



Part B: Progress Reporting

Special Education Program Monitoring | Special Education Division

Importance of Progress Reporting

- Regular updates to IEP teams, including the parents, about a student's rate of progress
- Evidence that the student is benefiting from special education and related services
- IEP team can review and revise, if needed

Progress Reporting MAP



- Develop measurable annual goals
- Describe how progress will be measured



- Plan frequency and method of progress reporting
- Collect progress data



- Analyze progress data
- Report progress
- Review and revise the IEP, if needed

- Develop measurable goals and objectives
- Document how progress will be measured within an IEP goal or the goal's objectives
- Ensure parents can fully understand how progress toward each goal will be measured

Compliant Samples: *Measure*

Measurement Method	Measurement Statement
Observation	“...as measured by the speech-language pathologist’s charted observations of Simone's fluency during reading class.”
District-wide assessment	“...as measured by FastBridge math test results.”
Curriculum-based tool	“...as measured by third-grade writing probe graphs.”

Compliant Samples: *Measure (continued)*

Measurement Method	Measurement Statement
Student work sample	"...as measured by a weekly review of Will's completed planner."
Student behavior	"...as measured by Shawn's daily behavior checklist completed by early childhood special education teachers and paraprofessionals during music, physical education and library classes."

Guiding Questions: *Measure*

Are the annual goals or corresponding objectives **measurable**?

What is the **most appropriate measurement method**?

Are **different measurement methods needed** for the annual goal and its corresponding objectives?

Progress Reporting MAP

Measure

- Develop measurable annual goals
- Describe how progress will be measured

Act

- Plan frequency and method of progress reporting
- Collect progress data

Program

- Analyze progress data
- Report progress
- Review and revise the IEP, if needed

Progress Reporting Statement

When periodic reports will be provided on the student's progress toward annual goals, at least as often as nondisabled peers.



How the student's parents will be regularly informed.

The frequency of progress reporting must be individualized based on the student's:

- Disability
- Age
- Level of programming
- Placement
- Needs
- Other factors

Different progress reporting methods include:

- Written progress report
- IEP team meeting
- Phone call
- Parent-teacher conference

The progress reporting statement must be clear:

- Do not use “and/or” when describing multiple methods
- Indicate the number of times each method of progress reporting will be used

Noncompliant Samples: *Frequency and Method*

“Written progress reports will be mailed to Jamie’s parents and progress will be shared verbally at the annual IEP meeting.”

“Mohammed’s progress toward annual goals will be reported four times during the year via phone calls, parent-teacher conferences and/or written reports.”

Compliant Samples: *Frequency and Method*

“Mohammed’s progress toward annual goals will be reported four times during the IEP year with four written reports.”

“Progress reporting will be provided three times per year: two written progress reports mailed at the end of each trimester and one IEP meeting.”

“Progress will be reported to parents via the annual preschool parent-teacher conference and six written progress reports.”

Guiding Questions: *Collecting Data*



Where will progress data be collected?



When will progress data be collected?

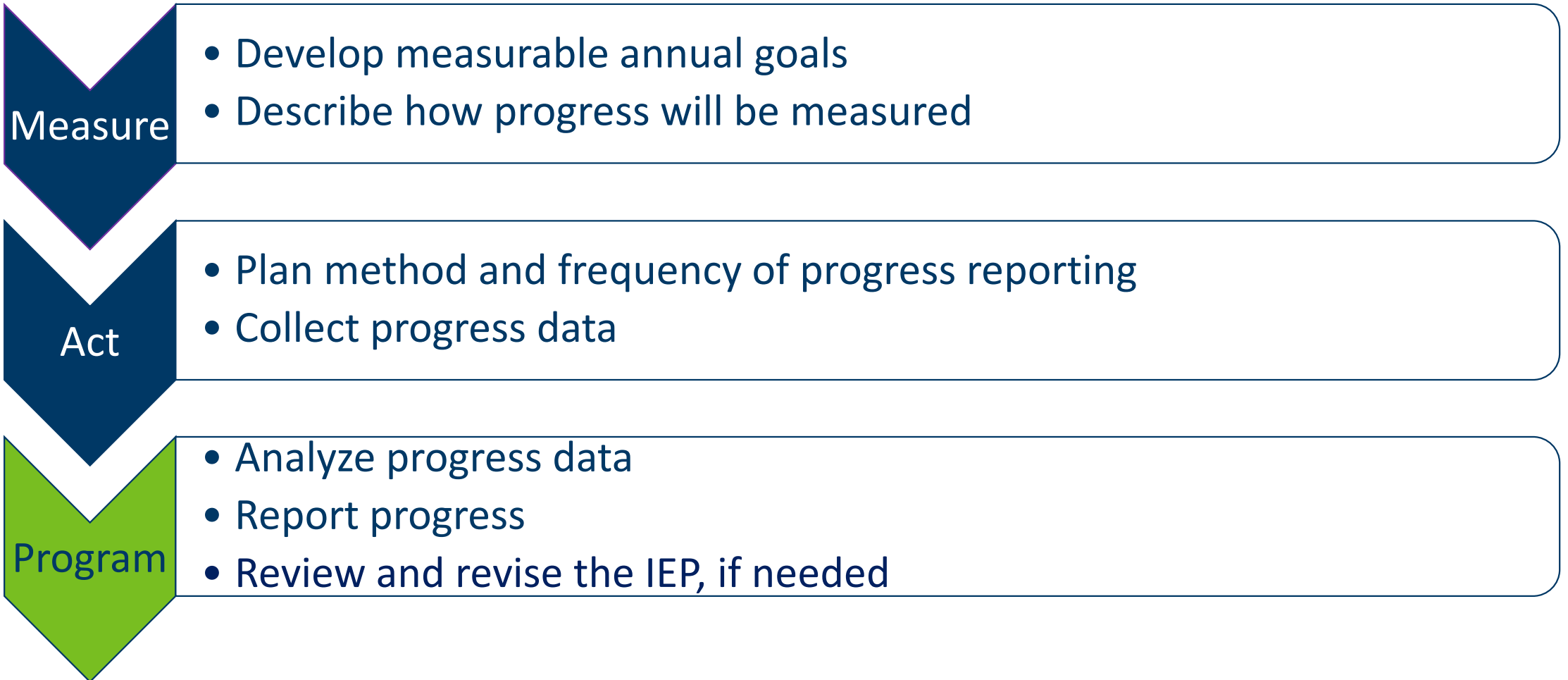


Who will be responsible for progress data collection?



What is needed for data collection?

Progress Reporting MAP



Analyzing progress data is an ongoing process that helps IEP teams:

- Identify a student's rate of progress
- Recognize factors that may be impacting progress
- Determine the effectiveness of the student's programming
- Consider if a review and revision of the IEP is needed
- Prepare progress reporting information for parents

MAP: *Documenting Progress*

Progress reporting documentation must include:

- Date
- Progress on goals and objectives
- Extent to which progress is sufficient

Compliant Sample: *Reporting Progress*

Date: November 17, 20XX

Goal: Katie will increase her reading rate from reading 16 correct words per minute to reading 50 correct words per minute as measured by the special education teacher using timed reading passages.

Progress report: Katie has made adequate progress. Her current reading rate is 45 correct words per minute. Katie is also able to utilize learned strategies to sound out words with 100% accuracy in 3 of 5 practice reading trials. When given 50 basic sight words, Katie can read the words in context with 70% accuracy in 4 of 5 trials.

Special Education Complaint: *Reporting Progress*

Summary: The student's IEP went into effect with progress reporting through three written reports. General education students were provided progress reports at the end of each trimester. The district provided the student's progress reports for the first two trimesters. The district generated a progress report at the end of the school year, but the substance of the report was blank. In addition, the student's mother reported she did not receive the second trimester progress report until eight months later, after requesting it.

Decision: The District was in violation **when it failed to provide progress reports in conformity with the student's IEP.**

Guiding Questions: *Analyzing and Reporting Progress*

What does the **student's data** reveal?

Does documentation describe the **student's progress on goals and objectives**?

Is progress reporting occurring **in conformity with the IEP**?

Is the **extent of progress** sufficient?

MAP: *Review and Revision*

The IEP team must review the IEP at least annually.

The IEP team must revise the IEP, if appropriate.



Compliant Sample: *No Revision*

Scenario: Alex's first progress report indicates he has made insufficient progress toward his goal of displaying no physical or verbal aggression toward peers, as measured by observations during six consecutive physical education (PE) classes.

Progress: Alex cursed at and pushed a peer in five of six observations. He has met the objective of demonstrating calm behavior when role-playing with peers during social skills lessons.

Time left in IEP year: Nine months

Action taken: *No revision to IEP at this time.* The PE teacher will implement a class-wide positive behavioral support system within Alex's PE class, which involves pairing each student with a buddy and teaching a short team-building skill at the start of each class.

Compliant Sample: *Revision*

Scenario: The second of Alex's four progress reports for the year indicate Alex continues to make insufficient progress toward his goal of displaying no physical or verbal aggression toward peers, as observed during six consecutive PE classes.

Rate of progress: Alex cursed at and pinched a peer in three of six observations. However, he continues to be successful demonstrating calm behavior when role-playing with peers during social skills lessons.

Time left in IEP year: Six months

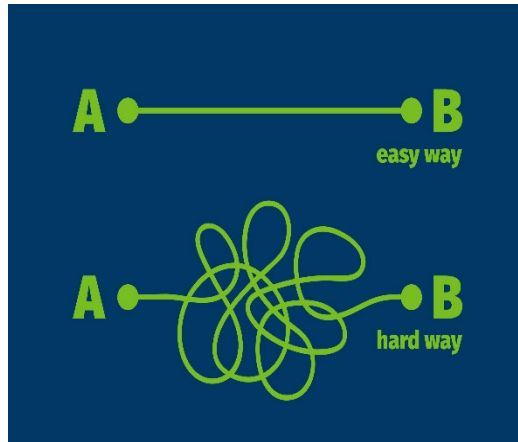
Action taken: *IEP team meeting to review and revise IEP.* The IEP team met and updated Alex's behavior intervention plan. The team added paraprofessional support to provide Alex redirection and visual cues during PE class. The team also determined that prior to summer break, they will review progress data to determine if extended school year services are needed.

Special Education Complaint: *Review and Revise*

Summary: The district carried over the student's goals and objectives from one IEP to the next due to a lack of expected progress. Despite the fact that the student did not make adequate progress toward the annual goals and there was evidence of skill regression, the district failed to review and revise the IEP to better support the student.

Decision: The district was in violation for **not reviewing and revising the student's IEP** based on inadequate progress.

Guiding Questions: *Review and Revise*



What is the student's rate of progress?

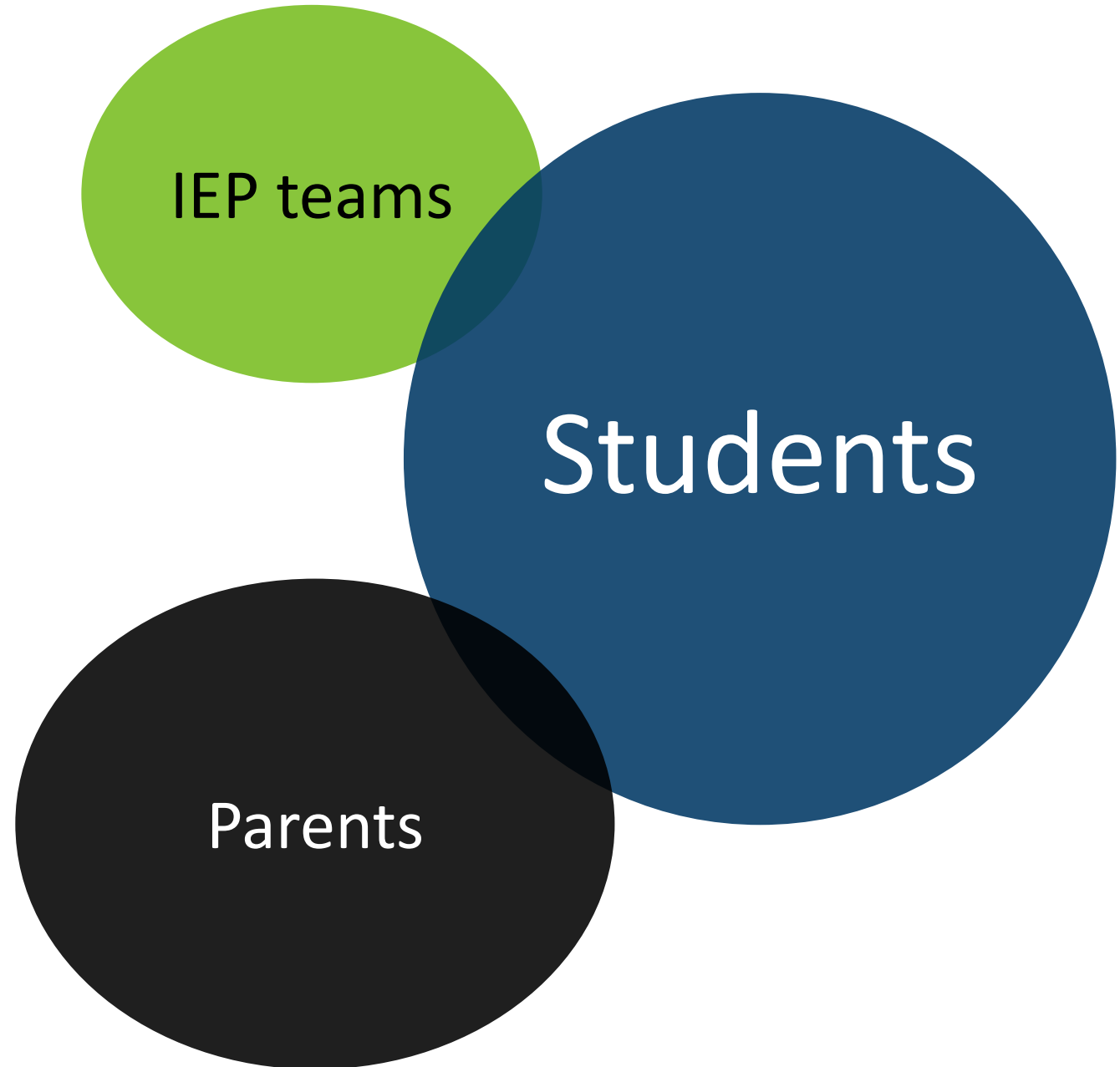


How much time is left in the IEP year?



What action is needed, if any?

- IEP teams use data to make informed decisions
- Students' needs are addressed in a timely way
- Parents become more knowledgeable and engaged



Thank you!

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