

Indicator 13 Over Time: Three-Year Trend Analysis for 13 Missouri Districts (2007–08 to 2009–10)

December 2011



 **Missouri**
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™
Office of Special Education

Prepared by Melissa Melton
Supervisor, Effective Practices

INTRODUCTION

Under the Government Performance and Results Act (GPRA), every federal agency in the United States is legally required to develop annual performance plans and program performance reports. When the Individuals with Disabilities Education Act (IDEA) was reauthorized in 2004, the federal Office of Special Education Programs (OSEP) compiled 20 Part B indicators that state education agencies (SEAs) are required to use to measure and report special education performance each year.

Of these, Indicator 13 regards the percent of youth aged 16 and above with individualized education plans (IEPs) that include annually updated appropriate and measurable postsecondary goals. Evidence under Indicator 13 must also be presented to show the student was invited to IEP team meetings and, if appropriate, agency representatives were also invited to attend. OSEP's National Secondary Transition Technical Assistance Center (NSTTAC) created a checklist for Indicator 13 to aid in data collection procedures for this indicator.

The Transition Outcomes Project (TOP) was developed by Dr. Ed O'Leary to help school districts with Indicator 13 goal setting, improvement and compliance. TOP uses a data-driven decision model that:

- Identifies and evaluates current districts practices used to meet transition requirements.
- Includes baseline data from students' IEPs as the context for self-assessment, result analysis, goal setting, strategy development and improvement planning.
- Promotes an IEP process driven by the student's post-school goals.
- Empowers school districts to make changes in systems, processes, forms, programs and approaches locally based on data.

Nine Missouri Regional Professional Development Centers (RPDCs) provide TOP training throughout the school year. In 2009–10 for example, RPDC consultants provided TOP training and follow-up action planning in 41 districts through a total of 31 trainings that included 242 participants statewide. This training assisted district teams in conducting IEP reviews and analyzing the results, reporting Indicator 13 data to district staff, developing and implementing action plans and conducting follow-up IEP reviews. Awards are given to the districts that show high levels of Indicator 13 compliance.

[METHODS]

Missouri districts answer questions regarding a sample of their IEPs each academic year into Dr. OLeary's online database at the Cutting EdJ Consulting, Inc. (CECI) site (cuttingedj.net/). This includes 27 transition requirement and Indicator 13 questions, some with multiple parts. Each question has a "yes," "no" and sometimes an "NA" (not applicable) option available. NSTTAC only requires eight of these 27 questions to be answered for OSEP's special education State Performance Plan (SPP) and Annual Performance Report (APR).

The following report compares data from the 2007–08, 2008–09, and 2009–10 school years on the eight NSTTAC/OSEP required Indicator 13 checklist questions and a final, overall question that identifies whether the IEP met the Indicator 13 requirement. The final "Does this IEP meet Indicator 13?" question on the Cutting EdJ system automatically populates based on the answers to other Indicator 13 questions. This data concerns students of all ages and with all types of disabilities across Missouri school districts.

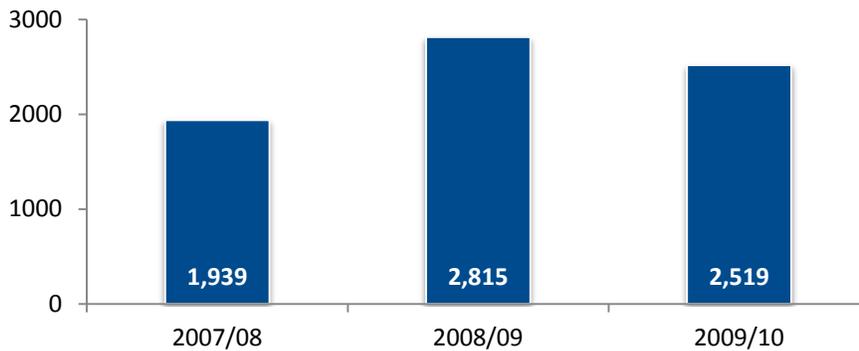
[RESULTS]

Overview

From 2007–08 to 2010–11, 133 schools have submitted IEP data for at least one academic year to CECI regarding Indicator 13 including the NSTTAC checklist. Of those, 40 schools across nine regions have submitted two consecutive years of data; 13 schools across seven regions have submitted three consecutive years of data; and eight schools across five regions have submitted all four years of data.

As shown in Figure 1 below, at least 1,900 unique records have been received during each academic year featured in this report's trend analysis; the most records—2,815—were submitted during 2008–09.

Figure 1. Total Record Count by Academic Year



Thirteen TOP Districts Examined on CECI

The following compares findings for the 13 districts that have submitted data to CECI for the three consecutive academic years in the range mentioned above across each Indicator 13 NSTTAC checklist question to look for significant differences between years and responses. These 13 districts across seven of nine different regions will be compared:

Table 1. District Information by Region			
Region	District	# of High Schools in District	2011 Child Count Figures
2	Columbia 93	2	467
3	Kansas City 33	6	513
3	Park Hill	2	244
3	Raytown C-2	2	293
4	Hannibal 60	1	106
4	Troy R-III	2	139
5	Maryville R-II	1	40
7	Springfield R-XII	5	577
8	St. Louis City	13	1348
8	St. Louis SSD	3	477
8	Wentzville R-IV	2	469
9	Knob Noster R-VIII	1	45
9	Nevada R-V	1	77
	Totals	41	4,795

***Note on Child Count: Schools are required to report an unduplicated count of students with disabilities receiving special education on December 1st for state funding and federal reporting purposes under IDEA.**

Although every region is not represented in this sample (regions one and six are missing as there were no districts in those regions to complete three consecutive years of CECI data submission), the sample itself still offers a good distribution of urban and rural districts across Missouri.

A Z-Test for Two Proportions was used to evaluate statistical significance between comparison rates on question answers. Differences between rates are considered statistically significant at the standard level of $P < .05$. “P” stands for the probability that a finding was reached by chance, and a measure of .05 means there is less than five percent probability that a finding is due to chance.

While other results are mentioned below, statistically significant findings are explicitly stated.

NSTTAC Indicator 13 Transition Checklist Questions

Question 1: If a purpose of the meeting was the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals, did the public agency (school) invite the student?

Table 2 below shows the Z-Test results. The data shows an increase in positive results regarding student invitations over time:

Table 2. Question 1 Data Analysis					
	Yes Responses/Total	% Total Yes	Significant Difference	Z Score	p Level
2007–08	858/1265	67.8%	(Baseline)	—	—
2008–09	1133/1335	84.9%	Yes	10.430	$p < .00$
2009–10	1371/1430	95.9%	Yes	9.893	$p < .00$

Z-Test results show that there was a statistically significant increase in yes answers each year across the 13 districts over the three academic years with a confidence level above 99% ($P < .00$).

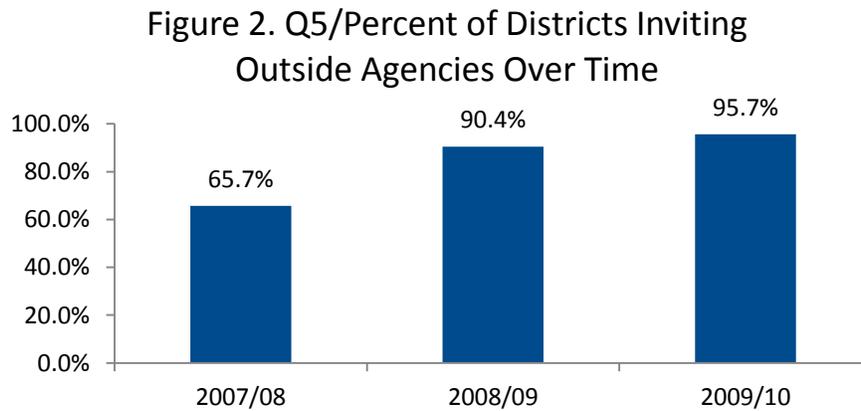
Question 5: For transition services that are likely to be provided or paid for by other agencies with parent (or child once the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?

Table 3 below shows the Z-Test results for question five. The data shows an increase in positive results regarding agency representative invitations over time:

Table 3. Question 5 Data Analysis						
	No Responses/ Total	% Total	% Total Yes	Significant Difference	Z Score	p Level
2007-08	265/1172	22.6%	77.4%	(Baseline)	---	---
2008-09	187/1336	14.0%	86.0%	Yes	5.5563	$p < .00$
2009-10	130/1430	9.1%	90.9%	Yes	4.0268	$p < .0001$

Z-Test results show that there was a statistically significant increase in outside agency invitations each year across the 13 districts over the three academic years with a confidence level above 99% ($p < .00$).

Figure 2 shows the percentage rise over the three-year period.



Question 13a: Is there a measurable postsecondary goal or goals that covers education/training?

Question 13 has three parts. Table three below shows the Z-Test results for question 13a. The data shows an increase in positive results regarding measurable postsecondary goals for education/training over time:

Table 4. Question 13a Data Analysis					
	Yes Responses/Total	% Total Yes	Significant Difference	Z Score	p Level
2007-08	547/1172	46.67%	(Baseline)	---	---
2008-09	1152/1336	86.23%	Yes	22.742	$p < .00$
2009-10	1247/1430	87.20%	No	0.773	N/A

Z-Test results show that there was a statistically significant increase in *yes* answers from 2007-08 to 2008-09 across all 13 districts with a confidence level above 99% ($p < .00$). A statistically significant positive gain was not, however, found from 2008-09 to 2009-10.

Question 13b: Is there a measurable postsecondary goal or goals that covers employment?

Table 5 shows the Z-Test results for question 13b. The data shows an increase in positive results regarding measurable postsecondary goals for employment over time:

Table 5. Question 13b Data Analysis					
	Yes Responses/Total	% Total Yes	Significant Difference	Z Score	p Level
2007-08	454/1172	38.74%	(Baseline)	---	---
2008-09	1147/1336	85.85%	Yes	27.559	$p < .00$
2009-10	1243/1430	86.92%	No	0.766	N/A

Z-Test results show that there was a statistically significant increase in *yes* answers from 2007-08 to 2008-09 across all 13 districts with a confidence level above 99% ($p < .00$). A statistically significant positive gain was not, however, found from 2008-09 to 2009-10.

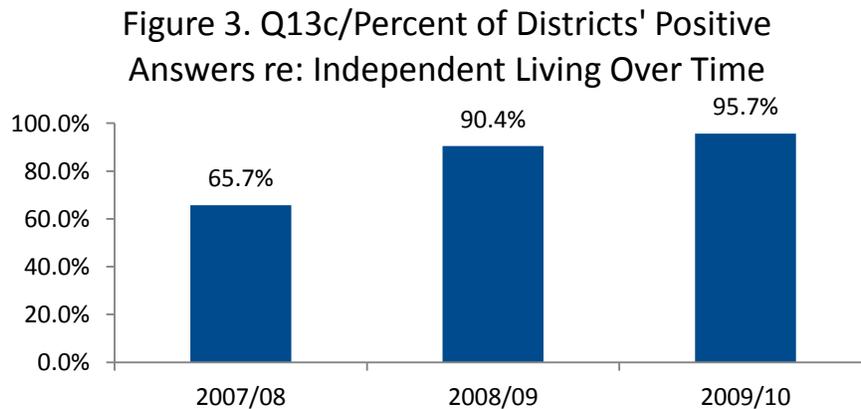
Question 13c: Is there a measurable postsecondary goal or goals that covers, as needed, independent living skills?

Table 6 below shows the Z-Test results for question 13c. The data shows an increase in positive results regarding measurable postsecondary goals for independent living skills over time:

Table 6. Question 13c Data Analysis						
	No Responses/ Total	% Total	% Total Yes	Significant Difference	Z Score	p Level
2007–08	410/1172	35.0%	65.0%	(Baseline)	—	—
2008–09	115/1336	8.6%	91.4%	Yes	16.5923	$p < .00$
2009–10	77/1430	5.4%	94.6%	Yes	3.2896	$p < .001$

Z-Test results show that there was a statistically significant increase in positive responses each year across all 13 districts over the three academic years with a confidence level above 99% ($P < .00$).

Figure 3 shows the percentage rise over the three-year period.



Final Overview for Question 13 parts a, b, and c

Z-Test results show positive significant gains for each part between 2007–08 and 2008–09 across all 13 schools districts; however, between 2008–09 and 2009–10, statistically significant positive gains were only found for question 13c regarding independent living skills. While statistically significant gains were not found on 13a and 13b between 2008–09 and 2009–10, positive gains were still had during those years.

Question 14: Is (are) the postsecondary goal(s) updated annually?

Table 7 below shows question 14 data. As the table shows, there is no data from 2007–08 and 2008–09 on this question. OSEP revised the language and requirements for Indicator 13 in 2009 and the NSTTAC Checklist was revised to include this item beginning fall 2009. All 13 districts reported question 14 data in 2009–10, and the positive responses equal a majority at 99.3%.

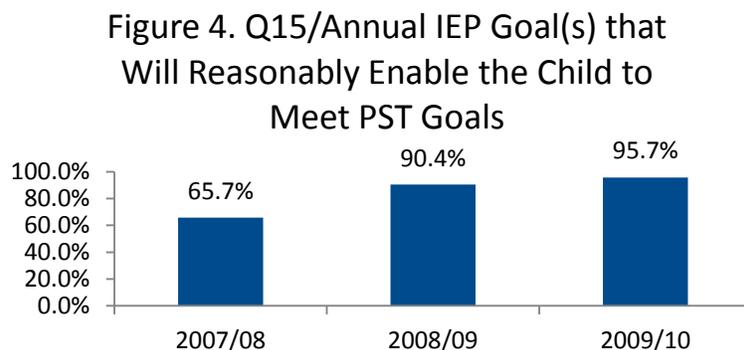
Table 7. Question 14 Data Analysis		
	Yes Responses/Total	% Total
2007–08	0/0	0.0%
2008–09	32/32	100.0%
2009–10	1414/1424	99.3%

Question 15: Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?

Table 8 below shows the Z-Test results for question 15. The data shows an increase in positive results regarding annual IEP goal(s) that will reasonably enable the student to meet postsecondary transition goals:

Table 8. Question 15 Data Analysis					
	Yes Responses/Total	% Total +	Significant Difference	Z Score	p Level
2007–08	770/1172	65.7%	(Baseline)	---	---
2008–09	1208/1336	90.4%	Yes	15.3940	$p < .00$
2009–10	1368/1430	95.7%	Yes	5.4722	$p < .00$

Z-Test results show that there was a statistically significant increase in annual IEP goals that will enable the child to meet their postsecondary goals each year across the 13 districts over the three academic years with a confidence level above 99% ($p < .00$). Figure 4 shows the percentage rise over the three-year period.



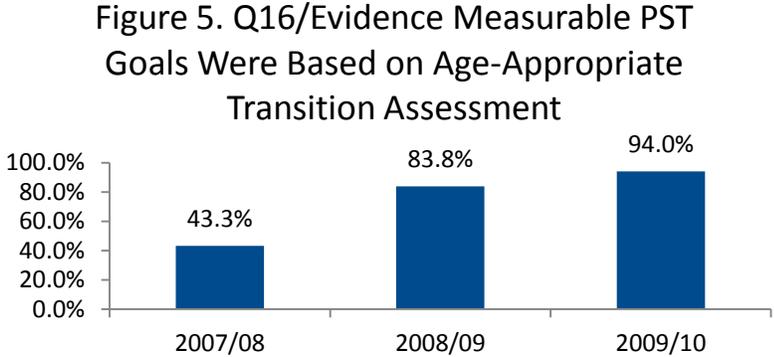
Question 16: Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment?

Table 9 shows the Z-Test results for question 16. The data shows an increase in evidence that measurable postsecondary goals were based on age-appropriate transition assessments across the three years:

Table 9. Question 16 Data Analysis					
	Yes Responses/ Total	% Total +	Significant Difference	Z Score	p Level
2007–08	508/1172	43.3%	(Baseline)	—	—
2008–09	1119/1336	83.8%	Yes	22.9526	$p < .00$
2009–10	1344/1430	94.0%	Yes	8.5851	$p < .00$

Z-Test results show that there was a statistically significant increase in evidence that measurable postsecondary goals were based on age-appropriate transition assessments each year across the 13 districts over the three academic years with a confidence level above 99% ($p < .00$).

Figure 5 shows the percentage rise over the three-year period.



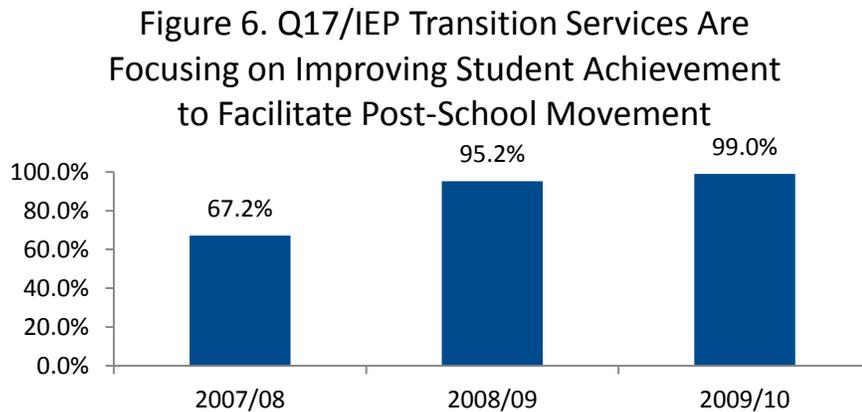
Question 17: Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?

Table 10 shows the Z-Test results for question 17. The data shows an increase in transition services in IEPs that focus on improving academic and functional student achievement to facilitate movement to post-school across the three years:

Table 10. Question 17 Data Analysis					
	Yes Responses/ Total	% Total +	Significant Difference	Z Score	p Level
2007–08	788/1172	67.2%	(Baseline)	---	---
2008–09	1272/1336	95.2%	Yes	18.7730	$p < .00$
2009–10	1415/1430	99.0%	Yes	5.9233	$p < .00$

Z-Test results show that there was a statistically significant increase in evidence that transition services are included in IEPs that focus on improving academic and functional student achievement to facilitate movement to post-school each year across the 13 districts over the three academic years with a confidence level above 99% ($p < .00$).

Figure 6 shows the percentage rise over the three-year period.



Question 21: Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?

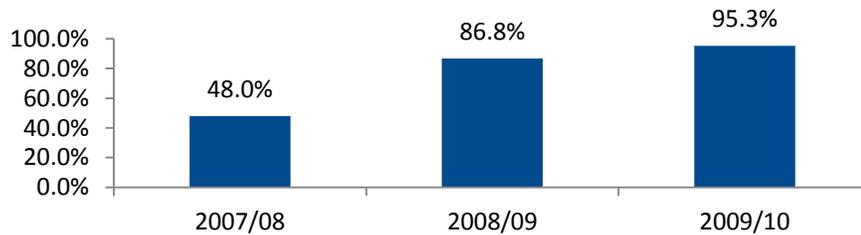
Table 11 shows the Z-Test results for question 21. The data shows an increase in IEPs including courses of study that focus on improving academic and functional student achievement to facilitate movement to post-school across the three years:

Table 11. Question 21 Data Analysis					
	Yes Responses/ Total	% Total +	Significant Difference	Z Score	p Level
2007–08	562/1172	48.0%	(Baseline)	---	---
2008–09	1160/1336	86.8%	Yes	22.4395	$p < .00$
2009–10	1363/1430	95.3%	Yes	7.8526	$p < .00$

Z-Test results show a statistically significant increase in evidence of an increase in IEPs including courses of study that focus on improving academic and functional student achievement to facilitate movement to post-school each year across the 13 districts. This trend continued over the three academic years with a confidence level above 99% ($p < .00$).

Figure 7 shows the percentage rise over the three-year period.

Figure 7. Q21/Transition Services Include Courses of Study that Focus on Improving Student Achievement to Facilitate Post-School Movement



Question 22: Overall, does the IEP include appropriate measurable postsecondary goals that are annually updated, based upon an age appropriate transition assessment, and includes transition services, and courses of study?

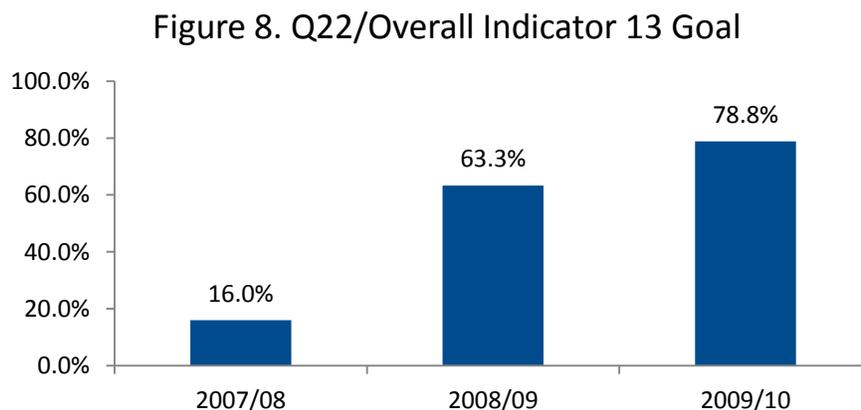
The percentage response to Question 22 represents the overall indicator 13 question that must be reported in the State APR. This question is different from the other questions in that it is automatically calculated based on how districts answered the previous indicator 13 questions in this report.

Table 12 shows the Z-Test results for question 22. As on most of the other questions analyzed in this report, the data shows a positive increase in IEPs including appropriate measurable postsecondary goals that are annually updated, based upon age-appropriate transition assessments, and include transition services and courses of study across the trend:

Table 12. Question 22 Data Analysis					
	Yes Responses/ Total	% Total +	Significant Difference	Z Score	p Level
2007–08	188/1172	16.0%	(Baseline)	---	---
2008–09	846/1336	63.3%	Yes	27.8337	$p < .00$
2009–10	1127/1430	78.8%	Yes	9.0875	$p < .00$

Z-Test results show a statistically significant increase on this question for each of the 13 districts across each of the three years in this trend analysis. This trend continued over the three academic years with a confidence level above 99% ($p < .00$).

Figure 8 shows the percentage rise over the three-year period.



[CONCLUSIONS]

Overall, the data shows statistically significant gains from district participation in the TOP program and consistent use of the CECI database over time. The majority of NSTTAC checklist questions answered by the schools reviewed were found to show statistically significant positive gains at the 99th percentile, meaning there is a one percent or less chance that these findings are merely due to chance. The schools in this group made significant positive gains with each additional year in the TOP program using the CECI database. The most significant gains were shown to occur between the baseline and second year of TOP and CECI use. As related in table 13 below, on some questions districts made over 40 percent positive gains between 2007–08 and 2008–09. The average positive gain between the first and second years of TOP and CECI database use is over 30 percent. Positive gains continued to be had in the third year as well.

Table 13. Percent Positive Gains Between Years on NSTTAC Checklist		
Question	Year Two: (2008–09)	Year Three: (2009–10)
Student Invite	+ 17.1%	+ 11.0%
Outside Agency Invite	+ 8.6%	+ 4.9%
MPG Education/Training	+ 39.6%	+ 0.77%
MPG Employment	+ 47.1%	+ 1.1%
MPG Independent Living	+ 26.4%	+ 3.2%
Annual Goal	+ 24.7%	+ 5.3%
Transition Assessment	+ 40.5%	+ 10.2%
Transition Services	+ 28.0%	+ 3.8%
Course of Study	+ 38.8%	+ 8.5%
IEP Meets I-13	+ 47.3%	+ 15.5%
Average	+ 31.8%	+ 6.4%

*Note: Question 14 (measurable postsecondary goal is updated annually) data is not included. The requirement for reporting on this I-13 item did not begin until 2009/2010.

Based on these initial findings, the TOP program and the CECI database are recommended to districts for aid in helping to meet Indicator 13 compliance. As stated earlier, question 22 is automatically populated within CECI based on answers received on other questions in the set. Table 13 reveals data analyzed from these 13 districts showed a nearly 50 percent positive increase in improvement toward meeting indicator 13.

In 2010–11, the TOP program saw its greatest increase of Missouri school districts since the program’s inception, with 49 new districts added. As new school districts join TOP and the CECI database grows, the results found in this report can be built upon with continued analysis in the future.

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; fax number 573-522-4883; email civilrights@dese.mo.gov.