





State Performance Plan Indicator 13:

Requirements and Guidance Review



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SPP Indicator 13

- ▶ Federal requirement - 20 U.S.C. 1416 (a) (3) (B)
- ▶ Indicator 13: Compliance Indicator = 100%
- ▶ Participation of all Local Education Agencies (LEAs) required.



Annual IEP Review

- ▶ Individualized Education Programs (IEPs) for students age 16 and above.
- ▶ IEPs are randomly selected for review
- ▶ 40 day data utilized
- ▶ Each LEA must participate in the annual review
- ▶ IEPs are reviewed using 8 guiding questions which ensure compliance with the components of Indicator 13



8 Guiding Questions for Transition IEP Compliance

Indicator 13 Checklist Form A

1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?	Y N
Can the goals be counted? Will the goals occur <i>after</i> the student graduates from school? Based on the information available about this student, do the postsecondary goals seem appropriate for this student? • If yes to all three guiding questions, then circle Y OR if a postsecondary goal is <i>not</i> stated, circle N	
2. Are the postsecondary goals updated annually?	Y N
Were the postsecondary goals addressed/ updated in conjunction with the development of the current IEP? • If yes, then circle Y OR if the postsecondary goals were <i>not</i> updated with the current IEP, circle N	
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?	Y N
Is the use of transition assessment(s) for the postsecondary goals mentioned in the IEP or evident in the student's file? • If yes, then circle Y OR if <i>no</i> , then circle N	
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	Y N
Do the transition services listed in the student's IEP that the student needs to reach the postsecondary goals include, as needed, instruction, related service(s), community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation • If yes, then circle Y OR if <i>no</i> , then circle N	
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	Y N
Do the transition services include courses of study that align with the student's postsecondary goals? • If yes, then circle Y OR if <i>no</i> , then circle N	
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	Y N
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If yes, then circle Y OR if <i>no</i> , then circle N	
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Y N
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting, (e.g. a letter inviting the student to the meeting)? • If yes, then circle Y OR if <i>no</i> , then circle N	
8. 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?	Y N NA

Question 1

Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?

Guidance:

- Goals should be outcome-oriented and occur after the student leaves H.S.
- Goals must address education/training AND employment (for most students)
- Independent living goals required for students with more significant disabilities



More on Question 1

- ▶ 2 Required Goals:
 - ▶ Training/Education
 - ▶ Employment
- ▶ Independent living goals are required if appropriate for the student
- ▶ Future oriented
 - ▶ After High School, student will..



Question 1 (Examples)

- Education: After graduation, Albert will study at CNM.
- Employment: Upon training, Bill will work as a UPS delivery person.
- Independent Living: Upon completion of high school, Jackie **will** learn to utilize public transportation, including the public bus and Safe Ride.



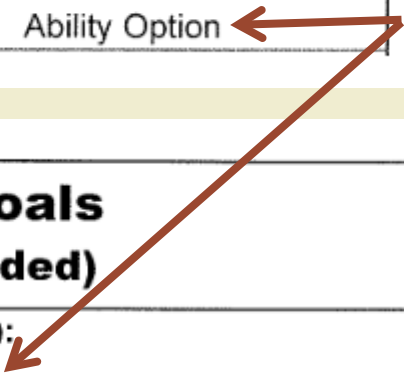
Guidance

Related to Question 1 of the Indicator 13 IEP Checklist

- ▶ Most students on the Ability graduation option should have an independent living, post-secondary measurable goal.

★ The student's planned program of study meets the requirements for:		
<input type="checkbox"/> Standard Option	<input type="checkbox"/> Career Readiness Option	<input checked="" type="checkbox"/> Ability Option

Measurable Post-Secondary Goals (Required by age 14 or sooner if needed)
Measurable Post-Secondary Goal(s) for Independent Living (If Appropriate): Goal required here



Question 1 (Non-Examples)

- EDUCATION: “Plans to attend college.”
- EMPLOYMENT: “Seek employment”



Question 2

Are the postsecondary goals updated annually?

Guidance:

- Goals must be updated annually and evidenced in updated goals and/or transition activities.
- Must be documented in the Prior Written Notice.



Question 3

Is there evidence that the measurable postsecondary goals were based on an age appropriate transition assessment?

Guidance:

- Provide name of transition assessment used, date administered and a summary of results.
- Student interview should be part of assessment, but should not be sole basis of the assessment.



Question 3

- ▶ Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?
 - ▶ Transition Assessment data drives the Transition IEP goal development process


- ▶ Assessment data tell us the student's:
 - ▶ Needs
 - ▶ Strengths
 - ▶ Preferences
 - ▶ Interests



Guidance

Related to Question 3 of the Indicator 13 IEP Checklist

- ▶ The transition assessment must be provided in one of the following:
 - ▶ Listed in the IEP Post-Secondary Goals section; or
 - ▶ Noted in the Prior Written Notice (PWN); or
 - ▶ Uploaded with the IEP.



Transition Assessment(s) used to identify goal:

- ⦿ Listing “student interview” without a listed valid transition assessment is not acceptable.



Question 4

Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

Guidance:

- Transition plan should include a list of activities and strategies designed to help student reach their post school goals.



More on Question 4

- ▶ Postsecondary and annual IEP goals drive the Transition Services
- ▶ Transition Services/Interagency Linkages:
 - ▶ Short term activities/strategies to assist student in reaching post-secondary and annual IEP goals
 - ▶ Activities based around students needs in these areas:
 - ❑ Instruction
 - ❑ Related Services
 - ❑ Community Experiences
 - ❑ Employment/Post-Secondary
 - ❑ Independent Daily Living Skills
 - ❑ Functional Vocational Assessments (if appropriate)



Question 5

Do the transition services include a course of study that will reasonably enable the student to meet his or her postsecondary goals?

Guidance:

- Must specify electives.
- Lists courses/other experiences for all the remaining years of H.S.
- Must be individualized and linked to the student's post school goals.



More on Question 5

- ▶ Postsecondary goals drive the Course of Study
- ▶ Course of Study:
 - ▶ Courses and other educational experiences to help students reach postsecondary goals
 - ▶ Developed for 4 years of a student's education
 - ▶ Appropriate electives listed by course name



Guidance

Related to Question 5 of the Indicator 13 IEP Checklist

- ▶ In the Course of Study, names of electives must be specified by the course name.
- ▶ Listing “elective” alone is not acceptable.

Example

School Year	Year	Proposed Courses Selected (Including elective classes, woi
2011-2012	Yr. 1	Drivers Ed Navajo I (.5) Physical Science ESL English I Drafting I (.5) PreAlgebra (no credit earned) Academic Intervention NM History

Non-Example

School Year	Year	Proposed Courses Selected (Including elective classes, woi
2011-2012	Yr. 1	Elective Navajo I (.5) Physical Science ESL English I Elective PreAlgebra (no credit earned) Academic Intervention NM History

Question 6

Are there annual IEP goals related to the student's transition services needs?

Guidance:

- Must address what needs to be achieved this year to help the student move toward their post secondary goals.
- Goals must be measurable.



More on Question 6

- ▶ Is (are) there annual IEP goal(s) related to the student's transition services needs
 - ▶ Post-secondary goals and transition needs drive the annual IEP goal development process

- ▶ Annual IEP Goals:
 - ▶ A goal for each of the p.s. goals.
 - ▶ Soft Skills
 - Career and Employability Standards (Career Pathway)



Additional Information

- Students on **Standard Option** **MUST** have an annual goal that relates to their transition needs.
- Students on **CR Option** need 4 units of career development classes/ experiences AND must demonstrate competency in all Employability and Career Development Standards (Strand 9), as determined by the IEP team.
- Goals must be completed or documented that it was not completed.



Writing Annual IEP Goals

IEP Goals are written in terms of what the **student** will do:

- They state the **condition** under which the student will demonstrate the behavior.
- They define specific measurable **behavior** to be displayed by the student.
- They specify what **criteria** will be used to measure progress or mastery.
- They includes an **evaluation** procedure with an **expected timeframe** for the desired level of attainment to be reached.



Example 1

Given small group instruction on shop safety skills, a task analysis, and self-monitoring sheet, Becky will demonstrate appropriate safety skills in shop class with 100% accuracy during the duration of the class as measured by teacher observation.

- **Condition-** “Given small group instruction on shop safety skills, a task analysis, and self-monitoring sheet”
 - **Behavior-** “Becky will demonstrate appropriate safety skills in shop class”
 - **Criteria-** “with 100% accuracy”
 - **Evaluation-** “as measured by teacher observation”
 - **Timeframe-** “during the duration of the class”
-



Example 2

Given direct instruction for completing a job application, guided practice, and personal information, Bill will complete a sample application with 100% accuracy, as determined by teacher review, by the end of 2nd semester.

- **Condition-** “Given direct instruction guided practice, and personal information”
 - **Behavior-** “Bill will complete a sample job application”
 - **Criteria-** “with 100% accuracy”
 - **Evaluation-** “as determined by teacher review”
 - **Timeframe-** “by the end of the 2nd school semester.”
-



Example 3

Given physical prompts and picture schedule, Pat will manipulate a switch with her head to signal to staff it is time for her to eat lunch or snack with 80% accuracy by June 2015 as recorded on teacher checklist.

- **Condition-** “Given physical prompts and picture schedule”
 - **Behavior-** “Pat will manipulate a switch with her head to signal to staff it is time for her to eat lunch or snack”
 - **Criteria-** “with 80% accuracy”
 - **Evaluation-** “as recorded on teacher checklist”
 - **Timeframe-** “by June 2015.”
-



Partial List from PED's "Developing Quality IEPs" (p. 109)

Conditions	Behaviors	Criteria	Evaluation	Timeframe
Independently	Respond	Out of ____ trials	Teacher checklist	Weekly
In a small group	Recognize	____times/week	Test scores	Monthly
In a variety of settings	Choose	____% accuracy	Pre-and post tests	____ time per day
On the job site	State	____% above baseline	Observation w/data collection	Upon arrival at school or work site
When asked to	Identify	With no errors	Student self-evaluation with data	Within a period of ____
Without assistance	Complete	On ____ separate occasions	Work samples	Before ____



Annual Goal (Non Examples)

- Ana will explore several colleges of choice on the internet.
- Once on the job, Rocky will maintain part time employment until the end of the school year.
- Emma will pass classes to graduate high school.
- Jackson will attend classes daily and complete all homework assignments on time.
- During lunch in the school cafeteria, Marcia will make healthy food choices.



Question 7

Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

Guidance:

- Students **must** receive an invitation to their IEPs
 - Best Practice: is an *individualized* invitation to the student.
 - Student's name on Parent Notification of IEP will meet compliance for PED review (i.e. "Dear Parent and Student").
- Simply having student box checked or signature on signature page **will no longer meet compliance.**



Guidance

Related to Question 7 of the Indicator 13 IEP Checklist

- ▶ A written invitation to the IEP meeting, addressed to the student is required.
- ▶ Invitations to both the student and parents are acceptable.

	Best Practice	Acceptable	Not-Acceptable
Invitations to:	Student	Student and Parent	Parent Only
	Parent		



Question 8

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?

Guidance:

- Outside agency invitations will be accepted if indicated on the IEP meeting invitation and/or the IEP Prior Written Notice (PWN).
 - Best Practice: Providing a copy of the invitation to the agency
- District must obtain consent from the parent or student of majority age to prior to inviting outside agency to meeting.
 - Best Practice: Signed consent from parent or student of majority age



Guidance

Related to Question 8 of the Indicator 13 IEP Checklist

- ▶ Invitations to outside agencies will be accepted.
- ▶ Consent for participation of the outside agency, from the parent or student (if age of majority), must be noted in the PWN or IEP meeting invitation.



Guidance document

- Issued by the Special Education Bureau on January 12, 2016
- Applicable to 2016-2017 IEP reviews

Guidance for Indicator 13 Individualized Education Program (IEP) Review

The New Mexico Public Education Department, Special Education Bureau, provides the following guidance regarding IEPs uploaded for State Performance Plan (SPP) Indicator 13 review:

- All students on the Ability graduation option must have an independent living, post-secondary measurable goal. This relates to Question 1 of the Indicator 13 IEP Checklist.

Note: Independent living goals must be developed for all students who will require independent living supports after graduation, regardless of which graduation option they are on.

- The transition assessment completed with the student must be provided in one of the following: listed in the IEP Post-Secondary Goals section or in the Prior Written Notice (PWN) or uploaded with the IEP. Listing "student interview" without a listed valid transition assessment is not acceptable. This relates to Question 3 of the Indicator 13 IEP Checklist.

Note: The following are examples of valid transition assessments: Transition Planning Inventory, Casey Life Skills Assessment, WorkForce Career Cluster, and Self Determination Assessment Transition Assessment.

- In the Course of Study, the names of elective classes must be specified and listed by the course name. Listing courses to be taken as "electives" is not acceptable. This relates to Question 5 of the Indicator 13 IEP Checklist.

- A written invitation to the IEP meeting, addressed to the student, must be uploaded to the secure website (https://sei.ped.state.nm.us/sites/SpecialEdMon/Special_Ed_Monitoring/Forms/AllItems.aspx). Invitations that include both the student name and parent name will be accepted. Best practice is to ensure both the student and parent receive an invitation. This relates to Question 7 on the Indicator 13 IEP Checklist.

Note: The IEP signature page with the student's signature will not be accepted as proof that the student was invited to the IEP meeting. This is only evidence the student participated in the IEP meeting not evidence that the student was invited.

- Outside agency invitations will be accepted if indicated on the IEP meeting invitation and/or the IEP Prior Written Notice (PWN). This relates to Question 8 on Indicator 13 IEP Checklist.

Note: If an outside agency will be participating in an IEP meeting, parent or student consent is required. Parent must provide consent for the outside agency to participate in the IEP meeting until the student reaches the age of majority, at which time the student will provide consent, unless unique documented circumstances exist.

- Any changes made to the IEP must include an addendum uploaded into the secure site. This includes any changes made to goals and/or courses of study.

- If IEPs are found to be non-compliant, Local Education Agencies (LEAs) have 10 days from the date of the notice of finding of non-compliance to submit corrections. Notice will be provided, via email, by Charlene Marcotte, Transition Coordinator.

For further questions, please contact Charlene Marcotte, at Charlene.marcotte@state.nm.us or (505) 827-3505.

Addendum IEPs

- ▶ Changes to an IEP must be made with an addendum.
- ▶ Parent and Student participation in an addendum IEP meeting is highly recommended.



Uploading IEPs for Review

- ▶ 4 Step Process
 - ▶ Process Outlined in the Memorandum requesting IEPs
- ▶ Instructions provided with Memorandum
 - ▶ Share instructions with Staff to upload IEPs
- ▶ Secure Collection Site
 - [https://eui.ped.state.nm.us/sites/SpecialEdMon/Special Ed Monitoring/Forms/AllItems.aspx](https://eui.ped.state.nm.us/sites/SpecialEdMon/Special%20Ed%20Monitoring/Forms/AllItems.aspx)



Reporting System (STARS) Credentials

- STARS Credentials required to access collection site
 - Log in and password
- To obtain STARS Credentials:
 - Download STARS Login Authorization Form
 - Fax or email completed form to Jared Vigil
 - Email: jared.vigil@state.nm.us
 - Fax: (505) 827-3986.
 - Jared Vigil will assign username and password



Access to the secure site

- ▶ Obtain collection site access from Anita Curtis at:
 - ▶ Anita.Curtis@state.nm.us
 - ▶ Phone: 505-827-9996
- ▶ Use STARS credentials (login and password) to access the collection site.



Obtaining student identification (ID) numbers in STARS

- ▶ Login to STARS with assigned username and password
- ▶ Run the Post Secondary Transition Random Sampling report:
 - ▶ Select School Year-2016-2017
 - ▶ Select Prong 1
 - ▶ Location Reports
- ▶ Student IDs available on November 14, 2016



Uploading IEPs into Secure Site

- IEPs must be in PDF format
- Steps for Uploading IEPs:
 - Click on LEA folder labeled 2016-17
 - Add document
 - Browse and click on IEP



Upload Requirements

- ▶ Upload the **entire IEP**
 - ▶ Re-upload required for segmented IEPs
- ▶ Ensure separate documents are uploaded:
 - ▶ Parent invitation
 - ▶ Student invitation
 - ▶ Signature page must be uploaded
- ▶ Naming IEP files:
 - ▶ Last 4 digits of the student ID number, underscore, then type of document
 - ▶ Do not use student names
 - ▶ Examples:
 - ▶ 1234_sig page
 - ▶ 1234_invitation
 - ▶ 1234_correction



IEP Upload Completion and Review

- ▶ Notify Charlene Marcotte at charlene.marcotte@state.nm.us upon upload completion
- ▶ IEP review
 - ▶ Special Education Directors may be contacted with questions or concerns



IEP Review Completion

- ▶ Upon IEP review completion
 - ▶ Charlene Marcotte will send an email if:
 - ▶ Corrections are required (if applicable)
 - ▶ IEP Review Sheets will be available in secure site upon



Missing documents

- ⦿ Missing documents are documents LEA has in its possession, for example:
 - IEP Invitation
 - Signature Page
- ⦿ LEAs have 10 days from notification by Charlene Marcotte to upload missing documents.
 - IEPs with missing documents, not uploaded within 10 days of notification, will be considered non-compliant.
- ⦿ IEPs missing an invitation which the LEA **does not** have in it's possession are automatically non-compliant.

Document corrections

- ▶ IEPs needing corrections may require the following:
 - ▶ Adding/Amending Goals
 - ▶ Amending the Course of Study
 - ▶ Amending the Transition Plan
- ▶ IEPs requiring corrections:
 - ✓ Must be corrected with an addendum.
 - ✓ Must be corrected within the 10 days allotted.
 - ✓ Require the addendum to be uploaded.
- ▶ IEPs not corrected and uploaded within 10 days of notification will be considered non-compliant.



STARS SPP 13 Data

- ▶ STARS data is reviewed each reporting period for SPP 13 compliance
 - ▶ 100% compliance required for **all** students age 16 and above
- ▶ STARS data in conjunction with the Annual Review is used for Annual Determinations.
- ▶ See Pages 93 – 96 of *New Mexico's Integrated Special Education Accountability System – A Comprehensive Monitoring Approach to Improving Outcomes for Students with Disabilities*



Things to Remember

- ▶ Indicator 13 is a compliance indicator
 - ▶ A score of 100% is required
 - ▶ Scores less than 100% considered non-compliant with or without corrections
- Student Invitation to the IEP meeting must be uploaded
- An invitation to both the parents and student will be accepted.
- Signature page
 - ▶ Required
 - ▶ Does not suffice as evidence of a student invitation



Resources

- **www.nsttac.org**
 - NSTTAC Indicator 13 Checklist
 - NSTTAC's training materials
 - http://www.transitionta.org/sites/default/files/dataanalysis/l13_Allison.pdf
- **www.ped.state.nm**
 - “Developing Quality IEPs” Technical Assistance Manual
 - “New Mexico’s Integrated Special Education Accountability System – A Comprehensive Monitoring Approach to Improving Outcomes for Students with Disabilities”
- **www.psocenter.org**
- **www.ndpc-sd.org**
- **<http://education.ou.edu/zarrow>**



Contacts

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