

Student Development Transition Program Tool/ Local

Benchmark 2.1 - Student assessment data are routinely collected to inform instruction and service planning and decision-making.

Reflective Questions –

- To what extent:
 - does formative student assessment data drive academic instruction?
 - are accommodations or alternate assessments provided when needed?
 - are assessment results shared regularly with students and used to assist in overcoming deficiencies as they are identified?
 - are remediation and multiple testing opportunities offered for high stakes testing?

Possible Indicators of Evidence –

- % of academic instruction driven by formative student assessment data.
- # or % of accommodation or alternate assignment requests granted
- # or % of times assessment results are shared with students and used to assist in overcoming deficiencies as they are identified
- # of remediation and multiple testing opportunities offered for high stakes testing

Benchmark 2.2 - Students receive rigorous and relevant instruction that engages them in learning and builds the skills needed to graduate and to achieve targeted in-school and post-school outcomes.

Reflective Questions –

- To what extent:
 - is instruction rigorous and relevant?
 - does instruction embed Universal Design for Learning?
 - are education and services provided in integrated least restrictive environments? (e.g., general education 80% or more of the time, community-based settings, etc.)
 - do courses and curricula prepare students for college and careers?
 - do students understand what constitutes college-ready curriculum by 9th grade?
 - are student academic skills developed (e.g., decoding, comprehension, computation, interpretation, etc.)?
 - are student academic strategies developed (e.g., learning strategies, study skills, and test-taking skills, etc.)?

- are student academic behaviors developed (e.g., going to class, participation, organization, doing homework, studying, etc.)?
- are student accomplishments recognized and celebrated?

Possible Indicators of Evidence –

- % of students receiving rigorous and relevant instruction
- % of instruction that embeds Universal Design for Learning
- # or % of educational activities and services provided in least restrictive environments
- # or % of students that successfully transition to college and careers
- # or % of students able to identify components of a college-ready curriculum by 9th grade
- # or % of students that demonstrate mastery of academic skills
- # or % of students that demonstrate mastery of academic strategies
- # or % of students regularly engaged in academic behaviors
- # or % of student accomplishments that are recognized and celebrated

Benchmark 2.3 - Instruction and services are provided that improve students' classroom behavior, social, and independent living skills with an emphasis on autonomy and self-determination skills (e.g., goal setting, decision making, problem solving, self-advocacy, etc.).

Reflective Questions –

- To what extent are students' classroom behavior, social, and independent living skills developed:
 - self-determination skills developed (e.g., goal setting, decision making, problem solving, self-advocacy, etc.)?
 - youth autonomy fostered and supported?
 - independent living skills developed (e.g., financial, first aid, safety, cooking, etc.)?
 - interpersonal skills developed?
 - leisure skills developed?
 - transportation skills developed?
- What evidence-based programs are implemented at the school, classroom, and student level to improve students' classroom behavior, social, and independent living skills?
- How are targeted behavior, social, and independent living skills determined and subsequently evaluated?
- Do students with disabilities have opportunities to practice behavior, social, and independent living skills:
 - inside of school?
 - outside of school?

Possible Indicators of Evidence –

- # or % of students demonstrating proficiency in:

- self-determination skills (e.g., goal setting, decision making, problem solving, self-advocacy, etc.)
- youth autonomy
- independent living skills (e.g., financial, first aid, safety, cooking, etc.)
- interpersonal skills
- leisure skills
- transportation skills
- # of evidence-based programs implemented at the school, classroom, and student level to improve students' classroom behavior, social, and independent living skills
- # of ways targeted behavior, social, and independent living skills are determined and evaluated
- # of opportunities for students with disabilities to practice behavior, social, and independent living skills inside of school
- # of opportunities for students with disabilities to practice behavior, social, and independent living skills outside of school

Benchmark 2.4 - Instruction and services are provided that build students' employment and occupational skills development, including paid work experience prior to exit.

Reflective Questions –

- To what extent:
 - is career planning embedded in or aligned with academic instruction?
 - are students with disabilities enrolling and completing career and technical education tracks?
 - are employment skills developed (e.g., career awareness, employment seeking, occupation-specific, soft skills, etc.)?
 - is employment skill development provided in authentic settings (e.g., school-based enterprises, on-site structured work experiences, career academies, etc.)?
 - do local businesses provide opportunities for work-related experiences (e.g., simulated job interviews, job shadowing, internships, apprenticeships, work-study, etc.)?
 - is graduation credit provided for work experiences?
- are paid work experience and job placement services provided prior to student's exit from school?
- To what extent do agencies provide services for work-related experiences?
- In which occupational areas are students employed during their work experiences?
- Are employment opportunities different for various subpopulations (e.g., specific learning disability, intellectual disability, White, Hispanic, African American, male, female)?
- Are students' work experiences aligned with their courses of study?
- Are students' work experiences aligned with their postsecondary goals?

Possible Indicators of Evidence –

- % of academic instruction containing or aligned with career planning
- # or % of students with disabilities that enrolled in and completing career and technical education tracks
- # or % of students demonstrating employment skills
- # of authentic settings used to provide employment skill development
- # of local businesses providing opportunities for work-related experiences
- # or % of students receiving graduation credit for work experiences
- # or % of students receiving paid work experience and job placement services prior to student's exit from school
- # of students receiving agency services for work-related experiences
- # of occupational areas available to students during their work experiences
- # of occupational areas available to students by subgroup
- # or % of students with work experiences aligned with their postsecondary goals
- # or % of students with work experiences aligned with their courses of study

Benchmark 2.5 - Student supports are based on individual needs and provided to foster achievement of targeted in-school and post-school outcomes.

Reflective Questions –

- To what extent:
 - are related services provided (e.g., AT, OT, PT, speech therapy, etc.)?
 - are functional communication systems provided when needed?
 - are environmental adaptations, natural supports, and accommodations identified and developed?
 - is academic support and enrichment provided (e.g., test-taking skills, study skills, targeted subject area skills, etc.)?
 - are opportunities given for credit recovery and acceleration (e.g., content labs, after school, Saturday school, summer enrichment, etc.)?
 - are adult or peer advocates assigned to assist the student with goals (e.g., academic, behavioral, college, career, etc.)?
 - are students supported to complete steps for college and career entry?
 - are students supported through community-based program providers (e.g., social services, welfare, mental health, law enforcement, etc.)?
- What resources are offered for students with disabilities and students identified at risk of academic failure?
- What methods are used to help students generalize their accommodation needs from school to community?

Possible Indicators of Evidence –

- # of related services provided
- % of students provided functional communication systems when needed

- % of environmental adaptations, natural supports, and accommodations identified and developed
- % of students provided academic support and enrichment
- % of students given opportunities for credit recovery and acceleration
- % of students assigned adult or peer advocates to assist with goals
- % of positive statements agreeing that students are supported to complete steps for college and career entry
- # or % of students supported through community-based program providers
- # of resources offered for students with disabilities and students identified at risk of academic failure
- # or % of students generalizing their accommodations in community settings

Benchmark 2.6 - Students are encouraged and supported to participate in co-curricular, service learning, extracurricular, and community activities.

Reflective Questions –

- How are students informed of and recruited for co-curricular and extra-curricular activities?
- To what extent are students with disabilities participating in co-curricular, service learning, extracurricular, and community activities?
- To what extent are activities used to support student development:
 - co-curricular activities (e.g., band, forensics, poetry slams, quiz bowl, writing competitions, yearbook, etc.)?
 - extracurricular activities (e.g., clubs, Junior Achievement, Junior ROTC, school or intermural sports, student council, theater, etc.)?
 - community activities (e.g., 4H, church groups, community festivals, community government, scouts, social activism, volunteering, etc.)?
- To what extent is service learning used to engage students in their school and community?

Possible Indicators of Evidence –

- # of methods used to inform and recruit students for co-curricular and extra-curricular activities
- # or % of students with disabilities participating in co-curricular, service learning, extracurricular, and community activities
- # or % of co-curricular activities used to support student development
- # or % of extracurricular activities used to support student development
- # or % of community activities used to support student development
- # or % of service learning opportunities used to engage students in their school and community

Possible Measurable Goals for Student Development

- We will increase the use of formative assessment data to drive decisions for academic programming and instruction...
- We will improve academic achievement of students with disabilities...
- We will ensure students are provided accommodations on assessments as needed...
- We will increase the percent of students with disabilities that graduate with a standard high school diploma...
- We will increase student acquisition of academic strategies development (e.g., learning strategies, study skills, and test-taking skills, etc.)...
- We will foster social and emotional skills for youth...
- We will increase life skills for youth...
- We will increase youth workplace readiness...
- We will increase the number of youth participating in paid employment prior to exiting school...
- We will ensure support services are provided to youth as needed...
- We will increase the use of UDL in general education classrooms...
- We will increase opportunities for youth to participate in extracurricular activities...

Possible Strategies for Student Development

- Implement a survey to all general and special education teacher to determine to what degree formative assessment data drives academic instruction
- Provide rigorous and relevant instruction for all students
- Provide on-going coaching for specific improvement activities
- Collect baseline (pre and post) data on students' acquisition of:
 - self-determination skills
 - work skills
 - life skills
 - social skills
 - academic skills, strategies, and behaviors to improve student preparedness for identified postsecondary goals
- Partner with community agencies to provide transition services
- Work with employers to increase paid work opportunities for students with disabilities
- Review accessibility to and provision of opportunities for student engagement in high quality curricula-focused on development of independent living, occupational, social, and academic skills
- Collect and analyze pre and post data on students' performance in work experiences to improve and evaluate work-based education opportunities and or curricula
- Review local school and agency policies that influence implementation of evidence-based transition practices at the local level
- Amend local policies that restrict access for youth with disabilities to participate in co-curricular, extracurricular, community activities and events

Possible Outputs

- Partnership meeting agendas, timelines, reports
- Academic performance report by district
- Coaching documents
- Reports on students' acquisition of self-determination skills, work skills, life skills, social skills, etc.
- Cross-agency statewide longitudinal data dashboard
- NTACT Risk Calculator reports
- Pre and posttest data regarding students' performance in work experiences
- On-the-job-training (OJT) evaluation data
- Amended policy documents
- New employment sites
- Accommodations needs assessment

Possible Outcomes

- Increased enrollment in CTE of students with disabilities
- Increase in students with disabilities participation in extra-curricular activities
- Increased staff use of student assessment data to inform instruction, service planning, and decision making
- Increase in rigorous and relevant instruction
- Increased student engagement in learning
- Increase in individualized student skills addressed that are needed to achieve in-school and post-school outcomes
- Increased graduation rates
- Decreased dropout rates
- Reduced student absences
- Increased student classroom behavior
- Increased student self-determination (e.g., goal setting, decision making, problem solving, self-advocacy)
- Increased # and % of students in work-based experiences
- Improved student employability behaviors
- Increased # and quality of work site accommodations
- Increased student knowledge of occupations and requirements

Possible Indicators/ Measures

- % of staff using formative student assessment data to drive academic instruction
- % of time students with disabilities participate in rigorous and relevant instruction
- % of students engaged in learning
- % of students with individualized skills addressed that are needed to achieve in-school and post-school outcomes
- % of students with disabilities graduating with a standard high school diploma

- % of students with disabilities graduating on-time
- % of students with disabilities dropping out
- % reduction of absences across the district
- % of students with chronic absenteeism
- % of students receiving office referrals
- # of evidence-based programs implemented at the school, classroom, and student level to improve students' classroom behavior, social, and independent living skills
- # of opportunities for students with disabilities to practice behavior, social, and independent living skills inside of school
- # of opportunities for students with disabilities to practice behavior, social, and independent living skills outside of school
- # of students engaged in goal-setting and problem solving
- # or % of students demonstrating proficiency in: (a) self-determination skills (e.g., goal setting, decision making, problem solving, self-advocacy, etc.); (b) youth autonomy; (c) independent living skills (e.g., financial, first aid, safety, cooking, etc.); (d) interpersonal skills; (e) leisure skills; and/or (f) transportation skills# or % of student accomplishments that are recognized and celebrated
- # or % of students with disabilities that enrolled in and completing career and technical education tracks
- # or % of students demonstrating employment skills
- # of local businesses providing opportunities for work-related experiences
- # or % of students receiving graduation credit for work experiences
- # or % of students receiving paid work experience and job placement services prior to student's exit from school
- # or % of students with work experiences aligned with their postsecondary goals
- # or % of extracurricular activities used to support student development

Possible Data Sources

- Formative assessment data
- Enrollment data
- SPP/APR data (1, 2, 3, 4, 5, 13, & 14)
- Rehabilitation case data
- School records
- Student education and agency records
- IEPs and IPEs
- Staff, coaches, adult advocates, community partners, student, and family surveys, interviews, focus groups, etc. results
- Fidelity of implementation evaluation data
- Job coach evaluations
- Behavior data (e.g., PBIS, SWISS)
- Self-determination assessment results
- Department of Labor data
- Postsecondary education data

- GEAR-UP report
- Athletic, music, art, and other extracurricular participation records