Indicators 13 and 14: Secondary Transition and Post School Outcomes Self-Assessment

OSDE-SES

Component 1: Postsecondary Goals				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**
Postsecondary goals for education, training, employment, and (if needed) independent living and community participation are addressed but are not measurable or are not appropriate (appropriate postsecondary goals align to present levels and address needs, strengths, preferences, and interests of student).	Postsecondary goals for education, training, employment, and (if needed) independent living and community participation are appropriate and measurable but are not updated annually or based on age appropriate transition assessments.	Postsecondary goals for education, training, employment, and (if needed) independent living and community participation are appropriate and measurable and updated annually but are not based on age appropriate transition assessments.	Postsecondary goals for education, training, employment, and (if needed) independent living and community participation are appropriate and measurable and updated annually, and based on age appropriate transition assessments.	Postsecondary goals for education, training, employment, and (if needed) independent living and community participation are appropriate and measurable and updated annually, and based on age appropriate transition assessments. *Data regarding post-school outcomes for previous students is used to assess the effectiveness of transition services in meeting postsecondary goals.*

Comments/Documentation:

(This Component addresses Indicator 13 Questions #1, #2, #3 (must have Adequate or Best to be in Compliance)
Adequate and Best ratings require a) observable/measureable evidence and b) documentation of consistent use.

Component 2: Annual Goals				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**
Annual goals for education, training, employment, and (if needed) independent living and community participation are addressed but are not measurable or are not appropriate (appropriate annual goals are related to student's transition service needs).	Annual goals for education, training, employment, and (if needed) independent living and community participation are measurable, but are not appropriate (related to student's transition service needs) or updated annually, or based on age appropriate transition assessments.	Annual goals for education, training, employment, and (if needed) independent living and community participation are measurable and updated annually but are not appropriate (related to student's transition service needs) or are not based on age appropriate transition assessments.	Annual goals for education, training, employment, and (if needed) independent living and community participation are appropriate (related to student's transition service needs), measurable, updated annually, and based on age appropriate transition assessments.	Annual goals for education, training, employment, and (if needed) independent living and community participation are appropriate (related to student's transition service needs), measurable, updated annually, and based on age appropriate transition assessments. *Transition assessments are used to identify students' needs in relation to the student behaviors that predict school and post-school outcomes and Annual goals are developed to improve student skills in the identified areas of need.*

Comments/Documentation:

(This Component addresses Indicator 13 Question #6 (must have Adequate or Best to be in Compliance)
Adequate and Best ratings require a) observable/measureable evidence and b) documentation of consistent use.

Component 3: Transition Services & Course of Study				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Compliant** **3**	**Best** **4**
Linkages between transition services/courses and postsecondary and annual goals are not explicit.	Scheduling takes individual student interests into account rather than postsecondary and annual transition goals.	Scheduling takes individual student interests and postsecondary and annual goals into account.	The transition services include courses of study that will reasonably enable student to meet his or her postsecondary and annual goals. Student records are monitored to ensure successful completion of all required coursework.	The transition services include courses of study that will reasonably enable the student to meet his or her postsecondary and annual goals. Student records are monitored to ensure successful completion of all required course work. *Program of study is enhanced through community experiences, supplemental resources, or additional courses.*

Comments/Documentation:

(This Component addresses Indicator 13 Questions #4, #5 (must have Adequate or Best to be in Compliance)
Adequate and Best ratings require a) observable/measureable evidence and b) documentation of consistent use.

Component 4: Career Readiness				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**
Students do not participate in career interests and skills assessments. Students are not provided opportunities to develop job preparation skills and personal skills related to employability.	Students participate in career interests and skills assessments to identify school and post school needs, preferences, interests, skills, and abilities at least one time during their high school career.	Students participate in career interests and skills assessments to identify school and post school needs, preferences, interests, skills, and abilities at least one time during their high school career. Students are provided limited opportunities to develop job preparation skills and personal skills related to employability based on program availability.	Students participate in career interests and skills assessments on an annual basis to identify school and post school needs, preferences, interests, skills, and abilities. Students are provided multiple opportunities to develop job preparation skills and personal skills related to employability based on needs, preferences, interests, skills, and abilities.	Students participate in career interests and skills assessments on an annual basis to identify school and post school needs, preferences, interests, skills, and abilities. Students are provided multiple opportunities to develop job preparation skills and personal skills related to employability based on needs, preferences, interests, skills, and abilities. *Students are provided information and opportunities to participate in volunteering, internships, job shadowing, part-time employment, and other activities located in the community.*

Comments/Documentation:

Adequate and Best ratings require a) observable/measureable evidence and b) documentation of consistent use.

Component 5: College Readiness (as applicable)				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**
Students are not provided information or resources on post-secondary education opportunities.	Students are provided limited information or resources on post-secondary education opportunities.	Students are provided information and resources through multiple sources on post-secondary education opportunities. Students may participate in coursework to prepare them for college entrance exams.	Students are provided information, resources and guidance through multiple means on post-secondary education opportunities. Students (who have college as a postsecondary goal) participate in coursework to prepare them for college entrance exams.	Students are provided information, resources, guidance, and support through multiple means on post-secondary education opportunities. Students (who have college as a postsecondary goal) participate in coursework to prepare them for college entrance exams. *Students are explicitly taught self-advocacy skills and methods for self-support in post-secondary institutions.*

Comments/Documentation:

Adequate and Best ratings require a) observable/measureable evidence and b) documentation of consistent use.

Component 6: Preparation for Adult Life				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**
Students are not provided information or resources on independent living, self-determination, or community participation.	Students are provided limited information and resources on independent living, self-determination, or community participation.	Students are provided information and resources through multiple means on independent living, self-determination, and community participation to ensure their success in post-secondary adult life.	Students are provided information, resources, and guidance through multiple means on independent living, self-determination, and community participation to ensure their success in post-secondary adult life. Transition services/coordinated activities provide students opportunities to **practice** these skills in relation to their individual abilities.	Students are provided information, resources, and guidance through multiple means on independent living, self-determination and community participation to ensure their success in post-secondary adult life. Transition services/coordinated activities provide students opportunities to **practice** these skills in relation to their individual abilities. *Students are explicitly taught self-advocacy skills and methods for self-support in adult life.*

Comments/Documentation:

Adequate and Best ratings require a) observable/measureable evidence and b) documentation of consistent use.

Component 7: Communication among Students, Families, and Schools				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**
School professionals do not communicate with students and their families to provide reciprocal, meaningful and individualized support.	School professionals do not consistently communicate with students and their families to provide support.	School professionals regularly communicate with students and their families to provide support on an as needed basis.	School professionals regularly communicate with all students and their families to provide individualized support. Students and parents assist in developing postsecondary and annual goals.	School professionals regularly communicate with all students and their families to provide *reciprocal, meaningful* and individualized support (including how parents can help their children acquire needed skills at home). Students and parents assist in developing postsecondary and annual goals. *Students and families provide feedback regarding effectiveness of communication and supports.*

Comments/Documentation:

Adequate and Best ratings require a) observable/measureable evidence and b) documentation of consistent use.

Component 8: Community-Based Support Structure				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**
School professionals do not collaborate with community partners.	School professionals do not consistently collaborate with community partners to support students.	School professionals frequently collaborate with community partners to provide support for students. Support is not directly connected to students' chosen post-school options.	School professionals frequently collaborate with community partners to provide individualized support for students. Support is directly connected to students' chosen post-school and annual goals. If appropriate, there is evidence that a representative of any participating agency was invited to IEP team meetings with the prior consent of parents or students who have reached the age of majority.	School professionals frequently collaborate with community partners to provide *reciprocal, meaningful,* and individualized support for students. Support is directly connected to students' chosen post-school and annual goals. If appropriate, there is evidence that a representative of any participating agency was invited to IEP team meetings with the prior consent of parents or students who have reached the age of majority. *Students provide feedback regarding effectiveness of supports and services they receive.*

Comments/Documentation:

(This Component addresses Indicator 13 Question #8 (must have Adequate or Best to be in Compliance)
Adequate and Best ratings require a) observable/measureable evidence and b) documentation of consistent use.

Component 9: Student Participation in the Individualized Education Program (IEP) Meeting				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**
Transition age students are not invited to participate in the IEP meeting.	Transition age students are invited to the IEP meeting but do not play an active role.	Transition age students are invited to the IEP meeting. School personnel encourage students to actively participate in the IEP meeting.	There is evidence that transition age students are invited to their IEP meetings. School personnel encourage students to actively participate in their IEP meeting. Students are provided information and their input is sought prior to the IEP meeting.	There is evidence that transition age students are invited to their IEP meeting. *Students are actively involved in developing their postsecondary and annual goals. Students lead their IEP meetings and share progress toward their secondary and annual goals. Students are explicitly taught self-advocacy skills to enhance their participation in the IEP process.*

Comments/Documentation:

(This Component addresses Indicator 13 Question #7 (must have Adequate or Best to be in Compliance)
Adequate and Best ratings require a) observable/measureable evidence and b) documentation of consistent use.

Component 10: Student Contact Information				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**
There is not a process in place to ensure that students' contact information is collected prior to their graduation from high school.	Students' contact information is collected by various individuals prior to their graduation from high school.	A process is in place to ensure that students' contact information is accurate and collected prior to their graduation from high school.	A process is in place to ensure that students' contact information is accurate and collected prior to their graduation from high school. Students' information is updated in OK EdPlan and districts' student information systems. Students are informed about the purpose of the Indicator 14 survey and the importance of participating.	A process is in place to ensure that students' contact information is accurate and collected prior to their graduation from high school. Students' information is updated in OK EdPlan and districts' student information systems. Students are informed about the purpose of the Indicator 14 survey and the importance of participating. *Teachers contact students individually for the survey.*

Comments/Documentation:

Adequate and Best ratings require a) observable/measureable evidence and b) documentation of consistent use.