College and Career Ready Individualized Education Program (CCR IEP)
Improving Outcomes for Students Ages 3 through 21
At a Glance
Step 1: Understand Achievement

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

Overview: Using data from assessments, observations, progress reports, and other information, the IEP team identifies and documents the student's current levels of performance in relation to early childhood or grade-level academic standards and functional expectations. The team includes information reflecting the family and student's voice, observations, and points of view on strengths, interests, and areas of concern.

Key Ideas: Review academic standards and functional expectations for the grade in which the student is enrolled. For preschool-aged students, review early learning standards. Include data representing current academic achievement and functional performance in relation to the standards and expectations. Include areas in which the student is performing at, below, and above early childhood or grade-level standards and expectations. Address behaviors and functional skills that support the student's ability to access, engage, and achieve grade-level academic standards. For example, social communication with peers, group-work skills, organization, and independence during independent work time, technology skills)

Step-Check:
- ☐ 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 grade/age-level performance? Is the extent of performance gaps clear?
- ☐ Are student's strengths identified? Are strengths identified that can be used to improve educational access, engagement and progress?
- ☐ Is there enough information to use for discussion about effects and disability related needs?

What IEP Teams Should Look For	What IEP Teams Should Avoid*
Data from multiple sources including **recent** evaluations, IEP goal progress, observations, age anchored assessments, and current state, district, and classroom assessments.	Only using information from last special education evaluation or reevaluation.
Academic achievement and functional performance is documented including areas in which the student is meeting grade-level standards and expectations.	The IEP only documents areas in which the student is not meeting grade-level academic standards or functional expectations.
Data and information is current and provides sufficient information to assist the IEP team in identifying the student's unique strengths and needs.	Data and information cut and pasted from previous IEP with no current information added. Test scores listed without explanation. Gaps not clear.
Both academic and functional skills are discussed regardless of the student's identified impairment (e.g. IEP teams discuss functional performance of students with specific learning disabilities and academic skills of students with autism or emotional behavioral disabilities).	Academic and functional skills discussed are limited to eligibility criteria of the student's identified impairment (e.g. only discuss reading skills of students with specific learning disabilities or behavior of students with autism or emotional behavioral disabilities).

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Tips for Step 1:

- ✓ Standards-based IEPs start with Step 1. Ensure all IEP team members are familiar with the district's grade-level academic standards and functional expectations; early learning standards and Indicator 7 ratings for early childhood students; and alternate achievement standards for students with the most significant cognitive disabilities.
- ✓ When considering functional performance, use early childhood/grade level social-emotional learning competencies, school-wide positive behavior expectations, district/school code of conduct, or other sources as appropriate.
- ✓ Consider college and career readiness skills including independence, self-advocacy, resilience, and coping skills in relation to access, engagement, and achievement of grade-level standards and functional expectations.
- ✓ When the IEP team determines a student will participate in curriculum based on alternate achievement standards (e.g. Essential Elements) aligned with grade-level standards, the student's IEP should also reflect the student's current level of achievement related to the alternate achievement standards.
- ✓ Train staff to discuss and document summaries of data and information so it is understandable to all IEP team members.

Linking Step One to Other Steps in the Five-Step Process:

- **Previous Step:** Academic and functional performance data from any recent evaluation, classroom and other assessments, as well as IEP Annual Review and Interim Reviews of progress toward IEP goals are used when developing current levels of performance.
- **Next Step**: Strengths and current levels of academic achievement and functional performance related to early childhood/grade-level standards expectations are used when identifying effects of disability and disability-related needs.
- **Other Steps**: Current level information along with the description of the effects of the student's disability and summary of disability related needs serves as the basis for developing IEP goals and aligning services and supports. Student's strengths are used in the development of IEP goals, strategies, and services to enhance student engagement.

Connections to CCR IEP Five Beliefs:

- **High Expectations:** IEP team members' hopes and dreams for the student embrace college and career readiness. IEP team discussion reflects belief that the student is able to learn new skills that improve access, engagement, and progress in early childhood/grade level standards and expectations.
- **Culturally Responsive Practices:** Student-led IEP team meetings promote student voice and culturally responsive practices that respect the unique identity of the student abilities, race, gender, language, and culture.
- **Student Relationships:** The IEP team includes members who have a positive relationship with the student and family.
- **Family and Community Engagement**: Parents and student share data and information about the student's strengths and current functional performance at home and in the community.
- **Collective Responsibility**: Each team member provides information about the student's unique strengths and needs in the areas in which they work with the student.

Resources: Information about CCR IEPs may be found at https://dpi.wi.gov/sped/college-and-career-ready-ieps . Resources specific to the Five Step Process, including this document, may be found at DPI CCR-IEP Learning resources.

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At a Glance
Step 2: Identify Effects of Disability and Disability Related Need

Identify how the student's disability affects academic achievement and functional performance and summarize disability related needs.

Overview: The IEP team identifies "how" the student's disability affects access, engagement and progress in general education. The IEP team then digs deep to determine "why" the student is not meeting early childhood/grade-level standards and expectations so the student's disability related needs can be summarized and addressed.

Key Ideas: This step has three parts: effects, root cause analysis, and disability-related needs. The student's current levels of academic and functional achievement, including strengths, are the basis for discussing the effects of the disability. The effect of disability is the nature, characteristics or result of the disability. Effects are what the IEP team "sees" in relation to current levels. Root causes of areas of concern help explain "why" the student is having difficulty accessing, engaging, and making progress. Special factors, student strengths and other context variables are also explored. The IEP team synthesizes effect and root cause discussion to summarize the student's disability-related needs before moving on to develop goals and services.

Step-Check:

Effects of Disability (Observe)
☐ Do the effects of the disability directly relate to areas in which the student is not meeting preschool/grade level standards or expectations?
☐ Do the effects of disability statements describe what one can see or hear as a result (effect) of the student's disability on access, engagement, and progress in general education curriculum, instruction and environments?
☐ Have observations of student success been shared and discussed?
☐ Have special factors and the observations and concerns of the family been considered?

Root Cause Analysis (Analyze)
☐ Has the IEP team identified "**why**" the student is not meeting academic standards or functional expectations? Has the IEP team considered multiple reasons "**why**" the student is having difficulty accessing and engaging in grade-level instruction, activities and environments?
☐ Has the IEP team explored how special factors or other influences relate to the observed effects such as teaching methods and materials, group size, environmental factors, etc.?
☐ Does the analysis go beyond impairment 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 specify areas or skills that when addressed, will improve access, engagement and progress in meeting early-childhood/grade level standards and expectations
☐ Will the identified need(s) lead to the development of specific, clear, and measurable IEP goal(s) and services?
☐ Has the team explored disability related needs affecting reading achievement?

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What IEP Teams Should Look For	What IEP Teams Should Avoid*
Root cause analysis digs deep into reasons **why** student having difficulty accessing, engaging, or making progress in relation to standards and expectations.	Root cause analysis focuses solely on eligibility criteria or impairment label to determine disability-related needs.
Disability-related needs are written in positive student-focused terms.	Disability-related needs are stated as negatives (can't, won't, unable) or stated as service needs.
Disability-related needs inform meaningful goal development that will address the root causes.	Disability-related needs lack depth and lead to mismatched goals that do not address the root causes.
When disability-related needs are addressed, the student will have improved access, engagement, and progress in general education curriculum, instruction, and environments; and achievement and functional skill gaps will close.	Disability related needs do not reflect why the student is not meeting standards and expectations and do not specify academic or functional skill areas to be developed or improved to increase access, engagement and progress.

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Tips for Step 2:
- ✓ Ensure consideration of special factors such as behavior that impedes learning, visual impairments, communication needs, and assistive technology needs.
- ✓ Consider whether student has difficulty in all content areas/environments. If not, consider what is different in terms of engagement, supports, and other factors.
- ✓ Develop disability-related needs that are student focused, not service focused. For example, *"student needs to develop/improve skills in (name area) so they can (statement related to effect of disability)"*.
- ✓ Consider adding "because" to effect statement to document root causes
- ✓ Use Universal Design for Learning principles and guidelines to explore possible effects.

Linking Step Two to Other Steps in the Five Step Process:
- **Previous Step:** Current levels of performance including strengths, along with special factors, are reviewed to identify the effect of the student's disability on access, engagement and progress
- **Next Steps:** Disability-related needs are addressed by measurable annual goals, as appropriate, in Step 3 and by services in Step 4.
- **Other Steps:** Effects and disability-related needs are revisited following annual or interim review of Progress toward IEP goal attainment in Step 5.

Connections to CCR IEP Five Beliefs:
- **High Expectations:** Effects of the disability address student's ability to meet grade-level standards/expectations.
- **Culturally Responsive Practices:** An understanding of both educators' and student's identities, beliefs and cultural practices helps to inform an accurate identification of the effects of the disability free from cultural bias or misunderstanding.
- **Student Relationships:** Positive relationships affect the student's access, engagement, and progress in the general curriculum and environment.
- **Family and Community Engagement:** Parents and student share information about the effects of the student's disability on access, engagement, and performance at home and in community settings.
- **Collective Responsibility:** Each IEP team member shares information about how the student's disability affects performance.

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At a Glance
Step 3: Develop IEP Goals

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

Overview: The IEP team develops ambitious and achievable measurable annual goals to address disability related needs. Goals are designed to close gaps between current and expected levels of academic achievement and functional performance for a students age/grade. A goal may address more than one disability-related need and some needs may require multiple goals. In rare cases, a disability related need may only be addressed by one or more services.

Key Ideas: Each disability-related need must be addressed by at least one corresponding goal and/or service. Each goal must have a baseline and level of attainment, and a method of measuring progress. A disability-related need affecting reading must be addressed by at least one goal. Benchmarks or short-term objectives with baselines and levels of attainment) are required for students with the most significant cognitive disabilities who participate in curriculum and assessments aligned with alternate achievement standards. Benchmarks or short-term objectives may be included in IEPs of students who do not take alternate assessments. Baseline, level of attainment and progress measures must align.

Step-Check:
- ☐ Does each goal address at least one skill or behavior associated with a disability-related need?
- ☐ Is the goal ambitious and achievable? Is it designed to close the achievement gaps? If a similar goal was in the most recent IEP, did the team review progress before developing a new goal?
- ☐ Are the goals (and benchmarks or short-term objectives if used) measurable? Will the methods of measuring progress allow for comparison of baseline with level of attainment?
- ☐ Is the goal statement understandable to all IEP team participants? Is the skill/behavior, amount of progress, and how progress will be measured clear?
- ☐ If a need is not addressed by a goal, has the team discussed why a goal is not needed?

What IEP Teams Should Look For	What IEP Teams Should Avoid*
IEP goals build upon progress from year to year to address disability-related needs and improve student's access, engagement, and progress in general education instruction and environments.	IEP goals are repeated from year to year when the goal is not met. The team does not review progress toward goals or does not address any lack of progress before developing new goals.
IEP goals address root causes of why the student is not meeting early childhood/grade-level standards and expectations.	IEP goals are a restatement of academic standards or functional expectations that apply to all students.
IEP goals support student's skills needed for self-determination and independence.	IEP goals do not support skills that build self-determination and independence.
The IEP team members develop goals as a team so disability-related needs are addressed across multiple settings.	Each educator working with student has a separate goal to work on in isolation, making it difficult for student to generalize skills across settings.
Baseline clearly indicates the student's current level of performance from which progress toward the level of attainment can be measured and methods of measuring progress are aligned	Baseline information says, "see present levels," or is not consistent with the level of attainment. Progress toward the level of attainment cannot be monitored using the measurement methods listed

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Tips for Step Three:
- ✓ Use the [Measurable Annual Goals Self-Check](#) to assist in reviewing IEP goals so they are clear to all.
- ✓ Use [Universal Design for Learning Tips](#) to assist in developing IEP goals.
- ✓ Use benchmarks or short-term objectives (STOs) to break a goal into manageable parts or interim steps. IEP team must include benchmarks or STOs for students who participate in alternate assessments aligned with alternate achievement standards. They may also be used for other students. When used, each STO: a) must be related to the goal statement, b) must include a baseline and level of attainment, and c) the goal is achieved when all STOs are met.
- ✓ Using standards to guide discussion during steps 1 and 2 will ensure goals are "standards-based":. Goals should address the target skills or behaviors the student needs to develop or increase that reflect root causes related to why the student is not meeting early childhood/grade level expectations.
- ✓ Including *condition statements* in a goal statement may clarify and provide context about how the goal is taught, when a skill is to be performed, the complexity or level of text; or link an accommodation to a goal, or provide for student choice. For example:. *when given (object, choice of objects), in the (location), when student is engaged in (activity), during (time of day), when given a (name of grade level) text, when given (accommodation or support). the student will develop/increase (target skill or behavior) from (baseline) to (level of attainment).*
- ✓ The team should consider the need for self-determination or self-advocacy goals to help the student make choices or become more independent such as increasing independent use of instructional supports or accommodations. Note: supplementary aids and services must still be provided as written in the IEP while the student develops these skills.

Linking Step 3 to Other Steps in the Five-Step Process:
- **Previous Step**: Goal development focuses on addressing the effects of the disability and the student's disability-related needs that were identified in Step 2.
- **Next Step**: In Step 4, the IEP team will align services with the goals developed in this step.
- **Other Steps**: IEP goals will be standard-based when the student's current levels described in Step 1 have been compared to grade level standards and expectations. Considering Information about strengths and interests improve student engagement and goal attainment and may be reflected in IEP goals by using optional condition statements

Connections to CCR IEP Five Beliefs:
- **High Expectations:** Goals are ambitious, achievable, aligned with grade-level content standards and expectations and support increased independence toward college and career readiness.
- **Culturally Responsive Practices:** Goals are written to eliminate disability and/or race-based achievement gaps and reflect skills the student or family feels are of value.
- **Student Relationships:** Peers or staff who have positive relationships with the student, support the student in developing and meeting their IEP goals.
- **Family and Community Engagement:** IEP goals are developed with family input and are understandable to families and students. Parents are provided periodic reports on goal progress.
- **Collective Responsibility:** Goals are written as a team to ensure the disability-related needs are addressed in a collaborative manner across the curriculum and multiple environments.

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Step 4: Align IEP Services

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

Overview: The IEP team aligns services to address disability related needs and directly support the student's ability to meet IEP goals. IEP services assist the student to access, engage, and make progress in early childhood/grade level standards-based curriculum and instruction, other activities, and environments.

Key Ideas: Special education services include supplementary aids and services, specially designed instruction, related services, and program modifications and supports for personnel. Specially designed instruction must be included in every IEP. All disability-related needs must be addressed by a service. Each service identifies which needs and/or goals are addressed. If a disability-related need that affects reading is identified, there must be at least one goal and service to support that need.

Step-Check:
- ☐ Are all IEP goals and disability-related needs addressed by at least one service?
- ☐ Are the types of services clearly described so everyone understands what will be provided?
- ☐ Do service statements include a clear and logical amount, frequency (or conditions), location, and duration?
- ☐ Do supplemental aids and services (e.g. accommodations) support the individual student's needs for access and engagement in the general education curriculum, instruction, and environments?
- ☐ Do supplemental aids and services (e.g. accommodations) reflect consideration of how they improve the student's independence and use in the school and community, and eventually, in post-secondary settings?
- ☐ For students with disability-related needs that affect reading, is specially designed instruction included to support access, participation and progress (as appropriate) so the student can meet preschool/grade-level literacy standards?
- ☐ Are related services needed to allow the student to benefit from their other services?
- ☐ Are supports for educators, such as training, included to assist them in effectively supporting the student's disability related needs?
- ☐ Are there systemic procedures or schedules for reviewing IEP implementation to ensure the student is receiving services as documented in the IEP?

What IEP Teams Should Look For	What IEP Teams Should Avoid*
IEP services directly support IEP goals, which are based on the student's disability-related needs.	IEP services are based solely on the student's impairment area or preferred school program and not individualized to the student's needs.
Special educators, general educators, reading teachers, therapists, and others work collaboratively to address a student's disability-related needs.	Educators plan and work in isolation when developing and providing services to students with IEPs.
The frequency, amount (or conditions), location and duration of IEP services the student will receive are clearly written in objective terms.	IEP services written so the frequency, amount (or conditions), location or duration of the services is not clear (e.g. "as needed", "when requested" "access to")
The IEP team considers if staff working with the student have the information and training needed to support the IEP services and document needed Program Modification and Supports for staff.	All staff working with the student do not have sufficient knowledge or training to support the student's needs and there is no documentation of Program Modifications and Supports for School Staff.

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Tips for Step 4:

- ✓ The Universal Design for Learning framework can assist with the selection of special education services which are essential for some and beneficial to many.
- ✓ Consultation should be listed as a program modification and support for staff and not as specially designed instruction.
- ✓ Licensed Reading teachers may provide specially designed instruction in reading.
- ✓ An IEP team may determine that some students with literacy needs also qualify as having a "print disability" and require access to Accessible Educational Materials (AEM).
- ✓ Thinking of "achievement gaps" as "opportunity gaps," is one way for IEP teams to brainstorm the types of skills, supports, or services that can assist the student to improve access, engagement, and progress in preschool/grade-level curriculum and instruction. Providing a student with academic, environmental, and social-emotional supports allows them access to learning opportunities needed to engage in preschool/grade-level academic instruction and other activities, and demonstrate understanding.

Linking Step 4 to Other Steps in the Five-Step Process:

- **Previous Step**: Effects and Disability-related needs and Goals are addressed through services. It is possible for an IEP service to address more than one goal and/or disability-related need and vice versa. Reference the numbered needs and goals linked to each service in the Program Summary.
- **Next Step**: When analyzing progress towards IEP goals (Step 5), IEP teams also consider the effectiveness of IEP services, and revise services to better address the student's disability-related needs and align with IEP goals.
- **Other Steps**: IEP services can be informed by student strengths and interests and other information discussed during Steps 1 and 2: by determining what has worked in the past to assist the student with access, engagement, or progress in general education curriculum, standards, instruction, and environment.

Connections to CCR IEP Five Beliefs:

- **High Expectations:** IEP services help student access general education curriculum, instruction, and environments and meet high expectations related to grade-level standards. IEP Services support the student's ability to self-advocate for accommodations or supports that they may use in college or career.
- **Culturally Responsive Practices:** Culturally responsive practices are embedded into IEP services to enable the student to meet the IEP goals and eliminate disability and/or race-based achievement gaps.
- **Student Relationships:** Services are provided in a positive environment positively affecting access, engagement, and progress towards goals. Students feel connected to the school community.
- **Family and Community Engagement:** Staff reach out to parents/family of student by fostering collaboration, mutual trust, and respect. The student practices skills in the home and community using accommodations where needed.
- **Collective Responsibility:** Special education teachers, related service providers, general education teachers, families, and administrators work together to support the student's IEP goals using common language and strategies, and provide positive feedback to the student about progress.

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Analyze progress towards goals to evaluate what works and what is needed to close achievement and functional skill gaps.

Overview: The IEP team analyzes the student's progress towards the IEP goals to inform future IEP development. Annual and interim reviews of progress identify what is working and what may need to change to address the student's disability-related needs and support the student in accessing and engaging in instruction and other educational activities, and making progress to meet early childhood/grade level academic achievement standards and functional expectations.

Key Ideas: Two sample forms are available to assist IEP teams with goal reviews: the Interim Review of IEP Goals (I-6) and the Annual Review of IEP Goals (I-5). Progress toward meeting IEP goals must be reviewed and reported to parents periodically throughout the year. At least annually, The IEP team must hold a meeting to review the IEP. When an IEP team determines the student is not making sufficient progress towards achieving IEP goals, the CCR IEP Five-Step Process provides a good framework for reviewing and revising the IEP.

Step-Check:
- ☐ Have you analyzed all data collected to monitor IEP goal progress from baseline to level of attainment?
- ☐ Have you reviewed all interim progress reports provided to parents since the last annual review meeting?
- ☐ Have you considered other data or information related to addressing the student's IEP goals and needs (other classroom data, information provided by the parent, teacher observations and anecdotal notes, effectiveness of services etc.)?
- ☐ Have you elicited information from the student 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?
- ☐ Have you discussed how current IEP services support progress and what service changes may be needed?
- ☐ Did you review and update, as appropriate, the effects of the disability, root causes, and disability-related needs (Step 2) before revising, goals and services?
- ☐ Do you need to examine your system for IEP progress monitoring (procedures, decision rules, etc.)?

What IEP Teams Should Look For	What IEP Teams Should Avoid*
Before developing or revising annual goals, IEP team documents review of previous IEP goals and progress.	Progress toward achieving previous IEP goals is not reviewed before revising annual measurable goals.
Data used to analyze IEP goal progress (including each benchmark or STO as appropriate) is available at the IEP team meeting when IEP goals are developed or revised.	Current data and information is not used to analyze progress from IEP goal baseline to level of attainment, (and benchmark or short term objectives (STOs) as appropriate).
Interim and annual progress reports include clear summaries of data used to support decision whether student is making sufficient progress and document factors affecting progress, including the effectiveness of services.	Interim or annual progress reports do not clearly document data used to determine if progress is sufficient to meet annual goal attainment or do not document factors affecting progress, including the effectiveness of services.
IEP revisions clearly reflect analysis of progress as documented on Interim or annual IEP review forms.	Goals and services cut and pasted from previous IEP without any direct connection to a review of progress.
When progress is not as expected, the IEP team uses the CCR IEP Five-Step Process to help determine why the student did not make sufficient progress toward annual goals (including STOs as appropriate) what is needed to support progress.	The IEP team does not systematically analyze "why" the student is not making sufficient progress toward IEP goals or the analysis is incomplete (e.g. does not consider if student needs have changed or if service changes are needed).

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Tips for Step 5:

- ✓ Use the Annual Review of IEP Goals (DPI Sample Form I-5) at least once per year to meet the annual review requirements. Have interim progress reports and other data available when completing the review.
- ✓ Use the Interim Review of IEP Goals (DPI Sample Form I-6) to document ongoing progress toward IEP goals. This form may also be used to provide periodic progress reports to the parents as per the student's IEP.
- ✓ Follow the IEP and use stated methods of measuring progress to guide data collection so ongoing progress from baseline to level of attainment for each annual goal can be regularly reviewed throughout the year.
- ✓ Consider new strategies, interventions or revisions to IEP goals and services to address factors affecting progress.
- ✓ An IEP may be revised without an IEP team meeting, if the district and parent agree. However, an IEP team meeting is required when considering a change in the student's placement. This includes changes to the environment(s) in which the student will receive services such as changes to the amount of time spent in general education classes or other environments with non-disabled peers.
- ✓ When an IEP team determines a student no longer requires specially designed instruction, the team, upon reevaluation, may consider if the student meets eligibility under Section 504. If so, the district must provide reasonable accommodations to support the student's continuing disability-related needs, including support for transition to post-secondary settings.

Linking Step 5 to Other Steps in the Five-Step Process:

- **Previous Step**: In Step 4, IEP services are aligned with goals and disability-related needs. Services are implemented as described in the IEP.
- **Next Step**: Based on the review of progress towards the goals, the 5-Step process begins again with an understanding the student's current performance in relation to preschool/grade level standards and expectations; effects of the disability on access, engagement and progress; root cause analysis of areas of concern; and summary of disability-related needs..
- **Other Steps**: An IEP team meeting is held at least once a year to conduct an annual review of the student's IEP and to revise the IEP as appropriate. A review of progress toward IEP goals occurs before the development of new or revised goals in Step 3.

Connections to CCR IEP Five Beliefs:

- **High Expectations:** When reviewing progress, the IEP team should keep high expectations in mind to ensure goals are ambitious and achievable and support increased academic and functional independence.
- **Culturally Responsive Practices:** When analyzing progress toward IEP goal attainment, the IEP team considers how culturally responsive practices have been embedded throughout the IEP process and the student's instructional program.
- **Student Relationships:** In reviewing progress, consider growth in relationships with peers and adults. Also, consider ways to involve the student tin the IEP review process.
- **Family and Community Engagement:** Parents and student share evidence and insights about progress toward IEP goals.
- **Collective Responsibility:** All educators and service providers monitor the student's progress toward IEP goals and make revisions to help ensure the student will meet the goals.

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