HERE FOR KIDS

Developing IEP Goals and SDI that Align with the Science of Reading

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Padlet of resources:
bit.ly/LitAcademy2026

The Why…

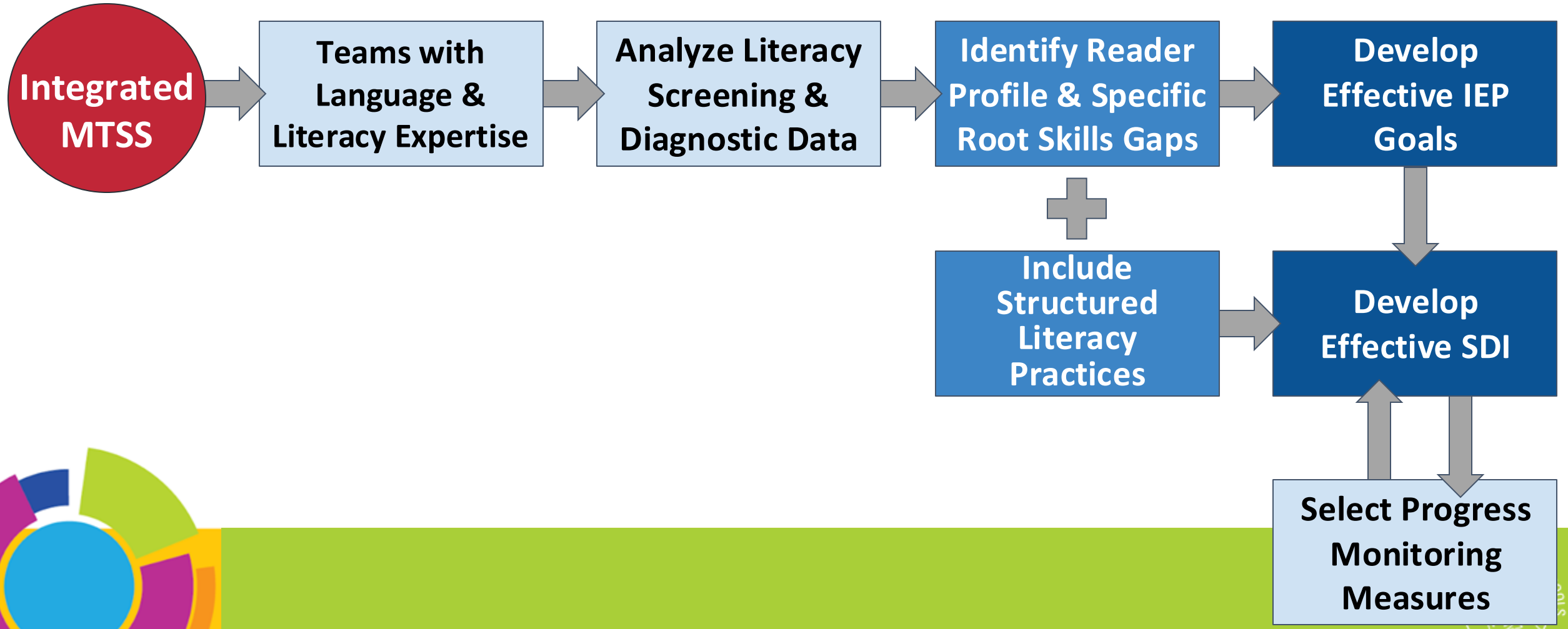
- Students with disabilities (SWDs) continue to underperform when compared to their peers, even with interventions, supports, and services, in both growth and achievement measures.
- Individualized Education Plans (IEPs) too often have goals, objectives, and SDI that are not fully aligned to the Science of Reading (SoR).
- Better alignment to the research on effective practices will lead to better instruction and learning outcomes for ALL students.

Objectives

1. Describe shifts in **teaming structures and data collection** to effectively identify literacy skills gaps
2. Analyze screening and diagnostic data to **identify literacy skills gaps, determine a Reader Profile**, and inform IEP goals and objectives
3. Identify examples and non-examples of I**EP goals and objectives** that address specific root skill gaps and are aligned with Science of Reading
4. Describe **Specially Designed Instruction** rooted in evidence-based practices

3

Overview


Integrated MTSS
Teams with Language & Literacy Expertise
Analyze Literacy Screening & Diagnostic Data
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Include Structured Literacy Practices
Develop Effective SDI
Select Progress Monitoring Measures

Starting with the Science of Reading (SoR)

So why do SVR and Reader Profiles matter?

Because far too often, we see IEP goals like this:

When given grade level inferential comprehension questions for a text read independently, Jada will correctly answer questions with 80% accuracy 3 out of 4 times as measured by grade level curriculum assessments by the end of the IEP.

Consider the SVR and Reader Profiles:

- Which factor of the Simple View of Reading is this goal addressing?
- Which reader profile set of root skills gaps would this IEP Goal be addressing?
- Word recognition or language comprehension or both?

T&T

So why do SVR and Reader Profiles matter? (cont.)

Oooh, yikes.

This goal represents Reading Comprehension, which is an outcome that can only be improved through development of the two contributing factors, Word Recognition and Language Comprehension. This is the "ultimate AND" in a goal. We CANNOT, no matter the skill of the teacher, meaningfully impact Reading Comprehension without independently addressing the contributing factors.

How did this happen?

Likely because the right people and the right data sources were not included in the ETR and/or IEP.

The Simple View of Reading & IEP Goals

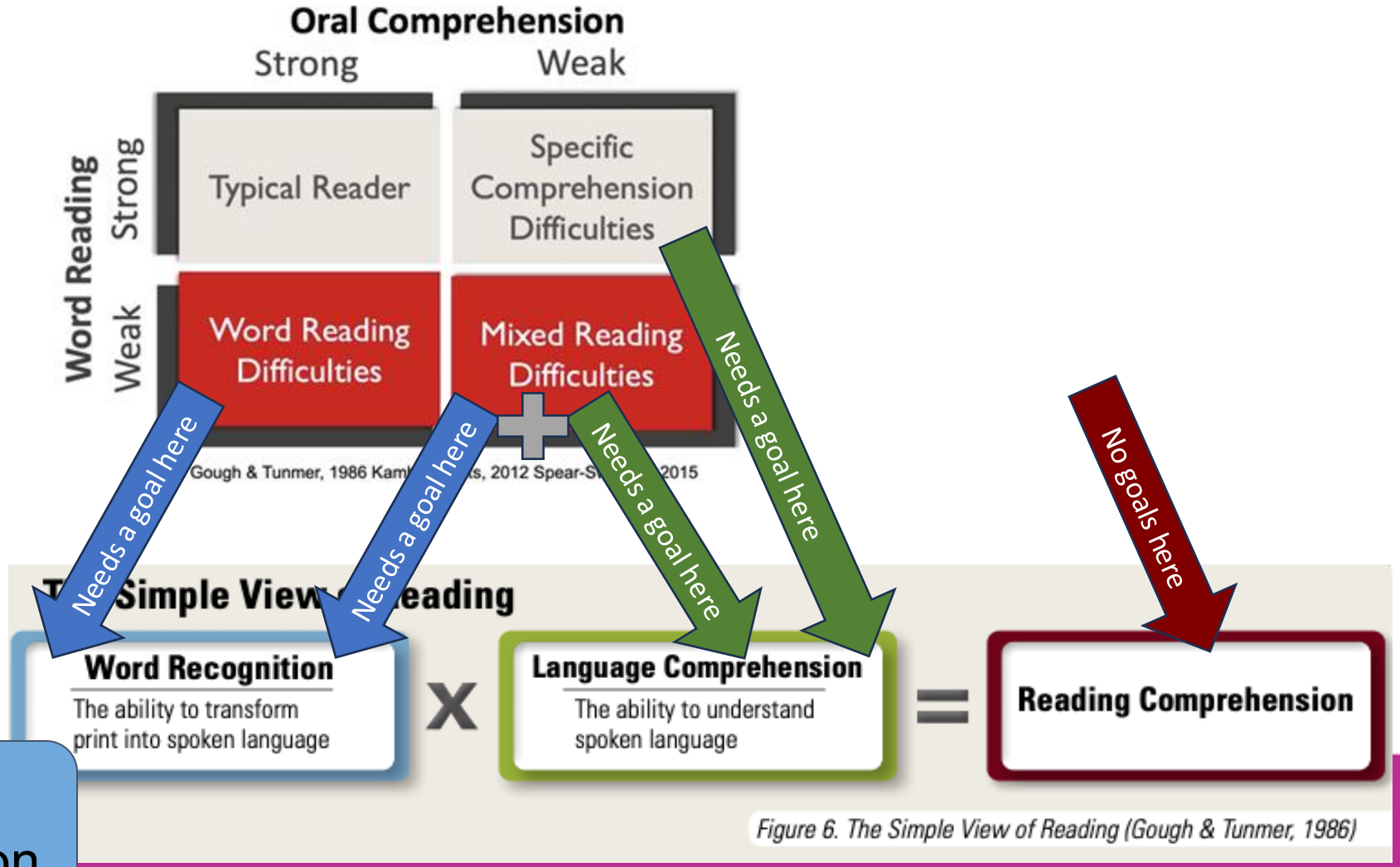


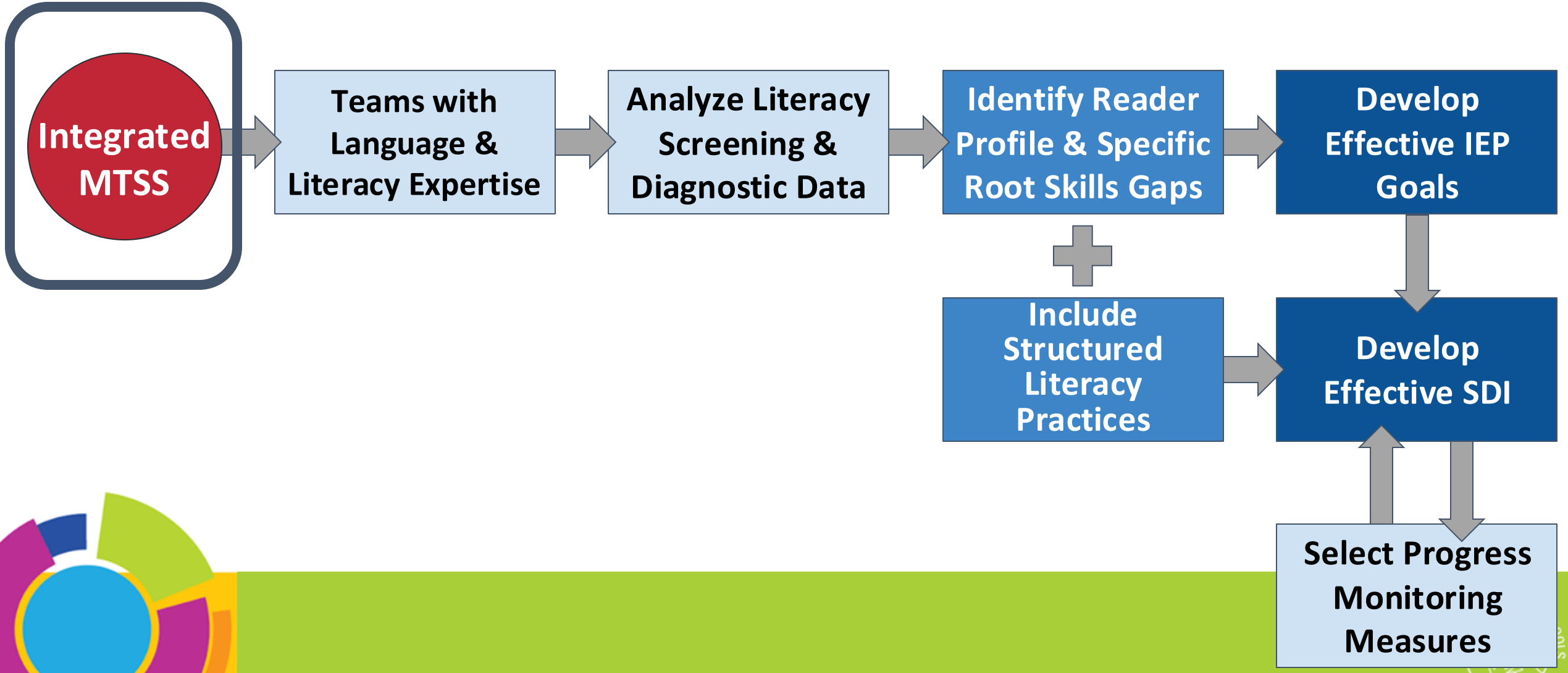
Figure 6. The Simple View of Reading (Gough & Tunmer, 1986)

Today's Focus:
Word Recognition

[Ohio's Plan to Raise Literacy Achievement, 2020]

MTSS

Overview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Ohio's Integrated Multi-Tiered System of Supports

Providing effective instruction for all students through academic and non-academic supports.

Student Learning Components

Universal Screening

The proactive, systematic process of collecting academic and non-academic data of all students to identify areas of need.

Data-Based Decision-Making

The proactive and systematic process of collecting, analyzing and using forms of data to inform student needs and allocate resources.

Continuum of Supports

The organization of evidence-based academic and non-academic instruction and supports across three tiers that include core, targeted, and intensive instruction and supports.

Progress Monitoring

The ongoing and frequent collection and use of data for assessing students' performance and evaluating the effectiveness of instruction and supports.

Team-Based Problem Solving

The collaborative, responsive, and systematic process for understanding and addressing complex problems that are impacting students.

Adult Implementation Components

Shared Leadership

The collaborative approach to providing strong, ongoing leadership for the implementation of an integrated multi-tiered system of supports, including infrastructure, professional development, and monitoring for effective instruction within the continuum of supports.

Professional Capacity

The professional knowledge, skills, and practices that ensure staff members are knowledgeable, organized, and equipped to deliver effective instruction using an integrated multi-tiered system of supports.

Communication and Collaboration

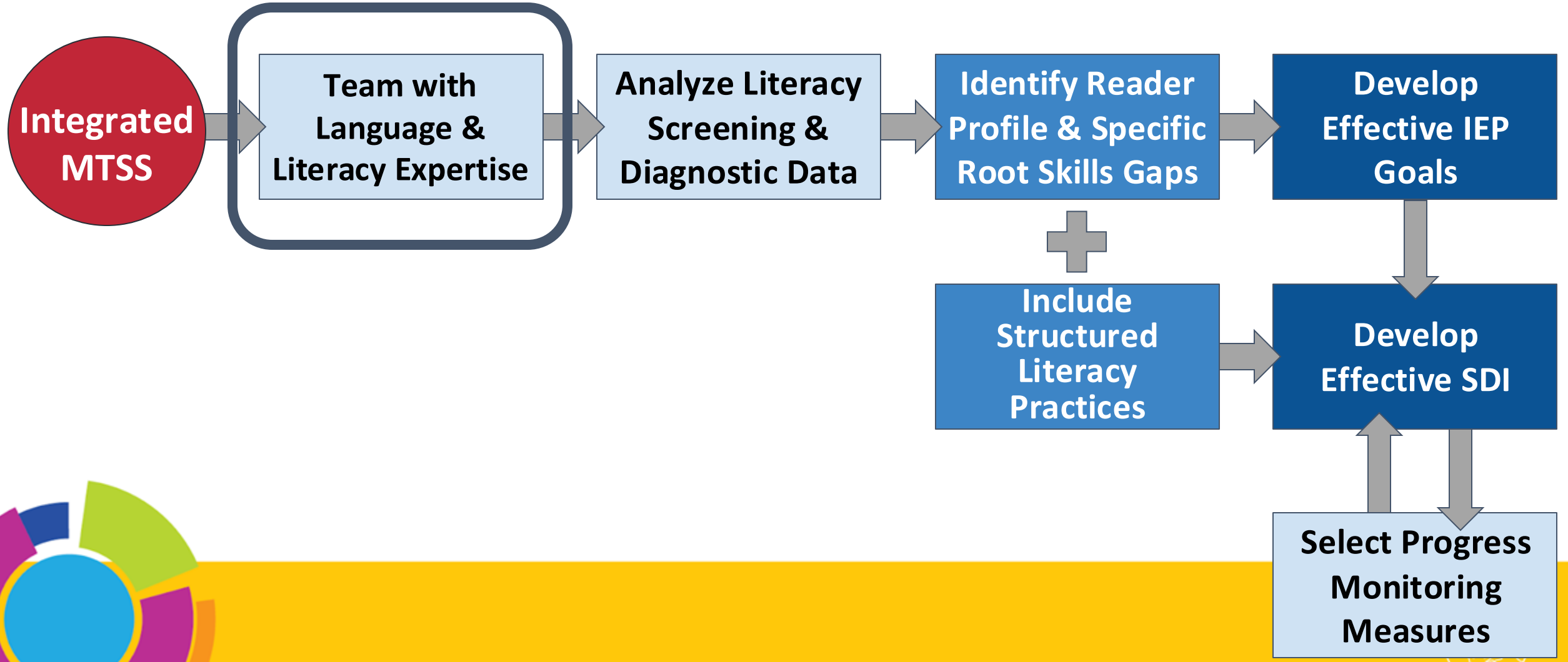
The essential processes to promote and support engagement and shared responsibility for creating the conditions for effective instruction for all students through a strengths-based lens among all teaching and non-teaching staff, administrators, families, caregivers, and students.

Ohio Department of Education & Workforce

CINCINNATI PUBLIC SCHOOLS

Teaming

Overview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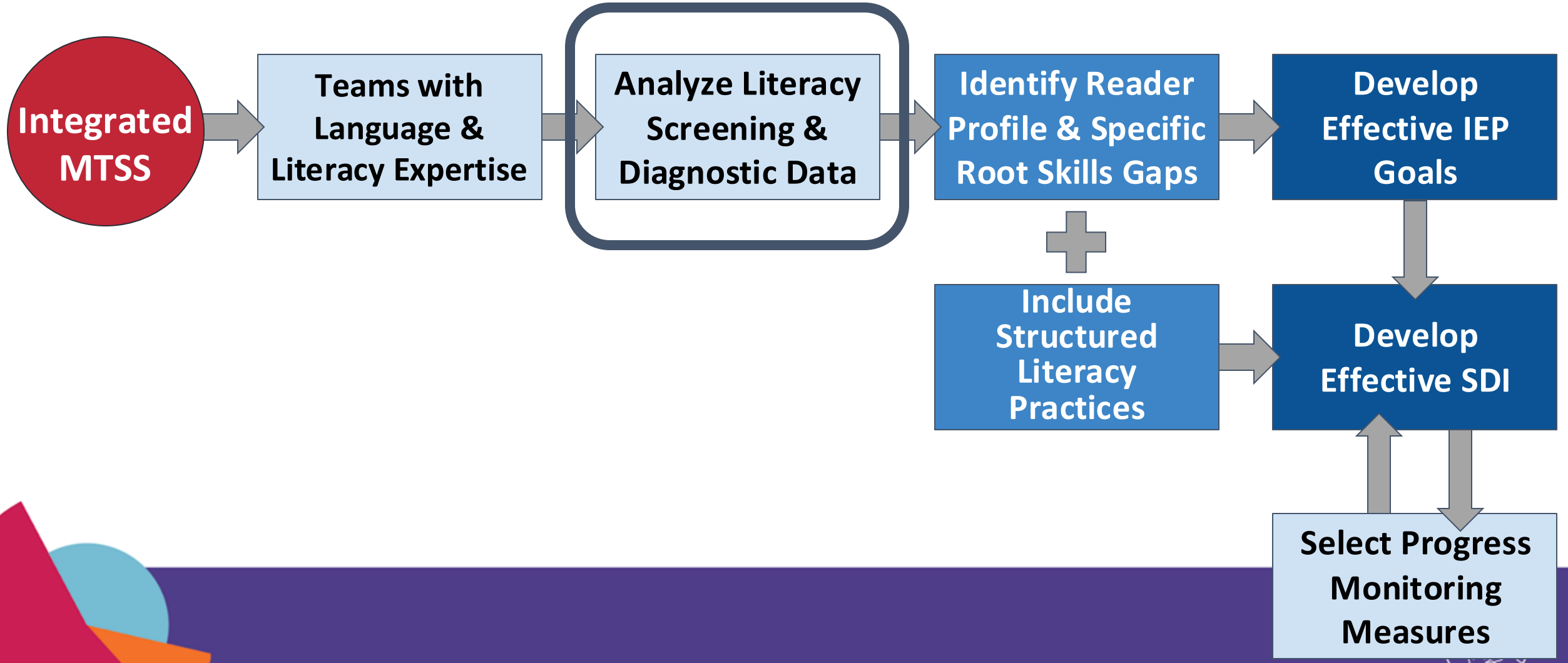
What does Multidisciplinary Teaming Look Like?

General Educators	Math Specialist	OT & PT
Reading/Literacy Specialist	Gifted Teacher	Intervention Specialist
School Nurse	MLL/ELL Teacher	SLP
Title Teacher	Parent & Student	School Psychologist

Literacy Assessment Data: Types and Purposes

Overview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Literacy Assessment Types

This data sources are all part of a comprehensive assessment system in MTSS and should be existing data sources in your school:

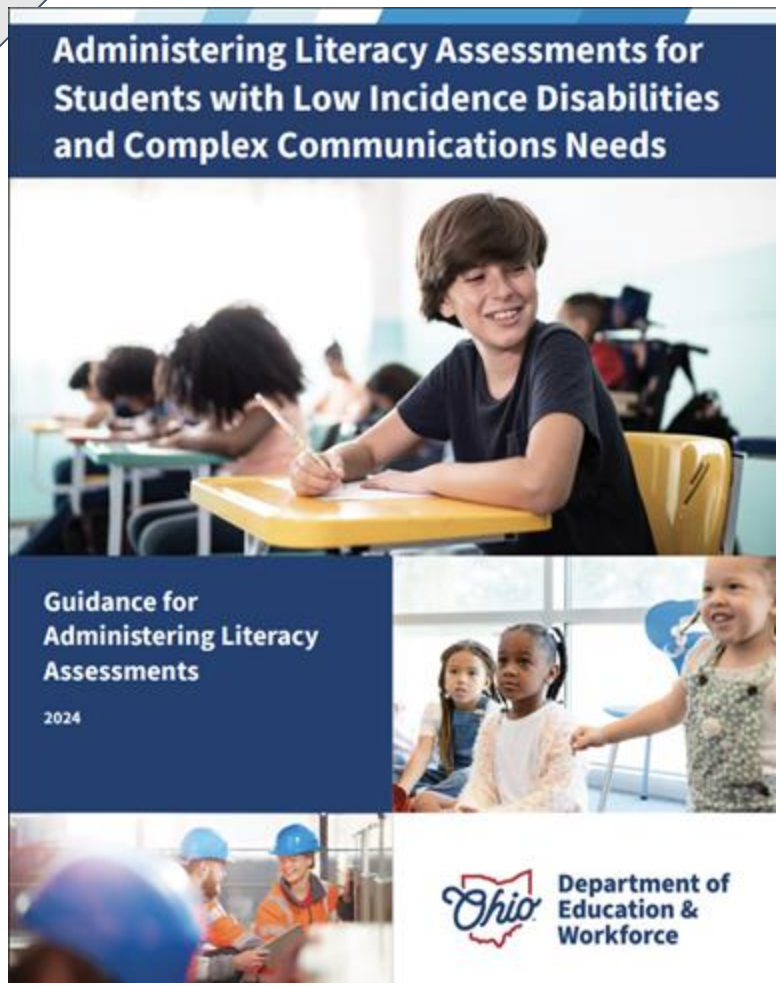
- Screening/Benchmark
- **Diagnostic**
- *Progress Monitoring*
- *Formative*
- *Summative & State Testing*

Screening

	Tier 1			Tiers 2-3	
	Universal Screening	**Formative**	**Summative**	**Diagnostic**	**Progress Monitoring**
Who	All students	All students	All students	Students below benchmark	Students receiving intervention
Purpose	1. Measure effectiveness of Tier 1. 2. Identify who is at risk and may need additional support	Determine current knowledge and skills to plan instruction	Determine what students learned as an outcome	Determine specific skill gaps in order to effectively intervene	Monitor progress from intervention to intensify if needed
Type	• Formal • Standardized • Usually norm-referenced	• Informal, even observational • Curriculum or teacher-created	• Formal • Usually standardized • Usually criterion-referenced	• Formal • Usually standardized • Usually developmentally sequenced	• Informal • Usually standardized • Usually criterion-referenced

Screening for All

Click to access this document



Universal Requirement

- Includes all students (IEPs, 504s, English Learners, students in specialized units)

Accommodations & Modifications

- Follow IEP/504 allowable accommodations
- Can use non-standard administration or alternative tools when needed to collect meaningful data

Team Collaboration

- Analyze data with Special Education/Multidisciplinary teams
- Integrate results into existing MTSS framework

Diagnostic Data (Informal)

***Diagnostic data** is the single **most important** form of **data to plan instruction**,*
*and yet the **least collected and used** data source in education.*

Literacy Diagnostic Data

	Tier 1			Tiers 2-3	
	Universal Screening	Formative	Summative	**Diagnostic**	Progress Monitoring
Who	All students	All students	All students	Students below benchmark	Students receiving intervention
Purpose	1. Measure effectiveness of Tier 1. 2. Identify who is at risk and may need additional support	Determine current knowledge and skills to plan instruction	Determine what students learned as an outcome	Determine specific skill gaps in order to effectively intervene	Monitor progress from intervention to intensify if needed
Type	• Formal • Standardized • Usually norm-referenced	• Informal, even observational • Curriculum or teacher-created	• Formal • Usually standardized • Usually criterion-referenced	• Formal • Usually standardized • **Usually developmentally sequenced**	• Informal • Usually standardized • Usually criterion-referenced

Literacy Diagnostic Data

Administered to students requiring intervention

Administered 1-1; direct observation of student skills, with exception of spelling/ writing

Assesses foundational skills on a **developmental trajectory—Results should name specific skill next for instruction**

Administered prior to intervention assignment; often 2-3x/year

May be informal, but not teacher-created Standardized directions for administration and scoring

Directly informs intervention grouping and focus

Tier 2 WR Diagnostic Examples

- **Developmental Spelling Assessment/Inventory (DSA)**
- **Individual skills assessments on Tier 1 Screeners (PSF, CLS, etc.)**
- **Intervention program placement tests (e.g., Phonics for Reading, REWARDS)**
- Really Great Reading Decoding Surveys
- Core Phonics Screener
- 95% Group Phonics Screener
- LETRS Decoding Surveys
- Phonological Awareness Screening Test (PAST)
- Heggerty Phonological Awareness Assessment

CPS Diagnostic Assessments (or data used diagnostically) are bolded

MTSS and Existing Data

T&T

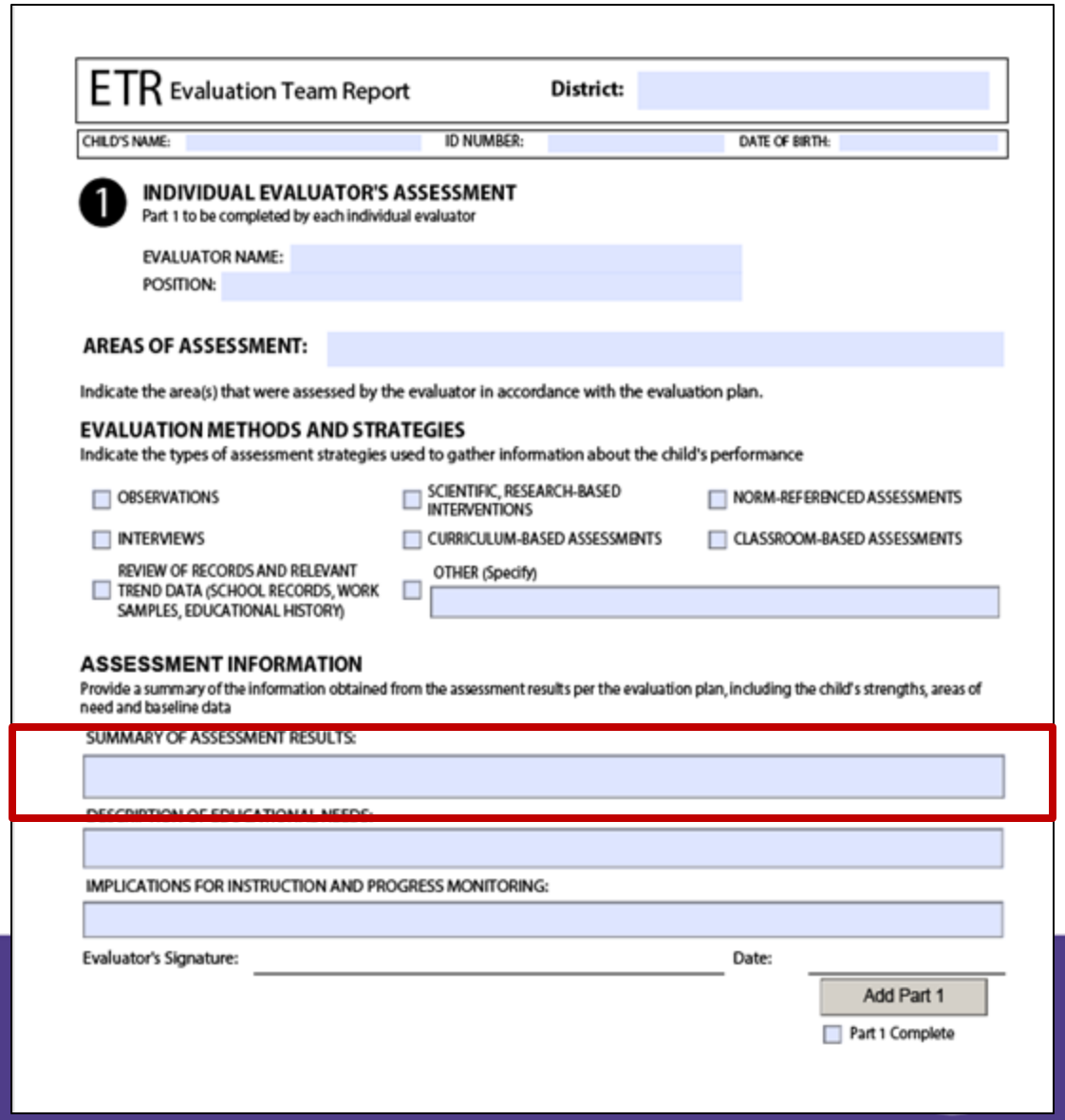
If districts/schools have an effective MTSS system:

- These data and the MTSS process should be used to determine if a student should be evaluated for special education, and
- When the evaluation occurs, these existing data should be represented.

How does your team use data to determine if a student should be evaluated and then incorporate these existing data into the evaluation process?

Data in ETR: Summary of Assessments

- ❑ Connect data to the referral concerns of the student (i.e., **literacy**).
- ❑ Select measures designed to **assess the phenomena** you are investigating (e.g., PA, decoding, fluency).
- ❑ Include baseline data & peer comparison with **analysis of Screening Data**.
- ❑ Explain data in terms of **skills through Diagnostic Data.**
- ❑ Identity strengths, skill deficits, patterns and trends, and response to intervention/instruction.



ETR Evaluation Team Report District:

CHILD'S NAME: ID NUMBER: DATE OF BIRTH:

1 INDIVIDUAL EVALUATOR'S ASSESSMENT
Part 1 to be completed by each individual evaluator

EVALUATOR NAME:
POSITION:

AREAS OF ASSESSMENT:

Indicate the area(s) that were assessed by the evaluator in accordance with the evaluation plan.

EVALUATION METHODS AND STRATEGIES
Indicate the types of assessment strategies used to gather information about the child's performance

- ☐ OBSERVATIONS
- ☐ SCIENTIFIC, RESEARCH-BASED INTERVENTIONS
- ☐ NORM-REFERENCED ASSESSMENTS
- ☐ INTERVIEWS
- ☐ CURRICULUM-BASED ASSESSMENTS
- ☐ CLASSROOM-BASED ASSESSMENTS
- ☐ REVIEW OF RECORDS AND RELEVANT TREND DATA (SCHOOL RECORDS, WORK SAMPLES, EDUCATIONAL HISTORY)
- ☐ OTHER (Specify)

ASSESSMENT INFORMATION
Provide a summary of the information obtained from the assessment results per the evaluation plan, including the child's strengths, areas of need and baseline data

SUMMARY OF ASSESSMENT RESULTS:

IMPLICATIONS FOR INSTRUCTION AND PROGRESS MONITORING:

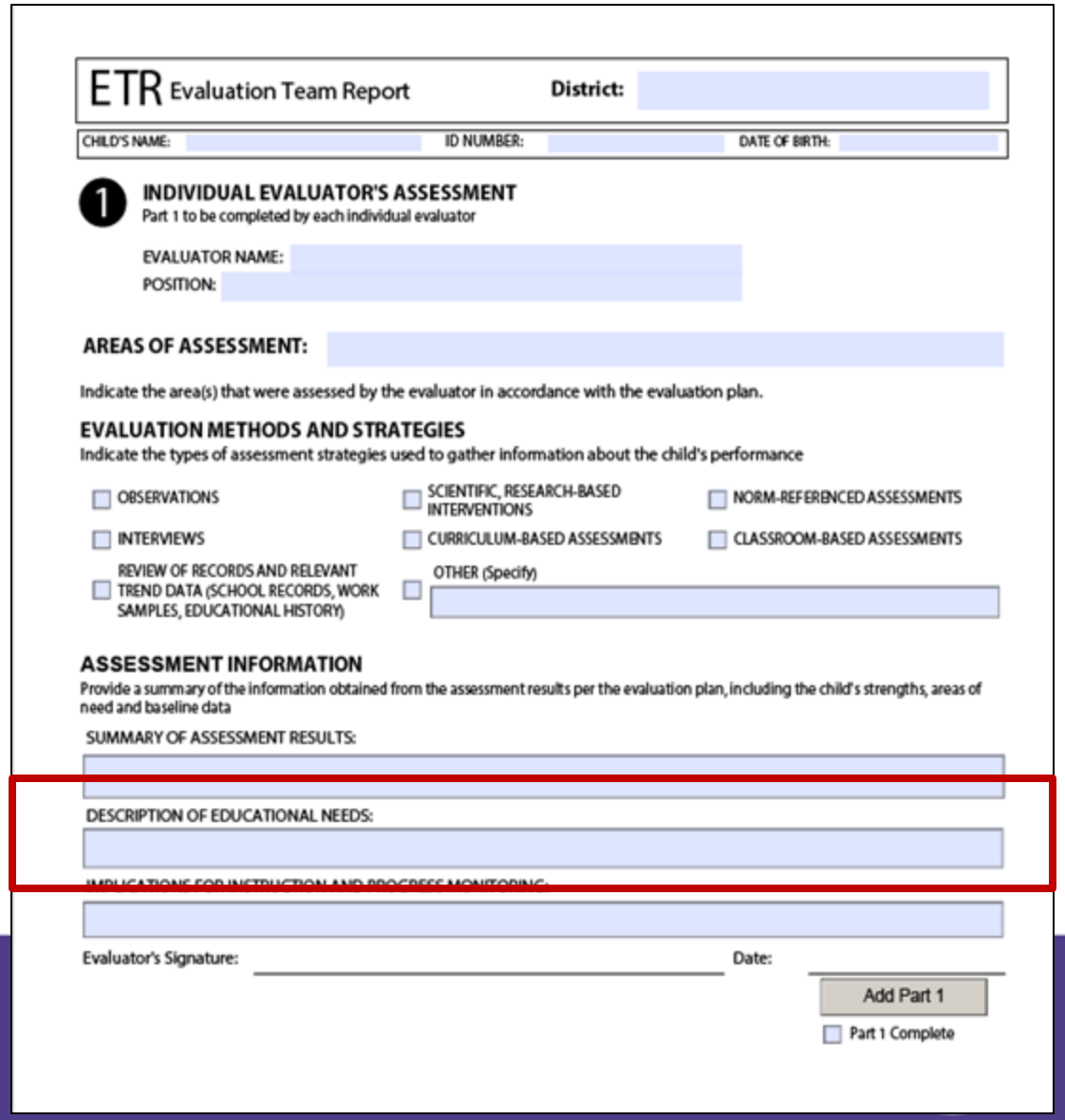
Evaluator's Signature: Date:

Add Part 1

☐ Part 1 Complete

Data in ETR: Description of Educational Needs

- ❑ **Needs directly connected** to the **assessment data**
- ❑ Clearly identifies the **skills** (academic, functional, behavior, mental, etc.) the **student needs to develop** to make **adequate growth** and **close gaps**
- ❑ **Prioritization of needs** - what can we address first, what next, etc.



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SUMMARY OF ASSESSMENT RESULTS:

DESCRIPTION OF EDUCATIONAL NEEDS:

Evaluator's Signature: Date:

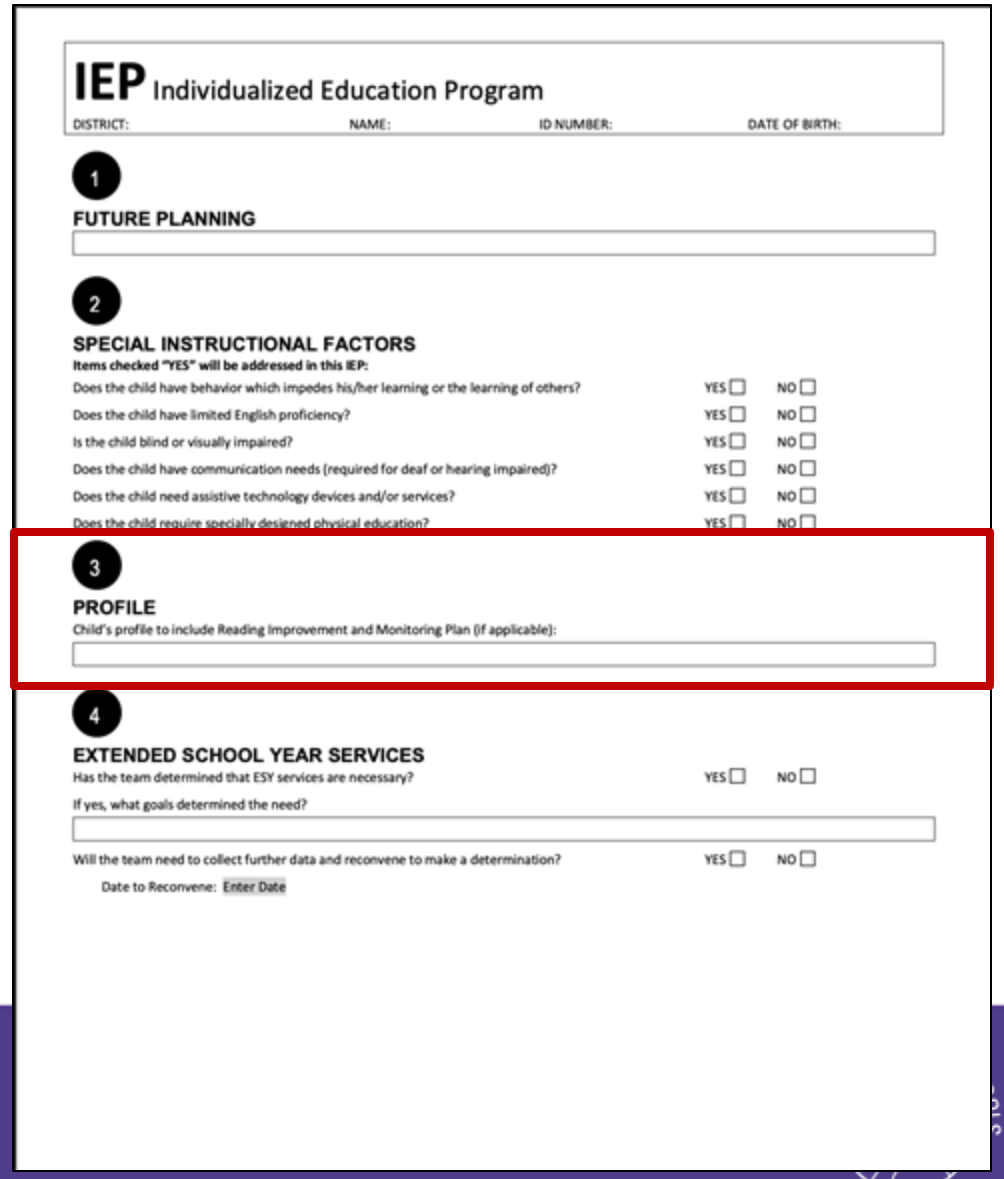
Add Part 1

Part 1 Complete

Data in IEP: Profile

Justification for the reading interventions and goals that follow:

- **Current Performance Data:** Summarize the most **recent literacy data in the ETR = baseline**
- **The "Why" of the Gap:** Explicitly state how the student's disability specifically **blocks access** to the grade-level reading curriculum.



IEP Individualized Education Program

DISTRICT: NAME: ID NUMBER: DATE OF BIRTH:

1

FUTURE PLANNING

2

SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:

Does the child have behavior which impedes his/her learning or the learning of others? YES ☐ NO ☐

Does the child have limited English proficiency? YES ☐ NO ☐

Is the child blind or visually impaired? YES ☐ NO ☐

Does the child have communication needs (required for deaf or hearing impaired)? YES ☐ NO ☐

Does the child need assistive technology devices and/or services? YES ☐ NO ☐

Does the child require specially designed physical education? YES ☐ NO ☐

3

PROFILE

Child's profile to include Reading Improvement and Monitoring Plan (if applicable):

4

EXTENDED SCHOOL YEAR SERVICES

Has the team determined that ESY services are necessary? YES ☐ NO ☐

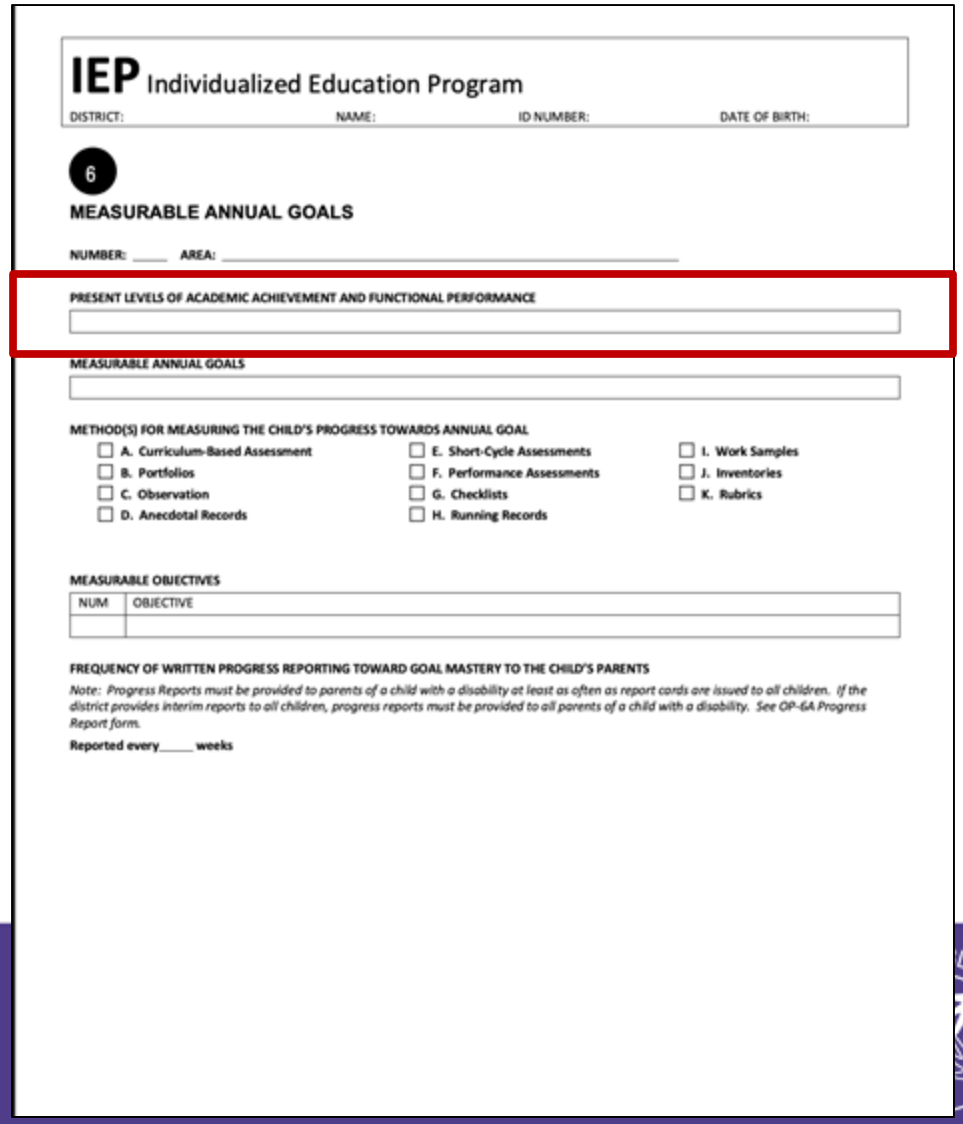
If yes, what goals determined the need?

Will the team need to collect further data and reconvene to make a determination? YES ☐ NO ☐

Date to Reconvene: Enter Date

Data in IEP:
Present Levels of Performation (PLOP)

- Provide specific, objective measures as **Baseline Data** (e.g., "reads 45 WPM with 80% accuracy on 2nd-grade cold probes")
- Directly **aligned with** the specific **Goal**



IEP Individualized Education Program

DISTRICT: NAME: ID NUMBER: DATE OF BIRTH:

6

MEASURABLE ANNUAL GOALS

NUMBER: ____ AREA: _____

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

MEASURABLE ANNUAL GOALS

METHOD(S) FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL

- ☐ A. Curriculum-Based Assessment
- ☐ B. Portfolios
- ☐ C. Observation
- ☐ D. Anecdotal Records
- ☐ E. Short-Cycle Assessments
- ☐ F. Performance Assessments
- ☐ G. Checklists
- ☐ H. Running Records
- ☐ I. Work Samples
- ☐ J. Inventories
- ☐ K. Rubrics

MEASURABLE OBJECTIVES

NUM	OBJECTIVE

FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD GOAL MASTERY TO THE CHILD'S PARENTS

Note: Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability. See OP-6A Progress Report form.

Reported every____ weeks

Activity: ETR or IEP Data Reflection

Wins!

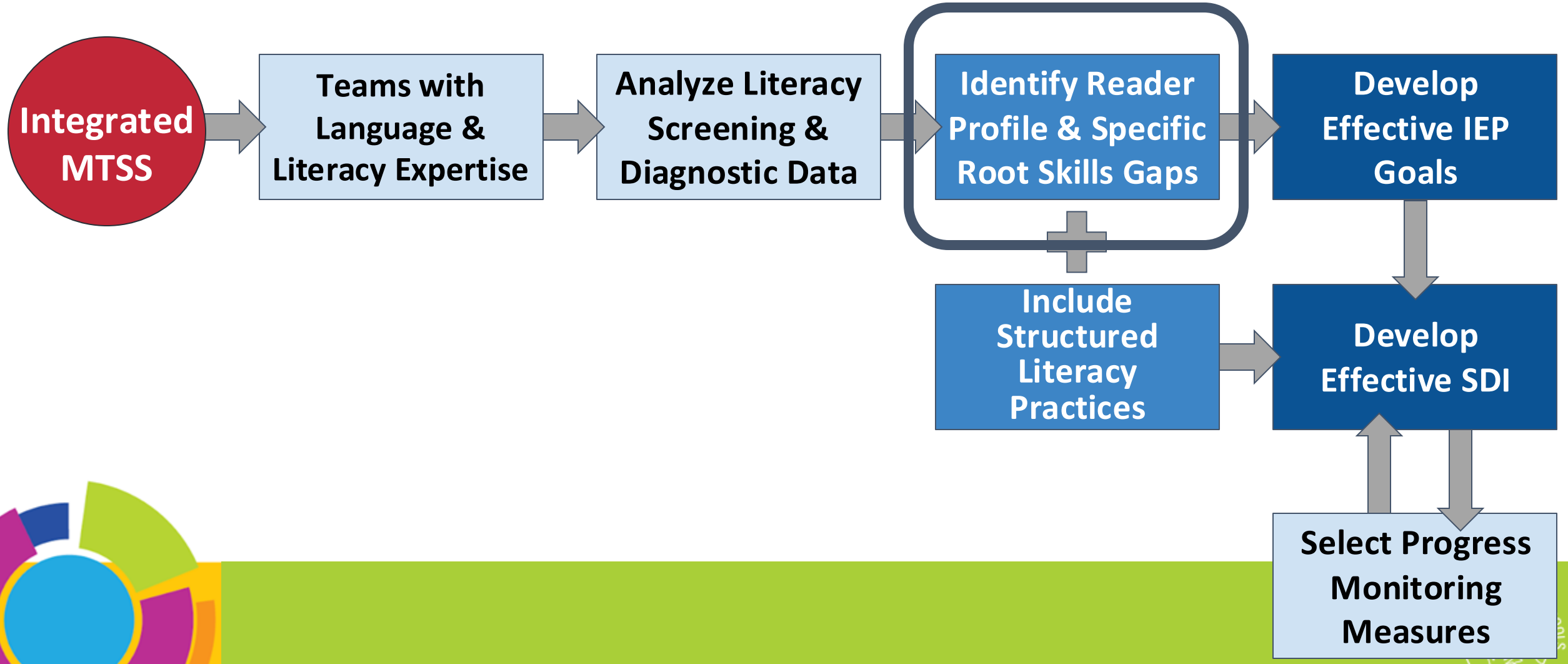
What data sources have you seen included in ETRs or IEPs in your context?

Opportunities?

What opportunities do you see for improvements in the types of literacy data included in ETRs or IEPs?

Data Analysis to Identify Specific Root Skill Gaps

Overview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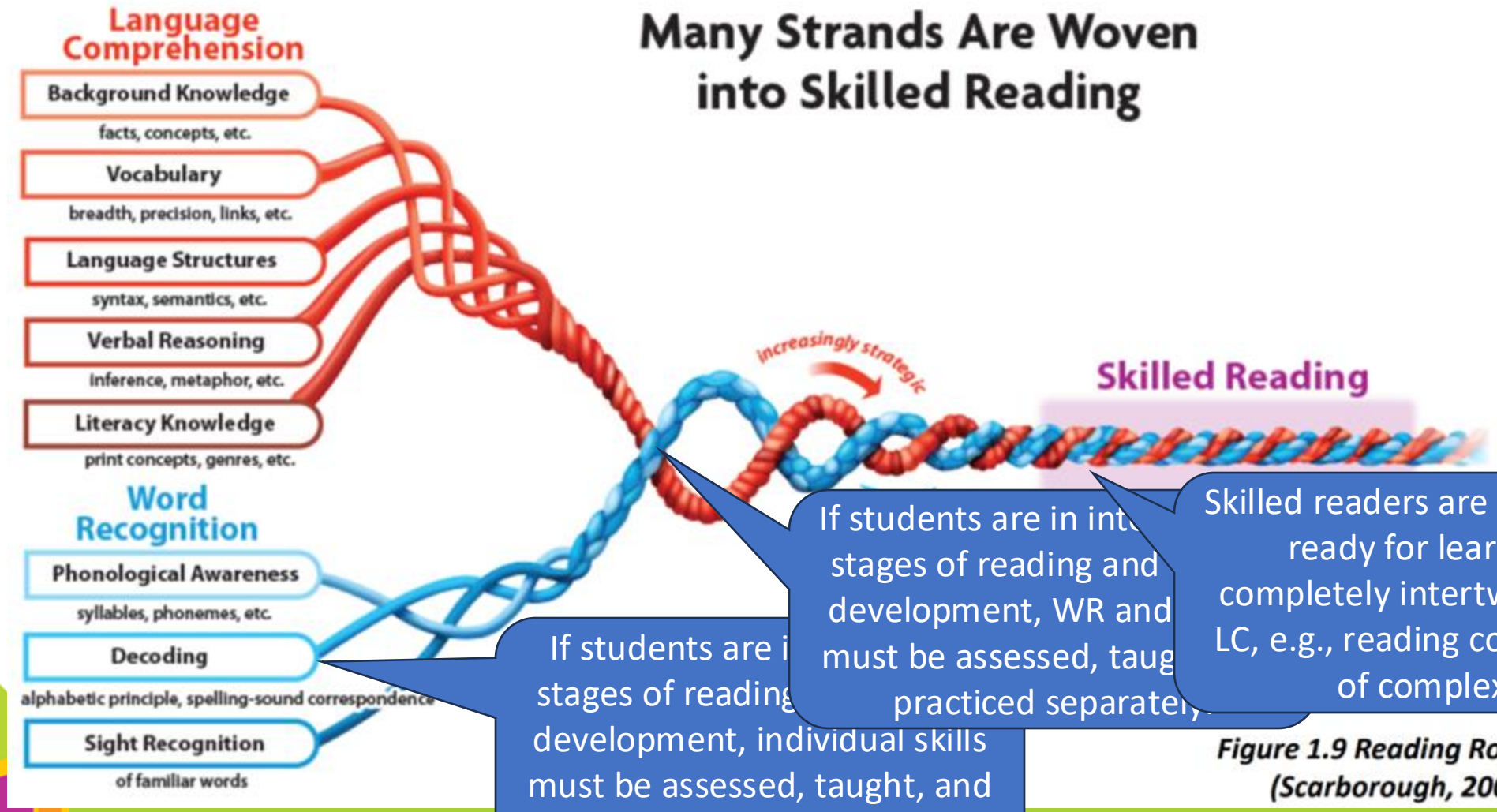
Developmental Model of Reading



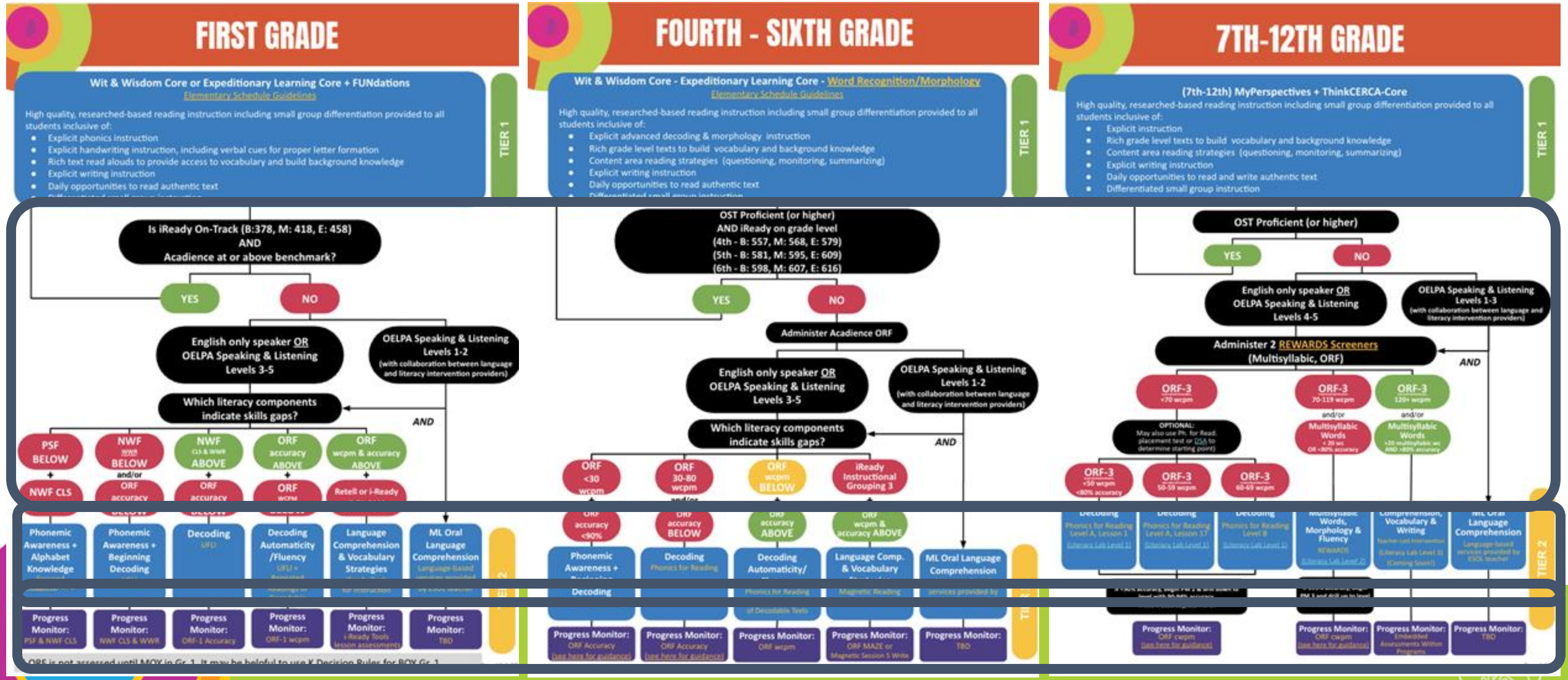
If students are in int… stages of reading and … development, WR and … must be assessed, taug… practiced separately.

If students are i… stages of reading… development, individual skills must be assessed, taught, and practiced separately.

Skilled readers are those who are ready for learning that completely intertwines WR and LC, e.g., reading comprehension of complex text.

Figure 1.9 Reading Rope (Scarborough, 2001)

Literacy Decision Rules click here



Student-level Data Sources that Should Already Exist: Gr. 2 Example

Screening									Diagnostics					Intervention Details						
Fall			Winter Assessment Data											Winter Interventions						
BOY i-Ready Reading Diagno	MOY i-Ready Reading Diagno	MOY i-Ready Percentile	MOY i-Ready Instructional Groupi	MOY i-Ready Projected Profici	MOY Academic Composite Score	MOY Academic Benchmark Status	MOY Academic Pathway of Progre	MOY Academic ORF WC	MOY Academic ORF Accuracy	MOY Academic Retell	MOY Academic Retell Quality	MOY Academic MAZE	MOY DSA Instructional Level	MOY Intervention Focus from Decision Rules	MOY Intervention Program	MOY Intervention Program Starting Point	MOY Intervention Provider (if other, delete and type in)	MOY Intervention Days/Times	MOY PM Measure	MOY Frequency of PM
457	461	20	1	Level 1	191	well below	above typic	71	93	18	4	5	07. R-co...	Decoding	Phonics f...	Level B 13	Reading...	M, Th	ORF-2 WC	Bi-weekly
	327	1	1	Level 1	2	well below	well below	2	15			0		Decoding	Phonics f...	UFLI Lesson 8	Interven...	T, Th, F	NWF CL...	Bi-weekly
478	492	34	1	Level 2	103	well below	above typic	33	87	19	1	4	06. VCe	Decoding	Phonics f...	Level B 13	Reading...	M, Th	ORF-2 WC	Bi-weekly
505	542	69	5	Level 4	357	above benc	below typic	91	99	35	4	21	08. Long...	Lang Comp & \	Magnetic ...	thly Tested Standar	Teacher ...	M, Th		
533	579	90	5	Level 5	507	above benc	typical	183	99	38	4	34	14. Deri...	Lang Comp & \	Enrichment	9th Grade Magneti	Teacher ...	M, Th		
489	521	53	5	Level 3	270	below benc	typical	76	99	21	4	10	09. Com...	Decoding	Magnetic ...	thly Tested Standar	Teacher ...	M, Th	ORF-3 WC	Bi-weekly
400	445	15	1	Level 1	87	well below	below typic	43	88	6	1	2		Decoding	Phonics f...		Other (s...		ORF-1 WC	Bi-weekly
	481	28	1	Level 1	258	below benc	well below	84	98	21	2	7		Lang Comp & \	Magnetic ...	thly Tested Standar	Teacher ...	M, Th	ORF-3 WC	Bi-weekly
457	475	25	1	Level 1	158	well below	above typic	64	90	15	2	6	06. VCe	Lang Comp & \	Magnetic ...	thly Tested Standar	Teacher ...	M, Th	ORF-2 WC	Bi-weekly
510	461	20	1	Level 1	221	well below	below typic	67	97	13	2	8		Decoding	Phonics f...		Other (s...			
522	531	61	3	Level 3	362	above benc	well above	120	100	25	2	18		Lang Comp & \	Magnetic ...	thly Tested Standar	Teacher ...	M, Th		
475	506	41	3	Level 2	335	at benchma	well above	115	97	38	4	12	09. Com...	Decoding	Phonics f...	thly Tested Standar	Teacher ...	M, Th	ORF-3 WC	Bi-weekly
458	469	23	1	Level 1	99	well below	well below	51	86	20	2	0	07. R-co...	Decoding	Phonics f...	Level A Lesson 14	Interven...		ORF-3 WC	Bi-weekly
409	423	10	1	Level 1	96	well below	above typic	38	84	27	2	1		Lang Comp & \	Magnetic ...	RL	Interven...		ORF-1 WC	Bi-weekly
514	538	66	3	Level 4	352	above benc	below typic	102	100	29	4	18	11. Infle...	Lang Comp & \	Enrichment	9th Grade Magneti	Teacher ...			
528	543	70	5	Level 4	372	above benc	below typic	144	100	16	3	19	14. Deri...	Decoding	Phonics f...	Level B Lesson 13	Reading...			
416	427	11	1	Level 1	108	well below	above typic	46	85	25	3	3	05. Blends	Lang Comp & \	Magnetic ...	RL	Reading...		ORF-2 WC	Bi-weekly
500	515	47	3	Level 3	275	below benc	well below	111	99	16	3	5	11. Infle...	Lang Comp & \	Magnetic ...	thly Tested Standar	Teacher ...	M, Th		
														PA only	Focused ...		Teacher ...			
452	470	23	1	Level 1	126	well below	below typic	50	88	18	2	4	05. Blends	Lang Comp & \	Magnetic ...	RL	Reading...		ORF-2 WC	Bi-weekly
504	525	56	4	Level 3	322	at benchma	well below	120	97	27	3	13		Lang Comp & \	Magnetic ...	thly Tested Standar	Teacher ...	M, Th		
282	276	1	1	Level 1										PA only	Focused ...		Teacher ...			
422	431	12	1	Level 1	74	well below	above typic	32	73	13	2	4	06. VCe	Decoding	Phonics f...	Level A Lesson 25	Reading...		ORF-1 WC	Bi-weekly
	545	71	5	Level 4	291	at benchma	above typic	105	99	23	3	7		Lang Comp & \	Magnetic ...	thly Tested Standar	Teacher ...	M, Th		
460	461	20	1	Level 1	95	well below	well below	49	88	1	1	5	07. R-co...	Decoding	Phonics f...	Level B Lesson 1	Interven...		ORF-2 WC	Bi-weekly
415	454	17	1	Level 1	165	well below	well below	47	94	13	2	5	07. R-co...	Decoding	Phonics f...		Interven...		ORF-2 WC	Bi-weekly
474	520	52	3	Level 3	225	well below	well below	79	92	35	3	5	07. R-co...	Lang Comp & \	Magnetic ...	thly Tested Standar	Teacher ...	M, Th	ORF-3 WC	Bi-weekly
472	513	45	4	Level 3	263	below benc	well above	77	91	43	3	13		Lang Comp & \	Magnetic ...	thly Tested Standar	Teacher ...	M, Th	ORF-3 WC	Bi-weekly

Student-level Data Sources that May Already Exist: MS Example

Screening								Diagnostics			Intervention Details				
Fall Assessment Data	Winter Assessment Data										Interventions- Winter				
Gr. 6 OST ELA Score	MOY i-Ready Reading Diagnostic Score	MOY i-Ready Reading Grade Level Placemen	MOY i-Ready Percentile	MOY i-Ready Instructional Grouping	MOY Percent Progress to Annual Typical Growth	MOY Percent Progress to Annual Stretch Growth	MOY REWARDS ORF WC	MOY REWARDS ORF Accuracy	MOY REWARDS Multisyllabic Words WC	MOY REWARDS Multisyllabic Words Accuracy	MOY Intervention Focus from Decision Rules	MOY Intervention Program	MOY Intervention Program Starting Point	MOY Intervention Provider (if other, delete and type in)	MOY Intervention Days/Times
679	579	Grade 5	35	3	124	42	163	100.00%	45	90.00%	Lang Co...	Success...	i-Ready Teacher L	Teacher ...	Flex w Cochrane c
657	538	Grade 3	17	3	6	2	132	93.00%	18	54.00%	Multisyll...	REWAR...	REWARDS	Teacher ...	Flex w Bogle
644	495	Grade 2	7	3	0	0	110	96.00%	17	65.00%	Multisyll...	REWAR...	REWARDS	Interven...	Flex w Mr. Canty
635	573	Grade 5	32	4	476	162	80	83.00%	3	20.00%	Multisyll...	REWAR...	REWARDS	Teacher ...	Flex w Richart
702	575	Grade 5	33	3	171	58	NA (proficient)	NA (proficient)	NA (proficient)	NA (proficient)	Grade le...	Success...	nalized learning le	Teacher ...	Flex with Magotes
644	528	Grade 3	14	3	47	16	82	98.00%	11	55.00%	Multisyll...	REWAR...	REWARDS	Interven...	Flex w Mr. Canty
	445	Grade 1	3	1	0	0	106	95.00%	19	66.00%	Multisyll...	REWAR...	REWARDS	Teacher ...	Flex w Bogle
714	610	Early 7	57	4	230	92	169	99.00%	38	88.00%	Grade le...	Success...	nalized learning le	Teacher ...	Flex with Magotes
657	534	Grade 3	16	3	129	44	136	99.00%	34	83.00%	Lang Co...	Success...	i-Ready Teacher L	Teacher ...	Flex w Cochrane c
695	604	Grade 6	52	3	10	4	138	99.00%	31	79.00%	Lang Co...	Success...	i-Ready Teacher L	Teacher ...	Flex w Cochrane c
629	537	Grade 3	16	3	312	106	110	98.21%	29	90.63%	Grade le...	Success...	nalized learning le		TBD
617	513	Grade 3	10	1	0	0	76	41.53%	2	14.29%	Multisyll...	REWAR...	REWARDS	Interven...	Flex w Bogle
649	512	Grade 3	9	3	0	0	90	95.00%	10	43.00%	Multisyll...	REWAR...	REWARDS	Teacher ...	Flex w Canty
708	601	Grade 6	50	4	265	90	NA (proficient)	NA (proficient)	NA (proficient)	NA (proficient)	Grade le...	Success...	nalized learning le	Teacher ...	Flex with Magotes
617	415	Grade K	2	1	0	0	47	83.00%	2	11.00%	Decoding	Phonics ...	Level A Lesson 1	Reading...	RS 2nd Bell Literac
686	500	Grade 3	8	3	59	20	136	97.00%	38	84.00%	Lang Co...	Success...	i-Ready Teacher L	Teacher ...	Flex w Cochrane c
611	427	Grade 1	2	1	0	0	See DSA	See DSA	See DSA	See DSA	Decoding	Phonics ...	Level A, Lesson 1		
611							120	94.00%	11	44.00%	Multisyll...	REWAR...	REWARDS	Teacher ...	Flex w Canty
661	528	Grade 3	14	3	0	0	82	95.00%	14	64.00%	Multisyll...	REWAR...	REWARDS	Interven...	Flex w Mr. Canty
	639	Mid 7	80	5	0	0	141	99.00%	49	92.00%	Lang Co...	Success...	i-Ready Teacher L	Teacher ...	Flex w Cochrane c
682	579	Grade 5	35	3	318	108	119	96.00%	20	63.00%	Multisyll...	REWAR...	REWARDS	Teacher ...	Flex w Bogle
649	519	Grade 3	11	3	0	0	90	94.00%	17	71.00%	Multisyll...	REWAR...	REWARDS	Teacher ...	Flex w Richart
644	530	Grade 3	14	3	0	0	122	97.00%	18	75.00%	Multisyll...	REWAR...	REWARDS	Teacher ...	Flex w Bogle

Reflect: Data Analysis

1. **Screening data** - what is this telling us?
    a. Word Recognition
    b. Language Comprehension
    c. Possible Reader Profile
2. **Diagnostic data** - what is this telling us?
    a. Word Recognition - What is the lowest level skill gap identified?

Henry's Literacy Data for ETR and IEP

Fall Assessment Data									tip	yes	fan	tip	yes	fan	tip	yes	fan	moth	jump	moth	shirt	porch	jump	broke	trade	side	broke	trade	shirt	start	porch	paint	speech	bright	bridge	shrunk	screen	couch	yawn	point
i-Ready Scale Score	i-Ready Grade Level Placement	Met 50% Typical	Met 50% Stretch	Acadience Composite	Acadience Pathway of Progress	ORF WC Score	ORF Accuracy Score	DSA Instructional Level	1. Initial consonants			2. Final consonants			3. Short vowels					4. Digraphs			5. Blends			6. VCe			7. R-controlled vowels			8. Long vowel teams			9. Complex consonants			10. Diphthongs & other vowels		
466	Grade 1	No	No	125	Ye...	55	87	08. Long Vowel Teams	t	y	f	p	s	n	i	e	a	o	u	th	sh	ch	mp	br	tr	ide	oke	ade	ir	ar	or	ai	ee	igh	dge	shr	scr	ou	aw	oi

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Screening

Word Recognition

- Well Below Benchmark for ORF WC and Accuracy =
- Word Recognition Deficit

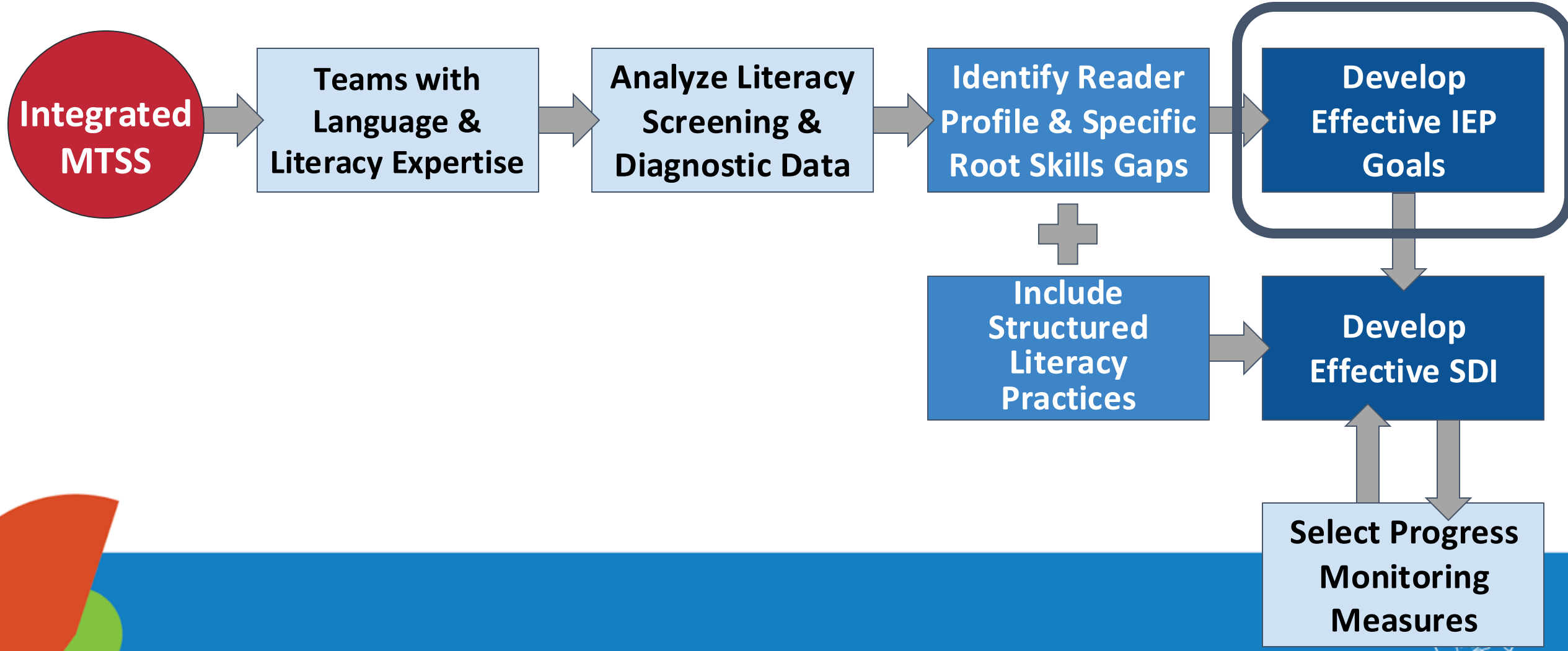
Diagnostic

Word Recognition

- Splinter skill gap in short vowels, VCe, r-controlled vowels ir, er, ur
- Comprehensive skill gaps beginning with long vowel teams
- Multisyllabic word reading

Effective IEP Goals & Objectives

Overview


Integrated MTSS
Teams with Language & Literacy Expertise
Analyze Literacy Screening & Diagnostic Data
Identify Reader Profile & Specific Root Skills Gaps
Develop Effective IEP Goals
Include Structured Literacy Practices
Develop Effective SDI
Select Progress Monitoring Measures

Using Data to Develop IEP Goals

1

Screening Data Analysis → Reader Profile → Write Overall Goal

2

Diagnostic Data Analysis → Specific Root Skills Gaps → Write Skill-Specific Objectives

Henry's Literacy Data for ETR and IEP

Fall Assessment Data									tip	yes	fan	tip	yes	fan	tip	yes	fan	moth	jump	moth	shirt	porch	jump	broke	trade	side	broke	trade	shirt	start	porch	paint	speech	bright	bridge	shrunk	screen	couch	yawn	point
i-Ready Scale Score	i-Ready Grade Level Placement	Met 50% Typical	Met 50% Stretch	Acadience Composite	Acadience Pathway of Progress	ORF WC Score	ORF Accuracy Score	DSA Instructional Level	1. Initial consonants			2. Final consonants			3. Short vowels					4. Digraphs			5. Blends			6. VCe			7. R-controlled vowels			8. Long vowel teams			9. Complex consonants			10. Diphthongs & other vowels		
466	Grade 1	No	No	125	Ye...	55	87	08. Long Vowel Teams	t	y	f	p	s	n	i	e	a	o	u	th	sh	ch	mp	br	tr	ide	oke	ade	ir	ar	or	ai	ee	igh	dge	shr	scr	ou	aw	oi

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Screening

Word Recognition

- Well Below Benchmark for ORF WC and Accuracy =
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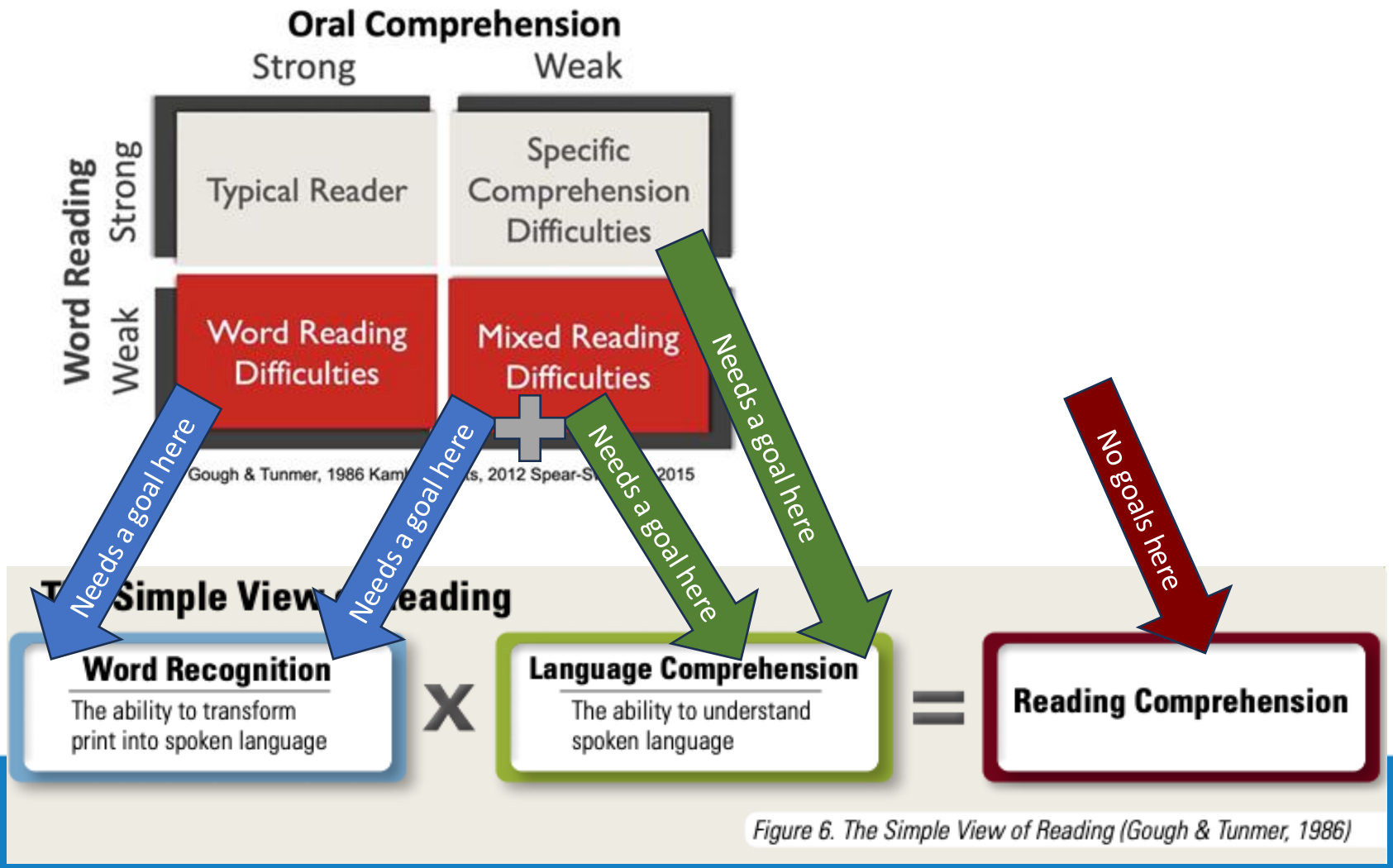
Diagnostic

Word Recognition

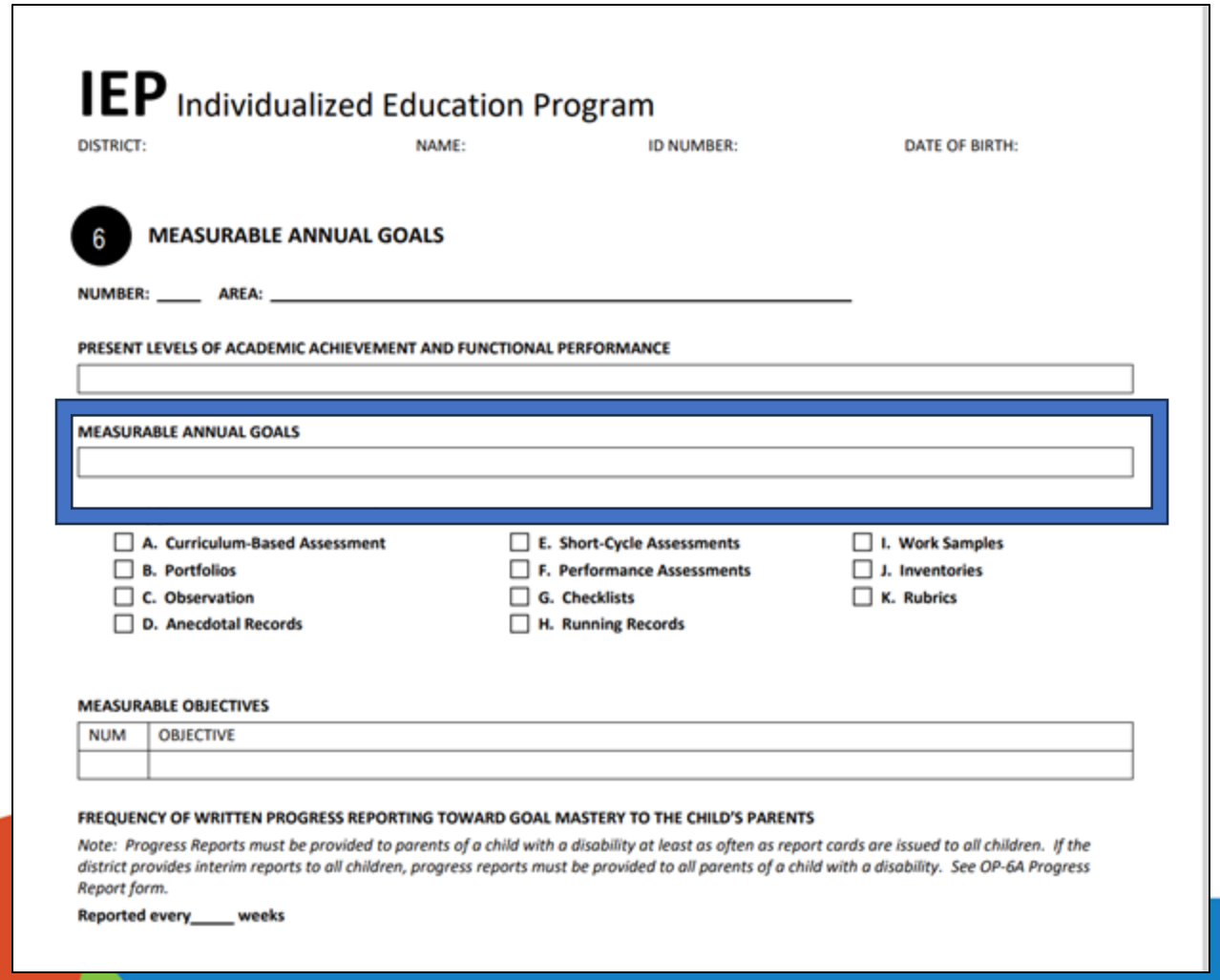
- Splinter skill gap in short vowels, VCe, r-controlled vowels ir, er, ur
- Comprehensive skill gaps beginning with long vowel teams
- Multisyllabic word reading

What is Henry's Reader Profile?



Ohio's Plan to Raise Literacy Achievement, 2020

Compliant IEP Goals Criteria



IEP Individualized Education Program

DISTRICT: NAME: ID NUMBER: DATE OF BIRTH:

6 **MEASURABLE ANNUAL GOALS**

NUMBER: ____ AREA: _____

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

MEASURABLE ANNUAL GOALS

- ☐ A. Curriculum-Based Assessment
- ☐ B. Portfolios
- ☐ C. Observation
- ☐ D. Anecdotal Records
- ☐ E. Short-Cycle Assessments
- ☐ F. Performance Assessments
- ☐ G. Checklists
- ☐ H. Running Records
- ☐ I. Work Samples
- ☐ J. Inventories
- ☐ K. Rubrics

MEASURABLE OBJECTIVES

NUM	OBJECTIVE

FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD GOAL MASTERY TO THE CHILD'S PARENTS

Note: Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability. See OP-6A Progress Report form.

Reported every_____ weeks

1. **Clearly defined behavior**: the specific action the child will be expected to perform.
2. **The condition** (situation, setting or given material) under which the behavior is to be performed.
3. **Performance criteria desired**: the level the child must demonstrate for mastery AND the number of times the child must demonstrate the skill or behavior

Using Data to Develop IEP Goals

1

2

Developmental Model of Reading

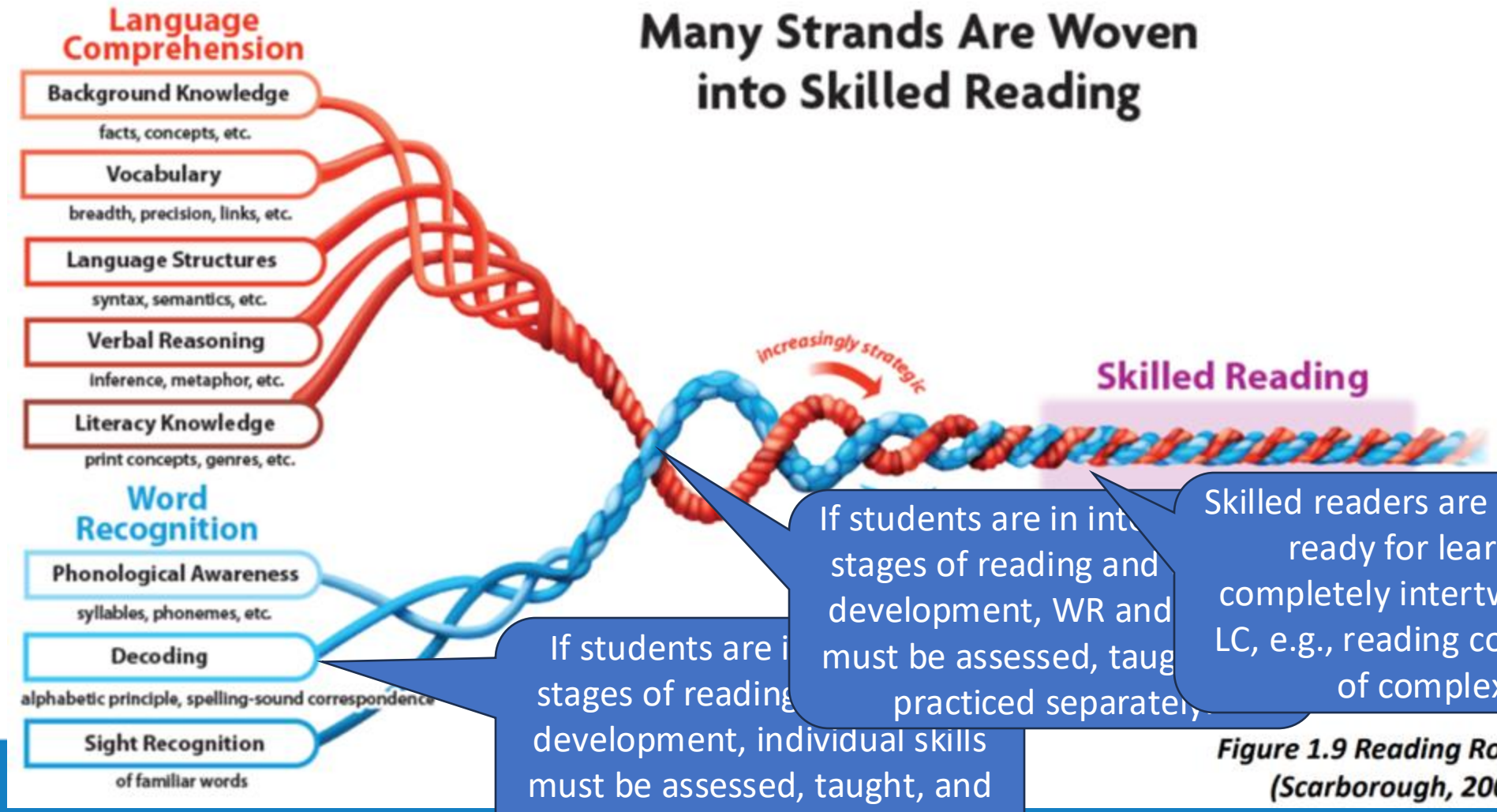


Figure 1.9 Reading Rope (Scarborough, 2001)

Effective Goals & Objectives Aligned with SoR: Approach #1

One recommended approach (OCALI, ODEW):

- Goal - broader, more global, integrated, real-life, generalizable skill
  - Objectives - the specific, discrete skills that enable growth toward the goal

Example:

Goal: Overall reading fluency

Objective 1: First specific decoding skill

Objective 2: Next specific decoding skill needed

Objective 3: Next specific decoding skill needed

Henry's Literacy Data for ETR and IEP

Fall Assessment Data									tip	yes	fan	tip	yes	fan	tip	yes	fan	moth	jump	moth	shirt	porch	jump	broke	trade	side	broke	trade	shirt	start	porch	paint	speech	bright	bridge	shrunk	screen	couch	yawn	point
i-Ready Scale Score	i-Ready Grade Level Placement	Met 50% Typical	Met 50% Stretch	Acadience Composite	Acadience Pathway of Progress	ORF WC Score	ORF Accuracy Score	DSA Instructional Level	1. Initial consonants			2. Final consonants			3. Short vowels					4. Digraphs			5. Blends			6. VCe			7. R-controlled vowels			8. Long vowel teams			9. Complex consonants			10. Diphthongs & other vowels		
466	Grade 1	No	No	125	Ye...	55	87	08. Long Vowel Teams	t	y	f	p	s	n	i	e	a	o	u	th	sh	ch	mp	br	tr	ide	oke	ade	ir	ar	or	ai	ee	igh	dge	shr	scr	ou	aw	oi

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Screening

Word Recognition

- Well Below Benchmark for ORF WC and Accuracy =
- Word Recognition Deficit

Diagnostic

Word Recognition

- Splinter skill gap in short vowels, VCe, r-controlled vowels ir, er, ur
- Comprehensive skill gaps beginning with long vowel teams
- Multisyllabic word reading

Reflect: IEP Goals and Objectives

1. **Screening data** - what is it telling us?
    a. Word Recognition need?
    b. Language Comprehension need?
    c. Name the possible Reader Profile

1. **Diagnostic data** - what is it telling us?
    a. Name the specific skills gaps identified

Sample Reading IEP Goals & Objectives for Henry

MEASURABLE ANNUAL GOAL

Henry will read with 95% accuracy at a rate of 115 words per minute, 4 out of 5 times as measured by a 4th grade level ORF assessment.

METHOD(S) FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL

- ☐ A. Curriculum-Based Assessment
- ☐ B. Portfolios
- ☐ C. Observation
- ☐ D. Anecdotal Records
- ☐ E. Short-Cycle Assessments
- ☐ F. Performance Assessments
- ☐ G. Checklists
- ☐ H. Running Records
- ☐ I. Work Samples
- ☐ J. Inventories
- ☐ K. Rubrics

Select Display Mode: Objectives

MEASURABLE OBJECTIVES — Add Objective

NUM	OBJECTIVE
1.1	When given 10 single syllable words with Vce pattern, Henry will decode with 90% accuracy, 4 out of 5 times, as measured by intervention-based assessments by the end of the IEP.
1.2	When given 10 single-syllable vowel team words, Henry will decode with 90% accuracy, 4 out of 5 times, as measured by intervention-based assessments by the end of the IEP.
1.3	When given 10 multisyllabic words that contain vowel teams, Henry will decode with 90% accuracy, 4 out of 5 times, as measured by intervention-based assessments by the end of the IEP.

Word Recognition or Language Comprehension?
Which strands of the Reading Rope do these represent?

Developmental Model of Reading

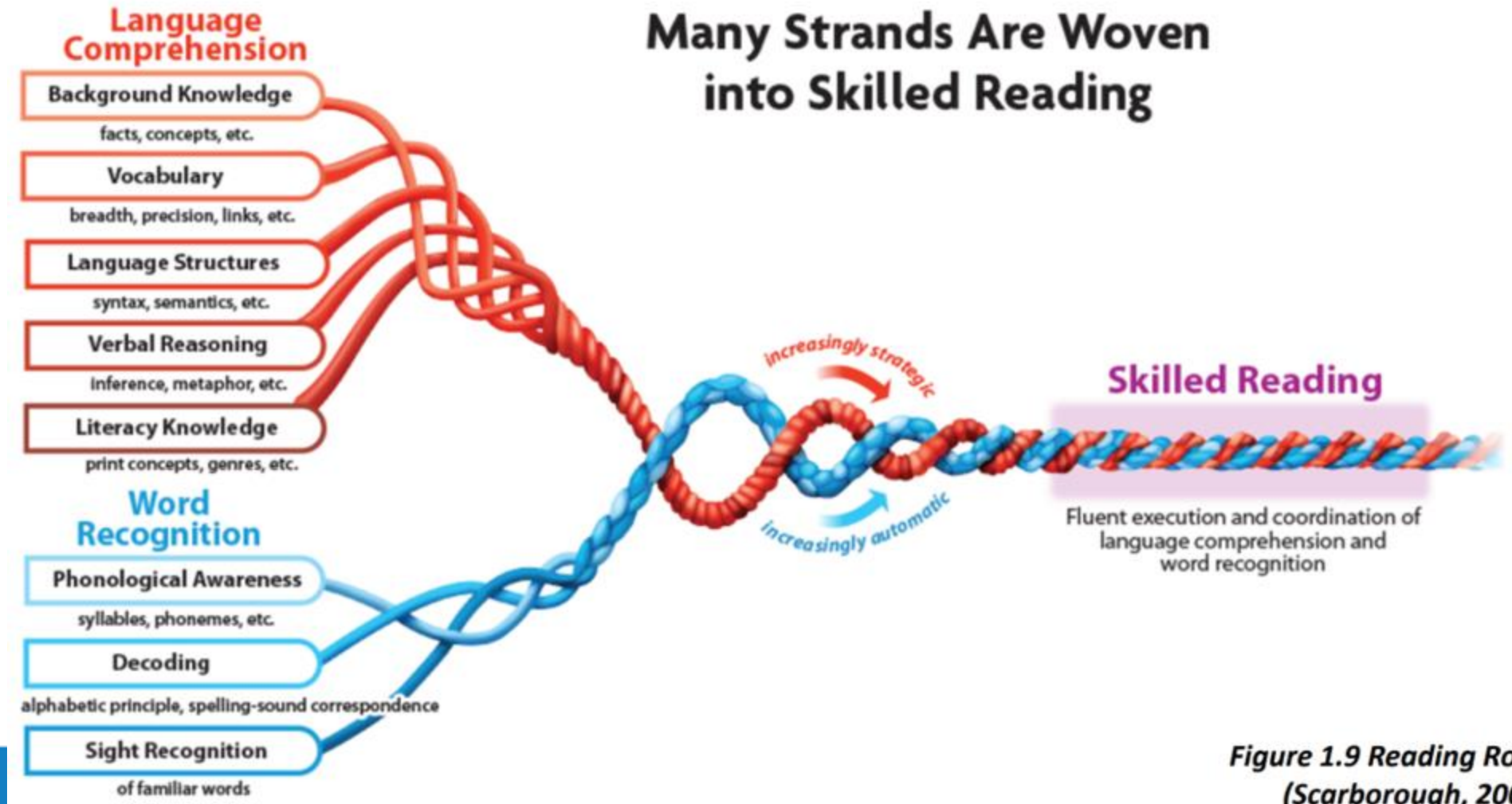


Figure 1.9 Reading Rope (Scarborough, 2001)

Effective Goals & Objectives Aligned with SoR: Approach #2

One recommended approach (OCALI, ODEW):

- Goal - specific skill strand
  - Objectives - increasing accuracy & automaticity of that skill over time

Example:

Goal: Phoneme segmentation fluency

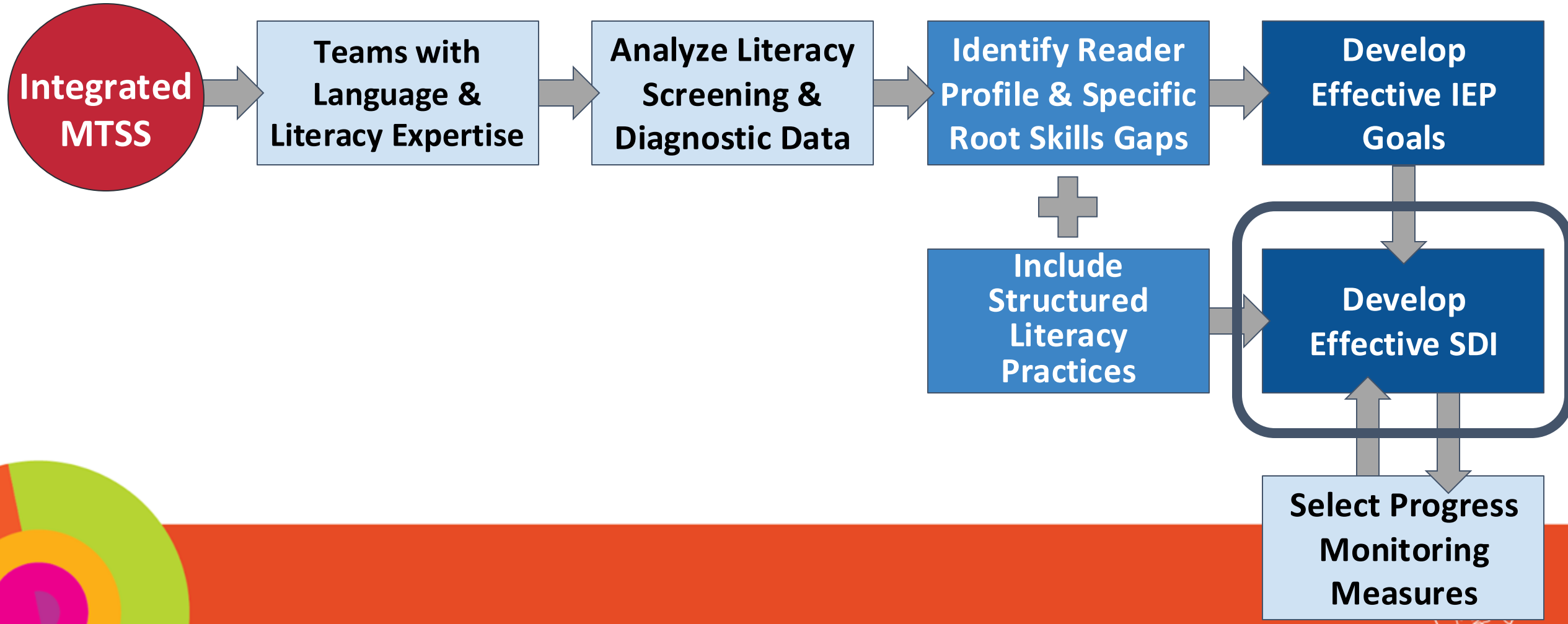
Objective 1: 50% accuracy and 10 correct phonemes/minute

Objective 2: 75% accuracy and 25 correct phonemes/minute

Objective 3: 95% accuracy and 40 correct phonemes/minute

Specially Designed Instruction

Overview

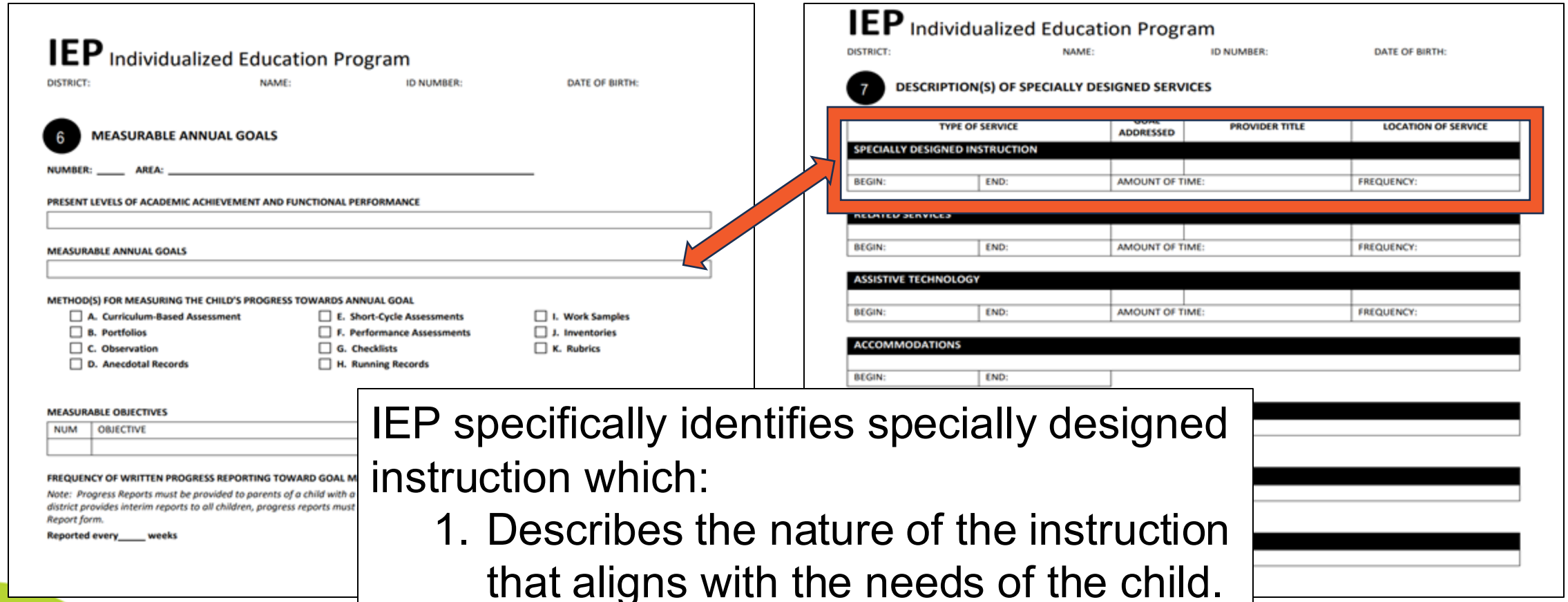

Integrated MTSS
Teams with Language & Literacy Expertise
Analyze Literacy Screening & Diagnostic Data
Identify Reader Profile & Specific Root Skills Gaps
Develop Effective IEP Goals
Include Structured Literacy Practices
Develop Effective SDI
Select Progress Monitoring Measures

SDI is…

Instruction!!!

SDI is robust intervention designed to close gaps.

Compliant SDI Criteria



IEP Individualized Education Program

DISTRICT: NAME: ID NUMBER: DATE OF BIRTH:

6 MEASURABLE ANNUAL GOALS

NUMBER: ____ AREA: _____

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

MEASURABLE ANNUAL GOALS

METHOD(S) FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL

- ☐ A. Curriculum-Based Assessment
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- ☐ J. Inventories
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MEASURABLE OBJECTIVES

NUM	OBJECTIVE

FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD GOAL M

Note: Progress Reports must be provided to parents of a child with a district provides interim reports to all children, progress reports must Report form.

Reported every____ weeks

IEP Individualized Education Program

DISTRICT: NAME: ID NUMBER: DATE OF BIRTH:

7 DESCRIPTION(S) OF SPECIALLY DESIGNED SERVICES

TYPE OF SERVICE	GOAL ADDRESSED	PROVIDER TITLE	LOCATION OF SERVICE
SPECIALLY DESIGNED INSTRUCTION			
BEGIN: END:	AMOUNT OF TIME:		FREQUENCY:
RELATED SERVICES			
BEGIN: END:	AMOUNT OF TIME:		FREQUENCY:
ASSISTIVE TECHNOLOGY			
BEGIN: END:	AMOUNT OF TIME:		FREQUENCY:
ACCOMMODATIONS			
BEGIN: END:			

IEP specifically identifies specially designed instruction which:

1. Describes the nature of the instruction that aligns with the needs of the child.
2. Supports achievement of annual goals.

SDI v. Accommodations & Modifications

SDI = Instruction	Accommodations	Modifications
Content: Names the **specific skills** to be taught? (And how it is different from general education curriculum)	**Provides access** to grade level curriculum Removing barriers to learning	**Changes what students learn** and are expected to do
Methodology: Describes the **evidence-based instructional approach and materials** the teacher will use to teach that content	**Use supports** for learning without changing expectations	**Adjusts complexity** of tasks, materials
Delivery: Describes the **context** in which the skills will be taught E.g., time, frequency, location, provider expertise	**Accommodations provided** across settings by all providers	**Modifications implemented** across settings as determined by IEP team.

Henry's Literacy Data for ETR and IEP

Fall Assessment Data									tip	yes	fan	tip	yes	fan	tip	yes	fan	moth	jump	moth	shirt	porch	jump	broke	trade	side	broke	trade	shirt	start	porch	paint	speech	bright	bridge	shrunk	screen	couch	yawn	point
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Screening

Word Recognition

- Well Below Benchmark for ORF WC and Accuracy =
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Diagnostic

Word Recognition

- Splinter skill gap in short vowels, VCe, r-controlled vowels ir, er, ur
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Sample Reading IEP Goals & Objectives for Henry

MEASURABLE ANNUAL GOAL

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METHOD(S) FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL

- ☐ A. Curriculum-Based Assessment
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- ☐ H. Running Records
- ☐ I. Work Samples
- ☐ J. Inventories
- ☐ K. Rubrics

Select Display Mode: Objectives

MEASURABLE OBJECTIVES

Add Objective

NUM	OBJECTIVE
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1.2	When given 10 single-syllable vowel team words, Henry will decode with 90% accuracy, 4 out of 5 times, as measured by intervention-based assessments by the end of the IEP.
1.3	When given 10 multisyllabic words that contain vowel teams, Henry will decode with 90% accuracy, 4 out of 5 times, as measured by intervention-based assessments by the end of the IEP.

Sample #1 SDI for Henry Goal 1

SL programs will also include spelling & writing to build reading skills.

Goal 1: *Henry will read with 95% accuracy at a rate of 115 words per minute, 4 out of 5 times as measured by a 4th grade level ORF assessment.*

Henry will be taught VCe pattern, long vowel digraphs, and a multisyllabic word reading protocol, all using continuous blending to decode. Skills are taught using explicit instruction, a research-based scope and sequence of phonics patterns, and a systematic lesson framework, which includes teacher explanation of focal skill(s), teacher modeling, student practice with precise feedback, and practice to mastery and automaticity. Small group instruction is provided by the intervention specialist.

- Content: What are the specific skills that will be taught?
- Methodology: What is the evidence-based instructional approach and materials the teacher will use to teach that content? (rooted in Structured Literacy)
- Delivery: What is the context in which the skills will be taught? E.g., time, group size, location, provider expertise

Sample #2 SDI for Henry Goal 1

Goal 1: *Henry will read with 95% accuracy at a rate of 115 words per minute, 4 out of 5 times as measured by a 4th grade level ORF assessment.*

Henry will receive small group instruction to build oral reading fluency by automatically decoding single syllable and multisyllabic words. Explicit structured literacy instruction will include modeling, guided practice, and immediate feedback to improve automaticity of decoding.

- Content: What are the specific skills that will be taught?
- Methodology: What is the evidence-based instructional approach and materials the teacher will use to teach that content? (rooted in Structured Literacy)
- Delivery: What is the context in which the skills will be taught? E.g., time, group size, location, provider expertise

Considerations...

Mrs. Hunter, the reading specialist, has been provided several high quality, evidence-based structured literacy programs by the district, which fit the different specific needs of her students. She is able to supplement, intensify, and individualize her supports to fit students' needs, but she knows she always has a strong foundation of materials that are highly explicit and systematic, as well as useable (relatively straightforward to plan and implement).

Mr. Liu, the intervention specialist, has received many different trainings over his career in different approaches to reading instruction. He uses his background knowledge and an assortment of instructional materials he has gathered over the years to design instruction to meet his students' needs the best he can. However, there are gaps that his materials do not address, and he does not always have time to develop new materials to fill those gaps for every one of his students' needs. Simply preparing the materials needed for his lessons takes almost all his planning time, leaving little left over to carefully ensure the explicitness and systematicity of the instruction.

No longer the case in CPS!!! 🥳 🙌
All IS have received or will soon receive all adopted reading intervention materials appropriate for the needs of their students.

Access to Materials for All Students

Intervention Specialists do not always have access to the same background in reading instruction in teacher preparation as their general education peers.

Once in schools, they often also lack access to the same high-quality resources.

Remember:

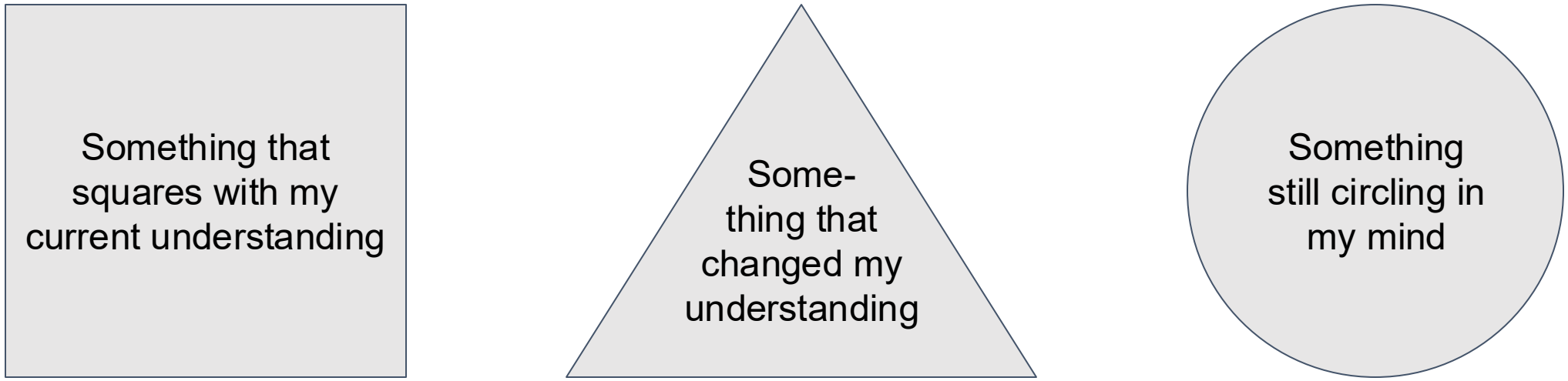
TGRG, RIMPs (K-5 in 24-25), and the Dyslexia Law require that all students who are at risk for reading difficulty receive evidence-based structured literacy interventions.

See Ohio's list of approved interventions here.

Districts and schools must better address access to HQIM for SWDs as an equity issue.

Consolidate & Close

Record something you read for each prompt:



For more learning:
[Aligning IEP Goals with the Science of Reading Blog]

Questions & Reflections

HERE FOR KIDS

Thank you!

Please reach out with any questions:

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randala@cpsboe.k12.oh.us

Madisyn Turpeau, CPS IS
turpeam@cpsboe.k12.oh.us

CINCINNATI PUBLIC SCHOOLS