SETTING RIGOROUS INSTRUCTIONAL GOALS

Ensuring growth leading to closing the gap

1

Where have we been?

- Historically OSEP and the courts have focused a great deal on **compliance** with the IDEA which is basically educational access.

- Throughout the history of special education, little emphasis has been given to closing the achievement gap, yet all students since the signing of the NCLB are required to be tested on grade level assessments each year. This includes students with disabilities and is something advocates of people with disabilities fought hard to attain.

2

Where are we now?

- Results Driven Accountability (RDA) focuses emphasis on educational outcomes rather than procedural assurances (though procedures are still required and important).

- Special Education must become a system focused on educational attainment AND access with an emphasizes on closing achievement gaps whenever/wherever possible.

3

- Endrew vs. Douglas County SD

- Rowley Affirmed, but

- NOT merely more than de Minimis

- Endrew's Attorney "A student's IEP should generally "be tailored to achieve a general educational curriculum at grade level"; if that is not possible, the IEP should use alternative benchmarks that are "the highest possible achievable by the student."
http://www.scotusblog.com/2017/01/argument-analysis-justices-grapple-proper-standard-measuring-educational-benefits-children-disabilities/

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Current low targets

- Rarely are IEP goals designed to close achievement gaps

- Many goals are actually designed to maintain the gap while others are calculated to widen it!

- Appear to be large gaps in basic data literacy for teachers and interventionists

- Currently students are often Progress Monitored "off grade level" even though they can register GL scores

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Why should we do this?

Because all kids grow up with dreams!

These are NOT our students' PSGs:
. Earn minimum wage.
. Live in poverty.
. Further my education in prison.
. Have no health insurance.
. Keep social services in my life.
. Be homeless.

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Why should we do this?

Huge Discrepancy in employment for people with disabilities vs. people without disabilities

Employment Rates 2018:

U.S. w/ Disability 37.8%   **U.S. w/out Disability 80.0%**

NE w/ Disability 49.5%   **NE w/out Disability 85.9%**

2018 Disability Status Report - United States | © 2020 Cornell University
www.disabilitystatistics.org

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Why should we do this?

	UNITED STATES		GAP	NEBRASKA		GAP
Disability Status	with	w/out		with	w/out	
Prevalence 21-64 yrs (%)	10.4	88.6		9.5	90.5	
Actively Seeking work (%)	7.3	16.6	9.1	8.6	13.5	4.9
Full time/full year (%)	24.3	61.1	-36.8	30.2	67.9	-37.7
Annual income ($) (FULL TIME)	40,500	49,200	-8,700	43,600	45,600	-2000
Household income ($)	46,900	74,400	-27,500	50,700	70,900	-20,200

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Why should we do this?

	UNITED STATES			NEBRASKA		
Disability Status	With	w/out	Gap	With	w/out	Gap
Poverty Rates (%)	26	10	16	27.5	8.6	19.2
SSI recipients (%)	19			15.8		
High School Diploma ONLY (Highest) (%)	34.2	24.8	9.4	35.9	21.7	14.2
Bachelors or higher (%)	15.2	35.2	-18.9	16.9	35.6	-18.7
Health Insurance coverage (any) (%)	90	87.4	2.6	83.3	89.1	-5.8
Health Insurance coverage employer (%)	35.1	65.9	-30.8	38.6	72.2	-33.6

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Who needs a rigorous goals?

PRIMARY DISABILITY	STUDENT COUNT NEBRASKA DEPT OF EDUCATION				
	20-21	19-20	18-19	17-18	16-17
Autism	4310	4137	3948	3592	3268
Deaf-Blindness	11	11	10	11	11
Developmental Delay	2740	2427	2189	2037	1830
Emotional Disturbance	2878	2861	2846	2664	2489
Hearing Impaired	732	707	697	680	677
Intellectual Disability	2687	2807	2824	2835	2880
Multiple Impairment	401	422	401	423	423
Orthopedic Impairment	176	203	206	240	248
Other Health Impairment	6839	6967	6766	6453	6260
Specific Learning Disability	15575	16069	16051	15665	15437
Speech Language Impairment	8893	9057	9136	9210	9219
Traumatic Brain Injury	163	174	186	184	185
Visual Impairment	181	201	194	205	214
total	45586	46043	45454	44199	43141
Non cogntive impacts	35274	36065	35896	35117	34544
% of students non cogntiv	0.7738	0.7833	0.7897	0.7945	0.8007

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How do we progress monitor?

- The following process details the logical method of stepping back grade by grade until the student scores at or above a minimal level of performance (i.e., the 10th percentile for that grade).

1. Administer the screening probe(s) at the student's current grade level.

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Where do we progress monitor?

1. Determine the local (or national) percentile rank of the student's score on the screening probe. For individual student progress monitoring, the local norm (school, district, or region) is recommended. (Note: For R–CBM, use the median of the student's three screening probe scores.) If the student's score ranks above the 10th percentile, proceed with progress monitoring at grade level. If the student's score ranks at or below the 10th percentile, proceed to step 3.

2. Step back one grade level and administer that grade's screening probe(s). If the student's score ranks above the 10th percentile, proceed with progress monitoring at this grade level. If the student's score ranks at or below the 10th percentile, repeat step 3, stepping back one grade level at a time until the student achieves a score that ranks above the 10th percentile, and proceed with progress monitoring at that grade level.

- Aimsweb Progress Monitoring Guide 2012 http://www.bemidji.k12.mn.us/wp-content/uploads/2013/11/Aimsweb_Progress_Monitor_Guide1.pdf

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ROI

- After a performance goal has been defined for a student and entered into the **aims**web system, the ROI needed to achieve said goal is calculated. Using the ROI growth norms as the basis, the **aims**web system rates and reports the ambitiousness of the goal as follows:

- *Insufficient:* **The ROI is below average and the goal score will not improve the student's *percentile rank.***

- *Closes the gap*: The ROI is above average and the goal score will improve the student's *percentile rank.*

- *Ambitious:* The ROI is well-above average and the goal score will substantially improve the student's *percentile rank.*

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AimsWEB

aimswebPlus recommends using the 15th and 45th national percentiles (defaults) as follows:

- Not On Track: ≤15th national percentile

- Further assessment may be needed: 16th–45th national percentile

- On Track: >45th national percentile

- https://www.cde.state.co.us/accountability/aims_web_plus_assessment_instrument_description_2018

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AIMSweb

- based on this body of research on R-CBM and M-CAP, AIMSweb researchers were also able to select default cut scores for Reading Maze, M-COMP, Written Expression, and Spelling. When the researchers reviewed the percentile values of the R-CBM and M-CAP cut scores on the new National Norms, they were struck by the high level of consistency of the percentiles across grades, benchmark periods, and measures. For both measures, the 80% Success Probability score was consistently close to the 45th percentile and the 50% Success Probability score was consistently near the 15th percentile. For this reason, AIMSweb concluded that it would be reasonable to use those percentile values to set default cut scores for other measures of reading, language arts, and math.

- https://images.pcmac.org/Uploads/ApplingCounty/ApplingCounty/Divisions/Forms/AIMSweb%20Cut%20Score%20Guide.pdf

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NWEA MAP

- For each instructional area ("goal"), shows either RIT score ranges or descriptors:

  - Low: Student goal scores are lower than the 21st percentile

  - LoAvg: Student goal scores fall within the 21st-40th percentile

  - Avg: Student goal scores fall within the 41st-60th percentile

  - HiAvg: Student goal scores fall within the 61st-80th percentile

  - High: Student goal scores fall within the 81st percentile or higher

  - https://teach.mapnwea.org/impl/maphelp/Content/Data/SampleReports/StudentProgressReport.htm

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DIBELS 8TH EDITION

The second score, called the benchmark goal, can be used to classify students who are performing at benchmark levels and are at *minimal risk* and on track for meeting grade-level proficiency goals from those who are below benchmark performance levels and thus at some risk for not meeting proficiency goals.

On average, this cut-score identifies 80% or more of students performing below the 40th percentile rank on an external measure of reading ability at the end of the year. Students falling above this cut-score are typically in need of core support alone, meaning the general curriculum should serve these children well. Students falling between the risk and benchmark

https://dibels.uoregon.edu/tex/dibels1.uoregon.edu/files/2021-05/dibels_8_admin_and_scoring_guide_05_2020.pdf

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DIBELS 8TH EDITION

- Finally, we have introduced a third cut-score, which represents an ambitious goal for students, and can be used to classify students who are performing well above benchmark and are at negligible risk for not meeting proficiency goals... *students who score at or above this cur are at truly negligible risk of scoring below the 40th percentile rank on criterion reading measures at the end of the year*

https://dibels.uoregon.edu/tex/dibels1.uoregon.edu/files/2021-05/dibels_8_admin_and_scoring_guide_05_2020.pdf

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Dibels Color Legend

Legend
Blue goal = Core support; Negligible risk (< 10% chance of not achieving at or above 40th percentile on criterion measure)
Green range = Core support; Minimal risk (< 20% chance of not achieving at or above 40th percentile on criterion measure)
Yellow range = Strategic support; Some risk (>20% chance of not achieving at or above 40th percentile on criterion measure)
Red range = Intensive support; At risk (>20% chance of not achieving at or above 20th percentile on criterion measure)
University of Oregon (2018). 8th Edition of Dynamic Indicators of Basic Early Literacy Skills (DIBELS®). Eugene, OR: University of Oregon. Available: https://dibels.uoregon.edu

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RENAISSANCE STAR 360

Enterprise Benchmarks and Cut Sores

Benchmarks are grade-specific minimum performance levels that students are expected to reach by certain points of the year in order to meet end-of-year performance goals. **A Percentile Rank (PR) of 40 is a cut score that serves as a proficiency benchmark: students whose test scores place them in a Percentile Rank of 40 or higher will likely meet end-of year performance goals as defined by the state or local standards.** Cut scores of PR 25 and PR 10 also serve as benchmarks—however, these benchmarks are used to help teachers determine appropriate instruction for different groups of students.

https://help2.renaissance.com/US/PDF/SR/SREnterpriseBenchmarksCutScores.pdf

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MIND THE GAP: EXAMINATION OF ELEMENTARY STUDENTS' INDIVIDUAL EDUCATION PROGRAM (IEP) GOALS

Shehana Alqafari

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Research Question # 1

- What proportion of IEP reading goals written by special education teachers for students with learning disabilities in 2nd, 3rd, 4th, and 5th grade are designed to address grade level skills consistent with the AIMSweb guidelines.

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Data Analysis: RQ # 1

To answer Research Question 1: (Frequency analysis)

Based on goal percentile level:

- From 1st to 10th percentiles (very low),
- From 11th to 25th percentiles (low),
- From 26th to 75th percentiles (average),
- From 76th to 90th percentiles (high),
- From 91st to 99th percentiles (very high).
- From 40th to 90th percentiles (closes the gap)

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Findings: RQ # 1

Table 5

Individual Education Program (IEP) Reading Goals According to AIMSweb Percentile and Goal Level

	Between 1st to 10th Percentile (Very Low)	Between 11th to 25th Percentile (Low)	Between 26th & 75th Percentile (Average)	Between 76th & 90th Percentile (High)	Above 90th Percentile (Very High)	Between 40th &90th Percentile Closes The Gap	Total
Above Grade Level	1	8	4	0	0	3 of 13	13
At Grade Level	0	4	7	0	0	6 of 11	11
Below Grade Level	0	2	5	3	1	-	11
Total	1	14	16	3	1	9 of 35	35
Missing **							2
Non-measurable **							7
Total							44

* All "Below Grade Leve" percentiles level were excluded from closes the gap percentiles .

** Goals excluded from the analysis.

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Findings: RQ # 1

- 9 of the 35 goals met the AIMSweb guidelines of writing a goal at or above the 40th percentile at the students' grade level or above.

- The proportion of reading goals that met the AIMSweb guidelines was 25.71%.

- 26 of the IEP goals were designed to place the student in the low-percentile rank.

- Teachers showed patterns in each goal level when determining the percentile level.

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Research Question # 2

- Is there a significant mean difference between the current reading goal scores of the students delineated in RQ1 and the AIMSweb National Norms Tables score at 40th percentile?

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Findings: RQ # 2

- The data provided sufficient evidence to conclude that the current IEP goals and percentiles were not consistent with the AIMSweb guidelines for writing goals at grade level.

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Research Question # 3

- For the students delineated in RQ 1, does the gap between student performance in reading and the AIMSweb grade level criteria decrease sufficiently so that a goal of grade level performance is either achieved or can be reasonably projected?

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Findings: RQ # 3

To answer RQ3: frequency analysis

- 7 of 30 goals with 100% accuracy

(5 below grade level, 1 at grade level, and 1 above grade level).

- Student achievement in two goals was sufficient to close the achievement gap, and both of these goals were written above the students' actual grade level, which is equal 6.57%.

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Study Conclusion

- The majority of goals were designed to widen achievement gaps, were not measurable or missing

- The hypothesis was confirmed

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So now what?

- A focus on rigorous instructional targets and clear, true representation of student skills is essential

- Designing instructional targets and thus instructional practices/strategies must shift

- Teachers and Special Service Providers must begin instruction with the end in mind.

- Targets should be set to at least the minimum functional level of performance for the grade/age of the student

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Steps to establishing goals

1. Establish the current level of performance (multiple data points including DBM, Norm Referenced assessments, state exams, benchmark data, and classroom performance)

2. Identify expected target performance (what is the expected skill demonstration: at least 40th percentile

3. Identify the gap (what is the difference between current performance of peers and the target student?)

4. Determine the necessary ROI (Rate of Improvement) necessary to close the gap to GL 40th %

5. Write the goal using a stem statement such as "in order for _____ to move from current performance of _____ to expected performance of_____, he she will…"

6. Ensure goal has all elements of **ABCDE (Audience, Behavior, Condition or Context, Degree, Evaluate)**

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Step 1

Establish the current level of performance

- Most recent data = baseline for goal. (if most recent data point is anomalous to previous data, i.e. significantly higher or lower, take data most closely aligned with most recent 3 data points). In the example below the baseline would be most appropriately identified as 7 rather than 14 as 14 appears to be the anomaly, assuming of course the data is represented chronologically

  - Example: DP= Data Point
    - DP1=6
    - DP2=7
    - DP3=6
  - DP4=8
  - DP5=7
  - DP6=14

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Step 2

Identify expected target performance

- Expected target performance should reflect that of the peer norm for 1 year later (if annual goal) or expected performance at least the 40th percentile once identified to target gap closing achievement.

- In order to do this providers must access and reference the norm chart for the instrument/tool used to assess the skill.

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Step 3

- Identify the gap

- The gap is established by subtracting current level of performance from the expected level of performance (40th percentile target)s

  - example

    - current level of performance =104 wpm fall benchmark 6th grade

    - expected level of performance = 158 wpm spring benchmark 6th grade (end of current year)

    - gap is 54 wpm or 1.51 (a gap of 2.0 is considered significant)

      - *for SLD __identification__ the gap analysis should be conducted from the 50th percentile*

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Lets examine some samples

- Area of Need: Mathematics

- Start Date: 4/25/2014

- Projected Achievement Date: 4/23/2015

- Measurable Goal: By April 23, 2015, Bobby will achieve an average of 29 correct answers on his 3 most recent timed math computation tests at the sixth grade level. This will place him at the 40th percentile.

- Unit of Measurement: Number of answers correct.

- Baseline Data Point: Bobby currently has an average of 16 correct answers, placing him below the 10th percentile.

- Evaluation Method: Monitor and Chart Progress

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Example 1 examination

- Goal targets grade level expectation

- Audience is **identified** (Bobby)

- Behavior is **identified** (achieve average of 29 correct answers)

- Condition/Context is **identified** (during timed math computation tests)

- Degree is **identified** (average of 29 on three most recent trials @ 6th grade level)

- Evaluate is _weak_ (monitor and chart progress)—(should be as measured by bi weekly nationally norm referenced math computation curriculum based measures)

37
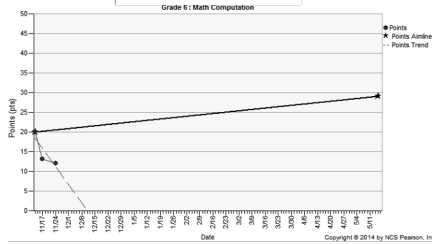
CURRENT PERFORMANCE

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Example 2 (3rd grade current)

- Area of Need: Reading

- Start Date4/9/2014

- Projected Achievement Date4/7/2015

- **Measurable Goal:** Gage will increase his reading fluency rate to 115 words read correctly (wrc) in one minute on a 2nd grade reading passage, by the end of the school year in order to quickly move his objective at the start of 3rd grade.

- **Objective**: Gage will increase his reading fluency rate to 100 words read correctly (wrc) in one minute on a 3rd grade reading passage, by his next annual review.

- Unit of Measurement: Words read correctly in one minute.

- Baseline Data Point: Gage's best reading this year has been 119 wrc on a 2nd grade measure
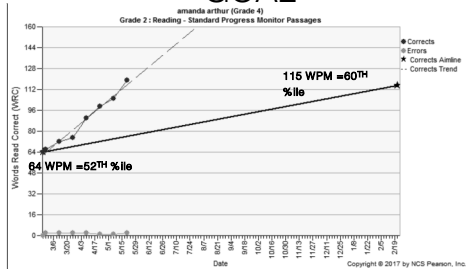
- Evaluation Method: Monitor and Chart Progress

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Example 2 examination

- 2nd grade goal looks good (except baseline is more than target???)

- 115 wpm = 60th percentile on 2nd grade spring Benchmark (target a little high but better than too low

- 3rd grade objective targets 100 wpm which is targeted to the 26th percentile

- goal has been written to lower performance by 34 percentile points…from above average to just above below

- goal is designed to widen this student's achievement gap

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2ND TO 3RD GRADE TRANSITION GOAL

amanda arthur (Grade 4)
Grade 2 : Reading - Standard Progress Monitor Passages

115 WPM =60TH %ile

64 WPM =52TH %ile

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Goal Statement

In **52.1** weeks, amanda arthur will achieve **115** Words Read Correct with **0** Errors from grade **2** Reading - Standard Progress Monitor Passages. The rate of improvement should be **0.98** Words Read Correct per week. The current average rate of improvement is **4.35** Words Read Correct per week.

Date	02/22	02/24	03/10	03/24	04/07	04/21	05/05	05/19					
Corrects	64	66	72	75	90	99	105	119					
Errors	0	2	2	2	2	1	1	2					
Goal/Trend ROI	0.98/ 4.35												

Grey data points are baseline/goals sessions.
Yellow data points have corresponding program interventions.
M represents missed scheduled dates.

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BEGINNING OF YEAR 3RD GRADE BENCHMARK (REFLECT SUMMER REGRESSION)

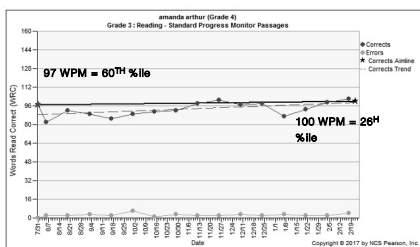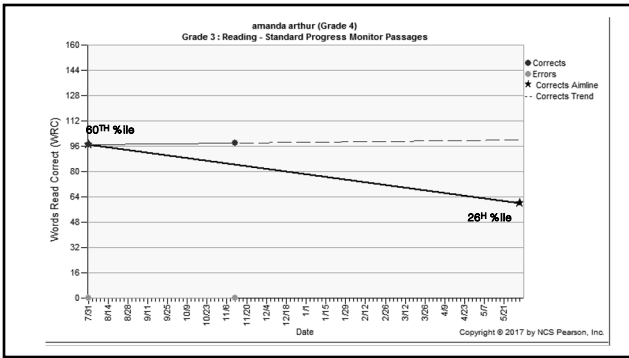100 WPM = 26TH %ile

80 WPM = 43TH %ile
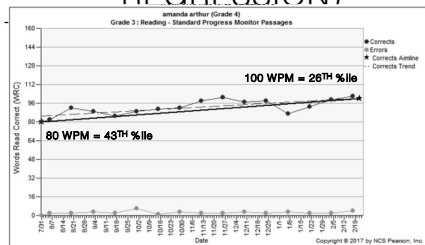
43

Goal Statement

In **29.4** weeks, amanda arthur will achieve **100** Words Read Correct with **0** Errors from grade **3** Reading - Standard Progress Monitor Passages. The rate of improvement should be **0.69** Words Read Correct per week. The current average rate of improvement is **0.53** Words Read Correct per week.

Date	07/31	08/04	08/18	09/01	09/15	09/29	10/13	10/27	11/10	11/24	12/08	12/22	01/05
Corrects	80	82	92	89	85	89	91	92	98	101	97	98	87
Errors	0	2	2	3	2	6	1	3	2	2	3	2	3
Goal/Trend ROI	0.69/ 0.53												

Date	01/19	02/02	02/16										
Corrects	93	99	102										
Errors	2	2	4										
Goal/Trend ROI													

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STARTING GOAL AT 60TH %ILE
(34%ile loss)

97 WPM = 60TH %ile

100 WPM = 26H %ile

45

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Goal Statement

In **29.4** weeks, amanda arthur will achieve **100** Words Read Correct with **0** Errors from grade **3** Reading - Standard Progress Monitor Passages. The rate of improvement should be **-0.03** Words Read Correct per week. The current average rate of improvement is **0.31** Words Read Correct per week.

Date	07/31	08/04	08/18	09/01	09/15	09/29	10/13	10/27	11/10	11/24	12/08	12/22	01/05
Corrects	101	82	92	89	85	89	91	92	98	101	97	98	87
Errors	0	2	2	3	2	6	1	3	2	2	3	2	3
Goal/Trend ROI	- 0.03/ 0.31												

Date	01/19	02/02	02/16										
Corrects	93	99	102										
Errors	2	2	4										
Goal/Trend ROI													

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amanda arthur (Grade 4)
Grade 2 : Reading - Standard Progress Monitor Passages

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amanda arthur (Grade 4)
Grade 3 : Reading - Standard Progress Monitor Passages

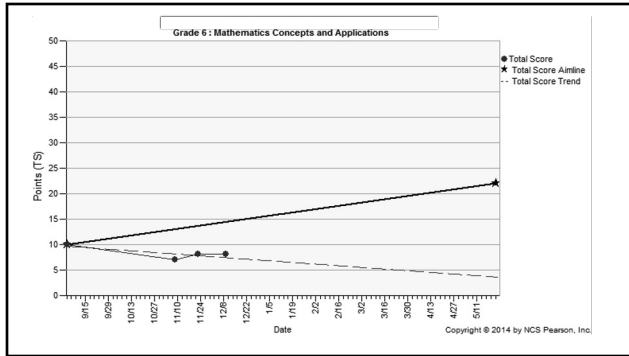48

Grade 6 : Mathematics Concepts and Applications
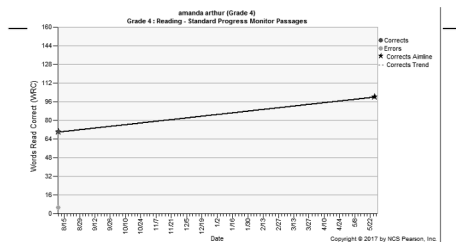
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RCBM (WORS PER MINUTE) 4TH GRADE GOAL

- S.M.A.R.T. Goal

  - Specific: should address a specific skill or behavior

  - Measurable: must be outcome oriented (countable)

  - Attainable: something that can be achieved in 1 year

  - Realistic/Relevant: something the student can and needs to do

  - Time limited: start and end times are defined (usually one year)

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RCBM IEP GOAL STYLE "ATTAINABLE"

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Goal Text

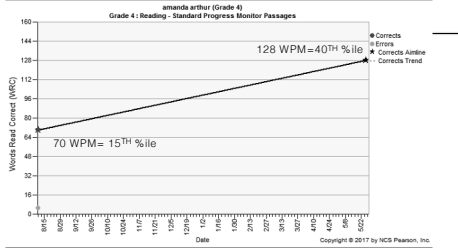- Start Date August 2016
- Projected Achievement Date End of May 2017

- In 41.6 weeks, Amanda Arthur will achieve 100 words read correct with 0 errors from grade 4 reading- Standard progress Monitor Passages. The rate of improvement should be .73 words read correct per week. The current average rate of improvement is .71 words read correct per

- Baseline: Amanda's baseline benchmark assessment shows she is reading 70 words per minute.

- Unit of measure: Words read correct per minute

- Evaluation: bi-weekly progress monitoring using nationally norm referenced Curriculum Based measure such as AIMSweb.

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RCBM IEP GOAL STYLE

70 WPM = 15TH %ile

100 WPM = 15TH %ile
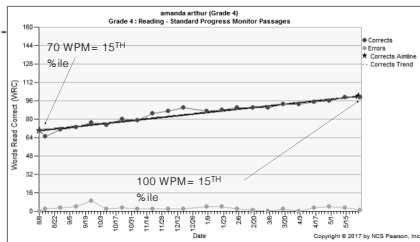
53

Goal Statement

In **41.6** weeks, amanda arthur will achieve **100** Words Read Correct with **0** Errors from grade **4** Reading - Standard Progress Monitor Passages. The rate of improvement should be **0.73** Words Read Correct per week. The current average rate of improvement is **0.71** Words Read Correct per week.

Date	08/08	08/12	08/26	09/09	09/23	10/07	10/21	11/04	11/18	12/02	12/16	01/06	01/20
Corrects	70	65	71	73	77	75	80	79	85	87	90	87	88
Errors	0	2	3	4	9	2	3	2	2	2	2	4	4
Goal/Trend ROI	0.73/ 0.71												

Date	02/03	02/17	03/03	03/17	03/31	04/14	04/28	05/12	05/26				
Corrects	90	90	90	93	93	95	96	99	99				
Errors	2	1	0	2	0	3	4	3	1				
Goal/Trend ROI													

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Reading RCBM Target 40th Percentile

amanda arthur (Grade 4)
Grade 4 : Reading - Standard Progress Monitor Passages

128 WPM=40TH %ile

70 WPM= 15TH %ile

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amanda arthur (Grade 4)
Grade 4 : Reading - Standard Progress Monitor Passages

128 WPM=40TH %ile

70 WPM= 15TH %ile

100 WPM= 15TH %ile

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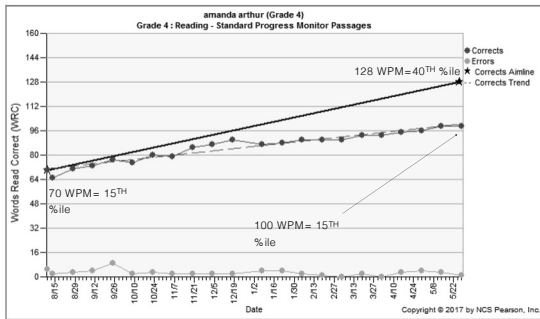
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Goal Statement

In **41.4** weeks, amanda arthur will achieve **128** Words Read Correct with **0** Errors from grade **4** Reading - Standard Progress Monitor Passages. The rate of improvement should be **1.41** Words Read Correct per week. The current average rate of improvement is **0.71** Words Read Correct per week.

Date	08/09	08/12	08/26	09/09	09/23	10/07	10/21	11/04	11/18	12/02	12/16	01/06	01/20
Corrects	70	65	71	73	77	75	80	79	85	87	90	87	88
Errors	5	2	3	4	9	2	3	2	2	2	2	4	4
Goal/Trend ROI	1.41/ 0.71												

Date	02/03	02/17	03/03	03/17	03/31	04/14	04/28	05/12	05/26				
Corrects	90	90	90	93	93	95	96	99	99				
Errors	2	1	0	2	0	3	4	3	1				
Goal/Trend ROI													

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EXAMINE THE GOAL

- Writing the goal for "reasonable" or "attainable growth, is predetermination resulting in a preconceived expectation of NO growth!

- 30 wpm gain = No net gain in percentile rank…i.e. growth out of sped status

- Which Graph "feels better to present"

- Which Graph is honest about growth?

- Who is responsible for the growth target?

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Attainable

GROSS THROW THIS OUT!

Attainable is like bringing a can of fruit cocktail to a potluck. You have met the criteria of contribution, but have made no improvement to the party. Most likely your can will go unused and will not entice people to come to potlucks with you anymore. Aim higher

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S.M.A.R.T. GOAL–Traditional

S – Specific; should address a specific **skill or behavior**

M – Measurable; must be outcome oriented (countable

A – **Attainable**; Something that can be achieved in one year

R – Realistic and Relevant; should be attainable

T – Time-limited; obtainable within a time limit (usually annually)
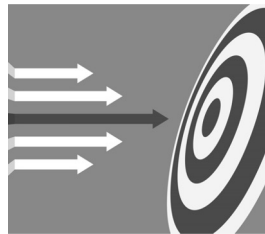
60

Specific

SMAART IEP have specific goals and/or objectives. Specific goals target areas of needed development of student skills, behaviors, knowledge and/or strategies. They include clear descriptions of the areas of improvement the team plans to focus on in order to achieve specific outcomes.

Look at these two goals. Which one is specific?

. Student X will increase reading achievement.
. Student X will increase reading comprehension skills.

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Specific

- SMAART IEP goals target the appropriate skills based on the diagnostic data collected.

- For Example, we would not expect that a student with a headache to be given the "intervention" of some Pepto Bismol, and we wouldn't measure the effect of the Pepto Bismol with an inappropriate measurement tool such as a thermometer.

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Measurable

SMAART IEP goals have measurable goals and objectives. Measurable means you can count or observe it. Measurable goals also represent outcomes and NOT processes With measurable goals, you will know when the program/school/district reaches the goal.

Which of these two goals is measurable and observable?

. Student Y will improve her reading skills.
. Student Y will increase reading comprehension skills to at least an average of 40th percentile (3 most recent data points) on grade level nationally norm referenced assessment.

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Measurable

- The right tool or instrument must be used to measure the student's needs. The Unit of measure must match the skill.

- For example, we would NOT use a reading comprehension measure to determine the growth of a student's goal for reading fluency

- We would never use a thermometer to measure weight loss

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S.M.A.A.R.T. GOAL–Modern

S – Specific; should address a specific **skill or behavior**

M – Measurable; must be outcome oriented (countable

A –**Ambitious;** should be more than typically expected in light of the program/school/district circumstances

A – **ACTION**; be based on activities (what is the active verb?)

R – Realistic and Relevant; should be attainable

T – Time-limited; obtainable within a time limit (usually annually)

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Ambitious

SMAART strategic plan goals should be ambitious. Settling for targets that are easily attainable rarely moves a student forward, and can send the message that adults don't believe the student can grow

The final outcome may not be a skill level attainable in the near future, however, it is far more rewarding to hit a moving target like a clay pigeon moving across our line of sight rather than a fish in a barrel.

Ambitious goals are about reaching for a better future…rather than worrying about a pat on the back.

Ambitious goals are possible, but not easily attainable.

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Action

The use of action verbs in strategic goals (or any goal) makes them much more likely to be measurable (countable and observable). Solid action verbs associated with goals include:

- A direction (increase, decrease, maintain, etc
- Are of need or target of the action verb
- Level of attainment (target)

Which goal is observable and countable:

- When asked to attend staff meetings, Jon Paul will behave appropriately.
- When asked to attend staff meetings, Jon Paul will come prepared, remain alert during the meeting, and will only ask non rhetorical questions.

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This presentation brought to you by, Sleepy Time Tea.
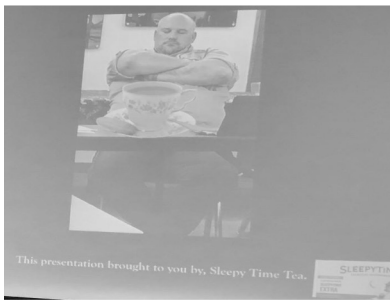
Baseline for prior goal

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Realistic and Relevant

SMAART IEP goals have realistic, relevant goals and objectives that address the student's unique needs that result from a real and measured area of deficit or need for improvement.
SMAART IEP goals are based on data with measurable and clear baselines. Data sources may include curricular measures (grades or test results), district assessment data, state performance data or perception survey data. They should NOT EVER be based solely on cardiac assessment

Cardiac assessments are those valuations of situations that have no data but we just know it in our heart. Much like a feel fact. It may not really be a fact…but it feels like it is. These should NEVER be the basis of an organization's strategic goals.

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Time Limited

A SMAART strategic goal is time limited. This simply identifies a point in time by which the school is able to "take the temperature" and determine if or that the student is making progress toward the ambitious goal.

The use of objectives may naturally fit into a school's quarter or trimester systems. These shorter-term goals are often referred to as objectives

It is critical that the right tool or instrument is used to measure the student's need. The Unit of measure must match the skill.

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Time Limited Objective example:

Present Levels: Baseline Data You are 5 feet, 5 inches tall and weigh 190 pounds. You check height-weight charts on the Internet. According to these charts, you should weigh between 138 and 144 pounds. You plug your height (5 feet, 5 inches) and weight (190 pounds) to find your Body Mass Index. Your BMI is 32. A number of 30 or more "is considered obese – people in this range are at great risk for disease."

Measurable Goals and Objectives

Since you weigh 190 pounds, this is your starting point. Your goal is to lose 50 pounds. You decide to lose 10% of your body weight in 12 weeks. If you cut 800 calories a day, you should lose that 20 pounds in 12 weeks. You decide to reduce your daily caloric intake by 400 calories and burn another 400 calories a day through exercise.

- Long-term Goal: I will lose 50 pounds in nine months.
- Short-term Objective: I will lose 19 pounds (10% of my present weight) in 12 weeks.

Are your goals and objectives specific, measurable, use action words, realistic, relevant, and time-limited? Yes! An independent observer can quickly look at the data – your weight as measured by the bathroom scale – and determine if you are making progress toward your goal.

https://www.wrightslaw.com/bks/feta2/ch12.iepe.pdf

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Putting it all together

Goal Stem: "in order to move from the current performance of _____, to the expected/desired performance of _____,student will increase…

- Ensure goals have the following and proper ABCDE elements
    - Audience is identified
    - Behavior is identified
    - Condition/context is identified
    - Degree is identified
    - Evaluation is identified

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Example

In order for Summit View Elementary to improve its average 3rd grade reading scores from the current (2021-2022) mean performance of 65% of students performing at or above the 40th percentile at grade level on a nationally norm referenced reading assessment to at least 75% of students performing at or above the same target by June 1, 2023, they will implement the HMH curriculum for at least 45 minutes of direct instruction daily with fidelity, implement a multi tiered system of support designed to provide targeted and individualized instruction for up to an additional 30 minutes of reading intervention daily and will strategically monitor 100% of students monthly to determine student and program effectiveness.

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Goal evaluation

Is the Goal SMAART?

- A: 3rd grade students
- B: reading skills at grade level
- C: through a nationally norm referenced reading assessment
- D: 40th percentile at grade level
- E: at least monthly strategic monitoring using nationally norm referenced reading assessment

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Resources

- Content adapted for strategic planning from SMART IEPs chapter 12
- National Technical Assistance Center on Transition: The Collaborative (NTACT)
- "Writing Gap Closing Goals", Jon Paul Burden
- ABCDE of goal writing, CDE standards driving goal writing adapted from "Data without tears" by Terri Johnston

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MCAP IEP GOAL = ALMOST NO GAIN IN %ILE
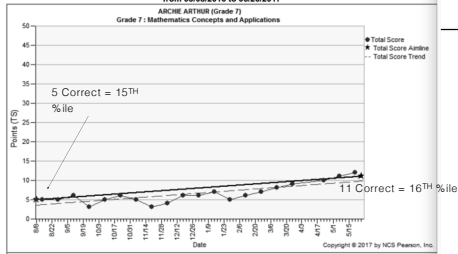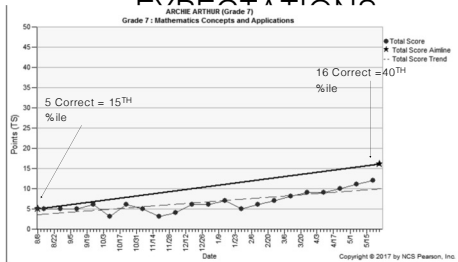

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Goal Statement

In **41.6** weeks, ARCHIE ARTHUR will achieve **11** Points from grade **7** Mathematics Concepts and Applications . The rate of improvement should be **0.15** Points per week. The current average rate of improvement is **0.15** Points per week.

Date	08/08	08/12	08/26	09/09	09/23	10/07	10/21	11/04	11/18	12/02	12/16	12/30	01/13
Total Score	5	5	5	6	3	5	6	5	3	4	6	6	7
Goal/Trend ROI	0.15/ 0.15												

Date	01/27	02/10	02/24	03/10	03/24	04/21	05/05	05/19				
Total Score	5	6	7	8	9	10	11	12				
Goal/Trend ROI												

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MCAP GAP CLOSING GOAL-GAP WIDENS WITH PREVIOUS EXPECTATIONS
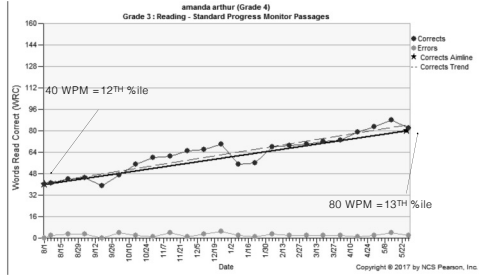

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MCAP GAP CLOSING GOAL

Goal Statement

In **41.6** weeks, ARCHIE ARTHUR will achieve **16** Points from grade **7** Mathematics Concepts and Applications . The rate of improvement should be **0.27** Points per week. The current average rate of improvement is **0.15** Points per week.

Date	08/08	08/12	08/26	09/09	09/23	10/07	10/21	11/04	11/18	12/02	12/16	12/30	01/13
Total Score	5	5	5	5	6	3	6	5	3	4	6	6	7
Goal/Trend ROI	0.27/ 0.15												

Date	01/27	02/10	02/24	03/10	03/24	04/07	04/21	05/05	05/19				
Total Score	5	6	7	8	9	9	10	11	12				
Goal/Trend ROI													

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3RD GRADE RCBM IEP STYLE GOAL RAW WPM DOUBLES

amanda arthur (Grade 4)
Grade 3 : Reading - Standard Progress Monitor Passages

40 WPM = 12TH %ile

80 WPM = 13TH %ile

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Associated Data
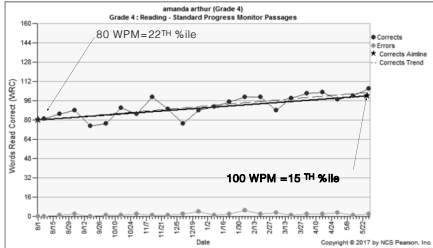
Goal Statement

In **42.6** weeks, amanda arthur will achieve **80** Words Read Correct with **0** Errors from grade **3** Reading - Standard Progress Monitor Passages. The rate of improvement should be **0.95** Words Read Correct per week. The current average rate of improvement is **1.02** Words Read Correct per week.

Date	08/01	08/05	08/19	09/02	09/16	09/30	10/14	10/28	11/11	11/25	12/09	12/23	01/06
Corrects	40	41	44	45	39	47	55	60	61	65	66	70	55
Errors	0	2	3	3	0	4	2	1	4	1	3	5	2
Goal/Trend ROI	0.95/ 1.02												

Date	01/20	02/03	02/17	03/03	03/17	03/31	04/14	04/28	05/12	05/26			
Corrects	56	68	69	70	72	73	79	83	88	82			
Errors	1	3	2	2	2	2	1	2	4	2			
Goal/Trend ROI													

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4TH GRADE RCBM CONTINUED IEP STYLE ASSUMING STARTING 4TH WHERE 3RD LEFT OFF
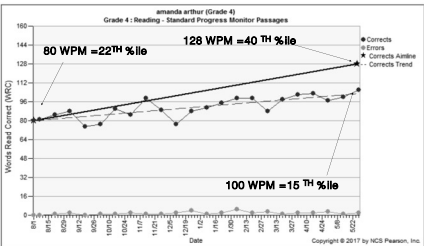

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THIS GOAL IS DESIGNED TO LOSE 7 %ILE POINTS

Goal Statement

In **42.6** weeks, amanda arthur will achieve **100** Words Read Correct with **0** Errors from grade **4** Reading - Standard Progress Monitor Passages. The rate of improvement should be **0.48** Words Read Correct per week. The current average rate of improvement is **0.55** Words Read Correct per week.

Date	08/01	08/05	08/19	09/02	09/16	09/30	10/14	10/28	11/11	11/25	12/09	12/23	01/06
Corrects	80	81	85	88	75	77	90	85	99	89	77	88	91
Errors	0	0	1	2	0	1	1	2	1	1	2	4	1
Goal/Trend ROI	0.48/ 0.55												

Date	01/20	02/03	02/17	03/03	03/17	03/31	04/14	04/28	05/12	05/26			
Corrects	95	99	99	88	98	102	103	97	100	106			
Errors	2	5	2	3	1	2	2	3	1	2			
Goal/Trend ROI													

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4TH GRADE RCBM CONTINUED GAP CLOSING

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Next steps

- The IEP's listed were randomly selected from Current IEP system—can assume many more are similar

- What do the PLP/RTI/MTSs goals look like?—what are the instructional targets?

- Are PLP (RtI) kids being PM'd off grade level? Why

- We need to establish district norms goal targets and follow up with them

- Ensure everyone knows how/where to use and find norm charts

- Ensure people have fundamental floor of data literacy to understand these elements

- Provide goal stem and goal template

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GOAL STEM

- In order to show growth necessary to move from current performance to nationally norm referenced expected performance, student will…

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Goal template

Audience	Behavior	Condition	Degree (includes criteria/timeframe & frequency)	Evaluation (as measured by)
Who _____ (Student Name)	specific actions the audience will perform, demonstrate or exhibit	Refers to the context in which the student will perform	four of 5 opportunities over 2 week period, 3 consecutive sessions, etc	use generic means of measure (such as reading fluency CBM)
Tom	Will read an average of 158 words per minute	at the 6th grade level	in an average of 3 most recent probes	as measured by biweekly reading fluency CBM

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- In order for Tom to move from current performance of 106 words per minute (fall benchmark of 18th percentile) to expected performance, he will read an average of 158 words per minute (spring benchmark at 40th percentile) at the 6th grade level as measured an average of his 3 most recent bi-weekly administered nationally norm referenced reading probes.

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