

# **NJ School Boards Association:**

## **The Critical Role of Progress Monitoring in the Upcoming School Year**

*May 12, 2021*

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# Agenda

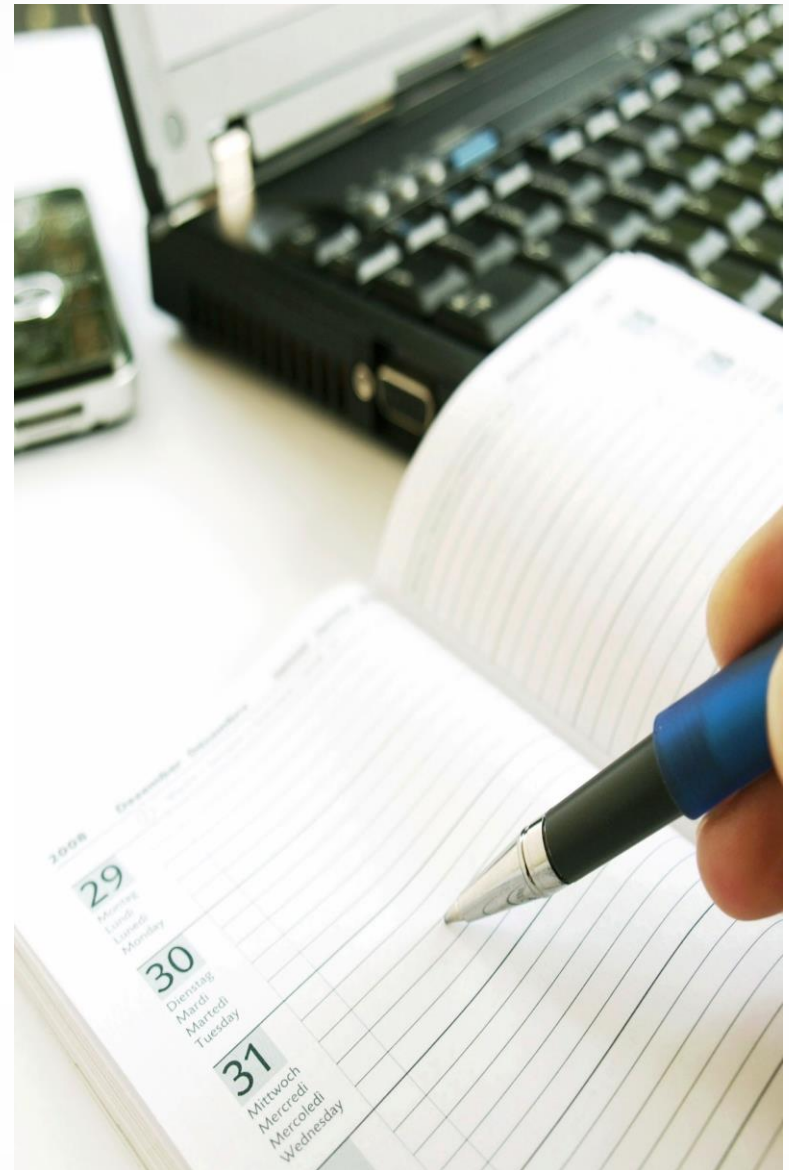
Welcome and Introductions

Background for Progress Monitoring

What is Progress Monitoring

The Role of the Present Levels and SMART Goals in Progress Monitoring

Q & A



# Introductions



## Brian Mistretta

- Senior Program Manager
- Masters in Education (Special Education), Masters in Public Administration (Ed Leadership)
- Former Special Education Teacher, Principal and Special Education Director



## Candice Wells

- Supervisor, Office of Special Education, Newark Public Schools
- PD Consultant/Facilitator, NJPSA Leadership Academy
- Inclusion Specialist



## Megan McCormick

- Business Implementation Manager
- Masters in Education in Special Education, Certificate of Advanced Study in School Administration
- Former Special Education Teacher and Special Education Director



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# **Background for Progress Monitoring**

# Unpacking Recent Shifts in Education Results Driven Accountability

*The culture of compliance has shifted to a culture focused on improving student outcomes.*

- Results Driven Accountability (RDA) (2014) has shifted the focus to include much **greater focus on student outcomes** while still **maintaining procedural compliance**
- Designed to be **transparent** and **understandable** and to drive **systemic improvements**.



# Unpacking Recent Shifts in Education

## Endrew F. v Douglas County School District

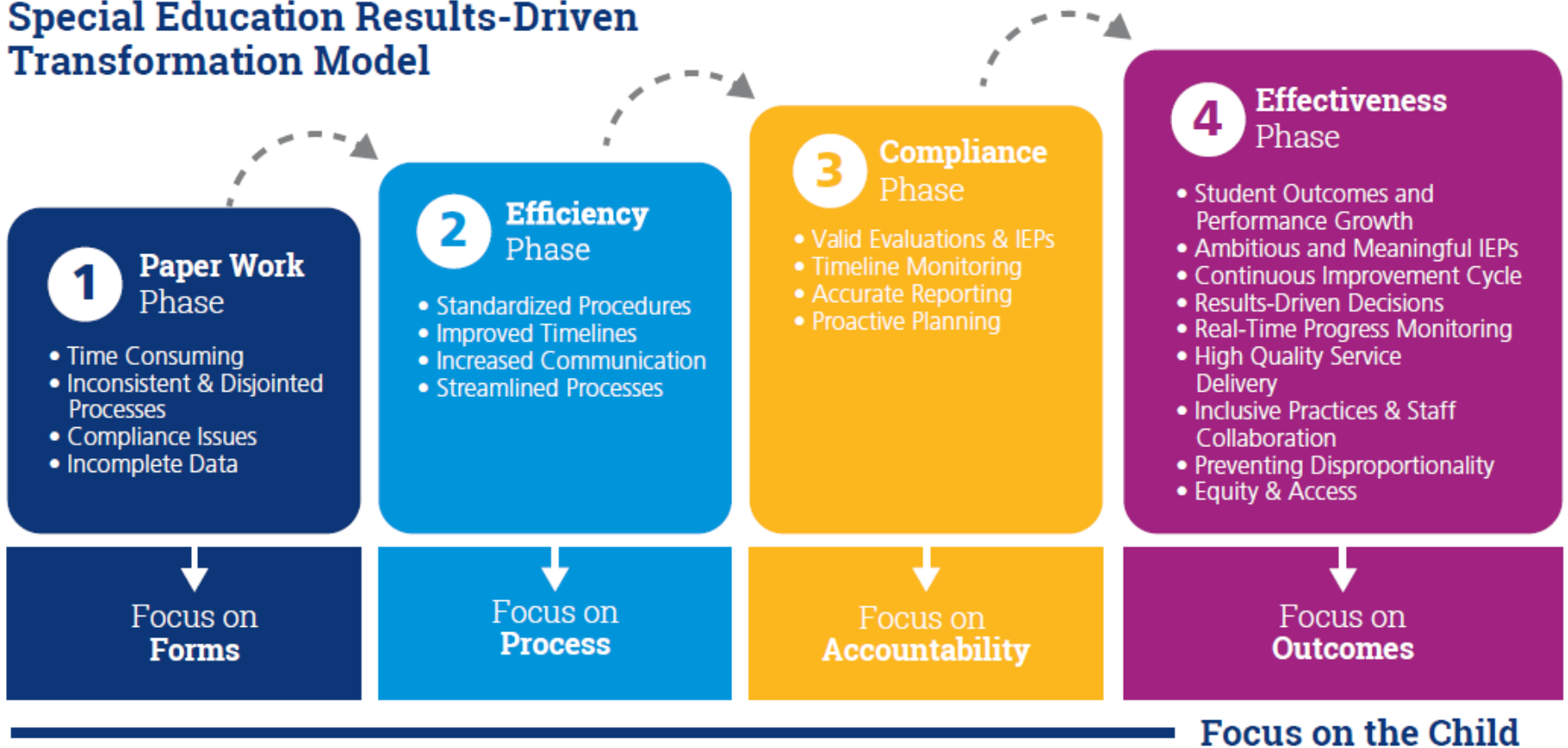
- [Endrew F. v. Douglas County School District RE-1](#) (2017) updates the standard for a free and appropriate public education (FAPE) for students with disabilities
- The Supreme Court clarified that a school must offer an IEP that is “reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances”
- This standard is different from, and more rigorous than, the “merely more than de minimis” test applied by the Tenth Circuit. The Supreme Court decision informs and shapes our efforts to improve academic outcomes for children with disabilities
- The essential function of an IEP is to provide meaningful opportunities for appropriate academic and functional advancement and to enable the child to make progress



# Navigating the Shifts: Getting to Effectiveness

## PCG's Theory of Action

### Special Education Results-Driven Transformation Model



# What does N.J.A.C. 6A:14 say about annual goals?

- 6A:14 defines an IEP as:
  - A **written plan** which sets forth **present levels of academic achievement and functional performance, measurable annual goals and short-term objectives or benchmarks** and describes an integrated, sequential program of **individually designed instructional activities and related services** necessary to achieve the stated **goals and objectives**  
(page 11)





# What does N.J.A.C. 6A:14 say about annual goals?

- 6A:14-3.7(e).2 requires:
  - A statement of detailed **measurable annual academic and functional goals** that shall, as appropriate, be **related to the New Jersey Student Learning Standards** through the general education curriculum unless otherwise required according to the student's educational needs, or appropriate, student specific, functional needs. For all students, the **annual academic and functional goals** shall be **measurable** and apprise parents and educational personnel providing special education and related services to the student of the **expected level of achievement** attendant to each goal (page 80)



# What does N.J.A.C. 6A:14 say about annual goals?

- 6A:14-3.7(e).3 requires:
  - Such [measurable annual goals](#) shall include [benchmarks or short-term objectives](#) related to:
    - Meeting the student's needs that [result from the student's disability](#) to enable the student to be involved in and progress in the general education curriculum; and
    - Meeting each of the student's other educational needs that result from the student's disability (page 80)



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# What is Progress Monitoring?

# What is Progress Monitoring?

- Scientifically based practice to assess a student's progress on IEP goals.
- Utilized to evaluate the effectiveness of instruction.
- Tells the teacher what the student has learned so far and what still needs to be taught.
- Provides evidence of the goal progress that can be shared with parents/guardians.
- Provides evidence and data for the Child Study Team (CST) and the development of the next IEP for the student.



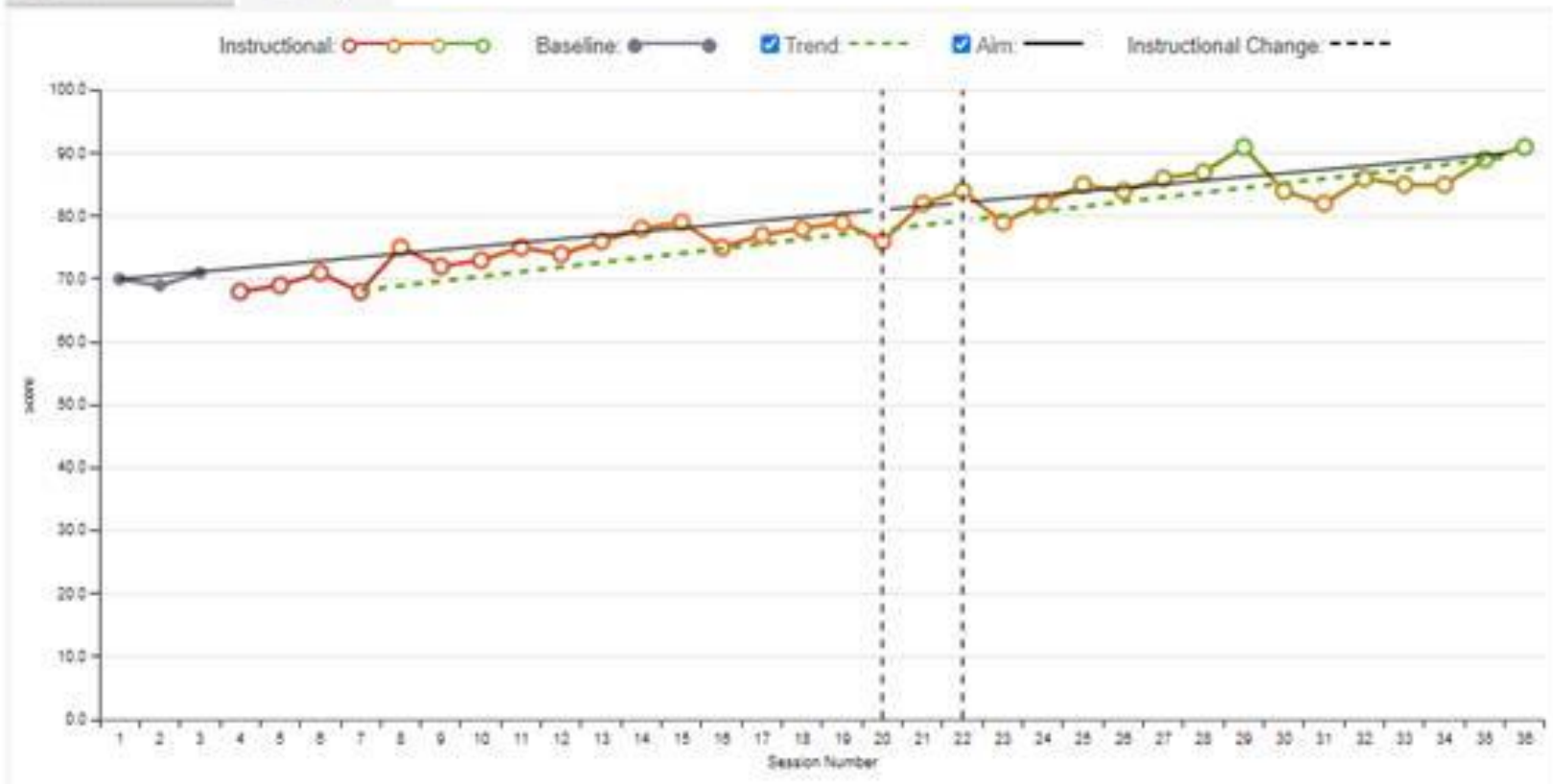
# An example of Progress Monitoring

Data Collection

[New Session](#) [Goal Document](#)

[Session History](#)

[Graph](#)



# An example of an alert for Progress Monitoring

Math

Pass All Classes (Monitor and Consult)

 Data Collection  Setup

Status **At Risk**

Due Date 12/01/2021

Mastery Criteria 80

Trend 

Moving Average 66.7

Last Score 33.3

Data Capture Status Approved

Date 12/07/2020





# **The Role of PLAAFP Statements In the Creation of SMART Goals**

# High Quality IEPs Lead to Improved Outcomes

Effective  
Instruction



Data-  
Driven  
PLAAFPs



SMART  
Annual  
Goal

*The **essential** function of an IEP is to provide **meaningful** opportunities for appropriate academic and functional **advancement** and to enable the child to make **progress**.*

Robust  
Progress  
Monitoring





# IEP Development: Goals and Objectives

## S

### **Specific:**

The IEP goal is specific in naming the skills, subject area, and targeted result.

## M

### **Measurable:**

The IEP goal has a clear criterion for measuring outcomes; quantifiable or through observation.

## A

### **Achievable:**

The IEP goal is ambitious, challenging, and enables the student to make academic progress.

## R

### **Relevant:**

The IEP goal is written to meet the student's unique needs resulting from their disability.

## T

### **Time-Bound:**

The IEP goal has an end date(s) to allow for progress monitoring.

***IEP goals should be ambitious, meaningful, and connected to the PLAAFP.***

**Questions?**





**Solutions that Matter**