

Kevin Davis

From: owner-spedexpress@linus.nekesc.k12.ks.us on behalf of Colleen Riley [criley@ksde.org]
Sent: Thursday, December 06, 2007 12:34 PM
To: spedexpress
Subject: KAMM - Question & Answer to NCLB 2% Regs. Goal Requirements for IEPs
Attachments: KAMM goal guidanceRb1.doc

KAMM - Question & Answer

Clarification on the Kansas Assessment of Multiple Measures (KAMM) and the NCLB 2% Regulations - Goal Requirements for Individualized Education Programs (IEPs)

Question 1: If a student is taking the KAMM, must the student have an annual goal related to the content area being assessed (e.g., Reading or Math)?

Answer: Yes. A component for KAMM eligibility includes “performance that is multiple years behind grade level expectations.” Therefore, any student identified to take the KAMM must have an IEP goal that addresses significantly low academic skills in the specific content area(s) assessed.

Regardless of the child’s disability, a student identified to take the Reading KAMM must have an IEP goal in the area of Reading. A student identified to take the Mathematics KAMM must have an IEP goal in the area of Mathematics. In addition, these content specific goals must be based on grade level Kansas content standards. The goals are determined from the student’s present levels of academic achievement and functional performance (i.e. PLAAFPs).

In both the Kansas Reading Standards and the Kansas Mathematics Standards, the wording of the standards is the same across grade levels. It is the benchmarks and indicators that vary according to grade level, and which reflect the specific skills appropriate for inclusion in a measurable goal. When considering specific skills and criteria for writing measurable goals, IEP teams need to take into account both on-grade level skills and developmentally important skills.

Question 2: Does the state require documentation that “KAMM” related goals are based on grade level standards?

Answer: No. Currently, the state does not require documentation that these content specific goals are based on grade level standards. However, districts may develop their own policies regarding documentation to ensure compliance with this requirement.

Question 3: Must a student taking only the KAMM in Science or Government-History have a goal based on content specific standards?

Answer: No. A student who is eligible for the Science or Government-History KAMM may have a goal in Science, or Government-History; however, this is not mandatory during the 2007-2008 academic year. Typically, it is a reading skill that interferes with student’s performance in content areas, such as Science, Government-History, etc. Frequently, this is reflected in the IEP as a Reading Goal rather than having a goal for a specific content area.

Question 4: Does the state require documentation that “KAMM” related goals are based on grade level standards?

Answer: No. Currently, the state does not require documentation that these content specific goals are based on-grade level standards. However, districts may develop their own policies regarding documentation to ensure compliance with this requirement.

Question 5: Do students who are categorized as severe emotional disturbance (SED) whose IEP focuses on behavior, need to have a Reading or Math content area goal if they are participating in the KAMM?

Answer: Yes. For any student identified in a disability category and whose inappropriate behavior is a significant issue for the student, a behavioral goal on the IEP is most likely appropriate. If the student meets the eligibility criteria for the KAMM, a goal must be included which addresses the academic content area(s) that are being assessed.

Question 6: Does the state require benchmarks and short term objectives for Reading and / or Math goals for students taking the KAMM?

Answer: No. The state does not require benchmarks and short term objectives to be included in Reading and Math goals for students taking the KAMM. Benchmarks or short term objectives only are required for students taking the Kansas Alternate Assessment.