

**Transition Outcomes Project
School Improvement Planning Sheet**

Name of LEA:

Date:

Team Members:

| Question | Baseline % | Final % | Strategies for Reaching Goal | By When and By Whom: |
|--|------------|---------|------------------------------|----------------------|
| 1. Did the public agency invite the student? | | | | |
| 2. Did the student attend the IEP meeting? | | | | |
| 3. Did the public agency take steps to ensure that the student's strength's preferences and interests were considered? | | | | |
| 4. Will this student need involvement from any outside agency in order to make a successful transition? | | | | |
| 5. With consent, did the public agency invite a representative of any other agency that is likely to be responsible for providing or paying for transition services? | | | | |
| 6. Did a participating agency, other than the public agency, fail to provide the transition services described in the IEP? | | | | |
| 7. Did the public agency reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP? | | | | |
| 8. Was a parent notice provided? | | | | |
| 9. Does the parent notice indicate that a purpose of the meeting will be the consideration of the postsecondary goals and transition services of the student? | | | | |
| 10. Does the parent notice indicate that the public agency will invite the student? | | | | |
| 11. Does the parent notice identify any other agency that will be invited to send a representative? | | | | |

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| 12. Does the IEP include a statement of the student's present levels of academic achievement and functional performance? | | | | |
| 13. Is there a measurable postsecondary goal or goals stated for any of the following areas: | | | | |
| A. Education/Training | | | | |
| B. Employment | | | | |
| C. Where appropriate, independent living skills | | | | |
| 14. For each measurable postsecondary goal, is at least one annual goal listed in the IEP? | | | | |
| 15. For each measurable postsecondary goal, is there evidence that age-appropriate transition assessments were used in the development of each measurable postsecondary goal? | | | | |
| 16. For each measurable postsecondary goal, is there transition services that focus on improving the academic and functional achievement of the student to facilitate the student's movement from school to post-school activities listed in the IEP? | | | | |
| a. instruction? | | | | |
| b. related services? | | | | |
| c. community experiences? | | | | |
| d. employment and other post-school adult living objectives? | | | | |
| e. daily living skills? | | | | |
| f. functional vocational evaluation? | | | | |

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| 17. Are the transition services based on the individual student's needs, taking into account the student's strength's, preferences, and interests? | | | | |
| 18. Are the transition services designed within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities? | | | | |
| 19. For the measurable postsecondary goal(s), is there evidence of coordination between the LEA and other postsecondary services? | | | | |
| 20. Is a course of study that is aligned to the student's measurable postsecondary goals included in the IEP? | | | | |
| 21. Overall, does the IEP include coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet their postsecondary goals? | | | | |
| 22. Beginning not later than one year before the student reaches the age of majority under State law, does the IEP include a statement that the student has been informed of the student's rights under Part B of the Act, if any, that will transfer to the student on reaching the age of majority? | | | | |
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| 23. For the current school year, will the student terminate eligibility by graduating from secondary school with a regular diploma or exceed the age eligibility for a free and appropriate public education under State law | | | | |
| 24. Has the public agency developed and provided the student with a summary of academic achievement and functional performance including recommendations to assist the student in meeting the student's postsecondary goals? | | | | |
| 25. Does the summary of performance provide the student with a summary of his/her academic achievement and functional performance? | | | | |
| 26. Does the summary of performance include recommendations on how to assist the student in meeting his/her postsecondary goals? | | | | |