



SLV BOCES Indicator 13 Supporting Below Grade Level Readers and College as a PSG (Post Secondary Goal)

Guidance from CDE states in 2009: The IEP needs to be seen as a coordinated, threaded set of activities and services that all link clearly to the PSGs, rather than as separate areas that are each compliant, but independent of one another: Annual goals often had direct specific linkage to the PSGs, but sometimes there was a disconnect in what was being stated; ie. In order to be successful in college the student will read at a 3.0 GL. This implies that a student is ready for college success, which could potentially set a student up for failure. There was not always a transition service that would help the student master the annual goal.

Also, in 2007, CDE determined an IEP non compliant due to a low reading level and the PSG of attending a community college as an IEP that “continues to reflect a lack of alignment with the requirements of IDEA 2004”.

Transition Services are: a coordinated set of activities leading towards the measurable postsecondary goals. Activities are not annual goals; they are the things/steps/actions that should happen to help the student achieve their postsecondary goals. The activities should include what each party will do and demonstrate coordination between general education, special education, related services, family, student and outside agencies/services or supports.

When a student has a PSG (Post School Goal) of attending college and their reading level is at a low grade level...consider documentation of the following:

1. Documentation of the conversation at the IEP meeting. Support the dream and address the reading skill level needed for the dream. Document information obtained from O*Net and College in Colorado as related to student outcome and skill levels needed to succeed. If applicable, document considerations of other “jobs” in their field of interest/or to be researched. Documentation can be recorded in the Transition Assessment section, as it is linked to Transition Assessment needs. (Modeled at Transition Retreat Jan. 2010). Attached is a document from College in Colorado outlining levels related to Grade Level reading skills needed in the workforce.
2. Address the accommodations needed for student success. (i.e. student comprehends at a 10th grade level with books on tape or when read to). Are these accommodations allowed at college? Are these accommodations allowed for state or national level exams in the field of interest? (i.e. in the State of Colorado, the Cosmetology Licensing exam allows no accommodations). Address the modifications needed for student success in high school and as it relates to PSG. If all classes are “modified” for reading level...how does that support success in college where no modifications occur?
3. Transition services should indicate who is providing reading skill development.
4. Course of study should indicate the name of the course and the skills being developed in the course of need.
5. Annual goals can indicate reading level to be attained for Post Secondary success and should indicate the skills to be obtained within the next year.

Why does this matter? Research shows:

To read college textbooks, the reader is required to use complex skills, judgment, and relationship of ideas (Poissant, 1994). The approach of the reader is influenced across disciplines by the structure of the text, the extent of required reading, and the magnitude of class discussion based on the readings. The reading in college is intended to lead to analysis and understanding (Byrd, Carter, & Waddoups, 2001). Readers are challenged to construct knowledge and meaning through interface with expository textbooks on science or mathematical content (Mayer, 1996). Success in college is directly correlated to reading skill (Alexander & Jetton, 2000). From *The Relationship Between Reading Comprehension Skill Assessment Methods and Academic Success....A Dissertation by Jennifer D.M. Cook*