

The Office of Special Education Programs (OSEP) has identified 20 indicators to guide State Education Agency (SEAs) in their implementation of the Individuals with Disabilities Act (IDEA) Part B. These indicators are also used by the SEA to report progress and performance to OSEP. This, in turn, allows OSEP to report concrete data back to Congress and to monitor and supervise State implementation in specific areas.

## **Indicator 13 Secondary Transition**

**Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals annually updated and based upon an age appropriate transition assessments, 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 service 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 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))**

The Oklahoma State Department of Education has challenged local school districts to improve student achievement, graduation rates, and successful transition of students to postsecondary education, employment, and other aspects of community living. To meet this challenge, school districts must include secondary transition support through goals beginning with students whom are turning age 16 or beginning with the first Individualized Education Program (IEP) in the students ninth grade year, whichever occurs first, appropriate measurable postsecondary goals that are annually updated and based upon age appropriate transition assessments and transition services, that will reasonably enable the student to meet those postsecondary goals. Transition services may begin earlier upon team decision.

## **Indicator 14 Post School Outcomes**

**The post school outcomes are a collection of the percent of youth who are no longer in high school and whom had an IEP in effect at the time they left school, and were:**

- I. Enrolled in higher education with one year of leaving high school.**
- II. Enrolled in higher education or competitively employed within one year of leaving high school.**
- III. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. (20 U.S.C.1416 (a) (3) (B))**

# Indicators 13 & 14: Post School Outcomes Self-Assessment Instructions

---

**Driving Question: Does the specially designed instruction support each student's Post School Goals?**

## Instructions

Prior to beginning the self-assessment, the Local Educational Agency (LEA) may need to gather and review educational records, processes, information and documents related **secondary transition and post school outcomes** in the LEA. This information may include:

- 1) **Indicator 13 LEA level data**
- 2) **Indicator 14 State level data**
- 3) **Staff training on secondary transition compliance**

Each component and best practice description is followed by a list of measures and examples of those measures. An LEA's stage of practice should be informed by these measures.

# Indicators 13 & 14: Post School Outcomes Self-Assessment Instructions

## Stages of Practice

The self-assessment is intended to identify an LEA's stage of practice in the area of parent involvement and provide guidance for LEAs in improving their practice. The Oklahoma State Department of Education, Special Education Services division (OSDE-SES) envisions stages of practice along this continuum:

- 1) No or Little Knowledge
- 2) Basic Knowledge
- 3) Partial Application
- 4) Regular Practice
- 5) Best Practice

An LEA may assess its practice as "Best Practice" if the LEA has measurable/observable evidence of the practice and documentation of consistent use.

## Components

For the area of **secondary transition and post school outcomes**, the OSDE-SES has identified 9 quality indicators. These indicators provide a comprehensive description of **secondary transition and post school outcomes** in the LEA.

- 1) **Postsecondary Goals**
- 2) **Academic Courses & Programs of Study**
- 3) **Career Readiness**
- 4) **College Readiness**
- 5) **Preparation for Adult Life**
- 6) **Communication among Students, Families, and Schools**
- 7) **Community-Based Support Structure**
- 8) **Student Participation in the IEP Meeting**
- 9) **Student Contact Information**

# Indicators 13 & 14: Post School Outcomes Self-Assessment Instructions

## Self-Assessment Team

A team consists of more than one person. The self-assessment should be completed by a team of at least 3-5 individuals. The Self-Assessment Team may include:

- 1) Director of Special Education Services
- 2) Special Education Teacher
- 3) General Education Teacher
- 4) Principals/Assistant Principal
- 5) Counselor
- 6) Related Services Personnel
- 7) Parent

List the team here:

Name	Role	Signature

---

## Components

### 1. Postsecondary Goals

**Best Practice:** Postsecondary goals for education/training, employment, and (if needed) independent living are appropriate, measurable, updated annually, and based on age appropriate transition assessments. *Data regarding post-school outcomes for previous students is used to assess the effectiveness of transition services in meeting postsecondary goals.*

#### Measures:

- The LEA regularly utilizes post-school outcomes to improve services for students of transition age.
  - Ex. A committee annually to reviews current and previous post-school data to determine a needed focus area for improvement of service for students.
  
- The LEA ensures that all secondary transition goals will facilitate movement towards obtaining the postsecondary goal.
  - Ex. The IEP team utilizes transition assessments and other relevant information to drive the IEP new focus of study for each individual student.

Comments/Documentation:

---

## 2. Academic Courses & Programs of Study

**Best Practice:** Scheduling takes individual student interests and postsecondary/ transition goals into account. Student records are monitored to ensure successful completion of all required coursework. *Program of study is enhanced through community experience, supplemental resources, or additional courses.*

### Measures:

- The LEA staff considers student interests and postsecondary goals when developing an academic course of study.
  - Ex. The student's input/interests are obtained annually.
  - Ex. The course of study is developed with the student.
  
- Opportunities to further the student's post-secondary interest are provided through community experience.
  - Ex. The IEP team invites, with prior parent permission, community representatives that will provide support for the student's interests.

### Questions for students:

- ❖ Have you been included in the development of your secondary transition plan?

### Comments/Documentation:

### 3. Career Readiness

**Best Practice:** Students participate in career assessments on an annual basis to identify school and post school preferences, interests, skills, and abilities. Students are provided multiple opportunities to develop job preparation skills and personal skills related to employability based on student identified preferences, interests, skills, and abilities. *Students are provided information and opportunities to participate in job shadowing, part-time employment, and other activities located in the community.*

#### Measures:

- Career assessments are completed annually for all students.
  - Ex. Current career assessment results are documented in the present levels of performance section of the IEP.
  - Ex. The current assessment information is reviewed annually to ensure appropriate services are provided.
  - Ex. All assessment information is shared with the student.
  
- Community participation is considered.
  - Ex. Students are provided with job shadowing opportunities in the community.

#### Questions for students:

- ❖ Have you participated in job shadowing in your community?
- ❖ Have you had an opportunity to understand your assessment results and what they mean to your future?

Comments/Documentation:

## 4. College Readiness

**Best Practice:** Students are provided information and resources through multiple means on post-secondary education opportunities, including information regarding admission and scholarship requirements. Students participate in coursework to prepare them for college entrance exams. *Students are explicitly taught self-advocacy skills and methods for self-support in post-secondary institutions.*

### Measures:

- Staff regularly provides students with current resources and information directly related to their postsecondary goals.
  - Ex. The school provides a job fair or brings in community members to assist students in better understanding career fields.
  - Ex. The student's annual secondary transition goals provide direct support relating to each student gaining a better understanding of career choices.
  
- Students are provided information on being self-supporting adults.
  - Ex. Students participate in a class to learn self-advocacy skills.
  - Ex. Students are provided instruction on requirements for college admission.

### Questions for students:

- ❖ Are you provided information and resources that will support you in reaching your post-secondary goal?

### Comments/Documentation:

---

## 5. Preparation for Adult Life

**Best Practice:** Students are provided information and resources through multiple means on independent living, self-determination, and community participation to ensure their success in post-secondary adult life. Students are provided opportunities to practice these skills in relation to their individual abilities. *Students are explicitly taught self-advocacy skills and methods for self-support in adult life.*

### Measures:

- Student are provided opportunities for supports in independent living, self-determination, and community participation.
  - Ex. Staff regularly include annual secondary transition goals in every students IEP for independent living (option A or B), and community participation.
  
- Students are provided information on being self-supporting adults.
  - Ex. Students participate in a class teaching self-advocacy skills.

Comments/Documentation:

---

**6. Communication among Students, Families, and Schools**

**Best Practice:** School professionals regularly communicate with all students and their families to provide *reciprocal, meaningful* and individualized support. *Students and families provide feedback regarding effectiveness of communication and supports.*

**Measures:**

- The LEA policy guides educators on the importance of regular parent communication.
  - Ex. Teachers document regular communication with all parents on celebrations and concerns.
  
- The LEA regularly provides a survey for parents on school strengths and suggested improvements. (Ex: LEA generated survey and the Oklahoma Parent Center Parent Survey)
  - Ex. A committee utilizes data to develops, disperses, and analyzes parent survey results to determine areas needing improvements and provides recommendations.

Comments/Documentation:

## 7. Community-Based Support Structure

**Best Practice:** School professionals frequently collaborate with community partners to provide *reciprocal, meaningful* and individualized support for students. Support is directly connected to students' chosen post-school options. *Students provide feedback regarding effectiveness of supports and services they receive.*

### Measures:

- The LEA provides community supports.
  - Ex. The LEA seeks community partners to provide individual support for students through community practice.
  
- The LEA regularly collaborates with community partners to receive feedback on services and supports.
  - Ex. The LEA gathers input from community partners on students' progress, needed supports, or changes.
  - Ex. The LEA gathers input from the student on needed supports or changes to the program.

Comments: /Documentation

## 8. Student Participation in the IEP Meeting

**Best Practice:** Transition age students are invited to the IEP meeting. School personnel encourage students to actively participate in the IEP meeting. Students are provided information and their input is sought prior to the IEP meeting. *Students are explicitly taught self-advocacy skills to enhance their participation in the IEP process.*

### Measures:

- Students are invited to the IEP meeting.
  - Ex. Students are listed as participants on the Notification of Meeting.
  - Ex. Students sign the IEP.
  
- Students actively participate in the IEP meeting.
  - Ex. Student's concerns are documented on the IEP.
  - Ex. Students ask questions at the IEP meeting.
  
- The LEA staff regularly seeks student input on progress and needs on a continuous basis and any changes needed are included in the IEP and implemented.
  - Ex. Teachers regularly meet with students.
  - Ex. Teachers regularly check student progress via online grading system.
  - Ex. Teachers are available to students.
  
- The LEA provides a self-advocacy guidance program for all students that address strategies to appropriately advocate ones strengths and needs.
  - Ex. Information on self-advocacy at IEP meetings is provided to students.
  - Ex. Teachers explain the IEP and the IEP process to students.

### Questions for students:

- ❖ Do you attend your annual IEP meetings?
- ❖ Do you feel you can provide input?

### Comments/Documentation:

## 9. Student Contact Information

**Best Practice:** A process is in place to ensure that student contact information is accurate and collected prior to student's graduation from high school. Information is kept in a central location. Information is sent to students prior to the survey. *Teachers contact students individually for the survey.*

### Measures:

- The LEA procedures provide staff steps to ensure current student contact information is updates prior to graduation.
  - Ex. The LEA verifies current contact information in the appropriate system.
- The staff is knowledgeable regarding post-school survey
  - Ex. All students are provided with information regarding the post-school survey one year after graduation and its impact on their community prior to graduation.
- The staff reminds previous year graduates of post school survey.
  - Ex. The staff contacts the previous year graduates to remind them of the post-school survey and its purpose.

Comments/Documentation:

