



# IEP Tip Sheet

# PLAAFPs

## Present Levels of Academic Achievement and Functional Performance

This tip sheet introduces the present levels of academic achievement and functional performance statement, or PLAAFP. It includes a brief summary of federal regulations and tips for implementation. To learn more, review the additional resources and check with state law for additional requirements.

### What Does IDEA Say?





According to IDEA Sec. 300.320 (a), each child's IEP must contain...

- (1) A statement of the child's present levels of academic achievement and functional performance, including—
- (i) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
  - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.

"There should be a direct relationship between the present levels of performance and the other components of the IEP." U.S. Department of Education, Code of Federal Regulation, 1999, Appendix C, Question 36

### Elements of a High-Quality PLAAFP\*

A fully developed, well-written present level of academic achievement and functional performance statement, or PLAAFP, is the foundation of the individualized education program (IEP) and is used to specify appropriate goals, services, supports, accommodations, and placement for the student. The IEP team can begin the process of developing a high-quality PLAAFP statement by holding a discussion that centers around four essential elements: student needs, effect on progress in general education, baseline information, and connection to goals and/or services.

PLAAFP Element	Description	Guiding Questions
 Student Needs	Information on the student's current academic and/or functional needs	What are: <ul style="list-style-type: none"> <li>• The student's strengths?</li> <li>• The main areas of concern (e.g., academic, functional) and how do these concerns relate to district or state standards and benchmarks and the student's postsecondary interests?</li> <li>• The parents' concerns?</li> <li>• The student's instructional preferences?</li> <li>• The results from the evaluation (e.g., standardized tests, progress monitoring data)?</li> <li>• Ways in which the student's strengths can help address the identified areas of concern?</li> </ul>
 Effect on Progress in General Education	An explanation of how the disability affects the student's involvement and progress in the general education curriculum	How does the student's disability affect: <ul style="list-style-type: none"> <li>• Involvement in general education?</li> <li>• Access to the general education curriculum?</li> <li>• Progress in the general education curriculum</li> </ul>
 Baseline Information	Baseline data for monitoring student progress	Are the data being reviewed to determine whether the student is making progress: <ul style="list-style-type: none"> <li>• Specific?</li> <li>• Objective?</li> <li>• Measurable?</li> <li>• Something that can be collected frequently?</li> </ul> And do these data relate to: <ul style="list-style-type: none"> <li>• Identified areas of concern?</li> <li>• State content standards?</li> </ul>
 Connection to Goals and/or Services	Bridge between the PLAAFP statement and an annual goal	<ul style="list-style-type: none"> <li>• Is there enough information in the PLAAFP to develop a challenging, ambitious, measurable annual goal?</li> <li>• Is there enough information in the PLAAFP to determine what special education, related services, accommodations, and program modification are needed?</li> </ul>

\*This content was adapted with permission from IRIS Module: IEPs: Developing High-Quality Individualized Education Programs. High Quality PLAAFP Statements pg. 6





## Quick Tips for Developing PLAAFPs

- ✓ Address all of the student's educational needs identified in the evaluation.
- ✓ Include a description of changes in student functioning since the last IEP was developed.
- ✓ Include objective, measurable data to describe current performance.
- ✓ Explain how specific accommodations and modifications are needed and will be used by the student.
- ✓ Structure the baseline statement using the same structure as the annual goal.
- ✓ Compare the student's baseline performance to grade-level expectations.
- ✓ Include administration dates and names of measurement tools to the extent possible.

## Where can you learn more?



### **Understanding the Present Levels of Academic Achievement and Functional Performance Statement**

(PACER Center). This resource offers questions for the IEP team when developing PLAAFP statements. It provides phrases and example statements and data sources that teams might use to develop PLAAFP statements.



### **What is Included in the IEP Document? High Quality PLAAFP Statements**

(IRIS Center). This section is one component of the IRIS module, *Developing High-Quality Individualized Education Programs*. It describes elements of high-quality PLAAFP statements and guiding questions for IEP teams.



**PROGRESS Center Website.** The PROGRESS website includes additional information about developing high-quality IEPs and additional tip sheets in this series.