

Reviewed by: \_\_\_\_\_

Date: \_\_\_\_\_

### ACR Compliance/Quality Rubric Review

Student \_\_\_\_\_

Date \_\_\_\_\_

TOR \_\_\_\_\_

Compliant IEP \_\_\_\_\_ Yes \_\_\_\_\_ No

Quality IEP \_\_\_\_\_ Yes \_\_\_\_\_ NI

	<b>Timeline</b>	<b>Yes</b>	<b>No</b>
1.	Has ACR time line been met?		
2.	Information addresses multiple areas of performance (academic, communication, social, emotional, behavior, study/organization skills, and functional performance)		
3.	Information is current		
4.	Information explains how the student is currently performing in each domain		
5.	Data supports information provided (Teacher Reports, Acuity, ISTEP, Unit Assessments, DIBELS, etc.)		
6.	Explanation of student's acquired skills and deficits in narrative form, not just scores		
7.	Meaningful statement of how the student's disability affects involvement and progress in general education curriculum		
	<b>The IEP includes measurable annual goals designed to meet the student's needs that result from the disability and that will enable the student to make progress in and be involved in the general education</b>		
8.	Goals are (1) meaningful (2) related to need (3) able to be monitored (4) mastery is easily identified		
9.	Goals include: (1) time frame (2) conditions (3) action and (4) criterion for acceptable performance		
10.	Criteria matches the method of evaluation and is measureable		
11.	Benchmarks/objectives clearly relate to the goal and are measurable (ISTAR)		
12.	Teacher is using electronic IEP to document progress on goals according to the IEP		
13.	Progress monitoring data demonstrates growth on student goals for teacher has provided statements regarding lack of growth.		
	<b>Service/LRE</b>		
14.	Clear alignment between PLOP, needs, goals, accommodations and services		
15.	Services listed include initiation date, length, frequency, duration, and location		
16.	Clear identification of the student's placement in their least restrictive environment is included with an explanation provided when students are removed from general education setting		
17.	Discussion documented of potentially harmful effects		
	<b>Accommodations</b>		
18.	Identified accommodations are connected to the PLOP, appropriate for the student, and support successes in general education		
	<b>Written Documentation</b>		
19.	IEP has correct spelling, punctuation, and grammar.		
20.	Case conference notes capture educationally relevant discussions, which identify the issues, discussion points, parent requests, school's response to such requests, decision rationale, and outcomes.		

Yes total:  
No total:  
Percentage

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		Yes	No
	<b>Behavior</b>		
21.	Behavior Plan is written if student behavior impedes education		
22.	A current FBA is attached to the BIP (downloaded in PDF as an IIEP document)		
23.	One of two target behaviors are clearly defined, a function established, and positive and consequential interventions are included.		

Yes total:  
No total:  
Percentage

		Yes	No
	<b>Transition IEP Requirements</b>		
24.	Student was invited		
25.	Measurable post-secondary goals developed with input from student and based on transition assessment and other pertinent information		
26.	An age appropriate transition assessment and the findings from the assessment are included in the IEP and address all three areas: education/training, employment, independent living		
27.	Measurable annual goals that reasonably enable the student to meet his/her post-secondary goals		
28.	Transition services are included and relate to the student's post-secondary goals		
29.	A representative from an outside agency has been invited (year prior to a student exiting school when the team determines the student may benefit from or require access to these services)		
30.	A course of study is documented and supports the student's post-secondary goals		

Yes total:  
No total:  
Percentage