

Section 4

Progress Reporting

PROGRESS REPORT DOCUMENTATION

1. Procedure

- Parents receive reports on the student's progress toward reaching the goals set in the IEP at least as often as parents are informed of the progress on non-disabled students.
- Progress Report information, which is sent to parents includes written information on the student's progress toward the annual goals in the IEP. Information is specific to the skills involved in the goal areas.
- Goals should be measurable; that is, their attainment should include quantifiable point of reference in terms of frequency, number, and duration.
- Team members reporting on progress toward goals have evidence reporting the progress.
- When Progress reporting on each goal, the provider should include a statement regarding whether the student is expected to meet the goal by the end of the IEP period. If it becomes clear that the student is not likely to meet the goal, the Team should reconvene to discuss the issues and consider adjusting both the goal and services being used to address the goal. If services are not effective in helping the student attain the goal over a reasonable amount of time, consideration should be given to alternatives.

2. High School Graduation or Aging Out

- When a student's eligibility terminates because the student has graduated from high school or has exceeded the age of eligibility (22 years old), the District provides the student with a summary of his/her academic achievement and functional performance, including recommendations regarding meeting post-secondary goals. This is called the *Summary of Student Performance*.

3. Maintenance of Progress Reports

- Copies of Progress Reports sent to parents are maintained in the student's special education file, which is kept in a locked cabinet in the special education office of each school building.

<p style="text-align: center;">PROVING BENEFIT/PROGRESS CHECKLIST FACTORS TO CONSIDER</p>

- Demonstrate/measure progress (“academic achievement and functional performance”) over time. [Compare this year to last year, 2 years ago, etc.]
- Review school work: save samples over time; compare September through May; this year to last, etc.
 - Review report cards over time
- Focus on student’s progress in the general curriculum
 - How did he/she do in comparison to others in his class?
 - How many students received As, Cs, Fs?
 - Save teacher grade books, electronic grading reports!
- Review MCAS and other standardized test results. Compare student with his/her school, district, state and if a gap exists, view in terms of disability
- Review other IEP goals/objectives, i.e. behavioral, social, etc.
 - Did student demonstrate increased independence?
 - What measures do you use?
 - How do you demonstrate progress?
- Review individualized test results.
 - PRACTICE TIP: Test at the same time each year on the same test instrument and report in the same way!
 - Review for progress on bell curve measurements; compare with progress on G.E. or A.E. measurements.
- Advancement from grade to grade; Did student earn it or was it a “social” promotion?
- If lack of progress, reconvene the IEP Team.
 - Review reasons. If it was a denial of a FAPE . . .
 - Does the District need to re-evaluate or revise the IEP?
 - Was it due to absences or student’s failure to hand in work?
 - Was it student’s failure to access extra help?

School District Name:

School District Address:

School District Contact Person/Phone #:

Progress Report on IEP Dated: from _____ to _____

Student Name:

DOB:

ID#:

INFORMATION FROM CURRENT IEP

Goal #:

Specific Goal Focus:

Current Performance Level: *What can the student currently do?*

Measurable Annual Goal: *What challenging, yet attainable, goal can we expect the student to meet by the end on this IEP period? How will we know that the student has reached this goal?*

Benchmarks/Objectives: *What will the student need to do to complete this goal?*

PROGRESS REPORT INFORMATION

Progress Report Date: _____

Progress Report # _____ of _____

Progress Reports are required to be sent to parents at least as often as parents are informed of their nondisabled children's progress. Each progress report must describe the student's progress toward meeting each annual goal.

Use multiple copies of this form as needed.