

# Monitoring CCR IEP Goal Progress- An Overview

## Digging Deeper: Level 1

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WISCONSIN DEPARTMENT OF  
**PUBLIC INSTRUCTION**

Carolyn Stanford Taylor, State Superintendent

# Learning Objectives



[Update QR code or insert link to training materials and delete this textbox before presentation](#)

This session will help you reflect on your leadership role to build/improve local capacity to:

- Develop IEP goals that can be reasonably monitored (CCR IEP Step 3)
- Identify procedures for measuring progress appropriate to the target skills/behaviors identified in IEP goals (CCR IEP Step 3)
- Understand the role of IEP goal progress data in Step 5 (Analyze Progress) of the CCR IEP process

# Caveat Emptor

This session will not address:

- Assessment Literacy
- How to implement measurement methods used to monitor progress
- How to organize, analyze, display, or share progress data
- The entire CCR IEP process

# Caveat Emptor

We will not address the use of “progress monitoring” to determine:

- Response to interventions outside of the IEP including the effectiveness of universal instruction not directly related to target behaviors addressed by IEP goals
- Special education eligibility, including, but not limited to initial identification of specific learning disabilities (SLD)

# What We Want to Accomplish



Our **VISION** for Wisconsin is that **every** child is a graduate, college and career **ready**

No matter where you live in Wisconsin, our agenda is aimed at helping our kids succeed. To do so, we're focused on what matters most:



Keeping our kids healthy, safe, supported, and encouraged in school, every day



Promoting engaged learning that motivates all children to reach their full potential



Ensuring our educators are both inspired and empowered to teach every student



Fixing the broken school funding system so every district can thrive



What RDA Means in Wisconsin



# **Legal Foundations and Linkages to CCR- IEP Process**

# CCR IEP 5 Step Process



# Link to the CCR IEP Process

Monitoring progress toward annual IEP goals is not a specific step in the CCR IEP development process... However it is critical to all five steps

- Focus on relevant, important, and student specific skills/needs (Steps 1&2)
- Defined as part of IEP goal development (Step 3)
- Provides reliable information from which to make decisions during IEP review and revision (Steps 3, 4, & 5)

# Progress Monitoring is Required (CCR IEP Step 3)

The IEP must include a description of

- How the (student's) progress toward meeting the annual goals will be measured; and
- When periodic reports on the progress the (student) is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided (to parents)

– 34 CFR 300.320 (a)(3)

# Progress Monitoring is Required (CCR IEP Step 5)

IEP must be reviewed periodically. At least annually, IEP team must meet to formally review progress toward all IEP goals and revise IEP as appropriate to address (in part):

- The student's disability-related needs
- Any lack of expected progress toward IEP goals
- Any lack of expected progress in the general education curriculum
- How IEP goals and services support student progress
  - 34 CFR 300.324 (b)

# Interpretation of Federal Law

## Endrew F. v Douglas County



To meet its substantive obligation under the IDEA, a school must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances.

- Educational benefit must be more than de minimis
- Importance of implementing the IEP
- Importance of making progress on IEP goals

Resource: USDE [Q & A Document](#)

# Considerations in Light of Endrew F

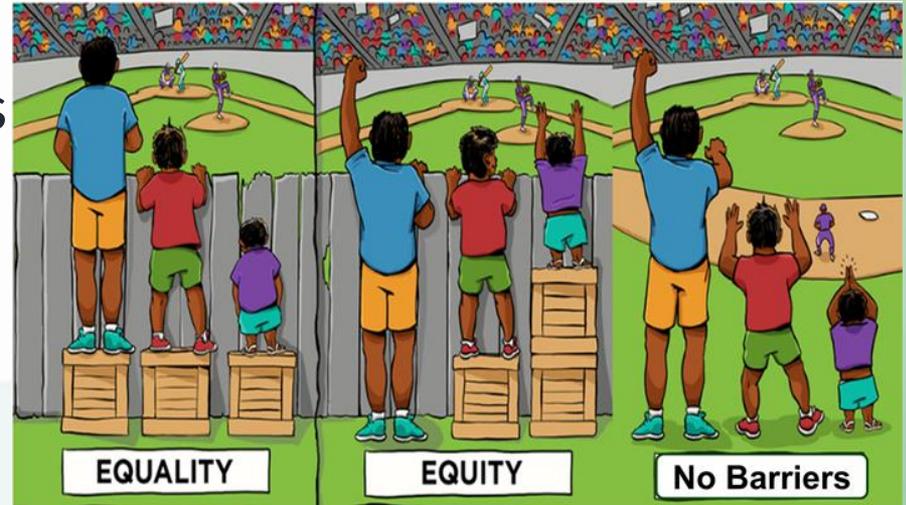
Reliable progress data should be collected and progress reports should include enough information so the IEP team can consider:

- The student's rate of growth
- Whether the student is on track to achieve IEP goals
- The effectiveness of specially designed instruction and supports

# CCR IEP 5 Beliefs



- **High Expectations**
- Culturally Responsive Practices
- Student Relationships
- Family and Community Engagement
- **Collective Responsibility**



Systems that support CCR IEP Beliefs, remove barriers to access, engagement and progress

# Engaging Families and Students



- Contribution and participation is valuable and essential
- Keep communication lines open between IEP team meetings
- Provide participation options
  - Consider student led IEPs
  - Encourage “Principle of Partial Participation” (as appropriate)
- Involve students in monitoring their own progress

# Definitions

# Monitoring Progress, Progress Monitoring What is the Difference?

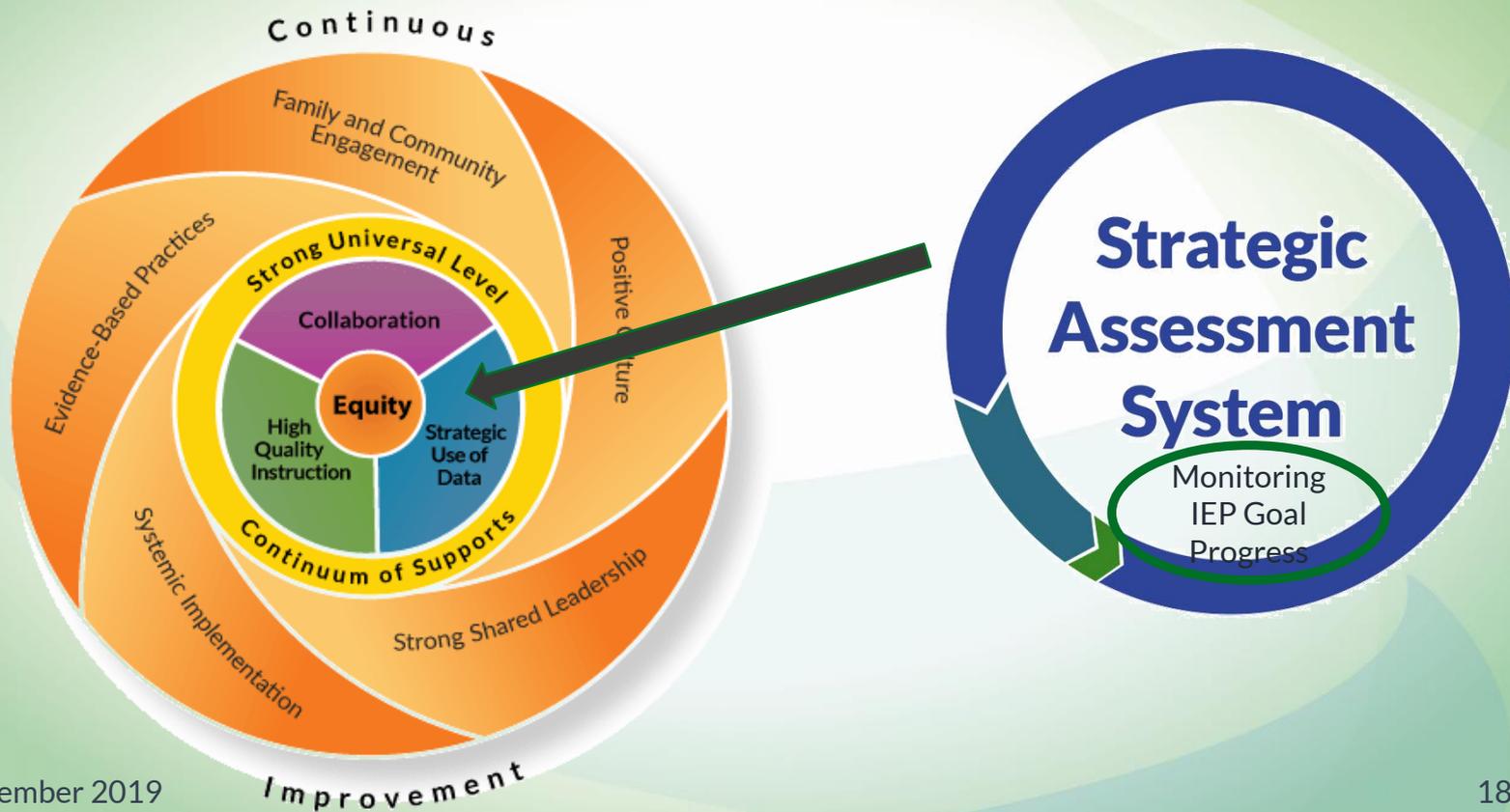
For our purposes today, we will use these terms interchangeably to refer to systematic and planned methods used, over time, to determine whether a student is making intended progress and benefitting from education strategies linked to an IEP goal

# What is Progress Monitoring? Wisconsin Definitions

- A process used to assess students' academic and behavioral performance, to measure student responsiveness to interventions/challenges, and to evaluate the effectiveness of interventions/challenges
  - WI RtI Center [Glossary](#)
- A scientifically-based practice to assess pupil response to interventions

– PI 11.02(10)

# Monitoring IEP goal progress fits within an Equitable MLSS using Strategic Assessment Systems



# Screening vs. Progress Monitoring

*Screening*

*For Identifying  
Risk*

Groups/Cohorts  
Broad Sample of  
Skills

Brief  
Technically  
Sound  
Strategic  
Use of Data

*Progress  
Monitoring*

*For Measuring  
Growth*

Individualized  
Targeted Skills

# So... WHY do we collect data to monitor progress ?

- Comply with state and federal law
- Guide instructional decision-making
- Motivate student learning; help students “see” progress
- All involved in student’s education (educators, family, student, support staff)
  - Have input into planning for progress monitoring
  - Share data widely in understandable format
  - Know effects of instruction and supports they provide on access, engagement and progress in general education
  - Collaborate when making important decisions

# Challenges

- Professional responsibilities and demands
- Selecting optimal target skill/behaviors
- Avoiding tendency to work backwards
  - Goals are fit to student-specific DRN rather than selected from list derived from curriculum in-use or restated universal grade level standards
- Having enough reliable and right type of data
- Making ongoing progress monitoring a habit

# Planning for Monitoring IEP Goal Progress **KEY POINTS**

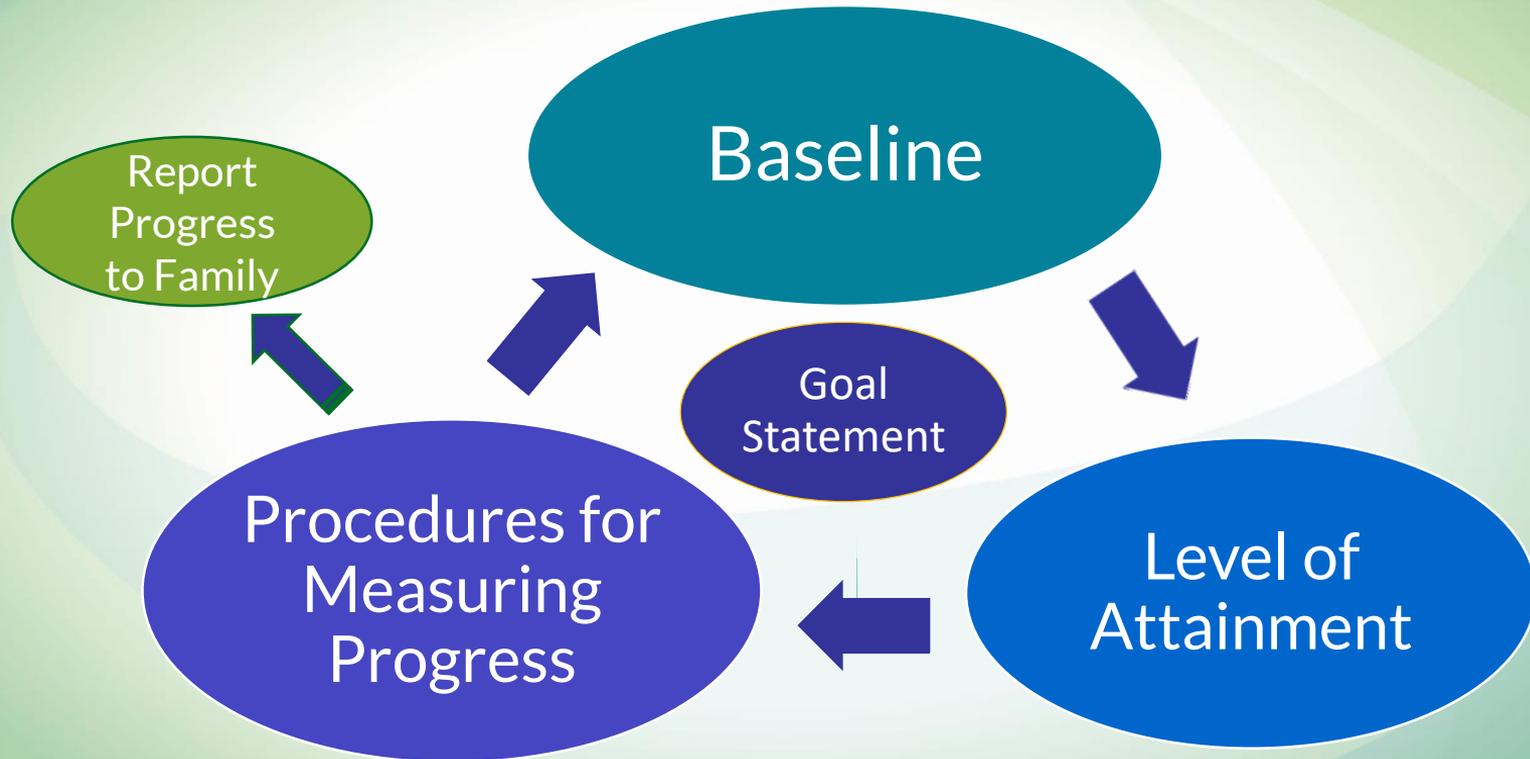
1. Annual goal measurable target skills/behaviors
2. Baseline and level of attainment
3. Progress monitoring procedures, methods, tools

# Monitoring IEP Goal Progress

Our Focus Today:

Prerequisites for establishing a process to **measure** a student's progress toward reaching the level of attainment (LOA) specified in IEP goals

# Measurable Annual Goals



# Quick Reminder

- IEP Goal= **What you want the student to do** and how well
- Procedures for Measuring Progress= **How you will know** how well the student is doing at any given time, *and* when the student has met the goal

# Monitoring Progress of IEP Goals



1

The IEP goal statement must include a  
**measurable target** skill/behavior

AND

The target skill/behavior of the goal must **address student-specific disability related need (DRN)**

# Effect → Root Cause → DRN → Goal

Think: The student... observed effect(s) ...because root cause(s)

DRN= The student needs to develop/increase X area/skill/ behavior (related to root causes), so the student can Y (Y= effect to address re: access, engagement, progress) ... and outcomes will improve.

# Effect → Root Cause → DRN → Goal

*Think:* IEP goals address DRN related to “why” (i.e., root causes) the student is not meeting early childhood/grade-level standards or expectations (i.e. effect)

- A well developed goal statement specifies the target skill/behavior (*related to root cause/s*) to be developed or increased; not just an effect or symptom
- Short term objectives (STOs) may be used when the target skill/behavior has multiple components or when the team wants to identify specific interim growth targets

# Example of Disability-Related Needs

(refined with link to effects)

Effect and Root Cause Analysis “What and “Why”	Disability-Related Needs “Summarize”
<p><b>Effect: Does not read grade-level materials independently... WHY?</b></p> <ul style="list-style-type: none"><li>• Gets frustrated when required to read independently; When text read aloud or using a text reader, can access &amp; comprehend</li><li>• Has trouble gaining meaning from gr. level text when reading independently</li><li>• Reading fluency is insufficient to efficiently read grade level written material on own</li><li>• Difficulty with segmentation and morphology affect decoding and fluency; makes it hard to read efficiently and thus, understand text</li></ul>	<ul style="list-style-type: none"><li>• Improve decoding skills (including segmentation and morphology) <i>(so the student can more fluently and independently read and gain meaning from grade level text)</i></li><li>• Develop and use strategies to reduce frustration, improve engagement in reading activities, and independently access grade level text <i>(so the student can better access &amp; engage in text-based learning activities)</i></li></ul>

# Examples of Goal Statements Linked Directly to DRN

- The student will improve reading fluency and decoding accuracy by increasing reading speed and the number of words read correctly in grade level narrative text
- The student will reduce frustration, and increase engagement and independence in grade level reading activities by developing and using specific reading fluency and decoding strategies (including segmentation and morphology) and frustration management strategies

# Example of Disability-Related Needs

(refined with link to effects)

Effect and Root Cause Analysis “What” and “Why”	Disability-Related Needs “Summarize”
<p>Effect: Student leaves or is removed from class and misses instruction for short periods of time (1-5x daily for up to 15 min. each time)... <b>WHY?</b></p> <ul style="list-style-type: none"><li>• Student often does not respond to questions during lg. group instruction and puts head down, plays with fidgets, or gets up and walks around room (academic skills are at or near gr. level)</li><li>• When prompted to respond or sit down, student verbally expresses frustration/anger and, if prompted again, escalates and may throw objects or leave room</li><li>• Student has difficulty modulating sensory information &amp; becomes overwhelmed and anxious in large groups and high stimulus settings when demands are put on them</li></ul>	<p>Student needs to increase awareness of sensory triggers; develop and increase use of strategies to manage anxiety and frustration; increase ability to communicate their needs; and request and accept support and assistance (so they can access and engage in general education classroom instruction and activities)</p>

# Examples of Goal Statements Linked Directly to DRN

The student will improve anxiety and frustration management to increase the amount of time engaged in classroom instruction by demonstrating the following:

- Increase accurate identification of sensory and emotional triggers
- Develop strategies to manage anxiety and frustration
- Use anxiety and frustration management strategies to remain/reengage in general education classroom activities with reduced prompts



# Target Skill

## Measurable or Not Measurable?



### Target Skill

### Measurable/Not Measurable?

Improve reading fluency by increasing decoding accuracy and rate



Show respect for school property



Increase time on task during independent seatwork



Use math strategies to make sense of and independently solve math problems



Meet grade level reading standards



# Progress Monitoring of IEP Goals



2

## Baseline and **Level of Attainment (LOA)**

Student's expected level of performance (LOA) at the end of the IEP period (or other time frame, if specified)

- Must be consistent with baseline measure
- Must reflect progress in the target skill/behavior from stated baseline
- Should reflect ambitious and achievable progress
- Will be linked to the method of measuring progress

# What will you be progress monitoring?

## Goal Statement with LOA:

The student will improve reading comprehension as demonstrated by, after reading a fifth grade level passage, identifying the main idea and answering 10 recall questions with 90% accuracy on five consecutive trials

# What will you be progress monitoring?

Goal statement with baseline and LOA

The student will improve reading fluency and decoding accuracy as measured by increasing reading speed and the number of words read correctly in 4th grade level passage from x to X

# What will you be progress monitoring?

The student will improve anxiety and frustration management so to increase time engaged in academic instruction from an avg. of X min. to x min. per class by demonstrating the following:

- Increase accurate identification of sensory and emotional triggers before escalation from 0 to 70% of the time when prompted.
- learn strategies to manage anxiety and frustration by independently and accurately selecting and demonstrating at least two possible strategies from a list of 10 strategies during simulation exercises two times per week.
- Use the management strategies to remain/reengage in general education classroom activities with reduced prompts from an average of 4 to 1 prompt per incident by 4th quarter.

# Monitoring IEP Goal Progress



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## Progress Monitoring Procedures, Methods & Tools

- Methods directly measure target skill/behavior
- Allow for ongoing data collection
- Provide sufficient and reliable data for analysis and reporting
- Are efficient; To the greatest extent possible, data can be collected in context of typical teaching/learning activities

# Progress Monitoring Process

Develop progress monitoring procedures for each goal

1. Verify target behavior(s) in IEP goal
2. Identify progress monitoring method/tool(s) to collect data (Match method to target)
3. Determine progress monitoring schedule and data collection details
  - Who will collect data
  - How data will be recorded
  - How often and where will data be collected
  - How often will data be analyzed
  - How and when will data be used to make decisions
  - How and when progress will be reported
4. Begin monitoring progress according to plan
5. Compile and analyze data
6. Use data for decision making

# Characteristics of Effective IEP Progress Monitoring Procedures and Tools

- **Accurate** (valid+reliable): Consistently measures target behavior outlined in the goal
- **Sensitive**: Tools used are sensitive growth; small changes in performance
- **Frequent**: Regular and frequent data collection
- **Simple**: Easy to implement, quick to administer, easy to “score”
- **Brief**: Takes only a short amount of time or embedded in instruction

# Can these be used to monitor IEP goal progress?



*Thumbs up, down, sideways*



- Daily behavior checklist
- Annual statewide achievement exam
- Unit quizzes from grade level curriculum in use
- Grade-level screener administered 1-3x per yr
- Writing rubric scores
- Published CBM probes administered weekly
- Running records

# Some Progress Monitoring Methods

- Structured observation using tally, duration recording, interval recording, time on task
- Structured work samples, behavior/task analysis using checklists, rating rubrics, running records, etc.
- Curriculum-Based Assessment
  - Formative curriculum-based assessments including teacher-made or published quizzes/tests from curriculum in use
  - Curriculum Based Measures (CBMs)
- Probes
- Other: Attendance data, disciplinary removals, etc.

*Note: when a student has a BIP, data collection will likely be aligned and used to monitor effectiveness of positive behavior supports as well as related IEP goals*

# Keep in mind

- When developing goals, IEP teams should consider the method of measurement used to determine the baseline performance and the expected level of attainment
- The method of measurement used for the baseline and goal criterion will determine the data collection methods used for progress monitoring

# For Discussion



*As a leader, what are the most important things you do, in your district, to support the capacity to*

- systematically monitor IEP goal progress,*
- analyze and share progress data, and*
- make instructional and IEP decisions in response to measurement of student progress?*

# Final Thoughts

- Monitoring IEP progress is a process; not an event
- The ultimate reason we must make a commitment to systematically monitor progress is so we can know if instruction and supports we are providing to students is having the desired results: access, engagement and progress in general education instruction, environments and other activities

# Final Thoughts- What's a Leader to Do

- Ensure IEP teams understand and can develop ambitious and measurable annual goals
- Ensure all those involved in educating the student can collect, understand, interpret, share, and use progress monitoring data to make decisions

# Monitoring IEP Goal Progress

## Things to come...

- Upcoming Overview Webinar November 21
- Digging Deeper: Level 2 Modules being planned
  - Matching measurement methods to target
  - Selecting measurement tools
  - Data recording methods
  - Compiling and Analyzing Data
  - Data display, sharing and reporting
  - Monitoring IEP goal progress and instructional decision-making (e.g. data collection, monitoring schedules, decision rules and actions)



# For Further Thought



How might you engage various **educators** in monitoring IEP goal progress?

- Think of the student's learning environments, and the various educators who work with the student
- How might some of these educators be actively involved in collecting, analyzing, and/or sharing progress data?

# For Further Thought



How might you engage **students** in monitoring their progress toward goal achievement (LOA)?

- Think of a student and one of the student's goals
- How might they be actively involved in collecting, analyzing, and sharing their IEP progress data?

# Resources: Monitoring IEP Goal Progress

- DPI [CCR IEP Learning Resources](#)
- Wisconsin RtI Center
  - [Screening and Progress Monitoring](#) (WI RtI Center)
  - Additional links to [Resources](#)
- National Center for Response to Intervention [Progress Monitoring page](#)- Includes links to Academic and Behavior Progress Monitoring Tools, Related Guidance and Training Modules
- Iowa Department of Education, [Progress Monitoring Procedures](#).

# Additional Resources

- National Center on Intensive intervention:  
<https://intensiveintervention.org/>
- [Wisconsin's Framework for Equitable Multi-Level Systems of Supports](#) (MLSS) –includes links to resources
- [Culturally Responsive Practices-](#) Student Services Team Resources
- [Wisconsin's Strategic Assessment Systems](#) (SAS)

# Related DPI Sample Forms

- DPI Sample Form [I-4](#)- Linking Present Levels, Needs, Goals, and Services Form (Section IV- Measurable Annual Goals)
- DPI sample forms to assist IEP teams with goal reviews:
  - Interim Review of IEP Goals ([I-6](#))
  - Annual Review of IEP Goals ([I-5](#))
- DPI [Forms Page](#) with links to sample forms and related guidance

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dank je  
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