

**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 <b>recent</b> 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"> <li>• Only using information from the last special education evaluation, even if no longer current.</li> <li>• Failing to include information provided by the parent.</li> <li>• Failing to include information from IEP progress monitoring (unless initial IEP).</li> <li>• Reporting only data that supports a desired plan of action while ignoring counterevidence, or failing to explain likely reasons for inconsistent data.</li> </ul>
<ul style="list-style-type: none"> <li>• Academic achievement and functional performance is documented including areas in which the student <b>is</b> meeting age and grade-level standards and expectations.</li> <li>• The degree to which the student is or is not meeting age or grade level expectations is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Only documenting areas in which the student is <b>not</b> meeting age or grade level developmental, academic, or functional standards and expectations.</li> <li>• Failing to list areas in which the student is meeting expectations and there is no significant concern.</li> <li>• Listing current levels of performance without comparison to age or grade expectations.</li> </ul>
<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"> <li>• Data and information is cut and pasted from a previous IEP with no current information added.</li> <li>• Test scores are listed without explanation.</li> <li>• Gaps between current and expected age or grade level academic and functional performance are not clear.</li> </ul>
<p>Student strengths include those that can be used to engage student in learning. Strengths considered in <a href="#">6 areas of academic and functional skill</a>.</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:

[College 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

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

### Step 2 At a Glance: Identify Effects of Disability and Disability-Related Need(s)

**Step 2 Summary:** The IEP team identifies and describes “how” the student’s disability affects access, engagement and progress in general education (**Effect of Disability**). The IEP digs deeper into “why” the effects make it difficult for the student to meet age or grade-level standards and expectations (**Root Cause Analysis**). The IEP team synthesizes discussion about effects of disability and root causes to summarize the student’s **Disability-Related Needs (DRNs)** before developing goals and services. Step 1, Understand Achievement, provides qualitative background information to identify effects of disability and disability-related needs in Step 2. Special factors, e.g. required discussion of potential effects of disability, and context variables are also explored.

### Step 2 Checklist

#### ✓ Preparation (Before the Meeting)

- Have staff received training in CCR IEP [Beliefs](#) and [5 Step Process](#) and [Culturally Responsive Problem Solving](#)?
- Ensure Step 1 is complete and all IEP team participants have access to Present Level data and summary information.
- In preparation for the meeting, ask each IEP team participant to think about examples of effects of the student’s disability that they believe are important to address in school and the skills that students need to learn or improve to access, engage, and make progress in their education.

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

##### Effects of Disability (Observe)

- Do the effects of disability relate directly to the [six areas of academic and functional skills](#) that the student is not meeting age or grade level academic or functional skill standards or expectations?
- Do the effects of disability describe what one can see or hear related to access, engagement, and progress in general education curriculum, instruction and environments?
- Have observations and the factors related to student success been shared and discussed?
- Were special factors and observations and concerns of the student and family considered?

##### Root Cause Analysis (Analyze)

- Has the IEP team considered multiple reasons “**why**” the student is not meeting age or grade level academic or functional standards or expectations?
- Has the IEP team explored how special factors or other variables relate to the observed effects of disability such as teaching methods and materials, group size, environmental factors, etc.?
- Does the analysis go beyond disability category criteria?

##### Disability-Related Needs (Synthesize and Summarize)

- Do the disability-related needs address student skills or behaviors linked to the effects of the disability and root cause analysis?
- Do the needs address the relevant [six areas or academic and functional skills](#) that will improve access, engagement, and progress in meeting age or grade level standards and expectations
- Do the identified need(s) point to clear, specific, and measurable IEP goal(s) and services, including supplementary aids and services that can be provided in the general education setting?
- Has the team explored disability-related needs affecting reading achievement?



## Further Considerations



What IEP Teams Should Look For	What IEP Teams Should Avoid
<b>Effects of disability</b> are stated in plain language.	<b>Effects of disability</b> stated using jargon and expert terminology rather than plain language.
<b>Effects of disability</b> represent important and observable academic and functional skill challenges to access, engagement, and progress faced by the student as a result of their disability.	<b>Effects of disability</b> that are not actual, important, and observable academic and functional skill challenges experienced by the student.
<b>Root cause</b> analysis explores why the <b>effects of disability</b> are observed. Perceptions of why the effects exist are checked for bias. There is data and other objective information to support hypotheses.	Bias and perceptions about why the effects of disability exist are not questioned. <b>Root cause</b> analysis relies on IEP team participant unfounded, untrue, or unalterable beliefs rather than student specific and objective information.
<b>Disability-related needs</b> (DRNs) are written in positive student-focused terms. DRNs are directly related to addressing the <b>Effects</b> of the student's disability.	<b>Disability-related needs</b> are stated as negatives (can't, won't, unable).
<b>Disability-related needs</b> inform meaningful IEP goal development that will address root cause(s) and the effects of the student's disability.	<b>Disability-related needs</b> lack depth, are curriculum rather than student specific, and lead to mismatched goals that do not address the root causes and effects of the student's disability.
<b>Disability-related needs</b> are student rather than service focused.	<b>Disability-related needs</b> are service-focused (e.g. needs speech-language therapy) rather than reflective of the unique and individual academic or functional skill needs of the student.
All <a href="#">six academic and functional skill areas</a> are considered, regardless of the student's identified disability category. Discussion includes consideration of special factors and whether the effects of disability are context specific.	Discussion limited to academic and functional skill areas included in disability category criteria for the student's identified disability category (label specific). Special factors and context variations are <b>not</b> considered.

A helpful way to understand how the three parts of Step 2 work together is:

- The student has difficulty Effect of Disability because of Root Cause
- If the student develops, increases, or improves Disability – Related Need then they will Address Effect

For example: The student has difficulty **reading independently at grade level** (*Effect*) because they **lack sufficient reading fluency** (*Root Cause*). If the student **increases their reading fluency and use of text to speech** (*DRN*), they will **independently read and understand grade level text** (*Effect of Disability*).

### Resources:

[College 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

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

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

### Step 3 At a Glance: Develop IEP Goals

**Summary:** The IEP team develops ambitious and achievable goals to address and support the unique strengths and educational needs of the student so the student can meet age and grade level standards and expectations. Each disability-related need must be addressed by at least one corresponding goal and service. IEP goals may address more than one disability-related need and some needs may require multiple goals. Benchmarks or short-term objectives may be included, but are only required for students with the [most significant cognitive disabilities](#) who participate in curriculum and assessments aligned with [alternate achievement standards \(Essential Elements\)](#). In rare cases, a disability-related need may be addressed by one or more services without a corresponding goal.

### Step 3 Checklist

#### ✓ Before The Meeting (Preparation)

- Have staff received training in CCR IEP [Beliefs](#) and [5 Step Process](#) and [Culturally Responsive Problem Solving](#)?
- Ensure Step 2 is completed before moving onto developing IEP goals.
- In preparation for the meeting, ask each IEP team participant to think of the most important thing the student should work on during the upcoming IEP year.

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

- Does each goal address at least one academic or functional skill associated with a disability-related need? Goals must address the target skills reflecting the root cause(s) why the student is not meeting age or grade level standards and expectations.
- Has the team considered the need for self-determination or self-advocacy goals such as increasing or generalizing independent use of instructional supports or accommodations?
- Is each goal ambitious and achievable? Is it designed to increase access, engagement and progress in age and grade level curriculum, instruction, environments, and other school activities? If a similar goal was in the most recent IEP, did the team review progress before developing a new goal?
- Does each goal (and benchmarks or short-term objectives if used) include a measurable baseline and level of attainment?
- Does each goal include a statement of how progress will be measured and when progress will be reported to the parent(s)? Do the method(s) for measuring progress yield data aligned with the baseline measurement and level of attainment?
- Is the goal statement (including method(s) of measuring progress) understandable to all IEP team participants, including parent(s)? If a need is not addressed by a goal, has the team discussed why a goal is not needed?



### Further Considerations



What IEP Teams Should Look For	What IEP Teams Should Avoid
IEP goals build upon progress from year to year.	IEP goals are <b>repeated</b> from year to year. The IEP team does not review progress or address lack of progress before developing new goals.
IEP goals address root causes based on an individualized analysis of the student's performance on age or grade-level standards and expectations.	IEP goals are a restatement of academic standards or functional expectations that apply to all students.
IEP goals support skills needed for self-determination and independence to prepare the student for college, career, and community readiness.	IEP goals do <b>not</b> support skills that build self-determination and independence and do <b>not</b> prepare the student for college, career, or community readiness.
The IEP team develops goals collaboratively so student needs are addressed across multiple settings, potentially by more than one educator.	Goals are discipline and educator specific and addressed in isolation, making collaboration and collective responsibility difficult.
Baseline clearly indicates a student's current level of performance from which goal progress can be measured. Baseline, level of attainment and methods of measuring progress are aligned.	Baseline information says, "see present levels," or method of measuring baseline, level of attainment and progress don't match. Example: Baseline refers to a score and level of attainment and methods for measuring progress refer to % accuracy.

**Note:** It may be helpful to consider using condition statements when writing IEP goals. Condition statements may clarify and provide context about how the goal is taught, when a skill is to be performed, the materials used, or other conditions. Examples:

- ....when given (*object, choice of objects*)...
- ...when student is in (*specific location, class, or time of day*)...
- ...when student is engaged in (*specific type of activity*)...
- ...when given a (*grade level or type of text*)...
- ...when given (*accommodation or support*)...

#### Resources:

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

[IEP Resources for Families](#), WSPEI

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

[Measurable Annual Goals Self-Check](#), Wisconsin DPI

[Monitoring IEP Goal Progress](#), Wisconsin DPI

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

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

### Step 4 At a Glance: Align IEP Services

**Summary:** The IEP team aligns special education services with the student's disability-related needs and IEP goals. IEP services include supplementary aids and services, specially designed instruction, related services, and program modifications and supports for personnel. These services support student access, engagement, and progress in age or grade level standards-based curriculum and instruction, functional expectations, and other activities across school settings. All students with IEPs must receive Specially Designed Instruction (SDI) aligned to their IEP goals. If a disability-related need that affects reading is identified, there must be at least one goal and service to support that need.

#### Step 4 Checklist

##### ✓ Before The Meeting (Preparation)

- Have staff received training in CCR IEP [Beliefs](#) and [5 Step Process](#) and [Culturally Responsive Problem Solving](#)?
- Ensure Steps 2 and 3 have been completed before making special education service decisions

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

- Are all disability-related needs (DRNs) and annual goals addressed by at least one service? Is numbering used to help with alignment of disability-related needs, IEP goals to services?
- Is there a high likelihood that IEP services will address the effects of the student's disability?
- Are the types of IEP services clearly described so everyone understands what will be provided?
- Does each IEP service statement include a clear and logical frequency (or conditions), amount, location, and duration?
- Are supplemental aids and services (e.g. accommodations) identified to:
  - support the student's unique need(s) for access and engagement in general education curriculum, instruction, and environments appropriate for the students age or grade?
  - support generalization and use of skills that promote the student's independence in school, community, and eventually, in post-secondary settings?
- For students with disability-related needs that affect reading, is specially designed instruction included so the student can meet early learning or grade level literacy standards?
- Are related services needed to allow the student to benefit from their special education?
- Has the need for Assistive Technology including Accessible Educational Materials (AEM) and Augmentative and Alternative Communication (AAC) been considered? If needed, are these services clearly described in the program summary of the IEP?
- Are supports for educators, such as training, included to help all adults working with the student understand the student's unique strengths and disability-related needs and implement IEP services and documented under "*program modifications and supports for staff*"?
- Are there systematic procedures in place to ensure the IEP is properly implemented and the student is receiving the frequency (or conditions), amount, location, and duration of services as documented in the IEP?



### Further Considerations



What IEP Teams Should Look For	What IEP Teams Should Avoid*
IEP services are individualized and need-based. Services are directly linked to disability-related needs and IEP goals.	IEP services are primarily based on the student's disability category or curriculum materials used with all students and are <b>not</b> individualized to the student's unique educational needs.
Supplementary Aids and Services, e.g. accommodations, are considered first to maximize independence and access to general education curriculum, instruction, and environments as well as use in post-secondary settings.	Supplementary Aids and Services, e.g. accommodations, are <b>not</b> considered first or are <b>not</b> designed to maximize independence and access to general education curriculum, instruction, and environments as well as use in post-secondary settings.
Related services are determined based on the type of service needed to address the student's DRNs and IEP goals. Include the related service staff with expertise providing the service in IEP team decision making.	Related services are <b>not</b> determined based on the type of service needed to address the student's DRNs and IEP goals. A related service staff with expertise providing such service are <b>not</b> included in IEP team decision making.
Specially Designed Instruction (SDI) is explicit instruction in which the content, methodology, or delivery of the instruction is individually adapted to address the student's disability-related needs and is directly linked to one or more IEP goals.	SDI statements that do not describe explicit "instruction". For example, SDI can not be described as a place (e.g. study hall) or intermittent check-in (e.g. consultation with student or teacher).
All educators work collaboratively to provide services as intended to address student needs across settings.	Educators plan and work in isolation when developing and providing IEP services.

## Resources

[Accessible Educational Materials \(AEM\)](#), Wisconsin DPI

[Assistive Technology](#), Wisconsin DPI

[Augmentative and Alternative Communication \(AAC\)](#), Wisconsin DPI

[Information Update Bulletin 22.02: Assistive Technology](#), Wisconsin DPI

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

[Information Update Bulletin 10.03 Free Appropriate Public Education \(FAPE\) in the Least Restrictive Environment \(LRE\) for Preschoolers \(age 3-5\) with Disabilities](#), Wisconsin DPI

[Information Update Bulletin 10.04 Physical Education for Children with Disabilities](#), Wisconsin DPI

[Information Update Bulletin 10.07: Describing Special Education, Related Services, Supplementary Aids and Services, and Program Modifications or Supports](#), Wisconsin DPI

[Information Update Bulletin 18.02: Free and Appropriate Public Education \(FAPE\)](#), Wisconsin DPI

[Measurable Annual Goals Self-Check](#), Wisconsin DPI

[Monitoring IEP Goal Progress](#), Wisconsin DPI

[National Organizations to Support Implementation of Evidence Based Practices for Students with IEPs](#), Wisconsin DPI

[Next Steps for Providing Accessible Educational Materials to Students with Disabilities](#), Wisconsin DPI

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

[What is Specially Designed Instruction \(SDI\) and Who Can Provide It?](#), Wisconsin DPI



## College and Career Ready Individualized Education Programs (CCR IEP)

### *Improving Outcomes for Students Ages 3 through 21*

#### Step 5 At a Glance: Analyze Progress

**Summary:** The IEP team analyzes ongoing student IEP goal progress and service delivery to evaluate the effectiveness of the IEP in supporting student access, engagement and progress toward age and grade level academic and functional skill standards and expectations across school settings. Annual and interim IEP reviews help identify what is working and what may be needed to inform future IEP development. When an IEP team determines the student is not making sufficient progress, the entire [CCR IEP Five-Step Process](#) provides a good framework for reviewing and revising the IEP.

#### Step 5 Checklist

##### ✔ Before The Meeting (Preparation)

- Have staff received training in CCR IEP [Beliefs](#) and [5 Step Process](#) and [Culturally Responsive Problem Solving](#)?
- It is understood that IEP progress monitoring is an ongoing process. Is there a system in place for ongoing IEP progress monitoring (procedures for data collection, decision rules, etc.)?
- Is there an ongoing system in place to ensure all IEPs are implemented as written?
- In preparation for the meeting, ask each IEP team participant to think about areas of greatest growth, how student skills and needs may have changed or evolved over the year, what is working well, and what may need improvement.

##### ✔ During the Meeting (Discussion and Documentation. Refer to DPI Sample Forms [I-6 Interim Review](#) and [I-5 Annual Review](#) as appropriate)

- Has the IEP team reviewed **all** available data, including interim progress reports, and compared growth from baseline to determine if the student has made sufficient progress toward their IEP goals and in age and grade level general education curriculum?
- Has the team considered other information to help understand evolving student needs (other classroom data, information from the parent, teacher observations, anecdotal notes etc)?
- Has the student and family provided input about what works and what is needed? If not, are there ways the student can be engaged in analyzing IEP progress and revising IEPs in the future?
- Has the team discussed how current IEP services support progress across all school settings and what service changes may be needed?
- In developing the new annual IEP, have the effects of the disability, root causes, and disability-related needs (Step 2) been reviewed and updated before revising goals and services?



## Further Considerations



What IEP Teams Should Look For	What IEP Teams Should Avoid
<p>Current data is available and used to analyze IEP goal progress (including each benchmark or short term objective (STOs) as appropriate) and determine if progress is sufficient.</p>	<p>Current data is not available or sufficient to analyze IEP goal progress (including benchmark or STOs as appropriate). As a result, it is difficult to determine if sufficient progress has been made.</p>
<p>There is evidence that the student's IEP <b>and</b> general education progress has been regularly monitored, reviewed, and reported to the parent(s) throughout the year.</p> <p>There is specific progress data consistent with the stated method(s) of measurement in each annual IEP goal statement.</p>	<p>There is little or no evidence of ongoing IEP <b>or</b> general education progress monitoring.</p> <p>Progress reports include mostly general statements such as "The student is making good progress".</p> <p>Information reviewed does not include data specifically matched to the stated method(s) of measurement in each annual goal statement.</p>
<p>There is evidence that the IEP team considered instructional, curricular, and environmental context factors (ICEL) affecting progress or lack thereof, including the effectiveness of IEP services in supporting access, engagement and progress in general education.</p>	<p>There is no evidence of consideration of instructional, curricular, or environmental context factors affecting progress, including the effectiveness of IEP services in supporting access, engagement and progress in general education.</p>
<p>When student progress is not sufficient, the IEP team uses the CCR IEP Five-Step Process to explore why progress was insufficient and what is needed to accelerate progress toward age and grade level standards and expectations</p>	<p>The IEP team does <b>not</b> systematically analyze why the student's progress may be insufficient or the analysis is incomplete. For example, the team does not consider if disability-related needs have changed or if new or different services are needed.</p>
<p>At the end of the review, the IEP team decides whether to revise the IEP to address continuing or different disability-related needs.</p> <p>If the team believes the student no longer requires specially designed instruction, a request for reevaluation is initiated to consider continuing IDEA eligibility or, if appropriate, Section 504 eligibility.</p>	<p>At the end of the review, the IEP team copies and pastes information from the previous IEP and makes limited updates to the IEP.</p> <p>Exiting the student from special education is not considered as a potential option when all IEP goals are met.</p>

### Resources:

[College 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

[Information Update Bulletin: Free and Appropriate Public Education \(FAPE\)](#), Wisconsin DPI

[Monitoring IEP Goal Progress](#), Wisconsin DPI

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