

ANALYSIS OF 2009-2010 STATE ANNUAL PERFORMANCE REPORTS FOR INDICATOR 13

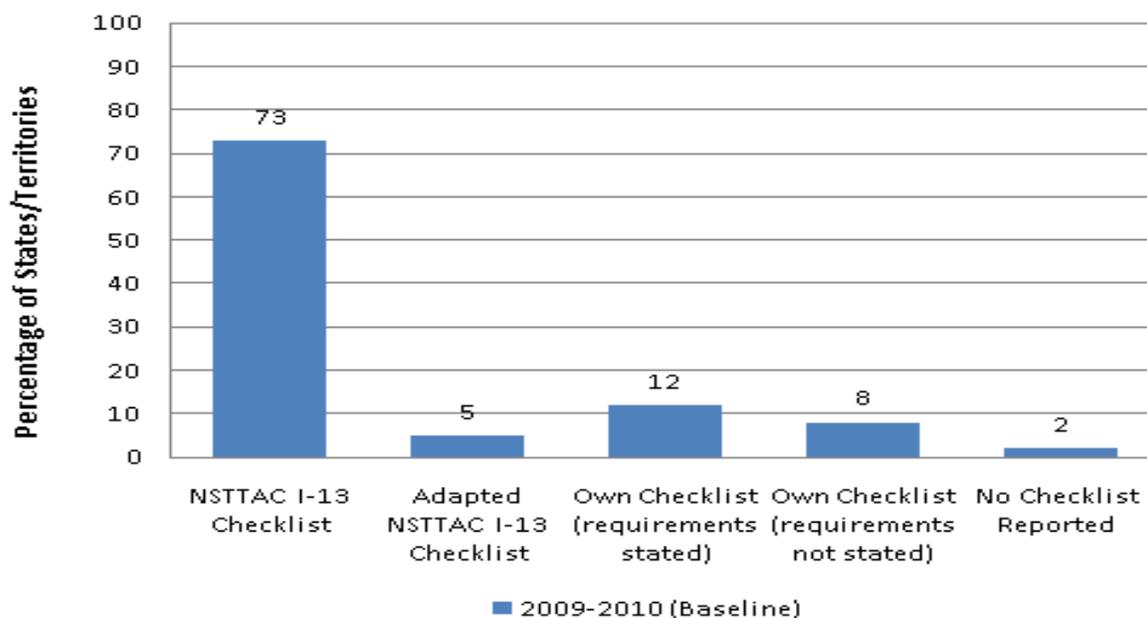
In February 2009, Indicator 13 was revised to require states to report data on “*Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including 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))

For the sake of convenience, in this report the term “states” is inclusive of the 50 states, the commonwealths, and the territories, as well as the BIE.

DATA SOURCES / MEASUREMENT APPROACHES

States used a variety of checklists to measure Indicator 13 including the NSTTAC I-13 Checklist or their own checklist. Figure 1 summarizes the type of checklists used by states to measure Indicator 13.

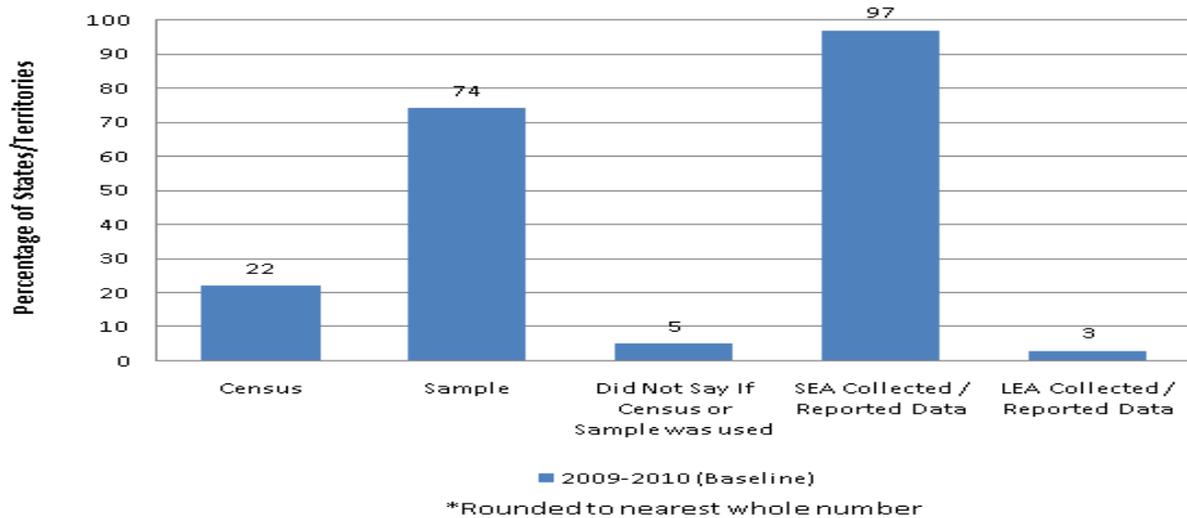
Figure 1. Type of Checklist Used to Collect Indicator 13 Data*



*Rounded to nearest whole number

Fifty-seven states reported that they used either a sample or census method to collect Indicator 13 data. Additionally, 97% of the states reported that their State Education Agency collected the data used to report Indicator 13. Figure 2 summarizes the type of method used to collect data.

Figure 2. Method Used to Collect Indicator 13 Data



ACTUAL PERFORMANCE (Baseline Data)

The FFY 2009 submission is the first using the new language for Indicator 13. Because of this, these data serve as new baseline data. Of the 60 states, 100% reported new baseline data.

Figure 3 summarizes the baseline data that ranged from 3% to 100% with a mean of 80.3% and a median of 87.4%.

Figure 3. Baseline Data for Indicator B13 Level (Sorted by current indicator level)

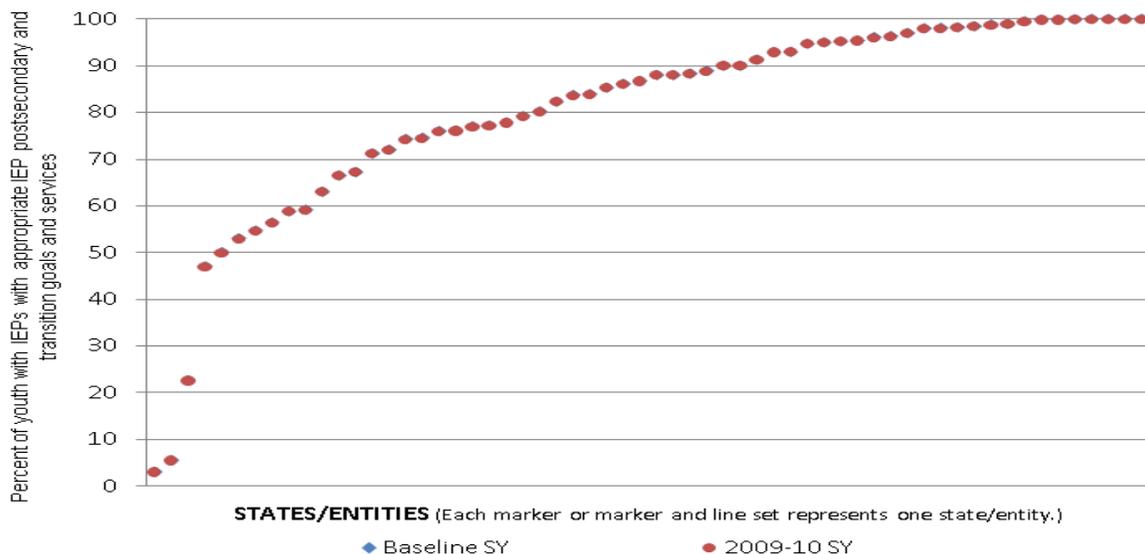
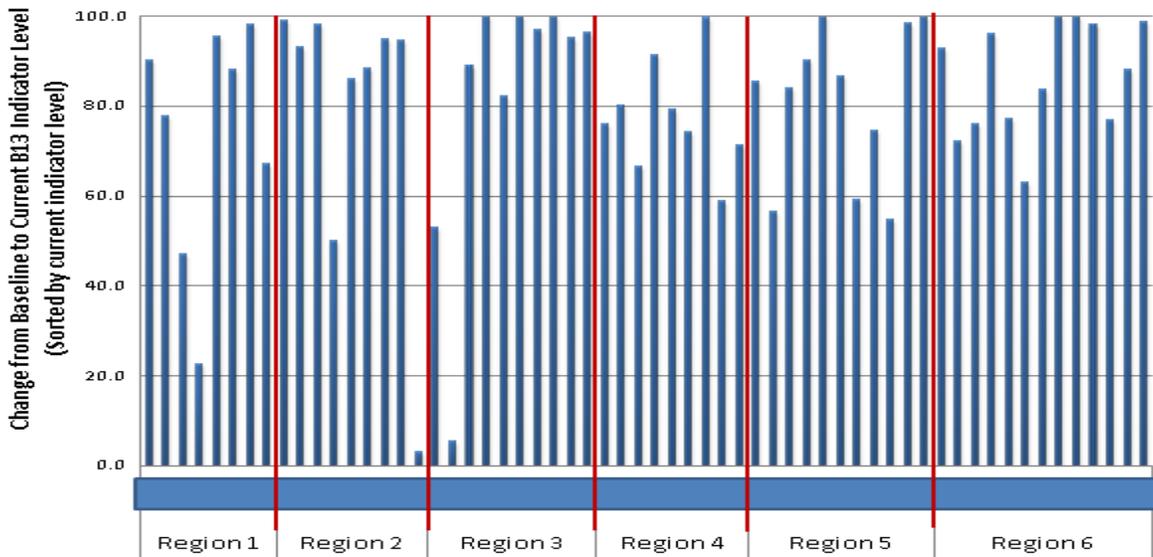


Figure 4 indicates the cross-region comparison data for Indicator 13. Percentage of states that scored above 80% by region were: Region 1 = 50.0%, Region 2 = 77.8%, Region 3 = 80.0%, Region 4 = 22.2%, Region 5 = 63.6%, Region 6 = 61.5%.

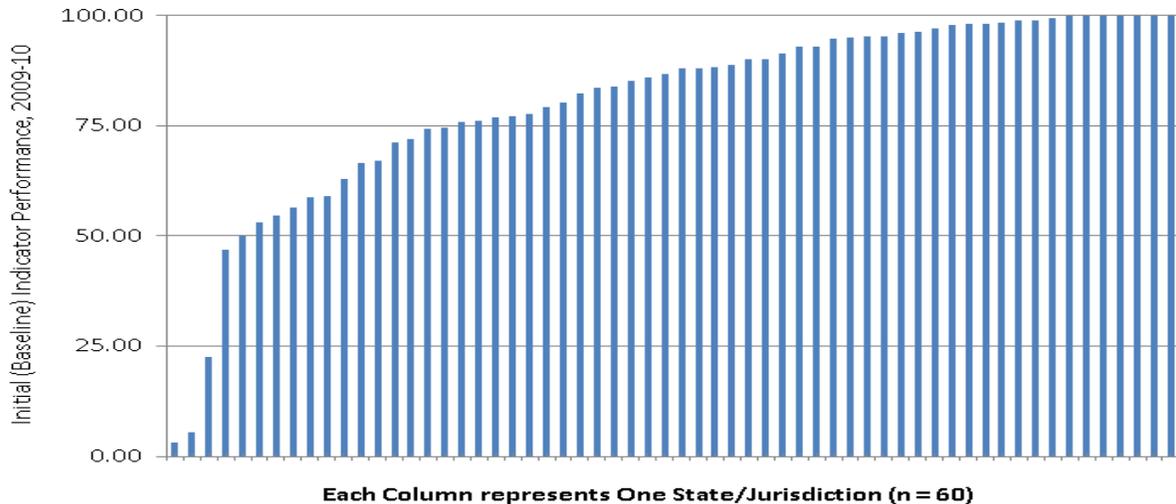
Figure 4. Indicator B13: Percent of youth with IEPs with appropriate IEP postsecondary and transition goals and services (By RRC/RPTAC Region)



PROGRESS AND SLIPPAGE

Figure 5 summarizes trends from this year’s data. The current data show wide variability, with four states reporting 100% compliance. Since these are baseline data, progress or slippage data could not be calculated.

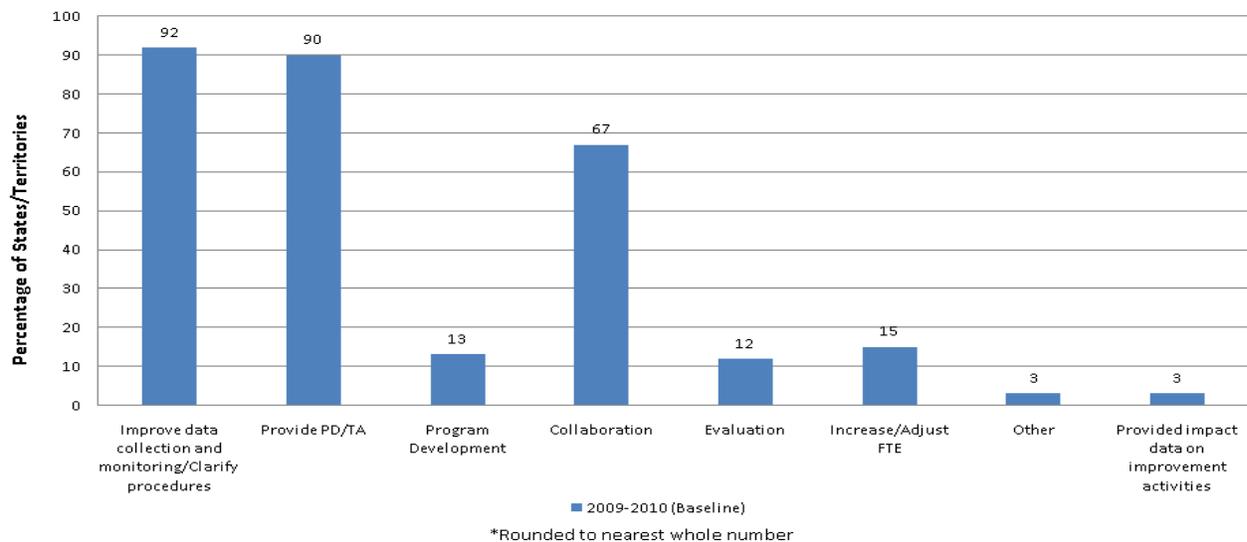
Figure 5. Distribution of States, 2009-10, B13 Indicator Level



IMPROVEMENT ACTIVITIES

Of the 60 states reporting I-13 data for 2009-2010, 59 (98.3%) included improvement activities. Figure 6 provides a summary of the Improvement Activities stated.

Figure 6. Summary of Improvement Activities*



- The two most frequently stated Improvement Activities continued to be to provide training/professional development/technical assistance and improve data collection and reporting/examine policies and procedures.
- Although Improvement Activities continued to be written around data collection and monitoring, the largest increase was in collaboration/coordination. While it may be too early to call this a trend, this could be explained by the possibility that states are reaching the point where their data collection system is becoming more routine, so they now have time to focus on other Improvement Activities.
- Only 2 (3.3%) states provided data on the impact of their Improvement Activities. This included evaluating effects of technical assistance/professional development by collecting pre-post data on content presented (e.g., improved transition components of IEPs) or analyzing survey data to determine training effectiveness. The following are examples from each state:
 - ❖ Arizona
 - Post-training data analysis of 134 PEAs trained in secondary transition during FFY 2009 showed a 92.5% average for compliance with the eight items for Indicator 13

- Paired Samples T-Tests indicated a statistically significant increase in knowledge from the beginning to the end of Year 1 training
- 44% of STMP participants rated entry knowledge as a 4 or 5 compared to 95% at exit
- 12% indicated "low" at entry compared to 0% at exit
- Of the five PEAs with spring Annual Site Visit data, average compliance increased from 57% (from fall 2008 ASV data used for STMP eligibility) to 99%
- Anecdotal information provided by STMP training participants and ESS program specialists indicated significant improvement in PEA knowledge and compliant practices

❖ Arkansas

- Pre- and post-test scores from the Transition Class: Getting the Job revealed a 76% increase in knowledge and skills as an outcome of training
- Pre- and post-test scores from the Transition Class: Integrating Ideas revealed a 71% increase in knowledge and skills as an outcome of training
- Pre- and post-test scores from the Customized Training: Writing Transition Plans revealed a 70% increase in knowledge and skills as an outcome of training
- Pre- and post-test scores from the Transition Class: Getting Started revealed a 66% increase in knowledge and skills as an outcome of training
- Pre- and post-test scores from the Transition Toolkit Training revealed a 53% increase in knowledge and skills as an outcome of training

HIGHLIGHTS OF 2009-2010 APR INDICATOR 13 DATA

- All states provided baseline data for 2009-2010
- 4(6.7%) states met the compliance criteria of 100%
- 36(60%) states reported data between 80% and 100%
- Overall, data ranged from 3% to 100% with a mean of 80.3% and a median of 87.4%

- 54 (90%) states stated the requirements used to measure I-13. Since all the requirements were related to the language used in the Indicator, we concluded that these were *valid* instruments. Other the other hand, 6 (10%) states did not state the requirements used to measure I-13. Therefore, it was impossible to determine if they used a valid instrument
- The two most frequently stated Improvement Activities continued to be (a) improve data collection and reporting/examine policies and procedures, and (b) provide training/professional development/technical assistance
- Only 2 (3.3%) states provided data on the impact of their Improvement Activities

RECOMMENDATIONS FOR COLLECTING FUTURE I-13 DATA

- In order to ensure data are *valid*, require states to include a copy of their checklist in the APR. This could be done by requiring states to provide an item x item summary of their checklist. This year 18.3% (n=11) of states reported item x item data.
- In order to ensure data are *reliable* (accurate), require APRs to describe the process used to collect reliable data. This does not mean just verifying that all data were collected, it means checking to determine that data entered are accurate (would be agreed upon by a second person) and providing the interobserver reliability score.
- Require states to provide data on the impact of their Improvement Activities. To assist with this process, provide them with a list of possible methods they can use to determine the impact of their Improvement Activities. This year, 3.3% (n=2) of states reported data on the impact of their improvement activities.