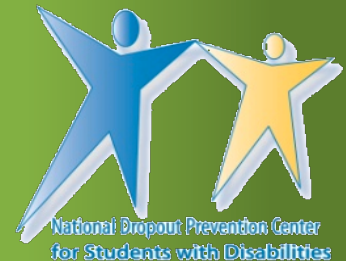
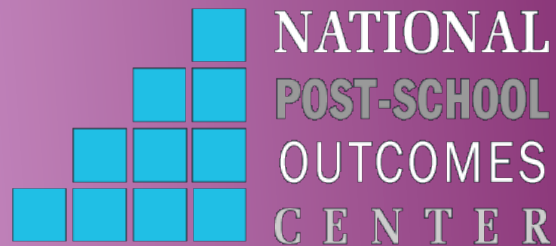


Transition Indicators 101: Federal Reporting Requirements at the State and Local Levels



Purpose

By the end of the session, participants will have:

- Gained knowledge about federal and state Part B Indicator 1, 2, 13, & 14 data collection & reporting requirements
 - Have a better understanding of how these data are collected, reported, and used
 - Understand the implications of these data for local improvement planning and use
- 

Purpose of IDEA

To ensure that all children with disabilities have available to them a free and 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.

How do we know the
special education
services you provide
contribute to
achieving the
purpose of IDEA?

Federal Reporting Requirements

Under IDEA, States are required to submit:

- A State Performance Plan (SPP) – to be updated at least once every 6 years, and
- To report annually on the performance of each LEA & the State, on the targets in the State plan (called an Annual Performance Report or APR).



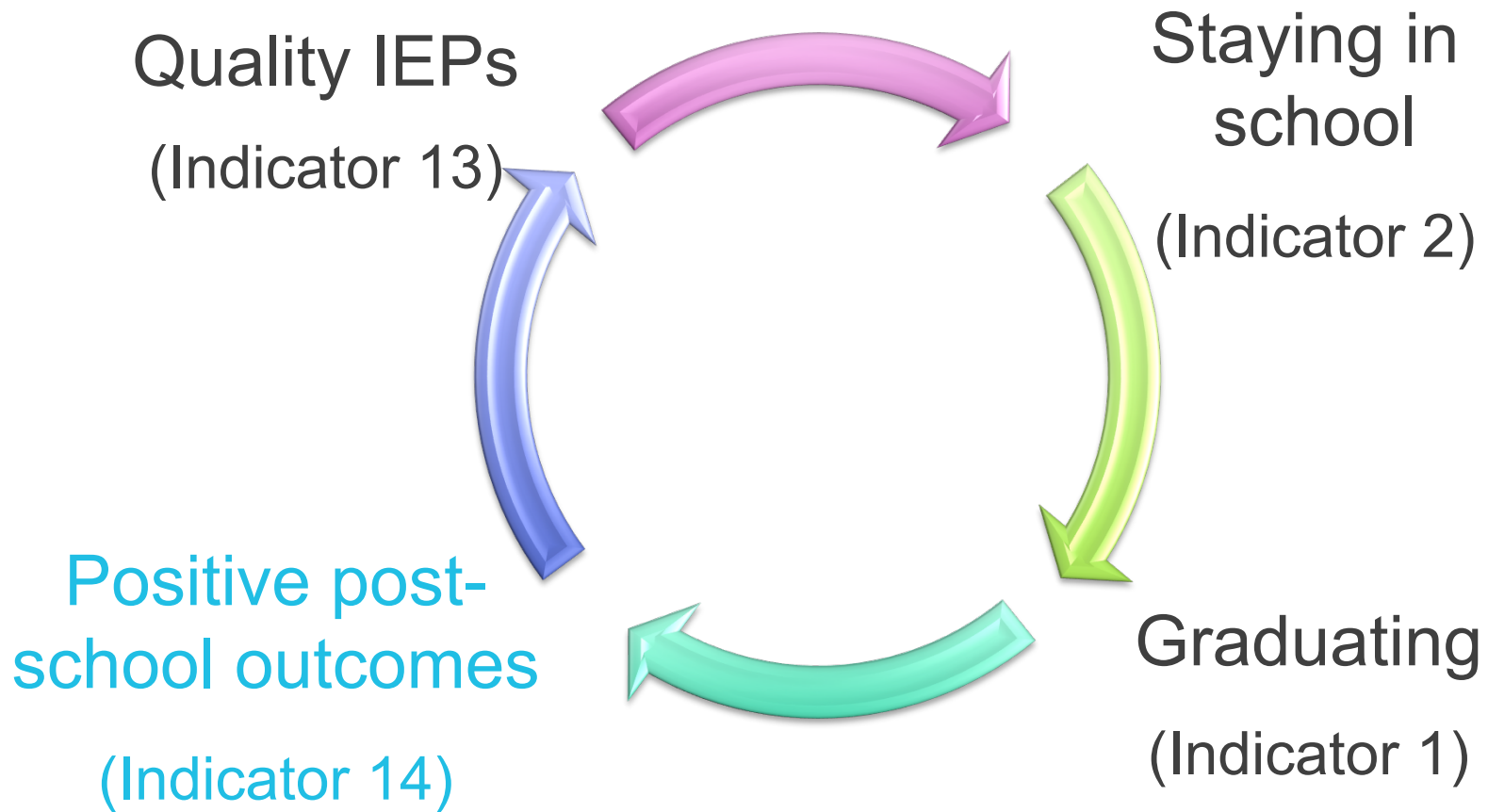
Federal Requirements

- State Performance Plan /Annual Performance Report (SPP/APR) based on **17** Part B Indicators chosen because they have been found to be related to improved outcomes for youth with disabilities
 - Some are compliance indicators (targets must be 100%) and others are referred to as results or performance indicators (target levels set by states)
 - For each indicator, annual targets are established
 - The new proposed Indicator 17 is a State's "systemic improvement plan (SSIP)" for a particular priority area
 - Stakeholder input is a required part of the process
- 

4 Specific to Secondary Transition

- 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

Critical Interrelationships for Achieving PSO



Part B Indicators 1 & 2

Graduation and Dropout Rates



Graduation Indicator (B-1)

Percent of Youth with IEPs graduating with a regular diploma

- Data source and measurement aligned with 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

Submission Dates

APR			
FFY	Submission	SY Data	State Targets
2012	February 2014	2011-12	2011-12
2013	February 2015	2012-13	2012-13

What is the ESEA Adjusted Cohort calculation method?

- ✓ The percent of Youth with IEPs graduating with a regular diploma

of youth with IEPs who graduate in 4 years with a regular diploma

*# of youth with IEPs who entered high school 4 years earlier
(adjusting for transfers in and out, emigrants and deceased)*

Extended-Year Rates

...to give states, districts and schools credit for students who take longer than four years to graduate with a regular high school diploma -Data source and measurement aligned with ESEA

- Some States applied to the Secretary of Education to use the extended-year rate in addition to the 4-year graduation rate for AYP determinations
- Arranged between individual states and OESE
- The extended-year rate should not be limited to specific groups of students such as students with disabilities and English language learners

Targets, Timelines, & Reporting

- Targets are the same as the annual graduation rate targets set under Title I of the ESEA
- Describe the results of the data for the year before the reporting year
- Sampling of data is not allowed
- Provide actual numbers used in the calculation
- Provide narrative that describes the conditions youth must meet to graduate with a regular diploma. If different for youth with IEPs, explain why



Dropout Indicator (B-2)

- **Percent of Youth with IEPs dropping out**
- Report using IDEA §618 exiting data, reported annually by all States (source EDFacts data). Rate calculated as:
$$\# \text{ youth who dropped out } \div \# \text{ youth who exited school}$$
- 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 Indicator 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 districts exiters have different rates of post-school engagement

Part B Indicator 13

Compliant and Transition Rich IEPs



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))

Part B Indicator 13

- **Indicator 13 is a Compliance Indicator**
- **Targets must be 100%**
- **Data are taken from State monitoring or State data system**
- **The indicator was revised in 2009 to include two additional components**
- **As a compliance indicator all noncompliant IEPs must be corrected within one year of notice**



Indicator 13

Eight Required Elements

- 1.Appropriate measurable postsecondary goals that cover education or training, employment, and, as needed, independent living
 - 2.Updated annually
 - 3.Based on age-appropriate transition assessment
 - 4.Transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals
 - 5.Transition services include courses of study that will reasonably enable the student to meet postsecondary goals
 - 6.Annual IEP goal related to the student's transition services needs
 - 7.Evidence the student was invited to the IEP Team meeting where transition services were discussed
 - 8.If appropriate, evidence a representative of any participating agency was invited to the IEP meeting with the prior consent (parent or student who has reached the age of majority)
- 

Indicator 13 Checklist

1. Is there an appropriate measurable postsecondary goal or goals in this area (i.e., training, education, employment, and [as appropriate] independent living)?
2. Is (are) the postsecondary goal(s) updated annually?
3. Is there evidence that the measurable postsecondary goal(s) were based on an age appropriate transition assessment?
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?

Indicator 13 Checklist (cont.)

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?
 6. Is (are) there annual IEP goal(s) related to the student's transition services needs?
 7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
 8. If appropriate, is there evidence that 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?
- 

Why are Indicator 13 Data Important to Districts?

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



Part B Indicator 14

Post-School Outcomes in Education and
Employment



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”
- 

Definitions

Higher Education

- enrolled **full- or part-time**
- **community college** (2-year program)
- **college/university** (4- or more year program)
- **Completed at least 1 term**

Competitive Employment

- worked for pay at or above **the minimum wage**
- **setting with others who are nondisabled**
- Average of **20 hours** a week
- **90 days** at any time in the year since leaving high school
- includes **military** employment

Other Postsecondary Education or Training

- enrolled **full- or part-time**
- **education or training program** (e.g., adult education, vocational technical school that is **less than a 2-year program**)
- **Completed at least 1 term**

Other Employment

- worked for compensation below minimum wage
- **90 days** at any time since leaving high school

Indicator 14 for Federal Reporting

1 = # Higher Ed	2 = # Competitive Employed	3 = #Postsecondary Education or Training	4 = # Other Employed	# Other or Not Engaged (States are not required to report this # but it is in the denominator)
A = 1/ Total respondents				
B = 1+2/ Total respondents				
C = 1+2+3+4/ Total respondents				
Total Respondents				

Method of Indicator 14 Data Collection

- Data are collected by either census or sample
- Data collected on youth with IEPs who exited school at least one year ago and:
 - Graduated with a regular diploma or with some other form of modified diploma or certificate
 - Aged out
 - Dropped out, or
 - Were expected to return, but did not
- Data Source: State selected data source

Nationally in FFY 2011, how are PSO data collected?

Census v. Sample

6 states Did not report

36 states Census

18 states Sample

Every district

Avg Daily Membership
exceeding 50,000

Representative sample

- Disability
- Gender
- Race/ethnicity
- Age

Method of Collecting

27 states survey (phone/mailed)

- **11** states used combination

10 survey, unspecified

5 states used administrative
database

2 states mailed questionnaires

2 state used web or internet
based surveys

3 states did not specify method

Indicator 14 Data Collection (Cont.)

- States must report annually the percentages for 14 A, B, and C and the actual numbers for the 4 required response categories
- “Leavers” should only be counted in one of the above categories & categories are organized hierarchically.
- Include a description of how the State has ensured that survey data are valid and reliable, including how the data represent the demographics of the State
- Most States collect with some form of survey methodology (phone, in-person, written, online) or some combination
- Data collection may be done by contractors, State staff, or local staff

So Why are PS Outcome Data Important at the Local Level?

- To 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
- To track how your leavers are doing over time
- States can explore what in-school experiences influence their students' post-school outcomes

Questions on any of the Part B Secondary Transition Indicators?