

**Monitoring Progress of IEP Goals**  
**Checklists for Developing Progress Monitoring Procedures and for IEP Team Reviews**  
Wisconsin Department of Public Instruction  
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## Overview

State and Federal legislation requires progress monitoring procedures be established for each IEP goal. Progress monitoring is addressed on the IEP goal page. For each goal, the IEP team must describe how progress will be measured, and should address how often progress will be monitored. In addition, the IEP must specify how often parents will be provided with periodic reports on IEP goal progress. 34 CFR 300.320 (a) (3)

Progress monitoring is an ongoing formative process used to assess students' academic and behavioral performance over time. It is used to measure student growth and responsiveness to educational strategies (e.g. instruction, supports, etc.). Along with other information progress data allows us to evaluate the effectiveness of a student's education. With respect to IEPs, progress monitoring refers to systematic and planned methods for collecting and analyzing data to determine whether a student is benefitting from educational strategies linked to IEP goals.

Progress monitoring procedures guide the manner in which data will be collected and used to make decisions about student progress related to an IEP goal. The procedures also establish a decision-making plan for examining the data collected. In this way, progress monitoring helps teachers and other service providers make ongoing instructional decisions about the strategies being used to support a student's progress toward IEP goal attainment. It also provides information for reporting to parents, information about whether the rate of progress is sufficient, and summative evidence that helps the IEP team decide whether the student has achieved his or her goals.

The following checklists are provided to assist in the development and implementation of effective IEP progress monitoring procedures as well as for IEP teams when conducting interim or annual IEP reviews.

Portions adapted from Iowa Department of Education, "Guidance for Quality IEPs: Progress Monitoring Procedures" Accessed Nov. 26, 2018. <https://educateiowa.gov/pk-12/special-education/iowas-guidance-quality-individualized-education-programs-ieps/progress#1>.

## Checklist to Assist in the Development of Effective IEP Progress Monitoring Procedures

- Does the goal statement include a clear baseline and level of attainment
- Does the description of how progress will be measured include:
  - The progress monitoring method that will be used?
  - How often progress will be measured. Monitoring should be regular and frequent.
- Is the method and measure used for monitoring progress toward the expected level of goal attainment (i.e. goal criterion) aligned with that used to determine baseline performance?
- Is it clear how the student will be demonstrating the skill(s)/behavior(s) or knowledge targeted by the IEP goal (and objectives, as appropriate)?
- Is it clear who will be responsible for collecting data?
- Is it clear how data will be compiled and analyzed and who will be responsible for doing this?
- Do the progress monitoring methods and tools incorporate these effective characteristics?
  - Accurate (valid+reliable): Consistently measures target behavior outlined in the goal
  - Sensitive: Tools used are sensitive growth; small changes in performance
  - Frequent: Regular and frequent data collection
  - Simple: Easy to implement, quick to administer, easy to “score”
  - Brief: Takes only a short amount of time or embedded in instruction/school activities
- Do staff responsible for progress monitoring have a clear plan (schedule) for
  - How often progress data will be reviewed
  - How data will be used to make adjustments to instruction in response to student progress
  - How data will be used to decide if changes are needed that require an IEP team meeting

*Note: While not required by law, it is good practice to include a statement of how often progress will be reviewed by educators to make ongoing educational decisions. For example: X data will be collected daily by the classroom teacher. The special education teacher will compile, chart, and review the data each week to determine if instructional adjustments are needed.*
- Is there a plan for involving the student in progress monitoring?
- Is there a plan for how and when progress data will be shared with, and explained to families?

## Checklist for IEP Team Analysis and Review of Progress for required periodic, but at least annual, IEP team meetings: (CCR IEP Step 5)

- Have all data collected to monitor IEP goal progress been analyzed?
- Has the team reviewed all interim progress reports provided to parents since the last annual review meeting?
- Has other data or information been considered related to addressing the student’s IEP goals and needs including other classroom data, information from the student’s family, teacher observations and anecdotal notes, effectiveness of services etc.)?
- Has information from the student and family been elicited about what works and what is needed? Are there more ways the student can be engaged in analyzing IEP progress and revising IEPs in the future?
- Has the team discussed how current IEP services support progress and what service changes may be needed?
- Did the team review and update, as appropriate, the effects of the disability, root causes, and disability-related needs (CCR IEP Step 2) before revising, goals and services?
- Do you need to examine your system for IEP progress monitoring (procedures, methods, schedule, decision rules, etc.)?