

## Using the Predictor Implementation School/District Self-Assessment

Educators often hear phrases like “every journey begins with a single step” or “begin with the end in mind.” While inspiring, these sayings do not always provide clear guidance for action. In education, particularly in postsecondary transition planning, we need to understand both where we want students to go and where we are starting.

The Predictor Implementation School/District Self-Assessment (PISA) is a tool schools and divisions can use to assess how well they are implementing the Predictors of Post-School Success. Developed by the National Technical Assistance Center on Transition: The Collaborative (NTACT:C), the PISA guides evaluation and improvement of postsecondary transition practices. The PISA incorporates predictors of post-school success, a defined assessment process, and action-planning templates to facilitate intentional change.

### Predictors of Post-School Success

At the heart of the PISA are 23 research-based predictors of post-school success. These predictors represent practices shown to improve the outcomes for students with disabilities after high school, including employment, postsecondary education, training, and independent living. NTACT:C organized predictors into four categories: student skills, career development, collaborative systems, and policy. To learn more about the predictors of post-school success, review [Effective Practices and Predictors of Positive Employment Outcomes](#) or visit [NTACT:C](#).

### PISA Process

The PISA process is collaborative. First, schools or divisions establish a team of knowledgeable stakeholders to complete the assessment. This could include transition specialists, special and general educators, CTE staff, and school counselors. Next, the team completes the assessment, either individually or as a team. As team members move through the PISA, definitions and characteristics are listed for each predictor. This builds a common language for all stakeholders. When completed individually, team members rate each predictor and reflect on evidence of implementation. The team then works together to reach a consensus. When completed as a team, members discuss each predictor and the degree of implementation. The goal is to identify areas of strength and areas for improvement.

## Goal Setting and Action Planning

Once the assessment is complete, teams use the results to guide goal setting and action planning. Teams review the areas for growth to choose one or two predictors to focus on. For each focus predictor, teams write clear, measurable, and time-bound goals. Goals are the foundation of action plans.

Effective action plans require specificity, designated responsibilities, timelines, and evidence of completion. Each step should have a timeline, a responsible staff member, and data collected to show completion. Your school or division may have an action plan template they prefer to use. If not, the PISA instructions from [NTACT:C](#) include a goal framework and action plan template. The guide on [Using State Indicator Data for Long-Term Transition Planning](#) also provides action plan templates organized by the duration of the goal.

## Monitoring Progress and Sustaining Momentum

Once the action plan has started, the team should meet regularly to monitor progress towards goals. These check-ins are critical to ensure there are no barriers to implementation and that progress continues toward the goals. Further, the team should share any celebrations with stakeholders. Change can be slow, but acknowledging incremental mini-victories helps keep the team motivated and maintains momentum.

## Conclusion

This collaborative process takes time and a dedicated team. By following the process, school or division teams recognize strengths and existing practices that should be reinforced and identify areas of growth. With a focus on areas for growth, teams develop action plans, involve stakeholders, and monitor progress towards improved postsecondary outcomes. When schools consistently use these practices, students with disabilities are more likely to get jobs, go to college or training programs, live independently, and participate in their communities.