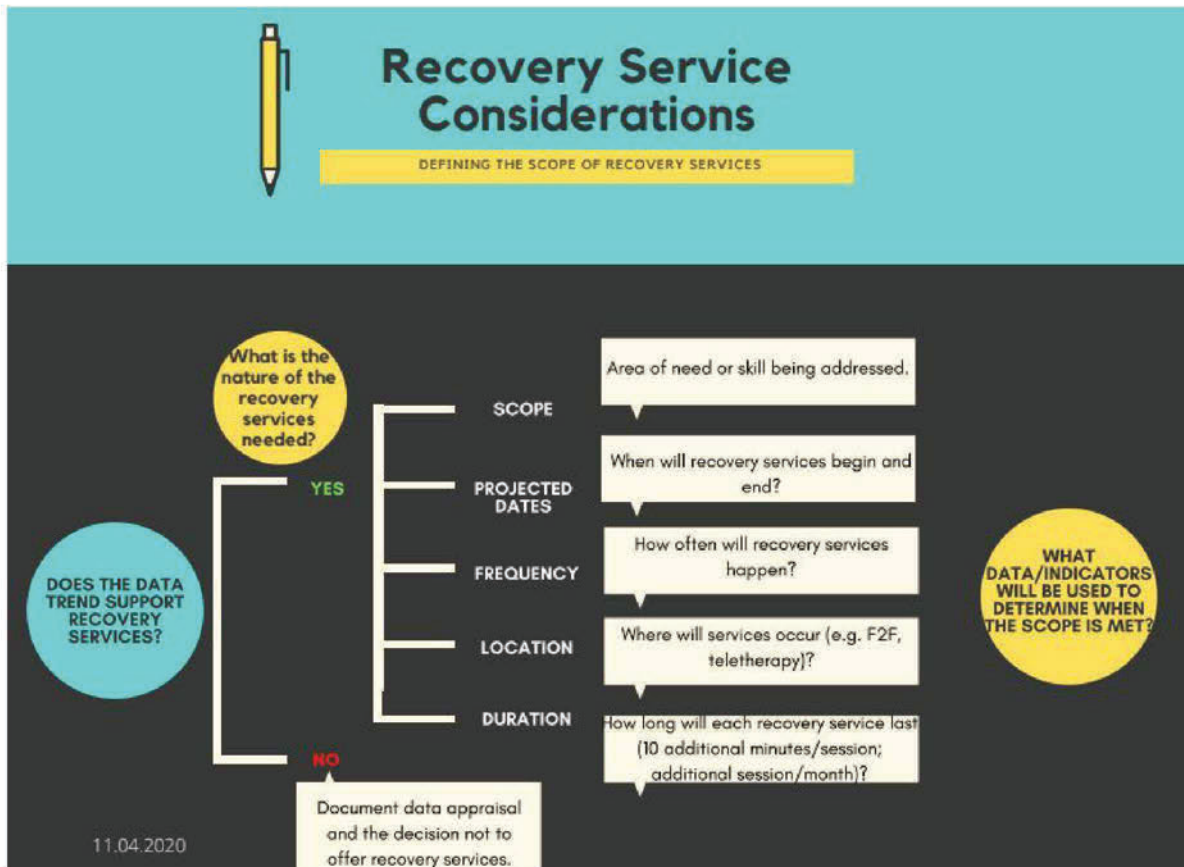
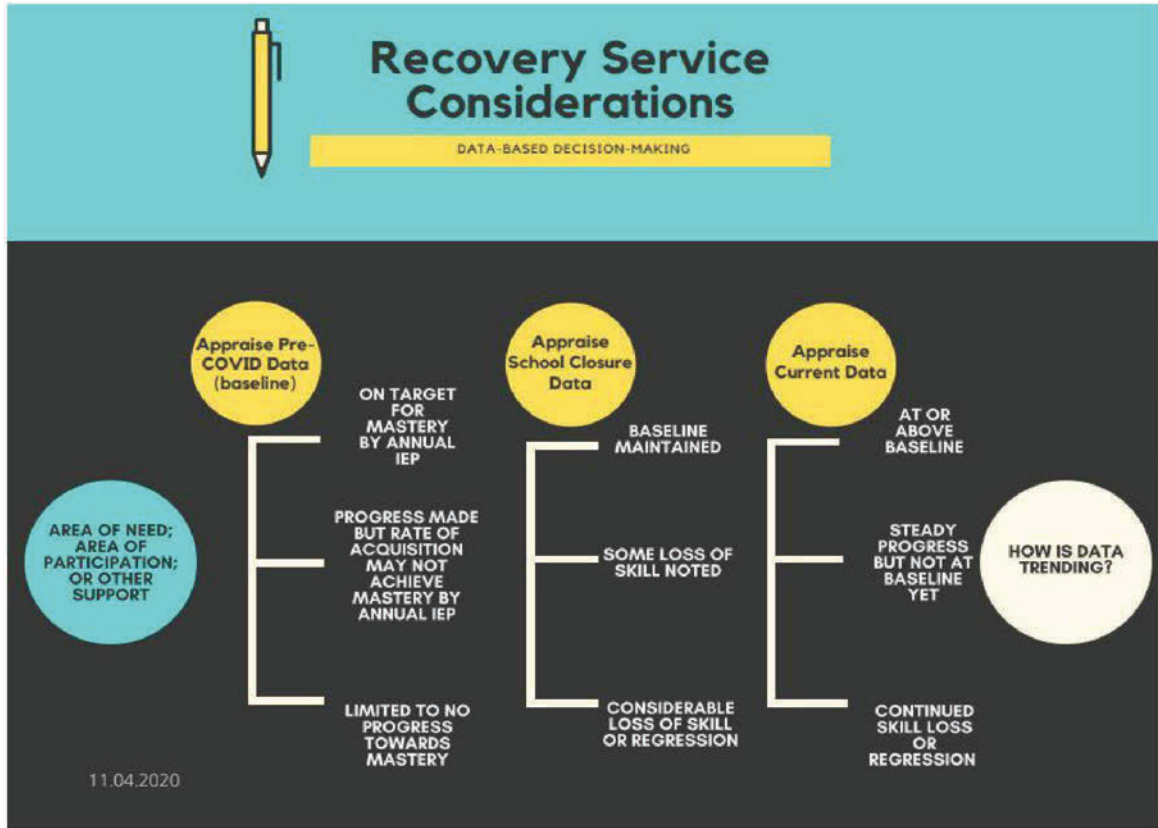


## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES



## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

The charts below provide examples of possible IEP data collection and recovery services plan descriptions based on the student's current IEP goal(s). The mastery criteria of IEP goals may have changed due to the virtual environment and may need to be reconsidered as part of the recovery plan. Based on data analysis, an individual's recovery plan will be determined by the student's learning profile, learning environment, data, and any other relevant information such as attendance and participation. Recovery plans will need to be developed based on individual student's needs. As teams describe the recovery plan in the IEP, they will need to include the scope, projected dates, frequency, location, and duration of the recovery services on the present level of performance (PLOP) and services pages of the IEP. Recovery services decisions are based on a collaborative process that includes parent input and recognition of individual family circumstances. The school team is responsible to ensure the plan is clearly documented and fully describes the manner in which it will be implemented.

### IEP Data Collection TEMPLATE

Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Date: \_\_\_\_\_

<b>IEP Goals/Skill</b>	
<b>3<sup>rd</sup> Quarter Progress Data Spring 2020</b>	Data:
<b>4<sup>th</sup> Quarter Attendance</b>	Did the student attend virtual instruction? If no, is the reason known? Be specific.
<b>Rate of Acquisition for Spring 2020</b>	See below for information and explanation on how to calculate
<b>ESY 2020 Data</b>	Was ESY recommended on the current IEP? Did the student attend? Data:
<b>Rate of Acquisition for ESY 2020</b>	See below for information and explanation on how to calculate
<b>Revised IEP Goal for Virtual Environment</b>	
<b>Regression: Data Collection Return to School 1-3 Weeks</b>	Data:
<b>Recoupment: Data Collection Return to School 7-9+ Weeks</b>	Data:
<b>Rate of Acquisition</b>	See below for information and explanation on how to calculate
<b>Does the student require additional considerations</b>	Yes or No? _____ Specify Rationale:

## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

### Rate of Acquisition

Rate of acquisition is the rate at which a student makes progress toward a goal when participating in instruction. Rate of acquisition analysis provides valuable information about the student's potential future performance and comparison with peers when appropriately used.

### How to Find the Rate of Acquisition (ROA)

Ending Performance = Current skill level

Beginning Performance = Skill level when goal was first introduced (e.g. baseline for the IEP goal)

Number of Weeks of Instruction = Number of weeks between beginning performance date and ending performance date. Do not include instructional breaks\*

Converting to a Decimal	Formula	Example
Percent to Decimal	Percentage ÷ 100 = decimal	80% ÷ 100 = 0.80
Duration data (minutes) to a Decimal	Number of minutes ÷ 60 = decimal	30 minutes ÷ 60 = .50

ROA = (Ending Performance – Beginning Performance) ÷ Number of weeks of instruction

ROA = (Ending Performance – Beginning Performance) ÷ Number of weeks of instruction

ROA = (0.8 - 0.2) ÷ 18

ROA = 0.6 ÷ 18

ROA = 0.03 or 3%

School Calendars
<a href="#">2019/2020 School Calendar</a> *
* COVID Closure - March 13, 2020 to April 13, 2020
Extended School Year (ESY) - June 29, 2020 to July 24, 2020
<a href="#">2020/2021 School Calendar</a>

### Data Collection Documents

Here is the [link for data sheets and templates](#) for latency, frequency, and duration.



## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

### SAMPLE 1 - Behavior

IEP Goals/Skill	Abel will participate in classroom discussions by using appropriate language, waiting his turn, listening to others, and staying on topic as observed in 8 out of 10 opportunities quarterly.
3 <sup>rd</sup> Quarter Progress Data Spring 2020	Data: Overall during the third quarter, Abel was able to participate in classroom discussions by using appropriate language, waiting his turn, listening to others, and staying on topic on 6 out of 10 opportunities. By using his sticky notes to record his thoughts, Abel was able to wait his turn and stay on topic on 9 out of 10 opportunities. He required one visual reminder to use appropriate language or listen to others on four occasions.
4 <sup>th</sup> Quarter Attendance	Did the student attend virtual instruction? Concern - Attended 6/37 or 16% of the sessions If no, is the reason known? Abel had limited computer and internet access while attending child care.
Rate of Acquisition for Spring 2020	Prior to the start of the 3rd quarter, Abel was achieving an accuracy of 40% of his classroom participation goal and is now at a percentage of 60%. The number of instructional weeks between the beginning data point and the ending data point equals 6 weeks.  $ROA = (Ending\ Performance - Beginning\ Performance) \div Number\ of\ weeks\ of\ instruction$ $ROA = (0.6 - 0.4) \div 6$ $ROA = 0.2 \div 6$ $ROA = 0.03\ or\ 3\%$
ESY 2020 Data	Was ESY recommended on the current IEP? No Did the student attend? N/A Data: N/A
Comments on Rate of Acquisition for ESY 2020	N/A
Revised IEP Goal for Virtual Environment	During distance learning in a conversation with the teacher/peers, Abel will stay on topic, using appropriate language and demonstrating listening/turn-taking skills, as observed on 3 out of 4 opportunities quarterly.
Regression: Data Collection Return to School 1-3 Weeks	Data: Abel had limited incidents of inappropriate language during chats in the first 3 weeks of school. For the first opportunity, there was 1 incident of cursing and 1 incident of turning on the microphone but had some incidents of interrupting with off topic comments.
Recoupment: Data Collection Return to School 7-9+ Weeks	Data: <b>Attendance</b> - Not a Concern. Abel attended 28/32 or 87.5% of the sessions; <b>Participation</b> - Comparable with peers, also participates in a math intervention three times a week for 30 minutes.  Abel was able to be redirected in small group breakout sessions and didn't engage in inappropriate language. He is still learning to consistently take turns and stay on topic but is making progress with teacher redirection, feedback and use of a positive reinforcement system. In his return to school, Abel has had 3 incidents of not taking turns appropriately. He was able to stay on topic, use appropriate language and demonstrate listening/turn-taking skills, as observed on



## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

	1 out of 4 opportunities quarterly
<u>Rate of Acquisition (ROA)</u>	<p>At the beginning of 1st quarter, Abel was achieving an accuracy of 0% of his classroom participation goal and is now at a percentage of 25%. The number of instructional weeks between the beginning data point and the ending data point equals 7 weeks.</p> $\text{ROA} = (\text{Ending Performance} - \text{Beginning Performance}) \div \text{Number of weeks of instruction}$ $\text{ROA} = (0.25 - 0) \div 7$ $\text{ROA} = 0.25 \div 7$ $\text{ROA} = 0.0357 \text{ or } 3.57\%$ <p>Abel's current rate of acquisition (3.57%) is approximately similar to his pre-COVID closure rate (3%).</p>
Does the student require additional considerations	Yes or no? <u>No</u> Specify Rationale: Abel is currently demonstrating the ability to appropriately participate in class at a rate that is on target for mastery of this goal within the annual review of this IEP.

### SAMPLE 2 - CAT A Elementary

IEP Goals/Skill	Carl will add and subtract, with regrouping, two numbers each 999 or less with at least 80% accuracy on 4 out of 5 opportunities measured quarterly.
3 <sup>rd</sup> Quarter Progress Data Spring 2020	<p>Data: <b>Third Quarter Progress Report:</b> Carl mastered his goal. <b>Comment:</b> Using base ten blocks, Carl is able to add and subtract, with and without regrouping, two whole numbers each 999 or less with at least 80% accuracy on 4 out of 5 opportunities measured quarterly.</p> <p><b>Data Used to propose the April 20, 2020 Annual IEP Math goal</b> Using base ten blocks, Carl is able to add and subtract, without regrouping, two whole numbers each 999 or less with 80% accuracy on 4 out of 5 samples. When asked to add or subtract, with regrouping, two whole numbers each 999 or less, Carl is able to solve both types of problems with 20% accuracy on 4 out of 5 samples.</p>
4 <sup>th</sup> Quarter Attendance	<p>Did the student attend virtual instruction? <u>Not a concern, Carl attended 36/37 or 97% of the sessions</u></p> <p>If no, is the reason known? <u>N/A</u></p>
Comments on Rate of Acquisition for Spring 2020	Annual IEP held on 4/20/2020 (4th quarter). Data on the goal was not collected during the fourth quarter.
ESY 2020 Data	<p>Was ESY recommended on the current IEP? <u>No</u></p> <p>Did the student attend? <u>N/A</u></p> <p>Data: <u>N/A</u></p>
Revised IEP Goal for Virtual Environment	Goal did not change for the virtual environment.
Regression: Data Collection Return to School 1-3 Weeks	Data: <u>9/25/2020</u> - Using base ten blocks, Carl was able to add and subtract, without regrouping, two whole numbers each 999 or less with 10% accuracy. When solving problems that required regrouping, Carl indicated that he couldn't



## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

	<p>solve them because he did not have enough blocks for the subtraction problems. For the addition problems, Carl forgot to regroup the 10 ones for a ten block and the 10 tens for a hundred block. Overall, Carl is able to solve adding and subtracting problems, with regrouping, with 5% accuracy on 1 trial.</p>
<p><b>Recoupment: Data Collection Return to School 7-9+ Weeks</b></p>	<p>Data: <b>Attendance</b> - Not a concern - Carl attended 30/32 or 94% of his classes and 12/12 or 100% of the math intervention sessions; <b>Participation</b> - Comparable with peers, also participates in a math intervention three times a week for 30 minutes. <b>Classroom Performance</b> - Performing lower than expected on both grade level assessments and intervention assessments.</p> <p><b>Math Intervention Performance</b> - Last data point collected on 10/27/2020. Overall, Carl is able to solve adding and subtracting problems, with regrouping, with 15% accuracy on 4 out of 5 trials. Using base ten blocks, Carl is able to add, with regrouping, two whole numbers each 999 or less with 20% accuracy on 4 out of 5 opportunities measured quarterly. He is able to subtract, with regrouping, two whole numbers each 999 or less with 10% accuracy on 4 out of 5 opportunities measured quarterly.</p>
<p><u><b>Rate of Acquisition (ROA)</b></u></p>	<p>At the beginning of 1st quarter, Carl was achieving an accuracy of 5% for solving adding and subtraction, with regrouping, problems. He is now at a percentage of 15%. The number of instructional weeks between the beginning data point and the ending data equals 4 weeks.</p> <p>ROA = (Ending Performance – Beginning Performance) ÷ Number of weeks of instruction  ROA = (0.15 - 0.05) ÷ 4  ROA = 0.1 ÷ 4  ROA = 0.025 or 2.5%</p>
<p><b>Does the student require additional considerations</b></p>	<p>Yes or no? <u>Yes</u> Specify Rationale: Prior to the COVID closure, Carl was able to solve adding and subtracting problems, with regrouping, containing two whole numbers each 999 or less with 20% accuracy on 4 out of 5 samples. At the end of the first quarter and with remediation, Carl is able to solve adding and subtracting problems, with regrouping, at 15% accuracy, a decrease of 5%. Based on his 2.5% rate of acquisition over a four week instructional period, Carl is not making the expected progress in order to master his annual math IEP goal. Based on his current rate, Carl will only be able to solve addition and subtraction problems, with regrouping, at 62.5%* accuracy by April 20, 2021.</p> <p>*To calculate Carl's Ending Performance on April 20, 2021 if his rate of acquisition remains the same:  ROA = 0.014  End of Performance = X (Carl's expected performance on April 20, 2021)  Beginning Performance = 15% (end of first quarter accuracy)  Number of Weeks of Instruction = 19 weeks (2nd quarter until April 20, 2021)</p> <p>ROA = (Ending Performance – Beginning Performance) ÷ Number of weeks of instruction  0.025 = (X - 0.15) ÷  19     0.25 = X - 0.15  0.475 = X - 0.15  0.15 + 0.475 = X  0.625 or 62.5% = X</p>



## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

### SAMPLE 3 - CAT A Elementary

<b>IEP Goals/Skill</b>	<p><b>Reading:</b> While reading a passage on his instructional level, Joe will decode unfamiliar words using taught strategies (i.e. chunking, context clues, blends, etc.) with 80% accuracy in 3 out of 4 trials per quarter.</p> <p>(Annual IEP 1/31/2020) Joe was receiving a reading intervention program 5 times a week for 45 minutes.</p>
<b>2nd and 3rd Quarter Progress Data Spring 2020</b>	<p><b>2nd Quarter</b></p> <p>Joe has improved his ability to decode words by using taught strategies. When he is willing to work, he will decode unfamiliar words with 73% accuracy. At times, his rate is affected by his use of a decoding strategy.</p> <p><b>Data:</b></p> <p>2/6/2020 - 75% decoding level M text.</p> <p>2/21/2020 - 75% decoding level M text</p> <p>3/3/2020 - 75% decoding level M text.</p> <p><b>3rd Quarter Progress Data:</b></p> <p>Given a passage at his instructional level (M) and using decoding strategies to decode unfamiliar words, Joe received the following scores: on a 3 separate word passages at Level M (approximately end of 2nd grade) A) 75% Accuracy; 100 words per minute (WPM) B) 75% Accuracy; 102 WPM C) 75% Accuracy; 117 WPM. Joe was unable to receive the evidence based reading intervention program due to shut down.</p>
<b>4th Quarter Attendance</b>	<p>Did the student attend virtual instruction? Yes, but inconsistent. Joe attended 18/35 or 51% of the sessions.</p> <p>If no, is the reason known? Unknown to the school</p>
<b>Comments on Rate of Acquisition for Spring 2020</b>	<p>Goal introduced 1/31/2020; student was making progress prior to pre-COVID-19 shut down.</p> <p>Prior to the start of the 3rd quarter, Joe was able to decode unfamiliar words with 73% accuracy. On March 12, 2020, Joe continues to decode unfamiliar words with 75% accuracy. The number of instructional weeks between 2nd quarter and 3rd quarter equals 6 weeks.</p> <p>ROA = (Ending Performance – Beginning Performance) ÷ Number of weeks of instruction</p> <p>ROA = (last data point on 3/3/20 - second quarter progress report) ÷ number of weeks between 1/31/20 and 3/13/20</p> <p>ROA = (0.75 - 0.73) ÷ 6</p> <p>ROA = .02 ÷ 6</p> <p>ROA = 0.003 or .3%</p>
<b>ESY 2020 Data Comments on Rate of Acquisition for ESY 2020</b>	<p>Was ESY recommended on the current IEP? No</p> <p>Did the student attend? N/A</p> <p>Data: N/A</p>
<b>Revised IEP Goal for Virtual Environment</b>	<p>While reading a passage on his instructional level, Joe will decode unfamiliar words using taught strategies (i.e., chunking, context clues, blends, etc.) with 73% accuracy in 2 trials per month.</p>
<b>Regression: Data Collection Return to School 1-3 Weeks</b>	<p><b>Data:</b> 9/18/2020</p> <p>60% decoding level M</p>
<b>Recoupment: Data Collection Return to School 7-9+ Weeks</b>	<p><b>Data:</b> 11/6/2020 - 70% decoding level M</p> <p><b>Attendance:</b> Not a concern, Joe attended 26/28 or 93% of the reading sessions.</p> <p><b>Participation:</b> Inconsistent</p> <p><b>Program Participation:</b> Evidence based reading program was continued</p>



## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

	<p>from pre-COVID-19 shut down. Receiving intervention 4 times a week for 45 minutes.</p> <p><b>Assessments:</b>            CORE Phonics: Intervention level at long vowels, variant vowels, short vowels and digraphs, r-controlled vowels and multisyllabic words.            Oral Reading Fluency (ORF): 4th grade - 68 WPM</p>
<u>Rate of Acquisition (ROA)</u>	<p>At the beginning of 1st quarter, Joe was achieving at an accuracy of 60% for decoding unfamiliar words. His current accuracy rate has improved to 70%.. The number of weeks of instruction for the first quarter equals weeks.</p> <p>ROA = (Ending Performance – Beginning Performance) ÷ Number of weeks of instruction            ROA = (November 6th - September 18th ) ÷ 7 weeks (number of weeks between data points)            ROA = (0.70 - 0.60) ÷ 7            ROA = .1 ÷ 7            ROA = .014 or 1.4%</p>
<b>Does the student require additional considerations</b>	<p>Yes or no? <u>No</u> Specify Rationale: While Joe is not at the same level of WPM as he was pre-COVID-19, the Oral Reading Fluency that was given was at his grade level (4), and Joe was reading at an end of second grade level. The same program that was implemented prior to the pre-COVID-19 pandemic is again being implemented with fidelity. Joe made progress from September to November, 2020 in decoding skills, showing that he is again on a positive trajectory.</p>

### SAMPLE 4 - CAT A Secondary

<b>IEP Goals/Skill</b>	<p>Reading: Jill will answer literal and inferential comprehension questions including vocabulary from the text after reading a text at her instructional level scoring at least 80% correct in 3 out of 4 reading checks per quarter. Jill was receiving a reading intervention program 5 times a week for 45 minutes. (Annual IEP 1/31/20)</p>
<b>Progress Data</b>	<p><b>2nd Quarter</b>            Jill scored on average a 75% on 3 out of 4 of her most recent comprehension checks for literal questions and a 70% accuracy on 3 out of 4 checks at her instructional level.</p> <p><b>Data:</b>            2/6/2020 - 80% accuracy in literal comprehension; 75% accuracy in inferential comprehension.            2/21/2020 - 80% accuracy in literal comprehension; 80% accuracy in inferential comprehension.            3/3/2020 - 75% accuracy in literal comprehension; 80% accuracy in inferential comprehension.</p> <p><b>3rd Quarter</b>            Due to the pre-COVID-19 state and national health emergency, Fairfax County Public Schools were closed on March 12, 2020. Progress Reports for 3rd quarter will represent Jill's progress from data collected prior to this date. Jill has made progress in reading. As documented through three comprehension checks completed prior to closure, Jill scored on average an 78% accuracy answering literal questions and on average a 78% on inferential questions. Jill was unable to receive evidence based reading intervention program due to shut down.</p>
<b>4<sup>th</sup> Quarter Attendance</b>	<p>Did the student attend virtual instruction? Yes, but inconsistent. Jill attended 15/30 or 50% of the sessions</p>



## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

	If no, is the reason known? <u>Unknown to the school</u>
<b>Comments on Rate of Acquisition for Spring 2020</b>	<p>Goal introduced 1/31/2020; Student was making progress prior to pre-COVID-19 school closure.</p> <p>ROA = (Ending Performance – Beginning Performance) ÷ Number of weeks of instruction            ROA = (average on 3rd quarter progress - second quarter progress report) ÷ number of weeks between 1/31/20 and 3/13/20            ROA = (0.78 - 0.75) ÷ 6 = 0.03 ÷ 6 = 0.005            ROA = 0.005 or .5%</p>
<b>ESY 2020 Data and Comments on Rate of Acquisition for ESY 2020</b>	<p>Was ESY recommended on the current IEP? <u>No</u>            Did the student attend? <u>N/A</u>            Data: <u>N/A</u></p>
<b>Revised IEP Goal for Virtual Environment</b>	Jill will answer literal and inferential comprehension questions including vocabulary from the text after reading a text at her instructional level scoring at least 75% on 1 sample monthly.
<b>Regression: Data Collection Return to School 1-3 Weeks</b>	<b>Data:</b> 9/18/2020 - 70% on literal and inferential questions at her instructional level
<b>Recoupment: Data Collection Return to School 7-9+ Weeks</b>	<p><b>Data:</b> 11/6/2020 - 70% on literal and inferential questions at her instructional level</p> <p><b>Attendance:</b> Inconsistent; Jill attended 13/28 or 46% of the sessions</p> <p><b>Participation:</b> Inconsistent. Jill participated in class activities on 6/13 or 46% of the time. For the remaining sessions, Jill did not respond verbally when called or would comment that she didn't know.</p> <p><b>Program Participation:</b> Evidence based reading program was continued from pre-COVID-19 shut down. Receiving intervention 3 times a week for 45 minutes.</p> <p><b>Assessment:</b> PAR: 1070</p>
<b><u>Rate of Acquisition (ROA)</u></b>	<p>ROA = (Ending Performance – Beginning Performance) ÷ Number of weeks of instruction            ROA = (November 6th - September 18th ) ÷ 7 weeks (number of weeks between data points)            ROA = (0.70 - 0.70) ÷ 7 = 0 ÷ 7 = 0            ROA = 0 or 0%</p>
<b>Does the student require additional considerations</b>	Yes or no? <u>NO</u> Specify Rationale: During the recoupment period, Jill's performance when answering literal and inferential comprehension questions continues to remain at 70% from the start of the school year. Jill's attendance and participation are inconsistent which could be impacting her level of acquisition. More data needs to be collected in order to determine the needs of recovery services.

### SAMPLE 5 - CAT B Secondary

<b>IEP Goals/Skill</b>	<p>Annual IEP: 1/15/20</p> <p>Elisha will count out money up to \$20 with mixed bills on 4 out of 5 trials measured monthly.</p> <p>Objective 1: Elisha will receptively identify a dollar amount up to \$20 given bills of the same denomination (ex., all \$5 bills) from a field of 4 choices, on 4 out of 5 trials measured monthly.</p> <p>Objective 2: Elisha will receptively identify a dollar amount up to \$20 given mixed bills from a field of 4 choices, on 4 out of 5 trials measured monthly.</p> <p>Objective 3: Elisha will count out money up to \$20 with bills of the same denomination, on 4 out of 5 trials measured monthly.</p>
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## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

<b>3<sup>rd</sup> Quarter Progress Data Spring 2020</b>	<p>Data: Third quarter progress data showed that Elisha was able to:</p> <ul style="list-style-type: none"> <li>-Count out money up to \$20 with mixed bills on 2 out of 5 monthly trials</li> <li>-Receptively identify a dollar amount up to \$20 given bills of the same denomination on 4 out of 5 monthly trials</li> <li>-Receptively identify a dollar amount up to \$20 given mixed bills on 2 out of 5 monthly trials</li> <li>-Count out money up to \$20 with bills of the same denomination on 2 out of 5 monthly trials</li> </ul>
<b>4<sup>th</sup> Quarter Attendance</b>	<p>Did the student attend virtual instruction? <b>Limited</b></p> <p>If no, is the reason known? <b>Elisha required parent support to access instruction on the computer, which parent was not always able to provide due to work schedule.</b></p>
<b>Comments on Rate of Acquisition for Spring 2020</b>	<p>Elisha was making progress and mastered one objective prior to the COVID-19 shut down.</p> <p>ROA = (Ending Performance on 3/11/20 – Beginning Performance on 1/15/20) ÷ Number of weeks of instruction (8)</p> <p><math>0.50 - 0.30 \div 8 = 2.5\% \text{ ROA}</math></p>
<b>ESY 2020 Data</b>	<p>Was ESY recommended on the current IEP? <b>Yes</b></p> <p>Did the student attend? <b>No</b></p> <p>Data: <b>N/A</b></p>
<b>Revised IEP Goal for Virtual Environment</b>	<p>Elisha will count out money up to \$20 with mixed bills on 3 out of 5 opportunities measured monthly.</p> <p>Objective 1: Elisha will receptively identify a dollar amount up to \$20 given mixed bills from a field of 4 choices, on 3 out of 5 trials measured monthly</p> <p>Objective 2: Elisha will count out money up to \$20 with bills of the same denomination, on 3 out of 5 trials measured monthly</p>
<b>Regression: Data Collection Return to School 1-3 Weeks</b>	<p>Data: 9/25/20</p> <p>Elisha was able to</p> <ul style="list-style-type: none"> <li>-Count out money up to \$20 with mixed bills on 1 out of 5 monthly trials</li> <li>-Receptively identify a dollar amount up to \$20 given mixed bills on 1 out of 5 monthly trials</li> <li>-Count out money up to \$20 with bills of the same denomination on 2 out of 5 monthly trials</li> </ul>
<b>Recoupment: Data Collection Return to School 7-9+ Weeks</b>	<p>Data: 11/13/20</p> <p><b>Attendance:</b> Attendance significantly improved upon return to instruction in Quarter 1, with Elisha attending 20 out of 23 synchronous sessions and participating with parental support</p> <p>Current progress data shows that Elisha is able to</p> <ul style="list-style-type: none"> <li>-Count out money up to \$20 with mixed bills on 1 out of 5 monthly trials</li> <li>-Receptively identify a dollar amount up to \$20 given mixed bills on 2 out of 5 monthly trials</li> <li>-Count out money up to \$20 with bills of the same denomination on 2 out of 5 monthly trials</li> </ul>
<b><u>Rate of Acquisition (ROA)</u></b>	<p>ROA = (Ending Performance on 11/13/20 – Beginning Performance on 9/25/20)</p>



## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

	$\div$ Number of weeks of instruction (7) $0.33 - 0.26 \div 7 = 1\%$ ROA ( <a href="#">spreadsheet used to calculate the data</a> )
Does the student require additional considerations	Yes or no? <u>Yes</u> Specify Rationale: Elisha is currently performing at a lower rate of acquisition than she was prior to the school shutdown in March. Had she continued at her previous ROA (2.5%) she would have achieved 66% mastery in counting out money with mixed bills by her next annual IEP. At her current ROA (1%) she will achieve 42% mastery by 1/15/21.

### SAMPLE - Preschool Autism (PAC)

IEP Goals/Skill	Sam will receptively identify 50 objects and 10 actions in 4 out of 5 opportunities measured over a 2 week period.
3 <sup>rd</sup> Quarter Progress Data Spring 2020	Data: This IEP goal started on 1/10/2020. Data on 1/15/2020 indicated that Sam was able to receptively identify 0 objects and 0 actions. By 3/11/2020, data demonstrated that Sam was able to receptively identify 10 objects (cup, car, bubbles, ball, iPad, blocks, spoon, truck, plane, shoe) and 1 action (open, in vivo) in 4 out of 5 opportunities measured over a 2-week period for the 3rd quarter progress report.
4 <sup>th</sup> Quarter Attendance	Did the student attend virtual instruction? No. Parents did not access parent coaching. If no, is the reason known? Parents were not able to attend parent coaching due to work.
Rate of Acquisition for Spring 2020	$ROA = (\text{Ending Performance on } 3/11/20 - \text{Beginning Performance on } 1/15/20) \div$ $\text{Number of weeks of instruction (8)}$ $(0.80 - 0) \div 8 \text{ weeks} = 100\% \text{ on } 11/60 \text{ objects and actions}$ Total for overall goal: $0.18 \div 8 \text{ weeks} = 2.25\% \text{ for the total goal of } 50 \text{ objects and } 10 \text{ actions}$
ESY 2020 Data	Was ESY recommended on the current IEP? No. Summer services were accessed through the PAC program. Did the student attend? Yes. Data: During summer services, Sam was able to come for 15/20 morning meetings and 15/20 small group sessions. Parents did not access parent coaching sessions.
Rate of Acquisition for ESY 2020	Sam was able to identify 8 new objects (pool, shirt, mask, bowl, tent, dog (stuffed animal), book, sand) and 1 action (blow) measured in 4 out of 5 opportunities over the 4 week period. This meant he was able to identify a total of 18 objects and 2 actions.
Revised IEP Goal for Virtual Environment	IEP goals were reviewed in March. The same goals were proposed since summer services were included in yearly services.
Regression: Data Collection Return to School 1-3 Weeks	Data: 09/25/2020 - The data indicated that Sam was able to receptively identify 10 new objects and 1 action in the month of September. This was a decrease of 8 objects and 1 action from prior data.

## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

<b>Recoupment: Data Collection Return to School 7-9+ Weeks</b>	Data: 11/1/2020 Data indicated that Sam was able to receptively identify 18 new objects and 2 actions for the quarter. The rate of acquisition increased from 10 objects on 9/2020 and 1 action (for a total of 11 objects or actions) to 18 objects and 2 actions (for a total of 20 objects or actions).
<b><u>Rate of Acquisition (ROA)</u></b>	ROA = (Ending Performance on 11/13/20 – Beginning Performance on 9/25/20) ÷ Number of weeks of instruction (7) (0.33 - 0.18) ÷ 7 weeks = 2.14% rate of progress
<b>Does the student require additional considerations</b>	Yes or no? <u>Yes</u> Specify Rationale: The rate of progress decreased slightly from 2.25% to 2.14%. The team considered recovery services for a short period of time.

### SAMPLE - Enhanced Autism Class (EAC)

<b>IEP Goals/Skill</b>	When provided with pictures or written words, July will identify the first sound (of words or pictures) for at least 4 different items (about 80 different words per year) on 8 out of 10 probes across a two-week period.
<b>3<sup>rd</sup> Quarter Progress Data Spring 2020</b>	Data For 3 <sup>rd</sup> Quarter over a 2 week period: Ball: 5/10            50% Bed: 6/10            60% Blocks: 5/10        50% Books: 5/10        50% Man: 4/10           50% Marbles: 4/10      50% Monkey: 7/10      70% Mouse: 5/10        50% Sand: 5/10         50% Scissors: 6/10     60% Socks: 4/10        40% Sun: 5/10          50% The student has mastered 0/60 words.
<b>4<sup>th</sup> Quarter Attendance</b>	Did the student attend virtual instruction? The student was able to attend 10 sessions. If no, is the reason known? The student attended when the parent's work schedule allowed them to assist the student to maintain attention and compliance.
<b>Rate of Acquisition for Spring 2020</b>	0 beginning sounds mastered
<b>ESY 2020 Data</b>	Was ESY recommended on the current IEP? <u>Yes</u> Did the student attend? <u>Yes</u> Data: July had a difficult time transitioning into ESY due to behavior. The data at the end of the four weeks was: Ball: 3/10 Bed: 4/10 Books: 3/10 Monkey: 5/10 Again, 0 beginning sounds were mastered.



# SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

Rate of Acquisition for ESY 2020	0
Revised IEP Goal for Virtual Environment	When provided with pictures or written words, July will identify the first sound (of words or pictures) for at least 5 different items on 8 out of 10 probes across a four-week period.
Regression: Data Collection Return to School 1-3 Weeks	Data: Ball: 6/10 Bed: 3/10 Blocks: 3/10 Books: 3/10 Man: 1/10 Marbles: 5/10 Monkey: 4/10 Mouse: 3/10 Sand: 2/10 Scissors: 1/10 Socks: 2/10 Sun: 1/10
Recoupment: Data Collection Return to School 7-9+ Weeks	Data: Ball: 8/10 Bed: 5/10 Blocks: 7/10 Books: 4/10 Man: 3/10 Marbles: 5/10 Monkey: 2/10 Mouse: 3/10 Sand: 5/10 Scissors: 3/10 Socks: 5/10 Sun: 4/10
<u>Rate of Acquisition (ROA)</u>	ROA = (Ending Performance on 11/13/20 – Beginning Performance on 9/25/20) ÷ Number of weeks of instruction (7) (0.01 - 0) ÷ 7 weeks = 0.14% rate of progress
Does the student require additional considerations	Yes or no? <u>Yes</u> Specify Rationale: <u>Very slow rate of progress overall. Consider meeting to revise the IEP goal.</u>

**Note:** Additional resource for attendance and participation, if needed.

# SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

## Attendance and Participation Considerations for Recovery Services

Student: \_\_\_\_\_ ID: \_\_\_\_\_ Date: \_\_\_\_\_

Include information regarding participation/attendance for each area of need (IEP goal) for the student.

Attendance and Participation	3 <sup>rd</sup> Quarter Progress Data Spring 2020	4 <sup>th</sup> Quarter Progress Data Spring 2020 Distance Learning	ESY 2020 Data, if appropriate	Data Collection Return to School 1st Quarter	Data Collection Return to School 2nd Quarter
<b>Attendance</b>	<p><b>Math Goal:</b> Ex: Student attended 1 hour of math instruction each day</p> <p><b>Reading Goal:</b> Ex: Student attended all synchronous science lessons</p>				
<b>Participation</b>	<p><b>Math Goal:</b> Ex: Student completed 1 of 5 assignments/activities in math.</p> <p><b>Reading Goal:</b> Ex: Student did not participate in any asynchronous lessons</p>				



## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

### Recovery Services: Sample IEP Goal and Recovery Plans

#### Adapted Curriculum

CURRENT IEP GOAL	RECOVERY PLAN
<p>Elementary: Given a field of three, Jacob will match common objects, numbers (0-9), and words 4 out of 5 opportunities within a two-week period.</p> <p>Objective 1: Given a field of three, Jacob will match 5 common objects 4 out of 5 opportunities within a two-week period.</p> <p>Objective 2: Given a field of three, Jacob will match numbers (0-9) on 4 out of 5 opportunities within a two-week period.</p> <p>Objective 3: Given a field of three, Jacob will match 3 words 4 out of 5 opportunities within a two-week period.</p>	<p>Pre-COVID-19 data indicated that Jacob was able to match 3 common objects, 4 numbers (1, 2, 5, and 6), and one word on 3 out of 5 opportunities, achieving a score of 3 on his 11/20 progress report. Current data indicates that, while he has made some progress and now matches 4 common objects, he is still currently only matching 4 numbers and one word, maintaining a score of 3. The team agrees that given his rate of progress prior to school closure in March 2020, Jacob likely would have progressed further on this goal. Over the course of 6 weeks, beginning the week of 1/4/21 and ending on 2/12/21, the special education team will provide one 30-minute session per week to support progress toward this goal. The school team and parent(s) will work together to schedule after school times to provide the services.</p>
<p>Secondary: Elisha will count out money up to \$20 with mixed bills on 4 out of 5 trials measured monthly.</p> <p>Objective 1: Elisha will receptively identify a dollar amount up to \$20 given bills of the same denomination (ex., all \$5 bills) from a field of 4 choices, on 4 out of 5 trials measured monthly.</p> <p>Objective 2: Elisha will receptively identify a dollar amount up to \$20 given mixed bills from a field of 4 choices, on 4 out of 5 trials measured monthly.</p> <p>Objective 3: Elisha will count out money up to \$20 with bills of the same denomination, on 4 out of 5 trials measured monthly.</p>	<p>Elisha's progress towards her math goal has not returned to pre-COVID rate. Current progress data shows that Elisha is able to count out money up to \$20 with mixed bills on 1 out of 5 monthly trials, receptively identify a dollar amount up to \$20 given mixed bills on 2 out of 5 monthly trials, and count out money up to \$20 with bills of the same denomination on 2 out of 5 monthly trials. Based on her current rate of acquisition she is not making the level of progress needed to master her math goal and objectives by her annual IEP. The special education team will conduct one 30-minute session per week for a 9 week period of time, to be provided during the school day, beginning on 12/1/20 and ending on 2/2/21.</p>



## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

### Early Childhood Class Based (ECCB)

ECCB CURRENT IEP GOAL	ECCB RECOVERY PLAN
<p>Communication - Myles will use at least 2-4 words, including prepositions (on, under, beside, in, behind) on 3 of 4 observed opportunities during the quarter.</p>	<p>Myles' use of 2-4 words including prepositions, has not returned to pre-COVID-19 frequency. Pre-COVID-19 data indicated that Myles would use "on" and "under" in 50% of observed opportunities. Current data indicates that, while he has made some progress and now uses "on", "under", and "behind", he is currently only using "in" in 35% of observed opportunities. Over the next 6 weeks, with his family, Myles will be provided one individual 20-minute virtual session each week to be scheduled during the school day from February 8, 2021 through March 19, 2021.</p>

### General Curriculum

CURRENT IEP GOAL	RECOVERY PLAN
<p>Elementary: Carl will add and subtract, with regrouping, two numbers each 999 or less with at least 80% accuracy on 4 out of 5 opportunities measured quarterly.</p>	<p>Prior to the COVID closure, Carl was able to solve adding and subtracting problems, with regrouping, containing two whole numbers each 999 or less with 20% accuracy on 4 out of 5 samples. At the end of the first quarter and with remediation, Carl is able to solve adding and subtracting problems, with regrouping, at 15% accuracy, a decrease of 5%. Based on his 2.5% rate of acquisition over a seven week instructional period, Carl is not making the expected progress in order to master his annual math IEP goal. Based on his current rate, Carl will only be able to solve addition and subtraction problems, with regrouping, at 62.5% accuracy by April 20, 2021. Carl will receive recovery services for 30 minutes each week for 9 weeks from January 4, 2020 through March 5, 2021 during the intervention period.</p>
<p>Secondary: Jill will answer literal and inferential comprehension questions including vocabulary from the text after reading a text at her instructional level scoring at least 75% on 1 sample monthly.</p>	<p>During the recoupment period, Jill's performance when answering literal and inferential comprehension questions continues to remain at 70%. Based on seven weeks of data collection, her rate of acquisition is 0% for answering literal comprehension questions, Jill is not making the expected progress in order to meet her annual goal. Jill will receive 30 additional minutes of reading instruction 2 times a week beginning November 30, 2020 through February 19, 2021 after school.</p>



## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

### Physical & Occupational Therapy

CURRENT IEP GOAL	RECOVERY PLAN
<p>Hand Use: With needed adaptations, and accommodations, Sonia will demonstrate improved participation in curricular activities by accessing materials (play dough, shaving cream, crayons, paints etc.) and activating toys/technology/communication devices for at least 2-4 minutes on 3 out of 4 quarterly opportunities.</p>	<p>Sonia's participation in hand use activities has not returned to pre-COVID-19 duration (1 minute). The current data indicates that, while she has made some progress, she is currently only interacting for 30 seconds. Over the next 4.5 weeks, November 16, 2020 through December 18, 2020, Sonia will participate in 15 additional minutes of occupational therapy per week to be scheduled during classroom activities.</p>
<p>Material Use: Merrell will use two hands together, demonstrating a stabilizing and lead hand to complete fine motor tasks using a variety of novel and familiar preschool materials (playdough, water, blocks, puzzles, and writing implements) for 4 out of 5 opportunities measured quarterly.</p>	<p>Regarding Merrell's participation in activities that involve using two hands together (e.g., playdough, blocks, puzzles, paper/pencil), his progress has been maintained at a score of 3 (Progress Reports from February 2020 to November 2020); consistently using both hands to successfully complete activities 2-3 out of 5 opportunities. However, the team agrees that given his previous rate of progress (prior to school closure), he would likely have made more progress, consistently completing activities using both hands. Over the next 3 months (December 1, 2020-March 1, 2020) and during classroom activities, Merrell will receive a total of an additional 3 hours of OT to support progress toward this goal.</p>
<p>Mobility: Francisco will walk up/down available school stairs (ex. bus, playground, outdoor) with one hand on the railing and no more than intermittent minimal adult support on 3 out of 4 progress observations per quarter.</p>	<p>Due to the COVID-19 pandemic restrictions, FCPS began the 2020-2021 school year virtually. Francisco participates in virtual learning and is remaining virtual for the remainder of the school year. He does not have stairs/steps in his home environment and this goal could not be addressed during virtual learning. The IEP team discussed recovery services. The team is in agreement that recovery services to address his IEP goal/objectives of Mobility are not warranted, at this time, given his current setting of virtual learning. The team is in agreement that recovery services to address his IEP goal/objectives of Mobility will be revisited when Francisco returns to in-person learning.</p>



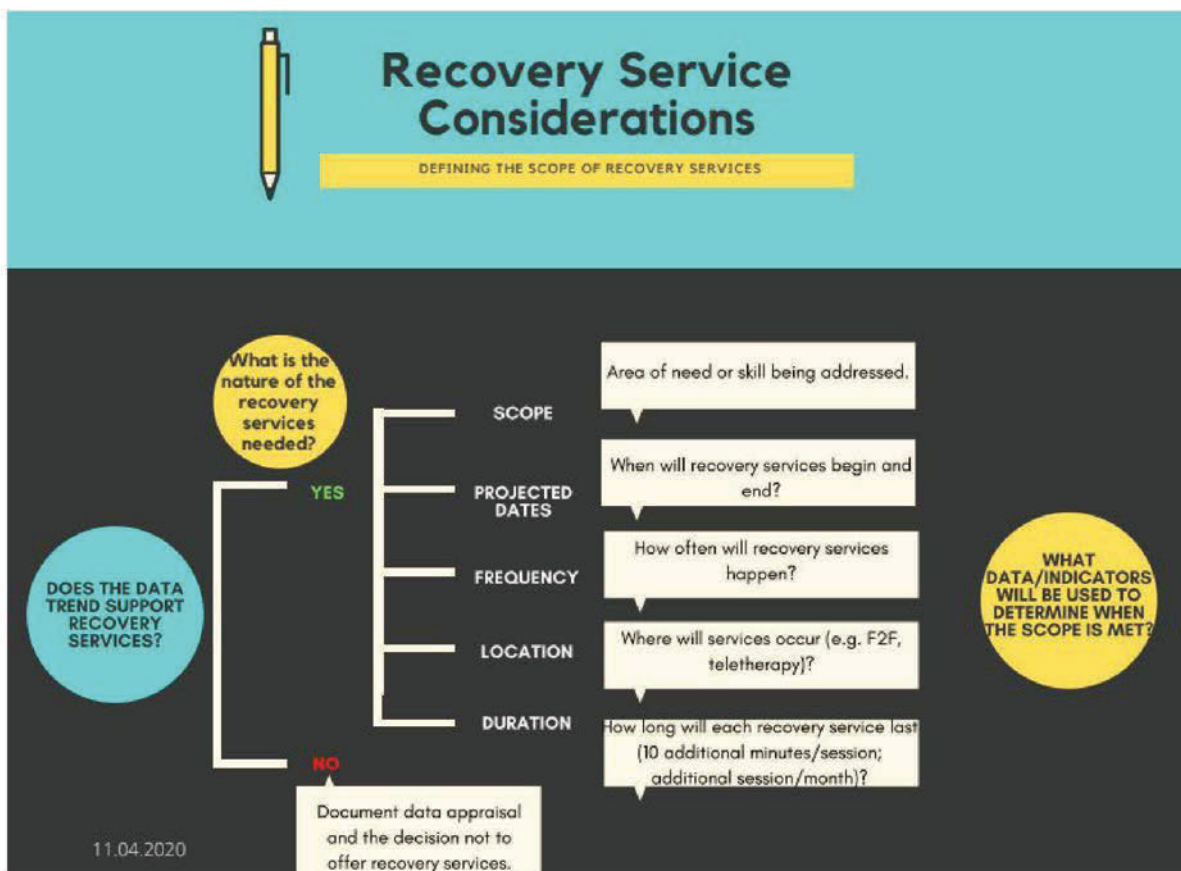
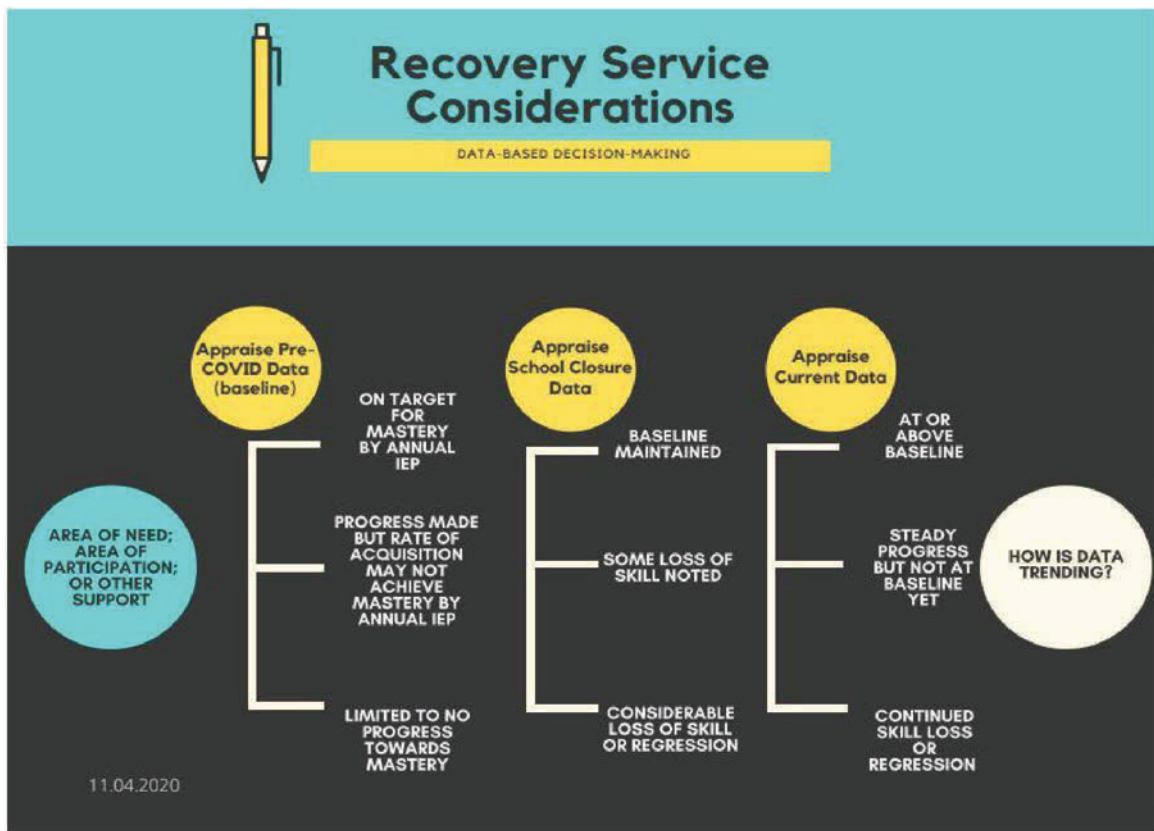
## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

### Speech-Language

CURRENT IEP GOAL	RECOVERY PLAN
<p>Articulation: Karen will produce initial /r/ at the sentence level with 80% accuracy measured quarterly.</p>	<p>Karen's production of the initial /r/ at the sentence level has not returned to pre-COVID-19 accuracy (55% accuracy at sentence level) and current data indicates that, while she has made some progress, she is currently only producing /r/ at the sentence level with 45% accuracy. Over 4 months (November 30, 2020 - April 1, 2021), she will participate in one additional hour of virtual speech-language services per month in a special education setting during the school day.</p>
<p>Expressive Language: Following no more than two prompts (visual or verbal), Lara will use expanded utterances of 4-6 words to request or protest (ex. I want..., I don't like...) in at least 75% of targeted opportunities per session as measured quarterly.</p>	<p>Lara's ability to protest or request using 4-6 word utterances has not returned to pre-COVID-19 accuracy (range: 3 words with 50% accuracy to 3 words with 75% accuracy) and current data indicates that, while she has made some progress, she is currently only using 3 words with a range of 40% to 50% accuracy. During the third quarter (January 26, 2021 - March 26, 2021), she will participate in 20 additional minutes of face to face speech-language services 3 times per month to be scheduled in the special education classroom during the school day.</p>
<p>Expressive Language: When given no more than 2 visual prompts, Jovon will identify and express correct subjective, objective and possessive pronouns with 80% accuracy on 4 out of 5 trials with progress measured quarterly.</p>	<p>Jovon's ability to express correct subjective, objective and possessive pronouns has not returned to pre-COVID-19 accuracy (60% accuracy) and current data indicates that, while he has made some progress and is identifying subjective, objective and possessive pronouns with 85% accuracy, he is currently only expressing correct subjective, objective and possessive pronouns with 40% accuracy. Over a 5-week period (November 16, 2020 - December 18, 2020), he will participate in 30 additional minutes of virtual speech-language services per week to be scheduled during classroom activities.</p>



## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES



## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

The charts below provide examples of possible IEP data collection and recovery services plan descriptions based on the student's current IEP goal(s). The mastery criteria of IEP goals may have changed due to the virtual environment and may need to be reconsidered as part of the recovery plan. Based on data analysis, an individual's recovery plan will be determined by the student's learning profile, learning environment, data, and any other relevant information such as attendance and participation. Recovery plans will need to be developed based on individual student's needs. As teams describe the recovery plan in the IEP, they will need to include the scope, projected dates, frequency, location, and duration of the recovery services on the present level of performance (PLOP) and services pages of the IEP. Recovery services decisions are based on a collaborative process that includes parent input and recognition of individual family circumstances. The school team is responsible to ensure the plan is clearly documented and fully describes the manner in which it will be implemented.

### IEP Data Collection TEMPLATE

Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Date: \_\_\_\_\_

IEP Goals/Skill	
3 <sup>rd</sup> Quarter Progress Data Spring 2020	Data:
4 <sup>th</sup> Quarter Attendance	Did the student attend virtual instruction? If no, is the reason known? Be specific.
Rate of Acquisition for Spring 2020	See below for information and explanation on how to calculate
ESY 2020 Data	Was ESY recommended on the current IEP? Did the student attend? Data:
Rate of Acquisition for ESY 2020	See below for information and explanation on how to calculate
Revised IEP Goal for Virtual Environment	
Regression: Data Collection Return to School 1-3 Weeks	Data:
Recoupment: Data Collection Return to School 7-9+ Weeks	Data:
Rate of Acquisition	See below for information and explanation on how to calculate
Does the student require additional considerations	Yes or No? _____ Specify Rationale:



## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

### Rate of Acquisition

Rate of acquisition is the rate at which a student makes progress toward a goal when participating in instruction. Rate of acquisition analysis provides valuable information about the student's potential future performance and comparison with peers when appropriately used.

### How to Find the Rate of Acquisition (ROA)

Ending Performance = Current skill level

Beginning Performance = Skill level when goal was first introduced (e.g. baseline for the IEP goal)

Number of Weeks of Instruction = Number of weeks between beginning performance date and ending performance date. Do not include instructional breaks\*

Converting to a Decimal	Formula	Example
Percent to Decimal	Percentage ÷ 100 = decimal	80% ÷ 100 = 0.80
Duration data (minutes) to a Decimal	Number of minutes ÷ 60 = decimal	30 minutes ÷ 60 = .50

ROA = (Ending Performance – Beginning Performance) ÷ Number of weeks of instruction

ROA = (Ending Performance – Beginning Performance) ÷ Number of weeks of instruction

ROA = (0.8 - 0.2) ÷ 18

ROA = 0.6 ÷ 18

ROA = 0.03 or 3%

School Calendars
<a href="#">2019/2020 School Calendar</a> *
* COVID Closure - March 13, 2020 to April 13, 2020
Extended School Year (ESY) - June 29, 2020 to July 24, 2020
<a href="#">2020/2021 School Calendar</a>

### Data Collection Documents

Here is the [link for data sheets and templates](#) for latency, frequency, and duration.

## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

### SAMPLE 1 - Behavior

IEP Goals/Skill	Abel will participate in classroom discussions by using appropriate language, waiting his turn, listening to others, and staying on topic as observed in 8 out of 10 opportunities quarterly.
3 <sup>rd</sup> Quarter Progress Data Spring 2020	Data: Overall during the third quarter, Abel was able to participate in classroom discussions by using appropriate language, waiting his turn, listening to others, and staying on topic on 6 out of 10 opportunities. By using his sticky notes to record his thoughts, Abel was able to wait his turn and stay on topic on 9 out of 10 opportunities. He required one visual reminder to use appropriate language or listen to others on four occasions.
4 <sup>th</sup> Quarter Attendance	Did the student attend virtual instruction? Concern - Attended 6/37 or 16% of the sessions If no, is the reason known? Abel had limited computer and internet access while attending child care.
Rate of Acquisition for Spring 2020	Prior to the start of the 3rd quarter, Abel was achieving an accuracy of 40% of his classroom participation goal and is now at a percentage of 60%. The number of instructional weeks between the beginning data point and the ending data point equals 6 weeks.  $\text{ROA} = (\text{Ending Performance} - \text{Beginning Performance}) \div \text{Number of weeks of instruction}$ $\text{ROA} = (0.6 - 0.4) \div 6$ $\text{ROA} = 0.2 \div 6$ $\text{ROA} = 0.03 \text{ or } 3\%$
ESY 2020 Data	Was ESY recommended on the current IEP? No Did the student attend? N/A Data: N/A
Comments on Rate of Acquisition for ESY 2020	N/A
Revised IEP Goal for Virtual Environment	During distance learning in a conversation with the teacher/peers, Abel will stay on topic, using appropriate language and demonstrating listening/turn-taking skills, as observed on 3 out of 4 opportunities quarterly.
Regression: Data Collection Return to School 1-3 Weeks	Data: Abel had limited incidents of inappropriate language during chats in the first 3 weeks of school. For the first opportunity, there was 1 incident of cursing and 1 incident of turning on the microphone but had some incidents of interrupting with off topic comments.
Recoupment: Data Collection Return to School 7-9+ Weeks	Data: <b>Attendance</b> - Not a Concern. Abel attended 28/32 or 87.5% of the sessions; <b>Participation</b> - Comparable with peers, also participates in a math intervention three times a week for 30 minutes.  Abel was able to be redirected in small group breakout sessions and didn't engage in inappropriate language. He is still learning to consistently take turns and stay on topic but is making progress with teacher redirection, feedback and use of a positive reinforcement system. In his return to school, Abel has had 3 incidents of not taking turns appropriately. He was able to stay on topic, use appropriate language and demonstrate listening/turn-taking skills, as observed on



## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

	1 out of 4 opportunities quarterly
<u>Rate of Acquisition (ROA)</u>	<p>At the beginning of 1st quarter, Abel was achieving an accuracy of 0% of his classroom participation goal and is now at a percentage of 25%. The number of instructional weeks between the beginning data point and the ending data point equals 7 weeks.</p> <p>ROA = (Ending Performance – Beginning Performance) ÷ Number of weeks of instruction  ROA = (0.25 - 0) ÷ 7  ROA = 0.25 ÷ 7  ROA = 0.0357 or 3.57%</p> <p>Abel's current rate of acquisition (3.57%) is approximately similar to his pre-COVID closure rate (3%).</p>
Does the student require additional considerations	Yes or no? <u>No</u> Specify Rationale: Abel is currently demonstrating the ability to appropriately participate in class at a rate that is on target for mastery of this goal within the annual review of this IEP.

### SAMPLE 2 - CAT A Elementary

IEP Goals/Skill	Carl will add and subtract, with regrouping, two numbers each 999 or less with at least 80% accuracy on 4 out of 5 opportunities measured quarterly.
3 <sup>rd</sup> Quarter Progress Data Spring 2020	<p>Data: <b>Third Quarter Progress Report:</b> Carl mastered his goal. <b>Comment:</b> Using base ten blocks, Carl is able to add and subtract, with and without regrouping, two whole numbers each 999 or less with at least 80% accuracy on 4 out of 5 opportunities measured quarterly.</p> <p><b>Data Used to propose the April 20, 2020 Annual IEP Math goal</b>  Using base ten blocks, Carl is able to add and subtract, without regrouping, two whole numbers each 999 or less with 80% accuracy on 4 out of 5 samples. When asked to add or subtract, with regrouping, two whole numbers each 999 or less, Carl is able to solve both types of problems with 20% accuracy on 4 out of 5 samples.</p>
4 <sup>th</sup> Quarter Attendance	<p>Did the student attend virtual instruction? <u>Not a concern, Carl attended 36/37 or 97% of the sessions</u></p> <p>If no, is the reason known? <u>N/A</u></p>
Comments on Rate of Acquisition for Spring 2020	Annual IEP held on 4/20/2020 (4th quarter). Data on the goal was not collected during the fourth quarter.
ESY 2020 Data	<p>Was ESY recommended on the current IEP? <u>No</u></p> <p>Did the student attend? <u>N/A</u></p> <p>Data: <u>N/A</u></p>
Revised IEP Goal for Virtual Environment	Goal did not change for the virtual environment.
Regression: Data Collection Return to School 1-3 Weeks	Data: <u>9/25/2020</u> - Using base ten blocks, Carl was able to add and subtract, without regrouping, two whole numbers each 999 or less with 10% accuracy. When solving problems that required regrouping, Carl indicated that he couldn't



## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

	<p>solve them because he did not have enough blocks for the subtraction problems. For the addition problems, Carl forgot to regroup the 10 ones for a ten block and the 10 tens for a hundred block. Overall, Carl is able to solve adding and subtracting problems, with regrouping, with 5% accuracy on 1 trial.</p>
<p><b>Recoupment: Data Collection Return to School 7-9+ Weeks</b></p>	<p>Data: <b>Attendance</b> - Not a concern - Carl attended 30/32 or 94% of his classes and 12/12 or 100% of the math intervention sessions; <b>Participation</b> - Comparable with peers, also participates in a math intervention three times a week for 30 minutes. <b>Classroom Performance</b> - Performing lower than expected on both grade level assessments and intervention assessments.</p> <p><b>Math Intervention Performance</b> - Last data point collected on 10/27/2020. Overall, Carl is able to solve adding and subtracting problems, with regrouping, with 15% accuracy on 4 out of 5 trials. Using base ten blocks, Carl is able to add, with regrouping, two whole numbers each 999 or less with 20% accuracy on 4 out of 5 opportunities measured quarterly. He is able to subtract, with regrouping, two whole numbers each 999 or less with 10% accuracy on 4 out of 5 opportunities measured quarterly.</p>
<p><u><b>Rate of Acquisition (ROA)</b></u></p>	<p>At the beginning of 1st quarter, Carl was achieving an accuracy of 5% for solving adding and subtraction, with regrouping, problems. He is now at a percentage of 15%. The number of instructional weeks between the beginning data point and the ending data equals 4 weeks.</p> <p>ROA = (Ending Performance – Beginning Performance) ÷ Number of weeks of instruction  ROA = (0.15 - 0.05) ÷ 4  ROA = 0.1 ÷ 4  ROA = 0.025 or 2.5%</p>
<p><b>Does the student require additional considerations</b></p>	<p>Yes or no? <u>Yes</u> Specify Rationale: Prior to the COVID closure, Carl was able to solve adding and subtracting problems, with regrouping, containing two whole numbers each 999 or less with 20% accuracy on 4 out of 5 samples. At the end of the first quarter and with remediation, Carl is able to solve adding and subtracting problems, with regrouping, at 15% accuracy, a decrease of 5%. Based on his 2.5% rate of acquisition over a four week instructional period, Carl is not making the expected progress in order to master his annual math IEP goal. Based on his current rate, Carl will only be able to solve addition and subtraction problems, with regrouping, at 62.5%* accuracy by April 20, 2021.</p> <p>*To calculate Carl's Ending Performance on April 20, 2021 if his rate of acquisition remains the same:  ROA = 0.014  End of Performance = X (Carl's expected performance on April 20, 2021)  Beginning Performance = 15% (end of first quarter accuracy)  Number of Weeks of Instruction = 19 weeks (2nd quarter until April 20, 2021)</p> <p>ROA = (Ending Performance – Beginning Performance) ÷ Number of weeks of instruction  0.025 = (X - 0.15) ÷  19     0.25 = X - 0.15  0.475 = X - 0.15  0.15 + 0.475 = X  0.625 or 62.5% = X</p>



# SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

## SAMPLE 3 - CAT A Elementary

IEP Goals/Skill	<p><b>Reading:</b> While reading a passage on his instructional level, Joe will decode unfamiliar words using taught strategies (i.e. chunking, context clues, blends, etc.) with 80% accuracy in 3 out of 4 trials per quarter.</p> <p>(Annual IEP 1/31/2020) Joe was receiving a reading intervention program 5 times a week for 45 minutes.</p>
2nd and 3rd Quarter Progress Data Spring 2020	<p><b>2nd Quarter</b></p> <p>Joe has improved his ability to decode words by using taught strategies. When he is willing to work, he will decode unfamiliar words with 73% accuracy. At times, his rate is affected by his use of a decoding strategy.</p> <p><b>Data:</b></p> <p>2/6/2020 - 75% decoding level M text.</p> <p>2/21/2020 - 75% decoding level M text</p> <p>3/3/2020 - 75% decoding level M text.</p> <p><b>3rd Quarter Progress Data:</b></p> <p>Given a passage at his instructional level (M) and using decoding strategies to decode unfamiliar words, Joe received the following scores: on a 3 separate word passages at Level M (approximately end of 2nd grade) A) 75% Accuracy; 100 words per minute (WPM) B) 75% Accuracy; 102 WPM C) 75% Accuracy; 117 WPM. Joe was unable to receive the evidence based reading intervention program due to shut down.</p>
4th Quarter Attendance	<p>Did the student attend virtual instruction? Yes, but inconsistent. Joe attended 18/35 or 51% of the sessions.</p> <p>If no, is the reason known? Unknown to the school</p>
Comments on Rate of Acquisition for Spring 2020	<p>Goal introduced 1/31/2020; student was making progress prior to pre-COVID-19 shut down.</p> <p>Prior to the start of the 3rd quarter, Joe was able to decode unfamiliar words with 73% accuracy. On March 12, 2020, Joe continues to decode unfamiliar words with 75% accuracy. The number of instructional weeks between 2nd quarter and 3rd quarter equals 6 weeks.</p> <p>ROA = (Ending Performance – Beginning Performance) ÷ Number of weeks of instruction</p> <p>ROA = (last data point on 3/3/20 - second quarter progress report) ÷ number of weeks between 1/31/20 and 3/13/20</p> <p>ROA = (0.75 - 0.73) ÷ 6</p> <p>ROA = .02 ÷ 6</p> <p>ROA = 0.003 or .3%</p>
ESY 2020 Data Comments on Rate of Acquisition for ESY 2020	<p>Was ESY recommended on the current IEP? No</p> <p>Did the student attend? N/A</p> <p>Data: N/A</p>
Revised IEP Goal for Virtual Environment	<p>While reading a passage on his instructional level, Joe will decode unfamiliar words using taught strategies (i.e., chunking, context clues, blends, etc.) with 73% accuracy in 2 trials per month.</p>
Regression: Data Collection Return to School 1-3 Weeks	<p><b>Data:</b> 9/18/2020</p> <p>60% decoding level M</p>
Recoupment: Data Collection Return to School 7-9+ Weeks	<p><b>Data:</b> 11/6/2020 - 70% decoding level M</p> <p><b>Attendance:</b> Not a concern, Joe attended 26/28 or 93% of the reading sessions.</p> <p><b>Participation:</b> Inconsistent</p> <p><b>Program Participation:</b> Evidence based reading program was continued</p>



## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

	<p>from pre-COVID-19 shut down. Receiving intervention 4 times a week for 45 minutes.</p> <p><b>Assessments:</b>            CORE Phonics: Intervention level at long vowels, variant vowels, short vowels and digraphs, r-controlled vowels and multisyllabic words.            Oral Reading Fluency (ORF): 4th grade - 68 WPM</p>
<u>Rate of Acquisition (ROA)</u>	<p>At the beginning of 1st quarter, Joe was achieving at an accuracy of 60% for decoding unfamiliar words. His current accuracy rate has improved to 70%.. The number of weeks of instruction for the first quarter equals weeks.</p> <p>ROA = (Ending Performance – Beginning Performance) ÷ Number of weeks of instruction            ROA = (November 6th - September 18th ) ÷ 7 weeks (number of weeks between data points)            ROA = (0.70 - 0.60) ÷ 7            ROA = .1 ÷ 7            ROA = .014 or 1.4%</p>
<b>Does the student require additional considerations</b>	<p>Yes or no? <u>No</u> Specify Rationale: While Joe is not at the same level of WPM as he was pre-COVID-19, the Oral Reading Fluency that was given was at his grade level (4), and Joe was reading at an end of second grade level. The same program that was implemented prior to the pre-COVID-19 pandemic is again being implemented with fidelity. Joe made progress from September to November, 2020 in decoding skills, showing that he is again on a positive trajectory.</p>

### SAMPLE 4 - CAT A Secondary

<b>IEP Goals/Skill</b>	<p>Reading: Jill will answer literal and inferential comprehension questions including vocabulary from the text after reading a text at her instructional level scoring at least 80% correct in 3 out of 4 reading checks per quarter. Jill was receiving a reading intervention program 5 times a week for 45 minutes. (Annual IEP 1/31/20)</p>
<b>Progress Data</b>	<p><b>2nd Quarter</b>            Jill scored on average a 75% on 3 out of 4 of her most recent comprehension checks for literal questions and a 70% accuracy on 3 out of 4 checks at her instructional level.</p> <p><b>Data:</b>            2/6/2020 - 80% accuracy in literal comprehension; 75% accuracy in inferential comprehension.            2/21/2020 - 80% accuracy in literal comprehension; 80% accuracy in inferential comprehension.            3/3/2020 - 75% accuracy in literal comprehension; 80% accuracy in inferential comprehension.</p> <p><b>3rd Quarter</b>            Due to the pre-COVID-19 state and national health emergency, Fairfax County Public Schools were closed on March 12, 2020. Progress Reports for 3rd quarter will represent Jill's progress from data collected prior to this date. Jill has made progress in reading. As documented through three comprehension checks completed prior to closure, Jill scored on average an 78% accuracy answering literal questions and on average a 78% on inferential questions.            Jill was unable to receive evidence based reading intervention program due to shut down.</p>
<b>4<sup>th</sup> Quarter Attendance</b>	<p>Did the student attend virtual instruction? Yes, but inconsistent. Jill attended 15/30 or 50% of the sessions</p>



## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

	If no, is the reason known? <u>Unknown to the school</u>
<b>Comments on Rate of Acquisition for Spring 2020</b>	<p>Goal introduced 1/31/2020; Student was making progress prior to pre-COVID-19 school closure.</p> <p>ROA = (Ending Performance – Beginning Performance) ÷ Number of weeks of instruction            ROA = (average on 3rd quarter progress - second quarter progress report) ÷ number of weeks between 1/31/20 and 3/13/20            ROA = (0.78 - 0.75) ÷ 6 = 0.03 ÷ 6 = 0.005            ROA = 0.005 or .5%</p>
<b>ESY 2020 Data and Comments on Rate of Acquisition for ESY 2020</b>	<p>Was ESY recommended on the current IEP? <u>No</u>            Did the student attend? <u>N/A</u>            Data: <u>N/A</u></p>
<b>Revised IEP Goal for Virtual Environment</b>	Jill will answer literal and inferential comprehension questions including vocabulary from the text after reading a text at her instructional level scoring at least 75% on 1 sample monthly.
<b>Regression: Data Collection Return to School 1-3 Weeks</b>	<b>Data:</b> 9/18/2020 - 70% on literal and inferential questions at her instructional level
<b>Recoupment: Data Collection Return to School 7-9+ Weeks</b>	<p><b>Data:</b> 11/6/2020 - 70% on literal and inferential questions at her instructional level</p> <p><b>Attendance:</b> Inconsistent; Jill attended 13/28 or 46% of the sessions</p> <p><b>Participation:</b> Inconsistent. Jill participated in class activities on 6/13 or 46% of the time. For the remaining sessions, Jill did not respond verbally when called or would comment that she didn't know.</p> <p><b>Program Participation:</b> Evidence based reading program was continued from pre-COVID-19 shut down. Receiving intervention 3 times a week for 45 minutes.</p> <p><b>Assessment:</b> PAR: 1070</p>
<b><u>Rate of Acquisition (ROA)</u></b>	<p>ROA = (Ending Performance – Beginning Performance) ÷ Number of weeks of instruction            ROA = (November 6th - September 18th ) ÷ 7 weeks (number of weeks between data points)            ROA = (0.70 - 0.70) ÷ 7 = 0 ÷ 7 = 0            ROA = 0 or 0%</p>
<b>Does the student require additional considerations</b>	Yes or no? <u>NO</u> Specify Rationale: During the recoupment period, Jill's performance when answering literal and inferential comprehension questions continues to remain at 70% from the start of the school year. Jill's attendance and participation are inconsistent which could be impacting her level of acquisition. More data needs to be collected in order to determine the needs of recovery services.

### SAMPLE 5 - CAT B Secondary

<b>IEP Goals/Skill</b>	<p>Annual IEP: 1/15/20</p> <p>Elisha will count out money up to \$20 with mixed bills on 4 out of 5 trials measured monthly.</p> <p>Objective 1: Elisha will receptively identify a dollar amount up to \$20 given bills of the same denomination (ex., all \$5 bills) from a field of 4 choices, on 4 out of 5 trials measured monthly.</p> <p>Objective 2: Elisha will receptively identify a dollar amount up to \$20 given mixed bills from a field of 4 choices, on 4 out of 5 trials measured monthly.</p> <p>Objective 3: Elisha will count out money up to \$20 with bills of the same denomination, on 4 out of 5 trials measured monthly.</p>
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## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

<b>3<sup>rd</sup> Quarter Progress Data Spring 2020</b>	<p>Data: Third quarter progress data showed that Elisha was able to:</p> <ul style="list-style-type: none"> <li>-Count out money up to \$20 with mixed bills on 2 out of 5 monthly trials</li> <li>-Receptively identify a dollar amount up to \$20 given bills of the same denomination on 4 out of 5 monthly trials</li> <li>-Receptively identify a dollar amount up to \$20 given mixed bills on 2 out of 5 monthly trials</li> <li>-Count out money up to \$20 with bills of the same denomination on 2 out of 5 monthly trials</li> </ul>
<b>4<sup>th</sup> Quarter Attendance</b>	<p>Did the student attend virtual instruction? <b>Limited</b></p> <p>If no, is the reason known? <b>Elisha required parent support to access instruction on the computer, which parent was not always able to provide due to work schedule.</b></p>
<b>Comments on Rate of Acquisition for Spring 2020</b>	<p>Elisha was making progress and mastered one objective prior to the COVID-19 shut down.</p> <p>ROA = (Ending Performance on 3/11/20 – Beginning Performance on 1/15/20) ÷ Number of weeks of instruction (8)</p> <p><math>0.50 - 0.30 \div 8 = 2.5\% \text{ ROA}</math></p>
<b>ESY 2020 Data</b>	<p>Was ESY recommended on the current IEP? <b>Yes</b></p> <p>Did the student attend? <b>No</b></p> <p>Data: <b>N/A</b></p>
<b>Revised IEP Goal for Virtual Environment</b>	<p>Elisha will count out money up to \$20 with mixed bills on 3 out of 5 opportunities measured monthly.</p> <p>Objective 1: Elisha will receptively identify a dollar amount up to \$20 given mixed bills from a field of 4 choices, on 3 out of 5 trials measured monthly</p> <p>Objective 2: Elisha will count out money up to \$20 with bills of the same denomination, on 3 out of 5 trials measured monthly</p>
<b>Regression: Data Collection Return to School 1-3 Weeks</b>	<p>Data: 9/25/20</p> <p>Elisha was able to</p> <ul style="list-style-type: none"> <li>-Count out money up to \$20 with mixed bills on 1 out of 5 monthly trials</li> <li>-Receptively identify a dollar amount up to \$20 given mixed bills on 1 out of 5 monthly trials</li> <li>-Count out money up to \$20 with bills of the same denomination on 2 out of 5 monthly trials</li> </ul>
<b>Recoupment: Data Collection Return to School 7-9+ Weeks</b>	<p>Data: 11/13/20</p> <p><b>Attendance:</b> Attendance significantly improved upon return to instruction in Quarter 1, with Elisha attending 20 out of 23 synchronous sessions and participating with parental support</p> <p>Current progress data shows that Elisha is able to</p> <ul style="list-style-type: none"> <li>-Count out money up to \$20 with mixed bills on 1 out of 5 monthly trials</li> <li>-Receptively identify a dollar amount up to \$20 given mixed bills on 2 out of 5 monthly trials</li> <li>-Count out money up to \$20 with bills of the same denomination on 2 out of 5 monthly trials</li> </ul>
<b><u>Rate of Acquisition (ROA)</u></b>	<p>ROA = (Ending Performance on 11/13/20 – Beginning Performance on 9/25/20)</p>



## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

	$\div$ Number of weeks of instruction (7) $0.33 - 0.26 \div 7 = 1\%$ ROA ( <a href="#">spreadsheet used to calculate the data</a> )
Does the student require additional considerations	Yes or no? <u>Yes</u> Specify Rationale: Elisha is currently performing at a lower rate of acquisition than she was prior to the school shutdown in March. Had she continued at her previous ROA (2.5%) she would have achieved 66% mastery in counting out money with mixed bills by her next annual IEP. At her current ROA (1%) she will achieve 42% mastery by 1/15/21.

### SAMPLE - Preschool Autism (PAC)

IEP Goals/Skill	Sam will receptively identify 50 objects and 10 actions in 4 out of 5 opportunities measured over a 2 week period.
3 <sup>rd</sup> Quarter Progress Data Spring 2020	Data: This IEP goal started on 1/10/2020. Data on 1/15/2020 indicated that Sam was able to receptively identify 0 objects and 0 actions. By 3/11/2020, data demonstrated that Sam was able to receptively identify 10 objects (cup, car, bubbles, ball, iPad, blocks, spoon, truck, plane, shoe) and 1 action (open, in vivo) in 4 out of 5 opportunities measured over a 2-week period for the 3rd quarter progress report.
4 <sup>th</sup> Quarter Attendance	Did the student attend virtual instruction? No. Parents did not access parent coaching. If no, is the reason known? Parents were not able to attend parent coaching due to work.
Rate of Acquisition for Spring 2020	$ROA = (\text{Ending Performance on } 3/11/20 - \text{Beginning Performance on } 1/15/20) \div$ $\text{Number of weeks of instruction (8)}$ $(0.80 - 0) \div 8 \text{ weeks} = 100\% \text{ on } 11/60 \text{ objects and actions}$ Total for overall goal: $0.18 \div 8 \text{ weeks} = 2.25\% \text{ for the total goal of } 50 \text{ objects and } 10 \text{ actions}$
ESY 2020 Data	Was ESY recommended on the current IEP? No. Summer services were accessed through the PAC program. Did the student attend? Yes. Data: During summer services, Sam was able to come for 15/20 morning meetings and 15/20 small group sessions. Parents did not access parent coaching sessions.
Rate of Acquisition for ESY 2020	Sam was able to identify 8 new objects (pool, shirt, mask, bowl, tent, dog (stuffed animal), book, sand) and 1 action (blow) measured in 4 out of 5 opportunities over the 4 week period. This meant he was able to identify a total of 18 objects and 2 actions.
Revised IEP Goal for Virtual Environment	IEP goals were reviewed in March. The same goals were proposed since summer services were included in yearly services.
Regression: Data Collection Return to School 1-3 Weeks	Data: 09/25/2020 - The data indicated that Sam was able to receptively identify 10 new objects and 1 action in the month of September. This was a decrease of 8 objects and 1 action from prior data.

## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

<b>Recoupment: Data Collection Return to School 7-9+ Weeks</b>	Data: 11/1/2020 Data indicated that Sam was able to receptively identify 18 new objects and 2 actions for the quarter. The rate of acquisition increased from 10 objects on 9/2020 and 1 action (for a total of 11 objects or actions) to 18 objects and 2 actions (for a total of 20 objects or actions).
<b><u>Rate of Acquisition (ROA)</u></b>	ROA = (Ending Performance on 11/13/20 – Beginning Performance on 9/25/20) ÷ Number of weeks of instruction (7) (0.33 - 0.18) ÷ 7 weeks = 2.14% rate of progress
<b>Does the student require additional considerations</b>	Yes or no? <u>Yes</u> Specify Rationale: The rate of progress decreased slightly from 2.25% to 2.14%. The team considered recovery services for a short period of time.

### SAMPLE - Enhanced Autism Class (EAC)

<b>IEP Goals/Skill</b>	When provided with pictures or written words, July will identify the first sound (of words or pictures) for at least 4 different items (about 80 different words per year) on 8 out of 10 probes across a two-week period.
<b>3<sup>rd</sup> Quarter Progress Data Spring 2020</b>	Data For 3 <sup>rd</sup> Quarter over a 2 week period: Ball: 5/10            50% Bed: 6/10            60% Blocks: 5/10        50% Books: 5/10        50% Man: 4/10            50% Marbles: 4/10       50% Monkey: 7/10       70% Mouse: 5/10        50% Sand: 5/10          50% Scissors: 6/10      60% Socks: 4/10        40% Sun: 5/10           50% The student has mastered 0/60 words.
<b>4<sup>th</sup> Quarter Attendance</b>	Did the student attend virtual instruction? The student was able to attend 10 sessions. If no, is the reason known? The student attended when the parent's work schedule allowed them to assist the student to maintain attention and compliance.
<b>Rate of Acquisition for Spring 2020</b>	0 beginning sounds mastered
<b>ESY 2020 Data</b>	Was ESY recommended on the current IEP? <u>Yes</u> Did the student attend? <u>Yes</u> Data: July had a difficult time transitioning into ESY due to behavior. The data at the end of the four weeks was: Ball: 3/10 Bed: 4/10 Books: 3/10 Monkey: 5/10 Again, 0 beginning sounds were mastered.



# SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

Rate of Acquisition for ESY 2020	0
Revised IEP Goal for Virtual Environment	When provided with pictures or written words, July will identify the first sound (of words or pictures) for at least 5 different items on 8 out of 10 probes across a four-week period.
Regression: Data Collection Return to School 1-3 Weeks	Data: Ball: 6/10 Bed: 3/10 Blocks: 3/10 Books: 3/10 Man: 1/10 Marbles: 5/10 Monkey: 4/10 Mouse: 3/10 Sand: 2/10 Scissors: 1/10 Socks: 2/10 Sun: 1/10
Recoupment: Data Collection Return to School 7-9+ Weeks	Data: Ball: 8/10 Bed: 5/10 Blocks: 7/10 Books: 4/10 Man: 3/10 Marbles: 5/10 Monkey: 2/10 Mouse: 3/10 Sand: 5/10 Scissors: 3/10 Socks: 5/10 Sun: 4/10
<u>Rate of Acquisition (ROA)</u>	ROA = (Ending Performance on 11/13/20 – Beginning Performance on 9/25/20) ÷ Number of weeks of instruction (7) (0.01 - 0) ÷ 7 weeks = 0.14% rate of progress
Does the student require additional considerations	Yes or no? <u>Yes</u> Specify Rationale: <u>Very slow rate of progress overall. Consider meeting to revise the IEP goal.</u>

**Note:** Additional resource for attendance and participation, if needed.

# SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

## Attendance and Participation Considerations for Recovery Services

Student: \_\_\_\_\_ ID: \_\_\_\_\_ Date: \_\_\_\_\_

Include information regarding participation/attendance for each area of need (IEP goal) for the student.

Attendance and Participation	3 <sup>rd</sup> Quarter Progress Data Spring 2020	4 <sup>th</sup> Quarter Progress Data Spring 2020 Distance Learning	ESY 2020 Data, if appropriate	Data Collection Return to School 1st Quarter	Data Collection Return to School 2nd Quarter
<b>Attendance</b>	<p><b>Math Goal:</b> Ex: Student attended 1 hour of math instruction each day</p> <p><b>Reading Goal:</b> Ex: Student attended all synchronous science lessons</p>				
<b>Participation</b>	<p><b>Math Goal:</b> Ex: Student completed 1 of 5 assignments/activities in math.</p> <p><b>Reading Goal:</b> Ex: Student did not participate in any asynchronous lessons</p>				



## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

### Recovery Services: Sample IEP Goal and Recovery Plans

#### Adapted Curriculum

CURRENT IEP GOAL	RECOVERY PLAN
<p>Elementary: Given a field of three, Jacob will match common objects, numbers (0-9), and words 4 out of 5 opportunities within a two-week period.</p> <p>Objective 1: Given a field of three, Jacob will match 5 common objects 4 out of 5 opportunities within a two-week period.</p> <p>Objective 2: Given a field of three, Jacob will match numbers (0-9) on 4 out of 5 opportunities within a two-week period.</p> <p>Objective 3: Given a field of three, Jacob will match 3 words 4 out of 5 opportunities within a two-week period.</p>	<p>Pre-COVID-19 data indicated that Jacob was able to match 3 common objects, 4 numbers (1, 2, 5, and 6), and one word on 3 out of 5 opportunities, achieving a score of 3 on his 11/20 progress report. Current data indicates that, while he has made some progress and now matches 4 common objects, he is still currently only matching 4 numbers and one word, maintaining a score of 3. The team agrees that given his rate of progress prior to school closure in March 2020, Jacob likely would have progressed further on this goal. Over the course of 6 weeks, beginning the week of 1/4/21 and ending on 2/12/21, the special education team will provide one 30-minute session per week to support progress toward this goal. The school team and parent(s) will work together to schedule after school times to provide the services.</p>
<p>Secondary: Elisha will count out money up to \$20 with mixed bills on 4 out of 5 trials measured monthly.</p> <p>Objective 1: Elisha will receptively identify a dollar amount up to \$20 given bills of the same denomination (ex., all \$5 bills) from a field of 4 choices, on 4 out of 5 trials measured monthly.</p> <p>Objective 2: Elisha will receptively identify a dollar amount up to \$20 given mixed bills from a field of 4 choices, on 4 out of 5 trials measured monthly.</p> <p>Objective 3: Elisha will count out money up to \$20 with bills of the same denomination, on 4 out of 5 trials measured monthly.</p>	<p>Elisha's progress towards her math goal has not returned to pre-COVID rate. Current progress data shows that Elisha is able to count out money up to \$20 with mixed bills on 1 out of 5 monthly trials, receptively identify a dollar amount up to \$20 given mixed bills on 2 out of 5 monthly trials, and count out money up to \$20 with bills of the same denomination on 2 out of 5 monthly trials. Based on her current rate of acquisition she is not making the level of progress needed to master her math goal and objectives by her annual IEP. The special education team will conduct one 30-minute session per week for a 9 week period of time, to be provided during the school day, beginning on 12/1/20 and ending on 2/2/21.</p>



## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

### Early Childhood Class Based (ECCB)

ECCB CURRENT IEP GOAL	ECCB RECOVERY PLAN
<p>Communication - Myles will use at least 2-4 words, including prepositions (on, under, beside, in, behind) on 3 of 4 observed opportunities during the quarter.</p>	<p>Myles' use of 2-4 words including prepositions, has not returned to pre-COVID-19 frequency. Pre-COVID-19 data indicated that Myles would use "on" and "under" in 50% of observed opportunities. Current data indicates that, while he has made some progress and now uses "on", "under", and "behind", he is currently only using "in" in 35% of observed opportunities. Over the next 6 weeks, with his family, Myles will be provided one individual 20-minute virtual session each week to be scheduled during the school day from February 8, 2021 through March 19, 2021.</p>

### General Curriculum

CURRENT IEP GOAL	RECOVERY PLAN
<p>Elementary: Carl will add and subtract, with regrouping, two numbers each 999 or less with at least 80% accuracy on 4 out of 5 opportunities measured quarterly.</p>	<p>Prior to the COVID closure, Carl was able to solve adding and subtracting problems, with regrouping, containing two whole numbers each 999 or less with 20% accuracy on 4 out of 5 samples. At the end of the first quarter and with remediation, Carl is able to solve adding and subtracting problems, with regrouping, at 15% accuracy, a decrease of 5%. Based on his 2.5% rate of acquisition over a seven week instructional period, Carl is not making the expected progress in order to master his annual math IEP goal. Based on his current rate, Carl will only be able to solve addition and subtraction problems, with regrouping, at 62.5% accuracy by April 20, 2021. Carl will receive recovery services for 30 minutes each week for 9 weeks from January 4, 2020 through March 5, 2021 during the intervention period.</p>
<p>Secondary: Jill will answer literal and inferential comprehension questions including vocabulary from the text after reading a text at her instructional level scoring at least 75% on 1 sample monthly.</p>	<p>During the recoupment period, Jill's performance when answering literal and inferential comprehension questions continues to remain at 70%. Based on seven weeks of data collection, her rate of acquisition is 0% for answering literal comprehension questions, Jill is not making the expected progress in order to meet her annual goal. Jill will receive 30 additional minutes of reading instruction 2 times a week beginning November 30, 2020 through February 19, 2021 after school.</p>



## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

### Physical & Occupational Therapy

CURRENT IEP GOAL	RECOVERY PLAN
<p>Hand Use: With needed adaptations, and accommodations, Sonia will demonstrate improved participation in curricular activities by accessing materials (play dough, shaving cream, crayons, paints etc.) and activating toys/technology/communication devices for at least 2-4 minutes on 3 out of 4 quarterly opportunities.</p>	<p>Sonia's participation in hand use activities has not returned to pre-COVID-19 duration (1 minute). The current data indicates that, while she has made some progress, she is currently only interacting for 30 seconds. Over the next 4.5 weeks, November 16, 2020 through December 18, 2020, Sonia will participate in 15 additional minutes of occupational therapy per week to be scheduled during classroom activities.</p>
<p>Material Use: Merrell will use two hands together, demonstrating a stabilizing and lead hand to complete fine motor tasks using a variety of novel and familiar preschool materials (playdough, water, blocks, puzzles, and writing implements) for 4 out of 5 opportunities measured quarterly.</p>	<p>Regarding Merrell's participation in activities that involve using two hands together (e.g., playdough, blocks, puzzles, paper/pencil), his progress has been maintained at a score of 3 (Progress Reports from February 2020 to November 2020); consistently using both hands to successfully complete activities 2-3 out of 5 opportunities. However, the team agrees that given his previous rate of progress (prior to school closure), he would likely have made more progress, consistently completing activities using both hands. Over the next 3 months (December 1, 2020-March 1, 2020) and during classroom activities, Merrell will receive a total of an additional 3 hours of OT to support progress toward this goal.</p>
<p>Mobility: Francisco will walk up/down available school stairs (ex. bus, playground, outdoor) with one hand on the railing and no more than intermittent minimal adult support on 3 out of 4 progress observations per quarter.</p>	<p>Due to the COVID-19 pandemic restrictions, FCPS began the 2020-2021 school year virtually. Francisco participates in virtual learning and is remaining virtual for the remainder of the school year. He does not have stairs/steps in his home environment and this goal could not be addressed during virtual learning. The IEP team discussed recovery services. The team is in agreement that recovery services to address his IEP goal/objectives of Mobility are not warranted, at this time, given his current setting of virtual learning. The team is in agreement that recovery services to address his IEP goal/objectives of Mobility will be revisited when Francisco returns to in-person learning.</p>



## SUPPLEMENTAL DOCUMENT FOR RECOVERY SERVICES

### Speech-Language

CURRENT IEP GOAL	RECOVERY PLAN
<p>Articulation: Karen will produce initial /r/ at the sentence level with 80% accuracy measured quarterly.</p>	<p>Karen's production of the initial /r/ at the sentence level has not returned to pre-COVID-19 accuracy (55% accuracy at sentence level) and current data indicates that, while she has made some progress, she is currently only producing /r/ at the sentence level with 45% accuracy. Over 4 months (November 30, 2020 - April 1, 2021), she will participate in one additional hour of virtual speech-language services per month in a special education setting during the school day.</p>
<p>Expressive Language: Following no more than two prompts (visual or verbal), Lara will use expanded utterances of 4-6 words to request or protest (ex. I want..., I don't like...) in at least 75% of targeted opportunities per session as measured quarterly.</p>	<p>Lara's ability to protest or request using 4-6 word utterances has not returned to pre-COVID-19 accuracy (range: 3 words with 50% accuracy to 3 words with 75% accuracy) and current data indicates that, while she has made some progress, she is currently only using 3 words with a range of 40% to 50% accuracy. During the third quarter (January 26, 2021 - March 26, 2021), she will participate in 20 additional minutes of face to face speech-language services 3 times per month to be scheduled in the special education classroom during the school day.</p>
<p>Expressive Language: When given no more than 2 visual prompts, Jovon will identify and express correct subjective, objective and possessive pronouns with 80% accuracy on 4 out of 5 trials with progress measured quarterly.</p>	<p>Jovon's ability to express correct subjective, objective and possessive pronouns has not returned to pre-COVID-19 accuracy (60% accuracy) and current data indicates that, while he has made some progress and is identifying subjective, objective and possessive pronouns with 85% accuracy, he is currently only expressing correct subjective, objective and possessive pronouns with 40% accuracy. Over a 5-week period (November 16, 2020 - December 18, 2020), he will participate in 30 additional minutes of virtual speech-language services per week to be scheduled during classroom activities.</p>