The IEP: *Progress Monitoring Process*

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Session Objectives

- **To provide an overview of the steps of progress monitoring.**

- **To provide resources and tools for gathering and compiling data.**

- **To provide time for practical application and feedback.**

Session Agenda

- **Definition**
- **Rationale**
- **Prerequisites**
- **The Steps of Progress Monitoring**
  1. **Data Collection**
     - **Determine Measurement Types and Tools**
     - **Data Collection Schedule**
  2. **Data Compilation**
     - **Data Compilation Tools**
     - **Data Compilation Schedule**
  3. **Data Reporting**
     - **Data Reporting Schedule**
  4. **Using Data to Make Instructional and Service Decisions**

What is Progress Monitoring?

- **Progress monitoring is the ongoing process of collecting and analyzing data to determine student progress.**

- **Progress monitoring should be used to make instructional and service decisions based on student performance.**

Rationale

- **Individuals With Disabilities Education Improvement Act (IDEIA) 2004**

  - **Requires a student's individualized education plan (IEP) to include:**

  - ***A statement of how the child's progress toward the annual goals will be measured.***

Etscheidt, Susan K. (2006)

Rationale

- **Legal Implications**

  1. **The IEP team fails to develop or implement progress monitoring plans;**

  2. **Responsibilities for progress monitoring are improperly delegated;**

  3. **The IEP team does not plan or implement progress monitoring for behavior intervention plans (BIPs);**

  4. **The team uses inappropriate measures to determine student progress toward graduation;**

  5. **Progress monitoring is not frequent enough to meet the requirements of IDEIA or to provide meaningful data to IEP teams.**
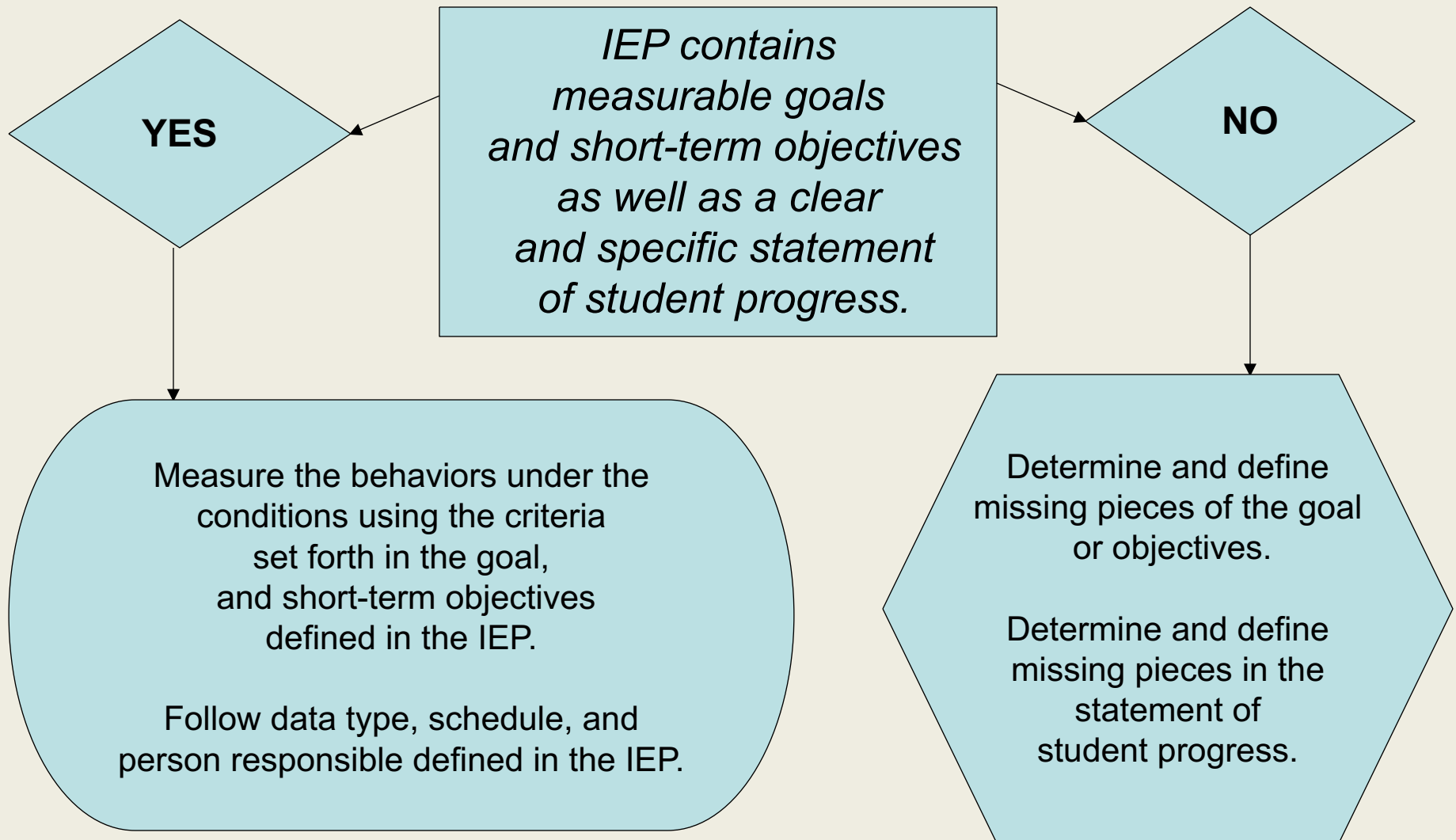
Etscheidt, Susan K. (2006)

Prerequisites

- In order to collect data that provides evidence of student progress, the IEP must include measurable annual goals and short-term objectives.

- Annual goals and benchmarks or short-term objectives must include:
  - clearly defined, observable behaviors/actions;
  - the condition under which the behavior is performed;
  - the performance criterion.

*Who... will do... what...
how well... under what conditions?*

Step 1: Data Collection
Review the Existing IEP

IEP contains
measurable goals
and short-term objectives
as well as a clear
and specific statement
of student progress.

YES

NO

Measure the behaviors under the
conditions using the criteria
set forth in the goal,
and short-term objectives
defined in the IEP.

Follow data type, schedule, and
person responsible defined in the IEP.

Determine and define
missing pieces of the goal
or objectives.

Determine and define
missing pieces in the
statement of
student progress.

Step 1: Review Existing IEP

- **Determine if the IEP's goals and short-term objectives are measurable.**
  - **Determine purpose and outcome of goal. (What do we need to observe of this student?)**
  - **Determine conditions and criteria for success.**
  - **Determine the best way to provide *evidence* of student progress. (What type of data will be collected?)**
  - **Determine who will collect, compile and report data and progress.**
  - **Determine where evidence will be collected.**

Step 1: Data Collection

- **Questions and Suggestions.**

- **Review the IEP at your table and work through the flow chart.**
  - Changes?
  - Questions?
  - Feedback?
  - Roadblocks?

Step 1: Data Collection
Determine Measurement Types and Tools

- **The tools used to collect data and ultimately measure progress provide *evidence* of student performance specific to IEP goals and objectives.**

- **Data collection tools should represent different types of measurement in order to provide a clear picture of student progress.**

Step 1: Data Collection
Determine Measurement Types and Tools

- **DIRECT MEASUREMENT provides valid and reliable indications of student progress.**
  - *Behavior Observation* **can be documented in many different ways; behavior observation provides first hand evidence of student performance as it occurs.**
    - **Observation Narratives**
    - **Data Charts**
      - **Frequency Recording**
      - **Duration Recording**
      - **Interval Recording**
      - **Time Sampling**
      - **More…**

Step 1: Data Collection
Determine Measurement Types and Tools

- **DIRECT MEASUREMENT** (continued)
  - *Criterion Referenced Test/Common Assessments*
    - » **Teacher/department constructed**
    - » **Focuses on hierarchies of skills in the general education curriculum**
  - *Curriculum Based Measure (CBM)*
    - » **Brief, standardized samples**
    - » **Fluency based (accuracy and time)**

Step 1: Data Collection

Determine Measurement Types and Tools

- **INDIRECT MEASUREMENT**

-Rubrics

- Describes performance on a scale from desired performance to undesired performance using both qualitative and quantitative descriptions.

– *Interviews*

- Provides a summary of student performance on a given behavior in a structured format; regular education teachers or other school personnel can informally conference with the teacher in charge of data collection; conferences are then summarized and added to the progress monitoring file.

– *Student Self-Monitoring*

- Documents student behaviors and performance through self recording given specific cues.

Step 1: Data Collection
Determine Measurement Types and Tools

- **AUTHENTIC MEASUREMENT provides evidence of student performance through genuine student input.**
  - *Work Samples*
    - Provides evidence of student performance through "hard copies" of actual student work.
      - Writing
      - Math
      - Projects (cutting, drawing)
      - Pictures of student work
      - Audio recordings of student performance (reading, responding to questions)
  - *Portfolios*
    - Documents student performance through a collection of work samples demonstrating specific outcomes.

Step 1: Data Collection
Determine Measurement Types and Tools

- **AUTHENTIC MEASUREMENT** (continued)
  - *Student Interviews*
    - Assesses student performance through informal conferences between the teacher and student; conversations are then summarized and included in the progress monitoring file.

Video Clip Example

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http://www.youtube.com/watch?v=Z8LN3KL7nPU&safety_mode=true&persist_safety_mode=1

Identify target behavior.

How would you collect data?

Why might you collect data on this type of situation?

1 2
4 5

Step 1: Data Collection *Schedule*

- **The data collection schedule depends on how service is delivered.**
  - **Direct Instruction**
    - **Times for data collection should be worked into daily and weekly plans for instruction.**
    - **Data collection does not necessarily have to be separate from this instructional time; this situation can provide a real picture of student performance during a typical day.**

Step 1: Data Collection *Schedule*

– **Indirect Instruction or Support**
  - **Times for data collection should be worked into the time when service is being delivered, if possible.**
  - **Data can also be collected remotely by regular education teachers or other service providers.**

– **Consultation**
  - **Regular education teachers and other service providers play a key role in data collection and input.**
  - **Times for data collection should also be scheduled when concerns have been brought up; this is a perfect opportunity for using direct measures (observations, data charts, etc.)**
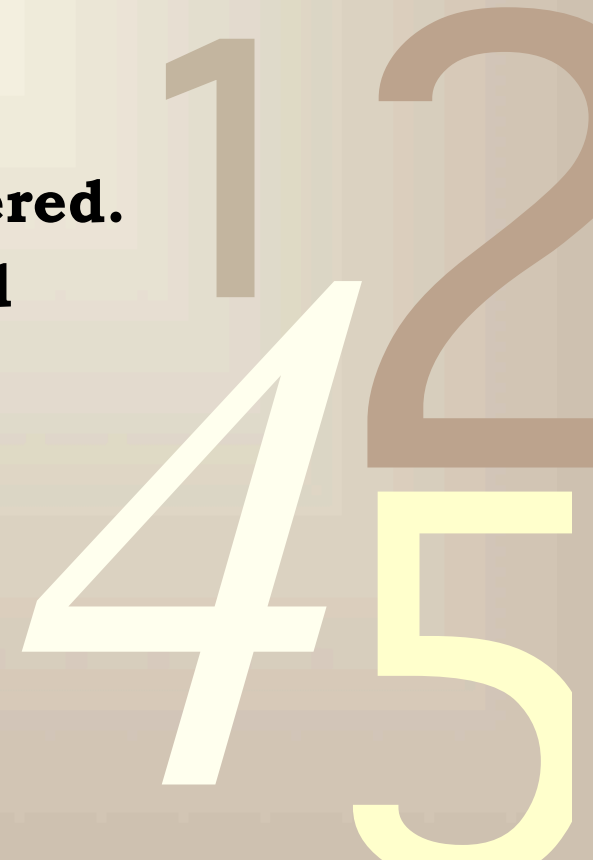
Step 1: Data Collection
Schedule

- **The effectiveness of services and instructional method is determined most efficiently when progress is measured frequently.**

If progress is monitored	Then effectiveness may
Daily, as part of instruction	Be determined within 2 weeks
Twice a week	Be determined within a month
Weekly	Be determined within a quarter
Quarterly	<u>NOT</u> be determined, even after a year

An Administrator's Guide to Measuring Achievement for Students with IEPs.
http://www.awa11.k12.ia.us/iep/iepresults/AdministratorsGuide.htm

Step 1: Data Collection *Schedule*

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- **Questions and Suggestions**
- **Develop a data collection schedule for two or three of the tools you chose.**
  - **Use your daily routine.**
  - **Consider how services are delivered.**
  - **Consider measurement type and**

  frequency.
    - **Questions?**
    - **Feedback?**
    - **Roadblocks?**

Step 2: Data Compilation

- **Compiling data is a critical component in progress monitoring.**
  - **Summarizes data collected periodically during the duration of an IEP.**
    - **Ultimately saves time; attempting to compile all data collected during the duration of a year long IEP would be an overwhelming task.**
  - **Provides the team with useful reference points in time.**
  - **Saves time and confusion during meetings.**

Step 2: Data Compilation *Schedule*

- **The data compilation schedule depends upon the data collection frequency.**

- **Suggested compilation schedules:**

If data is collected	Then data should be compiled
Daily	Weekly
Two or three times per week	Bi-weekly or monthly
Once a week	Monthly

Step 2: Data Compilation
Tools and Schedule

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- **Questions and Suggestions?**
- **Discuss data compilation:**
  - **If you already practice compiling data, how do you make it work along with all other responsibilities?**
  - **If you don't usually compile data, how might it be worked in with everything else you do during school?**

Step 3: Data Reporting *Schedule*

- **Progress on IEP goals and short-term objectives is reported to parents as often as non-disabled student receive academic progress reports.**
  - **Format**
    - **Compilation Forms**
    - **Graphs**
    - **Narratives**
      - **Accompanies hard data**
      - **Explains any instructional changes or specific circumstances**

Video Example

- http://www.youtube.com/watch?v=wI87vvuZzgY&safety_mode=true&persist_safety_mode=1

Identify target behavior.

How would you collect data?

Why might you collect data on this type of situation?

Using Data to Make Instructional and Service Decisions

- Student progress is considered in relationship to each goal or short-term objective.

- Four aspects should be considered:

1. *Progress*
   - Did the student make the progress expected by the IEP team? (criteria)

2. *Comparison to Peers or Standards*
   - How does the student's performance compare with the performance of general education students?

3. *Independence*
   - Is the student more independent in the goal area?

4. *Goal Status*
   - Will work in the goal be continued?
   - Will student be dismissed from this goal area?

Final Thoughts

- **Progress monitoring processes that are focused, clearly defined, and completed will ensure meaningful educational programs for students with disabilities.**

Technology

- Excel spreadsheets
- iPad applications:
  - Catalyst Client (free)
  - Assessa (free)
  - Yes No Data from I Can Do Apps ($0.99)

Works Cited

1. *An Administrator's Guide to Measuring Achievement for Students with IEPs.* http://www.awa11.k12.ia.us/iep/iepresults/AdministratorsGuide.htm

2. Etscheidt, Susan K. (2006). Progress monitoring: Legal issues and recommendations for IEP teams. *TEACHING Exceptional Children,* 56-60.