

# Disclaimer:

These four modules were developed by the Human Development Center, LSU Health Sciences Center and the Jefferson Parish Families Helping Families with the financial support of the Louisiana Department of Education. Integral to the development process was input from a stakeholder group representing the perspectives of parents/family members, teachers, school administrators, related service professionals, counselors, and special education supervisors. East Baton Rouge Parish graciously hosted field tests of several of the modules so developers could solicit additional feedback on module content and sequence. Staff of the Louisiana Department of Education generously offered feedback and related material. Input and advice from all these people was vital to the process of module development, however, the Human Development Center, LSUHSC, is solely responsible for the final product. No endorsement from any entity or their representatives is intended or implied.



# Writing an Individualized Education Program (IEP): **Data-Driven Present Levels of Performance**





*I believe every single child is entitled to an education that sets her up for success in careers, college, and life.*

Remarks by Arne Duncan  
US Secretary of Education  
January 12, 2015





# The IEP Team Professional Learning Experience

Module 1: Overview & Getting Ready

Module 2: Data-Driven Present Levels of Performance

Module 3: Measurable Goals

Module 4: Accommodations, Modifications, & Service Delivery



# Module 2: Purpose

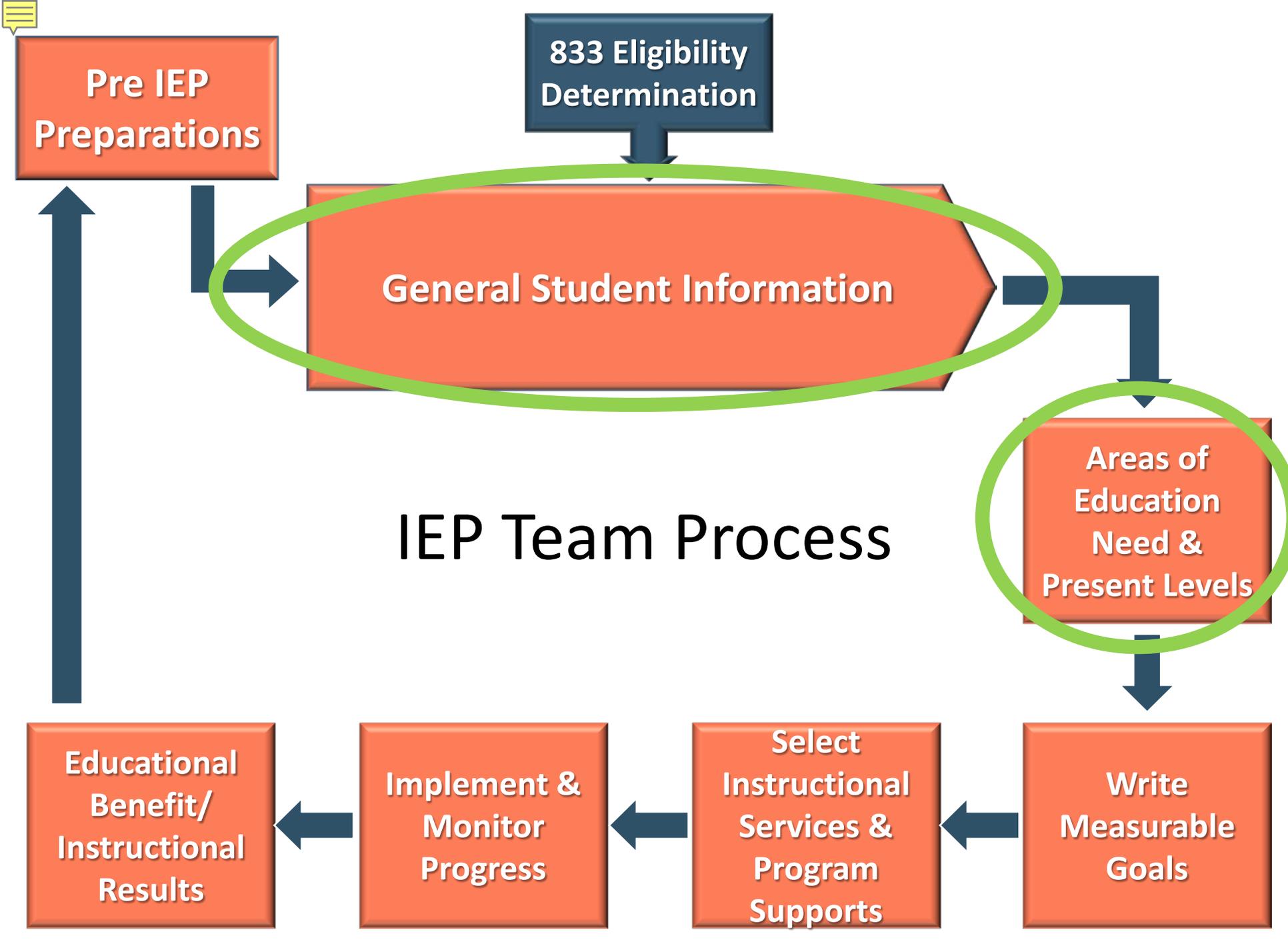
- What do we mean by present levels?
- What data should be used?
- How might the data be analyzed?
- What decisions can be made from the data analysis, including those for Act 833?
- How do you decide on student need and write an effective present level statement?



# Module 2: Expected Outcomes

Participants Will:

- ✓ Identify data sources that inform the IEP conversation
- ✓ Consider data analyses that facilitate IEP Team decisions, including those related to Act 833
- ✓ Know the importance of present levels of performance to IEP development
- ✓ Engage in individual and group learning



833 Eligibility Determination

Pre IEP Preparations

General Student Information

Areas of Education Need & Present Levels

# IEP Team Process

Educational Benefit/ Instructional Results

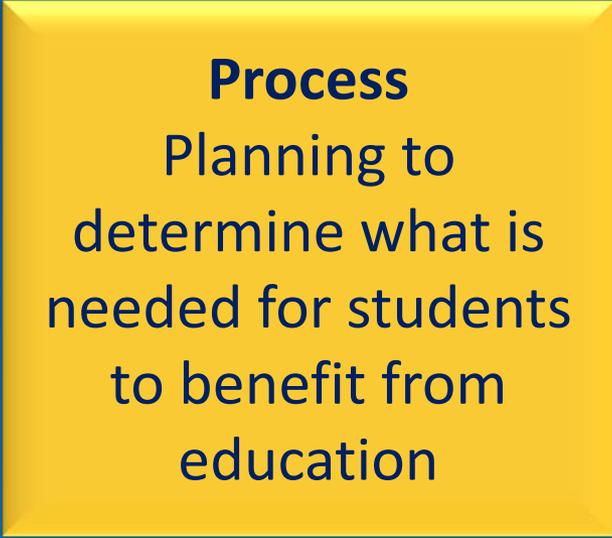
Implement & Monitor Progress

Select Instructional Services & Program Supports

Write Measurable Goals

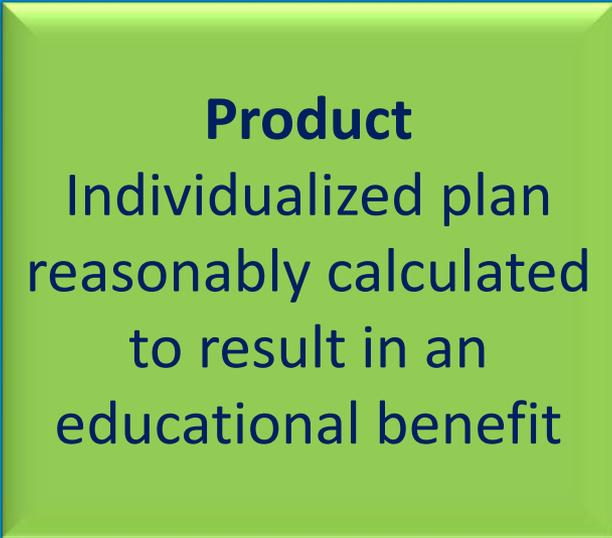


# ESEA IDEA Act 833



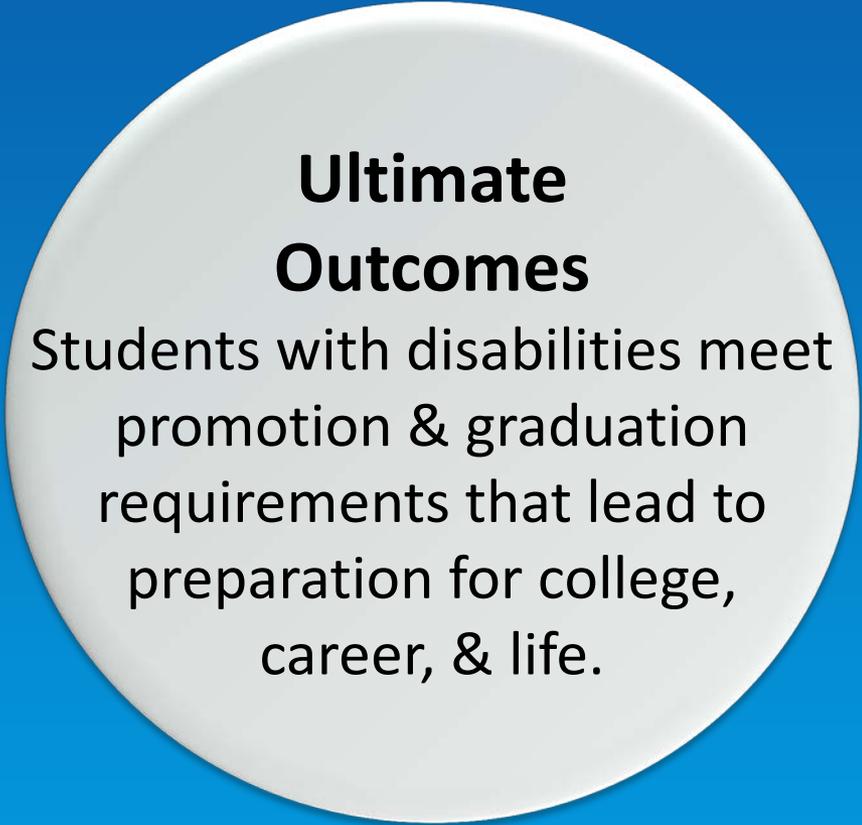
## Process

Planning to determine what is needed for students to benefit from education



## Product

Individualized plan reasonably calculated to result in an educational benefit



## Ultimate Outcomes

Students with disabilities meet promotion & graduation requirements that lead to preparation for college, career, & life.



# Consider the **Whole Child**

- Academic
- Behavior
- Communication
- Recreation & Leisure
- Health, Physical, Mental, Medical (Including Hearing & Vision)
- Technology (Use & Potential Need)



## Additional Considerations:

- Jobs & Job Training
- Postsecondary Education
- Community Participation
- Home/Independent Living
- Student's Postsecondary Goals

# General Student Information



## Consideration of Special Factors

- Strengths
- Parent Concerns
- Evaluation/Reevaluation Results
- Academic, Developmental, & Functional Needs
- Statewide Assessment Results
- Progress or Lack of Progress in the General Education Curriculum
- Behavior
- Limited English Proficiency
- Communication Needs
- Instruction in & Use of Braille
- Assistive Technology Services/Devices
- Health Needs

# Learning Together Activity: Gathering Data for Student Performance

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

Make a list of data sources you would want to use to guide conversations about a student's present performance?





**Ask Yourself:  
Where Might I Find  
Answers?**



What information and data should be gathered before the meeting about the general education curriculum and classroom?

## Considerations for Decision Making

- Gather Data
- Examine & Analyze Data
- Specify Current Performance
- Identify Gaps



# Gathering the Information

Before the IEP Team Meeting, pull together the most recent information that best describes the student's academic and functional performance

- ✓ Screening Data
- ✓ Evaluation Summary
- ✓ Teacher Data
- ✓ Parent/Family Information
- ✓ Student Self-Report Data
- ✓ Office Referral Data
- ✓ Observation Results
- ✓ Related Service Provider Data
- ✓ Extracurricular Staff Reports

# When Using Data from Evaluations

- Required for IEP development following initial evaluation or re-evaluation
- Choose data that are most relevant for accessing the general curriculum
- Use descriptive data versus a test or standard score
- Make sure the information is current



# Learning Together Activity: Finding the Data

Where and how  
do I gather the  
data?



# Analyzing Data

Everything that follows in the IEP is dependent upon effective analysis of the data.





# Options for Examining Relevant Student Data

Comparison  
to Reference  
Group

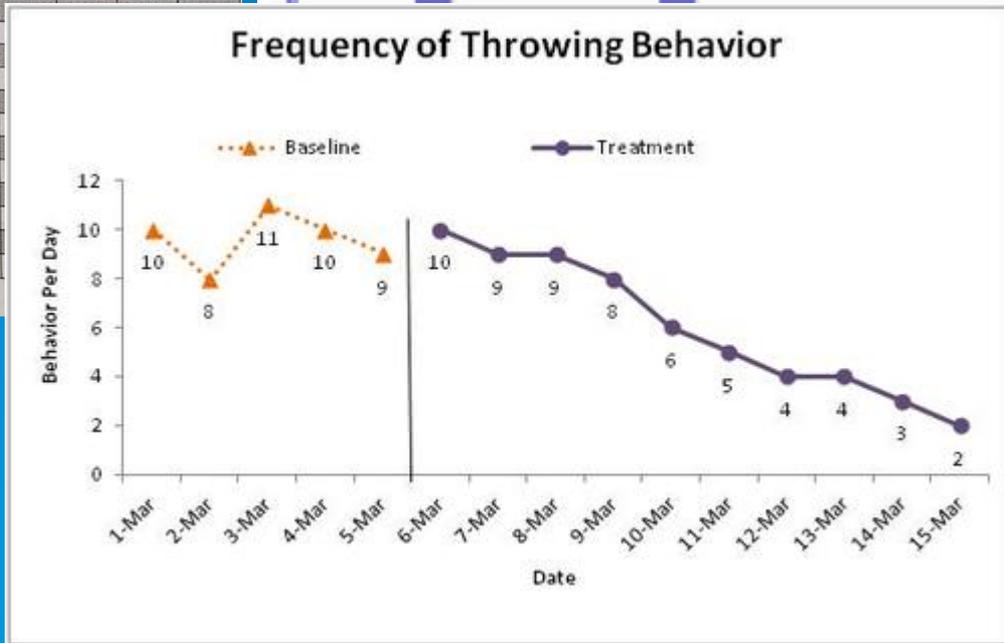
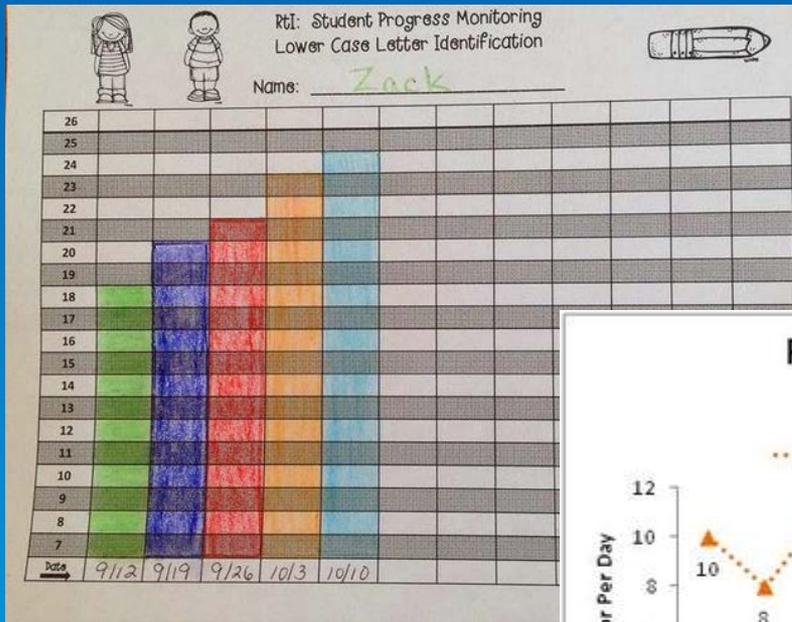
Outlier  
Identification

Disaggregation

Gap  
Analysis

Visual  
Analysis

# Data Summary Considerations



# Learning Together Activity: Using Data to Inform the IEP Team

Thinking  
together about  
data





# Act 833: Implications for IEP Teams

- All students deserve an educational path that leads to successful post-school career and community involvement
- IEP teams are integral to making decisions that involve promotion and graduation
- Implementation requires communication and coordination among IEP Team members

**Determine Act 833 Eligibility**

(Promotion, Individual Performance Criteria, & Graduation)



# General Student Information

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

Act 833  
Eligibility?

# Act 833: Graduation & Promotion

	Graduation	Promotion
Eligibility Criteria	<p>Student enters high school having not achieved at least a combination of basic/approaching basic on math and ELA in two of the three most recent years (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades)</p> <p><b>-or-</b></p> <p>Student does not achieve a score of Fair, Good, or Excellent after two attempts of the same EOC test.</p>	<p>In the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the state and local requirements for promotion or has not otherwise met state-established benchmarks on the required state assessments.</p>
Students to Consider	<p>Students in grades T9-12</p>	<p>Students in grades K-8 (there are only state established requirements for promotion in 4<sup>th</sup> and 8<sup>th</sup> grades; in the 15-16 school year all promotion requirements will be based on local pupil progression plans)</p>
Frequency of Eligibility Decision	<p>Once the student is eligible for this pathway to a diploma they remain eligible</p>	<p>Eligibility decision made annually based on previous year's results</p>

# IEP Conversations: Planning the Program



# Putting it All Together: General Student Information

## Talk about the Student's

- Skills & Strengths – General to Specific
- Concerns of the Parent
- Academic Achievement, Developmental Needs, & Functional Outcomes
- Performance in the Classroom & on Statewide Assessments
- Progress or Lack of Progress



**General Student Information**

HOMEBASED SCHOOL: \_\_\_\_\_ OTHER SCHOOL: \_\_\_\_\_

IEP TYPE: \_\_\_\_\_ INDIVIDUAL EVALUATION / WAIVER DATE: \_\_\_\_\_

Primary / Other	Exceptionality	Detail(s)
Primary		
Other		

Error: Subreport could not be shown.

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

General Information about the Student:

Strengths:

Parent Concerns:

Evaluation / Reevaluation Results:

Academic, Developmental, and Functional Needs:

Statewide Assessment Results:

Progress or lack of expected progress in general education curriculum:

**A Note about Forms....**

# Putting it All Together: General Student Information

## Special Factors – if Applicable

- Behavior
- Limited English Proficient
- Communication Needs
- Braille
- Assistive Technology
- Health Needs



**General Student Information (continued)**

Consideration of Special Factors

Behavior:

[Empty text box for Behavior]

Limited English Proficient:

[Empty text box for Limited English Proficient]

Communication Needs of Child:

[Empty text box for Communication Needs of Child]

Instruction in and use of Braille:

[Empty text box for Instruction in and use of Braille]

Assistive Technology Services / Devices - Please indicate AT devices used on the Accommodations Page

[Empty text box for Assistive Technology Services / Devices]

Health needs - IHP needs to be attached to IEP

[Empty text box for Health needs - IHP]

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

Transition Courses of Study - Attach plans to IEP

Individual Prescription for Instruction

Individual Transition Plan, aligns with the transition plan and has been updated annually

Educational / Career Plan for LAA1 Students: aligns with the transition plan and has been updated annually

Educational Needs:

Academic/Cognitive

Behavior

Communication

Motor

Self-Help

Social



REMEMBER



TIME FOR A BREAK



Educational Need,  
Content Area, &  
Present Levels

# IEP Development: A Roadmap for a Student's Educational benefit





**General Student Information**  
(continuing the conversation)

**Areas of Educational Need & Present Levels**

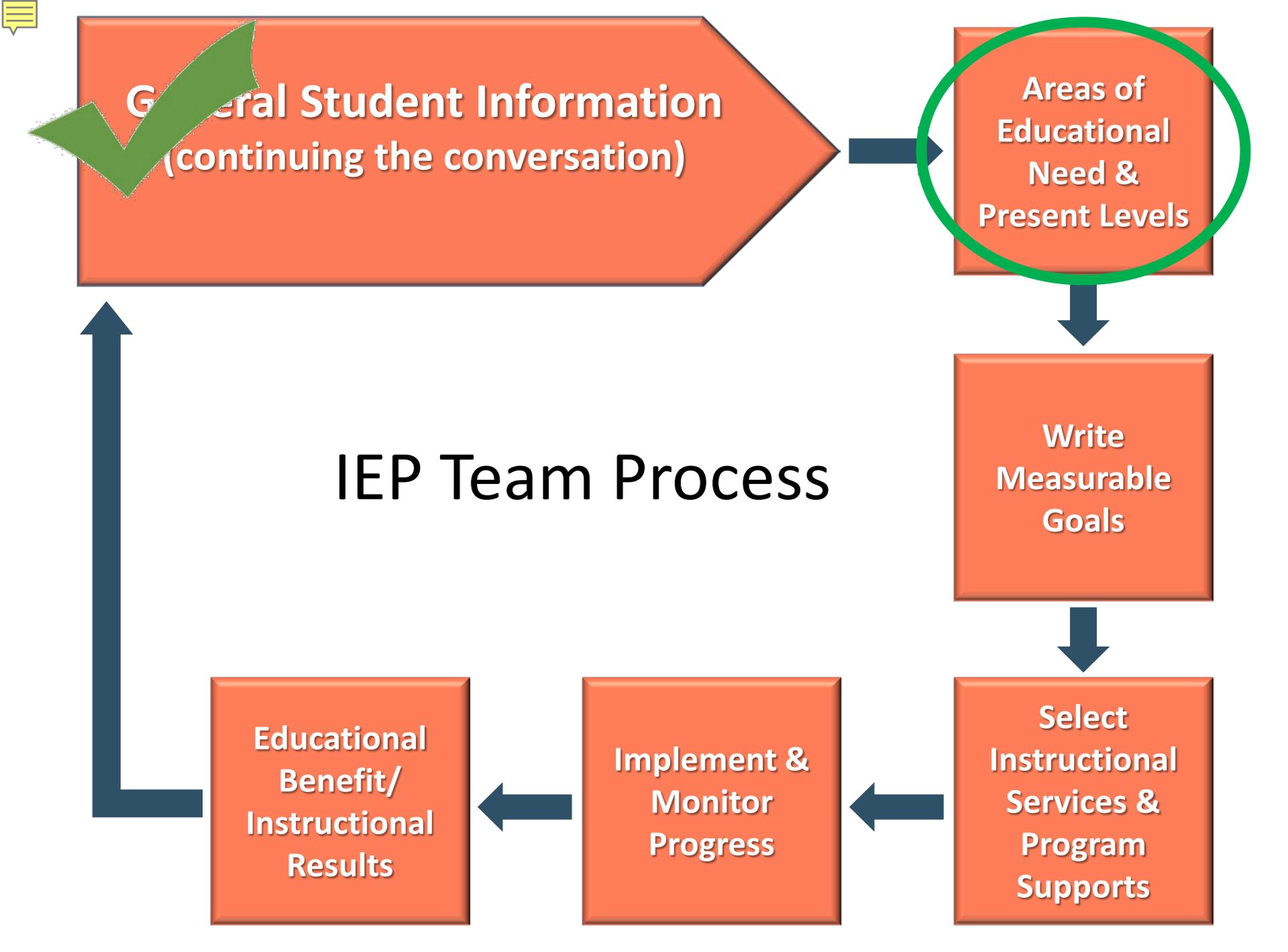
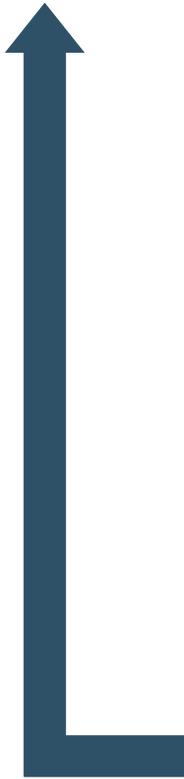
# IEP Team Process

**Write Measurable Goals**

**Select Instructional Services & Program Supports**

**Implement & Monitor Progress**

**Educational Benefit/  
Instructional Results**



**General Student Information (continued)**

Consideration of Special Factors

Behavior:

Limited English Proficient:

Communication Needs of Child:

Instruction in and use of Braille:

Assistive Technology Services / Devices - Please indicate AT devices used on the Accommodations Page

Health needs - IHP needs to be attached to IEP

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

Transition Courses of Study - Attach plan to IEP:

Individual Prescription for Instruction

Individual Graduation Plan: aligns with the transition plan and has been updated annually

Educational / Career Plan for LAA1 Students: aligns with the transition plan and has been updated annually

Educational Needs:

Academic/Cognitive

Behavior

Communication

Motor

Self-Help

Social



# Educational Needs

Academic/  
Cognitive

Behavior

Communication

Motor

Self-Help

Social

# INDIVIDUALIZED EDUCATION PROGRAM

Student Name: \_\_\_\_\_

LOUISIANA DEPARTMENT OF EDUCATION

System: \_\_\_\_\_

## Instructional Plan # \_\_\_\_\_

EDUCATIONAL NEED AREA: \_\_\_\_\_

CONTENT AREA: \_\_\_\_\_

ESY Instruction

Targeted for Secondary Transition

Present Level of Academic Achievement and Functional Performance

Measurable Academic / Functional Goal

2		
3		
1		
2		
3		
1		
2		
3		

PERSONNEL RESPONSIBLE FOR IMPLEMENTING GOAL (Check by position)

- Special Education Teacher   
 Parent   
 Speech/Language Pathologist   
 Regular Education Teacher   
 Student   
 Adapted Physical Educator

Describing the  
Need Begins  
with  
Questions





# What Skills/Knowledge:

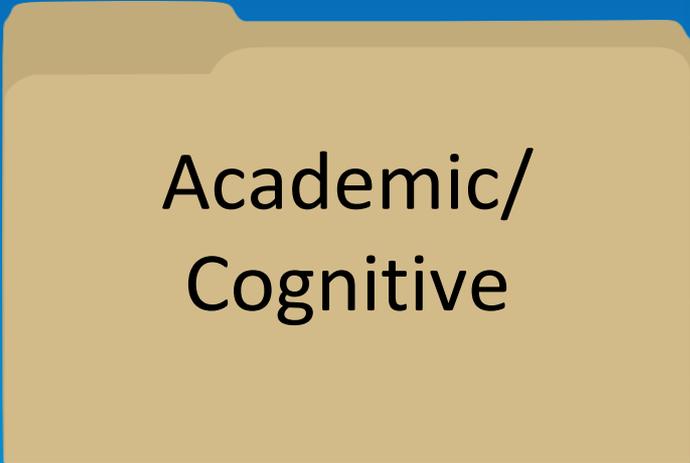
- Are Expected for Student in the General Classroom?
- Does the Student Currently Have? What do You Know about this Student's Stage of Learning?
- Are Critical for the Student to be Able to Access the General Curriculum at Grade Level?

What do You Know about the Student's Learning Rate?

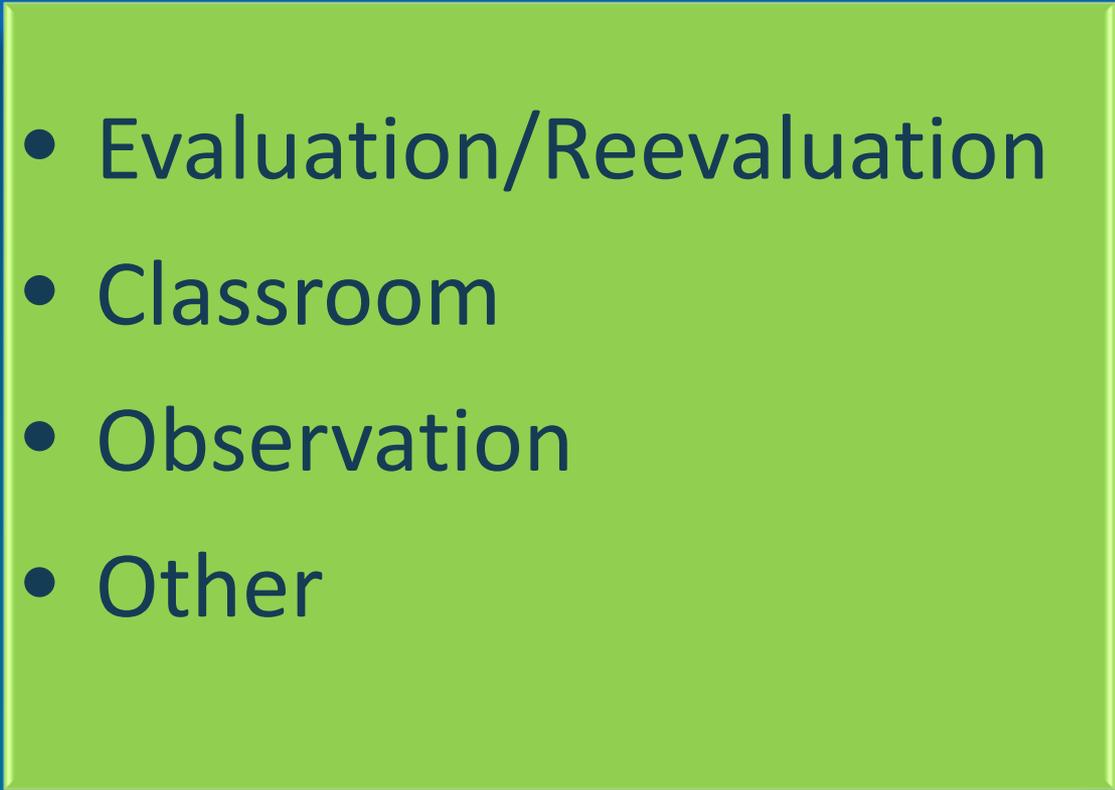
What Accommodations Have Been Used Successfully to Support the Student's Learning?



# Multiple Data Sources



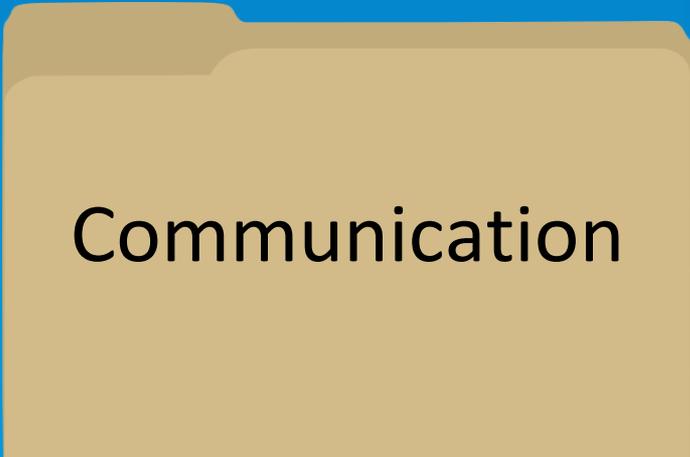
Academic/  
Cognitive

- 
- Evaluation/Reevaluation
  - Classroom
  - Observation
  - Other



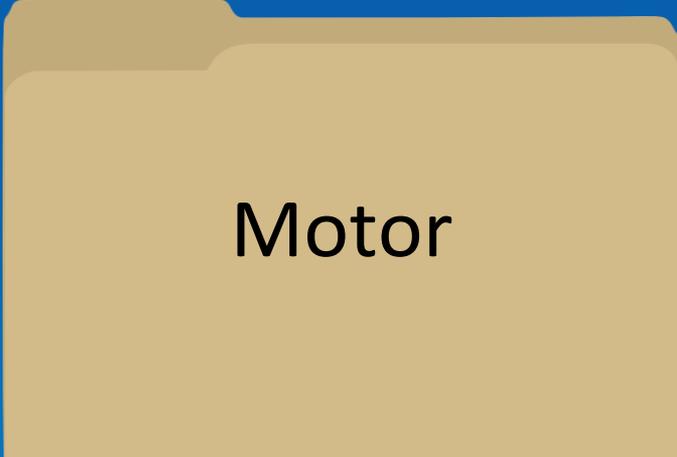
## Behavior & Social

- Interviews
- Observations
- Previous Intervention Data
- Social Skills Assessments
- Discipline Referrals



## Communication

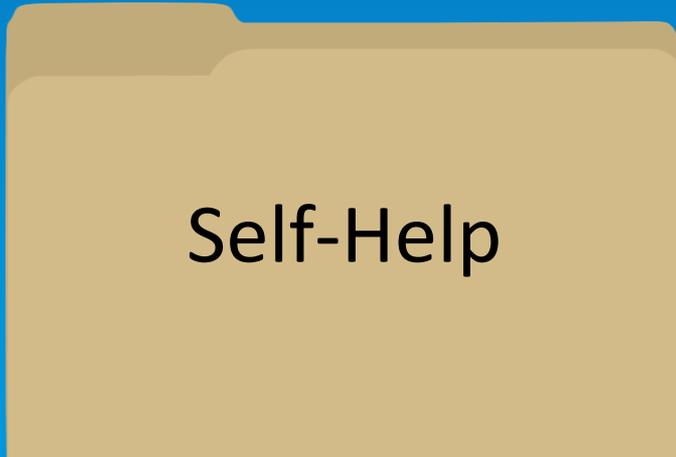
- Evaluation/Reevaluation
- Interviews
- Observations
- Progress Data



Motor

## Motor

- Parent Interview
- Student Interview
- Observation
- Other



Self-Help

## Self-Help

- Parent Interview
- Student Interview
- Evaluation Results  
(Adaptive Data)
- Observation



# Considerations for Transition

## Postsecondary Education

- Counselor Interview
- Student Interview
- College or Vocational Entrance Exams
- Transition Assessments & Surveys

## Jobs & Job Training

- Vocational Training Records
- Vocational Assessment Results
- Student Interview

# Participation in Statewide & District Assessments

*“If the IEP team determines that the child must take an alternate assessment . . . a statement of why the child cannot participate in the regular assessment and the particular assessment selected.”*

Source: IDEA 300.320(a)(6)(ii)

## Consider:

- Access to & Participation in General Curriculum
- Promotion Decisions
- Graduation

# Components of Present Levels Descriptions

- Content Area Specific
- Specific to Individual Student
- Data-based
- Strengths
- Needs
- Gaps



# Performance Statements

Must Include:

- ✓ Academic Achievement
- ✓ Functional Performance
- ✓ Affect of the Student's Disability on Involvement and Progress in the General Education Curriculum



# Academic Achievement

As a team, what do we know about this student's ability to perform the skills necessary? What gaps exist? What are the most essential skills/standards for his/her continued performance and progress?

- **Math**
- **Reading/English Language Arts**
- **Social Studies/History**
- **Science/Biology**



# Functional Performance

What do we know about this student's independent interactions with others? How does the student communicate wants and needs? Is the student meeting classroom behavior expectations?

- **Social Interactions**
- **Behavioral Performance**
- **Communication Skills**
- **Performance in Areas of Leisure/Recreation, Self-management, Independent Living, etc.**

# Performance in the General Curriculum

How does the disability affect performance?



Example - How does the disability affect progress in learning the grade-level content standards?

# Learning Together Activity: Describing Present Levels

- Use the worksheet on page 32 of the handouts
- Read each of the present levels of performance descriptions
- Decide whether each is clear, current, addresses educational need, is specific, and self-explanatory.



# Describing Present Levels

Educational Need

```
graph TD; A[Educational Need] --> B[Content Area]; B --> C[Present Levels];
```

Content Area

Present Levels

## Consider:

- Need for Specialized Instruction
- Accommodations in the General Education Classroom

# Describing Present Levels

Identify Those Skills  
That:

- Are Aligned with Instructional Need
- Will Have the Greatest Impact or are Most Critical to Student's Desired Outcomes

# Describing Present Levels

**Identify the Critical  
Skill(s) Needed to  
Demonstrate  
Performance  
Criteria  
(Promotion &/or  
Graduation\*)**

## Skills/Knowledge

- Essential to the Desired Outcome
- Rigorous, yet Attainable
- Essential to Participation in the General Curriculum



# Descriptive Phrase Examples

## Specific Verb Phrases

- Greets peer appropriately
- Can count to 25
- Speaks in one to two word sentences
- Can identify 16 uppercase and 7 lowercase letters
- Can name five careers and five jobs associated with each

## Vague Verb Phrases

- Is friendly
- Received a math score of 90
- Can't talk well
- Knows his letters
- Knows different careers



# Non-Examples of Performance Description

- Receives reading in the resource room
- STAR Reading 340
- The disability impacts progress in the general education classroom.
- Woodcock Johnson standard score of 82



Remember: Use Descriptive Phrases

# How does the student's disability affect involvement/ progress in the general curriculum?

**Avoid  
This:**

*Jamie's disability affects his progress in the general curriculum.*

**Do  
This:**

*Jamie can identify named pictures or graphics; he shows indications of spoken word and object recognition within his own experiences. He is able to identify 20/50 basic sight words. He attends to a story reading with graphics with minimal prompts. He is able to write a simple sentence with a noun and verbs. He has difficulty with providing details when writing and retelling information. He has difficulty identifying text words without graphic support.*



# Sample Performance Description

EDUCATIONAL NEED AREA: Academic/Cognitive  
CONTENT AREA: Reading Comprehension

According to the graded assignments, Roger can answer Wh-questions about the passages that he reads or are being read to him with 90% accuracy. Roger's support need is observed in the area of comparing and contrasting two texts, two events/ ideas, or two different characters on a second grade level where he demonstrates 45% accuracy. Roger will be addressing Louisiana Academic Standards (RI.29) which expects him to compare and contrast the most important points presented by two texts on the same topic.



# Sample Performance Description

EDUCATIONAL NEED AREA: Self-help  
CONTENT AREA: Feeding Self Care

Presently Letisha is using a weighted spoon and fork for eating. She uses an adapted bowl with lip that assists with scooping. She eats with moderate (65%) spillage at this time. She is monitored and verbally reminded to eat slower with smaller bites. Letisha wears a plastic apron to avoid stained clothing. She is encouraged to put down the utensil between bites. OT integrates services and consultation into her planned daily activities.

# Learning Together Activity: Putting Knowledge into Practice



**Case Study  
Examples**





# Summary

1. General Information about the Student
2. Consideration of Special Factors
3. Participation in statewide assessment
  - Promotion Plan
  - Graduation Plan
4. Present level descriptions
5. Goals and services
6. Accommodations and supports
7. Transition services needs



# Summary

## Collect & Analyze Data

- ✓ Screening data
- ✓ Evaluation summary
- ✓ Teacher data
- ✓ Parent/Family information
- ✓ Student self-report data
- ✓ Office referral data
- ✓ Observation results
- ✓ Related service provider data
- ✓ Extracurricular staff reports



# Summary

What Must  
be Included  
in a Present  
Level  
Description?

(1) a statement of the child's present levels of **academic** and **functional** performance, including—

(i) how the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children)



# Summary

## The IEP Team Must

- Consider the Impact of Each Need on the Student's Progress
- Select the Needs for the Greatest Impact on Progress
- Write descriptions of the student's present level of academic and functional performance for each need area identified



# On Your Own Learning Activity: Educators

Identifying Instructional Need





# On Your Own Learning Activity: Parents/Families

Identifying Instructional Need



KEEP

LEARNING!

A background of rich red theater curtains with a scalloped top edge and vertical folds. The lighting is dramatic, with the center being brighter and the sides and bottom fading into shadow.

**End of Module Two**