Defensible Data Collection for Kids on an IEP

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Objective and Outcomes:

Audience will leave this session:

- With an awareness of what areas of an IEP tend to be most contentious
- Ideas of how to best collect critical data
- Ideas of how to effectively and efficiently utilize staff time

Most Contested Areas of an IEP

- Eligibility/Evaluation
- **Goals**
- **Schedule of Services (placement)**
- **ESY (Extended School Year)**
- **Related Services**
- Suspension/Expulsion

**This presentation will focus on the four bolded areas where the bulk of campus based data collection occurs.

Why?

    A.   Goals
        1.   Targeted areas/skills students will work on for 36 instructional weeks or an IEP year
        2.   Can be academic, social, behavior, adaptive, functional
        3.   Parents and staff may differ on the priority areas to focus on for one year
        4.   Progress student made on IEP goals

** standards-based goals strengthen IEP and programming

    B.   Schedule of services (placement)
        1.   Location student will receive services/support/education
        2.   Can be gen ed/sped or gen ed with sped support
        3.   Again, parents may question placement recommendation from school staff
        4.   LRE requirements and/or comparable services issues
    C.   ESY
        1.   Related to maintenance of skills due to regression
        2.   Parents may not fully understand eligibility for ESY services
    D.   Related services
        1.   OT, PT, Speech, etc must be due to an educational need. Not medical need.

Standards-Based Goals:

Step 1: Consider the grade-level content standards for the grade in which the student is enrolled or would be enrolled based on age.

Step 2: Examine classroom and student data to determine where the student is functioning in relation to the grade-level standards.

Step 3: Develop present level of academic and functional performance.

Step 4: Develop measurable annual goals aligned with grade level academic content standards.

Step 5: Assess and report the student's progress throughout the year.

Step 6: Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum.

Collection of Reliable Data

Areas in which campus staff should focus on when collecting data:

- PLAAFPs (Present Level of Academic Achievement and Functional Performance)
- Goals - Progress Monitoring
- Provision of Services per IEP

How?

A. Present levels data
   1. Make sure each area of the PLAAFP includes MDT/Psychological Report information, benchmarks scores, formal classroom/school testing, teacher and service provider input on growth, areas of strength, and areas of need. Always include how disability impacts the student's education.
   2. PLAAFPs guide goals, services, and placement. Strong PLAAFPs solidify proposed IEP services.
B. Goals (progress monitoring)
   1. Collect data on a weekly/biweekly basis on progress for skills/goals
   2. Provide progress reports to parents at the end of every grading pd
C. Provision of Services per IEP
   1. Document, document, document
   2. Create a physical log of services provided with date, time, hours of services provided with initials. Save originals and make copies.

Progress Monitoring

Progress monitoring is a scientifically based practice used to assess a child's academic progress on IEP goals and evaluate the effectiveness of instruction.

Progress monitoring tells the teacher what a child has learned and what still needs to be taught.

IDEA states that a student's IEP must contain a description of how the child's progress toward meeting the annual goals will be measured, and that periodic reports be provided to parents.

At present, local education agencies continue to use a variety of strategies to monitor, track, and report progress on IEP goals. Teachers may struggle with the lack of guidance, support, tools, and resources readily available to incorporate progress monitoring. The intent is to simplify the data collection necessary to measure and report progress on a student's annual IEP goals.

U.S. Supreme Court

On January 11, 2017, the U.S. Supreme Court heard oral arguments in Endrew F. v. Douglas County School District, 1 one of the most important special education cases in decades.

On March 22, 2017, the U.S. Supreme Court unanimously overruled the 10th Circuit's "merely more than de minimus" standard for determining whether a student with disabilities has received an appropriate education. The Court found that to meet its obligation under IDEA, a school is not required to offer an "ideal" IEP, but the IEP must be reasonably calculated to enable a student to make progress appropriate in light of the student's circumstances.

Based on their reading of IDEA, the justices established that IEPs must aim to enable a student to make progress, and teams must establish a plan for the student to pursue academic and functional advancement. The IEP does not need to aim for grade-level advancement if that is not a reasonable prospect. Rather, the IEP must be appropriately ambitious in light of the student's circumstances, just as advancement from grade to grade is appropriately ambitious for most children in the regular classroom. Goals may differ, but every student should have the chance to meet challenging objectives.

Progress Monitoring (con't)

At times, documentation to qualify and substantiate progress made towards IEP goals are not robust or available, or they are insufficient to support the decisions made in IEP meetings. When this happens, the school becomes far more vulnerable to accusations of non-compliance.

Examples of data collection:
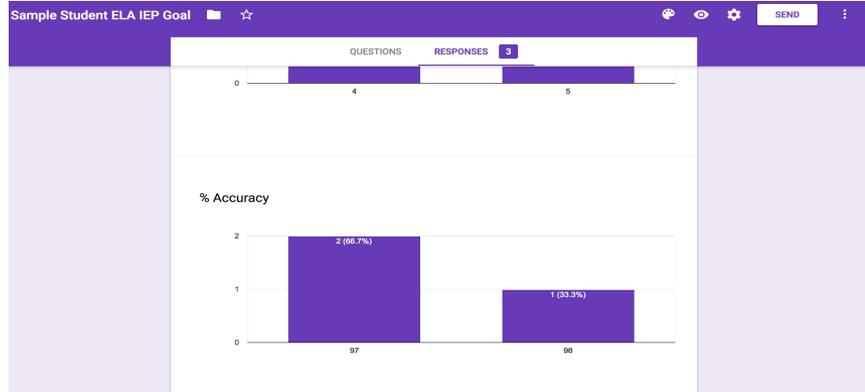
Using Google Drive
"Google Forms"

Data Collection Types:

A. Direct Measurement:

      Criterion referenced tests/common assessments: teacher/department constructed
      Curriculum Based Measures: Brief Standardized samples

B. Indirect Measures:

      Rubrics, interviews, student self-monitoring

C. Authentic Measures:

      Works samples and portfolios

Process for Collecting Data

- Personnel/Staff
- Time
- Compliance Monitoring
- Follow-through

When?

A.   Personnel
    1.   Give staff collecting data for documentation built-in time during the day

B.   Time
    1.   Monitor collection of data so it occurs accurately and regularly
    2.   Tap into online templates for data collection for efficiency
    3.   Consider investing in online assessment tools that save time

** Google drive has an option "google forms" which creates data collection form and graphs responses.

C.   Compliance
    1.   Assign a staff member to monitor and maintain compliance of data collection procedures

D.   Follow-through
    1.   Conduct regular meetings with sped staff to stay up to date, provide support, adjust resources to meet their needs

Resources:

Gordillo, Will J., and Miller Ann S. *Progress Monitoring Including Data Collection of IEP Annual Goals: Closing the Achievement Gap of Student with Disabilities One Student at a Time*. February, 2017 (Public Consulting Group, Inc.)
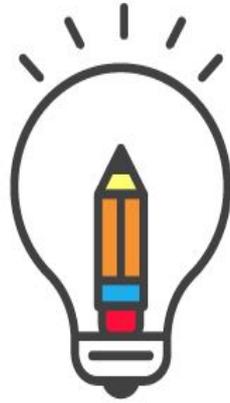
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