

Guidance Document Student Learning Objective (SLO) Process for IEP Progress

What is meant by “progress in meeting the goals of student IEPs” and how will that be measured as a component of teacher specific data?

It is a measure of growth and student performance related to special education students meeting IEP goals. Any measure based upon progress made in meeting students’ IEPs may be developed by the local LEA, if applicable to a particular classroom teacher, and shall be validated through a Student Learning Objective (SLO) process to compile a score for such measure.

Teachers may use aggregated case load data of the percentage of students meeting IEP goals through documented progress monitoring. The supervising administrator should work in collaboration with the teacher to set the performance measures and indicators and should meet frequently to review progress monitoring data (e.g. select a targeted subject area and grade level).

Per IDEA, it is expected if students’ progress monitoring data indicates a student is not making progress, the IEP team must be reconvened to consider all data and make adjustments to the students’ program. This IEP progress monitoring aggregate data for a targeted subject and targeted case load should only be used in circumstances that preclude the use of the general education performance measures. 34 C.F.R.300.3214 (ab)ii(A)

Considerations:

1. Define case load and targeted subject and/or grade level
2. Meaningful progress towards meeting their x, y, z as defined in their respective IEPs and measured by ongoing progress monitoring (SLOPE, trend line, goal line).
3. Consider IEP origination dates
4. Schedule evidence collection/progress monitoring check-ins

Student Learning Objective (SLO) Process for IEP Progress-Teacher Specific Guidance Document

Teacher/Class					
1a. Name		1b. School		1c. District	
1d. Class/ Course Title		1e. Grade Level		1f. Total No. Students	
1g. Typical Class Size		1h. Class Frequency		1g. Typical Class Duration	

SLO Goal related to Progress in Meeting the Goals of Student Individualized Education Plans as required under the Individuals with Disabilities Education Act and Chapter 14)	
2a. Goal Statement	<i>Example languageTarget population of students will make meaningful progress towards meeting their (ex. reading, math, social skills, language, behavior) goals as defined in their respective IEPs and measured by ongoing progress monitoring data</i>
2b. Rationale	<i>Examples: Based on baseline data; district focus on literacy</i>

Rating				
3a. Level	<u>Failing</u> ___ to ___ of students will make progress towards meeting their IEP goals as documented by IEP progress monitoring data.	<u>Needs Improvement</u> ___ to ___ of students will make progress towards meeting their IEP goals as documented by IEP progress monitoring data.	<u>Proficient</u> ___ to ___ of students will make progress towards meeting their IEP goals as documented by IEP progress monitoring data.	<u>Distinguished</u> ___ to ___ of students will make progress towards meeting their IEP goals as documented by IEP progress monitoring data.
3b. Compliance with IDEA	No IEP team was convened even though IEP progress monitoring data indicated students were not benefiting from specially designed instruction.	IEP team was convened based on IEP progress monitoring data.		