



W I S C O N S I N D E P A R T M E N T O F
PUBLIC INSTRUCTION

A Guide to Implementing IEPs and Monitoring Progress of IEP Goals When Moving Between In-Person, Hybrid, or Virtual Learning Environments

**for Individualized Education Program (IEP)
Teams**

Wisconsin Department of Public Instruction
Special Education Team



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Introduction

State and federal regulations require a student's Individualized Education Program (IEP) team to develop an IEP for each student receiving special education services. The IEP details the student's current levels of academic and functional performance, including how the disability affects access, engagement, and progress in general education curriculum, instruction, activities, and environments. The IEP also specifies measurable annual goals, and describes services to address the student's disability-related needs. For each goal, the team must include a description of (1) how the (student's) progress toward meeting the annual goal will be measured and (2) when periodic reports on the progress the student is making toward meeting the annual goal will be provided to parents (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) 34 CFR 300.320 (a).

Due to the COVID-19 pandemic, many Wisconsin school districts have opted, or have been required due to a state, county, or local public health order, to provide instruction in a virtual or hybrid learning environment. Each student's IEP must be reviewed whether or not the decision to change a student's learning environment is made based on a public health order or a school district decision. When conducting reviews, the individualized needs, goals, supports, and services of students with IEPs should be considered, and the IEP revised, to clearly document and communicate any changes required to ensure the student receives a free appropriate public education (FAPE).

When making decisions about individual students, schools should use an equity lens as they develop systems for ensuring every student has access to the educational resources and rigor they need at the right moment in their education, across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income (WI DPI, n.d.). Additional information on taking an equitable approach to supporting the education needs of each and every student during the COVID-19 pandemic can be found in [WI DPI's Education Forward document](#).

The purpose of this document is to provide guidance for decision-making when moving from in-person instruction to a virtual or hybrid learning environment. This also includes decision-making to determine how to monitor progress of IEP goals in a virtual or hybrid learning environment. Hybrid learning environments may consist of some in-person instruction. For all learning environments, typical methods and procedures for collecting data to monitor progress of IEP goals should continue to be used, as appropriate (see the WI DPI [Introduction to Monitoring Progress of IEP Goals](#) module for more information).



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This document does not address evaluation procedures used in virtual or hybrid learning environments to determine eligibility or continuing eligibility for special education. For example, this document does not address the use of progress monitoring data collected during Scientific Research Based Interventions (SRBIs) for determining whether a student meets Specific Learning Disability impairment criteria as part of a comprehensive special education evaluation.

The document is organized into two main sections, reflecting the two key decisions IEP teams must make when deciding if IEPs can be implemented as written when moving from in-person to a virtual or hybrid learning environment. First, the IEP team must determine if the IEP can be implemented as written in the current learning environment (e.g., a virtual or hybrid environment if the student is moving from an in-person learning environment). Second, the IEP team must determine if the IEP goal(s) can be monitored in a virtual learning environment.



General Considerations for Educating Students with IEPs During COVID-19

When making decisions about how to monitor student progress toward IEP goals, consider the following:

- Decisions about services and supports needed for individual students with IEPs should be made on a case-by-case basis, keeping student and staff safety in mind. Such decisions should be made during an IEP team meeting, or by using the Notice of Changes to IEP Without An IEP Meeting (DPI Model Form I-10) to document parent and LEA agreement to make changes without an IEP meeting.
- When school districts close school buildings for in-person general education instruction, in-person monitoring of IEP goal progress may still be possible for students with IEPs. In-person monitoring of IEP goal progress can take place in a school building, home, or community location.
- When conducting in-person monitoring of IEP goal progress, safety must be a priority and proper precautions must be in place in alignment with respective county health departments and state recommendations and orders (e.g., use of facial coverings, social distancing 6 feet apart, use of a well-ventilated space, and at times the use of full personal protective equipment (PPE)).

For more information see the [DPI School Health Services Interim COVID-19 Infection Control and Mitigation: Toolkit](#) and [DHS Guidelines for the Prevention, Investigation, and Control of COVID-19 Outbreaks in K-12 Schools in Wisconsin](#).

- If in-person progress monitoring is not possible, educators and administrators need to consider how to collect and analyze data in a virtual learning environment.
- For the 2020-21 school year, IEPs must be implemented as written. IEP teams may consider including a contingency or conditional plan in the IEP. If the services in the IEP, including a contingency plan, are not implemented as written or progress toward IEP goals is not made, then the Local Educational Agency (LEA) may be required to provide compensatory services to the student to remedy any failure to provide FAPE.



Section 1: Determining if the IEP can be Implemented as Written in the Current Learning Environment

The following statement is adapted from the [COVID-19 Special Education Question and Answer Document](#) updated regularly on the [DPI Special Education COVID-19 web page](#):

As LEAs use different instructional strategies in response to the ongoing pandemic, they must have an IEP for each student with a disability in place for the 2020-21 school year. The IEP must be reasonably calculated to enable the student to make progress, both in the general education curriculum and toward their IEP goals, that is appropriate in light of the student's circumstances. Thus, IEP teams must consider how IEP goal progress will be monitored for each student, when moving to a hybrid or virtual learning format.

- Since IEPs must always be implemented as written, an IEP team may develop contingency or conditional plans that are part of a student's IEP for times when school or district building closures are necessary and in-person instruction is not possible.
- Contingency plans and other revisions to the IEP can be developed through an IEP meeting, or in conversation and agreement with the parent through use of the I-10 form for documenting changes to the IEP.
- In revising the IEP, decisions about the nature and extent of IEP services, including how progress toward IEP goals will be measured, are always based on the unique disability-related needs of the student and made in partnership with families with special consideration for the health needs of the student and their families.

Section 1 (Can the IEP be Implemented as Written) includes the following steps:

1. Review the effect(s) of disability and disability-related need(s).
2. Review the IEP goal(s).
3. Review IEP services to determine if the student can access, engage, and make progress in both general and special education instruction and environments.
4. Review and revise IEP if necessary.

After the discussion in Section 1 has been completed, the IEP team will have decided if the disability-related needs, IEP goal(s), and IEP services can be addressed through a virtual, hybrid, or in-person learning environment.

For all steps below, refer to each student's IEP, [Special Education Form I-4](#).



Thinking Questions to Prepare for a Review of an Individual Student's IEP to Determine if the IEP can be Implemented as Written in the Current Learning Environment

The following discussion questions can help IEP teams consider individual circumstances when a student moves from in-person to a virtual or hybrid learning environment.

- How are a student's disability-related needs best supported through synchronous learning (instruction between student and teacher at the same time) or asynchronous learning (students accessing instruction on their own time and at their own pace) so the student can make progress on IEP goals and in age or grade-level curriculum and standards?
- Are there individual student strengths or challenges that either remove or create potential barriers to implementing the goal in a virtual or hybrid learning environment? Have these been considered?
- How do IEP goals related to functional skills translate into the home, virtual, or hybrid learning environment? Think: What does the target skill in the IEP goal look like?
- What are the student's assistive technology needs when moving from in-person to virtual or hybrid learning?
- What social opportunities exist in the home or community to address disability-related needs that require interaction with others?
- What supports, equipment, or services might the family need so the family can support the student's learning at home?
- What supports exist in the home environment to help the student access virtual or hybrid instruction?
- What mental health or social and emotional support may the student need when moving to a virtual or hybrid learning environment?
- Has the student received virtual or hybrid instruction in the past? If so, how did the student respond to that instruction?

Training Activity

Which of the questions above do you feel are most important to consider for a specific student or group of students? Why?

What additional questions or information that are not listed above do you feel must be considered or understood before examining if the IEP can be implemented as written?



Review the Effect(s) of Disability and Disability-related Need(s)

Process Question 1: Can the effect(s) of disability and disability-related need(s), as currently written in the IEP, be reasonably addressed by IEP goals and special education services and supports implemented in a *virtual* or *hybrid* learning environment?

- **If the answer to the question is “yes,”** then the effect(s) of the student’s disability and disability-related need(s) as currently written in the IEP can be addressed by IEP goals and services implemented in a virtual or hybrid learning environment. Continue to review the IEP.
- **If the answer to the question is “no,”** the IEP may require revision, such as a contingency plan. Continue discussion to identify how the student’s disability-related needs will be addressed so the student can make progress on IEP goals and in age or grade-level general education curriculum.

Disability-related needs focus on why a student is having difficulty accessing, engaging, and making progress in grade-level curriculum. Every effort should be made to address the student’s disability-related needs to ensure the provision of a free and appropriate public education (FAPE). The IEP team must continue discussion about how IEP goals and services may need to be revised to address the student’s disability-related needs. The IEP team may consider if some disability-related needs can be supported in-person, with appropriate measures to ensure student and staff safety. The team then can move forward to revise the IEP and develop a contingency plan, as appropriate, to provide FAPE in a virtual or hybrid setting. The contingency plan may outline changes to services and supports should the location of services need to change. The contingency plan may identify changes to IEP goals, supplementary aids and services, specially designed instruction, related services, or program modifications and support for school staff. [See discussion questions on page 7 for additional considerations to help with decision-making.](#)

Example of an effect of disability and disability-related need that likely can be addressed as written:

- Effects of disability: difficulty discussing text with peers and adults, difficulty writing summaries and reviews of fiction text
- Disability-related needs: improve use of assistive technology to support spoken and written vocabulary and comprehension
- IEP service: assistive technology (i.e. text to speech)



Example of an effect of disability and disability-related need that may require revision to the IEP:

- Effects of disability: difficulty getting to class on time, not being prepared for the beginning of class
- Disability-related need(s): improve attention and self-monitoring so the student can timely transition from class to class and arrive prepared
- IEP services: self monitoring tools (i.e. timer and checklist)

Process Question 2: Have the effect(s) of disability and disability-related need(s) that must be addressed through IEP goals or services when the student moves from in-person to a virtual or hybrid learning environment remained the same?

- **If the answer to the question is “yes,”** then there are NOT any new or different effect(s) of disability and disability-related need(s) that must be addressed when the student moves from in-person to a virtual or hybrid learning environment. Continue to review the IEP.
- **If the answer to the question is “no,”** then there are new or different effect(s) of disability and disability-related need(s) that must be addressed when the student moves from in-person to a virtual or hybrid learning environment. The IEP team should continue discussion and identify observable effects of disability and analyze root causes of *why* the student has difficulty accessing, engaging, or making progress in a virtual or hybrid learning environment. Once root causes are identified, the team should summarize the updated disability-related need and develop or revise the IEP goal and service(s) appropriately to address the disability-related need.

The IEP team continues discussion about how the student’s IEP will be revised to address the student’s current disability-related needs. Finally, the team revises the IEP and develops a contingency plan, as appropriate, to provide FAPE. The contingency plan may identify changes to IEP goals, supplementary aids and services, specially designed instruction, related services, or program modifications and support for school staff whenever the student moves between in-person and virtual learning environments. [See discussion questions on page 7 for additional considerations to help with decision-making](#) and [CCR IEP Step 2: Effects of Disability and Disability-Related Need Resources](#).



Tips and Reminders when Identifying Disability-Related Needs

- Effects of disability are objective and observable descriptions of “how” the student is having difficulty accessing, engaging, and making progress in age or grade-level curriculum and instruction.
- Disability-related needs are determined through a root cause analysis of “why” the student has difficulty accessing, engaging, or making progress in age or grade-level curriculum and instruction.
- When the location of age or grade-level instruction changes (e.g., moving from in-person to a virtual or hybrid learning environment), a student with an IEP may demonstrate effects of their disability requiring a new analysis of disability-related needs.
- Disability-related needs must be addressed by IEP goals and services. Some disability-related needs may be addressed [only with services \(see question #27\)](#).
- The target skill in the IEP goal should be closely related to the skill identified in a root cause analysis. Developing or improving this skill will improve the student’s access, engagement, and progress in age or grade-level curriculum and instruction.
- A disability-related need does not have to be directly tied to impairment eligibility criteria. Disability-related needs are related to the academic and functional skill needs of the individual student resulting from the characteristics of the student’s unique disability, irrespective of the student’s identified impairment category or label.



Review the IEP Goal

Process Question: Can the target skill of the goal, as it is currently written in the IEP, be reasonably addressed with supplementary aids and services, specially designed instruction, or related services in a *virtual* or *hybrid* learning environment?

- **If the answer to this question is “yes,”** then the target skill of the goal, as currently written, can be addressed in a virtual or hybrid learning environment. Continue to review the IEP.
- **If the answer to the question is “no,”** then the IEP team must consider what changes may be required to the IEP goal so the student’s disability-related needs are still addressed when they move between in-person to a virtual or hybrid learning environment.

When reviewing each IEP goal, consider all the IEP goal components including the target skill, any conditions outlined in the IEP goal statement, and baseline and level of attainment. Procedures for monitoring IEP goal progress must also be considered and will be addressed in Section 2 of this document.

Once all IEP goals are reviewed, the team then moves on to consider the IEP services needed to implement the goal(s) to address the student’s disability-related need(s) and provide FAPE. The IEP team may consider if some IEP goals can be implemented in-person, with appropriate measures to ensure student and staff safety. This may include developing a contingency plan to identify changes to IEP goals, supplementary aids and services, specially designed instruction, related services, or program modifications and support for school staff. [See discussion questions on page 7 for additional considerations to help with decision-making.](#)

Example of an IEP goal that likely can be addressed as written: Given a passage at (5th gr) instructional level, the student will identify the main idea with at least 95% accuracy on five consecutive weekly quizzes.

Example of an IEP goal that may require revision to the IEP: When given the same amount of time to transition between classes as provided to all students, the student will independently transition from classroom to classroom throughout the school day with an average of 90% on time across all school days.



Review IEP Services to Determine if the Student Can Access, Engage, and Make Progress in both *General* and *Special* Education Instruction and Environments

Process Question: *Can* IEP supports or services be implemented as currently written in the IEP so the student can access, engage, and make progress toward IEP goal attainment in a *virtual* or *hybrid* learning environment?

- **If the answer to this question is “yes,”** the student does not need different or additional supports or services, then move on to Section 2 to review if progress toward the IEP goal can be monitored in a *virtual* learning environment.
- **If the answer to this question is “no,”** the student needs different or additional supports or services to access, engage, and make progress toward IEP goal attainment in a *virtual* or *hybrid* learning environment, then consider the necessary different or additional supplementary aids and services, specially designed instruction, related services, or program modifications and supports for school staff.

Below are some additional questions for IEP teams to consider as they make decisions about different or additional IEP supports and services a student may need when moving from in-person to a virtual or hybrid learning environment. For all of the following, IEP teams must consider how additional or different IEP supports or services will be documented in the IEP through an IEP revision, such as a contingency plan. The IEP team may consider if some IEP services can be supported in-person, with appropriate measures to ensure student and staff safety. Service summaries in IEPs, including IEPs with contingency plans, must clearly describe the frequency, duration, amount, and location of IEP services. As always, the parent should be included in helping to identify what different or additional IEP services may best support their student.

- What training, information, or regular meetings can be provided to families who request assistance on how to support their child’s learning at home?
- What types of synchronous and asynchronous instruction are best able to address a student’s IEP goals and disability-related needs in a virtual or hybrid learning environment?
- Are there related services that should be added or revised, such as teletherapy, that can provide a related service or specially designed instruction in speech or language?
- What assistive technology may be needed to enable the student to access and engage in virtual or distance learning?



- What paraprofessional support via phone, internet, virtual applications, or other distance modalities may assist the student with additional practice, prompting, organization, or behavioral support?
- What student characteristics may indicate how best to support the student in a virtual or hybrid learning environment?

Note: IEP supports and services must *always* be individualized based on the student's unique disability-related needs and IEP goals. The following examples are provided for consideration within individual student, school, and family contexts and do not cover all considerations.

Examples of student characteristics that may require additional IEP services:

- requires physical support for daily living and adaptive self-care
- additional mental health or trauma-related needs that must be addressed so the student can engage in learning
- student's communication system is not accessible in a virtual learning environment
- medical, physical, or health related needs that must be addressed so the student can engage in learning

Examples of student characteristics that may NOT require additional IEP services:

- history of success using online and virtual learning platforms, applications, and programs
- adapts reasonably well to changes in schedules
- requires little or no direct physical support
- demonstrates resiliency through internal or external skills or supports

IEP teams are encouraged to develop additional questions to determine what different or additional IEP supports or services may be needed based on the individual and unique needs of each student. As mentioned previously, revisions to the student's IEP may include developing a contingency plan to identify changes to IEP goals, supplementary aids and services, specially designed instruction, related services, or program modifications and support for school staff, when the student moves between in-person and virtual learning environments. [See discussion questions on page 7 for additional considerations to help with decision-making.](#)



Section 2: Determining if IEP Goal Progress can be Monitored in a Virtual Learning Environment

Before deciding if a student's progress toward meeting IEP goal(s) can be monitored in a virtual learning environment, the IEP team should ensure they thoroughly reviewed each of the student's IEP goals as per Section 1 and documented any needed changes. Describing procedures for measuring the student's progress from baseline to level of attainment for each annual goal is part of IEP goal development and is necessary for monitoring student progress.

- IEPs must be implemented as written. IEP teams may develop contingency plans that are part of a student's IEP if the measures used to monitor progress on IEP goal(s) need to be revised when moving from in-person to a virtual learning environment.
- Contingency plans and other revisions to the IEP can be developed through an IEP meeting or in conversation and agreement with the parent through use of the I-10 form for documenting changes to the IEP.
- In revising the IEP, decisions about the nature and extent of IEP services, including those needed to accurately measure progress toward IEP goal attainment, are always based on the unique disability-related needs of the student. Such decisions are made in partnership with families, with special consideration for the safety and health needs of the student and their families.

This section includes the following steps:

1. Review Section 1 decision (i.e. can the goal be addressed by IEP supports and services in a virtual learning environment?).
2. Review the effect(s) of disability and disability-related need(s) to determine *if* and *how* the IEP team can revise the procedures for monitoring IEP goal progress in a virtual learning environment.
3. Determine how the procedures for measuring IEP goal progress will be implemented in a virtual learning environment. Note: if the IEP goal was revised for implementation in a virtual setting, it is more likely the procedures for measuring IEP goal progress will also need to be revised.
4. Review and revise the IEP if necessary.

Section 2 only applies to considerations for monitoring progress of an IEP goal in a *virtual* learning environment.

For all steps below, refer to each of the student's [Special Education Form I-4 Section III Measurable Annual Goals](#) for **each and every one** of the student's IEP goals.



Thinking Questions for Determining if IEP Goal(s) Progress can be Monitored in a Virtual Learning Environment

The following discussion questions can assist IEP teams to consider individual student circumstances as they review and revise the IEP when moving from in-person to virtual or a hybrid learning environment.

- How does synchronous learning (instruction between student and teacher is at the same time) or asynchronous learning (students accessing instruction on their own time and at their own pace) impact reliability, validity, feasibility, and usefulness of data collected to measure student progress?
- What barriers may exist in progress monitoring tools previously used in face-to-face settings that may prevent the student from accessing and demonstrating what they know and can do in a virtual learning environment?
- If IEP teams are using a published tool to monitor progress, is there guidance for the use of the tool in a virtual setting?
- How might the student demonstrate knowledge of the skill(s) outlined in the IEP goal in a virtual learning environment?
- What additional training and support may be required for the student or for families to support the student when monitoring progress toward IEP goal attainment?
- What educational technologies, applications, and platforms have been considered that may assist with monitoring progress of IEP goals?
- How do the effect(s) of the student's disability and disability-related need(s) affect the student's demonstration of the academic or social emotional behavior targeted in the IEP goal? And have these effects been considered when selecting procedures and tools used to measure IEP goal progress when moving from an in-person to virtual or hybrid learning environment?
- See Appendices A through F for additional considerations for monitoring progress of IEP goals in a virtual learning environment.

Training Activity

Which of the questions above do you feel are most important to consider for a specific student or group of students? Why?

What additional questions or information that are not listed above do you feel must be considered or understood before examining if IEP goals can be monitored in a virtual learning environment?



Review the Effect(s) of Disability and Disability-related Need(s), to Determine *if* and *how* the IEP Team can Revise the Procedures for Monitoring IEP Goal Progress in a Virtual Learning Environment

Process Question: Can the procedures for measuring the student’s progress toward meeting the annual goal from baseline to level of attainment, as currently written, be implemented in a virtual learning environment?

Note: FAPE requires ongoing monitoring of IEP goal progress to determine growth from baseline to level of attainment as well as providing periodic reports of student progress to the parent. [See Appendix D](#) for more information.

- **If the answer to this question is “yes,”** then the procedures for measuring the student’s IEP goal progress from baseline to level of attainment can be implemented as written in a virtual learning environment. No revision to the IEP is needed.
- **If the answer to this question is “no,”** then the IEP team should review the student’s effect of disability, disability-related needs, and IEP goal to determine how the IEP team may revise the procedures for measuring the student’s progress toward meeting the annual goal in a *virtual* learning environment to ensure FAPE is provided.

The IEP team may consider if IEP goal progress can be monitored in-person with appropriate measures to ensure student and staff safety. If in-person monitoring is not possible, the IEP team is encouraged to review the student’s disability-related need(s) again to ensure appropriate IEP goals and services are in place so the student can make progress. This may include developing a contingency plan to outline changes to the IEP when the student moves between in-person and virtual learning environments. [See Appendix C: Common Methods of Collecting Progress Monitoring Data](#) and [discussion questions on page 7 and 15 for additional considerations to help with decision-making.](#)

Example IEP goal target skills and measures to monitor IEP goal progress that likely can be implemented as written:

- reading fluency progress monitored by running records
- reading comprehension progress monitored using student work samples
- monitor progress of increasing expressive vocabulary using language samples



Example of IEP goal target skills and measures to monitor IEP goal progress that may require revision to the IEP:

- frequency and percentage of reciprocal communication exchanges with peers
- engagement in parallel play measured by time sample
- use of self regulation skill during instructional time (e.g., when student moved from synchronous to asynchronous learning) measured using observation and frequency tally

Any procedures, methods, and tools used to monitor progress toward IEP goal attainment, including those used in virtual or in-person learning environments, must have the following characteristics:

- **Accurate** (Valid+Reliable): consistently measures target outlined in the goal
- **Sensitive**: tools used are sensitive to growth, small changes in performance
- **Frequent**: regular and frequent data collection
- **Simple**: easy to implement, quick to administer, easy to “score”
- **Brief**: takes only a short amount of time or embedded in instruction

See Appendices A-D for additional examples and considerations for monitoring progress of IEP goals in a virtual learning environment.



Appendix A: Additional Guidelines for Monitoring Progress of IEP Goals in a Virtual Learning Environment

If you are using a specific vendor or tool for progress monitoring, the National Center for Intensive Intervention asked the vendors with assessments appearing on their [Academic](#) and [Behavior](#) Progress Monitoring Tools Charts to share resources to support virtual administration. The following discussion questions align with DPI's [Monitoring Progress of IEP Goals Checklist](#) and have been adapted from [NCII: FAQ on Collecting Progress Monitoring Data Virtually](#).

- Will the data be **reliable**?
 - Is the data consistent across time?
 - Can I write clear, measurable items on a teacher-made assessment?
- Will the data be **valid**?
 - Will the data be an accurate representation of student performance?
- Will the data be **feasible**?
 - Can data be collected virtually?
- Will the data be **useful**?
 - Will the data help improve communication with parents or planning and delivery of instruction?
- Will the data be monitoring with sufficient **frequency**?
 - How often will data be collected?
 - Will there be enough data points to establish a stable trend line?
- What **other ways** might the data be collected?
 - Can the student assist in collecting and submitting data related to the goal?
 - Can parents assist in collecting and submitting data related to the goal?



Appendix B: Additional Process Steps for Monitoring Progress of IEP Goals in a Virtual Learning Environment

The following steps from [DPI Introduction to Monitoring Progress of IEP Goals](#) have been adapted for the purpose of monitoring progress of IEP goals in a *virtual* learning environment.

1. Verify the target skill being taught in the IEP goal.
2. Identify progress monitoring methods and data collection tools that match the target (see additional ideas for tools and methods in [Appendix D](#)). If monitoring progress virtually, ensure methods and tools are appropriate for virtual administration.
3. Determine the progress monitoring schedule and data collection tools for a virtual learning environment.
 - Who will collect the data (e.g., educator, para, student, parent)?
 - If parents are assisting in data collection, ensure time to discuss and review what data they will collect and how to collect such data and consider if “parent training” should be included in the “program modifications and supports for school staff” or “family engagement” section of the IEP.
 - If a parent is assisting with data collection, this must be documented on the Contingency/Distance Learning Plan as part of an IEP revision.
 - Set up frequent and regular check-ins with individuals involved in data collection.
 - How will data be recorded?
 - Consider keeping data collection tools simple (e.g., checklists, anecdotal notes, or rubrics).
 - How often and where will data be collected?
 - Consider collecting data more frequently in a virtual learning environment to ensure the student is making progress on IEP goals.
 - How often will data be analyzed?
 - How will data be readily available and explained to families and students? Consider what accommodations may be needed for sharing information virtually, phone, or through other physical distance modalities.
 - How and when will data be used to make decisions?
 - How and when will progress be reported?
4. Begin monitoring progress according to plan.
5. Compile and analyze data.
6. Use data for IEP team and instructional decision-making.



Appendix C: Common Methods of Collecting Progress Monitoring Data

Structured Observation such as tally, duration recording, interval recording, and time on task.

Structured Work Samples such as task or behavior analysis using checklists, rating rubrics, running records

Curriculum-Based Evaluation Methods are used to determine how a student is progressing in an specific academic area such as reading or math. Many are designed for use in a face-to-face format, however, some are designed for computer administration. The following are types and examples of curriculum based evaluation:

- **Formative Curriculum-Based Assessments** measure whether a student can demonstrate knowledge by reaching specified academic performance levels (or criteria) on the specific skill being taught or to demonstrate application. They collect instructionally relevant data to inform instruction. Examples commonly used by schools include:
 - teacher-created assessments
 - classroom-administered assessments
 - informal reading inventories
 - student work samples
 - student self-evaluation
- **Curriculum Based Measures (CBMs)** are used to measure academic growth or attainment over short or long periods of time and the degree to which instruction or an instructional intervention is producing learning. CBMs are usually administered individually, but can be done in groups depending on the skill being assessed (i.e. written expression, math fluency, reading comprehension/MAZE). They are typically administered face-to-face or by computer, but many can be adapted to administer virtually.
 - Examples commonly used by schools include Acadience Learning, AIMSweb Plus, EasyCBM, Fastbridge curriculum based measures, and StarCBM.
 - Many vendors have made updates to their CBMs to be administered virtually. For a current list of specific CBMs, updates and administration resources, please visit [National Center on Intensive Intervention: Frequently Asked Questions on Collecting Progress Monitoring Data Virtually](#).



W I S C O N S I N D E P A R T M E N T O F
PUBLIC INSTRUCTION

- **Probes:** Paper or pencil versions of probes can be completed in a virtual learning environment if the student has access to a webcam.
 - Contact parents to inform them you will be mailing a probe home and they should not open it.
 - When you and the student are logged onto the virtual platform, instruct the student to open the envelope on camera.
 - Give directions, set a timer to complete the probe, and monitor progress as the student completes the probe.
 - When complete, have the student give the probe to parents to be discarded.



Appendix D: Wisconsin’s and IDEA Definitions of Progress Monitoring

Defining Progress Monitoring

- Progress monitoring is a process used to assess students’ academic and behavioral performance, to measure student responsiveness to interventions/ challenges, and to evaluate the effectiveness of interventions/challenges (“WI RtI Center Glossary”).
- Progress monitoring is a scientifically–based practice to assess pupil response to interventions ([PI 11.02\[10\]](#)).
- The terms “progress monitoring” and “monitoring progress” can be used interchangeably when referring to monitoring progress toward IEP goal attainment.

Requirements Under IDEA for Monitoring Progress of IEP Goals

The IEP must include a description of:

- how the (student’s) progress toward meeting the annual goals will be measured; and
- when periodic reports on the progress the (student) is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided (to parents) ([34 CFR 300.320\[a\]\[3\]](#)).

IEP must be reviewed periodically. At least annually, IEP team must meet to formally review progress toward all IEP goals and revise IEP as appropriate to address (in part):

- the student’s disability-related needs
- any lack of expected progress toward IEP goals
- any lack of expected progress in the general education curriculum
- how IEP goals and services support student progress ([34 CFR 300.324\[b\]](#))



Appendix E: Additional Resources for Monitoring Progress of IEP Goals and School Building Closure as a Result of COVID 19

[Additional Resources](#) Helpful tips from the National Center on Intensive Intervention for educators to prepare for the administration of progress monitoring assessments virtually.

[CDC Considerations for Schools](#) Guidance from Centers for Disease Control and Protection offering considerations for ways in which schools can help protect students, teachers, administrators, and staff and slow the spread of COVID-19.

[Introduction to Monitoring Progress of IEP Goals](#) WI DPI web page with resources and tools to assist with creating IEP goals that can be reasonably monitored, identifying procedures for measuring progress appropriate to the target skills identified in IEP goals, and understanding the role of IEP goal progress data in Step 5 (Analyze Progress) of the CCR IEP process.

[The Monitoring of Progress and Checklist for Developing Progress Monitoring Procedures and for IEP Team Reviews](#) WI DPI resource that provides basic progress monitoring procedures that can be adapted for use in a virtual learning environment.

[National Center on Intensive Intervention: Frequently Asked Questions on Collecting Progress Monitoring Data Virtually](#) This webpage provides guiding questions on determining if the progress monitoring tool is appropriate for virtual use. It also includes information on specific vendors and tools that have resources on how to use their product in a virtual learning environment.

[Planning for Successful Delivery of Progress Monitoring In Virtual Settings](#) This resource accompanies the National Center on Intensive Intervention: Frequently Asked Questions on Collecting Progress Monitoring Data Virtually (see above) and provides helpful tips for educators to prepare for the administration of progress monitoring assessments virtually.

[Removing Barriers to Effective Distance Learning by Applying the High-Leverage Practices Tips and Tools](#) From the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR Center) and the National Center for Systemic Improvement (NCSI), this document outlines how HLPs can be employed to strengthen distance learning instruction for a diverse range of students by providing strategies to address common challenges students experience.

[Taking an Equitable Approach](#) COVID-19 is highlighting and widening educational inequities previously existing in our school system and disproportionately impacting some



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communities and groups of students. This document provides educators with questions they should consider as they plan to return to school.

[Telehealth: Virtual Service Delivery Updated Recommendations](#) Recommendations from the National Association of School Psychologists for delivering services virtually. Includes important assessment and evaluation information.

[Using Personal Protective Equipment \(PPE\) in Assessment](#) A supplemental guide from Pearson Assessments and the use of PPE during Assessment.

[Wisconsin Department of Public Instruction Considerations in Using Facial Coverings When Supporting Students during In-Person Instruction](#) Recommendations on how to support students with various disability-related needs to support the safety of students and staff.

[Wisconsin Department of Public Instruction COVID 19 Supplementary Resources](#) This DPI special education team web page provides additional state and national resources that provide strategies and practices to support virtual and distance learning for students who receive special education through an Individualized Education Program. The page is sorted by topical resources such as supporting monitoring progress of IEP goals, early learners, students with neurodiverse and social and emotional needs, students participating in alternate standards, communication needs, transition aged students and others.

[Wisconsin Department of Public Instruction CCR IEP 5 Step Process](#) provides tips, guidance, online modules, and resources to identify effects of disability, disability-related needs, develop IEP goals, align IEP services, and analyze progress of IEP goals.

[Wisconsin Department of Public Instruction Providing Related Services Via Teleservice](#) Additional resources, tips, and requirements related to the provision of teleservice.



Appendix F: References

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Wis. Admin Code sec. [PI 11.02\[10\]](#)

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