

Writing Standards-Based IEP Goals

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Objectives

- Review role of standards-based instruction in accessing the general education curriculum
- Present a seven-step model for developing standards-based IEP goals
- Apply the model to students with different levels of disability and ages
- Discuss role of school administrators in facilitating standards-based IEP goals

Standards-Based Reform

- IDEA reauthorization 1997
- Access to, participation and progress in the general education curriculum
- No Child Left Behind Act of 2001 – aligned system of standards and assessments
- IDEA 2004
- NCLB 1⁰ and 2⁰ Regulations and Guidance
- National Standards Movement

Kansas Curricular Standards

- Academic content standards are grade-level or grade span expectations that form a common core of learning for all students.
- Content standards establish expectations that answer the question, “What do we want students to know and be able to do at the end of a grade or course of study?”

Kansas Learning Standards

Curricular standards developed for each grade level and published on KSDE website:

<http://www.ksde.org>

Connection: IEPs and Assessment

- Kansas Assessment of Modified Measures (KAMM)
- Federal cap of 2% of the tested population will be counted for AYP purposes
- KSDE KAMM Eligibility Guidelines
- ESEA standards based IEP goal requirements

IEPs are Key to Test Decisions

IEP team decisions about student eligibility for the KAMM are based primarily on a comparison of student performance to grade level expectations.

<http://www.ksde.org/Default.aspx?tabid=2351>

If it is determined that a student will take a KAMM assessment, all academic goals in that student's IEP must be standards-based (for students taking the KAMM, this would include at least one reading or math goal per KSDE eligibility guidelines)

Developing Standards-Based IEP Goals

Basing the student's IEP goals on grade-level content standards

- Provides opportunities to learn the same content learned by general education students
- Addresses the unique needs presented by the student's disability
- Emphasizes access through analysis of the student's disability and how it will impact learning

The Standards-Based IEP Must:

- Provide access to the general curriculum through content linked to grade level standards
- Provide support, services, and specialized instruction necessary to progress in the general education curriculum
- Standards-based does NOT mean the student cannot have behavior or social goals in addition to curriculum-based goals

Developing Standards- Based IEPs:

Seven Steps to Development

Step 1: Collect materials

- Courses of study and/or curriculum guides for grade level
- Current assessment data for student:
 - a) state assessments
 - b) classroom assessments (curriculum-based)
 - c) Eligibility data (if current and related to standards)
- Student work samples
- Previous year's IEP
- Other information (grades, discipline referrals, attendance reports)

Step 2: Develop Student Profile

Profile should include general statements regarding:

- Strengths
- Needs
- How the disability affects progress in the general education curriculum
- Assessment/Evaluation
- Status of prior IEP goals
- Teacher/Parent/Student input
- Transition needs (beginning at age 14 in Kansas)

Step 3: Summarize the present level

What is the student doing now?

Present Level

Purposes

- To provide a summary of baseline information that indicates the student's academic achievement
- To identify current functional performance
- To provide an explanation of how the disability affect's the student's involvement in participating in the general curriculum

Present Level

Characteristics

- Standards centered
- Data driven
- Understandable
- Measurable

Present Level

Components

- Strengths
- Needs
- How the student's disability affects performance in the general education curriculum

Present Level

Strengths

Student's response to:

- Learning strategies
- Accommodations
- Interventions
- Standards Instruction

Present Level

Needs

Focus on needs that affect progress in the general education curriculum

*What **prerequisite** skills/knowledge does the student need to close the gap between his/her present level and the grade-level content standards?*

Present Level

How Disability Affects Performance

Consider *specifically* how the student's disability affects progress in learning the grade-level content standards

Present Level

DO NOT use the student's exceptionality to explain how the disability affects involvement/ progress in the general curriculum

Example of what NOT to write:

Marcus' learning disability affects his progress in the general curriculum.

Example of what TO write:

Marcus' weakness in applying strategies, such as making inferences and making complex predictions, affect his progress in comprehending six-grade literacy materials.

Sample Present Level

Standards-Based

Includes
Assessments

Includes
Strengths and
Weaknesses

How
Disability
Impacts
Learning

Classroom assessments indicate that Ashlee can use details and examples to draw conclusions from grade level reading passages. She experiences difficulty synthesizing ideas from reading passages and drawing inferences. Ashlee's difficulty with abstract reasoning may negatively impact her understanding and drawing inferences from text.

Step 4: Writing Measurable Annual Goals

Purpose

- To describe what a student can reasonably expect to accomplish in one year.
- Annual Goals answer the question “*what should the student be doing?*”

Measurable Annual Goals

Annual goals are related to needs resulting from the student's disability *that directly affect* involvement and progress in the general education curriculum.

Measurable Annual Goals

- If a large number of needs are identified in the present level, the IEP Team must consider how each need impacts the student's progress in the general education curriculum.
- Select those needs that have the greatest impact on progress, and develop goals to address those needs.

Selecting the Content Standards

- Look at all grade-level content standards
- Discuss intent of standard
- Determine which standards are most important for each student (based on progress in the general education curriculum)
- Compare standard(s) with student's areas of need and the impact of the disability
- Use data to determine the areas the student will find difficult without additional supports



Measurable Annual Goals are based on:
Kansas Curricular Standards

OR

Kansas Extended Standards
(for students with significant cognitive disabilities)

Measurable Annual Goals: Five Components

- Who
- Time frame
- Conditions
- Behavior
- Criterion

Measurable Annual Goals must include:

- The student . . . (WHO)
- Will do what . . . (BEHAVIOR)
- To what level or degree . . . (CRITERION)
- Under what conditions . . . (CONDITIONS)
- In what length of time . . . (TIMEFRAME)

Developing SMART IEP Goals

- **Specific** – based on the student’s Present Level of Academic Achievement/Functional Performance
- **Measurable** – progress is objectively determined at frequent data points
- **Achievable** – realistic, related to the most critical needs
- **Results-oriented** – developed with the standards’ outcome in mind
- **Time-bound** – clearly defined beginning and ending dates

Measurable Annual Goals

- The IEP goal is NOT the curricular standard.
- Do not copy the curricular standard word for word to become an IEP goal.
- The IEP goal is part of a plan to make the curricular standard immediate and individualized for the student.

Measurable Annual Goals

Example

Jacob will read 90-110 words of connected text per minute with 100% accuracy at the end of 36 weeks.

The student (Jacob)

Will do what (read 90-110 words per minute)

To what level or degree (100% accuracy)

Under what conditions (connected text)

In what timeframe (end of 36 weeks)

An Example for Math

Indicator 5.1.4.A1

The student...

- ▲ **N** solves one- and two-step real-world problems using these computational procedures (\$)
 - a. adds and subtracts whole numbers from 0 through 100,000
 - b. multiplies through a four-digit whole number by a two-digit whole number,
 - c. multiplies monetary amounts up to \$1,000 by a one- or two-digit whole number,
 - d. divides whole numbers through a 2-digit divisor and a 4-digit dividend with the remainder as a whole number or a fraction,
 - e. adds and subtracts decimals from thousands place through hundredths place when used as monetary amounts.

Possible Measurable Goals related to this indicator

Example IEP math goal #1:

- In 36 weeks, Judy will improve her fluency with math problem-solving by increasing her performance on the 5th grade AIMSweb math concepts and application probe to 18 problems solved correctly in 8 minutes. (baseline: 7 problems correct in 8 minutes)(Indicator 5.1.4.A1 N solves one- and two-step real-world problems using these computational procedures (\$))

Possible Measurable Goals related to this indicator

Example IEP math goal #2:

- In 36 weeks, given a teacher made test of 10 problems, Kevin will increase his accuracy in solving one-step real-world problems requiring the addition and subtraction of whole numbers from 20% correct to 90% correct)(Indicator 5.1.4.A1 N solves one- and two-step real-world problems using these computational procedures (\$)) .

An Example for Reading

Indicator 5.1.4.10

The student...

- ▲ identifies the *topic*, *main idea(s)*, supporting details, and *theme(s)* in appropriate-level texts.

Possible Measurable Goals related to this indicator

Example IEP reading goal #1:

- In 36 weeks, Tracie will demonstrate her ability to answer reading comprehension questions by scoring 15 of 20 correct responses on the 5th grade level easy CBM reading comprehension probe (baseline: 5 of 20 questions correct) (Indicator 5.1.4.10 ▲ identifies the *topic, main idea(s), supporting details, and theme(s)* in appropriate-level texts).

Possible Measurable Goals related to this indicator

Example IEP reading goal #2:

- In 36 weeks, Kevin will correctly identify the topic, main idea, and 5 supporting details in 5 short stories written at a lexile level of 565 or above (Indicator 5.1.4.10 ▲ identifies the *topic*, *main idea(s)*, supporting details, and *theme(s)* in appropriate-level texts)..

If the student is taking the KAMM, must the student have an annual goal related to the content area being assessed?

KSDE eligibility guidelines require that a student taking the Reading KAMM must have an IEP goal in the area of Reading. A student taking the Mathematics KAMM must have an IEP goal in the area of Mathematics. These content specific goals must be based on grade level Kansas content standards.

Must a student taking the KAMM in science or history-government have a science/history-government goal based on content specific standards?

No, a student who is eligible for the Science KAMM may have a goal in Science, but typically it is reading skill that interferes with the student's performance in content areas such as Science or History/Government. Frequently, this is reflected in the IEP as a reading goal rather than a goal for a specific content area.



Do all academic goals need to be standards-based if a student is taking a KAMM assessment?

- Yes, all academic goal for a student taking a KAMM assessment must be standards-based.

Discussion: What is the Role of the Administrator?

- Developing expectations
- Providing training
- Providing ongoing support

What are barriers and facilitators?



Thank you!

Portions of this presentation adapted from Holbrook, M.D., and Kerr, C., *Standards based IEPs*, presentation of the National Association of State Directors of Special Education, 2010.