College and Career Ready IEPs
(CCR-IEPs)

Improving Outcomes for Students 3 through 21

Presenter: Anita Castro, DPI
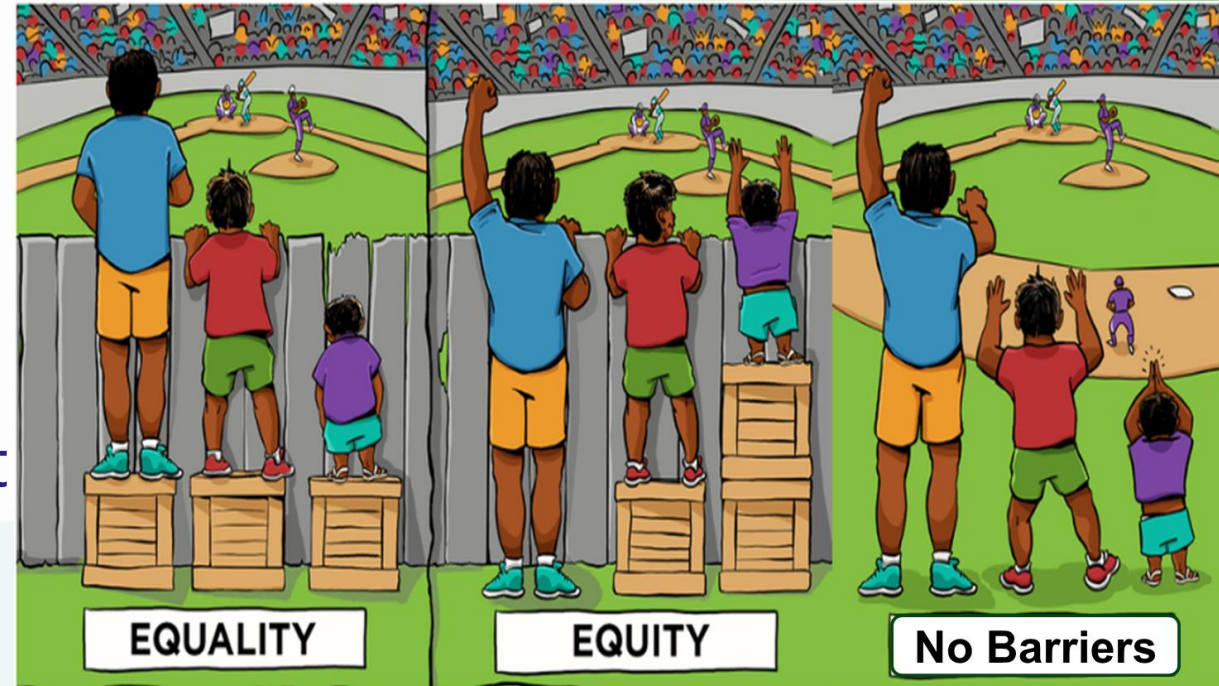
School Administration Consultant

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WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
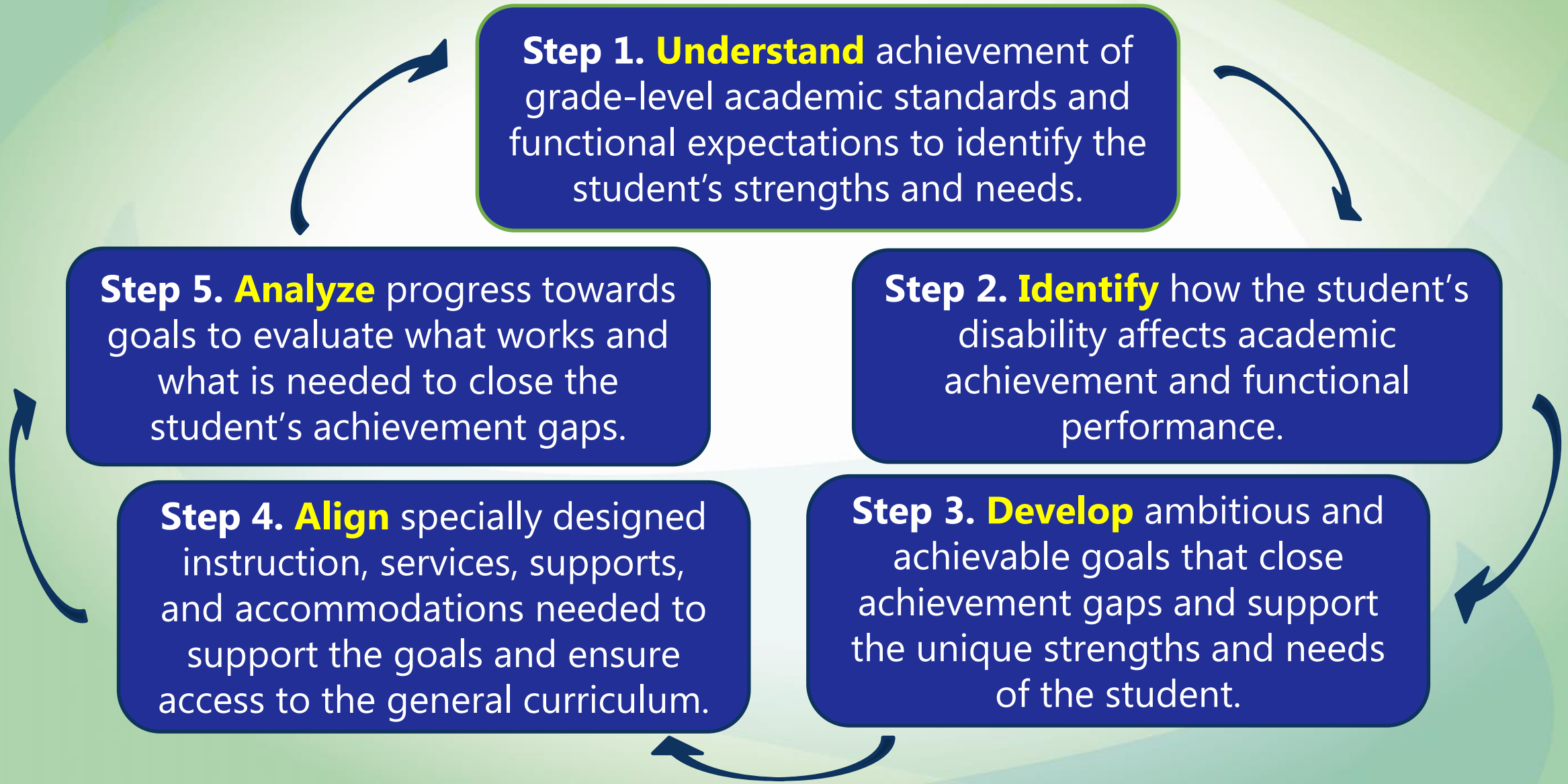Tony Evers, PhD, State Superintendent

CCR-IEP 5 Beliefs

- High Expectations

- Culturally Responsive Practices

- Student Relationships

- Family and Community Engagement

- Collective Responsibility

College and Career Ready IEP
5 Step Process

Step 1. Understand achievement of grade-level academic standards and functional expectations to identify the student's strengths and needs.

Step 2. Identify how the student's disability affects academic achievement and functional performance.

Step 3. Develop ambitious and achievable goals that close achievement gaps and support the unique strengths and needs of the student.

Step 4. Align specially designed instruction, services, supports, and accommodations needed to support the goals and ensure access to the general curriculum.

Step 5. Analyze progress towards goals to evaluate what works and what is needed to close the student's achievement gaps.

Understand achievement of grade-level academic standards and functional expectations to identify the student's strengths and needs

Step 1 Key Ideas

- Identify and document student strengths in relationship to improving student outcomes

- Understand early childhood/grade-level academic standards and functional expectations (to identify areas of strength and concern)

- Document current performance compared to standards and expectations
  - o Consider skills needed to access, engage and make progress in general education curriculum, instruction, other school activities and environments
  - o Consider multiple sources of data

Step 1 Check

✓ Are data on reading achievement & other academic areas included?
Is achievement related to grade-level content standards?

✓ Are data on functional performance included?
Is performance related to grade-level functional expectations?

✓ Are data understandable to all IEP team members?
Are standardized test scores/other formal test scores explained?

✓ Are student's strengths identified?
Are there academic and functional strengths that can be used to improve access, engagement, and progress?

✓ Is there sufficient information about academic and functional achievement to use for discussion about effects and needs?
In what areas is the student performing at, above, or below grade-level standards and expectations?

Example of Understanding Achievement

Information Current Levels- Step 1
"What"
(Reporter)

- Grade level standard: Read 5th gr texts with sufficient accuracy and fluency to support comprehension.

- Reading fluency benchmark = 102, mid 3rd grade (expected = 130, mid 5th) Errors in decoding, miscues, substitutions.

- Running Record-Independent level M /end 2nd gr. /early emergent reader (expected Level T /mid 5th /fluent reader)

- Demonstrates comprehension of 3rd gr level text when reading independently by answering literal and inferential questions with 95% accuracy. Accuracy drops to 25% when given 5th gr level text. Comprehends gr level text when using text reader (listening comprehension).

- Has 25% avg on weekly classroom reading comprehension quizzes. Peers are averaging 95%.

- Requires an average of 5 verbal prompts a day to stay on task when reading. 1 or fewer prompts is expected. Off-task behavior includes talking, leaving classroom, daydreaming.

- Excels in hands-on classes: Received A's and B's in computer class, science labs, specials

Step 1 Discussion Topics with Families

Discussion Topics with Families …

- What is your child good at? When are they at their very best and most happy?

- What types of books, texts, movies, or other media does your child enjoy that could support their literacy or other instruction?

- How are things going at home in relation to the information we have been discussing?

  - Homework?

  - How is your child off the bus?

  - What supports work at home?

Additional Resources for Engaging Families in Step 1

WI FACETS

Wisconsin Family Assistance Center for Education, Training & Support

Services:
- Help Desk
- Parent Leadership training
- Individual Assistance
- Youth Leadership Development

Additional Resources for Engaging Families in Step 1

Wisconsin Statewide Parent Educator Initiative

http://www.livebinders.com/play/play?id=2191148

- Positive Student Profile
- Reading Survey for Families
- Parents' Guides to Success - PTA Guides
- SPED Acronym List from DPI
- Rising to High Expectations- Video
- A Teacher's Perspective: Setting High Expectations for all Students. Gates Foundation

My Snapshot

WSPEI: **My Snapshot**

Student **Snapshot**

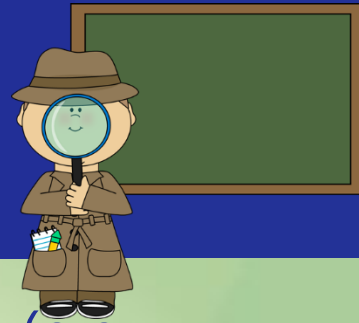**Identify** how the student's disability affects academic achievement and functional performance

Step 2: Effects of Disability
Observe

➢What do we see?

➢What are the results?

➢What are the concerns?

➢Does it occur everywhere?

Step 2: Root Cause Analysis

- State the concern selected from the discussion about effects (e.g. The student has difficulty understanding written instructions)

- Check for consensus that this is a concern

- Seek information and data that illustrate the concern

- Ask "Why" is this happening? (e.g. Why is the student having difficulty understanding written directions?)

- Generate possible reasons . . .

- Ask the second "Why" is this happening?

- Continue asking "Why" until root cause(s) (vs. symptoms) are clear and disability related need(s) can be identified

Example of Root Cause Analysis

Effect of Disability "How" (Observer)	Root Cause Analysis "Why" (Detective/Analyst)
Does not independently read grade-level text	*Why?* Gets frustrated when required to read independently.
	Why? Trouble gaining meaning from grade level written material when reading independently. When text read aloud or using a text reader, can access/comprehend.
	Why? Reading fluency is stilted; does not read quickly with accuracy and expression. Struggles with word recognition.
	Why? *Why?* Difficulty decoding (sounding out) words in grade level text.

Effects of Disability ("How") *because of Root Cause ("Why")*

- **Does not independently read grade-level materials** (effect) *because* has difficulty segmenting words into syllables and blending syllables into words.

Step 2: Disability-Related Needs

Synthesize:

- Clarify

- Summarize

- Try to reach consensus

Disability-Related Needs

This sentence stem may be helpful:

The student needs to _develop/improve/increase X area/skill/behavior_.

Example:

Effect: *The student does not <u>fluently read grade-level text</u>*

Root Cause: *because has difficulty segmenting words into syllables and blending syllables into words.*

Disability-related need: **The student needs to** improve ability to segment words into syllables and blend syllables into words.

Step 2 Discussion Topics with Families

- How does the student's disability affect:
  - Performance in each early learning/academic or extra-curricular area?
  - Access to peers and positive peer relationships?
  - Independence in the home and community?

- How does understanding and appreciating the student's culture provide insight about the observed effects of the student's disability?

- What, if any, concerns does the parent, family, and/or student have about the student's progress in school? (behavior, communication, etc.)

Step 3: Develop Ambitious and Achievable Goals

Develop ambitious and achievable goals that close achievement gaps and support the unique strengths and needs of the student.

Step 3 Key Ideas

- IEP goals address "why" (i.e. root causes) the student is not meeting early childhood/grade-level standards or expectations

- IEP goals address student specific disability-related need(s) that will improve access, engagement and progress toward standards and expectations (i.e., effects)

- IEP goals are measurable, ambitious and achievable

Components of an IEP Goal

The "measure" in measurable goals should align all of the following

Baseline

Goal Statement

Procedures for Measuring Progress

Level of Attainment
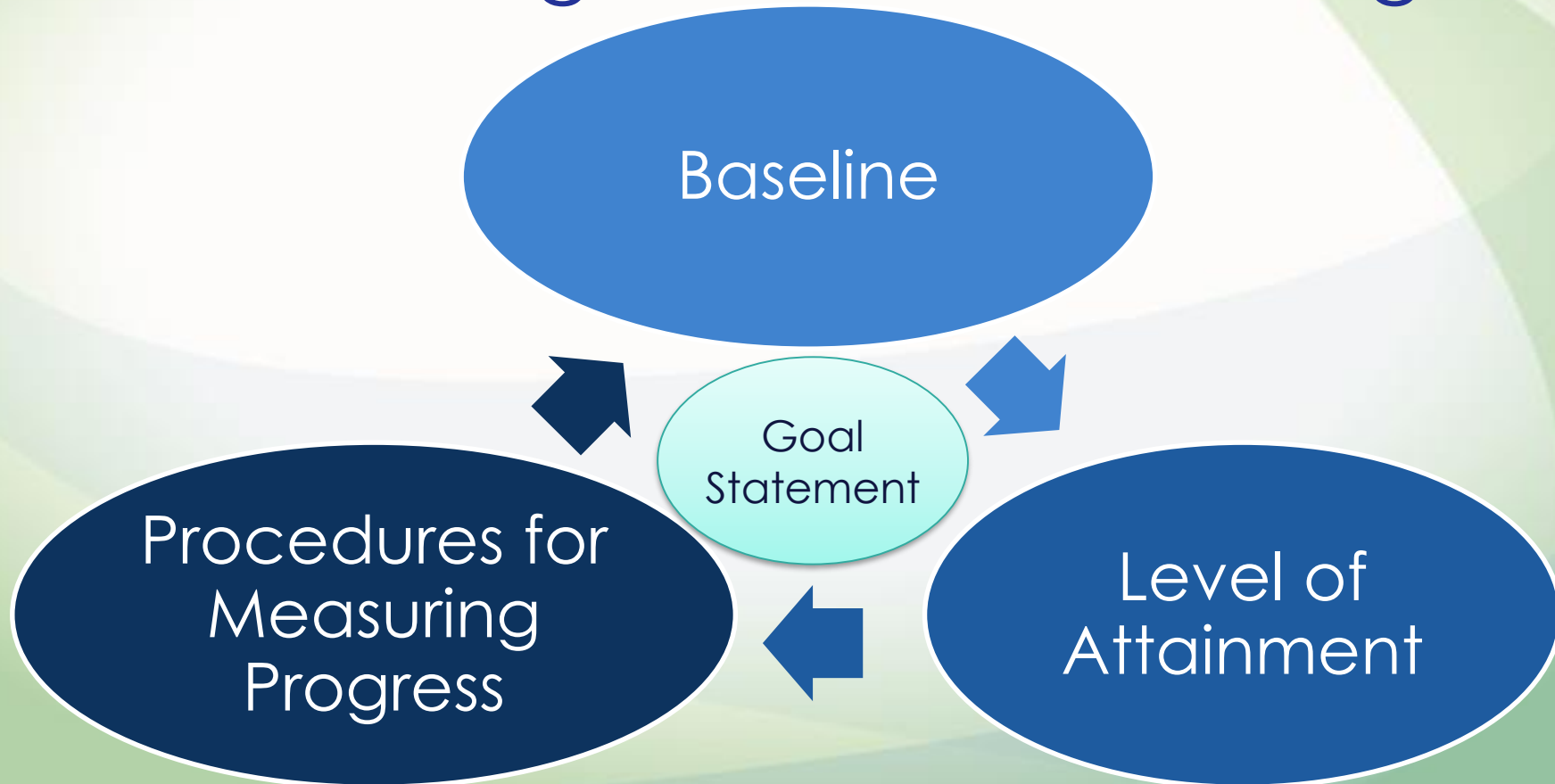
✓ Does each goal address at least one skill or behavior associated with one or more disability-related need(s)?

✓ Are goals ambitious and achievable?
- Designed to close gaps?
- Did team review progress before revising/developing a new goal?

✓ Are goals (and benchmarks or STOs) measurable?
- Is there a baseline and a level of attainment for each?

✓ Will methods of measuring progress allow for comparison of baseline and level of attainment?

✓ Are goal statements understandable to all?

✓ If need not addressed by a goal, has team discussed why goal not needed?

Step 3 Discussion Topics with Families

- Goals needed to address the student's disability-related needs and meet high expectations?

- Goals needed for access, engagement, and progress in each content area, non-academic setting, and extra-curricular activity in which student is involved?

- How will goals enable the student to be involved in general education curriculum and be educated with non-disabled peers or for preschoolers, age-appropriate activities?

- What information will be collected to monitor progress, how often will progress be reported, and what is the family's preferred mode of communication?

- How might differences in expectations be communicated/ discussed in a way that supports student, family, and staff?

IEP Linkages: Aligning Services to Needs and Goals
(Linking Steps 2, 3 and 4)

F. Summary of Disability-Related Needs

If the IEP team determines the student has a disability-related need that affects reading (academic or functional), the IEP must include a minimum of one goal to address this need. Each identified disability-related need must have at least one corresponding goal and/or service to address the need. A goal or service may address more than one need. Services include special education, related services, supplementary aids and services, or program modifications or supports for school personnel.

List and number the disability-related needs. Include reading needs, or early literacy needs, and needs due to special factors, if identified. Reference numbered needs in the measurable annual goal statements *(add rows, as needed)*.

1	

Identify Needs

Develop Goals to Address Needs

B. Goal #_____ *(The Goal # changes as goals are added. Complete 1 through 5 below for each goal.)*

1. Goal Statement:

   a. Baseline (Student's current level of performance from which progress toward this goal will be measured):

   b. Level of Attainment (Must relate to the baseline measurement and reflect progress):

2. Benchmarks or Short-Term Objectives *(Required if student participates in curriculum and assessment aligned with alternate academic achievement standards.):* ☐ N.A.

3. Annual goal addresses disability-related need(s) #_____ of the student. *(Needs identified in Section I.F).*

A. Supplementary Aids and Services

Aids, services, and other supports (accommodations) that are provided in regular education, other educational settings, and in extracurricular and nonacademic settings, to enable students with disabilities to be educated with nondisabled children to the maximum extent appropriate. The amount of time specified for each service must be appropriate to the service and stated in a manner that can be understood by all involved in developing and implementing the IEP. (Review *Need for Special Education* in the Evaluation Report, ER-1.) *For each supplementary aid and service, identify the corresponding annual goal(s). In some situations, there may not be a corresponding goal. In those situations it is acceptable to identify the disability-related need(s).*

☐ None needed

Describe	Frequency & Amount (describe the circumstances, if appropriate)	Location	Duration	Addresses Goal(s) #_____	Addresses Need(s) #_____

Align Services with Goals and Needs

Step 4: Align Special Education Services

Align specially designed instruction, services, supports and accommodations needed to support the goals and ensure access to the general curriculum.

Step 4 Key Ideas

Services are aligned to address disability-related needs and support goal attainment

- o Enable the student to make sufficient progress towards the goals
- o Reduce barriers and support access, engagement, and progress in early childhood/ grade level standards-based curriculum and instruction, other activities, and environments
- o All disability-related needs must be addressed by services

Step 4   Key Ideas

- Services may include:
  - supplementary aids and services,
  - specially designed instruction,
  - related services, and
  - program modifications & supports for personnel

- Specially designed instruction must be included in every IEP

- If a disability-related need affects reading, there must be at least one goal and service to support that need

Step 4 Check

- ✓ Are all disability-related needs and IEP goals addressed by at least one service?
  - o If disability affects reading, do services address related needs?
- ✓ Are the services stated in a manner that can be understood by all?
  - o Type of service; and clear and logical amount, frequency (or conditions), location, and duration?
- ✓ Do supplemental aids and services support access, engagement, and progress?
  - o Do they address independence and use in school, community, and eventually, post-secondary settings?
- ✓ Are there necessary supports for staff (e.g. training, consultation)?

Step 4 Discussion Topics with Families

- What do family members already do at home to support your child in meeting high expectations?

- What aids, services, supports, and accommodations does the family feel have been effective in the past? Why?

- How can we develop services and supports for your child in such a way that it supports and respects your family's time and traditions?

Step 5: Analyze Progress Towards Goals

Analyze progress towards goals to evaluate what works and what is needed to close the student's achievement gaps.

Step 5 Key Ideas

- The purpose of Step 5 is to review progress toward goals and how well disability-related needs are being addressed

- Step 5 is about IEP planning, review, and revision

- Reviewing progress helps identify what is working and what needs to change

- Step 5 represents both an ongoing process of progress monitoring as well as scheduled IEP team reviews

Step 5 Key Ideas

- The IEP team analyzes the student's progress towards the IEP goals to inform future IEP development

- The IEP must be reviewed periodically, but at least annually
  - The IEP must state when IEP progress will be reported to parents (e.g., quarterly, concurrent with general education report cards, etc.)

Step 5 Key Ideas

When a student is not making sufficient progress towards achieving IEP goals and closing achievement gaps, the CCR IEP Five-Step Process provides a good framework for reviewing and revising the IEP

Step 5 Check

- ✓Is progress data aligned with baseline and level of attainment for each goal?

- ✓Are interim progress reports on each goal included in review?

- ✓Was the IEP reviewed annually?

- ✓Is data/information from multiple sources included (teachers, student and parents)?

- ✓Is student making sufficient progress? Is there data to support?

- ✓If student is not making sufficient progress, has IEP been revised to address lack of progress?

Step 5 Discussion Topics with Families

- What are some ways you have viewed progress toward goals at home and in the community?

- What services or supports do you believe have been effective and why?

- If the student is not making progress toward meeting ambitious and achievable goals, what revisions do you think might be helpful?

- Which adults in the school is the student/family most comfortable with related to reviewing progress and receiving encouragement/support?

Resources

CCR IEP Learning Resources

CCR IEP Discussion Tool

CCR IEP Video

Individualized Education Program (IEP): Preparing Students for College and Career