Access
EDUCATIONAL ADVOCACY

QUICK REFERENCE

IEP PROGRESS REPORTS

How to Read an IEP Progress Report

What a real report shows, and the one email to send when it doesn't

Pull out the goals page of your child's IEP and set it next to the report. Then check each goal for these five things. The whole review takes about twenty minutes.

What a real report contains

Element	What to look for
The goal	Written out in full, so you aren't hunting through a binder for what "Goal 3" means.
Baseline	Where your child started, matching the present levels section of the IEP.
Current performance	A number in the same terms as the goal, like "7 of 10 trials" or "42 words per minute."
How it was measured	Data collection, work samples, probes, or curriculum-based measures, and how often.
What happens next	What is working, what isn't, and who is changing what.

IF A ROW IS BLANK

That blank is your question. A status word is the conclusion without the evidence, and you are allowed to ask for the evidence.

The sentence to send back

When the report is vague, ask in writing. A short email asks your question and creates a record that a hallway conversation doesn't.

COPY THIS

Thank you for sending [child]'s progress report. I have a few questions about goals [#] and [#]. Could you share the data you collected for those goals this quarter? I'd also like to request an IEP meeting to talk about [child]'s progress and whether we need to adjust anything. Please let me know which dates work.

You can request an IEP meeting at any time. It does not have to wait for the annual review.

Three warning signs

1. **The same goal says "emerging" three reports in a row**
   Growth that never changes a status is worth a meeting. Ask what the team is changing.

2. **A goal says "not introduced" halfway through the year**
   If the goal is in the IEP, your child should be getting instruction toward it. Ask why it hasn't started and when it will.

3. **Progress is fine and the timeline isn't**
   Some growth every quarter can still leave a child far from the goal in June. At the halfway point, are they about halfway there?

Two questions for the team

- [ ] Is my child on track to meet this goal by the IEP end date, based on the data you have?
- [ ] Is my child getting all the service minutes in the IEP, and how is attendance documented?

Write the numbers down

Fill this in for one goal before you call or email. The comparison is the whole conversation.

Goal	Baseline	Current	Target and end date

Worth knowing

The words are judgments, not measurements. Two teachers can look at the same data and choose different words, which is why the numbers matter more than the label. If the codes look different from the ones you learned at another school, ask the case manager to explain them in writing.

> **Something in the report doesn't add up?**
>
> Book a free 15-minute consultation at MyAccessAdvocacy.com

Karlie Libraro, M.S., CCC-SLP EDUCATIONAL ADVOCATE | ACCESS EDUCATIONAL ADVOCACY