The IEP Team Professional Learning Project

Writing an Individualized Education Program (IEP)

Module 2: Data-Driven Present Levels of Performance

Learner Handouts

Module 2

Agenda

I. Introduction

II. Present Levels of Performance (PLAAFP) Overview/Defined

III. Data to Consider When Talking about Present Levels of Performance

IV. Analyzing Data

V. Making Decisions

VI. Summary & Closing

Purpose

- What do we mean by present levels?
- What data should be used?
- How might the data be analyzed?
- What decisions can be made from the data analysis?
- How do you decide on student need and write effective present level statements?

Expected Outcomes

- Understand and define requirements specific to present levels of performance and how it fits into the IEP.
- Identify data sources that can inform discussions around present levels of performance.
- Describe ways to analyze data that facilitate decisions to be made by the IEP team.
- List decisions for which the data analysis will be used, including decisions related to promotion and graduation (if appropriate).
- Generally analyze data to identify educational need.
- Write an effective present level of academic achievement and functional performance description, including information and data that will impact promotion and graduation, if appropriate.

Disclaimer: Resources and references in this document do not imply endorsement of either content or organization, they are strictly included as additional resources and references on the topic. There is neither explicit nor implied endorsement of any website or product whether for cost or free. Individual needs and decision making rules must be considered when deciding the utility of any single or combination of resources.

IEP Team Process
833 Eligibility Determination
Pre IEP Preparations
General Student Information
Areas of Education Need & Present Levels
Write Measurable Goals
Select Instructional Services & Program Supports
Implement & Monitor Progress
Educational Benefit/ Instructional Results

For Your Knowledge: Laws & Regulations

Elementary and Secondary Education Act (ESEA)

Full educational Opportunity

(Reauthorized in 2002 as No Child Left Behind Act - NCLB) http://www.ed.gov/esea

Opportunity is Not Optional: Secretary Duncan's Vision for America's Landmark Education Law

http://www.ed.gov/blog/2015/01/opportunity-is-not-optional-secretary-duncans-vision-for-americas-landmark-education-law/

Individuals with Disabilities Education Improvement Act (IDEA)

(Reauthorized in 2004) http://idea.ed.gov/explore/home

See also on this site "Alignment with the No Child Left Behind Act"

Regulations: Part 300/D/300.320/a

"…the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with Sec. 300.320 through 300.324, and must include ---

(1) A state of the child's present levels of academic achievement and functional performance, including---

(ii)How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for non-disabled children); …"

Act 833 (Louisiana)

(Passed as House Bill No. 1015, Regular Session, 2014)

https://www.legis.la.gov/Legis/ViewDocument.aspx?d=916099

"To amend and reenact …to provide for a student's Individualized Education Program team to determine promotion to the next grade under certain circumstances as it relates to the student's achievement on required state assessments; to provide for certain actions to be taken by the Individualized Education Program team relative to requirements for Individual Graduation Plans and graduation…"

Learning Together Activity: Gathering Data for Student Performance

THINK: *What data sources would you use to guide conversations about individual student's present performance?*

MAKE A LIST: *Off the top of your head, make a list of data sources you would want to use to guide a conversation about present levels of performance for a student? Include data that are related to promotion and/or graduation (if appropriate).*

Turn to one of your neighbors and introduce yourself. Compare your answers and discuss.

Data Sources

Notes: _____

_____

_____

_____

_____

For your Practice: General Data Collection Guidelines

1. Data should be collected from multiple sources and team members including parents/family, the student, general classroom teachers, extracurricular instructors, related service providers, the special education teacher, and other key individuals who interact with the student (e.g., guidance counselor, principal).
2. Data summaries can be prepared before the IEP team meeting to allow for ease of review and discussion. Data summaries should be presented in formats including graphs, tables, charts and bulleted lists that make it easy to read and see trends.
3. Data summaries should be provided to all team members before the meeting as much as possible.

Data to collect (have available):

1. Screening
    a. Academic or Educational Screening
    b. Social/Emotional/Behavior
    c. Sensory
    d. Health
    e. Communication (speech & language)
    f. Assistive Technology
    g. Motor
    h. Other considerations
2. Comprehensive Evaluation (if new) or three-year reevaluation report
3. Parent/Family data
4. Academic, developmental, and functional needs, including progress (or lack of progress) data
5. Assistive technology needs including devices
6. Functional Behavioral Assessment – if behavior concerns are involved
7. Health information, including mental and physical health
8. English proficiency and/or communication needs, including the need and use of Braille or sign language
9. General classroom data (including expectations of grade level as well as student performance in relation to those expectations. Note: if initial IEP this information should be included in screening and evaluation report, but there might be some additional data from the classroom teacher. When a review IEP, this information is the primary source of data)
10. Statewide assessment results
11. Applicable information on pathways to promotion and graduation

For your Practice: General Data Collection Guidelines

Collect Data on Current Skills & Knowledge in The Following Areas

Social/emotional behavior

- Classroom reports
- Observation
- Office referral data
- Family input
- Attendance

Academic

- Classroom tests
- Student work samples
- Curriculum-based assessments
- Results of statewide assessment
- Pertinent achievement results from recent evaluation

Communication

- Classroom reports
- Observation
- Language evaluation, if appropriate

Recreation & Leisure (extracurricular)

- Family reports
- Physical education class results
- Student self-report
- Extracurricular participation

Postsecondary Education

- Counselor interview
- Student interview
- College or vocational entrance exams
- Transition assessments and surveys

Jobs & Job Training

- Vocational training records
- Vocational assessment results
- Student interview

Home/Independent Living

- Family report
- Student self-report
- In-school observations

Health, Physical, or Medical

- Family reports
- Pertinent information from comprehensive evaluations
- In-school nurse reports
- Physical education class results
- Family input
- Self-report

Community Participation

- Family report
- Student self-report

Other: Use of technology, assistive technology, accommodations, and/or modifications

- Family report
- Teacher report
- Student self-report

For your Practice: Present Levels of Performance Information Gathering

Parents/Family

Thank you for providing information about your child. This information will be shared during the IEP team meeting. At that time you will have an opportunity to add information, elaborate further, and respond to questions. Having this information beforehand will allow team members an opportunity to review information and come better prepared for an informed conversation.

Student Name: Date:
Parent/Family Member:

1. How does your child make friends? Does s/he need help making or keeping friends?
2. Does s/he need help understanding facial expressions, sharing, or boundaries?
3. What do you see as your child's strengths? Where does she/he excel? What are his/her hobbies, extracurricular skills, social skills?
4. At home, what seems to help your child perform better? What motivators do you use to help him/her? What kinds of prompts do you use to help him/her? (For example, reminders to complete chores, lists to help track tasks, allowing more time to get ready for an activity, etc.)
5. What does your child do for recreation or leisure?
6. How is your child involved in community functions? (For example, scouts, sports, church, neighborhood activities)
7. If you help your child with homework, how do you help? Where at home does your child seem to work best on learning or school work activities?
8. In what school subjects does s/he seem to need the most help? Are there times s/he complains it is hard to pay attend because of noise or too much activity in the classroom or in the halls or outside?
9. Are there any health or medical concerns that might be important to your child's success in school?
10. What concerns do you have about your child's school performance?
11. Does your child have communication challenges? Are they verbal or written or both – tell me about them. Do you think assistive technology would help?
12. What is your hope or dream for your child after she/he leaves school?
13. Looking ahead – say 2 or 3 years into the future – what would you expect your child to be doing in school and at home? (Such as attending more general education classes, more responsible for helping out at home, improved academic or behavior skills, etc.)
14. What are your goals for your child? Think about his/her grade level and academic setting. Think about his/her likes and dislikes. Think about his/her skills. What would you like to see your child achieve?

For your Practice: Present Levels of Performance Information Gathering

General Education Teachers

I am preparing for (Student's Name) IEP meeting soon. I am hoping that we can continue our conversations about (his/her) performance in your classroom. I also know that we are both busy. Below is a brief questionnaire about (Student's Name) current performance in your classroom. Would you please look over the items? I'll check with you soon to see whether we can get together to talk or whether it would be more convenient for you to jot notes first. Either way will help us prepare for the IEP meeting to develop an individualized program to meet (Student's name) individual needs.

Student Name: Date:

Grade and/or Content Area:

Questions	Brief notes
What methods do you use to assess performance of students in your class?	
How are grades on assessment measures determined? What are considered passing grades?	
What are (Student's name) grades during this grading period so far? Is s/he passing?	
What, if any, accommodations or assistive technology does (Student's name) use?	
What are the behavioral expectations for students in your classroom? To what extent does this student meet these expectations?	
What are this student's strengths in your classroom? Are there any concerns with his/her current performance?	
Additional comments/notes:	

For your Practice: Present Levels of Performance Information Gathering

Special Education Teachers

(If an IEP Case Manager or someone other than the Special Education Teacher convenes the meeting)

As we prepare for (Student's Name) IEP meeting soon. I am hoping that we can organize our preparation. Below is a brief questionnaire about (Student's Name) current performance in your classroom. Would you please look over the items? I'll check with you soon to see whether we can get together to talk or whether it would be more convenient for you to jot notes first. Either way will help us prepare for the IEP meeting to develop an individualized program to meet (Student's name) individual needs.

Student Name: Date:

Grade and/or Content Area:

Questions	Brief notes
What curricular content or state standards (Student's Name) addressing?	
What performance criteria are you using? What are considered passing grades?	
How is the student currently performing on his/her goals (and objectives, if applicable)?	
What, if any, accommodations or assistive technology does (Student's name) use?	
What are your behavioral expectations for this student? To what extent is s/he meeting these expectations?	
What are this student's strengths in your classroom? Are there any concerns with his/her current performance?	
Additional comments/notes:	

For your Practice: Present Levels of Performance Information Gathering

Related Service Providers

As we prepare for (Student's Name) IEP meeting soon, I am hoping that we can organize our preparation. Below is a brief questionnaire about (Student's Name) current performance in (Speech, OT, PT, etc.). Would you please look over the items? I'll check with you soon to see whether we can get together to talk or whether it would be more convenient for you to jot notes first. Either way will help us prepare for the IEP meeting to develop an individualized program to meet (Student's name) individual needs.

Student Name: Date:

Grade and/or Content Area:

Questions	Brief notes
What is the current focus of service for (Student's Name)?	
What performance criteria are you using? How is performance assessed?	
To what extent is s/he meeting the performance criteria?	
What are your behavioral expectations for this student? To what extent is s/he meeting these expectations?	
What are this student's strengths? Are there any concerns with his/her current performance?	
Additional comments/notes:	

For your Practice: Present Levels of Performance Information Gathering

Others

Use this form to gather data through conversation with other individuals who can provide information useful to the IEP team, including the student.

Individual & Information	Brief notes
Student (Engage the student in a conversation to gather this information) • Strengths • What makes school enjoyable? • What is most challenging? • What kinds of things (e.g., accommodations) help when s/he is challenged? • Dreams or hopes for after school • Other/Additional comments?	
Principal/Administrator • Types of interactions • Strengths • Concerns • Other/Additional comments?	
Extracurricular Instructor or Advisor • Focus of the extracurricular activity • Strength of student • Overall performance • Concerns • Other/Additional comments?	

For Your Knowledge: Learning More

Bulletin 1530 Chapter 3 §§ 301, 303 & 305

§301. Responsibilities

A. The responsibility for offering FAPE is met through the process of developing an IEP. This process includes:

1. communication between the LEA and the parents;

2. IEP Team meetings at which parents and school personnel make joint decisions and resolve any differences about the student's needs and services;

3. a completed IEP/placement document, which describes the decisions made during the meetings, including the special education and related services that are to be provided;

4. a formal assurance by the LEA that the services described in the document will be provided;

5. written parental consent for initial placement;

6. procedural safeguards for differences that cannot be resolved mutually;

7. initial placement and provision of services as described in the IEP/ placement document; and

8. consideration and/or determination of eligibility for extended school year (ESY) services for students with disabilities. Refer to ESY section of this handbook (Chapter 7) for further guidance.

B. The IEP Team has the responsibility for determining the student's special educational and related services needs and placement.

C. A student dually identified with a disability and gifted and/or talented shall have his/her individualized educational program developed on the IEP for students with a disability.

D. A LEA is required to initiate and conduct IEP Team meetings periodically, but not less than annually, to review each student's IEP in order to determine whether the annual goals for the student are being achieved and to revise the IEP as appropriate. The LEA shall notify parents of the review IEP Team meeting in accordance with the same procedures as the initial IEP.

E. An additional IEP/placement review meeting is not required when a LEA elects to move the student to another school site within the agency when all of the information on the IEP remains the same and the effect of the program has not been changed.

§303. Initial IEPs

A. Program Considerations for Students with Disabilities. Program decisions shall be made and written on the IEP in the following areas that form the basis for the placement.

1. General information about the student, including

2. the student's strengths; and

3. the concerns of the parents for enhancing the education of their child; and

4. the results of the initial evaluation or most recent reevaluation of the student; and

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5. the student's present levels of academic achievement, developmental, and functional needs; and

a. how the student's disability affects the student's involvement and progress in the general education curriculum; and

b. how to determine when the student with a disability needs instructional materials in accessible formats (e.g., large print , Braille, digital, and/or audio); and

c. for preschool students, as appropriate, how the disability affects the student's participation in appropriate activities; and

6. as appropriate, the results of the student's performance on any general state- or district-wide assessment program.

7. The IEP Team shall also consider any of the following special factors:

a. for a student whose behaviors impede his or her learning or that of others, consider the use of positive behavioral intervention and supports, and other supports to address that behavior;

b. for a student with limited English proficiency, consider the language needs of the student as those needs relate to the student's IEP;

c. for a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student;

d. the communication needs of the student, and in the case of a student who is deaf or hard-of-hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and a full range of needs, including opportunities for direct instruction in the student's language and communication mode;

e. whether the student requires assistive technology devices and services based on assessment/evaluation results;

f. for a student who has health problems, the needs to be met during the school day. These needs would include such medical conditions as asthma, diabetes, seizures, or other diseases/disorders that may require lifting and positioning, diapering, assistance with meals, special diets, or other health needs.

8. The measurable annual academic and functional goals, designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum,

a. shall be based on the academic standards for the grade in which the student is enrolled; and

b. shall be based on each of the student's other educational needs that result from the student's disability; and

c. short-term objectives/benchmarks shall be required for students with significant cognitive disabilities or functions like a student with significant cognitive disabilities at all ages and grade levels, including preschool-aged students;

i. short-term objectives/benchmarks shall be required for students who participate in LAA 1 (the alternate assessment aligned to alternate achievement standards);

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ii. IEP Teams may continue to develop short-term instructional objectives or develop benchmarks that should be thought of as describing the amount of progress the student is expected to make within a specified segment of the year. Generally, benchmarks establish expected performance levels that allow for regular checks of progress to coincide with the reporting periods for informing parents of their child's progress toward achieving the annual goals. An IEP Team may use either short-term objectives or a combination of the two, depending on the nature of the annual goals and needs of the child.

d. The participation in appropriate activities for the preschool-aged student.

9. The special educational and related services and supplementary aids and services to be provided to the student, or on behalf of the student, and the program modifications or supports for school personnel will be provided for the student

a. to advance appropriately toward attaining the measurable annual goals; and

b. to be involved and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities; and

c. to be educated and participate with other students with and without disabilities in the activities.

10. An explanation is given to the extent in which the student will not participate with students without disabilities in the regular class and extracurricular and other nonacademic activities.

11. The participation in the annual statewide assessment for the student in grades 3-11; and

a. the need for any individual accommodations in the administration of state- or district-wide assessments of academic achievement; and

b. when the IEP Team determines the student shall participate in an alternate assessment instead of the regular statewide assessment, a statement of why

i. the student cannot participate in the regular assessment; and

ii. the particular assessment selected as appropriate for the student.

12. The anticipated frequency, location, and duration of the special educational services and modifications.

13. The type of physical education program to be provided.

14. For each student beginning at age 16, transition service needs that focus on the student's courses of study; and

a. for each student not later than the first IEP to be in effect when the child turns 16, or younger, when determined appropriate by the IEP Team, and updated annually thereafter, the needed transition services including any interagency responsibilities or linkages.

15. The need for extended school year services (refer to Chapter 7) based on student performance on academic/ functional goals and/or objectives/ benchmarks.

a. The IEP Team will consider the criterion/criteria to make the ESY determination and what data must be collected to make that decision. The data collected through progress monitoring (e.g., grades, progress reports, behavior checklists, task analyses, teacher observation logs, etc.) shall be reviewed to determine the progress the student makes toward acquisition of the measurable annual goals and/or objectives/benchmarks, and whether the data supports that, the student meets any of the criteria for ESY eligibility.

For Your Knowledge: Learning More

B. Program Considerations for Students who are Gifted and/or Talented. Program decisions shall be made and written on the Gifted/Talented IEP in the following areas that form the basis for the placement.

1. General information about the student, including student interests; and

   a. in the case of a student with limited English proficiency, whose language needs relate to the student's IEP;

2. the student's strengths;

3. the concerns of the parents for enhancing the education of their child;

4. as appropriate, the results of the student's performance on any general state- or district-wide assessment program for students in grades 3 -11;

5. the results of the initial evaluation or most recent reevaluation of the student;

6. input from the regular education teacher regarding student classroom performance, including academic achievement and social skills;

7. any pertinent social and emotional needs;

8. the student's present levels of educational performance, including the student's academic achievement and social/emotional needs;

9. the measurable annual academic and/or enrichment and/or social goals;

   a. meeting the student's needs that result from the student's exceptionality and progress in an accelerated and enriched curriculum, and

   b. meeting each of the student's other educational needs that result from the student's exceptionality, and

      i. in the case of a student whose behaviors impede his or her learning or that of others, consider the use of positive behavioral intervention strategies and other supports to address that behavior;

   c. the participation in appropriate activities for the preschool-aged student;

10. the related services, which may include transportation and counseling;

11. the accommodations needed for instructional and statewide assessment purposes must be documented on the *Section 504 Individual Accommodation Plan* (IAP). A copy of the IAP should be kept in the student's IEP folder;

12. and the anticipated frequency, location, and duration of the special education services.

§305. Review IEPs

A.Program Considerations for Students with Disabilities. The IEP Team shall review and revise the IEP for students with disabilities to address:

1. any lack of expected progress toward achieving the annual goals and objectives/benchmarks;

2. any lack of expected progress in the general education curriculum (e.g., the student is making failing grades or through progress monitoring the student's lack of progress in the general education curriculum is evident);

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3. the results of the student's performance on any state- or district-wide assessment;

4. the results of any reevaluation;

a. for any additional concerns, the procedures for evaluation established in *Bulletin 1508, Pupil Appraisal Handbook* shall be followed; and

b. in the event the parent signs the triennial reevaluation waiver, a statement must be included on the next IEP.

c. in the event the results of the reevaluation indicate *no exceptionality*, an IEP will not be developed and special education and related services cease;

5. information about the child shall be provided to, or by, the parents;

6. the student's anticipated needs;

7. the student's special educational and related service needs; for the preschool-aged child, his or her developmental needs shall be addressed;

a. to determine when the student with a disability needs instructional materials in accessible formats (e.g., Braille, large print, digital, and/or audio);

8. any positive behavior interventions and strategies that should be used, as needed;

9. updated decisions about the student's program, placement, and related services;

10. consideration of special factors as listed in §303.A.6.a-f;

11. for each student beginning at age 16, discuss transition service needs that focus on the student's courses of study;

a. for each student beginning not later than the first IEP to be in effect when the student turns 16, discuss the needed transition services including any interagency responsibilities or linkages;

12. consideration of location of instruction/services, refer to §115-117.

13. the need for extended school year services. This need shall be based on student performance on academic/functional goals and/or objectives/ benchmarks. Refer to the ESY section of this handbook (Chapter 7).

a. The IEP Team will consider the criterion/criteria to make the ESY determination and what data must be collected to make that decision. The data collected through progress monitoring (e.g., grades, progress reports, behavior checklists, task analyses, teacher observation logs, etc.) shall be reviewed to determine the progress the student makes toward acquisition of his or her goals, and/or objectives/benchmarks, and whether the student's progress meets any of the criteria for ESY eligibility.

14. Discuss any other matters.

B. A review meeting shall be conducted in addition to the required annual review when

1. the student's teacher feels the student's IEP or placement is not appropriate for the student; or

2. the student's parents believe their child is not progressing satisfactorily in the general education curriculum or that there is a problem with the student's IEP;

3. the LEA proposes any changes regarding program or placement, such as to modify, add, or delete a goal or objective; to add or delete a related service;

4. the student has been determined to be eligible for ESY and will receive ESY services;

5. the behavior of the student warrants a review by the IEP Team to decide on strategies including positive behavioral intervention, strategies, and supports to address the behavior;

6. either a parent or a public agency believes that a required component of the student's IEP should be changed;

7. the LEA determines that a change in the IEP may be necessary to ensure the provision of FAPE;

   a. a hearing officer orders a review of the student's IEP/placement document;

8. in the case in which the IEP/placement document is entirely rewritten, the date of that meeting shall become the anniversary date for the next annual review meeting.

C. Program considerations for Students who are Gifted and Talented. The IEP Team shall review and revise the IEP for students who are gifted and talented to address:

1. any lack of expected progress toward achieving the annual goals;

2. any lack of expected progress in the general education curriculum;

3. the results of the student's performance on any state- or district-wide assessment;

4. the results of any reevaluation;

   a. for any additional concerns, the procedures for evaluation established in *Bulletin 1508, Pupil Appraisal Handbook* shall be followed;

   b. in the event the results of the revaluation indicates *no exceptionality*, an IEP will not be developed and gifted and/or talented services cease;

5. information about the student provided to, or by, the parents;

6. the student's anticipated needs;

7. the student's special educational needs; for the preschool-aged child, address his or her developmental needs;

8. any positive behavior interventions and strategies that should be used, as needed;

9. updated decisions about the student's program and placement;

10. in making decisions for location of instruction/services, refer to §115-117;

11. any other concerns.

D. A review meeting shall be conducted in addition to the required annual review when:

1. a student's teacher feels the student's IEP or placement is not appropriate for the student; or

2. the student's parents believe their child is not progressing satisfactorily or that there is a problem with the student's IEP; or

3. the LEA proposes any changes regarding program or placement, such as to modify, add, or delete a goal; to add or delete a related service; or

4. either a parent or a public agency believes that a required component of the student's IEP should be changed; or

5. the LEA determines that a change in the IEP may be necessary to ensure the provision of FAPE; or

   a. a hearing officer orders a review of the student's IEP/placement document; and

   b. a review IEP Team meeting shall be conducted as part of the reevaluation process.

§307. Interim IEPs

A. Placement Decisions. Local directors/supervisors of special education may approve enrollment in special education after pupil appraisal personnel have reviewed existing student information.

1. An interim IEP may be developed for students transferring from out-of-state who were receiving special educational services, concurrent with the conduct of an initial evaluation according to the *Bulletin 1508, Pupil Appraisal Handboo*k.

2. An interim IEP may be developed concurrent with the conduct of an initial evaluation for students out of school, including students ages three-through-five who are suspected of having a disability, and for former special education students, through the age of twenty-two, who have left a public school without completing their public education by obtaining a state diploma.

3. Formal written parental consent shall be obtained for a multidisciplinary evaluation to be conducted according to *Bulletin 1508, Pupil Appraisal Handboo*k and an interim IEP may be developed.

   a. During the time the evaluation is in process, all regulations shall apply.

   b. If an interim IEP were developed, it-may be amended as necessary.

4. Parents of these students shall be informed at the interim IEP Team meeting that the evaluation results must classify a student as exceptional for that child to remain in the special education program.

5. An interim IEP shall not be developed when a student has a current IEP or evaluation.

B. Parental Consent. Parental consent for the interim placement and related services shall be obtained by parental signature on the IEP form.

1. Parents shall be informed that the student will exit from the special education program when the student is found to be ineligible for special educational services according to the criteria in *Bulletin 1508, Pupil Appraisal Handbook.* A statement stating the above should be written in the comment section of the IEP when it is developed.

2. When the student is eligible for special educational services, an initial IEP/placement meeting will be conducted within 30 calendar days from the date of dissemination of the written evaluation to the LEA's special education administrator.

C. Program Considerations. In the development of the IEP, the IEP Team's discussion about the current performance and goals for the student will have to be conducted without the benefit of integrated assessment data or teacher observation.

1. To gather information about current performance, the parent may be the prime source of information about the student's skills, development, motivation, learning style, etc.

2. The goals should address the student's educational program during the assessment process.

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3. When available information indicates that related services are required, services should be provided.

4. The student's performance during an interim placement shall be documented by the teacher and pupil appraisal personnel. This documentation should provide meaningful data for determining an appropriate program and placement.

Learning Together Activity: Where & How do I Gather Data?

What	Where	How
Strengths		
Parent Concerns		
Evaluation/ Reevaluation		
Statewide Assessment Results		
Academic, Developmental, and Functional Needs, including areas such as social/emotional behavior, self-help, recreation/leisure extracurricular		
Progress or Lack of progress in the general education curriculum		

For your Practice: Data Analysis

Teams Intervening Early to Reach all Students

TIERS Data Use Framework Series:

Data Analysis

Disaggregation	**What:** Disaggregation means breaking down information into smaller parts. Breaking down data into grade level, gender, race/ethnicity, educational classification/ placement, disability, etc. are all ways to disaggregate a larger data set. **Why**: Disaggregating data into subgroups can facilitate planning and implementation of appropriate programs, interventions, and resources. Disaggregated data also aids in identifying important trends and unmasks discrepancies that may be hiding in larger, aggregate sets. **Example Questions to Consider:** 1. Is there an achievement gap in different academic areas among subgroups? 2. Are some subgroups performing better than others? 3. Are there more minority students receiving special education services? 4. Are behavior problems more prevalent in some groups than others?
Comparison to Reference Group	**What**: The concept of referring to a group to which another individual or group is compared **Why**: A reference group can provide benchmarks and contrast needed for comparisons and evaluation of another student or group. A comparison group also makes it possible for another group or student to be evaluated on performance or achievement. **Questions to Consider:** 1. Has a target group been selected? 2. Has a reference group been selected? 3. Has a unit of analysis been selected (measure of central tendency, percentages, standard deviation, etc.)?
Gap Analysis	**What**: Process that determines the identification between current performance or practice and desired performance or practice **Why**: Gap analysis can provide a beginning point for identification of strategic activities or implementation of a school improvement process. By identifying gaps, an analysis of the factors that contributed to the gap are identified and logical planning can take place around correction of the cause(s). Gap analysis can be conducted at the school, grade, or class level. **Questions to Consider:** 1. What objective or goal needs to be achieved? 2. What do current data indicate concerning the goal or objective? 3. Once the discrepancies have been identified, has consideration been given to strategic activities that will assist in narrowing the gap? 4. Were qualitative and quantitative data used in determining the current and desired goals and objectives?

For your Practice: Data Analysis

Teams Intervening Early to Reach all Students

TIERS Data Use Framework Series:

Data Analysis

Outlier Identification	**What:** Values that are very unusual in the sense that they are very far away from most of the data, or any data point that doesn't fit into the established data pattern **Why**: When exploring a data set, outliers should be considered because they may reveal important information. Outliers should facilitate questions about the data set. Some outliers may be obvious errors but others may indicate an important issue. As an extra step in analyzing data it may be appropriate to study the effects by calculating measures and constructing graphs with and without outliers. **Questions to Consider**: 1. Have data been visually inspected for anything that "stands out from the crowd?" 2. Have the identified outlier data points been checked for accuracy in scoring? 3. Have the identified outlier data points been checked for accuracy in entry? 4. Are there any common characteristics among the outliers?
Visual Inspection	**What**: • Trend: Direction of data from beginning of series to the end • Variability: Spread of data points **Why**: This is primarily used to evaluate patterns in a series of data points for graphical displays. Evaluating trend and variability can help teams consider if some strategic activities work better than others or not at all. **Questions to Consider:** 1. Have the data experienced an increasing or decreasing trend? 2. Have the data remained stable over time? 3. Has the variability in the data increased, decreased, or remained the same? 4. Has the trend in the data been compared to a measureable goal or outcome?

For your Practice: Present Levels of Performance

Summarized Information for Team Consideration

Use this page to summarize information collected from IEP team members prior to the meeting. This is created as a table so that more space can be added to each section as needed.

Student	
Date of IEP	
Special Education Teacher	
Statewide Assessment Results (most recent)	
Evaluation/Reevaluation Summary (most recent)	
Student Strengths as noted by Student Parent General Education Teachers Related Service Providers Special Education Teacher Extracurricular Advisors or Instructors Others (e.g., Principal)	Student: Parent: General Education Teacher(s): Related Service Providers: Special Education Teacher: Extracurricular Instructors: Others:
Student Academic Achievement (i.e., class-room based assessments) General Education Special Education	Note – show data in graph format wherever possible in order to illustrate trends. Data charts can be attached as needed. Use this space to highlight accomplishments, points of growth or lack of growth.
General Classroom Expectations	Summary of general curriculum content, expectations for demonstrating knowledge, and functional/behavioral expectations.
Social/Emotional Behavior and other areas of Functional Performance	
Communication Skills	
Recreation & Leisure Considerations	
Vocational Considerations including job histo-ry and job training	
Health, Physical or Medical	
Postsecondary Education including student goals and data related to promotion and graduation	
Community Participation	

Learning Together Activity: Using Data to Inform the IEP

With your partner or small team, answer these questions and be ready to share your responses with the full group.

1. What is one data source you heard that you had not included on your earlier list?

2. What data did you have on your list that was not included in the discussion?

3. What data sources are the hardest to get? Are there alternate sources of data for getting similar information?

4. What have you found to be successful ways to present data to the IEP team?

Notes: _____

_____

_____

_____

For Your Knowledge: Learning More

Act 833 Resources and Information

Copy of the Act

https://www.legis.la.gov/Legis/ViewDocument.aspx?d=916099

Webinar/Power Point "How to implement Act 833…..Graduation"…..September 2014

http://www.louisianabelieves.com/docs/default-source/academics/act-833-series-graduation-webinar.pdf?sfvrsn=4

Webinar/Power Point "How to implement Act 833……Promotion"….October 2014

http://www.louisianabelieves.com/docs/default-source/academics/act-833-promotion-webinar.pdf?sfvrsn=2

FAQ on Graduation and Promotion…..Act 833

http://www.louisianabelieves.com/docs/default-source/academics/act-833-follow-up-faq.pdf?sfvrsn=2

General Information about the Student

General Student Information (Conversation Elements)

- Strengths
- Parent Concerns
- Evaluation/Reevaluation Results
- Academic, Developmental, & Functional Needs
- Statewide Assessment Results
- Progress or Lack of Progress in the General Education Curriculum
- Consideration of Special Factors

→ Act 833 Eligibility?

INDIVIDUALIZED EDUCATION PROGRAM **Student Name:** _____ **DOB:** _____ **Grade:** _____ **CONFIDENTIAL DOCUMENT**

LOUISIANA DEPARTMENT OF EDUCATION **System:** _____ **Meeting Date:** _____ **State ID:** _____ **Local ID:** _____ Page __ of __ **Revised 2015**

General Student Information

HOMEBASED SCHOOL: _____ OTHER SCHOOL: _____

IEP TYPE: _____ INDIVIDUAL EVALUATION / WAIVER DATE: _____

Primary / Other	Exceptionality	Detail(s)
Primary		
Other		
Other		
Other		
Other		

Error: Subreport could not be shown.

Include strengths; parental concerns; evaluation results; academic, developmental, and functional needs; statewide assessment results; progress or lack of expected progress in general education curriculum; and consideration of special factors: behavior, language needs for limited English proficient, instruction in and use of braille, communication needs, assistive technology devices and services, and health needs.

General Information about the Student:	
Strengths:	
Parent Concerns:	
Evaluation / Reevaluation Results:	
Academic, Developmental, and Functional Needs:	
Statewide Assessment Results:	
Progress or lack of expected progress in general education curriculum:	

Copies must be provided to Teacher(s), Parent(s), and Central Office

INDIVIDUALIZED EDUCATION PROGRAM **Student Name:** _____ **DOB:** _____ **Grade:** _____ **CONFIDENTIAL DOCUMENT**

LOUISIANA DEPARTMENT OF EDUCATION **System:** _____ **Meeting Date:** _____ **State ID:** _____ **Local ID:** _____ Page __ of __ **Revised 2015**

General Student Information (continued)

Consideration of Special Factors

Behavior:	
Limited English Proficent:	
Communication Needs of Child:	
Instruction in and use of Braille:	
Assistive Technology Services / Devices - Please indicate AT devices used on the Accommodations Page	
Health needs - IHP needs to be attached to IEP	

☐ **After consideration by the IEP team, there are no special factors that need to be addressed at this time**

Transition Courses of Study - Attach plan to IEP: ☐ Individual Prescription for Instruction ☐ Individual Graduation Plan: aligns with the transition plan and has been updated annually ☐ Educational / Career Plan for LAA1 Students: aligns with the transition plan and has been updated annually

Educational Needs: ☐ Academic/Cognitive ☐ Behavior ☐ Communication ☐ Motor ☐ Self-Help ☐ Social

Copies must be provided to Teacher(s), Parent(s), and Central Office

Learning Together Activity: Describing Present Levels

Pick one of the descriptions below. Read. Determine if the description

- is clear,
- appears to represent current performance,
- addresses the educational need,
- is specific, and
- is self-explanatory.

1. Educational Need Area—Academic/Cognitive Content Area—ELA (Reading Comprehension)

According to the most recent STEEP assessment data, JS is able to read 90 words per minute. When assessing skills addressed in 4th grade learning standards using texts on JS's reading level he is able to provide correct responses with 75% accuracy. When using appropriate accommodations and working with 4th grade texts to assess skills addressed in 4th grade learning standards he is able to provide correct answers with 50% accuracy.

2. Educational Need Area—Academic/Cognitive Content Area—English 2

According to teacher made assessments and work samples, MM cannot use context clues when presented 4.1 grade level texts. She needs to be able to address these areas of the English 2 curriculum: comparing and contrasting information, making inferences to a given text, and citing textual evidence from the text.

3. Educational Need Area—Social/Behavior Content Area—General Classroom Curriculum

JS's behavior and work habits have improved over the past school year. His current rate of compliance with adult directives is usually 3 out of 5 directives. JS has physical outburst in the classroom. Strategies such as scaffolding academic work have been tried. He uses inappropriate language and fails to comply with a request within the appropriate timeframe. JS performs best in a structured and positive environment.

4. Educational Need Area—Behavior Content Area—

MM struggles with anxiety that results from feelings of failure and inadequacy when she is required to take assessments. When faced with testing situations MM's tends to withdraw and does not engage with the assessment which negatively impacts the ability to measure her academic performance. MM is able to identify when she is beginning to feel anxious and is aware of situations that often provoke her anxiety but continues to need support with developing coping strategies for managing her anxiety.

Notes: _____

_____

_____

_____

_____

For your Practice: Present Levels of Performance Checklist

Present Level of Academic Achievement and Functional Performance

Use this checklist to ensure you have the required information to complete the IEP. The information in this checklist is organized to follow the location of the information on the LA IEP form.

General Student Information

	General Information about the Student: There is a broad summary statement that highlights or describes the student.
	Strengths: The narrative describes the student's strengths, interest areas, attributes, skills, and accomplishments.
	Parent Concerns: The narrative includes clear and substantial input from the family related to the students' accomplishments, strategies that work, concerns and priorities.
	Academic, Developmental, and Functional Needs: This statement is a summary statement of needs to be addressed in order for the student to be successful during school as well in post-school years.
	Statewide Assessment Results: Results from the most recent statewide or district-wide assessments are listed in a clear and understandable format. Descriptions are included that explain any scores. Document Act 833 eligibility.
	Progress or lack of expected progress in general education curriculum: There is a description of the progress or lack of progress to date that has been documented for this student's participation in the general education curriculum. The description includes accommodations or modifications that have been successful.
Consideration of Special Factors	
	Behavior: If behavior needs are identified, the behaviors and their impact on the student's mastery of grade-level content are clearly described. Consider the impact of the student's communication needs as they relate to identified behaviors.
	Limited English Proficiency: If English is the student's second language, a description of the student's proficiency in English is included. The impact of any proficiency limits on the student's performance is clearly described.
	Communication Needs of the Child: There is a description of the child's mode of communication including strengths and needs. This description must include any communication supports (e.g., interpreter, assistive technology) used or needed by the student.
	Instruction in and use of Braille: For students who are blind or have a visual impairment, there is a clear description of the IEP team's consideration for instruction in and use of braille and the result of that consideration.
	Assistive Technology Services/Devices: There is a clear description of assistive technology devices or services considered and the results of that consideration. There is a list of AT services and devices that the student currently uses or has used and the result of that usage.
	Health Needs: Where applicable, a description of any health issues of the child and how they impact on performance in school is included. This description is clear and written in objective terms.

For your Practice: Present Levels of Performance Checklist

Present Level of Academic Achievement and Functional Performance

Use this checklist to ensure you have the required information to complete the IEP. The information in this checklist is organized to follow the location of the information on the LA IEP form.

Instructional Plan

	Educational Need Area & Content Area: All educational need areas checked with Content Area specified.

Present Level of Academic Achievement and Functional Performance (Use this checklist to review each present level description that accompanies each Educational Need Area.)

	Academic Performance: The description includes a clear statements of the student's current performance in the content area of the educational need area. The description is written in specific terms and is self-explanatory (i.e., is not a standalone test score). Any technical or educational terms used are defined or explained.
	Functional Performance: The description includes a clear statements of any functional behavior, such things as communication, self-management, social interaction, motor skills and adaptive behavior that are related to performance in the Educational Need area.
	Impact of disability on participation and progress in the general classroom: The Present Level description includes a how the student's disability affects his/her participation and progress in the general curriculum. This statement is descriptive of the specific disability deficit and not a statement of the disability alone. This should also include a description of impact on promotion and graduation.

On Your Own Learning Activities: Educators

Locate the state reading standards for your students' grade level

Louisiana Department of Education 2014-15 Curricular Standards https://www.louisianabelieves.com/academics/2014-2015-curricular-package

Consider the standards for the specific grade level

Use a data analysis process to conduct a drill down

Look at the reading standards for a specific grade:

What are the pre-requisite skills needed to demonstrate proficiency of the standards?

- Phonemic awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension
- Orthography (writing)

Of these skills, where does the student demonstrate proficiency? (These become descriptors in the PLAFP statements.)

- Formal reading assessment
- Informal assessment

Can the standard(s) be achieved with an accommodation?

For example, can the student

- compare /contrast two ideas if given orally rather than being asked to read the items independently?
- demonstrate understanding of a text when it is read orally?

Given these responses:

- what skills need to be taught explicitly for student to demonstrate proficiency on grade-level standards?
- which skills/knowledge can be acquired in the general classroom with an accommodation/assistive technology?

On Your Own Learning Activities: Parents/Families

Locate the state reading standards for your student's grade level

Louisiana Department of Education 2014-15 Curricular Standards https://www.louisianabelieves.com/academics/2014-2015-curricular-package

Consider the standards for Independent Reading

Think of your student in the context of these next items:

1. Is your son or daughter able to select books for your to read to him or her?
2. Is your son or daughter able to read books independently?
3. Does your son or daughter read books to others – you, a sibling, a friend?
4. Does your son or daughter show a particular interest in certain types of books?
    - What topics?
    - What interests?
    - About how often – how many times a week - does your son or daughter pick up a book to read?
5. Does your son or daughter ever want to know more about something he or she read in a book? If so, how does she or he explore further?
6. Does your son or daughter ever re-tell a book he or she has read? Is the re-telling vivid or mostly just the facts of the story?
7. What are ways you encourage your son or daughter to read?

Resources & References

What do we mean by present levels?

Doing Your Homework: Your Child's IEP & Progress in the General Education Curriculum
http://www.wrightslaw.com/heath/progress.curriculum.htm#sthash.rjtia3iZ.dpuf

Present Level of Performance: Essential Elements
http://www.specialed.us/issues-IEPissues/writingiep/plopcheck.html
http://education.wm.edu/centers/ttac/resources/articles/iep/checklistpresent/index.php

What data should be used?

- IEP Writing & Data Collection
  http://go.microsoft.com/fwlink/?LinkId=121315
- A2Z Education Advocates—Fast Fact Friday: Baseline Data
  http://a2zeducationaladvocates.blogspot.com/2012/04/fast-fact-friday-baseline-data.html

How might the data be analyzed?

- TIERS Group—Data Use Steps
  http://www.hdc.lsuhsc.edu/tiers/modules/Module/DataUseSteps/story.html
- Appreciative Inquiry: Building on the Positive

Appreciating and Valuing the Best of "What Is"

Envisioning "What Might Be"

↓

Dialoguing "What Should Be"

↓

Dialoguing "What Should Be"

Process for posing questions to look for what works and basing decisions building on what works.

Sample Questions:

- What do we know this student can do well? What are the conditions or circumstances that support his/her doing well?
- What would be possible if this student could do well all the time? From the data we have on this student and our experience with this student, what most helps this student do well?
- From the data we have on this student and our experience, what should we expect from this student?
- What will it take to help this student meet our expectations?

Note: This is just one brief example to illustrate the kind of questions that can be used when building from an approach such as appreciative inquiry.

Resources & References

Guided Conversation Method

Structures interpersonal communication in a natural, productive way:

- It follows the path our mind often takes when it acknowledges and responds to stimuli.
- It helps to build group consensus which can lead to decision and action.

Consists of a sequence of questions enabling participants to:

- thoughtfully look at an event, topic, or issue;
- mull it over;
- decide their responses to it; and
- consider course of action in relationship to it.

Just Remember: ORID

Objective: Provides rich impressionistic base for deliberation about the topic. Ex*: Let's review what we know about this student. Let's look at the data we have.*

Reflective: Connects the topic to personal experiences, invites identification of feeling level response, and explores relationships. Ex: *How does the data compare to your experiences with this student?*

Interpretive: Explores meaning and significance, and invites analysis and synthesis. Ex: *Where has the student done well and why do we think he has done well? Where are the gaps?*

Decisional: Encourages evaluation and articulation of implications, resolutions, next steps; and provides measure of closure. Ex: *As a result of our data analysis, what do we see as areas of need?*

Note: The above example questions are simply inserted for illustration purposes. Many other questions should be developed using the information presented in the PowerPoint.

What decisions can be made from the data analysis?

- Reading Rockets—SMART IEPs (Step 1): Start with Baseline information on Your Child
  http://www.readingrockets.org/article/smart-ieps-step-1-start-baseline-information-your-child
- National Alternative Assessment Center—Using Data to Make Decisions
  http://www.cehd.umn.edu/NCEO/Presentations/GSEGkickoff/AAAAS/
  UsingDataToMakeDecisions.ppt

Resources & References

What decisions can be made from the data analysis?, cont.

- Using Student Achievement Data to Support Instructional Decision Making http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf

How do you decide on student need and write an effective present level statement?

Louisiana Department of Education 2014-15 Curricular Standards

https://www.louisianabelieves.com/academics/2014-2015-curricular-package