

Using Progress Monitoring Data in an RTI Model

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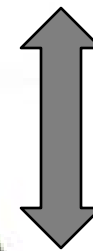
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Decision Making with Benchmark Universal Screening Data

Decision Making with Universal Benchmark Data

Assessment Questions

4. 2. Who needs to deal with students' progress in one area according to the other curriculum?
3. Who needs to enhance?



Focus of Decision Making

AIMSweb Normative Class Report



Grade: 3

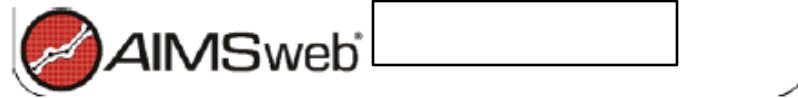
is not shown because there are no scores entered for this measure.

R-CBM		MAZE		Instructional Recommendations
Score	Percentile Rank / Comparison	Score	Percentile Rank / Comparison	
144.0	94.0/ 94.0	25.0	96.1/ 96.1	Benchmark - At Grade Level
106.0	66.0/ 66.0	24.0	94.1/ 94.1	Benchmark - At Grade Level
121.0	82.0/ 82.0	17.0	82.4/ 82.4	Benchmark - At Grade Level
103.0	64.0/ 64.0	16.0	76.5/ 76.5	Benchmark - At Grade Level
93.0	52.0/ 52.0	15.0	70.6/ 70.6	Strategic - Additional Intervention
98.0	58.0/ 58.0	15.0	70.6/ 70.6	Strategic - Additional Intervention
126.0	86.0/ 86.0	14.0	60.8/ 60.8	Benchmark - At Grade Level
39.0	10.0/ 10.0	14.0	60.8/ 60.8	Intensive - Needs Substantial Intervention
79.0	44.0/ 44.0	14.0	60.8/ 60.8	Strategic - Additional Intervention
76.0	38.0/ 38.0	13.0	54.9/ 54.9	Strategic - Additional Intervention
102.0	60.0/ 60.0	13.0	54.9/ 54.9	Benchmark - At Grade Level
95.0	56.0/ 56.0	12.0	51.0/ 51.0	Strategic - Additional Intervention
112.0	74.0/ 74.0	11.0	47.1/ 47.1	Benchmark - At Grade Level
43.0	14.0/ 14.0	10.0	35.3/ 35.3	Intensive - Needs Substantial Intervention
89.0	50.0/ 50.0	9.0	29.4/ 29.4	Strategic - Additional Intervention
53.0	28.0/ 28.0	8.0	21.6/ 21.6	Intensive - Needs Substantial Intervention
47.0	20.0/ 20.0	7.0	15.7/ 15.7	Intensive - Needs Substantial Intervention
50.0	24.0/ 24.0	5.0	7.8/ 7.8	Intensive - Needs Substantial Intervention
31.0	6.0/ 6.0	3.0	< 1/ < 1	Intensive - Needs Substantial Intervention
84.6	Class Mean	12.9	Class Mean	
86.0	Grade Mean	12.4	Grade Mean	

Below Average	Deficient
Low Average	Emerging
Average	Established
Well Above Average	

Recommendations generated using Criterion Referenced - 3 Recommendations rules.

AIMSweb Normative Class Report



ID	Name	Corrects	Errors	Accuracy	Performance Summary	Potential Instructional Action
		144.0	2.0	98.6%	Well Above Average	Consider Need for Individualized Instruction
Well Above Average >= 137.0 (80th %ile)						
		126.0	0.0	100.0%	Above Average	Consider Need for Individualized Instruction
		121.0	5.0	96.0%	Above Average	Consider Need for Individualized Instruction
Above Average >= 113.0 (75th %ile)						
		112.0	1.0	99.1%	Average	Continue Current Program
		106.0	1.0	99.1%	Average	Continue Current Program
		103.0	1.0	99.0%	Average	Continue Current Program
		102.0	4.0	96.2%	Average	Continue Current Program
		98.0	4.0	96.1%	Average	Continue Current Program
Target = 88.0						
		95.0	2.0	97.9%	Average	Continue Current Program
		93.0	4.0	95.9%	Average	Continue Current Program
		89.0	5.0	94.7%	Average	Continue Current Program
		79.0	2.0	97.5%	Average	Continue Current Program
		76.0	1.0	98.7%	Average	Continue Current Program
		53.0	4.0	93.0%	Average	Continue Current Program
		50.0	8.0	86.2%	Average	Continue Current Program
Average >= 60.0 (25th %ile)						
		47.0	5.0	90.4%	Below Average	Further Assess and Consider Individualizing Program
		43.0	4.0	91.5%	Below Average	Further Assess and Consider Individualizing Program
		39.0	4.0	90.7%	Below Average	Further Assess and Consider Individualizing Program
Below Average >= 38.0 (10th %ile)						
		31.0	10.0	75.6%	Well Below Average	Begin Immediate Problem Solving

AIMSWeb Classroom Instructional Report

To confirm group placement, use the Assess and Regroup page in the Teacher's Editions.

Name	Score	Percentile Rank		Reading Street Instructional Group
		Local Norms	National Norms	
	144	94	82	On-level
	126	86	68	
	121	82	64	
	112	74	56	
	106	66	50	
	103	64	47	
	102	60	47	
	98	58	43	
	95	56	40	Strategic Intervention (Below Level)
	93	52	38	
	79	44	25	
	76	38	23	
	53	28	11	Intensive Intervention
	50	24	10	
	47	20	9	
	43	14	7	
	39	10	6	
	31	6	4	



Street Instructional Group	Instructional Recommendations: <i>Reading Street and My Sidewalks on Reading Street</i> © 2008
Advanced 86th to 99th percentile	Use Reading Street core instruction plus the Advanced lessons in Differentiated Instruction at the back of the Teacher's Editions.
On-level 41st to 85th percentile	Use Reading Street core instruction.
Strategic Intervention (Below Level) 16th to 40th percentile	Use Reading Street core instruction plus the Strategic Intervention lessons at the back of the Teacher's Editions. If using <i>My Sidewalks on Reading Street</i> for strategic intervention, administer the My Sidewalks Placement Test to determine program placement and identify problem areas.
Intensive Intervention 1st to 15th percentile	Use Reading Street core instruction plus <i>My Sidewalks on Reading Street</i> . Administer the My Sidewalks Placement Test to determine program placement and identify program areas.

Decision Making with Progress Monitoring Data

Decision Making with Universal Benchmark Data



Focus of Decision Making

Assessment Questions

2. ~~Should the student's score on this question be used to determine if the student is in the intensive tier? Move back to Tier 1?~~

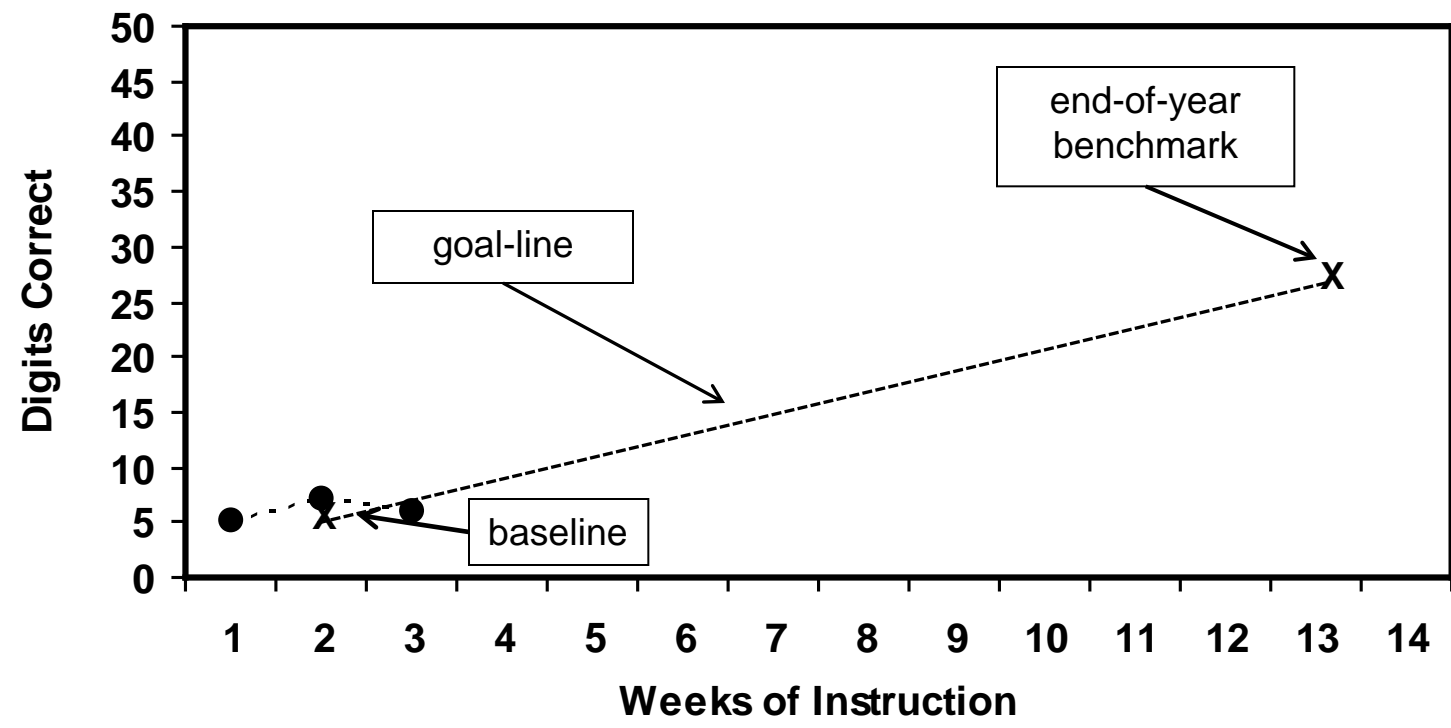
Goal Setting

- End-of-year benchmarking
 - Identify appropriate grade-level benchmark
 - Mark benchmark on student graph with an X
 - Draw goal-line from the baseline CBM scores to X

Goal Setting

Grade	Percentile	Fall		Winter		Spring		ROI
		Num	CD	Num	CD	Num	CD	
1	90	4675	13	9635	22	10752	29	0.4
	75		8		16		20	0.3
	50		5		11		14	0.3
	25		2		7		10	0.2
	10		0		4		6	0.2
	Mean		6		12		16	
	StdDev		11		8		10	
2	90	8787	20	9879	36	10470	41	0.6
	75		14		30		30	0.4
	50		10		23		22	0.3
	25		8		16		16	0.2
	10		5		10		10	0.1
	Mean		12		23		24	
	StdDev		8		11		13	
3	90	7886	26	8362	38	8735	46	0.6
	75		21		31		37	0.4
	50		16		25		29	0.4
	25		12		18		21	0.3
	10		10		13		15	0.1
	Mean		17		26		30	
	StdDev		8		12		13	
4	90	8293	62	8735	74	8999	86	0.7
	75		46		59		71	0.7
	50		35		44		53	0.5
	25		24		32		39	0.4
	10		16		22		28	0.3
	Mean		37		47		56	
	StdDev		18		21		24	
	90		51		60		73	0.6

Goal Setting



Goal Setting

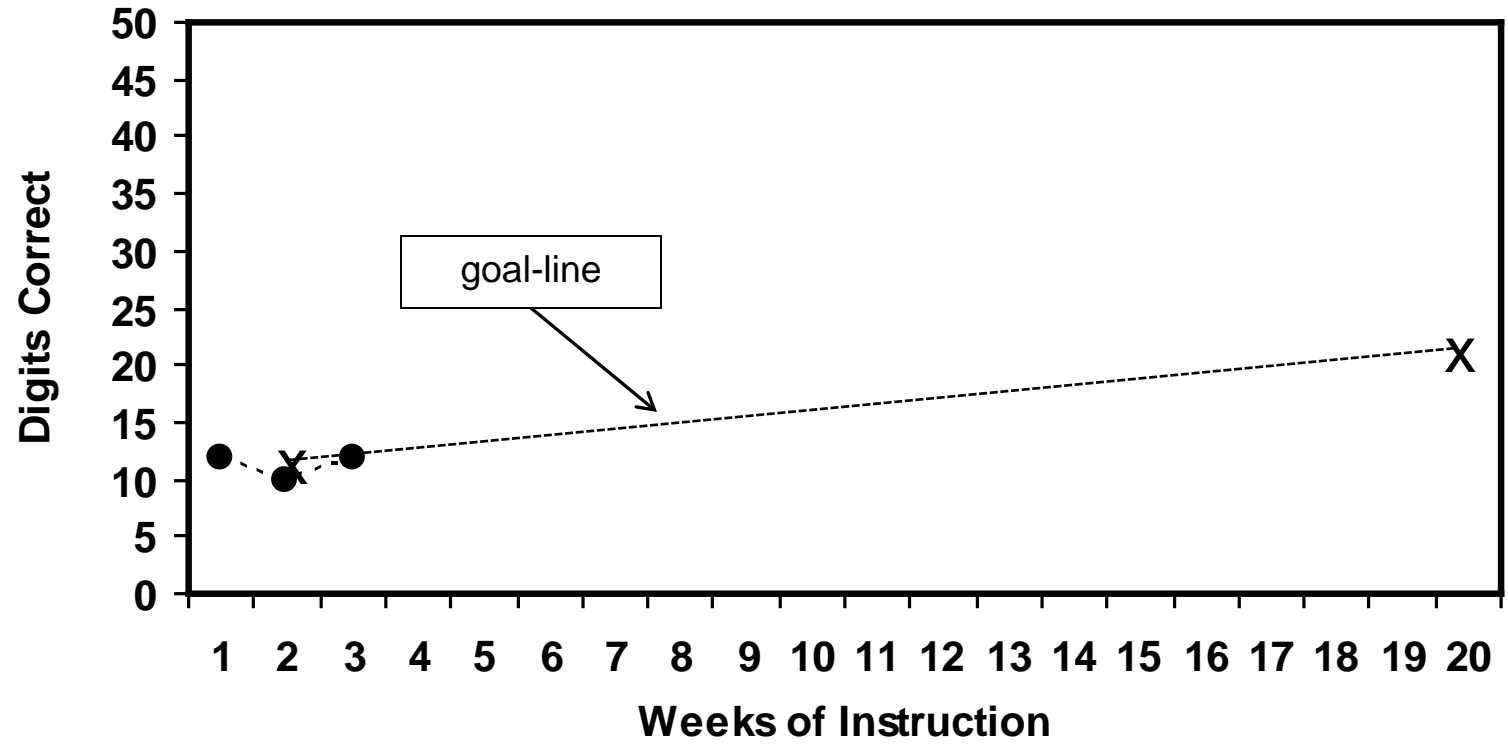
- Rate of improvement (growth) estimates

Grade	Percentile	Fall		Winter		Spring		ROI
		Num	CD	Num	CD	Num	CD	
1	90	4675	13	9635	22	10752	29	0.4
	75		8		16		20	0.3
	50		5		11		14	0.3
	25		2		7		10	0.2
	10		0		4		6	0.2
	Mean		6		12		16	
	StdDev		11		8		10	
2	90	8787	20	9879	36	10470	41	0.6
	75		14		30		30	0.4
	50		10		23		22	0.3
	25		8		16		16	0.2
	10		5		10		10	0.1
	Mean		12		23		24	
	StdDev		8		11		13	
3	90	7886	26	8362	38	8735	46	0.6
	75		21		31		37	0.4
	50		16		25		29	0.4
	25		12		18		21	0.3
	10		10		13		15	0.1
	Mean		17		26		30	
	StdDev		8		12		13	
4	90	8293	62	8735	74	8999	86	0.7
	75		46		59		71	0.7
	50		35		44		52	0.5
	25		24		32		39	0.4
	10		16		22		28	0.3
	Mean		37		47		56	
	StdDev		18		21		24	
	90		51		60		73	0.6

Goal Setting

- Using rate of improvement (growth) estimates
 - First three scores average (baseline) = 14
 - Norm for fourth-grade computation = 0.50
 - Multiply norm by number of weeks left in year
 - $16 \times 0.50 = 8$
 - Add to baseline average
 - $8 + 14 = 22$
 - Student's end-of-year goal is 22

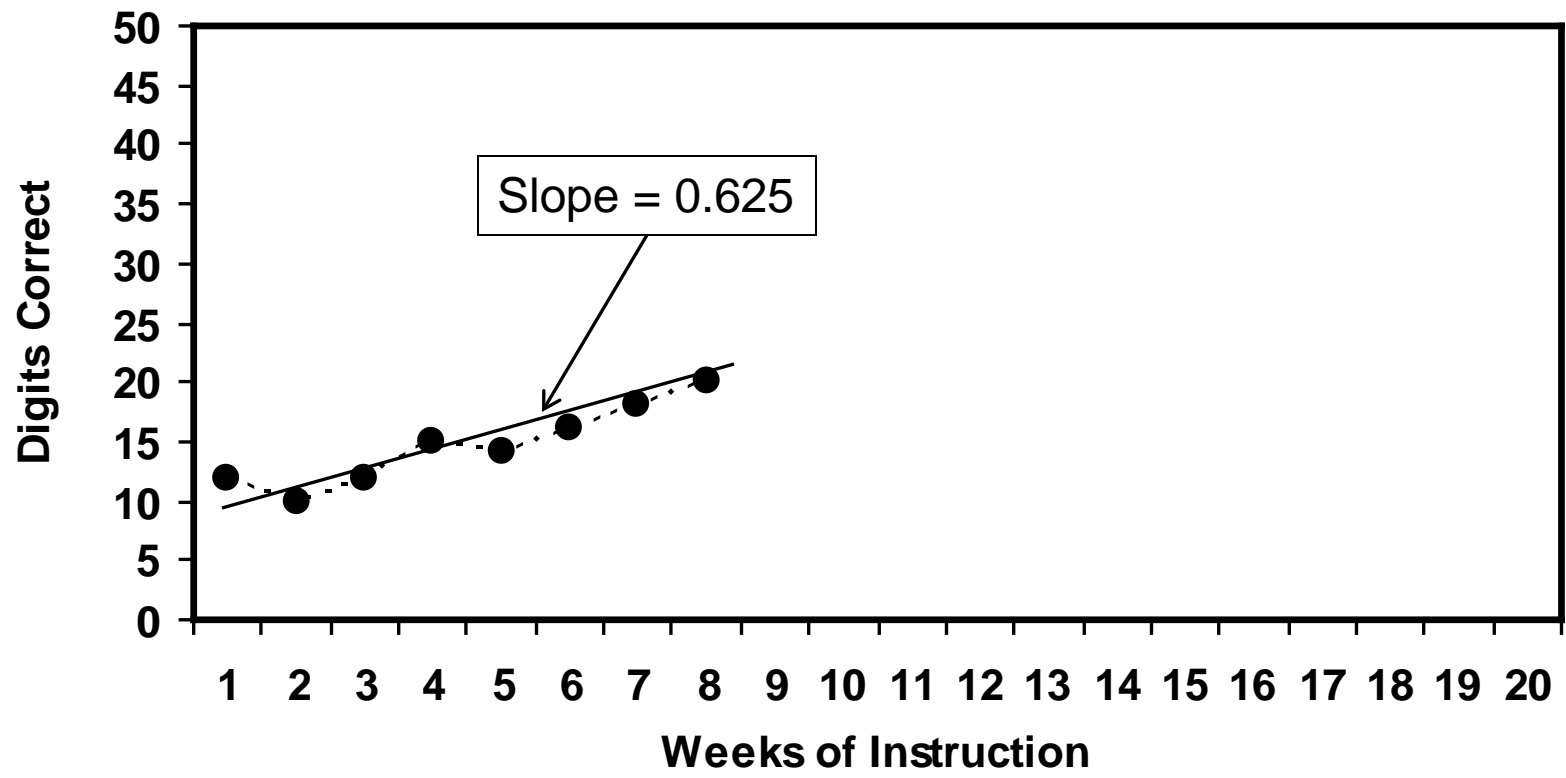
Goal Setting



Goal Setting

- Using intra-individual rate of improvement (growth) estimates
 - Identify weekly rate of improvement (slope) using at least eight data points
 - Multiply slope by 1.5
 - Multiply by number of weeks until end of year
 - Add to student's baseline score
 - This is the end-of-year goal

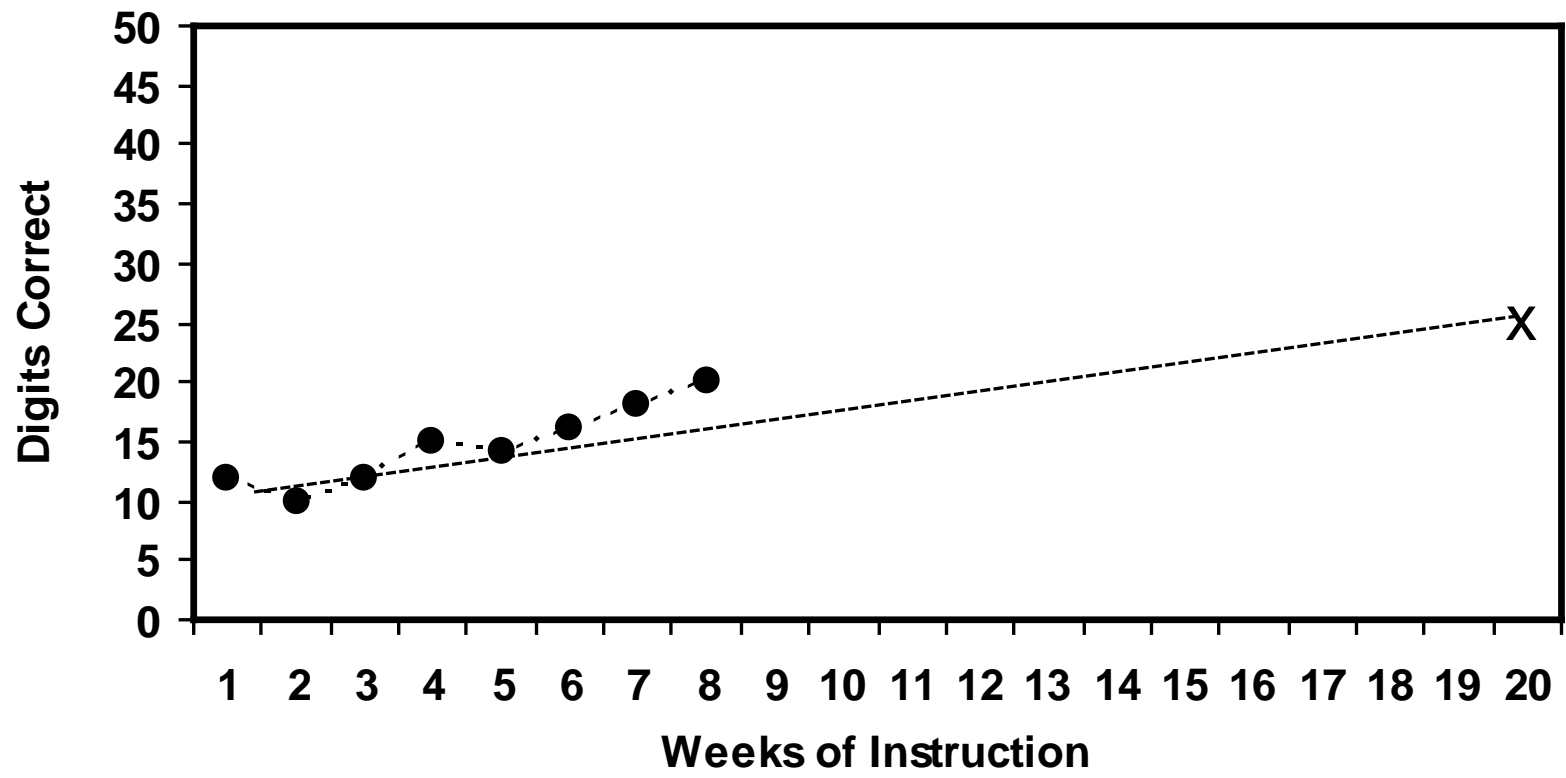
Goal Setting



Goal Setting

- Intra-individual example
 - Identify weekly rate of improvement using at least eight data points
 - First eight scores slope = 0.625
 - Multiply slope by 1.5
 - $0.625 \times 1.5 = 0.9375$
 - Multiply by number of weeks until end of year
 - $0.9375 \times 12 = 11.25$
 - Add to student's baseline score
 - $11.25 + 12.00 = 23.25$
 - 23.25 (or 23) is student's end-of-year goal

Goal Setting



Data-Based Decision Making Heuristic for Tiers 2-3

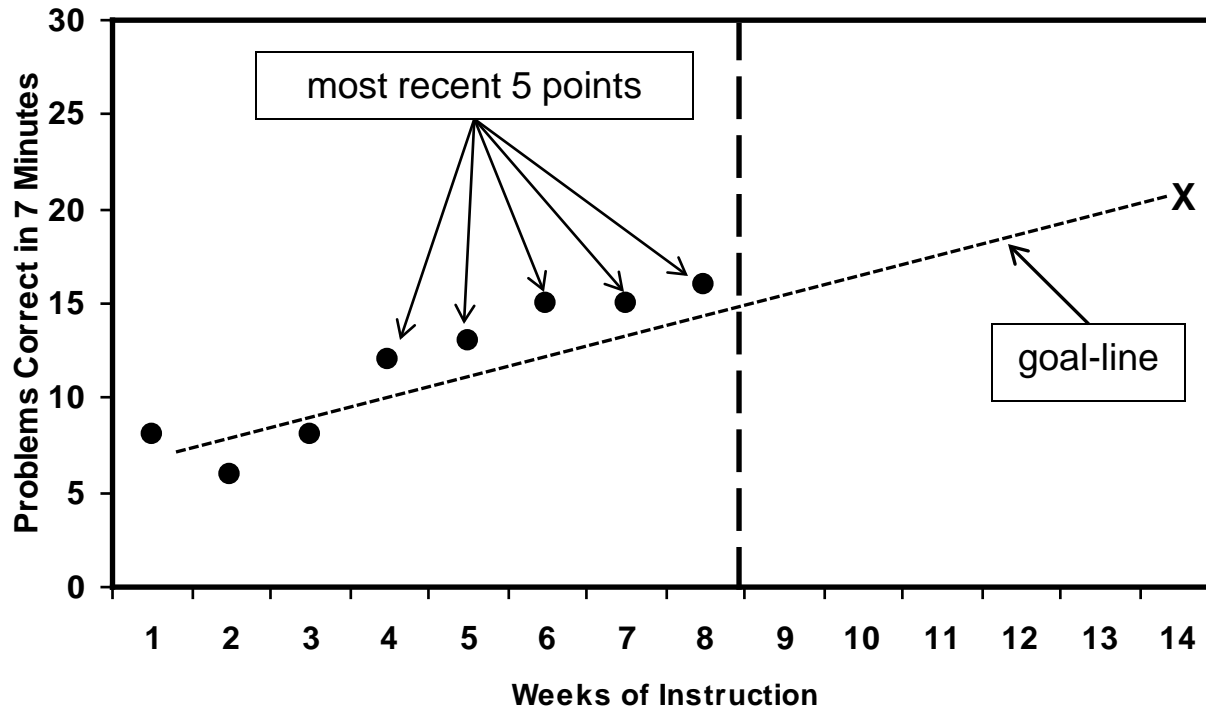
- At the end of Tier 2 or 3 intervention, student benchmark and growth status is evaluated
 - Students at or above benchmark return to Tier 1
 - Students below benchmark, but making adequate (or exceeding) growth progress may be maintained in their current Tier (i.e., either Tier 2 or Tier 3).
 - Students below benchmark and continuing to demonstrate poor growth progress (i.e., under-responding) are moved to a more intensified tier.
 - Tier 2 would move to Tier 3
 - Tier 3 would be considered for an eligibility evaluation.

Decision Making within Tier 4 (Special Education)

- Decision rules for progress monitoring data:
 - Based on the five most recent consecutive scores
 - Based on student's trend-line

Decision Making with Progress Monitoring Data

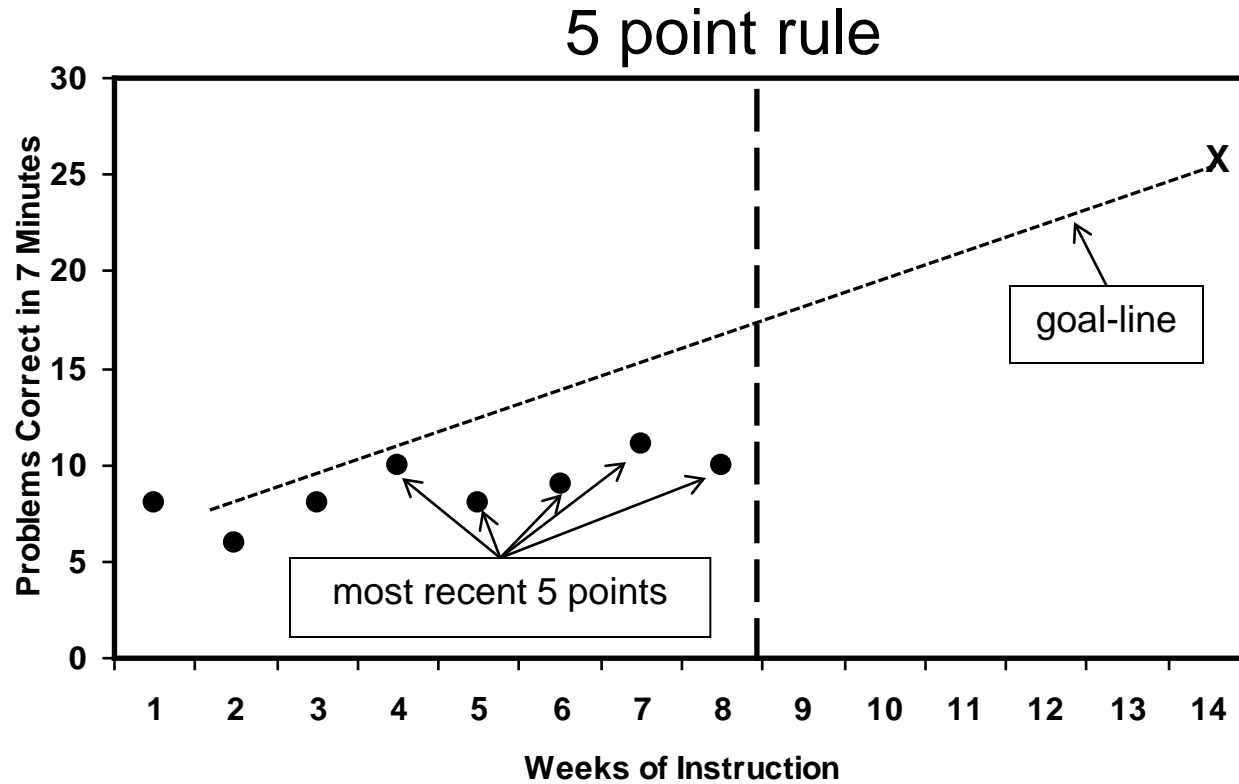
5 point rule



Decision Making with Progress Monitoring Data

- Based on the five most recent consecutive scores
 - If the four most recent consecutive scores are all **above** the goal-line, keep the current intervention and **increase** the goal

Decision Making with Progress Monitoring Data

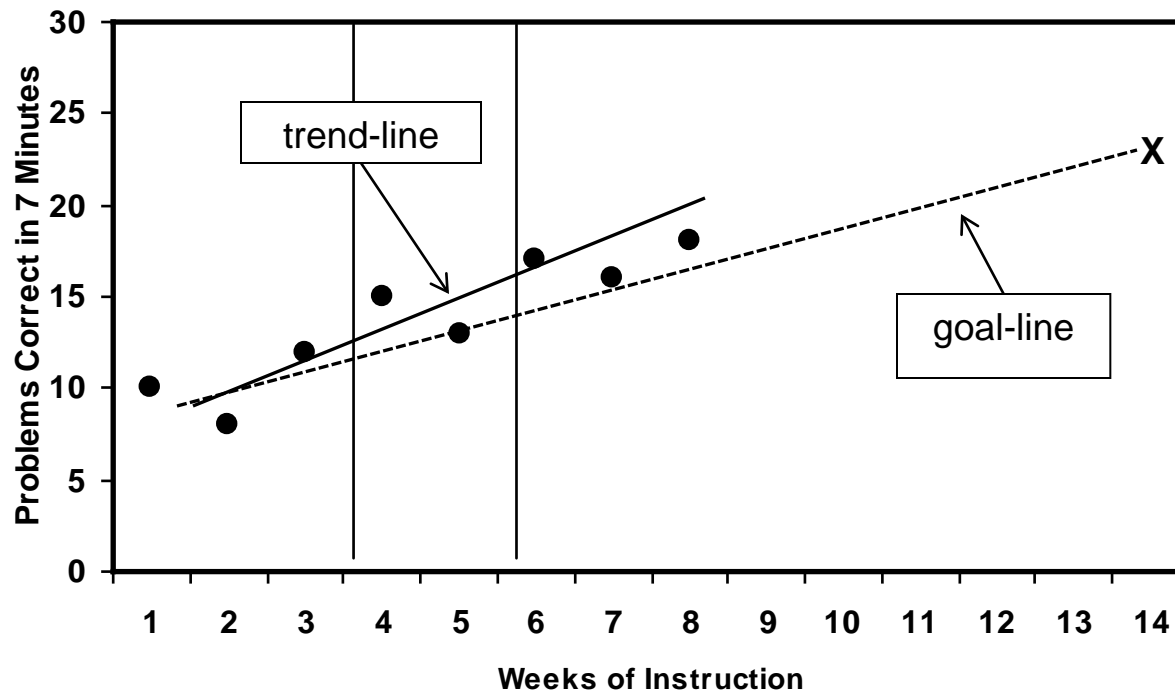


Decision Making with Progress Monitoring Data

- Based on the five most recent consecutive scores
 - If the five most recent consecutive scores are all **above** the goal-line, keep the current intervention and **increase** the goal
 - If the five most recent consecutive scores are all **below** the goal-line, keep the current goal and **modify** the instruction
 - When the five most recent consecutive scores are **neither** above or below the goal-line, **maintain** the current goal and instruction and continue to progress monitor

Decision Making with Progress Monitoring Data

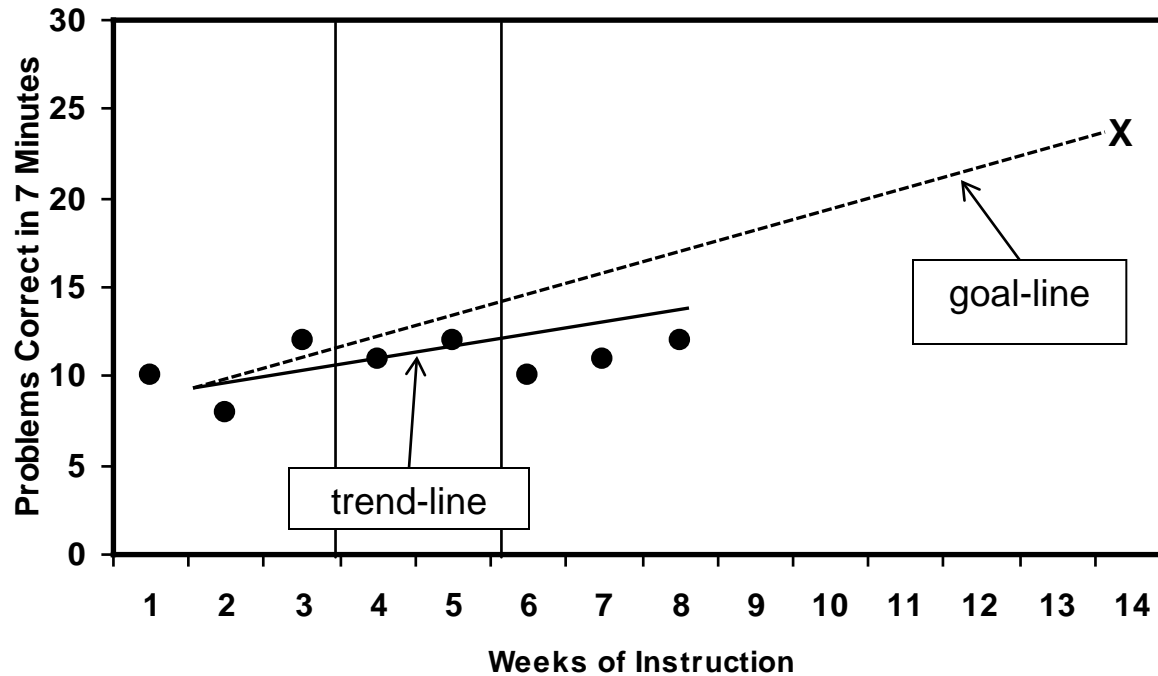
Analysis based on trend



Decision Making with Progress Monitoring Data

- When the trend-line is **steeper** (i.e., accelerating) relative to the goal-line, keep the current intervention and **increase** the goal
- When trend-line is **lower** (i.e., decelerating) relative to the goal-line, keep the current goal and **modify** the instruction
- When the trend-line is **equal** (i.e., parallel) to the goal-line, **maintain** current goal and instruction and continue to progress monitor

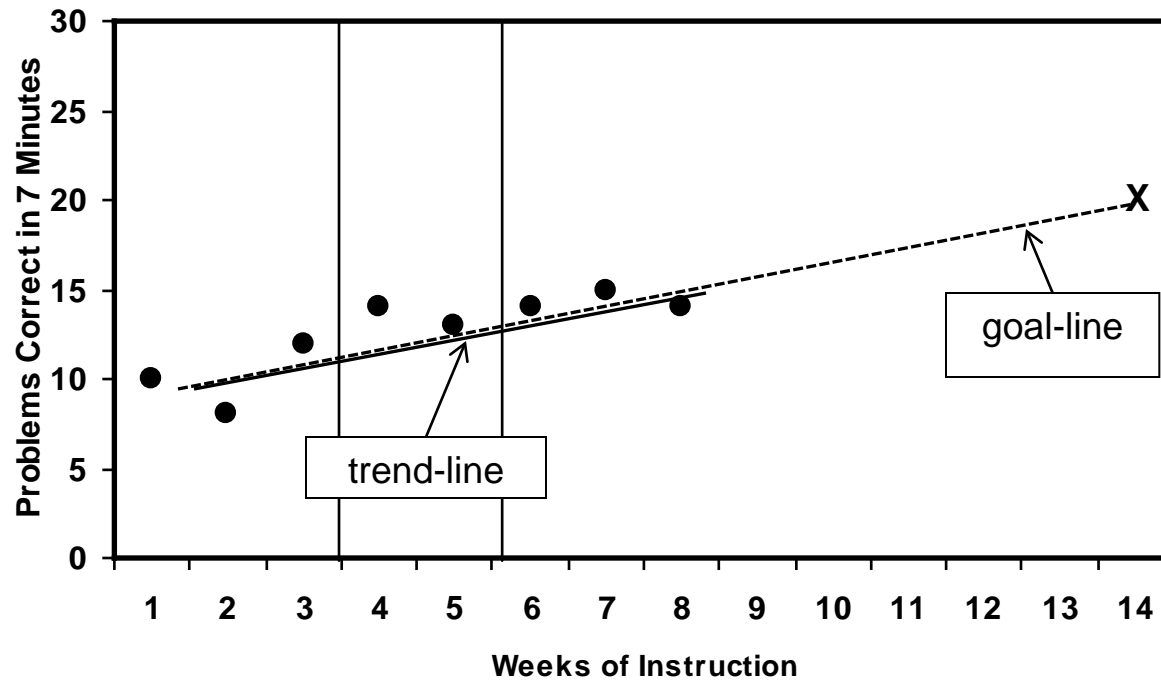
Decision Making with Progress Monitoring Data



Decision Making with Progress Monitoring Data

- When the trend-line is **steeper** (i.e., accelerating) relative to the goal-line, keep the current intervention and **increase** the goal
- When trend-line is **lower** (i.e., decelerating) relative to the goal-line, keep the current goal and **modify** the instruction
- When the trend-line is **equal** (i.e., parallel) to the goal-line, **maintain** current goal and instruction and continue to progress monitor

Decision Making with Progress Monitoring Data



Decision Making with Progress Monitoring Data

- When the trend-line is **steeper** (i.e., accelerating) relative to the goal-line, keep the current intervention and **increase** the goal
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- When the trend-line is **equal** (i.e., parallel) to the goal-line, **maintain** current goal and instruction and continue to progress monitor

Questions?