

The background of the slide is a composite image. The top-left portion shows a line of yellow school buses, with the word 'SCHOOL BUS' visible on the front of one. The bottom-left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several desks and chairs are arranged in the room.

# Instructional Support: Progress Monitoring

Office of Special Education and Early Learning (OSEEL)

June 2022

# About your hosts

Office of Special Education and Early Learning (OSEEL)



Natasha Meniffee



Shasta Hensley

# Before we begin...



Kentucky Department of  
**EDUCATION**

# 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 207 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) [207 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



## Companion Resource

# Collecting, Analyzing and Utilizing Progress Monitoring Data for Students with Individual Education Programs (Released 2022)

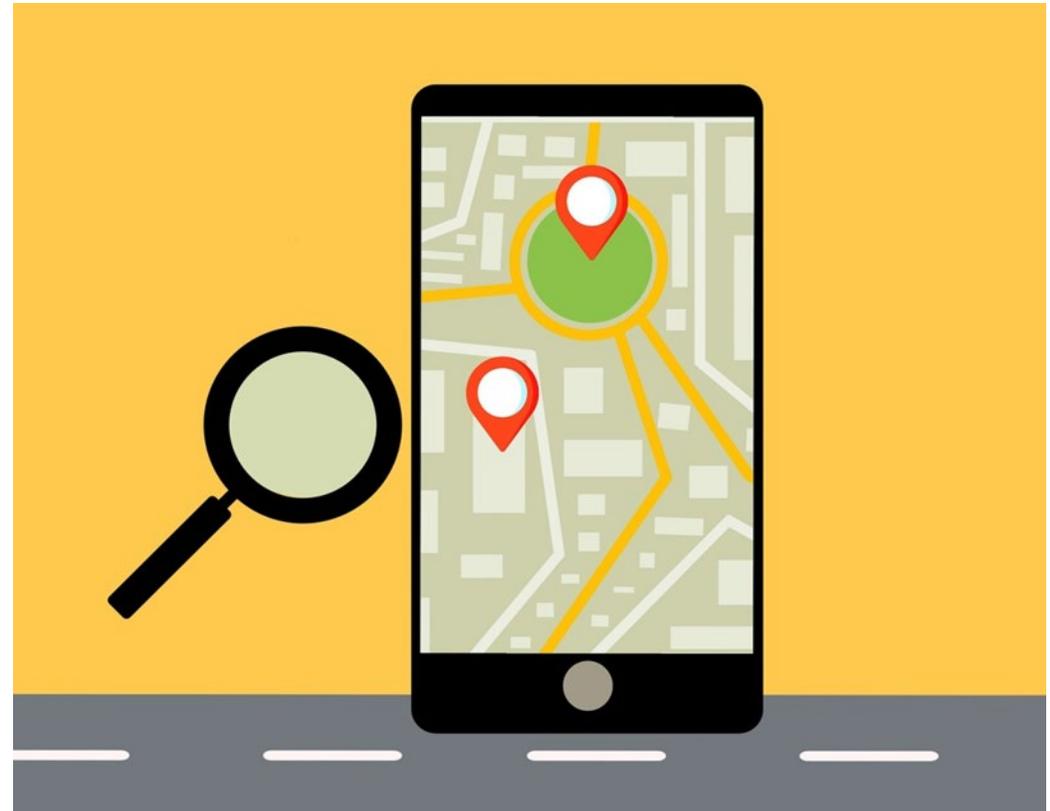
# How to use this resource

- View as one session, or break into segments
- Professional Learning Community (PLC)
- Mentor, Peer or Colleague
- Independent Learning and Reflection



## Thinking about Progress Monitoring

- Our students are on a journey
- Progress Monitoring is like your GPS



# Video Components



The “What” and “Why” of  
Progress Monitoring



The How of Effective  
Progress Monitoring  
(Collecting, Analyzing,  
Utilizing)

**Pause and Reflect**

# The *What* and *Why* of Progress Monitoring



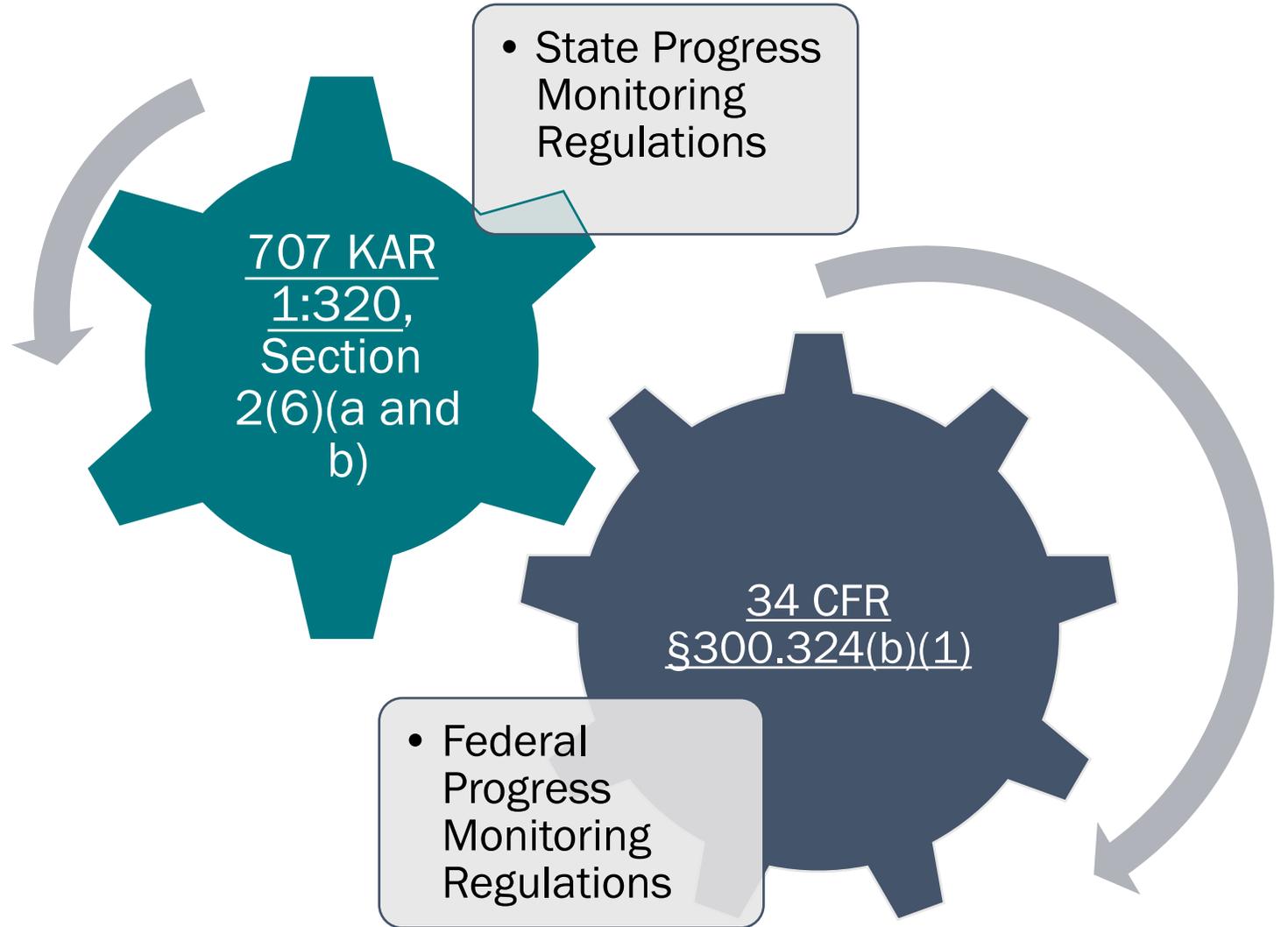
Kentucky Department of  
**EDUCATION**

# What is Progress Monitoring?



- Ongoing process of collecting and analyzing data
- Helps 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

# Progress Monitoring Regulations



# Why is Progress Monitoring important for my students?

Informs teacher decision-making

Informs ARC programmatic and placement decision-making

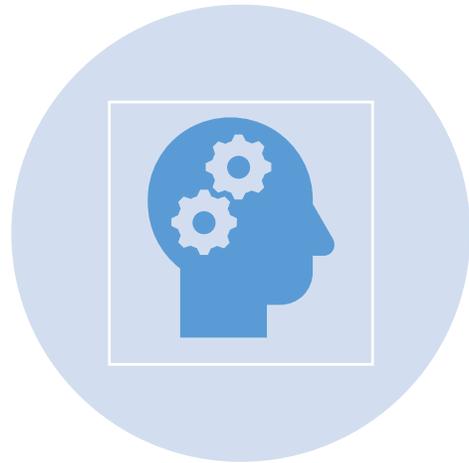
Provides data for the Present Levels of Academic Achievement and Functional Performance (PLAAFP) \*

Encourages student engagement in their own learning and development of goals

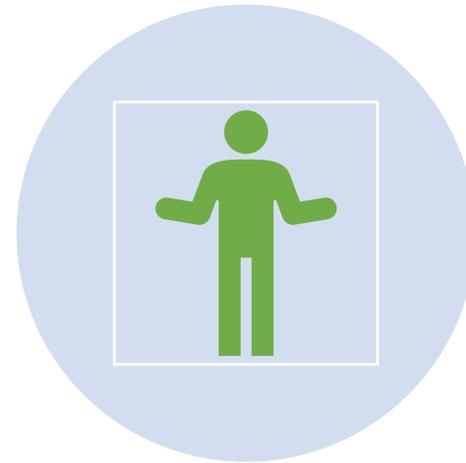
Involves families in their student's education and progress

\* [707 KAR 1:320, Section 5 (7)(a)]

# 1. Pause and Reflect



What has been your experience with progress monitoring?



What impact has progress monitoring had on your student's learning?

# Effective Progress Monitoring



Kentucky Department of  
**EDUCATION**

# WHAT DOES EFFECTIVE PROGRESS MONITORING INCLUDE?

Effective progress monitoring includes



data to make educational and instructional decisions.



# Collecting Data

## Present Levels

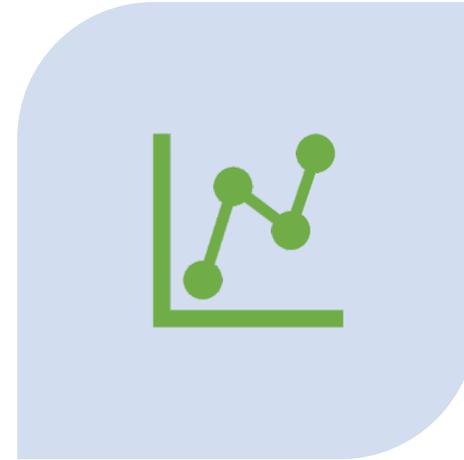


- Present Levels = starting point for Individual Education Program (IEP) implementation
- Annual goals = destination
- Check points = collecting student progress data throughout the school year

# Data Consistency



Data for each student goal should be collected on a consistent basis as defined in the student's IEP.

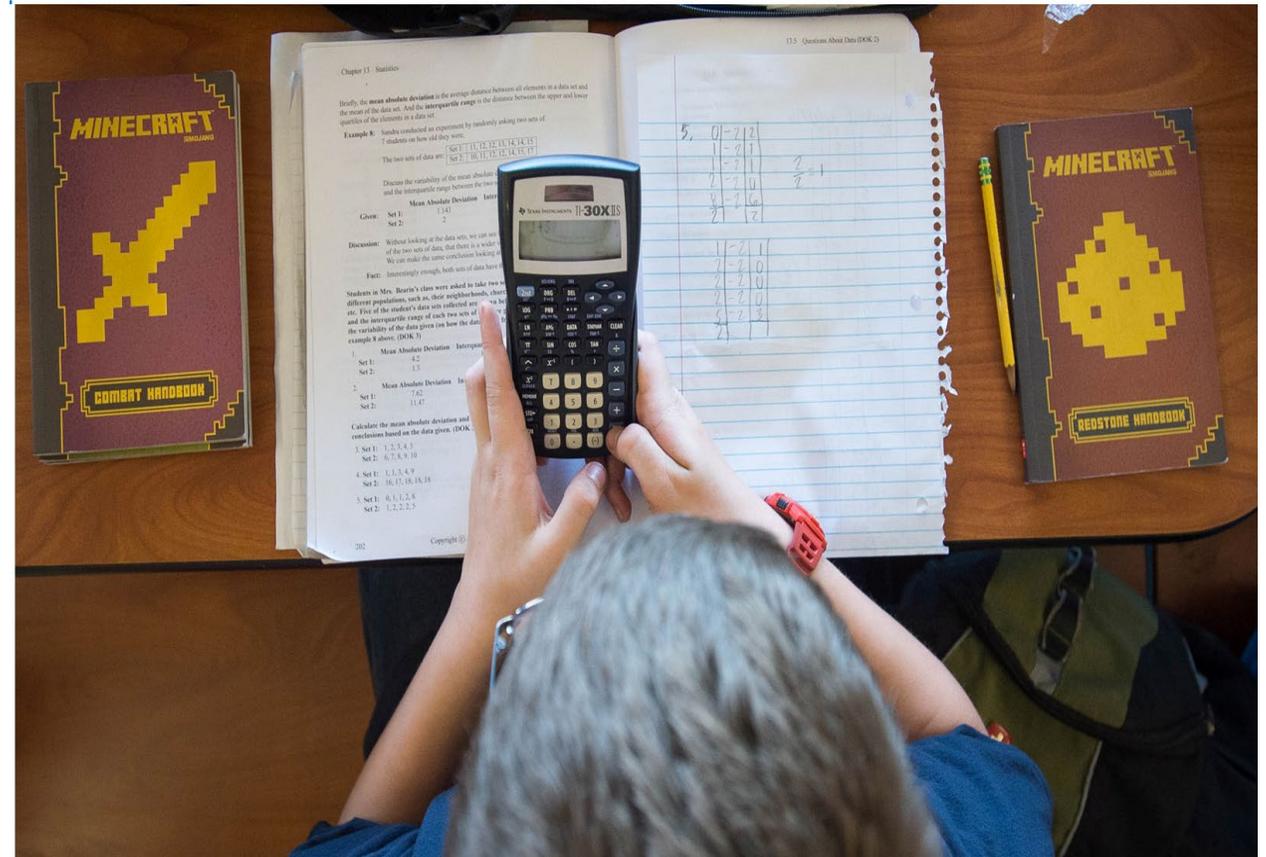


If a data point is missed, collect the data as soon as possible



## Data Consistency: Common Scenario

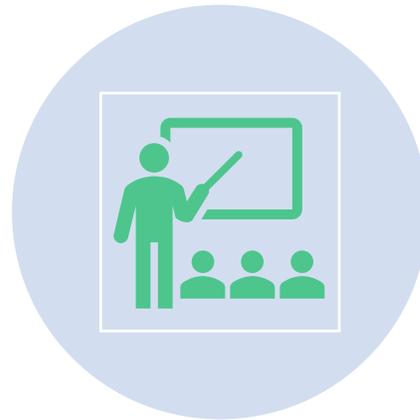
- Student absences
- OSEEL Progress Monitoring: Driving Results and Staying Compliant



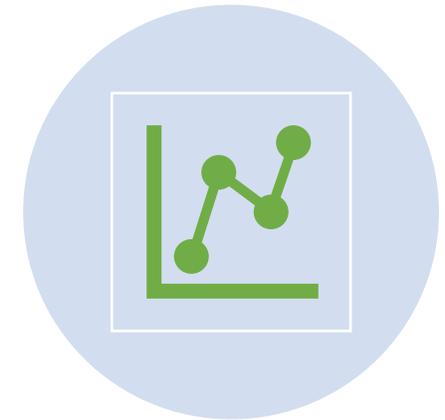
## 2. Pause and Reflect



What barriers do you experience with data collection or data consistency?



What supports do you need to monitor student progress with consistency and fidelity?

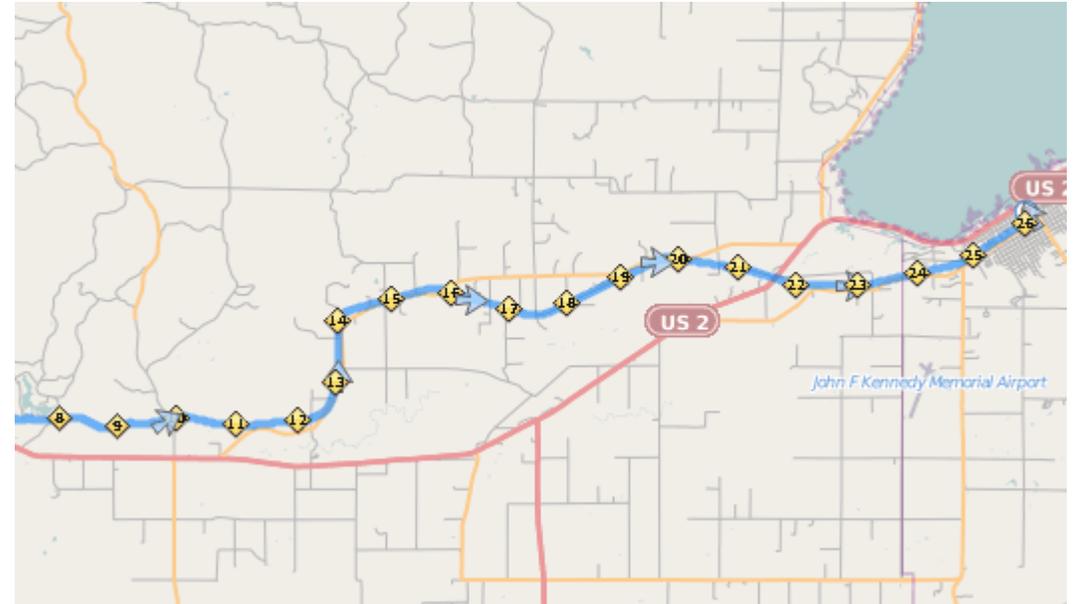


Do you have an effective system in place to ensure meaningful data collection?

# Analyzing Data

# Analyzing Data: From PLAAFP to Goals

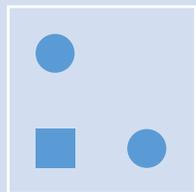
- Is the student on track to meet annual goals?
- Are we making good time?
- Do we need to take a new road?
- Do we need to adjust the route?
- Do we need more fuel or more breaks?



# Analyzing Data: Two Key Questions



# Analyzing Data: Thinking about Progress



Utilizing the collected baseline data and the annual goal information leads to the calculation of the rate of progress needed for the student to meet the annual goals.

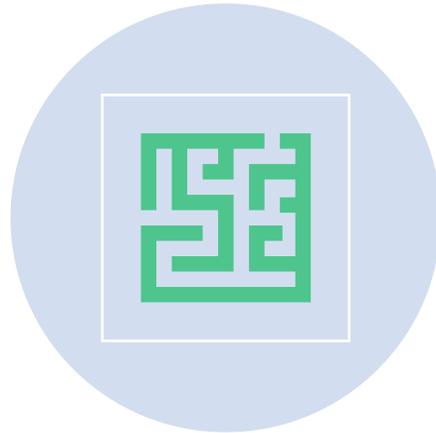


Comparing the actual progress data to the expected progress and baseline data allows practitioners to determine whether the Specially Designed Instruction (SDI) is positively impacting the student's progress.

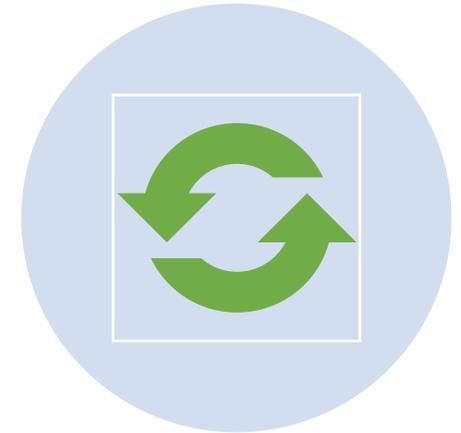
# 3. Pause and Reflect



How often do you analyze your student's data?



What are your practices for reviewing and analyzing your data?



How do you recognize trends?

# Utilizing Data

# Utilizing Data on an ongoing basis

- 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.

# Utilizing Data with Students and Families

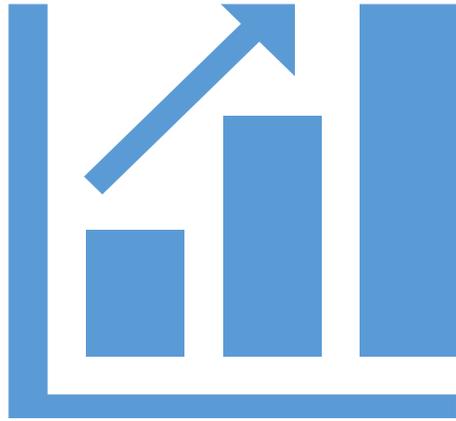


Encourages student engagement in their own learning



Involves families in their student's education and progress (707 KAR 1:320, Section 5 (13))

# Common Scenario: Utilizing Data to make SDI decisions



If routine analysis shows the student is making progress toward annual goals, keep going!



If routine analysis shows the student is NOT making progress toward annual goals, then the ARC should review the progress monitoring data and SDI at an ARC meeting.

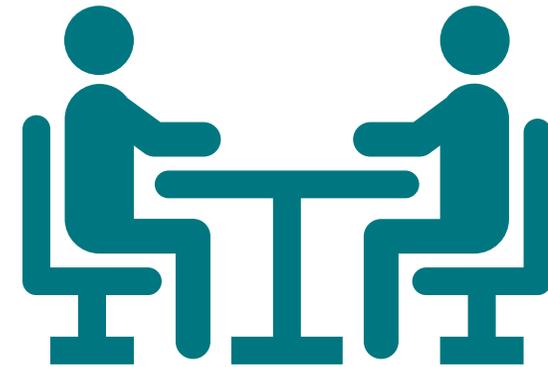
# Progress Monitoring: Necessary for Improving Outcomes



\* [707 KAR 1:320, Section 5 (7)(a)]

# Want to Know More? Need Support?

- Local supports: School-level administrator, colleagues, director of special education (DoSE)
- [KDE Special Education Regional Cooperatives](#)
- [Early Childhood Regional Training Centers](#)
- [OSEEL Resources](#)



# Contact Information

The Office of Special Education and Early Learning (OSEEL)

[Special Education Services webpage](#)

**Shasta Hensley**

[shasta.hensley@education.ky.gov](mailto:shasta.hensley@education.ky.gov)

**Natasha Menifee**

[natasha.menifee@education.ky.gov](mailto:natasha.menifee@education.ky.gov)