

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



BRANCHING
MINDS





Dr. Eva Dundas

Chief Learning Officer
Branching Minds



Heather Haugse

Global Product Advocate
aimswebPlus



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

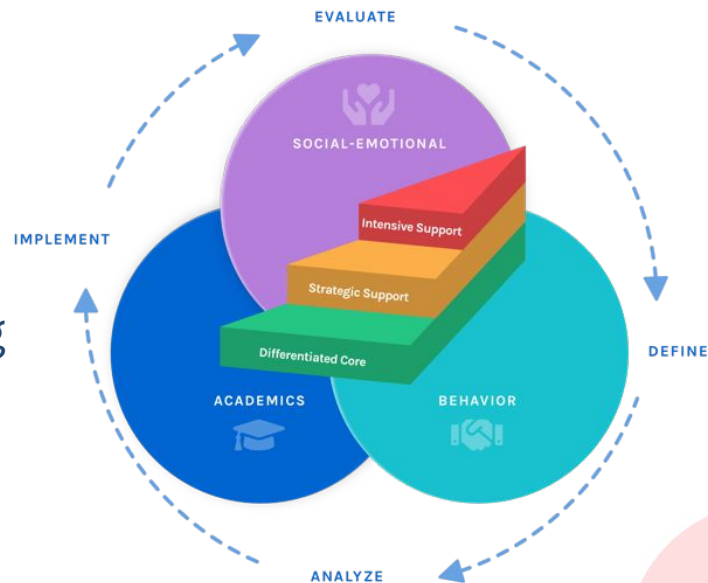


Q&A

Introduction of RTI/MTSS

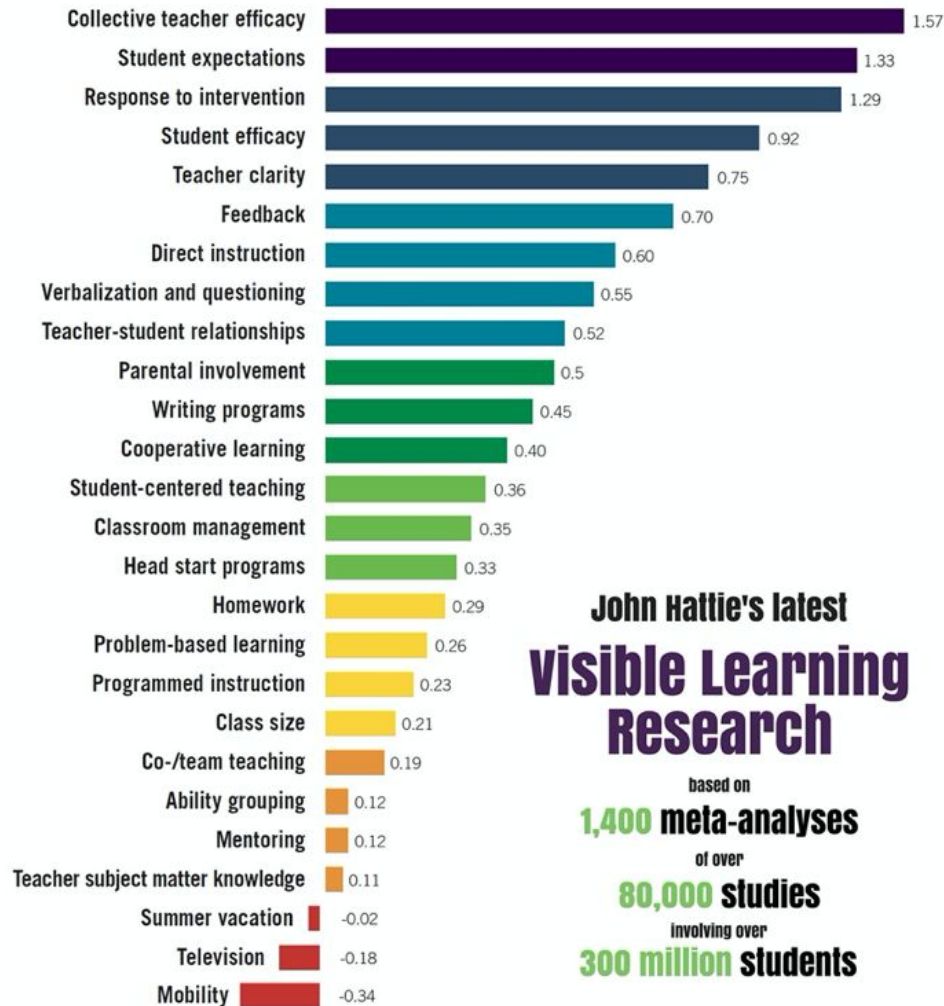
- **Reauthorization of Individuals with Disabilities Education Act (IDEA) in 2004** mandated the adoption of a more systematic, data-driven approach to identifying students for SpEd

📄 **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



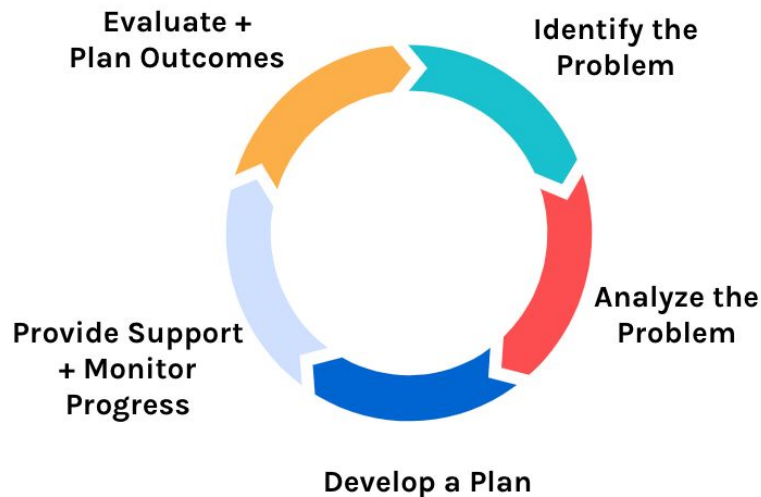
Effectiveness of RTI/MTSS

- 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

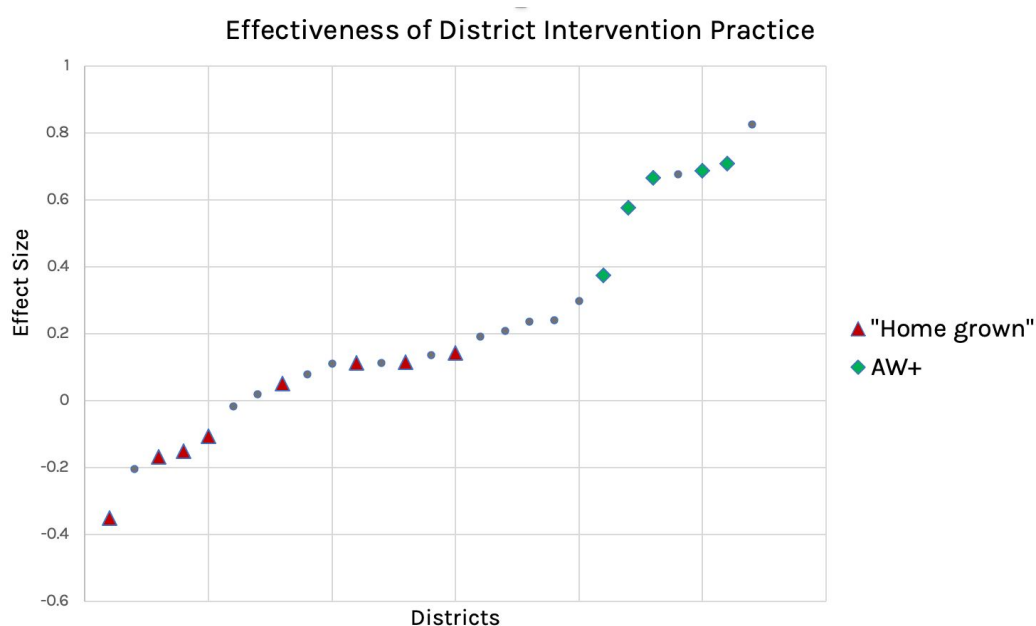
- ❑ Evidence-based core instruction
- ❑ Screening for at-risk students
- ❑ Support plans based on level of need
- ❑ Continual progress monitoring
- ❑ Adjustment of support plan based on student response



Data agnostic... but data opinionated

➤ Not all progress monitoring assessments are created equal

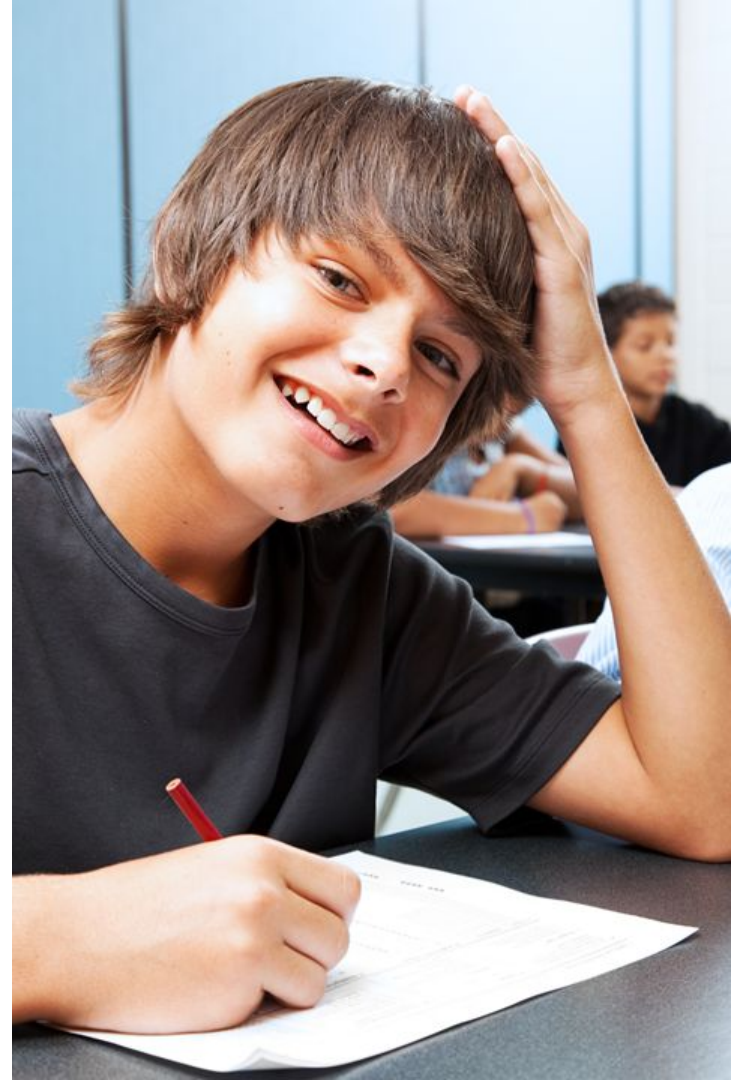
- 5 of the 7 most effective BrM districts are using aimswebPlus
- Quality PM assessments give educators the data necessary to adjust their intervention approach



The story of David

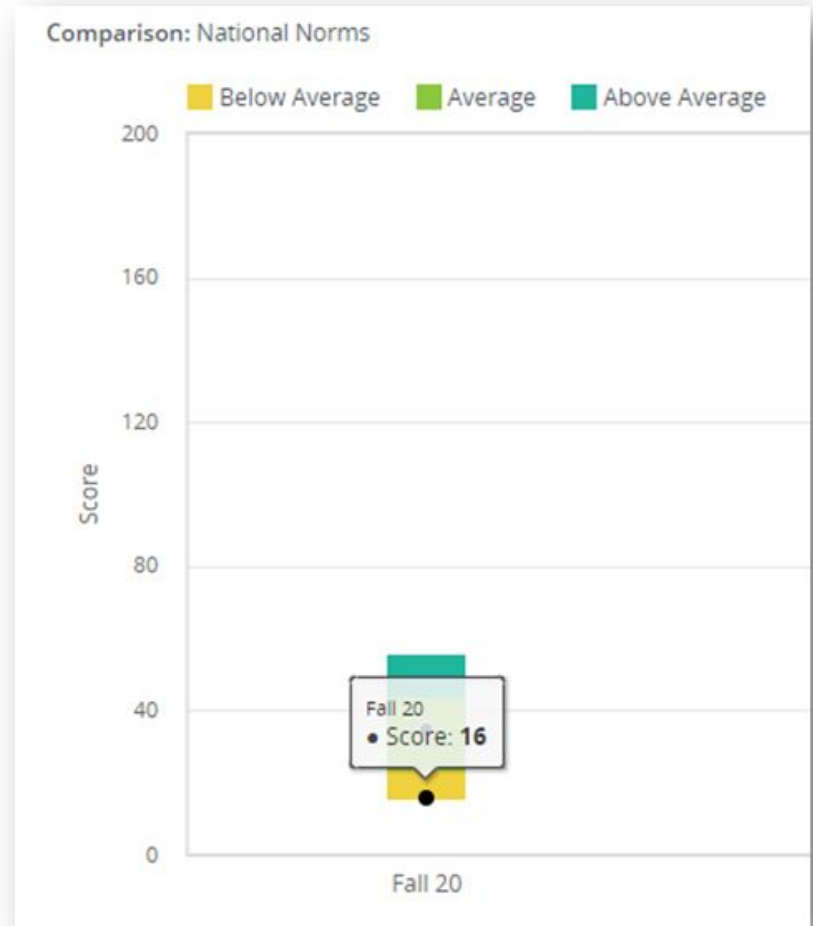
A fifth-grade student who was...

- 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.



Strategy K-5 Scheduled

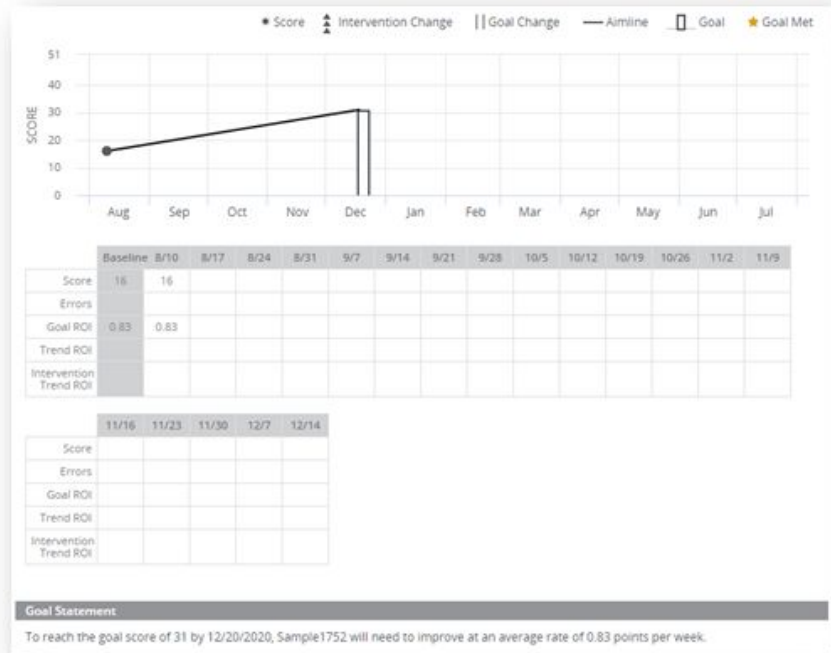
Assisted Cloze Intervention

✓ Plan Appropriate




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.

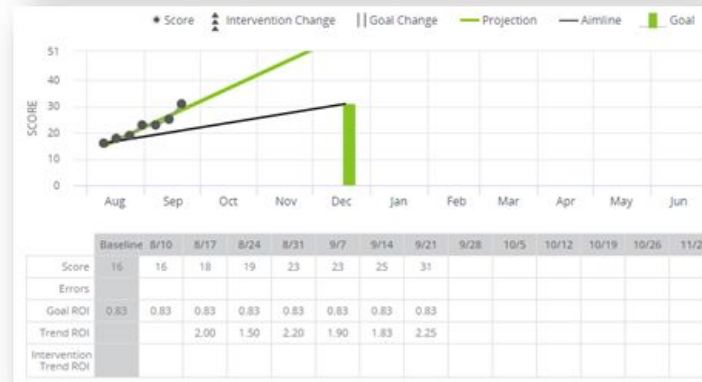


Evaluate monitoring data

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!

Goal			
Status	%ile	Score	ROI
86% 	32	31	0.83

Keep going. Projected to meet or exceed goal. ✕				
	Nat'l %ile	Score	Date	ROI
Goal, Closes the Gap 	32	31	12/20/2020	0.83
Projection	85	58	N/A	2.25
Adjust Plan View Report				



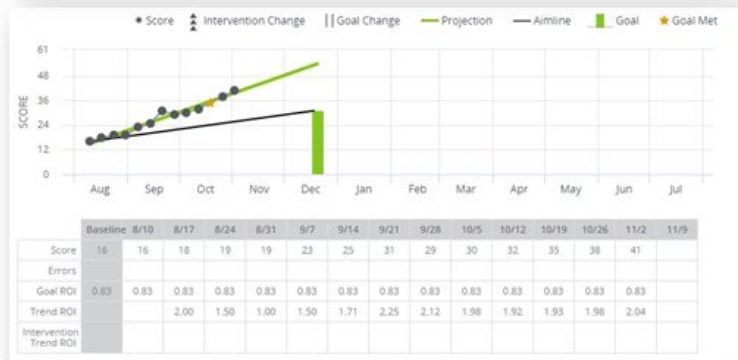
A success story!



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.

Goal			
Status	%ile	Score	ROI
★	32	31	0.83

Goal met				
	Nat'l %ile	Score	Date	ROI
Goal, Closes the Gap	32	31	12/20/2020	0.83
Projection	79	54	N/A	2.04



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

Secure web-based data collection and management

Benchmark and progress monitor to determine risk and growth

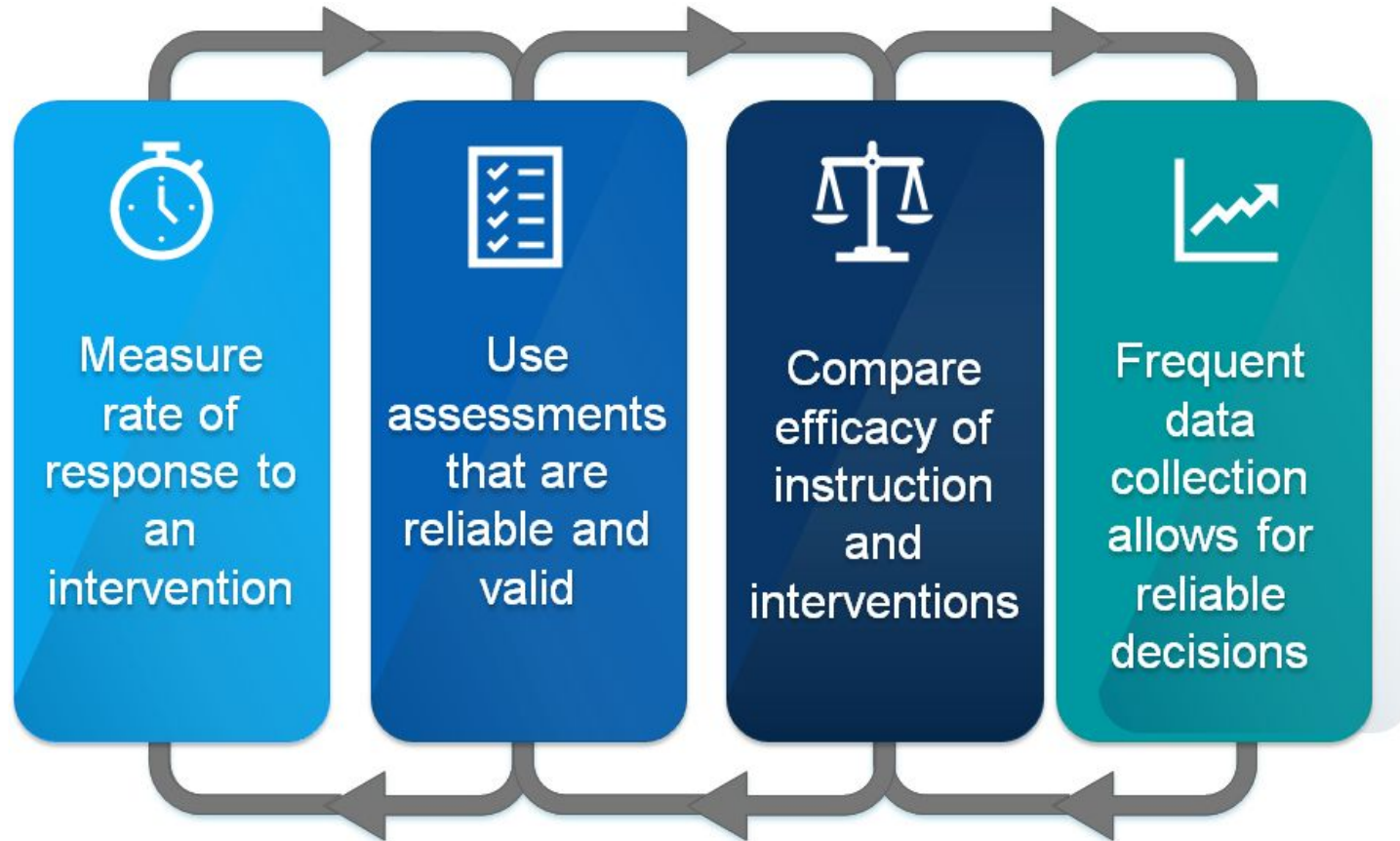
Report options for a variety of user types and needs

Efficient, valid, and reliable measurement tools

aimsweb[®]
PLUS 
Measure What Matters



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

Measure **basic foundational skills** to ensure students are ready to succeed in academic areas that require higher-ordered thinking

Accuracy
and
Fluency

Reliable
and Valid

Curriculum
independent

Efficient
and
Sensitive

Predictive
of future
outcomes



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

Students Groups Manage														
Monitor : Class 1F HH, Grade 1-1, All Measures														
<div> Roster Class 1F HH </div> <div> Grade 1 to 1 </div> <div> Measure All measures </div> <div>View / Refresh</div>														
Performance								Goal				Intervention		
Student (19)	Grade	Measure	Assess	Date	Score	ROI		Status	%ile	Score	ROI	Name	Freq	Session Len
Student 1265, HHSample 1265	1	ORF		2/13/2017	24	0.83		75%	30	38	1.25	Sidewalks Program	Daily	40 min
Student 1288, HHSample 1288	1	ORF		2/7/2017	27	0.80		61%	33	40	1.17			
Student 1261, HHSample 1261	1	ORF		2/1/2017	30	0.78		50%	30	56	1.34			
Student 1262, HHSample 1262	1	ORF		2/13/2017	26	0.63		56%	26	51	1.16	Ready Reading	Daily	30 min
Student 1276, HHSample 1276	1	ORF		2/13/2017	35	0.83		80%	30	41	1.39			
Student 1261, HHSample 1261	1	ORF [4]		2/13/2017	25	-1.26		NA	16	101	1.68			
Student 1261, HHSample 1261	1	NCF-P		2/13/2017	28	1.06		100%	31	25	0.85	Math Recovery	Weekly	20 min
Student 1279, HHSample 1279	1	WRF		2/13/2017	21	0.69		40%	36	32	1.38	Try this abc	Daily	30 min
Student 1277, HHSample 1277	1	ORF		1/5/2017	38	1.01			44	48	1.68			
Student 1270,								89%						
<div> Legend </div> <div> Status Indeterminate Projected to Meet/Exceed Projected to Not Meet Near Target Goal Not Met Goal Met Goal or Intervention Change </div>														



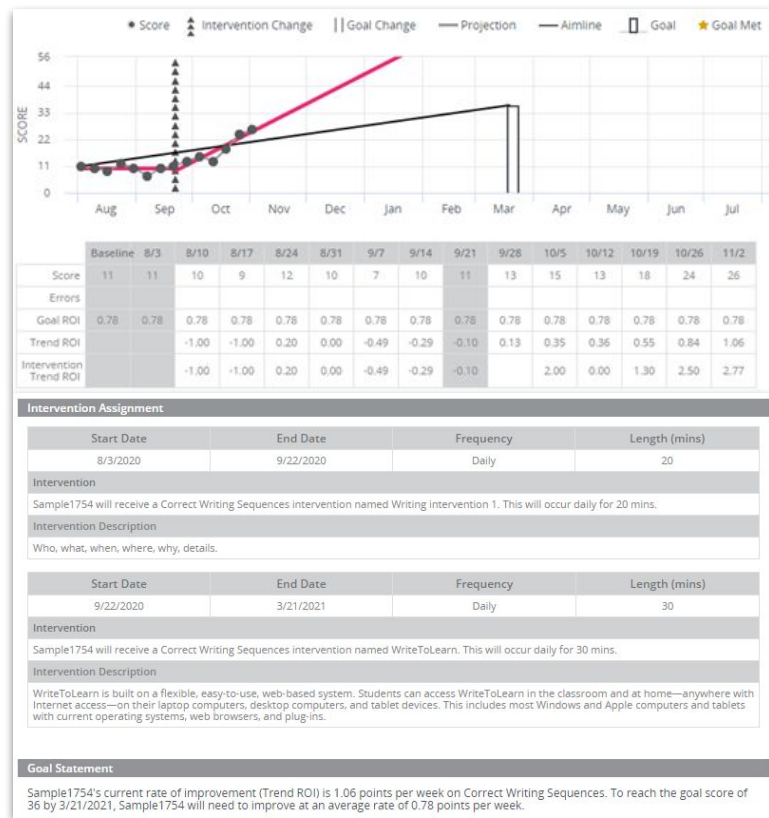
Individual Monitoring Report

Visual analysis of data trends

Expected goal and rate of improvement

Current trend and intervention trend
rate of improvement

Intervention documentation



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

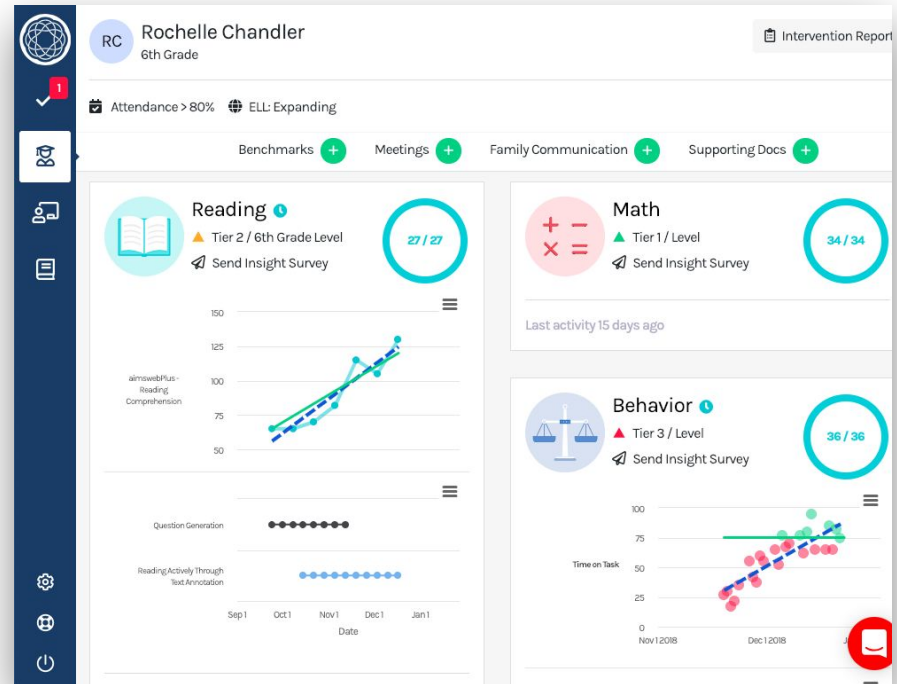
- Trend ROI
- Intervention Trend ROI

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



26



School
Branching Minds Middle School

Topic
Behavior

Grade
6th Grade, 7th Gr...

Select Screener *

aimswebPlus - Reading

Use *

☐ Score ☒ Percentile

Tier 2 Cut Score

25 %

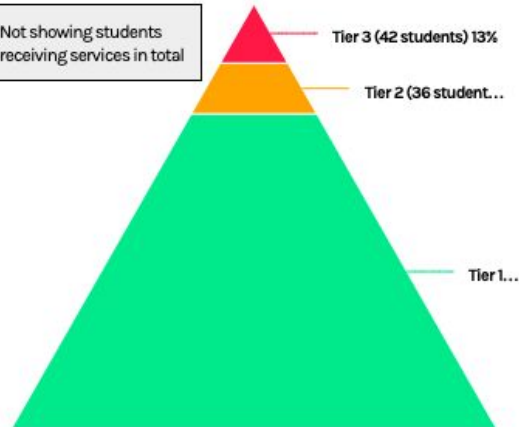
Tier 3 Cut Score

10 %

Which screener?

None

Not showing students receiving services in total



Total



All Students

454

85

29

3

568

Gender



Male

233

46

15

2

294



Female

221

39

14

1

274

Communicate student support levels to all teachers



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

Comprehensive Student Overview



14



KA

Katlynn Anderson
3rd Grade (9 yrs old)

Intervention Report

Log Behavior

Attendance Concerns IEP Visio

Benchmarks



Meetings



Family Communication



Services



Supporting Docs



Reading

▲ Tier 2 / 3rd Grade Level

📌 Send Insight Survey

33 / 33



aimswebPlus -
Reading
Comprehension

Question Answer
Relationship (QAR)
(240/420 minutes)



Jul 1

Aug 1

Date



Math

▲ Tier 1 / 3rd Grade Level

📌 Send Insight Survey

Last activity 4 months ago



Behavior


▲ Tier 2 / 3rd Grade Level










📌 Send Insight Survey



Responsibility

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 v	Percentile: 35 v
Measure	Score	Percentile			
Oral Reading Fluency	59	3			
Reading Comprehension	10	34			
Silent Reading Fluency	80	8			
Vocabulary	12	36			

Higher Order Thinking		>
→ Concept Formation		>
→ Critical Thinking		>
Executive Functions		>
→ Self-Monitoring		>
→ Working Memory		>
→ Processing Speed		>
Language		>
→ Phonemic Awareness		>

Find best
evidence-
based support
for each
learner



Eva Dundas: Library - Reading

Supports

Asses



Strategy

1-8



Peer Tutoring and Response Groups

✓ Plan Appropriate



1



Strategy

2-12

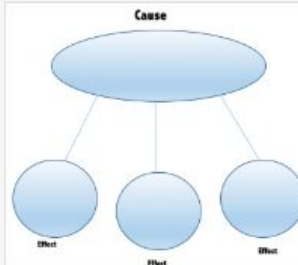
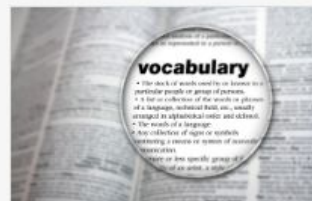


Reciprocal Teaching for Reading Comprehension

✓ Plan Appropriate



1



Strategy

1-12



Graphic Organizers

✓ Plan Appropriate



1



Strategy

2-5



Story Map



Activity

Asses

Instructional Conversations and Literacy Logs

✓ Plan Appropriate



1



Understand best-practice implementation



Strategy

K-5

Scheduled



Assisted Cloze Intervention



Add to Plan

Summary

Assisted 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



ED

Eva Dundas: To-Dos

[Classic Todos View](#)

[Log Behavior Incident](#)

234

Current: Week of 11/16/20

DA

David Ashley



READING STRATEGY

Assisted Cloze Intervention

3

x/week

20

min



...

DA

David Ashley



READING PROGRESS MONITORING

aimswebPlus - Oral Reading Fluency

✓ Scores Recorded Automatically



...

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

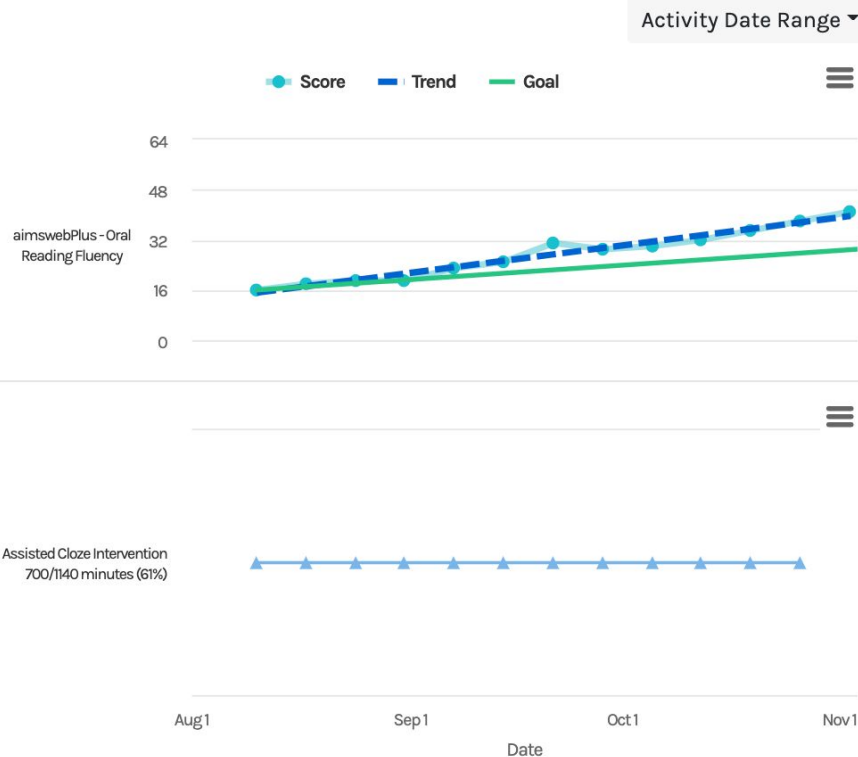
Benchmark & Universal Screeners

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...



Sign up to the Branching Minds resources digest bit.ly/BRMsignup



Follow Branching Minds on Twitter
[@BranchingMinds](https://twitter.com/BranchingMinds)



Like Branching Minds on Facebook
facebook.com/branchingminds/



Check us out at:



www.aimsweb.com



www.BranchingMinds.com

Contact an Assessment Consultant

The screenshot displays the Pearson aimswebPlus website. At the top, the Pearson logo is on the left, and navigation links for Professional, Large Scale, Admissions, Order Status, Invoices, and Quick Order are on the right. A search bar is also present. Below this is a teal navigation bar with links for Products, Featured Topics, Digital Solutions, Training, Ordering, Blog & Webinars, Field Research, and Moving Forward. A breadcrumb trail shows the path: Home > Professional Assessments > Digital Solutions > aimswebPlus > About. The main content area features a large image of a woman with glasses and a red headband. Overlaid on the left is the 'aimswebPlus' logo and the text: 'Direct the course of your students' academic path with the power of aimswebPlus.' Below this is a tabbed interface with 'About' selected, showing sub-links for Overview, Benefits, and Contact Sales. On the right, a 'Get started!' section contains the text: 'Order/renew, login to the platform, or contact the sales team.' and two prominent yellow buttons: 'Order/Renew Now' and 'Log in to aimswebPlus'. A 'Contact Sales >' link is at the bottom of this section. A small circular 'TOP' button is in the bottom right corner.

Pearson

Professional Large Scale Admissions | Order Status Invoices Quick Order Search

Products ▾ Featured Topics ▾ Digital Solutions ▾ Training ▾ Ordering ▾ Blog & Webinars ▾ Field Research ▾ Moving Forward ▾

Home > Professional Assessments > Digital Solutions > aimswebPlus > About

aimswebPlus

Direct the course of your students' academic path with the power of aimswebPlus.

About Features Training Support

Overview Benefits Contact Sales

Get started!

Order/renew, login to the platform, or contact the sales team.

Order/Renew Now

Log in to aimswebPlus

Contact Sales >

TOP



aimsweb.com

Free trial of aimswebPlus!

aimswebPlus Trial

The journey to student success begins here...



With your time at a premium these days, having a way to look at your students holistically is going to be key in the coming months. Using standards-aligned measures, aimsweb[®]Plus quickly uncovers learning gaps, assesses individual and class-wide growth in reading and math skills, and identifies students at risk for dyslexia or behavior issues — all in a single platform.

If ever there was a time for aimswebPlus — this is it.

aimswebPlus provides real-time benchmarking and progress monitoring, enabling you to adjust instruction and provide the appropriate interventions when they matter most — instantly.

Consider this your “one stop shop” for information related to your free trial, training, and implementation to help you prepare for the upcoming school year.

*This offer is available to new aimswebPlus customers or those that have not used or received a trial or pilot aimswebPlus account prior to August 1, 2020.

[What's included](#)

[How to sign up](#)

[Training](#)

[Implementation](#)

[FAQs](#)

[How can we support you?](#)



Think
You're