



SPP Indicator 13 : Improving Performance and Student Outcomes

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**Adapted from Paula Kohler's and Jennifer Hill's PPTs,
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Topics for This Afternoon

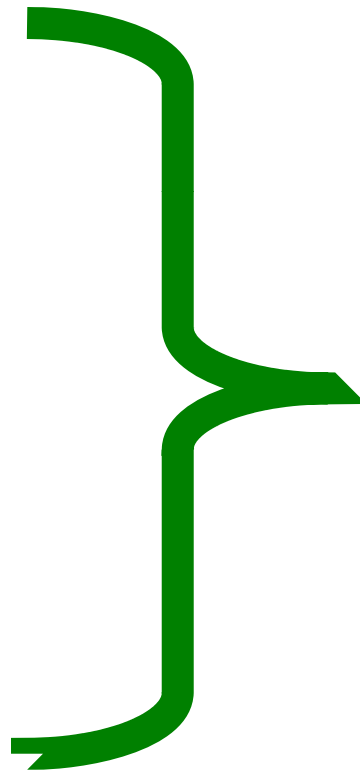
- **Transition Requirements**
- **NSTTAC Indicator 13 Checklist (Form B)**



Context for Improving Practice

Factors

- IDEA
- State and local policy
- Community
- Effective practices





IDEA Accountability Mandates

- **Continuous Improvement Monitoring Process (CIMP) – Compliance with IDEA**
- **State Performance Plan (SPP)**
- **Annual Performance Report (APR)**



IEP Transition Planning Requirements - 2004

IDEA - Statute:

Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter

New Mexico Statute: No later than 8th grade or age 14



IEP Requirements – 2004

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

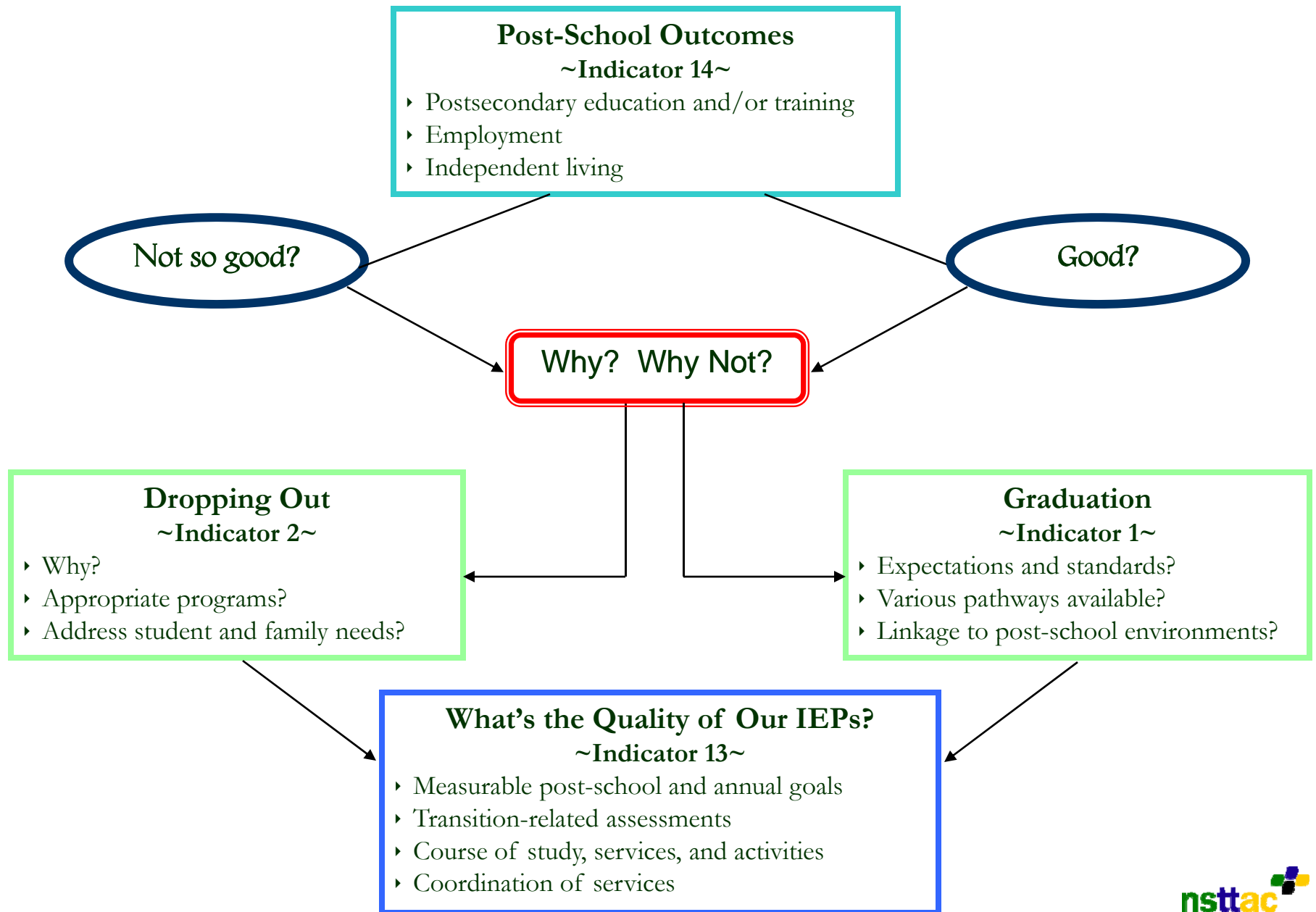
(bb) the **transition services** (including **courses of study**) needed to assist the child in reaching those goals;



State Performance Plan (SPP) and Annual Performance Report (APR)

- **State's plan to meet and state's performance on 19 indicators (Part B)— 4 specific to transition (out of the 14 you report):**
 - 1.** % of youth with IEPs who graduate
 - 2.** % of youth with IEPs who drop out
 - 13.** % of youth with all transition components in the IEP
 - 14.** % of youth who achieve post-school outcomes (further learning, employment, or both)

Using Transition Indicators to Improve What We Do

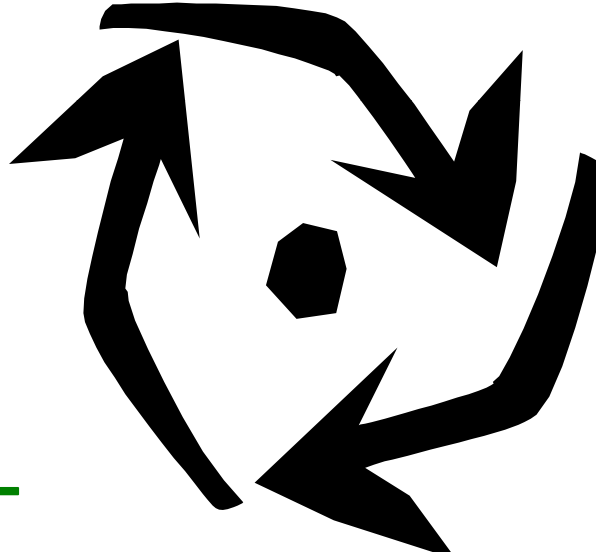




Critical Interrelationship

Quality IEPs

Staying in
School



Achieving post-
school outcomes

Graduating



Indicator 13 – Content of IEPs

- Percent of youth aged 16 and above (in N.M., 8th grade or age 14 and above) with an **IEP** that includes **coordinated, measurable, annual IEP goals and transition services** that will reasonably enable the child to meet the **post-secondary goals**. [20 U. S. C. 1416 (a)(3)(B)]

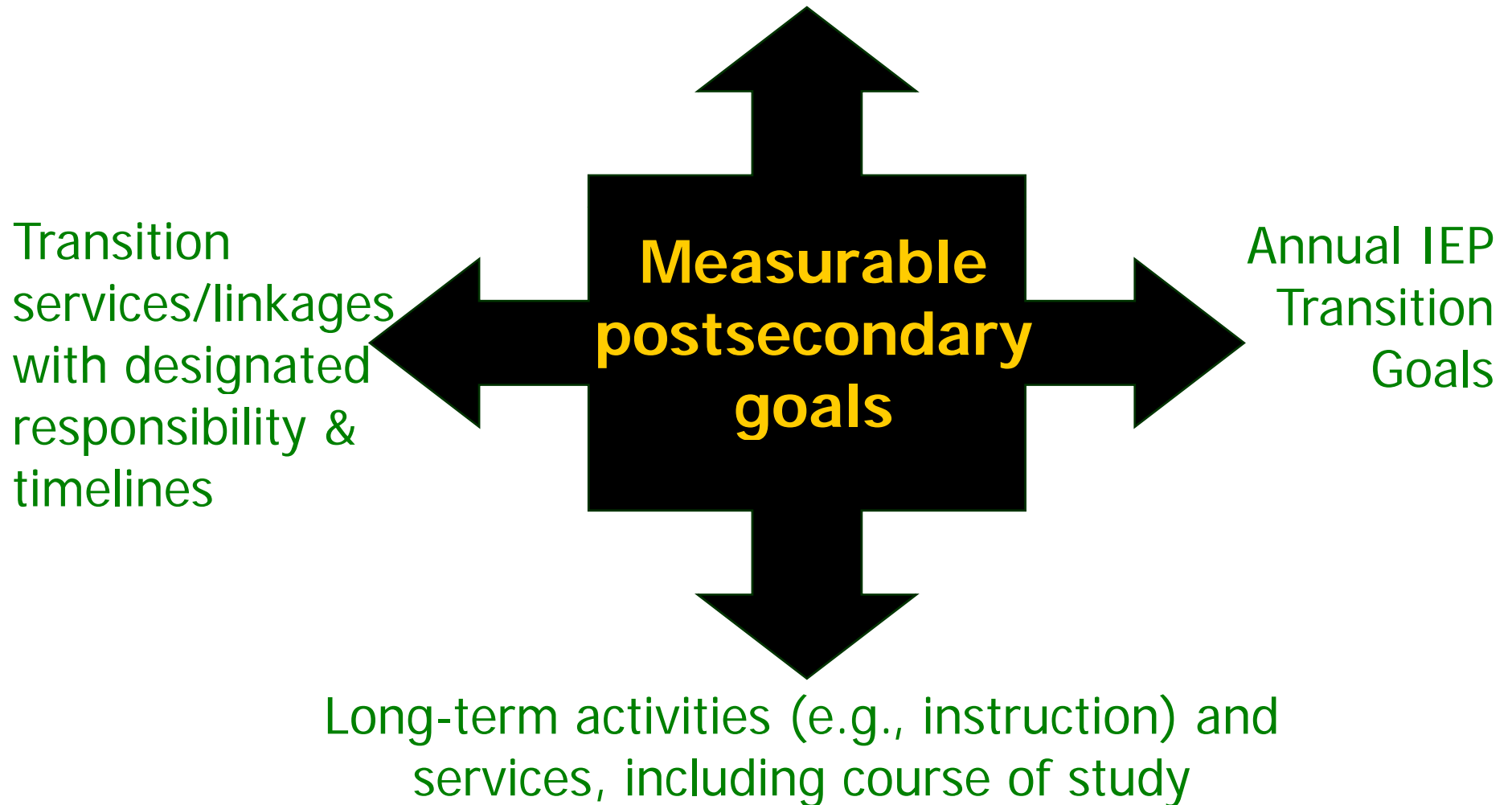


Elements of Transition-Rich IEPs

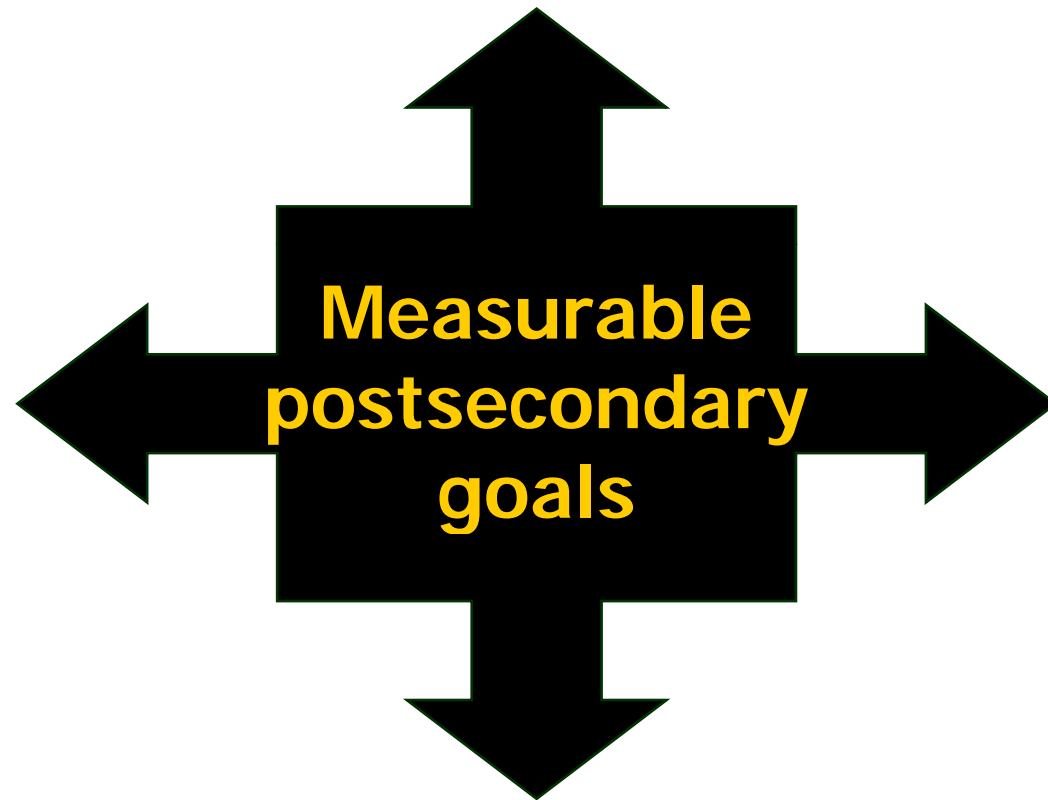
- Measurable postsecondary goals
- Present level of performance – based on age-appropriate assessments
- Transition activities and services, including course of study
- Annual transition goals
- Designated responsibility

A Transition-Rich IEP

“Transition” assessment/Present levels of achievement



A Transition-Rich IEP





Measurable Post-School Goals

- Is it outcome-oriented?
- Can it be counted?
- Will it occur after the student leaves secondary education?
- Are goals for education or training AND employment addressed?

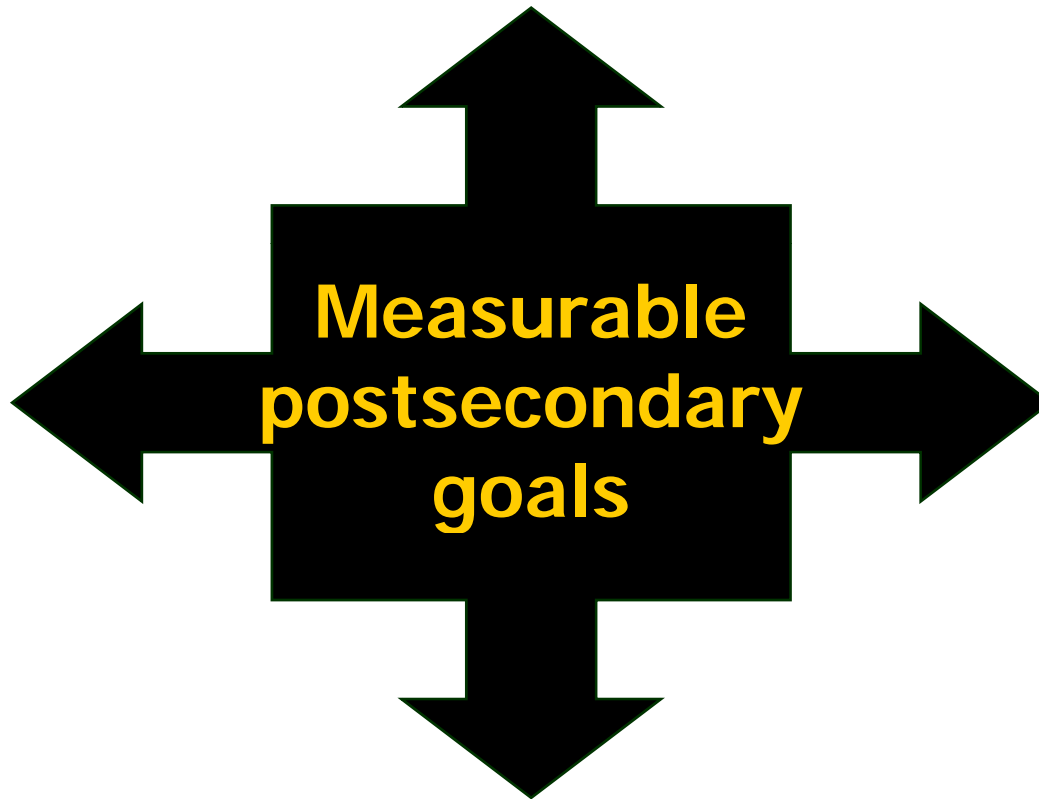


Measurable Post-School Goals

- Jamal will work in his uncle's printing business
- Karen will attend KVCC in the medical technology (radiology) program and work in the health care industry
- Sophie will work part-time in a retail entertainment store, with assistance from an employment specialist
- See examples page

A Transition-Rich IEP

Assessment/Present level of achievement





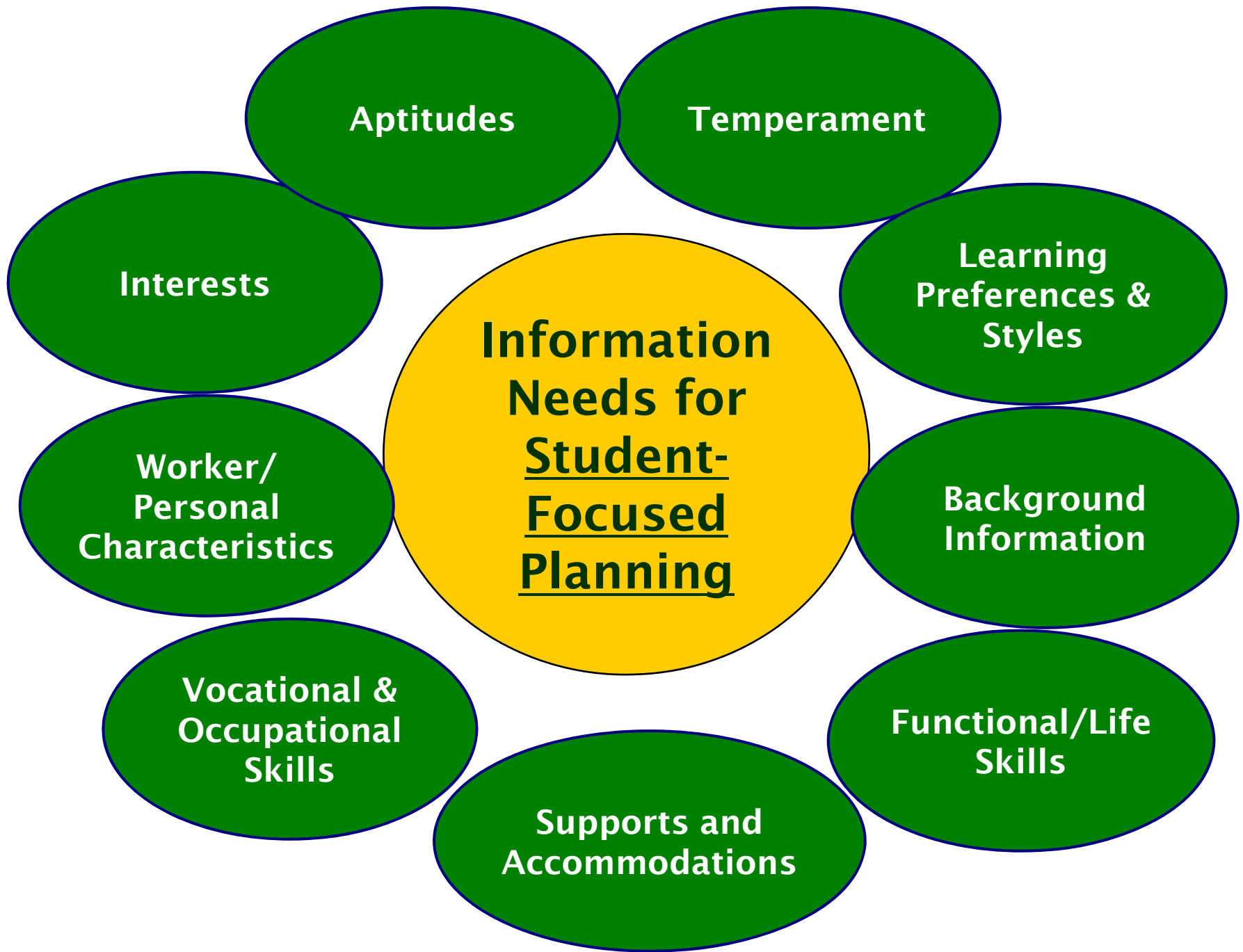
Assessment-Based PLAAFP

- What kinds of assessments (informal and formal)?
- Are they age-appropriate?
- Are they valid and reliable for the students you are assessing?
- Who administers assessments? When? How Often?
- How are results shared with students and with the IEP team?
- How are results “tracked” over time?
- How are results used to develop goals and courses of study, and to determine service needs?



Information Needs for Accountability

- Student's present level of achievement and functional performance
- Supports and accommodations needed
- Student's performance regarding state standards and benchmarks



A Transition-Rich IEP

Assessment/Present levels of achievement





Measurable Transition Services and Linkages

- Must address categories of Instruction, Related Services, Community Experiences, and Employment/Other Adult Postschool Areas
- What does “address” mean?
- What does “measurable” mean on this section?
- Only address Daily Living and Functional Vocational Evaluation if appropriate



Transition Services Includes the Course of Study

- Same as (supercedes) the Next Step Plan
- All remaining years of high school
- Helps to annually document credits earned
- Must be individualized and linked to the student's postschool goal(s)



Annual Transition-Related Goals

- What needs to be **achieved** *this year* to help students move toward their postsecondary goals?
- What do they need to **learn**?
- Is the goal measurable?
- Is it outcome- rather than process-oriented?

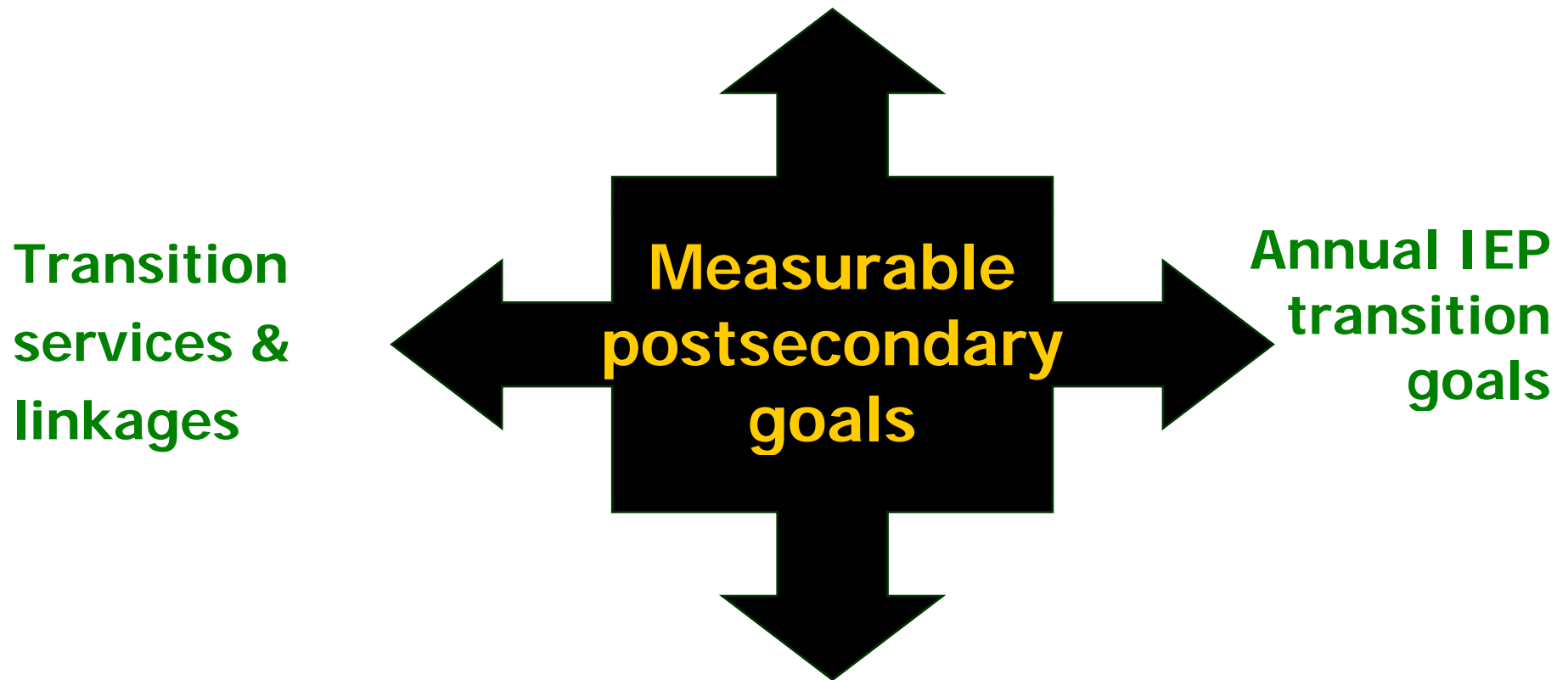


Annual Transition-Related Goals

- Susan will master the skills of “information processing” – COMP 1001
- Susan will demonstrate basic awareness of computing occupations
- Susan will identify 3 postsecondary educational programs for computing occupations
- Susan will demonstrate basic understanding of her accommodation needs in a computing environment

A Transition-Rich IEP

Assessment/Present level of achievement



Transition
services &
linkages

Annual IEP
transition
goals

Activities (e.g., instruction) and services
each year, including course of study



Indicator 13 Data Collection

- Past years, used O'Leary and colleagues' Transition Requirements Checklist
- This year and thereafter, will use NSTTAC Indicator 13 Checklist, Form B (see handout)
- Trained trainer will either review IEP files alone to answer the checklist questions, or will train group to assist in data collection



Indicator 13 Data Use

- UNM Institute for Public Policy enters and analyzes data and creates district data sheets
- Data are reported to NMPED Special Education Bureau for distribution in district profiles
- District can request report-out session with larger audience offering chance for collaborative goal-setting for improvement



Questions?



Resources

- **NSTTAC Indicator 13 Checklist**
- **O'Leary's TOP's checklist**
- **NSTTAC's training materials**
 - ▶ **Web-based examples and non-examples**
 - ▶ **www.nsttac.org**
- **www.psocenter.org**
- **www.ndpc-sd.org**



Contact information

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