

**PROGRESS
MONITORING
MADE ~~EASY~~**

MANAGABLE

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TARGETS

- Be able to set up recording tools using Google Drive based on goals from an IEP
- Be able to identify sources of data to monitor IEP goals
- Be able to utilize spreadsheets to report progress

PROGRESS MONITORING DOESN'T JUST HAPPEN....

You have to have a plan!

FROM KDE COMPLIANCE RECORD REVIEW DOCUMENT, JUNE 2017

IEP, Conference Summary, Progress Monitoring Data	Yes	No	NA
<p>36. Evidence of progress data collection and analysis for each annual goal to show how the child's progress toward meeting the annual goals was measured.</p> <p>NOTE:</p> <ul style="list-style-type: none"> • Data collection must match the frequency defined in each annual goal. • Each data point must include a date. • On-going progress data may be kept in a separate location from the due process folder, if the evidence of final analysis (cumulative graphs, charts, checklists) and the written summary of the analysis are added to the student's due process record when the IEP is reviewed. • Any supporting evidence not uploaded to IC must be available upon request of the reviewer during the DLS consolidated monitoring process. <p>Mark NA if this is an initial IEP and prior to the first data collection requirement outlined in the goal(s).</p>			

Progress Monitoring

```
graph TD; A[Progress Monitoring] --- B[Set up your recording tools]; A --- C[Plan: When? How? What monitoring tools?]; A --- D[Administer monitoring tool]; A --- E[Record the data]; A --- F[Report the data AND analysis];
```

Set up your recording tools

Plan:
When?
How?
What monitoring tools?

Administer monitoring tool

Record the data

Report the data AND analysis

**PART ONE:
SET UP RECORDING TOOLS USING
GOOGLE DRIVE BASED ON GOALS
FROM AN IEP**

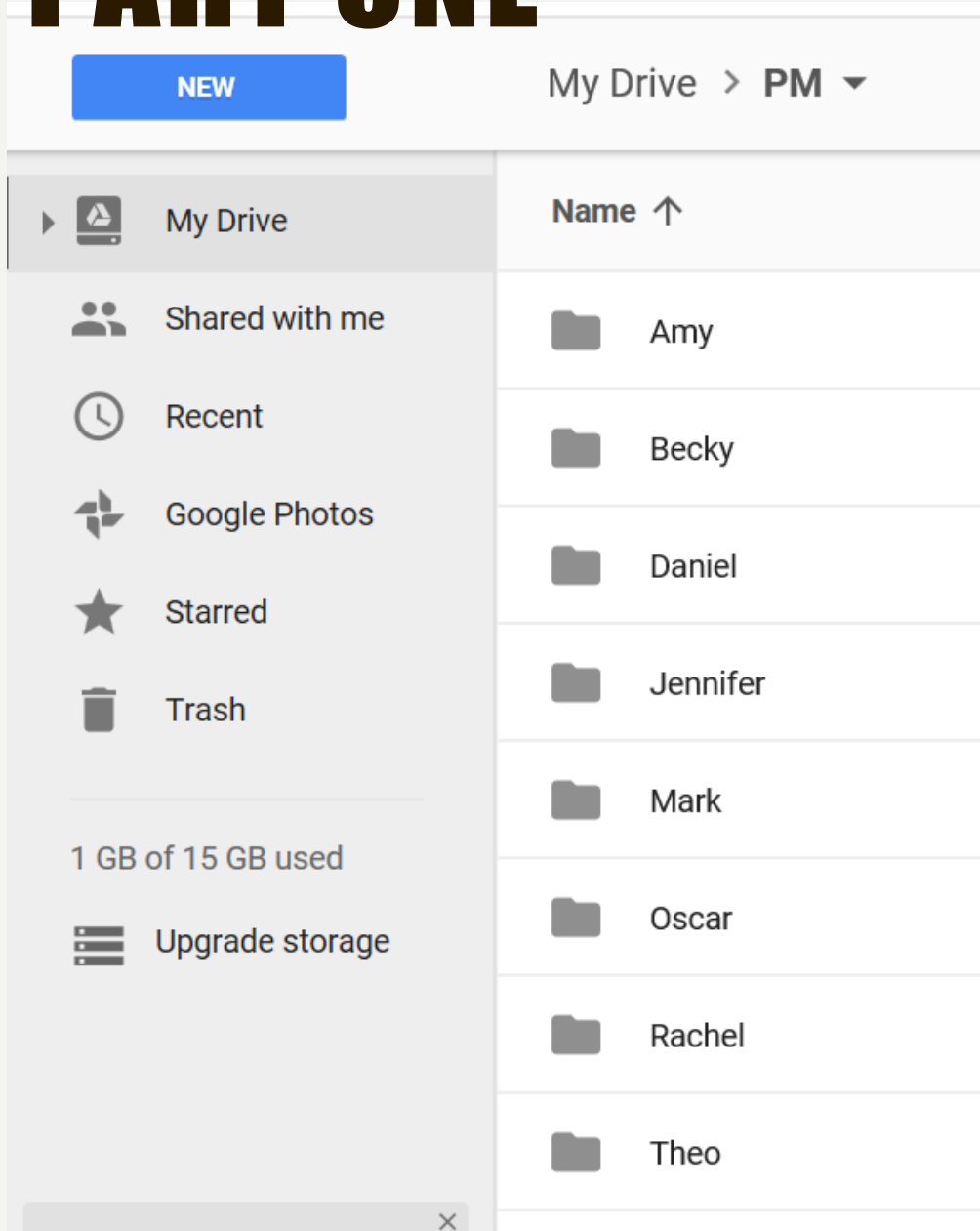
PART ONE: SET UP FOLDERS

- Step one: Set up a Google Drive account
- Step two: Go to your Drive



- Step three: Click New, Select folder, name folder “Progress Monitoring”
- Step four: Open Progress Monitoring folder
- Step five: Create new folder for each of your students (click new folder each time)

PART ONE



- Step six: Open one of your student's folder
- Step seven: Click new, then click Google Sheets

PART ONE: CREATING ACADEMIC GOALS

- Name the spreadsheet: Student's name Area of Goal (Amy Reading)
- Column for DATE
- Column for each GOAL or BENCHMARK

A	B	C	D
Date	Identify Central Idea	Identify Explicit Detail	Summarize Passage

- Repeat for each area of goal

ACADEMIC

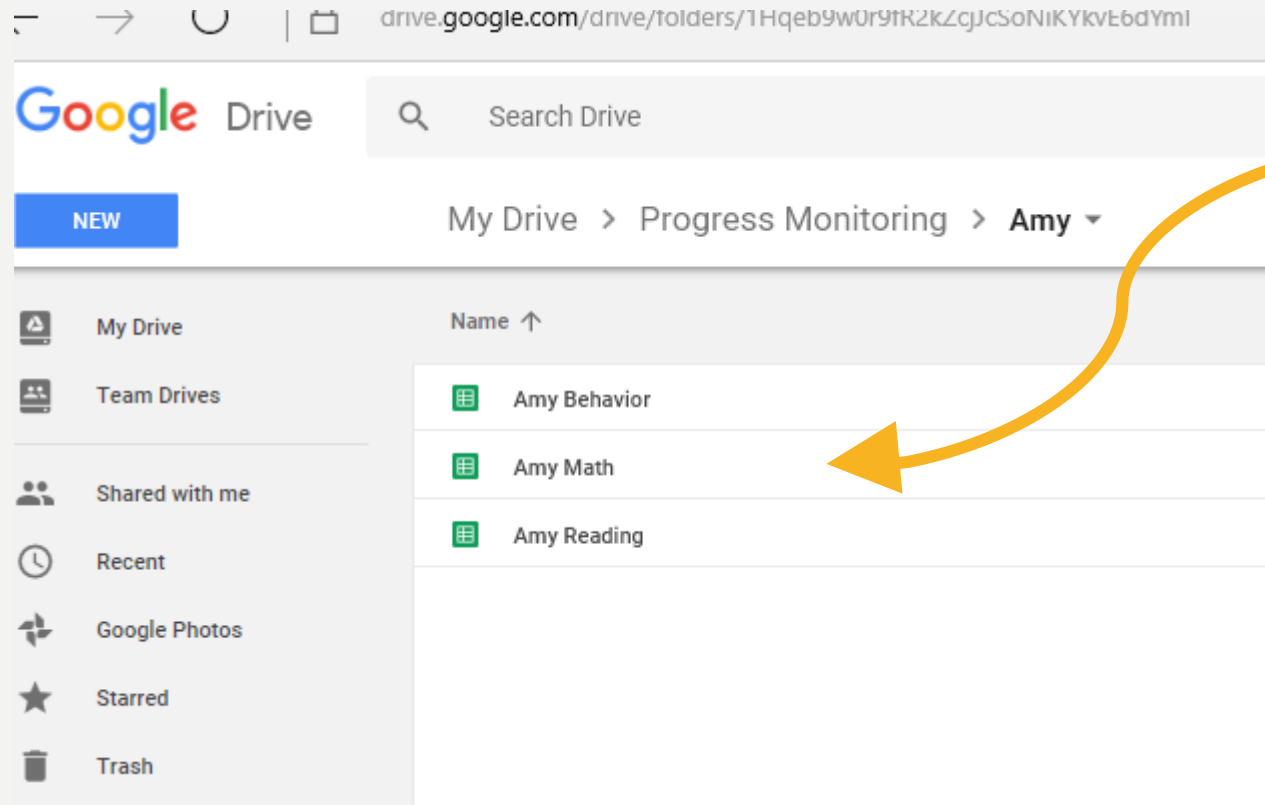
PART ONE: CREATING BEHAVIOR GOALS

- Behavior goals should all be monitored on a weekly basis, resulting in the same date.
- Column for DATE
- Column for each Goal or Benchmark

	A	B	C	D
1	Date	Arrive to class on time	Bring needed materials to class	Complete assignments on time
2				



PART ONE: CREATING GOALS



Spreadsheet for
each goal on IEP

PART ONE: CREATING LINKS

- The purpose of having a Word document with the links to the Google Forms is to make it easier to enter the data.
- Create a word document
- Insert a table with sections (one each for reading, math, writing, behavior, and any other categories that your goals may fall into)
- In the appropriate category, click “insert hyperlink”
- At the top, type in the student’s name. At the bottom, paste the link from the Google Form.
- Click “ok”

Reading	Math	Writing	Behavior
Amy	Becky	Amy	Amy
Daniel	Daniel	Becky	Becky
Mark	Oscar	Daniel	Daniel
Rachel	Rachel	Theo	Mark
Theo	Theo		Oscar
			Theo

- When ENTERING DATA, just click on the links from this Word document.
- To EDIT the Google Forms, you will need to go through the Google site.



**PART TWO:
IDENTIFY SOURCES OF DATA TO
MONITOR IEP GOALS**

PART TWO:

IDENTIFY SOURCES OF DATA TO MONITOR IEP GOALS

Reading	Math	Writing	Behavior
<p>Grades on assignments in education settings</p> <p>Reading fluency probes</p> <p>Comprehension Checks</p> <p>Sight word checks</p> <p>Web-based activities (I-Ready, IXL, MobyMax, Lexia, etc.)</p>	<p>Grades on assignments in education settings</p> <p>Math probes (AimsWeb, CBM, etc)</p> <p>Web-based activities (I-Ready, IXL, MobyMax, etc.)</p>	<p>Writing Samples from work already completed in general education or resource settings</p>	<p>Weekly rating forms</p> <ul style="list-style-type: none"> -Students carry chart, have gen ed teacher rate behavior at end of class -Gen Ed teacher records rating of behavior at end of class -Exceptional Child Teacher records behavior at end of class

PART TWO: USING INFINITE CAMPUS

- Go to the student in IC
- Use the General index
- Select the “Schedule” tab
- Each of the notebooks gives you access to see the student’s grade and assignments

Assessment Behavior Transportation Lockers Technology 2 Gifted & Talented

Summary Enrollments Schedule Attendance Grades Transcript

Person Summary Report Person Summary Report w/ Picture Print Mailing Label Print Envelope

BLK 1	6024-21 LANGUAGE ARTS RE-TEACH Brummett, E., Team: 6 - Predators Rm: 162
BLK 2	6080-21 LIFE MANAGEMENT Hill, C., Team: 6 - Predators Rm: 011
BLK 3	6021-23 LANGUAGE ARTS A Kaiser, J., Team: 6 - Predators Rm: 173
BLK 4	6022-24 LANGUAGE ARTS B Lasure, T., Team: 6 - Predators Rm: 174
BLK 5	6040-25 SCIENCE Srsic, W., Team: 6 - Predators Rm: 160

ACADEMIC

PART TWO: USING GRADEBOOK IN IC

T1 9 Weeks Detail								
Category: Assessments (weight: 70.0)								
Name	Due Date	Assigned Date	Weight	Pts Poss	Score	%	Turned In	Comments
POV learning check	08/23/2016	08/23/2016	1.0	7	6	85.71		
Nouns leaning check	08/26/2016	08/26/2016	1.0	5	5	100		
selection learning check (BGD)	09/06/2016	09/06/2016	1.0	18	17	94.44		
Learning Check 4	09/16/2016	09/16/2016	1.0	10	10	100		
Adjective learning check	09/19/2016	09/19/2016	1.0	5	4.5	90		
conflict lc	09/29/2016	09/29/2016	1.0	5	2	40		
Unit One Assessment Extended Response	10/06/2016	10/06/2016	1.0	25	22	88		
Unit One Assessment MC	10/07/2016	10/07/2016	1.0	75	63	84		
Assessments Totals				150	129.5	86.33%		

T2 9 Weeks Detail								
Category: Assessments (weight: 70.0)								
Name	Due Date	Assigned Date	Weight	Pts Poss	Score	%	Turned In	Comments
Feathered Friend comprehension check	10/24/2016	10/24/2016	1.0	4				
Halloween Learning Check (comprehenison)	11/02/2016	11/02/2016	1.0	6				

ACADEMIC

TIPS FOR USING INFINITE CAMPUS

- Have conversation with teachers about how to name the assignments
 - “Learning Check 1” isn’t helpful...rename as “Comprehension Check: Feathered Friend”
- Set regular intervals (every two weeks) to get grades from IC...manageable chunks
- Make copies of classwork before it is passed back to students...especially writing samples
- Work smarter, not harder...you don’t have to re-invent the wheel. Use what’s already there!

ACADEMIC

PART TWO: BEHAVIOR RATINGS

- Have an individual sheet for each student with each goal/benchmark listed
- Rate the student's behavior for each day for each goal/benchmark
- 0 – 5 rating scale
 - 5: Excellent, Role model-type behavior
 - 4: Acceptable behavior
 - 3: Minor problems, responsive to prompting
 - 2: Minor problems, unresponsive to prompting
 - 1: Major problems, unresponsive to prompting
 - 0: Unacceptable behavior



BEHAVIOR

PART TWO: BEHAVIOR RATINGS

- At the end of the week, TOTAL the number of points the student received for each goal/benchmark.
- Divide TOTAL by the total points POSSIBLE.
- Multiply that by 100 to get the PERCENT.
- Enter that into the Google Form.

Name: _____

GOAL: _____

	BM1	BM2	BM3	BM4
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
TOTAL				



BEHAVIOR

EXAMPLE:

Name: Amy

When presented with the opportunity, Amy will be able to demonstrate abilities to become a successful member of a community (school) by successfully obtaining 80% or better on school expectations for a minimum of four weeks by annual review as evidenced by daily checklists, teacher observation, and/or student assignment completion/grades.

	When attending class, Amy will attend class with all needed materials (notebooks, pencil, homework, etc).	When presented with an assignment and instructions are understood, Amy will begin working on his assignment immediately.	When given an assignment, Amy will complete and turn in the assignment within the constraints of his extended time.	When in class, Amy will attend to task for as long as needed.
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
TOTAL				



BEHAVIOR



**PART THREE:
UTILIZE SPREADSHEETS TO REPORT
PROGRESS**

PART THREE: ACADEMIC DATA

DATA IS SORTED BY DATE IN GOOGLE SPREADSHEET

	A	B	C	D
1	Date	Identify Central Idea	Identify Explicit Detail	Summarize Passage
2	8/25/2017	60%	70%	50%
3	9/8/17	62%	65%	60%
4	9/22/17	70%	70%	55%
5	10/6/2017	74%	72%	65%
6	10/20/2017	81%	80%	71%
7	11/3/2017	78%	75%	86%
8	11/17/2017	75%	73%	74%
9				



Sort
data by
date



ACADEMIC

PART THREE: BEHAVIOR DATA

DATA IS SORTED BY DATE IN GOOGLE SPREADSHEET

date	BM1: keep materials organized and accessible to complete classwork/homework/projects	BM2: demonstrate positive productive interactions and seek attention from peers in appropriate manner	BM3: demonstrate coping strategies and productively accept changes in his regular schedule or classroom environment
8/15/2016	75%	100	50%
8/18/2016	75%	75%	0%
8/23/2016	75%	50%	75%
8/30/2016	50%	50%	0%
9/16/2016	75%	100%	75%
9/23/2016	75%	75%	100%
9/30/2016	80%	80%	80%
10/7/2016	100%	75%	75%
10/17/2016	63%	69%	69%
10/24/2016	70%	70%	80%
10/31/2016	80%	80%	95%



BEHAVIOR

HOW TO GO FROM VERTICAL COLUMNS TO HORIZONTAL ROWS

- Highlight and copy column of data
- To the side of the data (this will be deleted), right click, select paste special, select transposed
- Copy the data
- Paste data into spreadsheet for reporting purposes

PART THREE: UTILIZE SPREADSHEETS TO REPORT PROGRESS

IEP Progress Monitoring Data

Name:		Measures:		IEP Start Date:	
Grade:		Teacher:		IEP End Date:	
				Disability:	
Annual Goal					
Goal/Benchmark #1	Date				
Baseline	Actual				
Goal	80%	Type of			
Insert Goal or Benchmark here					
	<p>100% 80% 60% 40% 20% 0%</p> <p>1/0 1/0 1/0 1/0 1/0 1/1 1/1</p> <p>▲ 1. Direct ◆ 2. Indirect ● 3. Authentic Assessment ■ 4. Curriculum Based Measure - - - Goal — Linear (Actual)</p>				
Goal/Benchmark #2	Date				
Baseline	Actual				
Goal	80%	Type of			
Insert Goal or Benchmark here					
	<p>100% 80% 60% 40% 20% 0%</p> <p>1/0 1/0 1/0 1/0 1/0 1/1 1/1</p> <p>▲ 1. Direct ◆ 2. Indirect ● 3. Authentic Assessment ■ 4. Curriculum Based Measure - - - Goal</p>				

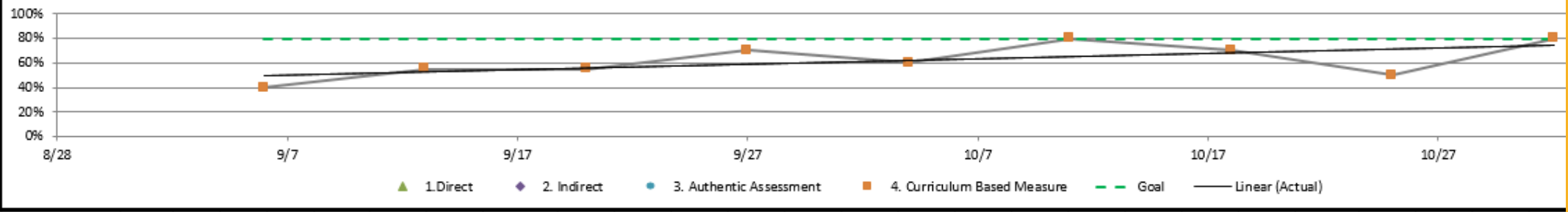
PART THREE: UTILIZE SPREADSHEETS TO REPORT PROGRESS

Name:	John Scott	Measures:	Curriculum Based	IEP Start Date:	9/5/2016
Grade:	6	Teacher:	Brummett	IEP End Date:	9/3/2017
				Disability:	OHI

Annual Goal When presented with a literary and informational texts, John will make sense of what he has read achieving 80% accuracy on four out of five consecutive trials by annual review.

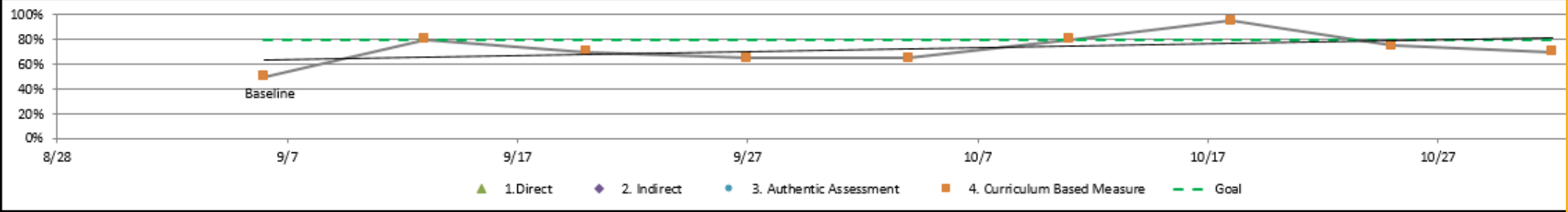
Goal/Benchmark #1	Date	9/6	9/13	9/20	9/27	10/4	10/11	10/18	10/25	11/1
Baseline	40%	40%	55%	55%	70%	60%	80%	70%	50%	80%
Goal	80%	4	4	4	4	4	4	4	4	4

1. When presented with a reading passage, John will identify the central idea of the passage with at least 80% accuracy on four out of five trials on bi-monthly classroom assessments by annual review.



Goal/Benchmark #2	Date	9/6	9/13	9/20	9/27	10/4	10/11	10/18	10/25	11/1
Baseline	50%	50%	80%	70%	65%	65%	80%	95%	75%	70%
Goal	80%	4	4	4	4	4	4	4	4	4

2. When presented with a reading passage, John will answer comprehension questions about the passage with at least 80% accuracy on four out of five trials on bi-monthly classroom assessments by annual review.



ANALYSIS OF DATA

- When reporting progress at nine weeks or at annual review, include information about:
 - Progress on state testing
 - Achievement and progress on diagnostic assessments
 - Statement of if student met goal, made progress, or did not make progress
 - Analysis of data to support, including specific data
- Progress on Academic goals are reported in the Academic section of the Present Levels
- Progress on Social, Emotional, Behavior, or Adaptive goals are reported in the Social/Emotional section of the Present Levels

READING: Amy has made progress toward meeting her reading goal but did not meet this goal. According to diagnostic assessment results in reading, Amy scored at Level 3 (SS: 507) at the end of the 16-17 school year. At the beginning of the 17-18 school year, Amy scored at Level 3 (SS: 506) in reading, which reflects a decrease in her score. Amy will continue to work on individualized skills throughout the school year to build her reading ability. It is important to note that on the diagnostic assessments, Amy does not receive any accommodations. She has as much time as needed to complete these assessments. According to state assessment results in reading, Amy scored at the novice level as a sixth grader. As a seventh grader, Amy scored at the novice level, which reflects no change in his score. Amy received her accommodations on the state assessments. In the classroom, Amy has made some progress in reading. Amy is currently scoring within a range of 75% to 90% accuracy in the classroom. When working on tasks, Amy rarely requests help, even when needed. Amy is beginning to use some strategies to manage texts such as reading the questions before reading the passage. Amy is also using assistive technology to read passages to her on her Chromebook, which will increase her independence as she is working. She will continue to work on developing comprehension skills as well.

FEEDBACK

Please provide feedback using the app!

CONTACT INFORMATION:

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