

IDEA Secondary Transitions (Indicator 13) Technical Documentation



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**Department of
Education &
Workforce**

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates occurred from prior years. RED underlined text indicates significant changes and updates for additions and ~~RED text with strikethroughs~~ indicates deletions. Minor changes—such as typos, formatting and grammar corrections—are not marked.

Date	Effective	Description

[Ohio Revised Code](#) and [Ohio Administrative Code](#) require districts to report data to EMIS and to verify and approve all EMIS data. Districts should review and verify data before the close of the [different data collections](#). This verification should include all relevant reports, including those in the [General Issues Reports](#).

The Department uses the data for this indicator to evaluate valid and reliable data reporting. The [Secure Data Center \(SDC\)](#) is an interactive tool that allows districts to review data well before it is final. ***The local education agency (LEA) is responsible for data verification and validation. The SDC has now been expanded for districts and schools to review Special Education Indicator Data in addition to all relevant EMIS reports.*** The [EMIS Validation and Report Explanations](#) webpage lists current Level 1 and 2 report explanations as well as a list of [General Issues Reports](#) that should be used to validate data. Another resource to validate data for students who cross LEAs is the [Ohio District Data Exchange \(ODDEX\)](#).

Secure Data Center Reports Breadcrumb Trails

Indicator 13

Report Portal > Secure Data Center > Special Education Indicators > **Secondary Transitions (to be released in future)**

TABLE OF CONTENTS

<i>Revision History</i>	1
<i>Secure Data Center Reports Breadcrumb Trails</i>	1
Indicator 13.....	1
<i>Introduction</i>	3
Reports Utilizing Indicator 13 Data	3
<i>Business Rules</i>	3
Determining Students included in Denominator	3
<i>Indicator 13</i>	4
<i>Indicator 13 Met/Not Met Status</i>	4
APPENDIX A INCLUSION CRITERIA	5
Indicator 13: Secondary Transition Plans.....	5

Introduction

Section 1416(a)(3)(B) of the [Individuals with Disabilities Education Act \(IDEA\)](#) requires states to report on the preparedness for life after high school for students with disabilities. In Ohio, this requirement is addressed through **Indicator 13**, a key component of the state's special education accountability system.

Indicator 13 measures the percentage of youth ages 16 and above with IEPs that include all required transition planning elements. For Indicator 13, students must be age 16 on or before October 31 of the reporting year to be included. This technical document provides a comprehensive overview of Indicator 13, including who is included in the calculation, how the indicator is calculated, the reports in which the data appears, and the data sources used by the Department, such as the Education Management Information System (EMIS). The goal is to clarify the processes for collecting, analyzing, and reporting data to ensure compliance with federal guidelines and support informed decision-making by stakeholders.

The IDEA [Part B State Performance Plan \(SPP\) and Annual Performance Report \(APR\)](#) defines the data sources and measurement criteria for all indicators. The Department calculates Indicator 13 using data submitted through EMIS.

Reports Utilizing Indicator 13 Data

Indicator 13 data is featured in several key reports that support monitoring and accountability of special education services:

- **Special Education Profile**– Provides detailed district and community-school level data.
- **Annual Performance Report (APR)**– Submitted to the U.S. Department of Education.
- **Public Indicator Report**– Publicly posted to promote transparency.
- **Special Education Rating**– Evaluates the performance of Ohio's districts and schools.

Each of these reports plays a vital role in assessing and improving educational outcomes for students with disabilities in Ohio.

Business Rules

Determining Students included in Denominator

Indicator 13 includes students with disabilities who are aged 16 or older on or before October 31 of the reporting year and have a valid IEP in place based on their **District of Service** unless reported by both district of service and residence, then it is counted at the District of Residence calculations.

Exclusions:

- Students are parentally placed in non-public school
- Student is a scholarship student not educated by the reporting district
- Student exited special education before reaching age 16
- Students were enrolled fewer than 30 days during the reporting period

Indicator 13

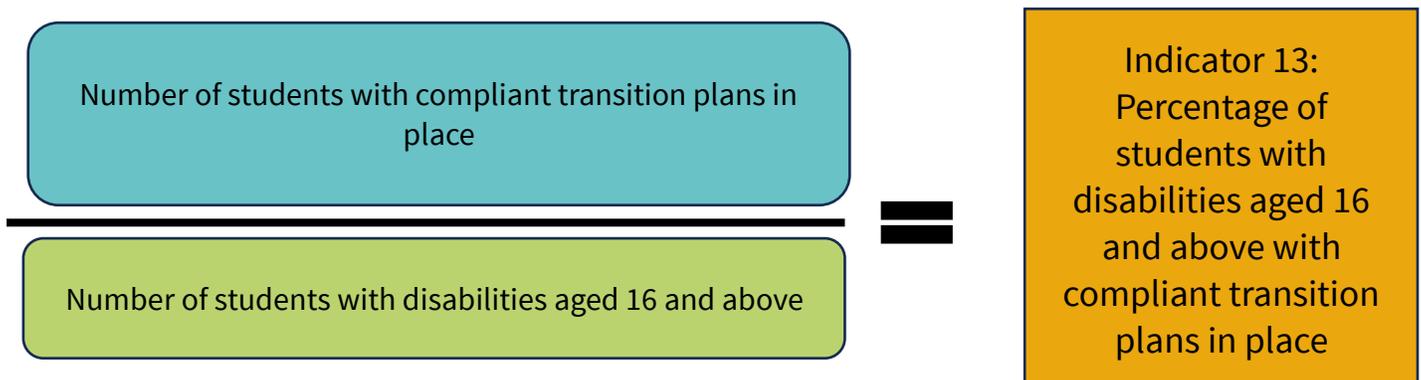
Definition: Measures the percentage of students aged 16 or older with IEPs that include all the required transition planning requirements. Secondary transition plans must include: (a) appropriate measurable postsecondary goals that are annually updated and based upon age appropriate transition assessments; (b) transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; (c) annual IEP goals related to the student's transition service's needs; (d) evidence that the student was invited to the IEP team meeting where transition services were discussed; and (e) evidence that, if appropriate, a representative of any agency participating in the transition plan was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority. All five required components must be documented in the IEP for the student to be counted in the numerator

Calculation: The percentage of compliant secondary transition plans is calculated by dividing the number of students with compliant transition plans in place by the number of students with disabilities aged 16 or above.

Additional Details:

- **Code Section:** [IDEA Section 1416 \(a\) \(3\)](#)
- **Grade Levels:** Any
- **Age:** Students who are 16 or older
- **N-Size /Cell Size:** None

Figure 2. Visual of Indicator 13 Calculation



Indicator 13 Met/Not Met Status

Federal law requires states to implement a [general supervision](#) system to monitor compliance with IDEA 2004. Indicator 13 is part of the indicators reviewed in the Compliance and Performance Indicator Reviews.

The target for this indicator is set by the Office of Special Education Programs (OSEP) at **100%**. The Department determines whether an agency '**Met**' or did not meet ('**Not Met**').

Appendix A Inclusion Criteria

Indicator 13: Secondary Transition Plans

A student is counted in the calculation **if** they are reported in the Education Management Information System (EMIS) with the following criteria:

Denominator Criteria (All Students aged 16 or older with IEPs)

A student is included in the **last educating district's** denominator if:

- **Date of Birth** = date in which student is aged 16 on or before October 31, 20XX, AND
- **Date Type Element (GE100)** = IIEP, RIEP, TIEP, or NIEP, AND
- Either:
 - **Outcome Beginning Date (GE140)** falls between **July 1 and October 31** of the data year, **or**
 - **Outcome End Date (GE150)** falls between **November 1 and June 30** of the data year. AND
- **Students generate base Full-Time Equivalency (FTE)** in which they were the last district educating, AND
- **District Relationship Element (FS140)** = 1, AND
- **Sent Reason Element (FS200 or FS230)** = EX, NP, PI, or PS, AND
- **Sent Reason Percent of Time (FS220 or FS250)** > 0

NOTE: Whether a student is expelled for any portion of time, if they are being educated or receiving services for the duration of the expulsion, and met the criteria above they are included in the denominator.

A student is included in the **last sending district's** denominator if:

- **Date of Birth** = date in which student is aged 16 on or before October 31, 20XX, AND
- **Date Type Element (GE100)** = IIEP, RIEP, TIEP, or NIEP, AND
- Either:
 - **Outcome Beginning Date (GE140)** falls between **July 1 and October 31** of the data year, **or**
 - **Outcome End Date (GE150)** falls between **November 1 and June 30** of the data year. AND

Scenario 1: Sent to Another District

- **Sent Reason (FS200 or FS230)** = CR, CT, JV, MR, or OS
- **How Received (FS180)** = B OR

Scenario 2: STEM School Roll-Up

- **How Received (FS180)** = K
- Student counts at the STEM school
- For district accountability:
 - If STEM school is **independent**, students are moved to **resident district**
 - If STEM school is **operated by a traditional district**, student is moved to **educating district**

Scenario 3: Special Education Cooperative Program

- Student sent to a special education cooperative program at another district
- Student included in the **sending district's calculation only if:**
 - Educating district reports **How Received (FS180) = B**

Numerator Criteria

A student is counted in the numerator **if** they are reported in the Education Management Information System (EMIS) with the following criteria:

Transition Plan Compliance

The student's IEP must include:

- **Secondary Planning Element (GE170)** =TFYG (Transition plan for future goals), TMYG (Transition plan for measurable yearly goals), or TPCE (Transition plan for postsecondary education)

Exclusion from Numerator

Students with the following codes in GE170 are excluded from the numerator:

- TPNP – Transition Plan Not in Place.