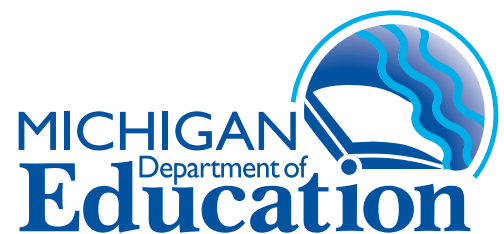


Quick Reference Guide



Section 2: Present Level of Academic Achievement and Functional Performance (Present Level)

Tips for Developing a Quality and Compliant Individualized Education Program (IEP)



Michigan Department of Education
Office of Special Education and Early Intervention Services

The purpose of the Present Level of Academic Achievement and Functional Performance (present level) section is to provide an overview of factors that impact the student’s performance and subsequent development of services and programs to meet the student’s unique learning needs.

The present level provides a foundation for developing rigorous supports to create an opportunity for greater student success. It is the basis from which all other Individualized Education Program (IEP) components are developed.

Each area of need identified in the present level must be addressed in another appropriate section of the IEP form. This section, in its entirety, is used to describe the student’s current performance in areas affected by the disability.

The present level has two sections. Section 2-A is required for all students. Section 2-B has three options. One of the three options must be completed for the IEP process.

Section 2-A Present Level of Academic Achievement and Functional Performance	
FACTORS TO CONSIDER	
General	
The IEP team must consider each of the following:	
The strengths of the student:	_____

The concerns of the parent for enhancing the education of the student:	_____

The results of the most recent evaluation(s) of the student:	_____

Factors to Consider (General): This section asks the IEP team to address the student’s strengths and parent concerns. This section also asks the IEP team to take into consideration the most recent evaluation results. Comprehensive completion of this section provides an overview of the student’s abilities and helps prioritize the student’s areas of need in Section 2-B.

Strengths of the Student—This is the only place in the IEP process that captures the student’s strengths. Strengths are important to all other sections of the IEP; in particular, they are the basis for developing supplementary aids and services and secondary transition services.

Factors to Consider (General) continues on next page

Checklist

- The strengths of the student are identified.
- The parent was given the opportunity to identify educational concerns.
- Evaluation results are provided, including (when appropriate) a transition assessment.
- Communication needs and assistive technology needs of the student were considered.
- If appropriate, the following were considered: positive behavioral interventions, language needs for a student with limited English proficiency, Braille instruction, and/or mode of language and communication for a student who is deaf or hard of hearing.
- One of the three options for Section 2-B is complete and includes:
 - The area(s) of need.
 - Baseline data provided from a variety of sources.
 - A description of how the student’s academic, developmental, and functional needs affect involvement and progress in the general education curriculum or participation in appropriate activities for preschool children.

Concerns of the Parent—If a parent does not identify any concerns, document that no concerns have been identified at this time.

Evaluation(s) Results—Use this section to document a comprehensive list of results from recent assessments and evaluations of the student. Evaluations may include, but are not limited to, the Multidisciplinary Evaluation Team (MET) report, the Review of Existing Evaluation Data (REED), the Michigan Educational Assessment Program (MEAP), district assessments, and benchmark assessments.

<p>Special Factors</p> <p>The IEP team must consider the following for the student (check boxes to indicate consideration):</p> <p><input type="checkbox"/> The communication needs of the student.</p> <p><input type="checkbox"/> The need for assistive technology devices and services for the student.</p> <p>The IEP team must consider the following for the student, as appropriate (check all that apply):</p> <p><input type="checkbox"/> The use of positive behavioral interventions and supports, and other strategies, to address behavior because the student has behavior that impedes his or her learning or the learning of others.</p> <p><input type="checkbox"/> The language needs of the student because the student has limited English proficiency.</p> <p><input type="checkbox"/> Braille instruction because the student is blind or visually impaired.</p> <p><input type="checkbox"/> The mode of language and communication because the student is deaf or hard of hearing.</p>

Factors to Consider (Special Factors): The first two special factors listed must be considered for every student. The remaining four special factors must be considered as appropriate. [**§ 300.324(a)(2)**]

If a special factor is considered and the IEP team determines there is an area of need, the special factor must be addressed in an appropriate section of the IEP form (e.g., Goals, Supplementary Aids and Services, etc.).

If a special factor is considered, but the IEP team determines there is no area of need, the rationale for determining no area of need must be addressed in the Notice under "Option Considered but Not Selected."

Resources

- *Michigan Administrative Rules for Special Education (MARSE)*
www.michigan.gov/documents/mde/MARSE-April09_274156_7.pdf
- *Individuals with Disabilities Education Act (IDEA, Federal Regulations)*
<http://idea.ed.gov>
- *A Seven-Step Process to Creating Standards-Based IEPs*
www.cenmi.org/documents/sevensteps.pdf

Data Sources

including, but not limited to:

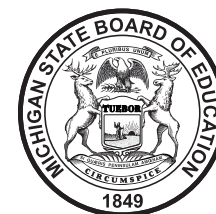
- Attendance
- Checklists
- Educational Development Plan (EDP)
- Observational Data
- Report Cards/Grades
- Assignments
- Informal Assessment Results
- Formal Test Results
 - » Criterion referenced tests
 - » Standardized tests
- Completion of Work
 - » Work samples
 - » Portfolio contributions
- Behavioral Expectations
- Discipline/Behavior Record
- Anecdotal Written Records
- Grade Level Performance on Grade Level Content Expectations (GLCEs) and High School Content Expectations (HSCEs)
- Authentic Assessments
- Progress Reports
- Achievement Tests
- Community-Related Input
- Parent Input
- Personal Curriculum (PC)
- Previous IEP
 - » Goals and objectives
 - » Reported progress

Section 2-B (Options I, II, and III): Section 2-B of the present level is designed to identify the areas of need affected by the disability. For each area of need identified, provide:

- Baseline data—supports the determination of the area of need and is gathered from a variety of data sources.
- A narrative summary or explanation of the baseline data—gives the reader an understanding of the IEP team’s interpretation of the baseline data.
- A statement of how the disability affects the student’s involvement and progress in the general education curriculum or participation in appropriate activities for preschool children.

All three options are designed to meet content requirements and identification of student need. An IEP team is required to complete only one option.

- Option I—designed for identification of need across a number of areas.
- Option II—designed for a narrative approach.
- Option III—designed for use in conjunction with progress monitoring systems.



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