

Understanding the IEP

Reporting Student Progress

What is the purpose of reporting progress to parents?

- Regular reports to parents provide a mechanism to monitor a student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. If progress is such that the student is not expected to reach his/her annual goals, the team must review and revise the student's IEP to ensure that the student is being provided the appropriate supports and services.

What should be included in the progress report?

- The report of the child's progress informs parents of:
 - Their child's progress toward the annual goals; and
 - Whether this progress is sufficient in order for their child to achieve the goals by the end of the annual review.

What should be included in the progress report?

- The annual goal establishes the criteria, schedule, and method for evaluating the student's progress. Establishing goals that are measurable is important so that progress can be adequately assessed. To report student progress, the teachers must have gathered evidence of what students are able to do in each annual goal area. Establishing a systematic data collection system is the very first step to effective progress reporting to parents.

In what manner should progress be reported?

- In the West Linn-Wilsonville School District, progress is reported concurrently with report cards. At the primary level, this occurs in December and June; at the secondary level at the end of each quarter. The progress report is in addition to the report cards that provide grades or levels for courses or subject areas.
- If the annual IEP was held two weeks or less prior to the reporting period, then the note should indicate the date of the IEP and refer parents to the present levels.
- Progress reports are written below each goal area in ePEP. Once progress reports are written, ePEP can print out the goal sheets with progress notes for all students they case manage.

Sample progress report

- Goal: Kevin will use graphic organizers to write a three-paragraph essay using correct sequencing of sentences including topic sentence, supporting sentences and conclusion with 90% accuracy on four weekly trials.
- Progress notes:
 - Qtr. 1: Kevin is writing three-sentence paragraphs with correct sequencing, including a topic sentence, supporting sentence, and conclusion. Objective met.
 - Qtr. 2: Kevin needs assistance to develop the outline, but once developed, he follows it to accurately write a five-sentence paragraph using a graphic organizer.
 - Qtr. 3: Kevin is writing two-paragraph essays when following a written outline.
 - Qtr. 4: Kevin independently develops a graphic organizer (outline) and writes three-sentence paragraphs using correct sequencing of sentences.

Quality indicators

- Progress is reported to parents in a manner that is understood by them (e.g., jargon-free) and is objective, not subjective.
- Specific data is included in measurable terms regarding the extent to which the student is progressing towards meeting annual goals.
- The information included in reports to parents is sufficient to identify a student's lack of progress early enough that the team could, if necessary, reconvene to review and, if appropriate, revise the student's IEP to ensure the student is provided the appropriate supports to reach the annual goals.