

State Performance Plan Indicator 13 (SPPI 13) measures the percent of youth aged 16 and above with an individualized education program (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
- ✓ annual IEP goals related to the student's transition services needs

There must also be evidence that the student was invited to the admission, review, and dismissal (ARD) committee 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 ARD committee meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

This guidance document may be used by school staff to find evidence of compliance with secondary transition requirements in the IEP.

This document was updated for school year 2025-2026. The items included in the SPPI 13 checklist have not changed from prior years.

Changes to Data Submission

Previously, local educational agencies (LEAs) used selection procedures to determine a percentage of student folders to evaluate for meeting the minimum transition compliance requirements under the Individuals with Disabilities Education Act (IDEA). The data for SPPI folder reviews were submitted through an application in TEA Login (TEAL).

For the 2025-2026 school year, SPPI 13 data will be reported through the Special Education Data System (SPEDS) Summer Submission in the [Texas Student Data System \(TSDS\)](#). The data collection window begins on July 1, 2025, and ends on June 30, 2026, to align with the federal reporting period.

Beginning in 2025-26, any student who turns 16 during this window and meets the other promotion logic criteria will be included in the TSDS SPEDS collection.

For support to complete the data submission through SPEDS, visit the TEA website:

<https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/secondary-transition>



SPPI 13 Checklist*

| | |
|--------|---|
| Item 1 | Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills? |
| Item 2 | Are the postsecondary goals updated annually? |
| Item 3 | Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)? |
| Item 4 | Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals? |
| Item 5 | Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals? |
| Item 6 | Is (are) there annual IEP goal(s) related to the student's transition service needs? |
| Item 7 | Is there evidence that the student was invited to the ARD committee meeting where transition services were discussed? |
| Item 8 | If appropriate, is there evidence that a representative of any participating agency was invited to the ARD committee meeting with the prior consent of the parent or student who has reached the age of majority? |

**LEAs may use this checklist to collect data for SPPI 13. See page 11 for the Data Element Reporting Requirements (DR15) with required SPPI 13 elements in the SPEDS summer submission.*

LEA Roles in the SPPI 13 Data Collection and Submission

Public Education Information Management System (PEIMS) staff

- Coordinate integration between systems: third-party IEP software, student information system (SIS), and special education program staff.
- Run reports for SPPI 13 tracking and share with the appropriate staff.

Special education director or administrator

- Clarify data collection needs with the third-party IEP software vendor.
- Establish procedures for appropriate staff to evaluate the IEP for SPPI 13 checklist compliance during or after the ARD committee meeting.
- Ensure accuracy and integrity of the data. This may include assigning staff to view, promote, complete, and approve LEA data for the SPEDS Summer Submission, as appropriate.

ARD committee manager or administrator

- Document ARD committee discussion and decisions for transition planning.
- Ensure the IEP meets compliance with secondary transition requirements.

ARD committee members (including the student, where appropriate):

- Engage in discussion about transition planning.

Item 1: Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?

Source(s) of evidence: IEP documentation

Guidance for Item 1

- A postsecondary goal must be based on the student’s strengths, preferences, and interests.
- A postsecondary goal identifies what the student will achieve after completing secondary education requirements.
- Measurable means the goal is countable and is an outcome, not a process.
- Goals should indicate what a student “will” do rather than “plans” or “hopes to” do.
- It is important to note that the four components of a measurable annual IEP goal (timeframe, conditions, behavior, and criterion) are not required for a postsecondary goal.
- Postsecondary goals must be developed and documented for the following areas:
 - Training*;
 - Education*;
 - Employment; and
 - Where appropriate, independent living

Based on individual student needs, the areas of **training and education may overlap, and a combined postsecondary goal may be developed.*

Determining compliance

| | Yes | No |
|--|-----|----|
| Is there a postsecondary goal for education and/or training, and a separate postsecondary goal for employment? | | |
| Is there a postsecondary goal for independent living, or is there documented evidence that a goal for this area is not appropriate for this student? | | |
| Do the postsecondary goals reflect what the student will be doing after completing secondary education (i.e., beyond exit from public school), rather than while continuing to receive special education services? | | |
| Are the postsecondary goals measurable (can they be observed)? | | |

If the answer to *all four* questions is “yes,” compliance was met, and YES may be submitted for SPPI 13 checklist item 1.

If “no” is the answer to *any* of the questions, NO must be submitted for SPPI 13 checklist item 1.

Item 2: Are the postsecondary goals updated annually?

Source(s) of evidence: IEP documentation

Guidance for Item 2

- The ARD committee must consider whether the student’s needs have changed and if postsecondary goals need to be updated based on the student’s current strengths, preferences, and interests.
- Under federal law, postsecondary goals are required no later than by age 16. Therefore, for SPPI 13 there is no expectation of updated postsecondary goals for students turning 16 during the data collection period. However, it is important to note that **Texas law requires that postsecondary goals are addressed not later than the first IEP to be in effect when the student turns 14 years of age**, as specified by 19 TAC §89.1055(l).

Determining compliance

| | Yes | No |
|--|-----|----|
| Is there evidence that the student’s postsecondary goals for education, training, employment, and (where appropriate) independent living were reviewed and/or updated in the development of the current IEP? | | |
| Did the student turn 16 during the data collection period? | | |

If the answer to *either* question is “yes,” compliance was met, and YES may be submitted for SPPI 13 checklist item 2.

If “no” is the answer to *both* questions, NO must be submitted for SPPI 13 checklist item 2.

Item 3: Is there evidence that the postsecondary goals were based on age-appropriate transition assessments?

Source(s) of evidence: IEP documentation

Guidance for Item 3

- Age-appropriate refers to chronological age rather than developmental age.
- Completed transition assessments/information may be maintained according to local policies and procedures; however, **relevant information from the transition assessments should be included in IEP documentation.**

Determining compliance

| | Yes | No |
|--|-----|----|
| For each postsecondary goal area, is there documented evidence that age-appropriate transition assessment(s) was (were) used to provide information on the student’s needs, strengths, preferences, and interests? | | |

If the answer to the question is “yes,” compliance was met, and YES may be submitted for SPPI 13 checklist item 3.

If “no” is the answer to the question, NO must be submitted for SPPI 13 checklist item 3.

Item 4: Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

Source(s) of evidence: IEP documentation

Guidance for Item 4

- Transition services means a coordinated set of activities for a student with a disability that includes the following areas:
 - Instruction
 - Related services
 - Community experiences
 - The development of employment and other post-school adult living objectives
 - If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation

Determining compliance

| | Yes | No |
|---|-----|----|
| Is there documentation in the IEP that the ARD committee addressed transition services needed to facilitate the student’s movement from school to post-school activities? | | |

If the answer to the question is “yes,” compliance was met, and YES may be submitted for SPPI 13 checklist item 4.

If “no” is the answer to the question, NO must be submitted for SPPI 13 checklist item 4.

Item 5: Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

Source(s) of evidence: IEP documentation

Guidance for Item 5

- Courses of study are a 4–6-year plan (e.g., personal graduation plan as required by TEC §28.02121) that may need to be updated as the student progresses.
- Courses of study (e.g., personal graduation plan or other 4–6-year plan) may be maintained according to local policies and procedures; however, **relevant information should be included in IEP documentation.**

Determining compliance

| | Yes | No |
|--|-----|----|
| Do the transition services include a multi-year description of coursework? | | |
| Do the identified courses support the student’s postsecondary goals? | | |

If the answer to *both* questions is “yes,” compliance was met, and YES may be submitted for SPPI 13 checklist item 5.

If “no” is the answer to *either* question, NO must be submitted for SPPI 13 checklist item 5.

Item 6: Is (are) there annual IEP goal(s) related to the student’s transition service needs?

Source(s) of evidence: IEP documentation

Guidance for Item 6

- At least one annual goal needs to address postsecondary goals.
- An annual goal could address multiple postsecondary goals, as appropriate.

Determining compliance

| | Yes | No |
|---|-----|----|
| Is at least one annual IEP goal(s) related to the student’s transition service needs included in the IEP? | | |

If the answer to the question is “yes,” compliance was met, and YES may be submitted for SPPI 13 checklist item 6.

If “no” is the answer to the question, NO must be submitted for SPPI 13 checklist item 6.

Item 7: Is there evidence that the student was invited to the ARD committee meeting where transition services were discussed?

Source(s) of evidence: IEP documentation

Guidance for Item 7

- Invitation in this case means the student is invited prior to the meeting. A student’s attendance in the meeting does not necessarily provide evidence that the student was invited **prior to** the meeting.
- Evidence that the student was invited prior to the ARD committee meeting can include a variety of methods. For example, the following best practices may be considered, as appropriate for an individual student:
 - Student notice of ARD committee meeting
 - Student letter of invitation
 - Phone log with date and time
 - Email
- Methods of invitation may be maintained according to local policies and procedures, as these are not required components of the IEP. Other sources may suffice as documentation; however, **relevant information related to the student being invited prior to the meeting should be included in IEP documentation.**

Determining compliance

| | Yes | No |
|---|-----|----|
| Is there documented evidence that the student was invited to attend the ARD committee meeting prior to the date of the meeting? | | |

If the answer to the question is “yes,” compliance was met, and YES may be submitted for SPPI 13 checklist item 7.

If “no” is the answer the question, NO must be submitted for SPPI 13 checklist item 7.

Item 8: If appropriate, is there evidence that a representative of any participating agency was invited to the ARD committee meeting with the prior consent of the parent or student who has reached the age of majority?

Source(s) of evidence: IEP documentation

Guidance for Item 8

- A separate consent from the parent or student who has reached the age of majority must be obtained for each ARD committee meeting conducted in accordance with 34 CFR §300.320(b), before a public agency can invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services to attend the meeting. For additional guidance, see the [Gray letter](#) from the Office of Special Education Programs (OSEP 2008).
- Evidence that the agency was invited prior to the ARD committee meeting can include a variety of methods. Examples include, but are not limited to, the following methods:
 - Agency notice of ARD committee meeting separate from the parent/guardian notice
 - Agency letter of invitation
 - Phone log with date and time
 - Email
- Methods of invitation may be maintained according to local policies and procedures, as these are not required components of the IEP. Other sources may suffice as documentation; however, **relevant information related to the agency invitation should be included in IEP documentation.**

Determining compliance

Is there evidence that an outside agency was invited (with prior written consent) to participate in the ARD committee meeting where transition was addressed?

- ☐ YES – an agency representative **was invited**, and there is documented evidence that prior written consent was obtained from the parent (or student who has reached the age of majority).
- ☐ N/A – an agency representative **was not invited**, and there is documented evidence that:
 - consent was requested but not granted by the parent (or student who has reached the age of majority); or
 - outside agency involvement was not needed for this ARD committee meeting.

If the *first box* can be checked, compliance was met, and YES may be submitted for item 8.

If the *second box* can be checked, compliance was met, and N/A may be submitted for item 8.

If *neither box* can be checked, NO must be submitted for item 8.

Data Element Reporting Requirements for the StudentSpecialEducationProgramAssociation Entity (DR15)

StudentSpecialEducationProgramAssociation>StudentSecondaryTransitionSet

The *StudentSecondaryTransitionSet* captures the information for SPPI-13.

SecondaryTransitionARDMeetingDate (E3110) is the most recent date the ARD committee met to update a student's IEP to include:

- 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 service needs.

Note: 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 ARD committee meeting with the prior consent of the parent or student who has reached the age of majority.

SecondaryTransitionIEPReviewDate (E3099) is the date the LEA reviewed the student's IEP folder for documentation of the SPPI 13 indicator requirement.

MeasurableSecondaryGoals (E3111) indicates whether or not there were appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills in a student's IEP.

UpdatedSecondaryGoals (E3112) indicates whether or not the postsecondary goals set in the IEP were updated annually.

TransitionAssessment (E3113) indicates whether or not there is evidence that the measurable postsecondary goals were based on age-appropriate transition assessments.

IEPTransitionServices (E3114) indicates whether or not the student's IEP includes transition services that will reasonably enable the student to meet their postsecondary goals.

CourseStudySecondaryGoals (E3115) indicates whether or not the transition services included courses of study that will reasonably enable the student to meet their postsecondary goals.

TransitionServiceNeeds (E3116) indicates whether or not there is/are annual IEP goals related to the student's transition service needs.

ARDInvitedStudent (E3117) indicates whether or not there is documented evidence the student was invited to the ARD committee meeting where transition services were discussed.

ARDInvitedRepresentative (E3118) indicates whether or not there is evidence that a representative of any participating agency was invited to the ARD committee meeting with the prior consent of the parent or student who has reached age of majority.

Resources for Secondary Transition Planning

Texas

- [Secondary Transition: State Performance Plan Indicator 13](#) (TEA Office of Special Populations and Student Supports)
- [Desk Review Rubric for Cyclical Monitoring](#) (TEA Department of Review and Support)
- Texas SPED Support resources
 - [Question and Answer: Individualized Education Program \(IEP\) Measurable Annual Goals](#)
 - [Technical Assistance: Individualized Education Program Development](#)
 - [Transition and Employment Designee \(TED\) Guidelines](#)
- TEALearn free virtual courses
 - [Conducting Necessary Transition Assessments](#)
 - [Writing Appropriate Measurable Postsecondary Goals](#)
 - [Coordinated Set of Activities](#)

National

- [State Performance Plans/Annual Performance Reports \(SPP/APR\)](#)
- [34 Code of Federal Regulations \(CFR\) §300.320](#)
- [34 CFR §300.43 Transition Services](#)
- [Office of Special Education and Rehabilitative Services \(OSERS\) Policy Guidance: A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities \(August 2020\)](#)