

Illinois State Performance Plan (SPP) Indicator 13 Item Checklist Used for Data Entry with the Scoring Rubric for Desk Audit Activity

SPP Indicator 13 has 6 data requirements for the 2008 – 2009 school year. This document contains the six requirements as they are presented and asked in FACTS...this is what the district sees and it is included as a reference. Directly below each item, there is a scoring rubric for that item. Score the IEP for each of the six requirements by using the rubric to indicate "Does Not Meet," "Meets," or "Exceeds." Enter the final score where indicated.

- ⊗ If any one of the items, 1 through 6, does not meet the requirement, then the IEP is scored as "Does Not Meet Indicator 13."
- ↻ If each and every one of the items, 1 through 6, meets the requirement, then the IEP is scored as "Meets."

NOTE: Every item should be scored in order to assist ISBE and school districts in providing guidance and professional

Reviewer ID Code: _____	Date: _____
District: _____	Student ID Code: _____
Final Score (check one): Does Not Meet Requirements _____	Meets Requirements _____

Statement in IND 13 data collection

	Postsecondary Goal									
	Employment		Education and/or Training				Independent Living			
1. Is a measurable postsecondary goal stated in this area?	Yes	No	Education Training (either education or training)	Yes	No	N/A	Yes	No	N/A	Yes No N/A (if appropriate)

Scoring Rubric for Item 1:

<u>Item 1 Requirements</u>	<u>Indicate "Does Not Meet" or "Meets" by checking the appropriate column</u>		<u>Student-Focused Planning</u>
<input type="checkbox"/> There is one postsecondary goal for education and/or training. <input type="checkbox"/> There is one postsecondary goal for employment. <input type="checkbox"/> Each postsecondary goal occurs <u>after</u> high school graduation/aging out. <input type="checkbox"/> Each post-secondary goal is measurable (e.g., can be counted). 34 CFR 300.320(b) 23 IAC 226.230(c)	Does Not Meet	Meets	Indicate evidence of student-focused planning (e.g. over and above basic requirements) <input type="checkbox"/> PS goals are articulate, detailed, measurable statements, e.g., Upon graduation from HS, Mike will attend Southwestern IL College to pursue an AA in Horticulture. Upon graduation from HS, Mike will work part-time at a local greenhouse will attending community college.

Statement in IND 13 data collection

	Postsecondary Goal					
	Employment		Education and/or Training		Independent Living	
2. For this post-secondary goal, is at least one IEP (annual) goal listed?	Yes	No	Yes	No	Yes	No

Scoring Rubric for Item 2:

<u>Item 2 Requirements</u>	<u>Indicate "Does Not Meet" or "Meets" by checking the appropriate column</u>		<u>Student-Focused Planning</u>
<input type="checkbox"/> There is at least one annual goal in relation to each postsecondary goal to help the student make progress toward the postsecondary goal. <input type="checkbox"/> The relevant annual goals are identified as "transition" on the goal page. <input type="checkbox"/> The identified annual goals are congruent with the stated postsecondary goals. 34 CFR 300.320(2)(i)	Does Not Meet	Meets	Indicate evidence of student-focused planning (e.g. over and above basic requirements) <input type="checkbox"/> Annual IEP goals clearly flow from and support progress toward the postsecondary goals. Annual goals are developed incrementally (e.g., based on resources to move toward and achieve post-secondary goals) and reflect transition service needs.

Statement in IND 13 data collection

Postsecondary Goal					
Employment		Education and/or Training		Independent Living	

3. For this postsecondary goal, is there evidence of coordination between LEA and other post-secondary services?	Yes	No	Yes	No	Yes	No

Scoring Rubric for Item 3:

Item 3 Requirements	Indicate "Does Not Meet" or "Meets" by checking the appropriate column		Student-Focused Planning
	Does Not Meet	Meets	Indicate evidence of student-focused planning (e.g. over and above basic requirements)
<p>✓ There is evidence of coordination between the LEA and other postsecondary services. Evidence requires a 'yes' answer to one or more of the following for <u>each post-secondary goal</u>:</p> <p><input type="checkbox"/> The IEP has services listed that are likely to be provided or paid for by an outside agency; and/or,</p> <p><input type="checkbox"/> There is documentation that the parent/guardian and/or student who has reached the age of majority has provided consent to invite agencies outside of the LEA; and/or,</p> <p><input type="checkbox"/> There is evidence in the IEP or student file that one or more agencies/services outside of the LEA were invited to participate in the IEP development.</p> <p>34 CFR 300.321(b)(3)</p> <p>❖ Agency/Service examples for Item 3: post-secondary, vocational or technical education; employment; continuing or adult education; adult services; independent living; or, community participation</p>			<p>✓ Coordination between the LEA and postsecondary services is documented in a clear, articulate manner (e.g., beyond a basic checkbox) so that a reviewer clearly sees that for each post-secondary goal:</p> <p><input type="checkbox"/> The IEP team discussed and documented potential postsecondary services;</p> <p><input type="checkbox"/> Families and/or students were included in these discussions and had input;</p> <p><input type="checkbox"/> There is an array of services listed on the IEP likely to be provided by agencies outside of the LEA;</p> <p><input type="checkbox"/> There is a statement signed by the parent(s) or the student if he/she has reached the age of majority providing consent to invite agency representatives to the IEP meeting;</p> <p><input type="checkbox"/> One or more agencies/services outside of the school district were invited to participate in the IEP development; and,</p> <p><input type="checkbox"/> Alternative forms of communication and information gathering/sharing were used to support networking and access for the student, parent and IEP team members.</p>

Statement in IND 13 data collection

Postsecondary Goal								
Employment			Education and/or Training			Independent Living		

4. For this post-secondary goal, is there evidence that age-appropriate transition assessments were used?	Yes	No	Yes	No	Yes	No	N/A

Scoring Rubric for Item 4

Item 4 Requirements	Indicate "Does Not Meet" or "Meets" by checking the appropriate column		Student-Focused Planning
	Does Not Meet	Meets	Indicate evidence of student-focused planning (e.g. over and above basic requirements)
<p><input type="checkbox"/> For each PS goal, there is evidence that age-appropriate transition assessments – formal or informal – provided information for the development of the postsecondary goal. (e.g., information on the student's needs, taking into account strengths, preferences, and interests regarding postsecondary goals).</p> <p>34 CFR 300.320(b) 23 IAC 226.230(c)</p>			<p><input type="checkbox"/> Age-appropriate transition assessments are used in an ongoing process of collecting data on student needs, preferences and interests as they relate to current and future demands for work, education, living and personal and social environments.</p> <p><input type="checkbox"/> Assessment data clearly serve as the common thread in the transition process and form the basis for defining goals and services.</p>

Continue on next page...

Statement in IND 13 data collection

	Postsecondary Goal		
	Employment	Education and/or Training	Independent Living

5. Is a course of study that is aligned to ALL the student's post-secondary goals indicated?	Yes	No
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Scoring Rubric for Item 5

Item 5 Requirements <input type="checkbox"/> The student's IEP includes a course of study that is aligned to all of the student's postsecondary goals and focuses on improving the academic and functional achievement of the child to facilitate their movement from school to post-school. 34 CFR 300.320(b) 23 IAC 226.230(c)	Indicate "Does Not Meet" or "Meets" by checking the appropriate column		Student-Focused Planning Indicate evidence of student-focused planning (e.g. over and above basic requirements) <input type="checkbox"/> The course of study aligns with the post-secondary goals and clearly reflects course requirements for those students who are college bound, trade school bound, etc. <input type="checkbox"/> The course of study reflects specific high school classes that the student's postsecondary goals require or benefit from successful completion. (e.g., a future child-care provider planning to take relevant classes in Family and Consumer Science) <input type="checkbox"/> The course of study is documented in such a way as to be clearly viewed and understood by the family and student.
	Does Not Meet	Meets	

Statement in IND 13 data collection

	Postsecondary Goal		
	Employment	Education and/or Training	Independent Living

6. Enter the transition services listed in each post-secondary goal area.			
Employment	Education	Training	Independent Living
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

Scoring Rubric for Item 6

Item 6 Requirements <input type="checkbox"/> There is at least one transition service listed that corresponds or connects to each postsecondary goal. <input type="checkbox"/> The student's IEP documents transition services that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school. <input type="checkbox"/> Transition services include academic <u>and</u> functional activities, supports and services. 34 CFR 300.320(b) 23 IAC 226.230(c) ◆ The transition service types for Item 6 include instruction, related services, community experiences, development of employment and other post-school living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.	Indicate "Does Not Meet" or "Meets" by checking the appropriate column		Student-Focused Planning Indicate evidence of student-focused planning (e.g. over and above basic requirements) <input type="checkbox"/> Transition services reflect a results-oriented plan for adult life that addresses, plans for and coordinates what the student will learn in school and do following graduation or leaving school. <input type="checkbox"/> Transition services reflect the student's needs, strengths, preferences and interests regarding his/her postsecondary goals and are the focal point of planning and implementing the IEP. (e.g., steps match the needs and strengths of the student). <input type="checkbox"/> Transition services include the identification of who will provide, be responsible for and pay for each activity. <input type="checkbox"/> Transition services include identification of the dates or school year in which the activity will be addressed and prioritizes those activities to be addressed for the coming year.
	Does Not Meet	Meets	

Note: Desk audit results reflect data from the 2008 – 2009 school year. This rubric will be updated for future desk audits in order to reflect changes to the definition of IND 13 as announced by OSEP in July, 2009. Additionally, results here only reflect those IEPs reviewed in this activity and, as such, might not be representative of the entire district. All districts are expected to enter SPP IND 13 data for students aged 14 ½ and up who have an IEP and also comply with the Federal requirement of 100% compliance for each and every student aged 16 and up who has an IEP. For more information or questions please contact Sue Walter, Melanie Fleenor or Paula Stadeker at 217-782-5589.