

# EDUCATIONAL BENEFIT REVIEW

PA Special Education Monitoring System  
School District/Charter School Training

Shatarupa Podder, Division Chief

# ▶ Educational Benefit Review

## Purpose

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

# Legal Basis

## Board of Education v. Rowley

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

## Andrew F. case

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

## 34 CFR Sec. 300.324

“Each public agency must ensure that the IEP Team

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

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## Review Process

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

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

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Educational benefit can be measured in a variety of ways, including, but not limited to the following:

- Achieving passing marks
- Advancing from grade to grade
- Making progress toward meeting annual goals
- Improving scores on statewide and district-wide Assessments

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## **Student Sample Parameters**

- 10 - 12 students' IEPs over 3 years
- All primary disability categories, if available are selected
- Elementary, Middle, and High School Students

## **Review Team Members may include**

- School administrator(s)
- Special Education Teacher
- General Education Teacher
- Individuals knowledgeable about the special education programs

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## How is Educational Benefit measured:

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

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## Chart IEP Information:

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

1. Present Levels of Performance
2. Needs/Concerns
3. Annual goals & Program modifications
4. Services/Placement
5. Progress
6. Was the IEP adjusted/revised?



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## EDUCATIONAL BENEFIT REVIEW WORKSHEET

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

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

Name of Student \_\_\_\_\_

LEA \_\_\_\_\_

Student's ID Number \_\_\_\_\_

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

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## Record IEP Information

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

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## EBR Chart

| Present Levels of Performance  | Needs/ Concerns   | Annual Goals/ Accommodations & Modifications | Services/ Placement  | Progress  | Was IEP Adjusted?   |
|--|---|--|--|---|---|
| <ul style="list-style-type: none"> <li>• Snapshot of student’s present levels</li> <li>• Brief Statement :               <ul style="list-style-type: none"> <li>▪ Academic</li> <li>▪ Functional</li> <li>▪ Vocational</li> <li>▪ Transition</li> </ul> </li> <li>• Test Scores</li> <li>• Grades</li> </ul> | <ul style="list-style-type: none"> <li>• Big items</li> </ul> |  | <ul style="list-style-type: none"> <li>• What services ae provided</li> <li>• Where is the student placed</li> </ul> | <ul style="list-style-type: none"> <li>• Did the student make progress</li> </ul> | <ul style="list-style-type: none"> <li>• YES or NO (reason required)</li> </ul> |

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## Analyze Relationships

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

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## Compare Prior Years

Consider why items are in an IEP one year and not the other two years.

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

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## Answer a set of ten questions for each student

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

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## Questions..... Continued

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

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## Questions..... Continued

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



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## Questions..... Continued

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

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## Questions..... Continued

9. Is this student provided with supplementary aids and services to support participation in extracurricular and non-academic activities if determined to be needed by the IEP team?
  
- 10. Based upon the review of Worksheets Year 1, 2 and 3 and questions # 1-9 above, the LEA has determined that the student has received educational benefit?**

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**Enter the information for each student into the FSA #23**

**Upload relevant documents to the CMCI website**

# EBR Process - Timelines

- Beginning of school year:
  - LEAs will receive a list of students for the EBR
  - Chairperson and LEA will collaborate to identify final list of students for the EBR process
- Review the CMCI Web System Training Video on the CMCI website.
- Complete the EBR process with relevant staff
- 30 days prior to the Week of Monitoring:
  - Upload EBR documents to CMCI website as part of FSA submission

# ▶ EBR – Post Monitoring Actions

## IF the LEA is cited as non-compliant on FSA 23

**Within 30 days** after date of the Monitoring Report, the LEA **must** convene IEP team meeting for students whose EBR reviews were non-compliant and

- Consider revising the IEP, and/or
- Determine need for compensatory education, if any.

Typically, the BSE Chair will inform you of FSA 23 non-compliance by the end of monitoring.

## ▶ Additional resources

- [Cyclical Monitoring And Special Education Programmatic Improvement: A Comprehensive Resource Guide For Educational Leaders](#)
- [Education Leader: Educational Benefit Review](#)

# ▶ Monitoring Resources – PA CMCI home page

<https://www.pdeims.com>

PA Office Of Elementary And Secondary Education, Integrated Monitoring System



Username:

Password:

Login

Monitoring Resources

### Information

If you are receiving email notifications from Leader Services, you have access to IMS. If this is the first time that you are logging in to IMS, click [here](#) to reset your user and password to meet the current specifications.

[Forgot Username/Password](#) [Contact Us](#) [Request a Login](#)



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