



MAINE DEPARTMENT  
OF EDUCATION

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# Office Hours: Data Collection and Analysis

**Presented by: Office of Special Services & Inclusive Education  
Supervision, Monitoring, and Support Team**





- 1. Introductions**
- 2. What is data?**
- 3. Why do I need to collect data?**
- 4. Defining Behaviors and Skills**
- 5. Collecting and Analyzing Data**

# Meet The Team



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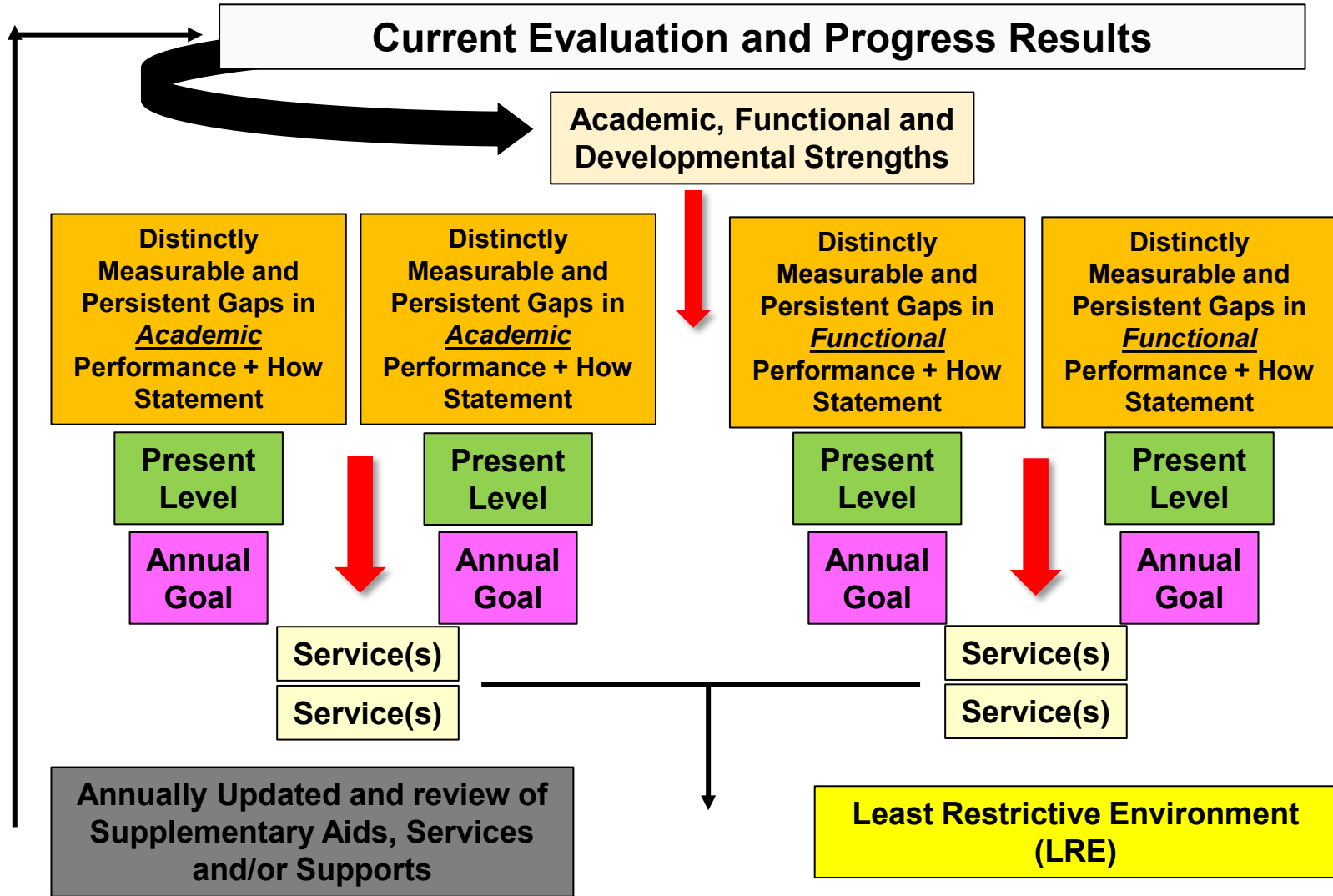


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# Individualized Education Plan IEP Alignment





What is data?

Height

Screentime

Calories

Miles

MPH

SNOW

Age

Blood Pressure

Timecard

*Cellphone  
Minutes*

Steps

Temperature

Rainfall

Gas Gauge

Heart Rate

Electricity  
Usage

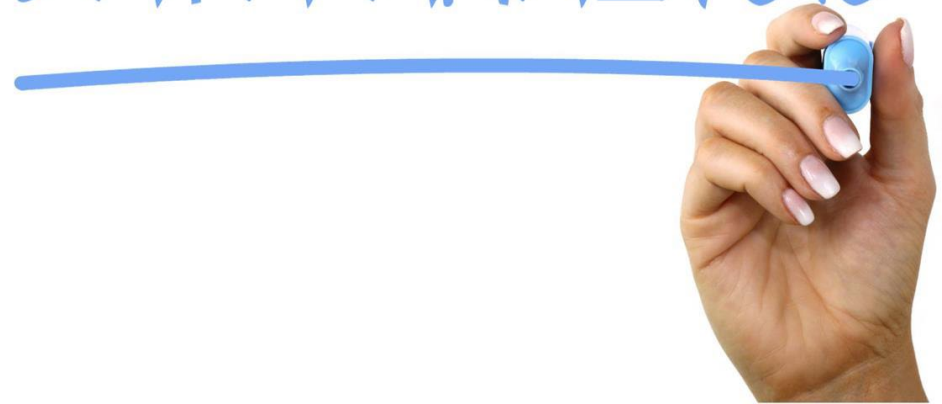
## General Education Data:

- Grades
- Work Products
- Test/Project Scores
- Curriculum/Assessment Scores
- MTSS
- State and Local Assessments

## Special Education Data:

- General Education Data plus:
  - Evaluation Data
  - Baseline and Goal Measurement
  - Progress Monitoring

# DATA ANALYSIS



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Why do I need to collect  
and analyze data?



# ***Andrew F. v. Douglas County School District***

“...a school must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.”

The “reasonably calculated” standard recognizes that developing an appropriate IEP requires a prospective judgment by the IEP Team.

The Supreme Court emphasized the requirement that *“every child should have the chance to meet challenging objectives.”*

<https://sites.ed.gov/idea/idea-files/qa-andrew-f-v-douglas-county-school-district-case-qa/>

# Use of Data

## Data should be used to:

- ✓ assist in program effectiveness
- ✓ determining the need for change



# A note from recent case law: Beer v. USD 512 Shawnee Mission

The court identified various defects in the IEP, including outdated data and vague language, and implementation failures that resulted in substantive losses to the child and the parents.

Source:

<https://perryzirkel.com/2023/04/04/april-2023-legal-update/>



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# Defining Behaviors and Skills

# How would you measure?

- Safe body
- Is kind to others
- Follows rules
- Participate in group activities

# What does an operational definition look like?

## Participate in group activities

- Sit in cube chair
- Access to fidgets
- Can request break after 5 minutes (timer in view)

## Participate in group activities

- Sit on floor with peers
- Raise hand and wait to be called on before speaking out

## Participate in group activities

- Sit with peer group
- Request help to understand/complete assigned portion of group project

# What does an operational definition look like?

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- Sit in cube chair
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## Participate in group activities

- Sit on floor with peers
- Raise hand and wait to be called on before speaking out

## Participate in group activities

- Sit with peer group
- Request help to understand/complete assigned portion of group project

**Measure the skill  
you are teaching**





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# Collecting and Analyzing Data

2. *Mr. Berry's second proof.* This is expressed by the equations

$$\begin{aligned}\int_0^{\infty} \frac{\sin x}{x} dx &= \frac{1}{2} \int_{-\infty}^{\infty} \frac{\sin x}{x} dx = \frac{1}{2} \sum_{i=-\infty}^{\infty} \int_{i\pi}^{(i+1)\pi} \frac{\sin x}{x} dx \\ &= \frac{1}{2} \sum_{-\infty}^{\infty} (-1)^i \int_0^{\pi} \frac{\sin x}{x - i\pi} dx = \frac{1}{2} \int_0^{\pi} \sin x \sum_{-\infty}^{\infty} \frac{(-1)^i}{x + i\pi} dx \\ &= \frac{1}{2} \int_0^{\pi} \sin x \operatorname{cosec} x dx = \frac{1}{2} \pi.\end{aligned}$$

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Data sheets will only be used with fidelity if they make sense to the person collecting data.

# Data Sheets can be simple!

Single Digit Addition (score + or -)


% correct (number of + / total opportunities) \_\_\_\_\_

6 piece puzzle (score each piece + or -)

--	--	--	--	--	--

\_\_\_\_\_/6 correct, % correct \_\_\_\_\_

Request break

+ if student independently requests break

P if student requests a break with adult prompting

- if student exhibits interfering behaviors (elope, aggression) instead of requesting break


% independence (number of + / total opportunities) \_\_\_\_\_

# Collecting Data

C. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **academic performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

- **Reading fluency**
- **Vocabulary**

**These skill gaps affect Stanley's ability to read and understand grade level texts.**

---

**Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):**

**Stanley reads 50 words correct per minute using a 5<sup>th</sup> grade passage.**

**Measurable Goal (MUSER IX.3.A.(1)(b) & (c))**

By date, given service, child's name will skill as measured by evidence.

**By December 2024, given Specially Designed Instruction, Stanley will read 95 words correct per minute using a 5<sup>th</sup> grade passage as measured by weekly data collection.**

---

**Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):**

**Stanley can identify grade level science terms with 15% accuracy.**

**Measurable Goal (MUSER IX.3.A.(1)(b) & (c))**

By date, given service, child's name will skill as measured by evidence.

**By December 2024, given Specially Designed Instruction, Stanley will identify grade level science terms with 50% accuracy over 3 consecutive presentations as measured by daily data collection.**

**Stanley**

**Vocabulary Goal:** identify grade level science terms with 50% accuracy over 3 consecutive presentations.

Term	Date: 3/5	Date: 3/8	Date: 3/9	Date: 3/11	Date: 3/12
	(+/-)	(+/-)	(+/-)	(+/-)	(+/-)
Planet	+	-	+	+	+
Asteroid	+	-	+	+	+
Meteor	-	+	-	-	+
Star	+	+	+		
Moon	-	-	+	+	+
Atmosphere	-	-	-	+	-

**Reading Fluency Goal:** read 95 words correct per minute using a 5<sup>th</sup> grade passage

Date	Assessment Tool	Passage Level	WCPM
3/5/24	DIBELS	5 <sup>TH</sup> Grade	48
3/12/24	DIBELS	5 <sup>TH</sup> Grade	50
3/19/24	DIBELS	5 <sup>TH</sup> Grade	50
3/26/24	DIBELS	5 <sup>TH</sup> Grade	50
4/2/24	DIBELS	5 <sup>TH</sup> Grade	50
4/9/24	DIBELS	5 <sup>TH</sup> Grade	50



# What do I do when I see the student isn't progressing?

1. Form hypothesis based on knowledge of child and past observations.
2. Spend time working with the student and collecting data.
3. Look for patterns.
  - Do I need a different curriculum?
  - What if I tried the lesson with different materials?
  - Can I do the math lesson in the morning instead of after lunch?

# Analyzing Data

**Reading Fluency Goal:** read 95 words correct per minute using a 5<sup>th</sup> grade passage

Date	Assessment Tool	Passage Level	WCPM
3/5/24	DIBELS	5 <sup>TH</sup> Grade	48
3/12/24	DIBELS	5 <sup>TH</sup> Grade	50
3/19/24	DIBELS	5 <sup>TH</sup> Grade	50
3/26/24	DIBELS	5 <sup>TH</sup> Grade	50
4/2/24	DIBELS	5 <sup>TH</sup> Grade	50
4/9/24	DIBELS	5 <sup>TH</sup> Grade	50
<b>Changed to ABC Reading Program for Fluency</b>			
4/16/24	DIBELS	5 <sup>TH</sup> Grade	50
4/23/24	DIBELS	5 <sup>TH</sup> Grade	50
4/30/24	DIBELS	5 <sup>TH</sup> Grade	54
5/7/24	DIBELS	5 <sup>TH</sup> Grade	60
5/14/24	DIBELS	5 <sup>TH</sup> Grade	62

Keep track of programming changes and results.

# Analyzing Data

**Reading Fluency Goal:** read 95 words correct per minute using a 5<sup>th</sup> grade passage

Date	Assessment Tool	Passage Level	WCPM
3/5/24	DIBELS	5 <sup>TH</sup> Grade	48
3/12/24	DIBELS	5 <sup>TH</sup> Grade	50
3/19/24	DIBELS	5 <sup>TH</sup> Grade	50
3/26/24	DIBELS	5 <sup>TH</sup> Grade	50
4/2/24	DIBELS	5 <sup>TH</sup> Grade	50
4/9/24	DIBELS	5 <sup>TH</sup> Grade	50
<b>Changed to ABC Reading Program for Fluency</b>			
4/16/24	DIBELS	5 <sup>TH</sup> Grade	50
4/23/24	DIBELS	5 <sup>TH</sup> Grade	50
4/30/24	DIBELS	5 <sup>TH</sup> Grade	54
5/7/24	DIBELS	5 <sup>TH</sup> Grade	60
5/14/24	DIBELS	5 <sup>TH</sup> Grade	62

And how easy will progress reports be if you have data like this at your fingertips!



# Collecting Data

D. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **functional performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

- **Following a prepared checklist**

**This skill gap affects Stanley's ability to complete his work.**

**Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):**

**Stanley can follow a prepared checklist through completion of task in 25% of opportunities.**

**Measurable Goal (MUSER IX.3.A.(1)(b) & (c))**

By date, given service, child's name will skill as measured by evidence.

**By December 2024, given Specially Designed Instruction and a prepared checklist, Stanley will follow a prepared checklist through completion of task in 50% of opportunities.**

Stanley

Access prepared checklist

<b>Date</b>	<b>Class/Assignment</b>	<b>Reference Checklist (+/-)</b>
Mar 13	Writing prompt - rough draft only	+
Mar 13	Math game	-
Mar 15	Science lab report	-
Mar 16	Math worksheet	<u>na</u>
Mar 23	History paragraph	-
Mar 23	Writing prompt - final draft	+

# Recap

- The data sheet must make sense to the person collecting data.
- Look at your data often. It will tell you when a student is not making progress.
- If a student isn't making progress, you need to change something. You may have to try several changes before you find the right one for that student.
- Data analysis drives programming!



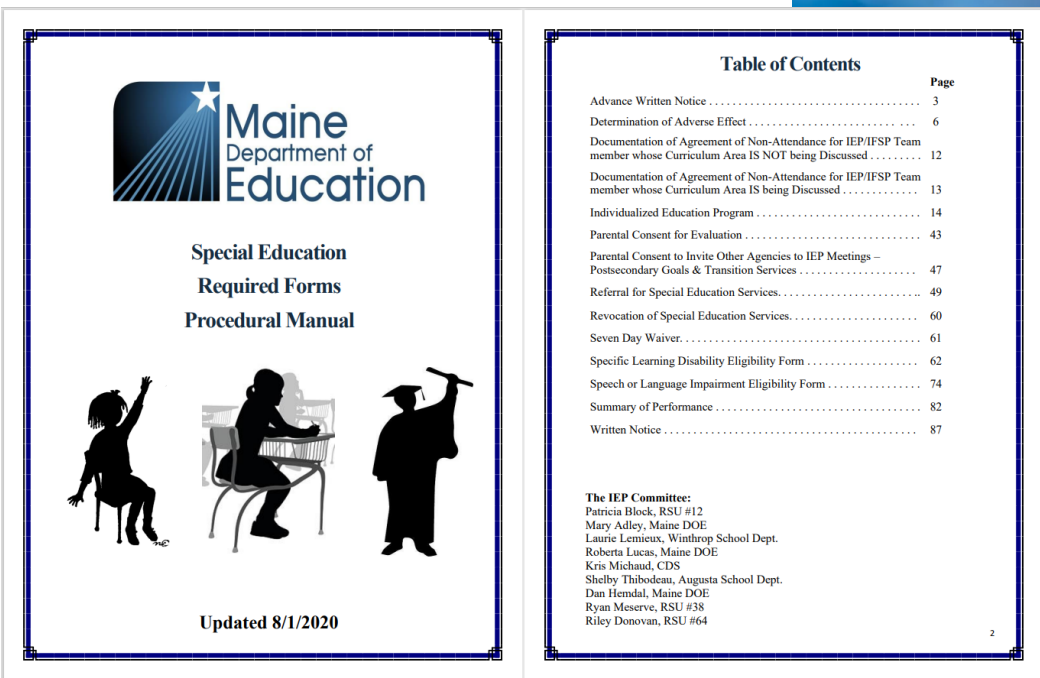
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# Resources



# Resources

## Procedural Manual



**Maine Department of Education**

**Special Education  
Required Forms  
Procedural Manual**

Updated 8/1/2020

**The IEP Committee:**  
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# Resources

## Maine Unified Special Education Regulations (MUSER)



05-071 Chapter 101

**Maine Unified Special Education Regulation  
Birth to Age Twenty**

**Effective Date:**

**August 25, 2017**

# Resources

## 2023-24 Cohort IEP Quick Reference Document

### 2023-2024 Cohort – Tips and Tricks for Writing a Compliant IEP

[For more information, click here for the Special Education Required Forms Procedural Manual](#)

<u>Finding</u>	<u>Location</u>	<u>MUSER Citation</u>	<u>Criteria</u>
RAE1	Section 4A	Results of initial or most recent evaluations of the child.  34 CFR 300.324(a)(1)(iii) MUSER IX.3.C(1)(c)	<ul style="list-style-type: none"> <li>- Include evaluations that support the eligibility discussion</li> <li>- Include evaluation name</li> <li>- All evaluations must be dated</li> </ul>
AFS1	Section 4B	Academic, Functional, and/or Developmental strengths of the child  34 CFR 300.324(a)(1)(i) MUSER IX.3.C(1)(a)	<ul style="list-style-type: none"> <li>- Based on observations</li> <li>- Include areas of strength and relative strengths</li> <li>- NOT a restatement of evaluations</li> </ul>
APG2	Section 4C	Academic needs (distinctly measurable and persistent skill gap) of the child.  34 CFR 300.324(a)(1)(iv) MUSER IX.3.C(1)(d)	<ul style="list-style-type: none"> <li>- Academic</li> <li>- Distinctly Measurable and Persistent Skill Gaps</li> <li>- Best documented in a bulleted list</li> <li>- Make sure to include specific skill deficits                             <ul style="list-style-type: none"> <li>- Fluency, Comprehension, etc. instead of Reading</li> </ul> </li> </ul>



# Professional Learning Feedback and Contact Hour Form.

**Feedback and Contact Hours**

Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!

\* Required

1  
Did the training content meet your expectations? \*

Yes  
 No

2  
Do you feel that your knowledge or skills have improved with this PD? \*

Use the link to complete the form on your computer  
**OR**  
Use the QR code to complete the form on your mobile device

<https://forms.office.com/g/by472QQLDJ>



**Feedback and Contact Hours**

Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!

\* Required

1  
Did the training content meet your expectations? \*

Yes  
 No

# Resources

**Professional Development Calendar –**

<https://www.maine.gov/doe/calendar>

**Link for Recordings and Power Points –**

<https://www.maine.gov/doe/learning/specialed/pl>

**Special Education Resources –**

<https://www.maine.gov/doe/learning/specialed/supervision>

**Special Education Laws and Regulations –**

<https://www.maine.gov/doe/learning/specialed/law>

**Special Education Forms and Reporting –**

<https://www.maine.gov/doe/learning/specialed/forms>



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# THANK YOU!

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