Recommended Data Sources for IEP Teams When Considering Individualized COVID-19 Recovery Services

Prior to determining the need for, and amount of, Individualized COVID-19 recovery services, if any, each IEP team should look at the totality of circumstances for each student and consider data from a variety of sources. This includes data and information from:

- Pre-COVID-19 Baseline (e.g., the 2019-20 school year until the Extended School Closure)
- The Extended School Closure in March 2020 and Distance Learning for All,
- On-Site, Hybrid, and Comprehensive Distance Learning throughout the 2020-21 school year, and
- Emerging data following the 2020-21 school year.

The review of student data should be centered in equity. It is important to consider a range of perspectives when interpreting student data. For example, consider the supports that the parent and family, school, and community were able to provide for the child as the data was being collected, and any implications that support has on the validity and reliability of the data. In sum, the team should consider if the data provides a full picture of this student's abilities, and what else is needed to complete the picture. Possible Guiding Questions for IEP Teams to Consider Individualized COVID-19 Recovery Services can also be used to help center this work in the holistic experience of the student.

PRE-COVID-19 BASELINE

Gather and review data from the pre-COVID-19 school closure to establish a baseline rate of progress for the student related to academic, behavior/social-emotional, communication, and functional skills. This baseline data should be used to compare the student's current skills and performance relative to their skills and performance prior to the COVID-19 pandemic. It may include but is not limited to:

- The student's historic rate of skill acquisition; progress on IEP goals, benchmarks, and objectives; work samples; and pattern of regression/recoupment after past breaks in service;
- Observations and data from teachers, therapists, parents, and others having direct contact with the student;
- Screening, assessment, or evaluation information maintained on the student;
- Formative and summative assessment, curriculum-based assessment, and pre- and post-test data; and
- Any other relevant information provided by the parent, other members of the IEP team, or from the student's cumulative file.

THE EXTENDED SCHOOL CLOSURE IN MARCH 2020 AND DISTANCE LEARNING FOR ALL

Gather and review data from student participation in the Spring 2020 COVID-19 Extended School Closure and Distance Learning For All, including but not limited to:

- Observations, samples of the student's work, behavior logs, and informal screenings and assessments;
- Information from related service providers (if applicable);
- Data from online learning systems used during Distance Learning for All
- Family data logs, documented parent input and observations, or anecdotal information provided by the parent in the IEP meeting;

- Any available progress monitoring data on IEP goals during Distance Learning for All;
- Any barriers to the student's access during Distance Learning for All;
- Data related to participation in Extended School Year (ESY) services; and
- Student's attendance and engagement during Distance Learning for All.

ON-SITE, HYBRID, AND COMPREHENSIVE DISTANCE LEARNING IN THE 2020-21 SCHOOL YEAR
Gather and review data from student participation in On-Site, Hybrid, or Comprehensive Distance Learning in the 2020-21 school year, including but not limited to:
- Progress monitoring data for IEP goals;
- Information from related service providers (if applicable);
- Student performance in coursework, including grades;
- Data from online learning systems used during Comprehensive Distance Learning;
- Data collected during Limited In Person Instruction (LIPI);
- Any barriers to the student's access during the 2020-21 school year;
- Student's attendance and engagement during Comprehensive Distance Learning.

EMERGING DATA FOLLOWING THE 2020-21 SCHOOL YEAR
Gather and review new data as it emerges following the 2020-21 school year. Consider data points including but not limited to:
- Teacher assessment of the student's success with various instructional interventions;
- Direct observation of the student's classroom performance;
- Student performance (e.g., pretest and posttest data, work samples, therapy logs);
- Progress Monitoring Data for IEP goals;
- Benchmark, formative, and unit assessments;
- Anecdotal records from home/school; and
- Student interviews, where appropriate.