

SPPI 13: Secondary Transition

Folder Review Checklist – Optional for LEA Use

This checklist can be utilized by local education agencies (LEAs) during SPPI 13 folder reviews for students who meet the criteria for the [data collection period of July 1- June 30](#) of a given year.¹ Actual SPPI 13 data are submitted through the Texas Education Agency Login (TEAL) SPPI 13 application. If used, it is recommended that a copy of this form be placed in the student’s special education eligibility folder. Guiding questions, discussion/notes, and sources of information can be found in the [SPPI 13: Secondary Transition Data Collection Guidance](#) document.

State Performance Plan Indicator 13 (SPPI 13) measures the percent of youth with Individualized Education Programs (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 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)).

Local Education Agency (LEA) Information

LEA Name:

6-digit County District Number:

3-digit Campus Number:

Reviewer’s Name (optional):

Student Information

10-digit TSDS Unique ID:

First Name:

Last Name:

Date of Birth:

Grade Level:

Folder Review Date:

¹ See [SPPI Submission Schedule](#) for data source, data collection timeline, and data collection period designations.

As each student’s folder/IEP is reviewed, check the appropriate response for each item: Yes, No, or N/A (Not Applicable).

	Yes	No	N/A
1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?			
2. Are the postsecondary goals updated annually?			
3. Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?			
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?			
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?			
6. Is (are) there annual IEP goal(s) related to the student’s transition service needs?			
7. Is there evidence that the student was invited to the Admission, Review, and Dismissal Committee (ARD) meeting where transition services were discussed?			
8. If appropriate, is there evidence that a representative of any participating agency was invited to the Admission, Review, and Dismissal Committee (ARD) meeting with the prior consent of the parent or student who has reached the age of majority? <u>Note:</u> N/A is an acceptable response for the following reasons only. Check one if applicable. It is not appropriate to invite an agency. There is no documentation that the parent’s or adult student’s consent was given.			