



Coffee Chat

with the Diverse Learners Cooperative

Case Manager Close Out Part II: Determining End of Year Student Progress

- Friday, May 14th
- 8:30 - 8:45am CST





The Diverse Learners Cooperative is a nonprofit organization that connects teachers and leaders with professional **learning, resources,** and **networks** to improve outcomes for diverse learners + increase teacher and leader retention

Today's Mission

To provide a **systematic approach** to end-of-year IEP data collection, along with a **protocol** for analyzing and reflecting upon this information.

AGENDA:

1. Why is this important?
2. Data Collection
3. Data Analysis Protocol
4. Determine Action Steps



Why is this important?



Determining Progress

The process has two goals:

- **LOOK BACK:** *Case managers use this method to **reflect** on instructional practices this school year*
- **LOOK FORWARD:** *Case managers provide a comprehensive “big picture” for **next year’s** case manager*

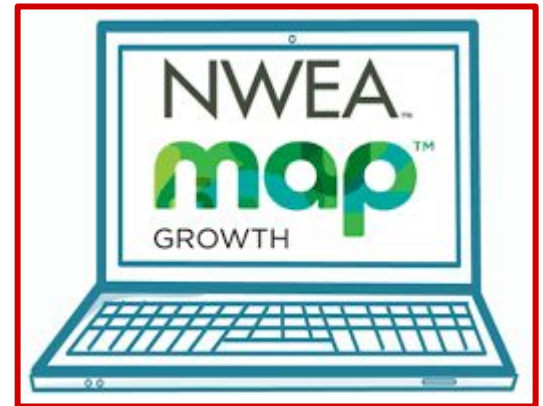
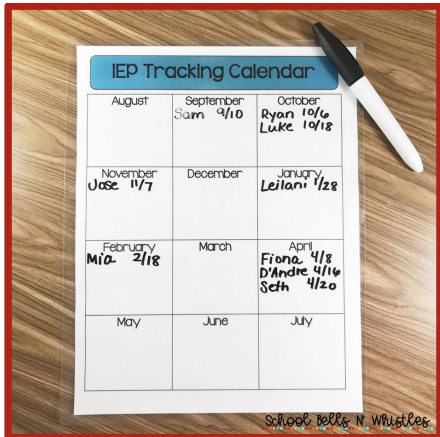


Data Collection



Determine Data to Collect

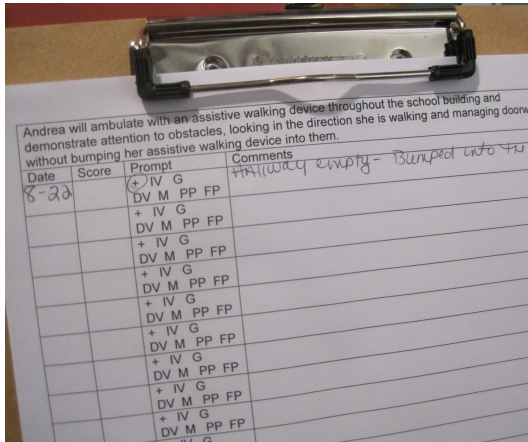
- IEP goal-specific data (from annual IEPs)
 - The end of the school year may *not* be the end of an IEP cycle
 - Consider ILP goals for ML students (look at ACCESS data)
- End of year data (MAP + state testing)
 - All of this data deserves thorough analysis + reflection (key insights!)
 - Focus on progress toward IEP goals as part of the special education case manager's close-out process



Determine the Tool

- Remain consistent with your method for progress monitoring data collection

Using Paper + Pencil



Using a Google Form

Section 1 of 7

<Student Initials> IEP Data Tracking

This template can be used to track IEP goals across different content areas, after each one occurs. Insert the student's name in the title and edit goals below to reflect their individual IEP.

Today's Date: *

Month, day, year

Data Collector's Name: *

Short answer text

I need to enter data for... *

Pre-vocational

Math

Using an Online Program

Navigation: Go Back, Next, Show Questions, Show Answers

Section: Reading

Task Action: Listen, Start, Show more Reading, Show all Reading, Exit

Reading Passage:

Emma, Emily, and Dan
It was Emma's birthday at Betty's birthday party. It was a birthday party everyone attends at the house of the person who is celebrating the party. Emma was very excited about the party. Two weeks ago she went to another birthday party. That time at the party had her that they had her pajamas. Her mom wanted a hair cut for the next party. She needed more money if she was going to get that hair.

Emma remembered a story of someone getting money to buy something. She decided to try and get something too. However, Emma did not have enough money to buy snacks and sugar in the store. She could not get to the store either. Her mom did not have time to take her there.

Later, Emma asked her friend Dan. He was wanted to earn some extra money. When she realized that she wanted to buy something, Dan was to help Emma and sugar at home. He didn't get her the ingredients to make the cake. Emma checked and had enough money to buy them from her. She gave her the money and got the snacks and sugar. She used them to make very delicious snacks.

On a very hot day, people are excited and happy. The snacks Emma ate them helped them feel cool. She earned more than enough money to buy her side view set of pajamas. It

[How To Create a Google Form](#)

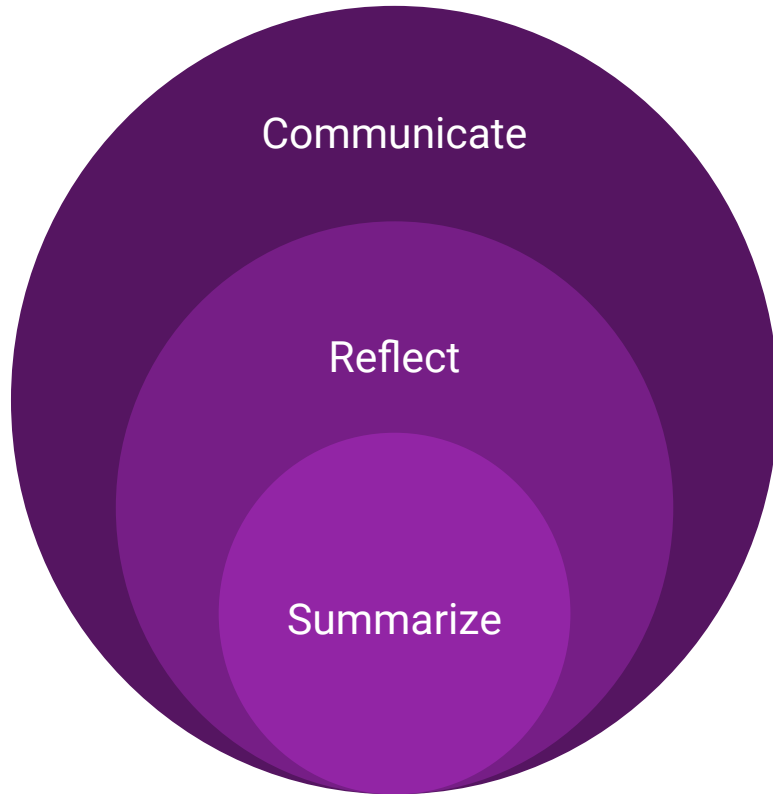
Determine Logistics



Data Analysis Protocol



Data Analysis: *Three Part Process*



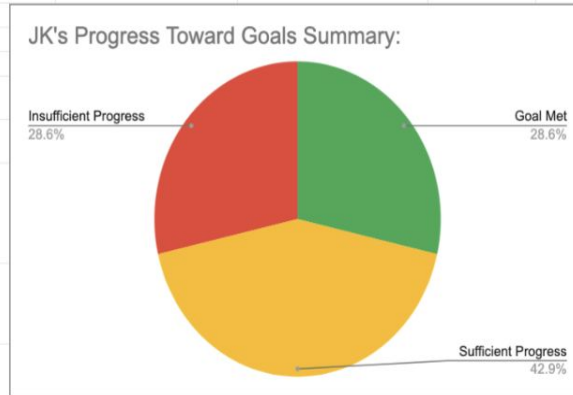
Consider using the [EOY IEP Reflection Tool](#) to guide this process.



Data Analysis: *Reflect*



| Goals: <i>(List goals here)</i> | Progress Toward Goal: |
|--|--|
| | Goal Met = Goal achieved Sufficient Progress = Some progress made toward goal Insufficient Progress = No progress or decline |
| LA: Answers WH questions | Goal Met |
| LA: Summarizes 3 key details from text | Sufficient Progress |
| LA: Make predictions from a text | Sufficient Progress |
| M: Subtracts digits 1-9 | Insufficient Progress |
| M: Counts 1-10 | Sufficient Progress |
| M: Adds digits 1-9 | Insufficient Progress |
| Pre-Voc: Initiates conversation | Goal Met |



| Progress Toward Goals Summary: | Data fills automatically, do not type in cells: |
|--------------------------------|---|
| Goal Met | 2 |
| Sufficient Progress | 3 |
| Insufficient Progress | 2 |

| Reflection Questions: | Reflection Responses: <i>(Type here)</i> |
|---|--|
| 1. What percentage of goals were met? | 28.60% |
| 2. What percentage of goals had sufficient progress? | 42.90% |
| 3. What percentage of goals had insufficient progress? | 28.60% |
| 4. What teacher actions led to goals that have been achieved or goals with sufficient progress? | JK showed significant progress in reading goals this year. She was in a small group pull out 45 min x 5 times per week where the main focus was on reading comprehension skills. She also made significant progress on her pre-vocational skill facilitated by practice at lunch-bunch on Fridays. |
| 5. What teacher actions led to goals with insufficient progress? | JK did not show as much progress in math goals. Currently she is receiving inclusion 2x per week for 50 minutes in the general education class. She has made progress on grade level standards, but not as much progress on IEP goals. |
| 6. Additional reflections? | Monitor math growth early next school year. If she does not show adequate growth, consider an IEP addendum to increase minutes. Continue reading pull-out for reading goals, and lunch-bunch to address pre-vocational goals. |

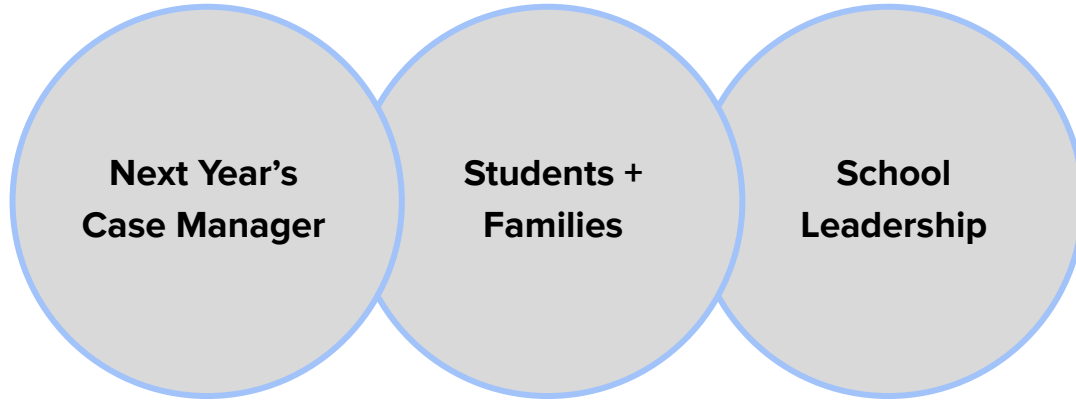
Data Analysis: *Reflect*



| Caseload Reflection Questions | |
|---|-----------------------------------|
| Reflection Questions: | Reflection Responses: (Type here) |
| 1. What trends, if any, did you notice across students that supported student growth? | |
| 2. What trends, if any, did you notice across students that may have adversely impacted student growth? | |
| 3. What about this data reflection are you proud of and why? | |
| 4. Any shifts to your practice for next school year to improve outcomes? | |
| 5. What supports might I need from my school team/leaders to make these changes happen? | |
| | |
| | |
| | |



Data Analysis: *Communicate*



Determine Action Steps



Action Steps



- ❑ Time for data collection
- ❑ Time to reflect
- ❑ Time to communicate reflections
- ❑ Shifts based on these reflections



**IMPROVED OUTCOMES +
INFORMED TEAM**





Thank you!

www.dlresourcecenter.com/coffee-chats



Ways to stay engaged with the DLC this summer...

- **Summer Intensives**
- Diverse Learner Leader Collaborative**coming soon*
- **RTI Impact Network***School sign up by June 1st

For more information, please contact
Brooke@diverselearnerscoop.com

Let's hear from you.

