



New York State Education Department  
Office of Special Education  
**Educational Partnership**





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# Transition in the Individualized Education Program (IEP) Series

## Part 4: Linking the State Performance Plan (SPP) Indicators and Transition

Produced by the Technical Assistance Partnership for Transition at Cornell University.

*Last updated on December 6, 2022*



# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.





# Meet and Greet



## Tell us about yourself:

- Name, position/title
- School/district/agency

# Blueprint for Improved Results for Students with Disabilities



## Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



## Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



## Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



## Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



## Multi-Tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



## Inclusive Activities

Schools provide high-quality inclusive programs and activities.



## Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

# Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth—Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each others’ needs and learning styles

# What will Be Covered in the Series?

- **Part 1.1**—Transition in the Individualized Education Program (IEP) overview
- **Part 1.2**—Age-appropriate transition assessments
- **Part 2**—Measurable Postsecondary Goals and Annual Goals
- **Part 3**—Interagency Collaboration, Student Engagement, and Coordinated Set of Activities
- **Part 4**—Linking the State Performance Plan (SPP) Indicators and Transition

# Part 4: Learning Objectives

## Participants will:

- Identify all key components related to the SPP Indicators 1—Graduation Rates, 2—Drop-Out, 13—Secondary Transition, and 14—Post-School Outcomes.
- Recognize the impact of the transition planning process on student data explicit to the SPP Indicators.
- Discuss current practices related to the Committee on Special Education (CSE) recommendations for programs and services to address a student's transition needs and achievement of Measurable Postsecondary Goals.



# Agenda

- SPP Indicators specific to the transition planning process
- Transition Planning and the impact on SPP data
- Overview of the SPP Indicators
- Evidence-Based and Promising Practices to improve post-school outcomes

# Training Materials



- SPP Indicators Chart
- Transition Age Case Study—Allison (adapted from National Technical Assistance Center on Transition, [NTACT] Indicator 13 One-hour presenter guide)
- Predictors by Outcome Area
- Resources: Websites, Evidence-Based and Promising Practices
- Student Exit Summary

# Federal Collection and Reporting Requirements



## §20 U.S.C. 1416(a)(3)(B)

- Increased emphasis on accountability in education requires states to report to the public and Office of Special Education Programs (OSEP) information on 17 performance Indicators, including 14 Indicators related to compliance and student performance in the SPP/Annual Performance Report.
- The Indicators are used to determine how well New York State is meeting its responsibility under Individual with Disabilities Education Act (IDEA 2004).
- The Indicators are also used within the State for systemic improvement.

# SPP Indicators Specific to Secondary Transition

Indicators are measures of compliance and effectiveness of a state's implementation of the Individuals with Disabilities Education Act (IDEA).

Indicator	Measurement
Indicator 1	Graduation Rates
Indicator 2	Dropout
Indicator 13	Secondary Transition with IEP Goals
Indicator 14	Post-School Outcomes

# Where to Find State Performance Plan (SPP) Indicators and District Data



COUNTIES BOCES DISTRICTS SCHOOLS HIGHER EDUCATION DOWNLOADS

The New York State Education Department (NYSED) is committed to making data available and easy to use. This site provides a first step in publicly reporting educational data so all interested parties can be better informed as they work to advance student achievement.

Search for specific schools, districts, colleges, universities, counties, or BOCES 🔍

## NEW YORK STATE EDUCATION AT A GLANCE



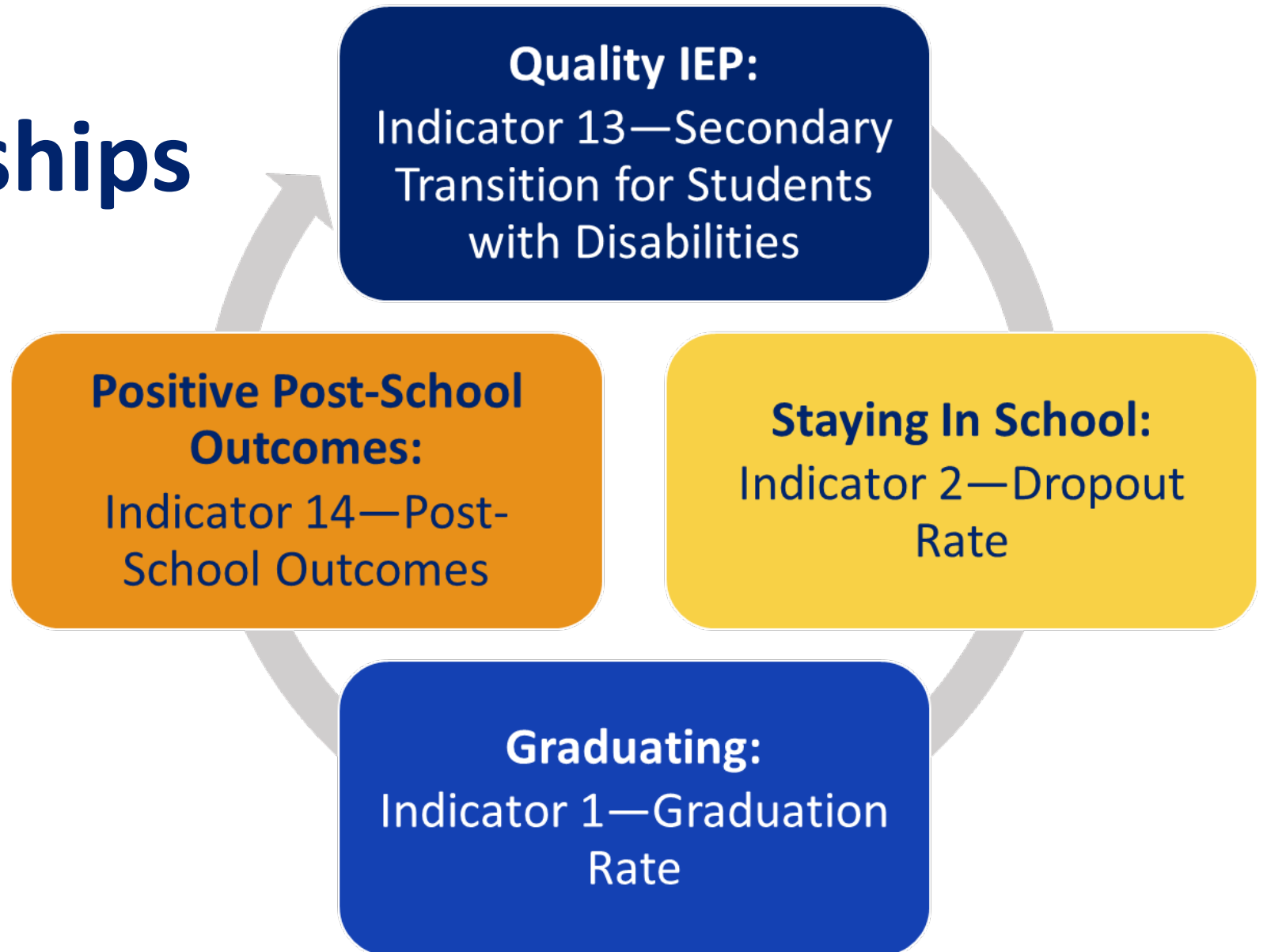
732 Districts  
4,433 Public Schools  
351 Charter Schools



**212,296**  
Total Public School Teachers



# Critical Interrelationships for Achieving Post-School Outcomes



# Consider the Following Question



How does the transition planning process and the decisions made by the CSE to address transition needs, and programs/services in the IEP impact the SPP Indicators?

## Step 1:

Count off 1-4 and regroup at assigned poster.

1. Graduation Rates (1)
2. Dropout (2)
3. Secondary Transition (13)
4. Post-School Outcomes (14)

- Introduce yourselves and pick a recorder.
- Discuss the question and identify the decisions made that impact data reported on the Indicator.
- Record your responses to the question.

# Consider the Following Question (continued)



How does the transition planning process and the decisions made by the CSE to address transition needs, and programs/services in the IEP impact the SPP Indicators?

## Step 2:

- As a group, marker in hand, move to the next SPP Indicator/poster.
- Review the responses recorded by the prior group.
- Discuss the question and identify any additional decisions made that impact data reported on the Indicator.
- Record your responses to the question.
- Repeat Step 2 as directed until you return to your original poster.
- Review all responses and be prepared to share out.

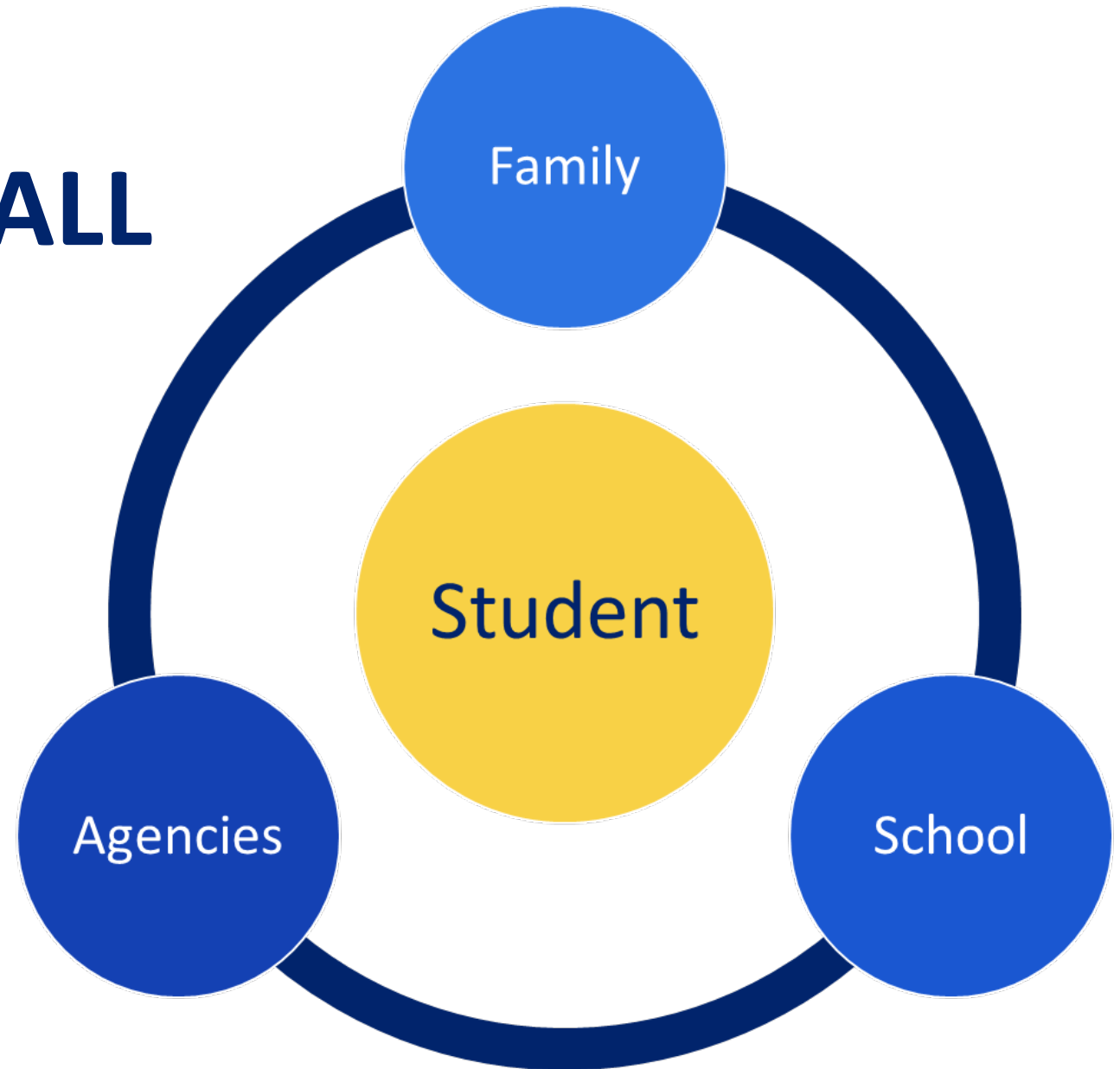
# Evidence of Transition in the IEP



**Transition is evident throughout the IEP, specifically in the areas of:**

- Present Levels of Performance
- Measurable Postsecondary Goals
- Transition Services, Course of Study
- Annual Goals
- Coordinated Set of Activities
- Special Education Programs and Services

# Collaboration: Participation of ALL Stakeholders







# Reflection Activity #1



Share out!

How does the transition planning process and the decisions made by the CSE impact Secondary Transition data?



# Indicator 1: Graduation

- Percent of youth with IEPs graduating with a regular high school diploma. —§20 U.S.C. 1416 (a)(3)(A)
- At the CSE meeting in which transition services will be discussed, the student's parents shall be provided with written information explaining the graduation requirements. —8 NYCRR §200.4(d)(2)(ix)(c)

# Graduation Options

## New York State Diploma Requirements Applicable to All Students Enrolled in Grades 9-12

### CREDIT REQUIREMENTS

(Apply to all diploma types: local, Regents, Regents with advanced designation)

	MINIMUM NUMBER OF CREDITS
English	4
Social Studies <small>(see note #6)</small> <i>Distributed as follows:</i> <i>U.S. History (1)</i> <i>Global History and Geography (2)</i> <i>Participation in Government (½)</i> <i>Economics (½)</i>	4
Science <i>Distributed as follows:</i> <i>Life Science (1)</i> <i>Physical Science (1)</i> <i>Life Science or Physical Science (1)</i>	3
Mathematics	3
Languages Other than English (LOTE)	1 <sup>(**)</sup>

#### 1.) Pathways

A student must either:

- complete all the [requirements for the CDOS Commencement Credential](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/cdos-field-memo-june-2016.pdf) (<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/cdos-field-memo-june-2016.pdf>); or
- pass an additional math Regents examination in a different course or Department approved alternative; or
- pass an additional science Regents examination in a different course or Department approved alternative; or
- pass an additional social studies Regents examination in a different course or Department approved alternative; or
- pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
- pass a Department approved CTE pathway assessment, following successful completion of an approved CTE program; or
- pass a Department approved pathway assessment in the Arts; or
- pass a Department approved pathway assessment in a Language Other than English (LOTE)

See [Multiple Pathways](http://www.nysed.gov/curriculum-instruction/multiple-pathways) (<http://www.nysed.gov/curriculum-instruction/multiple-pathways>).

See [Department Approved Alternative Examinations](http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf) (<http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>).

#### 2.) Appeals

Appeals are subject to local district approval.

See [Information on an Appeal to Graduate with a Lower Score on a Regents Examination](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/3-18appealformincludingell-swdmarch2018.pdf)

(<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/3-18appealformincludingell-swdmarch2018.pdf>).

#### 3.) Special Endorsements

**Honors:** A student earns a computed average of at least 90 on the Regents examinations applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents examinations. The locally developed Checkpoint B LOTE examination is not included in the calculation.

**Mastery in Math and/or Science:** A student meets all the requirements for a Regents diploma with advanced designation AND earns a score of 85 or better on 3 math Regents examinations and/or 3 science Regents examinations.

**Technical Endorsement:** A student meets the requirements for either a local diploma, a Regents diploma or a Regents

# Graduation and Transition Planning

Transition  
assessment  
and planning:  
strengths,  
preferences,  
and interests

Course of  
study and  
credits  
earned

Continuum  
of services

Graduation  
pathway



# Transition Planning and Specially Designed Instruction (SDI)



8 NYCRR §200.1(vv)

**Adapting**, as appropriate to the needs of an eligible student, the **content, methodology, or delivery of instruction** to address the unique needs that result from the student's disability; and to **ensure access of the student to the general curriculum**, so that they can meet the education standards that apply to all students.



# Specially Designed Instruction and Meaningful Access

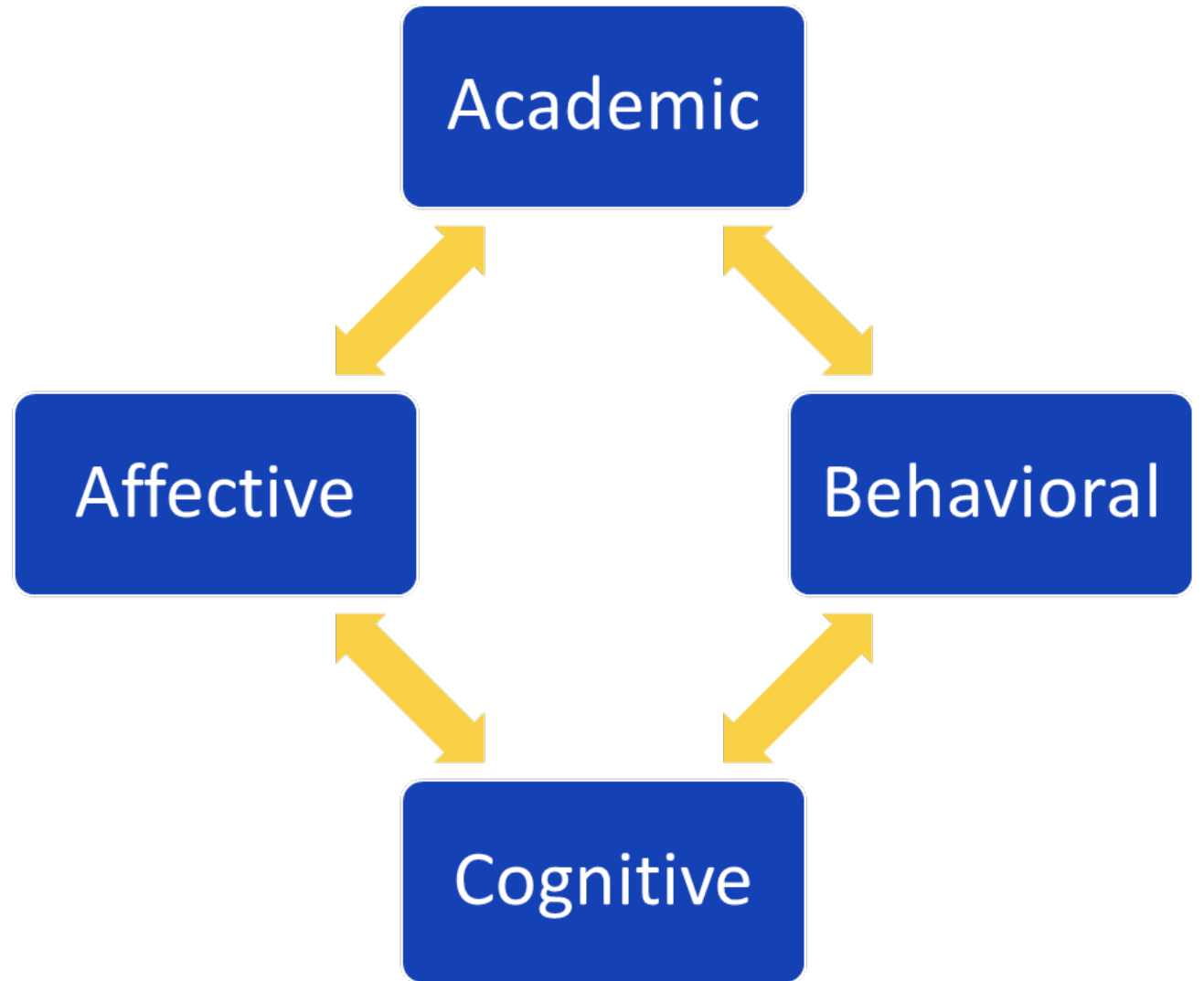
“Access to and participation in the general education curriculum does not occur solely because a student is placed in a general education classroom, but rather when students with disabilities are actively engaged in learning the content and skills that define the general education curriculum...”



# Four Domains of Student Engagement

Impacted by:

- Environmental factors
- School context and climate



# Promote Student Graduation vs. Dropout Prevention

Student engagement developed and reinforced by:

- Presence of a strong and caring school community
- Rigorous and relevant instruction
- Positive school climate



ABCs of Disengagement:

- Attendance
- Behavior
- Courses

Create multi-tiered systems of support.



# Reflection Activity #2



Share out!

How do the transition planning process and the decisions made by the CSE impact Indicator 1— Graduation data?



# Indicator 2: Dropout

Percent of youth with IEPs dropping out of high school.

—§20 U.S.C. 1416 (a)(3)(A)



# Student Engagement

Engaging students through relevant instruction and skills students would need after school:

- Job training
- Career awareness
- Exposure to postsecondary education

Studies also described programs that provided a personalized learning environment with individualized instruction.

# Blueprint for Improved Results for Students with Disabilities



## Self-Advocacy

**Students engage in self-advocacy and are involved in determining their own educational goals and plan.**



## Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



## Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



## Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



## Multi-Tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



## Inclusive Activities

Schools provide high-quality inclusive programs and activities.



## Transition Support

**Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.**

# Other Related Factors

- Supportive, nurturing family and home environment
- Development of perseverance and optimism
- Motivation to obtain a diploma
- Positive, respectful relationships between staff and students
- Relevance of curricula

# Module: Strategies for School Completion



WORK ON THIS  
MODULE

Data show that students with disabilities drop out at a higher rate than students without disabilities. Resources and effective strategies and interventions for these students are available.

How can we improve school completion for students with disabilities in our schools?



CREDITS AND  
REFERENCES



The National Technical Assistance Center on Transition (NTACT) has developed this module to provide you with information and materials you need to make a difference!

## Learning Objectives

### Session 1: Introduction to School Completion & Student Engagement

- Describe the importance of school completion
- Explain consequences associated with dropping out of high school
- Describe push, pull and fall out factors and identify examples of each from a case study
- Define four types of student engagement and examples of each

### Session 2: Early Warning Indicators & Engagement

- Define the ABC's of dropping out and apply them to a case study
- Identify how early warning data and systems identify students at-risk
- Identify different types of student engagement tools including school climate surveys

### Session 3: Tiered Systems & Effective Interventions

# Research-Based Practices for Graduation and Dropout Prevention



[NTACT Effective Practices](#)

[School Completion Toolkit](#)

- Provide academic support and enrichment for dropout prevention
- Accelerated Middle Schools for staying in and progressing in school
- Assign adult advocate for dropout prevention
- Check and Connect for staying and progressing in school
- High School Redirection for school completion

# Promising Practices and Predictors for Graduation and Dropout Prevention



## NTACT Effective Practices

- Career Academies—School Completion
- Job Corps—School Completion
- JOBSTART—School Completion
- Social and Behavior Intervention Programs—Dropout Prevention strategy
- Talent Search—School Completion
- Twelve Together—Staying in School



# National Dropout Prevention Center for Students with Disabilities

Fifteen effective research-based strategies



NATIONAL  
DROPOUT  
PREVENTION  
CENTER

- **Foundational strategies**

- Systemic approach
- School-community collaboration
- Safe learning environments

- **Basic core strategies**

- Mentoring/tutoring
- Service-learning
- Alternative schooling
- After-school/out-of-school opportunities

- **Early interventions**

- Family engagement
- Early childhood education
- Early literacy development

- **Managing and improving instruction**

- Professional development
- Active learning
- Educational technology
- Individualized instruction
- Career and technical education (CTE)



# Reflection Activity #3



Share out!

How do the transition planning process and the decisions made by the CSE impact data for Indicator 2—Dropout?



# Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

— §20 U.S.C. 1416(a)(3)(B)

# How Is the Data for Indicator 14 Post-School Outcomes Collected?

- Each state determines how data will be collected.
- In New York, Indicator 14 data is collected by the Potsdam Institute of Applied Research (PIAR) using a mailed survey, phone survey, or online survey.
- Data are collected one year after school exit from youth with disabilities who had an IEP when they left school, including youth who graduated, aged out, or dropped out.

# What Types of Data Are Collected?

Data are collected from students with disabilities one year after they graduated or exited from the secondary setting.

## School district provides:

- Demographic data (e.g., disability, race/ethnicity)
- Program data (e.g., post-school goal, type of program they attended)
- Contact information

## Post-school survey collects:

- Current status employment information
- Postsecondary education experience
- Number of hours working or in school
- Program and services provided

# Predictors of Post-School Success



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	

# What Are Positive Post-School Outcomes? Education/Training

## Higher education:

- Full or part time
- At least 1 full term
- Community college (2-year)
- College/university (4-year)

## Other Postsecondary Education or Training:

- Full or part time
- At least 1 term in an education or training program (Job Corps, adult education, workforce development program, vocational technical school that is less than a 2-year program)



# Predictors of Post-School Success: Positive Educational Outcomes



## Research-Based:

- Inclusion in general education
- Occupational courses
- Paid employment/work experience
- Transition program
- Vocational education
- Youth autonomy

## Promising:

- Career awareness
- Interagency collaboration
- Parent expectations
- Self-advocacy/self-determination
- Self-care/independent living skills
- Social skills

# What Are Positive Post-School Outcomes? Employment

## Competitive Integrated Employment:

- At least minimum wage
- 20 hours per week
- For at least 90 days
- Setting with others who are nondisabled
- Includes military employment

## Some other employment:

- At least 90 days
- Worked for pay or self-employed
- Includes working for a family business

# Predictors of Post-School Success: Positive Employment Outcomes



## Research-Based:

- Inclusion in general education
- Occupational courses
- Paid employment/work experience
- Vocation education
- Work study

## Promising:

- Career awareness
- Community experience
- Exit exam requirements/high school diploma status
- Parent/Family involvement
- Student support
- Travel skills

# Predictors of Post-School Success: Positive Independent Living Outcomes



## Research-Based:

- Inclusion in general education
- Self-care/independent living

## Promising:

- Paid employment/work experience
- Social skills
- Student support

# Seamless Transition into Adulthood

- Individualized transition planning
- Interagency collaboration
- Resource and cost sharing between schools and agencies
- Paid and non-paid work experiences during high school in integrated settings
- Community-based experiences
- Job, training program, or postsecondary education in place before graduating high school

# Student Exit Summary Form (SES)



## Memo: Student Exit Summary as required by IDEA 2004

- Includes Student Exit Summary Form

## Student Exit NYSAA Summary Form

- Provides current abilities, skills, strengths, and needs of the student
- To include summary of present levels of performance
- Identifies recommendations and supports for student in achieving their postsecondary goals
- Shared with any agency providers and others who may provide future support and services





# Reflection Activity #4

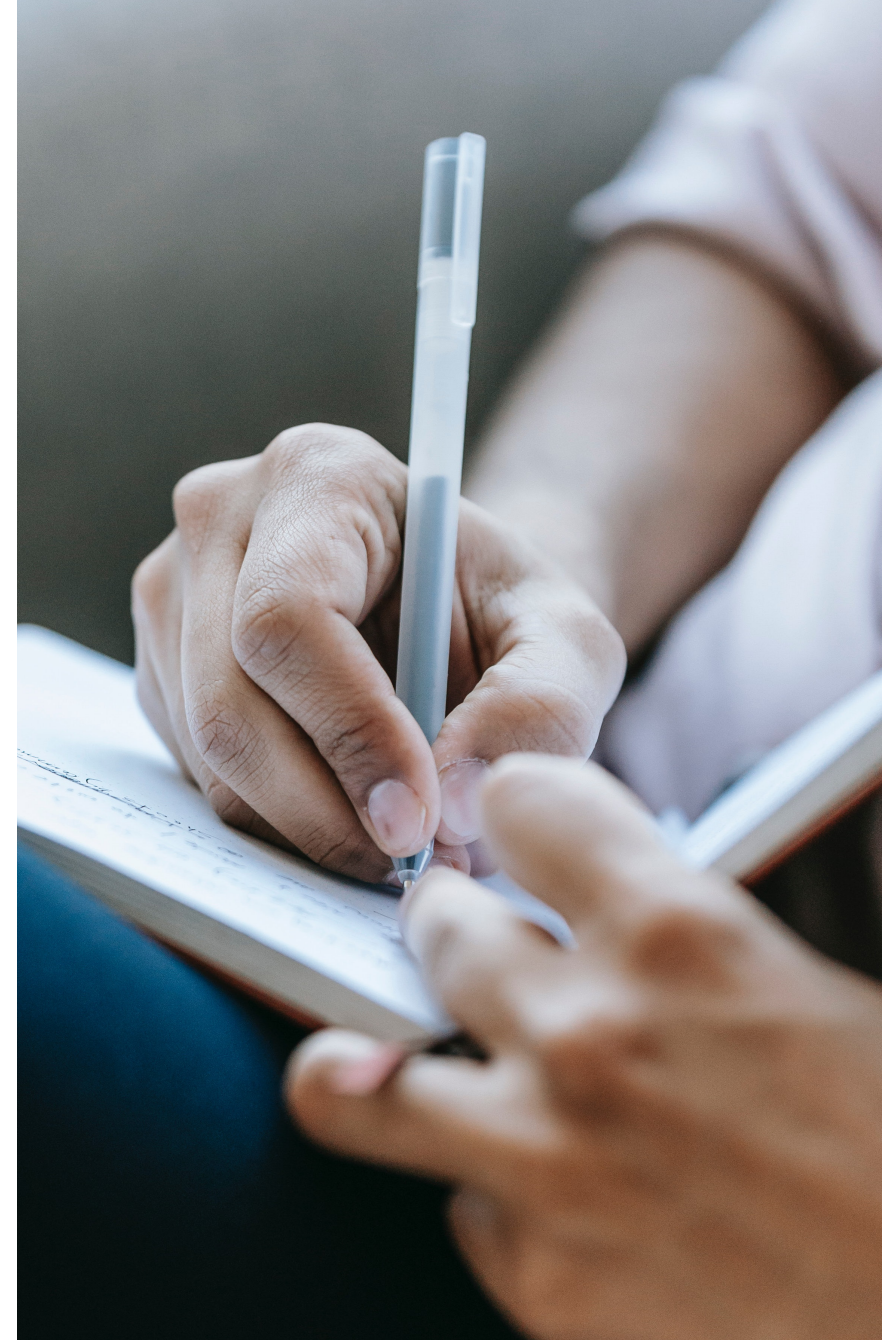


Share out!

How do the transition planning process and the decisions made by the CSE impact Indicator 14—Post-School Outcomes data?

# We Welcome Your Feedback!

- List one key point in how transition planning impacts the Indicators reviewed.
- Identify two or three practices, either evidence-based or a promising practice, you will implement or take back to share with your team.



# Questions?



# Resources (1 of 2)

- [NYSED State Performance Plan \(SPP\)/Annual Performance Report \(APR\)](#)
- [NYSED Data](#)
- [NTACT Indicator 13 Checklist Form A](#)
- [General Education and Diploma Requirements](#)
- [High School Equivalency](#)
- [The Role of the Committee on Special Education and Relation to the Common Core Learning Standards](#)
- [Blueprint for Improved Results for Students with Disabilities](#)
- [National Center on Secondary Education and Transition: Dropout and Graduation Frequently Asked Questions](#)
- [Transition Coalition: Strategies for School Completion](#)

# Resources (2 of 2)

- [NTACT Effective Practices and Predictors Matrix School Completion Practices](#)
- [National Dropout Prevention Center: Effective Strategies](#)
- [NTACT Predictors by Outcome Area](#)
- [National Post-School Outcomes Center: What Is Indicator 14?](#)
- [NTACT Predictors of Post-School Success](#)
- IRIS Center: [Seamless Transitions](#)
- [Student Exit Summary Guidance and Form](#)
- [Student Exit Summary For Students Eligible for the New York State Alternate Assessment \(NYSSA\)](#)



# References

- Christenson, S. L., Thurlow, M. L., Sinclair, M. F., Lehr, C. A., Kaibel, C. M., Reschly, A. L., and Pohl, A. (2008). *Check and connect: A comprehensive student engagement intervention manual*. Minneapolis, MN: Institute on Community Integration.
- Kohler, P. (2016). *Planning for Effective Transition Programs and Evaluations*. Keynote presentation at the NTACT Capacity Building Institute. Charlotte, NC.
- Morningstar, M. (2018). *Your complete guide to transition planning and services* (1st ed.). Paul H. Brookes Publishing Co.
- Wilkins, J., and Huckabee, S. (2014). *A literature map of dropout prevention interventions for students with disabilities*. Clemson, SC: National Dropout Prevention Center for Students with Disabilities, Clemson University.



# Contact Us

## TAP for Transition

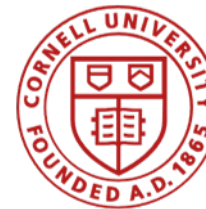
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New York State  
**EDUCATION DEPARTMENT**  
Knowledge > Skill > Opportunity



New York State Education Department  
Office of Special Education  
**Educational Partnership**  
—  
Technical Assistance Partnership  
for Transition



**Cornell University**

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