



Understanding
Indicator 13
for
Special Education
State Performance Plan
in
New Hampshire



*New Hampshire Department of Education
Bureau of Special Education
Improving Outcomes for Students with Disabilities Together*

**GUIDANCE
DOCUMENT**

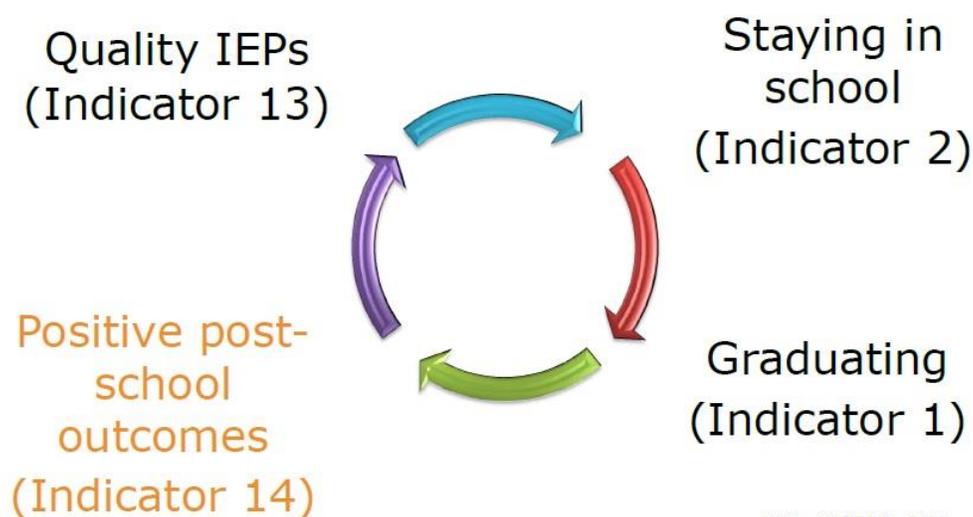
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Critical Interrelationships for Achieving PSO



Kohler (NSTTAC), 2007

The purpose of this manual is to provide New Hampshire school district personnel with information about the New Hampshire Department of Education, Bureau of Student Support's process for monitoring compliance for the Special Education State Performance (SPP) Indicator 13 and to offer resources on writing transition services into an IEP.

The New Hampshire Rules for the Education of Children with Disabilities Ed 1109.01(10) indicates an Individualized education program must include: *A statement of transition services that meets the requirements of 34 CFR 300.43 and 34 CFR 300.320(b), with the exception that a plan for each student with a disability beginning at 14 or younger, if determined appropriate by the IEP team, shall include a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study such as participation in advanced-placement courses, vocational education, or career and technical education¹.* However, the State Performance Plan (SPP) Indicator 13 focuses only on students age 16 and above in accordance with IDEA 2004. Therefore, this guidance document is written specifically for Indicator 13 requirements for the aforementioned age group.

¹ Ed 1109 (a)(10)

What is Indicator 13?

Indicator 13 is one of 17 Indicators (performance measures) that the federal government uses to monitor state performance relative to Federal Special Education laws. Indicator data is reported annually to the federal government as part of our IDEA- Part B Special Education State Performance Plan. The definition for Indicator 13 is as follows:

Indicator 13 is:

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 must be evidence that the student was invited to the IEP Team meeting where transition services were 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 majority².

Process for Monitoring

District Selection and Notification

Each June, the NH DOE randomly selects a set of high schools three years in advance of the actual monitoring year to participate in Indicator 13 monitoring. Monitoring for this Indicator is done only at the high school level. Once a high school is selected, monitored, and meets 100% compliance for Indicator 13, it is removed from the selection process until the six (6) year School Performance Plan (SPP) cycle is completed³.

The method used to monitor compliance for Indicator 13 is an onsite file review. The onsite file review for compliance monitoring is done by NH DOE staff and/or other qualified reviewers trained by the NH DOE.

High schools selected for compliance monitoring are notified two years prior to the monitoring year through a letter sent to district Special Education administration. Professional development opportunities are made available at no cost to the schools by the NH DOE to assist districts in gaining an understanding of the components of secondary transition planning for Indicator 13. These components include writing measurable post-secondary goals, completing valid age-appropriate transition assessments, selecting transition services,

² 20 U.S.C. 1416(a)(3)(B)

³ For more details about the random selection process, see Attachment E

course of study, writing measurable annual IEP goals connected to transition, inviting students to IEP meetings and coordinating consent to invite collaborative agencies.

High schools are encouraged to take advantage of the on-line modules and coaching offered by and through the NH DOE. The “Best Practices Module in Planning for Transition” Transition Coalition On-line Module provides practice using the major components required in the transition IEP/Indicator 13 process. This is a free training and is made available through the University of Kansas, Department of Special Education’s Transition Coalition (connected with NTACTION, the National Technical Assistance Center for Transition). An account is necessary and sign up is easy. Go to <https://transitioncoalition.org/online-training-modules/>. Sign up for an account. Click on Training: Modules: Best Practices. In addition, the New Hampshire Department of Education, Bureau of Student Support offers an Indicator 13 coaching session, focusing specifically on the New Hampshire Indicator 13 compliance requirements. Contact the Bureau of Student Support at 271-3741 To schedule a coaching session.

File Selection

The New Hampshire Special Education Information System (NHSEIS) is used to generate student level information for file selection regarding Indicator 13. This information is used to select student files for review and will be a representative sample considering gender, age, ethnicity, and disability. Students who attend a public charter school and students who are placed at an in-state out-of-district placement will be included in the pool of students. The NH DOE Indicator 13 team generates a list of twice as many SASIDs as will be reviewed, keeping in mind that unexpected changes may occur to a student’s status, such as transferring to another school district. (Although all randomly selected files need to be available for the Indicator 13 team on the day of the onsite review, the high school will have the autonomy to select the files for review. The NH DOE Indicator 13 team will use the remaining files at their discretion). The number of files to be reviewed is based on district special education enrollment of students age 16 and up and is as follows:

Indicator 13 eligible-students (age 16 – 21)	SASIDs selected from NHSEIS	Files Reviewed for Compliance
46 or more	16	8
31 – 45	12	6
30 or fewer	8	4

Prior to providing the list of selected student files, the NH DOE Indicator 13 team will have scheduled the Indicator 13 compliance monitoring visit with the high school which will take place in the winter or spring of that school year. The NH DOE Indicator 13 team will provide each high school the list of selected student files six (6) to eight (8) weeks before the scheduled monitoring visit. Coaching is available up until the SASID list is provided.

The NH DOE Indicator 13 team, completing the onsite file review monitoring, consists of at least two team members that have been trained and have an understanding of the Indicator 13 requirements. The *NH Indicator 13 Compliance Checklist*⁴ will be used to record and provide feedback. **In order to meet the compliance requirement of 100%, all 8 elements of the checklist must be in place (for element #8 only N/A is sufficient) for each student.** The NH DOE will calculate a high school's compliance percentage by dividing the total number of compliant files reviewed by the total number of reviewed files. Example: Six (6) files out of eight (8) files meet compliance = $6/8 \times 100 = 75\%$ compliance. The initial onsite file review compliance percentage is used in the District Data Profile⁵. High schools will be notified of the findings of compliance and/or noncompliance in writing as soon as possible, but no later than 90 days from the date of the onsite file review visit.

Preparing for Initial Onsite File Review Monitoring Visit

To prepare to show evidence of meeting the compliance requirements for Indicator 13, high school special education administrators, coordinators and case management staff should:

- (1) Review the *NH Indicator 13 Compliance Checklist*⁶;
- (2) Complete the Best Practices in Planning for Transition online module, www.transitioncoalition.org; Contact the consultant for Secondary Transition to set up an on-line roster for your school.
- (3) Form study groups within the special education department for staff to review each other's IEPs for the 8 items listed in the *NH Indicator 13 Compliance Checklist*⁷;
- (4) After 80% of the school's special education staff has completed steps 1-3, schedule an Indicator 13 coaching session offered in-person or electronically.

⁴ See Attachment G

⁵ See Attachment A

⁶ See Attachment G

⁷ See Attachment G

Onsite Process

These steps outline the process that NH DOE Indicator 13 Reviewers will follow when monitoring a NH high school for Indicator 13 compliance:

Prior to the Onsite Review

1. NH DOE will establish Indicator13 monitoring teams with a minimum of 2 reviewers who are trained to identify compliance with Indicator 13. The teams will go to each high school in the district to conduct the onsite file review for Indicator 13 compliance.
2. The NH DOE will provide a student list to Special Education administrative personnel that will have twice as many Indicator 13 eligible-student SASID numbers as need to be reviewed. Selecting extra files helps to avoid a return onsite visit in the event that any of the student files that were selected were those of students who have since transferred, graduated or otherwise exited that school district. The high school will select the predetermined number of files to be reviewed during the onsite visit from this list. A student placed in an in-state out-of-district placement and a student attending a local public charter school must be included in the selection. (Actual numbers of files for selection will vary by school and further guidance will be provided on an individual basis as described in the file selection section above.)

On the day of the Onsite Review

3. The high school will make available the original student IEP files, in their totality, to be reviewed for this onsite file review, including all documentation necessary to show evidence of compliance. The high school is not permitted to make copies of any portion of a student's file to be reviewed in this monitoring process. Districts should be mindful of any data kept electronically (for example: vocational assessments, transition assessments, etc.) that may be used as evidence of compliance as it will need to be in a hard copy format in the student's IEP file on the date of the onsite review.
4. The team will review each student's IEP file for the identified year to determine compliance with Indicator 13 using *The New Hampshire Indicator 13 Compliance Checklist*.
5. High schools make available a staff member(s) familiar with the student IEPs during the onsite file review visit in case the reviewers have questions or need clarification about an IEP or file.
6. The reviewers verbally share the onsite file review results with high school staff at the end of the onsite compliance monitoring visit to allow for professional development conversation and on-site technical assistance by the NH DOE Indicator 13 team.

Data Collection and Reporting

Data collected during the onsite review is further analyzed by NH DOE staff. The results of the initial onsite file review for compliance monitoring visit will also serve as the compliance data for the District Data Profile.⁸ High schools will be notified of the of the findings of compliance and/or noncompliance in writing as soon as possible, but no later than 90 days from the date of the onsite file review visit. To compile the data, the NH DOE enters the data from the completed Indicator 13 compliance checklist forms into the Indicator 13 Compliance database which will collect the following information:

- i. District name
- ii. School Name
- iii. SASID
- iv. NH DOE INDICATOR 13 team reviewers names
- v. Date of finding(s)
- vi. Items in compliance
- vii. Items in noncompliance
- viii. Date of written notification to district of noncompliance

After the onsite data is reviewed by the NH DOE, a letter and data “matrix” are created to provide the districts with results of any findings of compliance and noncompliance found at the time of the onsite compliance monitoring visit. This letter is confidential and is provided to Special Education administrative personnel and District Superintendent of Schools.

Process for Correction of Noncompliance

Indicator 13 is a compliance Indicator comprised of two stages. This means that if a district is not in 100% compliance at the initial (Stage 1) onsite review, there will be follow-up monitoring. Stage 1 of compliance monitors selected files for all Indicator 13 requirements. If a high school is found to be in 100% compliance, there is no follow-up process necessary.

If a district is not found in 100% compliance during the Stage 1 compliance monitoring visit the high school is notified in writing of the noncompliance and enters into Stage 2. Stage 2 is necessary to ensure that the district is now implementing the required Indicator 13 regulations and consists of child-specific corrections and another onsite visit.

⁸ See Attachment A

The high school must first correct the child-specific noncompliance no later than 60 days from the receipt of the written finding. The NH DOE will require the high school to provide evidence of correction for each instance of child-specific noncompliance.

The Stage 2 onsite visit monitors new, district-selected student files for **only the areas** of noncompliance identified during Stage 1 and must take place within one year from the original date of review. The high school must demonstrate that it is implementing the specific regulatory requirement with complete fidelity by achieving 100% compliance at the Stage 2 visit. High schools who do not meet 100% compliance during the follow-up onsite file review visit (Stage 2) will enter into Corrective Action (see the section below on Corrective Action).

Noncompliance is not deemed to be corrected until the high school achieves 100% compliance through the Stage 2 file review process. Once the NH DOE has confirmed the correction of noncompliance, the NH DOE will send written notification to the high school that the Indicator 13 areas of noncompliance have been corrected.

Corrective Actions

A high school that does not meet 100% compliance during the Stage 1 onsite visit and does not meet 100% compliance during the Stage 2 onsite visit will enter into Corrective Action. The level of Corrective Action will depend on the severity or level of noncompliance. At a minimum, a high school put into Corrective Action for Indicator 13 will:

- (1) Enter into a third onsite file review visit where a third set of randomly selected student files will be reviewed for compliance;
- (2) Complete a self-assessment or root cause analysis where the high school will identify the root cause(s) such as practices, procedures and policies that led to the district's failure to adhere to the regulations of the *Individuals with Disabilities Education Act* (IDEA) in transition planning for students;
- (3) Submit a Corrective Action Plan which addresses the steps the high school will take to remedy areas identified in the root cause analysis, and;
- (4) Submit monthly progress reports on the steps outlined in the corrective action plan intended to remedy the areas identified in the root cause analysis.

High schools that complete the above-outlined corrective action and fail to meet 100% compliance during their third onsite file review visit will be subject to NH DOE redirection of their federal IDEA funds in order to adequately address the barriers to meeting 100% compliance for Indicator 13.

ATTACHMENT A – Scoring Rubric for Indicator 13 District Data Profile

	General Supervision - SPP/APR Data; 618 Federal Tables and Monitoring Data Indicator 13: Secondary Transitions		
	District Compliance	Data Submitted Timely	Data Valid and Reliable
Score			
0	100% Initial Compliance with this Indicator OR Not Applicable	District provided required data by the established timelines and was in 100% compliance within one year of initial written findings.	District data were complete and accurate.
1	85% - 99% Initial Compliance	District did not provide the required data by established timelines and was in 100% compliance within one year of initial written findings.	District data were not complete and accurate.
2	60% - 84% Initial Compliance	District did not provide required data by the established timeline and was not in 100% compliance within one year of initial written findings.	
3	0% - 59% Initial Compliance		

IDEA Basis for Indicator 13

CFR 34 §300.43 Transition Services

- (a) Transition Services means a coordinated set of activities for a child with a disability that—
- (1) is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
 - (2) is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and includes—
 - (i) instruction;
 - (ii) Related services;
 - (iii) Community experiences;
 - (iv) The development of employment and other post-school adult living objectives;
 - (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
- (b) Transition services for children with disabilities may be special education, if provided as specifically designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

CFR 34 §300.320(b) Transition Services – Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include -

- (1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and
- (2) The transition services (including courses of study) needed to assist the child in reaching those goals.

CFR 34 §300.321 (b) Transition Service Participants

- 1) In Accordance with paragraph (a)(7) of this section, the public agency must invite the child with a disability to attend the child’s IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under §300.320(b).
- 2) If the child does not attend the IEP Team meeting, the agency must take steps to ensure that the child’s preference and interests are considered.
- 3) To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

CFR 34 §300.322 Parent participation

(b) *Information provided to parents.*

(2) For a child with a disability beginning no later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, the notice also must --

- (i) Indicate –
 - (A). that the purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child, in accordance with §300.320(b); and
 - (B). that the agency will invite the student; and
- (ii) Identify any other agency that will be invited to send a representative.

Post-Secondary Goal Area Definitions [*Not to be confused with Measurable Annual Goals*]

REQUIRED:

Definition of Education/Training:

Education/Training is defined as enrollment in (a) community or technical college (2-year program), (b) college/university (4-year program), (c) compensatory education program, (d) a high school completion document or certificate class (e.g., Adult Basic Education, General Education Development [GED]), (e) short-term education or employment training program (e.g., Workforce Investment Act [WIA], Job Corps), (f) vocational technical school, which is less than a two year program or (g) on-the-job training.

Definition of Employment:

Employment is defined as (a) competitive, (b) supported, or (c) sheltered.

“**Competitive employment** means work- (i) In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.”

“**Supported employment** is competitive work in integrated work settings, or employment in integrated work settings in which individuals are working toward competitive work, consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individuals, for individuals with the most significant disabilities for whom competitive employment has not traditionally occurred; or for whom competitive employment has been interrupted or intermittent as a result of a significant disability; and who, because of the nature and severity of their disability, need intensive supported employment services”.

“**Sheltered employment** refers to “an accredited occupationally-oriented facility, including a work activities center, operated by a private nonprofit agency, which, except for its administrative and support staff, employs disabled persons certified under special provisions of federal minimum wage laws by the Wage and Hour Division, U.S. Department of Labor”⁹

AS NEEDED:

Definition of Independent Living:

Independent Living or life skills are defined as “those skills or tasks that contribute to the successful independent functioning of an individual in adulthood” (Cronin, 1996) in the following domains: leisure / recreation, home maintenance and personal care, and community participation.

⁹ Sub-minimum wage employment became illegal in NH in July 2015

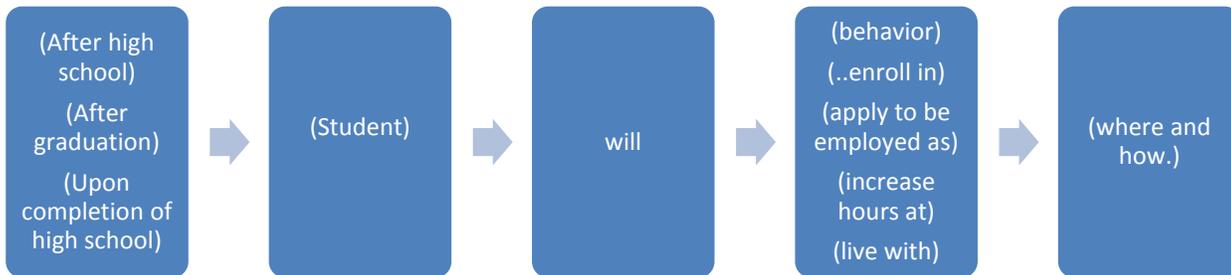
ATTACHMENT D – Measureable Post-Secondary Goals

Compliant Measurable Post-Secondary Goals

A compliant measurable postsecondary goal¹⁰ must indicate each of the following elements:

- Participation in one of the following three domains: 1) **education/training**, 2) **employment**, and, if deemed necessary by the IEP team 3) **independent living**. Participation must occur in a specific place or program.
- The participation or action is **observable**.
- The expectation, or action, is **explicit**. (Detailed, clear, unambiguous)
- The goal occurs (is reached) after graduation or reaching the age of 21, and it is stated as such.

Formula for Measurable Post-Secondary Goal:



Examples of Measurable Post-Secondary Goals are:

After high school, Lissette will work on-campus part-time in the food court at City Hospital with supports from Vocational Rehabilitation and the staff at the City Hospital.

After high school, Lissette will participate in weekly instruction on independent living skills at (area agency) in her community.

After high school, Lissette will live semi-independently with a roommate in an assisted living apartment with supports provided through (area agency).

An insufficient measurable postsecondary goal can be caused by any of the following factors:

- Participation in a specific domain is the focus of the goal, but no specific place or program is specified.
- The goal is not measurable (cannot be observed)
- The expectation for learning, or behavior, is not explicitly stated.
- The goal is not stated to occur after graduation or reaching age 21.

¹⁰ Note that there would likely be less specificity in the postsecondary goals articulated by younger students, than those in their last years of high school.

Random High School Selection Process:

1. To achieve a more continuous process, the Bureau started notifying high schools, public academies and joint maintenance agreement schools of their monitoring status three-years in advance instead of a one-year timeframe.
2. To do so, high schools, public academies and joint maintenance agreement schools were sorted into 2 groups. Group A contains 41 high schools, public academies and joint maintenance agreement schools. Group B contains 40 high schools, public academies and joint maintenance agreement schools.
3. Each group will be monitored once in a six year SPP cycle.
4. Group A monitoring years will be: 2019-2020, 2020-2021, 2021-2022.
5. Group B monitoring years will be: 2022-2023, 2023-2024, 2024-2025.
6. To randomly select the high schools for each year, each high school's name is printed on a small piece of paper and all of Group A's high schools are dropped in a box.
7. At a Bureau Staff Meeting each June, the above-listed number of schools is selected to be notified.

ATTACHMENT F – Annual Monitoring High School List

New Hampshire SPP six year cycle of monitoring for Indicator 13 (N=81) Updated 6/29/2017

Year 1: 2013-2014 (N=15)		Year 2: 2014-2015 (N = 16)		Year 3: 2015-2016 (N=19)	
SAU	High School	SAU	High School	SAU	High Schools
67	Bow High School	25	Bedford High School	201	Coe-Brown Northwood Academy
06	Stevens High School	01	Con-Val Regional High School	18	Franklin High School
08	Concord High School	61	Farmington Senior High School	02	Inter-Lakes High School
11	Dover Senior High School	20	Gorham High School	65	Kearsarge Regional High School
16	Exeter High School	27	Campbell High School	49	Kingswood Regional High School
29	Keene High School	37	Manchester Memorial HS	30	Laconia High School
68	Lin-Wood Public School (High)	37	Manchester West High School	88	Lebanon High School
40	Milford High School	37	Manchester Central High School	12	Londonderry Senior High School
43	Newport Middle High School	37	Manchester Sch of Technology	46	Merrimack Valley High School
48	Plymouth Regional High School	62	Mascoma Valley Regional HS	04	Newfound Regional High School
07	Pittsburg School (High)	26	Merrimack High School	05	Oyster River High School
52	Portsmouth High School	93	Monadnock Regional HS	28	Pelham High School
63	Wilton-Lyndeboro Senior HS	47	Conant High School	53	Pembroke Academy
95	Windham High School	57	Salem High School	201	Pinkerton Academy
23	Woodsville High School	70	Belmont High School	51	Pittsfield Middle-High School
		60	Fall Mountain Regional HS	301	Prospect Mtn High School
				39	Souhegan High School
				59	Winnisquam High School
				21	Winnacunnet High School
Year 4: 2016-2017 (N=10)		Year 5: 2017-2018 (N=10)		Year 6: 2018-2019 (N=11)	
SAU	High Schools	SAU	High Schools	SAU	High Schools
03, 20	Berlin Senior High School	14	Epping High School	81	Alvrine High School
54, 64	Spaulding High School	19	Goffstown High School	07	Colebrook Academy
64	Bud Carlson Academy	70, 76	Hanover High School	58	Groveton High School
73, 79	Gilford High School	41	Hollis-Brookline High School	92	Hinsdale High School
34	Hillsboro-Deering High School	87	Mascenic High School	66	Hopkinton High School
24	John Stark High School	31	Newmarket High School	9, 13	Kennett High School
84	Littleton High School	35	Profile Senior High School	35	Lisbon Regional School
64	Nute High School	17, 83	Sanborn Regional High School	45	Moultonborough Academy
33	Raymond High School	56	Somersworth High School	42	Nashua High School, North
85	Sunapee High School	55	Timberlane Regional High School	42	Nashua High School, South
				36	White Mountain Regional High School

Group A: 2019-2020, 2020-2021, 2021-2022	Group B: 2022-2023, 2023-2024, 2024-2025
Bedford High School	Alvrine High School
Belmont High School	Berlin Senior High School
Bow High School	Bud Carlson Academy
Campbell High School	Colebrook Academy
Claremont - Stevens High School	Epping High School
Coe-Brown Northwood Academy	Gilford High School
Conant High School	Goffstown High School
Concord High School	Groveton High School
Con-Val Regional High School	Hanover High School
Dover Senior High School	Hillsboro-Deering High School
Exeter High School	Hinsdale High School
Fall Mountain Regional HS	Hollis-Brookline High School
Farmington Senior High School	Hopkinton High School
Franklin High School	John Stark High School
Gorham High School	Kennett High School
Inter-Lakes High School	Lisbon Regional School
Kearsarge Regional High School	Littleton High School
Keene High School	Mascenic High School
Kingswood Regional High School	Moultonborough Academy
Laconia High School	Nashua High School, North
Lebanon High School	Nashua High School, South
Lin-Wood Public School (High)	Newfound Regional High School
Londonderry Senior High School	Newmarket High School
Manchester Central High School	Nute High School
Manchester Memorial HS	Oyster River High School
Manchester School of Technology	Pelham High School
Manchester West High School	Pembroke Academy
Mascoma Valley Regional HS	Pinkerton Academy
Merrimack High School	Pittsfield Middle-High School
Merrimack Valley High School	Profile Senior High School
Milford High School	Prospect Mountain High School
Monadnock Regional HS	Raymond High School
Newport Middle High School	Sanborn Regional High School
Pittsburg School (High)	Somersworth High School
Plymouth Regional High School	Souhegan High School
Portsmouth High School	Spaulding High School
Salem High School	Sunapee High School
Wilton-Lyndeboro Senior HS	Timberlane Regional High School
Windham High School	White Mountains Regional High School
Woodsville High School	Winnacunnet High School
	Winnisquam High School

New Hampshire Indicator 13 Compliance Checklist Form

SAU No: _____ School Name: _____ SASID # _____ IEP (dates): _____

Indicator 13 Checklist (A) Question	YES	NO	NA	If No or NA Explain why (noncompliance)?
1. Is there an appropriate measurable postsecondary goal (MPSG) or goals that covers education or training, employment and, as needed, independent living? Area of Interest: _____	Y	N	NA	Education or Training: Y N Employment: Y N If needed: Independent Living Y N
2. Is (are) the postsecondary goals(s) updated annually?	Y	N	NA	
3. Is there evidence that the measurable post-secondary goals were based on age-appropriate transition assessment?	Y	N	NA	Date of Transition Assessment: _____ Results: _____ Date of IEP Meeting: _____
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y	N	NA	
5. Do transition services include a course of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y	N	NA	
6. Is there at least one <u>measureable</u> annual IEP goal related to the student's transition service needs? ** see reverse side for details of requirements	Y	N	NA	Goal Reviewed: _____
7. Is there evidence that the student was invited to the IEP Team meeting?	Y	N	NA	
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?	Y	N	NA	
Does the IEP meet the requirements of Indicator 13? (circle one)				YES (All Ys or NAs for each of the items (1-8) above or NO (one or more N's circled)

Reviewer's Signatures: _____ Date: _____

ATTACHMENT H

Measurable Annual Goal Components Chart

Present Level of Academic Achievement and Functional Performance (Current level from which goal will be measured)	Time Frame	Condition/ Situation (Materials, settings, accommodations for student to perform behavior)	Student's Name	Clearly Defined/ Observable Behavior (Terms using CCSS or district curriculum)	Performance Criteria				
					How Well (Level to demonstrate mastery)	How Consistently (Number of times to demonstrate mastery)	Evaluation Schedule		
							How Often Evaluated	How Evaluated	
<u>How Annual Goal relates to transition service need</u>	Format:	By...,	given...,	Student's name	will do this	this well	this many days/times	as measured this often	using this...
Upon graduation from high school, Ted will complete on-the-job training for telemarketing. He reads on grade-level. He currently reads 90 wpm with an average 5 errors over 4 trials <u>which will decrease his ability to excel in the telemarketing field.</u>	Example:	By June 20XX,	using grade-level social studies text and a current reading assignment,	Ted	will orally read 100 wpm	with no more than 3 errors	over 4 trials	as measured weekly	by a running record.
Sara is on track to graduate with a regular high school diploma and her most recent evaluations put her written skills at or above grade level. <u>Sarah has good understanding of her disability but needs to learn self-advocacy skills and have an opportunity to practice them. Sara knows she wants to continue on to post-secondary education, however, is unaware what career her skills and interests could lead to.</u>	Example:	By June 20XX,	given support from her case manager and/ or guidance counselor to use O*Net to explore careers related to her interests and then research 3 post-secondary programs that connect to those careers,	Sarah	will write a summary of the entrance requirements and disability services offered at each program as well as a model letter in final draft format to a future professor to self-advocate for the specific supports she anticipates needing	(100% implied because student will complete in final draft format)	(3 summaries 1 letter)	as measured monthly	by the completion of a checklist generated by Sarah and her case manager.
<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

By June 20XX, in order to prepare Logan for the ASVAB test necessary to enlist into the Marines, when given specialized instruction in reading comprehension and a 10th grade level non-fiction reading passages (1000 words), Logan will answer 4 literal comprehension questions (who, what, where and when) and 4 inferential comprehension questions (why and how) with 90% accuracy on three out of three trials presented as measured biweekly with a teacher-made answer key.

By June 20XX, in order to prepare Logan for his postsecondary goal of enlisting in the military and becoming a chef, when given specialized instruction in writing and a 10th grade level writing prompt, Logan will produce a 3 point essay (5 paragraphs) with an introduction paragraph, three body paragraphs and a conclusion paragraph (with at least 3 sentences per paragraph) on the same topic with a grade of 80% or higher as measured quarterly on a minimum of 4 formal writing assignments.

By May 20XX, in order to prepare to be a law enforcement officer, given specialized instruction in written language, Anthony will compose all written work for class assignments at a minimum 10th grade writing level to include compound, complex, and compound-complex sentence structures as measured monthly by Flesch-Kincaid readability analysis on a minimum of four formal writing assignments.

By May 20XX, in order to prepare to be a law enforcement officer, given specialized instruction in written language, Anthony will record (in written format) information he hears from three different oral sources with 90% accuracy as measured three times per quarter by a listening comprehension check list.

In order to prepare for a career in child-care, given specialized instruction in listening comprehension, Mellissa will listen to oral directions of four steps and follow them with 100% accuracy for 10 tasks per week for 9 consecutive weeks.

By May 20XX, when given a grocery list with six items, Mellissa will locate and purchase these items with 100% accuracy during four consecutive shopping trips as measured monthly by comparing the grocery list and the store receipt.

Given group language therapy, by April 20XX, Kim will improve her receptive and expressive language skills as shown by answering various “wh” questions in the provided order with 100% accuracy on 6 consecutive trials as measured weekly by therapist created log.

Given orientation and mobility therapy, Annabelle will learn to identify her bus stop (in the community and on the bus map), ask the driver for confirmation of destination prior to boarding the bus, and confirm the destination with the driver prior to departing the bus, 100% of the time over 10 consecutive independent trials in a 2-month period as measured monthly by checklist by June 20XX.

Liam will respond to direction/redirection by using the following learned skills: have eye contact, use a calm tone of voice and acknowledge the person speaking to him with 3/3 accuracy for 5 consecutive spontaneous events as measured weekly by teacher observation by June 20XX.

Given specialized instruction for self-advocacy, by June 20XX, Justin will advocate for himself when he doesn’t understand content or instructions: asking questions for clarification and accessing learning center assistance in five out of five situations as measured twice per quarter by self-report.

In order to be successful in his college education classes, by June 20XX, Donald will ask his high school teachers for the necessary accommodations as stated on his IEP as well as describe the reason for the accommodations, using a calm tone of voice and eye contact, with 100% accuracy in 5 out of 6 opportunities provided as measured three times per quarter in his most difficult class(es) by self-report.

In order to be successful in her postsecondary cosmetology program, by June 20XX, given social pragmatic instruction, Jenny will engage in conversations using safe topics and strategies for starting and continuing conversation with adults in the school building 80% of opportunities provided as measured weekly by teacher observation.