

# Special Education Committee

Tracy Unified School District  
Thursday, May 20, 2021  
6:00 – 6:45



*Graphics created by the Mary Lyon First Grade, Fall 2001*

# Welcome and Introductions

## □ Committee Members:

Director of Special Education, Sean Brown

Trustee, Lori Souza

Trustee, Nathalia Erskine

Trustee, Zachary Hoffert



# Agenda

## Purpose of Today

Provide a general overview of Special Education

- 1. Assessments
- 2. Framework of the IEP

No formal action will be taken by committee. This is discussion only

# TUSD Special Education BOARD Committee Guidelines

- ❑ Committee meeting is open to the public.
- ❑ Microphones will be muted at all times.
- ❑ Committee members, please use the hand icon to ask a questions/comments.
- ❑ No action will be taken in our committee meeting.
- ❑ Public Comments:
  - 10 minutes total allotted for public comments at the beginning of meeting
  - Public comments will be submitted using the chat box.
  - At no other time will public comments be heard, read, or addressed.
  - Committee members will not address comments from public.

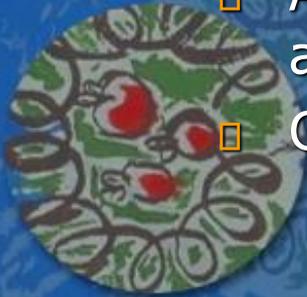




# Public Comments

Please be respectful to others 😊

- ❑ Please use chat box
- ❑ 10 minutes total allotted for public comments at the beginning of meeting
- ❑ At no other time will public comments be heard, read, or addressed.
- ❑ Committee members will not respond to public comments



# Special Education Committee

## Today's Objectives:

- Understand the purpose of Assessments
  - Purpose
  - Academic assessment
  - Psychological assessment
  - Outline of an assessment report
  
- Understand the framework of the IEP process



# Assessment: Purpose

- Used to identify needs, determine present levels, and develop goals
  - Completed for each area of suspected disability
  - Establish the baseline for goals
  - The law requires to do a comprehensive assessment; this involves standardized and non-standardized forms of assessment
    - Standardized measures for academic testing: *Woodcock Johnson IV, Weschler Individual Achievement Test (WIAT)*
    - Non-standardized forms of assessment: observations, curriculum-based assessments, work samples, portfolios
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# Academic Assessment

*The academic assessment...*

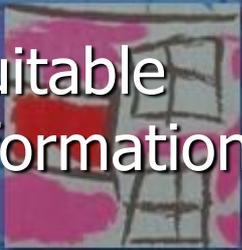
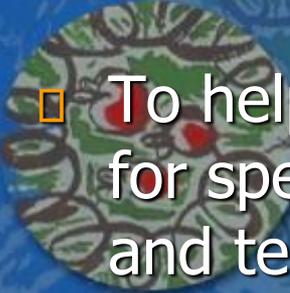
is usually recommended when a child's academic skill levels are unknown or inconsistent and when his or her learning process shows gaps

will determine if a discrepancy exist between intellectual potential (*intellectual ability*) and academic achievement (*performance in class*).

will determine the strengths and weaknesses in the child's academic and processing areas



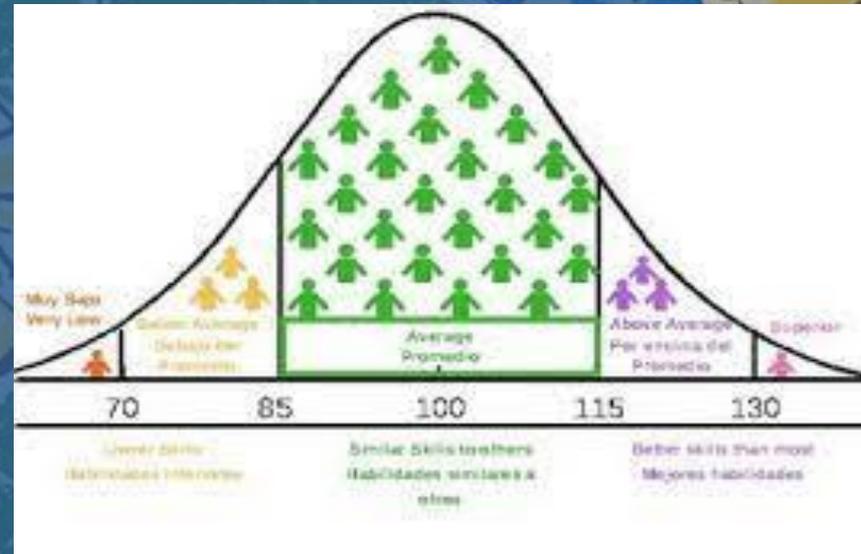
# Objectives of an *Academic Assessment*

- ❑ To help determine the child's stronger and weaker academic skills areas
  - ❑ To help the teacher gear materials to the learning capacity of the individual child
  - ❑ To develop a learning profile
  - ❑ To help determine if a child's academic skills are suitable for specific settings or classes (along with other information and test results).
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# Example of Academic Assessments

## The Woodcock-Johnson IV Tests of Achievement

Tests	
<b>Standard Battery</b>	<b>Extended Battery</b>
Test 1: Letter-Word Identification	Test 12: Reading Recall— <b>NEW</b>
Test 2: Applied Problems	Test 13: Number Matrices— <b>NEW</b>
Test 3: Spelling	Test 14: Editing
Test 4: Passage Comprehension	Test 15: Word Reading Fluency— <b>NEW</b>
Test 5: Calculation	Test 16: Spelling of Sounds
Test 6: Writing Samples	Test 17: Reading Vocabulary
Test 7: Word Attack	Test 18: Science
Test 8: Oral Reading— <b>NEW</b>	Test 19: Social Studies
Test 9: Sentence Reading Fluency	Test 20: Humanities
Test 10: Math Facts Fluency	
Test 11: Writing Fluency	





# School Psychologist

Florence Smith

Tracy Unified School District

15 years – TUSD

High School, Elementary, Charter, Pre-School



# Objectives of the Psycho-Educational Assessment

- ❑ Evaluate in all areas of suspected disability (reason for referral)
  - 13 Eligibility Categories with their own specific criteria
  - Common Eligibility Categories: Specific Learning Disability, Other Health Impairment and Autism
- ❑ Gather information/data from multiple sources (parent, student, teacher, observation, assessment measures)
- ❑ Determine the current levels of intellectual/cognitive ability *or* use of alternative assessment measures to understand ability levels
- ❑ Find possible patterns involving learning style (strengths, weaknesses)
- ❑ Review Eligibility Criteria for Special Education
- ❑ Recommendations to support students

# Components of Psycho-Educational Assessments

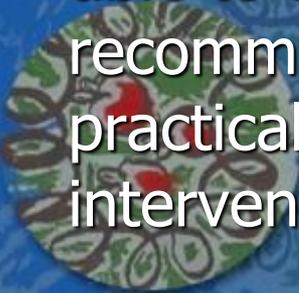
- ❑ Intellectual/Cognitive Assessment or Alternative Assessment measures
- ❑ Other Possible Assessment Areas (*depending on the areas of concerns and reason for referral*)
  - **Processing Assessments may include:**
    - ❑ Visual Processing
    - ❑ Auditory Processing
    - ❑ Phonological Processing
    - ❑ Sensory-Motor Abilities
    - ❑ Attention
  - **Social-Emotional Assessments**
  - **Adaptive Behavior Assessments**
- ❑ Use these assessments results in conjunction with academic assessments to determine eligibility for special education services



# Assessment Report

## Assessment OUTLINE

The assessment report should communicate results in a such a way that readers understand the rationale behind the recommendations and be able to use the recommendations as practical guidelines for interventions.



Identifying data

Reason for referral

Background History

Test administered

Test results

Conclusion

Recommendations

# Framework of the IEP



# Framework of the IEP

## IEP FRAMEWORK

Standards

Assessment

Present Levels

Identify Needs

Goals and Objectives

Services

Progress

## IEP Process



# Framework of the IEP

## FRAMEWORK

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## STANDARD

- The standard is the learning target
- Identify what the standard is stating a student must know and be able to do
- Understand the grade level content standard for the grade in which the student is enrolled or would be enrolled based on age.

# Framework of the IEP

## FRAMEWORK

Standards

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## ASSESSMENT

- Assessments are complete for each area of suspected disability.
- Baseline data is established
- Assessments identify child's needs, present levels, and develop goals.
- Standardized assessment completed every 3 years (triennial).

# Framework of the IEP

## FRAMEWORK

Standards

Assessment

Present Levels

Identify Needs

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## Present Levels of academic achievement and functional performance

- Brief detailed description of a child's achievement and performance at the time the IEP is written
- Includes information about programs, accommodations, and/or interventions that have been successful in the past
- Connect information to supporting the student's goals

# Framework of the IEP

## FRAMEWORK

Standards

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Present Levels

Identify Needs

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## Ares of Need

- Identifies needs based on the assessment (academic, behavioral, social emotional, functional, vocational, etc.)
- A goal must be written for each area of identified need.

# Framework of the IEP

## FRAMEWORK

Standards

Assessment

Present Levels

Identify Needs

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## Goals and Objectives

- Measurable description of the child's response to instruction in the areas of identified need
- A progression towards independence
- Clear succinct language in quantifiable terms that would be interpreted the same way by anyone who reads it



# Annual Goal

## Example –

*In a classroom setting, after reading a non-fiction text passage (social studies or science) at his independent reading level (6<sup>th</sup> grade), Johnny will identify a central main idea and be able to identify (either orally or written) 2 details which support his determination of this central theme with 80% accuracy over a 2-week period as measured by work samples and data collection.*

- Goal must contain the following...
  - A Baseline...
  - By when...
  - Who...
  - Does what...
  - Given what/under what conditions...
  - Measured by...
  - Level of mastery...
  - A progression towards independence
- New goal is established when goal is met
- Goal is altered when child is struggling



# Framework of the IEP

## FRAMEWORK

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Present Levels

Identify Needs

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## Services and Supports

- The services supports the goals and objectives
- Structured to progress a child towards higher levels of independence
- Allows student to be educated with typically developing peers and have access to the general education curriculum to the maximum extent appropriate.

# Framework of the IEP

## FRAMEWORK

Standards

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Present Levels

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## Progress

- Progress towards goal is measured by a variety of formal and informal assessments
- IEP goals are adjusted based on the child's progress



# Framework of the IEP

## FRAMEWORK

Standards

Assessment

Present Levels

Identify Needs

Goals and Objectives

Services

Progress

**Process repeats**

- Annual IEP: an IEP meeting must be held once a year to discuss present levels, update goals, and develop new goals.
- Triennial IEP: once every 3 years standardized assessment for eligibility, identify strengths and weaknesses, develop goals.





# Thank you!

Questions or Comments

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