

Using the NEW SPPI-14 Reports to Improve Outcomes for Students with Disabilities

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TEXAS TRANSITION
State Performance Plan Indicator 14 Report: Texas' 2022 Post-School Outcomes Survey
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Agenda
• What is SPPI 14?
• How do I use SPPI 14?
• How can I improve SPPI 14 outcomes in my local education agency (LEA)?
Post-School Outcomes
State Performance Plan Indicator 14
Thanks mom
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What is
State Performance Plan Indicator 14?
SPPI 14





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SPPI 14 measures the percent of youth who are:

- No longer in high school,
- Had individualized education programs (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,





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SPPI 14:

- Looks at what students with disabilities are doing within one year of leaving high school.
- Tells us if our students are experiencing successful postsecondary outcomes.



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SPP14 results are reported through three cumulative indicator measures.

- Measure A
- Measure B
- Measure C

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Slide 7 features a background image of three students (two men and one woman) sitting at a table with laptops, engaged in a discussion. The slide includes the Texas Transition logo in the top left, a blue text box with a white background for the main content, and the TEA logo in the bottom right.

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Indicator Measure 14A

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Slide 8 is a simple text slide with the title "Indicator Measure 14A" centered. It features the Texas Transition logo in the top right and the TEA logo in the bottom right.

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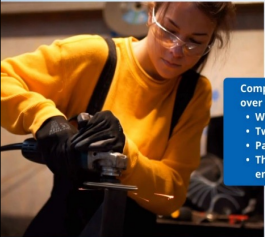
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INDICATOR MEASURE 14B is the percentage of respondents who are enrolled in higher education, as reported in Measure 14A, plus those who are competitively employed.

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Slide 9 features a background image of a young woman with blonde hair looking at books on a library shelf. The slide includes the Texas Transition logo in the top right, a red text box with a white background for the main content, and the TEA logo in the bottom right.

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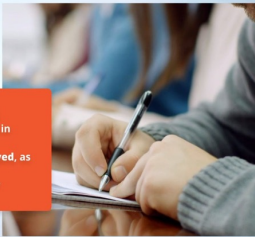
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Competitive Employment includes respondents who, over the past year:

- Worked for a minimum of three months,
- Twenty hours or more per week,
- Paid at least minimum wage, and
- Their employer was a company or business employing people with and without disabilities.

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INDICATOR MEASURE 14C:

- Is the percentage of respondents who are enrolled in higher education as reported in Measure 14A,
- Plus those who are competitively employed, as reported in Measure 14B,
- Plus those who are participating in "other education" or "other employment."

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This includes:

- A high school completion program,
- A short-term education or employment training program,
- A vocational or technical school program of less than two years, and
- A religious or church-sponsored mission, volunteer or community service training program.

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Supporting Students' Pathways to Success

Other Employment includes working a total of three months or more in:

- Self-employment,
- Family business,
- Sheltered employment, or
- Employment while in jail or prison.

Other Employment also includes all the employment situations listed in Indicator Measure 14B if the respondent:

- Worked three months or more but worked fewer than an average of twenty hours per week, or
- Was paid less than the minimum wage.

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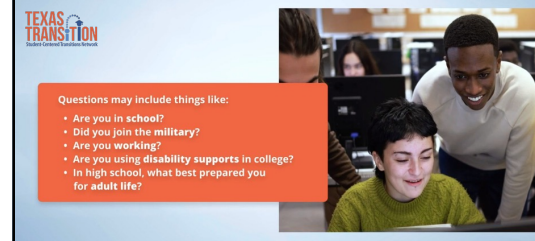


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Supporting Students' Pathways to Success

Beyond the three Indicator Measures, the SPPI 14 report also provides detailed information on support and services accessed for postsecondary education and for employment.

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Supporting Students' Pathways to Success

Questions may include things like:


- Are you in school?
- Did you join the military?
- Are you working?
- Are you using disability supports in college?
- In high school, what best prepared you for adult life?

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Using
State Performance Plan Indicator 14 Information
SPPI 14



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Response Rates

The following table summarizes key information about the 2021-22 Post-School Outcomes Survey for your LEA, your region, and for the state as a whole. The table rows show the total number of students who exited and were invited to complete the survey, the total number who responded, the response rate, the percent completed in English or Spanish, and the number of campuses represented by those completed surveys. While students were invited to complete the survey first, parents/guardians were also invited to complete the survey on behalf of their exited students.


	Herpstone ISD (118161)	Region 20	Statewide
Number of exited students	714	3,834	34,796
Number responding	239	827	8,300
Response rate	28%	23%	24%
Percent of surveys completed in English	97%	96%	92%
Percent of surveys completed in Spanish	3%	4%	8%
Number of campuses with one or more responses	14	136	1,358

Demographic Representativeness of Respondents

The following figure shows the composition of survey respondents in your LEA compared to the composition of your LEA's population of exited students. The closer the teal and dark blue bars are to each other within a category, the more similar the responding sample is to the population of exited students. The farther apart, the more different the responding sample is from the population of exited students.



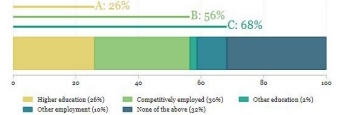

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2021-22 Post-School Outcomes Survey
Students with an EP who exited the Texas K-12 system in 2020-21

2021-22 SPPI 14 Results

Respondents were assigned to one of five categories of employment or postsecondary education settings based on their survey responses (see the five categories displayed in the bar chart legend). These five categories were then used to calculate SPPI 14 measures A through C. Based on LEA survey responses, 26% of exited students were enrolled in higher education (Measure A); 56% were either enrolled in higher education OR competitively employed (Measure B); and 68% were either enrolled in higher education, competitively employed, or in some other education or employment setting.

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Category 1
Higher Education:

- Two-year or four year college or university, and
- One complete term.



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Category 2
Competitive Employment:

- Worked three months,
- Twenty hours per week,
- Paid minimum wage, and
- Employed people with and without disabilities.




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Category 3
Other Education:

- NOT included in Category 1 or Category 2,
- One term in school,
- Job training, or
- Continuing education.

• High school completion program,
• Short-term education program,
• Vocational or technical school,
• Religious or church missions, or
• Volunteer or community service training program.



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Category 4
Other Employment:


- NOT included in Category 1, Category 2, or Category 3.
- Sheltered employment,
- Family business,
- Self-employment, or
- Were employed while in jail or prison.

Competitive Employment:

- Less than twenty hours per week, or
- Paid less than minimum wage.

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Category 5 includes any respondent who did not fit into one of the first four categories.

SPPI Measures A, B, and C

Category 1 Category 2 Category 3 Category 4 Category 5

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SPPI Measures 14A

Category 1

SPPI Measures 14B

Category 1 Category 2

SPPI Measures 14C

Category 1 Category 2 Category 3 Category 4

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- Was the LEA's response rate higher or lower than the regional response rate?
- Was the LEA's response rate higher or lower than the statewide response rate?
- If the LEA's response rate was lower, why is that?

- Did the LEA have good contact information for students and families?
- Were students and families prepared in advance to receive and respond to the survey?
- How many responses were completed in English, and how many in Spanish?

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- How many respondents were enrolled in higher education or employed?

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The following information applies to 72 students in 2021-22 and 58 students in 2020-21 enrolled in a two-year or four-year institute of higher education.

Office of Disability Services

The horizontal bar graphs show the percent of these students who did (yellow) or did not (green) contact an office of disability services at their institute of higher education, as well as the percent who did not know about such an office (blue) in 2021-22 and 2020-21.

2021-22

Contacted (28%)	Did not contact (28%)	Did not know about (44%)
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2020-21

Contacted (52%)	Did not contact (26%)	Did not know about (22%)
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2021-22 Accommodations Received

The following figures show the percent of 2021-22 students who reported receiving the disability services prescribed on the survey (respondents could select more than one).

33%	Additional time for assignments	7%	Audio textbooks
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Students with an IEP who exited the Texas K-12 system in 2020-21

The following information applies to **137** exited students in 2021-22 and **99** exited students in 2020-21 in your LEA who were employed

What support does my LEA have to assist students with obtaining employment during their time in high school?

What process does my LEA have in place to ensure all students connect with Texas Workforce-Vocational Rehabilitation before exiting school?

What are some ways that my LEA can use this data to improve services for students with disabilities?

Unused options:

- Mentor

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What was the most helpful school activity for respondents in my LEA?

What was the least helpful?

What is my LEA doing that I should continue, change, or eliminate to improve those results?

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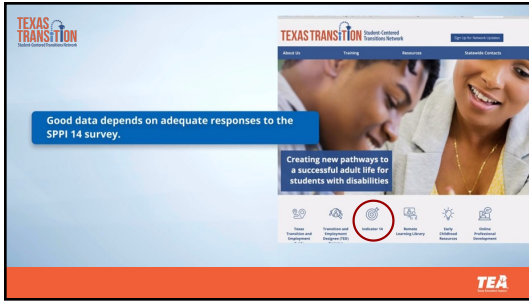
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How Can I Improve State Performance Plan Indicator 14 Outcomes in my Local Education Agency (LEA)?

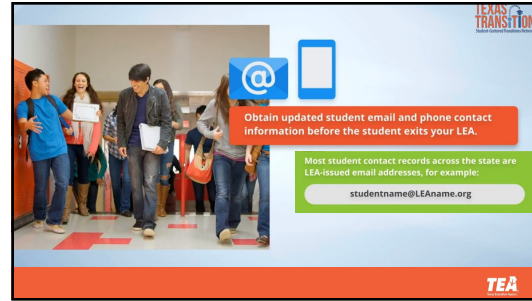
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During the survey window, communicate with your exited students and families that the survey is live, that responses are essential, and that your LEA team supports the collection of this information.

Share results with your current families.

Add information to your school or LEA website.

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Increasing the number of respondents from your LEA increases the data available for consideration and inclusion in the reports.

By increasing the available data, you increase the validity of the information used by the LEA, regional Education Service Centers, or ESCs, and the Texas Education Agency, or TEA.

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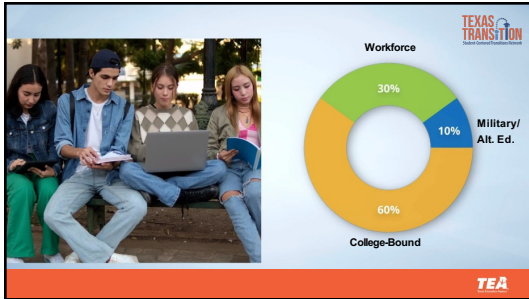
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Employment and Postsecondary Outcomes

- Employed
- College
- Training or Postsecondary Education
- Military

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Graduate to the Couch 30%

Workforce 30%

Military/Alt. Ed. 40%

- Do you utilize high-quality, evidence-based practices?
- Do your students participate in Career and Technical Education courses?
- Do they receive instruction in inclusive settings?
- Do they have the opportunity to gain job experience while in high school?

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College-Bound Students

Workforce 30%

Military/Alt. Ed. 10%

College-Bound 60%

Graduate to the Couch 3%

Workforce 10%

Military/Alt. Ed. 15%

- Are students aware that college is an option?
- Do your transition services include discussions about various types of college programs that mirror students' interests and address students' needs?
- Are students graduating from high school academically prepared for college?
- Do students complete the application and enrollment process before high school graduation?
- Do students have financing in place before high school graduation, including accessing support through the Texas Workforce Vocational Rehabilitation Services?
- Have students contacted college disability services before high school graduation?
- What other factors might hinder students from enrolling in, and attending, college as planned?

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Figures 4. Disability services by primary responsibility

Category	2019	2020	2021	2022	2023
Special Education	88%	88%	88%	88%	88%
Other	12%	12%	12%	12%	12%

If you guide secondary teachers in analyzing the results of the SPPI 14 report, you can impact outcomes.

Summary of supports and services

*Sign note: Results for the District disability category are aggregated because there are too few individuals reported.

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TEXAS TRANSITION Student-Centered Transition Services

Creating new pathways to a successful adult life for students with disabilities

Videos

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Do you have plans?

One year after leaving school, TEA wants to know...

If you are enrolled in a:

College or University

Training Program

If you are:

Employed

You will receive a call, text, email, or get a postcard in the mail asking you to take a short survey about your school experience.

It's Quick

10-15 minutes

Multiple choice questions

It's Private

Confidential

No names shared

It's Important

Your school will use the information to learn what works and how to improve.

**Before you leave school
in May, complete this
checklist:**

- Give your personal email address to your school.
- Discuss guardianship alternatives and supported-decision making related to the transfer of rights at the age 18.
- Connect with Texas Workforce Commission (TWC) counselor.
- Complete your Free Application for Federal Student Aid (FAFSA).
- Request copies of your last special education evaluation or reevaluation.
- Ask teachers, counselors, and employers for letters of recommendation.

**For more information,
contact your local
transition specialist.**