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State Performance Plan Indicator 14: Post-School Outcomes



SPP Indicator 14 measures the percent of youth who are no longer in high school, had IEPs in effect at the time they left school, and within one year of leaving school were:

- enrolled in higher education,
- employed, or
- enrolled in a post-secondary or training program.

Who are the students included in this indicator?

Former students with disabilities who had individualized education programs (IEP) at the time they left high school and participated in New York State’s (NYS) SPP Indicator 14 post-school outcomes survey one year after exiting school.

What is the data source?

Each year, one sixth of the districts in the state plus the New York City Department of Education are required to work with the Potsdam Institute for Applied Research at the State University of New York to contact former students with IEPs to collect the data for SPP Indicator 14. When possible, interviews are conducted by telephone, but the survey is also made available in both online and paper formats. NYS must ensure that the data collected are representative of the racial and ethnic groups that make up all of NYS former high school students with disabilities.

The New York State Education Department (NYSED) has contracted with the Potsdam Institute for Applied Research (PIAR) at the State University of New York to conduct this work.

How are results calculated?

Numerator Description	÷	Denominator Description	X 100	= Percentage Description
# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school		# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school		Percent enrolled in higher education within one year of leaving high school
# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school		# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school		Percent enrolled in higher education or competitively employed within one year of leaving high school
# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment		# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school		Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school

What action is NYS taking to improve post-secondary outcomes for students with disabilities?

Appropriate transition planning and services that lead to meaningful post-school outcomes, including career and technical education, is a priority area of the Office of Special Education (OSE). NYSED has taken the following actions to improve outcomes for students with disabilities:

- The OSE and the Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR) Office regularly work together to support the effective provision of transition services and positive post-school outcomes and have developed a joint agreement describing the shared responsibility to prepare students with disabilities for the successful transition to post-school activities.
- ACCES-VR has created a Transition Unit to improve collaboration with high schools and provide pre-employment transition services, including job and career exploration counseling and activities; work-based learning experiences; counseling on postsecondary options; workplace readiness training and instruction in self-advocacy to expose students to career and post-school options and to enable students with disabilities who are eligible, or potentially eligible, for Vocational Rehabilitation services to successfully transition from school to post-school activities.
- The OSE Educational Partnership has also taken several actions to improve outcomes for students with disabilities. The OSE Educational Partnership is a coordinated and cohesive network of support focused on enhancing services and supports for students with disabilities from early childhood and school-age education to engagement in post-school opportunities. The OSE Educational Partnership includes five Technical Assistance Partnerships, housed at institutes of higher education, and Regional Teams located in each region of the State.
- The OSE's Youth Advisory Panel advises NYSED on ways to improve the quality of special education services and student outcomes.