BEST FOR ALL
#TNBestforAll

Their Future is in Your Hands: Measuring Student Success

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TN Department of Education

- Understand the importance of evaluating interventions to improve education and employment outcomes
- Describe, in the context of secondary school education and training, how success is measured in terms of the following outcomes:
  - Enrollment
  - Graduation
  - Credential attainment
  - Competitive integrated employment
  - Community engagement
- Discuss how secondary transition data can be used to improve practice and outcomes

NTACT: the Collaborative

- Funded by Office of Special Education Programs (OSEP) and Rehabilitative Service Administration (RSA), through September 2025
- Partners from:
  - University of North Carolina at Charlotte
  - East Tennessee State University
  - The George Washington University
  - Portland State University
  - University of Kansas
  - University of Maryland
  - University of Oregon
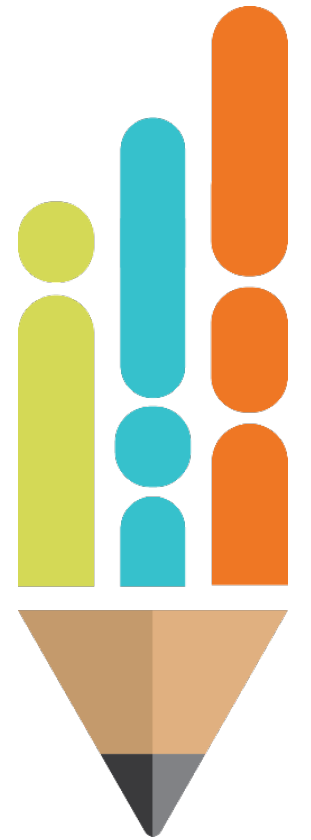
Center purpose

- Build state agency capacity to:
  - Use data-driven decision-making processes
  - Strengthen interagency partnerships
  - Provide quality professional development
  - Institute technical assistance systems to support LEA, VR, and other service providers in **implementing effective pre-employment transition services and other secondary transition practices and predictors**

  so that…
- ALL students and youth with disabilities experience increased:
  - enrollment in postsecondary education
  - credential attainment
  - competitive integrated employment
  - community engagement

Transition is Critical and Life Long

…it begins when children are young and continues throughout life;
choices and actions made early in their school career can affect them for a lifetime.

***Successful* transition requires purposeful planning**

Purpose of IDEA (2004)

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.

(20 U.S.C. § 1400 (d)(1)(A))

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

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Federal Reporting Requirements Measure States' Responsibilities for Compliance and Results

Under IDEA, States are required to submit:

- A State Performance Plan (SPP) – to be updated at least once every 6 years, and

- An Annual Performance Report (APR) on the performance of the state and each LEA, on the targets in the State Performance Plan.

- Due annually on February 1st

Federal Reporting Requirements: IDEA

- SPP/APR consists of **17** Part B Indicators chosen because they measure compliance or related to results for youth with disabilities.

  - Compliance indicators must have targets set at 100%

  - Result (or performance indicators) have targets set by states, based on stakeholder input

- States must set annual targets are for each indicator.

- Indicator 17 is a State Systemic Improvement Plan (SSIP) addressing a specific State Identified Measurable Result for a particular priority area (e.g., graduation, reading, post-school outcomes).

In-School Activities
(Indicator 13; Pre-ETS & MSG)

Exiting School
(Indicator 1 & 2; MSG & CA)

Post School
(Indicator 14; CIE 2nd & 4th qtr after exit)

Transition Components

- Measurable **post-school goals** in education, training, employment, and independent living (if appropriate), **updated annually**
- Post-school goals based on age-appropriate **transition assessment**
- **Transition services aligned** with post-school goals
- **Course of study** aligned with post-school goals
- Annual IEP goals related to student's **transition service needs**
- **Student participation** in IEP meeting
- Participation of **appropriate adult agency** in IEP meetings
- **Pre-ETS and VR Transition** Services aligned with IEP/IPE

Increased graduation rates for students with disabilities

Increased MSG and Credential Attainment rates for students with disabilities

Decreased dropout rates for students with disabilities

Increased number of students engaged in:

- Higher education
- Competitive employment /CIE
- Other postsecondary education and training/Credential Attainment
- Some other employment

Pre-Employment Transition Services
Competitive Integrated Employment
Measurable Skill Gains
Credential Attainment

Part B Secondary Transition Indicators

Part B Indicator 1: Graduation

- Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating 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 exited special education (ages 14-21) in the denominator.

Part B Indicator 2: Drop Out

- Percent of youth with IEPs who exited special education due to dropping out.

- 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.

Federal fiscal year (FFY)
State Performance Plan/Annual Performance Report (SPP/APR)

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

- [Graduation Rate (Indicator 1) and Dropout Rate (Indicator 2) Calculator](#)

- School Completion Toolkit

- [NTACT:C Core Data Tools for Dropout Prevention](#)

- [Risk Calculator Tool to Assess & Address Dropout](#)

- [Transition Gradebook](#)

- Locating and Re-Engaging (document and videos)

Part B Indicator 13 Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate **measurable postsecondary goals**[1] that are **annually updated**[2] 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 goals**[6] related to the student's transition services needs.

There also must be evidence that the **student was invited to the IEP Team meeting**[7] 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 meeting**[8] with the prior consent of the parent or student who has reached the age of majority.[8b]

Resources and Supports for Secondary Transition (Indicator 13)

- *Indicator 13 FAQ*
- The Indicator 13 Checklist
- Case Studies
- *Indicator B13 Data Collection Toolkit*

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.

(20 U.S.C. 1416(a)(3)(B))

PSO Criteria

Higher Education
- enrolled **full- or part-time**
- **community college** (2-year program)
- **college/university** (4- or more year program)
- **1 complete term**

Competitive Employment
- worked for pay at or above **the minimum wage**
- **customary pay rate, benefits, and opportunities for advancement** as those without disabilities
- **setting with others who are nondisabled**
- **20 hours** a week; **90 days** in the year since leaving high school
- includes **military** employment

Option 1 criteria used since 2015

Option 2 Criteria aligned with WIOA definition of CIE

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**)
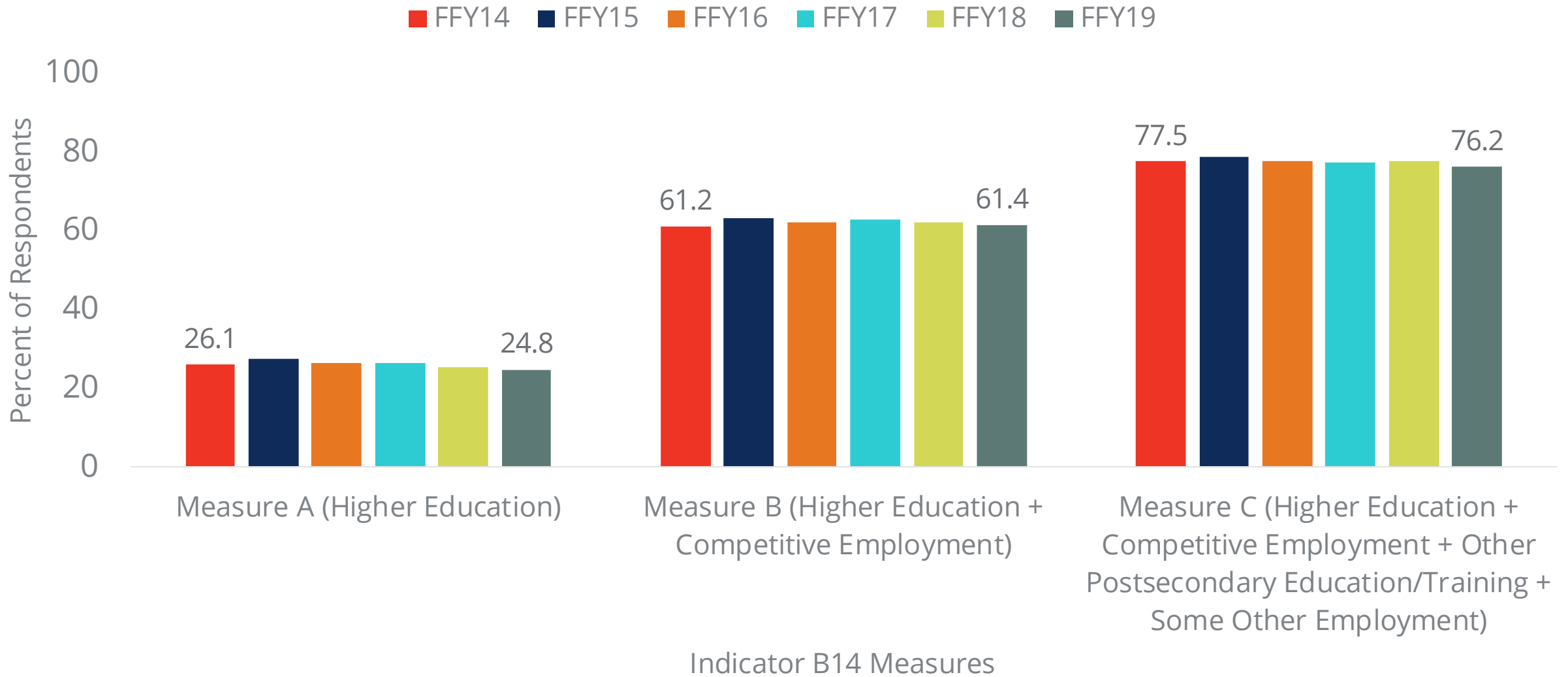- **1 complete term**

Other Employment
- worked for **pay** or been **self-employed**
- **90 days** at any time since leaving high school
- includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.)

4 Outcomes ➡ 3 Measures A, B, & C

1 = Higher Education	2 = Competitive Employment	3 = Other Postsecondary Education or Training	4 = Some Other Employment	5 = Not Engaged
A = 1 /Total Respondents				
B = 1 + 2 /Total Respondents				
C = 1 + 2+ 3 + 4 /Total Respondents				
Total Respondents				

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Trends of Median Percentages for B14 Measures
FFY15 through FFY19

Legend: FFY14, FFY15, FFY16, FFY17, FFY18, FFY19

Measure A (Higher Education): 26.1 ... 24.8
Measure B (Higher Education + Competitive Employment): 61.2 ... 61.4
Measure C (Higher Education + Competitive Employment + Other Postsecondary Education/Training + Some Other Employment): 77.5 ... 76.2

Indicator B14 Measures
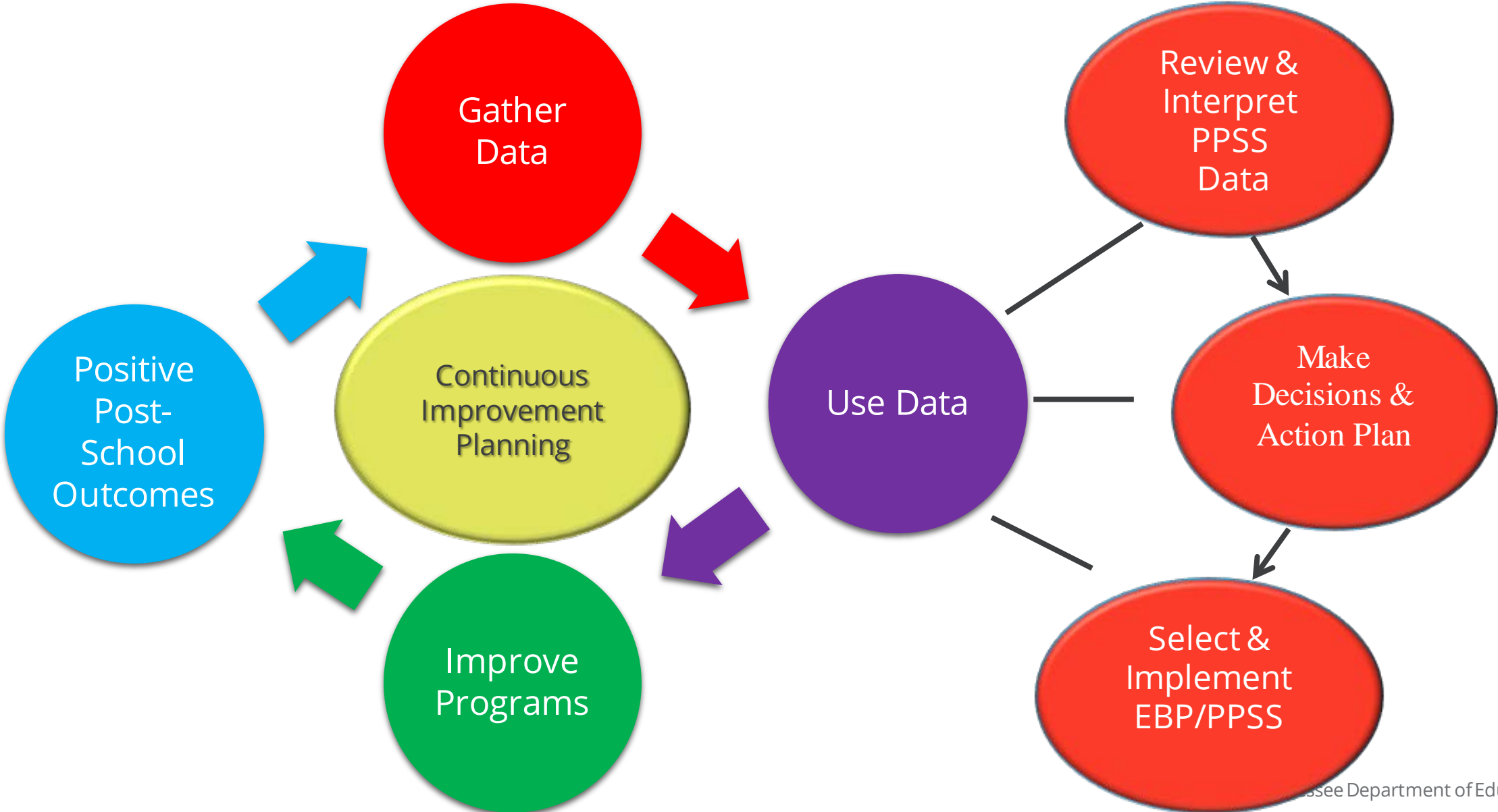
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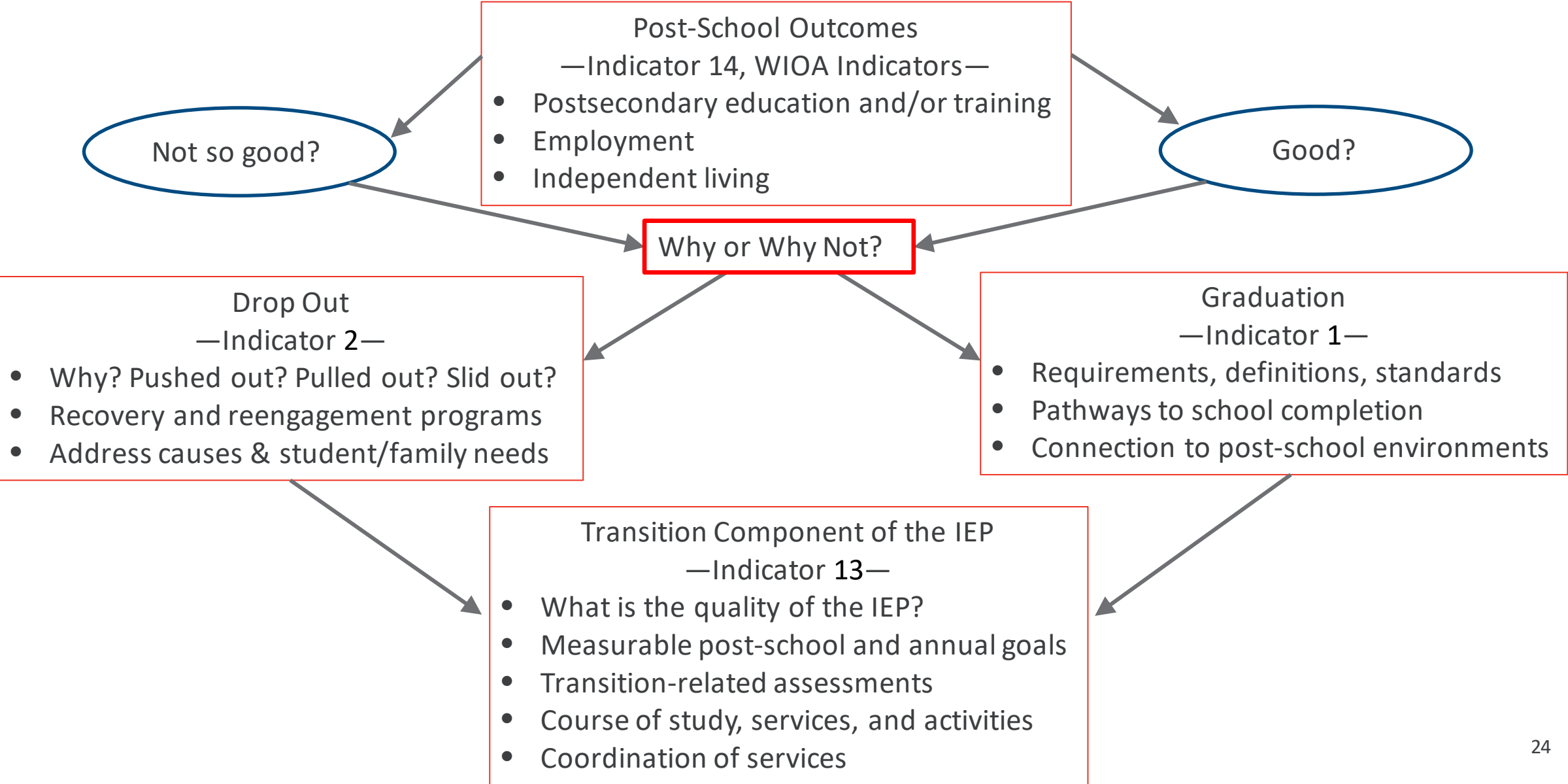# Resources and Supports for Post-School Outcomes (Indicator 14)

- [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](#)

Beyond Federal Reporting

Gather Data

Continuous Improvement Planning

Use Data

Review & Interpret PPSS Data

Make Decisions & Action Plan

Select & Implement EBP/PPSS

Improve Programs

Positive Post-School Outcomes

Tennessee Department of Education

Using Transition Indicators to Improve Practice and Outcomes

Post-School Outcomes
—Indicator 14, WIOA Indicators—
- Postsecondary education and/or training
- Employment
- Independent living

Not so good?

Good?

Why or Why Not?

Drop Out
—Indicator 2—
- Why? Pushed out? Pulled out? Slid out?
- Recovery and reengagement programs
- Address causes & student/family needs

Graduation
—Indicator 1—
- Requirements, definitions, standards
- Pathways to school completion
- Connection to post-school environments

Transition Component of the IEP
—Indicator 13—
- What is the quality of the IEP?
- Measurable post-school and annual goals
- Transition-related assessments
- Course of study, services, and activities
- Coordination of services

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Why use a systematic, yet dynamic, collection and analysis of various data to guide decisions?

- Recall the adage, "What gets measured and monitored gets improved"?

- Without monitoring and measuring activities, all you have are gut feelings, hunches, opinions, and unsupported professional judgment.

- DBDM helps improve the success of students and schools by grounding decisions in descriptive (qualitative) or numerical (quantitative) evidence.

- More access to better information enables educational professionals to test their assumptions, identify needs, and measure outcomes.

Framework for DBDM

Types of Data

- **Input data** – student population demographics
  - Disability category, Race/ethnicity, Gender, Age, and Method of Exit (graduate/dropout/ageout)

- **Process data** – how things happen
  - instructional quality, in-school transition experiences, quality IEPs, LRE experiences, attendance/expulsion,

- **Outcome data** – results of the processes
  - Achievement data, enrollment in higher education, attaining competitive employment, enrollment in postsecondary education/training, and attaining some other employment.

- **Satisfaction data** – how well something is liked
  - Extent to which the district prepared youth for life after high school and assuming the roles of adult, such as going to college, participating in training program, or obtaining and maintaining a job.

Information

Information is obtained when one starts to interpret or make meaning from the data.

For example:

- Knowing the outcomes of youth with disabilities compared to youth without disabilities

- Identifying patterns in students' in-school transition experiences

Data-Driven Decision Making

Make	Gain	Focus on	Discover	Monitor and celebrate
make informed decisions related to the selection of evidence-based practices and programs that lead to improved student achievement,	gain an objective picture of what needs to be improved for individual students and the program as a whole,	focus on what is important for student success,	discover what is working and what is not for students, and	monitor and celebrate movement toward desired student outcomes (Kowalski, Lasley, & Mahoney, 2009).

Data-Driven Decision Making and Transition

DDDM helps to improve teaching and learning by allowing teachers to:

a) make informed decisions that can lead to increased student achievement (i.e. academic skills, vocational skills, functional skills, career readiness) ,

b) gain information of what needs to be improved, and

c) monitor progress towards goals and outcomes.

IDEA 2004

- Beginning not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

(1) **Appropriate measurable postsecondary goals** based upon **age appropriate transition assessments** related to training, education, employment, and, where appropriate, independent living skills; and

(2) The **transition services** (including courses of study) needed to assist the child in reaching those goals

STUDENT READINESS

Transition services are a **coordinated set of activities** for a child with a disability that …

(a) is designed to be within a **results-oriented process**, that is focused on **improving the academic and functional achievement** of the child with a disability to facilitate the child's **movement from school to post-school activities**, including:

- postsecondary education
- vocational education
- integrated employment (including supported employment)
- continuing and adult education
- adult services, independent living, or community participation; and

STUDENT READINESS

Transition services are a **coordinated set of activities** for a child with a disability that ...

(b) is based on the **individual child's needs**, taking into account the child's **strengths, preferences, and interests**; and includes:

- Instruction

- Related Services

- Community experience

- Development of employment and other post-school adult living objective, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation

(IDEA, 2004; 20 U.S.C. 1401(34))

STUDENT READINESS

Definitions Please....!

- **COORDINATED**: These activities have a purpose and a goal. They are selected with a plan in mind to accomplish a specific goal.

- **RESULTS ORIENTED PROCESS**: We are focused on the "outcomes" of the students instead of the "process". The central question is *What has the student learned?*

- **ACADEMIC AND FUNCTIONAL ACHIEVEMENT**: Link to standard course of study that is functionally meaningful as students set and attain goals

STUDENT READINESS

Definitions Please….!

- **SCHOOL TO POST-SCHOOL**: From secondary school (i.e., high school) to adult life experiences.

- **INDIVIDUAL'S NEEDS STRENGTHS PREFERENCES AND INTERESTS**:

  – Student's input is critical to the transition process. The goals in the plan should reflect the goals of the student.

  – For students with significant disabilities, using PIC SYMS to FACILITATE planning and decision making during the transition process.

STUDENT READINESS

Definitions Please....!

- Finally, for many of the students you teach, instruction will be needed to acquire daily living skills.

- **A FUNCTIONAL VOCATIONAL EVALUATION** may be needed to assess what the student can do in terms of **EMPLOYMENT** and INDEPENDENCE & INTERDEPENDENCE in the **COMMUNITY**

STUDENT READINESS

Facilitating post-school success for a students?

- Through assessment we have discovered our students have post-school goals in postsecondary education and employment.

Here are some examples:

- After high school, **Camilla** will work at the airport.
- After high school, **Lily** will attend the Culinary Assistant Training Program at North East State Community College.
- After high school, **Josh** will attend the East Tennessee State University and major in Journalism.
- After graduation from high school, **Tyler** will work as a park ranger for the U.S. Department of Fish and Wildlife.

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Data to Inform Decisions:

Where are students going?

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What do they need to get there?
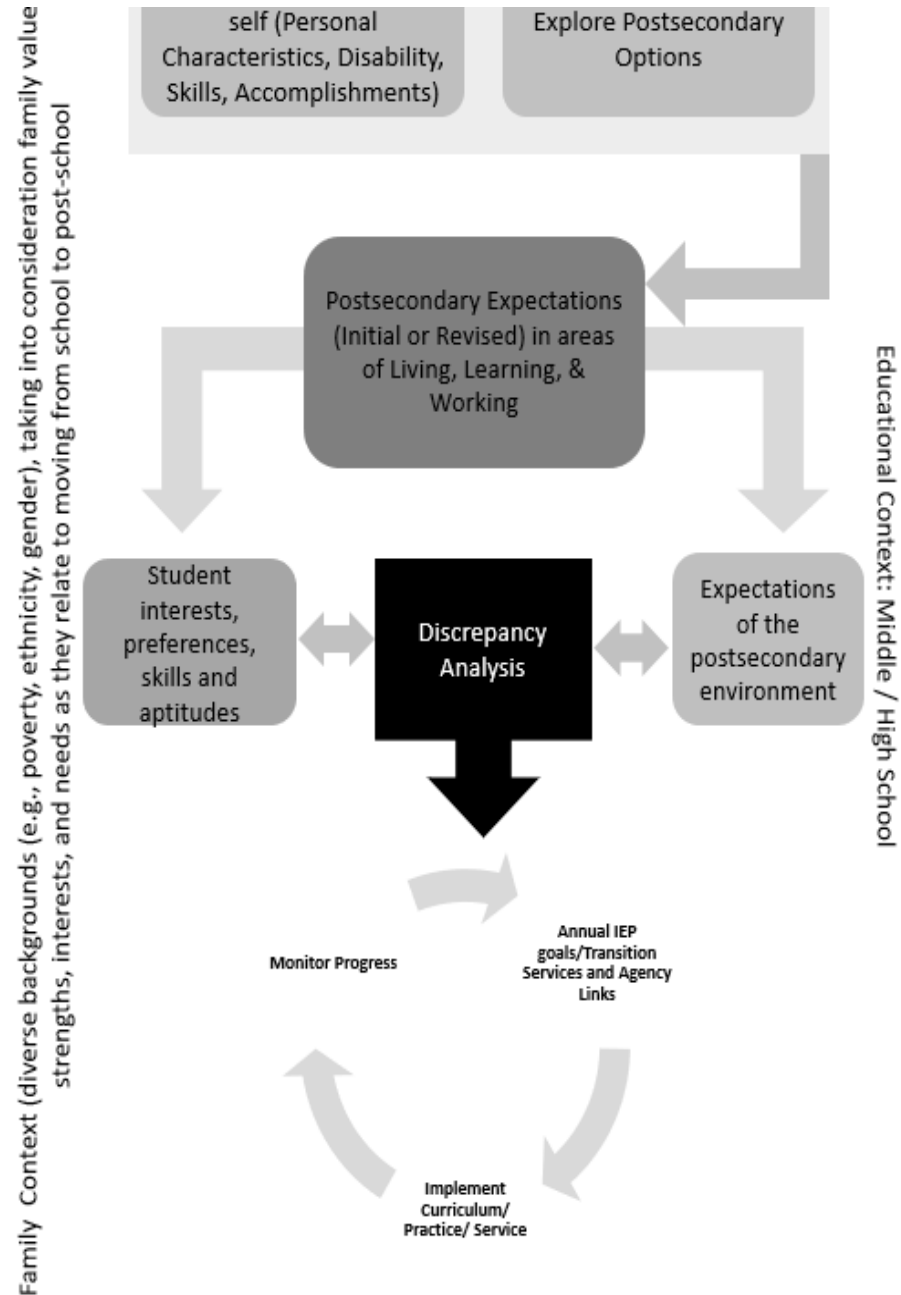
Facilitating post-school success for a students?

- Through assessment (e.g., Brigance Transition Inventory; Informal Interviews with students and General Education Teachers; Writing Samples scored on rubric for Quality and Content), we discovered our students need instruction in writing skills and other career readiness skills to support them in pursuing postsecondary education and careers.
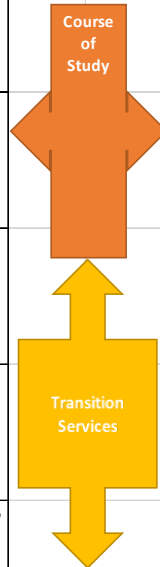
  - **Summary:** Most students showed deficiencies with:
    - College and career related writing skills (e.g., applications, tax forms)
    - Work-place communication skills
    - Financial literacy skills (e.g., making purchases, balancing checkbooks, making financial decisions)
    - Functional skills (e.g., staying on task, taking notes)

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Postsecondary Goal

After high school, Lily will attend the Culinary Assistant Training Program at North East State Community College.

Courses (multi-year plan)		Activities (multi-year plan)
9th Grade: English I, Algebra I, US History, Health and PE, Biology, Culinary Arts I	Course of Study	9th Grade: Industry tours, Job exploration counseling, Workplace readiness training, Counseling on enrollment opportunities in postsecondary education programs at institutions of higher education, Work-based learning experiences, Instruction in self-advocacy
10th Grade: English II, Algebra II, World Civilization, Culinary Arts II, Computer Applications I		10th Grade: Job shadow at local restaurant (work-based learning experience), Participation in school-based enterprise, Instruction in self-advocacy, Workplace readiness training to develop social skills and independent living
11th Grade: English III; Geometry; Hospitality & Tourism Management I, Dual Enrollment Culinary Arts I	Transition Services	11th Grade: tour of culinary art postsecondary education programs, Community-based vocational training, Instruction in self-advocacy, Workplace readiness training to develop social skills and independent living
12th Grade: English IV, Chemistry, Dual Enrollment Culinary Arts II, Hospitality & Toursim Management II		12th Grade: Work-based learning practicum (paid internship), visit disability supports at community college, job exploration counseling
Status with Regard to Graduation Requirements: Earned 6 of 22 credits		

Transition Services

Instruction	Community Experiences		Related Service (Adult services)	Post-school Adult Living &	Acquisition of Daily Living Skills
Specially designed instruction in self-advocacy/ self-determination skills;	Industry tour		Pre-ETS provided by Vocational Rehabilitation	Conduct an informational interview with local chef	Banking and money management
Specially design instruction in work-place readiness skills (delivered via CTE)	Job shadowing at local restaurants		Transportation	Exploration of career options in Culinary Arts Career Pathway	

Annual IEP Goal

By the end of the academic year [insert specific date], given explicit instruction (I do, We do, You do) in the Culinary Arts CTE course on work-place readiness skills, Lily will independently independently respond to a peer or adult by asking a question or making a comment about food and beverage production and guest services in role play and real-life situations with both peers and adults during 8 out of 10 trials.

Remember: Alignment to Postsecondary Goals

Facilitating post-school success for a students?

- **What Evidence-based practices support teaching the skills we need to teach?**

- **Where do we find them?**

Questions to Consider before Selecting a Practice

1. Did the intervention work?

2. Is the practice considered an evidence-based, research-based, promising, or not established?

3. Does the practice relate to predictors of post-school outcomes for students with disabilities?

4. Has the practice been effective for the population of students I am working with?

5. Can the practice be individualized and adapted to fit the unique needs of my students?

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Data-based decision making: It's a process!

1. Review data (e.g., post-school outcomes, current policies, procedures, predictors of post-school success, implementation of EBPs)

2. Interpret the data (e.g. identify patterns)

3. Prioritize needs based on data and context

4. Establish S.M.A.R.T. goals related to improving outcomes for youth with disabilities

5. Select specific strategies designed to improve post-school outcomes (e.g., evidence-based practices)

6. Make Decisions & Plan Actions

7. Monitor and evaluate results

8. Do it all again!!!

EDUCATORS

How to support teachers in using data to implement effective practices

- Provide access to post-school outcomes and other data

- Provide professional development to school personnel to review and interpret data, develop action plans, learn about evidence-based practices and predictors, etc.

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How to support teachers in using data to implement effective practices

- Develop a repository for teachers to access information regarding data, evidence-based practices, predictors, and other relevant transition related information.
- Build the capacity to help teachers learn about evidence-based practices and predictors.
- Learn how to evaluate use of evidence-based practices and predictors

EDUCATORS

Thank You!

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Tuesday-Thursday
Please Share Your Feedback:

You may access the PD by navigating here:
https://stateoftennessee.formstack.com/forms/2023fpi_pd_survey

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