

MONTGOMERY COUNTY PUBLIC SCHOOLS

Teacher Report for Quarterly Progress

Office of Special Education
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland 20850

Directions: Using this form, general educators and special educators can provide input regarding the student's progress towards a student's Individualized Education Program (IEP) goal(s). The nature of the IEP goal will determine which teacher(s) are responsible for providing feedback. Data/work samples used to determine student progress must be aligned to the IEP goal(s). **Please see Page 4 for instructions on completing this form.**

STUDENT INFORMATION

Student Name: _____ MCPS Student ID: _____
 School: _____
 Teacher Name: _____ Subject: _____ Class Period: _____
 Case Manager Name: _____ Return By Date: ____/____/____

Determining progress toward IEP goal(s) guidelines:

- **Achieved**—student has effectively demonstrated the goal over the course of the applicable marking period or within the year of the IEP
- **Making sufficient progress to meet goal**—If progress over baseline were to continue incrementally, the student would master the goal as written
- **Newly introduced skill, progress not measurable at this time**—The goal was just developed or the skill was just introduced (within the current marking period)
- **Not making sufficient progress to meet the goal**—The student has made no progress or if the progress over baseline continued incrementally, the student would not be able to master the goal as written.
- **Not yet introduced**—There was no opportunity for the student to learn this concept (within the current marking period)
- **Not measured in this content area**—This means that the content area teacher is not responsible for providing feedback on this goal, at this time, based on the Content area teacher's responsibilities guidelines.

PROGRESS TOWARDS GOAL 1

Please indicate the progress towards the following goal as evidenced in your class.

Goal 1:

Progress towards meeting goal

- Achieved
 Making sufficient progress to meet goal
 Newly introduced skill, progress not measurable at this time
 Not making sufficient progress to meet the goal
 Not yet introduced
 Not measured in this content area

Check the level of independence as the student progressed towards IEP goal mastery.

- Fully independent
 Satisfactory progress toward independence
 Highly dependent upon adult support, accommodations, and supplementary aids and services

Comments

Please be specific to student strengths and/or needs as they apply to the goal, based upon your collected student data. Reference student progress on objectives. Reference work data/work samples and include an explanation of the student score, as needed. Your student data should be aligned to the goal and maintained for five years.

| <i>Please refer to the IEP snapshot for objectives related to each goal.</i> | Met | Not Met | Not yet introduced |
|--|------------|----------------|---------------------------|
| Objective 1 | | | |
| Objective 2 | | | |
| Objective 3 | | | |
| Objective 4 | | | |
| Objective 5 | | | |

Student Name: _____ MCPS Student ID: _____

PROGRESS TOWARDS GOAL 2

Please indicate the progress towards the following goal as evidenced in your class.

Goal 2:

Progress towards meeting goal

- Achieved
 Making sufficient progress to meet goal
 Newly introduced skill, progress not measurable at this time
 Not making sufficient progress to meet the goal
 Not yet introduced
 Not measured in this content area goal

Check the level of independence as the student progressed towards IEP goal mastery.

- Fully independent
 Satisfactory progress toward independence
 Highly dependent upon adult support, accommodations, and supplementary aids and services

Comments

Please be specific to student strengths and/or needs as they apply to the goal, based upon your collected student data. Reference student progress on objectives. Reference work data/work samples and include an explanation of the student score, as needed. Your student data should be aligned to the goal and maintained for five years.

| <i>Please refer to the IEP snapshot for objectives related to each goal.</i> | Met | Not Met | Not yet introduced |
|--|-----|---------|--------------------|
| Objective 1 | | | |
| Objective 2 | | | |
| Objective 3 | | | |
| Objective 4 | | | |
| Objective 5 | | | |

PROGRESS TOWARDS GOAL 3

Please indicate the progress towards the following goal as evidenced in your class.

Goal 3:

Progress towards meeting goal

- Achieved
 Making sufficient progress to meet goal
 Newly introduced skill, progress not measurable at this time
 Not making sufficient progress to meet the goal
 Not yet introduced
 Not measured in this content area goal

Check the level of independence as the student progressed towards IEP goal mastery.

- Fully independent
 Satisfactory progress toward independence
 Highly dependent upon adult support, accommodations, and supplementary aids and services

Comments

Please be specific to student strengths and/or needs as they apply to the goal, based upon your collected student data. Reference student progress on objectives. Reference work data/work samples and include an explanation of the student score, as needed. Your student data should be aligned to the goal and maintained for five years.

| <i>Please refer to the IEP snapshot for objectives related to each goal.</i> | Met | Not Met | Not yet introduced |
|--|-----|---------|--------------------|
| Objective 1 | | | |
| Objective 2 | | | |
| Objective 3 | | | |
| Objective 4 | | | |
| Objective 5 | | | |

Student Name: _____ MCPS Student ID: _____

Please indicate the progress towards the following goal as evidenced in your class.

Goal 4:

Progress towards meeting goal

- Achieved
 Making sufficient progress to meet goal
 Newly introduced skill, progress not measurable at this time
 Not making sufficient progress to meet the goal
 Not yet introduced
 Not measured in this content area

Check the level of independence as the student progressed towards IEP goal mastery.

- Fully independent
 Satisfactory progress toward independence
 Highly dependent upon adult support, accommodations, and supplementary aids and services

Comments

Please be specific to student strengths and/or needs as they apply to the goal, based upon your collected student data. Reference student progress on objectives. Reference work data/work samples and include an explanation of the student score, as needed. Your student data should be aligned to the goal and maintained for five years.

| <i>Please refer to the IEP snapshot for objectives related to each goal.</i> | Met | Not Met | Not yet introduced |
|--|-----|---------|--------------------|
| Objective 1 | | | |
| Objective 2 | | | |
| Objective 3 | | | |
| Objective 4 | | | |
| Objective 5 | | | |

PROGRESS TOWARDS GOAL 5

Please indicate the progress towards the following goal as evidenced in your class.

Goal 5:

Progress towards meeting goal

- Achieved
 Making sufficient progress to meet goal
 Newly introduced skill, progress not measurable at this time
 Not making sufficient progress to meet the goal
 Not yet introduced
 Not measured in this content area

Check the level of independence as the student progressed towards IEP goal mastery.

- Fully independent
 Satisfactory progress toward independence
 Highly dependent upon adult support, accommodations, and supplementary aids and services

Comments

Please be specific to student strengths and/or needs as they apply to the goal, based upon your collected student data. Reference student progress on objectives. Reference work data/work samples and include an explanation of the student score, as needed. Your student data should be aligned to the goal and maintained for five years.

| <i>Please refer to the IEP snapshot for objectives related to each goal.</i> | Met | Not Met | Not yet introduced |
|--|-----|---------|--------------------|
| Objective 1 | | | |
| Objective 2 | | | |
| Objective 3 | | | |
| Objective 4 | | | |
| Objective 5 | | | |

Student Name: _____ MCPS Student ID: _____

INSTRUCTIONS

Please add additional sheets if there are more than five goals.

IEP quarterly progress reports process

At the beginning of the school year, special education case managers share a summary or “Snapshot” of the student’s strengths and needs, accommodations, IEP goals and objectives, that are expected to be addressed over the course of the school year. Prior to the close of each quarter, teachers addressing IEP goals and objectives provide case managers quarterly feedback with supporting data that describes the progress on IEP goals and objectives. The case manager synthesizes teacher feedback and supporting data in order to complete the IEP progress report pages in the Maryland Online IEP (MOIEP). Each special education student’s goal pages, with documented progress and supporting data, are provided to the parents quarterly via U.S. Mail or electronically.

Content area teacher’s responsibilities guidelines

General educators and special educators are responsible for providing input regarding the student’s progress toward IEP goals. This is done through the completion of MCPS Form 272-5, Teacher Report for Quarterly Progress. Work samples, data or documentation of student progress used to determine student progress must be aligned to the IEP goal(s).

The nature of the IEP goal will determine which teacher(s) are responsible for providing feedback. Generally, behavior or social/emotional goals should be reported on by all classroom teachers. The nature of the IEP goal will determine which teacher(s) are responsible for providing feedback. This list provides examples of how goal areas align to content area courses.

- Social, Emotional and Behavioral Goals should be reported on by all teachers;
- Mathematics goals should be reported on by Mathematics Teachers and, where appropriate, physical science teachers;
- Reading Goals should be reported on by the English/Language Arts Teachers or Reading Teacher, and where appropriate other disciplines;
- Writing Goals should be reported on by the English/Language Arts Teachers and Social Studies Teachers, and where appropriate other disciplines.

Related Services Providers maintain their services logs in MOIEP and therefore would not be expected to use this form unless there is a situation where a related services goal is being worked on in the classroom.

Accessing student goals:

Special education teachers can access student goals in MOIEP. Schools must have an internal process for sharing the information in MOIEP with all other educators. In developing this process, schools should ensure that all teachers who need access, have access; that the location of the files is known to all, and is easy to access; that the system can flexibly handle student transfer; and, that they use internal consistency in naming the files.

Legal underpinnings

Federal and state laws require parents of students who receive special education services be notified of progress toward mastery of the student’s IEP goals.

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)]

For students enrolled in a preschool program or kindergarten, progress notes are completed in January and June. For students enrolled in grades 1-12, quarterly progress notes are completed simultaneously to report card distribution.

All goals included in a student’s Individualized Education Program (IEP) must be evaluated and progress notes must be completed for each.

Supports for content area teachers completing Form 272-5, Teacher Report for Quarterly Progress

Teachers with a high volume of students with IEPs can seek support to complete reports, and are encouraged to do so through their leadership team. Schools are advised that they can use their Para Premium to provide coverage to complete reports.