



Webinar Materials

"MEASURING STUDENT PROGRESS: Developing IEPs that Work

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presented by

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An Administrator's Guide to Improving the Process*


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**MEASURING
STUDENT PROGRESS:
*Developing IEPs
that Work***

Presented by
Carol Kosnitsky



Carol Kosnitsky

- special educator, administrator and consultant with over 30 years of experience in the field.
- assisted in developing one of the first parent information centers in New Hampshire.
- special education director for 20 years in New Hampshire



Carol Kosnitsky

- served as President of the New Hampshire Association for Special Education Administrators (NHASEA) for 2 years.
- recently published *IEP Goals That Make a Difference: An Administrator's Guide to Improving the Process.*
- presents at conferences at the local, regional and national level

Basic Assumptions about IEPs

The IEP is a tool to:

- Summarize important student information.
- Identify priorities for the year (goals).
- Determine how progress toward meeting goals will be measured.

Basic Assumptions about IEPs

The IEP is not intended to be curriculum or lesson plans. Rather, the IEP should:

- focus on critical skills and behaviors needed to access the curriculum and
- identify supports and services needed to assist the student in reaching those goals.

Basic Assumptions about IEPs

IEP goal should describe a measurable outcome for the student rather than focus on measuring the incremental steps along the way.

- Shift focus from what will be taught to what is being learned!

Basic Assumptions about IEPs

The nature of the goal should determine how best to measure progress.

- There are many tools and methodologies available to measure progress
- Objectives may not be the most effective approach.

A Brief History of the IEP

1975

- Requirement for measurable annual goals and objectives

1997

- Continued value of short-term objectives was debated and benchmarks were added

2004

- Permission for states to eliminate objectives and benchmarks for most students on IEPs

Connecting the Dots

2002 – President’s Commission on Excellence in Special Education

“Commission recommends that IDEA statutory IEP requirements focus on substantive educational and developmental outcomes and results.”

Senate Report #108-185
(issued in 2003)

“While benchmarks and short term objectives are thought by some to help track the child’s progress, ... [they] often [bear] no relationship to the non linear reality of a child’s development.

Special education practice via short term objectives too often focuses on achieving only small incremental improvements in student performance to the detriment of more effective longer range planning.”

Senate Report #108-185
(issued in 2003)

“Short term objectives and benchmarks can focus too much on minor details and distract from the real purpose of special education, which is to ensure that all children and youth with disabilities achieve high educational outcomes ...”

New Language – IDEA 2004

- A statement of the child’s present levels of academic achievement and functional performance
- A statement of **measurable annual goals**
- For children with disabilities **who take alternate assessments aligned to alternate achievement standards...** a description of benchmarks or short-term objectives
- A description of how the child’s progress toward meeting the annual goals will be measured and ...

Goals, Objectives, Benchmarks?

Goal

- By when
- Under What Conditions
- Who
- Will do "What" (target behavior)
- At What Level of Proficiency
- As measured by...

Objectives or Benchmarks?

Objectives

- Discrete components of the skill student will demonstrate (task analysis)
- For example, a goal for independent eating could have objective such as:
 1. By 10/1/08 student will pick up spoon 4/5 trials
 2. By 11/15/08 student will scoop food into spoon 4/5 trials...
 3. By 12/15/08 student will bring spoon to mouth...

Objectives or Benchmarks?

Benchmarks

- How the student performs within a specified period of time if expected progress has been achieved.
- For example, a goal for increased time on task may include benchmarks such as:
 1. By 11/08, student will remain on task for 10 minutes...
 2. By 1/09, student will remain on task for 15 minutes...
 3. By 3/09, student will remain on task for 20 minutes

Objectives or Benchmarks?

- Benchmarks shift focus from measuring sub skills to measuring progress toward the goal
- Simply put, objectives provide a hierarchical approach to teaching that assumes a student will develop a certain level of mastery for one skill before moving on to the next skill.

Objectives or Benchmarks?

- While this hierarchical approach may be how we teach students many skills, it is not necessarily how they learn some of these skills.
- So we must rethink “what” we are measuring in order to confidently be able to describe the progress a child is making toward his or her goal.

Parent Concerns on IEP Changes

- Perception that something is being taken away
- Fear there will be less information about what is happening with their child
- Concern about accountability

New Language – IDEA 2004

- “A description of how the child’s progress toward meeting the annual goals will be measured and ...”
- If done correctly, parents will be provided more specific information about their child’s progress; requires a higher level of accountability.

Measurable Goals Template

- Supplemental Materials



Goal Writing Sequence

- 1. Establish present levels of performance**
 - a) Select target skills and behaviors based on student’s needs.
 - b) Select progress monitoring tool.
 - c) Establish baseline.
- 2. Consult norms**
- 3. Select goal criterion**
- 4. Write the goal**

(adapted from Wright & Cook)

Establishing Present Levels

Describe the following:

- Strengths
- Areas of need
- Interests and preferences
- Impact of disability
- What student can do successfully
- Next steps for skill/behavior acquisition
- Baseline data

Select Target Skills & Behavior

- A target behavior is defined so the same behavior can be observed and monitored by multiple people.
- It must be specific, observable and measurable.
- It includes what, where, how and when the behavioral instance occurs.
- Leads to selection of progress monitoring tool.

Select Progress Monitoring Tool

Selecting a tool or method for collecting baseline data is determined by:

- the target behavior or skill you are trying to change, and
- the dimension of the behavior or skill you are trying to change.

Select Progress Monitoring Tool

Dimensions of behaviors/skills we attempt to change include:

- Accuracy,
- Speed,
- Frequency
- Duration
- Latency

Collect Baseline Data

Baseline

- Select tool/methodology that matches the dimension to be changed.
- Quantify what student currently does
- Utilize to select performance criteria for goal

Consult Norms

Local, state or national norms

- Provides information on how the student is performing in relation to peers
- Provides a context for decision making
- A way to determine goal criteria that is neither too easy or too ambitious

Anatomy of a Goal

- **“By when”**
 - Most IEPs will be written for a year.
- The amount of time available for the intervention is crucial to establishing performance criteria.

Anatomy of a Goal

- **“Under what conditions”**
 - What conditions must be present in order for the student to demonstrate expected performance criteria.
 - For example:
 - Given one verbal prompt.
 - Given end of third grade reading passage.

Anatomy of a Goal

- **“Who”**
 - It is always about the student!!! If it isn't about what the student will do differently, it is not a goal!

Anatomy of a Goal

- **“Will do what”**
 - Target observable behavior or skill that requires some “action” or “change”.
- **Question to ask:**
 - If the special education provided is effective, what will the student do?

Anatomy of a Goal

- **“Proficiency Level”**
 - The level at which the student’s performance will be acceptable (speed, accuracy, frequency, quality).
- For example:**
- Completes 9 out of 10 items on checklist.
 - Within 5 minutes.
 - 112 words read correct/minute.

Monitoring Progress

As measured by:

- Who will collect data.
- When will data be collected.
- How it will be collected.
- Where it will be collected.

Monitoring Progress

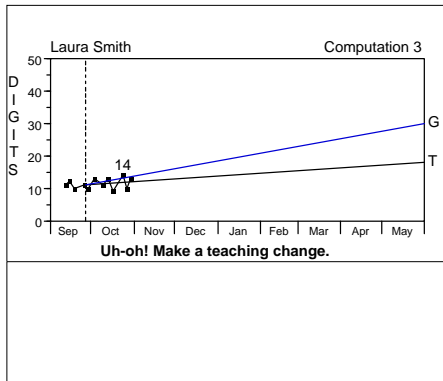
- How often do you collect the data?
– As often as possible and feasible.
- The results of frequent data guides what intervention are used.
- Ongoing data helps parents see progress over time

How Does Progress Monitoring Work?

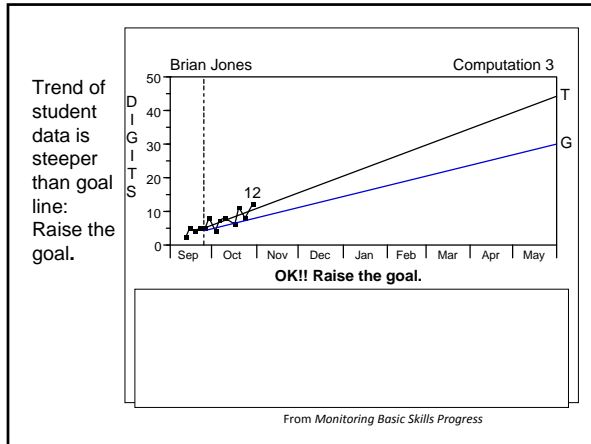
- Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning.
- Based on these measurements, teaching is adjusted as needed.
- Thus, ...progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.

National Center on Student Progress Monitoring,
www.studentprogress.org

Trend of student data is less steep than goal line: Make a teaching change.



From Monitoring Basic Skills Progress



Types of Progress Monitoring

- Mastery measurement
- Curriculum-based measurement
- Behavioral data collection

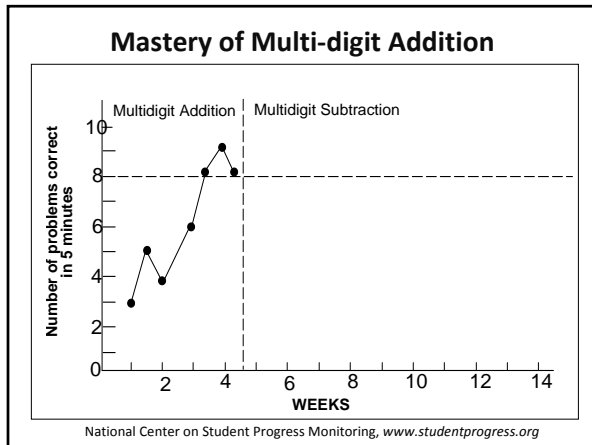
Typical Mastery Measurement IEP

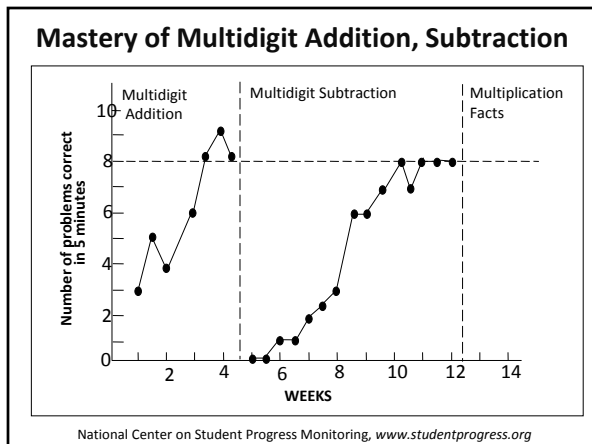
- Mastery of a series of short term objectives-
sequence of skills in an instructional
hierarchy.
- Single skill tests change as mastery is
demonstrated.

Hypothetical Fourth-Grade Math Computation Curriculum

1. *Multidigit addition with regrouping*
2. *Multidigit subtraction with regrouping*
3. *Multiplication facts, factors to 9*
4. *Multiply 2-digit numbers by a 1-digit number*
5. *Multiply 2-digit numbers by a 2-digit number*
6. *Division facts, divisors to 9*
7. *Divide 2-digit numbers by a 1-digit number*
8. *Divide 3-digit numbers by a 1-digit number*
9. *Add/subtract simple fractions, like denominators*
10. *Add/subtract whole number and mixed number*

National Center on Student Progress Monitoring,
www.studentprogress.org





Mastery Measurement IEPs

Technical problems for quantifying progress:

- Cannot index maintenance.
- No reliability/validity.
- Unmanageable IEPs.

National Center on Student Progress Monitoring, www.studentprogress.org

What Is Curriculum-Based Measurement?

- Developed by Stanley Deno in 1970s as means for assessing effectiveness of special education intervention model.
- Based on idea that teachers could use repeated measurement data to formatively evaluate their instruction and improve their effectiveness.
- Research resulted in development of generic set of progress monitoring procedures in basic academic skills.

(Deno, 2003)

Key Features of CBM

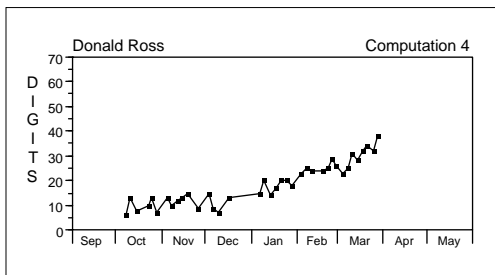
General Outcome Measures (GOM)

- Check “vital signs.”
- Generalized thermometer that allows for reliable and valid cross comparison of data.
- Measures are simple, accurate, efficient indicators that guide and inform a variety of decisions.

Types of CBM

- Reading
- Spelling
- Written Expression
- Math

Donald's Progress in Digits Correct Across the School Year



Additional Ways to Collect Information

- Duration recording
- Event/frequency recording
- Interval recording
- Latency recording

Duration Recording

- Use this method of recording when you want to know the exact length of time a student performs a target behavior.
- **Examples:**
 - Length of tantrum
 - Amount of in ~~act~~ behavior

Event or Frequency Recording

- Use this type of recording to record the number of times the target behavior occurs.
- **Examples:**
 - Talking out
 - Visits to the principal's office
 - Times tardy to class

Interval Recording

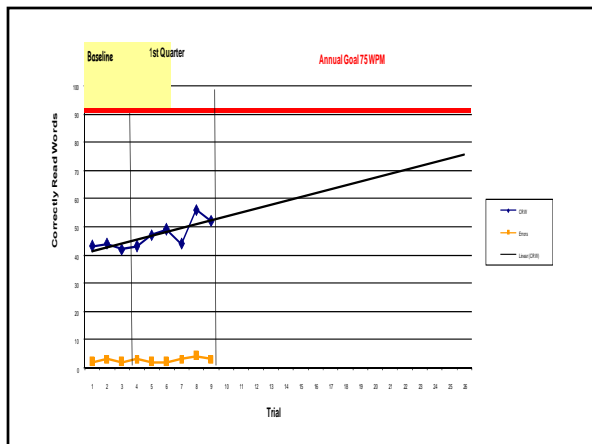
- Use this type of recording to estimate the percent of time a behavior is occurring.
- **Examples:**
 - Rocking
 - On ~~task~~ behavior

Latency

- Use this type of recording document the time it takes for student to respond.
- **Examples:**
 - Time it takes to sit down
 - Time it takes to begin writing
 - Time it takes to join circle

A Picture is Worth a Thousand Words

- Data should be displayed in chart or graph form.
- Visual representation of performance allows team to make educational decisions.
- Students can be motivated by graphs.



IEP Checklist

This checklist can be used to assist parents:

- in organizing for an upcoming IEP
- in reviewing a proposed IEP to determine if it is well written

Thank You

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Sample Goals

Sample 1: High School Goal addressing written expression and transition using teacher made checklist.

Student: Javier	Area of Need: Written Expression
Grade: 11th	
<p>Present Level of Performance: Javier has been developing plans for what he will do after graduation (in 12 months). After several job shadow experiences he has decided he would like to work with animals either working in a pet store or veterinary office. He will begin to submit applications and letters of inquiry next year and he needs to improve his writing skills. His current writing can be difficult to understand due to punctuation and spelling errors. Javier demonstrated 40% accuracy for punctuation, capitalization and spelling on a recent writing sample.</p>	
<p>Annual Goal: By 6/09, given a proofreading checklist, Javier will edit his writing and demonstrate 90% accuracy for punctuation, capitalization and spelling on one of his writing samples.</p>	
<p>How will progress be monitored: Each week, Javier will submit 2 copies of a writing sample to the special education teacher. Javier will edit his copy and the teacher will identify any errors on the 2nd copy. The 2 samples will be compared and the percentage of errors corrected will be counted and graphed. Javier will maintain a graph of the scores and it will be sent to his parents each marking period.</p>	
<p>Objectives/Benchmarks: ** By 11/08, given editing checklist, Javier will correct 52% of errors. By 1/09, given editing checklist, Javier will correct 64% of errors. By 3/09, given editing checklist, Javier will correct 76% of errors. By 6/09, given editing checklist, Javier will correct 90% of errors.</p>	

**** In place of instructional objectives, the team can share the editing checklist with the parents to demonstrate the skills Javier will be working on throughout the school year.**

Sample 2: Behavior Goal Using Duration Data Collection

Student: Benjamin	Area of Need: Behavior
Grade: 7th	
<p>Present Level of Performance: Benjamin is academically very capable yet he is doing poorly in most core content classes. Benjamin will speak disrespectfully (sarcastic tone and language) when he feels singled out and/or picked on by other students. He will frequently misread comments from teacher and peers attributing judgment when there is none. Because of frequent verbal altercations with the teacher and peers, Benjamin is sent out of the class to the Student Support Center on a regularly basis for a “cool down” period and processing. He often misses important instructions while he is gone. He fails to complete classroom assignments because he doesn’t know what to do and his in-class work time is shortened due to the length of time it takes him to be seated and ready to learn. On a typical week, he is in the classroom for 186 out of 288 instructional minutes.</p>	
<p>Annual Goal: By June 2009, Benjamin will increase his ability to communicate appropriately with teacher and peers (answer with respectful tone/language and/or ask for clarification about what was meant by the comment)) as evidenced by participation in the classroom for at least 250 minutes of instructional time each week.</p>	
<p>How will progress be monitored: The amount of minutes Benjamin spends at the Student Support Center will be logged for each visit. This time will be totaled and subtracted from 288 each week. Increase in class time will be recorded and graphed on a weekly basis.</p>	
<p>Objectives/Benchmarks ** By 11/08, Benjamin will be in class for 202 out of 288 minutes each week. By 1/09, Benjamin will be in class for 218 out of 288 minutes each week By 3/09 Benjamin will be in class for 234 out of 288 minutes each week By 6/09, Benjamin will be in class for 250 out of 288 minutes each week</p>	

**** In place of instructional objectives, the team can share a list of the communication and self-regulation strategies that will be taught throughout the school year.**

Sample 3: Elementary Math Skills Using Curriculum Based Measurement

Student: Stephanie	Area of Need: Math
Grade: 6th	
<p>Present Level of Performance: Stephanie enjoys math and science, but her participation in related activities is hampered by her difficulty with math calculation. She can successfully compute all four operations with single digits. She can add and subtract multi-digit examples with and without regrouping; knows multiplication facts through 9 and can multiply 2 digit numbers by a 1 digit number. She needs to work on multiplication with 2 digit numbers, division facts through 9 and adding fractions with like denominators. These are skills typically mastered by the end of the 4th grade. On a 4th grade level multi-skills math probe, she scores 32 correct digits (average beginning 4th grade).</p>	
<p>Annual Goal: By June 2009, given a 4th grade level mixed skills math calculation probe, Stephanie will answer 53 correct digits.</p>	
<p>How will progress be monitored: Weekly, the classroom teacher will give Stephanie a grade 4 mixed skills calculation probe. Correct digits will be counted and graphed.</p>	
<p>Objectives/Benchmarks ** By 11/08, given a 4th grade level mixed skills math calculation probe, Stephanie will get 36 correct digits By 1/09, given a 4th grade level mixed skills math calculation probe, Stephanie will get 42 correct digits. By 3/09 given a 4th grade level mixed skills math calculation probe, Stephanie will get 48 correct digits. By 6/09, given a 4th grade level mixed skills math calculation probe, Stephanie will get 53 correct digits.</p>	

**** In place of instructional objectives, the team can share a list of the 4th grade level math skills that will be taught throughout the school year.**

IEP Checklist for Present Levels

Yes	No	Component of Present Level Statement	Comments
		Student's area of need is clearly identified	
		Student's strengths in area of need are identified	
		Skill/behavior to be addressed is defined in observable and measurable terms	
		Skills attained by student in area of need are described	
		Skills to be attained next are described	
		Sources of information determining strengths and areas of need are identified and current	
		Objective baseline data on defined skill or behavior is included	
		Measurement tool or methodology can be repeated frequently for progress monitoring	
		Description of how the disability will impact the student's involvement and progress in the general curriculum is included	
		The skill/behavior is described in relationship to expectations within the general education setting (norms are included)	
		Student's interests, preferences and goals are identified	
		Effective curricular/instructional strategies for this student are identified	
		Information is instructionally relevant	
		Language is free of jargon	

IEP Checklist for Measurable Goals

Yes	No	Components of Measurable Goals	Comments
		Matches information described in present level statement	
		Describes what the student <u>will do</u> in observable terms (passes "Stranger Test")	
		Includes condition that must be present when student exhibits skill/behavior	
		Includes specific performance criteria	
		Goal reflects appropriate growth rate considering available norms and knowledge of student	
		Performance criteria is challenging yet realistic	
		Goal can be accomplished within specified amount of time	
		Goal is relevant considering the grade, age, and/or developmental level and remaining years in school (passes "So What Test")	
Yes	No	Components of Monitoring Plan	
		Measurement tools is designed to be repeated frequently	
		Schedule for progress data collection is identified	
		Who will collect data is identified	
		Where data will be collected is identified	
		How parents will be notified of progress is identified	