Successful Progress Monitoring in an RTI/ MTSS Practice for More Efficient, Effective, and Equitable Work

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BRANCHING MINDS

Agenda

MTSS and importance of progress monitoring
Dr. Eva Dundas

Best practices in progress monitoring and how its supported on AW+
Heather Haugse

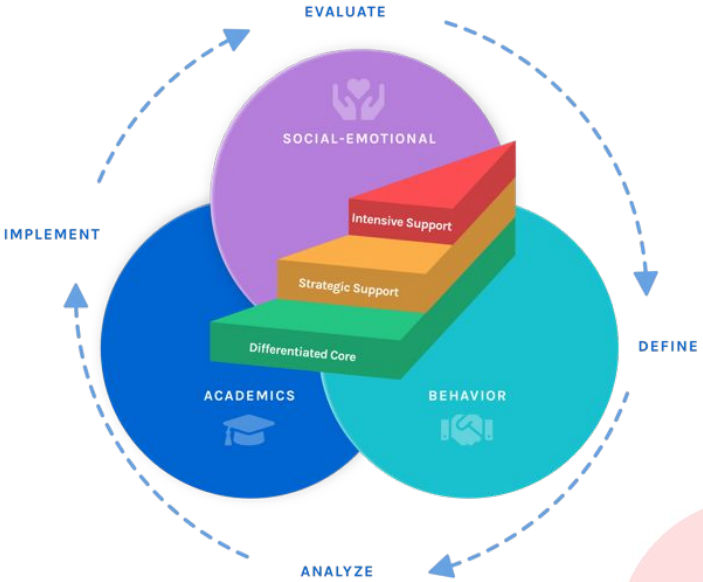
Integrating AW+ data with a MTSS practice on BrM
Dr. Eva Dundas

Q&A

Introduction of RTI/MTSS

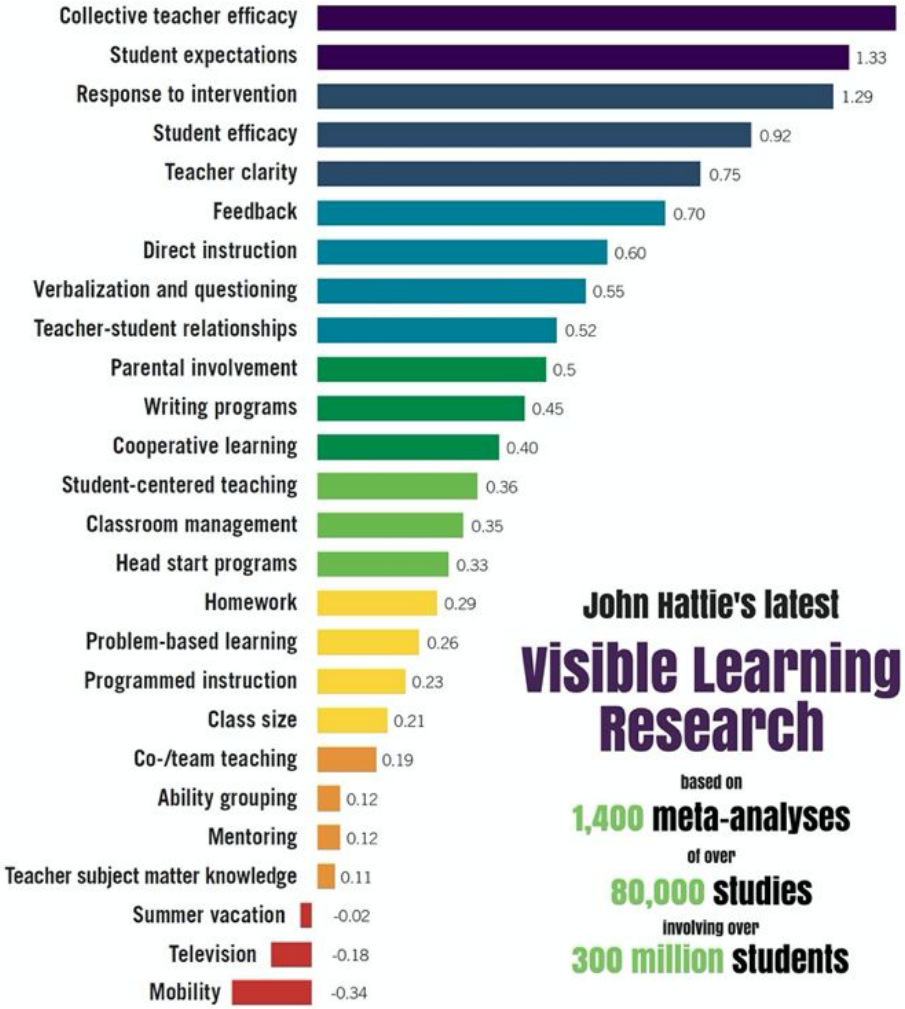
- **Reauthorization of Individuals with Disabilities Education Act (IDEA) in 2004 mandated the adoption of a more systematic, data-driven approach to identifying students for SpEd**

- **Response to Intervention (RTI):** A Multi-tiered System of Support (MTSS) model that uses data to determine what level of support an individual students needs and if the provided support is being effective



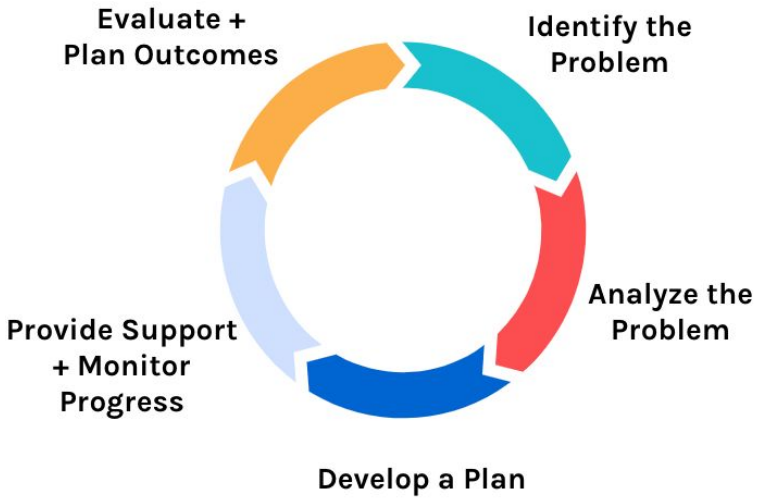
Effectiveness of RTI/MTSS

- One of the most effective practices for improving student outcomes
- At its core, it's a data-driven, collaborative, systematic, problem-solving framework for decision making



Problem-solving MTSS Framework

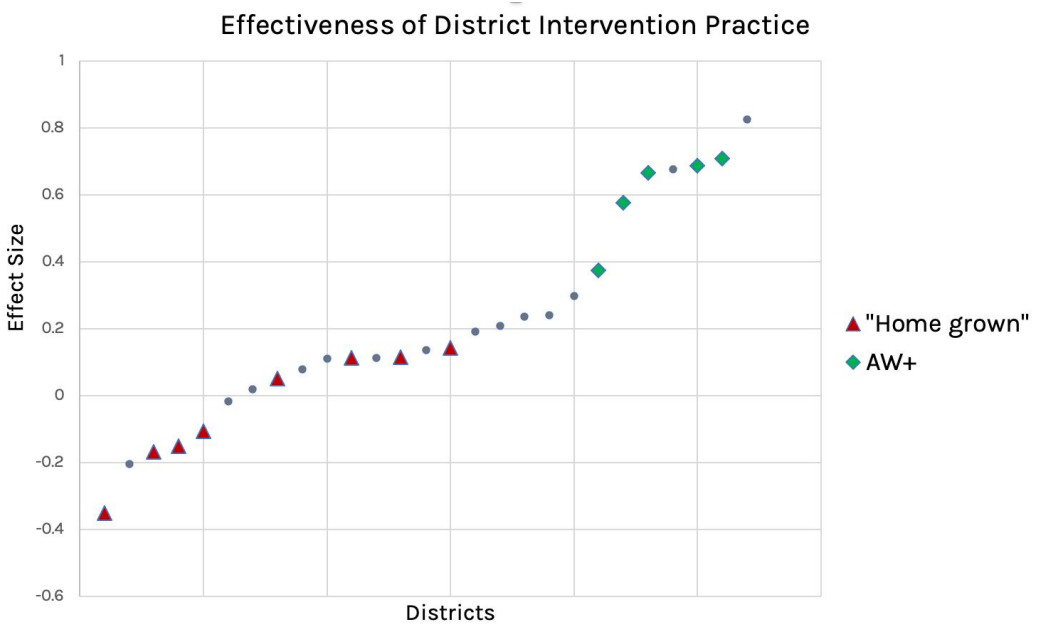
- Evidence-based core instruction
- Screening for at-risk students
- Support plans based on level of need
- Continual progress monitoring
- Adjustment of support plan based on student response



Data agnostic… but data opinionated

➢ **Not all progress monitoring assessments are created equal**

- 5 of the 7 most effective BrM districts are using aimswebPlus
- Quality PM assessments give educators the data necessary to adjust their intervention approach



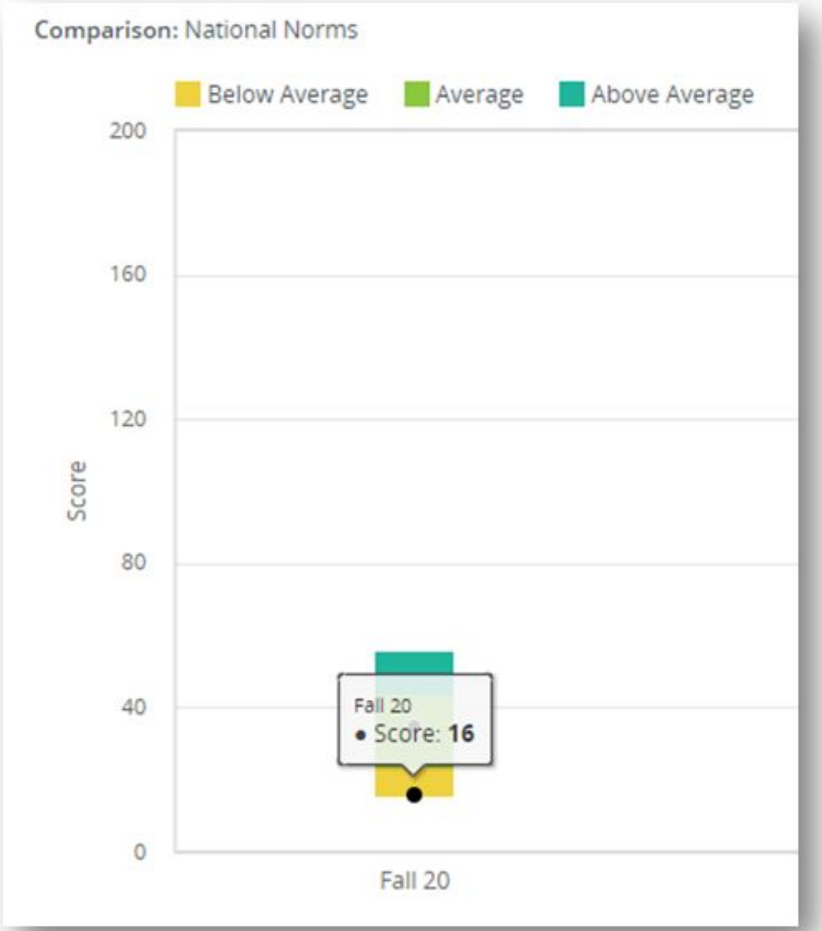
The story of David

A fifth-grade student who was…

- Benchmarked
- Received intervention
- Progress monitored
- and succeeded!

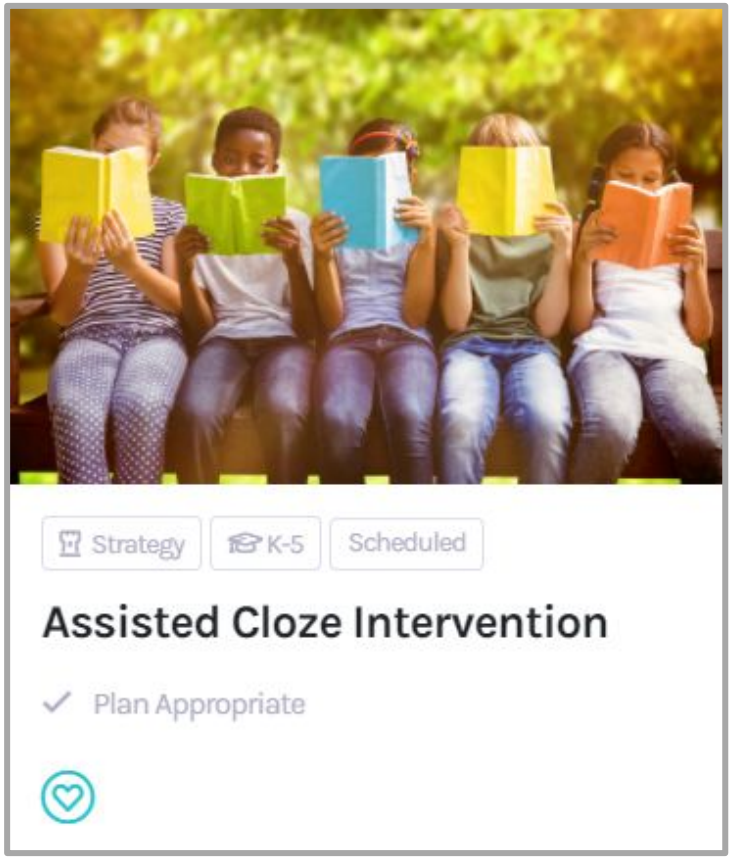
Benchmark

David's fall benchmark score of 16 was in the below average range and at the 12th percentile compared to other 5th grade students at the same time of year. His teacher has observed that his skills are slightly below the rest of the class.



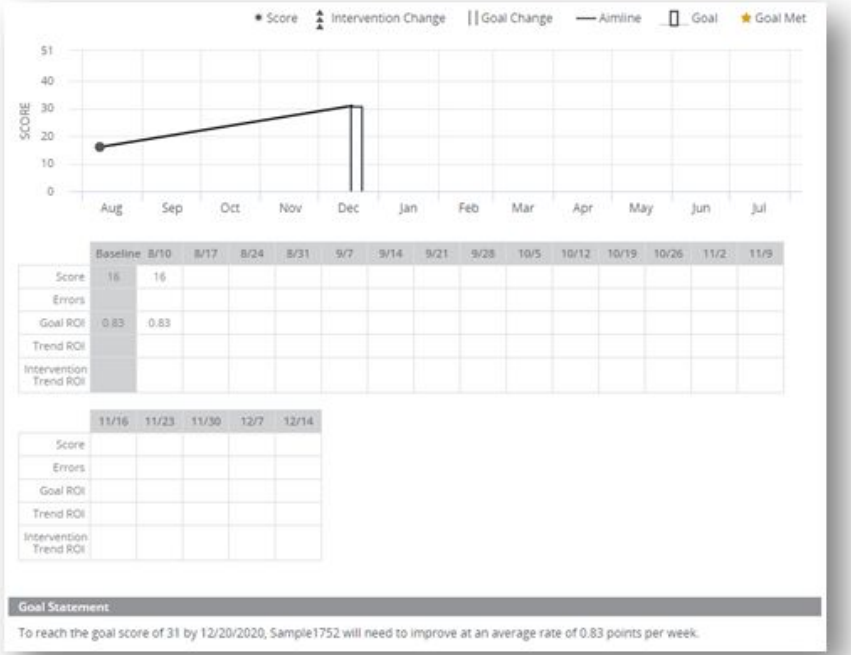
Intervention

David’s teacher decided begin using assisted cloze intervention as an instructional and intervention method to improve his reading skills.



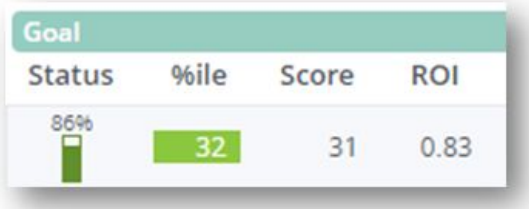
Progress monitoring begins

David's teacher is using the aimswebPlus Oral Reading Fluency measure one time per week to measure his progress toward his goal. The goal is set to the average range.

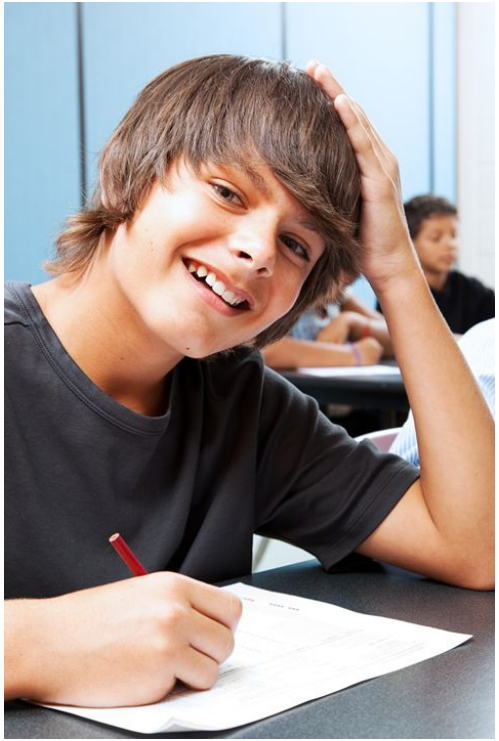


Evaluate monitoring data

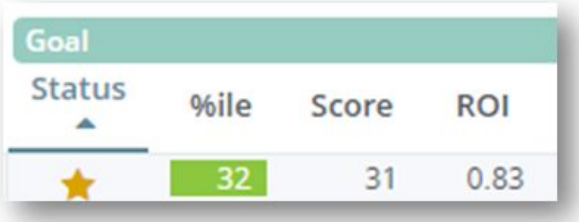
David is making great progress toward his goal. He is growing by 2.25 points per week and has met 86% of his goal. His teacher observes that he is improving his reading skills in his daily work. At this rate he will reach his goal early!

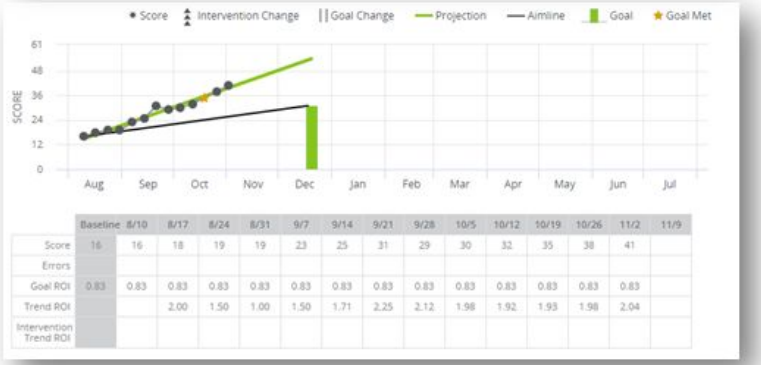


A success story!



David met his progress monitoring goal early and is now performing in the average range compared to his peers. He no longer needs supplemental instruction and support! His teachers will make sure that he maintains performance and progress through benchmarking.





What is aimswebPlus?

Has assessments for early literacy, early numeracy, reading, math, and writing.

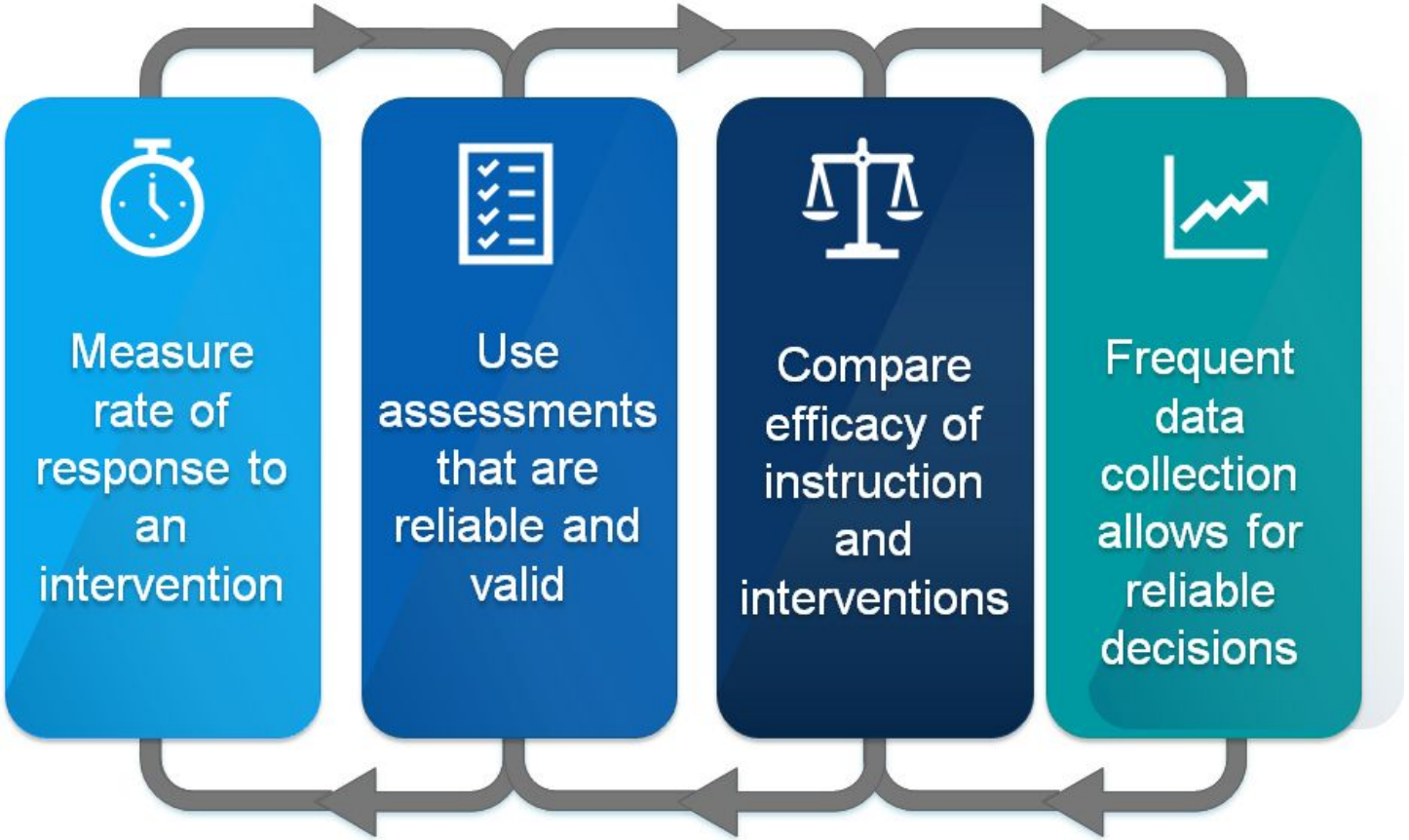
Used for benchmarking, monitoring, and survey level assessment.

Results link well to instructional planning.

Essential component of an RTI/MTSS model.

Features of aimswebPlus

The Science of Progress Monitoring



Progress Monitoring in aimswebPlus

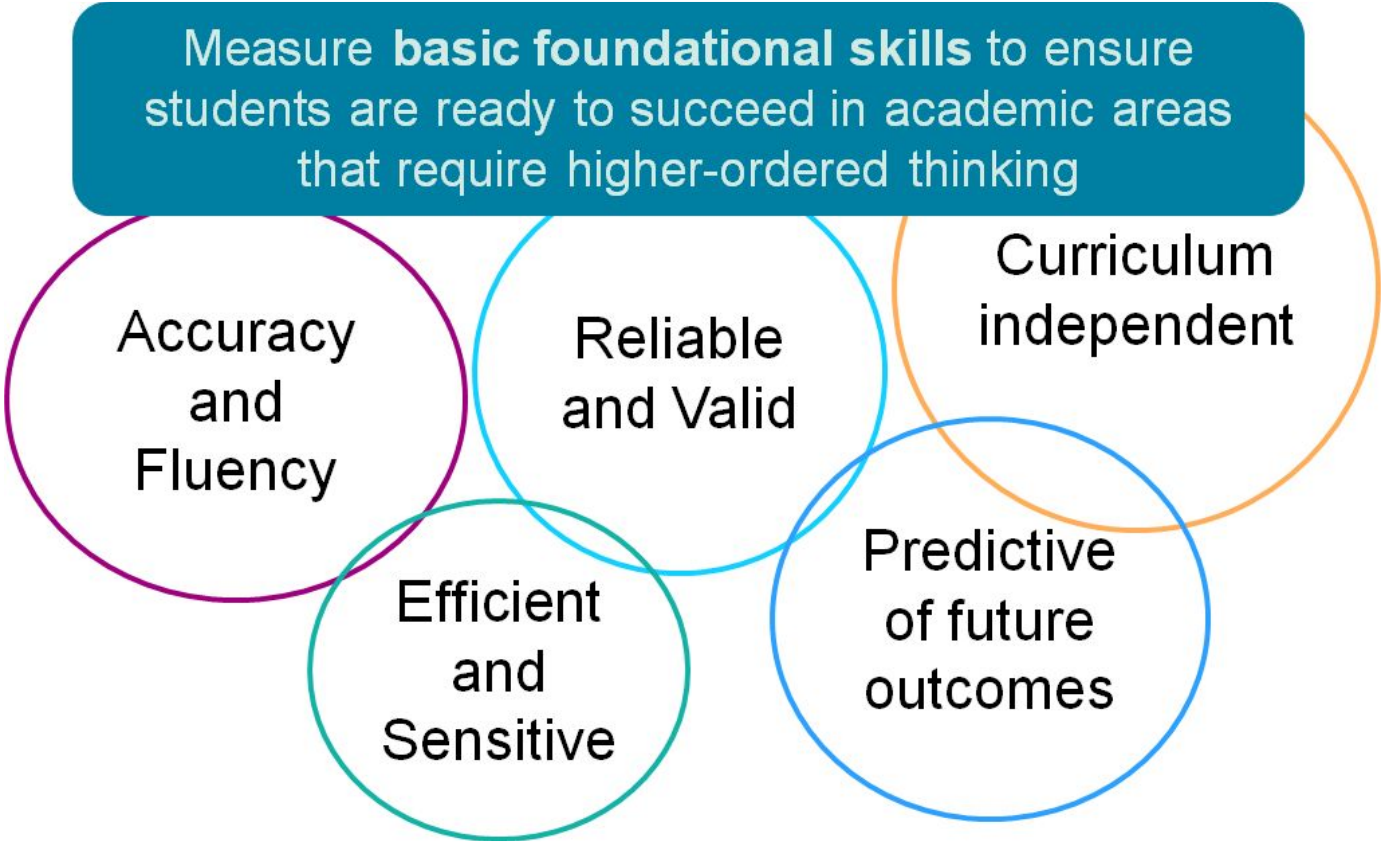
Only needed for students who have at-risk skill levels

Goals are set based on individual needs

Monitor on- or off-grade level

Administer monitoring measures up to once per week

Curriculum Based Measures



aimswebPlus Monitoring Measures

Early Literacy (K-1)
Initial Sounds
Letter Naming Fluency
Phoneme Segmentation
Nonsense Word Fluency
Word Reading Fluency
Letter Word Sounds Fluency
Oral Reading Fluency

Early Numeracy (K-1)
Number Naming Fluency
Quantity Total Fluency
Quantity Difference Fluency
Number Comparison Fluency- Pairs
Math Facts Fluency- One Digit
Math Facts Fluency- Tens

Reading (Gr 2-8)
Oral Reading Fluency
Silent Reading Fluency (Gr 4-8)
Classic Reading Maze
Classic Written Expression

Math (Gr 2-8)
Number Sense Fluency
(Includes both Mental Computation Fluency and Number Comparison Fluency- Triads)
Classic MCAP

aimswebPlus Spanish Measures

Spanish Early Literacy (K-1)

Spanish Letter Naming Fluency
Spanish Letter Sound Fluency
Spanish Syllable Segmentation
Spanish Syllable Reading Fluency
Spanish Oral Reading Fluency

Spanish Early Numeracy (K-1)

Spanish Number Naming Fluency
Spanish Quantity Total Fluency
Spanish Quantity Difference Fluency
Spanish Number Comparison Fluency-Pairs
Spanish Math Facts Fluency- One Digit
Spanish Math Facts Fluency- Tens

Reading (Gr 1-5)

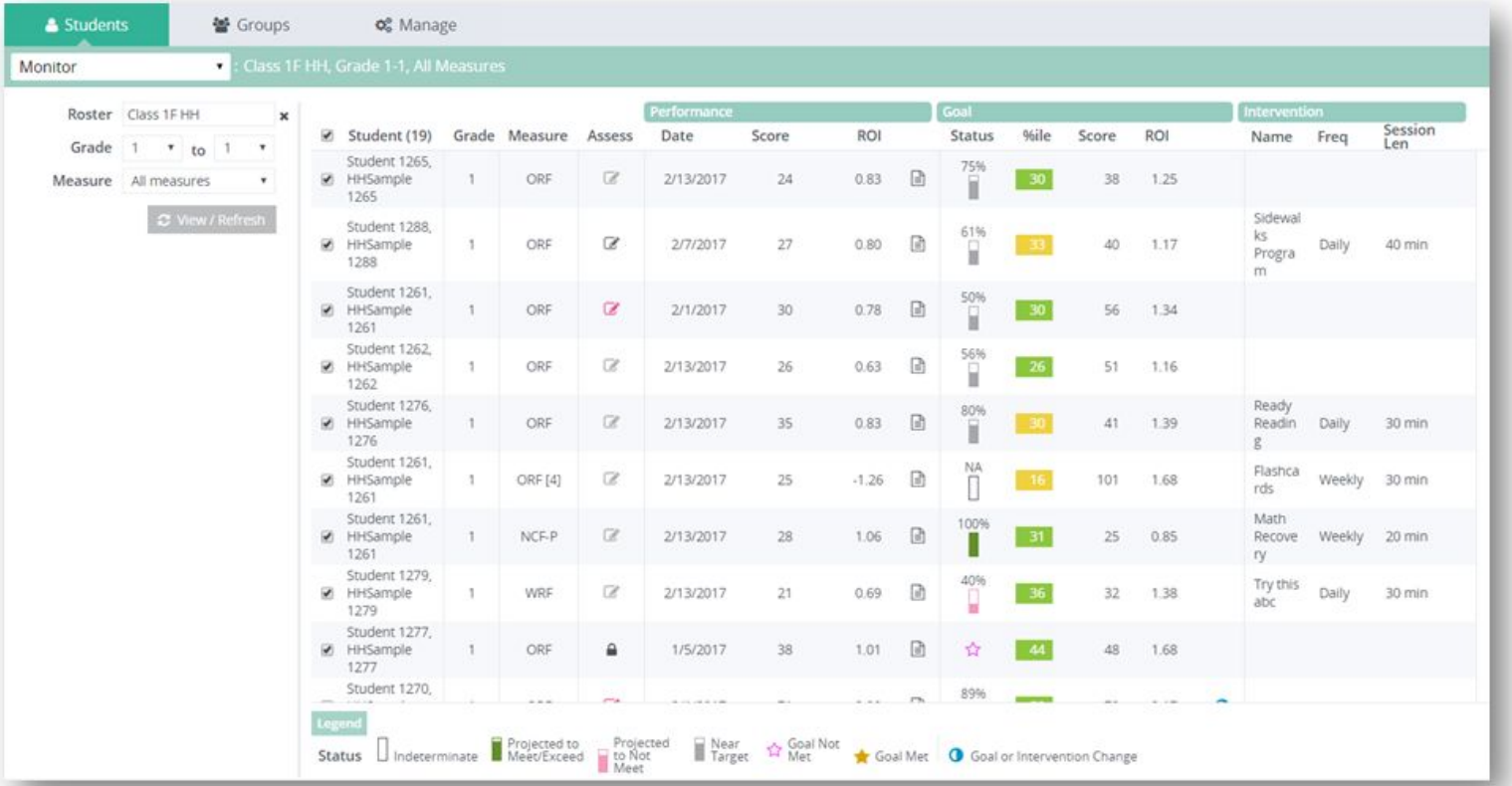
Spanish Oral Reading Fluency

Spanish Math (Gr 2-8)

Spanish Concepts and Applications
Spanish Number Sense Fluency
Spanish Mental Computation Fluency
Spanish Number Comparison Fluency-Triads

Monitoring Summary

aimsweb PLUS



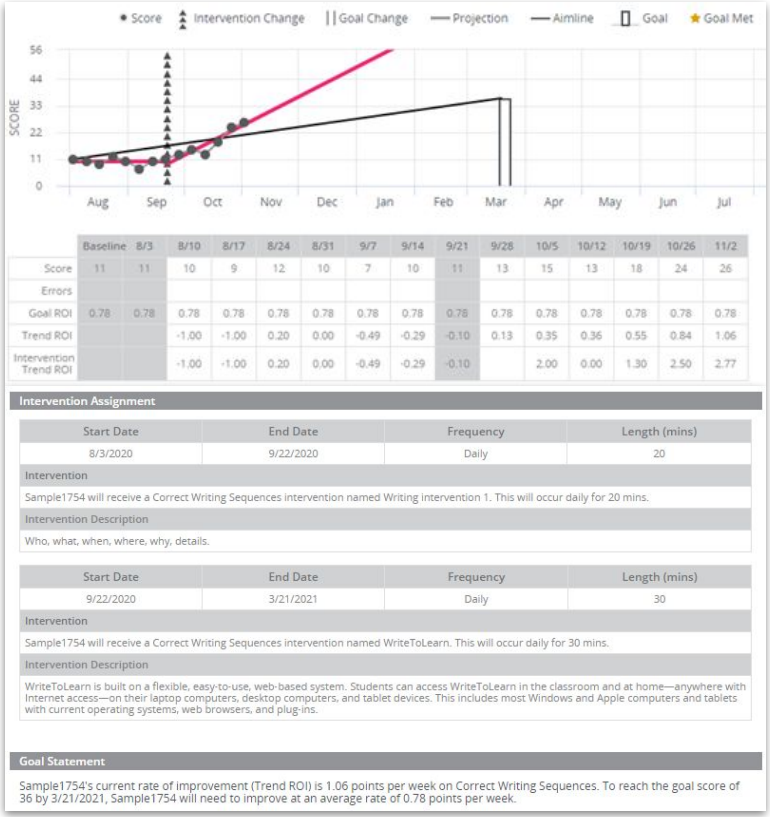
Individual Monitoring Report

Visual analysis of data trends

Expected goal and rate of improvement

Current trend and intervention trend rate of improvement

Intervention documentation



	Baseline	8/3	8/10	8/17	8/24	8/31	9/7	9/14	9/21	9/28	10/5	10/12	10/19	10/26	11/2
Score	11	11	10	9	12	10	7	10	11	13	15	13	18	24	26
Errors															
Goal ROI	0.78	0.78	0.78	0.78	0.78	0.78	0.78	0.78	0.78	0.78	0.78	0.78	0.78	0.78	0.78
Trend ROI			-1.00	-1.00	0.20	0.00	-0.49	-0.29	-0.10	0.13	0.35	0.36	0.55	0.84	1.06
Intervention Trend ROI			-1.00	-1.00	0.20	0.00	-0.49	-0.29	-0.10		2.00	0.00	1.30	2.50	2.77

Intervention Assignment

Start Date	End Date	Frequency	Length (mins)
8/3/2020	9/22/2020	Daily	20

Intervention

Sample1754 will receive a Correct Writing Sequences intervention named Writing intervention 1. This will occur daily for 20 mins.

Intervention Description

Who, what, when, where, why, details.

Start Date	End Date	Frequency	Length (mins)
9/22/2020	3/21/2021	Daily	30

Intervention

Sample1754 will receive a Correct Writing Sequences intervention named WriteToLearn. This will occur daily for 30 mins.

Intervention Description

WriteToLearn is built on a flexible, easy-to-use, web-based system. Students can access WriteToLearn in the classroom and at home—anywhere with Internet access—on their laptop computers, desktop computers, and tablet devices. This includes most Windows and Apple computers and tablets with current operating systems, web browsers, and plug-ins.

Goal Statement

Sample1754's current rate of improvement (Trend ROI) is 1.06 points per week on Correct Writing Sequences. To reach the goal score of 36 by 3/21/2021, Sample1754 will need to improve at an average rate of 0.78 points per week.

Flexible Progress Monitoring based on Data

Need to make a change? Make adjustments based on your student's data.

- ➔ New or adapted intervention
- ➔ Longer/shorter duration
- ➔ Frequency of data collection
- ➔ Goal score/percentile

Trendline vs. aimline analysis

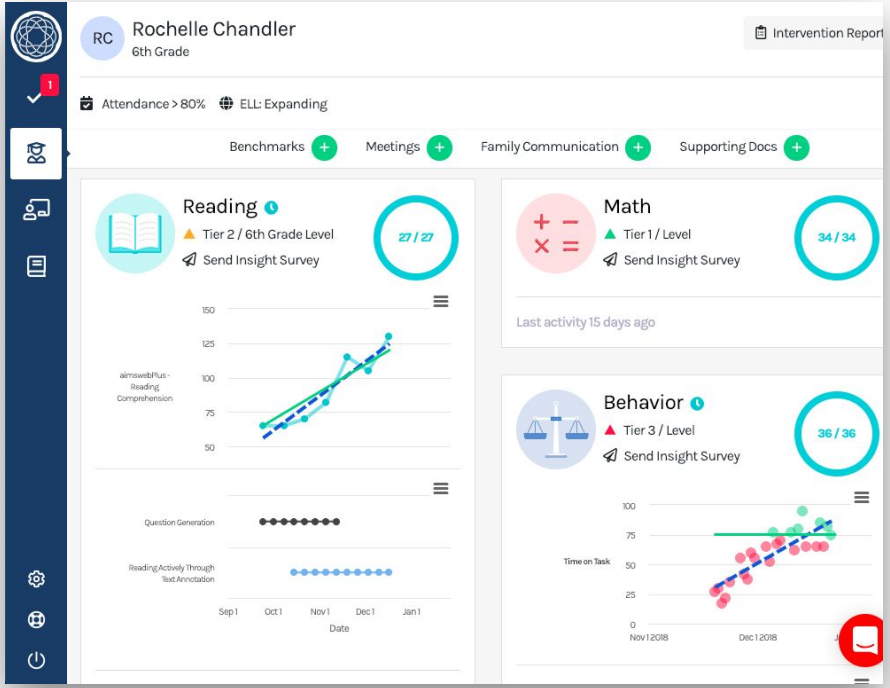
Compare Expected ROI to
- Trend ROI
- Intervention Trend ROI

Projected trend, score, and goal feedback

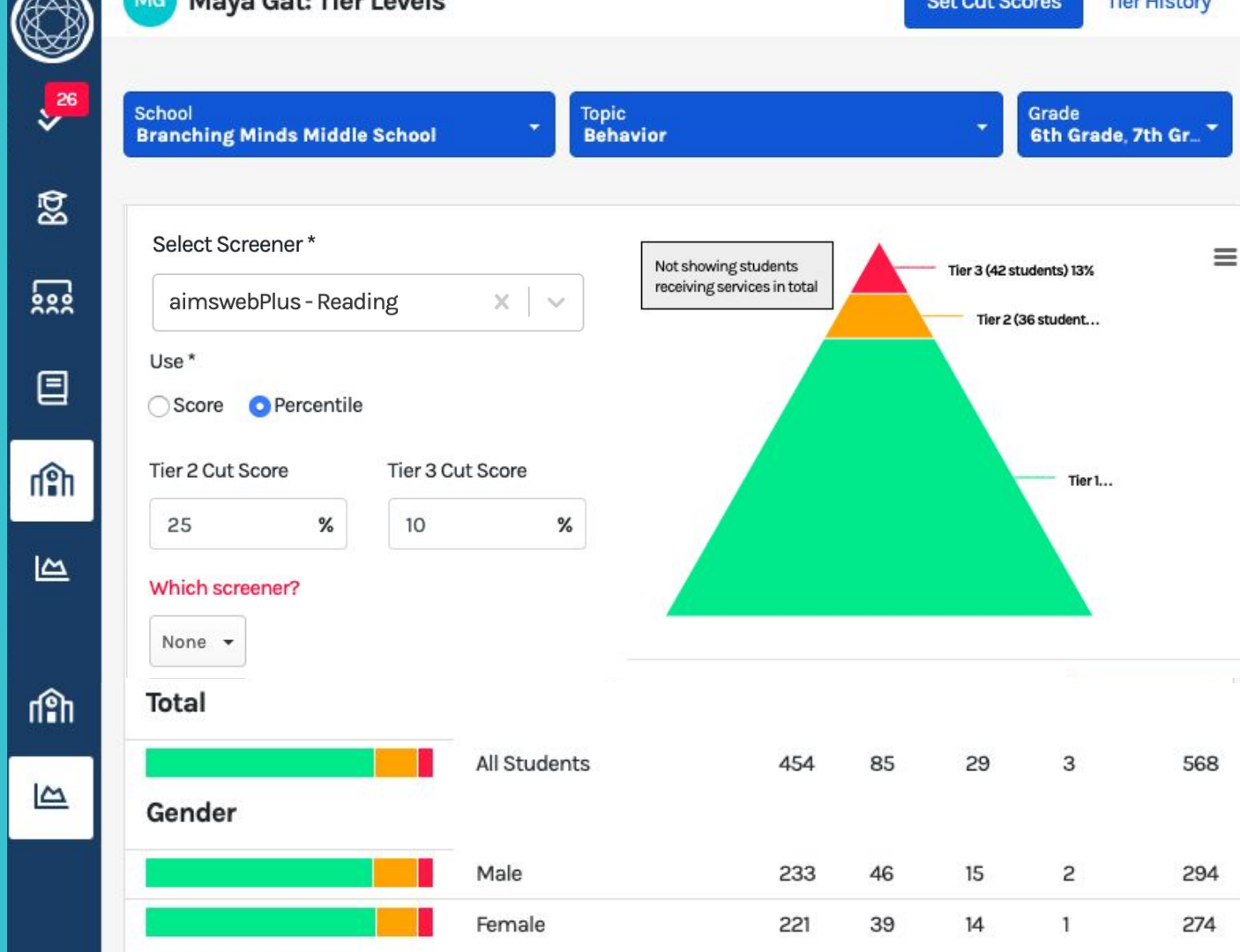
Branching Minds Web Application

➢ Streamline and scaffold MTSS practice

- ❑ Use data to ID who needs support
- ❑ Find evidence-based interventions
- ❑ Create academic/behavior/sel plans guided by best practices
- ❑ Monitor implementation and progress
- ❑ Streamline communication across colleagues and families



Use screening data to identify students in need of support



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Communicate student support levels to all teachers

GA	**Giles Abbott** 7th Grade (16 yrs) Branching Minds Middle School	3 Reading	E Math	2 Behavior	1 Writing	S Speech	1 Science
MA	**Mary Abbott** 2nd Grade (10 yrs) Winterfell Elementary	1 Reading	S Math	3 Behavior	1 Writing	1 Speech	2 Science
MA	**Misty Abbott** 9th Grade (21 yrs) Branching Minds High School	3 Reading	1 Math	3 Behavior	1 Writing	1 Speech	1 Science
AA	**Aaliyah Abernathy** 6th Grade (16 yrs) Branching Minds Middle School	1 Reading	1 Math	1 Behavior	3 Writing	2 Speech	1 Science
AA	**Akeem Abernathy** 8th Grade (12 yrs) Branching Minds Middle School	E Reading	E Math	1 Behavior	1 Writing	1 Speech	1 Science
	Bobby Abernathy						

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Comprehensive Student Overview

KA **Katlynn Anderson**
3rd Grade (9 yrs old)

Intervention Report | Log Behavio

Attendance Concerns | IEP | Visio

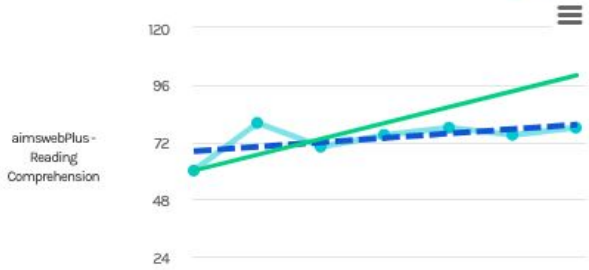
Benchmarks + | Meetings + | Family Communication + | Services + | Supporting Docs +

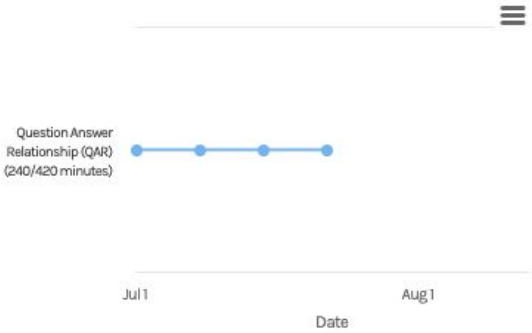
Reading

Tier 2 / 3rd Grade Level

Send Insight Survey

33 / 33





Math

Tier 1 / 3rd Grade Level

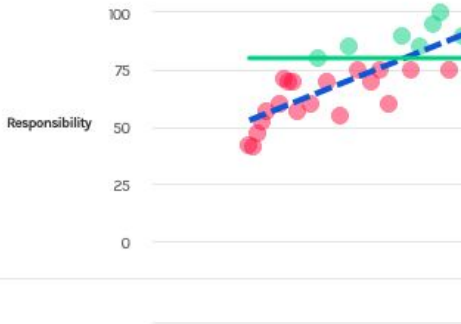
Send Insight Survey

Last activity 4 months ago

Behavior

Tier 2 / 3rd Grade Level

Send Insight Survey

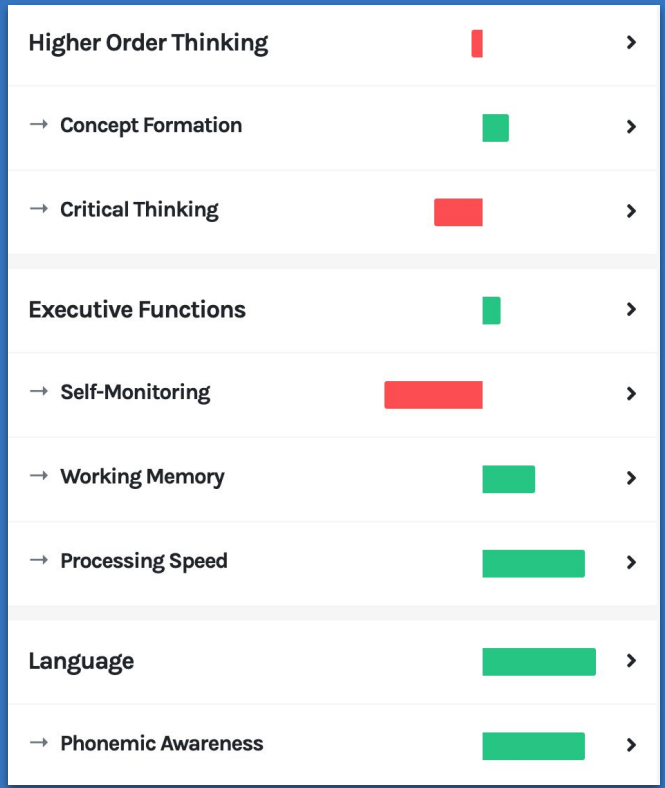


Drill Down to Understand Student Needs

aimswebPlus

Jan 6, 2020	Sep 23, 2019	Apr 29, 2019
Reading	Reading	Reading
Score: 394	Score: 420	Score: 401
Percentile: 20	Percentile: 42	Percentile: 35

Measure	Score	Percentile
Oral Reading Fluency	59	3
Reading Comprehension	10	34
Silent Reading Fluency	80	8
Vocabulary	12	36



Find best evidence-based support for each learner

Eva Dundas: Library - Reading

Supports

Asse

Strategy 1-8

Peer Tutoring and Response Groups

Plan Appropriate

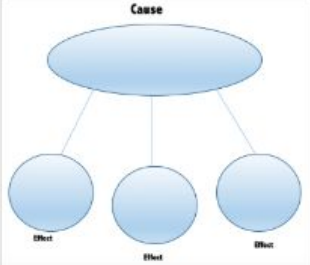
1

Strategy 2-12

Reciprocal Teaching for Reading Comprehension

Plan Appropriate

1



Strategy 1-12

Graphic Organizers

Plan Appropriate

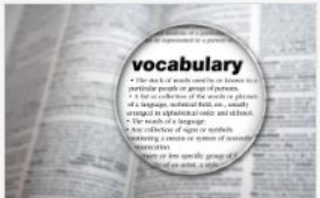
1

Activity

Instruction Conversati and Literat Logs

Plan Appropriat

1



Strategy 2-5

Story Map

Understand best-practice implementation

Strategy | K-5 | Scheduled

Assisted Cloze Intervention

Add to Plan

Summary

Assissted cloze intervention is a one-on-one reading strategy used to improve students' fluency skills by paired reading with a teacher.

Why Use

How to Use

Research

Downloads & Websites (2)

How to Use

1. Teacher selects a passage at the student's instructional level.
2. Teacher reads aloud from the passage while the student follows along silently and tracks the place in the text with a finger.
3. Intermittently, the teacher pauses and the student is expected to read aloud the next word in passage.
4. Teacher continues reading. The process continues until the entire passage has been read.
5. Student is directed to read the text aloud while the teacher follows along silently.
6. Whenever the student commits a reading error or hesitates for 3 seconds or longer (whether during the assisted cloze or independent reading phase), the teacher stops the student, points to and says the error word, has the student read the word aloud correctly, has the student read the surrounding phrase that includes the error word, and then continues the current reading activity. Optionally, the teacher may then have the student read the passage again (repeated reading) up to two more times as the teacher continues to silently monitor and correct any errors or hesitations.

Create a Plan

Strategy | K-5

Assisted Cloze Intervention

Start Week *

11/16/2020

End Week *

12/28/2020

Group size *

One on one

Times per week *

Mins per session *

Delivery Setting

Select...

Modifications (optional)

Please enter modifications, if any

How To Use

Assign to Staff *

Select a staff member

Goals

Achieve By	Status	Description	Evaluated by	Progress Measured by
12/14/20	Select Goal Outcome	32nd percentile	Eva Dundas	aimswebPlus - Oral Reading Fluency (Goal Score: 31)

Progress Monitors

aimswebPlus - Oral Reading Fluency

Assigned to Eva Dundas | Goal Score: 31 | 8/10/20 - 12/14/20

Interventions & Accommodations

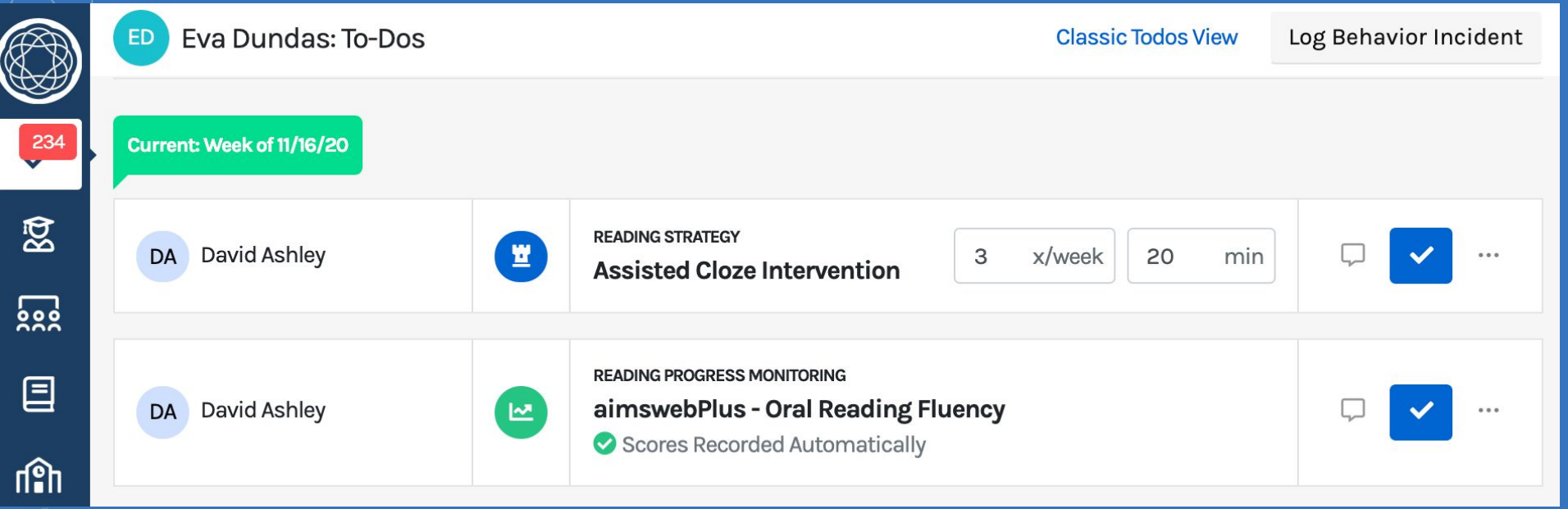
Assisted Cloze Intervention Strategy

Assigned to Eva Dundas | One on One | 3x/week | 20min | 9/14/20 - 12/14/20

In Class (Specialist)

0/84

Keep track of and document work



Pull together all data for Problem-solving

Background

Tier History Add

Tier 3 09/10/20

Tier 2 09/22/20

Insight Survey Results

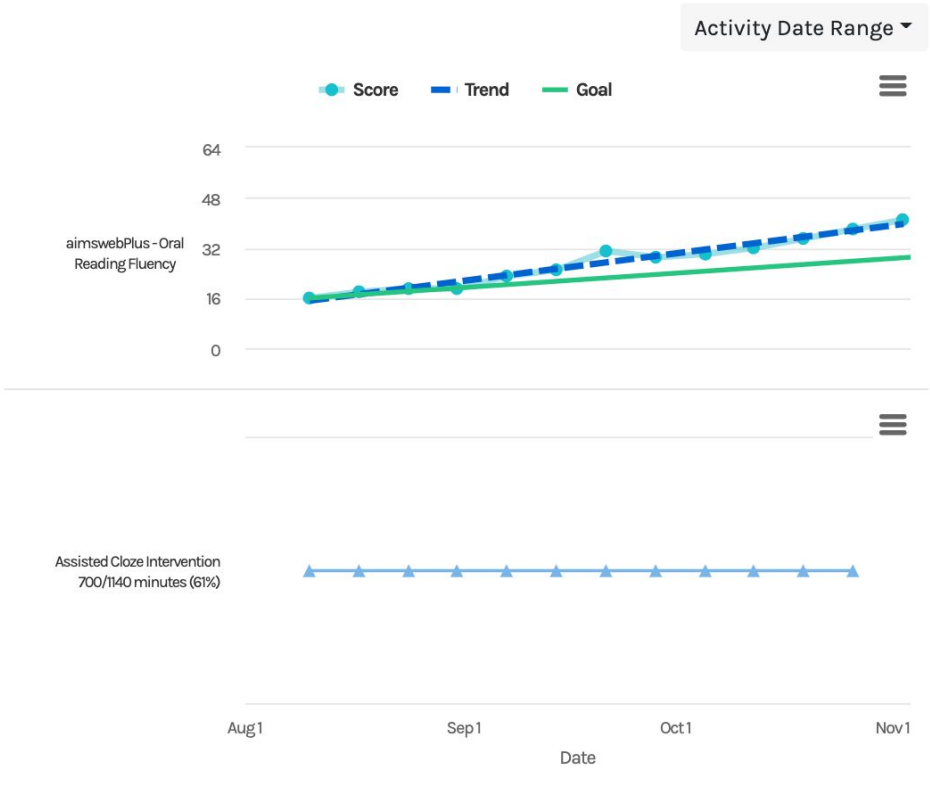
Strengths:
Working Memory, Irregular Word Recognition, Syntax, Morphological Sense, Social Understanding, Critical Thinking, Processing Speed, Vocabulary

Challenges:
Concept Formation, Phonemic Awareness, Phoneme-Grapheme Mapping, Self-Monitoring

Benchmark & Universal Screeners
Aug 10, 2020
aimswebPlus

Reading: Score: 24 • Percentile: 19

Progress Chart



Communicate next steps to educators and family

Meetings (1)

Date	Faculty Attendees	Other Attendees	Link	Summary
11/18/20	Karen Castle, Olivia Bailey, Eva Dundas			David has been making great progress with assisted cloze reading and we have entered his intervention plan early

Family Communications (1)

Date	Type	Who	Notes
11/18/20	Phone Call	Eva Dundas	I spoke with David's mom to update her on his great progress. I also shared some tips for reading support at home.

Before you go...

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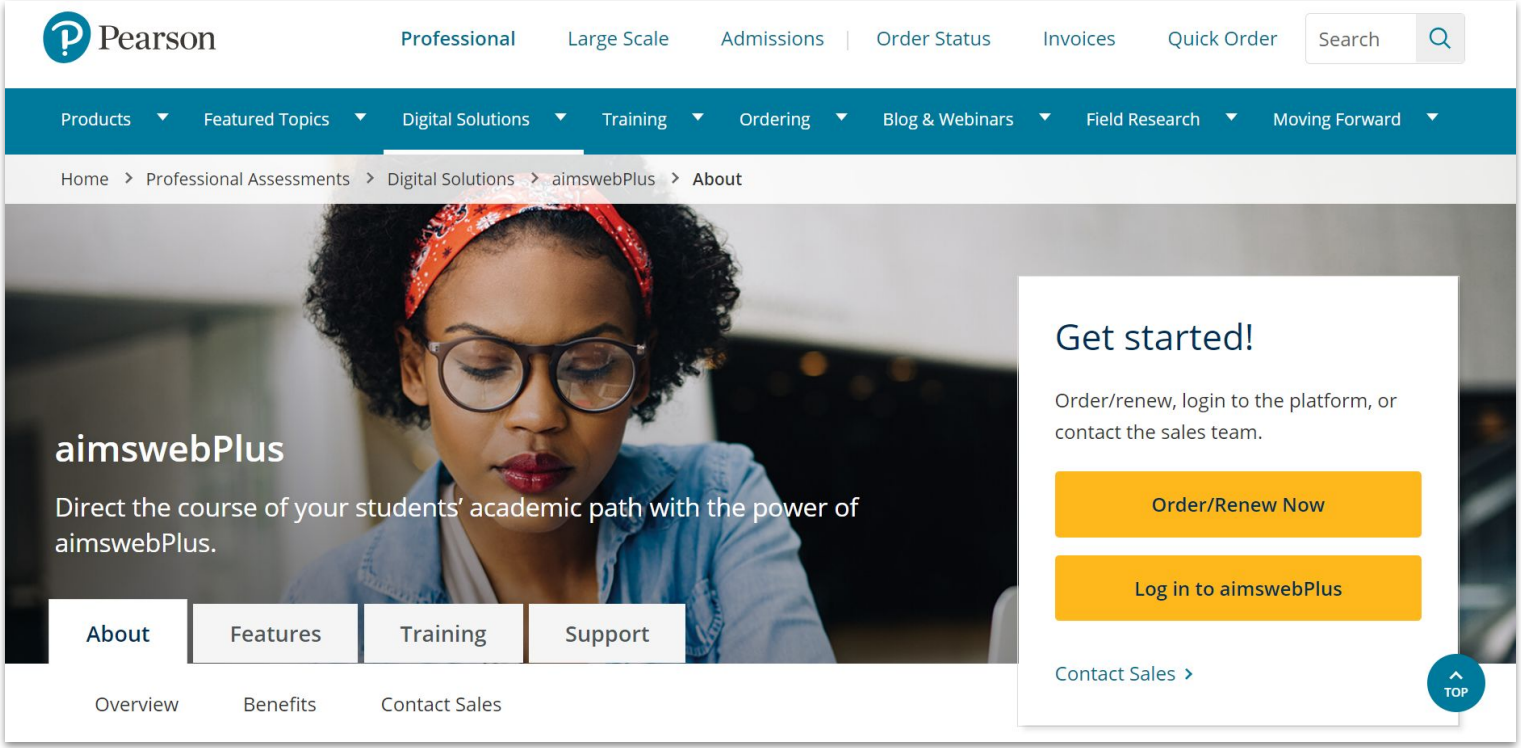
Contact an Assessment Consultant



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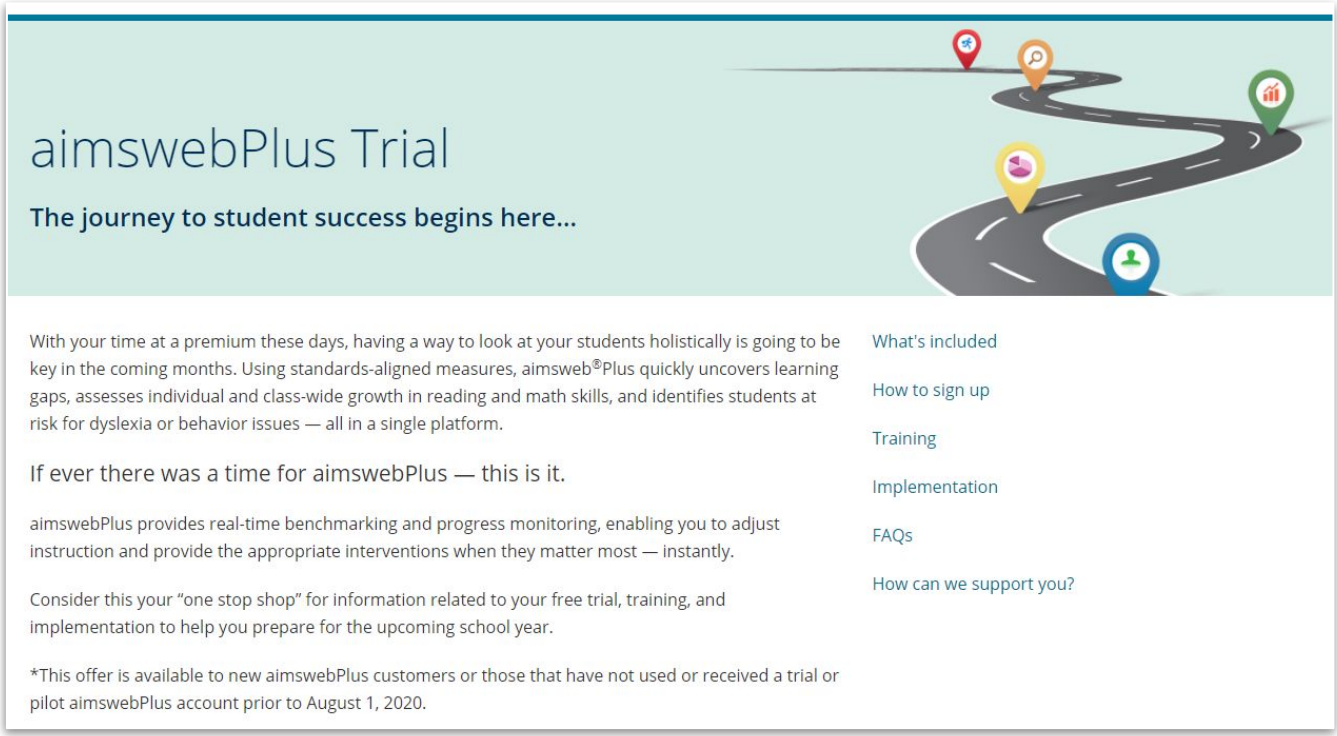

Thank You!