Indicator 13
Secondary Transition
Preparing Our Students for Life After High School
Today’s Objectives

1. A Review of the Required Components
2. Performance Trends for each Component
3. Overall Performance since Baseline was Established in SY 2019
IDEA Requirements
State Performance Plan/Annual Performance Report (SPP/APR)

The Annual Performance Report is published on HIDOE’s website for stakeholder and public access.
# Indicator 13 Compliance Components

8 Components, 4 Areas

<table>
<thead>
<tr>
<th>Component</th>
<th>Education</th>
<th>Training</th>
<th>Employment</th>
<th>Independent Living Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate measurable postsecondary goals</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>as appropriate</td>
</tr>
<tr>
<td>Postsecondary goals (PSGs) updated annually</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Age-appropriate transition assessments</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Transition services enable to meet PSGs</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>as appropriate</td>
</tr>
<tr>
<td>Courses of study enable to meet PSGs</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>as appropriate</td>
</tr>
<tr>
<td>Annual IEP goals related to transition services</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>as appropriate</td>
</tr>
<tr>
<td>Student invited to IEP meeting</td>
<td></td>
<td></td>
<td>✓</td>
<td>as appropriate</td>
</tr>
<tr>
<td>Representative from participating agency invited to IEP meeting</td>
<td></td>
<td></td>
<td></td>
<td>as appropriate</td>
</tr>
</tbody>
</table>
Data Source

- Rating of students’ IEPs
- Indicator 13 Checklist developed by the National Secondary Transition Technical Assistance Center & approved by the Office of Special Education Programs (OSEP)
- In order for an IEP to be in compliance with Indicator 13, each of the 8 components individually must meet the 100% compliance.
1. Is (are) there appropriate measurable postsecondary goal(s) in each area?

- **Education/Training** (Upon completion of high school, student will attend community college to study engineering).

- **Employment** (Upon completion of high school, student will work part time at least one year as a trainee at an engineering firm).

- **Independent Living as appropriate** (Upon completion of high school, student will live in an apartment with friends).

- Can the goal(s) be counted?

- Will the goal(s) occur after the student graduates from school?

- Based on the information available about the student, does (do) the postsecondary goal(s) seem appropriate for this student?
2. Is (are) the postsecondary goal(s) **updated annually?**

- Was (were) the postsecondary goal(s) addressed/updated in conjunction with the development of the current IEP?
- Compare the previous IEP to the current IEP.
- Postsecondary Goal(s) may be the same as the previous IEP; however, there needs to be evidence of updated information related to the preferences, interests, needs, strengths, courses of study and transition services.

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**Are the postsecondary goal(s) updated annually?**

SY 20-21 & 21-22

<table>
<thead>
<tr>
<th>Category</th>
<th>20-21</th>
<th>21-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>72%</td>
<td>81%</td>
</tr>
<tr>
<td>Training</td>
<td>71%</td>
<td>79%</td>
</tr>
<tr>
<td>Employment</td>
<td>73%</td>
<td>81%</td>
</tr>
<tr>
<td>Independent Living Skills</td>
<td>65%</td>
<td>79%</td>
</tr>
</tbody>
</table>

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3. Is there evidence that the measurable postsecondary goal(s) were based on **age-appropriate transition assessment(s)**?

**Transition Assessment documentation must:**

- be current (conducted within the last year); and
- include student’s preferences, interests, needs, and strengths to support determination of the postsecondary goal(s).

**Examples:**

- Aptitude Tests
- Interest and work inventories
- Achievement tests
- Interviews with students and parents
- Work-related temperament scales
- Job shadows
- Observations etc…

![Evidence measurable postsecondary goal(s) were based on age-appropriate transition assessments SY 20-21 & 21-22](image)
4. Are there **transition services** in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?

For each postsecondary goal, is there a transition service listed in association with meeting the postsecondary goal(s)?

Types of transition services include:

- Instruction
- Related Services
- Community Experiences
- Development of Employment and Other Post-School Adult Living Objectives
- Acquisition of Daily Living Skills
- Functional Vocational Assessment
5. Do the transition services include **courses of study** that will reasonably enable the student to meet his or her postsecondary goal(s)?

- Do the transition services include courses of study that align with the student’s postsecondary goal(s)?
- Are the courses of study a multi-year description of coursework from the student’s current to anticipated exit year that is designed to help achieve the student's desired post-school goal(s)?
6. Is (are) there **annual IEP goal(s)** related to the student’s transition services needs?

- For each of the postsecondary goal areas, is (are) there annual goal(s) and/or short-term objective(s) included in the IEP related to the student's transition services needs?
7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed?

- For the current year, is there documented evidence that the student was invited to attend the IEP team meeting?

![Evidence that the student was invited to IEP team meeting where transition services were discussed SY 20-21 & 21-22](image)
8. If appropriate, is there evidence that 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?

If there are transition services listed in the IEP that are likely to be provided or paid for by an outside agency, there must be documentation of:

- consent from the parent/guardian or adult student for the representative from the participating agency to be invited to the IEP meeting; and

- a representative from the participating agency was invited to the IEP meeting.
What Percent of IEPs Reviewed Meet the Requirements of Indicator 13 = 100% on each component?

Percent of IEPs reviewed that met the requirements of Indicator 13
SY 20-21 & 21-22

- 20-21: 14.12%
- 21-22: 19.22%
HIDOE Indicator 13 Performance

Indicator 13 Data
Upward Trend

Baseline

2019
13.57%

2020
14.12%

2021
19.22%

Preliminary Data

Target is 100%
Questions

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