

Progress Monitoring IEP Goals:

An Overview for Administrators



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Students receiving special education services must be provided with a free appropriate public education (FAPE). One component of FAPE is ensuring each student receives a meaningful education from the services provided. A local education agency (LEA) can show that it has provided FAPE to a student by ensuring the IEP goals are frequently and adequately monitored and the data is analyzed to allow a shift in instruction that ensures the student is making sufficient progress.

This resource provides administrators with the laws associated with IEP progress monitoring and best practices for ensuring progress toward annual IEP goals is being measured, recorded, and reported appropriately.

Law	Implementation of the law																
<p>34 CFR §300.320(a)(2)(i) The IEP must include a statement of measurable annual academic and/or functional goals.</p>	<p>Measurable goals are defined as statements that contain four critical components: timeframe, conditions, behavior, and criterion. A measurable goal includes the behavior or skill that can be measured at periodic intervals against a criterion of success.</p> <p>Example of an academic goal:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #ffcc00;"> <th>Timeframe</th> <th>Condition</th> <th>Behavior</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>In 36 instructional weeks</td> <td>using decoding skills and oral practice within a 3rd grade passage</td> <td>Joseph, a 3rd grade student will read</td> <td>70 words per minute with fewer than 10 errors.</td> </tr> </tbody> </table> <p>Example of a functional goal:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #ffcc00;"> <th>Timeframe</th> <th>Condition</th> <th>Behavior</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>By the end of the 2017-2018 school year</td> <td>given counseling with explicit instruction in 3 types of anger management techniques</td> <td>Sara, a 10th grade student, will utilize anger management techniques to reduce elopements from the classroom</td> <td>as evidenced by remaining in the classroom 90% of the day at least 4 days per week.</td> </tr> </tbody> </table>	Timeframe	Condition	Behavior	Criteria	In 36 instructional weeks	using decoding skills and oral practice within a 3rd grade passage	Joseph, a 3rd grade student will read	70 words per minute with fewer than 10 errors.	Timeframe	Condition	Behavior	Criteria	By the end of the 2017-2018 school year	given counseling with explicit instruction in 3 types of anger management techniques	Sara, a 10th grade student, will utilize anger management techniques to reduce elopements from the classroom	as evidenced by remaining in the classroom 90% of the day at least 4 days per week.
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<p>34 CFR §300.320(a)(2)(ii) For the child who takes an alternate state assessment, the IEP must include a description of at least 2 benchmarks or short-term objectives per goal.</p>	<p>In Texas, all students who take the alternate assessment (STAAR Alternate 2) must have at least two benchmarks/short-term objectives as part of ALL their measurable annual goals. It does not matter if the goal is academic or functional or if the area is tested on the state alternative assessment.</p> <p>Example of a short-term goal:</p>				
		Timeframe	Condition	Behavior	Criteria
		By the end of the first grading period	given an agreed-upon list of common classroom situations that trigger angry responses and provided instruction on one behavior management technique	Sara will utilize the behavior management technique to reduce elopements	as evidenced by remaining in the classroom 70% of the day at least 3 days per week.
		By the end of the 2nd grading period	given an agreed-upon list of common classroom situations that trigger angry responses and provided instruction in one behavior management technique	Sara will utilize the behavior management technique to reduce elopements	as evidenced by remaining in the classroom 95% of the day at least 3 days per week.
		By the end of the 3rd grading period	given an agreed-upon list of common classroom situations that trigger angry responses and provided instruction in one behavior management technique	Sara will utilize the behavior management technique to reduce elopements	as evidenced by remaining in the classroom 80% of the day at least 4 days per week.

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<p>34 CFR 300.320(a)(3)(i)(ii) The IEP must include a description of how progress will be measured and when progress reports will be provided.</p>	<p>Decisions must be made during the ARD meeting about how often data will be collected, where the data will be collected and by whom.</p> <ul style="list-style-type: none"> Effectiveness of services and instructional method is best determined when progress is measured frequently. <table border="1" data-bbox="556 326 1980 505"> <thead> <tr> <th data-bbox="556 326 1268 370">If progress is monitored</th> <th data-bbox="1268 326 1980 370">Then effectiveness may</th> </tr> </thead> <tbody> <tr> <td data-bbox="556 370 1268 414">Daily, as part of instruction</td> <td data-bbox="1268 370 1980 414">Be determined within 2 weeks</td> </tr> <tr> <td data-bbox="556 414 1268 457">Twice a week</td> <td data-bbox="1268 414 1980 457">Be determined within a month</td> </tr> <tr> <td data-bbox="556 457 1268 505">Weekly</td> <td data-bbox="1268 457 1980 505">Be determined within a quarter</td> </tr> </tbody> </table> <p>Decisions should also be made concerning which tools will be used to monitor progress and how that data will be documented and reported.</p> <p>The data collection schedule depends on how service is delivered:</p> <ul style="list-style-type: none"> Times for data collection should be worked into daily and weekly plans for instruction. General education teachers and other service providers play a key role in data collection and input. Times for data collection should be scheduled when concerns have been brought up. <i>Data collection does not necessarily have to be separate from instructional time.</i> <p>Visual representation of data provides a picture of student progress, and helps to clarify the written word or list of numbers used to make decisions.</p> <p>Progress should be documented and reported using the same measurement as stated in the IEP goal.</p>	If progress is monitored	Then effectiveness may	Daily, as part of instruction	Be determined within 2 weeks	Twice a week	Be determined within a month	Weekly	Be determined within a quarter
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	<p>Data collection provides information used to drive instruction.</p> <ul style="list-style-type: none"> • Data must be reviewed regularly and on a predetermined basis. • Data must be evaluated to determine if the student is making progress toward the goals and objectives. • Data should determine how well the student is responding to the specially designed instruction (SDI) being implemented. • When the data patterns indicate the need to intervene, less intensive instruction should be used first and then more intensive instruction implemented. • When SDI does not result in the expected progress being made the ARD committee may need to be reconvened to reevaluate the goal and objectives. <p>If the data shows progress is:</p> <ul style="list-style-type: none"> • Above target or Mastered—reconvene the ARD committee to set new targets/goals. • On target—the program is working, and should be continued. • Inconsistent—student can do some of the task so, provide direct or intensive instruction on the difficult steps/skills. • Below target—the task is too difficult, teach prerequisite skills.
<p>TEC §28.022(a)(1)(2)(3) LEAs must provide notice to parents of a student’s unsatisfactory performance in a subject.</p>	<p>The reporting of progress toward IEP goals is distinctly different than the issuing of grades in the courses in which the student is enrolled. A student’s progress or mastery toward his/her IEP goals is never the basis for his/her grade. Mastery of an IEP goal does not automatically constitute passing a course, and passing a course does not automatically equate to mastering an IEP goal.</p> <p>The ARD committee determines how progress will be communicated and the method and schedule is noted on the IEP.</p> <p>There is a link between the wording in the goals and objectives and what language needs to be used in the progress report. If you used percents (%) as student baseline and expectation (“from and to”) then the data you report has to be written in percents. Note: Percent is only one way to measure progress.</p>

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<p>34 CFR §300.324(b)(1)(ii)(A) LEAs must review the IEP at least annually and revise the IEP, if appropriate, to address a lack of progress.</p> <p>34 CFR §300.324(a)(6) Changes to the IEP may be made either by the entire ARD committee at an ARD committee meeting, or by amending the IEP.</p> <p>34 CFR §300.116 Some decisions cannot be completed through an amendment. Placement decisions must be made by the ARD committee.</p> <p>34 CFR §300.306 Eligibility must be made by the ARD committee.</p> <p>34 CFR §530(e) Manifestation Determination Reviews must be made by the ARD committee.</p> <p>34 CFR §300.324(a)(4) The parent and LEA may develop a written document to amend or modify the child's current IEP.</p>	<p>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, the ARD committee must meet to address the lack of expected progress. Changes can be made through an ARD meeting or an amendment.</p>

Adapted from: Progress Monitoring the IEP: Putting Data into Action (PowerPoint). Ohio State Support Team 13

Resources: [Individual Education Program \(IEP\) Question and Answer Document](#)
[Grading and Progress Monitoring for Students with Disabilities: A Resource for Teachers](#)

