Jump Start Your State's SSIP

The National Secondary Transition Technical Assistance Center (NSTTAC), the National Dropout Prevention Center for Students with Disabilities (NDPC-SD), and the National Post-School Outcomes Center (NPSO) have resources available through universal, targeted, and intensive technical assistance (TA) strategies to support states as they work through the three phases of the State Systemic Improvement Plan (SSIP). The Centers have strategies and tools to help States and their stakeholder groups:

- Organize and analyze secondary transition-related data;
- Identify specific areas for focused improvement activities;
- Develop a plan to address the needs identified through the analyses; and
- Identify and integrate appropriate measures to evaluate strategies in the SSIP.

To further your work in results-driven accountability and jump start your SSIP planning, these strategies and tools will help stakeholder groups examine the four IDEA Part B transition-related indicators (i.e., 1, 2, 13, 14). Both state and local education agencies can use these tools and strategies with stakeholder groups to analyze data to identify secondary transition evidence-based practices and predictors of post-school success to ensure youth with disabilities are college and career ready through preparation for further education, employment, and independent living - the end outcome of IDEA [IDEA 2004 Sec. 601(d)(1)(A)].

All three Centers are poised to provide Technical Assistance for your ongoing results driven accountability work and to support your SSIP.

Tools for your SSIP include:

State Toolkit for Examining Post-School Success **(STEPSS)** – a web-based, data-based decision making system that allows states to disseminate IDEA Part B Indicators 1, 2, 13, and14 data to their local districts. It can be used at the state and local level to complete a multi-phase process in which stakeholders (a) **examine** state and local level graduation, dropout, secondary transition components of the IEP, and post-school outcomes data; (b) **assess** progress towards meeting targets in each outcome area listed above; (c) **select** predictors of post-school success for program improvement; and (d) **develop** and **implement** an action plan designed to improve in-school, secondary transition programs for youth with disabilities.

Team Planning Tool for State Capacity Building: Secondary Education and Transition Services – a web-based, continuous improvement planning process that provides a method for an interdisciplinary state or district (in some cases) team to (a) **examine** data from IDEA Part B Indicators 1, 2, 13, and 14 and other sources relevant to secondary transition planning; (b) **reflect** on current strengths, needs, and priorities regarding practices and capacity building within the five areas of the Taxonomy for Transition Programming (i.e., student focused planning, student development, family involvement, interagency collaboration, program structures); (c) **develop** a measurable action plan; and (d) **evaluate** progress and update the plan to build capacity to improve in-school secondary transition services and supports and post-school outcomes of youth with disabilities.

Dropout Data Tools – a set of Excel-based tools to help a school organize, disaggregate, and analyze school-based data to support the development of a local school completion initiative. The Dropout Data Tools deliver an in-depth examination of the data when a high level of detail is needed about local school completion issues and needs at the building and student level. The tools hold multiple years of data about graduation (IDEA Part B Indicator 1), dropout (IDEA Part B Indicator 2), attendance, academic achievement, and behavior. When populated with school data, the tools (a) calculate various ratios and gap values, (b) compare the school's progress with state or local targets, and (c) produce printable data tables and trend charts to facilitate root cause analysis and sharing of the data. The Dropout Data Tools can be used as a logical extension of STEPSS when a school requires greater granularity and resolution than can be achieved using state-supplied data about graduation and dropout.

Data Display Template Revised to Include Not Engaged – an Excel-based tool that produces tabular and graphical displays of the post-school outcome categories disaggregated by gender, race/ethnicity, disability categories, and method of exit. This tool also examines the not engaged in two categories: (a) those youth who never enrolled in further education or worked since leaving high school and (b) those youth who enrolled in further education or worked since leaving high school, but did not meet the criteria to be counted in one of the OSEP engagement categories (i.e., higher education, competitive employment, other postsecondary education or training, some other employment).

For additional information and to access Technical Assistance, contact us at:
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