National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

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K-12 Goal Writing Strategies

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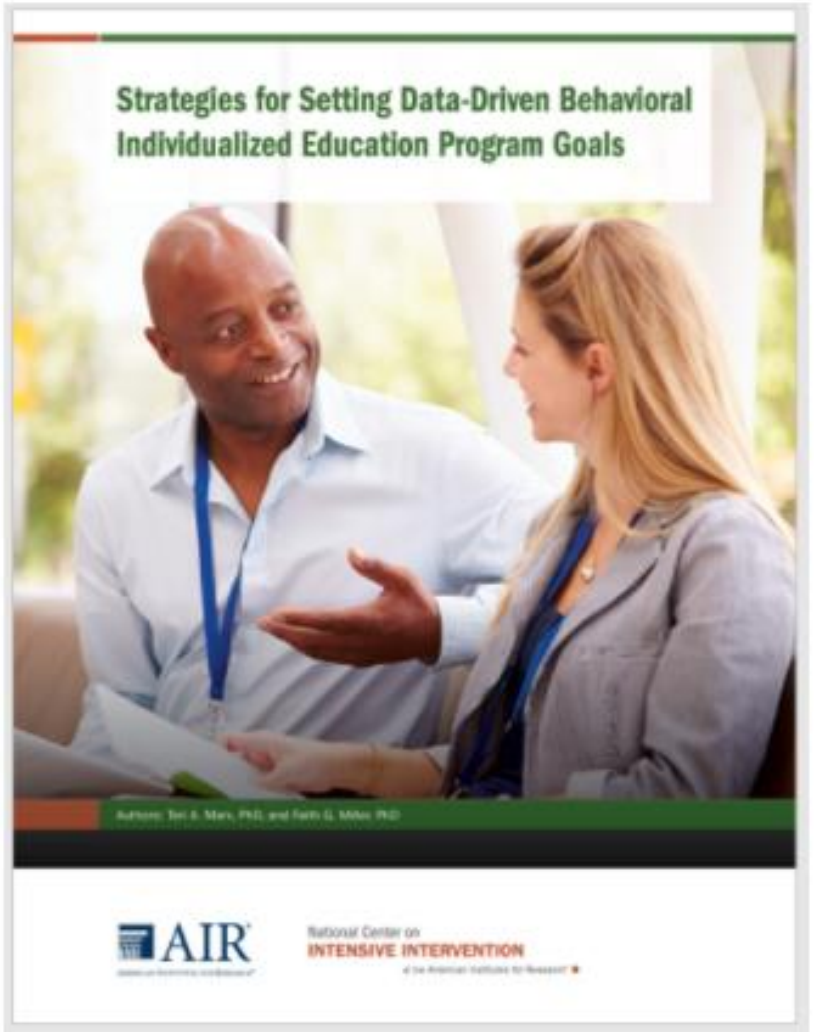
Welcome!

- Introductions
- Materials/Handouts

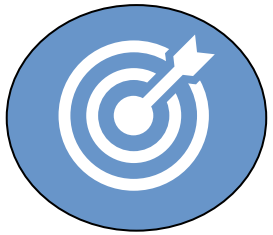


A Call to Action: *Endrew F.* v. *Douglas County School District* (2017)

Addresses the "de minimis" ***educational benefit*** standard set in the 1982 *Board of Education v. Rowley* decision

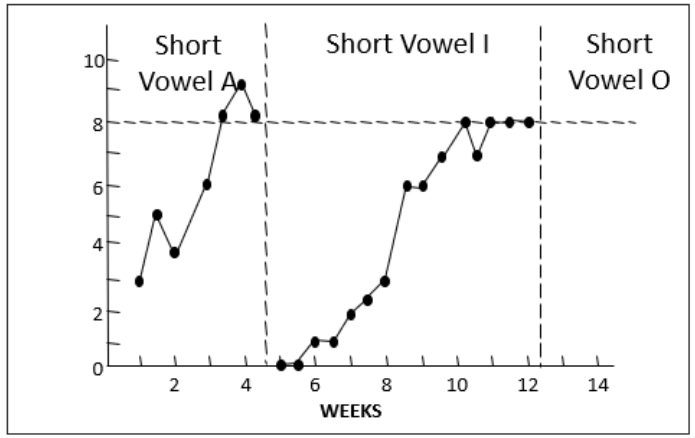
Requires that, "a school must offer an IEP reasonably calculated to enable a child to make ***progress appropriate in light of the child's circumstances***." (*Endrew,* 2017, p. 16)

Steps for Goal Setting

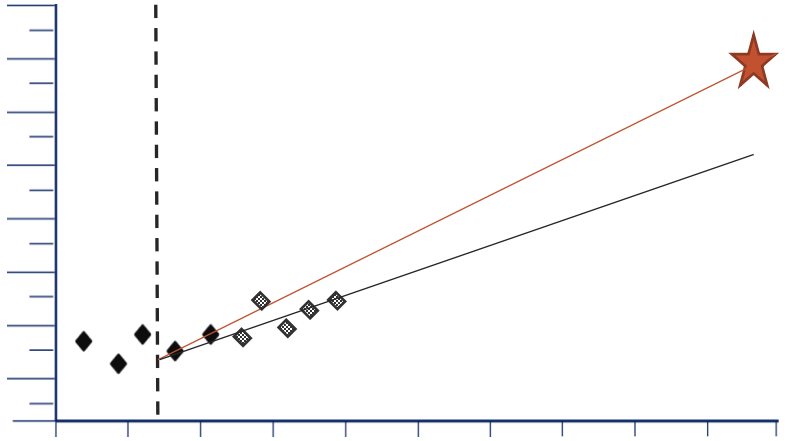
1. Select a Target and Measure 
2. Establish Baseline Performance 
3. Choose a Strategy for Setting the Goal 
4. Write a Measurable Goal 

Step 1: Select the Target and Measure

- Determine target behavior
- Identify a measure



Single Skill Measure



General Outcome Measure

Did you know…

Monitoring progress is not the same as **progress monitoring**.

Monitoring Progress

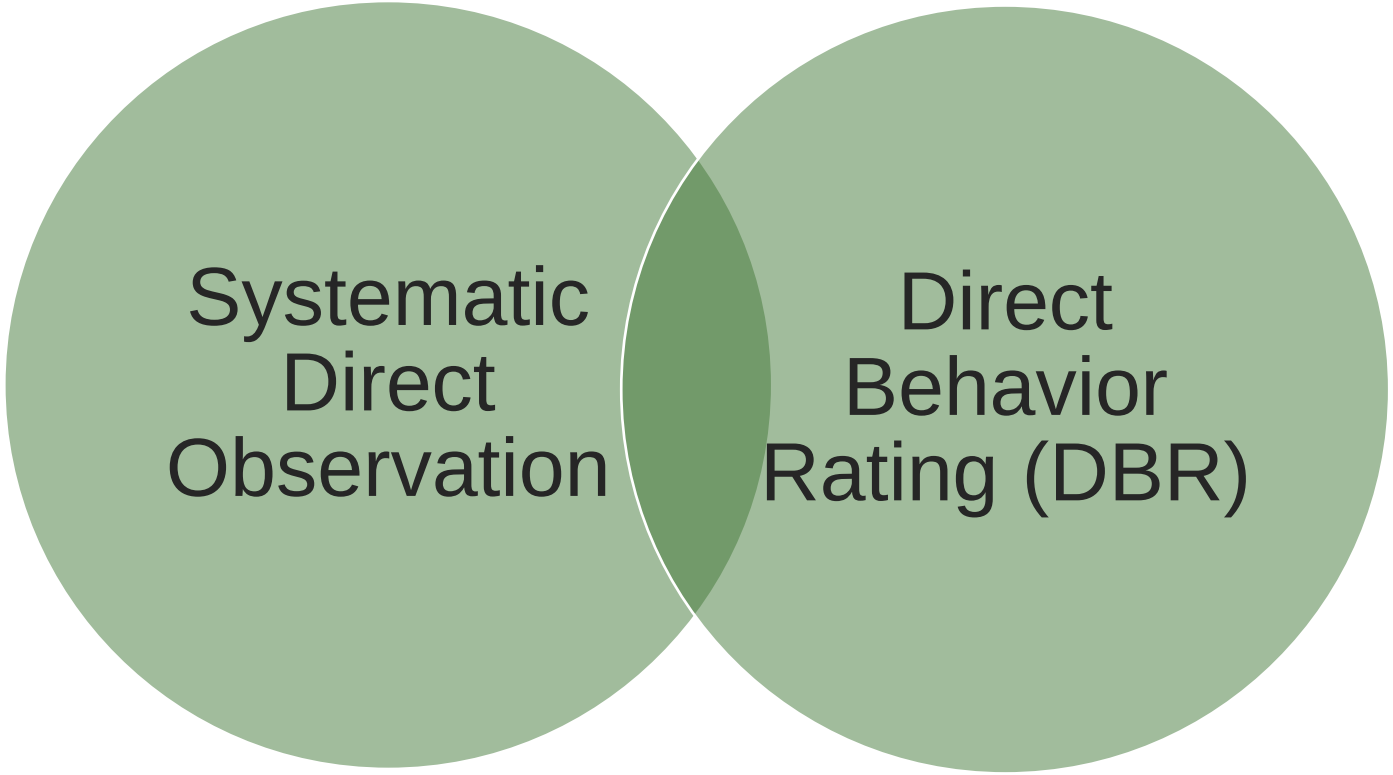
- Can occur daily
- Occurs during instruction
- Provides data for immediate, real-time instructional decisions
- Aligns with HLPs (, e.g., interpreting student thinking, monitoring instruction)
- Often informal, unstandardized
- Used for ALL students
- Uses formative assessments, questioning, providing feedback, and similar strategies.

Progress Monitoring

- Standardized delivery
- Requires valid and reliable tools
- Frequency depends on intensity of instruction
- Requires ongoing data (i.e., 4-6 data points) for valid interpretation
- Used for entitlement decisions
- Requires graphed data
- Used for students verified as at-risk (~20-25%)
- **Used for intervention goal setting.**

What about behavior?

Focus behavioral goals on a skill that can be taught and measured (e.g., student will use a self-management strategy).



Systematic Direct Observation

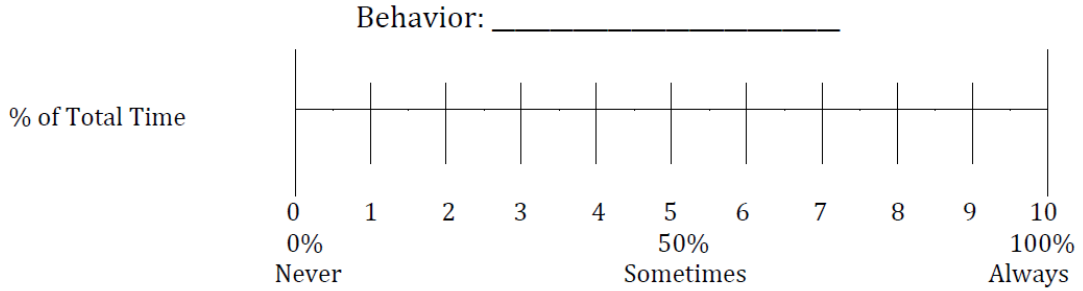
- The process of watching a person or environment for a period of time and systematically recording behavior.
- Examples:
  - Frequency – number of times behavior occurs
  - Rate – number of times it occurs within a given time period (e.g., 10 times per hour)
  - Duration – amount of time the behavior lasts
  - Latency – temporal relation of behavior to other events (e.g., time to respond)
  - Intensity – the magnitude or strength of the behavior

DBR Single-Item Scales (DBR-SIS)

Direct Behavior Rating (DBR) Form – Fill-in Behaviors

Date: M T W Th F	Student: Rater:	Activity Description:
Observation Time: Start:_____ End: _____ ☐ Check if no observation today	Behavior Descriptions:	

Directions: Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors because some behaviors may co-vary. If desired, an additional behavior may be defined and rated.



(Chafouleas, Riley-Tillman, & Christ, 2010)

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www.directbehaviorratings.org

Define the Behavior: DBR-Academic Engagement

Academic engagement

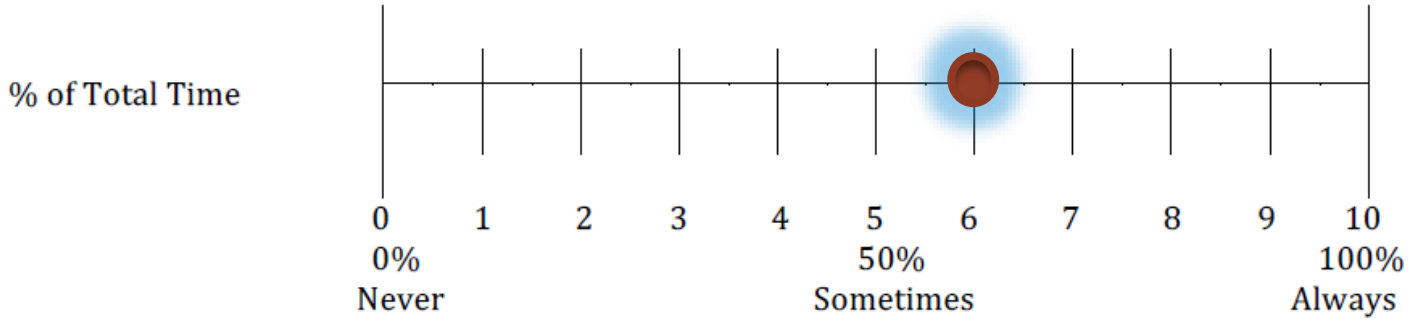
- Active or passive participation in the classroom activity
- *Examples* include writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, and looking at instructional material.

(Chafouleas, Riley-Tillman, Christ, & Sugai, 2009)

Academic Engagement Example

Academically Engaged

Place a mark along the line that best reflects the percentage of total time the student was academically engaged during math today.

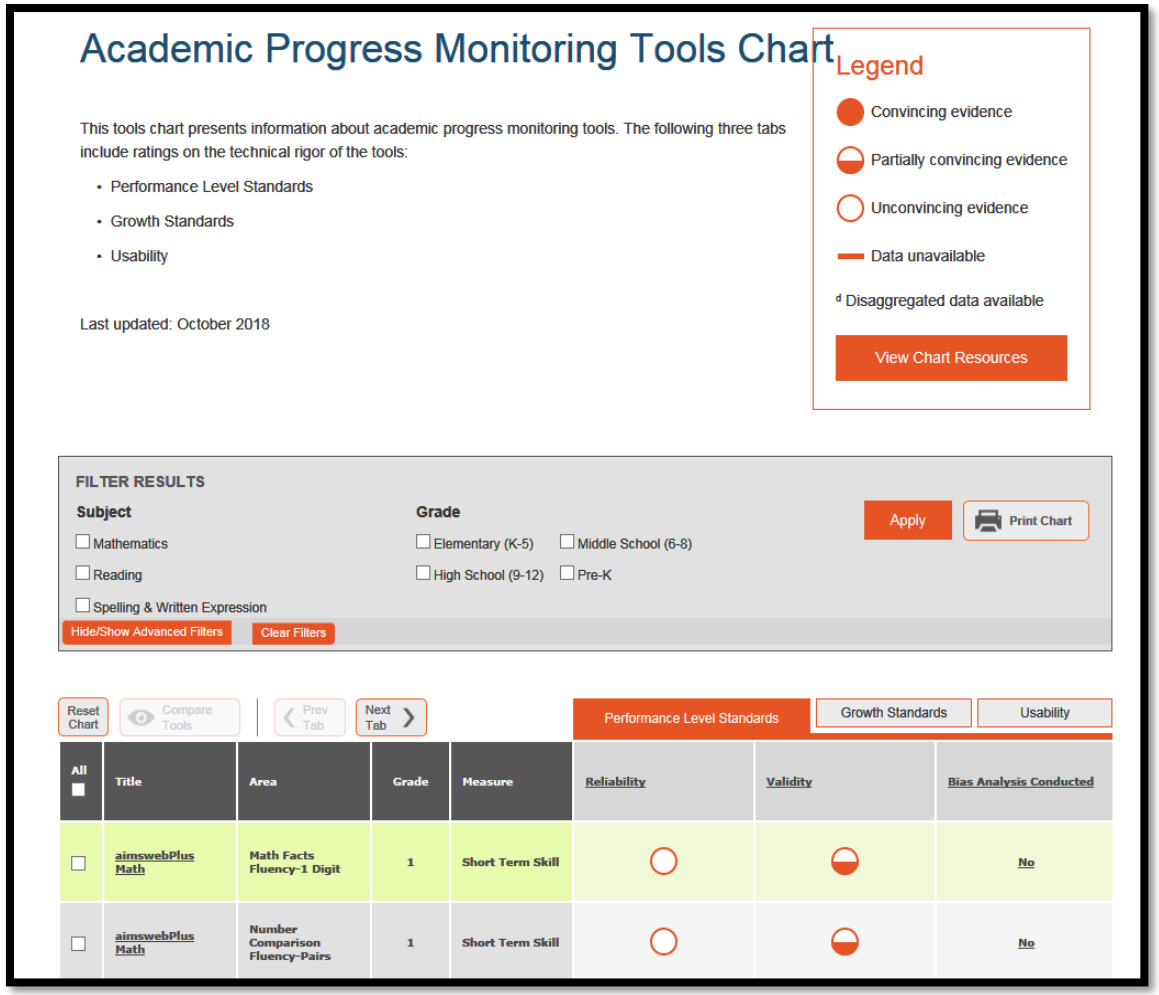


Interpretation: The teacher estimated that the student displayed *academically engaged* behavior during 60 percent of large-group math instruction today.

Slide adapted from Chafouleas (2011) with permission.

Identify a Measure: Key Characteristics

- Brief assessments
- Repeated measures that capture student learning (sensitive to change)
- Specify minimum acceptable growth (Academics)
- Measures of age-appropriate outcomes
- Reliable, valid, and evidence based for the student population



Center on Response to Intervention, 2014

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Step 2: Establish a Baseline

Set using same tool that will be used for progress monitoring

Approaches:

- Use benchmark score (preferred)
- Use the **median** of three probes or **mean** of three consecutive probes if between academic benchmarks
- Consider at least 5 behavior data points to achieve a stable baseline.

For IEP Goals, Use the Baseline to Inform the PLAAFP

- The student's baseline score should be used when writing the present levels of academic achievement and functional performance (PLAAFP) statement in the student's IEP. For example:

> BASELINE: "When given a standardized passage at the second-grade level, Chris currently reads 55 words correct per minute, with 93% accuracy. The grade level spring benchmark is 110."

Quick Mathematics Review: Mean and Median

Mean

- Arithmetic average
- Sum of all scores divided by number of scores

Example: 3, 6, 7
3+6+7/3=5.333

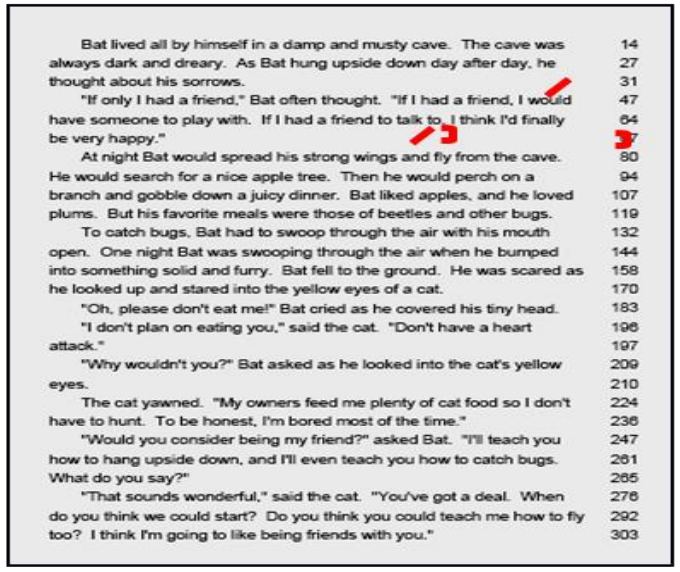
Median

- Middle number in an ordered list
- If you have an even number of scores, take the average of the two middle scores

Example: 8, 6, 7
6, 7, 8= 7

Example: Finding the Baseline Score Using the Median

83 wrc / 2 errors



Bat lived all by himself in a damp and musty cave. The cave was always dark and dreary. As Bat hung upside down day after day, he thought about his sorrows. 14 27 31

"If only I had a friend," Bat often thought. "If I had a friend, I would have someone to play with. If I had a friend to talk to, I think I'd finally be very happy." 47 64

At night Bat would spread his strong wings and fly from the cave. He would search for a nice apple tree. Then he would perch on a branch and gobble down a juicy dinner. Bat liked apples, and he loved plums. But his favorite meals were those of beetles and other bugs. 80 94 107 119

To catch bugs, Bat had to swoop through the air with his mouth open. One night Bat was swooping through the air when he bumped into something solid and furry. Bat fell to the ground. He was scared as he looked up and stared into the yellow eyes of a cat. 132 144 158 170

"Oh, please don't eat me!" Bat cried as he covered his tiny head. 183

"I don't plan on eating you," said the cat. "Don't have a heart attack." 196 197

"Why wouldn't you?" Bat asked as he looked into the cat's yellow eyes. 209 210

The cat yawned. "My owners feed me plenty of cat food so I don't have to hunt. To be honest, I'm bored most of the time." 224 236

"Would you consider being my friend?" asked Bat. "I'll teach you how to hang upside down, and I'll even teach you how to catch bugs. What do you say?" 247 261 265

"That sounds wonderful," said the cat. "You've got a deal. When do you think we could start? Do you think you could teach me how to fly too? I think I'm going to like being friends with you." 276 292 303

72 wrc / 6 errors

Gabe was always telling his friends about his Uncle Jack. 10

"My Uncle Jack," he would say, "is really famous. He can fly his own plane, and he can ride wild horses. He's over six feet tall, and he wears a cowboy hat made out of alligator skin." 23 38 47

"Why does he wear a cowboy hat made out of alligator skin?" Gabe's friend, John, asked him one day. "What's so special about that?" 59 70 71

"Well, my Uncle Jack wrestles alligators," said Gabe. "That's how he got the hat." 81 85

The boys in Gabe's class grew sick and tired of him bragging about his Uncle Jack all the time. No one really believed Gabe's stories about his Uncle Jack. All the boys thought Gabe was lying. They started to pick on Gabe. They started to call him mean names. 98 111 124 134

"Lizard breath!" John called Gabe one day. "I bet you've got lizard breath because you've been kissing alligators!" 146 152

Everyone laughed at John's words. Gabe couldn't believe it. He thought those boys were his friends. 162 168

One afternoon, John was teasing Gabe as usual when there was a knock on the classroom door. When the teacher answered it, all the kids gasped as the teacher stepped aside. 180 192 199

A man walked into the room. He was over six feet tall, and he wore a cowboy hat. He had very big hands, green eyes, and a dead alligator slung over his shoulder. 214 228 232

"Hello mates," he said. "I'm looking for my nephew, Gabe." 242

Gabe jumped out of his seat. He was so excited to see his Uncle Jack that he gave him a hug in front of everyone. 256 267

"Gabe," the teacher said, "would you please introduce us to your guest?" 278 279

"This is my Uncle Jack," Gabe said with a smile. "He's come here today to show us how to wrestle alligators." 292 300

79 wrc / 7 errors

Even though Marcus and Beth were twins, they were very different people. Beth liked exciting things. At the fair, she liked to ride on the fastest roller coaster. When she visited the ice cream shop, she chose a new flavor each time. Marcus liked things that didn't change much. At the fair, he rode the Ferris wheel around and around slowly. When he visited the ice cream shop, he always chose chocolate. 11 25 37 50 63 72

Mother told the twins they would soon have a new baby brother or sister. Beth wanted to name the baby after a super hero. Marcus thought "Marcus" was a nice name. 86 97 103

When Mother came home with the new baby, Beth wore a party hat and blew a loud horn. Marcus just held a sign saying, "Welcome." 116 128

First Beth held the new baby. She sang the baby a song about horses and ducklings. She put shiny purple and orange tap shoes on the baby's feet. She tried to make the baby laugh. Beth made faces and told jokes, but the baby just slept. 141 153 166 174

Then Marcus held the new baby. He whispered a slow song in the baby's ear. He repeated the names of all the rocks he knew. He tickled the baby's little feet. Marcus showed the baby his favorite stamp collection. He read the baby a story about reptiles, but the baby just slept. 187 201 212 225 226

One day Mother asked, "I wonder if the baby will be like Marcus or like Beth?" 240 242

Marcus said, "I want the baby to be just like me!" 253

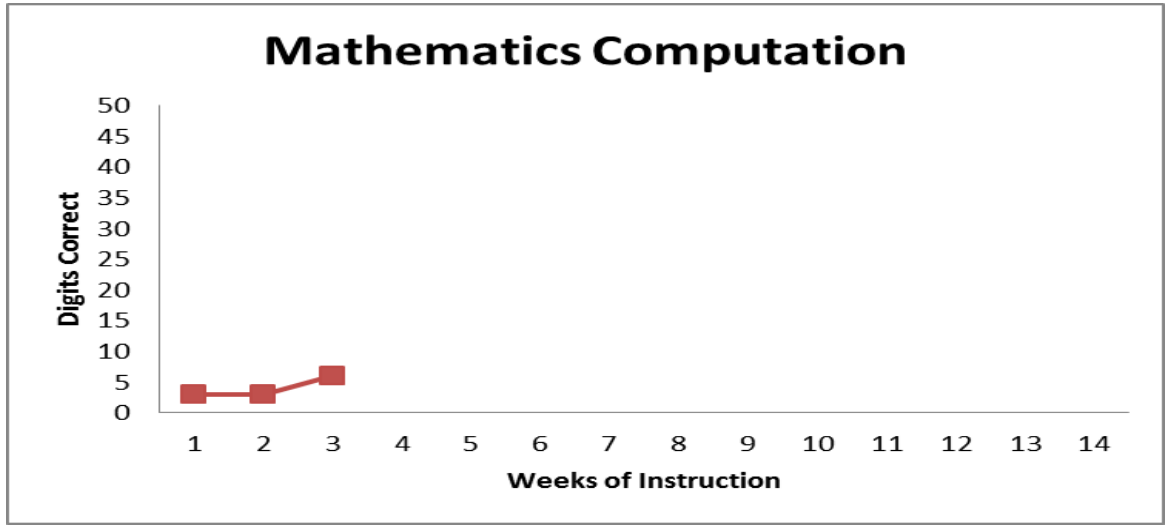
Beth shouted, "I want the baby to be just like me!" 264

Suddenly the baby woke up and began to cry harder and harder. 276

Mother said, "I think the baby is saying he doesn't want to be like Marcus or like Beth. I think the baby wants to be like himself!" 290 303

Example: Finding the Baseline Score Using Means

- When baseline assessments are conducted on different days (e.g., three data points over three weeks), we use the mean of the most recent three scores.

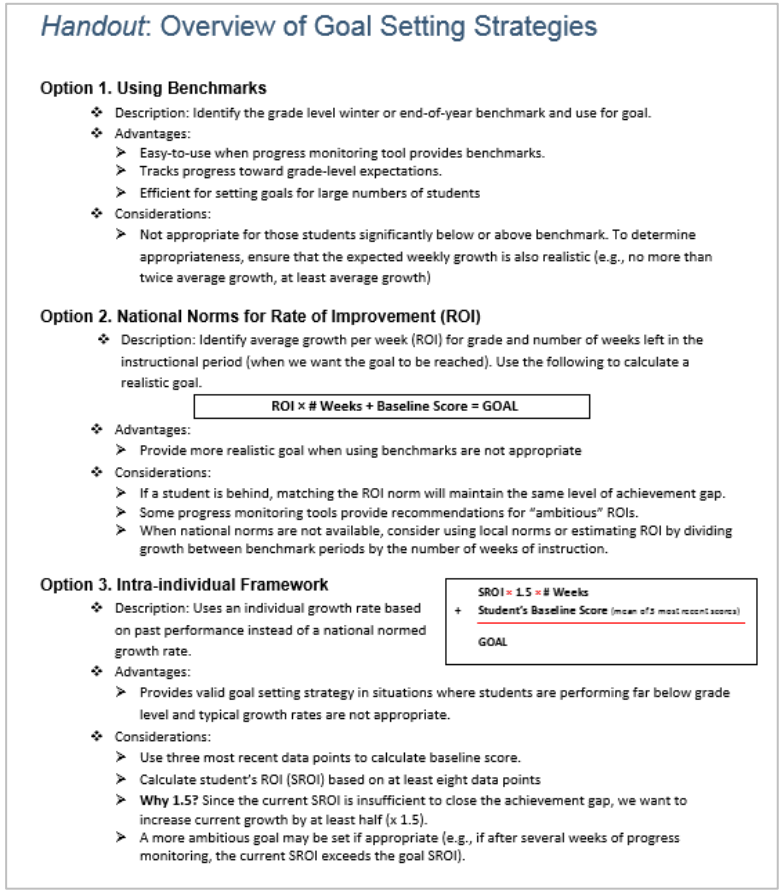


Baseline Mean =
(3 + 3 + 6)/3 = 4

Step 3: Choose a Strategy for Setting the Goal

There are three validated approaches to setting academic goals:

1. Benchmarks
2. National norms for weekly ROI
3. Intra-individual framework



Handout: Overview of Goal Setting Strategies

Option 1. Using Benchmarks

- Description: Identify the grade level winter or end-of-year benchmark and use for goal.
- Advantages:
  - Easy-to-use when progress monitoring tool provides benchmarks.
  - Tracks progress toward grade-level expectations.
  - Efficient for setting goals for large numbers of students
- Considerations:
  - Not appropriate for those students significantly below or above benchmark. To determine appropriateness, ensure that the expected weekly growth is also realistic (e.g., no more than twice average growth, at least average growth)

Option 2. National Norms for Rate of Improvement (ROI)

- Description: Identify average growth per week (ROI) for grade and number of weeks left in the instructional period (when we want the goal to be reached). Use the following to calculate a realistic goal.

  ROI × # Weeks + Baseline Score = GOAL

- Advantages:
  - Provide more realistic goal when using benchmarks are not appropriate
- Considerations:
  - If a student is behind, matching the ROI norm will maintain the same level of achievement gap.
  - Some progress monitoring tools provide recommendations for "ambitious" ROIs.
  - When national norms are not available, consider using local norms or estimating ROI by dividing growth between benchmark periods by the number of weeks of instruction.

Option 3. Intra-individual Framework

- Description: Uses an individual growth rate based on past performance instead of a national normed growth rate.

  SROI × 1.5 × # Weeks
  \+ **Student's Baseline Score** (mean of 3 most recent scores)
  GOAL

- Advantages:
  - Provides valid goal setting strategy in situations where students are performing far below grade level and typical growth rates are not appropriate.
- Considerations:
  - Use three most recent data points to calculate baseline score.
  - Calculate student's ROI (SROI) based on at least eight data points
  - **Why 1.5?** Since the current SROI is insufficient to close the achievement gap, we want to increase current growth by at least half (x 1.5).
  - A more ambitious goal may be set if appropriate (e.g., if after several weeks of progress monitoring, the current SROI exceeds the goal SROI).

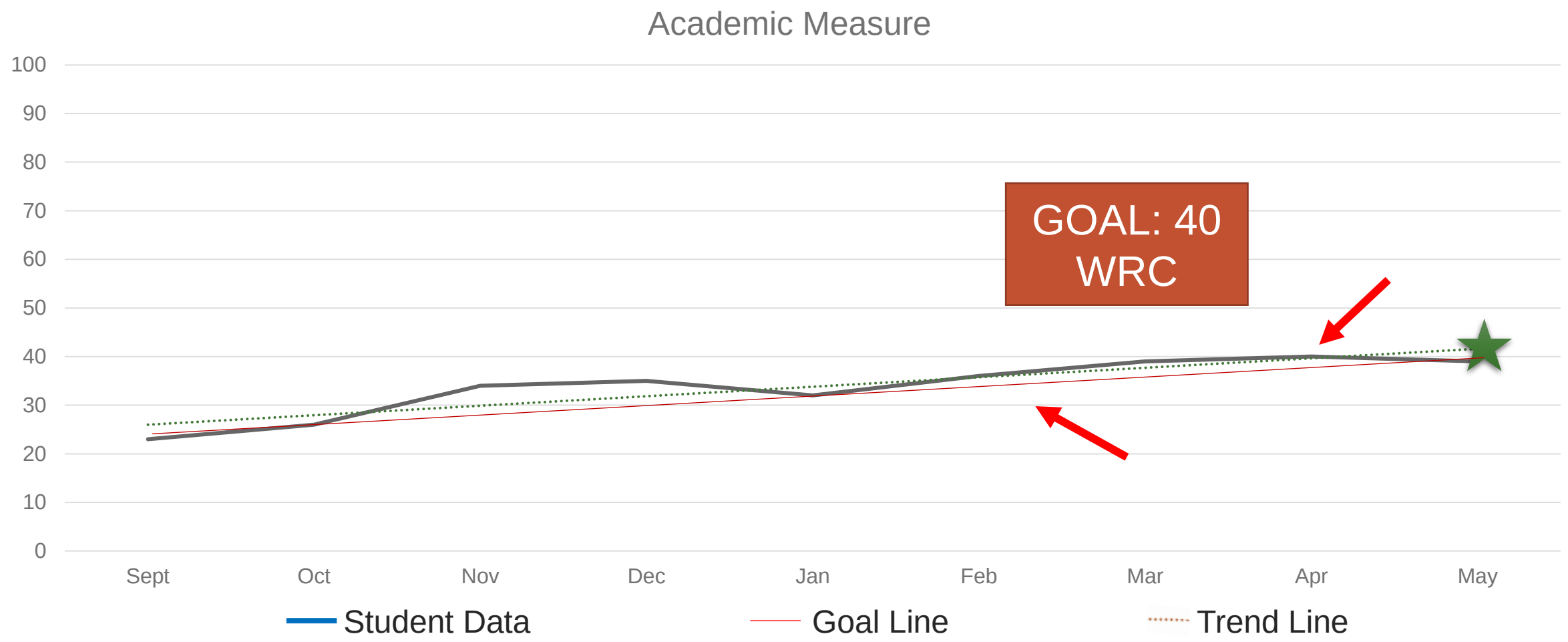
Setting Goals Based on Logical Practices

Team members must know…

- **How** the goal was set
- **Why** the goal was set that way
- The **intensity** of the intervention provided to meet the goal

Knowing the goal helps educators select appropriate interventions to help students reach the goal.

Scenario 1: Importance of Using Validated Goal Setting Procedures



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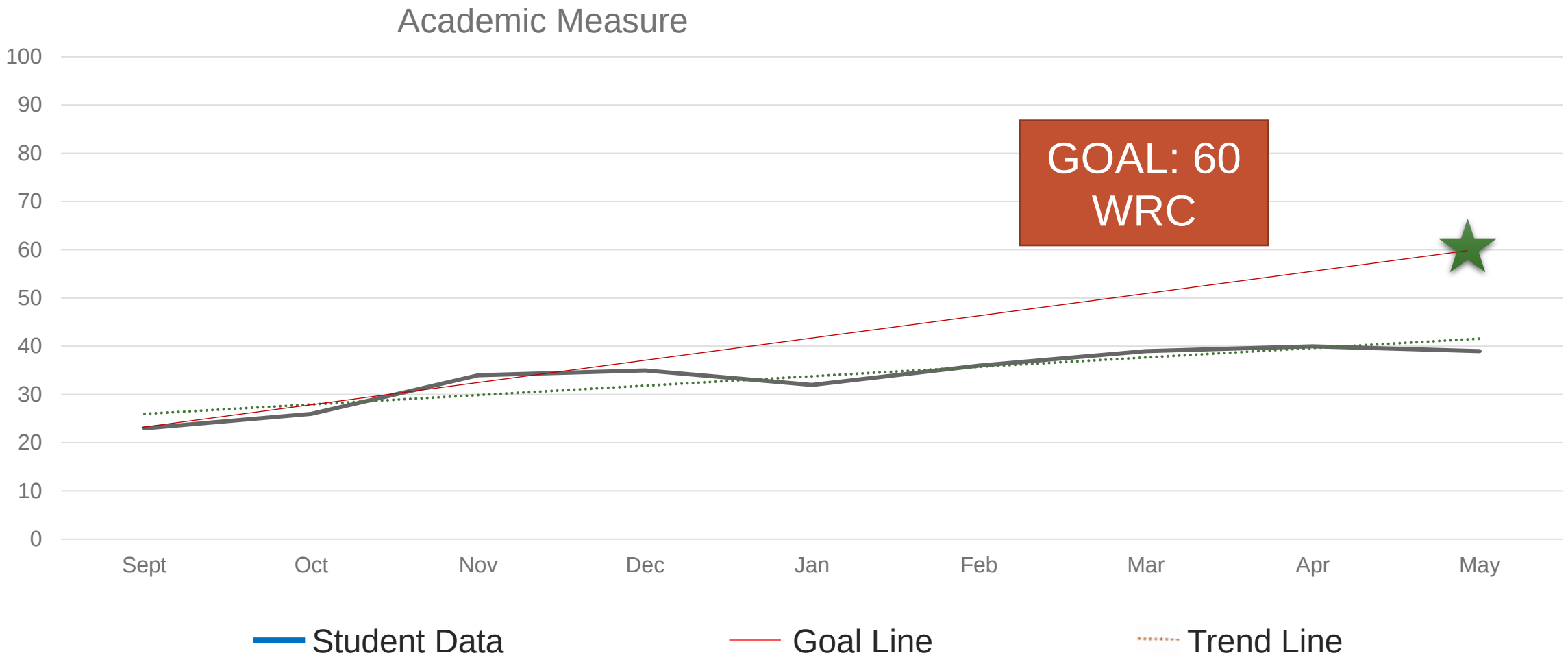
Scenario 2: Importance of Using Validated Goal Setting Procedures



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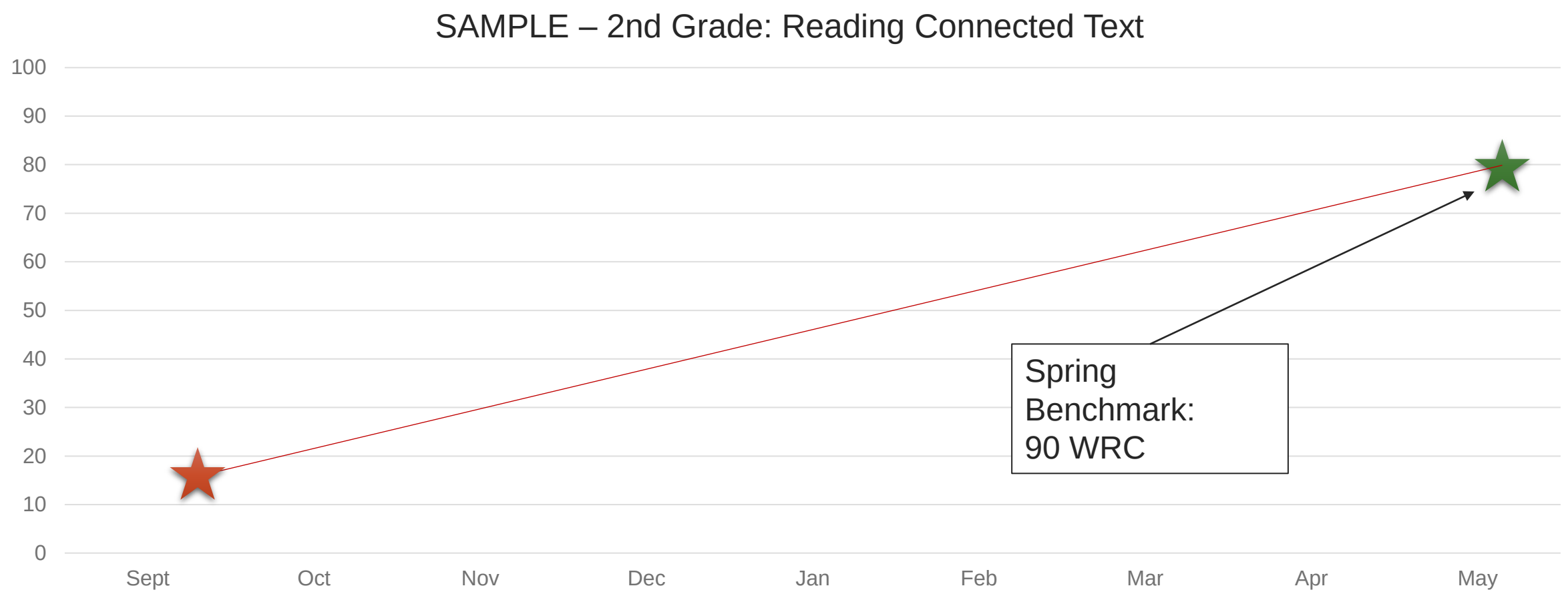
Option 1: Setting Goals With End-of-Year Benchmark



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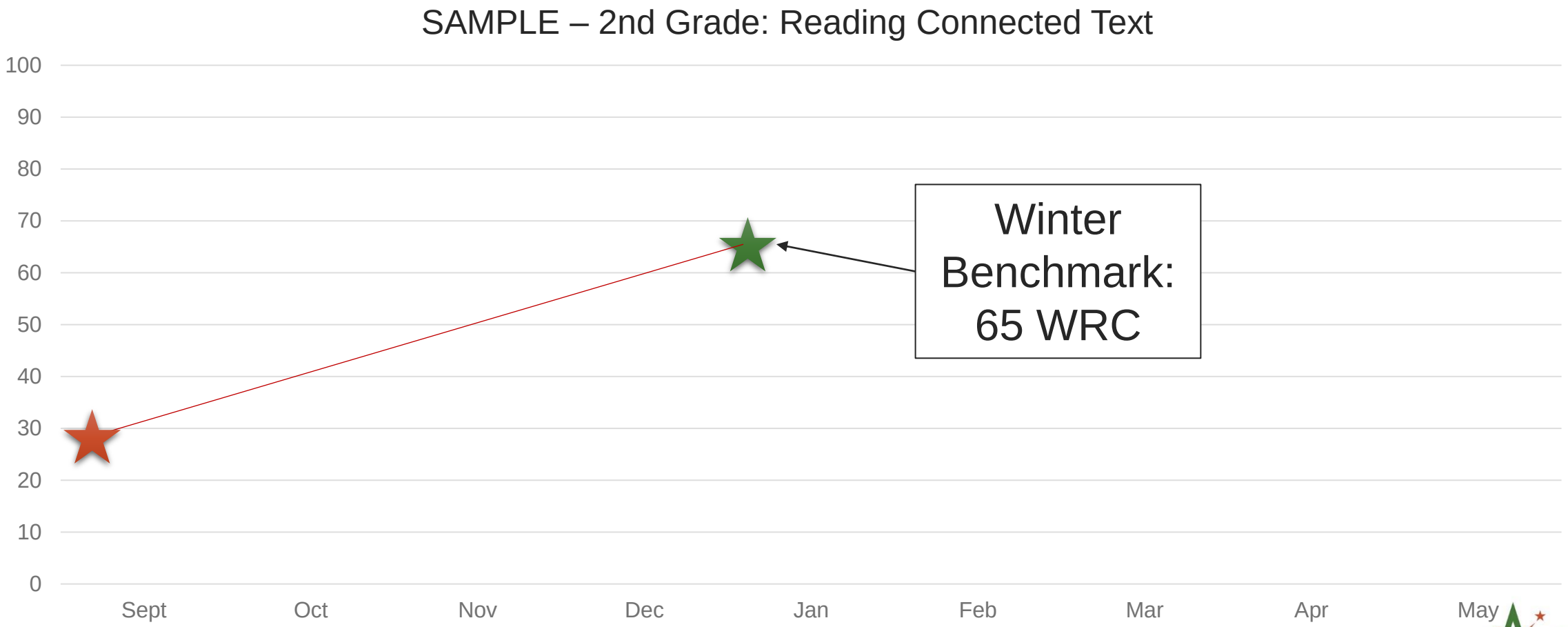
Option 1: Setting Goals With Winter Benchmark



National Benchmarks

COMPILED ORF NORMS

Hasbrouck & Tindal (2017)

From Hasbrouck, J. & Tindal, G. (2017). *An update to compiled ORF norms* (Technical Report No. 1702). Eugene, OR. Behavioral Research and Teaching, University of Oregon.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		97	116
	75		59	91
	50		29	60
	25		16	34
	10		9	18
2	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	10	23	35	43
3	90	134	161	166
	75	104	137	139
	50	83	97	112
	25	59	79	91
	10	40	62	63

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
4	90	153	168	184
	75	125	143	160
	50	94	120	133
	25	75	95	105
	10	60	71	83
5	90	179	183	195
	75	153	160	169
	50	121	133	146
	25	87	109	119
	10	64	84	102
6	90	185	195	204
	75	159	166	173
	50	132	145	146
	25	112	116	122
	10	89	91	91

*WCPM = Words Correct Per Minute

Curriculum-Based Measureme
CBM Type
CBM: Letter Name Fluency & Letter Sound Fluency
CBM: Oral Reading Fluency
CBM: Maze Passages (Comprehension)
CBM: Early Math Fluency
CBM: Math Computation
CBM: Written Expression

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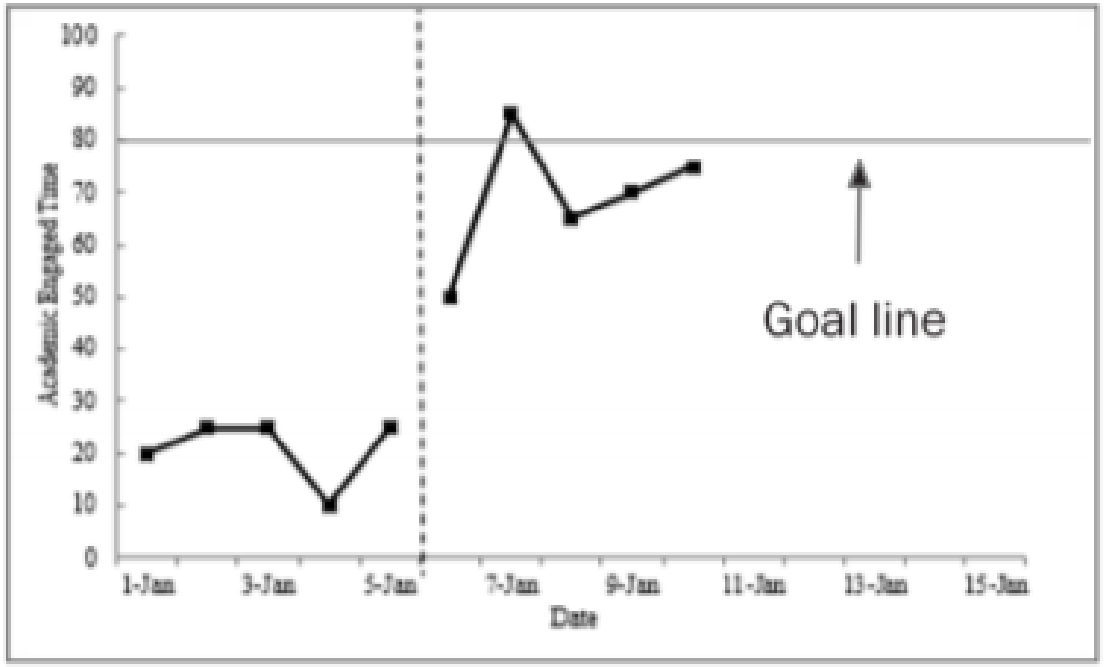
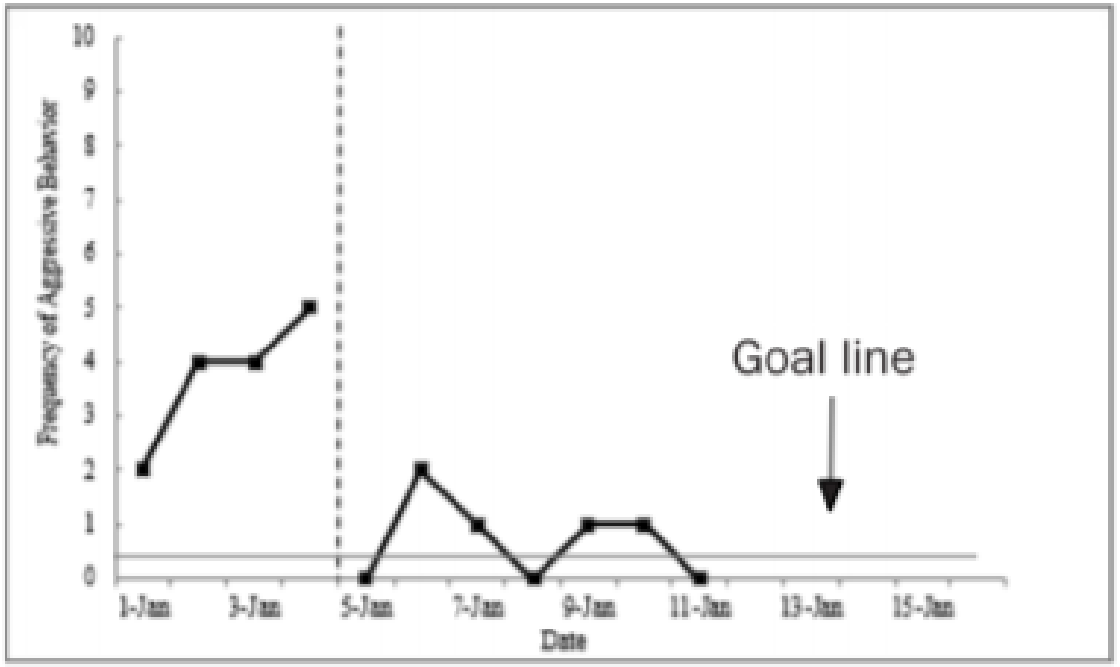
Benchmarks for behavior? Use goals based on peer expectations/norms

Increasing Academically Engaged Time



Decreasing Frequency of Aggressive Behavior



*Always include a **goal line** on the graph to help you visualize progress!*

Using Benchmarks

Advantages

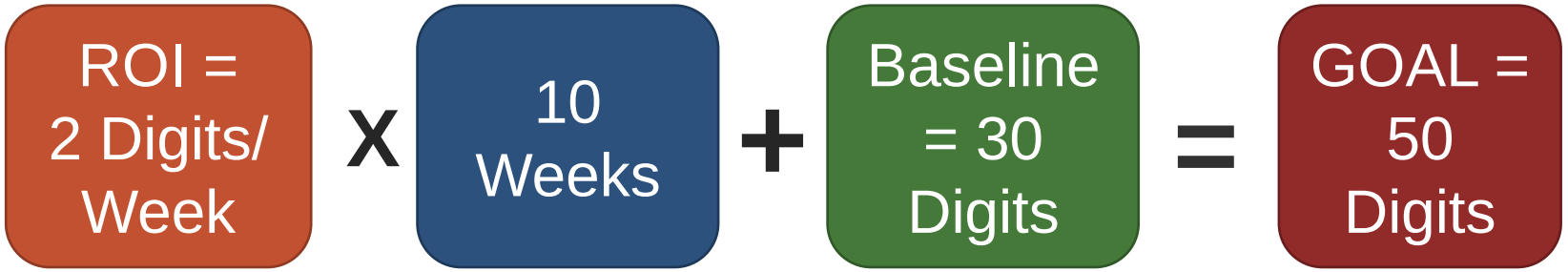
- Easy-to-use when the progress monitoring tool provides benchmarks
- Tracks progress toward grade-level expectations
- Efficient for setting goals for large numbers of students

Considerations

- May not be appropriate for students significantly below benchmark. To determine appropriateness, calculate the weekly growth rate required to meet the goal and compare it to typical rates of improvement from national norms.

Option 2: Using Weekly Rates of Improvement (ROI)

- Standard Formula for Calculating Goal Using Rate of Improvement (ROI):
  - ROI x # Weeks + Baseline Score = GOAL



Sample ROIs

AIMSweb® National Norms Table

Reading - Curriculum Based Measurement

		Fall		Winter		Spring		
Grade	%ile	Num	WRC	Num	WRC	Num	WRC	Group ROI
1	90	491845	67	55158	100	55158	128	1.69
	75		31		68		97	1.83
	50		13		36		67	1.50
	25		6		19		40	0.94
	10		2		11		22	0.56
	Mean		*24*		*47*		*71*	*1.31*
	StdDev		*29*		*36*		*40*	*0.31*
2	90	38282	115	38282	140	38282	156	1.14
	75		88		115		131	1.19
	50		62		88		106	1.22
	25		35		64		82	1.31
	10		17		39		59	1.17
	Mean		*64*		*90*		*106*	*1.17*
	StdDev		*37*		*38*		*38*	*0.03*
3	90	40570	143	40570	162	40570	179	1.00
	75		116		139		152	1.00
	50		87		111		127	1.11
	25		59		84		98	1.08
	10		38		56		73	0.97
	Mean		*89*		*110*		*125*	*1.00*
	StdDev		*40*		*41*		*42*	*0.06*

How do you estimate expected weekly growth if ROI norms are not provided?

- Use local norms.
- Estimate by dividing growth between benchmark periods by the number of weeks of instruction

How do I set goals using ROI?

ROI × # Weeks + Baseline Score = GOAL

1.5	10 left in instructional period	Calculate baseline (50+55+52)/3= 157/3=52

Grade	Reading—Slope	Computation CBM—Slope for Digits Correct	Concepts and Applications CBM—Slope for Points
K	1.0 (LSF)	—	—
1	1.8 (ORF)	0.35	No data available
2	1.5 (PRF)	0.30	0.40
3	1.0 (PRF)	0.30	0.60
4	0.40 (Maze)	0.70	0.70

Note: This example is used for illustrative purposes only. Please check with your tool's publisher for weekly ROI for each tool by grade level.

1.5 × 10 + 52 = Goal

Target Growth = 15	Baseline

67=Goal

Using National Norms

Advantages

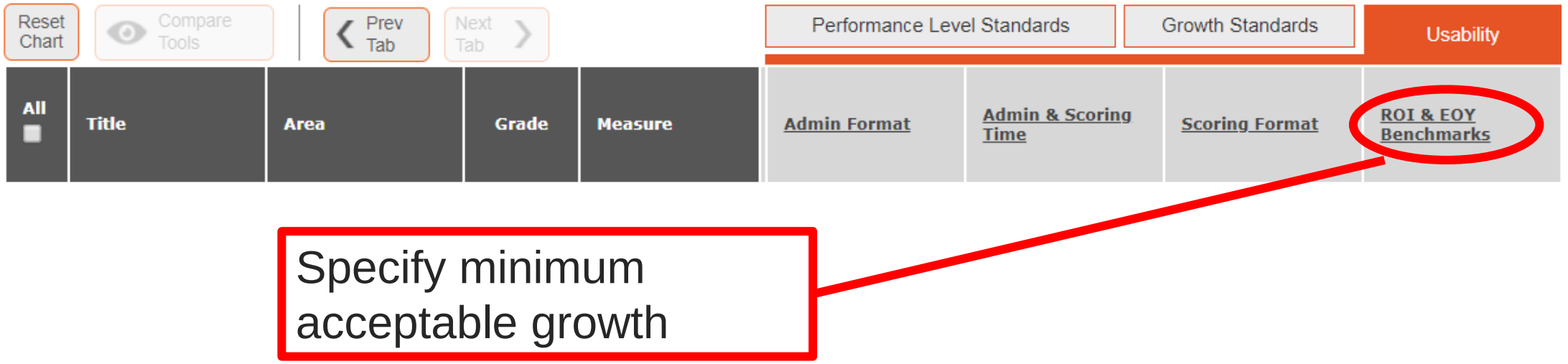
- Provides a mechanism for writing an ambitious but realistic goal based on the student's initial performance.
- Useful when the benchmark is unrealistic during the IEP or intervention time frame, but the student is expected to make growth comparable to peers.

Considerations

- If a student is performing below grade-level peers, matching the normative ROI may maintain an achievement gap in some cases.
- Some progress monitoring tools provide recommendations for "ambitious" ROIs.
- When national norms are not available, consider estimating local norms.

Where do you find ROI?

- Most published data systems provide the ROI within the system.
- ROI by grade can sometimes be found in the tool's review in NCII tools chart.

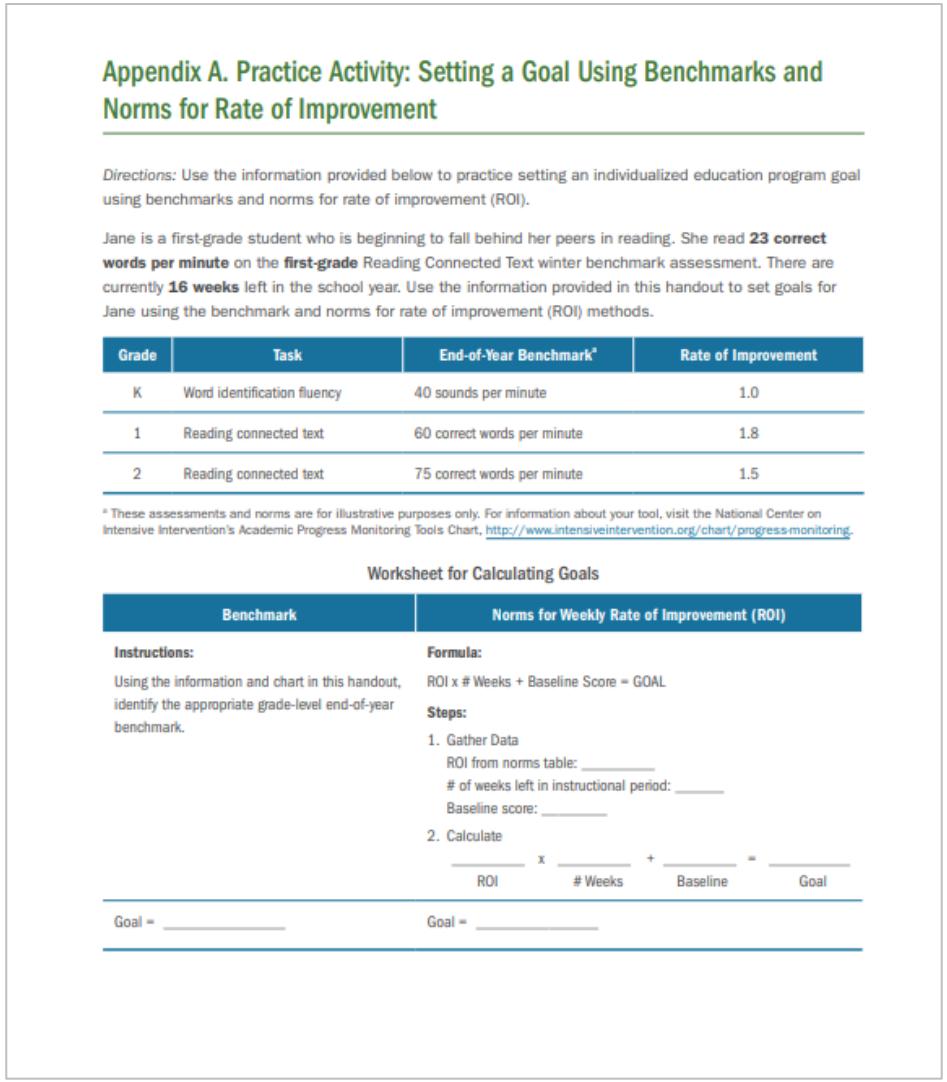


Activity: Progress Monitoring Goal Setting -- Jane

Jane is a 1st grader identified for intervention.

Use the information provided to set a goal based on benchmark and ROI.

Handout



Appendix A. Practice Activity: Setting a Goal Using Benchmarks and Norms for Rate of Improvement

Directions: Use the information provided below to practice setting an individualized education program goal using benchmarks and norms for rate of improvement (ROI).

Jane is a first-grade student who is beginning to fall behind her peers in reading. She read **23 correct words per minute** on the **first-grade** Reading Connected Text winter benchmark assessment. There are currently **16 weeks** left in the school year. Use the information provided in this handout to set goals for Jane using the benchmark and norms for rate of improvement (ROI) methods.

Grade	Task	End-of-Year Benchmark[a]	Rate of Improvement
K	Word identification fluency	40 sounds per minute	1.0
1	Reading connected text	60 correct words per minute	1.8
2	Reading connected text	75 correct words per minute	1.5

[a] These assessments and norms are for illustrative purposes only. For information about your tool, visit the National Center on Intensive Intervention's Academic Progress Monitoring Tools Chart, http://www.intensiveintervention.org/chart/progress-monitoring.

Worksheet for Calculating Goals

Benchmark	Norms for Weekly Rate of Improvement (ROI)
Instructions: Using the information and chart in this handout, identify the appropriate grade-level end-of-year benchmark.	**Formula:** ROI x # Weeks + Baseline Score = GOAL **Steps:** 1. Gather Data ROI from norms table: _____ # of weeks left in instructional period: _____ Baseline score: _____ 2. Calculate _____ x _____ + _____ = _____ ROI # Weeks Baseline Goal
Goal = _____	Goal = _____

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Option 3: Using Intra-Individual Framework

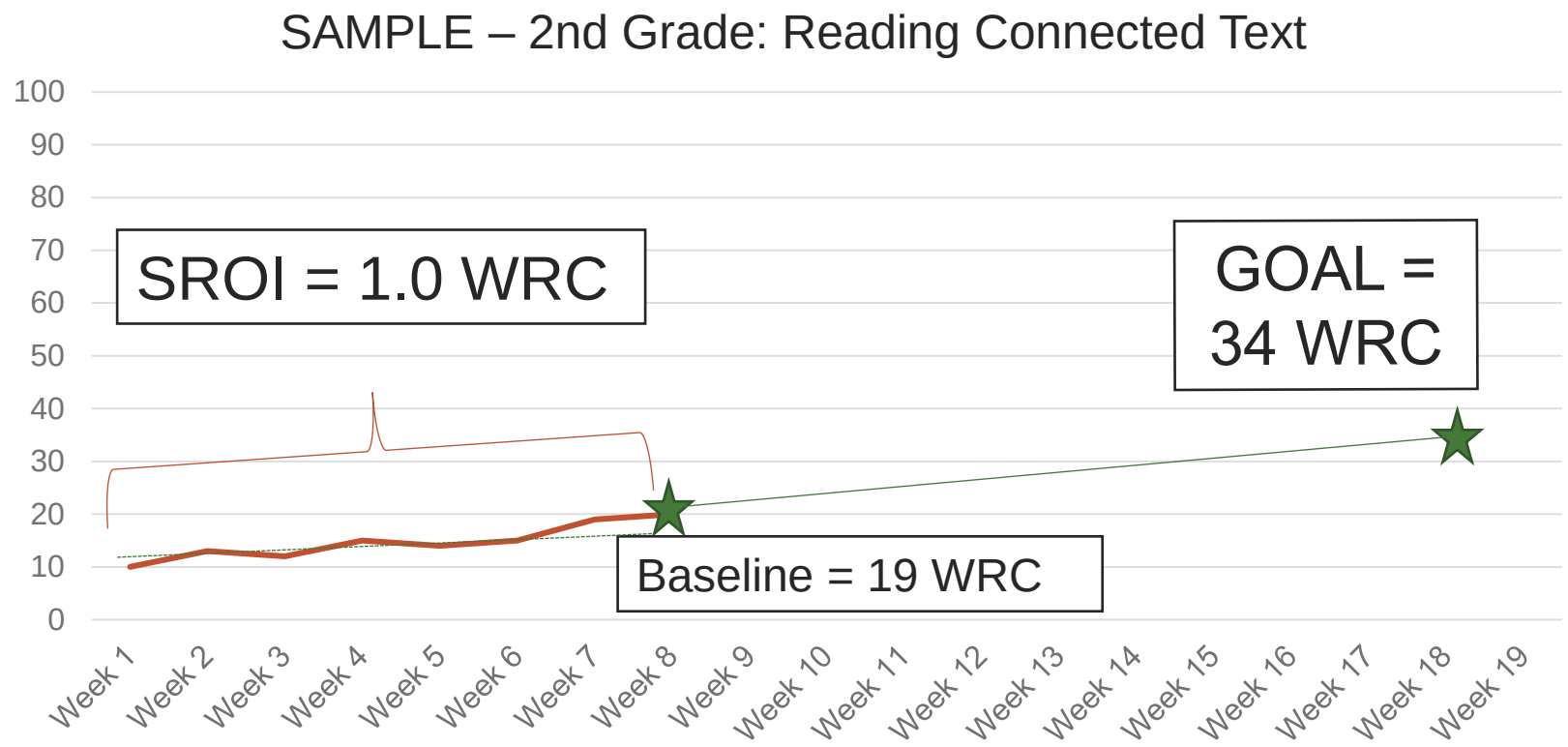
- Often used for students performing far below grade level or with very low skills, where typical growth rates are not appropriate.
- Use three most recent data points to calculate baseline score.
- Calculate student's ROI (SROI) based on at least eight data points.

SROI × 1.5 × # Weeks

\+ **Student's Baseline Score** (mean of 3 most recent scores)

GOAL

Goal Setting – Using Intra-Individual Framework



Using Intra-Individual Framework

Advantages

- Useful when students are performing far below grade level and standard growth rates are not appropriate.

Considerations

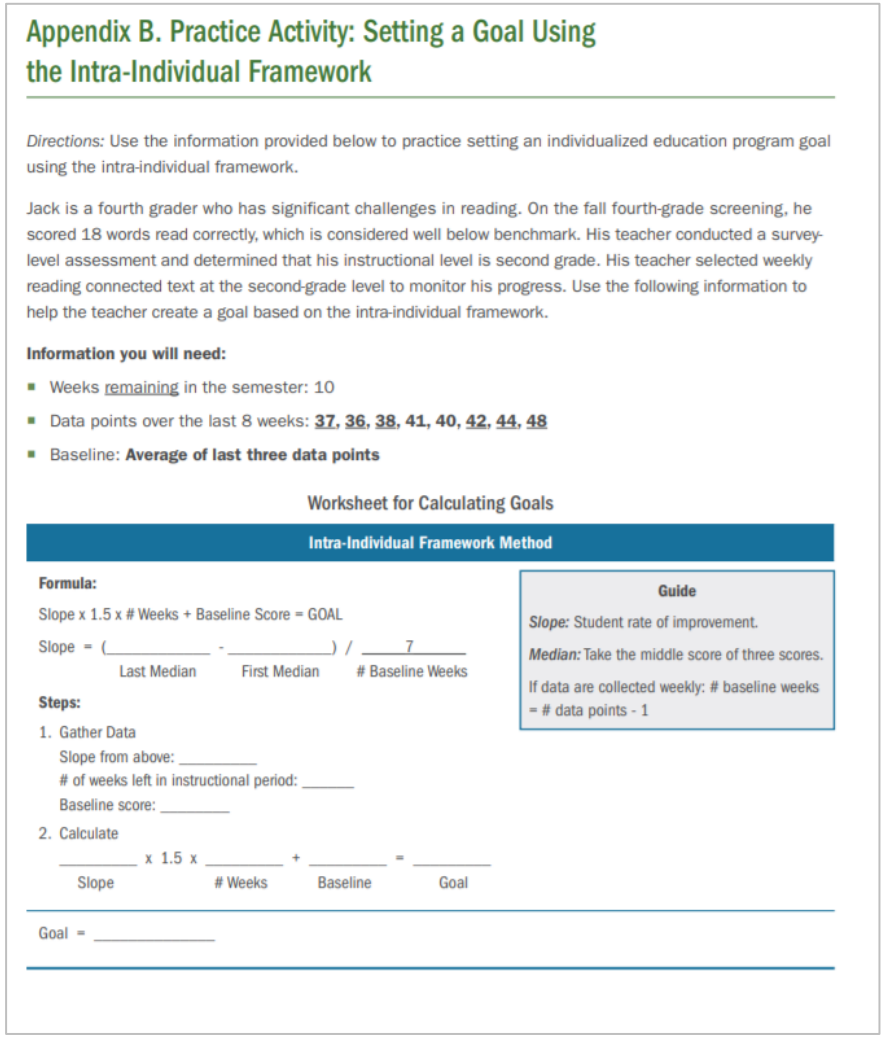
- May be difficult to understand and calculate and, therefore, may require more training and support.
- Requires collection of six to nine data points before setting the goal.
- May not be necessary for students performing at or near grade level.

Handout: Progress Monitoring Goal Setting -- Jack

Jack is a 4th grader identified for intervention.

Use the information provided to set a goal based on benchmark and ROI.

Handout



Appendix B. Practice Activity: Setting a Goal Using the Intra-Individual Framework

Directions: Use the information provided below to practice setting an individualized education program goal using the intra-individual framework.

Jack is a fourth grader who has significant challenges in reading. On the fall fourth-grade screening, he scored 18 words read correctly, which is considered well below benchmark. His teacher conducted a survey-level assessment and determined that his instructional level is second grade. His teacher selected weekly reading connected text at the second-grade level to monitor his progress. Use the following information to help the teacher create a goal based on the intra-individual framework.

Information you will need:

- Weeks remaining in the semester: 10
- Data points over the last 8 weeks: **37, 36, 38, 41, 40, 42, 44, 48**
- Baseline: **Average of last three data points**

Worksheet for Calculating Goals

Intra-Individual Framework Method

Formula:

Slope x 1.5 x # Weeks + Baseline Score = GOAL

Slope = (_____ - _____) / ____7____

Last Median First Median # Baseline Weeks

Guide

Slope: Student rate of improvement.

Median: Take the middle score of three scores.

If data are collected weekly: # baseline weeks = # data points - 1

Steps:

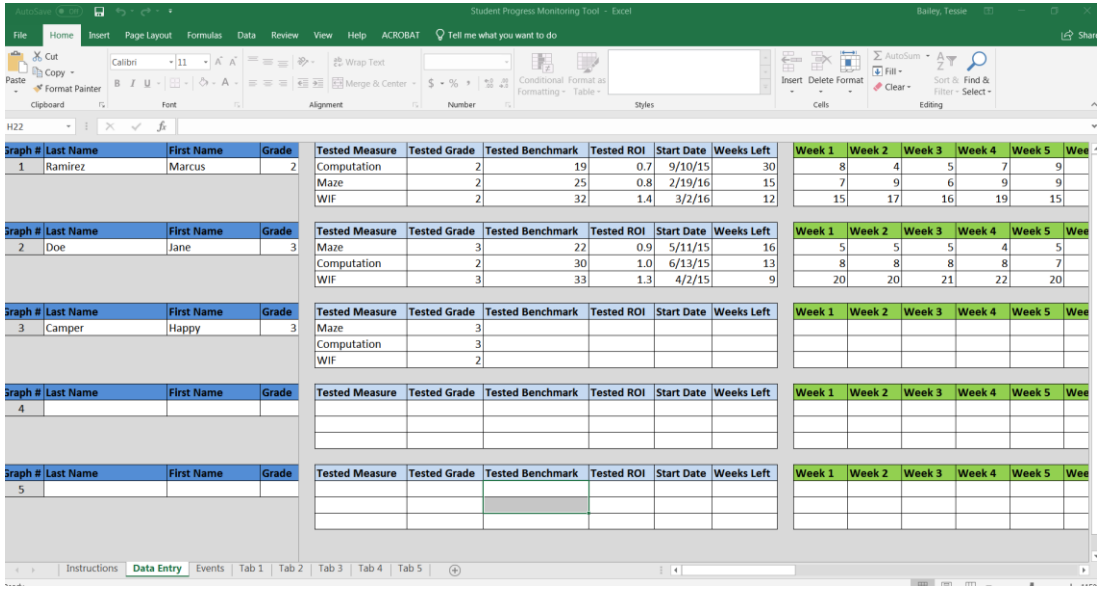
1. Gather Data
   Slope from above: _____
   # of weeks left in instructional period: _____
   Baseline score: _____
2. Calculate
   _____ x 1.5 x _____ + _____ = _____
   Slope # Weeks Baseline Goal

Goal = _____

Ways to Graph and Set Goals

- By hand
  - More time consuming
  - Can often have students graph their own data!
- Through a purchased data system
  - Easier to implement
  - May be an additional cost
  - Includes norms & goal lines
  - May have limitations in output (e.g. ability to draw a phase line)

Through NCII's Free Excel Graphing Tool



Available at: https://intensiveintervention.org/resource/student-progress-monitoring-tool-data-collection-and-graphing-excel

Step 4: Write a Measurable Goal

- Quality goals address the condition, or context in which the skill will be performed, target behavior, and level of proficiency/timeframe.

Sample template for goal structure:

When given **[grade level and tool],** the student will **[observable behavior and goal] [level of proficiency and timeframe].**

When writing goals remember…

Component	May include…	Examples
Condition	Material/Tool Grade level Setting Timing	When given 30 1st grade sight words…. When given verbal prompts…
Target Behavior	Observable behavior Target goal	Student will read 30 of 30 sight words… Student will ask for help within one minute…
Level of Proficiency/ Timeline	Accuracy Timeline Number of trials	95% accuracy With at least 80% accuracy (as measured by DBR academic engagement rating)

Closing and Additional Resources

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

Resources:
Academic and Behavioral Goal Setting

Resources and Tools

Recommendations and Resources for Preparing Educators in the Endrew Era. In this webinar, Drs. Mitch Yell and David Bateman provide an overview of Endrew's impact on individualized instruction for students with disabilities and share six recommendations for preparing educators to meet the clarified requirements under Endrew. Drs. Tessie Bailey and Teri Marx illustrate how NCII resources and technical assistance supports can assist states, local agencies, and educators in addressing these recommendations and improve design and delivery of individualized instruction in academics and behavior.

ASK THE EXPERT: *Why Might Our Progress Monitoring Tools Focus on Skills That We Are Not Teaching?* Watch and listen as Michelle Hosp, associate professor in the College of Education at the University of Massachusetts Amherst, discusses why your progress monitoring tool may not focus on the skills that you are teaching.

NCII PROFESSIONAL DEVELOPMENT MODULE: Using Academic Progress Monitoring for Individualized Instructional Planning (Module 2). This training module demonstrates how academic progress monitoring fits into the data-based individualization process by (a) providing approaches and tools for academic progress monitoring and (b) showing how to use progress monitoring data to set ambitious goals, make instructional decisions, and plan programs for individual students with intensive needs.

NCII Academic Progress Monitoring Tools. NCII has developed tools charts that are published to assist educators and families in becoming informed consumers who can select academic and behavioral progress monitoring tools. These charts display expert ratings on the technical rigor of assessments. The submission process is voluntary, and reviews of all eligible submissions are posted on the chart.

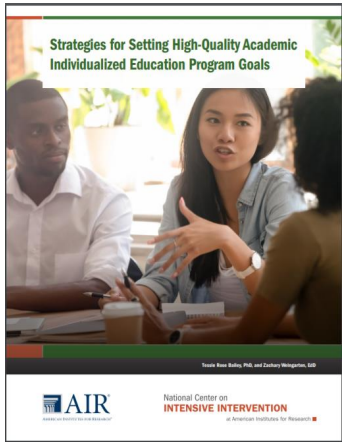
IRIS Module: IEPs: Developing High-Quality Individualized Education Programs. This module details the process of developing high-quality IEPs for students with disabilities. The module discusses the requirements for IEPs as outlined in IDEA, with implications of the Supreme Court's ruling in *Endrew F. v. Douglas County School District* (est. completion time: 3 hours).

IRIS Module: IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs. This module is designed for school administrators and offers guidance on how to support and facilitate the development and implementation of high-quality IEPs, including the monitoring of student progress.

Goals Should….

- **focus on student behavior,** not educator behavior.
- **be monitored with enough frequency** to determine progress and make timely instructional/intervention decisions.
- **be measured using an objective, valid, and reliable measure** (e.g., curriculum based measure, Direct Behavior Rating, systematic direct observation) rather than a more subjective measure (e.g., teacher anecdotal notes).
- **be realistic, yet ambitious.**

Want to Learn More?



- GUIDE: Strategies for Setting High-Quality Academic Individualized Education Program Goals. In this guide, we explain how educators can establish IEP goals that are measurable, ambitious, and appropriate in light of the student's circumstances.

- WEBINAR: Recommendations and Resources for Preparing Educators in the Endrew Era. In this webinar, Drs. Mitch Yell and David Bateman provide an overview of Endrew's impact on individualized instruction for students with disabilities and share six recommendations for preparing educators to meet the clarified requirements under Endrew.

Want to Learn More?

- NCII Academic Progress Monitoring Tools. These charts display expert ratings on the technical rigor of assessments.
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Introducing the PROGRESS Center

The PROGRESS Center provides information, resources, tools, and technical assistance services to support local educators in developing and implementing high-quality educational programs that enable children with disabilities to make progress and meet challenging goals, consistent with *Endrew F. v. Douglas County School District* (2017).

HOW WILL WE HELP IMPROVE OUTCOMES FOR STUDENTS WITH DISABILITIES?

Share current research, policies, guidance, success stories, and experiences from students, parents, educators, and other stakeholders.

Partner with selected local educators to develop and implement high-quality educational programs.

Provide tools, resources, and training materials for ALL educators, leaders, and families.

Visit us at www.promotingPROGRESS.org to learn more!

PROGRESS Center
Promoting Rigorous Outcomes and Growth by Redesigning Services for Students With Disabilities
at the American Institutes for Research®

IDEAs that Work
U.S. Office of Special Education Programs

AIR®
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National Center on
INTENSIVE INTERVENTION
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NCII Disclaimer

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