

Analysis of Samples – Overview

For each of the samples included in this training module, the following compliance elements will be addressed:

- I. **Evaluation Sufficiency** – [WAC 392-172A-03020 through -03080](#) – Evaluations must be sufficient in scope to develop an IEP, and must:
 - a. Establish (initial evaluation) or reconfirm (reevaluation) that the student has a disability, including a discussion of the assessments and review of data that supports the student's eligibility, and information to rule out other determinant factors (prong 1);
 - b. Establish the adverse impact of the student's disability on the student's involvement and progress in the general education curriculum (prong 2); and
 - c. Document, with data to support, the recommended special education and related services needed by the student (prong 3), and other information needed to develop an IEP.
 - d. The evaluation report must also include the date and signature of each professional member of the evaluation group.
- II. **Consistency** between the Evaluation and the IEP – [WAC 392-172A-03035](#) and [-03110](#):
 - a. In developing a student's IEP, the IEP team must consider the results of the most recent evaluation of the student.
 - b. Each public agency must ensure that the IEP team revises the IEP, as appropriate, to address the results of any reevaluations.
- III. **IEP Components** – [WAC 392-172A-03090](#) – The IEP must include the following:
 - a. The student's **present levels** of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general education curriculum.
 - b. **Measurable annual goals**, including academic and functional goals designed to meet the student's individual needs and to enable the student to make progress in the general education curriculum.
 - c. **Least restrictive environment (LRE)** – An explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education classroom and extracurricular and nonacademic activities.
 - d. **Summary of services** – The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services/modifications.
 - e. Other components as appropriate, including but not limited to: IEP team membership, a description of how the district will measure the student's progress toward meeting the annual goals and how progress will be reported, a statement of any individual accommodations that are necessary on statewide assessments, and extended school year services.

- IV. Secondary Transition** (for students who will be turning 16 or older during the life of the IEP, or younger if determined appropriate by the IEP team) – The IEP must contain:
- a. Evidence of age-appropriate transition assessment(s) upon which measurable postsecondary goals can be based ([WAC 392-172A-03090\(1\)\(j\)\(i\)](#));
 - b. Measurable postsecondary goals related to education/training, employment, and, where appropriate, independent living skills ([WAC 392-172A-03090\(1\)\(j\)\(i\)](#));
 - c. Transition services that focus on improving the academic and functional achievement of the student to reasonably enable the student to meet the postsecondary goals ([WAC 392-172A-01190](#) and [WAC 392-172A-03090\(1\)\(j\)\(ii\)](#));
 - d. Course(s) of study needed to assist the student in reaching the postsecondary goals ([WAC 392-172A-03090\(1\)\(j\)\(ii\)](#));
 - e. Annual IEP goals, including academic and functional goals designed to meet the student's needs that result from the student's disability ([WAC 392-172A-03090](#));
 - f. Evidence that the student was invited to participate in the transition IEP meeting ([WAC 392-172A-03095\(2\)\(a\)](#)); and
 - g. Evidence that, with the consent of the parent/adult student, a representative of any outside agency that is likely to be providing or paying for transition services to the student was invited to participate in the transition IEP meeting ([WAC 392-172A-03095\(2\)\(c\)](#)).

**Evaluation and IEP Sample A –
Kindergarten Student with Specific Learning Disability**

Compliance Area	Compliant	Non-Compliant
Evaluation Sufficiency		X
Evaluation/IEP Consistency	X	
Present Levels	X	
Measurable Annual Goals	X	
LRE Explanation		X
Summary of Services	X	
Secondary Transition	n/a	n/a

- I. Evaluation Sufficiency (non-compliant)** – This is an initial evaluation for a student enrolled in kindergarten whose primary language is Spanish. The evaluation did not establish the student's eligibility under the disability category of specific learning disability, as described below.
- The evaluation did not adequately rule out the lack of appropriate instruction in reading and math as a determinant factor for special education eligibility. As stated on page 1 of the evaluation report, the student began attending school in mid-January, with limited attendance prior to this time, and was referred for special education evaluation on February 9th. Page 10 of the report indicates that the student had only received 79 days of schooling. Page 10 and the prior written notice (page 15) state that a reevaluation should be conducted within one year to determine whether the student's deficits were the result of a lack of instruction. This suggests that the evaluation group did not sufficiently rule out the lack of instruction as a determinant factor for eligibility.
 - It does not appear that the student was assessed in his native language (Spanish).
 - The evaluation group used the discrepancy tables to document a severe discrepancy between the student's intellectual ability and achievement (page 11 of the report). However, as identified in the [State of Washington Severe Discrepancy Tables](#) (page 4), the use of the discrepancy tables for SLD eligibility is inappropriate for students who are not yet enrolled in first grade.
 - An observation of the student in the general education classroom setting does not appear to have been conducted, as is required for students suspected of having a specific learning disability. Page 11 of the report has a section designated for observation results, but this section talks about an observation of the student in the testing setting, rather than during routine classroom instruction.
- II. Evaluation and IEP Consistency (compliant)** – The evaluation's recommendations of reading, writing, and math (page 3) are clearly addressed in the IEP. There are present levels and annual goals for all of these areas and the summary of services indicates services in these areas.
- III. IEP Components –**
- Present Levels (compliant)** – The present levels of performance sections (pages 6 and 7) include data to support the student's current functioning levels, including observational data and standardized assessment data. An interpretation of the data is included, as well as the impact of the disability on the student's participation in the general education curriculum.

- b. **Measurable Annual Goals** (compliant) – The IEP goals are all written in measurable terms. All of the goals include a baseline and a target, as well as a unit of measure.
- c. **LRE Explanation** (non-compliant) – This section (page 14) simply restates the calculation at the bottom of the service matrix (page 15), and indicates the percentage of time the student WILL participate in a general education setting. It does not explain the extent to which the student will NOT participate, nor does it address nonacademic and extracurricular activities.
- d. **Summary of Services** (compliant) – The summary of services matrix on page 13 clearly identifies the frequency (20 minutes, 5 times per week for each service area), location (special education), and duration (4/26/12 to 4/25/13) of the services. In addition, the provider for each of the services is clearly indicated. While the IEP is not required to identify the provider of the services, it is information that could be helpful in assisting all members of the IEP team, including the parent, in understanding how the services will be provided.
- e. **Other IEP Observations** – The IEP identifies the method for reporting progress in each goal section of the IEP (pages 8-10). Extended school year is addressed in the “Other considerations” section of the IEP (page 14). The statewide assessment page was left blank due to the student being in kindergarten (which is not a year that the state assessment is administered).

IV. Secondary Transition – Not applicable, the student is 7 years old.

V. Other Observations – Given the insufficiencies in the evaluation noted above, it would be difficult for the IEP team to develop an appropriate IEP for this student.

**Evaluation and IEP Sample B –
Elementary Student with Specific Learning Disability**

Compliance Area	Compliant	Non-Compliant
Evaluation Sufficiency	X	
Evaluation/IEP Consistency	X	
Present Levels	X	
Measurable Annual Goals		X
LRE Explanation	<i>n/a</i>	<i>n/a</i>
Summary of Services	X	
Secondary Transition	<i>n/a</i>	<i>n/a</i>

- I. **Evaluation Sufficiency (compliant)** – No compliance issues were identified in this evaluation. The evaluation group used test results (Woodcock Johnson, Developmental Reading Assessment, and the Stanford-Binet) to establish that the student has a discrepancy in the area of written expression. The team also determined, based on the evaluation data, that the student was in need of special education services in the area of reading. Page 4 includes information from an observation of the student, and the last page of the evaluation includes more specific results from the observation. Note: Page 4 of the evaluation report indicates that an IQ of 87 results in a criterion score of 69 for a severe discrepancy. This is an error – the criterion score for an IQ of 87 would be 74. The student was one point away from the discrepancy in the area of reading, and met the discrepancy for writing.

- II. **Evaluation and IEP Consistency (compliant)** – The evaluation’s recommendations of reading and writing (page 5) are clearly addressed in the IEP. There are present levels and annual goals for both of these areas and the summary of services indicates services in both areas.

- III. **IEP Components –**
 - a. **Present Levels (compliant)** – The present levels of performance section (page 3) includes data to support the student’s current functioning levels, including observational data and curriculum-based assessment data. An interpretation of the data is included, as well as the impact of the disability on the student’s participation in the general education curriculum.
 - b. **Measurable annual goals (non-compliant)** – The writing goal (page 3) is missing a quantifiable baseline. The goal is to write three to four sentences using phonetic spelling and high frequency first grade level words. However, the current performance level (baseline) for this particular skill is not identified in the goal statement or in the present levels.
 - c. **LRE Explanation** – This section (page 10) was required to be redacted, therefore it will not be addressed in this analysis.
 - d. **Summary of Services (compliant)** – The summary of services matrix on page 9 clearly identifies the frequency (160 minutes per week for reading and 125 minutes for writing), location (special education (i.e. “resource room”)), and duration (3/20/12 to 3/19/13) of the services. In addition, the provider for each of the services is clearly indicated. While the IEP is not required to identify the provider of the services, it is information that could be helpful in assisting all members of the IEP team, including the parent, in understanding how the services will be provided.

- e. **Other IEP Observations** – The “Student Progress Reporting to Parents” section of the IEP (top of page 10) indicates that progress toward IEP goals will be reported to parents through the use of IEP progress reports. However, the IEP does not identify when or how often these progress reports will be provided to the parents. Page 10 of the IEP indicates that the student will participate in the statewide assessment with accommodations, even though this is not a year in which the statewide assessment is administered.

IV. Secondary Transition – Not applicable, the student is 6 years old.

- V. **Other Observations** – On page 3, the IEP identifies and described the type of specially designed instruction needed to meet the goal. While this is not a required component of an IEP, it does give the individuals who are implementing the IEP, as well as the parent, additional information relating to the specific services to be provided.

**Evaluation and IEP Sample C –
Middle School Student with Health Impairment**

Compliance Area	Compliant	Non-Compliant
Evaluation Sufficiency	X	
Evaluation/IEP Consistency		X
Present Levels		X
Measurable Annual Goals		X
LRE Explanation		X
Summary of Services	X	
Secondary Transition	<i>n/a</i>	<i>n/a</i>

- I. **Evaluation Sufficiency (compliant)** – No compliance issues were identified in this evaluation. The evaluation group documented medical diagnoses of static encephalopathy and ADHD, including the date and name of the doctor that made the diagnoses. The evaluation group also used test results (Behavioral Assessment System for Children, Woodcock-Johnson) and two observations to reconfirm that the student continues to require services in the areas of reading, writing, math, study skills, and social/emotional.

- II. **Evaluation and IEP Consistency (non-compliant)** – The reevaluation report (pages 6 and 11) recommends related services in the area of social/emotional support. The IEP (page 9) does not contain any services in the area of social/emotional support.

- III. **IEP Components –**
 - a. **Present levels (non-compliant)** – The IEP summary of services (page 9) indicates that the student is receiving special education services in the areas of written language, mathematics calculation, reading comprehension, and study skills. However, the present levels (page 5) address only the area of writing, and do not include math, reading, or study skills.
 - b. **Measurable annual goals (non-compliant)** – The IEP summary of services (page 9) indicates that the student is receiving special education services in the areas of written language, mathematics calculation, reading comprehension, and study skills. However, the IEP (page 6) is missing measurable annual goals for math, reading, and study skills.
 - c. **LRE Explanation (non-compliant)** – This section (page 10) does not explain the extent to which the student will not participate with nondisabled students in general education, nor does it address nonacademic and extracurricular activities.
 - d. **Summary of Services (compliant)** – The summary of services matrix on page 9 clearly identifies the frequency (55 minutes, 5 times per week for each service area), location (special education), and duration (1/10/12 to 1/9/13) of the services. In addition, the provider for each of the services is clearly indicated. While the IEP is not required to identify the provider of the services, it is information that could be helpful in assisting all members of the IEP team, including the parent, in understanding how the services will be provided.
 - e. **Other IEP Observations** – The IEP team (identified on the IEP cover page) does not include a general education teacher. The summary of services (page 9) indicates that the student participates in the general education setting for 39% of the day; therefore, a general education teacher should be included as a member of the IEP team. The file

did not contain evidence of the written consent of the parent and district to excuse the general education teacher from attending the IEP meeting.

IV. Secondary Transition – Not applicable, the student is 14 years old, and the IEP team did not determine that the student required secondary transition.

V. Other Observations – On page 5 of the evaluation report, the team recommends supplementary aids and services (SAS) in the form of a behavior specialist. While it is not an issue for an evaluation group to make recommendations for SAS, it is technically the responsibility of the IEP team, not the evaluation group, to recommend SAS (per [WAC 392-172A-02065](#) and [WAC 392-172A-03110\(2\)\(b\)](#)).

**Evaluation and IEP Sample D –
Middle School Student with Emotional/Behavioral Disability**

Compliance Area	Compliant	Non-Compliant
Evaluation Sufficiency	X	
Evaluation/IEP Consistency	X	
Present Levels	X	
Measurable Annual Goals		X
LRE Explanation		X
Summary of Services		X
Secondary Transition	<i>n/a</i>	<i>n/a</i>

- I. **Evaluation Sufficiency (compliant)** – No compliance issues were identified in this evaluation. No compliance issues were identified in this evaluation. The evaluation group documented medical conditions of ADHD, Anxiety, and Vision. The evaluation group also used test results (Behavioral Assessment System for Children, Brigance) and an observation to reconfirm that the student continues to require services in the areas of math, writing, and social/behavior.

- II. **Evaluation and IEP Consistency (compliant)** – The evaluation's recommendations of math, writing, and social/behavior (page 5) are clearly addressed in the IEP. There are present levels and annual goals for all of these areas and the summary of services indicates services in these areas.

- III. **IEP Components –**
 - a. **Present Levels (compliant)** – The present levels of performance sections (pages 4 through 6) include data to support the student's current functioning levels, including observational data and state assessment data. An interpretation of the data is included, as well as the impact of the disability on the student's participation in the general education curriculum.
 - b. **Measurable Annual Goals (non-compliant)** – Both of the writing goals (pages 7-8) are not measurable. The baseline and target in the first writing goal are written in a range, and five sentences would fall into both the baseline and the target. In the second writing, goal, the term "vivid words and phrases" is a subjective term and is not defined in either the goal or the present levels.
 - c. **LRE Explanation (non-compliant)** – This section (page 12) does not explain the extent to which the student will NOT participate with nondisabled students in general education, nor does it address nonacademic and extracurricular activities.
 - d. **Summary of services (non-compliant)** – The IEP contains present levels (pages 5-6) and measurable annual goals (pages 7-8) in the areas of math, social/behavior, and written language. However, the summary of services (page 11) includes only the area of math. The frequency, location, and duration of services for social/behavior and written language are not identified.
 - e. **Other IEP Observations** – Two additional issues were noted within this IEP:
 - i. **State Assessment** – The IEP is covering most of the student's 8th grade year (a year in which the state assessment is conducted). Page 10 of the IEP indicates that the student will not participate in the regular state assessment, but does not include a statement of why the student is unable to participate in the regular assessment or identify the alternate assessment that will be used.

- ii. **IEP Team** – The IEP team (identified on the IEP cover page) does not include a general education teacher. The summary of services (page 11) indicates that the student participates in the general education setting; therefore, a general education teacher should be included as a member of the IEP team. The file did not contain evidence of the written consent of the parent and district to excuse the general education teacher from attending the IEP meeting.

IV. Secondary Transition – Not applicable, the student is 14 years old, and the IEP team did not determine that the student required secondary transition.

V. Other Observations – None noted.

Evaluation and IEP Sample E
High School Student with Emotional/Behavioral Disability

Compliance Area	Compliant	Non-Compliant
Evaluation Sufficiency	X	
Evaluation/IEP Consistency	X	
Present Levels	X	
Measurable Annual Goals	X	
LRE Explanation		X
Summary of Services	X	
Secondary Transition		X

- I. **Evaluation Sufficiency (compliant)** – This evaluation was found to be sufficient overall, although one issue of non-compliance was noted (see “Other Observations” below). The evaluation group used a review of existing data (including existing standardized assessment data, district-wide assessment data, and curriculum-based measures), as well as medical information to confirm that the student has an emotional/behavioral disability. The team determined that the student was in need of special education services in the areas of reading, writing, math, study skills, and social/behavior.

- II. **Evaluation and IEP Consistency (compliant)** – The evaluation’s recommendations of reading, writing, math, study skills, and social/behavior (page 6) are clearly addressed in the IEP. There are present levels and annual goals for all of these areas and the summary of services indicates services in these areas.

- III. **IEP Components –**
 - a. **Present Levels (compliant)** – The present levels of performance sections (page 5) include data to support the student’s current functioning levels, including observational data and state assessment data. An interpretation of the data is included, as well as the impact of the disability on the student’s participation in the general education curriculum.
 - b. **Measurable Annual Goals (compliant)** – The IEP goals are all written in measurable terms. All of the goals include a baseline and a target, as well as a unit of measure.
 - c. **LRE Explanation (non-compliant)** – This section (page 14) does not explain the extent to which the student will not participate with nondisabled students in general education, nor does it address nonacademic and extracurricular activities.
 - d. **Summary of services (compliant)** – The summary of services matrix on page 13 clearly identifies the frequency (number of minutes and sessions per day) for each area, location (special education), and duration (1/17/12 to 1/11/13) of the services.
 - e. **Other IEP Observations** – The IEP team, identified on the IEP cover page (page 3) and the IEP meeting invitation (page 1), does not include a district representative, and none of the other team members are designated to also serve as the district representative. The file did not contain evidence of the written agreement of the parent and district to excuse the district representative from attending the IEP meeting.

- IV. **Secondary transition** – The student is 15 years old at the time of the IEP, therefore transition must be addressed.
 - a. **Transition assessment (non-compliant)** – The present levels section of the IEP (page 5) addresses the student’s strengths and needs related to social/emotional, academic,

and study skills. However, the student's preferences and interests regarding post-high school goals do not appear to be addressed in either the IEP or the student's file.

- b. **Postsecondary Goals** (compliant) – On page 7 of the IEP, there are measurable postsecondary goals for education/training (going to college and completing a degree in law enforcement) and employment (law enforcement). The team did not determine that the student required a postsecondary goal for independent living skills, so that area was not included on page 7.
- c. **Transition Services** (compliant) – The IEP includes transition services (specially designed instruction in reading, writing, math, social/behavior, and study skills).
- d. **Course of Study** (non-compliant) – The IEP is missing a course of study to assist the student in reaching his/her postsecondary goals (going to college and working in law enforcement). The course of study identified on page 7 of the IEP (completing a course of study to meet graduation requirements) is a statement that is reflective of all high school students, and is not individualized to this student's transition needs.
- e. **Annual IEP Goals** (compliant) – The IEP contains annual goals for reading, writing, math, study skills, and social/behavior (pages 8-10) that address the student's needs described in the present levels. These goals will assist the student in attending college and being successful in future employment.
- f. **Student invitation** (non-compliant) – It does not appear that the student was invited to participate in the IEP meeting. Transition services were discussed at this meeting, therefore the student should have been invited to participate. The student was not identified on the IEP meeting invitation (page 1) or on the IEP cover page (page 3) as being invited to participate in the development of the IEP.
- g. **Agency Invitation** (compliant) – The IEP does not contain any transition services that will be provided or paid for by an outside agency, therefore agency invitation is not required. (Note: The "Agency Linkage" section at the bottom of page 7 refers to general agency linkages and not to agencies that will be providing or paying for transition services to the student during the life of that IEP).

V. Other Observations – The reevaluation report (page 8) is missing the signature and date of the professional members of the evaluation team certifying that the evaluation report represents his/her conclusion.

**Evaluation and IEP Sample F –
High School Student with Autism**

Compliance Area	Compliant	Non-Compliant
Evaluation Sufficiency	X	
Evaluation/IEP Consistency	X	
Present Levels	X	
Measurable Annual Goals		X
LRE Explanation	X	
Summary of Services	X	
Secondary Transition		X

- I. Evaluation Sufficiency (compliant)** – No compliance issues were identified in this evaluation. The evaluation group documented a medical conditions Autism through a review of existing records. The evaluation group also used test results (the Gilliam Autism Rating Scale, Wechsler Intelligence Scale for Children, Wechsler Individual Achievement Test, Oral and Written Language Scale, Social Language Development Test), student interview, and student observations to reconfirm that the student continues to require services in the area of social/behavior with related services in the area of speech/language. The evaluation report also included the results from an age-appropriate transition assessment of the student.
- II. Evaluation and IEP Consistency (compliant)** – The evaluation's recommendations of social/behavior and speech/language therapy (page 2) are clearly addressed in the IEP. There are present levels and annual goals for all of these areas and the summary of services indicates services in these areas.
- III. IEP Components –**
- a. **Present Levels (compliant)** – The present levels of performance sections (pages 6-11) include data to support the student's current functioning levels, including observational data and state assessment data. An interpretation of the data is included, as well as the impact of the disability on the student's participation in the general education curriculum.
 - b. **Measurable annual goals (non-compliant)** – The social/behavior goals (page 13) do not have a quantified unit of measure. The skills that are being measured ("using his eyes to think about what other people are thinking" and "using his 'brain filter' to determine his reaction to others") are not understandable, and may yield different results based on who measures them. These terms should have been defined within the goal itself, or within the present levels.
 - c. **LRE Explanation (compliant)** – This section (page 18) explains the extent to which the student will not participate with nondisabled students in general education. In the "Other Considerations" section, it indicates that the student will participate in physical education with nondisabled students.
 - d. **Summary of services (compliant)** – The summary of services matrix on page 17 clearly identifies the frequency (number of minutes and sessions per week) for each area, location (general education for the first service and special education for the other services), and duration (5/28/12 to 5/27/13) of the services. In addition, the provider for each of the services is clearly indicated. While the IEP is not required to identify the provider of the services, it is information that could be helpful in assisting

all members of the IEP team, including the parent, in understanding how the services will be provided.

- e. **Other IEP Observations** – Page 16 of the IEP indicates that the student will not participate in the statewide assessment. At the time of this IEP, students were not required to participate in the state assessment in 11th grade per federal accountability requirements. At the bottom of page 5, the IEP includes a statement that the student has been informed of the transfer of rights upon reaching the age of majority (age 18). This is a requirement for the IEP when the student is within one year of reaching the age of majority (i.e. 17 years old).

IV. Secondary transition – The student is 17 years old at the time of the IEP, therefore transition must be addressed.

- a. **Transition assessment** (compliant) – Both the evaluation report (page 16) and the IEP (page 11) include the results of an age-appropriate transition assessment, including the student's needs, strengths, preferences, and interests. The present levels section of the IEP (pages 6-11) also address the student's strengths and needs.
- b. **Postsecondary goals** (non-compliant) – The IEP (page 12) is missing a postsecondary goal in the area of education/training. The education/ training goal identified on page 12 (to obtain gainful employment in a competitive work environment) is a goal for employment rather than for education/training.
- c. **Transition Services** (compliant) – The IEP contains transition services, including specially designed instruction in the areas of social/behavior and speech/language, participation in a Skills Center program, and instruction in basic job skills.
- d. **Course of Study** (compliant) – The IEP (page 12) indicates that the student will receive communication services and learn basic job skills, as well as attend the Skills Center. The middle of page 8 includes additional information related to participation in the Skills Center.
- e. **Annual IEP Goals** (compliant) – The IEP contains annual goals for social/behavior and speech (page 13) that address the student's needs described in the present levels. These goals will assist the student in attending college and being successful in future employment.
- f. **Student invitation** (compliant) – The student was invited and participated in the IEP meeting as evidenced by his signature on page 5 of the IEP.
- g. **Agency Invitation** (compliant) – The IEP does not contain any transition services that will be provided or paid for by an outside agency, therefore agency invitation is not required.

V. Other Observations – None noted.

**Evaluation and IEP Sample G –
High School Student with Specific Learning Disability**

Compliance Area	Compliant	Non-Compliant
Evaluation Sufficiency		X
Evaluation/IEP Consistency	X	
Present Levels	X	
Measurable Annual Goals	X	
LRE Explanation	X	
Summary of Services	X	
Secondary Transition	X	

- I. Evaluation Sufficiency (non-compliant)** – This is a reevaluation for a high school student identified as having a specific learning disability. The areas of specially designed instruction and related services recommended for the student (page 6) are math, written language, reading, fine motor, and communication. The reevaluation was completed through a review of existing data. The issues noted in the evaluation included:
- For the academic portion of the assessment (page 9), the report indicates that a review of previous information was conducted along with current academic probes. However, information obtained as a result of the review of previous information was not identified.
 - In addition, the results of the current academic probes were not documented. The reevaluation did not include sufficient data to support the student's continuing eligibility under the category of specific learning disability, and did not contain evidence to support the student's continuing need for special education services in reading, writing, and math.
- II. Evaluation and IEP Consistency (compliant)** – The evaluation's recommendations of reading, writing, math, fine motor, and communication (page 6) are clearly addressed in the IEP. There are present levels for all of the areas, annual goals for the areas of specially designed instruction (reading, writing, and math), and the summary of services indicates services in all of the identified areas.
- III. IEP Components –**
- Present Levels (compliant)** – The present levels of performance sections (pages 5-8) include data to support the student's current functioning levels, including observational data and curriculum-based assessment data. An interpretation of the data is included, as well as the impact of the disability on the student's participation in the general education curriculum.
 - Measurable Annual Goals (compliant)** – The IEP goals are all written in measurable terms. All of the goals include a baseline and a target, as well as a unit of measure. Note: there are no annual goals for fine motor and communication because these areas are related services, and related services do not require annual goals.
 - LRE Explanation (compliant)** – This section (page 18) explains the extent to which the student will not participate with nondisabled students in general education, including extracurricular activities.
 - Summary of Services (compliant)** – The summary of services matrix on page 17 clearly identifies the frequency (number of minutes and sessions per week), location (special education), and duration (12/7/12 to 11/29/13) of the services. In addition, the

provider for each of the services is clearly indicated. While the IEP is not required to identify the provider of the services, it is information that could be helpful in assisting all members of the IEP team, including the parent, in understanding how the services will be provided.

- e. **Other IEP Observations** – Two additional issues were noted within this IEP:
 - i. **State Assessment** – The IEP is covering most of the student's 10th grade year – a year in which the state assessment is conducted for federal accountability purposes (at the time the IEP was written). Page 15 of the IEP indicates that the student will not participate in the regular state assessment, but does not include a statement of why the student is unable to participate in the regular assessment or identify the alternate assessment that will be used.
 - ii. **Extended school year (ESY)** – Page 18 of the IEP indicates that extended school year services are needed. However, the ESY services to be provided are not identified anywhere in the IEP.

IV. Secondary transition – The student is 16 years old at the time of the IEP, therefore transition must be addressed.

- a. **Transition assessment (compliant)** – The IEP (page 8) includes the results of an age-appropriate transition assessment, including the student's needs, strengths, preferences, and interests. The present levels section of the IEP (pages 5-6) also address the student's strengths and needs.
- b. **Postsecondary Goals (compliant)** – On page 9 of the IEP, there are measurable postsecondary goals for education/training (vocational facility/college) and employment (human services). The team did not determine that the student required a postsecondary goal for independent living skills, so that area was not included on page 9.
- c. **Transition Services (compliant)** – The IEP contains transition services, including specially designed instruction in the areas of reading, writing, and math; related services in the areas of fine motor and communication; college preparation in academics and self-advocacy skills; site visits to college/training sites; meeting with disability coordinator at community college; job shadowing experience; instruction in basic job skills, filling out applications, resume and cover letter writing; and mock interviews.
- d. **Course of Study (compliant)** – The IEP (pages 9-10) lists the classes and other transition-related courses and activities that the student will participate in during all four years of high school.
- e. **Annual IEP Goals (compliant)** – The IEP contains annual goals for reading, writing, and math (pages 11-12) that address the student's needs described in the present levels. These goals will assist the student in attending vocational training/college and being successful in future employment.
- f. **Student invitation (compliant)** – The student was invited and participated in the IEP meeting as evidenced by the invitation (page 1).
- g. **Agency Invitation (compliant)** – The IEP does not contain any transition services that will be provided or paid for by an outside agency, therefore agency invitation is not required.

V. Other Observations – Given the insufficiencies in the evaluation noted above, it would be difficult for the IEP team to develop an appropriate IEP for this student.

**Evaluation and IEP Sample H –
High School Student with Intellectual Disability**

Compliance Area	Compliant	Non-Compliant
Evaluation Sufficiency		X
Evaluation/IEP Consistency	X	
Present Levels	X	
Measurable Annual Goals		X
LRE Explanation		X
Summary of Services	X	
Secondary Transition		X

- I. Evaluation Sufficiency (non-compliant)** – This is a reevaluation for a high school student identified as having an intellectual disability. The areas of specially designed instruction and related services recommended for the student (page 2) are reading, writing, math, behavior/social, and vocational skills. The issues noted in the evaluation included:
- The evaluation did not provide sufficient information/data to support the student's continuing need for services in the area of behavior/social skills. In the behavior section of the evaluation report (page 2), two behaviors are identified as interfering with the student's educational performance, but the team did not include data or an explanation of how these behaviors are interfering with the student's performance. In the section titled "Present Level of Performance on IEP Goals" (on the second to last page of the report), the behavior that is addressed is something that the student is currently able to do 100% of the time, and does not align with the two negative behaviors mentioned on page 2.
 - Page 1 of the evaluation report indicates that the student continues to require special education services in the area of adaptive, but this area is not included in the recommendations section on page 2. In addition, there are no evaluative data to show that the student has deficits in adaptive behavior in order to support the recommendation for adaptive skills and to reconfirm the student's intellectual disability.
- II. Evaluation and IEP Consistency (compliant)** – The evaluation's recommendations of reading, writing, math, and behavior/social (page 2) are clearly addressed in the IEP. There are present levels and annual goals for all of the areas, and the summary of services indicates services in all of the identified areas. The area of vocational skills is addressed through the transition services (pages 2-3) and the annual goals for reading, writing, math, and behavior. Note: the IEP does not include the area of adaptive skills, perhaps as a result of adaptive being omitted from the recommendations section of the evaluation (as described above).
- III. IEP Components –**
- Present Levels (compliant)** – The present levels of performance sections (pages 6-9) include data to support the student's current functioning levels for each of the identified areas, including a statement of the impact of the disability on the student's involvement in general education.
 - Measurable annual goals (non-compliant)** – The reading goal (page 9) is missing a quantifiable unit of measure. The skill that is being measured ("making, confirming, and revising predictions based on prior knowledge and evidence in text") is not

understandable, and may yield different results based on who measures it. This skill should have been defined either in the goal statement or in the present levels.

- c. **LRE Explanation (non-compliant)** – This section (page 4) provides a justification rather than an explanation of the extent to which the student will not participate.
- d. **Summary of Services (compliant)** – The summary of services matrix on page 4 clearly identifies the frequency (number of minutes per week), location (special education), and duration (1/10/12 to 1/10/13) of the services. In addition, the provider for each of the services is clearly indicated. While the IEP is not required to identify the provider of the services, it is information that could be helpful in assisting all members of the IEP team, including the parent, in understanding how the services will be provided.
- e. **Other IEP Observations** – The state assessment section on page 11 is left blank because the statewide assessment is not administered in 12th grade for federal accountability purposes.

IV. Secondary transition – The student is 19 years old at the time of the IEP, therefore transition must be addressed.

- a. **Transition assessment (compliant)** – The IEP (page 2) includes the results of an age-appropriate transition assessment, including the student's interests/preferences, strengths, limitations/needs, and work/community experience. The present levels section of the IEP (pages 6-9) also address the student's strengths and needs.
- b. **Postsecondary goals (non-compliant)** – This student is in the twelfth grade, and will be graduating at the end of the school year in which this IEP was completed. The postsecondary goal for employment on page 2 ("will be employed in the community with supports") is not specific or clearly related to the student's interests and preferences. The postsecondary goal for independent living skills ("will continue to live with family") is a goal for a placement, rather than a goal for an independent living skill or skills that will enable the student to live as independently as possible.
- c. **Transition Services (compliant)** – Transition services are identified on the bottom of page 2, including specially designed instruction (reading, writing, math, and behavior), career/technical education courses, speech services, and community experiences.
- d. **Course of Study (compliant)** – In addition to the information provided in the transition services section above, page 3 of the IEP provides additional information about the course of study for the student's 12th grade year and beyond.
- e. **Annual IEP Goals (compliant)** – The IEP contains annual goals for reading, writing, math, and behavior (pages 6-9) that address the student's needs described in the present levels. These goals will assist the student in being successful with on-the-job training and being successful in her future employment.
- f. **Student invitation (compliant)** – The student was invited and participated in the IEP meeting as evidenced by her signature on page 1 of the IEP.
- g. **Agency Invitation (compliant)** – The IEP (pages 2-3) does not contain any transition services that will be provided or paid for by an outside agency, therefore agency invitation is not required.

V. Other Observations – Given the insufficiencies in the evaluation noted above, it would be difficult for the IEP team to develop an appropriate IEP for this student.

