

Managing IEPs with *System 44*

- Read each IEP requirement and the *System 44* fulfillment below. Use this chart to record and monitor specifically how you use *System 44* data and resources to complete each student’s IEP.

IEP Requirement	Explanation of Requirement	System 44 Fulfillment	Student’s IEP
Individualized Education Program (IEP)	A written statement for each student with a disability that is developed, reviewed, and revised in accordance with sections 300.320 through 300.324 of IDEA.	<i>System 44</i> provides resources and information to teachers that can be utilized to develop an appropriate data-driven IEP.	
Present Level of Academic Achievement and Functional Performance	A statement of how the student’s disability affects his involvement and progress in the general education curriculum.	The <i>Scholastic Reading Inventory</i> (SRI) and the <i>Scholastic Phonics Inventory</i> (SPI) indicate if the student is not meeting grade-level expectations in reading and decoding. The results from these assessments provide specific information to refer to in the Present Level of the IEP.	
Measurable Annual Goals	Goals designed to enable the student to be involved in and make progress in the general education curriculum, including a description of how the student’s progress toward meeting the goals will be measured and when reports of the student’s progress will be provided.	The measurable goal of <i>System 44</i> is for individual students to master the system of English sound-spellings and to decode fluently. Program reports that monitor progress and growth over time can be used to measure this goal. Lexile scores may also be reviewed to develop long-term goals for improving reading performance.	

Use with Teaching Guide, page 494–495.

 **Resource Links**
SAM Keyword: 44 Managing IEPs

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IEP Requirement	Explanation of Requirement	System 44 Fulfillment	Student's IEP
<p>Short-Term Objectives and Benchmarks</p>	<p>Statements of short-term progress that may be required for students with disabilities who take alternate assessments aligned to alternate achievement standards.</p>	<p>The Student Software Performance Report diagnoses student strengths and weaknesses with decoding and word recognition skills, allowing for direct objective measurement every few weeks. Information from this report can be used to develop short-term objectives and benchmarks when required. The Reading Progress Report and the RTI Report further allow for student performance to be compared with that of their peers.</p>	
<p>Special Education and Related Services</p>	<p>Programming and services, based on peer-reviewed research to the extent practicable, to be provided to the student in order for him or her to advance appropriately toward attaining the annual goals.</p>	<p>Instruction with <i>System 44</i> has been found to raise reading achievement for students with disabilities. The curriculum applies current phonics research to best practices in the classroom. [See the <i>System 44</i> Red Research Foundations, pp. 504-519].</p>	

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IEP Requirement	Explanation of Requirement	System 44 Fulfillment	Student's IEP
<p>Statement of how the student's progress toward meeting the annual goals will be measured</p>	<p>Identification of assessments (both formal and informal) that will be used to monitor student progress towards measurable goals.</p>	<p><i>System 44</i> provides continual progress monitoring and data reporting (via software and print) to inform instruction and progress toward IEP goals and objectives. Annual reviews and subsequent IEP development will be data-driven with clearly defined progress and updated areas of instructional needs.</p>	
<p>Statement of how and when reports on the child's progress toward meeting the annual goals will be provided</p>	<p>Schedule of IEP review meetings and identification of materials to inform and support families in helping their child reach his/her goals and objectives.</p>	<p>The Family Report makes it simple for teachers to communicate relevant information to families and caregivers. This report can be provided at each grading period or as outlined in the IEP. It enables parents to:</p> <ul style="list-style-type: none"> • Understand what content their child is working on in <i>System 44</i>. • Monitor their child's progress and achievement, as required in IDEA. • Support their child through continued practice and reinforcement at home. 	

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