What’s the Benefit?
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Outcomes for This Session

- Explore the definition of "educational benefit" (appropriate progress)
- Explore options for measuring and documenting progress
- Share strategies for IEP teams to consider in determining the present levels of academic achievement and functional performance to address "in light of the child's circumstances"
Educational benefits to provide the student's progress has been appropriately.

How do we determine if a student's

So the key question is...
2. Is the student's IEP reasonably calculated to provide educational benefit?

1. Has the Local Educational Agency, LEA (district or charter) complied with the procedures set forth in the IDEA?

Affirm reasonableness standard (not ideal)

"appropriately ambitious"

Each child's educational program must be

Circumstances: "progress appropriate in light of the child's
reasonably calculated to enable a child to make

Educational benefit must be "more than de minimis."

(95.5. 2017)

Endrew F. v. Douglas County Sch. Dist.
Services (OSERS) 12-07-17
Office of Special Education and Rehabilitation
United States Department of Education

Endrew F. v. Douglas County School District
Court Case
Decision
Questions and Answers (Q & A) on U.S. Supreme

https://www.ed.gov/idea/answers-on-n-s-supreme-court-case
Intellectual and functional capabilities
Based on individual student's
Confer meaningful educational benefit
Significant learning
More than trivial

What is Meaningful Educational Benefit?
(2011 E. Y. Independent School District)
When To Chart Educational Benefit

- Prereferral
- Concern about lack of progress
- Annually
- Triennial Review
- Filing of a due process or compliance complaint
Why Chart Educational Benefit?

- Provides credibility for conclusions and recommendations
- Leads to agreement(s) on supporting evidence of outcomes
- Facilitates deeper analysis of trends over time
- When used properly, provides a neutral analysis of student progress
- Facilitates understanding by parents and staff
To discuss progress and trends over time

2. Triennial Instruction

Ongoing (to determine and drive

1. Annual to Annual

Periods:

Educational Benefit at two different time

IEP teams consider an analysis of
conducted periodically. Annual IEP checks will help ensure the results in the IEP document are truly designed to provide educational benefit for the child.
Annual Ed Benefit Checks

Identifying Information

Accuracy of data

Primary and Secondary Disability

How Disability affects involvement & progress in general curriculum or appropriate activities for preschoolers
Measurable postsecondary goals

Interests, and goals

Consider student's post-school preferences,

Additional assessments are needed

Utilize transition assessments – Consider if

Annual Ed Benefit Checks

TRANSITION
All needs to be addressed in goals identified.
Performance in all areas in educational setting.
Concerns of parent(s)
Strengths and interests of student

Annual Ed Benefit Checks
### Factors

<table>
<thead>
<tr>
<th>Includes:</th>
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<td>Behavior</td>
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**Annual Ed Benefit Checks**

- Assistive Technology
- Visual and/or Hearing Impairments
- Limited English Proficiency
STATEWIDE ASSESSMENTS

Annual Ed Benefit Checks

- Preschoolers
- DRDP for Alternate Participation
- Justification for Modifications
- Variations
- Accommodations
The goal

 mastered/skill development in the area reflected in

 baseline - indicative student's current level of

 the IEP

 area of Need identified in IEP or other sections of

 (as appropriate)

 including benchmarks or objectives

 Annual Ed Benefit Checks

 GOALS
Annual Ed Benefit Checks

• Develop *measurable* annual goals

• Based on content standards approximately 1-2 years above student’s current skill level

• Essential skill(s) needed to progress toward the standards in approximately 1 year.
Annual Ed Benefit Checks

MEASURABLE GOALS MUST INCLUDE:

- *Who* – the student
- *Will Do What* – measurable behavior expressed in specific action words
Annual Ed Benefit Checks

• *By When* – reporting date, including progress reports if appropriate

• *Under what conditions* – describe the “givens” that are needed to measure goal

• *How measured* – data source (charting, work samples, observation, etc.)
Annual Ed Benefit Checks

CRITERIA FOR MASTERY

Do not mix less than 100% accuracy with less than all trials

Example 100% accuracy on 4 out of 5 trials

or

80% accuracy on 5 consecutive trials

NOT 80% accuracy on 4 out of 5 trials
Annual Ed Benefit Checks

Short-Term Objectives or Benchmarks

• Only required students who take alternate achievement assessments; optional for other students
• Benchmarks are restatements of goal with increasing complexity or mastery
• Objectives are subskills leading to mastery of the goal.
Annual Ed Benefit Checks

If the student did not meet a prior goal(s), was the goal(s) revised to meet the student’s needs?

Do the new goals indicate the IEP Team should consider changes in services and/or supports?
Annual Ed Benefit Checks

PROGRESS REPORT

• When and how parents will be informed of their child's progress on IEP goals, including how progress will be measured

• Summarize student's progress

 ✓ Indicate any comments - work completion, successes, areas for particular emphasis, etc.
**It is critical progress reports be sent to parents as scheduled!!**

**Copies of the report should be kept to assist in determining goals for the next IEP as appropriate.**
SPECIAL EDUCATION AND RELATED SERVICES

• Determined after goals have been finalized.
• Identify program modifications, accommodations, or supports for student or school personnel.
• Based on peer-reviewed research to the extent practicable

Annual Ed Benefit Checks
Annual Ed Benefit Checks

Transportation and Physical Education

Extent to which student will not participate with nondisabled children

Specify Frequency, Location, Duration
Annual Ed Benefit Checks

EXTENDED SCHOOL YEAR (IF REQUIRED)

• Indicate *provider, start/end dates, duration, frequency, and location* under ESY

• ESY may include a different type, duration, frequency, or location

• May not require all services that he receive during the regular school program
SIGNATURES

- Written parent permission is required before the initial provision of special education services.
- California requires annual parent permission to implement changes to the IEP.
- Other meeting participants may sign as attending the meeting, agreeing with the IEP, etc.

Annual Ed Benefit Checks
2. Triennial - look at progress and trends over three years

- IEP Team reviews data from:
  - New Assessments (data compared to previous assessments)
  - Progress Towards Goal Reports
  - Formative Evaluations, such as, classroom test, district interims, progress monitoring data
  - Summative Evaluations, such as, CAASPP, Standardized Assessments
  - Any changes in health, vision, or hearing
How to Chart Educational Benefit

- Specify the questions to be addressed
- Identify evidence of performance
  - Multiple sources
  - Gathered over a period of time
- Utilize systems generated by curriculum or other programs when available (progress monitoring tools)
- Input data into Excel template or other data source
- Adjust as necessary
Ways to Measure Educational Benefit

1. Passing grades and advancement in regular classroom environment (Samples 1A-1D)
   - 1A Sally Smith Advancement by Grade
   - 1B Grades and Advancement
   - 1C and D Ima Knight - Transcripts
Ways to Measure Educational Benefit

2. Use of research-based interventions (Samples 2A-2N)
   - 2A Curriculum Based - Basics 3 Benchmarks
   - 2B and C Dibels Benchmark and Progress Monitoring Data
   - 2D and E Dynamic Indicators of Basic Early Literacy Skills/Graphs
   - 2F 2nd Grade DRA Levels -RTI Students
   - 2G Weekly Grid- Functional Curriculum
   - 2H and I Standards Aligned Assessment-Level 1
   - 2J IEP Goals and Outcomes
   - 2K and L Goal and Assignment/Sample
   - 2M and N Weekly Planner- Stick Kids /Sample
Ways to Measure Educational Benefit cont'd

3. Performance on State-wide assessments (Sample 3A)
   - 3A CAASPP Profile
Ways to Measure Educational Benefit cont'd

4. Individual standardized test scores/results (Samples 4A-4D)

- 4A KTEA Standard Scores
- 4B Standardized Assessment Profile (SAP)
- 4C - SAP with Woodcock Johnson III
- 4D - SAP - WISC
Ways to Measure Educational Benefit cont'd

5. Classroom performance and test results (Samples 5A-5S)
   - 5A Intro to Data Collection Methods
   - 5B and C Frequency/Event Data Sheet
   - 5D and E Interval recording Data Sheet
   - 5F and G Duration Recording Data Sheet
   - 5H and I Latency Recording and Data Sheet
   - 5J Guide Intervention for a Students who Calls out Answers
   - 5K Duration Recording
Ways to Measure Educational Benefit cont'd

5. (Cont'd) Classroom performance and test results (Samples 5A-5S)
   - 5L and 5LA Student Observation
   - 5M Equals IEP Goal Steps
   - 5N Equals Weekly Assignment Sheet
   - 5O Equals Duration Record
   - 5P Equals Classroom Norms Recording
   - 5Q Daily Report Card
   - 5R Daily Progress Report
   - 5S Weekly Behavior Report
Ways to Measure Educational Benefit

cont'd

6. Progress on IEP goals (including present levels and objectives) (Sample 6A)

• 6A IEP Progress Towards Goals Report
Ways to Measure Educational Benefit cont'd

7. Educational Benefit Analysis (Samples 7A-7C)
   - 7A Educational Benefit Analysis Grid
   - 7B CDE Verification Review Ed Benefit Flow Chart
   - 7C- IEP Ed Benefit Analysis
Resources Link

Padlet Link
https://dmselpa.padlet.org/stephanie_hedberg/92o0ppc8pmhe
Password: ACSA (all caps)
Cautions:

- When analyzed correctly, data is neutral
- If data does not show educational benefit:
  - Adjust the programs
  - Adjust the goals
  - Adjust the services
  - Offer additional assessment

If data shows educational benefit, analyze "Why" and continue to support growth
In the trenches....

- Some war stories.....
Contact Info

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Educational Benefit Checklist

STUDENT ___________________________ IEP DATE__________

IDENTIFYING INFORMATION
☐ Is all of the information correct?
☐ How will the manager of the school MIS system be informed of the changes?
☐ Does the IEP clearly specify the child’s disability(s)?
☐ Did the IEP team identify how the child’s disability affects his or her involvement and progress in the general curriculum or participation in appropriate activities for the preschool child?

TRANSITION
☐ Is the transition plan developed in accordance with the student’s post-school preferences, interests, and goals?
☐ Are all areas of transition needs clearly specified, with corresponding measurable goals and responsible persons/agencies identified as appropriate?
☐ Are the transition goals and services specifically designed to prepare the student for postsecondary training, education, employment, and/or independent living?
☐ Are transition goals based on age-appropriate transition assessments?

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE
☐ Are all sections of the Present Levels of Academic Achievement and Functional Performance addressed, including documentation of “no concerns noted at this time?”
☐ Does this clearly reflect the student’s performance in the educational setting?
☐ Do the Present Levels of Academic Achievement and Functional Performance reflect all needs identified in the assessments?

SPECIAL FACTORS AND PARTICIPATION IN STATE/DISTRICTWIDE ASSESSMENTS
☐ Has the IEP Team addressed all the special considerations the student may require?
☐ Are all areas of need documented?
☐ Are accommodations on state and districtwide assessments in accordance with state guidelines?

GOALS, INCLUDING BENCHMARKS OR OBJECTIVES (AS APPROPRIATE)
☐ Are there goals and objectives/benchmarks (if required) for each area of need and vice versa?
☐ Are the goals and objectives/benchmarks measurable?
☐ Do the goals and objectives/benchmarks enable the student to be involved/progress in the general curriculum?
☐ Are all other educational needs resulting from the disability addressed?
If the student is an English Learner, are the goals and objectives/benchmarks linguistically appropriate?

Is the person(s) primarily responsible for implementing the goals and objectives/benchmarks, and monitoring progress identified?

The determination of appropriate services should be completed after goals have been finalized.

Special education, related services, and supplementary aids and services should be based on peer-reviewed research to the extent practicable.

**SPECIAL EDUCATION AND RELATED SERVICES**

- Are the appropriate services, special education services, supplementary aids services and program modifications, identified to support progress toward all goals including:
  - progress in the general curriculum?
  - participation in extracurricular and other nonacademic activities?

**SIGNATURES**

- Did all IEP Meeting participants sign?
- Do the parent(s) consent to all components of the IEP?
- If not, are areas of agreement and/or disagreement clearly specified?
- Are the next steps identified for reaching resolution if appropriate?

**IEP TEAM MEETING COMMENTS**

- Is this information a summary of the meeting?
- Does everyone agree that the information accurately reflects what was discussed and the agreements that were made?

**IEP TEAM AMENDMENT**

- Is the amendment clear?
- Do the parents and staff agree on the amendment?
- Are all affected staff (special ed teacher(s), DIS provider(s), regular education teacher(s), etc.) including LEA representative, informed of the amendment/change?
Data Collection Samples Electronic Link:

https://goo.gl/BAX45N