



PROGRESS REPORTS AND SERVICE TRACKING

How do IEP teams monitor progress on IEP goals and Progress Reports?

According to IDEA 34 C.F.R. § 300.320(a)(3)(ii), progress monitoring is the method of using formative assessments to measure a student's progress toward meeting a goal. The data collected from these assessments support the IEP team in making instructional decisions for IEP planning and development, as well as provides summative evidence on whether a student has achieved his or her IEP goals. Data collected through progress monitoring also assists teachers and service providers in making ongoing instructional decisions about the strategies being used to support a student's individual needs.

**Progress on goals should be reported to parents of students with disabilities when progress is reported to the parents of students without disabilities (34 C.F.R. § 300.320(a)(3)(ii)).

Progress reports during temporary school closures due to COVID-19

The IDEA requires that each IEP includes a description of when IEP goal progress reports will be provided to the parents (34 C.F.R. § 300.320(a)(3)(ii)). If an LEA is providing special education services, then progress reports should continue to be provided to parents on the schedule indicated in the IEP, to the extent possible. If the IEP team cannot monitor progress on IEP goals to any extent, this will need to be documented on the progress report template, which should include a statement outlining the atypical circumstances that have inhibited the team from collecting data. Additionally, this decision should be documented through a Prior Written Notice, along with a plan to collect data and complete the progress reports when school returns to normal operations. Ultimately, as educational services are provided during the distance learning period, districts will want to collect progress data for IEP goals in order to inform parents and IEP teams. In addition, this data can be used to assist with compensatory service decisions once normal school operations resume. If the IEP team needs additional assistance with this process, please reach out to your Program Specialist.

How do IEP teams use Progress Monitoring and Service Logs?

Progress monitoring and service logs are a valuable tool to use when determining growth on annual goal progress for special education students and measuring the effectiveness of academic and behavioral interventions and services. They are also can be used to support IEP teams when analyzing the need for and calculating potential compensatory services. When making instructional decisions, teachers, service providers, and any other educators should utilize progress monitoring procedures to identify the curricular needs for all students in the pursuit of meeting grade level skill expectations, as well as individualized skills needed to make progress toward IEP goals.

When developing systems for progress monitoring and use of service logs, LEAs may consider the following best practices:

- Ensure teachers have continued access to and are knowledgeable about their students' IEP documents (e.g., goals, objectives, and accommodations/ modifications, behavior plans, supplements)



- Intentionally schedule and set clear expectations for all relevant staff (e.g., general education teachers, EL teachers, special education teachers, instructional/related services providers) to have regularly scheduled, documented planning time together to coordinate specialized academic instruction, IEP implementation, review progress monitoring data and make instructional adjustments, and administer accommodations, and/or modifications for students in the learning environment.
- Develop a protocol and train staff in how to use that protocol for documenting IEP goal progress, accommodations and specially designed instruction by the general education teacher, special education teacher, paraprofessional, and/or related services and speech providers, which will be used to develop IEPs, prepare progress reports, and track services.
- Develop a system for collecting student work samples, teacher charted observation, and any other means of data collection.
- Provide teachers with a template for progress monitoring and service tracking. Include expectations related to frequency of monitoring/tracking, communication with families, and academic, behavioral, and IEP specific progress monitoring systems. When communicating with families, be sure that teachers include information about office hours and tutoring availability.

What tools can be used for Progress Monitoring and Service Logs?

Service delivery documentation is determined by each individual LEA. LEA's may use SEIS Service Tracker for tracking services (including bulk delivery, rosters, and reports) or other tracking systems. Some examples are provided below:

- Find teacher instructions for SEIS Service Tracker:
<https://seisprodtableswest.blob.core.windows.net/trainingmanual-storage/2b9afb27-0e3e-47d5-8883-102bd88597fd.pdf>
- Find SEIS Tracking User Manual at:
<https://seisprodtableswest.blob.core.windows.net/trainingmanual-storage/292b69c1-0135-49e7-995e-0728ce6f0374.pdf>
- Service Tracking Log during School Closure Example:
<https://drive.google.com/open?id=1e02QeadaJ3oX-38qTMNFTGWPPdf0xv0c>

Additional Resources

- Texas Education Agency: COVID-19: Progress Monitoring Checklist
https://tea.texas.gov/sites/default/files/covid-19_progress_monitoring_checklist_april_14_posted.pdf
- Continuous Learning Chart- LAUSD
https://drive.google.com/drive/u/0/folders/1B9vtG5ge4dxF3on_H_1tlihtcS3-OYGt
- School Closure Tracking Template for Students with IEPs (Sample)
<https://sde.ok.gov/sites/default/files/OK%20%20Services%20Tracking%20Checklist%20for%20IEP%20Teams%20%28COVID-19%29.pdf>