

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

2008-2009

This is a working copy only. Data is submitted electronically via TEA's SPP 13 TEASE application.

<u>ESC Region</u>	<u>Date of Folder Review</u>	Reviewer's Name: (Optional – For District Use Only)		
<u>District Name</u>	<u>County/District#</u>	<u>Campus#</u>		
<u>Student's First Name</u>	<u>Student's Last Name</u>	<u>Student's SSN</u>		
<u>Date of Birth</u>	<u>Grade Level</u> M / F	<u>Ethnicity (PEIMS)</u>	<u>Primary Disability (PEIMS)</u>	<u>Instructional Setting (PEIMS)</u>

Indicator 13 *Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.*

Directions: As each student folder/IEP is reviewed, circle the appropriate response for each item:

Y (Yes), N (No), 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.

CIRCLE THE APPROPRIATE RESPONSE			
	Y	N	NA

The IEP includes measurable postsecondary goals. (§300.320)

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|---|---|---|--|
| 1. The IEP includes measurable postsecondary goals. | Y | N | |
|---|---|---|--|

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

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| 2. Initial transition services discussion occurs no later than the first IEP to be in effect when the student turns 16. | Y | N | NA |
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Note: NA is an acceptable response **only** for the following reasons. Check one that applies:
 Student transferred into the district after his/her 16th birthday, and the student's IEP did not include any evidence of transition services
 Student's initial placement ARD did not take place until after the student turned 16
 Student was reported in a previous data collection as out of compliance on this item

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| 3. Age appropriate transition assessments are completed. | Y | N | |
| 4. Student strengths and needs are identified. | Y | N | |
| 5. The IEP is reviewed and updated at least annually. | Y | N | |
| 6. Annual IEP goals facilitate movement toward postsecondary goals. | Y | N | |

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

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| 7. The student is invited to ARD/IEP meeting. | Y | N | |
| 8. Student preferences and interests are taken into consideration in the development of the IEP. | Y | N | |
| 9. Student needs, taking into account student strengths, preferences and interests are reflected in identified postsecondary goals. | Y | N | |
| 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. (If response is "No," circle the areas NOT included in the form of coordinated activities.) | Y | N | |

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| 11. The IEP includes a course of study that supports postsecondary goals. | Y | N | |
| 12. With the consent of parents or adult student, any agency responsible for providing transition services is invited to the ARD/IEP meeting. | Y | N | NA |
| 13. The ARD committee reconvenes to develop alternative strategies when participating agencies failed to provide transition services. | Y | N | NA |

The IEP meets the requirements of Indicator 13. (Circle one) **Yes** (only Ys or NAs are circled)
No (one or more Ns are circled)

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.

- 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 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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|---|---|
| <input type="checkbox"/> Skip this question if previous response is No. | <input type="checkbox"/> College/university information fair(s) |
| <input type="checkbox"/> Brochures for colleges or universities | <input type="checkbox"/> Individual session with school counselor |
| <input type="checkbox"/> Financial aide information | <input type="checkbox"/> GEAR UP |
| <input type="checkbox"/> Registration information | <input type="checkbox"/> Achieve Texas |
| <input type="checkbox"/> Website(s) on disability accommodations | <input type="checkbox"/> Other (please specify) _____ |
| <input type="checkbox"/> Website(s) on living arrangements | |