



**Norfolk Public Schools**

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## THE STANDARDS-BASED IEP

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*Part One: Present Level of Performance*

*Learning Support – Special Education Services*



# PURPOSE

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- To review and discuss Standards-Based IEPs
- To review the components of an effective Present Level of Academic Achievement and Functional Performance (PLOP)

# What is a Standards-Based IEP?

A Standards-Based IEP describes a process in which the IEP team has incorporated state content standards in its development

# WHAT IS THE DIFFERENCE BETWEEN THE TRADITIONAL AND STANDARDS-BASED IEP?

<u>Traditional IEP</u>	<u>Standards-Based IEP</u>
<ul style="list-style-type: none"><li>• Focused on acquiring basic academic, access, and/or functional skills</li><li>• Little relationship to a specific academic area or grade-level expectations</li></ul>	<ul style="list-style-type: none"><li>• Directly tied to the state's content standards</li><li>• Both the student's present level of academic achievement and functional performance (PLOP) and the annual IEP goals are aligned with and based on the state's grade-level standards</li></ul>

# DOES A STANDARD-BASED IEP IMPLY THAT THE STUDENT IS ON GRADE-LEVEL IN THAT CONTENT AREA?

No, the student may not be on grade-level in that content area. However, they are working toward meeting grade-level expectations and are receiving grade-level content instruction.

# WHAT ARE THE BENEFITS OF A STANDARDS-BASED IEP?

- 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

MacQuarie (2009)



# HOW DO YOU DEVELOP A GRADE LEVEL STANDARDS-BASED IEP?

The National Association of State Directors of Special Education (NASDSE) has produced a document that illustrates a recommended seven-step process, with accompanying guiding questions, to assist special education teachers and other professionals in developing a Standards-Based IEP.

# **PRESENT LEVEL OF PERFORMANCE**

## **Academic—end of 3<sup>rd</sup> grade**

**Student's refusal to follow rules by insisting on doing things his way has had a devastating impact on his academic progress. He rarely completes classroom assignments or homework. On most occasions, he does not participate in small group remediation or accept read-a-loud accommodations on tests and quizzes. Student has the ability to comprehend, with assistance, most grade level work in all academic areas; he has demonstrated this when he chooses to do so. He received a 73 (bench is 70) on the third quarter reading benchmark and he has raised his DRA one level to an independent 30 (benchmark at the end of third grade is 38). His current and end of year grades are as follows: Reading, Writing, Math, Science, Social Studies-Es. Difficulties have greatly impacted his academic performance (final grades-Es in all subjects).**

## **Social Emotional**

**Student does not like to be wrong. He becomes argumentative when corrected by teacher. Student consistently displays inappropriate behaviors that impede his learning and progress. He does not take responsibility for his actions. He likes extrinsic rewards so he will participate if it's something he wants. Student constantly seeks out praise especially if the teacher is praising another student. He does things so that the attention can be on him even when the teacher is trying to teach.**



# 1. Consider the grade level content standards for the grade in which the student is enrolled

## Ask:

- ✓ *What is the intent of the content standard?*
- ✓ *What is the content standard saying that the student must know and be able to do?*

## Resources:

- Standards of Learning
- Curriculum Framework
- SOL Test Blueprint
- Schoolnet

## 2a. Examine Classroom and Student Data

**Analyze the classroom and student data to determine where the student is functioning in relation to the grade level standards.**

Ask:

- ✓ What does the data tell the IEP team about the student's performance regarding the knowledge and skills the student has demonstrated in relation to the grade level content standards?
- ✓ Are there assessment data (i.e., state, benchmark, and/or classroom) that can provide useful information for making decisions about the student's strengths and needs ?
- ✓ Where are the gaps in knowledge and skills?
- ✓ What did we learn about the way the student responded to accommodations?

## 2b. Examine Classroom and Student Data, continued

### Ask:

- ✓ *Were the previous interventions successful?*
- ✓ *Are there skills that the student missed learning over time that are necessary to support the grade level standard? Which are most likely to support progress?*
- ✓ *Are there authentic performance tasks that provide evidence of student learning?*
- ✓ *Are there data to include student reflection and self-assessment?*
- ✓ *Are there multiple measures being used? By whom?*

Examples of data sources are listed on page 14 of the guidance document

## 3a. Writing the Present Level of Performance

**Consider the factors related to the student's disability and how they affect how the student learns and demonstrates what he or she knows.**

Ask:

- ✓ What are the content standards for the grade level that the student is enrolled?
- ✓ Where is the student performing in relation to the grade level standards?
- ✓ What are the individual strengths of the student in accessing and mastering the general curriculum? Include sources of information.
- ✓ What are the individual areas of need of the student in accessing and mastering the general curriculum? Include sources of information.

## 3b. Writing the Present Level of Performance, continued

### Ask:

- ✓ What skills/behaviors (academic/functional) is the student able/unable to perform?
- ✓ What other needs, such as functional, organizational, and social skills impact the student involvement and progress in the general curriculum?
- ✓ What strategies, accommodations and/or interventions have been successful in helping the student make progress in the general curriculum?
- ✓ How does the identified disability affect involvement and progress in the general curriculum?

## 3c. Writing the Present Level of Performance, continued

### Ask:

- ✓ What are the parent concerns?
- ✓ What are the student's interests, preferences, and goals? Include post-secondary aspirations, based on age appropriate transition assessments. ([www.vcu.edu/ttac/transition/assessment.shtml](http://www.vcu.edu/ttac/transition/assessment.shtml))
- ✓ Is the student on track to achieve grade level proficiency within the year?

# EXAMPLES OF DATA SOURCES

- ❖ SOL-Individual progress summary statement and response by question
- ❖ NPS District Benchmark Assessments
- ❖ Student work samples
- ❖ Monthly/Common Formative Assessments (CFA)
- ❖ Attendance and discipline data
- ❖ PALS /DRA
- ❖ Eligibility/Reevaluation results
- ❖ Achievement tests (norm or criterion referenced)
- ❖ Parent/Teacher Observation
- ❖ Behavioral Data Forms
- ❖ Classroom assessments
- ❖ School Net
- ❖ Running records
- ❖ Universal screening/progress monitoring

# EXAMPLES

**The student** was found eligible as a student with a specific learning disability in reading and math. He demonstrates deficits in decoding and reading comprehension, as well, as math calculation skills which qualifies him to receive specially designed instruction.

**The student** demonstrates delays with her cognitive, communication, and social skills which qualify her to receive specially designed instruction as a student with a developmental delay. Her disability affects her performance in the areas of ...

This information can be obtained from the eligibility deliberation statement.



# EXAMPLE

According to the Norfolk Public Schools writing assessment developmental stage, **the student** is currently at the beginning of the semi-phonetic stage of writing and the benchmark for Quarter 4 is phonetic. She loves to draw and color pictures. Her pictures match what she is trying to write and she can read back her own writing; demonstrating an understanding that her writing has meaning. She is currently writing using random letters with some alphabet knowledge and letter formation. She rarely uses punctuation marks or correct spacing and does not take her time to sound out each word when writing. She has difficulty representing words, sounds, or syllables with the letters that match their letter names.

# EXAMPLE

According to teacher reports based on observations and informal reading assessments conducted in May, 2013, **the student** had difficulty with letter sound symbol relationships, (decoding). He does not understand nor use the structure of language when reading unfamiliar words. His fluency is affected by his need to concentrate on the decoding of individual words. Intensive instruction should continue to be provided in decoding and word attack. On one-to one oral reading, **the student** reads passages slowly, with little expression and phrasing. His comprehension rate increased as materials were read orally to him. He uses his general fund of knowledge and reasoning skills to answer questions correctly. Utilizing books on tape/CD, and text to speech software would allow the student access to grade level texts. The **student's** teachers have observed that when he is given the opportunity to discuss the content material that the class reads, he is able to answer factual and inferential questions orally, but had difficulty with evaluative questions.



# CASE STUDY

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- ❖ Group Development of PLoP
- ❖ Gallery Walk
- ❖ Whole Group Discussion

# LEARNING SUPPORT – SPECIAL EDUCATION SERVICES’ EXPECTATIONS

- The present level of academic achievement functional performance must
  - be disability-based
  - answer the NASDSE and/or the Questions to Consider When Developing a Standards-Based PLoP
- Special education teachers must be familiar with their case load students’ disability-based needs and how the disability will affect progress in the general curriculum
- All reading, writing, and math annual goals must be Standards-Based (except students who qualify for and participate in the VAAP)

# LEARNING SUPPORT – SPECIAL EDUCATION SERVICES’ EXPECTATIONS

- Case managers should maintain a data tracking system specific to IEP goals (e.g., progress monitoring) and how the student is able to access the curriculum (e.g., DLR, DMR, teacher observations, common formative assessments, exit tickets, task analysis)
- Case managers should maintain a system to keep track of input from general education teachers and related service personnel, as appropriate

# LEARNING SUPPORT – SPECIAL EDUCATION SERVICES’ RECOMMENDATIONS

- Check weekly: Events Due in Next 7 Days, Events Due in Next 30 Days, and Overdue Events
- Draft IEP at least 30 days before the annual review date
- In-building checks and balances system:
  - Peer review
  - NPS Rep review
  - Department Chair review

# LEARNING SUPPORT – SPECIAL EDUCATION SERVICES' RECOMMENDATIONS

- Collaboration between special and general education teachers
- Collaboration between special education case managers and special education teachers who provide the specially designed instruction
  - Data
  - Progress monitoring

# QUESTIONS

