

# SPPI-13 Data Collection Guidance

The Texas Education Agency (TEA) collects data from local education agencies (LEAs) for the annual State Performance Plan/Annual Performance Report (SPP/APR). LEAs may utilize the [SPPI-13: Secondary Transition Folder Review Checklist](#) and the SPPI-13 Data Collection Guidance to assist in evaluating to what extent a student's individualized education program (IEP) meets the minimum transition compliance requirements under the Individuals with Disabilities Education Act (IDEA).



State Performance Plan Indicator 13 (SPPI-13) measures the percent of youth with IEPs aged 16 and above with an IEP that includes:

- appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment
- transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals
- annual IEP goals related to the student's transition services needs

There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))



## SPPI-13 Folder Review Questions

- Question 1:** Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?
- Question 2:** Are the postsecondary goals updated annually?
- Question 3:** Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?
- Question 4:** Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?
- Question 5:** Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?
- Question 6:** Is (are) there annual IEP goal(s) related to the student's transition service needs?
- Question 7:** Is there evidence that the student was invited to the Admission, Review, and Dismissal (ARD) Committee meeting where transition services were discussed?
- Question 8:** If appropriate, is there evidence that a representative of any participating agency was invited to the ARD Committee meeting with the prior consent of the parent or student who has reached the age of majority?

## Resources

- [CFR 300.320 Definition of Individualized Education Program](#)
- [CFR 300.43 Transition Services](#)
- [Part B State Performance Plan \(SPP\) and Annual Performance Report \(APR\) Part B Indicator Measurement Table](#) pg. 18
- [Student-Centered Transitions Network \(SCTN\)](#)

## Question 1

Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?

### Sources of Information:

- IEP documentation

### Notes:

- A postsecondary goal must be based on the student's strengths, preferences, and interests.
- A postsecondary goal identifies what the student will achieve after completing secondary education requirements.
- Measurable means the goal is countable and is an outcome, not a process.
- Goals should indicate what a student "will" do rather than "plans" or "hopes to" do.
- Postsecondary goals must be developed and documented for the following areas:
  - Training\*
  - Education\*
  - Employment and
  - Where appropriate, independent living
- Based on individual student needs, the areas of training and education may overlap and a combined postsecondary goal for training and education may be developed.

### Resources:

- [OSERS Guidance and Resources](#)
- TEA Technical Assistance: [Individualized Education Program \(IEP\) Development](#)
- Texas Transition Network: [Writing Appropriate Measurable Postsecondary Goals](#) Online Training
- Texas Transition Network: [Writing Appropriate Measurable Postsecondary Goals Fidelity Checklist and Reflection Tool](#)
- Texas Transition Network: [Transition and Admission, Review, and Dismissal \(ARD\) Committee Meetings](#) Webinar

### Guiding Questions:

1. Are there postsecondary goals for the following areas?

- Education\*
- Training\*
- Employment
- Where appropriate, independent living

2. Do the postsecondary goals reflect what the student will be doing after completing secondary education requirements, rather than while continuing to receive special education services?

3. Are the postsecondary goals measurable (can they be observed)?

4. For students turning 16 years of age during the data collection period, are the postsecondary goals documented in the IEP by the student's 16<sup>th</sup> birthday?

\*Education and training goals may be combined based on the student's individual needs.

### Check YES

- Answer is YES to the first three guiding questions and the student is not turning 16 years of age during the data collection period
- or
- Answer is YES to the four guiding questions for students turning 16 years of age during the data collection period

### Check NO

- Answer is NO to any of the first three guiding questions and the student is not turning 16 years of age during the data collection period
- or
- Answer is NO to any of the guiding questions for students turning 16 years of age during the data collection period

## Question 2

### Are the postsecondary goals updated annually?

**Sources of Information:**

- IEP documentation

**Notes:**

- The ARD Committee must consider whether the student's needs have changed, and if postsecondary goals need to be updated based on the student's current strengths, preferences, and interests.
- For students turning 16 during the data collection period, there is no expectation of updated postsecondary goals.

**Resources:**

- TEA Technical Assistance: [Individualized Education Program \(IEP\) Development](#)
- Texas Transition Network: [Writing Appropriate Measurable Postsecondary Goals Online Training](#)
- Texas Transition Network: [Writing Appropriate Measurable Postsecondary Goals Fidelity Checklist and Reflection Tool](#)
- Texas Transition Network: [Transition and Admission, Review, and Dismissal \(ARD\) Committee Meetings](#) Webinar

**Guiding Questions:**

1. Is there evidence that the student's postsecondary goals for education, training, employment, and (where appropriate) independent living, were reviewed and/or updated in the development of the current IEP?

**Check YES**

- Answer is YES to the guiding question

**Check NO**

- Answer is NO to the guiding question

## Question 3

Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?

**Sources of Information:**

- IEP documentation

**Notes:**

- Age-appropriate refers to chronological age rather than developmental age.
- Completed transition assessments/information may be maintained according to local policies and procedures; however, relevant information from the transition assessments should be included in IEP documentation.

**Resources:**

- [NSTTAC Age-Appropriate Transition Assessment Toolkit 3rd Edition](#)
- Texas Transition Network: [Transition Assessments](#) Online Training
- Texas Transition Network: [Conducting Necessary Transition Assessments Fidelity Checklist and Reflection Tool](#)
- Texas Transition Network: [Transition and Admission, Review, and Dismissal \(ARD\) Committee Meetings](#) Webinar

**Guiding Questions:**

1. For each postsecondary goal area, is there documented evidence that age-appropriate transition assessment(s) was (were) used to provide information on the student's needs, strengths, preferences, and interests?

**Check YES**

- Answer is YES to guiding question

**Check NO**

- Answer is NO to guiding question

## Question 4

Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

### Sources of Information:

- IEP documentation

### Notes:

- Transition services means a coordinated set of activities for a student with a disability that includes the following areas:
  - Instruction
  - Related services
  - Community experiences
  - The development of employment and other post-school adult living objectives
  - If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation

### Resources:

- Texas Transition Network: [Coordinated Set of Activities](#) Online Training
- Texas Transition Network: [Transition and Admission, Review, and Dismissal \(ARD\) Committee Meetings](#) Webinar
- Texas Transition Network: [Coordinated Set of Activities Resource Guide](#)
- Texas Transition Network: [Coordinated Set of Activities Fidelity Checklist and Reflection Tool](#)
- Texas Transition Network: [Transition Services](#)
- Texas Transition Network: [Transition Resources Library for Remote Learning](#)

### Guiding Questions:

1. Is there documentation in the IEP that the ARD Committee addressed transition services needed to facilitate the student's movement from school to post-school activities?

### Check YES

- Answer is YES to the guiding question

### Check NO

- Answer is NO to the guiding question

## Question 5

**Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?**

### Sources of Information:

- IEP documentation
- Personal graduation plan

### Notes:

- Courses of study may be a 4–6-year plan (e.g., personal graduation plan as required by TEC 28.02121) that may need to be updated as the student progresses.
- Courses of study (4–6-year plan, personal graduation plan, etc.) may be maintained according to local policies and procedures; however, relevant information should be included in IEP documentation.

### Resources:

- Texas Transition Network: [Transition and Admission, Review, and Dismissal \(ARD\) Committee Meetings](#) Webinar
- Texas Transition Network: [Coordinated Set of Activities](#) Online Training
- Texas Transition Network: [Coordinated Set of Activities Resource Guide](#)
- Texas Transition Network: [Coordinated Set of Activities Fidelity Checklist and Reflection Tool](#)

### Guiding Questions:

1. Do the transition services include a multi-year description of coursework?
2. Do the identified courses support the student's postsecondary goals?

### Check YES

- Answer is YES to both guiding questions

### Check NO

- Answer is NO to either guiding question

## Question 6

Is (are) there annual IEP goal(s) related to the student's transition service needs?

### Sources of Information:

- IEP documentation

### Notes:

- At least one annual goal needs to address postsecondary goals. An annual goal could address multiple postsecondary goals.

### Resources:

- TEA Technical Assistance: [Individualized Education Program \(IEP\) Development](#)
- Texas Transition Network: [Transition and Admission, Review, and Dismissal \(ARD\) Committee Meetings](#) Webinar
- Texas Transition Network: [Writing Appropriate Measurable Postsecondary Goals](#) Online Training
- Texas Transition Network: [Writing Appropriate Measurable Postsecondary Goals Fidelity Checklist and Reflection Tool](#)

### Guiding Questions:

1. Is (are) annual IEP goal(s) related to the student's transition service needs documented?

### Check YES

- Answer is YES to the guiding question

### Check NO

- Answer is NO to the guiding question

## Question 7

Is there evidence that the student was invited to the ARD Committee meeting where transition services were discussed?

### Sources of Information:

- IEP documentation
- Student notice of ARD Committee meeting separate from the parent/guardian notice
- Student letter of invitation
- Phone log with date and time
- Email

### Notes:

- Invitation in this case means the student is invited **prior** to the meeting. A student's attendance in the meeting does not necessarily provide evidence that the student was invited **prior** to the meeting.
- Evidence that the student was invited prior to the ARD Committee meeting can include a variety of methods. Examples include but are not limited to the following methods:
  - Student notice of ARD Committee meeting separate from their parent/guardian notice
  - Student letter of invitation
  - Phone log with date and time
  - Email
- Methods of invitation may be maintained according to local policies and procedures, as these are not required components of the IEP. Other sources may suffice as documentation, but relevant information related to the student being invited prior to the meeting should be included in IEP documentation.

### Resources:

- Texas Transition Network: [Transition and Admission, Review, and Dismissal \(ARD\) Committee Meetings](#) Webinar
- [Transition and Employment Designee \(TED\) Guidelines: Section 3 – Interagency Coordination Overview](#) (pg. 19)

### Guiding Questions:

1. Is there documented evidence that the student was invited to attend the ARD Committee meeting **prior** to the date of the meeting?

### Check YES

- Answer is YES to guiding question

### Check NO

- Answer is NO to guiding question



## Question 8

**If appropriate, is there evidence that a representative of any participating agency was invited to the ARD Committee meeting with the prior consent of the parent or student who has reached the age of majority?**

### Sources of Information:

- IEP documentation
- Agency notice of ARD Committee meeting separate from the parent/guardian notice
- Agency letter of invitation
- Phone log with date and time
- Email

### Notes:

- A separate consent from the parent or student who has reached the age of majority must be obtained for each ARD Committee meeting conducted in accordance with 34 CFR §300.320(b), before a public agency can invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services to attend the meeting.
- Evidence that the agency was invited prior to the ARD Committee meeting can include a variety of methods. Examples include but are not limited to the following methods:
  - Agency notice of ARD Committee meeting separate from the parent/guardian notice
  - Agency letter of invitation
  - Phone log with date and time
  - Email
- Methods of invitation may be maintained according to local policies and procedures, as these are not required components of the IEP. Other sources may suffice as documentation, but relevant information related to the agency invitation should be included in IEP documentation.

### Resources:

- Texas Transition Network: [Transition and Admission, Review, and Dismissal \(ARD\) Committee Meetings](#) Webinar
- [Transition and Employment Designee \(TED\) Guidelines: Section 2 TED Requirements - Student Involvement](#) (pg. 8)
- Texas Transition Network: [Next Steps to Independence: Skills and Strategies High School Grades 9-12](#) (pg. 9)

### Guiding Questions:

1. Is there evidence that prior written consent was obtained from the parent (or student who has reached the age of majority) to invite a representative(s) of any outside agency that is likely to provide or pay for transition services?
2. Is there evidence that the outside agency was invited (with prior written consent) to participate in the IEP development for the postsecondary goals?
3. Is there documentation that the ARD Committee determined outside agency involvement was not needed?

Guiding Question	Check YES if	Check NO if	Check NO if	Check n/a if	Check NO if
1. Is there evidence that prior written consent was obtained from the parent (or student who has reached the age of majority) to invite a representative of any outside agency that is likely to provide or pay for transition services?	yes	yes	no	no	no
2. Is there evidence that the outside agency was invited (with prior written consent) to participate in the IEP development for the postsecondary goals?	yes	no	yes	no	no
3. Is there documentation that the ARD committee determined outside agency involvement was not needed?	n/a	n/a	n/a	yes	no