

Texas Education Agency
 Division of Special Education Program Reporting
State Performance Plan Indicator 13: Secondary Transition
Indicator 13 Student Folder/IEP Review Chart
 Guidance for *Data Collection Checklist for Measurement of Indicator 13*

Indicator 13 Percent of youth with IEPs, aged 16 and above with an IEP that includes appropriate measurable post-secondary 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 post-secondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the Admission, Review, and Dismissal Committee (ARDC)/IEP Team meeting where transition services are to be discussed and evidence, if appropriate, a representative of any participating agency was invited to the ARDC/IEP Team meeting with the prior written consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B)).

The IEP includes measurable post-secondary goals. (§300.320)
 Transition Services. Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter the IEP must include appropriate measurable post-secondary goals based upon age appropriate transition assessments related to training/education, employment, and where appropriate independent living skills (§300.320(b)(1)).

Items	Discussion/Notes and Guiding Questions	Sources of Information
1. Are there appropriate measurable post-secondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?	<p>A measurable post-secondary goal is a statement based on age appropriate transition assessments that articulates what the student would like to achieve after high school, taking into account the student’s strengths, preferences, and interests. Measurable means it is countable and is an outcome, not a process.</p> <ul style="list-style-type: none"> ✓ Can the goals be counted? ✓ Will the goals occur <i>after</i> the student graduates from school? ✓ Based on the information available about this student, do the post-secondary goals seem appropriate for this student? <ul style="list-style-type: none"> • If <u>yes to all three</u> guiding questions, then check YES • If a post-secondary <u>goal is <i>not</i></u> stated, check NO. 	<ul style="list-style-type: none"> • Interest inventories • Transition assessments • Other evaluation data • ARDC documentation • Student/parent information

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<p>2. Are the post-secondary goals updated annually?</p>	<p>Post-secondary goals are addressed/updated in conjunction with the development of the current IEP.</p> <ul style="list-style-type: none"> ✓ If this is the student's <u>first IEP that addresses secondary transition services because the student just turned 16</u>, it is considered an update for purposes of this checklist, so check YES. ✓ Were the post-secondary <u>goals addressed / updated in conjunction</u> with the development of the current IEP? <ul style="list-style-type: none"> • If yes, then check YES. • If the post-secondary goals were <u>not updated</u> with the current IEP, check NO. 	<ul style="list-style-type: none"> • ARDC documentation

The IEP includes coordinated, measurable annual IEP goals. (§300.320)

Coordinated, measurable annual IEP goals should be purposeful, connected, and integrated based on transition assessments and/or the Full Individual Evaluation considering the student's needs, strengths, interests, and preferences. Each goal should be measurable with a timeline including mastery criteria. The student's interests and preferences should be obtained prior to the ARD meeting date. All IEP goals should reasonably enable the student to meet the postsecondary goals.

Items	Discussion/Notes and Guiding Questions	Sources of Information
<p>3. Is there evidence that the measurable post-secondary goals were based on age appropriate transition assessment(s)?</p>	<p>Age appropriate refers to chronological age. Transition Assessments should be related to education / training, employment, and independent living skills, when appropriate.</p> <ul style="list-style-type: none"> ✓ Is the use of transition assessment(s) for the post-secondary goals mentioned in the IEP or evident in the student's file? <ul style="list-style-type: none"> • If yes, then check YES. • If no, then check NO. 	<ul style="list-style-type: none"> • Individual student assessments • Interest inventories, aptitude tests, interviews, etc. • Student / parent information

The IEP includes transition services in the form of coordinated activities (§300.43)

Transition services means a coordinated set of activities for a student with a disability that—

- (1) Is designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the child’s movement from school to post-school activities, and
- (2) Is based on the individual student’s needs, taking into account the student’s strengths, preferences, and interests (§300.43)

Items	Discussion/Notes and Guiding Questions	Sources of Information
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her post-secondary goals?	<ul style="list-style-type: none"> ✓ Do the transition services listed in the student’s IEP that the student needs to reach the post-secondary goals include, as needed, <i>instruction, related service(s), community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation?</i> <ul style="list-style-type: none"> • If yes, then check YES • If no, then check NO. 	<ul style="list-style-type: none"> • Progress monitoring • Report cards • Review of transition services • ARDC documentation
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her post-secondary goals?	<p>Course of study may be a 4 – 6-year plan that may need to be updated as the student progresses.</p> <ul style="list-style-type: none"> ✓ Do the transition services include courses of study that align with the student’s post-secondary goals? <ul style="list-style-type: none"> • If yes, then check YES • If no, then check NO. 	<ul style="list-style-type: none"> • ARDC documentation • 4 - 6-year plan • Personal graduation plan
6. Is (are) there annual IEP goal(s) related to the student’s transition services needs?	<p>At least one annual goal needs to address post-secondary goals. An annual goal could address multiple goals.</p> <ul style="list-style-type: none"> ✓ Is (are) there annual IEP goal(s) related to the student’s transition services needs? <ul style="list-style-type: none"> • If yes, then check YES • If no, then check NO. 	<ul style="list-style-type: none"> • ARDC documentation

Items	Discussion/Notes and Guiding Questions	Sources of Information
7. Is there evidence that the student was invited to the Admission, Review, and Dismissal Committee (ARD) meeting where transition services were discussed?	<ul style="list-style-type: none"> ✓ For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the ARD Team meeting (e.g. a letter inviting the student to the meeting)? <ul style="list-style-type: none"> • If yes, then check YES • If no, then check NO. 	<ul style="list-style-type: none"> • Notice of ARDC meeting • ARDC documentation
8. If appropriate, is there evidence that a representative of any participating agency was invited to the Admission, Review, and Dismissal Committee (ARD) meeting with the prior consent of the parent or student who has reached the age of majority?	<ul style="list-style-type: none"> ✓ For the current year, is there evidence in the IEP that representatives of any of the following agencies / services were invited to participate in the IEP development including but not limited to: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for the postsecondary goals? ✓ Was prior consent obtained from the parent (or student who has reached the age of majority)? <ul style="list-style-type: none"> • If <u>yes to both</u>, then check YES. • If <u>no invitation</u> is evident, and a participating <u>agency is likely to be responsible</u> for providing or paying for transition services, and there <u>was consent to invite</u> them to the ARD meeting, then check NO. • If it is <u>too early to determine</u> if the student will need outside agency involvement, or <u>no agency is likely to provide</u> or pay for transition services, check NA. • If parent or individual student <u>consent (when appropriate) was not provided</u>, check NA. 	<ul style="list-style-type: none"> • ARDC meeting attendance • Notice of ARDC meeting • Agency documentation