

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(I) a statement of the child's present levels of academic achievement and functional performance, including-- (aa) how the child's disability affects the child's involvement and progress in the general education curriculum...

Statement 1:

T.J. is a pleasant young man. T.J. is interested in animals and volunteers at a local veterinarian's office. He assists in exercising the dogs, cleaning cages and feeding animals. He also enjoys watching movies, playing games on the computer and skateboarding. T.J. took the Ohio Proficiency Test in fourth grade with allowable accommodations. He scored "below basic" in reading. T.J. does not like to read and refuses to complete reading assignments. He has a reduced spelling list and is able to correctly spell three out of the five words on his list.

Response:

This statement is not compliant. It does not provide an adequate statement of the student's present levels of academic achievement. Nor does it include how the child's disability affects the child's involvement and progress in the general education curriculum.

Stating that the student can spell three out of five words correctly does provide baseline data. However, there is no reference to the level of the spelling words.

It is not clear whether the student's refusal to read is linked to reading deficits or behavioral deficits.

The opening information does not provide any indication of academic achievement or functional performance. It is useful information for completing the future planning section of the IEP.

Statement 2:

T.J. has been identified as having a disability in the area of reading. T.J.'s word analysis skills are limited to the identification of words containing one syllable. This impacts his ability to read with fluency and comprehension.

When given a 115-word passage at the fifth grade level in April, T.J. read only 29 words compared to an average of 109 words per minute by peers. T.J. uses context cues to gain meaning. T.J. needs visual cues and prompts for spelling when writing. This has implications for T.J.'s learning in other content areas.

Response:

This statement is compliant and strategically designed to improve student performance because it:

- 1. Provides levels of academic achievement (the academic content area with the students skill level and peer grade level performance).*
- 2. Provides the foundation (support) for identifying needs, developing goals and determining services.*
- 3. Includes how the disability has an impact on progress (achievement and performance) in the general education curriculum.*
- 4. Provides specific levels of academic and functional performance (with multiple forms of evidence) in areas of need within the general education curriculum.*
- 5. Provides current evaluation information that is time referenced (either by date or by time period [e.g., recent, last month]).*
- 6. Is understandable to all IEP team members (avoids statistics and acronyms).*

Statement 3:

T.J. has average to above average potential. He reads independently from below grade-level material. He is only able to answer basic fact questions after reading a passage. He has particular difficulties with decoding and word

IEP Inter-rater Agreement tool

analysis.

T.J. does not do well in Social Studies and Science, because of all of the reading required.

Response:

This statement meets minimum compliance. It does:

- 1. Provide some indication of academic achievement (this example also addresses functional performance due to reading being a functional activity).*
- 2. State that reading deficits impact several core academic areas within the general education curriculum.*

Proceed with CAUTION when using this approach. Stating that the student is reading below grade level does not provide enough detail to establish baseline from which to set targets. This present level of performance statement may not be clear to everyone on the IEP team without additional specific details on what the student can do. If baseline is not included in the present levels, then it must be incorporated in the needs section or within the goal statement.

Stating that the student is only able to answer basic fact questions does not provide enough detail to determine if the disability is primarily related to decoding, fluency or comprehension.

The following provides additional information related to this topic.

Online Publication

Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Chapter 4: Standards-Based Intervention Teams

Page 96 - Key Q: Referral Process

Examine the sections:

1. Identify a high-impact starting place; and
2. Analyze the symptoms to identify the root causes.

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/treasure_chest.asp

CD-ROM (available through the SERRC network)

Standards-Based Education in Ohio Providing Access to the General Curriculum for Students with Disabilities

From the menu, select

- * A Model for Standards-Based Instruction
- * Designing Standards-Based Instruction
- * Knowing the Student;

Also, examine Appendix B of the Trainers' Manual: Scenarios.

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(II) a statement of measurable annual goals, including academic and functional goals, designed to-- (aa) meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum...

Statement 1:

Given one-minute sixth grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

Supporting Details: Present levels of performance contains baseline data related to T.J.'s reading fluency (29 wpm).

Response:

This goal is compliant and strategically designed to improve student performance because it:

- 1. Addresses the student's needs that result from the disability.*
- 2. Provides access to the general education curriculum.*
- 3. Contains a measurable and observable skill (uses an action verb).*
- 4. Is supported by baseline data from the present levels (the goal and present levels use the same unit of measure -- in this case 'words per minute').*
- 5. States specifically what/how the student will do the action.*
- 6. Sets expectations for levels of academic and functional achievement in one year. Achieving this goal would enable the student to make progress in the general education curriculum.*
- 7. States how the goal will be measured.*

In addition, this goal is

- 1. Relevant to achieving future plans (this is likely to appear in Step 1 'Discuss future planning' on the IEP form.*
- 2. Understandable to all IEP team members.*

Statement 2:

T.J. will improve his reading fluency.

Supporting Details: Present levels of performance contain baseline data related to T.J.'s reading fluency (29 wpm).

Response:

This goal is not compliant. It does address the student's needs that result from the disability and it would provide access to the general education curriculum.

It is noncompliant because it is not measurable. The goal does not set a quantifiable expectation for achievement in one year.

This goal would not be understandable to all IEP team members.

Statement 3:

T.J. will analyze and decode words found in sixth grade materials with at least 60% accuracy.

Supporting Details: Present levels of performance contain baseline data related to T.J.'s reading fluency (29 wpm).

IEP Inter-rater Agreement tool

Response:

This goal meets minimum compliance. It does:

- 1. Address the student's needs that result from the disability.*
- 2. Provide access to the general education curriculum.*

Proceed with CAUTION when using this type of goal. The measurability of this goal is questionable. The goal is not supported by baseline data from the present levels of performance. Present levels of performance contained a fluency level of 29 words per minute. This goal focuses on decoding words.

An accuracy level of 60% may not be an appropriate measure. It is not clear if the measure requires the student to accurately analyze and decode 60% of a passage or 60% of a single word. If the student only read one syllable words from the sixth grade passages would that meet the criteria in this goal?

The goal is not supported by baseline data. With baseline data, the team can develop a goal that targets specific decoding deficits and establishes a measurable target (e.g., the student may be making substitution and addition errors, the goal could set a target for reducing or eliminating this type of error).

The following provides additional information related to this topic.

CD-ROM (available through the SERRC network)

Standards-Based Education in Ohio Providing Access to the General Curriculum for Students with Disabilities

From the menu, select

- A Model For Standards-Based Instruction
Connecting the IEP

Online Publication

A Guide for School Leaders

A companion to Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Section III—Strengthening Standards-Based Instruction: A Needs Assessment (pages 1-2)

A rubric to examine the implementation of standards-based instruction

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/pdf/School_Leader_Guide.pdf

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(III) a description of how the child's progress toward meeting the annual goals described in subclause (II) will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided

Statement 1:

Statement of Student Progress contains the following information:

The early childhood special education (ECSE) teacher will collect weekly data on Q.R.'s progress identifying colors. This data will be collected during typical preschool activities (e.g., building with blocks, painting, etc.) as well as during one-to-one teaching sessions. At a minimum, activities will include matching, labeling, naming and selecting the appropriate color. Data will be recorded on a data sheet, summarized by a percentage correct on a quarterly basis, and analyzed to see if Q.R. is on target to meet the annual goal.

Periodic Reports:

Quarterly written progress reports will be mailed home to the family. In addition, the ECSE teacher will schedule parent-teacher conferences two times per year including the annual IEP meeting. Informal biweekly communications with the early childhood education teacher and parent will occur to ensure that behaviors are observed under various conditions.

Response:

This information is compliant and strategically designed to improve student performance because it:

1. Describes how the data will be collected including the types of activities;
2. Describes how the data will be summarized;
3. Describes the frequency with which progress reports will be shared with parents;
4. Describes the method of sharing information with parents;
5. Examines progress to see if the student is making sufficient progress to meet the goal.

Special note — It is typically recommended that progress reports for students with IEPs occur as frequently as report cards for students without disabilities. Rule 3301-37-03 of the Ohio Administrative Code states that a student's developmental progress shall be reviewed and reported to parents at intervals established by the program's governing board. A conference involving the teacher and parent are required to be held at least twice a year.

Statement 2:

Statement of Student Progress contains the following information:

The early childhood special education (ECSE) teacher will collect data, record it on a data collection sheet twice a month, and determine if the progress is sufficient for achieving the goal by the end of the year.

Periodic Reports:

The ECSE teacher will send quarterly written progress reports and meet with the family in person two times per year.

Response:

This information meets minimum compliance because it:

1. Describes how the data will be collected and when;
2. Describes the frequency with which progress reports will be shared with parents;
3. Describes the method of sharing information with parents;
4. Examines progress to see if the student is making sufficient progress to meet the goal.

Proceed with CAUTION when using this approach. While the above statement is compliant it doesn't clearly articulate how the child's progress toward meeting the annual goals will be measured.

IEP Inter-rater Agreement tool

Statement 3:

Statement of Student Progress contains the following information:
The goals will be measured regularly.

Periodic Reports: Progress will be shared with the family on a regular basis.

Response:

This information is not compliant. It does not:

- 1. Describe how the child's progress toward meeting the annual goal will be measured;*
- 2. Describe how the data will be collected and when;*
- 3. Describe when periodic reports on the progress the child is making toward meeting the annual goal will be provided to parents.*

Special note — It is typically recommended that progress reports for students with IEPs occur as frequently as report cards for students without disabilities. Rule 3301-37-03 of the Ohio Administrative Code states that a student's developmental progress shall be reviewed and reported to parents at intervals established by the program's governing board. A conference involving the teacher and parent are required to be held at least twice a year.

The following provides additional information related to this topic.

CD-ROM (available through the SERRC network)

Standards-Based Education in Ohio Providing Access to the General Curriculum for Students with Disabilities
From the menu, select

- A Model For Standards-Based Instruction
- o Preparing for Instruction — Assessments

Online Publication

Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Key E: Range of Assessments (pages 32-38)

Key G: Rubrics and Other Graphic Organizers (pages 42-46)

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/treasure_chest.asp

Online Publication

A Guide for School Leaders

A companion to Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Section IV: Instructional Elements

Instructional Element 5: Selecting Assessment Methods (pages 45-46)

Instructional Element 6: Grading (pages 47-48)

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/pdf/School_Leader_Guide.pdf

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(III) a description of how the child's progress toward meeting the annual goals described in subclause (II) will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided

Statement 1:

T.J.'s progress will be measured, based on evidence obtained through progress monitoring that will include teacher-designed assessments and weekly running records. Parents will receive a progress report at the interim and quarterly grading periods.

Supporting Details: The IEP contains the following goal: Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

Response:

This statement is compliant and strategically designed to improve student performance because it:

- 1. Uses assessment strategies and data collection to monitor student progress.*
- 2. Provides a statement that includes how progress will be measured (e.g., charts, checklists).*
- 3. Provides sufficient measurement intervals to evaluate the student's progress toward achieving the goal by the end of the year.*
- 4. Indicates when the school will inform the family of progress toward meeting the goal.*

Statement 2:

Charting and quarterly progress reports to parents.

Supporting Details: The IEP contains the following goal: Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

Response:

This statement meets minimum compliance. It does:

- 1. Provide a statement that includes how progress will be measured (e.g., charts, checklists).*
- 2. Indicate when the school will inform the family of progress toward meeting the goal.*

Proceed with CAUTION when using this approach. There is no identification of the data collection intervals in this example. There is no evidence that sufficient measurement intervals will occur in order to evaluate the student's progress toward achieving the goal by the end of the year.

Proceed with CAUTION when only reporting progress quarterly. Does quarterly reporting give families enough information to stay actively involved in the student's education?

Statement 3:

Report card at each grading period.

Supporting Details: The IEP contains the following goal: Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

IEP Inter-rater Agreement tool

Response:

This statement is not compliant. It does not differentiate between the report card that provides progress in content areas and a progress report that provides progress on individual goals from the IEP.

The statement is also noncompliant because it does not describe how progress will be measured. The IEP team has not identified the data-collection process that will determine student progress.

The following provides additional information related to this topic.

CD-ROM (available through the SERRC network)

Standards-Based Education in Ohio Providing Access to the General Curriculum for Students with Disabilities

From the menu, select

- A Model For Standards-Based Instruction
- o Preparing for Instruction — Assessments

Online Publication

Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Key E: Range of Assessments (pages 32-38)

Key G: Rubrics and Other Graphic Organizers (pages 42-46)

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/treasure_chest.asp

Online Publication

A Guide for School Leaders

A companion to Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Section IV: Instructional Elements

Instructional Element 5: Selecting Assessment Methods (pages 45-46)

Instructional Element 6: Grading (pages 47-48)

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/pdf/School_Leader_Guide.pdf

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(III) a description of how the child's progress toward meeting the annual goals described in subclause (II) will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided

Statement 1:

Observational Checklist will be completed bi-weekly. Progress reports will be provided at each grading period.

Response:

This statement meets minimum compliance. It does:

1. *Identify the method of data collection.*
2. *Provide a summary of the student's progress at the end of the reporting period.*

Proceed with CAUTION when using this approach.

1. *The parties are not able to address lack of progress in a timely manner.*
2. *The parent/student is not provided documented progress, or lack of, in a timely manner that offers the opportunity for changes in instruction strategies or the IEP.*

Statement 2:

The classroom teacher will observe the student daily in order to weekly document and assess progress toward meeting the goal. Parent and teacher will review the progress at the end of each month to determine if the goal continues to be appropriate and an interim report specific to the student's progress toward meeting the goal will be provided to the parent. The parent will receive progress reports in accordance with the district's grade card reporting period.

Response:

This statement is compliant and strategically designed to improve student performance for the following reasons:

1. *The detail in this section shows an understanding of assessment strategies and data collection used to determine student progress.*
2. *The student's progress is monitored daily and recorded weekly allowing the teacher to identify needed changes in instructional strategies as soon as possible. The IEP also includes how progress will be measured (documented observation).*
3. *The parent and the teacher are discussing the student's progress on a regular basis. Collaboration allows both parties to consistently present changes in instruction, support or materials to the student as soon as needed.*
4. *The interim report allows the team to reconvene to address additional needs of the student if necessary.*

Statement 3:

Report card at each grading period.

Response:

This statement is not compliant for the following reasons:

1. *The parent is not provided with the student's progress until a full reporting period has passed.*
2. *The method of data collection is not identified.*
3. *If progress is not reviewed and reported on a more regular basis, then changes in instructional strategies, goals and services may not occur in time to prevent failure to achieve goals.*

The following provides additional information related to this topic.

IEP Inter-rater Agreement tool

CD-ROM (available through the SERRC network)

Standards-Based Education in Ohio Providing Access to the General Curriculum for Students with Disabilities
From the menu, select

- A Model For Standards-Based Instruction
- o Preparing for Instruction — Assessments

Online Publication

Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Key E: Range of Assessments (pages 32-38)

Key G: Rubrics and Other Graphic Organizers (pages 42-46)

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/treasure_chest.asp

Online Publication

A Guide for School Leaders

A companion to Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Section IV: Instructional Elements

Instructional Element 2: Planning for Assessment (pages 39-40)

Instructional Element 5: Selecting Assessment Methods (pages 45-46)

Instructional Element 6: Grading (pages 47-48)

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/pdf/School_Leader_Guide.pdf

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(IV) a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child--

(aa) to advance appropriately toward attaining the annual goals;

(bb) to be involved in and make progress in the general education curriculum in accordance with subclause (I) and to participate in extracurricular and other nonacademic activities; and

(cc) to be educated and participate with other children with disabilities and nondisabled children in the activities described in this subparagraph;

Statement 1:

Supporting Details — Present Levels:

B.A. is a fifth grade student. She answers "who," "what," "when" and "where" questions about a story with 90-100 percent accuracy when reading independently from material with third grade level readability. She answers less than 50 percent of the comprehension questions correctly, when the questions ask "why" and "what will happen."

Supporting Details - Goal:

B.A. will independently read material with a third grade readability level and respond to 'why' and 'what will happen' questions with 80 percent accuracy.

Services provided by the intervention specialist include:

- consultation with the regular education teacher 15 minutes a week;
- consultation with the parent 20 minutes per month;
- consultation with the student 15 minutes per week to discuss the use of comprehension strategies in a variety of settings, including school and community;
- direct and explicit instruction of comprehension strategies through guided practice and opportunities for the student to practice using comprehension strategies when reading grade-level curriculum materials 20 minutes per week.

Response:

This statement is compliant and strategically designed to improve student performance for the following reasons.

1. *The services clearly identify and reflect the scope of the specialized education program connected to a specified goal.*
2. *The IEP team identified multiple services for a single goal.*
3. *The IEP team connected the services to the individual providing the service (i.e., the intervention specialist).*
4. *The IEP team tailored services to the student's needs.*
5. *Each service has a separate specific frequency.*

Statement 2:

Supporting Details — Present Levels:

B.A. is a fifth grade student. She answers "who," "what," "when" and "where" questions about a story with 90-100 percent accuracy when reading independently from material with third grade level readability. She answers less than 50 percent of the comprehension questions correctly, when the questions ask "why" and "what will happen."

Supporting Details - Goal:

B.A. will independently read material with a third grade readability level and respond to 'why' and 'what will happen' questions with 80 percent accuracy.

Service: Consultation and direct instruction 15 minutes per week.

IEP Inter-rater Agreement tool

Response:

This statement is not compliant.

Combining consultation and direct instruction under one frequency leaves the actual delivery of services vague and open to multiple interpretations. It is appropriate to provide both consultation and direct instruction. When that occurs, the IEP team attaches a separate frequency to each service.

Statement 3:

Supporting Details — Present Levels:

B.A. is a fifth grade student. She answers "who," "what," "when" and "where" questions about a story with 90-100 percent accuracy when reading independently from material with third grade level readability. She answers less than 50 percent of the comprehension questions correctly, when the questions ask "why" and "what will happen."

Supporting Details - Goal:

B.A. will independently read material with a third grade readability level and respond to 'why' and 'what will happen' questions with 80 percent accuracy.

Service: Intervention specialist will consult with the student on the use of reading comprehension strategies - 15 minutes a week.

Response:

This statement meets minimal compliance.

Proceed with CAUTION when using this approach. The level of service implies that the student has mastered the instructional components related to the area of need and only requires monitoring and prompting to maintain the skills over time and across multiple settings. Consultation may lead to direct instruction when the intervention specialist identifies deficits or limited progress toward goal attainment. If this occurs on a regular basis, the IEP team needs to reconvene and discuss the type and level of services the student needs in order to attain the goal.

The following provides additional information related to this topic.

CD-ROM (available through the SERRC network)

Standards-Based Education in Ohio Providing Access to the General Curriculum for Students with Disabilities

From the menu, select

- A Model For Standards-Based Instruction
- o Connecting the IEP

Online Publication

Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Introduction (page 3) — Question 1

Key J: High Impact Strategies for Struggling Learners (Pages 57-62)

Examine the section:

Accommodating students who have difficulty even after all the best preventative techniques have been used.

Chapter 3: Standards-Based Scheduling and Delivery Systems (Pages 66-67)

Examine the section:

What is teaming for standards-based instruction?

Chapter 3: Standards-Based Scheduling and Delivery Systems (Page 80)

Examine the section:

Teaming Skills

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/treasure_chest.asp

Online Publication

IEP Inter-rater Agreement tool

A Guide for School Leaders

A companion to Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Section IV: Instructional Elements

Instructional Element 9: Selecting Instructional Strategies (Pages 53-54)

Instructional Element 10: Collaborating (Pages 55-56)

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/pdf/School_Leader_Guide.pdf

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(IV) a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child--

(aa) to advance appropriately toward attaining the annual goals;

(bb) to be involved in and make progress in the general education curriculum in accordance with subclause (I) and to participate in extracurricular and other nonacademic activities; and

(cc) to be educated and participate with other children with disabilities and nondisabled children in the activities described in this subparagraph;

Statement 1:

Background Information

The goal related to these services is:

Q.R. will identify, through matching, naming and selecting, 10 basic colors (red, blue, green, yellow, white, black, brown, orange, pink, purple) progressing from 40 percent correct to 80 percent correct.

Service: Developmental delay.

Response:

This information is not compliant.

A statement of the student's disability does not describe the specific services needed to achieve the goal.

Statement 2:

Background Information

The goal related to these services is:

Q.R. will identify, through matching, naming and selecting, 10 basic colors (red, blue, green, yellow, white, black, brown, orange, pink, purple) progressing from 40 percent correct to 80 percent correct.

Service: small group instruction.

The early childhood special education teacher will provide specially designed instruction for 30 minutes per day.

Response:

This information meets minimum compliance.

It describes the services that are individually designed for this child.

Proceed with CAUTION when using this approach. This statement does not provide adequate information on the type of service, or how it will help the child reach the goal. Labeling the service 'small group instruction' may not be clear to all IEP team participants (How many students will there be in the small group? Do group members share common goals? Will the grouping allow time to address the unique learning needs of the student?) If a parent questions instruction in a small group, the district will need to describe the specially designed instruction and verify that it was done for 30 minutes per day.

Statement 3:

Background Information

The goal related to these services is:

IEP Inter-rater Agreement tool

Q.R. will identify, through matching, naming and selecting, 10 basic colors (red, blue, green, yellow, white, black, brown, orange, pink, purple) progressing from 40 percent correct to 80 percent correct.

Service: direct instruction on readiness skills for 30 minutes per day; and consultative services to regular early childhood teacher (15 minutes per week) and parent (20 minutes per month).

The early childhood special education (ECSE) teacher will provide direct instruction during naturally occurring preschool activities, such as circle time, block area, reading nook, and motor activities as well as during one-to-one and small group table activities on readiness skills totaling 30 minutes per day.

The regular early childhood teacher will reinforce these skills throughout the week with activities incorporating color identification and numeracy skills. Progress documentation will be discussed on a biweekly basis with the staff and parent. The ECSE teacher will provide supporting materials and activities monthly. ECSE teacher will provide consultative services to the parent at 20 minutes per month. ECSE teacher will provide consultative services to the regular early childhood teacher 15 minutes per week.

Response:

This information is compliant and strategically designed to improve student performance because it:

- 1. Describes services that are individually designed for this child;*
- 2. Identifies the type of service;*
- 3. Describes structures and practices that will enable the child to reach the goals;*
- 4. Defines how instruction will be given;*

Specifies how the early childhood teacher will carry out the goals.

The following provides additional information related to this topic.

CD-ROM (available through the SERRC network)

Standards-Based Education in Ohio Providing Access to the General Curriculum for Students with Disabilities

From the menu, select

- A Model For Standards-Based Instruction
- o Connecting the IEP

Online Publication

Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Introduction (page 3) — Question 1

Key J: High Impact Strategies for Struggling Learners (Pages 57-62)

Examine the section:

Accommodating students who have difficulty even after all the best preventative techniques have been used.

Chapter 3: Standards-Based Scheduling and Delivery Systems (Pages 66-67)

Examine the section:

What is teaming for standards-based instruction?

Chapter 3: Standards-Based Scheduling and Delivery Systems (Page 80)

Examine the section:

Teaming Skills

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/treasure_chest.asp

Online Publication

A Guide for School Leaders

A companion to Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Section IV: Instructional Elements

IEP Inter-rater Agreement tool

Instructional Element 9: Selecting Instructional Strategies (Pages 53-54)

Instructional Element 10: Collaborating (Pages 55-56)

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/pdf/School_Leader_Guide.pdf

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(IV) a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child--

(aa) to advance appropriately toward attaining the annual goals;

(bb) to be involved in and make progress in the general education curriculum in accordance with subclause (I) and to participate in extracurricular and other nonacademic activities; and

(cc) to be educated and participate with other children with disabilities and nondisabled children in the activities described in this subparagraph;

Statement 1:

Service: Learning Disability

Accommodation:

Tests read aloud and audiotapes provided, as needed.

Supporting Details:

The goal related to these services is:

Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

Response:

This statement is not compliant.

The service is not specially designed because it does not address the unique needs of the child that result from the child's disability nor does it specify how the instruction will be delivered, the content of the instruction or the kind and type of service the student will receive. Listing a disability category in the service area does not provide a statement of the special education services. This also applies to a listing a person instead of the services they provide. For example, listing Speech-Language Pathologist (SLP) as the service is not appropriate. The service is speech therapy.

Structures and practices are not evident that will enable the student to reach goals. The accommodations are to occur 'as needed.' This is open to multiple interpretations and can affect the student's progress in the general education curriculum.

Eliminate the use of 'as needed' within the IEP document. The IEP needs to specify when, where and how accommodations will occur.

Statement 2:

Service: Direct instruction by the intervention specialist in basic reading skills.

The intervention specialist will provide direct instruction in basic reading skills that includes phonics, vocabulary, and comprehension instruction and guided repeated oral reading practice. The regular education teacher will reinforce fluency development by providing opportunities for paired reading in all academic content areas.

Tests containing reading passages and multiple choice items need to be read to T.J.

Content from large reading passages will be presented using graphic organizers.

T.J. will have access to audiotapes of required reading.

IEP Inter-rater Agreement tool

T.J. may clarify answers to test questions with oral or visual responses.

Supporting Details:

The goal related to these services is:

Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

Response:

This statement is compliant and strategically designed to improve student performance for the following reasons:

- 1. This is specially designed instruction - Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child's disability, and to ensure access of the child to the general curriculum, so that the child can meet the educational standards by the state board of education, that apply to all children.*
- 2. The service is specially designed because it addresses the unique needs of the child that result from the child's disability.*
- 3. The service is specially designed because the kind or type of service is clearly identified.*
- 4. The service is specially designed because the delivery of instruction is defined.*
- 5. It considers the student's approaches to learning.*
- 6. It clearly specifies how regular education teachers will carry out accommodations.*
- 7. It considers the student's approaches to learning.*

Additional considerations:

- 1. When a related service is included, the support clearly assists the student to benefit from special education.*
- 2. The IEP may include any necessary training for staff or parents to implement specialized services.*

Statement 3:

Service: Specially-designed instruction

Accommodations in all settings:

- *Read tests
- *Provide audiotapes of textbooks
- *Provide graphic organizers

Supporting Details:

The goal related to these services is:

Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

Response:

This statement meets minimal compliance. The service is specially designed and program supports are identified.

Proceed with CAUTION when using this approach. There is a broad scope to specially-designed instruction (e.g., individual or group instruction, direct instruction or consultant teacher to the regular education teacher). The kind or type of service in this example is not clearly identified.

This example does not clearly specify how the regular education teachers will carry out specific modifications and accommodations.

The following provides additional information related to this topic.

CD-ROM (available through the SERRC network)

IEP Inter-rater Agreement tool

Standards-Based Education in Ohio Providing Access to the General Curriculum for Students with Disabilities
From the menu, select

- A Model For Standards-Based Instruction
- o Connecting the IEP

Online Publication

Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Introduction (page 3) — Question 1

Key J: High Impact Strategies for Struggling Learners (Pages 57-62)

Examine the section:

Accommodating students who have difficulty even after all the best preventative techniques have been used.

Chapter 3: Standards-Based Scheduling and Delivery Systems (Pages 66-67)

Examine the section:

What is teaming for standards-based instruction?

Chapter 3: Standards-Based Scheduling and Delivery Systems (Page 80)

Examine the section:

Teaming Skills

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/treasure_chest.asp

Online Publication

A Guide for School Leaders

A companion to Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Section IV: Instructional Elements

Instructional Element 9: Selecting Instructional Strategies (Pages 53-54)

Instructional Element 10: Collaborating (Pages 55-56)

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/pdf/School_Leader_Guide.pdf

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(V)an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities...

Statement 1:

Step 6: Determine least restrictive environment.

Resource room where a small class size and limited distractions provide the opportunity for intensive, direct instruction and guided practice.

Supporting Details: The IEP indicates the service is direct instruction in language arts by the intervention specialist in a small group setting.

Frequency: 20 minutes of direct intervention per day during the student's language arts block.

Response:

This statement is compliant and strategically designed to improve student performance for the following reasons:

- 1. There is evidence of criteria for determining the need for instruction outside the general education setting.*
- 2. The statement establishes a framework for support needed for the student to make progress in the general education curriculum.*
- 3. The statement establishes a link between the setting and the service the student will receive.*

Statement 2:

Step 6: Determine least restrictive environment.

Resource room, due to the need for specialized instruction.

Supporting Details: The IEP indicates the service is direct instruction in language arts by the intervention specialist in a small group setting.

Frequency: 20 minutes of direct intervention per day during the student's language arts block.

Response:

The statement meets minimum compliance. It identifies the setting and offers a broad explanation of the extent to which the child will not participate with nondisabled students.

Proceed with CAUTION when using this approach. Without providing details related to the specialized instruction, it is impossible to determine whether additional supports and services may enable the student to receive instruction in the regular education setting.

Statement 3:

Step 6: Determine least restrictive environment.

Resource room.

Supporting Details: The IEP indicates the service is direct instruction in language arts by the intervention specialist in a small group setting.

Frequency: 20 minutes direct intervention per day during the student's language arts block.

Response:

This statement is not compliant.

IEP Inter-rater Agreement tool

There is no evidence that the team used criteria to determine that the student would be best served outside the regular education classroom.

The following provides additional information related to this topic.

Online Publication

Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Chapter 1: Standards-Based Assessment Mapping

Why Create a Standards-Based Assessment Map? (page 9)

Examine the second question.

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/treasure_chest.asp

Online Publication

A Guide for School Leaders

A companion to Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Section IV: Instructional Elements

Instructional Element 7: Communicating High Expectations (pages 49-50)

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/pdf/School_Leader_Guide.pdf

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(VI)(aa) a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments consistent with section 612(a)(16)(A)...

Statement 1:

Services Section:

Accommodations:

*Tests read aloud

*Extended time for tests and assignments

Supporting Details:

On the Statewide and Districtwide Testing Page the IEP team identified the following accommodation: in the area of reading - read directions and questions; in the areas of math, science and citizenship - directions, passages and questions read aloud.

Goal: Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

Response:

The statement meets minimum compliance. The accommodations facilitate collecting a true measure of academic achievement.

Proceed with CAUTION when using this approach. Reading the reading test to a student is not an allowable accommodation. It is allowable to read the directions and questions on the reading assessment. This statement does not indicate the responsibilities of the regular education teacher in relation to providing the accommodations.

Statement 2:

Services Section:

Tests read when needed and when staff is available.

Supporting Details:

On the Statewide and Districtwide Testing Page the IEP team identified the following accommodation: in the area of reading - read directions and questions; in the areas of math, science and citizenship - directions, passages and questions read aloud.

Goal: Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

Response:

This statement is not compliant.

Eliminate the use of 'as needed' within the IEP document. The IEP needs to specify when, where and how accommodations will occur.

The needs of the student determine the services -- not the availability of staff.

Statement 3:

Services Section:

IEP Inter-rater Agreement tool

Accommodations in the regular education setting provided by the regular education teacher include reading test directions, passages and questions; allowing extended time during testing situations.

Supporting Details:

On the Statewide and Districtwide Testing Page the IEP team identified the following accommodation: in the area of reading - read directions and questions; in the areas of math, science and citizenship - directions, passages and questions read aloud.

Goal: Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by two words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

Response:

This statement is compliant and strategically designed to improve student performance for the following reasons.

- 1. Contents of the IEP show knowledge of adaptation, modification and supports to meet the needs of students with disabilities in the general education curriculum.*
- 2. The accommodations do not change the content or structure of the test.*
- 3. The accommodations do not change what the test is intended to measure.*
- 4. The accommodations do not change or enhance the student's response.*
- 5. The accommodations listed for statewide and districtwide testing occurs during classroom assessments.*

The following provides additional information related to this topic.

CD-ROM (available through the SERRC network)

Standards-Based Education in Ohio Providing Access to the General Curriculum for Students with Disabilities

From the menu, select

- A Model For Standards-Based Instruction
- o Connecting the IEP

Online Publication from The Access Center, a national technical assistance (TA) center funded by the U.S. Department of Education's Office of Special Education Programs.

Strategies to Improve Access to the General Education Curriculum.

http://www.k8accesscenter.org/training_resources/programsandpractices.asp

Online Publication

Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Chapter 1: Standards-Based Assessment Mapping

Key B: Essential Understandings -- Why is Teaching to Essential Understanding so Important? (page 22)

Chapter 2: Standards-Based Instructional Design System

Key J: High Impact Strategies for Struggling Learners (pages 58-60)

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/treasure_chest.asp

Online Publication

A Guide for School Leaders

A companion to Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Instructional Element 9: Selecting Instructional Strategies (page 54)

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/pdf/School_Leader_Guide.pdf

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(VI)(bb) if the IEP Team determines that the child shall take an alternate assessment on a particular State or districtwide assessment of student achievement, a statement of why-- (AA) the child cannot participate in the regular assessment; and (BB) the particular alternate assessment selected is appropriate for the child;

Statement 1:

P.E. is working well below grade level and would not pass the assessment.

Supporting Details: If the IEP team determines that the child shall take an alternate assessment, a statement of why the child cannot participate in the regular assessment and will be taking alternate assessment appears on the statewide and districtwide testing page.

Response:

This statement is not compliant.

It is important that participation in the alternate assessment not be based solely on disability condition, achievement level, school attendance or social/cultural factors.

The team did not base the rationale for participation in an alternate assessment on criteria provided by the Office for Exceptional Children and the Office of Assessment.

Statement 2:

P.E.'s instructional level is four levels below his current grade level and the instruction is substantially modified from the instruction that occurs in the general education setting. The instruction focuses on the application of state standards through essential life skills. The regular assessment would not provide a valid and reliable measure of proficiency, even with accommodations. P.E. will participate in Ohio's Standards-Based Alternate Assessment. This assessment provides an appropriate measure of P.E.'s performance and progress toward meeting grade-level content standards.

Supporting Details: If the IEP team determines that the child shall take an alternate assessment, a statement of why the child cannot participate in the regular assessment and will be taking alternate assessment appears on the statewide and districtwide testing page.

Response:

This statement is compliant and strategically designed to improve student performance for the following reasons:

1. *Participation in assessments reflects an understanding of current statewide testing rules.*
2. *Rationale for participation in an alternate assessment is based on criteria provided by the Office for Exceptional Children and the Office of Assessment. There is evidence of a decision framework:*
 - a. *Does the student require substantial modifications to the general education curriculum?*
 - b. *Does the student require instruction, focused on the application of state standards through essential life skills?*
 - c. *Does the student require instruction multiple levels below age/grade level?*
 - d. *Is the student unlikely to provide valid and reliable measure of proficiency in content areas via standardized assessment even with accommodations?*

The IEP team provided a statement related to the appropriateness of the assessment tool.

Statement 3:

P.E. requires the highest level of individualized instruction in all academic content areas. Ohio's Standards-Based

IEP Inter-rater Agreement tool

Alternate Assessment is appropriate to measure P.E.'s performance of standards-based knowledge and skills.

Supporting Details: If the IEP team determines that the child shall take an alternate assessment, a statement of why the child cannot participate in the regular assessment and will be taking alternate assessment appears on the statewide and districtwide testing page.

Response:

The statement meets minimum compliance. This section provides a general statement of why the child cannot participate in the regular assessment. It also states why the alternate assessment selected is appropriate for the student.

Proceed with CAUTION when using this approach. The statement of why the student cannot participate is very general. It does not show evidence of using a decision framework and guidance provided by the Ohio Department of Education.

The following provides additional information related to this topic.

Online Publication

Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Chapter 2: Standards-Based Instructional Design System (pages 27-39)

Examine Key D: Connecting Essential Understandings and Authentic Assessments and Key E: Range of Assessments.

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/treasure_chest.asp

CD-ROM (available through the SERRC network)

Standards-Based Education in Ohio Providing Access to the General Curriculum for Students with Disabilities

From the menu, select -

A Model for Standards-Based Instruction; Designing Standards-Based Instruction

- a. Knowing the Academic Content Standards;
- b. Knowing the Student;
- c. Connecting the IEP; and
- d. Preparing for Instruction.

Online Resources from the Ohio Department of Education Web site

Ohio's Alternate Assessment for Students with Disabilities

http://www.ode.state.oh.us/proficiency/Alternate_Assessment/default.asp

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(VII)the projected date for the beginning of the services and modifications described in subclause (IV), and the anticipated frequency, location, and duration of those services and modifications;

Statement 1:

Initiation date: 8/25/2004

Expected duration date: Per adopted school year, excluding summer.

Frequency: 20 minutes per day.

Goal - Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by 2 words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

Response:

The statement meets minimum compliance. The IEP indicates specific dates for initiation and duration (all parties are clearly informed). Frequency specifies the service to be provided in minutes.

Proceed with CAUTION when using this approach. Frequency does not clearly state when the service will be provided and doesn't link the service/goal to a time period that provides an opportunity for immediate reinforcement of content area taught.

The duration clarifies that the service will be provided during the span of the school year and specifically eliminates the summer. Make sure this is understandable to all IEP team members.

Statement 2:

Initiation date: 8/25/2004

Expected duration: 6/5/2005

Frequency: 20 minutes of direct intervention per day during the student's language arts block.

Goal - Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by 2 words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

Response:

This statement is compliant and strategically designed to improve student performance for the following reasons:

- 1. The initiation identifies a specific date.*
- 2. The frequency specifically states the services will be directly provided to the student for 20 minutes per day and identifies a specific time the service will be provided.*
- 3. The frequency aligns with the goal.*

Statement 3:

Initiation date: August 2004

Expected duration: August 2005

Frequency: As needed

Goal - Given one-minute sixth-grade reading fluency probes, T.J. will increase his reading fluency by 2 words a minute each week, reaching a rate of 100 words per minute by the end of the school year.

Response:

IEP Inter-rater Agreement tool

This statement is not compliant.

The terms are vague; initiation of services may not begin at the onset of the school year.

There is no indication that the IEP is not in effect during the summer months.

The frequency is left to the discretion of an unknown person -- student, teacher?

The frequency is not clear and specific to any party and is subjective.

The following provides additional information related to this topic.

Online Publication

Standards—Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most at Risk

Chapter 3: Standards-Based Scheduling and Delivery Systems (pages 63-72)

Examine the sections:

1. Identify key provisions of the federal law related to services, modifications and support; and
2. Analyze the various systems discussed in the chapter related to service delivery and scheduling that allows for appropriate services for the student and collaboration between regular education teachers and special education teachers.

http://www.ode.stae.oh.us/exceptional_children/children_with_disabilities/treasure_chest.asp

CD-ROM (available through the SERRC network)

Standards-Based Education in Ohio Providing Access to the General Curriculum for Students with Disabilities

From the menu, select -

A Model for Standards-Based Instruction; Designing Standards-Based Instruction

Step 3: Connecting the IEP

Ohio's Instructional Management System: Meeting the Needs of All Students

http://ims.ode.state.oh.us/ode/ims/rrt/research/Topic_Meeting_the_Needs_of_All_Students.asp

This page on the ODE website links to research on meeting the needs of learners and relates it to instructional information.

IEP Inter-rater Agreement tool

Section:

614(d)(1)(A)(i)(VIII) beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter-- (aa) appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; (bb) the transition services (including courses of study) needed to assist the child in reaching those goals;

Statement 1:

The measurable postsecondary goal is found in the goals section of the IEP.

J.R. will identify and reject inappropriate requests during role-play activities in the classroom (3 out of 4 trials) and during assignment to work sites (no more than one incident per week appearing on J.R.'s work evaluation).

Supporting Details:

The IEP team included the following statements in the present levels of performance. J.R. enjoys people but has difficulty interacting with peers. He does not read the social cues of others and can be easily manipulated by others to engage in inappropriate behaviors.

The team identified the following employment and post secondary long-term outcome for J.R.: J.R. wants to work in the community at a job that allows him to work with and alongside others.

Response:

This statement is compliant and strategically designed to improve student performance for the following reasons:

- 1. There is evidence of age-appropriate (that fit the student's chronological age span) training, education, employment and independent living skills needs.*
- 2. The goal is supported by baseline data from the present levels.*
- 3. The goal states specifically what/how the student will do the action.*
- 4. The goal contains an observable skill (uses an action verb).*
- 5. The goal is understandable to all IEP team members.*
- 6. There is evidence of a connection between the school, community, family and student.*
- 7. The goal supports the student's plans for post-secondary activities.*

Additional consideration:

There is a focus on the student's course of study that leads to the secondary school experiences.

Statement 2:

Incorrect choice.

The measurable postsecondary goal is found in the goals section of the IEP.

J.R. will interact appropriately with supervisors and coworkers as measured by positive weekly reports from work sites.

Supporting Details:

The IEP team included the following statements in the present levels of performance. J.R. enjoys people but has difficulty interacting with peers. He does not read the social cues of others and can be easily manipulated by others to engage in inappropriate behaviors.

The team identified the following employment and post secondary long-term outcome for J.R.: J.R. wants to work in the community at a job that allows him to work with and alongside others.

IEP Inter-rater Agreement tool

Response:

This statement meets minimum compliance. It does show evidence of age-appropriate (that fit the student's chronological age span) employment needs. There is evidence of a connection between the school, community and student.

Proceed with CAUTION when using this approach.

The measurability of the goal is questionable. It relies on the weekly reports to define what is appropriate.

Statement 3:

The measurable postsecondary goal is found in the goals section of the IEP.

J.R. will explore interests and identify potential future places of employment.

Supporting Details:

The IEP team included the following statements in the present levels of performance. J.R. enjoys people but has difficulty interacting with peers. He does not read the social cues of others and can be easily manipulated by others to engage in inappropriate behaviors.

The team identified the following employment and post secondary long-term outcome for J.R.: J.R. wants to work in the community at a job that allows him to work with and alongside others.

Response:

This statement is not compliant.

The goal is not supported by baseline data from the present levels of performance.

The word 'explore' in the goal does not specifically state what/how the student will do the action.

The following provides additional information related to this topic.

The National Center on Secondary Education and Transition (NCSET) disseminates information, coordinates national resources and offers technical assistance related to secondary education and transition for youth with disabilities. Additional resources are available at <http://www.ncset.org>

Online Publication

National Alliance for Secondary Education and Transition. (2005). National standards and quality indicators: Transition toolkit for systems improvement. Minneapolis: University of Minnesota, National Center on Secondary Education and Transition. <http://www.ncset.org/websites/naset.asp>

IEP Inter-rater Agreement tool

Section:

614(d)(1)(B) IEP Team means a group of individuals composed of—

- (i) the parents of a child with a disability;
- (ii) not less than 1 regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such child;
- (iv) a representative of the local educational agency who--
 - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - (II) is knowledgeable about the general education curriculum; and
 - (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (vii) whenever appropriate, the child with a disability.

The Operating Standards for Ohio's Schools Serving Children With Disabilities state that the school district shall also invite a representative of any other agency that is likely to be responsible for providing or paying for transition services. If an agency invited to send a representative to a meeting does not do so, the school district shall take other steps to obtain participation of the other agency in the planning of any transition services. [Rule 3301-51-07(E)(4)]

Statement 1:

Check one of the following:

The IEP team was a

Face to face meeting

Video conference

Telephone Conference/ Conference Call.

Other persons who have been invited to attend this meeting include:

Mary Smith Participated Excused

Regular Education Teacher

Tom Brown Participated Excused

Title: Special Education Teacher

Sue Doe Participated Excused

Title: School Psychologist

Lisa Jones Participated Excused

Title: Principal

R.R.'s parents Participated Excused

R.R.'s private tutor Participated Excused

R.R. Participated Excused

Supporting Details:

R.R. is a fifth grader. This is not an annual review. The purpose of the IEP team meeting is to review R.R.'s IEP and to revise it, if appropriate. R.R. has a learning disability and currently has math and reading goals. R.R. receives accommodations, modifications and supports from the intervention specialist in the regular education classroom. The regular education teacher is currently responsible for implementing some of R.R. goals and objectives.

IEP Inter-rater Agreement tool

Response:

This statement is compliant and strategically designed to improve student performance for the following reasons:

- 1. There is evidence that the IEP team consists of the required minimum number of members.*
- 2. There is a member who can commit district resources as required.*
- 3. There is a member who can interpret, if necessary, the instructional implications of any evaluation results.*
- 4. At the discretion of R.R.s parents, his tutor has been invited to the IEP meeting.*
- 5. The regular education teacher is available to provide her subject matter expertise regarding the student's current levels of performance and educational needs.*

The student is in attendance at the IEP team meeting which ensures that his input will be part of the IEP process.

Statement 2:

Check one of the following:

The IEP team was a

Face to face meeting

Video conference

Telephone Conference/ Conference Call.

Other persons who were invited to attend the meeting included:

The district decided to excuse the regular education teacher because the district could not locate a substitute teacher to teach her classes. The district did not have time to contact the parents to notify them of this change prior to the meeting.

Mary Smith

Regular Education Teacher Participated Excused

Tom Brown

Special Education Teacher Participated Excused

Sue Doe

School Psychologist Participated Excused

Lisa Jones

Principal Participated Excused

R.R.'s parents Participated Excused

R.R.'s private tutor Participated Excused

R.R. Participated Excused

Supporting Details:

R.R. is a fifth grader. This is not an annual review. The purpose of the IEP team meeting is to review R.R.'s IEP and to revise it, if appropriate. R.R. has a learning disability and currently has math and reading goals. R.R. receives accommodations, supports, and modifications from the intervention specialist in the regular education classroom. The regular education teacher is currently responsible for some of R.R.'s goals and objectives.

Response:

This statement is not compliant for the following reasons:

- 1. The regular education teacher did not participate in the student's IEP team meeting.*
- 2. There is no evidence to support that the district obtained written input from the regular education teacher prior to the meeting regarding the student's educational needs or current levels of performance.*
- 3. There is no evidence to support that the district obtained the parents' written consent to excuse the regular education teacher from the meeting.*

Statement 3:

Check one of the following:

IEP Inter-rater Agreement tool

The IEP team meeting was a

Face to face meeting

Video conference

Telephone Conference/ Conference Call.

Other persons who were invited to attend the meeting included:

The district and the parent decided to excuse the school psychologist because of a last minute family emergency. Prior to the meeting the psychologist provided the team, which included the parents, with a copy of her evaluation of the student's current reading levels. The principal stated that she felt she could explain the results of the evaluation to the team

Mary Smith Participated Excused
Regular Education Teacher

Tom Brown Participated Excused
Title: Special Education Teacher

Sue Doe Participated Excused
Title: School Psychologist

Lisa Jones Participated Excused
Title: Principal

R.R.'s parents Participated Excused

R.R.'s private tutor Participated Excused

R.R. Participated Excused

Supporting Details:

R.R. is a fifth grader. This is not an annual review. The purpose of the IEP team meeting is to review R.R.'s IEP and to revise it, if appropriate. R.R. has a learning disability and currently has math and reading goals. R.R. receives accommodations, supports, and modifications from the intervention specialist in the regular education classroom. The regular education teacher is currently responsible for some of R.R.'s goals and objectives.

Response:

This statement is minimally compliant

- 1. The school psychologist was excused by both parties prior to the meeting. The parent consented to the excusal in writing.*
- 2. The psychologist provided written input regarding the student's evaluation results prior to the meeting.*
- 3. The principal stated that she could provide information to the team regarding the evaluation results.*

Proceed with caution when using this approach. The psychologist provided the team with copies of the evaluation results but it is not clear if the team was also provided with written input that addressed the instructional implications of the evaluation results.

The following provides additional information related to this topic.

Online Publication

Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving

IEP Inter-rater Agreement tool

Results for Learners Most At-Risk

Chapter 2: Standards-Based Instructional Design System (pages 28-29)

Examine the section: Teaching a Standards-based Unit to Diverse Learners

Chapter 3: Standards-Based Scheduling and Delivery Systems (pages 66-88)

Examine the following:

1. What is teaming for standards-based instruction?
2. What does teaming to deliver standards-based instruction look like?
3. Who should be involved in planning and teaching?
4. What resources do we need?

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/treasure_chest.asp

Online Publication

A Guide for School Leaders

A companion to Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Section III—Strengthening Standards-Based Instruction: A Needs Assessment

A rubric to examine the implementation of standards-based instruction (pages 31-32)

Section IV: Instructional Elements

Instructional Element 3: Planning for Instruction (page 41)

Regular opportunities to collaborate for the planning, delivery and evaluation of instruction result in increased achievement for all students.

Instructional Element 7: Communicating High Expectations (pages 49-50)

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/pdf/School_Leader_Guide.pdf

IEP Inter-rater Agreement tool

Section:

614(d)(1)(C) IEP team attendance:

- (i) ATTENDANCE NOT NECESSARY- A member of the IEP Team shall not be required to attend an IEP meeting, in whole or in part, if the parent of a child with a disability and the local educational agency agree that the attendance of such member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
- (ii) EXCUSAL- A member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if--
- (I) the parent and the local educational agency consent to the excusal; and
- (II) the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting.
- WRITTEN AGREEMENT AND CONSENT REQUIRED- A parent's agreement under clause (i) and consent under clause (ii) shall be in writing.

Statement 1:

Check one of the following:

This IEP team meeting was a

- Face to face meeting
 Video conference
 Telephone Conference/ Conference Call.

John Doe

(Special Ed. Teacher) Participated Excused

Joe Allen

(Reg. Ed. Teacher) Participated Excused

Jane Smith

(Reg. Ed. Teacher) Participated Excused

Betty Jones

(Principal) Participated Excused

T.T.

(Parent) Participated Excused

Supporting details:

This is not an annual review. John Doe reminded the parent of the meeting to modify a reading goal and shared that the regular education teacher would not be attending. The student is currently participating in the general education reading class with special education services provided during the class.

Response:

This is not compliant.

- The parent did not consent to the excusal in writing.*
- There is no indication that, prior to the meeting, the excused IEP team member provided written input into the development of the IEP.*

Statement 2:

Check one of the following:

This IEP team meeting was a

IEP Inter-rater Agreement tool

Face to face meeting
 Video conference
 Telephone Conference/ Conference Call.

John Doe
(Special Ed. Teacher) Participated Excused
Joe Allen
(Reg. Ed. Teacher) Participated Excused
Jane Smith
(Reg. Ed. Teacher) Participated Excused
Betty Jones
(Principal) Participated Excused
T.T.
(Parent) Participated Excused

Supporting details:

This is not an annual review. The parent sent a note to John Doe indicating a desire to meet to discuss a reading goal on his child's IEP. The parent requested that the meeting occur before school and stated that it was not necessary to have all the regular education teachers attend (only the language arts teacher). The other regular education teacher provided a written update on the student's progress that was shared prior to the IEP meeting.

Response:

This is compliant and strategically designed to improve student performance for the following reasons:

- 1. Excusal is at the discretion of the parent. The parent consented to the excusal in writing.*
- 2. The parent and the district consent to the excusal.*
- 3. Prior to the meeting, the excused IEP team member provided written input into the development of the IEP.*
- 4. The district retains the written submission in the student's education records.*
- 5. The district representative is not excused.*

Statement 3:

Check one of the following:

This IEP team meeting was a

Face to face meeting
 Video conference
 Telephone Conference/ Conference Call.

John Doe Participated Excused
Joe Allen Participated Excused
Jane Smith Participated Excused
Betty Jones Participated Excused
T.T. Participated Excused

Supporting details:

This is not an annual review. The teacher sent a note to the parent indicating a desire to meet and discuss some concerns related to meeting the criteria established for the students reading goal. The parent wrote back to the teacher indicating that only the reading teacher needs to attend the meeting, the other regular education teachers may be excused.

Response:

This meets minimum compliance.

IEP Inter-rater Agreement tool

Proceed with CAUTION when using this approach.

The district did not include the team member titles with the names. Omitting titles may lead to confusion as to the roles and responsibilities of individuals serving as IEP team members. In this example, the excused teacher is the regular education math teacher.

The following provides additional information related to this topic.

Online Publication

Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Chapter 2: Standards-Based Instructional Design System (pages 28-29)

Examine the section: Teaching a Standards-based Unit to Diverse Learners

Chapter 3: Standards-Based Scheduling and Delivery Systems (pages 66-88)

Examine the following:

1. What is teaming for standards-based instruction?
2. What does teaming to deliver standards-based instruction look like?
3. Who should be involved in planning and teaching?
4. What resources do we need?

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/treasure_chest.asp

Online Publication

A Guide for School Leaders

A companion to Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Section III—Strengthening Standards-Based Instruction: A Needs Assessment

A rubric to examine the implementation of standards-based instruction (pages 31-32)

Section IV: Instructional Elements

Instructional Element 3: Planning for Instruction (page 41)

Regular opportunities to collaborate for the planning, delivery and evaluation of instruction result in increased achievement for all students.

Instructional Element 7: Communicating High Expectations (pages 49-50)

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/pdf/School_Leader_Guide.pdf

IEP Inter-rater Agreement tool

Section:

614(d)(3)DEVELOPMENT OF IEP.-- (A) IN GENERAL.--In developing each child's IEP, the IEP Team, subject to subparagraph (C), shall consider-- (i) the strengths of the child;

Statement 1:

The following statements appeared in the present levels of performance as “strengths for the child.”

Q.R.’s readiness skills have improved. He knows most of his colors and can identify some objects. He does not like to put away materials and toys when he is finished with them.

Response:

This statement meets minimal compliance. It includes brief information about Q.R.’s strengths.

Proceed with CAUTION when using this approach. This statement does not form the basis for identifying needs. There is not sufficient information for the IEP team to build on strengths to establish goals and rigorous targets.

Statement 2:

The following statements appeared in the present levels of performance as “strengths for the child.”

Teacher assessments in the area of readiness verify that he can match three-dimensional objects and colored pictures. He can sequence objects from small to large, and sort by color and shape. He independently completes puzzles with non-interlocking pieces and can put toys away in their appropriate place with a verbal request.

Response:

This statement is compliant and strategically designed to improve student performance because of the following reasons.

- 1. It describes what the student is able to do. This provides academic and developmental information that aligns with Ohio’s early learning content standards.*
- 2. This information provides the basis for identifying needs and encourages the team to build on these strengths when developing goals and setting rigorous targets.*

Statement 3:

No strengths were included in the present levels of performance of the IEP.

Response:

The law states that the IEP team shall consider the strengths of the child. The law does not specify that the team record these strengths in the IEP, however there needs to be evidence that the team considered the strengths of the student (e.g., IEP conference notes). One way to do this is through the present levels of performance section of the IEP. This information provides the basis for identifying needs and encourages teams to build on the identified strengths when developing goals. Strengths are also important when discussing involvement in the regular education program.

The following provides additional information related to this topic.

Online Publication

Standards-Based Instruction for All Learners

Chapter 1: Standards-Based Assessment Mapping

1. Examine Pages 7-15 for an overview

2. Examine Key A: Cluster and Pace Indicators pages 16-17 for an understanding of student strengths and

IEP Inter-rater Agreement tool

weaknesses;

3. Examine Key B: Essential Understandings pages 19-22 for an overview of how instructional needs are related to concept teaching and needed modifications and supports for students with diverse learning styles and needs; and
 4. Key C: Authentic Assessments pages 23-25 for a discussion related to the instructional role of assessment.
- http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/treasure_chest.asp

CD-ROM (available through the SERRC network)

Standards-Based Education in Ohio Providing Access to the General Curriculum for Students with Disabilities

From the menu, select -

A Model for Standards-Based Instruction; Designing Standards-Based Instruction

Step 2: Knowing the Student

IEP Inter-rater Agreement tool

Section:

614(d)(3)DEVELOPMENT OF IEP.-- (A) IN GENERAL.--In developing each child's IEP, the IEP Team, subject to subparagraph (C), shall consider-- (i) the strengths of the child;

Statement 1:

Supporting Details: No strengths were included in the present levels of academic and functional performance.

Response:

In developing an IEP, the IEP team, shall consider strengths of the student. The law does not specify that the team record the strengths in the IEP. Proceed with CAUTION when using this approach.

Evidence needs to exist that the team considered the strengths of the student (e.g., strengths recorded within present levels, IEP meeting notes that include strengths of the student or written input into the development of the IEP received prior to the meeting).

Including strengths within present levels of performance provides a basis for identifying needs and encourages the team to build on identified strengths when establishing goals and setting rigorous targets.

Consideration of the strengths of the child is a critical element when determining how the student's disability affects involvement and progress in the general education curriculum.

Statement 2:

The following statement was included in the present levels of performance.

T.J. works well when items are read to him.

Supporting Details: Consideration of the strengths of the child is a critical element when determining how the student's disability affects involvement and progress in the general education curriculum.

Response:

This statement meets minimum compliance.

This statement provides limited information.

Proceed with CAUTION when using this approach. The statement does not form the basis for identifying needs. There is not enough information for the IEP team to build on strengths to establish goals with rigorous targets.

Statement 3:

The following statement was included in the present levels of performance.

When the teacher orally reads grade level passages to T.J., he is able to answer all of the questions about the passages. T.J. is able to complete work involving reading when the reading material is supported by visuals.

Supporting Details: Consideration of the strengths of the child is a critical element when determining how the student's disability affects involvement and progress in the general education curriculum.

Response:

This statement is compliant and strategically designed to improve student performance for the following reasons.

Including strengths within present levels of performance provides a basis for identifying needs and encourages the team to build on identified strengths when establishing goals and setting rigorous targets.

IEP Inter-rater Agreement tool

The following provides additional information related to this topic.

Online Publication

Standards-Based Instruction for All Learners

Chapter 1: Standards-Based Assessment Mapping

1. Examine Pages 7-15 for an overview
2. Examine Key A: Cluster and Pace Indicators pages 16-17 for an understanding of student strengths and weaknesses;
3. Examine Key B: Essential Understandings pages 19-22 for an overview of how instructional needs are related to concept teaching and needed modifications and supports for students with diverse learning styles and needs; and
4. Key C: Authentic Assessments pages 23-25 for a discussion related to the instructional role of assessment.

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/treasure_chest.asp

CD-ROM (available through the SERRC network)

Standards-Based Education in Ohio Providing Access to the General Curriculum for Students with Disabilities

From the menu, select -

A Model for Standards-Based Instruction; Designing Standards-Based Instruction

Step 2: Knowing the Student

IEP Inter-rater Agreement tool

Section:

614(d)(3)(A)(iii)DEVELOPMENT OF IEP.-- (A) IN GENERAL.--In developing each child's IEP, the IEP Team, subject to subparagraph (C), shall consider-- ...; (iii) the results of the initial evaluation or most recent evaluation of the child;...

Statement 1:

The following statement was included in the present levels of performance.

During a classroom-based assessment given in April, T.J. was able to sound out individual phonemes (13 out of 20). Errors included sound additions and substitutions, reversals (b for d) and long /u/ for short /u/.

Supporting Details: Consideration of evaluation results is a critical element when determining how the child's disability affects the child's involvement and progress in the general education curriculum.

Response:

This statement is compliant and strategically designed to improve student performance for the following reasons:

- 1. Including the results of the initial evaluation or most recent evaluation of the child within present levels of performance provides the baseline data that is critical to identifying needs, developing goals and determining services.*
- 2. Baseline data from assessments provides direction for establishing goals and setting rigorous targets.*
- 3. Avoiding statistics and acronyms helps all IEP team members understand the data.*

Statement 2:

Supporting Details: no evaluation results were included in the present levels of academic and functional performance.

Response:

In developing an IEP, the IEP team shall consider the results of the initial evaluation or most recent evaluation (inclusive of classroom assessments) of the child. The law does not specify that the team record the results of the initial or most recent evaluation of the child in the IEP. Proceed with CAUTION when using this approach.

Evidence needs to exist that the team considered recent evaluation results (e.g., results recorded within present levels, IEP meeting notes that include evaluation results, or written input into the development of the IEP received prior to the meeting).

Including the results of the initial evaluation or most recent evaluation of the child within present levels of performance provides the baseline data that is critical to identifying needs, developing goals and determining services. Without evaluation results, there is not enough information for the IEP team to establish goals with rigorous targets.

Consideration of evaluation results is a critical element when determining how the child's disability affects the child's involvement and progress in the general education curriculum.

Statement 3:

The following statement was included in the present levels of performance.

T.J. took the Ohio Achievement Test in the fourth grade with allowable accommodations. He scored "below basic" in reading.

IEP Inter-rater Agreement tool

Supporting Details: Consideration of evaluation results is a critical element when determining how the child's disability affects the child's involvement and progress in the general education curriculum.

Response:

*This statement meets minimum compliance.
This statement provides limited information.*

Proceed with CAUTION when using this approach. The information is not sufficient for identifying needs. There is not enough information for the IEP team to establish goals with rigorous targets.

The following provides additional information related to this topic.

Online Publication

Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk
Chapter 1: Standards-Based Assessment Mapping
Key C: Authentic Assessments (page 23)

Examine the following:

1. What is quality assessment?
2. What is authentic assessment?
3. What does an authentic assessment look like?

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/treasure_chest.asp

Online Publication

A Guide for School Leaders

A companion to Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Section IV: Instructional Elements

Instructional Element 1: Aligning Curriculum (pages 37-38)

Instructional Element 5: Selecting Assessment Methods (pages 45-46)

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/pdf/School_Leader_Guide.pdf

CD-ROM (available through the SERRC network)

Standards-Based Education in Ohio Providing Access to the General Curriculum for Students with Disabilities

From the menu, select -

A Model for Standards-Based Instruction; Designing Standards-Based Instruction

Step 1: Knowing the Academic Content Standards;

Step 2: Knowing the Student

Step 4: Preparing for Instruction

IEP Inter-rater Agreement tool

Section:

614(d)(3)(B)(i)CONSIDERATION OF SPECIAL FACTORS.--The IEP Team shall-- (i) in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;

Statement 1:

Background information: Behavior is marked on the "Special Factors" page of the IEP and present levels of performance contain the baseline data related to the behavioral concerns.

The team identified the following measurable annual goal.

C.W. will follow all classroom rules identified with a minimum of one incident per month.

Response:

This information is not compliant.

The IEP team needs to consider how the disability affects the child's participation in appropriate activities. This goal gives no information pertaining to obstacles that impact the student's ability to follow the school rules.

Statement 2:

Background information: Behavior is marked on the "Special Factors" page of the IEP and present levels of performance contain the baseline data related to the behavioral concerns.

The team identified the following measurable annual goal.

C.W. will display no more than one challenging behavior during transitions in the school day.

Response:

This information meets minimum compliance.

It demonstrates knowledge of special factors and considerations identified in IDEIA.

Proceed with caution when using this approach. The focus of the goal does not promote a positive approach to supporting appropriate behaviors. There is no evidence of specific behavioral supports.

Statement 3:

Background information: Behavior is marked on the "Special Factors" page of the IEP and present levels of performance contain the baseline data related to the behavioral concerns.

The team identified the following measurable annual goal.

Given a picture schedule to follow, C.W. will quietly and in pace with his peers move independently from one activity to another during three out of four classroom transitions.

Response:

This information is compliant and strategically designed to improve student performance because it:

- 1. Demonstrates knowledge of special factors and considerations identified in IDEIA;*
- 2. Promotes a positive approach to supporting appropriate behaviors;*
- 3. Provides evidence of integration and coordination throughout the child's instructional day.*

The following provides additional information related to this topic.

Online Publication

Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

IEP Inter-rater Agreement tool

Chapter 4: Standards-Based Intervention Assistance Teams (pages 96-102)

Examine the following sections:

2. The next step is to help analyze the problem. What causes or maintains it? (Page 96)
3. Coaching the teacher to clearly describe the symptoms of the root problem. (Page 98)
4. After the possible root cause has been identified and described, the coach helps the teacher generate a hypothesis about what might reduce or eliminate the problem. A goal is then developed from that hypothesis.
5. Identify student responses to past interventions to help the team understand the student's style of learning.
6. Design a data collection system for tracking growth toward the goal (Baseline Data Collection).

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/treasure_chest.asp

Online Information

Office for Exceptional Children - Positive Behavior Interventions and Supports

http://www.ode.state.oh.us/exceptional_children/Positive_Behavior/default.asp

IEP Inter-rater Agreement tool

Section:

614(d)(3)(B)(i)CONSIDERATION OF SPECIAL FACTORS.--The IEP Team shall-- (i) in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;

Statement 1:

The following goal is evidence that behavior is addressed in the body of the IEP:

In three out of four situations, Sam will discuss the steps that lead to verbal conflict and engage in problem solving activities that reduce verbal conflict with peers during group activities in academic settings.

Supporting Details: Behavior is marked on the Special Factors page and present levels of performance contain the baseline data related to the behavioral concerns.

Response:

This goal is compliant and strategically designed to improve student performance for the following reasons:

- 1. The content of the IEP demonstrates a working knowledge of special factors and considerations identified in IDEA.*
- 2. The IEP identifies opportunities for the use of positive behavioral interventions and supports to address behavior.*
- 3. There is evidence of integration and coordination throughout the student's course of study and educational environment.*

Statement 2:

The following goal is evidence that behavior is addressed in the body of the IEP:

Sam will reduce verbal outbursts to one incidence per week.

Supporting Details: Behavior is marked on the Special Factors page and present levels of performance contain the baseline data related to the behavioral concerns.

Response:

This goal meets minimum compliance. It does address the student's need.

Proceed with CAUTION when using this type of goal. The focus of the goal does not align with the use of positive behavioral interventions. Also, there is no evidence of integration and coordination throughout the student's course of study and educational environment.

Statement 3:

The following goal is evidence that behavior is addressed in the body of the IEP:

Sam will follow all school rules identified in the student handout with a minimum of one infraction per month.

Supporting Details: Behavior is marked on the Special Factors page and present levels of performance contain the baseline data related to the behavioral concerns.

Response:

This goal is not compliant.

There is no evidence of the need for special education.

IEP Inter-rater Agreement tool

The IEP team needs to consider how the disability affects the student's participation in appropriate activities. The goal gives no information pertaining to obstacles that impact the student's ability to follow the school rules (e.g., understanding cause and effect, limited de-escalation skills).

The following provides additional information related to this topic.

Online Publication

Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Chapter 4: Standards-Based Intervention Assistance Teams (pages 96-102)

Examine the following sections:

2. The next step is to help analyze the problem. What causes or maintains it? (Page 96)
3. Coaching the teacher to clearly describe the symptoms of the root problem. (Page 98)
4. After the possible root cause has been identified and described, the coach helps the teacher generate a hypothesis about what might reduce or eliminate the problem. A goal is then developed from that hypothesis.
5. Identify student responses to past interventions to help the team understand the student's style of learning.
6. Design a data collection system for tracking growth toward the goal (Baseline Data Collection).

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/treasure_chest.asp

Online Information

Office for Exceptional Children - Positive Behavior Interventions and Supports

http://www.ode.state.oh.us/exceptional_children/Positive_Behavior/default.asp

IEP Inter-rater Agreement tool

Section:

614(d)(3)(B)(iv) CONSIDERATION OF SPECIAL FACTORS.--The IEP Team shall-- ...; (iv) consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode;...

Statement 1:

The following goal is evidence that communication is addressed in the body of the IEP:

P.F. will use a variety of grammatically correct sentences when speaking at least four out of five times.

Supporting Details: Communication is marked on the Special Factors page and present levels of performance contain baseline data for the communication concerns.

Response:

This goal meets minimum compliance. It does address the student's need.

Proceed with CAUTION when using this type of goal. There is no evidence of integration and coordination throughout the student's course of study and educational environment. The IEP does not specify when or where the student will work on the goal.

The use of the word variety makes the goal vague. The IEP does not clarify if the focus is on conversational speaking, responding to questions or formal presentations.

Statement 2:

The following goal is evidence that communication is addressed in the body of the IEP:

P.F. will respond, beyond one-word, to questions during classroom discussions and provide additional details when requested through follow-up questioning on four out of five trials.

Supporting Details: Communication is marked on the Special Factors page and present levels of performance contain baseline data for the communication concerns.

Response:

This goal is compliant and strategically designed to improve student performance for the following reasons:

- 1. The content of the IEP demonstrates a working knowledge of special factors and considerations identified in IDEIA.*
- 2. The IEP identifies opportunities for addressing communication needs.*
- 3. There is evidence of integration and coordination throughout the student's course of study and educational environment.*
- 4. The services section of the IEP is the area that would identify training and technical assistance for family and school personnel. The service area may also identify related services such as speech therapy, physical therapy and counseling.*

Statement 3:

The following goal is evidence that communication is addressed in the body of the IEP:

IEP Inter-rater Agreement tool

P.F. will improve communication.

Supporting Details: Communication is marked on the Special Factors page and present levels of performance contain baseline data for the communication concerns.

Response:

This goal is not compliant.

The goal does not use baseline data from the present levels to establish criteria for measuring progress. The word 'improve' in the goal does not specifically state what the student will do.

The following provides additional information related to this topic.

Online Publication

Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Chapter 4: Standards-Based Intervention Assistance Teams (pages 96-102)

Examine the following sections:

2. The next step is to help analyze the problem. What causes or maintains it? (Page 96)
3. Coaching the teacher to clearly describe the symptoms of the root problem. (Page 98)
4. After the possible root cause has been identified and described, the coach helps the teacher generate a hypothesis about what might reduce or eliminate the problem. A goal is then developed from that hypothesis.
5. Identify student responses to past interventions to help the team understand the student's style of learning.
6. Design a data collection system for tracking growth toward the goal (Baseline Data Collection).

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/treasure_chest.asp

IEP Inter-rater Agreement tool

Section:

614(d)(4)(A) REVIEW AND REVISION OF IEP.-- (A) IN GENERAL.--The local educational agency shall ensure that, subject to subparagraph (B), the IEP Team-- (i) reviews the child's IEP periodically, but not less frequently than annually, to determine whether the annual goals for the child are being achieved; and (ii) revises the IEP as appropriate to address-- (I) any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate; (II) the results of any reevaluation conducted under this section; (III) information about the child provided to, or by, the parents, as described in subsection (c)(1)(B); (IV) the child's anticipated needs; or (V) other matters.

Statement 1:

Date of IEP meeting: May 4, 2005

Effective dates of IEP: May 5, 2005 -- May 5, 2006 (excluding summer)

Date of next review: February 1, 2006

Response:

This statement is compliant and strategically designed to improve student performance for the following reasons:

- 1. The dates are clear to all parties, and the IEP is implemented immediately following the IEP meeting.*
- 2. The IEP team will review the student's progress towards the annual goals half way through the year in order to make changes that address any lack of documented progress.*
- 3. If any member of the IEP team is concerned that the IEP is inappropriate the team can convene prior to May 5, 2006 to develop a new IEP.*

Statement 2:

Date of IEP meeting: May 5, 2005

Effective dates of IEP: August 24, 2005 -- June 5, 2006

Date of next review: May 4, 2006

Response:

This statement meets minimum compliance. The IEP team convenes annually. The dates are clear to all parties.

Proceed with CAUTION when using this approach. The IEP is implemented three months after development. The team does not convene to review the student's progress and address any lack of progress in a timely manner prior to the end of the school year.

Statement 3:

Date of IEP meeting: May 5, 2005

Effective dates of IEP: May 2005 -- June 2006

Date of next review: June 2006

Response:

This statement is not compliant for the following reasons:

- 1. The date of the next review is not specific and is not within one year from the date of the IEP meeting.*
- 2. The parent is uninformed about the specifics of the IEP implementation and the date of review.*

The following provides additional information related to this topic.

IEP Inter-rater Agreement tool

Online Publication

Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Chapter 3: Standards-Based Scheduling and Delivery Systems (pages 87-88)

Examine the section: Finding the Time

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/treasure_chest.asp

Online Publication

A Guide for School Leaders

A companion to Standards-Based Instruction for All Learners: A Treasure Chest for Principal-Led Building Teams in Improving Results for Learners Most At-Risk

Section IV: Instructional Elements

Instructional Element 11: Identifying Interventions (pages 57-58)

http://www.ode.state.oh.us/exceptional_children/children_with_disabilities/pdf/School_Leader_Guide.pdf