



ASA OUTCOMES REPORT #24

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 2022-23 academic year, which focuses on the discharge plans made by public school 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, 56 ASAH-member programs with 5,301 public school students currently enrolled in these ASAH programs are represented.

TRANSFER STUDENTS

Study findings for the 595 students who transferred during the 2022-23 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, 44% planned to enter or return to an educational program within the local public school district (Table 1).
- 41% planned to enter, or re-enter, general education settings in their local public school district. Of these, (1) 49% of the total planned to do so without supports, while (2) the remaining 51% planned to access the general education setting with IEP prescribed supports.

- 59% of the students planned to enter other educational settings within the local school district. Of these, (1) 60% planned to attend an alternate school program and (2) 40% planned to attend a self-contained classroom in the local school district.
- Another 56% 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) 10% to enter a residential school; (3) 15% to receive home instruction and (4) 16% 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) 100% of transfers from Learning/Language Disorders Programs; (2) 51% of transfers from Emotional Regulation Impairment Programs; (3) 0 % from Intellectual Disabilities Programs; (4) 57% of transfers from Pre-School Disabilities Programs; (5) 5% from Autism Programs; and (6) 27% from Multiple Disabilities Programs plan a return to in-district and mainstream educational settings when exiting ASAH Programs.
- Overall, 52% of all transfers occurred before high school (Table 2); and 47% 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 373 students who graduated during the 2022-23 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:

- 79% left an ASAH-member program with plans to enter productive and/or engaged adult roles.
- 47% planned to enter a mainstream activity (Table 5), this included (1) 76% with plans to enroll in post-secondary 4 year/2 year college or trade/technical school; (2) 24% with plans to join the competitive employment workforce or to enter the military.
- 53% had non-mainstream plans (Table 6), including (1) 11% with plans to participate in vocational rehabilitation training or supported employment; (2) 6% to participate in sheltered employment; (3) 29% planning to participate in a non-vocational day program (4) 14% with plans to attend an adult partial care program; (5) 0% with plans to be a homemaker; and (6) 39% indicating no school or other plans.

- 75% had plans to live at home (Table 7), while 15% of graduates planned to live independently or semi-independently; and 10% planned to live with a continuum of supports following graduation.
- 72% 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.
- 91% 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.
- 13% 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.
- 5% 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.

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Table 1
2022-23 All Transfers by program category and plans to return
to LEA
N= 595

	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	3	12	15	40	37%
Emot/Reg	60	102	162	320	51%
Mult Dis	22	27	49	180	27%
Lang/L Dis	13	2	15	15	100%
Hlth Ortho	4	9	13	26	50%
Intell Dis	0	0	0	0	0
Pre-school	5	3	8	14	57%
Totals	107	155	262	595	-

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

Table 2
2022-23 Transfer Plans
All Transfer plans by disability category and grade band
(Preschool, Elem, Middle, HS)
N=595

	Transferred at Preschool	Transferred at Elementary School	Transferred at Middle School	Transferred at High School	Totals
Autism	0	7	10	23	40
Emot/Reg	0	45	110	165	320
Mult Dis	12	42	56	70	180
Lang/L Dis	0	0	2	13	15
Hlth Ortho	0	0	12	14	26
Intel Dis	0	0	0	0	0
Pre-school	14	0	0	0	14
Totals	26	94	190	285	595

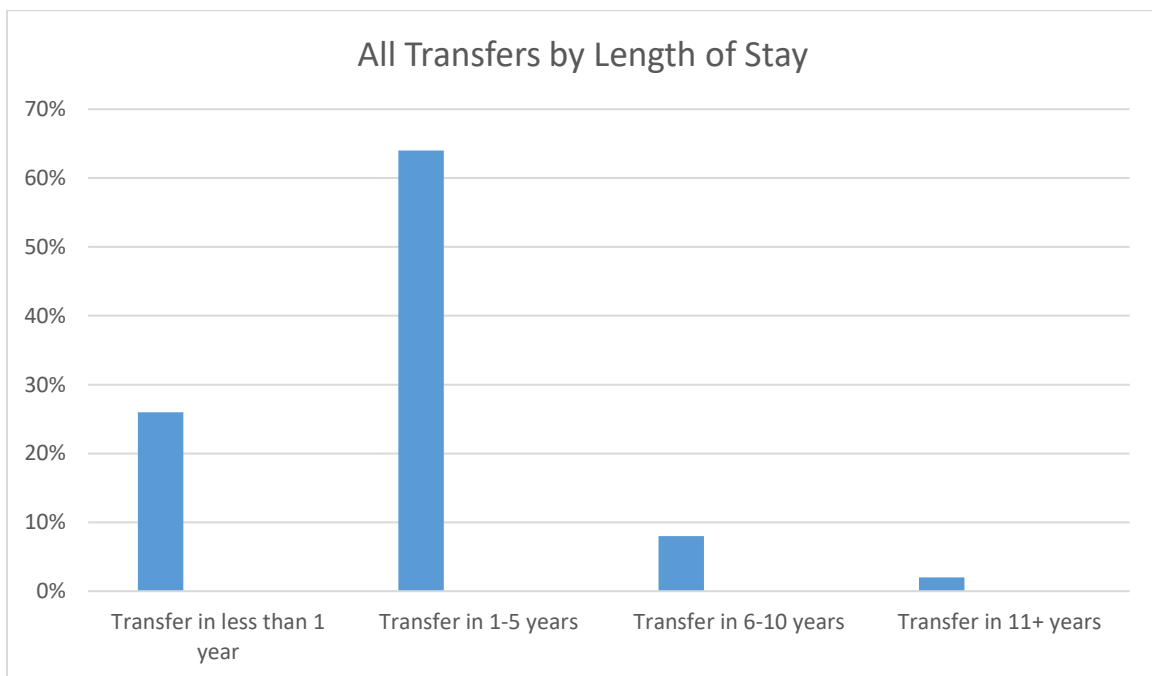
Highlight: Approximately half of all ASAH Program students who transfer, do so before high school.

Table 3
2022-23 Transfer Plans to LEA
by program category and grade band
N=595

	Total transfers in disability category	Transfer to Preschool LEA	Transfer to Elem LEA	Transfer to Middle School LEA	Sub-Total	Transfer to High School LEA	Total transfers to LEA	% of transfers to LEA Before HS
Autism	40	0	2	7	9	6	15	
Emot/Reg	320	0	19	47	66	96	162	
Mult Dis	180	0	13	16	29	20	49	
Lang/L Dis	15	0	0	2	2	13	15	
Hlth Ortho	26	0	0	10	10	3	13	
Intell Dis	0	0	0	0	0	0	0	
Pre-School Dis	14	8	-	-	8	-	8	
Total	595	8	34	82	124	138	262	47%

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

Table 4
2022-23 Transfer Plans
All Transfers by length of stay prior to transfer
N=595



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

Table 5
2022-23 Graduate Plans
by program category and Mainstream vocational plans
N=373

	4/2 yr college	Trade/tech school	Competitive employment	Military	Sub total	Total grads in disability category	% with mainstream plans
Autism	1	1	0	0	2	37	5%
Emot/Reg	56	15	34	2	107	149	72%
Mult Dis	10	1	4	0	15	112	13%
Lang/L Dis	46	2	1	1	50	55	91%
Hlth Ortho	1	0	0	0	1	16	6%
Intell Dis	0	0	1	0	1	4	25%

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.

Table 6
2022-23 Graduate Plans
By Program Category and Non-mainstream vocational plans
N=373

	Voc Rehab	Supp Empl	Shelt Work	Adult Part Day	Non- voc Day Hab	Home maker	No school, No program	Other	Sub total	Total grads in disability category	% with Non-mainstream plans
Autism	4	1	10	2	11	0	1	6	35	37	95%
Emot Reg Disorder	6	2	0	2	5	0	10	17	42	149	28%
MD	4	4	0	23	42	0	12	12	97	112	87%
L/LD	0	0	0	0	0	0	0	5	5	55	9%
Health ortho	1	0	0	1	0	0	0	13	15	16	94%
Intell Dis	0	0	2	0	0	0	1	0	3	4	75%

Highlight: Nearly 100 ASAH graduates plan on sheltered work, Adult Partial Day or Non-vocational Day Programs.

Table 7
2022-23 Graduate Plans
By Program Category and Living Arrangements
N=361

	Ind. Living	Semi Ind Living	Living at home	Skill/ Foster home	Group home	Res treat	Dev Ctr	Psy fac	Med fac	Corr fac	Other
Autism	0	0	34	0	2	2	0	0	0	0	0
Emot Reg Disorder	16	12	117	0	1	0	0	0	0	0	0
MD	0	0	80	0	28	1	0	0	2	0	0
L/LD	27	0	23	0	0	0	0	0	0	0	0
Health ortho	0	0	15	0	0	1	0	0	0	0	0
ID	0	0	0	0	0	0	0	0	0	0	0
Totals	43	12	269	0	31	4	0	0	2	0	0

Highlight: More than 60 ASAH Graduates have plans to live in a group home setting; however the large number reported to live at home (269) suggests many also may be planning on a group home placement in the future.

