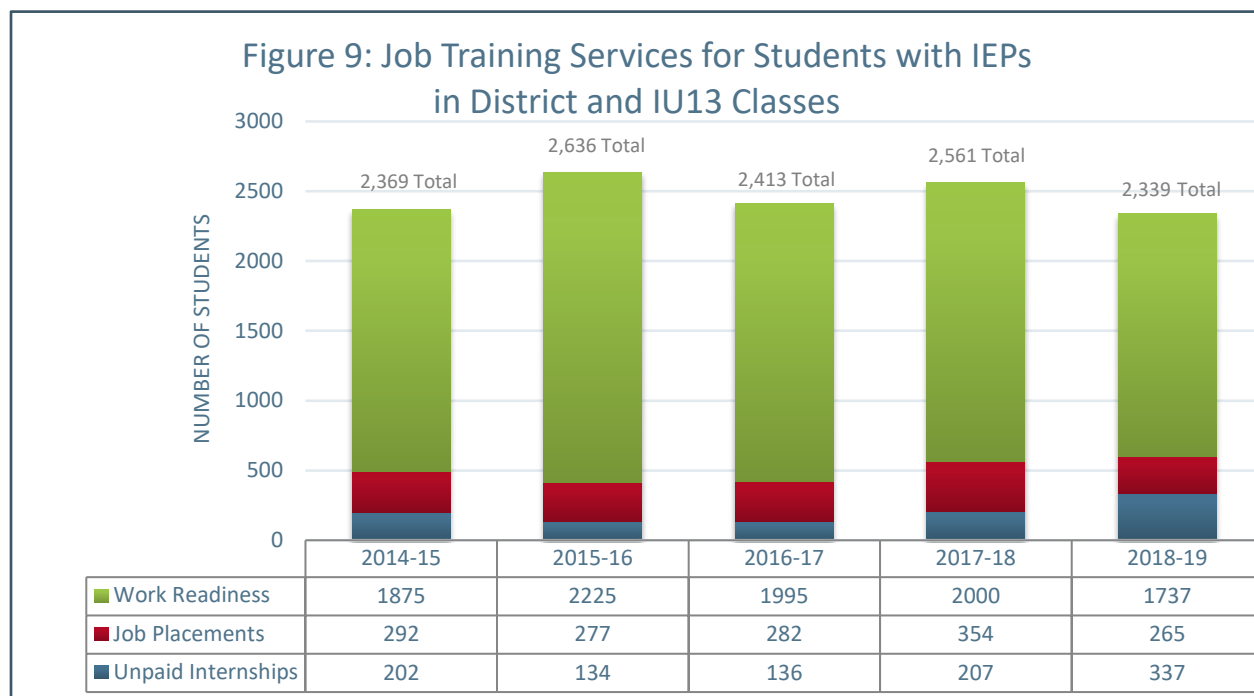
Due Process Hearings

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 (IEP). 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. For the third year in a row, IU13 was involved in no due process hearings in 2018-19. As a result, IU13 staff has been able to stay focused on positive relationships with parents and the program has avoided the costs associated with multiple hearings.



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. IU13 runs several School-to-Work programs designed to provide students with intensive job preparation with sites at the Burle Business Park, One Cumberland, Willow Valley Communities, and Project SEARCH at Lancaster General Health. The program also continues to grow in its initiatives with innovative services such as the Materials Handling and Logistics Transition program. These transition services continue to be highly in demand as shown in **Figure 9**.



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 individualized education plan (IEP). Each IEP includes achievement levels, progress monitoring targets and exit criteria. Because of the varied nature of IEPs, it is difficult to use an aggregate individual analysis as a method of broad program evaluation. State assessments are not tracked by IU13 classes and instead are reported to school districts. 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 IU13 services. These identified indicators include:

- *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, as well as to prevent the need for students to require 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:* Assessments used include the **NOCTI**, the **Key Math-3**, and the **Diagnostic Kindergarten Early Reading and Math Criterion Referenced Assessments**. (See *Appendix A* for further information on assessments.)

Indicators of Student Learning

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

The number of students returning to a less restrictive setting is dependent upon multiple factors related to the student's progress on his or her IEP. During 2018-19, 49 students were recommended by the IEP team to return to a less restrictive environment. IU13 consistently returns its students to a less restrictive environment each year, with over 7.1% returned during 2018-19. **Table 1** shows the data detailed by program assignments over the last three years:

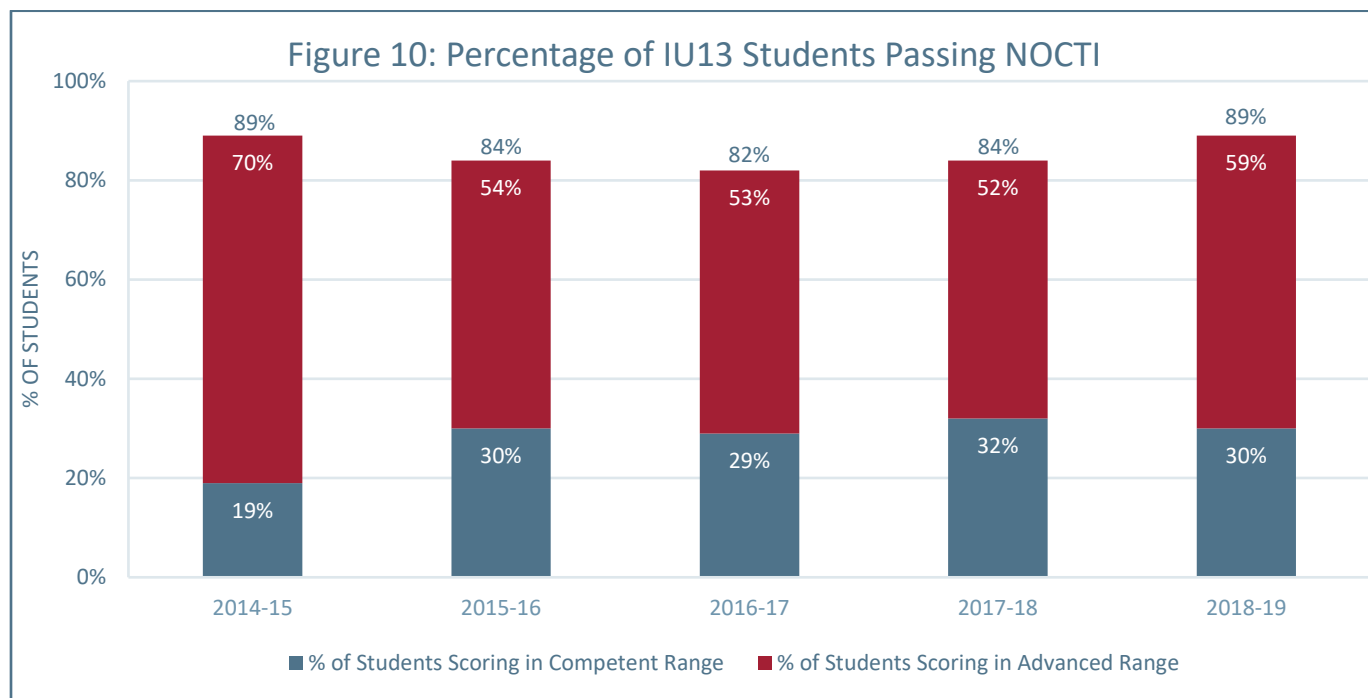
Table 1: Number of Recommendations to a Less Restrictive Environment						
Class Location	2016-17		2017-18		2018-19	
	Total Students Served	Returned To LRE	Total Students Served	Returned To LRE	Total Students Served	Returned to LRE
Community School Southeast/West	144	26	129	21	124	17
Diagnostic Kindergarten	12	11	8	0	10	7
Emotional Support (Lancaster Co.)	85	5	75	9	69	8
Life Skills (Lancaster Co.)	54	0	52	2	23	2
Catholic Charities	28	7	23	6	23	6
Deaf/Hard of Hearing	32	0	33	0	39	0
Valley Road Emotional Support	68	5	74	13	76	4
Valley Road Autistic Support	20	1	22	0	24	2
Fairland	52	2	53	3	49	2
Autistic Support (School Based)	117	9	138	5	122	10
Lebanon County Emotional Support, Life Skills Support, and Multiple Disabilities Support	100	0	88	0	82	8
Lancaster Multiple Disabilities Support	60	1	56	0	47	0
TOTAL	772	67 (8.8%)	751	59 (12.7%)	688	49 (7.1%)

Given the physical, emotional, and intellectual challenges unique to the students served by IU13, a recommendation to move students to a less restrictive environment is not always a realistic target and can account for the variable rate across programs. This is particularly true for students who are medically fragile.

NOCTI Achievement Data

IU13 provides direct instruction and support to students with IEPs 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:

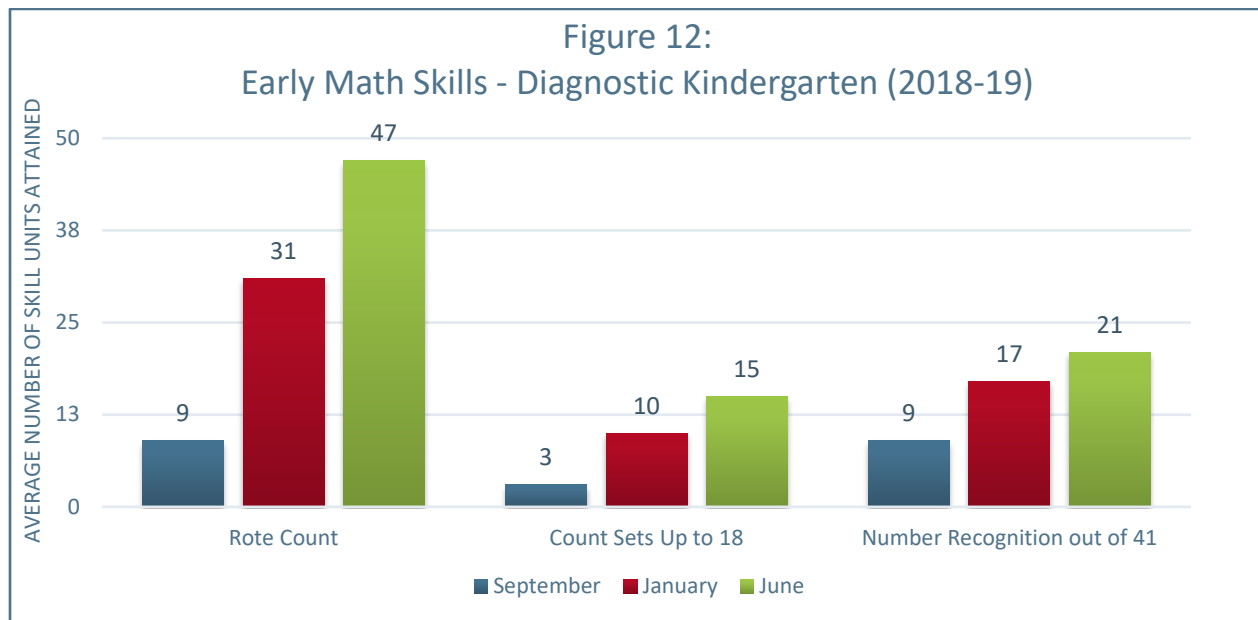
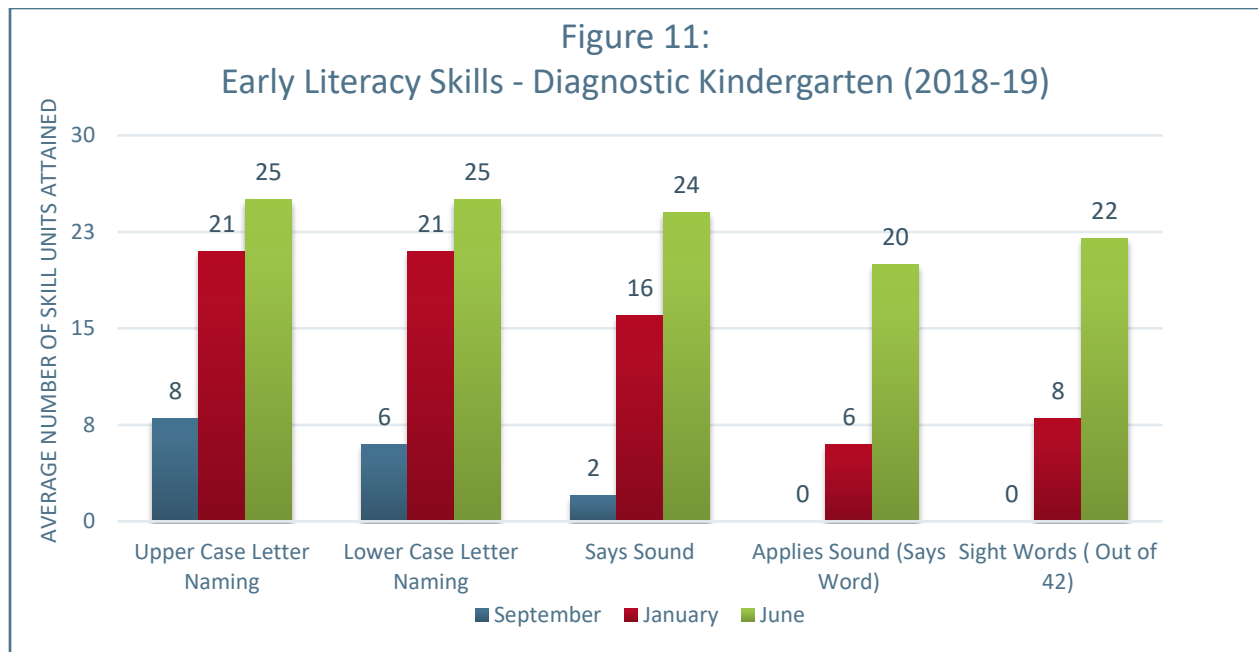


The percentage of students passing the NOCTI increased slightly in 2018-19, with IU13 students continuing to demonstrate a high success rate on the NOCTI exam. This data suggests that their accumulation of job-specific skills will serve them well in their selected occupation. The breakdown by CTC sites is shown in **Table 2**:

Table 2: NOCTI Scores for IU13 Students at the Lancaster County CTC 2018-19				
Lancaster County CTC Campus	Total # Taking NOCTI	# Passing NOCTI	# Scoring in the Competent Range	# Scoring in the Advanced Range
Mount Joy	64	62 (97%)	25 (39%)	37 (58%)
Brownstown	78	65 (83%)	26 (33%)	39 (50%)
Willow Street	75	66 (88%)	13 (17%)	53 (71%)
All Students	217	193 (89%)	64 (30%)	129 (59%)

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 2018, January 2019, and May 2019, 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 average number of skill units attained increased significantly, reflecting the accumulation of academic skills by students in the program.

Center-Based Emotional Support (Fairland) Math Achievement Data

The center-based emotional support classrooms at IU13's Fairland location are designed for students who are experiencing both cognitive and social-emotional challenges. During the 2018-19 school year, the math curriculum was revised to deliver research-based, standards-driven instruction (*Moving with Math*) to every student at all skill levels. The Key-Math 3 assessment was administered to students to achieve baseline achievement levels and administered again after students were exposed to the new curriculum during a 6-7 month implementation period. Specific skills assessed included acquired skills in the areas of basic concepts, operations, and applications. Raw scores were selected over standard scores and grade equivalencies to highlight individual and relative student gains versus normative growth.

Outcome data indicated school-wide growth of 11% in overall math skill proficiency.

Outcome data representing the remaining areas of assessed math skills were as follows: a school-wide gain of 17% in basic math concepts; a 16% increase in in areas of math application skills; and a 14% increase in school-wide assessment of math application skills. Implications suggest modest student skill-level gains across all areas of mathematics achievement resulting from a period of differentiated and targeted instruction within the selected math curriculum.





Helping adult learners and families learn, prepare, and succeed!

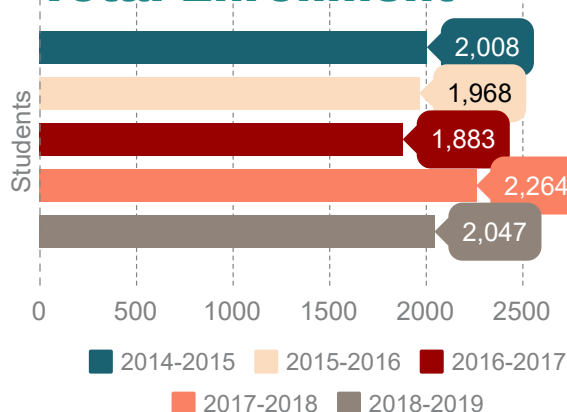


IU13 offers High School Equivalency (HSE) and English as a Second Language Services (ESL) to adult learners in Lancaster and Lebanon counties. These classes provide adults with the necessary skills to pass the HSE examination, and with the language and employability skills needed to prepare students 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 and also represents data from IU13's partnering agency, the Literacy Council of Lancaster-Lebanon.

Adult Education Total Enrollment



Enrollment by Program

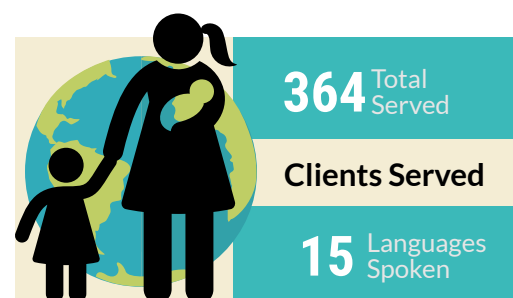
1,087

Federal/State Adult Education - 1,087 students

65

Family Literacy - 65 families

Refugee Center & Community School



U.S. Citizenship Classes

Since 2016, IU13 has supported people seeking to become legal permanent residents and naturalized US Citizens.



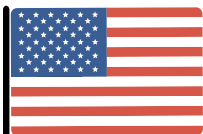
15

of classes



225

of adults served



Lebanon Youth Program

The Lebanon Youth Program provides educational training and employment opportunities to eligible youth in Lebanon County.



Certified Nurse Aide Training



Forklift Training



High School Equivalency Certificate

20+ students received employment within Lebanon County

Community Education

In addition to services to early learners and K-12 students, IU13 offers High School Equivalency (HSE) and English as a Second Language (ESL) services to adult learners in Lancaster and Lebanon counties. These classes provide adults with the necessary skills to pass the HSE examination and with the language and employability skills needed to prepare students to succeed in their community and the workplace. Additional services provided by Community Education staff include training to prepare for the requirements of the United States Citizenship test to become naturalized citizens, family literacy classes designed to benefit whole families, and the Refugee Center and Community School in Lancaster City.

Information included in this report reflects the most recent data available to the program and also represents data from IU13's partnering agency, the Literacy Council of Lancaster-Lebanon.

Community
Education
IU13

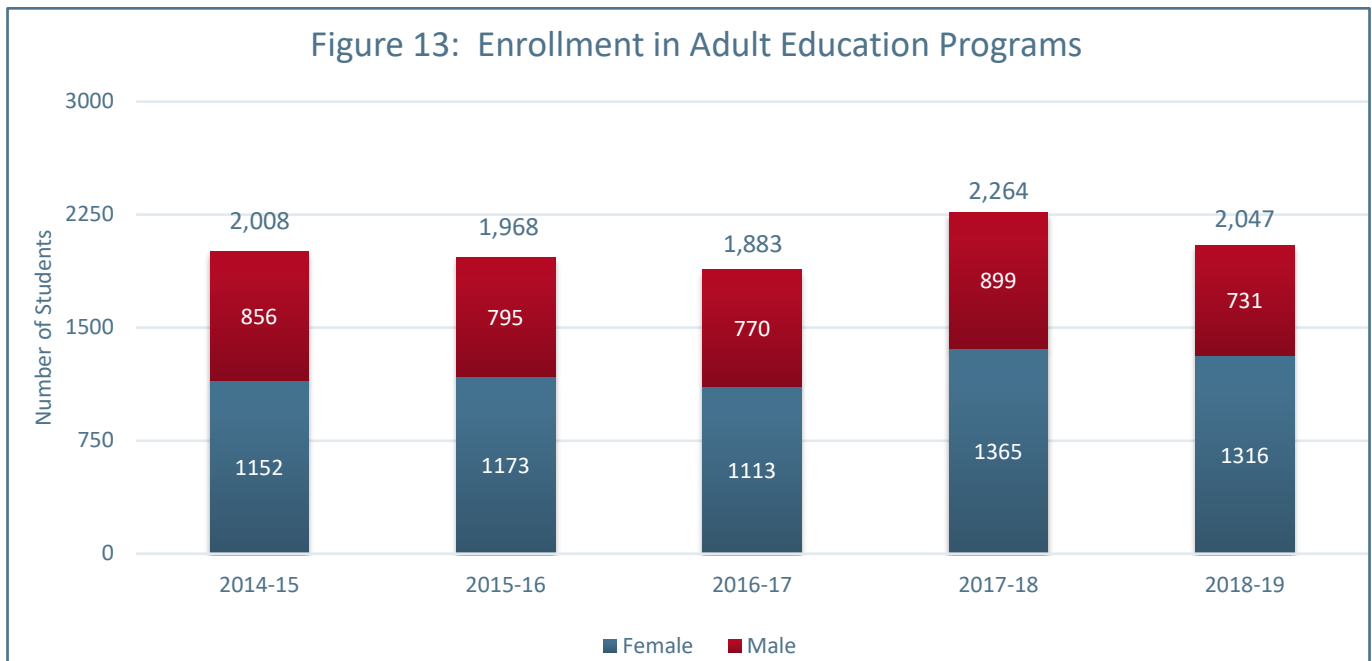
Services include:

- High School Equivalency
- English as a Second Language
- US Citizenship Test Preparation
- Family Literacy
- Refugee Services

Demographic Information

Adult Education

IU13's Adult Education program consistently serves a large number of adult learners in Lancaster and Lebanon counties, with enrollment most directly impacted by the number of hours contracted by state and federal funding streams, student availability, and costs per student.



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.

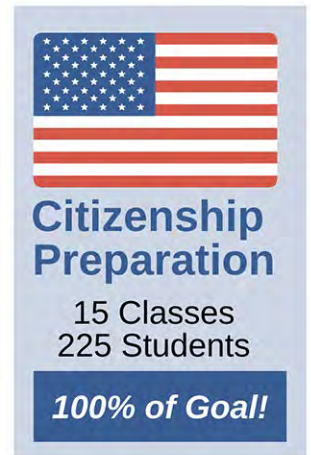
Table 3: Adult Education Enrollment Data and Completion Rates									
Contract Type	2016-17 Contract Goal	2016-17 Actual Enrollment	2016-17 % of Contracted Number	2017-18 Contract Goal	2017-18 Actual Enrollment	2017-18 % of Contracted Number	2018-19 Contract Goal	2018-19 Actual Enrollment	2018-19 % of Contracted Number
Federal/State Adult Education	1,082 Students	1,018 Students	94% Of Goal	1,082 Students	1,113 Students	103% Of Goal	870 Students	1,087 Students	125% Of Goal
Family Literacy	87 Families	84 Families	97% Of Goal	80 Families	71 Families	89% Of Goal	80 Families	65 Families	81% Of Goal

Analysis of the data shows that in 2018-19, the Federal/State Adult Education program exceeded the contract goal, but Family Literacy did not serve the contracted number of students. As part of its continuing improvement plan in 2019-20, Community Education plans to increase Family Literacy enrollment by changing one Family Literacy class from a focus on Adult Basic Education (ABE) to English as a Second Language (ESL). ESL classes for Family Literacy have traditionally attracted more eligible students than ABE classes. Community Education also plans to add another Family Literacy class at Northwest Elementary School in Lebanon School District. This is designed to provide better access to the families most likely to participate in the program. Adult Education supervisors are continuing to monitor their enrollments to ensure that the programs fall within these guidelines.

2018-19 also brought a change to the types of classes offered to potential students. As a result of revised grant requirements and parameters, IU13's English Language and Civics program, now known as the Integrated English Literacy and Civics Education (IELCE) program was redesigned to provide instruction that prepares adult English language learners for unsubsidized employment in in-demand industries through classroom, training and support services. The IELCE program is comprised of three components in combination: English language acquisition activities, literacy activities, and civics education (instruction in the rights and responsibilities of citizenship and civic participation). After students complete IELCE classes, they participate in the Integrated Education and Training (IET) training activity, which includes the integration of adult education instruction, workforce preparation and occupational training. In 2018-19, IU13 met 80% of its contracted rates with 64 students enrolled vs. the contracted goal of 80 students enrolled. Unfortunately, difficulties in gaining approval of the IET program and finding a co-instructor resulted in no students being served in the IET program. These problems have been rectified for the upcoming program year with two approved IET classes now up and running, and it is anticipated that targets will be met in 2019-20.

IU13 was also awarded a grant through the Department of Homeland Security’s United States Citizenship and Immigration Services (USCIS) to provide educational and legal services that prepare legal permanent residents (LPRs) to become naturalized U.S. citizens. Beginning in 2016 over a two-year period, IU13 provided 15 citizenship preparation classes for 225 adult students (100% of the goal), while its partner, Church World Service, screened 476 Lawful Permanent Residents (LPR) for eligibility (108% of the goal) and filed paperwork for 313 to people to become naturalized (125% of the goal).

Because of long waiting periods for the final steps of becoming a citizen, passing the test and taking the oath, most students that have received services complete the process long after program participation and must self-report to IU13. This makes it difficult to track how many actually become citizens as a result of the program. As a result, USCIS sets other goals to determine program success. In addition to the goals mentioned above, student performance is tracked. While IU13 did not meet the goal for students post-tested (62% out of 80%) or for learning gains (78% out of 80%), it is on track to do so this year and IU13 was again awarded the grant to continue these services until 2020.



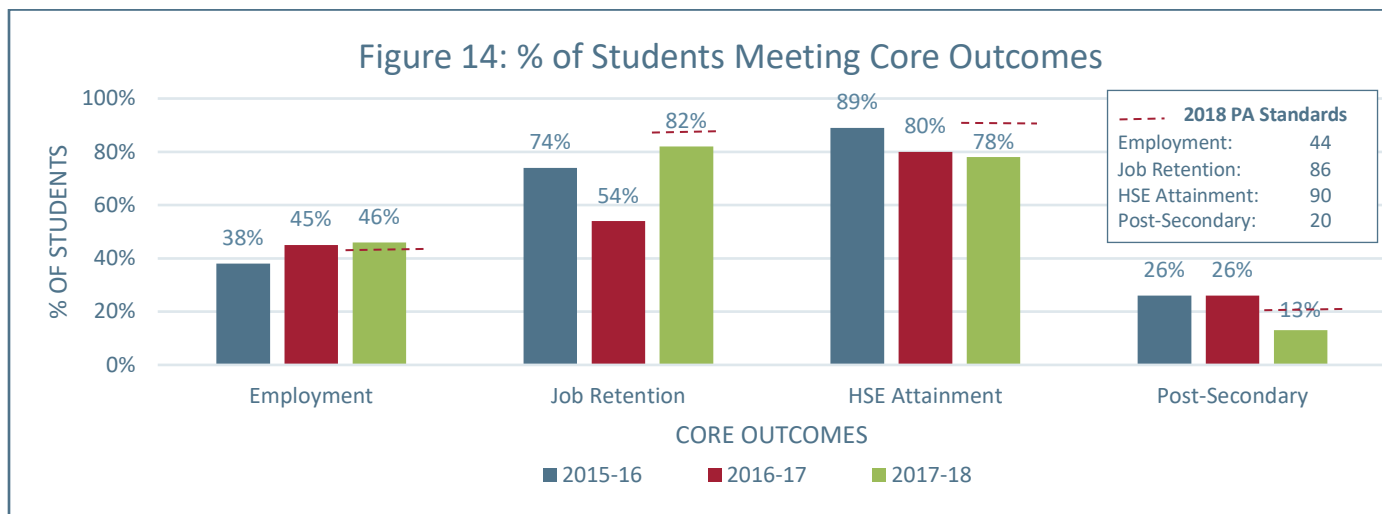
Achievement/Student Learning

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, HSE attainment, job retention, and transition to post-secondary.

The most current data (2018-19) for IU13 programs is represented in **Table 4**. The educational functional levels (EFL) gains of IU13 students met the targets for learning gains with Integrated English Literacy & Civics Education (IELC) students, but did not meet the targets for learning gains with students counted in the Federal/State Adult Education and Family Literacy contracts.

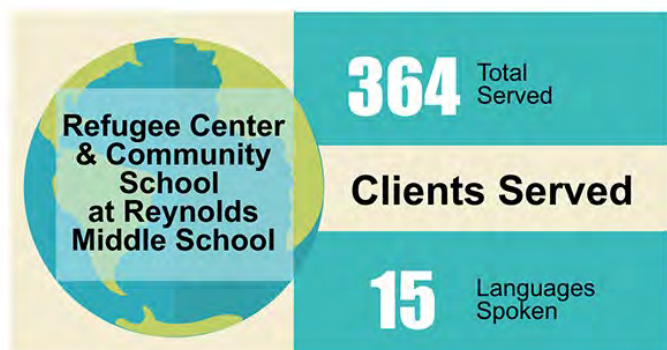
Table 4: Adult Education Learning Gains 2018-19		
Contract	Learning Gains	Targets
Federal/State Adult Education	42%	43%
Integrated English Literacy & Civics	58%	47%
Family Literacy	46%	53%

Figure 14 represents the percentage of students meeting the core outcomes requirements for Pennsylvania Adult Education programs. IU13 exceeded the Pennsylvania (PA) standard for employment and job retention outcomes, but did not meet the PA Standards in HSE attainment and post-secondary outcomes.



Additional Community Partnership Programs

Over the past several years, the Community Education program has broadened its outreach to families and community members in Lancaster and Lebanon counties through two programs, the Refugee Center and Community School at Reynolds Middle School and the Lebanon Youth program. Both of these programs emphasize partnerships with local community agencies and businesses to deliver positive outcomes to participants.



Refugee Center and Community School at Reynolds Middle School

The Refugee Center and Community School at Reynolds Middle School (RCCSR) opened its doors at the School District of Lancaster (SDOL) in 2015, to provide educational, health, and social and emotional support services to Lancaster families. IU13 is the lead agency at the Center, which represents a broad partnership among community agencies, leveraging resources to provide integrated services for the refugee and immigrant population in Lancaster City. This

year, the Center served 364 clients speaking 15 different languages. As part of its mission, in addition to services such as meal provision, parent workshops and cultural navigation services, the Refugee Center provides support to students to accelerate their academic growth. In 2018-19, the RCCSR served 80 students with after school tutoring and enrichment activities, and 32 students with summer enrichment and language acquisition activities.

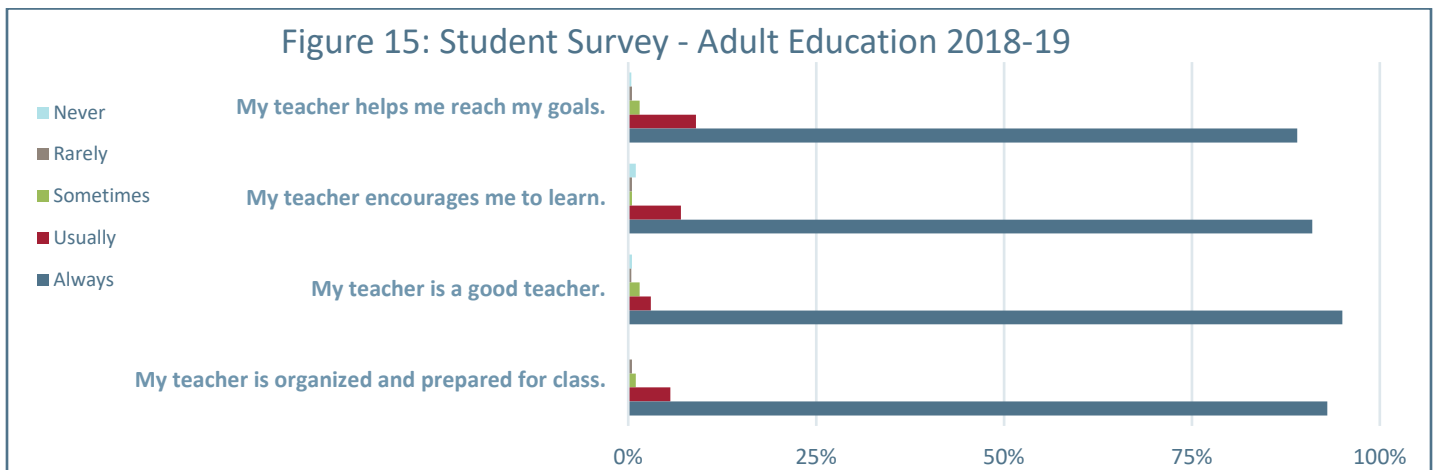
Lebanon Youth Program

The Lebanon Youth Program provides educational, training and employment opportunities for eligible youth in Lebanon County. Eligibility is determined by age and various factors that may include low-income status, parenting, and high school drop-out to name a few. The 2018-19 program year was highly successful for the youth participants. Due to many students obtaining multiple skill gains and credentials, the program obtained a percentage for measurable skill gains and credentials of 142% and 152% respectively. Participants attained credentials through earning their High School Equivalency (HSE) certificate, Certified Nurse Aide training, and Forklift training. Over 20 participants found employment within the county (105% of the goal), and over 30 local high school students were exposed to educational experiences through Harrisburg University focusing on entrepreneurship and computer technology.



Perceptual Data

The Community Education program annually asks students to complete surveys regarding their satisfaction with the services they received. Four hundred and ninety-one (491) responses were analyzed. As shown in **Figure 15**, the students indicated a high level of satisfaction with their teachers.



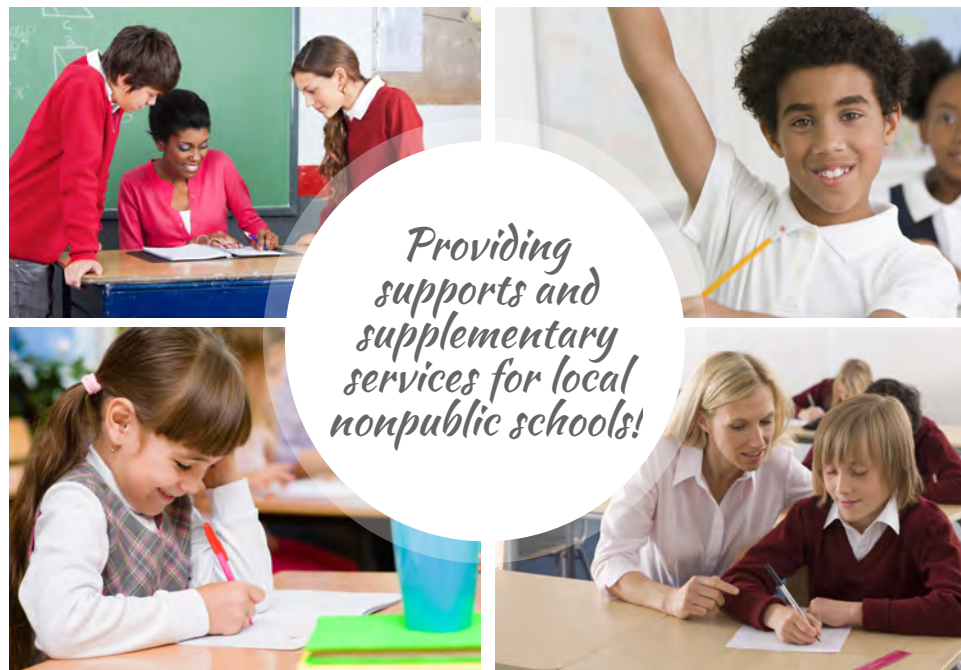
Discussion

An analysis of this most recent data in Community 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 various contracts which impacts future funding from the state.

Learning gains, however, are lower than the state targets for both the Federal/State Adult Education and Family Literacy Programs; additionally, Family Literacy enrollments continues to trend downward.

The Community Education Program Improvement Team continues to look for ways to improve the program's outcomes. Areas of focus include implementing a new student information database so that all teachers have easy access to data, and employing different assessment strategies to improve learning outcomes. The Family Literacy program staff will increase their efforts to increase enrollment by adjusting offerings to include ESL classes in Lebanon and changing a location in Lancaster. Additional staffing will support recruitment efforts and strengthen partnerships, as well as provide additional support to students enrolled in the program. Recommendations to improve practices also includes ongoing professional development and the continued alignment of curriculum and instruction with the College and Career Readiness Standards through professional learning communities.

Nonpublic School Services



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.

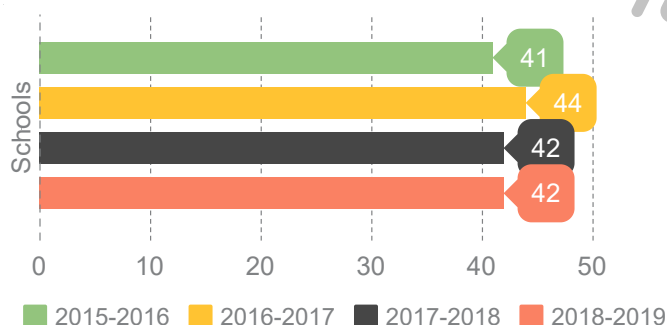
Act 89

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

Additional Services

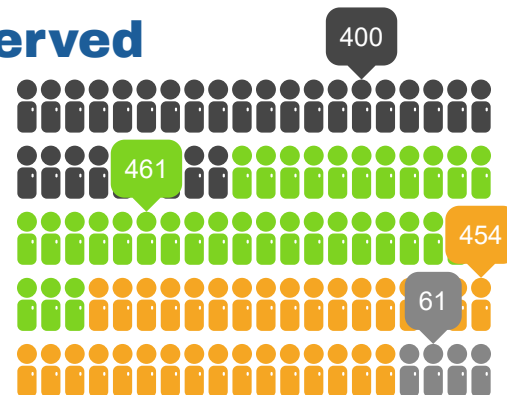
IU13 reading and math specialists, speech and language therapists, school counselors, and psychologists work directly with identified students to address their academic and social/emotional needs.

Act 89 Schools Served



Students Served

- Remedial Math Services - 400
- Remedial Reading Services - 461
- Speech and Language - 454
- Psychological Referrals - 61



Some students receive multiple services.

School Counseling Services



25

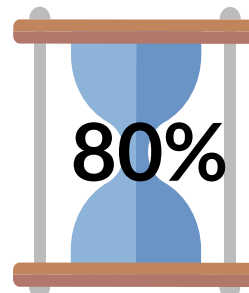
of Nonpublic Schools using IU13 School Counseling Services



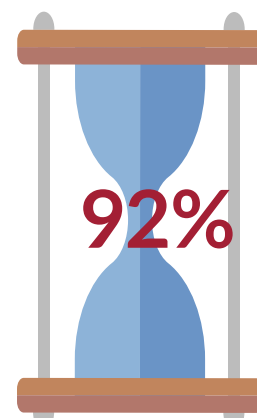
6,078

of times students received services by the IU13 Nonpublic School Counselors

% of time School Counselors provide services



ASCA Recommended



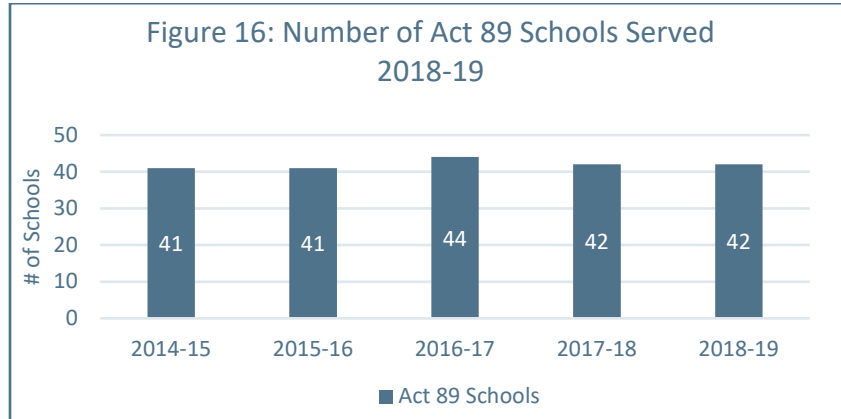
IU13 Provided

Data is reflective of the 2018-2019 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 five years.



The program has increased its focus on building capacity in the regular classroom over the last several years, including professional development on differentiated instruction, increased collaboration with resource teachers, and modeling and co-teaching with the classroom teacher. This, along with schools changing practices to providing more intensive services to fewer students, has resulted in a steady decline of the number of students being served in pull-out remedial services in both reading and math. 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):

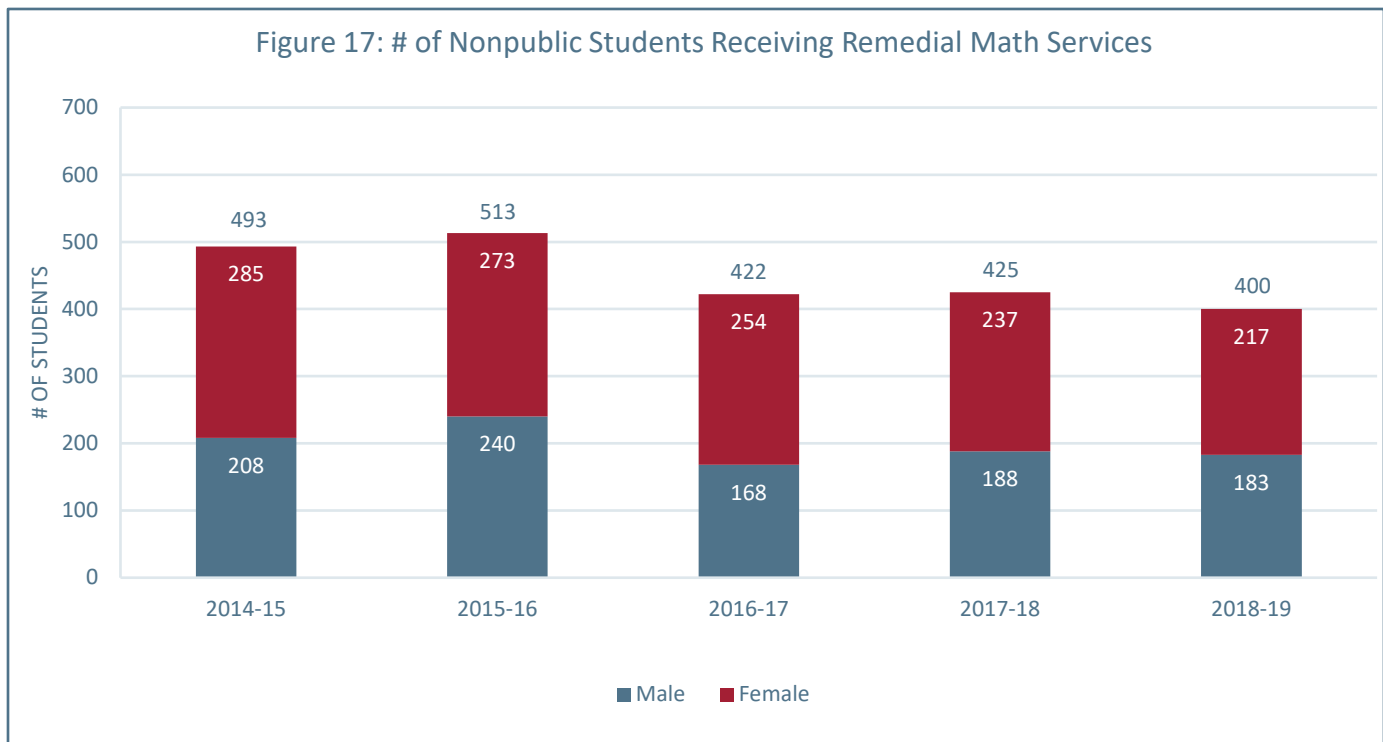
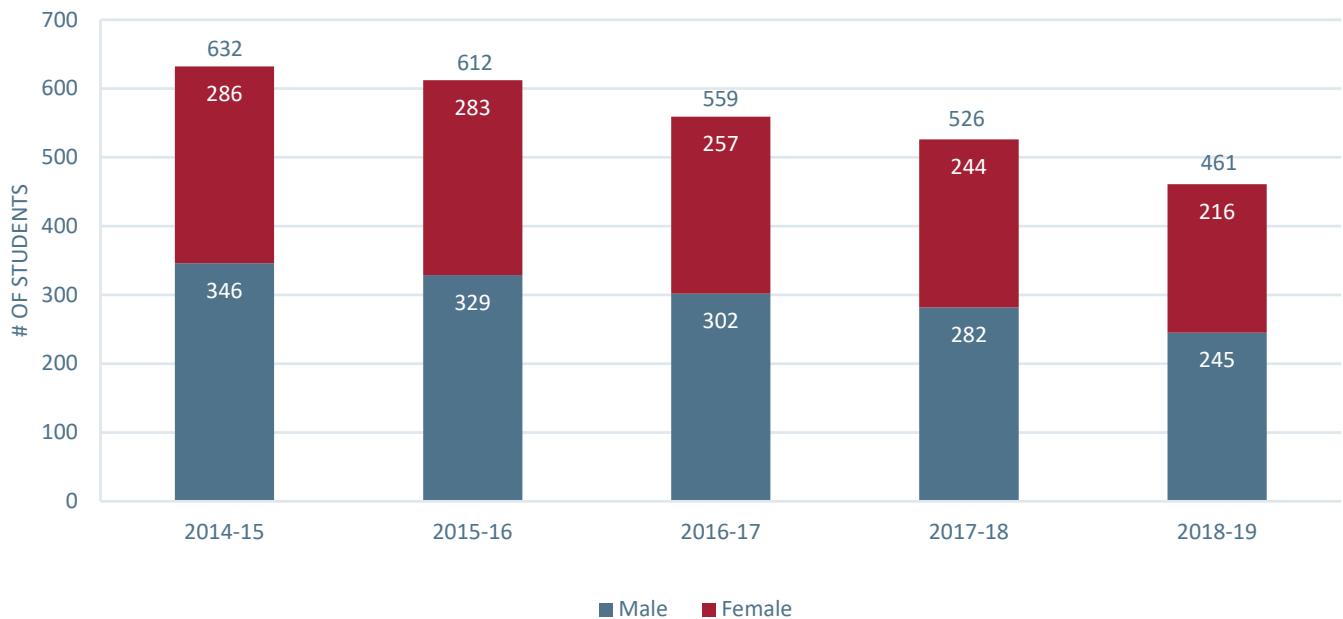
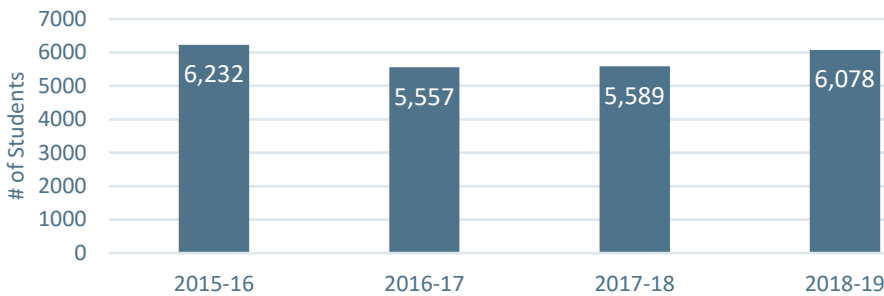


Figure 18: # of Nonpublic Students Receiving Remedial Reading Services

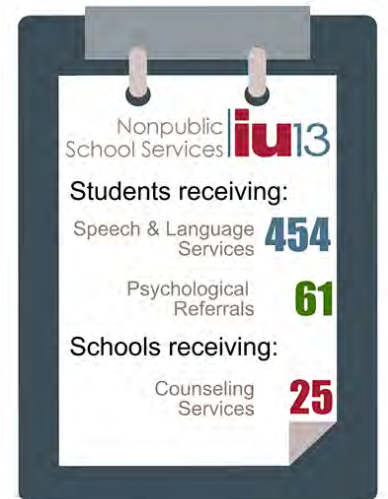


In addition, 454 students received speech and language services, and 61 psychological referrals were conducted. Eight students received occupational therapy (OT) and 1 student received physical therapy (PT). IU13 also provided counseling services to students in 25 nonpublic schools in Lancaster and Lebanon counties. **Figure 19** shows the number of students served by IU13 counselors over the past four years:

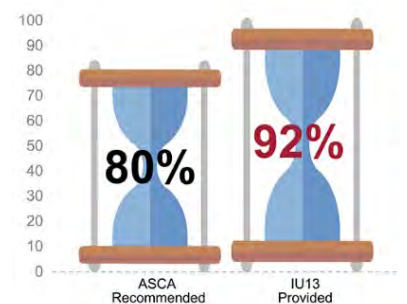
Figure 19: # of Students Served by Nonpublic Counselors



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 2018-19. This number represents the strong commitment IU13 has made to maximize the availability of services to schools and students.



% of Time Counselors Provide Direct & Indirect Services



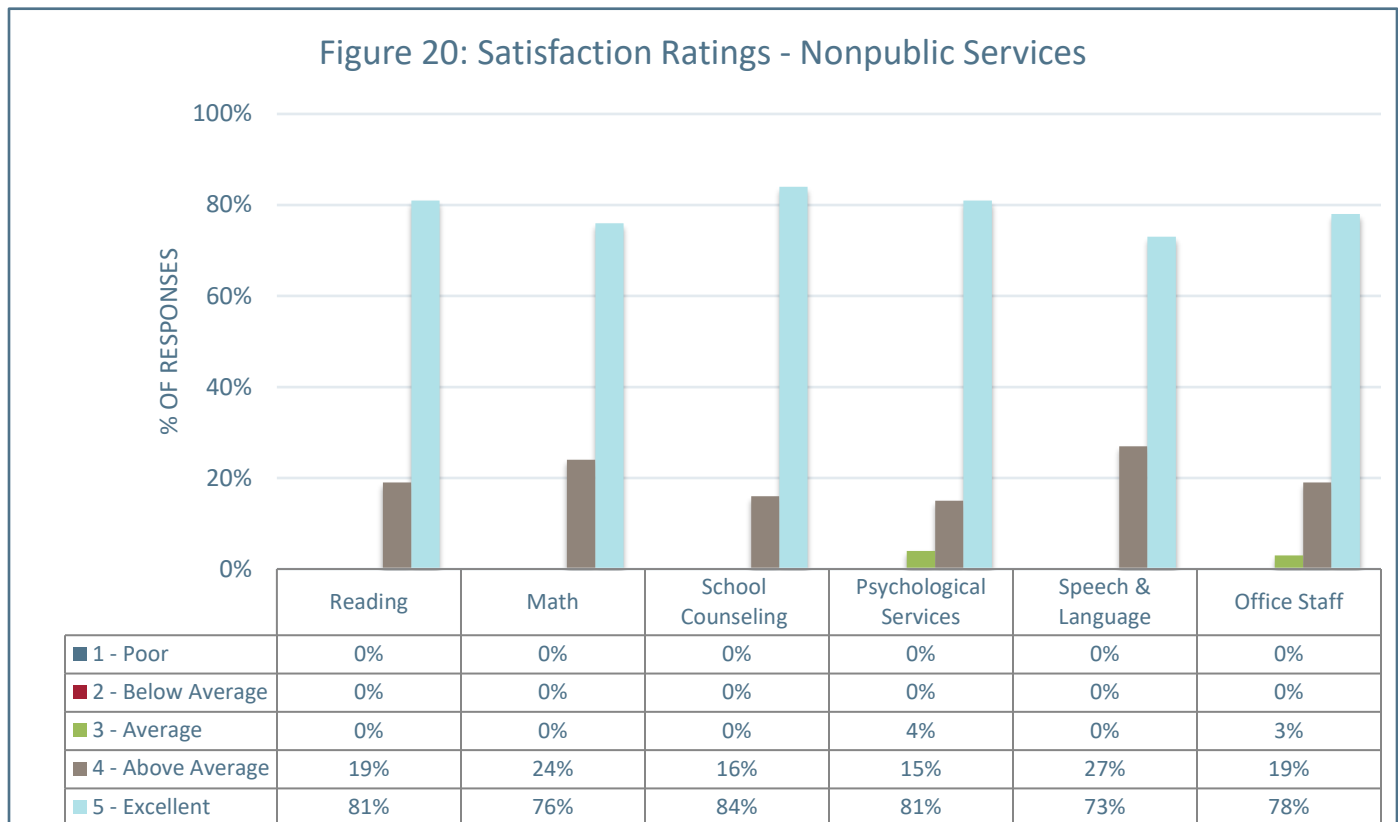
Achievement/Student Learning

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 designed to remediate key skills in these areas. As a result of these interventions, 54% of the identified students participating in the services were able to reach performance levels which placed them in the instructional range of their grade-level classroom, and therefore were exited from the IU's remedial services. This is an increase of 19% from 2017-18 and reflects the increased efforts to monitor student progress and to adjust instruction accordingly to student need.



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 20**:



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

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

Teaching and Learning Collaborative



Providing programs and services to enhance student achievement!

The Teaching and Learning Collaborative provides content-area specialists, expertise, and services to support teachers and administrators in continuous system improvement.

Content Areas:

Literacy
STEM
Instructional Technology

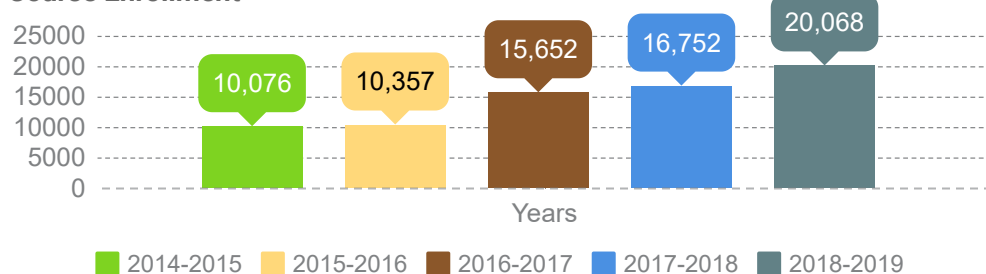
Services:

Professional Learning
Instructional Coaching
Technical Assistance
Curriculum, Instructional and Assessment Audits

Lancaster-Lebanon Virtual Solutions (LLVS)

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

Course Enrollment



17 Partners

of public and nonpublic school partners

LETRS Training and Coaching

LETRS provides teachers with the background, depth of knowledge, and tools to teach language and literacy skills.

Average 5% Gain

Students in Kindergarten, and Grades 1 and 2 showed an average 5% gain in reading benchmarks.



Teaching & Learning Collaborative

The Teaching and Learning Collaborative offers marketplace programs using a fee-for-service model, thus allowing districts to select programs that best meet the needs of their educators.

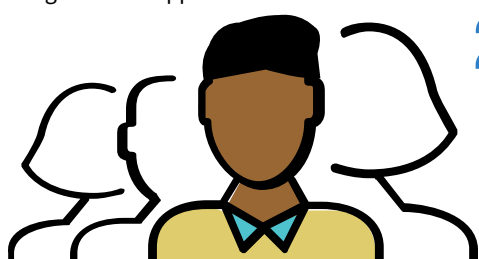


22

Lancaster and Lebanon County School Districts

Partnerships to Understand and Lead STEM Education (PULSE) 2.0

PULSE 2.0 is the second iteration of the IU13 Math Science Partnership grant. The program was 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. Over the course of two years, the grant has supported:



24 Schools

103 Teachers

5,300+ Students

— 27 —

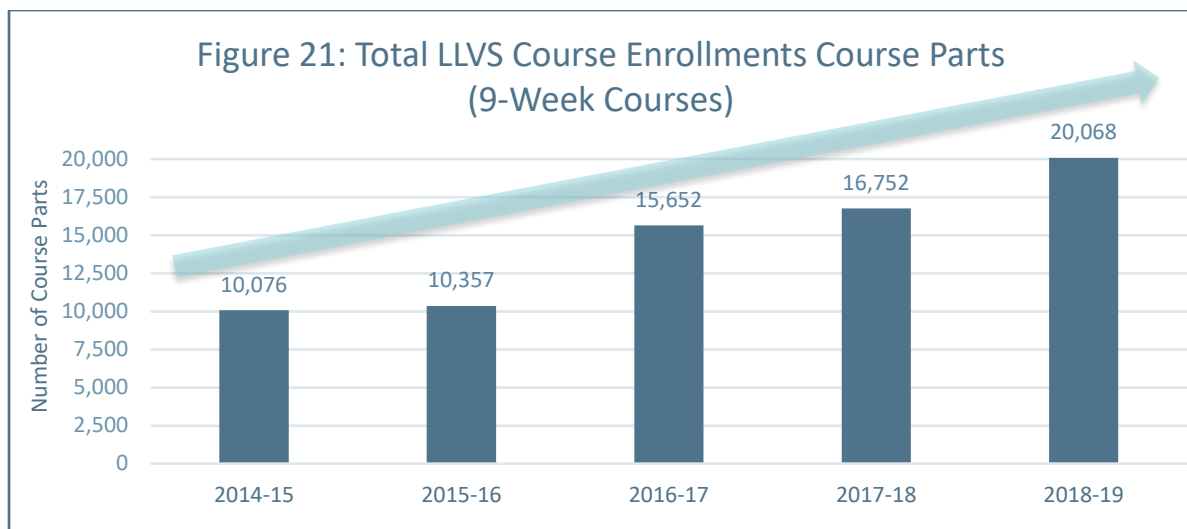
Data is reflective of the 2017-2019 school year.

Teaching and Learning Collaborative

Demographics

Over the past several years, the Teaching and Learning Collaborative (TLC) 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 purchased services from the TLC program during the 2018-19 school year. School District of Lancaster was the largest purchaser of services, with Solanco, Cornwall-Lebanon, Manheim Township, and Lampeter-Strasburg rounding out the list of top five purchasers.

The Teaching and Learning Collaborative program also includes the cyber program, Lancaster-Lebanon Virtual Solutions (LLVS), that provides districts with access to an extensive portfolio of online courses, along with technical assistance and computer support. LLVS has maintained a consistent number of participating districts in the program over its eight-year history, with 17 public and nonpublic school districts participating during 2018-19. The number of actual course enrollments has steadily increased, showing the increasing popularity of online learning as shown in **Figure 21**:

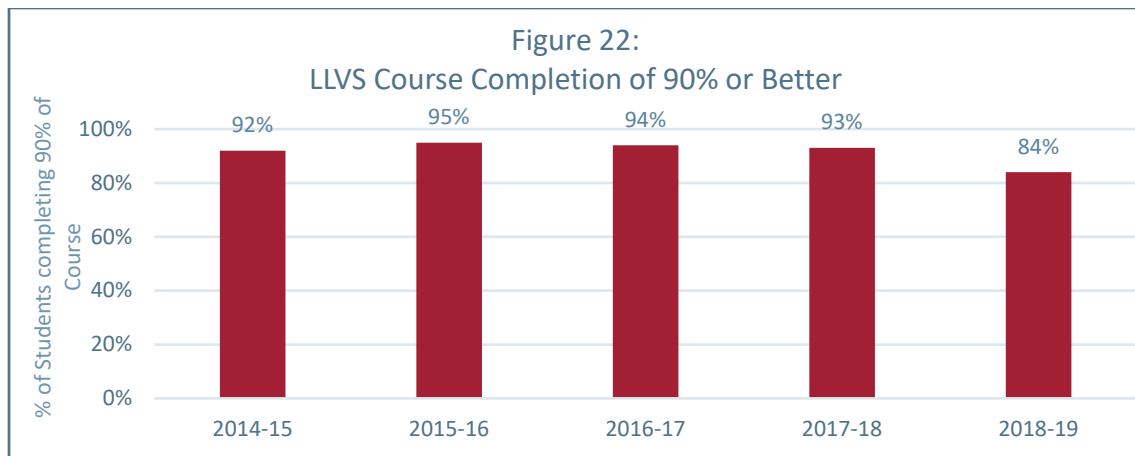


Achievement/Student Learning

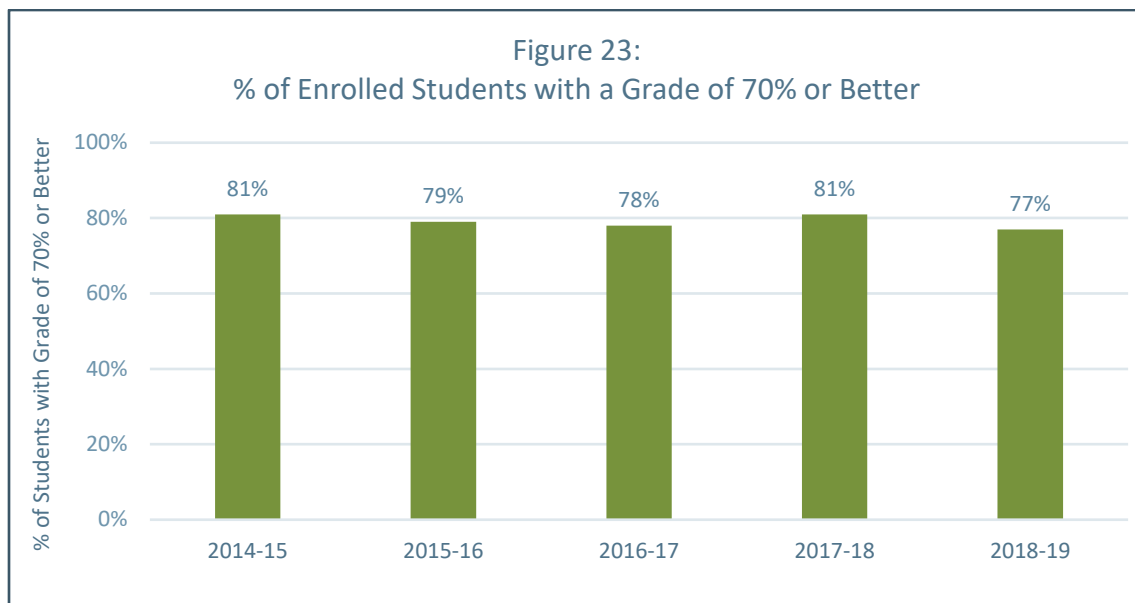
Lancaster-Lebanon Virtual Solutions (LLVS)

Students who participate in the LLVS courses are provided instruction by teachers employed by the online content provider or the school district. LLVS, therefore, is not directly responsible for the learning gains of 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 course completion rates and passing grades.

Data from LLVS supports 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. LLVS students have maintained a high level of course completion over the years as shown in **Figure 22**:



Seventy-seven percent (77%) of the students enrolled in LLVS classes received a 70% or better for their final grade, as shown in **Figure 23**:



Students utilizing LLVS consistently show high rates of course completion and achievement, both measures of the quality of the services provided via the program.

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 IU13 of high quality and effectiveness, resulting in more highly trained educators who will in turn, impact student achievement?

The TLC team strives to provide expert services to increase their impact on IU13 teachers and students. This year's report includes the results from two intensive professional development programs provided to IU13 districts. They include the

Math Science Partnership (MSP) grant, the **Partnership to Understand and Lead STEM Education (PULSE) 2.0** and **Literacy and Writing Teacher Professional Development (LETRS)** training and coaching provided to an IU13 school district during 2018-19.

The IU13 MSP grant program, PULSE 2.0, is the second iteration of 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 two- or three-year project, funded by the U.S. Department of Education and administered by the PA Department of Education. Elementary (grades K-6) and middle school (grades 6-8) math, science and technology-education teachers participated in a summer 64-hour STEM Institute designed to deepen content knowledge and pedagogy, and STEMathon, a STEM-focused statewide conference (16 hours) held at IU13. During the subsequent school year, participating teachers worked as building-based professional learning communities, received instructional coaching from one of the IU13 STEM consultants, and participated in three days of professional development. Information shared in this data report is drawn from the data analysis done from the final evaluation of the grant, i.e. 2016-18. In addition, during the summer of 2018 teachers were offered field trips and additional STEM professional development, which allowed them to deepen their understanding of STEM best practices.

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

- **Reformed Teaching Observation Protocol (RTOP);**
- **Pennsylvania System of School Assessments (PSSAs);**
- **Pennsylvania Value-Added Assessment System (PVAAS);**
- **Teacher Efficacy and Attitudes toward STEM (T-STEM) Survey;**
- **Teacher Content Knowledge (TCK) – Math and Science – Pretest and Posttest;** and the
- **Pedagogical Content Knowledge (PCK) – Math and Science – Pretest and Posttest.**

For a description of each assessment, see *Appendix A*. The data and subsequent analysis for this report were taken from the **PULSE 2.0: Evaluation Report for Year 2**, prepared for IU13 by By the Numbers, the designated evaluator for the grant.

Participants:

Over the course of the two-year implementation of the grant, 103 teachers from 24 public and nonpublic elementary and middle schools participated in professional development provided through the PULSE 2.0 grant. The primary audience was grades K-8 teachers and middle school math, science and technology/engineering teachers (Grades 6-8). Collectively, the PULSE 2.0 participants taught over 5,300 students.



Teacher Outcomes:



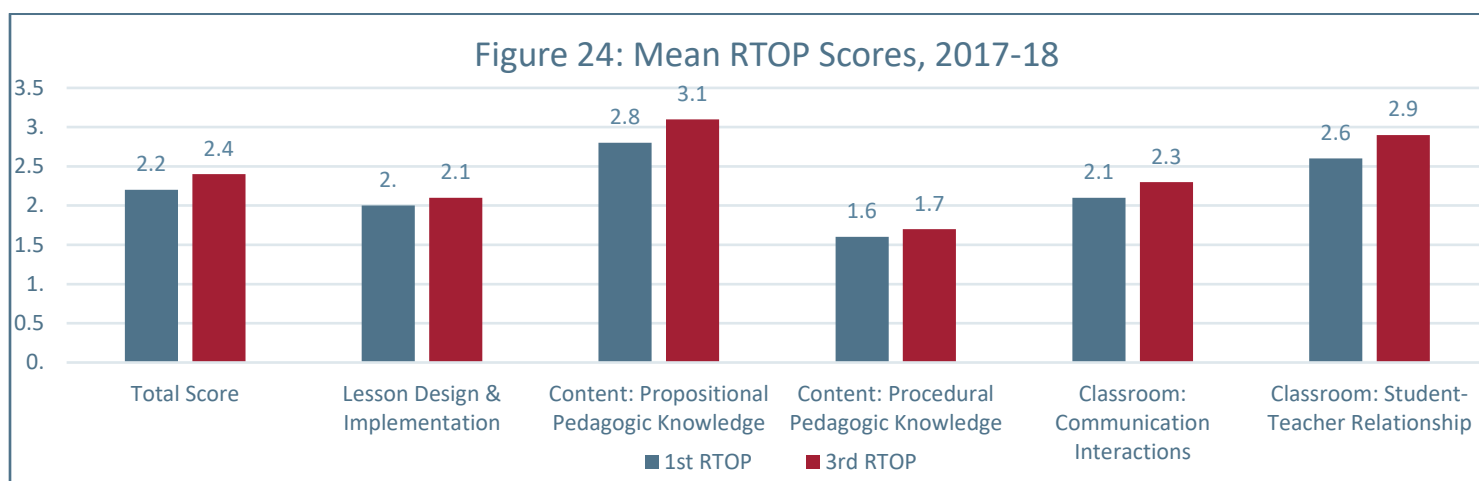
As part of the PULSE 2.0 Summer STEM Institute, all teachers took a pretest and posttest on both math and science topics designed to measure gains in teacher content knowledge (TCK) resulting from their Institute participation. TCK was one of three grant-required measurements. Teachers also took a test designed to measure gains in their “STEM pedagogical content knowledge” (STEM PCK) – that is, their ability to apply STEM teaching techniques to encourage student innovation, systems thinking, and iterative design processes. Years 1 +

2 participants in the intervention group showed statistically significant gains in the Math and Science TCKs between the start and end of the Institute, with 73% of the group having a significant gain in the Math TCK and 50% having a significant

gain in the Science TCK. Fifty-eight percent of the 103 teachers in the intervention group also had a significant gain in integrative STEM PCK.

At the conclusion of the STEMathon conference in Year 2, participating teachers took the Teacher Efficacy and Attitudes toward STEM (T-STEM) survey, in which they rated themselves on how well they believe they effectively teach science, math and STEM, have 21st century learning and teacher leadership attitudes, and are aware of STEM resources. Teachers ranked their responses to questions from 1 to 5, with 5 indicating greater agreement with each statement. Responses showed that participating teachers showed high agreement with the 21st century learning and teacher leadership attitudes and showed strong confidence in their teaching skills related to math (mean=4.0) and their awareness of STEM career resources (mean=4.0). Teachers seemed to show slightly less confidence in their science teaching skills (mean=3.8). Teachers' beliefs that students' math and science learning are affected by effective teaching was rated somewhat lower (means of 3.5 and 3.4 respectively). Teachers also indicated that they used STEM instruction practices about half of the time (mean=3.2). These are similar to responses received in Year 1 of the project.

After the Summer Institute, teachers participated in three days of professional development, coaching and professional learning communities. Changes in instructional practices were then measured through classroom observations (three times during the school year) using the RTOP. Teachers also submitted a video recording of a lesson that was scored by an RTOP-trained observer. Results of the RTOP scoring are shown in **Figure 24**:



During 2017-18, all Year 2 Intervention Group teachers did not show significant gains across observations; however, when only data from those teachers teaching the same subject on both observation occasions was analyzed, significant gains were seen on several measures (Content-Propositional Pedagogic Knowledge, Classroom: Communication Interactions, and Classroom Culture – Student/Teacher Relationship).

Student learning was measured using data from Math and Science PSSA scores compared to the PVAAS projections for the students' in the same subjects. The 2018 Math PSSA results showed 47% students were proficient or advanced compared to the 50% projected to be in a similar range by PVAAS. On the Science PSSA, 79% were proficient or advanced compared to 82% projected by PVAAS. A more detailed grade level analysis, however, showed that while this pattern held true at the younger grades, students in 8th grade whose teachers were part of the Intervention Group were more likely to be proficient or advanced on both Math and Science PSSAs than projected by PVAAS. These results suggest that PULSE 2.0 had a positive impact on middle school student achievement in math and science, particularly the former. (By the Numbers, 2018)

Feedback from PULSE 2.0 participants showed overall positive associations with the project. Specific teacher comments included:

- *“This activity has enhanced my appreciation and understanding of STEM.” **Grade 4 Teacher***
- *“PULSE 2.0 Institute provided me with a greater understanding of the scientific and engineering process. It has inspired me to create more opportunities for students to explore STEM opportunities in an open-ended process.” **Grade 2 Teacher***
- *“I have gained a lot of fun and meaningful activities to implement in my classroom in regards to science and math. I have also learned different ways to modify my lessons to help my students find purpose and reason for what they are learning.” **Grade 3 Teacher***
- *“I am excited to take into the classroom the STEM practices that I learned in the math courses for this institute. There were so many valuable conversations. I am planning to have my students work more on understanding the variety of ways a problem can be completed rather than doing it one way...there is no best method except the one they choose, as long as it is mathematically sound.” **Grade 6 Teacher***

Teacher feedback suggests that local educators see the value in the skills they gathered through their PULSE 2.0 training and are taking these skills back to their classroom.

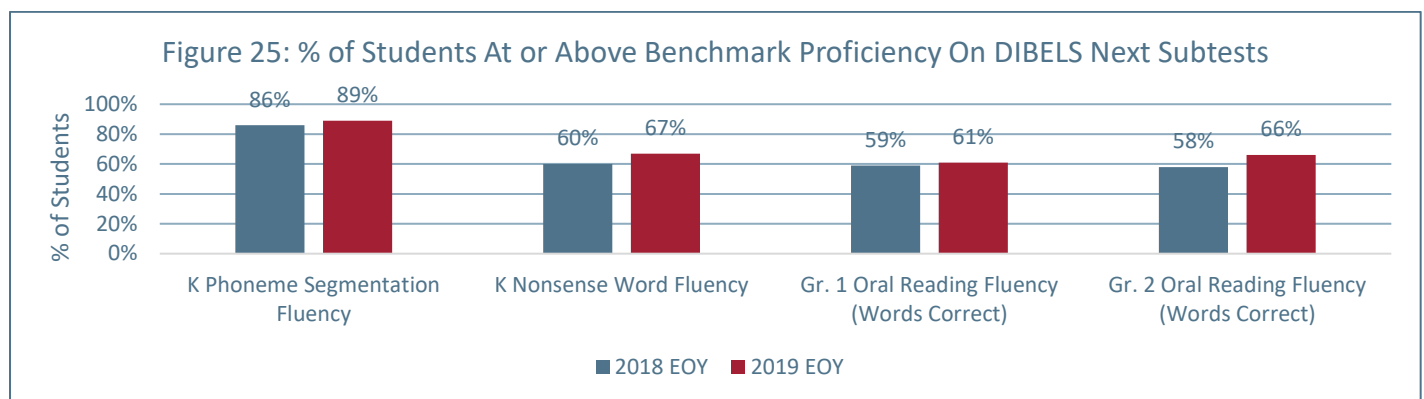
LETRS Training and Coaching:

LETRS is a professional development course consisting of a series of instructional modules designed to provide teachers with the background, depth of knowledge and tools to teach language and literacy skills. LETRS instructors must pass a rigorous certification process to be able to provide the modules to educators.

During the 2018-19 school year, a TLC literacy consultant who is a certified LETRS instructor worked closely with ELCO School District to provide intensive training and coaching in early literacy skills to teachers in grades K-6. The professional development was designed to improve the staff’s understanding of the science of reading and to support the teachers as they incorporated this new knowledge into their classroom practices. Incorporating the first two modules of the LETRS program, the consultant trained all K-2 teachers, reading specialists, and building principals in the LETRS principles and provided a half-day overview of how to apply the LETRS principles to their new reading series. Teachers also received a one-day follow-up training on grouping students based on skill needs. Each school had an additional two days of on-site coaching support provided by the consultant which included modeling, class visits and grade-level debriefs and trouble-shooting.

Results:

Students in kindergarten and grades 1 and 2 were administered the DIBELS Next assessment to measure growth in early reading skills. The percentage of students reaching the benchmark targets on the designated subtests at the end of 2019 was then compared to 2018’s end-of-year results to track differences in skill accumulation. Results by grade level are shown in **Figure 25**:



Overall, the data showed the beginning of an upward positive trend in the district results. While too early to attribute causality to the trend, it is certainly encouraging and suggests that further instruction in the techniques is warranted.

IU13 is committed to delivering exemplary service to its community. As part of this commitment, IU13 staff are constantly seeking ways to use "promising practices" to increase student outcomes.

Promising Practices Exemplars:

- Improved Reentry Education (IRE)
- Integrated Education and Training (IET)



PROMISING PRACTICES

Improved Reentry Education (IRE)

In 2016, IU13 was awarded a 3-year grant to expand reentry services to incarcerated individuals and those returning to the community who wish to pursue education and career opportunities.

659
Adults Served



High School Equivalency



Employment



Adult Basic Education



Best Practices



Lower Recidivism



Postsecondary Training

Integrated Education and Training (IET)

IU13 was recently awarded a grant through the Pennsylvania Department of Labor and Industry to pilot an emerging best practice in adult education, helping unprepared adults pair foundation skill building with work preparation.

64
Students Served



High School Equivalency



Math



Adult Basic Education



Reading



English as a Second Language



Postsecondary Training

Promising Practices

IU13 prides itself on its commitment to its students and delivering exemplary services to its community. As part of this commitment, IU13 staff is constantly seeking ways to build on emerging best practices to increase student outcomes. This is achieved through piloting new instructional practices or working with state, community and business partners. For the purposes of this report, the results of these initiatives will be examined in light of the following analysis question:



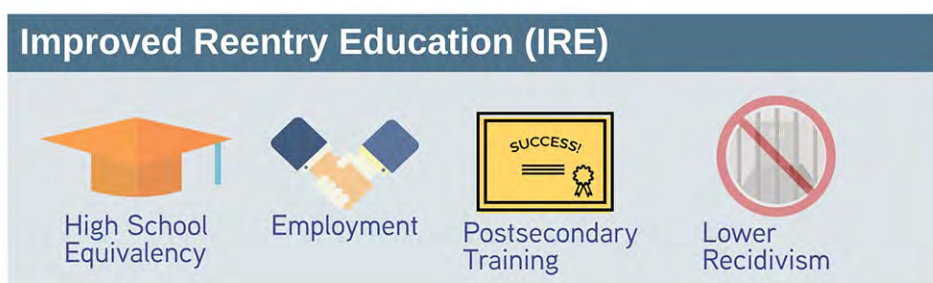
Has the implementation of IU13's promising practices resulted in improved student outcomes?

Two initiatives will be reviewed. They include:

- **Improved Reentry Education (IRE)**
- **Integrated Education and Training (IET)**

Improved Reentry Education (IRE)

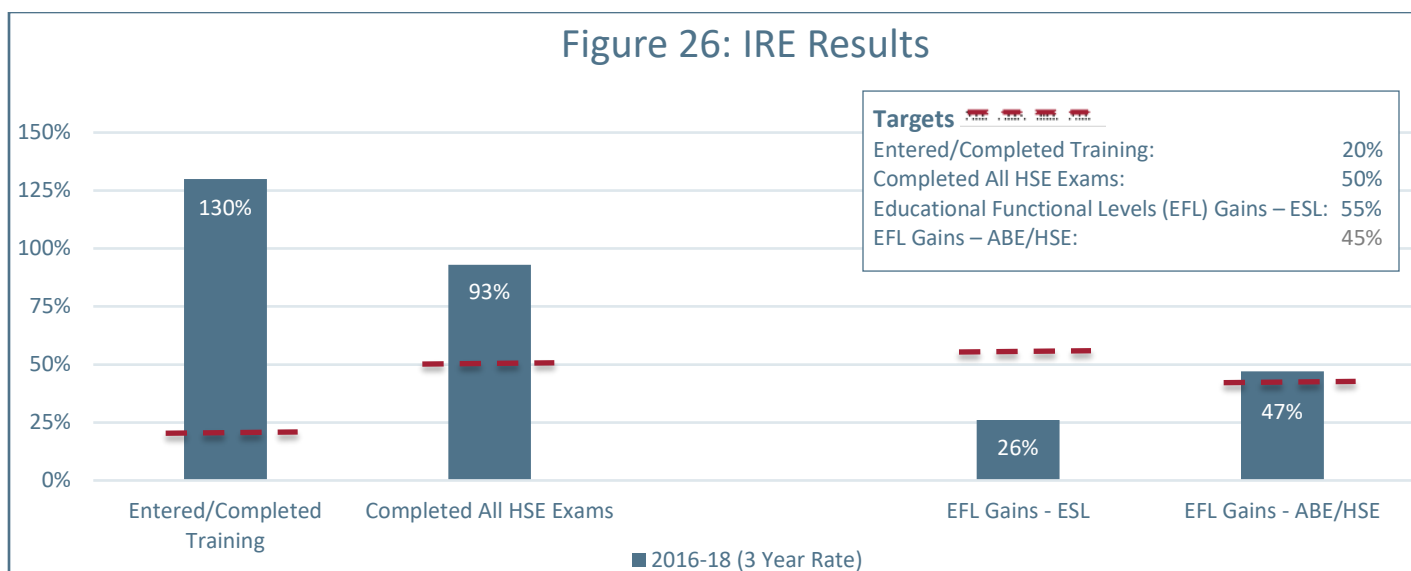
In 2016, IU13 was one of nine agencies nationally to receive a three-year grant under the Improved Reentry Education (IRE) initiative. The grant was intended to provide educational services to justice-involved people to support them through adult education classes and high school equivalency testing



services at Lancaster County Prison and Lebanon County Correctional Facility, and to provide seamless follow-up as they were released into the community. As a result, participants in IRE were able to work on earning educational credentials while incarcerated and to complete them upon release through community-based classes, tutoring, and testing services. This grant allowed the IU to develop new prototypes for instructional practices, develop connections with community providers of connected services, and create pathways to training and post-secondary education for justice-involved clients. Over the grant period, IU13 developed and deepened collaborations with both local prisons, the Reentry Management Organization (RMO) – Lancaster County's prisoner reentry coalition, PA CareerLink, Harrisburg Area Community College, Lancaster and Lebanon County Career and Technology Centers, and Thaddeus Stevens College of Technology.

Successful outcomes for students in these programs included high school equivalency diplomas, occupational skills training (welding, metal casting, CDL, forklift, and more), employment, and lower recidivism. Over the three-year period, IU13 served 659 adults or 175% of the contracted goal and enrolled 416 in 12 or more hours of instruction.

Figure 26: IRE Results



Additionally, the rate of recidivism for individuals in the program was only 24%, significantly lower than Pennsylvania's current rate of 35%. Given the positive outcomes of the program, it is strongly suggested that this initiative is having a positive impact on the participants and it should continue to be considered a promising practice.

Integrated Education and Training (IET)

IU13 was recently awarded an Innovation grant through the PA Department of Labor and Industry to pilot an emerging best practice in adult education called **integrated education and training**. IET helps educationally underprepared adults pair foundational skill building with

workforce preparation and training by providing basic skills instruction such as math, reading and/or English as a second language concurrently with postsecondary training.



In partnership with Harrisburg Area Community College, IU13 developed a curriculum to integrate and provide basic skills instruction with Certified Nurse Assistant (CNA) training in a co-teaching model. In this program, an adult education instructor taught side by side with a CNA instructor to weave reading comprehension, math, and English language skills seamlessly into the CNA content. In addition to instruction, IU13 provided career navigation and job placement support for up to six months beyond course completion, which proved to be a critical component of student success. This program was designed to serve individuals who lacked the skills to succeed in a traditional CNA course and included high school dropouts, second language learners, teen parents, recovering addicts, abuse survivors, and others who dealt with significant barriers to success.

The most recent data (2017-18) indicated that 22 were served with 21 students passing the course; 17 students are working in health careers and 17 students passed the state CNA certification exam. These positive outcomes contributed to IU13 being one of only seven agencies statewide to qualify for funding in 2018-19 to provide IET services under the Workforce Innovation and Opportunity Act.

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 IU13 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. Finally, IU13 continues to develop innovative programs that are having a positive impact on their participants.

IU13 will continue to implement its data collection system to gather and reflect upon the quality of services it offers. 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

Assessments

Reading, English Language Arts and Mathematics

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 the 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.

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>.

Key-Math 3 Diagnostic Assessment – The **KeyMath3** Diagnostic Assessment is an individually administered measure of essential mathematical concepts and skills. Items are divided into three areas: basic concepts, operations, and applications. The Key-Math 3 was used to assess the developing math skills in students attending the Fairland program. More information can be found at <https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-Learning/Math/KeyMath-3-Diagnostic-Assessment/p/100000649.html>.

Pennsylvania Alternate System of Assessment (PASA) – The PASA is a statewide alternate assessment designed for students with the most significant cognitive disabilities. Specifically, it is intended for those who are unable to participate meaningfully in the Pennsylvania System of School Assessments (PSSA) even with accommodations. The PASA is an individually administered test given each spring to students by their teacher or another certified Test Administrator who knows the student well. Skills are measured in reading, mathematics, and science. More information on the PASA can be found at <http://www.education.pa.gov/K-12/Assessment%20and%20Accountability/Pages/PASA.aspx#tab-1>.

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 and 8. More information on the PSSA exams can be found at the PDE SAS portal at <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>.

Student Outcomes

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).

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.

Instructional Practices

Pedagogical Content Knowledge (PCK) – The PCK is a locally developed assessment of a teacher’s ability to apply STEM teacher techniques.

Reformed Teaching Observation Protocol (RTOP) – The RTOP is an observation tool designed to measure changes in classroom instruction in math or science.

Teacher Content Knowledge (TCK) – The TCK is a locally developed curriculum-based assessment of a teacher’s knowledge of math and science content, and technological design, presented as part of the PULSE 2.0 Summer Institute.

Teachers’ Perceptions

Teacher Efficacy and Attitudes Toward STEM (T-STEM) – The T-STEM is a survey that allows teachers to rate themselves on how well they believe they effectively teach science, math and STEM, have 21st Century learning and teacher leadership attitudes and are aware of STEM resources.

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