



State  
Performance  
Plan (SPP)/  
Annual  
Performance  
Report (APR)  
2020-2025

Individuals with Disabilities  
Education Act (IDEA)



IDEA STATE  
PERFORMANCE  
PLAN  
STAKEHOLDER  
ENGAGEMENT



## Indicator 13: Secondary Transition

# Agenda



# Frequently Used Terms



Term	Description
State Performance Plan (SPP)	Evaluates the state's efforts to implement the requirements and purposes of the Individuals with Disabilities Education Act (IDEA) and describes how the state will improve its implementation.
Annual Performance Report (APR)	The IDEA requires each state to develop a state performance plan/annual performance report (SPP/APR) that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation.
Federal Fiscal Year (FFY)	October 1 – September 30.
SPP Indicator 13	Measures the percent of youth aged 15 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, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency 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.



# Frequently Used Terms (1 out of 2)

Term	Description
Transition Services	A coordinated set of activities for a student with a disability, designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including, but not limited to, postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based on the student's strengths, preferences and interests, and shall include needed activities in the following areas: (1) instruction; (2) related services; (3) community experiences; (4) the development of employment and other post-school adult living objectives; and (5) when appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
7-Pak Consortium	New York, California, Florida, Pennsylvania, Illinois, Texas, and Ohio are known as the 7-Pak States. The term 7-Pak States refers to a consortium of the seven largest states that the National Association of State Directors of Special Education, Inc. determined to have both similar demographics (e.g., general population, diversity, significant rural and inner-city populations) and issues in the delivery of special education programs to its students with disabilities.
"states"	The term "states" is inclusive of the 50 states, eight territories or associated states, the Bureau of Indian Education and the District of Columbia.



# Frequently Used Terms (2 out of 2)



Term	Description
Measurable Postsecondary Goals	Identifies the student's long-term goals for living, working and learning as an adult; acknowledges the student's needs, preferences and interests and should be expressed in terms of the student's aspirations for the future.
Transition Assessment	Assessments related to training, education, employment, and, where appropriate, independent living skills for the purpose of determining a student's appropriate measurable postsecondary goals for secondary transition.
Coordinated Set of Activities	Based on the individual student's needs, taking into account the student's strengths, preferences and interests, and including: instruction; related services; community experiences; the development of employment and other post-school adult living objectives; and when appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
Courses of Study	A multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goals.
Participating Agency	A State or local agency, other than the public agency responsible for a student's education, which is financially and legally responsible for providing transition services to the student.



## *Participants will...*

1. Gain a deeper understanding of SPP/APR Indicator 13.
2. Gain a deeper understanding of current information and trend data as well as state and national comparisons regarding New York State's progress towards meeting the required 100% compliance.
3. Discuss strategies to improve performance on Indicator 13.





Participants will...



Gain a  
deeper understanding  
of Indicator 13



# Understanding SPP Indicator 13 Regulations Federal



States are required to report data on the “percent of youth with IEPs aged 16 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, and annual IEP goals related to the student’s transition service needs.”

“There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.” (20 U.S.C. 1416(a)(3)(B)).





# Comparison of Federal and State Regulations



## Federal

If a State's policies and procedures provide that public agencies must meet these requirements at an age younger than 16, the State may, but is not required to, choose to include youth beginning at that younger age in its data for this indicator. If a State chooses to do this, it must state this clearly in its SPP/APR and ensure that its baseline data are based on youth beginning at that younger age.

## State

New York State (NYS) law requires transition planning on a student's IEP beginning with the IEP in effect when the student turns age 15. The New York State baseline data are based on youth beginning at age 15.



# Understanding the Regulations

The Regulations of the Commissioner of Education Part 200 Students with Disabilities requires Indicator 13 to monitor the following requirements:

- Measurable annual goals, including academic and functional goals;
- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments;
- A statement of the transition services needs of the student that focuses on the student's courses of study;
- Needed activities to facilitate the student's movement from school to post-school activities; and
- Participation of the student in transition planning, and to the extent appropriate and with parental consent or consent of a student 18 years of age or older, the school district invites a representative of any participating agency that is likely to be responsible for providing or paying for transition services.



# Data Collection

- New York State has divided all school districts into six statewide representative samples. Each group reports once every six years. However, New York City reports every year.
- The data for this Indicator are collected by conducting the Secondary Transition Self-Review for Students with Disabilities. This is a focused self-review of the content of each selected school district's sample of IEPs with respect to transition planning and services. Samples from local educational agencies (LEAs) must be representative, considering such variables as disability categories, age, race, gender, and family income.
- New York City is the only school district whose review is a joint review by the New York State Education Department and the New York City Department of Education.



# Sampling Methodology



Federal Indicator Number	Eligible Population of Students from Which a Random Sample Must be Selected	Minimum Number of Students in the Sample	Method for Selecting Students	Required Documentation
13	All students with disabilities ages 15-21 who are provided special education services in district-operated programs or under contract with other service providers	All students up to 30 eligible students. NYC samples 100 students	Random selection using a random number table	Documentation period is seven years. Maintain list of all eligible students, copy of Random Number Table used, beginning random number for selecting students, and list of all students who were selected and their number



# Measurement of Data



$$\text{Percent} = \frac{\text{\# of youth aged 15 and above with an IEP that is fully compliant with SPP 13 citations}}{\text{\# of youth with an IEP age 15 and above}} \times 100$$





# IDEA STATE PERFORMANCE PLAN STAKEHOLDER ENGAGEMENT



Facilitator Check for understanding on the SPP measurement or how the data are used to measure results or outcomes.





# IDEA STATE PERFORMANCE PLAN STAKEHOLDER ENGAGEMENT



While New York City reports SPP Indicator 13 data annually, other districts in New York State are assigned to one of six groups that report once every six years.

What would you think are the advantages of districts reporting more frequently\*?

\*(i.e., once a year or once every three years)





Participants will...



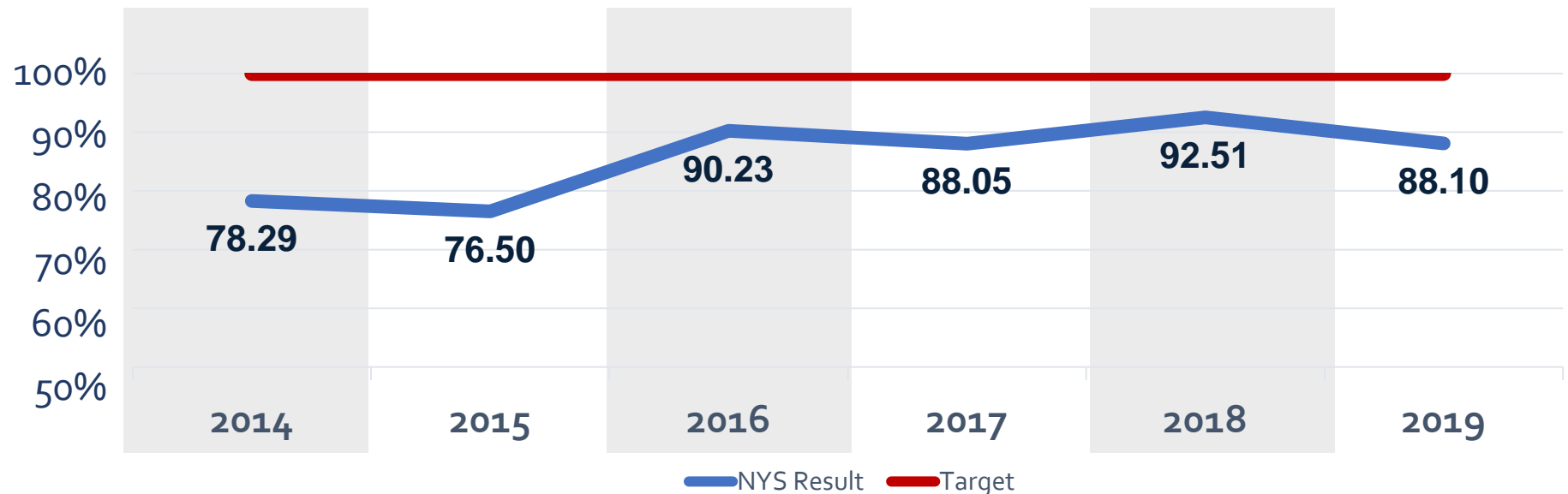
Understand current  
information and trend data





# Understand current New York State information and trend data

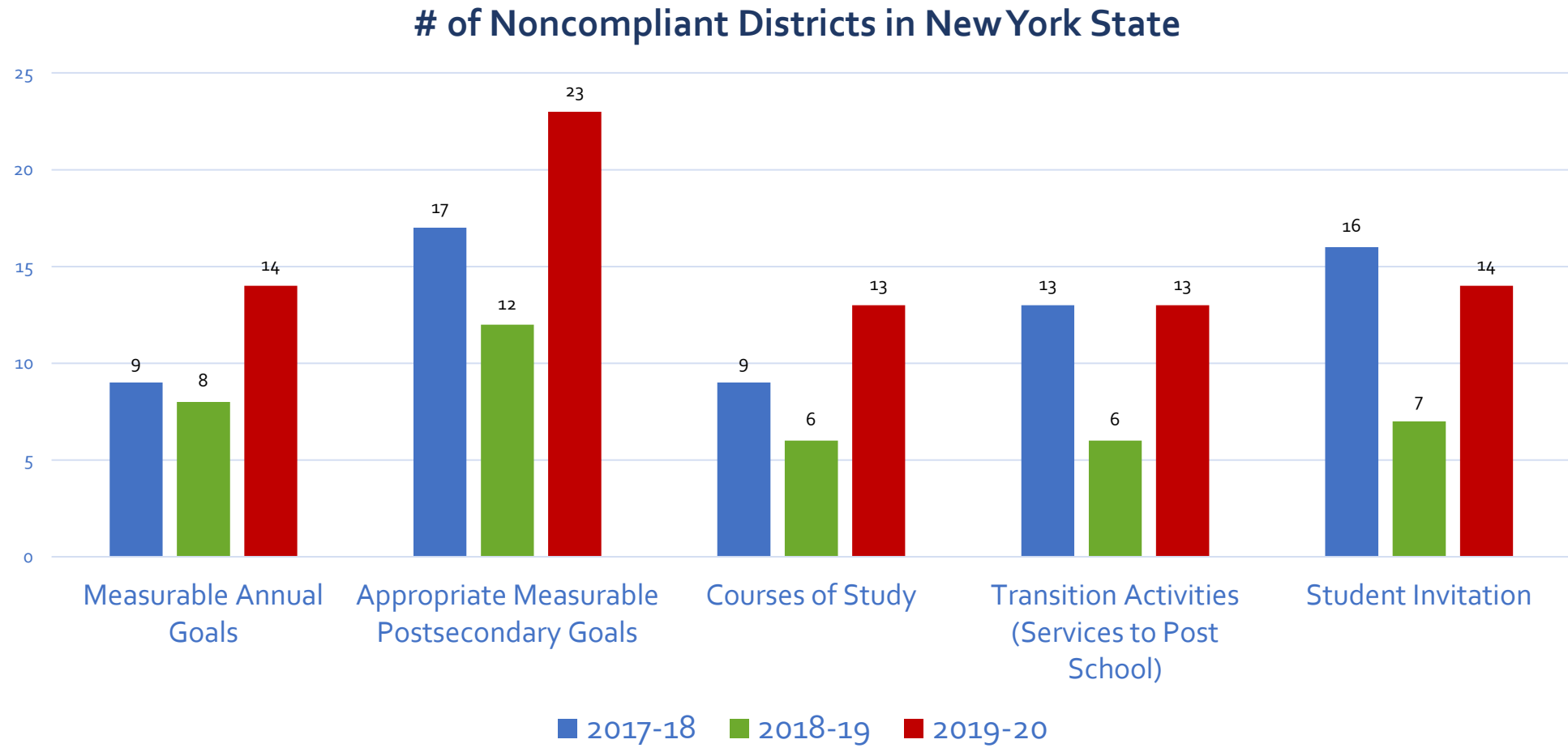
Baseline 2009	FFY	2014	2015	2016	2017	2018	2019
67.20%	Target =	100%	100%	100%	100%	100%	100%
	Data	78.29%	76.50%	90.23%	88.05%	92.51%	88.10%



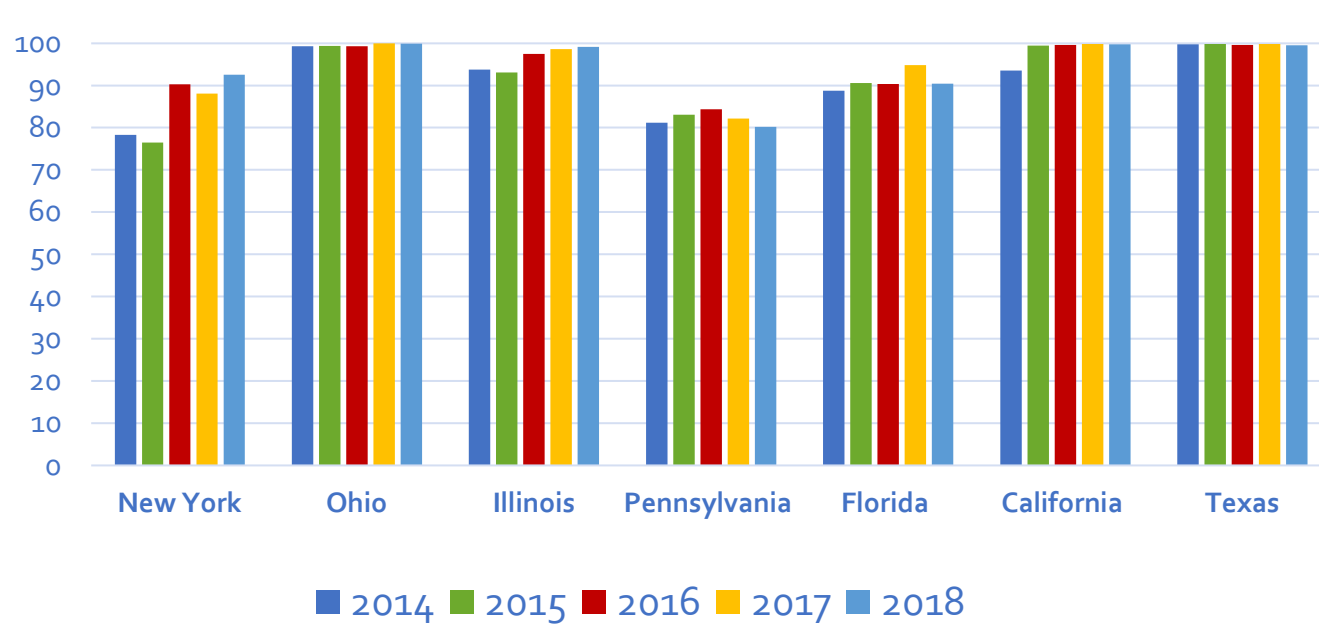
# Understand current New York State information and trend data for noncompliant districts



Decrease = Improvement

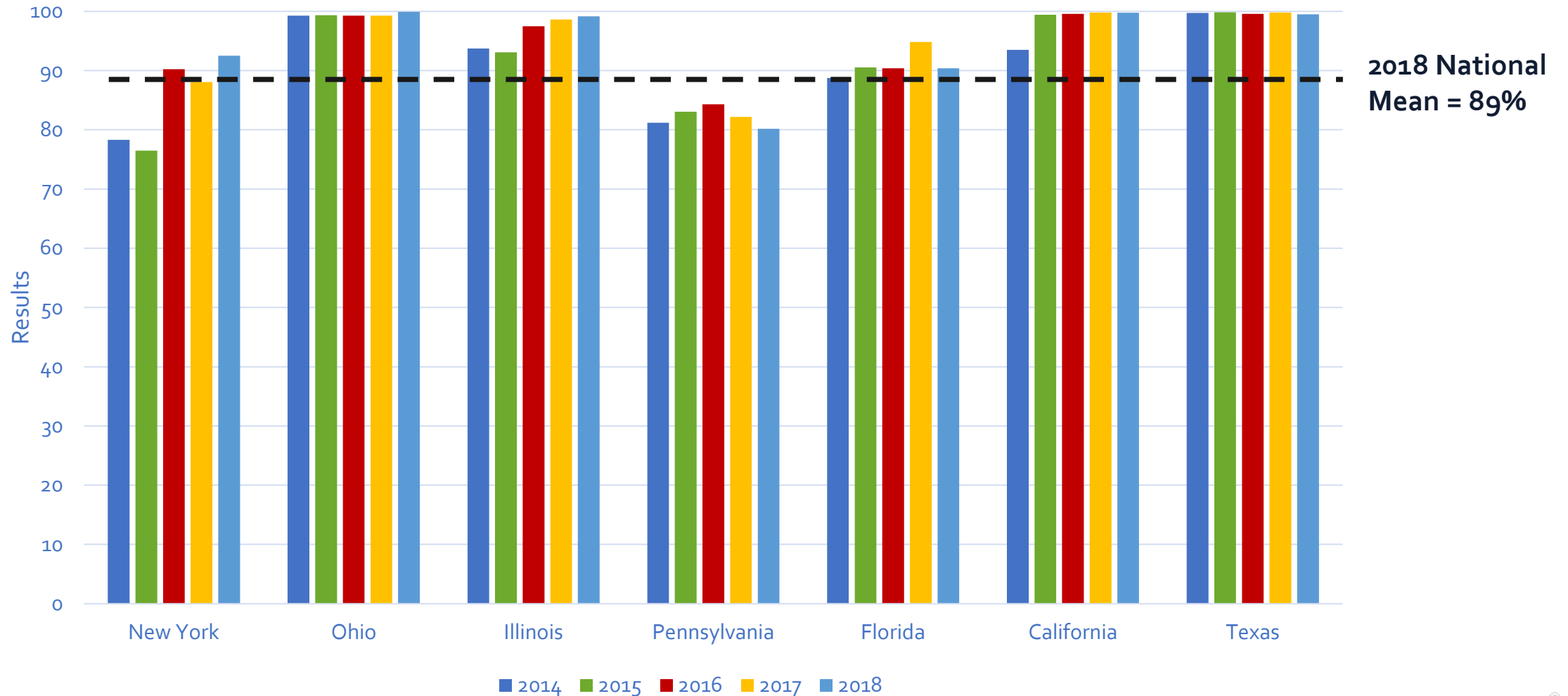


# New York State and National Trends for SPP 13 7-Pak Consortium Indicator 13 Results



	2014	2015	2016	2017	2018
<b>NY Results</b>	<b>78.29%</b>	<b>76.50%</b>	<b>90.23%</b>	<b>88.05%</b>	<b>92.51%</b>
OH Results	99.26%	99.34%	99.27%	99.96%	99.90%
IL Results	93.73%	93.07%	97.50%	98.63%	99.17%
PA Results	81.19%	83.07%	84.32%	82.18%	80.18%
FL Results	88.77%	90.55%	90.38%	94.84%	90.40%
CA Results	93.49%	99.41%	99.59%	99.79%	99.78%
TX Results	99.74%	99.84%	99.58%	99.79%	99.52%

# Results by 7-Pak Consortium and National Mean





# IDEA STATE PERFORMANCE PLAN STAKEHOLDER ENGAGEMENT



What do you see in the data that is interesting?  
Do the data suggest any opportunities for improvement?





Participants will...



Discuss strategies to improve performance on Indicator 13.



# Current Improvement Strategies (1 of 2)

NYSED has taken the following actions to ensure that IEPs include required transition components:

- The New York State Education Department has seven branches, each under the direction of the Commissioner of Education. Two of these branches are Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR) and P-12 Instructional Support, which includes the Office of Special Education (OSE). These branches have programs which benefit students' secondary transition and post-school outcomes.
- A Joint Agreement for the Coordination of Transition Services between ACCES-VR and the Office of Special Education was signed by representatives of ACCES and P-12 Instructional Support on April 21, 2020. Through the agreement, which defines their relationship and their respective roles and responsibility to students with disabilities, the provision of transition services and pre-employment transition services for students with disabilities forms the basis for which the Joint Agreement was made.
- ACCES-VR is one agency that may be invited to participate in the development of the transition plan during the IEP meeting, with appropriate consent.
- OSE's Youth Advisory Panel advises NYSED on ways to improve the quality of special education services and student outcomes.



# Current Improvement Strategies (2 of 2)

NYSED has taken the following additional actions to ensure that IEPs include required transition components:

- SEQA provides technical assistance to districts to improve the quality of transition plans in the IEP.
- SEQA monitors the development of transition plans to identify noncompliance and ensure that any noncompliance is corrected.
- NYSED's State-mandated IEP form was developed to ensure school districts are appropriately documenting transition requirements on students' IEPs.







# Office of Special Education Educational Partnership Tiered Support & Professional Development



IDEA STATE  
PERFORMANCE  
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12 Regional  
Partnership Centers

14 School-Age Family  
and Community  
Engagement Centers

14 Early Childhood  
Family and Community  
Engagement Centers

## Systems Change Work Providing a Variety of Supports to Educational Organizations in New York State

**1** Regional Learning

**2** Targeted Skills/Support Groups

**3** Support Plans



## OSE Educational Partnership Available Professional Development and Trainings

- What Does it Mean to Be Culturally Responsive
- Virtual Overview of the Indicator 13 Self-Review Process
- Agency 101 (formerly Navigating Adult Services)\*
- TAP for Transition Webinar—A Walkthrough of Work-Based Learning (WBL) Part 1: Train the Trainer
- Transition Assessment Training
- TAP for Transition Webinar—Student-Directed IEP for Professionals and Families: Train the Trainer
- CDOS Module 1-3: Work-Based Learning
- Diploma and Credential Options\*
- Self-Determination Training





# IDEA STATE PERFORMANCE PLAN STAKEHOLDER ENGAGEMENT



Given your perspective, what needs to be improved in the following areas to develop more thorough and effective transition plans in IEPs?

- Annual Goals
- Postsecondary Goals
- Courses of Study
- Coordinated Set of Transition Activities





# IDEA STATE PERFORMANCE PLAN STAKEHOLDER ENGAGEMENT



Given your perspective, what needs to be improved in the following areas to develop more thorough and effective transition plans in IEPs?

Given your perspective, what needs to be improved in student participation and agency participation to develop more thorough and effective transition plans?





# IDEA STATE PERFORMANCE PLAN STAKEHOLDER ENGAGEMENT

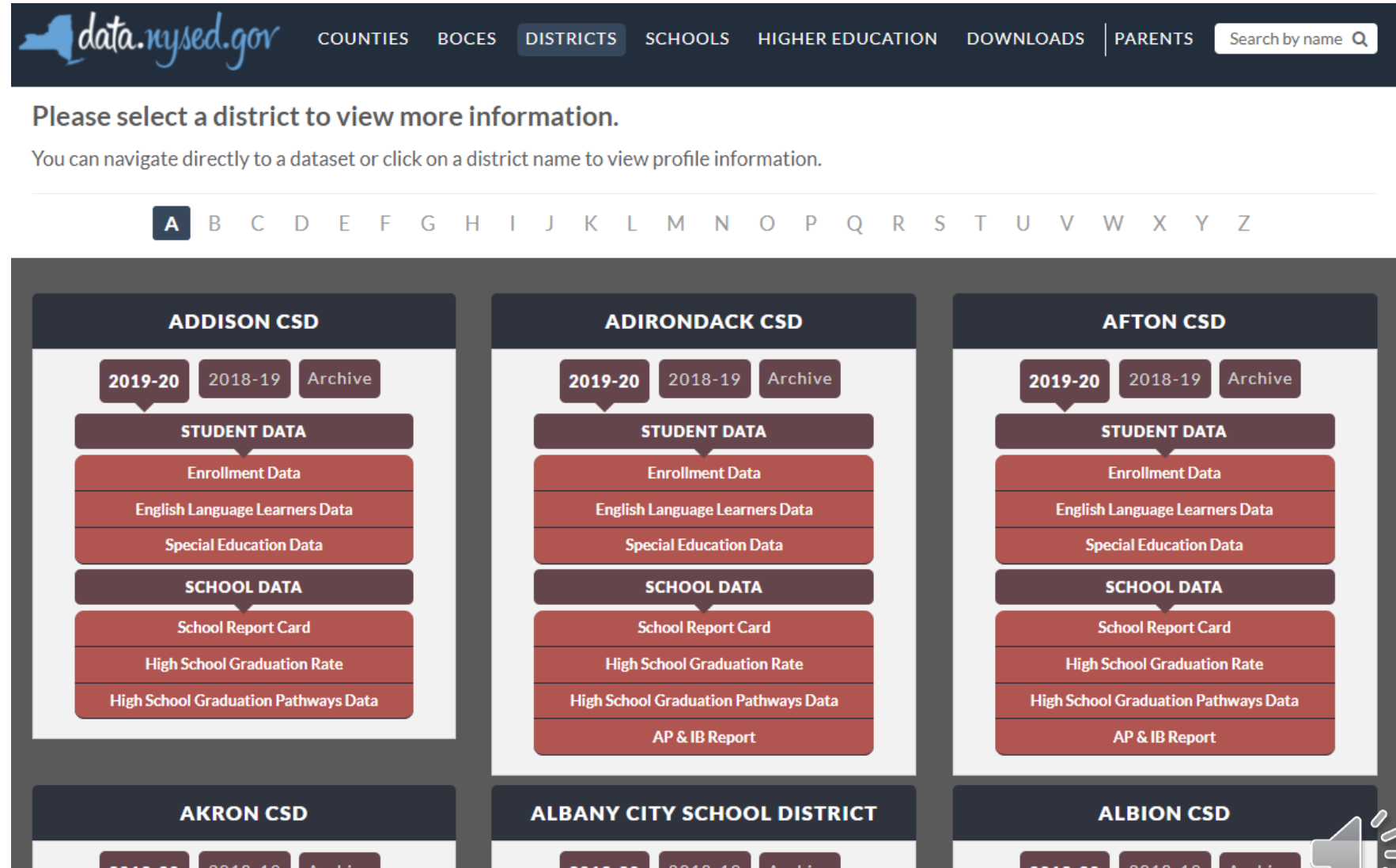


What do you see in the data that is interesting?  
Do the data suggest any opportunities for improvement?



# New York State School District SPP Data

Additional information on SPP Indicator data may be found in school district "Special Education Data" reports available at [data.nysed.gov](http://data.nysed.gov)



The screenshot shows the [data.nysed.gov](http://data.nysed.gov) website interface. At the top, there is a navigation bar with links for COUNTIES, BOCES, DISTRICTS (highlighted), SCHOOLS, HIGHER EDUCATION, DOWNLOADS, PARENTS, and a search bar labeled "Search by name". Below the navigation bar, a message reads: "Please select a district to view more information. You can navigate directly to a dataset or click on a district name to view profile information." A horizontal menu of letters A through Z is displayed, with 'A' highlighted. Below this menu, three district panels are visible: ADDISON CSD, ADIRONDACK CSD, and AFTON CSD. Each panel has a header with the district name and a sub-header with year options: 2019-20 (selected), 2018-19, and Archive. Under each year option, there are two main data categories: STUDENT DATA and SCHOOL DATA. The STUDENT DATA category includes Enrollment Data, English Language Learners Data, and Special Education Data. The SCHOOL DATA category includes School Report Card, High School Graduation Rate, High School Graduation Pathways Data, and AP & IB Report. Below these three panels, the headers for AKRON CSD, ALBANY CITY SCHOOL DISTRICT, and ALBION CSD are visible.



# Share Your Voice in our Online Survey



Each SPP Indicator has an online survey to collect input on NYS's target-setting and/or improvement activities

The online surveys are intended to collect feedback from interested stakeholders. They are available for those who are not attending a virtual meeting or for those who have additional information to share beyond the virtual meetings

Please visit the [SPP/APR webpage](#) to submit your survey



# THANK YOU FOR YOUR CONTRIBUTION

Your Voice is Important to  
New York State's Efforts to  
Improve Outcomes for our  
Students with Disabilities

