

College and Career Ready Individualized Education Programs (CCR IEP)

Improving Outcomes for Students Ages 3 through 21

Step 5 At a Glance: Analyze Progress

Summary: The IEP team analyzes ongoing student IEP goal progress and service delivery to evaluate the effectiveness of the IEP in supporting student access, engagement and progress toward age and grade level academic and functional skill standards and expectations across school settings. Annual and interim IEP reviews help identify what is working and what may be needed to inform future IEP development. When an IEP team determines the student is not making sufficient progress, the entire [CCR IEP Five-Step Process](#) provides a good framework for reviewing and revising the IEP.

Step 5 Checklist

✔ Before The Meeting (Preparation)

- Have staff received training in CCR IEP [Beliefs](#) and [5 Step Process](#) and [Culturally Responsive Problem Solving](#)?
- It is understood that IEP progress monitoring is an ongoing process. Is there a system in place for ongoing IEP progress monitoring (procedures for data collection, decision rules, etc.)?
- Is there an ongoing system in place to ensure all IEPs are implemented as written?
- In preparation for the meeting, ask each IEP team participant to think about areas of greatest growth, how student skills and needs may have changed or evolved over the year, what is working well, and what may need improvement.

✔ During the Meeting (Discussion and Documentation. Refer to DPI Sample Forms [I-6 Interim Review](#) and [I-5 Annual Review](#) as appropriate)

- Has the IEP team reviewed **all** available data, including interim progress reports, and compared growth from baseline to determine if the student has made sufficient progress toward their IEP goals and in age and grade level general education curriculum?
- Has the team considered other information to help understand evolving student needs (other classroom data, information from the parent, teacher observations, anecdotal notes etc)?
- Has the student and family provided input 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?
- Has the team discussed how current IEP services support progress across all school settings and what service changes may be needed?
- In developing the new annual IEP, have the effects of the disability, root causes, and disability-related needs (Step 2) been reviewed and updated before revising goals and services?



Further Considerations



What IEP Teams Should Look For	What IEP Teams Should Avoid
<p>Current data is available and used to analyze IEP goal progress (including each benchmark or short term objective (STOs) as appropriate) and determine if progress is sufficient.</p>	<p>Current data is not available or sufficient to analyze IEP goal progress (including benchmark or STOs as appropriate). As a result, it is difficult to determine if sufficient progress has been made.</p>
<p>There is evidence that the student’s IEP and general education progress has been regularly monitored, reviewed, and reported to the parent(s) throughout the year.</p> <p>There is specific progress data consistent with the stated method(s) of measurement in each annual IEP goal statement.</p>	<p>There is little or no evidence of ongoing IEP or general education progress monitoring.</p> <p>Progress reports include mostly general statements such as “The student is making good progress”.</p> <p>Information reviewed does not include data specifically matched to the stated method(s) of measurement in each annual goal statement.</p>
<p>There is evidence that the IEP team considered instructional, curricular, and environmental context factors (ICEL) affecting progress or lack thereof, including the effectiveness of IEP services in supporting access, engagement and progress in general education.</p>	<p>There is no evidence of consideration of instructional, curricular, or environmental context factors affecting progress, including the effectiveness of IEP services in supporting access, engagement and progress in general education.</p>
<p>When student progress is not sufficient, the IEP team uses the CCR IEP Five-Step Process to explore why progress was insufficient and what is needed to accelerate progress toward age and grade level standards and expectations</p>	<p>The IEP team does not systematically analyze why the student’s progress may be insufficient or the analysis is incomplete. For example, the team does not consider if disability-related needs have changed or if new or different services are needed.</p>
<p>At the end of the review, the IEP team decides whether to revise the IEP to address continuing or different disability-related needs.</p> <p>If the team believes the student no longer requires specially designed instruction, a request for reevaluation is initiated to consider continuing IDEA eligibility or, if appropriate, Section 504 eligibility.</p>	<p>At the end of the review, the IEP team copies and pastes information from the previous IEP and makes limited updates to the IEP.</p> <p>Exiting the student from special education is not considered as a potential option when all IEP goals are met.</p>

Resources:

[College and Career Ready IEPs](#), Wisconsin DPI

[College and Career Ready IEP Learning Resources](#), Wisconsin DPI

[Comprehensive Special Education Evaluation](#), Wisconsin DPI

[Comprehensive Special Education Evaluation: Six Areas of Academic and Functional Skills](#), Wisconsin DPI

[Culturally Responsive Problem Solving](#), Wisconsin DPI

[IEP Resources for Families](#), WSPEI

[IEP Resources for Families](#), WI FACETS

[Information Update Bulletin: Free and Appropriate Public Education \(FAPE\)](#), Wisconsin DPI

[Monitoring IEP Goal Progress](#), Wisconsin DPI

[Sample IEP Forms and Guide](#), Wisconsin DPI