Resources for Improving States' Performance on the State Performance Plan (SPP)/ Annual Performance Report (APR) Part B Secondary Transition Indicators

The National Technical Assistance on Transition (NTACT)
(October, 2018)

Introduction

The purpose of this document is twofold. First, it provides a brief summary of states' Federal Fiscal Year 2016 (FFY2016) IDEA Part B Indicators 1: graduation rates, 2: dropout rates, 13: transition components of the IEP, and 14: post-school outcomes. These Indicators pertain only to students with disabilities and are reported yearly to the Office of Special Education Programs as part of the State Performance Plan (SPP)/ Annual Performance Report (APR). Collectively, these four indicators are known as "secondary transition" Indicators. Second, it provides a summary of NTACT resources states and local education agencies can access to improve their performance on these secondary transition Indicators.

Part 1: Summary of States' Performance on the Part B Secondary Transition Indicators

Overall Summary

This report summarizes NTACT's findings for each secondary transition Indicator across the 50 states, commonwealths, and territories, District of Colombia, and the Bureau of Indian Education (BIE), for a total of 60 agencies. For convenience, the term "states" is inclusive of the 50 states, the commonwealths, the territories, and the BIE.

- For Indicators 1 and 2, in FFY 2016, the average adjusted cohort graduation rate for students with disabilities was 65.4%. The event dropout rate, the most commonly used method of calculating dropout in FFY 2016 (used by 35 states), yielded an average of 3.74%. The next most prevalent method, which utilizes the §618 exiting data, yielded an average dropout rate of 16.6% across the 20 states that used this calculation. All were improvements from FFY 2015.
- For Indicator 13 results for FFY 2016 showed the percentage of states in compliance to be 91%. This represented a 1% decrease from FFY 2015.
- For Indicator 14, FFY 2016 data indicated 26.3% of exiters were enrolled in higher education, 62.0% were enrolled in higher education and/or employed, and 77.6% were

enrolled in higher education, competitively employed, and/or some other type of postsecondary education, training, or employment. These numbers indicate a slight decrease (about 1%) across all categories.

Indicator B1: Graduation Rate

States are required to report data on the "percent of youth with IEPs graduating from high school with a regular diploma". The Part B Measurement Table indicates that states are to use the, "Same data as used for reporting to the Department under Title I of the Elementary and Secondary Education Act (ESEA). States must report using the adjusted cohort graduation rate required under the ESEA."

States' Performance

While an adjusted-cohort-rate calculation is used by the vast majority of states, meaningful comparisons across states are still hindered by the differences among states' and even districts' and schools' varied graduation requirements. States' FFY 2016 adjusted cohort graduation rates ranged between 29.3% and 100%, with a mean of 65.4%, a median value of 67.2%, and a standard deviation of 12.6%. Forty-five states' rates improved from the previous year. Nineteen states met or exceeded their graduation performance target during the year. Figure 1 shows the adjusted cohort graduation rates for the 57 states that calculated Indicator 1 using an adjusted cohort method.
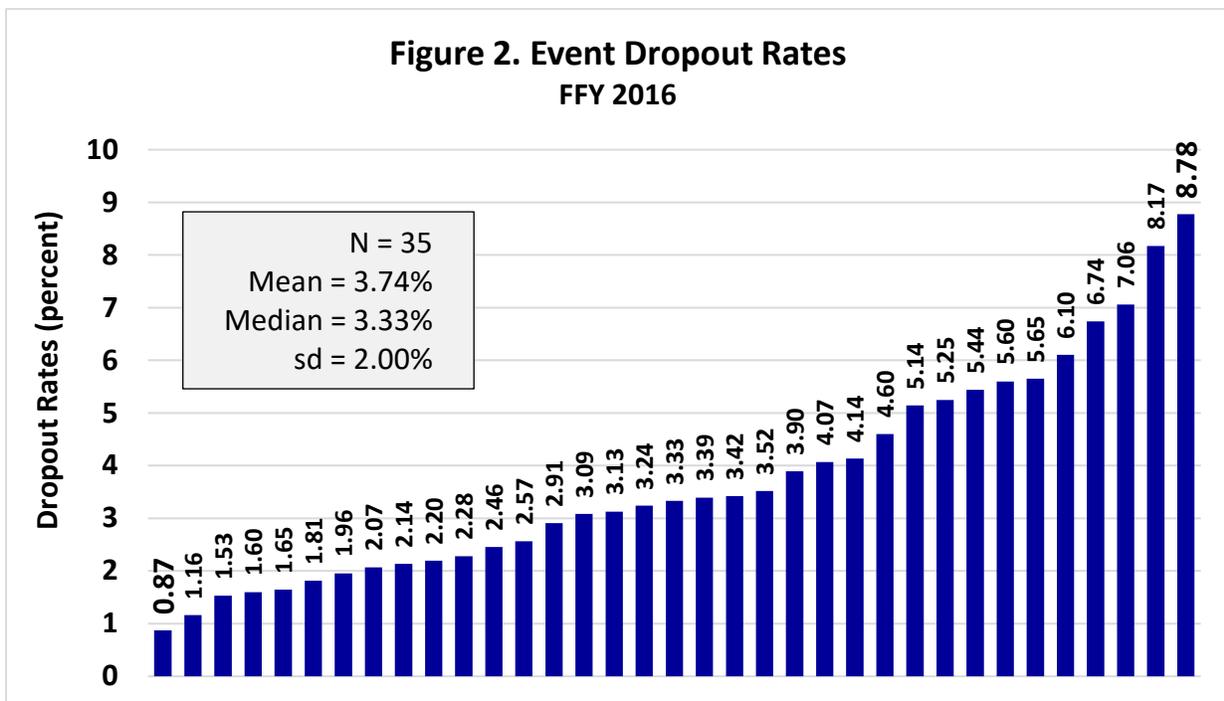

Figure 1. Adjusted Cohort Graduation Rates
FFY 2016

N = 57
Mean = 65.44%
Median = 67.15%
sd = 12.62%
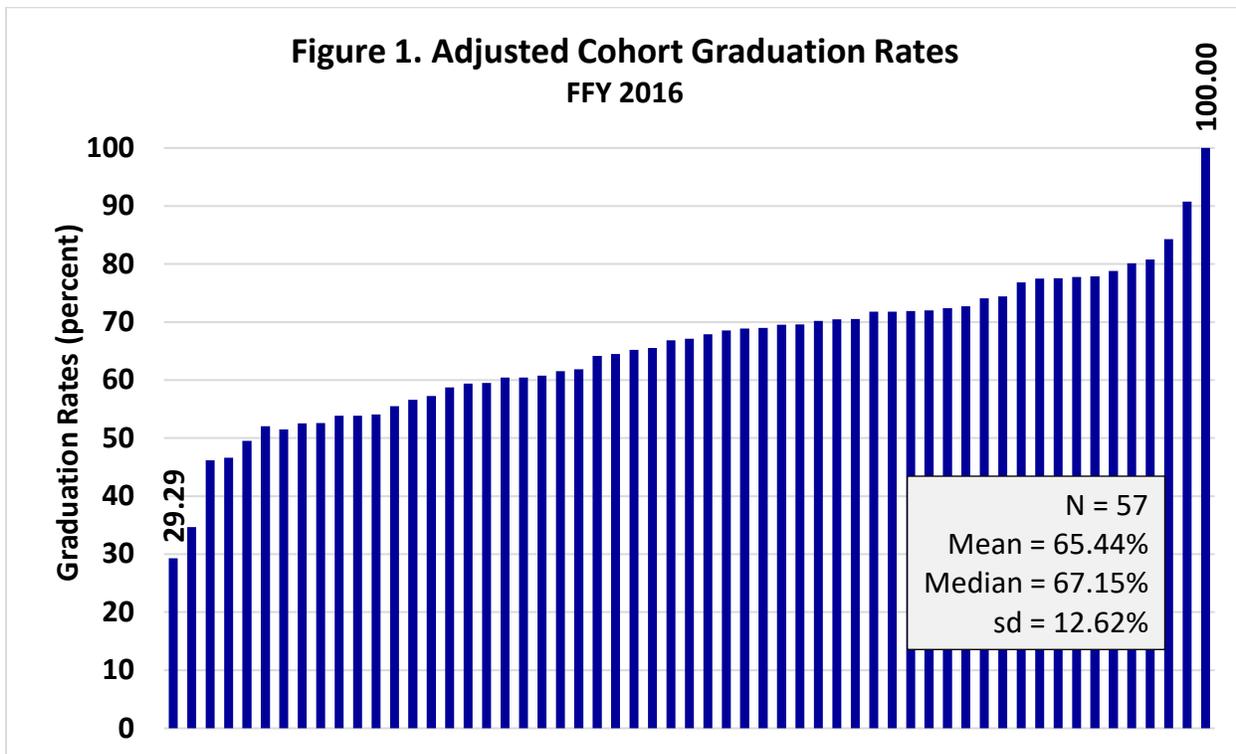
Indicator B2: Dropout Rate

As described in the Part B Measurement Table, States are required to report data on the "percent of youth with IEPs dropping out of high school."

Calculation Methods and States' Performance

Comparisons of dropout rates among states are still confounded by the existence of multiple methods for calculating dropout rates and the fact that different states employ different calculations to fit their circumstances. The dropout rates reported in the FFY 2016 APRs were calculated using predominately the OSEP exiter calculation (Option 1) or an event rate calculation (Option 2), though several states employed a cohort-based rate calculation for the indicator.

The most frequently reported calculation was the event rate calculation, which provides a basic snapshot of a single year's group of dropouts. Event rates were employed by 35 states (58%) this year. Of these, 20 states (33%) reported an event rate for students enrolled in grades 9-12; seven states (12%) reported using data for grades 7-12; seven states (12%) reported for youth ages 14-21; and one state (2%) reported an event rate for grades 10-12. Event rate calculations consistently yield the lowest dropout rate of the calculations reported in these APRs. As shown in Figure 2 below, the mean dropout rate for these 35 states was 3.7%, improving from last year's mean of 4.7%. The median was 3.3% and the standard deviation was 2.0%.

Figure 2. Event Dropout Rates
FFY 2016

N = 35
Mean = 3.74%
Median = 3.33%
sd = 2.00%

Y-axis: Dropout Rates (percent)

Values: 0.87, 1.16, 1.53, 1.60, 1.65, 1.81, 1.96, 2.07, 2.14, 2.20, 2.28, 2.46, 2.57, 2.91, 3.09, 3.13, 3.24, 3.33, 3.39, 3.42, 3.52, 3.90, 4.07, 4.14, 4.60, 5.14, 5.25, 5.44, 5.60, 5.65, 6.10, 6.74, 7.06, 8.17, 8.78
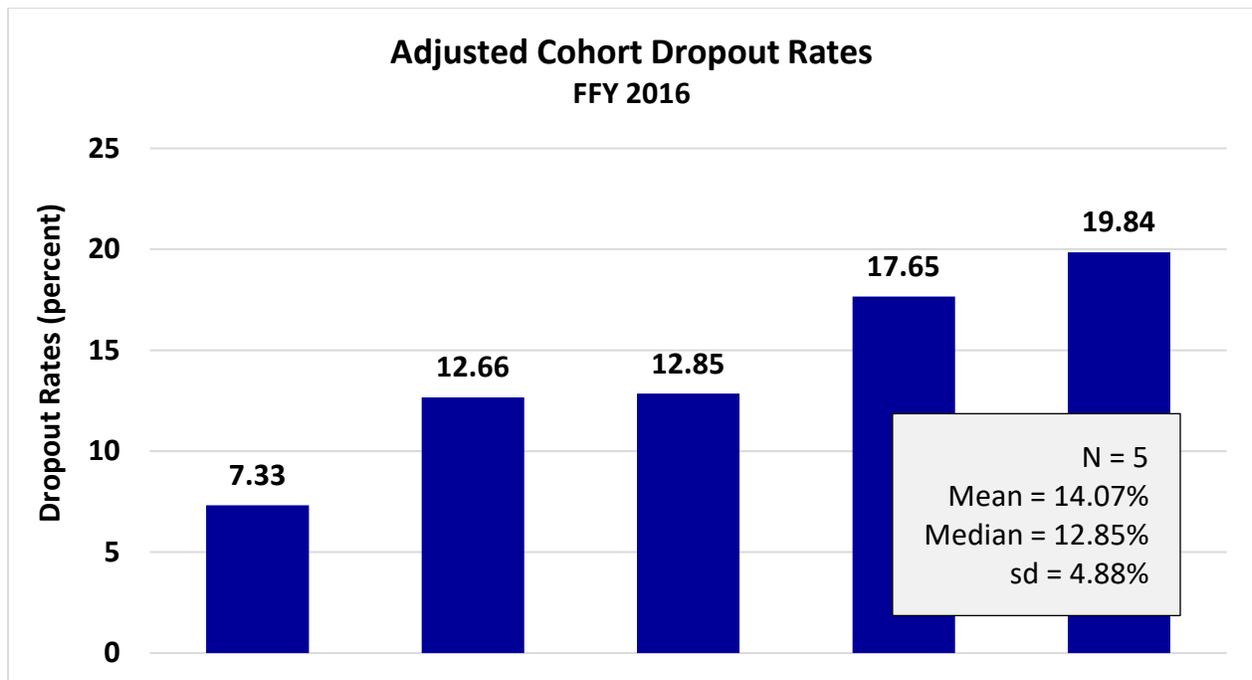
The next most frequently reported type of calculation for FFY 2016 was Option 1, the OSEP exiter rate, which was employed by 20 states (33%). This calculation yields higher dropout rates than the other methods because it compares the number of youth with disabilities who drop out with all youth with disabilities who exited school by all methods (graduated; received a certificate; aged-out; transferred to regular education; moved, known to be continuing; died; or dropped out), as opposed to comparing the number of dropouts with the population of youth with disabilities who are enrolled in school or who are members of a particular cohort. While the exiter method of calculation tends to yield high dropout rates, it offers a single, standard measure that allows comparison of dropout rates across all states, as it employs the §618 exiting data, which are reported in a standard manner by all states. Figure 3 shows that the mean dropout rate among these 20 states was 16.6%, improved from 17.5% in FFY 2015. The median was 16.9% and the standard deviation was 9.1%.

Figure 3. Exiter Dropout Rates
FFY 2016

N = 20
Mean = 16.64%
Median = 16.91%
sd = 9.12%
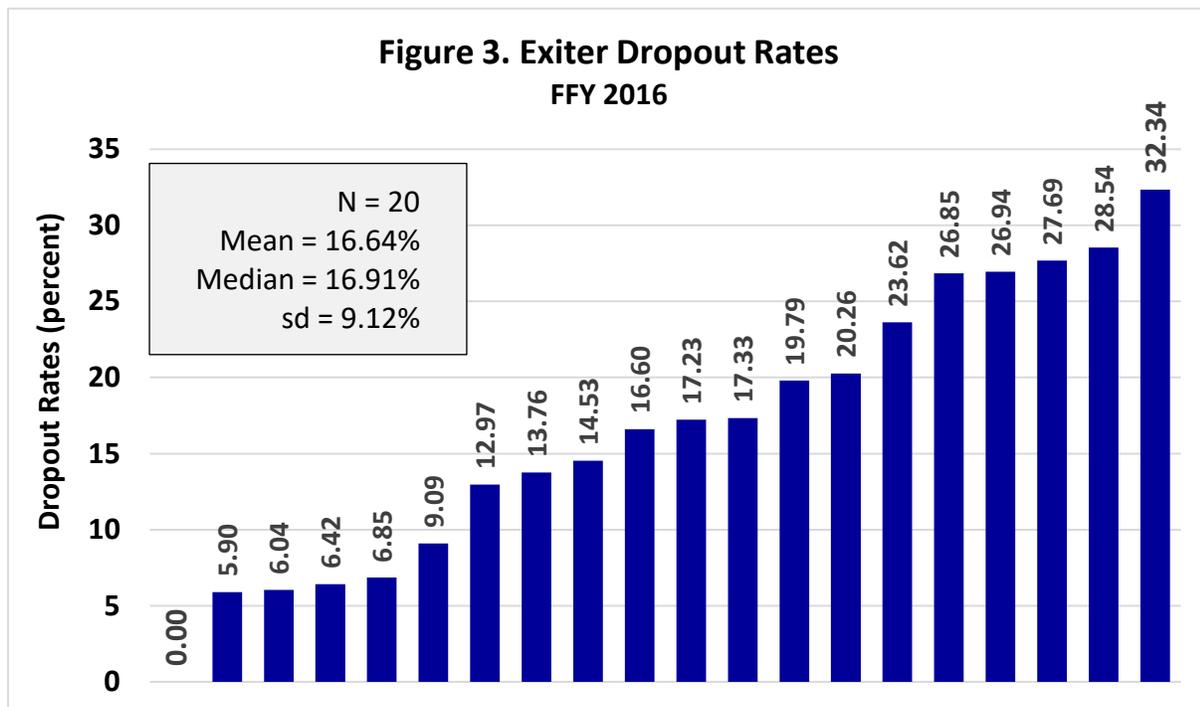
The remaining five states (8%) reported using a cohort-based calculation, which generally results in higher dropout rates than do event-rate calculations, but lower than the exiter method. Cohort-based rates provide a very accurate picture of attrition from school over the course of four or more years. As the name suggests, the cohort method follows a group or cohort of individual students from 9th through 12th grades. Figure 4 shows the distribution of cohort-based dropout rates. The mean rate for this group of states was 14.1%, improved from 16.8% in FFY 2015, with a median of 12.9% and a standard deviation of 4.9%.
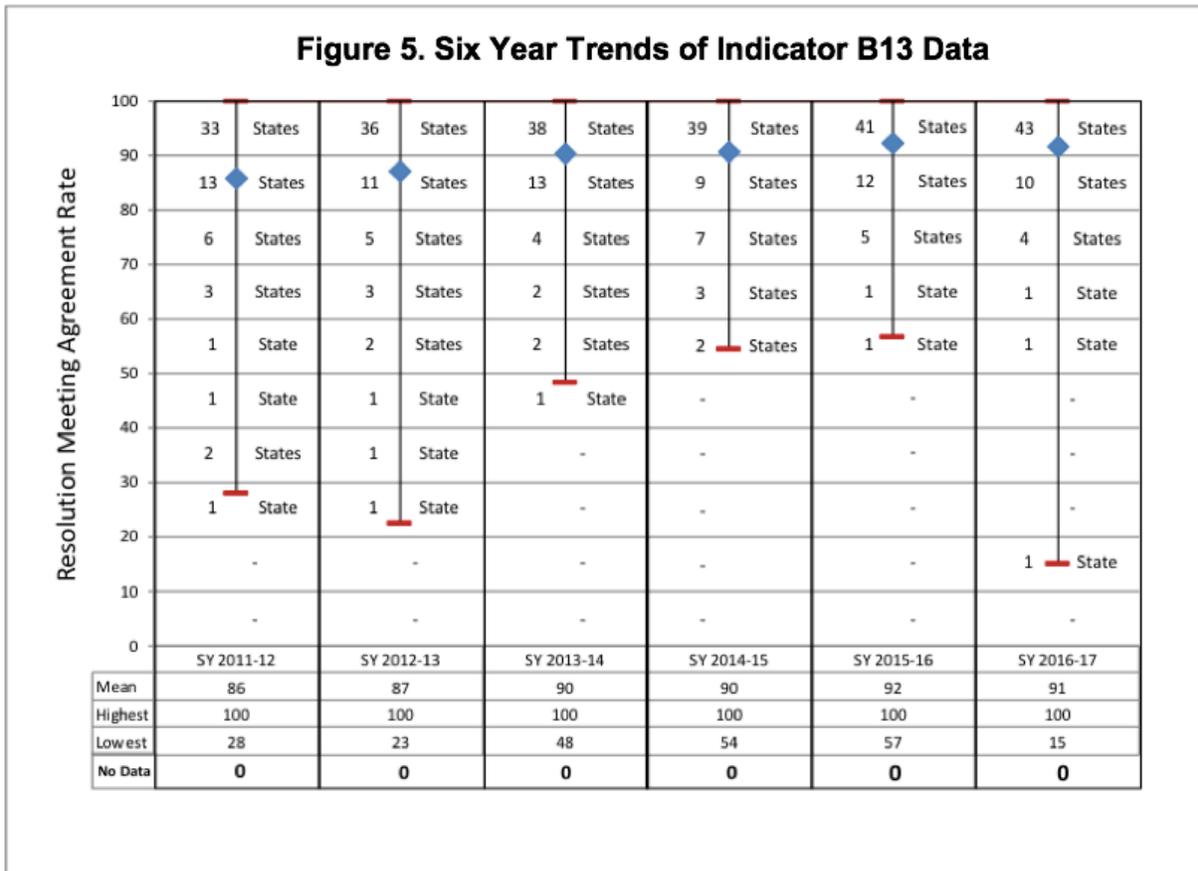
Adjusted Cohort Dropout Rates
FFY 2016

Dropout Rates (percent)

7.33 12.66 12.85 17.65 19.84

N = 5
Mean = 14.07%
Median = 12.85%
sd = 4.88%

Indicator B13: Secondary Transition Components of the IEP

States are required to report data on the "Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority." (20 U.S.C. 1416(a)(3)(B))

States' Performance

Figure 5 indicates performance ranged from 15% to 100% with a mean of 91% in FFY 2016. The median was 97.4%. For FFY 2016-2017, 9 (15%) states reported 100% compliance for Indicator 13. Compared to last year, 39 (65%) states showed progress (either improving or remaining at 100% compliance). Overall, the state mean has steadily increased from 86% in FFY 2011-2012 to 91% in FFY 2016-2017.

Figure 5. Six Year Trends of Indicator B13 Data

Resolution Meeting Agreement Rate

Rate band	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
90–100	33 States	36 States	38 States	39 States	41 States	43 States
80–90	13 States	11 States	13 States	9 States	12 States	10 States
70–80	6 States	5 States	4 States	7 States	5 States	4 States
60–70	3 States	3 States	2 States	3 States	1 State	1 State
50–60	1 State	2 States	2 States	2 States	1 State	1 State
40–50	1 State	1 State	1 State	-	-	-
30–40	2 States	1 State	-	-	-	-
20–30	1 State	1 State	-	-	-	-
10–20	-	-	-	-	-	1 State
0–10	-	-	-	-	-	-
Mean	86	87	90	90	92	91
Highest	100	100	100	100	100	100
Lowest	28	23	48	54	57	15
No Data	0	0	0	0	0	0

Indicator B14: Post-School Outcomes

States are required to report data on the "*percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:*

A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school". (20 U.S.C. 1416(a)(3)(B))

States' Performance

All 60 states reported data for FFY 2016. Percentages are based on a total of 137,084 respondents to states' post-school outcome data collections. Figure 6, *FFY 2016 Median Percentage for Indicator B14 Measures A, B, and C*, shows the national median aggregate of the percent of youth engaged in measures A, B, and C. The median percent of youth reported in

measure A for FFY 2016, enrolled in higher education, was 26.3% (sd = 10.8), with a range of 4.6% to 57.5%. The median percent reported in measure B for FFY 2016, enrolled in higher education + competitively employed, was 62.0%, (*sd* = 10.4), with a range of 30.0% to 85.0%. The median percent of youth reported in measure C in FFY 2016, enrolled in higher education + competitively employed + some other postsecondary education or training program + in some other employment was 77.6% (sd = 11.2), with a range of 36.1% to 100%. Each of the three post-school outcome measures showed a slight decrease from the previous year.

Figure 6. FFY16 Median Percentage for Indicator B14 Measures A, B, and C
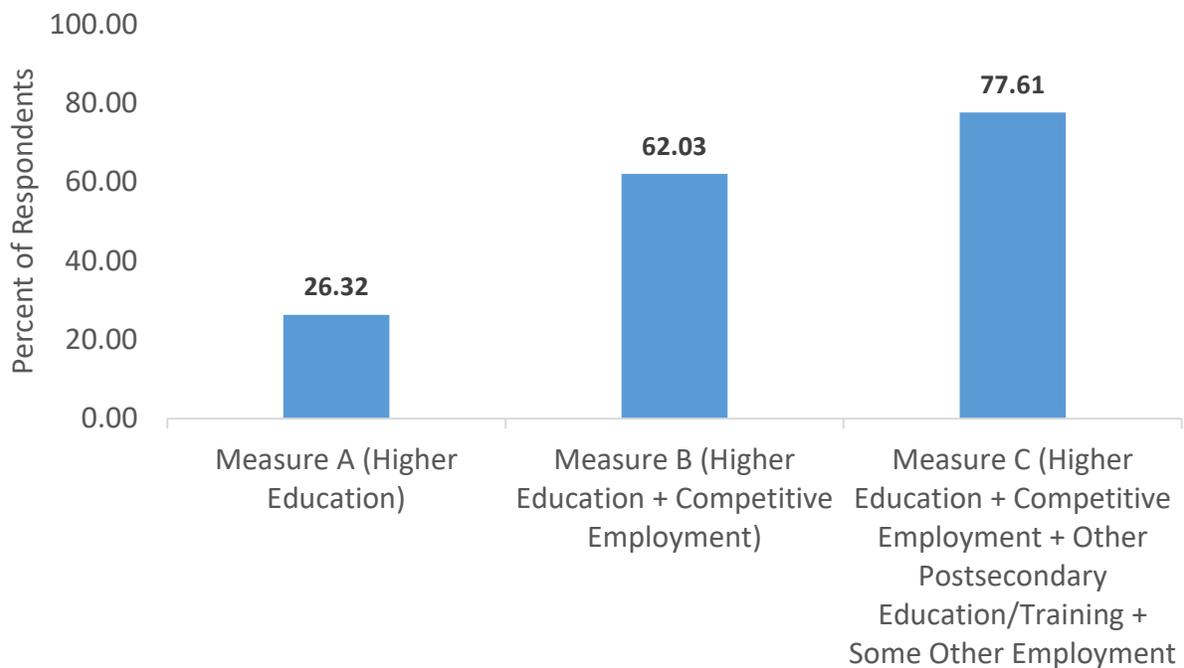
Figure 7, *Trends of Median Percentages for Each Indicator B14 Measure FFY16*, shows the aggregate median percentage for FFY11 through FFY 2016. All three measures show a slight decrease in the percent of youth engaged in FFY16. Compared to FFY11, Measure A has decreased, Measures B and C have increased.

Figure 7. Trends of Median Percentages for Each Indicator B14 Measure FFY16
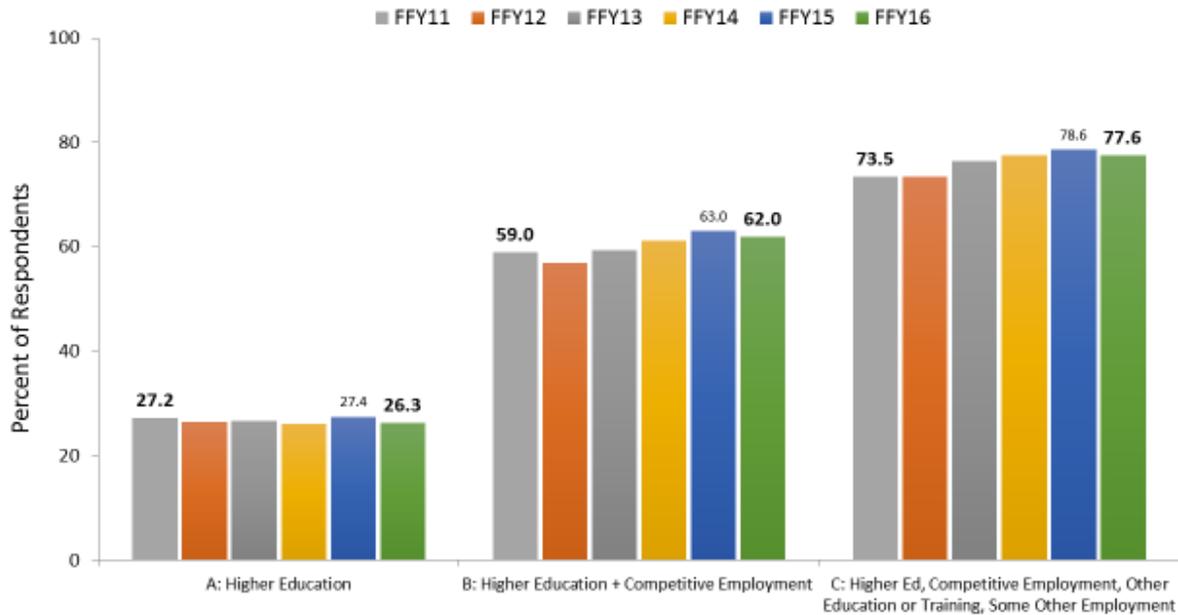
Part 2: NTACT Resources for Improving Performance on the Secondary Transition Indicators

Resources for Connecting the Secondary Transition Indicators

1. **Part B Tree of Influence**
   https://transitionta.org/sites/default/files/dataanalysis/TreeofInfluence.pdf

   The graphic and introductory text describes the theoretical relationship across all of the OSEP Part C and Part B Indicators for the State Performance Plan. It is as one model to show possible logical relationships among the Indicators and the (a) resources States invest, (b) activities implemented, and (c) benefits or changes that result.

2. **Transition Indicators 101**
   https://transitionta.org/sites/default/files/dataanalysis/Transition_Indicators_101_Final.pdf

   The PowerPoint presentation may be used to present and discuss the federal reporting requirements at the state and local levels for Part B Indicators 1, 2, 13, and 14 as well as the potential relationships in programming and performance, associated with these four indicators.

3. **State Toolkit for Examining Post-School Success (STEPSS)**
   https://transitionta.org/sites/default/files/dataanalysis/NPSO_STEPSSFacilitatorGuide.pdf
   STEPSS is a web-based multi-phase tool to facilitate data-based decision making using the secondary transition data to improve in-school programs for students with disabilities. The STEPSS Facilitator's Guide assists a facilitator in leading a discussion with stakeholders from state or local school districts to examine, analyze, and use the secondary results for program improvement. The guide is to be paired with use of the STEPSS web-based tool. For access to and support for the STEPSS tool, contact calverso@uoregon.edu (or ntact@uncc.edu).

Resources for Increasing Graduation Rates (B1)
School Completion Module

https://transitioncoalition.org/blog/school-completion-introduction/

This online module by the Transition Coalition at Kansas University provides an introduction to the topics of school completion, graduation and dropout as well as strategies to help improve student outcomes in these areas.

- **Reentry Options: Need**

  https://www.transitionta.org/sites/default/files/graduation/NDPC-SD_Need_REENTRY_1.pdf

  This and the following three resources are part of the National Dropout Prevention Center for Students with Disabilities' series of briefs about reentry and reengagement.

- **Reentry Options: Strategies to Locate**

  https://www.transitionta.org/sites/default/files/graduation/NDPC-SD_StrategiestoLocate_REENTRY_2.pdf

- **Reentry Options: Program Characteristics**

  https://www.transitionta.org/sites/default/files/graduation/NDPC-SD_Program%20Characteristics_REENTRY_3.pdf

- **Reentry Options and Resources: Summary**

https://www.transitionta.org/sites/default/files/graduation/NDPC-SD_REENTRY_SUMMARY.pdf

- **Reentry Brief (Center for Mental Health in Schools. (2008). Engaging and Re-engaging Students in Learning at School. Los Angeles, CA: Author.**

http://smhp.psych.ucla.edu/pdfdocs/engagingandre-engagingstudents.pdf

Resources for Decreasing Dropout Rates (B2)
Extension of NTACT Resources on School Completion

https://transitionta.org/system/files/effectivepractices/Extension%20of%20Resources%20on%20School%20Completion_June2017.pdf?file=1&type=node&id=1288&force=

- **Literature Map of Dropout Prevention Interventions**

https://www.transitionta.org/sites/default/files/graduation/NDPC-SD_Dropout_Lit_map_2014.pdf

This report summarizes the research on dropout prevention interventions for students with disabilities, published between January, 2004, and January, 2013.

- **2008 IES Dropout Prevention Practice Guide**

https://www.transitionta.org/system/files/effectivepractices/IES%20Practice%20Guide.pdf?file=1&type=node&id=1211&force

This 2008 practice guide from the U.S. Department of Education's Institute of Educational Sciences (IES) makes 6 major recommendations on what schools can do to improve outcomes for students with disabilities.

Preventing dropout in secondary schools
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf

This 2017 IES practice guide for teachers and school leaders updates the recommendations of the 2008 Dropout Prevention Practice Guide. The goal of the guide is to offer educators specific, evidence-based recommendations that address the challenges of preventing dropout in secondary schools. It synthesizes available research and shares practices that are supported by evidence.

- **Report on Minority Male Youth and Dropout Prevention**

https://www.transitionta.org/sites/default/files/graduation/NDPC-SD_Minority%20Male%20Dropout%20Monograph%202014.pdf

This 2014 monograph from the National Dropout Prevention Center for Students with Disabilities examines the problem of high school dropout rates among males with disabilities through the lens of three ethnicities—American Indian, African American, and Latino.

- **Research Synthesis of Cognitive Behavioral Interventions in Dropout Prevention**

  https://www.transitionta.org/sites/default/files/graduation/NDPC-SD_Research_Synthesis_Effects_of_CognitiveBehavioralInterventions.pdf

  This 2005 review summarizes the relationship between cognitive-behavioral interventions and dropout outcomes across 16 studies that involved 791 youth. It suggests implications for practice and provides information about implementation of such interventions in secondary educational environments.

Resources for (B1) and (B2)

Effective Practices in School Completion and Dropout Prevention

  https://www.transitionta.org/sites/default/files/EPP_Matrix_Grad.pdf

- **Risk Calculator (RC) Users Guide**

  https://www.transitionta.org/system/files/resources/The%20Risk%20Calculator%20Users%20Guide.pdf?file=1&type=node&id=1326&force

  The Risk Calculator is an early warning and intervention system that examines 16 data points about a student and estimates his or her risk for dropout. It also suggests areas the student might benefit from additional intervention or supports. The tool is freely available from NTACT by contacting us at RiskCalculations@uncc.edu. This Users Guide describes the functions and use of the Risk Calculator.

- **RC End User License Agreement**

  https://transitionta.org/system/files/resourcetrees/EULA%202%20-The%20Risk%20Calculator%20-%20March%202018.pdf?file=1&type=node&id=1624&force=

- **Required Data for the Risk Calculator**

  https://transitionta.org/system/files/resourcetrees/ep%20data%20tools.pdf?file=1&type=node&id=1539&force= and then scroll to Risk Calculator and then the Required Data for an Excel spreadsheet file.

- **Discussion Guide for the Dropout Data Tools**

  https://www.transitionta.org/sites/default/files/dataanalysis/new/NDPC-SD%20Data%20Tools%20Ver%201.2%20Discussion%20Guide%20-%2010-09-2014.pdf

  The Dropout Data Tools, listed below, are a collection of Excel spreadsheets schools can use to examine and disaggregate their data about students with and without disabilities. The tools are intended to support schools in drilling down into their data to help identify graduation- and dropout-related issues and the root causes of those issues. Where appropriate, there are high school and middle school versions of the tools.

- **Core Dropout Data Tool**

  https://www.transitionta.org/dataanalysis

  The Core Data Tool should be used as an initial exploration of a school's data. If it identifies problems, the other Dropout Data Tools may be used to further explore and identify the area(s) of need.

- **Academics Tool (Middle School)**

  https://www.transitionta.org/dataanalysis

- **Academics Tool (High School)**

  https://www.transitionta.org/dataanalysis

- **Attendance Tool (Middle School)**

  https://www.transitionta.org/dataanalysis

- **Attendance Tool (High School)**

  https://www.transitionta.org/dataanalysis

- **Discipline Tool (Middle School)**

  https://www.transitionta.org/dataanalysis

- **Discipline Tool (High School)**

  https://www.transitionta.org/dataanalysis

- **Graduation & Dropout Data Tool (Middle School)**

  https://www.transitionta.org/dataanalysis

- **Graduation & Dropout Data Tool (High School)**

  https://www.transitionta.org/dataanalysis

Resources for Improving the Secondary Transition Component of the IEP (B13)

1. **Indicator 13 Checklist Form A**
   https://www.transitionta.org/sites/default/files/transitionplanning/NSTTAC_ChecklistFormA.pdf

   Form A is designed to meet the minimum requirements for collecting and reporting data on Indicator 13 of the Part B State Performance Plan and Annual Performance Report and is approved for use by the Office of Special Education Programs (OSEP). It allows a school, district, or state to review the data for each of the 8 component items simultaneously across all postsecondary goal areas. The checklist also provides guiding questions to facilitate accurate data collection for each item.

2. **Indicator 13 Checklist Form B**
   https://www.transitionta.org/sites/default/files/transitionplanning/NSTTAC_ChecklistFormB.pdf

   Form B is also designed to meet the minimum requirements for collecting and reporting data on Indicator 13 of the Part B State Performance Plan and Annual Performance Report and is approved for use by the Office of Special Education Programs (OSEP). However, it allows a school, district, or state to more deeply analyze professional development and program change needs by providing data on each item for each postsecondary goal area. The checklist also provides guiding questions to facilitate accurate data collection for each item.

3. **Indicator 13 FAQ**
   https://www.transitionta.org/system/tdf/news/NTACT-I-13%20FAQ%20Update.2018.pdf?file=1&type=node&id=1588&force=0
   This document provides responses to common questions from the field regarding the Indicator 13 Checklist and each of its eight components.

4. **Student Case Studies with Examples/ Non-Examples for Indicator B-13 Components**
   17 year old student with Autism
   17 year old student with intellectual disability
   18 year old student with a specific learning disability
   18 year old student with intellectual disability
   18 year old student with severe and complex disabilities
   19 year old student emotional or behavior disorder

5. **Age Appropriate Transition Assessment Toolkit**
   https://www.transitionta.org/system/files/toolkitassessment/AgeAppropriateTransitionAssessmentToolkit2016_COMPLETE_11_21_16.pdf

   This toolkit introduces the topic of age-appropriate transition assessment (a mandated component of transition planning in IDEA, 2004) and provides a linkable suggested timeline for conducting assessments. The initial step in the transition planning process is gathering information regarding a students' current strengths, needs, preferences, and interests in the context of "of current and future working, educational, living, and personal and social environments", (Sitlington, Neubert, and Leconte, 1997).

6. **From Assessment to Practice: A Model for Teachers**
   https://www.transitionta.org/system/files/effectivepractices/Assessment_to_Practice_Model_FINAL.pdf?file=1&type=node&id=1256&force

   This resource provides guidance for practitioners for using results of transition assessments in the consideration of identifying relevant annual goals and transition services to support a student's post-school goals. This resource is not specifically related to compliance with Indicator 13, but is supportive of a quality transition planning process.

Resources for Improving Post-School Outcomes (B14)

Sampling Calculator

This tool helps States establish representative samples of school districts and students to include in the annual post-school data collection effort. To obtain a login to the Sampling Calculator, contact NTACT ntactmail@uncc.edu.

- **Establishing a Representative Sample of your State to Address Indicator #14**
  This resource includes federal reporting guidelines and practical considerations for identifying a representative sample of leavers.

- **Indicator 14 Data Collection Protocol: Revised**

  https://transitionta.org/system/tdf/news/I-14%20Revised%20Data%20Collection%20Protocol%20Final%2010-3-18%20%281%29.pdf?file=1&type=node&id=1586&force=0

  This protocol includes recommended essential questions to address Indicator 14 and includes the student demographic profile. It includes new questions to enable States to report in alignment with the term "competitive integrated employment" and its definition, in section 7(5) of the Rehabilitation Act, as amended by Workforce Innovation and Opportunity Act (WIOA), and 34 CFR §361.5(c)(9).

- **Branding Your Post-School Outcomes Data Collection Process**

  https://www.transitionta.org/sites/default/files/dataanalysis/NPSO_BrandingPostSchoolOutcomes.pdf

  This guidance helps State Education Agencies (SEAs) create brand recognition with youths, families, and school personnel for the post-school outcomes survey. Recognition - paired with information about the survey purpose, who is conducting the interview, and how the information will be used - contributes to response rates that better represent youths who exited school.

- **Contacting Hard to Find Youth: Strategies for the Post-School Survey**

  https://www.transitionta.org/sites/default/files/dataanalysis/NPSO_ContactingHardtoFindYouthStrategiesforthePostSchoolSurvey.pdf

  This one-page tip sheet is for SEAs, providing strategies to increase the response rate for the post-school outcomes survey and locate students.

- **Data Collection Questions Bank**

SPP/APR Transition Indicators Resources   15
National Technical Assistance Center on Transition
www.TransitionTA.org

https://www.transitionta.org/sites/default/files/dataanalysis/NPSO_DataCollectionQuestionBankStage2SupplementalQuestionsI14.pdf

This resource provides additional post-school outcomes related questions that states can choose from to assist in state and local programmatic decision-making regarding youth with disabilities.

- **Part B I-14: Checklist for Embedding I-14 Data into Statewide Longitudinal Data Systems (SLDS)**
  https://www.transitionta.org/sites/default/files/dataanalysis/NPSO_EmbeddingI14DataintoStatewideLongitudinalDataSystems(SLDS).pdf

  This tool provides guidance to state departments of education through a set of questions for SEAs working to embed I-14 into their SLDS by (a) linking current PSO survey results into their SLDS and/or (b) utilizing administrative records (i.e., postsecondary extant databases) for collecting, reporting and using I-14 data.

- **Indicator 14 Data Dictionary**

  https://www.transitionta.org/sites/default/files/dataanalysis/NPSO_Indicator14DataDictionary.pdf

  This resource is intended as a guide for SEAs as they begin the process of using their Statewide Longitudinal Data System (SLDS) to report Indicator 14.

- **Indicator 14 Measurement Table and FAQs – updating soon**

  https://www.transitionta.org/sites/default/files/NPSO_I-14_Meas_Table_FAQs.pdf

  This FAQ contains clarification of definitions, as well as important information on timelines and how to count the components of the measurement and calculate Indicator 14 for submission in the State Performance Plan and Annual Performance Report (SPP/APR).

- **Indicator 14 Measurement Table and FAQs Presentation - updating soon**
  - https://www.transitionta.org/dataanalysis
  - State Performance Plan/ Resources for Indicator B-14
  - Resources for Collecting Indicator 14 Data

  The PowerPoint file here accompanies the I-14 Measurement Table and FAQs document.

- **Response Calculator**
  - https://www.transitionta.org/dataanalysis
  - State Performance Plan/ Resources for Indicator B-14
  - Resources for Collecting Indicator 14 Data

This Excel file is an electronic tool to help states compare the similarity of the respondent sample to the representative sample. See the accompanying Instructions for the Response Calculator.
https://transitionta.org/sites/default/files/dataanalysis/NPSO_Instructions_ResponseCalculator.pdf

- **Response Rates and Nonresponse Bias**

https://www.transitionta.org/sites/default/files/dataanalysis/NPSO_ResponseRatesandNonresponseBias.pdf

This report introduces the concepts of response rates and nonresponse bias relative to Indicator 14.

- **Strategies for Increasing Response Rate**

https://www.transitionta.org/sites/default/files/dataanalysis/NPSO_StrategiesforIncreasingResponseRate.pdf

This document offers practical suggestions to increase the response rate when gathering post-school outcomes data.

- **PSO Data Collection Guide: Training Interviewers - updating soon**

https://www.transitionta.org/sites/default/files/dataanalysis/NPSO_TrainingInterviewers.pdf

This guide offers suggestions on how to hire and train data collectors to uniformly collect accurate and confidential data

- **Indicator 14 Data Display Templates Revised to Include Not Engaged**
  - https://www.transitionta.org/dataanalysis
  - State Performance Plan/ Resources for Part B Indicator 14
  - Resources for Analyzing and Using Indicators 14 Data

This spreadsheet tool can be used to (1) describe the demographic characteristics of youth who did not respond to the post-school outcomes survey (or could not be matched in administrative records), (2) display graphically the outcomes of youth who responded to the PSO survey (or were matched in administrative records), and (3) analyze the group of respondents classified as not engaged.

- **Multi-Year Trend Data Display**
  - https://www.transitionta.org/dataanalysis
  - State Performance Plan/ Resources for Part B Indicator 14
  - Resources for Analyzing and Using Indicators 14 Data

This Excel file displays trend data across multiple years for Indicator 14. Also see the accompanying Trend Data Template Instructions.

- **Tips for Parent Centers**

  https://www.transitionta.org/sites/default/files/Tips_ParentCenters_PSO.pdf

  Help your State make the most of post-school outcome surveys.

- **Tip Sheet for SEAs Engaging Parents and Family Members**

  https://www.transitionta.org/sites/default/files/Tips_SEA_Family_PSO.pdf

  This one page resources is a Tip Sheet for SEAs Engaging Parents and Family Members in Post School Outcome Stakeholder Groups is a one-page document SEAs can use to increase family participation in key stakeholder groups.

- **Predictor Implementation School/District Self-Assessment**

  https://www.transitionta.org/system/files/resources/Predictor_Self-Assessment2.0.pdf?file=1&type=node&id=1359&force=

  This tool provides schools, districts, or other stakeholders in secondary transition with a framework for determining the degree to which their program is implementing practices which are likely to lead to more positive post-school outcomes for students with disabilities