

College and Career Ready Individualized Education Program (CCR IEP) *Improving Outcomes for Students Ages 3 through 21*

Step 1 At a Glance: Understand Achievement

Step 1 Summary: The IEP team identifies the student's current levels of performance in relation to early childhood or grade-level academic standards and functional expectations using data from assessments, observations, progress reports, any recent comprehensive special education evaluation, and other information. The team includes information reflecting family and student's voice, observations, and viewpoints on strengths, interests, and areas of concern.

Step 1 Checklist

✔ Before The Meeting (Preparation)

- Have staff received training in CCR IEP [Beliefs](#) and [5 Step Process](#) and [Culturally Responsive Problem Solving](#)?
- Is the IEP team collectively familiar with district standards and expectations AND will this information be easily available at the meeting if there are questions?
 - [Grade-level academic standards](#) and functional expectations
 - [Social emotional learning competencies](#), schoolwide positive behavior expectations, and district's code of conduct
 - For early childhood: [Early learning standards](#) & [Indicator 7](#) ratings
 - For students with the most significant cognitive disabilities: [Alternate achievement standards](#)
- Has student-specific existing data and other information related to all [6 areas of academic and functional skill](#) been compiled, AND will this information be easily available for reference during the meeting?

✔ During the Meeting (Discussion and Documentation using DPI [Sample Form I-4](#))

- Are data on reading achievement and other academic areas included? Are areas in which the student meets early childhood or grade level standards identified?
- Are data on functional performance included? Are areas in which the student meets early childhood or grade level expectations identified?
- Are data understandable to all IEP team members? Are test scores explained?
- Are data explained in relation to expected age or grade level performance? Is the extent of opportunity and performance gaps clear?
- Are student's strengths identified? Do these include existing academic and functional skills that can be used to support the student's access, engagement, and progress?
- Did the team consider all [6 areas of academic and functional skill](#): Academics, Cognitive Learning, Communication, Independence and Self-Determination, Physical and Health, Social and Emotional Learning?
- Is there enough information to use for Step 2 discussion about effects of disability and disability-related needs ?



Further Considerations



What IEP Teams Should Look For	What IEP Teams Should Avoid
<p>Data from multiple sources including recent evaluations, IEP goal progress, observations, age-anchored or grade-level assessments, information provided by the parent or outside providers (such as medical reports), and current state, district, and classroom assessments.</p>	<ul style="list-style-type: none"> • Only using information from the last special education evaluation, even if no longer current. • Failing to include information provided by the parent. • Failing to include information from IEP progress monitoring (unless initial IEP). • Reporting only data that supports a desired plan of action while ignoring counterevidence, or failing to explain likely reasons for inconsistent data.
<ul style="list-style-type: none"> • Academic achievement and functional performance is documented including areas in which the student is meeting age and grade-level standards and expectations. • The degree to which the student is or is not meeting age or grade level expectations is clear. 	<ul style="list-style-type: none"> • Only documenting areas in which the student is not meeting age or grade level developmental, academic, or functional standards and expectations. • Failing to list areas in which the student is meeting expectations and there is no significant concern. • Listing current levels of performance without comparison to age or grade expectations.
<p>Data and information is current and sufficient to assist the IEP team in identifying the student's unique strengths and needs.</p>	<ul style="list-style-type: none"> • Data and information is cut and pasted from a previous IEP with no current information added. • Test scores are listed without explanation. • Gaps between current and expected age or grade level academic and functional performance are not clear.
<p>Student strengths include those that can be used to engage student in learning. Strengths considered in 6 areas of academic and functional skill.</p>	<p>Strengths are limited to positive personality traits that are not directly relevant to supporting the student's educational access, engagement, and progress.</p>
<p>All academic and functional skills affected by the student's disability are considered.</p>	<p>The academic and functional skills considered are limited to items included in disability category criteria for the student's identified category of disability.</p>

Resources:

[Collect and Career Ready IEPs](#), Wisconsin DPI

[College and Career Ready IEP Learning Resources](#), Wisconsin DPI

[Comprehensive Special Education Evaluation](#), Wisconsin DPI

[Comprehensive Special Education Evaluation: Six Areas of Academic and Functional Skills](#), Wisconsin DPI

[Culturally Responsive Problem Solving](#), Wisconsin DPI

[IEP Resources for Families](#), WSPEI

[IEP Resources for Families](#), WI FACETS

[Sample IEP Forms and Guide](#), Wisconsin DPI