

# Indicator 13: Secondary Transition

# Indicator 14: Post-School Outcomes

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# Common Terms

- 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.
- **The Department/DESE**
  - MA Department of Elementary and Secondary Education
- **SEPP**
  - Office of Special Education Planning and Policy Development
- **OSEP**
  - US Office of Special Education Programs
- **SPP/APR**
  - State Performance Plan/Annual Performance Report
- **Stakeholder**
- **Indicator**

# SPP/APR Stakeholder Feedback Purpose

- Included as part of yearly report to the federal Office of Special Education Programs (OSEP).
- Provide a status of outcomes of Special Education in Massachusetts.
- Share important updates and information about Indicators.
- Gather feedback and input to improve outcomes for children with disabilities.

# Overall Purpose – Why are we here?

To **share the status** in each area we are responsible for

- *How are students with disabilities doing?*

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

- *What can we do differently to improve?*



# Overall Purpose – Why are we here?

- DESE is seeking stakeholder input on the following four areas:
  1. Target Setting (Performance Indicators 1, 2, 3, 5, 6, 7, and 14)
  2. Data Analysis (All indicators)
  3. Evaluation of Progress (All indicators)
  4. Development of Improvement Strategies (All indicators)

# Other DESE Offices and Resources

- For questions related to general special education policies and supports and the SPP/APR, contact [Special Education Planning and Policy](#) or [specialeducation@doe.mass.edu](mailto:specialeducation@doe.mass.edu)
- Other DESE Offices to contact for specific questions and comments related to:
  - Compliance and Monitoring - [Public School Monitoring](#)
  - Complaints and Oversight - [Problem Resolution Systems](#)
  - MCAS, MCAS-Alt, Access - [Student Assessment Services](#)
  - [Approved Special Education Schools](#)

# Meeting Norms

- Each meeting is a specific purpose and topic.
  - DESE will follow up on any questions or comments that are not addressed during the presentation.
- All voices count, all opinions are valid, but offer reasoning behind your thinking.
- If you have questions either:
  - Use the “Raise Hand” function on Zoom, or
  - Type questions in the chat box.
- Please stay muted when not talking.

# What is Indicator 13 (Secondary Transition)?

- 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).
- IDEA transition planning and services are mandated in federal regulations in these and other sections: § 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 14<sup>th</sup> birthday, two years earlier than the federal requirement of age 16. Therefore, Massachusetts uses age 14 for the Indicator 13 review.



# Why is Indicator 13 important?

- Indicator 13 is one way that Massachusetts ensures that schools and districts comply with federal and state special education law.
- 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.
- 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.

# How does Massachusetts collect Indicator 13 data?

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.

Because this is a measure of compliance, the federal government requires a target of 100% compliance.

# Transition Planning Checklist

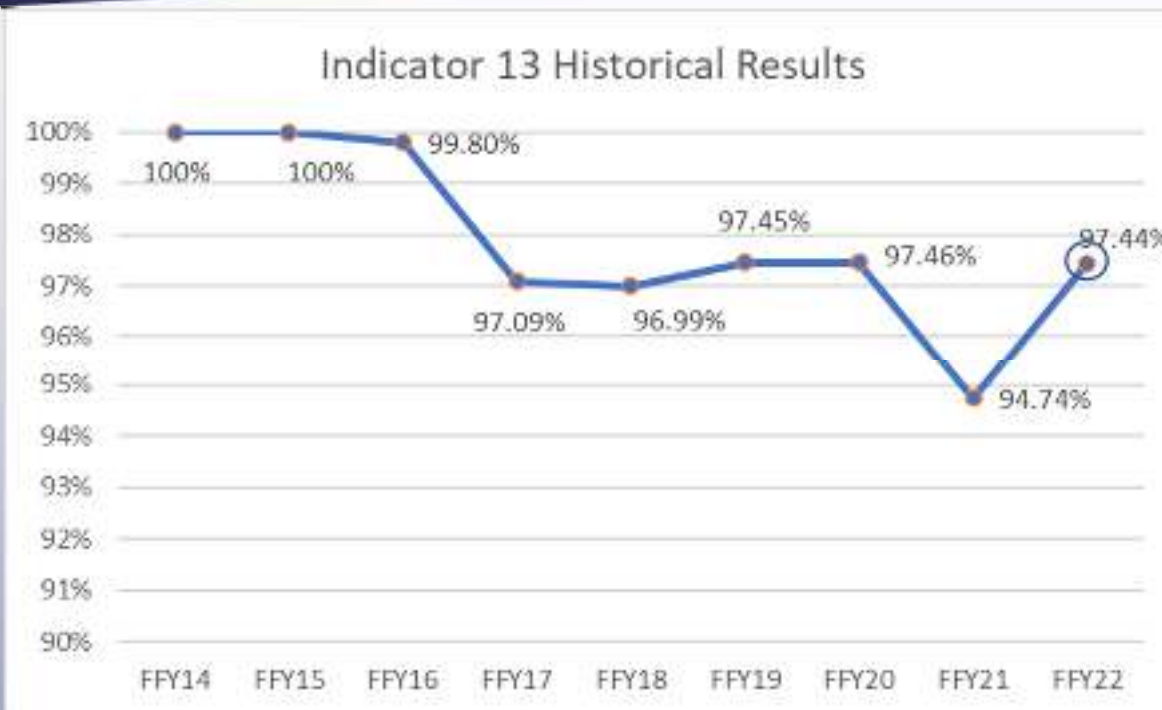
Transition Planning Form (28M/9)			
1. Is there a completed Transition Planning Form (28M/9) in the student's file?	Y	N	
2. Date form last completed: _____			
Does the student's Vision Statement on the IEP and Transition Planning Form include:			
3. Appropriate measurable postsecondary goal(s)?	Y	N	
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?

- Percent of youth with IEPs aged 14 and above with an IEP that includes:
  - appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment,
  - transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals,
  - annual IEP goals related to the student's transition services needs.
  - evidence that the student was invited to the IEP Team meeting where transition services are to be discussed
  - 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.

# Indicator 13: Secondary Transition with IEP Goals



## Additional Information

- Number of districts monitored: 60
- Number of records reviewed: 1,759
- Target: 100% compliance
- Compliance checklist items:
  - Compliance ranged from 96%-100% on all items.

Percentage of youth ages 14 and above with measurable, annual IEP goals and appropriate transition assessment, services, and courses.

# Indicator 13: Massachusetts Postsecondary Transition Planning Checklist

Checklist Items	Overall Compliance (excludes NA)
Transition Planning Form Completed in Full	99.94%
Student's vision includes appropriate measurable postsecondary goal(s)	99.94%
Appropriate measurable postsecondary goal(s) that are updated annually	99.83%
Appropriate measurable postsecondary goals based on age-appropriate transition assessment	100%
Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals	99.89%
Measurable annual skill-based IEP goals related to the student's transition services needs	99.77%
Student was invited to IEP Team Meeting	99.29%
When appropriate, agency personnel were invited to IEP Team Meeting	96.14%

# Indicator 14

# What is Indicator 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.
- 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.



# What are the three Indicator 14 measurements?

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:

- A.** Enrolled in higher education
- B.** Enrolled in higher education or competitively employed
- C.** Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment”

# How is Indicator 14 Data Collected?

- 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.

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](#)).

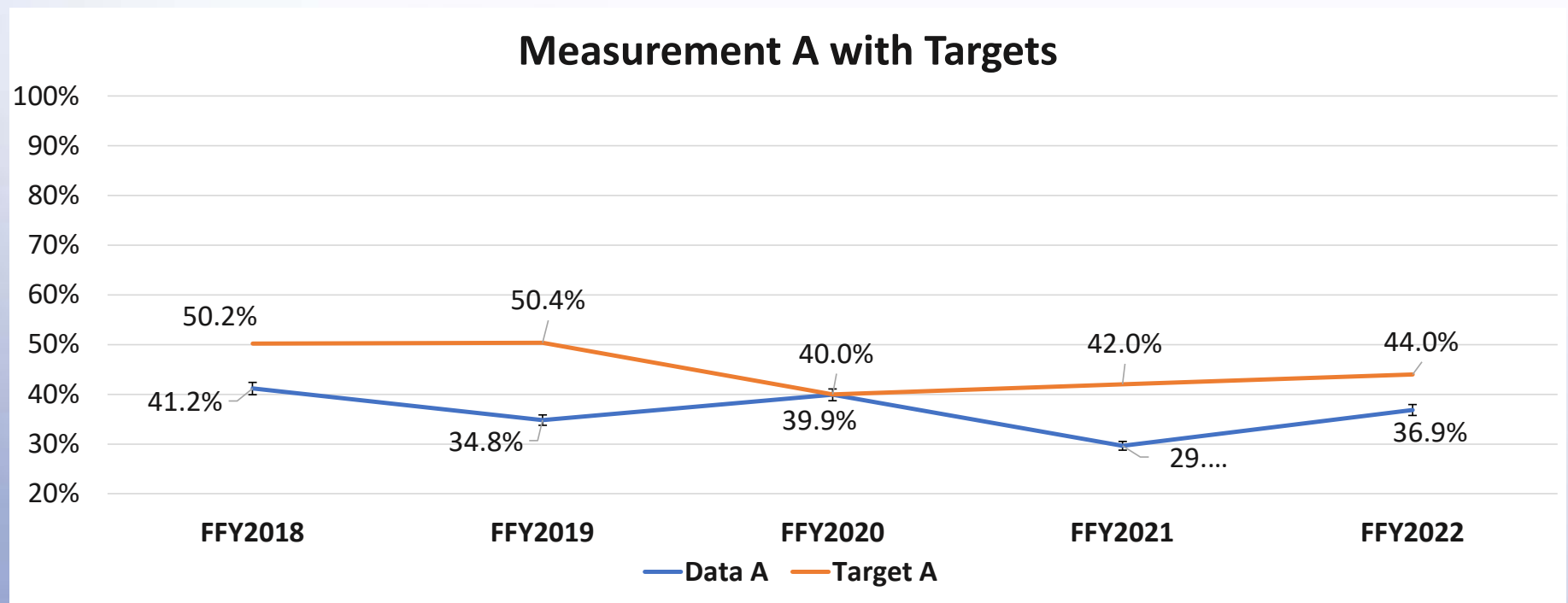
# Data Collection Method

- **Data Collection:** During the summer and early fall, districts survey their former students with IEPs using the *Massachusetts After High School Survey*.
- **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.

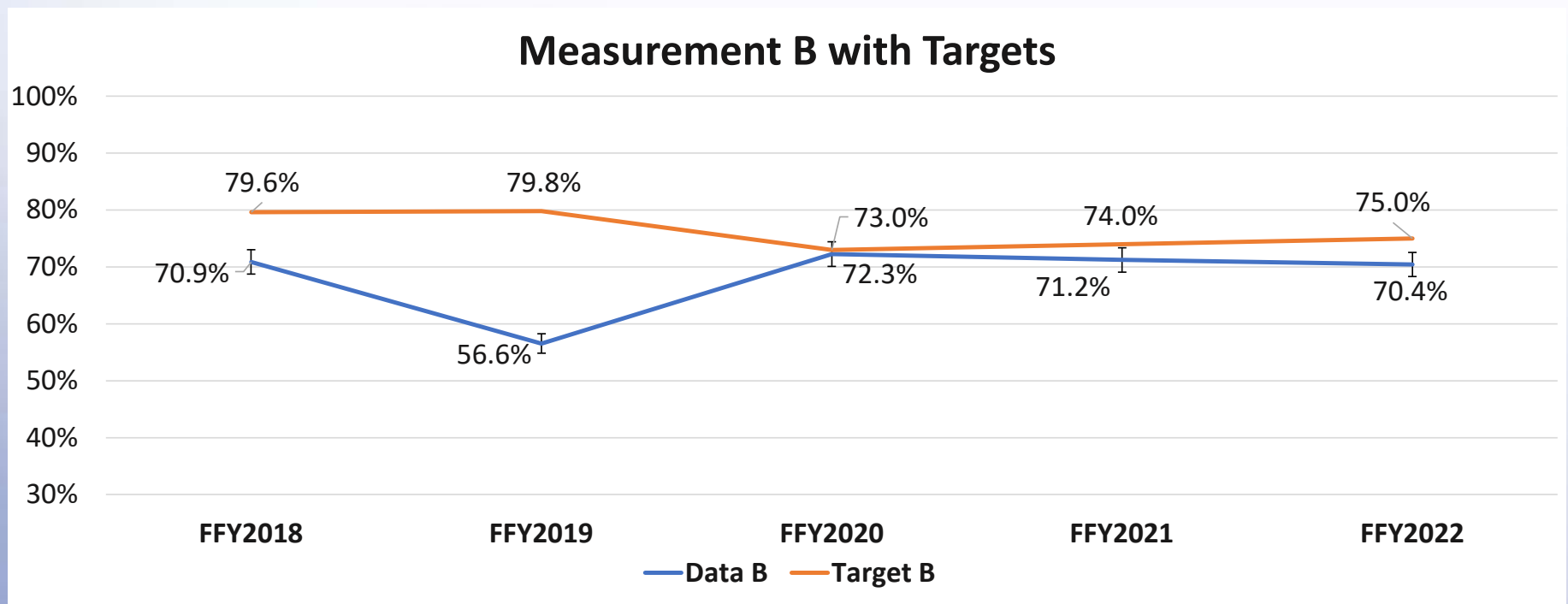
# Indicator 14 Data

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

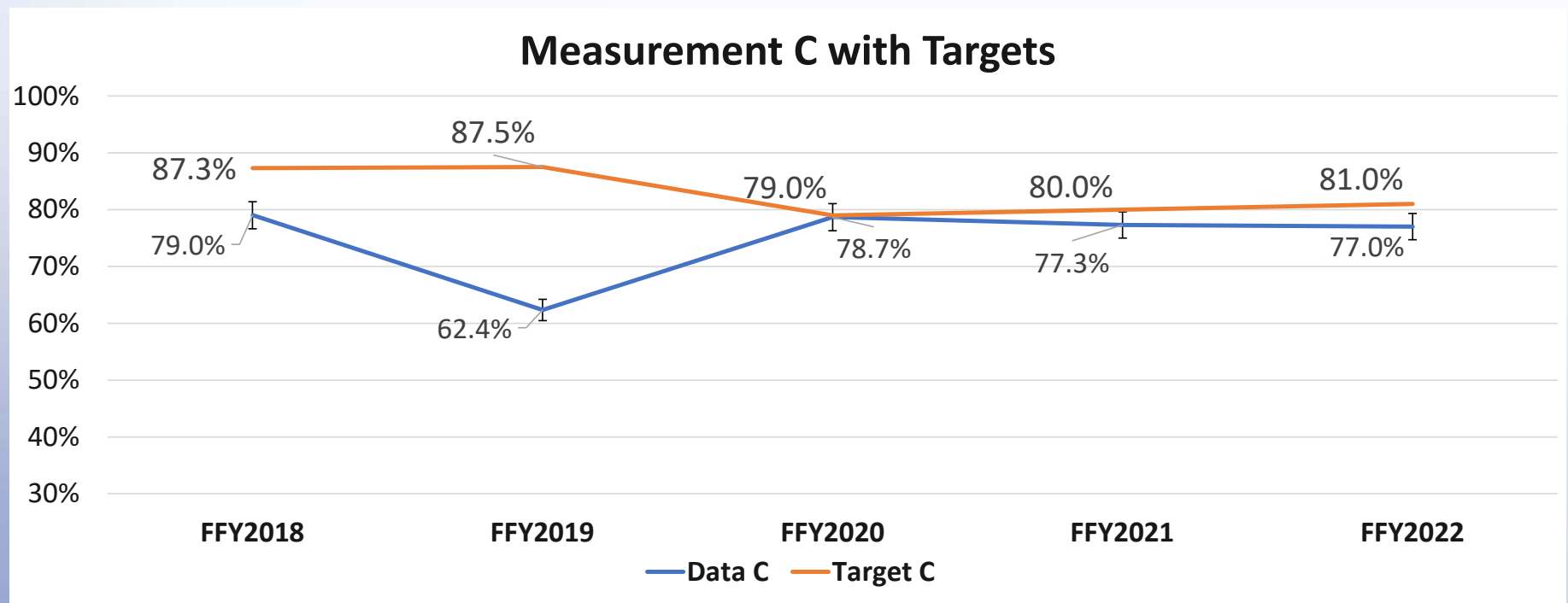
# Measurement A: Higher Education



# Measurement B: Higher Ed. or Competitive Employment



# Measurement C: Education, Employment, and Training



# Current Targets

- With your input in FFY20, we we established our targets through FFY2025
- Targets

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

FFY2022  
Baseline

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?

- The COVID-19 pandemic has influenced whether our former students with IEPs go to school and/or work after high school.
- 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.
- Both the interviewers and the former students may be biased.
- 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.

# Improvement Strategies

## **Indicator 13**

- Are there other data points, related to secondary transition, that DESE should be reviewing, collecting, and analyzing?
- What concerns do you have about secondary transition?
- What is the most important part of the secondary transition process that DESE should focus on?

## **Indicator 14**

- What are your thoughts about the (root) cause of the state's Engagement Rates?
- Do you expect Engagement Rates will climb over the next few reporting cycles?
- What strategies do you feel are most likely to support strong Engagement Rates over the next few years?

# Resources

## Indicator 13

- [Indicator 13 Quick Reference Guide](#)
- [Indicator 13 Tips and Tricks Document](#) for schools and districts
- [Secondary Transition and the new IEP](#) (Coming Soon!)

## Indicator 14

- [Indicator 14 Quick Reference Guide](#)
- [Indicator 14 Training Webinar](#) for schools and districts

# Other DESE Offices and Resources

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