



ENGAGE

Special Education Foundations

Module 3



Module 3: Data Collection

- Service Tracker and Progress Reporting
- Quarterly Documentation: Accommodation Trackers, Raw Data Collection Sheets
- Incidents and Restraints

PRESENTED BY:

Northwest ISD
Department of Special
Education

Module overview



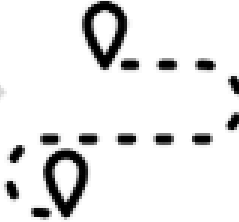

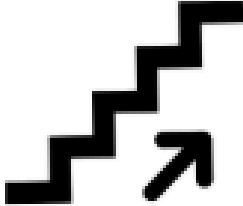

This session will cover essential practices for accurate and timely data collection, focusing on service logs, student progress reporting, and documentation of incidents and restraints. Participants will learn how to maintain compliance, track student outcomes, and support decision-making through effective recordkeeping. This session is ideal for special education staff and related service providers.

Learning Target

Today I will learn how to accurately document special education data, including service tracker, student progress, and incidents or restraints, **so that I can** ensure compliance, monitor student growth, and make informed instructional decisions. **I'll know that I have it when** I can complete service logs correctly, use progress data to adjust instruction, and document incidents following required procedures.

Norms

Northwest ISD
Professional Learning Expectations
A Culture of Learning

- P** PARTICIPATE POSITIVELY 
- L** LISTEN FOR AND SHARE DIFFERENT PERSPECTIVES WITH RESPECT 
- N** NAVIGATE LEARNING WITH A GROWTH MINDSET 
- I** IDENTIFY HOW YOU WILL APPLY THIS LEARNING TO YOUR WORK 
- S** SET GOALS AND PLAN NEXT STEPS 
- D** DEMONSTRATE PROFESSIONALISM 



Service Trackers

& *Progress Reports*



Document Reminders: what to include and what not to include

When documenting special education services, supports, and student progress, please ensure your entries are:

- **Professional in tone** – Use objective, respectful language that reflects a collaborative, student-centered approach.
 - **Concise and clear** – Keep descriptions brief, relevant, and easy to understand.
 - **Accurate and current** – Ensure all information reflects the most recent data and decisions.
 - **Parent-sensitive** – Avoid language that could be perceived as judgmental, dismissive, or alarming.
- **Transparent and pre-communicated** – Do not include information that may surprise a parent in writing. Any concerns or sensitive updates should be shared first through a phone call or in-person meeting.
 - **Free from jargon and acronyms** – Use clear language to ensure accessibility for all team members and families.
 - **Polished and professional** – Check for spelling, grammar, and formatting to maintain credibility and clarity.

PROGRESS REPORTS

what does
TEA say



Once the ARD committee has developed measurable annual goals (consisting of standards based and/or functional goals) based on a student's PLAAFP, the ARD committee must decide **how the LEA will measure the student's progress** and **how often the student's progress toward mastery of his/her goals will be reported throughout the year.**

Districts must report a student's progress toward mastery of all of his/her IEP goals. The ARD committee must note in the student's IEP when the LEA will provide the student's parents with periodic reports of the student's progress toward meeting his/her annual goals.

The reporting of progress toward IEP goals is **distinctly different** than the issuing of grades in the courses in which the student is enrolled.

Best practice dictates that teachers should report a student's progress in the **same manner in which the student's goals and associated objectives** (if applicable) are measured. TEA: Grading and Progress Monitoring for Students with Disabilities.

Talk at your table:

- a. look at each "maroon" phrases
- b. breakdown what this means

JUST WHEN YOU THINK YOU'VE GATHERED ENOUGH DOCUMENTATION...

Remember to ask: sometimes SpEd is confusing! An answer you just received for one student may not apply to another student or situation.

If ever you're unclear about documentation, always reach out to your mentor, team lead, instructional coach, coordinator; we're all here to support.

Taking data, gathering data and keeping data is a significant role in this your job so let us help.



*be like this guy
with documentation, of course* 😊

SERVICE TRACKERS AND PROGRESS REPORTING

resources

NISD GRADING
AND PROGRESS
MONITORING
GUIDEBOOK



TEA: GRADING
AND PROGRESS
MONITORING
FOR STUDENTS
WITH
DISABILITIES.



NISD
PROGRESS
REPORTING
GUIDANCE
DOC



SERVICE
TRACKERS
(ELEMENTARY)



GOOGLE DRIVE
PROGRESS
REPORTS
(ELEMENTARY)

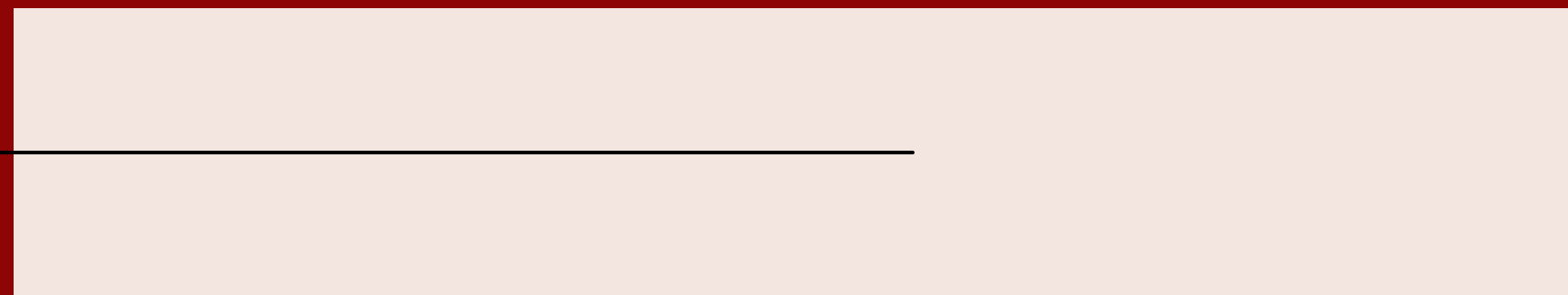


SERVICE
TRACKERS
(SECONDARY)



Additional Quarterly
Documentation:
Accommodation
Trackers, Raw Data
Collection Sheets

*...you know, all
the fun stuff*



resources

RAW DATA
COLLECTION
SHEETS AND
ACCOMMODATION
TRACKERS
(ELEMENTARY)



RAW DATA COLLECTION/
EXEMPLARS
(SECONDARY)



ACCOMMODATION
TRACKER
(SECONDARY)



RAW DATA
COLLECTION
EXEMPLARS





Documenting Incidents and Restraints

DOCUMENT
DOCUMENT
DOCUMENT



Restraints and Incident Guidebook



All restraints in NISD are to be in compliance with CPI (Crisis Prevention Institute). CPI training emphasizes that physical restraints should be used only as a last resort when a person poses an immediate threat of harm to themselves or others.

The training focuses on preventative strategies, verbal de-escalation techniques, and safe, non-harmful physical interventions, with the goal of minimizing the need for restraints. CPI also stresses the importance of risk assessment, evaluating the severity and likelihood of behaviors, and choosing the least restrictive intervention appropriate for the situation.

IT SHOULD BE NOTED THAT THIS TRAINING IS A SUMMARY OF THE GUIDANCE FROM THE TEA IEP TECHNICAL GUIDE AND NORTHWEST ISD

AS ALWAYS, IT IS BEST PRACTICE AND ALWAYS OUR RECOMMENDATION TO HAVE THIS DOCUMENT AS A “FAVORITE” IN YOUR COMPUTER AND TO REFER TO IT AS NEEDED

REMEMBER YOUR MENTOR, TEAM LEAD AND SPED ADMIN STAFF ARE AVAILABLE FOR QUESTIONS

resources

NISD MASTER GUIDEBOOK

NISD QUICK LINKS





WANT ATTENDANCE CREDIT?

To receive attendance credit for all sessions, you **must fill** out the feedback form after each session. You can get to the feedback form by using the tinyurl below or scanning the QR code. Please do so within 30 minutes of the session ending. You will receive a copy of your response, so you can make sure you did your survey and to check attendance. **Save this for your records!**

<https://tinyurl.com/ENGAGE26FB>

SCAN HERE >



*Thank
you!*

PLEASE CLICK THE ICON
BELOW AND FILL OUT THE
FROM TO ENSURE
COMPLETION OF THE
MODULE



[HTTPS://TINYURL.COM/NISDMOD3](https://tinyurl.com/nisdmod3)
