



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data



National Technical
Assistance Center
on Transition

Let Your Data Guide You: Making the Connections and Using Results for Part B Indicators 1, 2, 13, and 14

September 22, 2021

Catherine Fowler, IDC & NTACT:C

Matthew Klare, IDC & NTACT:C

Miki Imura, Colorado Department of Education

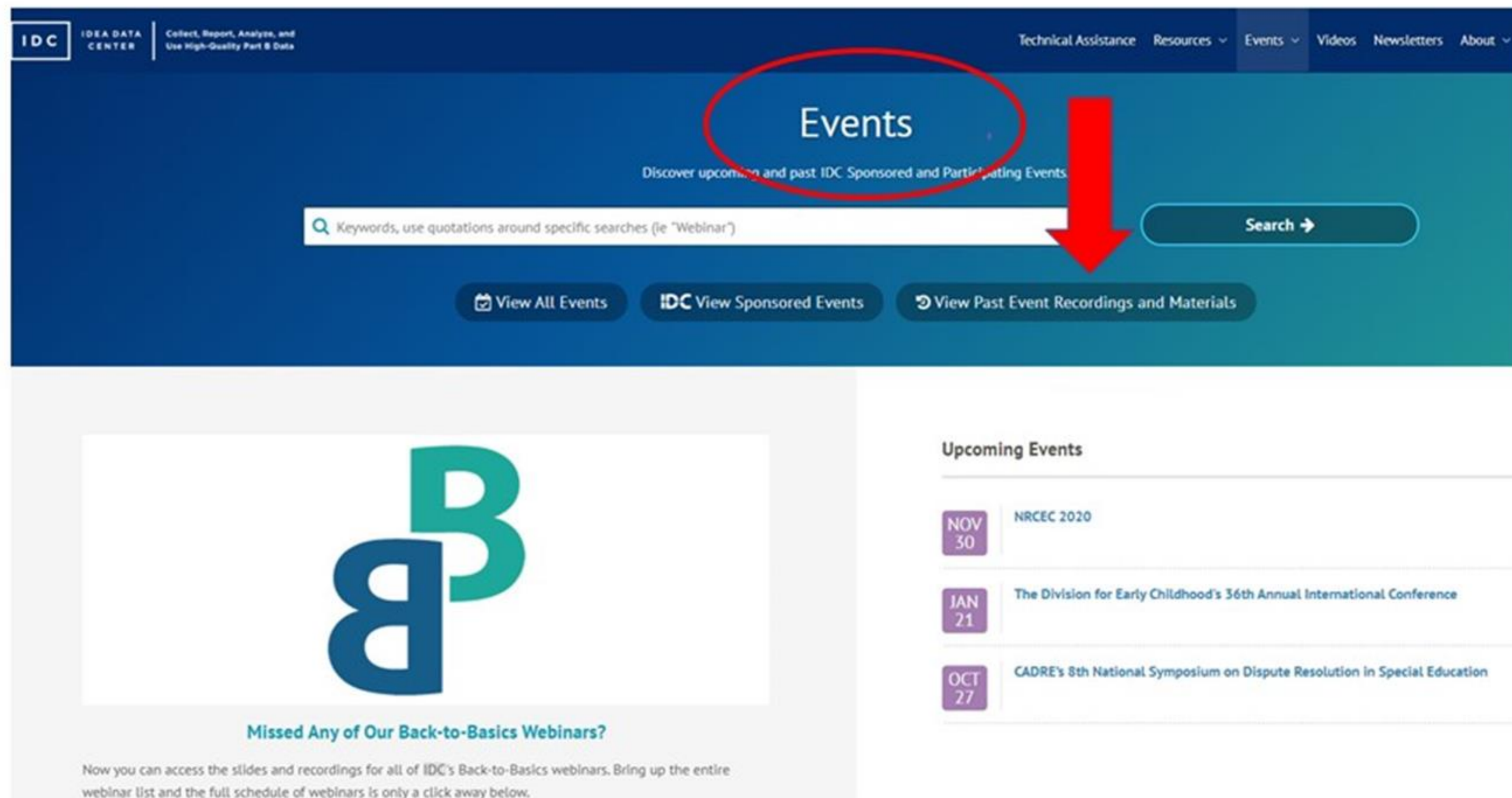
Gail Lott, Colorado Department of Education



Webinar Logistics

- Welcome and thank you for joining us
- We are recording this webinar
- Slides and recording from this presentation will be available on the IDC website
- We will be muting all participants
- Please type your questions in the chat box
- Please complete the online evaluation at the end of the webinar

Where to Find Webinar Slides and Recording



IDC IDEA DATA CENTER Collect, Report, Analyze, and Use High-Quality Part B Data

Technical Assistance Resources Events Videos Newsletters About

Events

Discover upcoming and past IDC Sponsored and Participating Events

Keywords, use quotations around specific searches (ie "Webinar") Search →

[View All Events](#) [IDC View Sponsored Events](#) [View Past Event Recordings and Materials](#)

Missed Any of Our Back-to-Basics Webinars?

Now you can access the slides and recordings for all of IDC's Back-to-Basics webinars. Bring up the entire webinar list and the full schedule of webinars is only a click away below.

Upcoming Events

- NOV 30 NRCEC 2020
- JAN 21 The Division for Early Childhood's 36th Annual International Conference
- OCT 27 CADRE's 8th National Symposium on Dispute Resolution in Special Education

Where to Find Webinar Slides and Recording

3:00 PM - 4:00 PM on December 3, 2020

Writing an Effective FFY 2019 State Performance Plan/Annual Performance Report

Webinar | Online

Experienced IDC staff guided states through the process of State Performance Plan/Annual Performance Report writing. Presenters detailed guidance OSEP provided for the reporting process and drew upon their years of experience to provide helpful tips that have proven effective for other states. Participants also heard about common issues or pitfalls in report writing and how to find solutions prior to submitting their reports. Presenters shared effective and complete writing samples along with less effective samples. Staff from North Carolina shared the state's writing experiences and lessons learned.

Materials

Uploaded

Writing an Effective FFY2019 State Performance Plan with data PDF

Topics

State Performance Plan - SPP and Annual Performance Report - APR



YouTube Recording!

PRESENTERS

Nancy O'Hara

Chris Thacker

EVENT LOCATION

United States

Presenters

- Catherine Fowler, IDEA Data Center & NTACTION:C
- Matthew Klare, IDEA Data Center & NTACTION:C
- Miki Imura, Colorado Department of Education
- Gail Lott, Colorado Department of Education

Agenda

- Overview of theoretical connection among Part B Indicators 1, 2, 13, and 14
- Quick tips and available resources and technical assistance (TA) supports across today's focus indicators
- Colorado's story
 - Collaboration between data and program staff
 - Reporting data for stakeholder use
 - Outcomes to date
 - Ongoing work

Participant Outcomes

For Part B Indicators 1, 2, 13, and 14:

- Gain awareness of IDC and NTACT:C resources and support for collection, reporting, and use of data
- Increase knowledge of how to share results with stakeholders
- Increase knowledge of how to support local education agency (LEA) ownership
- Increase knowledge of how to target TA to LEAs based on their performance

Theoretical Connection Among Part B Indicators 1, 2, 13, and 14

IDEA Purpose



- 20 U.S.C. § 1400 (d)(1)(A) 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

The Part B “Transition Indicators”

- 1—Graduation rate for students with disabilities
- 2—Dropout rate for students with disabilities
- 13—Transition component of the individualized education program (IEP)
- 14—Post-school outcomes data for leavers with disabilities 1 year after exit

Part B Indicator 1. Graduation

- Percent of youth with IEPs exiting from high school with a regular high school diploma
- States must report a percentage using the number of youth with IEPs (ages 14–21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who left high school (ages 14–21) in the denominator

Part B Indicator 2. Drop Out

- Percent of youth with IEPs dropping out of high school
- States must report a percentage using the number of youth with IEPs (ages 14–21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who left high school (ages 14–21) in the denominator

OR, for FFY 2020 ONLY:

- Use same data source and measurement that the state used to report in its FFY 2010 SPP/APR that was submitted on February 1, 2012

Federal fiscal year (FFY)

State Performance Plan/Annual Performance Report (SPP/APR)

Part B Indicator 13. Secondary Transition

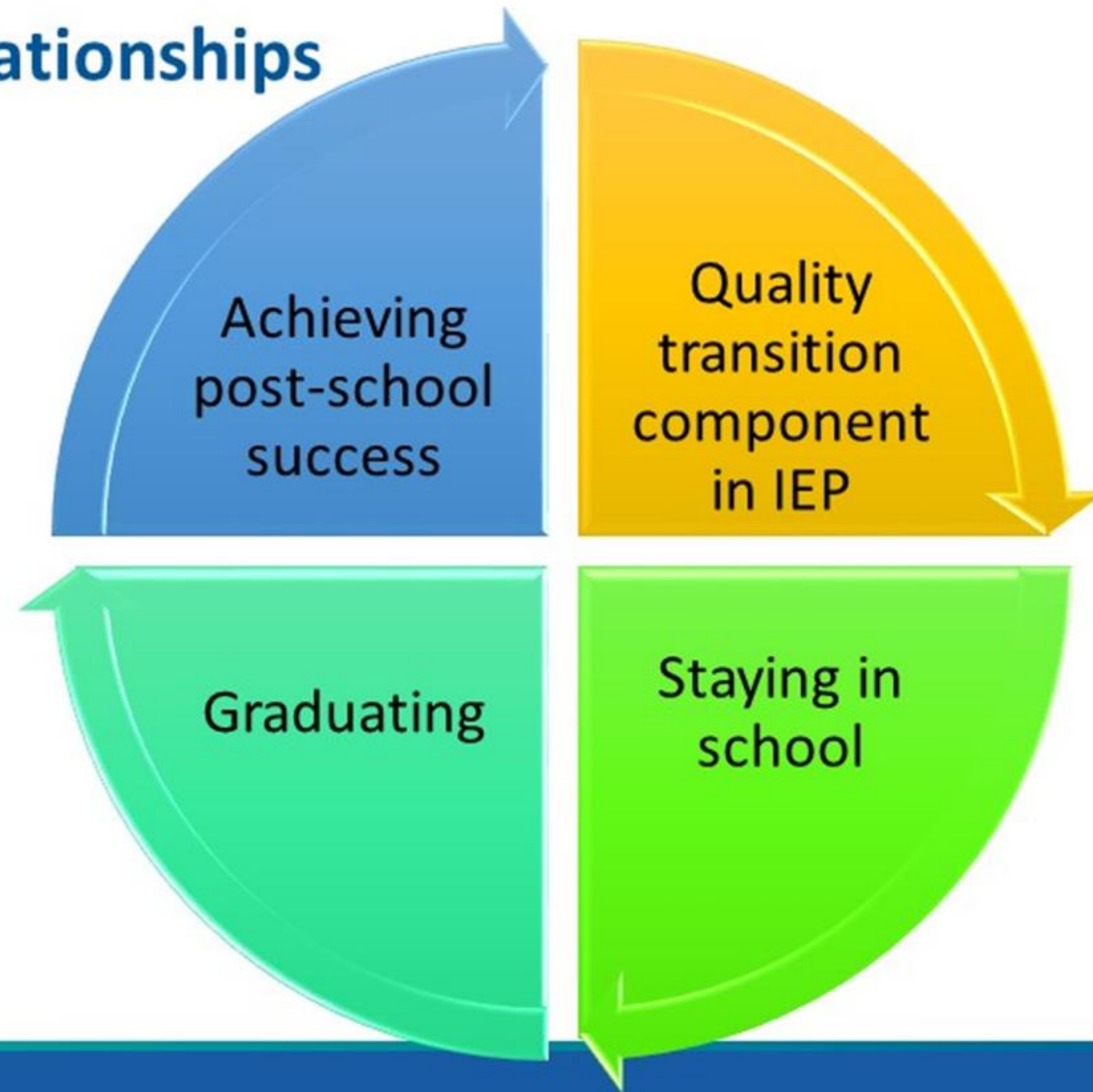
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals¹ that are annually updated² and based upon an age-appropriate transition assessment,³ transition services,⁴ including courses of study,⁵ that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals⁶ related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting⁷ where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting⁸ with the prior consent of the parent or student who has reached the age of majority.^{8b}

Part B Indicator 14. Post-School Outcomes (PSO)

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

- A. Enrolled in higher education within one year of leaving high school
- B. Enrolled in higher education or competitively employed within one year of leaving high school
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school

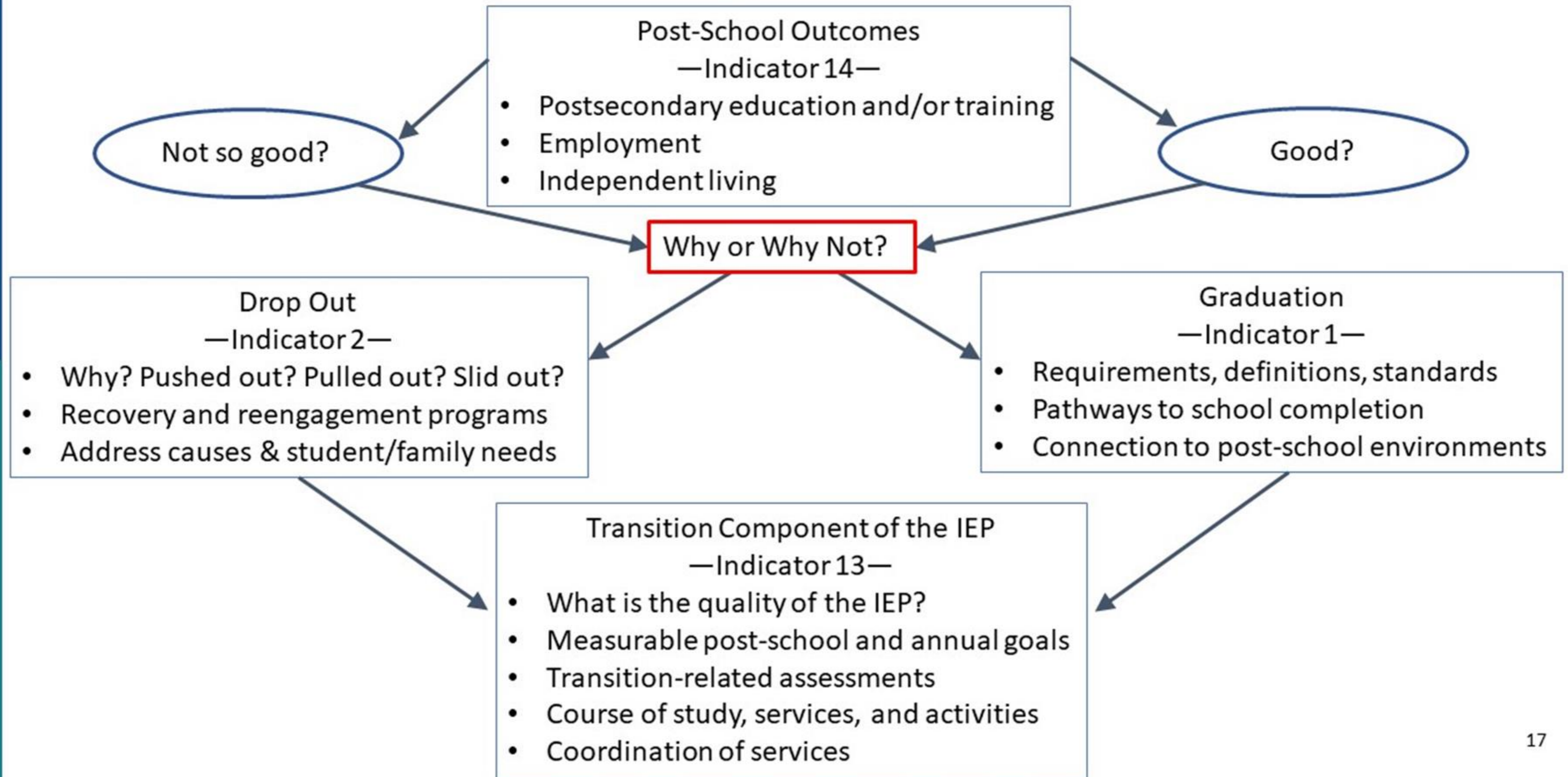
Critical Interrelationships



Working With States on the Transition Indicators

- Understanding the four Indicators and their data individually
- Understanding the interrelationship among the four indicators
- Identifying appropriate evidence-based practices, strategies, and interventions
- Collaborating and coordinating with other agencies to deliver wrap-around transition services

Using Transition Indicators to Improve Practice and Outcomes



Resources and TA to Support the Transition Indicators



Resources for Graduation and Drop Out (Indicators 1 and 2)

- [*School Completion Toolkit*](#)
- “Locating and Re-Engaging Secondary Students with Disabilities” – Coming soon!
- [*NTACT:C Core Data Tools for Dropout Prevention*](#)
- [*Risk Calculator Tool to Assess & Address Dropout*](#)
- [*Transition Gradebook*](#)
- [*Graduation Rate \(Indicator 1\) and Dropout Rate \(Indicator 2\) Calculator*](#)

Resources and Supports for Secondary Transition (Indicator 13)

- “Locating and Re-Engaging Secondary Students with Disabilities”
- [Indicator 13 FAQ](#)
- [The Indicator 13 Checklist](#)
- [Case Studies](#)
- [Predictors of Post-School Success](#)
- [The Predictor Self Assessment](#)
- [Indicator B13 Data Collection Toolkit](#)



Resources and Supports for Post-School Outcomes (Indicator 14)

- [Indicator 14 Resources](#)
- [The Indicator 14 Response Calculator](#)
- [B14 Data Display Templates](#)
- [The Predictor Self Assessment](#)
- [State Toolkit for Examining Post-School Success \(STEPSS\)](#)
- [Indicator 14 Multiyear Trend Display](#)
- [Transition Gradebook](#)





Colorado's Story

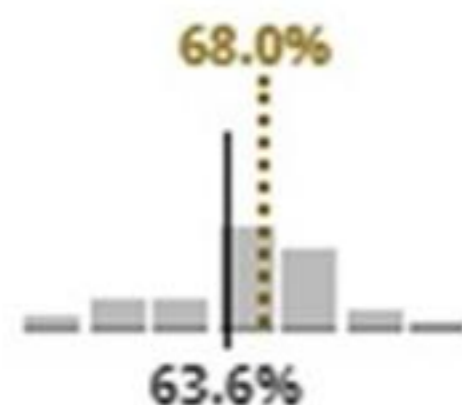
Where Do the Transition Data Come From?

Data	Source
Indicator 1—IEP exiters who received HS diplomas	Office of Special Education (SPED) End-of-Year Data Collection. Districts collect data on students' movements throughout the school year and report to Colorado Department of Education (CDE)
Indicator 2—IEP exiters who dropped out	
Indicator 13—Compliant transition IEPs	Districts' self-reported monitoring and CDE's monitoring are reviewed and validated
Indicator 14—Post-school outcomes	Districts conduct interviews on IEP exiters over summer and report to the CDE

PERFORMANCE INDICATORS

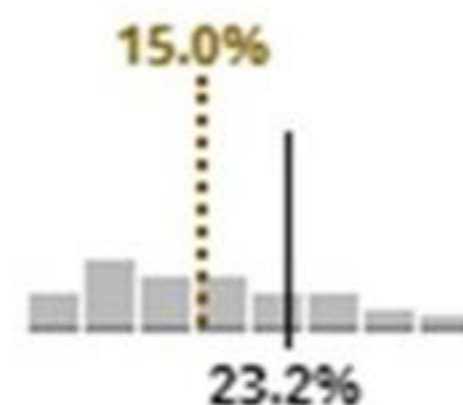
Graduation Rates

1
4yr Grad Rate

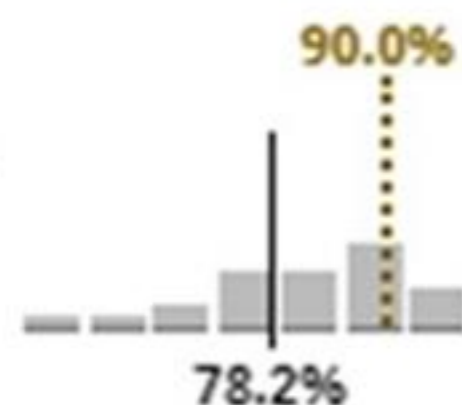


Dropout Rates

2
Dropout Rates

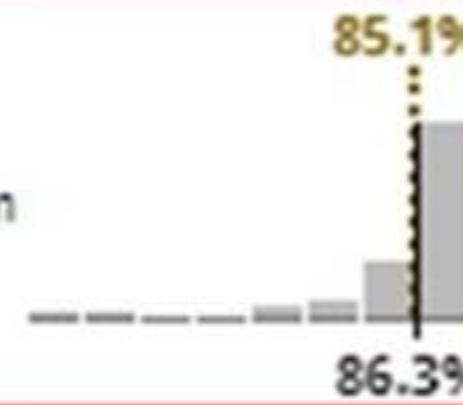


SPP-1
The Best of 4, 5, 6,
or 7yr Grad Rate



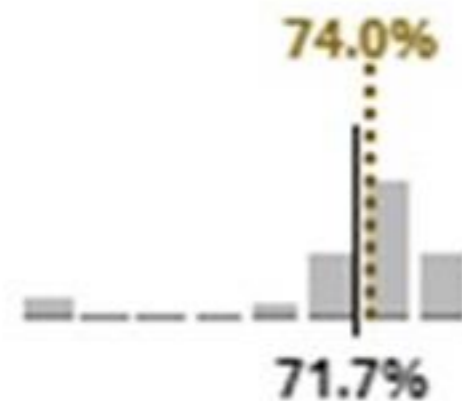
Preschool Settings

6A
Regular Early
Childhood Program

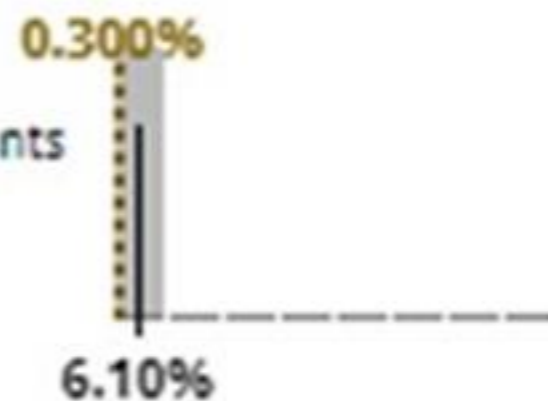


LRE Placement

5A
80% or More



6B
Other Placements



Indicator Summary Data Dashboard

- Offers one-glance view of all indicators
 - Includes Indicators 1, 2, 13, 14-ABC
- Provides district SPED directors the ability to check the “health” of their SPED program
- Gives them opportunity to see how other districts are doing



2020 Post-school Outcome Interview Results

The Post-School Outcomes (PSO) Data Report—All Districts

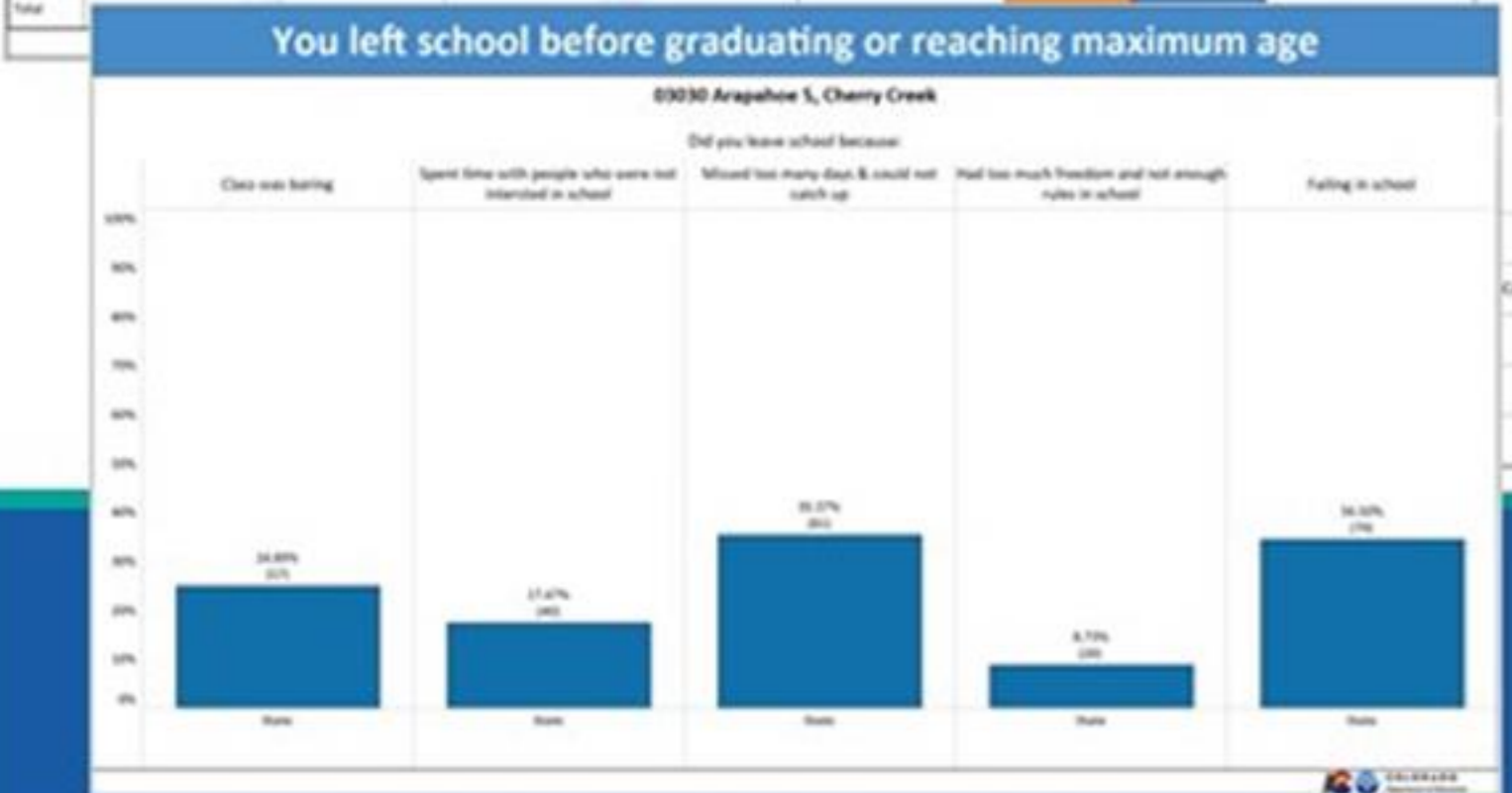
Includes

- Indicator 1 – IEP exiters who received HS diplomas
- Indicator 2 – IEP exiters who dropped out
- Indicator 14 – PSO and more
 - “You left school before graduating or reached maximum age. Would you have stayed in school if...
 - Had more support from family
 - Different classes were offered
 - Nothing would’ve helped



Year	1 Year Grad Rate	2 Year Grad Rate	3 Year Grad Rate	4 Year Grad Rate
2017	8,282	8,843	8,722	8,882
2018	8,717	8,804	8,243	8,330
2019	8,338	8,383	8,218	8,301
2020	8,392	8,375	8,389	8,404

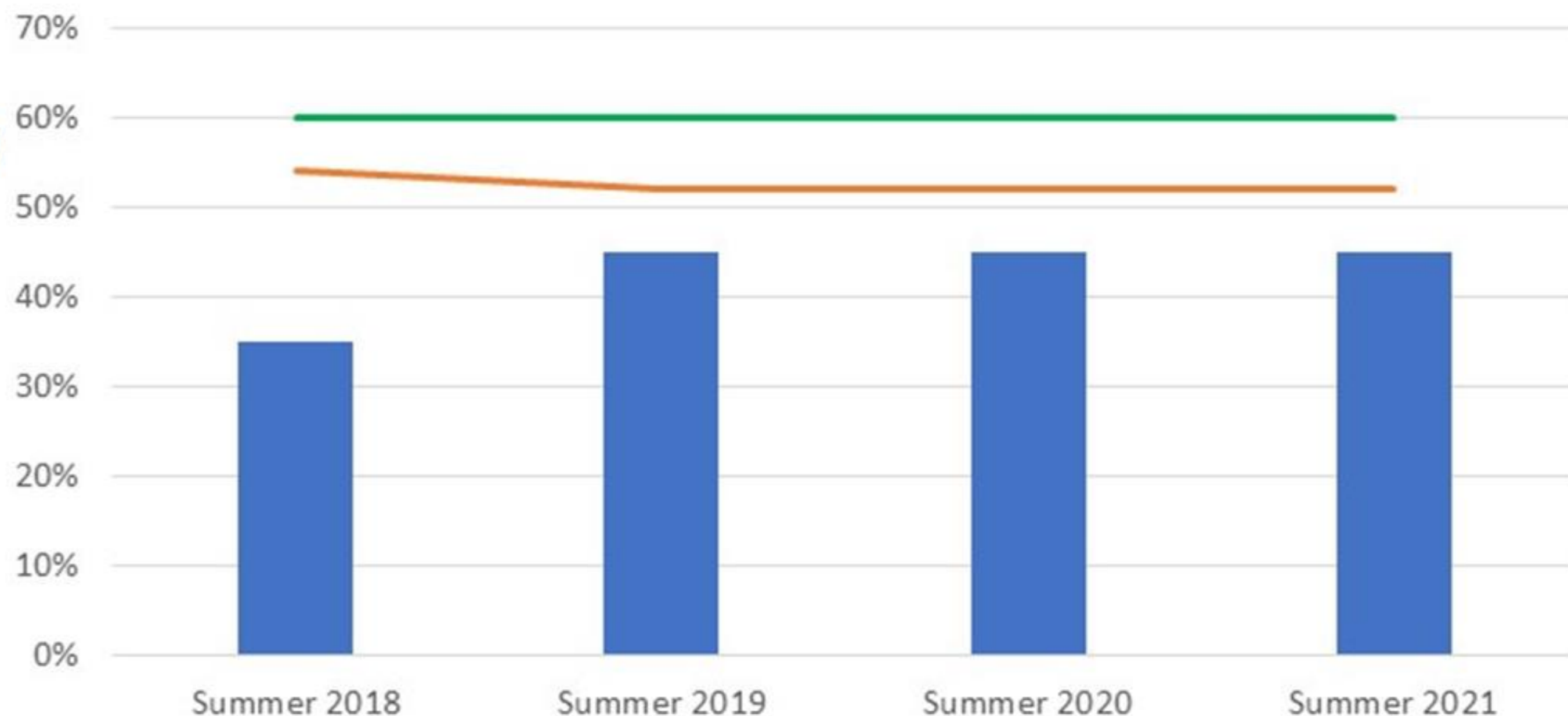
Year	2017	2018
Respond	55%	47%
Participated	123	52
Total	209	157



Outcome	Percentage
Higher Ed	24.1% (114)
Competitive Employment	44.7% (204)
Other Training	4.1% (17)
Other Employment	6.2% (28)
Not Engaged	21.0% (98)

Putting It Into Practice in Colorado

- Raw data summary
- One-page [data visualization summary](#) sheet
- Complete [data visualization report](#)
 - Student engagement
 - Employment
 - Services for ages 18–21
 - Why students dropped out



AU* Percent	35%	45%	45%	45%
State %	54%	52%	52%	52%
Target 60%	60%	60%	60%	60%
AU Participated	34	43	43	43
AU Didn't	62	52	52	52
AU Total	96	95	95	95
STATE Participated	2,000	2,046	2,046	2,046
STATE Didn't	1,680	1,885	1,885	1,885
STATE Total	3,680	3,931	3,931	3,931

Administrative Unit (AU)



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data

Putting It Into Practice in Colorado (cont.)

- School district personnel have multiple opportunities to engage with PSO data
- What story do the data tell?
 - Regional meetings
 - Statewide transition leadership institute
 - PSO data discussion with state team
 - State Toolkit for Examining Post-School Success (STEPSS)

Overview**Phase 1: Reviewing Data with Stakeholders**

Review state and district data related to graduation, dropout, IEP compliance in transition, and post-school outcomes

Phase 2: Assessing Outcome Areas

Rate performance of each outcome area

Phase 3: Prioritizing Predictors

Identify predictors of post-school success to implement

Phase 4: Action Planning

Develop an Action Plan for implementing predictors

Phase 5: Implementing the Action Plan

Discuss implementation of Action Plan

Phase 6: Evaluating Progress

Schedule evaluation timeline



Slide 2: Overview

2 / 61

State Toolkit for Examining Post-School Success (STEPSS)

- **Examines** transition data with district stakeholders
 - **Assess** progress toward meeting targets with transition data
 - **Select predictors** and post-school success
 - **Develop and implement** an action plan

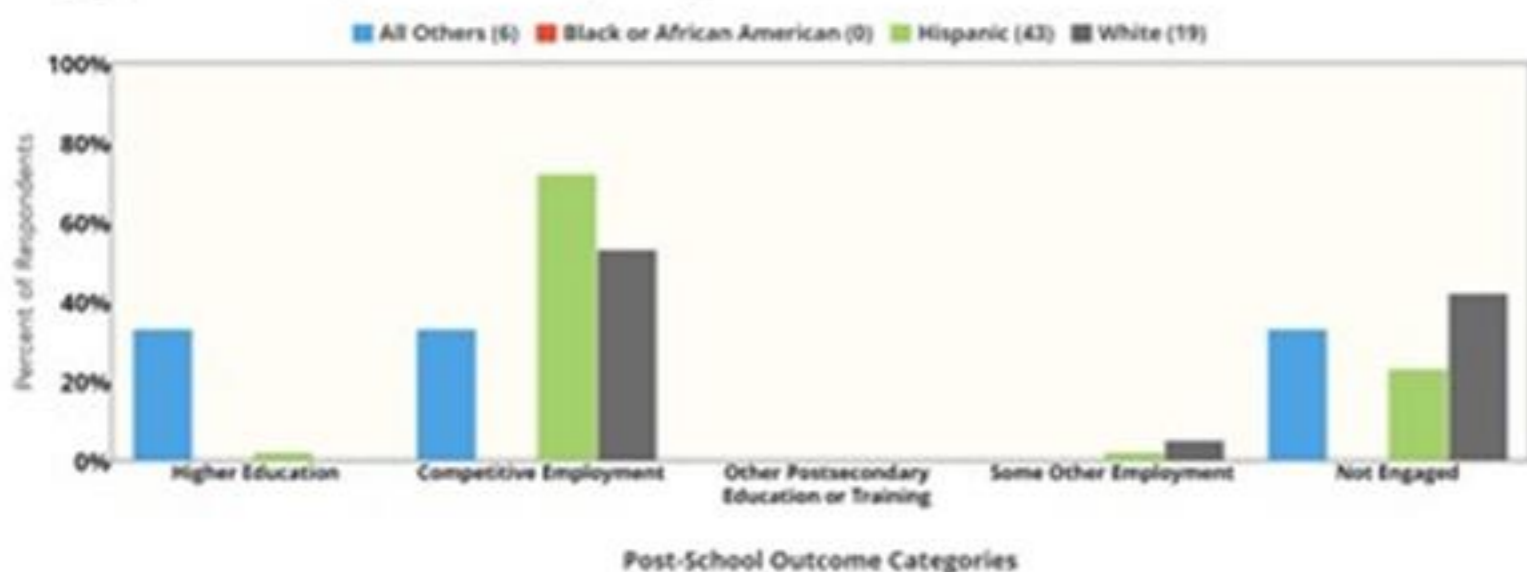
Graduation Rates

Below are the state and district graduation rates for students with and without disabilities in school year 2018-2019:

Population	State Average Graduation Rate	District Average Graduation Rate
Students with Disabilities	59.23%	32.05%
Nondisabled Students	83.68%	74.24%
All Students	81.13%	69.35%

Slide 14: Graduation Rates

14 / 61

Engagement Rate by Race/Ethnicity Categories

Slide 53: Engagement Rate by Race/Ethnicity

53 / 61

- All districts use fundamentals of STEPSS model
- Transition Quality Indicators Pilot

Transition Quality Indicators

- The Quality Indicators offer guidance to educators and administrators when developing, implementing, and evaluating quality transition services for students with disabilities
- Student Focused Planning**
 - Transition assessment
 - Self-determination/self-advocacy
- Student Development**
 - Academics, communication
 - Home living, consumer skills
 - Community inclusion, workplace skills
 - Interagency collaboration

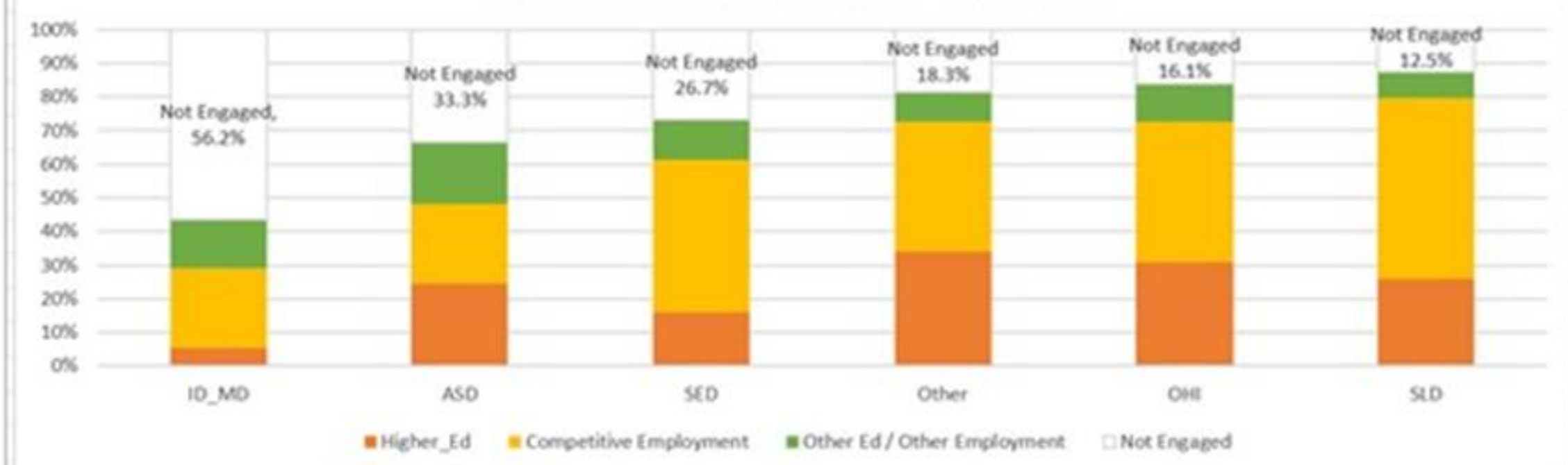
Quality Indicators	FI (3)	PI (2)	EI (1)	NI (0)	O	R	As Evidenced By:
A. Student Focused Planning: refers to practices that facilitate student self-determination and apply assessments to gather information to develop highly individualized and comprehensive transition programs (Cobb, Lehmann, Newman-Gonchar, & Alwell 2009; Test et al., 2009; Thoma & Wehman, 2009).							<i>Student Focused Planning Total (of 66)</i>
							<i>0</i>
1. Transition Assessment - Transition assessment is an on-going process of collecting information on the student's strengths, needs, preferences, and interests as they relate to the demands of current and future living, learning, and working environments (Carter, Brock, & Trainor, 2014).	FI (3)	PI (2)	EI (1)	NI (0)	O	R	
	Transition Assessment (of 39)						<i>0</i>
a. Transition assessment procedures are customized and accessible for each student to determine interests, strengths, & needs in the areas of career, employment, education, and independent living.							
b. Transition assessment results are used to inform planning teams of the student's strengths, needs and interests.							
c. The transition assessment process includes formal and informal assessments that are research-based and/or include research-based practices. These assessment areas include Education/Training, Career/Employment and Independent Living.							

AU_COD	AU_NAME	Included _in_Inter view	Participat ed	HigherEd	Competiti ve_Empl oyment	OtherPSE d_Trainin g	Some_Ot her_Empl oyment	REALLY_ Not_Enga ged	Rate_Not Engaged	Rate_REA LLYNotEn gaged
01010	Adams 1, Mapleton	52	29	-	16	-	-	1	4	17.2%
01020	Adams 12, Five Star Schools	199	39	-	18	-	-	1	4	12.8%
01030	Adams 14, Commerce City	50	26	-	-	-	-	1	2	11.5%
01040	Adams 27J, Brighton	88	-	-	-	-	-	2	1	21.4%
01070	Adams 50, Westminster	58	52	-	25	-	-	9	6	28.8%
03010	Arapahoe 1, Englewood	17	15	-	-	-	-	1	0	6.7%
03020	Arapahoe 2, Sheridan	-	-	-	-	-	-	0	1	14.3%
03030	Arapahoe 5, Cherry Creek	198	34	-	20	-	-	0	0	0.0%
03040	Arapahoe 6, Littleton	93	73	31	25	-	-	3	4	9.6%
03060	Adams-Arapahoe 28J, Aurora	197	103	-	61	-	-	8	11	18.4%
07010	Boulder RE1J, St. Vrain Valley	95	65	-	26	-	-	8	7	23.1%
07020	Boulder RE2, Boulder Valley	98	71	25	16	-	-	10	12	31.0%

Customized Data to Districts

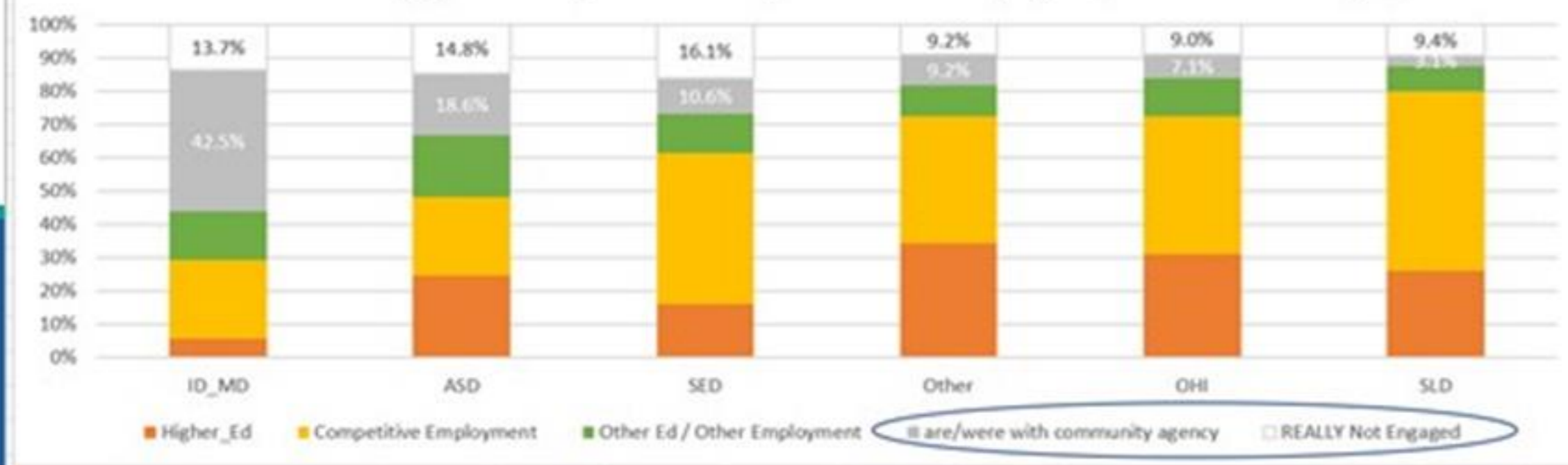
The data team accommodates all requests for additional data consulting with districts.

What are former students up to? - by disability



more than half of students with ID/MD are "not engaged, but they should be "connected" to the community somehow

PSO - if "Not engaged but are/were working with community agency" were a PSO category



If we were to have a "Not engaged but working with community agency" category, 42.5% of ID/MD "not engaged" students qualify for this category.

Considerations

- How do you approach integrating these four indicators in improvement planning and service delivery?
- What has the response been from stakeholders?
- How do you share the data on these indicators with districts?
- What challenges have you had in making the connection?
- What assistance from IDC and/or NTACT:C would be helpful?

Contact Us

- Catherine Fowler, chfowler@uncc.edu
- Matthew Klare, mklare@uncc.edu
- IDC, ideadata@westat.com
- NTACT:C, ntact-collab@uncc.edu

Evaluation

The evaluation poll questions will appear to the right.

For More Information



Visit the IDC website

<http://ideadata.org/>



Follow us on Twitter

<https://twitter.com/ideadatacenter>



Follow us on LinkedIn

<http://www.linkedin.com/company/idea-data-center>



The contents of this presentation were developed under a grant from the U.S. Department of Education, #H373Y190001. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

Project Officers: Richelle Davis and Rebecca Smith

