

Program Structures Transition Program Tool/ Local

Benchmark 5.1 - Educational planning, programs, and curricula are outcome-oriented, reflect high expectations, and rely on a tiered philosophy, viewing general and special education as a unified system offering increasingly intensive support as needed.

Reflective Questions –

- How does the system plan for transitions across educational levels (e.g., elementary to middle) and systems (e.g., high school to postsecondary education, school-based mental health to community health)?
- To what extent are students with diverse needs accessing all educational opportunities?
- To what extent are programs:
 - flexible to meet individual student needs?
 - outcome-oriented and reflect high expectations for all students?
 - relying on a tiered philosophy offering increasingly intensive support as needed?
 - reflective of community context, values, standards, and needs?
 - reflective of the community’s cultural, linguistic, and ethnic diversity?
- To what extent is/are:
 - graduation pathways clearly defined?
 - graduation requirements and exit options with future implications understood by students and families prior to 9th grade?
 - multiple pathways available for satisfying standard graduation requirements?
 - every opportunity given until age 21 for students to receive a standard diploma?
- To what extent are a range of placement and service options available? How are placement decisions made?
- To what extent are all youth targeted for development, activities, or services aimed at postsecondary success?

Possible Indicators of Evidence –

- % of students supported to transition across educational levels
- # of students with diverse needs accessing all educational opportunities by subgroup
- % of programs that are:
 - flexible to meet individual student needs
 - outcome-oriented and reflect high expectations for all students
 - rely on a tiered philosophy offering increasingly intensive support as needed
 - reflective of community context, values, standards, and needs
 - reflective of the community’s cultural, linguistic, and ethnic diversity
- % of participants that indicate an understanding of school exit options prior to 9th grade
- # of pathways available to satisfy standard graduation requirements

- # of opportunities students receive to earn a standard diploma
- # of students provided the opportunity to receive a standard diploma until age 21
- Y/N a standardized process is in place for placement decisions
- Y/N students and their families are equal partners in placement decisions
- # or % of students targeted for development, activities, or services aimed at postsecondary success

Benchmark 5.2 - Data systems and ongoing program evaluation are used to monitor student progress, analyze postsecondary outcomes, and guide program improvement.

Reflective Questions –

- What aspects of transition-related education and services are evaluated? How are they evaluated?
- To what extent is:
 - evaluation part of an ongoing cycle of program development and improvement
 - clear vision established for system-wide evaluation and data use
 - a data-driven culture supported at all levels
- To what extent do:
 - data collection systems satisfy data information needs?
 - are the data systems compatible?
 - students and families participate in program evaluation?
- How are data collected, combined, and used to identify and address:
 - progress toward graduation?
 - the needs of student most at-risk for dropping out?
 - service and funding needs?
- What outcomes do students achieve with respect to employment, postsecondary education, independent living, social and recreation, and community participation?

Possible Indicators of Evidence –

- # or % of transition-related education and services evaluated
- # or % of approaches used to evaluate transition-related education and services
- # or % of staff that indicate evaluation is:
 - part of an ongoing cycle of program development and improvement
 - system-wide
 - supported at all levels
- # or % of evaluations that include student and family participation
- # or % of program decisions guided by student outcome data or program evaluation data

Benchmark 5.3 - Strategic planning is conducted regularly, based on data, and guided by evidence-based and promising practices for transition education and services.

Reflective Questions –

- How is information generated during strategic planning used to inform planning and service delivery?
- To what extent does strategic planning include:
 - evidence-based and promising practices?
 - student in-school and post-school outcome data?
 - needs assessment
 - multiple stakeholders from relevant education, agency, and community partners?
 - comprehensive evaluation planning?
- How are strategic plans evaluated for technical soundness?
- How often are strategic plans reviewed to determine progress?

Possible Indicators of Evidence –

- # or % of information generated through strategic planning used to inform planning and service delivery
- # or % of strategic planning goals that reflect evidence-based or promising practices
- # or % of strategic planning goals that reflect student outcome data
- # of stakeholder groups represented in strategic planning
- Y/N strategic planning includes comprehensive evaluation planning
- Y/N strategic plans are evaluated for technical soundness
- # of times strategic planning reviewed during the school year (e.g., biweekly, monthly, quarterly)

Benchmark 5.4 - Specific and consistent policies and procedures that support implementation of evidence-based and promising practices for transition are established, clearly communicated, and implemented within and between educational and community agencies.

Reflective Questions –

- To what extent are evidence-based and promising practices for transition:
 - reflected in policies and procedures?
 - implemented?
- How do education and agency policies facilitate or inhibit:
 - school climate?
 - implementation of effective transition practices?
 - school completion?
 - postsecondary outcomes?
- How are results for students with disabilities included in accountability standards?
- How do resource policies need to be changed to enhance or expand resource allocation for transition education and services?

Possible Indicators of Evidence –

- # or % of evidence-based and promising practices for transition reflected in policies and procedures.
- # or % of policies that facilitate or inhibit implementation of effective transition practices
- # or % of activities resources allocated, and policy actions that indicate implementation of evidence-based and promising practices for transition
- # or % of policies that facilitate or inhibit school completion
- % of accountability standards that reflect results for students with disabilities
- # of resource policies that need to be changed to enhance or expand resource allocation for transition education and services

Benchmark 5.5 - Sufficient personnel, material, and fiscal resources are allocated for provision of effective transition education and services.

Reflective Questions –

- What resources are allocated to ensure high quality staff are recruited, hired, and retained in schools and throughout the system in all instructional, supervisory, and support roles?
- To what extent do:
 - educators and other transition service providers meet established transition-related competencies?
 - school personnel receive support through professional development, coaching, and feedback systems?
 - employee relations services ensure continuing quality of the workforce and the workplace (e.g., perform status, benefits, and other transactions for all employees)?
 - teacher and administrator evaluations include multiple measures?
- To what extent are personnel provided professional development for:
 - knowledge and skill development?
 - culturally responsive planning with families?
 - creating a welcoming school climate?

Possible Indicators of Evidence –

- # or % of resources allocated to ensure high quality staff are recruited, hired, and retained in schools and throughout the system
- % of educators and other transition service providers who meet established transition-related competencies
- % of school personnel that receive support through professional development, coaching, and feedback systems

- Y/N employee relations services ensure continuing quality of the workforce and the workplace
- % of teacher and administrator evaluations that include multiple measures
- # or % of activities, resources allocated, and policy actions that enhance or expand resource allocation for transition education and services
- # of professional development opportunities that increase knowledge and skills for transition education and services
- % of school personnel that receive professional development to:
 - increase knowledge and skills
 - conduct culturally responsive planning
 - create a welcoming school climate

Benchmark 5.6 - The educational environment is safe, welcoming, and culturally responsive to students, families, staff, and other stakeholders.

Reflective Questions –

- What processes are in place to increase trust and fairness?
- To what extent is the educational environment seen as safe, welcoming, and culturally responsive to students, families, staff, and other stakeholders?
- How often are school climate surveys or other relevant school climate evaluation measures given to students, families, staff, and other stakeholders?
- How often is the students' engagement and sense of belonging in school monitored?
- To what extent do staff and students interact outside the classroom?
- To what extent are adult advocates assigned to students identified at risk of dropping out?

Possible Indicators of Evidence –

- Y/N processes are in place to increase trust and fairness
- # or % of students, families, staff, and other stakeholders that report safe, welcoming, and culturally responsive educational environment
- # or % of times school climate surveys or other relevant school climate evaluation measures are given to students, families, staff, and other stakeholders (e.g., quarterly, bi-annually, annually)
- # of times student engagement and sense of belonging is monitored
- # of opportunities for staff and students to interact outside the classroom
- % of students assigned adult advocates to assist with dropout prevention

Possible Measurable Goals for Program Structures

- We will develop scope and sequence for transition program planning (K-12) ...
- We will develop protocols to address transitions across educational levels (preschool - high school) and relevant systems (e.g., mental health, vocational rehabilitation) ...
- We will increase district use of a tiered philosophy, viewing general and special education as a unified system offering increasingly intensive support, as needed...
- Provide multiple pathways to satisfy graduation requirements...
- We will increase monitoring of transition education and service data...
- We will increase the use of evaluation data to guide staff professional development...
- Align policies and procedures across agencies to better address gaps and reduce duplication of transition services...
- We will increase districtwide use of evidence-based and promising practices (EBPP)...
- We will increase districtwide knowledge of school climate practices...
- We will increase districtwide implementation of evidence-based programs to address behavior and social skills...
- We will increase districtwide monitoring of students' sense of engagement and belonging...
- We will increase the use of adult advocates to students identified at-risk of dropping out...

Possible Strategies for Program Structures

- Collect comprehensive local transition data for:
 - dropout risk
 - attendance
 - behavior
 - course completion
 - course performance
 - social performance
 - CTE enrollment and completion patterns
 - office referrals
 - truancy
 - retentions
 - suspension/expulsion
 - support needs
 - SPP/APR education data
 - rehabilitation data for transition-age youth including successful case closures
 - labor data
 - postsecondary education enrollment and persistence
- Develop a system for real-time data review regarding student performance (aggregate and disaggregate) and district compliance

- Use data at each level of decision making (e.g., target improvement area, selection of evidence-based practice, selection of initial implementers, fidelity of implementation, scale-up) and to monitor impact of implementation over time
- Use SPP/APR data to identify general (universal) and targeted needs for professional development
- Disaggregate data collected for SPP/APR with regard to race/ethnicity, disability, gender, and other factors of interest for program improvement
- Provide learning opportunities focused on building the knowledge and application of various stakeholder groups (e.g., general and special educators, adult service providers, employers, family members, youth)
- Include students and families in school improvement planning efforts
- Identify policies or procedures that serve as barriers to implementation of evidence-based practices
- Provide school-wide professional development on implementing positive behavior support system or values-based culture to support all students in their learning pursuits
- Conduct needs assessment of staff to determine gaps in support and or professional development needs regarding implementation of evidence-based practices
- Integrate transition program improvement in broader school improvement initiatives
- Develop a system for professional development that includes feedback loops (e.g., coaching, observations for fidelity of implementation, mentoring) to increase implementation of evidence-based practices
- Provide professional development to staff in regards to school climate practices:
 - supporting a sense of trust and fairness
 - clearly defining expectations and procedures
 - creating a welcoming environment to students, families, and staff
 - providing a safe and nurturing environment for students
- Survey staff, families, students, and other relevant stakeholders to identify school climate

Possible Outputs

- Scope and sequence
- Protocols
- Transition data system
- Data reports
- Follow-up data collection procedures
- Financial records
- Revised policies regarding student scheduling
- Professional development agendas, handouts, evaluations, etc.
- Revised staff allocations or assignments
- School climate survey

Possible Outcomes

- Increased # of students served via a tiered system who receive the supports necessary to meet their identified needs
- Improve use of evaluation data to make program improvement decisions
- Increased implementation of evidence-based and promising practices for program improvement
- Increased students with diverse needs accessing all educational opportunities
- Comprehensive data system that includes relevant information regarding student progress toward graduation, student transition support needs and supports provided, and other information needed to monitor program quality and outcomes
- Strategic planning regarding transition-focused education and services is conducted annually
- Curriculum and other program components include evidence-based and promising practices
- District, school, and community agency policies and procedures support implementation of evidence-based and promising practices
- Personnel, material, and fiscal resources are allocated at a level that provides effective transition education and services
- An increased # of students with diverse needs access all educational opportunities
- Educational environment is safe, welcoming, and culturally responsive

Possible Indicators/ Measures

- # and % of students with diverse needs who access specific educational opportunities, by population subgroup (e.g., standard and alternate assessments, general curriculum, CTE programs, co-curricular activities, extracurricular activities, mentoring programs, peer buddies, etc.)
- % of students supported to transition across educational levels
- # of students with diverse needs accessing all educational opportunities by subgroup
- Description of school and district programs
- % of programs with the following characteristics: (a) flexible to meet individual student needs, outcome-oriented and reflect high expectations for all students; (b) rely on a tiered philosophy offering increasingly intensive support as needed; (c) reflective of community context, values, standards, and needs; and (d) reflective of the community's cultural, linguistic, and ethnic diversity
- % of students and parents that indicate an understanding of school exit options prior to 9th grade
- # and description of pathways available to satisfy standard graduation requirements
- # and % of students who elect specific pathways for earning a standard diploma
- # and % of students who exit via the chosen pathway for earning a standard diploma
- # and % of students who receive a standard diploma, by age (up to age 22), by demographic characteristic (e.g., gender, disability category, ethnicity, etc.)
- # and % of students who exit at age 22 without receiving a standard diploma, by demographic characteristic (e.g., gender, disability category, ethnicity, etc.)
- Y/N a standardized process is in place for placement decisions

- Y/N students and their families are equal partners in placement decisions
- # and % of students and families actively engaged in making placement decisions
- # or % of students targeted for development, activities, or services aimed at postsecondary success
- # or % of transition-related education activities, components, and services evaluated
- # or % of approaches/methods used to evaluate transition-related education and services
- # or % of staff that indicate evaluation is: (a) part of an ongoing cycle of program development and improvement, system-wide, and supported at all levels
- # or % of staff targeted and participating in specific school and/or district evaluation “studies”
- # or % of evaluations that include student and family participation
- # or % of program (improvement and/or reduction) decisions guided by student outcome data or program evaluation data
- # or % of strategic planning goals that reflect evidence-based or promising practices
- # or % of strategic planning goals that reflect student outcome data
- # of stakeholder groups represented in strategic planning
- The % of information (e.g., improvement strategies and tasks) generated through strategic planning that are (a) actually implemented and (b) implemented according to the established timeline
- Y/N strategic planning includes comprehensive evaluation planning
- Y/N evaluation data are collected and analyzed as indicated in strategic plan
- # of times strategic plan is reviewed during the school year (e.g., biweekly, monthly, quarterly)
- Y/N implementation of strategic plan and achievement of intended outcomes are assessed at the end of each year
- # or % of relevant policies and procedures that do and do not support implementation of evidence-based and promising practices for transition (e.g., FTE expenditure rules, IEP meeting protocols, student attendance rules, etc.)
- # or % of transition-related program components (e.g., specific evidence-based and promising practices) for which resources are allocated at a level adequate to support implementation with integrity meet identified student needs
- Specific policies that need to be changed and/or developed to enhance or expand resource allocation for transition education and services
- # of activities and/or policy actions changed and/or developed to enhance or expand resource allocation for transition education and services
- # or % of relevant policies and procedures that facilitate or inhibit school completion
- Y/N accountability standards reflect results for students with disabilities
- Difference between level of resource allocation needed to ensure high quality staff are recruited, hired, and retained in schools and throughout the system and level allocated and expended
- # or % of evidence-based and promising practices for transition reflected in policies and procedures

- # or % of policies that facilitate or inhibit implementation of effective transition practices
- # or % of activities resources allocated, and policy actions that indicate implementation of evidence-based and promising practices for transition
- # or % of policies that facilitate or inhibit school completion
- % of accountability standards that reflect results for students with disabilities
- # of resource policies that need to be changed to enhance or expand resource allocation for transition education and services
- # or % of resources allocated to ensure high quality staff are recruited, hired, and retained in schools and throughout the system
- % of educators and other transition service providers who meet established transition-related competencies
- % of school personnel that receive support for teaching and service provision through professional development, coaching, and feedback systems
- % of school personnel that receive support through professional development, coaching, and feedback systems
- Specific employee relations services that ensure continuing quality of the workforce and the workplace
- % of teacher and administrator evaluations that include measures relevant to students staying in and completing school, having a quality transition plan, and meeting needs identified in students' IEPs
- # of professional development events for which event evaluations indicate an increase in participants' knowledge and skills regarding transition education and services
- % of school personnel that receive professional development to increase knowledge and skills for implementing EBPPs, including culturally responsive planning
- Description of processes in place to increase trust and fairness
- # or % of students, families, staff, and other stakeholders that report safe, welcoming, and culturally responsive educational environment
- # or % of times school climate surveys or other relevant school climate evaluation measures are used to assess to students, families, staff, and other stakeholders (e.g., quarterly, bi-annually, annually)

Possible Data Sources

- IEPs and IPEs
- Program descriptions and other documents that describe dropout prevention and retrieval initiatives, specific transition education and services, career and technical education (CTE) programs, co- and extra-curricular activities, and other school program information
- NTACT Risk Calculator
- District strategic planning documents including self-assessment and panning data on transitionprogramtool.org
- NTACT District Predictor Self-Assessment data
- School climate survey

- Evaluation results from professional development events
- Policy and procedures
- Policy analysis data
- Financial records
- HR employment records
- Case management records
- Student records
- Student artifacts
- Assessment information
- School records
- Family surveys or other methods used to evaluate family engagement, perceptions, and needs
- Stakeholder focus groups