Quarterly Progress Reports
Quick Reference Guide

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1. **What are Quarterly Progress Reports?**

IDEA states that each child’s IEP must contain:

(3) **A description of—**

(i) How the child’s progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and

(ii) When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided. [§300.320(a)(3)]

2. **How do I enter progress notes onto an IEP?**

1. Log on to OIEP and choose a student. Click on the (3) **Goals** section of the IEP.

   ![IEP Section](image)
2. Next to each goal is a **Track Progress** button. Click on this.

3. When inputting progress, you are required to enter three pieces of information before clicking **Save**:
   a. **Progress Code**
      - Note that any time you choose “Not making significant progress to meet goal”, you must hold an IEP meeting to address insufficient progress. You can address this by:
        - adjusting the IEP goal: accuracy, rigor, support needed.
        - changing the IEP goal.
      - “Achieved” should be marked on the final progress report before a student’s annual.
   b. **Description**
      - Describe the student’s current performance and data in relation to this specific goal and objectives.
   c. **Date of Progress Report**
      - Use the last day of the current term (i.e. if the 1st term ends on November 9, 2017, input this date as the Date of Progress Report).

You must choose one of these descriptions!

Use the last day of the current quarter.

Don’t forget to save!

Enter the student’s current progress data into this section.
4. Progress must be entered each quarter for every goal that is listed on the active IEP. The progress marked should be data that was collected based upon the measurement of the goal throughout the marking quarter. The progress may not be anecdotal, but rather demonstrate collected measurable data progress.

3. **What should I enter for ‘Description’ for Progress Reports?**

   - Specific data pertaining to the goals and objectives should be collected throughout each quarter.
     - FCPS Assessment Data, Classroom-Based Assessment Data, Informal Observations
   - Use language from the goals and objectives in the progress notes. Be sure to include a strength for each goal and/or a positive observation.

**READING COMPREHENSION**

<table>
<thead>
<tr>
<th>Goal</th>
<th>By</th>
<th>Evaluation Method</th>
<th>ESY Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given a purpose for reading, Devon will use before, during, and after reading strategies to improve comprehension and expand vocabulary.</td>
<td>03-05-13 with 80% Accuracy</td>
<td>Classroom Based Assessment</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- **Objective 1**
  - Devon will identify the main idea of text and provide supporting details from a non-fiction text.

- **Objective 2**
  - Devon will summarize a text and identify important ideas by using graphic organizers for a non-fiction text.

- **Objective 3**
  - Devon will use context clues, word structure, and sentence structure to improve fluency.

- **Objective 4**
  - Devon will draw conclusions and make inferences from a fictional text.

- **Objective 5**
  - Devon will identify the author’s message from a fictional text.

- **Objective 6**
  - Devon will identify the story elements from a fictional text which will include: setting, plot, rising action, climax, falling action, and a resolution.

<table>
<thead>
<tr>
<th>Term</th>
<th>Report Date</th>
<th>Progress Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Report 1</td>
<td>11/9/2017</td>
<td>Making sufficient progress to meet goal</td>
<td>Devon worked hard during ESY. A variety of strategies to improve reading comprehension were attempted which include: live scribe pen, previewing the text, sticky notes, circling the information and marking up the text to relate to the questions, previewing the comprehension questions, vocabulary instruction before reading and during reading. An informal reading inventory was given to Devon during ESY. Informal observations of his reading behavior included: no tracking, fast reading, used expression, insertion and deletion of words. The following results were generated: 3rd Grade Narrative passage: 134 wcpm, 99% accuracy - Comprehension Questions: Independent: 3/4 explicit, 3/4 implicit (instructional range) Text look backs: 4/4 explicit, 4/4 implicit (independent range) - Recall of Facts: 8 recalled out of the problem, resolution and setting categories (no main idea or details recalled during re-tell) 3rd Grade Expository passage: 157 wcpm, 99% accuracy - Comprehension Questions: Independent: 2/4 explicit, 1/4 implicit (frustrational range) Text look backs: 4/4 explicit, 3.5/4 implicit (instructional range) - Recall of Facts: 11 recalled out of detail category (no main idea recalled during re-tell) Performance Summary: 3rd grade text Comprehension assessment: Independent 6/12, Text Look Backs 12/12 (including use of the glossary) 3rd grade text Comprehension assessment: Independent 4/5, Text Look Backs 5/5 1st Grade text comprehension assessment: Independent 2/3, Text Look Backs 3/3 1st Grade text comprehension assessment: Independent 3/3 (circled and numbered text evidence independently and previewed the questions) 1st Grade Text</td>
</tr>
</tbody>
</table>
### SPEECH/LANGUAGE

**Goal**

When presented with no more than one verbal prompt, Jack will verbally state two attributes (e.g., function, associated item, size, category) of a pictured vocabulary item with 80% accuracy.

<table>
<thead>
<tr>
<th>Term</th>
<th>Report Date</th>
<th>Progress Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>comprehension assessment: Independent 3/3 (circled and numbered text evidence independently and previewed the questions)</td>
</tr>
</tbody>
</table>

**Objective 1**

Given pictures and objects, Jack will verbally state a related item for at least 20 different named items following a question such as "What goes with a...?"

**Objective 2**

Given pictures and objects, Jack will verbally complete a phrase or sentence to state a function of an item such as "you color with..."

**Objective 3**

Given pictures and objects, Jack will verbally answer a question to state a function of an item such as "What do you do with a cup?"

### BEHAVIOR/SELF-MANAGEMENT

**Goal**

Given visual cues and no more than 3 verbal prompts, Taylor will comply with teacher directions and complete teacher-given tasks during 4 out of 5 academic sessions of the day.

<table>
<thead>
<tr>
<th>Term</th>
<th>Report Date</th>
<th>Progress Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>All objectives are currently practiced in therapy. Jack can select an associated item from a group of two or three pictures to determine &quot;what goes with...&quot; Jack has completed a few sentences and answered a few questions to determine function such as &quot;A cow goes..., I eat..., I sleep on my, I drink my... These sentences are typically practiced without pictures and after vocabulary naming has been conducted so that Jack has had some exposure to the items mentioned (both visually and verbally). Jack has currently answered questions with 70% accuracy to determine the function of an item on 2 out of 5 opportunities. Practice will continue.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12/04/2013 Data collection No</td>
</tr>
</tbody>
</table>

**Objective 1**

Given no more than 1 verbal prompt, Taylor will comply with teacher directions to begin a task.

**Objective 2**

Given no more than 3 verbal prompts, Taylor will complete academic tasks.
4. **What if a student is on Home and Hospital Teaching (HHT)?**

   - Students on HHT require quarterly progress notes to be entered. This can be done in one of 2 ways:

     1. Specific data pertaining to the goals and objectives should be collected through collaboration with the HHT teacher to determine the student’s progress throughout the current quarter.
        - FCPS Assessment Data, Classroom-Based Assessment Data, Informal Observation
        - Progress is marked as “Making sufficient progress to meet goal”.

     OR

     2. There is a specific reason denoted as to why the student was unable to work towards mastery of the goals and objectives.
        - If a student has been unable to access the curriculum or work towards a goal, a reason must be provided. For example, if a student has had surgery, he/she may not be able to access the current APE goal. As a result, a statement must be included in the progress notes explaining this extenuating circumstance.
        - Progress is marked as “Not making significant progress to meet goal”.

5. **How do I Print & Send home progress notes to parents and guardians?**

   *(Each quarter’s printed progress from the OIEP must be attached to the SE:25 prior to attaching to the report card and sending home to the parent.)*

   1. At the top of the home page of OIEP, click on the **Reports** button.

   ![Image of the reports button]

   2. Click the **“Progress Report on IEP Goals”** option.

   ![Image of the progress report option]

   3. Enter your school’s information to generate a list of students. Click on the **Get Students** button once all information has been entered.
4. Once a list of students has been generated, click on the box next to names of students that you case manage. Then click **Run Report**.

5. Progress notes for each student will appear. At the top of the page, click on the **Print** button to print all reports generated.
6. **The SE:25 form (Quarterly IEP Goals Report) must be completed.**

   **FREDERICK COUNTY PUBLIC SCHOOLS, FREDERICK, MARYLAND**
   **INDIVIDUALIZED EDUCATION PROGRAM (IEP)**
   **QUARTERLY IEP GOAL(S) REPORT**

   - **Student Name:**
   - **Date of Report:**
   - **School:**
   - **Grade:**

   Dear Parent(s)/Guardian,

   A review of your child’s progress toward achieving the annual goal(s) of the IEP was made on _____________. Your child’s printed progress from this quarter is attached to the Quarterly IEP Report. If you would like copy of your child’s IEP please contact your child’s case manager.

   - [ ] Your child has achieved _____ of _____ goals.
   - [ ] Your child is making sufficient progress to meet _____ of _____ goals.
   - [ ] Your child is not making sufficient progress to meet _____ of _____ goals. (Requires an IEP team meeting)
   - [ ] Notification of IEP meeting to address insufficient progress is attached
   - [ ] You will be contacted to schedule an IEP meeting to address insufficient progress
   - [ ] Your child has _____ of _____ goals that are newly introduced; progress is not measurable at this time.
   - [ ] Your child has not yet been introduced to _____ of _____ goals.

   If you would like more information, please contact me at ____________________.

   Sincerely,

   [Signature]

   Special Education Case Manager (signature)

   SE:25 (Revised 6/17)  Copy: Special education confidential file  Original: parent

   This date should match the date entered for ‘Date of Progress Report’ on OIEP.

   This reported information must match the progress marked for the quarter on OIEP.

7. One copy of the SE:25 (revision date 6/17) is sent home with the progress report (along with the student’s report card) and one copy is filed in the student's blue folder in the “Quarterly Progress” folder. (*Each quarter’s printed progress from the OIEP must be attached to the SE:25 prior to sending home to the parent.)

6. **What dates should I remember for Progress Reports?**

<table>
<thead>
<tr>
<th>End of Term</th>
<th>Send home updated SE:25 and printed progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 9, 2017</td>
<td>In Term 1 Report Card Mailing</td>
</tr>
<tr>
<td>January 26, 2018 (Secondary- end of Semester 1)</td>
<td>In Term 2 Report Card Mailing</td>
</tr>
<tr>
<td>April 9th, 2017</td>
<td>In Term 3 Report Card Mailing</td>
</tr>
<tr>
<td>June 15, 2018 or Ends the last day of school/exam</td>
<td>In Term 4 Report Card Mailing or separate mailing if too full</td>
</tr>
</tbody>
</table>

7. **NEW ESY IEP Goal(s) Report (2017)**

   ESY Teachers/Service Providers are responsible to report progress on the OIEP. There is a **SE: 25 ESY IEP Goal(s) Report** located on FormFinder.

   **Process/Guidelines to ESY Teacher/Service Provider**

   1. Mark progress on ESY goals by the end of ESY 2017.
   2. Complete an ESY IEP Goal Report for each student serviced in ESY.
   3. Print the student’s ESY progress on OIEP-Use the directions for printing located above.
   4. You may give a copy of the completed ESY IEP Goal(s) report and attached printed progress to the parents at the end of ESY or send home with the students from ESY. (Not a requirement)
   5. Compile your completed ESY IEP Goal(s) report and attached printed progress to your ESY Specialized Program Coordinator assigned to your site.
   6. The progress will be reviewed at the student’s next IEP team meeting at their home school.