

STEP 1	STEP 2		STEP 3	STEP 4	
Current Levels Report data and information about academic and functional performance	Effects Observations: how disability affects access, engagement, progress	Root Cause Analysis Discussion of “whys” and other factors	Disability-Related Needs Student focused, address effects, reflect root causes	Measurable Annual Goals Ambitious, Achievable	Services Address needs and goals—clearly stated
Understand “What” Reporter	Identify “How” Observer	Identify “Why” Analyst	“Summarize” Synthesizer	Develop Developer	Align Architect
<ul style="list-style-type: none"> Grade level standard: read 5th gr. level text with sufficient accuracy and fluency to support comprehension Current student performance: reads 3rd gr. level text with sufficient accuracy and fluency to support comprehension Reading fluency benchmark=102 WCPM, on mid-3rd gr. text and 70 WCPM on 5th (expected= 150, mid 5th) errors in decoding, miscues, substitutions, repeat words, pauses/halt Running record: (reading behavior + comprehension) Level M-end 2nd gr. = “Early Emergent” reader. (expected Level T-mid-5th gr. “Fluent Reader”) Demonstrates comprehension of 3rd gr. level text when independently reading by answering literal and inferential comprehension questions with 95% accuracy, on average; accuracy drops to 25% when given 5th grade level text When completing classroom reading assignments using a 	<ul style="list-style-type: none"> Does not independently read grade-level text Difficulty independently completing assignments that involve reading in school and when doing homework Off-task behavior when expected to read silently or aloud in class 	<p>→ Why? Gets frustrated when required to independently read grade-level text</p> <p>Why? ↓ Trouble gaining meaning from grade-level text when reading independently</p> <p>Why? ↓ Reading fluency is stilted; does not read smoothly with accuracy and expression; struggles with word recognition</p> <p>Why? ↓ Difficulty decoding (sounding out) words in grade-level text</p> <p>Why? ↓ Lacks phonological skills</p> <p>Why? ↓</p>	<ul style="list-style-type: none"> The student needs to improve reading fluency and decoding, in particular skill in segmenting multi-syllabic words, so the student can improve comprehension of grade-level text and complete text-based classwork The student needs to learn and improve independent use of text reader to independently access grade-level text. 	<p>1. Given 5th grade-level text, the student will independently use the decoding strategy of segmenting multi- syllabic words to improve reading fluency and comprehension.</p> <ul style="list-style-type: none"> Baseline: on average, student accurately reads 102 WCPM in 3rd gr. text and 70 WCPM in grade level text across 4 weekly fluency measures Level of Attainment: will accurately read 150 WCPM given 5th gr. level text over 4 weekly fluency measures. <p>2. Given 5th grade-level text, student will independently read and demonstrate comprehension by answering literal and inferential comprehension questions with support of text reader.</p> <ul style="list-style-type: none"> Baseline: when reading 5th grade-level text, student answers literal and inferential comprehension questions with 25% accuracy on average, across 	<ul style="list-style-type: none"> Supplementary Aids and Services: text reader when material is above the 3rd grade level until student is able to independently read 5th grade level text* Special Education: specially-designed reading instruction with a focus on fluently segmenting multi- syllabic words; comprehension; and instruction in the use of an electronic text reader* <p>*A complete description of services would include frequency, amount, duration and location.</p>

The chart is an example of the 5-Step Process for one hypothetical student. This example is not meant to imply there is only one root cause (reason why) students do not meet grade-level standards. A student’s disability-related need(s) must be determined on a case-by-case basis through a root cause analysis that considers data and information unique to that student. The goals and services also serve as one example.

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<i>Understand</i> “What” <i>Reporter</i>	<i>Identify</i> “How” <i>Observer</i>	<i>Identify</i> “Why” <i>Analyst</i>	<i>“Summarize”</i> <i>Synthesizer</i>	<i>Develop</i> <i>Developer</i>	<i>Align</i> <i>Architect</i>
<p>text reader, demonstrates comprehension of 5th grade level text by answering literal and inferential comprehension questions with 95% accuracy</p> <ul style="list-style-type: none"> • Has 25% average on weekly classroom reading comprehension quizzes; grade peers’ average is 95% • Requires an average of 5 verbal prompts a day to stay on task when completing classwork requiring reading (expectation is 1 or fewer prompts); off-task behavior includes talking, asking to leave classroom, daydreaming; accepts help from trusted adults and peers. • Excels in hands-on classes: received As and Bs in computer class, science labs, and specials; expresses interest in improving reading skill and using technology to become more independent; initially shy with new people; maintains a small but close friendship group of peers with and without IEPs 		<p>Has difficulty segmenting multi-syllabic words (Root Cause)</p> <p>The student does not independently read grade-level text because the student has difficulty with reading decoding and fluency, in particular, segmenting words into syllables and blending syllables into words. (Effect of disability paired with root cause)</p> <p>If the student is able to segment words into syllables and blend syllables into words, then the student will improve decoding, word recognition, reading fluency and comprehension. (Disability-related need paired with effect of disability)</p>		<p>6 weekly comprehension measures</p> <ul style="list-style-type: none"> • Level of Attainment: when reading 5th grade level text, will answer literal and inferential comprehension questions with 80% accuracy on average, across 6 weekly comprehension measures <p>3. The student will independently access and use an electronic text reader.</p> <ul style="list-style-type: none"> • Baseline: when struggling to read on own, the student accesses and uses an electronic text reader with no prompting or assistance (0%) • Level of Attainment: when struggling to read on own, the student accesses and uses an electronic text reader with no prompting or assistance (100%) 	

STEP 5: Analyze progress towards goals to evaluate what works and what is needed to close student achievement gaps.

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STEP 5 Date of review	Goal Statement, including baseline and level of attainment Short Term Objective or Benchmark, if appropriate; and procedures to measure progress	Is student making sufficient progress to meet the annual goal during the term of the IEP?	Basis for this decision (e.g., summary of progress data)	Factors affecting lack of progress and plan to address	Date shared with parent
<p>This is an example of progress monitoring for one of the student's goals.</p> <p>Date of review: 12/1/18</p>	<p>Goal # 1</p> <ul style="list-style-type: none"> Given 5th grade-level text, the student will independently use the decoding strategy of segmenting multi-syllabic words to improve reading fluency and comprehension. Baseline: On average, the student accurately reads 102 WCPM in 3rd gr. text and 70 WCPM in 5th gr. text across weekly fluency measures. Level of Attainment: The student accurately reads 150 WCPM given 5th grade-level text over 4 weekly fluency measures. <p>Procedures to monitor progress: Weekly reading fluency probes at 3rd grade level; 5th grade-level probes every 2 weeks until fluency rate at 150 on 3rd gr. text or 90 WRCM on 5th gr. text; then use gr. level (5th gr.) probes exclusively.</p>	<p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>	<p>10/1/18-10/30/10</p> <ul style="list-style-type: none"> Avg. 118 WCPM @ 3rd gr. 5th gr. probe-74 WCPM <p>11/1-11/30</p> <ul style="list-style-type: none"> Avg. 127 WCPM @ 3rd gr. 5th gr. probe-85 WCPM <p>Data charts attached</p> <p>Student is participating in class and off-task behaviors have decreased to an average of 3 verbal prompts a day.</p>	<p><input type="checkbox"/> N.A.</p> <p>Student making progress, but not at the rate needed to meet the annual goal. We'll work on the following skills:</p> <ul style="list-style-type: none"> Blend and identify a word that is stretched out into its component sounds Segment sentences into individual words, segment words into syllables, segment short words into individual phonemes and morphemes Recognize words in connected text when the first middle or last sound segment is removed Choral reading with teacher or peer Use grade level text exclusively for choral and teacher supported fluency building reading sessions Pre-read before reading orally in class 	<p>Date shared with parent: 12/10/17</p>

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