4.15: IEP COMPONENTS Progress Monitoring and Reporting

Introduction: Both state and federal law requires the collection and reporting of student progress toward accomplishing Individualized Education Program (IEP) goals and objectives. Assessment, evaluation, and documentation of student progress are intended to serve three purposes:

1. To measure a student's performance against established IEP goals and objectives
2. To help identify causal factors that account for significant differences between actual and predicted performance
3. To monitor and inform provision of Specially Designed Instruction, including adjustments to frequency, intensity, duration, or type of instruction.

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	RESOURCES
1. Progress Monitoring and Data Collection: a. Each service provider must develop and maintain a data collection system for monitoring, assessing, and evaluating student progress towards IEP goals. b. The frequency and methodology of data collection is set in the mastery criteria statements of goals and objectives. c. Must occur continuously to inform student progress for each IEP goal. d. Data collection must include objective, quantitative data for each goal.		IEP case manager and service providers	**Concurrent with issuance of report cards, or more frequently per IEP team decision**	WAC 392-172A-03090 WAC 392-172A-3110
2. Progress Reporting: a. A statement of goal progress must be documented in the progress report tab of IEP Online for each report card grading period. b. Must be completed and provided to the parent/guardian/adult student concurrent with the issuance of report cards: i. goal progress comments with quantitative data are required every quarter for secondary (or) every trimester for elementary (or) more frequently as determined by the IEP team and indicated in IEP goals. ii. Progress should be marked on every goal in two parts: selecting the drop-down box indicating progress on the goal (i.e., little to no progress, significant progress, goal met) and filling in the comments box to include the relevant quantitative data that supports the marked progress in the drop-down box. Data must be kept and provided to parent upon request. c. The IEP case manager is responsible for ensuring all progress reports for students on their caseload are complete and for ensuring they are provided to parents at the same time as report cards. d. Copies of completed progress reports must be provided to the parent/guardian/adult student in their preferred method which can include: i. Paper copy and/or ii. Digital copy and iii. Available upon parent request in a manner that is accessible to them		IEP case manager and service providers		OSPI Measurable Annual Goal Checklist OSPI Compliant IEP Sample
3. IEP Progress and Accountability: If the student is not making the projected growth towards meeting his/her annual goals, it is expected that the IEP team will meet to review and, if necessary, revise the student's IEP. Progress towards annual goals should be sent to parents according to the periodic schedule identified in the IEP. Further, school districts must measure student progress using the methods described in the IEP.		IEP case manager and service providers		OSPI Technical Assistance Paper (TAP) #1