

MAKING THE CONNECTION: INDICATORS 1, 2, 13, AND 14 OF STATE PERFORMANCE PLANS**Worksheet for Reviewing Indicator Data Collection, Performance, and Use for Program Improvement**

This worksheet is designed as a tool for local and/or district teams to reflect on their data collection, performance, and use regarding the transition indicators in the State Performance Plans. While this worksheet does not include all the questions that may be relevant to these topics, it can facilitate reflection on some key issues. The questions are designed to help local and district teams consider factors that will help them optimize the integrity and usefulness of their data to improve transition education, services, and outcomes for their youth with disabilities. The four secondary transition indicators are listed below.

SPP Secondary Transition Indicators**Indicator 1:**

Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Indicator 2:

Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Indicator 13:

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416 (a)(3)(B))

Indicator 14:

Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416 (a)(3)(B))

SPP Transition Indicator Data Collection—How Are We Doing?

Q1: Describe the characteristics of your local SPP transition indicator *data collection*:

	Indicator 1	Indicator 2	Indicator 13	Indicator 14
a. Who is responsible for designing data collection in your state and/or local school or district for each of the transition indicators?				
b. What are the information sources and how is the information collected for each of the indicators?				
c. Who is responsible for collecting the data?				
d. Who is responsible for analyzing the data?				
e. How good are the data in terms of reliability? Validity? Response rate?				

Q2: As you reviewed your school or district's *data collection*, did questions emerge for which you want to seek answers? If so, list your questions as they pertain to each of the indicators:

Indicators	Questions
Indicator 1 – Graduation	
Indicator 2 – Dropping Out	
Indicator 13 – IEP Content	
Indicator 14 – Post-school Outcomes	

Performance on SPP Transition Indicators—How Are We Doing?

Q3: Describe your school or district's *performance* on each of the indicators. Highlight areas that need improvement.

	Indicator 1	Indicator 2	Indicator 13	Indicator 14
a. For all students with disabilities				
b. For specific groups of students (e.g., students following each of the pathways or students with different disabilities)				
c. For students of different genders – male and female				
d. Other				

Q4: As you reviewed your school or district's *performance*, did questions emerge for which you want to seek answers? If so, list your questions as they pertain to each of the indicators:

Indicators	Questions
Indicator 1 – Graduation	
Indicator 2 – Dropping Out	
Indicator 13 – IEP Content	
Indicator 14 – Post-school Outcomes	

Performance on Transition Indicator 13—What Did Our IEP Review Tell Us?

Q5: Summarize the findings from your evaluation of IEP documents using the Indicator 13 Checklist. Highlight the areas that need improvement. Use this summary to identify the breakout sessions you'd like to attend. Topics with breakout sessions are indicated with a *.

Indicators 13 Components	Findings or Issues
1. Measurable postsecondary goals in education and or training, employment, and independent living, if appropriate *	
2. Measurable annual IEP goals *	
3. Transition services * (session is on using assistive technology)	
4. Coordination – agencies, parent, and student involvement ** (sessions on coordinating with agencies and student involvement)	
5. Goals were based on appropriate transition assessment	
6. Course of study	

Planning Next Steps—What Will You Do to Address Your Questions and Improve Performance?

Q6: When you return to your school or district, what action will you take to make the *connection between data collection and performance* on the transition indicators? Think about the following:

- ▶ Do we have good data collection that produces accurate and consistent information?
- ▶ Are we able to disaggregate our data so we can determine how various groups of our students are doing?
- ▶ Are we satisfied with our students' post-school outcomes?
- ▶ Will our students' IEPs lead to achievement of their post-school goals?
- ▶ How do we need to improve our students' educational programs and services?
- ▶ Who do we need to link with in our school/district to improve data collection, performance, and/or programs?
- ▶ How will you connect improvement on the transition indicators with the work of your school/district's PLC/LDP?
- ▶ What kind of action is needed to improve data collection and/or performance (e.g., collect data in a different way, provide professional development, identify and make policy changes, change or implement new curricula, change assessment practices, connect with agencies, reach out to families)?

Focus	Next Steps

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