Progress Monitoring: How Local Procedures Support General Supervision

Jenkins County School System
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&

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Purpose

To demonstrate how two smaller school systems in the same GLRS collaborative community utilize the general supervision process for monitoring student progress in order to develop, implement, and monitor compliant IEPs based on sound data.
Participant Benefits

- Information on the development of written IEP procedures
- Progress monitoring program
- Examples of student portfolio formats
- Monitoring and compliance tracking documents
- Professional learning and accountability in relation to monitoring student progress
Jenkins County School System
Jenkins County School System

- 3 schools (Total 1329 students)
  - JCES-661
  - JCMS-284
  - JCHS-384
  - 145 SWD
Jenkins County School System

- Student population: 1329 (PK-12)
  - Black: 56%
  - White: 39%
  - Hispanic: 5%
  - Female: 48%
  - Male: 52%
  - FRL: All students
  - SWD: 10.9%
Glascock County School System
Glascock County School System

- Student population: 630 (PK-12)
  - Black: 7.5%
  - White: 89.1%
  - Hispanic: 1.2%
  - Two or more races: 2.2%
  - Female: 48%
  - Male: 52%
  - FRL: 57.74%
  - SWD: 7%
  - Gifted eligible: 12%
Tier 4 Progress Monitoring (GaDOE RTI Guidance)

- Students in Tier 4 interventions will be involved in deep, systematic, and formalized progress monitoring, data collection, and targeted instruction.
- Tier 4 interventions are individualized based on student assessment data.
- Documentation of progress is comprehensive and robust.
Norm Referenced vs Curriculum Based Measurement (CBM)

**Norm Referenced**
- Measure skills at specific point in time
- Eligibility/Diagnostic
- Various skills measured (may not be part of IEP goal)
- May be tested on information not yet taught

**Curriculum Based**
- Measurement (CBM)
- Specific to each IEP goal
- Tests information that has been taught
- Brief monitoring probes done on a set schedule
Progress Monitoring Procedures Ensure Our Systems:

- Meet compliance
- Provide a systematic approach to data collection
- Provide longitudinal data on student progress
- Guides instruction by assisting teachers in making data-informed decisions
  - chart progress on goals/objectives
- Has relevant and current information for PLAAFP
- Maintains documentation for redetermination
- Maintains documentation for ESY consideration
- Maintains documentation for all IEP decisions
Jenkins County Progress Monitoring

- Worked with Dr. Sandy Reid-Vidalia City Schools (Fall of 2011)
- Established stakeholder/Active Engagement team
- Established written processes and procedures
- Developed supervision, monitoring, and accountability plan
- Review and revise
Glascock County Progress Monitoring

- Met with stakeholders in Spring of 2012
- Our team worked to establish specific guidelines and progress monitoring tools for special education staff to use.
- Developed a list of deficit skill areas and identified interventions and progress monitoring tools to be used
Jenkins County School System (Monitoring Resources)

- AIMSWeb CBM Tools-Reading & Math
- Additional CBM Probes
- Classroom Assessments/Work Samples
- Writing Rubrics
- Behavior Checklists
- Data tracking sheets (GAA/Significantly Delayed/Speech)
Deficit Area Monitoring (Reading)

- Early Literacy
- Letter Naming Fluency
- Letter Sound Fluency
- Phonemic Segmentation Fluency
- Nonsense Word Fluency
- Reading-Other
- Oral Reading Fluency (ORF)
- Reading Comprehension (MAZE)
Deficit Area Monitoring (Math)

- Early Numeracy
- Oral Counting
- Missing Number
- Number Identification
- Quantity Discrimination
- Math-Other
- Computation (+, -, /, x fractions, etc…)
- Concepts & Applications (money, charts, graphs, measurement, problem solving, number concepts, etc…)
Deficit Area Monitoring (Written Expression)

- Developing Ideas
- Organizational Skills
- Conventions
- Style
Deficit Area Monitoring (Behavior)

- Time management
- Task completion
- Adaptive/appropriate response to change
- Managing stress/frustration
- Appropriate peer/adult interaction
- Social/interpersonal skills
- Behavior/Self-Management
- Adaptive
- Self control
- Managing stress/frustration
- Appropriate interactions (peers/adults)
Deficit Area Monitoring (Communication)

- Articulation
- Fluency
- Language
- Voice
Tier 4 Progress Monitoring Portfolios

- Portfolios will be maintained on a 3 year cycle, coinciding with re-evaluations. Once information is needed at central office for re-evaluations, a COPY of everything in the portfolio will be sent to the central office. All goal sheets, data collection documents, and charts/graphs will remain in the portfolio to follow the student from K-12. All probes, with the exception of the beginning and ending work sample, will be properly disposed of annually.
Jenkins County Tier 4 Monitoring Portfolio

- Items to Be Included In the Front of the Portfolio Before the Tabs
  - **IEPs**
    - Copy of Current IEP
    - Copy of Amendments from current IEP year (kept on top of the corresponding IEP)
  - Transition Plan
  - Copy of current eligibility/redetermination
Jenkins County Tier 4 Monitoring Portfolio

State and District Assessment Results (Most Recent)

- **State** (All results, with the exception of GKIDS, will be recorded on the State Assessment Summary)
  - GKIDS (K)
- Include Student Report
  - CRCT (3-8)
  - Georgia Writing Assessment (3, 5, 8)
  - Georgia High School Graduation Test, including the Writing Test (11 and 12)
  - End of Course Tests (9, 10, 11, 12)
  - ACCESS
Jenkins County Tier 4 Monitoring Portfolio

**District** (kept from most recent to least recent)

- Kindergarten Readiness Test
- K-2nd DIBELS Reading Grade Level Benchmarks (If Administered)  
  (copy of the scores on student booklet)
- K-12 Academy of Reading and Math (If Administered)
- K-12 Star Reading and Math Results (3x/year-August, January, May)
  - K-12 Data Director Benchmarks
  - K-12 Thinkgate/Data Director Assessments
  - K-12 OAS/Online Assessment System Benchmarks/Diagnostics (If Administered)
  - 2-12 Study Island Assessments (If Administered)
  - JCHS Transcript
  - AIMSWeb Progress Monitoring (Survey Level Assessments, Benchmarks, Weekly Probes)
Jenkins County Tier 4 Monitoring Portfolio

**Reading IEP Goals/Data**
The items are to be included in the following order:

1. **AIMS Survey Level Assessment Results**
2. **IEP Reading Goal #1**
   a. Data Sheet (weekly)
   b. Corresponding Data representing progress/lack of progress (updated monthly- provide documentation of whether the goal is in progress, mastered, or not on track to be mastered)
   c. Related work samples: One work sample from initial development of goal and one prior to evaluation of progress for IEP development. Samples must include analysis of specific area identified in IEP objective. ALL work samples must have name, date, and analysis.
   d. Copies of Corresponding Progress Reports
   e. **Weekly AIMSWeb progress monitoring probes/chart**
3. **IEP Goal # 2, etc…**
Jenkins County Tier 4 Monitoring Portfolio

**Math IEP Goals/Data**
The items are to be included in the following order:

1. **AIMS Survey Level Assessment Results**
2. **IEP Math Goal Sheet #1**
   a. Data Sheet (weekly)
   b. Corresponding Data representing progress/lack of progress (updated monthly… follow same procedures as described in previous section)
   c. Related work samples: One work sample from initial development of goal and one prior to evaluation of progress for IEP development. Samples must include analysis of specific area identified in IEP objective. ALL work samples must have name, date, and analysis.
   d. Copies of Corresponding Progress Reports
   e. **Weekly AIMSWeb progress monitoring probes/chart**
3. **IEP Goal # 2, etc…**
Jenkins County Tier 4 Monitoring Portfolio

Writing IEP Goals/Data
The items are to be included in the following order:

1. Initial Writing Sample
2. IEP Writing Goal #1
   a. Writing Sample with scored rubric attached. Please make sure that the writing sample has the student name, date, and writing prompt.
   b. Copies of corresponding Progress Reports
3. IEP Goal #2, etc…
Jenkins County Tier 4 Monitoring Portfolio

Behavior IEP Goals/Data

The items are to be included in the following order:
1. Functional Behavior Assessment (FBA)
2. Behavior Intervention Plan (BIP)
3. IEP Behavior Goal #1
   a. Data Sheet (weekly)
   b. Corresponding Data representing progress/lack of progress (to be updated monthly… follow same procedures as described in previous section)
   c. Copies of Corresponding Progress Reports
4. IEP Goal # 2, etc…
Jenkins County Tier 4 Monitoring Portfolio

Functional IEP Goals/Data (adaptive, organization, study skills)

The items are to be included in the following order:

1. IEP Functional Goal #1
   a. Data Sheet (weekly)
   b. Corresponding Data representing progress/lack of progress (to be updated monthly… follow same procedures as described in previous section)
   c. Copies of Corresponding Progress Reports
Speech/Language IEP Goals/Data

The items are to be included in the following order and are to be provided by the SLP:

1. IEP Goal #1
   a. Data Sheet (weekly)
   b. Corresponding Data representing progress/lack of progress (to be updated monthly… follow same procedures as described in previous section)
   c. Copies of Corresponding Progress Reports
Jenkins County Tier 4 Monitoring Portfolio

Motor IEP Goals/Data
The items are to be included in the following order and are to be provided by the OT or PT

1. IEP Goal #1
   a. Data Sheet (weekly)
   b. Corresponding Data representing progress/lack of progress (to be updated monthly… follow same procedures as described in previous section)
   c. Copies of Corresponding Progress Reports
Jenkins County Tier 4 Monitoring Portfolio (Transition)

Copy of most current transition inventory

(include data collection sheets and documentation or progress/status of goal-met, in progress, not achieved)

- Transition Goal-Employment
- Transition Goal-Education/Training
- Transition Goal-Daily Living
- Transition Plan Compliance Checklist
Jenkins County Tier 4 Monitoring Portfolio (GAA)

- For students in grades K-12 not participating in AIMSWeb, including 3-12 graders who are being assessed using Georgia’s Alternate Assessment
- Progress monitoring will include data collections and work samples (when applicable).
- Student IEP goals and objectives should be written so that they are easily measurable.
- Data will be taken on at least 3 goals or objectives twice a month. By the end of the year, each goal or objective should have at least 6 pieces of data.
Jenkins County Tier 4 Monitoring Portfolio (GAA)

- Data will be recorded using individual student data sheets.
- When applicable (for academic goals), work samples will also be used and attached to the data sheets (6 analyzed work samples per goal/objective).
- For performance goals (behavior, adaptive, social functional) goals, data should be taken collected once weekly or at least 5 continuous days once a month.
- Progress reports will be sent home every 9 weeks.
Glascock County Tier 4 Monitoring Portfolio (Important Reminders)

- All areas do not apply to every student; consider the grade level
- Make sure all work samples are dated (including the year). Missing dates will be scored NE on rating
- In the purple folder, take out any information that does not pertain to the IEP goals/objectives. (New data may be included if you are considering adding services or supports.)
- Unorganized, excessive papers in folders will be scored NE on rating
- Use criteria of the goal on progress reports
Glascock County Tier 4 Monitoring Portfolio (Important Reminders)

- Missing questionnaires/surveys/assessments in transition will be scored NE on rating
- Overall exemplary rating will result in exemption from Spring Review.
- After each IEP ANNUAL REVIEW, documentation from Current IEP Goal/Objective Data Folder from previous IEP is stapled or banded together and placed in the Manila-Past Documentation Folder, which should reside in a central locked location within your classroom.
ORANGE Folder Requirements - Teacher Folder

1. Amendments from the current IEP
2. The complete current IEP and Eligibility must be kept in the front of this folder.
3. Extended School Year checklist and supporting documentation.
4. Any other information that the teacher wants to maintain that is separate from the other collected data may be kept in this folder.
Glascock County Tier 4 Monitoring Portfolio

- **PURPLE Folder Required Contents** - Current IEP Goal/Objective Data Folder

- All IEP goals/objectives need a graphical representation of progress with a goal line. If hours/services are increased or decreased, or if the intervention has been changed, please note this on the graph.
Glascock County Tier 4 Monitoring Portfolio

Reading & Math IEP Goals
1. Aimsweb Survey Level Assessment Results
2. IEP Goal Data Collection Sheet #1
   a. Weekly data collection graph
   b. Documentation of progress toward goal (in progress, mastered, not on track to master, etc.)
   c. Two (2) related work samples per semester per academic goal are required (one sample from initial development of goal and one prior to evaluation of progress for annual review. Samples must include analysis of specific area/skill identified in the goal/objective. ALL work samples must have name, date and analysis related to goal/objective.
   d. Copies of progress reports
   e. Weekly AimsWeb progress monitoring probes.
Goal # 2 and so on will use the same format as provided above
Glascock County Tier 4 Monitoring Portfolio

Writing IEP Goals

1. Initial writing sample

2. Writing Goal Data Collection Sheet #1
   a) Writing samples with scored Tier 4 Writing Rubric attached. Be sure to include student name, date, and writing prompt. Each sample must be an accurate representation of the student’s overall work in that area.
   b) Copies of progress reports
Glascock County Tier 4 Monitoring Portfolio

Functional IEP Goals (motor, adaptive, organization, study skills, etc.) & Speech IEP Goals

*Speech and motor data will need to be collected from the SLP and OT*

1. IEP Functional Goal Sheet
   a. Weekly Data Sheet
   b. Corresponding data representing progress/lack of progress (follow same procedures as above)
   c. Copies of progress reports
BLUE Folder Contents – Behavior

Behavior IEP Goals
1. Functional Behavior Assessment (FBA)
2. Behavior Intervention Plan (BIP)
3. IEP Behavior Goal Sheet #1
   a. Weekly Data Sheet
   b. Corresponding data representing progress/lack of progress (follow same procedures as above)
   c. Copies of progress reports
4. IEP Behavior Goal Sheet #2
   a. Weekly Data Sheet
   b. Corresponding data representing progress/lack of progress (follow same procedures as above)
   c. Copies of progress reports
Glascock County Tier 4 Monitoring Portfolio

1. IEP Behavior Goal Sheet #3
   a. Weekly Data Sheet
   b. Corresponding data representing progress/lack of progress (follow same procedures as above)
   c. Copies of progress reports
Glascock County Tier 4 Monitoring Portfolio

RED Folder Contents - State and District Assessment Folder -
General Education Curriculum
1. GKIDS (K/1)
2. 3rd - 9th CRCT
3. Georgia Writing Assessment (3, 5, 8, 11, 12)
4. EOCT (9-12)
5. GHSGT (11,12)

Adapted Curriculum
1. GKIDS- Kindergarten (Keep results during First Grade)
2. 3rd-12th GAA
3. Other as indicated by guidelines
Glascock County Tier 4 Monitoring Portfolio

District (keep most recent to least recent):
1. Kindergarten Readiness Test
2. Academy of Reading & Math (if administered)
4. Data Director Benchmarks (3x per year)
5. OAS System Benchmarks/Diagnostics (3 x per year)
6. Study Island Assessments (if administered)
7. AimsWeb Benchmarks (3x per year)
8. GCCS Transcript
Glascock County Tier 4 Monitoring Portfolio

YELLOW Folder-Assistive Technology

1. AT Checklist
2. Log of devices (high and low tech) used over time and effectiveness
3. Observation notes
4. AT Evaluation Summary (if applicable)
Glascock County Tier 4 Monitoring Portfolio

**GREEN Folder - Transition**

1. Bridge Bill Checklist
2. Career Interest Inventories
3. Transition Goal Sheet #1-Employment
   a. Data collection sheet
   b. Documentation of progress toward goal (mastered, in progress, not on track to master, etc.)
4. Transition Goal Sheet #2-Education/Training
   a. Data collection sheet
   b. Documentation of progress toward goal (mastered, in progress, not on track to master, etc.)
5. Transition Goal Sheet #3-Daily Living Skills (if applicable)
   a. Data collection sheet
   b. Documentation of progress toward goal (mastered, in progress, not on track to master, etc.)
1. All goal sheets, data collection documents, and charts/graphs will remain in the portfolio to follow the student from K-12. All probes, with the exception of the beginning and ending work sample, will be properly disposed of annually.
Implementation-Practices For Supervision

- During the first year of implementation, GCS Special Ed Director checked files with rubrics 4 times, 1 check each nine weeks.
- Copies of the completed rubrics were sent to principals for informational purposes only after each review.
- Currently, the Director checks a sampling of all files (3 to 5 depending on case load) in October/November and again in February/March.
- Principals receive rubrics as files are checked and information is used in the Teacher Duties and Responsibilities portion of the current evaluation process. Discussion taking place now as to how we will incorporate this process into the TKES evaluation.
Implementation-Practices For Supervision

- JCSS IEP Meeting Checklist (see handout)
- Elementary School Progress Monitoring Checklist (see handout)
- Middle-High School Progress Monitoring Checklist (see handout)
- JCSS SPED Teachers Duties & Responsibilities Checklist
Professional Learning/Redelivery

- Active Engagement Committee
- SPED Teacher Redelivery during meeting
- Included in Special Education Procedural Manual for all general education/sped
- Compliance Director
- Affirmation signature sheet
- Modules/Scenarios
Local Practices For Monitoring IEP Procedures

- See handouts “IEP Compliance Review Document”
  - Peer reviews Draft prior to submitting to Director
  - Director reviews prior to meeting date to ensure compliance
  - IEP is finalized at the meeting (if parent is in attendance).
Contact Information

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