

Indicator 13 – Secondary Transition



Percentage of students reviewed for compliance who have compliant secondary transition goals on their individualized education program (IEP).

Why is the indicator important?

High-quality, compliant secondary transition goals provide youth with individualized education programs (IEPs) access to special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

Studies show that students with quality secondary transition IEPs are more likely to stay in school, graduate, and experience positive outcomes in post-secondary education, training, employment, independent living, and community participation.

Where does the data come from?

The data used for calculating this percentage are based on the Idaho State Department of Education (SDE) review of student files submitted by districts and charters, also known as local education agencies (LEAs). Indicator 13 data are collected through the General Supervision File Review (GSFR). As part of this compliance review, LEAs are required first to do an internal review of a sample of their student files using the state's compliance checklists. The SDE then selects a sample of these files and reviews them for compliance with the Individuals with Disabilities Education Act (IDEA). Indicator 13 focuses specifically on making sure that all required secondary transition elements are included in secondary IEPs. Secondary transition goals are a required part of the IEP when the student is turning age 16 through age 21.

How is the indicator calculated?

$$\begin{array}{l} \# \text{ Students with compliant Secondary Transition goals} \\ \div \\ \# \text{ Students who were reviewed with a secondary IEP} \\ \hline = \\ \% \text{ of students with compliant Secondary Transition goals} \end{array}$$

What are the goals of the indicator?

Idaho's goal is to have 100% of secondary students with disabilities have compliant secondary transition goals. Quality measurable transition goals help keep students engaged while in high school and prepare them for success after leaving high school. The goal for Indicator 13 – Secondary Transition is set by the Office of Special Education Programs (OSEP) to ensure states focus on achieving 100% compliance with IDEA.



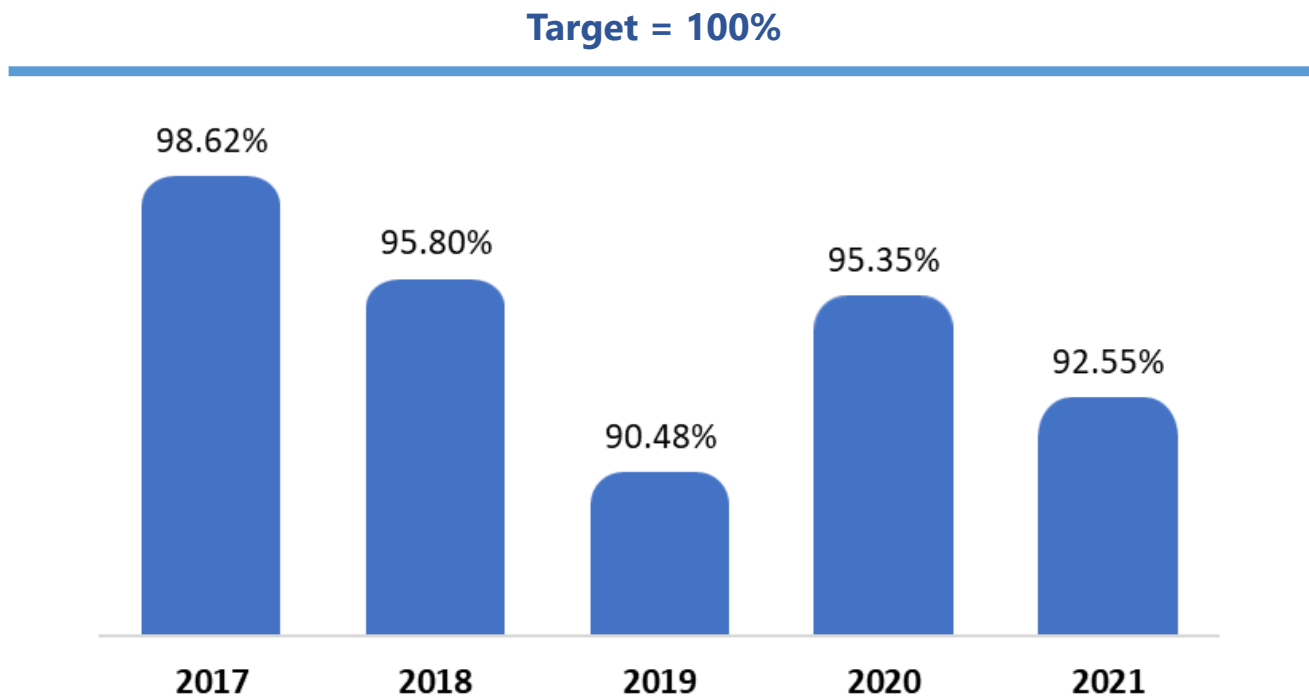
* State Performance Plan / Annual Performance Report (SPP/APR) .

How are the data used?

State Performance Plan/Annual Performance Report (SPP/APR) information, including Secondary Transition data, is used when identifying districts and charters schools or local education agencies (LEAs) for additional support and training. LEAs that are well below state targets may receive targeted supports or be prioritized for additional funding and resources to help improve processes and program evaluation.

In addition any LEA identified with one or more cases of noncompliance must go back and make sure that all noncompliance is corrected at the student level. This means that for each student where noncompliance was identified the LEA must create compliant secondary transition goals specific to the students needs. The LEA must then prove that their system is compliant by providing additional student files that show 100% compliance in secondary transition.

Idaho's Progress to State Targets



Additional Information

IEPs reviewed for FFY 2021 data collection represented a time frame with reduced access to community-based employment and training opportunities due to the COVID-19 pandemic.

Idaho has seen substantial turnover and shortages of educational staff in the local education agencies. Short staffing, including limited numbers of substitute teachers, has reduced LEA team's flexibility to attend professional development or training. The SDE Secondary Transition Coordinator now conducts monthly recorded webinars on secondary transition, program exit, and other secondary special education topics to improve access to training. The main audience for these webinars are teachers and secondary transition service providers. By providing directed webinars, the SDE is working to make sure that training reaches the necessary individuals.