



Rhode Island's Efforts to Use Quality Data to Drive Program Improvement

Overview



- March 2013—Rolled out I-13 Rubric with 32 RI districts
- March 2014—Reviewed random sampling w/I-13 Rubric - 563 RI Secondary IEPs statewide
- March 2014—March 2016—Based on I-13 rubric analysis, provided 2 years of technical assistance (statewide, regionally, locally)
- March 2016- Reviewed random sampling—180 RI middle school IEPs statewide

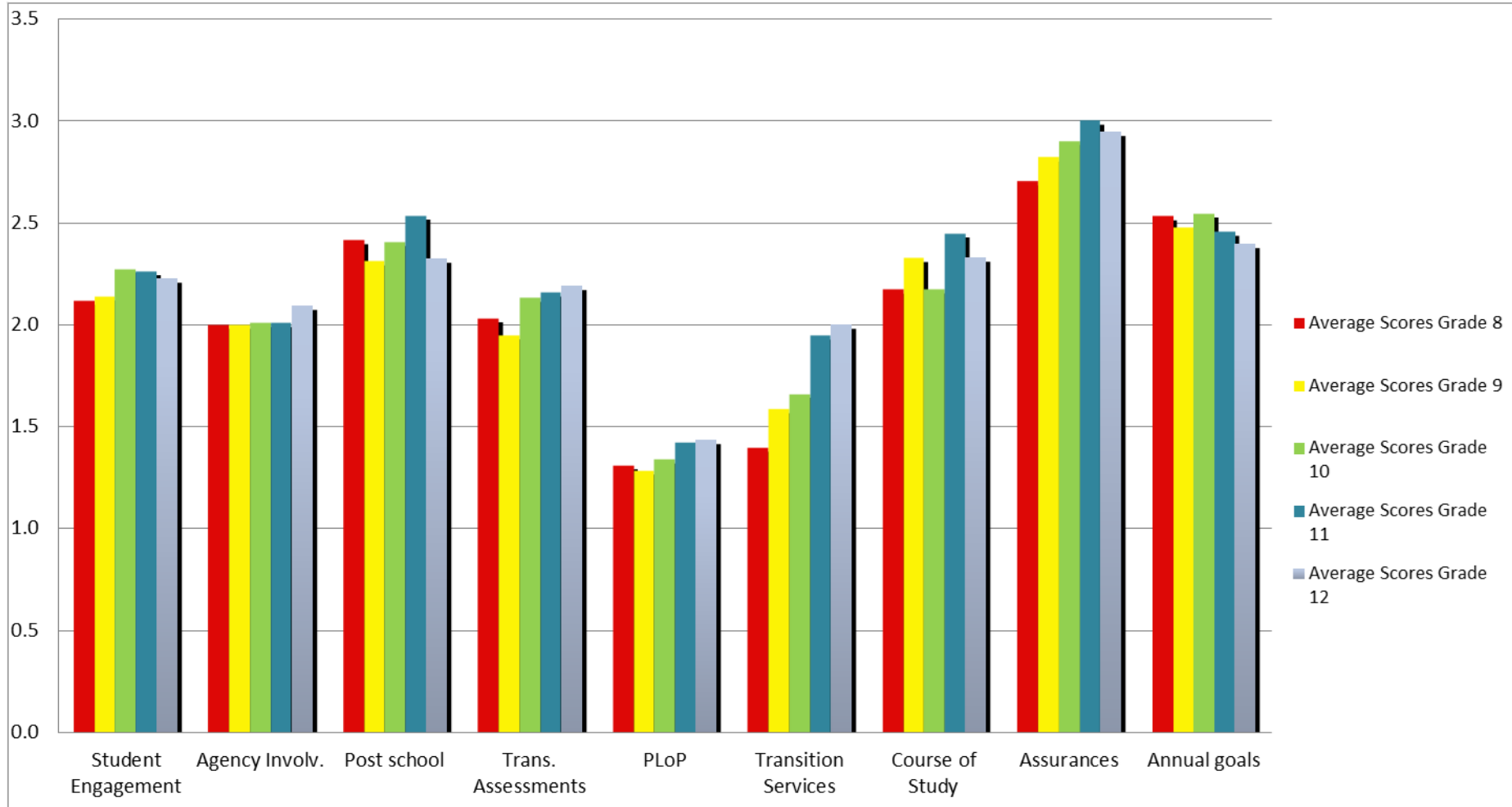
Accomplishments 2012–2014



- Relationships fostered between special education directors & regional transition coordinators
- Established IEP Quality baseline information statewide, regionally, & locally
- Revamped technical assistance model to reflect data needs
- Revamped RTC contracts to reflect direct technical assistance

State Data

Random Sample of 563 IEP's



Indicator 13 Rubric



RI Indicator-13 Quality Rubric

Student Name:

SASID:

District/Scho

Date: 4/14/2015

Indicator 13 language	Verification of Census		Exemplary – Highest Level of Performance 3	Accomplished – Achievement of Mastery Level 2	Developing - Beginning Level of Performance 1
	Yes	No			
1. Evidence that the student was invited to the IEP Team Meeting			<input type="checkbox"/> Evidence of Student written invitation and <input type="checkbox"/> Student participated in the IEP meeting and <input type="checkbox"/> Student preferences and interests are evident in IEP	<input type="checkbox"/> Evidence of Student written invitation and <input type="checkbox"/> Student participated the IEP meeting.	<input type="checkbox"/> Evidence of Student written invitation and <input type="checkbox"/> student did not participate in the IEP meeting but documented student preferences, and interests were obtained.
2. Evidence that, if appropriate, a representative of any (Secondary Transition) 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	Yes	No	<input type="checkbox"/> A representative of a participating agency was invited to the IEP with the parent or students consent as evidenced by meeting notice (or similar document) and <input type="checkbox"/> Evidence of their role or services appeared in the IEP.	<input type="checkbox"/> A representative of a participating agency was invited to the IEP with the parent or students consent as evidenced by meeting notice (or similar document) or <input type="checkbox"/> a representative of an appropriate agency was not required.	parent or students consent as evidenced by meeting notice (or similar document).
3. Includes appropriate measurable post school goals.	Yes	No	<input type="checkbox"/> The IEP includes a post school goal for employment, post secondary education /training and independent living when applicable and is worded in terms that are measurable as an outcome and <input type="checkbox"/> is based on age appropriate transition assessment	<input type="checkbox"/> The IEP includes a post school goal for employment, post secondary education /training and independent living when applicable and is worded in terms that are measurable as an outcome.	<input type="checkbox"/> The IEP includes a post school goal for employment, post secondary education /training and independent living, if applicable, but is not worded in terms that are measurable as an outcome or <input type="checkbox"/> A “no” response from the verification of the census or <input type="checkbox"/> There are no post school goals in the IEP.
4. Based upon an age appropriate transition assessment	Yes	No	<input type="checkbox"/> There are 2 or more transition assessments used that are appropriate for the age/grade level of the student and <input type="checkbox"/> All	<input type="checkbox"/> There is at least one Transition Assessment used and it is appropriate for the age/grade level of the student and <input type="checkbox"/> The assessment are available for	<input type="checkbox"/> There is at least one Transition Assessment used which does not appear to be appropriate for the age/grade level of the



Exemplary Checklist

Indicator 13 Language	Exemplary – Highest Level of Performance 3
1. Evidence that the student was invited to the IEP Team Meeting	Please check: <input type="checkbox"/> Evidence of student written invitation <input type="checkbox"/> Student participated in the IEP Meeting <input type="checkbox"/> Student preferences and interests are evident in IEP
2. Evidence that, if appropriate, a representative of any (Secondary Transition) 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	Please check: <input type="checkbox"/> A representative of a participating agency was invited to the IEP with the parent or student's consent as evidenced by meeting notice (or similar document) <input type="checkbox"/> Evidence of their role or services appeared in the IEP
3. Includes appropriate measureable post school goals	Please check: <input type="checkbox"/> The IEP includes a post school goal for employment, post secondary education/training and independent living when applicable and is worded in terms that are measureable as an outcome <input type="checkbox"/> It is based on age appropriate transition assessment
4. Based upon an age appropriate transition assessment	Please check: <input type="checkbox"/> There are 2 or more transition assessments used that are appropriate for the age/grade level of the student <input type="checkbox"/> All assessments are available for review (either in the record) or at the school <input type="checkbox"/> The assessment results demonstrate a clear connection to the post school goals, present levels, transition services, program of study, and annual goal

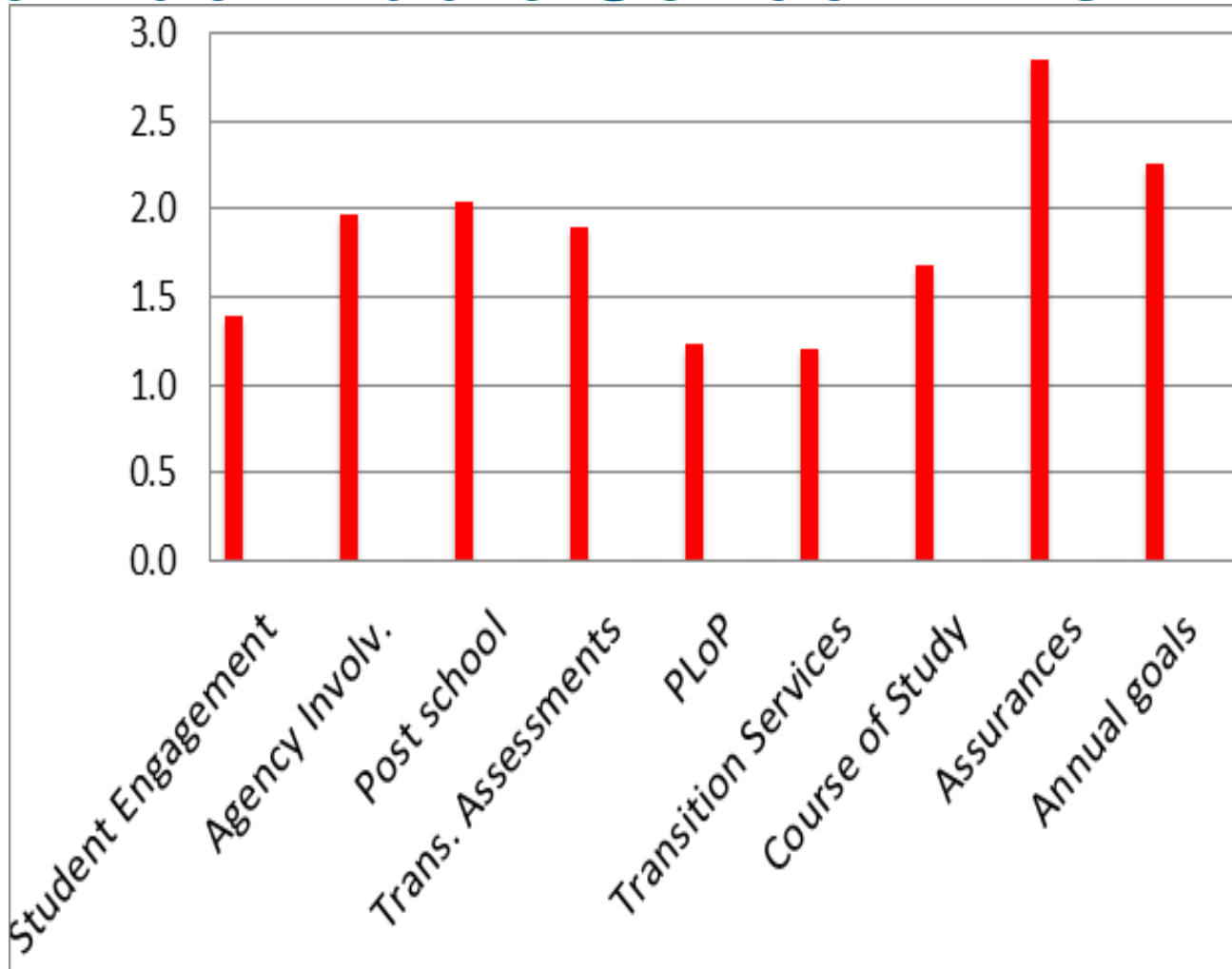
Progress 2015–2016



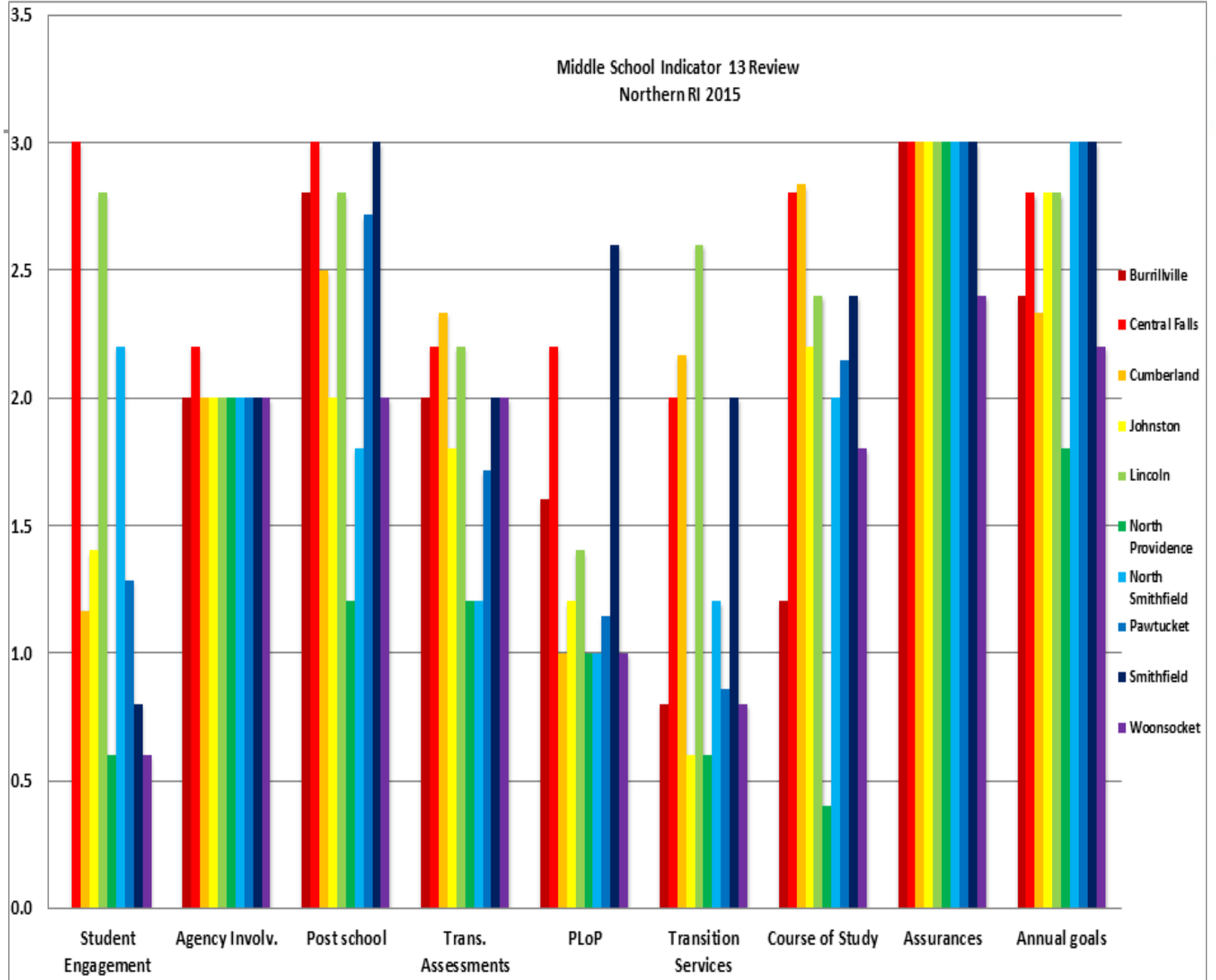
- Targeted technical assistance provided by 4 regional transition coordinators
- Administration appreciation!
- Increase in youth leading IEPs
- College instructors utilizing the I-13 rubric to teach aspiring educators about quality secondary IEPs
- Data-based decision making across the districts
- Districts working together!
- Identified middle school transition deficits

2015–2016 I-13 Quality Review

Statewide Middle School IEPs



Middle School Indicator 13 Review
Northern RI 2015





GoAnimate YOUR ACCOUNT EXPLORE PLANS & PRICING MAKE A VIDEO

Welcome to Northern Rhode Island

This is how we do TRANSITION!

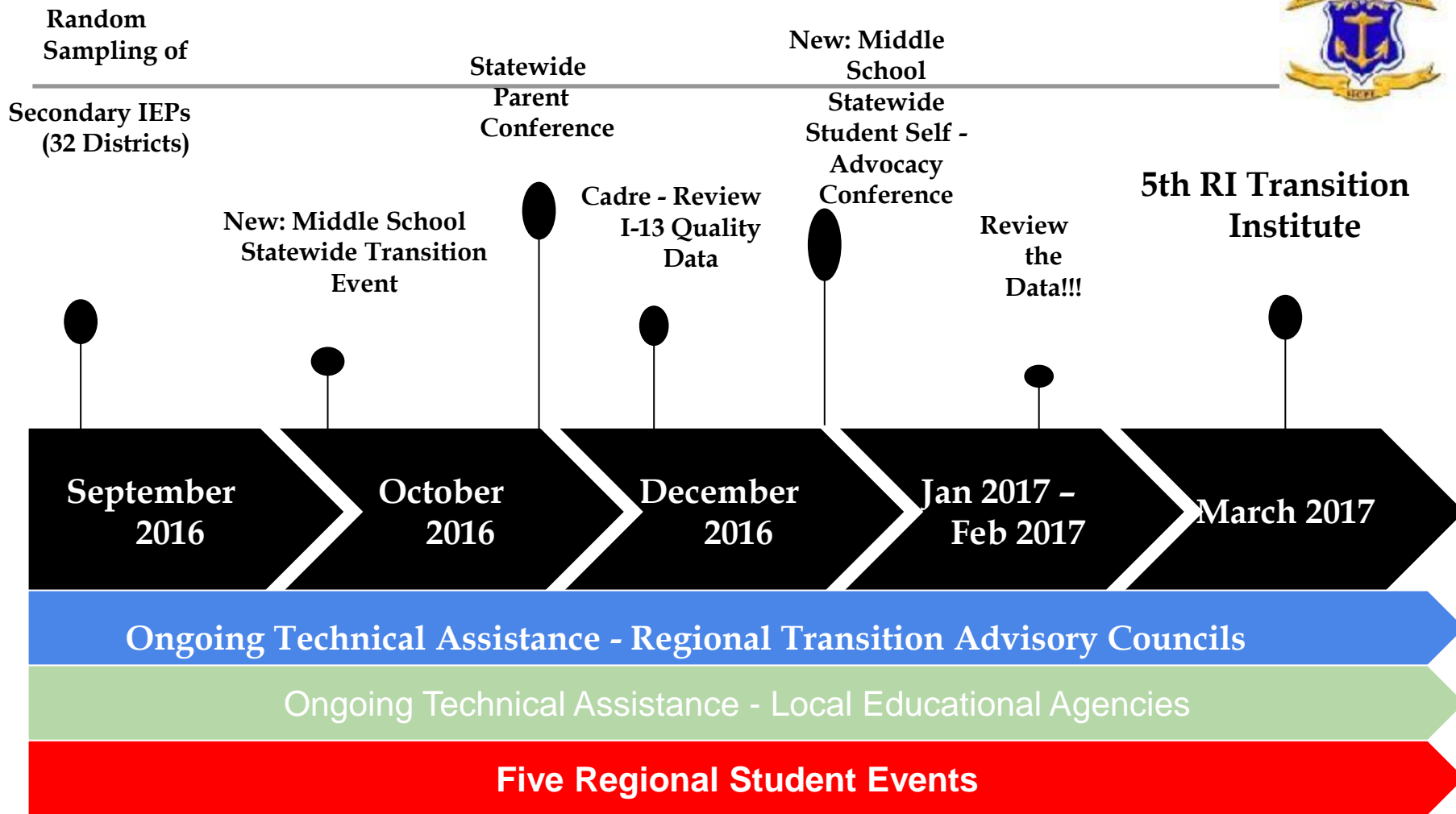
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Next steps



- Randomly select 25 IEPs from 32 districts (800 IEPs)
- Complete I-13 rubric review
- Review data analysis & comparison from 2014
- Provide targeted technical assistance to middle school educators on transition services & present levels of performance
- Continue to review data & interventions



Goals for RI



1. Increase district participation in transition gradebook/tracking tool (currently piloting in 3 districts)
2. Provide targeted technical assistance based on DATA
3. Address the transition gaps in our middle schools (students, educators, and families)