

FOCUSED MONITORING IEP REVIEW-DATA COLLECTION FORM

**USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
FOCUSED MONITORING IEP REVIEW
DATA COLLECTION FORM
NEW HAMPSHIRE DEPARTMENT OF EDUCATION
FOCUSED MONITORING AND SPECIAL EDUCATION IMPROVEMENT PROCESS**

Student:	DOB:	Disability:	NHSEIS #:
School:	District:	Grade:	Date:

CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS

Name:	Position:	Building Level or Visiting (circle one)
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Focused Monitoring (FM) is a two year district improvement process aimed at reducing the achievement gap between students with disabilities and their non-disabled peers while raising student achievement for all students. The purpose of FM is to ensure that children and youth with disabilities ages 3-21 are afforded a free appropriate public education (FAPE) and are provided opportunities to learn in the Least Restrictive Environment (LRE). FM ensures that students with disabilities have access to, can participate in, and can demonstrate progress within the general education curriculum, thereby improving student learning.

The IEP Review Process is designed to help teams examine the IEP for compliance with federal and state regulations and educational benefit. Ultimately, teams will determine whether the IEP contains the required elements, if it is reasonably calculated to provide educational benefit and whether the IEP is useful.

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Please provide a profile of the student, including his/her history, unique characteristics, relevant medical history, grade/age of identification, length of time in current district, support programs, retention, grades, assessment performance (e.g. NWEA, other district wide assessments, individual evaluations, classroom formative and summative assessments, etc.), attendance, discipline needs, etc. Also include any classroom teachers' input, patterns discovered and why this student's IEP was chosen for review in the selection process.

DETERMINATION OF ELIGIBILITY

	YES	NO	N/A
1. Upon completion of assessments, did a group of qualified professionals and the parents determine that the child is a child with a disability ¹ ?			
2. Is there evidence to support that the determination was not based on lack of appropriate instruction in reading or math or limited English proficiency ² ?			
3. Is there evidence that the team drew upon, carefully considered and documented information from a variety of sources including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior?			
4. If the team determines that the student is identified with a Specific Learning Disability, what evidence does the team have that the determination was based on the district's LD Evaluation policy ³ ?			

Provide evidence regarding the determination of eligibility to support questions 1-4 above (e.g. Evaluation Report, Document of Determination of Eligibility, Written Prior Notice).

¹ ED 1108.01 Determination of Eligibility for Special Education; 34 CFR 300.306 Determination of eligibility

² ED 1107.01(a) Evaluation 34 CFR 300.306(b)(1) Determination of eligibility

³ ED1107.02(b) Evaluation Requirements for Children with Specific Learning Disabilities; 34 CFR 300.307 Specific learning disabilities

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PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE⁴			
The purpose of the student profile is to provide essential information about the student that was used to support the decision to provide the special education program and services.	YES	NO	N/A
1. What is the evidence that the following sources were used to assess the student's present levels of academic achievement and functional performance ⁵ ?			
• Initial evaluation			
• 3 year re-evaluation			
• State assessments			
• District-wide assessments			
• Classroom based assessments			
• Formative assessments (e.g. student work/portfolio)			
• Other, including observation or other special factors			
2. Were a variety of sources used for decision-making when developing the IEP ⁶ (e.g. aptitude and achievement tests, parent input, teacher's recommendations, information about the child's physical condition, social or cultural background, and adaptive behavior)?			
3. Is there a statement on how the child's disability affects the child's involvement and progress in the general education curriculum ⁷ ?			
4. In developing each child's IEP, did the IEP team consider: ⁸			
• The strengths of the child?			
• The concerns of the parents for enhancing the education of their child?			
• The results of the initial or most recent evaluation of the child?			
• The academic, developmental, and functional needs of the child?			
<i>Provide the evidence that was used to support the decision to provide the special education program and services.</i>			

⁴ 34 CFR 300.301 Initial evaluations; 34 CFR 300.304 Evaluation procedures; 34 CFR 300.305 Additional requirements for evaluations and reevaluations; 34 CFR 300.306 Determination of eligibility; 34 CFR 300.310 Observation; 34 CFR 300.320 Definition of IEP; Ed 1107 Evaluation ; Ed 1109 The individualized education program

⁵ Ed 1107.1 Evaluation; CFR 300.304 Evaluation procedures

⁶ Ed 1107.1 Evaluation; CFR 300.304 Evaluation procedures

⁷ Ed 1107.1 Evaluation; CFR 300.304 Evaluation procedures

⁸ Ed 1107.1 Evaluation; CFR 300.304 Evaluation procedures; CFR 300.305 Additional requirements for evaluations and reevaluations; CFR 300.306 Determination of eligibility

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MEASURABLE GOALS AND BENCHMARKS/OBJECTIVES⁹

	YES	NO	N/A
1. Is it clear that there is a relationship between the goals and student's needs, resulting from his/her disability, as described in the present levels of performance?			
2. Does the IEP include present level of academic achievement (baseline data) from which the goal will be measured?			
3. Does the IEP include present level of functional performance (baseline data) from which the goal will be measured?			
4. Are the annual goals measurable (i.e. contain criteria for measurable and achievable progress)? <ul style="list-style-type: none"> • Baseline data provided, either in the goal or the goal's present level of performance, to indicate the student's academic and functional performance levels (e.g. individual evaluations, curriculum based assessments, district wide assessments, etc.) from which the goal will be measured. • The student's expected proficiency levels/targets are stated. 			
5. Does the IEP include academic goals? Are academic goals standards based (i.e. NH Curriculum Frameworks/Common Core State Standard CCSS)?			
6. Does the IEP include functional goals (i.e. If the student's disabilities impacts his/her functioning)?			
7. Are there short-term objectives/benchmarks for the goal(s) ¹⁰ ? <ul style="list-style-type: none"> • Do the benchmarks or short-term objectives connect to the annual goals? • Are benchmarks or short-term objectives able to be used to measure the student's progress toward meeting the annual goals? 			
8. Regardless of the student's placement/setting, do the goals, benchmarks/objectives meet the student's needs in order to: <ul style="list-style-type: none"> • Participate and make progress in the general education curriculum? • Participate in extracurricular and other non-academic activities? 			
9. Are the goals and the objectives/benchmarks written in a manner useful to the general education teacher (specific, direct and clear) ¹¹ ?			
10. Was the student involved in the development of the goals/program (e.g. pre-conference, attendance at IEP meeting, etc.) ¹² ?			
11. Was the general education teacher involved in the development of the IEP?			
12. Does the IEP identify that the student's behavior impedes his/her learning or that of others? <ul style="list-style-type: none"> • If yes, is there a behavior plan, measurable behavior goals and/or strategies developed to address the student's behavior needs? 			
13. For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team), does the IEP include a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study , such as participation in advanced-placement courses or a vocational education? ¹³			

⁹ 34 CFR 300.320 Definition of individualized education program; Ed 1109.01 Elements of the individualized education program

¹⁰ IDEA 04 requires that IEPs of students taking the NH-ALPs have benchmarks or short-term objectives. NH Rules require all students have benchmarks or short-term objectives unless the parent determines them unnecessary for all or some of the child's annual goals.

¹¹ Not a requirement of Federal or State Special Education laws, rules or regulations.

¹² Not a requirement of Federal or State Special Education laws, rules or regulations.

¹³ Ed Elements of the individualized education program 1109.01 (10)

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TRANSITION¹⁴ ** Percent of **youth with IEPs aged 16 and above with an IEP** that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. ** **Indicator 13 SPP/APR**

Provide the evidence that was used to support the responses indicating that the goals are measurable and benchmarks/objectives support the goals in a meaningful manner.

¹⁴ 20 U.S.C. 1416(a)(3)(B); 34 CFR 300.320 Definition of individualized education program; Ed 1109.01

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GOALS AND BENCHMARKS/OBJECTIVES - Transition Checklist¹⁵ Continued	YES	NO	N/A
1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living? <ul style="list-style-type: none"> • Can the goal(s) be counted? • Will the goal(s) occur after the student graduates from school? • Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? <ul style="list-style-type: none"> ○ If yes to all three, then check Y OR if a postsecondary goal(s) is (are) not stated, check N 			
2. Is (are) the postsecondary goal(s) updated annually? <ul style="list-style-type: none"> • Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? <ul style="list-style-type: none"> ○ If <i>yes</i>, then check Y OR If the postsecondary goal(s) was (were) <i>not</i> updated with the current IEP, check N 			
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment(s)? <ul style="list-style-type: none"> • Is the use of a transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? <ul style="list-style-type: none"> ○ If <i>yes</i>, then check Y if <i>no</i>, then check N 			
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)? <ul style="list-style-type: none"> • Is a type of <i>instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation</i> listed in association with meeting the post-secondary goal(s)? <ul style="list-style-type: none"> ○ If <i>yes</i>, then check Y OR if <i>no</i>, then check N 			
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)? <ul style="list-style-type: none"> • Do the transition services include courses of study that align with the student's postsecondary goal(s)? <ul style="list-style-type: none"> ○ If <i>yes</i>, then check Y OR if <i>no</i>, then check N 			
6. Is (are) there annual IEP goal(s) related to the student's transition services needs? <ul style="list-style-type: none"> • Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? <ul style="list-style-type: none"> ○ If <i>yes</i>, then check Y OR if <i>no</i>, then check N 			
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? <ul style="list-style-type: none"> • For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? <ul style="list-style-type: none"> ○ If <i>yes</i>, then check Y OR if <i>no</i>, then check N 			
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?			
9. <u>Does the IEP meet the requirements of Indicator 13?</u> (Check one) Yes (all Ys or NAs for each item (1-8) on the questions above) or No (one or more Ns checked)			
10. If applicable, were the student and parent informed at least one year prior to age 18 that parental rights under IDEA transfer to the adult student at the age of 18? ¹⁶			
<i>Please provide evidence:</i>			

¹⁵ Ed 1109.01 Elements of the individualized education program

¹⁶ Ed 1120.01 (b) Applicability: Transfer of rights

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MEASURING PROGRESS¹⁷			
	YES	NO	N/A
1. Is the student's progress toward meeting annual goals measured in terms of the following:			
• What is being measured			
• How progress will be measured (e.g. tools, methods)			
• When the measurement will occur (e.g. weekly, quarterly, etc.)			
• Progress in the general education curriculum			
2. Is there a collaborative process between general and special educators for assessing student progress ¹⁸ ?			
3. Do the progress updates provide specific, meaningful, and understandable information on a child's progress that is easily understood by a broad audience, including student, parents and teachers ¹⁹ ?			
4. Does the IEP indicate when parents will receive reports on the student's progress toward meeting the annual goals?			
5. Is there evidence that the student is making progress sufficient to achieve the annual goals by the end of the IEP? <i>Please provide the evidence:</i>			
6. If the student did not make periodic/yearly progress, was there a process used to address the lack of progress (e.g. revisions to IEP, changes in services and/or instruction, etc)? <i>Please explain the changes to the IEP to address lack of progress:</i>			
<i>Please provide evidence that progress was measured toward meeting annual goals:</i>			

¹⁷ 34 CFR 300.320 Definition of individualized education program; Ed 1109 Elements of an IEP

¹⁸ Not a requirement of Federal or State Special Education laws, rules or regulations.

¹⁹ Not a requirement of Federal or State Special Education laws, rules or regulations.

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ACCOMMODATIONS AND MODIFICATIONS²⁰

	YES	NO	N/A
Ed 1102.01(b) Accommodation <i>"Accommodation" means any change in instruction or evaluation determined necessary by the IEP team that does not impact the rigor and/or validity of the subject matter being taught or assessed.</i>			
1. Given the student's stated needs resulting from his/her disability, are there accommodations in the IEP that are critical to enabling the student to access and progress in the general education curriculum and nonacademic/extracurricular services, and that are written in a manner that is useful to the general education teacher (e.g. jargon free) ²¹ ?			
2. Are there accommodations in the IEP that are necessary to measure the academic and functional performance of the child on state and district wide assessments?			
Ed 1102.03(v) Modification <i>"Modification" means any change in instruction or evaluation determined necessary by the IEP team that impacts the rigor <u>and</u> validity or rigor <u>or</u> validity, of the subject matter being taught or assessed.</i>			
1. Given the student's stated needs resulting from his/her disability, are there appropriate modifications in the IEP which enable the student to make effective progress and that are written in a manner that is useful to the general education teacher ²² ?			
2. Is the implementation of accommodations/modifications monitored? <i>Please provide the evidence:</i>			
<i>Please provide evidence that accommodations/modifications were effectively implemented.</i>			

²⁰ Ed 1113.08 (b) ; Ed 1109.01 Elements of an Individualized Education Program 34; CFR 300.320(a)(4) *Full access to general curriculum*

²¹ Ed 1113.08 Curricula

²² "written in a manner that is useful to the general education teacher" is not a requirement of Federal or State Special Education laws, rules or regulations.

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SPECIAL EDUCATION AND RELATED SERVICES²³

	YES	NO	N/A
1. Is there evidence of specially designed instruction provided to address the unique needs of the child and ensure access to the general curriculum?			
2. Do the related services in the IEP address all the child's identified academic, developmental and functional needs (e.g. linked to the goals, assessment information, student present levels of performance, disability, etc.)?			
3. Do the related services specifically enable the child to make progress in the general education curriculum?			
4. Does the district provide appropriate instructional equipment, materials, assistive technology and devices if required as part of the child's special education related services or supplementary aids and services as stated in the IEP?			
5. Is the implementation of special education and/or related services documented and monitored? <i>Please provide the evidence:</i>			
6. Has a complete copy of the IEP been provided to each teacher and service provider having responsibility for implementing the IEP?			
<i>Provide evidence that the supplementary aids and services (special education, related services, accommodations and modifications) are designed and provided to enable the student to advance appropriately toward attaining annual goals and have access to, participate and make progress in the general education curriculum.</i>			

²³ 34 CFR 300.34 Development of IEP; 1109.04 Copies of IEP and Evidence of Implementation; 1109.06 Monitoring and Annual Review of IEPs; 34 CFR 300.320(a)(4) Definition of individualized education program; Ed 1113.08 Curricula; Ed 1113.09 Equipment, Materials and Assistive Technology;

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PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT²⁴			
	YES	NO	N/A
1. Check the educational environment below in which the student is placed. <i>Please select one.</i>			
• Regular classroom - A child with a disability attends regular class with supports and services required in the IEP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Regular classroom with consultative assistance - A child with a disability attends a regular class with assistance being provided to the classroom teacher by consulting specialists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Regular classroom with assistance by specialists - A child with a disability attends a regular class with services, provided to the child by specialists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Regular classroom plus resource room help - A child with a disability attends a regular class and receives assistance at or through the resource room program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Regular classroom plus part-time special class - A child with a disability attends a regular class and a self-contained special education classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Full-time special class - A child with a disability attends a self-contained special class full-time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Full-time or part-time special day school - A child with a disability attends a publicly or privately operated special day program full-time or part-time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Full-time residential placement - A child with a disability attends a publicly or privately operated residential program full-time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Home Instruction - A child with a disability receives all or a portion of her/his special education program at home in accordance with Ed 1111.05	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Hospital or institution - A child with a disability receives special education while in a hospital or institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the IEP provide an explanation of the extent, if any, to which the student will NOT participate with nondisabled peers in the regular class and other educational settings, including nonacademic settings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In determining the Least Restrictive Environment, has the IEP team considered at least annually potentially harmful effects of possible placements on the student or on the quality of services which he or she needs ²⁵ ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Provide evidence that the school district has ensured that to the maximum extent appropriate the student is educated with children who are non-disabled and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily²⁶.</i></p>			

²⁴ 34 CFR 300.114 LRE Requirements; Ed 1111 Placement of Children with Disabilities; Ed 1111.01(a) Placement in the Least Restrictive Environment

²⁵ ED 1111.02 Placement Decisions

²⁶ ED 1111.01(a) Placement in the Least Restrictive Environment

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LONGITUDINAL IEP REVIEW

Please complete the Longitudinal Data **only** on this page with the school team prior to the IEP Review visit

NECAP Reading	9-10	10-11	11-12	NECAP Math	9-10	10-11	11-12	NECAP Writing	Year:				
Index Score				Index Score				Index Score					
Proficiency Level				Proficiency Level				Proficiency Level					
<i>Directions: Begin by examining and answering all the questions for the IEP from two years ago, next repeat with last year's IEP in comparison to the previous IEP, and finally, respond to the questions for this year's IEP in comparison to last year's.</i>					IEP Two Years Ago			Last Year's IEP			Current IEP		
					IEP dates _____			IEP dates _____			IEP dates _____		
					Grade(s) _____			Grade(s) _____			Grade(s) _____		
					YES	NO	N/A	YES	NO	N/A	YES	NO	N/A
1. Do other data corroborate the results of the NECAP?													
2. Is the IEP designed to address the student's non-proficient curriculum areas including annual goal(s), objective(s)/benchmark(s)?													
3. Are there instructional accommodations and/or curriculum modifications related to this/these area(s)?													
4. Is there assessment accommodations related to this area?													
<ul style="list-style-type: none"> • If so, are they the same as last year's? 													
<ul style="list-style-type: none"> • If different, have they been revised to reflect changing needs? 													
7. Are there special education, related services and/or supports provided in this/these area(s)?													
<ul style="list-style-type: none"> a. If so, have these services: <ul style="list-style-type: none"> i. Increased? 													
<ul style="list-style-type: none"> ii. Decreased? 													
<ul style="list-style-type: none"> iii. Remained the same? 													
8. Using data, and compared to the present level of performance, did the student make progress in this/these area(s)?													

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	IEP Two Years Ago			Last Year's IEP			Current IEP		
	YES	NO	N/A	YES	NO	N/A	YES	NO	N/A
9. What other changes were made to the IEP to reflect progress or lack of progress?									
10. If changes were made, do subsequent progress reports reflect improved progress in this/these area(s)?									

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CONCLUSIONS	YES	NO
<p>1. Considering the answers to each of the above, were you able to assess the degree to which the IEPs were reasonably calculated to result in the student's educational benefit (FAPE in the LRE - access to, participation and progress in the general education curriculum)?</p> <ul style="list-style-type: none"> ○ Explain 		
<p>2. Has this IEP review process informed future plans for this student's IEP and participation in the general education curriculum?</p> <ul style="list-style-type: none"> ○ Explain 		
<p>3. What can be done to improve this student's performance on state assessments and in the general education curriculum?</p>		
<p>4. Describe how individual student performance/information is conveyed from grade to grade/school to school.</p>		

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BASED ON WHAT YOU HAVE LEARNED FROM THIS IEP REVIEW PROCESS, PLEASE IDENTIFY THE STRENGTHS AND SUGGESTED IMPROVEMENTS OF YOUR CURRENT IEP PROCESS:

STRENGTHS	IMPROVEMENTS