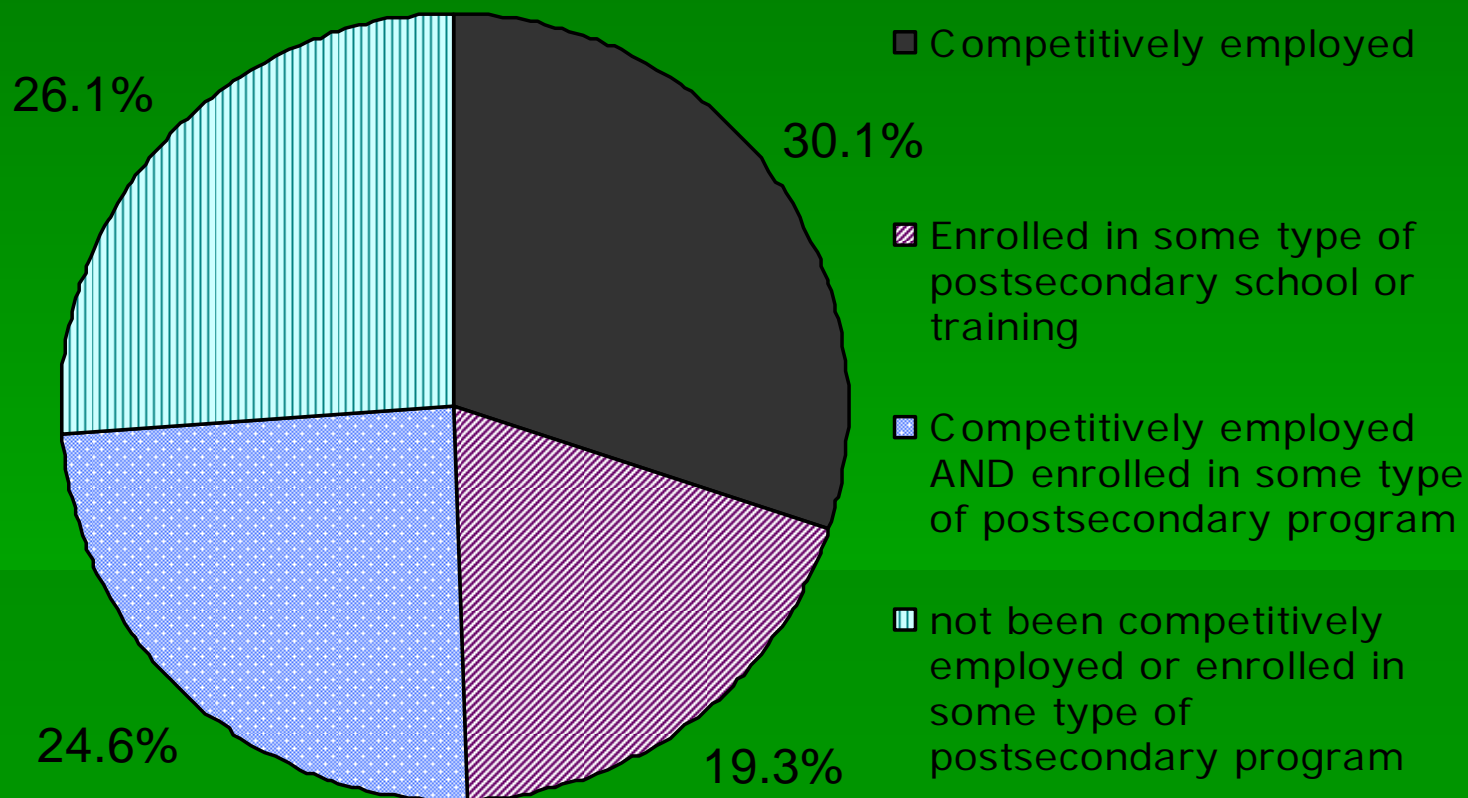


The Impact of Public Education: Transition Stories and Reflections

Jacquelyn J. Thompson
MTSA

March 20, 2009

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school

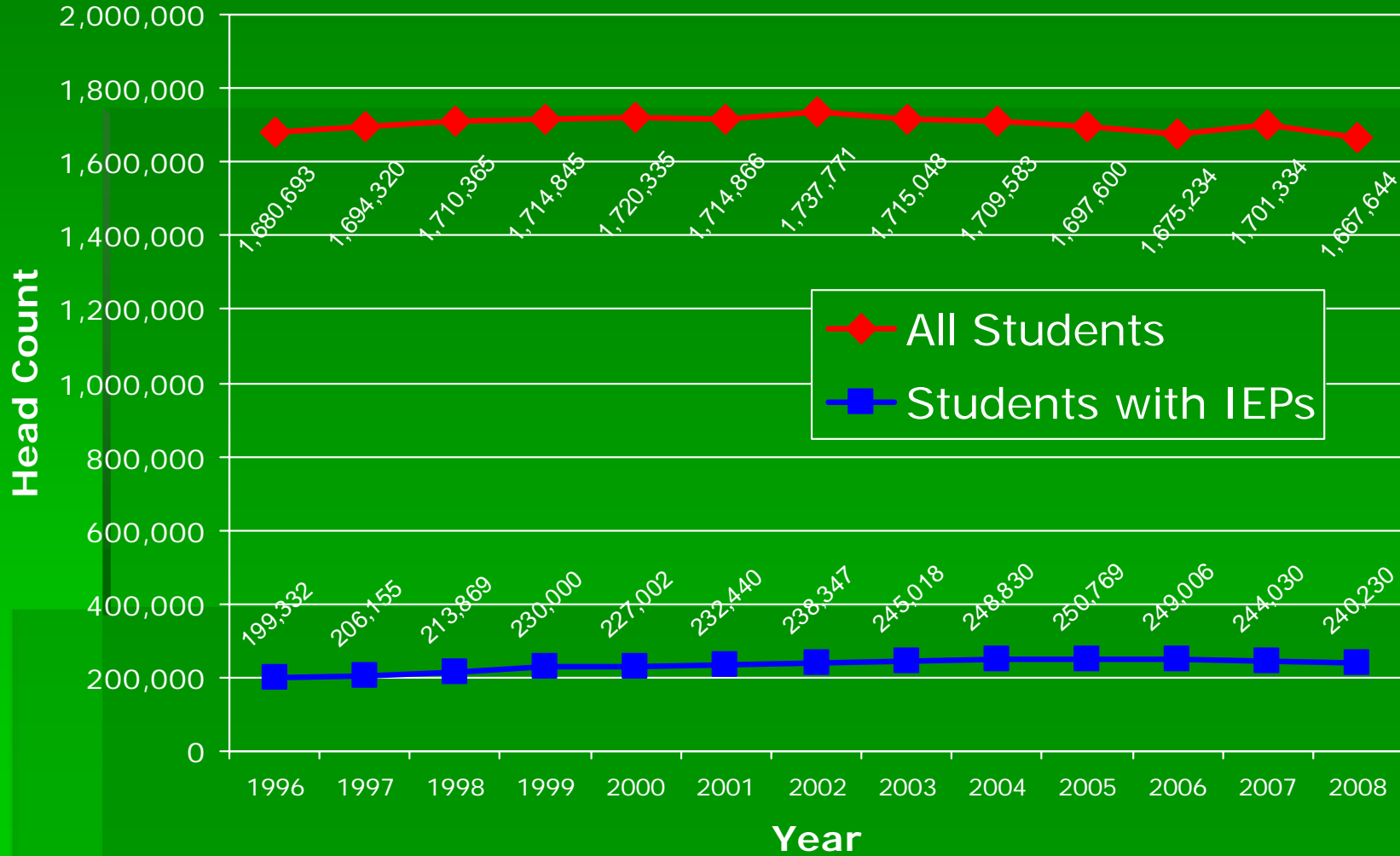


Indicator 13 Measurable and Rigorous Targets

FFY	Baseline	Target	Actual
2005	35.2%		
2006		100%	39.5%
2007		100%	87.5%*

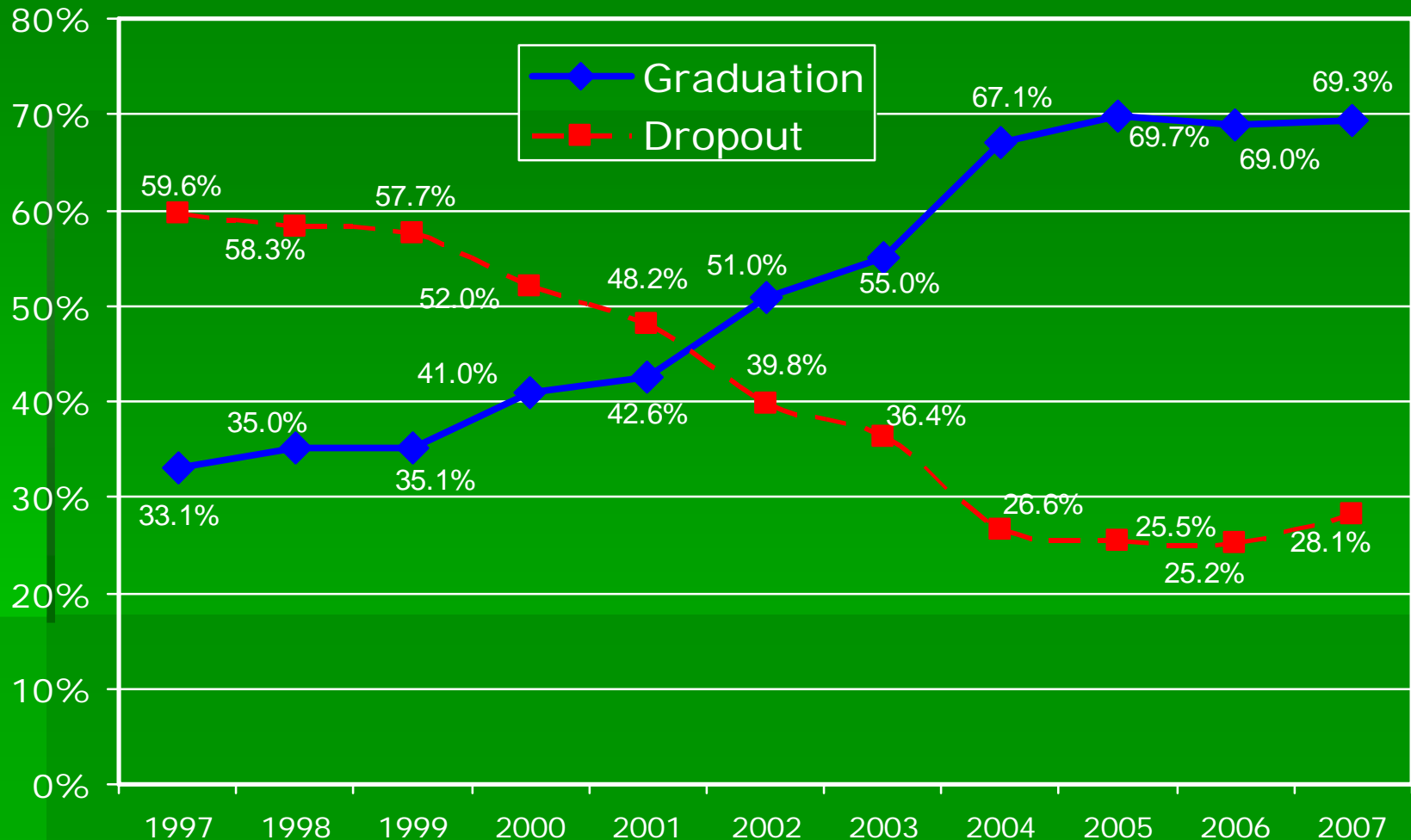
Percent = (# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100. *[1,986 ÷ 2,271] X 100

Special Education Eligibility 1996 - 2008



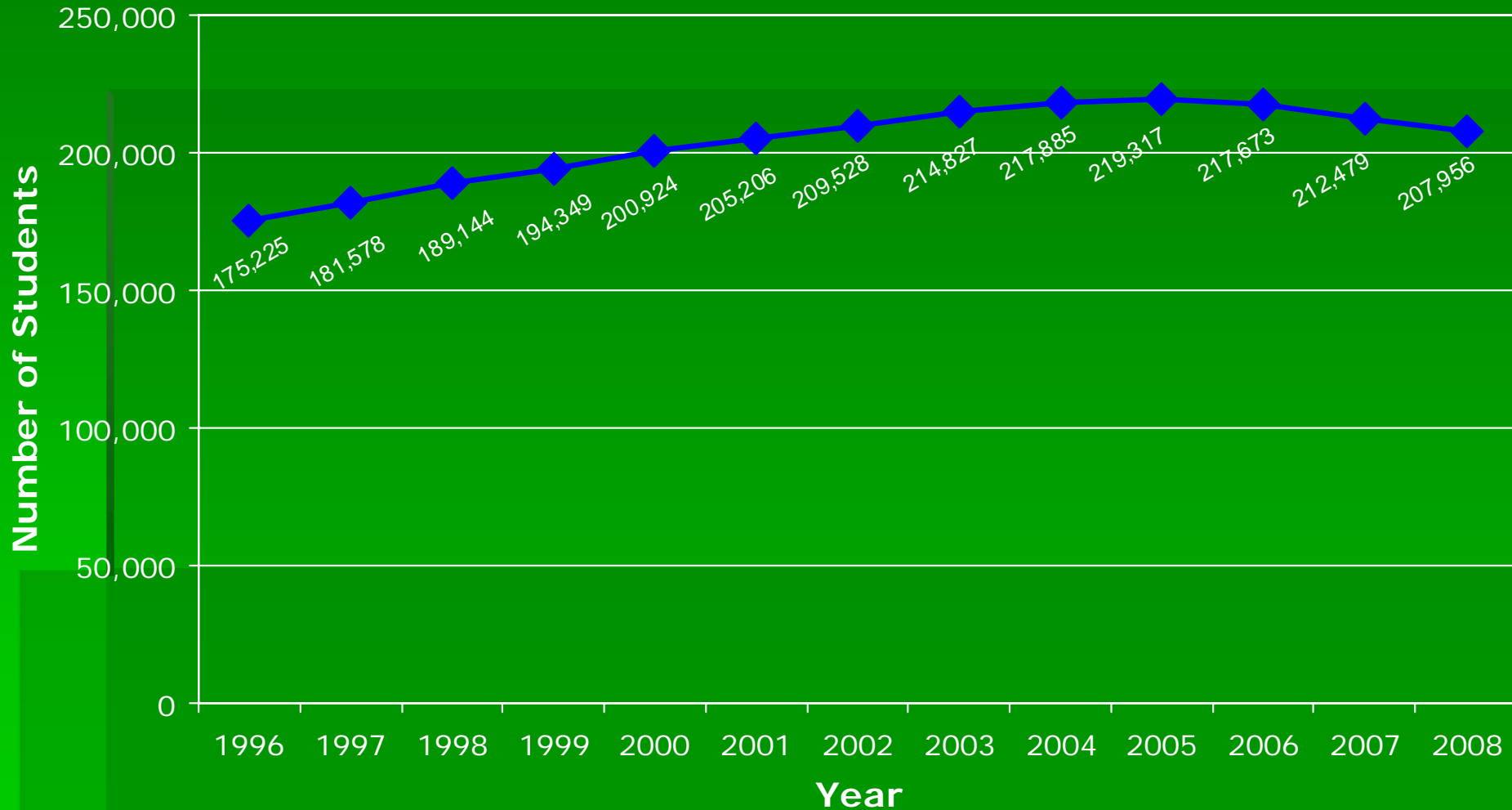
Source: MI-CIS December 1, 2008

Graduation/Dropout Rates Students with IEPs 1996-2007



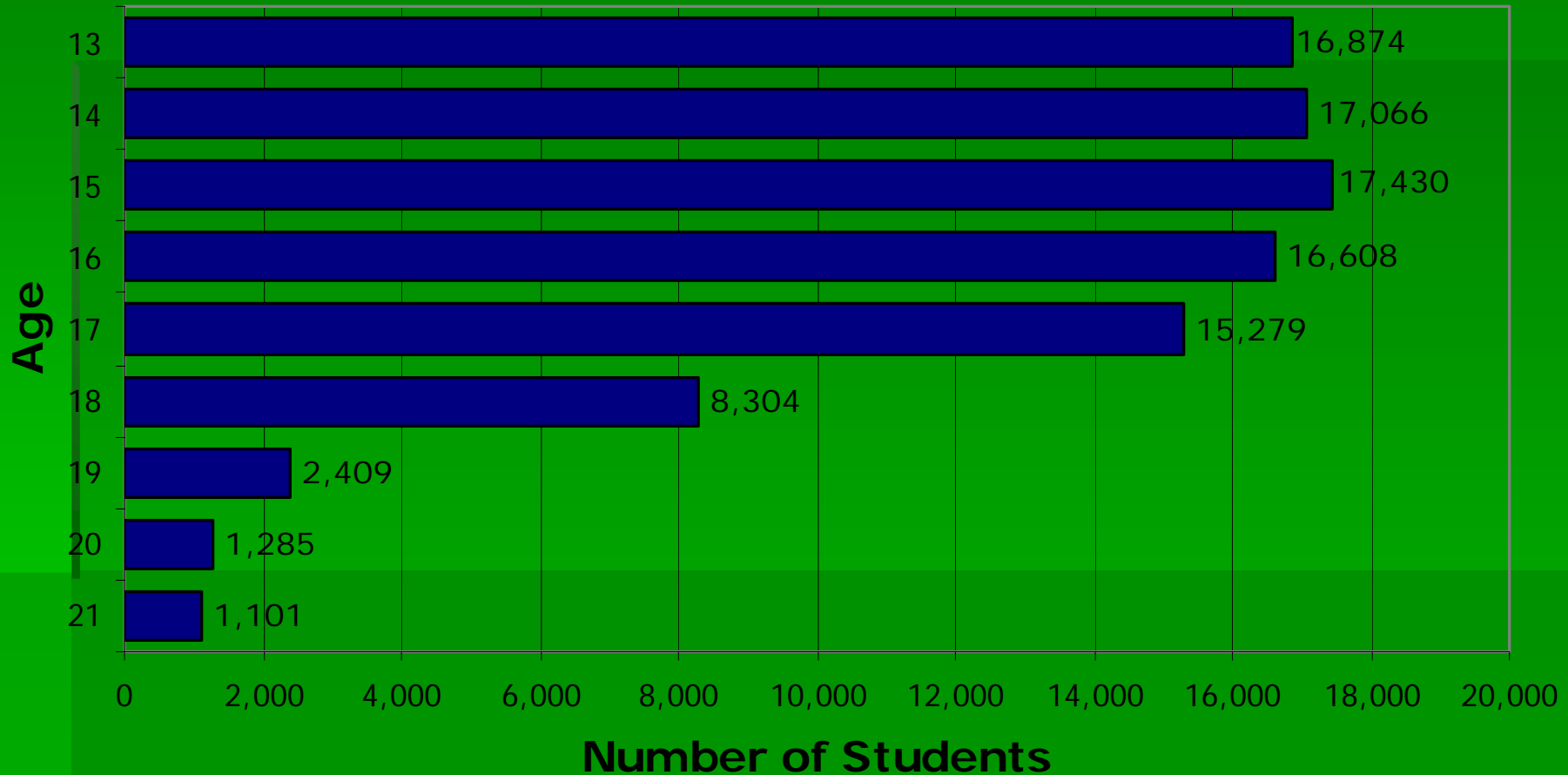
Source: MI-CIS December 1, 2008

Students With IEPs Ages 6-21 1996 - 2008



Source: MI-CIS December 1, 2008

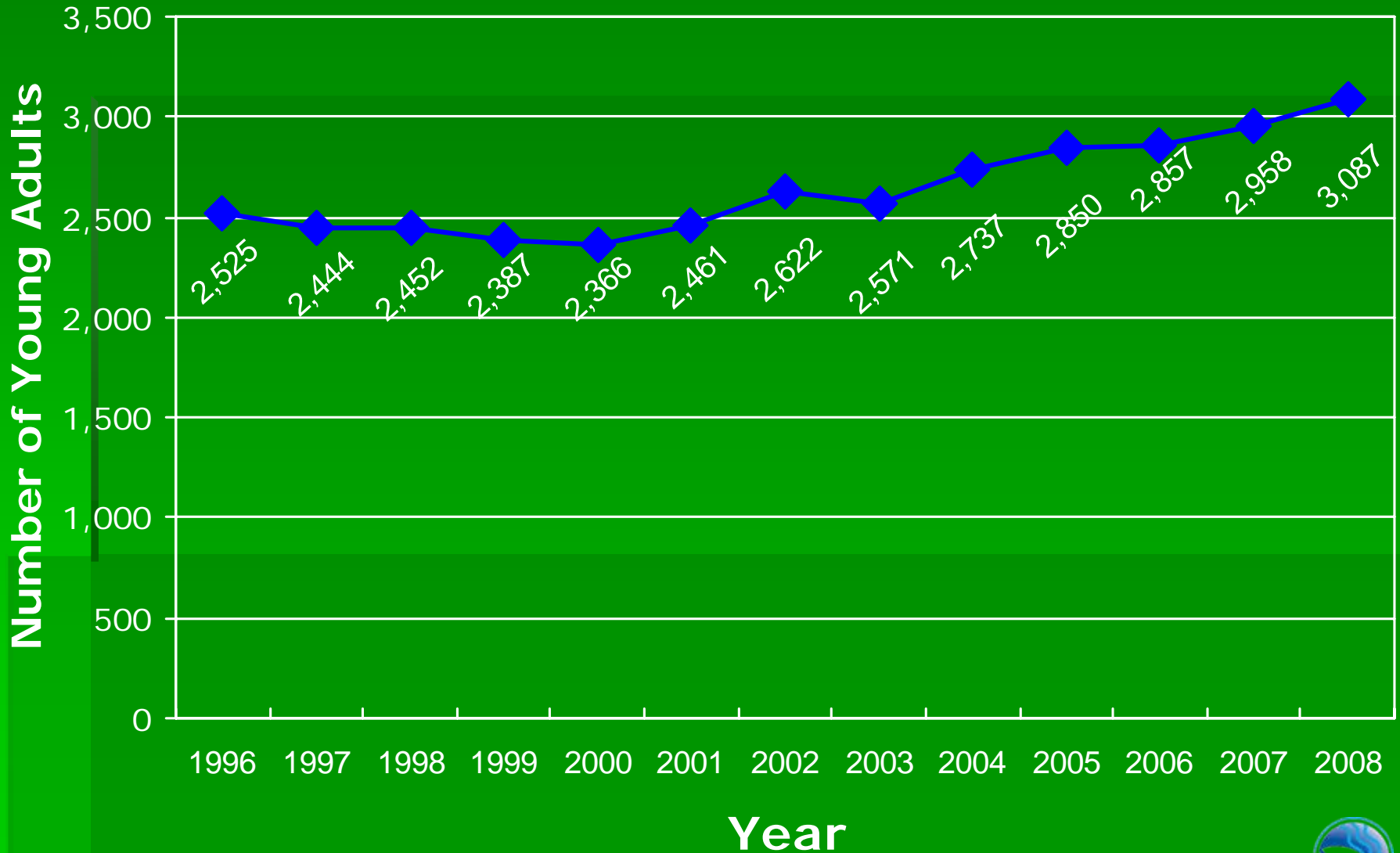
Number of Students with IEPs Ages 13 - 21 December 2008



Source: MI-CIS December 1, 2008

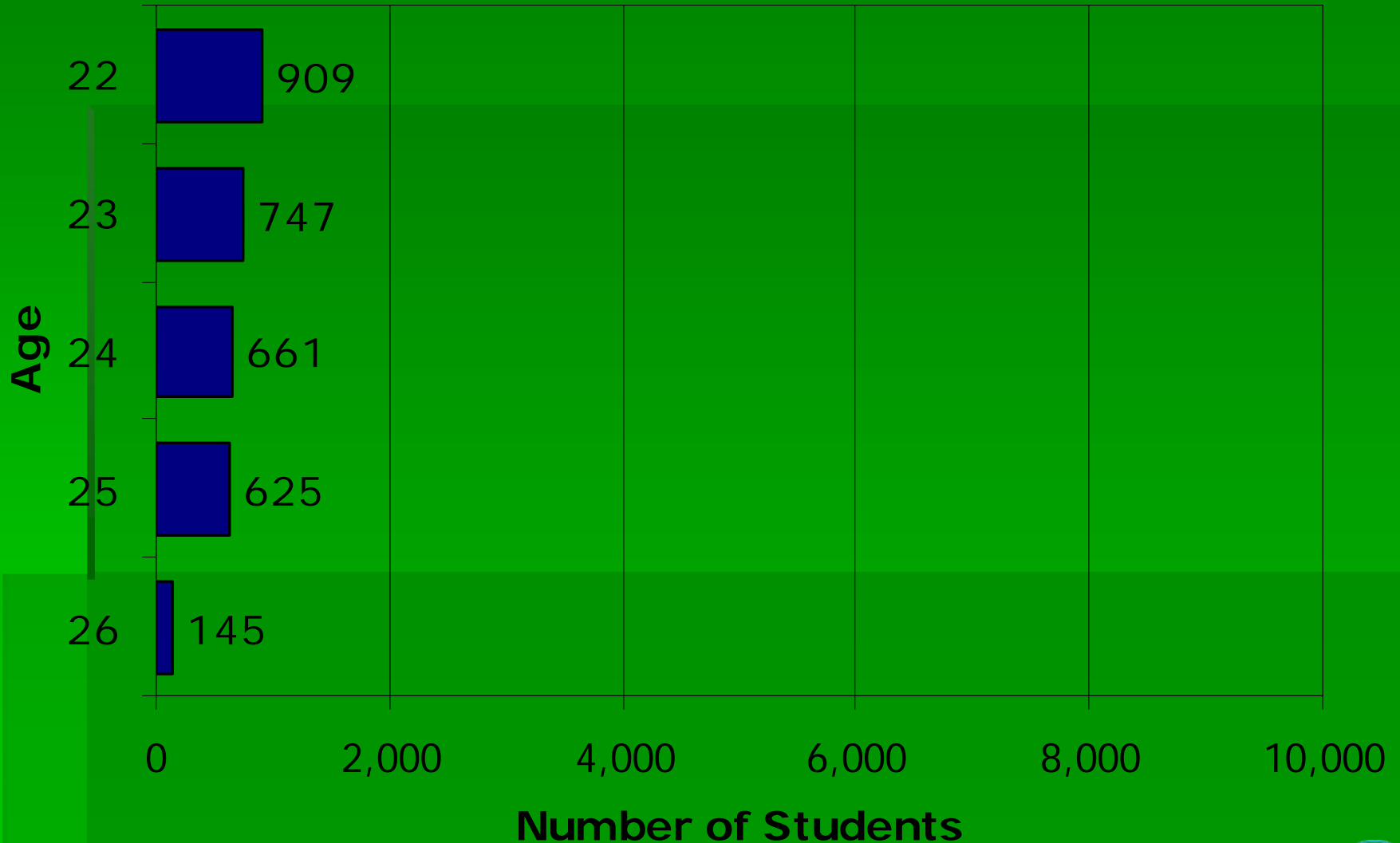


Students With IEPs Ages 22+ 1996 - 2008



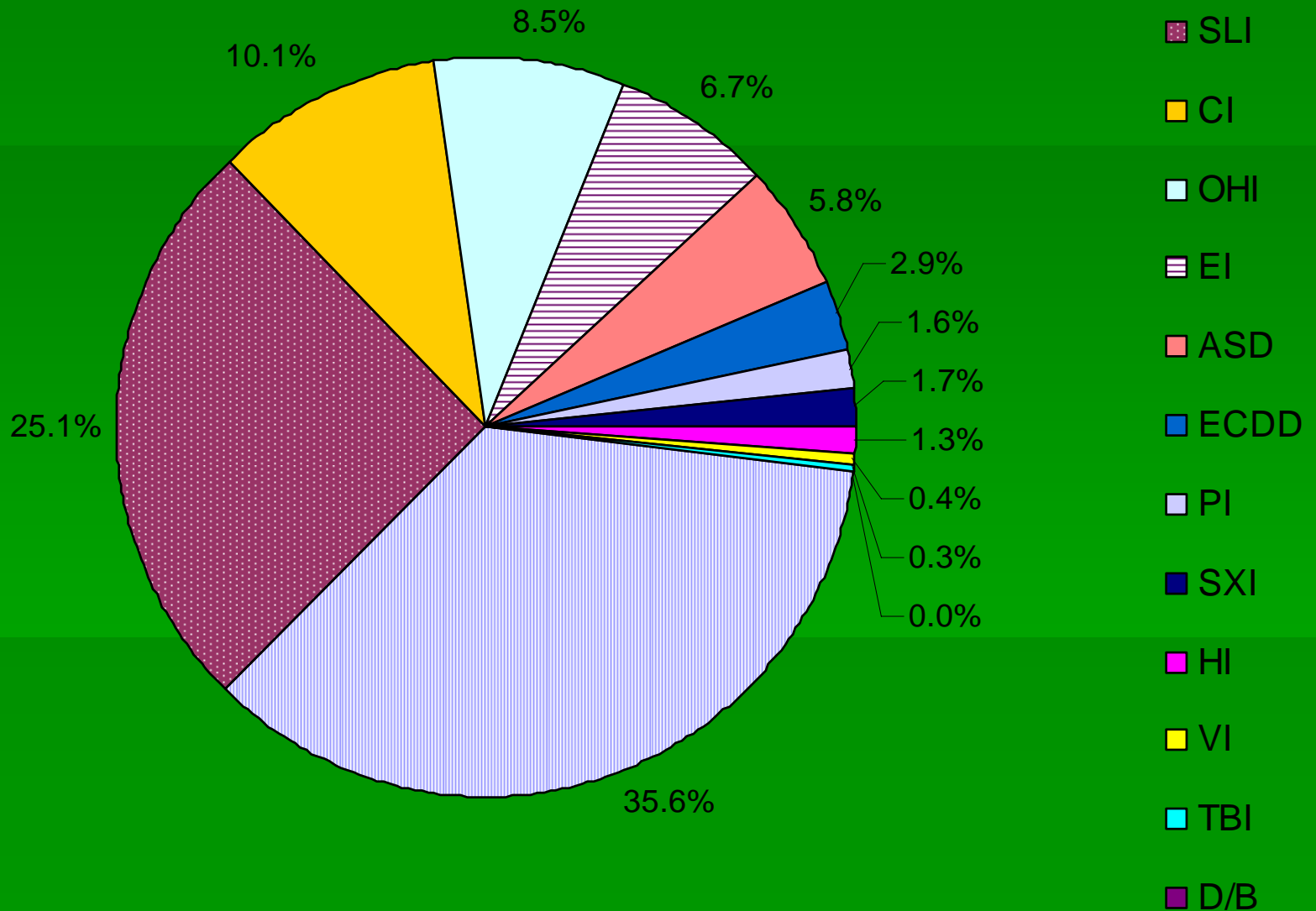
Source: MI-CIS December 1, 2008

Students with IEPs Ages 22 - 26 December 2008



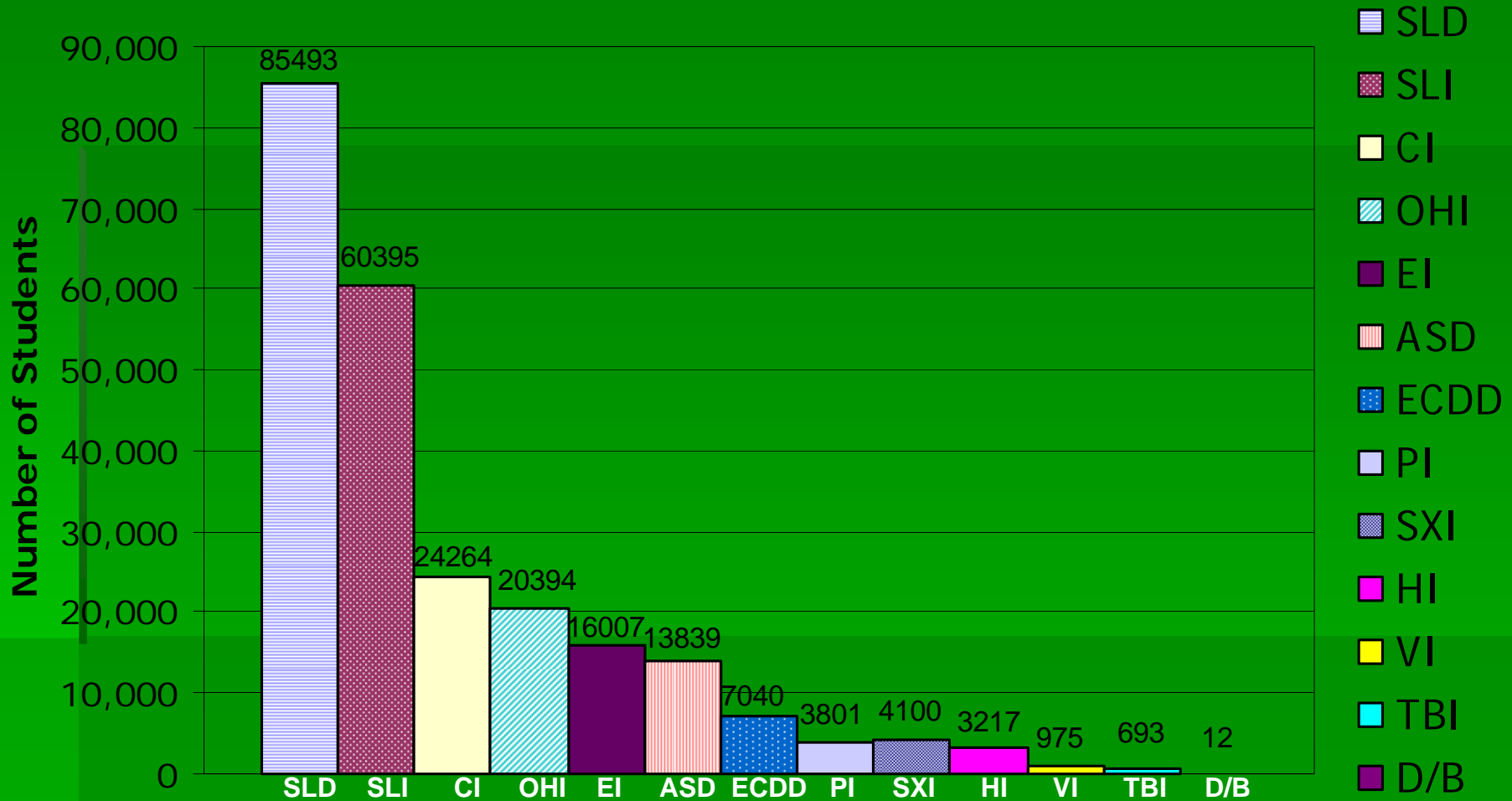
Source: MI-CIS December 1, 2008

2008 Identification By Eligibility



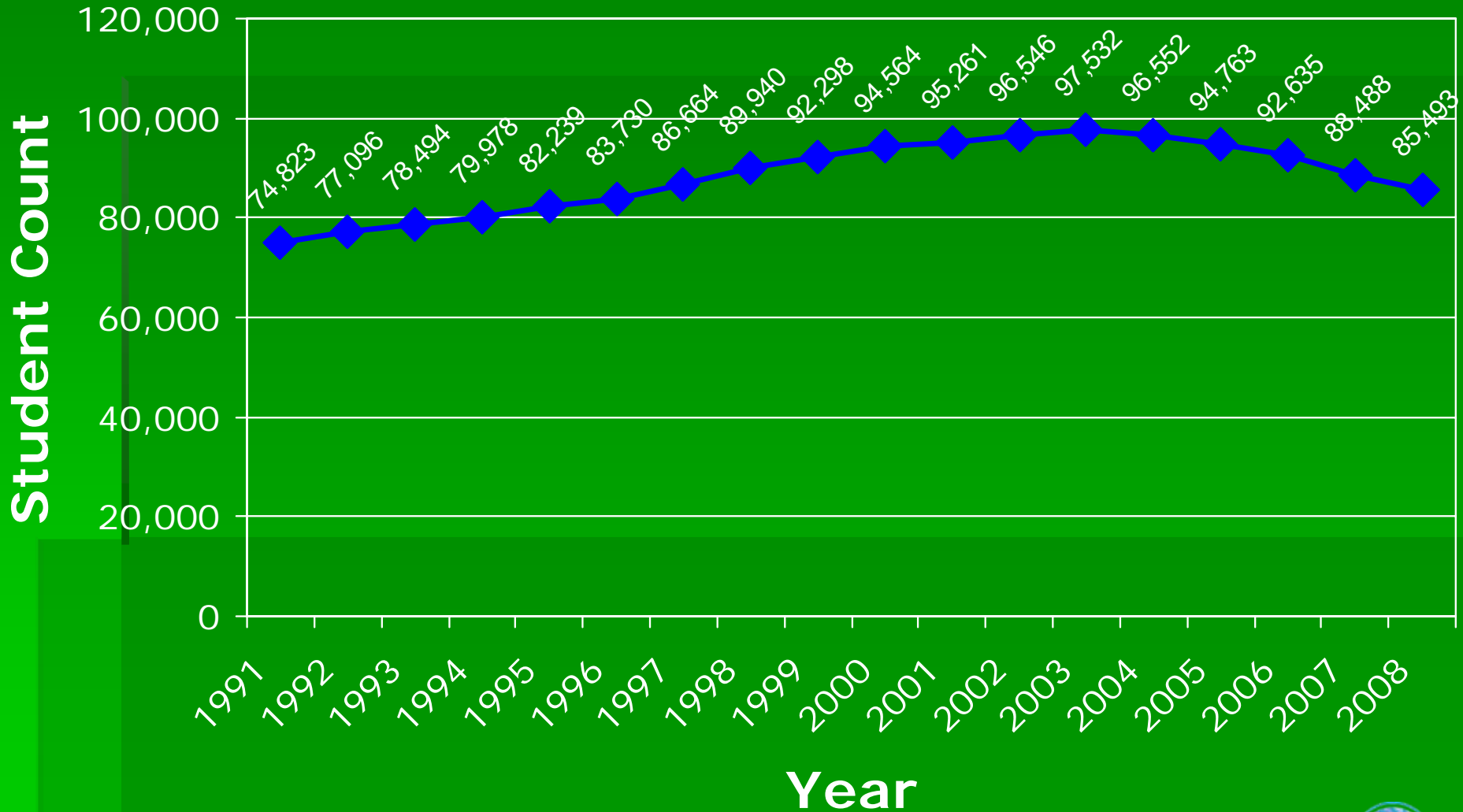
Source: MI-CIS December 1, 2008

December 2008 Identification by Eligibility



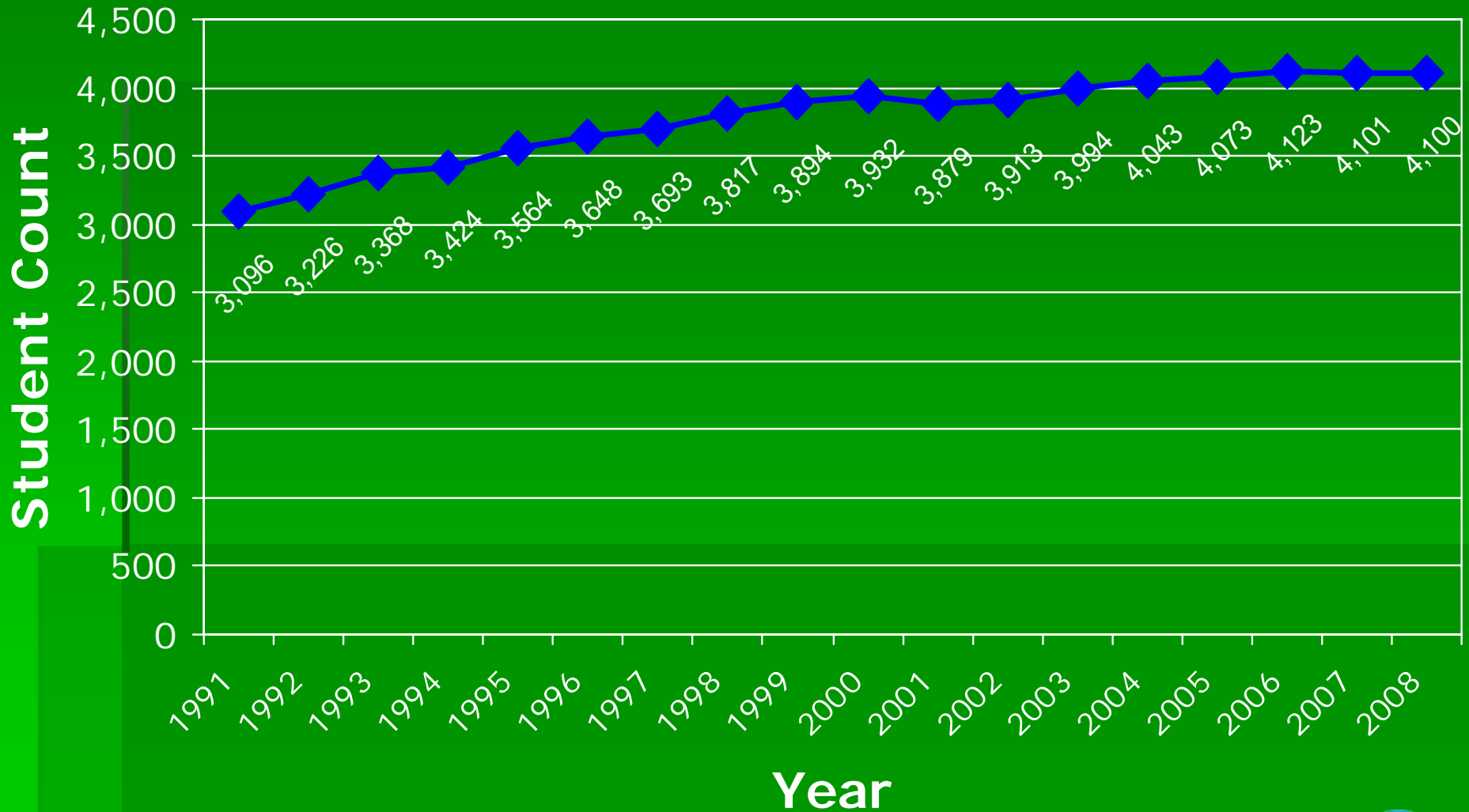
Source: MI-CIS December 1, 2008

Specific Learning Disability 1991-2008



Source: MI-CIS December 1, 2008

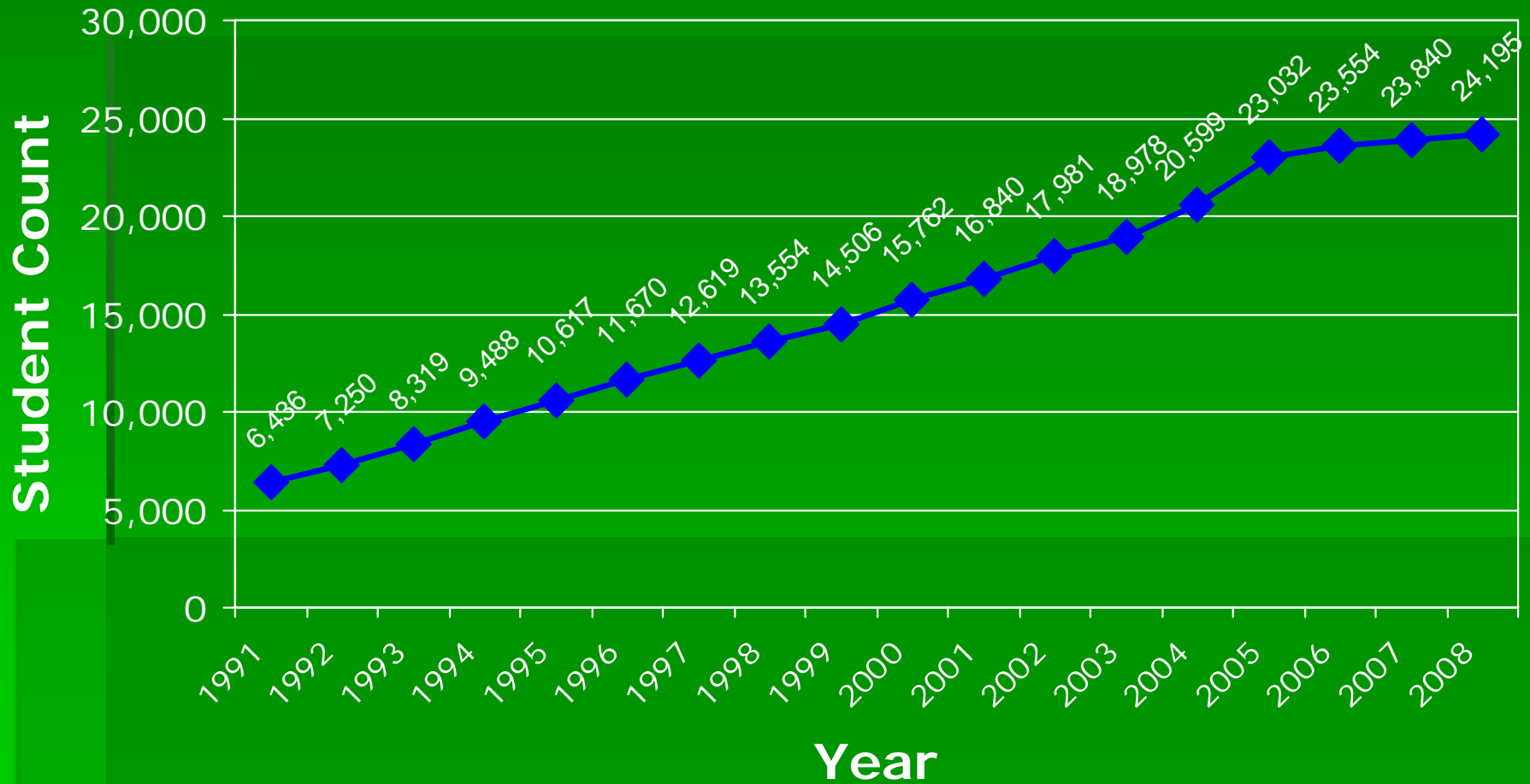
Severe Multiple Impairment 1991-2008



Source: MI-CIS December 1, 2008

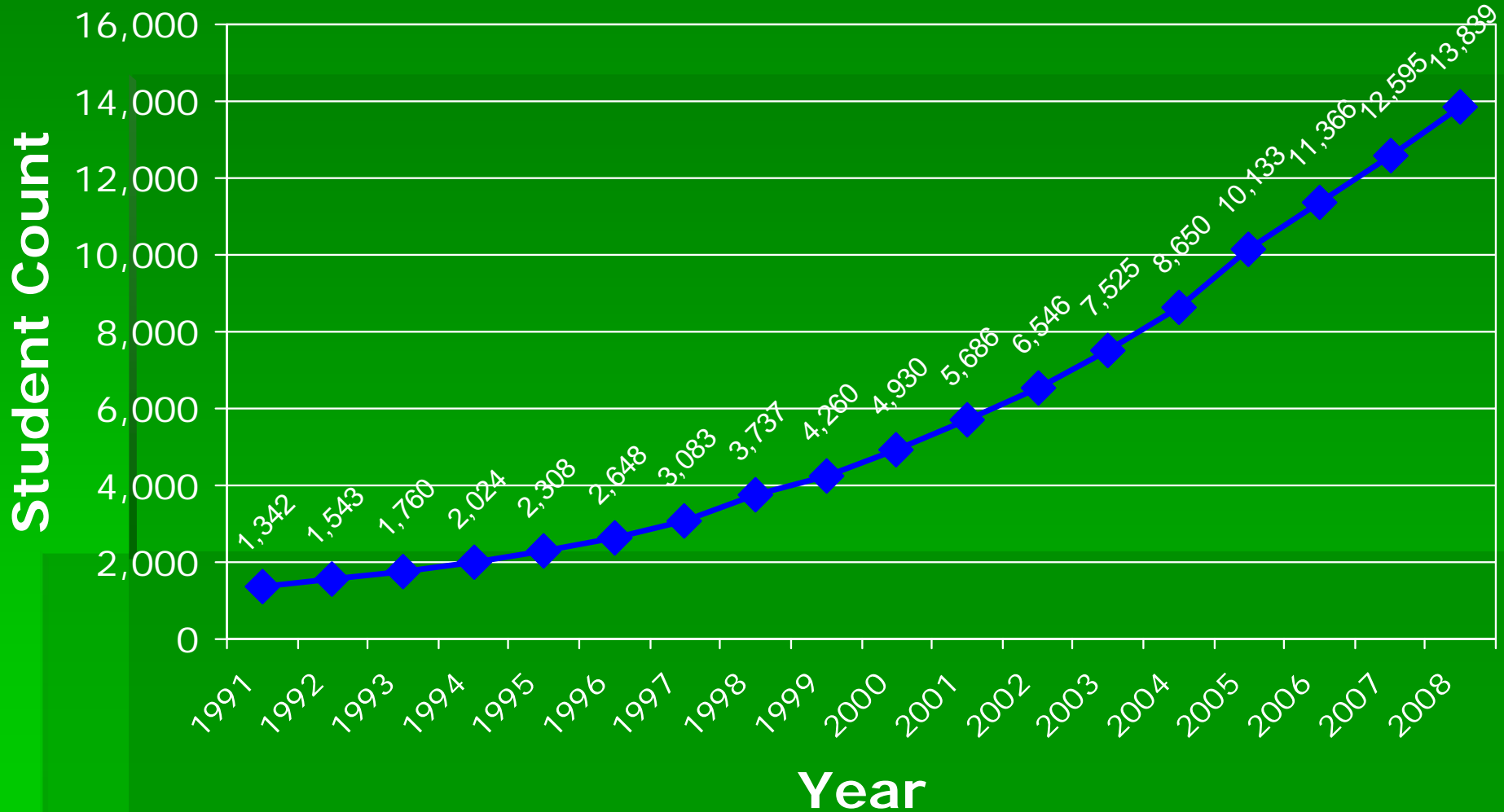


Physical and Other Health Impairments 1991-2008



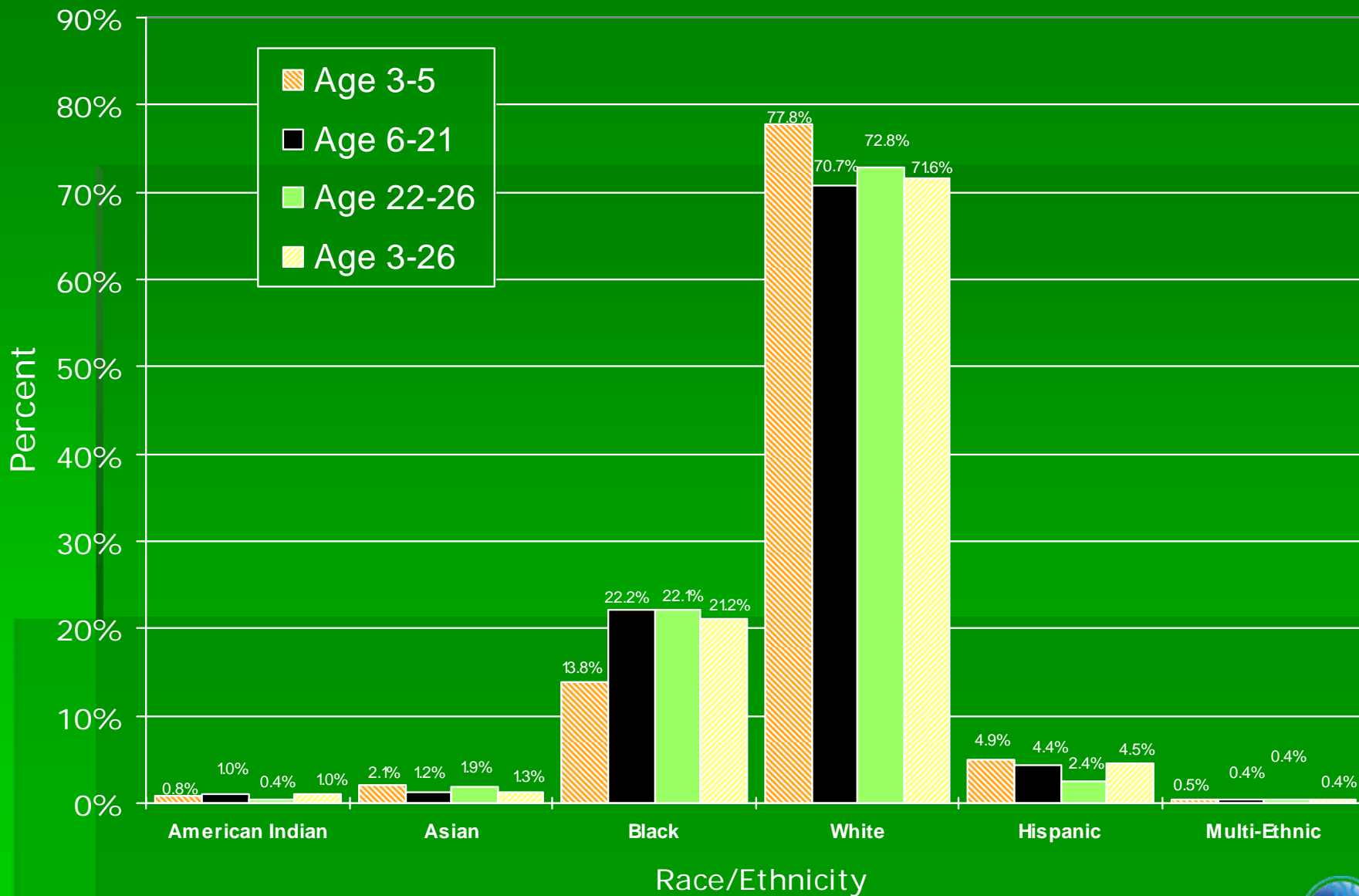
Source: MI-CIS December 1, 2008

Autism Spectrum Disorder 1991-2008



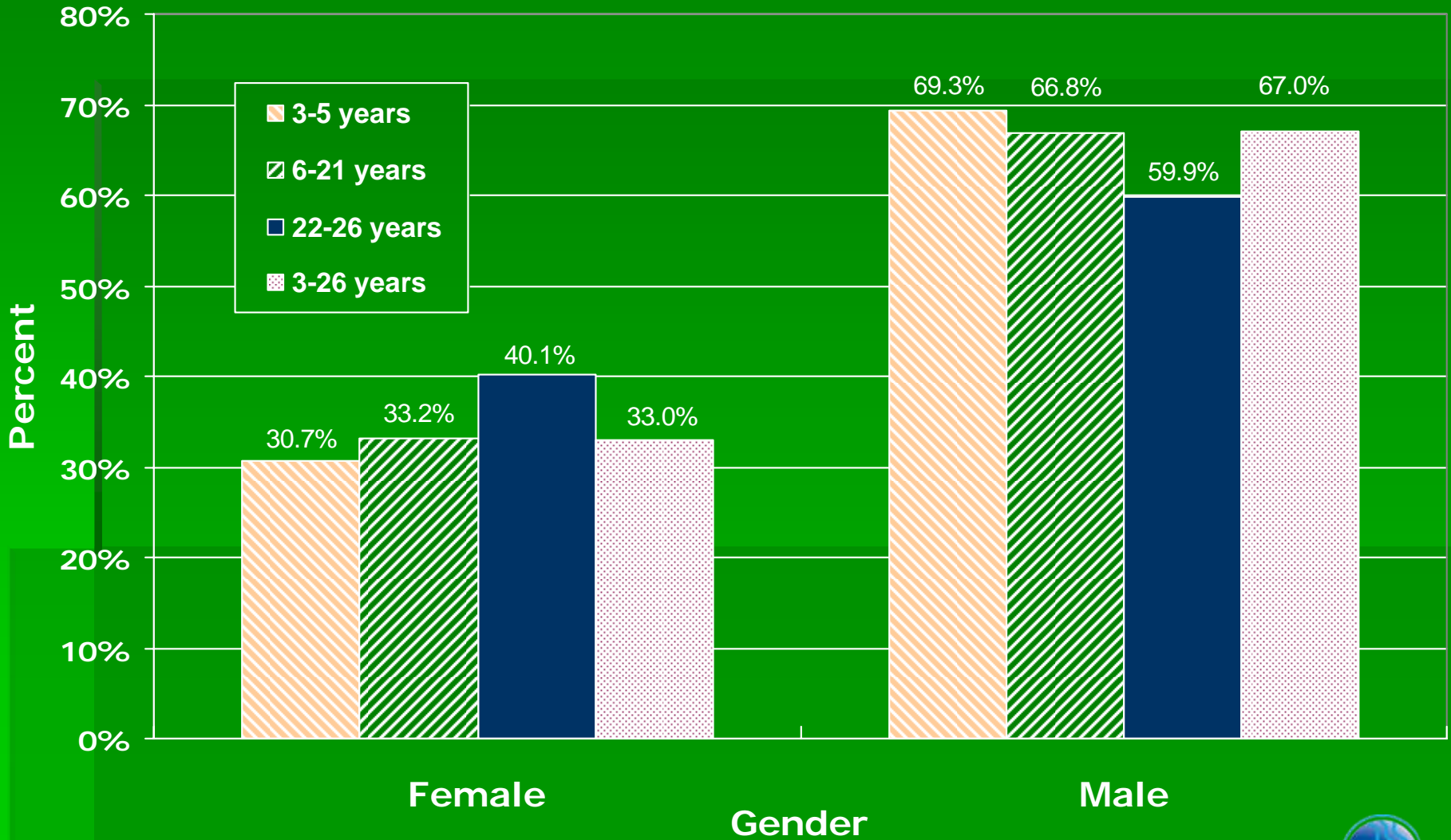
Source: MI-CIS December 1, 2008

Race/Ethnicity by Age Groups



Source: MI-CIS December 1, 2008

Gender by Age Groups



Source: MI-CIS December 1, 2008

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

2006-07 Statewide Compliance Checklist

Question	% Yes
Coordinated	
1(a). Does the IEP identify the student's postsecondary vision/s?	
1(b). Does the IEP identify the student's strengths, preferences, interests, needs, academic achievement, and functional performance?	
1(c). Will the annual IEP goals and transition services reasonably enable the student to meet the postsecondary vision?	
Measurable	
2. Are the IEP goals measurable?	
Annual	
3. Was the IEP convened within an annual time frame?	

Source: Checklist from Public Sector Consultants for Michigan APR



Stories and Reflections

- What makes a difference in the lives of children with diverse abilities?
- How do special and general education providers make a real and positive difference?
- How do special and general education providers create limitations?

Stories and Reflections

- What stories do you have to tell?
- What have you learned from your students and their families?
- Whose post-school vision do you work toward?
- How can these stories make a difference?