



**Department of
Education**

Dennis M. Walcott, Chancellor

Gary Hecht, Superintendent - District 75

How to create a Progress Report in SESIS

1. Click on **Student name**
2. Click on **Create New Document**
3. Go to drop down menu-**click on arrow**
4. Go to Assessment/scroll to **Progress Report**
5. **Click on Progress Report**
6. Press go
7. Comment-(indicate) Counseling
8. Click on **Create**

Roslyn Hoff, Supervisor of Psychology, NSCP, LMHC

400 1st Avenue, New York, N.Y. 10010* Tel. No. (917)256-4273, Fax No. (917) 256-4281

The Student Progress Report*

1. Present Level of Performance

What should be described in this section?

***Discussion of self- awareness, self- management both individually and as part of a group**

This discussion should incorporate the following:

- a. Does student display an awareness of his/her needs, skills, abilities? Simply stated, does student have a realistic perception of what they can/cannot do and are they able to verbalize it?
- b. Does the student possess coping strategies when responding to situations and his/her corresponding emotions? If yes, consider the consistent use of these strategies and how successful the strategies are when they are used.
- c. What criteria does the student use when making a choice/decision?
- d. Can the student (help) develop personal goals and reflect on whether he is achieving them.
- e. Does student consider the value of what other students say, do, and the student's responsibility to the larger community?
- f. Does student respond to the non-verbal body language of another?
- g. Can student work with another student/group of students toward a common goal?
- h. Can student articulate difficulty with another student or group of students.

Of course, this assessment should be individualized and specific to the student for whom you are developing the progress report. The areas that require the 'need for improvement ' are the basis of formulating social emotional/counseling goals.

***Student's role within his/her family.**

With whom does the student reside, and as applicable the nature of the relationship (formal adoption, foster care).

***Supports within the community**

Is student aware of the supports he/she is receiving in in his/her community?

Describe affiliation, if any, with community agencies (name of agency/SW/telephone#).

Describe outside activities, teams. If none what type of activities does the student enjoy /is there a need/perhaps a goals?

***This should be completed for both an annual and re-evaluation and the information contained should be consistent with what you write in the PLOP and Transition Sections of the IEP.**

2. Current Annual Goals

Research and include the annual goals currently in progress.

3. Current Short-Term Goals

Include the short term goals in this section

4. Progress in Meeting Goals Evaluation Method and Criteria

This section asks a question

How is the student doing and on what basis are you making that assertion.

Consider the current annual goals, STO and how you are evaluating progress. Are you using a check list?, verbal explanation, continuity of use, portfolio development? Also consider the criteria you are using for success. Perhaps the students are successful in using the technique 3 out of 4 times but success is using it 4 out of 5 times...consider using this as the initial STO of another goal .

Recommendations, Including Frequency, Duration and Group Size

Consider the student's mandate and a less restrictive environment.

Would you continue the current mandate...why? What about a change in group size, frequency how would you justify? Be available to articulate why you would like to consider the change.

6. New Annual Smart Goal

Consider the questions in #1 and how you would ensure continued social emotional growth using these responses.

What is the next level? How can the students move to the next level? If they know the coping skill, perhaps the student can use the skill more consistently.

Progress in Meeting Goals Evaluation Method and Criteria

This section asks a question

How is the student doing and on what basis are you making that assertion.

Consider the current annual goals, STO and how you are evaluating progress. Are you using a check list?, verbal explanation, continuity of use, portfolio development?