

FOCUSED MONITORING IEP REVIEW-DATA COLLECTION FORM

<p>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</p>
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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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The NHDOE Special Education Focused Monitoring Process examines systems and student outcomes with the purposes of increasing the understanding of the overall context of: the school, the general and special education processes and procedures and individual student performance, resulting in an improvement plan designed to focus on improved outcomes for students.

The IEP Review Data Collection Form is designed to help teams examine the IEP for measures of educational benefit and compliance with both federal and state regulations, because the IEP is the core of the special education process. A well crafted, collaborative IEP can serve to ensure educational benefit for students with disabilities.

To assure that an IEP is reasonably calculated to provide educational benefit, it must support a student's access (participation and progress) to the general education curriculum and participation in extracurricular and other non-academic activities. The identified needs must be detailed, and the impact of the disability on the student's academic achievement and functional performance, including in the general education classroom and in extracurricular and other non-academic activities, must be clearly defined. Goals, objectives/benchmarks, accommodations/modifications and the type and amount of services must align with the student's needs in order for him/her to learn and validly demonstrate this knowledge. Preferably, measureable goals are related to Grade Level Expectations (GLEs) or, at the secondary level, core competencies. Ongoing, purposeful measurement of progress must be conducted and reported to track progress in the plan/program.

Ultimately, teams should be able to conclude whether the IEP contains the required elements, if it is reasonably calculated to provide educational benefit and whether the IEP is useful, understandable to a broad audience, and a helpful tool in understanding the child's disability, its impact, and how the school will address this impact.

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 controlled random selection process.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE/PROFILE

34 CFR 300.301 Conduct of evaluation; 34 CFR 300.303 Additional requirements for evaluations and re-evaluations; 34 CFR 300.306 Determination of eligibility; 34 CFR 300.310 Observation; 34 CFR 300.320 Definition of IEP Ed 1107; Ed 1109	YES	NO	N/A
1. Is there evidence in the IEP that the following sources were used to assess the student's present levels of academic achievement and functional performance?			
o initial evaluation			
o participation in RTI/MTSS (LD evaluation process)			
o 3 year re-evaluation			
o state assessments			
o district-wide assessments			
o classroom based assessments			
o formative assessments (e.g. student work/portfolio)			
o other, including observation or other special factors			
2. Were multiple measures used for decision-making when developing the IEP?			
3. In view of the above, are all of the identified student's strengths, interests and academic, developmental and functional needs included/addressed in the student profile?			
4. a. Have the parent concerns for improving the student's education been described in the IEP?			
4. b. Is there a district process for eliciting parent input to be included in the IEP? (e.g. acquire outside evaluations, questionnaires, ask for written input, interview; when at IEP meeting: develop IEP parent input section together, etc.) • Please explain			

GOALS AND BENCHMARKS/OBJECTIVES

34 CFR 300.320 IEP, Goals and Objectives / Benchmarks Ed 1109	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. Are the annual goals measurable (i.e. contain criteria for measurable and achievable progress)?			

<ul style="list-style-type: none"> ▪ Baseline data is 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. 			
<ul style="list-style-type: none"> ▪ The student's expected proficiency levels/targets are stated. 			
3. Does the IEP include academic goals? Are academic goals standards based (Connected to GLEs or competencies)?			
4. Does the IEP include functional goals? (If the students disabilities impacts his/her functioning)			
5. Are there objectives/benchmarks for the goal(s)?			Δ
<ul style="list-style-type: none"> ▪ Do the benchmarks or short-term objectives connect to the annual goals? 			Δ
<ul style="list-style-type: none"> ▪ Are benchmarks or short-term objectives able to be used to measure the student's progress toward meeting the annual goals? 			Δ
<ul style="list-style-type: none"> ▪ *Are benchmarks or short-term objectives meaningful and logical? 			Δ
6. 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? 			
<ul style="list-style-type: none"> ▪ Participate in extracurricular and other non-academic activities? 			
7. *Are the goals and the objectives/benchmarks written in a manner useful to the general education teacher (specific, direct and clear)?			
8. *Was the student involved in the development of the goals/program? (e.g. pre-conference, attendance at IEP meeting, etc.)			
9. Was the regular education teacher involved in the development of the IEP?			
10. 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? 			
11. 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? Ed 1109.01 (10)			
TRANSITION ** 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. 20 U.S.C. 1416(a)(3)(B); CFR 300.320; Ed 1109.01 (a)(1) ** Indicator 13 SPP/APR			

(SEE Δ and * REFERENCES PAGE 6)

GOALS AND BENCHMARKS/OBJECTIVES Continued	YES	NO	N/A
Transition Checklist			
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 			
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 yes, then check Y OR If the postsecondary goal(s) was (were) <i>not</i> updated with the current IEP, check N 			
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 yes, then check Y if no, then check N 			
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 yes, then check Y OR if no, then check N 			
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 yes, then check Y OR if no, then check N 			
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 yes, then check Y OR if no, then check N 			
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 yes, then check Y OR if no, then check N 			
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?			
Does the IEP meet the requirements of Indicator 13? (Check one)			
Yes (all Ys or NAs for each item (a-h) on the Checklist on the previous page or No (one or more Ns checked on the previous page)			
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? Ed 1120.01 (b)			

Δ IDEA 04 requires that IEPs of students taking the Alternate State Assessment 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.

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

MEASURING PROGRESS			
34 CFR 300.320 Ed 1109	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			
○ *where it will be measured (e.g. classroom, resource room, etc.)			
○ *who will collect the data (e.g. special educator, classroom teacher, etc.)			
2. *Is there a collaborative process between general and special educators for assessing student progress?			
3. If the student is participating in RTI/MTSS were those data used to measure progress?			
4. *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?			
5. Does the IEP indicate when parents will receive reports on the student's progress toward meeting the annual goals?			
6. Is there evidence that the student is making progress sufficient to achieve the annual goals by the end of the IEP?			
7. 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)?			
○ Please explain changes, if applicable.			

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

ACCOMMODATIONS AND MODIFICATIONS			
Ed 1113.08 (b) Access to Curriculum	YES	NO	N/A
<p>1. <i>Accommodations are defined as any change in instruction (e.g. presentation, environmental adaptations) or evaluation (e.g. method of response) determined necessary by the IEP team that does not impact the rigor or validity of the subject matter being taught or assessed. Ed 1102.01(b); Ed 1113.08 Accommodations</i></p> <hr/> <ul style="list-style-type: none"> • 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)? Ed 1113.08 Access to Curriculum 			
<ul style="list-style-type: none"> • 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? 			
<p>2. <i>Modifications mean any change in instruction or evaluation determined necessary by the IEP team that impacts the rigor and validity or rigor or validity of the subject matter being taught or assessed. Ed 1102.03(v) Modifications</i></p> <hr/> <ul style="list-style-type: none"> • 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? 			
<p>3. Is the implementation of accommodations/modifications monitored?</p> <ul style="list-style-type: none"> • Please explain. 			
SPECIAL EDUCATION AND RELATED SERVICES			
34 CFR 300.34 Development of IEP; Copies of IEP and Evidence of Implementation; Monitoring and Annual Evaluation of IEPs	YES	NO	N/A
<p>Ed 1113.08 Related Services and Curriculum; Ed 1113.09 Related Services and Technology; Ed 1109.04 (a); Ed 1114</p>			
<p>1. 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.)?</p>			
<p>2. Do the related services specifically enable the child to make progress in the general education curriculum?</p>			
<p>3. Is the implementation of special education and/or related services documented and monitored?</p> <ul style="list-style-type: none"> ○ Please explain 			

4. Has a complete copy of the IEP been provided to each teacher and service provider having responsibility for implementing the IEP?			
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PLACEMENT			
34 CFR 300.116 Placements Ed 1111	YES	NO	N/A
1. Check the educational environment below in which the student is placed. Please select one.			
• Regular class ("Core") 80% or more of the day? (regular class setting; Core Instruction)			
• Regular class ("Core") 40% to 79% of the day? (resource room setting)			
• Regular class ("Core") 39% or less of the day? (self-contained setting)			
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?			

LONGITUDINAL IEP REVIEW									
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 IEP dates _____ Grade(s) _____		Last Year's IEP IEP dates _____ Grade(s) _____		Current IEP IEP dates _____ Grade(s) _____

	YES	NO	N/A	YES	NO	N/A	YES	NO	N/A
1. Was the non-proficient NECAP area(s) above an identified need in this IEP?									
2. Does the IEP describe how the student's disability affects involvement and progress in the general education curriculum as related to the NECAP non-proficient curriculum area(s)?									
3. Is there an annual goal(s), objective(s)/benchmark(s) addressing this/these area(s)?									
4. Does this year's goal(s) reflect last year's progress (e.g. more complex goal(s)) and address needs commensurate with the progress and present level of performance?									
5. Are there instructional accommodations and/or curriculum modifications related to this/these area(s)?									
6. Are there assessment accommodations related to this area?									
• If so, are they the same as last year's?									
• If different, have they been revised to reflect changing needs?									

	IEP Two Years Ago			Last Year's IEP			Current IEP		
	YES	NO	N/A	YES	NO	N/A	YES	NO	N/A
7. Are there special education, related services and/or supports provided in this/these area(s)?									
a. If so, have these services:									
i. Increased?									
ii. Decreased?									
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)?									
9. If the student did not make progress in this/these area(s), were the goals/objectives/services changed to assist the student to make progress?									

10. If changes were made, do subsequent progress reports reflect improved progress in this/these area(s)?										
SUMMARY								YES	NO	N/A
Given the above review of the three sequential IEPs:										
1. Is the area(s) in which the student was not proficient on the NECAP an identified need in the present levels of performance (see #1, page 9)? ○ Explain										
2. Is this area(s) addressed by appropriate goals and, if applicable, objectives/benchmarks (see #s 3 and 4, page 9)? ○ Explain										
SUMMARY, Continued								YES	NO	N/A
3. Do the IEPs reflect the grade level changes you would expect from year to year (see #4, page 9)? ○ Explain										
4. Are the instructional and assessment accommodations consistent with and specific to the student's changing needs (see #s 5 and 6, page 9)? ○ Explain										

<p>5. Do the services support the goals and objectives (see #7, page 10)?</p> <ul style="list-style-type: none"> ○ Explain 			
<p>6. Did the student make yearly progress in the general education curriculum (see #8, page 10)?</p> <ul style="list-style-type: none"> ○ Explain 			
<p>7. If the student did not make progress, were the goals/objectives/services changed to assist the student to make progress (see #9, page 10)?</p> <ul style="list-style-type: none"> ○ Explain changes 			
<p>8. If the goals/objectives/services were changed to assist the student to make progress, did subsequent progress reports reflect improved progress (see #10, page 10)?</p>			

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 designed to provide educational benefit (access to, participation and progress in the general education curriculum) in this/these area(s)?</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>		

BASED ON WHAT YOU HAVE LEARNED FROM THIS IEP REVIEW PROCESS, PLEASE NOTE:

STRENGTHS

SUGGESTIONS