Using Data

INTRODUCTION TO INDICATORS AND PREDICTORS

INDICATORS are measures of compliance and effectiveness of a state's implementation of the Individuals with Disabilities Education Act (IDEA). IDEA is a federal statute that specifies requirements for educational programs for students who are receiving special education and related services. There are a total of 17 Part B priority indicators that measure implementation of IDEA that states are required to report data on to the Office of Special Education Programs (OSEP). For the purposes of transition, Indicator 1 - Graduation; Indicator 2 – Dropout; Indicator 13 – Secondary Transition with IEP goals; and Indicator 14 – Post-School Outcomes will be presented in this resource handbook.

PREDICTORS come from activities, services and supports that occur during the school years that have been identified through research as being associated with higher rates of success as youth enter adulthood. The predictors provide ideas for programs and services to build community capacity and investment in serving transition-aged youth.

POST-SCHOOL OUTCOMES – INDICATOR 14

Districts must complete follow-up interviews with all students who had an IEP in effect when they left secondary school. To help find former students and increase the likelihood of them responding to the PSO survey, Oregon adapted the National Post-School Outcomes document, ***Contacting Hard to Find Youth: Strategies for the Post-School Interviews –*** (copy found on TTAN website under PSO Resources/Follow-Up)

USING OUTCOME DATA TO INFORM DISTRICT IMPROVEMENT

Districts that demonstrate a high proportion of attendance at a postsecondary school and/or working in competitive settings are likely to offer strong transition plans and quality services. Post-school outcomes should improve when predictors of post-school success and evidence-based practices are used as part of quality transition planning and services. The inclusion of the predictors in assessing district needs and priorities should lead to **higher graduation** rates and **lower dropout** rates as the planning is focused on the needs of the students.

GUIDING QUESTIONS USING TRANSITION DATA

The following questions relate to the district's overall secondary transition plan and services.

1. 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?
2. Do the IEPs meet the requirements for Indicator 13?
3. Does every IEP contain appropriate measurable postsecondary education/training and employment for students who are 16 or older?

4. What percentage of former students were engaged (i.e., working, going to school, or doing both) one year out of school?
    a. Was this percentage consistent with the engagement rates of previous years?
    b. What percentage of the district's respondents were not engaged at any level?

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

1. What percentage of former students graduated with a diploma last year?
2. What is the number of students experiencing disabilities represented by this percentage?
3. Is the current year's graduation rate the same, higher, or lower than the graduation rate in past years?
4. What percentage of former students dropped out of school last year?
5. What is the actual number of students experiencing disabilities represented by this percentage?
6. Is the current year's dropout rate the same, higher, or lower than the dropout rate of past years?

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

1. Considering the overall graduation and dropout rates for youth experiencing disabilities from your school/district, what surprised you?
2. What do you think contributes to the graduation and dropout rates?
3. What types of academic/vocational classes do students who graduate (or dropout) from high school typically take while in high school?
4. What district-wide policies and or procedures contribute to students experiencing disabilities dropping out of high school? What are barriers to students graduating?

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

1. 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?
2. What district barriers limit competitive employment for youth experiencing disabilities? How is the district addressing the barriers or preparing students to overcome them? For example, is there limited access to Vocational Rehabilitation or local employers?
3. How is career awareness and job training an explicit part of the curriculum?
4. Is there a concerted district-wide effort to provide vocational and career technical education courses to youth experiencing disabilities in high school?

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

1. How are youth experiencing 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)?

2. 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 experiencing disabilities specifically targeted to participate in these activities?

3. Do youth experiencing 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?

4. How are youth experiencing disabilities explicitly taught self-advocacy and self-determination skills that they will need to avoid or overcome a variety of challenges they may face once they leave high school and seek further education?

5. How are youth and their parents informed about postsecondary education/training programs?

6. How are parents and youth active participants in the decision-making process relative to identifying post-school goals for further education?

STRATEGIES TO ENCOURAGE PARTICIPATION

1. Provide Pre-Notification & Create Familiarity

   - Discuss the follow-up interview with students before they leave school. Tell them what to expect and why.
   - The most motivating factor for completing interviews is the chance to help other students. Tell them how the information they share will help others like them.
   - Include PSO information (e.g., the [PSO postcard](#) they will be receiving about the interview) along with other information distributed at the end of school (e.g., information about diplomas, graduation).
   - During the last IEP meeting, ask students to address the PSO postcard to themselves. This postcard will be mailed as a reminder of the upcoming follow-up interview. Copies of the postcards are available on the Oregon Transition Education website under PSO resources.

2. Show Interest When Conducting the Survey

3. Making Contact

4. Use the PSO logo on all materials and reminders:

NTACT:C shares effective practices and predictors that have been evaluated based on the amount, type, and quality of the research conducted. These practices and predictors are labeled as listed below, and are identified as: evidence-based, research-based, or promising. These designations indicate the confidence one can have in the likely effectiveness of the intervention, when implemented as defined and recommended.

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	Promising	Promising	
• Career Technical Education (was Vocational Education)	Research-based	Evidence-based	
• Community Experiences		Promising	
• Exit Exam Requirements/High School Diploma Status		Promising	
• Goal-Setting	Research-based	Research-based	Research-based
• Inclusion in General Education	Research-based	Research-based	Research-based
• Interagency Collaboration	Promising	Promising	
• Occupational Courses	Promising	Promising	
• Paid Employment/Work Experience	Research-based	Research-based	Promising
• Parent Expectations	Promising	Research-based	
• Parental Involvement		Promising	
• Program of Study	Research-based	Research-based	
• Psychological Empowerment (new)	Promising	Promising	Promising
• Self-Advocacy/Self-Determination	Research-based	Research-based	Promising
• Self-Care/Independent Living	Promising	Promising	Research-based
• Self-Realization (new)		Promising	Promising
• Social Skills	Promising	Promising	
• Student Support	Promising	Research-based	Promising
• Technology Skills (new)		Promising	
• Transition Program	Research-based	Promising	
• Travel Skills		Promising	
• Work Study		Research-based	
• Youth Autonomy/Decision-Making	Research-based	Research-based	Promising

NTACT THE COLLABORATIVE
Improving Opportunities & Outcomes

PREDICTOR DESCRIPTIONS

Predictors/Outcomes	Description
Career Awareness	Learn about opportunities, education and skills needed for a variety of careers.
Career Technical Education (CTE)	Courses that focus on career development and preparation for specific careers.
Community Experiences	Activities that occur outside the school setting and supported by in-class instruction.
Exit Exam Requirements/High School Diploma	Meet district graduation requirements for diplomas.
Goal Setting	The process of deciding what you want to achieve over a particular period of time (e.g., the IEP).
Inclusion in General Education	Access to general education classes and curriculum. Classes with non-disabled peers.
Interagency Collaboration	Cross agency and program collaborative efforts to link youth/families to resources.
Occupational Courses	See Career-Technical Education above.
Paid Employment/Work Experience	Participation in workplace. Can include job shadowing, internships or paid work experience.
Parent Expectations	Include family planning and articulate expectation that their child will participate in postsecondary education and will be employed in the community after high school.
Parental Involvement	Parents/family/supportive adults are active, engaged participants in planning.
Program of Study	Courses, experiences, and curriculum designed to develop student academic, functional skills.
Psychological Empowerment (new)	Intrinsic task motivation reflecting a sense of self-control in relation to one's work and an active engagement in one's work role.
Self-Advocacy/Self-Determination	Ability to make choices, solve problems, set goals, evaluate options, and state goals.
Self-Care/Independent Living	Self-care and life skills are skills necessary for management of one's personal self-care and daily independent living, including the personal management skills needed to interact with others, daily living skills, financial management skills, and the self-management of healthcare/wellness needs.
Self-Realization (new)	Understanding and knowing one's true self, inner-self, and capabilities.
Social Skills	Behaviors, attitudes that focus on communication and collaboration.
Student Support	Network of family, educators, and agencies that provide services to facilitate transition.
Technology Skills (new)	Skills learners develop as a result of the use of the computer and technologies.
Transition Services	Contracts with agencies that moves students from school settings to adult life.
Travel Skills	Traveling independently outside the home (e.g., school, local store).
Work Study	Paid or unpaid work experience and work skills instruction; integrated academic/work skills.
Youth Autonomy/Decision Making	Think, feel, and make decisions acting on your own (e.g., planning weekend activities, volunteering).

EVIDENCE BASED PRACTICES THAT SUPPORT THE PREDICTORS

NTACT:C's resources can be used to support effective secondary transition programming.

The *Effective Practices and Predictors Matrix* (rev. May 2021 screenshot below). See links to more information under Handbook Resources/Using Data for additional examples of practices, predictors, and programs to help enable post-school success.

NTACT THE **COLLABORATIVE** | National Technical Assistance Center on Transition

Effective Practices and Predictors Matrix

Level of Evidence	Relevant Outcome Area	Practice or Predictor Description Title

Evidence-based Practices **E**	Education	• **Predictors of Postsecondary Education**
		    • Participation in Career and Technical Education
		 • **Student-focused Planning Practices**
		    • Published curricula to teach student involvement in the IEP to students with disabilities
		    • *Self-Advocacy Strategy* to teach student involvement in the IEP meeting to students with disabilities and students with learning disabilities
		    • *Self-Directed IEP* to teach student involvement in the IEP meeting for students with disabilities
		    • *Take Charge* curriculum to teach engagement in educational planning
		 • **Student Development (Academic, Employment, and Life Skills) Practices**
		    • Anchored Instruction to teach math to students with disabilities and learning disabilities

Skills and Practices provides a list of practices NTACT:C has determined are effective (rev. 2020, screenshot below).
See links to additional information under Handbook Resources/Using Data

NTACT National Technical Assistance Center on Transition — **Skills and Practices**

An effective practice (i.e., evidence-based, research-based, promising) is a teaching method used to teach a specific skill that has been shown to be effective based on high-quality research (Cook, Tankersly, & Landrum, 2009; Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005). The table below lists skills to be learned and the teaching method or methods (i.e., instructional strategy or strategies) found to be effective when teaching the skill, as determined by high-quality research. For additional information on how these practices were identified, visit www.transitionta.org.

Teachers are encouraged to use this list to pair the skill to be learned with an effective practice.

Skill to be Learned	Effective Practice (E) = Evidence-Based (R) = Research-Based *(Note: a practice may be evidence-based for one skill and research-based for another due to our criteria for defining the levels of evidence)*
Banking and Finance Skills	• Simulated Instruction (R)