Special Education Leads: Quality IEP Goals and Progress Monitoring Benefits Everyone

Mark R. Shinn, Ph.D.
Professor and School Psychology Program Coordinator
National Louis University, Skokie, IL
markshinn@icloud.com
http://markshinn.org

June 19th, 2014
My Area of Expertise

1 of 6 members of Technical Review Panel, National Center for Student Progress Monitoring, USDE/OSEP 2003-2007

Author of More than 100 Refereed Journal Articles and Book Chapters on the Topic of CBM, Progress Monitoring, and Screening

Editor and Contributor to 2 Major Texts on CBM
Disclosure

Mark R. Shinn, Ph.D. Serves as a Paid Consultant for Pearson Assessment for their AIMSweb product that provides CBM assessment materials and organizes and report the information from 3 tiers, including RTI

Mark R. Shinn, Ph.D. Serves as a Consultant for Cambium/Voyager/Sopris for their Vmath product, a remedial mathematics intervention but has no financial interests

Mark R. Shinn, Ph.D. Serves as a Consultant for McGraw-Hill Publishing for their Jamestown Reading Navigator (JRN) product and receives royalties

Mark R. Shinn, Ph.D. Serves as a Member of the National Advisory Board for the CORE (formerly the Consortium on Reading Excellence) and receives a stipend for participation
I See This More Frequently Every Day

Tier 1

Gordon, Emma (Grade 5)
E-formation Educational Averages
Reading - Curriculum-Based Measurement

This chart shows that Emma Gordon improved from 85 Words Read Correct (WRC) in September to 90 Words Read Correct (WRC) at the October Benchmark and to 100 Words Read Correct (WRC) at the November Benchmark and to 110 Words Read Correct (WRC) at the December Benchmark and to 120 Words Read Correct (WRC) at the January Benchmark and to 130 Words Read Correct (WRC) at the February Benchmark and to 150 Words Read Correct (WRC) at the March Benchmark and to 160 Words Read Correct (WRC) at the April Benchmark. The rate of improvement (ROI) from the September Benchmark is 6.8 WRC per week. Currently, Emma Gordon's score is Average compared to E-formation Educational Averages.

Tier 2

Tier 3

Progres Monitoring Improvement Report for Yanni Balla
from 03/18/2010 to 03/19/2010
What I Don’t See As Much Of...

In 1 year, Andreea will read 60 WRC from Grade 2 reading passages

IEP Goals
### Annual Goal:
Frodo will increase his basic reading skills.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Criteria</th>
<th>Evaluations</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Frodo will decode words containing long vowel syllable patterns</td>
<td>80%</td>
<td>Documented Observation</td>
</tr>
<tr>
<td>2.</td>
<td>Frodo will decode words containing the silent syllable pattern (CVCe)</td>
<td>80%</td>
<td>Documented Observation</td>
</tr>
<tr>
<td>3.</td>
<td>Frodo will decode words containing inflected endings (ing, ed, er, y, ly, ful)</td>
<td>80%</td>
<td>Documented Observation</td>
</tr>
</tbody>
</table>
Answer These Questions

1. Are these goals **observable** and **measurable**?

2. Does **attainment** of these goals “reduce” the gap?

3. Do these goals **help teams determine the required intensity of intervention**?
1. Click on the Resources/Downloads Tab

2. Click on the Presentations and Handouts Folder

3. Click on the aimsweb Special Education Leads Quality IEPs Folder
References on CBM and Goal Setting


Resources


Assumptions

Only 1....You Know How to Administer and Score Reading-Curriculum-Based Measurement (CBM)

Or At Least SOME Familiarity
**IEP Goals Big Ideas**

- **Nearly Everyone Dislikes How We Typically Write IEP Goals Now...** It’s Process and Paperwork and Doesn’t Lead to Appropriately Intensive Intervention.
- **IEP Goals Are a Critical Component of IDEA Protection and Provision—** They Allow Parents and Teams to Judge Whether the Potential Negative Effects of SE are Offset by the Benefits of Services... Powerful Interventions to Reduce the Gap.
- **IEP Goals Progress Monitoring Also is a Critical Component of IEP Protection and Provision—** They Allow Special Education Interventions to be Modified When There is a Lack of Benefit.
- **Improving IEP Goals Using CBM, With Fewer, But Better Goals, Leads to Better and More Frequent PM and Better Outcomes.**
- **CBM Was Originally Developed Through Federally Funded Research to Provide SE Teachers with Simple, Scientifically Sound PM Tools for Writing and Measuring Progress toward IEP Goals.**
- **Special Education Leads... If There is Better IEP PM, There Will Be Better Basic Skills PM for All Students.**
Current IEP Goals and Progress Monitoring Practices
What I See Every Day

• Student will perform spelling skills at a high 3rd grade level.

• Student will alphabetize words by the second letter with 80% accuracy.

• Student will read words from the Dolch Word List with 80% accuracy.

• Student will master basic multiplication facts with 80% accuracy.

• Student will increase reading skills by progressing through the reading program with 90% accuracy as determined by teacher-made fluency and comprehension probes by October 2013.

• Student will be a better reader.

• Student will read aloud with 80% accuracy and 80% comprehension.

• Student will make 1 year’s gain in general reading from K-3.

• Students will read 1 story per week.
How Do YOU Write IEP Goals and PM Across Grades in SE?

Taking Inventory of IEP Progress Monitoring Practices Using Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Measure(s) or Tests</th>
<th>Progress Monitoring Frequency</th>
<th>How Goals Are Determined</th>
<th>Time and Cost of Progress Monitoring</th>
<th>Evidence Base as a Progress Monitoring Tool</th>
<th>Consumers’ Perspectives About Usefulness</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teachers Don’t Like What We Are Doing Now

Do you like these IEPs?
I do not like these IEPs
I do not like them Jeeze Louise
We test, we check
We plan, we meet
But nothing ever seems complete.
Would you, could you
Like the form?
I do not like the form I see
Not page 1, not 2, not 3
Another change
A brand new box
I think we all
Have lost our rocks!
"Sadly, most IEPs are horrendously burdensome to teachers and nearly useless to parents. Many if not most goals and objectives couldn't be measured if one tried and all too often no effort is made to actually assess the child’s progress toward the goal."

Bateman and Linden (2008, p. 63)
Unfortunately, the IEP process operates poorly in many places ... For years, IEPs have been based on a mastery measurement framework, which creates

lengthy,

unmanageable documents, and

onerous paper work.

These mastery measurement IEPs, with their long lists of short-term objectives, also fail to provide a basis for quantifying outcomes.

For these reasons and more, IEPs promote, at best, procedural compliance without accounting for individual student learning or describing special education effectiveness.

Lynn S. Fuchs and Douglas Fuchs, Vanderbilt University
Testimony to the President’s Commission on Excellence in Special Education,
Progress Monitoring, Accountability, and LD Identification
April 18, 2002
IEP Goals and Progress Monitoring Practices Are Key Legal Components to the Protections and Provisions
Legal Requirements for IEP Goal Progress Monitoring

Individualized Education Programs

§ 300.320 Definition of individualized education program.

(1) A statement of the child’s present levels of academic achievement and functional performance,

(2)(i) A statement of measurable annual goals, including academic and functional goals designed to—

(A) Meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum;...

(3) A description of—

(i) How the child’s progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and

(ii) When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;
Goals Provide Protection

Advantages of Special Education
- Intensive, Specially Designed Instruction to Meet Students Unique Needs
- Intervention(s) That Reduces the “Gap”
- Required Parental Engagement and Reporting, including Progress

Disadvantages of Special Education
- Potential Loss of Freedom of Association
- Undue Stigmatization

The IEP Describes the Content and the Expected Outcomes of the SE Program to Enable People to Decide if the Advantages Outweigh the Disadvantages
Examples

Grade 4 Student Labeled SLD

Present Level of Performance = Grade 1

Goals and Program
Read Grade 1 Material Successfully in 1 Year
Small Group Instruction
3x per Week for 15 minutes

Goals and Program
Read Grade 3 Material Successfully in 1 Year
Small Group Instruction
5x per Week for 75 minutes
(b) Review and revision of IEPs—(1) General. Each public agency must ensure that, subject to paragraphs (b)(2) and (b)(3) of this section, the IEP Team—

(i) Reviews the child’s IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and

(ii) Revises the IEP, as appropriate, to address—

(A) Any lack of expected progress toward the annual goals described in § 300.320(a)(2), and in the general education curriculum, if appropriate;
Revising IEPs to Address Lack of Progress

How Does Your School/District ENSURE that IEPs are Revised to Address Any Lack of Expected Progress?
Frequent Progress Monitoring Is Linked to Improved Achievement with Effect Sizes (ES) of .70 and greater.

On a normal curve basis, this means improvement from the 50th percentile to the 76th percentile

With Decision Rules and Consultation Support, the ES rises to .90

On a normal curve basis, this means improvement from the 50th percentile to the 80th+ percentile


Frequent Formative Assessment Overall

And the Number 1 Most Powerful TEACHING Variable

Pre-Correction:
How We DON’T Write Goals

Goals Are Not About US: What WE Can Accomplish

Therefore, We Don’t Judge/Write Goals Based On Their “Attainability”

Goals ARE About What STUDENT’S Need

Therefore, The Goals Should Drive Intervention Intensity
Think “Biggest Loser”

Lose 1 Pound Per Week

- Entirely Doable
- Wouldn’t Take THAT Intense an Intervention to Achieve It (Whew!)

Lose 5 Pounds Per Week

- Would Take a Much More Intensive Intervention to Meaningfully Reduce the Gap!
Quality Progress Monitoring is a National Priority Since 2003
1. **Technical adequacy** (reliability and validity);

2. Capacity to **model growth** (able to represent student achievement growth within and across academic years);

3. **Treatment sensitivity** (scores should change when students are learning);

4. **Independence from specific instructional techniques** (instructionally eclectic so the system can be used with any type of instruction or curriculum);

5. **Capacity to inform teaching** (should provide information to help teachers improve instruction);

6. **Feasibility** (must be doable).
# Sample National RTI Center PM Review Results

![Chart Legend:](chart_legends.png)

<table>
<thead>
<tr>
<th>TOOLS</th>
<th>AREA</th>
<th>General Outcome Measures</th>
<th>Mastery Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Reliability of the Performance Level Score</td>
<td>Reliability of the Slope</td>
</tr>
<tr>
<td>Curriculum Based Measurement in Reading (CBM-R)</td>
<td>Fluency</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td></td>
<td>Letter Sound Fluency</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td></td>
<td>Maze Fluency</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td></td>
<td>Passage Reading Fluency</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td></td>
<td>Word Identification Fluency</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>Dynamic Indicators of Basic Early Reading</td>
<td>Initial Sound Fluency</td>
<td>★</td>
<td>★</td>
</tr>
</tbody>
</table>
What Quality Observable and Measurable IEP Goals

In 1 Year (Expiration of the IEP), John will

Read 150 Words Correctly (WRC) with 3 or fewer errors from a randomly selected Grade 7 Standard Reading Passage

Earn a score of greater than 35 points on a randomly selected Grade 7 Mathematics Applications Probe

Write 60 Total Words (TWW) with 60 Correct Writing Sequences (CWS) given a randomly selected story starter.
What a Quality PM Graph Looks Like

Progress Monitoring Improvement Report for Student X X
from 02/04/2010 to 06/08/2010

Grade: Reading - Standard Progress Monitor Passages

Expected ROI to Significantly Reduce the Gap

Actual ROI NOW Reducing the Gap
1. Are these goals observable and measurable?

2. Does attainment of these goals “reduce” the gap?

3. Do these goals help teams determine the required intensity of intervention?
Key Vocabulary

Time Frame

WHEN the Goal is to be Reached—Easy...Usually the IEP “anniversary”

Grade-Level Material

The Assessment Material in Which the Student is EXPECTED to Be Successful NOW—Easy... Usually the Student’s Current Grade

Present Level of Performance (PLOP)

The Assessment Material in Which the Student is Successful NOW—Easy and Essential... Determined using a Survey-Level Assessment (SLA)

Goal Material

The Assessment Material in Which the Student is EXPECTED to Be Successful At The End of Intervention and in Which Progress Will Be Measured—Harder..Requires THINKING What Will Meaningfully Reduce the Gap

Criterion for Acceptable Performance (CAP)

The Performance Level that Defines Success—Hardest! Requires THINKING About What Defines Success
Individualized Goal Setting Steps

1. Determine the **Present Level of Performance (PLOP)** based on **Survey-Level Assessment (SLA)**

2. Know the **Time Frame for the Goal** (typically the “**anniversary date**” -- 1 year).

3. Determine the **Level of Curriculum Performance** That Defines **Success** and **Reduces the Gap**

4. Define the **Criterion for Acceptable Performance (CAP)**
A SLA for Grade 6 Student to Write Individualized Goals

- Achievement Level of Average Students in Fall
- PLOP in Grade 6
- Expected Level of Performance

Graph showing Words Read Correct Per Minute (WRCPM) across different benchmark periods.
A SLA for Grade 6 Student to Write Individualized Goals

Median of Grade 6 Benchmark Scores

or

3 Individually Administered Grade 6 Passages

24 WRC

Achievement Level of Average Students in Fall

PLOP in Grade 6

Expected Level of Performance
A Survey Level Assessment to Write Individualized Goals

Potential Goal (and PM) Material

Expected Level of Performance

Words Read Correct Per Minute (WRCPM)

Benchmark Period

©Edformation Inc.
A Survey Level Assessment to Write Individualized Goals

Goal Material and CAP of 90 WRC
Ginny will read aloud **95 WRC** with 3 or fewer errors when given a randomly selected **Grade 4 reading passage** by June 1, 2013.
The Hardest Part: Defining the CAP

Three Approaches:

1. **Norm-Based LEVEL Approaches**
   - Reading as Well as Other Specified Students
     - e.g., reading as well as students @ 50th percentile in School District A
     - e.g., reading as well as students @ 50th percentile nationally

2. **Nationally Norm-Based Rate of Improvement (ROI) Approaches**
   - Improving at the ROI Students at the xth Percentile
     - e.g., ROI of students @ 50th percentile nationally

3. **Standards-Based Approaches**
   - Reading as Well to Increase Likelihood of Meeting Standards on a High Stakes Test
     - (Over the Bar)
     - e.g., reading 80 WRC on Grade 3 probes because students with this score are
Mark’s Approach to CAPs

1. **Use a Local Normative Level to Set the CAP**
   - Reading as Well as Other Specified Students in the Community is Easily Understood
   - Allows Clear Judgments about Whether the Goal Reduces the Gap
   - Enables Teams and Parents to Judge When the Performance Discrepancy is No Longer Significant

2. **Use National ROI to Cross Validate the Goal and Set MINIMUM Short Term Objective (STO)**
   - Considerable Value-Added so Teams Don’t Underestimate Potential Growth

3. **Use a Standards-Based Approach**
   - Enables Schools to Link Their IEP Goals to Standards
   - e.g., Reading 80 WRC on Grade 3 probes *increases Reading Proficiency to the 50th percentile LOCALLY* and students with this score *are highly likely to pass the Grade 3 State Standards Test*
### Norm-Based CAPS

#### Reading - Curriculum Based Measurement
2011-2012 School Year

<table>
<thead>
<tr>
<th>Grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>214</td>
<td>242</td>
<td>244</td>
<td>289</td>
</tr>
<tr>
<td>%ile</td>
<td>Num</td>
<td>WRC</td>
<td>Num</td>
<td>WRC</td>
</tr>
<tr>
<td>90</td>
<td>80</td>
<td>122</td>
<td>142</td>
<td>1.72</td>
</tr>
<tr>
<td>75</td>
<td>55</td>
<td>92</td>
<td>114</td>
<td>1.64</td>
</tr>
<tr>
<td>50</td>
<td>25</td>
<td>65</td>
<td>89</td>
<td>1.78</td>
</tr>
<tr>
<td>25</td>
<td>14</td>
<td>38</td>
<td>66</td>
<td>1.44</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>25</td>
<td>49</td>
<td>1.08</td>
</tr>
<tr>
<td>Mean</td>
<td>37</td>
<td>68</td>
<td>92</td>
<td>1.53</td>
</tr>
<tr>
<td>StdDev</td>
<td>31</td>
<td>37</td>
<td>38</td>
<td>0.19</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>221</td>
<td>245</td>
<td>250</td>
<td>293</td>
</tr>
<tr>
<td>Num</td>
<td>WRC</td>
<td>WRC</td>
<td>WRC</td>
<td>WRC</td>
</tr>
<tr>
<td>90</td>
<td>131</td>
<td>159</td>
<td>171</td>
<td>1.11</td>
</tr>
<tr>
<td>75</td>
<td>111</td>
<td>139</td>
<td>150</td>
<td>1.14</td>
</tr>
<tr>
<td>50</td>
<td>86</td>
<td>114</td>
<td>127</td>
<td>1.14</td>
</tr>
<tr>
<td>25</td>
<td>65</td>
<td>91</td>
<td>103</td>
<td>1.06</td>
</tr>
<tr>
<td>10</td>
<td>47</td>
<td>75</td>
<td>87</td>
<td>1.11</td>
</tr>
<tr>
<td>Mean</td>
<td>88</td>
<td>114</td>
<td>128</td>
<td>1.11</td>
</tr>
<tr>
<td>StdDev</td>
<td>35</td>
<td>33</td>
<td>33</td>
<td>0.06</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>223</td>
<td>247</td>
<td>253</td>
<td>293</td>
</tr>
<tr>
<td>Num</td>
<td>WRC</td>
<td>WRC</td>
<td>WRC</td>
<td>WRC</td>
</tr>
<tr>
<td>90</td>
<td>161</td>
<td>181</td>
<td>190</td>
<td>0.81</td>
</tr>
<tr>
<td>75</td>
<td>141</td>
<td>158</td>
<td>170</td>
<td>0.91</td>
</tr>
<tr>
<td>50</td>
<td>112</td>
<td>138</td>
<td>150</td>
<td>1.06</td>
</tr>
<tr>
<td>25</td>
<td>87</td>
<td>115</td>
<td>129</td>
<td>1.17</td>
</tr>
<tr>
<td>10</td>
<td>66</td>
<td>94</td>
<td>102</td>
<td>1.00</td>
</tr>
<tr>
<td>Mean</td>
<td>113</td>
<td>136</td>
<td>148</td>
<td>0.97</td>
</tr>
<tr>
<td>StdDev</td>
<td>38</td>
<td>36</td>
<td>38</td>
<td>0.11</td>
</tr>
</tbody>
</table>

**Local Norms**

137 153 165

**National Norms**

107 125 139
Standards-Based CAPS

A Grade 4 student who reads 67 WRC has a greater than 50% chance of passing the state standards test at the beginning of the year.

A Grade 4 student who reads 136 WRC has a greater than 80% chance of passing the state standards test at the end of the year.
Special Education Leads

With the **Considerable Research Base** **Showing Significantly Increased Achievement** When Goals Are Written and Progress Monitored This Way

When **Considerable Practice Experiences** Demonstrate that the **Current Process is Mindless and Meaningless**

Regardless of RtI, MTSS, or Lack of Staff Interest, **You Don’t Take a Vote…You LEAD**
<table>
<thead>
<tr>
<th>Tier</th>
<th>Goal Material</th>
<th>Time Frame and Frequency</th>
<th>Criterion for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>Individualized Based on PLOP</td>
<td>IEP Annual Goal</td>
<td>Significantly Reduce the Gap</td>
</tr>
<tr>
<td>RTI for Eligibility</td>
<td>Grade-Level Materials</td>
<td>4-10 Weeks Weekly</td>
<td>Reduce the Gap</td>
</tr>
<tr>
<td>Tier 1: Benchmark</td>
<td>Grade-Level Materials</td>
<td>End of Year Benchmark to Benchmark</td>
<td>Adequate Progress and “Over the Bar”</td>
</tr>
<tr>
<td>Tier 2: Strategic</td>
<td>Grade-Level Materials</td>
<td>End of Year Month to Month</td>
<td>Reduce the Gap</td>
</tr>
<tr>
<td>Tier 3: Frequent PM</td>
<td>Usually Grade Level</td>
<td>End of Year Weekly</td>
<td>Reduce the Gap</td>
</tr>
</tbody>
</table>

Special Education Leads!!, Providing Protection, increasing PM Capacity and skill