

Training Module Topic: Progress Monitoring for Students with IEPs – An Introduction

Purpose of Training Module/Module Outcomes

- Explain the purpose of, and requirements around, progress monitoring in the IEP Process
- Identify characteristics of effective progress monitoring procedures
- Explain examples of progress monitoring reports
- Identify useful resources for accessing information about progress monitoring

Module Contents

- Webinar recording
- Recording transcript
- Discussion guide

How to Utilize the Training Module Progress Monitoring for Students with IEPs – An Introduction

- The materials can be used as professional development programs to increase knowledge of general and special education teachers in the area of progress monitoring for students with IEPs. The content would be helpful in induction programs
- Participants can follow along the video and audio recording of the webinar, which includes the presentation slides.
- The discussion guide provides questions and points of interest to accompany the content of the slide presentation. Some of the questions can be used as a preview to the content, and some invite participants to clarify and expand on the content. Resources for additional information are included.
- This module can be completed independently by staff or as a group training activity. To monitor completion of the module, participants can be asked to discuss the content as a group, or individuals can be asked to respond to the questions in writing.
- A transcript of the webinar is included as supplemental material.

Discussion Guide for Progress Monitoring for Students with IEPs – An Introduction

Discussion Questions	Slide Notes	Resources / Materials
<p>Slide 6: What is progress monitoring?</p>	<p>Tells how students are responding to instruction Assists in making instructional decisions Guides data collection Provides evidence of student progress</p>	
<p>Slide 7: Progress monitoring data answers questions:</p> <p>What is the purpose of progress monitoring?</p> <p>What do we want to accomplish?</p>	<p>Is the student making progress? Is the student meeting IEP goals? Does the instruction/intervention need to be changed?</p> <p>To determine academic progress in the general education curriculum Incorporate retention and generalization Describe a student’s long-term growth & development</p> <p>Provide a decision-making model for designing & evaluating interventions</p>	<p>Webinar: Standards Aligned IEPs (11/15/12) http://www.pattan.net/Videos/Browse/Single/?code</p>
<p>Slide 8: Outlines the criteria associated with effective progress monitoring.</p> <p>Discuss what happens to a student’s educational program when progress monitoring is flawed.</p>	<p>Allows for analysis of performance over time Takes a short amount of time from instruction Is easy to implement Provides regular & frequent data collection Uses an equivalent measure each time Measures the behavior outlined in the goal</p>	<p>PaTTAN Publication: Formative Assessment: Monitoring the Progress of Students with IEPs</p>
<p>Slides 9-10: Discusses progress monitoring in the IEP</p> <p>Why do we need to conduct progress monitoring for students with IEP’s?</p> <p>What are some of the formats that can be used to share progress monitoring information with families?</p>	<p>IDEA Regulations (§300.320(a)(3)): IEPs must include:</p> <ul style="list-style-type: none"> • HOW progress will be measured • When progress reports will be given to parents • Standards-Aligned IEP goals • Progress in the general education curriculum 	<p>Side-by-Side Chapter 14/IDEA Regulations http://pattan.net-website.s3.amazonaws.com/images/file/2011/08/15/sidebyside021209.pdf PaTTAN Webinar: Developing Standards Aligned IEP's PaTTAN Instructional Materials: Standards Aligned IEP 6: Monitoring of Progress</p>

<p>What types of assessment data should be considered for progress monitoring?</p>	<p>Summative, Benchmark, Formative and Diagnostic data—should use multiple data sources.</p>	<p>PDE Standards Aligned System: Assessment Creator - SaS Portal Rti4success.org Understanding Types of Assessment within an RTI Framework</p>
<p>Slide 11: What are the similarities and differences in approaches to progress monitoring?</p> <ol style="list-style-type: none"> 1. Mastery Measures 2. General Outcome Measures <p>Why is it important to be able to compare data over time?</p>	<p>With general outcome measures (GOMs), data can be compared across time. Mastery measures track specific subskills separately</p> <p>Both types are important and serve different purposes. Both should be utilized.</p>	<p>National Center on Student Progress Monitoring</p>
<p>Slides 12 -14: Mastery Measures</p> <p>Brainstorm examples of Mastery Measures that could be used for progress monitoring.</p>	<p>Measure specific skills in short term objectives Cannot quantify progress across objectives Unknown reliability and validity Can measure academic and functional skills</p>	<p>The Iris Center: Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom</p>
<p>Slides 15-18: General Outcome Measures</p> <p>Do you see evidence of both Mastery Measures and General Outcome Measures in IEPs? Is one type used more than the other?</p>	<p>Reliable, norm-referenced assessments Measure overall competence Describe long-term growth and development Provide data for designing and evaluating interventions Can be used for both screening and progress monitoring</p>	<p>Studentprogress.org Curriculum-Based Measurement (CBM) OSEP Article by Fuchs & Fuchs What is Scientifically-Based Research on Progress Monitoring?</p>
<p>Slides 19-20 answer the following question:</p> <p>What are the seven steps in the Seven-Step Approach to progress monitoring?</p>	<p>Goal: Measuring progress toward IEP goals and objectives.</p> <ol style="list-style-type: none"> 1. Measurable annual goals & objectives 2. Data collection decisions 3. Data collection tools 4. Representing the data 5. Evaluation of data 6. Instructional adjustments 7. Communication of progress <p>Looking first at Step 1: Measurable goals and objectives</p>	<p>National Center on Rtl Http://www.rti4success.org IRIS Center http://iris.peabody.vanderbilt.edu</p>
<p>Slides 21-22: What components should be included in a measurable annual goal/short</p>	<ol style="list-style-type: none"> 1. Condition 2. Student name 	<p>PaTTAN Publication: Writing Effective IEP Goals</p>

<p>term objective?</p> <p>What happens when a goal is not measurable? How would this impact progress monitoring? Why is baseline data critical to writing a measurable annual goal?</p>	<p>3. Clearly defined behavior 4. Performance Criteria</p> <p>When a goal isn't measurable, it is difficult to determine if it is being met through progress monitoring. Baseline data are critical to identify the starting point of the skill, and future data points are compared to this point.</p>	
<p>Slide 23: What information should be considered when setting goals using curriculum based measurement (CBM)?</p>	<ul style="list-style-type: none"> • Normative data for typical growth • Grade level expectations • CBM decision rule <p>Goals are set differently with general outcome measurement and for mastery or specific skills measurement. Developers of CBM tools establish a set of benchmarks that students are expected to achieve across the school year. They also suggest a rate of improvement also thought of as slope at which a student should make progress. The benchmarks help teachers decide when instruction is resulting in students meeting the goals and when goals should be raised. When students are not meeting goals, goals are not lowered initially; instead instruction is intensified and/or changed.</p>	<p>Fuchs and Fuchs Article: Using CBM for Progress Monitoring</p>
<p>Slide 24: How are goals set using mastery measurement/specific skills measurement?</p>	<p>For mastery or specific skills measurement there are no benchmarks or suggested goals. Instead teachers collect baseline data on specific content skills and determine how much progress the student will make over the course of the year. Student performance on the selected goal is assessed and graphed.</p>	
<p>Slide 25: What are the options for determining end-of-the-year goals using CBM data?</p>	<p>Option 1: end of the year benchmarking Option 2: national norms Option 3: intra-individual framework</p> <p>Slide 25 shows an example of benchmarks for math computation and for math concepts and applications across grades 1 through 6 as established by the developers of a math CBM tool. Using these benchmarks, one can determine, for example, that at the end of second grade students should be scoring at about 20 digits correct per minute in computation and about 20 correct responses for concepts and applications.</p>	
<p>Slide 26: What about using rate of improvement (slope)?</p>	<p>Slide 26 shows curriculum based measurement norms for student growth or slope by grade. For computation CBM the slope is set for digits correct per minute, and for concepts and applications the slope is for correct blanks. This table indicates that a first grade student would be expected to compute .35</p>	

	additional digits correct each week on computation probes. A fourth grade students would be expected to compute an additional .7 digits correct per minute on computation probes and .7 additional blanks correct on concepts and application probes.	
Slide 27: Benchmark goals for reading	Using the hyperlink on the slide, DIBELS 6 th edition benchmarks are shown for each subtest that is given in each grade. These benchmarks can be used to compute end of the year goals for reading.	
Slide 28: Rates of improvement for reading fluency	These rates of improvement can be used to calculate end of the year goals for reading as well.	
Slide 29: Setting goals using the intra-individual framework	The third option for setting end of year goals is called the intra-individual framework. It is often used for setting IEP goals for those students performing far below grade level. Using this option the student is compared to his or her own performance, not to a national or a local norm. This calculation uses student rate of improvement, the number of weeks in the instructional period, and the student baseline score. The slide contains resources for calculating goals using this technique.	National Center on RtI http://www.rti4success.org/pdf/rti4-22-09.pdf IRIS Center http://iris.peabody.vanderbilt.edu/module/rpm/cresource/how-will-ms-begay-know-if-her-current-reading-intervention-is-working-or-if-her-students-need-a-different-kind-of-instruction/rpm_06/option-3-intra-individual-framework/
Slide 30: What information should be considered when setting goals using mastery measures?	Baseline data Expected progress Data checks Data decision rules	Edward Shapiro Article Best Practices in Setting Progress Monitoring Goals for Academic Skill Improvement
Slide 31: Step 2: Data collection decisions	Moving to step 2 of the progress monitoring process.	
Slide 32: Data Collection Decisions Who makes data collection decisions? Where will data be collected? How often should data be collected, how	Purpose: Serves as a day-to-day guide for making adjustments in the instruction. It also provides data needed for the annual review of the IEP or reevaluation process. All decisions about progress monitoring are made by the child's IEP team Types of data collected: Examples are fluency or rate, percentage or accuracy, duration, latency, quality, level of assistance, and number. The type of data collected depends on the purpose of data collection. Where: Consider the setting/situation in which the skill will be practiced: e.g.,	How to Create a Graph-PaTTAN Website http://pattan.net SAS Portal: http://www.pdesas.org

<p>many data points need to be collected to determine trends, and who may collect progress monitoring data.</p>	<p>classroom, cafeteria, hallways, playground, job site How often: This is an IEP team decision and will be determined by the needs of the student. Data can be collected daily, weekly, bi-weekly, monthly, and quarterly. By whom: Many people can collect data, e.g., teacher(s), job coach, paraprofessional, parents</p>	
<p>Slide 33: Step 3: Data collection tools</p>	<p>Moving to step 3 of the progress monitoring process.</p>	
<p>Slide 34: What are the most important characteristics of progress monitoring tools? How is data collected and stored in your setting? Are there ways for multiple people to view/enter data?</p>	<ul style="list-style-type: none"> • Brief • Repeated • Measure age appropriate outcomes and/or • Measure mastery of a skill • Reliable, valid, evidence-based 	<p>National Center on Intensive Intervention; Tool Charts Academic Progress Monitoring GOM Academic Progress Monitoring MM</p>
<p>Slide 35: What types of data collection tools can teachers develop for use in progress monitoring? What are the drawbacks of teacher-made mastery measures?</p>	<p>Effective assessments might include: Pre/post assessments Reading and math series unit tests Writing samples Comprehension checks Probes Observations Rubrics Mastery checklists Portfolio assessment Event or frequency recording</p> <p>Drawback: Mastery Measures may not have the reliability, validity and evidence base of GOMs</p>	<p>PaTTAN Webinars: Progress Monitoring for Mathematics Progress Monitoring for Reading Progress Monitoring for Writing</p>
<p>Slides 36-39 provide examples of tools to consider when progress monitoring What types of data can be collected? How could progress monitoring schedules be developed at the beginning of the year to ensure timely data collection throughout</p>	<p><u>Summative:</u> PSSA, District Achievement Test</p> <p><u>Benchmark:</u> Study Island assessments, words correct per minute in reading, correct word sentence in writing, digits correct in math</p> <p><u>Formative:</u> Checklists, rubrics, exit tickets, work Samples</p> <p><u>Diagnostic:</u> Gray Oral Reading test, Test of Written Language, Key Math 3</p>	<p>Choosing a PM Tool: Examples</p> <ul style="list-style-type: none"> • AIMSweb • Dynamic Indicators of Early Basic Literacy Skills (DIBELS) • Edcheckup • Monitoring Basic Skills Progress (MBSP)

<p>the school year?</p>		<ul style="list-style-type: none"> • STAR • Yearly Progress PRO • Easy CBM • iSteep <p>National Center on Intensive Intervention Tool Charts Academic Progress Monitoring GOM Academic Progress Monitoring MM</p>
<p>Slide 40: Step 4: Representing the data</p>	<p>Moving to step 4 of the progress monitoring process.</p>	
<p>Slide 41: What elements need to be included when graphing progress monitoring data?</p>	<p>Baseline Timeline Aim line/goal line</p>	<p>PaTTAN Publication How to Create a Graph for Progress Monitoring</p>
<p>Slide 42: Step 5: Evaluation of Data</p>	<p>Moving to step 5 of the progress monitoring process.</p>	
<p>Slides 43: What is the “rule of thumb” when evaluating data?</p>	<p>A “rule of thumb”-if 4 of the last 6 data points or 4 consecutive data points fall below the aim line, student is not making progress</p>	<p>Academic Progress Monitoring Tool Charts: http://www.intensiveintervention.org/chart/progressmonitoring http://www.intensiveintervention.org/chart/progressmonitoring-mm</p>
<p>Slides 44-45: How will we know when a student is making progress, or not making progress?</p>	<p>If a student’s performance is below the aim line on 3 consecutive days, but parallel to the aim line, one may decide to “wait” to see if the student</p> <ul style="list-style-type: none"> • Performance accelerates to reach the original aim line. • If a student’s continues below the original aim line, implement a different teaching strategy. • If a student’s performance is above the aim line after 3-days, it may be appropriate to raise the aim line 	<p>PaTTAN Resource: High-Quality Resources: Data-Based Teaming: A Focus on Individual Problem-Solving and calculation of Rate of Improvement (ROI) http://www.pattan.net/category/Educational%20Initiatives/Multi-Tiered%20Systems%20of%20Support%20</p>

		(MTSS-RtII)
<p>Slides 46-54: What is the team process involved in creating decision rules?</p> <p>Discuss the benefits of having visual data present to review at the IEP meeting.</p> <p>Consider the implications when the IEP Team does not have access to clear goal/trend line data – how does this impact the team’s ability to analyze the data?</p>	<p>Evaluation of multiple data points across settings</p> <ul style="list-style-type: none"> • Is the student making the specific rate of progress toward goals & objectives? • How is the student responding to instruction? • Should the teacher <ul style="list-style-type: none"> ○ Wait to see if performance accelerates? ○ Implement a different teaching strategy? <p>Visual data provide an efficient way for the IEP team to make decisions about a student’s progress. Without visual data, the team is making “best guesses” about whether the student is making progress and whether instruction is working or needs to change.</p> <p>Slide 46 asks whether the graphs indicate progress. The graph on the left shows progress, because 4 of the last 6 the data points fall above the aim line. The graph on the right shows lack of progress, because 3 of the last 6 data points lie below the aim line.</p> <p>Slide 47 is an example of student data increasing, but because there is no aim line drawn, it is impossible to tell if the student is making sufficient progress.</p> <p>Slide 48 shows a very long set of data points that are flat. The student has not made progress, and if the team had been using a decision rule, it would have noticed many weeks ago that instruction had to be adjusted, as the student was not making progress.</p> <p>Slide 49 contains an aim line and trend line. The student progress falls below the aim line; student is not making progress.</p> <p>Slide 50 shows an example of student progress that exceeds the goal, as the trend line is steeper than the aim line. In this case, raise the goal.</p> <p>Slide 51 is an example of mastery measurement of the skills of multi-digit addition and subtraction. Notice the aim line for mastery measurement is drawn horizontally across the identified goal. Once the student reached the goal on three consecutive probes on multi-digit addition, the student moved to being assessed on multi-digit subtraction. When the student reaches that goal on three consecutive probes, the student will move to multiplication facts.</p> <p>Slide 52 is another example of mastery measurement. It shows that even though the student has mastered some math clusters, she has not mastered others (addition/subtraction as inverse operations).</p> <p>Slides 53 and 54 show mastery measurement used to monitor an IEP goal involving grasping objects. The goal is 80% for 3 consecutive trials, and the</p>	

	student has not yet reached the goal. The team should consider adjusting instruction.	
Slide 55: Step 6: Instructional Adjustments	Moving to step 6 of the progress monitoring process.	
<p>Slides 56 -57: What happens if the student is making progress?</p> <p>What happens if the student is NOT making progress?</p>	<p>Continue with intervention Consider increasing expectations as appropriate</p> <p>Consider changes in intervention strategies Specially designed instruction (intensity, duration, frequency Instructional materials Instructional arrangements (teacher-student ratios, use of peers) Motivational strategies/reinforcement schedule Allocated time for lesson components</p>	<p>National Center on Intensive Intervention: www.intensiveintervention.org</p> <p>National Center on Response to Intervention: www.rtiuccess.org</p> <p>Iowa Department of Education, search progress monitoring http://educateiowa.gov</p>
Slide 58: Step 7: Communication of progress	Moving to step 7, the final step, of the progress monitoring process.	
<p>Slides 59-60: How do we communicate student progress or lack of progress to parents?</p> <p>How often do we communicate progress?</p> <p>What planning and organizational strategies could you use to increase the frequency and clarity of communication about progress monitoring?</p>	<p>IEP team determines now and how often progress will be reported to the parents. One example: <i>Every 9 weeks parents receive a written report of writing goals measured by:</i></p> <ul style="list-style-type: none"> • <i>Bi-weekly writing prompts-correct word sequence graph</i> • <i>Self and/or teacher analysis of use of style on written prompts every two weeks</i> • <i>PSSA writing (parent report over the summer)</i> 	

<p>Slide 61: Resources</p>	<p>There are many resources available on the PaTTAN website. Several archived webinars and publications can be accessed at www.pattan.net.</p>	<p>PaTTAN: www.pattan.net -Archived webinars at Videos tab -Publications at Resources tab</p>
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