



Building Capacity for High-Quality *IDEA* Data



IDC Interactive Institutes on High-Quality Part B Data

In collaboration with **CIFR, CIID, & NTA**

The Hard Work of Collecting Data on Quality and Compliance

Kansas City, MO – May 10-11, 2016

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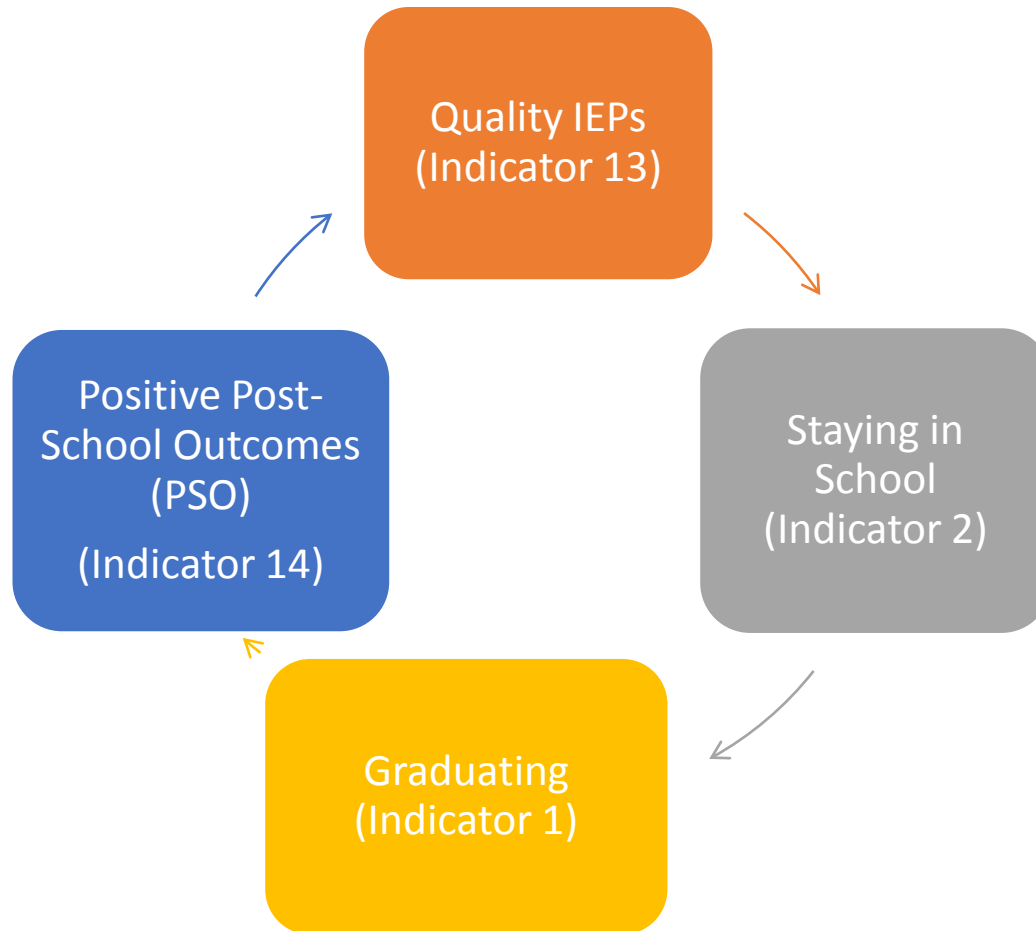
Savannah, GA – June 1-2, 2016

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Quality Transition IEP Indicator (B-13)

- 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))

Critical Interrelationships for Achieving PSO



NSTTAC Indicator 13 Checklist

1. Is there an appropriate measurable postsecondary goal or goals in this area?
2. Is (are) the postsecondary goal(s) updated annually?
3. Is there evidence that the measurable postsecondary goal(s) were based on an age-appropriate transition assessment?
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?

Indicator 13 Checklist (cont.)

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
8. If appropriate, is there evidence that 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?

Indicator 13—Checklist Form B

1

NSTTAC Indicator 13 Checklist: Form B (Enhanced for Professional Development)

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))

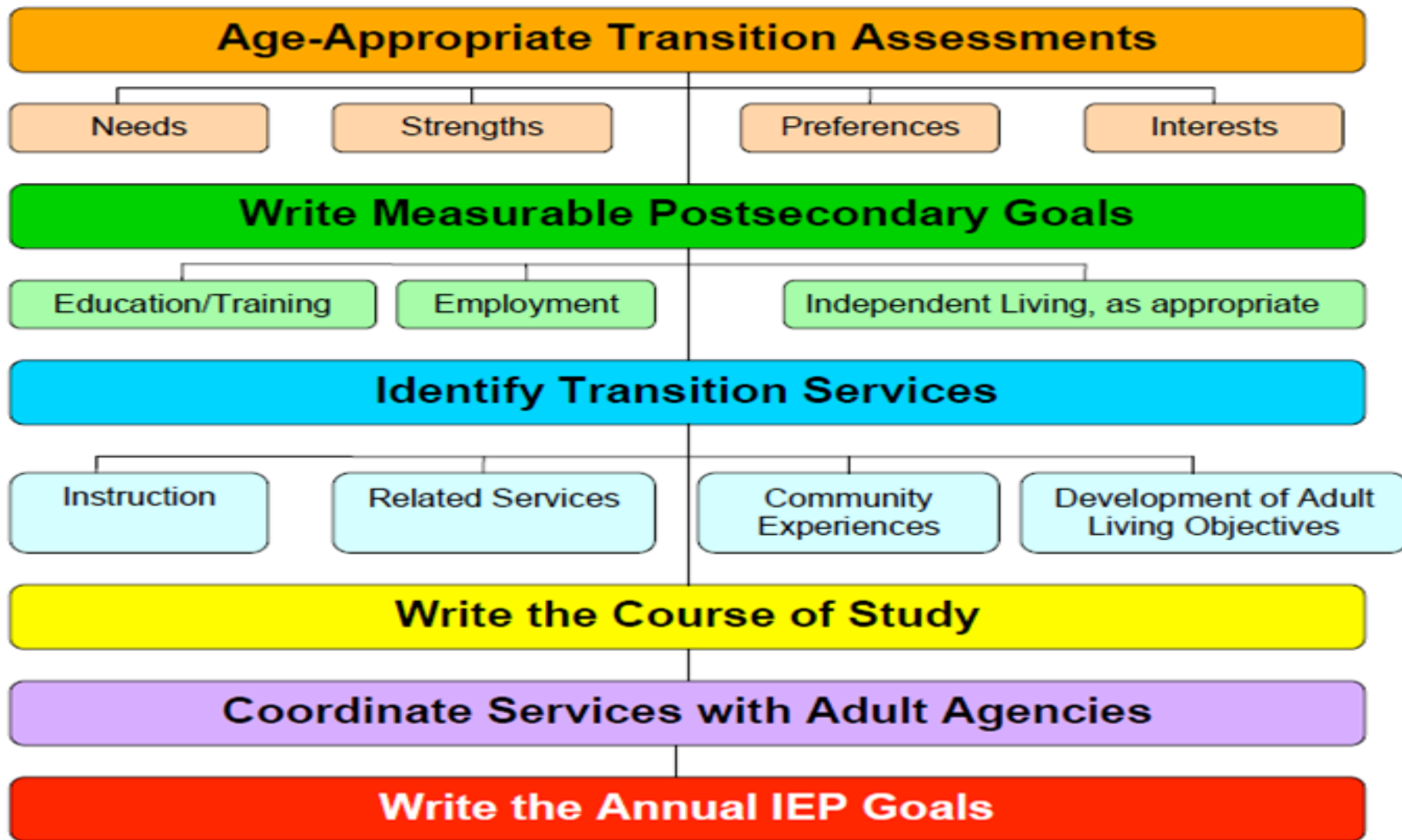
| Questions | Postsecondary Goals | | | |
|--|---------------------|-----------|------------|---------------------------|
| | Training | Education | Employment | Independent Living skills |
| 1. Is there an appropriate measurable postsecondary goal or goals in this area? | Y N | Y N | Y N | Y N NA |
| Can the goal(s) be counted? Will the goal(s) occur <i>after</i> the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If <i>yes</i> to all three guiding questions above, then circle Y OR if a postsecondary goal(s) is (are) <i>not</i> stated, circle N | | | | |
| 2. Is (are) the postsecondary goal(s) updated annually? | Y N | Y N | Y N | Y N NA |
| Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If <i>yes</i> , then circle Y OR If the postsecondary goal(s) was (were) <i>not</i> updated with the current IEP, circle N | | | | |
| 3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment? | Y N | Y N | Y N | Y N |
| Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N | | | | |
| 4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)? | Y N | Y N | Y N | Y N |
| Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N | | | | |
| 5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)? | Y N | Y N | Y N | Y N |
| Do the transition services include courses of study that align with the student's postsecondary goal(s)? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N | | | | |
| 6. Is (are) there annual IEP goal(s) related to the student's transition services needs? | Y N | Y N | Y N | Y N |
| Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If <i>yes</i> , then circle Y OR if <i>no</i> , then circle N | | | | |

Elements of Transition-Rich IEPs

- PS goals and present level of performance – based on age-appropriate transition assessments
- Measurable postsecondary goals
- Transition activities and services, including course of study
- Annual IEP goals related to transition services needs
- Student and agency invited
- **STUDENT FOCUSED**



TRANSITION SERVICES FLOW CHART



Seattle University - Center for Change in Transition Services, 2010

Several Years of I-13 Data Analysis (NSTTAC – NTACTION)

From the APR Analysis:

- Overall compliance has increased.
- What we know about data collection methods from the APRs has diminished in clarity.

Anecdotally from TA requests and work in states:

- Much happens to practice between monitoring cycles.
- Forms drive practice.
- Quality transition planning processes consistently result in compliant transition plans.

Figure 3. Six Year Trends for Indicator B13 Data

Trends - Six Years of Indicator 13 Data: Secondary Transition with IEP Goals

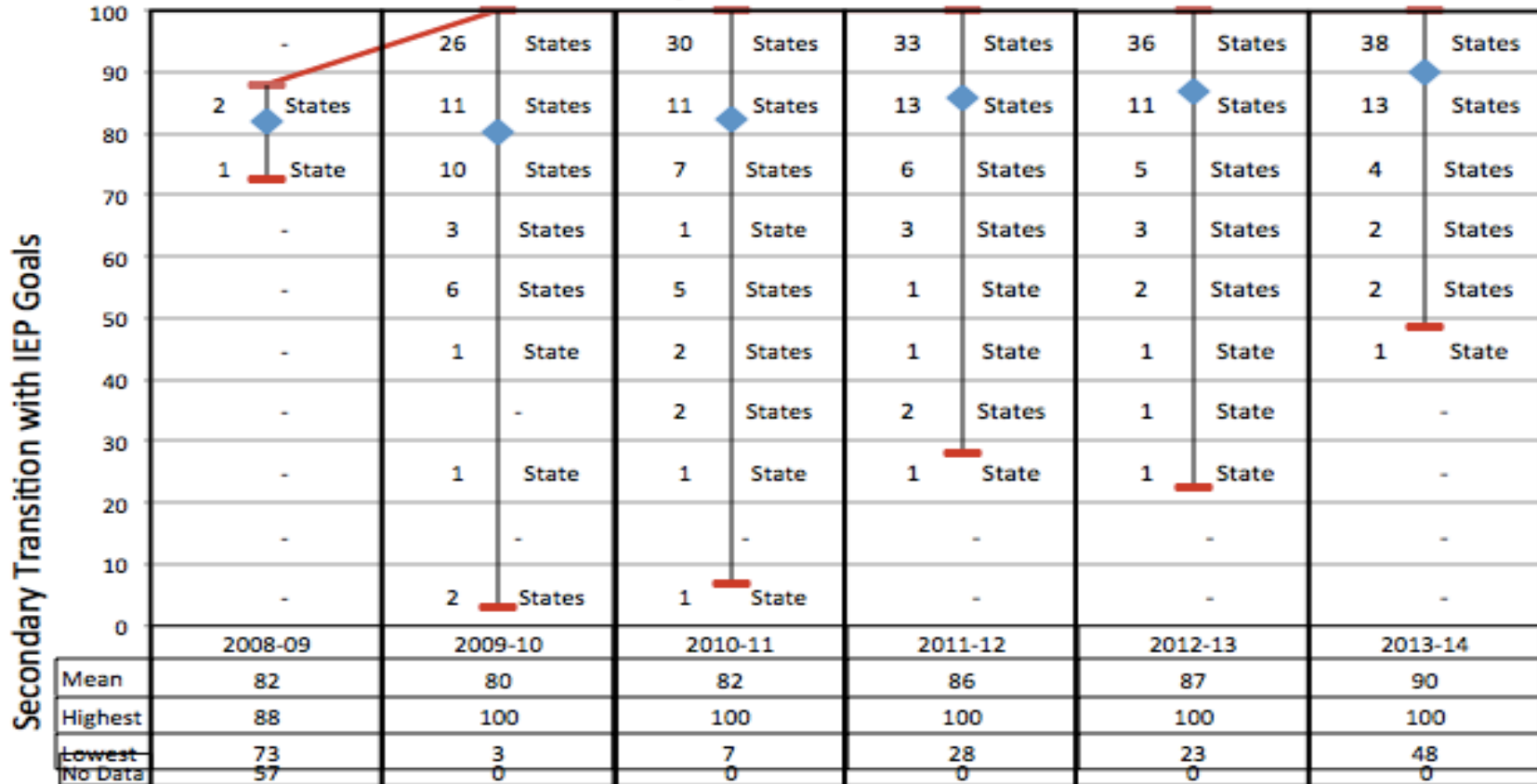


Figure 1. Type of Checklist Used to Collect Indicator B13 Data

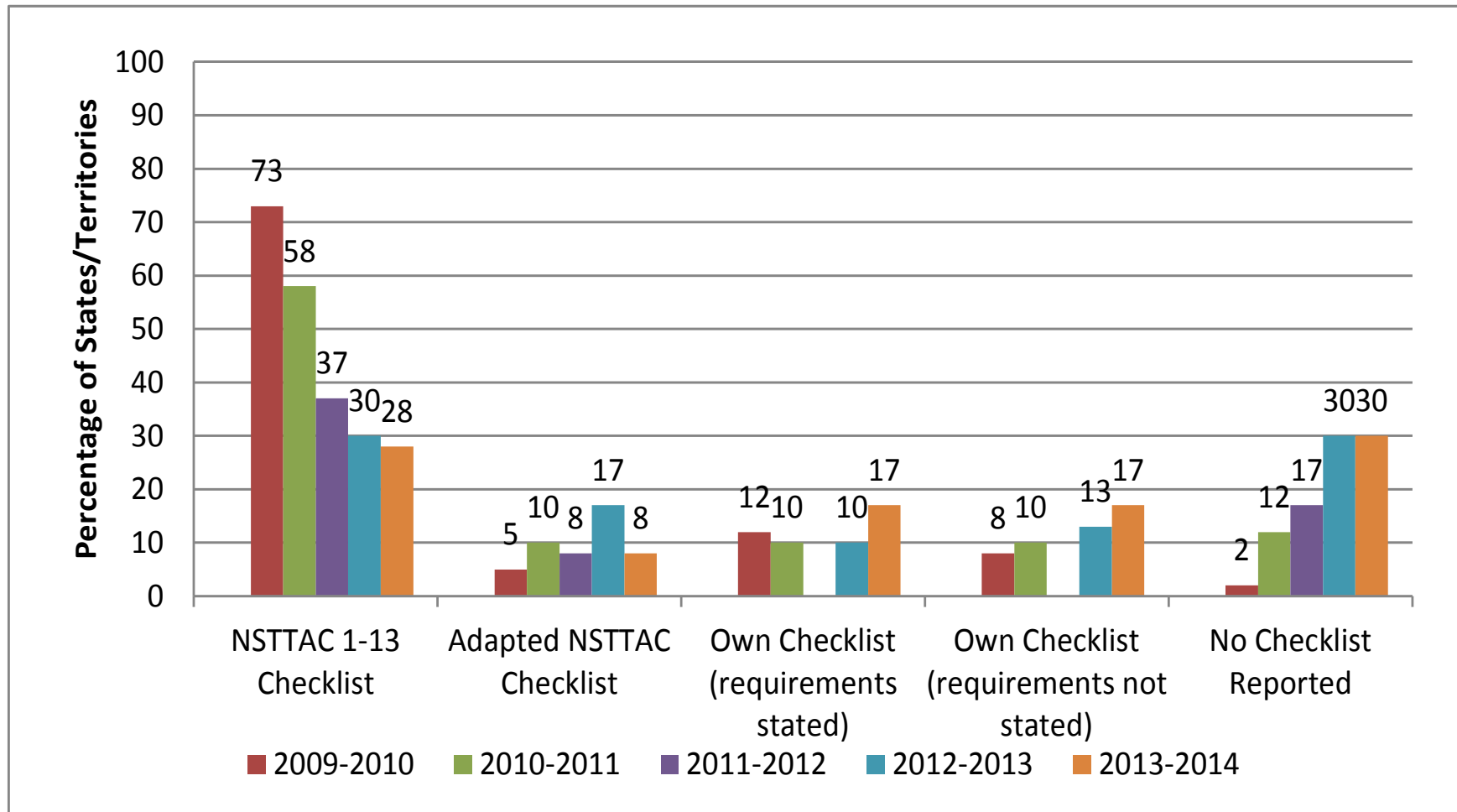
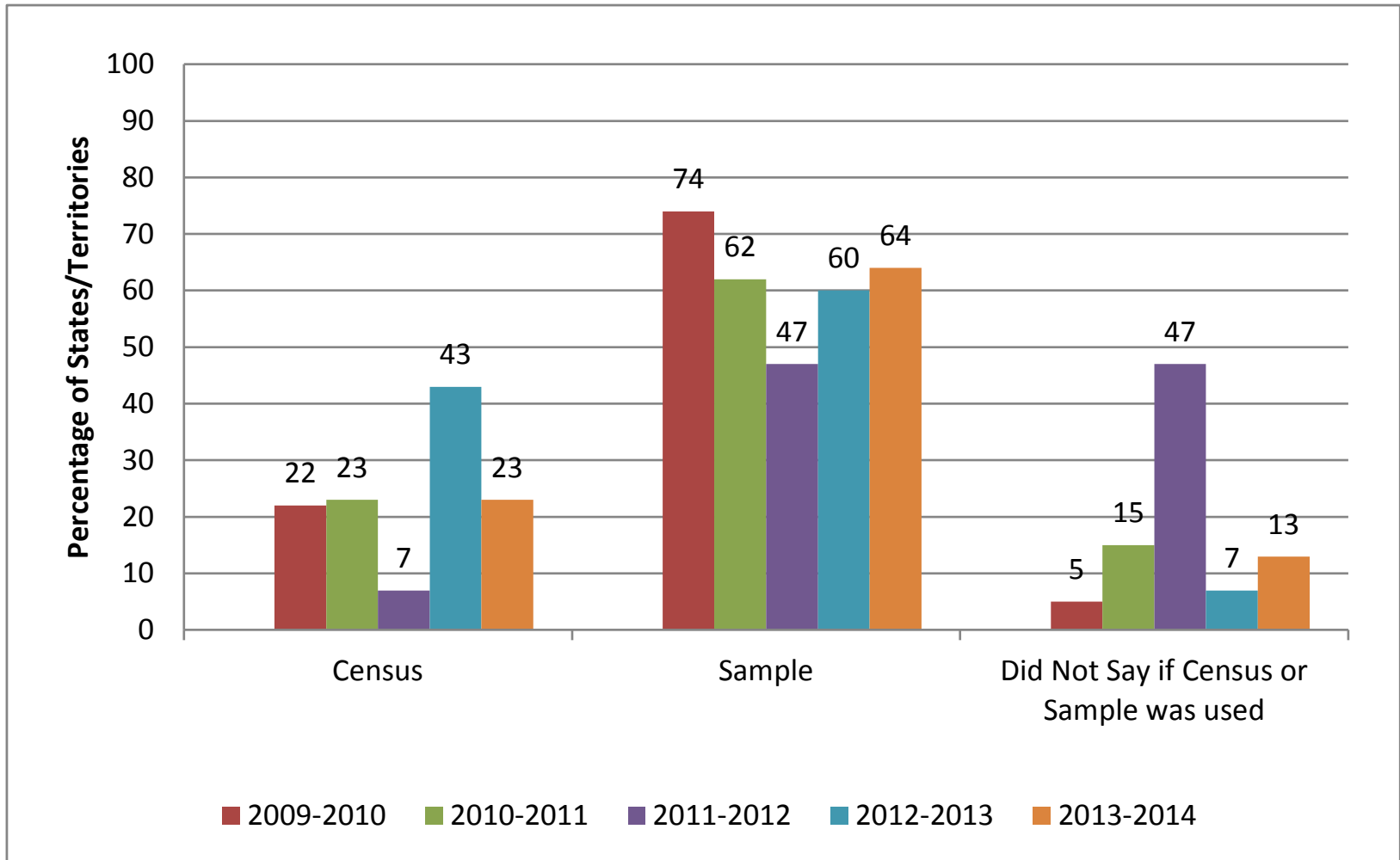


Figure 2. Method Used to Collect Indicator B13 Data



Poll—What do you do?

Sample? Census?

District self-report?

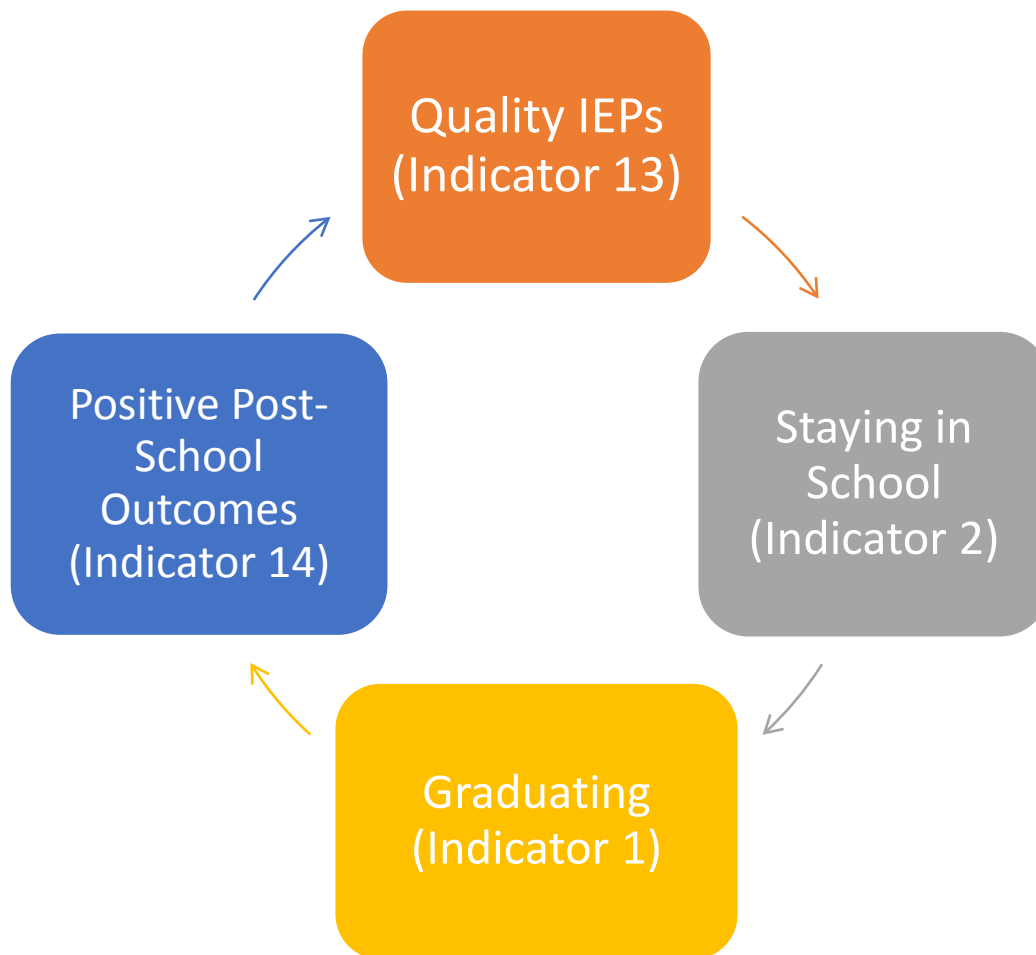
State monitors?

Online system?

Data Quality

“garbage in, garbage out”

Critical Interrelationships for Achieving PSO





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Rhode Island's Efforts to Use Quality Data to Drive Program Improvement

Overview

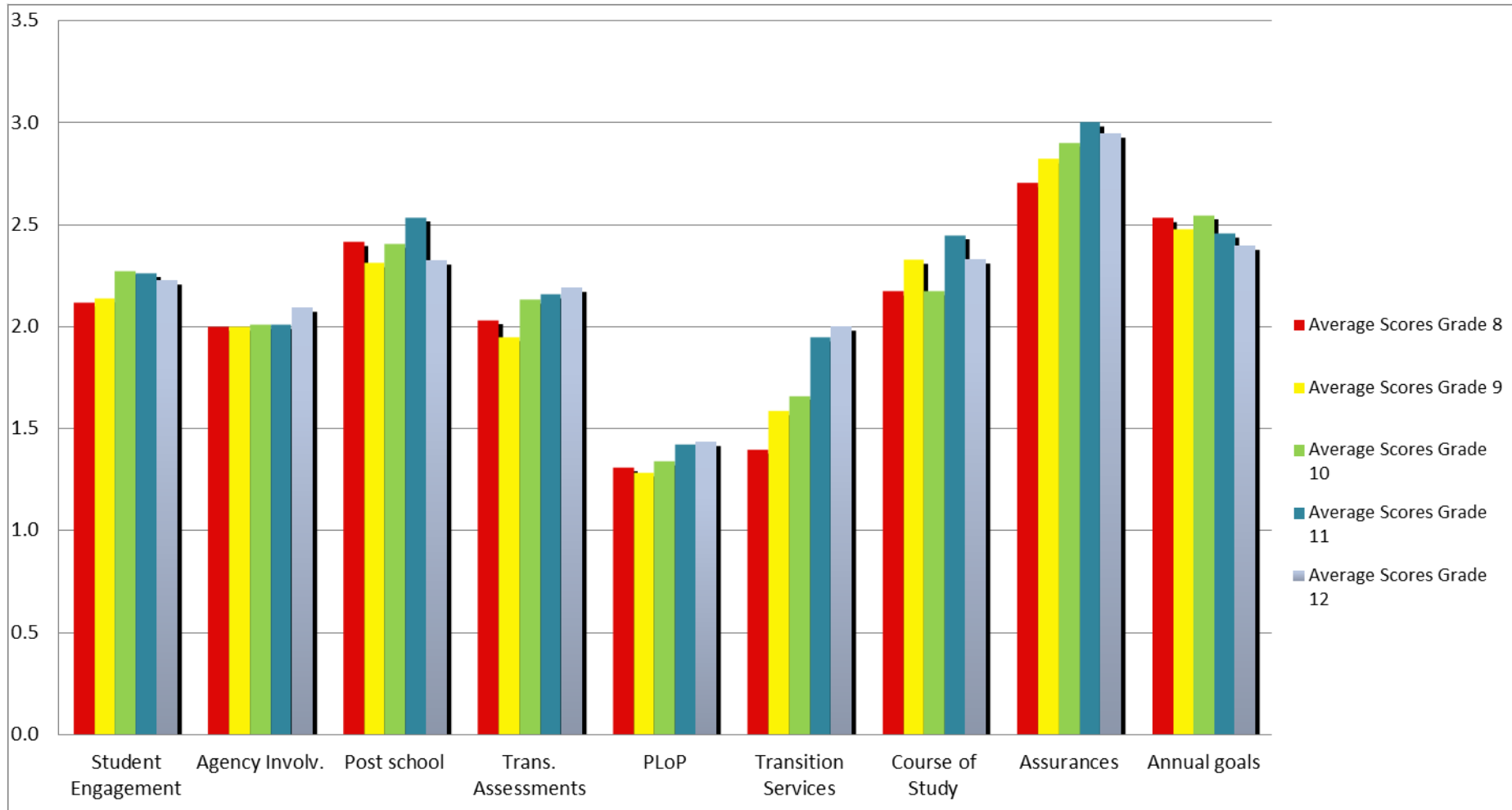
- March 2013—Rolled out I-13 Rubric to 32 RI districts
- March 2014—Reviewed random sampling w/I-13 Rubric - 563 RI Secondary IEPs statewide
- March 2014 – March 2016—Based on I-13 rubric analysis, provided 2 years of technical assistance (statewide, regionally, locally)
- March 2016—Reviewed random sampling – 180 RI middle school IEPs statewide

Accomplishments—2012–2014

- Relationships fostered between special education directors and regional transition coordinators
- Established IEP Quality baseline information statewide, regionally, and locally
- Revamped technical assistance model to reflect data needs
- Revamped RTC contracts to reflect direct technical assistance

State Data

Random Sample of 563 IEP's



Indicator 13 Rubric

RI Indicator-13 Quality Rubric

Student Name:

SASID:

District/Scho

Date: 4/14/2015

| Indicator 13 language | Verification of Census | | Exemplary – Highest Level of Performance 3 | Accomplished – Achievement of Mastery Level 2 | Developing - Beginning Level of Performance 1 |
|---|------------------------|----|---|--|--|
| | Yes | No | | | |
| 1. Evidence that the student was invited to the IEP Team Meeting | | | <input type="checkbox"/> Evidence of Student written invitation and <input type="checkbox"/> Student participated in the IEP meeting and <input type="checkbox"/> Student preferences and interests are evident in IEP | <input type="checkbox"/> Evidence of Student written invitation and <input type="checkbox"/> Student participated the IEP meeting. | <input type="checkbox"/> Evidence of Student written invitation and <input type="checkbox"/> student did not participate in the IEP meeting but documented student preferences, and interests were obtained. |
| 2. Evidence that, if appropriate, a representative of any (Secondary Transition) 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 | Yes | No | <input type="checkbox"/> A representative of a participating agency was invited to the IEP with the parent or students consent as evidenced by meeting notice (or similar document) and <input type="checkbox"/> Evidence of their role or services appeared in the IEP. | <input type="checkbox"/> A representative of a participating agency was invited to the IEP with the parent or students consent as evidenced by meeting notice (or similar document) or <input type="checkbox"/> a representative of an appropriate agency was not required. | parent or students consent as evidenced by meeting notice (or similar document). |
| 3. Includes appropriate measurable post school goals. | Yes | No | <input type="checkbox"/> The IEP includes a post school goal for employment, post secondary education /training and independent living when applicable and is worded in terms that are measurable as an outcome and <input type="checkbox"/> is based on age appropriate transition assessment | <input type="checkbox"/> The IEP includes a post school goal for employment, post secondary education /training and independent living when applicable and is worded in terms that are measurable as an outcome. | <input type="checkbox"/> The IEP includes a post school goal for employment, post secondary education /training and independent living, if applicable, but is not worded in terms that are measurable as an outcome or <input type="checkbox"/> A “no” response from the verification of the census or <input type="checkbox"/> There are no post school goals in the IEP. |
| 4. Based upon an age appropriate transition assessment | Yes | No | <input type="checkbox"/> There are 2 or more transition assessments used that are appropriate for the age/grade level of the student and <input type="checkbox"/> All | <input type="checkbox"/> There is at least one Transition Assessment used and it is appropriate for the age/grade level of the student and <input type="checkbox"/> The assessment are available for | <input type="checkbox"/> There is at least one Transition Assessment used which does not appear to be appropriate for the age/grade level of the |



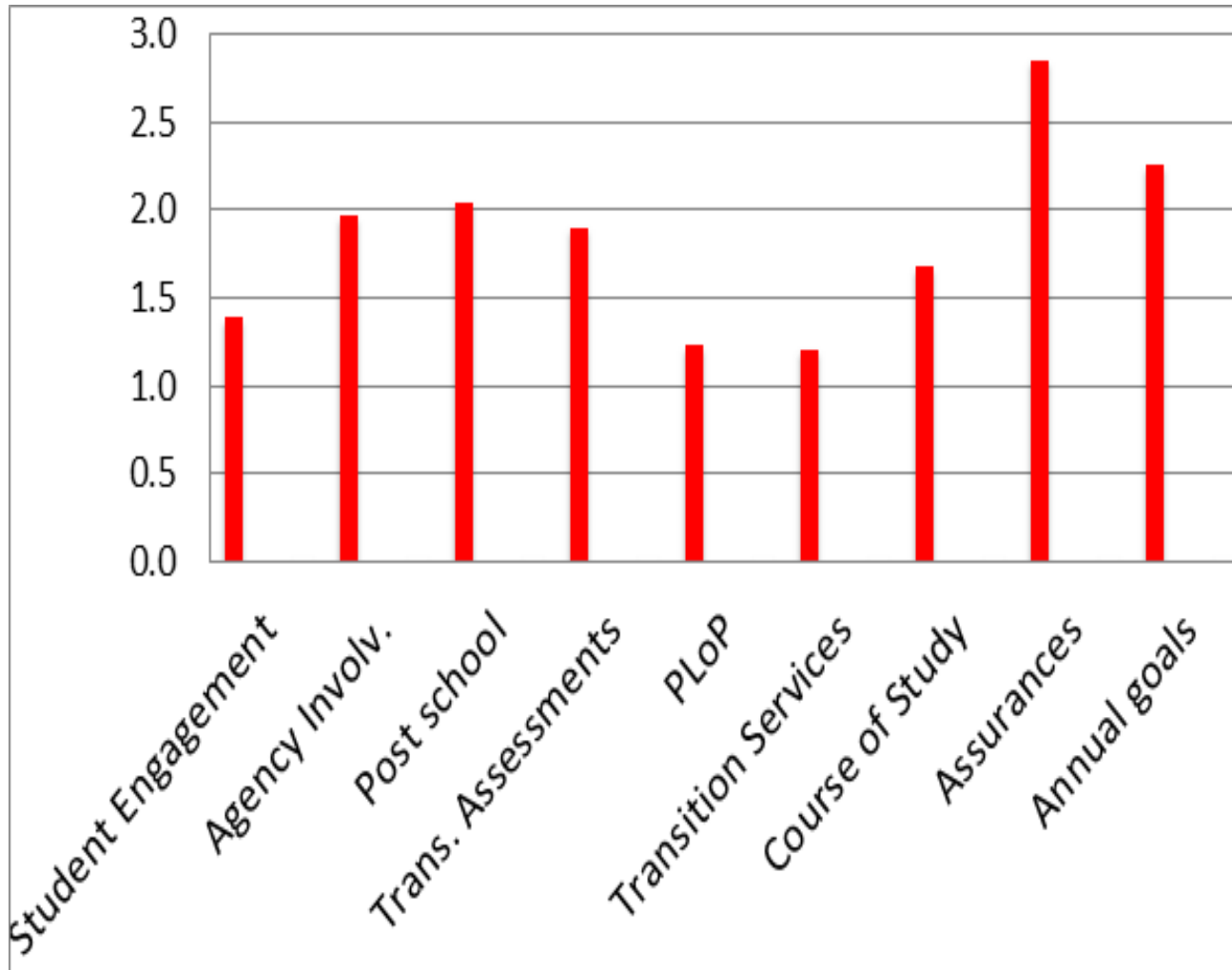
Exemplary Checklist

| Indicator 13 Language | Exemplary – Highest Level of Performance 3 |
|---|---|
| <p>1. Evidence that the student was invited to the IEP Team Meeting</p> | <p>Please check: <input type="checkbox"/> Evidence of student written invitation <input type="checkbox"/> Student participated in the IEP Meeting <input type="checkbox"/> Student preferences and interests are evident in IEP</p> |
| <p>2. Evidence that, if appropriate, a representative of any (Secondary Transition) 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</p> | <p>Please check: <input type="checkbox"/> A representative of a participating agency was invited to the IEP with the parent or student’s consent as evidenced by meeting notice (or similar document) <input type="checkbox"/> Evidence of their role or services appeared in the IEP</p> |
| <p>3. Includes appropriate measureable post school goals</p> | <p>Please check: <input type="checkbox"/> The IEP includes a post school goal for employment, post secondary education/training and independent living when applicable and is worded in terms that are measureable as an outcome <input type="checkbox"/> It is based on age appropriate transition assessment</p> |
| <p>4. Based upon an age appropriate transition assessment</p> | <p>Please check: <input type="checkbox"/> There are 2 or more transition assessments used that are appropriate for the age/grade level of the student <input type="checkbox"/> All assessments are available for review (either in the record) or at the school <input type="checkbox"/> The assessment results demonstrate a clear connection to the post school goals, present levels, transition services, program of study, and annual goal</p> |

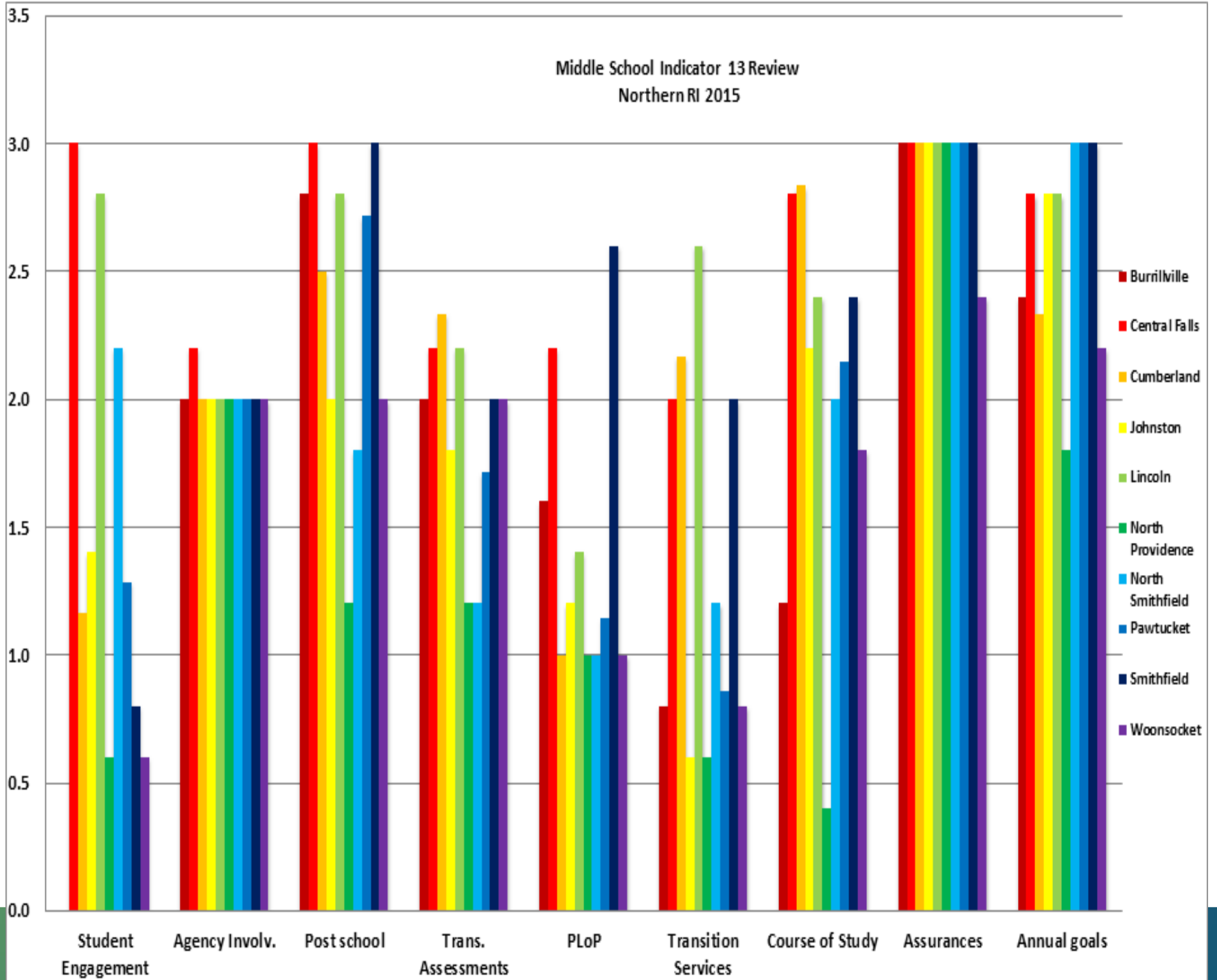
Progress — 2015–2016

- Targeted technical assistance provided by 4 regional transition coordinators
- Administration appreciation!
- Increase in youth leading IEPs
- College instructors utilizing the I-13 rubric to teach upcoming educators about quality secondary IEPs
- Data-based decision making across the districts
- Districts working together!
- Identified middle school transition deficits

2015–2016 I-13 Quality Review—180 Statewide Middle School IEPs



Middle School Indicator 13 Review
Northern RI 2015



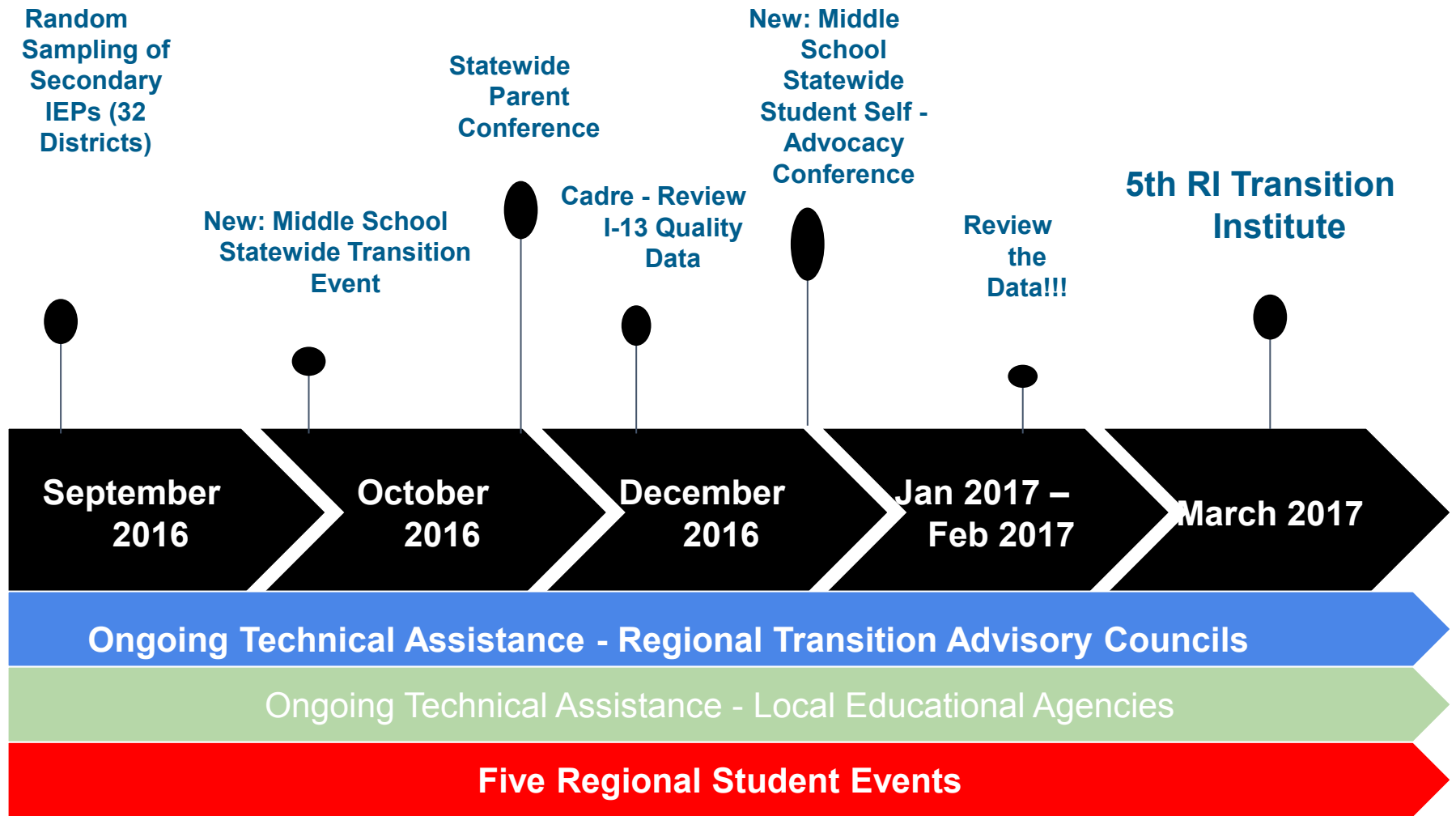
The screenshot shows a web browser window displaying a video player. The browser's address bar shows the URL goanimate.com/videos/0uCJXXHH6GYE. The GoAnimate logo is in the top left corner of the page. A navigation bar at the top right contains links for "YOUR ACCOUNT", "EXPLORE", "PLANS & PRICING", and a prominent orange "MAKE A VIDEO" button. A blue notification banner at the top of the video player area reads: "You're currently using the legacy video player. Try the [new video player](#) (in beta). [Learn more.](#)"

The video content is a presentation slide with a blue background and light blue bokeh circles. On the left is a cartoon woman with brown hair, wearing a black blazer over a purple shirt, with her right hand on her hip and her left hand gesturing towards the text. The text on the slide reads: "Welcome to Northern Rhode Island" in large white font, and "This is how we do TRANSITION!" in green font inside a white rectangular box.

At the bottom of the video player, there is a control bar with a play/pause button, a progress bar showing "00:03 / 02:34", a volume icon, a full-screen icon, and a "Help" button with a question mark icon.

Next steps

- Randomly select 25 IEPs from 32 districts (800 IEPs)
- Complete I-13 rubric review
- Review data analysis & comparison from 2014
- Provide targeted technical assistance to middle school educators on transition services & present levels of performance
- Continue to review data & interventions



Goals for RI

1. Increase district participation in transition gradebook/tracking tool (currently piloting in 3 districts)
2. Provide targeted technical assistance based on DATA
3. Address the transition gaps in our middle schools (students, educators, and families)



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Iowa B13 Quality Performance and Compliance



We just need to make it compliant.

This is about compliance, not effective practice.

Phrases That Make Me Cringe



Compliance Is More Than Procedural Documentation

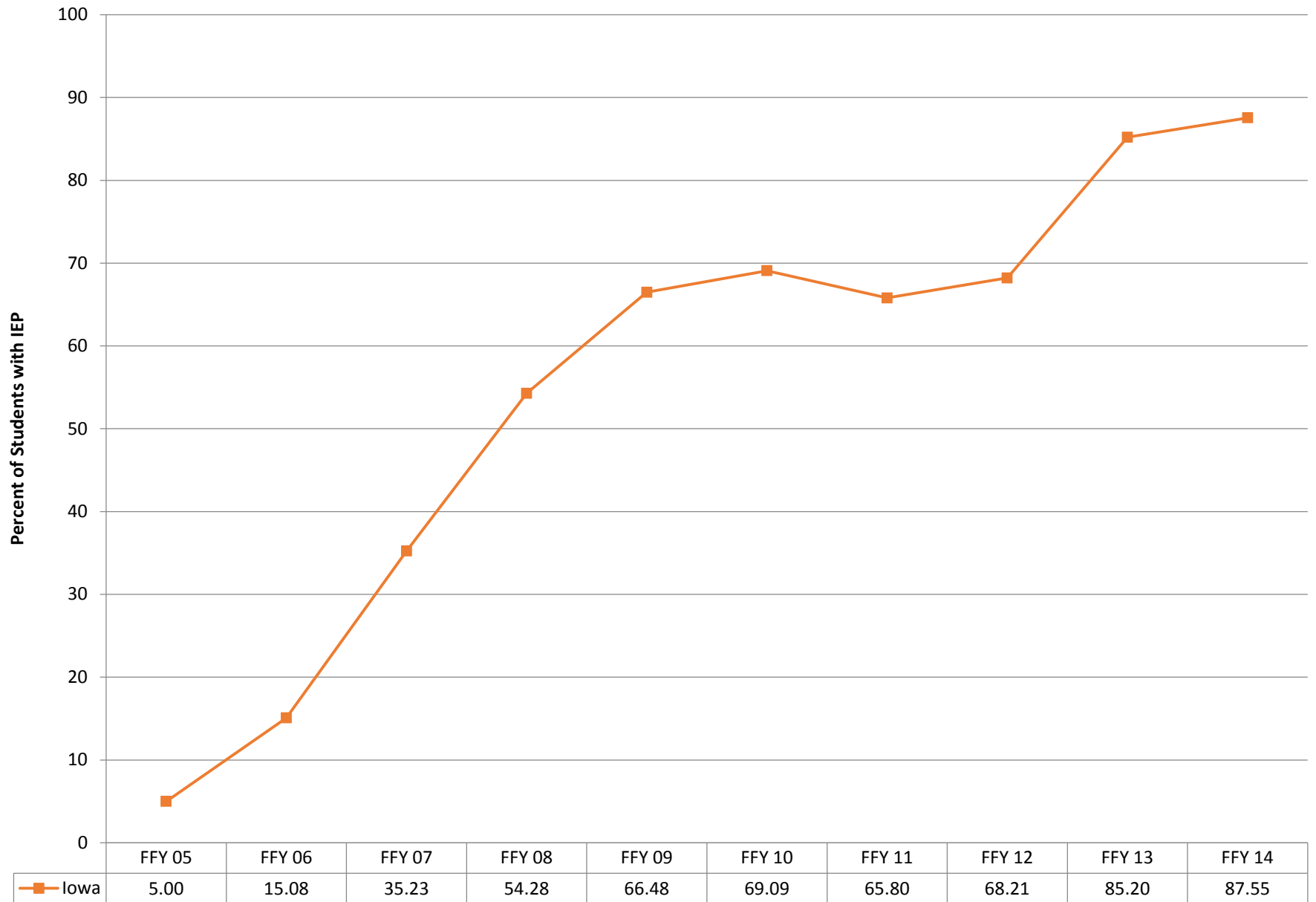
Is this IEP reasonably calculated to provide Free Appropriate Public Education (FAPE)?

- Each of 6 Critical Elements must be present:
 - Interests and preferences
 - Transition assessments
 - Postsecondary expectations for living, learning, and working
 - Course of study
 - Goals
 - Supports and services
- Elements must align
- Ages 14+

Current Process & Status

- 5-year cycle
- 95% confidence—10% margin of error
- Data collectors must be certified.

Iowa's Indicator B13 Data



Observations on Current Process

- 5-year cycle may permit district slippage.
- Systemic issues may not be identified.
- Cannot compare across districts
- Does not take into account results data (e.g., graduation)

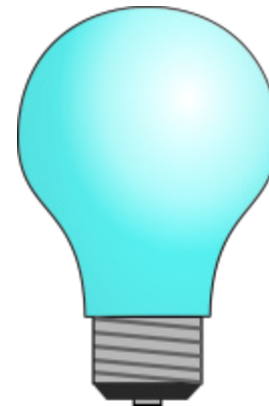
Proposal to OSEP

1. No change in measurement (6 Critical Elements)
2. 4-year cycle (or 3-year cycle depending on how you count)
 - Every district in Year 1
 - Based on data, districts are assigned to one of 3 Tiers.
 - Universal Tier would not collect B13 data again, until every district must.
 - Districts in Targeted and Intensive Tiers must collect data for Years 2 and 3.
 - All districts participate in the following year, and cohorts are reassigned.

Observations on Current Process

- 5-year cycle may permit district slippage.
- Systemic issues may not be identified.
- Cannot compare across districts
- Does not take into account results data (e.g., graduation)
- Districts not at threshold levels collect data every year.
- Tiered levels will have multiple supports.
- All districts every 3 years permits comparisons.
- Tiered supports will include analysis of student outcomes and systemic issues of delivery.

Questions/ Ideas



Contact Us

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www.transitionTA.org



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