

Educational Benefit Review
Student Summary Worksheet.

Student ID

FORM 3

EBR PROCESS STEP 3: Analyzing Information Across IEPs

After analyzing the relationships between each IEP, the team considers the following and completes the year-to-year analysis section of the IEP Data and Review Chart. In this step, the team considers relationship within and between IEP components across three consecutive IEPs and **the primary purpose is to establish whether the individual IEP components reflected growth, regression, or stayed the same across different IEPs. Judgement about progress must be determined based on the individual circumstances of the student.** How does growth in the need areas under consideration compare to growth in other areas? How does the student's growth compare to same-age peers? How does the student's growth move the student's performance toward grade-level expectations? How was the student's growth received/evaluated by the IEP team and the student's family?

NEED AREA 1

Looking from IEP #1 to IEP #2 and then to IEP #3, is there evidence of progress in this area of need?	IEP #1 to #2 ___ Progress ___ Minimal Progress ___ No Progress/Regression	IEP #2 to #3 ___ Progress ___ Minimal Progress ___ No Progress/Regression
Given the level of progress for this area of need, how do each of these elements of the IEP reflect that progress? What changes are evident?		
	IEP #1 to #2	IEP #2 to #3
PLAAPF		
Impact of the disability		
Goal		
Services		
LRE/placement (gen ed time)		
Notes: What questions would you have for the team in this area? What did you notice, what would you like to have seen?		

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NEED AREA 2

Looking from IEP #1 to IEP #2 and then to IEP #3, is there evidence of progress in this area of need?	IEP #1 to #2 <input type="checkbox"/> Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> No Progress/Regression	IEP #2 to #3 <input type="checkbox"/> Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> No Progress/Regression
Given the level of progress for this area of need, how do each of these elements of the IEP reflect that progress? What changes are evident?		
	IEP #1 to #2	IEP #2 to #3
PLAAFP		
Impact of the disability		
Goal		
Services		
LRE/placement (gen ed time)		
Notes: What questions would you have for the team in this area? What did you notice, what would you like to have seen?		

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NEED AREA 3

Looking from IEP #1 to IEP #2 and then to IEP #3, is there evidence of progress in this area of need?	IEP #1 to #2 <input type="checkbox"/> Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> No Progress/Regression	IEP #2 to #3 <input type="checkbox"/> Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> No Progress/Regression
Given the level of progress for this area of need, how do each of these elements of the IEP reflect that progress? What changes are evident?		
	IEP #1 to #2	IEP #2 to #3
PLAAFP		
Impact of the disability		
Goal		
Services		
LRE/placement (gen ed time)		
Notes: What questions would you have for the team in this area? What did you notice, what would you like to have seen?		

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NEED AREA 4

Looking from IEP #1 to IEP #2 and then to IEP #3, is there evidence of progress in this area of need?	IEP #1 to #2 <input type="checkbox"/> Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> No Progress/Regression	IEP #2 to #3 <input type="checkbox"/> Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> No Progress/Regression
Given the level of progress for this area of need, how do each of these elements of the IEP reflect that progress? What changes are evident?		
	IEP #1 to #2	IEP #2 to #3
PLAAFP		
Impact of the disability		
Goal		
Services		
LRE/placement (gen ed time)		
Notes: What questions would you have for the team in this area? What did you notice, what would you like to have seen?		

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NEED AREA 5

Looking from IEP #1 to IEP #2 and then to IEP #3, is there evidence of progress in this area of need?	IEP #1 to #2 <input type="checkbox"/> Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> No Progress/Regression	IEP #2 to #3 <input type="checkbox"/> Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> No Progress/Regression
Given the level of progress for this area of need, how do each of these elements of the IEP reflect that progress? What changes are evident?		
	IEP #1 to #2	IEP #2 to #3
PLAAFP		
Impact of the disability		
Goal		
Services		
LRE/placement (gen ed time)		
Notes: What questions would you have for the team in this area? What did you notice, what would you like to have seen?		