

**Texas Education Agency Data Collection for State Performance Plan
Indicator 13 Student Folder/IEP Review Chart
(To be used as guidance for *Checklist for Measurement of Indicator 13*)**

Indicator 13 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, 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 postsecondary 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 postsecondary 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	Sources of Information
1. The IEP includes measurable postsecondary goals that are updated annually.	Postsecondary goals are updated annually. A measurable postsecondary 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 postsecondary goals must be written for training/education and employment. When appropriate, postsecondary goals must be written for independent living. Measurable means it is countable and is an outcome, not a process.	<ul style="list-style-type: none"> • Interest inventories • Transition assessments • Other evaluation data • ARDC documentation • Student/parent information

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	Sources of Information
2. Initial transition services discussion occurs no later than the first IEP to be in effect when the student turns 16.	<p>In compliance with IDEA 2004, transition services must be addressed beginning no later than the first IEP to be in effect when the student turns 16.</p> <p>The following situations should be taken into account which allow a response of NA:</p> <ul style="list-style-type: none">• If a student transferred into a district after his/her 16th birthday, and the student's IEP did not include any evidence of transition services on this first IEP to be in effect when the student turned 16; the receiving district will not be out of compliance. When completing the folder review for this student, the district will indicate "NA" under Item #2.• If a student's initial placement ARDC did not take place until after the student turned 16, the district will indicate "NA" under Item #2.• If a student was reported in a previous data collection as out of compliance on this item, it is not necessary to report this again. The district will indicate "NA" under Item #2.	<ul style="list-style-type: none">• ARDC documentation
3. Age appropriate transition assessments are completed.	<p>Transition Assessments should be related to:</p> <ul style="list-style-type: none">▪ Education/training▪ Employment▪ Independent living skills, when appropriate <p>Age appropriate refers to chronological age</p>	<ul style="list-style-type: none">• Individual student assessments• Interest inventories, aptitude tests, interviews, etc.
4. Student strengths and needs are identified.	<p>Student needs should be captured in present level of academic achievement and functional performance data.</p>	<ul style="list-style-type: none">• Assessment data, including age appropriate transition assessments

Items	Discussion/Notes	Sources of Information
5. The IEP is reviewed and updated at least annually.	In order to assure the attainment of postsecondary goals, a review of transition services and IEP goals should take place at least annually.	<ul style="list-style-type: none"> • ARDC documentation
6. Annual IEP goals facilitate movement toward postsecondary goals.	At least one annual goal needs to address postsecondary goals. An annual goal could address multiple goals.	<ul style="list-style-type: none"> • ARDC documentation
7. The student is invited to the ARD Committee/IEP meeting.		<ul style="list-style-type: none"> • Notice of ARD meeting
8. Student preferences and interests are taken into consideration in the development of the IEP.	<p>Either the student attends the ARD committee meeting and expresses preferences and interests or ...</p> <p>If the student does not attend the ARD committee meeting, the district must take other steps to ensure the student's preferences and interests are considered. (§300.321(b)(2))</p>	<ul style="list-style-type: none"> • Notice of ARD meeting • ARDC documentation • Interest inventory • Interviews • Student/parent information
9. Student needs, taking into account student strengths, preferences and interests are reflected in identified postsecondary goals.	Postsecondary goals should reflect student strengths, preferences and interests.	<ul style="list-style-type: none"> • Interest inventories • Transition assessments • Other evaluation data • ARDC documentation • 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	Sources of Information
<p>10. Based on student needs, transition services in the form of coordinated activities include instruction, related services, community experiences, development of employment/ adult living and if appropriate, acquisition of daily living skills and provision of functional vocational evaluation.</p>	<p>Transition services in the form of coordinated activities:</p> <ul style="list-style-type: none"> ▪ Improve academic/functional achievement ▪ Focus on a results-oriented process ▪ Are specific services that facilitate moving the student from school to post-school activities ▪ May include transition assessments, instruction, related services, IEP goals and objectives, course of study, PLAFP, parent/student input, and if appropriate agency involvement and are clearly linked to the student’s postsecondary goals <p>Note: For a Yes response, all five activities must be addressed.</p>	<ul style="list-style-type: none"> • Progress monitoring • Report cards • Review of transition services • ARDC documentation
<p>11. The IEP includes a course of study that support postsecondary goals.</p>	<p>Course of study may be a 4-6 year plan which may need to be updated as student progresses</p>	<ul style="list-style-type: none"> • ARDC documentation • 4-6 year plan • Personal graduation plan

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Items	Discussion/Notes	Sources of Information
<p>12. With the written and signed consent of parents or adult student, any agency responsible for providing transition services is invited to the ARD committee/IEP meeting.</p>	<p>To the extent appropriate, with the consent of the parents or a child who has reached the age of majority... the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services (§300.321(b)(3))</p> <p>Note: N/A is an acceptable response if it is not appropriate to invite an agency or if there is documentation that parent or adult student consent was not given.</p>	<ul style="list-style-type: none"> • ARDC meeting attendance • Notice of ARDC meeting • Agency documentation
<p>13. The ARD committee reconvenes to develop alternative strategies when participating agencies failed to provide transition services.</p>	<p>It is the LEA’s responsibility to ensure that transition services included in the IEP are provided. (§300.324(c)(1))</p> <p>Note: N/A is an acceptable response if:</p> <ul style="list-style-type: none"> • An agency did not commit any services, or • An agency did not participate in the ARD, or • An agency provided services and there was not need to reconvene, or • Item #12 was marked N/A 	<ul style="list-style-type: none"> • ARDC documentation
<p>The IEP meets the requirements of Indicator 13.</p>	<p>This item is a cumulative measure of the thirteen Checklist items listed above. If all of the responses were “Yes” or “NA,” then the “Yes” is selected. If there is at least one “No” marked, then “No” is selected.</p>	

Quality Analysis

The following information will assist in the planning of professional development activities at the state, regional and district levels to provide more effective high school transition planning and services for students.

For each statement, indicate the quality level that best reflects data collected from the student's folder.

Q. 1. Degree to which yearly progress was made toward postsecondary goals using coordinated set of activities.	In determining which quality indicator to select, consider each statement carefully. Pay particular attention to the development of the course of study and supports needed to be in place to help facilitate student's annual progression toward attainment of postsecondary goals.	ARDC documentation
Q. 2. Student needs, strengths, preferences, and interests were fundamental in the development of the IEP.	In determining which quality indicator to select, consider each statement carefully. Needs, strengths, preferences, and interests should be reflected in postsecondary goals, course of study, transition services, etc.	ARDC documentation
Q. 3. Degree to which student participated in ARD committee meeting and development of IEP.	Student participation goes beyond student sitting in the ARD meeting. Documentation needs to reflect what the student did within the context of the meeting.	ARDC documentation

The following two statements will help determine state training in the area of higher education connections.

Q. 4. Materials/information for higher education connections were shared with the student.	A response of "Yes" would indicate that there is documentation of the materials or information shared with the student. A response of "No" indicates no documentation was made in this area.	ARDC documentation
Q. 5. If response to the previous statement is "Yes," please identify all materials and/or information that were shared with the student. (Check all that apply.)	If response to previous statement is "Yes," please identify all documented information shared with the student.	ARDC documentation