Progress Monitoring

The IEP should include:

1. **Progress Monitoring** - describes how the child's progress toward meeting annual goals will be measured; and

2. **Progress Reporting** – indicates when periodic reports on the child's progress toward meeting the annual goals will be provided to parents.

**Progress Monitoring**

The **goal** describes what the student will do at the end of the IEP cycle.

**Objectives or benchmarks** are the agreed-upon, intermittent indicators that determine if student's progress to date is sufficient to meet the goal within allotted timeframe.
Progress Monitoring

Progress monitoring is a systematic process to:
• collect data that is used to assess the child’s academic, social, and behavioral performance; and
• evaluate the effectiveness of the intervention provided.

Challenges

Teachers may feel uncomfortable sharing information that documents a slower rate of progress than anticipated. This can lead to:
– Vague and unmeasurable goals,
– Over-reliance on drop-down menus to report progress, and/or
– Over-personalization.

Challenges

Teachers may measure progress with familiar tools rather than the most appropriate. This can lead to:
– Use of tools that do not reliably measure progress, and/or
– Use of tools that are not transferrable between grades or buildings.
Solution

Create and Support a Culture of High Expectations

- Support staff to set challenging (and attainable) goals for students.
- Assure staff that a challenging goal not achieved (yet) is an opportunity for problem-solving.
- Progress monitoring is assessing the effectiveness of the intervention, not the teacher.
- Create visual representations of data to demystify and depersonalize it.

Legal Issues

In general, courts have been unwilling to accept school district’s assertions concerning the appropriateness of a student’s program absent of proof in the form of data. (Zelin, 2000)

Common Themes in Case Decisions

Some areas of concern (Etscheidt, 2006)

- IEP team fails to develop or implement PM.
- IEP team does not plan or implement PM for behavioral intervention plans.
- PM is not frequent enough to meet the requirements of IDEA or to provide meaningful data to IEP teams.
Case Decision

District of Columbia Public Schools, 49 IDELR 267 (SEA DC 2008)

12-year-old was re-evaluated due to a severe lack of progress. Results of evaluation were almost identical to his first and only evaluation 3 years prior. Only minor changes had been made to IEP, instruction, and placement during that period of time. The district was ordered to fund a specialized program for the child.

Case Decision

Dublin City Sch. Dist., 115 LRP 30436 (SEA OH 06/17/15)

Although this district was aware that the student was not making sufficient progress toward two of three measurable objectives to improve communication skills, it failed to act. The ED explained a district must revise a student’s IEP, “as appropriate, to address any lack of expected progress toward the measurable annual goals in the IEP.”

Case Decision


U.S. Supreme Court held that to provide FAPE, a district must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.

Where goals are inappropriate in light of the student’s abilities or are identical to goals from prior IEPs, a court may find that they are an indication that the student has not been offered FAPE or is not making progress.
How Does Progress Monitoring Work?

1. Student’s current levels of performance are determined (baseline).
2. Degree of change in performance is determined (goal).
3. Student’s performance is measured on a frequent basis (daily, weekly, monthly).
4. Progress toward meeting the student’s goals is measured by comparing expected and actual rates of learning.
5. Progression of achievement is monitored and instructional techniques are adjusted to meet the individual student’s learning needs.

Anatomy of a Graph

- **Y-Axis**: Goals or expected performance levels.
- **X-Axis**: Time or frequency of measurement.
- **Goal Line**: The expected performance level.
- **Trend Line**: The actual performance trend.
- **Data Point**: Actual performance at a specific measurement point.

Tools for Progress Monitoring

**Academic Skills**
- Curriculum-based measurement (CBM)
- Teacher-made assessments
- Checklist
- Rubrics

**Other Skills and Behaviors**
- Observations recording (Frequency, Duration, Accuracy, Latency, etc.)
Curriculum-based Measurement

• Based on idea that teachers can use repeated measurement data to formatively evaluate their instruction and improve their effectiveness.
• Check “vital signs” – generalized thermometer that allows for reliable and valid cross-comparison of data.
• Measures are simple, accurate, and efficient indicators that guide and inform a variety of decisions.
• Each CBM test samples the year-long curriculum.

Curriculum-based Measurement

The formative assessment is embedded within the goal itself.
• Reading – # of correct words read in one minute
• Spelling – # of correct letter sequences
• Writing – # of correct word sequences
• Math – # of correct digit placements

Using CBM to Write IEP Goals

• Eliminates focus on short-term “mastery” objectives and directs attention to monitoring student progress toward long-term goal.
• Monitors student performance with respect to the year-end goal.
• Tests are equivalent difficulty.
Sample IEP Goal
CBM Mathematics Computation

• Present Level of Performance:
  – Given problems representing grade-4 curriculum, Larry will get 20 digits correct in 5 minutes.

• Goal:
  – In 30 weeks, given problems representing grade-4 computation skills, Larry will write 56 digits correct in 5 minutes.

Sample IEP Goal
CBM Mathematics Computation

Benchmarks
• By 11/15, given problems representing grade-4 computation skills, Larry will write 29 correct digits in 3 minutes.
• By 1/16, ... Larry will write 38 correct digits in 3 minutes.
• By 3/16, ... Larry will write 47 correct digits in 3 minutes.
• By 6/16, ... Larry will write 56 correct digits in 3 minutes.

Example of Goal with Benchmarks
Sample Mastery Measurement IEP

- **Current Performance Level**
  - Student performs at grade 3 on mathematics computation.

- **Goal**
  - By year’s end, student will increase performance by one grade level.

- **Objectives**
  - By 10/01, student will master addition with regrouping...
  - By 12/01, student will master multiplication facts...
  - By 01/15, student will master multiplication of 2-digit numbers without regrouping...

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**Mastery of Multidigit Addition**

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>Number of problems correct in 5 minutes</th>
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**Mastery of Multidigit Addition and Subtraction**

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<tr>
<th>WEEKS</th>
<th>Number of problems correct in 5 minutes</th>
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<td>12</td>
<td>12</td>
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<tr>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>
Other Types of Progress Monitoring

Observation Recording
• Determine what skill or behavior you want the student to change and what dimension of that skill or behavior needs to change.
  – Frequency – more or fewer
  – Duration – longer or shorter
  – Latency – sooner or later
  – Task analysis – completion of steps
  – Levels of support – decrease or increase

Frequency
Baseline
Given teacher initiated questions class time (30 min. each), David did not volunteer to answer any questions.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Period</th>
<th>Recording</th>
<th>Total # of times behavior occurred</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/5</td>
<td>9:00 – 9:30</td>
<td>0/8</td>
<td>0</td>
</tr>
<tr>
<td>11/6</td>
<td>9:00 – 9:30</td>
<td>0/6</td>
<td>0</td>
</tr>
<tr>
<td>11/7</td>
<td>9:00 – 9:30</td>
<td>0/8</td>
<td>0</td>
</tr>
</tbody>
</table>

Goal
In one year, given teacher initiated questions during class discussion (30 minutes each), David will participate at least 3 times by volunteering to answer questions for 5 consecutive days as measured by weekly observations (30 minutes) by the classroom teachers.

Duration
Baseline
Currently, during independent seat work, Sarah is able to remain on task (stay seated and work on directed task) for approximately 1 minute.

<table>
<thead>
<tr>
<th>Date</th>
<th>behavior begins</th>
<th>behavior stopped</th>
<th>Length of time of behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/5</td>
<td>9:00 am</td>
<td>9:01 am</td>
<td>1 minute</td>
</tr>
<tr>
<td>11/6</td>
<td>9:00 am</td>
<td>9:00 am</td>
<td>0 minutes</td>
</tr>
<tr>
<td>11/7</td>
<td>9:00 am</td>
<td>9:02 am</td>
<td>2 minutes</td>
</tr>
</tbody>
</table>

Goal
In a year, during independent seat work, Sarah will remain on task (stay seated and work on directed task) for 8 minutes for 5 consecutive days as observed on a daily basis by a paraprofessional.
Latency

Baseline
Currently, given a teacher direction, Jen begins task in approximately 5 minutes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Direction given</th>
<th>Behavior starts</th>
<th>time for the behavior to start</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/5</td>
<td>8:46 am</td>
<td>8:52 am</td>
<td>6 minutes</td>
</tr>
<tr>
<td>11/6</td>
<td>8:32 am</td>
<td>8:35 am</td>
<td>3 minutes</td>
</tr>
<tr>
<td>11/7</td>
<td>8:55 am</td>
<td>9:02 am</td>
<td>7 minutes</td>
</tr>
<tr>
<td>11/8</td>
<td>8:44 am</td>
<td>8:49 am</td>
<td>5 minutes</td>
</tr>
<tr>
<td>11/9</td>
<td>8:37 am</td>
<td>8:41 am</td>
<td>4 minutes</td>
</tr>
</tbody>
</table>

Goal
In one year, after receiving a teacher direction, Jen will begin the task in no more than 2 minutes as measured by at least 4 random time checks each week by the classroom teacher.

Task Analysis

Baseline
Sandra independently completed 2 out of 7 steps on the handwashing checklist.

Wash/Dry Hands Checklist:
- ☑ Turn faucet on
- ☑ Wet hands
- ☑ Pick up soap
- ☑ Lather
- ☑ Rinse soap
- ☑ Turn faucet off
- ☑ Dry hands with towel

Goal
In one year, Sally will independently complete 7 steps for two consecutive weeks as measured by daily teacher observation.

Level of Support

Baseline
Currently, given hand-over-hand assistance, Sarah can feed herself with a spoon.

Wash/Dry Hands Checklist:
1. Turn faucet on
2. Wet hands
3. Pick up soap
4. Lather
5. Rinse soap
6. Turn faucet off
7. Dry hands with towel

Goal
In a year, given a verbal prompt, Sarah will feed herself with a spoon for 5 consecutive opportunities as observed by the special education teacher on a daily basis.
Data and Instruction

- Data should be collected frequently.
- The more frequent data is collected, the sooner a reliable trend line can be developed.
- The essential question to ask:
  
  “Given the progress to date, has the student made sufficient progress to think he or she will achieve the goal by the end of the IEP cycle?”

Progress Monitoring

Data driven decisions:
- When the trend line aligns with goal line, keep going.
- When the trend line exceeds the goal line, raise the goal.
- When the trend line is below the goal line, change the interventions.
Data and Instruction

Teachers may make adaptations in

• Instructional procedures and/or skills
• Instructional arrangements (teacher-student ratios; peer mediation)
• Allocated time for particular lesson components
• Instructional materials
• Motivational strategies

Tips for Progress Monitoring

Culture of High Expectations

• Create a culture that supports staff in setting challenging goals for students.
• Assure staff that challenging goals may not always be achieved. However, frequent progress monitoring and use of data for instructional decision-making is the most effective defense if a child does not reach a goal.

Tips for Progress Monitoring

Frequency of data collection:

– The more frequently data is collected, the more reliable it is to use for decision-making.
– Data is collected regularly to establish progress over time.
– Provide guidance to staff on acceptable schedules for progress monitoring.
Tips for Progress Monitoring

The frequency of data collection should align with settings and intensity of interventions provided.

- Self-contained
- Replacement class
- Co-teaching
- Push-in support
- Pull-out support

Tips for Progress Monitoring

Establish expectations that teachers will develop a schedule/plan at the beginning of each school year for progress monitoring. This should include:

- Who (which students need to be monitored)
- What (what PM tool/method will be used for each goal)
- When (daily basis, weekly)
- Where (in classroom and unstructured settings)
- By whom (teacher, teacher assistant).

<table>
<thead>
<tr>
<th>Student</th>
<th>Goal</th>
<th>Tool</th>
<th>Frequency</th>
<th>Where</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.G.</td>
<td>Increase word reading correct</td>
<td>ABA/ABC ICBM</td>
<td>Weekly</td>
<td>Classroom – reading center</td>
<td>Sp.Ed. Teacher</td>
</tr>
<tr>
<td>B.G.</td>
<td>Time on task</td>
<td>Duration observation</td>
<td>Daily sampling</td>
<td>Resource Room</td>
<td>Sp.Ed. Teacher/professional</td>
</tr>
<tr>
<td>W.M.</td>
<td>Increase word reading correct</td>
<td>ABA/ABC ICBM</td>
<td>Weekly</td>
<td>Classroom – reading center</td>
<td>Sp.Ed. Teacher</td>
</tr>
<tr>
<td>W.M.</td>
<td>Paragraph writing</td>
<td>Checklist</td>
<td>Weekly</td>
<td>Classroom during independent writing time</td>
<td>Classroom teacher will submit writing sample to Sp.Ed. Teacher</td>
</tr>
<tr>
<td>W.M.</td>
<td>Time on task</td>
<td>Duration observation</td>
<td>Daily sampling</td>
<td>Resource Room</td>
<td>Sp.Ed. Teacher/professional</td>
</tr>
<tr>
<td>P.I.</td>
<td>Math Computation</td>
<td>Teacher made math worksheet</td>
<td>Weekly</td>
<td>Classroom – during independent math practice</td>
<td>Sp.Ed. Teacher will provide classroom teacher &amp; PM worksheets</td>
</tr>
</tbody>
</table>
Tips for Progress Monitoring

Common Tools
• Adopt a common set of assessments such as curriculum-based measurements for basic skill acquisition (usually available K-8).
• Address inconsistencies across buildings – convey that progress monitoring, like goals must be portable.

Create a bank of:
– observation data sheets
– spreadsheets that address different variables.
– rubrics, templates, and checklists for high-incidence areas of need.

Tips for Progress Monitoring

Technology
• Use of technology to support data collection and reporting.
• Have agreed upon definitions of drop-down menu options to ensure consistency.

PM Resources
• National Center on Intensive Interventions
  www.intensiveintervention.org/resources/tools-charts
• Intervention Central – all things CBM
  www.interventioncentral.org
• Graphing made easy: Practical tools for school psychologists
  www.oswego.edu/~mcdougal/web_site_4_11_2005/index.html
• Google Docs
  Google Spreadsheets for Special Education Data Collection
PM Resources

- https://easycbm.com/ – Provides limited resources for FREE or you can purchase access for a full array of tools.
- https://dibels.uoregon.edu/ – DIBELS, free literacy probes K-6. Can sign up for free and have access to probes at these grade levels. Need to purchase if you want full access to graphing.
- http://www.math-aids.com/ – These are not CBMs, but they provide you the options to create multiple probes on the same skills. Cover range of math skills, k-8.
- https://www.classdojo.com/

Progress Reports

- Progress monitoring data is collected frequently throughout interventions. This data is summarized and shared with parents each quarter/trimester (or other designated timeframe).
- Parents need to receive objective data to address this question:
  “Given the progress to date, has the student made sufficient progress to think he or she will achieve the goal by the end of the IEP cycle?”

Progress Reports

- **Quantitative data** – Specific data based on the metric in the goal
  - # of words read
  - # of minutes on task
  - % of correct answers
- **Qualitative data** – Other indicators that support progress – acquisition, fluency, maintenance, and generalization across environments
  - Observation
  - Teacher reports
  - Other assessments
  - Generalization
Progress Reports

Over the past quarter your child accomplished _________.
Your child went from ________ to ________ (describe the quantifiable change in performance criteria). This change reflects acquisition of these skills: _________________.
He/she is beginning to work on these skills _________________.
The following skills will be focused on in the next quarter: ________________. Here are some suggestions for how you can support his/her continued progress: _________________.

Some Final Thoughts

Create short-term wins

• Set a few small, meaningful objectives.
• Provide meaningful feedback to reinforce effective practice and modify ineffective practices.
• Without short-term wins, the pain of change often overwhelms the anticipated benefits.

Thank You

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