

ILLINOIS STATE BOARD OF EDUCATION

Special Education Services Division
100 North First Street, N-253
Springfield, Illinois 62777-0001

**ILLINOIS STATE PERFORMANCE PLAN (SPP) INDICATOR 13
ISBE SCORING RUBRIC FOR INDICATOR 13**

STUDENT NAME/IDENTIFIER	GRADE	DATE OF BIRTH	DATE OF REVIEW
DISTRICT NAME AND NUMBER	REVIEWER NAME		

ITEM #	MEETS CRITERIA		Does the IEP meet the requirements of Indicator 13?	Yes	No
	Yes	No			
1	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Yes: If items 1a – 8r are ALL answered Yes, then the IEP meets Indicator 13 requirements; 	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>			
3	<input type="checkbox"/>	<input type="checkbox"/>			
4	<input type="checkbox"/>	<input type="checkbox"/>			
5	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Yes: If items 1a – 7q and 8s and 8t are ALL answered Yes AND 8r is answered No, then the IEP meets Indicator 13 requirements. 	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>			
7	<input type="checkbox"/>	<input type="checkbox"/>			
8	<input type="checkbox"/>	<input type="checkbox"/>			
			<ul style="list-style-type: none"> No: If one or more items were answered No, with the exception of 8r, then the IEP does not meet Indicator 13 requirements. 	<input type="checkbox"/>	<input type="checkbox"/>

1. There are measurable postsecondary goals in the areas of employment, education and/or training, and independent living. 34 CFR 300.320(b)	Yes	No	Comments/Notes
a. Is there a measurable postsecondary goal for employment which will occur after high school/aging out?	<input type="checkbox"/>	<input type="checkbox"/>	
b. Is there a measurable postsecondary goal for education and/or training which will occur after high school/aging out?	<input type="checkbox"/>	<input type="checkbox"/>	
c. Is there a measurable postsecondary goal for independent living which will occur after high school/aging out? 105ILCS 5/14-8.03(a-5)	<input type="checkbox"/>	<input type="checkbox"/>	

Does IEP meet the criteria for this item? If yes to all above guiding questions, check Yes. Otherwise check No. ☐ Yes ☐ No

2. The postsecondary goals are updated annually. 34 CFR 300.320(b)	Yes	No	Comments/Notes
d. Has the current IEP been updated for employment ?	<input type="checkbox"/>	<input type="checkbox"/>	
e. Has the current IEP been updated for education and/or training ?	<input type="checkbox"/>	<input type="checkbox"/>	
f. Has the current IEP been updated for independent living ? 105ILCS 5/14-8.03(a-5)	<input type="checkbox"/>	<input type="checkbox"/>	

Does IEP meet the criteria for this item? If yes to all above guiding questions, check Yes. Otherwise check No. ☐ Yes ☐ No

3. There is evidence that the measurable postsecondary goals were based on age appropriate transition assessments and provided information on "the student's needs taking into account strengths, preferences and interests". 34 CFR 300.320(b)	Yes	No	Comments/Notes
g. Was an age appropriate assessment given prior to the IEP meeting that addressed employment ?	<input type="checkbox"/>	<input type="checkbox"/>	
h. Was an age appropriate assessment given prior to the IEP meeting that addressed education and/or training ?	<input type="checkbox"/>	<input type="checkbox"/>	
i. Was an age appropriate assessment given prior to the IEP meeting that addressed independent living ? 105ILCS 5/14-8.03(a-5)	<input type="checkbox"/>	<input type="checkbox"/>	

Does IEP meet the criteria for this item? If yes to all above guiding questions, check Yes. Otherwise check No. ☐ Yes ☐ No

4. There are transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals. 34 CFR 300.320(b)	Yes	No	Comments/Notes
j. Is there at least one transition service, including academic and functional activities, which addresses the postsecondary <u>employment</u> goal that will occur during and/or after high school to facilitate movement from school to post-school?	<input type="checkbox"/>	<input type="checkbox"/>	
k. Is there at least one transition service, including academic and functional activities, which addresses the postsecondary <u>education and/or training</u> goal that will occur during and/or after high school to facilitate movement from school to post-school?	<input type="checkbox"/>	<input type="checkbox"/>	
l. Is there at least one transition service, including academic and functional activities, which addresses the postsecondary <u>independent living</u> goal that will occur during and/or after high school to facilitate movement from secondary education to post school? 105ILCS 5/14-8.03(a-5)	<input type="checkbox"/>	<input type="checkbox"/>	

Does IEP meet the criteria for this item? If yes to all above guiding questions, check Yes. Otherwise check No. ☐ Yes ☐ No

5. The IEP includes a course of study that will reasonably enable the student to meet his/her postsecondary goals. 34 CFR 300.320(b)	Yes	No	Comments/Notes
m. Does the course of study address the student's current and remaining years in school and lists names of classes, rather than a statement of instructional program, that depicts a progression towards meeting the post-secondary goals?	<input type="checkbox"/>	<input type="checkbox"/>	

Does IEP meet the criteria for this item? If yes to all above guiding questions, check Yes. Otherwise check No. ☐ Yes ☐ No

6. Annual IEP goals are related to the student's transition service needs. 34 CFR 300.320(2)(i)	Yes	No	Comments/Notes
n. Is there at least one annual goal and short term objective related to the student's transition service needs in the area of <u>employment</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	
o. Is there at least one annual goal and short term objective related to the student's transition service needs in the area of <u>education and/or training</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	
p. Is there at least one annual goal and short term objective related to the student's transition service needs in the area of <u>independent living</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	

Does IEP meet the criteria for this item? If yes to all above guiding questions, check Yes. Otherwise check No. ☐ Yes ☐ No

7. There is evidence that the student was invited to the IEP team meeting where transition services were discussed. 34 CFR 300.321(b)	Yes	No	Comments/Notes
q. Was the student invited to the IEP meeting by being listed on the Notification of Conference form?	<input type="checkbox"/>	<input type="checkbox"/>	

Does IEP meet the criteria for this item? If yes to all above guiding questions, check Yes. Otherwise check No. ☐ Yes ☐ No

8. If appropriate, there is 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. 34 CFR 300.321(b)(3)	Yes	No	Comments/Notes
r. Is it too early to determine if the student will need outside agency involvement, OR was no agency representation needed at this time, OR did the parent/age of majority student provide a written refusal to invite an outside agency? If yes, no further action required. If no, complete s and t.	<input type="checkbox"/>	<input type="checkbox"/>	
s. If transition services are listed that will be provided by or paid by an outside agency, is there evidence of current written PRIOR consent obtained from the parent or student who has reached the age of majority?	<input type="checkbox"/>	<input type="checkbox"/>	
t. If transition services are listed that will be provided by or paid by an outside agency, is there evidence that the agency was listed on the Notification of Conference form?	<input type="checkbox"/>	<input type="checkbox"/>	

Does IEP meet the criteria for this item? If yes for r, check yes. If no for r, and yes for s and t, check yes. Otherwise check no.

☐ Yes ☐ No

Results reflect only those IEPs reviewed by 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 Melanie Fleenor, Connie Heinz or Laura Quimby at 217-782-5589 or Paula Powers and Helen Kossler at 312-814-5560.

Illinois State Board of Education, Special Education Services Division, Revised June 2015.

Adapted from the NSTTAC Indicator 13 Checklist prepared by the National Secondary Transition Technical Assistance Center.