College and Career Ready Individualized Education Programs (CCR IEP)
Improving Outcomes for Students Ages 3 through 21
At a Glance
Step 5: Analyze Progress

Analyze progress towards goals to evaluate what works and what is needed to close achievement and functional skill gaps.

Overview: The IEP team analyzes the student's progress towards the IEP goals to inform future IEP development. Annual and interim reviews of progress identify what is working and what may need to change to address the student's disability-related needs and support the student in accessing and engaging in instruction and other educational activities, and making progress to meet early childhood/grade level academic achievement standards and functional expectations.

Key Ideas: Two sample forms are available to assist IEP teams with goal reviews: the Interim Review of IEP Goals (I-6) and the Annual Review of IEP Goals (I-5). Progress toward meeting IEP goals must be reviewed and reported to parents periodically throughout the year. At least annually, The IEP team must hold a meeting to review the IEP. When an IEP team determines the student is not making sufficient progress towards achieving IEP goals, the CCR IEP Five-Step Process provides a good framework for reviewing and revising the IEP.

Step-Check:
- ☐ Have you analyzed all data collected to monitor IEP goal progress from baseline to level of attainment?
- ☐ Have you reviewed all interim progress reports provided to parents since the last annual review meeting?
- ☐ Have you considered other data or information related to addressing the student's IEP goals and needs (other classroom data, information provided by the parent, teacher observations and anecdotal notes, effectiveness of services etc.)?
- ☐ Have you elicited information from the student about what works and what is needed? If not, are there ways the student can be engaged in analyzing IEP progress and revising IEPs in the future?
- ☐ Have you discussed how current IEP services support progress and what service changes may be needed?
- ☐ Did you review and update, as appropriate, the effects of the disability, root causes, and disability-related needs (Step 2) before revising, goals and services?
- ☐ Do you need to examine your system for IEP progress monitoring (procedures, decision rules, etc.)?

What IEP Teams Should Look For	What IEP Teams Should Avoid*
Before developing or revising annual goals, IEP team documents review of previous IEP goals and progress.	Progress toward achieving previous IEP goals is not reviewed before revising annual measurable goals.
Data used to analyze IEP goal progress (including each benchmark or STO as appropriate) is available at the IEP team meeting when IEP goals are developed or revised.	Current data and information is not used to analyze progress from IEP goal baseline to level of attainment, (and benchmark or short term objectives (STOs) as appropriate).
Interim and annual progress reports include clear summaries of data used to support decision whether student is making sufficient progress and document factors affecting progress, including the effectiveness of services.	Interim or annual progress reports do not clearly document data used to determine if progress is sufficient to meet annual goal attainment or do not document factors affecting progress, including the effectiveness of services.
IEP revisions clearly reflect analysis of progress as documented on Interim or annual IEP review forms.	Goals and services cut and pasted from previous IEP without any direct connection to a review of progress.
When progress is not as expected, the IEP team uses the CCR IEP Five-Step Process to help determine why the student did not make sufficient progress toward annual goals (including STOs as appropriate) what is needed to support progress.	The IEP team does not systematically analyze "why" the student is not making sufficient progress toward IEP goals or the analysis is incomplete (e.g. does not consider if student needs have changed or if service changes are needed).

*May not support the individual needs of student, maximize staff time/resources, or prepare the student for college and career readiness.

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Tips for Step 5:
- ✓ Use the Annual Review of IEP Goals (DPI Sample Form I-5) at least once per year to meet the annual review requirements. Have interim progress reports and other data available when completing the review.
- ✓ Use the Interim Review of IEP Goals (DPI Sample Form I-6) to document ongoing progress toward IEP goals. This form may also be used to provide periodic progress reports to the parents as per the student's IEP.
- ✓ Follow the IEP and use stated methods of measuring progress to guide data collection so ongoing progress from baseline to level of attainment for each annual goal can be regularly reviewed throughout the year.
- ✓ Consider new strategies, interventions or revisions to IEP goals and services to address factors affecting progress.
- ✓ An IEP may be revised without an IEP team meeting, if the district and parent agree. However, an IEP team meeting is required when considering a change in the student's placement. This includes changes to the environment(s) in which the student will receive services such as changes to the amount of time spent in general education classes or other environments with non-disabled peers.
- ✓ When an IEP team determines a student no longer requires specially designed instruction, the team, upon reevaluation, may consider if the student meets eligibility under Section 504. If so, the district must provide reasonable accommodations to support the student's continuing disability-related needs, including support for transition to post-secondary settings.

Linking Step 5 to Other Steps in the Five-Step Process:
- **Previous Step**: In Step 4, IEP services are aligned with goals and disability-related needs. Services are implemented as described in the IEP.
- **Next Step**: Based on the review of progress towards the goals, the 5-Step process begins again with an understanding the student's current performance in relation to preschool/grade level standards and expectations; effects of the disability on access, engagement and progress; root cause analysis of areas of concern; and summary of disability-related needs..
- **Other Steps**: An IEP team meeting is held at least once a year to conduct an annual review of the student's IEP and to revise the IEP as appropriate. A review of progress toward IEP goals occurs before the development of new or revised goals in Step 3.

Connections to CCR IEP Five Beliefs:
- **High Expectations:** When reviewing progress, the IEP team should keep high expectations in mind to ensure goals are ambitious and achievable and support increased academic and functional independence.
- **Culturally Responsive Practices:** When analyzing progress toward IEP goal attainment, the IEP team considers how culturally responsive practices have been embedded throughout the IEP process and the student's instructional program.
- **Student Relationships:** In reviewing progress, consider growth in relationships with peers and adults. Also, consider ways to involve the student tin the IEP review process.
- **Family and Community Engagement:** Parents and student share evidence and insights about progress toward IEP goals.
- **Collective Responsibility:** All educators and service providers monitor the student's progress toward IEP goals and make revisions to help ensure the student will meet the goals.

Resources: Information about CCR IEPs may be found at https://dpi.wi.gov/sped/college-and-career-ready-ieps. Resources specific to the Five Step Process, including this document may be found at DPI CCR-IEP Learning resources.