

Data Drives Thinking – Thinking Drives Success

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Artwork by Nessa Ankney

Purpose of Today's Discussion

We will...

- ✓ Explore different perspectives regarding the use of data
- ✓ Discuss proactive approaches for engaging students towards successful graduation pathways
- ✓ Consider the role of data as it informs decisions and effective programming

What guides this conversation?

Transition ?

A Mess by Nessa Ankney





Post-School Outcomes, 2020-21

ESD and Washington state data tables

ESD Name	Total # of 2020-21 Leavers	Total # of respondents	Survey response rate
ESD 105	376	324	86.17%
WA State	7,938	6,261	78.90

ESD Name	Respondents	Higher Ed	Competitive Employment	Other Education	Other Employment	No Engagement
ESD 105	324	11.11%	23.46%	8.02%	31.48%	24.75%
WA State	6,261	16.90%	30.70%	3.90%	22.70	25.70%

Source: Indicator 14 Post School Outcomes Center for Change in Transition Services, Seattle University, 2020

Improvement

2020-21

ESD Name	Respondents	Higher Ed	Competitive Employment	Other Education	Other Employment	No Engagement
ESD 105	324	11.11%	23.46%	8.02%	31.48%	24.75%
WA State	6,261	16.90%	30.70%	3.90%	22.70	25.70%

2019-20

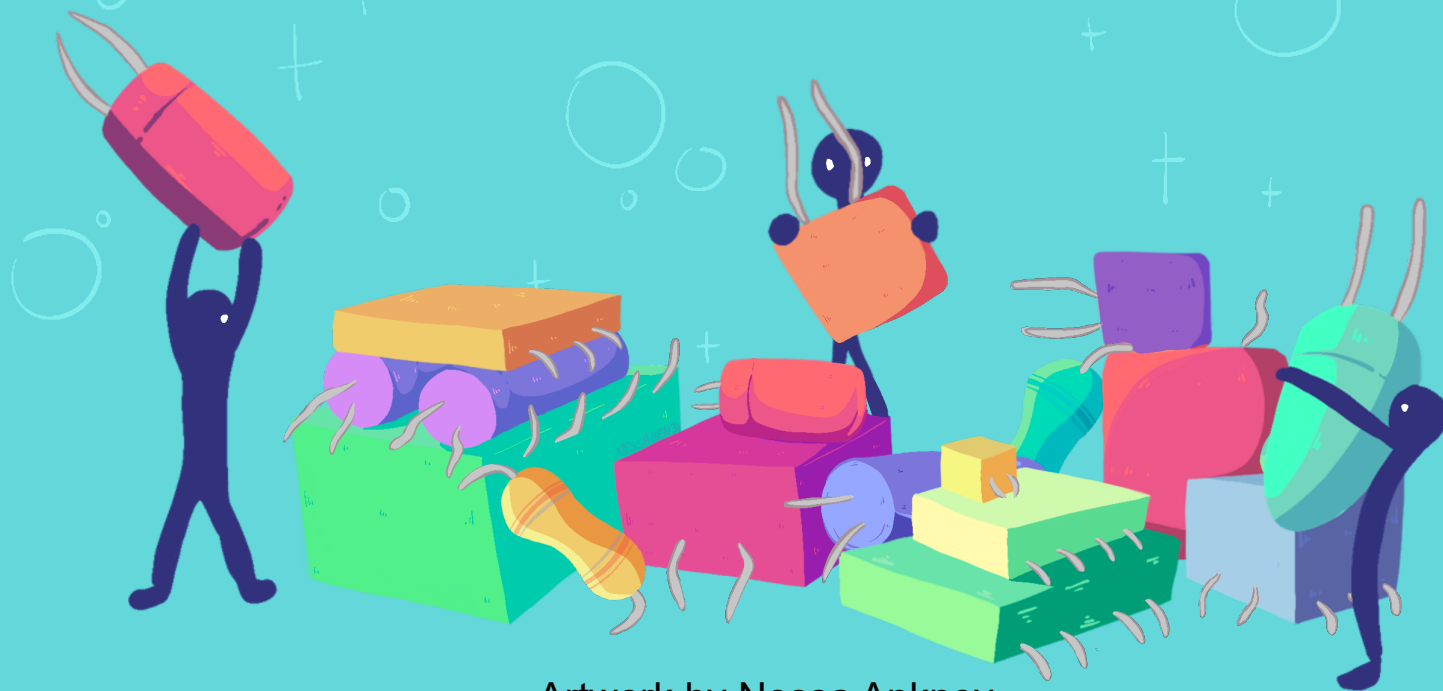
ESD Name	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
ESD 105	411	9.49%	27.74%	10.46%	18.25%	34.06%
Washington state	7,170	16.74%	27.17%	4.64%	21.38%	30.07%



Disability Categories

Disability Category	Respondents	Any Engagement	No Engagement
Emotional/Behavioral Disability	< 10	50.00%	50.00%
Other Health Impairments	64	75.00%	25.00%
Specific Learning Disability	207	80.68%	19.32%
Intellectual Disability	20	30.00%	70.00%
Sensory	< 10	83.33%	16.67%
Autism	10	30.00%	70.00%
Other	11	72.73%	27.27%

Why is this conversation important?



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Coordinated Set of Activities...

- Results-oriented process;
- Focused on improving the academic and functional achievement of the student; and
- Facilitate movement from school to post-school activities, including.

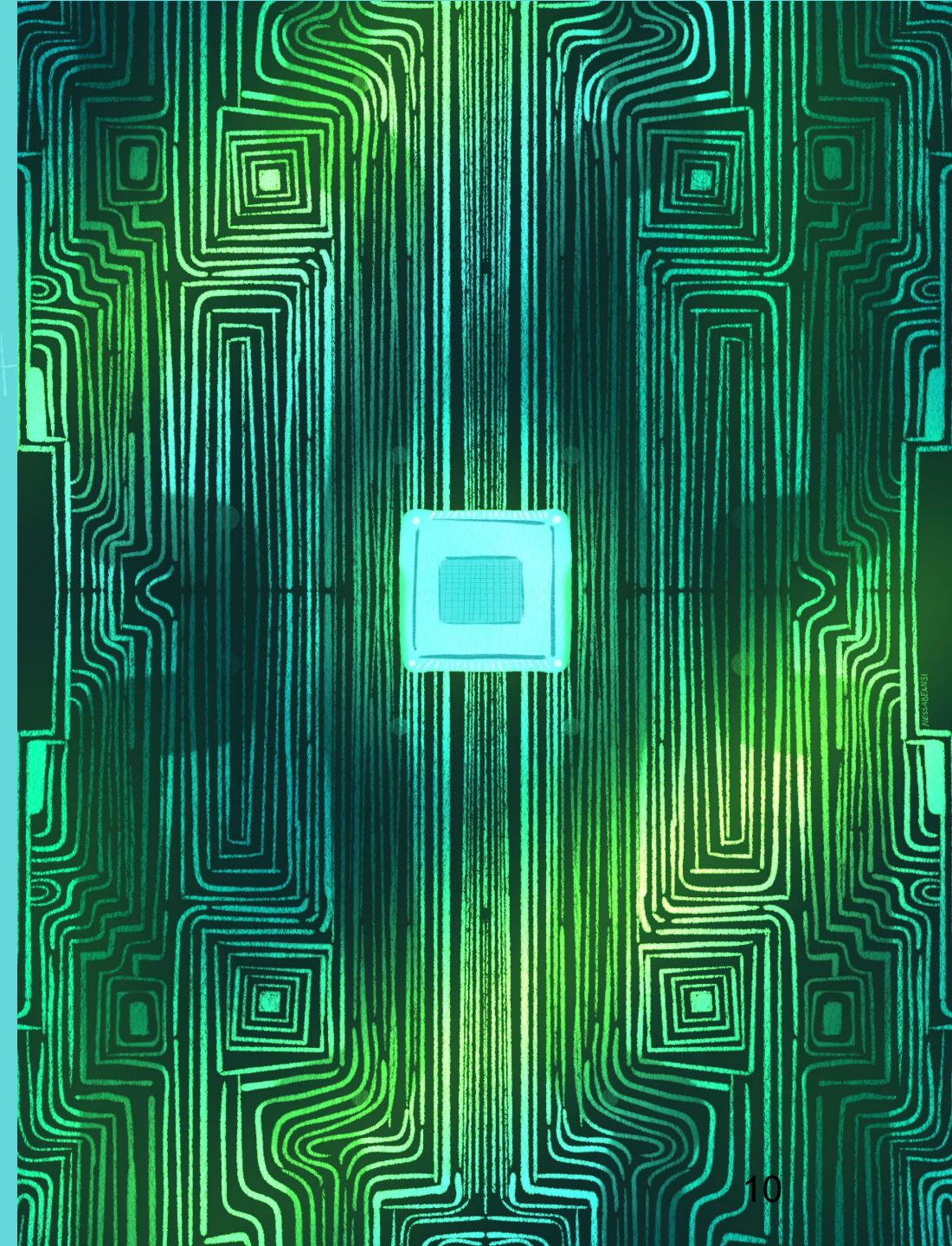
Post-School Activities can include:

- Education
- Integrated-postsecondary education
- Independent living
- Community participation
- Vocational education employment
- Supported employment
- Continuing adult education
- Adult services

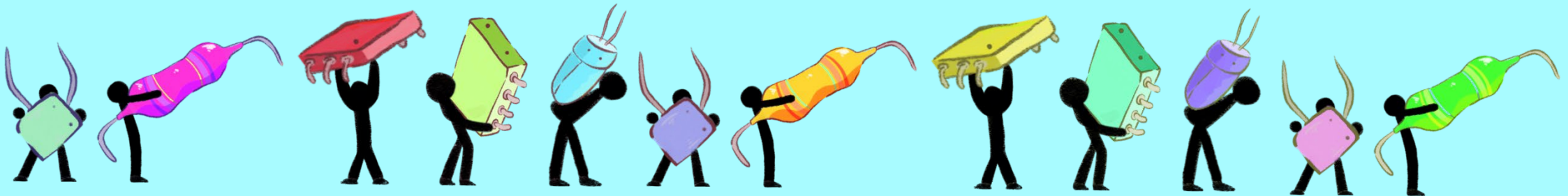


Going Beyond the Boundaries of IDEA !

Data Chip by Nessa Ankney

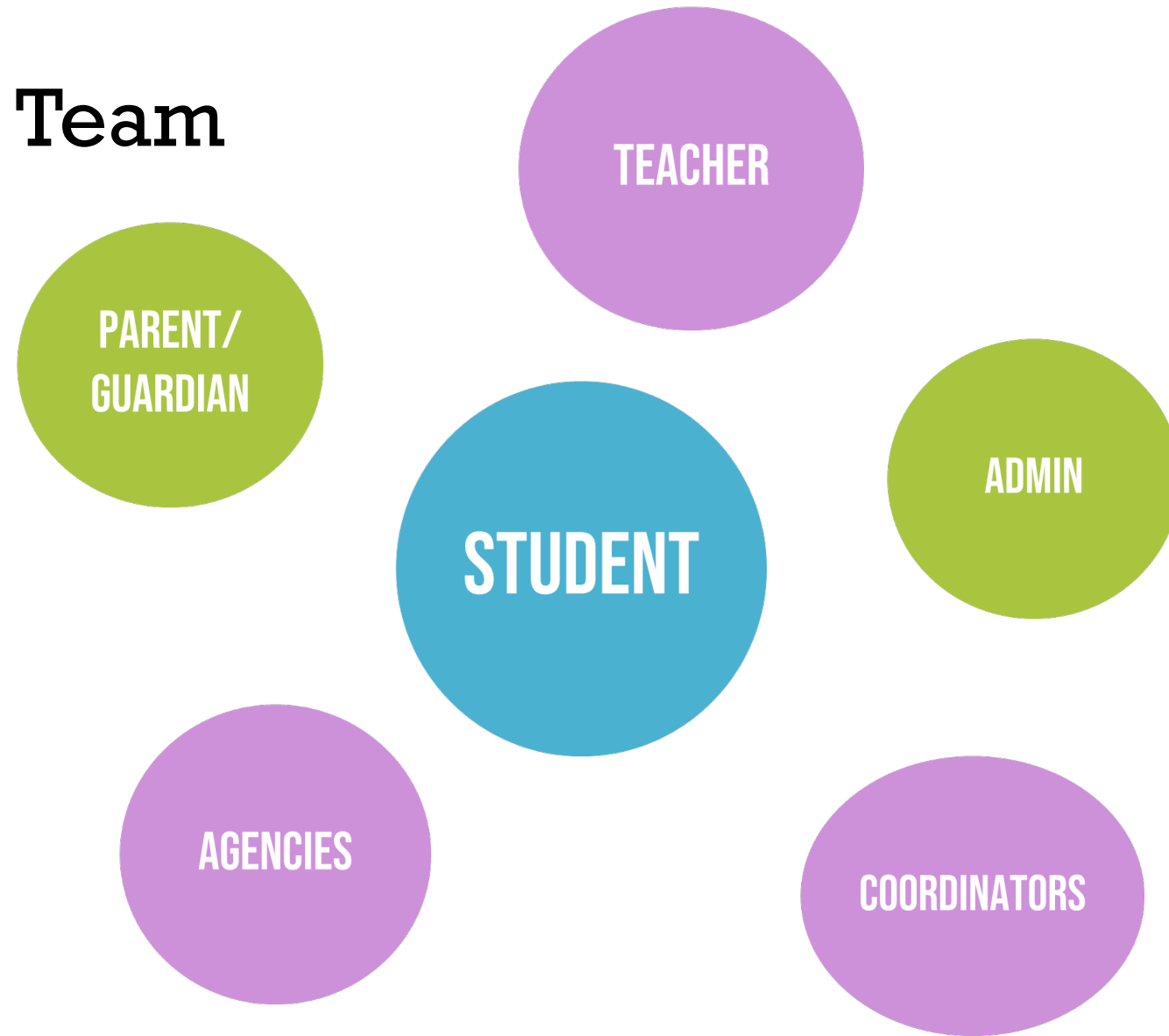


The Before and After Framework



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Before - IEP Team

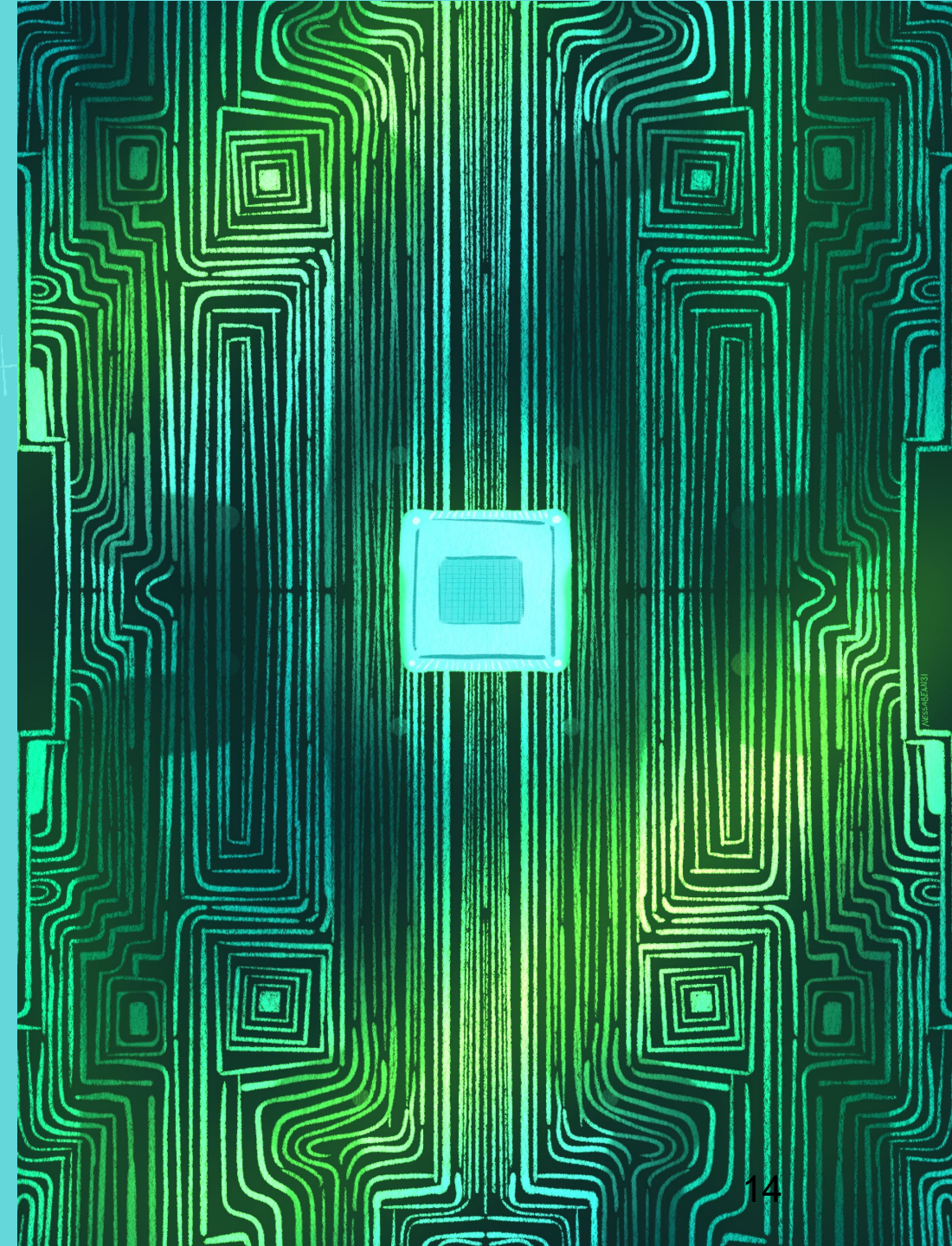


After....



Group Discussion

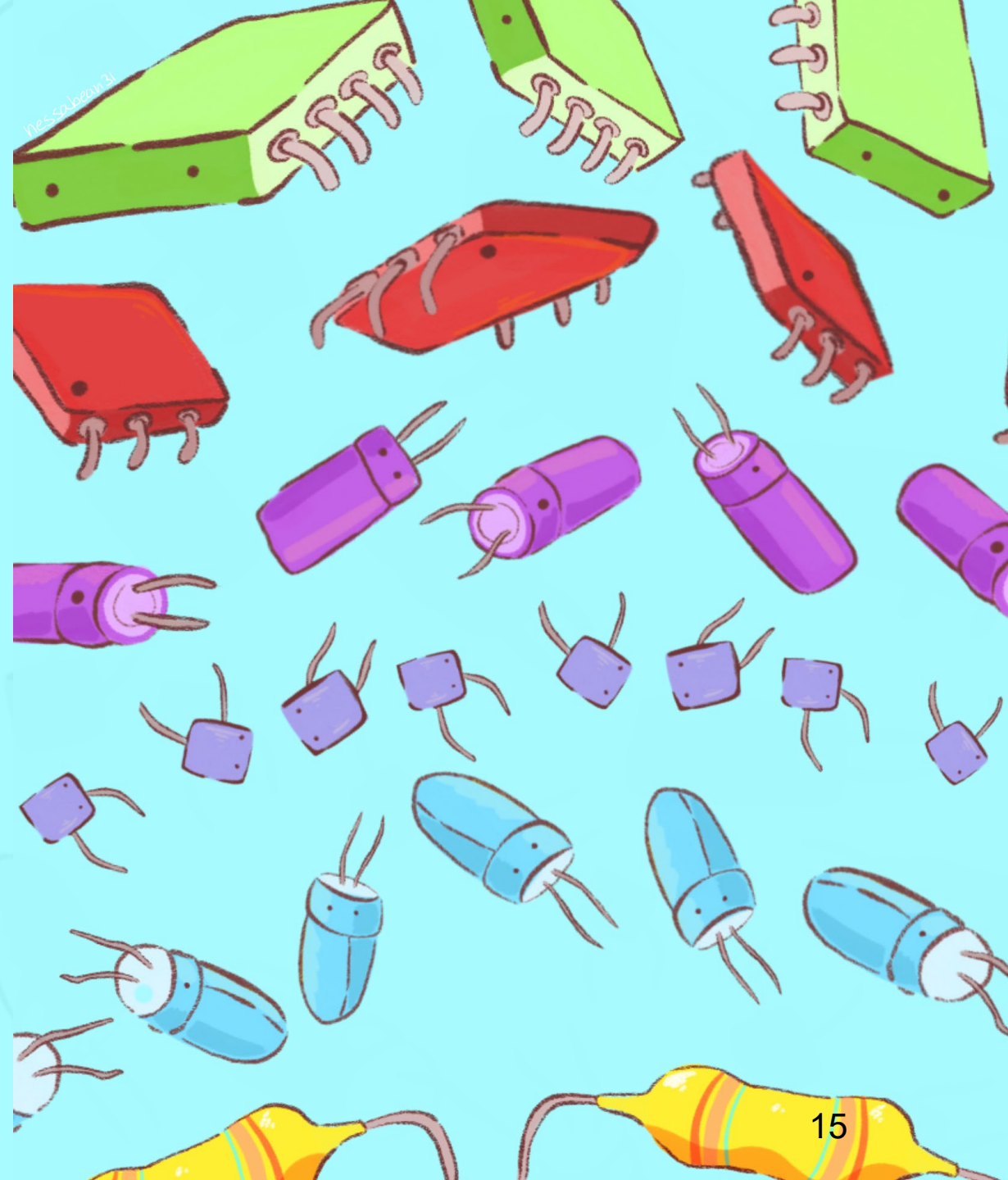
Data Chip by Nessa Ankney



An Entirely Different Framework!



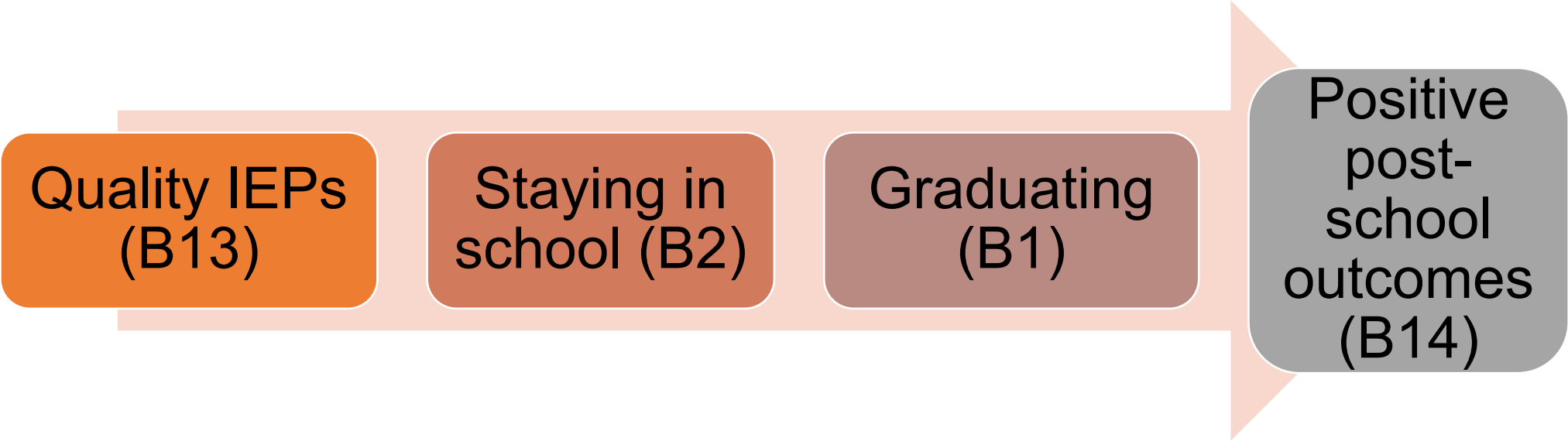
Rainbow by Nessa Ankney





How are PS Data Collected in ESD 105?

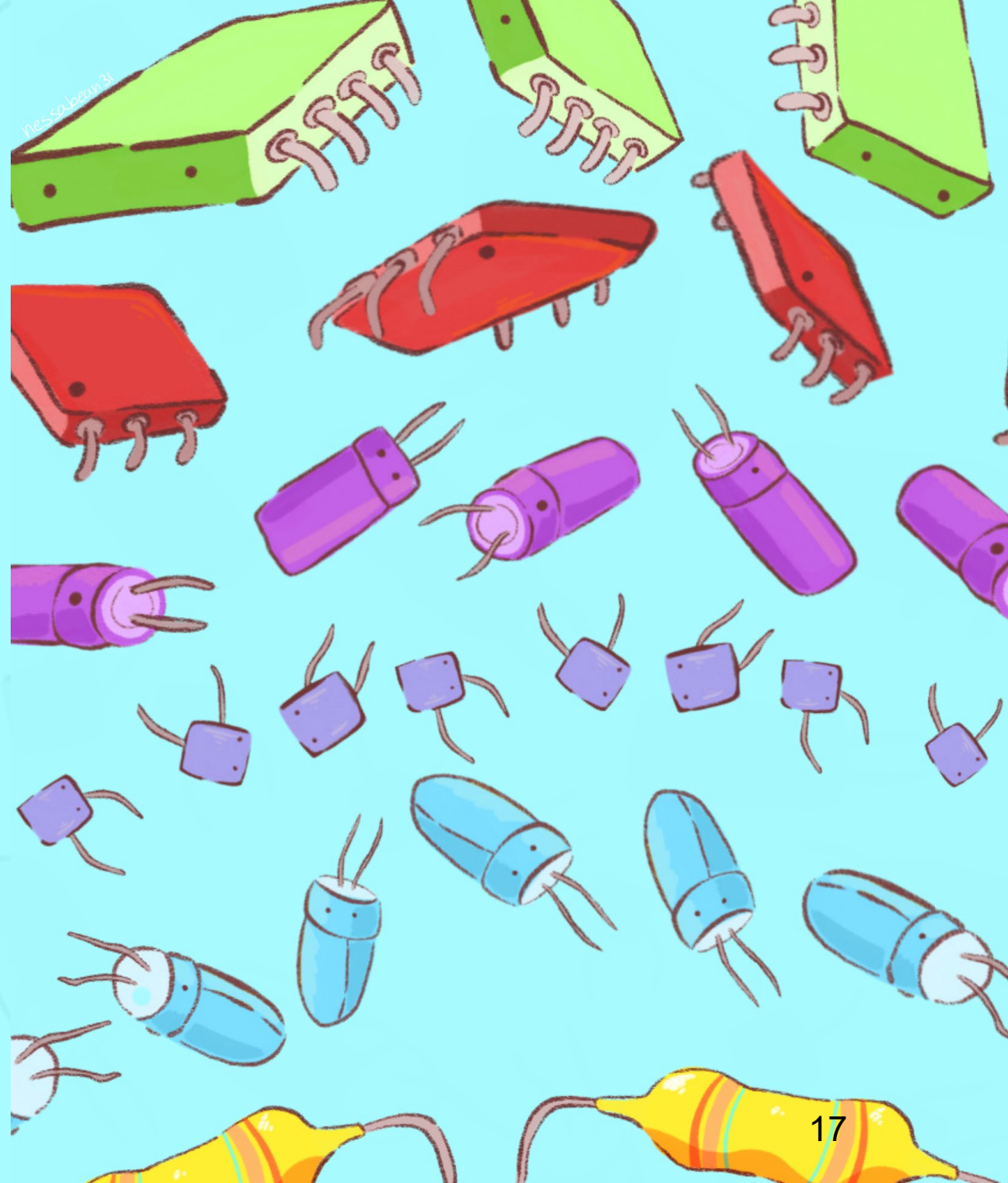
Four IDEA performance indicators relate to secondary transition. These indicators also correlate with one another.



(Kohler, Gothberg, & Hill, “NSTTAC Evaluation Toolkit”, 2009)

Quality IEP Indicator 13

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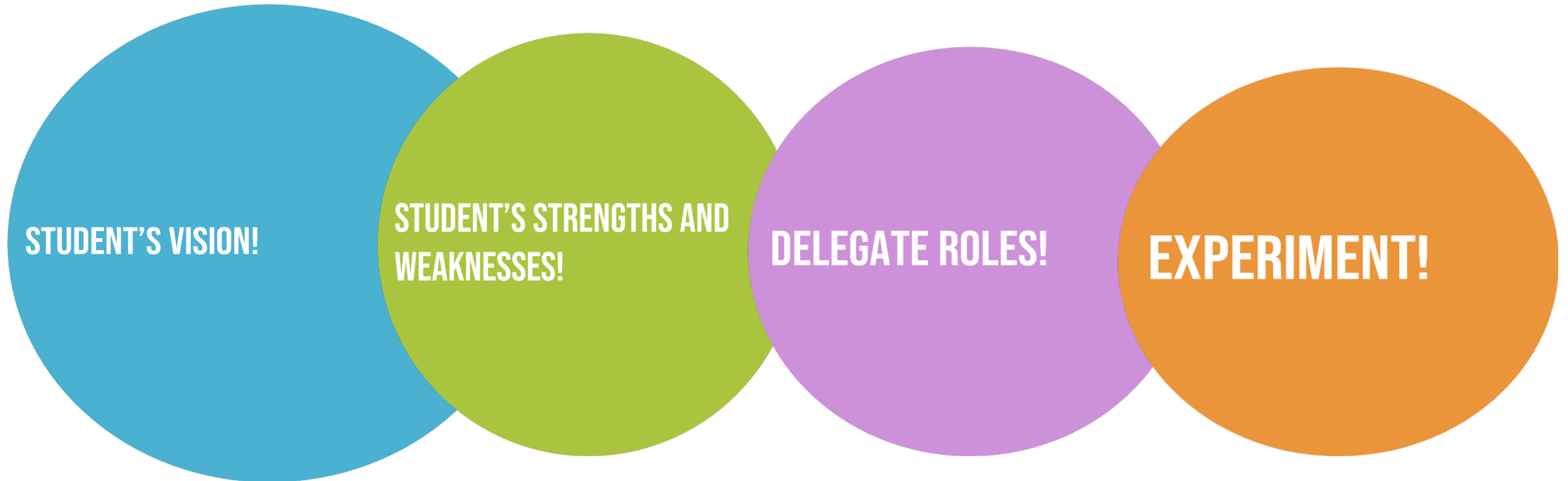


What is Indicator 13?

Indicator 13 measures the percentage of youth aged 16 and above with an IEP that includes coordinated, measurable, annual goals and transition services that will reasonably enable the students to meet postsecondary goals.

U.S. Department of Education

HOW does a Transitional IEP differ from traditional IEPs?



Measurable

- Postsecondary goals are what the student will do after exiting the public school system.
- Postsecondary goals are required in training/education and career/employment, regardless of the severity of the student's disability.
- If the IEP team determines that a postsecondary goal is not needed for independent living skills, it is best practice to indicate, "Based on assessment data, no goal is needed."
- The postsecondary goals should succinctly state what the student will do and be based on findings from transition assessment conducted with the student.
- Use an active rather than passive voice, e.g., "The student will participate in on the job training," rather than, "Will receive on the job training."



Examples

POSTSECONDARY GOALS EDUCATION/TRAINING (required)

- After completing school district services, John will participate in on-the-job training in a job in his community with support from Division of Vocational Rehabilitation (DVR) that utilizes his strengths and matches his interests of a hands-on job that requires attention to detail and repetitive work; such as a materials handler.

POSTSECONDARY GOALS CAREER/EMPLOYMENT (required)

- After completing school district services, John will work part-time in a job in his community, such as a materials handler, with support from his DVR/DDA job coach.

POSTSECONDARY GOALS INDEPENDENT LIVING SKILLS (where appropriate)

- Following Mark reaching maximum age for services in the secondary school system, he will live semi-independently with a roommate in an assisted living environment and utilize public transportation to access his community.

Another Example:

- Results of the most recent assessment data indicate Carl's health and behavioral needs have increased which has affected his academic and functional performance in the school and community settings. Due to these behavioral and health related needs, Carl's skill gaps have increased and attainment of the supported employment postsecondary goal of working as a custodian assistant is uncertain. Further assessment will be conducted to determine health and behavior needs in relation to future work environments.

Age-appropriate transition assessments

Age-appropriate means chronological age.

- Each year, the IEP should be based on newly administered or reviewed age-appropriate transition assessment.

Viewing all assessments through a transition lens will provide a rich narrative of the student's skills and abilities by considering these questions:

- Does the skills assessment match the skills needed to reach the intended postsecondary goals?
- Is there a gap between current skills and skills needed to meet postsecondary goals?
- How can you and other teachers/adults assist the student in building the skills/knowledge required to close the gap and move toward the postsecondary goals?

Putting it All Together!

