



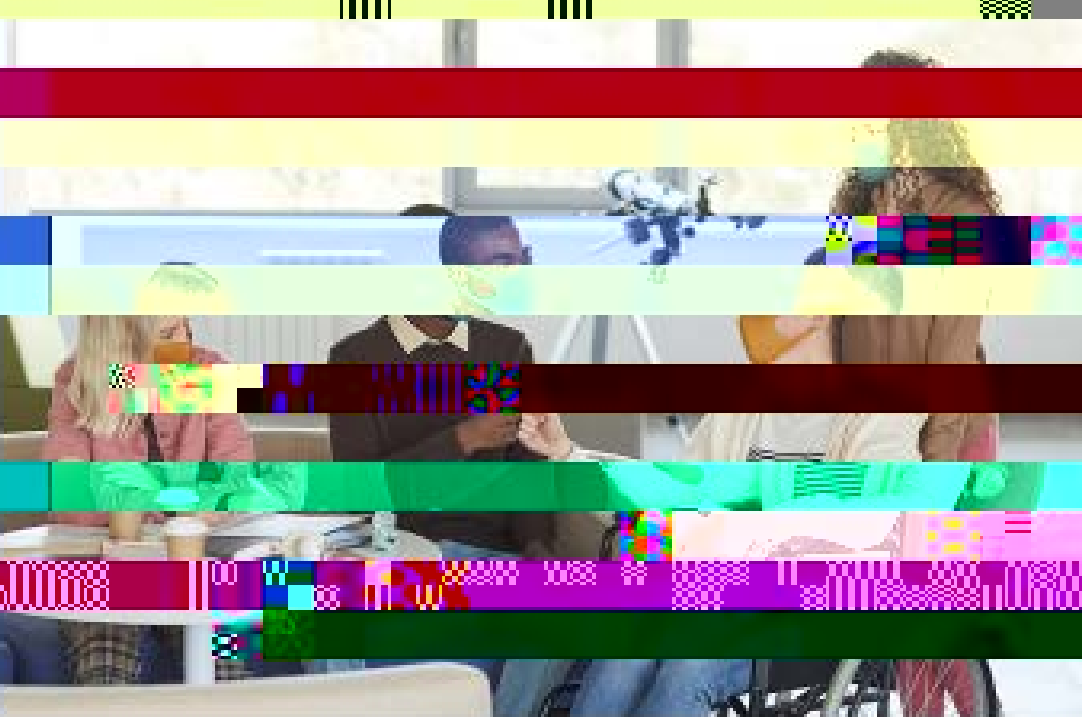
State
Performance
Plan (SPP)
Annual
Report (APR)



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Performance
Report (APR)
2020-2025
Individuals with
Disabilities
Education Act (IDEA)



Indicator 13: Secondary Transition

Agenda



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)



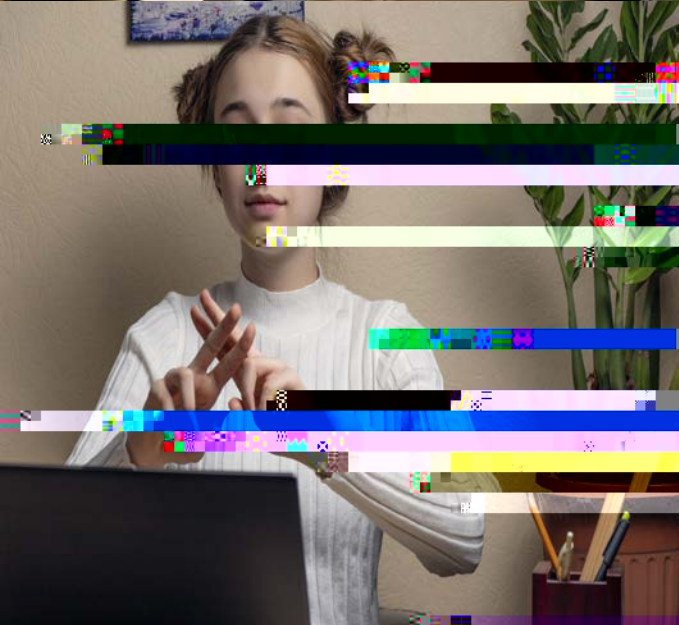
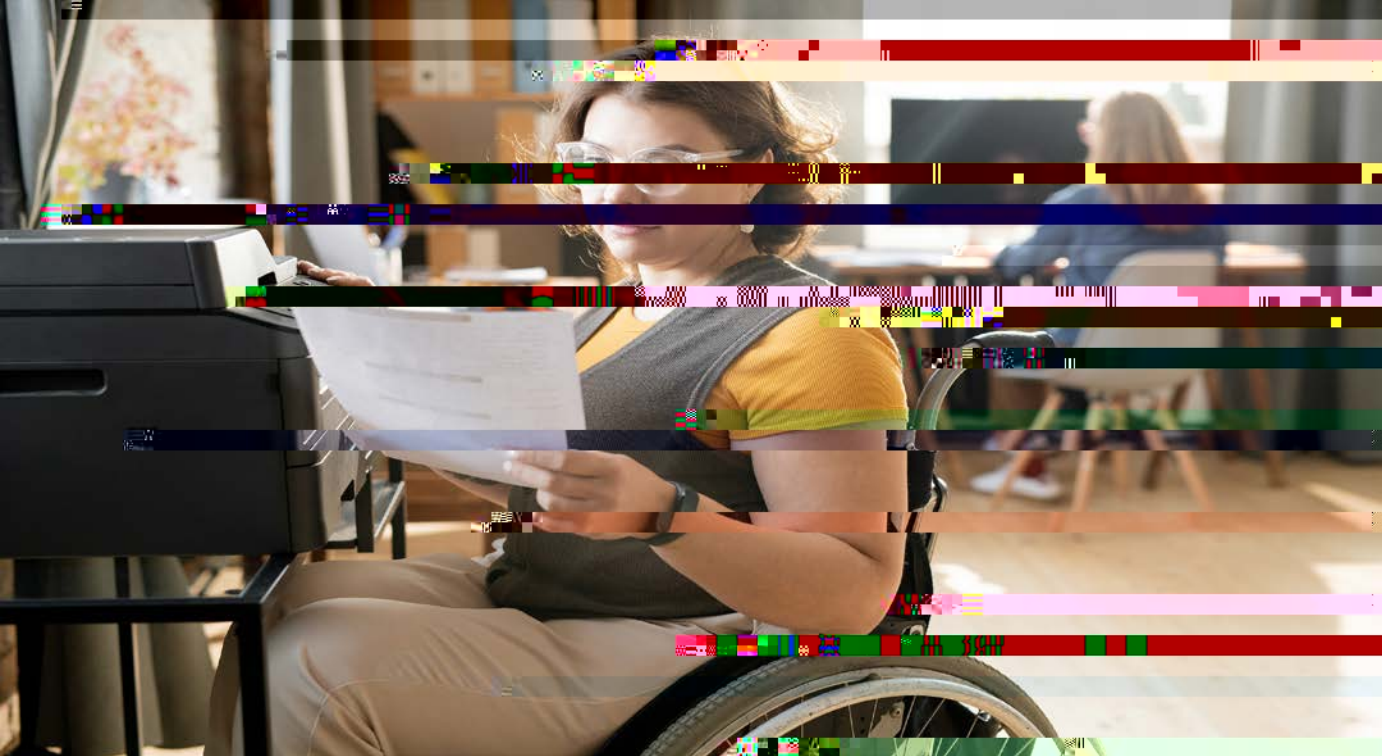
Term	Description
Measurable Postsecondary Goals	Identifies the student's long-term goals for living, working and learning as an adult; acknowledges the student's needs, preferences and interests and should be expressed in terms of the student's aspirations for the future.
Transition Assessment	Assessments 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	

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.







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:

- f* Measurable annual goals, including academic and functional goals;
- f* Appropriate measurable postsecondary goals based upon age-appropriate transition assessments;
- f* A statement of the transition services needs of the student that focuses on the student's courses of study;
- f* Needed activities to facilitate the student's movement from school to post-school activities; and
- f* 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



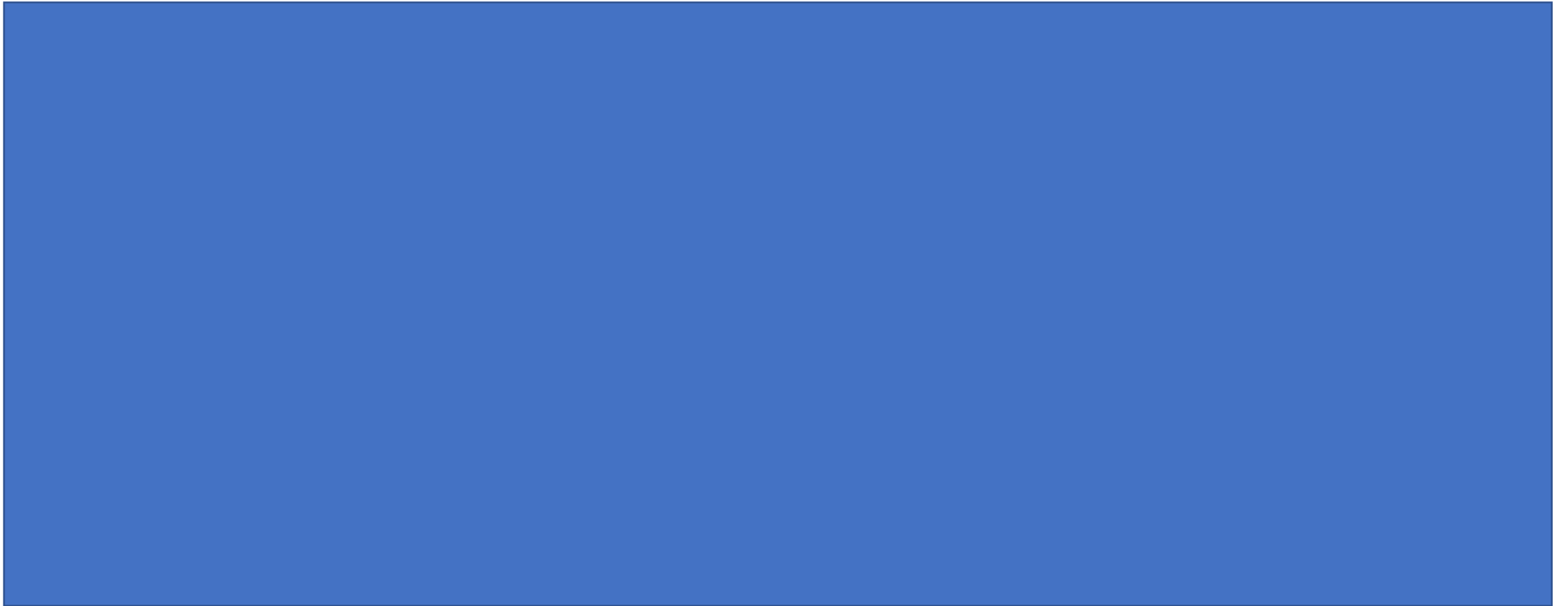
*f*New York State has divided all school districts into six statewide representative samples. Each group reports once every six years. However, New York City reports every year.

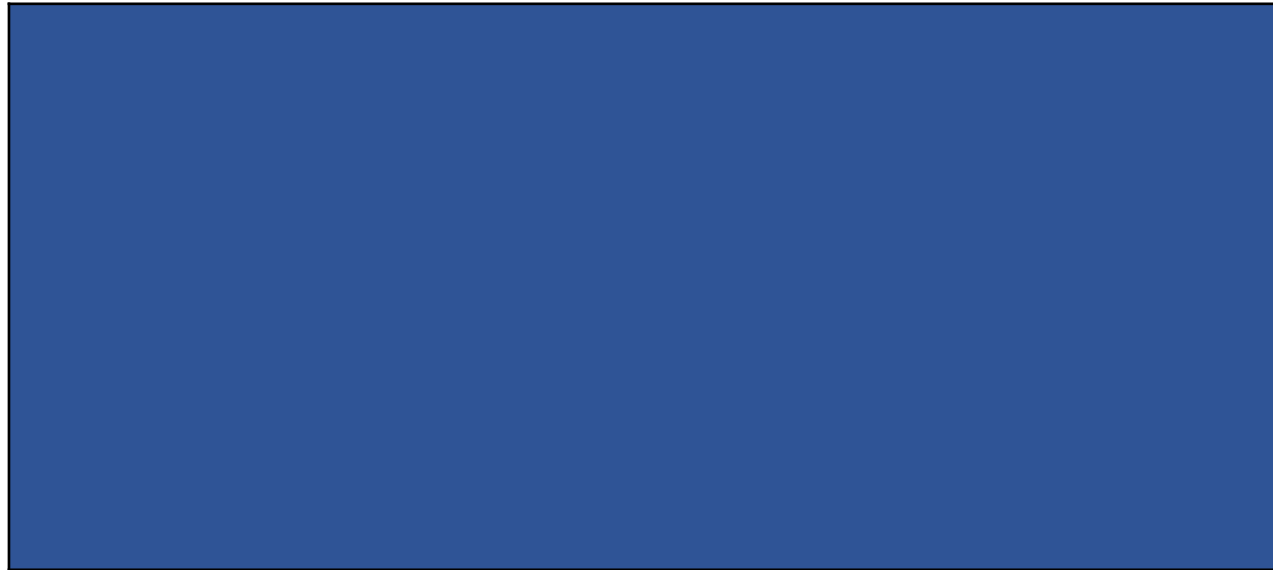
*f*The data for this Indicator are collected by conducting the Secondary Transition Self-Review for Students with Disabilities. This is a focused self-review of the content of each selected school district's sample of IEPs with respect to transition planning and services. Samples from local educational agencies (LEAs) must be representative, considering such variables as disability categories, age, race, gender, and family income.

*f*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.

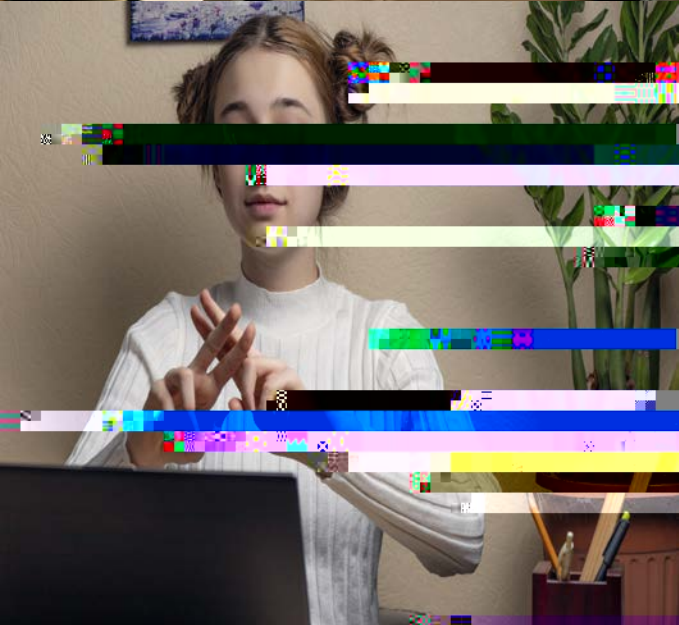
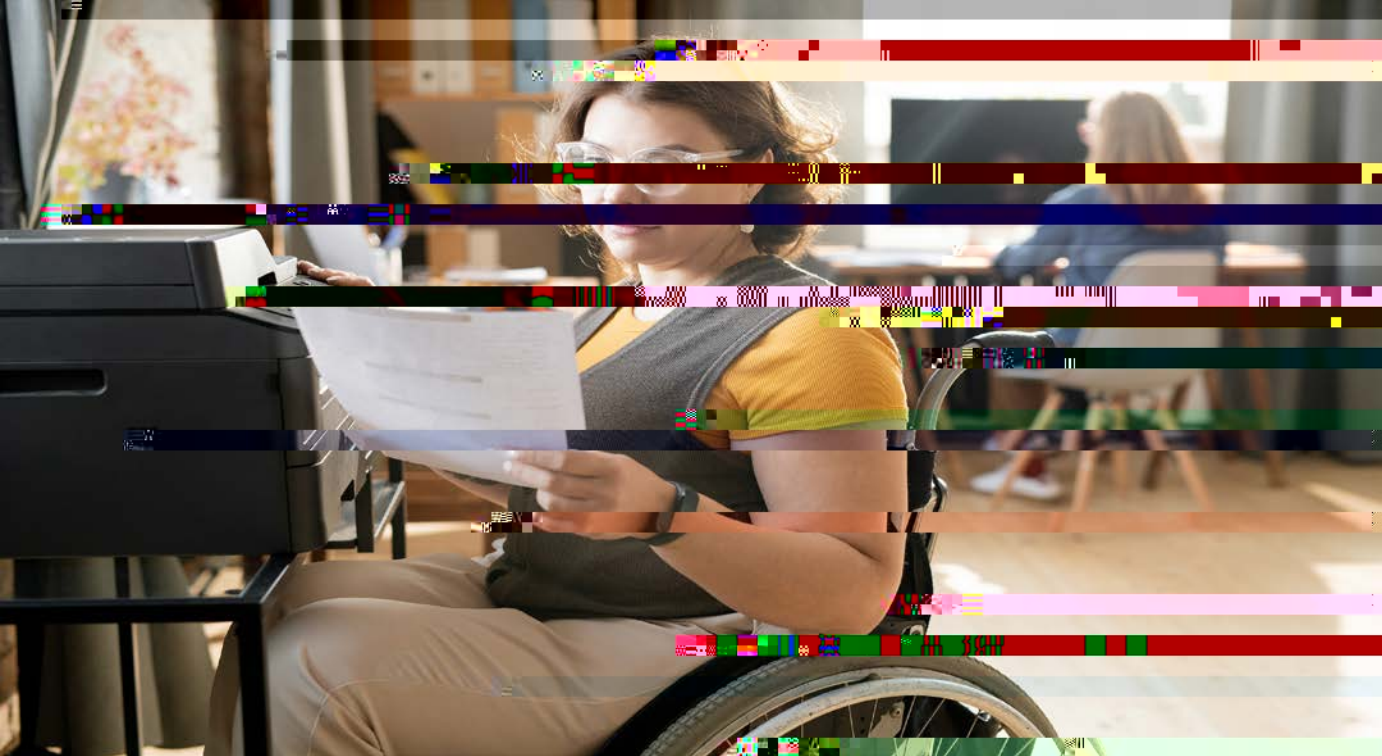


Measurement of Data





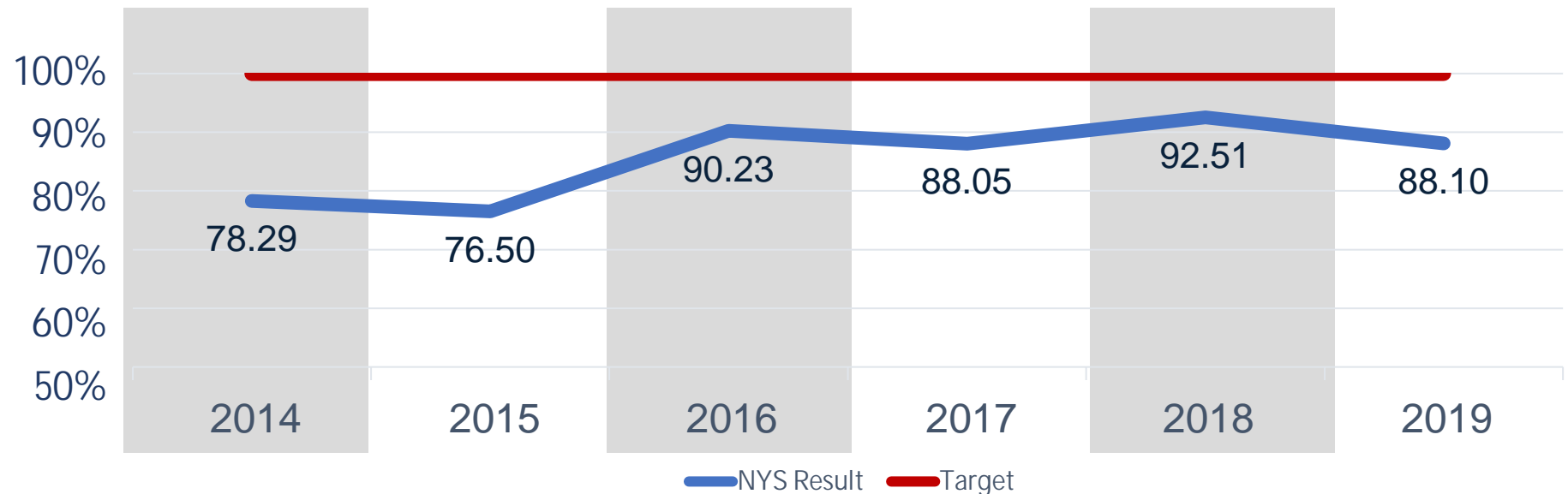




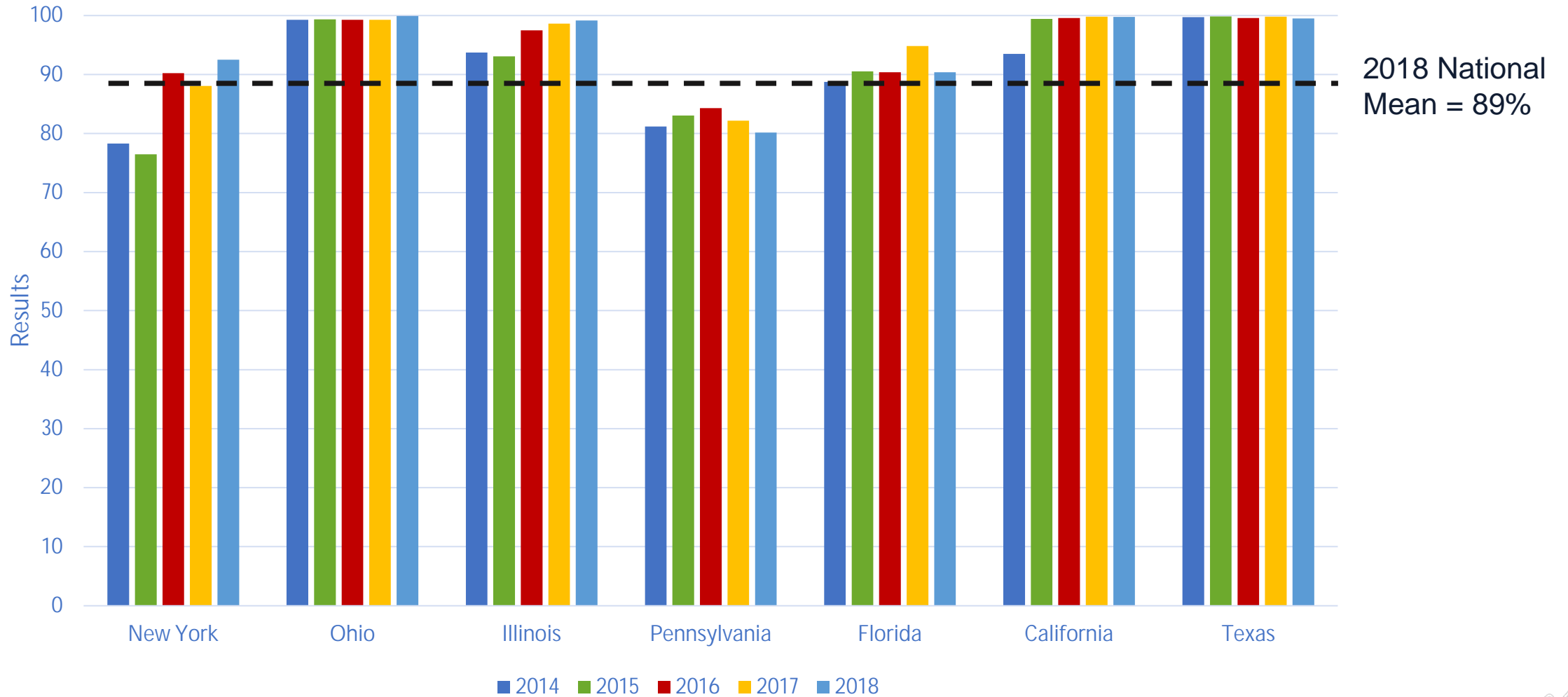
Understand current New York State information and trend data



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%

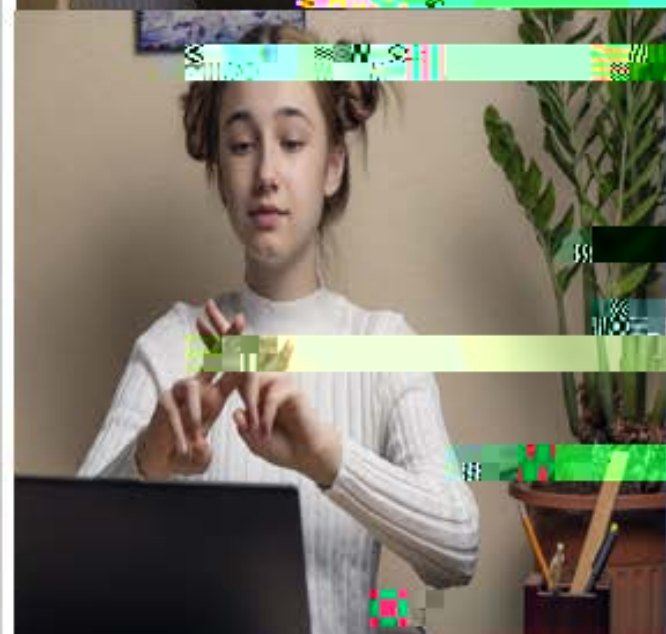


Results by 7-Pak Consortium and National Mean

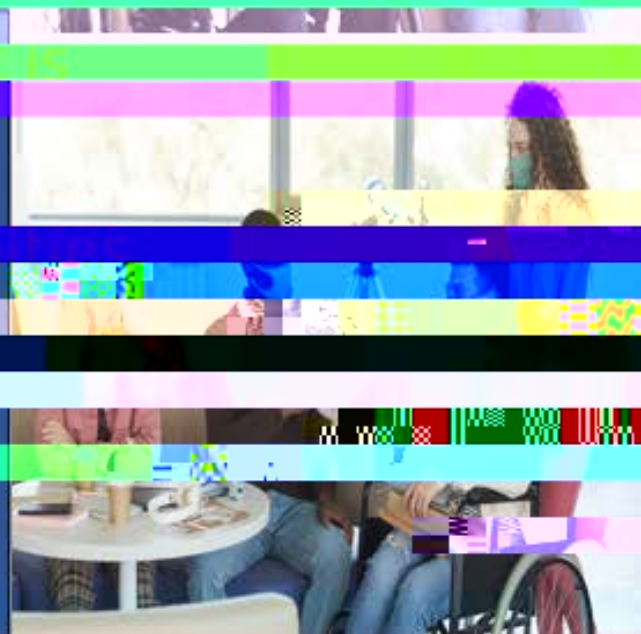


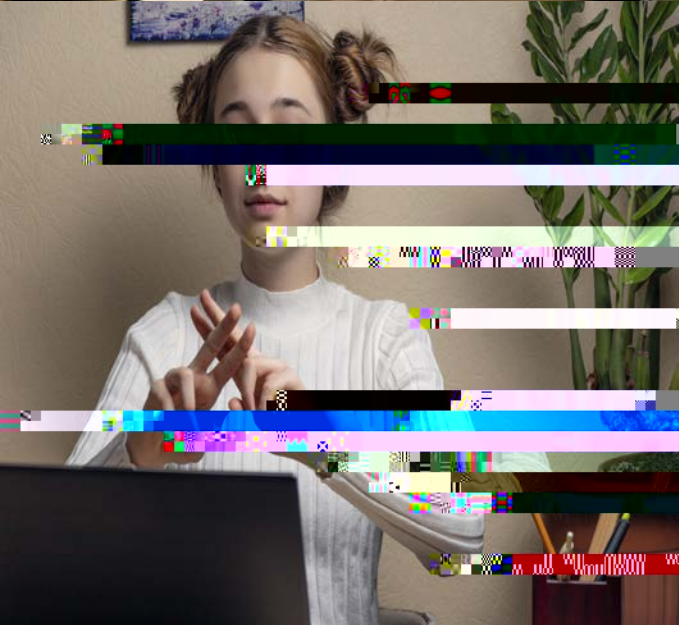
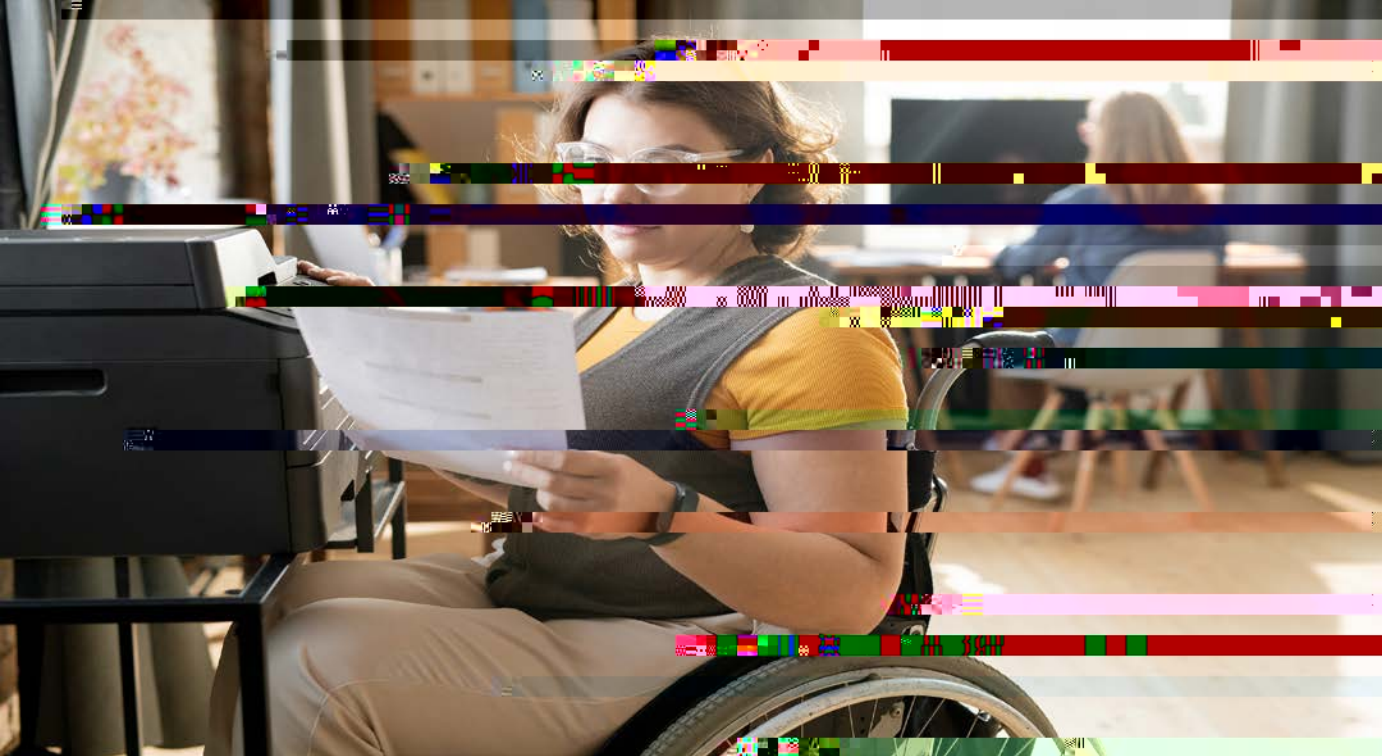


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interesting?
Do the data suggest any opportunities
for improvement?





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:

*f*The New York State Education Department has seven

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



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

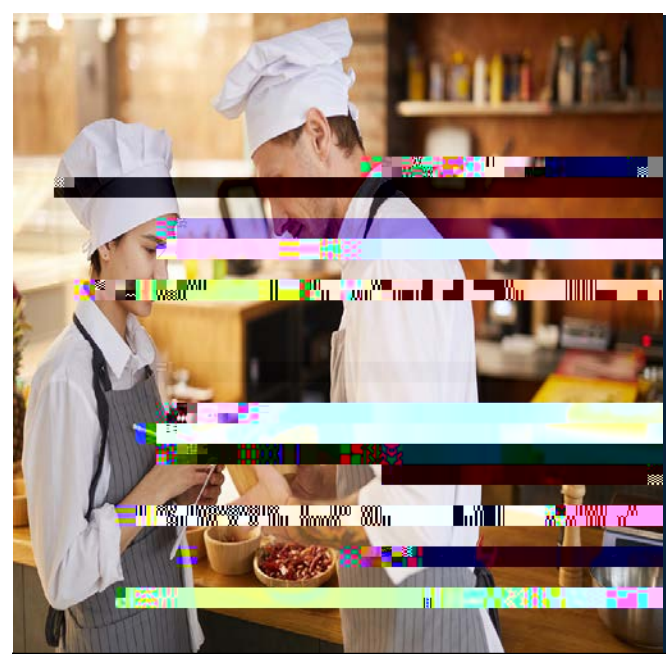
3 Support Plans



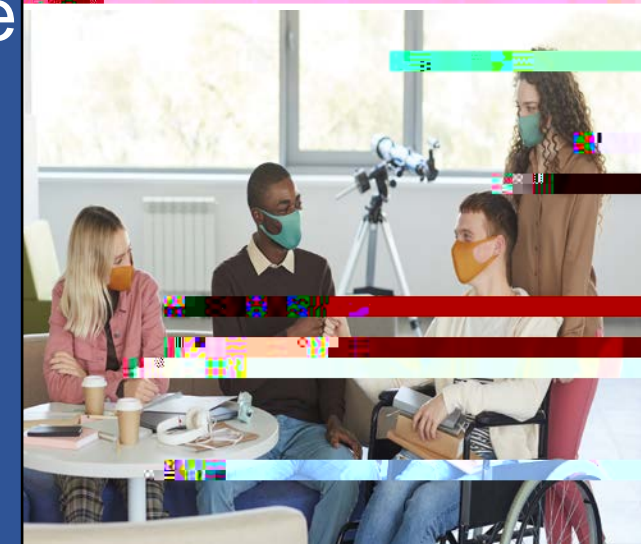
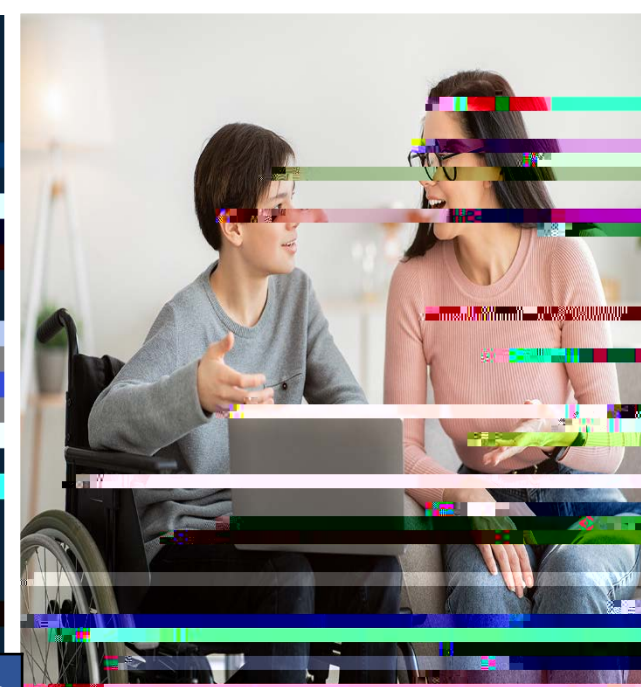


OSE Educational Partnership Available Professional Development and Trainings

- What Does it Mean to Be Culturally Responsive
- Virtual Overview of the Indicator 13 Self-




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

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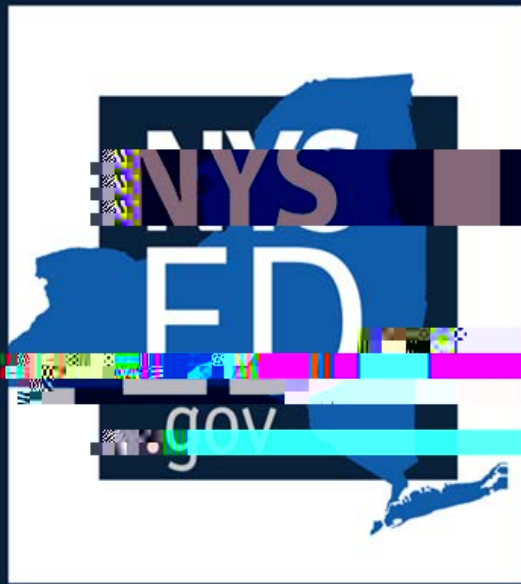
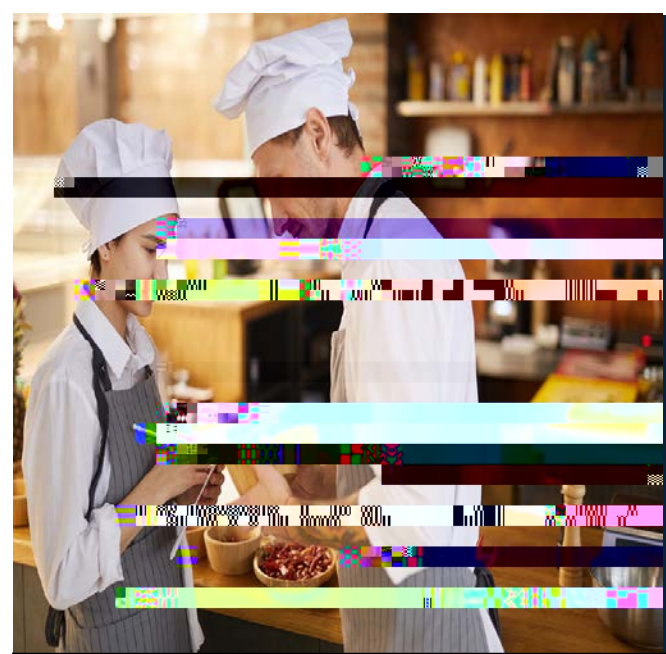
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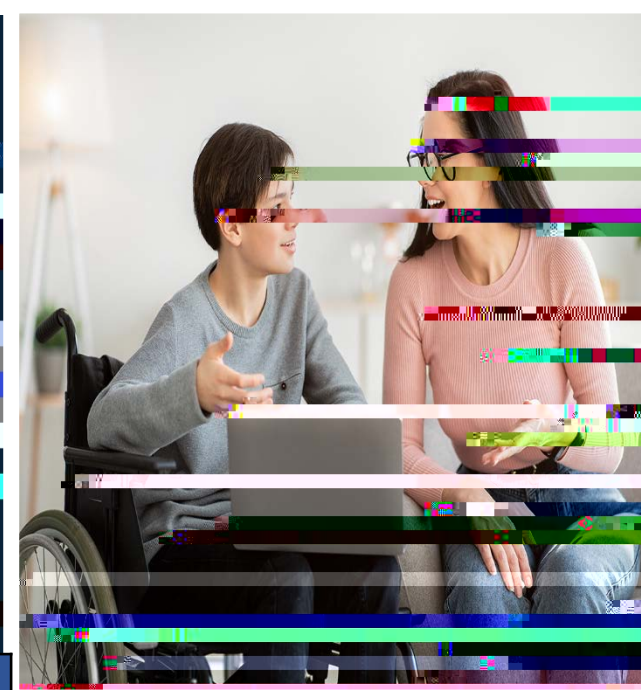
Courses of Study

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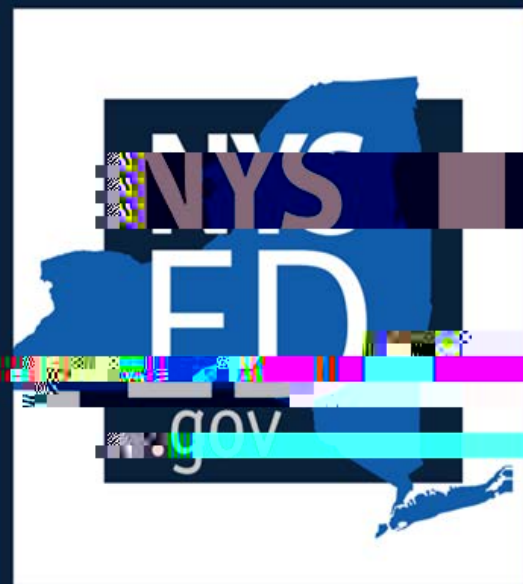
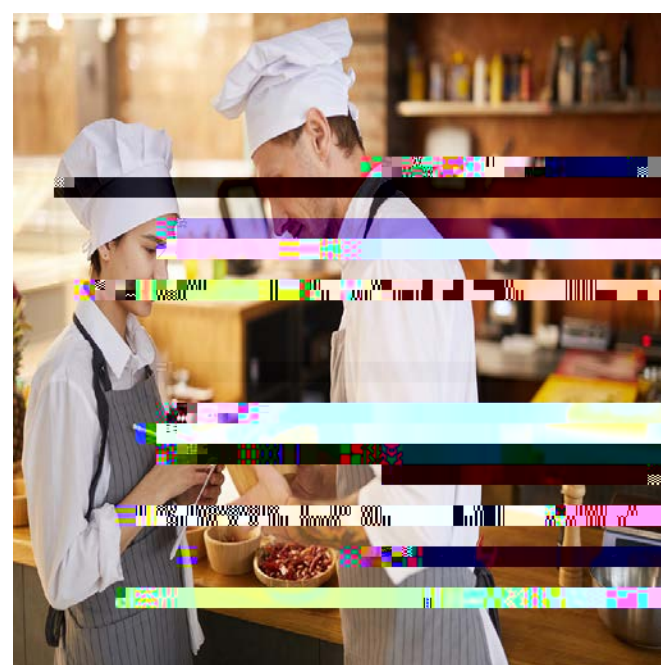


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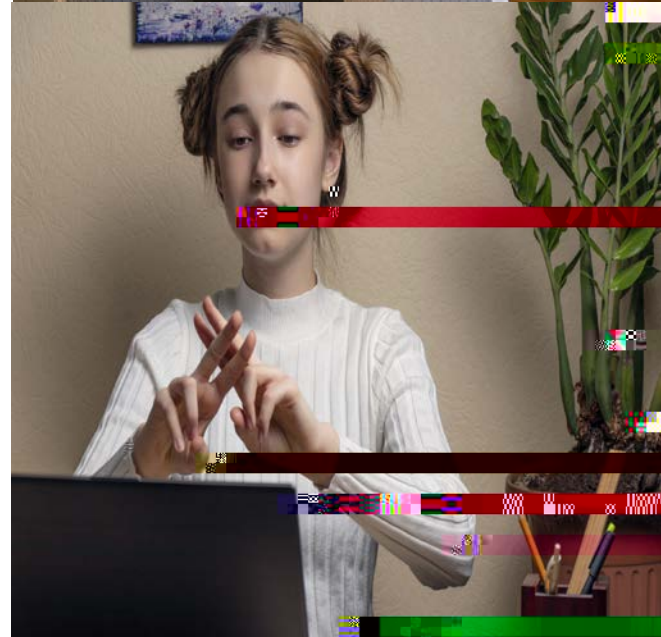
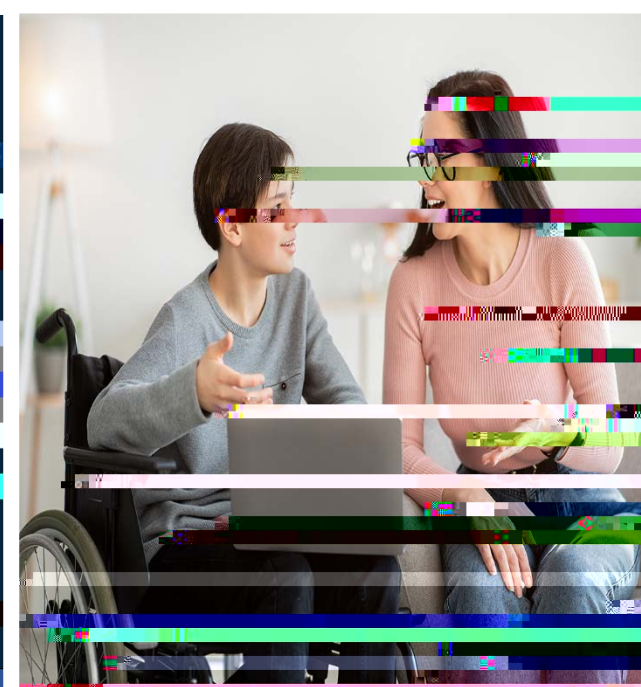
• Stakeholder Engagement

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





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





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



