

# AIMSweb User Group

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Monitoring Interventions and Student Growth  
Winter 2015

# Agenda

- What reports and processes help focus the use of winter AIMSweb data?
- How does this data directly connect to RTI interventions?
- What are the best approaches to setting up and adjusting progress monitoring schedules?
- How do districts collaborate around data and interventions?

# Additional Topics

- CNYRIC Criteria
- CNYRIC Website
- Update: AIMSweb Plus
- Other questions/challenges

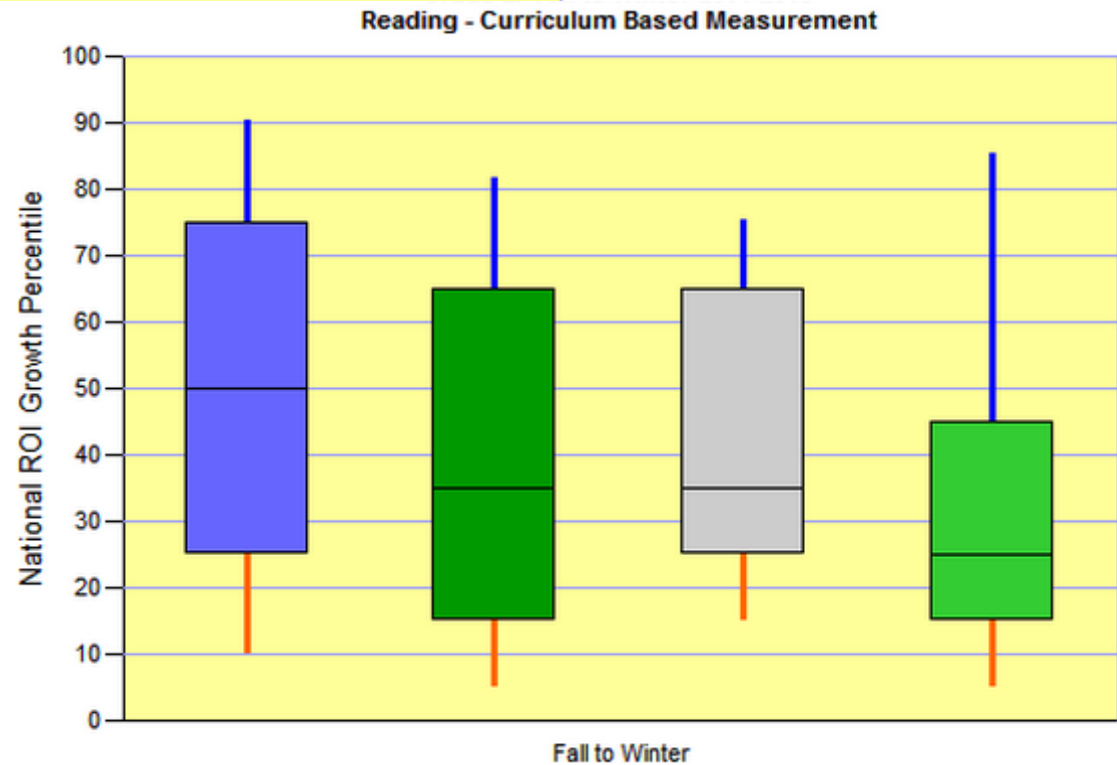
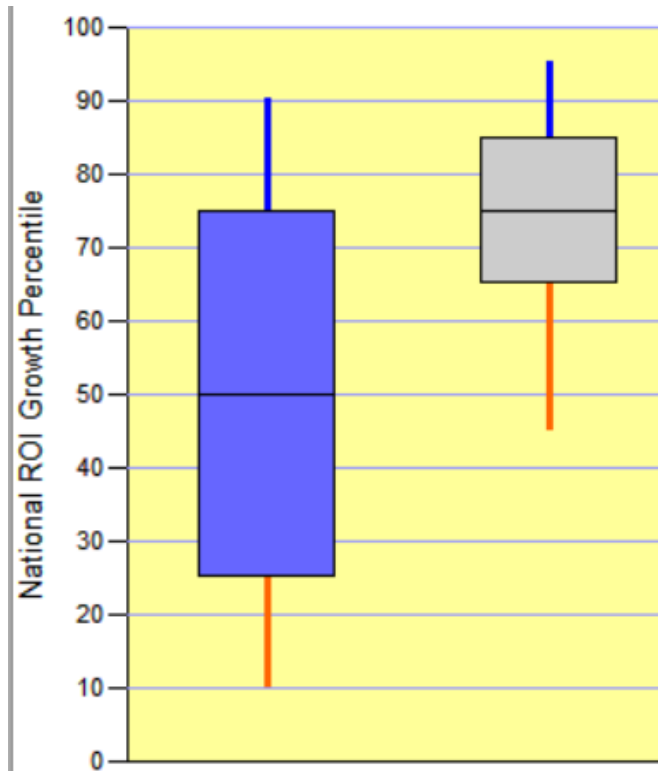
# Levels of Data Use

- Impact of core instruction
  - Rates of Improvement by grade and measure
  - Tier Transition by grade and measure
- Impact of core instruction/interventions
  - ROIs by classroom and measure
  - Movement compared to the target
- Impact of intensive interventions
  - Individual student ROI by measure

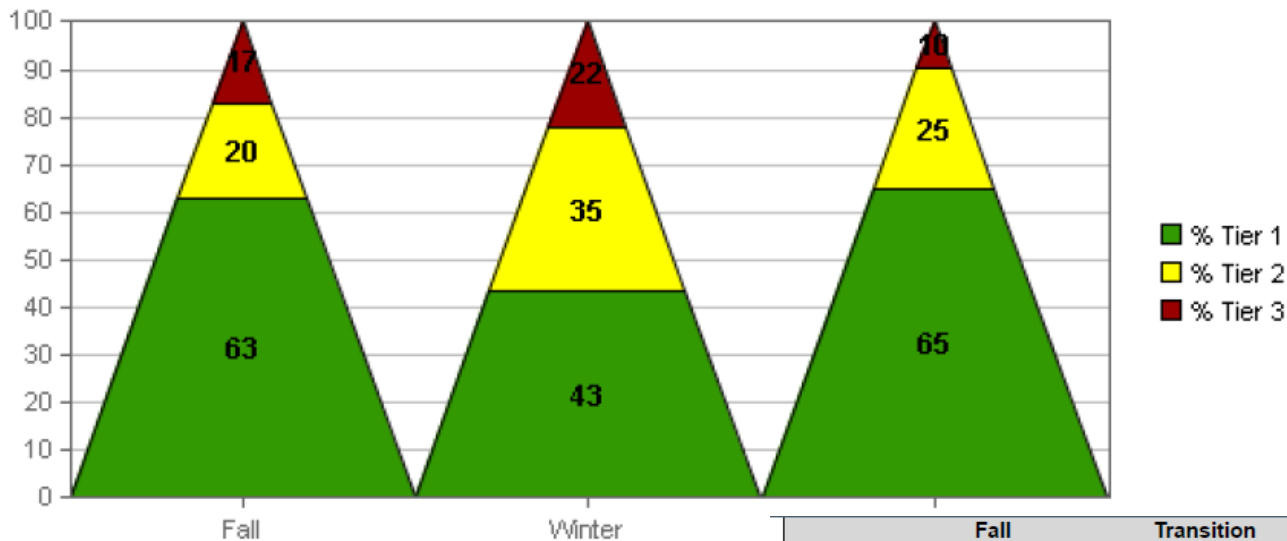
# Big Picture

- How is Tier 1 instruction impacting performance on AIMSweb measures?
- Reports:
  - Rate of Improvement (ROI)
  - Tier Transition (Candy Corn)
  - Score Distribution
  - Instructional Recommendation/Rainbow

# Big Picture ROIs



# Big Picture Transitions




	Fall	Transition	Winter	Transition	Spring
<b>Tier 3</b>	8 (17%)	3 2 3	11 (22%)	4 4 3	5 (10%)
<b>Tier 2</b>	9 (20%)	5 2 2	17 (35%)	1 7 9	12 (25%)
<b>Tier 1</b>	29 (63%)	1 13 14	21 (43%)	0 1 19	31 (65%)
<b>New Student</b>		4		0	
<b>Unscored</b>		1		1	
<b>Total Students</b>	46		49		48

# Target Comparisons

Grade 3 : 2014-2015  
Reading - Curriculum Based Measurement

Student	Fall				Winter			
	Corrects	Errors	Accuracy	Service Code	Corrects	Errors	Accuracy	Service Code
<b>Targets</b>	77				105			
1, Student	61	1	98.4%	G	98			G
10, Student	70			G	115			G
11, Student	85			G	125			G
12, Student	66			G	85			G
13, Student	90			G	79	10	88.8%	G
14, Student	45			G	68			G
15, Student	102			G	120	22	84.5%	G
16, Student	68			G	94			G
17, Student	85			G	100			G
<b>Mean</b>	75.0				98.0			
<b>Median</b>	70.0				98.0			
<b>Number of Students Assessed</b>	9				9			

 Yellow = Did Not Meet Benchmark Targets



# Key Questions - Reports

- What has been the overall growth of our grade level on this measure?
- What has been the overall movement of students on this measure?
- What is the breakdown of our grade/class compared to national norms?
- How did students perform across measures?

# Key Questions - Instruction

- Are there specific areas of concern across the entire grade level?
- Are there specific areas of success across the entire grade level?
- How has instruction (whole/small group) impacted student success?

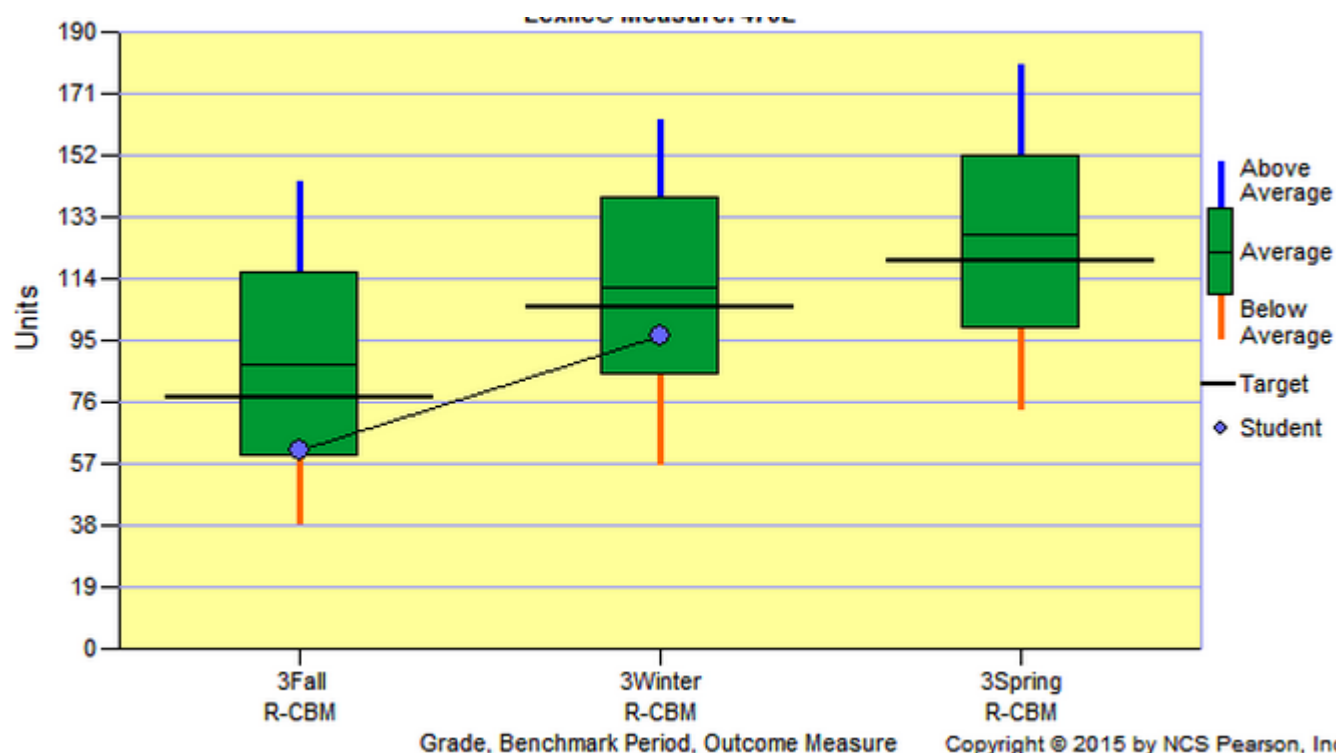
# Looking at Data

- Look at the group reports:
  - What has been the overall movement and growth of the group from September to January? On which measures?
  - What positives and concerns does the big picture data raise?
  - What might be the next steps in using this data to impact instruction?
- What does this look like for your own building/grade level?

# Narrowing the Focus

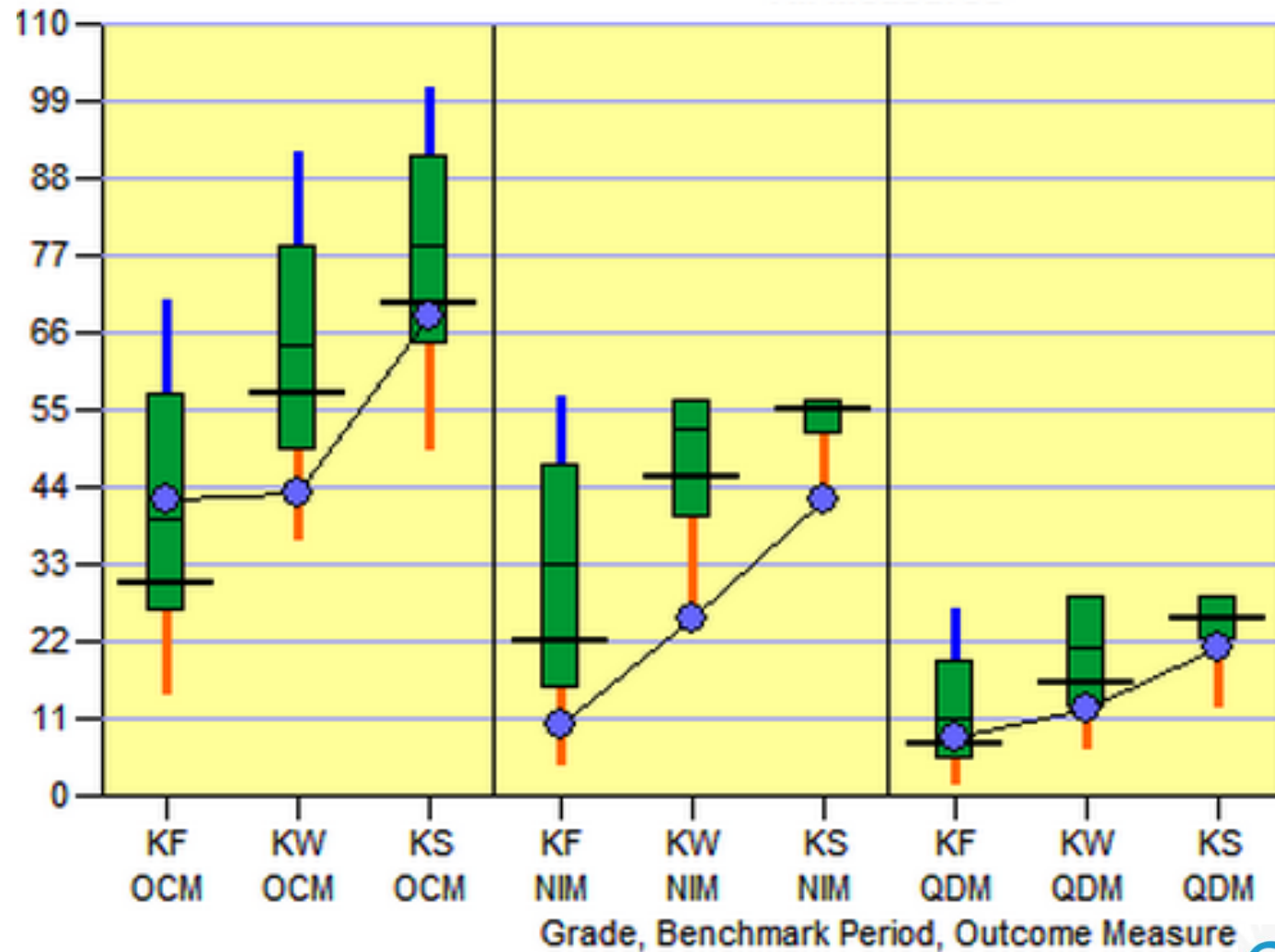
- How are specific interventions impacting student growth on AIMSweb measures?
- Reports:
  - Individual Student Growth - ROI
  - Individual Student Growth - Target
  - Individual Student Growth - Multiple Years

# Growth Reports

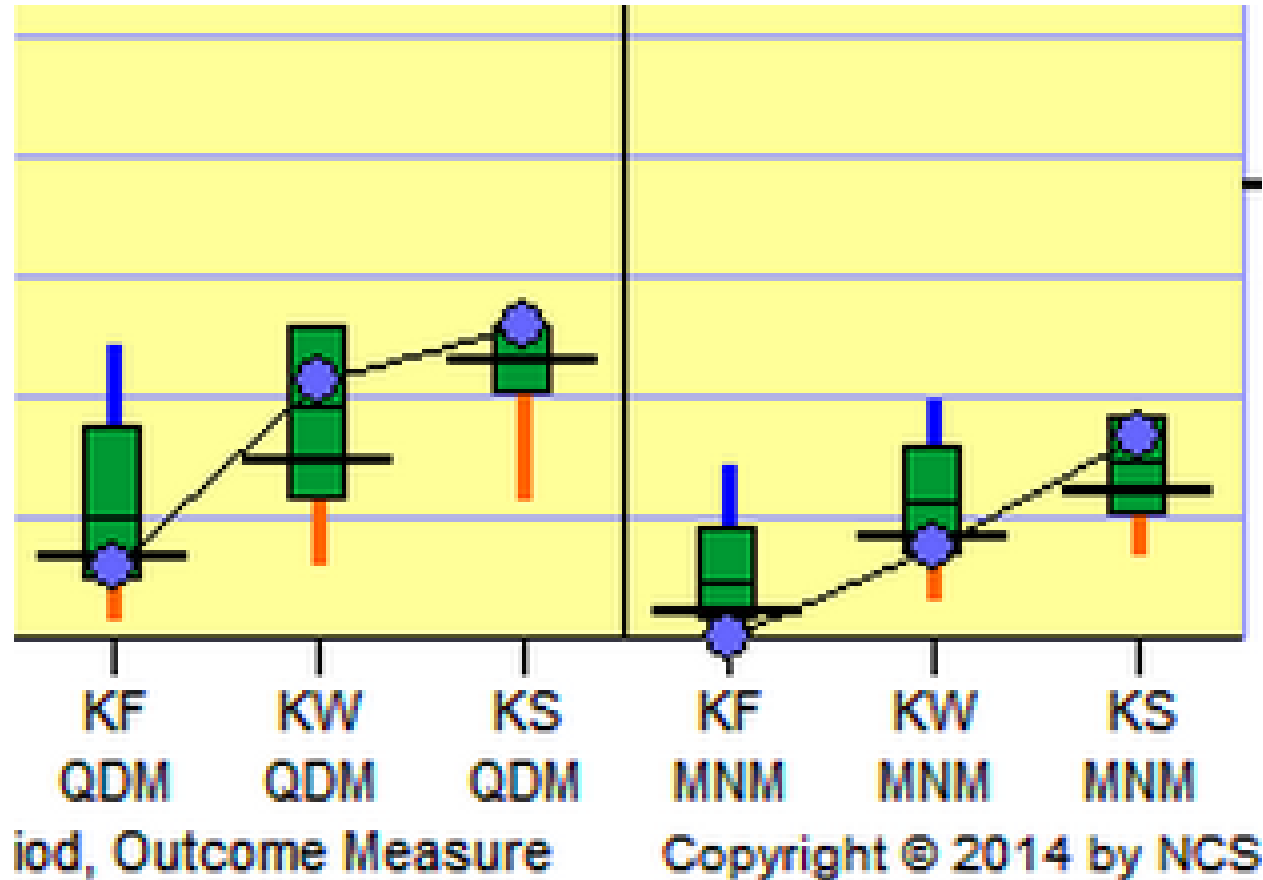


Words Read Correct (WRC) at the Winter Benchmark. The rate of improvement (ROI) from the Fall Benchmark is **1.9 WRC per week**, which is greater than the ROIs of 75 percent of students in a national sample who started at a similar level. Currently, [redacted] score is **Average** compared to AIMSweb National Norms Winter Percentiles. This was a score **at the 36 percentile** compared to other students in the AIMSweb National Norms Winter Percentiles.

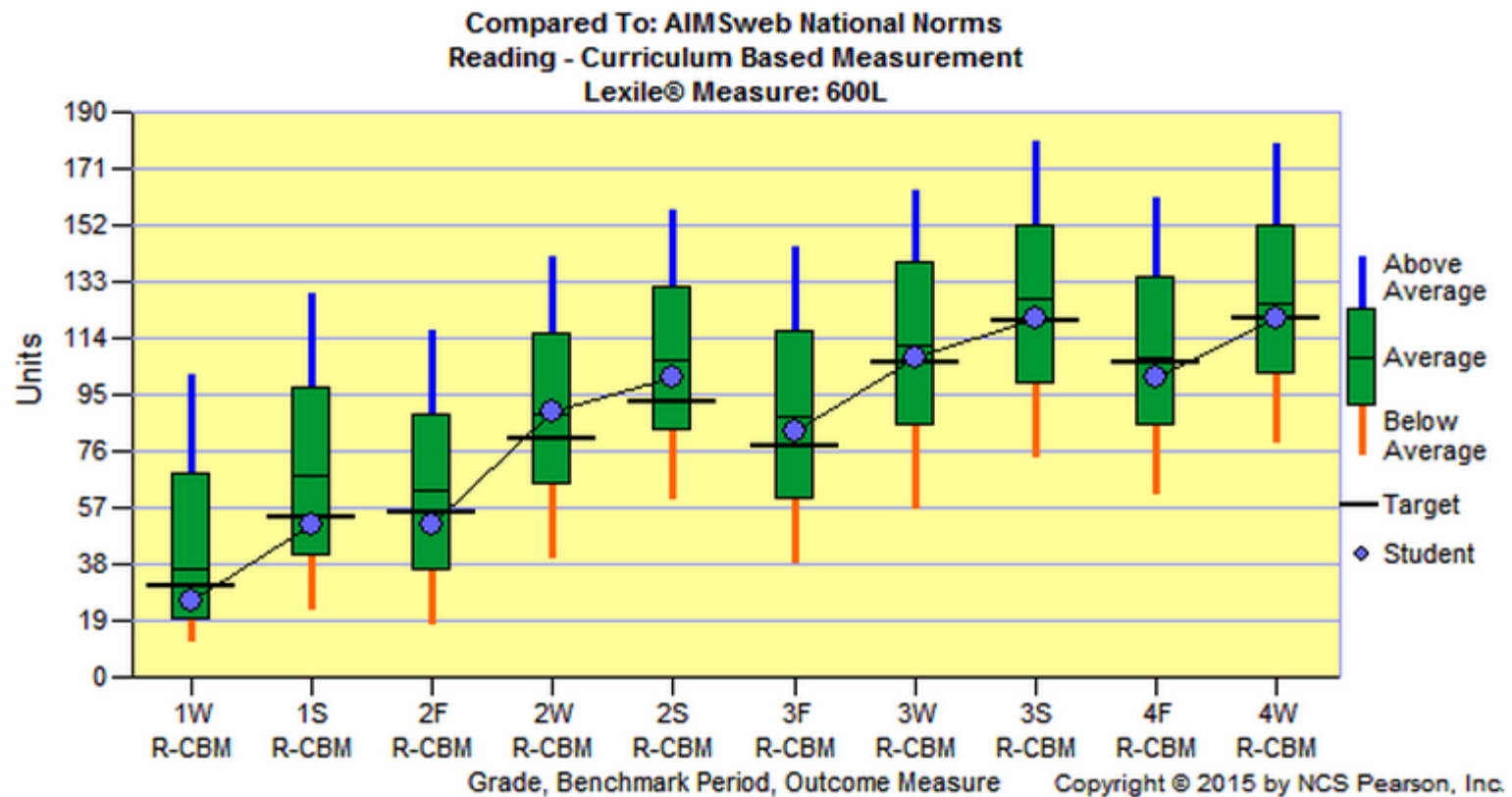
# Misleading Lines



# True Growth



# Multiple Years





# Key Questions - Reports

- How do student ROIs compare to their scores on the earlier reports?
- Which specific students made substantial growth?
- What groups of students made substantial growth?
- Who was stagnant or struggling?

# Key Questions - Instruction

- What were the interventions for those students with lower ROIs?
- What were the interventions for those students with higher ROIs?
- What were the interventions for those students who appear stagnant?

# Looking at the Data

- Look at the individual student reports:
  - How do these match or differ from what is happening with the larger group?
  - What does this snapshot tell you about the possible impact of interventions?
  - How might this impact decisions about interventions?
- What do these reports look like for your own district/building?

# Effective Data Meetings...

- Put AIMS in context of RTI
- Includes a clear processes
- Leads to decisions about interventions and support
- Builds on a collaborative culture around student improvement
- Shifts the focus between students and instruction

# Importance of Collaboration

- Teacher Team responses
- Schoolwide responses
- Mattos: Common assessments provide greatest impact
  - “It’s only common when we ***discuss*** the results and make decisions about next steps.”

# Processing

- How is data used after the winter benchmarks (big picture, student level)?
- What do data meetings look like? Who is there?
- What types of decisions are made? What criteria are used?
- Is AIMSweb data used to discuss the impact of specific interventions?
- What are some ideas for improving your use of AIMSweb winter data?

# Sharing across Districts

- Number off at your table
- Bring your graphic organizer
- Meet with your numbered partners
- Round robin discussion about each question

# Progress Monitoring

- How to set up schedules?
- What to do with past schedules?
- How to set growth goals?
- What do the PM graphs show?



# Scenarios

- What additional information may be needed?
- What might be the best intervention for this student?
- What would be the best AIMSweb measure?
- How often would you progress monitor?
- What are the challenges in this scenario?

# Purpose of Progress Monitoring



# Steps to Effective Monitoring

1. Identify the skill deficit and specific need of student
2. Define an appropriate intervention to meet those needs
3. Select an appropriate progress monitoring measure
4. Set growth goals
5. Consistently use data to assess impact of intervention

# Evaluating PM Data

- Duration
- Frequency
- Noisy Data
- Intervention Lines
- Goal
- Fidelity & Standardization
- Other Factors?

# Next Steps

- Spring Meeting
- Possible Intervention Day
- CNYRIC Site
- AIMSweb Plus