

Annual Goals

Standards-Based Measurable Annual Goals

Because students with disabilities are included in the statewide assessment system, they must have access to the general education curriculum that is tested using this system. This access may be with or without accommodations and can include alternate assessments. However, due to these requirements, all students must now have standards-based goals. Standards-based goals are defined as annual, measurable goals aligned to enrolled grade level TEKS or Pre-Kindergarten Guidelines.

The IEP must include a statement of measurable annual goals that relates to both of the following:

- Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum
- Meeting each of the student's other educational needs that result from the student's disability.
- Each measurable annual goal must contain each of the following components:
- **Timeframe:** Identifies the amount of time in the goal period and is usually specified in the number of weeks or a certain date for completion
- **Conditions:** Describe the specific resources that must be present for a child to reach the goal; the condition of the goal should relate to the behavior being measured
- **Behavior:** Represents an action that can be directly observed, measured and monitored
- **Criterion:** Identifies how much, how often, or to what standard the behavior must occur in order to demonstrate that the goal has been met

Every student receiving special education services must have at least one standards-based measurable annual goal. Not all students receiving special education services must have short-term objectives/benchmarks to support annual goals:

- Those students who are expected to achieve mastery within the general education curriculum with accommodations may only have annual goals listed on their IEP.
- IEPs for students whose course content is modified or who take alternate assessments aligned to alternate assessment standards must have both annual goals and short-term objectives/benchmarks.

Following the development of standards-based measurable annual goals for a student, the ARD Committee should:

- Develop strategies that will assist the student in achieving his/her annual goal(s).
- For students whose course content is modified and/or who take alternate assessments aligned to alternate assessment standards, CFISD will develop measurable, intermediate steps (short-term objectives/benchmarks) for each annual goal to assist families, students, and educators in monitoring progress during the year, and if appropriate, revise the IEP to address the student's instructional needs.

Measuring and Reporting Progress

The IEP must include a statement of:

- How the student's progress toward attaining IEP annual goals will be measured; and
- The schedule (e.g., every three/six/nine weeks) and method for evaluating a student's progress for each annual goal.

Documenting the student's progress on the annual goals is intended to be in addition to regular reporting for all students (e.g., issuance of report cards). The IEP must contain a statement as to how the student's parent will be regularly informed, at least as often as parents are informed of their non-disabled students' progress.

In CFISD updated IEPs will suffice as documentation for notifying parents of progress on annual goals, unless the ARD Committee designates otherwise. Updated IEPs should be sent home at the same intervals as regular progress reporting.