Progress Monitoring: Driving Results and Staying Compliant

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TEAM
KENTUCKY

Getting from Compliance to Results

Why compliance?

- Individuals with Disabilities Education Act (IDEA)
- Kentucky Administrative Regulations (707 KAR)

What about results?

- It's why we do what we do.
- Case law:
  - The Individual Education Program (IEP) must be reasonably calculated to enable a child to **make progress** appropriate in light of the child's circumstance.

    Endrew F. v. Douglas County Sch. Dist. RE-1, 69 IDLER 174 (U.S. 2017)

Supporting Documents

1. Guidance Document for IEP Development

2. IEP and Lesson Plan Development Handbook

3. Specially Designed Instruction Guidance

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Assessment/Accountability ▾   Career and Technical Education ▾   Commissioner of Education ▾   Communications ▾   District/School Support ▾   Educational Programs ▾   Educator Development and Equity ▾   Exceptional Children ▾   Federal Programs ▾   Kentucky Board of Education ▾   School Improvement ▾   Standards/Content Areas ▾   Kentucky School for the Blind   Kentucky School for the Deaf

🏠 > Exceptional Children > Special Education

Advisory Groups and Partners
District Resources
Forms and Documents
  Forms and Documents
  Guidance Documents
  IEP Guidance and Documents
  KY Eligibility for Speech and Language Forms
  Monitoring Documents
  Reference Tables for Identifying Students with a Specific Learning Disability
  Special Education Forms - Due Process
  Special Education Forms - Eligibility Determination
IDEA
Instructional Resources
Transition

SPECIAL EDUCATION
Special Education Services

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Welcome to the Office of Special Education and Early Learning (OSEEL). This site includes information on all aspects of special education programs in public schools. We welcome your comments and suggestions. If you need further assistance with finding information on special education programs in Kentucky's public schools, please contact us.

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Other Supports

Locally:

- ARC Chairperson

- The Director of Special Education (DoSE)

- Regional cooperative

Online:

- The IRIS Center (iris.peabody.vanderbilt.edu)
  - Intensive Interventions (parts 1 and 2)
  - Progress Monitoring: Math

- Progress Center (promotingprogress.org)
  - The IEP: What Every Educator Needs to Know to Promote PROGRESS

ARC Considerations and Decisions

During the Admissions and Release Committee (ARC) meeting:

I. Present Levels

II. Annual Measurable Goals

III. Specially Designed Instruction

IV. Special Education Services

ARC Considerations and Decisions

I. **Present Levels** - The Present Levels provide the ARC with a baseline of the student's strengths and needs.

- They are the foundation on which the IEP is built, and the basis for generating measurable annual goals, specially designed instruction (SDI) and supports and services to meet individual student needs.

- There should be a direct relationship between the information in this section and the measurable annual goals, any short-term objectives or benchmarks and the accommodations developed and recorded in the rest of the IEP document.

- The Presents Levels provide the **baseline** for which a student's progress will be measured.

Guidance Document for IEP Development, pg. 10-35

ARC Considerations and Decisions

II. **Annual Goals** - Measurable annual goals are statements of anticipated results to be achieved in a calendar year, or sooner, as determined by the ARC.

- These goals should be designed to meet the needs resulting from the student's disability in order to make progress in the general curriculum.
- The goals must be **appropriately ambitious** in light of the student's circumstances and consider the student's potential for growth.
- Measurable annual goals are focused on bridging the gap from where the student is (baseline) to where the student needs to be (goal) and address both academic and functional skills.

Guidance Document for IEP Development, pg. 40-43

ARC Considerations and Decisions

II. **Annual Goals** – Considerations:

- What is the current level of performance?
- What is the time frame?
- What would be the average rate of growth needed?
  - How to calculate: goal – baseline = gap

    gap ÷ weeks = rate of growth per week
  - Example: 80 – 20 = 60

    60 ÷ 40 = 1.5 pts per week

The ARC can use this information and the child's circumstances to determine an appropriately ambitious goal.

ARC Considerations and Decisions

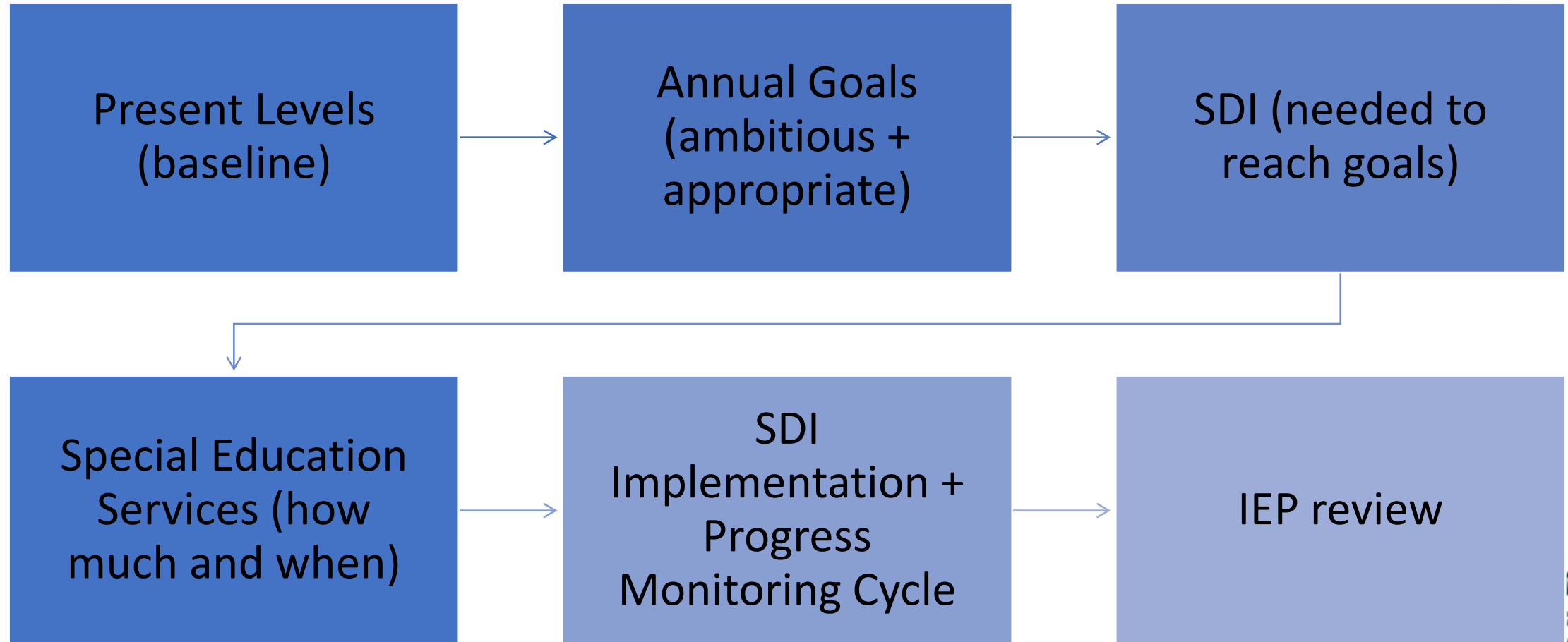**III. Specially Designed Instruction (SDI)** is:

- necessary for the student to make progress toward the measurable annual goal, rather than merely beneficial;
- planned, designed and initially delivered by a special education teacher, or a speech-language therapist (only if the student's category of disability is speech/language);
- instruction required to a degree or at an *intensity* not available to all students; and
- instruction required for the student to learn to use an assistive technology device, material, strategy or service.

Guidance Document for IEP Development, pg. 51

ARC Considerations and Decisions

III. **Special Education Services** are the SDI services identified through the development of the IEP. Upon completion of the IEP, the ARC determines:

- the frequency and duration of services;
- the service provider; and
- the location in which the services will be delivered.

ARC Considerations and Decisions

Present Levels (baseline) → Annual Goals (ambitious + appropriate) → SDI (needed to reach goals)

Special Education Services (how much and when) → SDI Implementation + Progress Monitoring Cycle → IEP review

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Outside of the ARC

I. Progress Monitoring
II. Analyzing Data
III. Adapting Interventions
IV. Progress Reports

Progress Monitoring: Compliance

The IDEA specifies that the IEP include:

"A description of –

i. How the child's progress toward meeting the annual goals … will be measured; and

ii. When periodic reports on the progress the child is making toward meeting the annual goals … will be provided."
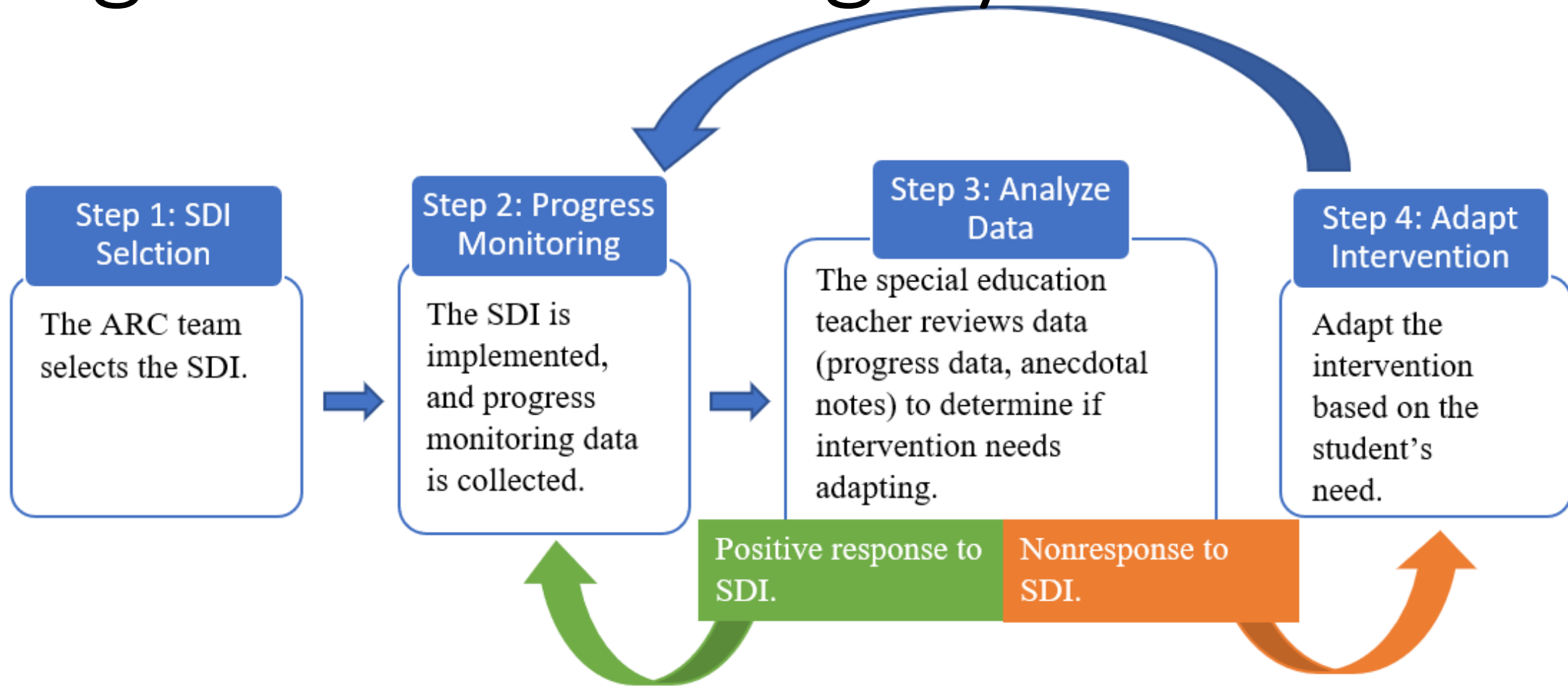
IDEA Section 300.320(a)(3)

Progress Monitoring: Results

Progress monitoring allows you to:
- Continuously evaluate student learning
- Monitor the effectiveness of instruction
- Make instructional changes to improve progress

Progress Monitoring Cycle

Step 1: SDI Selction

The ARC team selects the SDI.

Step 2: Progress Monitoring

The SDI is implemented, and progress monitoring data is collected.

Step 3: Analyze Data

The special education teacher reviews data (progress data, anecdotal notes) to determine if intervention needs adapting.

Step 4: Adapt Intervention

Adapt the intervention based on the student's need.

Positive response to SDI.

Nonresponse to SDI.

Adapted from the Iris Center module
Intensive Intervention: Part 2

Step 1: SDI Selection

Selection of Specially Designed Instruction (SDI) is always a decision made as part of the Admissions and Release Committee (ARC) meeting process. When selecting SDI, the ARC should consider:

- Baseline data;
- A goal; and
- Intensity and type of intervention needed to reach the goal.

For more information on SDI selection, see IEP and Lesson Plan Handbook and SDI Guidance.

Step 2: Progress Monitoring

Make a plan:

- ✓ Measure frequently and systematically;
- ✓ Ensure appropriate data collection training; and
- ✓ Use the annual performance criteria.

Process:

- Create a graph
- Administer and score probes (or collect behavior data)
- Graph scores

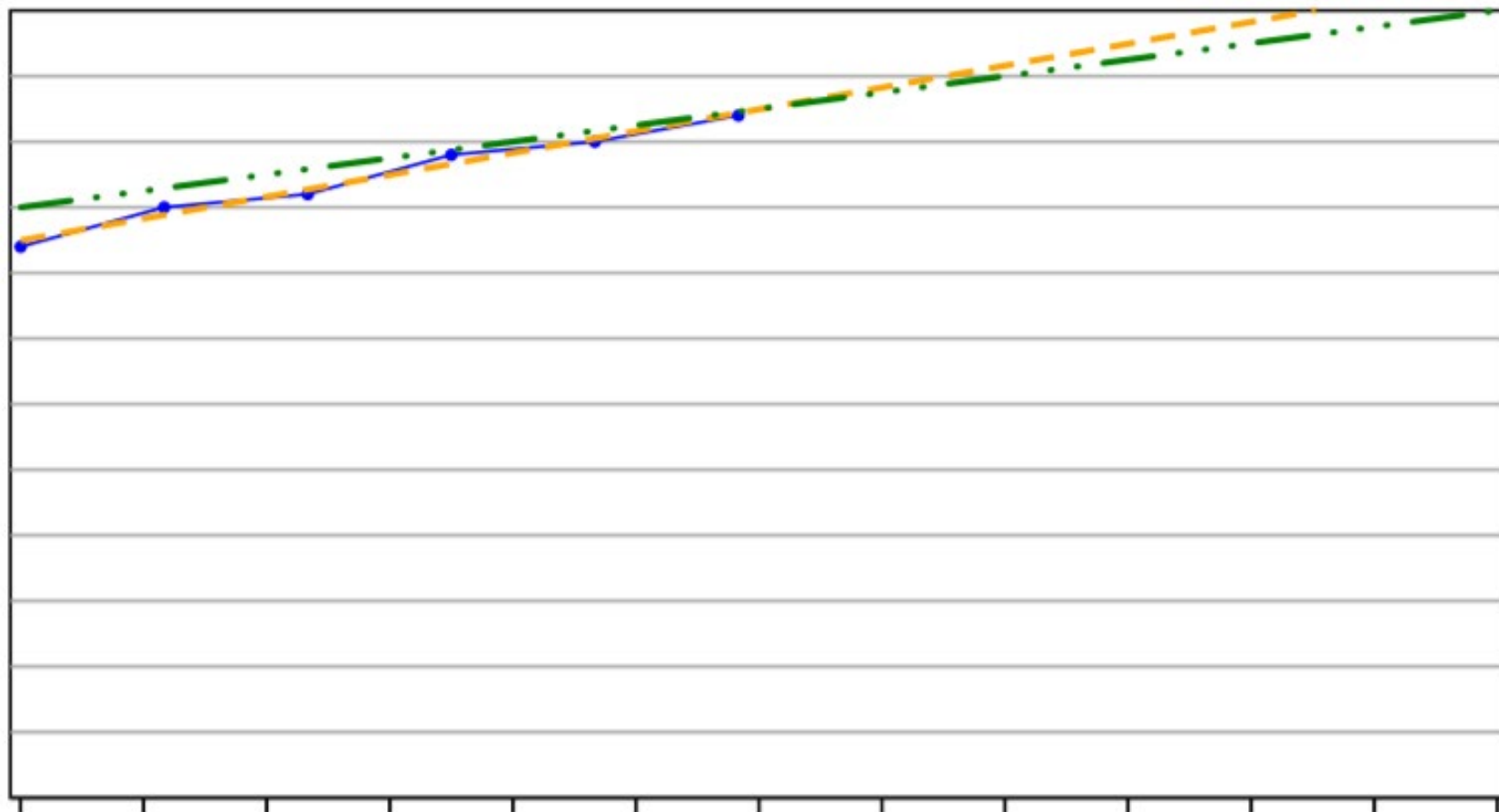*Guidance Document for IEP Development, pg. 68*

Step 3: Analyze Data

1. Give intervention time to work
   a) Elementary: 6-8 weeks
   b) Middle/High: up to 12 weeks
2. Collect data throughout intervention
3. Use the 4-6 most recent data points to determine if student is making progress.
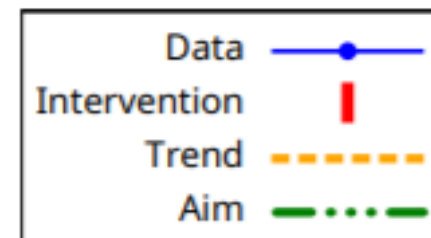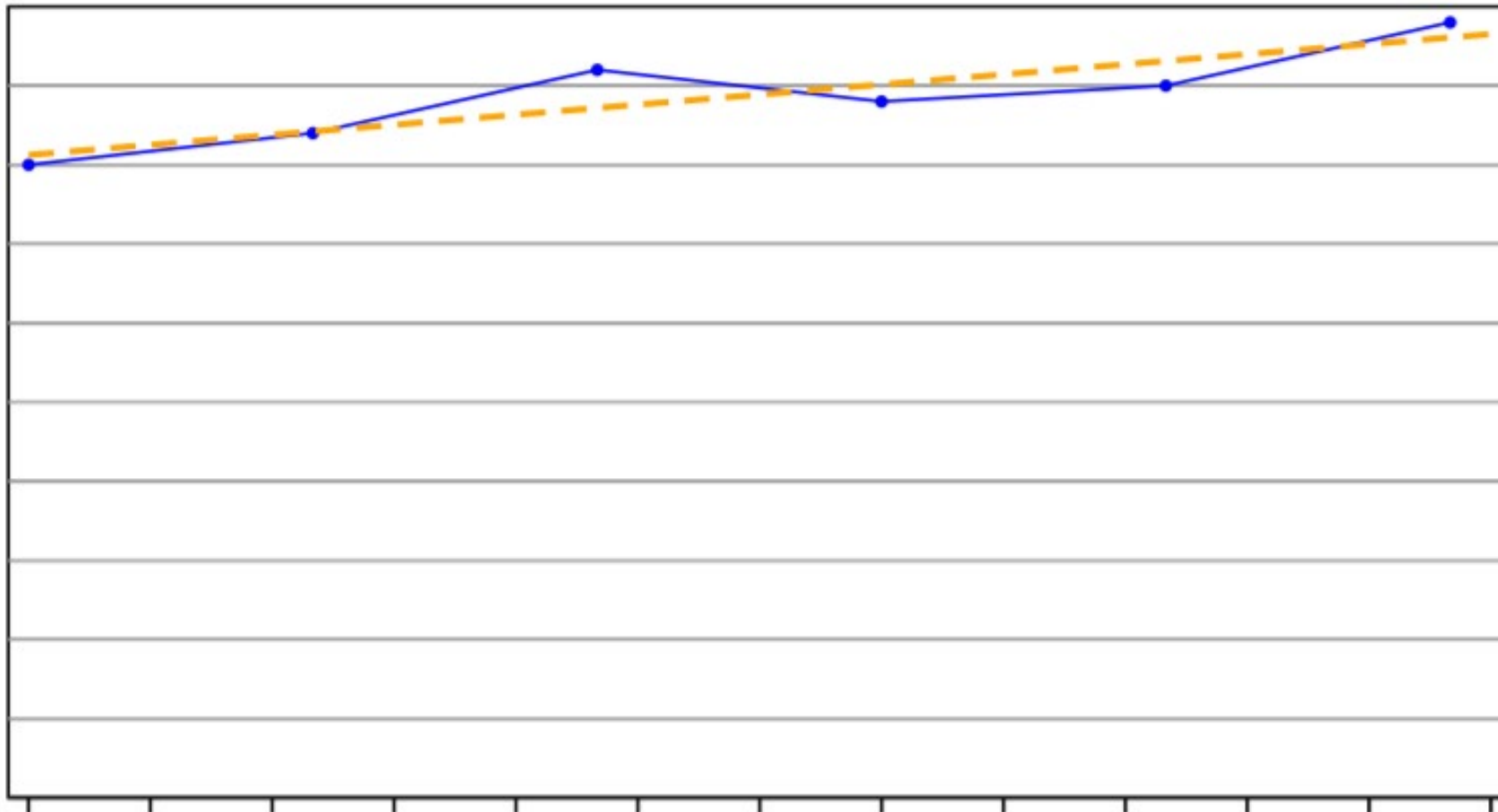
Step 3: Analyze Data
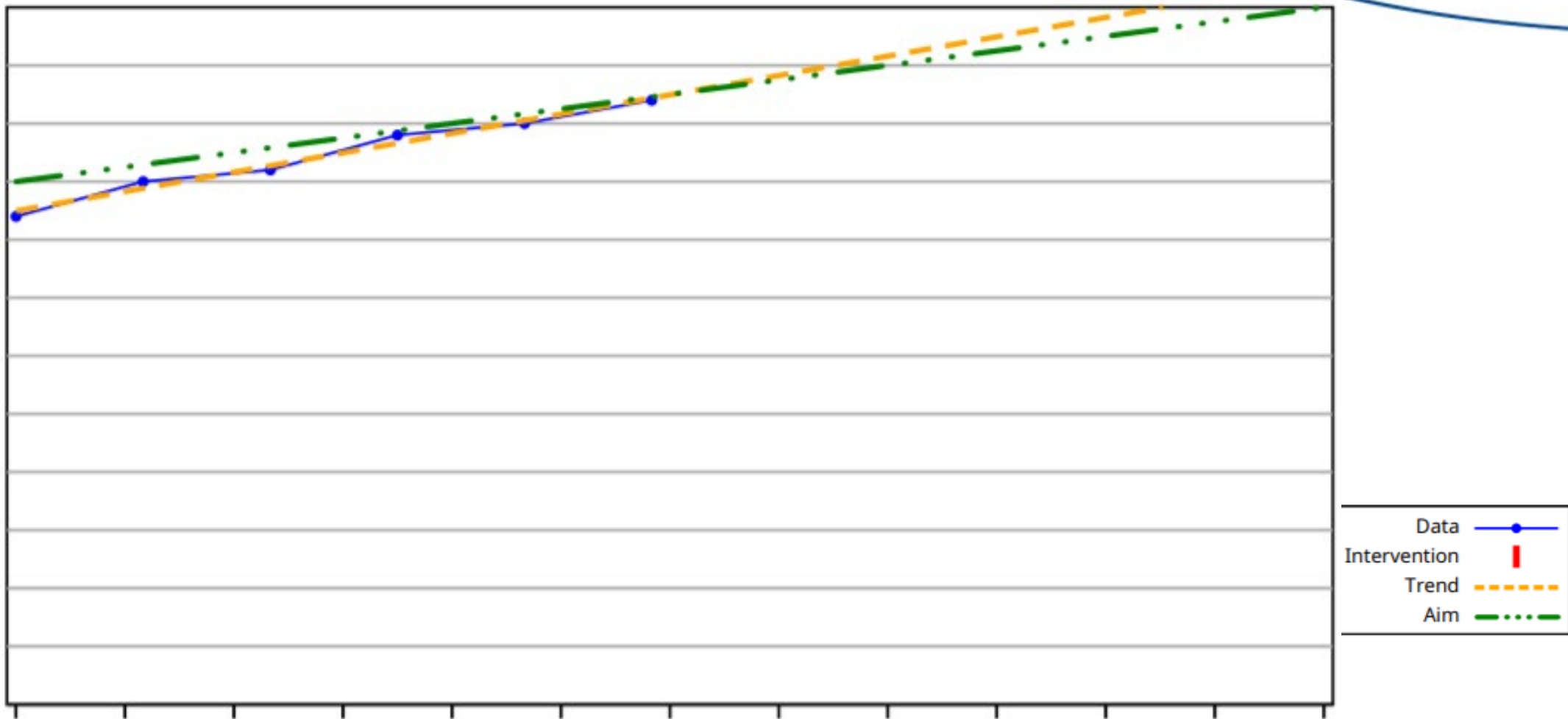
Step 3: Analyze Data

Responsive:

Continue current intervention and progress monitoring.

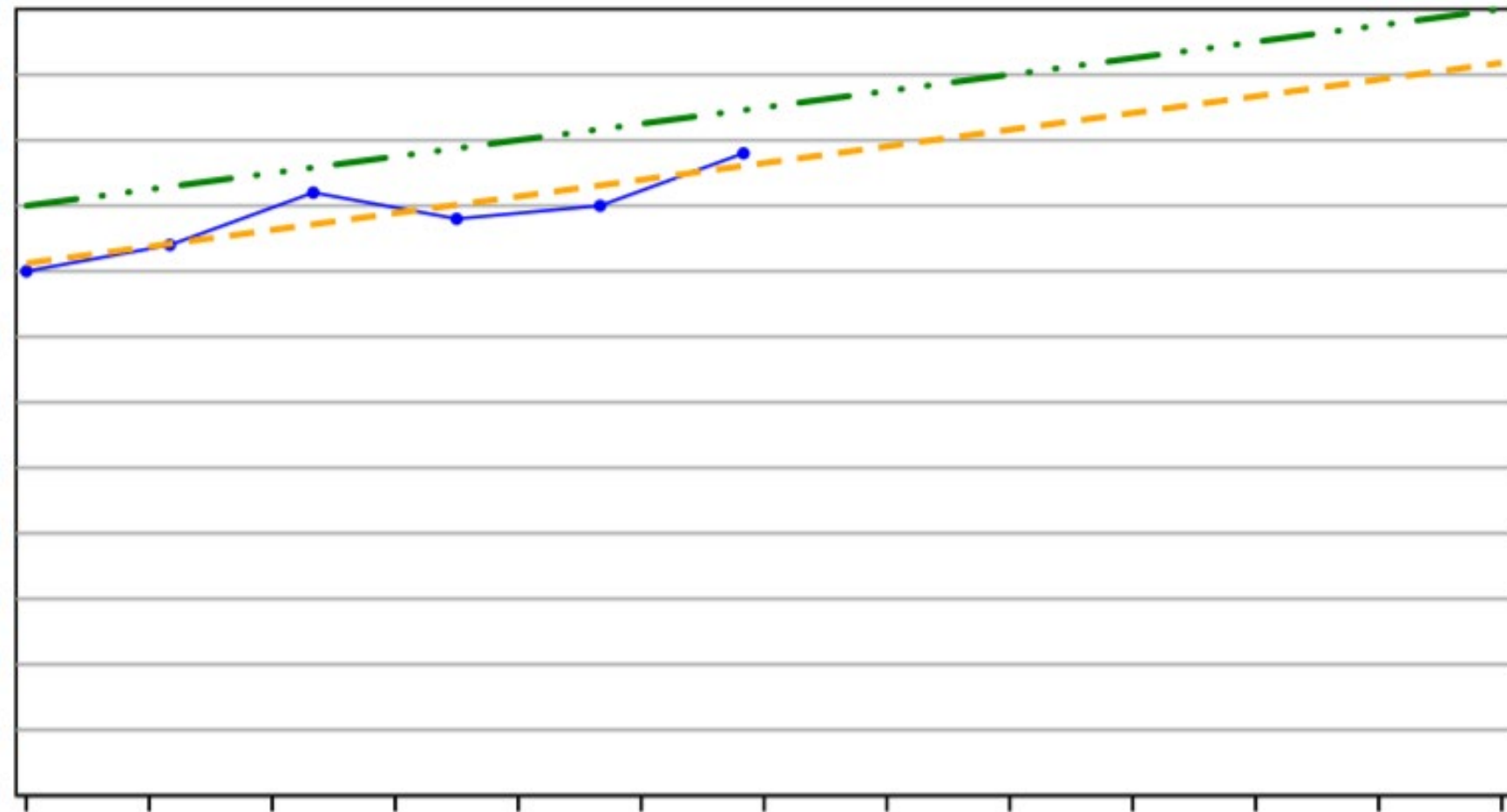|	
Data	●———
Intervention	▮
Trend	– – –
Aim	–··–··–

Step 3: Analyze Data

This graph is upward trending. How do we know if the student is on track with the goal?

Data	—•—
Intervention	▮
Trend	– – –
Aim	–·–·–

Step 3: Analyze Data

Nonresponsive:

Continue to Step 4: Adapt Intervention

Data	●——
Intervention	▌
Trend	– – –
Aim	–··–··–
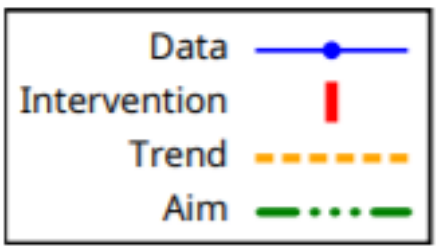
How an Aim Line Helps

Including an aim line on a progress monitoring graph:

- Creates a visual of how the student should be progressing.
- Makes it easy to tell if a student is on track with the goal or behind the target. Without an aim line, you may think an upward trending graph is on track.
- Allows IEP team, including parents, to gauge how the student is progressing and can help drive future IEP-related decisions.

Step 4: Adapt Intervention

If a student is showing a nonresponse or an insufficient response to the intervention, you may want to adapt the intervention. Be sure to include the intervention adaptation on the progress monitoring graph.

CAREFUL – Adapting an intervention and changing the SDI are NOT the same thing. A change in the SDI must be an ARC decision.

Repeat Steps 2-4

Monitor the student's progress while implementing the adapted intervention. Repeat steps 2-4 as often as needed during the IEP year.

Staying Compliant with SDI

- Specially Designed Instruction (SDI) frequency, duration, location and type must be decided upon by the ARC.
- The type of SDI can be *adapted* outside of the ARC.
  - Anytime the SDI is adapted, a vertical line should be placed on the progress monitoring graph and a description of the change should be included in the anecdotal notes.

Compliant Changes

Quantitative	Qualitative
The amount of time or location of the intervention (think Special Education Services and LRE)	The processing strategy or the delivery of instruction (SDI)
Always an ARC decision.	An adaptation does not always require an ARC decision.
Examples: -increasing amount of time for SDI -moving student from co-teaching to resource	Examples: -**SDI**: Direct instruction in the use of graphic organizers. **Adaptation**: Change the style of graphic organizer -**SDI**: Explicit instruction in self-monitoring techniques. **Adaptation**: Use a visual timer instead of a checklist.

SDI Adaptations

| SDI	Current	Adaptation
Constant time delay of letters	3 second delay	5 second delay
Explicit Instruction in Fluency Strategies	Choral reading	Echo reading
Direct instruction in Comprehension Strategies	Summarizing	Paraphrasing
Direct instruction in use of graphic organizers	Idea web	Main idea and supporting details
Explicit instruction in self-monitoring techniques	Self-monitoring checklist	Visual timer
Explicit instruction in conversational skills	Maintaining topic	Initiating conversation
Explicit instruction in use of calming strategies	Mindful breathing	Using a cool-down space

This list is not exhaustive. See IEP and Lesson Plan Handbook for further support.

Graph and Notes Example

SDI: Direct instruction in comprehension strategies
Adaptation: Direct instruction in paraphrasing
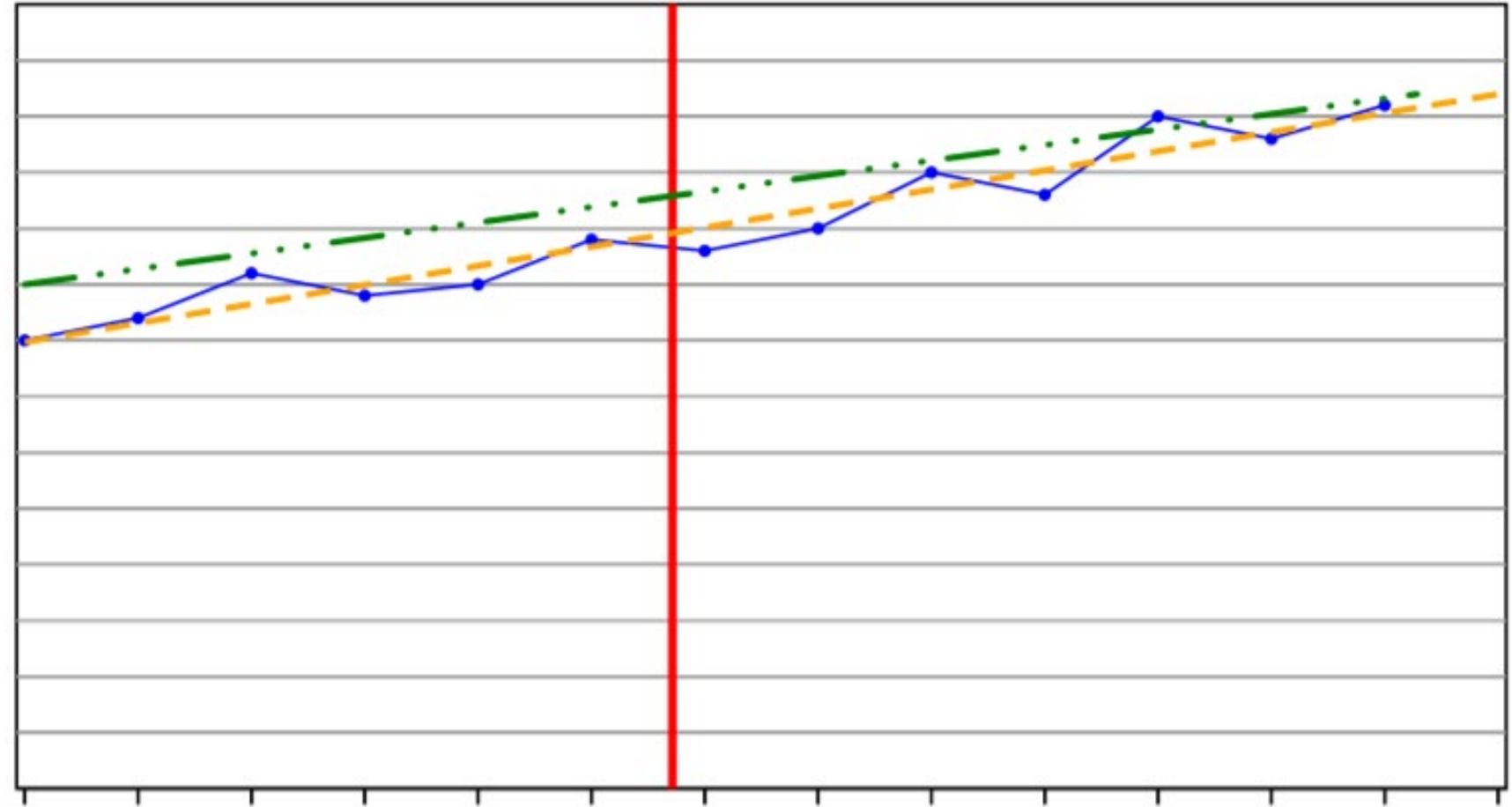
Using Data to Report Progress to Parents

When reporting progress to parents, a progress report must consist of more than a statement indicating that the student is or is not making progress. The analysis should include:

- The student's progress in meeting the measurable annual goal, including starting and ending data points for that grading period.
- Any instructional changes that occurred during the grading period and the rationale for the change(s) should be noted.
- An explanation if any significant decreases or increases in progress that occurred during the grading period.

Guidance Document for IEP Development, pg. 68

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When to convene the ARC

1. At least annually (*see page 69 of the Guidance Document for IEP Development for end-of-the-IEP cycle analysis*).
2. If, after multiple adaptations, the student continues to not make progress using the current SDI.
   Note: If the student continues to show a nonresponse to multiple intervention adaptions, first ensure the intervention is being implemented with fidelity.
3. If the student achieves the goal or is well above the aim line.

Summary

1. The IEP is linear – each section supports the next.
2. Progress Monitoring and adapting interventions is cyclical.
3. Always use the SDI decided upon by the ARC. When in doubt, talk it out.
4. Know when an ARC is needed.

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