



INDICATORS OF STUDENT ACHIEVEMENT AND QUALITY PROGRAMMING

2019-2020

iu13

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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.

For the past seven years, IU13 has implemented a data collection system that has been used to identify, gather, and reflect on key areas of student learning and the impact of IU13 programming and services. Identified indicators included 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. These data trends have allowed IU13 staff to reflect upon the outcomes of their instruction and professional development, and subsequently the learners and educators served by IU13.

The 2019-20 school year, however, has presented an unprecedented challenge to educators, unlike any experienced this century. As a result of the COVID-19 pandemic, the Pennsylvania Department of Health issued a mandate that required schools to close immediately beginning on March 13, 2020. The order was later extended to the end of the school term in June. Educators were required to pivot sharply to new methods of delivering instruction to students with limited opportunities for training in these alternative learning platforms. Statewide assessments were suspended with many local assessments also put on hold. Needless to say, these actions created a disruption in the IU13 data collection system and, in turn, the data that is available to be shared via this report. As a result, many of the indicators of student achievement typically represented in this report are not available or represent outcomes from mid-March. Information that is not obtainable in 2019-20 will be considered again when it becomes available.

The ongoing pandemic will no doubt continue to impact instruction and professional development opportunities through class closures, pivots between virtual and in-person delivery models, and limits on in-person gatherings. While it is tempting to acquiesce to the demands created by these changes and ignore any evaluation of IU13 outcomes, it is hoped that the continuing focus on data collection even in times of great change will provide the organization with the tools to continue the self-reflection needed to maintain IU13's commitment to ongoing improvement.

TYPES OF DATA

Three types of data have been collected to provide this report with a robust analysis of the various programs in IU13. These multiple measures include demographic information, perceptions, and student learning, and are defined in the following manner (Bernhardt, 2013):

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 IU13 classes and district classes where teachers received extensive and/or ongoing technical assistance and training were included.

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 results 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 impact 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 results in improved student achievement?

- Early Childhood and Early Intervention Programs
- School-Age Programs
- Community Education
- Nonpublic Services
- Teaching and Learning Collaborative
- Promising Practices

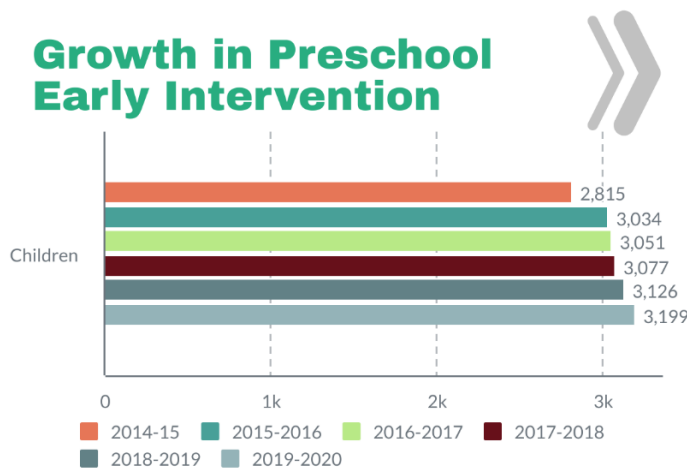


IU13 provides instruction to eligible students in its Early Childhood and Preschool Early Intervention program, including Early Head Start and Head Start, Pre-K Counts, and Early Intervention services for children identified with special needs.

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



3,199

Preschool Early Intervention (EI)

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



99%

of EI Families

Families surveyed indicating IU13 provided a strong partnership that led to positive child outcomes



302

Early Head Start

Children birth-3 years served

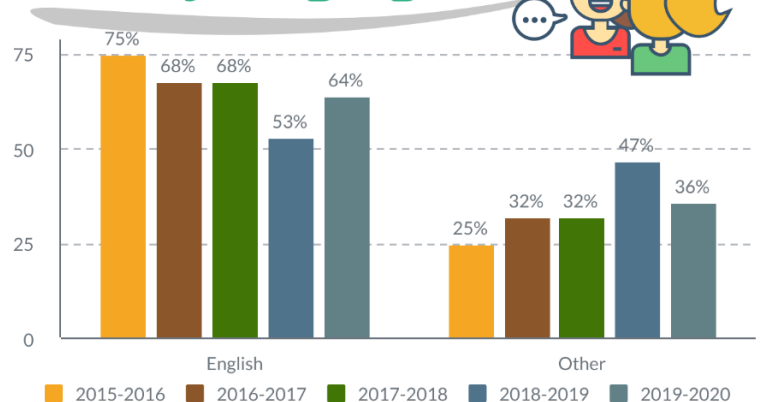


473

Head Start and PreK Counts

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

Primary Language



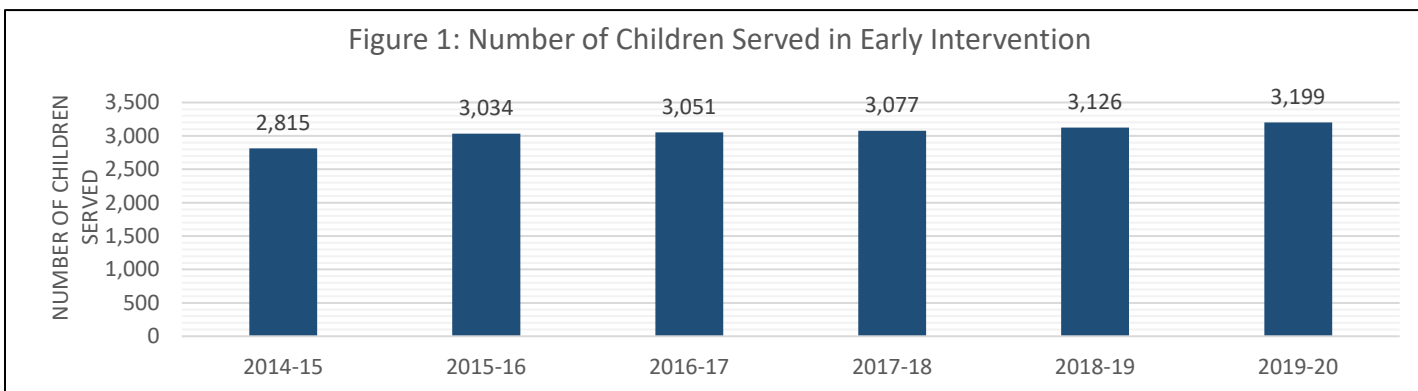
Data is reflective of 2019-20 school year.

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 2020 indicates that IU13 has served a total of 3,199 children in the Early Intervention program in 2019-20. **Figure 1** shows the steady increase in the number of children that have received Early Intervention services over the last five years.



Early Childhood

During 2019-20, 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), 302 children and 14 pregnant women
- Head Start and Pre-K Counts, 473 children

While English continues to be the primary language spoken as reported by parents (64% percent 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**).

2019-20 Children in Early Childhood Programs

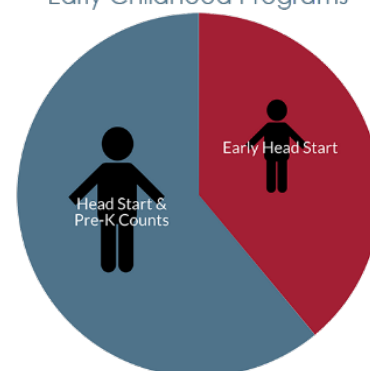
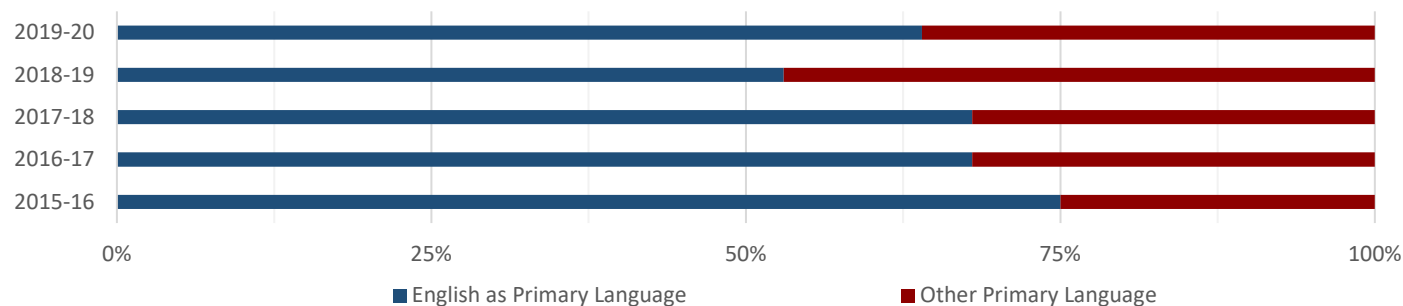


Figure 2: Primary Language of Head Start/Pre-K Counts Children



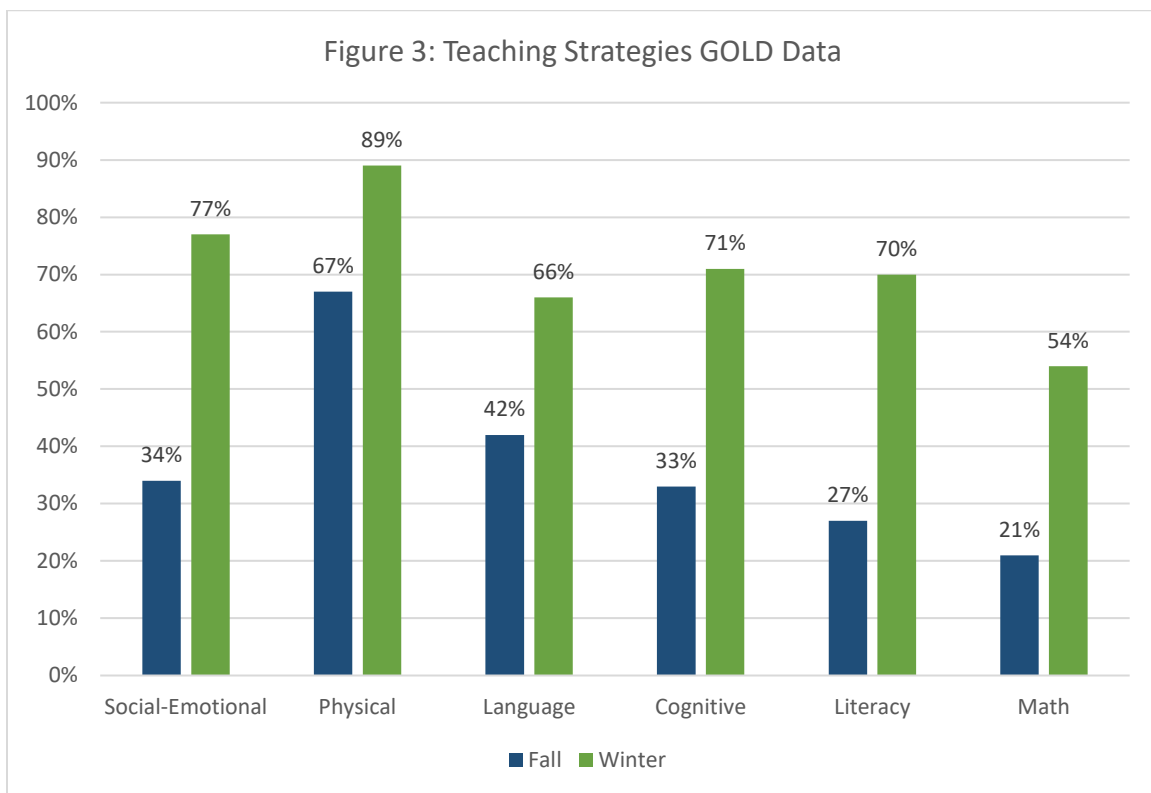
Perceptual Data

Ninety-nine percent of families receiving early intervention services surveyed indicated IU13 provided a strong partnership that led to positive child outcomes.

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 for additional details on the assessments).

An important note - as a result of the COVID-19 pandemic, in-person instruction was provided up to March 13, 2020, when the program transitioned to virtual services for the remainder of the school year (June 30, 2020). As a result, teachers were not able to administer the Teaching Strategies GOLD spring assessments. The fall and winter results for 2019-20 are shown in **Figure 3**.



Analysis of the 2019-2020 child outcome data indicated that children attending the early childhood programs made significant growth in all of the key areas measured by the Teaching Strategies GOLD assessments. The two areas of most growth from fall to winter were literacy skills and social-emotional development. Forty-three percent more children were meeting the social-emotional and literacy objectives at the winter assessment than were meeting the objectives at the fall baseline assessment. Both domains were a focus of the Early Childhood staff during 2019-20, with supervisors

implementing professional development for staff, a social-emotional curriculum, parent education in the area of supporting social-emotional development, and the ongoing informal and formal feedback to staff regarding positive behavior intervention support (PBIS) practices. Children were also provided with a strong language and literacy foundation through use of the Creative Curriculum, a research-based pre-K curriculum. Priorities for 2020-21 include a focus on math skills.

School-Age Programs



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.

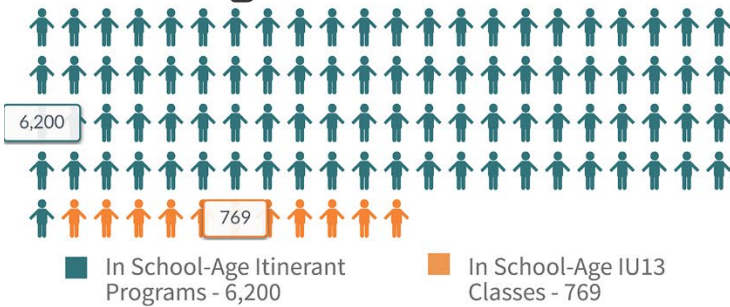
Classes include:

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



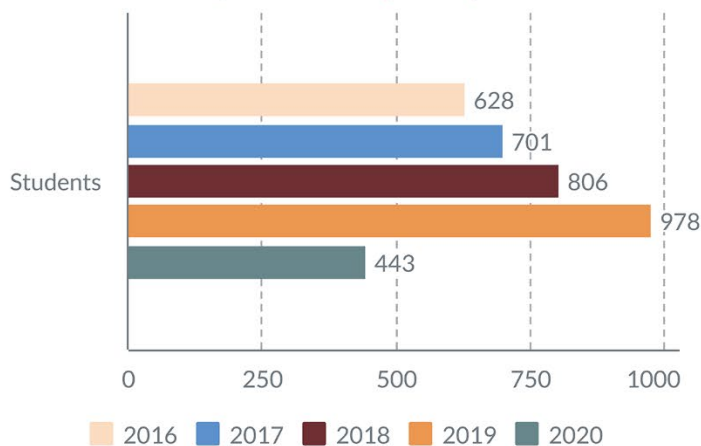
Operated in support of area school districts



Zero Due Process Hearings occurred during the school year!

Extended School Year (ESY)

2020 ESY services provided virtually due to pandemic



Job Training and Work Readiness

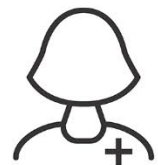
IU13 job trainers work closely with IEP teams and community partners to provide students with needed experiences and supports as they apply classroom skills to the workplace environment.



Job Placement



Work Readiness Instruction



Internship Experiences

2,280 Students Served
IU13 and District Classes

Data is reflective of the 2019-20 school year.

School-Age Programs

Demographic Information

IU13 currently operates 91 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

Figure 4 shows the number of classes operated by IU13 over the last five years.

Figure 5 shows the number of students in IU13 school-age classes.

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

Figure 6 shows the demand for school-age itinerant services over the past five years.

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

Autism Solutions, a program which provides services directly to families, completed 100 evaluations for Autism Spectrum Disorder (ASD).

Figure 4: Number of School-Age Classes Offered by IU13

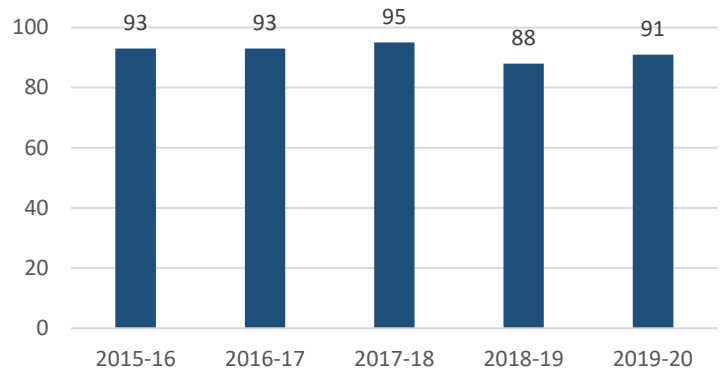


Figure 5: Number of Students Served in School-Age IU13 Classes

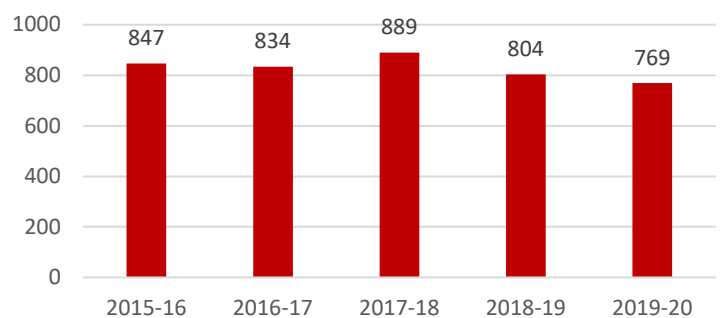
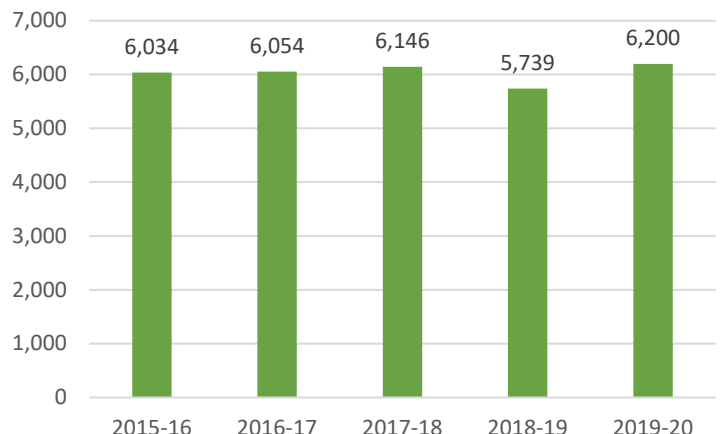
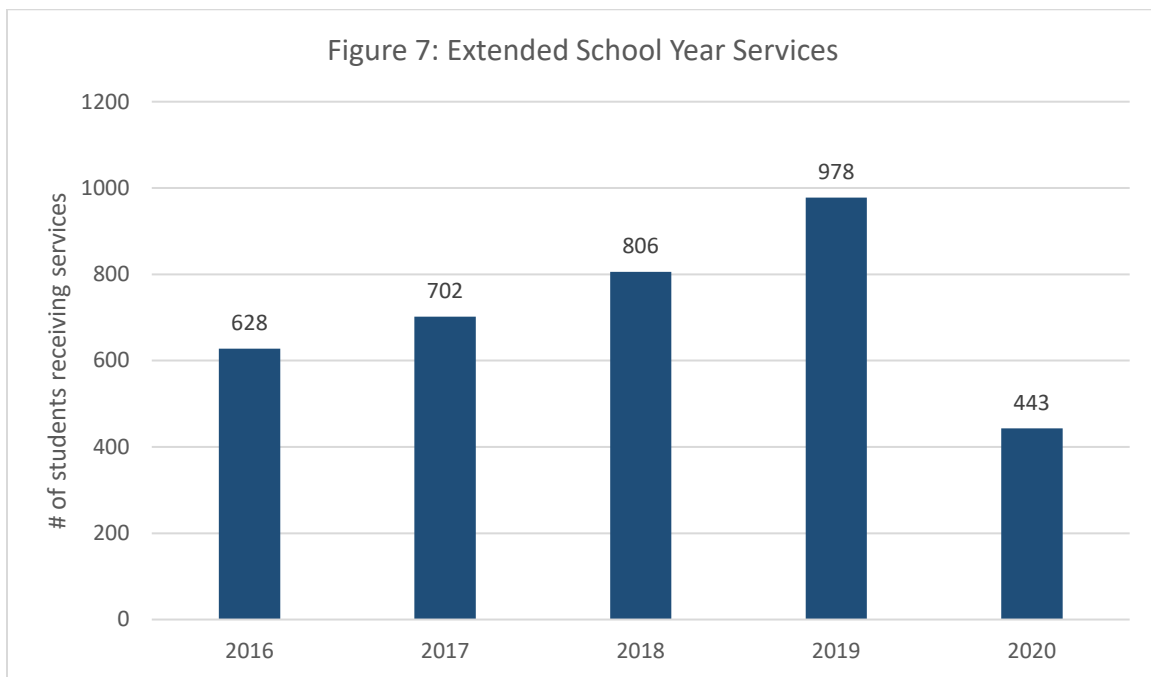
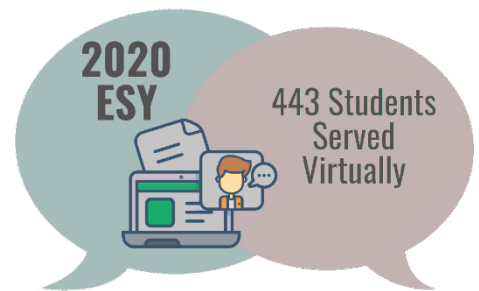


Figure 6: Number of Students Served in School-Age Itinerant Programs



Extended School Year Services

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. Given the ongoing restrictions of the pandemic, ESY services were provided through a virtual platform. This impacted the number of students served by IU13 as many districts chose to provide ESY services directly to their students through their own virtual platform. **Figure 7** shows the demand for these services with the number of students participating over the last five years.



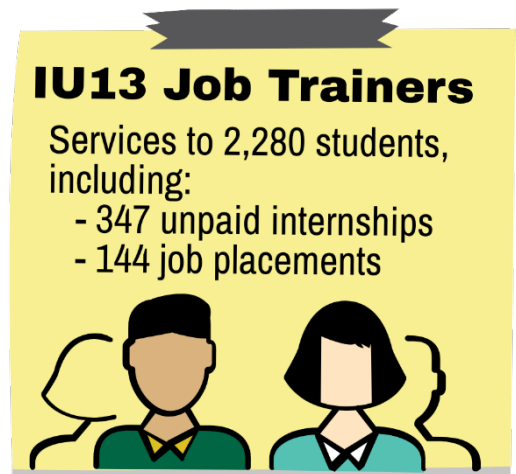
Due Process Hearings

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 fourth year in a row, IU13 was involved in no due process hearings in 2019-20. 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 IU13-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. Prior to school closures in March 2020, job trainers provided services to 2,280 students. This included 347 unpaid internships and 144 job placements. IU13 also 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. Two new work-based programs were added at Masonic Village and VF (Vanity Fair). Unfortunately, the pandemic curtailed these on-site opportunities after the March closure of schools. Job trainers switched to online classroom activities for their students.



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 an 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 **VB-MAPP** and the **Diagnostic Kindergarten Early Reading and Math Criterion Referenced Assessments**. (See *Appendix* 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 2019-20, 54 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 8% returned during 2019-20. **Table 1** shows the data detailed by program assignments over the last three years:

Table 1: Number of Students Returning to a Less Restrictive Environment						
Program	2017-18		2018-19		2019-20	
	Return To LRE	Total Students Served	Return To LRE	Total Students Served	Return To LRE	Total Students Served
Community School Southeast/West	21	129	17	124	23	114
Diagnostic Kindergarten	0	8	7	10	0	7
Emotional Support (Lancaster Co.)	9	75	8	69	1	67
Life Skills (Lancaster Co.)	2	52	2	23	0	25
Catholic Charities (Mulberry St.)	6	23	6	23	1	20
Deaf/Hard of Hearing	0	33	0	39	0	40
VREC Emotional Support	13	74	4	76	16	78
VREC Autistic Support	0	22	2	24	0	21
Fairland	3	53	2	49	6	49
Autistic Support (School-Based)	5	138	10	122	6	122
Lebanon County Emotional Support, Life Skills Support, and Multiple Disabilities Support	0	88	8	82	0	89
Lancaster Multiple Disabilities Support	0	56	0	47	1	41
TOTAL	59 (7.9%)	751	49 (7.1%)	688	54 (8%)	673

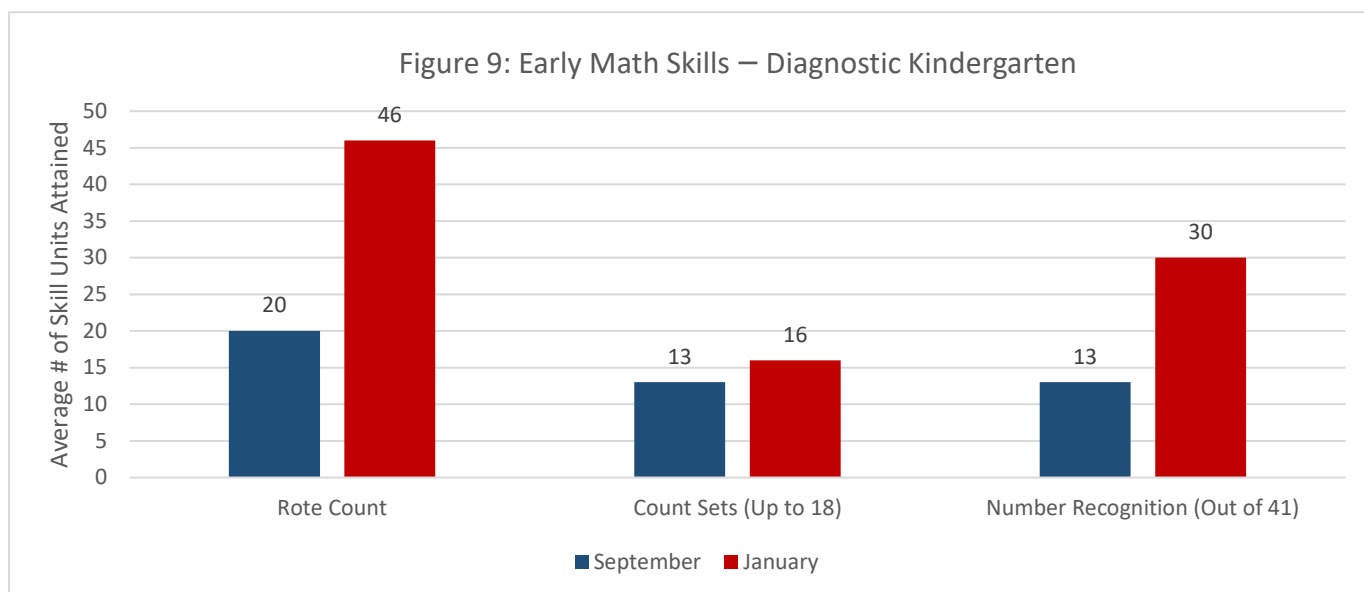
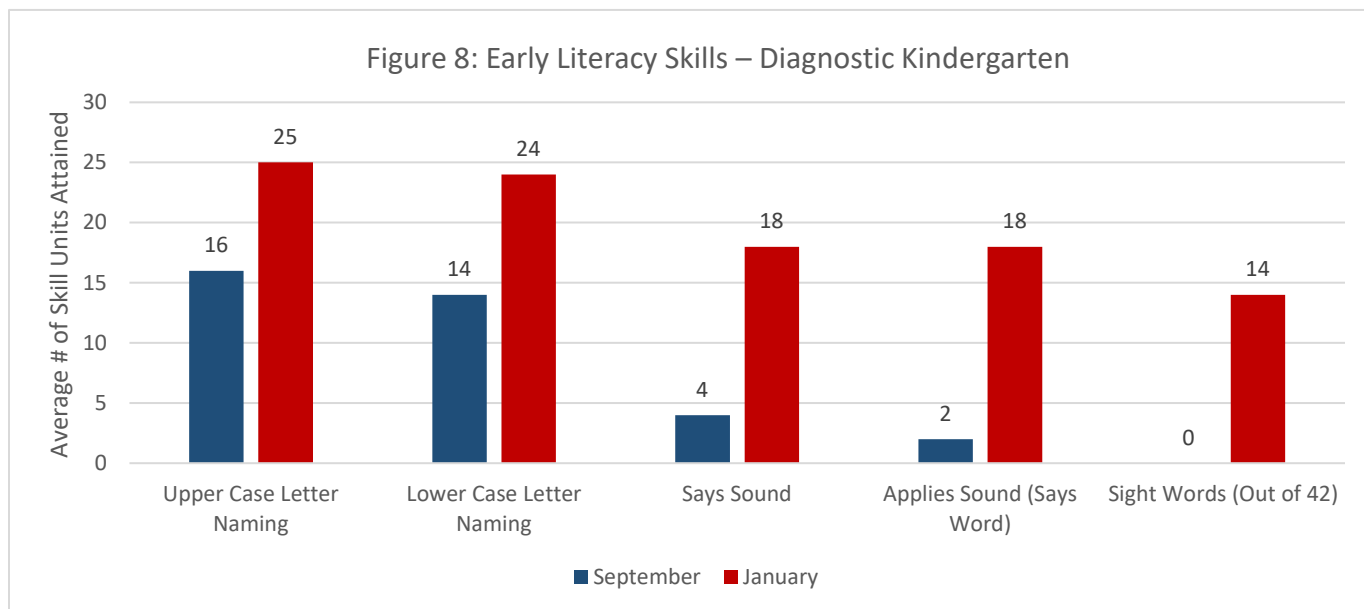
VB-MAPP Achievement Data:

IU13 provides direct instruction to students with autism in partnership with the Lancaster and Lebanon school districts. Forty-two students in nine IU13 primary autistic support classes were assessed using the VB-MAPP. Students gained an average of 12.85 milestones during 2019-20 as a result of their instruction in IU13 classrooms.

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 2019 and January

2020 using criterion-referenced tests of early literacy and math skills developed by the program (**Figures 8 & 9**). The June assessment was not able to be administered due to the pandemic class closures and switch to virtual instruction. 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.



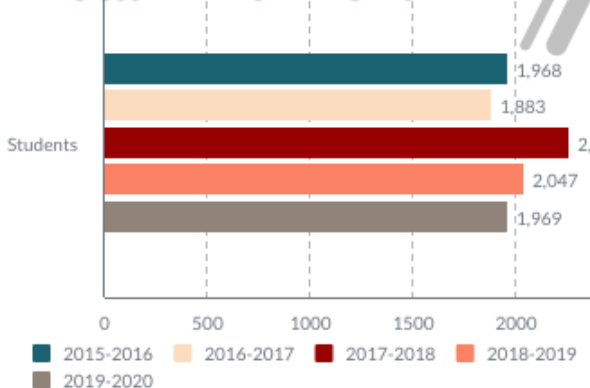
Helping adult learners and families learn, prepare, and succeed!

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

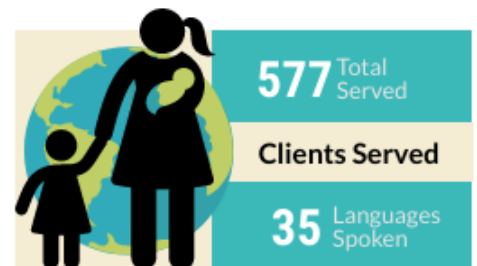
988

Federal/State Adult Education - 988 students

33

Family Literacy - 33 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.



14

of classes



181

of adults served



Lebanon Youth Program

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



High School Diploma or Equivalency



Forklift



Contact Tracing



Work Paths Manufacturer's Training



Certified Nurse Aide



EMT

27

students received employment within Lebanon County

Data is reflective of the 2018-20 time frame.

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 they need to succeed in their community and the workplace. Additional services provided by the Community Education Programs include training that prepares students for the United States Citizenship test to become naturalized citizens, Family Literacy classes designed to support parents as their child's first and most important teacher, youth programs for individuals obtaining certifications and employment, and the Refugee Center and Community School which focuses on integration services for refugees and immigrants, as well as building supports for students and families at Reynolds Middle School.

Community Education | **iu13**

Services include:

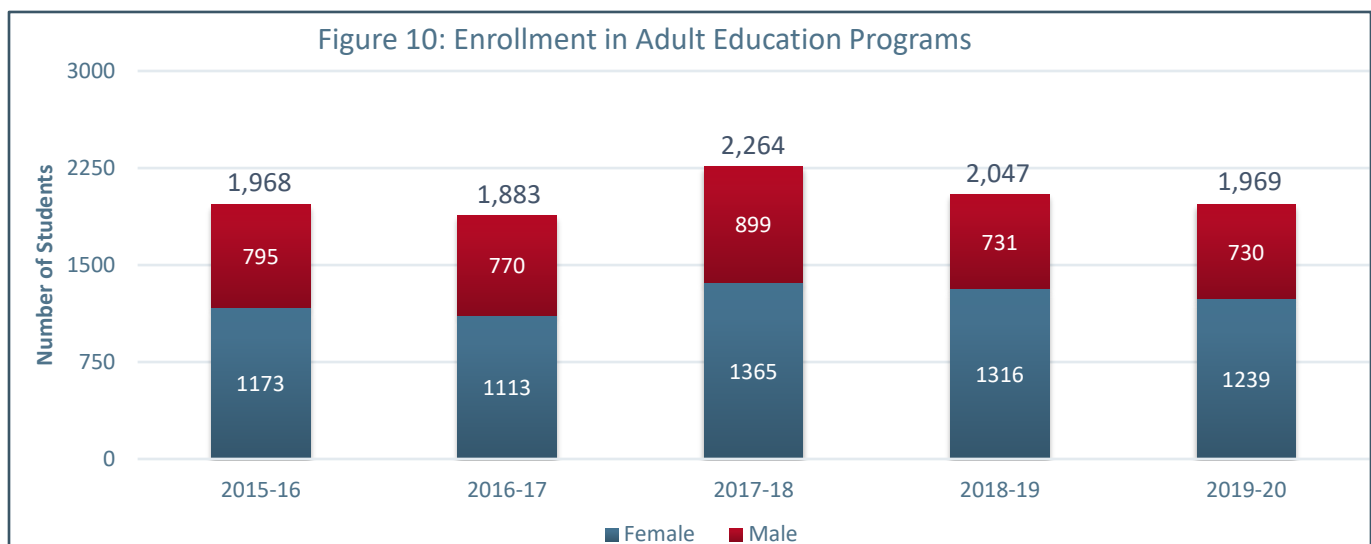
- High School Equivalency
- English as a Second Language
- US Citizenship Test Preparation
- Family Literacy
- Refugee Services

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 programs were also significantly impacted by the restrictions placed on educational services in the COVID-19 pandemic. Although Community Education was able to continue providing services during the transition from face-to-face to online learning, the program experienced a decrease in the number of learners and significant hurdles in obtaining post-testing data. Unfortunately, this impacted the program's ability to achieve its contracted goals around enrollment and measured outcomes in several instances.

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. The numbers in **Figure 10** include more than 200 students per year served by the Literacy Council through a combined federal/state adult education program.



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 2** 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.

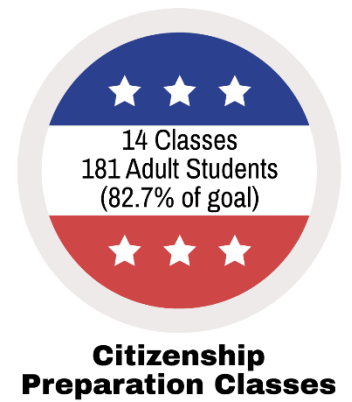
Table 2: Adult Education Enrollment Data & Completion Rates									
Contract Type	2017-18 Contract Goal	2017-18 Actual Enrollment	2017-18 % of Contracted Number	2018-19 Contract Goal	2018-19 Actual Enrollment	2018-19 % of Contracted Number	2019-20 Contract Goal	2019-20 Actual Enrollment	2019-20 % of Contracted Number
Federal/State Adult Education	1082 Students	1,113 Students	103% Of Goal	870 Students	1087 Students	125% Of Goal	870 Students	988 Students	114% Of Goal
Integrated English Literacy and Civics Education (IELCE)	NA	NA	NA	80 Students	64 Students	80% Of Goal	80 Students	65 Students	81% Of Goal
Integrated Education & Training	NA	NA	NA	40 Students	0 Students	0% Of Goal	40 Students	19 Students	48% Of Goal
Family Literacy	80 Families	71 Families	89% Of Goal	80 Families	65 Families	81% Of Goal	80 Families	33 Families	41% Of Goal

Analysis of the data shows that in 2019-20, the Federal/State Adult Education program exceeded the enrollment contract goal, but Family Literacy and Integrated English Literacy & Civics Education (IELCE) did not, in part due to COVID-19 decreasing opportunities for recruitment. As part of its continuing improvement plan in 2020-21, Community Education plans to increase Family Literacy enrollment by adding Family Literacy wrap-around services to HSE and ESL students attending regular classes in addition to the stand-alone classes. Wrap-around services include parent education and Interactive Literacy Activities (ILA) with parents and children. These services provide added support for families that is especially helpful during the pandemic. In addition, Community Education plans to offer ILA activities via Zoom, which will make it easier to provide these activities at convenient times.

The IELCE classes consist 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 can participate in the Integrated Education and Training (IET) training activity, which includes the integration of adult education instruction, workforce preparation, and occupational training. To increase attendance in both the civics and IET components, Community Education plans to extend services to Lebanon County. Adult Education supervisors are continuing to monitor enrollment to ensure that the programs fall within these guidelines.

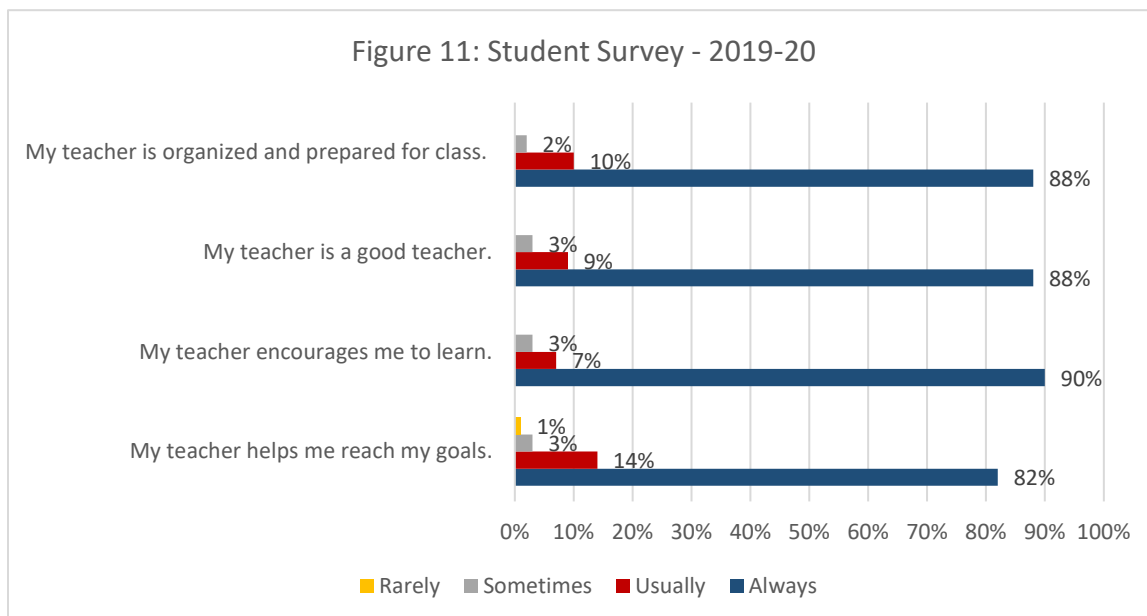
IU13 was awarded a grant through the Department of Homeland Security's United States Citizenship and Immigration Services (USCIS) to provide educational and legal services that prepare legal permanent residents (LPRs) to become naturalized U.S. citizens. Beginning in October 2018 and ending in September 2020, IU13 provided fourteen citizenship

preparation classes for 181 adult students (82.7% of the goal), while its partner, Church World Service, screened 369 LPRs for eligibility (83.86% of the goal) and filed paperwork for 282 to people to become naturalized (112% 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. Unfortunately, the program was unable to meet all the goals by the end of the grant cycle because of the COVID-19 restrictions and the inability to register new students. IU13 reached 82% of the goal for post-testing students and 83% of the goal for learning gains. In spite of these challenges, the U.S. Citizenship and Immigration Services (USCIS) voted the IU13 Citizenship Program as the **"Best of the Best"** for the 2018-2020 grant year, a reflection on the program's impact, even with the difficult conditions that occurred during its last year of implementation.



Perceptual Data

The Community Education program annually asks students to complete surveys regarding their satisfaction with the services they received. Two hundred and thirteen responses were analyzed. As shown in **Figure 11**, the students indicated a high level of satisfaction with their teachers.



Achievement/Student Learning

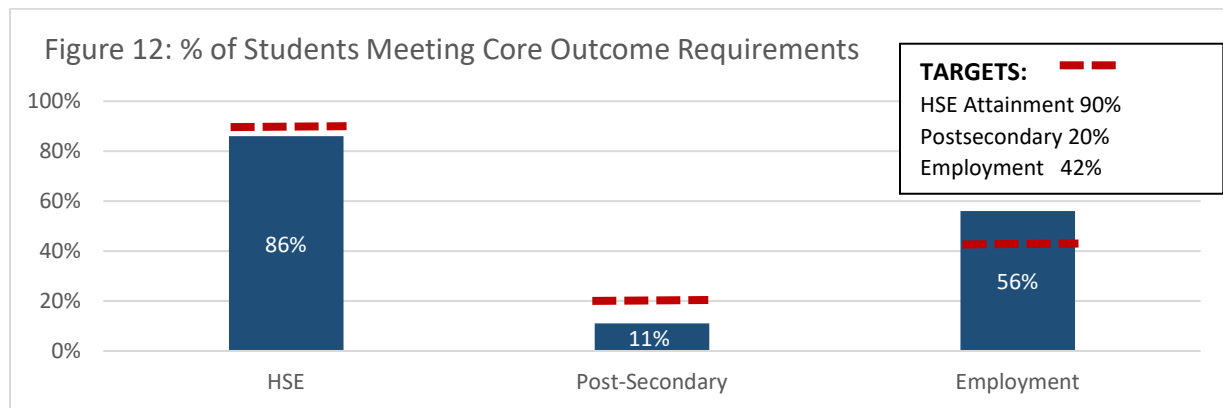
The Pennsylvania Division of Adult Education requires IU13 to track the progress of its students in multiple ways. These indicators include learning gains made by students, as well as employment, HSE attainment, job retention, and transition to postsecondary. The following Learning Gains and Core Outcomes charts include data from 2018-2019, the most recent state-certified data.

As demonstrated in **Table 3**, the educational functional levels (EFL) gains of IU13 students exceeded the targets for the IELCE grant, but not for the Federal/State Adult Education and Family Literacy contracts. In all three contracts, IU13 was

in the top half for Adult Education programs across the state. There are six score ranges for ESL and six for Adult Basic Education/High School Equivalency. When a student moves from one range to the next, he/she obtains a learning gain. Therefore, a student can obtain point gains between a pre- and post-test without achieving a functioning level gain. Over the past year, IU13 implemented a new FileMaker data tracking system to ensure timely and accurate test administrations with the goal of achieving the learning gain standard in all contracts.

Table 3: Adult Education Learning Gains 2018-19			
Contract	Learning Gains	Targets	2018-19 Comparison to Other State Agencies
Federal/State Adult Education	42%	43%	12th/32 agencies
English Language Civics	58%	47%	2nd/7 agencies
Family Literacy	46%	53%	6th/15 agencies

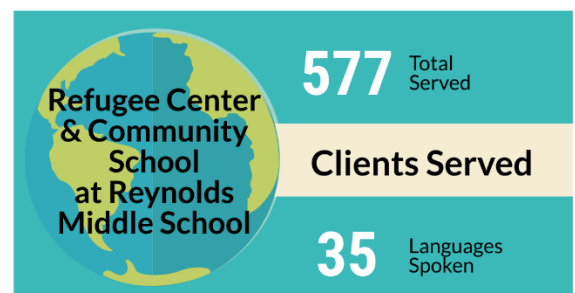
Figure 12 represents the percentage of students meeting the core outcomes requirements for the federal/state contracts in the areas of High School Equivalency attainment, postsecondary, and employment. IU13 met the standard for employment but not for High School Equivalency attainment or postsecondary outcomes. The IU13 Program Improvement team is currently discussing strategies to increase the postsecondary and high school equivalency rates, particularly given the current pandemic challenges faced by the program.



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.

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 577 clients (341 children and 236 adults) speaking 35 different languages. One of the programs was an educational booster for refugee middle school students called “Leap into Language” in which 38 students were served. Through a program for parents, “Career Pathways for English Learners,” 72 clients enrolled, 170 career development activities were completed, and 33 education/training programs were finished. The IU13 Community School Facilitator and the Principal of Reynolds Middle School visited 380 students’ homes. During these visits, they were able to speak to 145 families regarding their students’ education.

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 dropout to name a few. The program’s goal was to serve 88 youth, and IU13 served 86, which was 98 percent of the target. Fifty-four youth (771% of the goal) obtained a measurable skill gain. Forty-seven participants (134% of the goal) attained credentials including their high school equivalency (HSE) certificate, high school diploma, certified nurse aide (CNA) certification and PA CNA license, forklift certification, national EMT certification, contact tracing certification, and Work Paths manufacturer’s training certificate. Twenty-seven participants (100% of the goal) found employment within the county, and 24 local high school students (200% of the goal) were exposed to educational experiences through Harrisburg University focusing on entrepreneurship and computer technology.

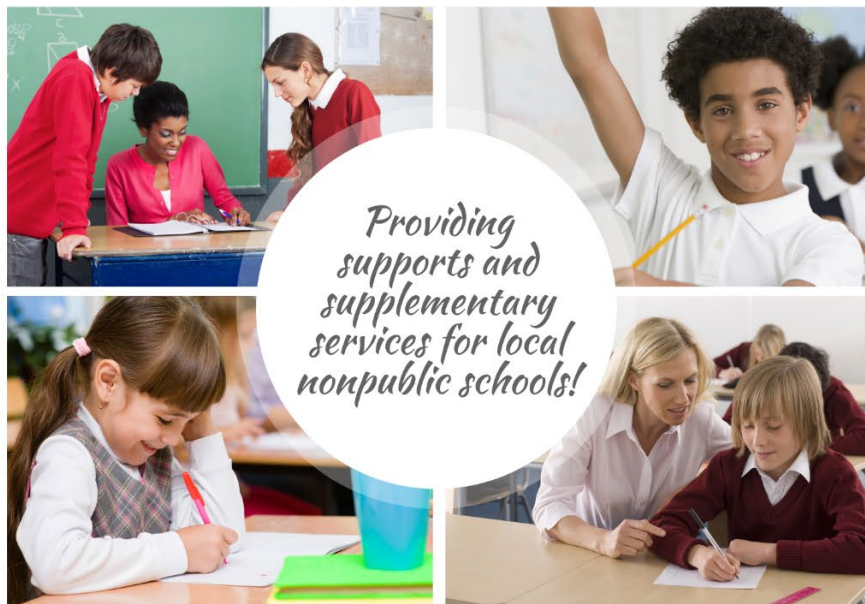


An analysis of this most recent data in Community Education revealed several trends in the indicators that are worth further discussion. Student surveys showed that participating students continue to value their instruction and believe that their teachers care about them. In addition, programs such as the Refugee Center and Community School at Reynolds, and the Lebanon Youth Program are meeting or exceeding their numbers, and seeing vulnerable populations developing career plans, obtaining training, and entering employment.

Enrollment in most programs was strong, particularly in the primary federal/state Adult Education contract. However, low enrollment for both Family Literacy and Integrated Education and Training needs to be corrected in the 2020-21 year. The Family Literacy program staff will increase their efforts to increase enrollment by adjusting offerings to include wrap-around services. Additional student advisors for both the Integrated English Literacy and Civics Education, and Family Literacy programs will increase recruitment efforts and strengthen partnerships. Ironically, due to the challenges presented by COVID-19 and the program’s decision to hold classes remotely, enrollment in the new year could see an increase since geography will no longer be a boundary to obtaining services.

The Community Education Program Improvement Team continues to look for ways to improve the program’s outcomes. Areas of focus include further developing a fairly new IU13-developed FileMaker database so that data can be used throughout the year for decision making. The Citizenship program, which was voted “Best of the Best” in 2019-20 by the United States Citizenship and Immigration Services (USCIS), will use its recognition to apply for two more years of funding. Staff in all programs will continue to participate in regular professional development opportunities in order to improve practices and improve overall outcomes. Community Education staff are looking forward to meeting and overcoming the challenges offered by the 2020-21 year.





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.

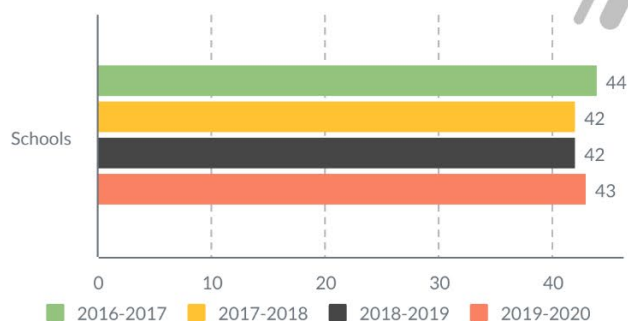
Act 89

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

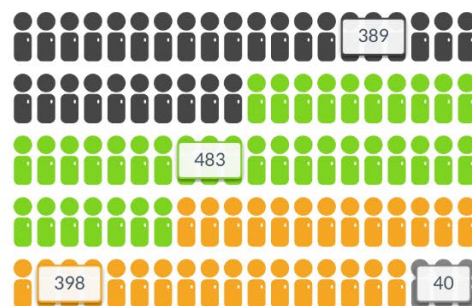
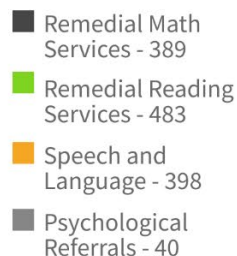
Additional Services

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



Some students receive multiple services.

School Counseling Services



25

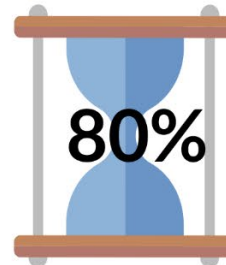
of Nonpublic Schools using IU13 School Counseling Services



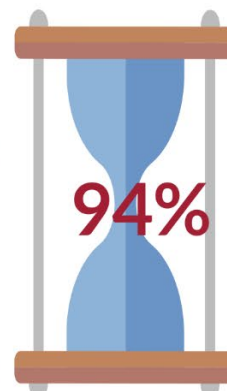
5,912

of times students received services by the IU13 Nonpublic School Counselors

% of time School Counselors provide services



ASCA Recommended



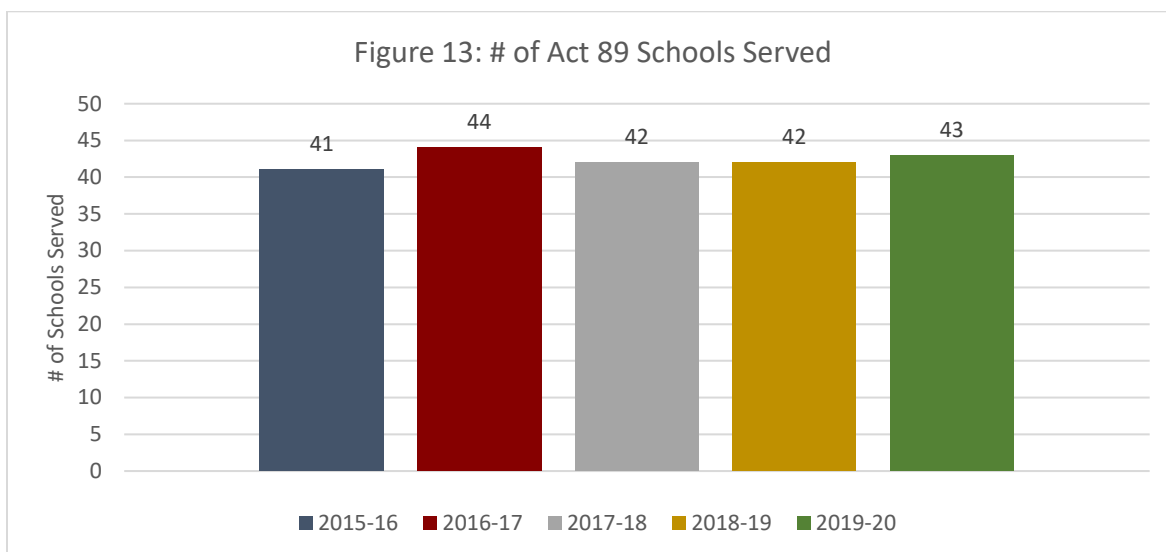
IU13 Provided

Data is reflective of the 2019-20 school year.

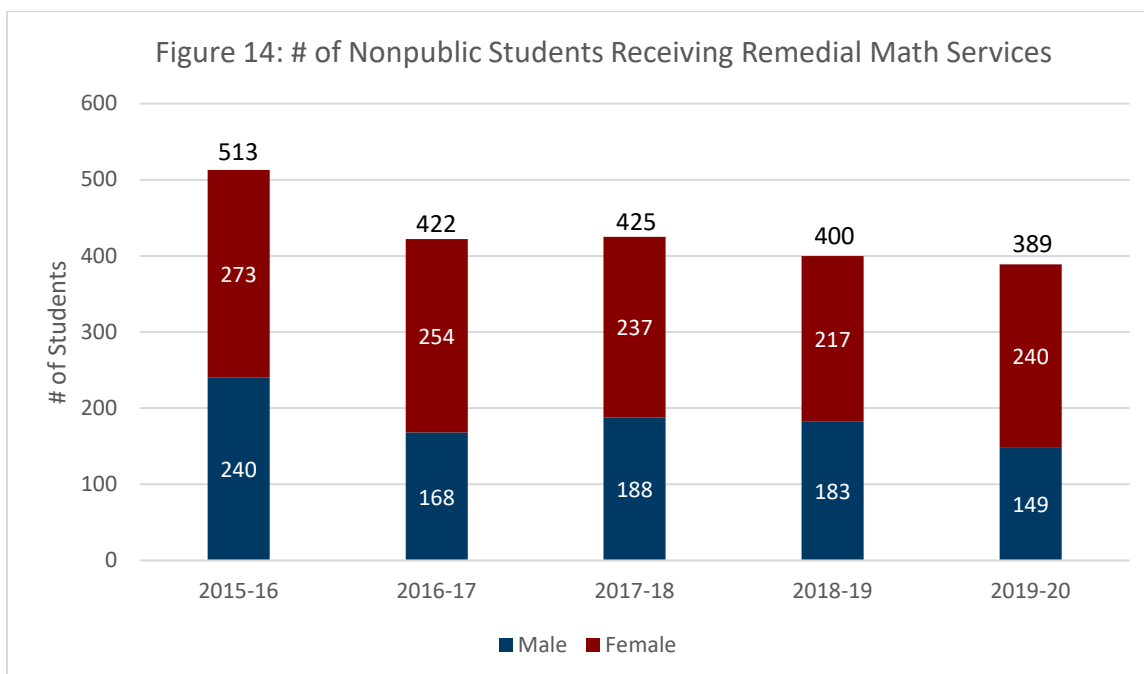
Nonpublic Services

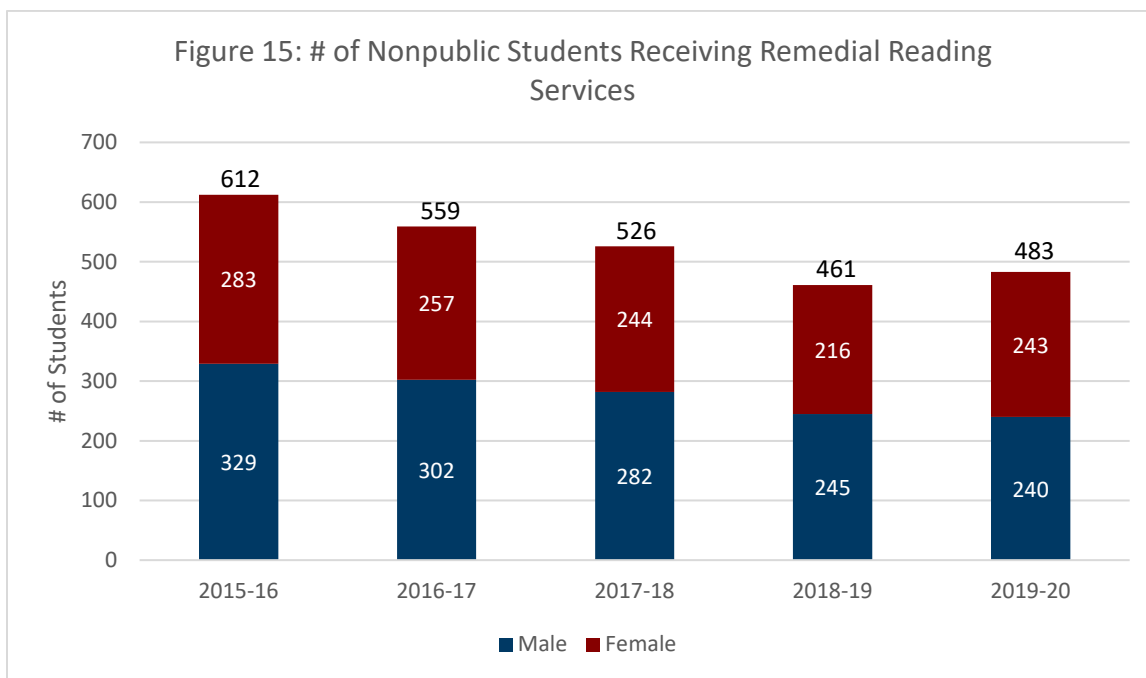
Demographic Information

IU13 has consistently provided services to students in 43 nonpublic schools. **Figure 13** shows the trend in the number of schools served over the past five years.

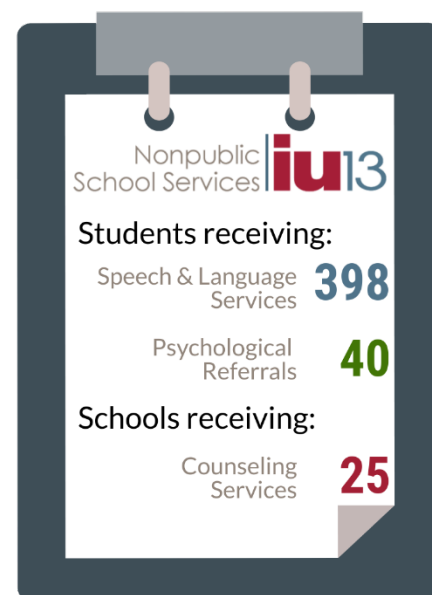
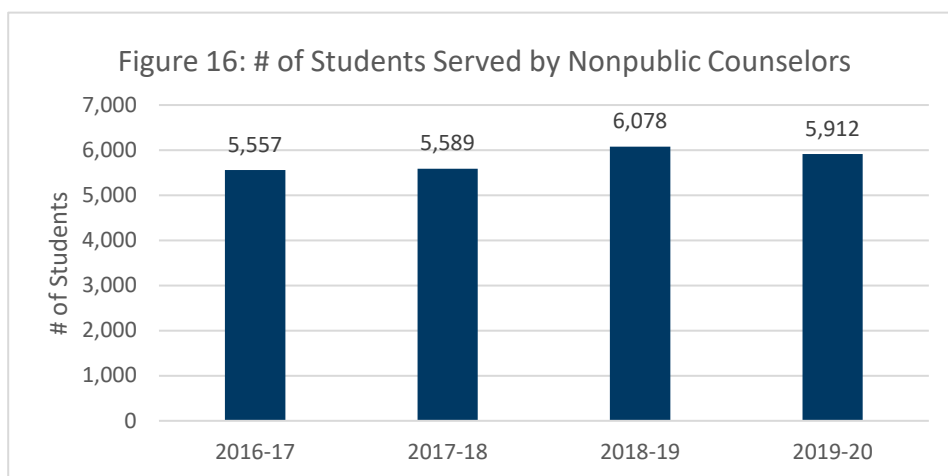


Similar to other IU13 programs, services to nonpublic schools were interrupted in March as a result of the pandemic. Nonpublic staff quickly changed their practices to a virtual format when these services were accepted by the schools. A breakdown of the number of students receiving reading and math remedial services is detailed below in **Figure 14** (remedial math services) and **Figure 15** (remedial reading services):

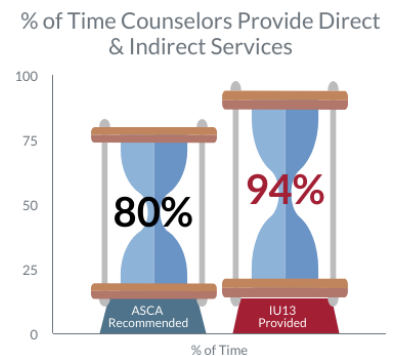




In addition, 398 students received speech and language services, and 40 psychological referrals were conducted. Five students received occupational therapy (OT), and two students received physical therapy (PT). IU13 also provided counseling services to students in 25 nonpublic schools in Lancaster and Lebanon counties. **Figure 16** shows the number of students served by IU13 counselors over the past four years:



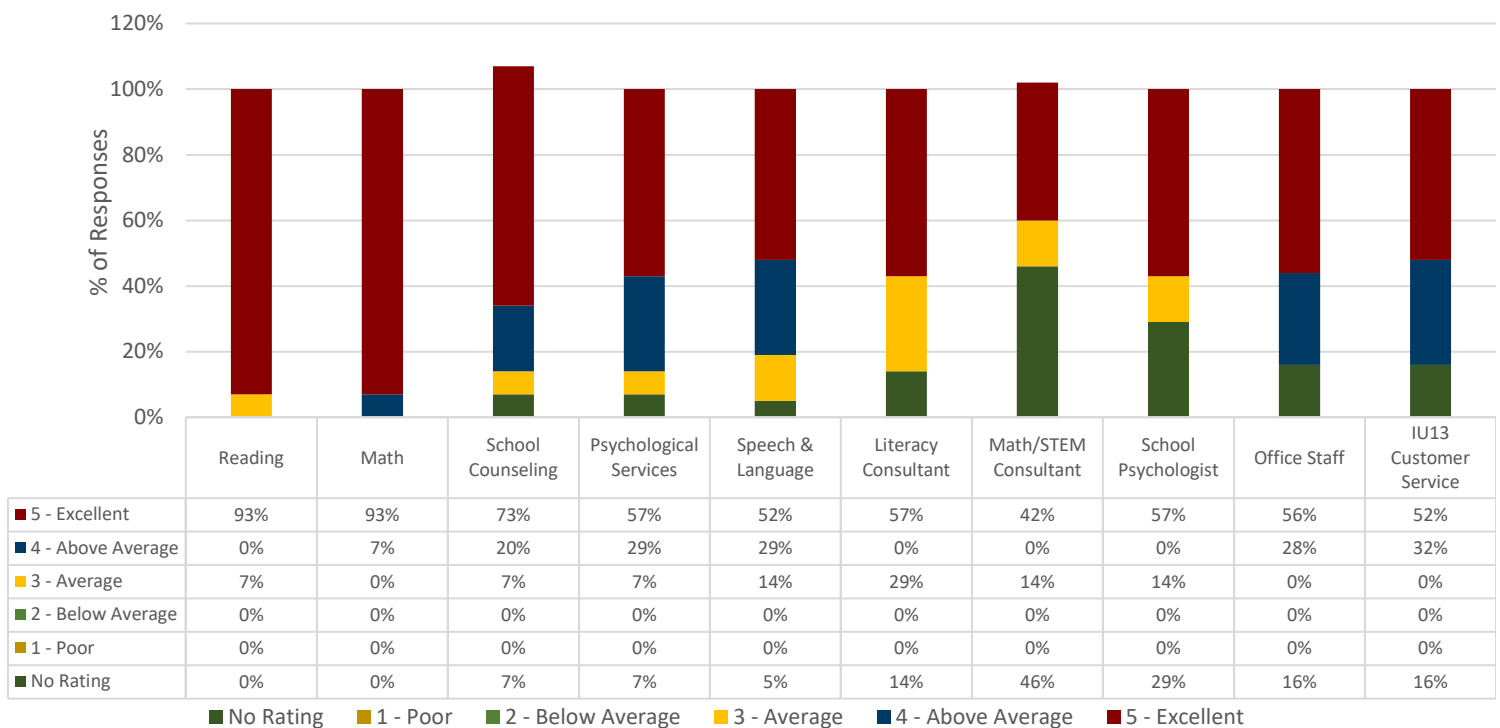
The American School Counselor Association recommends that school counselors spend at least 80 percent of their time providing direct and indirect services to students. The nonpublic school counselors consistently exceeded these recommendations, with 94 percent of their time spent providing direct and indirect services to students in 2019-20. This number represents the strong commitment IU13 has made to maximize the availability of services to schools and students.



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 17**:

Figure 17: Satisfaction Ratings - Nonpublic Services



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.

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. Unfortunately, due to the COVID-19 closure, students were not able to complete the end-of-year assessments. These assessments are used to measure the students’ progress and determine if their skills are now within the instructional range of their grade-level classroom. If this is the case, they are eligible to be exited from IU13’s remedial services. Students will be assessed at the beginning of the 2020-21 school year to determine if they are again eligible for 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:

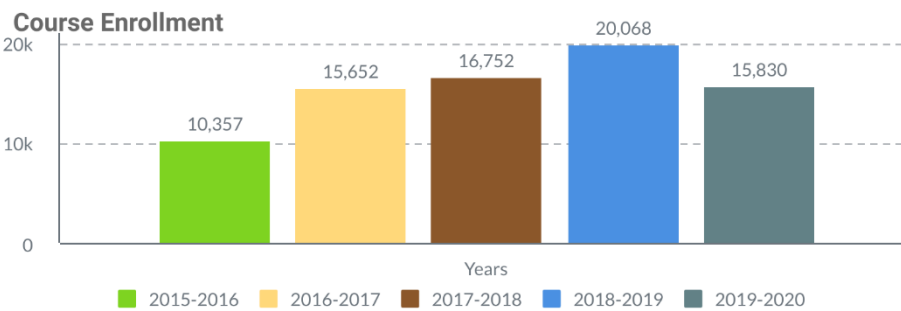
Literacy
STEM
Instructional Technology

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.

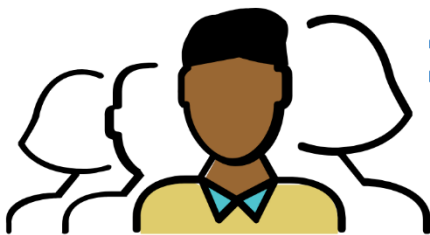


17 Partners

of public and nonpublic school partners

Leveraging EbD-TEEMS to Scale STEM

Leveraging Engineering by Design (EbD) – Technology, Engineering, Environment, Math, and Science (TEEMS) to Scale STEM, is a four-year undertaking to give all elementary school students in Lancaster County access to a world-class STEM education. It results from a partnership between the International Technology and Engineering Educators Association (ITEEA), the Lancaster County STEM Alliance (LCSA) and IU13. Since its start in 2017:



13 School Districts

103 Teachers

3,500+ Students



Students making significant gain in content knowledge

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

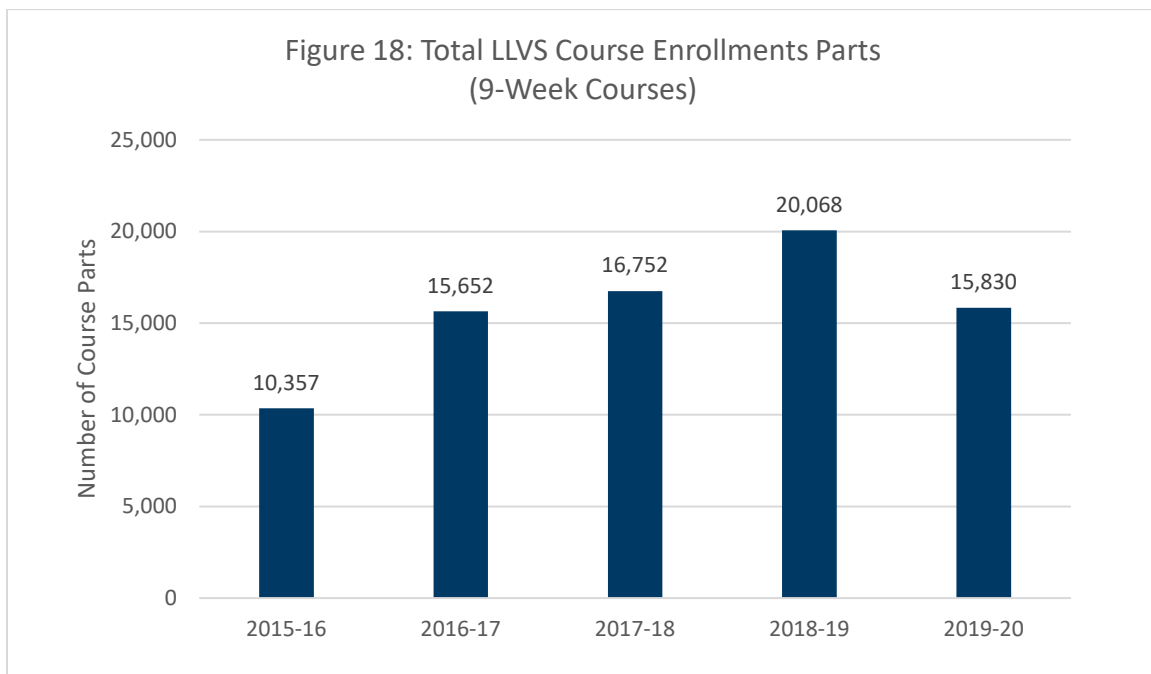
Data is reflective of the 2019-20 school year.

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 2019-20 school year. School District of Lancaster was the largest purchaser of services, with Solanco, Manheim Township, Cornwall-Lebanon, 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 2019-20. While course enrollments remained high, school closures due to COVID-19 resulted in a decrease in the number of course parts as compared to previous years. The number of actual course enrollments are shown in **Figure 18**:

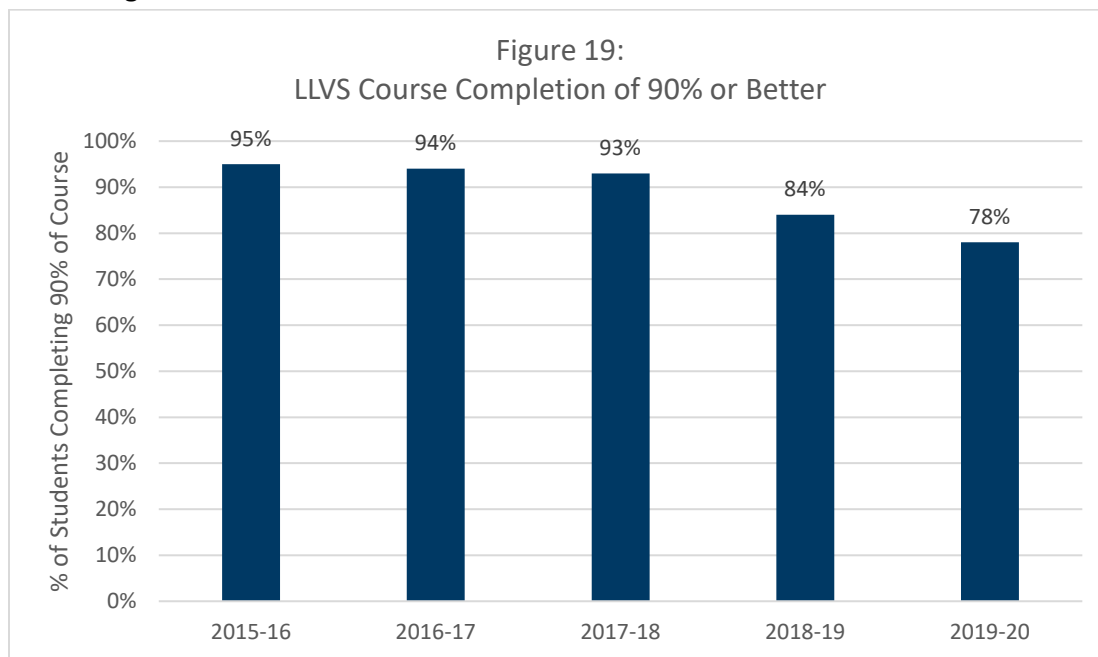


Achievement/Student Learning

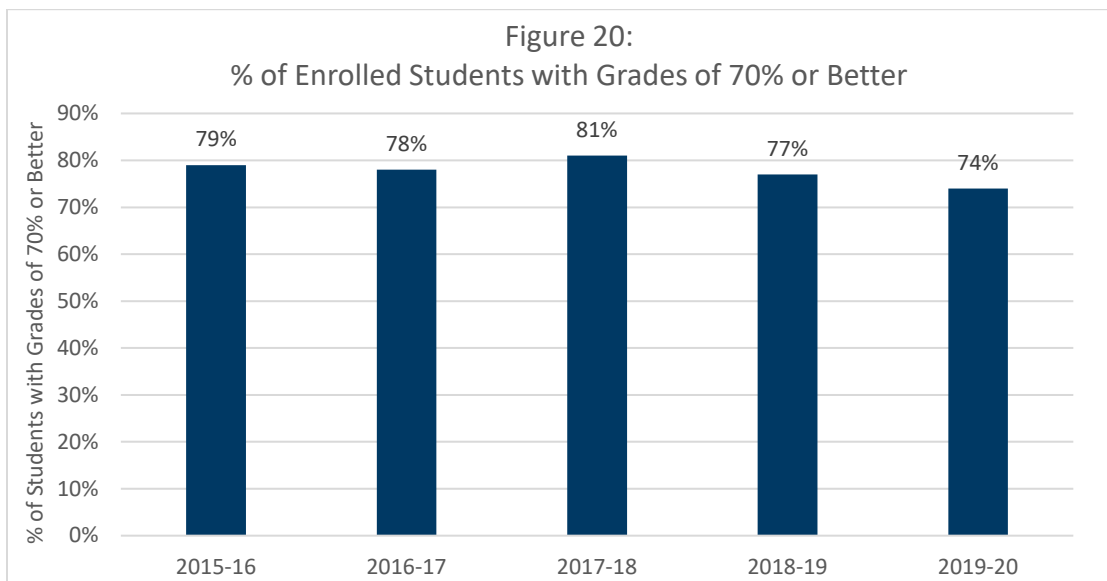
Lancaster-Lebanon Virtual Solutions (LLVS)

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. While COVID-related closures impacted this year's rates, LLVS students have consistently maintained a high level of course completion over the years as shown in **Figure 19**:



Seventy-four percent (74%) of the students enrolled in LLVS classes received a 70% or better for their final grade, as shown in **Figure 20**:



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?

Leveraging EbD-TEEMS to Scale STEM

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 a partnership between the International Technology and Engineering Educators Association (ITEEA), the Lancaster County STEM Alliance (LCSA), and IU13. The project, **Leveraging Engineering by Design (EbD) – Technology, Engineering, Environment, Math, and Science (TEEMS) to Scale STEM**, is a four-year undertaking to give all elementary school students in Lancaster County access to a world-class STEM education. The following school districts participated:

Cocalico
Columbia Borough
Donegal
ELANCO
Ephrata Area

Hempfield
Lampeter-Strasburg
Manheim Central
Manheim Township
Penn Manor

Pequea Valley
Solanco
Warwick



The project provided training for Lancaster County teachers on the EbD-TEEMS elementary STEM Curriculum. EbD-TEEMS is a standards-based, model curriculum for Grades K-5 STEM that emphasizes technology, engineering, and design. Teachers who completed EbD-TEEMS training received a kit for the unit they were trained in, which included materials, tools, and consumables. Teachers also received access to the curriculum in digital and paper form, and were enrolled in an ITEEA Elementary STEM School Membership.

The goals for **Leveraging EbD-TEEMS to Scale STEM** include elevating teacher efficacy and beliefs regarding STEM learning opportunities for all students, STEM instructional practices, and 21st century (experiential) learning; increasing student understanding of science, technology, engineering, and math concepts; and increasing student attitudes toward math, science, and engineering/technology, 21st century (experiential) learning, and interest in STEM and STEM careers.

To evaluate this project, data was collected through several avenues. First, data was collected on the number of teachers trained and the grades the teachers taught at the time of the training. Second, teacher surveys were administered and focused on the teachers' use of EbD curriculum in their classrooms, demographics, prior STEM knowledge, and attitudes towards STEM education. Students' self-efficacy and attitudes towards STEM and interest in STEM careers were measured by the S-STEM Survey (Student Attitudes toward STEM Survey). Lastly, student pre- and post-assessments were administered for students in Grades 1-5 measuring the achievement gains in math, science, technology, and engineering content knowledge as a result of completing the EbD-TEEMS lessons. These pre- and post-assessments were developed and implemented as part of the EbD curriculum.

Results

Since the start of the project in 2017, 236 teachers have used EbD-TEEMS in their classrooms, and to date, teachers have voluntarily reported EbD-TEEMS assessment data for over 3,500 elementary students. The student pre- and post-test results indicate that the vast majority (85 percent) of all students made a significant gain in content knowledge. The knowledge gains were large at all grade levels, with an average gain of 29 percentage points across all students. Gains ranged from 24 percentage points (for 4th grade) to 34 percentage points (for 2nd grade). The results are shown in

Figure 21:

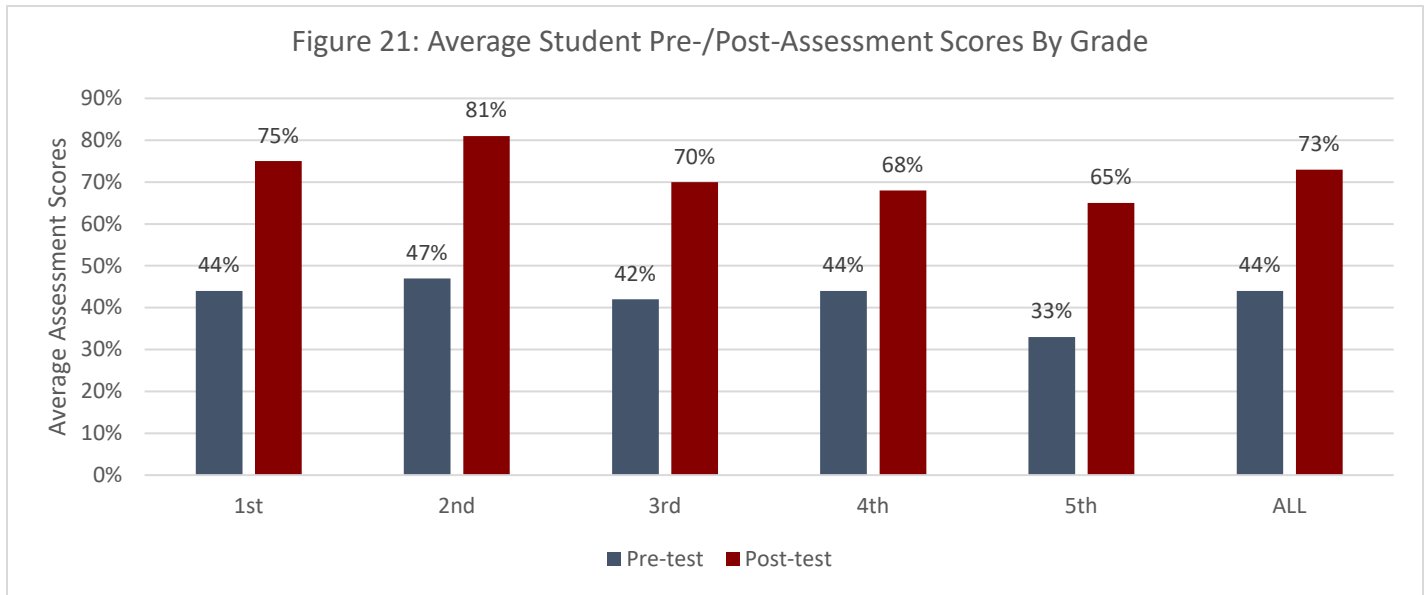
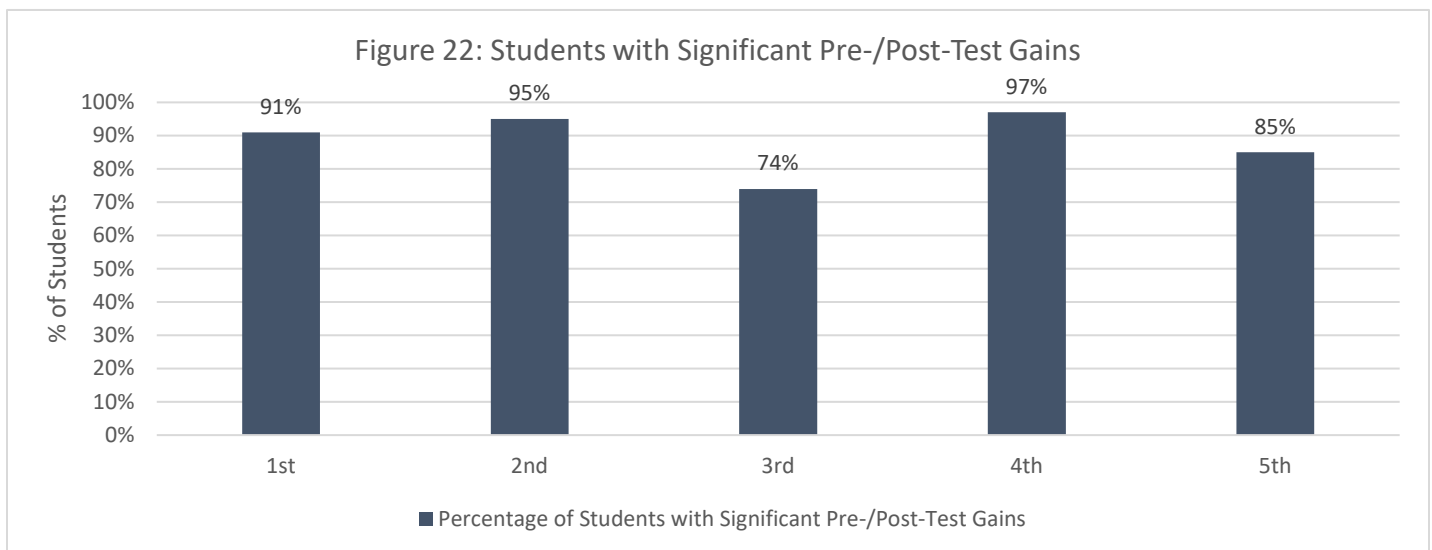


Figure 22 shows the percentage of students in each grade who have significant pre-/post-test gains. Students in Grades 2 and 4 showed the highest percentage of students who had significant gains in their scores.



In addition to the gains in STEM knowledge, an interest survey administered to participating students indicated that the project is sparking student interest in STEM careers and that the level of interest is impacted by the teacher's implementation of the EbD-TEEMS curriculum. For 10 of the 12 careers where there were statistically significant

differences in student interest based on the teacher's implementation of EbD-TEEMS, students of high implementers (more than 15 hours of instruction) showed greater interest in a STEM career than students of medium (5-25 hours) and low implementers (less than 5 hours). Careers in which students showed significantly increased interest included physics, environment, biology, veterinary, mathematics, earth science, computer science, chemistry, energy/electricity, and engineering.

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:

- Community Education Micro-Credentialing
- Envision U Symposium



PROMISING PRACTICES

Community Education Micro-Credentialing

Micro-credentials are short courses (4-8 weeks) that build skills, document learning and competencies, and qualify individuals for jobs and promotions. Graduates receive certification that employers value as evidence of job preparedness.

101
Adults Served



Administrative
Support
Professional



Certified Nursing
Assistant



Teacher
Assistant



Direct Care
Provider

Envision U Symposium

IU13 was awarded a grant by the Lancaster Osteopathic Health Foundation to develop a series of sessions to support the mental health and well-being of high school students in Lancaster and Lebanon counties to create a seamless transition of behavioral health services for young adults as they move from school into adulthood.

98%
Rated Positive



Mindfulness & Healthy Habits



Mental Health Resources



Self-Awareness, Advocacy & Self-Regulation

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:

- Community Education Micro-Credentialing
- Envision U Symposium

Community Education Micro-Credentialing

During 2019-20, the IU13 Community Education partnered with the Lancaster County Workforce Development Board to offer a series of micro-credential courses aimed at training and launching job-seekers onto new career paths. Micro-credentials are short courses (4-8

weeks) that build skills, document learning and competencies, and qualify individuals for jobs and promotions. Graduates receive certification that employers value as evidence of job preparedness. High graduation rates reflect the quality of programming that IU13 offers as demonstrated in **Table 4**.

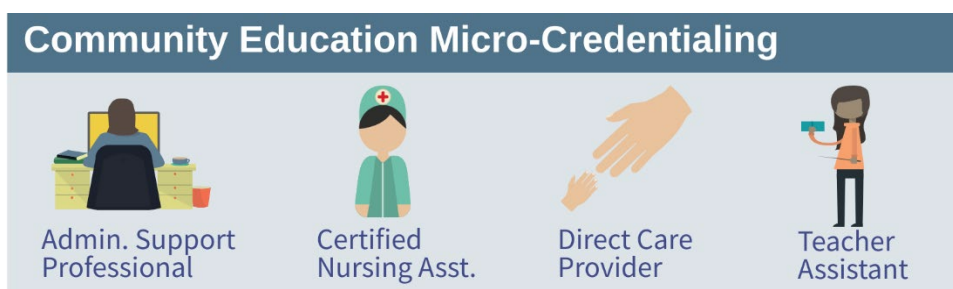


Table 4: Micro-credential Graduation Rates			
<u>Courses</u>	<u>Enrolled</u>	<u>Completed</u>	<u>%</u>
Administrative Support Professional	28	26	93%
Certified Nursing Assistant	34	29	85%
Direct Care Provider	23	22	96%
Teacher Assistant	16	15	94%
	101	92	91%

Currently, the classes are funded through a United Way grant that ends in June of 2021. To build sustainability into the model, IU13 Community Education is working with the Lancaster County Workforce Development Board to add the trainings to the Eligible Training Provider List (ETPL), which would enable federal funds to support the classes. In addition, IU13 is in discussions with Thaddeus Stevens College of Technology to add courses to the ETPL list that would create pathways from Community Education to postsecondary classes. If IU13 Community Education is successful in getting trainings added to the ETPL list, it would likely be the first time a non-college Workforce Innovation and Opportunity Act (WIOA)-funded program did so.

Envision U Symposium

IU13 was awarded a grant by the Lancaster Osteopathic Health Foundation to develop a series of three daylong sessions during the 2019-20 school year to support the mental health and well-being of high school students in Lancaster and Lebanon

counties. Each day featured a keynote speaker, focused workshops, and exhibits by local service providers, with the goal of increasing the awareness of healthy mindsets and providing students with tools to deal with any mental health challenges they encounter. All of the content was designed to create a seamless transition of behavioral health services for young adults as they move from school into adulthood.



Sixty student attendees in their second or final year of education from across Lancaster and Lebanon county districts were identified as needing mental health and well-being support. These students were then given the opportunity to participate in Envision U programs. Each day had the following focus:

- September 2019: *The Mindful U* – Mindfulness and healthy habits.
- December 2019: *The Resourceful U* – Mental health resources and overcoming barriers
- February 2020: *The Best U* – Self-awareness, advocacy, and self-regulation

Students were encouraged to become leaders in sharing the sessions' content with their peers, so each session also included activities to help students transfer and apply new knowledge in their schools/programs.

Perceptual data collected at the close of the first two sessions indicated that 98 percent of students attending indicated they felt positive about their experience at Envision U. When asked to identify themes of learning presented at the Symposium, students listed general benefits to mental health awareness (13%), resources to support positive mental health (19%), specific information about suicide and/or depression (16%), and yoga (11%). When asked what they learned that can be applied to their daily lives, students listed identifying distressing feelings and applying coping strategies (18%), how to destress through mindfulness and meditation (16%), finding and applying healthy coping strategies (10%), utilizing strategies in the home setting (7%), and how to ask for help (7%). Though the third session was postponed because of the COVID-19 pandemic, the preliminary results suggest that the students found the two days to be helpful in identifying coping strategies to deal with mental wellness.



SUMMARY AND CONCLUSIONS

The COVID-19 pandemic and associated school closures and move to virtual learning made the school year 2019-20 an unusually challenging time for IU13 educators and students. In spite of this, the results gathered in this data report suggest that Lancaster-Lebanon IU13 services and supports continued to have 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

Assessments

Reading 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.

Student Outcomes

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.

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 VB-MAPP 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.

Students’ Perceptions

Students Attitudes toward STEM Survey (S-STEM) – The S-STEM is a student survey developed by North Carolina State University that measures students’ confidence and attitudes toward math, science, engineering and technology, and 21st century learning. In addition, students are surveyed regarding their attitudes toward 12 different STEM career areas, performance expectations, plans to attend postsecondary school and knowledge of adults who work in STEM fields.

IU13 Board of Directors

As of December 2020

*Non-voting member

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Nikki Rivera, Vice President	Manheim Township
Ronald Melleby, Treasurer	Donegal
*Gina Brillhart, CPA, Secretary	IU13
Geoffrey Roche	Annville-Cleona
Brett Buckwalter	Cocalico
Rebecca Young	Columbia Borough
Idette Groff	Conestoga Valley
Susan Dieffenbach	Cornwall-Lebanon
Paul Irvin	Eastern Lancaster County
Raymond Ondrusek	Eastern Lebanon County
Karen Sweigart	Elizabethtown Area
Tim Stauffer	Ephrata Area
Charles Merris, Jr.	Hempfield
Melissa Herr	Lampeter-Strasburg
Dr. Edith Gallagher	Lancaster
Robert Okonak	Lebanon
Stacie Ritter	Manheim Central
Staci Murray	Northern Lebanon
Christine Fisher	Palmyra Area
Dr. Joseph Fullerton	Penn Manor
Christian Brackbill, Jr.	Pequea Valley
Craig Chubb	Solanco

IU13 Administration

Dr. Brian D. Barnhart	Executive Director
Pam McCartney	Assistant Executive Director
Gina Brillhart, CPA	Assistant to the Executive Director/Chief Financial Officer
Philip (Flip) Steinour	Assistant to the Executive Director/Chief Operations Officer
Sherry Zubeck	Director, Early Childhood and Special Education Services
Dr. Joey Bertrand	Director, Instructional Services
Timothy Laubach	Director, Technology Services
Dr. Angela Kirby	Director, PaTTAN-Harrisburg

Equal Rights and Opportunities Policy

Lancaster-Lebanon Intermediate Unit 13 is an equal opportunity education institution and will not discriminate on the basis of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin/ethnicity, or handicap/disability. The Intermediate Unit will make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.

The Equal Rights and Opportunities Compliance Officer is responsible to make certain that all educational programs, services, activities, and employment practices are free from illegal discrimination. For information regarding this policy and nondiscrimination procedures, contact: Equal Rights and Opportunities Compliance Officer, Human Resources Services Department, Lancaster-Lebanon Intermediate Unit 13, 1020 New Holland Avenue, Lancaster, PA 17601, (717) 947-1313.

