

DISTRICT

Data use Toolkit

A District Facilitator's
Guide for Examining Local
Post-School Outcomes

December 2009 - version 1

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POST-SCHOOL OUTCOMES CENTER


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To date, some States and districts have multiple years of PSO data that can be used to inform programming at the State and local districts. Therefore, this first version of the **NPSO Data Use Toolkit** is for use with PSO data submitted to OSEP prior to February 1, 2011.

We will revise the **Data Use Toolkit**, version 2.0, to meet the *new* data collection and reporting requirements due in the February 1, 2011 submission to OSEP.



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Data Use Toolkit: A District Facilitator's Guide for Examining Local Post-School Outcomes

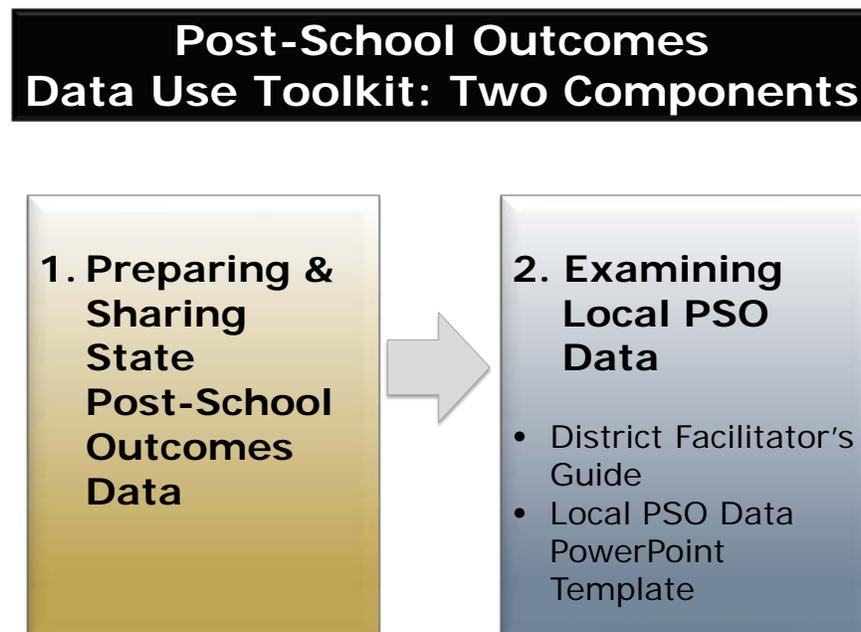
An Overview

Since 2004, 60 States, including the U.S. jurisdictions and territories, have collected information from former students with disabilities about their employment and further education activities in the year after leaving high school. Purposes for this national data collection effort are twofold: (a) measuring the State's implementation of the Individuals with Disabilities Education Act (IDEA, 2004), and (b) determining how well the State meets one of the purposes of IDEA:

"... 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" (34 CFR §300.1(a)).

States report the results of the data collection efforts to the U.S. Department of Education, Office of Special Education Programs and the general public through the State Performance Plan and Annual Performance Report (SPP/APR). Beyond fulfilling a reporting requirement, the collection of post-school outcomes (PSO) data provides valuable information to State and local education personnel, parents, and other community stakeholders whose responsibility it is to prepare children with disabilities for further education and employment. The National Post-School Outcomes Center (NPSO) developed a toolkit to assist States and local education agencies, their stakeholders, and partners in using post-school outcome data to improve programs for youth with disabilities. The Data Use Toolkit consists of two components as shown in Figure 1.

Figure 1. Components of the NPSO Data Use Toolkit



Each component of the Data Use Toolkit has a specific purpose, audience, and materials list (see Figure 2).

- Component 1: **Preparing and Sharing State Post-School Outcomes Data** guides the SEA to organize and disseminate the State level PSO to local school districts.
- Component 2: **Examining Local Post-School Outcomes Data** includes a **District Facilitator's Guide** that assists a district or school person prepare for and lead a guided discussion about local PSO using the **Examining Local Post-School Outcomes PowerPoint Template (PPT)** and other resources to help local stakeholders in programmatic decision-making.

Ideally, the SEA would use Component 1, **Preparing and Sharing State Post-School Outcomes Data**, to organize and disseminate the State level PSO data to the local school district. The district facilitator would use Component 2, **A District Facilitator's Guide for Examining Local Post-School Outcomes**, to prepare the **Examining Local Post-School Outcomes: A Guided Discussion PowerPoint**. The District Facilitator's Guide includes procedures for locating and organizing the State and school district data.

Figure 2. NPSO Data Use Toolkit Components Purpose, Audience and Materials

Purpose-Audience-Materials		
	Preparing & Sharing State PSO Data	Examining Local PSO Data
Purpose	To help SEA personnel disseminate State PSO data to the LEA	To help a district person organize, disseminate, and use PSO data with stakeholders
Audience	SEA personnel	LEA leadership personnel, school personnel, and stakeholders
Materials	<ul style="list-style-type: none"> • Glossary of terms • Materials list • Questions to consider 	District Facilitator's Guide <ul style="list-style-type: none"> • Description of slides • Glossary of terms • Questions to consider • Handout masters PSO PowerPoint Template

To date, some States and school districts have multiple years of PSO data that can be used to inform programming at the State and local school districts. Therefore, the first version of the **NPSO Data Use Toolkit** is for use with PSO data submitted to OSEP prior to February 1, 2011. We will revise the **Data Use Toolkit**, version 2.0, to meet the *new* data collection and reporting requirements due in the February 1, 2011 submission to OSEP.

A District Facilitator's Guide for Examining Post-School Outcomes

Introduction

This is the second of two components in the **Data Use Toolkit** to guide State and local education agencies in the assembly, organization, and examination of their State and local post-school outcome (PSO) data relative to Indicator 14. Specifically, Indicator 14 reads:

Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. (20 U.S.C. §1416(a)(3)(B)).

The purposes of the second component of the NPSO Data Use Toolkit, **A District Facilitator's Guide for Examining Local Post-School Outcomes**, are to assist a local staff person, referred to in the Data Use Toolkit as the district facilitator or facilitator, in (a) planning the dissemination and use of PSO data, and (b) facilitating a guided discussion of the PSO results for program improvement and decision-making. The primary audience for this component is local education agency (LEA) leadership personnel (e.g., special education directors, or department chairs) who organize and facilitate a discussion with local stakeholders.

Materials in this component help the district facilitator understand the State's data collection efforts and the outcomes experienced by former students in the school district or school. The Data Use Toolkit can be used with school district or school level data. For ease of writing, we refer to the district's use of these materials.

Using **A District Facilitator's Guide for Examining Local Post-School Outcomes** and the accompanying PowerPoint Template, **Examining Local Post-School Outcomes**, a district facilitator will lead local stakeholders in a discussion of former students' post-school outcomes and identify program strengths and areas that need improvement.

A District Facilitator's Guide for Examining Local Post-School Outcomes outlines procedures for (a) organizing State and local PSO data, (b) presenting PSO data to targeted audiences, and (c) guiding a discussion about the PSO data. Below is a list of the materials in the second component of the Data Use Toolkit:

- PSO Glossary
- Process for assembling PSO data
- List of materials for disseminating PSO data for programmatic decision-making
- Facilitator's notes to a PowerPoint for guiding discussion of PSO data
- Questions for a Guided Discussion
- Handout masters

Remember, this version of the **Data Use Toolkit** is designed for use with existing PSO data States and school districts currently have available. NPSO encourages States and school districts to use the existing data and we recognize the need to revise these materials. We will revise the **Data Use Toolkit**, version 2.0, to meet the *new* data collection and reporting requirements due in the February 1, 2011 submission to OSEP.

Role of the District Facilitator

The district facilitator is critical to the process of using PSO data to improve programs for youth with disabilities. Being a facilitator involves four steps:

- Step 1: Assembling the Data
- Step 2: Organizing the Data
- Step 3: Modifying the PowerPoint
- Step 4: Examining the Data with Stakeholders

The information on the following pages will help the facilitator accomplish these steps. If you have questions, or need additional information, contact a member of the NSPO staff:

- Deanne Unruh, Director, dkunruh@uoregon.edu, 541.346.1424
- Jane Falls, Coordinator, jafalls@uoregon.edu, 541.346.0354
- Charlotte Y. Alverson, Research Associate, calverso@uoregon.edu, 541.346.1390.

Additional resources relevant to Indicator 14 are available on the NPSO website: www.psocenter.org.

Process for Assembling PSO Data

The purpose of **A District Facilitator’s Guide for Examining Local Post-School Outcomes**, the accompanying PowerPoint, **Examining Local Post-School Outcomes**, and a meeting to discuss the PSO experienced by former students is to establish a continuous improvement plan. This on-going process begins by reviewing the local PSO.

Step 1: Assembling the Data

The first step requires locating and obtaining the State and district data relative to post-school outcomes (PSO) listed in Table 1. The district facilitator will use these data to prepare the **Examining Local Post-School Outcomes** PowerPoint and lead a discussion with stakeholders.

Ideally, the State will have used the first component of the Data Use Toolkit, **Preparing and Sharing State Post-School Outcomes Data**, to provide these data disaggregated (i.e., broken apart) for the LEA. In the event the State does not provide these data to the LEA, the district facilitator should obtain the State and district data sources listed in Table 1. These data are necessary for preparing the **Examining Local Post-School Outcomes** PowerPoint and will be useful when looking at the district’s PSO data.

The State PSO data will serve as a reference point for the district. The State Performance Plan (SPP) and Annual Progress Report (APR) are two documents containing, among other things, the State’s definitions for (a) graduate, (b) dropout, (c) employment, and (d) postsecondary education/training. Knowing the State’s definition for these terms will help the facilitator understand the PSO of former students with disabilities in the district. States are required to place the SPP and APR on the State web site. Search the State’s web page for the most recent version of these two documents.

Table 1. Data sources for looking at district level PSO data

STATE DATA	DISTRICT DATA
<p>The State’s one page summary of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> State engagement rate (i.e., percent of youth employed competitively, enrolled in postsecondary education/training, and both) <input type="checkbox"/> State graduation rate <input type="checkbox"/> State dropout rate <input type="checkbox"/> State employment, postsecondary education/training, and both employment rates disaggregated for each of the following groups (as available): <ul style="list-style-type: none"> <input type="checkbox"/> Males and females <input type="checkbox"/> Disability categories <input type="checkbox"/> Race/ethnicity categories <input type="checkbox"/> Exit type (i.e., graduates, dropouts, age-outs, etc.) <input type="checkbox"/> State Performance Plan (SPP) and Annual Progress Report (APR) 	<ul style="list-style-type: none"> <input type="checkbox"/> Total number of district leavers with an IEP <input type="checkbox"/> Total number of district youth who responded to the survey/interview <input type="checkbox"/> Copy of the PSO questions or survey <input type="checkbox"/> District graduation rate <input type="checkbox"/> District dropout rate <input type="checkbox"/> District employment, postsecondary education/training, and both employment and postsecondary education/training rates for each of the following groups: <ul style="list-style-type: none"> <input type="checkbox"/> Males and females <input type="checkbox"/> Disability categories <input type="checkbox"/> Race/ethnicity categories <input type="checkbox"/> Exit type (i.e., graduates, dropouts, age-outs, etc.) <input type="checkbox"/> Other groups of interest

Step 2: Organizing the Data

After assembling information from the various sources, the district facilitator needs to organize these data into a manageable format to modify the graphs in the **Examining Local Post-School Outcomes PowerPoint Template**. Step 3 walks through the process of modifying the PowerPoint.

The district facilitator may choose to organize the information using a State method or by using the **NPSO Data Display Template**. The Template, Instructions, and an example of the data tables, are available at <http://psocenter.org/analysis.html#reporting>.

The **NPSO Data Display Template** creates two data tables - one of percents and the other of numbers - for the subgroups of leavers disaggregated by the PSO categories of (a) competitive employment, (b) postsecondary school, and (c) both employed and school. This **NPSO Data Display Template** was designed for the SEA to use with State PSO data and can also be used to display district PSO data.

After downloading and entering State or district numbers into the **NPSO Data Display Template**, the template generates tables. The top portion displays the percent of Statewide respondents in the categories of Competitively Employed Only, Postsecondary School Only, Both Employed and School, Other, and Neither. The bottom portion displays the number of Statewide respondents in the same categories. Figure 3 shows an example of data tables for the disability categories.

Figure 3. Example Data Tables from the NPSO Data Display Template

Respondents by Type of Disability: Short	Statewide Respondents n=1200	Specific Learning Disability n=450	Emotional Disturbance n=250	Mental Retardation n=147	All Other Disabilities n=353	Unknown: Disability Type n=0
Competitively Employed Only	48%	36%	44%	71%	57%	
Postsecondary School Only	12%	11%	10%	10%	14%	
Both Employed and School	10%	13%	14%	1%	8%	
Other	10%	14%	20%	0%	0%	
Neither	20%	25%	12%	17%	21%	
SPP/APR Percent Engaged	70%	61%	68%	83%	79%	0%

Respondents by Type of Disability: Short	Statewide Respondents n=1200	Specific Learning Disability n=450	Emotional Disturbance n=250	Mental Retardation n=147	All Other Disabilities n=353	Unknown: Disability Type n=0
Competitively Employed Only	580	162	111	105	202	0
Postsecondary School Only	140	51	25	15	49	0
Both Employed and School	125	60	35	2	28	0
Other	115	65	50	0	0	0
Neither	240	112	29	25	74	0

Another way to organize PSO data is by using the two data tables described here and provided in the Appendix. Table 2 organizes the district's overall PSO information by identifying the number and percent of leavers in five categories.

Table 2. District Overall PSO Information

School year in which youth left school: 20__ - ____	
Category	Number (percent)
Total number and percent of district leavers who had an IEP	
Total number and percent of district leavers who responded to the survey/interview calculated as: Number of survey/interviews completed/divided by the total number of leavers in the district	
District graduation rate	
District dropout rate	
District total engagement rate calculated as: Competitively Employed only+ Enrolled in postsecondary school only+ Both competitively employed and enrolled in postsecondary education/training/Divided by the total number of respondents to the survey or interview	

It may be helpful to examine additional information. If so, additional categories can be included in the table. For example, it may be helpful to examine the Number and percent of youth who;

- leave school at each year of high school (e.g., freshman, sophomore, etc.),
- received special education services by least restrictive environment (LRE) categories, or
- received specific transition services (e.g., work-based learning or community based instruction).

NOTE: Graduation and dropout rates vary depending on the data source and calculation formula specified in the various reporting requirements. For example, rates using section 618 data or reported in the Consolidated State Performance Report (CSPR) *may* be different than the rates reported in the State Performance Plan (SPP). It is important to know what data and calculation formula the State used in the SPP.

Table 3, on the following page, organizes the number and percent of youth by the various leaver groups who were competitively employed, enrolled in postsecondary education/training, or both, one year out of school.

The categories listed in these two tables contain the minimum information needed to examine the post-school outcomes using the **Examining Local Post-School Outcomes PowerPoint**. The district facilitator will use the information from the data tables to modify the **Examining Local Post-School Outcomes PowerPoint**. Step 3 walks through the process of modifying the PowerPoint.

Table 3. Number and Percent of Youth from Leaver Groups by Post-School Outcome

Directions: Enter the number & (percent) of youth from each leaver group who were working, going to school, or both.	Competitively employed	Enrolled in postsecondary education/training	Both, competitively employed and enrolled
Graduates			
Drop outs			
Age-outs			
Non-returners			
Race/Ethnicity			
Female			
Male			
Autism			
Deaf-Blindness			
Emotional Disturbance			
Hearing Impairment including deafness			
Mental Retardation			
Multiple Disabilities			
Orthopedic Impairment			
Other Health Impairment			
Specific Learning Disability			
Speech or Language Impairment			
Traumatic Brain Injury			
Visual Impairment including Blindness			

Step 3: Modifying the Examining Local Post-School Outcomes PowerPoint

The **Examining Local Post-School Outcomes PowerPoint** (available at <http://www.psocenter.org>) was created as a template for the district facilitator to use when leading a guided discussion with stakeholders about the district's PSO. After assembling and organizing the data, steps 1 and 2, the facilitator will modify the **Examining Local Post-School Outcomes PowerPoint** to reflect the district data. The following slides need to be modified using State and district post-school outcomes data:

2	3	8	10	11	12	14	15
17	18	19	20	21	23	24	25
26	31	33	35	36	37	38	41
44							

Detailed directions for modifying each slide of the **Examining Local Post-School Outcomes PowerPoint** begin on page 21 of the District Facilitator's Guide.

Step 4: Examining the Data with Stakeholders

With data entered into the **Examining Local Post-School Outcomes PowerPoint** you are ready to organize a meeting with stakeholders to discuss the post-school outcomes for your district or school. During the meeting, you will use the **Examining Local Post-School Outcomes PowerPoint** and the Guiding Questions to examine your local PSO data and identify program strengths and areas for improvement.

Below we suggest who to invite to the meeting and describe the facilities, materials, and handouts needed during the meeting. We describe an action planning process and include a list of Guiding Questions that can be used during the meeting. Finally, beginning on page 21 we describe, in detail, each slide of the **Examining Local Post-School Outcomes PowerPoint**.

Inviting Stakeholders

When you consider who to invite to a discussion about PSO, think about who needs to hear about the post-school outcomes of youth with disabilities. Who can identify challenges to positive post-school outcomes for youth? Who can suggest solutions for overcoming challenges? Who has the decision-making authority to change existing policies and procedures? Who has a vested interest in the rates of employment and enrollment in further education for youth with disabilities? Below is a list of people to consider inviting:

- General and special educators
- Parents
- Young adults with disabilities
- School administrators (e.g., principals, vice principals)
- School guidance counselors
- District special education administrators
- Support personnel (e.g., transition specialists, job coaches, educational assistants)
- Local labor/business leaders
- Personnel from Support Agencies (e.g., VR, MH/DD, community college or university representatives)

Meeting Facilities and Equipment

A comfortable room with the following equipment is needed:

- LCD Projector
- Screen
- Computer with MS PowerPoint 2007
- Chart paper, markers, and tape
- Refreshments (optional)

Handouts

The **Examining Local Post-School Outcomes PowerPoint** contains ten graphs, with two additional graph templates that could be used to visually display additional post-school outcomes variables collected by the State. The graphs are designed in color for presentation in the PowerPoint. For this reason, we recommend printing the 10-12 graphs in color on 8.5" x 11" paper to facilitate reading the graphs. When printed in black and white or grayscale, distinguishing between the categories on the graph is difficult.

We recommend printing the following handouts on colored paper and organizing them in a folder to help participants locate materials quickly during the meeting. A master copy is in the Appendix for each of the following handouts:

- PSO Glossary
- 20 Part B Indicators for State Performance Plans
- An example of a 1-page summary of how data are collected in a State and the State's results
- Predictors of School Success
- Blank Action Planning Worksheets

Action Planning

The purpose of reviewing the district's post-school outcomes is to use the data to guide continuous improvement of the secondary transition programs and student outcomes. Reviewing the local PSO is one step in this on-going process. At the conclusion of the meeting, stakeholders should decide what next steps are needed to continually improve school programs that will lead to positive post-school outcomes.

The **District's Facilitator's Guide** contains two options for action planning forms or you may wish to use a planning process already in use in the district. The first form, "Action Planning Worksheet," contains basic categories for further planning: Next Step, Person Responsible, Due Date and Setting Next Meeting Date.

The second form, "Action Planning Aligned with the Taxonomy for Transition Programming," includes the five categories of Kohler's (1996) Taxonomy for Transition Programming and Next Steps needed to address each category. If the State has participated in the Annual Secondary Transition State Planning Institute, held in Charlotte NC, the facilitator may want to align the district's action planning with the work the State has done at the Institute. Contact the State's Special Education Director or Transition Specialist to learn more about the State's participation in the Institute.

Overview of Guiding Questions

What Can We Learn? Questions for a Guided Discussion about Post-School Outcomes

The inherent value of the **Data Use Toolkit** lies in the extent to which stakeholders ask and answer critical questions about the secondary transition programming and services in the school, district, and State. As part of the process, data are used to support, or refute, the ideas, notions, instincts, and *gut feelings* people have about what former students do after leaving public school. The Guiding Questions posed here are conversation starters and springboards for a discussion about district outcomes and programs.

Guiding Questions focus on four areas related to post-school outcomes:

- General transition questions,
- Graduation and dropout,
- Competitive employment, and
- Enrollment in postsecondary education or training.

The questions are both quantitative (e.g., how many, what percent) and qualitative (e.g., what contributes to the high/low percents) in nature and relate to the district's or school's overall transition program. In some cases you may need to discuss district level programs or conditions; in other cases, the discussion may focus on the school level programs or conditions. By answering these questions, educators and stakeholders gain valuable insight into the strengths of the district's secondary transition program(s) and areas that need attention. Keep in mind, the intent of the questions is to guide a discussion about the outcomes experienced by youth with disabilities who leave the district. These questions are not exhaustive.

Selecting Questions to Discuss During the Meeting

As district facilitator, you will become knowledgeable about PSO information specific to the district and/or school through preparing for the meeting with stakeholders. Use the knowledge to identify the questions to ask and discuss during the stakeholder meeting. Selection of questions should be based on the overall strengths and needs anticipated in the district. For example, if the district's employment rate for female youth with disabilities is low, but there is no difference in the employment rate for youth differing by race/ethnicity, the facilitator might decide to focus on the employment related questions specific to gender rather than race/ethnicity.

One concern frequently voiced when PSO data are reviewed is that the number of students is too small to use as the basis for making programmatic decisions. We encourage the district facilitator to keep the following points in mind. First, PSO data are only one point of information that should be used when making decisions about a program. Second, PSO data are not examined for the purpose of determining whether the null hypothesis can be rejected at some level of certainty (Gall, 2001). Rather, PSO data should be viewed relative to their practical significance, i.e., having importance for the practice of education (Gall, 2001). To this end, PSO data are important to youth who experienced the outcomes, and therefore should be important to stakeholders responsible for making decisions about the secondary transition programs.

General Transition Questions

The following questions relate to the district's overall secondary transition program.

- When a student turns 16, how does the district provide explicit transition planning services specifically designed to help students move from high school into work and or postsecondary education and training opportunities?
- Does every student's IEP contain a post-school goal for employment and further education?
- How are social skills explicitly taught and incorporated into the curriculum so students can learn to manage social interactions that lead to successful work, education and training situations?
- Do the IEPs meet the requirements for Indicator 13? (see http://www.nsttac.org/indicator13/indicator13_checklist.aspx)
- Does every IEP contain appropriate measurable postsecondary in education and employment for students who are 16 or older?

The term *engaged* refers to youth working, going to school, or doing both (i.e., working and going to school at the same time). Looking at the engagement rate:

- What percentage of former students was engaged (i.e., working, going to school, or doing both) one year out of school?
 - What was the actual number of students with disabilities represented by this percentage?
 - Was this percentage consistent with the engagement rates of previous years?
 - What percentage of the district's respondents was not engaged at any level?
 - How does the district's engagement rate compare to the State engagement rate?

Graduation and Dropout Questions

The following questions address issues related to the **graduation and dropout rates** experienced by youth with disabilities in the district and or school.

- What percentage of former students graduated with a diploma last year?
- What is the number of students with disabilities represented by this percentage?
- How does our graduation rate compare to the State graduation rate?
- Is the current year's graduation rate similar to, higher, or lower than the graduation rate in past years?
- What percentage of former students dropped out of school last year?
- What is the actual number of students with disabilities represented by this percentage?
- Is the current year's dropout rate similar to, higher, or lower than the dropout rate of past years?

The following questions address *issues* experienced by youth with disabilities in the district and or school.

- Considering the overall graduation and dropout rates for youth with disabilities from your school/district, what surprised you?
- What do you think contributes to the graduation and dropout rates?
- Are some groups of students (i.e., gender, disability groups, race/ethnicity, or age) graduating or dropout out of school at a higher rate than you expected?
- What types of classes, academic/vocational, do students who graduate (or dropout) from high school typically take while in high school?
- If you compare the classes taken by students who graduate to classes taken by students who dropout, is there a difference?
- What district-wide policies and/or procedures contribute to students with disabilities graduating from high school? What are barriers to their graduating?
- What district-wide policies and or procedures contribute to students with disabilities dropping out of high school? What are barriers to their dropping out?
- Describe any differences in the graduation and dropout rates for students in the categories of (a) gender, (b) disability group, (c) race/ethnicity, and (d) age.

Competitive Employment Questions

The following questions address issues related to the **competitive employment rate** experienced by youth with disabilities in the district and or school.

- Are former students across different disability categories competitively employed at a similar rate?
 - If not, what groups are employed at a higher rate?
 - What do you think contributes to the higher employment rate for these groups?
 - What could the district or school do to promote competitive employment for groups with a lower employment rate?
- Are males and females competitively employed at approximately at a similar rate?
 - If not, which group is employed at a higher rate?
 - What do you think contributes to the higher employment rate for this group?
 - What could the district do to promote competitive employment for the group with a lower employment rate?
- Are former students across different methods of exit (i.e., graduates, dropouts, age-outs, etc.) competitively employed at a similar rate?
 - If not, what groups are employed at a higher rate?
 - What do you think contributes to the higher employment rate for some groups?
 - What could the district do to promote competitive employment for groups with a lower employment rate?
 - Can students who dropout re-enter high school? If so, what strategies are in place to encourage this activity?
- Are former students across different race/ethnicity groups competitively employed at a similar rate?
 - If not, what groups are employed at a higher rate?
 - What do you think contributes to the higher employment rate for some groups?
 - What could the district do to promote competitive employment for groups with a lower employment rate?

If the competitive employment rate for youth with disabilities in your district/school is lower than the State's employment rate or benchmark consider the following questions:

- What services does the district provide that contribute to youth becoming competitively employed once they exit school? For example, does the district provide job coaches; is there an interagency agreement between the school district and the local vocational rehabilitation office?
- What district barriers limit competitive employment for youth with disabilities? How is the district addressing the barriers or preparing students to overcome them?
- What barriers outside of the district may limit competitive employment opportunities for youth with disabilities? How is the district working to eliminate the barriers or prepare students to overcome these barriers?
- How is career awareness an explicit part of the curriculum?
- How is job training an explicit part of the curriculum?
- How does the district support paid work-based learning opportunities for youth with disabilities while they are in high school (e.g., provide Carnegie unit credit, provide transportation to and from worksites, etc.)?
- What unpaid work-based learning opportunities are available to youth with disabilities while they are in high school?
- Is there a concerted district-wide effort to provide vocational and career technical education courses to youth with disabilities in high school?
- Where vocational and career technical education courses are available, are youth with disabilities enrolling in these classes? Are youth with disabilities successfully completing these classes?
- How does the district provide professional development training to help vocational and career technical educators work successfully with students who have diverse needs?
- How are youth and their parents informed about postsecondary employment programs?
- How are parents and youth active participants in the decision making process relative to identifying post-school goals for employment?

Postsecondary Education/Training Questions

The following questions address issues related to the **postsecondary education and or training rate** experienced by youth in the district and or school.

- Are former students across different disability categories and with similar abilities enrolled in postsecondary education or training at a similar rate?
 - If not, what groups are enrolled at a higher rate?
 - What do you think contributes to the higher enrollment rate for some groups?
 - What could the district do to promote enrollment in postsecondary education or training for groups with a lower enrollment rate?
- Are males and females enrolled in postsecondary education or training at approximately the same rate?
 - If not, which group is enrolled at a higher rate?
 - What do you think contributes to the higher enrollment rate for this group?
 - What could the district do to promote enrollment in postsecondary education or training for the group with a lower enrollment rate?
- Are former students across different methods of exit (i.e., graduates, dropouts, age-outs, etc.) enrolled in postsecondary education or training at a similar rate?
 - If not, what groups are enrolled at a higher rate?
 - What do you think contributes to the higher enrollment rate for this group?
 - What could the district do to promote enrollment in postsecondary education or training for groups enrolled at a lower rate?
- Are former students across different race/ethnicity groups enrolled in postsecondary education or training at a similar rate?
 - If not, what groups are enrolled at a higher rate?
 - What do you think contributes to the higher enrollment rate for this group?
 - What could the district do to promote enrollment in postsecondary education or training for groups enrolled at lower rates?

If you determine the enrollment rate for youth with disabilities in postsecondary education and training is lower than the State target or benchmark, consider the following:

- How are youth with disabilities provided specific opportunities to learn about a variety of post high school learning opportunities, including vocational and training programs, trade schools, community and adult learning programs (i.e., not just 2- or 4-year colleges)?
- When do youth who are interested in attending a vocational, training, or trade school program have opportunities to visit the school, apply for scholarships, and receive help with admittance procedures? Are youth with disabilities specifically targeted to participate in these activities?
- Do youth with disabilities have the skills, services, and supports to successfully complete their high school education, thereby preparing them to enroll in and complete postsecondary education or training programs?
- How are youth with disabilities encouraged and supported to enroll in academic and general education classes that will prepare them for success in postsecondary education and training programs?
- How are youth with disabilities explicitly taught self-advocacy and self-determination skills that they will need to successfully avoid or overcome a variety of challenges they may face once they leave high school and seek further education?
- What may be barriers within the district to youth with disabilities enrolling in a post high school education program? How is the district working to eliminate the barriers or prepare students to overcome these barriers?
- What may be barriers beyond the purview of the district to youth with disabilities enrolling in a post high school education program? How is the district working to eliminate the barriers or prepare students to overcome these barriers?
- How are youth and their parents informed about postsecondary education/training programs?
- How are parents and youth active participants in the decision making process relative to identifying post-school goals for further education?
- What services, provided by the district, contribute to youth enrolling in a post high school education program once they exit school? For example, how does the district promote further education training for programs other than 2- and 4-year colleges; have interagency agreements been established between the school district and local adult education and training programs; are students with disabilities encouraged (and supported) to participate in dual enrollment to help them transition from high school to college?
- What professional development opportunities has the district provided to help guidance counselors and high school teachers (general and special education) (a) recognize the barriers and challenges some youth with disabilities face and (b) develop the skills to help youth with disabilities make a successful transition to postsecondary education or training settings?

Facilitator Materials: Description of PowerPoint Slides

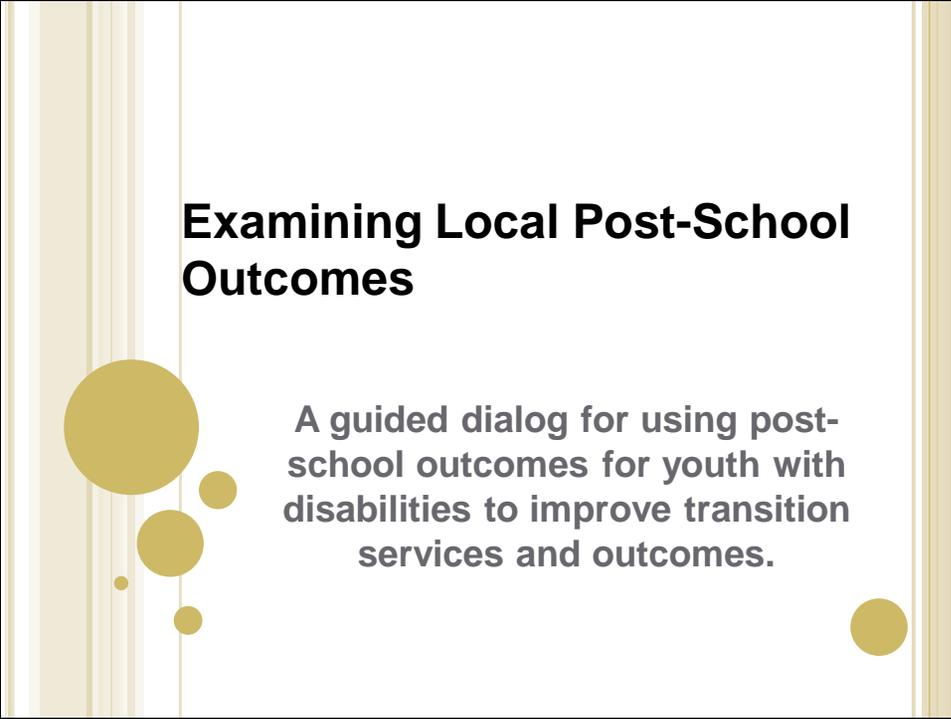
To help the facilitator modify the PPT and guide the discussion of PSO with stakeholders, the remaining pages of the District Facilitator’s Guide consist of a table containing the following information:

- Screen shot of each slide in the PPT
- Estimated time to spend on each slide during the meeting
- Materials that accompany the slide
- Background information relative to the slide that the facilitator may find helpful
- Facilitator’s Notes as included on the slide in the PPT.

Each slide in the PowerPoint is aligned with one of the purposes of the meeting. Each purpose is noted under the Facilitator’s Notes.

We suggest that the facilitator use these pages when modifying the **Examining Local Post-School Outcomes PowerPoint** and preparing for the meeting with stakeholders.

<p style="color: #0070C0;">Screen shot of the PPT slide will be shown here.</p>	<p>Time Allotment: Estimated amount of time for this slide.</p>	<p>Background information: Additional information the facilitator may find helpful.</p>
	<p>Materials: Any additional materials that could accompany this slide.</p>	<p>Facilitator’s Notes: (Purpose #)</p> <p style="color: #0070C0;">Facilitator’s Notes have been included on each PPT slide. The same notes are included here to help the facilitator prepare for the presentation.</p>

	Time Allotment: 30 seconds	Background information: Clip art, animations and transitions are used in the presentation. As you personalize the PowerPoint for your district, adjust the animations accordingly. If you need help making the changes, contact the National Post-School Outcomes Center.
	Materials:	Facilitator's Notes: <p>This presentation is part of a Data Use Toolkit for use with post-school outcomes data.</p> <p>Specifically, this PowerPoint is intended to be used by personnel from a school district or an individual school to review their post-school outcome data with a variety of stakeholders (e.g., district administrators, school personnel, parents, and community agencies) for the purposes of identifying program strengths and areas that need improvement, and guiding improvement activities.</p> <p>The pronoun “we” refers to the State or local district entity.</p> <p>Information in [BRACKETS & ALL CAPS] should be edited to reflect the information specific to the State or district.</p>

Purposes of Today's Meeting

1. Become familiar with the federal post-school outcomes (PSO) requirements and how [STATE] meets those requirements
2. Review [STATE] PSO results
3. Discuss the PSO results from [DISTRICT]
4. Identify program strengths, areas in need of improvement
5. Develop an action plan by identifying the next steps, process, and timeline

2

Time Allotment: 2 minutes	Background information:
Materials:	Facilitator's Notes: Adjust the purposes as appropriate for your audience.

Materials we will use today

- Post-School Outcomes (PSO) Glossary
- 1 page summary describing how PSO data are collected in [STATE]
- Summary of [STATE] PSO results
- Guiding Questions to help identify program strengths & weaknesses related to post-school outcomes
- Graphs of our district PSO data
- Predictors of post-school success

3

Time Allotment:
5 minutes

Background information:
Briefly review the materials to be used in the meeting.

Materials:
Handout masters are provided for

- PSO Glossary
- 1-page summary with State's data collection methods and PSO results
- Guiding Questions
- Predictors of post-school success

Facilitator's Notes:
Master handouts are provided in the District Facilitator's Guide appendices.

Purpose for Federal Collection & Reporting Requirements

- Increased emphasis on accountability in education requires states to report to the public and Office of Special Education Programs information on 20 Indicators.
- The Indicators are used to determine how well the state is meeting its responsibility under IDEA 2004.
- The Indicators are also to be used within the state for system improvement.

4

Time Allotment:
2 minutes

Background information:

The Office of Special Education Programs (OSEP) revised some indicators in February 2009, including Indicators 1, 2, 13, and 14. The revised Indicator 14 will be addressed in the second version of the **Data Use Toolkit**.

Remember, this version of the **Data Use Toolkit** is designed for use with PSO data States and school districts currently have available. We encourage States and school districts to use the existing data and we recognize the need to revise these materials. We will revise the **Data Use Toolkit**, version 2.0, to meet the *new* data collection and reporting requirements due in the February 1, 2011 submission to OSEP.

To read the revised Indicators, go to the APR/SPP Calendar (<http://spp-apr-calendar.rfcnetwork.org>) and search for the Part B Indicator Measurement Table (posted 2/2009). Materials specific to Indicator 14 changes are available at <http://psocenter.org>

Materials:
You could distribute the 20 Indicators or have a copy available if someone is interested in seeing all 20 Indicators.

Facilitator's Notes: **(Purpose #1)**

The 20 Indicators for Part B of IDEA are provided in the District Facilitator's Guide as a handout.

Four Transition-Related Indicators

- Graduation (Indicator 1)
- Dropout (Indicator 2)
- Transition Planning through Quality IEP Goals & Services for Transition (Indicator 13)
- Post-School Outcomes related to employment and post-secondary education (Indicator 14)

5

Time Allotment:
1 minute

Background information:

Materials:

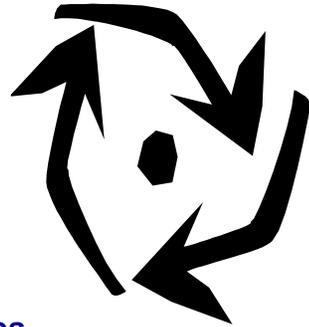
Facilitator's Notes:
(Purpose #1)

There are four indicators that relate directly to transition.

The focus of this meeting is on Indicator 14: Post-School Outcomes.

A Critical Relationship

**Quality IEPs
(Indicator 13)**



**Staying in
school, Not
dropping out
(Indicator 2)**

**Positive post-
school outcomes
(Indicator 14)**

**Graduating
(Indicator 1)**

6

Kohler (NSTTAC), 2007

Time Allotment:
1 minute

Background information:

Materials:

**Facilitator's Notes:
(Purpose #1)**

Although all 20 Indicators are important, there is a critical relationship among the four transition indicators. Considered collectively, these four indicators form a basis for examining our in-school programs and recognizing the connection between what youth experience in school and ultimately what they experience after they leave high school.

Quality IEPs help youth stay in school and graduate, which in turn, leads to positive post-school outcomes. We want to keep this relationship in mind as we look at the indicators separately and collectively.

Indicator 14: Post-School Outcomes

- Percent of youth who
 - had IEPs,
 - are no longer in secondary school, and
 - are competitively working,
 - enrolled in some type of postsecondary school, or
 - both (working & enrolled in school),
 - within one year of leaving high school.

7

Time Allotment:
1 minute

Background information:

The Office of Special Education Programs (OSEP) revised some indicators in February 2009. The revised Indicator 14 will be addressed in the second version of the **Data Use Toolkit**.

To read the revised Indicators, go to the APR/SPP Calendar (<http://spp-apr-calendar.rrfcnetwork.org>) and search for the Part B Indicator Measurement Table (posted 2/2009).

Materials:

Facilitator's Notes:
(Purpose #1)

Specifically, Indicator 14 refers to the “percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.” (20 U.S.C. 1416(a) (3) (B)).

The term *engaged* is used to refer to the three outcomes collectively (i.e., working, going to school or doing both).

What are Positive Post-School Outcomes?

Post-school outcomes (PSO) refers to what youth do after leaving high school, specifically:

- Working
- Going to school
- **[OTHER OUTCOMES MEASURED BY THE STATE]**

8

Time Allotment:
3 minutes

Background information:
Explain what, if any, additional outcomes are measured by the State.

Materials:

Facilitator's Notes:
(Purpose #1)

The State is required to measure the post-school outcomes of working (i.e., competitive employment) and going to school (i.e., enrolled in postsecondary school).

If the State measures other post-school outcomes, such as independent living skills, list those here.

Why are PSO important?

- One purpose of the Individuals with Disabilities Education Improvement Act (IDEA) 2004 is:

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.

IDEA Regulations §300.1(a)

- Youth's post-school outcomes is one measure of how well states meet this IDEA purpose.

9

Time Allotment:
2 minutes

Background information:

Materials:

Facilitator's Notes:
(Purpose #1)

The purposes of IDEA are the foundation for all we do in special education.

One purpose of IDEA is: 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.

Within this purpose, post-school outcomes are explicitly stated (see underline). By measuring youth's PSO, the Office of Special Education Programs measures how well the State is meeting this purpose.

We believe PSO are important because ...

- Group brainstorm:

10

Time Allotment:
10 minutes

Background information:

Materials:

- Markers
- Chart paper and tape

Note: Blue painter's tape won't pull the paint off of walls.

Facilitator's Notes:
(Purpose #1)

Take a few minutes to have the group brainstorm why they believe PSO are important.

List their ideas on chart paper and post in a visible place in the room. This list serves as a reminder of the reasons for examining the programs and data during the meeting.

How are PSO Data Collected?

Each state determines how these data are collected.

- In [STATE], data are collect by[WHO COLLECTS THE DATA, e.g., a contractor or school personnel] between [ENTER MONTHS] using [METHOD OF DATA COLLECTION, e.g., a mailed survey or interview].
- Data are collected from [youth with disabilities OR THEIR FAMILY/OTHERS] who had an IEP when they left school, including youth who graduate, age-out, drop out, or those expected to return & did not.

11

Time Allotment:
5 -10 minutes depending on the questions asked by the group

Background information:
After entering the information specific to the State, you may need to split this slide into two slides so it is readable.

If available, distribute the 1-page summary of how the State collects PSO data.

NPSO has found it beneficial to explain how the State collects PSO data before looking at the data. Summarizing the process and providing the group with time to ask questions reduces or eliminates process related questions later in the presentation.

This is a good time to reinforce the need to obtain accurate and multiple methods of contact information from youth while they are in school.

Materials:

- 1-page handout from the SEA summarizing how data are collected in the State

Facilitator's Notes:
(Purpose #1)

Explain the State's process for collecting post-school outcomes data. Give people time to ask questions about the data collection process.

What Data are Collected?

We collect data from youth while they are in school and one year after they have left school.

o In-school:

- Demographic data (e.g., disability, race/ethnicity)
- Program data (e.g., post-school goal, type of program they attended)
- [ENTER STATE SPECIFIC INFORMATION]

o Out of school:

- Work and school experiences
- Type of job or school
- Number of hours working or in school
- [ENTER STATE SPECIFIC INFORMATION]

12

Time Allotment:
1 – 10 minutes depending on whether you review the survey instrument with the audience or simply name the variables.

Background information:
If your State does not collect information from students while they are in school, edit this slide accordingly.

Materials:

- Copies of the survey instrument or questions used to collect PSO information from youth

Facilitator's Notes: (Purpose #1)

Some States collect information from students who are still in school using an exit survey. The exit survey may include a wide range of information, including type of school program, classes enrolled in while in high school, etc. Typically, an exit survey will include contact information for multiple people (i.e., phone and cell phone numbers for parent, grandparent, and emergency contacts). With more contacts, the State has a greater likelihood of contacting the youth after they leave school.

If the audience is not familiar with the type of data collected in school and out of school, describe the data collected at these two time periods.

Summarize the type of questions asked about working and going to school or, give the attendees copies of the survey or interview questions used to solicit information from school leavers.

Take a few minutes to review the survey/interview questions used to collect the information.

Commonly Used Terms

States define terms associated with PSO

- Competitive employment
- Postsecondary school/training
- Graduation
- Dropout



13

Time Allotment:
10-15 minutes depending on the level of detail provided and questions asked by the audience.

Background information:
You could display the State's definitions for the group to see or simply draw the attendee's attention to the definitions located on the PSO Glossary.

Slides are available in the PowerPoint for entering the definitions.

NOTE: Graduation and dropout rates vary depending on the data source and calculation formula specified in the various reporting requirements. For example, rates using section 618 data or reported in the Consolidated State Performance Report (CSPR) may be different than the rates reported in the State Performance Plan (SPP). It is important to know what data and calculation formula the State used in the SPP.

Materials:
 You may want to define these on a handout for the audience.

Facilitator's Notes: (Purpose #1)
There are four terms commonly used when talking about youth's post-school outcomes. How these terms are defined is left to the discretion of the States. Before we look at data for the State and district, we will review the definitions used by [STATE] to ensure we use a common language.

Define for the audience the State's terms for:

- Competitive employment
- Postsecondary school and/or training
- Graduate
- Age out
- Dropout

Competitive Employment means...

- [ENTER STATE'S DEFINITION IF OTHER THAN VR]
- Competitive employment means work-
 - (i) In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and
 - (ii) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

14

(Authority: §§7(11) and 12(c) of the Act; 29 U.S.C. 705(11) and 709(c))

<p>Time Allotment: 5 – 10 minutes depending on the level of detail provided and question asked by the audience.</p>	<p>Background information: The slide contains the VR definition of competitive employment.</p> <p>If the State uses a different definition of competitive employment, enter it here.</p> <p>If the district defines competitive employment differently than the State, display and discuss the differences here.</p>
<p>Materials:</p>	<p>Facilitator's Notes: (Purpose #1)</p> <p>Post the State's definition of competitive employment for the group to see.</p> <p>If the State has adopted the Vocational Rehabilitation definition, explain the key components of the definition:</p> <ul style="list-style-type: none"> • Integrated setting • Minimum wage or customary wage • Level of benefits • Full/Part-time

Definitions:

- Postsecondary school/training means...
[ENTER STATE'S DEFINITION]
- Graduate means...**[ENTER STATE'S DEFINITION]**
- Drop out means...**[ENTER STATE'S DEFINITION]**

15

Time Allotment:
5 – 10 minutes
depending on the
number of
definitions
provided.

Background information:
The State's calculations and definitions for graduation and dropout can be found in the State Performance Plan (SPP). The State is required to post the SPP on the State's department of education web page.

Being familiar with how the State calculates the dropout and graduation rates will be helpful when you look at these rates and start to identify youth who graduate and who do not.

Materials:
 Handout of
definitions

Facilitator's Notes:
(Purpose #1)

Provide the State's definition of postsecondary school/training, graduate, dropout, and age out.

Give examples of postsecondary schools and training programs in the State.

Describe how the State calculates graduation and dropout rates.

NOTE: Graduation and dropout rates vary depending on the data source and calculation formula specified in the various reporting requirements. For example, rates using section 618 data or reported in the Consolidated State Performance Report (CSPR) *may* be different than the rates reported in the State Performance Plan (SPP). It is important to know what data and calculation formula the State used in the SPP.

	Time Allotment: 1 minute	Background information:
	Materials:	Facilitator's Notes: (Purpose #2) Focus the group's attention on the State PSO data. These data are collected from the districts across the State and combined (i.e., aggregated) to get results for the entire State. Remind the audience whether the State is sampling some districts or leavers or conducting a census of all leavers. We will look at the State's results for: <ul style="list-style-type: none"> • Method of exit, i.e., graduation rate and dropout rate • Engagement rate – the combined percent of youth working, going to school, or who have done both since leaving high school in the past year.

[STATE'S] PSO Data

These data represent youth who left school during the [200X-XX] school year.

- Of the [NUMBER] who left high school, [SOME %] of the leavers contacted responded to the [SURVEY OR INTERVIEW].
- The responders were found to represent [LIST THE GROUPS FOR WHOM THE RESPONDERS WERE REPRESENTATIVE, i.e., GRADUATES, DROPOUTS, DISABILITY GROUPS, etc.]
- Of those who responded, [SOME %] reported working, going to school or doing both in the one year since leaving high school.

17

Time Allotment:
5 - 10 minutes depending on the discussion and questions asked

Background information:

The SPP/APR reports are based on the Federal Fiscal Year (FFY). Data reported in the SPP/APR and submitted in February refer to the FFY two years prior to the current calendar year. For example: for the SPP/APR submitted in February 2009 the FFY is 2007. Data reported in February 2009 were collected between April and September 2008 on youth who left school during the 2006-07 school year (i.e., FFY 2007).

Materials:

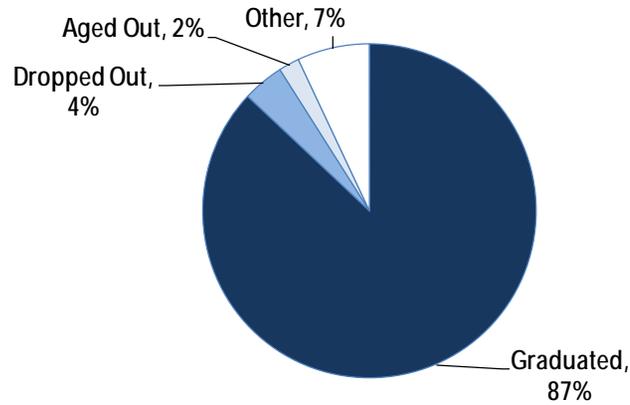
Facilitator's Notes: (Purpose #2)

Discuss the State's response rate, if known. In this slide, the response rate is not explicitly stated. More important than the overall response rate is whether the respondents represent the total population of school leavers on key characteristics: race/ethnicity, gender, disability types, and method of exit.

If the respondents do not represent leavers with one or more of the key characteristics, then you must be cautious when talking about the outcomes. Saying the outcomes represent all youth who left school is misleading and may be inaccurate.

Method of Exit

Of the [TOTAL NUMBER] youth who left school across the state...



Data Source: Sample PSO SY 200x-0x

18

Time Allotment:
3 minutes

Background information:
Use the visual data displays provided in the PowerPoint rather than tables or narratives to display your data.

Visual displays help people (a) see patterns in data, and (b) remember information more readily than do tables of numbers, or numbers reported in a narrative.

Materials:
 Color slide

Facilitator's Notes:
(Purpose #2)

In most cases, the number of youth who graduate and dropout will not total 100% of the youth who left school in a year for several reasons:

- Differences in the definitions
- Differences in the data used to calculate graduation and dropout rates
- Some youth die, or move out of State, and may not be categorized as either.

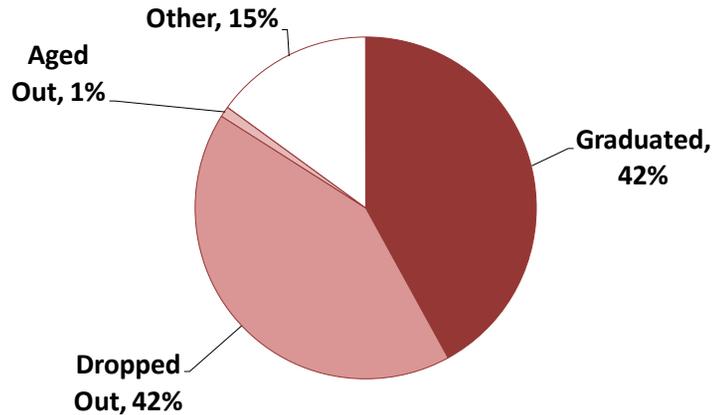
To reach 100% on the pie chart, you may need to include categories of other methods of exit; for example, youth who reach maximum age or age out, or *Other*, as defined by the State or district. If numbers do not total 100%, you should use a chart with columns (i.e., bars), not a pie chart.

Numbers in the chart are place holders. Change the numbers in the graph by doing the following:

- Double click on a slice of the pie graph to open the Excel file
- When the Excel spreadsheet opens:
 - Click on the tab labeled "Sheet 1"
 - Change the numbers you want to change
 - Click on the tab labeled Pie Chart
 - Close the spreadsheet by clicking outside of the Excel box

Engagement Rates

Of the [TOTAL NUMBER] youth who responded to the interview/survey across the state...



Data Source: Sample PSO SY 200x-0x

19

Time Allotment:
3 minutes

Background information:
The State may not define the categories of *Other* and *Neither*.

Materials:
 Color slide

Facilitator's Notes:
(Purpose #2)

In most cases, the categories of working, in school, and both will not total 100% of youth who left school. To reach 100%, you may need to include additional categories, such as *Other* or *Neither*.

If the categories of *Other* or *Neither* are used in the State, explain the definitions for these categories.

For example, *Other* may include youth who are incarcerated or serving in the military. *Neither* may include youth who are not engaged in any positive post-school outcome.

Numbers in the chart are place holders. Change the numbers in the graph by doing the following:

- Double click on a slice of the pie graph to open the Excel file
- When the Excel spreadsheet opens:
 - Click on the tab labeled "Sheet 1"
 - Change the numbers you want to change
 - Click on the tab labeled Pie Chart
 - Close the spreadsheet by clicking outside of the Excel box

If numbers do not total 100%, you should use a chart with columns (i.e., bars) not a pie chart.

 <p data-bbox="588 418 882 682">Now we will talk about the outcomes of our youth in [DISTRICT].</p> <p data-bbox="1029 771 1081 820">20</p>	Time Allotment: 1 minute	Background information:
	Materials:	Facilitator's Notes: Place Holder. Focus the audiences' attention on the district data.

[DISTRICT'S] PSO Data

These data represent youth who left school during the [200X-XX] school year.

- Of the [NUMBER] who left high school in our district, [SOME %] of the leavers contacted responded to the [SURVEY OR INTERVIEW].
- Of those who responded, [SOME %] reported working, going to school or doing both in the one year since leaving high school.
- That is, [SOME %] were positively engaged.

21

Time Allotment:
10 minutes

Background information:
See slide 17 for explanation of FFY.

Materials:

Facilitator's Notes:
(Purpose #3)

Review the number of youth who left school last year, the number of youth who were contacted to be interviewed or surveyed, and how many of those contacted responded to the survey or interview.

Talk about the response rate – are you satisfied with the number of youth who responded? Remember, more important than the overall response rate is whether the respondents represent the total population of school leavers on key characteristics: race/ethnicity, gender, disability types, and method of exit.

If the respondents do not represent leavers with one or more of the key characteristics, then you must be cautious when talking about the outcomes. Saying the outcomes represent all youth who left school is misleading and may be inaccurate.

What questions do you want to answer?

- **Brainstorm questions the group has about...**
 - Graduation & dropout rates
 - Overall engagement rates in employment and post-secondary education



22

Time Allotment:
10 minutes

Background information:

To expedite the meeting you may want to identify questions prior to looking at the data, perhaps at the start of the meeting, or you may want to have predetermined the questions to answer using the PSO data. What's important is that participants have the opportunity to ask and answer questions based on data.

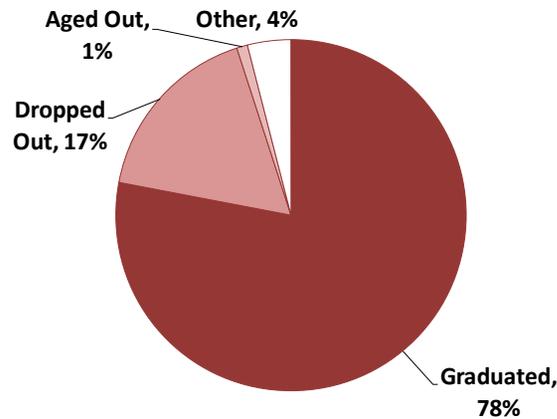
Materials:

Facilitator's Notes: (Purpose #3)

Brainstorm questions the group has about the district's graduation, dropout, and engagement rates.

The list of Guiding Questions in the District Facilitator's Guide can be used to spark ideas or alternately, select questions from the list to answer.

[DISTRICT'S] Method of Exit Of the [TOTAL NUMBER] youth who left school across the district...



Data Source: Sample PSO SY 200x-0x

23

Time Allotment:
5 minutes

Materials:
 Color slide

Background information:
If numbers do not total 100%, use a chart with columns (i.e., bars), not a pie chart.

Facilitator's Notes:
(Purpose #3)

In most cases, the number of youth who graduate and dropout will not total 100% of the youth who left school in a year for several reasons:

- Differences in the definitions
- Differences in the data used to calculate graduation and dropout rates
- Some youth die, or move out of State, and may not be categorized as either.

To reach 100%, you may need to include categories of other methods of exit (e.g., youth who reach maximum age, or *Other*, as defined by the State) on the pie chart. If numbers do not total 100%, use a chart with columns (i.e., bars), not a pie chart.

Talk about the method of exit for youth with disabilities. What, if anything, surprises you about the information in the pie chart?

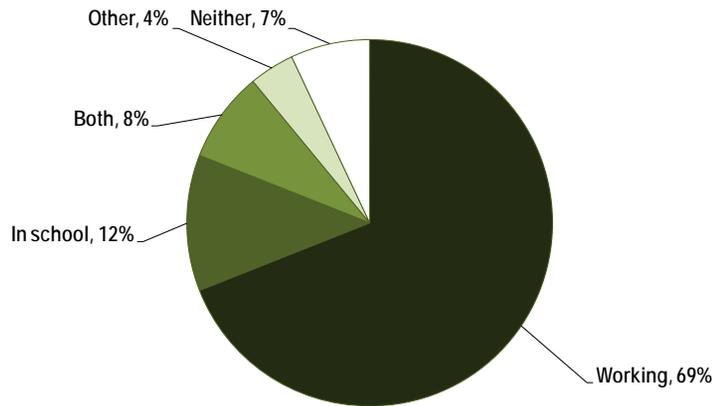
Numbers in the chart are place holders.

Change the numbers in the graph by doing the following:

- Double click on a slice of the pie graph to open the Excel file
- When the Excel spreadsheet opens:
 - Click on the tab labeled "Sheet 1"
 - Change the numbers you want to change
 - Click on the tab labeled Pie Chart
 - Close the spreadsheet by clicking outside of the Excel box

[DISTRICT'S] Engagement Rates

Of the [TOTAL NUMBER] youth who responded to the interview/survey across the state...



Data Source: Sample PSO SY 200x-0x

24

Time Allotment:
5 minutes

Background information:

Materials:
 Color slide

Facilitator's Notes:
(Purpose #3)

In most cases, the categories of working, in school, and both will not total 100%. To reach 100%, you may need to include additional categories, such as *Other* or *Neither*.

If these categories are used in the State, explain to the audience the State's definitions for these categories.

For example, *Other* may include youth who are incarcerated or serving in the military. *Neither* may include youth who are not engaged in any positive post-school outcome.

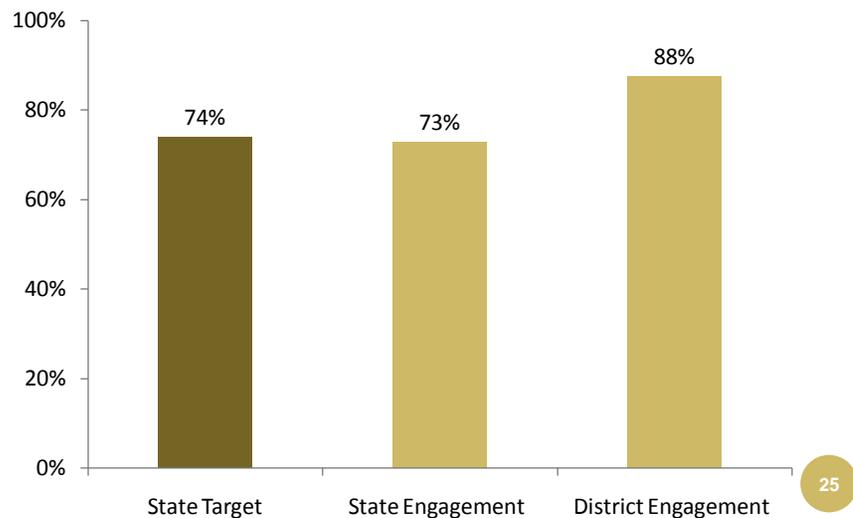
If numbers do not total 100%, use a chart with columns (i.e., bars), not a pie chart.

Numbers in the chart are place holders.

Change the numbers in the graph by doing the following:

- Double click on a slice of the pie graph to open the Excel file
- When the Excel spreadsheet opens:
 - Click on the tab labeled "Sheet 1"
 - Change the numbers you want to change
 - Click on the tab labeled Pie Chart
 - Close the spreadsheet by clicking outside of the Excel box

State & District Engagement Rates



25

Time Allotment:
5 minutes

Background information:
The State is required by OSEP to set a State target for the engagement rate. The bar on the left of the chart shows the State target. The center bar shows the state engagement for the current reporting period. The bar on the right shows the district's engagement rate. Use this slide to compare the district's performance to the State's.

Materials:
 Color slide

Facilitator's Notes:
(Purpose #3)

This slide allows for a comparison of State and district engagement rates, relative to the State target.

How does the district's engagement rate compare to the State's rate? Did the district meet the State target?

Numbers in the chart are place holders.

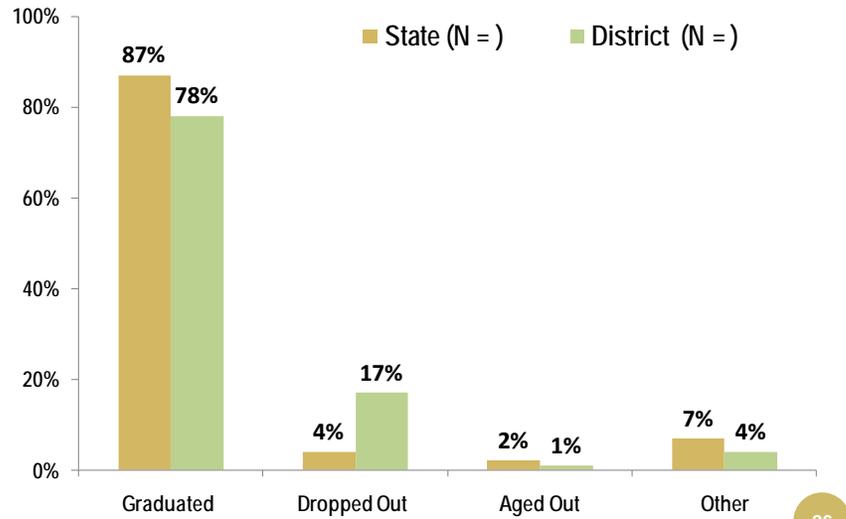
To change the numbers in the graph:

- Right click on a bar in the graph
- Select "edit data"

In the Excel spreadsheet,

- Change the numbers you want to change
- Push the return key on the keyboard
- Close the spreadsheet

State & District Results by Method of Exit



Data Source: Sample PSO SY 200x-0x

26

Time Allotment:
10 minutes

Background information:

Materials:

- Chart paper
- Markers

Facilitator's Notes:

(Purpose #3)

This slide displays the State's rates of engagement, graduation, dropout, and age outs compared to the district's rates. For demonstration purposes, the percents total 100%. In reality, these percents may not total 100%. If that's the case, explain to the audience why the percents do not total 100%.

In most cases, the number of youth who graduate and dropout will not total 100% of the youth who left in a school year for several reasons:

- Differences in the definitions
- Differences in the data used to calculate graduation and dropout rates
- Some youth die, or move out of State, and cannot be identified as either a graduate or dropout

To reach 100% you may need to include categories of other methods of exit – for example, youth who reach maximum age or age out, or *Other*, as defined by the State or district.

Numbers in the chart are place holders.

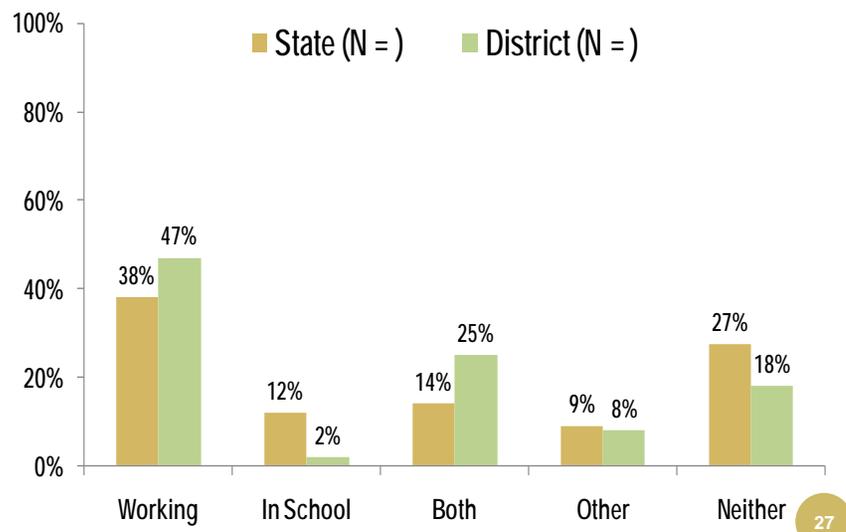
To change the numbers in the graph:

- Right click on a bar in the graph
- Select "edit data"

In the Excel spreadsheet,

- Change the numbers you want to change
- Push the return key on the keyboard
- Close the spreadsheet

State & District Engagement Rates



Data Source: Sample (SY 200x-0x)

Time Allotment:
10 minutes

Background information:

This slide displays the State's rates of engagement categories compared to the district's rates for the same categories.

In most cases, the number of youth who graduate and dropout will not total 100% of the youth who left in a school year for several reasons:

- Differences in definitions
- Missing data- questions not answered
- Some youth die, or move out of State, and cannot be identified as either

Numbers in the chart are place holders.

To change the numbers in the graph:

- Right click on a bar in the graph
- Select "edit data"

In the Excel spreadsheet,

- Change the numbers you want to change
- Push the return key on the keyboard
- Close the spreadsheet

Materials:

- Chart paper
- Markers
- Color slide

Facilitator's Notes: (Purpose #3)

Take a few minutes to make observations about the comparison between the State and district's results.

Record the observations on chart paper for further discussion.

Drilling into the district's engagement rate:

Let's look at the percent of youth engaged in the post-school activities by the following categories:



- Females v. Males
- Graduates v. Dropouts
- Various Races/Ethnicities
- Disability Categories
- What other groups do you want to look at?

28

Time Allotment:
1 minute

Background information:

Materials:

Facilitator's Notes:
Transition slide

What questions do you want to answer?

- Brainstorm questions the group wants to answer about the engagement rates for...
 - Females v. Males
 - Graduates v. Dropouts
 - Various Races/Ethnicities
 - Disability Categories
 - What other groups do you want to examine?

29

Time Allotment:
10 minutes

Background information:
The list of questions in the District Facilitator's Guide can be used to spark ideas or alternately, select questions from the list to answer.

Materials:

Facilitator's Notes:
(Purpose #3)

After brainstorming the group's questions, the facilitator may want to divide the stakeholder group into pairs or subgroups (depending on the number of stakeholders) to review the outcome data for the various leaver groups (i.e., gender, graduates/dropouts, race/ethnicities, disability categories, etc.). Using the questions identified by the stakeholder group, review the district PSO data to answer the questions.

If subgroups are used to examine data and answer the questions, ask each sub-group to select a recorder and reporter for the group. The recorder will record the answers to the questions and capture any additional information the group may decide they need. The reporter shares observations with the larger group.

Are Males & Females engaged at the same or similar rate?



- Brainstorm questions to answer about the engagement rates of males and females.

30

Time Allotment:
10 minutes

Background information:
The facilitator and or group may select questions from the District Facilitator's Guide to answer.

Materials:
 Chart paper
 Markers

Facilitator's Notes:
(Purpose #3)

Ask the stakeholder group to brainstorm the questions they would like to answer about the engagement rates of males and females.

You may ask people to write questions on sticky notes and read them aloud or display them on chart paper.

Place the group's questions on chart paper. Using the data, answer the questions.

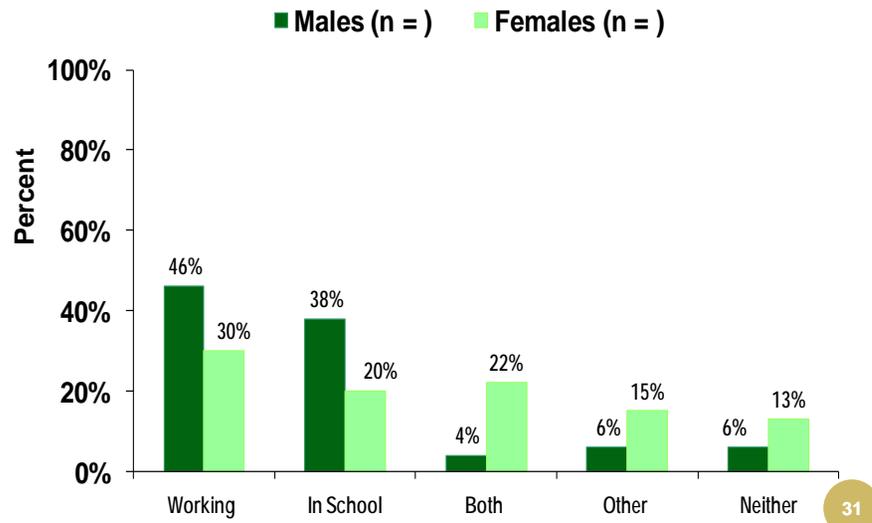
Examples of questions:

Are males and females competitively employed at approximately the same rate? If not, which group is employed at a higher rate?

What do you think contributes to the higher employment rate for some groups?

What could the district do to promote competitive employment for groups with a lower employment rate?

Percent of Males & Females Engaged



Data Source: Sample (SY 200x-0x)

31

Time Allotment:
15 minutes

Background information:

Numbers in the chart are place holders.

To change the numbers in the graph:

- Right click on a bar in the graph
- Select "edit data"

In the Excel spreadsheet,

- Change the numbers you want to change
- Push the return key on the keyboard
- Close the spreadsheet

These data, and the ones displayed on the remaining graphs, will generate the majority of the discussion around PSO.

Materials:

- Color slide
- Chart paper
- Markers

Facilitator's Notes:

(Purpose #3)

Take a couple of minutes to make observations about what's displayed.

Record observations on chart paper.

Of the questions the group wants to answer, do the data answer any of the group's questions?

Are individuals by race/ethnicity groups engaged at the same or similar rate?



- Brainstorm questions to answer about the engagement rates of youth with different races/ethnicities.

32

Time Allotment:
5 - 10 minutes

Background information:

Materials:

Facilitator's Notes:
(Purpose #3)

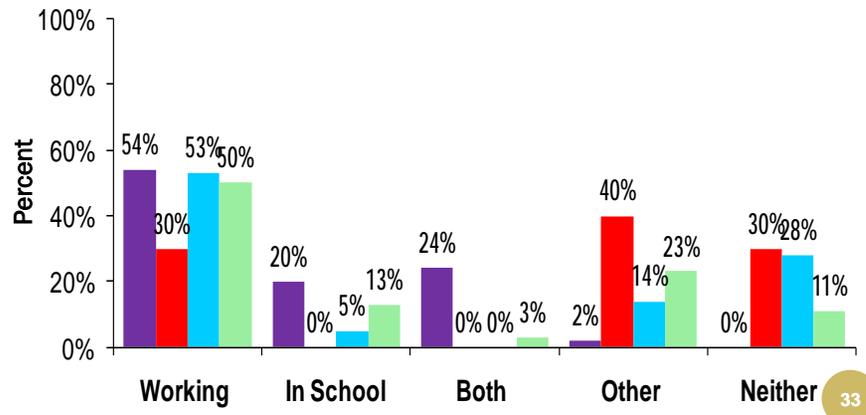
Ask the stakeholder group to brainstorm the questions they would like to answer about the post-school outcomes for youth if different race/ethnicity groups.

You may ask people to write questions on sticky notes and read them aloud or display them on chart paper.

Place the group's questions on chart paper.
Using the data, answer the questions.

Percent of Youth Engaged by Race/Ethnicity Categories

■ Caucasian (n = 510) ■ All Other (n = 115)
■ Af. American (n = 425) ■ Hispanic (n = 150)



Data Source: Sample PSO SY 200x-0x

33

Time Allotment:
10 minutes

Background information:
These data, and the ones displayed on the remaining graphs, will generate the majority of the discussion around PSO.

Materials:

- Color slide
- Chart paper
- Markers

Facilitator's Notes:
(Purpose #3)

Take a couple of minutes to make observations about what's displayed.

Record observations on chart paper.

Of the questions the group wants to answer, do the data answer any of the group's questions?

Numbers in the chart are place holders.

To change the numbers in the graph:

- Right click on a bar in the graph
- Select "edit data"

In the Excel spreadsheet,

- Change the numbers you want to change
- Push the return key on the keyboard
- Close the spreadsheet

Are youth with various disabilities engaged at the same or similar rate?

- Brainstorm questions to answer about the engagement rates of youth with different disabilities.



34

Time Allotment:
5-10 minutes

Background information:

Materials:

Facilitator's Notes:
(Purpose #3)

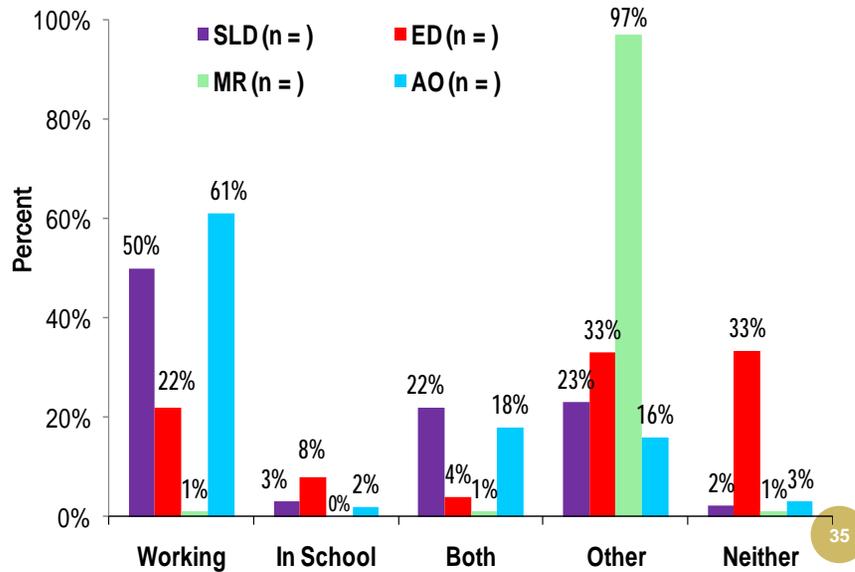
Ask the stakeholder group to brainstorm the questions they would like to answer about the post-school outcomes for youth of different disability categories.

You may ask people to write questions on sticky notes and read them aloud or display them on chart paper.

Place the group's questions on chart paper.

Using the data, answer the questions.

Percent of Youth Engaged by Disability Categories



Data Source: Sample (SY 200x-0x)

AO = All Other Disabilities

Time Allotment:
10 minutes

Background information:
These data, and the ones displayed on the remaining graphs, will generate the majority of the discussion around PSO.

- Materials:**
- Color slide
 - Chart paper
 - Markers

Facilitator's Notes:
(Purpose #3)

Take a couple of minutes to make observations about what's displayed.
Record observations on chart paper.
Of the questions the group wants to answer, do the data answer any of the group's questions?

Numbers in the chart are place holders.

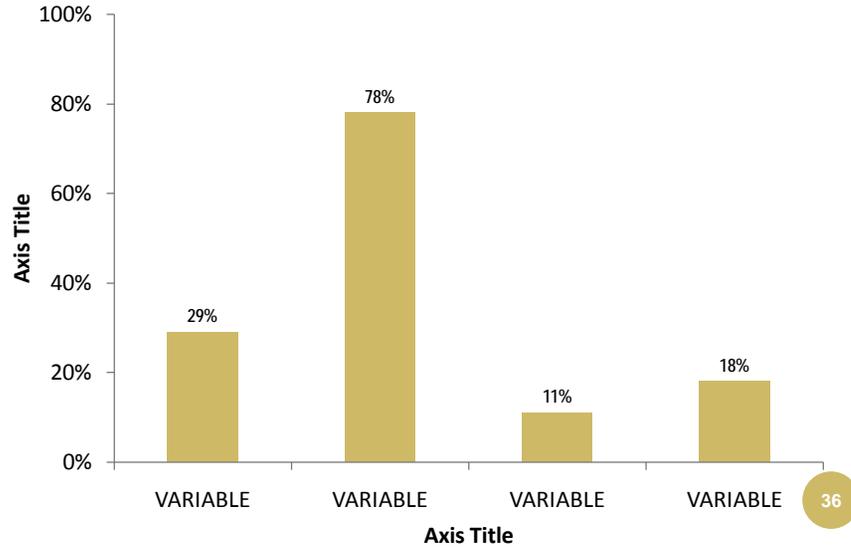
To change the numbers in the graph:

- Right click on a bar in the graph
- Select "edit data"

In the Excel spreadsheet

- Change the numbers you want to change
- Push the return key on the keyboard
- Close the spreadsheet

**Additional Information Collected by [STATE]
Results for [DISTRICT]**



Time Allotment:
10 minutes

Background information:
Use this slide to display any additional variable the State may collect data on as part of the PSO data collection efforts.

Copy the slide if data are collected on more than one variable.

Delete the slide if not needed.

Materials:

- Color slide
- Chart paper
- Markers

Facilitator's Notes:

(Purpose #3)

Take a couple of minutes to make observations about what's displayed.
Record observations on chart paper.

Of the questions the group wants to answer, do the data answer any of the group's questions?

Numbers in the chart are place holders.

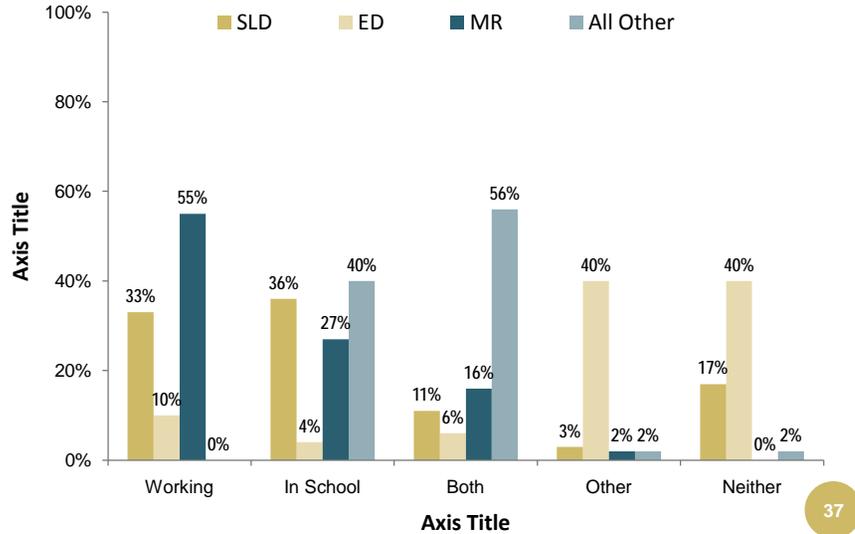
To change the numbers in the graph:

- Right click on a bar in the graph
- Select "edit data"

In the Excel spreadsheet,

- Change the numbers you want to change
- Push the return key
- Close the spreadsheet

Post-School Outcomes of [Males] by [Disability Categories]



37

Time Allotment:
10 minutes

Background information:
You may want to display the number of youth in each category rather than percentages. Keep in mind the need to protect the identity of individual youth and to hold the information confidential when the number is small.

Use this graph to display within group comparisons. This example displays the post-school outcomes of only males broken apart by disability categories. You could look at the PSO by other groups, such as females by method of exit, or outcomes by method of exit.

- Materials:**
- Color slide
 - Chart paper
 - Markers

Facilitator's Notes:
(Purpose #3)

This display let's you "drill deeper" into your data and help identify whether large discrepancies exist in the post-school outcomes for specific subgroups, in this example, by disability categories.

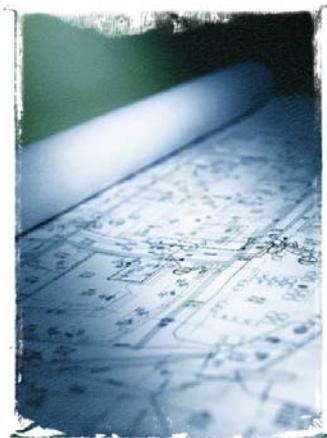
You could also look at the post-school outcomes of males or females broken apart by disability categories, or methods of exit.

When you drill into the data in this way, be mindful of the actual number of youth represented by the percentages. It's easy to misrepresent the information, especially when the number of youth in a category becomes very small.

You may want to display the number of youth in each category rather than percentages. Keep in mind the need to protect the identity of individual youth and maintain the confidentiality when the number of youth becomes small.

Thinking about Transition Related Program Improvement

- In what areas are youth with disabilities doing well?
- What areas need improvement?
- What is the district doing well?
- What does the district need to improve?



39

Time Allotment:
15-30 minutes

Background information:

You may want to rephrase the questions to fit your school or district. You may also reduce the number of questions you ask.

Place each question on individual sheets of chart paper. Ask the group to answer each question.

Depending on group size, you may want them answer on sticky notes, to allow individual think time, or go one by one around the group.

Materials:

- Chart paper
- Markers

Facilitator's Notes:

(Purpose #4)

The goal with this slide is to start to look critically at the district or school program and identify how the program contributes to positive post-school outcomes and how it does not.

If you have several areas that need improvement, you may need to prioritize the needs. There are several criteria that can be used to prioritize needs.

Examples of criteria include:

- Resource investment (people, money, or equipment/materials): no additional resources, few resources, or significant resources
- time investment: changes can be addressed immediately, in the short-term (defined as), or in the long-term (defined as ...)
- Degree of change anticipated
- Number of youth/families affected

What does the Research Say?

Predictors of Post-School Success

- Academic/General Education
- Career Awareness
- Community Experiences
- Exit Exam Requirements/ High School Diploma Status
- Interagency Collaboration
- Occupational Courses
- Paid Work Experience
- Parental Involvement
- School Integration
- Self-Advocacy/Determination
- Self-Care/ Independent Living Skills
- Social Skills
- Student Support
- Transition Program
- Vocational Education
- Work Study

NSTTAC, 2008

40

Time Allotment:
15 - 30 minutes depending on the amount of discussion

Background information:
The National Secondary Transition Technical Assistance Center (NSTTAC) conducted a review of literature to identify evidence-based practices in secondary transition. The predictors of post-school success listed here are the result of NSTTAC's research.

The definition of each predictor is included as a handout in the District Facilitator's Guide.

Additional information about the predictors can be found at the following web address: <http://www.nsttac.org>.

- Materials:**
- Predictor Handout
 - Action Planning Worksheets

Facilitator's Notes:
(Purpose #4)
Compare the predictors to the strengths and area identified for improvement for the district. Are some or most of the predictors evident in your programs for youth with disabilities? If not, what would it take to incorporate the predictors into your program?

What do you need to make changes to the district or school programs?
Use one Action Planning Worksheet to capture the changes the group wants to make.

Programmatic Strengths

Think about the 16 predictors of post-school success and our high school transition and academic programs:

- Why does [DISTRICT] have positive outcomes for some leavers and not others?
- What attributes can be associated with the outcomes, positive and negative?
- What changes need to be made?

40

Time Allotment:
15 - 30 minutes

Background information:
If you're running short on time, you may want to use this slide in place of slide # 39. Use 39 or 41, not both.

Materials:

- Chart paper
- Markers

Facilitator's Notes:
(Purpose #4)

Encourage the group to take a minute to think about the overall transition program in the context of the predictors of post-school success.

Brainstorm why some leavers experience positive outcomes and other leavers experience negative (less positive) outcomes; capture on chart paper.

The goal with this slide is to start to look critically at the district or school program and identify how the program contributes to positive post-school outcomes and how it does not.

If you have several areas that need improvement, you may need to prioritize the needs. There are several criteria that can be used to prioritize needs. Examples of criteria include:

- Resource investment (people, money, or equipment/materials): no additional resources, few resources, or significant resources
- Time investment: changes can be addressed immediately, in the short-term (defined as), or in the long-term (defined as ...)
- Degree of change anticipated,
- Number of youth/families affected

Action Planning

- What are our next steps?
- What do we need to do to improve the positive outcomes for our youth with disabilities?



42

Time Allotment:
30 minutes

Background information:
There are two action planning worksheets in the Facilitator's Guide. One is a generic, Next Steps, form and the other is based on the five areas of the *Taxonomy for Transition Programming (Kohler, 1996)*.

The facilitator will need to decide which action planning worksheet is appropriate.

Materials:
 Action Planning Worksheets

Facilitator's Notes:
(Purpose #5)
Use one of the Action Planning Worksheets to identify next steps and/or specific changes that can be made to improve the positive post-school outcomes for youth with disabilities.

Questions and Next Steps



- What questions do we still have?
- Where do we go from here?
 - When will we answer the unanswered questions?
 - Are other additional data needed to answer the unanswered questions?
 - When will we meet again?
 - What resources do we need to gather before we meet again?
 - What are the specific action steps we will take between now and our next meeting?
 - Who is missing?

43

Time Allotment:
15 minutes

Background information:

You may decide not to show this slide to the group. These are questions the facilitator, in consultation with district administration, may want to consider.

Materials:

Facilitator's Notes:
(Purpose #5)

You probably haven't answered all the questions generated by the group and you may not have developed an action plan or next steps.

Encourage the group to decide whether meeting as a group is helpful, and if so, set the next meeting date at this time.

National Resources

National Post-School Outcomes Center

www.psocenter.org



National Secondary Transition Technical Assistance Center

www.nsttac.org



National Dropout Prevention Center for Students with Disabilities

www.ndpc-sd



44

Time Allotment:
1 minute

Background information:
This PowerPoint and District Facilitator's Guide are part of the NPSO Data Use Toolkit. If you have questions about this document, contact the National Post-School Outcomes Center.

Materials:

Facilitator's Notes:

These are three federally funded technical assistance and dissemination centers charged with helping States and LEAs address post-school outcomes (NPSO), effective transition planning (NSTTAC), and graduation and dropout prevention (NDPC-SD).

Contact any of the centers for additional information and resources.

For additional Information about PSO

- [STATE] Department of Education
- [District]

45

Time Allotment:
1 minute

Background information:

Materials:

Facilitator's Notes:

Include the contact information for someone at the local and State levels who may have additional information regarding the district's and State's post-school outcomes data.

Appendices

Blank Data Tables 2 and 3

Table 2. District Overall PSO Information

School year in which youth left school: 20__ - ____	
Category	Number (percent)
Total number and percent of district leavers who had an IEP	
Total number and percent of district leavers who responded to the survey/interview calculated as: Number of survey/interviews completed/divided by the total number of leavers in the district	
District graduation rate	
District dropout rate	
District total engagement rate calculated as: Competitively Employed only+ Enrolled in postsecondary school only+ Both competitively employed and enrolled in postsecondary education/training/Divided by the total number of respondents to the survey or interview	

Table 3. Number and Percent of Youth from Leaver Groups by Post-School Outcome

Directions: Enter the number & (percent) of youth from each leaver group who were working, going to school, or both.	Competitively employed	Enrolled in postsecondary education/training	Both, competitively employed and enrolled
Graduates			
Drop outs			
Age-outs			
Non-returners			
Race/Ethnicity			
Female			
Male			
Autism			
Deaf-Blindness			
Emotional Disturbance			
Hearing Impairment including deafness			
Mental Retardation			
Multiple Disabilities			
Orthopedic Impairment			
Other Health Impairment			
Specific Learning Disability			
Speech or Language Impairment			
Traumatic Brain Injury			
Visual Impairment including Blindness			

Master Handouts to Accompany the PowerPoint Presentation

PSO Glossary

20 Part B Indicators

At A Glance: Oregon's Post-School Outcomes Information, An example of a 1-page summary of a State's data collection efforts

Predictors of Post-School Success

Action Planning Worksheets

PSO Glossary Listed Alphabetically

The glossary defines key terminology relative to the Data Use Toolkit and Indicator 14. The SEA should add State specific terms and definitions to the glossary as appropriate. State specific definitions that may need revising are in **bold** and noted as 'Defined by the State.'

Term	Explanation
Annual Performance Report (APR)	This report is submitted annually by States to the Office of Special Education Programs (OSEP) for the purpose of reporting to the public and to the Secretary of Education on the performance of each of its local educational agencies according to the targets in its State Performance Plan (SPP). The State reports on 20 Part B Indicators.
Competitive Employment Defined by the State	OSEP encourages, but does not require, States to use the definition of competitive employment found in the Vocational Rehabilitation Act: Competitive employment means work- (i) In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled. (Authority: Sections 7(11) and 12(c) of the Act; 29 U.S.C. 705(11) and 709(c)).
Drop out Defined by the State	Refers to youth no longer enrolled in any public school NOTE: Graduation and dropout rates vary depending on the data source and calculation formula specified in the various reporting requirements. For example, rates using section 618 data or reported in the Consolidated State Performance Report (CSPR) <i>may</i> be different than the rates reported in the State Performance Plan (SPP). It is important to know what data and calculation formula the State used in the SPP.
Engagement Rate	Refers to the percent of youth who responded to the State's data collection method (e.g., survey or interview). Engagement rate for Indicator 14 is calculated using the following formula: Competitively Employed only + Enrolled in postsecondary school only + Both* competitively employed and enrolled in postsecondary education/training Divided by the total number of respondents to the survey or interview. *Both refers to youth who <ul style="list-style-type: none"> • Worked <i>and</i> attended postsecondary school/ training at the same time, or • Worked for some amount of time, then stopped working and enrolled in postsecondary school or training, or • Attended school for some amount of time, then stopped going to school and began working.

Graduation Rate Defined by the State	Refers to the percent of youth who earned the State’s minimum criteria of high school units to earn a high school diploma. The State may or may not include modified diploma earners or alternate certificates of completion in the calculation for graduation rate.
	NOTE: Graduation and dropout rates vary depending on the data source and calculation formula specified in the various reporting requirements. For example, rates using section 618 data or reported in the Consolidated State Performance Report (CSPR) <i>may</i> be different than the rates reported in the State Performance Plan (SPP). It is important to know what data and calculation formula the State used in the SPP.
Indicator 14, for SPP/APR submissions prior to 2/1/2011	Reads “Percent of youth who had IEPs are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school” (20 U.S.C. 1416(a)(3)(B)).
Method of Exit (i.e., exit type)	Refers to the different ways a youth leaves the public high school. For example, <ul style="list-style-type: none"> • Graduating with a regular or modified diploma • Dropping out of school • Reaching the maximum age (i.e., aging out) for which they are eligible to receive special education services (e.g., 21 years old)
Non-returners	Refers to youth who were expected to return to high school, but did not.
Office of Special Education Programs (OSEP)	The Office of Special Education Programs (OSEP) is the agency at the U.S. Department of Education responsible for overseeing the Individuals with Disabilities Education Act (IDEA). OSEP supports a variety of programs and projects authorized by the Individuals with Disabilities Education Act (IDEA) that improve results for infants, toddlers, children, and youth with disabilities.
Postsecondary Education/ Training Defined by the State	Refers to classes, coursework, or training beyond high school. This could include: <ul style="list-style-type: none"> • High school completion document or certificate (e.g., Adult Basic Education, GED) • Short-term education or employment training program (e.g., WIA, Job Corps) • Vocational Technical School—less than a 2-year program • Community or Technical College (e.g., 2-year college) • College/University (e.g., 4-year college) • Enrolled in studies while incarcerated
Response Rate	The ratio of the number of completed surveys (i.e., respondent group) to the total number of surveys intended to be completed (i.e., the target leaver group).
Respondent Group	The group of youth who responded to the State’s survey or interview.

Representative	The extent to which the proportion of responders in the categories of disability, gender, race/ethnicity, age, and method of exit is similar to the proportion of total leavers in each category.
State Performance Plan (SPP)	Each State is required to have a performance plan evaluating the State's implementation of Part B of IDEA and describing how the State will improve such implementation. This plan is called the Part B State Performance Plan (SPP). The State is required to post the SPP on the State's Web site.
Target Leaver Group	The original representative sample or census of youth who left school in a given year or timeframe.

20 PART B INDICATORS FOR STATE PERFORMANCE PLANS

Below are the 20 Part B indicators identified by the Office of Special Education Programs (OSEP) to evaluate States' implementation of IDEA:

Indicator 1 -- Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

Indicator 2 -- Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

Indicator 3 -- Participation and Performance of children with disabilities on Statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability groups.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

Indicator 4 -- Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

Indicator 5 -- Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Indicator 6 -- Percent of preschool children with IEPs who received special education and related services in settings with typically developing in peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

Indicator 7 -- Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Indicator 8 -- Percent of parents with a child receiving special education services who report that schools facilitated involvement as a means of improving services and results for children with disabilities.

Indicator 9 -- Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Indicator 10 -- Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Indicator 11 -- Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

Indicator 12 -- Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays

Indicator 13 -- Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Indicator 14 -- Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or both, within one year of leaving high school.

Indicator 15 -- General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

Indicator 16 -- Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

Indicator 17 -- Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

Indicator 18 -- Percent of hearing requests that went to resolution sessions that were resolved through resolution sessions settlement agreements.

Indicator 19 -- Percent of mediations held that resulted in mediation agreements.

Indicator 20 -- State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(Individuals with Disability Education Improvement Act of 2004, 20 U.S.C. §§ 1400 *et seq.*)



Oregon's Post School Outcome Information

What is it?

Indicator 14 of the SPP requires that school districts must collect, and Oregon Department of Education (ODE) must report, the percentage of all students who are no longer in high school (this includes students with disabilities who drop out, graduate, and age out) and who are competitively employed¹, attending post-secondary school², or both.

Why is this collection required?

- Federal reporting
- Public reporting
- District improvement
- Successful transition for all Oregon's children with special needs to adulthood

Who collects these data?

ODE must ensure that data are collected from each district each year. School districts are responsible for their data collection procedures, including staff assigned. The interview forms are posted on <http://www.tcntransition.org/>.

Who gets interviewed?

The names of students to be interviewed, contact information, and online data entry form, are available on the secure district web site <https://district.ode.State.or.us>. Follow up interviews are required, however exit interviews of students the year they leave district services are not required. Any information districts provide on exiting students, such as contact information, will be provided along with the selection of students for the follow-up interviews.

How many interviews are required?

Districts with 15 or fewer exiters are required to interview all students the following spring. Districts with more than 15 leavers are required to interview up to 15 students from each school or program reporting leavers on the Spring Exit Collection the previous year.

When are the data collected?

These data are collected between April and June in the spring after the student has left school.

Why is this collection required?

- Federal reporting
- Public reporting
- District improvement

What performance level is required to meet compliance?

- Stakeholders set targets based on baseline performance
- Targets must be measurable and rigorous
- Districts expected to meet State target goals for each of the indicators

Resources Available:

At the website, <http://www.tcntransition.org/> documents for Exit interviews and Follow up interviews are available in the District Resource section. These include forms, timelines, and training materials.

Contact Information:

Jackie Burr, jackie.burr@State.or.us, 503-947-5639 Pattie Johnson, johnsop@wou.edu, 503-838-8779

¹Competitive employment is work in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting, and for which an individual is compensated at or above the minimum wage, but not less than the customary wage paid by the employer for the same or similar work performed by individuals who are not disabled.

² Postsecondary education is defined as course work at any college, university, community college, trade school, distance learning, or vocational training school.

Predictors of Post-School Success

The National Secondary Transition Technical Assistance Center (NSTTAC) conducted a review of literature to identify evidence-based practices in secondary transition. The following 16 predictors and their definitions of post-school success are the result of NSTTAC's research. Additional information can be found at the following web address: <http://www.nsttac.org/ebp/PredictorResources.aspx>.

Academic/General Education Participation in regular academic classes; grade point average in academic classes

Career Awareness Transition program characteristics that include career exploration; career awareness skills at high school exit

Community Experiences Approximate number of community visits per year; community placement activities

Exit Exam Requirements/High School Diploma Status Type of diploma received; high school exit exam requirements (i.e., were exit exams required?); high school diploma vs. dropout; high school diploma earning status

Interagency Collaboration Transition interagency council characteristics, which include: case management, agency directories, agreements, councils, general information, local business advisory boards, parent network

Occupational Courses Hours spent in occupational courses (e.g., Life Skills Science, Occupational Math, Occupational English, Home Economics)

Paid Work Experience Paid job(s) during high school; wages earned; hours worked

Parental Involvement Parent participation and involvement in child's education; family involvement; family knowledge of adult services

School Integration Hours spent in regular education courses; hours in special education courses; extent of school integration; LRE or degree of physical integration

Self-Advocacy/Self-Determination Self-determination skills at exit based on The Arc's Self-determination Scale; self-determination in choosing daily activities

Self-Care/Independent Living Skills Responsibility skills at high school exit; home/life skills; residential independence; self-care skills

Social Skills Basic social abilities; social skills at exit; ability to manage social interactions; social skills based on LCCE Personal/Social Skills rating

Student Support Level of perceived support during high school; student satisfaction with instruction received during high school; peer support; social network

Transition Program Post-school goals met; student needed or received transition planning services in high school; transition program characteristics (i.e., academic adult education, career exploration, college community training, developmental training, employment, entrepreneurship, life skills)

Vocational Education Coursework involving vocational curricula during high school (e.g., drafting, welding, brick masonry, automotive); community-based training time; in-school and on-the-job training

Work Study An educational program where students alternate between paid employment and coursework during high school (e.g., Marriott Bridges to Work Internship)

Action Planning Worksheet

NEXT STEP	PERSON RESPONSIBLE	DUE DATE

Next Meeting Date: _____

Action Planning Aligned with Taxonomy for Transition Programming

Taxonomy Category	Next Steps
Student Focused Planning	
Student Development	
Interagency Collaboration	
Family Involvement	
Program Structure	

Taxonomy for Transition Programming (Kohler, 1996)

References

Gall, M. D. (2001, April). Figuring out the importance of research results: Statistical significance versus practical significance. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Kohler, P. (1996). Taxonomy for transition programming: A model for planning, organizing, and evaluating transition education, services, and programs (A .pdf of the Taxonomy is available at: <http://homepages.wmich.edu/~kohlerp/pdf/Taxonomy.pdf>).

National Post-School Outcomes Center (NPSO) www.psocenter.org

National Secondary Transition Technical Assistance Center (NSTTAC) www.nsttac.org