BEST PRACTICES IN DEVELOPING COMPLIANT IEPS...

Everything you had no idea you were supposed to ask!
AGENDA

- INTRODUCTION AND HOUSEKEEPING DETAILS
- PARTICIPANT OBJECTIVES
- PRESENT LEVELS OF ACADEMIC AND FUNCTIONAL PERFORMANCE (PLAAFP)
- MEASURABLE GOALS
- STUDENT SUPPORTS
- ADJOURN
AGENDA

- PRESENT LEVELS OF ACADEMIC AND FUNCTIONAL PERFORMANCE (PLAAFP)
  - RESULTS OF MOST RECENT EVALUATIONS AS WELL AS STATE AND DISTRICT TESTING
  - ACADEMIC, DEVELOPMENTAL, AND/OR FUNCTIONAL STRENGTHS
  - ACADEMIC, DEVELOPMENTAL, AND/OR FUNCTIONAL NEEDS (TO INCLUDE CURRICULUM BASED MEASUREMENT)
  - PARENTAL CONCERNS AND IMPACT OF THE DISABILITY
  - IMPACT OF THE DISABILITY
AGENDA

- MEASURABLE GOALS
  - CRITERIA FOR A MEASURABLE GOAL
  - PROGRESS MONITORING
  - ALIGNMENT OF GOALS AND NEEDS

- STUDENT SUPPORTS:
  - ACCOMMODATIONS AND ALIGNMENT OF ACCOMMODATIONS WITH NEEDS
  - SUPPLEMENTAL AIDES AND SERVICES
  - SUPPORTS FOR SCHOOL PERSONNEL
Present Levels of Academic and Functional Performance (PLAAFP)
# PLAAFP:
RESULTS OF INITIAL OR MOST RECENT TESTS
AND
STATE AND DISTRICT ASSESSMENTS...
WHICH TEST RESULTS BELONG IN THIS SECTION...

## 1. STATE AND DISTRICT TESTS
   a. GKIDS
   b. CRCT
   c. GHSGT (Being phased out)
   d. WRITING TEST
   e. EOCT/S

## 2. PSYCHO-EDUCATIONAL MEASURES
   a. I.Q. MEASURES
   b. READING/MATH ACHIEVEMENT MEASURES
   c. SOCIAL-EMOTIONAL MEASURES

## 3. CLASSROOM TESTS
   a. PROGRESS MONITORING DATA...FORMATIVE ASSESSMENT
   b. TESTS AND QUIZZES...SUMMATIVE ASSESSMENT
   c. GRADES...SUMMATIVE ASSESSMENT
Present Levels of Academic and Functional Performance (PLAAFP)

Criteria for...Results of Initial or Most Recent Evaluations and State and District Assessments:

- **Most Recent:**
  - Psycho-Educational Evaluations...Within 2 years...
    - If psycho-educational testing is more than two years old...an explanation regarding how this data informs the current IEP
  - State and/or District Assessments...Within 1 year

- **Results:**
  - Test Name
  - Date
  - Score and/or Range of Scores to include..
    - **Information regarding what the scores mean**
PLAAFP
Results of initial or most recent evaluations and state and district assessments:

<table>
<thead>
<tr>
<th>AREAS</th>
<th>TEST NAME</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCORES</th>
<th>EXPLAIN SCORES</th>
<th>GRADE SCORE</th>
<th>CRCT SCORE</th>
<th>GHSGT SCORE</th>
<th>EOCT SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARD SCORE</td>
<td>ABOVE AVERAGE</td>
<td>ABOVE GRADE LEVEL</td>
<td>EXCEEDS STANDARD</td>
<td>PASSING</td>
<td>EXCEEDS EXPECTATIONS</td>
</tr>
<tr>
<td>ABOVE AVERAGE</td>
<td>AVERAGE</td>
<td>ABOVE GRADE LEVEL</td>
<td>MEETS STANDARD</td>
<td>MEETING</td>
<td>MEETS EXPECTATIONS</td>
</tr>
<tr>
<td>AVERAGE</td>
<td>ABOVE GRADE LEVEL</td>
<td>BELOW GRADE LEVEL</td>
<td>DNM STANDARD</td>
<td>NOT PASSING</td>
<td>DOES NOT MEET EXPECTATIONS</td>
</tr>
<tr>
<td>BELOW AVERAGE</td>
<td>BELOW GRADE LEVEL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WITHIN TWO YEARS
IF YES, SUMMARIZE THE INFORMATION HERE.

IF NO, DOES IT INCLUDE INFORMATION THAT INFORMS THE CURRENT IEP AND NEEDS TO BE SUMMARIZED HERE?
His I.Q. score fell within the **average** range: Full Scale I.Q. score of 92 (90-100 is average) as measured by the WISC-IV.

**WIAT-II** comprehension score of 2.4 is below his third grade level re/ making predictions. He also performs below grade level at 1.9 in math and has math deficits in solving word problems.
### Examples

<table>
<thead>
<tr>
<th>CRCT SCORE</th>
<th>GHSGT SCORE</th>
<th>EOCT SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEETS STANDARD</td>
<td>PASSING</td>
<td>MEETS EXPECTATIONS</td>
</tr>
<tr>
<td>EXCEEDS STANDARD</td>
<td>NOT PASSNG</td>
<td>EXCEEDS EXPECTATIONS</td>
</tr>
<tr>
<td>DNM STANDARD</td>
<td></td>
<td>DNM EXPECTATIONS</td>
</tr>
</tbody>
</table>

**CRCT Scores are:**
- Reading: 765
- ELA: 770
- Math: 820
- Science: 782
- Soc Stud: 778

**Passing Score is 800**

**GHSGT Scores are:**
- CRCT Scores are:
  - ELA: 195
  - Math: 210
  - Soc Stud: 778
- Passing Score is 200

**Passing Score is 200**

**EOCT Scores are:**
- Passing Score:
  - Scaled Score is 400
  - Grade Conversion is 70
- 9th Grade Lit:
  - Scaled Score is 420
  - Grade Conversion is 70-89
- Biology: Exceeds Expectations
  - Scaled Score is 500
  - Grade Conversion is 90-100
Mark was reevaluated on 3/20/12. His I.Q. score fell within the average range (90-100 is average), Full Scale I.Q. score of 92, as measured by the WISC-IV. WIAT-II results indicated deficits in reading comprehension related to inferencing (Standard Score of 70...average score is 90-100) as well as math deficits in solving word problems (Standard Score of 75...average score is 90-100).
Mark was reevaluated on 5/17/10. He had a WISC III Full Scale IQ of 81 with a Verbal IQ of 79 and a Performance IQ of 82. On 3/8/10, Mark’s WRAT-3 standard scores were as follows: Reading: 62, Spelling: 68, Arithmetic: 57.

More current academic testing on 4/28/11 revealed the following: Word Recognition: 3rd grade, Reading Comprehension: 2nd grade, Spelling: 3rd grade, Math: 4th grade.
Results of initial or most recent evaluations and state and district assessments:

Mark’s Spring CRCT scores are as follows:

- Reading: 765
- ELA: 770
- Math: 820
- Science: 782
- Social Studies: 778
Description of Academic, Developmental, and/or Functional Strengths
STRENGTHS

**MUST** BE INCLUDED...

ACADEMIC, DEVELOPMENTAL, AND/OR FUNCTIONAL

- J. passed the CRCT in Reading and ELA. He typically scores 80-90 on grade level classroom tests and quizzes.
- S.’s math skills are at grade level as measured by grade level classroom tests when material is read aloud or Assistive Technology (AT) is used.

**MAY** BE INCLUDED...

Personality Characteristics, Traits, and/or Work Habits

- S. completes all work on time
- S. is liked by both students and teachers
- S. is a hard worker
- S. works well independently
- S. starts and completes work independently
Description of Academic, Developmental, and/or Functional Strengths

There must be **data**...to support the academic, developmental and/or functional **strengths**...

...just as...

There must be **data**...to support the academic, developmental and/or functional **needs**...
Description of Academic, Developmental, and/or Functional Strengths

Consider the following in reviewing data to identify the student’s strengths...

• State and District Assessments
• Progress...
  – “Progress Monitoring” (Formative Assessment) Regarding IEP Goals
  – “Monitoring Progress” (Summative Assessment) Regarding
    ▪ Unit Tests
    ▪ Chapter Tests/Quizzes
    ▪ Benchmarks
    ▪ Classroom Grades
Description of Academic, Developmental, and/or Functional Strengths
Reading Example...Grade 2

Strengths can be **General or Specific** ...
A student with a math disability might have a strength section that reads like this...

**EXAMPLE**

**General**
J. has strengths in reading and written expression as measured by his/her performance on the **CRCT as well as grade level classroom tests**.

**Specific**
On the **CRCT and grade level classroom tests**, J. has strengths in reading fluency and reading comprehension regarding both literal and inferential comprehension. His/Her writing skills are also a strength regarding identifying a topic, providing details, and a developing a logical conclusion.
Description of Academic, Developmental, and/or Functional Strengths:
Math Example...Grade 10

Strengths can be **General or Specific**...
A student with a reading disability might have strength section that reads like this...

**EXAMPLE**

**General**
J. has strengths in math as measured by his/her performance on the **math EOCTs** as well as classroom tests and quizzes.

**Specific**
On the **EOCT for Coordinate Algebra**, J. has strengths in explaining the reasoning behind solving equations. He/she is able to transfer what was learned in class to real life problems on classroom tests and quizzes.
CAVEAT…

STRENGTHS CAN BE GENERAL OR SPECIFIC…

AS LONG AS

THE STRENGTH SECTION AND

THE NEEDS SECTION

DO NOT CONTRADICT ONE ANOTHER
NON-EXAMPLE

STRENGTH
J. has a strength in reading.

NEED
J. Struggles with reading comprehension.

CORRECTED EXAMPLE

STRENGTH
J. has a strength in reading fluency.

NEED
J. Struggles with reading comprehension. She is unable to answer inferential comprehension questions and has difficulty understanding the information in her textbooks.
NON-EXAMPLE

- **Strength**
  S. ‘s math skills are a strength.

- **Needs**
  S. struggles with multi-digit calculation.

******************************************************

CORRECTED EXAMPLE

- **Strengths**
  S. ‘s math calculation skills for single digits are a strength.

- **Needs**
  S. struggles with multi-digit calculation.
Description of Academic, Developmental, and/or Functional Needs
Description of Academic, Developmental, and/or Functional Needs (Deficits)

DEFICITS ARE SPECIFIC ENOUGH...
ONLY WHEN THEY DESCRIBE THE...

**SPECIFIC SKILLS**
THE STUDENT NEEDS TO LEARN

SO...

THE STAGE IS SET FOR DEVELOPING MEASURABLE GOALS
MANTRA

THERE IS **NEVER** A NEED/DEFICIT WITHOUT A GOAL

...AND...

THERE IS **NEVER** A GOAL WITHOUT A NEED/DEFICIT
MANTRA

UNLESS...
THERE IS A STATEMENT THAT EXPLAINS THE MISSING GOAL!

EXAMPLES OF THE STATEMENT WILL BE PROVIDED AT THE END OF THE NEEDS SECTION
Example: Needs/Deficits Skills

**Reading:**
M. is unable to read for understanding. When she reads a third grade passage, she has not demonstrated the ability to answer questions using who, what, when, where, or why.

**Math:**
S. accurately completes multi-digit addition and subtraction problems in math, but has only mastered multiplication facts of 2, 5, and 10.
Example: Needs/Deficits Skills

Reading:
S. struggles using phonics to read words. His/Her reading is very slow. S. reads only 21 words correct per minute (wcpm). The average at his/her grade level is 71 wcpm. S. struggles so hard to read the individual words that he/she can’t remember what he/she read.

Math:
S. has problems solving math word problems. He/she isn’t able to select the correct the correction operation...addition, subtraction, multiplication, or division. He/she also has difficulty following the correct number of steps.
Non-Example: Needs/Deficits

**Reading:**
M.’s weakest area is reading and he reads below grade level.

**Math:**
S. struggles with math fluency.
Description of Academic, Developmental, and/or Functional Needs (Deficits)

**Starts** with a review of the data in the Test Results Section of the IEP...

- GKIDS
- CRCT
- GHSGT
- EOCT

To determine whether or not the data identifies specific skills.
**GKIDS...READING**

<table>
<thead>
<tr>
<th>AREA</th>
<th>IF YOU CAN’T DESCRIBE THE SPECIFIC SKILL THE STUDENT NEEDS TO LEARN...</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT INFORMATION IS NEEDED?</td>
<td>HOW WILL YOU GET THAT INFORMATION?</td>
</tr>
</tbody>
</table>

**READING**
- Which area/s are deficit?
  - Story Reading Skills?
  - Phonics & Wd Analysis?
  - Informational Text?
  - Grammar/Usage?
  - **Comprehension**

Will **GKIDS** data provide enough information to describe what the student needs to learn?

Sample: Kindergarten...Areas Assessed...
- **Student Level Report**
  - Story Reading Skills?
  - Phonics & Wd Analysis?
  - Informational Text?
  - Grammar/Usage
- **Class Level Report**
  Break out by Skill/Element
## GKIDS...MATH

<table>
<thead>
<tr>
<th>AREA</th>
<th>IF YOU CAN’T DESCRIBE THE <strong>SPECIFIC SKILL</strong> THE STUDENT NEEDS TO LEARN...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WHAT INFORMATION IS NEEDED?</td>
</tr>
<tr>
<td></td>
<td>HOW WILL YOU GET THAT INFORMATION?</td>
</tr>
<tr>
<td>MATH</td>
<td>Which area/s are deficit?</td>
</tr>
<tr>
<td></td>
<td>• Counting &amp; Cardinality?</td>
</tr>
<tr>
<td></td>
<td>• Operations &amp; Algebraic Thinking?</td>
</tr>
<tr>
<td></td>
<td>• Numbers and Operations in Base 10?</td>
</tr>
<tr>
<td></td>
<td>• Measurement &amp; Data?</td>
</tr>
<tr>
<td></td>
<td>• Geometry?</td>
</tr>
<tr>
<td></td>
<td>Will <strong>GKIDS</strong> data provide enough information to describe what the student needs to learn?</td>
</tr>
<tr>
<td></td>
<td>Sample: Kindergarten...Areas Assessed...</td>
</tr>
<tr>
<td></td>
<td>• Student Level Report</td>
</tr>
<tr>
<td></td>
<td>• Class Level Report Break out by Skill/Element</td>
</tr>
</tbody>
</table>
**CRCT Comprehension DNM**

<table>
<thead>
<tr>
<th>AREA</th>
<th>IF YOU CAN’T DESCRIBE THE <strong>SPECIFIC SKILL</strong> THE STUDENT NEEDS TO LEARN…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WHAT INFORMATION IS NEEDED?</td>
</tr>
<tr>
<td>READING</td>
<td>Which area/s are deficit?</td>
</tr>
<tr>
<td></td>
<td>• Phonemic Awareness?</td>
</tr>
<tr>
<td></td>
<td>• Decoding?</td>
</tr>
<tr>
<td></td>
<td>• Fluency?</td>
</tr>
<tr>
<td></td>
<td>• Vocabulary?</td>
</tr>
<tr>
<td></td>
<td>• <strong>Comprehension</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sample:**

- Grade 3…Areas Assessed…
  - Reading Skills & Vocabulary Acquisition
  - **Literary Comprehension**
    - Number Correct/Total Number
    - Which comprehension skills?
  - Information and Media
<table>
<thead>
<tr>
<th>AREA</th>
<th>IF YOU CAN’T DESCRIBE THE <strong>SPECIFIC SKILL</strong> THE STUDENT NEEDS TO LEARN...</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT INFORMATION IS NEEDED?</td>
<td>HOW WILL YOU GET THAT INFORMATION?</td>
</tr>
<tr>
<td><strong>READING</strong></td>
<td>Is <strong>Comprehension</strong> ...a specific skill?</td>
</tr>
<tr>
<td></td>
<td>Why or Why Not? No...because...</td>
</tr>
<tr>
<td></td>
<td>• there are many skills involved in comprehension...</td>
</tr>
<tr>
<td></td>
<td>• Literal</td>
</tr>
<tr>
<td></td>
<td>• Inferential</td>
</tr>
<tr>
<td></td>
<td>• Story Structure</td>
</tr>
<tr>
<td></td>
<td>• Textbook Structure</td>
</tr>
<tr>
<td></td>
<td>• Vocabulary</td>
</tr>
<tr>
<td></td>
<td>• Multiple Meaning</td>
</tr>
<tr>
<td>AREA</td>
<td>IF YOU CAN’T DESCRIBE THE SPECIFIC SKILL THE STUDENT NEEDS TO LEARN...</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>MATH</strong></td>
<td>Which area/s are deficit?</td>
</tr>
<tr>
<td>• Numbers &amp; Operations?</td>
<td></td>
</tr>
<tr>
<td>• Measurement?</td>
<td></td>
</tr>
<tr>
<td>• Geometry?</td>
<td></td>
</tr>
<tr>
<td>• Algebra?</td>
<td></td>
</tr>
<tr>
<td>• Data Analysis &amp; Probability?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HOW WILL YOU GET THAT INFORMATION?</td>
</tr>
<tr>
<td></td>
<td>Will the CRCT provide enough information to describe what the student needs to learn?</td>
</tr>
<tr>
<td></td>
<td>Sample: Grade 5...Areas Assessed...</td>
</tr>
<tr>
<td></td>
<td>• Numbers and Operations</td>
</tr>
<tr>
<td></td>
<td>• <strong>Measurement</strong></td>
</tr>
<tr>
<td></td>
<td>Number Correct/Total Number</td>
</tr>
<tr>
<td></td>
<td>Which measurement skills?</td>
</tr>
<tr>
<td></td>
<td>• Geometry</td>
</tr>
<tr>
<td></td>
<td>• Algebra</td>
</tr>
<tr>
<td></td>
<td>• Data Analysis and Probability</td>
</tr>
</tbody>
</table>
### GHSGT READING...DNM

**ELA**

<table>
<thead>
<tr>
<th>AREA</th>
<th>IF YOU CAN’T DESCRIBE THE <strong>SPECIFIC SKILL</strong> THE STUDENT NEEDS TO LEARN...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHAT INFORMATION IS NEEDED?</strong></td>
<td><strong>HOW WILL YOU GET THAT INFORMATION?</strong></td>
</tr>
<tr>
<td>Which area/s are deficit?</td>
<td>Will the <strong>GHSGT</strong> provide enough information to describe what the student needs to learn?</td>
</tr>
<tr>
<td>• (Phonemic Awareness?)</td>
<td></td>
</tr>
<tr>
<td>• Decoding?</td>
<td></td>
</tr>
<tr>
<td>• Fluency?</td>
<td></td>
</tr>
<tr>
<td>• Vocabulary?</td>
<td></td>
</tr>
<tr>
<td>• Comprehension?</td>
<td></td>
</tr>
</tbody>
</table>

**Areas Assessed:**
- Domain 1: Reading Comprehension
- Domain 2: Literary Analysis
- Domain 3: Conventions and Writing
<table>
<thead>
<tr>
<th>AREA</th>
<th>IF YOU CAN’T DESCRIBE THE <strong>SPECIFIC SKILL</strong> THE STUDENT NEEDS TO LEARN...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>WHAT INFORMATION IS NEEDED?</strong></td>
</tr>
<tr>
<td>MATH</td>
<td>Which area/s are deficit?</td>
</tr>
</tbody>
</table>

- Numbers & Operations?
- Measurement?
- Geometry?
- Algebra?
- Data Analysis & Probability?

**Areas Assessed:**
- Domain 1: Algebra
- Domain 2: Geometry
- Domain 3: Data Analysis
So...Where Does the Information in the Needs/Deficit Section Come From...
Curriculum Based Measurement (CBM)

Curriculum Based Measurement is

- the direct, repeated assessment of a specific academic skill/s the student is learning
- until the skill/s is either mastered or new a skill/s is identified

CBMs are typically 1-5 minute probes (tests)
From... “S. seems to struggle with reading/math skills...”

To... Specific Reading/Math Needs/Deficits
...A Five Step Process...

**Step 1:** Go to the CCGPS Reading/Math Standard at:
- student’s grade level...
  if skills are close to grade level
- grade level closest to the student’s grade level...
  if skills are significantly below grade level

**Step 2:** Select the skill/s you know the student struggles with

**Step 3:** Develop CBM probes to test that skill/s

**Step 4:** Administer CBM to get “baseline data” for that skill/s

**Step 5:** Develop a Needs/Deficit Statement for that skill/s
Needs/Deficit Statement

Reading
Step 1: Go to the CCGPS Reading Standard:

THIRD GRADE READING LITERARY (RL)

Key Ideas and Details

ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELACC3RL12: Determine the main idea of a text; recount the key details and explain how they support the main idea.

ELACC3RL3: Describe the characters in a story (e.g., their traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.
Step 2: Select the skill/s you want to assess.

**ELACC3RL3:** Describe the characters in a story (e.g., their traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.
Step 3: Develop CBM probe to test that skills

CBM Probe: “Proving Character Traits” Handout

ELACC3RL3: Describe the (1) characters in a story (e.g., their traits, motivations, or feelings) & (2) explain how their actions contribute to the sequence of events.
Step 4:
Administer CBM probe to get “baseline data”

CBM Probe: “Proving Character Traits” CBM
Baseline = 44 % Correct

ELACC3RL3: Describe the characters in a story (e.g., their traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.
Step 5: Develop a Needs/Deficit Statement for that skill

NEEDS/DEFICIT STATEMENT...
S. has difficulty describing characters in a story, i.e. physical, intellectual, emotional, social, & philosophical traits.

THAT CAME FROM...
CBM Probe: “Proving Character Traits” CBM Baseline = 44% Correct

THAT WAS GENERATED FROM...
ELACC3RL3 CCGPS: Describe the characters in a story (e.g., their traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.
Needs/Deficit Statement

Math
Step 1:
Go to the CCGPS Math Standard:

Grade 3

OPERATIONS AND ALGEBRAIC UNDERSTANDING

Multiply and Divide within 100

MCC3.OA.7

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.

By the end of Grade 3, know from memory, all products of two, one digit numbers.
Step 2: Select the skill/s you want to assess

MCC3.OA.7
By the end of Grade 3, know from memory, all products of two, one digit numbers.
Step 3: Develop CBM probe/s to test that skills/s

CBM Mathematics Probe for:
Multiplication Single Digit Calculation for Facts 7-9 Handout

MCC3.OA.7
By the end of Grade 3, know from memory, all products of two, one digit numbers.
Step 4: Administer CBM probe to get “baseline data”

CBM Mathematics Multiplication Probe for:
Single Digit Calculation for Facts 7-9 Baseline = 40% Correct

MCC3.OA.7
By the end of Grade 3, know from memory, all products of two, one digit numbers.
Step 5:
Develop a Needs/Deficit Statement for that skill/s

NEEDS/DEFICIT STATEMENT...
S. has not mastered the multiplication facts for numbers 7-9.

THAT CAME FROM...
CBM Mathematics Multiplication Single Digit Calculation Probe for Facts 7-9 Baseline = 40% Correct

THAT WAS GENERATED FROM...
MCC3.OA.7 CCGPS
By the end of Grade 3, know from memory, all products of two, one digit numbers
Where to Get CBM Materials

• Intervention Central
  www.interventioncentral.org
  Free Materials
  Published Materials (Where to purchase)

• Curriculum Based Measurement Warehouse
  www.cbmwarehouse.org
  Free Materials
  Published Materials (Where to purchase)
Intervention Science

Scientists have produced programs and practices that can help students, communities, and educational systems

– What Works Clearinghouse
  http://ies.ed.gov/ncee/wwc/

– Best Evidence Encyclopedia
  www.bestevidence.org

– Promising Practices Network
  promisingpractices.net

– SAMHSA- NREPP
  http://www.nrepp.samhsa.gov/

– Colorado Blueprints
  http://www.colorado.edu/cspv/blueprints/
Intervention Central and CBM Warehouse... Materials for Measuring

- Reading
  - Decoding
  - Fluency
  - Comprehension (Maze)
- Math
  - Calculation
  - Fluency
- Written Expression
  - Spelling
  - Paragraphs
Materials for Measuring...

• Reading
  – Comprehension...Extended Text
    ▪ Narrative ...Story Structure
    ▪ Expository...Different Organizational Structures
    ▪ Etc.
  – Vocabulary
    ▪ Affixes
    ▪ Multiple Meanings
    ▪ Etc.

• Math
  ▪ Reasoning...word problems
  ▪ Application...real life situations
  ▪ Etc.
Where to Get CBM Materials

• For Materials not available at Intervention Central and/or Curriculum Based Warehouse
  • Worksheets and Quizzes from Curriculum
  • Worksheets and Quizzes on the Internet

• For Example
  • Baseline for Character Traits...Handout
  • Baseline for Prefixes and Suffixes...Handout
  • Baseline for Math Reasoning...Handout
MANTRA

THERE IS NEVER A NEED/DEFICIT WITHOUT A GOAL

...AND...

THERE IS NEVER A GOAL WITHOUT A NEED/DEFICIT

UNLESS

THERE IS A STATEMENT THAT EXPLAINS THE MISSING GOAL!
ISSUES IMPACTING DEFICITS/GOALS

Instructional
Behavioral
Emotional
EXAMPLE...INSTRUCTIONAL

___ is fourteen years old and even with extensive, explicit decoding and fluency instruction, ___’s reading fluency remains below expectations. ___ has text reading software as an accommodation for classroom instruction, classroom testing, and statewide testing. ____’s goals are related to acquiring and applying reading comprehension strategies. Therefore, there are no decoding or fluency goals.
EXAMPLE...INSTRUCTIONAL

___ is fourteen years old and even with extensive explicit instruction in calculation and calculation fluency, ___’s calculation fluency remains below expectations. ___ has a calculator as an accommodation for classroom instruction, classroom testing, and statewide testing. ___’s math goals are related to acquiring and applying math strategies to solve grade level problems. Therefore, there are no goals for calculation.
EXAMPLE...BEHAVIORAL

___’s scores on the CRCT Reading/Math did not meet the state target. However, ___ scores do not reflect ___ ‘s actual abilities in reading/math. ___ did not want to take the test and rushed through it finishing long before the time allotted for each section. ___’s classroom test scores and grades support reading/math skills above the current CRCT test scores. Therefore, there are no reading/math needs listed.
EXAMPLE...EMOTIONAL

___’s scores on the CRCT Reading/Math did not meet the state target. However, ___’s scores do not reflect -- ___’s actual abilities in reading/math. ___ becomes extremely anxious during any type of testing and ___’s scores do not reflect ___ skill in reading/math. ___’s classroom grades support reading/math skills above the current CRCT test scores. Therefore, there are no reading/math deficits listed.
WHERE TO PUT THE STATEMENT?

There is no requirement to put it in a specific place...

Consider putting it in both places...

- Needs Section
- Goals Section

...That way...it can’t be missed
Parental Concerns

Regarding Their Childs Education
Parental Concerns Regarding Their Child’s Education

- Information in this section includes:
  - the result of ongoing communication with the parent regarding the child’s:
    - Academics
    - Behavior
    - Performance toward meeting goals, and/or
    - Future plans
  - If the parent does not attend the meeting or does not provide input at the time of the meeting...
  - This information must be drawn from communication that has occurred over the previous school year.
Parental Concerns Regarding Their Child’s Education...EXAMPLE...

Parent input provided during, or prior to, the meeting:
J.’s parents are pleased with his/her progress in reading; however, they’re concerned that he’s/she’s not making the progress needed in the co-taught math class.

Parent input not provided...IEP team uses communication that has occurred over the previous school year:
J.’s parents use the district internet and email system to monitor his/her progress in reading and math. They called in the Fall and were concerned that he/she wasn’t making the progress needed in the co-taught math class.
Parental Concerns Regarding Their Child’s Education...NON-EXAMPLE...

• SECTION IS LEFT BLANK

• THE FOLLOWING IS WRITTEN INTO THIS SECTION...
  – “J.’s parents did not attend the IEP Meeting.”
  – “Not Applicable”
Impact of the Disability on Involvement and Progress in the General Education Curriculum
Impact of the Disability

Information in this section includes a description of the:

– Characteristics of the disability that affect classroom performance

– Impact of those characteristics on classroom instruction

NOTE...Identifying the eligibility category does not adequately address this section.
Impact of the Disability...EBD...Non-Example

J. has an emotional behavioral disorder that makes it difficult for him/her to attend to tasks and complete assignments.
Impact of the Disability...ECD EXAMPLE

Characteristics of the Disability

• J. has difficulty maintaining normal thought processes
• J. has thoughts and feelings that are inconsistent with actual events, situations, or interactions
• J. has phobias and worries excessively regarding personal or school problems

Impact on Classroom Performance

• So he is often disorganized and doesn’t complete and/or turn in assignments on time
• So he frequently over, or under, reacts to situations and interactions.
• So he/she often withdraws or insolates from peers and adults.
## Impact of the Disability...SLD Example

### Characteristics of the Disability
- J. has phonological processing deficits
- J. has long and short term memory deficits
- J. has language processing deficits

### Impact on Classroom Performance
- that make it very difficult for him/her to learn phonics and to read fluently.
- that make it difficult for him/her to memorize addition and multiplication facts.
- that make it very difficult for him/her to understand both stories and textbook material.
Impact of the Disability...SLD...Non-Example

- J. has a learning disability in reading so it takes him/her longer to learn material.
Measurable Annual Goals
IV. Measurable Annual Goals: Required

V. Measurable Annual Goals: Required

Academic and/or functional goals designed to meet the student’s needs that result from the disability

**Short Term Objectives/Benchmarks:**
Measurable, intermediate steps or targeted sub-skills to enable the student to reach annual goals.
(Required for Students on the Georgia Alternate Assessment Track)

UNLESS the annual goals are not measurable...then there must be measurable Short Term Objectives
Measurable Annual Goals

• Goals are
  • Written to support access to the general education curriculum
  • **Measurable:**
    – specify the conditions under which the behavior will occur
    – reflect a target/observable behavior
    – indicate a criteria for performance which is appropriate for the skill
      ❑ At a specific...level of performance
      ❑ For a specific...length of time

• **Skill Based**

• Goals are measured using ...
  – progress monitoring data based on what is taught , i.e. curriculum based assessment/curriculum based measurement
LET US BE CLEAR!

**DO NOT**

WRITE
THE CCGPS
INTO
THE IEP

**DO**

Use the CCGPS as a guide when...

✓ Assessing for Specific Skill Deficits
✓ Generating Specific Skill Deficit Statements

...AND...

✓ Generating Measurable Goals
WHAT’S WRONG??

• M. will **demonstrate** an understanding of addition & subtraction problems.
• M. will **extend** her knowledge of comprehension strategies.
• M. will **increase** his ability to solve two step math reasoning problems.
• M. will **identify** the correct operation to solve problems.
• M. will **learn** decoding skills.
• M. will **recognize** antonyms, synonyms, and homonyms.
WHAT ARE THE FORBIDDEN WORDS!!??
M. will **demonstrate** an understanding of addition and subtraction problems.

M. will **extend** her knowledge of comprehension strategies.

M. will **increase** his ability to solve two step math reasoning problems.

M. will **identify** the correct operation to solve problems.

M. will **learn** to decode.

M. will **recognize** antonyms, synonyms, and homonyms.
Measurable Goals: Example

Reading
Given grade level text, M. will respond accurately to the following questions: [who, what, when, where, and why] 95% of the time for three out of five days.

Math
Given mixed multiplication fluency probes for multiplication tables 3, 4, 6, 7, 8, 9, 11, and 12, S. will complete _____ problems at a rate of ____ problems per minute for 3/5 days.
Measurable Goals: Non-Example

Reading
M. will increase her reading skills to third grade.

Math
S. will increase his multiplication skills by one grade level.
READING EXAMPLE

MEASURABLE ANNUAL GOAL:
After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with 90% accuracy in 4 out of 5 opportunities.

SHORT TERM OBJECTIVES LEADING TO THE ANNUAL GOAL:
After reading a third grade story, B. will retell the story including setting, characters, problems, and events with 90% accuracy in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including setting, characters, and problems, with 90% accuracy in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including setting and characters with 90% accuracy in 4 out of 5 opportunities.
MEASURABLE ANNUAL GOAL:
After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with 90% accuracy in 4 out of 5 opportunities.

SHORT TERM OBJECTIVES LEADING TO MEASURABLE ANNUAL GOAL:
After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **80% accuracy** in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **70% accuracy** in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **60% accuracy in 3 out of 5 opportunities.**
READING EXAMPLE

NON-MEASURABLE ANNUAL GOAL:
After reading a third grade story, B. will retell the story including all appropriate components.

SHORT TERM OBJECTIVES LEADING TO ANNUAL GOAL:
After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **80% accuracy** in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **70% accuracy** in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **60% accuracy** in 3 out of 5 opportunities.
READING NON-EXAMPLE

MEASURABLE ANNUAL GOAL:
Given selections at reading level, B. will recall important details.

SHORT TERM OBJECTIVES LEADING TO MEASURABLE ANNUAL GOAL:
NON-EXAMPLE
Given sentences at reading level, B. will recall important details in 7 out of 10 opportunities.

Given paragraphs at reading level, B. will recall important details in 7 out of 10 opportunities.
MEASURABLE ANNUAL GOAL:
Given a mixed math calculation probe with one and two digit numbers, Charles will complete 10 problems accurately in 5 minutes over three consecutive sessions.

SHORT TERM OBJECTIVES LEADING TO THE ANNUAL GOAL:
Given a multiplication and division calculation probe with one and two digit numbers, Charles will complete 10 problems accurately in 5 minutes.

Given an addition and subtraction math calculation probe with one and two digit numbers, Charles will complete 10 problems accurately in 5 minutes.
MEASURABLE ANNUAL GOAL:
Given a mixed math calculation probe with one and two digit numbers, Charles will complete 10 problems accurately in 5 minutes over three consecutive sessions.

SHORT TERM OBJECTIVES LEADING TO LONG TERM GOAL:
Given mixed (addition, subtraction, multiplication and division) calculation probes with two digit numbers, Charles will complete 10 problems accurately in 5 minutes.

Given mixed (addition, subtraction, multiplication and division) math calculation probes with one digit numbers, Charles will complete 10 problems accurately in 5 minutes.
MEASURABLE ANNUAL GOAL:
Charles will improve his calculation skills.

SHORT TERM OBJECTIVES LEADING TO LONG TERM GOAL:
Given mixed (addition, subtraction, multiplication and division) calculation probes with two digit numbers, Charles will complete 10 problems accurately in 5 minutes.

Given mixed (addition, subtraction, multiplication and division) math calculation probes with one digit numbers, Charles will complete 10 problems accurately in 5 minutes.
MEASURABLE ANNUAL GOAL:
Given instruction, B. will demonstrate improvement in upper mathematical operations and concepts.

SHORT TERM OBJECTIVES LEADING TO MEASURABLE ANNUAL GOAL:
Given instruction, B will demonstrate an understanding and application of geometric concepts.

Given instruction, B. will demonstrate an understanding and application of advanced geometric concepts.

Given instruction, B. will demonstrate an understanding and application of advanced algebraic concepts.
MEASURABLE GOALS: JUST HOW DO YOU MEASURE THEM?
RESPOND TO THE FOLLOWING...

• R. will increase reading/math skills from 4th grade level to 5th grade level.
• R. will increase reading/math skills from 4th grade level to 5th grade level as measured by the Brigance.
• R. will increase reading/math skills from 4th grade level to 5th grade level as measured by the WJ-III.
• R. will increase reading/math skills from 4th grade level to 5th grade level on the CRCT.
SELECTING THE APPROPRIATE MEASUREMENT TOOL...
READING/MATH SKILLS AT A SPECIFIC POINT IN TIME

• Standardized Measures are appropriate such as the, WJ III, K-TEA II, Key Reading/Math, PIAT-II Reading/Math, etc.
• These are **broad, global** measures designed to tell us where a student functions at a given point in time.
• They were **never designed** to measure student progress from year to year or from reporting period to reporting period.
• Because they are broad, global measures, they are **not sensitive to the small incremental changes** that **occur during a school year or even from one year to the next**.
SO...

What is sensitive enough...

to document the incremental changes...

from reporting period to reporting period?
SELECTING THE APPROPRIATE MEASUREMENT TOOL...ASKING THE RIGHT QUESTIONS

• What are you measuring?
  – Reading/Math skills at a specific point in time?
  – Reading/Math skills that have increased (or decreased) within a specific time frame?
SELECTING THE APPROPRIATE MEASUREMENT TOOL...

...CURRICULUM BASED ASSESSMENT...

- Basic Assumption: **One should assess what is taught.**
- Increase or decrease in reading/math skills within a specific time frame
- Direct, repeated assessment of target behaviors
- Assesses what the student is taught within that time frame
- Probes (1-5 minute samples) are developed for each target
PROGRESS MONITORING (PM) VS. MONITORING PROGRESS

- Progress Monitoring is a **scientifically based practice** that is used to evaluate the effectiveness of the intervention/instruction.
- Monitoring Progress is a **core instructional practice** that evaluates what the student has learned over time.
PROGRESS...IN READING AND MATH

PROGRESS MONITORING
(Formative Assessment)

• Direct, repeated assessment of targeted skills
• 1-5 Minute Probes
• Scores are...
  – Recorded
  – Graphed (Data)
• Data reviewed at least weekly
• Student skill/s increase
  ...continue the instruction
• Student skill/s decrease
  ...change the instruction

MONITORING PROGRESS
(Summative Assessment)

• Assessment following a specific period of instruction...
  – End of Chapter, Unit, Section
  – CRCT, WRITING TEST, GHSGT, EOCTs
• Tests are...
  • 5-10 Minute Quizzes
  • 15-30 Minute Tests
• Grade/s are ...
  • Recorded
  • Reviewed
• May re-teach based on this information...but the grade doesn’t change
THE AUTOPSY...MONITORING PROGRESS

- End of Unit, Chapter, Section Tests
- CRCT
- GHSGT
- Writing
- EOCTs

AUTOPSY....
THERE’S NOTHING THAT CAN BE DONE TO BRING THE PERSON BACK TO LIFE

MONITORING PROGRESS
THERE’S NOTHING THAT CAN BE DONE TO CHANGE THE GRADE/SCORE...
THE PHYSICAL...PROGRESS MONITORING

- Progress Monitoring
- Evaluates the student’s performance
- In meeting targets
- Changes instruction re/performance on PM tools
- Performance improves

THE PHYSICAL

- PROBLEM IDENTIFIED...
- ADDRESSED
- LIFE IS CHANGED...DOESN’T DIE

PROGRESS MONITORING

- CHANGES STUDENT’S PERFORMANCE
- IMPROVE GRADES/SCORES
The Georgia Department of Education recognizes that districts are working diligently to identify students needing additional support based on assessment data. **The assessments below are summative reports that may be useful to data teams during their review of student achievement.** It should also be noted that these summative assessments **may not be used for progress monitoring purposes** since they are not sensitive to short-term gains.

- GKIDS
- CRCT
- GHSGT
- EOCT
- Lexiles
- PSAT
- SAT
- NRT
...AND NOW...

THE REST OF THE STORY...
MANTRA

THERE IS **NEVER** A NEED/DEFICIT

WITHOUT A GOAL

...AND...

THERE IS **NEVER** A GOAL

WITHOUT A NEED/DEFICIT

**UNLESS**

THERE IS A STATEMENT THAT EXPLAINS

THE MISSING **GOAL**!
ALIGNMENT OF NEEDS/DEFICITS
AND
MEASURABLE GOALS

...OR LACK THEREOF...
Alignment of Needs/Deficits and Goals...Non-Example

PLAAFP...NEEDS SECTION

• has short attention span
• is frequently off-task
• has a speech problem
• has limited understanding of what he reads
• has difficulty understanding new words he reads.

GOALS

• will recall 10 details from a story including characters, action, cause/effect
• will compute math problems mentally using strategies such as multiples of ten, powers of ten, compensation, etc.
• will follow all rules reviewed with him by...etc...
• will refrain from using profanity, etc...
<table>
<thead>
<tr>
<th>PLAAFP... NEEDS SECTION</th>
<th>ALIGNED WITH A GOAL?</th>
<th>GOALS</th>
<th>ALIGNED WITH A NEED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short attention span</td>
<td>No Goal</td>
<td>Will compute math problems mentally using strategies such as multiples of ten, powers of ten, compensation</td>
<td>No Math Deficit</td>
</tr>
<tr>
<td>Often off-task</td>
<td>No Goal</td>
<td>Will recall 10 details from a story including characters, action, cause/effect</td>
<td>Reading Deficit is NOT a specific skill...so can’t determine if this is aligned with a deficit.</td>
</tr>
<tr>
<td>Has a speech problem</td>
<td>No Goal</td>
<td>Will follow all rules reviewed with him by...etc...</td>
<td>No Behavior Needs/Deficit</td>
</tr>
<tr>
<td>Limited understanding of what he reads</td>
<td>?</td>
<td>Will refrain from using profanity, etc...</td>
<td>No Behavior Needs/Deficit</td>
</tr>
<tr>
<td>Difficulty understanding new words he reads</td>
<td>?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Alignment of Needs/Deficits and Goals...Non-Example

PLAAFP

• disability affects all academic areas
• math is greatest area of weakness
• needs instruction in basic addition and subtraction with borrowing and money handling
• needs instruction in anger management and social skills

GOALS

• Given a small classroom setting will participate appropriately, stay on task, etc.
• Given instruction, will add, subtract, multiply, and divide using a calculator
• Given instruction and grade level reading passages, will increase reading comprehension on the EOCT by completing grade level tasks.
<table>
<thead>
<tr>
<th>PLAAFP... NEEDS SECTION</th>
<th>ALIGNED WITH A GOAL?</th>
<th>GOALS</th>
<th>ALIGNED WITH A NEED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>disability affects all academic areas</td>
<td>?</td>
<td>Given a small classroom setting will participate appropriately, stay on task, etc.</td>
<td>No attention/behavior Need/Deficit</td>
</tr>
<tr>
<td>math is greatest area of weakness...needs instruction in basic...</td>
<td>Yes</td>
<td>Given instruction, will add, subtract, multiply, and divide using a calculator</td>
<td>No Need/Deficit in multiplication or division</td>
</tr>
<tr>
<td>addition</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>subtraction with borrowing</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>money handling</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>needs instruction in anger management and social skills</td>
<td>No</td>
<td>Given instruction and grade level reading passages, will increase reading comprehension on the EOCT by completing grade level tasks.</td>
<td>Need/Deficit refers to all academic areas...but not a specific comprehension need/deficit</td>
</tr>
</tbody>
</table>
## GOAL AND DEFICIT ALIGNMENT

<table>
<thead>
<tr>
<th>DEFICIT</th>
<th>GOAL</th>
<th>ALIGNMENT?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>1. DEFICIT SPECIFIC</td>
<td>GOAL MEASURABLE</td>
<td>✓</td>
</tr>
<tr>
<td>2. DEFICIT SPECIFIC</td>
<td>NO GOAL</td>
<td>✓</td>
</tr>
<tr>
<td>3. DEFICIT NOT SPECIFIC</td>
<td>GOAL MEASURABLE</td>
<td></td>
</tr>
<tr>
<td>4. DEFICIT NOT SPECIFIC</td>
<td>NO GOAL</td>
<td></td>
</tr>
<tr>
<td>5. NO DEFICIT</td>
<td>GOAL MEASURABLE</td>
<td></td>
</tr>
<tr>
<td>6. DEFICIT SPECIFIC</td>
<td>GOAL NOT MEASURABLE</td>
<td></td>
</tr>
<tr>
<td>7. DEFICIT NOT SPECIFIC</td>
<td>GOAL NOT MEASURABLE</td>
<td></td>
</tr>
<tr>
<td>8. NO DEFICIT</td>
<td>GOAL NOT MEASURABLE</td>
<td></td>
</tr>
</tbody>
</table>
STUDENT SUPPORTS AND ACCOMMODATIONS
STUDENT SUPPORTS

ACCOMMODATION SELECTION FOR DISTRICT & STATEWIDE ASSESSMENTS
 **STUDENT SUPPORTS**
   Accommodations
     Instructional
     Classroom Testing
   Supplemental Aids and services
   Supports for school personnel

 **ASSESSMENT SELECTION FOR DISTRICT & STATEWIDE ASSESSMENTS**
   Approved Accommodations For Each Test
     Standard
     Conditional
   Aligned with Classroom Accommodations
     Instructional
     Testing
Accommodations: What Does the Research Say?

• Currently, the research evidence does not provide definitive answers to guide thoughtful practice in this area (Chiu & Pearson, 1999; Johnstone, Altman, Thurlow, & Thompson, 2006; Koenig & Bachman, 2004; Sireci et al., 2003; Tindal & Fuchs, 1999; Thompson, Blount, & Thurlow, 2002).

• A fact that is both disappointing and frustrating as teachers attempt to “level the playing field” for their students with disabilities.
Accommodations: What Does the Research Say?

That’s not to say that a long look at the research base cannot be instructive.
Here’s what we do know that research has been able to suggest...

• Accommodation policies vary considerably from state to state. Interestingly, 12 states even extend eligibility for accommodations to all students (Clapper, Morse, Lazarus, Thompson, & Thurlow, 2005).

• Approximately two-thirds of special education students have been afforded accommodations in statewide assessments, the most common being...

*extended time, alternative setting, and/or read-aloud accommodations* (Bolt & Thurlow, 2004).
Here’s what we do know that research has been able to suggest...

• Accommodations affect test scores for students with disabilities, lowering scores in some cases, raising scores in most others (Chiu & Pearson, 1999; Elliott et al., 1999; Elliott, Kratochwill, & McKevoitt, 2001; Kettler et al., 2005; McKevoitt, 2000; Koenig & Bachman, 2004; Schulte, Elliott, & Kratochwill, 2001; Tindal, Heath, Hollenbeck, Almond, & Harniss, 1998).

• Lowered scores appear to result when...
  - accommodations are poorly matched to student need
  - students have not been trained to use the accommodations
  - students don’t use the accommodations on a consistent basis
Here’s what we do know that research has been able to suggest...

• The use of read-aloud accommodations on assessments of mathematics for students with low reading skills and the use of Braille for blind students were found to be the most effective accommodations in a meta-analytic synthesis by Tindal & Fuchs (1999).
So...What Must IEPs Include in Order to Support Appropriate Accommodations?
ACCOMMODATIONS MUST BE SUPPORTED WITH THE FOLLOWING...

1. The Needs Section of the PLAAFP must include deficits that are aligned with the accommodations selected.

2. Accommodations for state and district testing must also be aligned with classroom instructional and/or testing accommodations.
PURPOSE

• To advance appropriately toward meeting annual goals
• To be involved in the general curriculum
• To Make Progress in the General Education Curriculum
• To Participate with other children without disabilities in...
  - Academic
  - Nonacademic
  - Extracurricular activities
Accommodations

Criteria And Caveats
STUDENT SUPPORTS

• Accommodations
  ➢ Classroom Testing
    ▪ Extended Time
      ▪ Time and A Half
      ▪ Double Time
    ▪ Separate Room
    ▪ Small Group
    ▪ Frequent Breaks
    ▪ Calculator
STUDENT SUPPORTS

• Accommodations CRITERIA...
  ❖ Aligned with the student’s Needs/Deficits
  ❖ Selected according to Subject Area
  ❖ Instructional and Classroom Accommodations... are generally aligned.
STUDENT SUPPORTS

• Accommodations...CAVEATS...

  ❖ Some accommodations may be used instructionally that will not necessarily be used for assessment

  ❖ The type and/or intensity of accommodations/supports may change over time based on:
    – Student’s skill level
    – Curricular/instructional demands
    – Environmental factors

  ❖ Accommodations are not be confused with differentiated instruction.
Last Chance...
Additional Questions or Comments?
THANK YOU...
NOW...
GO WRITE GREAT IEPs!
Contact Information

Dr. Margo L. Habiger, Program Specialist
Compliance Unit
Georgia Department of Education
Division for Special Education Services and Supports
1870 Twin Towers East Jessie Hill Jr. Drive
Atlanta, Georgia 30334
404-308-1582
mhabiger@doe.k12.ga.us

Website: http://www.gadoe.org/ci_exceptional.aspx