Transforming the Future with PSO Data

Who's here????

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Transition Network Facilitator, (TNF)

Intended Outcomes

- Understand why collecting PSO data is so important for district decisions on how to best serve students
- Learn to include evidence-based predictors of post-school success in preparing students
- Gain knowledge of evidence-based practices
- Learn strategies to interpret PSO data

Intended Outcomes

- Develop an action plan for answering college and career readiness questions on the SPR&I report
- You should leave this session with a significant start to completing the SPR&I Consolidated Process for the College and Career Readiness Questions
- Collaborate with other school teams to share successful strategies for increasing respondent rates
- Learn to use the PSO data collection and reporting system

Celebrating Successes for Oregon PSO Collection

164 districts had secondary students leave, 90% of these districts collected and reported PSO data

In past 6 years we have interviewed a representative sample of leavers (except dropouts)

77% of districts are collecting Pre-exit information

TNF's are full time & a making an impact across Oregon

Settlement Agreement on Lane vs. Brown

ODE Expectations

- Teachers will have access to the PSO data results
- 100 % of districts with leavers will complete their federal PSO collection
- PSO collection is the required Data Collection and Reporting tool for the settlement
- PSO data reports are now a part of the consolidation plan for SPR&I
- Transition programs and services will incorporate Predictors and Evidence Based Practices (PBPP)

Background Lane v. Brown

The proposed settlement agreement is intended to resolve the class action lawsuit "Lane v. Brown" filed on Jan. 25, 2012, which claimed that the state:

- Unnecessarily segregated people with intellectual and developmental disabilities (I/DD) in sheltered workshops; and
- Denied supported employment services that would allow people the opportunity to work in the community alongside others without disabilities.

Background (*continued…*)

Although eight people with I/DD filed the lawsuit, the court determined that they could represent all people in Oregon with I/DD who are in or who have been referred to sheltered workshops and who are qualified for supported employment services.

Two Target Groups Identified in Lane v. Brown

(1) Individuals with I/DD who worked in a sheltered workshop after January 25, 2012; and

(2) Individuals with I/DD who are transition age between 2012 and 2022.

Transition Group Policy and Practice

1. VR, ODDS and ODE will encourage and assist school districts to continue and expand evidence-based transition practices.

2. VR, ODDS and ODE will develop a professional development plan for transition services that includes technical assistance.

3. ODE will require transition process to include opportunities to experience supported employment services in integrated settings.

4.ODE will prohibit mock sheltered workshop activities in school curriculum and transition programs.

Settlement Agreement includes Data and Reporting on PSO from ODE

The number of youth enrolled in ODDS service who exited school

The number of youth who exited high school with a job

The number of youth who received postsecondary services after exiting (went to school)

Types of employment these individuals obtained after exiting

PSO Influences all other Indicators for SPR&I

- PSO is not a light on dashboard
- The results of the file reviews on the transition standards were not apart of the data analyses for SPR&I
- The PSO data has not typically been used as part of the graduation and dropout discussions
- Student recommendations from the Follow up interview are not used for improvement plans for SPR&I

Actions Needed in Oregon

ODE will add a stoplight to the SPR&I dashboard

ODE has added PSO data reports as a part of SPR&I Consolidation Plan to improve transition practices and programs

All districts will complete the PSO collection each year

All Districts will record contact details for 100%

All Districts need to interview 85% of their leavers

All District will submitted data on time

Forming Critical Interrelationships

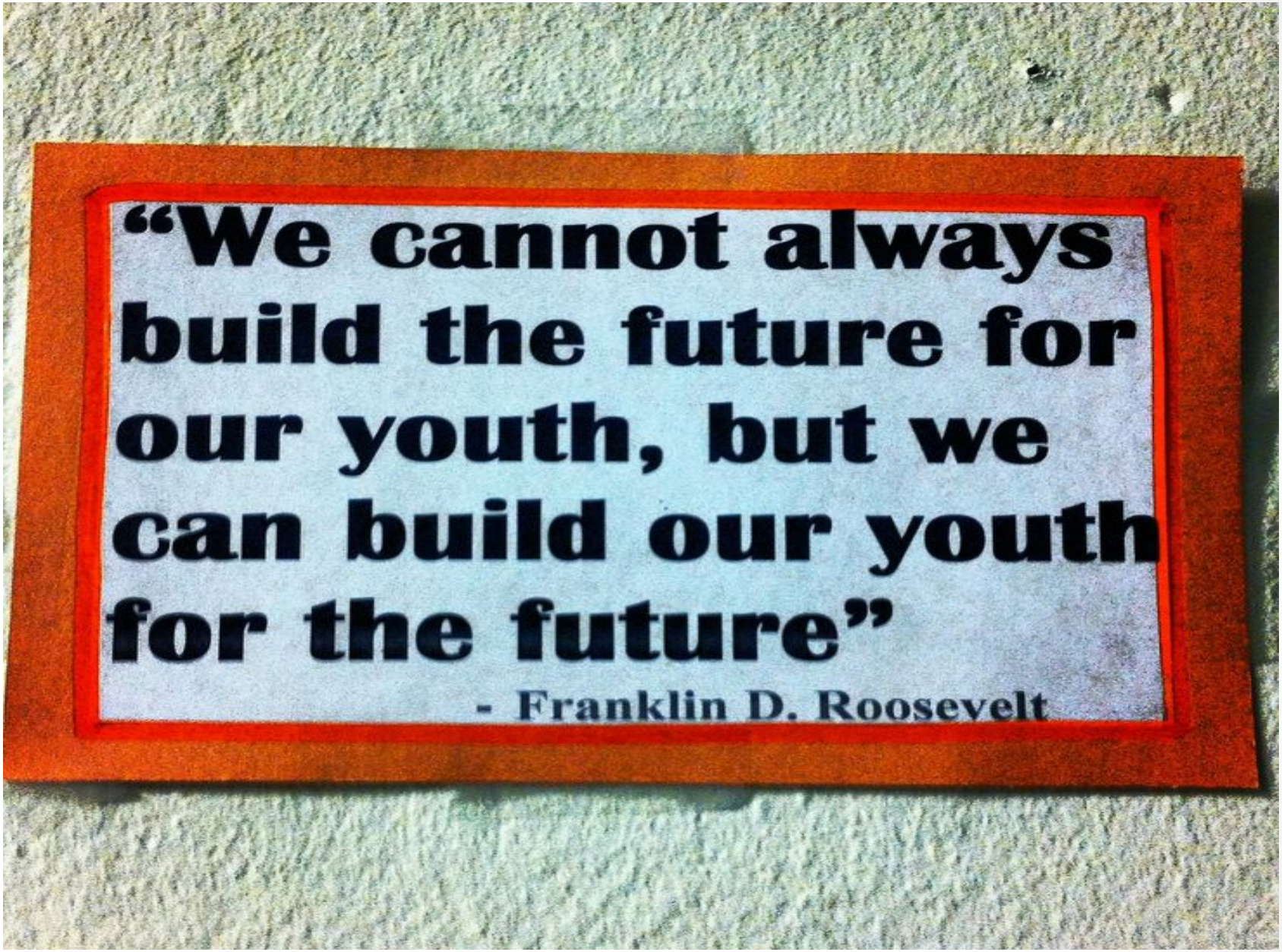
ODE: Revising SPR&I system to incorporate PSO

Administrators: Review PSO data and answer questions within SPR&I to support secondary transition program improvement for Students With Disabilities.

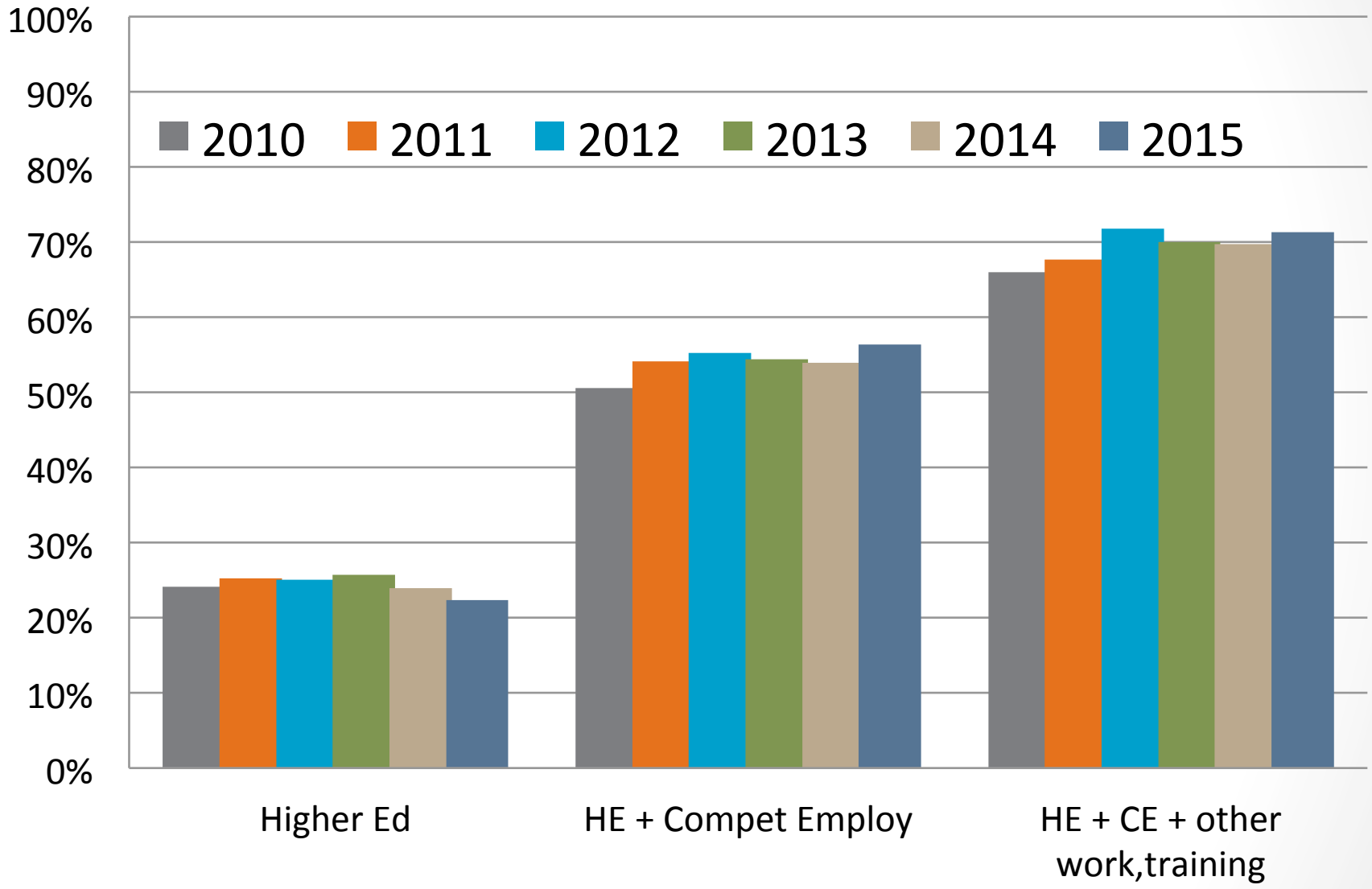
Develop, implement, and evaluate programs using predictors of Post school success (PPSS)

Teachers & Transition Staff: Develop, implement, and evaluate programs using of Post school success (PPSS)

Use evidence-based practices with individual students to help them acquire skills


"We cannot always build the future for our youth, but we can build our youth for the future"
- Franklin D. Roosevelt

PSO Engagement Rates over Six Years



Not Engaged – 2015 Interviews

629 students (29% of all interviews) were <u>not engaged</u>

- Education: 107 (17%) tried attending some school
- Work: 170 (27%) of the students tried working
  - They did not meet the 90 days working or 1 term attendance requirement to be counted as engaged, or the respondent did not know the type of school or work so they were excluded

Why haven't you worked or enrolled in Postsecondary since leaving school (275 students) ?

- 27% hadn't found a job
- 39% said it was because of their disability
- 13% answered it was due to a medical reason
- 11% were caring for a baby
- 10% didn't need or want to work

Completed Interviews Result In…

- Information districts need to evaluate how successful their programs are for preparing students for life after high school

- The answers from the students give feedback as to how they feel about their preparation for post school life
  - I wish I had more…..
  - Left without knowing…..
  - Learn how to ……

SPR&I Action Planning Process

- Today you will look at <u>some</u> of the new questions from the Consolidated SPR&I action planning process for the College and Career Ready Indicators
- A page of district data will be provided
- You should leave this session with your new SPR&I Consolidated plan started

Data and Improvement Plan

Worksheet for data page

Q1.1: Describe the district's process for completing the Post-School Outcomes follow-up surveys, including the effectiveness and challenges with the process.

What do you see?

Q1.2: Based on the district's analysis of the past 3 years of PSO engagement data and 2 years of PCR results from the eight individual transition standards, and looking at district policy, procedures or practices which may have affected the trends or patterns of the Post-School Outcomes results...

Discuss what you see

Q1.3 Based on the district's analysis of the Post-School Outcomes engagement data and PCR results from the eight individual transition standards, describe what actions the district will take to improve

College and Career Ready Indicators District Level Results

The following data are available for review:

- Post School Outcome results for two years
- Transition IEP Standards for two years
- Cohort Graduation Rates for three years
- Dropout Rates for three years

PSO data for Consolidated Plan

PSO Interview information, engagement

Post School Outcomes	Total Leavers	Required to Interview	Completed	Response Rate	Attend Higher Ed	HE + Competitive Employment	Engagement Rate HE + CE + Other School / Work
Target	--	---	---	*70%*	*28%*	*55%*	*70%*
2015 Interviews	18	17	18	106%	17%	33%	89%
2014 Interviews	39	27	29	107%	41%	66%	79%

PSO procedures

Not Engaged

PSO Procedures	Have YTP do Interviews?	Conduct Exit Interviews?	Who Makes Most Calls	Maximum Attempts	Attempted to Contact		Percent Not Engaged
Reported in 2014-2015 collection	No	Yes	Teachers	3 or 4	100%		13%

PSO data for Consolidated Plan

PSO results

- What percent were interviewed?
- How did district do?
- What % were not-engaged?
- Were the targets reached?
- Consider how district collected data

PCR data for Consolidated Plan

- initial compliance percentages are provided
- all eight standards

Remember: a file must be compliant on ALL eight to meet the Target of 100% compliance for state reporting

IEP STANDARDS	INVITE STUDENT	PINS	OTHER AGENCIES	AGE APP ASSESSM	ANNUAL GOALS	PS GOALS	TRANS SERVICES	COURSE OF STUDY	# FILES REVIEWED
INITIAL COMPLIANCE 2014-15	80%	100%	100%	100%	100%	100%	100%	100%	5
INITIAL COMPLIANCE 2013-14	100%	100%	100%	100%	100%	100%	100%	100%	6

Graduation and Dropout data for Consolidated Plan

- Two ways to look at Graduation
  - Cohort method compares SE and non SE
  - SPED only 618 data method

- Two ways to look at Dropouts
  - NCES method compares SE and non SE
  - SPED only 618 data method

Graduation and Dropout data for Consolidated Plan

GRADUATION	COHORT PERFORMANCE		*COHORT TARGETS*			618 SPEC ED GRAD
STUDENTS WITH DISABILITIES	4 YEAR	5 YEAR	*4 YEAR*	*5 YEAR*		% LEAVING WITH REG OR MOD DIPLOMA
GRADUATION RATE 2014-15	55.0%	50.5%	*75%*	*80%*		50% *
GRADUATION RATE 2013-14	54.1%	50.0%	*72%*	*77%*		73%
GRADUATION RATE 2012-13	22.2%	31.7%	*69%*	*74%*		56%

3 year average 63%

DROPOUT	NCES PERFORMANCE		*TARGET*		618 SPEC ED DROPOUT
	ALL STUDENTS	STUDENTS WITH DISABILITIES	*STUDENTS / DISABILITIES*		% OF FINAL EXITERS THAT DROPPED OUT
DROPOUT RATE 2014-15	3.0%	6.2%	*3.4%*		20% *
DROPOUT RATE 2013-14	3.1%	6.3%	*3.5%*		20%
DROPOUT RATE 2012-13	2.4%	2.1%	*3.5%*		6%

3 year average 14%

District Performance on the Four Transition Indicators

Post-School Outcomes

How well are former students doing one year out of school?

- ___% are in 2 or 4 year college/university
- ___% are competitively employed
- ___% are in some other training or work

_____% Not Engaged?

Why Not? Why?

_____% Engaged?

Dropping Out

Students leaving without a diploma

- ___% of students left school before finishing
- _____ *District students leaving in past year did not finish school*

Graduation
(cohort method)

- ___% of students left school in 4 years with a regular or modified diploma
- _____ *District students that entered high school four years before left school with a diploma*

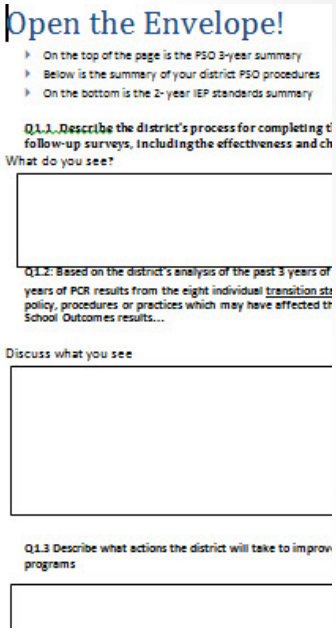
What's the Quality of Our IEPs?
(2014-2015 school year)

___ of ___ files that were reviewed were 100% compliant in all eight transition standards on their IEP.

- Invite Student
- Age-Appropriate Transition Assessments
- Student Preferences, Interests, Needs and Strengths (PINS)
- Write Measurable Postsecondary Goals
- Identify Transition Services
- Write the Course of Study
- Coordinate Services with Adult Agencies
- Write the Annual IEP Goals

The Envelope Please.....

Work Time



Open the Envelope!

- On the top of the page is the PSO 3-year summary
- Below is the summary of your district PSO procedures
- On the bottom is the 2- year IEP standards summary

Q1.1. Describe the district's process for completing t follow-up surveys, including the effectiveness and ch

What do you see?

Q1.2: Based on the district's analysis of the past 3 years of years of PCR results from the eight individual transition st policy, procedures or practices which may have affected th School Outcomes results...

Discuss what you see

Q1.3 Describe what actions the district will take to improv programs

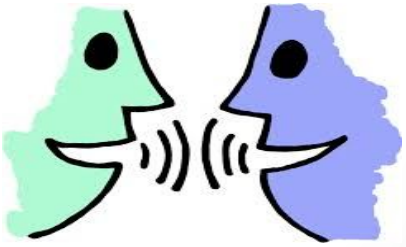
- Gather with district team members to:
  - Review the facts
  - Discuss what you see
  - Identify district practices that impact the discussion
  - Brainstorm
    - Evidence Based Predictors of post secondary success that could be implemented in the district
    - Action steps to start the path to improvement
  - Document your activity on the template

Strategies for Contacting Hard--to--Find Youth

- Show Interest When Conducting the Interview
  - Be enthusiastic and interested in the answers
  - Convey a non-judgmental tone
- Provide Incentives
  - Remind students that information will be shared to help other students and improve school services.
  - Modest, $5.00 monetary incentive to “hardest” of the hard to find youth
- Maintain Contact
  - Know who in family is still in school
  - Leave call back number on messages so youth know it’s you
  - Use PSO logo on all materials, reminders, etc.

Strategies for Contacting Hard-to-Find Youth

- Provide Pre-Notification
  - In school, discuss the interview with students
  - Share what the district has learned from past students
  - Include PSO information with other information
  - Have students identify who should call them during last IEP meeting (teacher, coach, etc.)
- Create Familiarity
  - Best motivator from study = help other students
  - Practice interview



Post Card Notification of Post School Outcome Data Collection

Sample Text for the Postcard

The (insert School or district name) needs your help! We want to learn from former students how we can improve high school transition services. You will receive a phone call that asks questions about what you have been doing since you left school, such as have you worked or gone to school? Answering the questions will take about 10 minutes.

Teachers will use answers from students like you to learn what they can do to help other youth get jobs and go to school after high school. To make sure you have a chance to answer the questions, please call xxx-xxx-xxxx to help the district find you or a family member who can help with this information. We want to hear from you: what you tell us is **very important**. Questions? Contact your district or Pattie Johnson at johnsop@wou.edu

In Oregon…..

School districts that did exit surveys were more likely to successfully make contact with students

The calls made by **Teachers, Administrators**, and **YTP** were more likely to result in complete interviews!

School districts that did not collect information on the exit interview did not have data to make informed decisions about whether their program launched students with adequate skills

Calls made by **Paraprofessionals, Assistants, and clerical** staff were less likely to result in completed interviews.

You're in the Money…

For 2015-2016

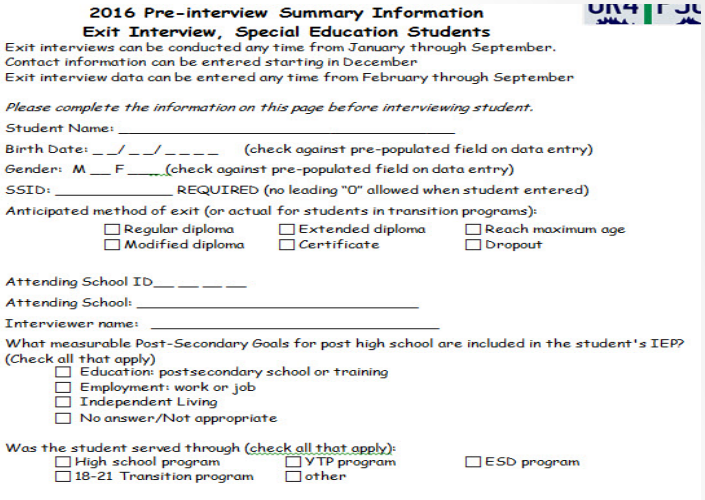
The district will receive $15.00

For **EACH** completed Follow Up survey that is submitted online, on time

Using the PSO application

- Questionnaires
- Basic Questions
- Data entry - timelines
- Getting to the PSO app on the district site
- Navigation on the site
- Getting District Reports

Exit Collection



2016 Pre-interview Summary Information
Exit Interview, Special Education Students

Exit interviews can be conducted any time from January through September.
Contact information can be entered starting in December
Exit interview data can be entered any time from February through September

Please complete the information on this page before interviewing student.

Student Name: _____

Birth Date: _ _/ _ _/ _ _ _ _ (check against pre-populated field on data entry)

Gender: M __ F ____ (check against pre-populated field on data entry)

SSID: _____ REQUIRED (no leading "0" allowed when student entered)

Anticipated method of exit (or actual for students in transition programs):

- ☐ Regular diploma
- ☐ Extended diploma
- ☐ Reach maximum age
- ☐ Modified diploma
- ☐ Certificate
- ☐ Dropout

Attending School ID__ __ __ __

Attending School: _____

Interviewer name: _____

What measurable Post-Secondary Goals for post high school are included in the student's IEP? (Check all that apply)

- ☐ Education: postsecondary school or training
- ☐ Employment: work or job
- ☐ Independent Living
- ☐ No answer/Not appropriate

Was the student served through (check all that apply):

- ☐ High school program
- ☐ YTP program
- ☐ ESD program
- ☐ 18-21 Transition program
- ☐ other

- Collection opens in January and closes in September

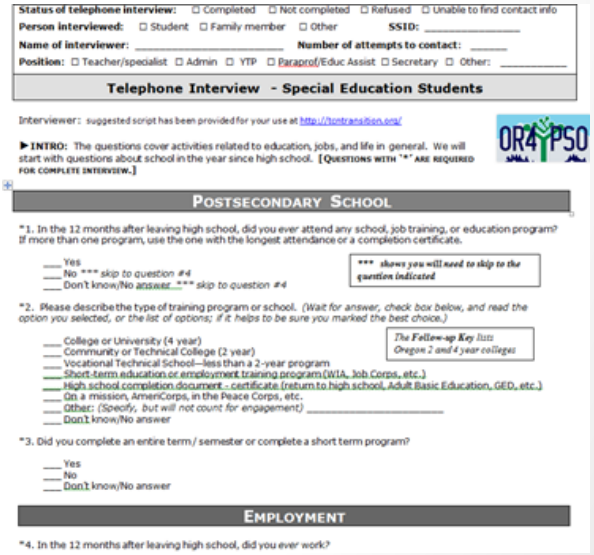
- *Fall:* gather contact information, signed permissions
- *Spring:* gather work experiences, interview to learn about goals and pre-exit school experiences of students

- Opportunity to educate students and family
  - District is interested in how high school and transition program experiences served their students
  - District wants help to improve services for students in the future:

participating in the follow up interview matters!

Follow-Up Collection

- Open June through September
- List of students posted in April, calls start in June
  - **Students have 12 months to become engaged in work or school**.
- Learn about work experiences, additional schooling,
- how well the in-school experiences prepare former students for life after school
- Were agency connections successful?
- **What do your students want district to know?**



Status of telephone interview: ☐ Completed ☐ Not completed ☐ Refused ☐ Unable to find contact info
Person interviewed: ☐ Student ☐ Family member ☐ Other **SSID:** _____
Name of interviewer: _____ **Number of attempts to contact:** _____
Position: ☐ Teacher/specialist ☐ Admin ☐ YTP ☐ Paraprof/Educ Assist ☐ Secretary ☐ Other: _____

Telephone Interview - Special Education Students

Interviewer: suggested script has been provided for your use at http://bntransition.org/

▶ **INTRO:** The questions cover activities related to education, jobs, and life in general. We will start with questions about school in the year since high school. **[QUESTIONS WITH "*" ARE REQUIRED FOR COMPLETE INTERVIEW.]**

POSTSECONDARY SCHOOL

*1. In the 12 months after leaving high school, did you ever attend any school, job training, or education program? If more than one program, use the one with the longest attendance or a completion certificate.

___ Yes
___ No *** *skip to question #4*
___ Don't know/No answer *** *skip to question #4*

*** *shows you will need to skip to the question indicated*

*2. Please describe the type of training program or school. *(Wait for answer, check box below, and read the option you selected, or the list of options; if it helps to be sure you marked the best choice.)*

___ College or University (4 year)
___ Community or Technical College (2 year)
___ Vocational Technical School—less than a 2-year program
___ Short-term education or employment training program (WIA, Job Corps, etc.)
___ High school completion document - certificate (return to high school, Adult Basic Education, GED, etc.)
___ On a mission, AmeriCorps, in the Peace Corps, etc.
___ Other: *(Specify, but will not count for engagement)* _____
___ Don't know/No answer

The Follow-up Key lists Oregon 2 and 4 year colleges

*3. Did you complete an entire term/ semester or complete a short term program?

___ Yes
___ No
___ Don't know/No answer

EMPLOYMENT

*4. In the 12 months after leaving high school, did you ever work?

2016 Changes – follow up

- **NEW option in list of work types**

*5. Where is (was) the job? – *(Wait for answer, check box below, and read the option you selected, or the list of options; if it helps to be sure you marked the best choice.)* ***If more than 1 job, answer for job they held 3 months or more, at minimum wage***

___ In a company, business, or service with people with and without disabilities
___ In the military
___ Small group (in community with 2-8 individuals with disabilities paid at least minimum wage)
___ In supported employment (with ongoing job coaching or other support to the employer)
___ Self-employed
___ In your family's business (e.g., farm, store, fishing, ranching, catering)
___ In sheltered employment (where workers have disabilities, are not paid min wage and few opportunities to interact with non-disabled individuals)
___ Employed while in jail or prison
___ Don't know/No answer

Practice reading questions?

- **New question added**

▶We're almost done, the next two questions ask you about events before you left school.

11. Did you have a paid job when you left school? ☐ Yes ☐ No ☐ Not Sure

PSO 2.0

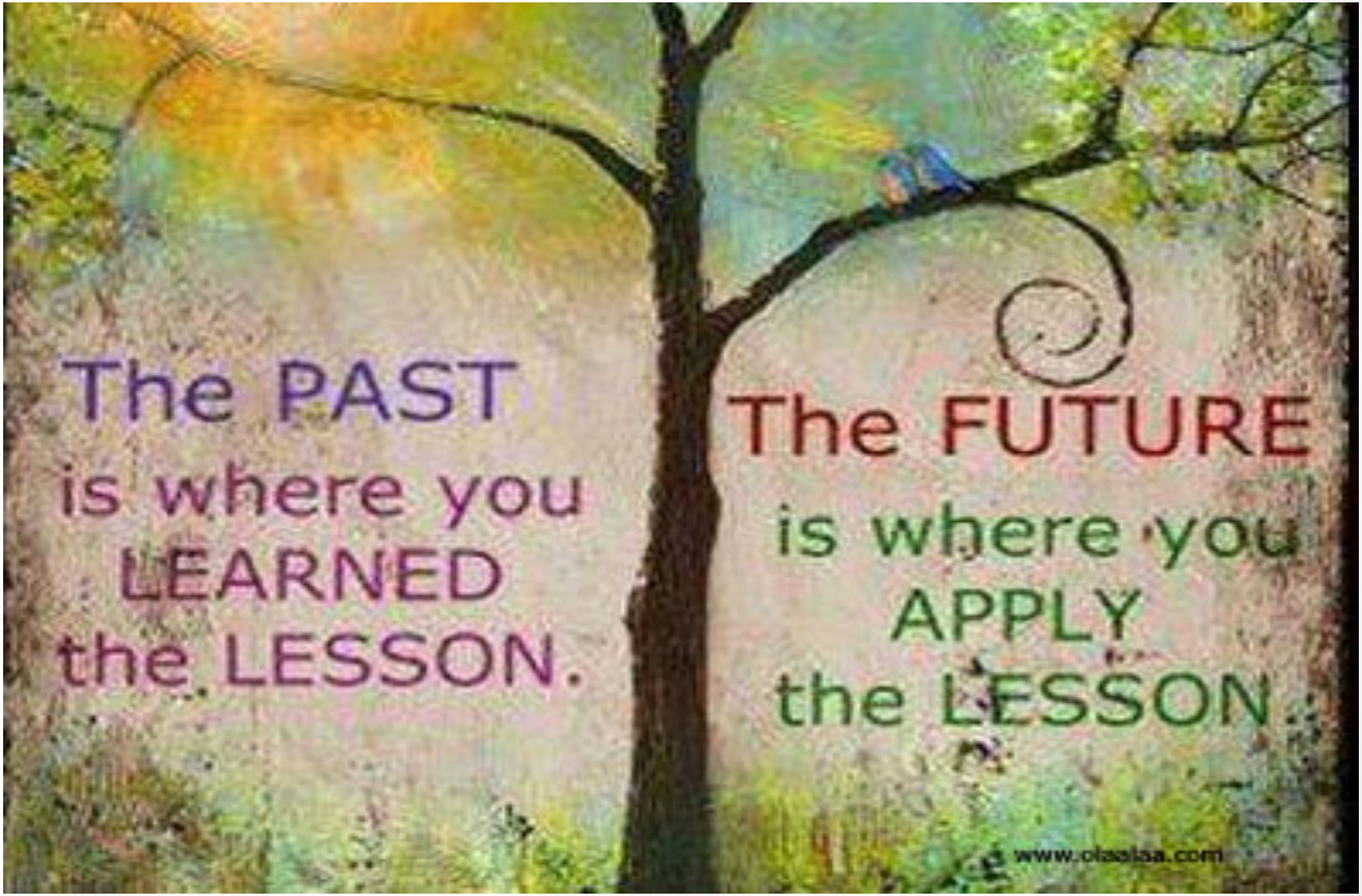
- https://district.ode.state.or.us/apps/login/

- Special Ed Post School Outcomes 2.0

Review Questions…..

- Who's on the district follow up list? Exit list?
- Who can complete the interview? Only the student?
- Is a signed agreement form needed for the follow up?
- Can the answers be entered online while the interview being conducted?
- How many attempts to make?
- Does it make a difference making calls on weekends?
- Other questions?

Please fill out your Evaluation



Contact Information

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- Charlotte Alverson calverso@uoregon.edu
- Pattie Johnson johnsop@wou.ed

Oregon Department of Education Secondary Transition for Students with Disabilities

http://www.ode.state.or.us/search/results/?id=266

Transition Community Network (TCN)

http://tcntransition.org

National Technical Assistance Center on Transition (NTACT)

http://transitionta.org/effectivepractices

Settlement Agreement Lane V. Brown

http://www.oregon.gov/DHS/EMPLOYMENT/EMPLOYMENT-FIRST/Documents/Lane%20v%20Brown%20Proposed%20Settlement.pdf