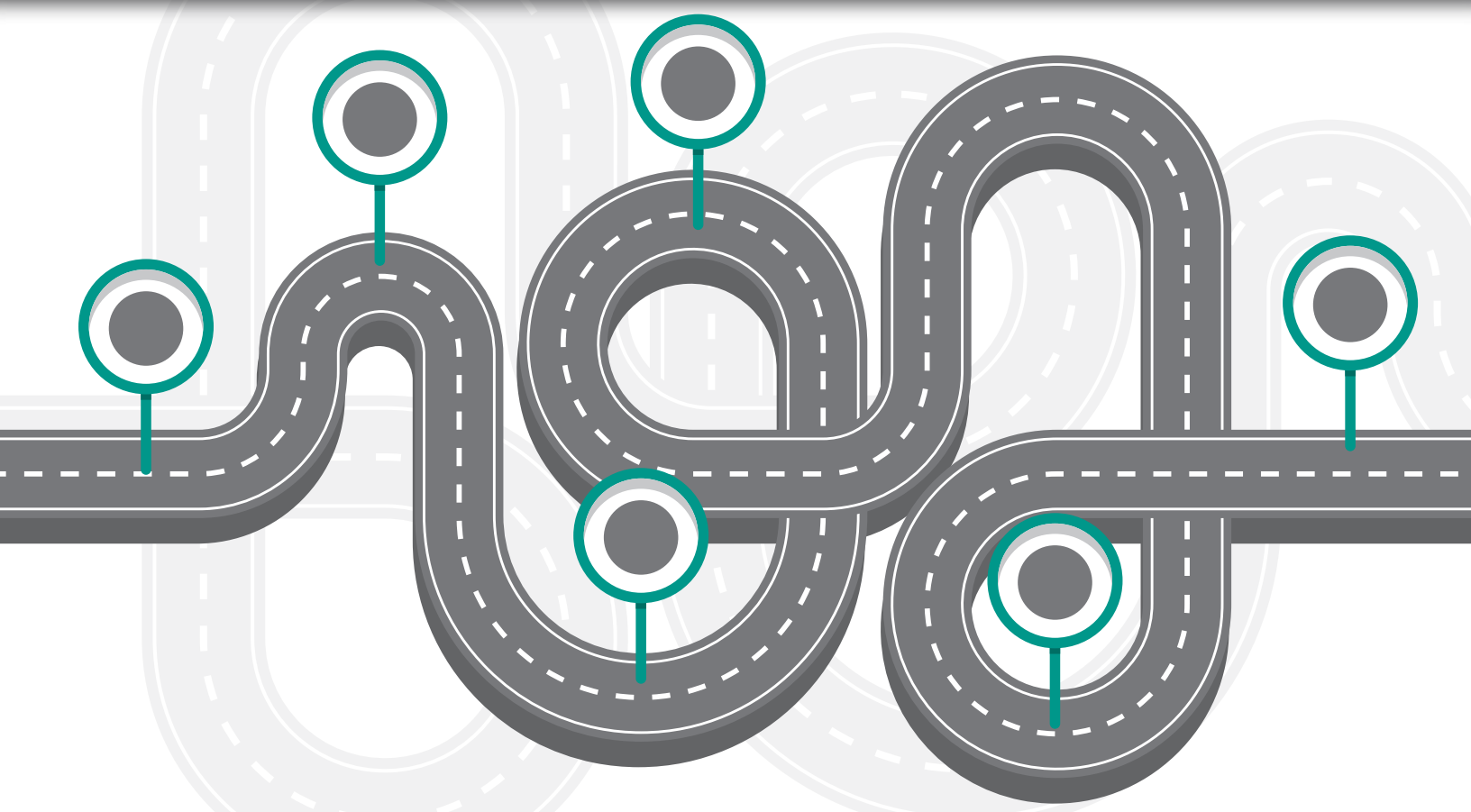




# IEP Implementation and Progress Monitoring

Administrative Considerations



## Administrative Considerations

All special education services must be documented in a student’s individual education program (IEP). Special education services must be delivered by a certified special education professional or can be delivered in a consultative manner under the supervision of a certified special education professional. The delivery of special education services must be documented and must match the frequency, duration, and location specified in the student’s IEP.

Administrative Considerations	
Development of IEP	
<p><i>Transfer/Comparable Services – within Texas:</i> If student transferred in from another Texas school district during the school year, are comparable services being provided prior to adoption/ implementation of new IEP?</p>	<p>34 CFR §300.323(e); 19 TAC §89.1050(j)(1)</p>
<p><i>Transfer/Comparable Services – from outside Texas:</i> If student transferred in from a district outside of Texas during the school year, are comparable services being provided prior to adoption/ implementation of new IEP?</p>	<p>34 CFR §300.323(f); 19 TAC §89.1050(j)(2)</p>
<p>ARD/IEP Timelines: Is the IEP current?</p>	<p>34 CFR §300.300(b)(1); 34 CFR §300.324(b)(1)(i)</p>
<p>Training of Personnel: Do all personnel involved in providing special education services/specially designed instruction have the training and resources needed to implement the IEP?</p>	<p>34 CFR §300.320(a)(4)</p>
Implementation of IEP	
<p>Access to IEP: Do all teachers who provide instruction to the student have access to the specific pieces of the IEP they are responsible for implementing/monitoring? (e.g., present levels of academic achievement and functional performance (PLAAFP), annual goals, accommodations &amp; modifications, Behavior Improvement Plans (BIPs), special education and related services and their frequency, duration and location as well as the assessment the student will take)</p>	<p><a href="#">Free Online Training: IEP Goal Development in Texas</a></p> <p>19 TAC §89.1075(c)(1)</p>
<p>Informed of IEP-Related Responsibilities: Are all teachers who provide instruction to the student informed of their specific responsibilities related to implementation of the IEP? (e.g., goals and objectives, all needed accommodations, modifications, and supports for the student)</p>	<p><a href="#">Free Online Training: IEP Goal Development in Texas</a></p> <p>19 TAC §89.1075(c)(2)</p>
<p>Opportunity to Request Assistance: Do all teachers who provide instruction to the student have an opportunity to request assistance regarding implementation of the student’s IEP?</p>	<p><a href="#">Free Online Training: IEP Goal Development in Texas</a></p> <p>19 TAC §89.1075(c)(3)</p>
<p>Accommodations in Place: Are all instructional and functional accommodations from the IEP in place to ensure FAPE is provided? This includes whether all teachers are considering and incorporating accommodations during lesson planning.</p>	<p>34 CFR §300.17(d); 34 CFR §300.101</p>

<p><b>Class Schedule Matches IEP Schedule:</b> Does the student have access to scheduled services agreed upon by the admission, review, and dismissal (ARD) committee? Is this reflected in his/her class schedule?</p>	<p>34 CFR §300.17(d); 34 CFR §300.101</p>
<p><b>Documentation of Services:</b> Do all providers have the documentation forms and know the process to record whether services were provided in accordance with the IEP and when and where to submit these forms? How is frequency, duration, and location recorded?</p>	<p>34 CFR §300.17(d)</p>
<p><b>Supervision of Paraprofessionals:</b> If paraprofessionals are responsible for implementing IEP services in a general education setting, what is the schedule for certified special education teachers to supervise the aide? How is this documented?</p>	<p><a href="#">Working with Paraprofessionals: A Resource for Teachers of Students with Disabilities</a></p>
<p><b>Certification/Licensure of Personnel:</b> Are all educators, including paraprofessionals and related service providers certified and/or licensed appropriately?</p>	<p>34 CFR §300.156(a); TEC §21.003; 19 TAC §89.1131(a); 19 TAC §89.1131(a), 19 TAC §89.1131(b); 19 TAC §89.1131(c) 19 TAC §§230.55 - 61</p>
<b>Monitoring of IEP</b>	
<p><b>Administrative Monitoring – Delivery of Services:</b> What is the administrative process for monitoring the following?</p> <ul style="list-style-type: none"> <li>• Does the student’s class schedule match the services required in his/her IEP?</li> <li>• Does the implementation of frequency, duration, and location of special education services match the IEP requirement? <ul style="list-style-type: none"> <li>– How do teachers and special education service providers maintain data on efficacy of accommodations?</li> <li>– How do teachers and special education service providers maintain data on student progress in daily work and toward IEP goals?</li> <li>– What process does the local educational agency (LEA) use to document the implementation of accommodations and modifications?</li> </ul> </li> </ul>	
<p><b>Administrative Monitoring - Documentation of Services:</b> What is the administrative process for reviewing the documentation to determine if this matches the IEP requirement?</p> <ul style="list-style-type: none"> <li>• Do all providers have the documentation forms and know the process to record whether services were provided in accordance with the IEP?</li> <li>• Do all providers know when and where to submit these forms?</li> <li>• How do providers record the frequency, duration, and location of services?</li> </ul>	
<p><b>AIP/IPI:</b> If the student failed a state assessment or is at risk of not graduating in four years, does the IEP include an Accelerated Instruction Plan (AIP)/Intensive Program of Instruction (IPI)?</p>	<p>TEC §28.0213(a) TEC §28.0213(e)</p>

Anytime a student who receives special education services is not making progress in the general education curriculum and/or is not making progress on his/her IEP goals, an ARD must be held to address the lack of expected progress.

Similarly, if a student does not pass a state assessment (STAAR test) at any grade level or in any subject, the ARD committee must develop an Accelerated Instruction Plan (AIP)/Intensive Program of Instruction (IPI) to address the student's failure on state assessment. This is true whether the student will retest and whether this is an SSI-subject area/grade level. See TEA guidance for specific information regarding students who take [STAAR Alternate 2](#).

Finally, for students who are at risk of not graduating within four years, ARD committees must also develop an AIP/IPI.

Below are some LEA considerations in addressing a student's lack of expected progress.

## General considerations

- How has instruction been adjusted?
- How have data been collected?
- Is instruction student centered?
- How is the student involved in monitoring his/her progress?
- Can progress be shown visually to the student/parent/ARD committee?
- What interventions have been used, and have they been implemented with fidelity?
- How has the student's disability impacted his/her progress?
- Are there patterns across time in the data?
- What rate of progress should we be expecting based on previous data?
- Is progress on the goal measured and reported in the same way the goal is written in the IEP?  
(e.g. percentage, 7 out of 10, rubric, anecdotal notes)
- Does the annual goal align with the grade level standards (TEKS)?
- Is additional training of personnel needed to effectively implement the goal/supports?

**Lack of Expected Progress**  
**34 CFR §300.324(b)(1)(ii)(A)**

		<b>Local Educational Agency's (LEA's) Considerations</b>
Lack of Expected Progress in General Education Curriculum:	If student is not making progress in general education curriculum (regardless of whether special education services are in place in the curriculum), have parents been notified and an ARD scheduled to address lack of expected progress?	<ul style="list-style-type: none"> <li>• How is progress in general education curriculum monitored, particularly when a student does not have special education services in the class?</li> <li>• Who is responsible for calling an ARD when progress is not being made in these classes?</li> <li>• What is the expected timeline in the LEA for this ARD to be held?</li> </ul>
Lack of Expected Progress on IEP Goals:	If the student is not making progress on IEP goals, have the parents been notified and an ARD scheduled to address the lack of expected progress?	<ul style="list-style-type: none"> <li>• Who is responsible for calling an ARD when progress is not being made on IEP goals?</li> <li>• Is this different if the service provider is different than the case manager/ARD facilitator?</li> <li>• What is the expected timeline in the LEA for this ARD to be held?</li> </ul>
<b>Accelerated Instruction Plan (AIP)/Intensive Program of Instruction</b> <b>TEC §28.0213(a)</b> <b>TEC §28.0213(e)</b>		
Failure on State Assessment:	If the student is not making progress on IEP goals, have the parents been notified and an ARD scheduled to address the lack of expected progress?	<ul style="list-style-type: none"> <li>• Who is responsible for calling an ARD when a student fails a state assessment?</li> <li>• Who in special education receives the student's state assessment results?</li> <li>• What is the expected timeline in the LEA for this ARD to be held?</li> </ul>
At Risk of Not Graduating within Four Years	If the student is at risk of not graduating within four years, is an AIP/IPI included within the IEP?	<ul style="list-style-type: none"> <li>• Who is responsible for calling an ARD to develop the AIP/IPI?</li> <li>• What is the expected timeline in the LEA for this ARD to be held?</li> </ul>