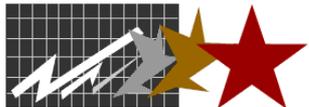


Present Levels of Academic Achievement and Functional Performance (PLAAFP) Training

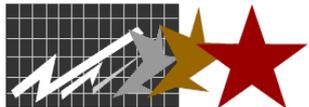
Dillard Research Associates and
Alaska Education & Early Development

January 22, 2015



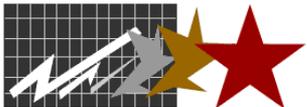
Objectives of Training

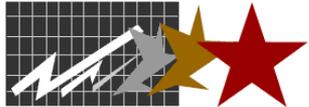
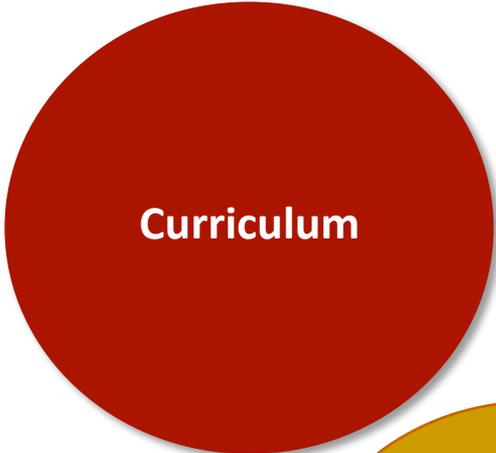
- To understand the components of a PLAAFP page for Alaska IEPs
- To practice writing PLAAFPs that are aligned to the Essential Elements (and/or nodes, as appropriate)

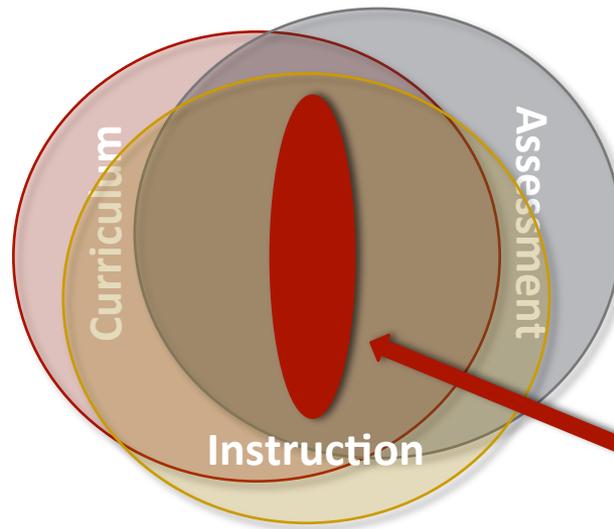


What is a PLAAFP?

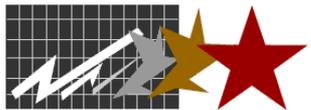
- A comprehensive statement describing the student's current performance in relation to the enrolled grade-level content standards.
- Presents a clear picture of a student's strengths and needs, as determined through evaluation.
- Identifies how the student's disability affects the student's involvement and progress in the general education curriculum.
- Is based on student data which reflect current academic achievement and functional performance.







DLM assessments
(EEs, nodes)

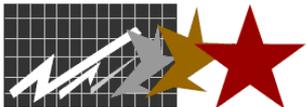


PLAAFP in the IEP

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLAAFP)

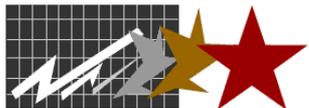
- Address all identified educational needs from the ESER and Include results of most recent state/district-wide assessments. For students turning 16 or older, include a statement of current secondary transition progress.

STATEMENT OF EFFECT - *Describe how the disability affects the student's involvement and progress in the general education curriculum or for a preschool student, participation in appropriate activities.*



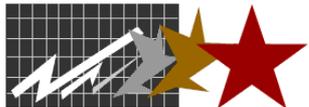
Academic Achievement

- Academic achievement generally refers to a child's performance in academic areas (e.g. reading, language arts, math, etc.); or
- For preschool children, age-appropriate developmental levels.



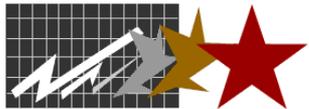
Functional Performance

- Functional performance generally refers to skills or activities that may not be considered academic or related to a child's academic achievement.
- Functional is often used in the context of routine activities of everyday living and are varied depending on the individual needs of the child.
- Functional performance can impact educational achievement.

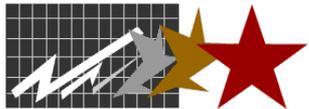
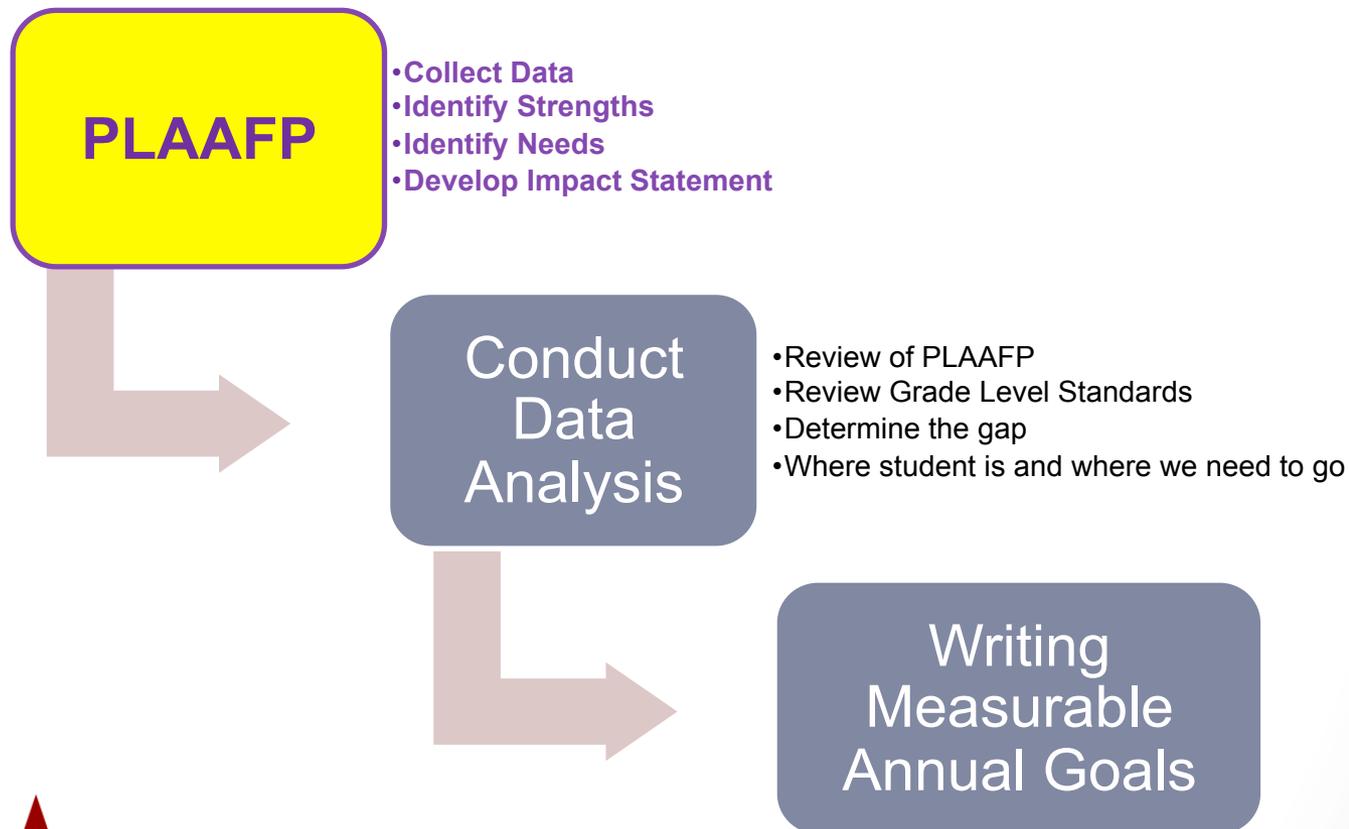


What does a PLAAFP Do?

- Serves as a foundation for an IEP
- Is the basis for determining:
 - Measurable annual goals
 - Accommodations
 - Supplementary aids and services
 - Program supports

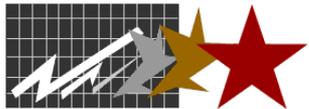


Process of Developing Standards-based IEP Goals



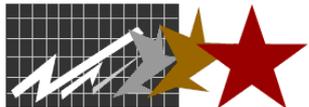
Developing the PLAAFP

- The IEP team must include specific information addressing:
 - The present level of academic performance.
 - The student's most recent performance on State or district-wide assessments.
 - The present level of developmental and functional performance
 - How the student's disability affects involvement and progress in the general education curriculum.
 - The student's preferences, needs, interests, and the results of age-appropriate transition assessments.



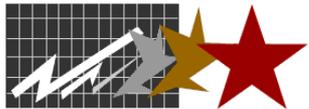
Data Sources to Develop PLAAFP

- Results from Alaska Alternate Assessment(s)
- Formative assessments or progress monitoring results such as formative, district, or school assessments
- Classroom assessments and work samples
- Behavior data
- Parent and student input
- AT devices and related services information (including Speech, OT, PT, etc.)



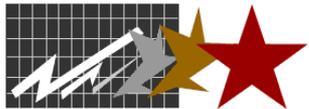
Present Levels Must be:

- **Measurable** – use terms that are observable, specific, and based on evidence.
- **Understandable** – use clear language that can be understood by all members of the IEP team



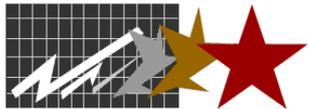
Components of PLAAFP

- Strengths
- Needs
- Impact statement



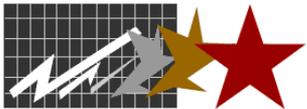
Component 1 - Strengths

- **Strengths** must be specific to the knowledge/skills that are needed to learn the grade level standards.
- **Strengths may include:**
 - Skills related to the standard(s)
 - Student's response to learning strategies
 - Successful interventions or accommodations



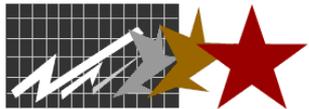
Component 2 - Needs

- **Needs** should focus on the skill sets the student requires to access and make progress in the general education curriculum.
- The student's needs will inform the IEP team which measurable annual goals to develop as well as the supports, services, and accommodations.
- If the strength is well defined in the present levels, it will define the need and form the basis for the measurable annual goal.



Component 2 - Needs

- **Needs** should focus on the skill sets the student requires to access and make progress in the general education curriculum.
- The student's needs will inform the IEP team which measurable annual goals to develop as well as the supports, services, and accommodations.
- If the strength is well defined in the present levels, it will define the need and form the basis for the measurable annual goal.



Component 2 - Needs

10-23-2014 Save

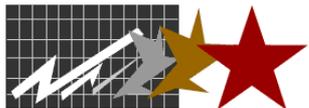
Individual Student Progress Report for _____ (ID: _____)

English Language Arts

Claim: ELA.C1

Grade Level Expectation	Level 1	Level 2	Level 3	Level 4 @	Level 5
ELA.EE.RI.5.1		Assessed: 10/17			
ELA.EE.RI.5.5					

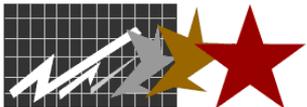
= current instruction goal
 = assessed
 @ = Target



Component 2 - Needs

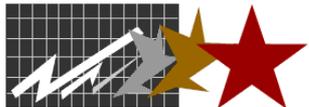
Alternate Reading: Standard Administration		
Assessor Name : Kim Sherman	Date of Assessment : January 29th, 2013	Teacher Name : Kim Sherman
1.34A - Identify Signs and Symbols		
16 / 16 = 100%		100%
1.34B - Identify Letter Sounds		
10 / 10 = 100%		100%
1.34C - Blend Sounds		
13 / 24 = 54%		54%
1.34D - Identify Own Name		
1 / 1 = 100%		100%
2.34A - Read Passages: Story 1, Annie Goes to a Party		
12 / 24 = 50%		50%
2.34B - Read Passages: Story 2, Jimmy Rides the Bus		
12 / 16 = 75%		75%

Unofficial Report



Component 3 – Impact Statement

- **Impact Statement**: Answer the question of how the child's disability affects (impacts) his/her involvement and progress in the general curriculum.
- Discuss learner characteristics and examine how the characteristics affect student learning.
- Do not use student's exceptionality to explain how the disability affects involvement/progress in the general curriculum.



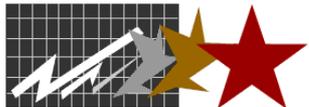
Sample Impact Statement

Ann's disability in the area of auditory processing and auditory memory causes her to have difficulty processing problems and remembering information presented orally. This impacts her ability to follow multi-step directions, comprehension, and recalling complex concepts. This also impacts her academic success in all instructional settings with oral presentations, reading, written language, and math, and to a lesser degree, science and social studies.

 What areas are affected due to the disability?

 How does the student's disability impact the student's involvement in the general education curriculum?

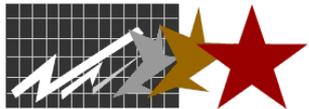
 What academic areas are impacted due to the disability?



Sample Impact Statements

Eli's tendency to reverse numbers will impact his ability to accurately write numbers and will also impact computation/problem solving in mathematics.

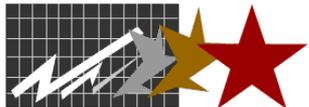
Samantha's difficulties with reasoning skills affect drawing inferences from literary and informational passages and impact all other academic areas.



Unacceptable Impact Statements

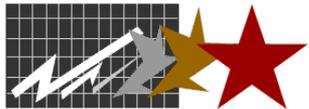
What is missing?

- Lisa has difficulty organizing her materials and beginning assignments because she has an attention deficit disorder.
- Ethan's learning disability impacts his phonemic awareness.



Review: Steps to Develop PLAAFP

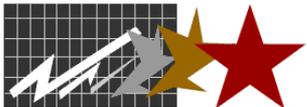
1. Review the AK Standards and Essential Elements for English language arts and mathematics.
2. Review various data sources to determine the student's strengths and needs.
3. Determine what the **priorities** are for the student in relation to the grade level standards.
4. After the strengths and priorities needs have been identified, now you can write the Present Levels statement for each relevant area.



Alaska State Standards – Reading

Reading Standards for Informational Text 6-12

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.</p> <p>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).</p>	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine the central idea and subtopics in a text and analyze their development over the course of the text; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.</p> <p>3. Analyze the interactions between individuals, events, and ideas presented in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.</p> <p>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>
Craft and Structure		
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>6. Determine an author's purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and explain how it is conveyed in the text.</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>6. Determine an author's purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and analyze how the author distinguishes his or her point of view from that of others.</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>6. Determine an author's purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>



Sample 4th Grade Reading PLAAFP

Strengths

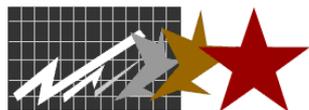
Sally can identify 1-2 details from text read to her. She can identify the main idea from content-area passages. She can verbally explain events in chronological order. She can compare and contrast events from text using a Venn diagram.

Needs

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

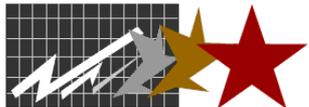
Impact Statement

Sally's inability to understand key components of reading literature affects her progress in the 4th grade general education curriculum.



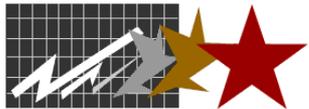
PLAAFP Phrase Examples

<u>Vague Verb Phrases</u>	<u>Specific Verb Phrases</u>
Received a math score of 90	Can count to 25
Knows his letters	Can verbally identify 23/26 letters
Can add	Using a calculator, solves double-digit addition problems
Expressive language is at 27	Communicates wants and needs in 2-3 word sentences
Can read	Can locate 2 -3 details in a reading selection
Knows fractions	Can reduce equivalent fractions
Can measure	Can use various types of measurement tools such as rulers, weights, and volume (liters)



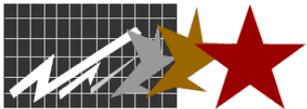
How can you improve this PLAAFP Statement?

Rosie has improved in math since last year. She can add and subtract and identify most money. She has limited budgeting experience. She can estimate two-digit numbers but not more than that.



One way...

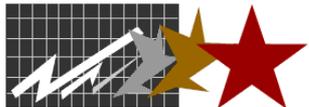
Rosie met her previous IEP goals. Rosie can add and subtract single digit numbers with 90% accuracy. Rosie can add double digit numbers with 50% accuracy and is unable to subtract double digit numbers that require regrouping. She can identify coins and small bills (penny, nickel, dime, quarter, one, and five dollar bills) but she cannot make change. Rosie can estimate two-digit numbers but not more than that. The fourth grade benchmark for math requires the following computation: Add, subtract, multiply (three-digit by two-digit factors), and divide (two-digit dividends by one-digit divisors) to solve problems.



Present Levels: Instructional and Grade Levels

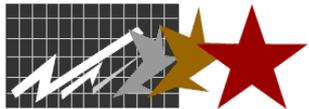
It is critical that the PLAAFP and annual goals include both the **instructional AND grade levels**. Why?

1. Instructional level alone does not meet the criteria of the general education curriculum.
2. Grade level alone does not meet the criteria of an IEP based on identified skill deficits.



Present Levels: Instructional and Grade Levels

- The two levels together (instructional and grade) allow the student to make progress in the general education curriculum, while also addressing skill deficits (needs).
- It is necessary to use grade level – (particularly for outcome measures) in order to determine if IEP content is appropriate.

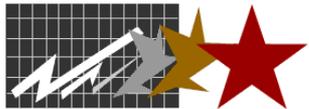


Present Levels: The End Result

Instructional Level and Grade Level

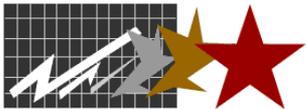
The information then translates into content for goals and specially designed instruction in order for the student to work toward mastery in the general education curriculum.

The Essential Elements (and nodes where available) help bridge the gap between instructional level and grade level, demonstrating the linkage between the two.



Questions to Consider After Writing Your PLAAFP

1. Are your current PLAAFP statements related to the desired outcome for this student?
2. Do the PLAAFP statements reflect what the student knows in relation to the curriculum or standards expectations?
3. Are the PLAAFP statements stated in measurable terms?

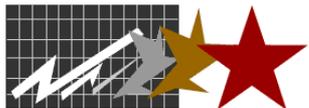


Example of PLAAFP – Performance on the ACAA (Unofficial Report)

On the 2013-14 Alternate Assessment (ACAA) Reading 4th grade, Jacob scored 70% (74 of 91 points) on the Reading assessment. On the Math ACAA, he scored 83% (40/48 points). On the Writing ACAA, he scored 78% (78/100 points).

Do you know what Jacob's instructional goals should be from this report?

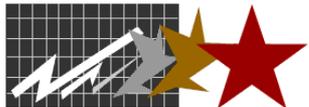
See *“DRA_IEP_PLAAFP_USR.pdf” (yellow)*



PLAAFP Example if Detailed Info is not Available on ACAA Results

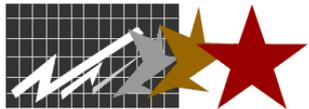
On the 2013-14 10th grade ACAA STUDENT received the following results: Reading - Proficient, Math - Proficient, Writing – Below Proficient (add classroom data regarding skills instructed and current performance).

See *“DRA_IEP_PLAAFP_ISR.pdf” (green)*



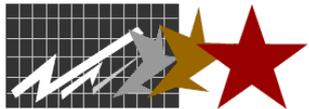
PLAAFP Example Reading & Math

- Reading - Currently, given a 4th grade reading passage, Jacob reads 24 words correctly with 12 errors in 1 minute.
- Math - Currently, given two-digit whole numbers, Jacob adds 4 number problems correctly in one minute.



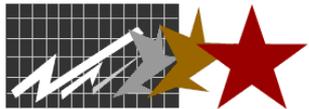
Example of a Complete PLAAFP – 10th Grade

See “*DRA_IEP_PLAAFP_Sample.pdf*” (buff color)



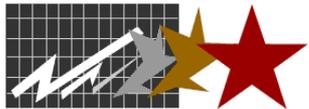
PLAAFP Example Writing

- Writing - Currently, when given a pencil and paper, Holly is not able to write her name. Using a Tablet (iPad) and a text application, she is able to write 3 of the 10 letters in her name correctly in 5 minutes.

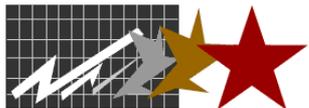
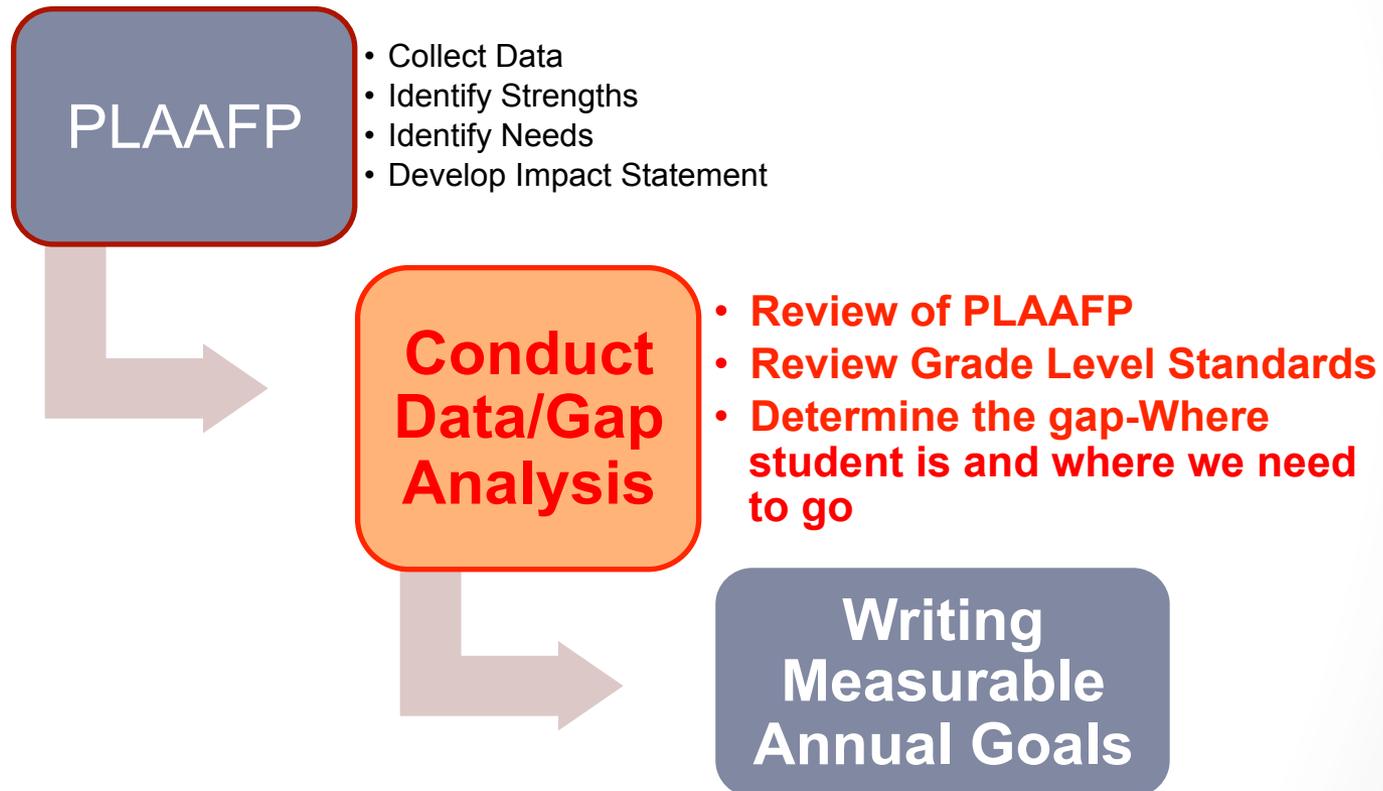


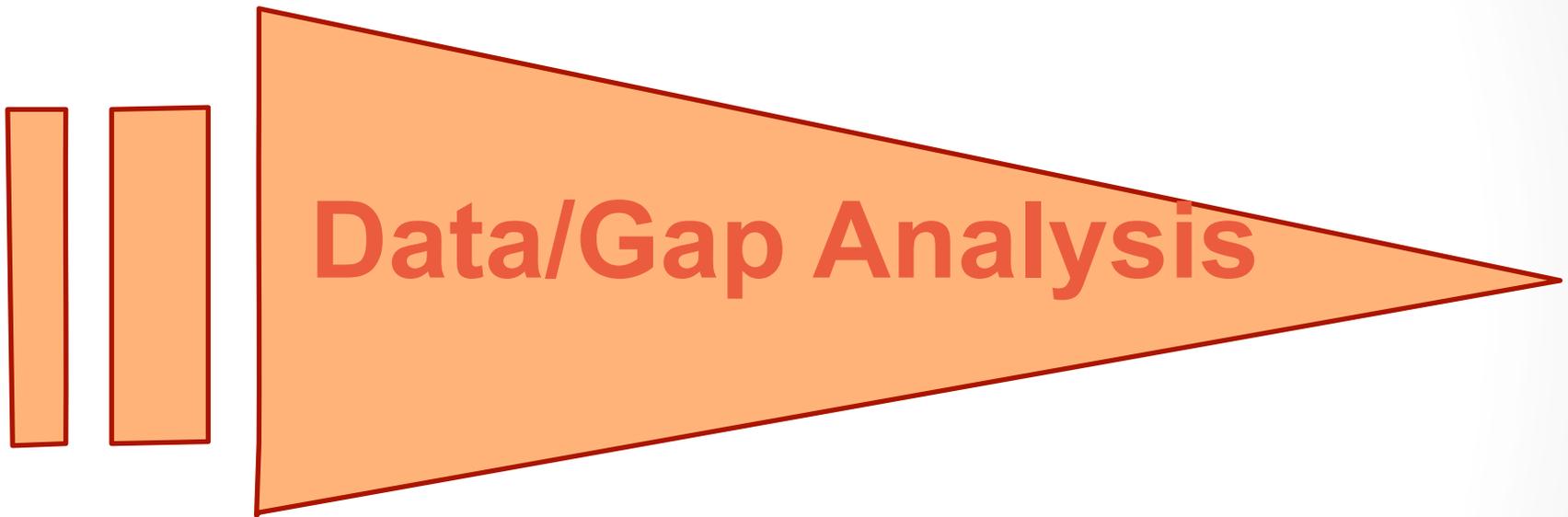
Review and Reflect: Writing PLAAFP Statements

- Accurately describe performance in academic areas related to the student's enrolled grade level state standards.
- Include a direct relationship between evaluation/assessment data and PLAAFP statements.
- Use objective, measurable terms.
- Ensure scores (if used) are self-explanatory or include an explanation of the score.

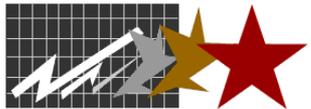


Process of Developing Standards-based IEP Goals



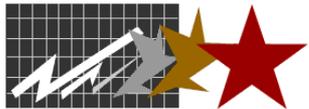


Data/Gap Analysis

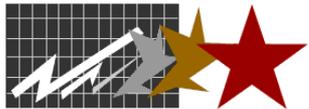
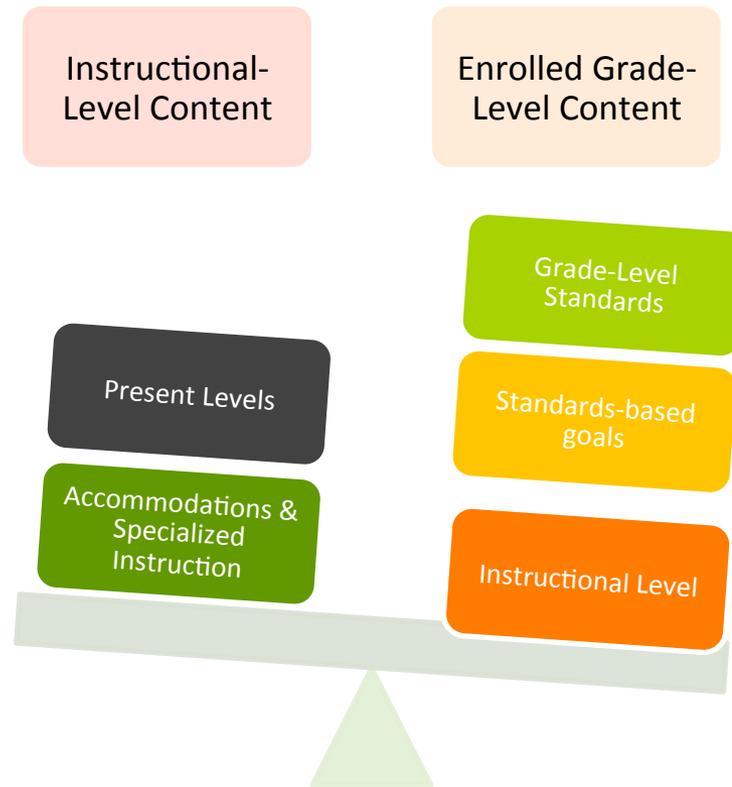


What is a Gap Analysis?

A gap analysis is used to measure the difference between the student's current levels of performance and grade-level content standard expectations.

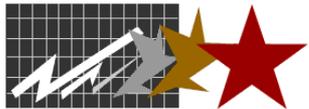


Balancing Exposure with Instruction



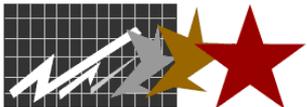
What is Data Analysis?

- **Data analysis is the process of:**
 - Gathering data about the student
 - Making comparisons against baseline performance
- **The goal is to highlight useful:**
 - Information
 - Suggestions and conclusions
 - Supporting decision making



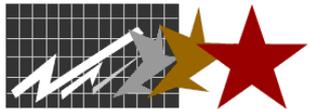
Examine Student Data

- Compile and review a variety of data.
- Those on the IEP team who are most familiar with the data and its meaning for the student should present to others.
- Examination includes an analysis of:
 - Why the data are indicative of student performance.
 - What the data indicate about student learning.
 - How the data can be utilized to determine future needs.



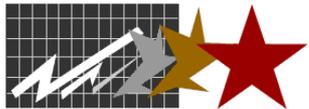
Questions to Consider

- Has the student been taught content linked to the grade-level standards?
- Has the student been provided appropriate instructional scaffolding aimed toward grade-level expectations?
- Was assistive technology considered?
- For a student with print disabilities: Was the student provided core and supplemental materials in an accessible format?



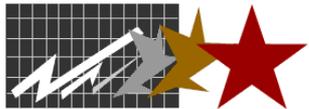
Develop Goals and Objectives

Identify the gap between the student's PLAAFP and the Essential Elements and/or Nodes, or Alaska State Standards



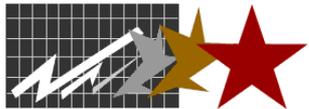
Review and Reflect

- PLAAFP –the cornerstone or foundation for developing measurable annual goals and have components:
 1. Developed by identifying student’s strengths in relation to enrolled grade level standards.
 2. Identify student’s area(s) of need to be the springboard for developing measurable annual goals.
 3. Impact statement which addresses the student’s disability and access to the general education curriculum.



Reflect and Plan

- Identify
 - One new concept you learned
 - One concept you will use in writing IEPs
 - One concept you will share with a colleague



Contacts

Please submit any additional questions or comments to one of us at the following email addresses. Thank you for your attention today!

- Kim Sherman, Dillard Research Associates
 - kim.dra.eed@gmail.com
- Dan Farley, Dillard Research Associates
 - alignassess@gmail.com
- Sevrina Tindal, Dillard Research Associates HelpDesk
 - sevrina@dillardresearchassociates.com

