Why Monitoring is Supportive

Goal: To improve outcomes for students with disabilities

Assist in leveraging areas of strength

Connect this work to existing structures or create new structures where needed
Evaluation Team Report Findings

- Addresses all areas related to disability: 90%
- Summary of assessment results: 68%
- Clear description of educational needs: 55%
- Justification for the eligibility determination: 55%
- Interventions provided: 48%
- Specific implications for instruction: 44%
- Parental Consent: 31%
<table>
<thead>
<tr>
<th>Compliant</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| YES       | There is evidence that the evaluation addressed all areas related to the suspected disability as noted on the planning form, including, if appropriate:  
- Health  
- Vision and hearing  
- Social and emotional status  
- General intelligence  
- Academic performance  
- Communicative status  
- Motor abilities  
  There are additional procedures for evaluating for Specific Learning Disabilities, Multiple Disabilities, Deafness or Hearing Impairment and preschool-age children.  
  Multiple sources of information are required to determine eligibility. For preschool, these sources include, but are not limited to, information from Part C when children transition from early intervention, structured observations in more than one setting and in multiple activities, information provided by the parent or caregiver and criteria and norm-referenced evaluations. All developmental areas, not just those related to the disability, must be assessed with at least one source of information. |
| NO        | The evaluation report did not address all areas related to the suspected disability; OR The evaluation report did not address all areas noted on the planning form in a Part 1; OR there is no Planning Form (unless tested for everything). |
| NA        | The parent and the educational agency agreed that a reevaluation is not necessary. |

CF-5  
Is there evidence that the evaluation addresses all areas related to the suspected disability?  

All Areas indicated as either Sufficient Data Available, or Additional Testing Needed must have a Part 1 completed
Part 1 Tips

- Multiple persons responsible, for Additional Testing/Data Needed, EACH person must complete their own Part 1 for it to be compliant.
- If there is sufficient data available, there can be a Part 1 combination if the other person is referenced, and BOTH sign the combined Part 1 for it to be compliant, but in the Needs and Implications sections, there must be information from BOTH providers.
- Parents should NOT be indicated on the Planning form as “Person Responsible.”

A compliant Part 1 must have:
- Summary of information
- Needs and Implications listed
- If there are no needs or implications, a statement must be provided
- Date of the assessment
- Signature and date
• Using the exact title of the assessment provided on the Planning Form on a Part 1 will help the Internal Monitoring Team to correctly identify which exact assessment each Part 1 is representing.

• The position of the Evaluator must align with who is indicated on the Planning Form as responsible for the assessment and report.
<table>
<thead>
<tr>
<th>YES</th>
<th>There is a clear and concise summary of the data/information obtained during the evaluation process and results of each Part 1 assessment. The summary of the assessment results is in language understandable to the parent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>The ETR does not contain a clear summary of the results of all the data and assessments; OR There is merely a re-statement of all the assessments conducted without a concise summarization; OR The summary is not summarized in parent-friendly language.</td>
</tr>
<tr>
<td>NA</td>
<td>The parent and the educational agency agreed that a reevaluation is not necessary.</td>
</tr>
</tbody>
</table>

All Part 1s must be summarized in Part 2.
CF-6
Good Example of a well-organized Part 2.
**Does not have to be in this format for it to be compliant**
Did the ETR team provide a justification for the eligibility determination decision?

<table>
<thead>
<tr>
<th>CF-10</th>
<th>3301-51-01 (B) (10) [Definitions] 3301-51-06 (Evaluations)</th>
<th>Did the ETR team provide a justification for the eligibility determination decision?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>The statement provides a justification for the eligibility determination decision describing how the student meets or does not meet the eligibility criteria AND The justification statement includes how the disability affects the child’s progress in the general education curriculum.</td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>The statement does not provide a justification for the eligibility determination decision describing how the student meets or does not meet the eligibility criteria; OR The justification statement does not include how the disability affects the child’s progress in the general education curriculum; OR SLD was suspected but Part 3 was not completed.</td>
<td></td>
</tr>
</tbody>
</table>

**Tip for Justification Statement.** We look for the phrase “affects the child’s progress in the general education curriculum,” along with specific reasons provided.
Justification for Eligibility

- Part 3 contained wording such as “See Part 2 for”
- SLD was one of the suspected disabilities. Part 3 was not completed
- Justification missing how the student’s disability “affects” the child’s access and “progress” in the general education curriculum
- Missing observation
- Several relevant assessments were not conducted to support the disability determination
If the Planning Form has 2 or more suspected disabilities listed, the Eligibility Determination Statement MUST indicate how the student meets the selected disability category AND how the student does not meet the ineligible disability category.
IEP Findings

- Transition Plan: 89%
- Present Levels of Performance: 83%
- Accommodations: 79%
- Specially designed instruction: 74%
- Measurable Goals: 62%
- Data collected and analyzed: 57%
- Modifications: 57%
- Alternate Assessment: 30%
- SDI amount and frequency: 30%
Postsecondary Transition Plan

1. Is there an appropriate measurable postsecondary goal or goals?
   • 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?

2. Is (are) the postsecondary goal(s) updated annually?
   • Was (were) the postsecondary goal(s) addressed/updated in conjunction with the development of the current IEP?

3. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment?
   • Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student’s file?

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?
   • Is a type of instruction, related service, community experience, or 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 listed in association with meeting the post-secondary goal(s)?

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?
   • Do the transition services include courses of study that align with the student’s postsecondary goal(s)?

6. Is (are) there annual IEP goal(s) related to the student’s transition services needs?
   • Is (are) an annual goal(s) included in the IEP that is/are related to the student’s transition services needs?

7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
   • 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?

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?
   • For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal?
   • Was consent obtained from the parent or student who has reached the age of majority?
Question 1
Is there an appropriate measurable postsecondary goal or goals in this area?

- The goal must be countable.
- The goal must occur after the student graduates from school.
- The goal must be based on the information available about the student and must be appropriate for the student.

Must include a statement stating the IEP team decided that an independent living goal is not needed for this student.
TIPS for Postsecondary Goals

- There must be evidence within the PINS that the goal is appropriate for the student.

- “Would like to” and “Plans to” are noncompliant statements. They cannot be measured.

- Independent Living must be mentioned in the PINS for it to be compliant.

- If no independent living goal is necessary, we need to see in/from the PINS that the student does not need an independent living goal.

Note: Preference refers to how the student prefers to learn.
Question 3

Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment?

<table>
<thead>
<tr>
<th>POSTSECONDARY TRANSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSTSECONDARY TRAINING AND EDUCATION</td>
</tr>
<tr>
<td>MEASURABLE POSTSECONDARY GOAL:</td>
</tr>
<tr>
<td>Age Appropriate Transition Assessment regarding Post Secondary Training and Education</td>
</tr>
<tr>
<td>(indicating student’s needs, strengths, preferences and interests)</td>
</tr>
<tr>
<td>COURSES OF STUDY:</td>
</tr>
</tbody>
</table>
Question 4
Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

TIPS
• “Will provide the opportunity” is noncompliant.
• “Will assist” and “will help” are compliant.
• Resume writing, attending a career fair or touring a CTC are noncompliant since these services are available for all students.
• Services need to be specific to the Goal and to the student’s unique needs.

Consider the individual student’s transition service needs to see if the number of sessions allotted will allow the student to progress towards meeting the goal.
Does the IEP include Present Levels of Academic Achievement and Functional Performance (PLOP) that address the needs of the student?

Example of a Grade Level Standard

GRADE 3 STUDENTS:

COMPREHENSION AND COLLABORATION

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
Goal
When given 10 literal comprehension questions at her instructional level, Annie will correctly answer 8 out of 10 questions/80% accuracy in 4 out of 5 assessed trials as measured by a checklist.

Present Level of Performance

Annie needs to improve her academic skills in all academic areas especially reading comprehension. Her decoding skills are one of her many strengths. Her ability to remain focused can be a hinderance to her progress as she is easily distracted by outside things. Working one-on-one with her helps minimize distractions and asking questions immediately after reading passages helps her with her comprehension. Currently, when Annie is given 10 instructional level literal comprehension questions, she can answer 4 out of the 10 correctly in 4 out of 5 sessions. Grade level standards state that students in her grade level can answer both literal and inferential comprehension questions after reading a passage.
DS-10
Accommodations
Does the IEP identify accommodations provided to enable the child to be involved and make progress in the general education curriculum?

Section 7 of the IEP.
- “As needed”
- “When requested”
- “Frequent breaks,” missing amount of and time allowed.
- “Extended time” missing an allotted amount of time.

<table>
<thead>
<tr>
<th>YES</th>
<th>Accommodations provide access to course content but do not alter the scope or complexity of the information taught to the child.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>Accommodations are noted in the Profile or Present Levels of Performance or in the ETR only and not listed in Section 7, OR</td>
</tr>
<tr>
<td></td>
<td>Accommodations were identified by the IEP team but not included on the IEP, OR Accommodations are listed as needed, at the discretion of the teacher, as requested; OR The conditions and/or extent of each accommodation were not explained.</td>
</tr>
<tr>
<td>NA</td>
<td>Based on the needs of the child, accommodations were not identified at this time.</td>
</tr>
</tbody>
</table>

The IEP describes accommodations provided to the child and explains the conditions for and the extent of each accommodation.
TIPS for Accommodations

• Breaks not only have to indicate HOW many per class period and for how long, but WHERE and HOW those breaks will be taken.
• If breaks are to be taken OUTSIDE the classroom, consider including the staff member who will be assisting the student.
• “Reduced number....” you must indicate HOW they will be reduced.
• “Reduction of 25% of workload or test questions” is not clear enough to be compliant.
• If any accommodation is listed in the Profile, PLOP, Goal and State Testing sections, they MUST be in Section 7.
• If there are accommodations listed in Section 12, they must be represented in the accommodations in section 7. In order for accommodations for state and district testing to be beneficial, students must be familiar with and understand how those accommodations should be carried out.
TIPS for SDI

• Must state either Small Group, Individual or One on One. Cannot have One on One and Small Group together for 1 SDI.
• SDI must mention the actual SKILL they will be working on.
• Math is not specific. Math Calculation is.
• Language Skills is not specific enough for any Speech SDI.
Least Restrictive Environment

LRE justification

0% 10% 20% 30% 40% 50% 60%

53%
The IEP includes a **justification** for why the child was removed from the general education classroom, **AND**

- It is based on the individual needs of the child, not the child’s disability, and aligns with SDI or related services location;
- It reflects that the team has given adequate consideration to meeting the student’s needs in the general classroom with supplementary aids and services;
- There is documentation that the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily;
- It describes potential harmful effects to the child or others, if applicable.

<table>
<thead>
<tr>
<th>NO</th>
<th>A rationale is not given; <strong>OR</strong> the rationale given:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Is <strong>NOT</strong> based on the student’s individual needs or does not align with SDI or related service location;</td>
</tr>
<tr>
<td></td>
<td>• Does <strong>NOT</strong> reflect consideration for provision of supplementary aids and services in the general education classroom;</td>
</tr>
<tr>
<td></td>
<td>• Does <strong>NOT</strong> describe potential harmful effects to the child or others, if applicable.</td>
</tr>
<tr>
<td>NA</td>
<td>The student receives all special education services with nondisabled peers.</td>
</tr>
</tbody>
</table>

**LRE-1**

Does the IEP include an explanation of the extent to which the child will not participate with nondisabled children in the general education classroom?

**Tips for LRE**

- Must align with the SDI Location
- Must be a statement that General Education Classroom was considered
- Must document that the student’s needs are severe enough that they cannot be met in the general education classroom
IDEA Monitoring Resources and Tools

- **IDEA Monitoring Process | Ohio Department of Education**
- **Special Education | Ohio Department of Education**
- **Access to LMS Modules (OH|ID)**
- **Universal Support Materials**

Note: The Universal Support Materials on our website are the same ETR, IEP and transition plan information that are in the LMS system without the quizzes.
Questions

OEC.monitoring@education.ohio.gov
Supports and Monitoring Tips and Resources - Survey