Integrating Tiered Data Based Decision Making to Address Essential Questions in an RTI Process:

Progress Monitoring Essentials

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Today we will cover:

- Essential qualities and characteristics of progress monitoring measures
- Documenting instruction /interventions
- Matching general outcome measures to intervention
- Setting realistic and ambitious goals including use of rate of improvement (ROI) norm tables
- Social, Emotional, Behavioral (SEB) progress monitoring

Planning, Coordination, Communication, Responding

Polls

Demographics (roles, grades)

Differentiation/Intervention/Assessment – 3 Tiers

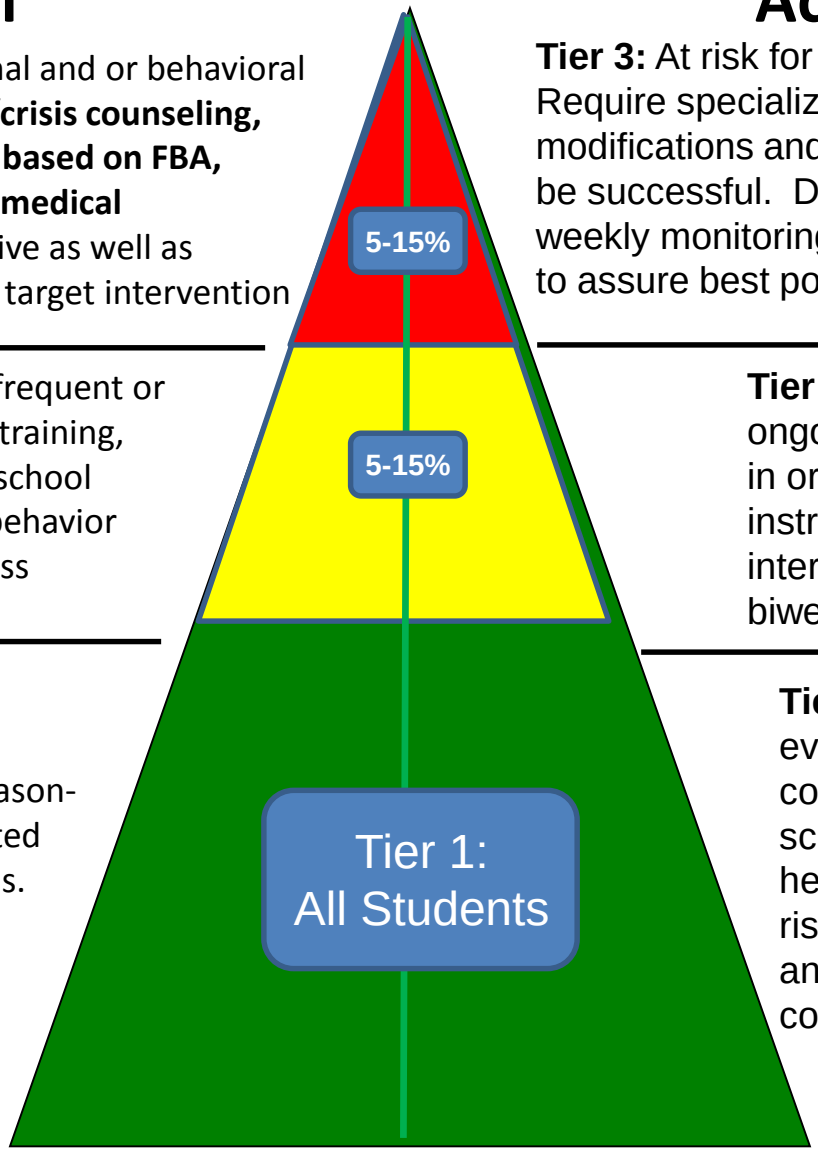
Review

Behavioral

Tier 3: Intensive social, emotional and or behavioral intervention such as: **Individual/crisis counseling, alternate setting for breaks, BIP based on FBA, community based intervention, medical intervention**. Evaluation (formative as well as diagnostic) may be warranted to target intervention

Tier 2: Individual (perhaps less frequent or as need) group counseling/skills training, self monitoring, frequent home-school communication and systematic behavior plans may be necessary to address problem(s).

Tier 1: Effective classroom management including good instructional match and clear, reasonable expectations are implemented on a school-wide/class-wide basis. Positive interactions/ acknowledgements teach prosocial behaviors and build respectful relationships



Academic

Tier 3: At risk for life long academic difficulties. Require specialized instruction, supports, modifications and accommodations in order to be successful. Daily intensive intervention, weekly monitoring and 'diagnostic' assessment to assure best possible progress.

Tier 2: May need temporary or ongoing support and differentiation in order to succeed in core instruction. Small group intervention with weekly or biweekly progress monitoring

Tier 1: All students receive evidence-based, differentiated core instruction. Universal screening 3+ times per year helps to identify students most at risk to prioritize for intervention and to evaluate effectiveness of core instruction

Tiered Problem Solving

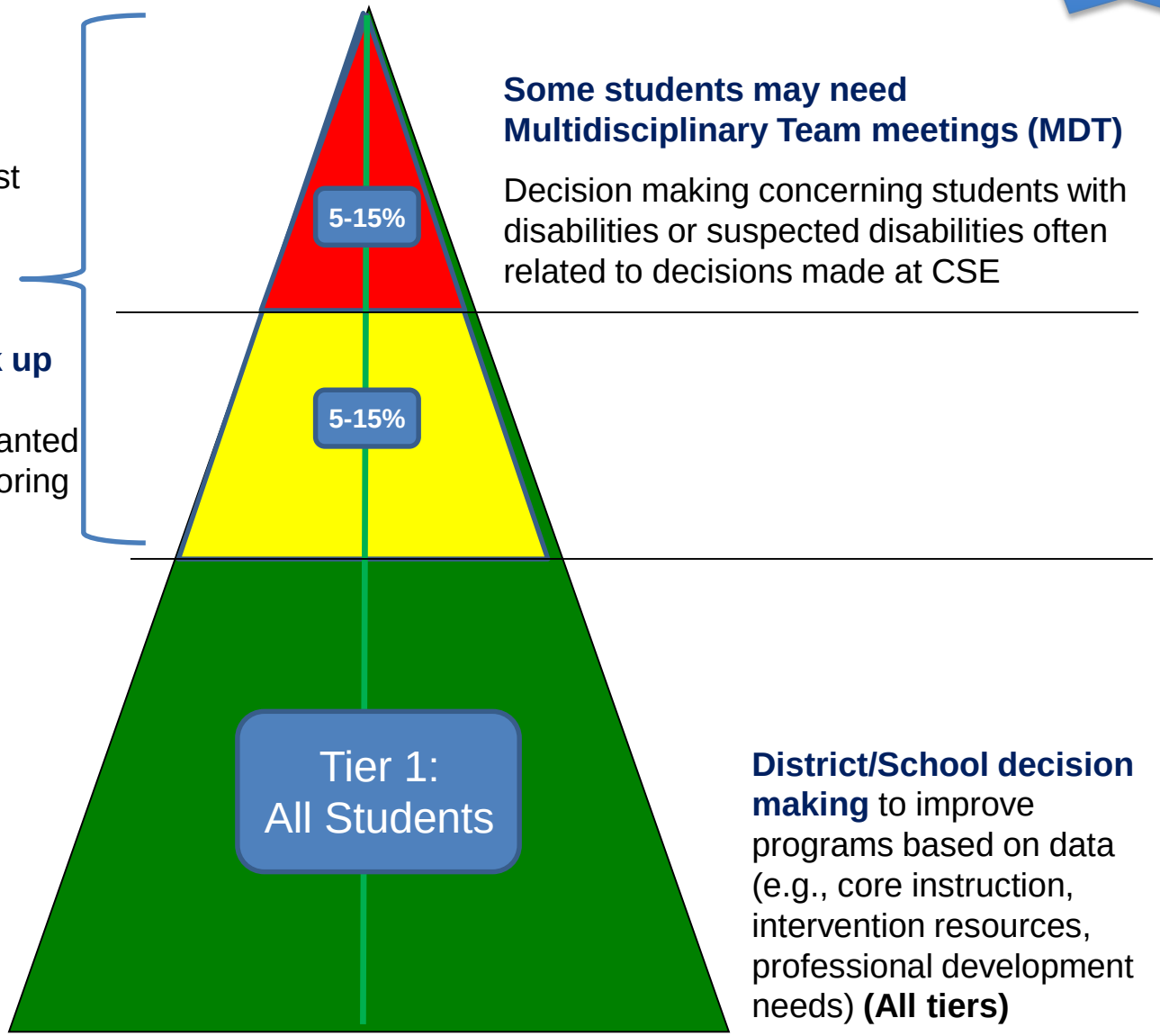
Review

Individualized problem solving meetings for most intense and or complex problems

Progress Monitor Check up Meetings to change interventions if when warranted (based on progress monitoring data)

Post benchmark data meetings for all students to evaluate programs/overall school/grade level risk and assures differentiated instruction and positive behavioral supports

Informal discussion with colleagues



Some students may need Multidisciplinary Team meetings (MDT)

Decision making concerning students with disabilities or suspected disabilities often related to decisions made at CSE

District/School decision making to improve programs based on data (e.g., core instruction, intervention resources, professional development needs) **(All tiers)**

DBDM is part of the RTI problem solving process and addresses the following questions

- What do the students know? (**What are their needs and what do we need to teach?)**

- **Are programs in our school effective** in meeting student needs? (Are there certain groups whose needs are not being addressed?)

Progress Monitoring

- **Who are the students who we prioritize for additional supports?**

- Is the student making progress (**Do I stay the course or make an instructional adjustment**)?

- **What do we need to do to improve our educational system for all students?** (e.g., materials, scheduling, professional development)

Data needs to be organized and communicated effectively with key audiences

Response to Intervention (RTI)

A tiered problem solving process in schools might be:

Informal consultation with colleagues (All tiers)

Progress Monitoring

Post Benchmark Data Meetings (All tiers September, January and May/June, but focus primarily on tiers 2 and 3 in January and May/June)

Checkup Data Meetings (efficient and responsive) (Tier 2 and 3 at about the October 10 week and March 30 week points)

Effective problem solving team meetings to identify and understand more complex problems for individual students. Plan and evaluate interventions (typically Tiers 2b and 3)

Multidisciplinary Team (MDT) meetings – CSE decision making (initial reviews, re-evaluation review panning)

District/School RTI team meetings - Make decisions concerning resources, decision making and infrastructure

Intervention Planning

How much would a district pay for a Tier 2 intervention that worked for *every single student?*

"Why don't they make the plane out of that black box stuff????" - Steven Wright

Advanced and Ongoing Preparation for the Post-benchmark Meeting (Fall, Winter, Spring)

Review

School/District RTI Team with input from grade level staff complete this intervention resource inventory and update continuously

Intervention Name	Grade(s) used	Skill(s) addressed	Source of evidence	Needed supports (training, staff)	Time per day needed	Days per week	Group size	How fidelity is assessed

Step 3 Plan and Assign students to *targeted,* tiered intervention (Tier 3, Tier 2)

When assigning students to tiered interventions, it is essential to know what skill the intervention will target to assure the real needs of the student are being addressed. Identifying the skill address by the intervention is also essential when identifying a general outcome measure t to monitor progress

Group Name: 01-CBMRe-2013 | CBMR English Screening Report
Teacher: Nicole DiCarlo | Grade: 01 | School: FAST Academy Elementary | District: FAST Academy District | School year: 2013-14

Class - 01-R-1							
Student name	Words Read Correct (WRC)			Percentile rank in grade One (Winter)			
	Fall	Winter	Spring	Class	School	District	National
Bunch John		258		99	99	99	99
Mayfield Ethan		106		95	97	87	93
Sinclair Susan		89 77%		91	91	83	84
Helms Aidan		76		86	82	78	73
Zuniga Brandon		66 73%		82	80	72	65
Oconnell Peyton		59 87%		78	77	68	58
Goss Rachel		58 78%		69	71	65	57
Stinson Marti		58		69	71	65	57
Spivey Luca		55		65	62	60	55
Kendall Joshua		53 90%		60	57	57	53
Bacon Sarah		50 68%		56	48	51	49
Meeks Devin		48 81%		52	45	50	48
Plummer Sara		44 81%		47	42	43	44
Yoder Sophie		42 88% !		43	40	42	42
Lucero Gavin		40 88% !		39	34	39	40
Newell Lauren		37 93% !		34	28	36	36
Whaley Casey		26 ! !		30	22	25	22
Schaefer Calib		23 ! !		25	20	22	17
Childs Katherine		21 ! !		21	17	21	14
Rosado Gerard		19 ! !		17	14	13	11
Covington Angel		10 ! !		6	5	7	1
Crowley Dylan		10 ! !		6	5	7	1
Proctor Bradley		6 57% ! !		4	2	6	1
Rangel Benjamin		1 54% ! !		1	1	4	1

Get Tier 1supports

Get Tier 2,3 supports

Consider skill needs

Start with students the group agrees upon are most at risk, discuss needs and prioritize for Tier 3. Then do the same for Tier 2 until resources are expended.

Qualities of Academic Progress Monitoring

- Strong psychometric properties (reliable, valid)
  Used as a part of high stakes decisions such as
  Tier 3, IEPs, LD eligibility
- Sensitive to progress over short periods of time (e.g., 8 weeks)
- Multiple *equated* forms (field tested not just based on readability)
- Independence from a specific curriculum (GOM)
- Measure important things (predict functional skills)
- Monitor what is being instructed (intervention)
- Easy to administer frequently, consistently, with fidelity
  (Feasible for weekly data gathering)
- Goals (what it mean if student meets them) should be understandable

2 Poll

.

- 2. RTI progress monitoring tool used in your school:
- STAR
- AIMSweb
- DIBELS
- FastBridge
- iReady
- iStation
- Fountas and Pinnell
- DRA
- District created measures
- Other
- None
-

Some Tools Used for Progress Monitoring (Literacy)

Tool	CAT or CBM	Math?	Behavior?
AIMSweb	CBM	Yes	Yes
STAR	CAT	Yes	No
DIBELS	CBM	Yes	No
FastBridge	CBM and CAT	Yes	Yes
Easy CBM	CBM	Yes	No
iReady	CAT	Yes	No

Does it make sense to have the same tool for both universal screening and progress monitoring?

Computer Adaptive Tests (CATS)

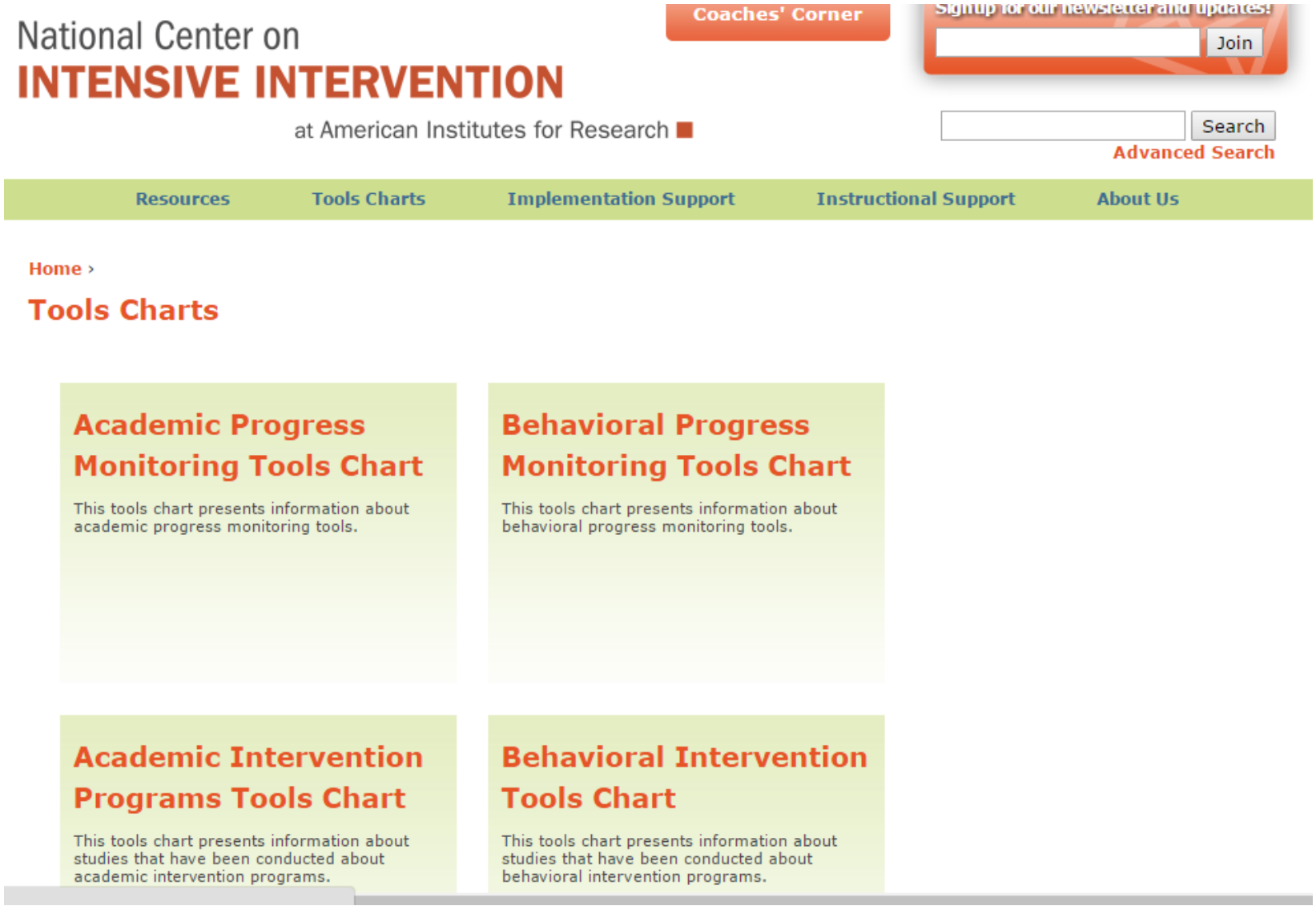
- Good assessment of broad skills
- Can assess more applied skills (e.g., Vocabulary, Comprehension, Math applications)
- Very feasible for teachers (group assessment not 1:1)
- Less sensitive to improvement
- Take about 30 minutes to assess.
- Significant time out of instruction if conducted weekly

Curriculum Based Measures (CBMs)

- Good assessment of specific skills
- Good general outcome measure for improving foundation skills
- Brief (1-2 minutes) feasible for weekly assessment
- Sensitive to improvement
- Multiple forms
- Well researched

… but do not directly measure constructs like comprehension and vocabulary -especially important in older grade levels

http://www.intensiveintervention.org/resources/tools-charts

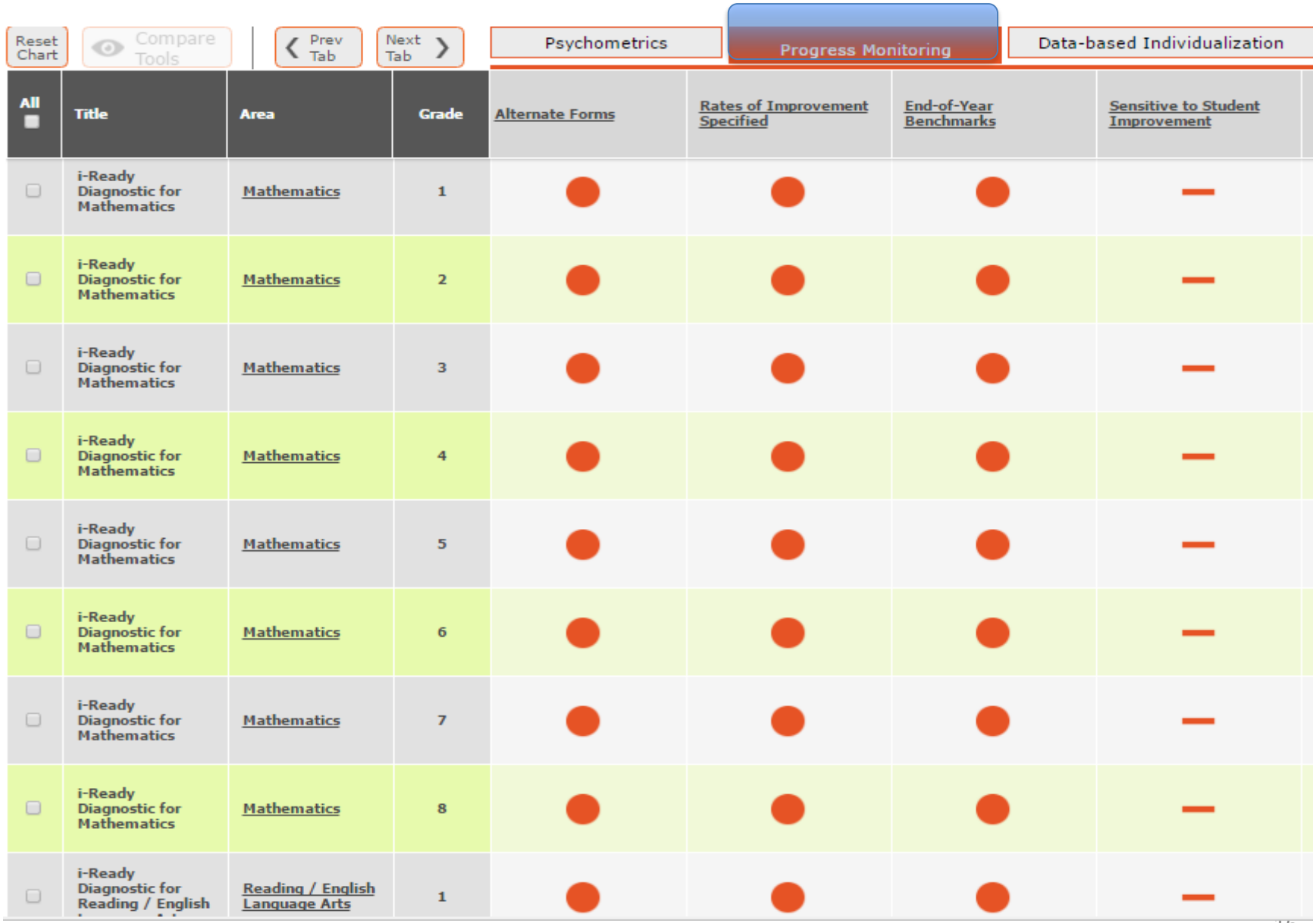


www.intensiveintervention.org/resources/tools-charts

Reset Chart | Compare Tools | Prev Tab | Next Tab | Psychometrics | Progress Monitoring | Data-based Individualization

All	Title	Area	Grade	Reliability of Performance Level Score	Reliability of Slope	Validity of Performance Level Score	Predictive Validity of Slope of Improvement	Disaq. Reliability and Validity Data	Bias Analysis
☐	i-Ready Diagnostic for Mathematics	Mathematics	1	●	●	●	●	Yes	Yes
☐	i-Ready Diagnostic for Mathematics	Mathematics	2	●	●	●	●	Yes	Yes
☐	i-Ready Diagnostic for Mathematics	Mathematics	3	●	●	●	●	Yes	Yes
☐	i-Ready Diagnostic for Mathematics	Mathematics	4	●	●	●	●	Yes	Yes
☐	i-Ready Diagnostic for Mathematics	Mathematics	5	●	●	●	●	Yes	Yes
☐	i-Ready Diagnostic for Mathematics	Mathematics	6	●	●	●	●	Yes	Yes
☐	i-Ready Diagnostic for Mathematics	Mathematics	7	●	●	●	●	Yes	Yes
☐	i-Ready Diagnostic for Mathematics	Mathematics	8	●	●	●	●	Yes	Yes
☐	i-Ready Diagnostic for Reading / English	Reading / English Language Arts	1	●	●	●	●	Yes	Yes

www.intensiveintervention.org/resources/tools-charts



Reset Chart | Compare Tools | Prev Tab | Next Tab | Psychometrics | Progress Monitoring | Data-based Individualization

All	Title	Area	Grade	Alternate Forms	Rates of Improvement Specified	End-of-Year Benchmarks	Sensitive to Student Improvement
☐	i-Ready Diagnostic for Mathematics	Mathematics	1	●	●	●	—
☐	i-Ready Diagnostic for Mathematics	Mathematics	2	●	●	●	—
☐	i-Ready Diagnostic for Mathematics	Mathematics	3	●	●	●	—
☐	i-Ready Diagnostic for Mathematics	Mathematics	4	●	●	●	—
☐	i-Ready Diagnostic for Mathematics	Mathematics	5	●	●	●	—
☐	i-Ready Diagnostic for Mathematics	Mathematics	6	●	●	●	—
☐	i-Ready Diagnostic for Mathematics	Mathematics	7	●	●	●	—
☐	i-Ready Diagnostic for Mathematics	Mathematics	8	●	●	●	—
☐	i-Ready Diagnostic for Reading / English	Reading / English Language Arts	1	●	●	●	—

www.intensiveintervention.org/resources/tools-charts

Reset Chart | Compare Tools | Prev Tab | Next Tab | Psychometrics | Progress Monitoring | Data-based Individualization

All	Title	Area	Grade	Decision Rules for Changing Instruction	Decision Rules for Increasing Goals	Improved Teacher Planning	Improved Student Achievement
☐	i-Ready Diagnostic for Mathematics	Mathematics	1	—	—	—	—
☐	i-Ready Diagnostic for Mathematics	Mathematics	2	—	—	—	—
☐	i-Ready Diagnostic for Mathematics	Mathematics	3	—	—	—	—
☐	i-Ready Diagnostic for Mathematics	Mathematics	4	—	—	—	—
☐	i-Ready Diagnostic for Mathematics	Mathematics	5	—	—	—	—
☐	i-Ready Diagnostic for Mathematics	Mathematics	6	—	—	—	—
☐	i-Ready Diagnostic for Mathematics	Mathematics	7	—	—	—	—
☐	i-Ready Diagnostic for Mathematics	Mathematics	8	—	—	—	—
☐	i-Ready Diagnostic for Reading / English	Reading / English Language Arts	1	—	—	—	—

Data Meeting Step 3 Plan and Assign students to *targeted,* tiered intervention (Tier 3, Tier 2)

It is essential that **assessments used for progress monitoring target skills being instructed.** General outcome measures (e.g., oral reading automaticity and accuracy as measures by CBM Reading measures) are sensitive to growth of foundation skills.

If phonemic awareness (PA) is specifically the target of the intervention assess with a PA measure, however the *end of year goal* may be reading connected text and therefore a CBM Reading goal may still be important.

For efficiency and maximal time devoted to instruction, try to keep progress monitoring to 1 or 2 general outcome measures. For example, in first grade monitoring weekly with nonsense words (NWF) until ready to read passages, and then monitoring weekly with CBM passages but biweekly with NWF.

Student Name	Need (as determined by all available assessments)	Intervention* (including strategies for core instruction)	Identify any barriers that need to be addressed for intervention to be implemented effectively	Progress monitor Name of assessment (e.g., NWF, RCBM, MCOMP), frequency
Billy	Phonemic awareness Phonics Fluency		Staff training	CBM Reading NWF (recoded)
Mary	Phonics, PA		E-B Materials and training	Nonsense words

Step 3 Plan and assign students to *targeted,* tiered intervention (Tier 3, Tier 2)

Document interventions in database.

1.Who: List who is involved in literacy instruction and intervention. This helps us to document that tiered interventions are provided by 'qualified staff' (a core requirement of RTI).

2. Describe or name intervention. Please describe core instruction and how it is differentiated for struggling students. If you use an evidence based intervention it will have a name and can be replicated, you only need to name it as long as it is implemented as intended. Example evidence -based 'programmed' interventions might include: 'Read Naturally', 'Fundations' or 'Wilson', or Repeated Reading. You may also be implementing behavior interventions for some students that could be documented in the 'what'

3.Where does it occur: Tiered interventions can be delivered in or out of the classroom.

4. When during the day: The important part of when is that supplemental tiered interventions are not part of the 90 minutes of core instruction recommended. If because of scheduling they occur during the 90 minute block, indicate how core instruction time is made up at other times during the day.

5.Why the intervention was chosen: Describe why the tiered intervention(s) or supplemental strategies within core instruction were chosen. Fr example, does the student have weakness in phonics and the strategy/intervention is proven to be effective for improving phonics skills? Information from 'diagnostic' assessments might be used to target intervention and or supplemental/differentiated instruction in the core.

6. Frequency: Tier 2 might be 3-5 days per week, Tier 3 would typically be 5 days per week

7. Time spent during the day: Tier 2 would be 20 to 30 minutes of supplemental instruction beyond 90 minutes of core instruction. Tier 3 interventions would be 20 minutes, 10 minutes, one hour, during 1st period, etc.

8. Other information: In addition to literacy instruction and intervention, other intervention such as a behavior plan may be described as it is relevant to the student's engagement and participation in instruction.

Step 3 Plan and assign students to *targeted,* tiered intervention (Tier 3, Tier 2)

Example:

Weak phonics skills impact Will's reading fluency (and therefore comprehension). Both phonics and fluency were targeted for intervention. Core instruction includes 90 minutes of _____ at level _____. In addition, Will participates in a tier 3 reading group that includes the following interventions: - _____ for 30 minutes daily (3:1 ratio). A teacher assistant works with Will and 4 other students, additionally, 3 days per week in the classroom using _____ for (e.g., fluency). Both Will's classroom and reading teacher are using _____ to help Will improve reading comprehension. Will has a daily teacher behavior report card that reinforces careful work completion and appropriate/active participation during lessons.

Some interventions that impact students might have to be documented discreetly

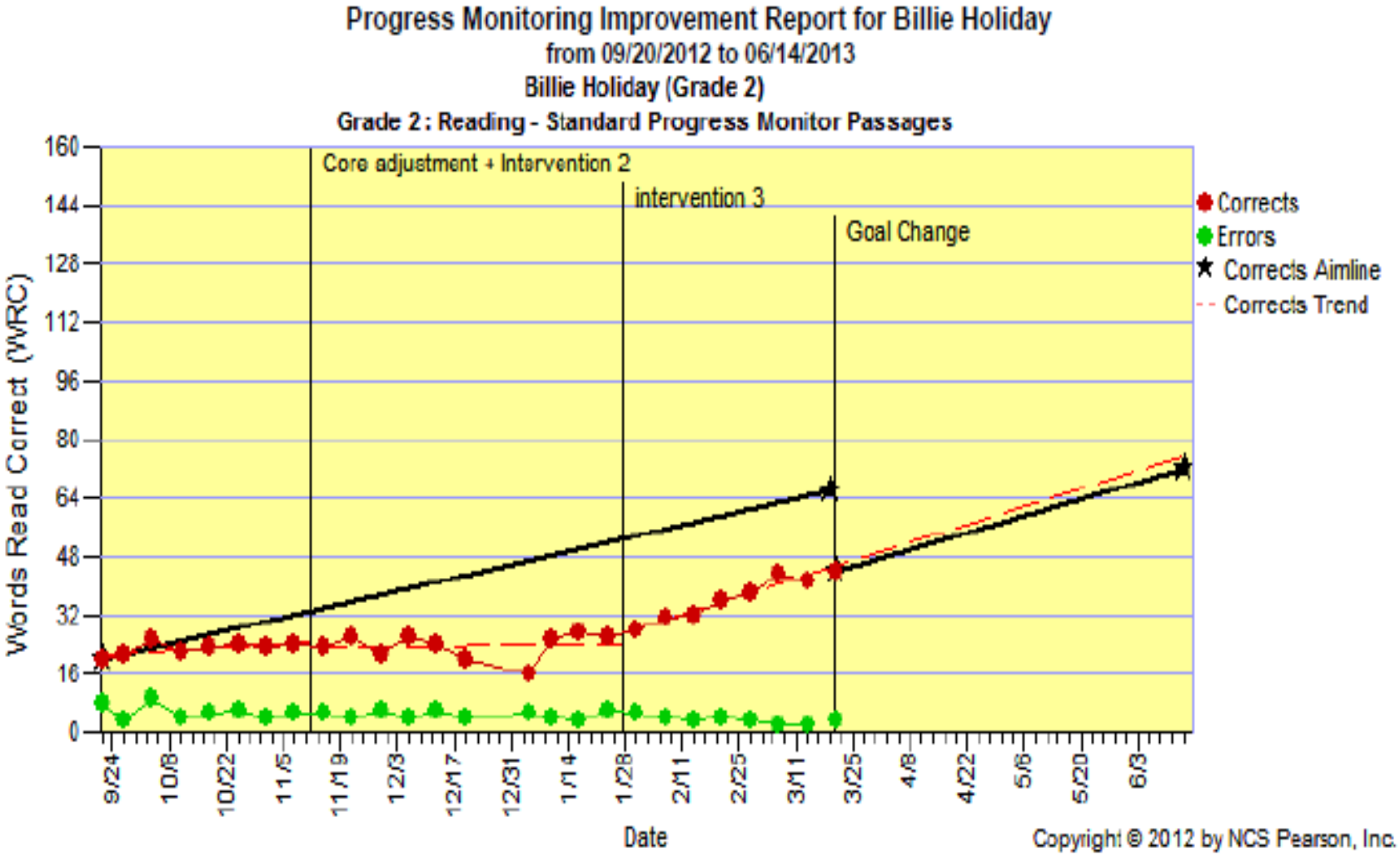
Event	How it might be documented in progress monitoring
John began wearing glasses on 2/15/12	John began wearing glasses on 2/15/15
Susan began wearing a hearing aid on 2/12/15	Susan began wearing a hearing aid on 2/12/15
Will's attendance improved with attendance plan on 2/12/15	Will's attendance improved with attendance plan on 2/12/15
Sam began to participate in lessons and was much less oppositional and aggressive with his behavior plan 2/12/15.	Sam's behavior plan successfully implemented (2/12/15) and helped to improve participation. (Please refer to confidential file)
John was diagnosed as having ADHD and began taking prescribed Ritalin 10mg on 2/12/15. Medication stopped on 2/28/15	Medical intervention 2/12/15. Medical change 2/28/15 (Please refer to confidential file).
Julie was removed from her home due to abuse and placed into therapeutic foster care with weekly counseling on 2/12/15	Significant stressor and community-based intervention 2/12/15 (Please refer to confidential file)
Daniel's father was severely injured in an automobile accident on 2/12/15 requiring long term hospitalization. He had a significant emotional reaction to this over several weeks.	Significant stressor on 2/12/15

Data Meeting Step 5 Identify progress monitoring logistics: Identify the students, measure and frequency

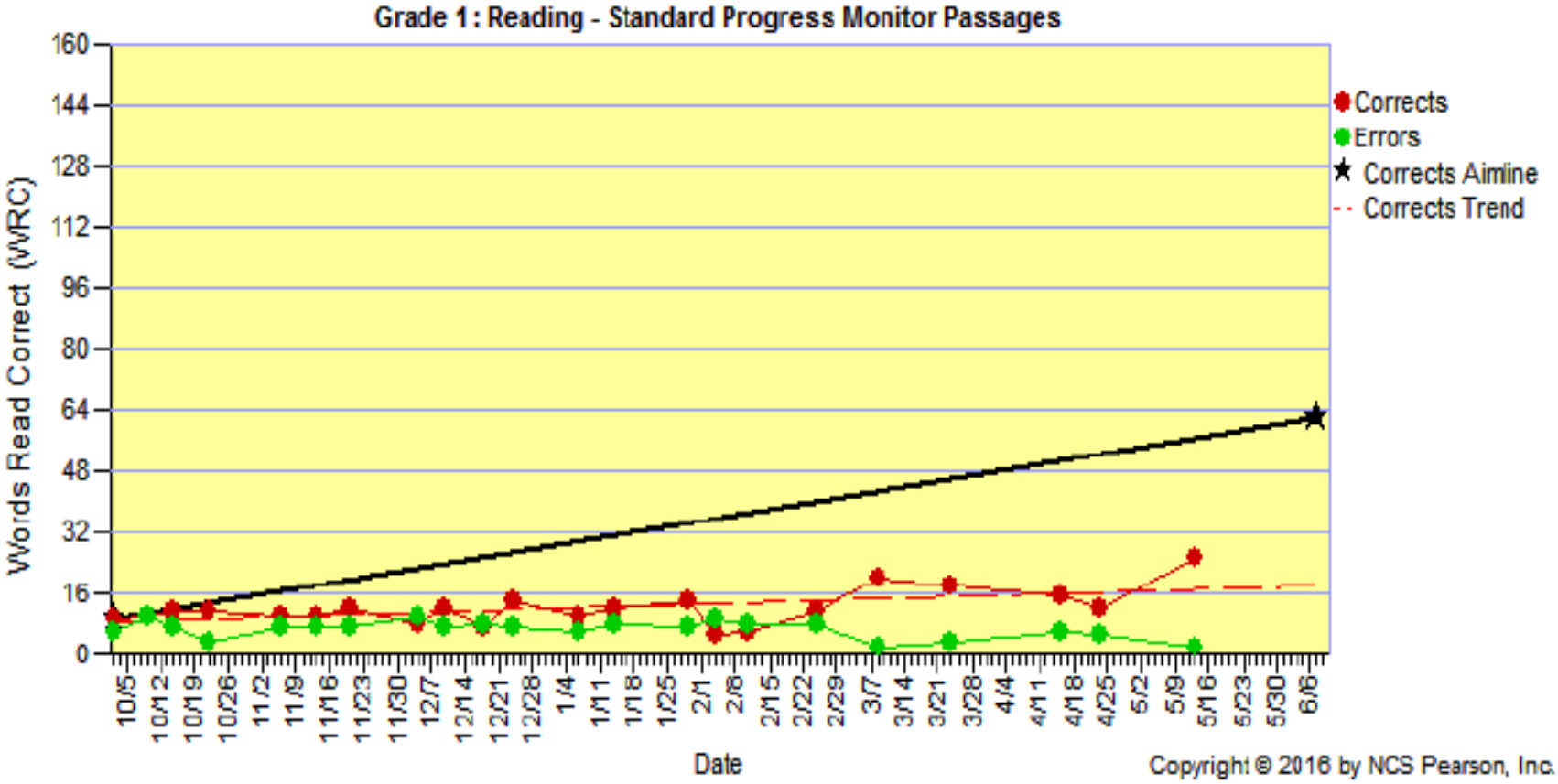
Determine **students who will have regular (e.g., weekly, bi-weekly) progress monitoring, which skills** need to assessed, and develop realistic but ambitious catch up goals aligned to need/intervention(s).

Student Name	Need (as determined by all available assessments)	Intervention* (including strategies for core instruction)	Identify any barriers that need to be addressed for intervention to be implemented effectively	Progress monitor Name of assessment (e.g., NWF, RCBM), frequency

Interpreting and using CBM Reading data



Avoid this


Grade 1 : Reading - Standard Progress Monitor Passages
Words Read Correct (WRC)
160
144
128
112
96
80
64
48
32
16
0
10/5
10/12
10/19
10/26
11/2
11/9
11/16
11/23
11/30
12/7
12/14
12/21
12/28
1/4
1/11
1/18
1/25
2/1
2/8
2/15
2/22
2/29
3/7
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5/9
5/16
5/23
5/30
6/6
Date
Corrects
Errors
Corrects Aimline
Corrects Trend
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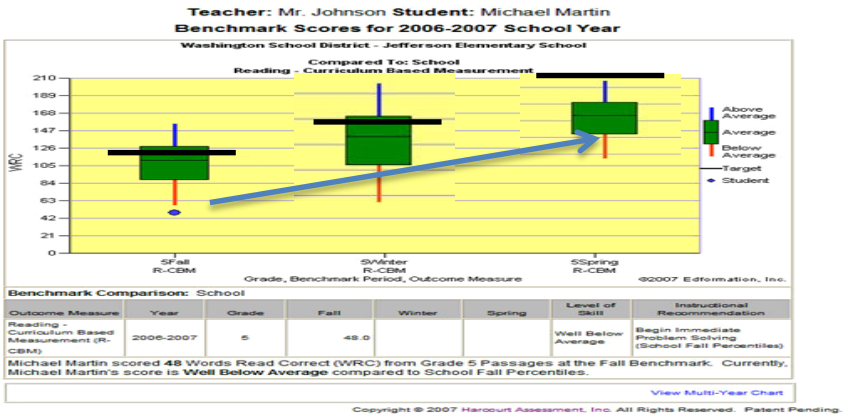
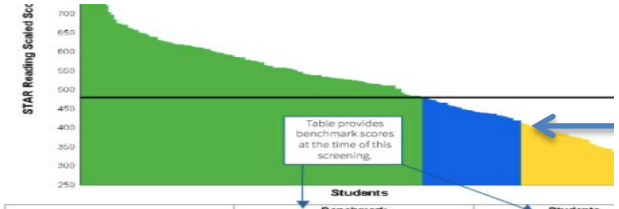
Progress monitoring logistics: Set ambitious but realistic goals

- **Norm referenced** - Can the student meet grade level expectations similar to peers?
- **Criterion referenced** - Can the student meet a criteria e.g., low risk for failing a state test?
- **Rate of Improvement** - Can the student make reasonable but ambitious catch up growth?
- **Intra-Individual Framework** – Can the student make reasonable growth based on his or her unique learning needs?

Identify Progress Monitoring Logistics: Set Goals



STAR Example: Green is 40th percentile (low risk). Norm referenced goal might be get to 25th percentile (Blue)



"average (25th percentile)

Norm referenced goal: e.g., Aim for the local or national 25th percentile

Advantages

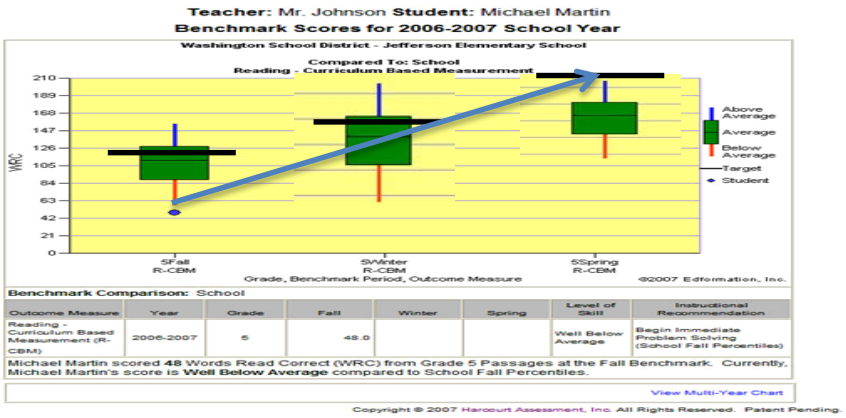
- Classroom instruction targeted to 'middle' will be appropriate. (Student will require less differentiation).
- Student will feel competent when engaged in classroom activities.
- Student should be better able to keep up with classmates.

Disadvantages

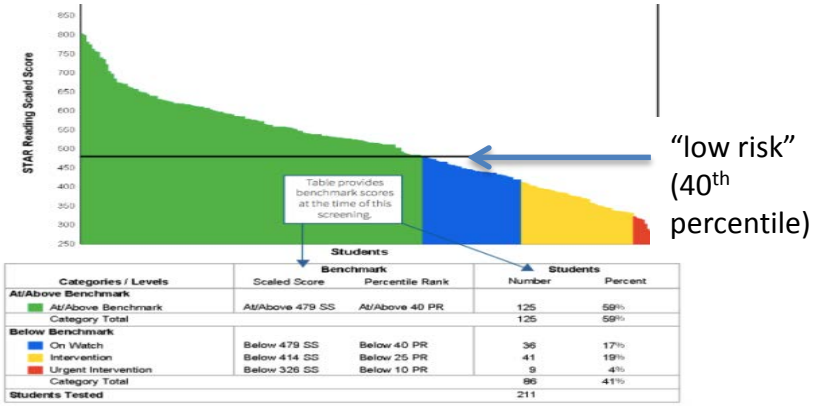
- Rates may be too ambitious (not achievable)
- 25th percentile is not enough to be 'proficient.'

Progress Monitoring: Set Goals

AIMSweb Example: Hit the bar



STAR Example: Green is 40th percentile (low risk).



"low risk" (40th percentile)

Criterion referenced goal: Aim for a level of performance that predicts success (e.g., getting a level 3 on the NY state test).

Advantages

- Proficiency goals are meaningful in that they predict *success* (not just being 'average' compared to a norm group)

Disadvantages

- For some students going from 10th percentile to 45th percentile may be ambitious (very) but not realistic.

  An overly ambitious goal could result in unwarranted intervention changes or special education referrals

Step 5 Progress Monitoring Logistics :
Set Goals

Rate of Improvement goal: Aim for the student to 'catch up' by exceeding the rate of improvement of typical students.

Advantages

- It can be applied to most students regardless of their current skill level. The student may not catch up this year but will eventually of they maintain the accelerated rate.
- ROI is the metric discussed when considering intervention change and is the metric considered for 'expected growth' when determining dual discrepancy.
- Current ROI can be calculated and used for decision making at any time of the year (as opposed to an end of year goal)

Disadvantages

- It may take more than one year for the student to reach proficiency

Step 5 Progress Monitoring Logistics : Set Goals

Rate of Improvement (ROI) Goals

- Students receiving 90 minutes of differentiated, scientifically-based core instruction with 30-60 minutes of targeted evidence-based intervention should achieve a 'catch up rate.'
- AIMSweb and FastBridge have percentiles associated with rates of improvement (ROI) for their measures. A 75th percentile growth rate is achievable (with good core instruction and intervention) and considered a 'catch up rate.'
- Not all PM tools calculate ROI

Understanding ROI

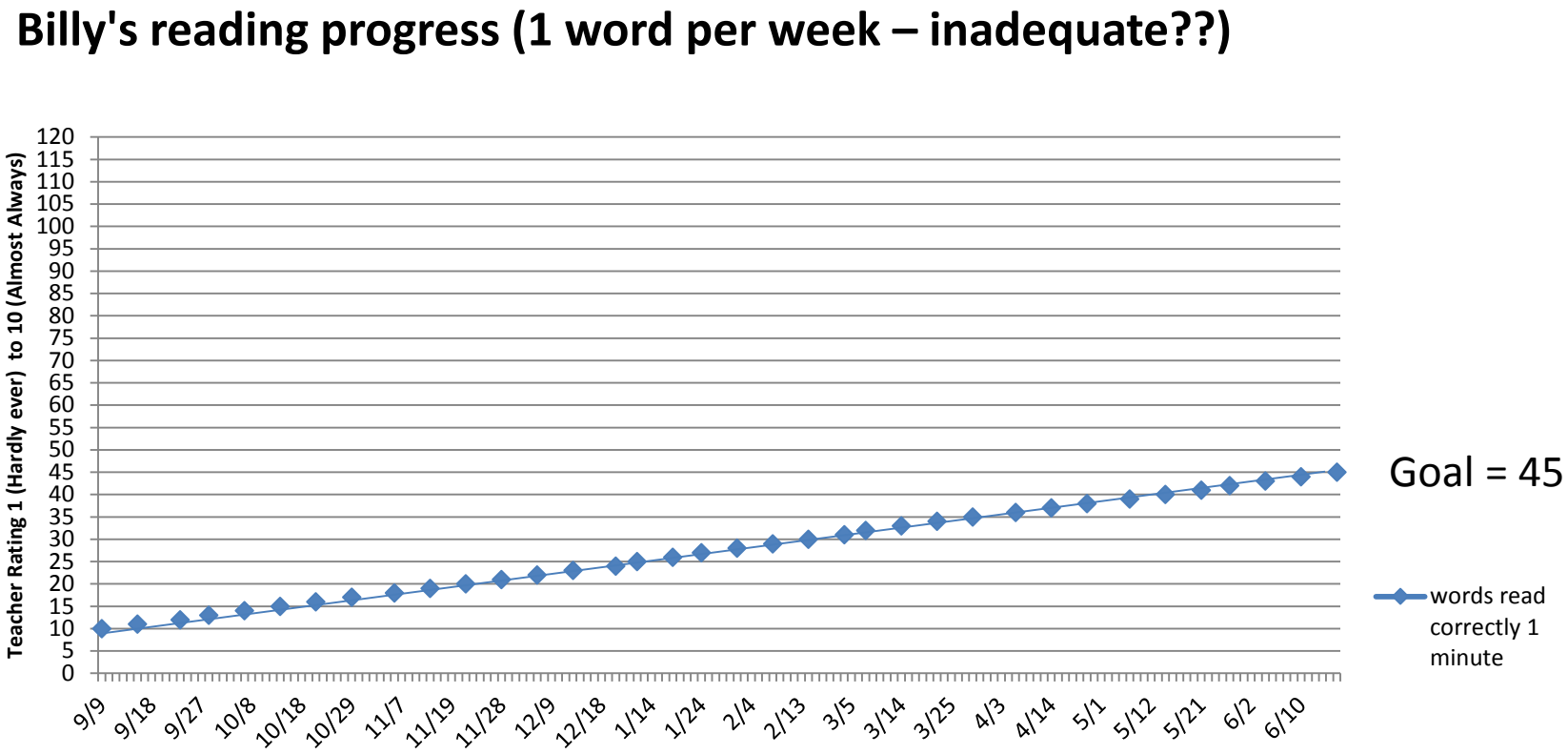
- Billy, **a 2nd grader**, takes a **fall universal screening** on September 18 and **earns a median score of 10** words read correct (WRC) in 1 minute. (4th percentile for fall 2nd grade)

- We set a goal for Billy with a progress monitoring schedule ending June 16. That is about **35 instructional weeks** from September 18.

- **If Billy improves by one word per week, he'll improved by 35 words.**

- He was already reading 10 words read correctly per minute, so we simply **add 35 + 10 to get his goal of 45 WRC by June 16.**

One word per week growth: Improve by 35 words in 35 weeks 35 + 10 = 45

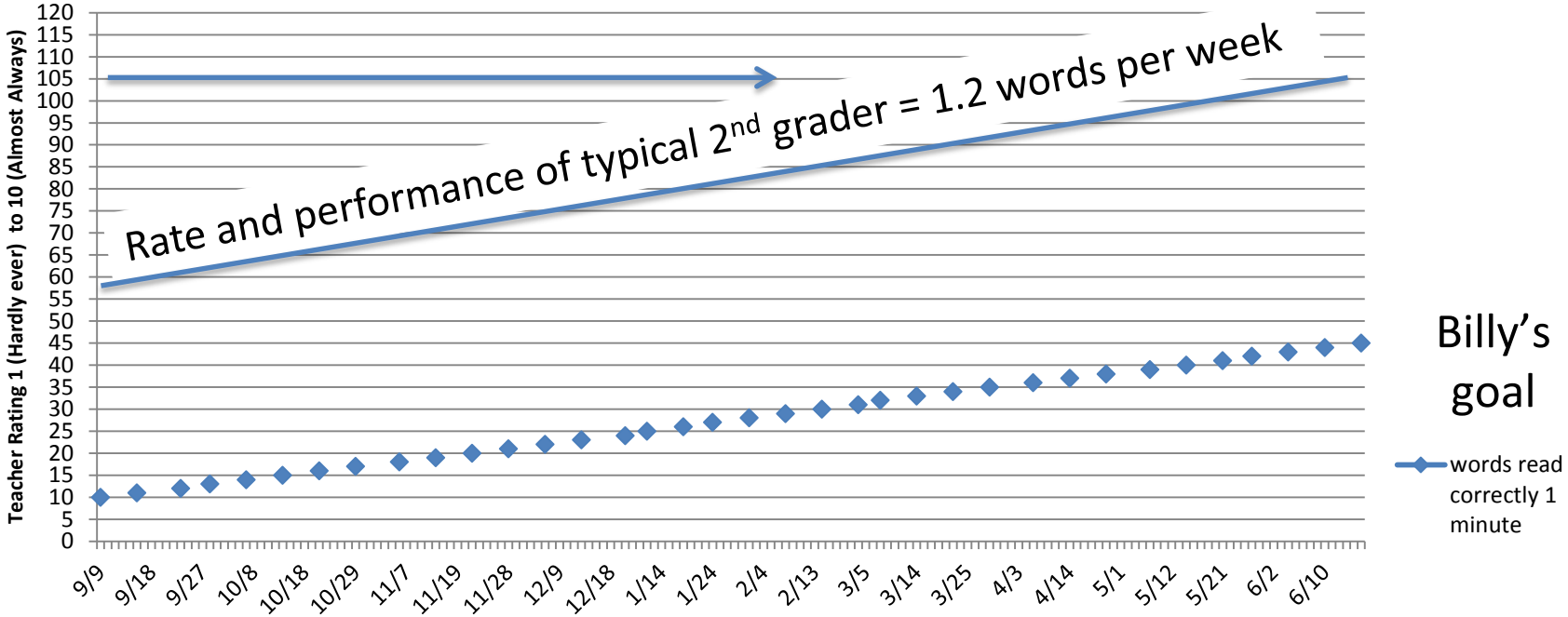


But, the average growth of Billy's peers across the country is 1.2 words per week and 1.2 x 35 = 42

42 + 62 (50th percentile 2nd grade fall)= 104

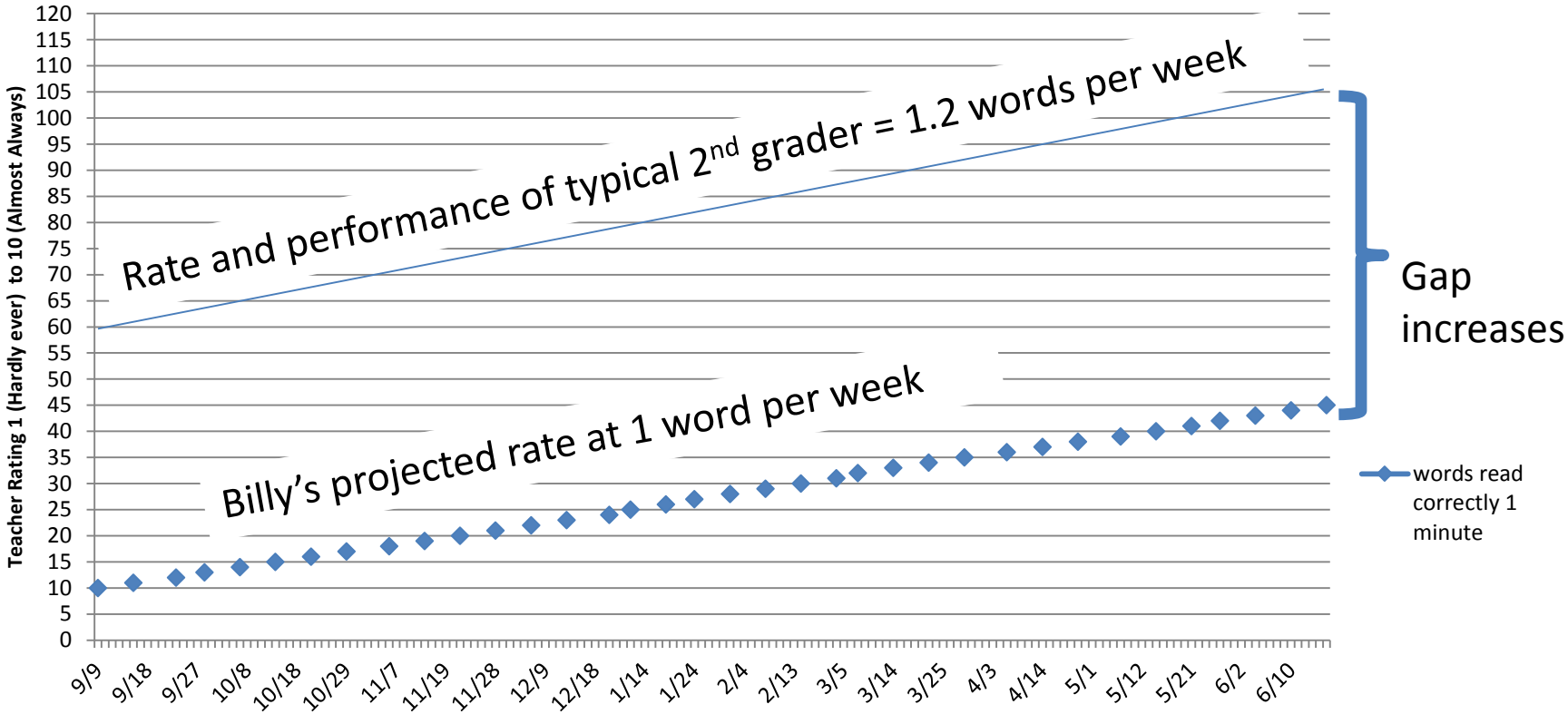
(They are performing better and making a better ROI!)

Billy's reading progress (1 word per week - inadequate)



Our goal of only 1 word per week growth sets Billy up to fall further behind!

Billy's reading progress goal (1 word per week) is *inadequate*



How gaps increase

Ahead and running faster

Middle of the pack and running ‘normally’

Behind and progressing slower

Identifying 75th percentile ROI based how student performed on Fall benchmark score

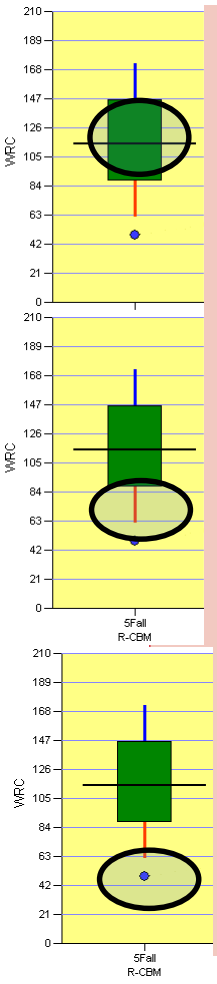
75th percentile ROI (Fall – Spring) at 2nd grade for student whose fall benchmark score is :

AIMSweb Example:

Average 2nd Graders (26th – 75th): **1.5** words per week improvement

Low 2nd: (11th – 25th): **1.6** words per week improvement

Very low 2nd graders (1st – 10th): **1.35** words per week improvement



Grade	Fall status	ROI %tile	Fall-W	Winter-S	Fall -Spring	
2	Average	95	≥ 2.48	≥ 1.83	≥ 1.82	95
		85	2.13–2.47	1.51–1.82	1.59–1.81	85
		75	1.88–2.12	1.28–1.50	1.44–1.58	75
		65	1.68–1.87	1.10–1.27	1.32–1.43	65
		55	1.50–1.67	0.93–1.09	1.21–1.31	55
		45	1.33–1.49	0.77–0.92	1.10–1.20	45
		35	1.15–1.32	0.60–0.76	0.99–1.09	35
		25	0.94–1.14	0.40–0.59	0.86–0.98	25
		15	0.66–0.93	0.13–0.39	0.70–0.85	15
		5	≤ 0.65	≤ 0.12	≤ 0.69	5
	Low	95	≥ 2.59	≥ 1.84	≥ 1.92	95
		85	2.25–2.58	1.54–1.83	1.71–1.91	85
		75	2.05–2.24	1.34–1.53	1.57–1.70	75
		65	1.87–2.04	1.19–1.33	1.44–1.56	65
		55	1.70–1.86	1.04–1.18	1.34–1.43	55
		45	1.52–1.69	0.89–1.03	1.24–1.33	45
		35	1.32–1.51	0.74–0.88	1.13–1.23	35
		25	1.08–1.31	0.57–0.73	1.01–1.12	25
		15	0.73–1.07	0.34–0.56	0.83–1.00	15
		5	≤ 0.72	≤ 0.33	≤ 0.82	5
	Very Low	95	≥ 2.01	≥ 1.88	≥ 1.70	95
		85	1.53–2.00	1.56–1.87	1.44–1.69	85
		75	1.22–1.52	1.32–1.55	1.27–1.43	75
		65	1.00–1.21	1.13–1.31	1.11–1.26	65
		55	0.81–0.99	0.93–1.12	0.94–1.10	55
		45	0.64–0.80	0.73–0.92	0.76–0.93	45
		35	0.49–0.63	0.55–0.72	0.59–0.75	35
		25	0.34–0.48	0.36–0.54	0.43–0.58	25
		15	0.17–0.33	0.14–0.35	0.24–0.42	15
		5	≤ 0.16	≤ 0.13	≤ 0.23	5

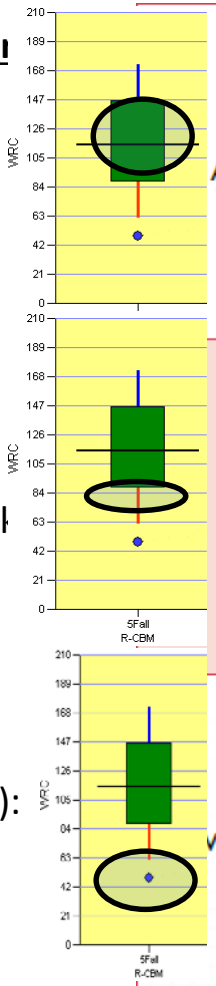
At first grade the difference between the average performing and struggling reader is very significant!!

75th percentile ROI (Winter – Spring) at 1st grade for student whose fall benchmark scor is :

Average (26th – 75th): **2.15** words per week improvement

Low: (11th – 25th): **1.5**words per week improvement

Very low (1st – 10th): **1** words per week improvement



Fall status	ROI %tile	F-W	Winter-Spring	(F-S)	
Average	95		≥ 2.69		95
	85		2.28–2.68		85
	75		2.00–2.27		75
	65		1.78–1.99		65
	55		1.58–1.77		55
	45		1.39–1.57		45
	35		1.19–1.38		35
	25		0.96–1.18		25
	15		0.66–0.95		15
	5		≤ 0.65		5
Low	95		≥ 2.08		95
	85		1.67–2.07		85
	75		1.39–1.66		75
	65		1.18–1.38		65
	55		1.00–1.17		55
	45		0.83–0.99		45
	35		0.68–0.82		35
	25		0.51–0.67		25
	15		0.32–0.50		15
	5		≤ 0.31		5
Very Low	95		≥ 1.44		95
	85		1.07–1.43		85
	75		0.85–1.06		75
	65		0.71–0.84		65
	55		0.58–0.70		55
	45		0.46–0.57		45
	35		0.35–0.45		35
	25		0.23–0.34		25
	15		0.09–0.22		15
	5		≤ 0.08		5

FastBridge Example with FastBridge norms

Interestingly, 50th and 75th percentile growth for 2nd graders using 2 different probe sets, two different norm samples is very similar!

1.3 – 1.4 – 50th percentile growth

1.6 words per week = 75th percentile

CBMreading (English): 2nd Grade

	Scores (Rate)			Seasonal Score Differences			Weekly Growth			Weekly Growth by Percentile Group		
%ile	Fall	Winter	Spring	Fall-Winter	Winter-Spring	Fall-Spring	Fall-Winter	Winter-Spring	Fall-Spring	Fall-Winter M (*SD*)	Winter-Spring M (*SD*)	Fall-Spring M (*SD*)
95th	123	146	162	1.49	1.52	1.50	2.66	2.19	2.02			
90th	113	138	152	1.59	1.58	1.59	2.44	1.98	1.89	1.14 (0.73)	0.80 (0.79)	1.03 (0.45)
85th	104	131	145	1.64	1.58	1.62	2.28	1.81	1.79			
80th	97	125	140	1.84	1.52	1.70	2.14	1.67	1.70			
75th	91	119	135	1.84	1.52	1.70	2.02	1.55	1.63			
70th	86	114	130	1.94	1.52	1.76	1.90	1.44	1.56			
65th	81	109	126	1.99	1.58	1.81	1.80	1.34	1.49			
60th	76	105	122	1.94	1.58	1.79	1.70	1.24	1.43			
55th	71	100	117	1.79	1.65	1.73	1.61	1.15	1.37	1.64 (0.61)	1.08 (0.64)	1.36 (0.38)
50th	67	96	113	1.64	1.78	1.70	1.51	1.06	1.31			

75th percentile growth fall – spring is **1.63** words per week growth

Average growth fall – spring for students scoring in the average range (fall) is **1.36** words per week growth.

- One word per week might not be strong enough for Billy to catch up so we **find a rate of growth that is stronger than the typical student but also realistic**.

- A **75th percentile growth rate** is somewhere between average (50th percentile) and a rate that few students ever achieve (99th percentile).

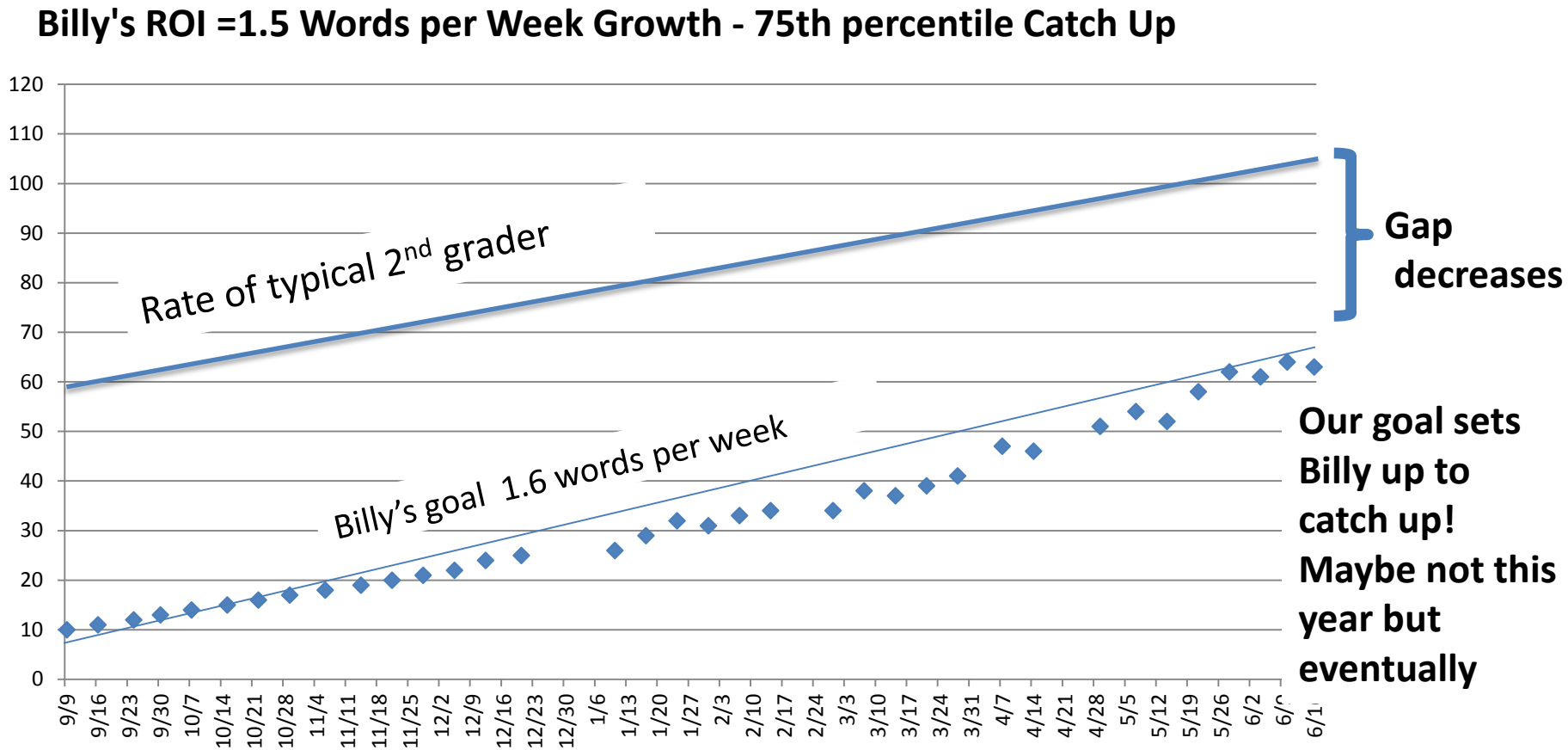
- ROI charts are increasingly available to determine percentile growth rates for **realistic but ambitious goals.**

	Scores (Rate)			Seasonal Score Differences			Weekly Growth			Weekly Growth by Percentile Group		
%ile	Fall	Winter	Spring	Fall-Winter	Winter-Spring	Fall-Spring	Fall-Winter	Winter-Spring	Fall-Spring	Fall-Winter M (*SD*)	Winter-Spring M (*SD*)	Fall-Spring M (*SD*)
95th					1.52	1.50	2.66	2.19	2.02			
90th					1.58	1.59	2.44	1.98	1.89	1.14 (0.73)	0.80 (0.79)	1.03 (0.45)
85th					1.58	1.62	2.28	1.81	1.79			
80th	97	125	140	1.84	1.52	1.70	2.14	1.67	1.70			
75th					1.52	1.70	2.02	1.55	1.63			
70th					1.52	1.76	1.90	1.44	1.56			
65th					1.58	1.81	1.80	1.34	1.49			
60th	76	105	122	1.94	1.58	1.79	1.70	1.24	1.43			
55th	71	100	117	1.79	1.65	1.73	1.61	1.15	1.37	1.64 (0.61)	1.08 (0.64)	1.36 (0.38)
50th	67	96	113	1.64	1.78	1.70	1.51	1.06	1.31			

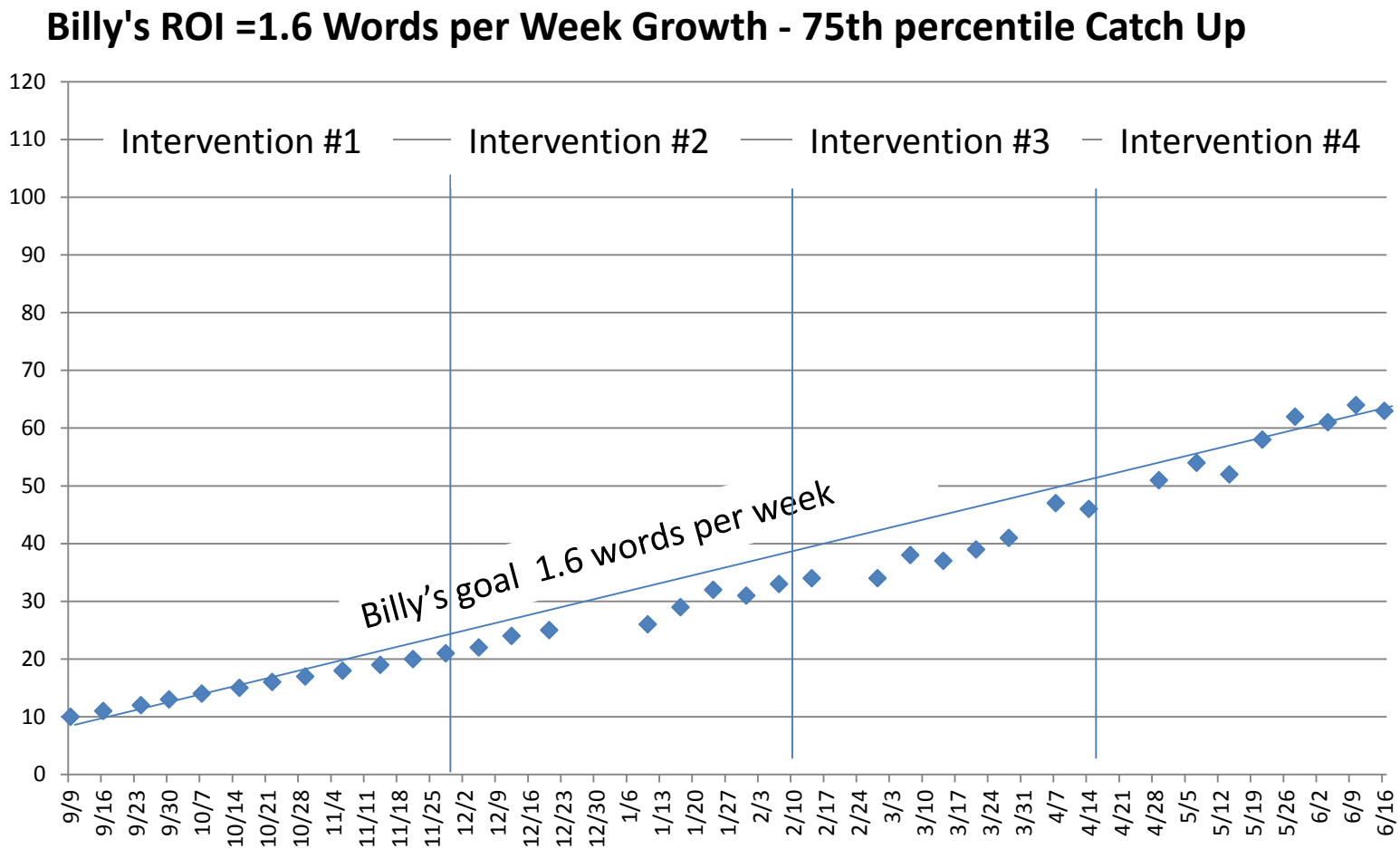
Too ambitious?

Would close the gap

If Billy makes 1.6 words per week growth, he'll improve by 56 words (1.6 x 35) over the course of the year and end up reading 66 words correct (He would go from the fall 4th to the spring 14th percentile)



It took responding to the inadequate rate to help assure that Billy accelerated growth!



We must remember that regardless of the method, the goals we set for students are directly tied to the quality and intensity with which we intervene.

... We can't just wish for ambitious growth and blame the student when we don't get it.

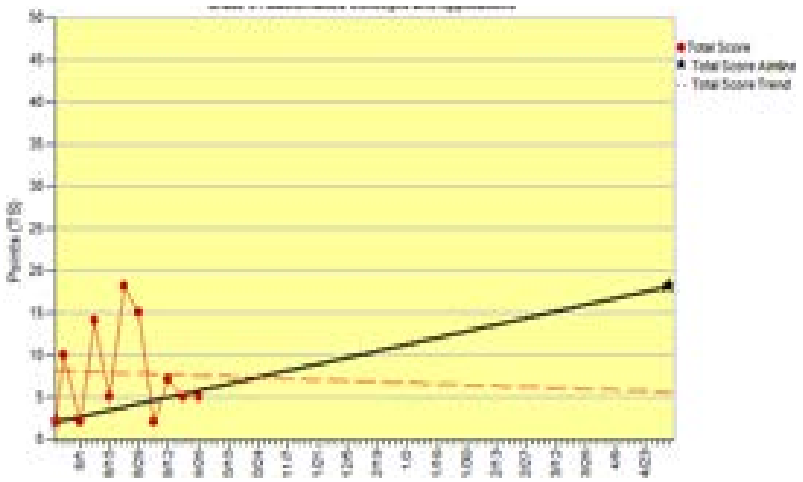
Retrieved 9/19/15 http://4vector.com/i/free-vector-fairy-with-wand-clip-art

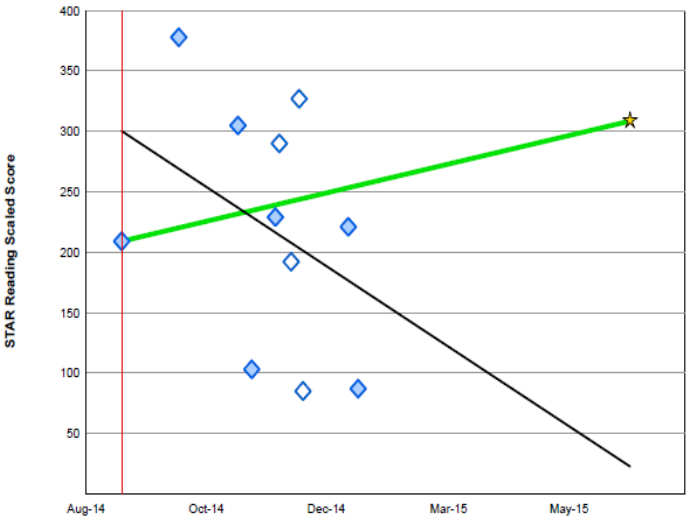
Troubleshooting highly variable data

When PM data is highly variable it takes much longer to determine that a student is/is not making progress.

Consider:

- Is the tool well designed for progress monitoring? (e.g. equated assessments)
- Is the student engaged/motivated during progress monitoring sessions?
- Is the student receiving instruction/intervention consistently?
- Is the assessment being conducted in a standardized way (consistently)?





Review

Progress Monitor Check Up Meetings

Purpose: Strengthen, modify or change instruction for students who are not making progress

September	In-between	January	In-between	May-June
Post Benchmark (Screening)	**Progress monitoring check up meeting(s)**	Post Benchmark (Screening)	**Progress monitoring check up meeting(s)**	Post Benchmark (Screening)

Review

Progress Monitor Check Up Meetings

Frequency	Members	Purpose
At least once in Fall and Spring, 6 – 8 weeks after universal screening administration, but could also be incorporated into regularly scheduled grade level meetings (e.g., collegial circles, team meetings, meetings with instructional coaches)	Might include: Grade level teachers, interventionists at that grade level, school administrator, school psychologist and or other staff that can facilitate discussions based on data and match problems to interventions. Having all players' in the room makes coordination and re-allocation of resources easier.	"Check up" for students receiving Tier 2 and Tier 3 interventions to make any needed adjustments with all relevant players in the room. Recent diagnostic data may also inform instructional/intervention decisions.

Process and Procedures for Progress Monitor Check Up Meetings

- **Who is making progress? (Celebrate!)**

- **Who needs a core instruction/intervention change?**
  - Identify students who are struggling and not making progress and prioritize them for more intensive/targeted instruction/intervention.
  - For those not progressing, determine needs. Discuss current instruction/intervention(s) and needed changes.

  - **For those not progressing, determine needs. Discuss current instruction**, strategies, interventions, supports (Classroom instruction as well as any supplemental supports) and **needed changes.** Consider other factors such as behavior, attendance *over which school has control*

Process and Procedures for Progress Monitor Check Up Meetings

- **Are there groups that have similar needs?**
  - Discuss new standard protocols

- Plan and document intervention changes for groups.
  - Frequency, length, staff, materials, training

- Discuss and prioritize students who need a different type of meeting.
  - Parent, Problem Solving, Multi-disciplinary team

What about assessing Social Emotional Behavioral (SEB) Progress??

Informally, archival data (e.g. from Teacher Daily Behavior Report Card) might be used:

Hannah's best behavior game!		
	I completed work to the best of my ability.	I was engaged in learning.
Buzzer beater = I was organized and ready to learn throughout the day		
Add your points	+	= Total

3 points – 3 point shot!!!
2 points – In the paint (Good, but keep trying for a 3 pointer)
1 Point - Foul shot (OK)
0 points – Let's try harder

24 Points = Perfect Game!!

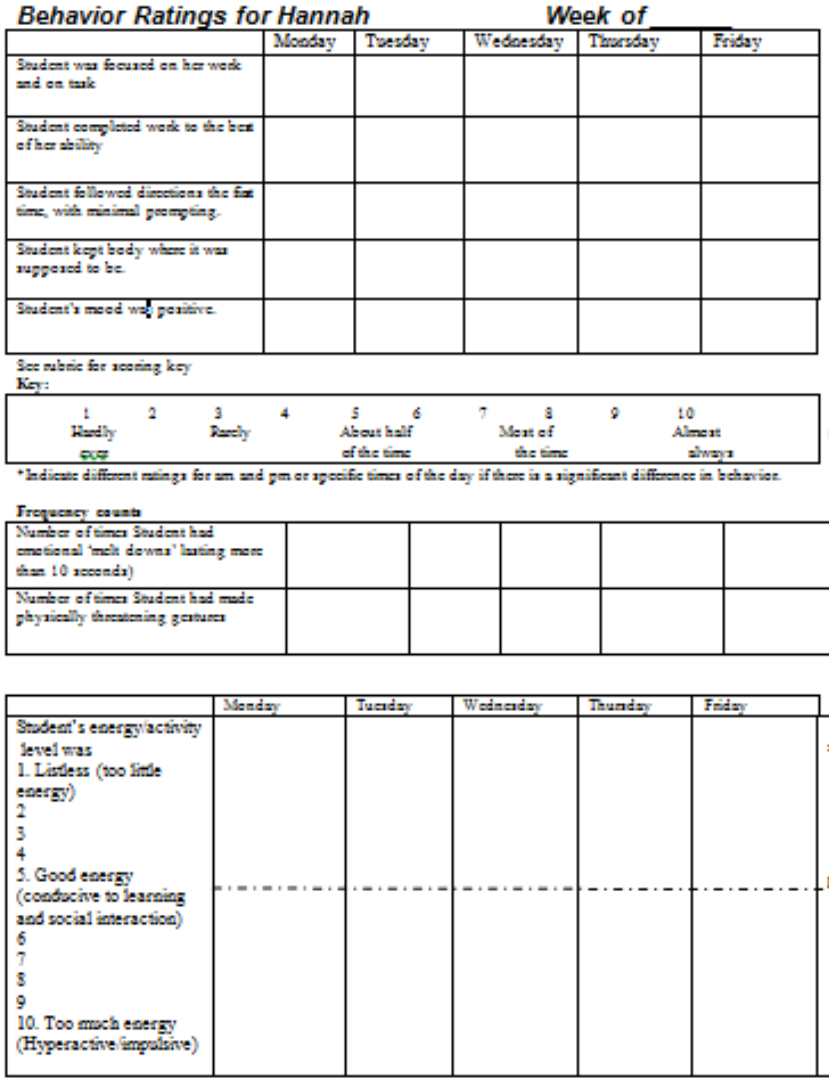
14 Points = Good day, You win!

Points or Less = Try to make better choices.

In this example total points could be graphed with a goal of so many days of 14 points or higher.

The only problem is, what a teacher deems as 'a 2 point shot' (good) may 'drift' as expectations (appropriately) rise.

Direct Behavior Ratings: A more formal formative evaluation of social, emotional and behavioral concerns:



Behavior Ratings for Hannah **Week of _____**

	Monday	Tuesday	Wednesday	Thursday	Friday
Student was focused on her work and on task					
Student completed work to the best of her ability					
Student followed directions the first time, with minimal prompting.					
Student kept body where it was supposed to be.					
Student's mood was positive.					

See rubric for scoring key

Key:

1	2	3	4	5	6	7	8	9	10
Hardly ever		Rarely		About half of the time		Most of the time			Almost always

*Indicate different ratings for am and pm or specific times of the day if there is a significant difference in behavior.

Frequency counts

Number of times Student had emotional 'melt downs' lasting more than 10 seconds)					
Number of times Student had made physically threatening gestures					

	Monday	Tuesday	Wednesday	Thursday	Friday	
Student's energy/activity level was 1. Listless (too little energy) 2 3 4 5. Good energy (conducive to learning and social interaction) 6 7 8 9 10. Too much energy (Hyperactive/impulsive)						am PM

Through problem identification process, 3-6 identify prioritized behaviors that if improved would help the student to learn and adjust in the classroom.

Create 1-10 ratings (a rubric helps to anchor ratings).

Some low frequency but important behaviors might be counted.

In this example a student's energy level is rated:
1- low energy/activity
5 optimal energy/activity
10 – Too much energy/activity

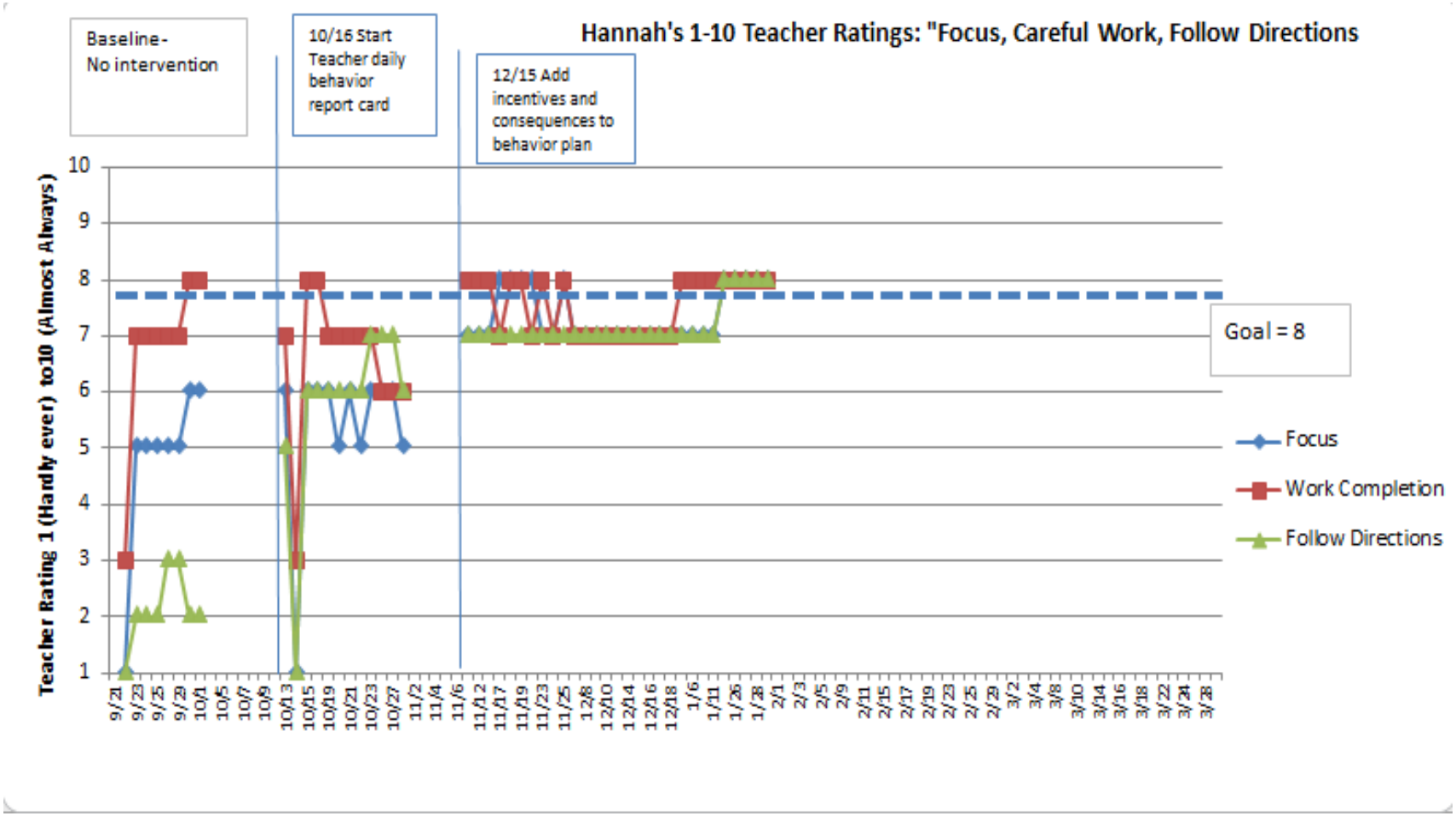
Direct Behavior Ratings: A more formal formative evaluation of social, emotional and behavioral concerns:

Rubric for daily behavior ratings

Behavior description	Ratings of 1 - 3 = 0 to 30% of the time	Ratings of 4 - 6 = About half (40-60%) of the time	Ratings of 7 - 10= 70 to 100% of the time
Student was focused on his work and on task	Student was frequently off task and not paying attention. (Rating of 1= Focused on speaker or on task 0–10% Rating of 2 = 10-20% of time) with prompts and re-direction.	Student is inconsistent with attention and or orientation/engagement with work. Focused on task or speaker about 40-60% of the time. Needs prompts/redirections.	Student is consistently oriented visually to the speaker, task at hand and or engaged in work (Rating of 7=70% and 10 = 90 – 100% of time). Needs little to no more prompting than typical students.
Completed work and tries as hard as he could.	Student did not complete much work and what he completed was poor quality relative to his best work. Rating of 1 = 0 – 10% completed accurately. Rating of 2 = 20 % of work completed accurately.	About half of work completed accurately: Rating of 4-6 = 40 – 60 % of work completed accurately.	Student completed work to the best of his ability. Rating of 7 = 70% completed accurately. Rating of 10 = 100% completed accurately.
Student follows directions (that he/she understands) the first time and keeps following them.	Student ignores requests despite repeated requests, incentives and or threats. Is frequently oppositional. Rating of 1 = Follows directions and or prompts 0 – 10% of time. Rating of 2 = Follows directions and or prompts 2 = 20% of time.	Attention wandered or student chose not to do what adults asked him to do about half (40-60%) of the time. Student may need directions or prompts repeated once or may need incentive or warning to keep following them.	Student for the most part (7 = 70% of the time) or consistently (10 = 100% of the time) follows directions the first time when he/she hears and understands them.

Direct Behavior Ratings: A more formal formative evaluation of social, emotional and behavioral concerns:

Graphed data from Direct Behavior Rating



Thanks!

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