

# Secondary Transition Self-Study Overview

## Part 1 – QuIST (Quality Indicators for Secondary Transition)

Quality Indicators for Secondary Transition, or “QuIST”, are research-based indicators developed by the Center for Change in Transition Services, in conjunction with OSPI. The QuIST is designed to assist school districts in assessing transition services for students with disabilities in school programs. By using this tool, school district teams will gain a common understanding of what constitutes quality programming and best practice in secondary special education transition planning and services. This activity will promote planning and continuous improvement to increase post-school outcomes for students. Quality indicators directly related to compliance with federal and state regulations are highlighted in yellow.

### **Domains**

The QuIST tool provides a framework for evaluating the building’s procedures and practices across five domains relevant to high quality secondary transition services:

1. **School-based Activities** – transition planning, career development, curriculum, instruction, graduation, student involvement, and dropout prevention/intervention.
2. **Work-based Activities** – internship opportunities, job shadowing, job readiness and skill development, integrated employment, and employment with supports.
3. **System Support** – participation of district and building administration, staff development opportunities, support staff participation, resource allocation, K-12 coordination and collaboration, and state and federal reporting.
4. **Family Involvement** – family and school collaboration, family and school communication, and parent and family training.
5. **Connecting Activities** – agency resource information, agency participation and parental consent, and memorandums of understanding.

### **Selecting Buildings to Participate in the QuIST**

The District’s Self-Study Facilitator, in conjunction with the Superintendent or designee, should select high schools to participate in the school self-assessment questionnaire (suggested parameters are below).

- a. **Small, Medium, and Large school districts** (10,000 or fewer total students) – all high school buildings should participate (maximum of 3 buildings). If the district has more than 3 high/alternative high schools, only 3 buildings should participate (see section (c) below).
- b. **Extra-large districts** (over 10,000 total students) – should include at least 3 high schools (or ½ of the district’s high schools, whichever is larger). If the district does not have 3 high schools, all high schools should participate.

**c. Alternative High Schools –**

- i. If the alternative high school: (a) is a separate school building; (b) serves more than 100 students; and (c) currently serves one or more special education students, then it could be counted as a separate high school building and, if selected to participate, should complete a separate QulST.
- ii. If the alternative high school: (a) is located in or operated by one of the regular high schools; (b) serves less than 100 total students; or (c) does not currently serve any special education students, then a separate QulST is not necessary. However, a staff member from the alternative high school could participate as a member of the regular high school's review team.

**Completing the QulST**

At each participating high school, a building review team should complete the QulST questionnaire (one QulST per building). Recommended team members include, but are not limited to:

- Special education teacher(s)
- Special education administrator
- CTE/career education staff
- Support personnel (counselor, psychologist, transition specialist, etc.)
- Building administrator
- Student or family, if possible

Review teams should have a minimum of 4 members; OSPI recommends a maximum of no more than 12 members. Review teams should schedule a time to work through the QulST questions together. Teams should plan approximately 3 to 4 hours to complete the entire tool. This task may be accomplished in one session, or over several shorter sessions. Instructions for completing the QulST are found in the QulST tool (Excel spreadsheet), on the "Instructions" tab.

Once completed, the electronic QulST from each participating building should be e-mailed to the District's Self-Study Facilitator,

## **Part 2 - Special Education File Review**

The school district should conduct a special education file review as part of the self-study process. The basic parameters for selecting the file sample include:

1. The recommended number of files to review depends upon the district's size: **Small** districts (500 or fewer total students) should review 5 files; **Medium** districts (501 to 2,000 total students) should review 10 files; **Large** districts (2,001 to 10,000 total students) should review 15 files; and **Extra-large** districts (over 10,000 total students) should review 20 files.
2. The sample should include files of students who will be turning 16 or older during the life of the current IEP.
3. To the maximum extent possible, the sample should include files of students with a variety of disability categories and from a variety of racial/ethnic groups (representative of the district's demographics).
4. To the maximum extent possible, the sample should include files of students from a variety of grade levels and school buildings (including alternative high schools).

The district's Special Education Director, along with a team of professionals appointed by the Director, should conduct the review (minimum of two reviewers, recommended maximum of ten). Suggested team members include: school psychologists, special education teachers, transition specialists, school counselors, other certificated staff (SLPs, OTs, PTs), etc. The district shall determine the actual process used for conducting the review, including the size and composition of the review team.

Instructions for completing the file review are found in the Transition File Review (Excel spreadsheet), on the "Instr" tab.