



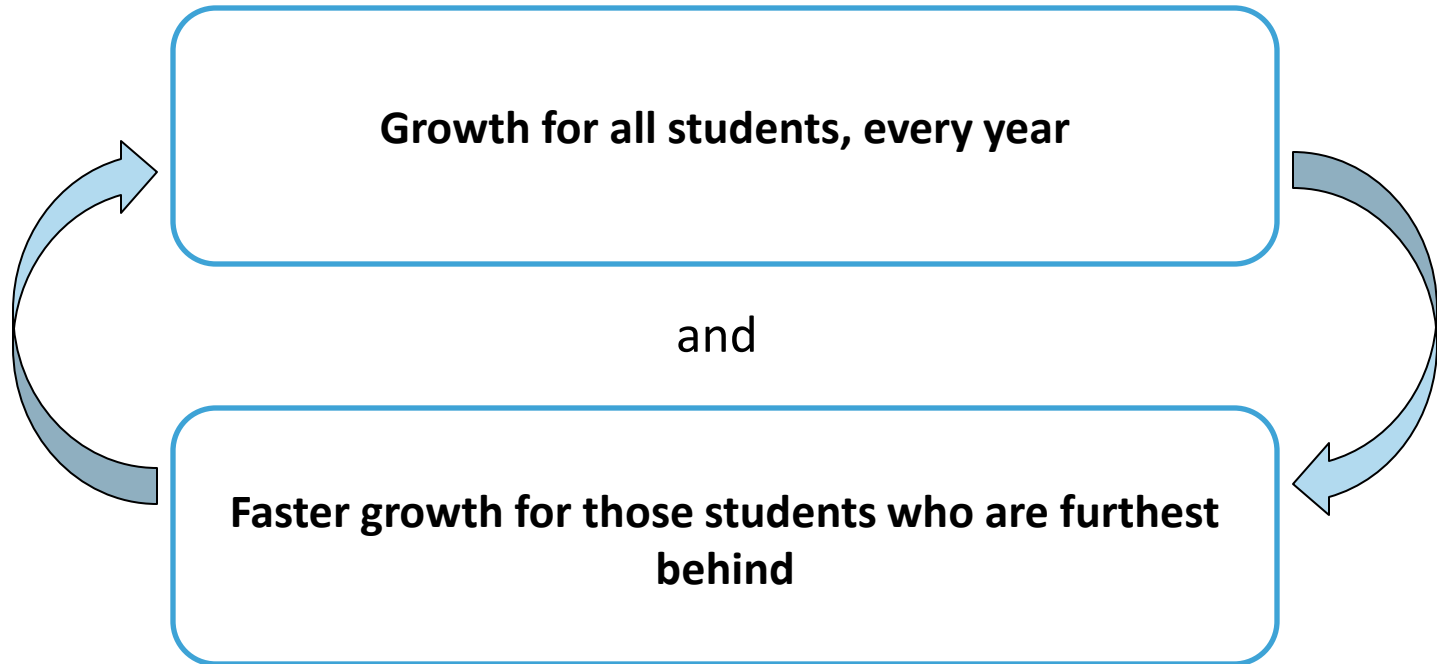
Instructionally Appropriate IEPs

A Skills Based Approach to IEP Development
Division of Special Populations

Agenda

- Division of Special Populations
 - Policy Changes
- Tier I Instruction
 - Common Core State Standards
 - Application to Students with Disabilities
 - High Quality Instruction
- Tier III
 - Present Levels of Instructional Performance
 - Annual Measurable Goals
- Assessment Decisions
 - New Assessments
 - Considerations for Accommodation Use
- Exit Plans

Our new accountability system has two overarching objectives



Beliefs

- Every student can learn, demonstrate growth, and has the right to actively participate in high quality, research-based education that maximizes their potential in the least restrictive environment.
- Specialized education is a continuum of services, not a place.
- Relationships with all stakeholders, based on respect and understanding will result in making decisions in the best interest of ALL students.
- Every staff member has the responsibility to teach, support and encourage ALL students.
- Strong leadership at every level is the foundation of a collaborative and inclusive environment that supports ALL students.
- High quality professional learning in conjunction with family and community support, empowers all stakeholders to collaboratively build capacity for the success of ALL students.

Key Goals of Special Populations

Improving Student Outcomes

- Prevention
- Intervention
- Achievement
- Outcomes

Manage Performance

- Effective employees at every level of the organization with a focus on improving student outcomes.

Policy Changes

■ RTI²

- As of July 1, 2014, RTI² will be the only way to identify a student with a Specific Learning Disability

■ Evaluation timeline changes

- As of January 29, 2014 TN is changing to a 60 calendar day evaluation timeline which aligns with federal guidelines. A program will be implemented within 30 calendar days from eligibility determination.

■ Short term objectives

- IDEA 2004 reauthorization eliminated the requirement that for benchmarks or short term objectives in IEPs other than the 1% of students

Setting the Stage

Continuum of Services

Special Education is the
Most Intensive Intervention

Tier I

Core Instruction 80-85%

- ▶ High quality instruction aligned to Common Core Standards
- ▶ Instructional decisions driven by ongoing formative assessment
- ▶ High quality professional development and support

Ongoing Assessment

Does **not** meet grade-level expectations

Meets grade-level expectations

Exceeds grade-level expectations

Provide enrichment

If student is more than 1.5-2 years behind, may need Tier III intervention.

Remediation vs. Intervention

Remediation

- Tier I CCSS
- Benchmark Data
- Summative Assessment
- Formative Assessment

Intervention

- Tier II/III
- Specific Areas of Deficit
- Universal Screener
- Progress Monitoring
- IEP Goals Written to Address

Common Core State Standards (CCSS) Tier 1

- ALL students are provided instruction based on CCSS
- Interventions are in addition to **not** instead of Tier 1
- Students with Disabilities in Tier 1-What does this mean?



Tier 1: Common Core State Standards

- Common Core State Standards Address
 - Disparate standards across states
 - Student mobility
 - Skills needed for today's jobs/careers and jobs/careers for tomorrow
 - Global competition
- Are fundamentally different from current state standards
- Apply to ALL students
- Standards do Not:
 - Prescribe teaching strategies
 - Cover all that can be taught
 - Define advanced work
 - Prescribe needed interventions and supports
 - Cover everything for college and/or career-readiness

Tier 1 CCSS

Application to Students with Disabilities

- Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 § 300.39, 2004).
- How these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students.
- Students with disabilities...must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers.

Common Core Skills worksheets

- Common Core Tier 1 skills worksheets will provide teachers with a way to differentiate Tier 1 instruction
 - Assist the general education and special education teacher with making instructional decisions for Tier 1 instruction
 - Students with an IEP need access to common core with differentiation of Tier 1 support

- Skills worksheets may be used to determine Present Levels of Instructional Performance (PLIP) in relation to Tier 1 Instruction

Instructional Progress

- Benchmark Data
- Formative Assessment
- Summative Assessment
- Data indicates need for Remediation
 - Remediation does not equal Tier II/Tier III or Special Education replacement intervention.

Common Across the Continuum of Service RTI² through Special Education

- District and School Teams
- Skills Based Universal Screener
- Assessments (ongoing and progress monitoring)
- Recommended Instructional Time
- Fidelity Monitoring
- Parent Involvement
- Professional Development



Tier III

Targeted Intervention 3–5%

- ▶ Addresses small percentage of struggling students
- ▶ More explicit and more intensive intervention targeting specific area of need
- ▶ Intervention provided by highly trained personnel

Progress Monitoring required for data-based decision making

Does **not** make significant progress

Makes significant progress

Consider possible need for Special Education referral after Tier II and Tier III interventions and fails to make adequate progress based on gap analysis.



What does Tier III Intervention tell us?

- High quality research based intervention in specific area of deficit (more intensive than Tier II intervention)
- Research shows 3-5% will need Tier III
- 45-60 minutes of explicit instruction **daily**, small groups
- Universal Screener (K-8, recommended 9-12)(Based on national norms)
- Survey/Specific-Level assessment (process to determine the basic skill area of deficit)

Then....what should special education intervention look like?

Considerations of Continuum of Services

- Have we determined students need the most intensive interventions?
 - Can their needs be met with a less intensive intervention?
 - Do we have evidence that the less intensive intervention is not working?

- Do we have data to support our decisions?
 - Have we determined interventions provided were not successful?
 - What else do we need to determine level of intervention required to meet student need?
 - Does the students disability negatively impact them within the general education curriculum?

So lets look at the continuum of services!

ALL Areas of deficit

- Do we have what is needed to determine the level of intervention required to make the student successful?
- What have we determined are the needs?
- Have we considered all the data?
- What are the deficit area(s)?
- Have we determined the student requires special education intervention (the most intensive intervention within a school).
- Do we have what is needed to develop an IEP that will assist in driving intervention for students that may be eligible.

504 vs. Special Education Intervention

- In order to qualify for protection under either law a student must have a disability. A student with a disability is eligible for a Section 504 Accommodation plan if he or she requires accommodations in order to have equal access to [school district](#) classes and programs. For example, a student in a wheelchair may need to take the elevator in a multilevel building or to leave class a few minutes early to account for longer passing time in the hallways. A student with certain health concerns might need to be able to leave class at specified times or suddenly without a pass. However, these students may not need specialized instruction in order to make progress in the general curriculum. For that reason, they would not be eligible for [special education](#) pursuant to the [Individuals with Disabilities Education Act](#) (IDEA).
- In order to be eligible for [special education](#) under IDEA a student must have a disability and need specialized **instruction** in order to access the general curriculum. Specialized instruction refers to a change in the curriculum content, methodology or delivery of instruction that is provided in general education classroom.

Writing Instructionally Appropriate IEPs

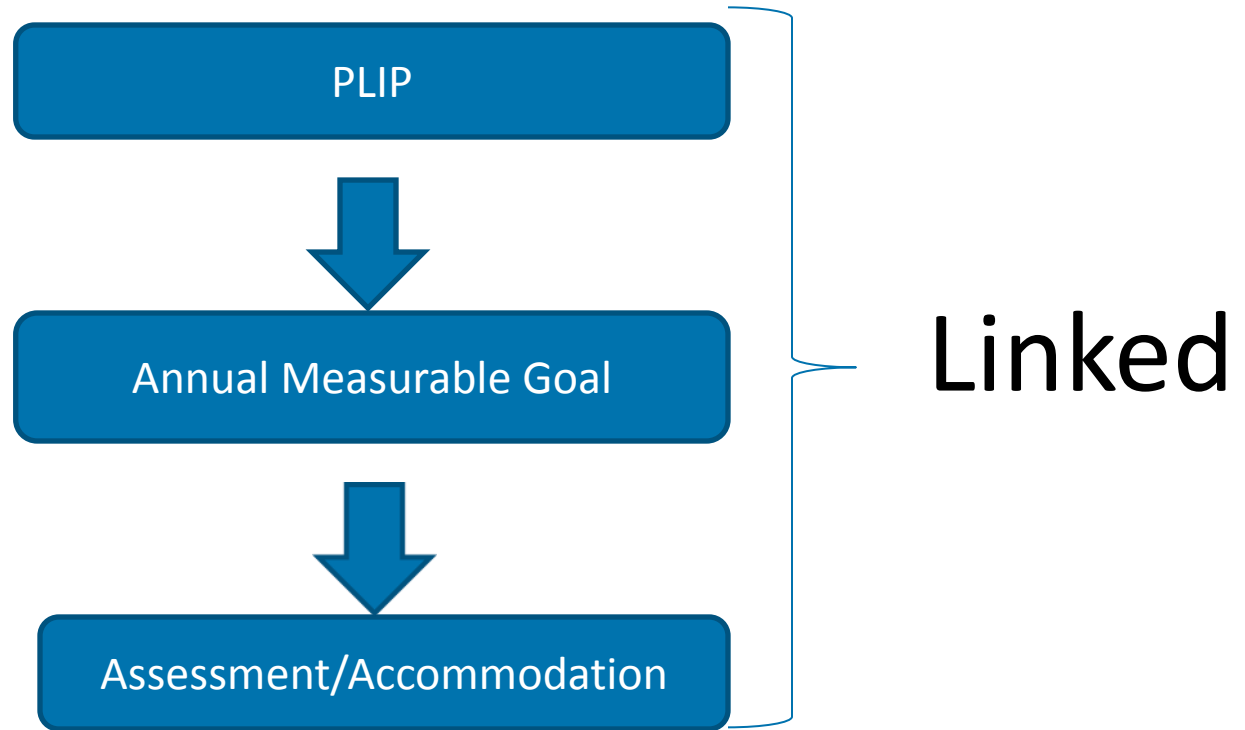
Present Levels of Instructional Performance (PLIP)
Annual Measurable Goals
Participation in State and District Assessment



Least Restrictive Environment: Indicator 5

- Children with IEP's are served inside regular classroom 80% or more of the day.
 - To the extent possible!!
- Should have evidence of LRE
 - What does and does not work?
- Interventions are in addition to the 80% General Education Instruction
 - Depends on area of deficit
- Full continuum of services
 - Interventions are based on needs
- Best Practice
 - Students are instructed in common core state standards by general education teacher. Not resource pull out to the extent possible.

IEP Overview



IEP considerations

- What must a student know and be able to do ?
 - Common Core State Standards
 - Areas of Concern
- What accommodations and supports are needed to achieve the goal?
 - Increase time in LRE
 - Increase Student Independence
- What specialized, individualized instruction is needed to achieve the goal?
 - Interventions in Specific Areas
- What will determine mastery?
 - How will progress toward the goal be monitored?
 - What data must be collected? How often?

Present Levels of Instructional Performance (PLIP)

■ **Foundation** of the IEP

- States what the student can do. That determines what the student can't do (The special Education (LRP) 2013).
- Describes current academic and functional performance.
- Describes the unique needs of the student that the IEP will address.
- States how students current functioning impacts them on grade level standards (reference grade level standards in the PLIP).
 - Identifies the student's level of performance in those need areas

Without proper PLIPs, the IEP team cannot develop appropriate goals or select an appropriate program for the student.

5 Steps to PLIP

1. Bring current data to the IEP meeting
2. Be very specific and make sure measurable. Not how a child functions on a particular day but consistently (show a pattern).
3. Review test scores, evaluation results prior to meeting
4. Write in positive terms
5. Use “stranger test” to assess PLIPs
 - Another district/teacher should be able to begin instruction immediately with the details in the IEP.

Sample PLIP

Example	Non-Example
<p>Based on data, Maria reads 3rd grade narrative text at 70 word correct minute; however with expository text her words correct per minute is reduced to 50. Due to her reading speed and accuracy, Maria has trouble engaging grade-level text.</p>	<p>Maria cannot read 3rd-grade level text.</p>
<p>John is able to sit in his chair for 10 minutes using visual cues based on behavior charts, but without the visual supports he sits in his chair for 5 minutes. His difficulty focusing impairs his ability to learn material in group settings.</p>	<p>John has difficulty following classroom rules.</p>
<p>Based on teacher made and district benchmark test of grade level material utilizing a graphic organizer, Daniel is able to correctly answer more than 70% of factual comprehension questions; however, his accuracy with inferential question is 40% therefore, inhibiting his progress in the general education curriculum.</p>	<p>As measured on the EOWPVT-R, Carmen's expressive vocabulary is at 19 months and as measured by the ROWPVT-R her receptive vocabulary is at 26 months.</p>

Annual Measurable Goals

How do we align specific deficit(s) with standards?

- *'Essence'* of standard matched to individual needs and levels
- *'Pathways'* to address skill acquisition
- Standard will be referenced within the PLIP.
- The standard is not the measurable annual goal
 - Goals should answer the question:
 - What skills does the student require to master the content of the curriculum and close the gap identified in the area of deficit?

Annual Measurable Goal is Tied to Deficit Areas

- Individual needs determination are the basis for a student's goal
- Directly linked to PLIP
- Measurable
 - Written on % of accuracy 100% of the time
 - Very specific
 - Use numbers in goal
- Goals relate to the student's need for specially designed instruction to address the student's disability needs

Sample Annual Goals

- Deficit Area: Reading Fluency
 - When provided with material at Jeremy's instructional level, he will read 75 words per minute with 95% accuracy 100% of the time.
- Deficit Area: Social/Emotional
 - Given 15 minutes of free play time, Nathan will engage in reciprocal conversation with a peer for 8 minutes.
- Deficit Area: Off task behavior
 - During large group instruction, Rachel will remain focused on instruction in her seat for 8 minutes before receiving a break.

Participation in State and District Assessment

- New assessments are
 - Aligned to Common Core State Standards
 - Focused on student outcomes
 - Knowledge
 - Skills
 - Processes (writing, thinking, problem solving)
- General Assessment
 - Partnership for Assessment of Readiness for College and Careers (PARCC)
- Alternate Assessment
 - National Center and State Collaborative Partnership (NCSC)

Accommodation Use

- To the extent possible, accommodations:
 - Provide equitable access during instruction and assessments;
 - Mitigate the effects of a student's disability;
 - Do not reduce learning or achievement expectations;
 - Do not change the construct being assessed; and
 - Do not compromise the integrity or validity of the assessment.

Accommodations are intended to reduce or even eliminate the effects of a student's disability and/or English language proficiency level; however, **accommodations do not reduce learning expectations.**

Accommodation use must be based on need in order not to reduce learning expectations.

PARCC

- Assessment Components
 - Grades 3-8 and High School in ELA and Math
 - Performance-based assessment
 - End of Year comprehensive assessment
 - Required non-summative speaking and listening assessment
- Accessibility Features and Accommodations Manual
 - Three Ways to Increase Access
 - Accessibility Features for All Students
 - Accessibility Features for All Students (Identified in Advance)
 - Accommodations
 - » Students with Disabilities (SWD)
 - » English Learners (EL)

PARCC Accessibility Features

- For All Students
 - Embedded in the online delivery platform or provided in the testing environment (e.g. blank paper)
 - Word processing tools
 - Bold, underline, spell check
 - Increase font size
 - On line Calculator
 - Except for non-calculator sections and math fluency items
 - » Note: Additional Information included in Accommodations for Students with Disabilities
- For All Students Identified in Advance
 - Answer masking
 - Adjust background/font color
 - Text to Speech for the Math assessment

PARCC Accommodations for Students with Disabilities

- Intended to reduce or even eliminate effects of a disability
- Accommodation selection is based on student need
 - Divided in Four Categories
 - May require direct instruction in specific area of deficit
- Two Levels
 - Accommodations for Students with Disabilities
 - Calculator use on non-calculator sections, except on math fluency items, Braille, closed captioning for video clips
 - Word prediction
 - Accommodations with guidance to the IEP team and reporting notation on confidential score reports
 - Reading Access
 - Scribing or speech to text on the writing section of ELA/Literacy assessment

PARCC Accommodations for SWD with Guidance

- Text-to-Speech for ELA/Literacy
- Scribing or Speech-to-Text for constructed response ELA/Literacy
- Word Prediction for ELA/Literacy
- Calculation Device and Mathematics Tables

Guidance for Text-to-Speech, Human Reader, or Sign Interpreter Testing Accommodations for ELA/Literacy Students with Disabilities (IEP or 504 Plan)

Blindness/Visual Impairment

- Student has access to a reader or other spoken-text audio format during the school year
- Student's inability to decode printed text or read braille is documented in evaluation summaries
- Student receives ongoing, intensive, research-based intervention

A Disability that Severely Limits Text Access

- Student is documented as scoring 1.5 Standard Deviations below the mean on a locally administered diagnostic assessment or identified as a student with a specific learning disability in the area of Basic Reading, Reading Fluency, or Reading Comprehension
- Student has access to a reader or other spoken-text audio format during the school year
- Student's inability to decode printed text is documented in evaluation summaries
- Student receives ongoing, intensive, research-based interventions

Deafness/Hearing Impairment

- Deafness/Hearing Impairment severely limits or prevents decoding text due to a documented history of early and prolonged language deprivation
- Student has access to a reader or other spoken-text audio format during the school year
- Student's inability to decode printed text is documented in evaluation summaries
- Student receives ongoing, intensive, research-based interventions

Reporting Notation to Schools and Parents: A notation will be provided on all confidential score reports to the school and parent (i.e., parent/guardian report, school roster, and district roster) stating that the student was given a reading access accommodation on the PARCC ELA/Literacy assessment and therefore, no claims should be inferred regarding the student's ability to demonstrate foundational reading skills (i.e., decoding and fluency).

Guidance for Scribe or Speech-to-Text Testing Accommodations for ELA/Literacy Students with Disabilities (IEP or 504 Plan)

Physical Disability that Prevents the Use of a Keyboard

- Student requires scribing or speech-to-text to achieve academic success

Disability that Severely Limits or Prevents Expression of Written Language

- Student is documented as scoring 1.5 standard deviations below the mean on a locally administered diagnostic assessment or identified as a student with a specific learning disability in the area of Written Expression
- Student receives ongoing, research-based, interventions to learn written expression
- Student requires scribing or speech-to-text to achieve academic success

Guidance for Word Prediction Testing Accommodations for ELA/Literacy Students with Disabilities (IEP or 504 Plan)

Physical Disability that
Prevents Keyboarding or
Writing

- Student's inability to express in writing is documented in evaluation summaries
- Student receives ongoing, intensive, research-based interventions

Disability that Severely
Limits or Prevents
Recalling, Processing, and
Written Language

- Student's inability to express in writing is documented in the evaluation summaries
- Student receives ongoing, intensive, research-based, interventions in language processing and/or recall

Guidance for Calculation Device and Mathematics Tables Testing Accommodations for Math Students with Disabilities (IEP or 504 Plan)

Disability That Severely
Limits or Prevents the
Student's Ability to
Perform Basic Calculations

- Student is unable to perform calculations without the use of a calculation device, mathematics table, or manipulative during routine instruction
- Student receives ongoing, intensive research-based, instruction and/or interventions to learn to calculate without a device
- Student's inability to perform mathematics calculations is documented in evaluation summaries
- Student is documented as scoring 1.5 Standard Deviations below the mean or identified as having a specific learning disability in the area of Math Calculation

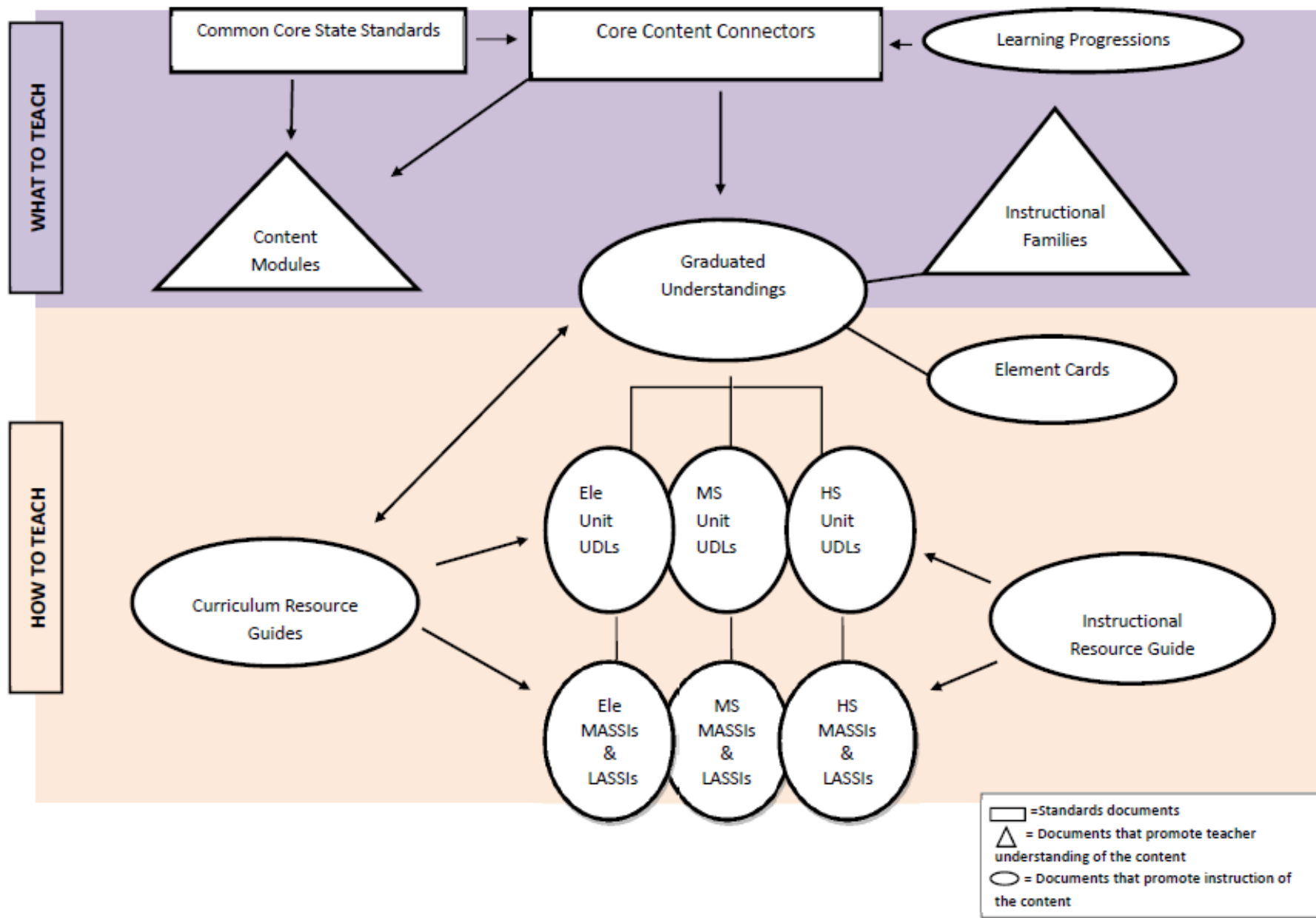
PARCC Accommodations for English Learners

- List of accommodations cross-referenced with English Language Proficiency level
- Selected on the student's needs to make the PARCC assessment more accessible
- Include extended time, word to word dictionaries, and a scribe or speech to text for mathematics.

NCSC

- Alternate assessment for ELA and Math
- Online assessment system
 - Grade-level assessment content targets
 - Alternate achievement standards for each grade level
- Attend to communication, sensory, and motor needs
- Professional development resources
 - Training teachers to support implementation

SCHEMA for Common Core State Standards Resources NCSC Instructional Resources



Exit Plans

- When students no longer need IDEA services
 - Have to have a need for service (Comparison of taking training wheels of a bike).
 - Need time and consultation (rec.at first monthly consultation in student's previous area of need)
 - Plan a review to be conducted after consultation period is complete
 - Case example:
- Use exit plans not only to address the fears of students who are used to having special education and related services, but to reassure parents
- When developing exit plan
 1. Address parent, student concern
 2. Keep parents in the loop
 3. Include a monitoring provision

Benefits of an Instructionally Appropriate IEP

- Accurately defines a student's deficit area and helps define areas of needed intervention.
- Ties the IEP to the general education curriculum
- Provides positive directions and goals for intervention
- Utilizes standards to identify specific content critical to a student's successful progress in the general education curriculum
- Promotes a single educational system that is inclusive through common language and curriculum for special and general education students
- Ensures greater consistency across schools and districts
- Encourages higher expectations for students with disabilities

**Students learn
what we expect them to learn**

We have to
teach them ALL
well!

