

Texas Education Agency Data Collection for State Performance Plan CHECKLIST FOR MEASUREMENT OF INDICATOR 13

This is a working copy only.

Data are submitted online through the SPP13 application on TEASE at <https://sequin.tea.state.tx.us/apps/logon.asp>

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ESC Region

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| <i>Reviewer's Name</i> | <small>(Optional – For District Use Only)</small> |
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District Name

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6-Digit County/District #

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3-Digit Campus #

Data entry agents will enter the student's 9-digit Social Security Number/ Alt ID in order to do a PET Match.

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9-Digit Student's SSN/Alt ID

Upon a successful PET Match, the following information will automatically populate:

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| <i>Student's First Name</i> | <i>Student's Last Name</i> | | | | | | | | |
| <i>Student's Date of Birth</i> | | | | | | | | | |
| <table border="1" style="border-collapse: collapse; width: 40px; height: 20px;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table> / <table border="1" style="border-collapse: collapse; width: 40px; height: 20px;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table> / <table border="1" style="border-collapse: collapse; width: 80px; height: 20px;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> | | | | | | | | | |
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Grade Level

Gender

Ethnicity (PEIMS)

Primary Disability (PEIMS)

2-Digit Instructional Setting (PEIMS)

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Folder Review Date

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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 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)).*

Directions: **As each student folder/IEP is reviewed, check the appropriate response for each item: Yes, No, or NA (Not Applicable)** [See corresponding *Indicator 13 Student Folder/IEP Review Chart* for discussion/notes and sources of information.] Note: Retain this form for your records.

| CHECK THE APPROPRIATE RESPONSE | YES | NO | NA |
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| The IEP includes measurable postsecondary goals. (§300.320) | | | |
| 1. The IEP includes measurable postsecondary goals that are updated annually. | <input type="checkbox"/> | <input type="checkbox"/> | |
| The IEP includes coordinated, measurable annual IEP goals (§300.320) | | | |
| 2. Initial transition services discussion occurs no later than the first IEP to be in effect when the student turns 16. Note: NA is an acceptable response only for the following reasons. Check one that applies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Student transferred into the district after his/her 16 th birthday, and the student's IEP did not include any evidence of transition services | | | |
| <input type="checkbox"/> Student's initial placement ARD did not take place until after the student turned 16 | | | |
| <input type="checkbox"/> Student turned 16 prior to July 1, 2010 and the district reported noncompliance on this item and has implemented corrective action. | | | |
| 3. Age appropriate transition assessments are completed. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. Student strengths and needs are identified. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. The IEP is reviewed and updated at least annually. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6. Annual IEP goals facilitate movement toward postsecondary goals. | <input type="checkbox"/> | <input type="checkbox"/> | |
| The IEP includes transition services in the form of coordinated activities (§300.43) | | | |
| 7. The student is invited to ARD Committee/IEP meeting. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 8. Student preferences and interests are taken into consideration in the development of the IEP. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 9. Student needs, taking into account student strengths, preferences and interests are reflected in identified postsecondary goals. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 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. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 11. The IEP includes a course of study that supports postsecondary goals. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 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. Note: NA is an acceptable response only for the following reason. Check one that applies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> It is not appropriate to invite an agency. | | | |
| <input type="checkbox"/> There is no documentation that the parent's or adult student's consent was given. | | | |

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| <p>13. The ARD committee reconvenes to develop alternative strategies when participating agencies failed to provide transition services.</p> <p>Note: NA is an acceptable response only for the following reasons. Check one that applies:</p> <p><input type="checkbox"/> An agency did not commit any services.</p> <p><input type="checkbox"/> An agency did not participate in the ARD.</p> <p><input type="checkbox"/> An agency provided services and there was no need to reconvene.</p> <p><input type="checkbox"/> Item #12 was marked N/A.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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The IEP meets the requirements of Indicator 13 (check one).

- Yes** (only Yes or NA are checked) **No** (one or more No are checked)

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 with a 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.

- 1. Coordinated set of activities was not well-defined and little or no student progress was made toward postsecondary goals.
- 2. Majority of coordinated set of activities was well-defined, but little or no student progress was made toward postsecondary goals.
- 3. Coordinated set of activities was well-defined and student progress was made toward reaching post-secondary goals

Q. 2. Student needs, strengths, preferences, and interests were fundamental in the development of the IEP.

- 1. Needs, strengths, preferences, and interests were recorded but were not used or used very little in the development of IEP.
- 2. Needs, strengths, preferences, and interests were moderately (50%) addressed in the IEP and were easily identified.
- 3. Needs, strengths, preferences, and interests were fully integrated into the development of the IEP.

Q. 3. Degree to which student participated in ARD committee meeting and development of IEP.

- 1. Student was not in attendance.
- 2. Student attended ARD committee meeting and contributed somewhat to the development of the IEP.
- 3. Student led a small portion of the ARD committee meeting and helped in the development of the IEP.
- 4. Student led discussion components of ARD committee meeting and participated fully in the development of the IEP.

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.

- 1. Yes
- 2. No

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.)

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| <ul style="list-style-type: none"> <input type="checkbox"/> Brochures for colleges or universities <input type="checkbox"/> Financial aid information <input type="checkbox"/> Registration information <input type="checkbox"/> Website(s) on disability accommodations <input type="checkbox"/> Website(s) on living arrangements <input type="checkbox"/> College/university information fair(s) | <ul style="list-style-type: none"> <input type="checkbox"/> Individual session with school counselor <input type="checkbox"/> GEAR UP <input type="checkbox"/> Achieve Texas <input type="checkbox"/> Other (please specify) |
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