

OPERATING PROCEDURES

ANNUAL GOALS

Weslaco ISD

108-913

Measurable Annual Goals. The special education teacher shall ensure that a student's IEP, as developed by the ARD committee includes:

- a statement of measurable annual goals, including academic, functional, and transitional goals, if determined appropriate.
- goals designed to meet the student's needs that result from the student's disability to enable the student to be involved and make progress in the general education curriculum, and to meet each of the student's other educational needs that result from the student's disability.
- for students who take alternate assessment aligned to alternate achievement standards, a description of benchmarks¹ and short term objectives.²

Based on the PLAAFP statement, measurable annual goals are written. All goals must be standards based and must contain the following elements: Time Frame, Condition, Behavior and Criterion. Students who are assessed based on alternate achievement standards must have annual goals with short-term objectives. Other students may also have short-term objectives. By age 16, or younger, ARD committees must ensure that in addition to academic and functional goals, the student must have at least one goal related to transition.

Parents are provided with reports which indicate the progress that students are making towards their annual goals. This is done in concurrence with the issuance of report cards. In Weslaco ISD, report cards are issued once every six weeks. The progress reports are sent out by the student's monitoring special education teacher. The progress noted on the report must be done in the same manner that the goal is written. For goals written as a percentage, the progress report must be written as a percentage. For goals written as completion of trials the progress must be written in this manner.

EVIDENCE OF PRACTICE:

- Documents associated with the ARD/IEP Meeting; IEP

¹ Tex. Ed. Code § 39.0263

² 34 C.F.R. § 300.320