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

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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.

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*
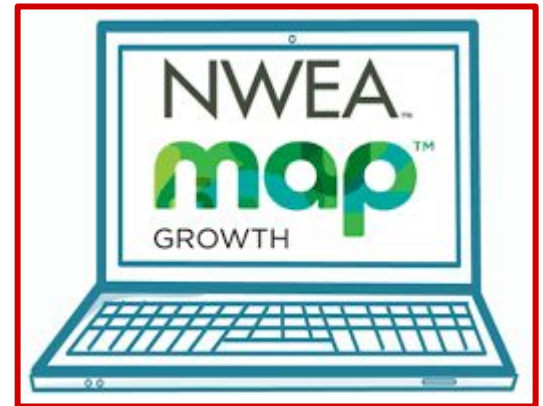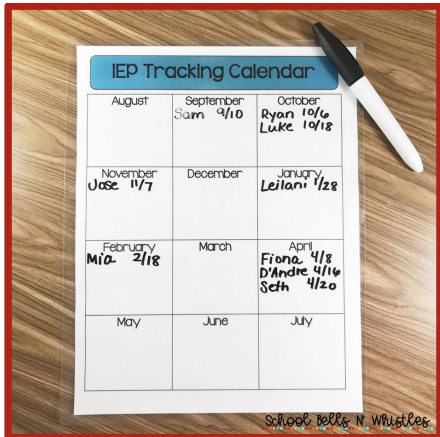
Data Collection
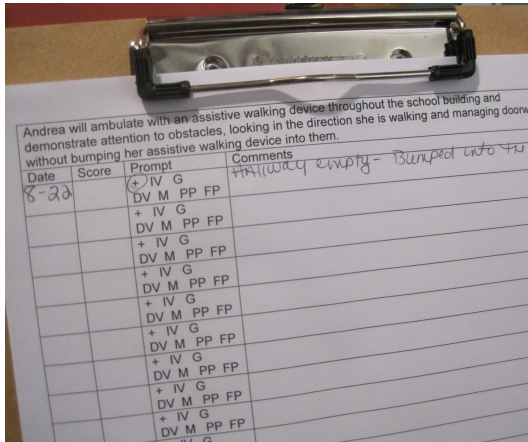
Determine Data to Collect

- 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

Using an Online Program

How To Create a Google Form

Determine Logistics

WHO will collect these data? Do they need training?

WHEN will we collect these data?

WHAT needs to be communicated ahead of time? To whom?

Data Analysis Protocol

Data Analysis: *Three Part Process*

Communicate

Reflect

Summarize
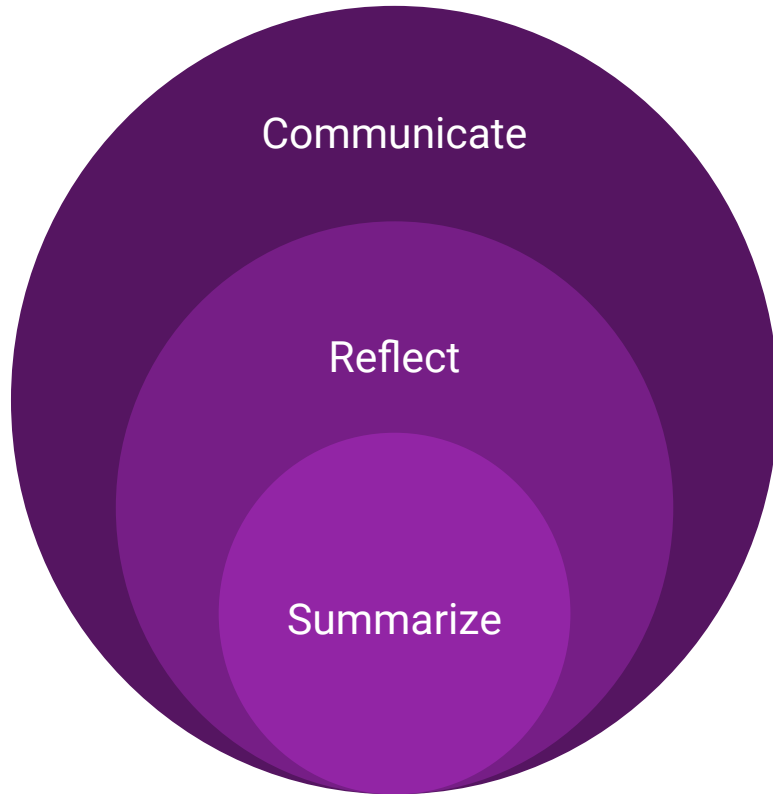
Consider using the
EOY IEP Reflection Tool
to guide this process.

Data Analysis: *Summarize*

Communicate

Reflect

Summarize

Goals: *(List goals here)*	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

JK's Progress Toward Goals Summary:

Insufficient Progress
28.6%

Goal Met
28.6%

Sufficient Progress
42.9%

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: *(Type here)*
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*

Goals: *(List goals here)*	Progress Toward Goal: *Goal Met = Goal achieved* / *Sufficient Progress = Some progress made toward goal* / *Insufficient Progress = No progress or decline*
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Goal Met 28.6%

Sufficient Progress 42.9%

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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*

Next Year's Case Manager

Students + Families

School Leadership

Communicate

Reflect

Summarize
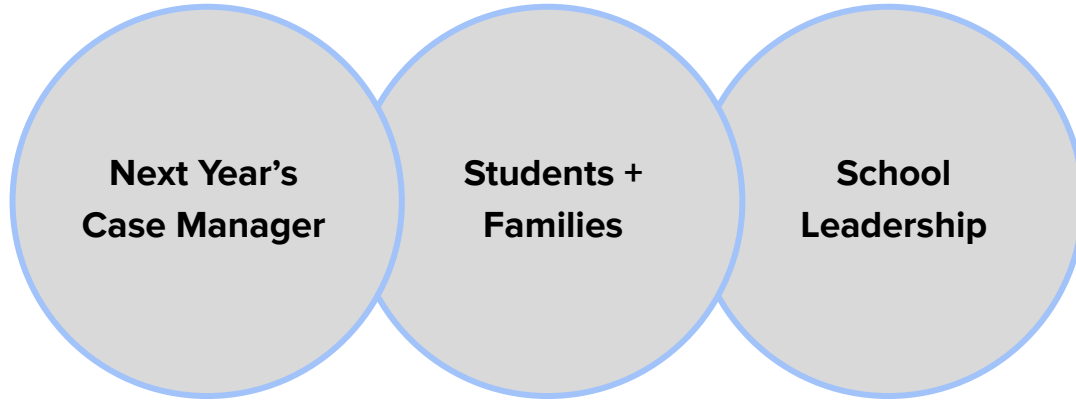
Determine Action Steps

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.dlcresourcecenter.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.