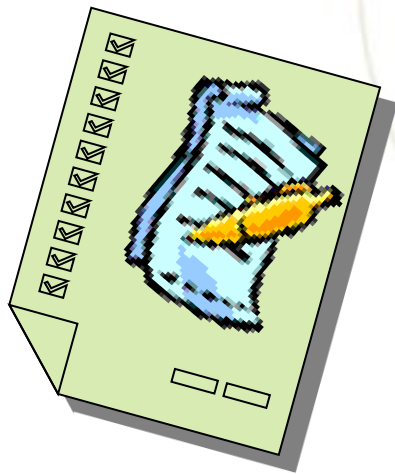


# BEST PRACTICES IN DEVELOPING COMPLIANT IEPS Module 3 of 5



Everything you always  
wanted to know...  
but had no idea you were  
supposed to ask!



# MODULE 3 of 5

## MEASURABLE GOALS

Measurable Goals  
Progress Monitoring  
Alignment of Goals and Needs/Deficits





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[www.gadoe.org](http://www.gadoe.org)

# MODULES 1-5...SOME INFORMATION

- The webinar is divided into five modules. The modules can be viewed all at one time or individual modules can be selected for information regarding specific sections or topics.



- Some sections with related information are grouped together; therefore, the order of presentation does not necessarily conform to the order in some IEPs.



- Transition Plans are not discussed in this webinar. Information regarding Transition Plans is available on the Georgia Department of Education website.



# MATERIALS

- Copy of the PowerPoint



- Handouts:
  - A set of handouts is attached to each module; however, the handouts are the same for all modules.
  - So...you only need to download the handouts one time.
  - **Handouts are not needed for the webinar**...they are designed to be used as references and examples as you develop IEPs in daily practice.



# HANDOUT SET: TITLES

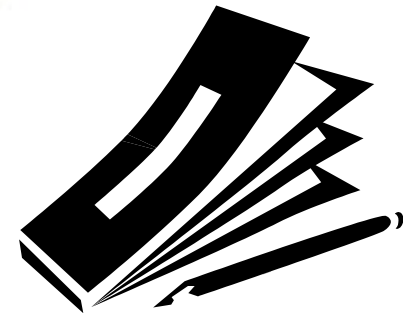
1. Cover Sheet
2. Participant Objectives
3. Reading: Test Results, Strengths, Needs, Measurable Goals, & Examples
4. Math: Test Results, Strengths, Needs, Measurable Goals, & Examples
5. CCGPS to CBM to Deficit to Measurable Goals Math
6. CCGPS to CBM to Deficit to Measurable Goals Reading
7. Curriculum Based Measurement (CBM)
8. Reading Measurable Goals...Examples
9. Math Measurable Goals...Examples
10. Considerations for Accommodations
11. Accommodations Selected...Example
12. LRE Continuum of Alternative Placement



# Some Clarifications...GO-IEP

- GO-IEP is Georgia's Official Online IEP and, as such, adheres to all of the IEP content required by the Georgia Department of Education.
- Although this webinar is not part of GO-IEP, the information covered here is the same information required by GO-IEP. There are some slight differences in terminology; however, all major content remains the same.
- If you would like additional information about GO-IEP, please contact:

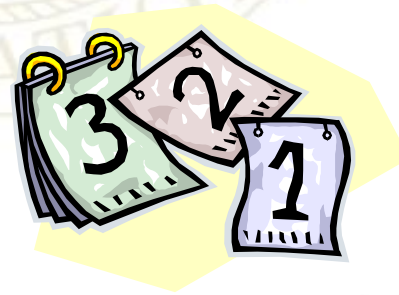
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# SOME CLARIFICATIONS...DATE/S

- For purposes of this webinar...
- When considering whether or not a date/s falls within an acceptable range...
- Use the date of June 1, 2013 as your reference point...





# SOME CLARIFICATIONS...IN AN IEP...

- ✦ **THERE ARE NO BLANK SECTIONS**  
Complete all sections of the IEP; otherwise, it may appear that information was accidentally omitted.
- ✦ **THE PHRASE “NOT APPLICABLE”** must not appear in an IEP. All parts of an IEP are potentially applicable...
- ✦ It may be that a section of the IEP is not appropriate or not needed at the time an IEP is written...
- ✦ ***A phrase such as the following can be used:  
“Not appropriate/needed at this time.”***



# BEST PRACTICES IN DEVELOPING COMPLIANT IEPs

<b><u>MODULE 1</u></b>	GENERAL INFORMATION; TEAM MEMBER ATTENDANCE; NOTICE OF MEETING; PARENT PARTICIPATION DOCUMENTATION
	PLAAFP: RESULTS OF MOST RECENT EVALUATIONS AS WELL AS STATE AND DISTRICT TESTING
	PLAAFP: ACADEMIC, DEVELOPMENTAL, AND/OR FUNCTIONAL <u>STRENGTHS</u>
	PLAAFP: PARENTAL CONCERNS AND IMPACT OF THE DISABILITY
<b><u>MODULE 2</u></b>	PLAAFP: ACADEMIC, DEVELOPMENTAL, AND/OR FUNCTIONAL <u>NEEDS/DEFICITS</u> AND... CURRICULUM BASED MEASUREMENT
<b><u>MODULE 3</u></b>	MEASURABLE GOALS:
	PROGRESS MONITORING
	ALIGNMENT OF GOALS AND NEEDS
<b><u>MODULE 4</u></b>	STUDENT SUPPORTS:
	ACCOMMODATIONS AND ALIGNMENT OF ACCOMMODATIONS WITH NEEDS
	SUPPLEMENTAL AIDES AND SERVICES
	SUPPORTS FOR SCHOOL PERSONNEL
<b><u>MODULE 5</u></b>	CONSIDERATION OF SPECIAL FACTORS; PLACEMENT; AND EXTENDED SCHOOL YEAR





# Measurable Annual Goals



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## Measurable Annual Goals: Required

Academic and/or functional goals designed to meet the student's needs that result from the disability.

## Short Term Objectives/Benchmarks:

Measurable, intermediate steps or targeted sub-skills to enable the student to reach annual goals.

(Required for Students on the Georgia Alternate Assessment Track)

**UNLESS the annual goals are not measurable...then there must be measurable Short Term Objectives.**



# Measurable Annual Goals

- Goals are
  - Written to support access to the general education curriculum
  - **Measurable:**
    - specify the conditions under which the behavior will occur
    - reflect a target/observable behavior
    - indicate a criteria for performance which is appropriate for the skill
      - At a specific...level of performance
      - For a specific...length of time
  - **Skill Based**
- Goals are measured using ...
  - progress monitoring data based on what is taught , i.e. curriculum based assessment/curriculum based measurement



# LET US BE CLEAR!

## **DO NOT**

WRITE  
THE CCGPS  
INTO  
THE IEP

## **DO**

Use the CCGPS as a guide  
when...

- ✓ **Assessing for Specific Skill Deficits**
- ✓ **Generating Specific Skill Deficit Statements**

...AND...

- ✓ **Generating Measurable Goals**



# WHAT'S WRONG??

- M. will **demonstrate** an understanding of addition & subtraction problems.
- M. will **extend** her knowledge of comprehension strategies.
- M. will **increase** his ability to solve two step math reasoning problems.
- M. will **identify** the correct operation to solve problems.
- M. will **learn** decoding skills.
- M. will **recognize** antonyms, synonyms, and homonyms.



# WHAT ARE THE FORBIDDEN WORDS!!??



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# WORDS THAT PREVENT GOALS FROM BECOMING MEASURABLE

- M. will **demonstrate** an understanding of addition and subtraction problems.
- M. will **extend** her knowledge of comprehension strategies.
- M. will **increase** his ability to solve two step math reasoning problems.
- M. will **identify** the correct operation to solve problems.
- M. will **learn** to decode.
- M. will **recognize** antonyms, synonyms, and homonyms.



## Measurable Goals: Example

### Reading

Given 4<sup>th</sup> grade level text, M. will respond accurately to the following questions: [who, what, when, where, and why] 95% of the time for three out of five days.

### Math

Given mixed multiplication fluency probes for multiplication tables 3, 4, 6, 7, 8, 9, 11, and 12, S. will complete \_\_\_\_\_ problems at a rate of \_\_\_\_\_ problems per minute for 3/5 days.



## Measurable Goals: Non-Example

### Reading

M. will increase her reading skills to third grade.

### Math

S. will increase his multiplication skills by one grade level.



# READING EXAMPLE

## MEASURABLE ANNUAL GOAL:

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with 90% accuracy in 4 out of 5 opportunities.

LESS TO MORE SKILLED

## SHORT TERM OBJECTIVES LEADING TO THE ANNUAL GOAL:

After reading a third grade story, B. will retell the story including **setting, characters, problems, and events** with 90% accuracy in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including **setting, characters, and problems**, with 90% accuracy in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including **setting and characters** with 90% accuracy in 4 out of 5 opportunities.



# READING EXAMPLE

## MEASURABLE ANNUAL GOAL:

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with 90% accuracy in 4 out of 5 opportunities.

## SHORT TERM OBJECTIVES LEADING TO MEASURABLE ANNUAL GOAL:

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **80% accuracy** in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **70% accuracy** in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **60% accuracy in 3 out of 5 opportunities.**

LESS TO MORE SKILLED



# READING EXAMPLE

## NON-MEASURABLE ANNUAL GOAL:

After reading a third grade story, B. will retell the story including all appropriate components.

## SHORT TERM OBJECTIVES LEADING TO ANNUAL GOAL:

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **80% accuracy** in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **70% accuracy** in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **60% accuracy** in 3 out of 5 opportunities.

LESS TO MORE SKILLED



# READING NON-EXAMPLE

## MEASURABLE ANNUAL GOAL:

Given selections at reading level, B. will recall important details.

## SHORT TERM OBJECTIVES LEADING TO MEASURABLE ANNUAL GOAL: NON-EXAMPLE

Given sentences at reading level, B. will recall important details in 7 out of 10 opportunities.

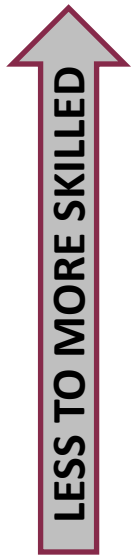
Given paragraphs at reading level, B. will recall important details in 7 out of 10 opportunities.



# MATH EXAMPLE

## MEASURABLE ANNUAL GOAL:

Given a **mixed** math calculation probe with one and two digit numbers, Charles will complete 10 problems accurately in 5 minutes over three consecutive sessions.



## SHORT TERM OBJECTIVES LEADING TO THE ANNUAL GOAL:

Given a **multiplication and division** calculation probe with one and two digit numbers, Charles will complete 10 problems accurately in 5 minutes.

Given an **addition and subtraction** math calculation probe with one and two digit numbers, Charles will complete 10 problems accurately in 5 minutes.





# MATH EXAMPLE

## MEASURABLE ANNUAL GOAL:

Given a **mixed** math calculation probe with one and two digit numbers, Charles will complete 10 problems accurately in 5 minutes over three consecutive sessions.

LESS TO MORE SKILLED

## SHORT TERM OBJECTIVES LEADING TO LONG TERM GOAL:

Given mixed (addition, subtraction, multiplication and division) calculation probes with **two digit** numbers, Charles will complete 10 problems accurately in 5 minutes.

Given mixed (addition, subtraction, multiplication and division) math calculation probes with **one digit** numbers, Charles will complete 10 problems accurately in 5 minutes.



## MATH EXAMPLE

### MEASURABLE ANNUAL GOAL:

Charles will improve his calculation skills.

LESS TO MORE SKILLED

### SHORT TERM OBJECTIVES LEADING TO LONG TERM GOAL:

Given mixed (addition, subtraction, multiplication and division) calculation probes with **two digit** numbers, Charles will complete 10 problems accurately in 5 minutes.

Given mixed (addition, subtraction, multiplication and division) math calculation probes with **one digit** numbers, Charles will complete 10 problems accurately in 5 minutes.



# MATH NON-EXAMPLE

## MEASURABLE ANNUAL GOAL:

Given instruction, B. will demonstrate improvement in upper mathematical operations and concepts.

## SHORT TERM OBJECTIVES LEADING TO MEASURABLE ANNUAL GOAL:

Given instruction, B will demonstrate an understanding and application of geometric concepts.

Given instruction, B. will demonstrate an understanding and application of advanced geometric concepts.

Given instruction, B. will demonstrate an understanding and application of advanced algebraic concepts.



# MEASURABLE GOALS: JUST HOW DO YOU MEASURE THEM?



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**THE FOLLOWING 'GOALS' FREQUENTLY APPEAR IN IEPS ...  
CONSIDER WHETHER OF NOT THEY ARE APPROPRIATE AS WE  
ADDRESS MONITORING GOALS IN THIS MODULE...**

- R. will increase reading/math skills from 4<sup>th</sup> grade level to 5<sup>th</sup> grade level.
- R. will increase reading/math skills from 4<sup>th</sup> grade level to 5<sup>th</sup> grade level as measured by the WJ-III.
- R. will increase reading/math skills from 4<sup>th</sup> grade level to 5<sup>th</sup> grade level on the CRCT.



# SELECTING THE APPROPRIATE MEASUREMENT TOOL... READING/MATH SKILLS AT A SPECIFIC POINT IN TIME

- Standardized Measures are appropriate such as the WJ III, K-TEA II, Key Reading/Math, PIAT-II Reading/Math, etc.
- These are **broad, global** measures designed to tell us where a student functions at a given point in time.
- They were **never designed** to measure student progress from year to year or from reporting period to reporting period.
- Because they are broad, global measures, they are **not sensitive to the small incremental changes** that **occur during a school year or even from one year to the next.**



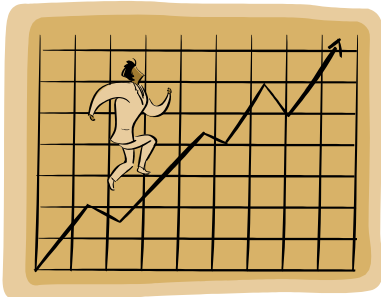
# SO...



**What is sensitive enough...**

**to document the incremental changes...**

**from reporting period to reporting period?**



# SELECTING THE APPROPRIATE MEASUREMENT TOOL...ASKING THE RIGHT QUESTIONS

- **What are you measuring?**
  - **Reading/Math skills at a specific point in time?**
  - **Reading/Math skills that have increased (or decreased) within a specific time frame?**





# SELECTING THE APPROPRIATE MEASUREMENT TOOL...

## ...CURRICULUM BASED ASSESSMENT...

- Basic Assumption: **One should assess what is taught.**
- Increase or decrease in reading/math skills within a specific time frame
- Direct, repeated assessment of target behaviors
- Assesses what the student is taught within that time frame
- Probes (1-5 minute samples) are developed for each target



# PROGRESS MONITORING (PM) VS. MONITORING PROGRESS

- Progress Monitoring is a scientifically based practice that is used to evaluate the effectiveness of the intervention/instruction.
- Monitoring Progress is a core instructional practice that evaluates what the student has learned over time.



# PROGRESS...IN READING AND MATH

## PROGRESS MONITORING (Formative Assessment)

- Direct, repeated assessment of targeted skills
- 1-5 Minute Probes
- Scores are...
  - Recorded
  - Graphed (Data)
- Data reviewed at least weekly
- Student skill/s increase  
...continue the instruction
- Student skill/s decrease  
...change the instruction

## MONITORING PROGRESS (Summative Assessment)

- Assessment following a specific period of instruction...
  - End of Chapter, Unit, Section
  - CRCT, WRITING TEST, GHS GT, EOCTs
- Tests are...
  - 5-10 Minute Quizzes
  - 15-30 Minute Tests
- Grade/s are ...
  - Recorded
  - Reviewed
- May re-teach based on this information...but the grade doesn't change



# THE AUTOPSY...MONITORING PROGRESS

- End of Unit, Chapter, Section Tests
- CRCT
- GHSGT
- Writing
- EOCTs



## **AUTOPSY....**

THERE'S NOTHING  
THAT CAN BE DONE TO BRING THE PERSON  
BACK TO LIFE

## **MONITORING PROGRESS**

THERE'S NOTHING THAT CAN BE DONE TO  
CHANGE THE GRADE/SCORE...



# THE PHYSICAL...PROGRESS MONITORING

- Progress Monitoring
- Evaluates the student's performance in meeting targets
- Changes instruction re/ performance on PM tools
- Performance improves



## THE PHYSICAL

- PROBLEM IDENTIFIED...
- ADDRESSED
- LIFE IS CHANGED...DOESN'T DIE

## PROGRESS MONITORING

- CHANGES STUDENT'S PERFORMANCE
- IMPROVE GRADES/SCORES



# GaDOE RTI Guidance

[http://www.doe.k12.ga.us/ci\\_services.aspx?PageReq=CIServRTI](http://www.doe.k12.ga.us/ci_services.aspx?PageReq=CIServRTI)

The Georgia Department of Education recognizes that districts are working diligently to identify students needing additional support based on assessment data. **The assessments below are summative reports that may be useful to data teams during their review of student achievement.** It should also be noted that these summative assessments **may not be used for progress monitoring** purposes since they are not sensitive to short-term gains.

- GKIDS
- CRCT
- GHSGT
- EOCT
- Lexiles
- PSAT
- SAT
- NRT



# ...AND NOW...

## THE REST OF THE STORY...



# MANTRA

THERE IS NEVER A NEED/DEFICIT  
WITHOUT A GOAL

...AND...

THERE IS NEVER A GOAL  
WITHOUT A NEED/DEFICIT

UNLESS

THERE IS A STATEMENT THAT EXPLAINS  
THE MISSING GOAL!





# ALIGNMENT OF NEEDS/DEFICITS AND MEASURABLE GOALS



**...OR LACK  
THEREOF...**



# Alignment of Needs/Deficits and Goals...Non-Example

## PLAAFP...NEEDS SECTION

- has short attention span
- is frequently off-task
- has a speech problem
- has limited understanding of what he reads
- difficulty understanding new words he reads.

## GOALS

- will recall 10 details from a story including characters, action, cause/effect
- will compute math problems mentally using strategies such as multiples of ten, powers of ten, compensation, etc.
- will follow all rules reviewed with him by...etc...
- will refrain from using profanity, etc...



# Alignment of Needs/Deficits and Goals...Non-Example

## PLAAFP

- disability affects all academic areas
- math is greatest area of weakness
- needs instruction in basic addition and subtraction with borrowing and money handling
- needs instruction in anger management and social skills

## GOALS

- Given a small classroom setting will participate appropriately, stay on task, etc.
- Given instruction, will add, subtract, multiply, and divide using a calculator
- Given instruction and grade level reading passages, will increase reading comprehension on the EOCT by completing grade level tasks



# Alignment of Needs/Deficits and Goals...Example

## PLAAFP

- J. cannot decode or blend single syllable 4 letter words
- J. struggles in identifying the main idea and supporting details in her grade level text.

## GOALS

- Given a set of 10, 4 letter single words, J. will decode them accurately at a rate of \_\_\_\_ words correct per minute 95% of the time in 5 out of 5 opportunities.
- After hearing a story read from her grade level text, J. will correctly state the main idea with 3-5 supporting details 95% of the time in 4 out of 5 opportunities.



# Alignment of Needs/Deficits and Goals...Example

## PLAAFP

- R. has difficulty interacting with peers. His verbal interactions are negative 85% of the time as measured by teacher charted data on a 5 point rubric.
- V. is unable to maintain attention to complete a task longer than 2-3 minutes as measured by teacher charted data.

## GOALS

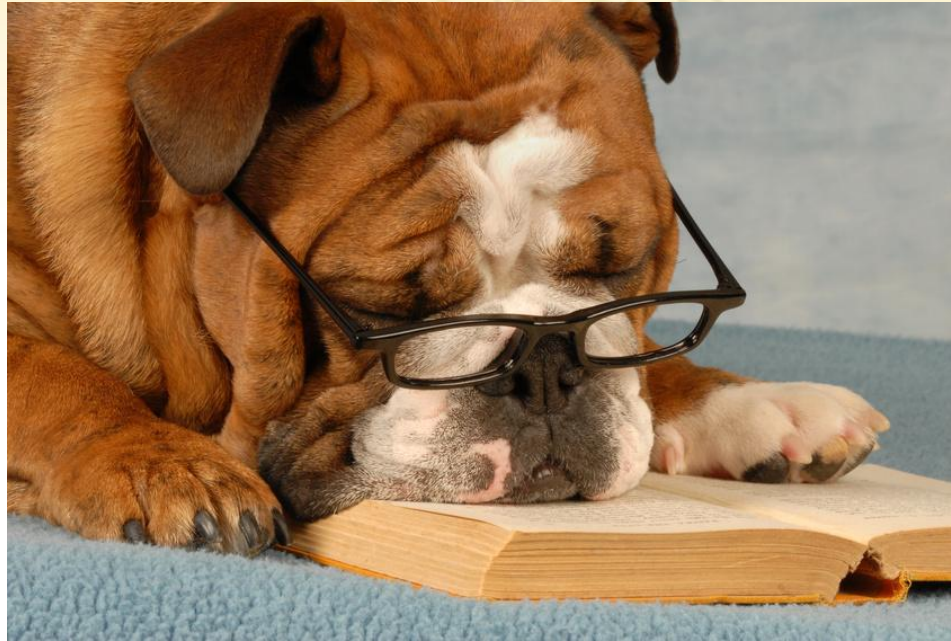
- Given 10 minutes of free play, R. will engage in 3 verbal interactions with peers using 4-word positive or neutral sentences in 14 out of 20 occasions over a 4 week period as measured by teacher charted data.
- Given a task or direction, V. will begin the task within 1 minute and remain on task for at least 10 minutes independently with no more than 2 prompts on 8 out of 10 independent tasks as measured by teacher charted data.



# GOAL AND DEFICIT ALIGNMENT

DEFICIT	GOAL	ALIGNMENT?		
		YES	NO	?
1. DEFICIT SPECIFIC	GOAL MEASURABLE	✓		
2. DEFICIT SPECIFIC	NO GOAL		✓	
3. DEFICIT NOT SPECIFIC	GOAL MEASURABLE			✓
4. DEFICIT NOT SPECIFIC	NO GOAL		✓	
5. NO DEFICIT	GOAL MEASURABLE		✓	
6. DEFICIT SPECIFIC	GOAL NOT MEASURABLE			✓
7. DEFICIT NOT SPECIFIC	GOAL NOT MEASURABLE			✓
8. NO DEFICIT	GOAL NOT MEASURABLE		✓	

# END OF MODULE 3



**Please feel free to contact me with questions or comments.  
My contact information is on the next slide.**



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(If you are in the “Slide Show” format...the email address is hyperlinked so it will open directly into my email.)

Website: [http://www.gadoe.org/ci\\_exceptional.aspx](http://www.gadoe.org/ci_exceptional.aspx)

