College and Career Ready Individualized Education Program (CCR IEP)
Improving Outcomes for Students Ages 3 through 21
At a Glance
Step 1: Understand Achievement

Understand achievement of grade-level academic standards and functional expectations to identify the student's strengths and needs.

Overview: Using data from assessments, observations, progress reports, and other information, the IEP team identifies and documents the student's current levels of performance in relation to early childhood or grade-level academic standards and functional expectations. The team includes information reflecting the family and student's voice, observations, and points of view on strengths, interests, and areas of concern.

Key Ideas: Review academic standards and functional expectations for the grade in which the student is enrolled. For preschool-aged students, review early learning standards. Include data representing current academic achievement and functional performance in relation to the standards and expectations. Include areas in which the student is performing at, below, and above early childhood or grade-level standards and expectations. Address behaviors and functional skills that support the student's ability to access, engage, and achieve grade-level academic standards. For example, social communication with peers, group-work skills, organization, and independence during independent work time, technology skills)

Step-Check:
- ☐ Are data on reading achievement and other academic areas included? Are areas in which the student meets early childhood or grade level standards identified?
- ☐ Are data on functional performance included? Are areas in which the student meets early childhood or grade level expectations identified?
- ☐ Are data understandable to all IEP team members? Are test scores explained?
- ☐ Are data explained in relation to expected grade/age-level performance? Is the extent of performance gaps clear?
- ☐ Are student's strengths identified? Are strengths identified that can be used to improve educational access, engagement and progress?
- ☐ Is there enough information to use for discussion about effects and disability related needs?

What IEP Teams Should Look For	What IEP Teams Should Avoid*
Data from multiple sources including **recent** evaluations, IEP goal progress, observations, age anchored assessments, and current state, district, and classroom assessments.	Only using information from last special education evaluation or reevaluation.
Academic achievement and functional performance is documented including areas in which the student is meeting grade-level standards and expectations.	The IEP only documents areas in which the student is not meeting grade-level academic standards or functional expectations.
Data and information is current and provides sufficient information to assist the IEP team in identifying the student's unique strengths and needs.	Data and information cut and pasted from previous IEP with no current information added. Test scores listed without explanation. Gaps not clear.
Both academic and functional skills are discussed regardless of the student's identified impairment (e.g. IEP teams discuss functional performance of students with specific learning disabilities and academic skills of students with autism or emotional behavioral disabilities).	Academic and functional skills discussed are limited to eligibility criteria of the student's identified impairment (e.g. only discuss reading skills of students with specific learning disabilities or behavior of students with autism or emotional behavioral disabilities).

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

WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

Tips for Step 1:

- ✓ Standards-based IEPs start with Step 1. Ensure all IEP team members are familiar with the district's grade-level academic standards and functional expectations; early learning standards and Indicator 7 ratings for early childhood students; and alternate achievement standards for students with the most significant cognitive disabilities.
- ✓ When considering functional performance, use early childhood/grade level social-emotional learning competencies, school-wide positive behavior expectations, district/school code of conduct, or other sources as appropriate.
- ✓ Consider college and career readiness skills including independence, self-advocacy, resilience, and coping skills in relation to access, engagement, and achievement of grade-level standards and functional expectations.
- ✓ When the IEP team determines a student will participate in curriculum based on alternate achievement standards (e.g. Essential Elements) aligned with grade-level standards, the student's IEP should also reflect the student's current level of achievement related to the alternate achievement standards.
- ✓ Train staff to discuss and document summaries of data and information so it is understandable to all IEP team members.

Linking Step One to Other Steps in the Five-Step Process:

- **Previous Step:** Academic and functional performance data from any recent evaluation, classroom and other assessments, as well as IEP Annual Review and Interim Reviews of progress toward IEP goals are used when developing current levels of performance.
- **Next Step**: Strengths and current levels of academic achievement and functional performance related to early childhood/grade-level standards expectations are used when identifying effects of disability and disability-related needs.
- **Other Steps**: Current level information along with the description of the effects of the student's disability and summary of disability related needs serves as the basis for developing IEP goals and aligning services and supports. Student's strengths are used in the development of IEP goals, strategies, and services to enhance student engagement.

Connections to CCR IEP Five Beliefs:

- **High Expectations:** IEP team members' hopes and dreams for the student embrace college and career readiness. IEP team discussion reflects belief that the student is able to learn new skills that improve access, engagement, and progress in early childhood/grade level standards and expectations.
- **Culturally Responsive Practices:** Student-led IEP team meetings promote student voice and culturally responsive practices that respect the unique identity of the student abilities, race, gender, language, and culture.
- **Student Relationships:** The IEP team includes members who have a positive relationship with the student and family.
- **Family and Community Engagement**: Parents and student share data and information about the student's strengths and current functional performance at home and in the community.
- **Collective Responsibility**: Each team member provides information about the student's unique strengths and needs in the areas in which they work with the student.

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.