

Session 2: IEP Procedural & Substantive Requirements

Introductions

- Name, school, and position
- Number of years in education
- What element from **Session 1: HLP 7: Establish a Consistent, Organized, and Respectful Learning Environment** have you found to be most impactful for your students? Share an example.



Agenda

Welcome	2
Objectives	4–5
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Objectives

Teachers will develop an understanding of the following:

- **IDEA procedural requirements, including—**
 - Child Find
 - Evaluation
 - Parental Involvement
 - IEP Development
- **IDEA substantive requirements, including—**
 - Evaluation/Present Levels of Academic Achievement and Functional Performance (PLAAFP)
 - Measurable Annual Goals
 - Statement of Aids & Services
 - Progress Monitoring

Objectives (cont'd)

Teachers will increase their capacity to utilize the following HLPs to support the IEP process:

- **HLP 4:** Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs
- **HLP 6:** Use Student Assessment Data, Analyze Instructional Practices, and Make Necessary Adjustments That Improve Student Outcomes
- **HLP 11:** Identify and Prioritize Long- and Short-Term Goals
- **HLP 12:** Systematically Design Instruction Toward Learning Goals
- **HLP 13:** Adapt Curriculum Tasks and Materials for Specific Learning Goals

Materials

- Completed IEP (District-Specific)
- Activity: [IEP Development](#) (4 handouts)
- [PLAAFP Elements and Guiding Questions](#)
- [Roles in Informing PLAAFPs Chart](#)
- [Student K Information](#)
- Learning Extensions
 - [PLAAFP Component Rating Scale](#)
 - [Measurable Goals Activity](#)
 - [Connecting Supplementary Aids and Services to PLAAFP and Measurable Goals](#)
 - [Planning for Progress Monitoring](#)



Engagement Tools



Discussion



Activity



Learning Extension



Resource

Individuals with Disabilities Education Act



Resources:

- Access the law [here](#).
- [Alabama Administrative Code](#)
- [Alabama Special Education Reports](#)
- [Andrew F. Decision](#)

Procedural and Substantive Requirements

Procedural

obligations compel school personnel to follow the specific requirements of the law when developing an IEP.

Substantive

obligations require IEP Teams to develop and implement a plan that is designed to provide educational benefit for the student.

Section 1: IDEA Procedural Requirements

IDEA Procedural Requirements

Processes that school personnel must adhere to include:

- Obtaining informed written consent from a student's parents before conducting an evaluation of the student
- Fielding an IEP Team that consists of the members required by the IDEA
- Developing an IEP that consists of all the components required by the IDEA



IDEA Procedural Requirements

Child Find

Evaluation

Parental Involvement

IEP Development

Child Find

School districts have a system in place to locate and identify students with disabilities.

Evaluation

School districts must determine and make recommendations regarding a child's eligibility for special education services.

Parental Involvement

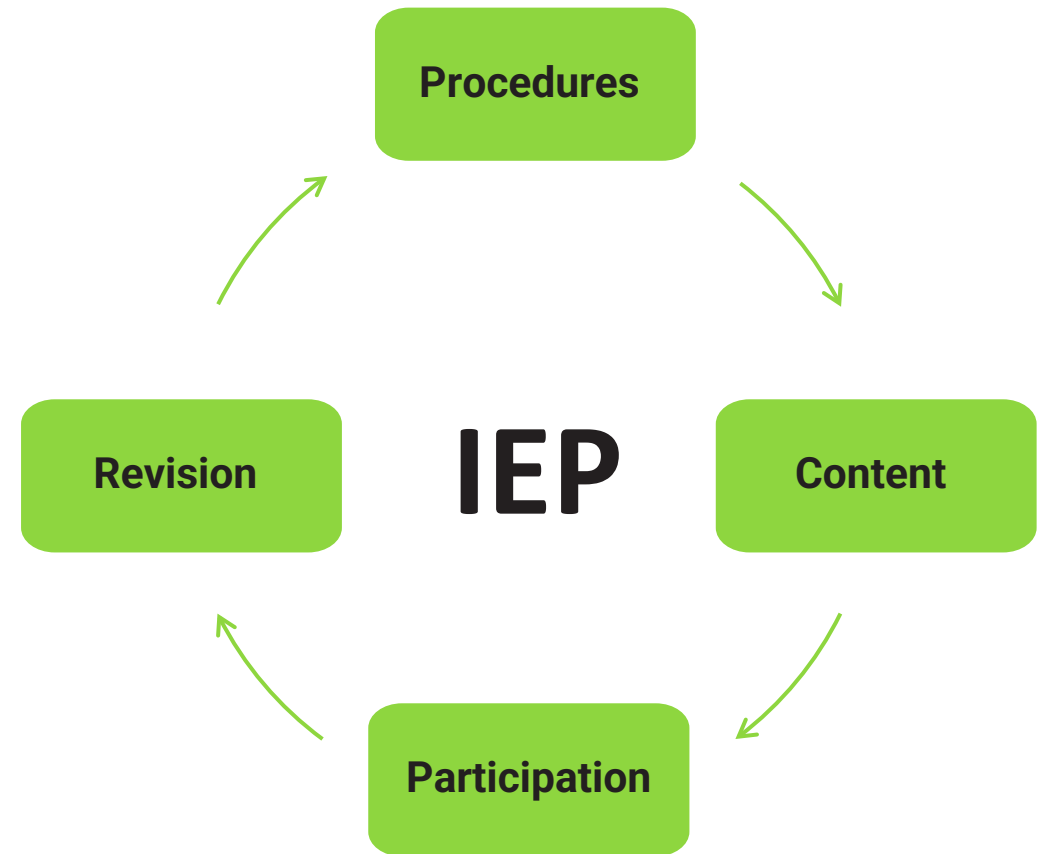
LEAs must

- Inform parents of rights and provide a full explanation in their native language
- Obtain consent for initial evaluation
- Must take steps to ensure that one or both of the parents are afforded the opportunity to participate in the IEP meeting

Activity: IEP Development



- Each group (4 total) will be assigned one area.
- Using the respective handout, review the regulations for your area. (~7 minutes)
- Present the main takeaways and content to the whole group. (~2 minutes per group)



Handout
IEP Development

Procedural Violations Pop Quiz



1. The school sought permission from Maya's parents after the completion of the evaluation.

[Yes. Permission must be given before conducting an evaluation.]

2. Jacob's initial evaluation was completed in 50 days.

[No. Anything over 60 is a violation]

3. All of Brianna's goals are focused on math. The parents were asked for information about Brianna's reading skills at home for the evaluation.

[Yes. The parents were not asked for relevant information.]

4. Jacob's IEP goals are around reading and math. The IEP Team that convened had only the Health teacher present.

[Yes]

5. There was no transition planning for an 8-year-old student with a disability.

[No. Transition planning must begin by 9th grade or when the student turns 16 – whichever occurs first.]

6. Before the IEP, it was decided that Brianna should be in a special class.

[Yes]

7. The IEP was reviewed after 2 years.

[Yes]

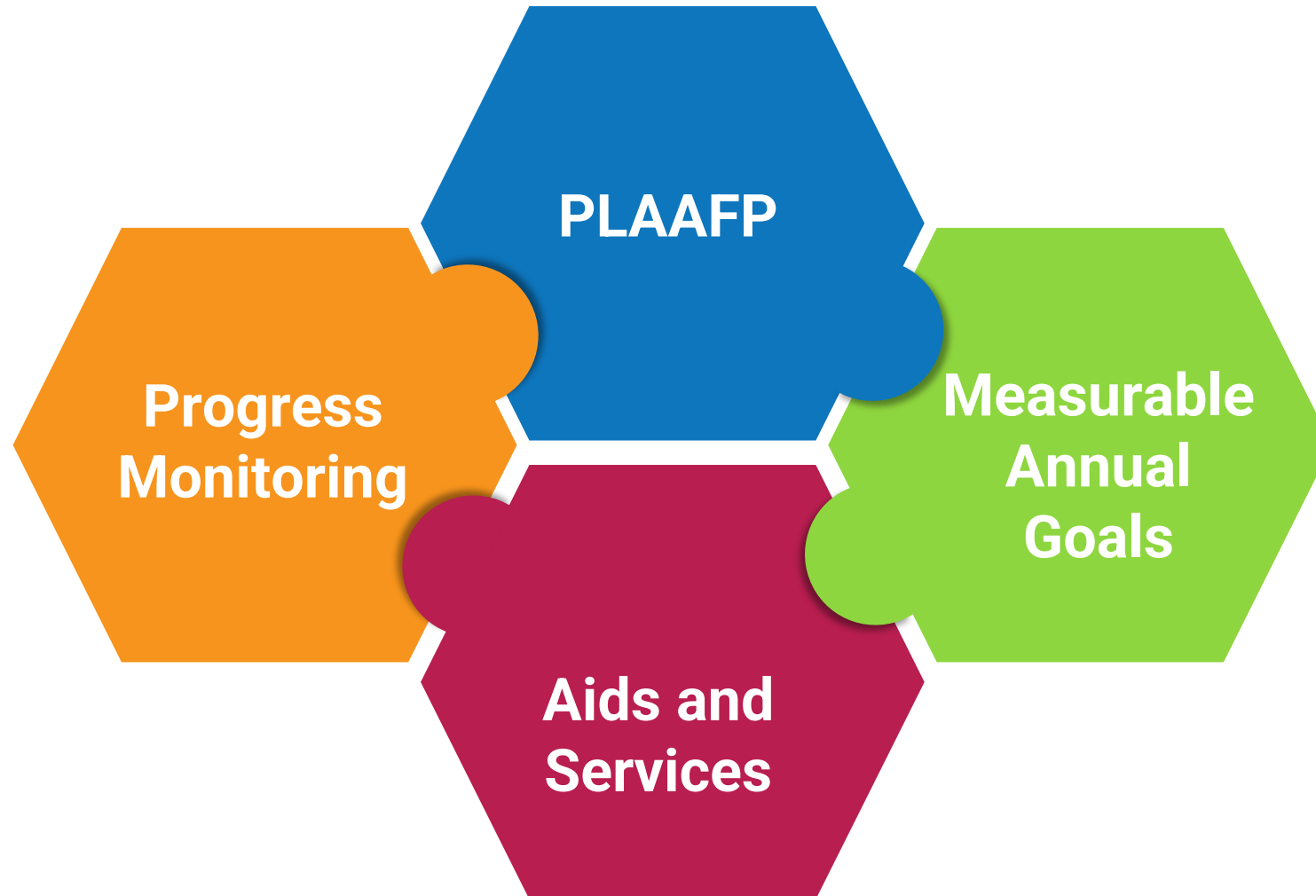
Common Procedural Violations



- Failing to obtain written permission from a student's parents or guardians prior to evaluating the student
- Failing to conduct an initial evaluation within 60 days or the time limit imposed by a state following receipt of parental consent
- Failing to consider or ask a student's parents for information relevant to their student's evaluation
- Failing to convene an IEP Team consisting of the required participants
- Failing to include required content components in the final IEP (e.g., frequency, location, and duration of special education services)
- Determining a student's program or placement prior to the IEP meeting
- Determining a student's placement before developing their IEP

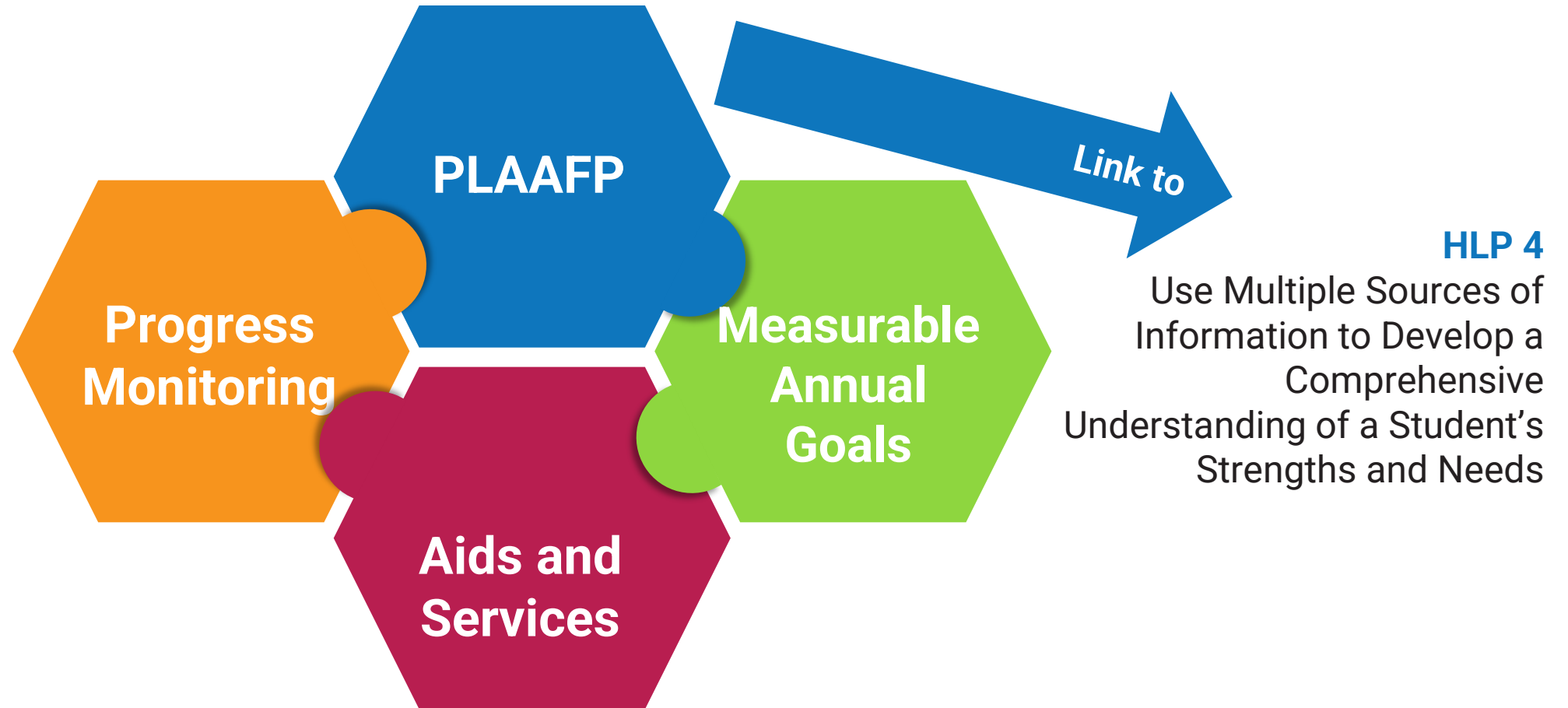
Section 2: IDEA Substantive Requirements

Substantive Requirements



Substantive Requirements (1 of 4)

Present Levels of Academic Achievement and Functional Performance (PLAAFP)



Alabama IEP Document

Comprehensive Learner Profile

- Strengths of the student
- Parental concerns for enhancing the education
- Student preferences and/or interests
- Results of the most recent evaluation(s)
- Academic, developmental, and functional needs of the student

Present Level of Academic Achievement & Functional Performance (PLAAFP)

Measurable Annual Goals

Special Education & Related Services

Comprehensive Learner Profile

For **each** student, consider the following:

- Academic achievement
- Social-emotional development
- Communication skills
- Recreation/leisure activities
- Health, physical, and medical needs
- Motor skills
- Technology needs
- Postsecondary transition needs

Important Note

In Alabama, these aspects will likely be included on the Profile Page.

HLP 4: Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs

Teachers Who Effectively Develop a Comprehensive Understanding of Their Students—



Use formal and informal assessments to gather information about students' academic strengths and weaknesses.



Seek input from family members for insights into students' interests, motivations, health, language, and cultural experiences in school and at home.



Seek input from students about their preferences, strengths, needs, and long-term goals.



Utilize the information gathered from these various sources (school-based assessments, student input, and family input) to develop a comprehensive learner profile and inform IEP-related decisions.

Important Note: When monitoring, ALSDE will look for a specific statement related to how the student's disability affects his/her involvement and progress in the general education curriculum for the particular area of instruction.

PLAAFP

**What is PLAAFP,
and why is it
important?**

**Examples and
non-examples**

**How do you
develop a
PLAAFP?**

Practice

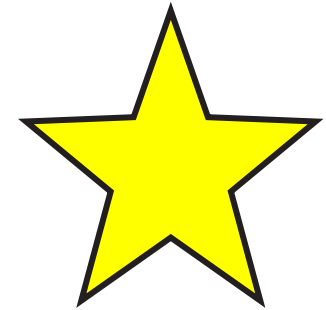
PLAAFP: What Is It, and Why Is It important?

“The child’s level of academic achievement and functional performance is the foundation on which the IEP must be built. Without a clear identification of [the child’s] present levels, the IEP cannot set measurable goals, evaluate the child’s progress and determine which educational and related services are needed.”

Kirby v. Cabell County Board of Education, 2006



PLAAFP: Critical to Developing an IEP



Example and Non-Example



Example

- Emily uses single words, signs, and a few 2- or 3-word combinations to communicate her wants and needs at home and at school. Typically, children Emily's age use 4- or 5-word sentences to communicate wants and needs. She initiates social interactions with her peers and labels objects in her environment. During a 20-minute play period with peers, Emily used 18 single-word utterances (5 of these utterances also included a sign) and a 2-word combination ("my shoe"). When 2-word combinations were modeled for Emily, she initiated only the last word of the phrase. Emily's parents report that they have a difficult time understanding what Emily wants or needs.



Non-Example

- Emily has a hard time with communicating. She has a difficult time understanding people. Her parents agree communication is challenging.

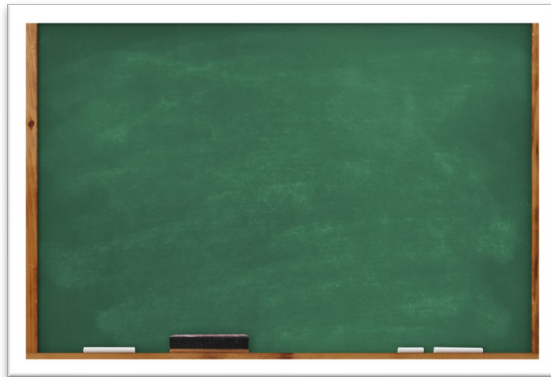
PLAAFP Statement: Essential Elements



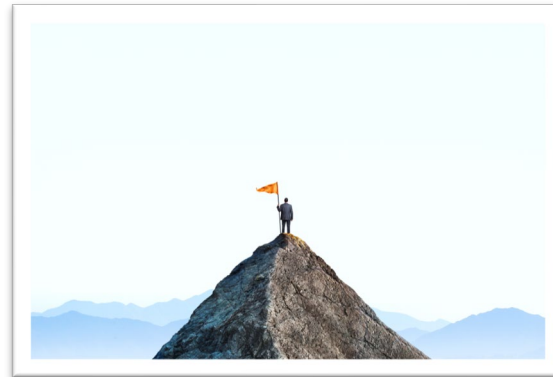
Student Needs



Baseline Information



Effect on Progress in General Education



Connection to Goals and/or Services

Handout
PLAAFP Elements and
Guiding Questions

Activity: IEP Team Member Roles in Informing Present Levels of Academic Achievement & Functional Performance (PLAAFPs)



Parents/ Families	Student	Special Educator	General Educator	Administrator (or LEA Representative)	Student Services Personnel

Handout
IEP Team Member Roles in Informing PLAAFPs

IEP Team Roles in Informing PLAAFPs

Parents/ Families	Student	Special Educator	General Educator	Administrator (or LEA Representative)	Student Services Personnel
Provides input on their child's strengths, needs, and interests in school and home environments	Provides input on their own strengths, needs, and interests in school and home environments	<p>Contributes to the writing and collecting data on academic and functional PLAAFPs</p> <p>Provides knowledge of special education process and services</p> <p>Provides knowledge of individualized instruction</p>	<p>Knows about general curriculum and standards</p> <p>Provides observational and curriculum-based data</p> <p>Provides input on student's progress with grade-level material</p> <p>Provides PLAAFP data from student's general education performance.</p>	Provides knowledge about general curriculum, standards, and resources available to the school/district	<p>Contributes to the writing and collecting data on academic and functional PLAAFPs</p> <p>Provides knowledge related to their area of expertise (e.g., physical therapy, occupational therapy, school psychology, and English language development)</p>

Practice: Writing a PLAAFP for Student K



Essential Components:

- Student Need
- Effect on Progress in General Education
- Baseline Information

Is there is enough information to determine annual goals and/or services and supports?

Handouts:

- Student K Information
- Student K Template

Learning Extension: Review Your Own IEP



1. Locate the PLAAFP in your student's IEP.
2. Use the PLAAFP Component Rating Scale handout to reflect on the quality of the PLAAFP.
3. If needed, revise elements of the PLAAFP based on your reflection.

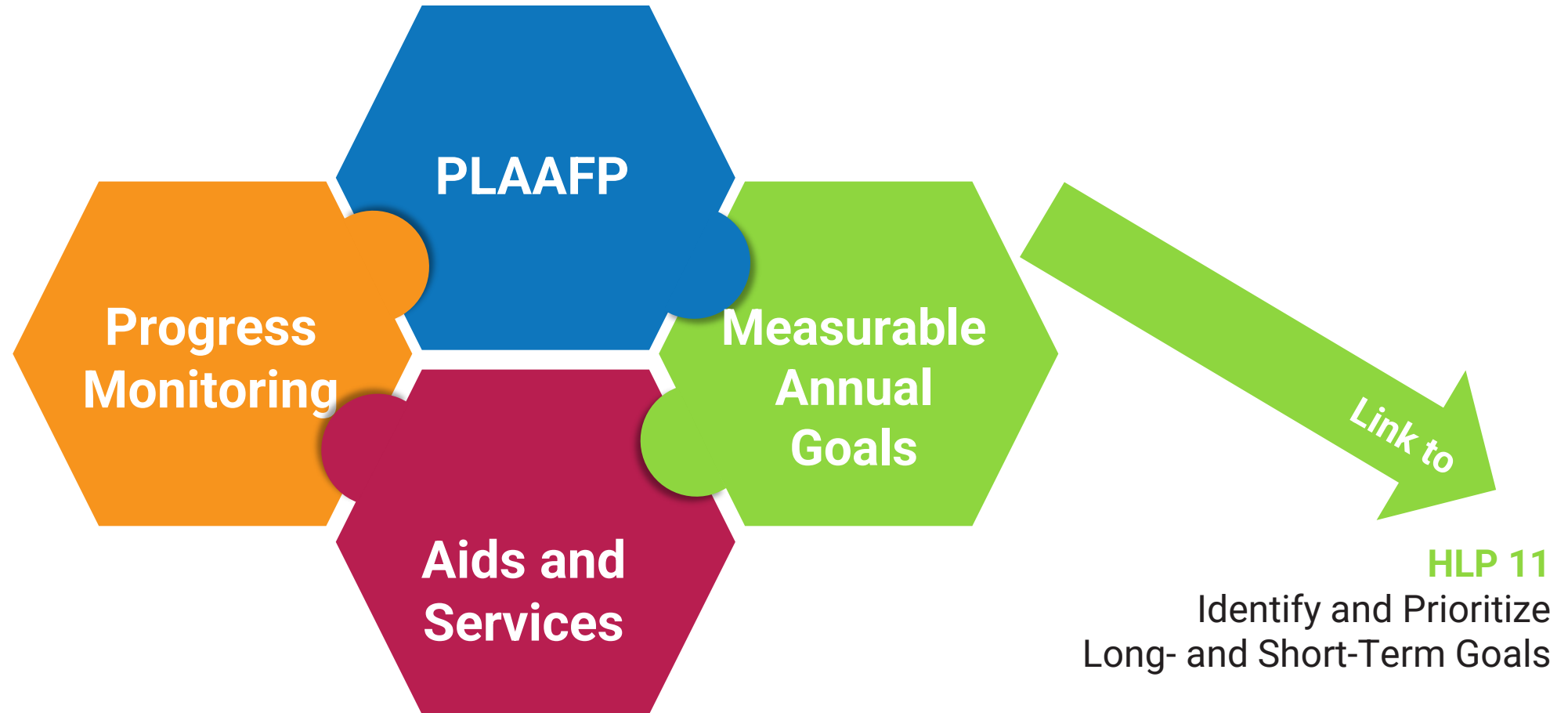
Handout
PLAAFP Component
Rating Scale

The Link Between PLAAFPs and IEP Goals



Substantive Requirements (2 of 4)

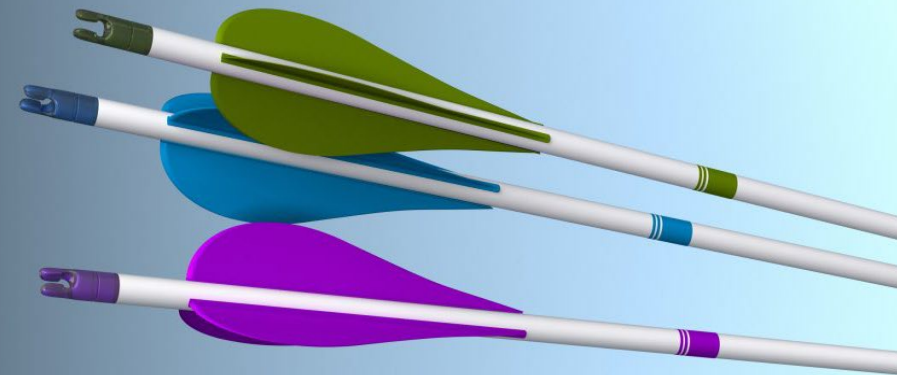
Measurable Annual Goals



HLP 11: Identify and Prioritize Long- and Short-Term Goals

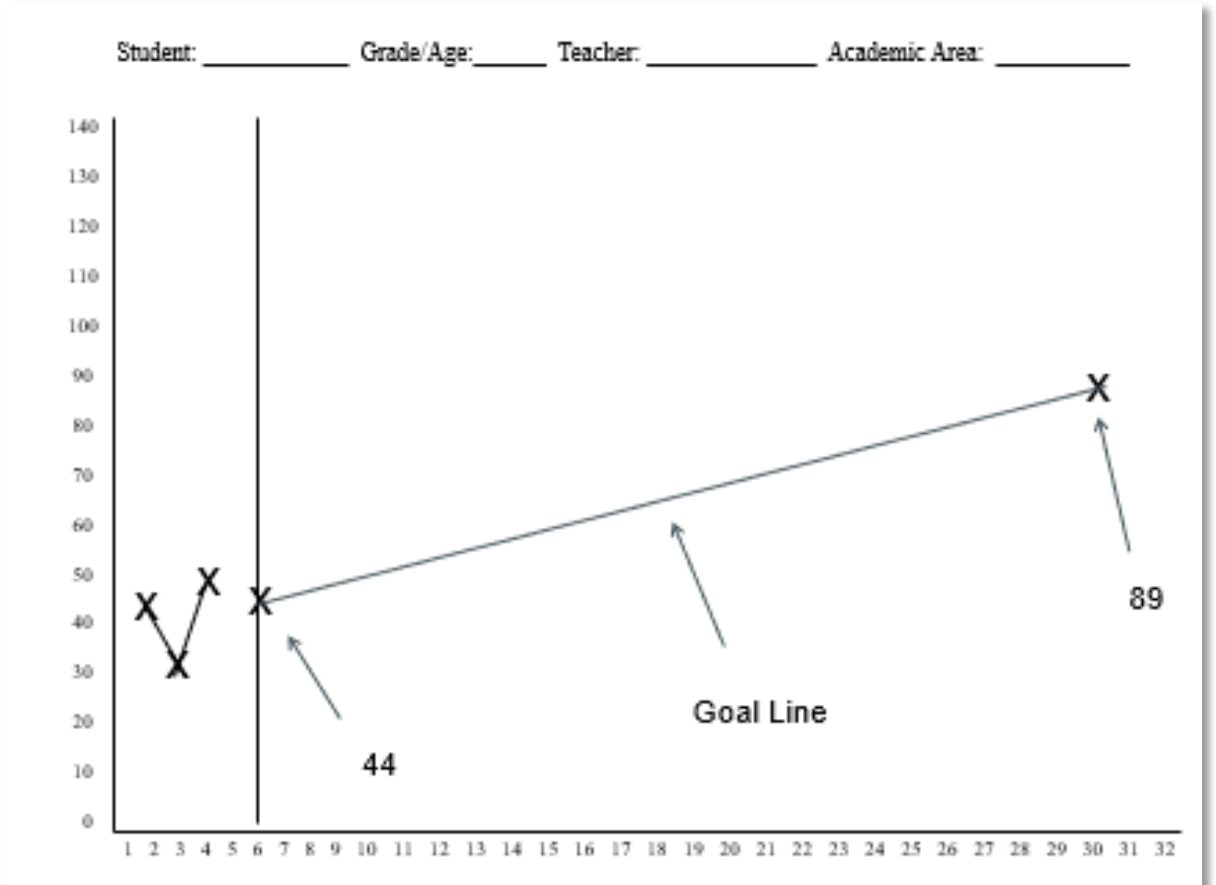
Measurable Annual Goals

- What is a measurable goal?
- Examples and non-examples
- How do you develop long term and short-term goals?
- Practice developing long-term and short-term goals



What the Measurable Annual Goal Tells Us

- What we expect the student to learn or be able to do in 1 year?
- How will we know when they have learned it or can do it?



Example and Non-Example



Example

- When given a sheet of 20 double-digit multiplication problems, Jerry will calculate the problems with at least 85% accuracy on 3 consecutive weekly progress monitoring probes by the end of 9 weeks.



Non-Example




- Jerry will improve his double-digit math calculations by the end of the year.

Write SMART Goals

S	Specific	Clearly stated descriptions of each goal element: the conditions, the academic or functional skill, the criterion for success, and the timeframe within which the criterion should be met
M	Measurable	Quantifiable by a defined standard that can be observed in some way, particularly so that any amount of change can subsequently be identified and/or evaluated
A	Actively phrased	Involving actions that are clearly observable (e.g., Write a five-sentence paragraph.) rather than implied (e.g., Improve your writing.)
R	Realistic	Practical but ambitious and challenging and based on relevant information (e.g., evaluation results, previous rates-of-growth, the student's unique circumstances, and IEP Team members' professional judgment)
T	Time-limited	Involves a specified timeframe within which the skill is anticipated to be mastered

Essential Elements

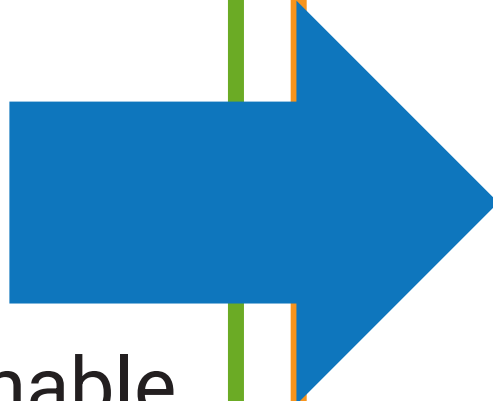


Component	Guiding Questions	Examples
Condition 	<ul style="list-style-type: none"> • Under what context will the behavior or skill be expected to occur? • What level of independence is expected to complete the skill or demonstrate the behavior? 	<ul style="list-style-type: none"> • When given 30 first-grade sight words . . . • When given a third-grade reading passage . . . • When provided a sixth-grade-level story starter and 4 minutes to write . . . • Independently . . . • With no more than two reminders needed . . . • When prompted . . .
Target Behavior 	<ul style="list-style-type: none"> • What do we want the students to be able to do? • Is the behavior observable and measurable? • Is it a functionally relevant replacement behavior? • Is this a measure of student behavior, not adult behavior? 	<ul style="list-style-type: none"> • Student will read 30 of 30 sight words . . . • Student will read 60 words correctly . . . • Student will use a learned strategy to de-escalate . . . • Student will appropriately ask for help . . . • Student will appropriately seek peer attention . . .
Level of Proficiency/ Timeline 	<ul style="list-style-type: none"> • When will mastery of the skills be expected to occur? • What is the level of accuracy? • How many trials does the student need to demonstrate mastery of the skill? 	<ul style="list-style-type: none"> • 95% accuracy • Three consecutive probes • By spring benchmarking • From 50% accuracy to 80% accuracy . . . • At least 80% of the instructional period . . . • During 8 of 10 peer interactions . . .

Handout
IEP Tip Sheet:
Measurable
Annual
Goals (page 1)

Connecting Goals and Progress Monitoring

- Based on relevant standards
- Promotes meaningful progress (think about *Andrew F.*)
 - Ambitious but attainable
- SMART



- How do I progress monitor this goal?
 - How do I measure progress?
 - How often do I need to collect data for this goal?
 - Who is going to collect data for this goal?

Practice: Measurable Goals



- Read the draft goals for two students on the handout.
- Fill out the table for these critical components.

	Draft Goal	Condition	Target Behavior	Performance Criterion	Time
Jesse	Jesse will read 65 words per minute.				
José	During each 40-minute class, José will pay attention and be engaged.				

Handout
Writing
Measurable
Goals

Practice: Develop a Measurable Goal for Student K



Go back to your PLAAFP for Student K. With these critical components in mind, create a measurable goal for Student K, using the **Student K Template**.

Critical Components:

- Condition
 - Target Behavior
 - Performance Criterion
 - Time
-

Learning Extension: Review Your Own IEP



1. Choose one annual goal in your student's IEP.
2. Review this goal to ensure it aligns with the PLAAFP.
3. Rewrite the goal in the form of condition, target behavior, performance criteria, and time.
4. If time permits, repeat these steps for additional goals.

Substantive Requirements (3 of 4)

Special Education Services, Related Services, Supplementary Aids and Services, and Program Modifications



HLP 12

Systematically Design Instruction Toward Learning Goals

HLP 13

Adapt Curriculum Materials and Tasks

Special Education Services

What are special education services?

Examples and non-examples

What is specially designed instruction?

What Are Special Education Services?

IDEA requires that the student's IEP Team identify the special education services that will help the student achieve all their annual goals.

Special education services are—

- Specially designed instruction that meets the unique needs of a student with a disability in the areas of academics, functional and behavioral skills, and/or secondary transition
- More intensive and individualized instruction than is typically provided in the general education classroom
- Provided by an education professional with expertise in individualizing and intensifying instruction, progress monitoring, and data-based decision-making

Example and Non-Example



Example

- Yazmina receives an additional 20 minutes of reading instruction that is focused on her need of comprehension. This instruction is provided by a reading specialist.



Non-Example

- Yazmina receives instruction in reading from the fourth-grade teacher. The teacher gives assignments and homework in reading and writing.

HLP 12: Systematically Design Instruction Toward Learning Goals



HLP 12: Systematically Design Instruction Toward Learning Goals



HLP 12: Systematically Design Instruction Toward Learning Goals



Related Services

What are related services?

Examples and non-examples

How do you choose appropriate related services?

What Are Related Services?

- Supportive services necessary for a student to benefit from special education services (e.g., transportation, psychological services, speech-language therapy, occupational therapy, physical therapy, counseling, social work services, and school health services)
- Typically provided one or more times per week for short periods (e.g., bi-weekly 30-minute sessions)
- Not delivered by a medical doctor or related to maintenance of surgically implanted medical devices
- Dependent on individual needs, and not confined to one service

Example and Non-Example



Example

- Fatima receives orientation and mobility (O&M) services that teach her how to use a cane to travel independently from place to place, among other skills. These services are provided by an orientation and mobility (O&M) specialist weekly.



Non-Example

- Fatima receives instruction in physical education. Her PE teacher engages Fatima in yoga class.

How to Choose Related Services

Related services are intended to be flexible to meet the needs of an individual student. Appropriately matched to those needs, related services can assist students with disabilities by helping them to—

- Participate in the general education curriculum with their peers
- Meet their annual educational goals
- Take part in extracurricular and nonacademic activities

Supplementary Aids and Services

- What are supplementary aids and services?
 - HLP 13
 - Accommodations
 - Modifications
- Examples and non-examples
- How do you choose appropriate supplementary aids and services?
- Practice

What Are Supplementary Aids and Services?

- Accommodations that allow the student to access both education-related and nonacademic school-related activities
- Can also include other types of direct services and supports to the student (e.g., healthcare assistant for a student with significant health needs)
- Can also include support and training for relevant school staff (e.g., collaborative planning time for teachers)

HLP 13: Adapt Curriculum Materials and Tasks



HLP 13: Adapt Curriculum Materials and Tasks



HLP 13: Adapt Curriculum Tasks and Materials for Specific Learning Goals



Accommodations



Accommodations **change the how** of teaching and learning.



Accommodations **do not change the what** of teaching and learning (i.e., instructional level, content, or performance criteria for curricular standards).



An accommodation is a change made to teaching or testing procedures to provide a student with access to information and **create an equal opportunity** to demonstrate knowledge and skills.



Accommodations **do not alter** the big idea or major learning outcomes expected of the instruction.

Examples of Accommodations

Presentation	Response	Setting	Timing
<ul style="list-style-type: none">■ Audio recording■ Notes from lesson■ Written instructions	<ul style="list-style-type: none">■ Spoken answers■ Using a spell checker■ Calculator for “facts”	<ul style="list-style-type: none">■ Quiet space for working■ Sensory tools■ Headphones	<ul style="list-style-type: none">■ Extra time■ Frequent breaks■ Take a test at specific time of day

Modifications

Modifications can be used for any student whose IEP Team deems it necessary to receive FAPE.



A modification **changes what the student is expected to learn** and/or demonstrate.



It is a change in either the **number of performance standards** or a change in the **grade-level standard**.



A modification **changes course content**.



Although a student may be working on **modified course content**, the subject area remains the same as for the rest of the class.

Consider these questions:

- Are modifications to the physical classroom environment necessary to promote progress in the general education curriculum, access to peers with and without disabilities, and progress toward IEP goals?
- Are modifications to the school schedule or program necessary to promote progress in the general education curriculum, access to peers with and without disabilities, and progress toward IEP goals?

Examples of Modifications

Assignment	Curriculum
<ul style="list-style-type: none"><li data-bbox="96 668 1123 801">■ Homework with different content than peer students<li data-bbox="96 896 1207 1029">■ Complete alternate projects with different content than peer students	<ul style="list-style-type: none"><li data-bbox="1294 668 2339 715">■ Use different materials or content<li data-bbox="1294 819 2244 872">■ Graded by a different standard

Example and Non-Example



Example

Ava receives numerous accommodations to help her succeed in general education classes –

- A larger desk to hold her refreshable Braille display
- Readings, handouts, and tests provided in alternate formats (e.g., digital text, Braille)
- Extended time on tests, because Braille takes longer to read
- A peer sighted guide for all marching band activities (e.g., rehearsals, evening and weekend football games, parades)
- Having an aide in the classroom for a student that requires individual assistance.



Non-Example

- Ava receives 30 minutes for quizzes in class, which is the same as the other students.
- Her teacher separates the class into pairs for completing reading assignments.

Determining Need for Supplementary Aids and Services: Two Essential Questions

Supplementary aids and services must be a **system of support** specific to individual student needs.

- **Question 1:** How do you know if the student requires the use of supplementary aids and services?
- **Question 2:** Would the student be able to access the curriculum if they did not have this supplementary aid and service?

Guiding Questions



Type of Service

What types of services and supports does the student need?



Frequency

How often should these services and supports be provided?



Duration

How much time per day/week is needed for the services and supports?



Person Responsible

Who will provide the services and supports?



Environment

Where will the services and supports be provided?



Start/End Dates

When will services begin and end?

Practice: Accommodations and Modifications for Student K



Let's go back to the **Student K Template**.

- Given their PLAAFP and the annual goals we set for them, what accommodations, modifications, and/or related services may they need?
- Discuss this with your small group, and report back what you decided.

Learning Extension: Review Your Own IEP



1. Locate the accommodations and modifications in your IEP.
2. Ensure that the accommodations and modifications are based on the student's PLAAFP.

Remember: The PLAAFP, the goals, and the supplementary aids and services should all be in alignment.

Handout
Connecting
Supplementary
Aids and Services
(SAS) to PLAAFP
and Measurable
Goals

Evaluating Overall Effectiveness

Accommodations & Modifications

Monitor when students use their supplementary aids and services

Evaluate the efficacy of use of the supplementary aids and services

Make adjustments or revise IEP as necessary

Support for School Personnel

What are supports for school personnel?

Examples and non-examples

How do you choose support for school personnel?

What Are Supports for School Personnel?

- Supports provided to school personnel to assist them in helping a student achieve [their] annual goals and to be involved in the general education classroom
- Can include things like training on special equipment, adaptations to the general education classroom, or specialized training for the general education teacher

In Alabama, note supports for school personnel in the “Supplementary Aids & Services” section. Note the use of equipment in the “Assistive Technology” section.

Examples and Non-Examples



Examples

- Attending a conference or training related to your student's needs.
- Receiving training on how to adapt activities for a student that is blind.
- Receiving training on an Assistive Technology device that a student in the classroom uses.



Non-Examples

- Attending a professional development for the whole school on inclusive practices.
- Getting a whiteboard to use for classroom instruction.

Program Supports

Consider these questions:

- What **professional learning** (e.g., training, conference attendance) do school personnel need to execute the IEP, promote progress in the general education curriculum, and support the student's development of peer relationships?
- What **training do families need** to support successful implementation of the student's individualized program?
- What **special equipment or materials** are necessary for personnel to implement the IEP, support student progress in the general education curriculum, and promote student access to peers?
- Is **additional support** from other staff or administrators necessary?
- Does the classroom teacher need **additional support** in the classroom (e.g., having an aide in the classroom) to effectively support the student's access to and benefit from general education?

Tips for Implementation

- Select and design supports that directly assist personnel in helping the student progress toward their IEP goals and in the general education curriculum.

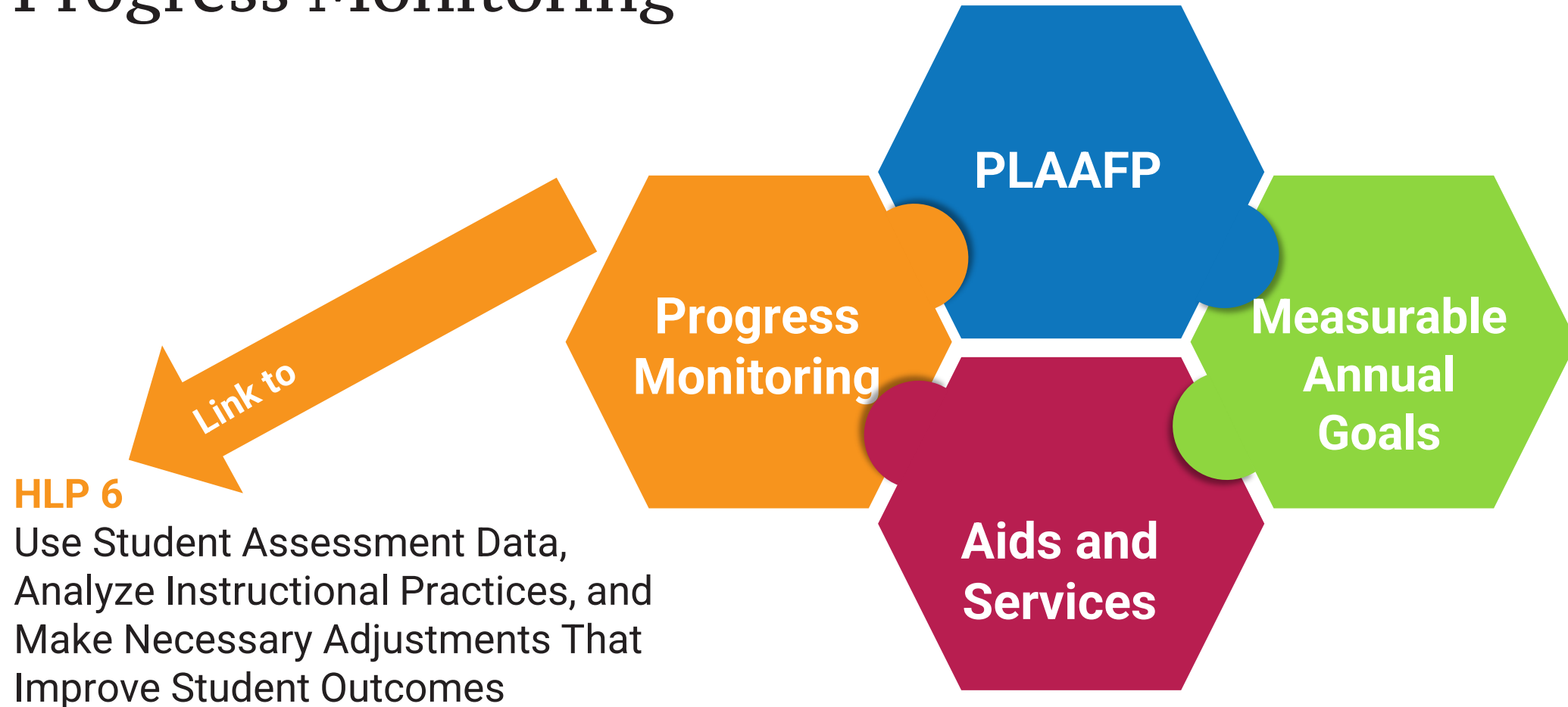
- Prior to implementation of the IEP, identify and provide appropriate training to personnel directly supporting the student.

- Consider program accommodations before considering a more restrictive placement.

- Ensure that program modifications align with the unique needs of the child, not their disability label or location of services

Substantive Requirements (4 of 4)

Progress Monitoring



Progress Monitoring



What is Progress Monitoring?



Examples and non-examples



How do you engage in progress monitoring?



Practice

What is Progress Monitoring?

Progress monitoring is used to assess students' academic or functional performance and to ensure the effectiveness of instruction.

- It allows educators to measure student performance incrementally and throughout the year.
- It is used to make decisions about the student's IEP to support educational benefit.



***Andrew F. v.
Douglas County
School District***

“The IEP must aim to enable the child to **make progress**. After all, the **essential function of an IEP** is to set out a plan for pursuing **academic and functional advancement**.”

HLP 6: The Foundation for Progress Monitoring

How do we utilize progress monitoring data?

- Match progress monitoring data collection to the goal
- Include data in the report to parents
- Address lack of progress:
 - Adjust intervention
 - Revise services through the IEP process
- Review Supplementary Aids and Services

Four Components of Effective Progress Monitoring

1. Measurable Goals and Objectives

- Foundation for progress monitoring
- Defined instructional and assessment strategy

2. Data Collection

- Data collection system
- Data analysis

3. Data Use

- Evaluate progress
- Make instructional decisions

4. Communicating Progress

- Visual representations
- Reporting data to stakeholders

HLP 6: The Foundation for Progress Monitoring

What evaluations can we use to collect data?

- **Curriculum-based Assessment:** Measures a student's performance in the local curriculum.
- **Data Collection:** Involves gathering information on targeted variables in a systematic manner.
- **Teacher/Text Test:** Helps the teacher become informed about what students know and can do either before a lesson or after a lesson.
- **Teacher Observation:** Focused and rigorous observation criteria can be used to evaluate student behavior or performance.
- **Work Samples:** Document tasks completed by students. Should be clearly graded according to set criteria such as a grading key or rubric.

Progress Monitoring is Necessary for Students to...

Become more aware of their goals and performance.

Take greater ownership and responsibility for learning when they participate in their own progress monitoring.

Improve their trajectory.

Progress Monitoring is Necessary for Educators to...

Assist in the development of more effective programming for students who are not benefitting through data-based decision making.

Identify students who are not making adequate progress,

Compare the efficacy and specificity of different forms of specially designed instruction.

Common Mistakes

**Reporting Progress
Subjectively**

**Failing to Address
Lack of Progress**

Progress Report

INDIVIDUALIZED EDUCATION PROGRAM Annual Goal Progress Report											
<p>School District: School Name: Student Name: Sean Smith State Student Number: IEP Initiation/Duration Dates From: To: School Year: 2020-21</p>	Use the legends below to evaluate the student's progress toward the annual goals. The 1st column should indicate the Report of Progress using the numbers 1-6. The second column should indicate the Extent of Progress using the numbers 1-7.										
	Report of Progress on Annual Goals 1. Goal has been met. 2. Some progress made. 3. Very little progress made. 4. No progress made.	Extent of Progress Toward Meeting Annual Goals 1. Goal mastered. (Enter date in comments.) 2. Anticipate mastery. 3. Do not anticipate mastery. (Note in comments.) 4. Not applicable during this grading period. NA									
Annual Goal: When given word problems requiring him to choose the correct operation (multiplication or division) and solve the equation, Sean will do so correctly with an average of 75% accuracy by May 2021.											
M: A: P: O:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0f0e0;"> <th style="text-align: left;">Progress Dates</th> <th style="text-align: center;">Progress</th> <th style="text-align: center;">Extent</th> <th style="text-align: left;">Description of Progress / Comments</th> </tr> </thead> <tbody> <tr style="background-color: #e0f0e0;"> <td style="font-size: x-small;">08/09/2020 - 10/15/2020</td> <td style="text-align: center; font-size: x-small;">2</td> <td style="text-align: center; font-size: x-small;">2</td> <td style="font-size: x-small;">Sean still needs support to find key words to identify the operation needed. He solves multiplication problems well but _____ with division.</td> </tr> </tbody> </table>	Progress Dates	Progress	Extent	Description of Progress / Comments	08/09/2020 - 10/15/2020	2	2	Sean still needs support to find key words to identify the operation needed. He solves multiplication problems well but _____ with division.		
Progress Dates	Progress	Extent	Description of Progress / Comments								
08/09/2020 - 10/15/2020	2	2	Sean still needs support to find key words to identify the operation needed. He solves multiplication problems well but _____ with division.								
Special Education Teacher / Case Manager Name: _____		Telephone Number: _____									

SUBJECTIVE

Example Progress Report

INDIVIDUALIZED EDUCATION PROGRAM Annual Goal Progress Report			
School District: School Name: Student Name: Sean Smith State Student Number: IEP Initiation/Duration Dates From: To: School Year: 2020-21		Use the legends below to evaluate the student's progress toward the annual goals. The 1st column should indicate the Report of Progress using the numbers 1-6. The second column should indicate the Extent of Progress using the numbers 1-7.	
		Report of Progress on Annual Goals 1. Goal has been met. 2. Some progress made. 3. Very little progress made. 4. No progress made.	Extent of Progress Toward Meeting Annual Goals 1. Goal mastered. (Enter date in comments.) 2. Anticipate mastery. 3. Do not anticipate mastery. (Note in comments.) 4. Not applicable during this grading period. NA
Annual Goal: When given word problems requiring him to choose the correct operation (multiplication or division) and solve the equation, Sean will do so correctly with an average of 75% accuracy from 08/09/2020 to 03/05/2021.			
	Progress Dates	Progress	Extent
	08/09/2020 - 10/15/2020	2	2
	10/16/2020 - 12/18/2020	3	2
	01/04/2021 - 03/05/2021	3	3
	Description of Progress / Comments		
	Sean still needs support to find key words to identify the operation needed. He solves multiplication and division problems with accuracy with division.		
	Sean has not progressed much with his memorization of multiplication and division facts which is why he is having difficulty with division.		
	Sean solves problems with only 50% accuracy when working independently.		

Not Progressing

Special Education Teacher / Case Manager Name: _____

Telephone Number: _____

Progress Reporting (Text)

INDIVIDUALIZED EDUCATION PROGRAM Annual Goal Progress Report			
School District: School Name: Student Name: Sean Smith State Student Number: IEP Initiation/Duration Dates From: To: School Year: 2020-21		Use the legends below to evaluate the student's progress toward the annual goals. The 1st column should indicate the Report of Progress using the numbers 1-6. The second column should indicate the Extent of Progress using the numbers 1-7.	
		Report of Progress on Annual Goals 1. Goal has been met. 2. Some progress made. 3. Very little progress made. 4. No progress made. 5. Very little progress made. Goal added or deleted. (Note in comments.) 6. Transfer record. (See previous school.)	Extent of Progress Toward Meeting Annual Goals 1. Goal mastered. (Enter date in comments.) 2. Anticipate mastery. 3. Do not anticipate mastery. (Note in comments.) 4. Not applicable during this grading period. NA 5. Goal not mastered. (Note in comments.) 6. Transfer record. (See previous school.)
Annual Goal: When given word problems requiring him to choose the correct operation (multiplication or division) and solve the equation, Sean will do so correctly with an average of 75% accuracy by May 2021.			
Progress Dates	Progress	Extent	Description of Progress / Comments
08/09/2020 - 10/15/2020	2	2	Sean solves multiplication and division word problems with 40% accuracy which is an increase of 15 percentage points over his baseline level of 25% accuracy.
Special Education Teacher / Case Manager Name: _____		Telephone Number: _____	

Include relevant data that was used to determine the level and extent of progress in the comments section.



Report of Student Progress

**Progress
Monitoring (Graph)**

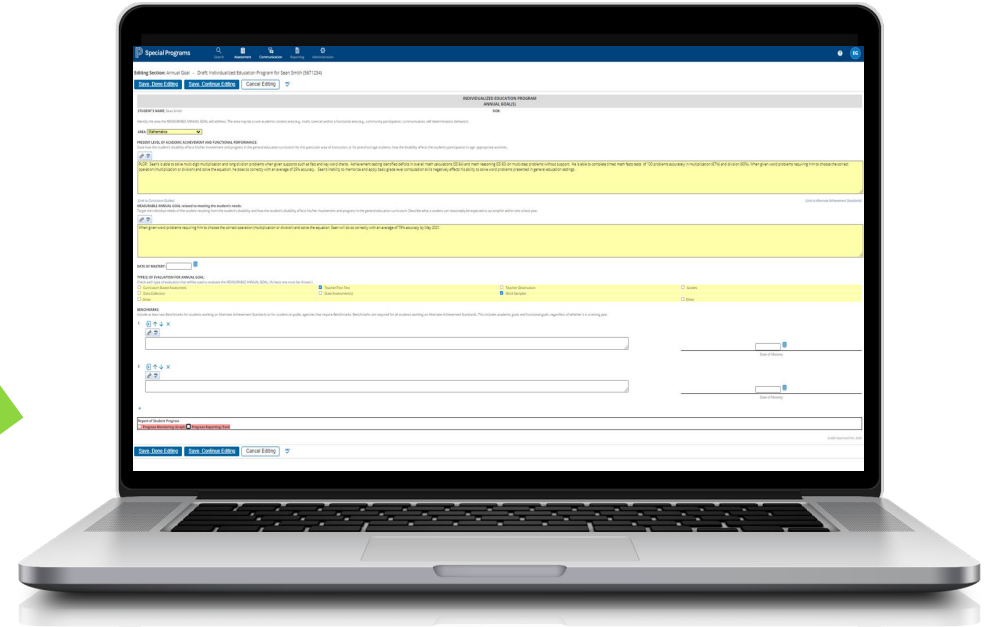
**Progress Reporting
(Text)**



Choose a Method in PSSSP

The method of reporting progress to parents is chosen at the time the annual goal is written.

Report of Student Progress
<input checked="" type="checkbox"/> Progress Monitoring (Graph) <input type="checkbox"/> Progress Reporting (Text)



Progress Monitoring (Graph)

PLOP: Sean's is able to solve multi-digit multiplication and long division problems when given supports such as fact and key word charts. Achievement testing identified deficits in overall math calculations (SS 64) and math reasoning (SS 60) on multi-step problems without support. He is able to complete timed math facts tests of 100 problems accurately in multiplication (67%) and division (60%). When given word problems requiring him to choose the correct operation (multiplication or division) and solve the equation, Sean does so correctly with an average of 25% accuracy. Sean's inability to memorize and apply basic grade level computation skills negatively affects his ability to solve word problems presented in general education settings.

Annual Goal: When given word problems requiring him to choose the correct operation (multiplication or division) and solve the equation, Sean will do so correctly with an average of 75% accuracy by May 2021.


Input data and timeline at the time the goal is written.


Report of Student Progress

Progress Monitoring (Graph) Progress Reporting (Text)

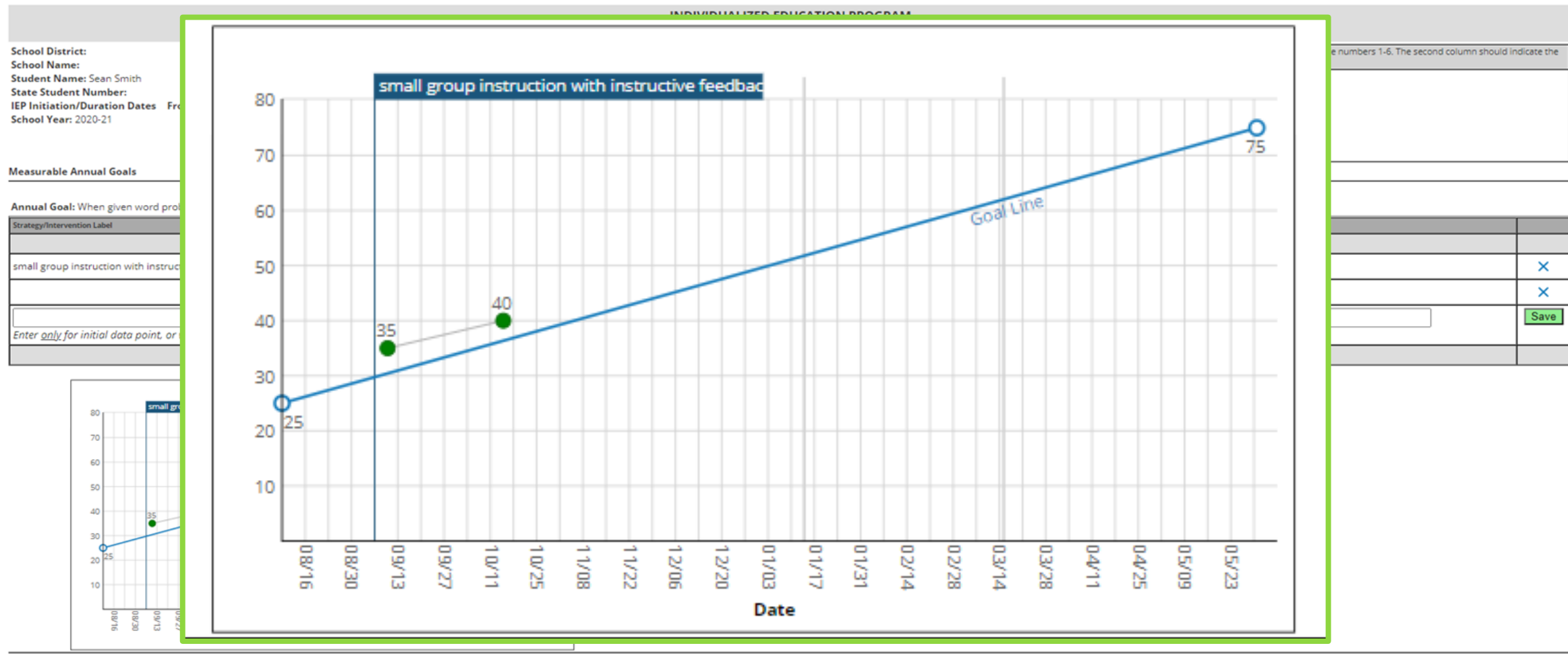
Baseline Data Point:

Targeted Level of Success:

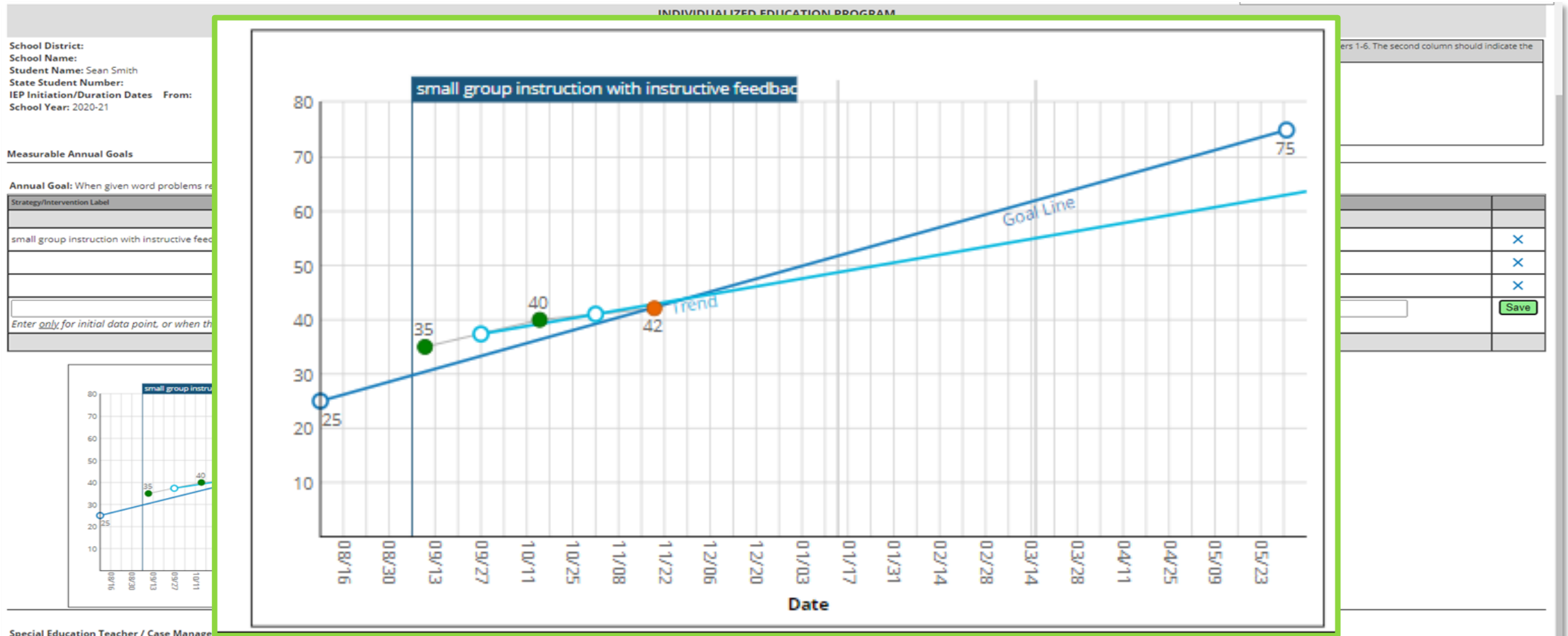
Initiate Monitoring: 

End Monitoring: 

Easily Understood



Identify Poor Progress with Trend Lines



Adjust Intervention

INDIVIDUALIZED EDUCATION PROGRAM Annual Goal Progress Report

School District:
School Name:
Student Name: Sean Smith
State Student Number:
IEP Initiation/Duration Dates From: To:
School Year: 2020-21

Use the legends below to evaluate the student's progress toward the annual goals. The 1st column should indicate the Report of Progress using the numbers 1-6. The second column should indicate the Extent of Progress using the numbers 1-7.

Report of Progress on Annual Goals

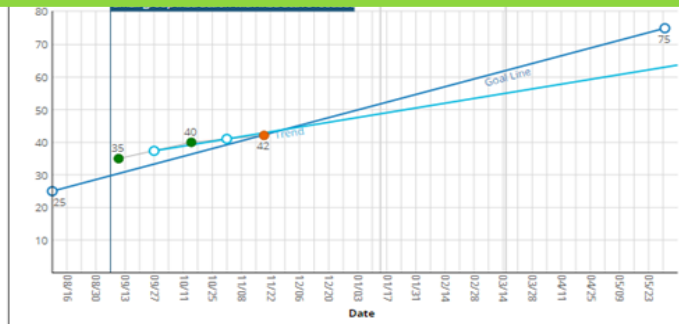
1. Goal has been met.
2. Some progress made.
3. Very little progress made.
4. No progress made.

Extent of Progress Toward Meeting Annual Goals

1. Goal mastered. (Enter date in comments.)
2. Anticipate mastery.
3. Do not anticipate mastery. (Note in comments.)
4. Not applicable during this grading period. NA

Annual Goal: When given word problems requiring him to choose the correct operation (multiplication or division) and solve the equation, Sean will do so correctly with an average of 75% accuracy by May 2021.

Strategy/Intervention Label	Data Point	Date	Comment
	25 Baseline	08/09/2020	
small group instruction with instructive feedback	35	09/10/2020	
	40	10/15/2020	
	42	11/19/2020	
repeated spaced practice	Score: <input type="text" value="50"/>	<input type="text" value="12/16/2020"/>	Intervention added due to little progress
<i>Enter <u>only</u> for initial data point, or when there is a change in the strategy/intervention.</i>		<i>To replace a row, enter same date with different information.</i>	
	75 Target for Success	05/31/2021	



Special Education Teacher / Case Manager Name: _____

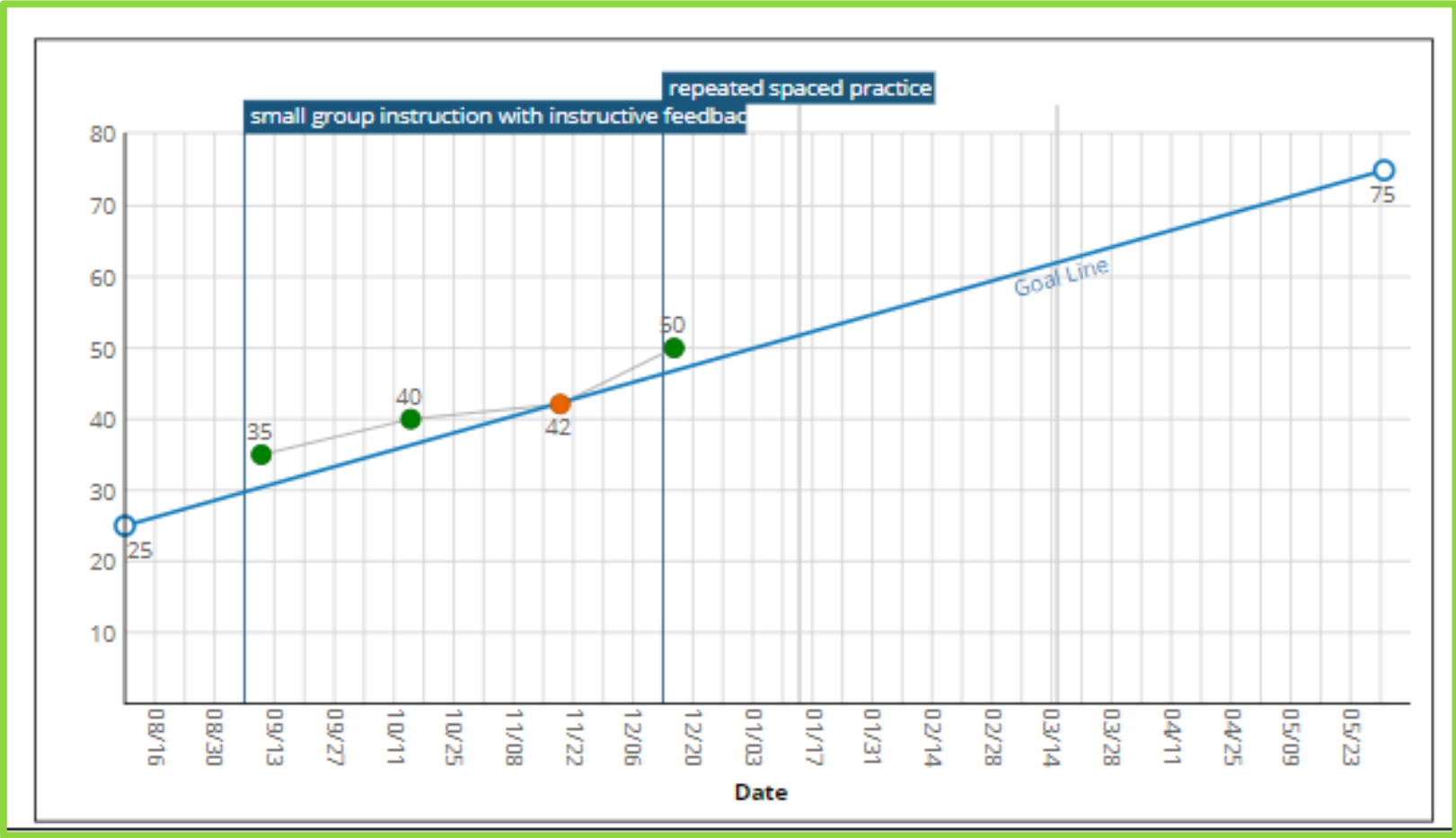
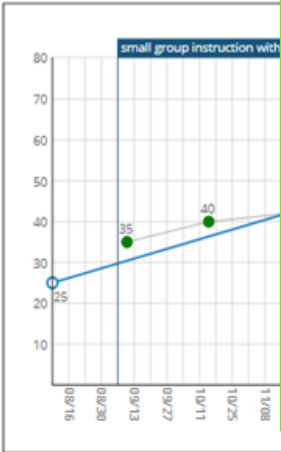
Telephone Number: _____

Document FAPE was Provided

Measurable Annual Goals

Annual Goal: When given word problems requiring

Strategy/Intervention Label
small group instruction with instructive feedback
repeated spaced practice
<input type="text"/>
<small>Enter <u>only</u> for initial data point, or when there is a</small>



<input type="text"/>	
<input type="text"/>	X
<input type="text"/>	X
<input type="text"/>	X
<input type="text"/>	X
<input type="text"/>	<input type="button" value="Save"/>

Reporting Progress

Graph Option

Objective report

Easily understood

Defensible documentation

Academic, speech, and behavior goals

Text Option

Subjective report

Difficult to understand

Minimum documentation

Transition goals

Example and Non-Example



Example

- Mrs. Wright monitors Zach's progress of his classroom engagement using a behavior observation checklist two times per week.



Non-Example

- Mrs. Wright keeps a journal where she sometimes writes down how she thinks Zach is doing on his classroom engagement.

Practice: Monitoring Student K's Progress



- Looking back at Student K's annual goal that you documented on the **Student K Template**, how can progress toward the goals and objectives be monitored?
- Here is an example annual goal for Student K:
 - Given a third-grade level passage, Student K will read aloud at a rate of 115 words correct per minute by the end of the school year.

Learning Extension: Review Your Own IEP



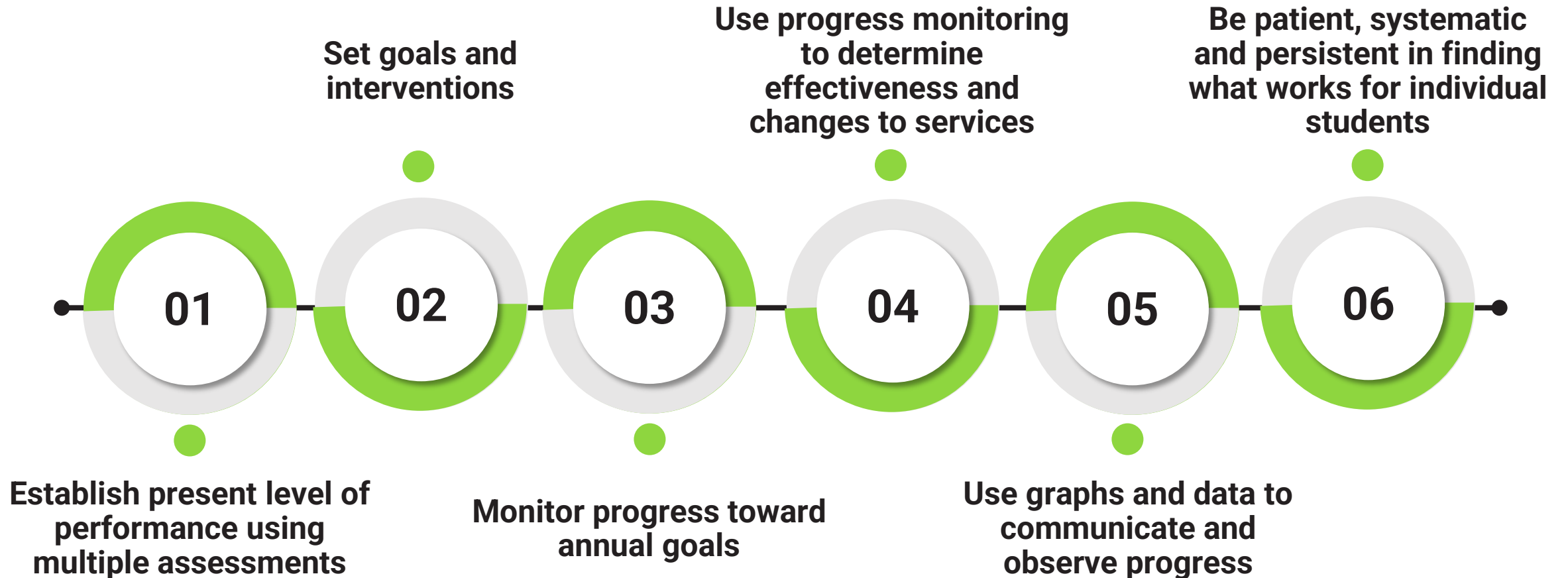
1. Locate where you record progress toward goals in the IEP.
2. Using the handout provided and the goal you choose for the earlier activity, plan how to progress monitor this goal.
3. If time allows, repeat with other goals.

Handout
Planning for
Progress
Monitoring

In Summary: Progress Monitoring of IEP Implementation

- Is a critical component of IEP process.
- Is dependent on specific and measurable IEP goals and objectives that identify a plan for how, when, and who.
- If implemented with fidelity, indicates if progress is adequate.
- Informs revision of goals, instructional adjustments, or services.
- Is an indicator of FAPE and helps ensure meaningful progress per *Endrew F. v. Douglas County School District*.

HLP 6: Use Student Assessment Data, Analyze Instructional Practices, and Make Necessary Adjustments That Improve Student Outcomes



HLP Connections

How do these HLPs connect to writing measurable annual goals, providing accommodations and modifications, and progress monitoring?

**HLP
7**

**Establish a Consistent, Organized,
and Respectful Learning
Environment**

**HLP
16**

Use Explicit Instruction

**HLP
8**

**Provide Positive and Constructive
Feedback to Guide Students'
Learning and Behavior
(Social/Emotional)**

**HLP
18**

**Use Strategies to Promote Active
Student Engagement**

**HLP
9**

Teach Social Behaviors

**HLP
22**

**Provide Positive and Constructive
Feedback to Guide Students'
Learning And Behavior
(Instructional)**

Substantive Violations Pop Quiz



1. The IEP Team did not write a goal for Sam's math deficit, instead focusing on only reading this year.
2. The IEP includes goals for Josie in academics and behavior.
3. Her IEP includes a goal to improve friendships.
4. There were no modifications in Kiran's IEP as determined by the IEP Team.
5. The IEP Team set the long-term goal for three years.

Common Substantive Violations



- Failing to address all of a student's needs in their PLAAFP statements
- Failing to address a student's behavior problems in the IEP
- Failing to address all of a student's academic or behavioral needs in the goals section of the IEP
- Failing to address all of a student's academic or behavioral needs in the services section of the IEP
- Failing to write measurable annual goals in a student's IEP
- Failing to measure a student's progress toward their annual goals
- Failing to provide the services as outlined in a student's IEP
- Failing to educate a student in the least restrictive environment appropriate to their unique needs

Wrap Up



- Record your thoughts on sticky notes, and post them on the gallery walk chart paper:
 - What are some **key takeaways** about this HLP?
 - What is one thing from this session you will **implement** right away in your classroom?
 - What do you need in terms of **further support**?
 - What **additional questions** do you have about this HLP?

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