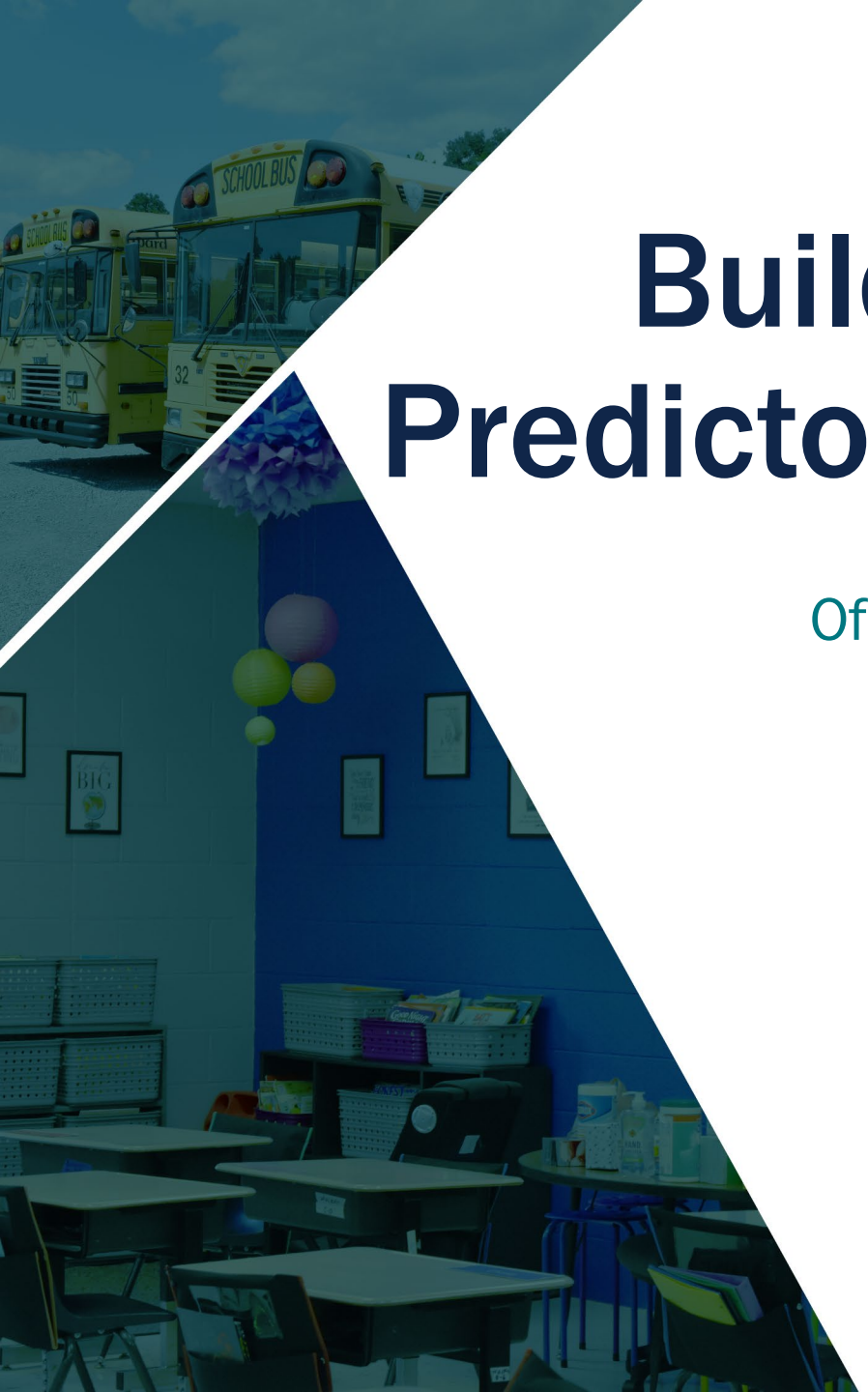


Building Brighter Futures: Predictors of Post-School Success

Office of Special Education and Early Learning

2026 CPE Student Access Summit

Kentucky Department of EDUCATION

Presenter Information



Magan Gaddis, Ed. S.
Coaching Coordinator
Transition Education Unit
Office of Special Education and Early Learning
Magan.Gaddis@education.ky.gov



Tracy Parks, Ed. D.
Coaching Coordinator
Transition Education Unit
Office of Special Education and Early Learning
Tracy.Parks@education.ky.gov

Purpose

Explore how the Predictors of Postschool Success can be intentionally embedded from preschool through postsecondary education through the implementation of effective policies, career development opportunities, collaborative systems and student skill development.

Learning Objectives

- Explain the connection between the Predictors of Postschool Success and positive post-school outcomes.
- Recognize opportunities within existing classroom, school and community practices to intentionally strengthen key predictors.
- Implement practical predictor-based strategies that increase students' access to experiences that promote successful employment, education, independent living and community participation.

Turn and Talk

What helps students thrive after high school?



National Technical Assistance Center: The Collaborative (NTACT: C)

- National center focused on improving post-school outcomes for youth and young adults with disabilities.
- Reviews and synthesizes transition research to identify practices associated with successful adult outcomes.
- Provides evidence-based resources, tools and technical assistance to educators, families and community partners.

(https://transitionta.org/topics/effective-practices/)

What Are Predictors of Postschool Success?

- Evidence-based, research-based and promising experiences, opportunities, skills, supports, services and acquired competencies identified through correlational research as being associated with improved adult outcomes in employment, postsecondary education and independent living.

NTACT THE COLLABORATIVE | National Technical Assistance Center on Transition

IDEAs that Work

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	Promising	Promising	
• Career Technical Education (was Vocational Education)	Research-based	Evidence-based	
• Community Experiences		Promising	
• Exit Exam Requirements/High School Diploma Status		Promising	
• Goal-Setting	Research-based	Research-based	Research-based
• Inclusion in General Education	Research-based	Research-based	Research-based
• Interagency Collaboration	Promising	Promising	
• Occupational Courses	Promising	Promising	
• Paid Employment/Work Experience	Research-based	Research-based	Promising
• Parent Expectations	Promising	Research-based	
• Parental Involvement		Promising	
• Program of Study	Research-based	Research-based	
• Psychological Empowerment (new)	Promising	Promising	Promising
• Self-Advocacy/Self-Determination	Research-based	Research-based	Promising
• Self-Care/Independent Living	Promising	Promising	Research-based
• Self-Realization (new)		Promising	Promising
• Social Skills	Promising	Promising	
• Student Support	Promising	Research-based	Promising
• Technology Skills (new)		Promising	
• Transition Program	Research-based	Promising	
• Travel Skills		Promising	
• Work Study		Research-based	
• Youth Autonomy/Decision-Making	Research-based	Research-based	Promising

NTACT:C Predictors

Predictors of Post School Success Level of Evidence Chart

Kentucky Department of EDUCATION

Effective Practices



Evidence-Based Practices

- demonstrates a strong record of success for improving outcomes
- uses rigorous research designs
- adheres to indicators of quality research



Research-Based Practices

- demonstrates a sufficient record of success for improving outcomes
- uses rigorous research designs
- may adhere to indicators of quality research



Promising Practices

- demonstrates some success for improving outcomes
- more quality research is needed to raise to an evidence- or research-based practice

(https://transitionta.org/topics/effective-practices/)

Kentucky Department of EDUCATION

Predictor Implementation Self-Assessment (PISA)

- The Predictor Implementation Self-Assessment (PISA) is a framework for schools, districts and other stakeholders in secondary transition to determine the degree to which their programs are implementing practices that are likely to lead to more positive post-school outcomes for students with disabilities.

Predictor Cluster: Student Skills			
Predictor Category	**Operational Definition and Essential Program Characteristics**	**Degree of Implementation**	**Evidence of Implementation**
Community Experiences *Program Structures*	**Community experiences** are activities occurring outside of the school setting, supported with in-class instruction, where students apply academic, social, and/or general work behaviors and skills. 1. Allocate sufficient resources to support meaningful community-based experiences. 2. Conduct ecological assessments to determine skills needed for various community environments. 3. Provide instruction on skills needed to safely access community environments as identified via ecological assessments. 4. Conduct transition assessments with students and families to determine appropriate community environments for current and future activities. 5. Use community-based instruction to teach, assess, and monitor the attainment of desired academic and/or functional skills. 6. Observe and document students' attainment of desired behaviors and skills across diverse environments. 7. Instruct students in use of public transportation. 8. Provide supervision during community experiences to guide and direct students in the development of appropriate behaviors and skills needed for specific environments. 9. Involve parent and adult service providers to support student involvement in community experiences. 10. Cooperate with community partners (e.g., employers, recreation facilities) to develop community experience sites. 11. Provide supports for parents to arrange community experiences after school hours. 12. Train teachers and paraprofessionals in necessary safety, health policies, and liability coverage necessary for students to participate in community experiences.		

PISA Walkthrough

If your team were completing this today:

- What strengths would you identify?
- Where might there be opportunities for growth?



PISA Rating Scales

Degree of Implementation Scale

1- **Not Currently Being Implemented** means 0 to 25% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, implemented infrequently and or inconsistently.

2- **Intermittent Implementation** means 25-50% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, implemented infrequently and or inconsistently.

3- **Emerging Implementation** means 50-75% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, this is a priority in the school or district and concerted efforts are being made to make these program characteristics available to many students with disabilities or possibly through recently adopted policies or procedures or district-wide professional development. There is consistent implementation school or district wide.

4- **Currently Being Implemented** means 75-100% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). There is consistent implementation school or district wide.

Evidence of Implementation Scale
(aligned with predictors of post-school success)

No Evidence (0)

Weak Evidence (1):
- Written policies and/or procedures
- Articulated agreements within and across agencies
- Curriculum, instructional, or training materials
- Meeting agenda/notes

Moderate Evidence (2):
- Teacher lesson plan/service plan
- IEP goal, objective, or transition services
- Transcripts

Strong Evidence (3):
- Data collection forms, progress monitoring, or service notes, unit/ lesson grades
- Work product, instructional artifact
- Program evaluation data supporting implementation

Turning Research Into Action



From research framework to practical improvement tool

- **Research** identifies the experiences and practices associated with positive post-school outcomes. (Predictors)

But how dose this lead to local improvements?

PISA Self-Assessment: Helps us examine how those practices are implemented in our own systems. (Rating scale)

Local Action: Uses the results to guide priorities, decisions, and improvement.



Takeaway

The PISA transforms research knowledge into a practical tool for local improvement.

Kentucky Department of EDUCATION

Rich Information Needs a Manageable Structure



The challenge...

"Where do we even begin?"

Kentucky Department of EDUCATION

Predictor Clusters Turn Information Into Focus



Clusters help in two important ways:

1. Helps us think about how the predictors work together.
2. Help us narrow the scope for improvement.



Kentucky Department of EDUCATION

SORTING ACTIVITY

Small Group Activity!



1 Review
Look at the predictor cards at your table.

2 Discuss
Talk with your group about each card.

3 Sort
Place each card in the cluster you think it belongs in.

4 Be Ready
Prepare to share your thinking with the whole group!

Student Skills Cluster

Predictors

- Self-Determination/Self-Advocacy
- Goal Setting
- Youth Autonomy/Decision Making
- Psychological Empowerment
- Self-Realization
- Community Experiences
- Social Skills
- Self-Care/Independent Living
- Travel Skills
- Technology Skills

Big Idea

- Experiences create vision.



Career Development Cluster

Predictors

- Career Awareness
- Occupational Courses
- Paid Employment/Work Experiences
- Work Study
- Career and Technical Education (CTE)

Big Idea

- Experiences create vision.



Kentucky Department of EDUCATION

Collaborative Systems Cluster

Predictors

- Interagency Collaboration
- Parental Involvement
- Parent Expectations
- Transition Program
- Student Support



Big Idea

- Relationships create pathways.

Policy Cluster

Predictors

- Inclusion in General Education
- Program of Study
- Exit Exam Requirements/Diploma Status

Big Idea

- Policy creates access.

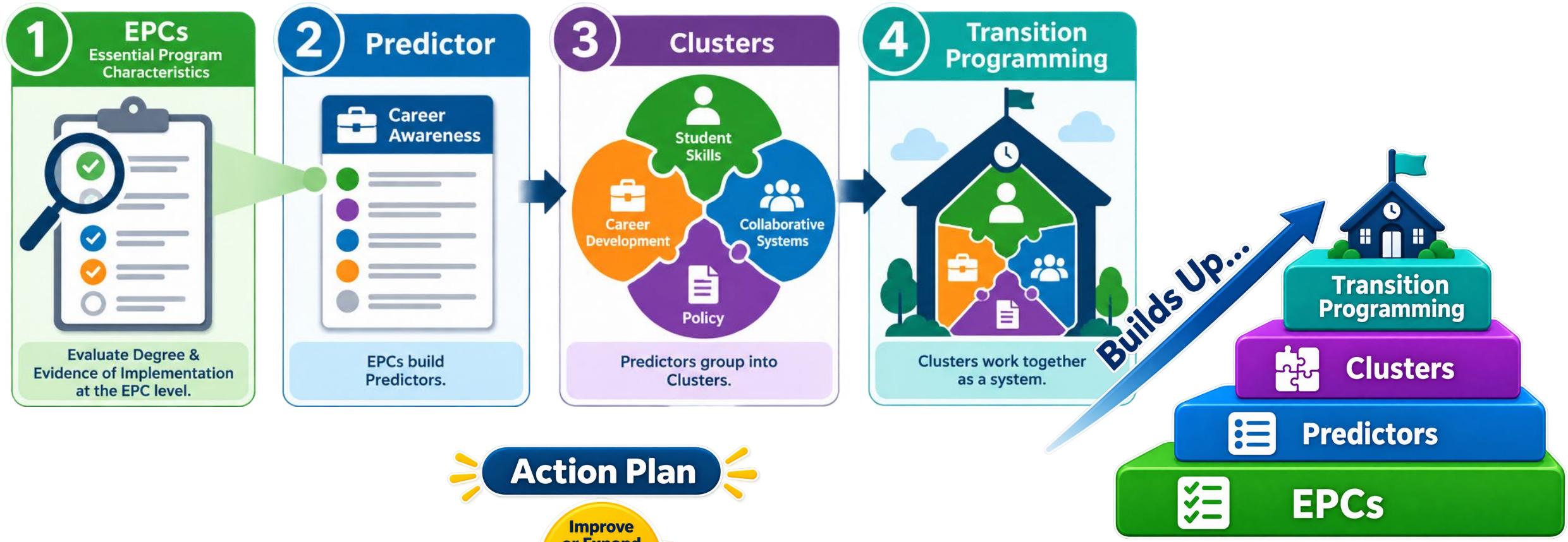


Considering Essential Program Characteristics (EPC)

- The critical features and operational elements of each predictor.
- Essentially, these are the **predictor deconstructed**.
- This is the level at which you apply your evaluation:
  - Degree of implementation
  - Evidence of implementation

Predictor Cluster: Student Skills			
Predictor Category	**Operational Definition and Essential Program Characteristics**	**Degree of Implementation**	**Evidence of Implementation**
Goal-Setting *Student-Focused Planning* *Student Development*	**Goal-Setting** refers to developing individually- and self-determined short- and long-term goals for future adult living based on personal preferences and choice to the greatest extent possible; and includes specific measures to assess attainment and achievement over time. 1. Use a variety of individualized formal and informal assessments (e.g., person-centered approaches) to help students identify choices, preferences, future goals, and create a plan to attain the goal. 2. Provide training and resources to students and families to empower them in goal attainment, 3. Have students set goals related to future employment, education, and independent living, including short-term goals/objectives during their annual transition planning activities. 4. Teach, monitor, and assess students' goal-setting competencies: (a) understanding goal-setting and its benefits, (b) defining short- and long-term goals aligned with their strengths and interests; (c) stating opinions, preferences, and accommodation needs, (d) participating in planning for their future, (e) making progress toward identified goals, (f) changing or revising goals or approaches as their circumstances and preferred outcomes evolve, and (g) celebrating achievements.		

The PISA as a Practical Improvement Tool





Kentucky Department of EDUCATION

Student Skills Across the Continuum

Skills for adult success are intentionally developed throughout the educational journey.

PREK

- Making choices
- Requesting help



ELEMENTARY

- Goal setting
- Social skills
- Technology basics



MIDDLE SCHOOL

- Self-advocacy
- Identifying strengths
- Travel skills



HIGH SCHOOL

- Leading IEP discussions
- Using accommodations



POSTSECONDARY

- Self-management
- Independent decision making



Building skills today | Expanding opportunities | Creating brighter futures

Predictors for Post-School Success Across Age Group by Expect, Engage and Empower

Predictor/ Grades	Pre-K	Grades K-3	Grades 4-5	Middle School (Grades 6-8)	High School (Grades 9-12)	Postsecondary
Parent Expectations	Expecting safe behavior Expect employment and graduation[2]	Expecting child to follow basic classroom routines and procedures Expect academic progress	Expecting child to ask for help when needed Expect and promote inclusion with same age peers	Expecting child to work independently and complete assignments Encourage activities similar to those of peers	Expecting young adult to complete credits required for high school diploma	Expecting young adult to obtain a permanent paid job Expect enrollment in adult learning Expect and support engagement in activities with other adults

Collaborative Systems Across the Continuum

Strong partnerships. Shared purpose. Student success.



FAMILY

Families are essential partners and decision makers.



SCHOOL

Teachers, staff, and leaders provide instruction and support.



COMMUNITY

Community organizations and resources expand opportunities.



STUDENT

At the Center of Shared Support



AGENCIES

Agencies provide services and resources to meet student and family needs.



EMPLOYERS

Employers offer work experiences, mentorship, and career pathways.



POSTSECONDARY PARTNERS

Colleges, universities, and training programs support future goals.



When we work together, students thrive today and build brighter futures tomorrow.

Policy Across the Continuum

Access
- Inclusion
- Accommodations
- Universal Design for Learning (UDL)

Pathways
- Program of Study
- Career Pathways
- Postsecondary Readiness

Outcomes
- Diploma Options
- Employment
- Education
- Independent Living



Kentucky Department of EDUCATION

Think Pair Share

- Which predictor is strongest across all grades in your school/district?

- Which predictor needs the most attention across all grades?



Predictor Walkabout

1. Visit each predictor station with your group.
2. Discuss:
    - *What does this predictor look like in your setting?*
3. Write one idea per sticky note and place it on the poster.
4. Rotate when prompted.



Reflection

What is one predictor:

- You will continue to strengthen?
- You will intentionally examine when you return to your district?



Questions?



Kentucky Department of EDUCATION

Presenter Information



Magan Gaddis, Ed. S.
Coaching Coordinator
Transition Education Unit
Office of Special Education and Early Learning
Magan.Gaddis@education.ky.gov



Tracy Parks, Ed. D.
Coaching Coordinator
Transition Education Unit
Office of Special Education and Early Learning
Tracy.Parks@education.ky.gov