

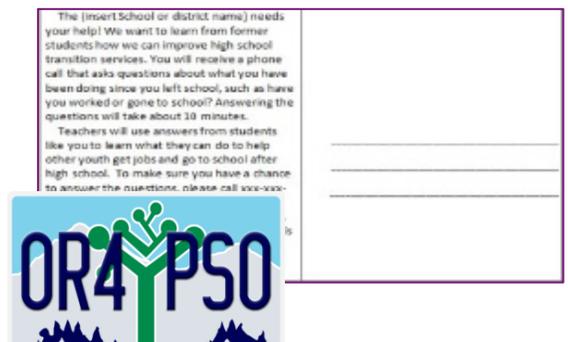
Post School Outcomes & Other Transition Indicators

Beginning spring 2016, districts are required to complete interviews with all students who received special education services (i.e., had an IEP) and who left secondary school in 2014-15. To help districts prepare for this change, materials from the National Post School Outcomes document, **Contacting Hard to Find Youth: Strategies for the Post-School Interviews**, have been adapted for Oregon districts. Use these strategies below to increase the number of students/families who agree to complete the interviews.

Materials for the Post School Outcomes Data Application posted under the *ODE Resources* tab on the PSO 2.0 Application (secure district site), as well as on the Transition Community Network public site.

Strategies to Encourage Participation

- Provide Pre-Notification & Create Familiarity
 - Discuss the follow-up interview with students before they leave school. Tell them what to expect and why.
 - Let them know that the district has learned from the experiences of former students who answered the follow-up interview questions one year after leaving.
 - The most motivating factor for completing interviews was the chance to help other students. Tell them how the information they share will be used to help others like them.
 - Educate families & students about the process and importance of the Exit and the Follow-Up interviews.
 - In the fall, have parents or adult students sign agreement-to-participate forms for the Exit interview. In the spring, complete the Exit interview with the students.
 - Include PSO information (e.g., the PSO postcard) they will be receiving about the interview) along with other information distributed at the end of school (e.g., information about diplomas, graduation).
 - During the last IEP meeting, ask students to identify who should call them for the Follow Up interview (i. e. favorite teacher, coach). Document this online in the contact information on the Exit interview so it will be on the call log for the Follow Up interview.
 - During the last IEP meeting, ask students to address the PSO post card to themselves (copy available on TCN). This card will be mailed as a reminder to complete the Follow-Up interview.
- Show Interest When Conducting the Survey
 - Practice interview before starting calls
 - Be enthusiastic and interested in the answers
 - Convey a non-judgmental tone
- Maintain Contact
 - Know who from the family is still in school
 - Leave call back number on messages so youth know it's you trying to reach them for the interview
 - Use PSO logo on all materials and reminders

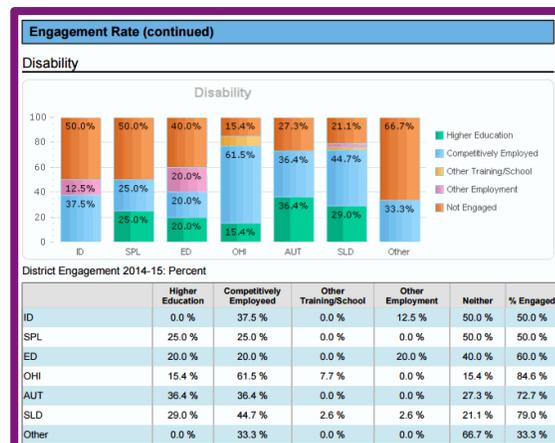


District PSO Results

The **Follow Up reports** found on the Reporting and Download tab of the PSO application are a measure of how effective the transition planning and services are in preparing district students for life after school.

Reports show **Engagement Rate**, the **Response Rate**, how well the interviewed students **represent the district population**, and the question results.

Six years of Exit and Follow Up interview results are available in the PSO application.



Using Outcome Data to Inform District Improvement

Ultimately, districts that demonstrate a high proportion of their students attending post-secondary school and/or working in competitive settings are likely to offer strong transition programs and quality services,

Post school outcomes should improve when predictors of post-school success and evidence-based practices are used as part of quality transition planning and services. The inclusion of the predictors in assessing district needs and priorities should lead to **higher graduation rates** and **lower dropout rates** as the planning is focused on the needs of the students.

Where to start?

- Create a short summary table of the most recent district performance, noting the change from the previous year. See example below and on page 11.
- Create charts at the building level if there is more than one high school in the district.
- Assemble a team of stakeholders involved in transition planning and services in the district to discuss the findings. Be sure someone familiar with the district data reporting is included on the team.

Example—most current district data	District	District Trend	State
Graduation Rate (4 year)	46%	Decrease 2% (state increase 14%) ¹	51%
Graduation Rate (5 year)	52%	Increase 2% (state increase 12%) ¹	56%
Dropout Rate	5%	No change (state no change%)	6%
Students with quality IEP's as measured by compliance on all 8 transition standards	90%	No change (state dropped 7%)	75%
Students in post-secondary school 1 year out	25%	No change (state no change)	24%
Students competitively employed one year out + in post-secondary school 1 year out	56%	Increase 1% (state decrease .5%)	54%
Total engagement	74%	Increased 2% (state no change)	70%

¹ Modified diplomas included as graduates

What to look for?

- Highlight the performance that stands out for your district—either because it shows positive outcomes or less than positive outcomes.
- Compare district results to state results—look for patterns.
- Gather information on possible changes that took place in the district that might have influenced results, such as change in the program, district activities, staffing, and other relevant events.

Next steps

- ❑ Discuss the areas to examine more closely.
 - For PSO results, look at the available data reports to see if particular subgroups show noticeable differences.
 - Request additional graduation, dropout and the transition standards results for more details on subgroup performance.
- ❑ Discuss district policies and practices to help understand what the data are showing
- ❑ Prioritize district needs and begin plan to improve results



Oregon has partnered with the National Post School Outcome Center to explore the use of the *State Toolkit for Examining Post-School Success* (STEPSS). Developed by the National Post-School Outcomes Center (NPSO) in collaboration with the National Secondary Transition Technical Assistance Center (NSTTAC), and the National Dropout Prevention Center for Students with Disabilities (NDPC-SD), STEPSS helps state and local education agencies use secondary transition data in a continuous improvement process. STEPSS is a web-based, multi-phase process enabling stakeholders to:

- ❖ **Examine** 4 years of graduation, dropout, secondary transition components of the IEP, and post-school outcomes data;
- ❖ **Assess** progress toward meeting targets in each outcome area listed above;
- ❖ **Select** predictors of post-school success to focus efforts, and
- ❖ **Develop** and implement an action plan designed to improve in-school, secondary transition programs for students with disabilities.

If you are interested in exploring this new tool, contact Sally Simich, Sally.Simich@state.or.us