

Ensuring Effective Secondary Programs and Post-Secondary Outcomes:

Pennsylvania's Indicator 13 Process Cohort # 2 Wrap Up and Next Steps

May 4, 2010



PaTTAN's Mission

The Pennsylvania Training and Technical Assistance Network is an initiative of the Pennsylvania Department of Education working in partnership with families and local education agencies to support programs and services to improve student learning and achievement.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Goals for Today's Session

- Summarize and review effective transition practices using the six-step process
- Overview concept of standards-aligned Measurable Annual Goals
- Provide opportunity for Cohort # 2 LEAs to reflect on lessons learned and next steps for implementation
- Provide examples of effective implementation

Beginning with the end in mind...

Our Vision for Pennsylvania Students

Every Student by Name...

- Proficient in core subjects
- **Graduates from high school, ready for post-secondary education & career**
- Achieves equitable outcomes, regardless of background, condition or circumstances





STANDARDS ALIGNED SYSTEM


is a comprehensive approach to support student achievement across the Commonwealth.

“Every child by name reaching core academic proficiency in core academic disciplines regardless of zip code, economic status, race, ethnicity or disability.”

Secretary of Education
Gerald L. Zahorchak, D.Ed.



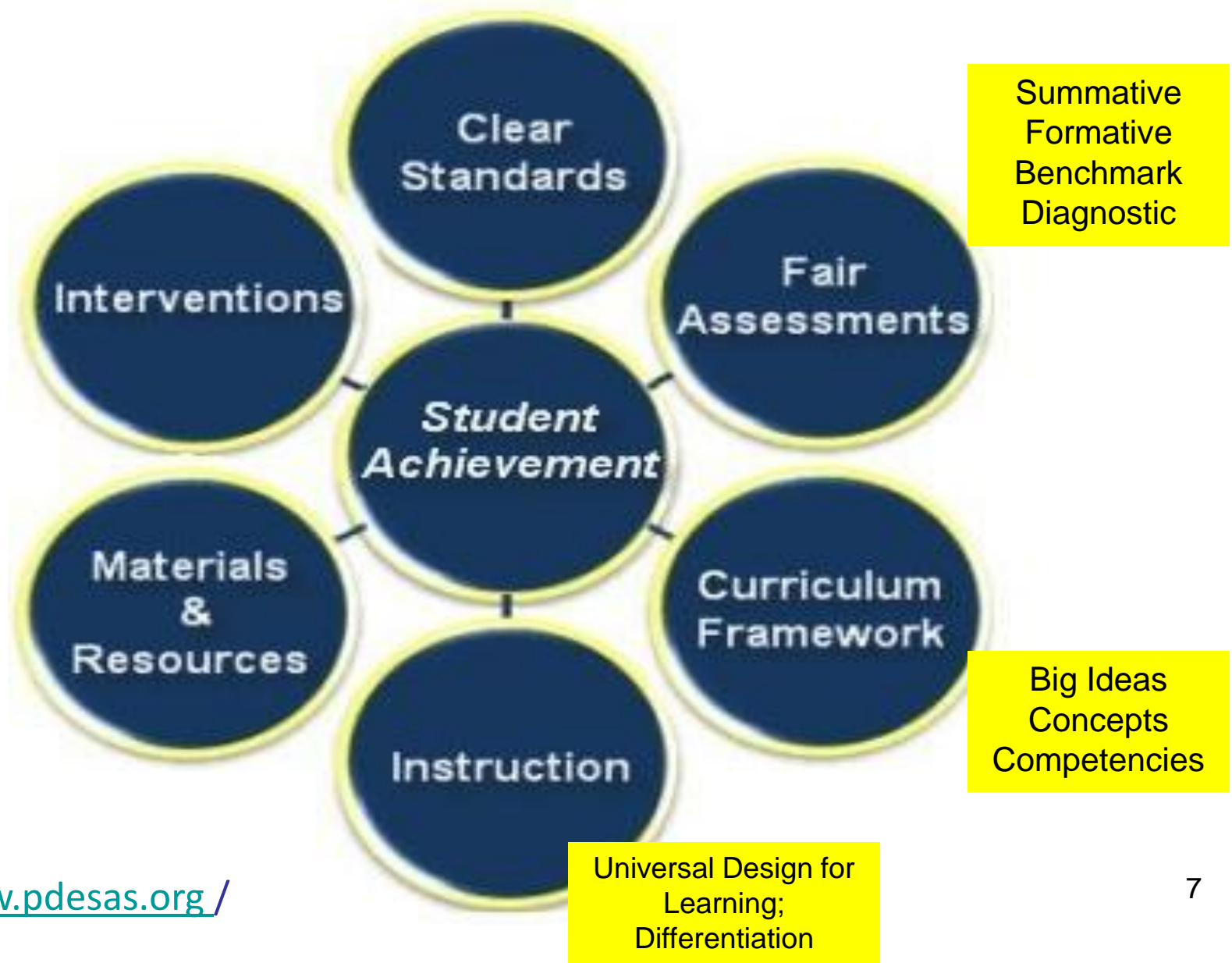
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 **ED HUB NEWS**

- Education Secretary Zahorchak Announces Pennsylvania's '2010 Teacher of the Year'
- Governor Rendell Signs Education Budget Preserving Pennsylvania's Academic Progress, Keeping Property Taxes Down

Pennsylvania's Standards-Aligned System (SAS)



State Performance Plan (SPP) – 20 Indicators

1. Graduation

2. Drop-Out

3. Participation and performance on statewide assessments

4. Suspension and Expulsion

5. LRE school age students (age 6-21)

6. LRE early intervention (3-5)

7. Early intervention improvement goals

8. Parent involvement

9. (and 10) Disproportionality

11. Evaluation timelines

12. Transition from birth - 3 to early intervention (ages 3-5) program

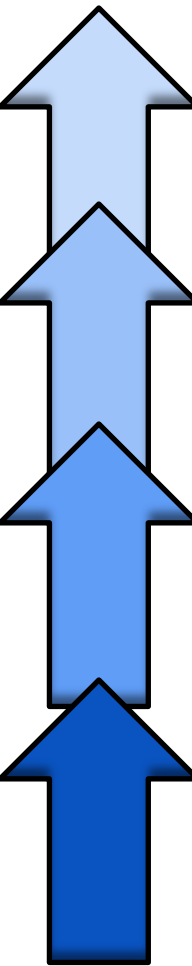
13. Transition services for students age 16 – 21

14. Post-school outcomes

15-20 General Supervision

Monitoring, state agency complaints, due process, mediation, resolution sessions, data reporting

Every student by name regardless of background, condition or circumstance...
Proficient in core subjects
Graduates from high school, ready for post-secondary education and career
Achieves high outcomes



- **Indicator 14:**
- Students achieving their post-secondary goals

- **Indicators 1 and 2:**
- Students actively engaged, staying in school and graduating

- **Indicator 13**
- High quality IEPs designed to help students achieve their post-secondary goals

- **The foundation:**
- High quality, rigorous, standards-aligned secondary school programs for all students

Another Reason Why:
Indicator 13 Cohort # 1 Pre/Post Data 2008-09

Indicator 13 Element	Results Prior to Training (% yes)	Results After Training(% yes)
1. Age Appropriate Transition Assessment	36.7%	86.3%
2. Post-Secondary Goal(s)	40.2%	89.9%
3. Courses of Study	43.2%	89.0%
4. Transition Services	40.7%	89.4%
5. Agency representation	37.3%	85.3%
6. Measurable annual goals	37.3%	85.3%
Percent of fully compliant IEPs	13.8%	73.9%

Indicator 13 Success = Compliance Monitoring Success



Report Out from
an Ind. 13 Cohort
1 LEA

2009-2010 Indicator 13 IEP Review Checklist

INDICATOR 13 ELEMENT	Pre Review	Post Review
1. Age-appropriate transition assessment		
2. Post-Secondary Goal(s) identified clearly		
3. Post-secondary goals updated annually		
4. Evidence that the student was invited to the IEP meeting		
5. Evidence that agency representatives were invited with parent consent		
6. Courses of Study identified		
7. Transition Services to improve the academic and functional achievement		
8. Measurable annual goals that will reasonably enable the child to meet the post-secondary goal(s)?		
○ Condition		
○ Student Name		
○ Clearly Defined Behavior		
○ Performance Criteria		
Summary: Does the IEP meet the requirements of Indicator 13?		12

What We've Learned: Training

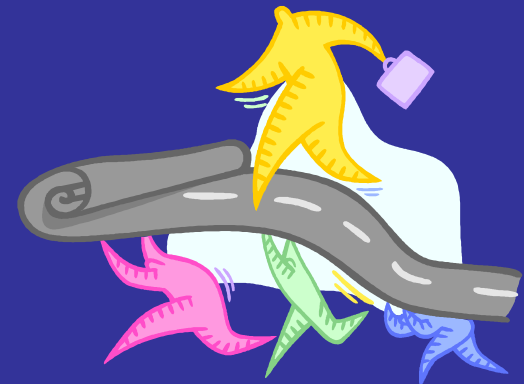
- Training or Technical Assistance works best when provided in local or regional trainings
- Examining individual IEPs, with individual or small group guided practice and targeted on-site support are essential to improving IEP quality
- ***Administrators are critical team members***
- More work continues to be needed across the state to improve quality of IEPs and overall transition services

The Big Picture of Transition

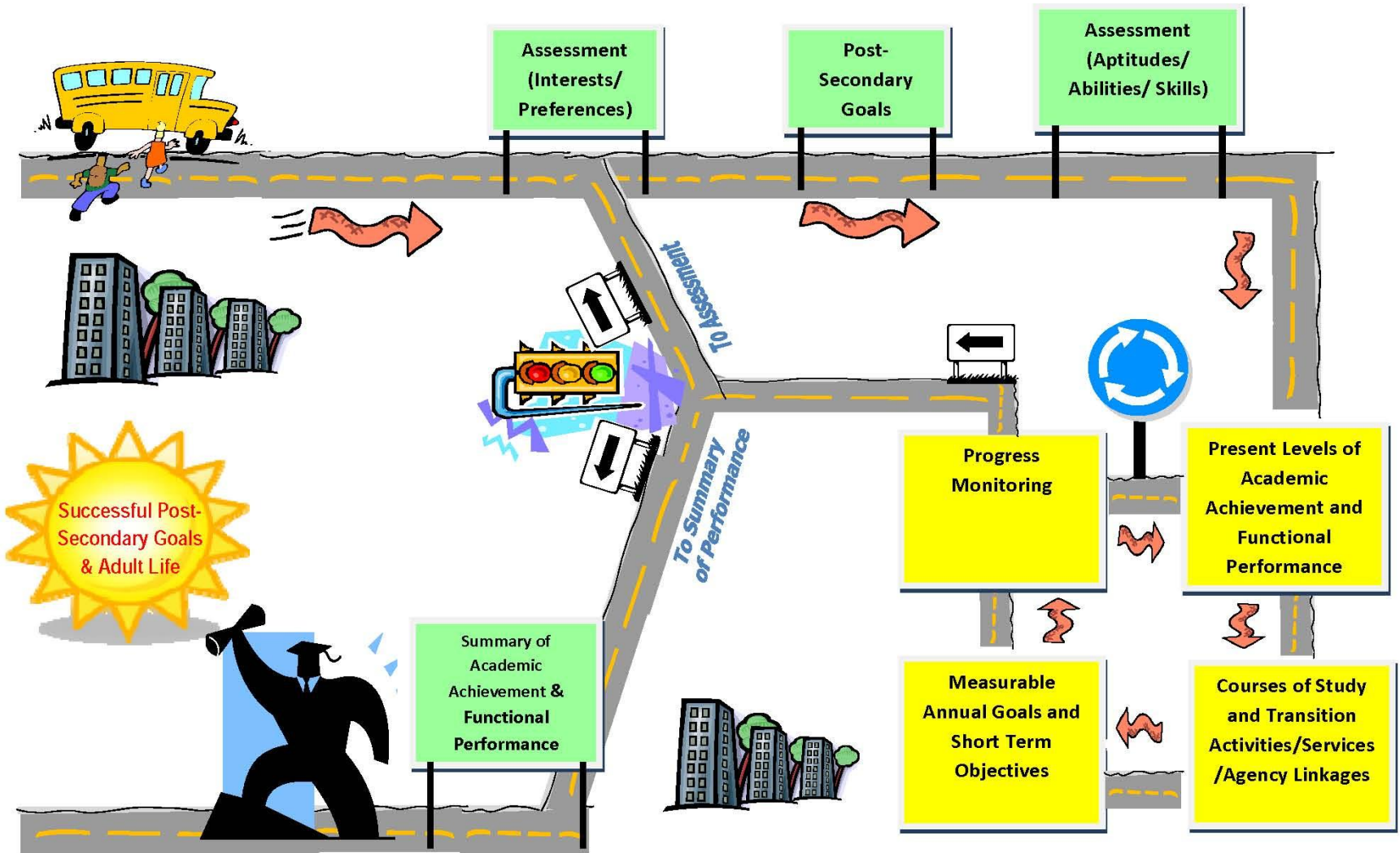
- Guiding Questions for School Leaders to keep in mind:
 - What are we doing to support each of our students in achieving their post-secondary goals?
 - What are the strengths of our current transition services?
 - How might we refine our transition services to serve the needs of each of our students?
- Use optional *Administrative Considerations* form as we go through today's webinar.

Ensuring Coordinated, Measurable IEP Goals and Transition Services

“A Process for Secondary Transition”



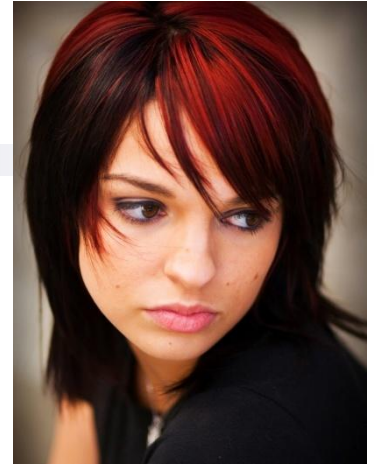
Secondary Transition in a Standards Aligned System: Roadmap



A Process for Addressing Transition

- Step One:** Use assessment to identify the student's post-secondary desired goals or vision.
- Step Two:** Describe the student's Present Levels of Academic Achievement / Functional Performance (PLAAFP), embedding Assessment data
- Step Three:** Establish Transition Team partnerships
- Step Four:** Design a Transition Plan that includes courses of study and Services/Activities (transition grid)
- Step Five:** Determine Measurable Annual Goals that address skill deficits and lead to post-secondary goals
- Step Six:** Monitor progress and adjust instruction based on data

Caroline



- 15 year old 10th grader
- Recent behavioral concerns
- Positive Behavioral Support Plan developed
- Interested in cosmetology and going to Career Technical Education Program next year
- Writing skill deficits
- Math skill deficits
- Strengths in art and sports

Indicator 13 Training = Development of Effective Secondary Transition Programs



Report Out from
an Indicator 13
Cohort # 2 LEA

Report Out from an Indicator 13 Cohort # 2 LEA

1. What did your district's Ind. 13 training involvement?
2. From a compliance/Ind. 13 check list perspective - how did your teachers/district progress between their pre and post tests?
3. How did this training help you enhance your secondary transition/educational program for students age 14-21?
4. Describe the organizational tool that your district developed that maps out the activities and assessments to choose from by grade.
5. Are there any suggestions that you could make for other administrators regarding the Ind. 13 process?

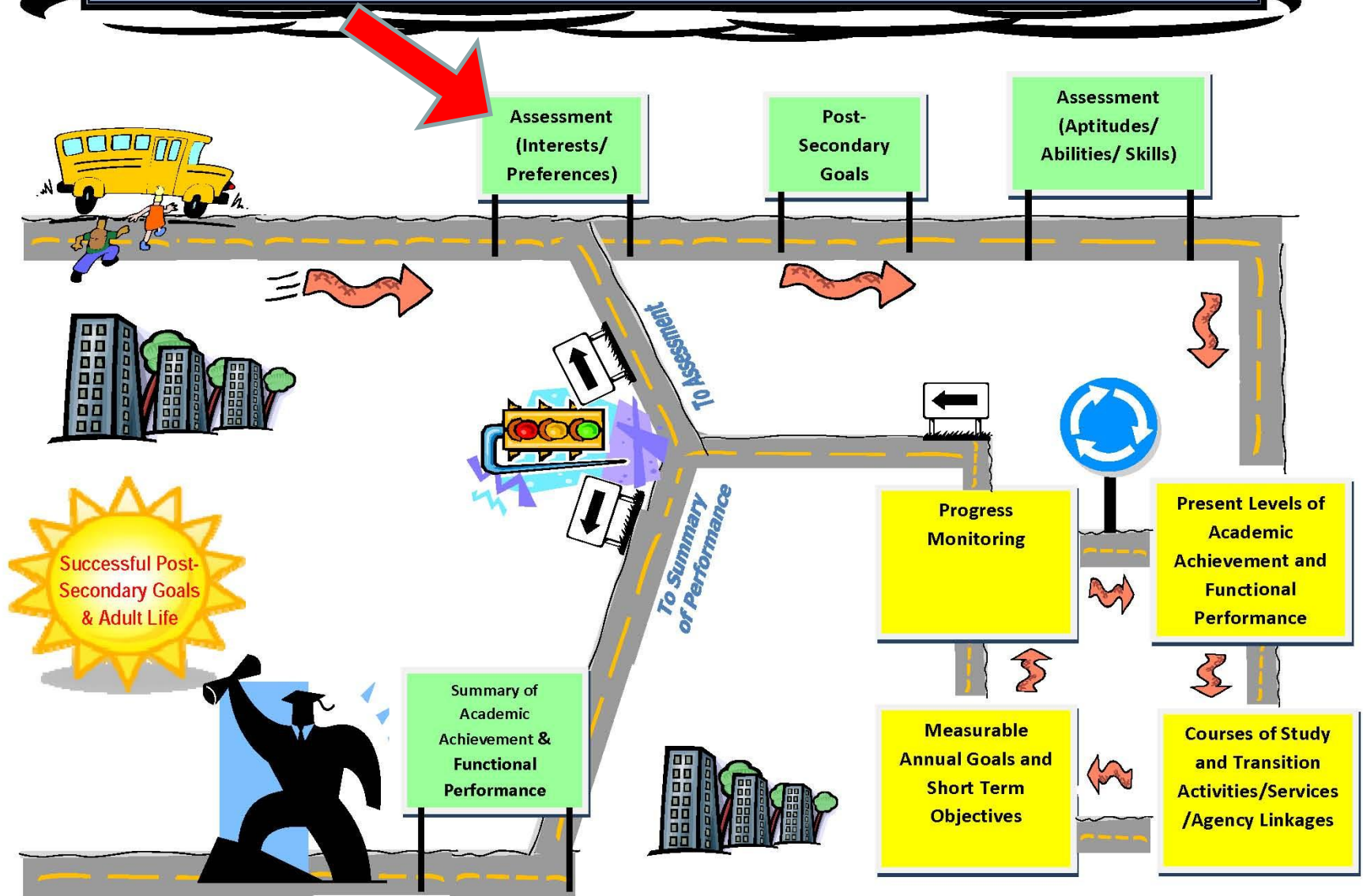
Step One:



Use assessment to identify the student's post-secondary desired goals or vision.



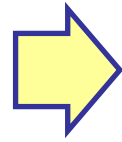
Secondary Transition in a Standards Aligned System: Roadmap



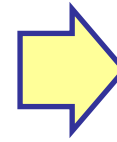
Age appropriate transition assessment is needed to:

Identify
interests and
preferences

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graph LR; A[Identify interests and preferences] --> B[Set post-secondary goals]; B --> C[Further assess aptitudes, abilities, skills];
```



Set post-
secondary
goals



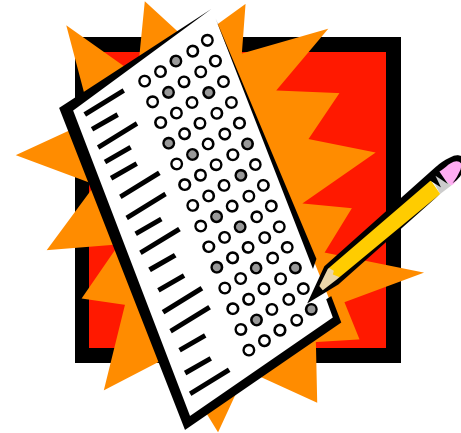
Further assess
aptitudes,
abilities, skills

Interests – a
measure of
opinions, attitudes
and preferences

Preferences – what
the student values
and likes

Assessment is...

A process of gathering relevant information to plan, evaluate, or make decisions (academic assessment, transition assessment, career assessment, vocational assessment).

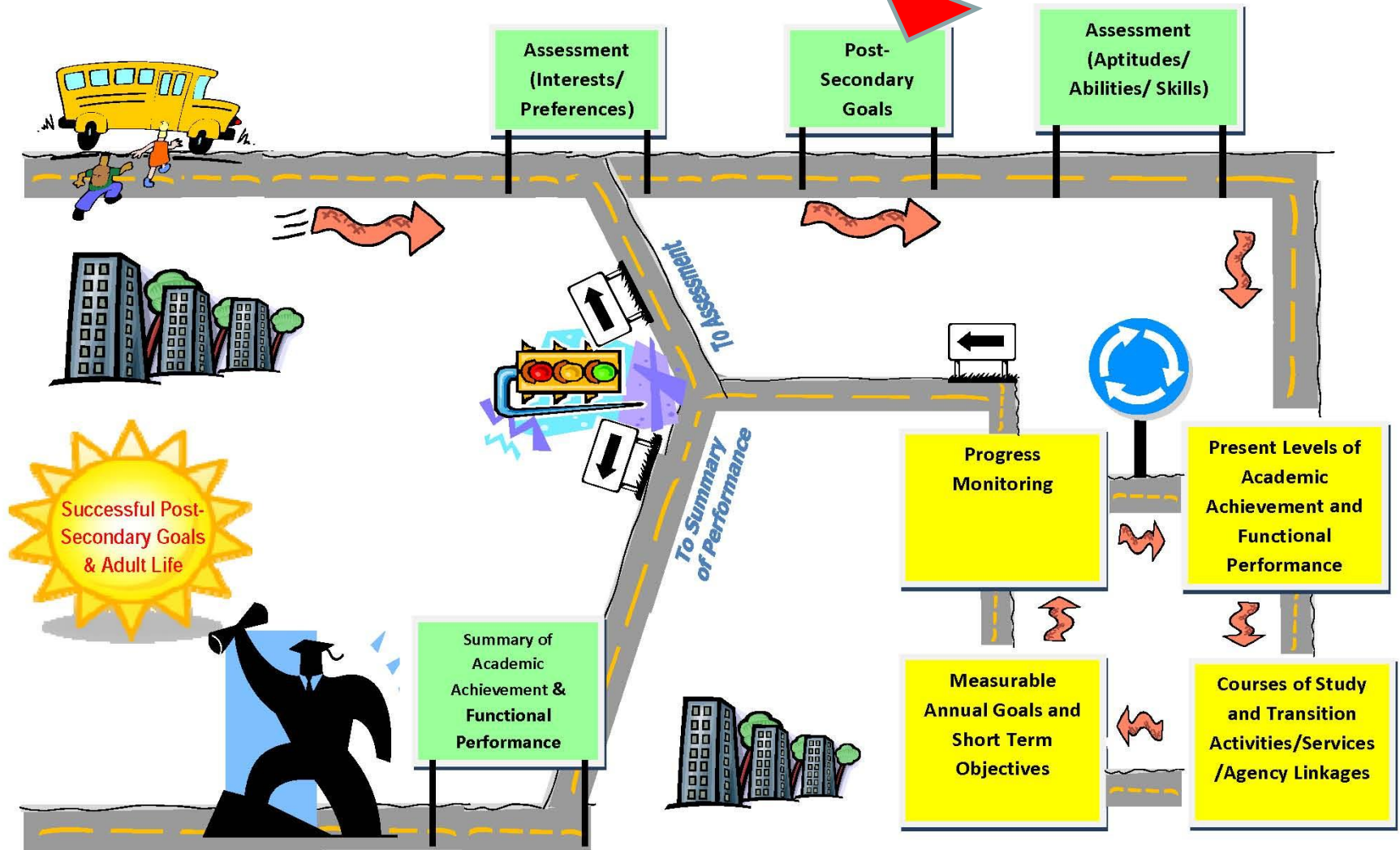


Information can be gathered from multiple people and places over a period of time.

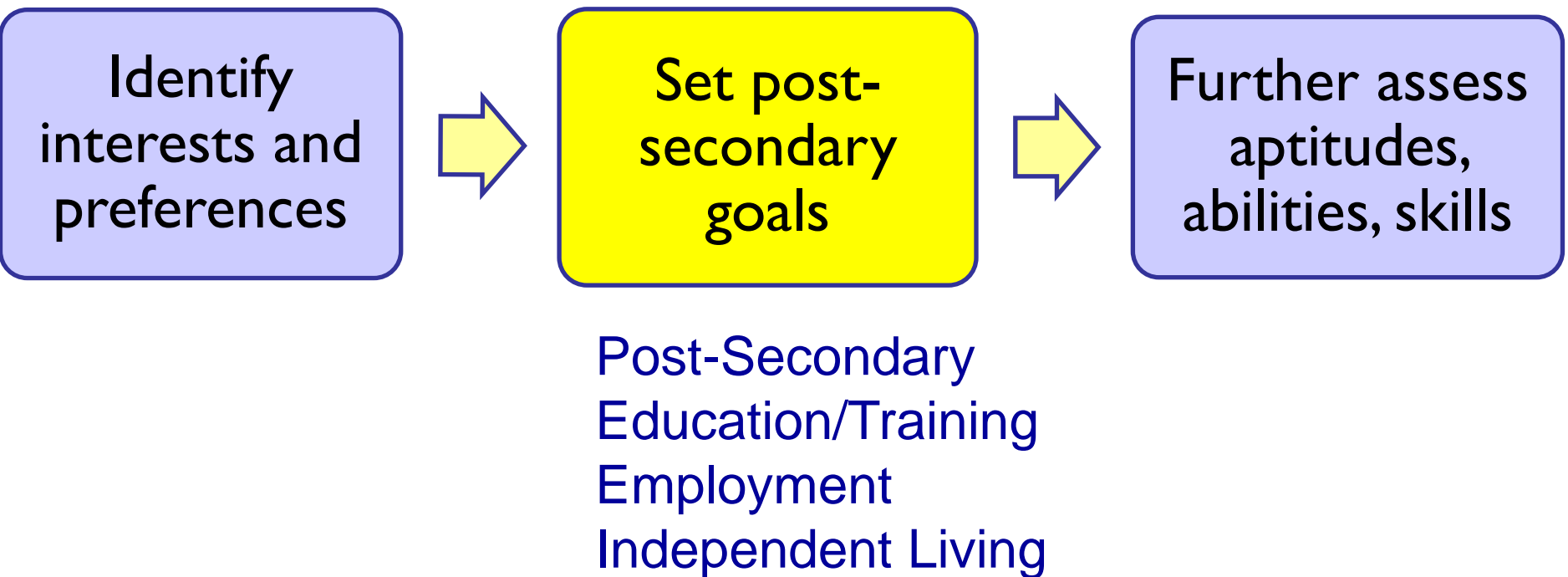
Assessing Interests: **Examples:**

- Bridges Interest Inventory
- Transition Survey: Student
- Transition Survey: Parent
- Observations
- Aviator Assessment
- Kuder General Interest Survey (KGIS)
- Career Cruising
- www.pacareerzone.org
- Person-Centered Planning
- Casey's Life Skills Inventory or Personal Preference Indicator
- A Life for Me- Cyber Community
- Choose and Take Action
- Your Employment Selection (YES)

Secondary Transition in a Standards Aligned System: Roadmap



Age appropriate transition assessment is needed to:



Post -Secondary Goals

- Identify what student will do **AFTER** high school
- Based on information gathered on interests and preferences
- Must address each area:
 - **Post-Secondary Education/Training**
 - **Employment**
 - **Independent Living**
- **NOT** the same as events that occur **IN** high school
- **NOT** the same thing as IEP Measurable Annual Goals
- **Must be updated annually.**



Post Secondary Education/Training: Sample Statements

- Caroline has a goal of enrolling in postsecondary training in the area of cosmetology or a related field.
- Phillip has a goal of enrolling in postsecondary training in the area of automobile repair or a related field.
- LeToyia's goal is to attend a four year college to pursue her interest in working with persons with hearing loss.
- Shawna's goal is to attend an employment training program for work in a clerical area.
- ***Or, The IEP team has documented that a goal and related services/activities for this area is not needed at this time.***

Employment: Sample Statements

- Caroline has a goal of competitive employment in the area of cosmetology or a related field once she has completed her training.
- Phillip has a goal of working in an auto repair shop after high school.
- Andre plans to seek employment in Video Production after graduation from college.
- Cindy has a goal of supported employment in the area of food service.
- Lee plans to enlist in the Army after High School.
- Mark's goal is to work with computers after graduation.
- *Or, The IEP team has documented that, given her intense medical and cognitive challenges, a goal and related services/activities for employment are not appropriate for Diane at this time.*

Independent Living: Sample Statements

- Caroline's goal is to live independently at some point after graduation.
- Zack's goal is to live with his family. He will need supports to access community resources.
- Greg's goal is to live with friends in a supervised community setting.
- Jenny's goal is to live in an apartment in the community and to access community resources and programs with supports.
- *Or: The IEP team has documented that, given her high level of independence, an independent living goal and related services/activities are not needed for LeToyia at this time.*

Sample Services/Activities: **Caroline**

<p>Independent Living Goal, if appropriate: Caroline has a goal of living independently at some point after graduation.</p>	<p>Measurable Annual Goal <u>Yes</u>/No (Document in Section V)</p>
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Courses of Study:
 Biology, English, American History, Algebra I, Art, Drivers Education (second semester)

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
*Develop budgeting skills	High School Resource Room	During the School Day	10/2/08	10/1/09	LEA, Special Education Staff
Participate in after-school Drivers Education Class	High School	One time per week after school, second semester	1/15/09	6/5/09	General Education Staff
Explore Pennsylvania Youth Leadership Network (PYLN) Toolkit during Resource period	High School	Biweekly	10/2/08	10/1/09	LEA, Special Education Staff

** Denotes measurable annual goal*

Caroline's Present Education Levels that support the need for Independent Living goal

- As a result of her stated need to learn budgeting skills for independent living, Caroline's skills with money and budgeting were assessed using teacher made probes. When working with simulated checks, she was able enter check amounts and use a calculator to add deposits and subtract checks and fees. She did so with 100% accuracy 2 out of 3 times. When working with a simulated Debit Card account and a calculator, she entered deposits and subtracted purchases and fees with 100% accuracy for three consecutive probes. Even with a calculator, however, she was only 40% accurate when attempting to work on a budget sheet which identified income and expenditures. She will need more work in this area to help her move towards eventual living on her own.
- On her interview and student survey, Caroline has indicated that she would like to live on her own within a few years of graduation. She is able to handle her own money but may need to learn independent living skills for the future, such as budgeting. She states that she would like to learn to drive and use her earnings to buy her own car.
- Caroline is not able to describe her disability or self advocate for her needs.
- Ms. S. reports that ... now that Caroline is working part time, she needs assistance with managing a budget. Caroline does have responsibilities at home, including keeping her room and the bathroom clean, taking out the trash and recycling, and helping with meal preparation and cleanup.

Sample Independent Living Goal: Phillip

Independent Living goal:

The IEP team has documented that a goal and related services /activities for independent living are not needed for Phillip at this time.

Measurable
Annual Goal
Yes/No

(Document in
Section V)

Courses of Study :

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible

**NOTE: If a goal area is NOT selected, leave the rest of the grid BLANK!
Document reason in Present Levels!**

Sample Present Education Levels:

Phillip's Functional Performance

- Phillip missed only two days of school last year. He had one tardy and no office disciplinary referrals.
- Phillip is independent in daily living skills, and plans to eventually live on his own once he is earning a living. He passed his driver's exam last spring, and drives to his part time job at Pizza Hut. He likes his job, his attendance at work is good, and he reports getting along well with his co-workers and his shift manager. He recently used his earnings to buy a used car, which he enjoys working on.
- An informal parent survey, as well as the Comprehensive Informal Inventory of Knowledge and Skills for Transition, were given by the district, and indicate that Phillip is self sufficient and age appropriate in all areas of independent living.

Post-Secondary Goals and the Grid

- IEP Team must address each post-secondary goal area.
- If a post-secondary goal area is not selected:
 - Present education levels must use data to document why.
 - Use a statement such as, ***“The IEP team has documented that a goal and related services and activities for this area is not needed at this time.”***
 - DO NOT write “N/A”, “none” or leave the goal area blank.
 - DO leave the remainder of that section of the grid blank
- If there are discrepancies within the team regarding post-secondary goals, address in present education levels.

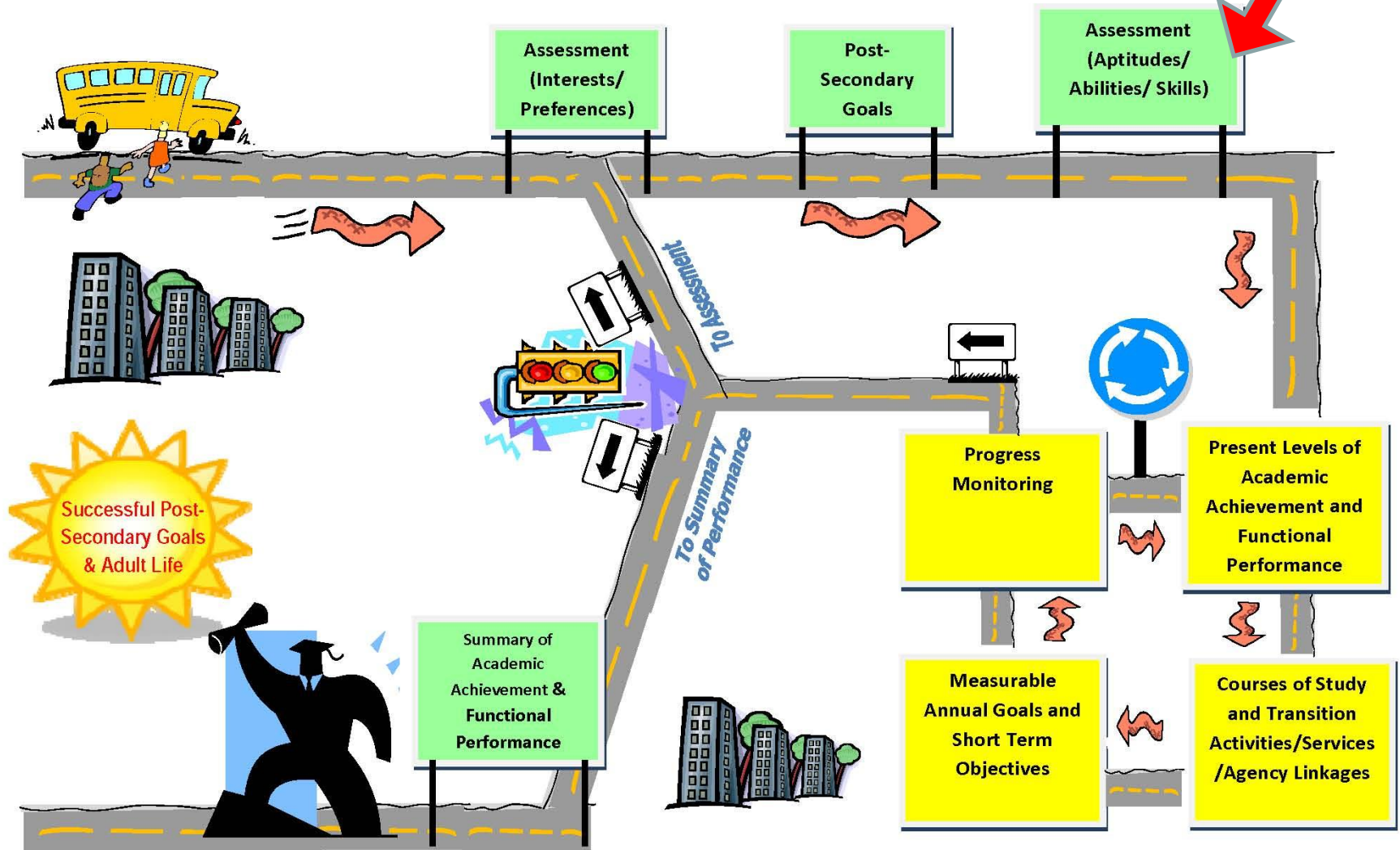
Updating Post-Secondary Goals

- Post-secondary goals must be updated each year!
- This means that assessment data must be updated (formally or informally) and reviewed each year.
- Post-secondary goals may not necessarily change from year to year, but Present Education Levels must be updated to reflect that the team reviewed the goal.
- For example, in 8th grade, Jack indicated that he expressed interest in working in the area of architecture. Further assessment in 9th grade indicates that Jack is now interested in carpentry, and plans to attend the CTE program for carpentry.

What happens when students have “unrealistic” goals?

- Use ongoing assessment and data to work through “unrealistic” goals.
- Further assessment may indicate, for example:
 - Student who wants to be a veterinarian may actually have interest in a “helping” role.
 - Student who wants to be a pilot may have an interest in settings near air transport.
 - Student interested in professional sports career may actually be interested in working with sporting goods or with people.

Secondary Transition in a Standards Aligned System: Roadmap



Identifying student's post secondary goals leads to further assessments...



Abilities: talents or acquired skills

Aptitudes: combination of characteristics that helps us know if the student might learn or become proficient in a particular area

Matching assessments to goals...

Gathering information to help us know if/how the student can reach his/her goals:

- Does Caroline have the reading and math skills needed to succeed in a cosmetology program?
- Will Zack be able to travel independently to work?
- Will Shawna be able to plan and manage meals?
- Does Phillip have adequate reading skills to succeed in a highly technical postsecondary program?
- What supports will LeToyia need in college?
- **Include this information in Present Levels of Academic Achievement and Functional Performance.**

Domains of Assessment that Inform Transition

Assessment is individualized to include as appropriate:

- Academic Skills
- Organizational skills
- Social Skills
- Dexterity Skills
- Communication Skills
- Self Help Skills
- Travel Skills
- Mobility Skills
- Workplace Values
- Self Determination and Self Advocacy Skills



Types of Assessments that Inform Transition

- Curriculum-Based Assessments
- Classroom quizzes
comprehension checks,,
essays, checklists
- Ecological Assessment
- Functional Behavioral Assessment
- Teacher Questionnaires
- Work Samples
- Portfolios
- Information from employers
- Situational Assessment
- Information from student and family members
- Student Survey or Interview
- Parent Survey/Interview
- Observations
(Home/School/Community)

What We've Learned: Assessment

Successful LEAs:

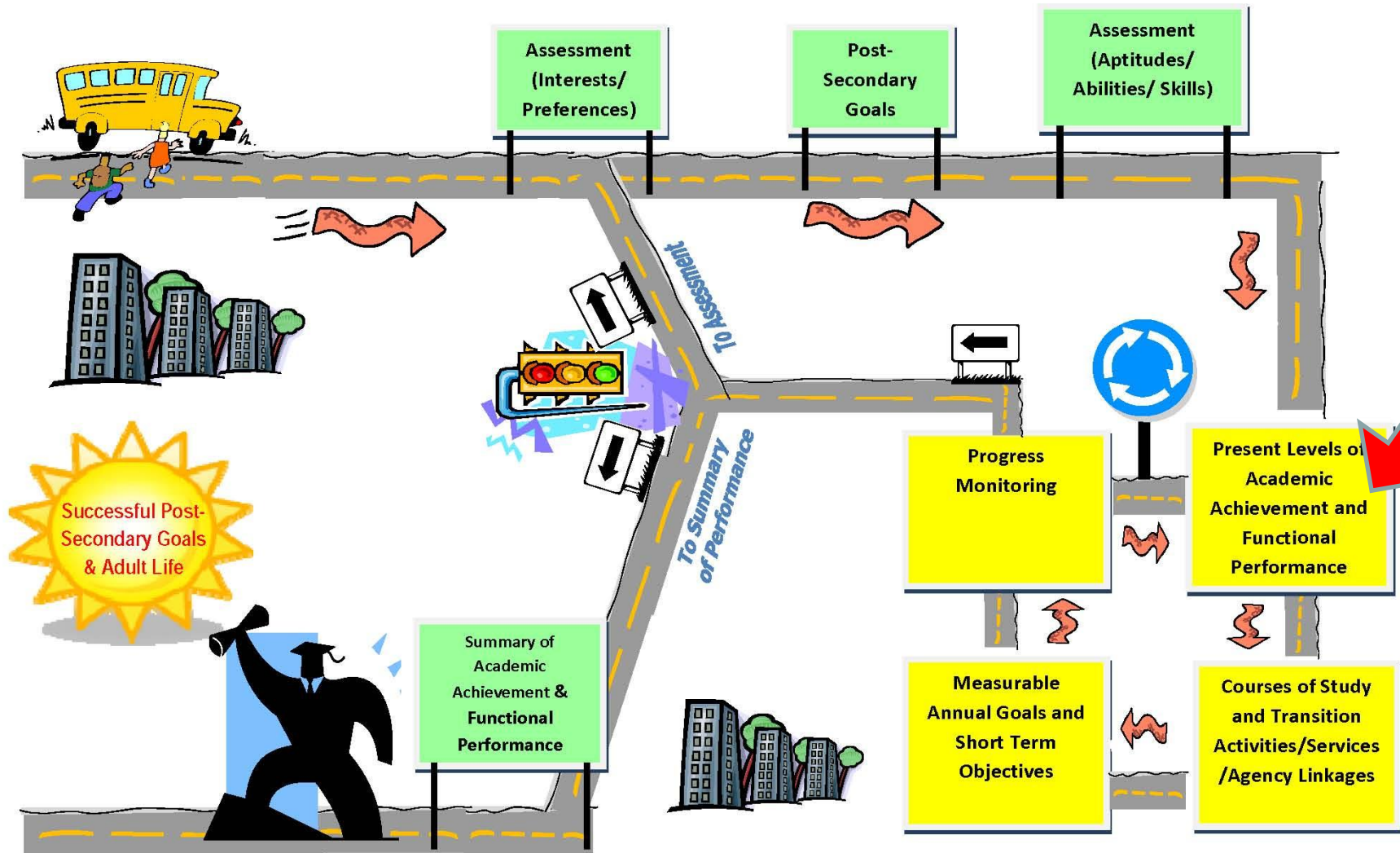
- Develop an assessment plan beginning at the elementary level that includes outlining recommended assessments by grade
- Make use of assessments provided for **all** students
- Use a variety of assessments to address academic, functional, career related areas
- Use a flexible combination formal and informal assessments
- Actively engage the student in the assessment process
- Customize assessment as needed to address student's post-secondary goals, academic and functional levels

Step Two:

Describe the student's
Present Levels of
Academic Achievement
/ Functional
Performance (PLAAFP)
(incorporating
Assessment data)



Secondary Transition in a Standards Aligned System: Roadmap



Before you write academic and functional levels...

Recommendation: Introduce the student with a brief paragraph that includes....

- Student name
- Grade/ School
- Academic program
- Disability
- Anticipated year of graduation
- Any special services receiving
- Post-secondary goals including post secondary, employment, independent living



Address Each Bullet: *Leave No Area Blank*

- Present levels of academic performance
- Present levels of functional performance
- Present levels related to current post-secondary transition goals (if student is 14, or younger if determined by the IEP team)
- Parental concerns for enhancing the education of the student
- How student's disability affects involvement and progress in general education curriculum
- Strengths
- Academic, developmental, and functional needs related to the student's disability

Present levels of academic achievement

- Helpful to address by skill area: Reading, Writing, Math, etc.
- Include summative, benchmark, formative data (and diagnostic if relevant)
- **Interpret** all assessment data!
- Include other measurable data that acts as baseline for current goals
- Include both Instructional level AND grade level information
- Progress monitoring data on current goals

Present levels of academic achievement

(cont.)

- Input from teachers
- Listening comprehension (esp. if reading is a need)
- Specially designed instruction that works for the student
- Use of assistive technology
- Grades and reports from classroom teachers
- How does academic achievement relates to reaching his/her future goals?

Present levels of Functional Performance

- Functional behavioral assessment and relevant behavioral data
- Social, behavioral skills
- PT, OT, mobility
- Self help, Activities of Daily Living (ADL)
- Organizational skills if not addressed with academics
- Progress monitoring data related to any related goals

Present levels of Functional Performance

- Ecological assessment data
- Recreation, community participation
- Relevant social information
- Relevant health information
- Agency support being provided, if appropriate
- Summary of relevant information from other agencies
- How does the functional performance relate to the student reaching his/her future goals?

Present Levels of Functional Performance: Describing Behaviors

Description should answer these questions:

- What specific type of behavior does the student exhibit?
- Approximately how frequently does this occur?
- What is happening or under what circumstances does the behavior typically occur?
- What is the perceived function of the behavior (result of FBA)?
- What does the student say about his/her behavior?

Present levels related to current postsecondary transition goals

- Name, describe, and interpret results of assessments of interests, preferences, aptitudes for careers
- Describe the student's goals for each of the three areas:
 - Postsecondary Education:
 - Employment:
 - Independent Living:
- Reminder: If any goal area is not selected, present education levels must use assessment to document WHY.
- Post-secondary goals must be updated each year!

Parental concerns for enhancing the education of the student

Be sure to include:

- Parent transition survey information – (if not already included in the transition section)
- Other relevant parent information regarding student strengths, needs
- Parent concerns
- Parent information regarding agency supports, e.g., outside agencies involved, agencies invited to IEP



How the student's disability affects involvement and progress in the general education curriculum

- *How does the information presented in the previous sections impact the student's ability to be successful in the curriculum?*

Strengths

- Transition planning builds on student strengths
- Examples:
 - Academic strengths
 - Self determination/ self advocacy
 - Work related behaviors
 - Communication skills



Academic, developmental, and functional Needs related to student's disability

- A **prioritized** list of the student's skill deficits that must be addressed in order to meet the student's post-secondary goals (organization, math, reading comprehension, written language, social/behavioral skills, self management skills, mobility skills, communication skills, etc.)
- What other services will the student need?
- If listing additional supports that the student needs, be sure to list these in the appropriate areas of the IEP!

Academic, developmental, and functional Needs related to student's disability (cont.)

Example:

- Jared needs to increase organizational and time management skills to complete assignments on time.
- Jared needs to develop skills in reading comprehension, particularly making inferences.
- Jared needs to improve conventions of writing: grammar, punctuation, and capitalization.
- Jared needs to develop pragmatic communication skills such as use of idioms in social and employment situations.
- If listing additional supports that the student needs, be sure to address within the IEP!

Reminder

- *All Needs must be met through:*
 - *Measurable Annual Goals*
 - *Transition services and activities*
 - *Specially designed instruction*



Caroline's Present Levels- Math

- Caroline is included for Algebra I class, with the support of a special education co-teacher in the classroom. She is cooperative in class, although she has three missing assignments this year. Accommodations that work for her include breaking assignments into chunks, frequent feedback and encouragement, and use of graphic organizers or drawings.
- Caroline has scored at the Basic Level on the last three 4Sight Math Benchmark assessments (which assess skills on 11th grade standards/anchors). Her Scaled Scores have continually increased since beginning at the Low Below Basic level in fall of 2008. Most frequent errors are with Algebraic concepts (solving equations and inequalities), with great improvement noted in Numbers and Operations since last year. Caroline expressed pride in having mastered last year's math goal of performing basic operations with fractions and percents with 80% accuracy on biweekly probes. She will continue to practice Numbers and Operations skills during her resource period in preparation for her Cosmetology program .
- Since January 2009, Caroline has been assessed biweekly using the AIMSS Algebra Foundations. This 42-item (50 point) measure was designed to reflect five core concepts and skills that are viewed as the foundations of algebra, using five minute probes. Caroline has improved from 7 correct answers to 13 correct answers. Consistent attainment of 22 correct answers in a five minute probe would be indicative of improved overall skill and fluency in foundational skills for algebra. Caroline states that she enjoys seeing her progress on the probes.

Caroline's Present Levels- Math (cont.)

- As a result of her stated need to learn budgeting skills for independent living, Caroline's skills with money and budgeting were assessed using teacher made probes. When working with simulated checks, she was able enter check amounts and use a calculator to add deposits and subtract checks and fees. She did so with 100% accuracy on 2 out of three simulations. When working with a simulated Debit Card account and a calculator, she also entered deposits and subtracted purchases and fees with 100% accuracy for three consecutive probes.
- Even with a calculator, however, she was only 40% accurate when attempting to work on a budget sheet which identified income and expenditures. She will need more work in this area to help her move towards eventual living on her own.
- Caroline's skill deficits in math and Algebra will impact her ability to be successful with moving towards her post-secondary goals.

Caroline's Present Levels - Writing

- Written language assignments remain challenging for Caroline, and writing assignments of any length may become an antecedent for refusal or a verbal outburst. These difficulties have been especially manifested in her academic courses (Science, English, and Social Studies) that require more written assignments. In general, Caroline has more difficulty with longer or less structured assignments. She states that writing is stressful for her and sometimes she goes blank. Since she performed well in her Computers Class last year, she has been encouraged to use the classroom computers to type her work. This adjustment has made some writing and editing assignments easier, thus reducing the occurrence of behavioral outbreaks that occur when she is asked to write or to edit her work.
- Caroline is more cooperative when given assistance on writing assignments from her LS teacher during her support period, especially when using word processing. Recently, her LS teacher has been having her verbalize her ideas, and then use graphic organizer software to help her get started. Breaking writing assignments into manageable chunks is also helpful for her.
- Caroline had been using three minute biweekly writing probes, with scores varying from 4 words per minute to 17 words per minute, depending on her own behavior and mood. These scores indicate that her overall writing fluency is weak in comparison to other 10th grade students. However, this format of writing probes has been recently discontinued due to Caroline's behavioral responses. Caroline has expressed willingness to try the probes using a word processor in the learning support classroom, and her two baseline scores were 16 and 19 words typed per minute.

Caroline's FBA Summary

- The team conducted a Functional Behavioral Assessment in September 2008. Baseline data was collected over an 11 day period in the three classes where problems had occurred most frequently: Biology, English, and American History classes. Refusals were defined as “putting her head on the desk, muttering under her breath when asked to complete a task, failing to begin the task and closing her book or notebook with a bang.” Some refusals escalate to verbal challenges to staff (saying “make me”, swearing, name calling).
- Overall rate of refusals in the three targeted classes over 11 days was 13 refusals out of 31 assignments for a rate of .42 refusals per assignment. This summary of data indicates that she is refusing about 40% of assignments in general, with the highest rate in English (.6) and the lowest rate in Biology (.25).
- In an interview for her FBA, Caroline indicated that she is frequently embarrassed by her behavior but states that she cannot help herself sometimes. Caroline has several friends at school, but she reported that she is not spending as much time with them outside of school this year. She expressed fear that her behavior will cause friends and peers who have known her since grade school to start to avoid her. In the past two weeks, she has had two absences.

Caroline's Present Levels -Organization

- Last year, Caroline maintained grades in the 72-82% range in most subjects except for English, where her grades ranged from 67-76%. Strategies that helped her include chunking assignments, graphic organizers, peer support and rehearsal with peers, and frequent feedback and encouragement.
- Caroline has struggled with organizational skills, losing or misplacing assignments on average of four a week, and forgetting folders, notebook, or other classroom essentials, despite using a planner. This year, the problem is worse. As of early October, she was missing a total of 23 assignments across Algebra, English, Biology, and American History classes, with grades in the failing range in English, Biology, and American History due to missing work.
- Caroline's poor organizational skills, coupled with her current refusals to complete some assignments, represent a barrier to success at school and in her future career plans.

Caroline's Prioritized Needs (skill deficits)

Caroline needs to:

- Develop more acceptable alternative (replacement) skills to the behaviors that she displays during assignments perceived as difficult.
- Improve organizational skills that impact assignment completion, as these are needed both at school and in future workplaces.
- Improve skill deficits in writing, beginning with overall fluency and willingness to write.
- Improve skills with algebraic concepts including solving equations and inequalities.
- Develop skills with budgeting to support her independent living goals.

Caroline's Needs (cont.)

Caroline also needs to:

- Expand her use of standard word processing (i.e. *Microsoft Word*) features, and graphic organizer software (e.g. *Inspiration*) and utilize these as a tool for completing assignments
- Develop coping skills to employ when anxious, frustrated or angry, as skill deficits in these areas will negatively impact her success in high school as well as future career endeavors. This instruction/support needs to be coordinated with her community service provider.
- Begin to develop an understanding of her disability and the transition process.
- All of the above are skills she needs in order to complete High School and move towards her preference for cosmetology or a related field. Developing the above skills will impact her level of confidence as well.
- Caroline needs further exploration of various career and postsecondary education options in order to make informed choices.

Alignment: Present Ed Levels to Goals



- Present Levels of Academic Achievement and Functional Performance : Baseline information that gives a starting point.



- Needs: Areas of need that must be addressed in the IEP



- Grid: Services or Activities listed in the Transition Grid that will help the student to achieve his/her post-secondary goals



- Measurable Annual Goals: Specific areas of skill deficits that will be targeted for instruction and monitoring



- Progress Monitoring: How, and how often, we will monitor the skill to ensure that student is on track to achieve the goal.

What We've Learned: Present Levels

Successful LEAs:

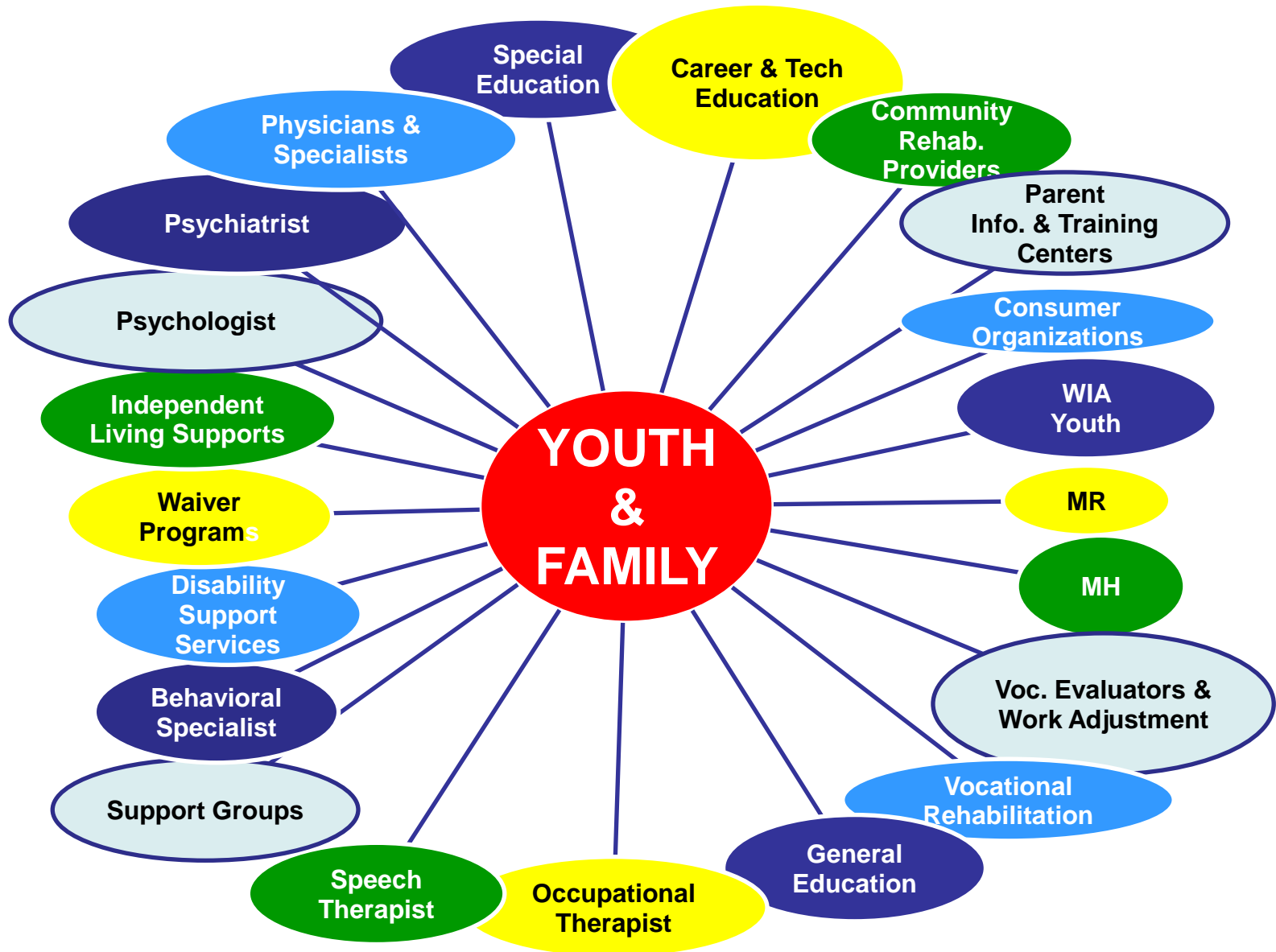
- Stress the development of clear and measurable Present Levels of Academic Achievement and Functional Performance (PLAAFPs) as the starting point for the rest of the IEP
- Provide interpretation and utilization of all listed assessment data
- Ensure that all stated strengths and needs are backed up with assessment
- Ensure that all information written in the PLAAFPs is **relevant, useful, and understandable**
- Align all areas to transition post-secondary goals
- Monitor the integration of all sources of information to create a true picture of the student (OT, PT, Speech, behavior, etc.)
- Monitor for jargon, outdated, or useless information
- Make sure that parents, students, other professionals can truly understand present levels

Step Three:

**Establish
Transition
Team
Partnerships**



Transition Team Partners



IEP Team Participants for Transition Planning

Required Members

- **Student (Indicator 13 requirement!)**
- parents/guardians
- local education agency representative (LEA)
- general education teacher
- special education teacher
- career-technical education representative (if being considered)

Other Members

- SD transition coordinator
- psychologist
- guidance counselor
- instructional support staff
- job coach (if considered)
- employer representative
- **community/agency representatives IF likely to provide or pay for services**
- relatives/friends/advocate

Agency Involvement in Transition

- Agency invitation is based on *individual* needs.
 - Younger students may not need agency involvement (unless have MH-MR supports or foster care, disability-related need).
 - OVR may not be involved till 11th or 12th grade.
 - Agency involvement may vary by region.
- Parent understanding leads to parent consent.
- Document agency invitation on IEP Invite.
- Use Transition or Parent section of Present Levels, if needed, to describe any special circumstances regarding agency participation (i.e. student is too young to initiate services; parents refused agency participation.)

What We've Learned About Agency Involvement

Successful LEAs:

- Have a good working knowledge of agencies and providers in their community.
- Work hard to create an inviting atmosphere for students, parents, and agencies to participate as active team members.
- Establish a system of obtaining information from families regarding agency involvement .
- Establish a system to establish parent understanding and consent.
- Form strong agency partnerships whenever possible.
- Work with students to have a good understanding of which agencies can support them.
- Integrate information/data into the IEP if a stakeholder can't participate in person at the IEP meeting.
- Contact regional offices if problems at the local level cannot be resolved (e.g., consistent failure of an agency to respond or attend).

Step Four:

Design a Transition Plan that includes:

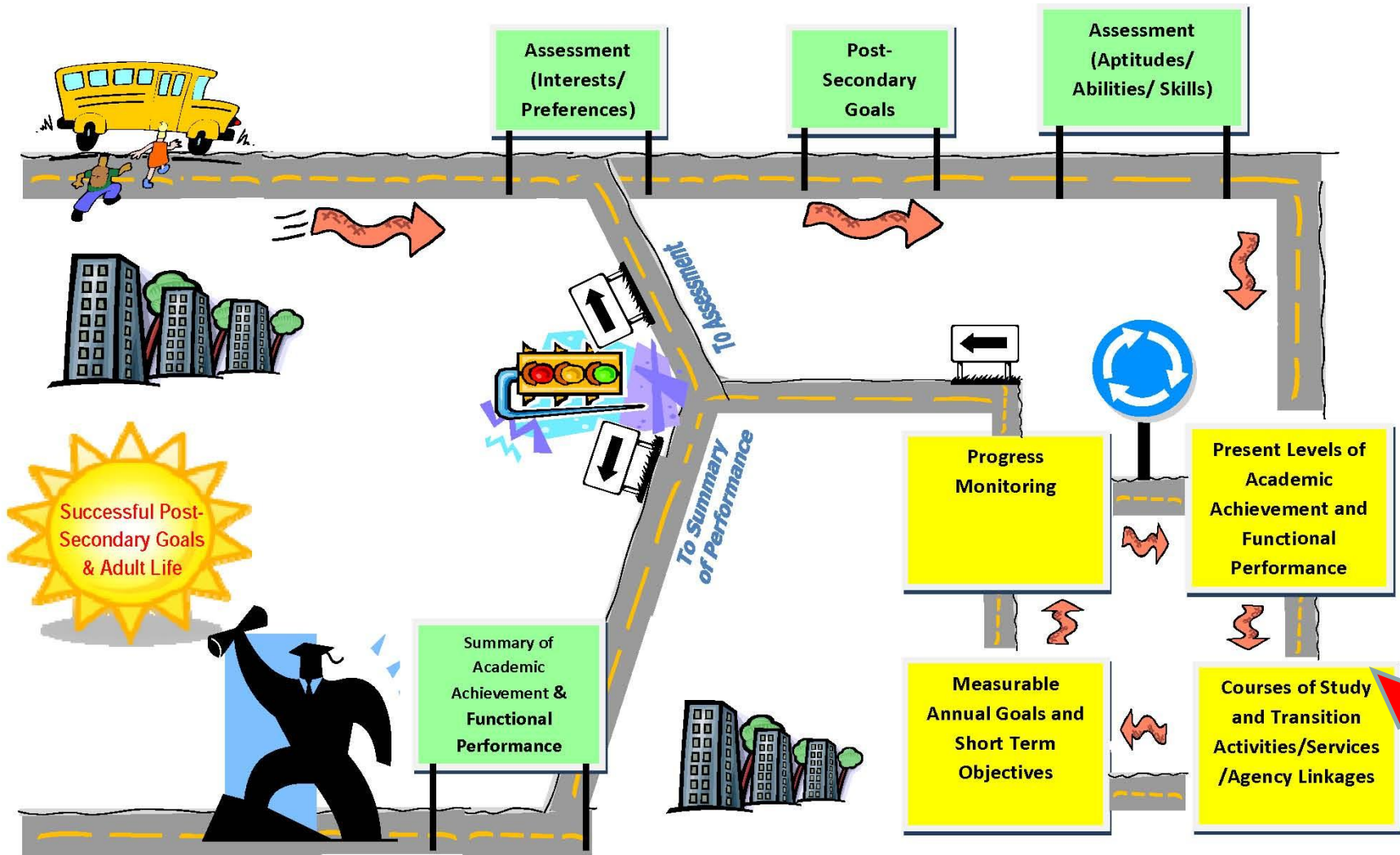
Courses of Study and Services/Activities

Section III of the IEP

“The Transition Grid”

Employment Goal:					Measurable Annual Goal <u>Yes/No</u> (Document in Section V)
Courses of Study :					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible

Secondary Transition in a Standards Aligned System: Roadmap



Sample Grid → Post-Secondary Education: **Caroline**

Postsecondary Education and Training Goal:

Caroline has a goal of enrolling in postsecondary training in the area of cosmetology or a related field.

Measurable
Annual Goal
Yes/No
(Document in
Section V)

Courses of Study:

Biology, English, American History, Algebra I, Art

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible
*Increase writing fluency and willingness to write.	High School Academic classes and Resource Room	During the school day	10/2/08	10/1/09	LEA, General and Special Education Staff
Expand use of word processing and graphic organizer software to complete assignments	High School Academic classes and Resource Room	During the school day	10/2/08	10/1/09	LEA, General and Special Education Staff
*Improve skills in solving algebraic equations and inequalities	High School Academic Classes and Resource Room	During the school day		10/1/09	LEA, General and Special Education Staff

*** Denotes measurable annual goal**

Sample Grid → Employment: **Caroline**

<small>Employment Goal:</small> Employment Goal: Caroline has a goal of competitive employment in the area of cosmetology or a related field once she has completed her training.					Measurable Annual Goal <u>Yes/No</u> (Document in Section V)
Courses of Study: Biology, English, American History, Algebra I, Art					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
Counseling to develop and use coping strategies to manage anger, frustration, anxiety.	High School	30 minutes/week	10/2/08	10/1/09	LEA
*Development and monitoring of replacement/ coping skills to reduce inappropriate responses to assignments and increase assignment completion.	High School Academic classes and Resource Room	Each school day	10/2/08		LEA, General and Special Education Staff, Counselor
*Instruction on organizational skills and use of a self monitoring checklist to support bringing appropriate materials and assignments.	High School Academic classes and Resource Room	Each school day	10/2/08	10/1/09	LEA, General and Special Education Staff

** Denotes measurable annual goal*

Sample Grid – Independent Living: **Caroline**

<small>Employment Goal:</small> Independent Living Goal, if appropriate: Caroline has a goal of living independently at some point after graduation.	Measurable Annual Goal <u>Yes</u> /No (Document in Section V)
---	---

Courses of Study:
 Biology, English, American History, Algebra I, Art, Drivers Education (second semester)

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
*Develop budgeting skills	High School Resource Room	During the School Day	10/2/08	10/1/09	LEA, Special Education Staff
Participate in after-school Drivers Education Class	High School	One time per week after school, second semester	1/15/09	6/5/09	LEA, Special Education Staff
Explore Pennsylvania Youth Leadership Network (PYLN) Toolkit during Resource period	High School	Biweekly		10/1/09	LEA, Special Education Staff

*** Denotes measurable annual goal**

Courses of Study



- Part of the “coordinated set of activities” that help student move from high school to identified post-secondary goals
- Support academic and functional achievement
- Should promote graduation by meeting district standards
- List courses by name- not “functional curriculum” or “college prep”
- Reflect current year’s courses.
- **NOTE:** If courses will change during the duration of the IEP, be sure to update or clearly identify the school year or time period

Transition Service / Activity

- Action steps – both activities and services
- Services include **instructional services to address skill deficits** (e.g., reading, writing, behavior, organization, etc.), supported by Measurable Annual Goals
- Slated to occur during current IEP
- Lead to achievement of post-secondary goal
- Put all together from 1st year to final year of transition planning = coordinated set of activities



Sample Services...

...THAT ADDRESS SKILL DEFICITS AND LEAD TO MEASURABLE ANNUAL GOAL & PROGRESS MONITORING

- Developing reading comprehension
- Travel training
- Language therapy to improve oral communication
- Community based instruction
- Social skills training
- Improving functional math skills: budgeting, measuring to the inch, etc.

Sample Activities...

...DO NOT NEED A MEASURABLE ANNUAL GOAL

- Visit a college fair
- Complete a virtual tour
- Compile list of pros & cons of working right after HS
- Meet with guidance counselor to determine schedule
- Group meeting with OVR counselor

Don't Forget....

For each postsecondary goal....

- Post-secondary Education
 - Employment
 - Independent Living
-
- There must be at least one Measurable Annual Goal referenced in the Transition Grid.
 - Conversely, each Measurable Annual Goal should be referenced in the Grid.

What We've Learned: Services and Activities

Successful LEAs:

- Implement a variety of services and activities based on individual needs – and avoid services by category of disability
- Make use of activities that occur as part of the general education curriculum:
 - Portfolios
 - Career classes
 - Employment fairs
 - College or post-secondary fairs
- Develop an activity plan beginning at the middle school level that includes outlining activities by grade
- Make use of all resources (community, provider agencies, IU supports) to address needs of students with disabilities
- Help students understand their services and activities and how these related to their post-secondary goals

Alignment: Present Ed Levels to Goals

PLAAFP

- Present Levels of Academic Achievement and Functional Performance : Baseline information that gives a starting point.

Needs

- Needs: Areas of need that must be addressed in the IEP

Grid

- Grid: Services or Activities listed in the Transition Grid that will help the student to achieve his/her post-secondary goals

MAGs

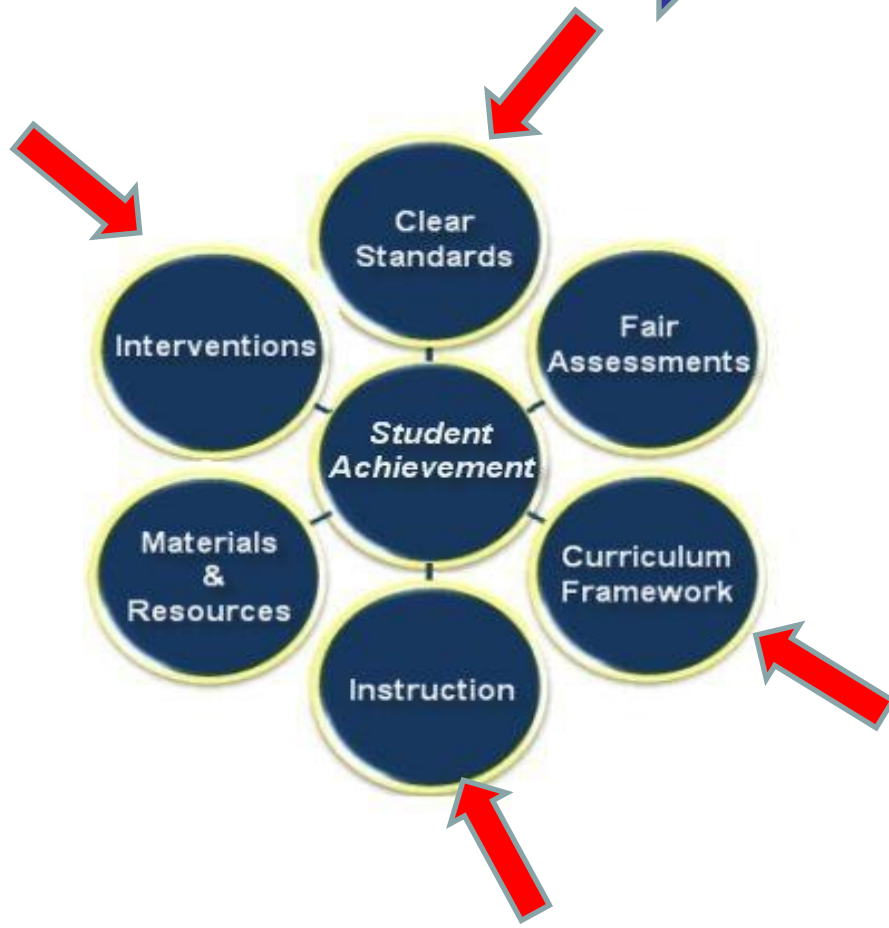
- Measurable Annual Goals: Specific areas of skill deficits that will be targeted for instruction and monitoring

Progress Monitoring

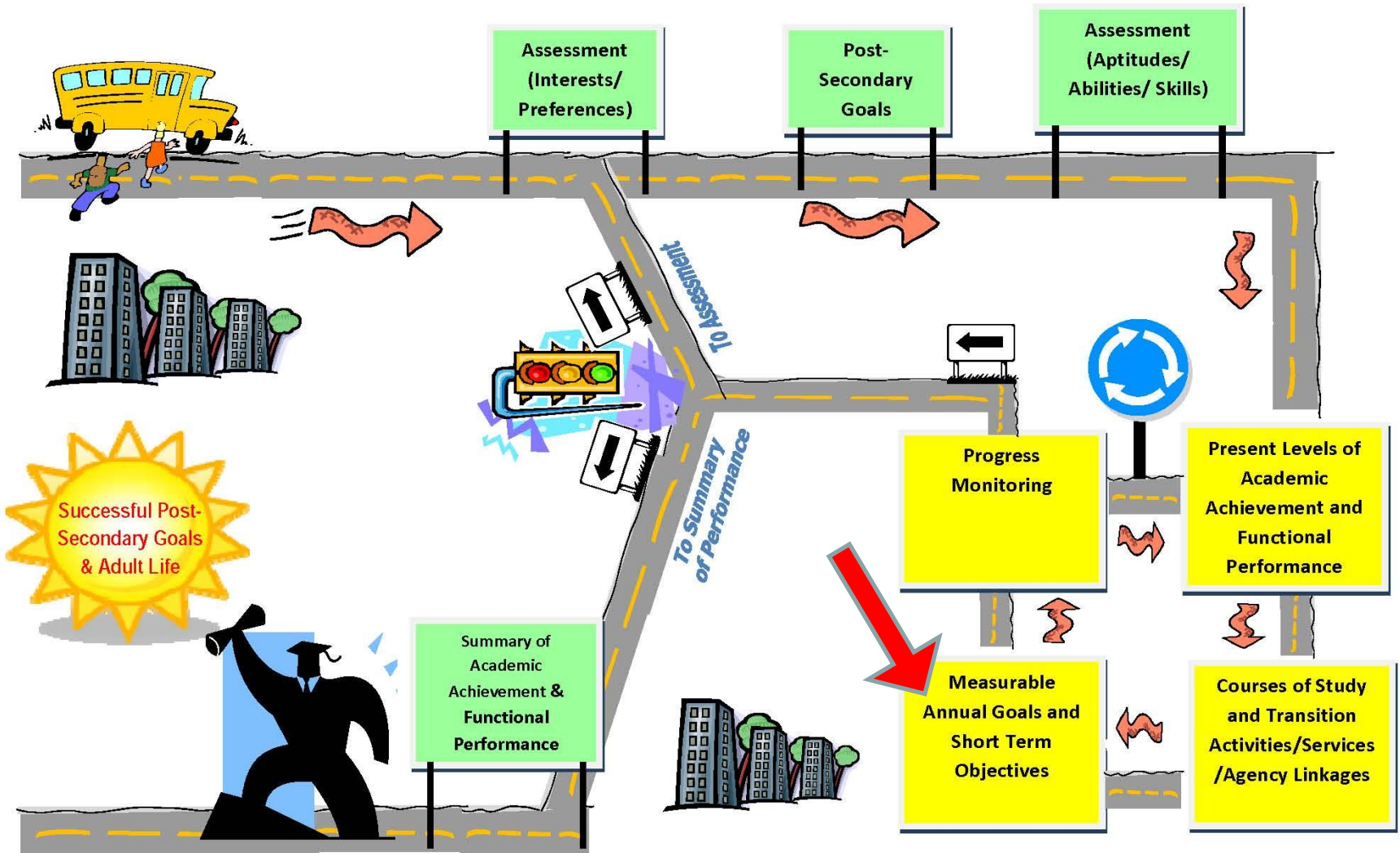
- Progress Monitoring: How, and how often, we will monitor the skill to ensure that student is on track to achieve the goal.

Step Five:

Develop
Measurable Annual
Goals that address
skill deficits and
lead to post-
secondary goals



Secondary Transition in a Standards Aligned System: Roadmap



Measurable Annual Goals (MAG)

- Build ***skills*** (identified in Needs)
- Prioritized: 3-5 goals for most
- Projects student performance at the end of one year of instruction
- Begin from baseline of skill (present levels)
- Contains measurable, countable data.
- Are written to include progress monitoring.

Short Term Objectives (STOs)...

***Required for students who take the PASA*

Short term objectives are either:

Sequential/Hierarchical

- Skills that build upon each other
- Must be taught in order

OR, Component Skills

- Can be taught simultaneously; do not have to be accomplished in sequence
- Related, but not dependent upon each other

Measurable Annual Goals and Objectives

What they are NOT

- NOT curriculum
- NOT grade averages
- NOT activities such as visiting a college fair or job shadowing
- NOT for subject areas
- NOT passing a course
- NOT specified as “transition goals”
- NOT the same as post-secondary goals



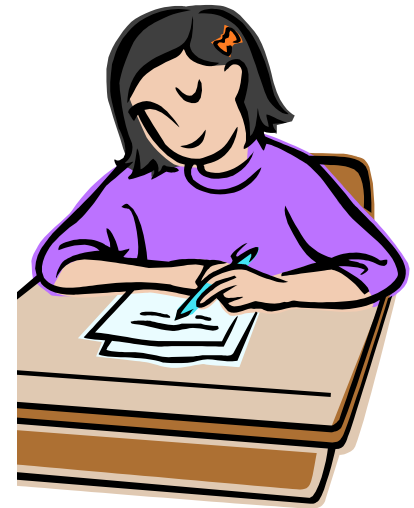
Measurable Annual Goals Must Be Skill-Building

In order that the student is able to

- Access, participate, and make progress in the general curriculum and the life of the school/community,
- AND progress towards his/her post-secondary goals...
- A measurable annual goal (and short term objectives) must build **skills**.
- Goals must **focus** on an **area of need** that will make the **biggest difference** to the student.

SKILLS that might be needed for Secondary Students

- Organizational skills
- Social Skills
- Time Management Skills
- Dexterity Skills
- Communication Skills
- Self Help Skills
- Travel Skills
- Mobility Skills
- Workplace Values
- Self Determination and Self Advocacy Skills
- **Academic Skills**



Measurable Annual Goals for **Academics**

- Are based in the PA **Academic Standards** (including Concepts and/or Competencies from the Standards Aligned System) or Assessment Anchor Content Standards.
- Students who take the **PSSA-Modified** **must** have IEP goals for academic skills aligned to the standards.

Steps for writing a standards-aligned IEP goal:

1. Review Present Levels of Academic Achievement



2. Identify student needs (academic and functional skills)



3. Prioritize student needs as skills to be developed



4. Determine the PA standard that correlates with each need (*may already be completed via Present Levels*)



5. After considering the above, write the goal and include the clearly defined action/behavior, condition, and performance criteria

Measurable Annual Goals

Four required parts:

1. Condition
2. Student's Name
3. Clearly Defined Behavior
4. Performance Criteria

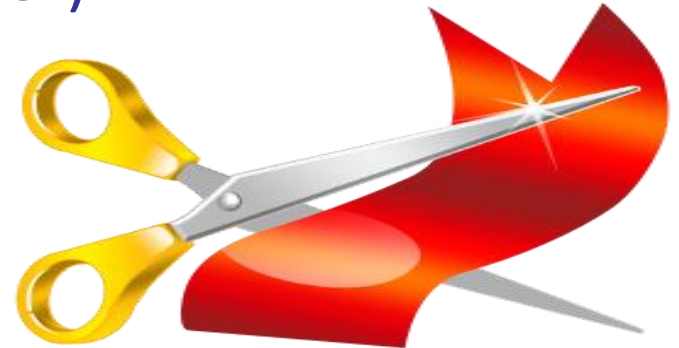
Adapted from Strategies for Writing Better Goals and Short Term Objectives or Benchmarks by Benjamin Lignugaris/Kraft Nancy Marchand-Martella and Ronald Martella Sept/Oct 2001 Teaching Exceptional Children

Measurable Annual Goals 1. Condition

- Describes the **situation** in which the student will perform the behavior (e.g., accommodations, assistance provided prior to or during assessment)
- Describes **material** that will be used to evaluate the learning
- May describe the **setting** for evaluation
- Examples:
 - During lunch breaks on the job ...
 - Given picture checklists to follow
 - Using graphic organizers for writing assignments...
 - Using grade level passages...
 - Given a two step direction...
 - Given a grocery list and \$20...
 - Using the alarm feature on his cell phone...

Measurable Annual Goals 2. Student Name

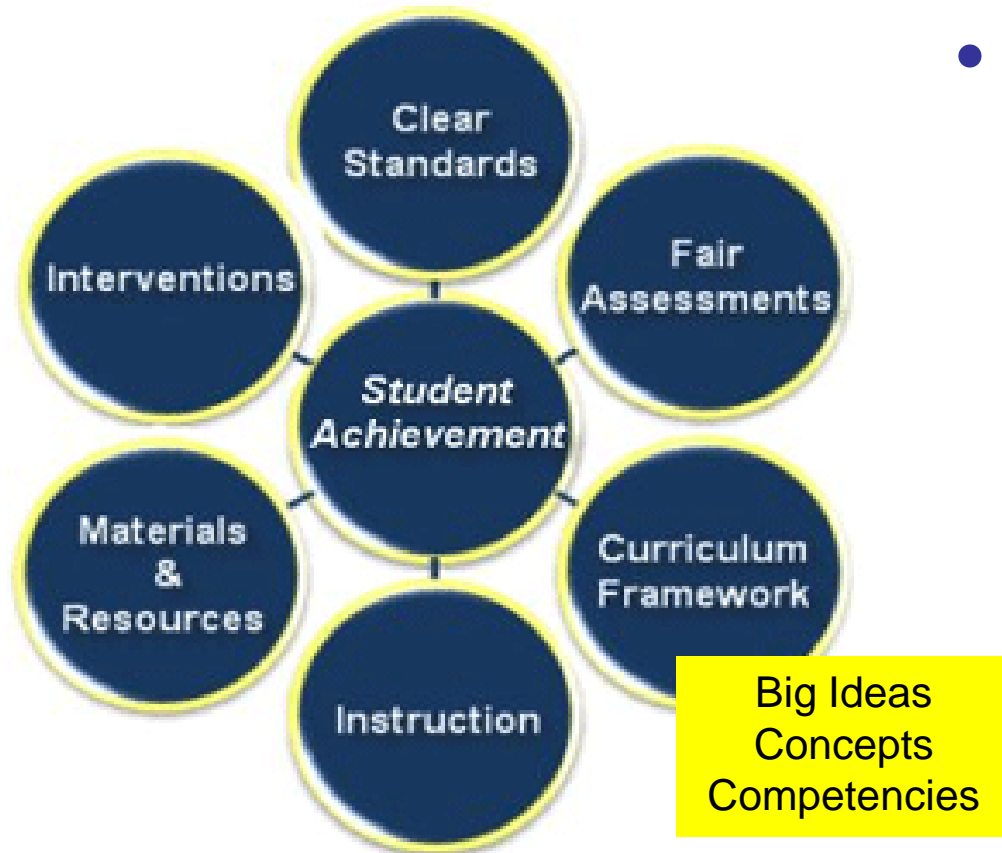
- Should not be a problem!
- Caution if using “copy/paste”
 - Names
 - Pronouns (she/he and him/her)



Measurable Annual Goals 3. Clearly Defined Behavior

- Use PA Academic Standards as basis
- Describe the behavior in measurable, observable terms
- Ask yourself...what will the student actually *DO*?
 - Examples:
 - Say, print, write, read orally, point to, solve...
 - Non-examples:
 - Understand, know, recognize, behave, comprehend, improve...

Standards Aligned System



- Once the student's skill need is determined, refer to the standards and anchors by:
 - Using language from the Anchor or Standard, or Big Ideas, Concepts, or Competencies from the Curriculum Framework
 - May also use Standard/Anchor number

Measurable Annual Goals 4. Performance Criteria

3 Parts of the Performance Criteria:

1. Criterion Level

- **How well-** the level the student must demonstrate for mastery

2. Number of Times Needed to Demonstrate Mastery

- **How consistently** the student needs to perform the skill(s) before it's considered "mastered"

3. Evaluation Schedule

- **How frequently** the teacher plans to assess the skill
- **HOW progress will be monitored** (Note: On the IEP form, this is placed in the column to the right of the goal.)

Sample Language for Performance Criteria

“How Well?”

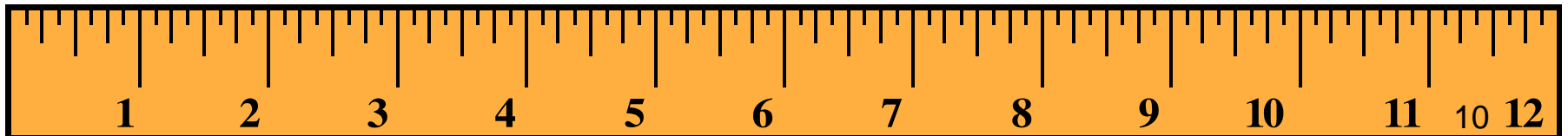
- ___% of time
- ___% accuracy
- ___ out of ___ times
- with ___# correct
- with ___ or fewer errors
- with ___ out of ___ points on rubric or checklist
- words/digits/ correct per minute
- with no more than ___ occurrences of...
- with an ___ or better on skill specific rating scale
- earning ___% of possible points per day
- with “x” movement on a prompting hierarchy
- independently

Sample Language for Performance Criteria

Times to mastery “How Consistently?”	Evaluation Schedule “How Frequently will we monitor progress”
<ul style="list-style-type: none">■ 3 of 5 random trials■ 5 consecutive trials■ 4 out of 5 trials	<ul style="list-style-type: none">■ Daily (<i>seldom used for progress monitoring because instruction needs to occur between monitoring opportunities</i>)■ 2 times per week■ Weekly■ Biweekly■ Tri-weekly

Reminder: Measurability

- Measurable Annual Goals (and Objectives if required) must pass the “Measurability” test
- Working Definition of Measurability - A goal is considered measurable if it contains all four required components of a goal and responds to a “Data Collection Strategy.”



Planning for Measurability

- As the Measurable Annual Goal is developed, the Team must begin to discuss what **Data Collection Strategy** will be used to measure the progress toward reaching this goal.
- The discussion should answer:
 - What data will be collected?
 - What is the source of the data?
 - What is the data collection schedule?
 - Who will collect the data?

Measurable Annual Goals at a Glance

Condition	Name	Clearly Defined Behavior	Performance Criteria		
<p>Describe the situation in which the student will perform the behavior.</p> <p><i>Materials, settings, accommodations?</i></p> <p>Examples:</p> <p>Given visual cues...</p> <p>During lectures in math...</p> <p>Given active response checks...</p>	<p>Use the Student's Name</p>	<p>Describe behavior in <u>measurable, observable</u> terms. Use action verbs.</p> <p><i>What will s/he actually DO?</i></p> <p>Examples:</p> <p>Locate</p> <p>Name</p> <p>Point</p> <p>Separate</p> <p>Rank</p> <p>Choose</p> <p>Remember--Academic Standards, Big Ideas, Competencies from the Standards Aligned System (SAS) provide the content for goals.</p>	<p>The <u>level</u> the student must demonstrate for mastery:</p> <p><i>How well?</i></p> <p>Examples:</p> <p>% of the time</p> <p>#times/# times</p> <p>With the # or % accuracy</p> <p>"X" or better on a rubric or checklist.</p>	<p><u>Number of times</u> needed to demonstrate mastery:</p> <p><i>How consistently?</i></p> <p>How consistently will the student need to perform the skill(s) before considered "mastered?"</p>	<p><u>Evaluation Schedule:</u></p> <p><i>How often?</i></p> <p>How often will the student be assessed?</p> <p>What will be the method of evaluation?</p>

Grid → Goals: **Caroline**

Postsecondary Education and Training Goal:

Caroline has a goal of enrolling in postsecondary training in the area of cosmetology or a related field.

Measurable Annual Goal
Yes/No
 (Document in Section V)

Courses of Study:

Biology, English, American History, Algebra I, Art

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible
*Increase writing fluency and willingness to write.	High School Academic classes and Resource Room	During the school day	10/2/08	10/1/09	LEA, General and Special Education Staff
Expand use of word processing and graphic organizer software to complete assignments	High School Academic classes and Resource Room	During the school day	10/2/08	10/1/09	LEA, General and Special Education Staff
*Improve skills in solving algebraic equations and inequalities	High School Academic Classes and Resource Room	During the school day		10/1/09	LEA, General and Special Education Staff

** Denotes measurable annual goal*

Caroline's Measurable Annual Goal - Writing

<p>MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to annotated IEP for description of these components.)</p>	<p>Describe HOW the student's progress toward meeting this goal will be measured</p>	<p>Describe WHEN periodic reports on progress will be provided to parents</p>	<p>Report of Progress</p>
<p>Given a three minute writing prompt and use of a computer for word processing, Caroline will increase her writing fluency by writing at least 23 words per minute on four out of five consecutive weekly probes.</p> <p><i>1.5.11.B. Write using well developed content appropriate for the topic</i></p>	<p>Words written per minute tracked on progress monitoring graph ----- <i>Representative writing samples from classes sent home with progress reports.</i></p>	<p>Report sent home twice per nine weeks</p>	

Caroline's Measurable Annual Goal - Algebra

<p>MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to annotated IEP for description of these components.)</p>	<p>Describe HOW the student's progress toward meeting this goal will be measured</p>	<p>Describe WHEN periodic reports on progress will be provided to parents</p>	<p>Report of Progress</p>
<p>Given a biweekly Algebra I curriculum-based assessment, Caroline will solve equations and inequalities, increasing her score from 13 to 22 correct answers per 5 min. time period for three out of five consecutive probes.</p> <p><i>M11.D.2.1 Write, solve, and/or graph linear equations and inequalities using various methods.</i></p>	<p>Number of correct answers tracked on progress monitoring graph</p> <p>-----</p> <p><i>Also will provide sample classroom tests or assignments- quarterly and quarterly 4Sight Scores.</i></p>	<p>Report sent home twice per nine weeks</p>	

Caroline: Math Example

PLAAFP

- Now scoring Basic on 4Sight Math. Errors in Algebraic equations. Currently scores 13 correct on Algebra Foundations probes.

NEED

- Improve skills with algebraic concepts including solving equations and inequalities.

GRID

- *Improve skills in solving algebraic equations and inequalities.

**Measurable
Annual
Goal**

- Given a biweekly Algebra Foundations curriculum-based assessment, Caroline will solve equations and inequalities, increasing her score from 13 to 22 correct answers per 5 min time period, for three out of five consecutive probes.

**Progress
Monitoring**

- LS Teacher and Caroline will chart number of correct answers on each Algebra assessment.

Grids → Goals: Caroline

<p>Employment Goal: Caroline has a goal of competitive employment in the area of cosmetology or a related field once she has completed her training.</p>	<p>Measurable Annual Goal <u>Yes</u>/No (Document in Section V)</p>
--	---

Courses of Study:
 Biology, English, American History, Algebra I, Art

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
Counseling to develop and use coping strategies to manage anger, frustration, anxiety.	High School	30 minutes/week	10/2/08	10/1/09	LEA
*Development and monitoring of replacement/ coping skills to reduce inappropriate responses to assignments and increase assignment completion.	High School Academic classes and Resource Room	Each school day	10/2/08		LEA, General and Special Education Staff, Counselor
*Instruction on organizational skills and use of a self monitoring checklist to support bringing appropriate materials and assignments.	High School Academic classes and Resource Room	Each school day	10/2/08	10/1/09	LEA, General and Special Education Staff

** Denotes measurable annual goal*

Caroline's Measurable Annual Goal - Behavior

<p>MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to annotated IEP for description of these components.)</p>	<p>Describe HOW the student's progress toward meeting this goal will be measured</p>	<p>Describe WHEN periodic reports on progress will be provided to parents</p>	<p>Report of Progress</p>
<p>Given support to develop replacement strategies, and three times daily "check in" with the LS teacher, Caroline will work successfully on assigned tasks in Biology, English, and History classes, with no inappropriate verbalizations gestures, or refusals, earning 90% of possible points each week for five consecutive weeks.</p> <p><i>1.6.11.A Listen to others</i> <i>1.6.11.C Contribute to discussions</i> <i>13.3.11 A: Evaluate personal attitudes and work habits that support career retention and advancement</i></p>	<p>Daily self-monitoring checklist, with weekly summary, compared with teacher reports. Teacher weekly report. (see attached sample)</p>	<p>Report sent home weekly</p>	

Caroline's Measurable Annual Goal - Organization

<p>MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to annotated IEP for description of these components.)</p>	<p>Describe HOW the student's progress toward meeting this goal will be measured</p>	<p>Describe WHEN periodic reports on progress will be provided to parents</p>	<p>Report of Progress</p>
<p>Using a daily self monitoring checklist, Caroline will bring needed materials and assignments to each class, earning 90% of possible points each week for five consecutive weeks.</p> <p><i>13.3.11 A: Evaluate personal attitudes and work habits that support career retention and advancement</i> <i>13.3.11 E: Evaluate time management strategies and their application to both personal and work situations</i></p>	<p>Daily self-monitoring checklist, with weekly summary, compared with teacher reports. (same checklist as Behavior)</p>	<p>Report sent home weekly</p>	

Sample Services/Activities: **Caroline**

<small>Employment Goal:</small> Independent Living Goal, if appropriate: Caroline has a goal of living independently at some point after graduation.	Measurable Annual Goal <u>Yes</u> /No (Document in Section V)
---	---

Courses of Study:
 Biology, English, American History, Algebra I, Art, Drivers Education (second semester)

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
*Develop budgeting skills	High School Resource Room	During the School Day	10/2/08	10/1/09	LEA, Special Education Staff
Participate in after-school Drivers Education Class	High School	One time per week after school, second semester	1/15/09	6/5/09	LEA, Special Education Staff
Explore Pennsylvania Youth Leadership Network (PYLN) Toolkit during Resource period	High School	Biweekly	10/2/08	10/1/09	LEA, Special Education Staff

* Denotes measurable annual goal

Caroline's Measurable Annual Goal - Budget

<p>MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to annotated IEP for description of these components.)</p>	<p>Describe HOW the student's progress toward meeting this goal will be measured</p>	<p>Describe WHEN periodic reports on progress will be provided to parents</p>	<p>Report of Progress</p>
<p>Given a monthly budget format and the use of a calculator, Caroline will calculate expenses against income to determine a monthly balance with 100% accuracy for three out of four consecutive biweekly assignments.</p> <p><i>13.3.11 D: Develop a personal budget based on a career choice</i></p>	<p>Biweekly data collection form. ----- <i>Also will provide representative work samples.</i></p>	<p>Report sent home twice per nine weeks</p>	

Jake's Measurable Annual Goal: Expressing Wants and Needs

<p style="text-align: center;">MEASURABLE ANNUAL GOAL</p> <p style="text-align: center;">Include: Condition, Name, Behavior, and Criteria (Refer to annotated IEP for description of these components.)</p>	<p style="text-align: center;">Describe HOW the student's progress toward meeting this goal will be measured</p>	<p style="text-align: center;">Describe WHEN periodic reports on progress will be provided to parents</p>	<p style="text-align: center;">Report of Progress</p>
<p><i>Need: Jake needs to express his wants and needs in socially appropriate ways.</i></p> <p>Given a choice of three items or pictures at various intervals during the school day, Jake will indicate his preference by pointing, imitating a sign, and then taking the preferred item, with one or fewer prompts, on 4/5 (80%) of opportunities on 3 out of 4 consecutive days.</p>	<p>Charting of trials by day and by week.</p>	<p>At least twice per nine weeks.</p>	

Jake's Short Term Objectives: Expressing Wants and Needs

Given a choice of two items or pictures at various intervals during the school day, Jake will indicate his preference by pointing and taking the preferred item, with two or fewer prompts, on 4/5 (80%) of opportunities on 3 out of 4 days.

Given a choice of three items or pictures at various intervals during the school day, Jake will indicate his preference by pointing, and then taking the preferred item, with one or fewer prompts, on 4/5 (80%) of opportunities on 3 out of 4 days.

Alignment: Present Ed Levels to Goals

PLAAFP

- Present Levels of Academic Achievement and Functional Performance : Baseline information that gives a starting point.

Needs

- Needs: Areas of need that must be addressed in the IEP

Grid

- Grid: Services or Activities listed in the Transition Grid that will help the student to achieve his/her post-secondary goals

MAGs

- Measurable Annual Goals: Specific areas of skill deficits that will be targeted for instruction and monitoring

Progress Monitoring

- Progress Monitoring: How, and how often, we will monitor the skill to ensure that student is on track to achieve the goal.

What We've Learned: Measurable Annual Goals

Successful LEAs:

- Recognize that **every** measurable annual goal (MAG) and short term objective (STO) supports the student's post-secondary goals.
- Make sure that MAGs are aligned to stated needs and referenced in the grid.
- Make sure that parents, students, other professionals can truly understand each MAG.
- Develop MAGs that can reasonably be achieved in one IEP year.
- Base all MAGs based on skill deficits – including “fully included students.”

Summary of the Ind. I3 Checklist

Questions on the Indicator 13 IEP Review Checklist

INDICATOR 13 ELEMENT	Pre Review	Post Review
1. Age-appropriate transition assessment		
2. Post-Secondary Goal(s) identified clearly		
3. Post-secondary goals updated annually		
4. Evidence that the student was invited to the IEP meeting		
5 . Evidence that agency representatives were invited with parent consent		
6. Courses of Study identified		
7. Transition Services to improve the academic and functional achievement		
8. Measurable annual goals that will reasonably enable the child to meet the post-secondary goal(s)?		
<ul style="list-style-type: none"> ○ Condition 		
<ul style="list-style-type: none"> ○ Student Name 		
<ul style="list-style-type: none"> ○ Clearly Defined Behavior 		
<ul style="list-style-type: none"> ○ Performance Criteria 		
Summary: Does the IEP meet the requirements of Indicator 13?		12 0

Indicator 13 IEP Checklist

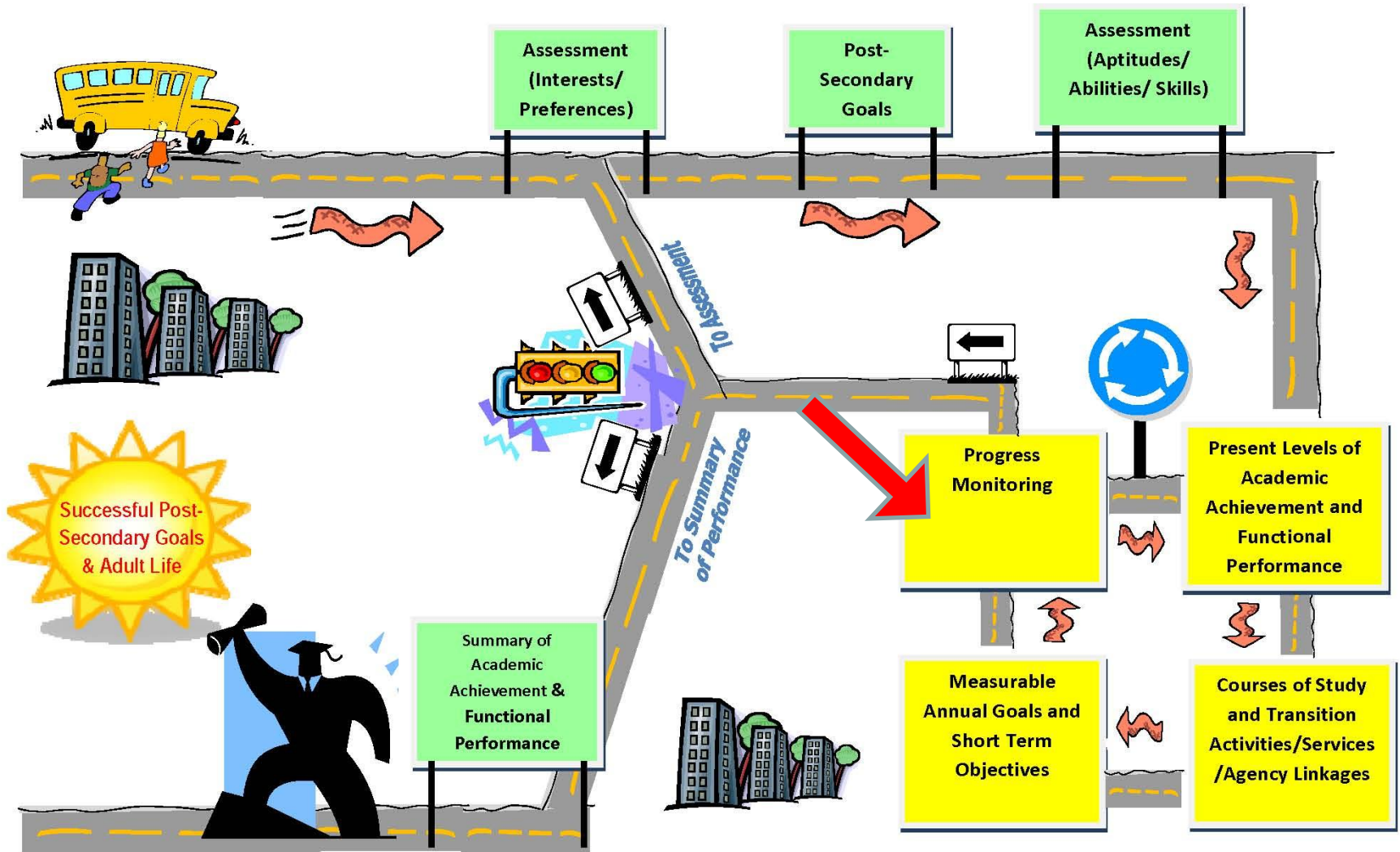
- Summary Question
- **Does the IEP meet all requirements of Indicator 13?**
- If all Questions 1-8 are answered YES or N/A the IEP meets the requirements of Indicator 13.
- If one or more questions are answered NO, the IEP does not meet requirements for Indicator 13.

Step Six:

Monitor Progress and Adjust Instruction Based on Data



Secondary Transition in a Standards Aligned System: Roadmap



Caroline: Math Example

PLAAFP

- Now scoring Basic on 4Sight Math. Errors in Algebraic equations. Currently scores 13 correct on Algebra Foundations probes.

NEED

- Improve skills with algebraic concepts including solving equations and inequalities.

GRID

- *Improve skills in solving algebraic equations and inequalities.

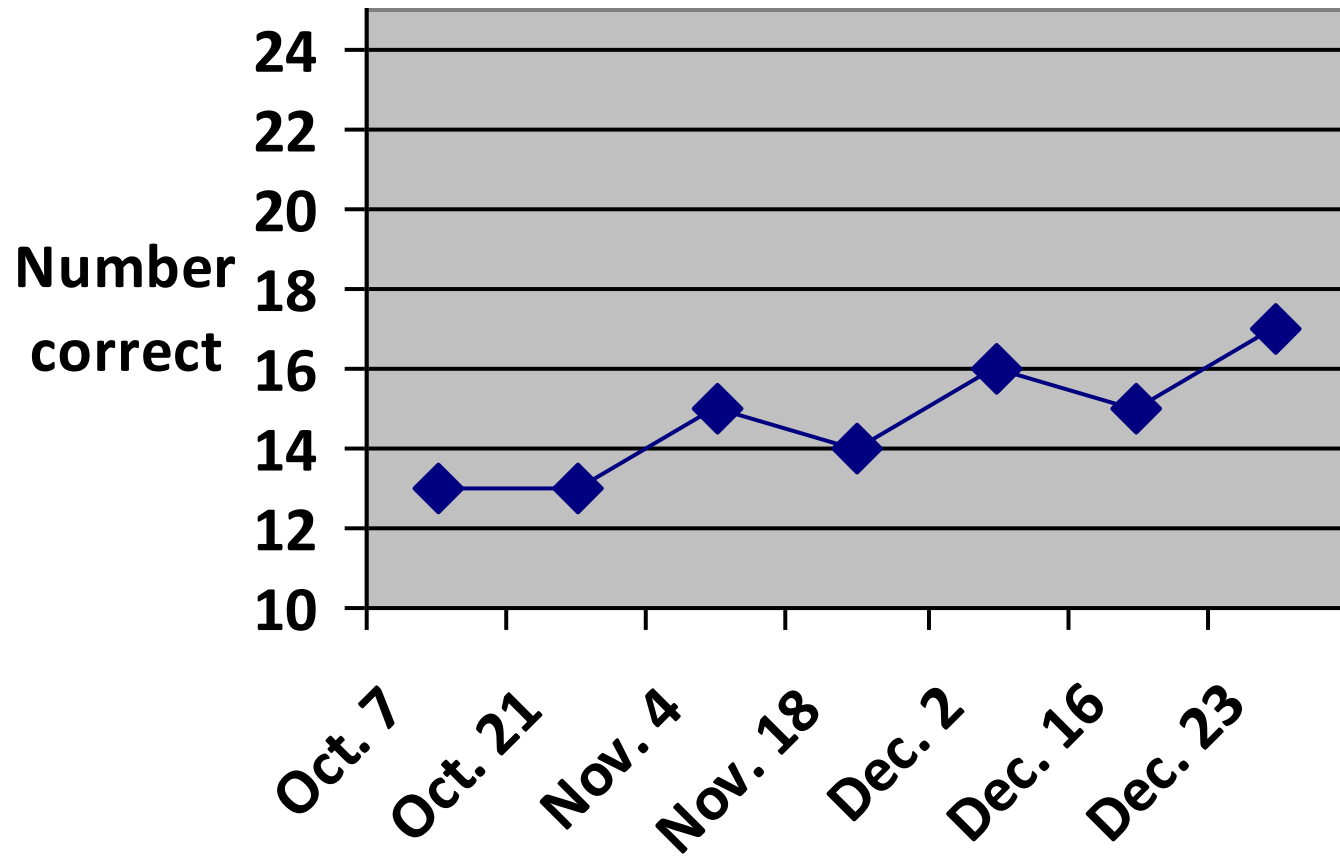
**Measurable
Annual
Goal**

- Given a biweekly Algebra Foundations curriculum-based assessment, Caroline will solve equations and inequalities, increasing her score from 13 to 22 correct answers per 5 min time period, for three out of five consecutive probes.

**Progress
Monitoring**

- LS Teacher and Caroline will chart number of correct answers on each Algebra assessment.

Caroline's Math Progress



What We've Learned: Overall IEPs

Successful LEAs:

- Ensure coordination when multiple persons contribute to IEPs.
- Integrate Positive Behavior Support Plan throughout the IEP.
- Integrate therapies, services, etc.
- Develop a system to monitor overall quality of IEPs.
- Develop a system to ensure that progress is monitored and reported in meaningful ways.
- Ensure coordination of delivery of services.

Indicator 13 Training = Development of Effective Secondary Transition Programs



Report Out from an
Ind. 13 Cohort # 2
LEA

The Big Picture: Guiding Questions

Ask yourself:

- “What is it that we are actually doing to support this student?”
- Is it meaningful?
- Will it really help the student to achieve his/her post-secondary goals?



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