COLLECTING, ANALYZING AND UTILIZING
PROGRESS MONITORING DATA
FOR STUDENTS WITH INDIVIDUAL EDUCATION PROGRAMS (IEPS)

WHAT IS PROGRESS MONITORING?

Both federal and Kentucky regulations require local educational agencies to review each child's IEP periodically, no less than annually, and revise the IEP to address "any lack of expected progress toward the annual goals … and in the general educational curriculum." [34 CFR §300.324(b)(1) and 707 KAR 1:320, Section 2(6)(a and b)]. Progress monitoring is the ongoing process of collecting and analyzing data to determine student progress toward specific skills or general outcomes outlined in the measurable annual goals. The Admission and Release Committee (ARC), school and district must regularly utilize progress monitoring data to make instructional programming decisions on behalf of a student.

WHY IS PROGRESS MONITORING IMPORTANT?

Effective progress monitoring ensures districts are compliant with the Individuals with Disabilities Education Act (IDEA) and aids in improving instructional outcomes for students with disabilities. The end goal of progress monitoring is to ensure the IEP and specially designed instruction (SDI) are enabling the student to make progress on their ability to meet annual goals and access the general curriculum. Progress monitoring tells us if the tailored instruction, supports and services provided through the IEP are effective in moving the child to attaining their goals and facilitating access to the general curriculum. Additionally, progress monitoring ensures that districts are providing a student with a disability a free appropriate public education (FAPE) through documented movement of the student toward attaining mastery of their IEP goals and provides the legally required data for development of the student's IEP. Effective progress monitoring should:

- Inform teacher decision-making

- Inform ARC programmatic and placement decision-making

- Provide the legally required data for development of the student's IEP, including data for the Present Levels of Academic and Functional Performance (PLAAFP) [707 KAR 1:320, Section 5 (7)(a)]

- Encourage student engagement in their own learning and development of goals

- Involve families in their student's education and progress

WHAT DOES EFFECTIVE PROGRESS MONITORING INCLUDE?

Effective progress monitoring includes **collecting**

analyzing

utilizing **data to make educational and instructional decisions.**

COLLECTING DATA

Data for progress monitoring begins with collecting and describing baseline data of a student's performance within the PLAAFP section of the IEP. Baseline data defines the student's current performance of a particular skill or strategy in measurable terms. Once a student's baseline performance is established, the ARC must use this information to develop the student's annual measurable goals and when applicable, postsecondary transition goals. After the ARC develops the student's goals, progress monitoring data should be collected consistently, systematically and with the same method of measurement used to collect the baseline data. This method of measurement should be practical and yield information which can be easily analyzed.

Data Consistency

Has the student's progress been monitored consistently?

Data for each student goal should be collected on a consistent basis as defined in the student's IEP. If a data point is missed, every effort should be made to collect the data as soon as possible to ensure a complete data set is available for progress monitoring analysis. For example, if data for a specific goal is usually collected weekly but the student is absent on the typical collection day, that data should be collected when the student returns to school.

RESOURCES

Academic Progress Monitoring Tools Chart

Behavior Progress Monitoring Tools Chart

Goal Monitoring in Infinite Campus (IC)

Progress Monitoring Brief #1: Common Progress Monitoring Omissions: Planning and Practice

Progress Monitoring: Scoring Math Computation Probes (Activity)

ANALYZING DATA

Data analysis should answer two key questions:

1. Is this student making progress to meet their annual goals; and
2. How do we know?

Utilizing the collected baseline data and the annual goal information as outlined in the student's IEP, school staff, district staff and the ARC can calculate the rate of progress needed for the student to meet the annual goals. The expected progress is measured according to the accuracy defined in the IEP goals. Carefully comparing the actual progress data to the expected progress and baseline data allows practitioners to determine whether SDI is positively impacting the student's progress on annual measurable goals and in the general education curriculum.

RESOURCES

Progress Monitoring Brief #2: Common Progress Monitoring Graph Omissions: Missing Goal and Goal Line

Progress Monitoring: Driving Results and Staying Compliant

Progress Monitoring: How can Teachers Determine Whether Students are Making Appropriate Progress? Administer, Score and Graph

UTILIZING DATA

Progress monitoring data should be used in everyday instructional decision-making to continuously evaluate student learning and monitor the effectiveness of instruction. Once the progress monitoring data has been analyzed, the special education teacher should continue implementing the SDI as written in the IEP if a student is making progress on annual measurable goals. If a student is not showing progress on annual measurable goals, the special education teacher should adapt the content, methodology or delivery of instruction within the boundaries of the IEP. The adapted SDI must be implemented as designed in the student's IEP and continually monitored for effectiveness. As long as progress monitoring data analysis indicates the student is making progress on annual measurable goals, the special education teacher should continue implementing the adapted SDI. The student's ARC should review the progress monitoring data and adapted SDI at the student's next ARC meeting. However, if continued monitoring data analysis indicates the student still is not making progress, the ARC should meet to review the student's progress monitoring data and change the SDI as needed.

For examples of specific SDI strategies, please see the IEP and Lesson Plan Development Handbook.

Present Levels

Is recent progress monitoring data included in the PLAAFP?

The PLAAFP describes a student's current skills. Recent progress monitoring data must be included in the PLAAFP to ensure the ARC has an accurate understanding of the student's current skill levels. The ARC must have current and accurate progress monitoring data to provide the student with an individualized educational program which meets the unique needs of the student. Additional information on regulatory requirements for the PLAAFP and Progress Monitoring is located in the Compliance Record Review document.

RESOURCES

Progress Monitoring: How Can Teachers Systematically Identify When to Adjust Instruction for Struggling Students?

Progress Monitoring: How Can Teachers Determine Whether Students are Making Appropriate Progress? Make Data-Based Instructional Decisions

For additional guidance on complying with regulation on IEPs and progress monitoring, please see the Guidance Document for IEP Development, Monitoring Manual IDEA District Edition and Compliance Record Review documents.

Kentucky Department of EDUCATION