



How Do I Know If My Child is Making Progress?

www.cpacinc.org

860-739-3089 (Niantic)



Connecticut's Resource for Children with Disabilities;
EMPOWERING AND EDUCATING FAMILIES

Connecticut Parent Advocacy Center

- The information in this workshop is brought to you by Connecticut Parent Advocacy Center (CPAC)
- Connecticut's federally funded Parent Training and Information (PTI) Center
- CPAC is a statewide non-profit organization that offers information and support regarding their effective participation in the special education process to families of children with disabilities as well as education professionals.



Session Outcomes

Participants will:

- Learn how to use the IEP as a tool to know if your child is making progress
- Understand the importance of progress monitoring in measuring student achievement
- Know the questions to ask to tell if your child is making progress



3

Connecticut's Resource for Children with Disabilities;
EMPOWERING AND EDUCATING FAMILIES

The Legal Framework for Special Education

- Every Student Succeeds Act (ESSA)
- Individuals with Disabilities Education **Improvement** Act (IDEA) 2004
- Connecticut General Statutes (Section 10-76a to 10-76h)



4

Connecticut's Resource for Children with Disabilities;
EMPOWERING AND EDUCATING FAMILIES

IDEA '04

The Individuals with Disabilities Education Improvement Act (IDEA '04) guarantees a **free appropriate public education** (FAPE) to each child with a disability. Parents are expected to participate as equal partners in the development of their child's Individual Educational Program (IEP).



Basic Assumptions

- All children can learn
- Parents and teachers need to have **high expectations** for all children
- All children learn differently
- Progress monitoring data can help improve instruction and learning outcomes for all students

Monitoring Student Progress

Data Driven Decision Making

- Know where to look for information
- Understand what the data says
- Understand how to use the data to improve student outcomes

We Need To Know Where To Start

- What is the child's current level?
- What is baseline data?
- How do we know what they can do?
- Where do we find these answers?

Monitoring Student Progress

Some places to find relevant information about your child's learning:
Evaluations, Smarter Balanced Assessment SBAC scores, work samples or homework, report cards, IEP goal progress reports, parent and professional observations, curriculum based assessments



9

Connecticut's Resource for Children with Disabilities;
EMPOWERING AND EDUCATING FAMILIES

When You Have Concerns

- Review existing evaluation results
- Bring concerns to PPT
- Ask for additional testing, when needed



10

Connecticut's Resource for Children with Disabilities;
EMPOWERING AND EDUCATING FAMILIES

Evaluation

- Process used by Planning and Placement Team (PPT) to:
 - determine a child's strengths and weaknesses
 - determine eligibility for special education
 - Determine elements in the IEP
- Parental **INFORMED** consent must be given in writing before the evaluation
- Must be a trained and knowledgeable evaluator

Evaluation

- Must be in all areas related to the suspected disability
- Is more than just one test or assessment procedure
- Must be in child's native language
- Must not discriminate against the child

Evaluation

- (a) *Review of existing evaluation data.* As part of an initial evaluation (if appropriate) and as part of any reevaluation under this part, the IEP Team and other qualified professionals, as appropriate, must—
 - (1) Review existing evaluation data on the child, including—
 - (i) Evaluations and information provided by the parents of the child;

Review the IEP

- Present Levels of Performance
 - data about academics and behavior
- Annual Goals
- Measurable Objectives for Progress

CPAC

- 15

Present Levels of Academic Achievement - PLAA

ED620, Revised February 2009a

INDIVIDUALIZED EDUCATION PROGRAM

Present Levels of Functional Performance PLOFP

Student: _____ Last Name, First Name _____ DOB: _____/_____/____ District: _____ Meeting Date: _____/_____/____

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Area (briefly describe current performance)	Strengths (include data as appropriate)	Concerns/Needs (requiring specialized instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities
Behavioral/Social/Emotional: <input type="checkbox"/> Age Appropriate			
Communication: <input type="checkbox"/> Age Appropriate			
Vocational/Transition: <input type="checkbox"/> Age Appropriate			
Health and Development Including Vision And Hearing: <input type="checkbox"/> Age Appropriate			
Fine and Gross Motor: <input type="checkbox"/> Age Appropriate			
Activities of Daily Living: <input type="checkbox"/> Age Appropriate			
Other: <input type="checkbox"/> Age Appropriate			

ED426, Revised February 2009a

We Need To Know Where We Are Going

- Starting with present levels, or current baseline data, we look toward the future and set SMART Goals for the student:
 - Specific
 - Measurable
 - Action Oriented
 - Relevant
 - Time Sensitive (1 year for goals, objectives may be shorter)

Child's Goals and Reporting Progress

- **IEPs are required to include:**
 - Measurable annual goals and short term objectives designed to meet their UNIQUE needs
 - A description of how progress toward meeting annual goals will be measured
 - A description of when progress reports will be provided to parents
- **Reporting must include –**
 - Not less than quarterly reports or other periodic reports sent at least as often as regular report cards
- **Reporting may include --**

Other Important Ways To Follow Progress

- Team meetings
- Teacher reports
 - Email
 - Phone call
- Work Samples
- Communications book
- What else?

Goals And Objectives

Student: _____ Last Name, First Name _____ DOB: _____ mm/dd/yyyy _____ District: _____ Meeting Date: _____ mm/dd/yyyy _____

<input type="checkbox"/> Academic/Cognitive Self Help	<input type="checkbox"/> Social/Behavioral Employment	<input type="checkbox"/> Communication Independent Living	<input type="checkbox"/> Gross/Fine Motor Health	<input type="checkbox"/> Postsecondary Education/Training Other (specify) _____	Enter Dates for Evaluating and Reporting Progress in Boxes Below
Check here if the student is 15 years of age. (Note: Page 6, Transition Planning must be completed if this box is checked)					1 2 3 4
Measurable Annual Goal* (Linked to Present Levels of Performance) # _____					Report Progress Below (Use Reporting Key)
Eval. Procedure: _____					1 2 3 4
Perf. Criteria: _____					1 2 3 4
Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)					
Objective #1 _____					Report Progress Below (Use Reporting Key)
Eval. Procedure: _____					1 2 3 4
Perf. Criteria: _____					1 2 3 4
Objective #2 _____					Report Progress Below (Use Reporting Key)
Eval. Procedure: _____					1 2 3 4
Perf. Criteria: _____					1 2 3 4
Objective #3 _____					Report Progress Below (Use Reporting Key)
Eval. Procedure: _____					1 2 3 4
Perf. Criteria: _____					1 2 3 4
Evaluation Procedures					
1. Criterion-Referenced/Curriculum Based Assessments 2. Behavior/Performance Rating Scale 3. Pre and Post Individualized Assessment 4. Pre and Post Baseline Data 5. Quizzes/Tasks 6. Student Self-assessment/Rubric 7. Progress/Experiences/Portfolio					
8. Behavior/Performance Rating Scale 9. Student Behavior and CT Alternate Assessments 10. Achievement of Objectives (Note: use with goal only) 11. Other (specify) _____ 12. Other (specify) _____					
Performance Criteria					
A. Percent of Change B. Student Growth C. Standard Score Increase D. Passing Grades/Scores E. Frequency/Trials					
F. Duration G. Successful Completion of Task/Activity H. Mastery I. Other (specify) _____ J. Other (specify) _____					
Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by the end of the year)					
U = Unsatisfactory Progress - Unlikely to achieve goal N = No Progress - Will not achieve goal M = Mastered S = Satisfactory Progress - Likely to achieve goal					
*Related to meeting the student's needs that result from the individual's disability, to enable the student to be involved in and make progress in the general curriculum, and to meet each of the student's other educational needs that result from the student's disability.					

Page ____ of ____ Goal Pages



We Need To Measure Progress

Student: _____ Last Name, First Name _____ DOB: _____ mm/dd/yyyy _____ District: _____ Meeting Date: _____ mm/dd/yyyy _____

SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA

- For students whose behavior impedes her/his learning or that of others, the PPT has considered strategies, including positive behavioral interventions and supports to address that behavior, and:

☐ NA ☐ A behavioral intervention plan has been developed ☐ IEP Goals and Objectives have been developed to address the behavior ☐ Other (specify) _____
- For students with limited English proficiency, the PPT has considered the language needs of the student as they relate to the student's IEP and recommended the following:

☐ NA ☐ Recommendation: (specify) _____
- For students who are blind/visually impaired (VI): ☐ NA ☐ Instruction in braille or use of braille is being provided, as required ☐ The PPT has determined, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future need for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for this student.
- For students with print-related disabilities (such as SLD/Dyslexia, blind/VI, physical limitations or organic dysfunction): ☐ NA ☐ The PPT has considered accessible instructional/educational material (AEM) and/or accommodations noted on page 8 of the IEP-- If so which format/accommodation utilized: ☐ Large Print ☐ Digital Text ☐ Audio ☐ Other (specify) _____
- For students who are deaf or hard of hearing: ☐ NA ☐ See attached required Language and Communication Plan (Form ED638) -- The PPT has determined (after considering the student's language and communication needs), opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode, and considering whether the student requires assistive technology.

PROGRESS REPORTING

- A report of progress toward meeting the Measurable Annual Goals and Short Term Objectives included in this IEP will be sent to parents periodically, according to the following schedule:

☐ Quarterly ☐ Consistent with grade level report cards ☐ Other (specify) _____

EXIT CRITERIA

- Exit Criteria: Student will be exited from Special Education upon: (Check One)

☐ Ability to succeed in Regular Education without Special Education support ☐ Graduation ☐ Age 21 ☐ Other (specify) _____

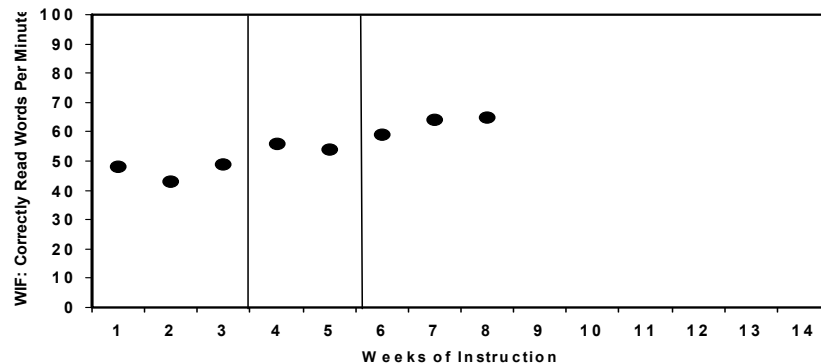
INFORMATION ON IEPs and SECONDARY TRANSITION

- Parents, including Surrogate Parents and the student if 18 or older have been provided (☐ electronically or ☐ in hard copy) with relevant information and resources relating to IEPs created by the CSDE (including, but not limited to, information relating to transition resources and services for high school students) immediately upon the formal identification of any child as a child requiring special education and at each PPT meeting thereafter: ☐ Building a Bridge ☐ Parent's Guide to Special Education ☐ IEP Manual ☐ OTHER: _____
- The Parent's Transition Bill of Rights has been provided to parents of students in sixth through twelfth grade to ensure that the PPT discusses transition services: Parent's Transition Bill of Rights: ☐ is available on the school district website, ☐ is enclosed with this document, ☐ was already provided, reviewed and discussed this school year (date) _____



Share Results

- Regular – Daily/Weekly testing to measure growth
- Chart results



Participating in the Process

After the meeting

- Stay involved
- Keep in touch
- Give positive feedback
- Express concerns
- Choose your battles wisely



SMART Goals

- **Specific:** Ask the individual measuring some questions to be sure you understand what the goal is supposed to be measuring.
- State expected outcome as simply, concisely and explicitly as possible
 - Who: Who is involved?
 - What: What do I want to accomplish?
 - Where: Identify the location.
 - When: Establish a time frame.
 - Which: Identify requirements and constraints. (independent or with prompts/pictures, other supports?)
 - Why: Specific reasons or purpose of goal.

SMART

- **Measurable**
- A measurable goal has an outcome that can be assessed
- Establish concrete criteria for measuring progress
 - Sliding scale
 - Percent
 - Number

SMART

- **Action based**
- specific actions or procedures need to be completed in order for the goal to be realized
 - J will read x words
 - M will cut on the lines of the worksheet to create shapes

SMART

- **Realistic and Relevant**
- Set the bar high enough for a satisfying achievement, for meaningful outcomes and but also within reason.
- Endrew F.
 - More than de minimis
 - Highly calculated for success

Endrew F. v. Douglas County

- Rowley: “reasonably calculated to enable the child to receive educational benefits.”
 - for students in regular-education classes, an IEP may generally be required to facilitate grade advancement
 - Same or modified curriculum?
- Endrew F.:
 - “The IDEA demands more. It requires an educational program reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.”

SMART

- **Time-defined**
- Start and end point
 - Monthly, weekly, end of the IEP period
- IEP sets annual goals – objectives can be short term
- The time that the goal is being measured should also be captured:
 - X will answer comprehension questions with 90% accuracy during small group reading lessons
 - K will have 3 reciprocal verbal exchanges with a peer during social skills group

Program Accommodations and Modifications

- Must be specific and appropriate to meet the needs of the child as defined in the IEP
- Accommodations are changes made to instructions (such as materials, content enhancements, and tasks) that change **how** a student learns
- Modifications are changes to the content, which affect **what** the student learns

We Need To Know How To Get There

Student: _____ Last Name, First Name _____ DOB: _____ mm/dd/yyyy _____ District: _____ Meeting Date: _____ mm/dd/yyyy _____


Program Accommodations and Modifications - INCLUDING NONACADEMIC AND EXTRACURRICULAR ACTIVITIES/COLLABORATION/SUPPORT FOR SCHOOL PERSONNEL

Accommodations and Modifications to be provided to enable the child:	Sites/Activities Where Required and Duration
<ul style="list-style-type: none"> - To advance appropriately toward attaining his/her annual goals; - To be involved in and make progress in the general education curriculum; - To participate in extracurricular and other non-academic activities; and - To be educated and participate with other children with and without disabilities. 	
Accommodations may include Assistive Technology Devices and Services Materials/Books/Equipment: _____ Tests/Quizzes/Assessments: _____ Grading: _____ Organization: _____ Environment: _____ Behavioral Interventions and Support: _____ Instructional Strategies: _____ Other: _____	

Note: When specifying required supports for personnel to implement this IEP, include the specific supports required, how often they are to be provided (frequency) and for how long (duration)

Frequency and Duration of Supports Required for School Personnel to Implement this IEP include: _____

We Need To Know How To Get There




We Need To Know How To Get There

Student: _____ DOB: mm/dd/yyyy District: _____ Meeting Date: mm/dd/yyyy
Last Name, First Name SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION mm/dd/yyyy

Special Education Services	Goal(s) #	Frequency	Responsible Staff	Service Implementer	Start Date (mm/dd/yyyy)	End Date (mm/dd/yyyy)	Site*	If needed, description of Instructional Service Delivery (e.g. small group, team taught classes, etc.)
Related Services								
Instructional Site	1. Regular Classroom	2. Resource/Related Service Room	3. Self-Contained Classroom	4. Community-Based	5. Other:			
Description of participation in General Education								
Note: Each Item #1-13 must include a response	1. Assistive Technology: <input type="checkbox"/> Not Required <input type="checkbox"/> Required: See Fig. 8 <input type="checkbox"/> Regular <input type="checkbox"/> Special (specify) _____ 2. Applied (Voc) Ed: <input type="checkbox"/> N/A <input type="checkbox"/> Regular <input type="checkbox"/> Special (specify) _____ 3. Physical Education: <input type="checkbox"/> N/A <input type="checkbox"/> Regular <input type="checkbox"/> Special (specify) _____ 4. Transportation: <input type="checkbox"/> Regular <input type="checkbox"/> Special (specify) _____ <input type="checkbox"/> N/A				5. Length of School Day: (Specify) _____ 6. Number of Days/Week: (Specify) _____ 7. Length of School Year: (Specify) _____ <input type="checkbox"/> N/A			
8. Total School Hours/Week: (Specify)	8. Special Education Hours/Week: (Specify)				10. Hours per week the student will spend with children/students who do not have disabilities (time with non-disabled peers):			
11. Since the last Annual Review, has the student participated in school sponsored extracurricular activities with non-disabled peers? <input type="checkbox"/> Yes <input type="checkbox"/> No								
12. Extended School Year Services: <input type="checkbox"/> Not Required <input type="checkbox"/> Required: See service delivery grid above or an additional page 11 for services to be provided <input type="checkbox"/> Required: Continue to implement current IEP								
13. a) The extent, if any, to which the student will not participate in regular classes and in extracurricular and other nonacademic activities, including lunch, recess, transportation, etc., with students who do not have disabilities: _____ <div style="text-align: right;"><input type="checkbox"/> Not Applicable: Student will participate fully b) If the IEP requires any removal of the student from the school, classroom, extracurricular, or nonacademic activities, (e.g., lunch, recess, transportation, etc.) that she would attend if not disabled, the PPT must justify this removal from the regular education environment. <input type="checkbox"/> Not applicable: Student will participate fully c) The IEP requires removal of the student from the regular education environment because: (provide a detailed explanation – use additional pages if necessary)</div>								
<small>Note: The LRE Checklist (ED602) must be completed and attached to this IEP if the student is to be removed from the regular education environment for 60% or more of the time. It is recommended that the LRE Checklist be utilized when making any placement decision to ensure conformity with the LRE provisions of the Individuals with Disabilities Education Act.</small>								

ED602, Revised February 2009INDIVIDUALIZED EDUCATION PROGRAM13

Connecticut's Resource for Children with Disabilities;
EMPOWERING AND EDUCATING FAMILIES

Monitoring Implementation of the IEP

- Work Samples
- Classroom observation
- Regularly scheduled meetings
- Progress Reporting as outlined in IEP
- Mastery of Short Term Objectives

CPAC

34

Connecticut's Resource for Children with Disabilities;
EMPOWERING AND EDUCATING FAMILIES

Road Blocks, Speed Bumps Or Really Good Time

- Review the IEP progress reports
- Inadequate progress
 - Modify special education instruction? Time? Intensity? Methodology?
 - Modify accommodations?
 - Modify goals?
- Exceeding goals
 - More ambitious goals

Changes, Consolidation and Amendments to the IEP

- The PPT must meet at least once every year. Can meet as often as needed.
- Changes to an IEP can be made without a team meeting if parents and district agree and develop a written document to amend or modify the current IEP. **Be CAREFUL**
- Districts shall encourage the consolidation of reevaluation meetings and other PPT meetings
- **A parent may request a copy of the revised IEP (with the amendments incorporated)**

For More Information

- Connecticut Parent Advocacy Center
www.cpacinc.org
860-739-3089
- CT State Department of Education, Bureau of Special Education
<http://portal.ct.gov/SDE>
Special Education) (Quicklinks - click on
860-713-6910



37

Connecticut's Resource for Children with Disabilities;
EMPOWERING AND EDUCATING FAMILIES

Things You Can Do

- **Create a Home File**
 - Review report cards, work samples, discipline reports
 - Review Assessments
 - Standardized; CMTs or other district-wide (DRA)
 - Curriculum-based
- **Be prepared to talk about this with staff**



Review academic records as well as the behavioral, social and emotional areas.



38

Connecticut's Resource for Children with Disabilities;
EMPOWERING AND EDUCATING FAMILIES