

Special Education Cyclical Monitoring Process:

A Deep Dive into the IEP File Review Form

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Agenda

- Introductions
- IEP File Review Process
- Commonly Identified Areas of Noncompliance within IEPs
- Improvements for school year 2027
- Resources to Support IEP Development
- Questions

IEP File Review Process

IEP File Review

- As part of its cyclical monitoring process, the Illinois State Board of Education (ISBE) Special Education Department requires Local Education Agencies (LEAs) to conduct comprehensive file reviews utilizing the ISBE File Review Form.
- This form was created to ensure student IEPs are aligned to meet their identified needs, provide educational benefit to make progress, and meet challenging goals. ISBE monitors will also review a sample of each LEAs IEPs to ensure that the requirements of IDEA are being implemented.
- **Important:** Any noncompliance identified in a student's IEP during the file review must be corrected within one year of notification of the noncompliance. If noncompliance is identified, ISBE will provide the LEA with a corrective action plan outlining steps necessary to correct each item of noncompliance identified.

LEA Requirements

- **Each LEA Must:**
 - Review each ISBE selected student's IEP, ensuring that all necessary components are included and completed.
 - Note the presence or absence of information on the IEP File Review Form.
 - Analyze the alignment of the PLAAFP, Annual Goals/Objectives, Modifications, Accommodations, Services and Placement.
 - Note any observations in the comments box for the specific section.
 - Determine if the IEP is compliant with state and federal regulatory requirements.

Commonly Identified Areas of Noncompliance within IEPs

Top 5 Areas of Noncompliance Identified

1. Procedural Requirements
2. Notification of Conference
3. Present Levels of Academic and Functional Performance
4. Annual Goals and Short-Term Objectives
5. Transition Plans

Noncompliance Identified Related to Procedural Requirements

Documentation of Three-Day Draft	Documentation of the provision of PUNS/ABLE	Provision of Behavioral Intervention Guidelines
• Provision of 3 Day Draft must be documented in the IEP. • Documentation should include: • The date it was provided, and • The method of how it was provided to the parent/guardian.	• Each parent/guardian must be provided information on PUNS/ABLE at the annual IEP meeting.	• Each parent/guardian must be provided a copy of the district's behavioral intervention guidelines at the following times: • Annual IEP Meeting • Initial IEP Meeting • Within 15 days of a change to the guidelines

Noncompliance Related to the Notification of Conference (NOC)

Team members on NOC, do not match attendees.

A signed excusal is not included in the student file when a required team member is unable to attend the meeting.

A contact person is not listed to invite additional team members, to request translation services, and/or to express complaints about interpretation services.

Noncompliance Related to Present Levels of Academic and Functional Performance (PLAAFP)

- **Parents Educational Concerns are not documented**
 - The consideration of parent educational concerns/input are required.
- **Academic and/or Functional Performance is not detailed and/or is missing a connection to the student's disability.**
 - Specific, observable and measurable data (baseline data) should be included to develop annual goals and short-term objectives.
 - Narrative information that includes the relationship to the student's performance compared to same age/grade level peers should be included in detail.
 - A student's academic/functional strengths and weaknesses related to the identified disability areas should be included.
- **Results from Initial and/or re-evaluation are not included.**
 - The date, type of assessment, and a narrative describing how the student performed should be included.
- **The adverse effects of the student's disability as it relates to the students functioning in the general education classroom is vague.**
 - Be sure to include detailed information regarding the student's progress in the general education classroom as it relates to their disability.

Noncompliance Related to Annual Goals and Short-Term Objectives

Annual Goals and short-term objectives are not measurable.

Annual goals do not have a direct link to the adverse effects of the student's disability

Annual goals and short term are aligned to anchor standards and not grade level standards.

Measurable Annual Goals and Short-Term Objectives

Measurable annual goals and short-term objectives must include the following components:

1. **Timeframe:** identifies the amount of time, the student has, to reach the goal.
2. **Condition:** specifies the specific resources/materials/adaptations that must be present for the student to reach the goal.
3. **Behavior:** identifies the student performance that is being monitoring in clear, observable and measurable terms.
4. **Criterion:** identifies in measurable terms how much, how often or to what standard this behavior must occur.

Examples of Measurable and Not Measurable Annual Goals and Short-Term Objectives

- **Measurable Examples**

- By [enter date], after reading a 3rd grade reading passage, Susie will answer comprehension questions about the passage with 85% accuracy in 4 out of 5 attempts.
- By [enter date], Bob will raise his hand before speaking during instruction, as demonstrated by no more than 3 redirection prompts from his teacher in a 45-minute class period.
- By [enter date], given double digit subtraction problems, Billy will correctly answer the problems with 85% accuracy in 4 out of 5 trials.

- **Not Measurable Examples**

- By [enter date], Susie will improve her reading skills.
- Susie will increase reading comprehension skills as measured by the short-term objectives below.
- After reading a 3rd grade reading passage, Susie will answer comprehension questions with 85% accuracy.
- Bob will raise his hand before speaking during instruction, as demonstrated by no more than 3 teacher prompts.
- By [enter date], Bob will improve his focus in class as demonstrated by passing grades in 6 out of 7 classes.
- Given math problems, Billy will answer the problems with 85% accuracy.

Noncompliance Related to Transition Plan

- **Post secondary outcomes/goals are not measurable.**
 - Measurable Goals use words such as “will” not “wishes to”.
- **Transition assessments are not age appropriate or only one assessment is used for all areas.**
 - Data and information should be gathered from a variety of transition assessments to establish baseline data and monitor progress of transition planning
- **Transition services do not align to the post-secondary goals.**
 - Transition services are a coordinated set of activities to help the student meet post-secondary transition goals.
- **Course of study is incomplete or not detailed.**
 - Must include four years of coursework.
 - Should not list "elective" in the boxes.
 - Must be reviewed/updated annually at the annual review.
- **Annual goals and short-term objectives are not related to transition goals.**
 - There must be a link between annual goals and post-secondary goals.
 - Annual goals can address multiple areas related to post-secondary goals, when appropriate.

Improvements for Cohort 3

IEP File Review Form and IEP File Review Companion Document

- IEP File Review Form
 - The IEP File Review Form will now move to a fillable PDF form.
 - The new form is currently posted on the ISBE Cyclical Monitoring webpage.
- IEP File Review Companion Document
 - The Special Education Monitoring team has been working closely with OSEP funded TA Centers to develop an IEP Review Companion/Standards Document since August
 - The team used this document when reviewing IEPs for compliance during cyclical monitoring for cohort 2.
 - We are hoping to have the document posted and ready for LEAs to use, beginning with cyclical monitoring cohort 3.

IEP Development Resources

ISBE Funded Technical Assistance Projects

IEP Quality Project (IEP-Q)

- The [IEP Quality \(IEP-Q\) Project](#), out of the College of Education at the University of Illinois, is an online resource that assists IEP teams in writing high-quality, standards-referenced IEPs that are individualized, usable, and directly related to student needs and instruction. The IEP-Q website provides free best practice guidance, examples, and resources for staff involved in writing IEPs and currently employed in K-12 public or ISBE-approved private schools in Illinois.

Illinois Center for Transition and Work (ICTW)

- The [Illinois Center on Transition and Work](#) (ICTW) at University of Illinois Urbana-Champaign provides statewide training and technical assistance focused on the school-to-work transition for students with extensive support needs.

Illinois Elevating Special Educators Network (IESE)

- The [Illinois Elevating Special Educators \(IESE\) Network](#), an ISBE initiative in partnership with Champaign-Ford Regional Office of Education #9, provides professional learning and support for educational professionals and related service providers. Services include training, coaching, technical assistance, and collaborative guidance to help implement best practices, strengthen problem-solving, and promote continuous improvement in special education.

OSEP Funded Technical Assistance Centers

The Progress Center

[The Center](#) provides information, resources, tools, and technical assistance services to support local educators and leaders (kindergarten through transition age) in developing and implementing high-quality instructional programming that ensures students with disabilities have access to free appropriate public education (FAPE) that allows them to make progress and meet challenging goals, consistent with the U.S. Supreme Court's decision in *Endrew F. v. Douglas County School District* (2017).

Resources:

- [IEP Tip Sheets](#)
- [IEP Self-Paced Learning Modules](#)
- [Recorded Webinars](#)
- [Training and Coaching Resources](#)

OSEP Funded Technical Assistance Center Part 2

National Technical Assistance Center on Transition: The Collaborative (N-TACT:C):

[N-TACT:C](#) provides information, tools, and supports to assist multiple stakeholders in delivering effective services and instruction for secondary students and out of school youth with disabilities.

Resources:

- [Indicator 13 Case Studies](#)
- [Indicator 13 Checklist Professional Development Tool](#)
- [Collaborative Assessment Guide for Transition Planning](#)
- [From Assessment to Practice: A Guide for Teachers](#)

Questions?
