



Quality Review of the ETR/IEP

Student _____ Grade _____

date reviewed _____ type: annual initial 3 year

TOR _____ Psych _____

ETR

Initial Evaluations

- ____ Evaluation took place within the 60 school day requirement
- ____ There is discussion of progress in the general curriculum
- ____ Reference to student learning as compared to peers
- ____ State standards are used in assessment and goal planning.
- ____ Low performance indicators are targeted on goals
- ____ General education teacher reports about student progress in the standards
- ____ Parent(s) report on their concerns and goals for their student.
- ____ Documented reporting from all team members, in a manner that ALL team members understand.
- ____ State and district assessment data are included in the ETR.
- ____ State assessment the student will be taking during the life of the IEP is identified, and if needed accommodations are listed.

- ____ Data is triangulated.
- ____ Error analysis of data indicates areas of concern
 - ____ Anyone reading the report can tell what we think the problem is.
 - ____ Anyone reading the report can tell what we will do.

- ____ Reporting is in a clear and concise manner.

- ____ Intervention data over time in identified area of concern, are included in the report.

Three year re-evaluation

- ____ There is synthesized discussion of progress on **goals** during previous three-year period.
- ____ Review/report of state assessment data

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IEP

Annual Review

- Required members at the IEP meeting
- Have reading, writing, math and communication been addressed.
- Goal areas have specific information to address the deficiencies and concerns
- Other areas have been addressed as to the functional level of the student.
- All special education and classroom supports are specifically listed
- All Areas of the IEP have been reviewed and updated for the year (yes, no, NA), can now and next steps filled out.
- Report on progress made on previous year's goals
- Parents can tell type, amount, and in what area their child will receive services.
- The IEP was completed on or before due date.
- Did the parents receive a copy of the IEP, and is there documentation that the parents received a copy?

Transition: for those turning 14 during life of IEP or older, students with disabilities only. (Skip if student is not yet 14 or older or is gifted)

- Statement of transition needs addressed for students turning 14 during the IEP year.
- Top section of form 7 filled out addressing students' hopes and dreams
- Course of study is included for those student turning 14 during the IEP year
- Transition needs are reviewed yearly for students 14 years or older.
- Parent release signed for any outside agency if student is age 16 or older
- Post secondary goals are written
- Transition assessment is included
- At least one Annual goal tied to post secondary goals

Goal

- Criteria is measurable; and directly tied to area of concern
- Academic goal(s) based on low performance standards
- Graph matches written criteria;
- There is a numerical statement for baseline data;
- Expectation is higher than last IEP;
- Baseline information is listed in CAN NOW;
- Targeted goal is listed in NEXT STEPS;
- Projected dates for reporting progress to parents are listed on the goal page.
(At least as often as district reporting)
- Checklists are filled out (if applicable)

Goal updates

- Exact dates (M-D-Y) for progress reports sent to parents are recorded on appropriate lines below the graph and include mode of reporting.
- Dates are recorded on which data was collected for this goal; there are at least three (3) data points during each reporting period.
- Student made progress according to data presented
 - begin to end
 - progressively
- Data are spread out the length of the aimline
- Did we do what we said we would do if student did not make progress? And your efforts are documented in the comments section.