



College and Career Ready (CCR) IEP Technical Assistance (April 2019)

District _____ **Date** _____

Has the district participated in CCR IEP training?

(Check type) DPI full-day training, RSN full-day training, Conference Sectional, DPI Webinar, Other

Number of trainings attended: _____

Who participated (check all that apply)? Teachers, Administrators, Service Providers, Others

Step 1: Understand achievement of age/grade-level academic standards and functional expectations to identify the student's strengths and needs.

Strengths of the Child (Form I-4 I.A.)

Academic strengths include:

- Reading
- Early literacy skills
- Types of books other media the child enjoys
- Writing
- Math
- Science
- Social Studies
- Career and Technical Education Courses (e.g., agriculture, business, marketing, wood working, metals, etc.)
- Fine Arts (e.g., art, dance, music, theatre, etc.)
- Physical Education
- Interests (including postsecondary)
- Other

Functional strengths include:

- Communication skills
- Early language development
- Social skills
- Interests/talents/passions
- Social and emotional behavior
- School/work/play habits
- Daily Living Skills
- Motor skills
- Other

- Strengths identified can be used to improve educational access, engagement and progress.
- Strengths reflect the family and student's voices, observations, points of view.
- Strengths identify factors which promote engagement in learning experiences (interests, methods useful to sustain effort, self-regulation strategies)
- Strengths indicate alternatives to printed text which are accessible and usable in comprehending concepts
- Strengths include preferred options for responding to learning, practicing performance, and planning strategies to achieve personally meaningful goals

Academic Achievement Data (Form I-4 I.B.1)

- Data on reading achievement (such as phonemic awareness, phonics, fluency, vocabulary, comprehension)
- Data on math achievement
- Daily living reading skills (e.g., reads a menu, directions, recipe, road signs, etc.)
- Daily living math skills (e.g., counts money, tells time, measures, etc.)
- Data on written language achievement
- For preschool children, data on acquisition and use of knowledge and skills including early language development / communication and early literacy skills
- For preschool children, data on cognition and general knowledge
- Data on IEP goal progress.
- Other

All data includes:

- Achievement compared to academic content standards for the grade in which the student is enrolled / or for preschool – compared to same-aged peers
 - Example: We would expect students in this grade to be able to demonstrate x, y and z. The student is able to demonstrate x as evidenced by [provide data].
- Sufficient data to identify age/grade-level standards affected by the disability
- Data are measureable / observable / objective
- Interpretation of data provided. Test scores are explained
- Multiple sources of data and information (e.g., formal testing, classroom data, home/community)
- Data and information are current
- Identification of areas student is meeting age/grade-level standards
- Identification of areas student is not meeting age/grade-level standards. Extent of performance gap is clear.
- Contains data / information aligned with effects of disability
- Contains data / information aligned with each annual goal / baseline
- Includes data and information related to the student's ability to access, engage, and make progress in the general curriculum, instruction and environment.

Functional Performance Data (Form I-4 I.B.2)

- Social and emotional skills / interpersonal relationships / collaboration
- Communication
- Behavior / use of appropriate behaviors to meet their needs
- Organizational skills
- Daily living skills (e.g., personal care, community orientation)
- Other

All data includes:

- Performance compared to functional expectations for the grade in which the student is enrolled / or for preschool – compared to same-aged peers
 - Example: We would expect students in this grade to be able to demonstrate x, y and z. The student is able to demonstrate x as evidenced by [provide data].
- Sufficient data to identify age/grade-level expectations affected by the disability
- Data are measureable / observable / objective
- Interpretation of data provided. Test scores are explained.
- Multiple sources of data and information (e.g., formal testing, classroom data, home/community)
- Data and information are current
- Identification of areas student is meeting age/grade-level expectations
- Identification of areas student is not meeting age/grade-level expectations. Extent of performance gap is clear.
- Contains data / information aligned with effects of disability
- Contains data / information aligned with each annual goal / baseline
- Includes data and information related to the student's ability to access, engage, and make progress in the general curriculum, instruction and environment.

Concerns of the Parent(s)/Family (Form I-4 I.D.)

Academic skills:

- Reading achievement (e.g., including home and community skills: reads a menu, directions, recipe, road signs, etc.)
- Early literacy skills
- Math achievement
- Other academic areas

Functional skills:

- Communication skills/early language development
- Social and emotional needs
- Sensory needs
- Behavior
- Transition to new school / Postsecondary transition
- Daily living skills
- Other

Concerns of the student:

Step 1 Technical Assistance: [I-4 instructions](#), [Form's Guide](#), [Step 1 Webinar](#), [Step 1 At-a-Glance](#), [Student Snapshot](#), [My Snapshot](#), [Social and Emotional Competencies](#)

Step 1 Notes:

Step 2: Identify how the student's disability affects academic achievement and functional performance (and summarize disability related needs).

Effects of Disability (Form I-4 I.E.)

- Describes how the disability affects academic and functional performance.
- Describes how the disability affects reading compared to age/grade-level reading standards (i.e., below grade level).
- Describes effects of speech and language on reading achievement.
- Describes effects of social and emotional behavior on reading achievement.
- Addresses all areas where student is not meeting age/grade-level standards or expectations as described in the current levels of performance.
- Includes how the disability affects access, engagement and progress in the general education curriculum, instruction, and various environments.
- Identifies the conditions of when, where (what activity or content area), and how frequently the effect of the disability occurs.
- Uses sentence starter: **The student is not meeting age/grade-level standards in the area of X (effect) because of (root cause/s).**
 - o **Example: The student does not independently read age/grade-level text (effect) because of decreased phonemic awareness (root cause).¹**

¹ Examples are not meant to imply there is only one root cause (reason why) students do not meet age/grade-level reading standards. A student's disability-related need(s) must be determined on a case-by-case basis through a root cause analysis that considers data and information unique to that student.

Disability-Related Needs (Form I-4 I.F.)

- Includes reading needs, or early literacy needs (i.e., includes specific skills).
- Includes needs due to special factors, if identified.
- Identifies “why” student is not meeting age/grade-level academic standards or functional expectations.
- Reasons “why” are related to the effect of the disability on access, engagement and progress in general education curriculum, instruction and environments.
- Needs identified relate to one or more effect and reflect one or more root cause.
- Needs are student-centered (i.e., the student needs to...).
- Does not name an impairment as the sole reason or does not only restate eligibility criteria.
- Need(s) lead to the development of specific, clear, and measurable IEP goal(s).
- The disability-related needs are listed and numbered.
- Each need is addressed by a goal and/or service. (The numbers are referenced with the goals and services in the Program Summary.)
- Addresses achievement gap / is comprehensive.
- Uses sentence starter: The student needs to improve/increase X skill/behavior (related to root causes), so the student can Y (addresses effect).

Example:

Effect (Y): The student does not fluently read grade-level text

Root Cause (X): ... because of below grade-level decoding skills

Disability-related need: The student needs to improve decoding skills (root cause) so the student can fluently read grade-level text (effect).

Step 2 Technical Assistance: [I-4 instructions](#), [Form’s Guide](#), [Step 2 Webinar](#), [Step 2 At-a-Glance](#)

Step 2 Notes:

Step 3: Develop ambitious and achievable goals that close achievement gaps and support the unique strengths and needs of the student.

Annual Goals (Form I-4 IV.)

- Each disability-related need that affects reading is addressed by at least one goal
- There is at least one annual goal(s) designed to enable the student to progress toward age/grade-level reading achievement, if appropriate.
- At least one goal measures reading achievement.
- Each goal addresses at least one disability-related need.
- Each disability-related need is addressed by at least one goal (or service only in rare cases)
- Each goal addresses one skill/includes one measure for easy interpretation.
- Condition statements describe the circumstances under which a goal, benchmark or STO is expected.
- Goals are ambitious and achievable so that the gap in academic achievement or functional performance is narrowed or closed during the period of the IEP.
- Goals are student focused and strength-based. They address what the student will accomplish.
- The goals are directly related to the areas where the student is not meeting age/grade-level standards or expectations (linked to current levels of academic achievement and functional performance).
- Uses sentence starter: The student will improve/increase X (related to root cause).
 - Example: The student will increase decoding skills.

Goal Baseline (Form I-4 IV.B.)

- Each goal includes baseline data about the student’s current level of performance.
- Each benchmark or short-term objective is directly related to the goal and includes baseline data.
- Baseline data is related (linked) to information in the present levels of performance.
- The baseline data is written separately from the goal statement as on DPI Linking Form I-4 (recommended).
- Baseline includes one measure for easy interpretation.
- Baseline data is the average of multiple data points.

Goal Level of Attainment (Form I-4 IV.B.)

- Each goal includes a measurable level of attainment related to the baseline.
- Each benchmark or short-term objective is directly related to the goal and includes a level of attainment related to the baseline.
- The baseline and level of attainment must align, using the same method of measurement (e.g., percentage).
- Level of attainment must reflect progress from the baseline measure.
- The level of attainment is written separately from the goal statement as on DPI Linking Form I-4 (recommended).
- Level of attainment is one measure (compared to the baseline)
- Level of attainment is the average of multiple data points.

Goal Progress Measures (Form I-4 IV.B.)

- The method of measuring progress is appropriate to the stated goal.
- Methods for measuring progress are consistent with the baseline measurement and level of attainment (e.g., if baseline measure is a percentage, then the method of measuring progress should include a percentage).
- Describes how progress will be measured, not how it will be reported to parents (e.g., not quarterly report cards).
- Includes how often measure will be used.
- Allows for collection of multiple data points during each monitoring period.
- Adequate information is collected to determine if progress is sufficient to achieve the goal.
- Progress monitoring tools are appropriate for obtaining multiple measures within a school year (e.g., the Woodcock Johnson is not given multiple times during the year).
- May include work samples, classroom tests, observations with documentation evidence, logs, attendance records, or point / tally sheet appropriately matched to the goal.
- Includes procedures or schedules for reviewing IEP implementation and student’s progress towards the IEP goals.
- Involves student in collecting information, discussing their progress, and identifying what is working and what supports their needs.

Step 3 Technical Assistance: [I-4 instructions](#), [Form’s Guide](#), [Step 3 Webinar](#), [Step 3 At-a-Glance](#)

Step 3 Notes:

Step 4: Align specially designed instruction, services, supports, and accommodations needed to support the goals and ensure access to the general curriculum.

Special Education Services (Form I-4 V.)

- The IEP includes special education services (e.g., specially designed instruction, supplementary aids and services, related services or program modifications) aligned with the goal(s) to address the student’s needs affecting reading.
- Goal and/or disability-related need number is identified.
- All goals and disability-related needs are addressed by at least one service.

- Service addresses the root cause / specific disability-related need (e.g., “reading instruction to improve decoding skills” instead of “reading instruction”)
- The IEP includes specially designed instruction to address reading needs (if appropriate).
- All services are linked to a corresponding goal. This is preferred rather than linked only to a need.
- Multiple services (providers) address a single goal.

Step 4 Technical Assistance: [I-4 instructions](#), [Form’s Guide](#), [Step 4 Webinar](#), [Step 4 At-a-Glance](#)

Step 4 Notes:

Step 5: Analyze progress towards goals to evaluate what works and what is needed to close the student’s achievement gaps.

IEP Review (Forms I-5 and I-6)

- Progress is reported on all of the IEP goals.
- Data is aligned/comparable to the baseline and level of attainment measures. The reported progress matches the measurement provided in the annual goal (e.g., if the annual goal is to sequence events from 6th grade narrative text with 80% accuracy, and baseline is 40% accuracy, then the progress reported should include the student’s current percentage of accuracy).
- Before developing annual goals, IEP team reviewed the previous IEP goals and progress (including interim progress reports).
- The review documents data or other information related to progress.
- Describes the student’s current level of performance relative to the goal or short-term objectives.
- Identifies what is working and what may need to change to address the student’s disability related needs.
- Factors affecting lack of progress are included.
- IEP is revised to address lack of sufficient progress.

Step 5 Technical Assistance: [I-5 and I-6 Instructions](#), [Form’s Guide](#), [Step 5 Webinar](#), [Step 5 At-a-Glance](#)

Step 5 Notes: