Ensuring Equity & Excellence
for Students with Disabilities

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Meet Our Presenters

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What We Will Cover Today

1. Impact of Endrew F. v. Douglas County School District RE-1 Supreme Court ruling

2. Common challenges facing students, parents, educators, and school districts in complying with Endrew

3. Why ambitious IEPs with clear goals are more important than ever

4. How to use CBM data to write robust goals and objectives

5. Strategies for evaluating IEP goals across a district to ensure rigor

6. Tools for using research-based instructional practices

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Audience Poll

Since the Endrew ruling have you seen special education policy changes in your state or district?

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About Pivot

- Education nonprofit based in Oakland, CA.

- Provided technical assistance to over 100 school districts serving nearly 1.6 million students in 2017-18 school year.

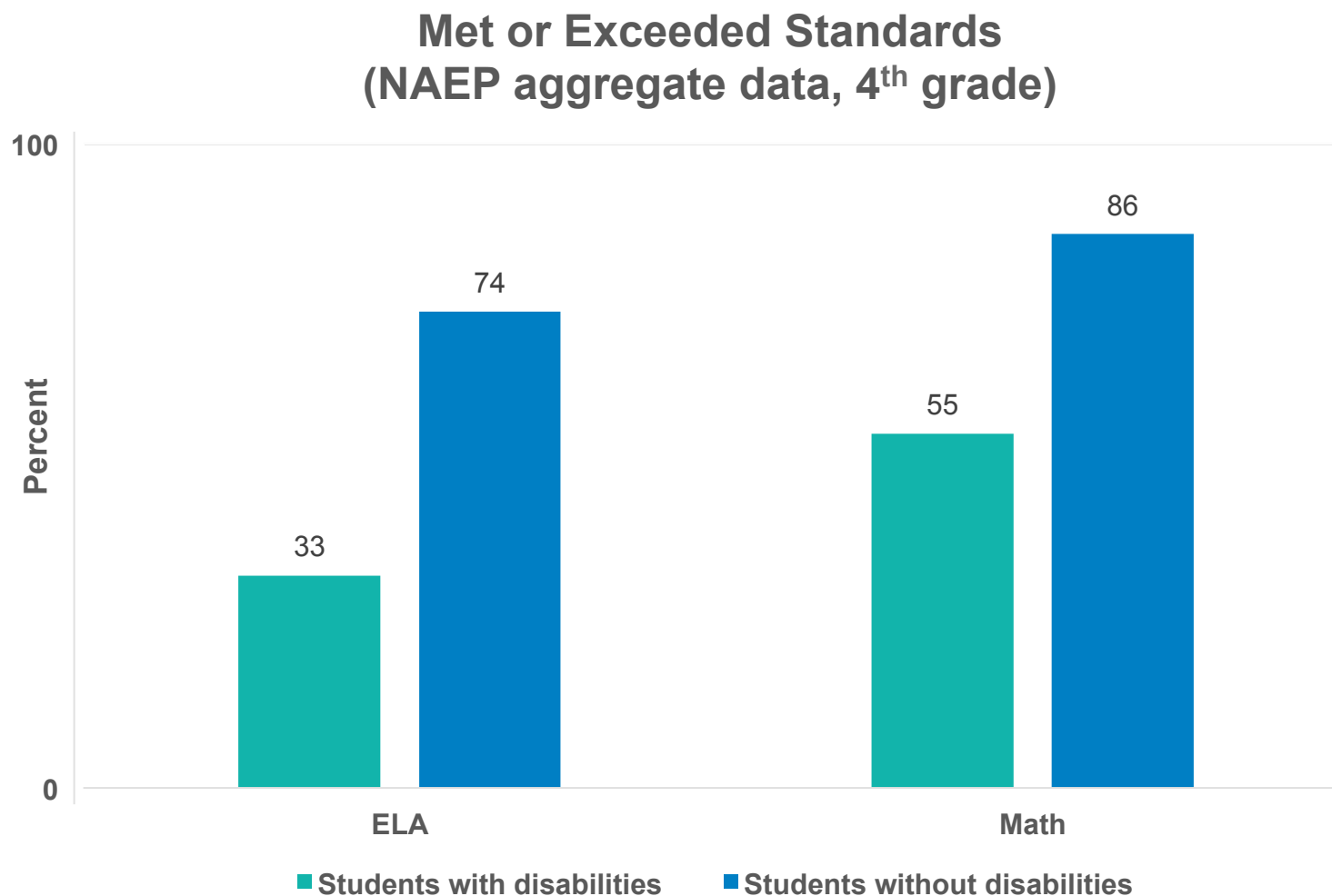- Founded in 1995.

- Merged with CORE in 2017.

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Wide Achievement Gaps Still Persist for Students with Disabilities in California

**Met or Exceeded Standards
(Smarter Balanced, 2017)**
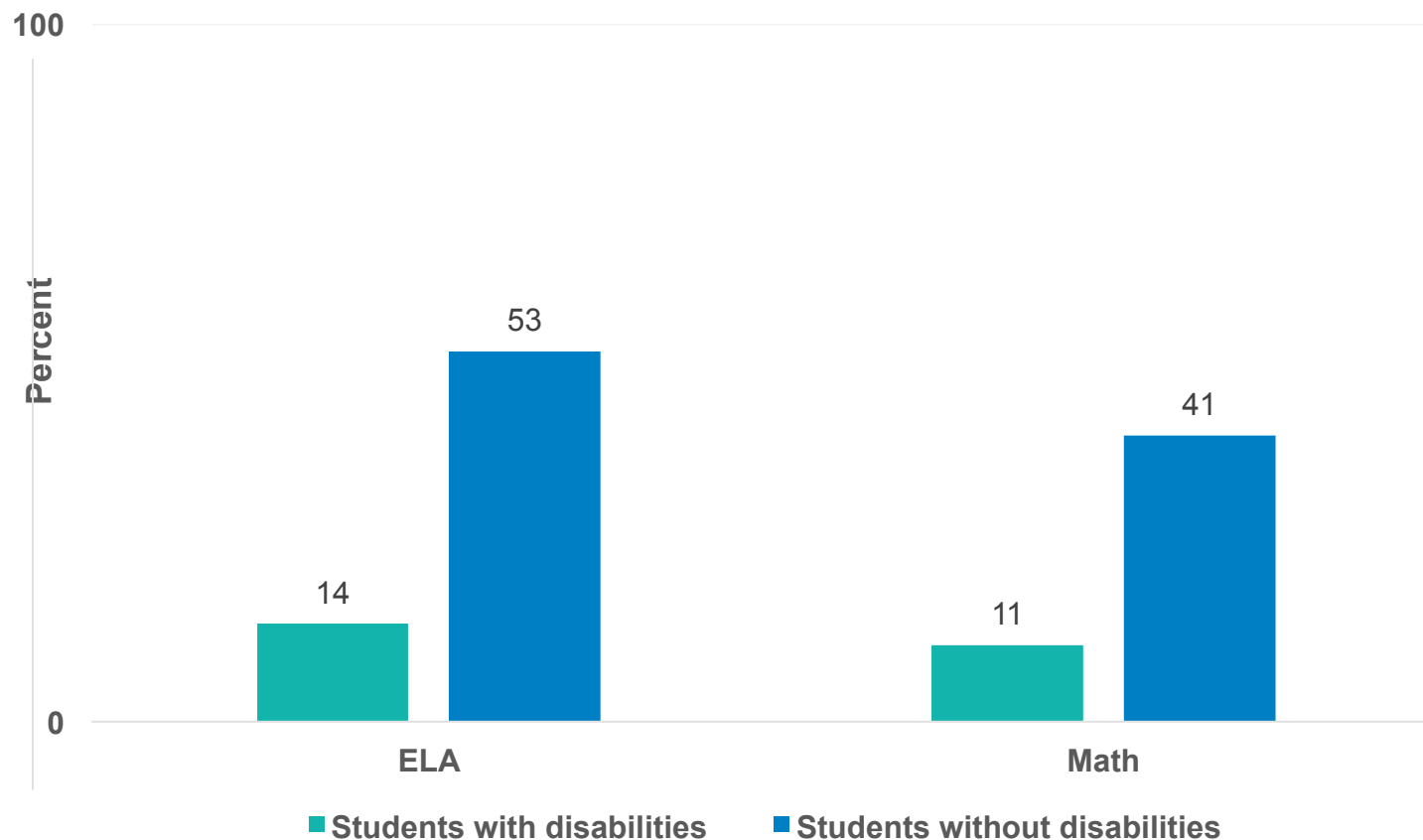
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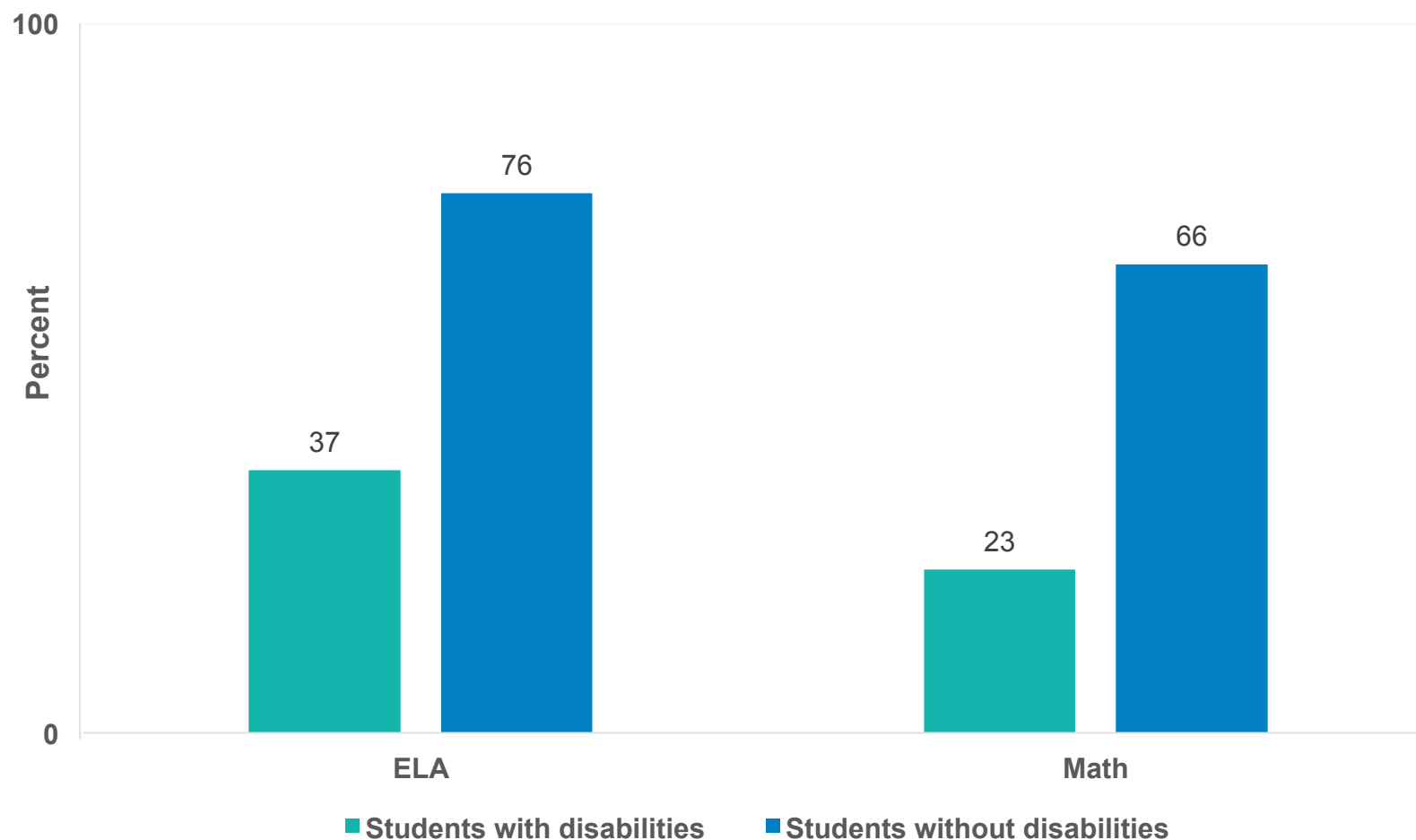
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... and Across the Country

Met or Exceeded Standards
(NAEP aggregate data, 4th grade)

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… and Across the Country

Met or Exceeded Standards
(NAEP aggregate data, 8th grade)

■ Students with disabilities ■ Students without disabilities
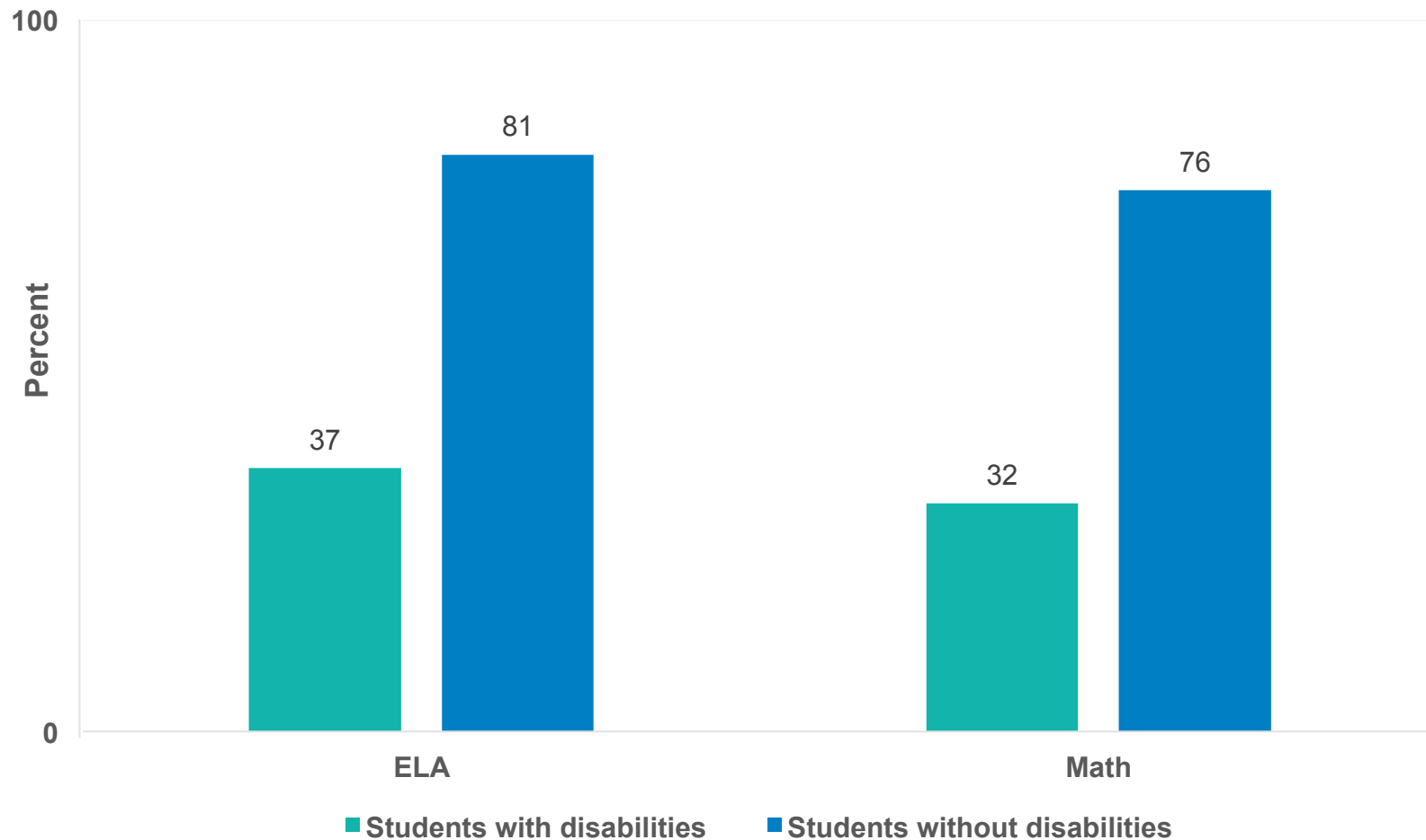
… and Across the Country

Met or Exceeded Standards
(NAEP aggregate data, 12th grade)

ELA: Students with disabilities 37, Students without disabilities 76
Math: Students with disabilities 23, Students without disabilities 66

■ Students with disabilities ■ Students without disabilities

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Let's Take a Look at IEPs

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Rowley and *Endrew*

Rowley (1982)

- IEP Must set out an educational program that is "reasonably calculated to enable the child to receive educational benefits."

- Educational Benefit interpreted over the years as "merely more than *de minimi*" or "some benefit"

Endrew (2017)

- IDEA requires an educational program[1] reasonably calculated[2] to enable a child to make progress[3] appropriate in light of the child's circumstances[4] AND the chance to meet challenging objectives.

- Supreme Court Rejects *de minimis* but did NOT provide a standard to determine progress.

Progress

Endrew (2017): Highlights Progress is forward moving OR not regressing as rapidly might be predicted in a progressively degenerative condition (MD)

1) Student Placement

– Fully integrated in general education classroom: progress means achieve passing marks and advance grade-to-grade as stated in *Rowley*

– NOT fully integrated: "progress must be appropriately ambitious in light of his circumstances, just as grade-to-grade is appropriately ambitious for most children in the regular classroom."

2) Curriculum Delivered, How and by Whom

– Programs need to be ambitious for the students and contain challenging objectives

3) Child's Circumstances

– Instruction offered must be specially designed to meet a child's unique needs

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Endrew's Implications for Practice

IEP Teams should:

- Include ongoing assessment to monitor students progress toward goals and to inform instructional decisions.

  - Research-based practice for monitoring progress like Curriculum-Based Measurement (CBM).

- CBM measures can be used to:

  - Set IEP goals

  - Monitor Student progress toward IEP goals

  - Indicate when instruction needs to change and/or additional data needs to be collected

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Audience Poll

How are you currently monitoring IEPS?

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Audience Chat

How can you leverage what you already do to evaluate how schools are doing writing IEP goals?

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Standards-Based IEPs: Guidelines from National Association of State Directors of Special Education

- Step 1: Consider the grade-level content standards for the student (enrolled or based on age)

- Step 2: Examine classroom and student data to determine where the student is functioning in relation to grade-level standards

- Step 3: Develop the present level of academic achievement and functional performance

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Standards-Based IEPs: Guidelines from National Association of State Directors of Special Education

- **Step 4: Develop measurable annual goals aligned with grade-level academic content standards**

- **Step 5: Assess and report the student's progress throughout the year.**

- Step 6: Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum

- **Step 7: Determine the most appropriate assessment option.**

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Writing IEP Goals Using CBMs

Why CBM is a logical choice for writing Goals:

1) Aligned to what is being taught

    – Helps with instructional planning

2) Predictive of high-stakes outcomes

    – Assists with goal setting

3) Sensitive to learning/growth and can be given frequently (20+ alternate forms)

    – Allows for monitoring progress

4) Efficient to give (1 – 5 minutes)

    – Less time testing and more time teaching

5) Easy to administer, score, and interpret (graphs)

    – High utility and easy to share with students, parents

6) Research Based

    – Reliable and valid

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Components for writing IEP goals

1) **Time** (the amount of time the goal is written for, typically 1 year)

– "In 1 year…"

2) **Learner** (the student for whom the goal is being written)

– "…Jose will..."

3) **Behavior** (the specific skill the student will demonstrate)

– "...read aloud..."

4) **Level** (the grade the content is from)

– "...second grade..."

5) **Content** (what the student is learning about)

– "...reading..."

6) **Material** (what the student is using)

– "...passage from oral passage reading CBM progress monitoring material..."

7) **Criteria** (the expected level of performance, including time and accuracy)

– ...90 words correctly in 1 minute with greater than 95% accuracy."

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Reading Goals

Early Reading:

- In 1 year, Lindsay will produce letter sounds from a kindergarten reading sheet of random letters from Letter Sounds CBM progress monitoring material at 35 letter sounds correctly in 1 minute with greater than 95% accuracy.

Oral Passage Reading (Oral Reading Fluency)

- In 1 year, Jose will read aloud a second grade reading passage, from oral passage reading CBM progress monitoring material, with 90 words correctly in 1 minute with greater than 95% accuracy.

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Criteria for Setting Goals

- End-of-Year Benchmarks

  – Highly recommended

- Norms

  – Recommended only if benchmarks are not available OR

  – With unique populations (subgroups within a region)

- Rate of Growth Norms

  – ONLY with students who are typically performing or students who have exited special education

- Intraindividual Framework

  – ONLY with students who are typically performing or above average

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Overview of Graph Using CBM Data

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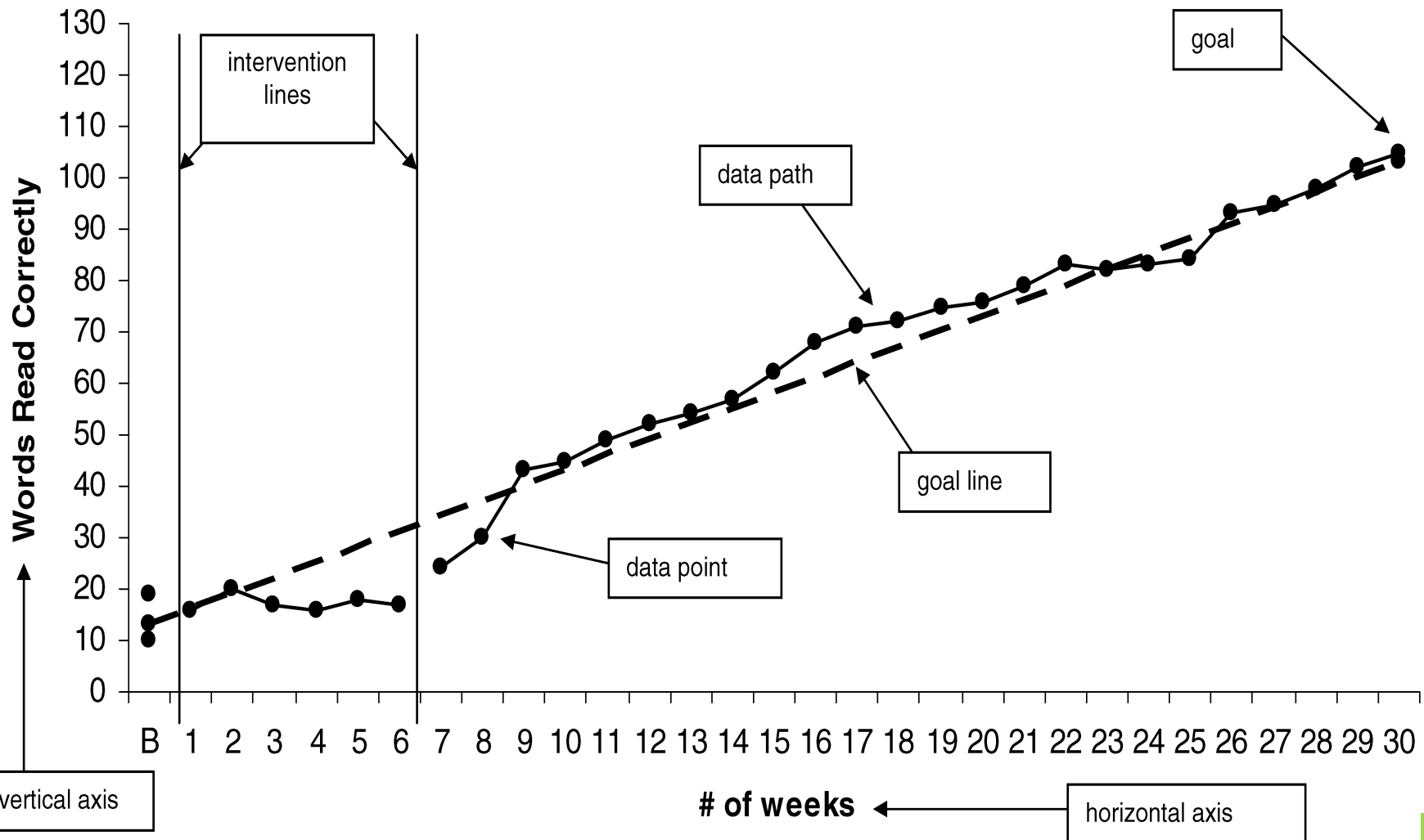
Important things to Consider When Reviewing IEP Graphs

- Always look at BOTH rate of improvement and accuracy. Both are equally important and should be included in the IEP goal.

- THINK- Is the student really improving and how do we know?

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Monitoring Effectiveness of Instruction

- 7 to 12 data points are required to make instructional decisions that are statistically valid.
- Data must be collected regularly and frequently to make a valid instructional decision.
- Behavior data is often collected daily
- Academic data is usually collected once a week.

  - Note: The more frequently skills are monitored, the sooner decisions can be made regarding students progress

Frequency of Progress Monitoring	Instructional Decisions
Daily	2 Weeks (10 data points)
2x and week	1 Month (8 data points)
1x a week	Every Quarter (9 data points)
1x a quarter	1 year (4 data points)

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Characteristics of Effective Progress Monitoring

- Measures the behavior outlined in the goal

- Uses an equivalent measure each time

- Regular and frequent data collection

- Data is easy to collect and interpret

- Takes only a short amount of time from instruction

- Allows for analysis of performance over time

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Gathering further assessment data When:

- Student is not making progress that will close the gap (not reaching goals set using benchmarks or norms)

- All other students receiving the intervention are making progress. This indicates the intervention is appropriate but not for this student

- Student may not have foundational skills intact (phonological awareness, phonics, math facts)

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Rubric for Reviewing IEP GOALS:
From St. Croix River Education District (MN)

- Prior Written Notice

- Present Level of Academic Achievement and Functional Performance (PLAAFP)

- **Goals/Objectives**

- **Progress Monitoring**

- Transition

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Goals/Objectives Portion of SCRED IEP Rubric

Goals/Objectives	4	3	2	1
1. Needs identified in PLAAFP statements are addressed through a goal or adaptation that corresponds to the PLAAFP.	There is a direct relationship between the PLAAFP and the goals or adaptations page for each stated need.	There is a direct relationship between the PLAAFP and the goals. Some needs are not addressed.	There is some relationship between the PLAAFP and the goals.	There is no relationship between the PLAAFP and the goals.
2. Goals are meaningful, measurable, and able to be monitored – whenever possible measures are fluency based (avoid percentages when possible).	Goals are meaningful, measurable, and able to be monitored. Fluency measures are used when appropriate.	Goals are meaningful and measurable but units of measurement should be changed.	Goals are measurable but not meaningful for the stated PLAAFP.	Goals are not meaningful, related to PLAAFP, measurable, or able to be monitored.
3. Goals reflect high expectations but are realistic.	Goals are ambitious enough to drive interventions to allow the child to make meaningful progress.	Goals are somewhat ambitious to allow the child to make progress or goals are too ambitious/unrealistic.	Goals are written such that the student would make progress regardless of the intervention.	Goals are not ambitious enough for the child to make meaningful progress or repeat previous year's IEP.
4. The goal includes the time frame, the conditions, the behavior, and the criterion for acceptable performance.	The goal includes the time frame, the conditions, the behavior, and the criterion for acceptable performance.	A goal contains 3/4 elements.	A goal contains 2/4 elements.	Goals contain less than 2 elements.
5 The goal includes evaluation procedures, frequency of evaluation and identifies the person responsible for monitoring.	The goal includes 1) evaluation procedures, 2) frequency of evaluation, and 3) identifies the person responsible for monitoring progress.	The goal includes 2/3 elements.	Goal includes 1/3 elements.	The goal does not include evaluation procedures and frequency of evaluation.
6. Objectives or benchmarks are related to the goal and are measurable. (Must have at least 2.)	Objectives or benchmarks are clearly related to the goal and are measurable.	Objectives or benchmarks are clearly related to the goal but are not measurable (e.g., do not specify a date, no criterion for acceptable performance).	Objectives or benchmarks are somewhat related to the goal but there is room for improvement.	There is no relationship between objectives or benchmarks to the goal, or there are less than two objectives.

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	Goals/Objectives	4
1.	**Needs identified in PLAAFP statements are addressed through a goal or adaptation that corresponds to the PLAAFP.**	There is a direct relationship between the PLAAFP and the goals or adaptations page for each stated need.
2.	**Goals are meaningful, measurable, and able to be monitored – whenever possible measures are fluency based (avoid percentages when possible).**	Goals are meaningful, measurable, and able to be monitored. Fluency measures are used when appropriate.
3.	**Goals reflect high expectations but are realistic.**	Goals are ambitious enough to drive interventions to allow the child to make meaningful progress.
4.	**The goal includes the time frame, the conditions, the behavior, and the criterion for acceptable performance.**	The goal includes the time frame, the conditions, the behavior, and the criterion for acceptable performance.
5	**The goal includes evaluation procedures, frequency of evaluation and identifies the person responsible for monitoring.**	The goal includes 1) evaluation procedures, 2) frequency of evaluation, and 3) identifies the person responsible for monitoring progress.
6.	**Objectives or benchmarks are related to the goal and are measurable. (Must have at least 2.)**	Objectives or benchmarks are clearly related to the goal and are measurable.

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Progress Monitoring Portion of SCRED IEP

Progress Monitoring	4	3	2	1
The IEP includes a statement of: 1. 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. 2. How the pupil's parents will be regularly informed of their child's progress	There is a statement that addresses the frequency and method of periodic progress reporting to parents, and the frequency is at least as often as parents are informed of their nondisabled student's progress.	There is a statement that addresses the frequency and method of periodic progress reporting to parents, but the frequency is less than parents are informed of their nondisabled student's progress.	The statement addresses either the frequency or method of periodic progress reporting to parents, but not both elements.	The statement does not exist or does not clearly address any required element.
A graph is attached to the IEP or included in the student's file for each goal. Graph must reflect what is written in the goal (i.e., a WPM graph for a WPM goal), including frequency of data collection.	Each goal has a graph or checklist and data are collected per the IEP.	Each goal has a graph or checklist and data are collected but less frequently than the IEP states.	Each goal does not have a graph or checklist, but there is evidence of regular data collection, or each goal has a graph or checklist but there is no evidence of regular data collection.	There are not any graphs or checklists and little or no data is collected, or the graph does not accurately reflect the goal.
The graph has acceptable quality in the following elements: 1. descriptive title 2. labeled axes 3. consistent intervals on axes 4. trendline 5. aimline 6. parent friendly	Graph has acceptable quality in all applicable elements. * AIMSweb academic and behavior graphs will receive a rating of 4. *SpEd Forms graphs do NOT currently fulfill CIMP criteria.	Graph reflects acceptable quality in 1 item less than all applicable elements.	Graph reflects acceptable quality in 2 items less than all applicable elements.	Graph reflects acceptable quality in 3 items or less than all applicable elements.
There is evidence of an instructional change when progress toward the goal is insufficient.	• A decision making rule is used to make decisions about instructional changes. • A line is drawn on the to indicate when a change occurs when progress is insufficient. • Or, there is good evidence that interventions were documented and implemented when progress was insufficient. • Or, progress was sufficient. No instructional change was warranted.	Instructional change is documented. Decision making rule was used, but not in a timely manner (e.g., instructional change should have been implemented earlier). .	No decision-making rules are used. Interventions are implemented with students on an inconsistent basis.	There is insufficient evidence to determine whether any instructional change occurred when student progress is insufficient. There is evidence of insufficient student progress but no instructional change was documented.

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Progress Monitoring	4
The IEP includes a statement of: 1. 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. 2. How the pupil's parents will be regularly informed of their child's progress	There is a statement that addresses the frequency and method of periodic progress reporting to parents, and the frequency is at least as often as parents are informed of their nondisabled student's progress.
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Evaluation IEPs from a Systems Level

- Use the rubric to rate and rank how goals are written

- Also consider if students goals are increasing from year to year and if they are making adequate progress

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What Kind of Assistance

- If goals are not written properly and/or the student is not improving it is a symptom of a bigger problem:

- What are some reasons for the problem?

  – Assessment Knowledge? (what type of data to collect, how to collect the data, and how to use it to make decisions)

  – Instructional Knowledge? (how to determine what students need assistance on, fidelity of implementation)

  – Student behaviors? (attendance, out of class)

  – Teacher behaviors? (has not been trained on how to write appropriate IEP goals)

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Tools for using research-based instructional practices

- *Assessing Reading: Multiple Measures* (CORE)

  – Phonological Awareness Measure including Spanish versions

  – Phonics Survey

  – High-Frequency Word Survey

  – Spelling Inventories

  – Oral Reading Fluency Measures

 – Vocabulary Screening

  – Maze Tests

Tools for using research-based instructional practices

- *Teaching Reading Sourcebook* (CORE)

  – Word Structure (English and Spanish)

  – Early Literacy (Print Awareness, Letter Knowledge, Phonological Awareness)

  – Decoding & Word Recognition (Phonics, Irregular Word Reading, Multisyllabic Word Reading,

  – Fluency

  – Vocabulary (Word Instruction, Word-Learning Strategies, Word Consciousness

  – Comprehension (Literary Text & Informational Text)

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What does this mean for.....

- **States:** Having a plan and tools for monitoring IEP goals, informs guidance, PD, and policy.

- **Districts:** Monitoring IEP goals informs areas of concern in order to target PD opportunities and implement policies and procedures.

- **Teachers:** Clear IEP goals allows them to monitor student progress in order to change instruction and better meet the needs of each student.

- **Parent/Advocate:** Clear IEP goals provides an opportunity to collaborate and collectively work toward helping the student be successful.

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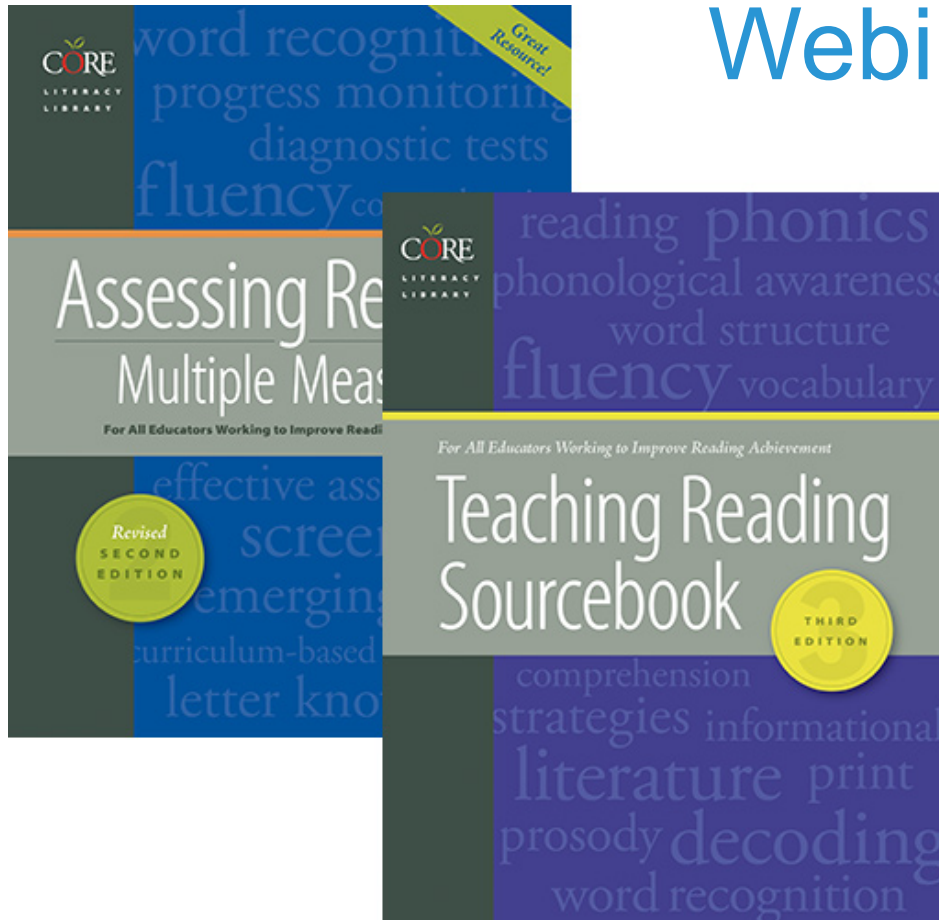
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