College and Career Ready IEPs (CCR-IEPs)
Improving Outcomes for Students 3 through 21

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CCR-IEP 5 Beliefs

• High Expectations
• Culturally Responsive Practices
• Student Relationships
• Family and Community Engagement
• Collective Responsibility
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.
Step 1
Understand Achievement

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)

<table>
<thead>
<tr>
<th>Information Current Levels</th>
<th>Step 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade level standard:</strong></td>
<td>Read 5th gr texts with sufficient accuracy and fluency to support comprehension.</td>
</tr>
<tr>
<td><strong>Reading fluency benchmark:</strong></td>
<td>102, mid 3rd grade (expected = 130, mid 5th) Errors in decoding, miscues, substitutions.</td>
</tr>
<tr>
<td><strong>Running Record:</strong></td>
<td>Independent level M /end 2nd gr. /early emergent reader (expected Level T /mid 5th /fluent reader)</td>
</tr>
<tr>
<td><strong>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).</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Has 25% avg on weekly classroom reading comprehension quizzes. Peers are averaging 95%.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>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.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Excels in hands-on classes: Received A's and B's in computer class, science labs, specials</strong></td>
<td></td>
</tr>
</tbody>
</table>
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
**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
This form is to be filled out by you, the student, to provide a "snapshot" of what you feel is important to share with your IEP team. You do not have to answer all the questions. The information that you share will help your team to develop, revise, and/or update your College and Career Ready IEP.

1. Here are some things you should know about me...
   
   a. family and my culture that will help you understand me in school.
   
   b. interests and preferences: When I have free time, I like to do the following things.

   c. least favorite things.

2. Strengths: I do well at these things.
   
   a. in school.
Step 2: Identify Effects of Disability

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

<table>
<thead>
<tr>
<th>Effect of Disability</th>
<th>Root Cause Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;How&quot; (Observer)</td>
<td>&quot;Why&quot; (Detective/Analyst)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does not independently read grade-level text</th>
<th>Gets frustrated when required to read independently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why?</td>
<td>Trouble gaining meaning from grade level written material when reading independently. When text read aloud or using a text reader, can access/comprehend.</td>
</tr>
<tr>
<td>Why?</td>
<td>Reading fluency is stilted; does not read quickly with accuracy and expression. Struggles with word recognition.</td>
</tr>
<tr>
<td>Why?</td>
<td>Difficulty decoding (sounding out) words in grade level text.</td>
</tr>
<tr>
<td>Why?</td>
<td>Lacks phonological skills.</td>
</tr>
</tbody>
</table>
Refining Effects of Disability after Root Cause Analysis
A few examples

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 fluently read grade-level text*

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**
✓ Step 3 Check
Also refer to IEP Goal Self-Check

✓ 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)

Identify Needs

Develop Goals to Address Needs

Align Services with Goals and Needs
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

- Enable the student to make sufficient progress towards the goals
- Reduce barriers and support access, engagement, and progress in early childhood/grade level standards-based curriculum and instruction, other activities, and environments
- All disability-related needs must be addressed by services
Step 4   Key Ideas

• Services may include:
  o supplementary aids and services,
  o specially designed instruction,
  o related services, and
  o 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
  o The IEP must state when IEP progress will be reported to parents (e.g., quarterly, concurrent with general education report cards, etc.)
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

Explore in-depth information and resources about CCR IEPs.

Upcoming Learning Opportunities
Regional CCR IEP Training Calendar coming soon!

Introductory Resources and Full Day Trainings

5 Beliefs
- High Expectations
- Culturally

5 Step Process
- Step 1 - Understand Achievement

Digging Deeper: Special Topics
- Coming Soon!
Developing a College and Career Ready IEP

For: Example Student

You can travel different pathways to develop a College and Career Ready IEP. Each pathway takes a slightly different approach or focus. Many of the same discussion questions are found in each pathway. If you answer a question in one pathway, the answer is automatically populated everywhere in the Discussion Tool where the question appears, regardless of the pathway. You may want to explore multiple pathways.

Each pathway includes a series of questions (referencing prompts on the IEP Linking Form). Use the Discussion Questions to begin exploring the topic. Use the Dig Deeper Questions to deepen your conversation. Use the Reflection Questions to self-check if you have covered some of the most important ideas about each topic.

Which pathway would you like to follow to start your discussion? Click on a pathway below to begin.
Individualized Education Program (IEP): Preparing Students for College and Career
thank you