

## Shift in CCR IEP 5 Step Process

CCR IEPs: Improving Outcomes for Students 3 through 21

<b>Step 1 Understand Achievement</b>	
<b>Shift From . . .</b>	<b>Shift To . . .</b>
Student strengths and needs were not always discussed in relation to grade level academic standards*	Student strengths and needs are always discussed in relation to grade level academic standards*
Student strengths and interests may not directly inform other parts of IEP development	Student strengths and interests inform development of goals, services, or supports later in the IEP
Discussion and documentation of functional performance is often separate from discussion of academic achievement	Discussion and documentation of functional performance is encouraged to be in relation to the functional skills required for student to be able to access grade level standards and instruction as well as participate in general education setting

*\*or in the case of students with the most significant cognitive disabilities, alternate academic achievement standards aligned with grade-level standards (Essential Elements)*

<b>Step 2 Effect of Disability / Disability-Related Need</b>	
<b>Shift From . . .</b>	<b>Shift To . . .</b>
Documentation of disability-related needs was often included in the broader description of student's present level of academic achievement and functional performance	Discussion and documentation of disability-related need(s) is pulled into separate section on IEP sample form to highlight importance of this discussion and provide a direct link to IEP goals and services
Student disability-related needs may be based primarily on information collected from evaluation of the student's impairment eligibility area (e.g. autism, speech and language, specific learning disability, etc.)	Student disability-related needs focus on <i>how</i> and <i>why</i> the student's strengths and needs affect access, involvement, and progress in general education standards, instruction, and participation in regular education environment
Academic and functional disability-related needs may be discussed separately from each other	Academic and functional disability-related needs discussed in relation to how they are related to each other
Discussion of "how" the disability effects the student's access, involvement, and progress in general education may not always lead to a discussion of "why" the student is having difficulty accessing, being involved in, and making progress in general education	Discussion of "how" the disability effects the student's access, involvement, and progress in general education leads directly to a discussion of "why" the student is having difficulty accessing, being involved in, and making progress in general education

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<b>Step 3 Develop IEP Goals</b>	
<b>Shift From . . .</b>	<b>Shift To . . .</b>
Discussion of IEP Goals may not always be linked directly to discussion of student's disability-related needs	Discussion of IEP Goals is linked directly to discussion of student's disability-related needs and IEP team must identify which need(s) an IEP goal addresses
IEP goals include a clear level of attainment and how the goal will be measured	IEP goals must include a clear baseline, level of attainment, and identify measures to monitor progress. Measurement of these three areas must be in alignment with each other.
IEP goals may have been aligned with grade level academic standards and functional expectations* for some students	IEP goals must be aligned with grade level academic standards and functional expectations* for each and every student
No guidance from DPI on how IEP goals can address supplementary aids and services to support the student to become more independent in their use of accommodations	Guidance from DPI will include how IEP goals can address supplementary aids and services to support the student to become more independent in their use of accommodations

*\*or in the case of students with the most significant cognitive disabilities, alternate academic achievement standards aligned with grade-level standards (Essential Elements)*

<b>Step 4 Align Services</b>	
<b>Shift From . . .</b>	<b>Shift To . . .</b>
Discussion and documentation of IEP Services may not always be linked directly to discussion of student's IEP goals and disability-related needs	Discussion of IEP Services is linked directly to discussion of student's IEP goals and disability-related needs and IEP teams must identify which need(s) or goal(s) an IEP service addresses on the I-4 linking form. Specially designed instruction must be linked to at least one IEP goal.
In program summary, discussion of specially designed instruction was listed first on the DPI sample IEP form	In program summary, discussion of supplementary aids and services is listed first on DPI sample IEP form to highlight how accommodations and other supplementary aids and services can remove barriers to learning, increase access and involvement in general education, and improve effectiveness of general education instruction

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<b>Step 5 Analyze Progress</b>	
<b>Shift From . . .</b>	<b>Shift To . . .</b>
DPI sample IEP forms did not highlight discussion of progress on previous IEP goals prior to IEP team developing new IEP goals	DPI sample IEP forms requires documentation of review of progress on previous IEP goals prior to IEP team developing new IEP goals (additional documentation of review of IEP goals available through I-5: Annual Review of IEP Goals)
DPI sample IEP forms did not include a form to document interim review of IEP goals	DPI sample IEP forms includes a form (I-6: Interim Review of IEP Goals) to document interim review of IEP goals to assist in determining progress on IEP goals

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