AIMSweb User Group

Connecting Interventions and Progress Monitoring

Fall 2015

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AIMSweb User Group Agenda – 9/25/15

- Fall Reports and Criteria
- State Assessment Correlations
- Interventions and AIMSweb Measures
- Progress Monitoring
- Product Updates

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Effective Data Meetings

Qualities of Effective Data Meetings *(adapted from Data Wise - Boudett, City, Murnane : 2013)*

Quality	Key Elements	Scale: 1-4 (Rarely to Always)
Organizing for data meetings	Data meetings have clear and understood expectations, goals, structure, protocols, schedule, and plan for next steps.	
Assessment and data literacy	Teams have a common understanding of the assessments used by the school, the types of data available from these assessments, and the strategies for responsible data use.	
Data overview	Data from assessments is made available during meetings in easy-to-use formats, ranging from big picture to student level. Data from multiple sources is considered.	
Digging in	Meetings allow for the opportunity to move beyond data to examine and discuss instruction/interventions.	
Action plans	Teams use data meetings to create a plan for instructional action and identify needed data sources for continuous follow-up.	

Purpose

- What is the purpose of a meeting that includes AIMSweb data?
  - To focus general instructional goals?
  - To identify students for Tier 2 interventions?
  - To discuss specific intervention strategies?

- Do all participants understand the purpose and how it relates to them?
- How can we use past work to serve this purpose?

Ways to begin

- Put AIMS in context of RTI

- Include clear processes, structure, and common understandings

- Time for dialogue and discussion about interventions and support

- Slowly build on collaborative culture around student improvement

- Include multiple data points

Fall AIMSweb Reports

- Scores and Percentiles
  - AIMSweb Targets vs. CNYRIC Criteria
- Instructional Recommendations
- Common Core
- Above/Below Target
- Score Distribution
- Past Years

Instructional Recomendation

Student	LNF		LSF		Instructional Recommendations
	Score	Percentile Rank / Comparison	Score	Percentile Rank / Comparison	
17, Primary	28.0	70.0/ 66.0	20.0	93.0/ 85.0	Above Average - Consider Need for Individualized Instruction
18, Primary	19.0	50.0/ 47.0	20.0	93.0/ 85.0	Above Average - Consider Need for Individualized Instruction
14, Primary	17.0	40.0/ 43.0	19.0	83.0/ 83.0	Above Average - Consider Need for Individualized Instruction
12, Primary	35.0	90.0/ 79.0	18.0	77.0/ 81.0	Above Average - Consider Need for Individualized Instruction
1, Primary	49.0	97.0/ 94.0	16.0	70.0/ 78.0	Well Above Average - Consider Need for Individualized Instruction
13, Primary	21.0	57.0/ 51.0	15.0	63.0/ 76.0	Above Average - Consider Need for Individualized Instruction
11, Primary	23.0	63.0/ 55.0	13.0	57.0/ 72.0	Average - Continue Current Program
16, Primary	17.0	40.0/ 43.0	12.0	47.0/ 70.0	Average - Continue Current Program
9, Primary	5.0	30.0/ 20.0	12.0	47.0/ 70.0	Below Average - Further Assess and Consider Individualizing Program
10, Primary	32.0	83.0/ 73.0	11.0	37.0/ 67.0	Average - Continue Current Program
8, Primary	3.0	20.0/ 15.0	8.0	30.0/ 60.0	Below Average - Further Assess and Consider Individualizing Program
15, Primary	29.0	77.0/ 68.0	3.0	23.0/ 42.0	Average - Continue Current Program
6, Primary	3.0	20.0/ 15.0	2.0	17.0/ 37.0	Below Average - Further Assess and Consider Individualizing Program
5, Primary	2.0	10.0/ 12.0	1.0	10.0/ 31.0	Below Average - Further Assess and Consider Individualizing Program
7, Primary	0.0	3.0/ 4.0	0.0	3.0/ 14.0	Well Below Average - Begin Immediate Problem Solving
20, Primary	--	--	--	--	Unable to determine a recommendation

	19 Grade Mean		11 Grade Mean	
		Well Below Average		Well Below Average
		Below Average		Below Average
		Average		Average
		Above Average		Above Average
		Well Above Average		Well Above Average

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Scores and Percentiles

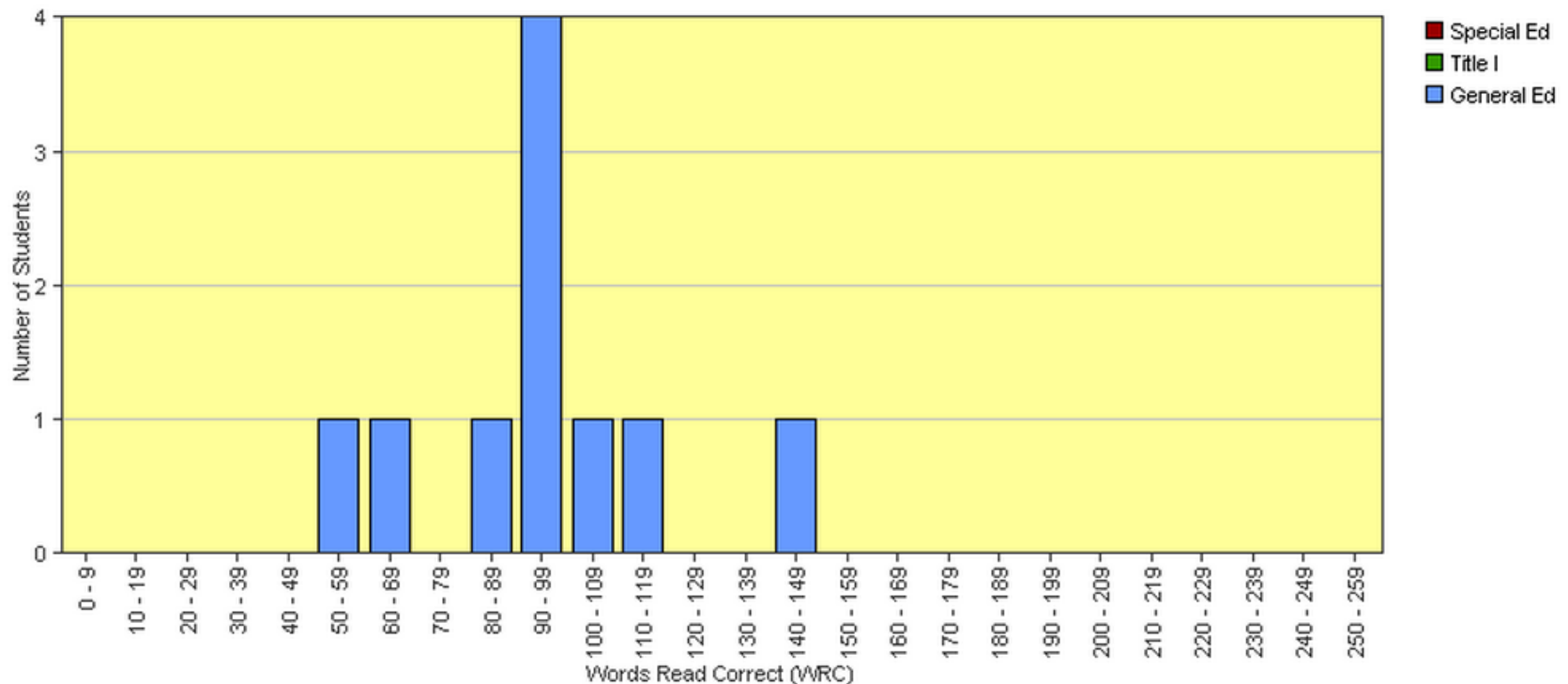| ID	Name	Corrects	Errors	Accuracy	Performance Summary	Potential Instructional Action	Lexile® Measure
101010117	17, Student	145.0	1.0	99.3%	Above Average	Consider Need for Individualized Instruction	725L
Above Average >= 75th %ile							
101010116	16, Student	113.0	5.0	95.8%	Average	Continue Current Program	565L
101010115	15, Student	105.0	2.0	98.1%	Average	Continue Current Program	525L
Target = 105.0							
101010113	13, Student	98.0	6.0	94.2%	Average	Continue Current Program	490L
101010114	14, Student	98.0	6.0	94.2%	Average	Continue Current Program	490L
101010112	12, Student	94.0	10.0	90.4%	Average	Continue Current Program	470L
101010111	11, Student	93.0	10.0	90.3%	Average	Continue Current Program	465L
101010110	10, Student	87.0	6.0	93.5%	Average	Continue Current Program	435L
Average >= 25th %ile							
222222222	2, Student	64.0	4.0	94.1%	Below Average	Further Assess and Consider Individualizing Program	320L
Below Average >= 10th %ile							
111111111	1, Student	59.0	1.0	98.3%	Well Below Average	Begin Immediate Problem Solving	295L
Well Below Average >= 0.0							

Scores Distribution

Graph By: Students By Number

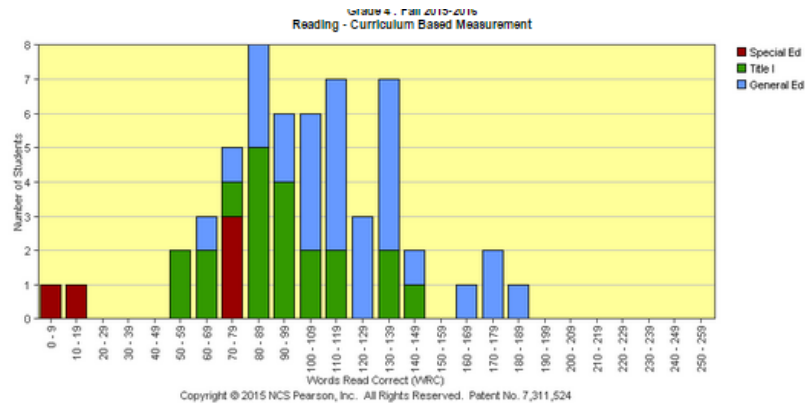**Student Score Distribution by Service Code**
CNYRIC CENTRAL SCHOOL DISTRICT - CNYRIC Test Elementary School Test Teacher Gr. 4 - Homeroom
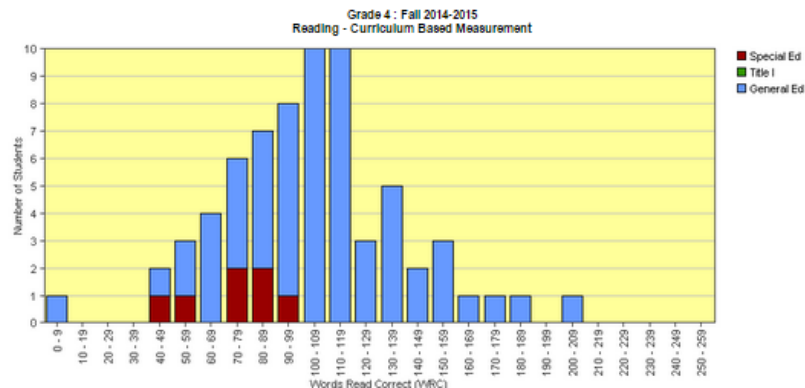Grade 4 : Fall 2015-2016
Reading - Curriculum Based Measurement

Legend:
- Special Ed
- Title I
- General Ed

Y-axis: Number of Students
X-axis: Words Read Correct (WRC)

Scores Distribution: Multi-year

Common Core

	Common Core Reading Material Level
	Above Grade Level: This student's Lexile measure indicates that he/she will likely be successful on Common Core aligned reading material *above* grade level.
	On Grade Level: This student's Lexile measure indicates that he/she will likely be successful on Common Core aligned reading material *at* grade level.
	Below Grade Level: This student's Lexile measure indicates that he/she will likely be successful on Common Core aligned reading material *below* grade level.

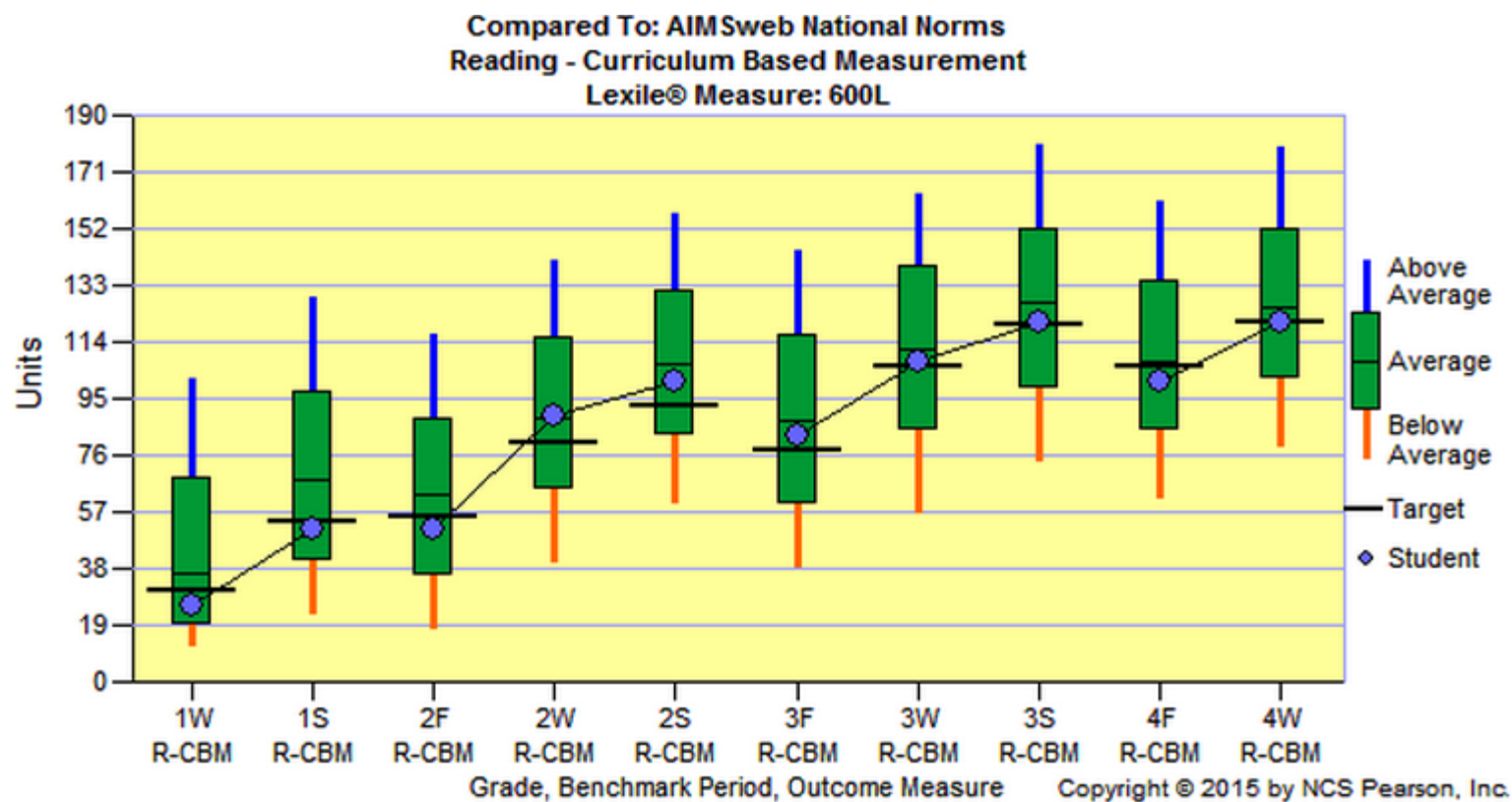| Name	Score	Percentile Rank		Lexile Measure	Common Core Reading Material Level
		Local Norms	National Norms		
20, Student	210	97	99	1050L	Above Grade Level
18, Student	200	90	99	1000L	
19, Student	199	83	99	995L	
22, Student	187	77	97	935L	On Grade Level
21, Student	175	70	95	875L	
17, Student	145	63	83	725L	Below Grade Level
16, Student	113	57	56	565L	
15, Student	105	50	47	525L	
14, Student	98	40	38	490L	
13, Student	98	40	38	490L	
12, Student	94	30	34	470L	
11, Student	93	23	33	465L	

Above/Below Target
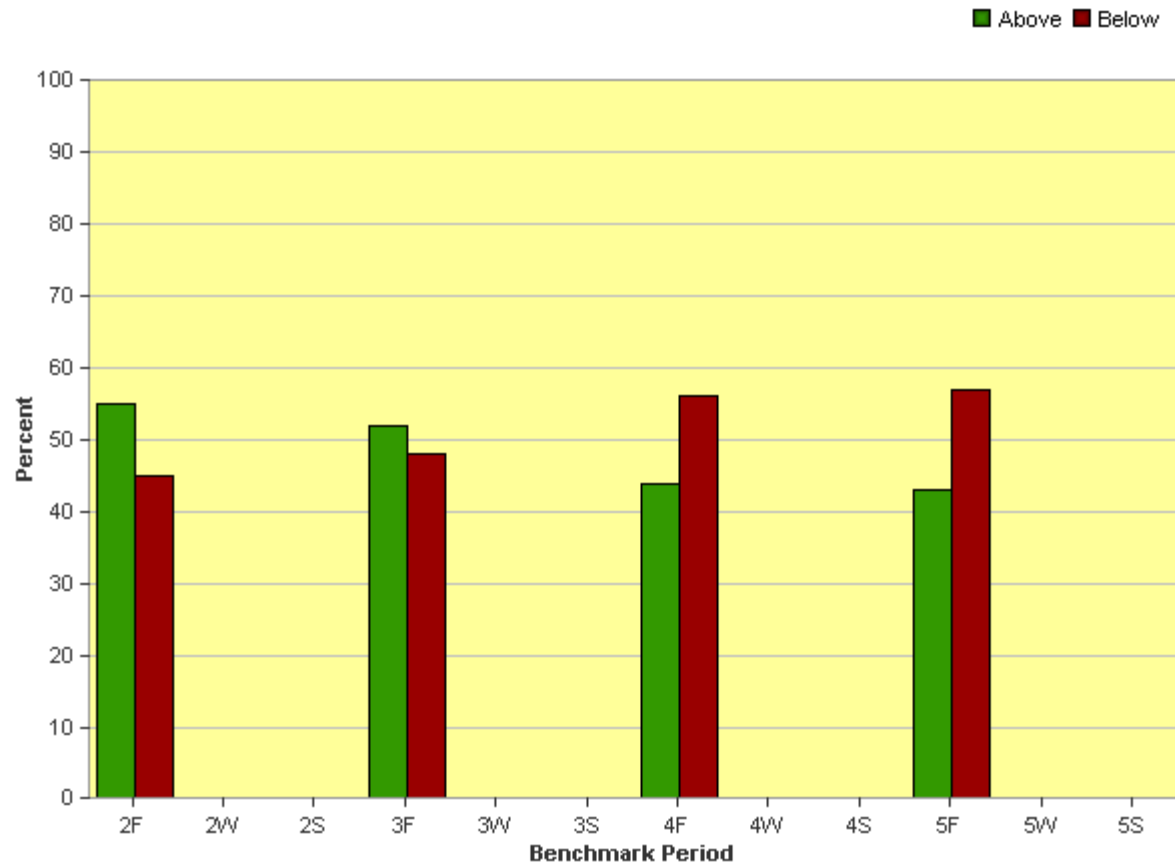
Looking at the past

- How do we access data from past years?
- What about the summer slump? Is there a way to compare June to September performance?

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Multiple Years

Compared To: AIMSweb National Norms
Reading - Curriculum Based Measurement
Lexile® Measure: 600L

Progress Monitoring

- Critical piece of an RTI process and screening tool

- Provides the key data to drive discussion about instructional impact

Progress Monitoring

- Purpose and benefits
- How to set up schedules
- How to set growth goals
- What the PM graphs show
- How to clean up your schedules

Purpose of Progress Monitoring

Steps to Effective Monitoring

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

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?

Connecting Interventions and AIMS

- ## Skill deficit
  - What does past data look like?

- ## Specific intervention strategy/program

- ## AIMSweb measure for PM
  - Is there always a measure?

What is an intervention?

"An intervention is anything a school does, above and beyond what all students receive, that helps a child succeed in school."

- Buffum, Mattos, & Weber 2012

What is your process?

- What do you do when a student is identified as at-risk? How do you determine what the student need is?

- How do you choose the intervention?

- How do you decide upon an AIMSweb measure for progress monitoring?

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Questions for PM Data

- Has instructional program been provided with fidelity?

- Has student attendance been acceptable?

- Is core instruction also being provided in reading? Or, is student missing core instruction?

- Does instruction address student skill deficits?

- What other factors could be impacting student's performance?

Evaluating PM Data

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

Off Grade Level

Find Grade/Goal Level Material if . . .

In Grades 3 or above and perform below the 10th percentile
- "red" zone, on rainbow report
- blue dot, below the orange whisker!

In Grade 2 and cannot read more than 10 words on a grade level passage.

GENERALLY Stay on Grade Level if . . .

If perform above the 10th percentile at grade level
- "yellow" or "green" zone, on rainbow report
- blue dot, on orange whisker or above (in green box or on blue whisker)

If below the 10th at grade level but in the average range on the grade level below.

In Kinder or 1st grade

The Basic Idea

Above the 10th percentile? → This is the goal level

Below the 10th percentile? → Drop back by successive grade levels until above the 10th percentile

Survey Level Assessment

- Student 24 - Grade 4 - RCBM

  - 32 corrects, 8 errors on fall grade 4 RCBM

- Administer grade 3 RCBM

  - 43 corrects, 6 errors

- Administer grade 2 RCBM

  - 52 corrects, 6 errors

- Set target for grade 2 (growth vs. EOY)