

CCR- IEP 5-Step Process Chart

Linking Current Levels, Special Factors, Effects of Disability and Disability Related Needs, Goals, and Services

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

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<p>Current Level(s) <i>Report information about academic and functional performance</i></p> <p>Understand “What” <i>Reporter</i></p>	<p>Effects <i>Observations-How disability affects access, engagement, progress</i></p> <p>Identify “How” <i>Observer</i></p>	<p>Root Cause Analysis <i>Discussion-“Whys” and other factors</i></p> <p>Identify “Why” <i>Analyst</i></p>	<p>Disability-Related Needs <i>Student focused, address effects, reflect root causes</i></p> <p>“Summarize” <i>Synthesizer</i></p>	<p>Measurable Annual Goals <i>Ambitious and Achievable</i></p> <p>Develop <i>Developer</i></p>	<p>Services <i>Align with needs and goals</i></p> <p>Align <i>Architect</i></p>
<p>What is the student’s performance in relation to preschool/grade level academic achievement and functional expectations?</p> <p>Understand and report current performance data/information</p>	<p>How is the disability observed in its effect on access, engagement, progress?</p> <p>Observations of the disability that may explain current levels; Includes review of special factors and concerns of the family and student</p>	<p>Why is the student having difficulty with access, engagement, progress?</p> <p>Dig deeper to explore effects, clarify specific areas of concern, and identify factors that influence the effects and current levels</p>	<p>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</p> <p>Synthesize and Summarize areas/skills student will need to develop or improve to address effects and root causes</p>	<p>Ambitious and achievable goals that close achievement gaps and support the unique strengths and needs of the student</p> <p>Develop IEP Goals that address disability-related needs.</p>	<p>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</p> <p>Align district resources to support student specific disability related needs and, goal attainment</p>

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