

# IDEA Monitoring Office Hours



Supports and Monitoring Team

October 2023



# Why Monitoring is Supportive

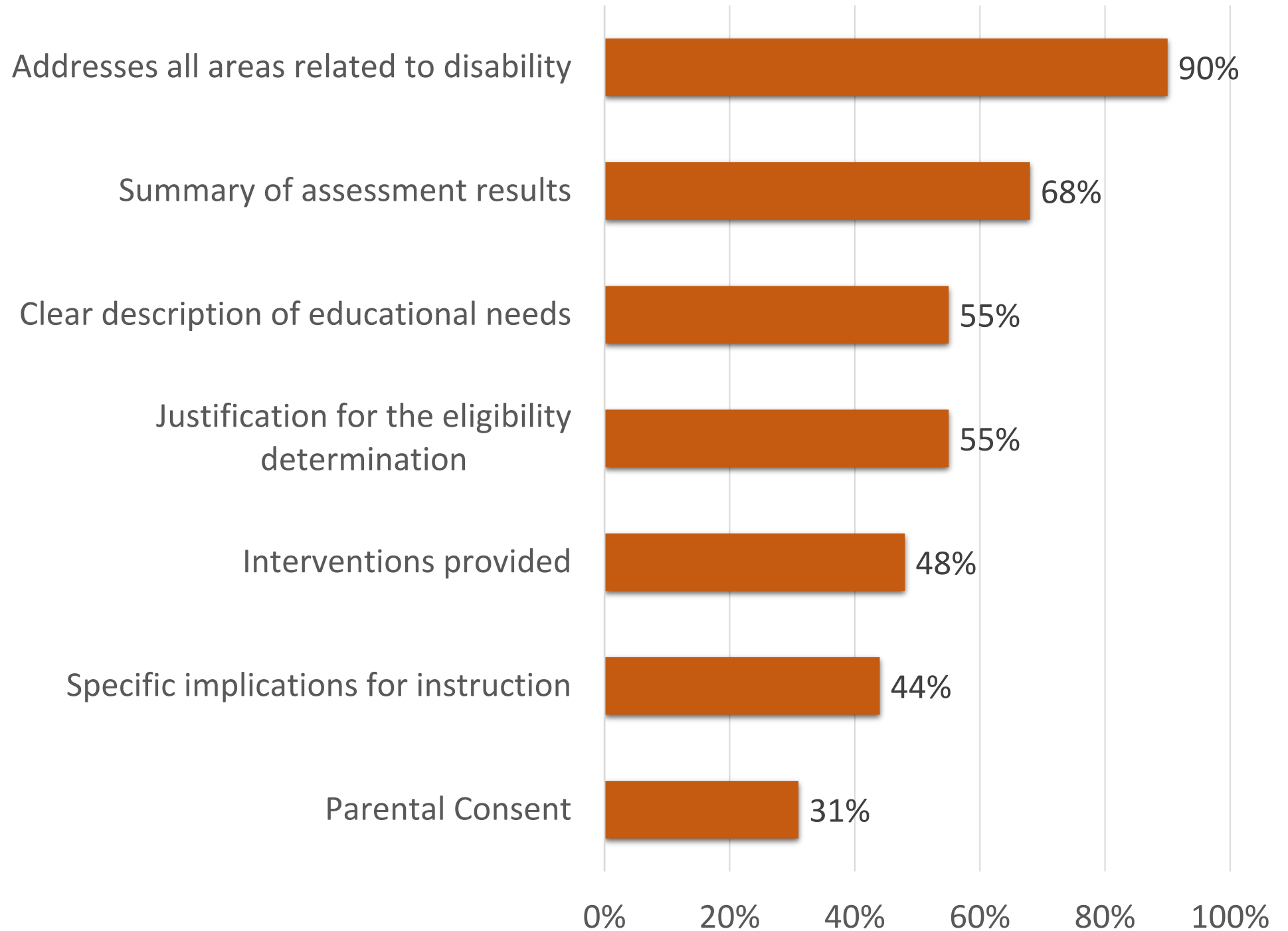
Goal: To improve outcomes for students with disabilities

Assist in leveraging areas of strength

Connect this work to existing structures or create new structures where needed



# Evaluation Team Report Findings



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

Compliant	Evidence
YES	<p>There is evidence that the evaluation addressed all areas related to the suspected disability as noted on the planning form, including, if appropriate:</p> <ul style="list-style-type: none"> <li>• Health</li> <li>• Vision and hearing</li> <li>• Social and emotional status</li> <li>• General intelligence</li> <li>• Academic performance</li> <li>• Communicative status</li> <li>• Motor abilities</li> </ul> <p>There are additional procedures for evaluating for Specific Learning Disabilities, Multiple Disabilities, Deafness or Hearing Impairment and preschool-age children.</p> <p>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 <u>and</u> 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.</p>
NO	<p>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).</p>
NA	<p>The parent and the educational agency agreed that a reevaluation is not necessary.</p>

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



Classroom-based Evaluations and Progress in the General Curriculum	2	Interv. Specialist
Data from Interventions	1	School Psych

- 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.

Part 1 to be completed by each individual evaluator

EVALUATOR NAME: [REDACTED]  
POSITION General Education

AREAS OF ASSESSMENT:  
Reading, Writing

EVALUATION METHODS AND STRATEGIES  
Indicate the types of assessment strategies used to gather information about the child's performance

OBSERVATIONS       SCIENTIFIC, RESEARCH-BASED INTERVENTIONS       NORM-REFERENCED ASSESSMENTS  
 INTERVIEWS       CURRICULUM-BASED ASSESSMENTS       CLASSROOM-BASED ASSESSMENTS  
 REVIEW OF RECORDS AND RELEVANT TREND DATA (SCHOOL RECORDS, WORK SAMPLES, EDUCATIONAL HISTORY)       OTHER

ASSESSMENT INFORMATION  
Provide a summary of the information obtained from the assessment results per the evaluation plan, including the child's strengths, areas of need and baseline data

SUMMARY OF ASSESSMENT RESULTS:  
SUMMARY OF ASSESSMENT RESULTS:

[REDACTED] is a, easygoing, quiet student who is respected by his peers. He often moves at a slower pace than those around him. His peers like to help keep him on pace. He is more likely to observe than engage in class. He is easily prompted back to assignments, but requires constant prompting to finish any assignment.

Reading:  
[REDACTED] struggles across all areas of English Language Arts including the following: vocabulary, writing, speaking and listening, phonics, morphology, and reading comprehension. He is able to read sight words and basic morphological roots and affixes. On his recent i-Ready assessment in January, [REDACTED] scored at a second grade level in phonics, vocabulary, and reading comprehension in literature. He scored at a first grade level in reading comprehension of informational text. These combined scores place him at a second grade ELA level. He scored at a 485 on his i-Ready assessment in January. Mid-year on grade level scores for fifth grade is a 609 [REDACTED] will attempt to answer a question when prompted. When asked a question in class, he will often stare blankly at the questioner, blush and look at his peers, or look around or down at his notes. He is often unable to communicate what he needs or the questions he has in class.

Writing:  
[REDACTED] is often unable to generate words or sentences of his own, partially impaired by his limited vocabulary and phonics skills. He is hesitant to engage in learning without seeing an example or being prompted by a teacher.



## CF-6

Does the ETR clearly state the summary of assessment results?

YES	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.
NO	The ETR does not contain a clear summary of the results of all the data and assessments; <b>OR</b> There is merely a re-statement of all the assessments conducted without a concise summarization; <b>OR</b> The summary is not summarized in parent-friendly language.
NA	The parent and the educational agency agreed that a reevaluation is not necessary.

All Part 1s must be summarized in Part 2.



## 2 TEAM SUMMARY

Combine all Part 1's Individual Evaluator's Assessment from all evaluators into team summary

### INTERVENTIONS SUMMARY

Provide a summary of all interventions done prior to the child's referral for an evaluation or done as part of the initial evaluation. For all reevaluations, provide a summary of interventions routinely provided to this child.

Initial Evaluation:

Reevaluation:

If no additional interventions were provided, a statement that it was determined by the ETR team that the IEP special education supports and services were appropriate to meet the child's needs

**Statement EXAMPLE:** The ETR team determined that the special education supports and services currently being provided were appropriate to meet his/her needs and therefore no new interventions were necessary at this time.

REASON(S) FOR EVALUATION:

SUMMARY OF INFORMATION PROVIDED BY PARENTS OF THE CHILD:

Summarize the parent information here.

If the information was gathered through a questionnaire, make sure you summarize those answers in this section as well in the Part 1.

SUMMARY OF OBSERVATIONS:

Summarize the Observation here

Most schools will just transfer the entire observation from the Part 1 in this section and not summarize it. That is a compliant way to do it.

MEDICAL INFORMATION:

Summarize the Medical information here.

Also, some schools place Vision and Hearing results in this section as well.

SUMMARY OF ASSESSMENT RESULTS:

#### General Intelligence

Summarize the General Intelligence assessments in a clear and concise manner that is in parent friendly language.

#### Academic Skills

Summarize the Academic Skills assessments in a clear and concise manner that is in parent friendly language.

#### Classroom-Based Evaluations and Progress in the General Curriculum

Summarize the Classroom-Based Evaluation and Progress in the General Curriculum assessments in a clear and concise manner that is in parent friendly language.

#### Vision/Hearing

A statement that Vision/Hearing was completed, and the student did not have any issues/needs.

#### Fine and Gross Motor

Summarize the Fine and Gross Motor assessments in a clear and concise manner that is in parent friendly language.

#### Vocational/Transition

Summarize the Vocational/Transition assessments in a clear and concise manner that is in parent friendly language.

# CF-6

## Good Example of a well-organized Part 2.

**\*\*Does not have to be in this format for it to be compliant**



Ohio

Department of Education



# CF-10

## Did the ETR team provide a justification for the eligibility determination decision?

CF-10	3301-51-01 (B) (10) [Definitions] 3301-51-06 (Evaluations)	Did the ETR team provide a justification for the eligibility determination decision?	YES	The statement provides a justification for the eligibility determination decision describing how the student meets or does not meet the eligibility criteria <b>AND</b> The justification statement includes how the disability affects the child's progress in the general education curriculum.	• PR-06 ETR – Part 4
			NO	The statement does not provide a justification for the eligibility determination decision describing how the student meets or does not meet the eligibility criteria; <b>OR</b> The justification statement does not include how the disability affects the child's progress in the general education curriculum; <b>OR</b> SLD was suspected but Part 3 was not completed.	

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



# ETR Evaluation Team Report

District: \_\_\_\_\_

## SCHOOL AGE EVALUATION PLANNING FORM *(Required)*

DATE OF PLAN: 9/6/2023

INITIAL EVALUATION  REEVALUATION

CHILD'S NAME: Annie L

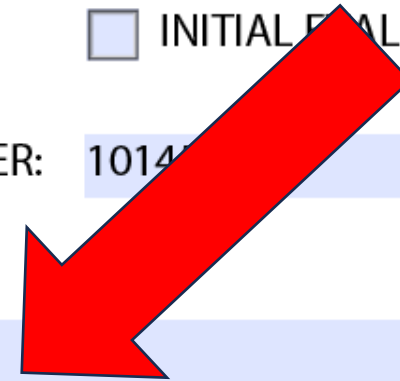
ID NUMBER: 1014

DATE OF BIRTH: 05/15/2015

TEAM CHAIRPERSON: Joe Kujkowski

TEAM MEMBERS: Donna H, Raymond M, Shelly K, Robert S.

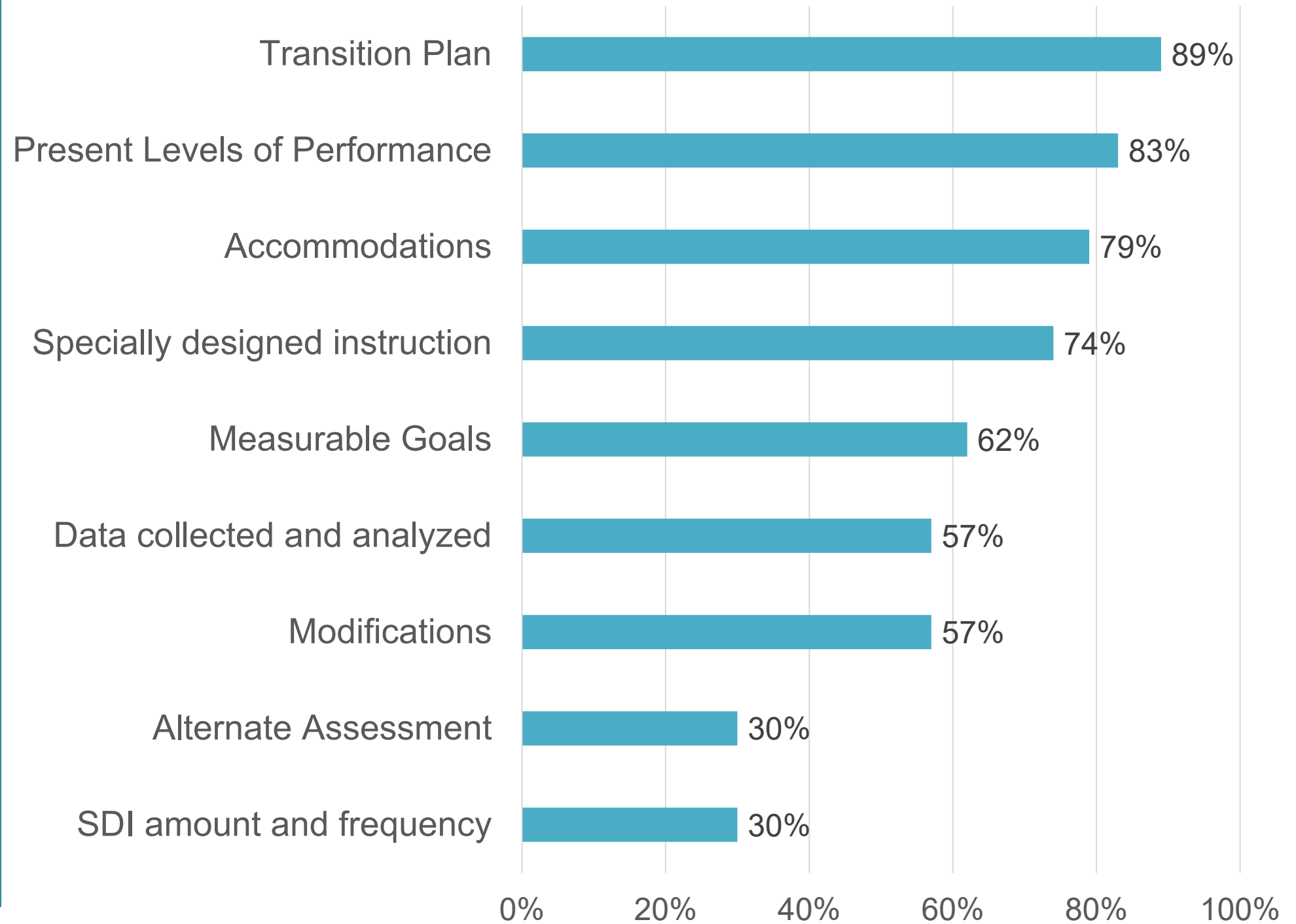
SUSPECTED DISABILITY(IES): Emotional Disturbance/Multiple Disabilities



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



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?

# Postsecondary Transition Plan



## 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?



Is the use of transition assessments for the postsecondary goals mentioned in the IEP or evident in the student's file?

<b>5 POSTSECONDARY TRANSITION</b>	
<b>POSTSECONDARY TRAINING AND EDUCATION</b>	
MEASURABLE POSTSECONDARY GOAL:	
<b>Age Appropriate Transition Assessment regarding Post Secondary Training and Education</b> (indicating student's needs, strengths, preferences and interests)	
COURSES OF STUDY:	NUMBERS OF ANNUAL GOAL(S) Related to Transition Needs





## Question 4

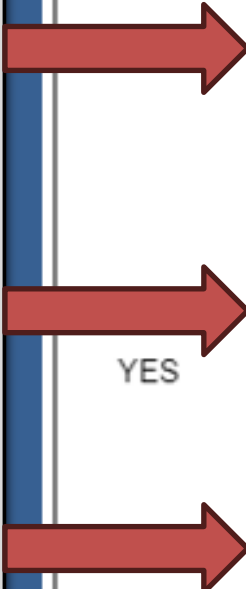
Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

### 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.*



Compliant	Evidence
<p>YES</p> 	<p>Present Levels of Performance must include the following information as it relates to each goal:</p> <ul style="list-style-type: none"> <li>• Summary of current daily academic/behavior and/or functional performance compared to expected <u>grade-level</u> standards or to expected age-appropriate performance in order to provide a frame of reference for annual goal development in the specific area of academic and/or functional need;</li> <li>• Baseline data provided for developing a measurable goal (for example, ETR results, if current, formative academic assessments, curriculum-based measurements, transition assessments or functional behavior assessments);</li> <li>• Current performance measurement <u>directly</u> relates to the goal measurement.</li> </ul>
<p>NO</p>	<p>Present levels of performance do not provide a detailed and targeted summary of current daily academic/behavior and /or functional performance related to the development of measurable goals; OR there is no comparison to grade-level or age-appropriate performance expectations.</p>

**DS-2**

**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.



**Compliant Example  
of a  
Present Level of Performance**

**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.

Baseline

Comparison




## 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.

YES 	<p>The IEP describes accommodations provided to the child and explains the conditions for and the extent of each accommodation.</p> <p><b>Accommodations</b> provide access to course content but do not alter the scope or complexity of the information taught to the child.</p>
NO	<p>Accommodations are noted in the Profile or Present Levels of Performance or in the ETR only and not listed in Section 7, OR</p> <p>Accommodations were identified by the IEP team but not included on the IEP   OR</p> <p>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.</p>
NA	<p>Based on the needs of the child, accommodations were not identified at this time.</p>



## 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.



## DS-6

Does the IEP contain a statement of Specially Designed Instruction, including related services, that addresses the needs of the child and supports annual goals?

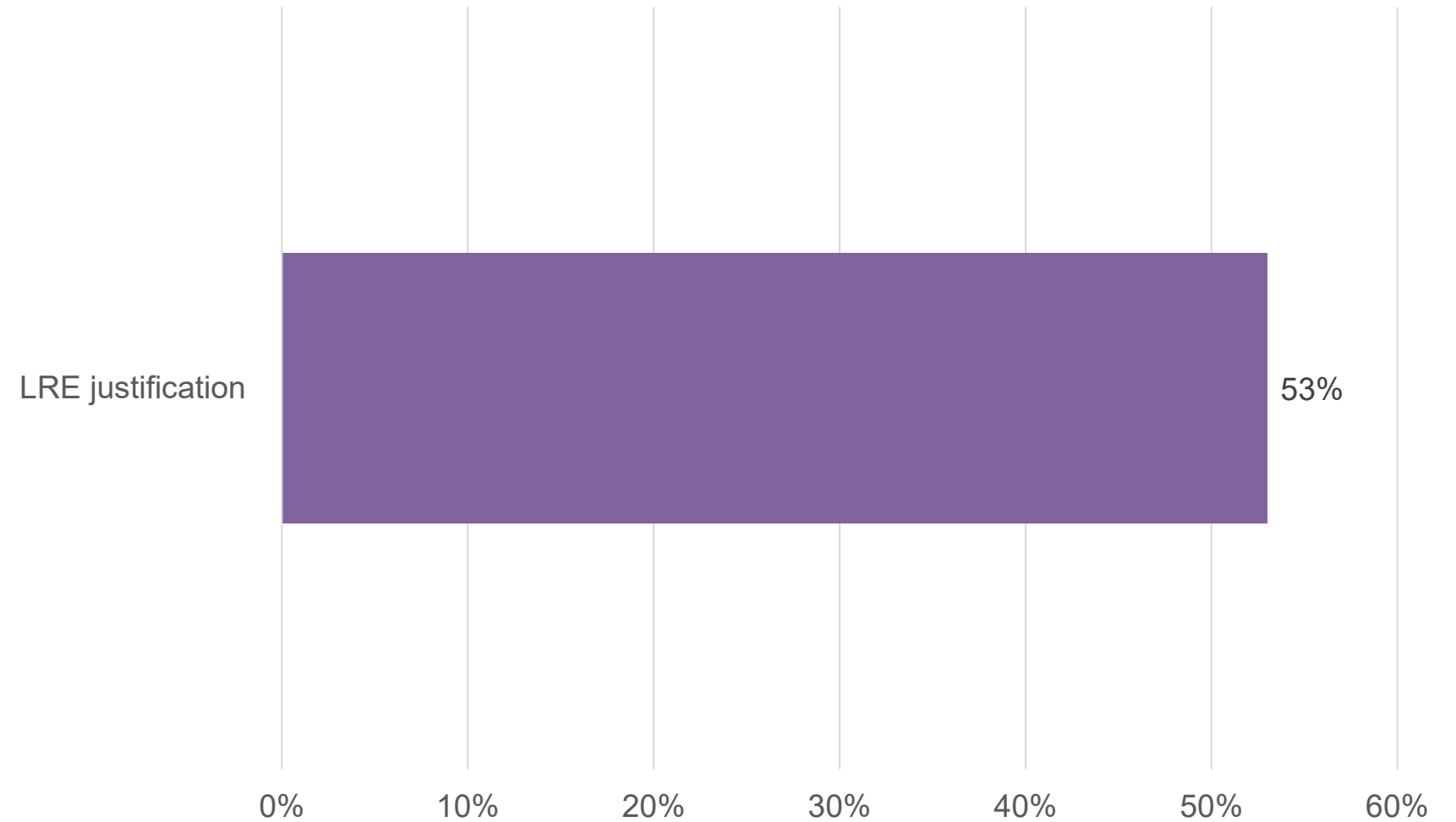
### TIPS for SDI

- 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.

YES	The IEP specifically identifies the provision of specially designed instruction (SDI) and related services <b>AND</b> describes the nature of the instruction that aligns with the needs of the child <b>AND</b> supports achievement of annual goals. The SDI describes skills and methods used for instruction specific to the goal; <b>OR</b> The child is receiving related services that the IEP team has determined is specially designed instruction.
NO	The IEP does not specifically identify the provision of specially designed instruction, including related services, <b>AND/OR</b> does not describe the nature of the instruction that aligns with the needs of the child <b>AND/OR</b> does not support achievement of annual goals.

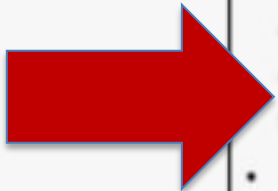


# Least Restrictive Environment



**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?

	<p>The IEP includes a <b>justification</b> for why the child was removed from the general education classroom, <b>AND</b></p> <ul style="list-style-type: none"> <li>• It is based on the individual needs of the child, not the child's disability, and aligns with SDI or related services location;</li> <li>• <b>It reflects that the team has given adequate consideration to meeting the student's needs in the general classroom with supplementary aids and services;</b></li> <li>• 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;</li> <li>• It describes potential harmful effects to the child or others, if applicable.</li> </ul>
NO	<p>A rationale is not given; <b>OR</b> the rationale given:</p> <ul style="list-style-type: none"> <li>• Is <b>NOT</b> based on the student's individual needs or does not align with SDI or related service location;</li> <li>• Does <b>NOT</b> reflect consideration for provision of supplementary aids and services in the general education classroom;</li> <li>• Does <b>NOT</b> describe potential harmful effects to the child or others, if applicable.</li> </ul>
NA	<p>The student receives all special education services with nondisabled peers.</p>



- 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

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# Supports and Monitoring Tips and Resources - Survey





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