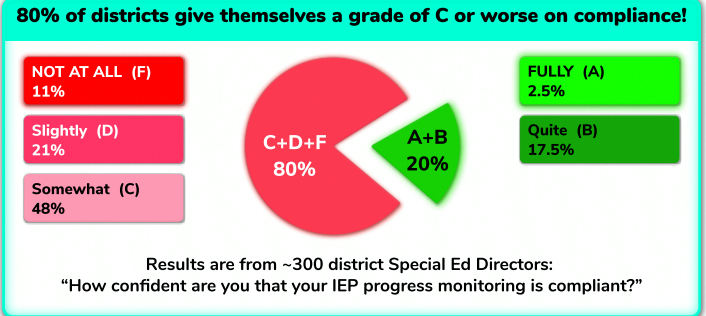


### 80% of Administrators of Special Education Give Themselves a Grade of “C” or Worse on IEP Progress Monitoring Compliance

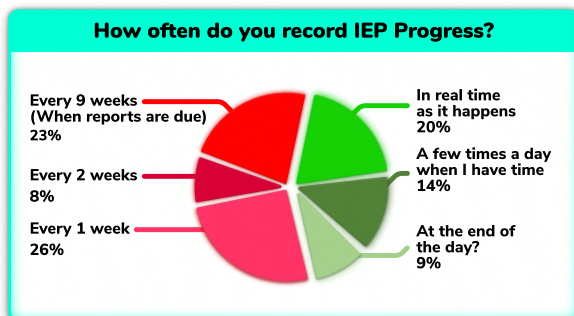
November 8, 2022 – IEP Solutions released the results of its recent survey of administrators of special education in the United States, and the results are stark. 1 in 10 administrators reported they were “Not at all confident” that their district is compliant with IEP progress monitoring laws. A further 20% were only “Slightly confident”, and 48% “Somewhat confident”.



In the survey, conducted during August and September 2022, we asked administrators of special education to rate “how confident” they were in their district’s IEP progress monitoring compliance on a standard 5-point Likert scale (Fully, Quite, Somewhat, Slightly, Not at All). We received 292 valid responses from current “Directors of Special Education” or variants (e.g., “Director of Student Services”), from 46 US states.

Only seven out of 292 (2.4%) responded that they were “Fully” confident, and 17.5% responded who were “Quite” confident. This leaves ~80% who were only “Somewhat” confident (equivalent of a C grade), or less.

### More than Half of Teachers of Special Education are Non-Compliant with the Endrew F. Supreme Court Decision



As it turns out, administrators’ lack of confidence is well founded. In a related study, we asked teachers of special education how often they record IEP progress for their students on IEPs. Of 133 valid responses received from current classroom special educators in 33 US states, nearly one in four responded that they don’t record IEP progress at all, and instead fill in IEP reports from memory when the reports are due. A further 34% record progress on a bi-weekly or weekly basis. Only 44% reported that they record IEP progress every day.

The fact that over half of teachers of special education don’t conduct “meaningful progress monitoring” in line with the Endrew F. Supreme Court Decision should be a wake-up call to administrators. It is difficult at best for any teacher to remember accurate details about each student’s progress toward each one of their IEP goals even at the end of each week, but more troubling are the teachers who try to record data for an entire reporting period solely from memory. What would happen if a parent asked to see records of their child’s IEP progress monitoring?

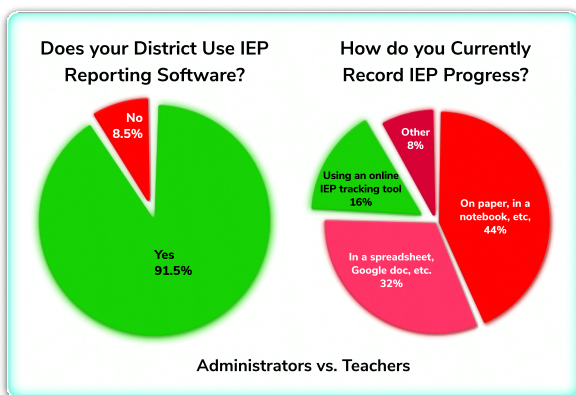
## Most Districts have “IEP Software”—Why is Compliance Still So Low?

Over the past 15 years, school districts in the United States have invested billions of dollars into implementing “IEP Software” tools such as EasyIEP, EdPlan, Frontline, SameGoal, Goalbook, Spedtrack, PowerSchool Special Programs and others. In addition, states have invested millions of dollars in developing their own proprietary reporting systems such as SEIS, ECATS, GO-IEP, SEAS, I-STAR and SEEDS. In fact, every state in the country except for two has such a system. So why is compliance still so low?

To understand the reason, let’s look at what is involved in maintaining compliance across the entire IEP process:



It is easy to see from the above that **data collection** is the most time-consuming and involved part of the IEP process, yet none of the most popular “IEP Software” tools handles real-time data collection at all. They are designed to ensure that IEPs are written properly to be compliant, and that reports are compliant, but what about the data that goes into those reports? What about the daily plight of the teachers who log the data?



The disconnect is evident in the graphs to the left. While 91.5% of administrators of special education report that their districts use IEP software, only 16% of teachers report using IEP software to record progress data. Most “IEP Software” tools have clunky, outdated, and hard-to-navigate user interfaces requiring multiple menus and clicks just to reach the “form” where data can be recorded. This process must be repeated for every goal, for every student. It’s simply not possible to use these tools to collect data in real time in the classroom.

Teachers are left to do it themselves, on paper or using Google sheets, or, as we have seen, sometimes not at all.

## Districts Need a Real-Time IEP Progress Monitoring Tool in addition to IEP Authoring & Reporting Tools

The only way to ensure compliance with the Endrew F. Supreme Court Decision’s “meaningful progress monitoring” requirement is to provide teachers with a tool designed specifically for quick, easy data collection in the classroom, in real time, as it happens. The tool must have an intuitive, easy-to-navigate user interface where teachers can see all of their students and goals on a single screen, and can record progress with just a click or two. Such a tool would make it practical for teachers to do compliant progress monitoring.

The only tool currently available that meets all of these requirements is fastIEP. For more information, please visit <https://fastIEP.com/CASE>.