

# Completing Progress Reports












Version 1.1 • Updated February, 2009

Progress Reports are required to be completed and sent home for students with IEPs at the general education reporting periods.

Once an IEP is locked, the Progress Report form becomes available in Encore. Progress Reports are located in the goals section below the goals. Progress on four different goals can be reported on one Progress Report page. Additional Progress Report pages are created as goals are added.

*Follow the steps below to complete progress reports*

- Open Encore.
- Navigate to the student's record.
- Open the most recent locked event (Annual/Triennial/Supplemental/Interim Placement Review).

EVENT GROUP FORMS				BATCH PRINT	UNLOCK	DELETE	ADD EVENT
Status: [Locked 		Due Date: 7/15/2005					
Actual Date: 7/15/2005		Scheduled Date:					
INVITATION FORM							
	Form Name	Form Rule	Form Status				
	<a href="#">Meeting Notice</a>	◆ Required	Locked				
ANNUAL IEP REVIEW  (0) <span style="float: right;">DELETE MOVE</span>							
	Form Name	Form Rule	Form Status				
	<a href="#">Present Levels Pg. 1</a>	◆ Required	Locked				
	<a href="#">Present Levels Pg. 2</a>	◆ Required	Locked				
	<a href="#">IEP_SignaturePage</a>	◆ Required	Locked				
	<a href="#">Special Factors Pg.1</a>	◆ Required	Locked				
	<a href="#">Special Factors Pg.2</a>	◆ Required	Locked				
	<a href="#">IEP Pg. 1</a>	◆ Required	Locked				
	<a href="#">IEP Team Action</a>	● Optional	Locked				
GOALS AND OBJECTIVES							
	Form Name	Form Rule	Form Status				
	<a href="#">Articulation/Phonology - Page 1</a>	● Optional					
<b>1</b>	<a href="#">Progress Report - 1</a>	◆ Required					

Click desired [Progress Report](#) page

The report will be displayed.

Save and Print
Save In Place
Save and Close
DRAFT

**SAN DIEGO CITY SCHOOLS**  
Special Education Programs Division  
4100 Normal Street, San Diego, California 92103 (619) 725-7600

**INDIVIDUALIZED EDUCATION PROGRAM - GOAL PROGRESS REPORT**

STUDENT'S LAST NAME	FIRST NAME	M.I.	BIRTH DATE	AGE	GENDER	STUDENT ID
Ames	Cherry		06/03/1997		Female	67980279
ETHNICITY	STUDENT LANGUAGE	HOME LANGUAGE		OPL	GRADE	
Vietnamese					Second Grade	
SCHOOL OF ATTENDANCE	MAN	SD	SCHOOL OF RESIDENCE			
School No. 3828	Sch	28				

Dear Parent/Guardian,

We realize that achievement of IEP goals is as important as making on IEP goals, from your child's IEP dated: 07/15/2005

BaseLine Mastery Level 13

For Goal No. 1 Communication

The techniques used to analyze achievement include:

PROGRESS REVIEW DATE: Enter the date.

Progress Level 0.0%

Indicate which reporting period this is. (see Note below)

**Note:** The completed Progress Report will remain in Encore until the next reporting period. Always print a completed progress report one to send home and one for the container. At the next reporting period you will need to write over the previous report with the new progress information.

We realize that achievement of IEP goals is as important to you as it is to us. 4 will give you an update on the progress your child is making on IEP goals, from your child's IEP dated: 07/15/2005

BaseLine Mastery Level 13      Current Mastery Level        Progress Level 0.0%

For Goal No. 1 Communication      Articulation/Phonology      Cherry

The techniques used to analyze achievement include:

Enter the Current Mastery percentage Level from data collected for the annual goal (not the objective).

The **Progress Level** is computed from the **Current Mastery Level** and is the actual percentage of improvement between the baseline and the target mastery level at the time of the progress report.

**Note:** The Current Mastery Level will not show on the printed form.

Encore will insert a statement about the the level of progress based on what has been entered in Current Mastery Level.

We realize that achievement of IEP goals is as important to you as it is to us. This report will give you an update on the progress your child is making on IEP goals, from your child's IEP dated: 07/15/2005

BaseLine Mastery Level 13 Current Mastery Level Progress Level 0.0%

For Goal No. 1 Communication Articulation/Phonology Cherry

The techniques used to analyze achievement include:

Computer-generated Current Progress Level Descriptions

Progress Range	Description
100%	(Name) achieved this goal, is considered proficient and has met all of its performance elements. Achievement level is 100%.
75-99%	(Name) made substantial progress toward achieving this goal and has met the majority of performance elements; but needs continued instruction to perform more fluently. Achievement level is between 75% and 99%.
50-74.9%	(Name) made reasonable progress toward achieving this goal and has met many of the performance elements; but needs continued instruction to acquire the few remaining elements. Achievement level is between 50% and 74%.
25-49.9%	(Name) made some progress toward achieving this goal and has met some of the performance elements; but needs continued work to acquire the many remaining elements. Achievement level is between 25% and 49%.
1-24.9%	(Name) moved slightly beyond the initial baseline and is in the early stages of acquiring the critical concepts, skills and strategies needed to achieve this goal. The achievement level is less than 25%
0	(Name) continues to be at the baseline level for this goal.

**FIRST PROGRESS REVIEW DATE:** 12/01/2005

Dear Parent/Guardian,

We realize that achievement of IEP goals is as important to you as it is to us. This report will give you an update on the progress your child is making on IEP goals, from your child's IEP dated: 07/15/2005

BaseLine Mastery Level 13 Current Mastery Level 35 Progress Level 32.8%

For Goal No. 1 Communication Articulation/Phonology Cherry

Cherry made some progress toward achieving this goal and has met some of the performance elements; but needs continued work to acquire the many remaining elements. Achievement level is between 25% and 49%.

The techniques used to analyze achievement include:

5

- Behavior samples
- Checklists
- Interviews
- Observations
- Probes
- Work samples
- Clear the field (x)

Select the techniques used to determine progress. You may select three techniques.

FIRST PROGRESS REVIEW DATE: 12/01/2005

Dear Parent/Guardian,

We realize that achievement of IEP goals is as important to you as it is to us. This report will give you an update on the progress your child is making on IEP goals, from your child's IEP dated: 07/15/2005

BaseLine Mastery Level 13 Current Mastery Level 35 Progress Level 32.8%

For Goal No. 1 Communication Articulation/Phonology Cherry

Cherry made some progress toward achieving this goal and has met some of the performance elements; but needs continued work to acquire the many remaining elements. Achievement level is between 25% and 49%.

6

The techniques used to analyze achievement include:

The goal has been met.  
 We anticipate that the goal will be met by the next annual review.  
 We do not anticipate that the goal will be met by the next annual review because  
 Clear the field (x)

Indicate whether the goal will be met by the next annual review.

Steps 6 and 7 are not required for all students.

The techniques used to analyze achievement include: Observati Work samples

We do not anticipate that the goal will be met by the next annual review because

7

BaseLine Mastery Level Current Mastery Level

For Goal No.

more time is needed.  
 there were excessive student absences/tardies.  
 assignments were not completed.  
 it needs to be revised.

Clear the field (x)

If you indicate that the goal will not be met before the next annual review, you must also indicate why not.

Note: If you select 'more time is needed' or 'it needs to be revised' the IEP must be amended to reflect these changes.

8

The techniques used to analyze achievement include:

Enter comments if desired.

After Completing all required sections of the Progress Report

- Save and Print the Progress Report
- Provide one copy to parent
- Place one copy in students SPED container