

Guidelines for Use of Modified Standards And Individualized Progress Reporting On the Standards-Based Progress Report

Background:

For a variety of reasons, some of our students are receiving academic instruction based on an individualized plan. The students, for example, may have an IEP, a Section 504 plan, or be gifted (GT) or highly gifted (HGT) students with an Advanced Learning Plan. While receiving individualized academic content or accommodations, these students still are expected to meet the same grade level standards as all students. There needs to be a mechanism to indicate this individualization on the progress report. Similarly, in very rare circumstances, some students with disabilities, particularly those eligible or potentially eligible to take CSAP-A or alternate district assessments in appropriate grades, and some highly gifted students may be expected to meet modified standards that are different from the expected grade level standards. The progress report needs to be able to reflect this modification.

Additionally, there is much confusion in both law and policy around the distinction between the terms accommodation and modification. The terms are used interchangeably and often in incorrect contexts. For purposes of using the Standards-Based Progress Report, there is a need to clarify the use of these terms and to explain how and when the designation of “M” will be used in reporting to parents and how and when the designation of “I” will be used.

Accommodation:

For purposes of the progress report, an accommodation is a practice or procedure in the areas of presentation of information, response requirements, setting/environment, or timing/scheduling that provides a student with equitable access to the District’s instruction and assessment. Allowing a student to use a scribe for a written test is an example of a response requirement accommodation. A student’s individual plan will detail the classroom accommodations a student will receive. Accommodations are **not** reflected on the Standards-Based Progress Report.

Modification:

For the purposes of the progress report, a modification refers to a practice that changes, either lowering or increasing, what a student is expected to know and learn. If the grade level standard is to be changed for a student, then such a modification is indicated on the Standards-Based Progress Report. Only when a change in what the student is expected to learn, (such as changing the standard), alters the instructional level, content and/or performance expectations required of the student is this considered a modification. If a student is expected to meet District grade level standards, even though the instructional level, content, and/ or performance expectations are changed, it is not a modification. Such changes are considered to be an “individualized plan” on the Standards-Based Progress Report.

Standards-Based Progress Report:

Indicators of Progress Toward Proficiency		Achievement of State Standards (End of year ONLY)		Indicators of Effort	
4	Progress exceeds expectations	A	Advanced	4	Effort exceeds expectations
3	Progress meets expectations	P	Proficient	3	Effort meets expectations
2	Progress sometimes meets expectations	PP	Partially Proficient	2	Effort sometimes meets expectations
1	Progress is below expectations	U	Unsatisfactory	1	Effort is below expectations
M	Academic Standard Modified*	M	Academic Standard Modified*		
I	Individualized Plan*	I	Individualized Plan*		
N/A	Not assessed at this time				

Individualized Plan:

The “I” designation is available only for students who have an IEP, Section 504 plan, or HGT/GT plan (“collectively a ‘plan’”) as indicated by a check in one of the boxes on the section of the Progress Report related to individual planning. It is not to be used for a student with an individual learning plan (ILP).

The “I” will be used in two contexts on the progress report. It will be used as a periodic indicator of progress toward proficiency in conjunction with the numbers 1 through 4 to indicate progress based on the goals and objectives in a particular area as set forth on an individualized plan. The “I” is **not** to be used to indicate differentiation of the core curriculum by the classroom teacher. Documentation regarding progress on goals and objectives should be attached to the Standards-Based Progress Report for a student with disabilities.

The second context in which the “I” will be used is in relation to the end of year report on the achievement of state standards. It will be accompanied by the designations A, P, PP, or U to indicate the status of the student’s achievement in relation to the individualized plan goals and objectives, which in turn are based on grade level standards. It will be used when a student is expected to meet grade level standards and the student’s learning is being accommodated by the use of the instructional level, content and/or performance measures indicated on the individualized plan. It is not to be used at the end of the year for students working toward modified standards.

The “I” designation is available to GT students when the guidelines above apply and they have a formal HGT/GT Advanced Learning Plan. It can only be used for the standards and content areas specified in the plan that do not change grade level standard expectations. This may include curriculum compacting and instruction to enhance, enrich or extend the DPS grade level curriculum that does not result in changing grade level standard expectations or acceleration to standards in a higher grade level.

Students who receive ELA services (ELA-S and/or ELA-E) are expected to meet grade level standards. The "I" designation is available to ELLs when the above guidelines apply: they have an IEP, Section 504 plan, or HGT/GT plan.

Modified:

The “M” designation is available only for students who have a plan and **for whom grade level standard expectations are changed**. It also will be used in two contexts. The first context is as a

periodic indicator of progress toward proficiency in conjunction with the numbers 1 through 4 to indicate progress based in relation to the modified standards in a particular area as set forth on an IEP, Section 504 plan, or HGT/GT plan. This will occur in very rare circumstances. In special education, it may be appropriate for the group of students eligible, or likely eligible, for the CSAP-A or District alternate assessments at appropriate grades. In gifted education, “M” would be appropriate for students who have been accelerated to higher grade level standards in one or more content areas. For gifted students whose progress will be measured in relation to an individually determined elevated standard set forth in a plan, the “M” may be appropriate. For students who are expected to meet modified standards, their instructional levels, content and/or performance measures are individualized to meet the modified standard. It is not to be used for a student with an individual learning plan (ILP) unless this student also has an IEP, Section 504 plan, or HGT/GT plan

The second context is in which the “M” will be used in relation to the end of year report on the achievement of state standards accompanied by the designations A, P, PP or U to indicate the status of the student’s end of year achievement in relation to the modified standards.

Students who receive ELA services (ELA-S and/or ELA-E) are expected to meet grade level standards. The "M" designation is available to ELLs when the above guidelines apply.

Examples:

A third grade student with a learning disability is reading at the first grade level. The student is expected to meet third grade content standards. The student has an IEP, which contains a goal to address the student’s present level of reading performance and the expected amount of progress that the student will make in reading over the next year. The IEP identifies the services that will be provided to the student in order to assist the student in achieving the goal. The classroom teacher has differentiated in presentation of the reading materials to this student and the student works with the mild moderate resource room teacher using materials appropriate to the student’s level. In reporting the student’s progress toward the third grade reading standard, the teachers would collaborate to determine the level of progress the student is making toward meeting the individualized goal and the Progress Report would designate the level preceded by “I”. So, for example, if the student was working at the level expected at the point in the year when progress was reported, the Progress Report would indicate “I3”. If the same student was expected to meet grade level standards in math and had no goals on the IEP related to math, the mathematics portion of the Standards-Based Progress Report would not have the level of progress preceded by an “I”. At the end of the year, the teachers would discuss the level of achievement the student had made in relation to the individualized goals based on grade level standards. So, for example, the teachers may determine that the student had met many but not all of the components of the measurable goal on the IEP and designate “IPP” on the end of year report.

An eighth grade student in an MI-Severe program has a goal of learning to respond to yes and no questions by moving a switch either left or right appropriately. This student is likely to have a modified standard in reading. Rather than “applies thinking skills to reading, writing, speaking, and listening,” the standard the student might be expected to meet could be “listens to yes or no questions and uses appropriate communication switch to respond.” This student would have an IEP that sets forth the modified standard. The student would have a goal related to the standard, perhaps related to frequency of correct responses, and services would address attainment of the goal. If the student was not meeting the target related to frequency of correct responses at the time of the progress report, the teacher might indicate “M1” on the report. If the student continued to have difficulty with meeting the

goal related to the modified standard, the end of year progress report would indicate the student was working toward a modified standard in reading but that it was at an unsatisfactory level, “MU.”

One fourth grade GT/HGT student has an Advanced Learning Plan that focuses on the student’s strength area in reading. If the plan specifies enrichment, projects, in-depth research, or extensions to grade level standards in reading, progress would be indicated by an “I”. If the plan specifies advancing to or beginning at reading standards that are grade five or above grade level, progress would be indicated by an “M”. In both cases, the student would be expected to read materials at an appropriately challenging reading level.

In the area of mathematics, only students who have been formally accelerated an entire year according to the district’s math acceleration policy would have progress indicated by an “M”. If math extensions or enrichment at grade level standards are specified in a GT/HGT Advanced Learning Plan, an “I” would be used to indicate progress. For GT/HGT students, an “I” can only be used if the content standard is at grade level and addressed in an Advanced Learning Plan and an “M” can only be used if grade level standard expectations are changed/modified to standards that are above grade level.

08/06/07