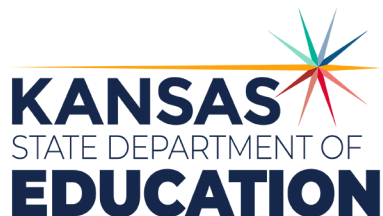
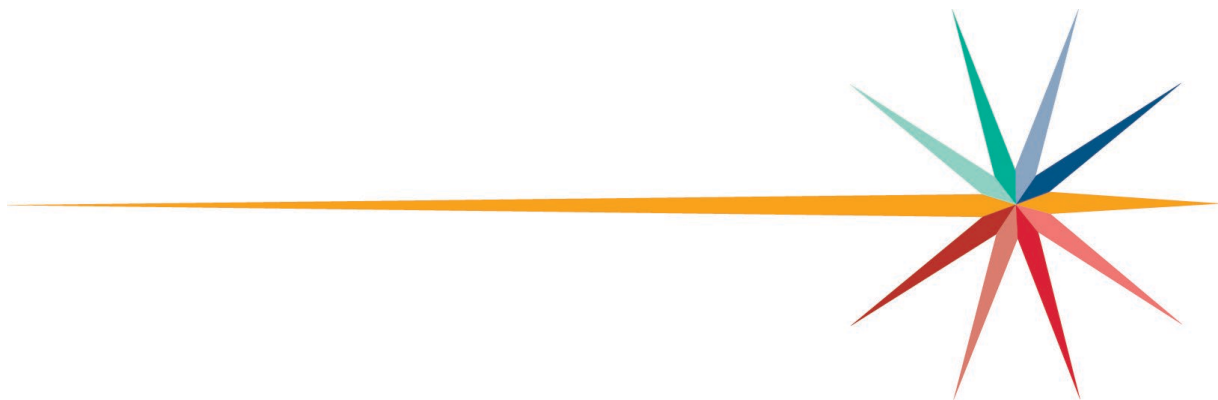


State Performance Plan (SPP)

Indicator 13 Secondary Transition

Self-Assessment Checklist



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August 4, 2025

STATE PERFORMANCE PLAN (SPP) INDICATOR 13

SECONDARY TRANSITION SELF-ASSESSMENT CHECKLIST

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STATE PERFORMANCE PLAN (SPP) INDICATOR 13

SECONDARY TRANSITION SELF-ASSESSMENT CHECKLIST

What is Indicator 13?

Indicator 13 is a requirement under the Individuals with Disabilities Education Act (IDEA), which was reauthorized on December 3, 2004. Indicator 13 specifically addresses transition plans for students. Indicator 13 involves ten key questions outlined and described in the checklist. Because Indicator 13 measures compliance as part of the State Performance Plan (SPP), the federal government mandates a target of 100% compliance.

Measurement Language for Indicator 13

Percent of youth with IEPs aged 16 (in Kansas, aged 14) 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 that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B)).

Purpose of Document

This document has been organized and formatted like the IDEA and Gifted File Review Self-Assessment to assist IEP teams with Indicator 13 Checklist review and reporting.

STATE PERFORMANCE PLAN (SPP) INDICATOR 13

SECONDARY TRANSITION SELF-ASSESSMENT CHECKLIST

Indicator 13 Self-Assessment Checklist

Question 1. Is there an appropriate measurable postsecondary goal for **education/training**?

METHOD: Find the postsecondary goal that covers education or training in the student's IEP.

EDUCATION/TRAINING: Includes vocational training programs, apprenticeships, military service, Job Corps, technical certification programs, 4-year colleges or universities, technical colleges, 2-year colleges, and similar educational or training opportunities.

YES

Select **YES** if documentation shows the following:

- The IEP includes a postsecondary goal for education/training and
- The postsecondary goal(s) are worded in terms that are measurable as an outcome and
- The postsecondary goal will occur after the student exits from school.

NO

Select **NO** if documentation shows the following:

- The IEP includes a postsecondary goal for education/training, but the goal is not measurable, and/or
- This postsecondary goal does not address education/training and/or
- The postsecondary goal will occur before the student exits from school.

SPECIAL NOTE: The IEP must include measurable postsecondary goals in the areas of training, education and employment and where appropriate, independent living skills. It is up to the IEP team to determine whether an IEP goal(s) related to the development of independent living skills is appropriate for each student. In some instances, training and education goal(s) can be combined into one or more goals. Employment, however, is distinct activity from the areas related to training and education and each student's IEP must include a postsecondary goal in the area of employment. The postsecondary goals cannot be combined.

CITATION: K.S.A. 72-987 (c) The IEP for each exceptional child shall include (8) (A) beginning at age 14, and updated annually thereafter:

- (A) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to **training, education**, employment and where appropriate, independent living skills.

Also 34 CFR 300.320(b)(1)

Question 2. Is there an appropriate measurable postsecondary goal for employment?

METHOD: Find the postsecondary goal that covers employment in the student's IEP.

YES

Select **YES** if documentation shows the following:

- The IEP includes a postsecondary goal for employment and
- The postsecondary goal(s) are worded in terms that are measurable as an outcome and
- The postsecondary goal will occur after the student exits from school.

NO

Select **NO** if documentation shows the following:

- The IEP includes a postsecondary goal for employment, but the goal is not measurable, and/or
- This postsecondary goal does not address employment and/or
- The postsecondary goal will occur before the student exits from school.

SPECIAL NOTE: The IEP must include measurable postsecondary goals in the areas of training, education and employment and where appropriate, independent living skills. It is up to the IEP team to determine whether an IEP goal(s) related to the development of independent living skills is appropriate for each student. In some instances, training and education goal(s) can be combined into one or more goals. Employment, however, is distinct activity from the areas related to training and education and each student's IEP must include a postsecondary goal in the area of employment. The postsecondary goals cannot be combined.

CITATION: K.S.A. 72-987 (c) The IEP for each exceptional child shall include(8) (A) beginning at age 14, and updated annually thereafter:

- (A) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, **employment** and where appropriate, independent living skills.

Also 34 CFR 300.320(b)(1)

Question 3. Is there an appropriate measurable postsecondary goal for independent living?

METHOD: Find the postsecondary goal that covers independent living in the student's IEP.

YES

Select **YES** if documentation shows the following:

- The IEP includes a postsecondary goal for Independent living and
- The postsecondary goal(s) are worded in terms that are measurable as an outcome and
- The postsecondary goal will occur after the student exits from school.

NO

Select **NO** if documentation shows the following:

- The IEP includes a postsecondary goal for Independent living but the goal is not measurable, and/or
- This postsecondary goal does not address independent living and/or
- The postsecondary goal will occur before the student exits from school.

NA

Select **NA** if the following:

- A measurable postsecondary goal that covers Independent Living for this student is not appropriate or not needed.

SPECIAL NOTE: The IEP must include measurable postsecondary goals in the areas of training, education and employment and where appropriate, independent living skills. It is up to the IEP team to determine whether an IEP goal(s) related to the development of independent living skills is appropriate for each student. In some instances, training and education goal(s) can be combined into one or more goals. Employment, however, is distinct activity from the areas related to training and education and each student's IEP must include a postsecondary goal in the area of employment. The postsecondary goals cannot be combined.

CITATION: K.S.A. 72-987 (c) The IEP for each exceptional child shall include (8)(A) beginning at age 14, and updated annually thereafter:

- (A) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and **where appropriate, independent living skills**.

Also 34 CFR 300.320(b)(1)

Question 4. Is the postsecondary goal(s) updated annually?

METHOD: During an annual review of the IEP, the postsecondary goals must be reviewed but may not need to be changed if still appropriate for the student based upon current transition assessment and other data. Documentation noting the goals have been reviewed and remain current should be noted within the IEP document. This information may be found within the transition assessment section, or may appear beside the goal with a new date or in the PLAAFPs.

YES

Select **YES** if documentation shows the following:

- The postsecondary goals were updated annually.

NO

Select **NO** if documentation shows the following:

- The postsecondary goals were not updated and/or there is no documentation noting the postsecondary goals were reviewed.

SPECIAL NOTE: It is compliant to have MPGs stay the same, as long as data and transition assessments continue to align with these goals. Always document the review of MPGs at each IEP meeting, even if goals remain the same.

CITATION: K.S.A. 72-987 (c) The IEP for each exceptional child shall include(8)(A) beginning at age 14, and **updated annually thereafter:**

- (A) Appropriate measurable postsecondary goals (MPG) based upon age-appropriate transition assessments related to training, education, employment and where appropriate, independent living skills.

Also 34 CFR 300.320(b)(1)

Question 5. Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment?

METHOD: Find information related to transition assessment(s) on the IEP or in the student's file.

YES

Select **YES** if documentation shows the following:

- There is documentation of at least one transition assessment which appears to be appropriate for the age/grade level of the student **and**
- The transition assessment was used to provide information on the student's needs, strengths, preferences, and interests **and**
- The assessment results demonstrate a clear connection to the postsecondary goals.

NO

Select **NO** if documentation shows the following:

- There is no documentation of transition assessment **or**
- The Transition Assessments are not appropriate for the age/grade level of the student **or**
- The transition assessment does not provide information on the student's needs, strengths, preferences, and interests **or**
- The assessment results do not demonstrate a clear connection to the postsecondary goals.

SPECIAL NOTE: Reviewers should use professional judgement to determine if the transition assessments were age appropriate and were used in helping the IEP team in developing the student's measurable postsecondary goals.

CITATION: K.S.A. 72-987 (c) The IEP for each exceptional child shall include(8)(A) beginning at age 14, and updated annually thereafter:

- (A) Appropriate measurable postsecondary goals based upon **age-appropriate transition assessments** related to training, education, employment and where appropriate, independent living skills.

Also 34 CFR 300.320(b)(1)

Question 6. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

METHOD: Find where the transition services/activities are listed on the IEP.

YES

Select **YES** if documentation shows the following:

- The transition services described in the IEP appear to be a coordinated set of activities that will reasonably assist the student in reaching his/her postsecondary goals **and**
- There is at least one transition service included in the IEP for each postsecondary goal.

NO

Select **NO** if documentation shows the following:

- The IEP has no transition services listed **or**
- The transition services described in the IEP do not appear to be a coordinated set of activities that will reasonably assist the student in reaching their postsecondary goals **and/or**
- There is not a statement of transition service included in the IEP for each postsecondary goal.

NA

Select **NA** if the following:

- There is documentation that individual transition services/activities were considered but are not necessary **or**
- There is documentation that general education transition services are sufficient.

CITATION: K.S.A. 72-987 (c) The IEP for each exceptional child shall include(8)(A) beginning at age 14, and updated annually thereafter:

(B) the transition services, including appropriate courses of study, needed to assist the child in reaching the stated postsecondary goals.

KAR 91-40-1

(uuu) "Transition services" means a coordinated set of activities for a student with disabilities, designed 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 postschool activities, including postsecondary education, vocational education, integrated employment including supported employment, continuing and adult education, adult services, independent living, and community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include the following:

- (1) Instruction.
- (2) related services.
- (3) community experiences.
- (4) the development of employment and other postschool adult living objectives; and
- (5) if appropriate, acquisition of daily living skills and a functional vocational evaluation.

Also 34 CFR 300.43(a)

Question 7: Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

METHOD: Locate the courses of study (narrative instructional program of study or list of courses of study) in the student's IEP.

YES

Select **YES** if documentation shows the following:

- A Courses of Study (instructional program of study or listing of individual courses) is included in the IEP **and**
- The courses of study are a multi-year description of coursework from the student's current to anticipated exit year **and**
- The courses of study are designed to help the student achieve the desired postsecondary goal(s) and align with the identified postsecondary goal **and**
- The courses of study were updated annually.

NO

Select **NO** if documentation shows the following:

- The IEP does not have courses of study listed **or**
- The courses of study are not a multi-year description of coursework from the student's current to anticipated exit year **and/or**
- The courses of study are not designed to help the student achieve the desired postsecondary goal(s) **and/or**
- The courses of study were not updated annually.

SPECIAL NOTE: IDEA Regulations do not require the courses of study to be a listing of individual courses. The courses of study may be identified on the student's IEP as a listing of individual courses and/or a statement of narrative instructional program, as appropriate for the student and the desired postsecondary goal(s). Avoid using vague terms like "electives". Instead, specify elective classes based on the school's graduation requirements and the student's career interests.

CITATION: K.S.A. 72-987 (c) The IEP for each exceptional child shall include(8)(A) beginning at age 14, and updated annually thereafter:

- (B) the transition services, including appropriate courses of study, needed to assist the child in reaching the stated postsecondary goals.

Also 34 CFR 300.320(b)(2)

Question 8. Is (are) there annual goal(s) that are related to the student's transition services needs?

METHOD: Is (are) there annual IEP goal(s) that are related to the student's transition services needs?

YES

Select **YES** if documentation shows the following:

- At least one annual goal supports and relates to each of the student's postsecondary goals.

NO

Select **NO** if documentation shows the following:

- There are no annual goals in the IEP that relate to the student's postsecondary goals.

SPECIAL NOTE: Measurable postsecondary goals are different from measurable annual goals in that they measure an outcome that occurs after a student leaves high school. The measurable annual goal measures the annual progress of the student while in school. It is important that each postsecondary goal be supported by one or more annual goals, and each annual goal may support more than one postsecondary goal. When developing postsecondary goals, the team should understand what annual goals support the postsecondary goal.

CITATION: Process Handbook, Chapter 4, 2. Content of the IEP (f)(2) It is important to note that each postsecondary goal must be supported by one or more annual goals and each annual goal may support more than one postsecondary goal. When developing postsecondary goals, the team should understand what annual goals support the postsecondary goal.

Question 9. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

METHOD: Locate documented evidence in the IEP or student's file that the student was invited to the IEP meeting.

YES

Select **YES** if documentation shows the following:

- Evidence of oral or written student invitation.

NO

Select **NO** if documentation shows the following:

- No evidence that the student was invited to the IEP meeting.

SPECIAL NOTE: A signed, written student invitation dated prior to the IEP conference is not required. Students may be invited by written or oral invitation, and the district should document this invitation. For example, if there is a note in the student's file recording that a teacher orally invited the student to attend prior to the IEP meeting, select YES for this question. Or if the student is 18 years of age or older, if required 10-day written notice of the IEP meeting was sent to the student prior to the meeting select YES for this question.

CITATION: 34 CFR 300.321(b) Transition services participants (1) In accordance with paragraph (a)(7) of this section, the public agency must invite a 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\(b\)](#)¹.

Also 34 CFR 300.322(b)(2)

¹ Individuals with Disabilities Education Act. (2017, July 12). *Sec. 300.320 Definition of individualized education program - Individuals with Disabilities Education Act*. Individuals With Disabilities Education Act. <https://sites.ed.gov/idea/regs/b/d/300.320>

Question 10. 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.

METHOD: For the current year, find any evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to:

- a) Postsecondary education
- b) Vocational education
- c) Integrated employment (including supported employment)
- d) Continuing and adult education
- e) Adult services
- f) Independent Living
- g) Community participation. Look for evidence that written consent was obtained from parent or if student has reached the age of majority prior to the notice of IEP meeting being sent to the agency representative.

YES

Select **YES** if documentation shows the following:

- A representative of a participating agency was invited to the IEP with the documented consent of parent (or student if 18 or older) as evidenced by meeting notice (or similar document).

NO

Select **NO** if documentation shows the following:

- A representative of a participating agency was required, but permission to invite was not requested **and/or**
- A representative of a participating agency was invited to the IEP without consent of parent (or student if 18 or older).

NA

Select **NA** if the following:

- A representative of a participating agency was not required, or parent or adult student did not provide consent.

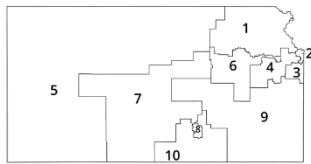
SPECIAL NOTE: An adult agency representative is required to be invited to the IEP meeting when that agency is likely to provide and/or pay for transition services within the next year. The IEP team may choose to invite agency representatives earlier in the planning process especially if they are already providing services.

CITATION: KAR 91-40-17 (g) If a purpose of any IEP team meeting for a child with a disability is consideration of the postsecondary goals of the child and the transition services needed to assist the child to reach those goals, the agency, with the consent of a parent or the child if the child is at least 18 years old, shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition services.

Also 34 C.F.R. 300.321(b)(3))



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July 1, 2025

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