Bridge to Instruction: IEP Data Collection

For Students Receiving In-Person or Virtual Instruction

COLLABORATIVE   COURTEOUS   COMPLIANT
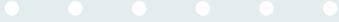
Beth Benevides & Yvonne Cox

SECAC Meeting March 17, 2021
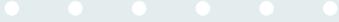
Outcomes

01 **Reflect**
On current data collection and progress monitoring practices

02 **Discuss**
The need to gather data (i.e baseline) as students return to in-person learning

03 **Answer**
Guiding questions to determine a student's learning

04 **Understand**
Why this is important, what's next and available support

01
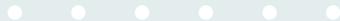
Reflect

On current data collection and progress monitoring practices

"Strategies for collecting data and information to form and guide the learning cycle is essential when providing instruction to students with disabilities. It is critical for the teacher to know where the student **is**, where the student is **going**, and what will be **next** for the student to learn."

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Supplement to MSDE TAB:
Providing Continuity of Learning to Students
with Disabilities during COVID-19

HCPSS Bridge to Normalized Instruction

As we ***Bridge to Normalized Instruction*** for our students with disabilities the following will continue:

- the ongoing progress monitoring of the student;
- the ongoing communication with families, teachers, and services providers; and
- the ongoing documentation of the student progress and services delivered.

"Performing these important activities will help to support that **student-specific needs arising from the transition back into school buildings**, may require that additional, new, or different services and accommodations, be addressed."

Data Collection, Service Logs and Progress Monitoring

Pre Closure

March 2020

Data that reflect how the student was performing when they were in a school building prior to school closures.

Distance Learning

Spring 2020 - Winter 2021

Data that reflect the student's progress, engagement, attendance and the provision of services, accommodations, supports, etc. during virtual learning and small groups.

Return to Schools

Spring 2021...

Data that will be collected upon students' return to buildings to obtain a new baseline, measure regression and monitor recoupment of skills and knowledge.

02

Discuss

The need to gather data (i.e baseline) as students return to in-person learning

Data and Progress Monitoring
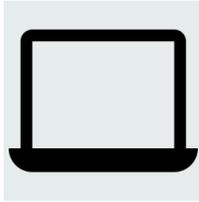
Virtual

For students who remain virtual, we will continue to implement the ASDM Plan and collect virtual data and progress monitor.
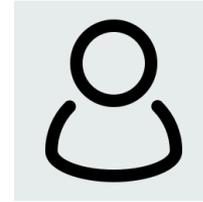
In-Person

As students return to in-person instruction, we will implement the IEP and gather "data on the student's ability to **recoup skills** and **make progress on IEP goals** upon the return to school."

Assessment of COVID Impact

In order for IEP teams to make a determination about whether the student may be entitled to compensatory education/recovery services due to the COVID19 public health emergency and its impact on schools and students, IEP teams will be required to collect and review data on every student.

Data Collection Measures

Effective Methods of Measurement are: aligned to baseline data; specific and appropriate to the skill/behavior; objective; and measurable.

Some examples include:
- Data Collection Sheets
- Teacher Made Probes
- Rubrics
- Classroom Based Assessments
- Curriculum Based Assessments

Data Collection Types

Frequency

A recording of events of intervals

- Number of correct responses out of total
- Number of questions answered out of total
- Number of times leaving class/designated area
- Number of classes attended out of total
- Number of days turned in assignments (CW or HW) out of total
- Number Classroom Based Assessments scored at or above a specific percent (i.e. 75% or 80%) out of total

Duration

A recording of events of intervals

- On/off task data
- Time that a student stayed in small group
- Amount of time a student engaged in a specific behavior, such as stimming, scripting, nonverbal noncompliance, etc.
- Duration of time students spends actively working

Latency

How long it takes to initiate a task/behavior

- Elapsed time to respond to a question
- Elapsed time to initiate a task after a prompt is given (specify prompt type)

Data Collection Types

Task Analysis

Mastery of steps within a task measured weekly or episodically.

- Measure of independence (yes/no)
- Number of steps/skills mastered within a routine (i.e. coming to class prepared with materials, completing independent classwork or rotations, etc.)
- Mastery of steps needed to complete an academic task (e.g. writing assignment, multi-step

Level of Independence

The level of support that is needed for a student to perform a skill or complete a task.

- Prompt types (visual, verbal, gestural, physical)
- Prompt hierarchy (least to most, most to least)
- Teacher-created rubric
- Behavior chart

Rubric

A set of guidelines for the expected task accomplishment or behavior.

- Curriculum-based rubric based on specific task (e.g. commercially produced rubric, content-specific rubric)
- Teacher-created rubric based on specific task/IEP objectives
- Behavior Chart

HOME SCHOOL CONNECTION

A Parents' Guide: Navigating Special Education during the COVID-19 Pandemic

Your child may learn and respond differently when learning at home rather than at school.

You may ask:
- How will information or data be collected so that we know if my child is making progress on their IEP goals?
- What types of notes, video, photos, or work samples would be beneficial for me to collect?
- With whom/when can I share this information, especially if my child is

03
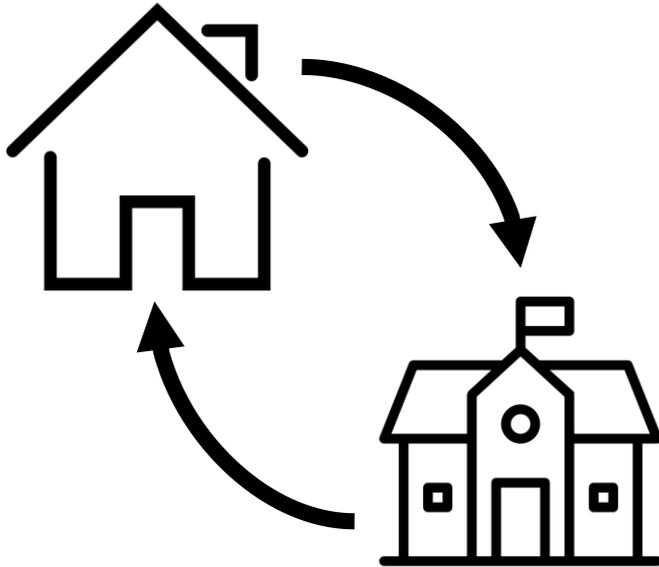
Answer

Guiding questions to determine a student's learning

Now What: Analyzing the Data Gathered

Student Learning

What was the student expected to learn?
What did the student learn?

Student Engagement

How did the student learn?
Were there patterns of behaviors or engagement challenges?
What information was gathered about engagement, frustration, effectiveness of teaching for this student in the distance learning model through behavioral information?

Student Gaps

Have any student gaps narrowed?
Are any new gaps in learning are evident?

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04

Understand

Why this is important, what's next, and available support

Why is this important?

IEP Meetings

The data will be useful as you participate in IEP Meetings, you will use this data to update a **student's present levels** and consider **compensatory education/recovery services** as necessary.

Present Levels

IEP Teams will need to use multiple sources of data to determine and update a student's present level.

COVID Impact Services*

IEP Teams will need to determine if and to what extent school closures impacted the student?

*More Information Forthcoming

Important Information to Collect and Consider

1   Data on the student's progress prior to and during the school closure to assess academic and/or behavioral progress in the general education curriculum and on the student's IEP goal(s). Data may take the form of

    a) grades,

    b) progress reports,

    c) classwork,

    d) informal/formal evaluation tools,

    e) teacher/service provider observation(s),

    f) parent feedback,

    g) comparison to the progress of all students, and

    h) interdisciplinary consults.

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Important Information to Collect and Consider

2 Data on the student's ability to **recoup skills** and make **progress on IEP goals** upon the return to school.

3 Documentation of **accommodations** and/or **services** provided (*e.g.*, amount of instruction and services including dates, times, and duration), as well as accommodations and/or services the school system was unable to provide during the extended school closure and reopening of school.

4 **Length of school closure** (*e.g.*, time without any instruction, time with virtual and/or distance learning, etc.), including information related to the general education curriculum provided to all students and the student's ability to access virtual and/or distance learning opportunities.

Home School Connection
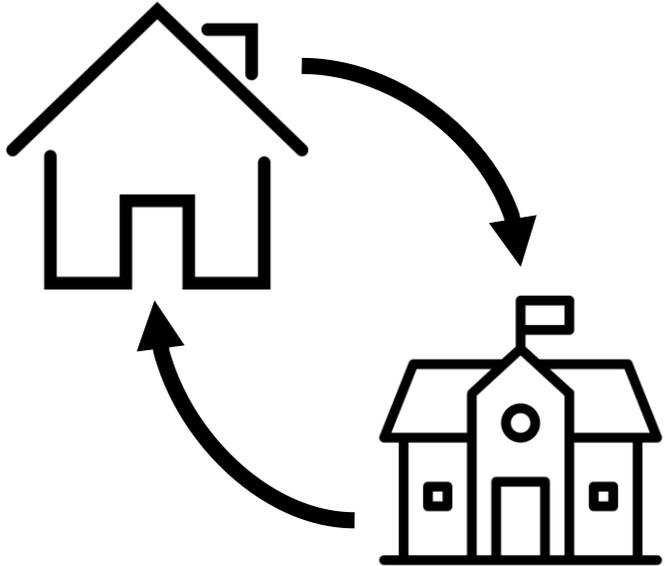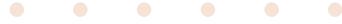
Your input and feedback is important

THANK YOU!

Do you have any questions?

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