
Indicator 13 Toolkit: Writing Compliant Transition Individual Educational Plans (TIEPs)





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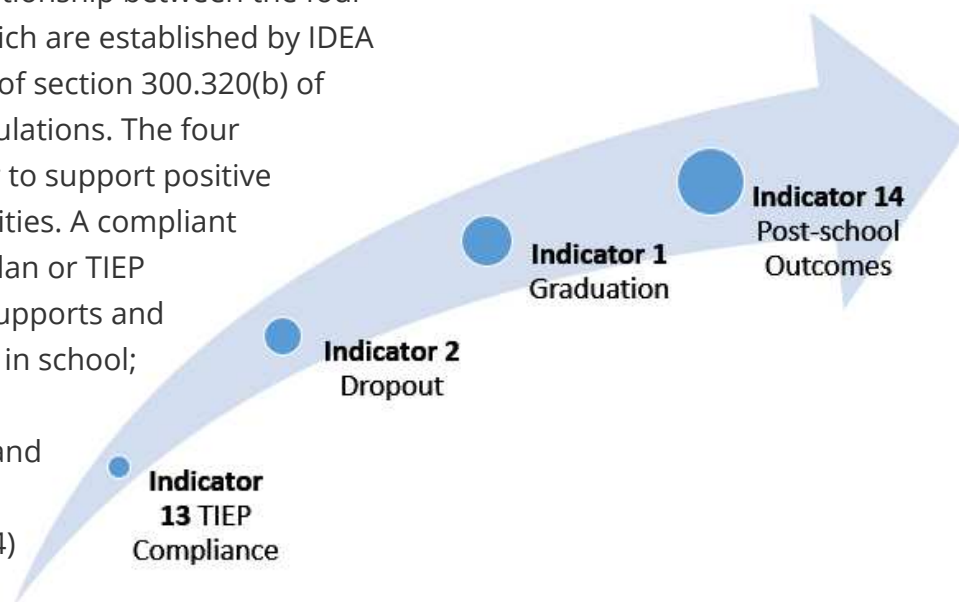
Section 1: Starting with a Compliant IEP

Why are compliant Transition Individual Educational Plans (TIEPs) so important?

Each state develops a state performance plan/annual performance report (SPP/APR), as required by the Individuals with Disabilities Education Act (IDEA), that assess how well the state implemented the requirements of IDEA and also describes how improvements will be made in the future. The SPP/APRs include indicators that measure child and family outcomes and other indicators that measure compliance with the requirements of the IDEA.

<https://sites.ed.gov/idea/spp-apr/>

This graphic demonstrates the relationship between the four secondary transition indicators which are established by IDEA and the implementing regulations of section 300.320(b) of Title 34 of the Code of Federal Regulations. The four transition indicators work together to support positive outcomes for students with disabilities. A compliant Transition Individual Educational Plan or TIEP (Indicator 13) should provide the supports and services that help students remain in school; not dropout (Indicator 2), remain engaged to graduate (Indicator 1) and support the attainment of positive post-school outcomes (Indicator 14) after graduation.



The purpose of the Individuals with Disabilities Education Act (IDEA, 2004) is to "ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living" (Section 300.1 (a)).

IDEA also enables state and local education agencies "to assess and ensure the effectiveness of efforts to educate children with disabilities" (Section 300.1 (d)).

<https://sites.ed.gov/idea/regs/b/a/300.1>

While each of the transition indicators measures different aspects of exceptional student education, such as graduation and dropout rates, they are also intertwined to achieve the larger purpose of assisting students with disabilities to successfully transition from high school to adult life.

Section 2: Focus on Transition

In compliance with IDEA (2004), the U.S. Department of Education's Office of Special Education Programs (OSEP) annually collects data from each state on indicators. Several of these indicators relate closely to the education and transition services for students with disabilities. In particular, the percent of youth aged 16 and above with an individual educational plan (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 (20 U.S.C. 1416(a)(3)(B)).



General Authority

The Individuals with Disabilities Education Act (IDEA) and the implementing regulations of section 300.320(b) of Title 34 of the Code of Federal Regulations (34 C.F.R. 300.320(b)) require that IEPs for students age 16 years, or younger if determined appropriate by the IEP team, address the areas of education; training; employment and, where appropriate independent living (State Performance Plan [SPP] Indicator 13).

In accordance with Title 34, section 300.600, Code of Federal Regulations (C.F.R.), each state educational agency (SEA) must conduct monitoring activities in order to:

- Improve educational results and functional outcomes for all students with disabilities; and
- Ensure that local educational agencies (LEA) meet the program requirements under Part B of the Act, with particular emphasis on those requirements that are most closely related to improving educational results for students with disabilities.

The Summary of Performance (SOP) is also an important requirement found in IDEA and the implementing regulations.

For a child whose eligibility under this subchapter terminates under circumstances described in clause (i), a local educational agency shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals (Section 1414 (c) (5) (B) (ii)).

Section 3

General Narrative Compliance Guidance

The following compliance guidance leads you through a brief narrative on each of the Secondary Transition Age (T16) Protocol standards.

T16-1 Notice

Compliance Narrative: The district will review relevant documents to determine if these documents clearly identify the following:

- The purpose of the IEP team meeting was to consider postsecondary goals and transition services;
- The student was invited (by name) to the IEP team meeting; and
- If determined necessary by the IEP team, the transition agency was clearly identified

Non-Compliance Narrative: The district will review relevant documents and any missing information would indicate non-compliance with this standard.

Helpful Tip: *IEP teams should not forget to get clear consent and fully document said consent for the attendance of the agency representative.*

T16-2 Student Invited

Compliance Narrative: The district will review relevant documents, such as meeting notices, conference notes and signature pages, to identify whether or not the student was clearly invited to attend the IEP team meeting.

Non-Compliance Narrative: Any missing component or inability to infer that the student was invited to attend the IEP team meeting would indicate non-compliance.

T16-3 Preferences, Strengths and Interests

Compliance Narrative: The district will review relevant documents, such as student questionnaires and age-appropriate transition assessments to determine whether or not the student's input was considered by the IEP team.

Non-Compliance Narrative: Upon review, the district may have identified that student input was considered by the IEP team; however, there is no supporting evidence furnished regarding this input.

Helpful Tip: *Districts should ensure that student questions and age-appropriate assessments are not only referenced in the IEP, but also furnished with the rest of the IEP documentation.*

T16-4 Includes Course of Study

Compliance Narrative: The district will review the student's IEP and relevant documents, and determine these documents clearly demonstrate the course of study that the student is pursuing.

Non-Compliance Narrative: Based on a review of student records and relevant documentation, the bureau or the district is unable to clearly identify the course of study that the student is pursuing.

Section 3 General Narrative Compliance Guidance Continued

T16-5 Pre-ETS

Compliance Narrative: The district will review the student's IEP and relevant documents and determine that a statement including pre-employment transition services (Pre-ETS) were updated annually starting at age 16.

Non-Compliance Narrative: Based on a review of records and relevant documentation, the district is unable to identify that the IEP team included Pre-ETS.

Helpful Tip: *Pay special attention to documenting discussion about Pre-ETS if the student has not been referred for the services.*

T16-6 Self-Determination/Self-Advocacy

Compliance Narrative: Based on a review of student records, the district is able to determine that the IEP team clearly identified whether or not the student's self-determination and self-advocacy skills were considered. If the IEP team determines that the student is a student in need of self-determination and self-advocacy skills, then the IEP team appropriately considered services and measurable annual goals.

Non-Compliance Narrative: Based on a review of documentation, it is unclear or conflicting as to whether or not the IEP team considered if the student was in need of self-determination and self-advocacy skills.

Helpful Tip: *Remember, special considerations should mirror present level statements, which in turn should inform the student's measurable annual goals.*

T16-7 Agency Responsibility

Compliance Narrative: Based on a review of documentation, the district is able to determine that an agency was not identified to provide transition services or that an identified agency provided the specified transition services. If it was determined that the participating agency failed to provide the transition services, then the IEP team reconvened to review and revise the IEP, accordingly.

Non-Compliance Narrative: There is evidence to suggest that the transition services were not provided to the student by the participating agency and it was unclear whether or not the district reconvened the IEP team to review and revise the IEP to meet the transition objectives.

T16-8 Transfer of Rights

Compliance Narrative: The district can determine that when the student was 17 years old or younger, the student was clearly informed (typically verbal notification) about the rights that will transfer to the student at age 18. In addition, closer to the student's 18th birthday, a separate and distinct notice of the transfer of rights was provided to the student.

Non-Compliance Narrative: Based on a review of documentation, it is unclear that the notification of the transfer of rights occurred or the separate and distinct notice of the transfer of rights was not completed prior to the student's 18th birthday. Or, the documentation was not submitted.

Helpful Tip: *This protocol pertains to two separate requirements, with two separate dates, and two separate notifications.*

Section 3 General Narrative Compliance Guidance Continued

T16-9 Measurable Postsecondary Goals

Compliance Narrative: Based on a review of documentation to include the student's IEP, the district can determine that the IEP team clearly identified the needs of the student to include parental and student input, and developed appropriate present level statements for these identified needs, which in turn led to the development of measurable postsecondary goals for each of the following areas: education, training employment/career and, if determined necessary, independent living skills.

Non-Compliance Narrative: Based on a review of documentation by the district, it appears that the measurable postsecondary goals were either missing, not written in a measurable or compliant manner, or did not reflect or align with the transition assessment information of the student's interests.

Helpful Tips: *Measurable postsecondary goals should reflect the results of any transition assessments and should be specific to include the required language.*

T16-10 Age-Appropriate Transition Assessments

Compliance Narrative: Based on a review of documentation to include the student's IEP, the district was able to determine the following:

- Age-appropriate transition assessments were completed
- Measurable postsecondary goals demonstrate that the IEP team considered these assessment results.

Non-Compliance Narrative: Student interviews need to be duly noted with written documentation. Failure to provide actual written documentation of the transition assessment(s) may lead to this standard being non-compliant.

T16-11 Measurable Annual Goals

Compliance Narrative: Based on a review of documentation, the district was able to determine the following:

- The IEP includes measurable annual goals that include academic and functional goals related to the student's transition service needs;
- The measurable annual goals clearly are designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum;
- The measurable annual goals clearly are designed to meet the student's other needs that result from the disability; and
- For students on alternate achievement standards, the IEP developed two or more benchmarks or short-term objectives for each annual goal.

Non-Compliance Narrative: Based on a review of documentation, the measurable annual goals are one or more of the following:

- Missing;
- Do not include goals that relate to the student's transition service needs;
- Not designed to meet the student's needs that result from the disability to enable them to make progress in the general education curriculum;
- Not written in a measurable compliant manner; or
- Missing at least two short-term objectives/benchmarks for students assessed on alternate standards.

Section 3 General Narrative Compliance Guidance Continued

T16-12 Transition Services

Compliance Narrative: Based on a review of documentation, the district was able to determine that the IEP team identified transition services, clearly indicated on the student's IEP, to assist the student in reaching the measurable postsecondary goals.

Non-Compliance Narrative: Based on review of documentation, the district was unable to identify transition services that aligned with supporting the student in reaching measurable postsecondary goals.

Helpful Tip: *Ensure there is alignment in the transition services to support and facilitate movement for the student to reach measurable postsecondary goals.*

T16-13 Courses of Study Aligns with Postsecondary Goals

Compliance Narrative: Based on a review of documentation, that includes the student's class schedule, the district was able to determine that the student was enrolled in courses of study to assist the student in reaching postsecondary goals.

Non-Compliance Narrative: Based on a review of documentation, the district was unable to clearly see the connection between the student's course of study and the student's measurable postsecondary goals.

Helpful Tip: *A course of study statement should include items such as the student's current courses, CTE courses the student may be enrolled in which relate to the student's measurable postsecondary goals, the status of the student's online course requirement (taken, not taken yet, IEP team waived), statewide assessments for graduation (passed, not passed, waived by the IEP team) and any additional experiences the student may be involved in which relate to the student's measurable postsecondary goals (Community-Based Instruction [CBI], Community-Based Vocational Education [CBVE], Work-Based Learning Experiences [WBLEs], Internships, etc).*

T16-14 Consent for Agency Participation

Compliance Narrative: Based on a review of documentation, including appropriate consent forms, the district was able to determine that consent was obtained from the parent or adult age student before inviting a representative of an agency to the IEP team meeting.

Non-Compliance Narrative: Based on a review of documentation, the district was unable to locate consent to invite an agency or there was no evidence in the IEP demonstrating lack of consent to invite the agency and/or that an agency representative was not needed at this time.

T16-15 Agency Participation

Compliance Narrative: Based on a review of documentation, the district was able to determine:

- The IEP team considered whether or not transition services were likely to be provided or paid for by another agency; and
- The IEP team invited the agency representative responsible for the provision of those services, to the student's IEP team meeting.

Non-Compliance Narrative: Based on a review of documentation, the district was unable to determine whether or not transition services were likely to be provided or paid for by another agency, or that the agency representative responsible for the provision of transition service was invited to attend the student's IEP team meeting.

Section 3 General Narrative Compliance Guidance Continued

T16-16 Combined Components

Compliance Narrative: Based on a collective review of documentation, the district was able to determine that the district complied with T16-2 and T16-8 through T16-15.

Non-Compliance Narrative: Based on a collective review of documentation, the district was unable to determine that the district complied with T16-2 and T16-8 through T16-15.

T16-17 Scholar or Merit Designation

Compliance Narrative: Based on a review of documentation, the district was able to determine that the IEP team, including the student's parents, collaborated to determine the student's intent to pursue a standard diploma and considered a scholar or merit designation as applicable. (A student who earns the required 24 credits or the required 18 credits, but fails to pass the assessments or achieve a 2.0 GPA shall be awarded a certificate of completion.)

Non-Compliance Narrative: Based on a review of documentation, the district was unable to identify IEP discussion about whether or not the student intends to pursue a scholar or merit designation.

T16-18 Parental Approval

Compliance Narrative: Based on a review of documentation, any changes in the postsecondary and career goals, were approved by the parent or student who has reached the age of 18.

Non-Compliance Narrative: Based on a review of documentation, there was no proof of the parent or adult age student's approval to change the measurable postsecondary goal from the previous IEP.

Helpful Tip: *Ensure that the measurable post-school goals are discussed and approved by the parent or an adult age student at least annually with the IEP team even if they remain the same.*

T16-19 Summary of Performance (SOP)

Compliance Narrative: Based on a review of documentation, including the student's SOP, the district was able to determine that:

- An SOP was provided to the student before the student graduated with a standard diploma or before the student exceeded the age of a free appropriate public education;
- The student participated in the process of completing the SOP;
- The SOP contains a summary of the student's academic achievement and functional performance; and
- The SOP contains recommendations on how to assist the student in achieving the student's postsecondary goals, including the use of accommodations and interagency connections, especially those the student felt were most beneficial.

Non-Compliance Narrative: Based on a review of documentation, including the student's SOP, the district was unable to determine that:

- An SOP was provided to the student before the student graduated with a standard diploma or before the student exceeded the age of a free appropriate public education;
- The student participated in the process of completing the SOP;
- The SOP contains a summary of the student's academic achievement and functional performance; and
- The SOP contains recommendations on how to assist the student in achieving the student's post-secondary goals, including the use of accommodations and interagency connections, especially those the student felt were most beneficial.

Helpful Tip: *If the student has not met graduation requirements and is not exiting the K-12 system at this time, then the answer to this standard would be "NA".*

Section 4: Indicator 13 Support from Project 10

Florida Indicator 13 Checklist

The Florida Indicator 13 Checklist C uses Florida's T16 Protocol to form a straight-forward list of requirements for a compliant Transition Individual Educational Plan (TIEP). Checklist C addresses all federal and state requirements. Each standard has one or more guiding questions that assist with assessing compliance or non-compliance.

** There is also a Checklist A that includes reported federal requirements only and a Checklist B that includes all federal requirements.*

*** These checklists are adapted from the National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklists.*

This resource is found on the Project 10 website at <http://project10.info/DPage.php?ID=77#NS138>

Transition Individual Educational Plan (TIEP) Compliance Self-Assessment Training

This training is based on the T16 Protocol and the Florida Indicator 13 Checklist C. Participants will conduct a careful examination of the compliance requirements. A sample IEP has been developed and will be used to apply the principles of compliance self-assessment. Guiding questions and activities will assist participants to use the T16 Protocol and the Florida Indicator 13 Checklist to accurately assess for compliant TIEPs.

Request this training from your Regional Transition Representative (RTR). Contact information for each RTR is found on the Project 10 website at <http://project10.info/DPage.php?ID=331>



Section 5: Transition Models

The transition process is a “big picture” concept, and, yet, it must unfold on a daily basis. Keeping the big picture in mind will help to ensure that everyday transition activities are all contributing to the primary goal of a successful transition from high school to post-school activities such as:

- College or university programs
- Career and Technical Education (CTE)
- Continuing and adult education
- Employment
- Independent Living

This model provides a visual representation of three key principles of transition and shows how they relate to each other.

Overview of Transition Planning

Adapted from National Technical Assistance Center on Transition (NTACT)

Transition Assessment: Where Am I Now?



A process of collecting data from informal and formal assessments of students' strengths, needs, preferences and interests over time from multiple stakeholders in areas such as, academic skills; career interests and aptitudes; self-determination skills and opportunities; and independent living skills.

Measurable Postsecondary Goals: Where Do I Want to Go?



Beginning no later than age 16, the IEP must include measurable postsecondary goals based on age-appropriate transition assessment in the areas of:

- Training and/or Education
- Employment and Career
- Independent Living, if appropriate

Instruction and Transition Services: How Will I Get There?



In order to best prepare students to reach their identified measurable postsecondary goals, IEP teams will:

- Identify transition services or activities (including courses of study) that are in alignment with the measurable postsecondary goals
- Identify measurable annual goals that will support the transition services and assist students to complete their courses of study and achieve their postsecondary goals
- Involve additional agencies or other transition stakeholders who can assist in facilitating the successful transition from high school to postsecondary environments. Note: Any agency likely to provide or pay for services must be invited to participate in IEP meetings with the consent of the parent or student who has reached the age of 18 years old.

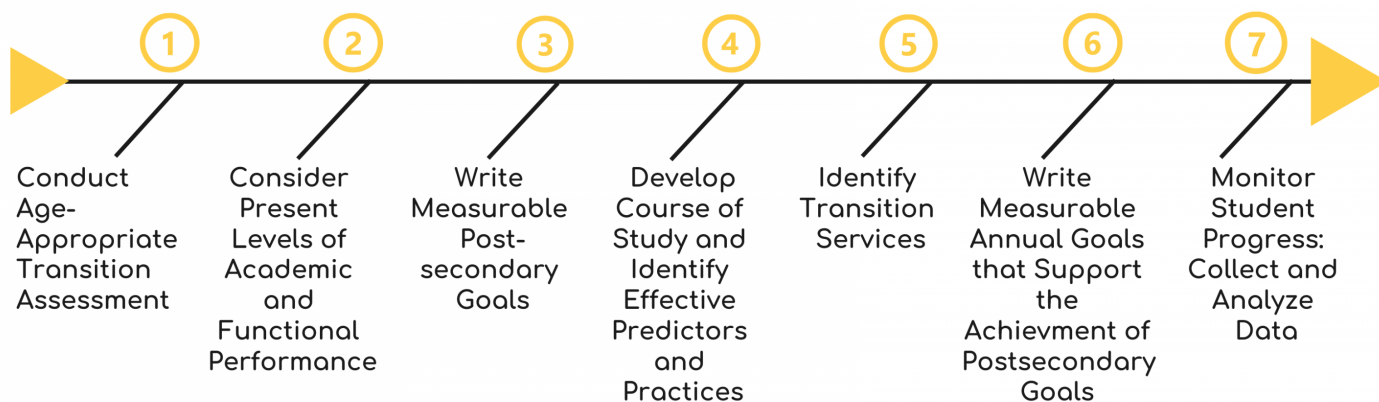
Section 5: Transition Models continued

From Assessment to Practice: A Model for Teachers is a sequential model developed by NTACT to support teachers as they assist students through the transition planning process. This model incorporates best practices and predictors that correlate with positive post-school outcomes.

This model is based on the following research:

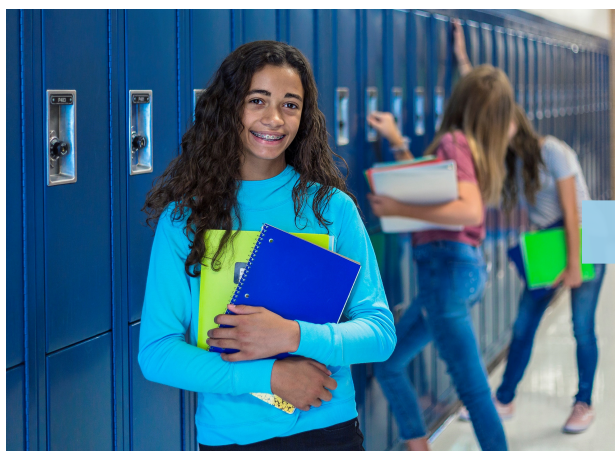
Mazzotti, V. L., Rowe, D. A., Kelley, K. R., Test, D. W., Fowler, C. H., Kohler, P. D., & Kortering, L. J. (2009). Linking transition assessment and postsecondary goals: Key elements in the secondary transition planning process. *TEACHING Exceptional Children*, 42, 44–51. doi: <https://doi.org/10.1177/004005990904200205>

From Assessment to Practice: A Model for Teachers



https://transitionto.org/sites/default/files/news/Assessment%20to%20Practice%202.0_2019-2.pdf

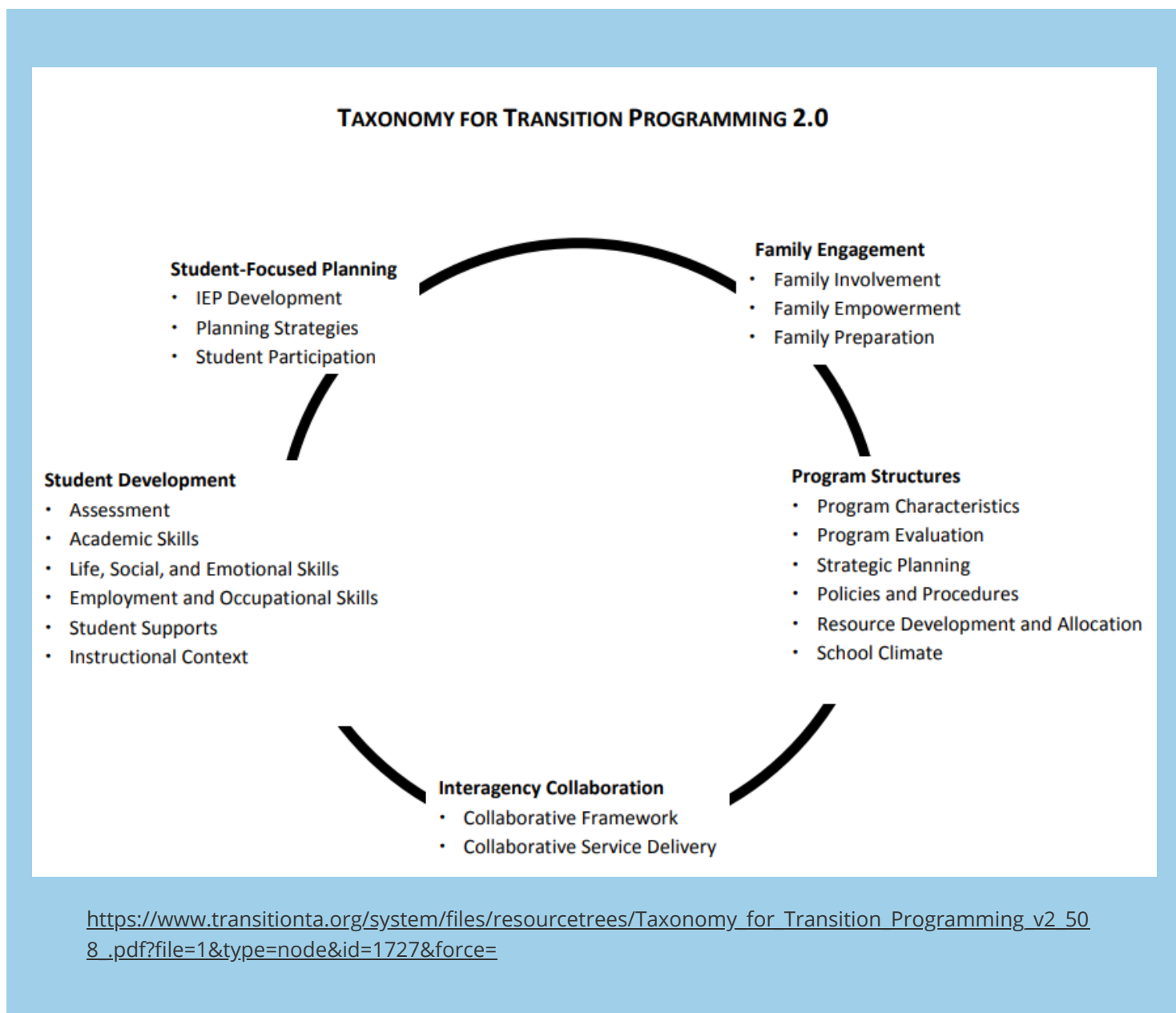
Adapted from the National Technical Assistant Center on Transition (NTACT)



Section 5: Transition Models continued

The *TAXONOMY FOR TRANSITION PROGRAMMING 2.0 - A Model for Planning, Organizing, and Evaluating Transition Education, Services, and Programs* is a transition model that identifies five areas of transition programming. Within each area there are three to five subsections which include multiple strategies. All of these areas, subsections and strategies work together to create a comprehensive model of transition programming.

Additionally, it is helpful to note that this model is not sequential in nature. Transition planning has a common structure for all students, but, by nature, is an individualized and iterative process in which the components of transition planning are visited and re-visited as needed.



Section 6: Transition Information from Other States and NTACT

NTACT B13 Data Toolkit - This Toolkit has a number of examples for reference.

https://www.transitionta.org/system/files/toolkit13/B13%20Data%20Toolkit%202.0_Final%202.7.19.pdf?file=1&type=node&id=1635

Transition Samples from Other States:

Bureau of Indian Education (BIE)

https://www.transitionta.org/system/files/resourcetrees/Final_BIE%20Compliance%20Tips%20for%20B13_9-24-16.pdf?file=1&type=node&id=1599&force

See pages 6-8 Postsecondary Goals

See pages 22-24 Annual Goals

- **BIE PPT**

<https://www.transitionta.org/system/files/resourcetrees/Indicator%2013%20File%20Review%20Training.pdf?file=1&type=node&id=1600&force>

- **BIE Quality IEP Rubric**

https://www.transitionta.org/system/files/resourcetrees/BIE%20Quality%20IEP%20Rubric_05-17.pdf?file=1&type=node&id=1605&force

Iowa

- **Transition IEP Check Sheet**

<https://www.transitionta.org/system/files/resourcetrees/IA%20Transition%20IEP%20Checksheet%20training.pdf?file=1&type=node&id=1602&force>

- **Reference Sheet**

<https://www.transitionta.org/system/files/resourcetrees/IA%2013%20Critical%20Elements%20Reference%20Sheet.pdf?file=1&type=node&id=1603&force>

Arizona

- **Secondary Transition Best Practice Rubric**

<https://www.transitionta.org/system/files/resourcetrees/AZ%20Best%20Practice%20Rubric%202.0.pdf?file=1&type=node&id=1591&force>



IEP Tip Sheet: PLAAFPs

Present Levels of Academic Achievement and Functional Performance (PLAAFPs)

This tip sheet defines and describes the elements of a PLAAFP. Guiding questions are provided to assist with creating a well-written PLAAFP and helpful tips for developing PLAAFPs are provided.

What Does IDEA Say?

According to IDEA Sec. 300.320 (a), each child's IEP must contain...

(1) A statement of the child's present levels of academic achievement and functional performance, including—

- (i) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
- (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.

"There should be a direct relationship between the present levels of performance and the other components of the IEP" (U.S. Department of Education, Code of Federal Regulation, 1999, Appendix C, Question 36).

Quick Tips for Developing PLAAFPs

- Address all of the student's educational needs identified in the evaluation.
- Describe changes in student functioning since the last IEP was developed.
- Include objective, measurable data to describe the current performance.
- Explain how specific accommodations and modifications are needed and will be used by the student.
- Structure the baseline statement using the same structure as the annual goal.
- Compare the student's baseline performance to grade-level expectations.
- Include assessment administration dates and names of measurement tools to the extent possible.

Where Can You Learn More?

Understanding the Present Levels of Academic Achievement and Functional Performance Statement

(PACER Center). This resource provides phrases, examples and data sources that teams might use to develop PLAAFP statements. <https://www.pacer.org/parent/iep/plaafp.asp>

What is Included in the IEP Document? High-Quality PLAAFP Statements (IRIS Center)

This section is one component of the IRIS module, Developing High-Quality Individualized Education Programs. It describes elements of high-quality PLAAFP statements and guiding questions for IEP teams. <https://iris.peabody.vanderbilt.edu/module/iep01/cresource/q3/p06/>

PROGRESS Center Website (American Institutes for Research) The PROGRESS Center website includes additional information about developing high-quality IEPs and additional tip sheets in this series.



<https://promotingprogress.org/>

This Tip Sheet is based in large part on the **IEP Tip Sheets Series** developed by the PROGRESS Center - Promoting Progress for Students with Disabilities at the American Institutes for Research

<https://promotingprogress.org/resources/iep-tip-sheet-series>

Elements of a Well-Written PLAAFP

A fully developed, well-written present level of academic achievement and functional performance statement, or PLAAFP, is the foundation of the individualized education program (IEP) and is used to specify appropriate goals, services, supports, accommodations, and placement for the student. The IEP team can begin the process of developing a high-quality PLAAFP statement by holding a discussion that centers around four essential elements: student needs, effect on progress in general education, baseline information, and connection to goals and/or services.

PLAAFP Element	PLAAFP Description	Guiding Questions
Student Needs 	Information on the student's current academic and/or functional needs	What are: <ul style="list-style-type: none"> • The student's strengths? • The main areas of concern (e.g., academic, functional) and how do these concerns relate to district or state standards and benchmarks and the student's postsecondary interests? • The parents' concerns? • The student's instructional preferences?The results from the evaluation (e.g., standardized tests, progress monitoring data)? • Ways in which the student's strengths can help address the identified areas of concern?
Effect on Progress in General Education	An explanation of how the disability affects the student's involvement and progress in the general education curriculum	How does the student's disability affect: <ul style="list-style-type: none"> • Involvement in general education? • Access to the general education curriculum? • Progress in the general education curriculum?
Baseline Information 	Baseline data for monitoring student progress	Are the data being reviewed to determine whether the student is making progress: <ul style="list-style-type: none"> • Specific? • Objective? • Measurable? • Something that can be collected frequently <p>And do these data relate to:</p> <ul style="list-style-type: none"> • Identified areas of concern? • State content standards?
Connection to Goals and/or Services	Bridge between the PLAAFP statement and an annual goal	Is there enough information in the PLAAFP to: <ul style="list-style-type: none"> • Develop a challenging, ambitious, measurable annual goal? • Determine what special education, related services, accommodations and program modifications are needed?

IEP Tip Sheet:

Participation in Assessment

This tip sheet provides information about participation in assessment and accommodations for assessments. It includes a brief summary of federal regulations and tips for implementation.

What Does IDEA Say?

According to IDEA Sec. 300.320(a)(6), each child's individualized education program (IEP) must include –

(i) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments consistent with section 612(a)(16) of the Act; and

(ii) If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or district-wide assessment of student achievement, a statement of why—

(A) The child cannot participate in the regular assessment; and

(B) The particular alternate assessment selected is appropriate for the child.

All students with disabilities should be included in educational accountability systems.

Alternate assessments offer a form of assessing the learning of students who are unable to participate in the general assessments because of the challenges of their specific disability, particularly those with significant cognitive disabilities.

Approximately 1% of all students should participate in alternate assessments, following the guidelines set forth by state and local education agencies. Most students with disabilities participate in regular assessments similar to peers without disabilities with or without accommodations.



The Florida Standards Alternate Assessment (FSAA) is based on the Florida Standards Access Points and is available to students with significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity. https://fsaa-training.onlinehelp.cognia.org/wp-content/uploads/sites/8/2019/05/FSAAPT_UnderstandingReports_English.pdf

What is Meant by Testing Accommodations?

"Testing accommodations change how students are tested but do not change what a test measures. Students with disabilities who receive testing accommodations are required to take the

same assessment and reach the same level of proficiency as students who do not use them." (IRIS Center).

This Tip Sheet is based in large part on the **IEP Tip Sheets Series** developed by the PROGRESS Center - Promoting Progress for Students with Disabilities at the American Institutes for Research <https://promotingprogress.org/resources/iep-tip-sheet-series>



Tips for Testing Accommodations Success



- Include rationale for testing accommodations or participation in the alternate assessment in the IEP's present level of academic and functional performance.
- Be aware of approved testing accommodations for your state and district assessments.
- Ensure that selected testing accommodations are also available to the student for classroom summative assessment, as appropriate.
- Select accommodations based on the student's education needs, not current placement or disability category.
- Engage students and families in decisions about appropriate testing accommodations or participation in alternate assessments.

Where Can You Learn More?

Accommodations: Assisting Students with Disabilities (Bureau of Exceptional Education and Student Services, Florida Department of Education)

This manual helps teachers and parents make decisions about accommodations for students with disabilities. The appendices provide a quick reference guide and resources on statewide testing accommodations.

<http://www.fl DOE.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.pdf>

Accommodations: Instructional and Testing Supports for Students with Disabilities (IRIS Center)

This module overviews instructional and testing accommodations for students with disabilities, explains how accommodations differ from other kinds of instructional adaptations, defines the four categories of accommodations, and describes how to implement accommodations and evaluate their effectiveness for individual students.

<http://www.fl DOE.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.pdf>

Participation in General Assessments – FAQ (The National Center on Educational Outcomes)

This resource shared frequently asked questions (FAQs) about participation in general assessment. Additional FAQs focus on accessibility and accommodations and reporting.

https://nceo.info/Assessments/general_assessment/participation/faq

Taking the Alternate Assessment Does NOT Mean Education in a Separate Setting! (TIES Center - Increasing [T]ime, [I]nstructional Effectiveness, [E]ngagement, and State and District [S]upport for Inclusive Practices.)

This parent brief discusses the characteristics of students with the most significant cognitive disabilities and the nature of alternate assessments for these students. The brief also addresses concerns around least restrictive environment, legal provisions, and next steps for parents.

<https://tiescenter.org/resource/NO/yDQYeoQQe0thNgNp4chg>

PROGRESS Center Website

The PROGRESS website includes additional information about developing high-quality IEPs and additional tip sheets in this series.

<https://promotingprogress.org/>

Measurable Annual Goals

This tip sheet introduces information about developing measurable annual goals. It includes a brief summary of federal regulations and tips for implementation.

What Does IDEA Say?

According to IDEA, Sec. 300.320 (a), each child's IEP must contain...

- (i) A statement of measurable annual goals, including academic and functional goals designed to—
 - (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
 - (B) Meet each of the child's other educational needs that result from the child's disability;
- (ii) For children with disabilities who take alternate assessments aligned to alternate academic achievement standards, a description of benchmarks or short-term objectives.

Where Can You Learn More?

Dear Colleague Letter (2015, November 16). This OSERS Policy Guidance on Free Appropriate Public Education letter clarifies the necessity of writing ambitious but achievable IEP goals which align to grade level content standards.

<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-fape-11-17-2015.pdf>

Strategies for Setting High-Quality Academic Individualized Education Program Goals (National Center on Intensive Intervention). This guide explains how educators can establish academic IEP goals that are measurable, ambitious, and appropriate through four steps: selecting a measure, establishing baseline performance, choosing a strategy for setting the goal, and writing a measurable goal.

<https://intensiveintervention.org/resource/high-quality-academic-IEP-goals>

Strategies for Setting Data-Driven Behavioral Individualized Education Program Goals (National Center on Intensive Intervention). This guide covers components of quality behavioral IEP goals.

<https://intensiveintervention.org/resource/high-quality-behavior-IEP-goals>

What is Included in the IEP Document? Challenging, Ambitious, Measurable Annual Goals (IRIS Center) This section is one component of the IRIS module, Developing High-Quality Individualized Education Programs. It describes key components to consider when developing measurable annual goals that outline what a student is reasonably expected to accomplish in a 12-month period, when provided with appropriate special education services.

<https://iris.peabody.vanderbilt.edu/module/iep01/cresource/q3/p07/#content>

Developing IEPs that Support Inclusive Education for Students with the Most Significant Cognitive Disabilities (TIES Center). This brief covers considerations for developing annual goals that are standards based for students with the most significant cognitive disabilities.

<https://tiescenter.org/resource/SW/MycVdjRAOIkwndgsCWDQ>



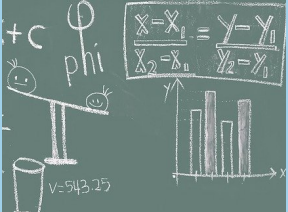
PROGRESS Center Website The PROGRESS website includes additional information about developing high-quality IEPs and additional tip sheets in this series. <https://promotingprogress.org/>

This Tip Sheet is based in large part on the **IEP Tip Sheets Series** developed by the PROGRESS Center - Promoting Progress for Students with Disabilities at the American Institutes for Research

<https://promotingprogress.org/resources/iep-tip-sheet-series>

Essential Elements of Writing Measurable IEP Goals

IEP goals are developed as a team and are based on present levels of academic achievement and functional performance (PLAAFPs). IEP goals must be written in language that ensures that the progress from a student's present level of performance toward the goal can, and will be, measured. Quality IEP goals address the condition, or context, in which the skill will be performed, target behavior and level of proficiency/time frame.

Component	Guiding Questions	Examples
Condition 	<ul style="list-style-type: none"> Under what context will the behavior or skill be expected to occur? What level of independence is expected to complete the skill or demonstrate the behavior? 	<ul style="list-style-type: none"> When given 30 first-grade sight words. . . When given a third-grade reading passage. . . When provided a sixth-grade-level story starter and four minutes to write. . . Independently. . . With no more than two reminders needed. . . When prompted. . .
Target Behavior 	<ul style="list-style-type: none"> What do we want the students to be able to do? Is the behavior observable and measurable? Is it a functionally relevant replacement behavior? Is this a measure of student behavior, not adult behavior? 	<ul style="list-style-type: none"> Student will read 30 of 30 sight words. . . Student will read 60 words correctly. . . Student will use a learned strategy to de-escalate. . . Student will appropriately ask for help. . . Student will appropriately seek peer attention. . .
Level of Proficiency/ Timeline 	<ul style="list-style-type: none"> When will mastery of the skills be expected to occur? What is the level of accuracy? How many trials does the student need to demonstrate mastery of the skill? 	<ul style="list-style-type: none"> 95% accuracy. . . Three consecutive probes. . . By spring benchmarking. . . From 50% accuracy to 80% accuracy. . . At least 80% of the instructional period. . . During eight of ten peer interactions. . .

"To support inclusive education for students with significant cognitive disabilities, annual goals should be written with goals and services that are best implemented in an inclusive placement. The goals should:

- Use supports and curriculum that are age-appropriate.
- Lead to meaningful outcomes for the student.
- Support learning the general education curriculum with peers.
- Occur in natural settings and times throughout the day."

Developing IEPs that Support Inclusive Education for Students with the Most Significant Cognitive Disabilities
<https://files.tiescenter.org/files/jfFmPnDMMY/ties-brief-3>

Measurable Progress Toward Annual Goals

This tip sheet discusses measuring progress toward annual goals. It provides a brief summary of federal regulations and tips for implementation.

What Does IDEA Say?

According to IDEA, Sec. 300.320 (a)(3), each child's IEP must contain...

(3) A description of—

(i) How the child's progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and

(ii) When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.

Where Can You Learn More?

The Academic and Behavior Progress Monitoring Tools Chart (National Center on Intensive Intervention). These tools charts are intended to assist educators and families in selecting academic and behavioral assessment tools that meet standards for technical rigor and address their specific needs. These can be considered when an IEP team is determining measures of progress towards IEP goals.

<https://charts.intensiveintervention.org/bprogressmonitoring>

Measuring and Reporting Student Progress (Center for Parent Information and Resources). This resource includes the legal definition from IDEA, guiding questions, and considerations for how progress will be shared with parents. The content is also available in Spanish.

<https://www.parentcenterhub.org/iep-progress/>

What is Included in the IEP Document? Monitoring and Reporting Student Progress (IRIS Center). This section is one component of the IRIS module, Developing High-Quality Individualized Education Programs. It addresses the importance of documenting the effectiveness of a student's IEP through measurement of progress towards goals, and periodic reporting of that progress to the student's parents.

<https://iris.peabody.vanderbilt.edu/module/iep01/cresource/q3/p09/#content>

PROGRESS Center Website The PROGRESS website includes additional information about developing high-quality IEPs and additional tip sheets in this series.

<https://promotingprogress.org/>



This Tip Sheet is based in large part on the **IEP Tip Sheets Series** developed by the PROGRESS Center - Promoting Progress for Students with Disabilities at the American Institutes for Research

<https://promotingprogress.org/resources/iep-tip-sheet-series>

Tips for Developing a Monitoring Plan

Students' individualized education programs (IEPs) must describe how progress toward annual goals will be measured, including how and when school personnel will inform parents about that progress (e.g., quarterly reports, concurrent with the timing of report cards).

Things to Do

Do: Use objective measures (e.g., data that can be reported in numbers rather than words).

Examples:

- Behavior observation checklists
- Progress monitoring probes (e.g., reading, math)
- Unit or chapter test scores

Do: Measure frequently and systematically.

Examples:

- Every two weeks
- At least three times per week

Do: Identify an individual with appropriate data collection training.

Examples:

- General education teacher
- Special education teacher
- School psychologist

Do: Clearly identify each relevant setting or context in which data will be collected.

Examples:

- During reading instruction
- On the playground

Do: Maintain a consistent data collection schedule.

Examples:

- Mondays, Wednesdays, and Fridays at 10:00 a.m.
- Tuesdays during reading

Do: Use the performance criteria from the annual goals.

Examples:

- Perform a task with 85% accuracy during three out of five observations
- Read at a rate of 95 words per minute with less than five errors on two out of three reading passages

Things to Avoid

Don't: Use subjective measures.

Examples:

- Anecdotal reports
- Teacher or student perceptions

Don't: Measure so inconsistently or infrequently that data-based changes to services and supports can't occur.

Examples:

- Every nine weeks
- Three times per year

Don't: Assume that an individual has the requisite skills to collect data.

Don't: Broadly describe the setting or context (e.g., in the general education setting) or omit it completely.

Don't: Collect data on an inconsistent basis.

Examples:

- Monday at the beginning of reading class (9:00 a.m.) and then Wednesday right before recess (10:30 a.m.)
- At the teacher's convenience
- When the student is in a good mood

Don't: Use different performance criteria than those stated in the annual goals.

Dates, Frequency, Location and Duration of Services

This tip sheet provides information about dates, frequency, location, and duration of services. It includes a brief summary of federal regulations and tips for implementation.

What Does IDEA Say?

According to IDEA, Sec. 300.320 (a)(7), each child's IEP must contain. . .

(7) The projected date for the beginning of the services and modifications. . . and the anticipated frequency, location, and duration of those services and modifications.

Breakdown of this IEP Requirement

When defining dates, frequency, location, and duration of services, inclusion in the general education setting must be considered first as the presumed placement of every student with a disability. Teams will use data outlined in the present levels of academic and functional performance, or PLAAFPs, to make decisions about each requirement. How often and how long IEP services will be delivered will affect whether expected progress can be made on measurable annual goals. When making decisions regarding these elements, it is important to remember that services should be provided in the general education setting to the maximum extent appropriate.

What must be included in the IEP?	What does this mean?	Tips for success?
Date of Service Initiation	The date that the exceptional student education and related services identified in the IEP begins.	<ul style="list-style-type: none">• Start as soon as possible [S. 300.323(c)(2)]
Frequency	The number of times per week the exceptional student education and related services will be delivered.	<ul style="list-style-type: none">• Ensure the frequency provides sufficient opportunities for practice and corrective feedback.
Duration	The length of time of each session, often represented in minutes, of services to be provided to the student.	<ul style="list-style-type: none">• Be mindful of the attention span of a student related to the student's age or disability.
Location	The placement where the services will be provided.	<ul style="list-style-type: none">• Do not determine until all of the other IEP components have been determined.• Clarify the level of resource commitment.

Where Can You Learn More?

Service Delivery (Component of the IEP) (Center for Parent Information and Resources). This article describes considerations for documenting initiation dates and frequency/location/duration in the IEP. The content is also available in Spanish. <https://www.parentcenterhub.org/iep-servicedelivery>