IEPs in 2011-2012
Loudoun County Public Schools
2011-2012: A Year of Changes

- New assessments options for IEP Teams to consider:
  - Changes in High School VAAP submission
  - Continued phase-out of the VGLA
  - VMAST

- Standards-based IEP Process
• **High School VAAP Changes**
  – High school students participating in the VAAP will have evidence submitted from different content areas each year instead of all in one year.
  • Science, History/Social Science 9th Grade
  • Math 10th grade
  • Reading, Writing 11th grade

• **VGLA Continues Phase-Out**
  • Math is no longer available
  • 2011-12 will be the last year for participation in Reading for students with an IEP
  • There is no phase-out scheduled for Writing, Science, or History/Virginia Studies
• Introduction of the VMAST
• Participation Requirements
  – The student has a current IEP with standards-based content goals.
  – Student’s disability precludes him or her from achieving and progressing commensurate with grade-level expectations.
• LCPS will begin implementation of the “best-practice” Standards-based IEP Process for all students
Standards-Based IEP Process

As a team we will look at student achievement through different lenses ... all focused on student achievement.

• Reframing Thinking

• This fall LCPS will, as a “best practice”, join other Virginia districts and transition to a standards-based IEP process for all students.

• The process more closely links academic goals to the general education curriculum for the grade-level in which the student is enrolled.
What is the Standards-based IEP Process?

1. Part of the national standards-based reform movement focusing on establishing high standards of academic achievement and accountability for all students.


3. A process to frame the IEP team’s discussion of:
   - general education academic curriculum,
   - student strengths,
   - student challenges,
   - instructional needs,
   - and to guide goal development.
IDEA requires that IEP teams begin with the expectation that students will participate in the general education curriculum and its required assessments.

The Standards-based Process focuses discussion on academic requirements of the general education curriculum for the grade in which the student is enrolled.

The Standards-based Process is “best-practice” for all LCPS students. For 2011–2012 we will start with academic goals for math.
The IEP must:

1. Meet the child’s academic, developmental and functional needs, as determined by the IEP Team, that result from the disability.
2. Enable the child to be involved in and progress in the general education curriculum as determined by the IEP Team.
3. Meet the child’s other educational needs, as determined by the IEP Team, that result from the student’s disability.
4. Include, as determined by the IEP team, educationally required related services and assistive technology supports.
IEP GOALS ADDRESS........

Academics
- General Curriculum
- Specialized Instruction
- Assessments

Behavior
- Challenges
- Positive Behavioral Interventions
- Replacement Behaviors

Functional
- Life Skills
- Adaptive Skills
- Communication
- Social Competence

Transition
- Post-secondary skills
- Vocational

Standard’s - Based Focus

IEP GOALS ADDRESS........

1. General Curriculum
2. Specialized Instruction
3. Assessments
4. Chalenges
5. Positive Behavioral Interventions
6. Replacement Behaviors
7. Life Skills
8. Adaptive Skills
9. Communication
10. Social Competence
11. Post-secondary skills
12. Vocational

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Present Level of Performance

• Present Level has the same content:
  – Impact of the disability on accessing the general education curriculum
  – Description of the student’s performance compared to grade-level Virginia standards
    • Prior SOL and standardized test performance
    • Benchmarks, grades, teacher – created assessments
  – Data driven analyses of the impact of the student’s use of accommodations during instruction and assessment
  – Description of the student’s strengths and disability-related behavioral, functional, and social challenges
Where are the Changes?

1. Consideration and discussion of grade level curriculum requirements
   - Current grade level
   - Next grade level (for an IEP that crosses grade levels)

2. Consideration and discussion of progress in meeting grade level achievement expectations

3. Increased use of data to guide IEP Team decisions

4. Goals aligned to student’s challenges with the grade-level curriculum
   - Goal evaluation visible within the goal description
Annual Goal Components

Who: Student
Timeframe: Length of Time
Conditions: Under What Conditions
Behavior: Will Do What
Criterion: To What Level or Degree
Evaluation: Master How
IEP Teams must first consider the grade-level math curriculum for the grade in which enrolled.

- When creating a goal, the focus must be on the grade-level curriculum
- Instruction and academic support can be provided in a general education or special education classroom

For students whose cognitive challenges require a different curriculum, IEP Teams may consider use of the Aligned Standards of Learning to define the student curriculum and guide goal development.
Making the Change

1. For 2011–2012, as annual IEPs are developed, teams will transition to the Standards-based Process which will be used to develop the Present Level and math goals.
2. Training for case managers began this fall and will continue through mid December.
3. As case managers are trained, when completing a Review and Revision of an existing IEP, they may elect to revise math goals using the Standards-based Process.
Goals: Current Example

1. The student will use objects to identify odd or even groupings with 80% accuracy in 4 out of 5 opportunities.
   - Timeframe, conditions, curriculum linkage, and evaluation components are missing
Given a collection of objects, the student will determine whether the total number is odd or even by dividing the objects into two equal groups or pairing the objects with 100% accuracy on 8 out of 10 trials by annual review of the IEP.

- Goal is for a second-grade student and links to SOL 2.4C – Counting/Cardinality/Place Value
- Links to ASOL goal (5th grade) M-NS 12 (c) – recognizes even and odd numbers
In order to be eligible for the VMAST, a student receiving special education services must have in-place a Standards based IEP.

The VMAST is a modified achievement standards test; it is not for all students. It is a grade-level assessment.

Assessment options available to students with an IEP for the 2011-12 school year:

- SOLs (with or without accommodations) (*Online & paper and pencil as needed*)
- VMAST (Math only, Grade 3 through 8 & Algebra I) (*Online only*)
- VGLA (Reading, Writing, Science, and History for Grades 3-8) (*Portfolio collection of evidence*)
- VSEP (Grades 9-12) (*Portfolio collection of evidence*)
- VAAP (Grades 3-11) (*Portfolio collection of evidence*)
Questions?
Virginia Department of Education
http://www.doe.virginia.gov/
Testing and Standards of Learning/
Alternative and Alternate Assessments

And

Guidance Document
Standards – based
Individualized Education Program
(IEP)