

SETTING RIGOROUS INSTRUCTIONAL GOALS

Ensuring growth leading to closing the gap

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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.

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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.

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- 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.scoastblog.com/2017/07/arguing-why-is-judices-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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Where 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 **aimsweb** system, the ROI needed to achieve said goal is calculated. Using the ROI growth norms as the basis, the **aimsweb** 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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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 1 st to 10 th Percentile		Between 11 th to 25 th Percentile		Between 26 th to 75 th Percentile		Between 76 th to 90 th Percentile		Between 91 st to 99 th Percentile		Total
	Count	Percentile	Count	Percentile	Count	Percentile	Count	Percentile	Count	Percentile	
All Goals Level	1	1	4	2	2	0	0	0	2	2	11
Below Grade Level	0	0	4	2	0	0	0	0	0	0	11
Meets Grade Level	0	0	2	1	2	1	1	1	0	0	11
Total	1	1	10	5	4	1	1	1	2	2	44
Missing**											7
Non-reportable**											7
Total											44

** 43 "Below Grade Level" percentile level were excluded from above 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

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- 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

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- 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

- | | |
|---|--|
| <ul style="list-style-type: none"> • Example: DP= Data Point • DP1=6 • DP2=7 • DP3=6 | <ul style="list-style-type: none"> • 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

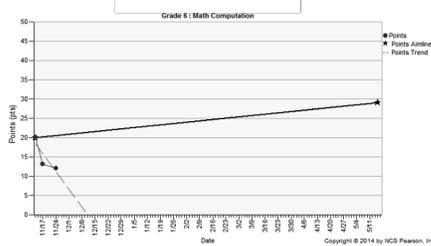
- Area of Need: Mathematics
- Start Date: 4/25/2014
- Projected Achievement Date: 4/23/2015
- Measurable Goal: By April 23, 2015, Bobby will achieve an average of 29 correct answers on his 3 most recent timed math computation tests at the sixth grade level. This will place him at the 40th percentile.
- 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)

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CURRENT PERFORMANCE

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Example 2 (3rd grade current)

- Area of Need: Reading
- Start Date: 4/9/2014
- Projected Achievement Date: 4/7/2015
- **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

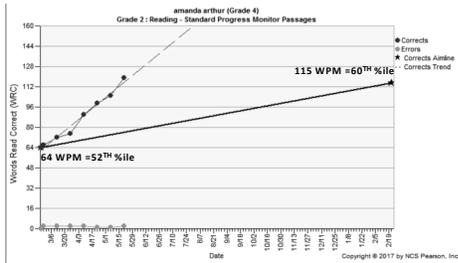
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Example 2 examination

- 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



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Goal Statement

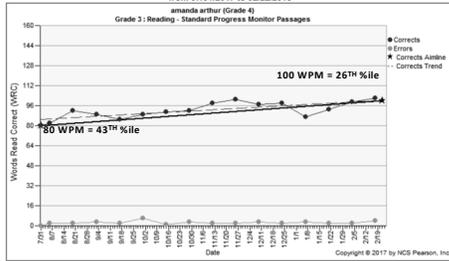
In 52.1 weeks, amanda arthur will achieve 115 Words Read Correct with 0 Errors from grade 2 Reading - Standard Progress Monitor Passages. The rate of improvement should be 0.98 Words Read Correct per week. The current average rate of improvement is 4.35 Words Read Correct per week.

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)



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Goal Statement

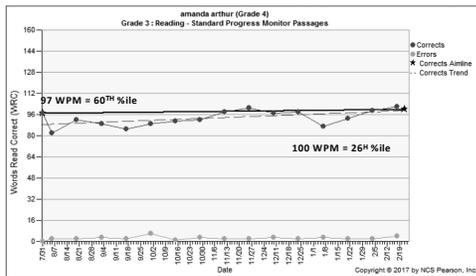
In 29.4 weeks, amanda arthur will achieve 100 Words Read Correct with 0 Errors from grade 3 Reading - Standard Progress Monitor Passages. The rate of improvement should be 0.69 Words Read Correct per week. The current average rate of improvement is 0.53 Words Read Correct per week.

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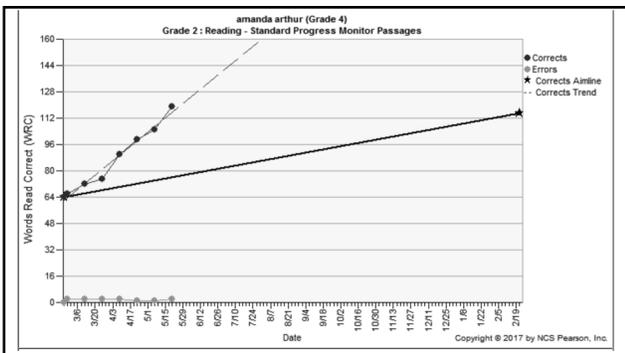
STARTING GOAL AT 60TH %ILE (34%ile loss)



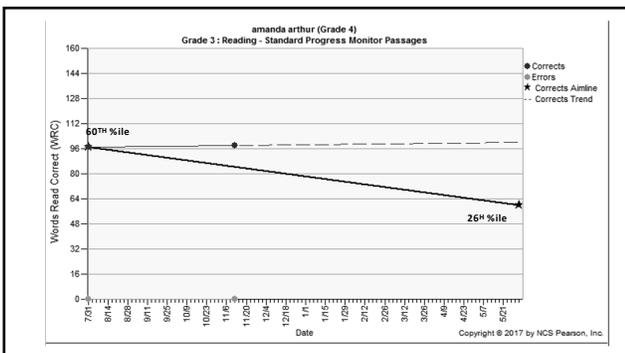
33

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	09/28	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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EXAMPLE #3 (from IEP) 7th grader

- Area of Need: Mathematics
- Start Date 2/28/2014
- Projected Achievement Date 2/26/2015
- Measurable Goal: Derek will increase his math concepts and applications skills by being able to score 13 points correctly on an 8-minute timed probe, placing him in the 25th percentile with 80% accuracy at a 6th grade level by 2/26/15.
- Unit of Measurement: Accuracy of math concepts and applications
- Baseline Data Point: Derek has scored 10 points correctly on a 6th grade AIMSweb 8-minute probe with 50% accuracy.
- Evaluation Method: Monitor and Chart Progress

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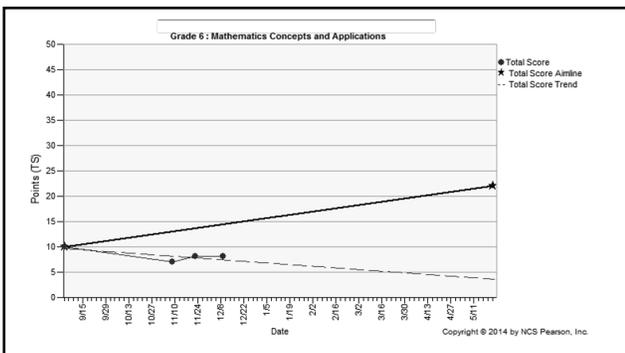
Example #3 (from AIMSweb)

- Goal Statement
- In 37.3 weeks, Derek will achieve 22 Points from grade 6 Mathematics Concepts and Applications . The rate of improvement should be 0.32 Points per week. The current average rate of improvement is -0.15 Points per week.

date	9/3	11/07	11/21	12/09
score	10	7	8	8

- Goal/Trend ROI 0.32/- 0.15

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Issues? Differences

- Goals do not match for targets
- IEP goal targets 25th percentile
- AIMSweb goal Targets 62nd percentile
- What exactly is the instruction targeting?

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Example 3 Evaluation

- Assuming the goal targets are correct what questions are raised by this goal?

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Example #4 7th Grade student

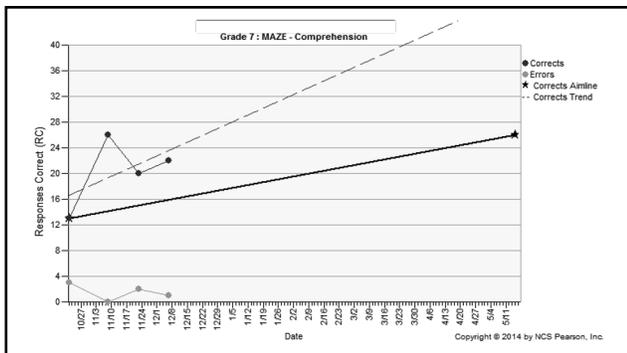
- Area of Need: Reading
- Start Date: 10/27/2014
- Projected Achievement Date: 10/26/2015
- Measurable Goal: By the end of the IEP year, when given a 7th grade comprehension passage and a 3-minute time limit, Kaeley will achieve 31 correct responses.
- Objectives
 - When given a 7th grade comprehension passage and a 3-minute time limit, Kaeley will achieve 22 correct responses.
 - When given a 7th grade comprehension passage and a 3-minute time limit, Kaeley will achieve 25 correct responses.
 - When given a 7th grade comprehension passage and a 3-minute time limit, Kaeley will achieve 28 correct responses.
- Unit of Measurement: number of correct responses
- Baseline Data Point: 19 correct responses on a timed 7th grade level comprehension assessment
- Evaluation Method: Focused Assessment

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Example 4 (AIMSweb goal)

- Goal Statement
 - In 29.4 weeks, Keeley will achieve 26 Responses Correct with 0 Errors from grade 7 MAZE - Comprehension. The rate of improvement should be 0.45 Responses Correct per week. The current average rate of improvement is 1.06 Responses Correct per week.
- | Date | 10/21 | 11/07 | 11/21 | 12/05 |
|------------------|------------|-------|-------|-------|
| • Corrects | 13 | 26 | 20 | 22 |
| • Errors | 3 | 0 | 2 | 1 |
| • Goal/Trend ROI | 0.45/ 1.06 | | | |

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Example 4 examination

- current baseline is already at the 30th percentile
- target for this goal is at the 77th percentile (if you target IEP year-October to October)
- IEP goal and AIMSweb Goals are not aligned
- data indicates extreme response to intervention...programatic changes?

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Goal #5 (7th grade student)

- Area of Need: Reading
- Start Date 1/15/2014
- Projected Achievement Date 1/13/2015
- Measurable Goal: By January 13th 2015, when given a 4th grade oral reading fluency passage, Tanner will read 128 correct words per minute (40th percentile) in 3 out of 3 opportunities, while working towards the 6th grade level. **(ACTUAL TARGET IS 53RD PERCENTILE ON 4TH GRADE WINTER BM) — GOAL IS DESIGNED TO KEEP STUDENT FLAT IN PERFORMANCE**
- Unit of Measurement: correct words read per minute on a reading fluency probe
- Baseline Data Point: 112 correct words per minute 55th percentile **(FROM FALL BM)**
- Evaluation Method: Monitor and Chart Progress

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Corresponding AIMSweb goal

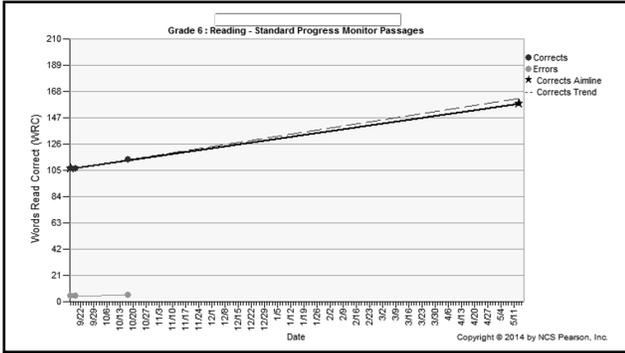
- Goal Statement
 - In 34.3 weeks, Tanner will achieve 158 Words Read Correct with 0 Errors from grade 6 Reading - Standard Progress Monitor Passages. The rate of improvement should be 1.53 Words Read Correct per week. The current average rate of improvement is 1.69 Words Read Correct per week. **(TARGET IS 53RD PERCENTILE AT 6TH GRADE SKILLS)**
- | Date | 09/16 | 09/18 | 10/16 |
|------------------|------------|-------|-------|
| • Corrects | 106 | 106 | 113 |
| • Errors | 4 | 4 | 5 |
| • Goal/Trend ROI | 1.53/ 1.69 | | |

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GOALS EXAMINED

- GOALS DO NOT ALIGN
- HUGE DISCREPANCY IN MEASURED SKILLS
- PM DONE ONLY 2 DAYS APART
- IF CAN ACHIEVE AT 6TH GRADE... WHY 4TH GRADE GOALS?

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Example 5 goal 2

- Area of Need: Reading
- Start Date 1/15/2014
- Projected Achievement Date 1/13/2015
- Measurable Goal: By January 13, 2105, Tanner will earn a score of 24 (40th percentile) on a 5th grade reading comprehension probe, in 3 out of 3 opportunities, while working towards the 6th grade proficiency level. **(GOAL IS ACTUALLY TARGETED TO 58TH PERCENTILE WINTER BM)**
- Unit of Measurement: correct score on a reading comprehension probe
- Baseline Data Point: 16 correct 40th percentile
- Evaluation Method: Monitor and Chart Progress

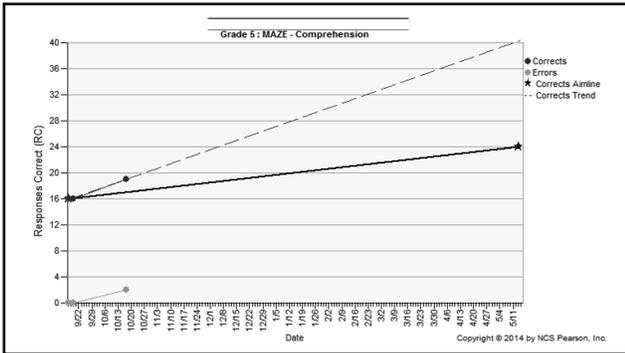
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Example 5 AIMSweb goal MAZE

- In 34.3 weeks, Tanner will achieve 24 Responses Correct with 0 Errors from grade 5 MAZE - Comprehension. The rate of improvement should be 0.24 Responses Correct per week. The current average rate of improvement is 0.72 Responses Correct per week.

• Date	09/16	09/18	10/16
• Corrects	16	16	19
• Errors	0	0	2
• Goal/Trend ROI	0.24/ 0.72		

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GOALS MATCH

- The goals match, however student is able to achieve at the 40th percentile on 5th grade scores (now 7th grader)...why off grade level benchmark? Data presented to parents does not articulate gap closure to grade level skills)

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IEP services statement

- Tanner will receive 275 minutes a week of core instruction (study skills) outside of the general classroom. This service will be provided by a special education teacher and/or a paraprofessional under the supervision of a special education teacher. These services will be provided in accordance with Windsor School District's calendar, school and classroom schedule and activities. Services will not be made up if Taylor is absent.
- STUDENT IS SLD FOR READING SKILLS, HOWEVER NO IEP DOES NOT INDICATE INSTRUCTION IN READING IS HAPPENING

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Example 5 current performance

- 7th Language Arts
- Grade Snapshot
 - quarter 1=D
 - quarter 2 = F

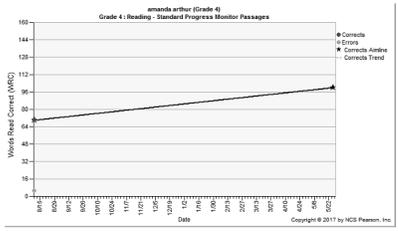
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RCBM (WORS PER MINUTE 4TH GRADE GOAL

- 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"



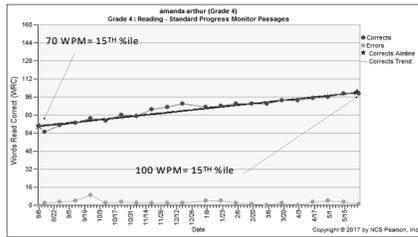
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Goal Text

- 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



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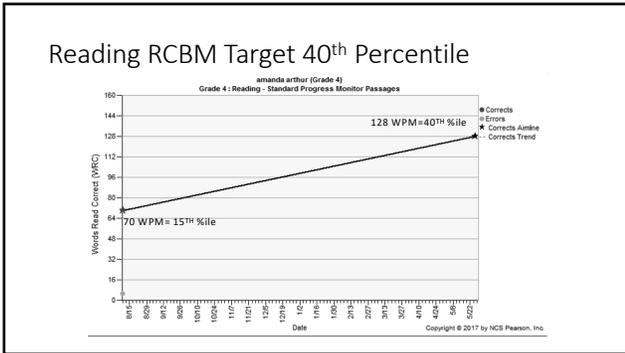
Goal Statement

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.

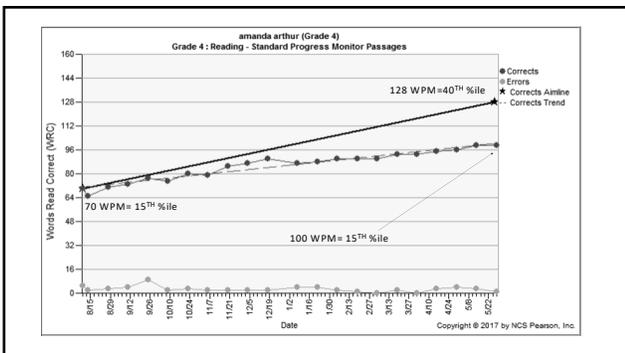
Date	08/08	08/12	08/26	09/09	09/23	10/07	10/21	11/04	11/18	12/02	12/16	01/06	01/20
Corrects	70	65	71	73	77	75	80	79	85	87	90	87	88
Errors	0	2	3	4	9	2	3	2	2	2	2	4	4
Goal/Trend ROI	0.73/ 0.71												

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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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													

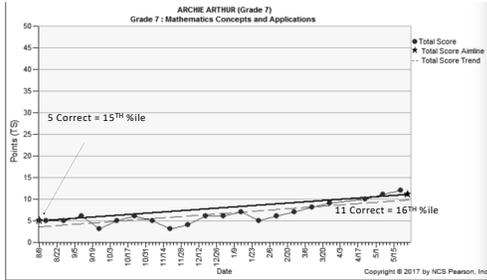
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EXAMINE THE GOAL

- 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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MCAP IEP GOAL = ALMOST NO GAIN IN %ILE



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Goal Statement

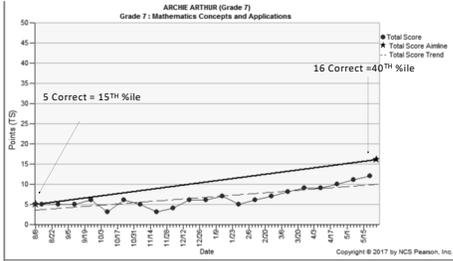
In 41.6 weeks, ARCHIE ARTHUR will achieve 11 Points from grade 7 Mathematics Concepts and Applications. The rate of improvement should be 0.15 Points per week. The current average rate of improvement is 0.15 Points per week.

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

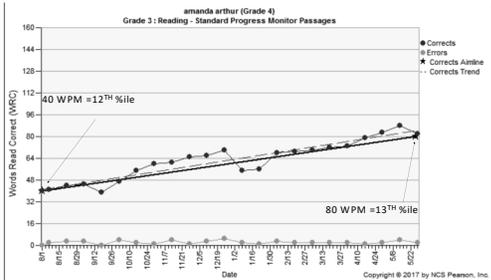
In 41.6 weeks, ARCHIE ARTHUR will achieve 16 Points from grade 7 Mathematics Concepts and Applications . The rate of improvement should be 0.27 Points per week. The current average rate of improvement is 0.15 Points per week.

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



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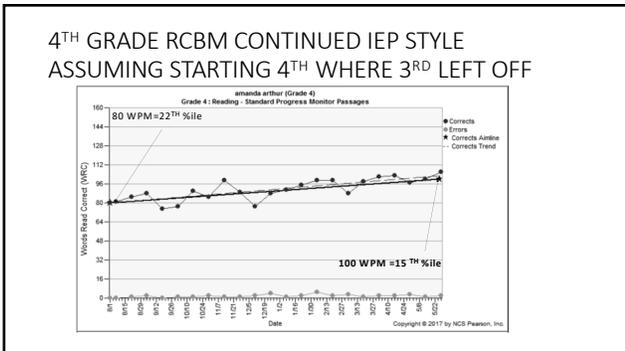
Goal Statement

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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THIS GOAL IS DESIGNED TO LOSE 7 %ILE POINTS

Goal Statement

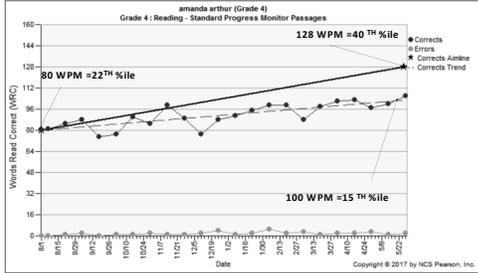
In 42.6 weeks, amanda arthur will achieve 100 Words Read Correct with 0 Errors from grade 4 Reading - Standard Progress Monitor Passages. The rate of improvement should be 0.48 Words Read Correct per week. The current average rate of improvement is 0.55 Words Read Correct per week.

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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