

Indicator 13 Kansas Rubric of Quality Indicators

Student Name:

KIDS Number:

District/School:

Date:

Directions: Review the student file and determine the appropriate rating for each Indicator 13 item. Place the score of the rating level for each item in the column labeled "Score". If any of the items are Noncompliant, the district must correct the noncompliance and develop an Improvement Plan. Add the scores together and chart your total score from year to year to measure progress.

Indicator 13 Item	Noncompliant - 0	Developing - Beginning Level of Performance 1 <i>Minimal Compliance</i>	Accomplished – Achievement of Mastery Level 2	Exemplary – Highest Level of Performance 3	Score
1. Is there an appropriate measurable postsecondary goal or goals for Education/ Training? <i>Indicator Checklist #1</i>	□ The IEP includes a postschool goal for postsecondary education/training, but the goals are not measurable, and/or □ There are no post-secondary goals in the IEP and/or □ The postsecondary goal will occur before the student exits from school	□ The IEP includes a postsecondary goal for education/training and □ The postsecondary goal(s) are worded in terms that are measurable as an outcome and □ The postsecondary goal will occur after the student exits from school	□ The IEP includes a postsecondary goal for education/training, and □ Postsecondary goals are worded in terms that are measurable as an outcome and □ The postsecondary goal will occur after the student graduates from school and □ Postsecondary goals are clearly based on age-appropriate transition assessment and The postsecondary goal(s) for Education/Training aligns with the postsecondary goals on the IPS	□ The IEP includes a postsecondary goal for education/training, and □ Postsecondary goal is worded in terms that are measurable as an outcome, and □ The postsecondary goal will occur after the student graduates from school, and □ Postsecondary goal is clearly based on age-appropriate transition assessment, and □ The postsecondary goal for Education/Training aligns with the postsecondary goals on the IPS and □ The postsecondary goal is directly related to the student's strengths, needs, preferences, and interests in postsecondary education/training	
2. Is there an appropriate measurable postsecondary goal or goals for Employment? <i>Indicator Checklist #2</i>	□ The IEP includes a postschool goal for postsecondary employment, but the goals are not measurable, and/or □ There are no post-secondary goals in the IEP and/or □ The postsecondary goal will occur before the student exits from school	□ The IEP includes a postsecondary goal for employment, and □ The postsecondary goal is worded in terms that are measurable as an outcome and □ The postsecondary goal will occur after the student exits from school	□ The IEP includes a postsecondary goal for employment, and □ Postsecondary goals are worded in terms that are measurable as an outcome and □ The postsecondary goal will occur after the student graduates from school and □ Postsecondary goal is clearly based on age-appropriate transition assessment and □ The postsecondary goal for Employment aligns with the postsecondary goals on the IPS	□ The IEP includes a postsecondary goal for employment, and □ Postsecondary goal is worded in terms that are measurable as an outcome, and □ The postsecondary goal will occur after the student graduates from school, and □ Postsecondary goal is clearly based on age-appropriate transition assessment, and □ The postsecondary goal for Employment aligns with the postsecondary goals on the IPS and □ The postsecondary goal is directly related to the student's strengths, needs, preferences, and interests in employment	

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3. Is there an appropriate measurable postsecondary goal or goals for Independent Living? <i>Indicator Checklist #3</i>	□ The IEP includes a postschool goal for independent living, when appropriate, but the goals are not measurable, and/or □ There are no post-secondary goals in the IEP and/or □ The postsecondary goal will occur before the student exits from school	□ The IEP includes a postsecondary goal for independent living, when appropriate, and □ Postsecondary goal is worded in terms that are measurable as an outcome and □ The postsecondary goal will occur after the student exits from school, or □ A measurable postsecondary goal that covers Independent Living for this student is not appropriate or not needed.	□ The IEP includes a postsecondary goal for independent living, when appropriate, and □ Postsecondary goal is worded in terms that are measurable as an outcome and □ The postsecondary goal will occur after the student graduates from school and □ The postsecondary goal is clearly based on age-appropriate transition assessment	□ The IEP includes a postsecondary goal for independent living, when appropriate, and □ Postsecondary goal is worded in terms that are measurable as an outcome and □ The postsecondary goal will occur after the student graduates from school and □ Postsecondary goal is clearly based on age-appropriate transition assessment and □ The postsecondary goal is directly related to the student's strengths, needs, preferences, and interests for independent living	
4. Is the postsecondary goal(s) updated annually? <i>Indicator Checklist #4</i>	□ The postsecondary goals were not updated annually.	□ The postsecondary goals were updated annually.		□ The postsecondary goals were updated annually and □ The IPS review and the IEP annual review were integrated and aligned.	
5. Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment? <i>Indicator Checklist #5</i>	□ There is no documentation of transition assessment or □ The Transition Assessments are not appropriate for the age/grade level of the student or □ The transition assessment does not provide information on the student's needs, strengths, preferences, and interests or □ The assessment results do not demonstrate a clear connection to the postsecondary goals.	□ There is documentation of at least one transition assessment which appears to be appropriate for the age/grade level of the student and □ The transition assessment was used to provide information on the student's needs, strengths, preferences, and interests and □ The assessment results demonstrate a clear connection to the postsecondary goals.	□ There is documentation of at least one transition assessment which appears to be appropriate for the age/grade level of the student and □ The transition assessment was used to provide information on the student's needs, strengths, preferences, and interests and □ The assessment results demonstrate a clear connection to the postsecondary goals and □ There is reference to career assessments from the IPS and □ The PLAAFPs reference the results of transition assessment.	□ There are two or more transition assessments used that are appropriate for the age/grade level of the student and □ The transition assessment was used to provide information on the student's needs, strengths, preferences, and interests and □ The PLAAFPs reference the results of transition assessment and □ The transition assessment results demonstrate a clear connection to the • postsecondary goals • IPS • present levels • transition services • courses of study • annual goal(s)	

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6. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)? <i>Indicator checklist #6</i>	☐ The IEP has no transition services listed or ☐ The transition services described in the IEP do not appear to be a coordinated set of activities that will reasonably assist the student in reaching their postsecondary goals and/or ☐ There is not a statement of transition service included in the IEP for each postsecondary goal.	☐ The transition services described in the IEP appear to be a coordinated set of activities that will reasonably assist the student in reaching his/her postsecondary goals and ☐ There is at least one transition service included in the IEP for each postsecondary goal, or ☐ There is documentation that individual services/activities were considered but are not necessary.	☐ The transition services described in the IEP appear to be a coordinated set of activities that will reasonably assist the student in reaching his/her postsecondary goals and ☐ There is more than one transition service included in the IEP for each postsecondary goal and ☐ The transition services of the IEP are aligned with the IPS plan of study.	☐ The transition services described in the IEP appear to be a coordinated set of activities that will reasonably assist the student in reaching their postsecondary goals and ☐ There is more than one transition service included in the IEP for each postsecondary goal and ☐ The transition services of the IEP are aligned with the IPS plan of study and ☐ Multiple responsible parties (school/outside agencies) coordinate assigned services to meet transition needs.	
7. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)? <i>Indicator checklist #7</i>	☐ The IEP does not have courses of study listed and/or ☐ The courses of study are not a multi-year description of coursework from the student's current to anticipated exit year and/or ☐ The courses of study are not designed to help the student achieve the desired postsecondary goal(s) and/or ☐ The courses of study were not updated annually.	☐ A Courses of Study (instructional program of study or listing of individual courses) is included in the IEP and ☐ The courses of study are a multi-year description of coursework from the student's current to anticipated exit year and ☐ The courses of study are designed to help the student achieve the desired postsecondary goal(s) and align with the identified postsecondary goal and ☐ The courses of study were updated annually.	☐ A Courses of Study (instructional program of study or listing of individual courses) is included in the IEP and ☐ The courses of study are a multi-year description of coursework from the student's current to anticipated exit year and ☐ The courses of study are designed to help the student achieve the desired postsecondary goal(s) and are aligned with the postsecondary goal and ☐ The courses of study align with the IPS plan of study and ☐ The courses of study were updated annually.	☐ A Courses of Study (instructional program of study or listing of individual courses) is included in the IEP and ☐ The courses of study are a multi-year description of coursework from the student's current to anticipated exit year and ☐ The courses of study are designed to help the student achieve the desired postsecondary goal(s) and ☐ The courses of study align with the IPS plan of study and ☐ The participation of the student and family in decisions about the courses of study is documented and ☐ The courses of study were updated annually.	
8. Is (are) there annual IEP goal(s) that are related to the student's transition service needs? <i>Indicator checklist #8</i>	☐ There are no annual goals in the IEP that relate to the student's postsecondary goals.	☐ At least one annual goal supports and relates to each of the student's postsecondary goals.	☐ More than one annual goal supports and relates to each of the student's postsecondary goals.	☐ All annual goals support and relate to the student's postsecondary goals and ☐ Annual goals related to the student's postsecondary goals are measurable (describe behavior, condition, criteria, and timeframe).	

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9. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? <i>Indicator Checklist #9</i>	☐ No evidence that the student was invited to the IEP meeting	☐ Evidence of oral or written student invitation	☐ Evidence of student written invitation and ☐ Student participated in the IEP meeting.	☐ Evidence of written invitation, and ☐ Student participated in the IEP meeting, and ☐ Student received training in skills to participate effectively (e.g., self-advocacy)	
10. If appropriate, is there evidence that 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? <i>Indicator Checklist #10</i>	☐ A representative of a participating agency was required, but permission to invite was not requested and/or ☐ A representative of a participating agency was invited to the IEP without consent of parent (or student if 18 or older).	☐ A representative of a participating agency was invited to the IEP with the documented consent of parent (or student if 18 or older) as evidenced by meeting notice (or similar document) or ☐ A representative of a participating agency was not required, or parent or adult student did not provide consent.		☐ A representative of a participating agency was invited to the IEP with the documented consent of parent (or student if 18 or older) as evidenced by formal invitation to meeting (or similar document) and ☐ Evidence of their role or services appeared in the IEP or IEP meeting notes.	
	☐	☐		☐ TOTAL INDICATOR QUALITY SCORE	

Adapted from the Rhode Island Indicator 13 Quality Rubric