| ***STEP 1*** | ***STEP 2*** | | | ***STEP 3*** | ***STEP 4*** |
| --- | --- | --- | --- | --- | --- |
| ***Current Level(s)***  Report data/information about academic and functional performance  *Understand*  *“What”*  *Reporter* | ***Effects***  Observations- How disability affects access, engagement, progress  *Identify*  *“How”*  *Observer* | ***Root Cause Analysis***  Discussion of Whys and other factors  *Identify*  *“Why”*  *Analyst* | ***Disability-Related Needs***  Student focused, address effects, reflect root causes  *“Summarize”*  *Synthesizer* | ***Measurable Annual Goals***  Ambitious Achievable  *Develop*  *Developer* | ***Services***  Address needs and goals- Clearly stated  *Align*  *Architect* |
| **STEP 5- Analyze progress towards goals to evaluate what works and what is needed to close student achievement gaps** |  |  |  |  |  |

| ***STEP 1*** | ***STEP 2*** | | | ***STEP 3*** | ***STEP 4*** |
| --- | --- | --- | --- | --- | --- |
| ***Current Level(s)***  *Report information about academic and functional performance*  ***Understand***  ***“What”***  ***Reporter*** | ***Effects***  *Observations-How disability affects access, engagement, progress*  ***Identify***  ***“How”***  ***Observer*** | ***Root Cause Analysis***  *Discussion-“Whys” and other factors*  ***Identify***  ***“Why”***  ***Analyst*** | ***Disability-Related Needs***  *Student focused, address effects, reflect root causes*  ***“Summarize”***  ***Synthesizer*** | ***Measurable Annual Goals***  *Ambitious and Achievable*  ***Develop***  ***Developer*** | ***Services***  *Align with needs and goals*  ***Align***  **Architect** |
| **What** is the student’s performance in relation to preschool/ grade level academic achievement and functional expectations?  **Understand and report** current performance data/information | **How** is the disability observed in its effect on access, engagement, progress?  **Observations** of the disability that may explain current levels; Includes review of special factors and concerns of the family and student | **Why** is the student having difficulty with access, engagement, progress?  **Dig deeper** to explore effects, clarify specific areas of concern, and identify factors that influence the effects and current levels | **If** the areas/skills are **addressed**, student will be better able to access, engage and make progress toward meeting preschool/ grade level standards and expectations  **Synthesize and Summarize** areas/ skills student will need to develop or improve to address effects and root causes | **Ambitious** and **achievable** goals that close achievement gaps and support the unique strengths and needs of the student  **Develop** IEP Goals that address disability-related needs. | **Clearly described** frequency, amount, location & duration of services LEA will provide to ensure access, engagement and progress in preschool/grade level curriculum, instruction and environments  **Align** district resources to support student specific disability related needs and, goal attainment |

**STEP 5- Analyze progress towards goals to evaluate what works and what is needed to close student achievement gaps**