



CONNECTICUT STATE DEPARTMENT OF EDUCATION

**CT-SEDS
IEP Preview Series
April 11, 2022**

Session recorded



CONNECTICUT STATE DEPARTMENT OF EDUCATION

SESSION 6: Present Levels of Performance and IEP Goals/Objectives

Welcome and Introductions

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Division Director**

**[New IEP/CT-SEDS](#) (posted
sessions)**

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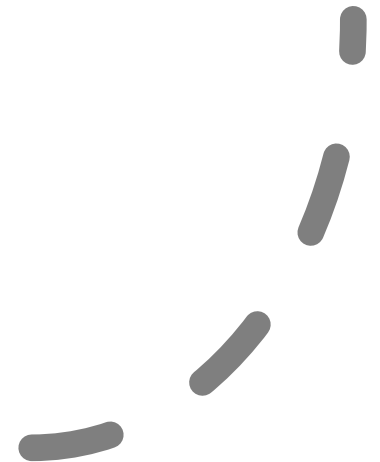
Learning Targets

- Review IEP components related to Present Levels of Performance and Goals/Objectives
- Understand the difference in the structure and flow of information between the current and new IEP Document.
- Understand how Present Levels of Performance, IEP Goals, and Objectives are generated in CT-SEDS



Ask Questions

Throughout the presentation
add questions to the Q&A
Panel



WHY

- 1. To support and assist educators in the transition from their current IEP system/process.**
- 2. To support and assist educators for the Go-Live launch of CT-SEDS on July 1, 2022.**
- 3. To provide an opportunity for you to share your questions related Present Levels and Goals and Objectives.**



New IEP Enhancements

- Parent/Student Input
- Flow of information
- Improved connection between Present Levels and Impact of Disability and Goals/Objectives
- Alignment with Grade Level Standards



Current IEP: Present Levels of Performance (Page 4)

Student: _____ Last Name, First Name DOB: _____ mm/dd/yyyy District: _____ Meeting Date: _____ mm/dd/yyyy

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

(The following information was derived from: report data, documentation from classroom performance, observations, parent/student reports, and curriculum based and standardized assessments, including Smarter Balanced and CT Alternate Assessments results and student samples).

Parent and Student input and concerns	

Area (briefly describe current performance)	Strengths (include data as appropriate)	Concerns/Needs (requiring specialized instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities.
Academic/Cognitive Language Arts: <input type="checkbox"/> Age Appropriate _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Academic/Cognitive: Math: <input type="checkbox"/> Age Appropriate _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Other Academic/Nonacademic Areas: <input type="checkbox"/> Age Appropriate _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Current IEP: Present Levels of Performance (Page 5)

Student: _____
Last Name, First Name

DOB: _____
mm/dd/yyyy

District: _____

Meeting Date: _____
mm/dd/yyyy

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Area (briefly describe current performance)	Strengths (include data as appropriate)	Concerns/Needs (requiring specialized instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities.
Behavioral/Social/Emotional: <input type="checkbox"/> Age Appropriate _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Communication: <input type="checkbox"/> Age Appropriate _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Vocational/Transition: <input type="checkbox"/> Age Appropriate _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Health and Development including Vision And Hearing: <input type="checkbox"/> Age Appropriate _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Fine and Gross Motor: <input type="checkbox"/> Age Appropriate _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Activities of Daily Living: <input type="checkbox"/> Age Appropriate _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Other: <input type="checkbox"/> Age Appropriate _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

Current IEP: Goal Page (7)

Student: _____ Last Name, First Name DOB: _____ mm/dd/yyyy District: _____ Meeting Date: _____ mm/dd/yyyy

Academic/Cognitive Social/Behavioral Communication Gross/Fine Motor Postsecondary Education/Training
 Self Help Employment Independent Living Health Other: (specify) _____

Enter Dates for Evaluating and Reporting Progress in Boxes Below

Check here if the student is 13 years of age. (Note: Page 6, Transition Planning must be completed if this box is checked)

1	2	3	4
5	6	7	8

Measurable Annual Goal* (Linked to Present Levels of Performance) # _____

Eval. Procedure: _____

Perf. Criteria: _____

(%, Trials, etc.) _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objective #1 _____

Eval. Procedure: _____

Perf. Criteria: _____

(%, Trials, etc.) _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Objective #2 _____

Eval. Procedure: _____

Perf. Criteria: _____

(%, Trials, etc.) _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Objective #3 _____

Eval. Procedure: _____

Perf. Criteria: _____

(%, Trials, etc.) _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Evaluation Procedures

- 1. Criterion-Referenced/Curriculum Based Assessments
- 2. Pre and Post Standardized Assessment
- 3. Pre and Post Base Line Data
- 4. Quizzes/Tests
- 5. Student Self-assessment/Rubric
- 6. Project/Experiment/Portfolio
- 7. Behavior/Performance Rating Scale
- 8. Smarter Balanced and CT Alternate Assessments
- 9. Work Samples, Job Performance or Products
- 10. Achievement of Objectives (Note: use with goal only)
- 11. Other (specify) _____
- 12. Other (specify) _____

Performance Criteria

- A. Percent of Change
- B. Months Growth
- C. Standard Score Increase
- D. Passing Grades/Score
- E. Frequency/Trials
- F. Duration
- G. Successful Completion of Task/Activity
- H. Mastery
- I. Other: (specify) _____
- J. Other: (specify) _____

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by the end of the year)

U=Unsatisfactory Progress – Unlikely to achieve goal **N** = No Progress – Will not achieve goal **M** = Mastered **S** = Satisfactory Progress – Likely to achieve goal
O = Other: (specify) _____

*Related to meeting the student's needs that result from the individual's disability, to enable the student to be involved in and make progress in the general curriculum, and to meet each of the student's other educational needs that result from the student's disability.

Present Levels of Academic Achievement and Annual Goal(s) and Objectives

ACADEMIC, PRE-ACADEMIC, COGNITIVE ACHIEVEMENT

Parent and/or Student Input

GOAL AREA: (E.g., Reading)

Present Level of Performance

Strengths

Concerns/Needs

Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

New IEP Present Levels of Academic Achievement & Goals Objectives

Annual Goal 1	Evaluation Method
<i>Goal Statement #1 for Reading</i>	<i>Eval Procedure</i>
Short-term Objectives/Benchmarks	Progress Monitoring Schedule
<i>Obj. 1</i>	<i>Eval Schedule</i>
<i>Obj. 2</i>	<i>Eval Schedule</i>
<i>Obj. 3 (and more, if needed)</i>	<i>Eval Schedule</i>
CT Core Standards Aligned to this Goal (Early Learning Development Standards)	
<i>Standard 1</i>	
<i>Standard 2</i>	
Related Service(s) necessary to achieve this goal (if any)	
<i>Related Service Name</i>	

Additional Data/Assessment Information (not included in Present Level(s) of Performance)



New IEP Present Levels of Functional Performance & Goals Objectives

Present Levels of Functional Performance and Annual Goal(s) and Objectives

FUNCTIONAL PERFORMANCE

Parent and/or Student Input

GOAL AREA: *(E.g., Communication)*

Present Level of Performance

Strengths

Concerns/Needs

Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities


Annual Goal 4	Evaluation Method
<i>Goal Statement #1 for Communication</i>	<i>Eval Procedure</i>
Short-term Objectives/Benchmarks	Progress Monitoring Schedule
<i>Obj. 1</i>	<i>Eval Schedule</i>
<i>Obj. 2</i>	<i>Eval Schedule</i>
<i>Obj. 3 (and more, if needed)</i>	<i>Eval Schedule</i>
Related Service(s) necessary to achieve this goal (if any)	
<i>Related Service Name</i>	

Additional Data/Assessment Information (not included in Present Level(s) of Performance)



Present Levels, Annual Goals and Objectives





















IEP Process

 Note: The workspace was last reverted on 10/25/2021 to the IEP created on (meeting date ; start and end dates -).Data may have been updated in the workspace after it was reverted. **IMPORTANT:** Review the workspace to make sure you are working from the correct data for the IEP being created, revised, or amended.

Select action

Create/Revise IEP



 IEP Meeting Information Complete 	 IEP Overview Complete 	 Special Considerations Complete 	 Present Levels, Annual Goals, Supplementary Aids/Services Incomplete 	 Secondary Transition Incomplete 	 Special Education and Related Services Incomplete 
 Removal from General Ed Incomplete 	 District and State Testing Incomplete 	 PPT Recommendations Incomplete 	 Create Prior Written Notice and IEP Incomplete 		



CT-SEDS INTERFACE: Parent and/or Student Input

Present Levels, Goals and Objectives



This page is used to enter parent and/or student input/concerns; present levels of performance; annual goals and short-term objectives; and supplementary aids and services.

Parent and/or Student Input

[ATTACH DOCUMENTATION](#)



Input from the parent and student must be considered in the development of the IEP.



Academic/Pre-Academic/Cognitive Achievement



Parent and/or Student Input: Academic/Pre-Academic/Cognitive Achievement

Functional Performance



Parent and/or Student Input: Functional Performance

SAVE



CT-SEDS INTERFACE: Goal Areas

▼ Goal Areas



Select the area(s) for which goals are needed for the student.



Warning! At least one functional goal should be developed to address the student's behavior.

Academic Goal Areas

Reading

Writing

Mathematics

Pre-Academic

Other (Academic)

Functional Goal Areas

Communication

Behavior

Social/Emotional

Executive Functioning

Fine Motor

Gross Motor

Activities of Daily Living

Health and Development (including vision and hearing)

Use of Appropriate Behaviors to Meet Needs

Other (Functional)




SAVE



CT-SEDS INTERFACE: Current Level of Performance

Academic Area: Reading


 Complete the current level of performance in this goal area, and add goal(s) and objectives.

Current Level of Performance

Present Level of Performance

Strengths

Concerns/Needs

Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities 

I

Goals and Objectives



At least one goal is required for each goal area.

[ADD GOAL/OBJECTIVE](#)

SAVE



CT-SEDS INTERFACE: Adding Goals and Standards

Add Goals



This page is used to add a goal to a specific area for the student, and add objectives for the goal.



∨ General Education Content Standard(s)

[ADD STANDARDS](#)

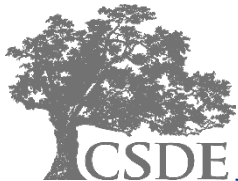


Choose the CT Core Standards or CT Early Learning and Development Standards aligned to this goal.



There are currently no standards added for this goal.

[SAVE](#)



CT-SEDS INTERFACE: Adding Standards

Add Standards



Select an area, category, and standard(s) to add the standard(s) to the goal.

Standards Areas

ELA (3)



Standards Category

(Required)



CLOSE

SAVE

ADD MORE STANDARDS



CT-SEDS INTERFACE: Adding Standards

Add Standards ×

i Select an area, category, and standard(s) to add the standard(s) to the goal.

Standards Areas
ELA (3) ▼


Standards Category ▼

- Foundational Reading Skills
- Language
- Reading Informational Text
- Reading Literature
- Speaking and Listening
- Writing



CT-SEDS INTERFACE: Adding Standards

Add Standards ×

 Select an area, category, and standard(s) to add the standard(s) to the goal.

Standards Areas
ELA (3) ▼

Standards Category
Foundational Reading Skills ▼

Standards


- CCSS.ELA-Literacy.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

CLOSE SAVE ADD MORE STANDARDS



CT-SEDS INTERFACE: Adding Goal

▼ Add Goal

 The fields on this panel will make up the goal statement.

Annual Goal

Given subject area, technical, or narrative text on a third grade level, Vaughn will determine the central idea, with 90% accuracy as measured the district's reading assessment..

Given


E.g., Conditions, materials, setting, accommodation, assistive technology
subject area, technical, or narrative text on a third grade level

Vaughn will

Measurable/observable skill or behavior in functional terms
determine the central idea

To what extent/how well to determine mastery
with 90% accuracy as measured the district's reading assessment.

SAVE

 Include the evaluation method for measuring progress.

Evaluation Method

- Progress toward meeting the annual goal will be measured by achievement on short-term objectives.
- Other

SAVE

CT-SEDS INTERFACE: Goal Display

Academic Area: Reading

Complete the current level of performance in this goal area, and add goal(s) and objectives.

Current Level of Performance

Present Level of Performance
Present Levels of Performance in Reading

Strengths
Strengths in Reading

Concerns/Needs
Concerns in Reading

Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities
Impact of the Student's disability in Reading.



ADD GOAL/OBJECTIVE

Goals and Objectives

Goal
Given subject area, technical, or narrative text on a third grade level, Vaughn will determine the central idea , with 90% accuracy as measured the district's reading assessment.

Evaluation Method
Progress toward meeting the annual goal will be measured by achievement on short-term objectives.

of Objectives
1

Core Standards
RF.3.3

CT-SEDS Interface: Adding Objectives

Objectives

[ADD OBJECTIVES](#)



Add objectives for the goal from this panel.



At least one objective is required for each goal. You may return to the goal at a later date to enter objective(s).



Pos

Objective

Details

Del

SAVE

CT-SEDS Interface: Adding Objectives

Add/Edit Objectives

The fields in this modal will make up the objective statement.

Annual Goal:
Given subject area, technical, or narrative text on a third grade level, Vaughn will determine the central idea , with 90% accuracy as measured the district's reading assessment.

Objective:

Given (Required)

Vaughn FOR CT Falcon will (Required)

(Required)

by (Required)

Progress Monitoring

Progress Monitoring Schedule

- Daily
- Weekly
- Bi-Weekly
- Monthly
- Bi-Monthly
- Other

CT-SEDS INTERFACE: Objective Display

Objectives

[ADD OBJECTIVES](#)



Add objectives for the goal from this panel.




Pos	Objective	Details	Del
▼	Given the use of a graphic organizer, Vaughn FOR CT Falcon will identify three details from the narrative text to determine a negative or positive central idea as determined by completed work samples by 10/06/2021		

SAVE

CT-SEDS: Additional Data/Assessment Information

▼ Additional Data/Assessment Information

 Add additional data/assessment information (not included in present level(s) of performance), if needed.

Academic/Cognitive Achievement

Data/Assessment Information: Academic/Cognitive Achievement

Functional Performance

Data/Assessment Information: Functional Performance

SAVE



Final Points of Information

- This section of the IEP is divided into two Domain Areas - Academic Achievement and Functional Performance
- Parent and Student Input is collected for both areas
- Annual Goals and Short-term Objectives are developed using templates
- Core Standards are required only for Reading/Writing, Math, Early Learning Development.
- When an IEP Document is finalized in the system, IEP data for Goals and Short-term Objectives will not clear but can be easily edited.



Questions



Thank You!



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