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

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| **What** is the student’s performance in relation to preschool/ grade level academic achievement and functional expectations?**Understand and report** current performance data/information | **How** is the disability observed in its effect on access, engagement, progress?**Observations** of the disability that may explain current levels; Includes review of special factors and concerns of the family and student | **Why** is the student having difficulty with access, engagement, progress? **Dig deeper** to explore effects, clarify specific areas of concern, and identify factors that influence the effects and current levels | **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**Synthesize and Summarize** areas/ skills student will need to develop or improve to address effects and root causes  | **Ambitious** and **achievable** goals that close achievement gaps and support the unique strengths and needs of the student**Develop** IEP Goals that address disability-related needs. | **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 **Align** district resources to support student specific disability related needs and, goal attainment |

**STEP 5- Analyze progress towards goals to evaluate what works and what is needed to close student achievement gaps**