IEP Goals

Meaningful and Measurable
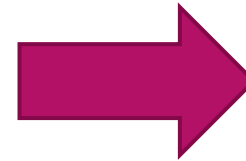
CHANDLER UNIFIED SCHOOL DISTRICT

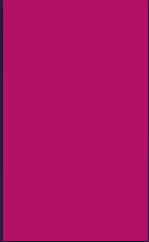# Evidence of a connection throughout the IEP:

EVALUATION

PRESENT LEVELS

(PLAAFP)

MEASURABLE ANNUAL GOALS

"First of all, you will find it difficult to write a clear and measurable goal if you have not first written a clear and measurable present level of performance."

Peter W.D. Wright and Pamela Darr Wright

Start With Your Data!

► Measurable goals start with reliable data.

► When possible, data should result from a diagnostic.

  ► If there is no diagnostic for an area, use current MET evaluation data, curriculum measures, or solid classroom-based data.

► Data collected is first added to the PLAAFP and then used to create goals. Does it pass the "third party test"?

  ► If so, everyone who reads the PLAAFP should reasonably know where the goals will lead.

► Be sure you are able to "speak to your data". Where did it come from? How does it support an area of need?

The following three slides offer suggestions on diagnostics currently available in CUSD

Examples of CUSD Resources Used to Collect Data in Reading

Curriculum

- ❖ Wilson assessments
- ❖ Just Words assessments
- ❖ Visualizing & Verbalizing data tracking
- ❖ Star Words sight word tracking list
- ❖ IntoReading classroom assessments

Diagnostics

- ❖ Recent MET results
- ❖ CORE
- ❖ WIST
- ❖ WADE
- ❖ Into Reading (internal diagnostic)

Benchmark

- ❖ DIBELS
- ❖ TBD (previously School City)
  - ❖ Exercise caution when including this data as it measures skills not yet taught so it requires an explanation. Include a descriptive label showing expectation (i.e. below average, average, above average).

Examples of CUSD Resources Used to Collect Data in Math

Curriculum

- ❖ Touch Math pre/post assessments
- ❖ Touch Math assignments
- ❖ Go Math/My Math/Saxon/ Glencoe classroom assessments
- ❖ Number Worlds
- ❖ Moby Max

Diagnostics

- ❖ Recent MET results
- ❖ My Math
  - ❖ if you need a copy e-mail your Academic Specialist – can be used with any math program

Benchmark

- ❖ TBD- (School City)
  - ❖ Take caution including this data as it measures skills not yet taught so it requires an explanation.

Examples of CUSD Resources Used to Collect Data in Writing

Curriculum

- ❖ Write from the Beginning rubric
- ❖ Visualizing & Verbalizing response writing samples
- ❖ Thinking Map writing samples
- ❖ Into Reading Writing

Diagnostics

- ❖ Recent MET results

Benchmark

- ❖ None currently

Remember: Baseline Data…

▶ reflects what the student knows, or can do, at the time the goal is written

▶ is obtained using the measurement tool that will also be used to regularly measure progress

▶ Note: If a student scores a "0%" baseline, extract information from the present levels to indicate what the student **can** do in relation to the pre-requisite skills related to this goal.

   ▶ Ex: Student is at 0% (0/10) when presented with 4 sound words and 90% (9/10) when presented with 3 sound words with digraphs.
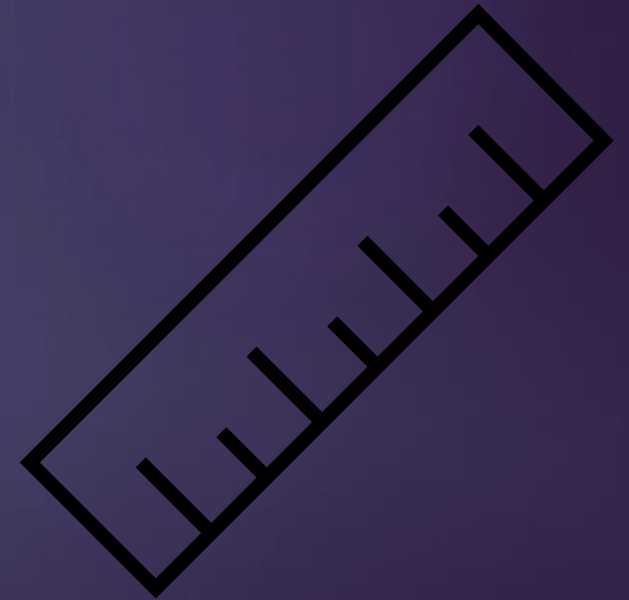
Data in the PLAAFP

- The PLAAFP should provide a comprehensive overview of:
  - strengths, areas of need, interests, preferences, and impact of the disability on the student's learning
  - academic achievement and functional performance
  - quantitative data
  - qualitative data

- Information from the PLAAFP should be used to design goals
  - Refer to evaluation, areas of need, and current assessment data

ADE Guide steps

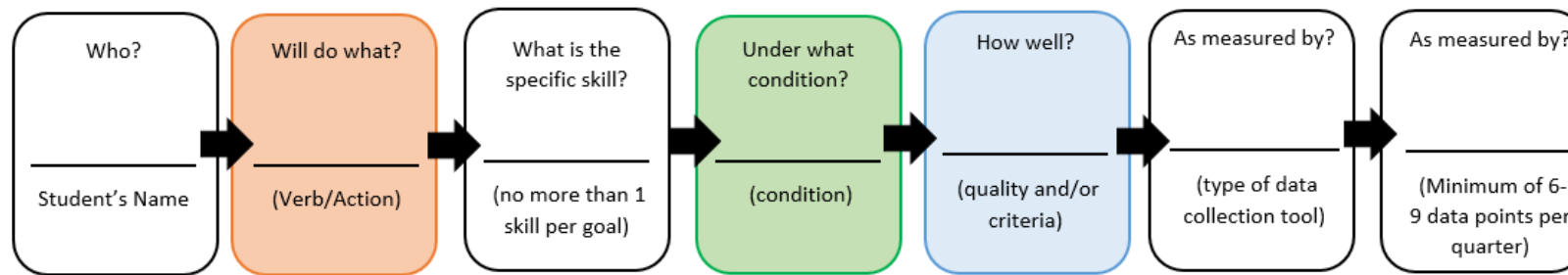| 300.320(a)(2)(i) SF, SASF, SCSF	The IEP includes measurable annual goals, including academic and functional goals that reflect the needs identified in the PLAAFP and current assessment data. How the goals will be measured must be clearly documented. **Student File Review Method**: Review the IEP to determine whether there are annual goals that are measurable and that reflect student needs. Baseline measurement must be documented either in the PLAAFP or in the goal statement for progress toward the goal to be measurable. Both the measurability **and** means to measure progress **must be evident** for this line item to be in compliance. See Measurable Annual Goal grid.

IEP Goals:

✓ must be skill-based

✓ must meet specific student needs

✓ must be written so they stand alone and contain specific measurable criteria

Tool: IEP Goal Formula

All goals should be individualized to the student's specific need.

This guidance document can help to ensure that all necessary components of a goal are considered and included.

IEP Goal Formula- Use this formula every time you write a new goal to make sure your goals are complete and measurable.

Who?	Will do what?	What is the specific skill?	Under what condition?	How well?	As measured by?	As measured by?
_____ Student's Name	_____ (Verb/Action)	_____ (no more than 1 skill per goal)	_____ (condition)	_____ (quality and/or criteria)	_____ (type of data collection tool)	_____ (Minimum of 6-9 data points per quarter)

VERB/ACTION	CONDITION	QUALITY	CRITERIA
alphabetize, answer, arrange, ask, bring, chart, choose, compare, compile, complete, compose, contrast, contribute, correct, count, create, decode, define, demonstrate, describe, determine, differentiate, does not ( ), edit, explain, follow, generate, give, greet / identify, include, initiate, imitate, label, list, maintain, make, match, name, organize, outline, paraphrase, point, pronounce, provide, read, record, retail, say, select, self-correct, share, solve, speak, spell, summarize, type, volunteer	**LOCATIONS** in a small group, in a large group, during recess, in a 1:1 setting, during free time, across environments, during timed reading, in sharing routines, in the community **GIVENS** given ( ), paragraph, given unfamiliar( ), given a topic, given CVC words, given a model, given pictures, given words/letters, given a story starter, given a calculator, given prompts **MISC.** with typical peers, with two hands, with left or right hand, with adults, with ( ) grade vocabulary, through use of ( ) strategy, with a (#) key hit sequence, through use of ( ) AT	independently, with prompting (verbal, visual, physical, gestural, limited), in the correct order, with correct capitalization, with correct punctuation of period, question mark, commas…, with a main idea and (#) of supporting documents, legibly (define what legible means), without assistance, with minimal assistance (define), instantly and correctly, on the first attempt, at a level judged satisfactory by teacher, with no more than (#) redirections, with a score of ( ) from the ( ) grade writing rubric	**FREQUENCY** (# of times it occurs) ( ) x each day ( ) x in ( ) minutes each Day ( ) consecutive days Fewer than ( ) minutes each week **DURATION** (specific amount of time) For ( ) minutes For ( ) repetitions in ( ) amount of time **ACCURACY** (#correct/ percentage) ( ) % of the time ( ) out of ( ) trails No more than ( ) errors With ( ) errors **LATENCY/SPEED** ( ) words per minute ( ) letters per minute in less than ( ) minutes ( ) seconds or less Complete work in ( ) minutes within ( ) minutes of verbal prompt

NON-MEASURABLE: Comprehend, enjoy, feel, increase (from what to what?), know, listen, learn, manipulate (how?), participate (how?), realize, understand

Basic Guidelines

▶ Establish reasonable expectations for growth within the term of the IEP (364 days)

▶ Be specific with description of skills and behaviors
  ○ goals should be written to focus on **skill vs. strategy**
  ○ each goal should measure **one skill**

▶ Rely on data to guide goal development
  ▶ area of need should align with PLAAFP

▶ Determine a level of attainment to demonstrate mastery **(extent or criteria)**

▶ Determine a measurement tool or assessment strategy **(how it is measured)**

▶ What is the starting point for the goal? Indicate a baseline based on **data**

Would another Special Education teacher unfamiliar with the student know:

• where to start with the student?

• how to measure the goal for the annual review?

Will do what? / What is the specific skill?

Be specific in descriptions of skills and behaviors

- What is the verb or action?
- Goal should be written to focus on the **skill vs. strategy**
- Goal should focus on one skill
- **Goals should be focused on the skill we want the student to acquire, not the non-preferred action/behavior.**
- A skill that can be counted or observed

For example: John **will independently count objects up to ten** with one to one correspondence, **with 80% accuracy**, as measured by teacher made assessment for counting. Data will be collected weekly on a teacher made recording sheet.
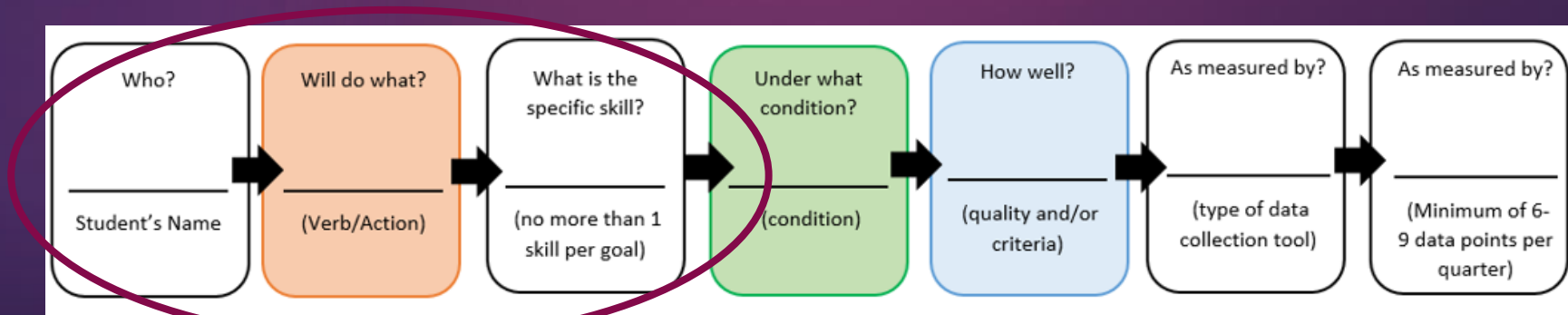
Under what condition?

- ➤ **Locations**
  - ▶ Small group, whole group, recess, in sharing routines
- ▶ **Given**
  - ▶ Given 3-sound word …
  - ▶ Given a model…
  - ▶ Given a calculator…
- ▶ **Misc.**
  - ▶ Through the use of assistive technology…
  - ▶ With _____ grade vocabulary…

How well?

- ▶ **What quality?**
  - ▶ In the correct order…
  - ▶ With a main idea and 3 supporting details
  - ▶ With prompting? (verbal, visual, physical, gestural)

- ▶ **What Criteria?**
  - ▶ **Frequency-** Number of times it occurs
  - ▶ **Duration-** Specific amount of time
  - ▶ **Accuracy-** Number correct/percentage
  - ▶ **Latency/Speed-** delay before something begins/how fast something occurs

For example: John **will independently count objects up to ten** with one to one correspondence, **with 80% accuracy**, as measured by teacher made assessment for counting. Data will be collected weekly on a teacher made recording sheet.
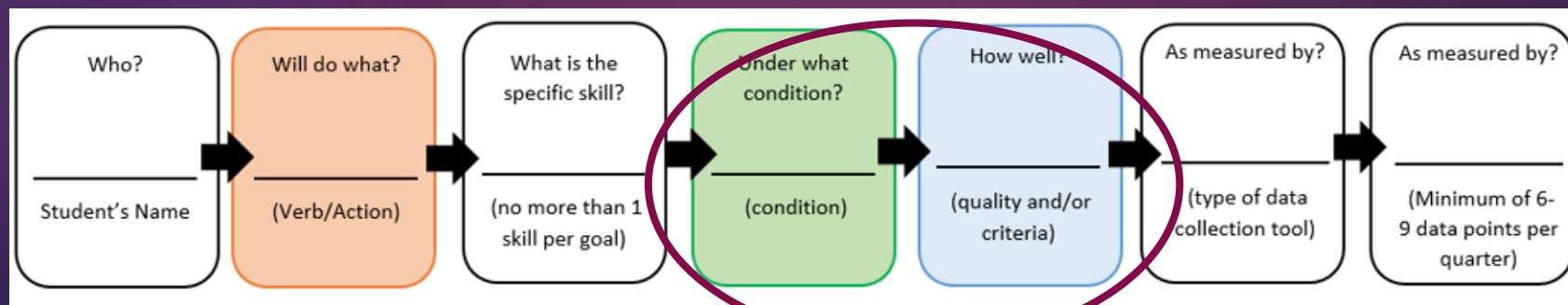
Selecting a Measurement Tool

▶ What tool or methodology may be ideal for measuring the skill or behavior?

▶ Can the tool or methodology be repeated throughout the IEP year to determine if the student is making progress?

▶ What is the general education teacher using?

  For example, if you elect to use work samples as a measurement tool, consider collaborating with the general education teacher to compare student work with the target of generalizing a skill between settings.

▶ Collect IEP data weekly and document on IEP/ESY tracking sheet. Quarterly IEP progress is entered into IEP PRO.

Valid Tools (Examples):	Non-Valid Tools:
• teacher chart • weekly formative assessment • work sample • weekly paragraph • rubric • reading Inventory	• teacher observation alone • "formal" or "Informal" assessment (not specific enough) • state standards (not individualized or measurable) • stating percentage alone

For example: John **will independently count objects up to ten** with one to one correspondence, **with 80% accuracy**, as measured by teacher made assessment for counting. Data will be collected weekly on a teacher made recording sheet.

Who?	Will do what?	What is the specific skill?	Under what condition?	How well?	As measured by?	As measured by?
_____ Student's Name	_____ (Verb/Action)	_____ (no more than 1 skill per goal)	_____ (condition)	_____ (quality and/or criteria)	_____ (type of data collection tool)	_____ (Minimum of 6-9 data points per quarter)
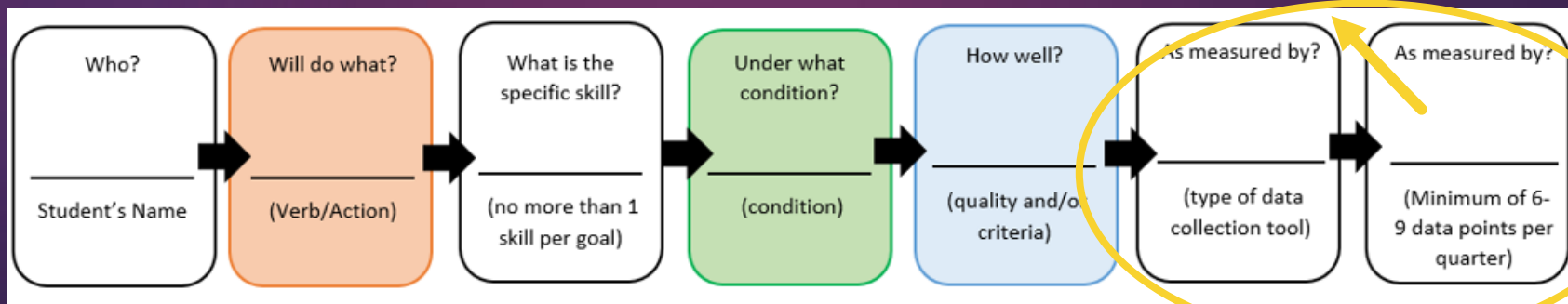
Goal Examples – Freddy

- **Reading**
  - When given a list of ten unfamiliar 3-sound words, Freddy will read them with 80% accuracy as measured by a teacher made assessment. Data will be collected 1 time per week on a teacher-created data chart.

- **Writing**
  - After reading a 3rd grade text passage, Freddy will include at least 3 main details in a written paragraph summary in 7/9 opportunities as measured by student work samples collected weekly and documented on a teacher-created data chart.

- **Math Problem Solving**
  - Given one-step word problems, Freddy will write the equation with 75% accuracy as measured by classroom assignments. Data will be collected 1 time per week on a teacher-created data chart.

- **Social/Behavior**
  - When given a peer conflict scenario in a small group setting, Freddy will identify the expected behavior in 7/9 scenarios as measured by a teacher made assessment and documented 1 time per week on a teacher-created data chart.

CAUTION:

Both a percentage and a ratio should NOT be reflected in the same goal

- ▶ Choose **only ONE** measurement
- ▶ Avoid using percentages in **behavior goals.** Instead, reflect **trials and opportunities.**

If you indicate that a student will perform a task "80% of the time", what does that mean?

- ▶ 80% of what?
- ▶ Must address accountability. For example:
  - ▶ 80% of 60-minute time period
  - ▶ 80% of writing assignments
  - ▶ 80% of problems solved correctly

Goals Aligned to Standards
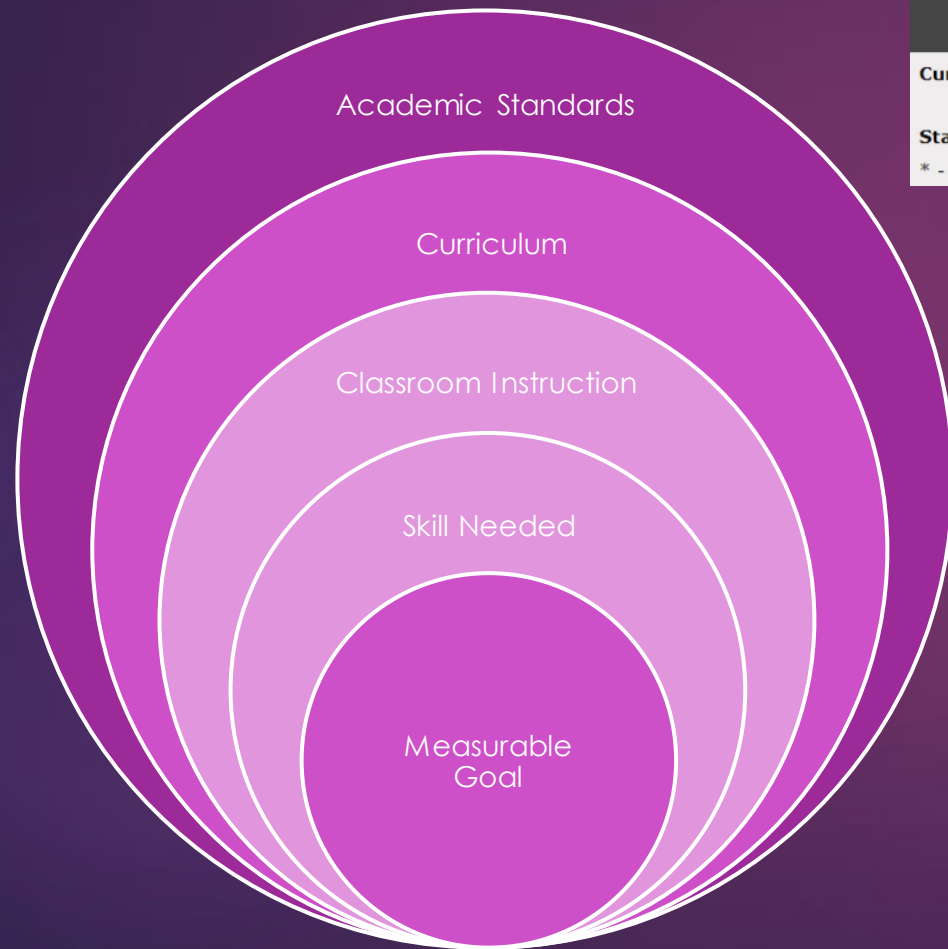
STANDARDS BANK

Current Skill: Language Arts   **Bank Displaying:** [AZ State Standards] Grade Level Standards [View All Standards]

Standard Category: *** Select Category ***

* - Standards displayed are the Arizona Academic Standards adopted in 2016/17.

Academic Standards

Curriculum

Classroom Instruction

Skill Needed

Measurable Goal

Be sure to use Arizona State Standards for all academic goals.

Consider a goal that is a pre-requisite for the standard?

Entering Goals into IEP PRO

- You may write your entire goal in the first box rather than using separate boxes <u>as long as</u> you have included all required components of the goal.

- Be sure to include Mastery Level.

- **Be sure to individualize by using the student's name**

Standard:	08.RI.10 -By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
Condition --AND-- **Observable Skill/Behavior:** (Given [Condition], the student will do [Observable Skill/Behavior])	

[Condition & Skill/Behavior Statement Examples] [Measurable Term Examples]

- Select the appropriate answer for each goal and include it at the bottom of the screen.

- If you are writing a goal related to MIPS, be sure to select "Yes" for DSC (i.e. Speech, OT, PT, etc)

Is this goal part of the student's transition plan?	○ Yes	● No
The academic standard will be displayed above this goal statement on the printed IEP?	● Yes	○ No
Is this goal a critical skill that needs documentation for possible ESY services?	○ Yes	● No
Is this goal a skill that may be Medicaid billable (e.g., DSC goal)?	○ Yes	● No
Is this goal written to address/align with an Alternate Academic Standard?	○ Yes	● No

Save Goal Information   Save & Return To Goal List

Entering Goals into IEP PRO

- You can write in each designated box to enter a goal.

- After you select "Save Goal Information", you can view and proofread in the document.

- Enter the Baseline Level of Mastery here

Learn How To Use This Page

Standard: A1.A-APR.B.3 -Understand the relationship between zeros and factors of polynomials: Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. Focus on quadratic and cubic polynomials in which linear and quadratic factors are available.

Condition --AND--
Observable Skill/Behavior:

(Given [Condition], the student will do [Observable Skill/Behavior])

John will count objects, with one-to-one correspondence up to ten independently

[Condition & Skill/Behavior Statement Examples]   [Measurable Term Examples]

Target Level of Mastery:

with 80% accuracy,

Evaluation Method(s):

(as measured by [Evaluation Method])

as measured by teacher made assessment for counting objects.

[Example of Evaluation Method Statements]

Documentation --AND--
Schedule:

([Documented] on what [Schedule].)

Data will be collected weekly on a teacher made recording sheet.

[Example Documentation and Schedule Statement]

Baseline Level of Mastery:

John is able to count objects with one-to-one correspondence up to ten with 40% accuracy.

Special Items:

Services providers(s): [Special Education Teacher ▾] | [-- Please select -- ▾] |

Is this goal part of the student's transition plan? ○ Yes ● No
The academic standard will be displayed above this goal statement on the printed IEP? ● Yes ○ No
Is this goal a critical skill that needs documentation for possible ESY services? ○ Yes ● No
Is this goal a skill that may be Medicaid billable (e.g., DSC goal)? ○ Yes ● No

[Save Goal Information]   [Save & Return To Goal List]

Skill Area: Math

Standard: A1.A-APR.B.3 - Understand the relationship between zeros and factors of polynomials: Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. Focus on quadratic and cubic polynomials in which linear and quadratic factors are available.

Annual Goal: *John will count objects, with one-to-one correspondence up to ten independently with 80% accuracy, as measured by teacher made assessment for counting objects. Data will be collected weekly on a teacher made recording sheet.*
   Baseline Level of Mastery: John is able to count objects with one-to-one correspondence up to ten with 40% accuracy.
   Service Provider(s) for this goal: Special Education Teacher

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Select the correct service provider(s) monitoring progress for the goal.

For example: John **will count objects** with one to one correspondence **up to ten independently** **with 80% accuracy**, as measured by teacher made assessment for counting objects. Data will be collected weekly on a teacher made recording sheet.

Entering Goal Objectives (alt. assessment)

- If a student is eligible for alternate assessment, EVERY goal **must include** short-term instructional objectives or benchmarks.

- Short-term objectives and benchmarks should be general indicators of progress (not detailed instructional plans) that provide the basis to determine how well the student is progressing toward his or her annual goal.

- They represent smaller, more manageable learning tasks a student must master on the way to achieving the goal.

<u>**Short-term objectives**</u>
- **Intermediate knowledge and skills that must be learned for the student to reach the annual goal**
- **Break down the skills or steps necessary to accomplish a goal into discrete components.**

or

<u>**Benchmarks**</u>
- **Major milestones that the student will demonstrate that will lead to the annual goal**
- **Establish expected performance levels that allow for regular checks of progress that coincide with the reporting periods**

Entering Goal Objectives (alt. assessment)

- To add benchmarks/objectives click "OBJECTIVES"

- Select and add blank objectives

- Fill in the boxes with appropriate benchmarks, objectives and changes

Data Collection

- All teachers providing IEP services:
  - collect 9 data points, **per goal**, **per quarter**
    - **1 data point per goal each week**
  - report all data on the QPR and send home at the same time report cards are distributed
  - ensure that the QPR reflects the data collected/recorded on the ESY data sheet

		Quarter 1 Data								
Student Name:		1-Post Summer Break	2	3	4	5	*6	7	8	9-Pre-Fall Break
	Date									
Goal 1:										
Goal 2:										
Goal 3:										
Goal 4:										
Goal 5:										
Goal 6:										
Goal 7:										
Goal 8:										
Goal 9:										
Goal 10:										

Quarterly Progress Reports

- Report on every goal

- Report progress on the skill stated in the goal

- Use the same measurement tool stated in the goal to measure progress

- Report the same criteria of mastery stated in the goal (e.g. ratio vs. percentage)

- Provide sufficient information for the parents/staff to project whether the student will achieve the goal by the end of the IEP term

- The IEP team should meet to review the data to determine what adjustments are needed when

  - the student consistently demonstrates little to no progress

  - the student consistently and continuously master's a goal

Instruction for students accessing special education extends through the last week of the quarter.

- **REMINDER:** Parents are able to view progress reports in real time through the Parent Portal so wait until the final week of the quarter to add information to the progress report.

In closing

Evaluation determines need for specially designed instruction	PLAAFP describes student strengths and needs as identified in the evaluation	Needs drive goal development	Quarterly progress reports are directly connected to goal mastery criteria

Use the IEP Goal Formula as a guide. Ask yourself the following questions to validate proposed goals:

IEP Goal Formula- Use this formula every time you write a new goal to make sure your goals are complete and measurable.

Would a teacher unfamiliar with the student read the IEP and know the needs and where to begin?

Would a teacher unfamiliar with the student know exactly how to measure the goal for the annual review?