**Progress Monitoring Report Rubric**

The purpose of this chart is to assist in clarifying what elements MUST be present in order for progress monitoring reports to meet compliance standards. This chart is not intended to provide examples for all of the best practice progress reporting elements that could be included, but rather it provides a few basic examples that do and do not meet compliance standards. In 2017, the [Supreme Court case of Endrew F. v Douglas County School District](https://dese.mo.gov/media/pdf/endrew-f-supreme-court-case) revised the standard for defining a free appropriate public education (FAPE) and shifted the focus of FAPE to hinge upon whether or not the student is making progress appropriate in light of the child’s circumstance. Each child with a disability must be offered an IEP that is designed to provide access to instructional strategies and curricula aligned to both challenging State academic content standards and ambitious goals based on the unique circumstances of that child. An IEP must be developed in a way that ensures that children with disabilities have the chance to meet challenging objectives, as reflected in the child’s IEP goals. The purpose of monitoring and reporting progress on a student’s annual goals is to determine if the IEP is, indeed, reasonably calculated to enable the child to make progress appropriate in light of the child’s circumstances.

***Endrew F. v. Douglas County School District RE-1 (2017)***

***“To meet its substantive obligation under the IDEA, a school must offer an IEP*** [***reasonably calculated***](https://sites.ed.gov/idea/questions-and-answers-qa-on-u-s-supreme-court-case-decision-endrew-f-v-douglas-county-school-district-re-1/#citem_e38d-7bd3) ***to enable a child to make*** [***progress appropriate in light of the child’s circumstances***](https://sites.ed.gov/idea/questions-and-answers-qa-on-u-s-supreme-court-case-decision-endrew-f-v-douglas-county-school-district-re-1/#citem_1846-313c)***.”***

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| **200.940 Reporting progress on annual goals:**  **200.940.a. The IEP includes a description of how progress toward meeting the annual goal(s) will be measured.**  **200.940.b. The IEP includes a statement of when periodic reports on the progress the child is making toward meeting the annual goals will be provided to the parent(s).**  **200.940.c. The content of the progress report includes the progress toward the annual goal(s).**  **NOTE: Due to the relationship between the annual goals of a transition-aged student and the student’s post-secondary goals, the public agency should include content about progress toward the post-secondary goals and transition services in the periodic report** | | | | | |
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| **Requirement and Descriptors** | **Focus** | **Out of Compliance** | | **In Compliance** | |
| **200.940.a The IEP includes a description of how progress toward meeting the annual goal(s) will be measured.** | * Connects back to the measurable component of the annual goals. Teams determine how to measure the goal when the goal is written. | No indication of ***how*** progress will be measured in the text of the IEP goal or on the goal page  **Example:**  Within the text of the goal it describes what skill or behavior will be measured, for example, “When given a second grade text passage, Sophia will increase her oral reading fluency rate from 60 words per minute to 80 words per minute.” However, none of the boxes on the IEP goal page to indicate ***how*** the goal will be measured are checked. | | Evidence of how progress on each goal with be measured appears in the text of the goal or on the goal page  **Example:**   1. Within the text of the goal, it states how progress will be measured. For example: “When given a second grade text passage, Sophia will increase her oral reading fluency rate from 60 words per minute to 80 words per minute, as measured by a teacher-created reading fluency probe. 2. Within the text of the goal it describes what skill or behavior will be measured, for example, “When given a second grade text passage, Sophia will increase her oral reading fluency rate from 60 words per minute to 80 words per minute.” Additionally, the IEP goal page contains boxes that are checked to identify the specific data collection measure that will be used to measure progress towards the goal. In this case the “Other” box is checked and “teacher-created reading fluency probe” was added to describe the tool to be used. | |
| **Does your goal contain the following element?** | | **YES** | | **NO** | |
| Evidence that the IEP includes a description of how progress towards meeting the annual goal will be measured. | |  | |  | |
| **Requirement and Descriptors** | **Focus** | | **Out of Compliance** | | **In Compliance** |
| 200.940.b.The IEP includes a statement of when periodic reports on the progress the child is making toward meeting the annual goals will be provided to the parent(s) | * IEP goals should be periodically reviewed so progress towards the goal can be noted by all IEP team members. IDEA requires the LEA to provide periodic reports to parents regarding the progress the child is making toward meeting the annual goal so parents can be fully informed of their child’s progress to their annual IEP goals. * [34 CFR 300.320(a)(3)](https://sites.ed.gov/idea/regs/b/d/300.320/a/3) 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 | | * IEP does not indicate a specific frequency for reporting progress to the parents. * IEP indicates a frequency for reporting that is not frequent enough to reasonably provide parents timely information that can be used to determine whether or not the student is on track to meet IEP goals.   **Example:**  IEP indicates progress will be reported to the parents annually. | | * IEP indicates a specific frequency for reporting progress to the parents * The frequency allows the parents and the rest of the IEP team to track student performance throughout the year and the team can use it to make decisions about when they would need to reconvene to consider making changes to address better than expected progress or worse than expected progress. |
| **Does your goal contain the following element?** | | **YES** | | **NO** | |
| Evidence that the IEP includes a statement of when periodic reports of the progress the child is making toward meeting the annual goals will be provided to the parents. Progress reporting is frequent enough to allow the IEP team to be responsive to instructional needs of the child. | |  | |  | |
| **Requirement and Descriptors** | **Focus** | | **Out of Compliance** | | **In Compliance** |
| **200.940.c.The content of the progress report includes the progress toward the annual goal(s)** | * The progress report should inform the parents, as well as other IEP team members, of the progress the child is making towards their annual goals. * The data reported will assist team members in determining if the IEP:   + Is effective and the student is advancing appropriately to meet their annual goals   or   * + If the IEP needs to be revised to address the reasons why the student may not be making progress necessary to advance appropriately towards meeting their annual goals. | | * There is no progress monitoring data that indicates the progress toward the annual goal listed in the IEP. * The IEP goal page only contains a check mark in the box “making progress” or “not making progress” * The progress monitoring data reported does not align with the skill noted in the IEP goal.   **Example:**   1. PLAAFP indicated Alex has weaknesses in receptive language and has difficulty understanding content vocabulary and determining the connection between relevant facts from a passage, especially when determining how to solve math word problems. IEP goal states: “When given a math word problem, Alex will correctly state what operation is necessary to complete the word problem….”    * Progress monitoring data: Alex was able to accurately compute 9/10 word problems that required him to use single digit by single digit multiplication facts. He has mastered his 2’s, 5’s, 10’s and 3’s multiplication facts this quarter.” | | * There is progress monitoring data that indicates progress toward the annual goals listed in the IEP. * The IEP goal page contains a data based narrative that clearly indicates the progress the student is making towards achievement of the annual goal. * The progress monitoring data reported aligns with the skill noted in the IEP goal.   **Example:**   1. PLAAFP indicated Alex has weaknesses in receptive language and has difficulty understanding content vocabulary and determining the connection between relevant facts from a passage, especially when determining how to solve math word problems. IEP goal states: “When given a math word problem, Alex will correctly state what operation is necessary to complete the word problem….”    * Progress monitoring data: During the 3 data collection trials this quarter, Alex was able to correctly state what operation he needed to use to accurately solve a given math word problem with the following accuracy (probe contained 5 problems), data collection 1: 3 /5 , data collection 2: 4/5 , data collection 3: 4/5 |
| **Does your goal contain the following element?** | | **YES** | | **NO** | |
| Evidence that the content of the progress report includes the progress toward the annual goal(s) | |  | |  | |