

NHDOE Special Education Focused Monitoring

FM IEP Review Process Guidelines 2010-2011

Purpose

The Focused Monitoring IEP Review Process is designed to help teams examine the IEP for educational benefit and compliance. The review is based on the fact that the IEP is the foundation of the special education process.

General and special educators are provided with an opportunity to collaboratively review a random sample of student IEPs to determine if the documents include the following information:

- Student's present level of performance related to academic achievement and functional performance
- Measurable annual goals related to specific student needs
- Instructional strategies, interventions and supports identified and implemented to support progress toward measurable goals
- Assessment (formative and summative) information gathered to develop annual goals and to measure progress toward annual goals
- Accommodations and/or modifications determined to support student access to the general curriculum, instruction and assessment
- Identification of who will gather the assessment data, where/when it will be gathered and how data will be recorded
- Revision of goals and/or objectives/benchmarks in response to student progress or lack of progress
- Relevance of IEP goals and objectives/benchmarks to the general education curriculum, instruction and assessment practices
- Three-year retrospective review of the student's progress toward key IEP goals and the documented evidence of student gains

Intended Outcome

A plan for improved communication and collaboration among general and special educators, parents and students in the development, implementation and monitoring of collaboratively designed IEPs

New Hampshire Department of Education Educational Benefit Compliance Process

Focused Monitoring IEP Review	Activity	Process
Achievement Team data review	The team begins with a macro look at the NECAP and/or other outcome data to identify key subgroups of interest that may provide insight into the district's programs and results.	<ul style="list-style-type: none"> ▪ The Achievement Team reviews different cohort groups of students (e.g. by grade, disability, test subject area, etc.) to identify subgroups. ▪ Additional assessment or other outcome data may be utilized to further narrow the subgroups.
Selection of students/IEPs	Identify a minimum of two IEP students per building. In addition, a specific number of Transition IEPs must be reviewed as well. Transition IEPs are reviewed for students who will turn 16 years during the duration of the current IEP or older.	<ul style="list-style-type: none"> ▪ Within the relevant subgroups, randomly select a minimum of two student IEPs per building for review. ▪ Transition IEPs: Follow NHDOE guidelines for number of Transitional IEPs to be reviewed: District Enroll: less than 4,000:10 files; less than 11,499: 15 files; 12,000 or greater: 20 files
Parent Notification	Notify the parents of the selected students that their child is part of a NHDOE random selection group.	<ul style="list-style-type: none"> ▪ Modify the sample letter from the application and send to parents.
Training	Prepare for a neutral and consistent IEP Review process	<ul style="list-style-type: none"> ▪ Identify the general and special educators who currently provide services to the selected students. ▪ Provide training prior to the IEP Review that includes the rationale for IEP review process and the tools/templates to be used.
Preparation	Arrange for IEP Reviews	<ul style="list-style-type: none"> ▪ Schedule a time and place for the IEP Review to take place, allowing several hours for each one. ▪ Arrange for class coverage if necessary for the participants. ▪ Gather the relevant materials, e.g. student files, NECAP scores, progress reports, report cards, portfolios, individual evaluations, etc. ▪ Prior to Review day, prepare brief student profile in the IEP Review Data Collection Form. ▪ Make copies of the IEP Review Data Collection Form and student IEPs for the current and past two years. ▪ Plan for refreshments/lunch etc. as necessary.
Data Collection	Conduct a neutral and consistent IEP Review process.	<ul style="list-style-type: none"> ▪ Review the goals of the process and the tools to be used and completed with the IEP Review team. ▪ Emphasize the expectation for a neutral review of the present IEP as well as the 3 year look- back. ▪ Facilitate the IEP Review process using the IEP Data Collection Form as a guide.
Summary of Findings	Report findings to the Achievement Team.	<ul style="list-style-type: none"> ▪ Summarize the findings at the end of the IEP Reviews. ▪ Provide the summary to the district's Achievement Team. ▪ Report areas of non-compliance.