

IEP Goal Writing: Using Data Transcript

Slide 1: IEP Goal Writing Using Data

Welcome to the IEP Goal writing webinar on using data.

Slide 2: IDEA Says...

First, let's begin with what the Individual with Disabilities Education Act (IDEA) says about using data. IDEA says that "measurable annual goals related to the child's present level of academic and function performance shall use pertinent data to inform the development of appropriate goals and objectives.

Slide 3: Grade-Level Expectations

When setting goals, we want to screen student on grade level. This helps us to understand where they are compared to grade level expectations. It also provides data about how the student performs in comparison to peers, which is essential for the present levels of academic and functional performance. We want to consider what skills are necessary to get to grade level expectations. Consider, where is the access point for this student? We may use a survey level assessment to help identify a starting place. As a team consider where do we want the student to be at the end of the year and what would it take to get them there?

Supposed your student is a fifth grader, reading at a second grade reading level. As the IEP team: Would you consider setting the IEP goal at fifth-grade level? Why or Why not? Would you consider setting the goal at a second-grade level? Why or Why not? The team might decide based on their data that an appropriately ambitious IEP goal is not the grade level target, but an access point on the way to that grade level.

Slide 4: Setting Goals Based on Logical Practices

We must also set goals based on logical practices. Team members of the student's individualized education program (IEP) must know how the goal was set. Why the goal was set that way and how it connects to grade-level standards. They must also know the intensity of the intervention provided to meet the goal. Knowing the goal helps educators select appropriate interventions to help the student reach the goal.

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Slide 5: Steps for Goal Setting

Let's consider these steps for goal setting. First select a target and measure. Second, establish a baseline performance. Third, choose a strategy for setting the goal and Finally, write a SMART goal.

Slide 6: Step 1: Select a Target and Measure

Let's begin at step one. Select a target and measure. To do this, determine a target behavior and identify a measure. The measure may be a single skill measure or a general outcome measure.

Slide 7: Target Behavior

To determine a target behavior, we must understand what that is. A target behavior is the academic or functional skill that is set to be changed. What do we need to consider when identifying our target behavior? It should be aligned with academic and functional areas that are outlined in the present levels of academic and function performance. It should have active and specific terminology to describe, and it should consider our grade level standards.

Slide 8: Example Target Behavior

Here is a chart with example target behavior in the academic domains for reading, math and written language.

Slide 9: Identify a Measure: Key Characteristics

The second component in step 1 is identifying a key measure. Key characteristics for a measure include brief assessments, repeated measures that capture student learning. Which is sensitive to change which may need sufficient alternate forms. It should specify the minimum acceptable growth and a measurable of age-appropriate outcomes.

Slide 10: Identify a Measure: Single Skill

Let's discuss single skill measure, also known as mastery measure. A few reported advantages include that a single skill measure may be useful for measuring progress on short-term instructional objectives. They may be especially useful for student with significant cognitive challenges. A few reported disadvantages include that the data do not reflect skill maintenance or generalization. It may also have limitations in psychometric properties and capacity to model student growth.

Slide 11: Identify a Measure: General Outcome Measure

The second type of measure is the general outcome measure, which is also known as curriculum-based measures. General outcome measures are indicators of general skill success and are program independent. It describes individual children's growth and development over time, both current states and rate of development. To assist this, publishers often provide information about local or national norms.

Slide 12: Finding Measures

One way of finding measures, is to use the academic progress monitoring tool chart provided by National Center on Intensive Intervention. The Academic Progress Monitoring Tools Chart is comprised of evidence-based progress monitoring tools that can be used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. The chart displays ratings on technical rigor of performance level standards (reliability and validity) and growth standards (sensitivity, alternate forms, and decision rules) and provides information on the whether a bias analysis was conducted, and key usability features. The chart is intended to assist educators and families in becoming informed consumers who can select academic progress monitoring tools that address their specific needs.

Slide 13: Why Graph Progress Monitoring Data?

It is highly encouraged to graph progress monitoring data. Graphing progress monitoring data allows staff to see patterns and compare performance goals. It leads to more accurate data analysis and individualized instruction. Graphing progress monitoring data leads to increased student achievement.

Slide 14: Step 2: Establish Baseline

Let's move onto step two, which is establishing baseline. Use the same tool that will be used for progress monitoring. There are a few different approaches you can use in establishing the baseline. The first and easiest would be to use a benchmark score. One could also administer three probes and use either the median score or the mean of all the scores. Consider using the median score if the probes are collected in one sitting or the mean if the probes are collected over three sittings.

Slide 15: Using the Baseline to Inform the PLAAFP

Once establishing the baseline, we can use the baseline to inform the present levels of academic and functional performance. In addition to quantitative data, the present levels of academic and functional performance statements should also include qualitative data such as teacher and parent observations related to the area of need.

Slide 16: Benefits of Using Baseline within Present Levels of Performance

There are many benefits of using baseline within present levels for performance. The baseline describes concrete, measurable skills that have relevance to overall competence in a domain. It uses a valid and reliable assessment tool. They focus on outcomes, by considering what outcomes are desired, what do present levels say about a student's current progress toward meeting those outcomes and compare to peers or proficiency standards.

Slide 17: Step 3: Choose a Strategy for Setting a Goal

The third step is to choose a strategy for setting a goal. There are three validated approaches to setting goals. The first is using benchmarks. The second is using national norms for rate of improvement (ROI) and the third is intra-individual framework.

Slide 18: Using Benchmarks

Option 1 is using benchmarks. Identify the grade-level winter or end-of-year benchmark and use that for a goal. A few advantages of using benchmarks are that it is easy to use when progress monitoring tools provides benchmarks, it tracks progress toward grade-level expectations. Using benchmarks is efficient for setting goals for large number of students. A consideration for using benchmarks, is that is not appropriate for student significantly below or above a benchmark. To determine if appropriate, ensure that the expected weekly growth is also realistic (e.g., no more than twice average growth, at least average growth).

Slide 19: National Norms for Weekly ROI

The second option is national norms for weekly rate of improvement. For this, one identifies the average growth per week or 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. The calculation is rate of improvement times the number of weeks plus the baseline scores is the goal. An advantage to this is it provides more realistic goal when using benchmarks are not appropriate. A few considerations for this are that if a student is behind, matching ROI norm will maintain the same level of achievement gap. Also consider that 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.

Slide 20: Intra-individual Framework

The third strategy is the intra-individual framework. This uses an individual growth rate based on past performance instead of national normed growth rate. The calculation for this is the student rate of improvement times one and a half times the number of weeks plus the student’s baseline score, which becomes the goal. The baseline score should be the mean of the three most recent scores. An advantage of this provides a valid goal setting strategy in situations where students are performing far below grade level and typical growth rates are not appropriate. A few considerations for this strategy are to use the three most recent data points to calculate baseline scores. Also calculate a student’s rate of improvement based on at least eight data points. We use 1.5 since the current student’s ROI is insufficient to close the achievement gap, we want to increase current growth by at least half. Keep in mind a more ambitious goal may be set if appropriate. For example, if after several weeks of progress monitoring the current student ROI exceeds the goal student ROI.

Slide 21: Step 4: Write a SMART Goal

Our final step is to 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 over timeframe. Refer to IEP goal writing SMART goals webinar for more information.

Slide 22: Contact Information

Thank you for viewing the goal writing using data webinar, for further information please reach out to Ana Kolbach at Ana.Kolbach@vermont.gov.