IEP Goal Writing: Using Data

Fall 2021

VERMONT
AGENCY OF EDUCATION

IDEA Says…

Measurable annual goals related to the child's present levels of academic and functional performance shall use pertinent data to inform the development of appropriate goals and objectives.

Grade-Level Expectations

- We want to screen students on grade level
  - Helps us to understand where they are compared to grade-level expectations.
  - Provides data about how the student performs in comparison to peers (essential for the PLAAFP).
- We want to consider what skills are necessary to get to grade-level expectations.
  - Where is the access point for this student?
  - May use survey level assessment to help identify starting place.
- As a team consider where do we want the student to be at the end of the year? What would it take to get them there?

Setting Goals Based on Logical Practices

Team members must know:

- How the goal was set
- Why the goal was set that way and how it connects to grade level standards
- The intensity of the intervention provided to meet the goal

Steps for Goal Setting

1. Select a Target and Measure
2. Establish Baseline Performance
3. Choose a Strategy for Setting the Goal
4. Write a SMART goal!

Step 1: Select a Target and Measure

- Determine Target Behavior
- Identify a measure
  - Single-skill measure
  - General outcome measure

Target Behavior

- What is a target behavior?
  - The academic or functional skill to be changed
- What do we need to consider when identifying our target behavior?
  - Should be aligned with academic and functional areas outlined in the PLAAFP
  - Should be active and specific terminology to describe
  - Should consider our grade level standards

Example Target Behavior

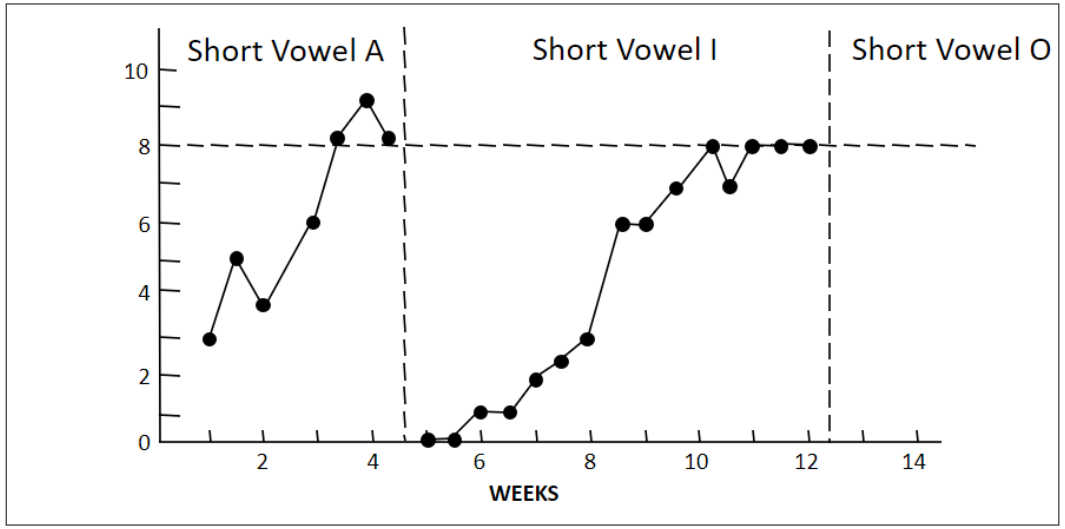
Academic Domain	Target Behavior
Reading	Letter Naming Fluency (LNF) Letter Sound Fluency (LSF) Phoneme Segmentation Fluency (PSF) Nonsense Word Fluency (NWF) Word Identification Fluency (WIF) Passage Reading Fluency (PRF)/Oral Reading Fluency (ORF) Maze or maze fluency
Math	Oral counting Number identification Quantity discrimination Missing number Math computation Number concepts and operations
Written Language	Total words written Words spelled correctly Correct word sequence Correct letter sequence

Identify a Measure: Key Characteristics

- Brief Assessments
- Repeated measure that capture student learning (sensitive to change)
  - Need sufficient alternate forms
- Specify minimum acceptable growth
- Measurable of age-appropriate outcomes

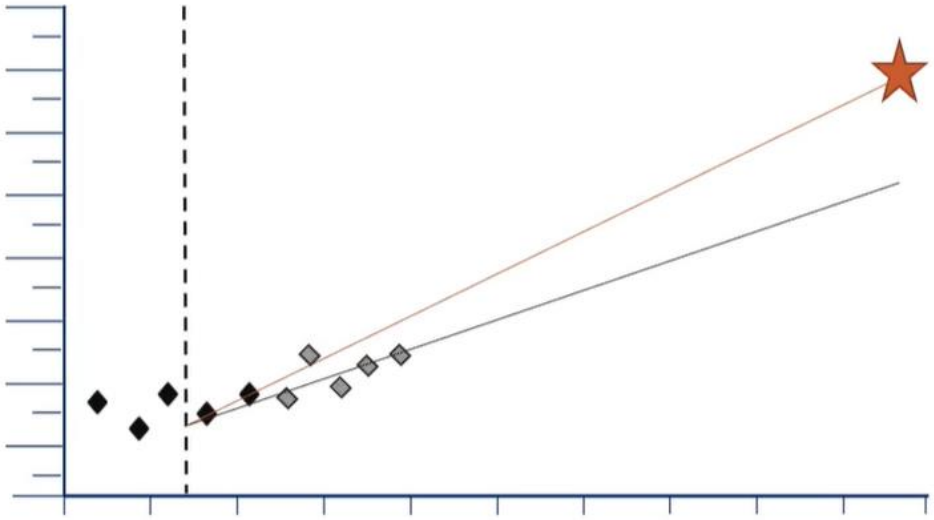
Identify a Measure: Single Skill

- Also known as mastery measures
- Reported advantages:
  - May be useful for measuring progress on short-term instructional objectives.
  - May be especially useful for student with significant cognitive challenges.
- Reported disadvantages:
  - Data do not reflect skill maintenance or generalization.
  - Limitations in psychometric properties and capacity to model student growth.



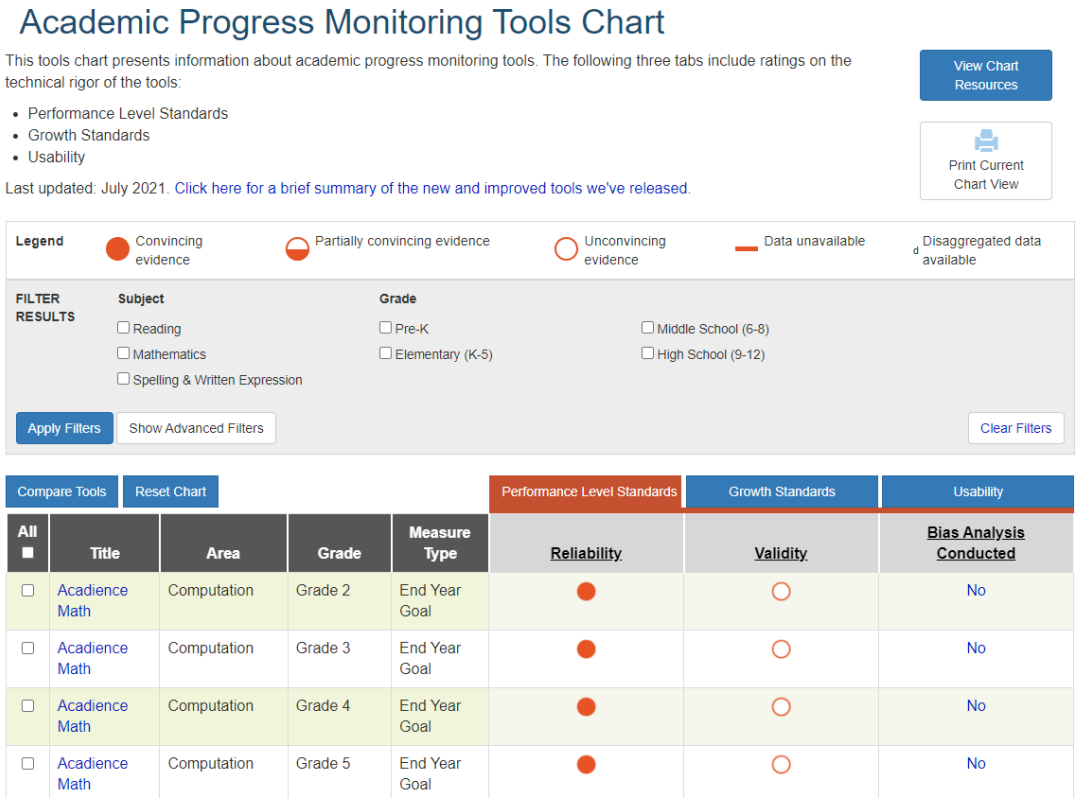
Identify a Measure: General Outcome Measure

- Also known as curriculum-based measures
- Indicators of general skill success
- Program Independent
- Describes individual children's growth and development over time (both "current status" and "rate of development")
- Publishers often provide information about local or national norms



Finding Measures

NCII: The Academic Progress Monitoring Tool Chart



Academic Progress Monitoring Tools Chart

This tools chart presents information about academic progress monitoring tools. The following three tabs include ratings on the technical rigor of the tools:

- Performance Level Standards
- Growth Standards
- Usability

Last updated: July 2021. Click here for a brief summary of the new and improved tools we've released.

View Chart Resources

Print Current Chart View

Legend Convincing evidence | Partially convincing evidence | Unconvincing evidence | Data unavailable | d Disaggregated data available

FILTER RESULTS

Subject
- Reading
- Mathematics
- Spelling & Written Expression

Grade
- Pre-K
- Elementary (K-5)
- Middle School (6-8)
- High School (9-12)

Apply Filters | Show Advanced Filters | Clear Filters

Compare Tools | Reset Chart | Performance Level Standards | Growth Standards | Usability

All ■	Title	Area	Grade	Measure Type	Reliability	Validity	Bias Analysis Conducted
☐	Acadience Math	Computation	Grade 2	End Year Goal	●	○	No
☐	Acadience Math	Computation	Grade 3	End Year Goal	●	○	No
☐	Acadience Math	Computation	Grade 4	End Year Goal	●	○	No
☐	Acadience Math	Computation	Grade 5	End Year Goal	●	○	No

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Why Graph Progress Monitoring Data?

- Allows staff to see patterns and compare performance to goals
- More accurate data analysis
- Individualize instruction
- Increased student achievement

Step 2: Establish Baseline

- Same tool that will be used for progress monitoring
- Approaches
  - Use benchmark score (easiest)
  - Administer three probes and use:
    - Median score (if collected in one sitting)
    - Mean (if collected over three sittings)

Using the Baseline to Inform the PLAAFP

- The student's baseline score should be used when writing the present levels of academic achievement and functional performance statement in the student's IEP.
- In addition to quantitative data, PLAAFP statements should also include qualitative data such as teacher and parent observations related to the area of need.

Benefits of Using Baseline within Present Levels of Performance

- Describe concrete, measurable skills that have relevance to overall competence in a domain
- Use a valid and reliable assessment tool
- Focus on outcomes:
  - What outcomes are desired?
  - What do present levels say about a student's current progress toward meeting those outcomes?
  - Compare to peers or proficiency standards

Step 3: Choose a Strategy for Setting a Goal

There are three validated approaches to setting goals:

1. Benchmarks
2. National norms for weekly ROI
3. Intra-individual framework

Handout: Overview of Goal Setting Strategies

Option 1. Using Benchmarks

- Description: Identify the grade level winter or end-of-year benchmark and use for goal.
- Advantages:
  - Easy-to-use when progress monitoring tool provides benchmarks.
  - Tracks progress toward grade-level expectations.
  - Efficient for setting goals for large numbers of students
- Considerations:
  - Not appropriate for those students significantly below or above benchmark. To determine appropriateness, ensure that the expected weekly growth is also realistic (e.g., no more than twice average growth, at least average growth)

Option 2. National Norms for Rate of Improvement (ROI)

- Description: Identify average growth per week (ROI) for grade and number of weeks left in the instructional period (when we want the goal to be reached). Use the following to calculate a realistic goal.

  ROI × # Weeks + Baseline Score = GOAL

- Advantages:
  - Provide more realistic goal when using benchmarks are not appropriate
- Considerations:
  - If a student is behind, matching the ROI norm will maintain the same level of achievement gap.
  - Some progress monitoring tools provide recommendations for "ambitious" ROIs.
  - When national norms are not available, consider using local norms or estimating ROI by dividing growth between benchmark periods by the number of weeks of instruction.

Option 3. Intra-individual Framework

- Description: Uses an individual growth rate based on past performance instead of a national normed growth rate.

  SROI × 1.5 × # Weeks
  \+ Student's Baseline Score (mean of 3 most recent scores)
  GOAL

- Advantages:
  - Provides valid goal setting strategy in situations where students are performing far below grade level and typical growth rates are not appropriate.
- Considerations:
  - Use three most recent data points to calculate baseline score.
  - Calculate student's ROI (SROI) based on at least eight data points
  - **Why 1.5?** Since the current SROI is insufficient to close the achievement gap, we want to increase current growth by at least half (x 1.5).
  - A more ambitious goal may be set if appropriate (e.g., if after several weeks of progress monitoring, the current SROI exceeds the goal SROI).

Using Benchmarks

Description:

- Identify the grade level winter or end-of-year benchmark and use for goal.

Advantages:

- Easy to use when progress monitoring tools provides benchmarks.
- Tracks progress toward grade-level expectations.
- Efficient for setting goals for large number of students.

Consideration:

- Not appropriate for students significantly below or above benchmark. To determine appropriate, ensure that the expected weekly growth is also realistic (e.g., no more than twice average growth, at least average growth).

National Norms for Weekly ROI

Description:

- Identify average growth per week (ROI) for grade and number of weeks left in the instructional period (when we want the goal to be reached). Use the following to calculate a realistic goal:
  - ROI x # of Weeks + Baseline Score = Goal

Advantage:

- Provide more realistic goal when using benchmarks are not appropriate

Considerations:

- If student is behind, matching ROI norm will maintain the same level of achievement gap.
- Some progress monitoring tools provide recommendations for "ambitious" ROIs.
- When national norms are not available, consider using local norms or estimating ROI by dividing growth between benchmark periods by the number of weeks of instruction.

Intra-individual Framework

Descriptions:

- Use an individual growth rate based on past performance instead of national normed growth rate.
- SROI x 1.5 x # Weeks + Student's Baseline Score (mean of 3 most recent scores) = Goal

Advantage:

- Provides valid goal setting strategy in situations where students are performing far below grade level and typical growth rates are not appropriate.

Considerations:

- Use three most recent data points to calculate baseline score.
- Calculate student's ROI (SROI) based on at least eight data points.
- Why 1.5? Since the current SROI is insufficient to close the achievement gap, we want to increase current growth by at least half (x1.5).
- A more ambitious goal may be set if appropriate (e.g., if after several weeks of progress monitoring, the current SROI exceeds the goal SROI).

Step 4: Write a SMART Goal

- Quality IEP goals address the condition or context in which the skill will be performed, target behavior, and level of proficiency/timeframe.
- Refer to IEP Goal Writing SMART goals webinar.

Contact Information

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