Progress Monitoring

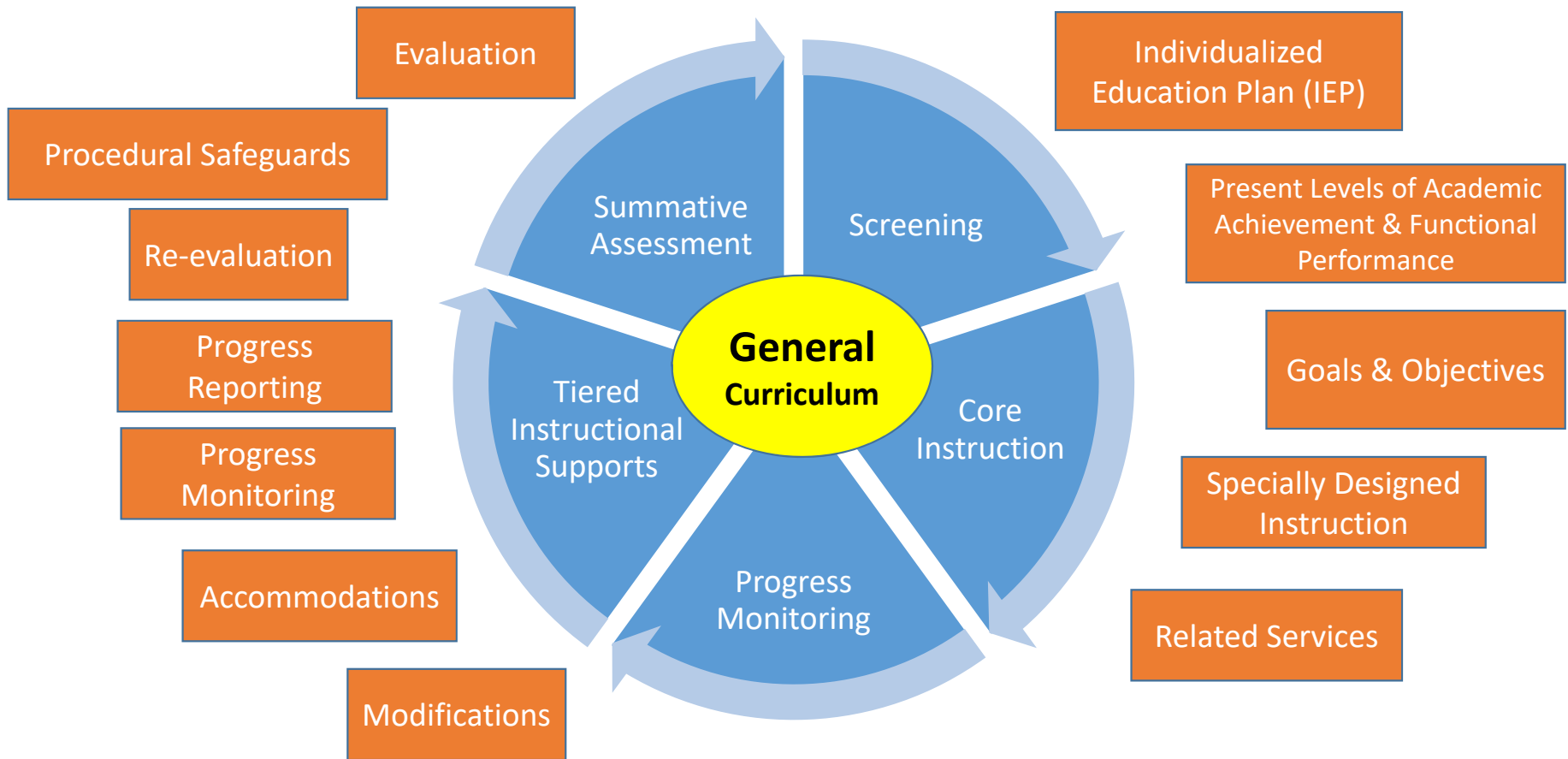**Partners Resource Network and TEA collaborative Webinar Series, March 2019**

Overview

- Introductions
- Special Education
- Clarification of Terms
- Screening
- IEP Goals
- Progress Monitoring
- Progress Reporting

Special Education

General Curriculum (center)

Circle segments:
- Summative Assessment
- Screening
- Core Instruction
- Progress Monitoring
- Tiered Instructional Supports

Surrounding boxes:
- Evaluation
- Procedural Safeguards
- Re-evaluation
- Progress Reporting
- Progress Monitoring
- Accommodations
- Modifications
- Individualized Education Plan (IEP)
- Present Levels of Academic Achievement & Functional Performance
- Goals & Objectives
- Specially Designed Instruction
- Related Services

Clarification of Terms

What is Screening?

- Defined as a universal measure administered to <u>all</u> students by qualified personnel to determine which students are at risk for learning difficulties
  - Screening does not diagnose but identifies predictive variables (think red flags)
  - Screening is not a formal evaluation
  - Does not require parent consent
  - Students should not be rescreened for conditions or disabilities they have already been identified with

Cost Effective > Brief > Valid & Reliable > Trained Personnel

Examples of Screening

- Example of mandated screening in Texas - Texas Education Code §38.003 (Dyslexia Screening):
  - Requires that all students in kindergarten & grade 1 be screened for dyslexia & related disorders.
  - Requires that all students beyond first grade be screened or tested as appropriate.
  - Students receiving special education or 504 services should be screened using the K/1 Screener unless:
    - The ARD or Section 504 committee determines the screener is not appropriate; or
    - The student is already identified with dyslexia.

What is a PLAAFP statement in the IEP?

The Present Levels of Academic Achievement & Functional Performance (PFLAAFP) is a statement in a student's Individualized Education Plan (IEP) that provides information on how the disability affects involvement and progress in the general curriculum as described in the Texas Essential Knowledge and Skills (TEKS), Texas PreK Guidelines, or the Texas Infant, Toddler, and three-Year-Old Early Learning Guidelines.

What should a PLAAFP include?

TEA
Texas Education Agency

The PLAAFP should cover all areas of development, both academic and functional, where the child may need support.

<u>**Academic Achievement:**</u>

Reading, spelling, writing, math calculation, math problem solving, etc.

<u>**Functional Performance:**</u>

Daily living or self-help skills—dressing, eating, using the restroom

Social skills—turn-taking, participation, play, lunch room etiquette

Behavior— attention, focus, inhibition, self-control, executive function

Sensory skills—hearing, seeing

Communication skills—talking, listening, participating in conversation

Mobility—getting around in school and the community

What should a PLAAFP include?

Description of Student's Strengths, Need(s) and Skill Gaps

Information the ARD committee uses to determine what student can achieve in one year

Clear, Objective Data

Explanation of How Gaps Affect Student Learning & Participation

What are IEP Goals?

The Individuals with Disabilities Education Act (IDEA) 2004 requires that all students who receive special education services have measurable annual goal(s) included in their Individualized Education Programs (IEPs). This may include academic (standards-based) and/or functional (non-standards-based) goals, which are based on the individual student's needs, as documented in his or her present levels of academic achievement and functional performance (PLAAFP) statements.

https://projects.esc20.net/upload/page/0096/docs/1%20Individualized_Education_Plan_IEP_Q_and_A_2017.pdf

The student's progress toward mastery of the annual goal(s) is to be reported to the student's parents as stated in the IEP. Some examples of the frequency for reporting progress to parents are below:

- Monthly
- Quarterly
- At the end of each grading period

Progress Monitoring Data - Shared through Progress Reports

For students receiving special education, progress monitoring data is shared through special education progress reports and allows teachers and instructional committees to:

Inform decision-making teams

Estimate rates of student improvement over time

Determine when an instructional change is needed

Identify students who do not demonstrate adequate progress
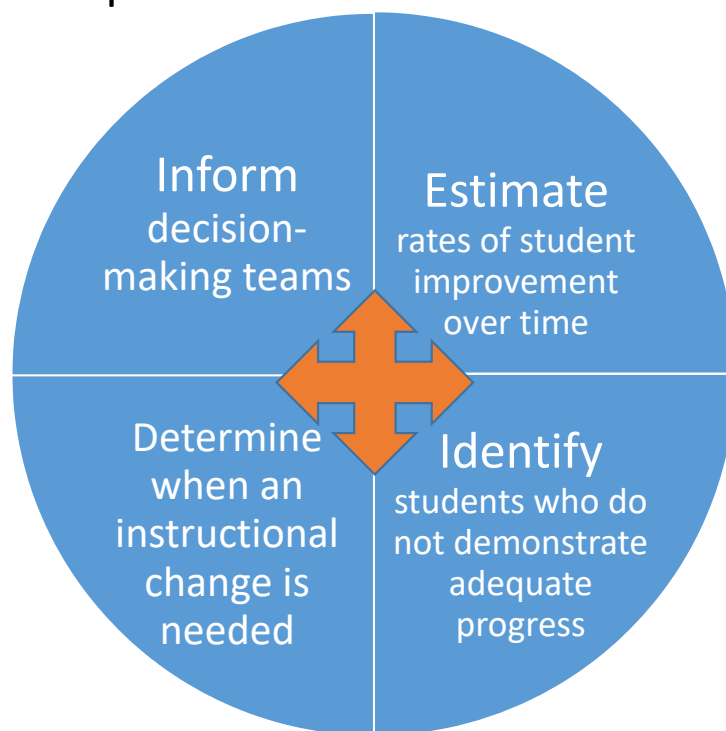
What is Progress Monitoring?

- Progress Monitoring (PM) is a standardized method of assessment provides information on how well students are responding to instruction or intervention
- General education teachers and special education teachers may PM student response to instruction or intervention
- PM measurements should be brief and provided more frequently if students are struggling or receiving intervention
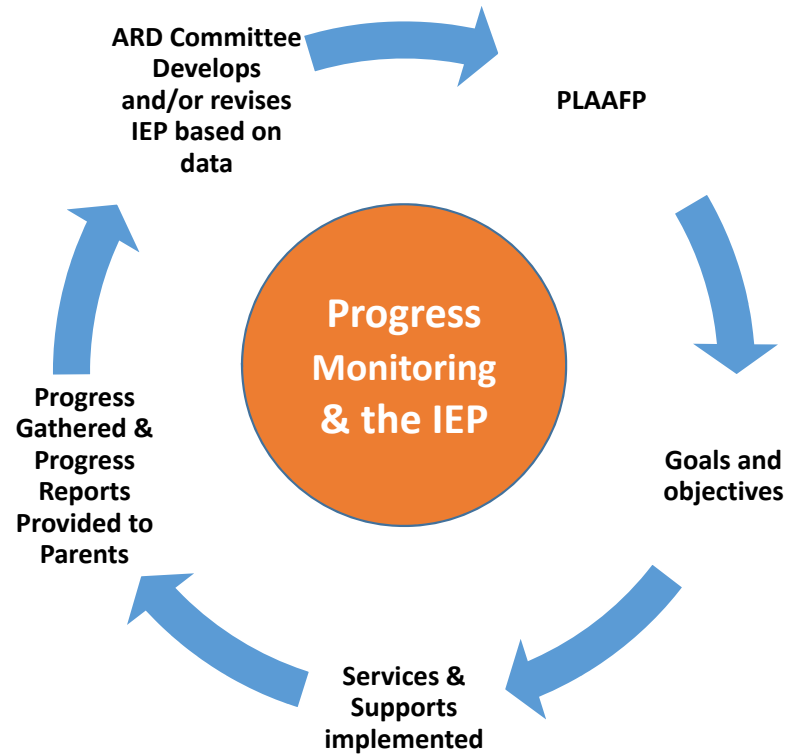
Progress Monitoring Examples

- Oral reading fluency (rate & accuracy & prosody)
- Single word reading List (rate & accuracy)
- MAZE (reading comprehension)
- Math computation/calculation
- Spelling
- Speech/language (articulation, length of sentence, syntax, grammar)
- Writing fluency (rate & accuracy)
- Behavior counts (task initiation/completion, on-task behavior)

Progress Monitoring Cycle for Student Receiving Special Education:

ARD Committee Develops and/or revises IEP based on data

PLAAFP

Progress Monitoring & the IEP

Goals and objectives

Services & Supports implemented

Progress Gathered & Progress Reports Provided to Parents

Student Goals

Kay, a third-grade student, when orally reading an unfamiliar third grade leveled text, will read 65 cwpm with 95% or greater accuracy as documented by teacher kept data.

	1st PR Period	2nd PR Period	3rd PR Period	4th PR Period
Scenario A	Kay is reading 45 cwpm with 80% accuracy	…45 cwpm with 85% accuracy	58 cwpm with 90% accuracy	…67 wpm with 95% accuracy
Scenario B	Kay is reading 45 cwpm 80% accuracy	…45 cwpm with 85% accuracy	…48 cwpm with 83% accuracy	…51 cwpm with 85% accuracy

Progress Monitoring & IEPs

Campus ARD committees may address the following considerations when students receiving special education services are not making expected progress:

- How has instruction been adjusted and data been collected?
- Is instruction student centered?
- Can progress be shown visually to the student/parent/ARD committee?
- What interventions have been used, and have they been implemented with fidelity?
- How has the student's disability impacted his/her progress?
- Are there patterns across time in the data?
- What rate of progress should we be expecting based on previous data?
- Is progress on the goal measured and reported in the same way the goal is written in the IEP? (e.g. percentage, 7 out of 10, rubric, anecdotal notes)
- Is additional training of personnel needed to effectively implement the goal/supports?

From: https://projects.esc20.net/upload/page/0096/docs/IEPImplementation_ProgressMonitoring_508.pdf

Progress Monitoring & Progress Reports

If a student fails to maintain progress or fails to make progress toward an IEP goal for two consecutive reporting periods, best practice states that the ARD committee should consider the need to meet and evaluate current supports and services that are not currently resulting in "progress." To better explain when there would be a need to re-evaluate a student's services based on lack of progress, consider the following goal.

https://projects.esc20.net/upload/shared/20850_Grading_Progress Monitoring_Updated_508.pdf

Student Progress

- Anytime a student who receives special education services is not making progress in the general education curriculum and/or is not making progress on his/her IEP goals, an ARD must be held to address the lack of expected progress.

- Similarly, if a student does not pass a state assessment (STAAR test) at any grade level or in any subject, the ARD committee must develop an Accelerated Instruction Plan (AIP)/Intensive Program of Instruction (IPI) to address the student's failure on state assessment. This is true whether the student will retest and whether this is an SSI-subject area/grade level. See TEA guidance for specific information regarding students who take STAAR Alternate 2.

- Finally, for students who are at risk of not graduating within four years, ARD committees must also develop an AIP/IPI.

  From:
  https://projects.esc20.net/upload/page/0096/docs/IEPImplementation_ProgressMonitoring_508.pdf

Progress Monitoring & IEPs

- Progress monitoring, progress reports, and screening data can be used to help ARD and school planning teams determine instructional supports, accommodations, and need for additional evaluation or reevaluation.

- Progress monitoring, progress reports, and screening data are NOT Full Individual Evaluations or reevaluations; however, this data can be used within a comprehensive evaluation or reevaluation.

- The LEA must conduct a full individual and initial EVALUATION before the initial provision of special education and related services to the child with a disability.
  - Prior Written Notice
  - Notice of Procedural Safeguards
  - Parent Consent

Thank-you

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