

# Accessibility & Students with Significant Cognitive Disabilities

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# ODE Strategic Plan

Goal 1 – Learners: Every student graduates from high school and is ready for college, career, and civic life.

**Objective:**

*5. Improve quality of special education services to close achievement gaps*

# Objectives

- Overview of standards-based IEP development for students with significant cognitive disabilities (SWSCDs)
- Describe the changes to the alternate (“Extended”) assessment
- Overview of new statewide assessment accessibility supports (formerly “accommodations”)

# Standards Based IEPs &

# Students with Significant Cognitive Disabilities



# Background

- The Individuals with Disabilities Education Improvement Act (IDEA 2004) and the Elementary and Secondary Education Act (No Child Left Behind Act of 2001 (NCLB) are designed to provide students with disabilities greater access to the general education curriculum.
- A standards-based Individualized Education Program (IEP) is a process and document that is framed by the state standards and that contains goals aligned with, and chosen to facilitate the student's achievement of, state grade-level academic standards, according to the National Association of State Directors of Special Education (NASDSE).

# Rationale

- Improved exposure to subject matter in the general education curriculum
- Greater collaboration between special and general education teachers
- Changes in teacher's instructional practices to ensure access to curriculum content for students with diverse needs
- Greater focus on high expectations; less focus on academic deficits
- Improved use of academic interventions, accessibility supports, and test data

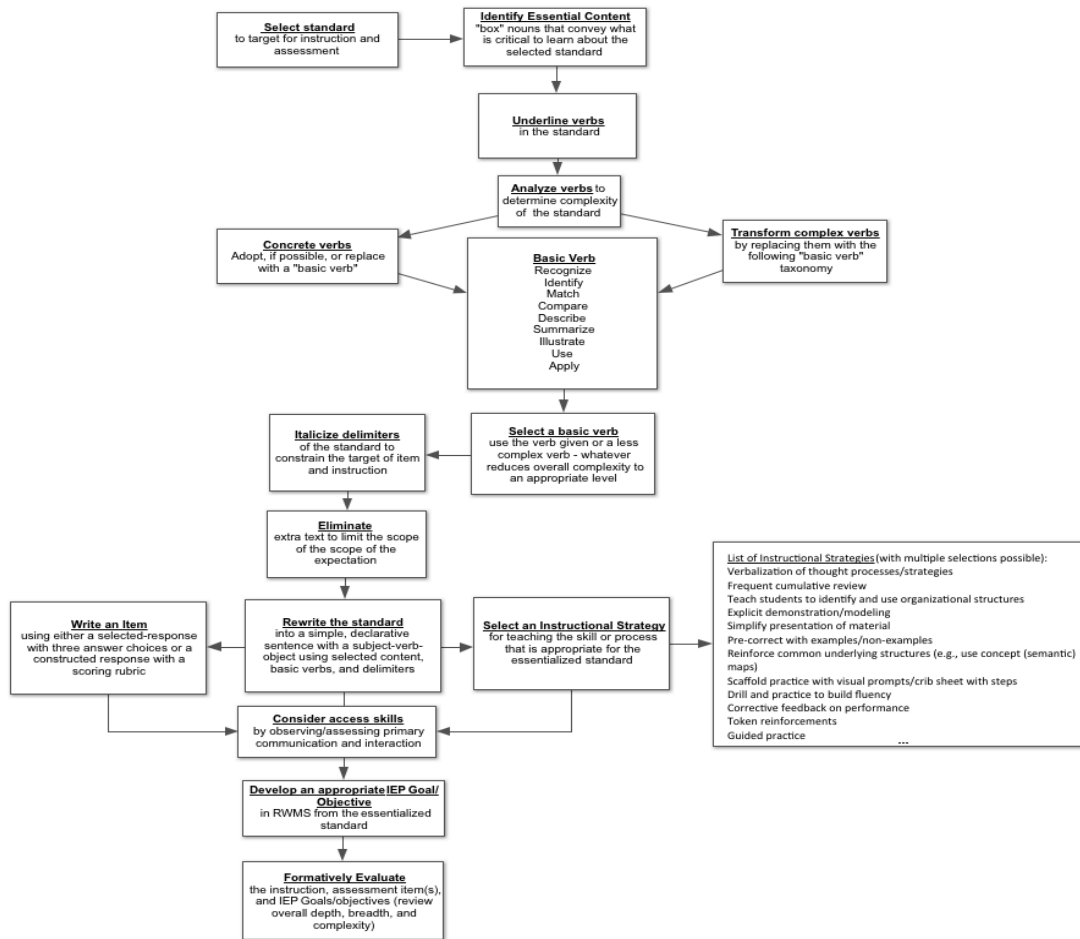
# “Standards-Based IEP”

- A “standards-based IEP” is an IEP that contains goals based on the Common Core State Standards.
- The term standards-based IEP describes both a document and a process.
- A plan to provide the opportunity for children with disabilities to learn the same challenging academic content as all children.
- A method for joint planning, problem solving and decision making.

# Standards for SWSCDs: “Essentialization” Process

- A systematic process used to reduce the depth, breadth, and complexity of grade level content standards in order to make them relevant and accessible for students with significant cognitive disabilities





# ... Essentialization Process (cont.)

- Select standard
- Code using essentialization system
  - Essential content (nouns) is **boxed**
  - Essential intellectual operations (verbs) are underlined (with complex verbs also **bolded**), and
  - Delimiters (of content or intellectual operations) are *italicized*. These are clauses, phrases, and modifiers that let us know what the scope of the performance includes
- Reduce depth, breadth, and complexity by:
  - transforming complex verbs
  - limiting scope of content/verbs
  - eliminating extra text
- Generate the essentialized standard

# Essentialized Standard

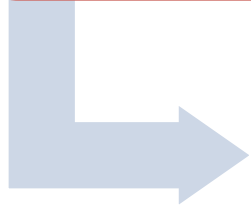
## Example

- 4.RF4 - Read with sufficient accuracy and fluency to support comprehension.
- **Read** (text) *with sufficient accuracy and fluency to support comprehension.*
- Essentialized standard: **Read** *appropriate text with accuracy.*

# Present Levels of Academic Achievement and Functional Performance (PLAAFP)

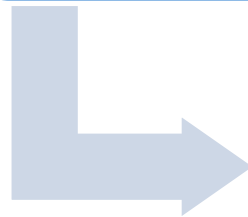
**PLAAFP**

- Review assessment info
- Collect Data
- Identify Strengths
- Identify Needs
- Develop Impact Statement



**Conduct Data Analysis**

- Review of PLAAFP
- Review Grade Level Standards
- Determine the gap
- Where student is and where we need to go



**Writing Measureable Annual Goals**

# PLAAFP Considerations

## **Strengths**

Student can identify 1-2 details from text read. S/he can identify the main idea when reading content area passages. S/he can verbally explain events in chronological order. S/he can compare and contrast events from text using a Venn diagram.

## **Needs**

However, Student is unable to write a complete summary and will often add her opinion. S/he has difficulty identifying author's evidence or purpose in text read, s/he only states why she likes the text. In addition, Student can not determine the cause or effect of a situation.

## **Impact Statement**

Student's inability to understand key components of text affects her/his progress in the 4<sup>th</sup> grade general education curriculum.

# PLAAFP Example

See your PLAAFP Handout, which is an example using a 4<sup>th</sup> grade student

- The PLAAFP begins with a statement from the student's parents, demonstrating the importance of their feedback, as well as the fact that they participated meaningfully in the process
- Note how the PLAAFP combines assessment information with observational information to create a comprehensive narrative
- The PLAAFP addresses the student's strengths, needs, and determines the impact of his disability upon his progress in the general education curriculum

# Standards-based IEP Goals & Objectives

- By June 2015, given a 4<sup>th</sup> grade reading passage, Student will read 36 words correctly with no more than 6 errors in one minute (4.RF4 – Read appropriate text with accuracy)
- Reading - Given a 4<sup>th</sup> grade reading passage, Student will read in 1 minute
  - By 10/31/2014 - 28 words correctly with no more than 10 errors
  - By 01/31/2015 - 32 words correctly with no more than 8 errors
  - By 03/31/2015 - 34 words correctly with no more than 7 errors

# Curriculum & Instruction

- Developing templates that can be used as model units
- Instructional approaches are founded within the teaching strategies espoused by the What Works Clearinghouse (e.g., Model – Lead – Test)
- Initial templates are developed in ELA and Math, but most work on these materials will occur in the spring of 2015
- Templates walk teachers from the identified standard, through the essentialization process, on to instruction, and then to formative assessment



# ORExt Development Opportunities

## Training Material Development

- Special educators who would like to be involved in the development of IEP/PLAAFP materials are welcome to participate in field trials of the training program
- ODE & BRT staff will present our DRAFT IEP Development training, PLAAFP Development training, and share curricular templates that are being developed and ask for feedback to ensure that the materials meet the needs of the field prior to publication next fall
  - Please contact Dan Farley at [dfarley@uoregon.edu](mailto:dfarley@uoregon.edu) if your group of teachers might be interested in participating

# ODE Strategic Plan

Goal 3 – Schools and Districts: Increase performance for all schools and districts in order to create systems of excellence across the state.

## Objective:

1. *Systematically help districts implement Common Core, Next Generation standards and new statewide assessments.*

# Oregon Criteria for High Quality Assessments

[http://www.ode.state.or.us/wma/teachlearn/testing/resources/oregon\\_assessment\\_guidance.pdf](http://www.ode.state.or.us/wma/teachlearn/testing/resources/oregon_assessment_guidance.pdf)

# Criteria

1. **Clear Purpose:** *Why am I assessing?*
2. **Clear Learning Target(s):** *What am I assessing?*
3. **Quality Assessment:** *How can I assess it well?*
4. **\*Proper Test Administration:** *How will I ensure test conditions do not interfere with a student's ability to perform well on a test? And how do I maximize a student's ability to perform well on a test?*
5. **Effective Communication of Results:** *How will I share results for maximum impact?*

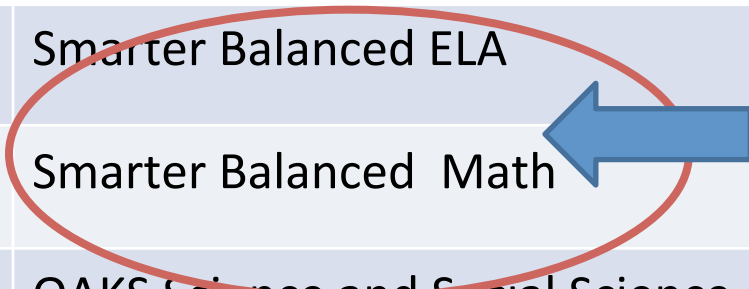
# Oregon's (Revised) Statewide Assessment System

<http://www.ode.state.or.us/search/results/?id=169>



# Moving Forward

2013-14	2014-15 and beyond
OAKS Reading and Writing	Smarter Balanced ELA
OAKS Math	Smarter Balanced Math
OAKS Science and Social Science	OAKS Science and Social Science
Extended Assessment	Extended Assessment
ELPA	ELPA
Kindergarten Assessment	Kindergarten Assessment



**NEW**

# Oregon's Alternate (Extended) Assessment Update



# Oregon Extended Assessment

A NEW alternate assessment is being developed that will be implemented in the 2014-15 school year

- Essentialized standards have been developed for all assessed standards (called Essentialized Assessment Frameworks)
- Items will be aligned to the Essentialized Standards, which are linked to the CCSS in ELA and Math, as well as to the Oregon Science standards and Next Generation Science Standards
- Approach includes not only a new assessment; we are also developing training modules for IEPs, PLAAFPS, and Curricular & Instructional resources



# ORExt Development Opportunities

## Test Development

- Item reviews to ensure appropriate alignment, sensitivity, and lack of bias in our new ORExt test items
  - Please contact Brad Lenhardt at [brad.lenhardt@state.or.us](mailto:brad.lenhardt@state.or.us) if you are interested in participating in field test item reviews

# Oregon's Statewide Assessment Accessibility Supports Update

<http://www.ode.state.or.us/search/page/?id=487>



All accessibility supports a student receives on the statewide assessments **should mirror the supports currently being provided** in classroom instruction and assessments.

# Oregon Accessibility Manual

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# Documenting Accessibility Supports in IEPs

## Accessibility Supports can be Addressed in Four Sections of the IEP

1. “Consideration of Special Factors” [Sec. 614 (d)(3)(B)]
2. “Present Levels of Academic and Functional Performance (PLAAFP)” [Sec. 614 (d)(1)(A)(i)(I)]
3. “Participation in Assessments” [Sec. 612 (a)(16)]
4. “Supplementary Aids and Services” [Sec. 602 (33) and Sec 614 (d)(1)(A)(i)]

# Oregon Accessibility Supports : Update

- Interim Oregon Accessibility Manual (OAM) is posted
- Final draft due of OAM per Smarter's finalization of policies and procedures
- Accessibility supports may change in the future if additional tools, supports, or accommodations are identified for the assessment based on state experience and research findings

# Questions?



# Resources

- CCSS and Students with Disabilities  
<http://www.ode.state.or.us/search/page/?id=4157>
- Oregon Extended Assessment  
<http://www.ode.state.or.us/search/results/?id=178>
- Oregon Statewide Assessment Accessibility Supports  
<http://www.ode.state.or.us/search/page/?id=487>
- Oregon Extended Assessment Training & Proficiency  
<http://or.k12test.com>
- OAKS Online (available after 10.17.14)  
<http://oaksportal.org/>
- Oregon Essential Skills  
<http://www.ode.state.or.us/search/page/?id=2042>



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