

Monitoring Student Progress

To evaluate growth and regression/recoupment for IEP Reviews, progress reports and ESY determinations



Training Objectives

- Be able to identify the purposes of progress monitoring for students with IEPs
- Be able to distinguish among types of progress monitoring tools and apply those tools for a variety of purposes
- Establish a set of progress monitoring resources
- Develop a calendar and plan to implement progress monitoring for students on caseload



What is Progress Monitoring?

- Ongoing regular assessment to determine student progress in response to curriculum instruction and/or interventions
- A quick snapshot that allows teachers and staff to measure growth or regression, identify gaps in learning and measure the effectiveness of instruction





Specific Purposes

- Identify students for instructional groupings
- Identify whether students are making adequate progress based on the interventions and instruction you are providing
- Identify whether meeting benchmarks set by IEP goals, ILPs, ALP's, CLD plans, MTSS plans, or grade-level expectations,
- Identify if students regressed during breaks and the length of time needed to recuperate skills
- Used by classroom teachers, MTSS teams, interventionists as well as special education and CLD teachers



Start with Measurable Goals

❖ Derive from PLAAFP

Time - *In 18 weeks,*

❖ SMART

Condition – *given 30 vocabulary words from the 7th grade science curriculum*

➤ Specific

➤ Measurable

➤ Ambitious

➤ Attainable

➤ Realistic

➤ Time-bound

Learner - *Lynn*

Action – *will compose on a keyboarding device*

Criterion – *at least 10 correct sentences using at least 10 vocab words within 10 minutes.*



Examples of PM Tools

- **Informal Reading Inventories**

- Reading comprehension and recall, word recognition
e.g., IRI, Diagnostic Reading Assessment

- **Benchmark Assessments** (may not be often enough as a primary tool but useful information)

- E.g, NWEA/MAP, curriculum embedded benchmark assessments

- **Curriculum Based Measurements**

- *Reading*: 1-minute reading passage from curriculum. Identify errors and number of words read in comparison to grade level peers
 - Divide # words read correctly by total # of words read



Examples of PM Tools

- **Maze and Cloze Passages**

Maze (e.g., DIBELS Next) passages omit key words from story and provide alternatives from which to select

- Kai loves to _____ the guitar. He _____ everyday.
(plan, play, put) (practices, positive, promises)

Cloze (e.g., STAR assessment) passages omit key words from story and require student to identify the correct response. Graph % correct.

- DeShawn finishes his _____ homework before going outside to play.
- Maria likes to _____ basketball.



Examples of PM Tools

- CBM continued
 - *Spelling* CBM: 2-minute spelling word test of words from end of year grade-level mastery
 - *Writing*: written expression, grammar, punctuation
 - *Math* CBM: select problems from end of year mastery, 2-minute limit, count digits correct rather than answers. Right digit in right place counts as correct digit.



Progress Monitoring Example: Spelling

Steps for Spelling CBM Steps (Adapted from Hosp, Hosp, & Howell, 2007)

1. Obtain grade-level spelling CBM lists
 - Each list is different but at the equivalent grade-level and with the same number of total letters
 - The lists represent the whole year's spelling curriculum
 - Lists contain 12 words for grades 1 and 2 and 7 words for grades 3 and higher
- 2) Provide students with paper and pencil (Use lined paper)



Progress Monitoring Spelling

3. Use stopwatch or countdown timer that displays seconds

4. Administer 3 equivalent lists the first time in one session (recommended) or across days; the median score will be first data point on graph

- Use a number of equivalent lists for duration of year
- Ask students to number paper 1 to 12 (grades 1 & 2) or 1 to 17 (grade 3 and higher).
- Say, “I am going to read some words to you. I want you to write the words on the sheet in front of you. Write the first word on the first line, the second word on the second line, and so on. I will give you 10 seconds [7 seconds for grades 3 and up] to spell each word. When I say the next word, try to write it, even if you haven’t finished the last one. Are there any questions?”



Progress Monitoring Spelling

- Say the first word and start timer for 2 minutes.
- Every 10 seconds (grades 1 & 2) or 7 seconds (grade 3 & higher), say a new word.
- When the 2 minutes is up, say “Thank you. Put your pencils down.”

5. Score the spelling CBM (Hosp et al., 2007)

- The score can be based on “correct letter sequences” (CLS) or “words spelled correctly” (WSC).
- CLS takes more time but is a more sensitive measure. *Not covered here.*

6. Graph WSC or CLS scores



Intervention Central

Use tools such as Interventioncentral.org to automatically generate PM Tools (math, reading, written language) and to generate graphs

<https://www.interventioncentral.org/curriculum-based-measurement-reading-math-assessment-tests#4>



Progress Monitoring of Behaviors

Examples of Behavioral Data Points

- 1. Latency Recording:** Time it takes for student to begin task or start to comply with request
- 2. Duration Recording:** Time of behavior or time on-task
- 3. Frequency Tally:** Number of times behavior occurs



Foundation for Successful PM

- Write goals that are easily measurable
- Consider aligning goals to existing PM tools
- Start with the end in mind. Where should the student be by the end of the monitoring period?
 - by the next AR IEP meeting
 - In comparison to classmates
 - In comparison to grade-level or developmental expectations by end of the evaluation period



Progress Monitoring and Charting

Aligning measurement of goals to existing or easy-to-use measures

- Use existing PM tools (see resources at end of presentation)
- Use tools included in this presentation (see next few slides)
- Develop your own tools



EXHIBIT 2. SAMPLE CBM TEMPLATE

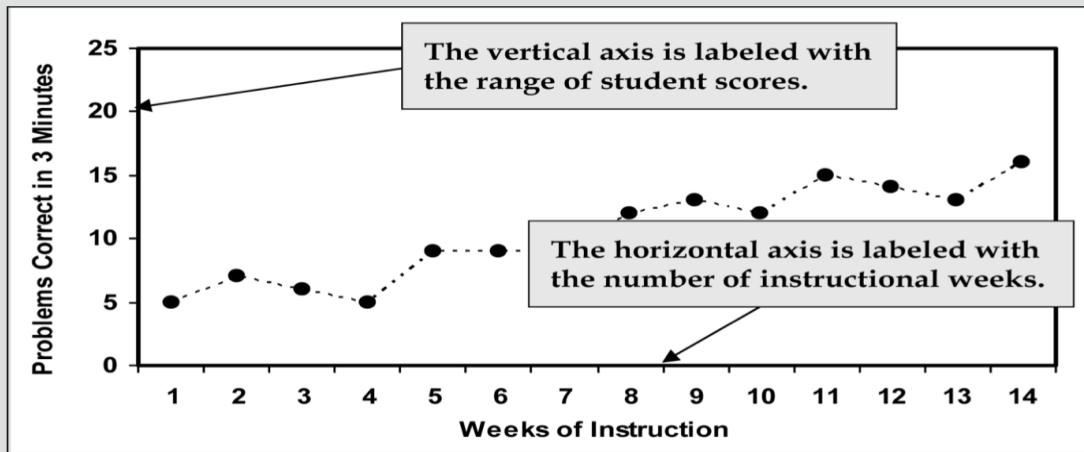
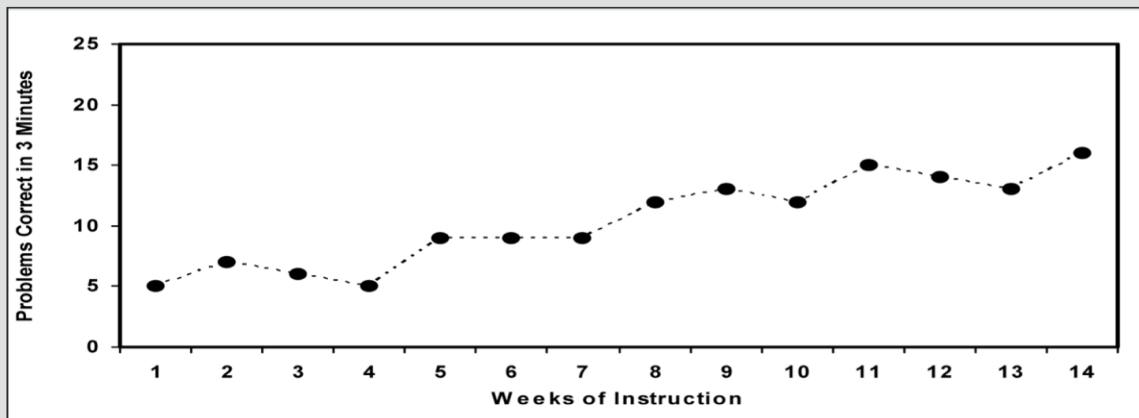
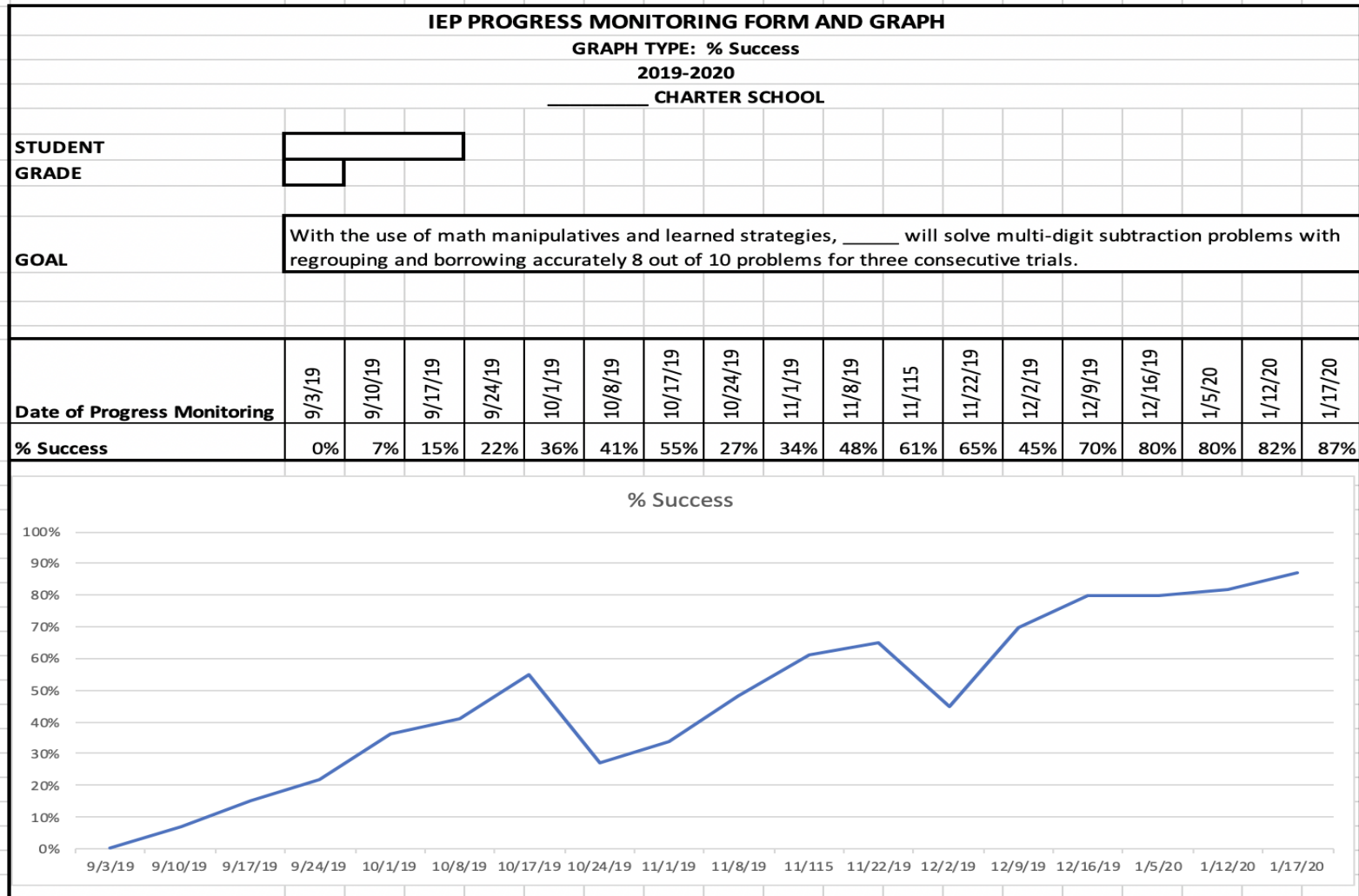


EXHIBIT 3. SAMPLE CBM GRAPH





Monitoring and Graphing: % success





Monitoring and Graphing: Avg # of Incidents

IEP PROGRESS MONITORING FORM AND GRAPH

GRAPH TYPE: Frequency

2019-2020

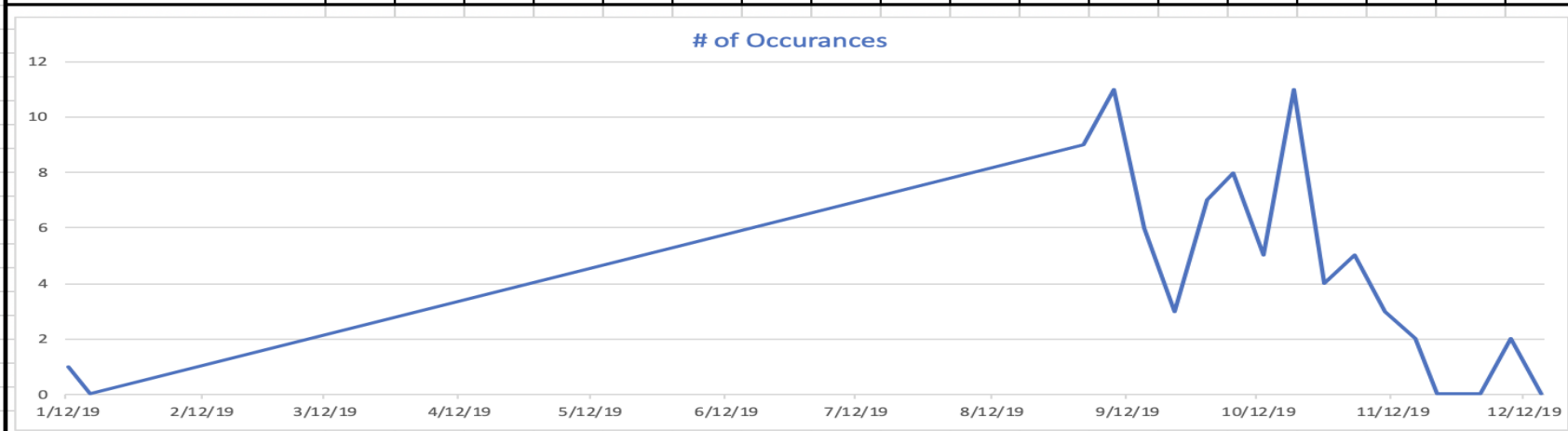
_____ CHARTER SCHOOL

STUDENT
GRADE

GOAL

_____ will employ calming strategies (movement break, deep breathing, quiet space break, deep pressure/heavy work activity, etc.) in order to decrease the number of incidents where _____ engages in unexpected behaviors from an average of 8 incidents per week to 3 or fewer per week.

Date of Progress Monitoring	9/2/19	9/9/19	9/16/19	9/23/19	9/30/19	10/6/19	10/13/19	10/20/19	10/27/19	11/3/19	11/10/19	11/17/19	11/22/19	12/2/19	12/9/19	12/16/19	1/12/19	1/17/19
# of Occurances	9	11	6	3	7	8	5	11	4	5	3	2	0	0	2	0	1	0





Simultaneously Tracking Two Data Points

IEP PROGRESS MONITORING FORM AND GRAPH

GRAPH TYPE: % Success

2019-2020

STUDENT									
GRADE									

CHARTER SCHOOL

GOAL

When given a non-preferred task paired with the use of self-regulation strategies and rewards systems, _____ will begin the task within 1 minute and complete the appropriately modified version of the task within a predesignated appropriate amount of time (with use of a timing device) on 8 out of 10 opportunities, as measured by staff data.

DATA POINTS

- 1** will begin the task within 1 minute
- 2** complete task within a predesignated appropriate amount of time

Date	Description							
Data 1	Latency Time							
Data 2	Completed On-Time: Y or N							



Monitoring and Graphing: Goal with Two Benchmarks-%

IEP PROGRESS MONITORING FORM AND GRAPH

GRAPH TYPE: % Success
2019-2020

STUDENT
GRADE

CHARTER SCHOOL

GOAL

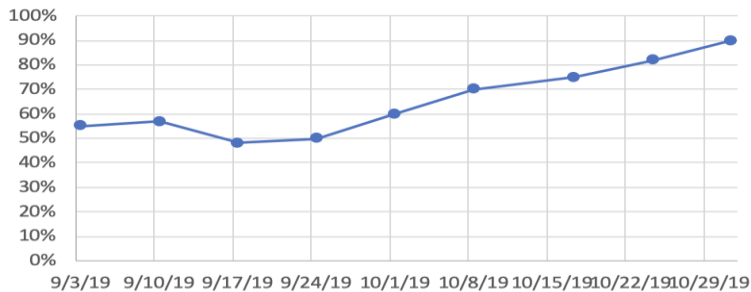
Benchmark 1

Benchmark 2

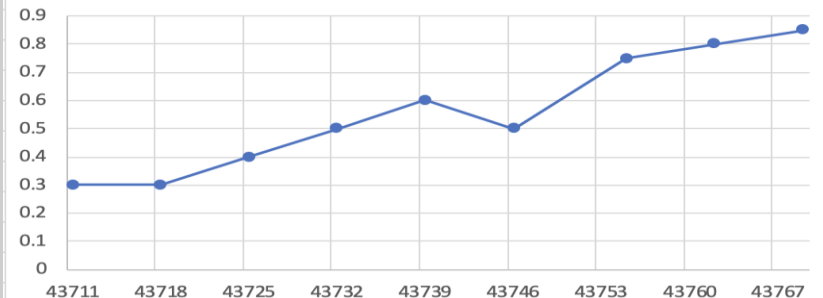
Date	9/3/19	9/10/19	9/17/19	9/24/19	10/1/19	10/8/19	10/17/19	10/24/19	10/31/19
% Success	55%	57%	48%	50%	60%	70%	75%	82%	90%

Date	9/3/19	9/10/19	9/17/19	9/24/19	10/1/19	10/8/19	10/17/19	10/24/19	10/31/19
% Success	30%	30%	40%	50%	60%	50%	75%	80%	85%

% Success



% Success





Using Scoring Rubrics to Monitor Progress

By the next annual review, student will increase her ability to independently initiate in-class assignments and complete those assignments within the class period 80% of the time in 4 out of 5 weeks as measured by a teacher-developed rubric

4	3	2	1	0
The student independently initiates and completes assignment during time provided.	With one or two prompts, the student initiates and completes assignment during time provided.	With multiple prompts, the student initiates assignment but does not entirely complete assignment during time provided.	The student refuses to, or is unable to, initiate or complete assignment during time provided	No judgment can be made.

...and here's a chart that shows what you might see if you looked at a mountain range through a tennis racket.





Next Steps for Progress Monitoring in 2020-2021

Be Systematic

1. Identify the progress monitoring needs of your students
2. Select the tools you will use (many may be the same or similar)





Next Steps for Progress Monitoring in 2020-2021

Be Systematic

3. Determine who will do the PM. Will you utilize paraprofessionals to assist?

4. Develop a calendar for PM
 - Weekly during instructional times
 - Quarterly before progress reports
 - Immediately before and after breaks (Winter, Spring, Summer)



Resources for PM Tools

Excellent Resources for Progress Monitoring Tools

- easycbm.com
- AimsWeb.com
- **Grant, KY Schools** (Exceptional free real usable examples of graphs, charts for all types of PM)
<https://www.grant.kyschools.us/IEPMonitoring.aspx>
- **Intervention Central** Extensive free cbm probes and tools for academic and behavior including Chartdog graph maker
<https://www.interventioncentral.org>



Other training resources

Fuchs and Stecker training

- <https://www.slideserve.com/Antony/progress-monitoring>

RTI Implementer Series: Module 2: Progress Monitoring

https://rti4success.org/sites/default/files/Webinar%20Manual_Progress%20Monitoring_0.pdf

Using CBM for Progress Monitoring in Written Expression and Spelling

<https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxpbnRlcnZlbnRpb25yeHxneDo2MjAzYjkwMTNmOWRmMzYy>