

The Sample IEP Forms were revised to align with Reading Drives Achievement: Success through Literacy with a focus on improving outcomes for students with disabilities while ensuring compliance. The forms were revised through an extensive stakeholder process over a one year period. Each form includes new guidance boxes and definitions to further assist IEP teams.

<b>Revision</b>	<b>Explanation</b>
<b>Referral for Special Education and Related Services (R-1)</b>	
Revised single prompt to multiple prompts. Include information about reading achievement or early literacy, if known.	Multiple prompts promote consideration of various aspects. It is important to think about reading needs, as well as other needs, from the start of the special education process so the needs can be evaluated and addressed as appropriate.
<b>IEP Team Meeting Cover Page (I-3)</b>	
Meeting purposes reordered. Review of existing data included in "Other."	The purposes are grouped by major events within the IEP process.
<b>Review of Existing Data to Determine if Additional Assessments or Evaluations are Needed (ED-1)</b>	
Checklist to identify existing data reviewed and sources of information. Include a review of information about the student's reading achievement/ information about early literacy, language and communication.	The checklist allows quick documentation of the review of existing data and sources of information to determine if additional testing is needed. Input is recorded on the ER-1.
<b>Evaluation Report Including: Determination of Eligibility and Need for Special Education (ER-1)</b>	
Aligned prompts with ED-1 for documentation of information. Arranged prompts by topic, followed by sources of information.	Documentation of the review of data for the purpose of determining eligibility. Promotes topical discussion and involvement of parents throughout.
Need for Special Education: Does the impairment adversely affect progress toward meeting grade-level reading standards? Describe the needs that cannot be met through the regular education program.	Once a student is found in need of special education, the IEP team must identify the disability-related needs. Because most students with disabilities are reading below grade level standards, it is important to thoroughly evaluate reading achievement and the effects of the impairment on reading (if any).* All disability-related needs require special education goal(s) and service(s) to address the needs.
<b>IEP: Linking Present Levels, Needs, Goals and Services Form (New I-4)</b>	
Combines I-4, I-5, I-6 and I-9	Promotes discussion and linkages from present levels to needs goals and services.
Current Academic Achievement and Functional Performance (including reading achievement / early literacy).	Consider the student's academic achievement and functional performance compared to grade-level standards. Review data and information to identify gaps. Refer to ER-1.
Effects of Disability: Describe how the disability affects access, involvement and progress in the general education curriculum. Does the student's disability adversely affect progress toward meeting grade-level reading standards?	It is important to consider how the student's disability effects progress in the general education curriculum so the need(s) can be addressed during the development of the IEP. Refer to ER-1.
Summary of Disability-Related Needs: List and number the disability-related needs (including reading needs and needs due to special factors). Cross-reference the needs in the goal statements.	Pause and reflect on the information discussed thus far and summarize the disability-related needs. This will help ensure all IEP team members understand the disability-related needs to be addressed during IEP development. The list allows for cross-referencing to goals and services to ensure all are addressed.
Family Engagement question added.	Research shows engaging families in a child's education helps to improve student outcomes.
Measurable Annual Goals: Review annual goals prior to developing a new IEP; document on the I-5. Include baseline and level of attainment with the goal statement. Identify disability-related need(s) addressed by the goal. Report progress toward the goals on the Interim Review of IEP Goals (I-6).	A review of the previous IEP goals and progress will help IEP teams consider if new goals and services are needed to help ensure sufficient progress (see I-5, Annual Goal Review).The goal statement contains the starting and ending points, making them clear to the IEP team and allowing a clear measure of progress. Disability-related needs are linked to the goals to help ensure each is addressed.
Program Summary: Match services with goals or needs.	Ensure there is a special education service corresponding to each goal to enable the student to make sufficient progress toward the goal.

For questions about the revisions to the Sample IEP Forms, contact [dpisped@dpi.wi.gov](mailto:dpisped@dpi.wi.gov) or (608) 266-1781.

\*Fewer than twenty percent of students with disabilities are performing at grade-level reading standards.