

Educational Benefit Review

PA Special Education Monitoring System
School District/Charter School Training

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Purpose of Educational Benefit Review

To determine whether current design of IEP is reasonably calculated for student to receive educational benefit

Board of Education v. Rowley

Defined educational benefit “if the student derives more than minimal or trivial progress...”

34 CFR Sec. 300.324

“Each public agency must ensure that the IEP Team (i) Reviews the IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and (ii) Revises the IEP, as appropriate, to address any lack of expected progress toward the annual goals, and in the general education curriculum, if appropriate.”

Review Process

A systematic approach to review students' IEPs and to determine if the design of IEP was reasonably calculated to provide educational benefit across three years of consecutive IEPs.

Benefit is determined by comparing *the **current IEP** with the **prior two IEPs***.

Student Sample Parameters

- 10 - 12 student IEPs over 3 years
- All primary disability categories, if available are selected
- Elem / Middle / High School Students

Review Team Members

- Special Education Teacher
- General Education Teacher
- Individuals knowledgeable about the special education programs

How is Educational Benefit measured:

1. Record information from the IEPs for three consecutive years
2. Analyze relationships among specific components of IEPs and across the three years
3. Compare progress across three consecutive IEPs
4. Look for patterns and determine if IEP was reasonably calculated to result in educational benefit

Chart IEP Information:

Collect and record the following information from three years of IEPs for each student:

1. Present levels of performance
2. Needs/concerns
3. Annual goals & Program modifications
4. Services/Placement
5. Progress
6. Was the IEP adjusted?

Record IEP Information

- ▶ Copy verbatim phrases from specific components of the IEPs,
- ▶ Abbreviations are acceptable,
- ▶ Do not paraphrase or summarize
- ▶ Capture progress from progress reports, test scores, report card grades...
- ▶ For organization--identify sections (academic, social, physical) or content areas (ELA, Math...)
- ▶ Was IEP adjusted?

EDUCATIONAL BENEFIT REVIEW WORKSHEET

Instructions: LEAs participating in monitoring are required to use this worksheet to address the Educational Benefit Review (EBR) in FSA #3. The LEA is to form a team, and complete one worksheet for each student on the EBR/FSA #23 list provided to the LEA by the BSE. The LEA is to have the completed worksheet for each student, as well as each student's educational record, available for review by the BSE team chairperson during the onsite review.

The overall purpose of the EBR process is to determine whether the IEP was reasonably calculated to provide for educational benefit. Specific instructions about how to complete the EBR were provided by the BSE during the monitoring training.

Name of Student _____

LEA _____

Student's ID Number _____

Present Levels of Performance	Needs/Concerns	Annual Goals/Accommodations & Modifications	Services/Placement	Progress	Was IEP Adjusted?

EBR Chart

Present Levels of Performance	Needs/ Concerns	Annual Goals/ Accommodations & modifications	Services/ Placement	Progress	Was IEP Adjusted?
<ul style="list-style-type: none">• Snapshot of student's per. From IEP (verbatim)• Brief statement• Levels• Behaviorally• Test scores• Grades	<ul style="list-style-type: none">• Big items		<ul style="list-style-type: none">• What are the services and placement	<ul style="list-style-type: none">• Did the child make progress?	<ul style="list-style-type: none">• YES or NO (no reason required)

Analyze Relationships

- ▶ Consider and collect data from each IEP separately
- ▶ Determine alignment – the relationship between two or more components (column to column and year to year)
- ▶ Look for patterns of progress across the years
- ▶ Is there alignment across the columns for IEPs or are there gaps or broken chains?
- ▶ Was the IEP adjusted?

Compare Prior Years

Consider why items are on year one and not on the other two years.

- ▶ If an item disappears from one year to the next, why did it disappear?
- ▶ Was the IEP adjusted?
- ▶ Was the annual goal achieved?

Answer a set of ten questions for each student

1. Are the assessments complete and do they identify all of the student's needs, including postsecondary outcomes and/or career assessment/functional vocational evaluation for secondary students?
2. In Year 3, does the IEP, through the Present Level of Academic Achievement and Functional Performance (PLAAFP) statement or other IEP information, identify all of the student's significant needs?

Answer a set of ten questions for each student

3. In Year 3, are all of the student's needs addressed by goals and objectives, transition services, and/or supplementary aids and services, including, for secondary students, postsecondary outcomes, preferences, and interests?
4. In Year 3, are there programs and services to support all of the student's goals and objectives?

Answer a set of questions for each student

5. Do the transition services provided for the student over the three year period of review represent a coordinated set of activities related to the student's vision for adult life?
6. In reviewing the comparison of the PLAAFP from Year 1 to Year 2 and from Year 2 to Year 3, if the student *did not* make progress, were the goals and objectives, transition activities, or programs and services in Year 3 changed in the IEP to facilitate the student's future progress?

Answer a set of questions for each student

7. In reviewing the comparison of the PLAAFP from Year 1 to Year 2 and from Year 2 to Year 3, if the student *did* make progress, were the goals and objectives, transition activities, or programs and services in Year 3 changed in the IEP to facilitate the student's future progress, including participation in general education?
8. Were sufficient services provided to ensure that the student would make progress?

Answer a set of questions for each student

9. Is this student provided with supplementary aids and services to support participation in extracurricular and non-academic activities if determined to be needed by the IEP team?

- 10. Based upon the review of Worksheets Year 1, 2 and 3 and questions # 1-9 above, the LEA has determined that the student has received educational benefit?**

Enter the information for each student
into the FSA #23

QUESTIONS

Secretary of Education
Pedro A. Rivera

Office of Elementary and Secondary Education
Matthew Stem, Deputy Secretary

Bureau of Special Education
Ann Hinkson-Herrmann, Director

The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.