

## **SPP Indicator 13: Secondary Transition Frequently Asked Questions**

**1. Is there a requirement that the Admission, Review, and Dismissal (ARD) committee place the post secondary goal on the individualized education program (IEP) goal pages documentation?**

The ARD committee must document the post secondary goal within the IEP. Districts are encouraged to refer to the Legal Framework model document.

**2. Which district collects data on students attending a juvenile justice alternative education program (JJAEP)?**

The enrolled student's district will collect the data for the appropriate JJAEP.

**3. A district that serves students only through the 7th grade received notice they were to collect data for SPP Indicator 13. What should they do?**

All districts must report accurate and reliable data in the SPP 13 application even if no students met the data collection criteria.

The district collects data if a student in the district meets the data collection eligibility criteria as stated on the [SPP 13 Required Sampling Procedures](#). If there are not students that meet the data collection criteria, the district would report and certify that no students met the requirements.

**4. How does a special education director of a shared services arrangement (SSA) handle the data submission for the member districts of their SSA?**

The Special Education Director or approved staff member will be the SSA certifier for the data for all districts in the SSA. There is only one certifier for each SSA.

**5. Should districts designate two people per district; one to be the District Certifier and one designated as the Data Entry Agent?**

The district certifier is the person notified if TEA has questions about the data entered or data being returned. The certifier assures that the district is reporting valid and reliable data. There is only one district certifier per district. A district may have multiple data entry agents. Roles are requested through the Texas Education Agency Security Environment (TEASE). Once the superintendent approves the request, TEA will approve account access.

**6. What is meant by the statement: “document the sampling procedures” stated in the Required Sampling Procedures?**

Districts must be able to show documentation of how they determined the minimum number of student folders to be reviewed. They must also keep the alphabetized list of students indicating which selected student folders they reviewed for the data collection for audit purposes.

For additional guidance, see the [SPP 13 Required Sampling Procedures](#).

**7. Will districts include transfer students in their list of eligible students?**

Yes, districts will include transfer students in their list of eligible students.

**8. When a student transfers into a district after his/her 16th birthday, will the receiving district be out of compliance if the student's IEP did not address transition prior to the 16th birthday?**

If a transfer student's IEP does not include any evidence of transition services by the first IEP to be in effect when the student turns 16, the receiving district will not be out of compliance. When completing the folder review for this student, the district will indicate "NA" under Item #2 box 1 on the SPP Checklist for Measurement of Indicator 13. NA is acceptable for the reason indicated: Student transferred into the district after his/her 16<sup>th</sup> birthday, and the student's IEP did not include any evidence of transition services.

**9. If a student transfers into the district and the district discovers that the student will turn 16 during the 30 day review period, is the district responsible for conducting the transition assessments and developing a transition plan prior to the student turning 16?**

The receiving district is responsible for completing the transition assessments and having the transition plan and IEP in effect prior to the student's 16<sup>th</sup> birthday.

**10. If a student's IEP did not address transition prior to his/her 16<sup>th</sup> birthday, must the district indicate No on Item #2?**

The district must select No or the district may select N/A as an appropriate response for the following reasons:

- Student transferred into the district after his/her 16<sup>th</sup> birthday and the student's IEP did not include IEP transition services from the previous district. See Question #8.
- Student's initial placement ARD did not take place until after the student turned 16.
- If the student turned 16 prior to July 1, 2011 **and** the district reported noncompliance on this item in a previous data collection and has implemented corrective action to address this issue NA is an acceptable response.

N/A is an acceptable response **only** for the reasons identified.

**11. Will districts need to collect data on a student who has graduated and then returned to school?**

The district needs to collect data on students who meet the data collection eligibility criteria. The criterion is located on the TEA Special Education website at: [General Information SPP Indicator 13](#).

**12. Do districts include in the folder review students who have left the district during the school year?**

Districts should include students who meet the data collection criteria and who are enrolled in their district on the day the alphabetized list is generated.

**13. Do districts include private school students who receive proportionate share services in the folder review?**

No.

**14. What are the consequences to districts if they do not comply with SPP Indicator 13?**

Data certified and submitted by districts through the TEASE applications for Indicators 11, 12, and 13 are considered final and the district's performance on the compliance indicators will be used by the Agency in the annual Determinations analysis. District's performance on the compliance indicators will be reflected in the district public reporting on SPP Indicators in the spring. Any issues related to the submission of inaccurate data or the non submission of data will be addressed by the Division of Program Monitoring and Interventions.

**15. What does a district do if they run out of names on the alphabetical list before they have the minimum number of students identified?**

Once the last student name is selected, if the total number of students selected does not meet the minimum number required for the sample, repeat the selection process by continuing to count down the list and then return to the top of the list, skipping all students already selected. Select students until the minimum number is reached. For additional guidance, see the [SPP 13 Required Sampling Procedures](#).

**16. What does the data entry agent or certifier do when they cannot get a PET match for a student?**

Check to make sure the correct SSN/Alt ID was entered and confirm with the campus PEIMS coordinator that the student is currently enrolled on the campus. A student that has withdrawn from the campus will not get a PET match. In addition, check with the PEIMS Coordinator to make sure the student has a correct SSN/AltID and an up to date PET entry. If problems continue, document the specific issues, put the student's record aside and replace the student with the next Nth student on the sampling list.

**17. What date is used for the sampling list generation date if the campus has no students that meet the data collection criteria?**

The district may use the last day of school or the last date for the current year's data collection which is June 30.

**18. The new state law (TEC 29.0111) requires that appropriate transition planning under state law must begin no later than when the child reaches 14 years of age. Will SPP 13 be collecting transition planning on students turning 14 instead of 16 years of age?**

No. SPP 13 collects data on the federal requirement (3003.320(b)) rather than the state requirements (TEC 29.0111). Indicator 13 designated for secondary transition, identifies the "Percent of youth with 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 services 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))". .