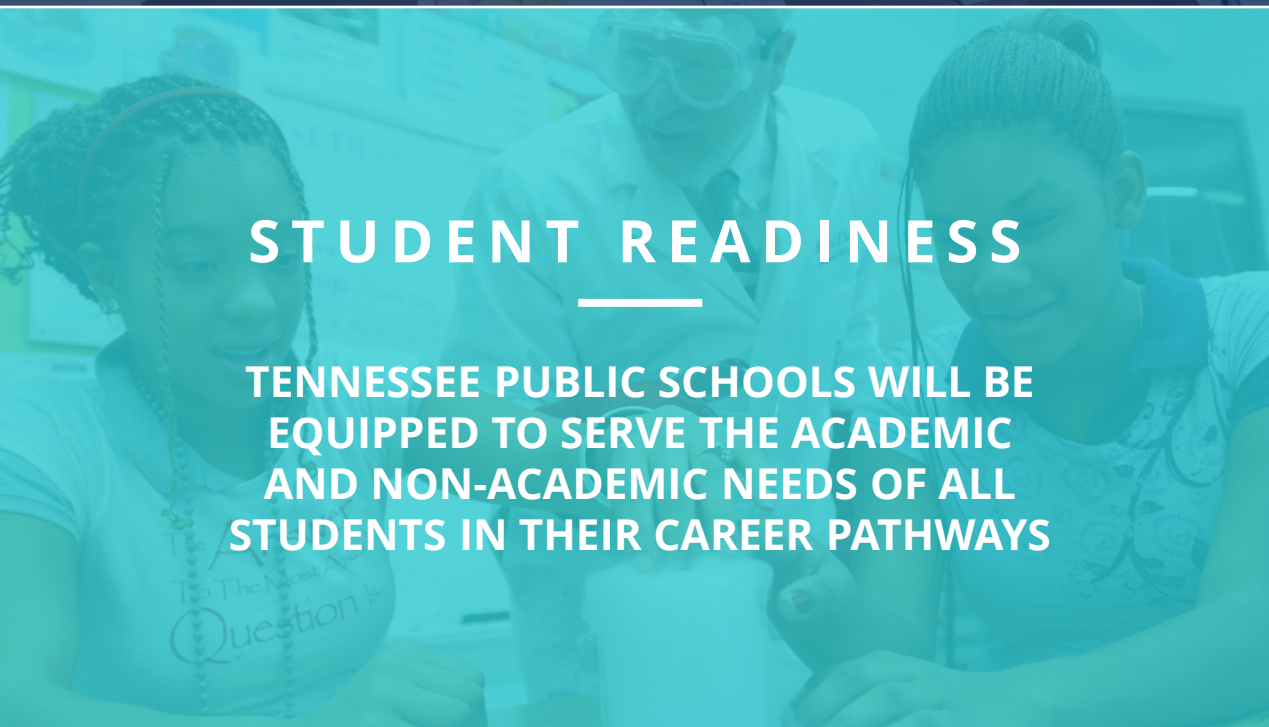**BEST FOR ALL**
We will set all students on a path to success.

ACADEMICS

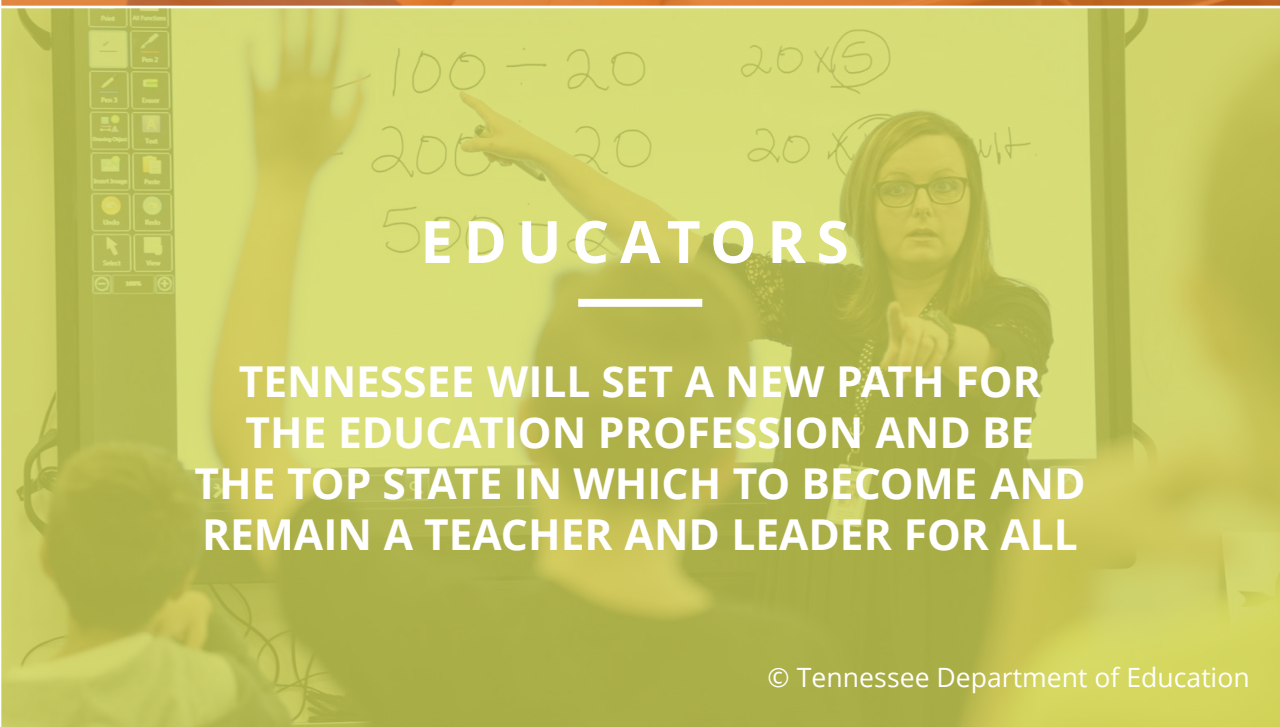ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE
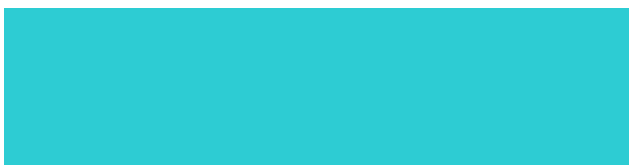
STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

FY24 IEP Monitoring Protocol: New Director Focus

Agenda:
New Director Focus

- Introduction and Overview
- Monitoring Roles and Responsibilities
- Local Education Agency (LEA) Monitor
- LEA Administrator, Part 1
- State Education Agency (SEA) Monitor and Administrator
- LEA Administrator Part 2

TN PULSE

- For **access** help, contact: **DT.Support@tn.gov**

- Additional questions about TN PULSE may be sent to: **Special.Populations@tn.gov**

- Training on the updated IEP Monitoring Platform will be provided during the *2023 Federal Programs Institute* in August prior to the launch of monitoring.
  – Please register using the QR code if you have not already done so

Introduction and Overview

Monitoring Commitments

Clear Communication

Dynamic Process to Allow for Continuous Improvement

Standardized IEP Monitoring Protocol
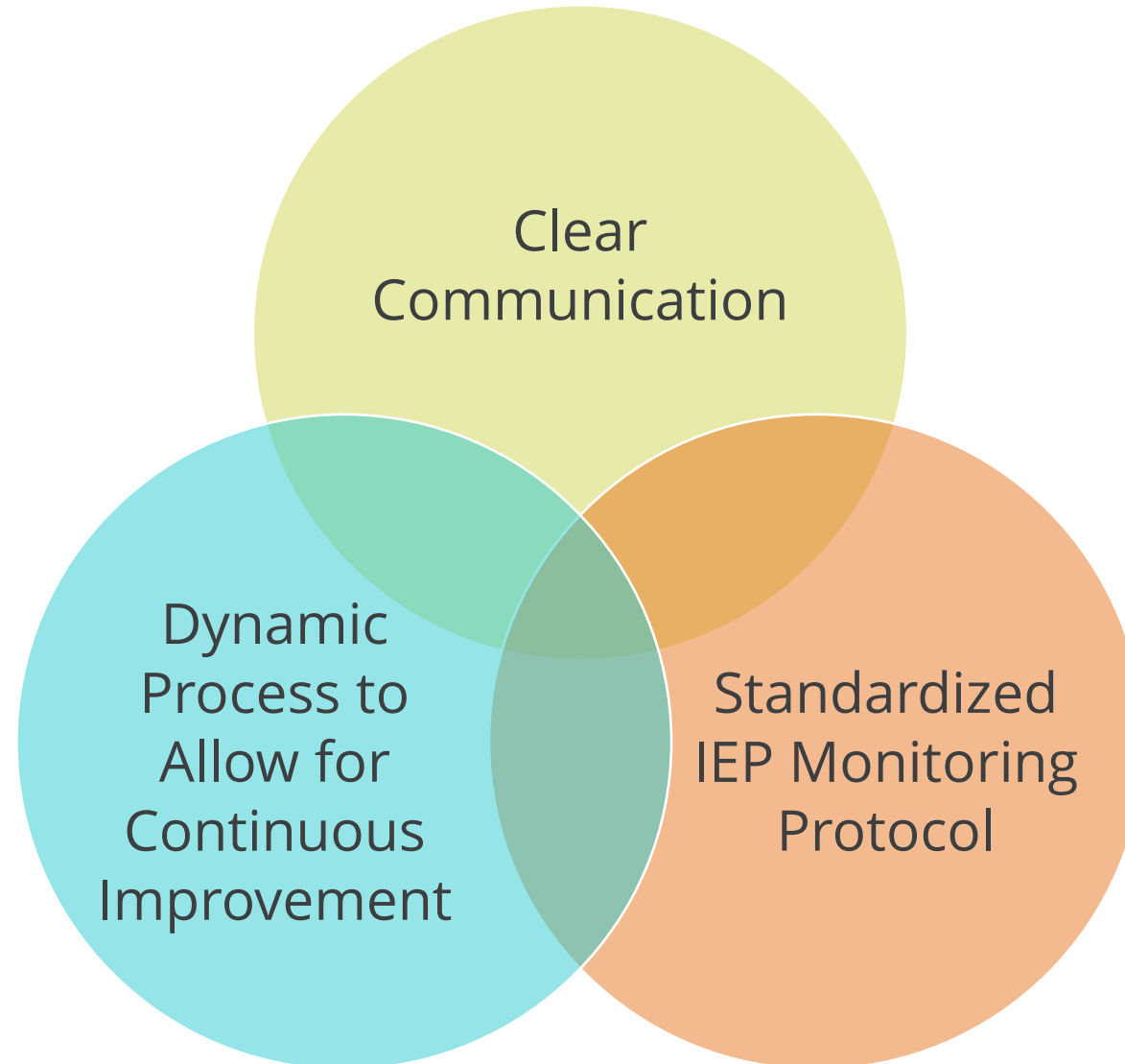
Monitoring Roles and Responsibilities

IEP Monitoring Levels of Review

LEA Monitor
Completed by assigned LEA staff given access through user roles by LEA Administrator. Responsibilities include reviewing and uploading of student documentation and responding to each indicator.

LEA Administrator
Reviews uploaded documentation and monitor indicator responses. The LEA administrator may return the file to the LEA monitor for correction or submit to the SEA.
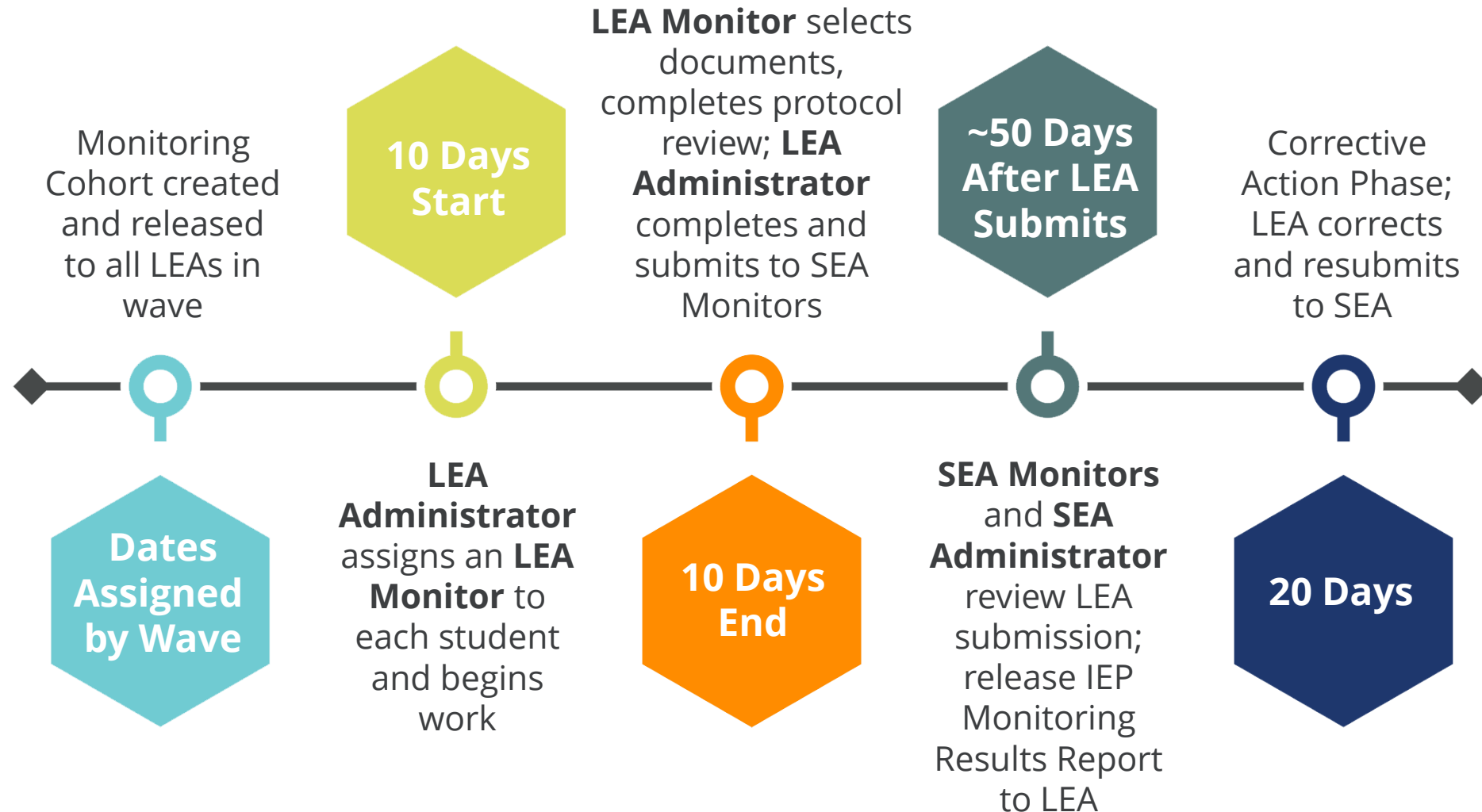
SEA Monitor
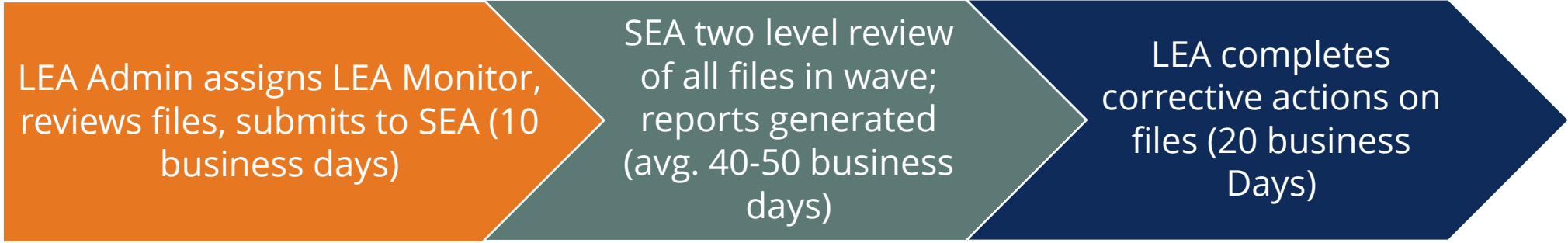A member of the IEP Monitoring Team reviews documentation and responses for multiple districts.

SEA Administrator
The IDEA compliance manager acts as the SEA Administrator and reviews all documents and responses for each LEA. Once completed, the files are submitted to PCG for processing.

IEP Monitoring Timeline

Monitoring Cohort created and released to all LEAs in wave

10 Days Start

LEA Monitor selects documents, completes protocol review; **LEA Administrator** completes and submits to SEA Monitors

~50 Days After LEA Submits

Corrective Action Phase; LEA corrects and resubmits to SEA

Dates Assigned by Wave

LEA Administrator assigns an **LEA Monitor** to each student and begins work

10 Days End

SEA Monitors and **SEA Administrator** review LEA submission; release IEP Monitoring Results Report to LEA

20 Days

IEP Monitoring Timeline

LEA Admin assigns LEA Monitor, reviews files, submits to SEA (10 business days)

SEA two level review of all files in wave; reports generated (avg. 40-50 business days)

LEA completes corrective actions on files (20 business Days)

Wave Assignment

- LEAs are assigned to "waves" annually based on multiple factors which include but are not limited to:
  - Number of findings in previous year's IEP Monitoring
  - Level of Results Based Monitoring in the current year
  - Compliance percentage factoring in both SEA level findings and LEA level (self identification) findings.

LEA Monitor

TN Department of **Education**

Roles and Responsibilities: LEA Monitor

- The **LEA Monitor** is the assigned LEA staff member who is given access through user roles by the *LEA Administrator*.

- The **LEA Monitor**'s responsibilities include reviewing and uploading student documentation and responding to each indicator with "yes" if compliant or "no" if non-compliant.

- The **LEA Monitor** role may be given to the student's teacher, case manager, or LEA compliance staff.

- The assigned **LEA Monitor** must be a member of the student's IEP team and show the appropriate user role for IEP Monitoring.

10 DAYS START

Roles and Responsibilities: LEA Monitor

- Each student in the cohort must an assigned **LEA Monitor**.

- **LEA Monitors** can be assigned to multiple students within the cohort.

- *As IDEA Director, you are solely responsible for the **LEA Administrator** (or second level of review) for the LEA. Although permissible, it is not best practice to have one person as both the LEA Monitor and LEA Administrator.*

10 DAYS START

Roles and Responsibilities: LEA Monitor

The **LEA Monitor** must:

- complete the initial review of the student file for each assigned student,

- upload all required documentation, and

- respond to each indicator with "yes" (compliant) or "no" (not compliant) based on the information contained in the uploaded required documents.

10 DAYS START

LEA Administrator, Part 1

Responsibilities: LEA Administrator

- The **LEA Administrator** role is set by PCG; please do not attempt to alter or change the role, including adding a monitoring user role.

- The **LEA Administrator** is responsible for the assignment of an LEA Monitor for each student in the cohort.

- The **LEA Administrator** may change *LEA Monitor* assignments.
    - Select *Update and Save* after any change is made.

- Every student in the cohort must have an *LEA Monitor* assigned before the details page can be accessed.

10 DAYS START

LEA Administrator: Replacing a Student

- A student must be shown to be inactive and/or ineligible before a replacement can be requested.

- Once this status is confirmed, a checkbox to request a replacement will be available.

- *Note: If the areas showing for a student in the cohort do not match what the LEA expects (initial evaluation vs. reevaluation) please contact Laura.Dunn@tn.gov for assistance before beginning the review/upload process.*

10 DAYS START

Responsibilities: LEA Administrator

- *Reminder: As IDEA Director, you are solely responsible for the **LEA Administrator** (or second level of review) for the LEA. Although permissible, having one person as both the LEA Monitor and LEA Administrator is not best practice.*

- The **LEA Administrator** reviews all required uploaded documentation, reviews all LEA monitor responses of "yes" (compliant) or "no" (noncompliant) and marks either "Agree" or "Disagree" with each *LEA Monitor* response.

- The **LEA Administrator** may return the file to the *LEA Monitor* for additional correction or review.

10 DAYS END

LEA Administrator: Submitting the Cohort

- **Set Agreements** allows users to agree with an entire section without clicking individually.

- *Note: Use this feature with caution and ensure that each document and LEA Monitor response has been carefully reviewed.*

10 DAYS END

Responsibilities: LEA Administrator

- The **LEA Administrator** must review and respond to each indicator for each student in the cohort.

- The **LEA Administrator** must submit the cohort to the SEA as a group, individual students cannot be submitted.

- Once the cohort is submitted to the SEA for review, no changes can be made.

10 DAYS END

SEA Monitor and Administrator

Responsibilities: SEA Monitor

- Members of the FPO IEP monitoring team, including the regional IEP Monitoring Specialists, act as the **SEA Monitor** and are responsible for completing the third level of review.

- The IEP Monitoring Protocol, which is normed annually before the IEP Monitoring Process begins, guides the **SEA Monitor** review.

SEA REVIEW

Responsibilities: SEA Monitor

- Each **SEA Monitor** reviews an average of 20 randomly assigned districts within each wave with each district submitting between six and 20 student files.

- The **SEA Monitor** is responsible for reviewing documentation and responses for multiple districts. This review includes marking "agree" or "disagree" with submitted LEA responses.

SEA REVIEW

Responsibilities: SEA Monitor and SEA Administrator

- The IDEA Compliance Manager acts as the **SEA Administrator** and is responsible for reviewing all documents and responses for both the LEA Administrator and *SEA Monitor* level for each LEA.

- The **SEA Administrator** acts as the fourth level or **final review** of the IEP monitoring process for **all LEAs in all waves**.

SEA REVIEW

FY24 IEP Monitoring Protocol

- **Initial Evaluation:** 16 indicators
- **Reevaluation:** 13 indicators
- **IEP:** 23 indicators
- **Transition (age 14):** 3 indicators
- **Secondary Transition (age 16):** 6 indicators

- Total indicators reviewed by SEA Monitors and SEA Administrator in 2023: **61,240**

SEA REVIEW

LEA Administrator, Part 2

LEA Submission and Timeline

- During the ***initial review phase*** once the cohort is released, the LEA has ten (**10**) business days to complete the review files, upload documents, respond to all indicators, and submit to the SEA.

- Extensions may be requested through the SEA Administrator via email to Laura.Dunn@tn.gov for either phase of the monitoring process.

- Review and upload are based on current documents at the time of cohort release during the initial review phase.

CORRECTIVE ACTIONS

IEP Monitoring Results Report

- Once the SEA Monitor and Administrator review is complete, the **IEP Monitoring Results Report** will be released.

- The LEA Administrator will receive notification from the SEA Administrator the day the report is released and will be able to access the report within the IEP monitoring system.

CORRECTIVE ACTIONS

Corrective Action Phase

- The LEA Administrator must sign the report as a "signature of receipt" and provide that documentation within the system within ten (10) days of the release of the IEP Monitoring Results Report.

- The LEA Administrator is responsible for ensuring that all corrective actions are completed.

- The LEA Administrator is the **only** role with access to upload corrective actions.
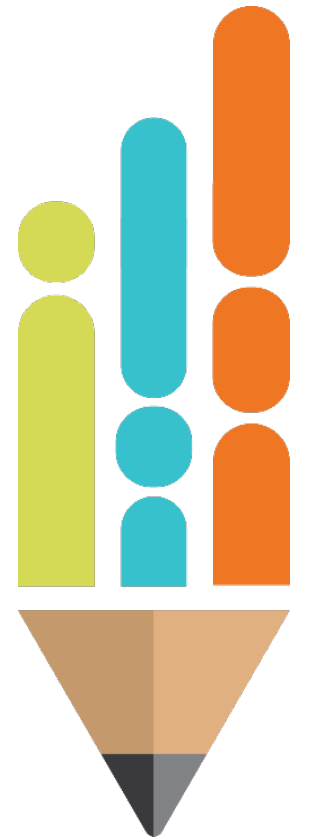
CORRECTIVE ACTIONS

Corrective Action Phase

- During the ***corrective action review phase***, once the IEP Monitoring Results Report is released, the LEA has **20** business days to complete the corrective actions and upload the corrected documents.

- During the **corrective action phase**, the LEA Administrator is also **required to provide training** based on the IEP Monitoring Results Report.

  – This documentation must be provided within the system within **20** business days.

- Extensions may be requested through the SEA Administrator for either phase of the monitoring process.
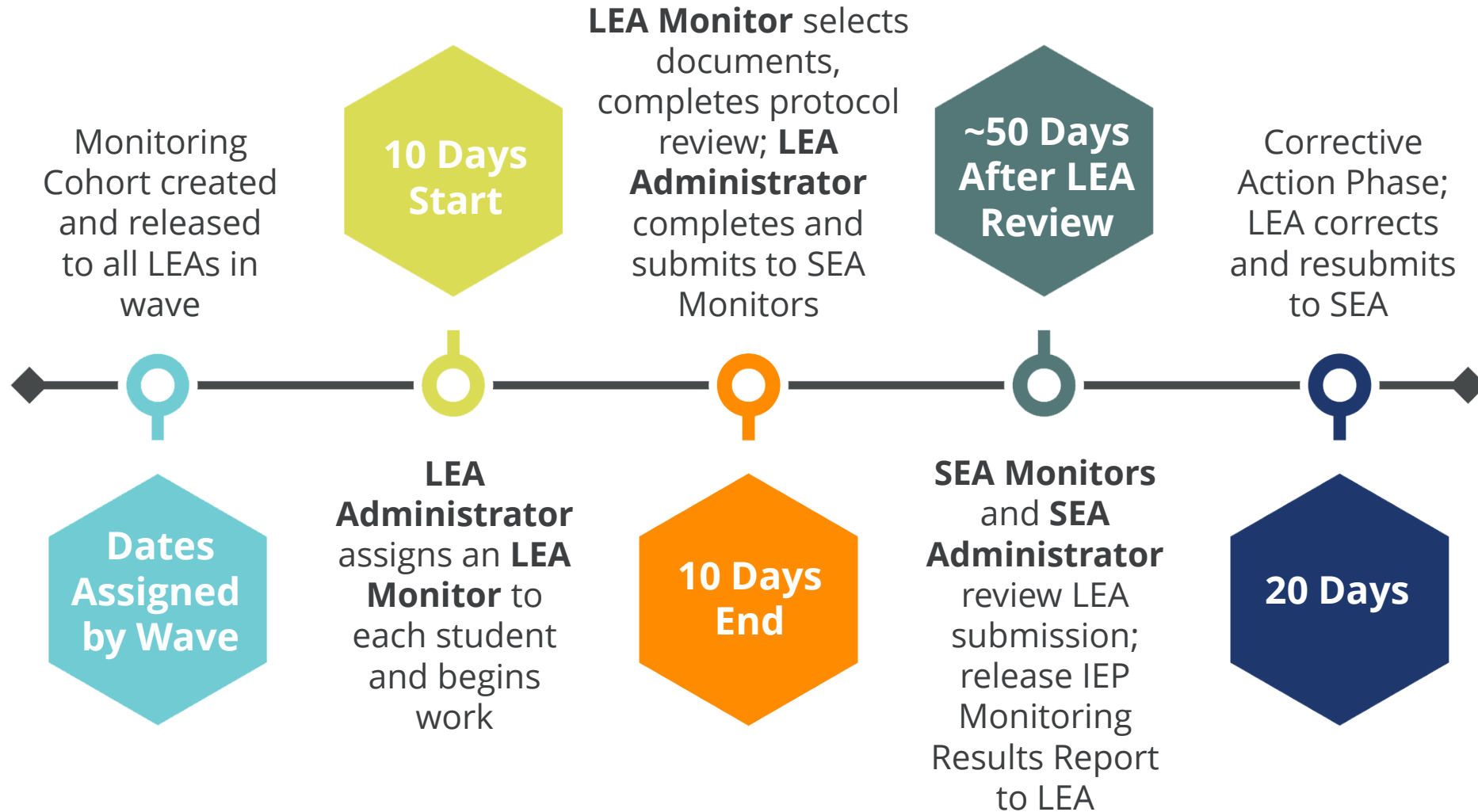
CORRECTIVE ACTIONS

Closure of IEP Monitoring Process

- Once corrective actions have been submitted along with the required signature of receipt and staff training, all corrective action documentation for each LEA will be reviewed by the SEA.

- At the end of each annual IEP Monitoring cycle, when the SEA review of corrective action documentation is complete, the SEA will provide a statement of status to each LEA designating the monitoring as "closed" and compliant or "open" and noncompliant with actions steps to be completed for closure.

IEP Monitoring Timeline

Monitoring Cohort created and released to all LEAs in wave

10 Days Start

LEA Monitor selects documents, completes protocol review; **LEA Administrator** completes and submits to SEA Monitors

~50 Days After LEA Review

Corrective Action Phase; LEA corrects and resubmits to SEA

Dates Assigned by Wave

LEA Administrator assigns an **LEA Monitor** to each student and begins work

10 Days End

SEA Monitors and **SEA Administrator** review LEA submission; release IEP Monitoring Results Report to LEA

20 Days

Questions?

Please enjoy a short break and we will reconvene for the general session at 10:30 a.m.

BEST for ALL
#TNBestforAll

FY24 IEP Monitoring Protocol Summer Training

Laura Dunn | IDEA Compliance Manager

Federal Programs and Oversight
July 2023
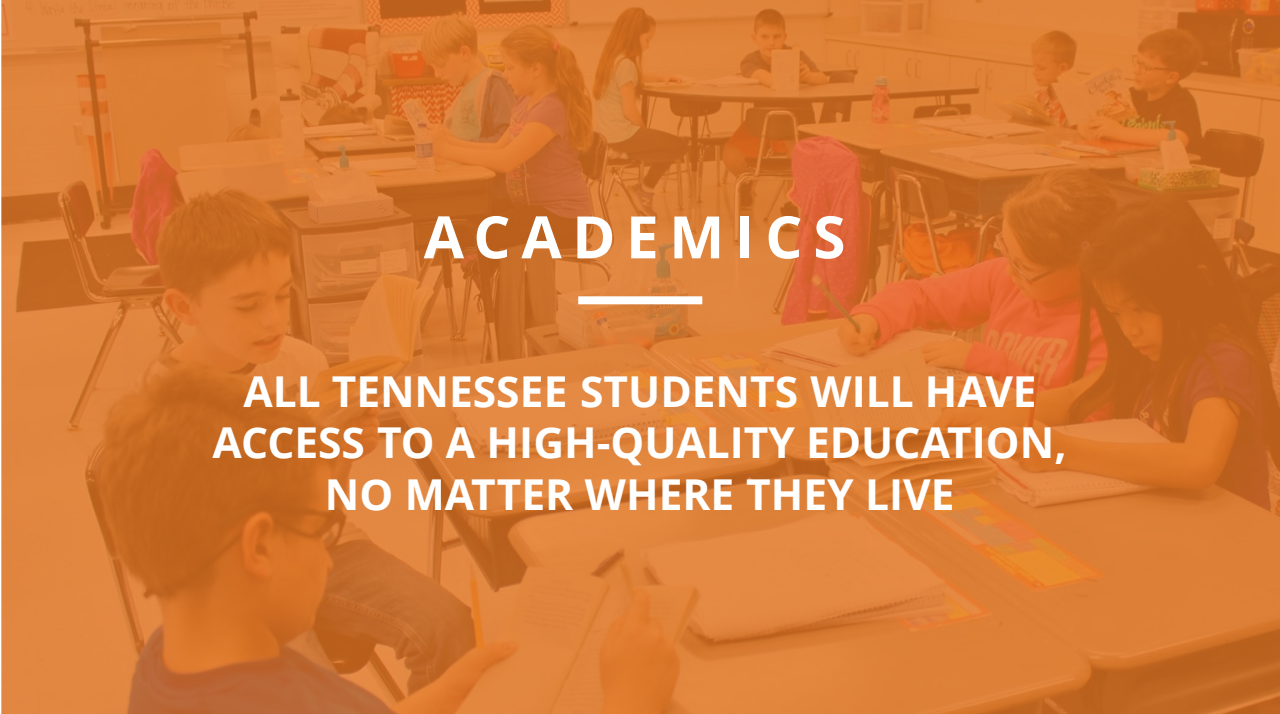
TN Department of Education

© Tennessee Department of Education

BEST **FOR** **ALL**

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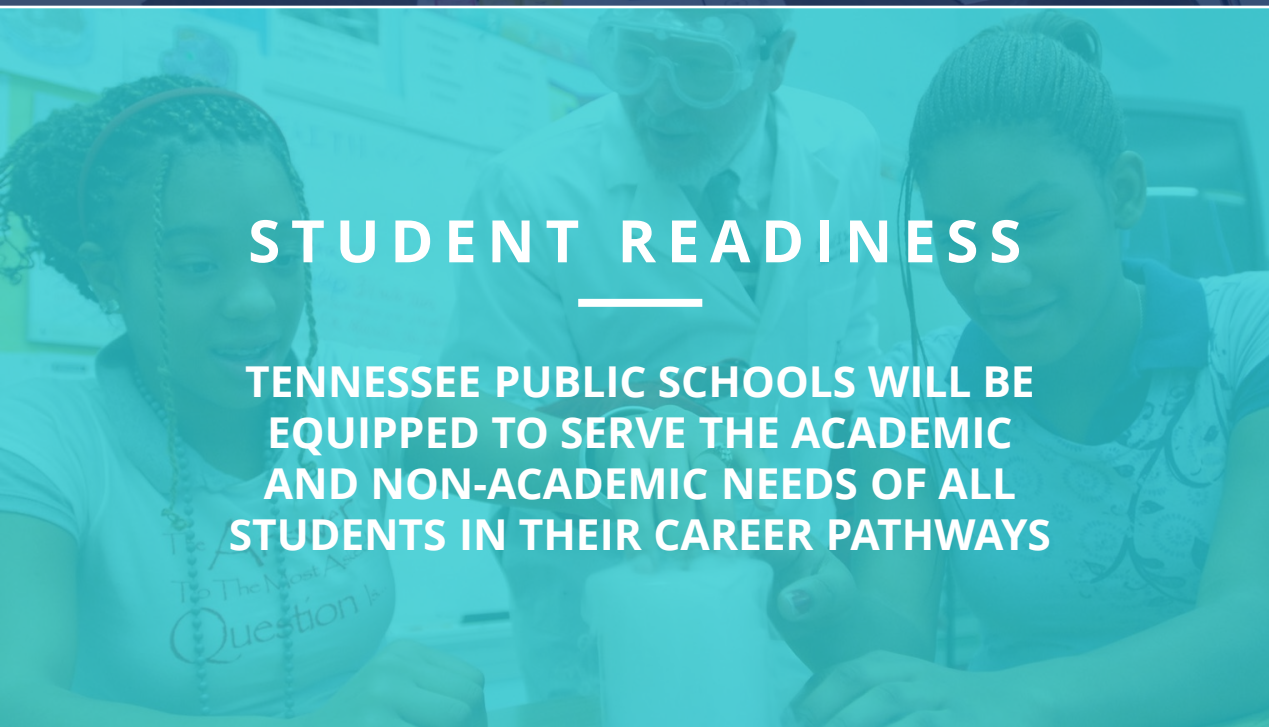
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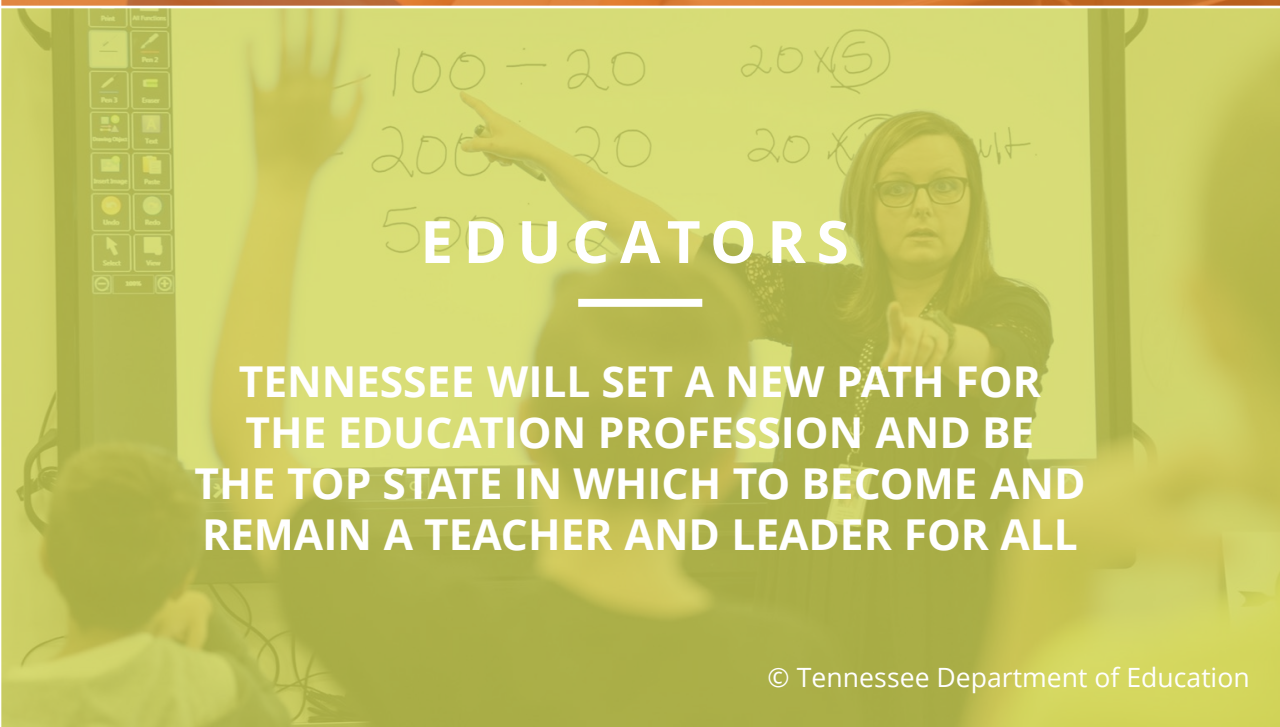
EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

FY24 IEP Monitoring Protocol: General Session
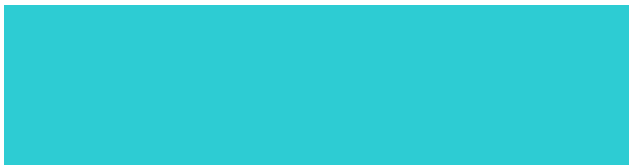
Agenda:
General Session

- Introduction and Overview
- IEP Monitoring Protocol
- Adverse Impact Statement
- Measurable Annual Goal
- Transition/Secondary Transition
- Additional Areas to Consider

TN PULSE

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# Introduction and Overview

Monitoring Commitments

Clear Communication

Dynamic Process to Allow for Continuous Improvement

Standardized IEP Monitoring Protocol
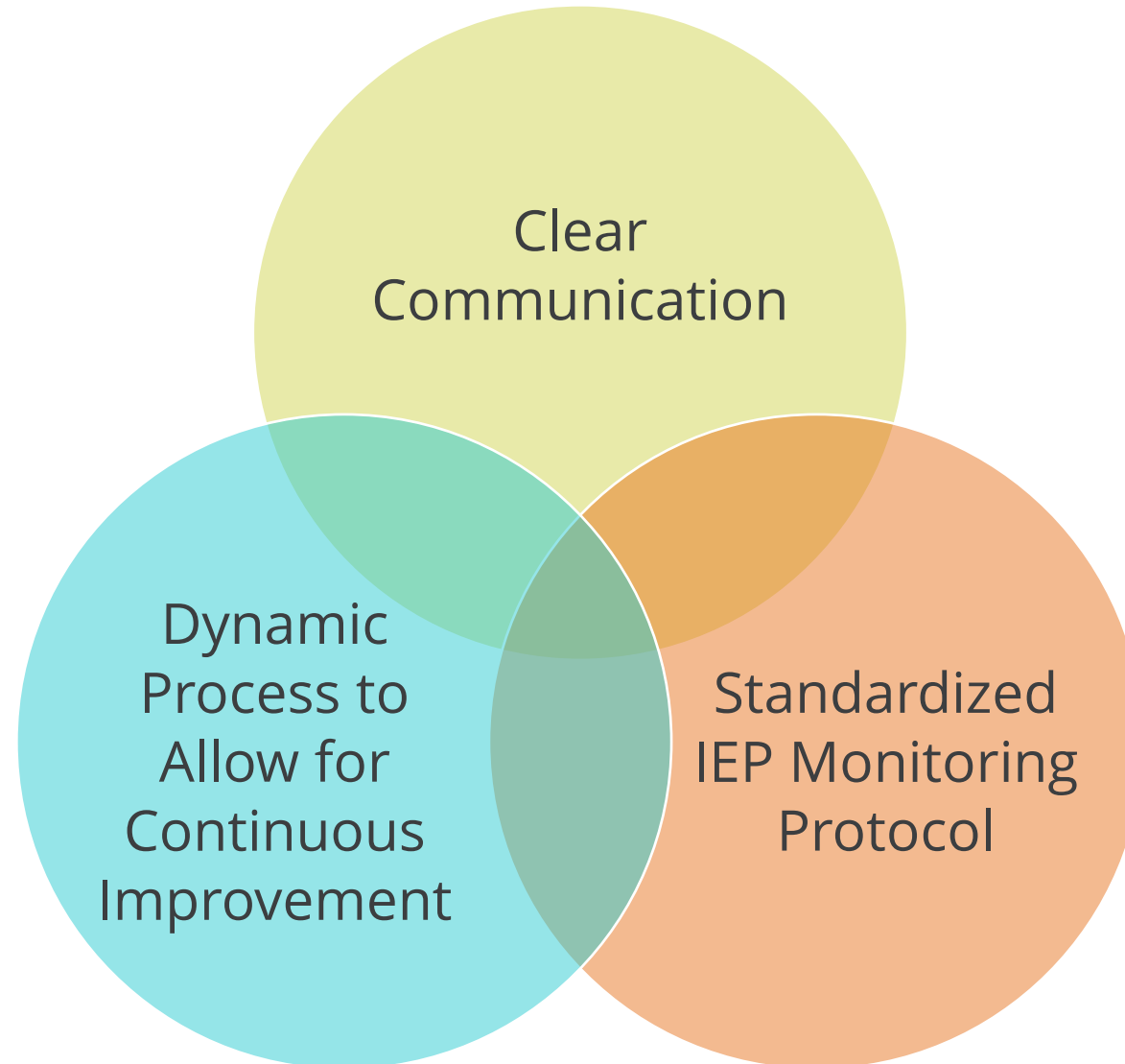
FY24 IEP Monitoring Wave Assignment

- LEAs are assigned to "waves" annually based on multiple factors which include but are not limited to:
  - Number of findings in previous year's IEP Monitoring
  - Level of Results Based Monitoring in the current year
  - Compliance percentage factoring in both SEA level findings and LEA level (self identification) findings.
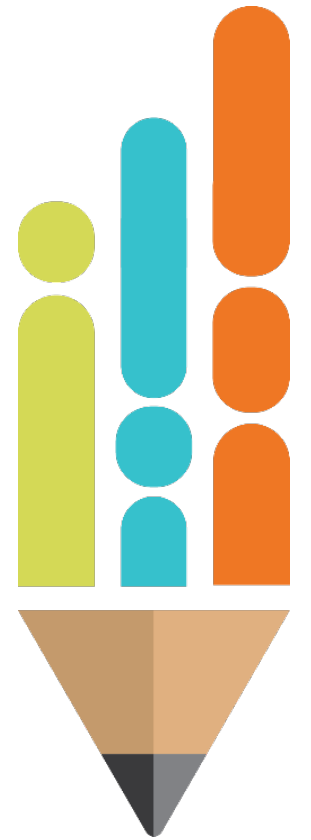
FY24 IEP Monitoring Wave Assignment

- FY24 LEAs will be assigned to one of three "waves" throughout the year.

- The number of files reviewed in each LEA is based on the risk analysis data from FY23.

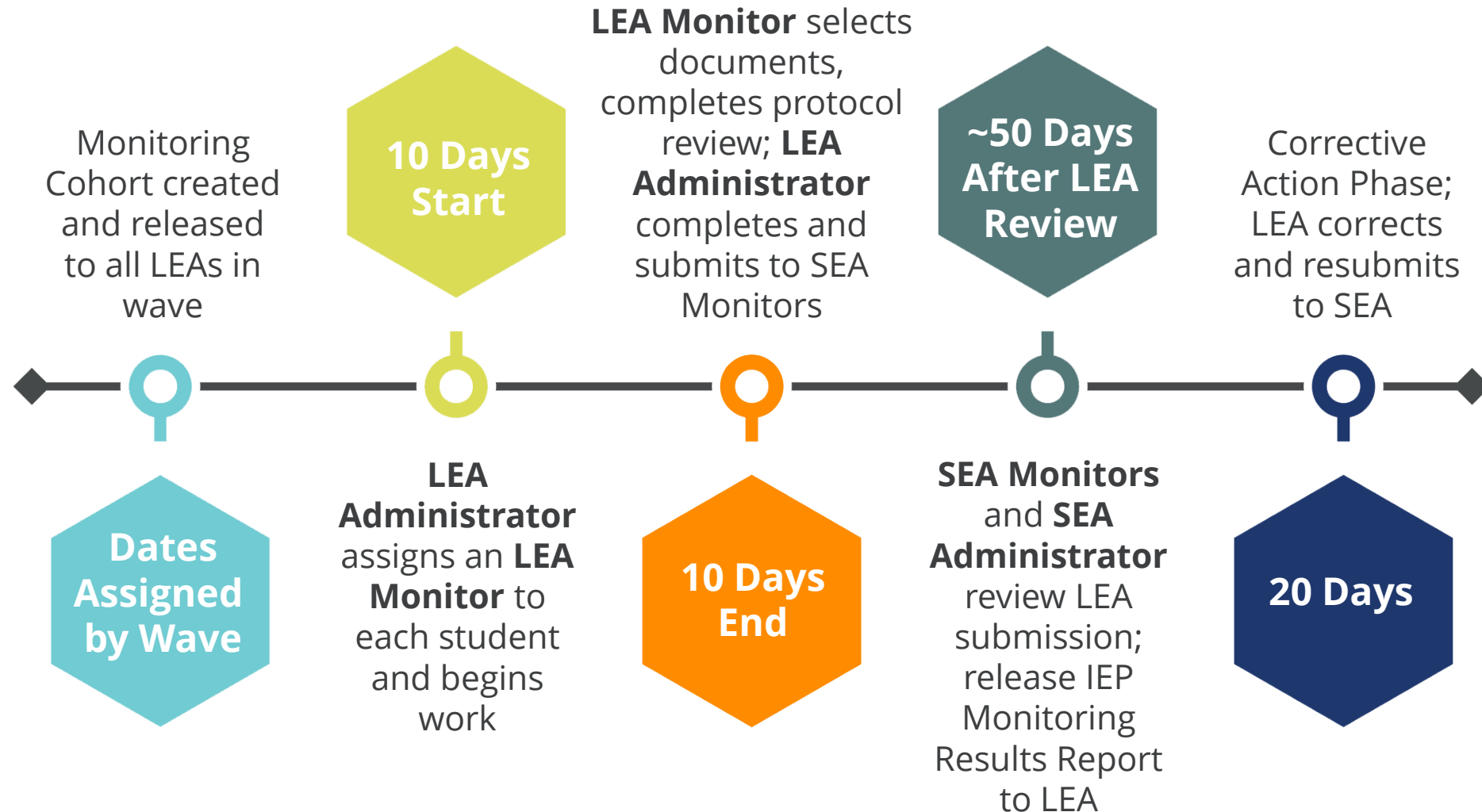- A notification of "wave" assignment and number of files to be reviewed will be released to LEAs in August.
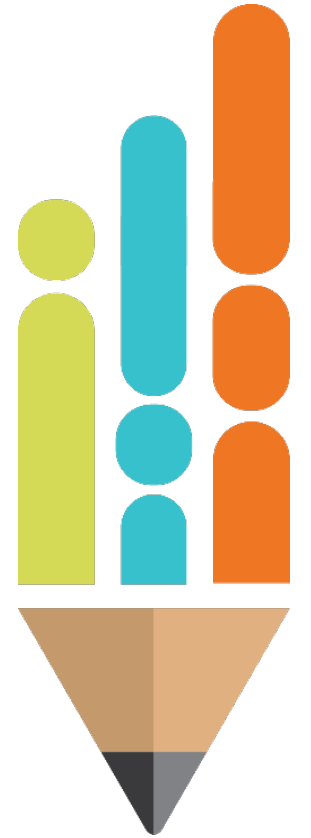
LEA Submission and Timeline

- During the *initial review phase* once the cohort is released, the LEA will have **10** business days to complete the review files, upload documents, respond to all indicators and submit to the SEA.

- During the *corrective action review phase* once the IEP Monitoring Results Report is released, the LEA will have **20** business days to complete the corrective actions and upload the corrected documents.

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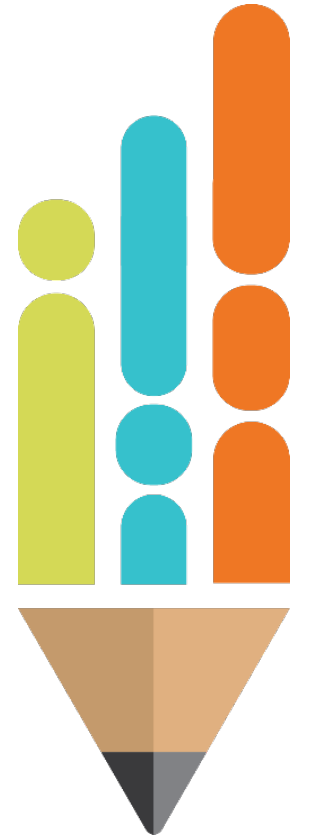
IEP Monitoring Timeline

Monitoring Cohort created and released to all LEAs in wave

10 Days Start

LEA Monitor selects documents, completes protocol review; **LEA Administrator** completes and submits to SEA Monitors

~50 Days After LEA Review

Corrective Action Phase; LEA corrects and resubmits to SEA

Dates Assigned by Wave

LEA Administrator assigns an **LEA Monitor** to each student and begins work

10 Days End

SEA Monitors and **SEA Administrator** review LEA submission; release IEP Monitoring Results Report to LEA

20 Days

The Stranger Test

- **When reviewing student documents, remember:**
  - The student documentation is viewed through the lens of a "stranger."

  - Compliance decision-making is based on each required document and the information contained within that document individually and not cumulatively.

  - No inference can be made from the information and no prior knowledge of the student or circumstances is available.

IEP Monitoring Protocol

FY24 IEP Monitoring Protocol

Items	Focus Area	Requirements
I.1 - I.16	Initial Evaluation	School and LEA reviewers must complete *only* one of these two categories during a file review. **If the focus area shown does not align with the student record, contact a point of contact (POC) immediately.**
R.1 - R.13	Reevaluation	
17 - 39	IEP	School and LEA reviewers must complete these items for **each selected file within the Monitoring Cohort.**
T.40 - T.42	Transition *Applicable for students 14-16 years of age*	School and LEA reviewers must complete these items if the student is age 14-16 (or younger if determined appropriate by the IEP team). **If the focus area shown does not align with the student record, contact a POC immediately.**
S.40 - S.45	Postsecondary Transition *Age 16+*	School and LEA reviewers must complete these items if the student was turning 16 at the time of the most recently developed IEP. **If the focus area shown does not align with the student record, contact a POC immediately.**

▪ All students within the cohort will have the IEP section and either Initial Evaluation *or* Reevaluation.

▪ Transition and Postsecondary Transition will only be available if the student is 14 years or 16 years old, respectively.

FY24 IEP Monitoring Protocol

		Focus Area: IEP	
Item	Category	Response Criteria: Meet response criteria for compliance for each item.	Required Documents
17	Invitation to Meeting *34 C.F.R. § 300.322(a), (b)(1)* *TN SBE Rule 0520-01-09-.15(1)*	The most recent meeting invitation includes the purpose (all reasons for meeting must be identified), meeting time and location, and who will attend. There is documentation that the most recent meeting invitation sent to parents* was at least 10 calendar days prior to the meeting date, or there is documentation of a signed 10- calendar day waiver.	**Meeting Invitation**

- Links to applicable federal and state regulations guiding compliance
- **Item**: aligns to IEP Monitoring platform
- **Category**: aligns to IEP Monitoring platform
- **Response Criteria**: descriptor of item/area of compliance
- **Required Document(s):** documents that will be reviewed to determine compliance

FY24 IEP Monitoring Protocol

Evaluates IEPs and related documents **objectively**:

- Yes (compliant)

  or

- No (not compliant)

In terms of **compliance** with:

- Federal Law (C.F.R.)
- State Law (T.C.A.)
- State Board of Education Rule (SBE Rule)
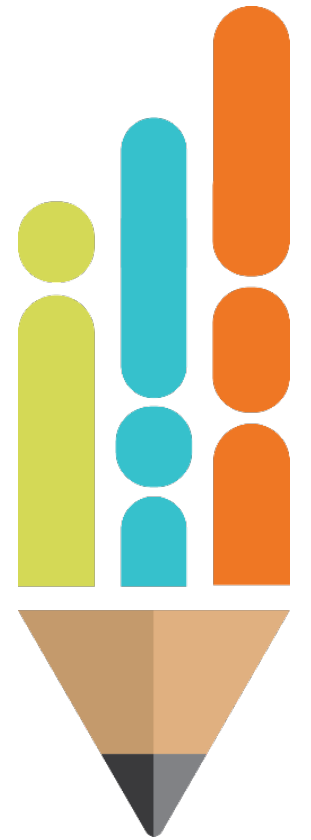
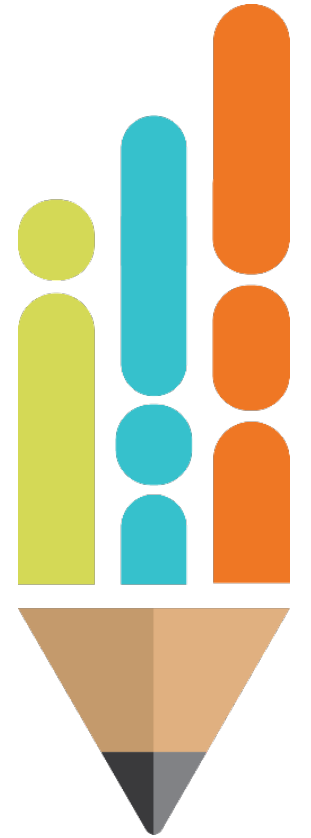# FY24 IEP Monitoring Protocol

Domains and Indicators:
- **Initial Evaluation:** 16 indicators
- **Reevaluation:** 13 indicators
- **IEP:** 23 indicators
- **Transition (age 14):** 3 indicators
- **Secondary Transition (age 16):** 6 indicators

Each indicator is evaluated on its own merits

FY24 IEP Monitoring Protocol

- The FY24 IEP Monitoring Protocol will be used to determine compliance of the IEP file(s) selected at both the LEA and SEA levels of review.

- To determine compliance, LEAs must upload all documentation identified within the protocol into the IEP Monitoring platform for review. Documents not uploaded to the monitoring platform or blank documents will be considered noncompliant.

- The narrative for each category found under response criteria gives information allowing clarification for each indicator.

Adverse Impact Statement

Adverse Impact Statement

| 21 | Adverse Impact Statement

34 C.F.R. § 300.320(a)(1) | There is a statement of **how** the child's disability(ies) affects the child's involvement and progress in the general education curriculum, and the statement is aligned to the child's present levels of academic achievement and functional performance.

Note: The statement must describe specifically (not hypothetically or subjectively) how the individual student's disability(ies) affects participation and progress in the general curriculum.

Note: For preschool children, as appropriate, the statement must describe "how the disability affects the child's participation in appropriate activities." | Current IEP |

Adverse Impact Statement
34 C.F.R. § 300.320(a)(1)(I-ii)

(a) General. As used in this part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324, and that must include—

(1) A statement of the child's present levels of academic achievement and functional performance, including—
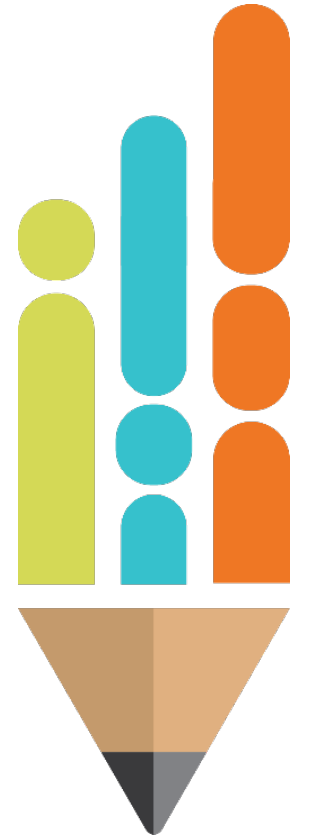
(i) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or

(ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
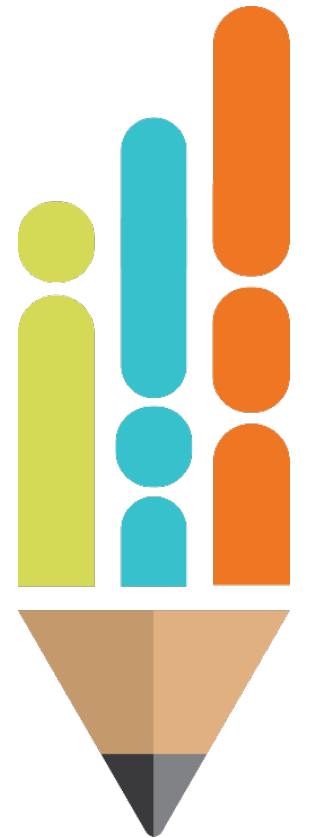
Adverse Impact Statement Considerations

- Serves as the "opening statement" in determining the need and justification for special education services and supports

- Provides the foundation for Present Levels of Educational Performance (PLEPs) and subsequent Measurable Annual Goals (MAGs)

- Describes the student's disability within the context of the *curriculum*

Adverse Impact Statement Considerations

- Includes observable actions or characteristics of the student that explain or show **how** the student is specifically affected by the disability in the general education setting.

- Keeps the statement simple and use definitive language.

- Leaves out any support/accommodations/modifications that are addressed later in the IEP.
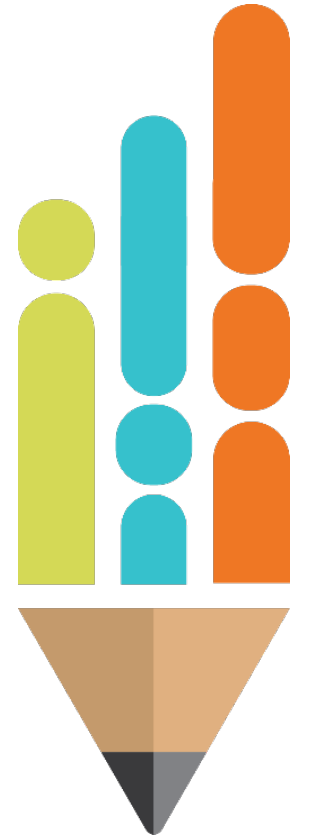
Adverse Impact Statement Considerations

- Describes the individual student who has been made eligible in a specific disability category.

- Leaves out comparison of student current ability or skill to same age or grade level peers. To be made eligible a student will be deficit in one or more areas based on a comparison to same age/grade peers.

Adverse Impact Statement Example

- (Student's) deficit areas of language and social/emotional behavior impact their access to and participation in the general education curriculum compared to their peers. These deficits will be supported in the IEP.

Non-compliant

Adverse Impact Statement Example

- (Student) is struggling in reading and math skills and is working below grade level in both areas. Due to Aims Web benchmark, progress monitoring, and classroom grades as well as struggles to pay attention and stay on task within the classroom activities; this will have an adverse impact on being successful in the general education curriculum.

Non-compliant

Adverse Impact Statement Example

- (Student's) advanced skills cause them to become disengaged during instruction and results in distraction of others, verbal outbursts, and refusal to participate.

Compliant

Adverse Impact Statement Example

- (Student's) delays in communication, academic readiness, prevocational, fine motor, and gross motor skills impact their ability to access the general education curriculum as compared to same-aged peers. (Student) requires specialized strategies to assist them in making progress toward their goals. They respond well to visual/picture supports; wait time; consistent structure and routine; and positive reinforcement and encouragement.

Non-compliant
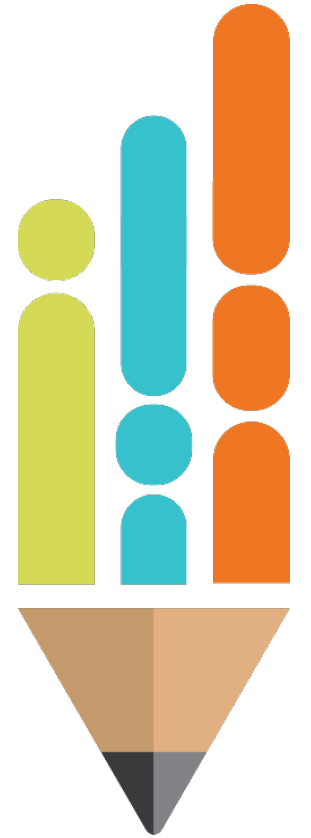
Adverse Impact Statement Example

- (Student's) deficits in math calculation interferes with the completion of work within age-appropriate time limits. Their inability to solve multiplication/division with multiple steps impacts their ability to understand and complete higher-level math problems in the general education curriculum.

Compliant
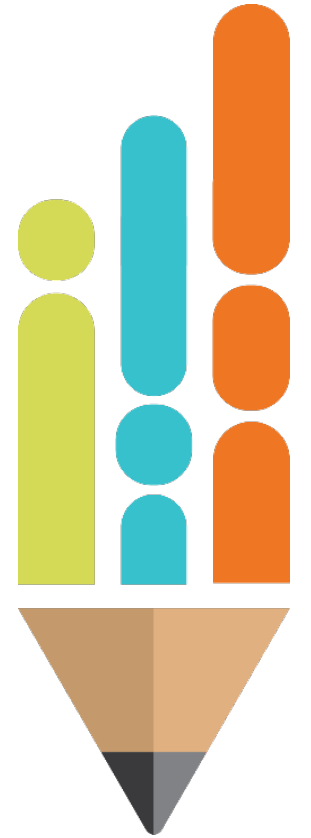
Adverse Impact Statement Example

- (Student) demonstrates advanced reading comprehension and vocabulary skills and average fluency skills, along with strong math calculation and problem-solving abilities. Given their eligibility for giftedness, their present skills may negatively impact them within the general education standard framework, as they cannot meet their needs for higher-level thinking and knowledge.

Non-compliant

Adverse Impact Statement Example

- (Student's) reading comprehension deficits keep them from understanding grade-level texts and making appropriate progress in their academic classes.

Compliant

Adverse Impact Statement Example

- (Student's) ADHD can hinder their ability to participate in academic classes. They have difficulty staying focused, completing work, and maintaining appropriate grades. Their expressive and receptive skills can also hinder their ability to communicate effectively with teachers and peers and complete tasks in the regular education classroom.
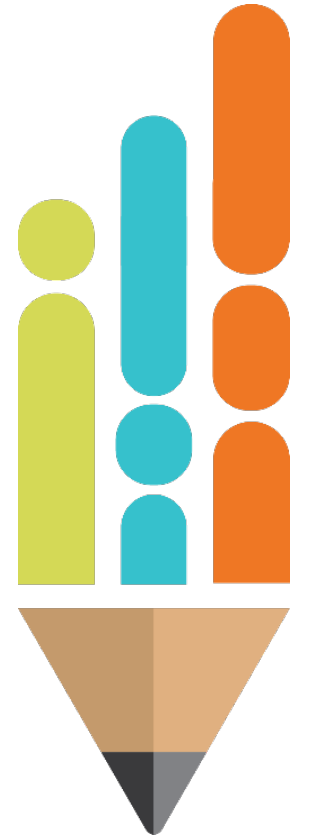
Non-compliant

Adverse Impact Statement Example

- (Student's) delays adversely impact their ability to participate in the general education setting and impact their ability to meet age-appropriate milestones.

Non-compliant

Adverse Impact Statement Example

- (Student) is eligible under the category of Developmental Delay including delays in language, pre-vocational skills, social/emotional skills, and adaptive behavior that impact their ability to participate in age-appropriate activities, including participating in large group activities by imitating actions, vocalizing choral responses, initiating conversation, asking questions, and gaining attention of others without additional support.

Compliant

Measurable Annual Goals

Measurable Annual Goal

24	Measurable Annual Goals 34 C.F.R. § 300.320(a)(2)-(4)	The IEP includes annual goals that are objective and measurable,[10] a statement on how the child's progress will be measured, and when progress reports will be provided. *Note: See footnote for components of objective and measurable annual goals.* *Note: Alternate assessment requires measurable goals **and** objectives.*	Current IEP

Footnote 10 from Monitoring Protocol: The measurable annual goals address each area identified as exceptional in the present levels of performance and contain the criteria for mastery and method of evaluation to provide the following: given conditions to advance toward attaining the annual goals, the student name, what the student will do, to what extent, how many chances, frequency of measurement (how often chances are repeated), and the method of measurement.
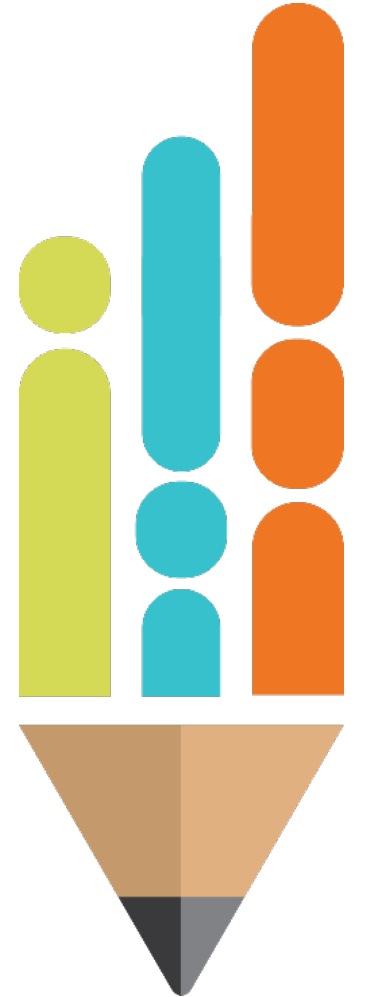
Measurable Annual Goals Considerations

- Ensure that IEP goals are individualized for each student.

- The Measurable Annual Goal (MAG) Template can be used to ensure 7 criteria are included and goal meets best practice guidelines.

- Students who participate in the Alternate Assessment are required to have both goals and objectives.

Measurable Annual Goal

- Given opportunities to participate in advanced reading across the general education curriculum, (Student) will be actively engaged in expanding reading comprehension and advancing vocabulary.
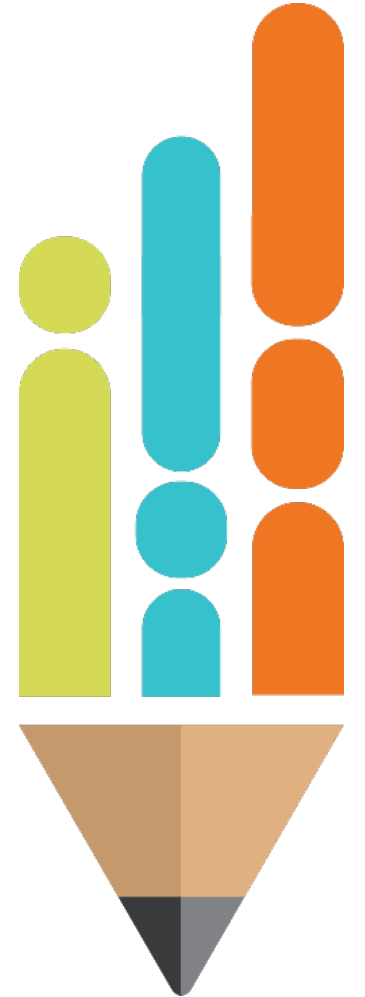
Measurable Annual Goal Template

A	Given... (condition/materials/setting/accommodation)	Opportunities to participate in advanced reading across general education curriculum
B	student name	Student
C	will do what	Be actively engaged in expanding reading comprehension and advancing vocabulary
D	to what extent/at what mastery	
E	in this many chances	
F	frequency of measurement	
G	as measured by	

Measurable Annual Goals

- Given 10 new sight words each month, (Student) will read and relay the meaning with 80% accuracy in 3 out of 4 opportunities as measured by weekly data collection.
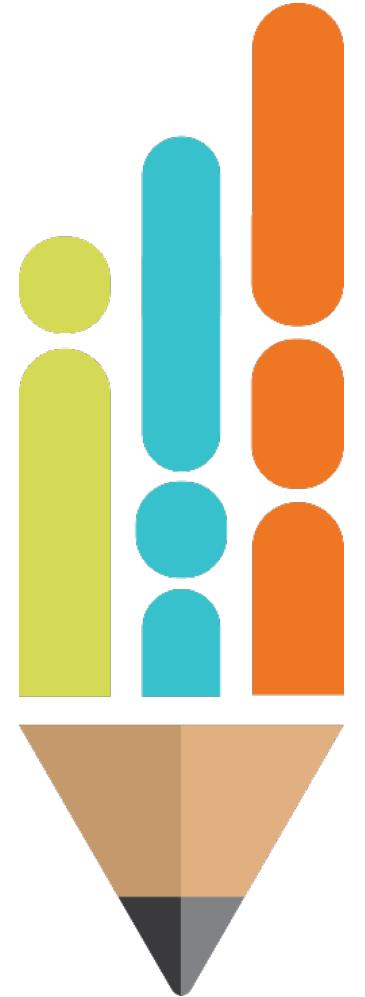
Measurable Annual Goal Template

A	Given... (condition/materials/setting/accommodation)	10 new sight words each month
B	student name	Student
C	will do what	Will read and relay the meaning
D	to what extent/at what mastery	80% accuracy
E	in this many chances	3 out of 4 opportunities
F	frequency of measurement	weekly
G	as measured by	Data collection

Measurable Annual Goals

- (Student) will demonstrate the ability to accurately recognize their level of anxiety through the use of a visual self- rating system on 4 out of 5 trials using teacher observation and data collection.
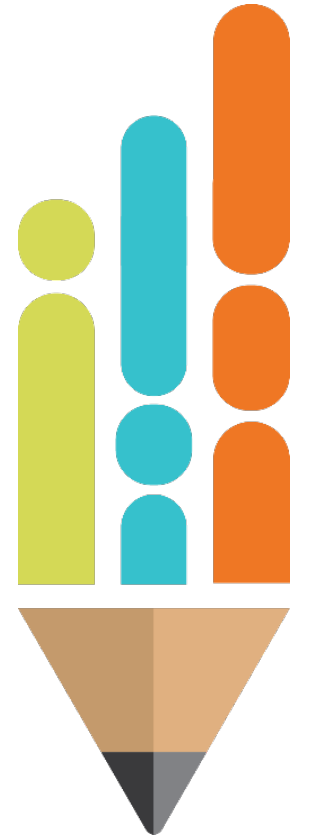
Measurable Annual Goal Template

A	Given... (condition/materials/setting/accommodation)	The use of a visual self rating system
B	student name	Student
C	will do what	Recognize their level of anxiety
D	to what extent/at what mastery	
E	in this many chances	4 out of 5 trials
F	frequency of measurement	
G	as measured by	Teacher observation and data collection

Measurable Annual Goals

- Given an instructional reading probe on their instructional grade level, (Student) will improve their reading comprehension skills by an average rate of 5 points per week when progress monitored bi-weekly for 36 weeks as measured by data collection.

Measurable Annual Goal Template

A	Given... (condition/materials/setting/accommodation)	An instructional reading probe on their instructional grade level
B	student name	Student
C	will do what	Will improve their reading comprehension skills
D	to what extent/at what mastery	An average rate of 5 points per week
E	in this many chances	
F	frequency of measurement	Biweekly for 36 weeks
G	as measured by	Data collections

Measurable Annual Goals

- Given a grade level literary text, (Student) will answer craft and structure questions, 3 out of 5 times, with 70% accuracy by the end of her IEP as observed by her teachers.

Measurable Annual Goal Template

A	Given... (condition/materials/setting/accommodation)	Grade level literary text
B	student name	Student
C	will do what	Will answer craft and structure questions
D	to what extent/at what mastery	70% accuracy
E	in this many chances	3 out of 5 times
F	frequency of measurement	
G	as measured by	Teacher observations by the end of the IEP

Measurable Annual Goals

- Given an informational text, (Student) will identify the main idea 4 out of 5 times with 80% accuracy.

Measurable Annual Goal Template

A	Given... (condition/materials/setting/accommodation)	Informational text
B	student name	Student
C	will do what	Will identify the main idea
D	to what extent/at what mastery	80% accuracy
E	in this many chances	4 out of 5 times
F	frequency of measurement	
G	as measured by	

Measurable Annual Goals

- (Student) will improve fine motor skills by printing his first name independently with good letter formation and sizing 9/10 times with 100% accuracy as noted by teacher samples.

Measurable Annual Goal Template

A	Given… (condition/materials/setting/accommodation)	
B	student name	Student
C	will do what	Will improve fine motor skills by printing his first name independently with good letter formation and sizing
D	to what extent/at what mastery	100% accuracy
E	in this many chances	9/10 times
F	frequency of measurement	
G	as measured by	Teacher samples

Measurable Annual Goal

- Given a small group setting with prompts and modeling as needed, (Student) will produce sounds with air flow (f, v, th, s, z) to reduce the phonological process of stopping with 85% accuracy at the word level on 3 consecutive trials as determined by SLP/SLT data collection.

Measurable Annual Goal Template

A	Given... (condition/materials/setting/accommodation)	Small group setting with prompts and modeling as needed
B	student name	Student
C	will do what	Produce sounds with airflow (f,v,th,s,z) to reduce the phonological process of stopping
D	to what extent/at what mastery	85% accuracy
E	in this many chances	3 consecutive trials
F	frequency of measurement	
G	as measured by	SLP/SLT data collection

Measurable Annual Goals

- Given the iReady math progress monitoring assessment, (Student) will reach their growth goal of 400 while being progress monitored bi-weekly, by the next annual meeting.

Measurable Annual Goal Template

A	Given... (condition/materials/setting/accommodation)	iReady math progress monitoring assessment
B	student name	Student
C	will do what	Will reach their growth goal of 400
D	to what extent/at what mastery	
E	in this many chances	
F	frequency of measurement	Biweekly
G	as measured by	Progress monitoring by the next annual meeting

Measurable Annual Goal

- Given an activity with peers, (Student) will respond to peer requests for materials by giving them the desired item within one minute at least two times per day for at least 83% of observed opportunities across 3 data collection days as determined by teacher observation and data collection as measured every 9 weeks.
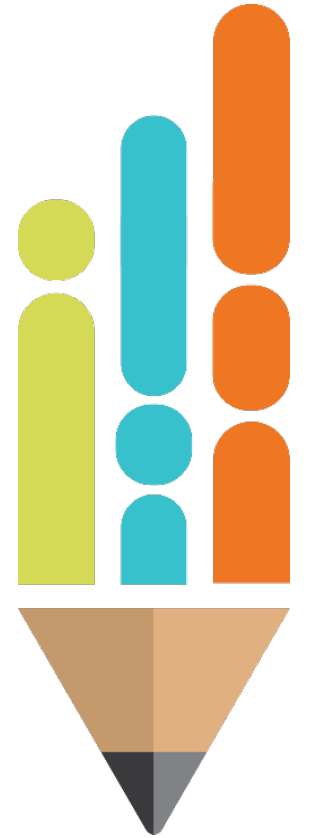
Measurable Annual Goal Template

A	Given... (condition/materials/setting/accommodation)	An activity with peers
B	student name	Student
C	will do what	Respond to peer requests by giving them the desired item within one minute
D	to what extent/at what mastery	83% mastery of observed opportunities across 3 data days
E	in this many chances	At least two times per day
F	frequency of measurement	Every 9 weeks
G	as measured by	Teacher observation and data collection

Transition and Secondary Transition

Transition

- [TN SBE Rule 0520-01-09-.12](#)

- At age fourteen (14) (or younger, if determined appropriate by the IEP team), all students will develop an initial four (4)-year plan of focused and purposeful high school study. The plan will be reviewed annually and amended as necessary and will connect the student's goals for high school including, the courses and/or training and/or skills necessary to meet their potential after high school. This required plan will include identifying possible transition service needs of the student under the applicable components of the student's IEP. This plan may be developed through a process in general education, but a copy must be in the student's IEP after approval by the IEP team.

IEP Requirements-Transition

- **Student Invitation**
  - Must be addressed to the student and include consideration of transition as a purpose of the meeting.
- **Focused Plan of Study**
  - Must include specific courses and be updated at least annually.
- **Measurable Postsecondary Goals (Four Questions)**
  - Must be measurable, updated annually, and should be used to develop the student's course of study.

Comparing Transition Requirements to Secondary Transition Requirements

Transition	Secondary Transition
Student Invitation	Student Invitation
Focus Plan of Study	Focus Plan of Study
Measurable Post Secondary Goals (4 Questions)	Measurable Post Secondary Goals (4 Questions)
	Age-Appropriate Transition Assessment
	Transition Services/Academic and Functional Achievement

Secondary Transition

- 34 C.F.R. § 300.322

  – For a child with a disability beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, the notice also must -

  (i) Indicate -

  (A) That a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child, in accordance with § 300.320(b); and

  (B) That the agency will invite the student; and

  (ii) Identify any other agency that will be invited to send a representative.
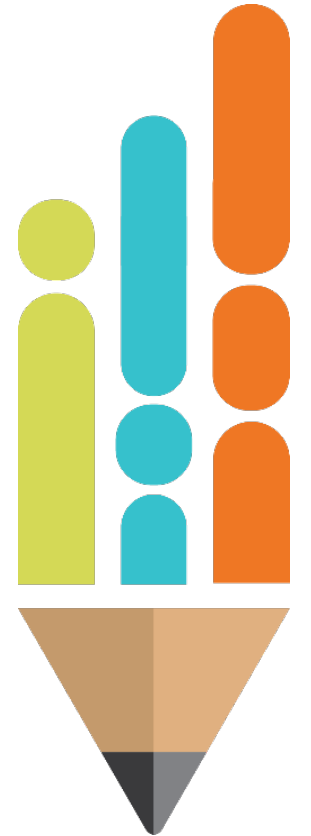
Secondary Transition

- 34 C.F.R. § 300.321(b)(1)
  - In accordance with paragraph (a)(7) of this section, the public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under § 300.320(b).
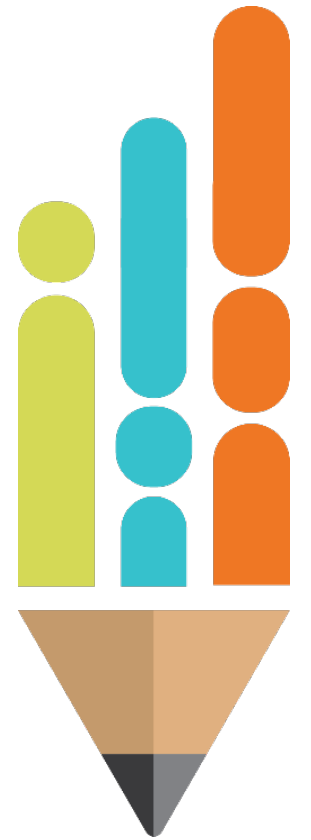
Secondary Transition

- 34 C.F.R. § 300.320(b)
  - At age 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include -

    (1) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

    (2) The transition services (including courses of study) needed to assist the child in reaching those goals.

IEP Requirements-Secondary Transition

- Student Invitation
  - Must be addressed to the student and include consideration of transition as a purpose of the meeting.
- Focused Plan of Study
  - Must include specific courses and be updated at least annually.
- Measurable Postsecondary Goals (Four Questions)
  - Must be measurable, updated annually, and should be used to develop the student's course of study.
- Age-Appropriate Transition Assessment
  - Should focus on student postsecondary next steps and be used as the basis of the measurable postsecondary goals updated at least annually.
- Transition Services/Academic and Functional Achievement
  - Must have at least one transition service focused on improving academic and functional achievement to facilitate movement beyond high school.
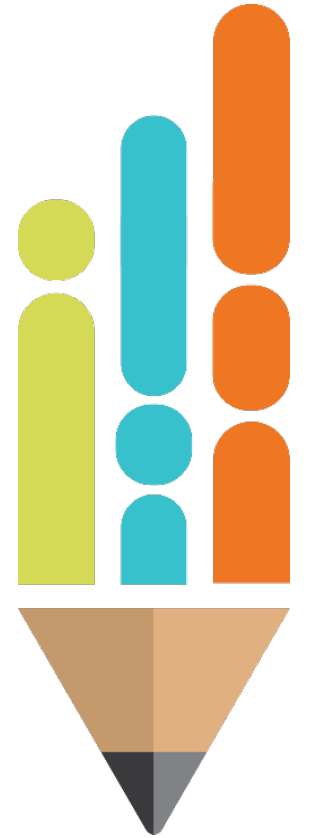
Comparing Transition Requirements to Secondary Transition Requirements

| Transition	Secondary Transition
Student Invitation	Student Invitation
Focus Plan of Study	Focus Plan of Study
Measurable Post Secondary Goals (4 Questions)	Measurable Post Secondary Goals (4 Questions)
	Age-Appropriate Transition Assessment
	Transition Services/Academic and Functional Achievement

Secondary Transition: Considerations

- Are there appropriate Measurable Postsecondary Goals (4 questions) in the areas of Training, Education, Employment, and, where appropriate, Independent Living skills?

- Is there evidence that the Measurable Postsecondary Goals (4 questions) were based on age-appropriate Transition Assessment(s)?

- Are there Transition Services in the IEP that will reasonably enable the student to meet his or her Measurable Postsecondary goals?

- Is all transition information updated annually?

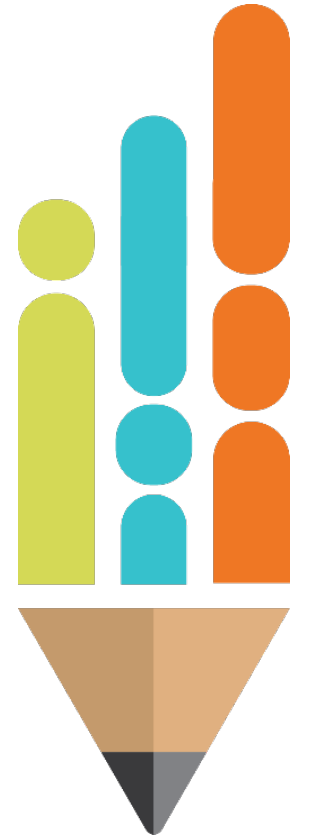# Secondary Transition: Considerations

- Address how the team can improve academic and functional achievement when they move from school to postsecondary education.

- Ensure post-school goals focuses on postsecondary goals that address education, training, employment, independent living, etc.

- Course of studies are not generic and appropriate assessments are being used to address students transition needs.
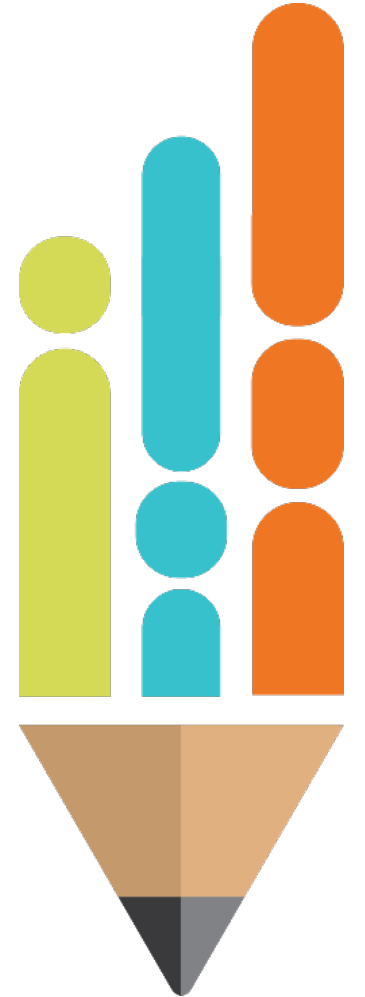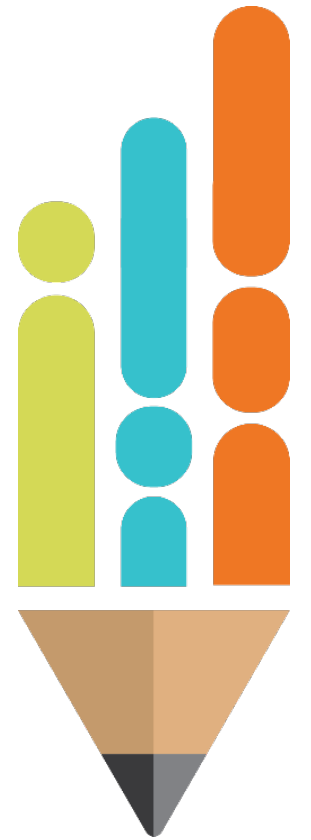
Additional Areas

Additional Areas to Consider

- Consideration of Special Factors
  - Must align with present levels of performance and measurable annual goals

- Accommodations
  - Classroom accommodations must align with assessment accommodations

- Services and Least Restrictive Environment (LRE)
  - Times, location and descriptors must align

Additional Areas to Consider

- Extended School Year (ESY)
  - Must contain data source

- Prior Written Notice (PWN)
  - Must contain the date of the meeting *and* the date sent to the parent.

Additional Areas to Consider

- Reevaluation
  - Must contain at least one general education and one special education observation form
  - Ensure the team decision aligns with the parental consent signature
  - Must contain data for both summative and formative assessment

Process Improvements

Process Improvements

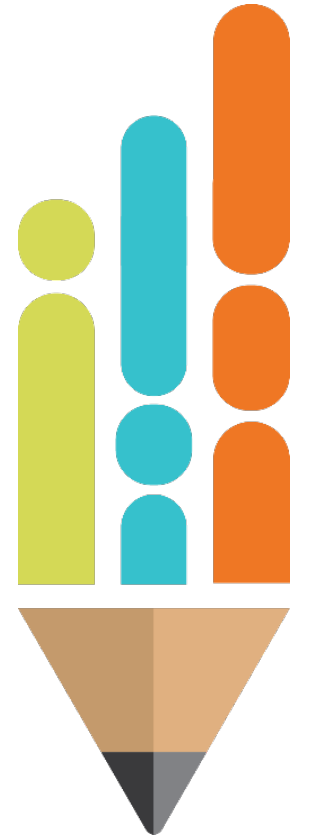| Signature of Receipt	Document Storage	IEP Monitoring Results
Electronic signature capability will be available.	The signature of receipt and required training documentation will be stored within the monitoring system.	Findings will be available and organized by students in addition to being organized by item number.

Questions?

Contacts

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- **Ashley Colbert**| East IEP Monitoring Specialist
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  (615) 772-3252
- **LaTrese Watson** | West IEP Monitoring Specialist
  LaTrese.Watson@tn.gov
  (615) 486-8022

Thank You!

TN | Department of **Education**

Please Share your Feedback:

You may access the PD by navigating here:

https://stateoftennessee.formstack.com/forms/fpo_professional_development_survey
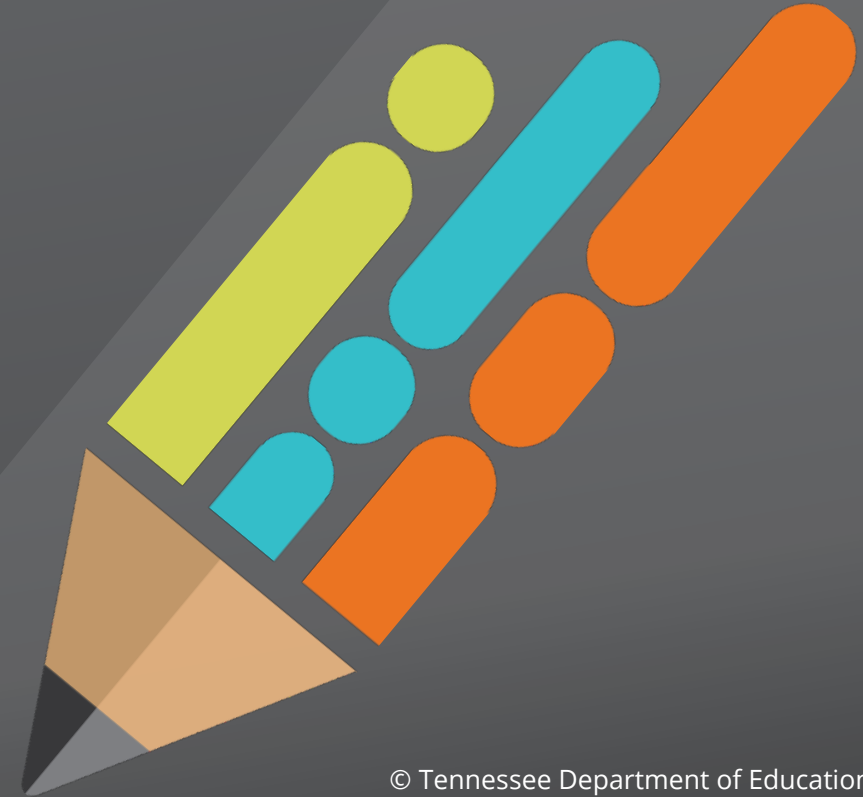
Fraud, Waste or Abuse

Citizens and agencies are encouraged to report fraud, waste, or abuse in State and Local government.

<u>NOTICE:</u> This agency is a recipient of taxpayer funding. If you observe an agency director or employee engaging in any activity which you consider to be illegal, improper or wasteful, please call the state Comptroller's toll-free Hotline:

1-800-232-5454

Notifications can also be submitted electronically at:

http://www.comptroller.tn.gov/hotline

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