



## **ASA OUTCOMES REPORT #23**

### **EXECUTIVE SUMMARY**

ASA, an organization of approved private special education schools serving public school students throughout New Jersey, has again sponsored a study to assess our outcomes for the students with severe disabilities who were enrolled in our member schools. This report is undertaken by ASA each year because other investigations into outcomes in special education have not focused on the public school students who are enrolled in programs like ours; those serving students with the most severe disabilities among those with special needs. Students attend ASA-member programs because the highly individualized, intensive, and specialized programs and services they require are not available in the public sector.

Each student in this study has an Individual Education Program (IEP) which, as is legally mandated, was developed by the student's local public school district. By comprehensively describing the intensive therapeutic services and curriculum modifications each student needs, the IEP is a guide to each student's learning success. For these public school students, ASA-member schools partner with the local public school district by implementing the specialized programs and services prescribed in the IEP.

Below are the highlights of the report for the 2021-22 academic year, which focuses on the discharge plans made by students who exited from ASAH-member programs. These exiting students were either transfer students who moved from an ASAH-member facility to another educational setting or graduates, including those who reached the legal age limit for receiving educational services, who received a secondary school diploma. For this study, 61 ASAH-member programs with 4,738 public school students currently enrolled in these ASAH programs are represented.

### **TRANSFER STUDENTS**

Study findings for the 656 students who transferred during the 2021-22 school year indicate that the intensive therapeutic, IEP prescribed services offered by ASAH-member programs successfully assisted these students to develop remediate, and/or strengthen their skills. A large number of the transfer students plan to enroll in an appropriate program within the local public school district after leaving the ASAH-member facility:

- Overall, 53% planned to enter or return to an educational program within the local public school district (Table 1).
- 31% planned to enter, or re-enter, general education settings in their local public school district. Of these, (1) 69% of the total planned to do so without supports, while (2) the remaining 31% planned to access the general education setting with IEP prescribed supports.

- 69% of the students planned to enter other educational settings within the local school district. Of these, (1) 23% planned to attend an alternate school program and (2) 77% planned to attend a self-contained classroom in the local school district.
- Another 47% planned to move to settings outside of the local school district. These included plans for (1) 59% to enroll in an out-of-district special education day school program; (2) 7% to enter a residential school; (3) 10% to receive home instruction and (4) 23% to participate in other programs, such as a facility for medical, psychiatric, or drug rehabilitation or within the juvenile justice system.
- When separating transfers according to program category, (1) 76% of transfers from Learning/Language Disorders Programs; (2) 56% of transfers from Emotional Regulation Impairment Programs; (3) 25% from Intellectual Disabilities Programs; (4) 64% of transfers from Pre-School Disabilities Programs; (5) 21% from Autism Programs; and (6) 51% from Multiple Disabilities Programs plan a return to in-district and mainstream educational settings when exiting ASAH Programs.
- Overall, 49% of all transfers occurred before high school (Table 2); and 53% of transfers to an LEA occurred before high school when exiting ASAH programs (Table 3).
- Overall, 90% of transfer students attended an ASAH-member special education program for 5 years or less (Table 4).
- These measures provide evidence that enrollment in an approved private special education program is not a barrier

to returning to an appropriate in-district public school program in a timely fashion.

## **GRADUATES**

Study findings for 439 students who graduated during the 2021-22 school year indicate that ASAH- member programs provided the IEP prescribed instruction, support, and guidance as these older adolescents and young adults made the transition to adulthood with plans to pursue productive and meaningful roles as adults engaged in their communities:

- 90% left an ASAH-member program with plans to enter productive and/or engaged adult roles.
- 49% planned to enter a mainstream activity, this included (1) 64% with plans to enroll in post-secondary 4 year/2 year college or trade/technical school; (2) 36% with plans to join the competitive employment workforce or to enter the military.
- 51% had non-mainstream plans, including (1) 26% with plans to participate in vocational rehabilitation training or supported employment; and (2) 1% to participate in sheltered employment.
- 40% planning to participate in a non-vocational day program (2) 13% with plans to attend an adult partial care

program; 0% with plans to be a homemaker and 20 % indicating no school or other plans.

- 66% from Emotional Regulation Impairments Programs, a population often associated with poor outcomes, had plans to enroll in a 4-year college/2-year college, a trade/technical school, enter the job market, or participate in the military.
- 85% from the Learning/Language Disorders programs had plans to enroll in a 4-year/2-year college, attend a trade/technical school or obtain a competitive job.
- 32% from Multiple Disabilities Programs had plans to enroll in a 4-year/2-year college, attend a trade/technical school or obtain a competitive job.
- 21% from Autism programs had plans to enroll in a 4-year/2-year college, attend a trade/technical school, obtain a competitive job, or participate in the military.

## **CONCLUSION**

Clearly, ASAH members play a critical role along the continuum of special education. Without the programs and services offered by ASAH-member faculties, children and youth with severe disabilities would not be able to gain access to the benefits of education, or lead productive lives in their communities in the future as adults.

## ASAH Outcomes Report #23

Table 1  
2021-22 Transfers by program category and plans to return to  
LEA  
N= 656

	returned to LEA in GE setting	returned to LEA in other setting (Alt. school or spec ed)	Sub total	Total transfers in disability category	% returned to LEA
Autism	0	9	9	41	22%
Emot/Reg	49	109	157	278	56%
Mult Dis	27	104	131	256	51%
Lang/L Dis	21	14	28	37	76%
Hlth Ortho	6	9	15	29	52%
Intell Dis	1	0	1	4	25%
Pre-school	4	3	7	11	64%
Totals	108	248	348	656	53%

Highlight: Transfers from ASAH Programs to LEA occur for all disability categories, however there is significant range between program categories.

Table 2  
2021-22 All Transfers by disability category and grade band  
(Preschool, Elem, Middle, High School)  
N=656

	Transferred at Preschool	Transferred at Elementary School	Transferred at Middle School	Transferred at High School	Totals
Autism	2	5	10	24	41
Emot/Reg	1	35	106	136	278
Mult Dis	8	57	51	140	256
Lang/L Dis	0	2	16	19	37
Hlth Ortho	0	1	15	13	29
Intel Dis	0	0	0	4	4
Pre-school	11	-	-	-	11
Totals	22	100	198	336	656

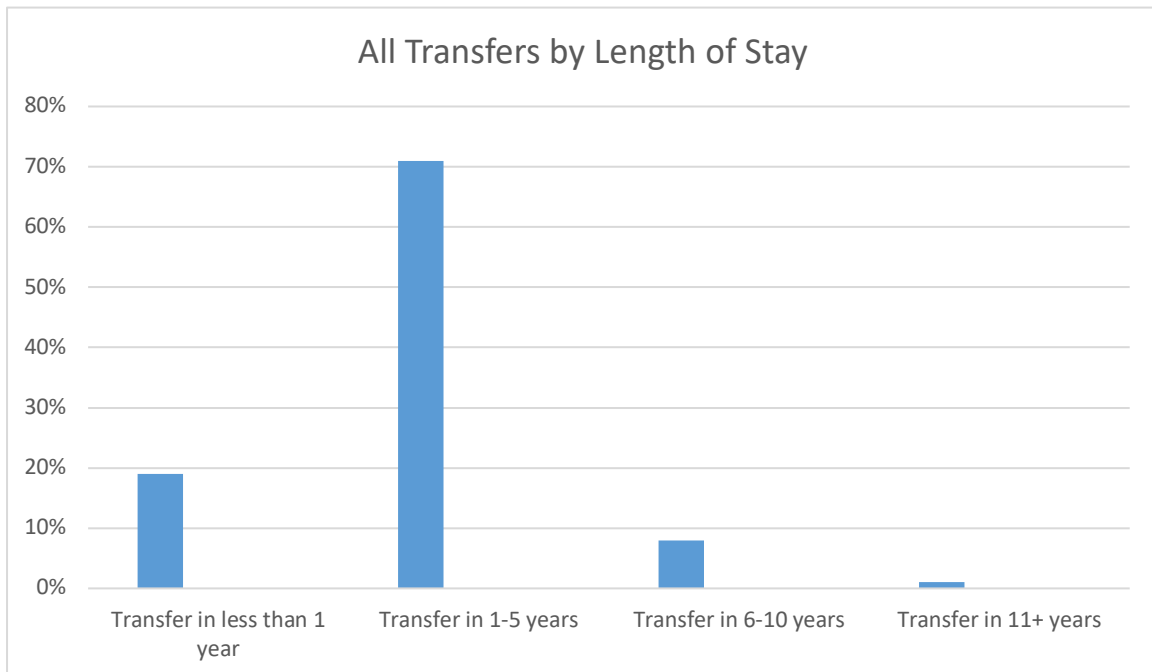
Highlight: Approximately half of all ASAH Program students who transfer, do so before high school.

Table 3  
2021-22 Transfers to LEA  
by program category and grade band  
N=656

	Transfer to Preschool LEA	Transfer to Elem LEA	Transfer to Middle School LEA	Transfer to High School LEA	Sub- total	Total transfers In disability category	% of transfers to LEA
Autism	0	2	3	4	9	41	22%
Emot/Reg	0	27	69	61	157	278	56%
Mult Dis	0	27	26	78	131	256	51%
Lang/L Dis	0	1	12	15	28	37	76%
Hlth Ortho	0	0	10	5	15	29	52%
Intell Dis	0	0	0	1	1	4	25%
Pre-School Dis	7	-	-	-	7	11	64%
Total	7	57	120	164	348	656	53%

Highlight: When ASAH Programs transfer students to LEA, about over 50% of the time it is accomplished before a student attends high school.

Table 4  
2021-22 All Transfers by length of stay prior to transfer  
N=656



Highlight: Approximately 90% of all ASAH Program students who transfer, do so within 5 years of APSSD placement.

Table 5  
2021-22 Graduate Plans  
by program category and mainstream plans  
N=439

	4/2 yr college	Trade/tech school	Competitive employment	Military	Sub total	Total grads in disability category	% with mainstream plans
Autism	10	0	0	0	10	48	21%
Emot/Reg	52	6	35	2	95	144	66%
Mult Dis	21	2	28	1	52	165	32%
Lang/L Dis	40	3	7	0	50	59	85%
HLth Ortho	5	0	4	0	9	21	43%
Intell Dis	0	0	0	0	0	2	0%

Highlight: Depending on disability category, a significant number of ASAH Program graduates have mainstream plans, such as to attend a college, technical or trade school, or engage in competitive work following graduation.