

DATA REVIEW FOR COURSE OF STUDY

Student _____ Date of Birth _____ Grade _____

School _____ District _____ Date _____

Data Sources <i>Factors to be considered in the analysis of Course of Study</i>	Student Data <i>List existing student data</i>	Action Plan for Additional Data	Analysis and Implications
Student Profile - <i>State and district-wide assessment results</i> - <i>Current evaluation results</i>			What if any implications can be drawn regarding the student's performance in the general curriculum?
K-12 Transcript History - <i>Courses and grades</i> - <i>On track to meet MMC requirements?</i>	Attach transcript.		This may have implications for ongoing review of the Course of Study decision.
Attendance/Discipline - <i>IEP supports adequate if disability related?</i>			Mere absence from school is not a determinant of Course of Study
Present Level of Academic Achievement and Functional Performance - <i>Activities of Daily Living</i> - <i>Work Habits</i> - <i>Rote vs abstract reasoning, generalization, problem solving</i> - <i>State and district assessment as compared to classroom assessment</i> - <i>Performance of student with disability and typically developing peers in comparison to exiting 8th grade content expectations and end of course expectations for 9th grade credits.</i>			How do the student's functional skills "fit" with the regular diploma MMC requirements? How do they "fit" with the regular diploma MMC requirements as modified by a Personal Curriculum (PC), including a PC that makes as many modifications as possible within the decision rules adopted by the district (i.e., without creating an alternate curriculum)?

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<p>Goals/Objectives including Progress Data</p>			
<p>Accommodation History</p> <p><i>For each accommodation previously provided, identify</i></p> <ul style="list-style-type: none"> - <i>What student need addressed</i> - <i>Whether the accommodation was aligned with the need</i> - <i>Resulting student performance</i> <p><i>Are there any additional accommodations that should be considered prospectively?</i></p>	<p>Attach Accommodation History form.</p>		<p>Review of student performance in the context of the student's accommodation history helps the IEP team to filter out disability related input and output issues and to focus on the student's ability to demonstrate proficiency on MMC content expectations.</p>
<p>Modification History</p> <p><i>Any evidence of modified or alternate curriculum</i></p> <ul style="list-style-type: none"> - <i>Extended GLCE's referred to in PLAAFP and G/O</i> - <i>State Assessment/Alternate Assessment</i> 			<p>The legislature requires that the regular high school diploma be based on the general curriculum as defined by the MMC.</p>
<p>EDP/Transition Plan</p> <p><i>What is the student's postsecondary vision?</i></p>			<p>Even if the EDP/Transition Plan appears challenging, the Course of Study should support the student's vision.</p>
<p>PC</p> <p><i>Have there been any prior PC requests?</i></p> <p><i>Did the student satisfactorily complete the PC(s)?</i></p>		<p>If suspect that not on track to meet MMC requirements and PC not previously requested, complete <i>Checklist for PC Request</i></p>	<p>Successful completion of prior PCs is a favorable prognosticator for continued regular diploma Course of Study.</p>
<p>Summary Analysis: Does it appear that accommodations, in conjunction with specialized instruction and/or a Personal Curriculum provide a meaningful opportunity for the student to demonstrate sufficient mastery of the MMC to attain a regular high school diploma?</p> <p>If No, the team should discuss what non-diploma study options(s) are appropriate.</p> <p>If Yes, the team should discuss a Course of Study leading to a diploma.</p>			