



# Ohio Longitudinal Transition Study (OLTS)

Spring 2019

# Anticipated Outcomes

Understand the process for completing the OLTS survey forms.

Identify the essential components defining competitive integrated employment.

Use OLTS data and evidence-based predictors to identify in-school factors to promote post-school success.



# SST Updates





# State Performance Plan (SPP) and Annual Performance Report (APR)

# State Performance Plan (SPP) Indicators

1

Youth with IEPs graduating from high school with a regular diploma

2

Youth with IEPs dropping out of high school

13

Youth aged 16 and above with IEPs that contain each of the required components for secondary transition

# State Performance Plan (SPP) Indicators

14

Youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

1. Enrolled in higher education within one year of leaving high school.
2. Enrolled in higher education or competitively employed within one year of leaving high school.
3. 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.

# IDEA of 2004 Requirements

## I-14 Post-school Outcomes

Each school district is required to collect outcome data for students with disabilities as they exit high school.

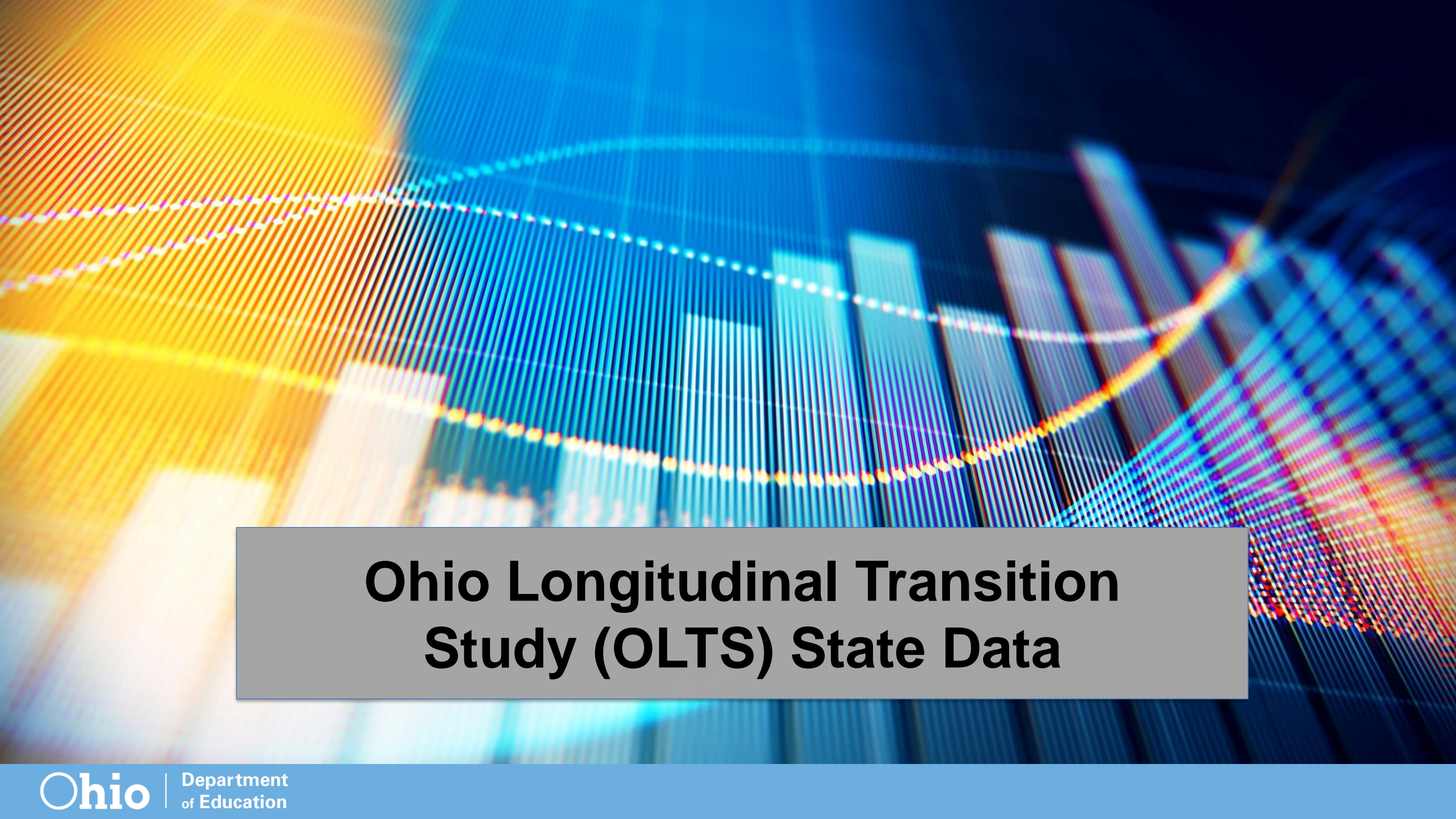
These data are collected at least once every six years. (Districts >50,000 collect annually).

Schools can use the data to identify factors that promote post-school success and address these in school improvement efforts.

# The Ohio Longitudinal Transition Study (OLTS)

- Fulfills Ohio's I-14 requirement
- Two-year process with exit and follow-up interviews
- Kent State University Center for Innovation in Transition and Employment (CITE)
  - Collects, manages and analyzes the results of the longitudinal surveys
  - Coordinates trainings and technical assistance with consultants from the State Support Teams
  - OLTS website: [www.olts.org](http://www.olts.org)



The background of the slide is an abstract digital graphic. It features a series of thin, parallel lines in shades of blue, yellow, and orange that create a sense of depth and movement. Overlaid on these lines is a faint, stylized bar chart with several vertical bars of varying heights. A prominent, thick, curved line in a gradient of yellow and orange sweeps across the middle of the image, adding a dynamic element to the composition.

# **Ohio Longitudinal Transition Study (OLTS) State Data**



# OLTS Engagement Rates

## SPP/APR I-14 Reporting on 2017 Graduates

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	Number	Percent
A. Enrolled in higher education within one year of leaving high school.	348	24.4%
B. Enrolled in higher education or competitively employed within one year of leaving high school.	993	69.7%
C. 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.	1121	78.7%
<b>Total</b>	<b>1424</b>	

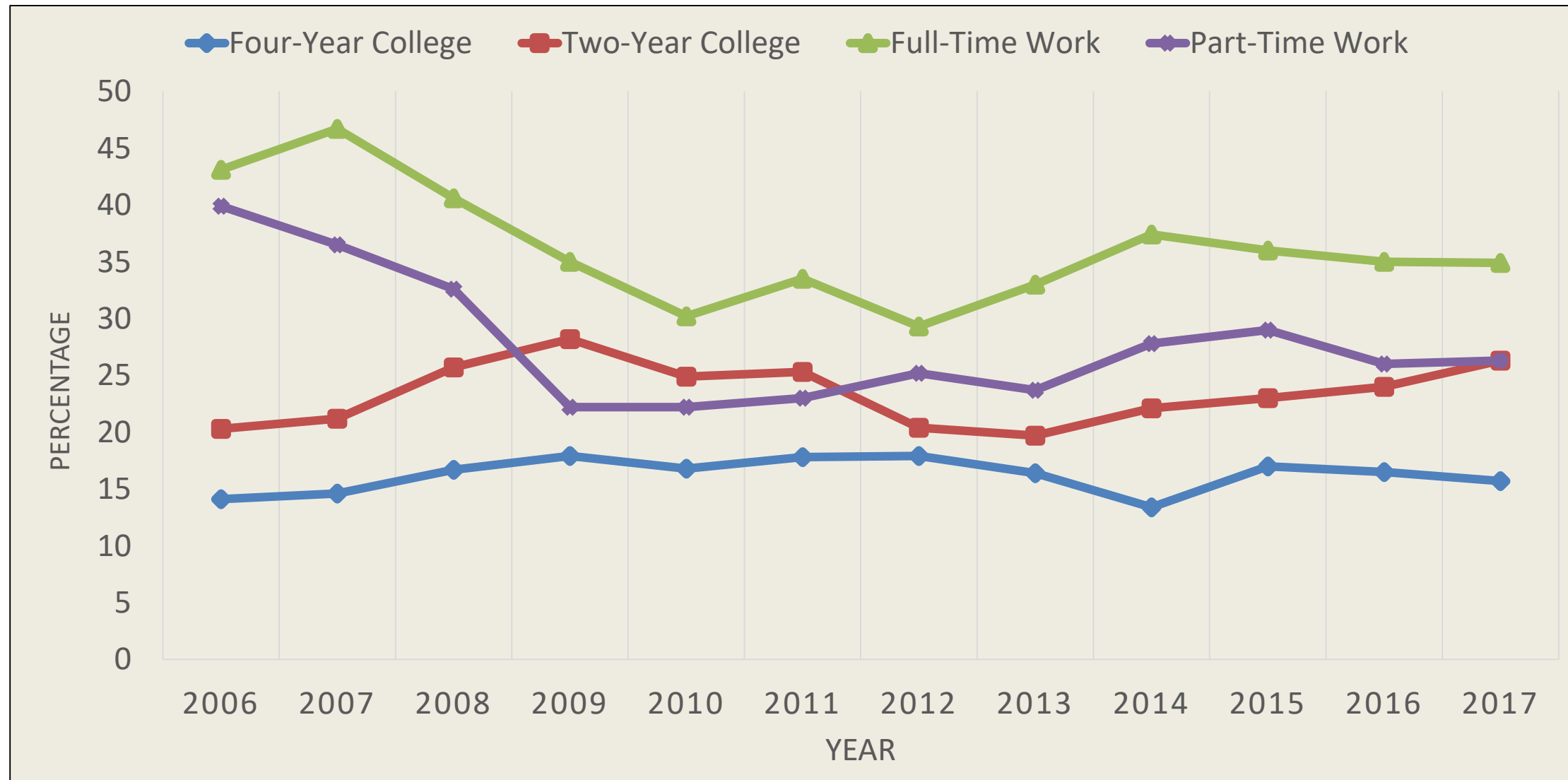
# OLTS Engagement Rates

## SPP/APR I-14 Reporting on 2017 Graduates

Status Category – Number of Students Engaged in Outcomes	Number
1. Enrolled in higher education within one year of leaving school;	348
2. Competitively employed within one year of leaving high school (but not enrolled in higher education);	645
3. Enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed);	27
4. In some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed)	101
Total Number of Student Engaged in Outcomes	1121
<b>Total Surveyed</b>	<b>1424</b>

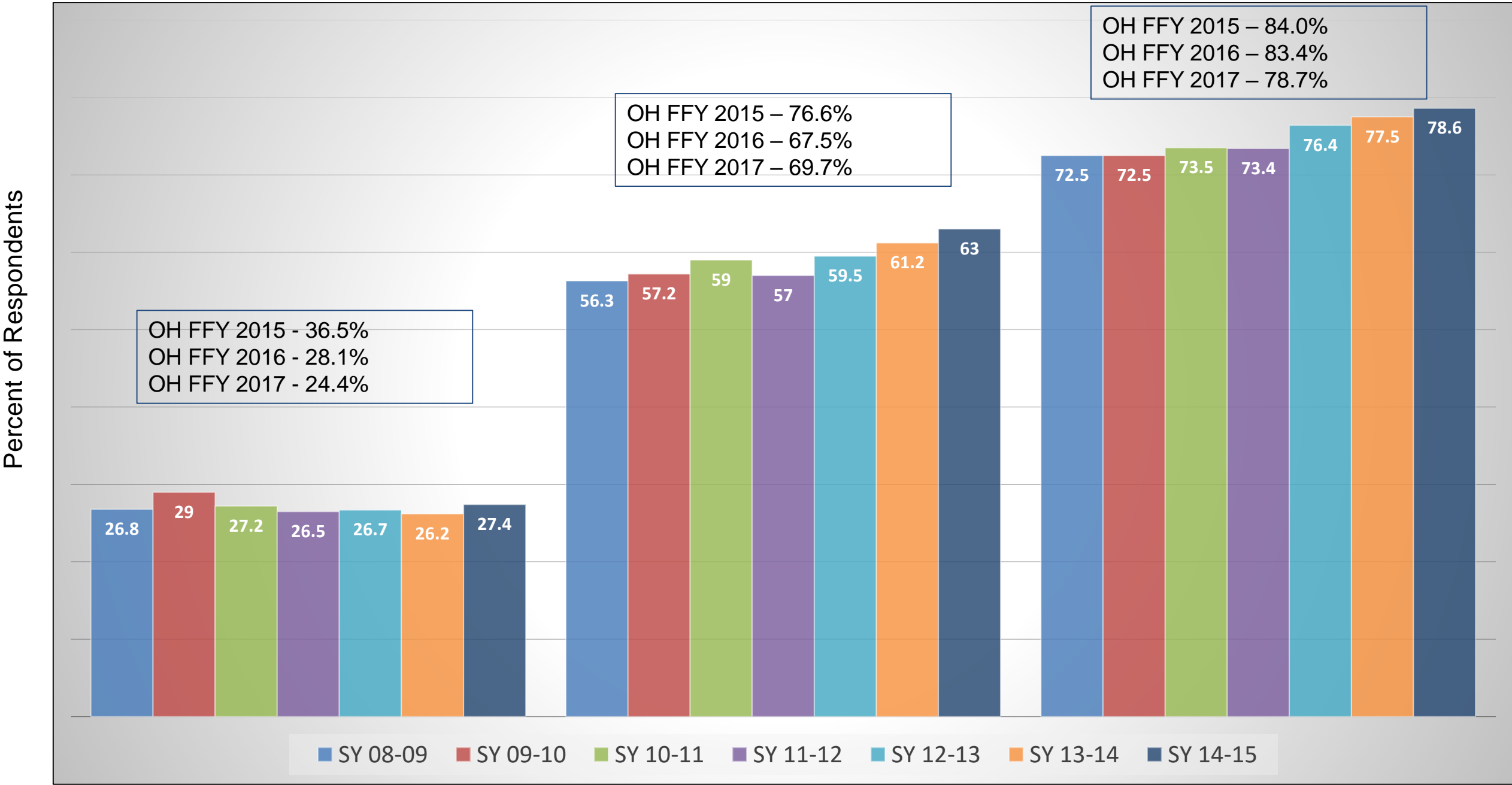
# OLTS Trends

## Post-school Outcome Trends by Year

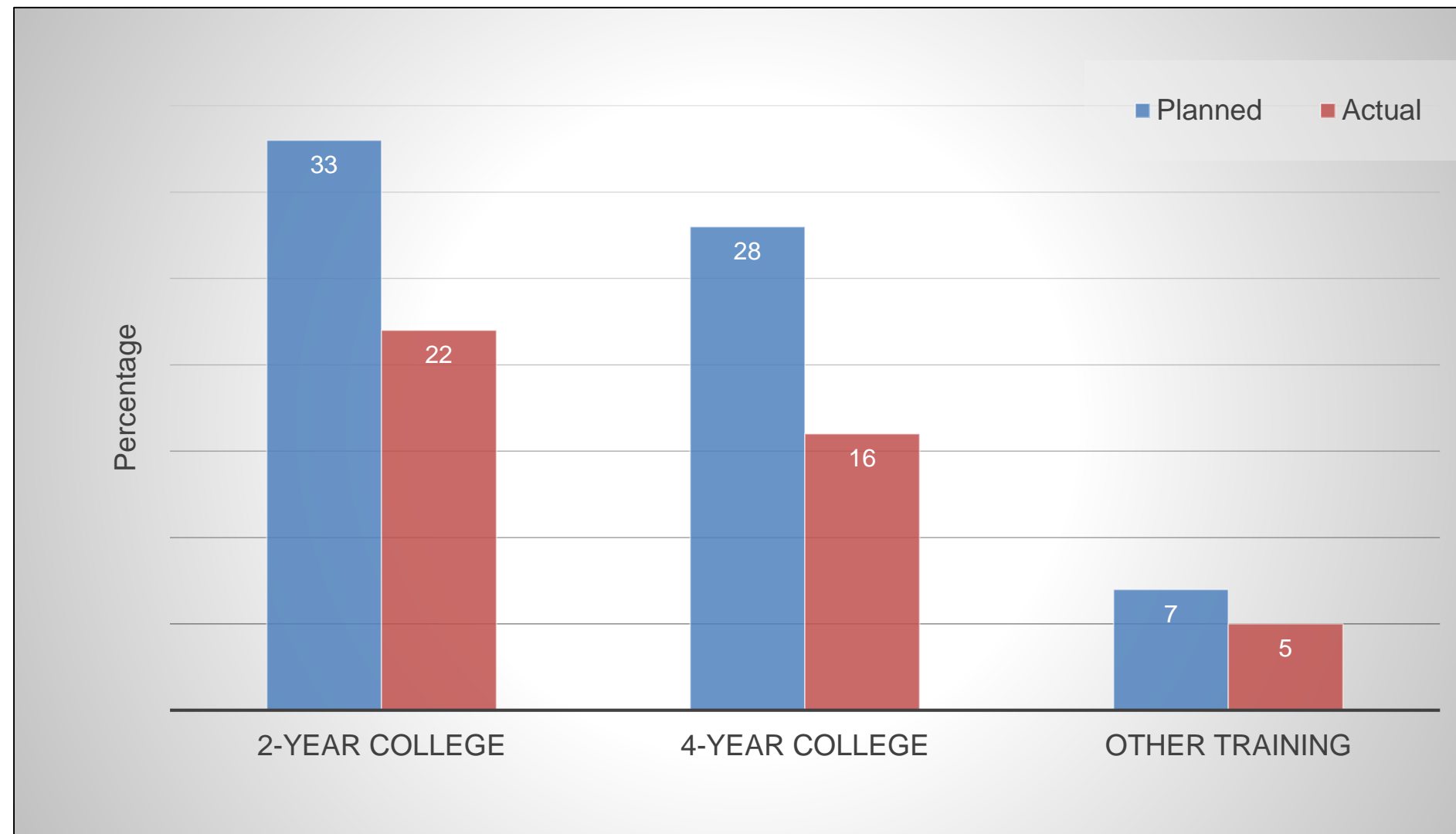




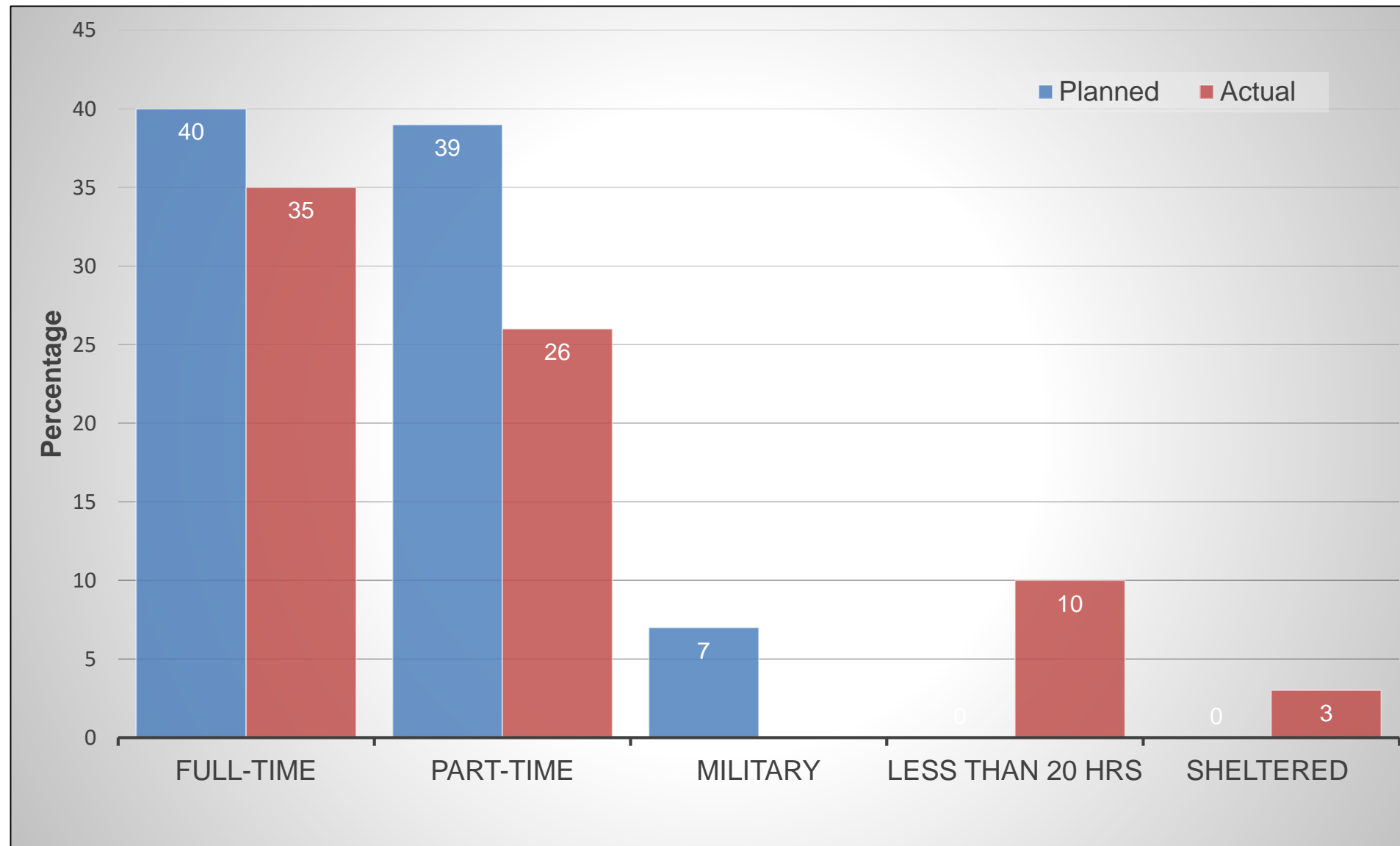
# Comparing Ohio to National Medians - NTACT



# Ohio Postsecondary Outcomes for Education and/or Training




# Ohio Postsecondary Outcomes for Employment



# Predictors of Postschool Success

Employment	Postsecondary Education
<b>Ohio</b>	
<ul style="list-style-type: none"><li>• Career and Technical Education</li><li>• Job Training Coordination (JTC)</li><li>• Work study</li><li>• Apply for work before graduation</li></ul>	<ul style="list-style-type: none"><li>• Passing all areas of graduation exams</li><li>• Participation in general education curriculum (with accommodations; w/out modifications)</li></ul>
<b>National</b>	
<ul style="list-style-type: none"><li>• Work study</li><li>• Vocational or Career and Technical Education</li><li>• Community experiences (LI)</li><li>• Social skills training</li><li>• Career awareness</li><li>• Paid work experience</li></ul>	<ul style="list-style-type: none"><li>• Inclusion in general education</li><li>• Vocational or Career and Technical Education</li><li>• Career awareness</li><li>• Self-Advocacy and Determination</li><li>• Parent involvement</li></ul>



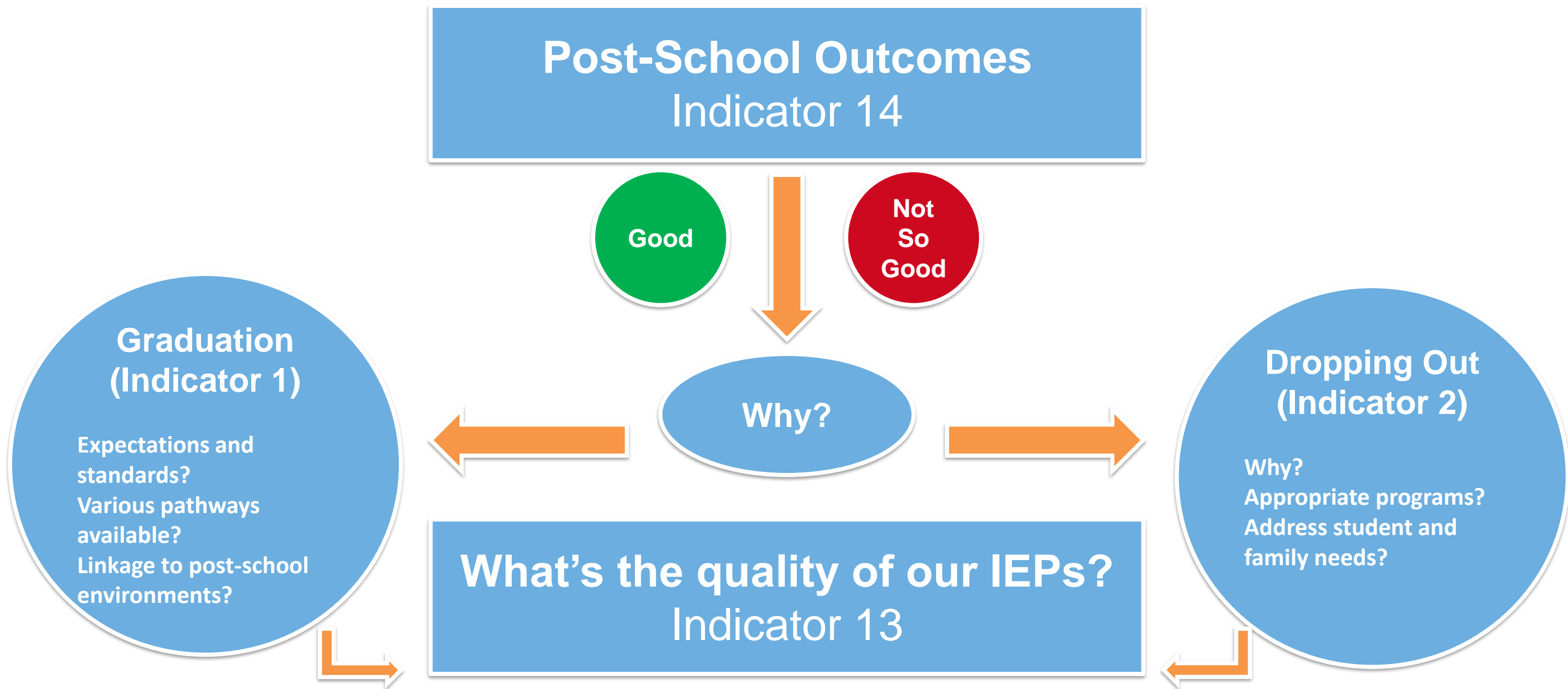


# **Using Ohio Longitudinal Transition Study (OLTS) Data for Continuous Improvement**

# Planning for Continuous Improvement

Continuous Improvement for Transition	
1. What are we doing now?	<ul style="list-style-type: none"><li>-Indicator data from 1, 2, 13, 14</li><li>-Needs assessment</li></ul>
2. What do we need to do?	<ul style="list-style-type: none"><li>-Gather transition resources</li><li>-Prioritization and feasibility</li></ul>
3. What will we do?	<ul style="list-style-type: none"><li>-Goals, steps and timelines</li><li>-Infuse with OIP</li></ul>
4. How will we measure progress?	<ul style="list-style-type: none"><li>-Formative and summative assessments</li><li>-Re-evaluate Indicator data</li></ul>

# Improve Services with Transition Indicators






**Ohio Longitudinal Transition Study**  
 State report - 2017  
 Region 12 - East Central  
 Department of Education Office for Exceptional Children  
 Kent State University Center for Innovation in Transition and Employment

Sample Characteristics		Region 12 N = 1,293	Ohio N = 24,151
<b>Gender</b>			
Male		58.55%	58.98%
Female		38.82%	36.38%
<b>Ethnicity</b>			
African-American		5.80%	16.93%
White, Non-Hispanic		88.40%	72.61%
Other		2.71%	4.83%
<b>Disability Type</b>			
Autism		1.86%	3.31%
Deaf/Hearing Impairment		0.08%	0.03%
Deaf-Blindness		0.54%	1.02%
Intellectual Disabilities		17.56%	13.26%
Multiple Disabilities		3.33%	3.49%
Orthopaedic Disabilities		0.31%	0.63%
Other Health Impaired		7.81%	11.03%
Serious Emotional Disturbance		3.17%	5.08%
Specific Learning Disability		59.40%	52.95%
Speech and Language Impairment		0.54%	0.57%
Traumatic Brain Injury		0.70%	0.68%
Visual Impairment		0.39%	0.47%
Projected Age of Graduation (Average)		18.34	18.35
<b>School Information from EMIS</b>			
		Region 12	Ohio
<b>Proficiency Test Information (% Passing)</b>			
Reading		55.61%	53.34%
Writing		59.86%	60.27%
Mathematics		55.61%	53.34%
Science		49.57%	49.62%
Citizenship		54.52%	52.20%
Alternate Assessment		7.35%	9.61%
<b>Participation in Special Education</b>			
Less than 21%		61.10%	62.51%
21% - 60%		23.05%	21.16%
61% or more/SPED Classes		13.84%	13.73%
<b>Transition Services Received</b>			
Work Study		16.55%	22.16%
VOSE		19.26%	21.62%
Transition Specialist		20.03%	28.96%
Option IV/JTC		1.39%	2.60%
Special Needs CTE		4.02%	3.41%

# Continuous Improvement Using Indicator Data and OLTS Data



**2016-2017 OHIO SPECIAL EDUCATION PROFILE**  
BASED ON 2015-2016 DATA

The Ohio Department of Education, Office for Exceptional Children (OEC) annually develops a Special Education Profile for each district, displaying the district's performance on key indicators established by the Individuals with Disabilities Education Act (IDEA). The profile is also designed to inform the district of any findings of noncompliance based on these indicators and the required activities that must be completed for a district to demonstrate compliance with IDEA.


In order to support ongoing efforts to improve results for children with disabilities, the indicators have been organized into four essential questions to help guide continuous improvement:

- 1.- Are young children with disabilities entering kindergarten ready to learn?
- 2.- Are children with disabilities achieving at high levels?
- 3.- Are youth with disabilities prepared for life, work, and postsecondary education?
- 4.- Does the district implement IDEA to improve services and results for children with disabilities?

**Instructions**

Username and passwords will access your district's Special Education longitudinal data and any findings of noncompliance based on these data and required activities that must be completed by your district this year.

To access your district's Special Education Profile, enter the username and password in the Login dialog box.

 LOGIN

Passwords are case-sensitive.  
**Copying and pasting the password to the login form is recommended** to avoid misinterpretation of letters (such as lower-case "l" may be perceived as the number "1" or upper-case "I").

**Username**

**Password**

SUBMIT



# Break down data

**Indicator 1:**

- Expectations and standards?
- Various pathways available?
- Linkages to postschool environments?

Post-School Outcomes  
Indicator 14

**Indicator 2:**

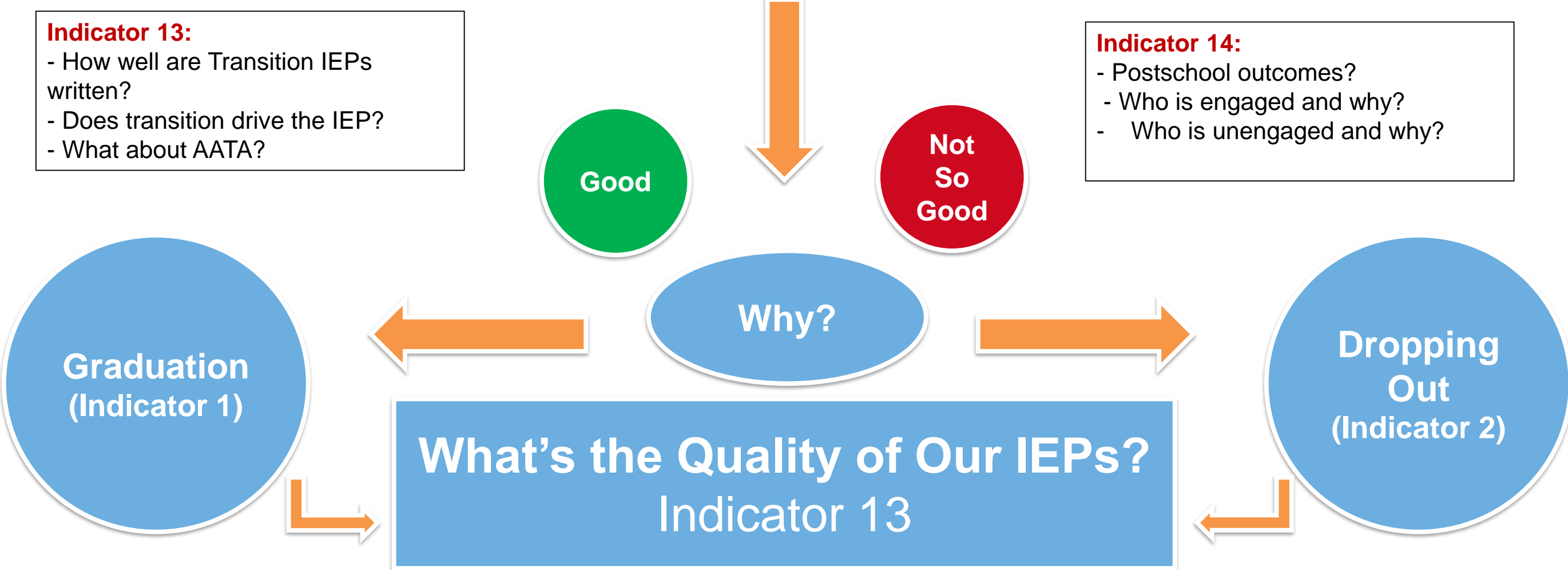
- Who is dropping out and Why?
- Appropriate programs?
- Addressing student and family needs?

**Indicator 13:**

- How well are Transition IEPs written?
- Does transition drive the IEP?
- What about AATA?

**Indicator 14:**

- Postschool outcomes?
- Who is engaged and why?
- Who is unengaged and why?



# Break down data

## Demographics:

- Representative sample
  - Who is missing
- Transition professionals
  - Transition services
  - CTE participation
- Graduation Testing
  - Time in SPED

## Post-School Outcomes Indicator 14

## Exit Interviews:

- Expected outcomes
- Plans to pay for things
- Helpfulness of transition services and activities
- What else did they want
- What is district missing
- Community participation

Good

Not  
So  
Good

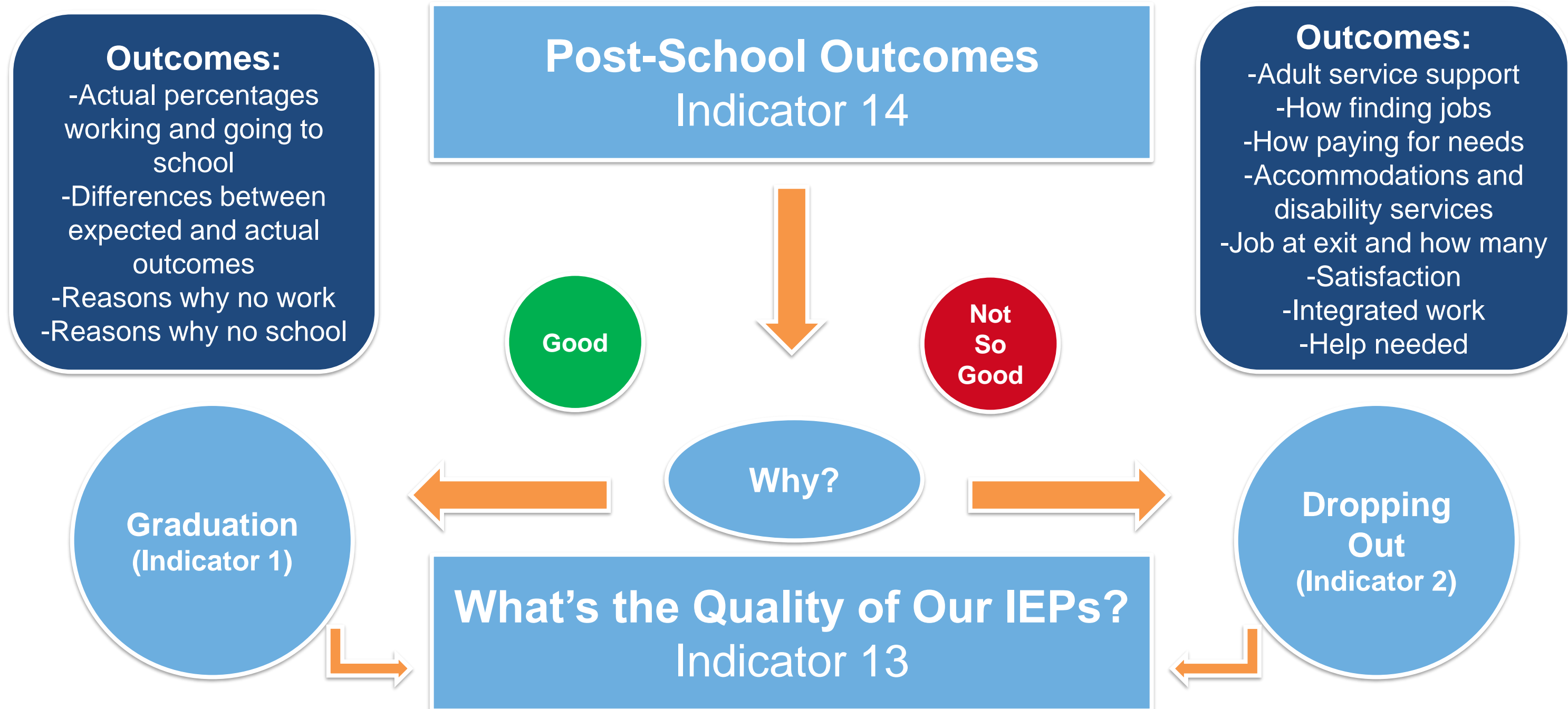
Why?

Graduation  
(Indicator 1)

Dropping  
Out  
(Indicator 2)

What's the Quality of Our IEPs?  
Indicator 13

# Identify strengths and needs



# Regional Outcome Data Report

Exit Plans (pgs. 1-3); Follow-Up Outcomes (pgs. 4-5)

1. What are the anticipated and actual percentages for Employment or Education?
2. Why not doing what they planned?
3. What factors might be affecting your outcomes?
  - Look at demographics, transition services received, how regional data compares to state, and what other data might be needed.
4. What is a STRENGTH and NEED based on the data?



# EDUCATION

Anticipated:  
2 year – 24%  
4 year – 38%

Actual:  
2 Year 15%  
4 Year 27%

Reasons not  
More  
Changing  
Other – finan  
know how to c  
transpo, unre  
and lo

**Post-School Outcomes**  
~Indicator 14~  
▸ Postsecondary education and training

**Strength?**

**Need?**

**Why? Why Not?**

**Graduation**  
~Indicator 1~  
▸ Expectations and standards?  
▸ Various pathways available?  
▸ Linkage to post-school environments?

**Dropping Out**  
~Indicator 2~  
▸ Why?  
▸ Appropriate programs?  
▸ Address student and family needs?

Plans to Pay

CTE Participation

Fields of Employment

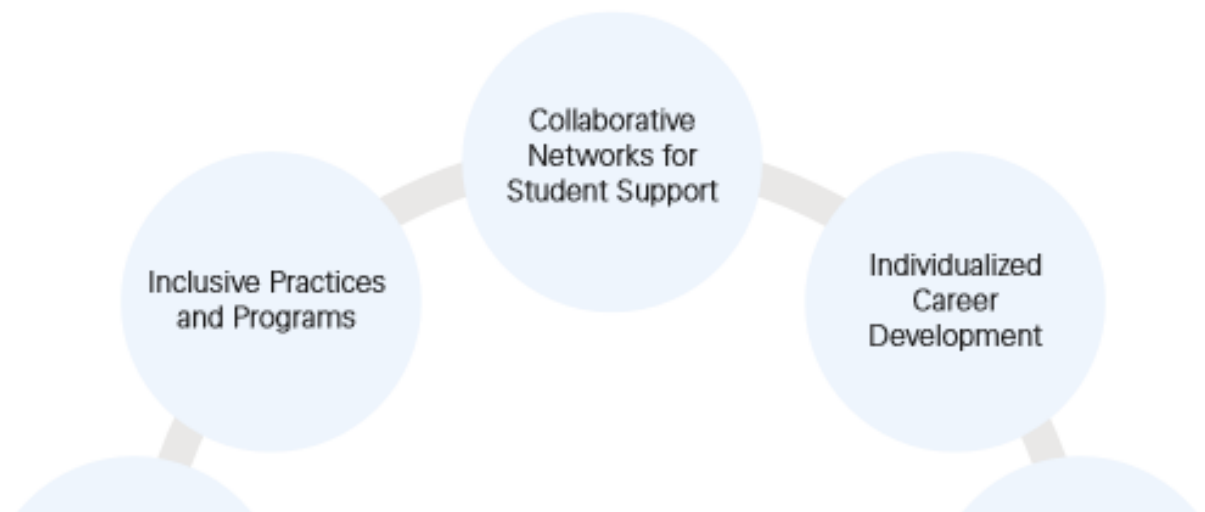
Accomms in College  
18% - registered for disability services  
43% - receiving accomms

Ratings of Transition Services

Transition Services Received:

**Regional Exit Plans (pgs**

**1. What are the an**



- Indicators 1, 2, and 13?
- What is district's view of Transition IEP or an addition to?
- What does your career advising plan for all students, at middle school level student success plans?

# EMDI DOCUMENT

Anticipated:  
36% FT  
41% PT

Anticipated fields of  
employment

Ratings of  
Transition Services

Transition Services  
Received:

Proficiency  
Passing:

Strength?

**Graduation  
~Indicator 1~**

- Expectations and standards?
- Various pathways available?
- Linkage to post-school enviro

Indicator Data:

SPED Participation

Self-Determination  
Individual Living  
Skills Instruction  
and Skill Building

Supporting Parental  
Involvement and  
Expectations

Collaborative  
Networks for  
Student Support

Inclusive Practices  
and Programs

Individualized  
Career  
Development

Authentic  
Community Based  
Work Experiences

Social and  
Social-Emotional  
Instruction and  
Skills

Academic,  
Vocational,  
Occupational  
Education/  
Preparation

Evidence  
Based  
Predictors

**~Indicator 13~**

- Measurable post-school and annual goals
- Transition-related assessments
- Course of study, services, and activities

JAL:  
T  
T

?

Plans to Pay

ut  
~  
ly needs?

ta:

CTE Participation  
Similar to state

Fields of  
Employment  
Food service  
Manufacturing, cos,

Comparison with  
State

Other Info

# Regional Outcome Data Report



## Resources for Continuous Improvement (CI)

# Resources - Continuous Improvement


- Continuous Improvement (CI) Efforts
  - Using OLTS data, Kohler needs assessment
  - CI plans for implementing new and improved transition services
- Regional SST Transition Consultants
  - Regional Transition Councils
  - Professional development and support
- ODE/OEC
  - [Resources](#)
  - [Secondary Transition Modules](#)



# Resources - Assessing Needs

## TAXONOMY FOR TRANSITION PROGRAMMING 2.0



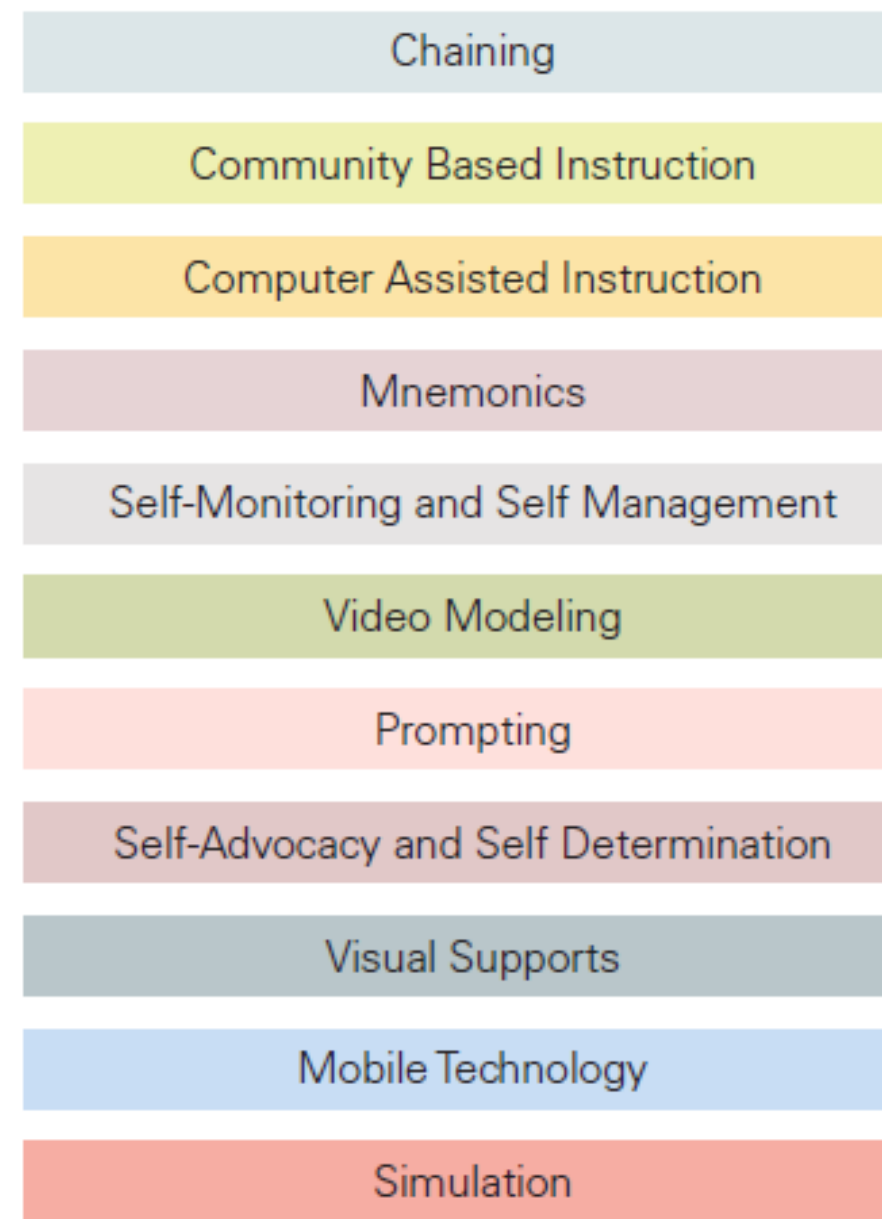
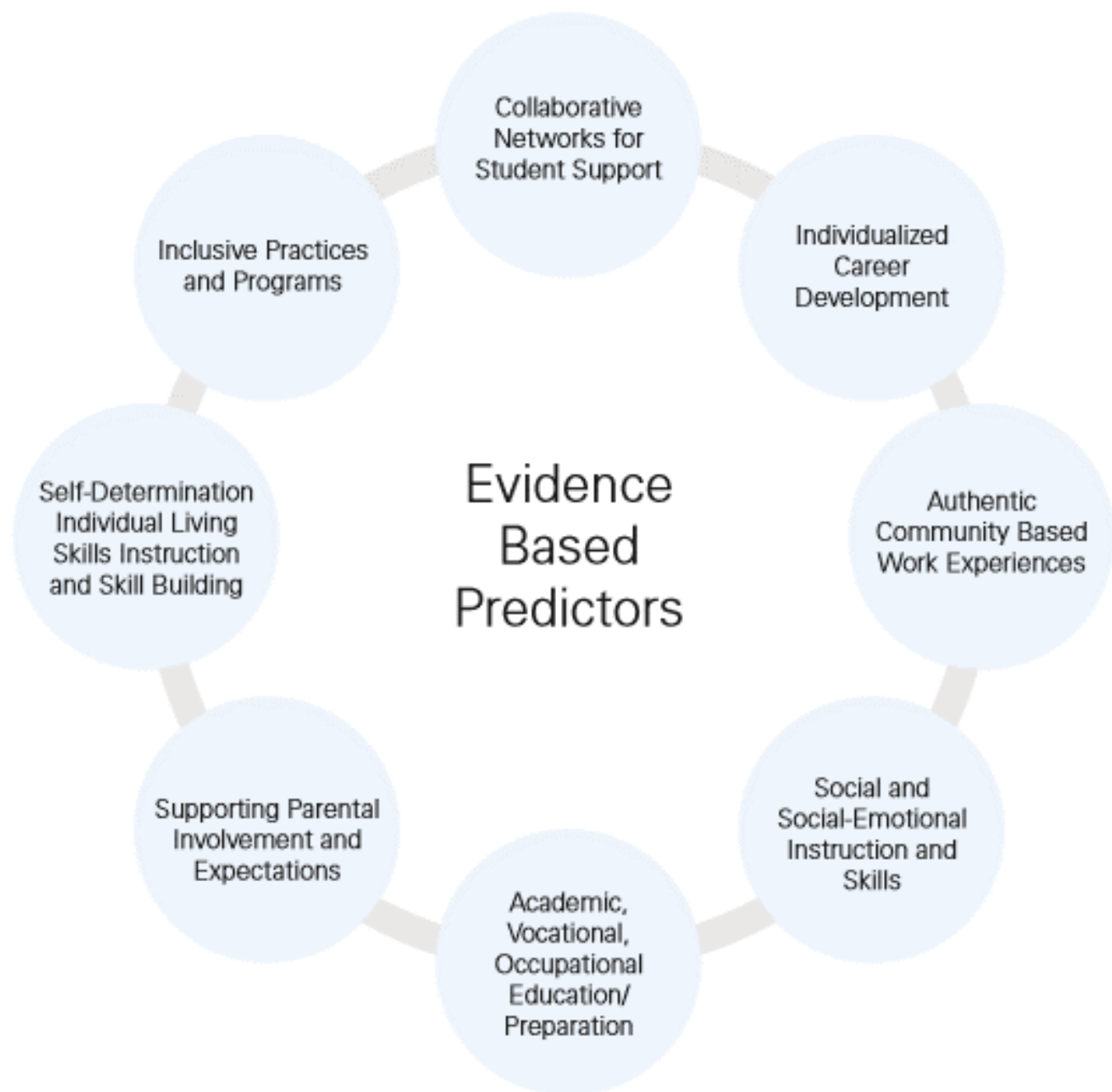


### Team Planning Tool for Improving Transition Education and Services

National

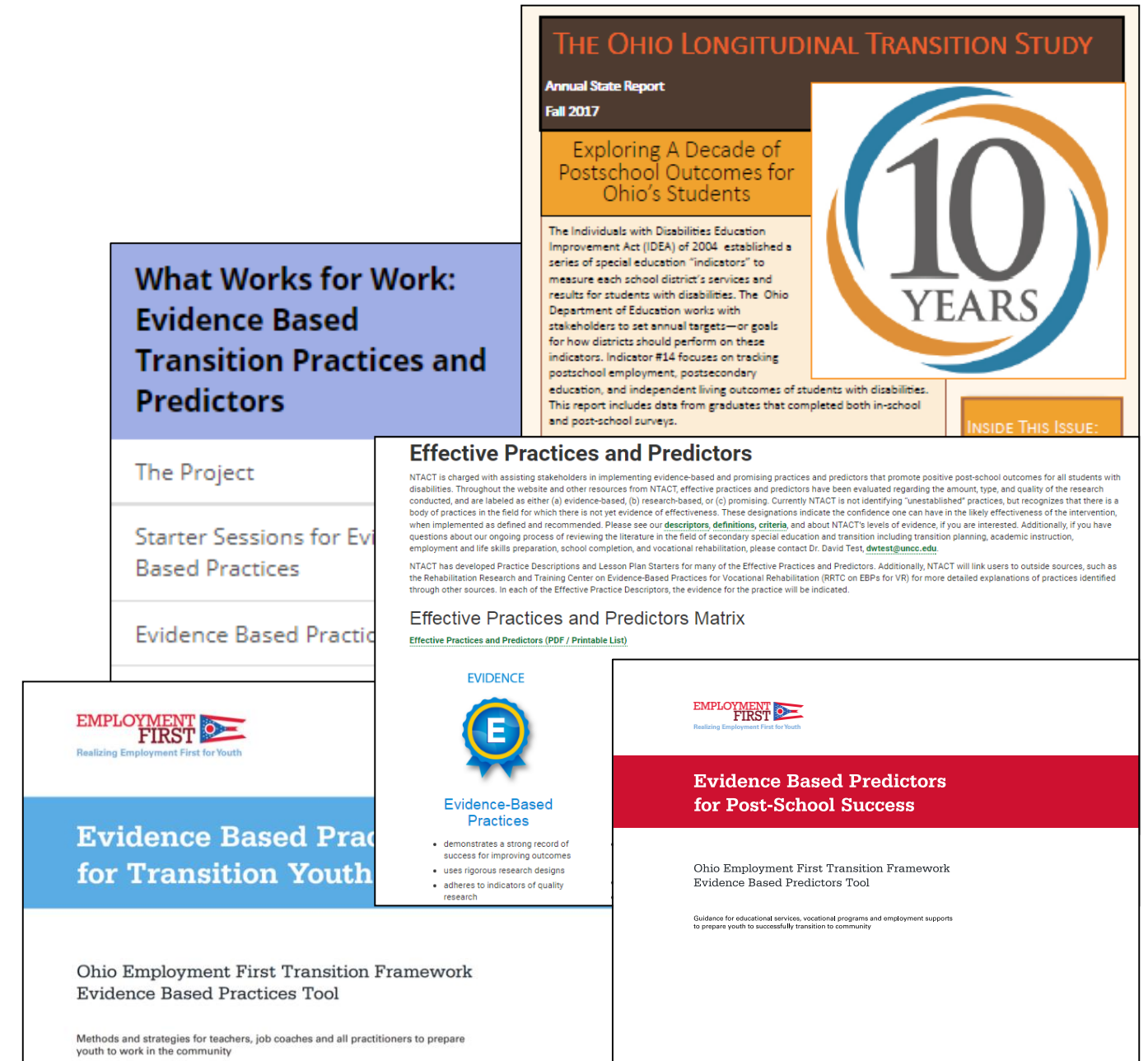
A. Student-Focused Planning Practices												
Practices	Extent Implemented					Extent/Quality of Evidence						
1. Students' IEPs include measurable post-school goals in (a) education and/or training, (b) employment, and (c) independent living.	DK	1	2	3	4	DK	1	2	3	4		
Description:												
2. Students' IEPs include measurable annual goals that will enable them to achieve their post-school goals.	DK	1	2	3	4	DK	1	2	3	4		
Description:												
3. Students' IEPs include coordinated transition activities and services (e.g., instruction, community experiences, etc.), including a course of study, that will enable them to achieve their post-school goals.	DK	1	2	3	4	DK	1	2	3	4		
Description:												

# Resources - EB Predictors and Practices



# Evidence-Based Resources

- OLTS website at Kent State  
[www.olts.org](http://www.olts.org)
- Ohio Employment First  
[www.ohioemploymentfirst.org](http://www.ohioemploymentfirst.org)
- NTACT's Effective Practices  
[transitionta.org/effectivepractices](http://transitionta.org/effectivepractices)
- What Works for Work at OCALI  
[ocali.org/project/what-works-for-work](http://ocali.org/project/what-works-for-work)



# QUESTIONS?



# OLTS Training Evaluation

## Click on Ohio Map below



### OHIO LONGITUDINAL TRANSITION STUDY

KENT / CENTER FOR INNOVATION IN TRANSITION & EMPLOYMENT / OHIO LONGITUDINAL TRANSITION STUDY



## Questions and Comments

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