

Transition Improvement Planning

www.WiTIG.org



Introduction to the TIG Transition Tools: Indicator 14 / Post School Outcomes (PSO), TIP and GRIP

TIG Transition Tools

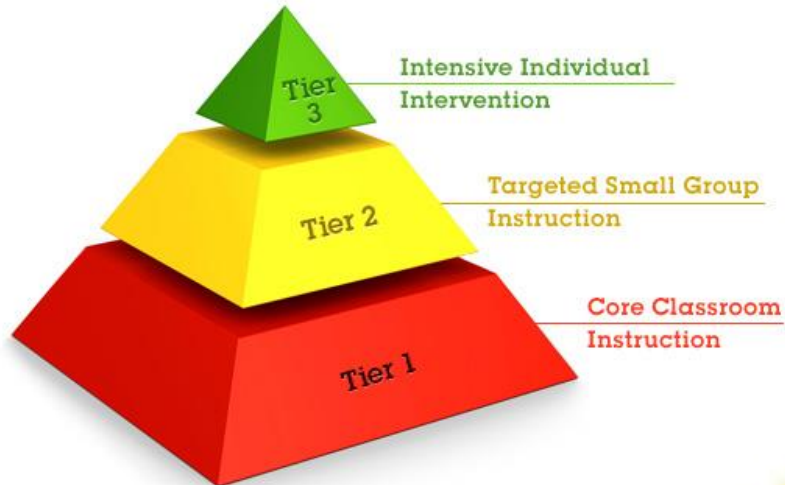
- The Transition Improvement Grant (TIG) has created several on-line tools that assists individual educators, school teams and district teams in understanding transition-related district and state data and the evidence-based practices that lead to increased graduation rates and post school outcomes for youth with disabilities.

Use these tools to . . .

- Improve postsecondary transition plan (PTP) planning.
- Identify areas of strength and need within your transition strategies and activities.
- Develop an individual educator or school team customized transition plan to increase student outcomes.
- Conduct predictor self-assessment annually to show progress over time.
- Connect to other district/state initiatives and staff



Educator Effectiveness



RTI (Response To Intervention)
3 Tiers of Support

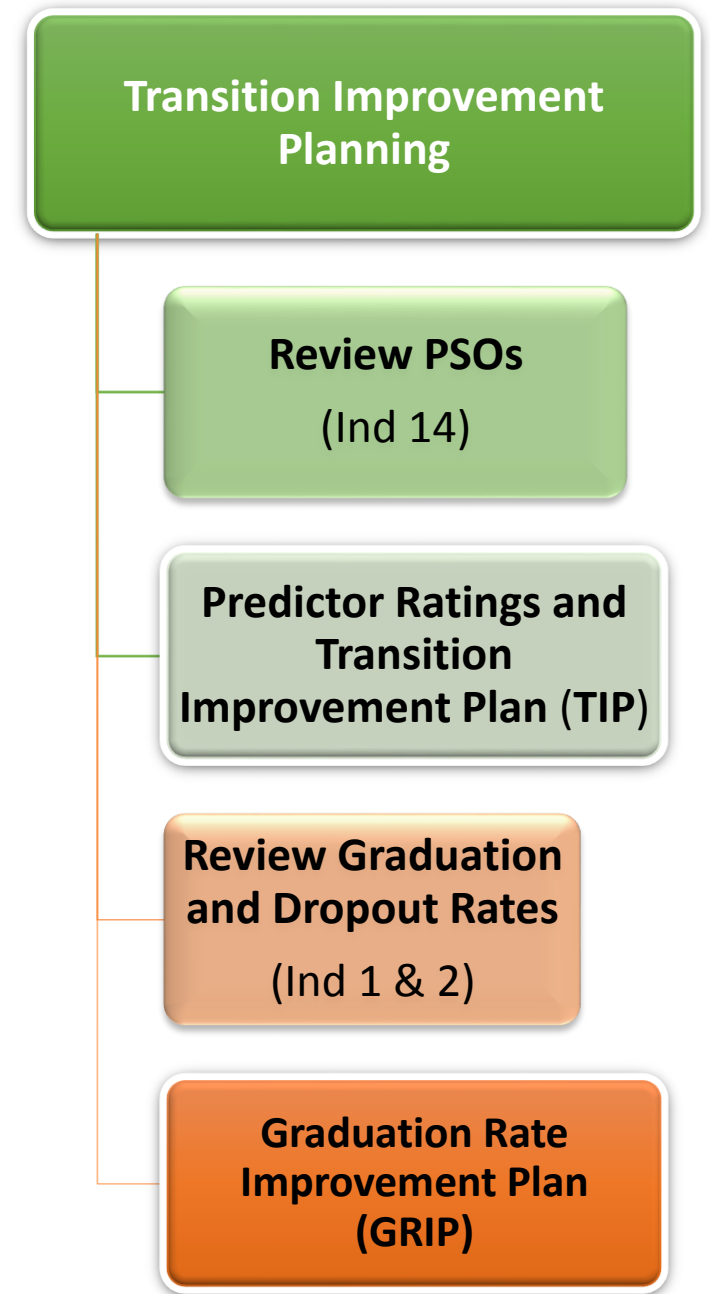
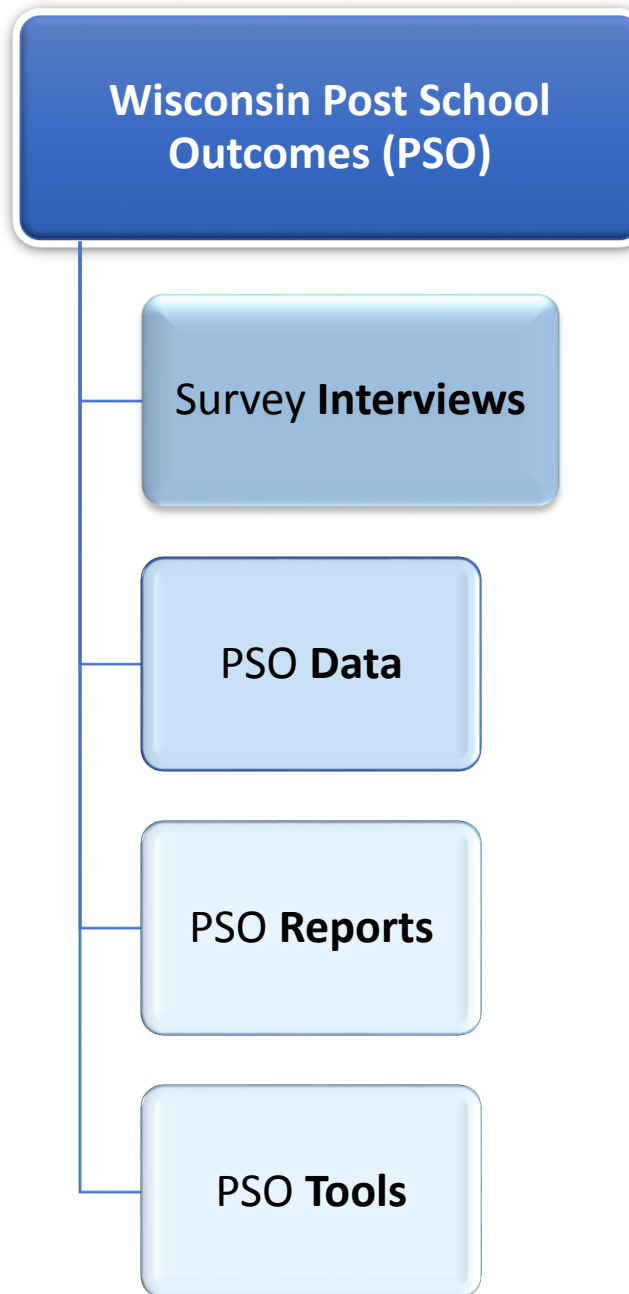


Wisconsin RtI Center
Wisconsin PBIS Network
IDEA CFDA #84.027

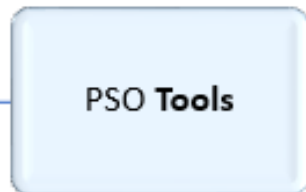
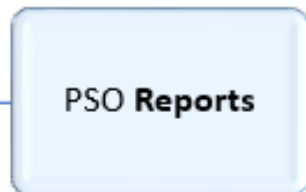
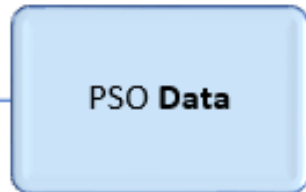
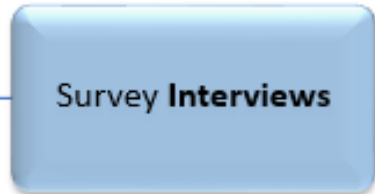


Wisconsin Transition Improvement Grant (TIG)

Tools to Improve the Post School Outcomes of Youth with Disabilities



Wisconsin Post School Outcomes (PSO) Survey of Youth with Disabilities



The Wisconsin Post School Outcomes website provides a place for districts to:

- Collect PSO survey interviews
- View and use local, county and statewide Indicator 14 and PSO data
- Access improvement planning tools
- View tools to help understand the survey and process and increase survey response rates
- Participate in interviewer training
- Understand Indicator 14

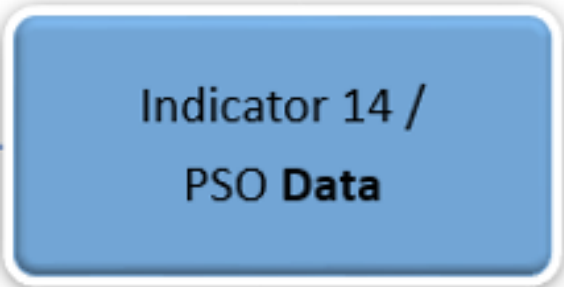
Wisconsin Post School Outcomes Survey of Youth with Disabilities

Wisconsin Post School
Outcomes (PSO)

WiPSO.org

PSO website: www.wipso.org

- Every district in Wisconsin must participate in a PSO survey once within a five year period to collect and report Indicator 14 outcomes data.
- 2015-16 was the last year of the second five-year cycle – exiters were interviewed at the end of the district's **Monitoring** year.
- 2016-17 started the next five-year cycle and has changed – exiters are now interviewed at the beginning of the new **Cyclical Indicators** monitoring cycle.



Reviewing district and state Indicator 14 Outcomes is an important **first step** in understanding the outcomes targeted for improvement.



- [WELCOME](#)
- [ABOUT THE SURVEY](#)
- [USING THE WEBSITE](#)
- [CREATING A TIP](#)
- [INDICATOR 14 REPORT](#)
- [COUNTY PSO REPORT](#)
- [SURVEY INSTRUMENTS](#)
- [STATEWIDE REPORTS](#)
- [ACKNOWLEDGEMENTS](#)

[USAGE AGREEMENT](#)
DSE/PS click here to create an account

[Coordinator Links](#)

- [Welcome / Confidentiality](#)
- [Interviewer Training](#)
- [Edit Student Contact Information](#)
- [Enter Surveys](#)
- [View/Use Data](#)
- Logged in as: mkampa@cesa10.k12.wi.us
- [Change Your Password](#)
- [Logout](#)



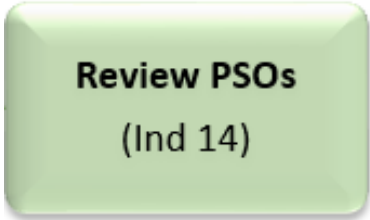
Welcome to the Wisconsin Post School Outcomes (WiPSO) Website!

The Wisconsin Post School Outcomes (WiPSO) Survey assesses the outcomes of individuals with disabilities one year after they have exited high school. Former students are contacted for a telephone interview to assess areas independent living, participation in postsecondary education or training, employment, and high school IEP planning.

Each district with a secondary population is required to use this website once within a five-year cycle to fulfill the reporting requirements of Indicator 14 of the State Performance plan. In addition to using the WiPSO website in a compliance year, districts may choose to use the website any year to collect outcomes data on local exiters. In addition to the required reporting elements of Indicator 14, this site provides many ways for districts to review their outcomes data, and to use that information for improvement planning.

Please contact Mary Kampa or Jenny Jacobs if you have any questions or would like to learn about district training opportunities. Just click "Contact Us" above to send your message!

Resources for Special Education Leadership	Resources for Special Education Teachers	Resources for Youth and Families
<p>Get Started Directors of Special Education/Pupil Services Coordinators have responsibility for the data collection and reporting for Indicator 14. WiPSO Coordinators provide guided assistance the year prior to monitoring, the year of monitoring and the year after. Begin by completing the "Usage Agreement" if you do not already have a district PSO account. Letters below provide the information needed to complete the survey process. Click the following two links to view your district's required survey year.</p> <ul style="list-style-type: none">DPI 2012-2016 Self-Assessment Cycle Update September 2014DPI 2016-17 to 2020-21 Cyclical Indicator Cycle ListTIP Brochure	<p>Get Involved! Teachers are important partners in helping youth and parents understand the post school outcomes survey and in increasing district response rates. Click on the resources below to learn about the ways you can inform students and families about this important survey.</p> <ul style="list-style-type: none">2015 Indicator 14 Overview NewPSO Letter to EducatorsPreparing for the PSO SurveySample Survey Questions <p>Click here for a printable copy of the "What's Up?" brochure</p> <div><p>YouTube Show this video to youth who are in their senior or final year of school. without subtitles with subtitles</p></div>	<p>Participate in the Survey! Your voice is important! Youth and families can provide valuable information about how things are going within the year of exiting high school. Your stories are important to schools and to the agencies that help young adults in the first years after high school. Click on the links below for more information and to view a short video on the survey.</p> <ul style="list-style-type: none">Special Message to Youth and Families This flyer provides information on why it is important for youth to participate in the outcomes survey. <div><p>I can make a difference!</p><p>Just 8-10 minutes? I can do that!</p><p>Do your part - take the survey!</p></div>
<p>Recent Communications</p> <ul style="list-style-type: none">PSO Introduction Letter2015-16 Monitoring Year Letter2016-17 Cyclical Indicators Year LetterInterviewer W92016 Interview Assurances	<div><p>YouTube View this video to learn about the post high survey and why your voice matters. without subtitles with subtitles</p></div>	



TIP: Review Indicator 14 PSOs

2016 Wisconsin Statewide Supplemental Indicator 14 Data for 2014-2015 Exiters

All percentages based on a total of 1794 statewide respondents.

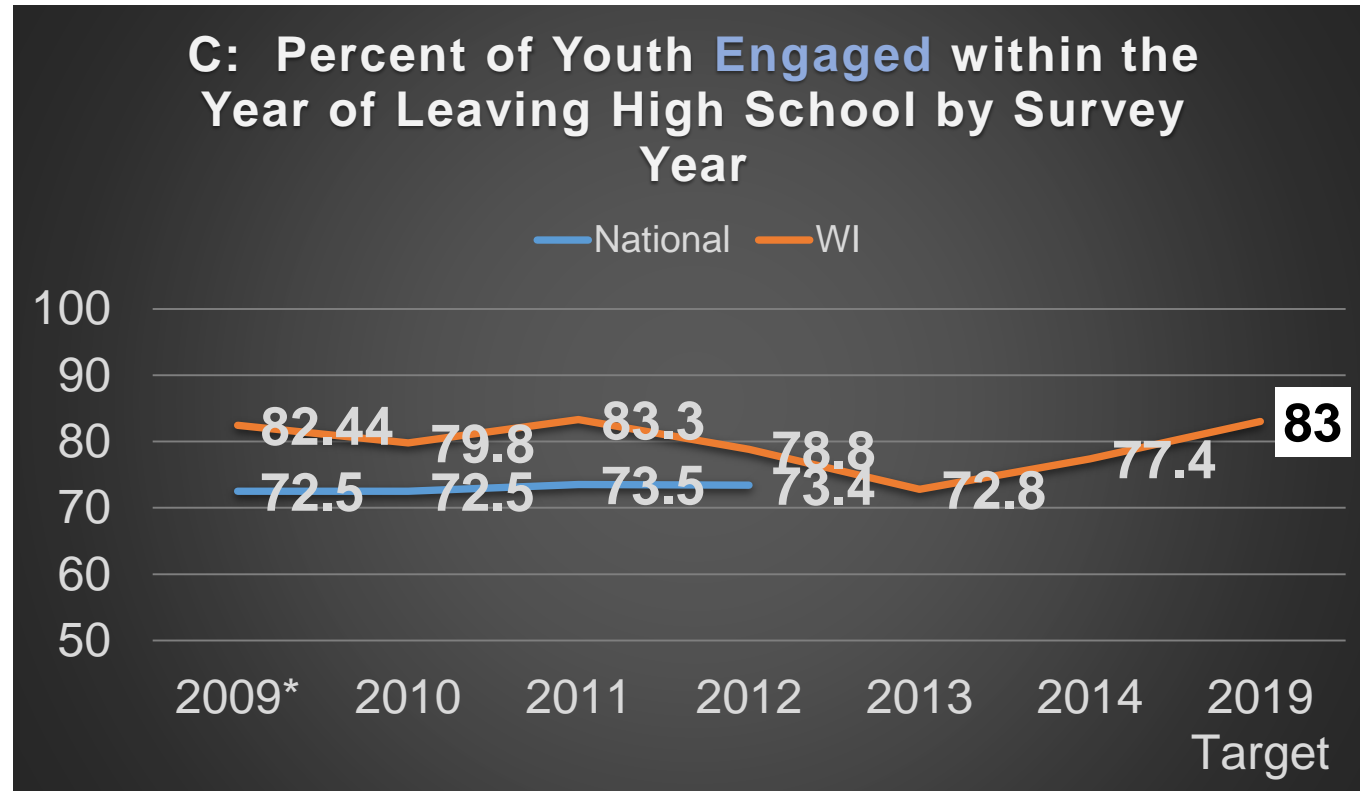
2016 Data for Indicator 14 Categories		Statewide Sample Count (N=1794)	Statewide Sample Percentage
1. Higher Education <ul style="list-style-type: none"> Completion of at least one term at a 2-yr College or Technical College or 4-yr College or University - Regardless of participation in Employment or other Postsecondary Education or Training 		564	31.44%
2. Competitive Employment <ul style="list-style-type: none"> 90 consecutive or cumulative days in a community setting, working 20 hours or more per week and earning minimum wage or greater or the military AND Never engaged in Higher Education and regardless of engagement in other Postsecondary Education or Training or Other Employment 		663	36.96%
3. Other Postsecondary Education or Training <ul style="list-style-type: none"> Completion of at least one term at any other short-term education or training program, humanitarian program or high school completion program AND Never engaged in Higher Education OR Competitive Employment and regardless of engagement in Other Employment 		34	1.90%
4. Other Employment <ul style="list-style-type: none"> 90 consecutive or cumulative days of employment in any setting AND Never Engaged in Higher Education OR Competitive Employment OR Postsecondary Education or Training Program 		193	10.76%
A. Higher Education	A = 1	564	31.44%
B. Higher Education and Competitive Employment	B = 1 + 2	1227	68.39%
C. Higher Education and Competitive Employment and Other Postsecondary Education or Training and Other Employment	C = 1 + 2 + 3 + 4	1454	81.05%
5. Not Engaged <ul style="list-style-type: none"> 13% (225) never participated in higher education or other postsecondary education or training and have never been employed. 6% (115) have worked less than 90 days, have participated in postsecondary education or training but did not complete at least one full term, or have missing data criteria elements. 		340	18.95%

Wisconsin Post School Outcomes Data

Indicator 14: Percent of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and were, *within one year of leaving high school* :

- 20116 was 81.0%
- 2015 was 77.6%
- Need to make 1% progress annually to meet the 2019 targets.

Where is your district?



TIP: Predictor Ratings and Improvement Planning

Predictors of Post School Success

Practices which are likely to lead to positive post-school outcomes for students with disabilities.

- Extracted from high quality correlational research
- Operational definitions and essential program characteristics from experts in the field.

Predictors of Post-School Success

- an in-school experience, typically a program (i.e., work-based learning experiences) correlated with improved post-school outcomes.



National In-School Predictors of Post School Success

- Evidence-based transition **activities**.
- **Provided by schools** and transition partners to students with disabilities.
- **Increase** the percentage of youth who go on to postsecondary education or training or enter high quality employment following their secondary school exit.
- New combined centers <http://www.transitionta.org/>



TIP: Predictor Ratings and Improvement Planning

- TIP is a self-assessment
- Provides schools, districts and other secondary transition stakeholders a **framework** for determining the degree to which their programs and activities are implementing practices that are likely to lead to more positive post school outcomes for students with disabilities
- Develop a plan of improvement for Predictors determined to be “**high priority**”

Predictors of Post School Success	
Predictor Grouping	National Predictors
Career Preparation	1.Career Awareness 2.Occupational Courses 3.Vocational Education
Employment Preparation	4.Work Study 5. Work Experiences/Paid Employment
Instructional Supports	6.Test Preparation/Accommodations/AT 7.Inclusion in General Education 8.Program of Study
Interpersonal Skills	9.Self-Advocacy/Self-Determination 10.Self-Care/Independent Living 11.Social Skills 12.Community Experiences
Partnerships	13.Family Engagement/Empowerment 14.Student Supports 15.Interagency Collaboration 16.Transition Programming

**Review Graduation
and Dropout Rates**

(Ind 1 & 2)

TIP: Review Graduation and Dropout Rates

- Every district and 2R Charter are required to collect and report
 - **Graduation Rates** – Regular Diploma (Ind 1)
 - **Dropout Rates** – Cohort (Ind 2)

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma

- **Graduate** - a student who has met the requirements established by a school board for a prescribed course of study
- Regular **diploma requirements** - same for students with disabilities as for students without disabilities.
- WDPI analyzes trend data over a three-year period to identify districts for improvement.

Graduation Rate Calculations

- The number of **dropouts in grades 7-12** who drop out of school during the given year.
- Divided by the number of students expected to complete the school term in those grades.

Under the No Child Left Behind Act (NCLB), DPI has set these Targets*

	<u>Targets*</u>	<u>Actuals</u>
2011-12	= <u>≥ 85.0%</u>	68.62%
2012-13	= <u>≥ 85.0%</u>	68.70%
2013-14	= <u>≥ 85.0%</u>	68.99%
2014-15	= <u>≥ 85.0%</u>	67.50%

CIFMS Stakeholders developed plateau-step targets demonstrating substantial improvement to 2010-11.

	'05	'06	'07	'08	'09	'10
Rate	80.6	84.08	84.08	87.56	87.56	91.04

CIFMS = DPI Continuous Improvement and Focused Monitoring System

Indicator 2: Percent of youth with IEPs **dropping out of high school**

Dropout - Student

- Was enrolled in school at some time during the previous school year
- Was not enrolled at the reporting time of the current school year (third Friday in September)
- Has not graduated from HS or completed a state- or district-approved educational program
- Does not meet any of the following exclusionary conditions:
 - transfer to another school district, private school, or state- or district-approved educational program
 - temporary absence due to expulsion, suspension or school-excused illness
 - deceased
- Students who complete the spring semester of the previous school year but are not enrolled by the third Friday in September of the current school year are considered summer dropouts or "no shows." Summer dropouts are not counted as dropouts for the previous year.
- A dropout would be counted for the current school year if the student is not re-enrolled by the count date of the following school year.

Dropout Rate Calculations

- The number of **dropouts in grades 7-12** who drop out of school during the given year.
- Divided by the number of students expected to complete the school term in those grades.

Under the No Child Left Behind Act (NCLB), DPI has set these Targets*

	<u>Targets*</u>	<u>Actuals</u>
2011-12	= ≤ 2.19%	1.96%
2012-13	= ≤ 1.90%	1.75%
2013-14	= ≤ 1.80%	2.29%
2014-15	= ≤ 1.70%	1.10%

* original Target was 0% by 2013-14

In WI, the dropout gap between students with disabilities and all students has consistently been less than 1%.

DPI: Relationship between Graduation Rates and Dropout Rates

Reducing Dropout Rates

- Reducing the dropout rates for students with disabilities will positively impact the gap in graduation rates between students with disabilities and students without disabilities.
- Improvement activities are targeted at continuing to decrease the dropout rate for students with disabilities.
- Wisconsin has developed an Integrated Monitoring System (IMS) to improve outcomes for children with disabilities in Wisconsin while ensuring continued procedural compliance with state and federal laws and regulations.



Can We Improve Graduation Rates? **Yes!**

By understanding the correlation between **risk factors** and applying sound **intervention strategies**, there is optimism that graduation rates can indeed be improved. To keep students from dropping out, we need to know two things:

- 1. Which students** are most at risk?
- 2. What intervention** programs are the most effective?

Knowing these things means that we can intervene both at the individual student level, and at the school or district level.

What works? Some practices hold promise

- Many dropout intervention programs have been developed, but we do not know which of them would have the best effect on dropout rates.
- The What Works Clearinghouse at the Institute for Education Sciences (IES) evaluates educational interventions, and it has evaluated 28 dropout prevention programs.
- Of the 28 dropout prevention programs described on the IES website, 13 have demonstrated some “evidence of positive or potentially positive effects for at least one improvement outcome,” meaning that they have demonstrated some effectiveness in helping students to stay in school or show improvement in school.
- Of these 13, however, only five have demonstrated “potentially positive” effects in helping students to complete school.

DPI Plan for Increasing Graduation with a Diploma (Ind 1) and Decreasing Dropout Rates (Ind 2)

Major Goals (same for both Indicators)

1. Decrease the **gap** in graduation rates between students with disabilities and students without disabilities.
2. Decrease the dropout **rate** for students with disabilities.

Primary Objectives

- Promote development of positive school climates.
- Promote development of district policies and procedures that eliminate barriers to graduation for students with disabilities.
- Assist districts in understanding the relationship among qualified staff, adequate resources, and student achievement.
- Identify multiple options for student learning and school success.

National Resources

Checklist Goals

1. [National Technical Assistance Center for Transition \(NTACT\)](#)
2. [National Center on Secondary Education and Training \(NCSET\)](#)
3. [IES What Works Clearinghouse – Dropout Prevention Practice Guide](#)
4. [National Dropout Prevention Center – Students with Disabilities](#)
5. [National Dropout Prevention Center/Network](#)



TIP: Graduation Rate Ratings and Improvement Plan

- It is important to understand that children with risk factors are often the reflection of factors beyond their control.
- We have the ability to identify the students who are most likely to dropout.
- This means that we can intervene both at the individual student level, as well as the school and district level. Educators must meet their needs without blame.

1. School Leadership and Districtwide Diagnostics				
School Leadership – PEFA* Task Force Beliefs				
<ul style="list-style-type: none"> The school community sets high expectations for all students, fosters a sense of belonging, infuses instruction with culturally relevant practices, and celebrates individual as well as group achievements. Highly effective school and instructional leaders close race-based achievement gaps by empowering students of color to become actively engaged in their own learning. Students, staff, and families, who are supported and motivated by one another, form a community that embraces cultural differences and allows members to express themselves openly. 				
<p>Districtwide Diagnostics - Data Analysis and Early Warning Systems. States, districts and schools have developed comprehensive, longitudinal, student level databases that, at a minimum, include data on student absences, grade retention, and low academic achievement, e.g. an <i>Early Warning System</i>. Data should be reviewed regularly, with a particular emphasis before the transitions to middle school and high school. Data systems support a realistic diagnosis of the number of students who dropout and help identify individual students at-high risk of dropping out. A well-implemented early warning system can help educators and others identify students at-risk of dropping out and assign and monitor interventions to keep them on track for graduation and increasing local and state graduation rates.</p>				
School Leadership and Districtwide Diagnostics Ratings and Planning			Rating	Add to Plan
+	1.1 Shared Vision and School Leadership. The district's vision is that all students will learn and grow resources and strategies aligned to accelerate growth for students behind grade level or otherwise not on track for graduation.		- ▾	<input type="checkbox"/>
+	1.2 Systematic Renewal. Long-range planning is implemented by evaluating short-term and annual goals and objectives related to school policies, practices and organizational structures as they impact diverse and at-risk learners.		- ▾	<input type="checkbox"/>
+	1.3 Data Analysis and Early Warning Systems. The district identifies and utilizes available district and school data to identify at-risk students in need of additional supports, services and opportunities to successful complete academics and school completion. Useful and properly mined data informs staff about the gaps between desired outcomes and the reality of the results, and this knowledge results in changes in practice.		- ▾	<input type="checkbox"/>
+	1.4 Professional Development. The district provides opportunities for staff to expand their knowledge, learn new skills and improve current skills and strategies needed to meet the at-risk, unique, and diverse needs of district students.		- ▾	<input type="checkbox"/>
Score			0/4	0.00
Add Comments				
2. Family and Community Relationships				
Family and Community Relationships – PEFA* Task Force Beliefs				
<ul style="list-style-type: none"> Schools are strengthened by a diverse community in which to live, work, and grow—we choose diverse schools. We believe new and different ways of engaging families based on mutual trust and respect are required because our schools belong to all. When we engage culturally and linguistically diverse families and communities, we feel we are making a difference because we are actively seeking out diverse families as partners who have valuable contributions to make toward the success of their children. 				
<p>Student and Family Characteristics. Understanding the child's personal or family characteristics that may impact successful school participation and completion will give educators a better understanding the child's learning difficulties. Once the teacher is aware and acknowledges the impact of these characteristics, he or she will have more patience with the student and tools to create a safe, personalized learning environment that results in helping students feel secure and included when learning is taking place.</p>				
<p>Family Engagement. Research consistently finds that family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school. When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring and supportive environment where youth can thrive and achieve.</p>				
<p>Community Relationships. When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring and supportive environment where youth can thrive and achieve.</p>				
Family and Community Relationships Ratings and Planning			Rating	Add to Plan



Every Child a Graduate College and Career Ready



<http://youtu.be/ORnr6fvDeR8>



Promoting
Excellence for All



<http://dpi.wi.gov/excforall>

Strategies that Close Achievement Gaps

One of Wisconsin's greatest strengths is the growing diversity of communities, schools, and workplaces. Diversity makes businesses more innovative and competitive, and a more diverse workforce leads to economic growth, opportunities, and progress.

For Wisconsin to be innovative in the 21st century, and for communities to remain strong, all students must graduate college and career ready. As Wisconsin's student population becomes increasingly diverse, the persistence of racial disparities in the educational system poses real challenges to opportunity and economic progress.

These gaps are persistent — but not insurmountable.



Promoting Excellence for All



Recognizing that the education of our students of color requires swift, targeted, and deliberate attention, State Superintendent Tony Evers convened a task force which launched this website as part of his Agenda 2017.

Promoting Excellence for All provides information and strategies successfully used by Wisconsin educators to raise achievement of students of color, closing the gap between them and their peers. These schools represent all grade levels, urban, rural, and suburban settings.

This site will be updated on an ongoing basis with additional information to help close achievement gaps in Wisconsin. Stay informed by subscribing to our e-mail newsletter or receiving updates in other means, and please consider spreading the word.

Take Action: Access
the eCourse

Strategies by Focus
Area

Effective Instruction

Student-Teacher
Relationships

Family &
Community
Engagement

School &
Instructional
Leadership

DPI School Improvement Review Checklists

Checklist Goals

- Tools to help school districts determine if they have **policies** in place in each area for students with disabilities that impact student engagement and eventual graduation.
- By completing the **checklists** and documenting the source and location of related documents, the district is in a position to address any areas not covered that may be negatively impacting their students with disabilities.

Primary Objectives

1. [Instructions and Summary Card](#)
2. [Suspension/Expulsion Policy and Procedures Review Checklist](#)
3. [Graduation Policy and Procedures Review Checklist](#)
4. [Attendance/Truancy Policy and Procedures Review Checklist](#)



DPI Resources

Checklist Goals

1. [Information Update 10.08](#): High School Graduation and Students with Disabilities: How Students with Disabilities Meet the High School Graduation Requirements
2. [Student Services / Prevention and Wellness](#)
3. [Graduation Page](#)
4. [Wisconsin Safe and Supportive Schools / 2014 Questionnaire](#)

For further information, contact DPI Consultant

[*Eva Kubinski*](#) (608) 266-2899





WISE:

Wisconsin Information Systems for Education

<http://dpi.wi.gov/wise>

WISE

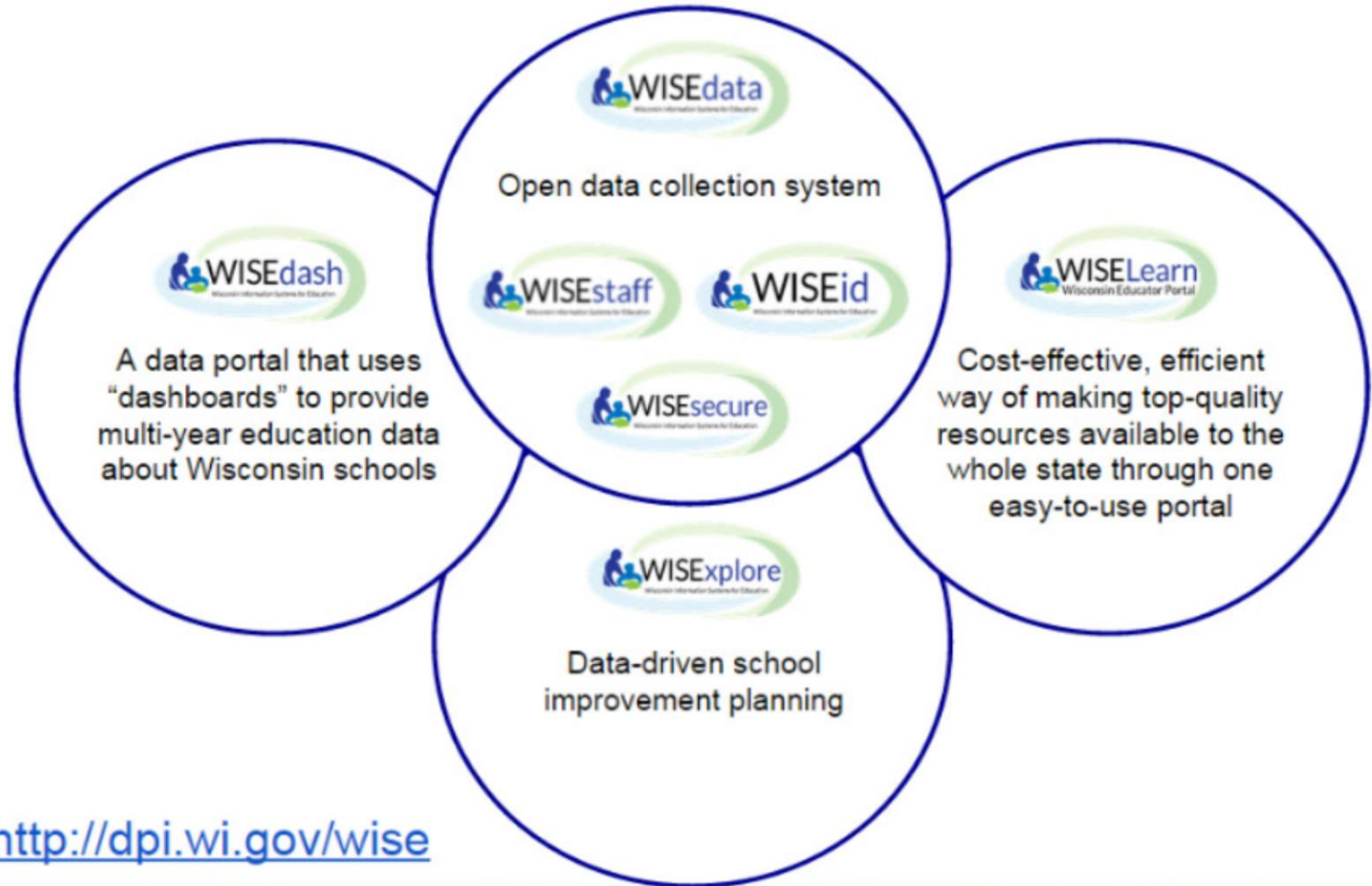
WISEdata

WISEdash

WISExplore

WISELearn

WISEgrants



<http://dpi.wi.gov/wise>



WISEdash Data dashboard

- Districts can access data provided to DPI and determine the probability of their 7th - 9th grade students not graduating on time or dropping out of school.
- Using the WISEdash portal, districts can access multiple data sets and supplement data submitted to the state with their own local data to catch students at risk for not graduating on time before those students enter high school.



DEWS Data

- Dropout Early Warning System (DEWS) scores are available for all students in **grades 6 through 9** beginning in 2012-13.
- The DEWS score is a **number from 0-100** that **represents the probability of a student graduating within 4 years of entering high school.**
- The DEWS score is **calculated individually** for each student and represents how often similar students graduated high school on schedule in prior years. Thus, a student with a score of 60 has reported data that looks very similar to students in previous cohorts who graduated on schedule 60% of the time. For your convenience the DEWS score is broken into three **categories of risk – high, moderate, and low risk.**
- Early predictors of dropping out include low attendance and achievement rates, high expulsion and suspension rates along with high mobility rates. To **help educators identify students who are at risk of dropping out and in need of additional supports early—in the middle grades**—DPI developed the Dropout Early Warning System (DEWS). **DEWS provides educators with risk scores for all middle school students.**

DEWS (Dropout Early Warning System)

- Dropping out of school is a **process**, not an event.
- DPI developed the Dropout Early Warning System (**DEWS**) to help educators identify students who are at risk of dropping out and in need of additional supports early—in the middle grades.
- **Predicting** which current 6th, 7th, 8th, and 9th grade students are at a higher risk of dropping out of school later on can lead to critical interventions that prevent students from actually dropping out.
- DEWS provides educators with **risk scores** for all middle school students.
- **Early predictors** of dropping out include
 - **Attendance** in the prior school year (ISES YE)
 - **Days removed** for out-of-school suspension or expulsion in the prior school year (ISES YE)
 - Number of school and district **moves** in the prior school year (ISES YE)
 - **WKCE** performance in reading and mathematics in the prior school year (WSAS)

Questions or Comments?

TIG staff are here to help your district

If interested in :

- * Post School Outcomes Survey Annually
- * Interviewer Training
- * TIP or GRIP Training
- * Post School Outcomes Data



Contact either



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