

# Making the Connections Across Indicators

## Topical Burst

**Kansas City, MO – May 10-11, 2016**

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**Savannah, GA – June 1-2, 2016**

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# Today...

- Results-Driven Accountability – the data system of IDEA data
- A case for the relationship among Part B Indicators 1, 2, 13, 14
- Why these connections might matter to data collection decisions

# NTACT is...

**University of North Carolina  
at Charlotte**

**Transition Coalition at the  
University of Kansas**

**TransCen, Inc.**

**University of Oregon**

**Western Michigan University**

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**NTACT**

National Technical Assistance Center on Transition

# NTACT's Purpose

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To help SEAs, LEAs,  
State VR agencies, & VR  
service providers...

...implement...

...evidence-based &  
promising practices...

...to ensure that students  
with disabilities...

...including those with  
significant disabilities...

...graduate prepared for  
success in postsecondary  
education and employment

# Knowledge Development & Anticipated Outcomes

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**1** ✓ rigorous academic preparation

✓ success in postsecondary education

**2** ✓ career-related curricula...

✓ for postsecondary employment and careers

**3** ✓ quality secondary transition services

**4** ✓ strategies to reduce drop out & increase graduation rates

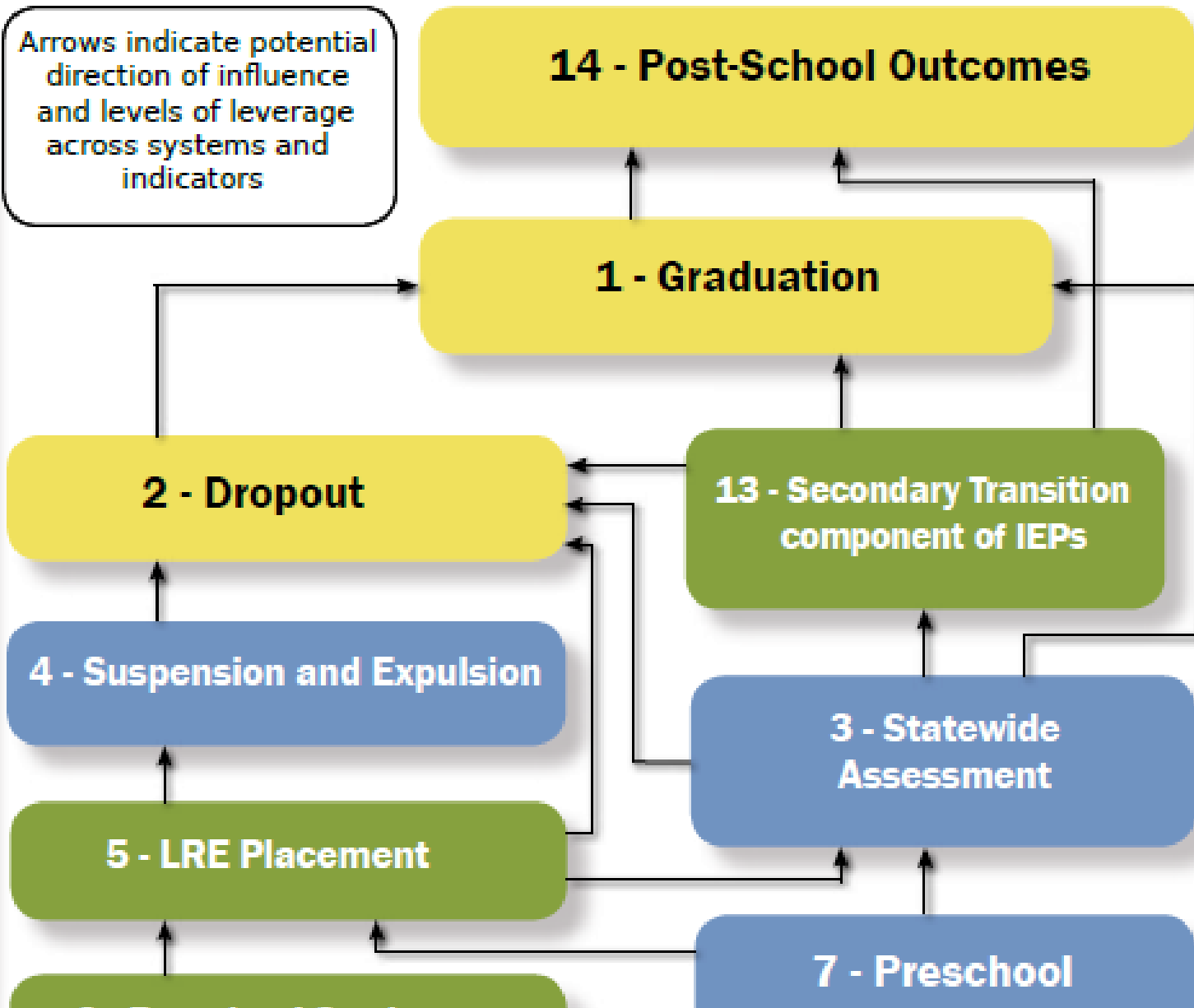
**5** ✓ data-driven decision making

# Purpose of IDEA

To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and *prepare them for further education, employment, and independent living*

So how do you know  
the services you  
provide are really  
helping support  
the purpose of IDEA?





**17 - SSIP: State-identified Measurable Result for Children with Disabilities**

**General Education**

# The “Transition” Indicators

- Indicator **B-1**: Percent of youth who graduate
- Indicator **B-2**: Percent of youth who drop out
- Indicator **B-13**: Percent of youth with required transition components in the IEP
- Indicator **B-14**: Percent of youth who achieve various post-school outcomes

# Graduation Indicator (B-1)

## Percent of youth with IEPs graduating with a regular diploma

- Data source and measurement align with *Elementary and Secondary Education Act (ESEA)*.
- States must report using the rate calculation and timelines established under Title I of the ESEA.
- One year data lag—The FFY 2011 (February 2013 APR) used data from SY 2010-11 and compared the results to the ESEA target. Provide the actual numbers used in the calculation.
- Use data reported in the state CSPR.
- Sampling is not allowed.

# Dropout Indicator (B-2)

## Percent of youth with IEPs dropping out

- Report using IDEA §618 exiting data, reported annually by all states (source ED*Facts* data). Rate calculated as:  
*youth who dropped out ÷ # youth who exited school*
- States report a percentage using the number of youth (ages 14–21) who exited special education by dropping out, divided by the number of all youth with IEPs who left high school (ages 14–21) in a given year.

# Why Are Indicators 1 and 2 Data Important to Districts?

- To compare your district's performance with national and state results, and other districts like yours
- To identify whether graduation and/or dropout rates are an area of concern
- To plan for doing additional analyses if a concern is identified
- To develop a plan for improvement based on these and other data, as needed
- To identify whether your district's exiters have different rates of post-school engagement

# Quality Transition IEP Indicator (B-13)

- Percent of youth with IEPs aged 16 and above with an IEP that includes **appropriate measurable postsecondary goals** that are **annually updated** and based upon an **age appropriate transition assessment, transition services**, including **courses of study**, that will reasonably enable the student to meet those postsecondary goals, and **annual IEP goals** related to the student's transition services needs
- There also must be **evidence that the student was invited to the IEP Team meeting** where transition services are to be discussed and evidence that, if appropriate, **a representative of any participating agency was invited** to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

# Why Are Indicator 13 Data Important to Districts?

- Ensure compliance with the IDEA
- Provide minimum accountability/**structure** for developing transition-rich IEPs that engage youth and prepare them for post-school education, training, employment, and independent living

# Post-school Outcomes Indicator (B-14)

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

1. Enrolled in “higher education”
2. Engaged in “competitive employment”
3. Enrolled in “some other postsecondary education or training”
4. Engaged in “some other employment”



# Why Are Post-school (PS) Outcome Data Important at the Local Level?

- Data inform program improvement planning by seeing where former students are doing well and where improvement could be made.
- Data may be analyzed by gender, race/ethnicity, disability category, or exit status.
- Data can track how your leavers are doing over time.
- States can explore what in-school experiences influence their students' post-school outcomes.

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# Using Data to Support Program Improvement

State

District

School

## Types of Data

- Input
- Process
- Outcomes
- Satisfaction

Information

Actionable Data

## Types of Decisions to Drive Program Improvement

- Address students' needs (e.g., access to transition programs, and skill development) relative to youths' post-school success
- Prioritize student needs to improve post-school success
- Set and assess progress toward goals in targeted action plan
- Develop targeted action plan for implementation
- Identify/reallocate resources in reaction to youths' post-school success
- Enhance processes to improve outcomes
- Evaluate effectiveness of targeted action plan
- Assess whether student needs are being met

# NTACT Tools for Identifying Needs Related to Graduation & Dropout

- 5 Excel tools examine building-level data (the *“Dropout Data Tools”*)
- A Web-based early warning system that examines individual student-level data (*“The Risk Calculator”*)
  - Fair use: identify groups of students for placement into appropriate intervention groups
  - Should be used only if school is going to use the results to support the identified students
- Schools should examine and understand their building-level data before looking at individual student data.

# The Risk Calculator

- Is a Web-based early warning intervention system
- Examines individual student data elements
- Looks beyond the A, B, Cs to provide information about each student's needs for intervention and support
- Estimates each student's risk of dropping out (low, medium, high, and ultra)
- Gives building-level summary
- Can provide a longitudinal examination of risk and intervention needs

# The Predictor Implementation Self-Assessment

- For use by building-level, program-level, or district-level teams
- Has 20 indicators (*Predictors*) of post-school success
- Examines presence of those program predictors
  - rate degree of implementation
  - rate evidence of implementation
- Is a Microsoft Word / paper-based tool
  
- *NTACT working to develop online version.*

# *Predictor Implementation School/ District Self-Assessment*

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National Post-School Outcomes Center  
University of Oregon  
[www.psocenter.org](http://www.psocenter.org)

National Secondary Transition Technical Assistance Center  
University of North Carolina at Charlotte  
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Predictor Category	Operational Definition and Essential Program Characteristics	Degree of Implementation	Evidence of Implementation
<b>Career Awareness</b>  <i>Student Development</i>  <i>Program Structures</i>	<p><b>Career Awareness</b> is learning about opportunities, education, and skills needed in various occupational pathways to choose a career that matches one's strengths and interests.</p> <ol style="list-style-type: none"> <li>1. Provide school-wide comprehensive and systematic opportunities to learn about various careers via job shadowing, internships, guest speakers, industry tours, Career Technical Education classes, or career fairs.</li> <li>2. Identify skills and qualifications required for occupations aligned with core content areas.</li> <li>3. Embed career awareness in the general curriculum to teach about occupations related to the core content areas.</li> <li>4. Make explicit connections between academic skills and how those skills are used in various careers throughout all general education classes.</li> <li>5. Provide systematic, age appropriate student assessment of career awareness (e.g., interest inventories, aptitude tests) for students to learn about their preferences and aptitudes for various types of career.</li> <li>6. Provide instruction in how to obtain a job in chosen career path.</li> </ol>		
<b>Community Experiences</b>  <i>Program Structures</i>	<p><b>Community experiences</b> are activities occurring outside of the school setting, supported with in-class instruction, where students apply academic, social, and/or general work behaviors and skills.</p> <ol style="list-style-type: none"> <li>1. Allocate sufficient resources to support meaningful community-based experiences.</li> <li>2. Conduct ecological assessments to determine skills needed for various community environments.</li> <li>3. Provide instruction on skills needed to safely access community environments as identified via ecological assessments.</li> <li>4. Conduct transition assessments with students and families to determine appropriate community environments for current and future activities.</li> <li>5. Use community-based instruction to teach, assess, and monitor the attainment of desired academic and/or functional skills.</li> <li>6. Observe and document students' attainment of desired behaviors and skills across diverse environments.</li> <li>7. Instruct students in use of public transportation.</li> </ol>		

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### Degree of Implementation Scale

- 1- **Not Currently Being Implemented** means 0 to 25% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, implemented infrequently and or inconsistently.
- 2- **Intermittent Implementation** means 25-50% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, implemented infrequently and or inconsistently.
- 3- **Emerging Implementation** means 50-75% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, this is a priority in the school or district and concerted efforts are being made to make these program characteristics available to many students with disabilities or possibly through recently adopted policies or procedures or district-wide professional development. There is consistent implementation school or district wide.
- 4- **Currently Being Implemented** means 75-100% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). There is consistent implementation school or district wide.

### Evidence of Implementation Scale (aligned with predictors of post-school success)

#### No Evidence (0)

##### Weak Evidence (1):

- Written policies and/or procedures
- Articulated agreements within and across agencies
- Curriculum, instructional, or training materials
- Meeting agenda/notes

##### Moderate Evidence (2):

- Teacher lesson plan/service plan
- IEP goal, objective, or transition services
- Transcripts

##### Strong Evidence (3):

- Data collection forms, progress monitoring, or service notes, unit/ lesson grades
- Work product, instructional artifact
- Program evaluation data supporting implementation



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# *The Quality Indicators of Exemplary Transition Programs Needs Assessment-2 (QI-2)*

- Self-assessment for district team
- Seven domains: transition planning, transition assessment, family involvement, student involvement, curriculum and instruction, interagency collaboration, infrastructure
- Free version
- Subscription version through [Transition Coalition](#)

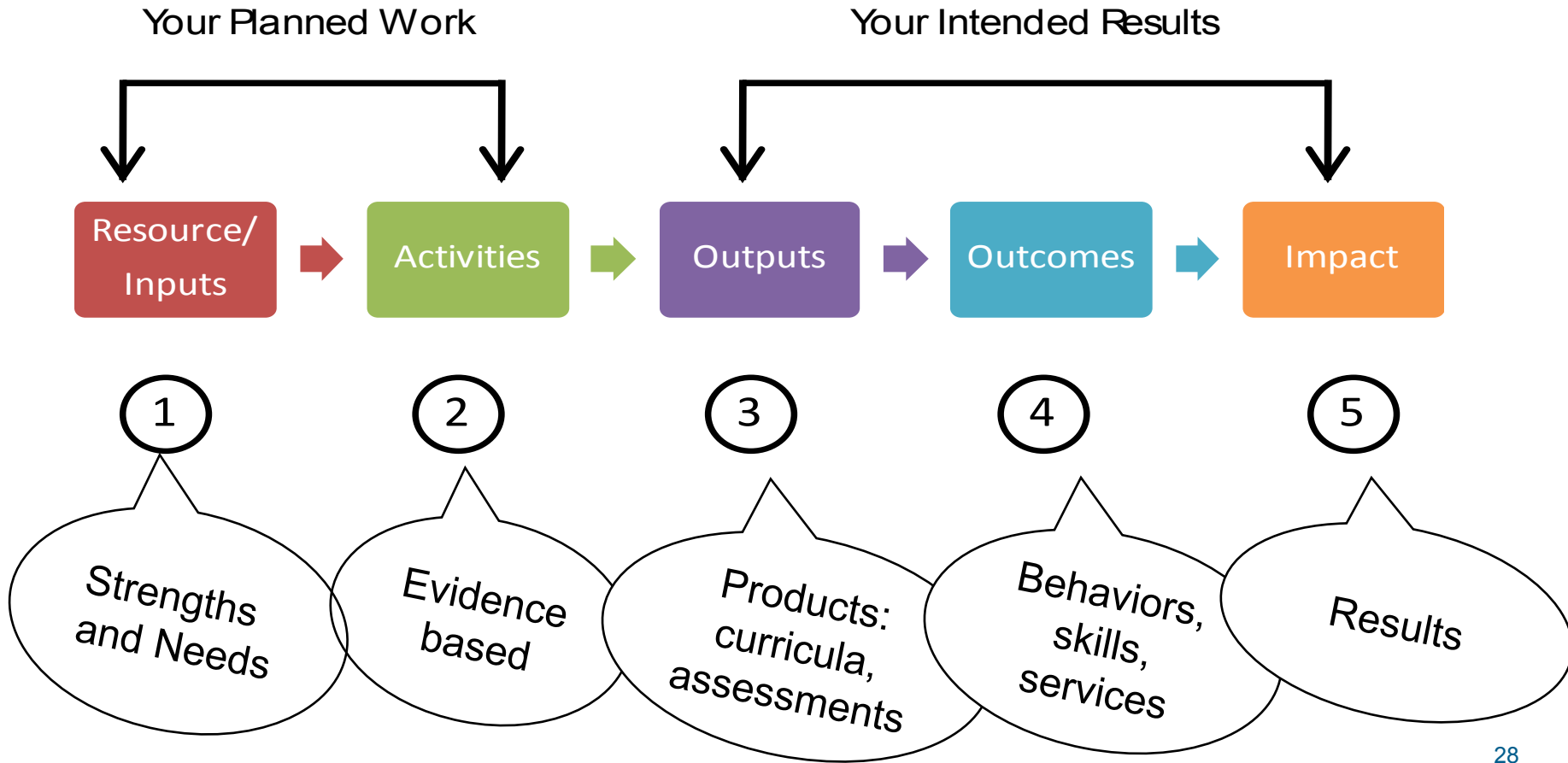
# Transition Program Tool

- For use by interdisciplinary district- or state-level teams
- [Taxonomy for Transition Programming 2.0](#)
- Web-based or paper (web-based preferred)
- Moves team from needs assessment to plan with logic model components

# Taxonomy for Transition Programming 2.0



# Logic Model Components



# State Toolkit for Examining Post-School Success (STEPSS)

- For stakeholder groups at the *district* level
- 20 predictors of post-school success
- Part B Indicator data (Inds. 1, 2, 13, 14)
- A trained facilitator moves the stakeholder group through understanding their district's Indicator data, determining targets and planning for improvement.



# The Point?

- The purpose of the collection of the data regarding IDEA is to examine outcomes achieved (purpose of IDEA).
- Think “Tree of Influence.”
- States and districts must use the data to inform their work.
- Data analysis and use do not come naturally—the process needs to be facilitated and taught.
- ***What tools or processes have you found helpful with districts or other stakeholders?***

# Questions, Comments, Access

[www.transitionTA.org](http://www.transitionTA.org) (Data Analysis and Use section)

[ntactmail@uncc.edu](mailto:ntactmail@uncc.edu)

- Dropout Data Tools and Risk Calculator – Matthew Klare, [mklare@uncc.edu](mailto:mklare@uncc.edu)
- PISA – Catherine Fowler, [chfowler@uncc.edu](mailto:chfowler@uncc.edu)
- QI-2 – Mary Morningstar, [mmorningstar@ku.edu](mailto:mmorningstar@ku.edu)
- Transition Program Tool – Paula Kohler, [paula.kohler@wmich.edu](mailto:paula.kohler@wmich.edu)
- STEPSS – Charlotte Alverson, [calverso@uoregon.edu](mailto:calverso@uoregon.edu)





# For More Information

**IDC** Visit the IDC website  
<http://ideadata.org/>

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