

Indicator B-13 Data Collection Changes

The following questions were compiled from the Indicator B-13 (School-to-Post-School Transition Plans) Data Collection Changes survey conducted in the spring of 2019.

1. What is the goal of the change in data collection for Indicator B-13?

There are several goals for the change in Indicator B-13 data collection:

- All states are federally required to collect Indicator B-13 data from every school district in the state at least once during each State Performance Plan cycle (typically a 6-year cycle). In our current system, we are collecting data from about 59% of school districts during each cycle.
- Implementing a statewide data collection will provide more equitability across districts. Indicator B-13 is one of the factors used in calculating annual Determination Levels for school districts. Under a statewide data collection system, all districts serving students 16 and older would be held accountable for meeting the requirements of this compliance indicator, rather than only those districts who happen to submit files to safety net or participate in a monitoring desk review or on-site visit.
- A statewide data collection would be more representative of the state as a whole. This would, in turn, help the state identify the resources and professional development needs in order to provide targeted technical assistance and guidance.
- A more representative data collection would allow for additional data comparisons and analyses with the other secondary transition indicators: graduation rates (Indicator B-1), dropout rates (Indicator B-2), and post-secondary outcomes (Indicator B-14).

Refer to the [Indicator B-13 Data Collection Changes PowerPoint](#) for more detailed information.

2. What will the data be used for?

The data will be utilized in multiple ways. First, it will be used to fulfill Washington's federal reporting requirements to the Office of Special Education Programs (OSEP). The data will also be applied to the calculation of annual district Determination Levels, which are issued every November 1st. Additional analyses of the data, including comparisons to the other secondary transition indicators (described in number 1) as well as other data such as attendance rates, 9th grade on track, state assessment results, and more, would be conducted. This would further assist the Office of Superintendent of Public Instruction (OSPI)

in identifying causal factors affecting the state's post-school outcomes and developing targeted technical assistance, guidance, and resources.

3. Will there be any allowances for a district that submits to Safety Net and/or has a Washington Integrated System of Monitoring (WISM) review (i.e., will they still have to complete the B-13 data collection)?

IEPs submitted through Safety Net and WISM may be used to corroborate or confirm the district's Indicator B-13 data submission, but will not take the place of the new data collection. This is similar to Indicators B-11 (timely initial evaluations) and B-12 (timely Part C to Part B transition) – the WISM team reviews those timelines during WISM reviews, but the results of those reviews do not take the place of the district's B-11/B-12 reports that are required to be submitted each July. Instead, they are used to corroborate the results of the district's B-11/B-12 reports.

4. When files are selected to be reviewed, are they current IEPs (i.e., students still in school) or are they for students who have graduated or dropped out?

Files will be those of students who are still in school and are aged 16 to 21 at the time the current IEP was completed.

5. Would completing the data collection require additional steps, such as student and teacher interviews and program reviews?

No. The data collection only involves a review of the student's current IEP. In rare cases, the reviewer may need to look at an additional document. For example, if the IEP does not include age-appropriate transition assessment results, the reviewer may need to check the student's evaluation report or student file to see if that information exists somewhere outside of the IEP. In cases where the student did not sign the IEP, the reviewer may also need to look at the IEP meeting invitation to see if the student was invited. The process will not include any student or teacher interviews or additional program reviews.

6. What will be the training and guidance for each district? Can the training be online so that secondary staff can easily access?

We don't anticipate a significant amount of training will be needed for the individuals who will be completing the data collection. Much of the guidance will be built into the data collection platform itself. Indicator B-13 is currently a major component of the [Evaluation and IEP Technical Assistance Module](#), which includes examples and non-examples of the

various components of Indicator B-13. We are currently working on turning this module into an online course. Additional training opportunities related specifically to the new data collection will be developed and made available to districts, including statewide, recorded webinars; posted training materials; and ongoing, direct support from the Center for Change in Transition Services and OSPI.

7. How will a system be developed to assure that all districts understand the questions and calibrate their answers in a similar way? In order to obtain accurate results, would it be possible for a neutral party to review the files?

There will be a system of internal controls built into the system, which will be discussed and determined during the next phase of the planning process. We anticipate that random reviews of district-submitted information will be conducted to confirm the accuracy of the submitted data. If there are any concerns noted from these reviews, feedback will be provided to the district.

The new data collection will be completed through a self-review conducted by school district staff. We are anticipating that having school districts self-assess their compliance with Indicator B-13 will be a meaningful activity for the district and will assist the district in identifying both strengths and challenges within its transition planning system.

More information will be provided in the fall of 2019. If you have additional questions, please contact Jennifer Story, Program Improvement Coordinator, at 360-725-6075 or Jennifer.story@k12.wa.us.