



STATE TOOLKIT FOR EXAMINING
POST-SCHOOL SUCCESS

STEPSS: Data-Based Decision- Making Model for Transition

COSA 2017



NTACT
National Technical Assistance Center on Transition





STATE TOOLKIT FOR EXAMINING
POST-SCHOOL SUCCESS

What is STEPSS?

OPTIONAL

Multi-phase

WEB-BASED APPLICATION

Data-Based Decision Making

Collaborative Effort



NTACT
National Technical Assistance Center on Transition



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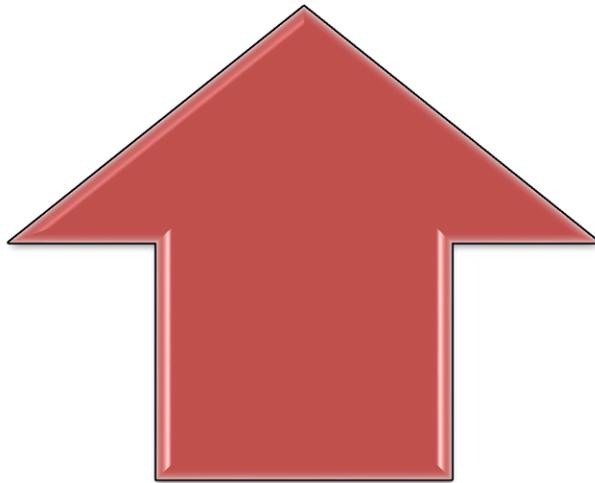
STEPSS: A multi-phase process to:

- **Examine** graduation, dropout, the secondary transition component of IEPs, and post-school outcomes data
- **Assess** State/District progress toward meeting targets in each outcome area
- **Select** predictors of post-school success, and
- **Develop, implement, and evaluate** an action plan designed to improve in-school, secondary transition programs for students with disabilities.

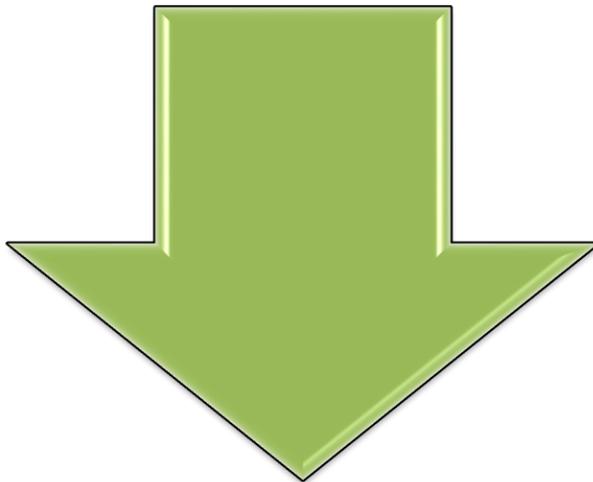
Purpose

To help state and local educators, in partnership with other stakeholders, use secondary transition indicator data to improve transition programs for youth with disabilities.

Why is STEPSS needed?



Move beyond Federal Reporting Requirements



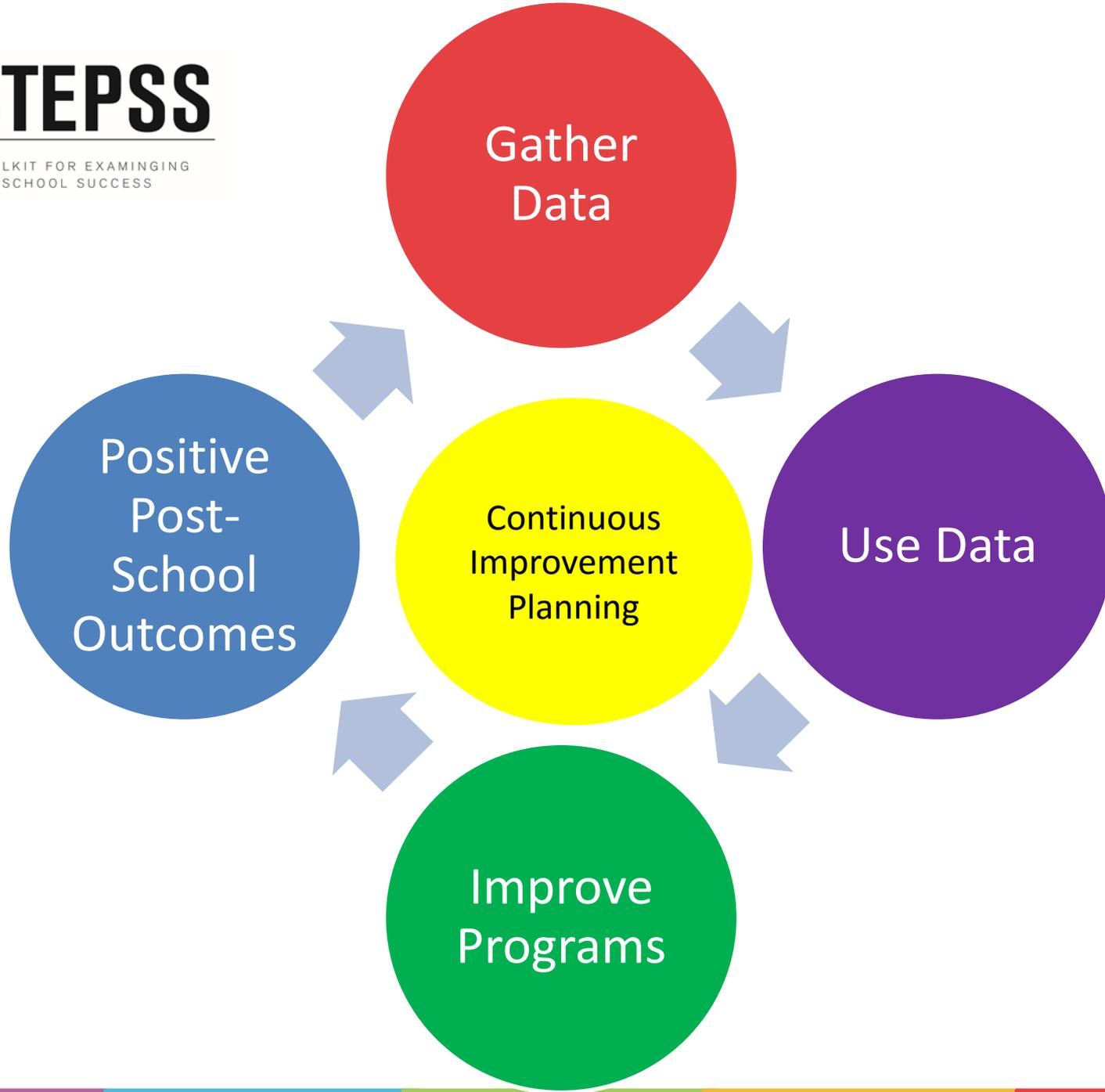
Build the capacity to consistently and efficiently disseminate transition data to local districts for program improvement

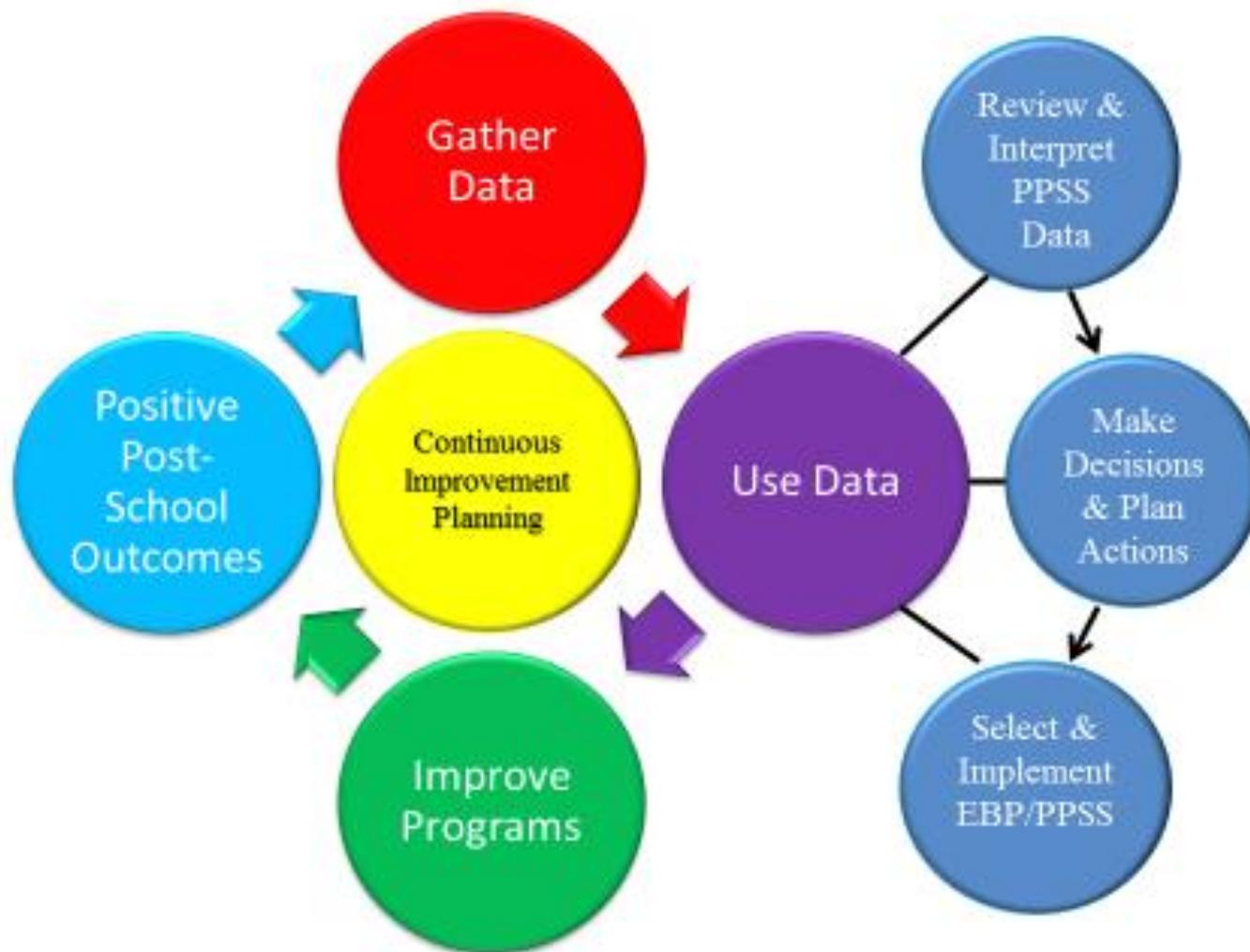
Use data for program improvement

Phases of STEPPS

Facilitated conversation with stakeholders to:

- **Phase 1: View and Discuss Data**
 - Upload transition related indicator data (SEA)
- **Phase 2: Assess Outcome Areas**
- **Phase 3: Prioritize Predictors and Essential Program Characteristics for Implementation**
- **Phase 4: Develop an Action Plan**
- **Phase 5: Implement the Action Plan**
- **Phase 6: Evaluate the Action Plan**







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IDEA Reporting Requirements

States submit a
State Performance Plan (SPP)
& Annual Progress Report (APR)

17 Part B Indicators
4 Relate to Secondary Transition:

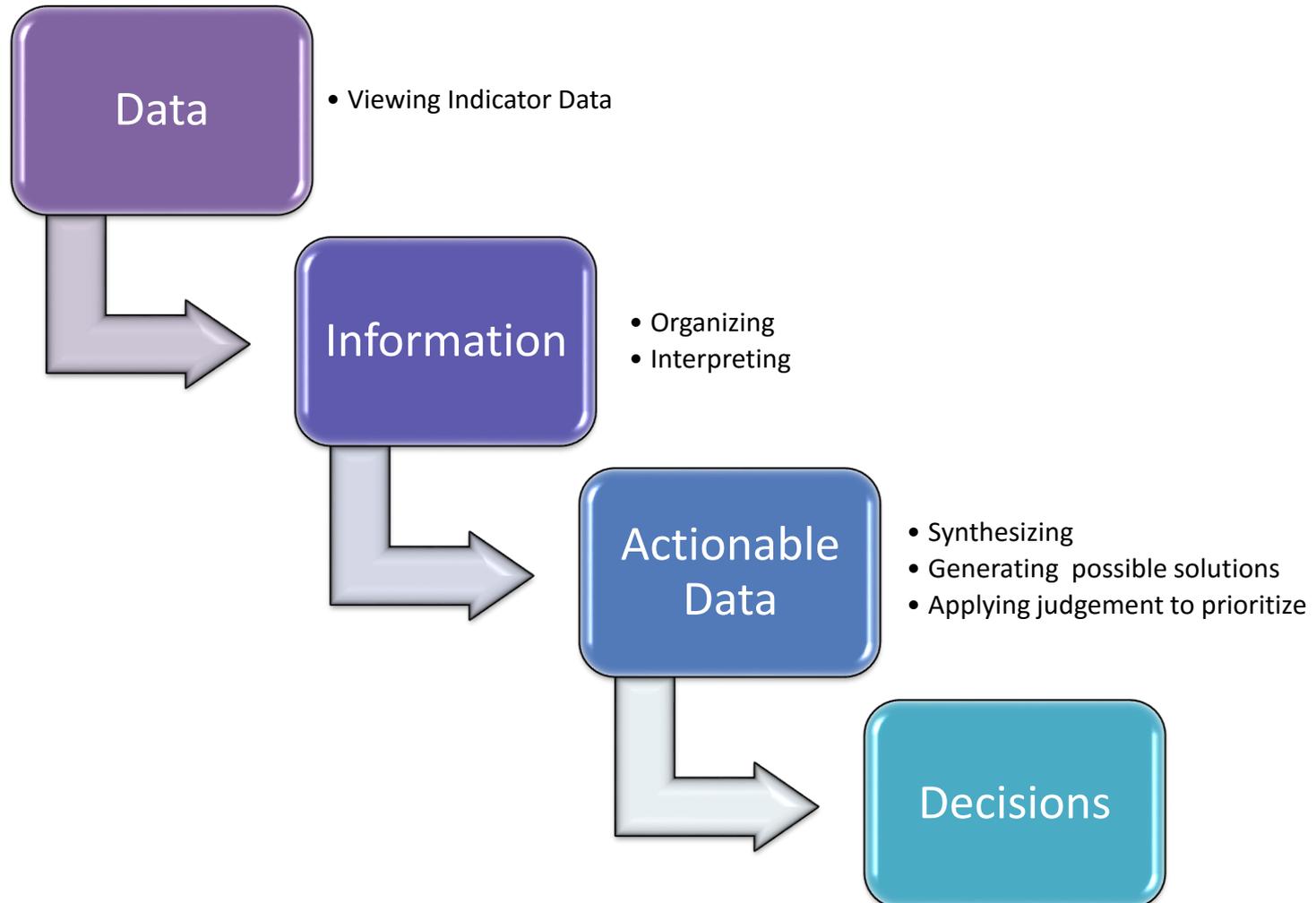
#1: Graduation

#2: Dropout

#13: Transition Components

#14: Post-School Outcomes

Data based decision-making process:



Data-Based Decision Making

STATE

DISTRICT

SCHOOL

Contextual Factors

Culture

Local Context

Values

BELIEFS

Critical Relationship





***Successful* transition
requires purposeful
planning**



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Phase 1: View
Data

Phase 2: Assess
Outcomes

Phase 6:
Evaluate



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Phase 3:
Prioritize
Predictors

Phase 5:
Implement

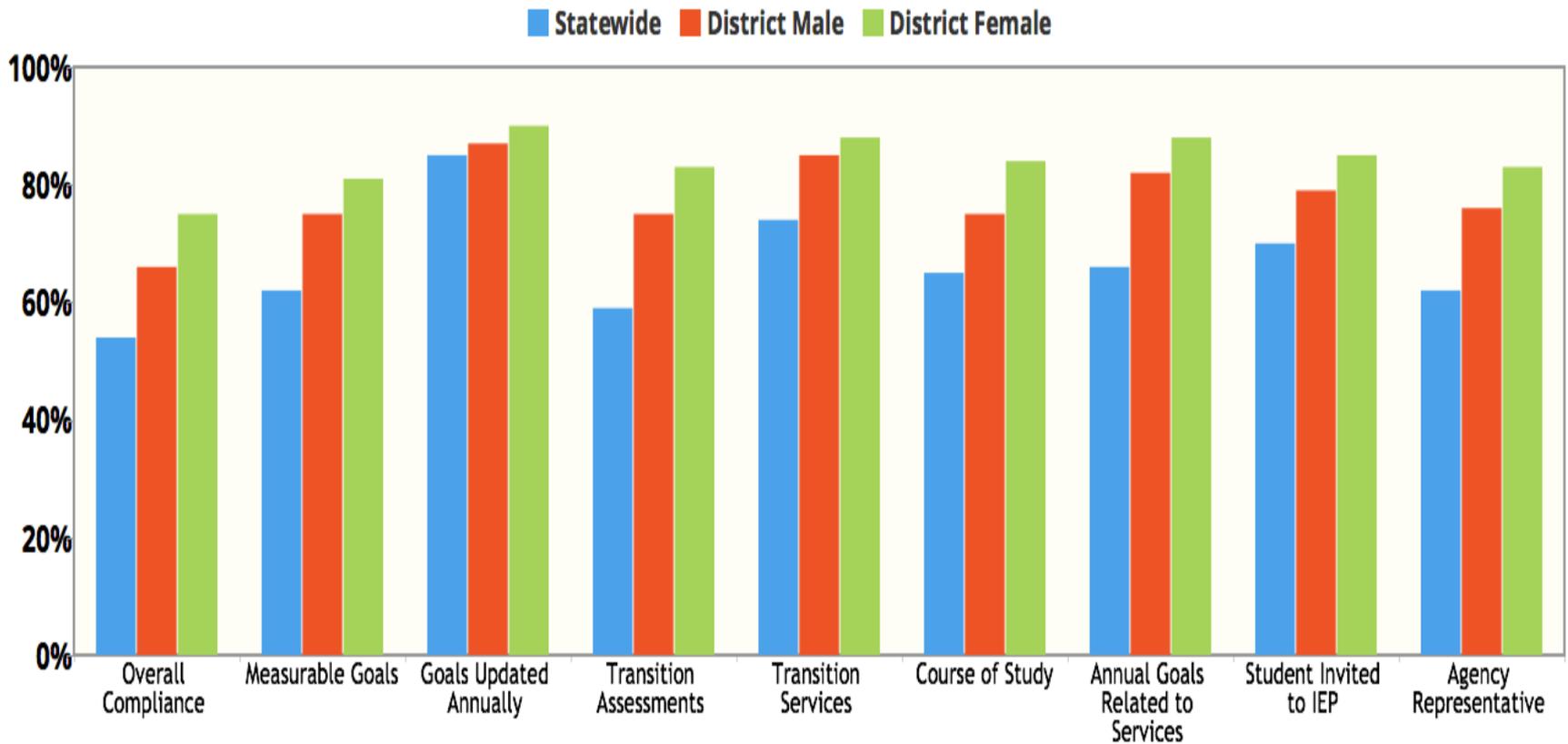
Phase 4:
Action
Planning

Phase 1: Viewing & Discussing Data

- Separate SEA/LEA slideshows
- Purpose: To familiarize stakeholders with:
 - Federal transition Indicators: graduation, dropout, secondary transition component of IEP, and post-school outcomes
 - How SEA meets reporting requirements for these Indicators
- Review SEA and LEA results for graduation, dropout, transition components of the IEP, and post-school outcomes

Data Displays by Subgroups

Percent of IEPs with Compliant Transition Components by Gender



Note: The target for each is 100%.

Phase 2: Assessing Outcome Areas

- **Purpose:** To help stakeholders identify any gap/s between the state and or district percentages and the desired (i.e., targeted) percentage for each Indicator.
 - State and district actual percentages and the state desired target are pulled from data entered by the SEA.
 - Local district stakeholders enter the district's desired target

Assessing Outcomes

Next >

INDICATOR:

Indicator 1 (indicator 1 of 4)

Percent of youth graduating from high school with standard diploma (indicator outcome category)

State Outcome Percentage

Percentage: **43%**

Desired: **65.00%**

District Outcome Percentage

Percentage: **74%**

Desired: %

Save

Rate your district's progress

No Progress

- Low performance
- Negative Trend
- Significantly below state performance

Some Progress

- Stagnate performance
- Satisfied with progress
- Near or at state performance

Significant Progress

- Positive Trend
- High performance
- Maintained high performance
- At or above state performance
- Reached goal

Next >

Phase 3: Prioritizing Predictors

- **Purpose:** To narrow the scope of the action plan by and prioritizing evidence-based predictors of post-school success and essential program characteristics for implementation
- A **predictor** is an in-school experience correlated with improved post-school outcomes
 - Occurs at the state, district, or school level
- **17 Predictors** identified through high quality research

In-School Predictors by Outcome Area

Predictor	Indicators				
	I-1	I-2	I-13	I-14	
				Education	Employment
Career Awareness		X		X	X
Community Experiences		X	X		X
Exit Exams/High School Diploma Status		X	X		X
Inclusion in General Education		X	X	X	X
Interagency Collaboration			X	X	X
Occupational Courses		X	X	X	X
Paid Employment/Work Experience		X	X	X	X
Parental Involvement					X
Program of Study		X	X	X	X
Self-Advocacy/Self-Determination		X	X	X	X
Self-Care/Independent Living		X	X	X	X
Social Skills		X	X	X	X
Student Support	X	X	X	X	X
Transition Program		X	X	X	X
Vocational Education	X	X	X	X	X
Work Study		X	X	X	X
Diagnostic Data System	X	X			

Prioritizing Predictors

- Current Implementation Status
- Implementation Timeline
- Available Resources for Implementation

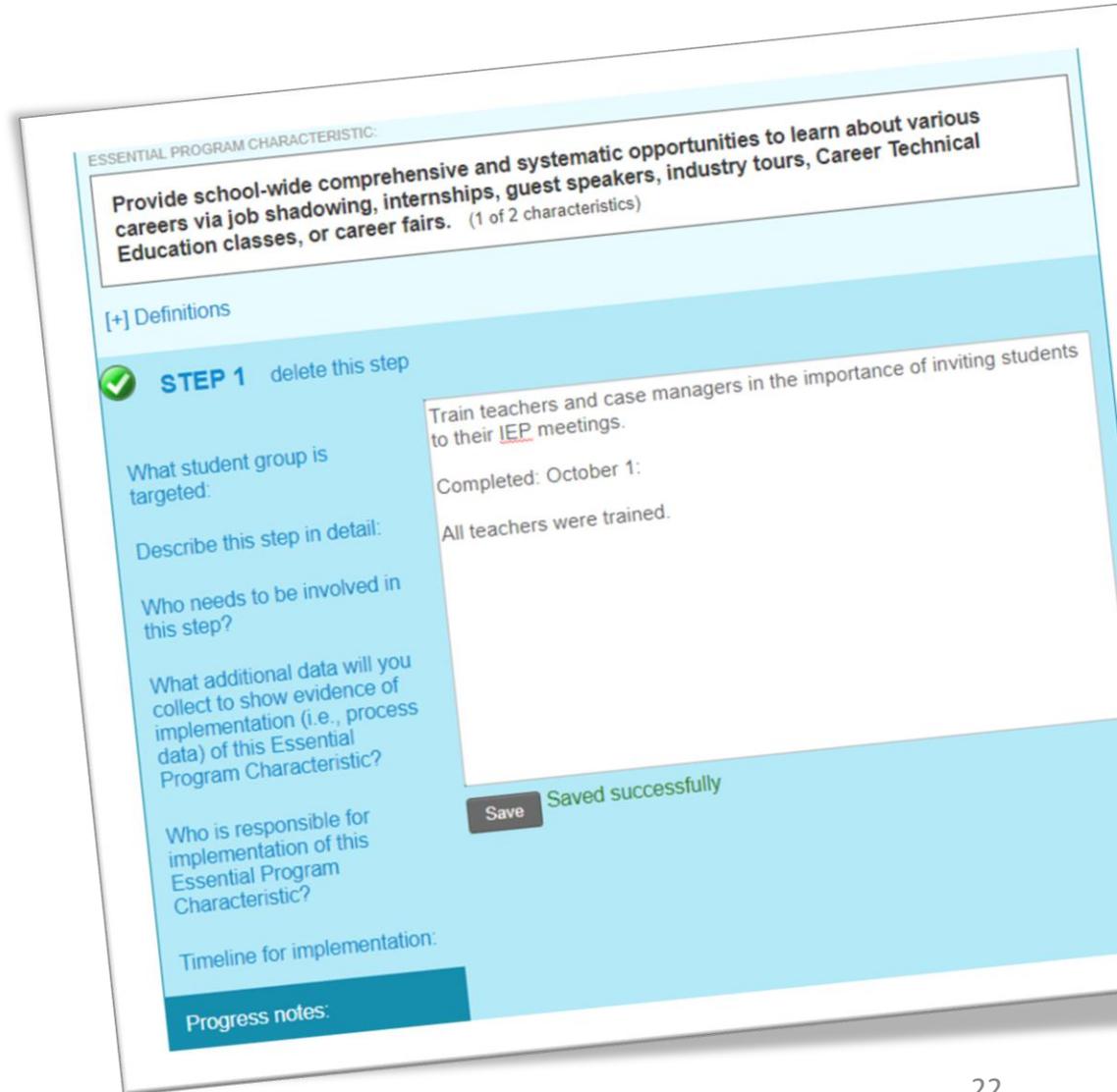
PREDICTOR:
Career Awareness (predictor 1 of 15)

Essential Characteristics

Provide school-wide comprehensive and systematic opportunities to learn about various careers via job shadowing, internships, guest speakers, industry tours, Career Technical Education classes, or career fairs.	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Is this a necessary implementation?	Currently being implemented	Not currently being implemented
Identify skills and qualifications required for occupations aligned with core content areas.	<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/> Is this a necessary implementation?		
Embed career awareness in the general curriculum to teach about occupations related to the core content areas.	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Is this a necessary implementation?	Currently being implemented	Not currently being implemented
Make explicit connections between academic skills and how those skills are used in various careers throughout all general education classes.	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Is this a necessary implementation?	Currently being implemented	Not currently being implemented

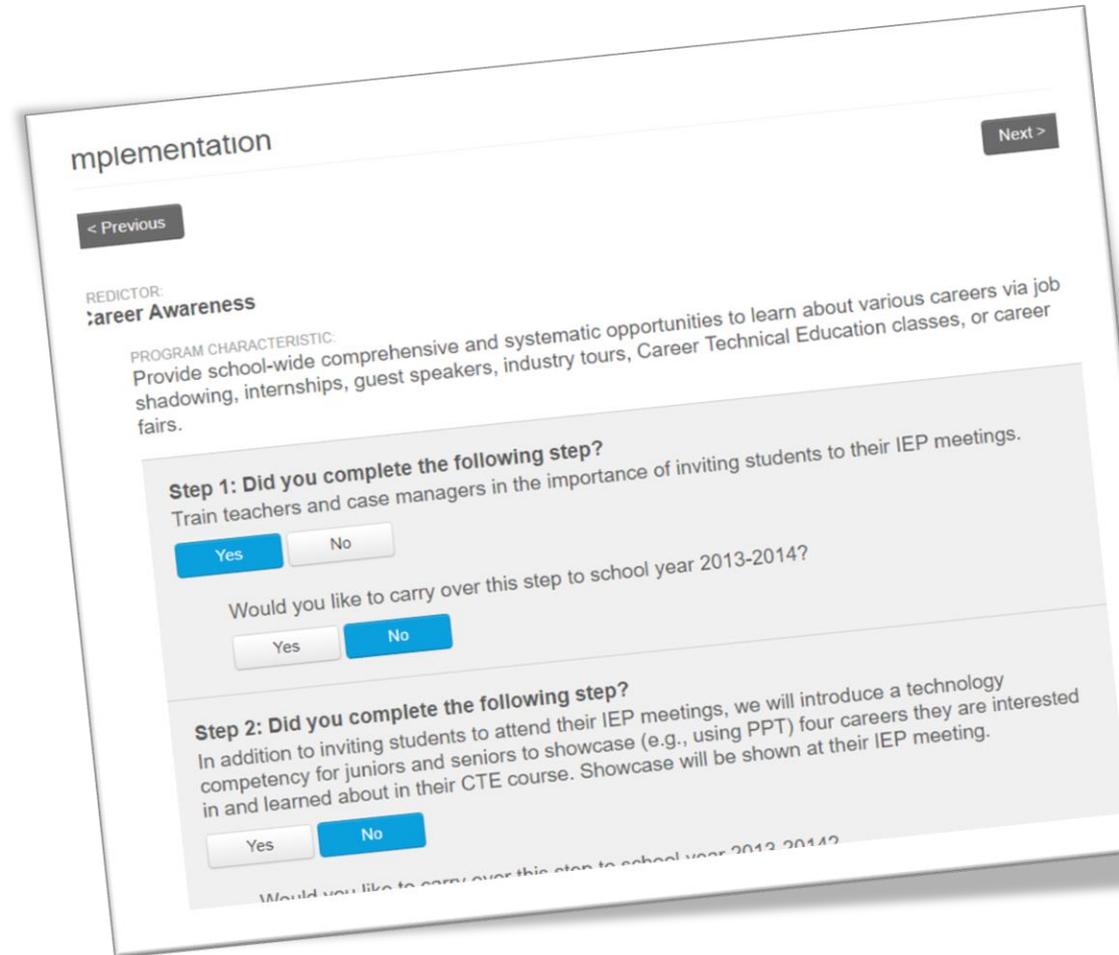
Phase 4: Action Planning

- **Purpose:** To develop an action plan that promotes change at the classroom, school, community, or state-level to improve outcomes of youth with disabilities.

A screenshot of the STEPSS Action Planning interface, tilted slightly to the right. The interface has a light blue background. At the top, a white box contains the text: "ESSENTIAL PROGRAM CHARACTERISTIC: Provide school-wide comprehensive and systematic opportunities to learn about various careers via job shadowing, internships, guest speakers, industry tours, Career Technical Education classes, or career fairs. (1 of 2 characteristics)". Below this is a section labeled "[+] Definitions". A green checkmark icon is next to "STEP 1 delete this step". The form contains several text input fields with labels: "What student group is targeted:", "Describe this step in detail:", "Who needs to be involved in this step?", "What additional data will you collect to show evidence of implementation (i.e., process data) of this Essential Program Characteristic?", "Who is responsible for implementation of this Essential Program Characteristic?", and "Timeline for implementation:". A dark blue box at the bottom left is labeled "Progress notes:". On the right side, a white box contains the text: "Train teachers and case managers in the importance of inviting students to their IEP meetings.", "Completed: October 1:", and "All teachers were trained.". A "Save" button is located at the bottom right, next to the text "Saved successfully".

Phase 5: Implementation

- **Purpose:** To check implementation of the action plan; record progress notes, and if needed, revise the action plan.

A screenshot of a web-based survey form titled "Implementation". The form includes navigation buttons for "< Previous" and "Next >". It identifies the predictor as "Career Awareness" and describes the program characteristic as providing school-wide opportunities for career learning. The form contains two steps for completion, each with "Yes" and "No" buttons, and a follow-up question about carrying over the step to the next school year.

Implementation Next >

< Previous

PREDICTOR:
Career Awareness

PROGRAM CHARACTERISTIC:
Provide school-wide comprehensive and systematic opportunities to learn about various careers via job shadowing, internships, guest speakers, industry tours, Career Technical Education classes, or career fairs.

Step 1: Did you complete the following step?
Train teachers and case managers in the importance of inviting students to their IEP meetings.

Yes No

Would you like to carry over this step to school year 2013-2014?

Yes No

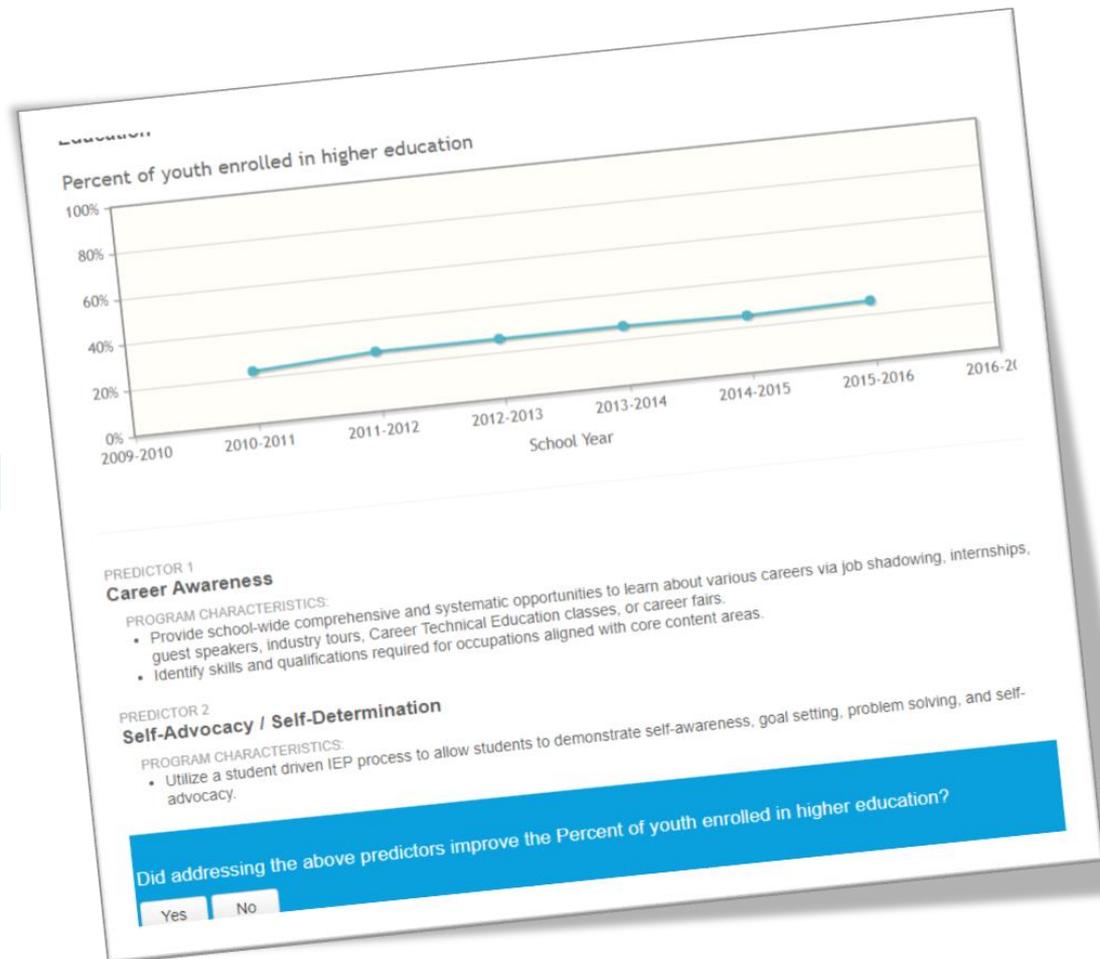
Step 2: Did you complete the following step?
In addition to inviting students to attend their IEP meetings, we will introduce a technology competency for juniors and seniors to showcase (e.g., using PPT) four careers they are interested in and learned about in their CTE course. Showcase will be shown at their IEP meeting.

Yes No

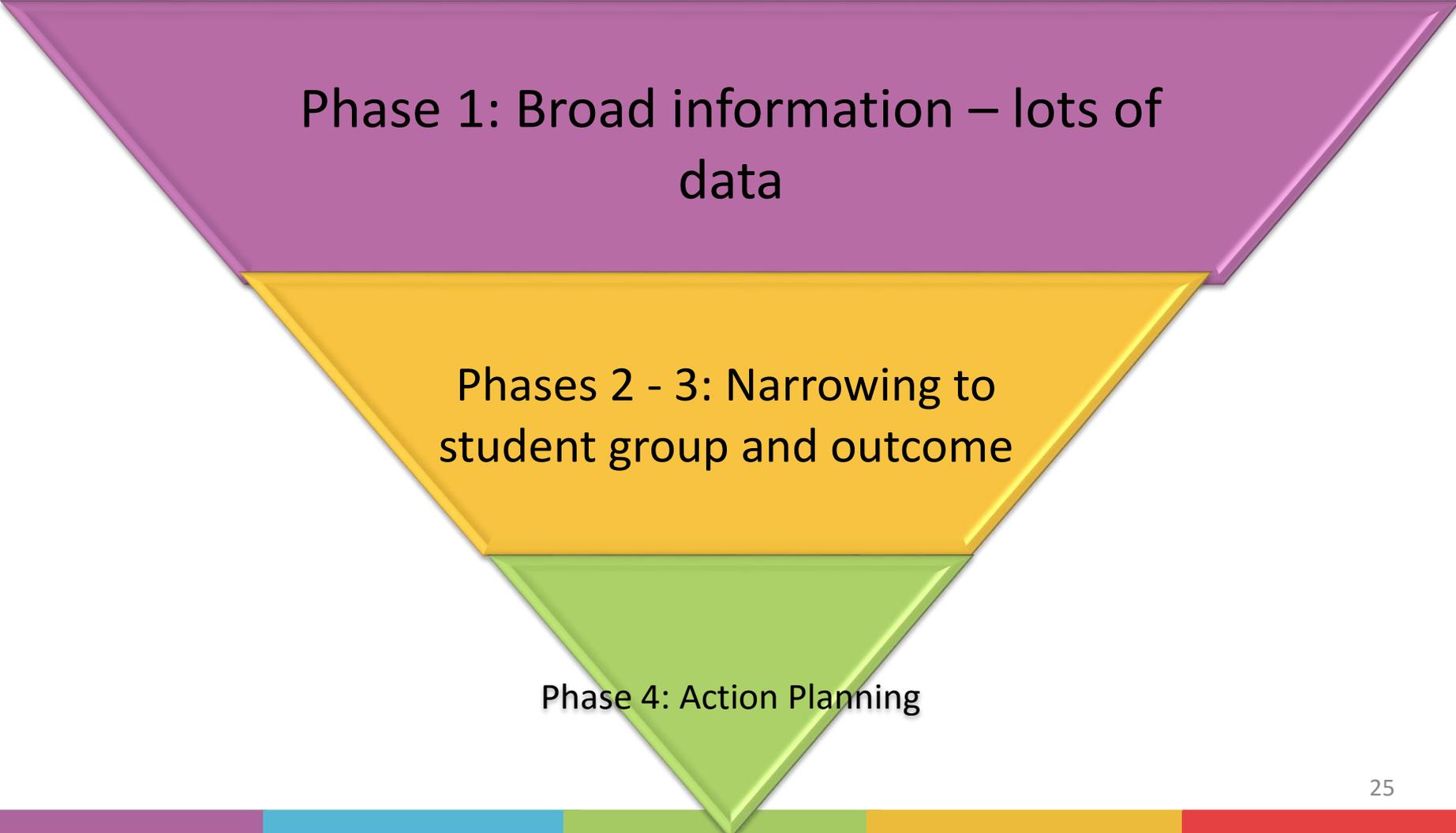
Would you like to carry over this step to school year 2013-2014?

Phase 6: Evaluation

- **Purpose:** To review progress in the following year and determine what actions to keep and what to revise.



Narrowing of Focus



Phase 1: Broad information – lots of data

Phases 2 - 3: Narrowing to student group and outcome

Phase 4: Action Planning



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