

STATE PERFORMANCE PLAN

Since 2004, each state is required to have in place a performance plan evaluating the state's implementation of special education services for school-aged children and describing how the state will make improvements. This plan is called the Part B State Performance Plan (SPP) and is required to be posted on the state's website (www.ode.state.or.us/search/page/?id=1813).

Oregon's Performance Plan lists four transition related indicators:

Indicator 1: Increase **graduation** rate

Indicator 2: Decrease the **drop-out** rate

Indicator 13: Achieve compliance **transition related standards** in the IEP

Indicator 14: Improve **Post-School Outcomes**: employment, education or training, and independent living

For Indicator 13 there are eight procedural compliance standards related to transition-aged youth on the Oregon IEPs. Schools are required to document **100% compliance** on these standards.

Oregon has not met the required percentage of compliant IEP's for the past two years on the SPP, dropping from 82% of files being compliant on the eight transition standards to 75% for 2014-2015. This moves the state into the **Needs Assistance** for two consecutive year's category.

As districts review the new transition IEP page these eight standards must be considered. **In order to be compliant the answer should be "yes" to each of the following questions.**

**T
I
P
S**

1. Is there **evidence that the student was invited to the IEP team meeting** where transition services were discussed?
2. Is there evidence that the measurable post-secondary goal(s) were based on **age-appropriate transition assessment**?
3. Is there evidence that the student's **preferences, interests and needs** were considered as part of the IEP development?
4. Are there **appropriate measurable post-secondary goals** in the areas of education & training, employment, and as needed, independent living?
5. Are there **transition services** in the IEP that will reasonably enable the student to meet his/her post-secondary goal?
6. Do transition services **include courses of study** that will reasonably enable the student to meet his or her post-secondary goal(s)?
7. If appropriate, is **there evidence that a representative of any participating agency was invited to the IEP team meeting** with prior consent of the parent or student who has achieved the age of majority? List not applicable (NA) if the agency did not participate because of age or grade.
8. Is (are) there **annual IEP goals** related to the student's transition service needs?