

Indicator 指标13: Secondary
Transition 中学过渡指标
Indicator 指标14: Post-School
Outcomes 毕业后的成果

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SEPP

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Common Terms 常用术语

- Below are some common terms and acronyms you may hear during these presentations. Please also refer to the handout you should have received for a list of more terms and their meanings, as well as a place for you to take notes. 以下是您在这些演讲中可能会听到的一些常用术语和缩略语。还请参阅您应该收到的讲义，其中列出了更多术语及其含义，并为您提供了记笔记的位置。
- **The Department/DESE 教育部**
 - MA Department of Elementary and Secondary Education 马萨诸塞州中小学教育部
- **SEPP**
 - Office of Special Education Planning and Policy Development 特殊教育规划与政策发展办公室
- **OSEP**
 - US Office of Special Education Programs 美国特殊教育计划办公室
- **SPP/APR**
 - State Performance Plan/Annual Performance Report 州绩效计划/年度绩效报告
- **Stakeholder 利益相关者**
- **Indicator 指标**

SPP/APR Stakeholder Feedback Purpose

利益攸关方反馈意见的目的

- Included as part of yearly report to the federal Office of Special Education Programs (OSEP). 作为向联邦特殊教育计划办公室 (OSEP) 提交的年度报告的一部分。
- Provide a status of outcomes of Special Education in Massachusetts. 提供麻州特殊教育的成果状况。
- Share important updates and information about Indicators. 分享有关指标的重要更新和信息。
- Gather feedback and input to improve outcomes for children with disabilities. 收集反馈和意见, 以及改善儿童成果。

Overall Purpose – Why are we here? 总体目标--我们为什么在这里?

To **share the status** in each area we are responsible for 分享我们负责的各个领域的状况

- *How are students with disabilities doing? 残疾学生的表现如何?*

To **gather feedback** to help us improve in each area

收集反馈意见，帮助我们在每个领域做出改进

- *What can we do differently to improve? 我们可以采取哪些改进措施?*



Overall Purpose – Why are we here? 总体目标--我们为什么在这里?

- DESE is seeking stakeholder input on the following four areas

经社部正在就以下四个方面征求利益相关者的意见:

1. Target Setting (Performance Indicators 1, 2, 3, 5, 6, 7, and 14)
目标设定 (绩效指标 1、2、3、5、6、7 和 14)
2. Data Analysis (All indicators) 数据分析 (所有指标)
3. Evaluation of Progress (All indicators) 进展评估 (所有指标)
Development of Improvement Strategies (All indicators) 制定改进策略 (所有指标)

Other DESE Offices and Resources

其他教育部门办公室和资源

- For questions related to general special education policies and supports and the SPP/APR, contact 有关一般特殊教育政策和支持以及 SPP/APR 的问题, 请联系特殊教育规划和政策或 [Special Education Planning and Policy](#) or specialeducation@doe.mass.edu
- Other DESE Offices to contact for specific questions and comments related to 有关以下方面的具体问题和意见, 请联系其他 DESE 办事处:
 - Compliance and Monitoring - [Public School Monitoring](#) 合规与监督 - 公立学校监督
 - Complaints and Oversight - [Problem Resolution Systems](#) 投诉和监督 - 问题解决系统
 - MCAS, MCAS-Alt, Access - [Student Assessment Services](#) 学生评估服务
 - [Approved Special Education Schools](#) 经批准的特殊教育学校

Meeting Norms 会议规范

- Each meeting is a specific purpose and topic 每次会议都有特定的目的和主题。
 - DESE will follow up on any questions or comments that are not addressed during the presentation DESE 将跟进演讲过程中未涉及的任何问题或意见。 .
- All voices count, all opinions are valid, but offer reasoning behind your thinking 所有的声音都是重要的，所有的意见都是有效的，但要提出你的想法背后的理由。 .
- If you have questions either如果您有问题，请：
 - Use the “Raise Hand” function on Zoom, or 使用 Zoom 上的 “举手”功能，或
 - Type questions in the chat box 在聊天框中输入问题。
- Please stay muted when not talking 不说话时请保持静音。 .

What is Indicator 13 (Secondary Transition)

什么是指标 13 (中学过渡) ?

- Indicator 13 checks to see whether Massachusetts students with Individualized Education Programs (IEPs) who are aged 14 and above receive secondary transition planning and services that comply with the federal Individuals with Disabilities Education Act (IDEA). 指标 13 检查马萨诸塞州 14 岁及以上有个性化教育计划 (IEP) 的学生是否接受符合联邦《残障人士教育法》(IDEA) 的中学过渡规划和服务。
- IDEA transition planning and services are mandated in federal regulations in these and other sections, IDEA 过渡规划和服务在联邦法规的这些章节和其他章节中有所规定: § 300.43, § 300.305, § 300.320, § 300.321, § 300.322, § 300.324, § 300.520, § 300.622.
- Massachusetts state law requires that transition planning and services begin no later than the student's 14th birthday, two years earlier than the federal requirement of age 16. Therefore, Massachusetts uses age 14 for the Indicator 13 review. 马萨诸塞州法律规定, 过渡规划和服务的开始时间不得迟于学生的 14 岁生日, 比联邦规定的 16 岁早两年。因此, 马萨诸塞州使用年龄为 14 岁检讨指标 13。

Why is Indicator 13 important 为什么指标13很重要?

- Indicator 13 is one way that Massachusetts ensures that schools and districts comply with federal and state special education law. 指标 13 是马萨诸塞州确保学校和学区遵守联邦和州特殊教育法的一种方式。
- If students with IEPs have compliant secondary transition planning and services, they are more likely to have positive outcomes in post-high school education/training, employment, independent living, and community participation. 如果有个人教育计划的学生能得到合规的中学过渡规划和服务, 他们就更有可能在高中毕业后的教育/培训、就业、独立生活和社区参与方面取得积极的成果。
- Indicator 13 also helps DESE to understand which schools and districts may need additional professional development and other resources to support students' secondary transition needs. 指标 13 还有助于教育部了解哪些学校和学区可能需要额外的专业发展和其他资源来支持学生的中学过渡需求。

How does Massachusetts collect Indicator 13 data? 马萨诸塞州如何收集指标 13 的数据?

Each year, the Department of Elementary and Secondary Education (DESE) requires Massachusetts districts to review a sample of files for students with IEPs who are aged 14 and above, using a checklist with Indicator 13 requirements. The results of these file reviews are used in a federally required calculation to determine the statewide percentage rate for Indicator 13 compliance. 麻州中小学教育部 (DESE) 每年都要求麻州各学区抽样审查 14 岁及以上有个人教育计划 (IEP) 学生的档案, 审查时要使用指标 13 要求的核对表。这些档案审查的结果用于联邦要求的计算, 以确定全州指标 13 达标的百分比率。

Because this is a measure of compliance, the federal government requires a target of 100% compliance. 由于这是一项衡量达标情况的指标, 联邦政府要求达到 100% 达标的目标。

Transition Planning Checklist 过渡规划清单

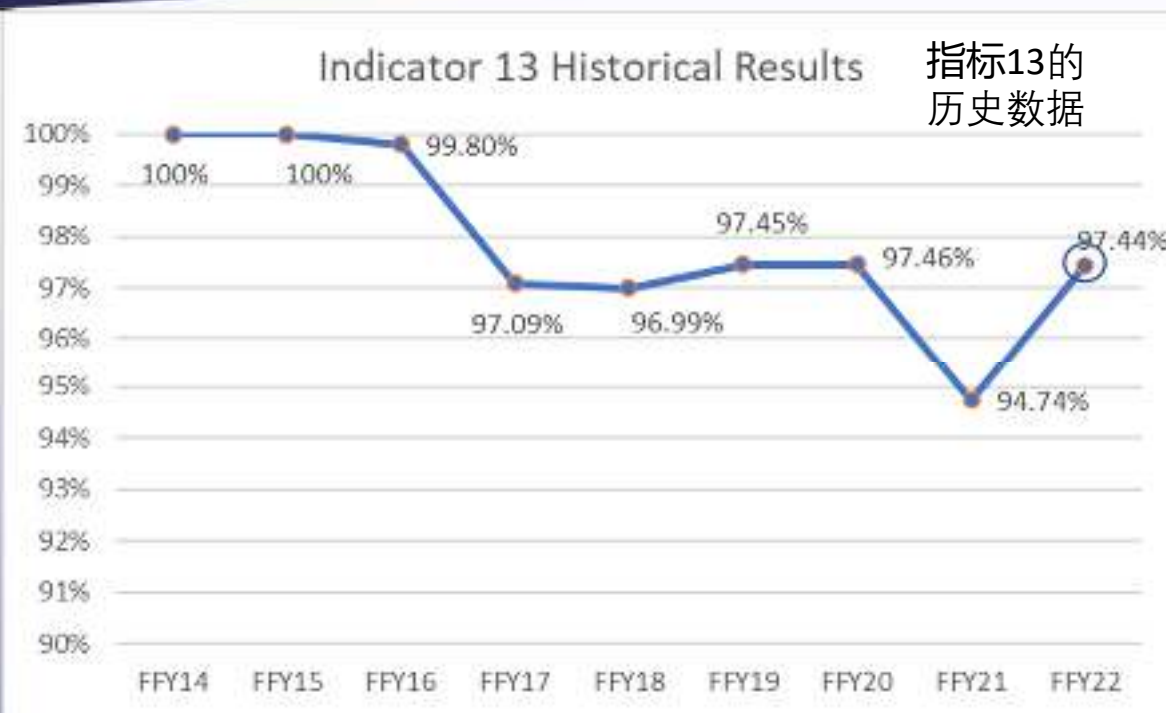
Transition Planning Form (28M/9)			
1. Is there a completed Transition Planning Form (28M/9) in the student's file?	Y	N	
2. Date form last completed: _____			
Does the student's Vision Statement on the IEP and Transition Planning Form include:			
3. Appropriate measurable postsecondary goal(s)?	Y	N	
3a. If there are appropriate measurable postsecondary goals, are these goals updated annually?	Y	N	NA
3b. If there are appropriate measurable postsecondary goals, are these goals based on age-appropriate transition assessment?	Y	N	NA
Does the student's IEP include:			
4. Transition services, including courses of study, that will reasonably enable the student to meet these postsecondary goals?	Y	N	
5. Measurable annual skill-based IEP goals related to the student's transition services needs?	Y	N	
Is there evidence that:			
6. The student was invited to the IEP Team meeting where transition services are to be discussed?	Y	N	
7. If appropriate, was a representative of any participating agency invited to the IEP Team meeting, with the prior consent of the parent or student who has reached the age of majority?	Y	N	NA

<https://www.doe.mass.edu/sped/secondary-transition/indicator13.html>

How is the Indicator 13 statewide compliance rate measured? 如何衡量指标 13 的全州达标率?

- Percent of youth with IEPs aged 14 and above with an IEP that includes 在 14 岁及以上有个人教育计划的青少年中，个人教育计划包括以下内容的青少年所占百分比：
 - appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, 适当的可衡量的中学后目标，这些目标每年都会更新，并以适合学生年龄的过渡评估为基础、
 - transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, 过渡服务，包括学习课程，将合理地帮助学生实现这些中学后目标、
 - annual IEP goals related to the student's transition services needs. 与学生过渡服务需求相关的个人教育计划年度目标。
 - evidence that the student was invited to the IEP Team meeting where transition services are to be discussed 学生被邀请参加个人教育计划小组会议的证据，该会议将讨论过渡服务问题
 - evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. 在适当情况下，证明任何可能负责提供或支付过渡服务（包括就业前过渡服务）的参与机构的代表，在事先征得家长或达到成人年龄的学生的同意后才被邀请参加了 IEP 小组会议。

Indicator 指标 13: Secondary Transition with IEP Goals 实现个人教育计划目标的中等教育过渡



Additional Information 其他信息

- Number of districts monitored 监测地区数量: 60
- Number of records reviewed 审查的记录数量: 1,759
- Target 目标: 100% compliance
- Compliance checklist items 合规检查表项目:
 - Compliance ranged from 96%-100% on all items. 所有项目的合规率在 96%-100% 之间

Percentage of youth ages 14 and above with measurable, annual IEP goals and appropriate transition assessment, services, and courses. 有可衡量的年度个人教育计划目标和适当的过渡评估、服务和课程的 14 岁及以上青少年的百分比。13

Indicator 指标 13: Massachusetts Postsecondary Transition Planning Checklist 马萨诸塞州中学后过渡规划清单

Checklist Items清单项目	Overall Compliance (excludes NA) 总体合规情况 (不包括 不适用)
Transition Planning Form Completed in Full 过渡规划表填写完整	99.94%
Student's vision includes appropriate measurable postsecondary goal(s) 学生的愿景包括适当的可衡量的中学后目标	99.94%
Appropriate measurable postsecondary goal(s) that are updated annually 每年更新适当的可衡量的中学后目标	99.83%
Appropriate measurable postsecondary goals based on age-appropriate transition assessment 基于适龄过渡评估的适当的可衡量的中学后目标	100%
Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals 过渡服务, 包括学习课程, 将合理地帮助学生实现这些中学后目标	99.89%
Measurable annual skill-based IEP goals related to the student's transition services needs 与学生过渡服务需求相关的、以技能为基础的、可衡量的年度个人教育计划目标	99.77%
Student was invited to IEP Team Meeting 学生被邀请参加个人教育计划小组会议	99.29%
When appropriate, agency personnel were invited to IEP Team Meeting	96.14%

Indicator 指标14

What is Indicator 什么是指标 14?

- Indicator 14 reports whether our students with Individualized Education Programs (IEPs) are in school or have a job one year after they leave high school by graduating, aging out at age 22, or dropping out. 指标 14 报告了有个性化教育计划 (IEP) 的学生在高中毕业、22 岁毕业或辍学一年后的在校情况或工作情况。
- Indicator 14 tells us about the lives of our students with IEPs one year after they have left high school. It is one way to help us understand whether students' education prepared them for adult life. 指标 14 向我们介绍了有个性化教育计划的学生离开高中一年后的生活情况。这是帮助我们了解学生所受教育是否为他们们的成人生活做好了准备的一种方法。

What are the three Indicator 14 measurements 指标 14 的三个测量指标是什么？

OSEP requires a report of “the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and within one year of exiting high school were

OSEP 要求提交一份报告，说明“不再就读中学、离校时个人教育计划有效且在高中毕业后一年内符合以下条件的青少年百分比：

- A. Enrolled in higher education 接受高等教育
- B. Enrolled in higher education or competitively employed 接受高等教育或竞争性就业
- C. Enrolled in higher education or in some other postsecondary education or training program 接受高等教育或参加其他中学后教育或培训计划; or competitively employed or in some other employment 或竞争性就业或从事其他工作”。

How is Indicator 14 Data Collected 如何收集指标 14 数据?

- Starting in **June 2023**, Massachusetts moved to statewide, or census, data collection. This will give us a more comprehensive picture of the lives of our students with IEPs one year after they have left high school. 从 2023 年 6 月起，马萨诸塞州开始在全州范围内收集数据，即普查数据。这将使我们更全面地了解有个人教育计划的学生在离开高中一年后的生活情况。

This change to all-state data collection will improve Massachusetts' ability to disaggregate and analyze data in a statistically significant way and to better compare Indicator 14 data with graduation data ([Indicator 1](#)) and dropout data ([Indicator 2](#)). 这一全州数据收集的改变将提高马萨诸塞州在统计上对数据进行分类和分析的能力，并更好地将指标14数据与毕业数据（指标1）和辍学数据（指标2）进行比较。

Data Collection Method 数据收集方法

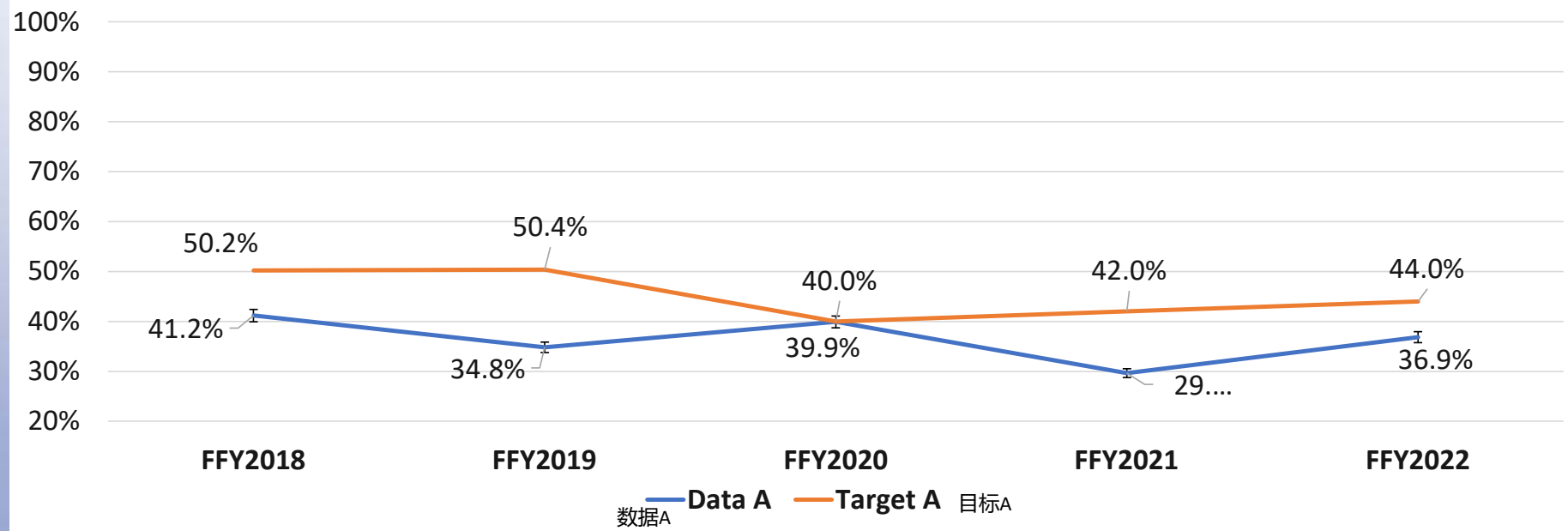
- **Data Collection:** During the summer and early fall, districts survey their former students with IEPs using the *Massachusetts After High School Survey*. 数据收集：在夏季和初秋，各学区利用马萨诸塞州高中毕业后调查表对其以前有个人教育计划的学生进行调查。
- **Multiple Languages:** The survey is online. It can be completed by the former student or by school staff on behalf of the former student. The survey is available in multiple languages, including English, Spanish, Portuguese, Chinese, Haitian Creole, and Vietnamese. 多种语言：调查是在线进行的。它可以由以前的学生或学校教职员代表以前的学生完成。该调查有多种语言版本，包括英语、西班牙语、葡萄牙语、中文、海地克里奥尔语和越南语。

Indicator 指标14 Data 数据

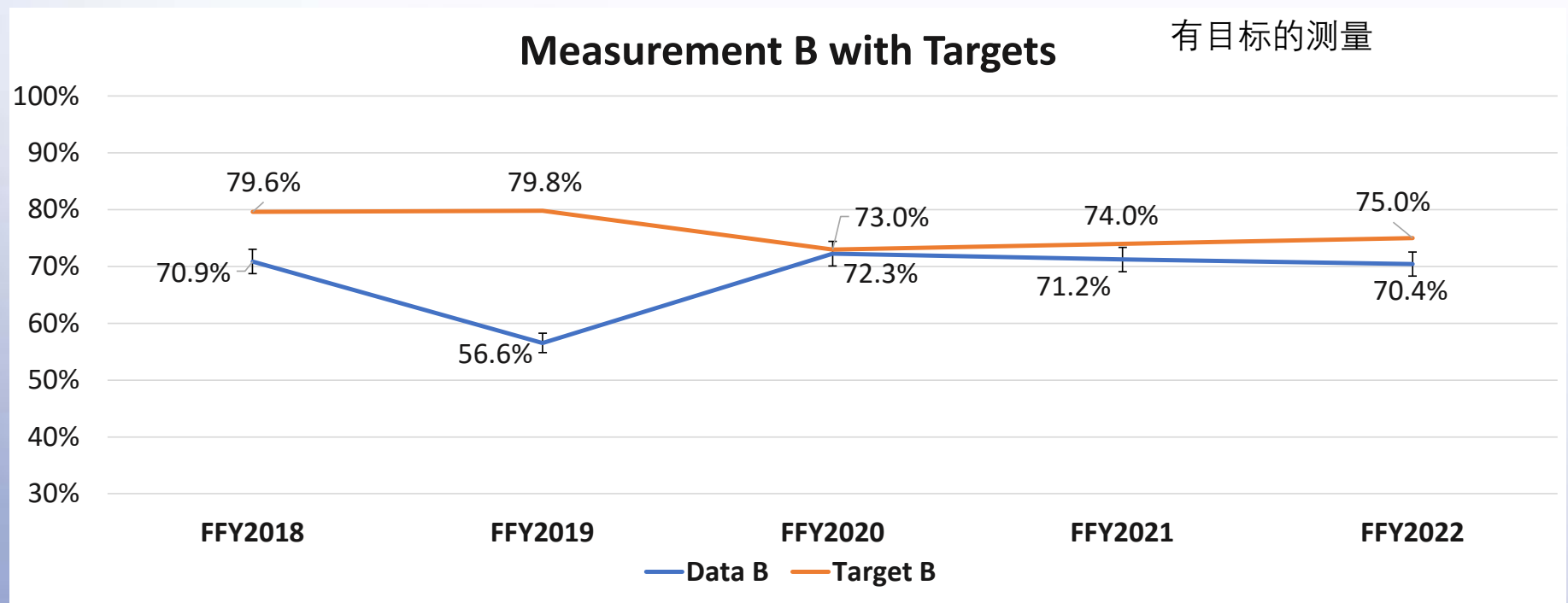
	Measurement A测量			Measurement 测量 B			Measurement 测量 C		
	Data 数据	Confidence Interval 置信区间	Target 目标	Data	Confidence Interval	Target	Data	Confidence Interval	Target
FFY2018	41.18%	+ - 3.02%	50.20%	70.88%	+ - 2.79%	79.60%	79.02%	+ - 2.05%	87.30%
FFY2019	34.79%	+ - 2.16%	50.40%	56.55%	+ - 2.76%	79.80%	62.35%	+ - 2.90%	87.50%
FFY2020	39.91%	+ - 2.95%	40.00%	72.26%	+ - 2.70%	73.00%	78.68%	+ - 2.45%	79.00%
FFY2021	29.64%	+ - 2.93%	42.00%	71.23%	+ - 2.93	74.00%	77.31%	+ - 3.23%	80.00%
FFY2022	36.85%	+ - 1.61	44.00%	70.42%	+ - 1.49	75.00%	77.02%	+ - 1.38%	81.00%

Measurement 衡量 A: 高等教育 Higher Education

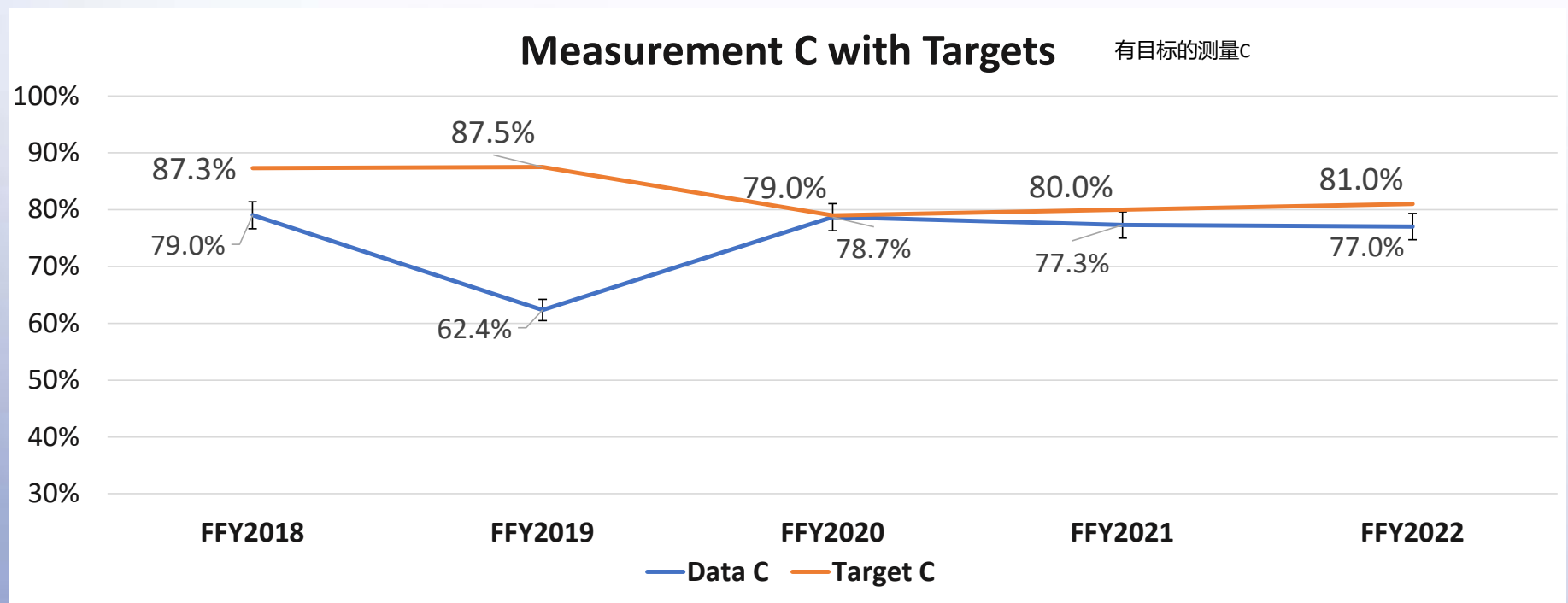
Measurement A with Targets 有目标的测量



Measurement 衡量 B: Higher Ed. or Competitive Employment 高等教育或竞争性就业



Measurement 衡量 C: Education, Employment, and Training 教育、就业和培训



Current Targets 目前的目標

- With your input in FFY20, we established our targets through FFY2025
根据您在 20 财政年度提出的意见，我们制定了直至 2025 财政年度的目标
- Targets 目标

FFY	2020	2021	2022	2023	2024	2025
Target A >=	40.00%	42.00%	44.00%	46.00%	48.00%	50.00%
Target B >=	73.00%	74.00%	75.00%	76.00%	77.00%	78.00%
Target C >=	79.00%	80.00%	81.00%	82.00%	83.00%	84.00%

Baseline and Target Revisions

基准和目标修订

FFY2022
Baseline
基线

Measure A	Measure B	Measure C
36.85%	70.42%	77.02%

A

FFY	2022	2023	2024	2025
Measure A	44%	46%	48%	50%
Measure B	75%	76%	77%	78%
Measure C	81%	82%	83%	84%

B

FFY	2022	2023	2024	2025
Measure A	40%	42%	44%	46%
Measure B	73%	74%	75%	76%
Measure C	79%	80%	81%	83%

What factors affect Indicator 14 results 哪些因素会影响指标 14 的结果??

- The COVID-19 pandemic has influenced whether our former students with IEPs go to school and/or work after high school. COVID-19 大流行对我们以前的 IEP 学生高中毕业后是否继续上学和/或工作产生了影响。
- If groups are under- or over-represented in the survey (for example, Latinx students, students with intellectual disabilities, or students who dropped out), the data may show that our former students with IEPs are more or less engaged in school or work than they really are. 如果调查中某些群体（如拉丁裔学生、智障学生或辍学学生）的比例偏低或偏高，那么数据可能会显示我们以前的 IEP 学生比实际情况更多或更少地参与到学校或工作中。
- Both the interviewers and the former students may be biased. 访谈者和以前的学生都可能存在偏差。
- Based on the response group size for Measures A, B, and C, there is a margin of error of approximately plus or minus three percent. 根据 "测量 A"、"测量 B" 和 "测量 C" 的回复组人数，误差范围约为正负百分之三。

Improvement Strategies 改进策略

Indicator 指标 13

- Are there other data points, related to secondary transition, that DESE should be reviewing, collecting, and analyzing 经社部是否应该审查、收集和分析与中学过渡有关的其他数据点？
- What concerns do you have about secondary transition? 您对中学过渡有什么担忧？
- What is the most important part of the secondary transition process that DESE should focus on? 经社部应关注中学过渡过程中最重要的部分是什么？

Indicator 指标14

- What are your thoughts about the (root) cause of the state's Engagement Rates? 您对本州参与率的（根本）原因有何看法？
- Do you expect Engagement Rates will climb over the next few reporting cycles? 您预计参与率会在接下来的几个报告周期内攀升吗？
- What strategies do you feel are most likely to support strong Engagement Rates over the next few years? 您认为哪些策略最有可能在未来几年内支持较高的参与率？

Resources 资源

Indicator 指标 13

- [Indicator 13 Quick Reference Guide](#) 指标 13 快速参考指南
- [Indicator 13 Tips and Tricks Document](#) for schools and districts 为学校 and 学区提供的指标 13 提示和技巧文件
- [Secondary Transition and the new IEP](#) (Coming Soon!) 中学过渡和新的个人教育计划 (即将推出)

Indicator 指标 14

- [Indicator 14 Quick Reference Guide](#) 指标 14 快速参考指南
- [Indicator 14 Training Webinar](#) for schools and districts 面向学校 and 学区的第 14 项指标培训网络研讨会

Other DESE Offices and Resources 其他教育部门办公室和资源

- For questions related to general special education policies and supports and the SPP/APR, contact 有关一般特殊教育政策和支持以及 SPP/APR 的问题, 请联系特殊教育规划和政策或 [Special Education Planning and Policy](#) or specialeducation@doe.mass.edu
- Other DESE Offices to contact for specific questions and comments related to 有关以下方面的具体问题和意见, 请联系其他 DESE 办事处:
 - Compliance and Monitoring - [Public School Monitoring](#) 合规与监督 - 公立学校监督
 - Complaints and Oversight - [Problem Resolution Systems](#) 投诉和监督 - 问题解决系统
 - MCAS, MCAS-Alt, Access - [Student Assessment Services](#) 学生评估服务
 - [Approved Special Education Schools](#) 经批准的特殊教育学校