

Advocacy Strategy Report

Prepared for Avery Collins family

Lakeview Public Schools | 60 Minute Strategy Session

All names, dates, schools, scores, and case facts in this sample are invented.

THE SITUATION IN PLAIN LANGUAGE

Avery's reading service has been inconsistent, the progress reports do not show the underlying scores, and the school now wants to rewrite the goal. You have been pulled into separate conversations about attendance, effort, service minutes, and progress until it is difficult to see which problem should be handled first.

MY BOTTOM LINE

Slow the process down. Before the team changes the goal, it needs to account for the instruction Avery actually received and produce the data behind its progress statements. We should not allow missed service, weak instruction, and goal design to be blended into one vague claim that Avery is simply not progressing.

The three issues we need to keep separate

Issue	Question that must be answered	Why it comes in this order
Implementation	Was the reading service delivered as written?	Progress cannot be judged fairly without knowing what instruction occurred.
Instruction	What method was used and did it address Avery's documented skill need?	Time alone does not show that the instruction matched the problem.
Goal and measurement	Did the goal measure the actual skill with a clear baseline and repeated data?	A vague or mismatched goal can hide both progress and lack of progress.

The plan in order

1. Request the provider service logs, session dates, duration, and any missed or substituted sessions.
2. Compare the service actually delivered with the frequency and duration written in the IEP.
3. Request the individual progress-monitoring scores and dates behind each narrative progress report.
4. Ask the team to identify the reading skill being taught, the instructional approach, and how that approach connects to Avery's evaluation findings.
5. Only after those facts are clear, address a replacement goal with a current baseline, a defined skill, and an objective measurement method.

Email I would send now

Please send Avery's reading-service logs, provider attendance records, and the individual data points underlying each reading progress report. Before the team changes Avery's reading goal, I want the team to address whether the service in the current IEP was delivered, what instruction Avery actually received, and what the available data shows about the specific reading skill being taught.

Documents to gather

- Current and prior IEP reading goals and service pages
- Every reading progress report from this IEP period
- Intervention schedules, provider messages, and notices of missed sessions
- Two recent reading work samples that show the recurring difficulty

Questions for the meeting

- How many reading sessions were scheduled, delivered, missed, or replaced during this IEP period?
- What specific reading skill was taught in each phase of instruction?
- What measure produced the progress statements in the reports, and may we see every dated score?
- How does the proposed new goal address the weakness identified in Avery's evaluation?
- What baseline will the team use, and how frequently will progress be measured and reported?
- If required service was missed, when will the team decide how that lost instruction will be addressed?

If the school tries to change the subject

If you hear	Bring it back with
Avery is making some progress.	Please show us the dated scores and the skill each score measured.
The provider was absent several times.	Then the team still needs to determine what service Avery received and how missed instruction will be addressed.
We can write a new goal today.	Not until we understand implementation, the current data, and the skill the replacement goal must measure.
Let's monitor for another quarter.	What new instruction or measurement will make another quarter different from the last one?

Follow through

What should be documented before the meeting ends

- Which records the district will provide and by what date
- The service minutes delivered and any disputed or missing sessions
- The exact reading need the team agrees must be addressed
- The baseline and measurement method for any replacement goal
- Any issue the team refuses or postpones, and when a decision will be made

If the school does not answer

Do not keep restarting the story in new calls. Continue the same written thread, identify each unanswered item, and ask for a production or decision date. If the records and decisions remain missing, that clean history will help determine whether the next step is another team meeting, a written complaint, compensatory-service discussion, or legal review.

What I want you to remember

You are not required to solve every reading issue at once. Right now, the job is to get the missing facts and prevent the school from rewriting the plan before it accounts for what happened under the current one. One clear sequence is more powerful than ten urgent arguments happening at the same time.

What the missing records must establish

We are not requesting records merely to make the file thicker. Each item answers a decision the team is currently trying to make without enough information.

Record	Question it answers	What I will look for
Provider service log	Was the IEP implemented?	Dates, minutes, group size, cancellations, substitutions, and make-up sessions
Progress-monitoring sheets	Is Avery learning the intended skill?	Actual scores, dates, task type, prompting, and whether items were practiced
Instructional sequence	Did teaching match the evaluated need?	The skill progression, Avery's current placement, and evidence of mastery
Work samples	Does the skill transfer to real schoolwork?	Error patterns, independence, corrections, and changes over time

What would change my recommendation

If the records show that service was delivered consistently, the instruction directly addressed Avery's need, and repeated unpracticed measures show meaningful growth, then revising the goal may be appropriate. If those facts are missing, the team should not use a new goal to erase questions about the current plan.

A stronger goal and progress plan

The baseline the team needs

Before writing a replacement goal, the team should establish Avery's current accuracy on unfamiliar words representing the patterns already taught. The baseline should identify the date, word type, number attempted, number correct, error pattern, and level of prompting. A phrase such as below grade level is not a usable baseline.

Sample goal language

Given an unpracticed list of words containing the sound-symbol and syllable patterns taught during instruction, Avery will decode the words accurately, increasing from the current baseline to at least 85 percent accuracy across three consecutive weekly probes, with the date, pattern assessed, score, and prompting level reported to the parent each month.

The decision rule

The IEP should state what the team will do if four to six consecutive data points show inadequate growth. Options may include checking whether instruction was delivered as designed, changing group size or frequency, adjusting the instructional approach, or reconvening the team. Monitoring without a predetermined response simply postpones the same conversation.

The escalation path if answers keep drifting

1. Reply in the same email thread and list each missing record or unanswered question in short numbered form.
2. Ask for the person responsible and the specific date each item will be produced or decided.
3. If a meeting occurs, ask that every unresolved item appear in the meeting notes with an owner and next date.
4. If the district refuses a request, ask for the refusal and reasons in written notice rather than accepting a verbal no.
5. If implementation records show missed service, request a team decision about educational impact and replacement instruction.
6. If the pattern continues, use the clean written history to decide whether administrative escalation, complaint review, or legal consultation is warranted.

What not to do

- Do not send a new emotional email every time the school delays
- Do not allow a new goal to close the missed-service question
- Do not accept another narrative progress statement in place of the scores
- Do not argue about intent when the records can establish what happened

Your working checklist

Task	Owner	Due	Done
Send records and data request	Parent	Today	☐
Provide service logs and raw scores	District	Within stated production date	☐
Compare delivered service with IEP	Russell	After records arrive	☐
Draft proposed goal and service language	Russell	Before meeting	☐
Hold meeting and document decisions	IEP team	Scheduled date	☐
Compare revised draft with commitments	Parent and Russell	When draft arrives	☐

What you can hand back to me

When the district sends records, a new draft, or another explanation, you do not have to restart the analysis. Forward it. I will place it into the same sequence, tell you whether it answers the open questions, and identify the next move.