



## Developing IEPs That Produce Results...

### IDEA...

*In updating IDEA in 2004, Congress found that the education of students with disabilities has been impeded by “low expectations and an insufficient focus on applying replicable research on proven methods of teaching and learning...” Significant changes to IDEA as well as a close alignment to NCLB are designed to provide students with disabilities access to high expectations and to the general education curriculum in the regular classroom, to the maximum extent possible, in order to “meet developmental goals and, to the extent possible, the challenging expectations that have been established for all children...”*  
(NCEO, August 2006)

	<p align="center"><b>Students taking the AAA &amp; working toward Alabama Extended Standards</b></p>	<p align="center"><b>Students taking the General Education Assessment &amp; working toward AL Course of Study Standards (or Essentials Course Objectives)</b></p>
<p><b>What academic goals are required for students with disabilities?</b></p>	<p>Reading and Math are required; along with any other academic areas the IEP Team feels are appropriate to be included in the academic goals.</p> <p>In addition to academic goals, any areas of functional performance (e.g., behavior, self-help, communication, motor); and Transition goals for students age 16, or younger if appropriate.</p> <p>After twelfth grade, when students stay in school to age 21, the IEP Team determines the reading and math content that can be used to address the student’s transition from high school to adult life. This selected reading and math content might be from the extended standards, the Transition Standards, or it might be content not included in the standards. The IEP Team addresses reading and math content in the context of preparing the student for adult life and the post school outcomes of work and/or independent living.</p>	<p>Identified areas of academic need;</p> <p>In addition to academic goals, any areas of functional performance (e.g., behavior, communication, study skills, time management, social skills, affective skills, motivation); and Transition goals for students age 16, or younger if appropriate.</p>

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<p><b>What academic goals are required for students who are struggling in school, but who are not below grade level academically (e.g., students identified with emotional disability, orthopedic impairment or other health impairment)?</b></p>	<p>N/A, students who are not below grade level academically would not be taking the Alabama Alternate Assessment (AAA).</p>	<p>Please remember in order to qualify for special education a student must need specially designed instruction.</p> <p>Specially designed instruction means adapting, as appropriate, to the needs of an eligible child under these rules, the content, methodology, or delivery of instruction:</p> <ul style="list-style-type: none"> <li>(i) To address the unique needs of the child that result from the child's disability; and</li> <li>(ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.</li> </ul> <p>Most students with disabilities will require instruction in prerequisite academics and therefore need standards-based academic goals.</p> <p>Students with a dual diagnosis of emotional disability, orthopedic impairment or other health impairment, <u>and</u> Specific Learning Disability, Intellectual Disability, etc., would need standards-based academic goals.</p> <p>In some rare cases there may be students whose disability adversely affects their educational performance, not due to their academic achievement level, but rather due to emotional/behavioral, orthopedic, or medical issues that interfere with progress in the general education curriculum. Academic goals based on course of study standards may not be</p>

Q&A, Standards-Based IEPs

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		(continued)  necessary for students who test on grade level. Instead goals might be focused on behavior, motivation, completing assignments, social interactions, communication, etc.

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<p><b>What grade level should be used for developing academic IEP goal(s)?</b></p>	<p>Goals for extended standards must be based on the student’s grade level of enrollment.</p>	<p>The Alabama State Department of Education (ALSDE) recommends IEP Teams start with the student’s grade level of enrollment, consider the standards from the grade level of enrollment, and standards from one or two grades back.</p> <p><b>**PLEASE NOTE:</b>                      Simultaneous to considering the standards for the grade level and up to one or two grades back, it is <u>strongly suggested</u> the Local Education Agency (LEA) offer a reading and/or mathematics intervention program for students who are substantially below grade level.</p> <p><b>**PLEASE NOTE ALSO:</b>                      It is problematic when there is an entire class, school and/or LEA where all students have goals based only on grade-level standards. IEP Teams are <u>required</u> to consider students’ needs when developing IEPs. Ignoring the fact that a student is performing on a much lower grade level and developing goals strictly for the grade level of enrollment does not meet the requirement for providing a free <i>appropriate</i> public education and places the LEA in a very vulnerable litigious situation.</p>

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<p><b>How can students be supported in general education classrooms?</b></p>	<p>Each student with a significant cognitive disability who is included in general education classroom(s) should be supported according to his or her needs. For example, some may need a paraeducator to provide support; some may need co-teaching; and some may need co-planning.</p> <p>The Alabama Extended Standards are the required course of study for students who take the AAA. When students working toward extended standards are included in general education classes for reading, mathematics, or science it is up to the special education case manager to ensure the extended standards are taught. This does not mean the special education case manager and/or special education teacher must teach the extended standards. It means the case manager must make sure the instruction and the documentation of mastery occurs.</p>	<p>Guides to prepare students for study of the grade level and course content standards through the teaching of prerequisite and enabling skills necessary for learning each content standard. The curriculum guides can be used to assist students in learning content in smaller increments, catching up on content they may have missed in previous years, and/or reviewing content related to grade-level academic standards. (The Alabama Curriculum Guides can be accessed at: <a href="http://www.alsde.edu/sec/ses/Pages/curriculumguides-all.aspx?navtext=Standards/COS">http://www.alsde.edu/sec/ses/Pages/curriculumguides-all.aspx?navtext=Standards/COS</a>)</p> <p><b>**PLEASE NOTE:</b> Supplementary Aids and Services must be considered for all students with disabilities. Supplementary Aids and Services are crucial, in particular, for general education curriculum participation. They include accommodations that consist of aids, services, and other supports that are provided in general education classes or other education- related settings to enable a student with a disability to be educated with nondisabled students to the maximum extent appropriate in accordance with their least restrictive environment. For students with disabilities, accommodations are provided during instruction and assessments to help promote equal access to grade-level content.</p>

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<p><b>How many goals are needed for each student?</b></p>	<p>The number of goals for all students, including those working toward Alabama Extended Standards, <i>must</i> be based on individual need.</p> <p><b>** PLEASE NOTE:</b> It is problematic when there is an entire class, school and/or LEA where all students have only one (1) goal per subject. This type of trend in the number of goals is an indication students are not receiving individualized programs, as required by the <i>Individuals With Disabilities Education Act (IDEA)</i>.</p> <p>Teachers <i>may</i> choose to write goals for each extended standard although that is not required by the Alabama State Department of Education. An appropriate approach would be to prioritize the extended standards that will be used for writing goals by evaluating the student’s present level of performance and identifying the standards that will take the most effort and time to teach. For example, if there are five extended standards for a certain subject/grade, an IEP Team might pick the two or three standards that the student needs the most instruction to master to be addressed through goals.</p> <p>The IEP Team must make certain the number and variety of goals provides the student a free appropriate public education.</p>	<p>The number of goals for all students must be based on individual need.</p> <p>The IEP Team must make certain the number and variety of goals provides the student a free appropriate public education.</p>

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<p><b>What should be included in the Present Level of Academic Achievement and Functional Performance?</b></p>	<p>Strengths, Needs and How the Student’s Disability Affects Performance in the General Education Curriculum (for Preschool Children, How the Disability Affects the Child’s Participation in Age Appropriate Activities) are the three components that are required in the Present Level of Academic Achievement and Functional Performance.</p> <p><i>Strengths</i> and <i>Needs</i> <u>must be</u> individualized. For academic goals, <i>Strengths</i> and <i>Needs</i> <u>must be</u> based on data related to the standards. This might be things the student can and cannot do in relation to the standard being considered for the goal; or things from past standards that relate to the standard being considered for the goal the student can and cannot do. <i>Strengths</i> and <i>Needs</i> are specific to each goal and <u>are not</u> typically repeated in more than one Present Level.</p> <p><i>How the Student’s Disability Affects Performance in the General Education Curriculum</i> is based on characteristics of the student that are a result of his or her disability (e.g., difficulty with comprehension, slow reading rate, difficulty memorizing facts, poor generalization of skills, poor organization of notes and other written materials, impulsivity, low attention span). <i>How the Student’s Disability Affects Performance in the General Education Curriculum</i> might be repeated in more than one Present Level depending on the nature of the standards being addressed.</p> <p><b>**PLEASE NOTE:</b> IEP Teams <u>must</u> know the Present Level of Academic Achievement and Functional Performance in order to determine where the student can reasonably be expected to perform within 12 months.</p>	

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<p><b>What should be included in IEP goals?</b></p>	<p>Who, Time Frame, Conditions, Behavior, and Criterion are the five components that are required in IEP goals.</p> <p><b>**PLEASE NOTE:</b> Copying and pasting standards into the goal <u>is not</u> individualized and places the LEA in a very vulnerable litigious situation. In order for academic goals to be individualized, the present level and the goal must reflect specific information from the standards that the student can or cannot do.</p> <p>For instance when considering extended standard M. ES 4.2: <i>Add and subtract two-digit numbers without regrouping</i> the present level might indicate the student:</p> <p>(a) Can add and subtract one-digit numbers without regrouping;</p> <p>(b) Can add two-digit numbers without regrouping but cannot subtract two-digit numbers without regrouping; and</p> <p>(c) Cannot add or subtract without the assistance of counters.</p> <p>The goal will include the parts of the extended standard the student cannot do (behavior) along with who, time frame, conditions, and criterion.</p>	<p>Who, Time Frame, Conditions, Behavior, and Criterion are the five components that are required in IEP goals.</p> <p><b>**PLEASE NOTE:</b> Copying and pasting standards into the goal <u>is not</u> individualized and places the LEA in a very vulnerable litigious situation. In order for academic goals to be individualized, the present level and the goal must reflect specific information from the standards that the student can or cannot do.</p> <p>For instance course of study standard M. 4.26: <i>Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures</i>, requires the student to do multiple things. The present level might say the student:</p> <p>(a) Can do curriculum guide objectives M. 4.26.4: model shapes in the world by building shapes from components; and M. 4.26.3: recognize one-dimensional points, lines, and line segments;</p> <p>(b) Cannot do curriculum guide objectives M. 4.26.1: define points, lines, line segments, rays, right angle, acute angle, obtuse angle, perpendicular lines and parallel lines; and M.4.26.2: define two-dimensional figure; and</p> <p>(c) Has memory and attention problems.</p>

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		<p>(continued)</p> <p>The goal will include the parts of the course of study standard the student cannot do (behavior) along with who, time frame, conditions, and criterion.</p> <p><i>(This student is receiving instruction in third and fourth grade prerequisite skills through the curriculum guide objectives. In addition, this student would likely be in a math intervention program).</i></p>

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<p><b>Which students are required to have benchmarks?</b></p>	<p>Benchmarks are required for students who take alternate assessments based on alternate achievement standards (i.e., the Alabama Alternate Assessment).</p> <p><i>As used in this part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with Sec. Sec. 300.320 through 300.324, and that must include--</i></p> <p><i>(ii) For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;</i>  <i>§300.320(a)(2)(ii)</i></p> <p>Benchmarks break the measurable annual goal into discrete components that are short-term, measurable, intermediate steps <u>or</u> break the measurable annual goal into major milestones that the student is expected to reach within a specified period of time.</p> <p>Benchmarks are required for <u>all</u> goals for students who take the AAA. This includes academic goals and functional goals, regardless of whether it is a testing year or not.</p> <p>There must be at least two benchmarks per goal.</p>	<p>Benchmarks are not required by the Alabama State Department of Education for students working toward Alabama Course of Study Standards (or Essentials Course Objectives).</p>

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<p><b>What are interventions and why are they strongly suggested for students who are performing substantially below grade level on general education standards?</b></p>	<p>An intervention is an educational program, product, practice, or policy aimed at improving student outcomes. Depending on a child’s age and challenges, evidence-based interventions are available to focus on specific areas of need.</p> <p>The term <i>evidence-based</i>, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that</p> <ul style="list-style-type: none"> <li>– Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on strong evidence from at least 1 well designed and well-implemented experimental study; moderate evidence from at least 1 well designed and well-implemented quasi-experimental study; or promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias; or</li> <li>– Demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.</li> </ul> <p style="text-align: right;">(The Advocacy Institute: <a href="http://advocacyinstitute.org/ESSA/SWDanalysis.shtml">http://advocacyinstitute.org/ESSA/SWDanalysis.shtml</a>)</p> <p>Teachers need to be armed with “evidence-based” programs, products, practices and policies that have been proven effective in improving outcomes for students with disabilities.</p>	<p>An intervention is an educational program, product, practice, or policy aimed at improving student outcomes. Depending on a child’s age and challenges, interventions are available to focus on specific areas of need.</p> <p>The term <i>evidence-based</i>, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that</p> <ul style="list-style-type: none"> <li>– Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on strong evidence from at least 1 well designed and well-implemented experimental study; moderate evidence from at least 1 well designed and well-implemented quasi-experimental study; or promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias; or</li> <li>– Demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.</li> </ul> <p style="text-align: right;">(The Advocacy Institute: <a href="http://advocacyinstitute.org/ESSA/SWDanalysis.shtml">http://advocacyinstitute.org/ESSA/SWDanalysis.shtml</a>)</p> <p>Teachers need to be armed with “evidence-based” programs, products, practices and policies that have been proven effective in improving outcomes for students with disabilities.</p>

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	<p>(continued)</p> <p>There are a few intervention programs for teaching reading and mathematics to students with moderate and severe disabilities. In addition, there are books with evidence-based strategies for teaching reading and mathematics to students with moderate and severe disabilities.</p>	<p>(continued)</p> <p>There are numerous reading and mathematics interventions for elementary age students with disabilities. Evidence-based reading and mathematics interventions for middle school and high school students are becoming increasingly more available.</p> <p>Having more than one intervention available for each grade cluster is not required, but it does allow for the intervention to be determined on a case by case basis and allows teachers to switch to something else if what is tried initially does not yield results.</p> <p>It is important to keep in mind decisions related to the need for an intervention and which intervention to use must be made on a case by case basis.</p> <p>There will be a wide range of needs, in particular when students get to high school. One 17 year old high school student with a disability may need instruction for grade-level standards (or Essentials Course Objectives); an intervention (e.g., Language!, Read 180, or TransMath); and transition services. While another 17 year old high school student with a disability may need instruction in grade-level standards (or Essentials Course Objectives); and an increased amount of transition services.</p>

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<p><b>How should mastery for students with disabilities be addressed?</b></p>	<p>This should be an individual decision based on the type of evaluation selected by the IEP Team and the student’s individual needs.</p>	<p>This should be an individual decision based on the content and the student’s individual needs.</p> <p>The IEP Team must consider how each unmastered skill impacts the student’s progress in the general education curriculum when deciding goals from year to year. Needs that have the greatest impact on progress should be considered for further development through standards instruction and/or an intervention.</p> <p>Progress is monitored by the Case Manager and reported to the parent(s). Lack of progress during an IEP implementation phase or from year to year should always be reported to the IEP Team and addressed by adjusting/adding services, adjusting/adding accommodations, or as a last resort, rethinking the goals.</p>

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<p><b>Should the standard the student is working toward or the lower grade-level standard (if a lower grade-level standard has been chosen) be cited when referencing the standard in the goal?</b></p>	<p>Alabama Extended Standards for the grade level of enrollment must be used and those are the citations that would be used, including the extended standard number.</p>	<p>It depends on where the IEP Team pulls the information. If the child is in the sixth grade and the IEP Team uses prerequisites for a Grade 6 standard from the Curriculum Guide (which would be skills from Grade 5 and/or Grade 4) the references will be sixth-grade Curriculum Guide references. If the IEP Team uses information from fifth grade of the Curriculum Guide, the references will be fifth-grade Curriculum Guide references. If the IEP Team does the backwards map (which would be extra work since that is what is in the Curriculum Guide) there might be references from Grade 6 Course of Study standards, Grade 5 Course of Study standards, and/or Grade 4 Course of Study standards.</p>

**Should course of study standards, curriculum guide objectives, and extended standards be referenced in academic goals?**

Referencing course of study standards, curriculum guide objectives, and extended standards in the *Present Level of Academic Achievement and Functional Performance* for academic goals is helpful.

Referencing course of study standards, curriculum guide objectives, and extended standards in the *Goal* part of academic goals is required.

**What is the difference among references for Course of Study standards, Curriculum Guide objectives, Essentials Course objectives, and Extended standards?**

Course of Study Standard

M. 6.1 or COS M. 6.1

Curriculum Guide Objective

M. 6.1.2

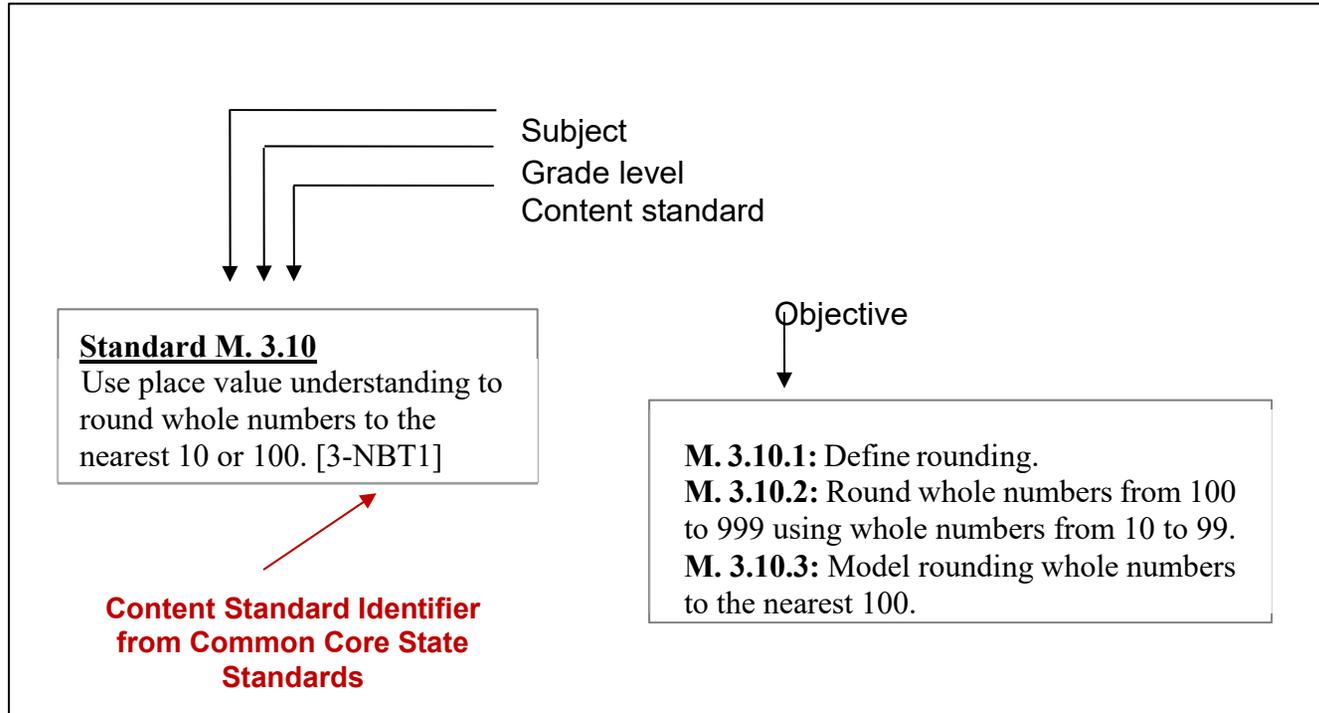
Essentials/Life Skills Course Objective (designated by  $\diamond$  or  $\blacklozenge$ )

$\diamond$  ALG1-B.1.5

Extended Standard

M. ES 6.1

## Curriculum Guide Legend



## Curriculum Guide Course Abbreviations, 2016

It helps with clarity if the references in academic goals follow a consistent system. The ALSDE is listing references in the body of all Alabama Curriculum Guide documents from this point forward in order to assist with this.

Below are the current codes for each subject area.

<p><u>Mathematics, College- and Career Ready Standards</u></p> <ul style="list-style-type: none"> <li>- M (Mathematics, K-8)</li> <li>- ALG1-A; ALG1-B; or ALG1 (Algebra I)*</li> <li>- GEO-A; GEO-B; or GEO (Geometry)*</li> <li>- AC (Algebraic Connections)</li> <li>- ALG2. (Algebra II)</li> <li>- ALG2T (Algebra II with Trigonometry)</li> <li>- DM (Discrete Mathematics)</li> <li>- MI (Mathematical Investigations)</li> <li>- PC (Precalculus)</li> <li>- AM (Analytical Mathematics)</li> </ul>	<p><u>Language Arts, College- and Career Ready Standards</u></p> <ul style="list-style-type: none"> <li>- ELA (English Language Arts, K-12)</li> </ul>	<p><u>Science</u></p> <ul style="list-style-type: none"> <li>- SCI (Science, K-8)</li> <li>- PS (Physical Science)</li> <li>- B (Biology)</li> <li>- C (Chemistry)</li> <li>- PH (Physics)</li> <li>- ESS (Earth and Space Science)</li> <li>- ES (Environmental Science)</li> <li>- HAP (Human Anatomy and Physiology)</li> </ul>
<p><u>Social Studies</u></p> <ul style="list-style-type: none"> <li>- SS (Social Studies, K-6, 8-11)</li> <li>- SS.C (Citizenship, 7th)</li> <li>- SS.G (Geography, 7th)</li> <li>- SS.E (Economics, 12th)</li> <li>- SS.G (U.S. Government, 12th)</li> </ul>	<p><u>Extended Standards</u></p> <ul style="list-style-type: none"> <li>- R. ES (Reading Extended Standards)</li> <li>- M. ES (Mathematics Extended Standards)</li> <li>- SCI. ES (Science Extended Standards)</li> <li>- SS. ES (Social Studies Extended Standard)</li> <li>- LA. ES (Language Arts Extended Standards)</li> <li>- W. ES (Writing Extended Standards)</li> </ul>	

\*If a student is working toward earning a general education credit for Algebra I or Geometry and the course is not split into A & B, IEP Teams may drop the A or B from the reference.