



## MSDE Public Website of State Performance Plan Results

### Local School System Results for Special Education

Maryland: Indicator 13

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals based upon an age appropriate transition assessment, transition services, including those that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to transition service needs. There also must be evidence that the student was invited to the IEP Team meeting to discuss transition services are to be discussed and evidence that, if appropriate, 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.

### Results

|                              | 2004/05 | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 |
|------------------------------|---------|---------|---------|---------|---------|---------|---------|
| State Baseline:              | -       | 90.23%  | -       | -       | -       | -       | -       |
| State Target:                | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| State Results:               | -       | -       | 93.99%  | 95.22%  | -       | -       | -       |
| State Total# of Students:    | -       | -       | 21686   | 20244   | -       | -       | -       |
| State Indicator Measurement: | -       | -       | 20383   | 19277   | -       | -       | -       |

### Narrative Description of Indicator

States are not required to report actual target data for this indicator in the FFY 2008 (2008-2009) APR.

For FFY 2007 the IEPs of 20,422 out of 21,517 (95%) youth with disabilities aged 16 and above, included coordinated annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

To evaluate the efficacy of various data sources Maryland will review transition probes within the State's policies to assure it includes appropriate secondary transition probes that will lead to accurate, valid, and reliable data. The following documentation:

- A statement of the transition service needs of the student that focuses on the student's course of study;
- Measurable post secondary goals based upon age appropriate transition assessments related to training, employment, and, when appropriate independent living skills;
- A description of transition services;
- Course of study;
- Student preferences and interests are included;
- Strategies to promote access to and progress in academic (e.g. math, language arts, science, etc.) and non-academic (e.g. career development, community access, travel training, etc.) are incorporated into transition planning;
- Plans for collaboration with other agencies to ensure the delivery of transition services are incorporated into transition planning.

Maryland did not meet the target of 100% established by OSEP for this Indicator.