
How Do We Get Them There From Here? Effective Decision-Making and Documentation for Standards-Based IEPs

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Developing Standards-Based IEPs

- **Topics to be covered:**
 - What is a standards-based IEP?
 - What is the role of each IEP team member in developing a standards-based IEP?
 - What are the steps in developing a standards-based IEP?
 - What do sections of a standards-based IEP look like?
 - How can the information provided for, and developed within, the standards-based IEP assist in making state-mandated assessment decisions?

Components of the IEP

- **Today's focus is on the development of the**
 - Present Level of Academic Performance
 - Long term goal/short term objectives
- **Information regarding other aspects of IEP development can be found:**
 - In Illuminate sessions
 - In the Special Education Implementation Manual
 - In the Accommodations Manual

References

- **Special Education Implementation Manual**
- ***inForum*: Standards-Based IEPs: Implementation in Selected States**
 - Eileen Ahearn, Project Forum, National Association of State Directors of Special Education
- ***inForum*: Standards-Based Individualized Education Program Examples**
 - Marla Davis Holbrook, Project Forum, National Association of State Directors of Special Education

6 Steps to Developing a Standards-Based IEP

- **Based on “Standards-Based Individualized Education Program Examples”**
- **Each step has several questions that should be discussed by the members of the IEP team who are:**
 - Knowledgeable of grade-level content
 - Knowledgeable of student current functioning in academic, general learning, and life skills
 - Knowledgeable of the current accommodations and assessments

IEP Team

Team Member	Team Role
General Education Teacher	Assists members in understanding the general education curriculum; the skills needed to by the student to make progress within the curriculum; classroom and state-mandated assessments; behavioral and social expectations in the school
Special Education Teacher	Presents data related to the student's current academic, developmental, and functional skills level; the types and use of accommodations; the types and use of supports; the impact of specially designed instruction on student progress
Parent	Gives insight into the way the student uses academic and functional knowledge and skills in various environments; can voice successes or concerns about overall educational development of the student

IEP Team

Team Member	Team Role
System Representative	Provides information about the availability of resources; guidelines for the provisions of needed services and supports to both parents and teachers; helps ensure that all programs are working together toward student progress
Other Committee Members	Presents information on the unique aspects of the student's disability; how the disability affects learning and progress in the general curriculum
Student	Gives unique insight into personal strengths and needs in the classroom and other environments; provides a personal perspective on the effectiveness of the current program; can discuss personal goals for learning

6 Steps to Developing a Standards-Based IEP

- **Each step facilitates the development of an IEP that is**
 - Individualized for the student
 - Supports academic, general learning, and life skill development in all content areas
 - Guides the student toward making progress in the general curriculum
 - Guides the student toward making progress in the school and other environments

6 Steps to Developing a Standards-Based IEP

- **Step 1: Consider the grade-level content standards**
- **Step 2: Examine student data in relation to grade-level standards**
- **Step 3: Develop the present level of academic achievement and functional performance**
- **Step 4: Develop measurable annual goals aligned with grade-level content standards**
- **Step 5: Identify accommodations and supports**
- **Step 6: Determine appropriate assessment**

6 Steps to Developing a Standards-Based IEP

- **Today we will discuss:**
 - Step 1: Consider the grade-level content standards
 - Step 2: Examine student data in relation to grade-level standards
 - Step 3: Develop the present level of academic achievement and functional performance
 - Step 4: Develop measurable annual goals aligned with grade-level content standards
 - Step 6: Determine appropriate assessment

Step 1: Consider the Grade-Level Content Standards

- **Content standards for the grade in which the student is (will be) enrolled**
- **Content standards can be discussed in terms of:**
 - Intent of the standard
 - Skills needed to meet standard
 - Knowledge and skills that should be in place in order for student to meet standards
 - Methods for showing what students know and can do within the standard

Step 1: Consider the Standards

- **Intent of the standard**
- **Skills needed to meet standard**
 - Includes depth of knowledge
 - New skills and extensions
- **Knowledge and skills that should be in place in order for student to meet standards**
 - Prerequisites
 - Connections to previous learning
- **Assessment methods for showing what the student knows and can do**

Step 2: Examine Student Data in Relation to Grade-Level Standards

- **Data should reflect:**
 - The progress of the student within the grade-level curriculum
 - The appropriate instructional scaffolding and supports, including accommodations
 - Materials that are on (or aligned with) grade-level

Step 2: Examine Student Data

- **Compile and review a variety of data**
- **Those on the IEP team who are most familiar with the data and its meaning for the student should present to others**
- **Examination includes an analysis of:**
 - Why the data is indicative of student performance
 - What the data indicates about student learning
 - How the data can be utilized to determine future needs

Step 3: Develop Present Level of Academic Achievement and Functional Performance

- Documentation of the strengths and needs of the student based upon evidence provided**
- Consideration of the impact of the student's strengths and needs on progress toward meeting the general standards**
- Provides the foundation for measurable goals, short term objectives, supports, accommodations, and testing decisions**

Step 3: Develop Present Level of Performance

- **Answer the following questions to develop the present level of performance:**
 - How does the student's disability affect participation and progress in the general curriculum?
 - What strengths are currently in place that will support learning in the general curriculum?
 - What deficits are present that hinder progress toward learning in the general curriculum?
 - What do we know about the student's response to academic instruction?

Step 3: Develop Present Level of Performance

- **Answer the following questions to develop the present level of performance:**
 - What supports does the student need to acquire the knowledge and attain the skills to make progress in the general curriculum?
 - What supports does the student need to maintain participation in the general curriculum and other school (and/or community) environments?
 - Behavioral supports
 - Life skills/supports

Step 3: Develop Present Level of Performance

- **Answer the following questions to develop the present level of performance:**
 - What accommodations have been successful or not successful based upon evidence?
 - What conclusions about the student's progress toward grade-level standards can be drawn from classroom, district and state-wide assessment data?
 - Is the student on track to achieve grade-level proficiency within the year?

Step 4: Develop Measurable Goals Aligned with Grade-Level Standards

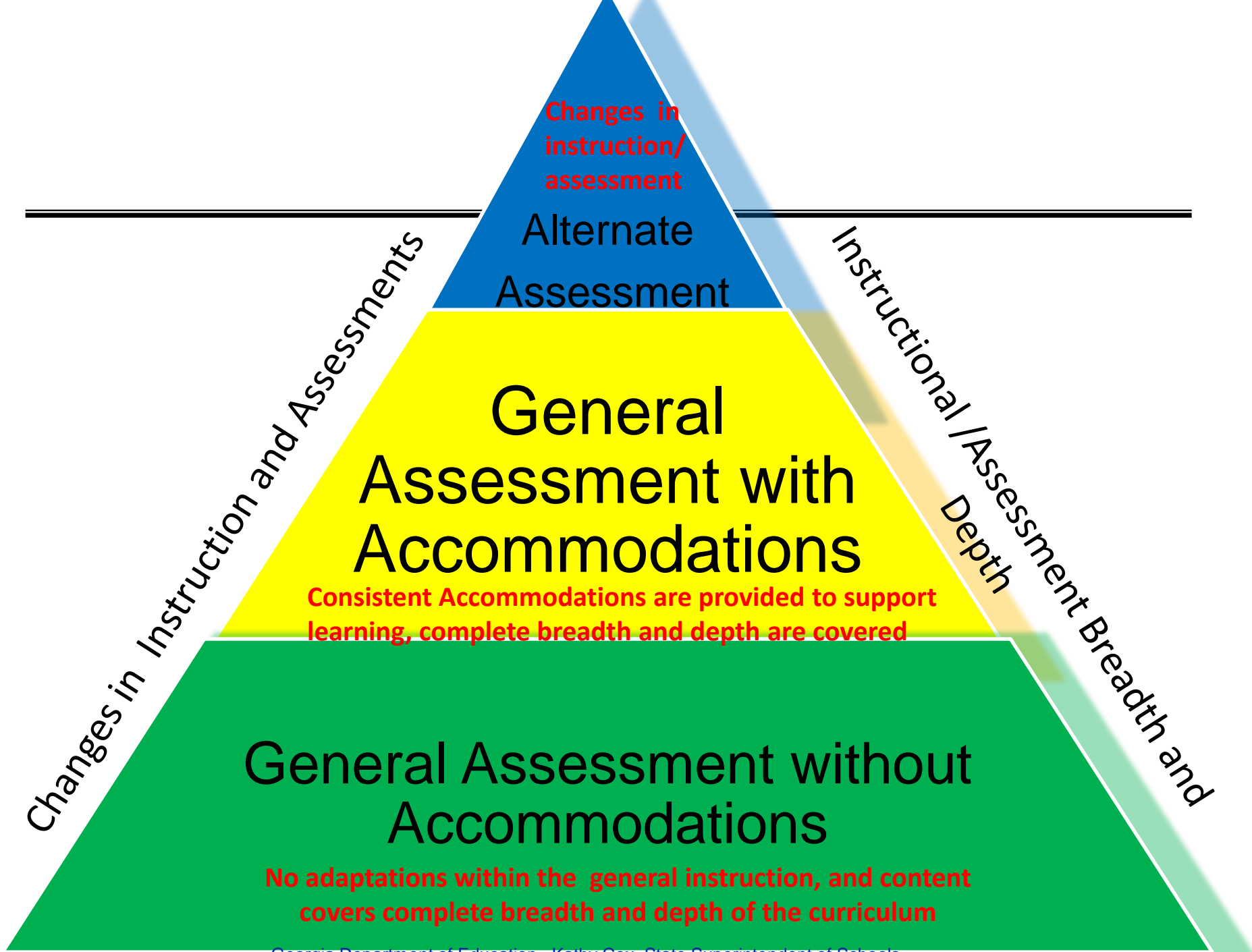
- **Goals and objectives are based upon the information gathered through Steps 1 – 3**
- **Goals and objectives can build on current strengths or address specified needs**
- **Goals and objectives are targeted WITHIN the general curriculum**
 - Not a restatement of the standard/element
 - Do not take the place of the curriculum
 - General and life skills may also be targeted

Step 4 : Develop Measurable Goals

- **Every goal/short term objective should meet certain criteria:**
 - Must be skill building – beyond what is considered “typical” for the curriculum
 - Must contain a target behavior, condition, and criteria
 - Must have a data collection strategy that supports the measurability of the goal

Step 6: Determining the Appropriate State-Mandated Assessment

- **ALL state-mandated assessments measure the student's learning in the general curriculum**
- **Therefore, ALL students with disabilities must have instruction in the general curriculum**
- **The determination of the state-mandated assessments through which the student will be assessed is NOT “which one is easiest” RATHER “which one matches the instruction, goals and objectives”**



Step 5: Determining the Appropriate State-Mandated Assessment

- The movement of the student through the levels of possible assessment should begin with the appropriateness of the general assessment without accommodations, then move from there**
- The decision must be supported by information in the PLP as well as IEP goals/objectives**

Wrap Up

- **There are six steps to developing a standards-based IEP**
- **Five steps were discussed today**
- **All steps/parts of the IEP work together to build a successful educational program for students with disabilities**

Contacts and Questions???????

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