

Using Academic Progress Monitoring for Individualized Instructional Planning

Webinar Q&A

Question: What do you mean by “secondary interventions”?

Answer: Secondary interventions are sometimes referred to as tier-two or remediation programs. These programs are often fairly easy for teachers to use, and typically including scripted lessons and activities. Secondary interventions provide at-risk students with additional support and instruction to improve their outcomes in a particular content area (typically reading or mathematics). In order to ensure that a secondary intervention will meet the needs of struggling students, secondary interventions should be tested or evaluated for their effectiveness at improving outcomes for at-risk students.

Question: For mastery interventions (e.g. Corrective Reading) would you recommend using a general outcome measure (GOM) to test its effectiveness, or the data that is collected from the intervention itself?

Answer: We would recommend supplementing any data that you collect from the intervention program itself with general outcome measures (GOMs), collected on a weekly basis. Mastery measures that typically are part of an intervention program can be useful in telling if the student has learned what was just taught, but they don’t necessarily tell you if the student is generalizing what is being taught in the intervention to broader skills. If you see growth on both the general outcome measure and the intervention program assessments, you can be relatively confident the instruction you’re providing is working and it’s generalizing. Without that general outcome measurement, you don’t necessarily have that information.

Question: Do you know of any algebra general outcome measures (GOMs) that are reliable and could be used to progress monitor for high school students?

Answer: While there are some measures that exist for math progress monitoring in secondary grades, tools for algebra progress monitoring are largely limited to the work of Dr. Anne Foegen of Iowa State University and her colleagues. Through Project AAIMS (Algebra Assessment & Instruction: Meeting Standards), Dr. Foegen and her colleagues developed algebra assessment tools that can be used for progress monitoring for general education students as well as students with disabilities. Further information can be found at the Project AIMMS website, including samples of the measures and information about ordering materials and training.

http://www.education.iastate.edu/c_i/aaims/index.html

The Center on Instruction also has a presenter's manual available that outlines a presentation by Drs. Anne Foegen and Pamela Stecker. The presentation includes an introduction and overview of math progress monitoring, as well as examples of math progress monitoring measures at the elementary and secondary level.

<http://www.centeroninstruction.org/files/Math%20Progress%20Monitoring%20Guide1.pdf>

Question: Can you recommend any progress monitoring materials for Spanish Bilingual students other than IDEL?

Answer: While there are limited progress monitoring tools available in other languages, you will notice on that the NCII Progress Monitoring Tools Chart indicates whether or not measures have been disaggregated or validated for different subgroups. When selecting a progress monitoring tool, be sure to check whether or not the measures have been disaggregated to show effects for subgroups including English Language Learners (ELLs), or validated with this population. Additionally, as students are learning English, progress monitoring tools in English can still be good indicators of their progress in learning to read and also in particular in learning to do math in English. While English may not be the child's first language, the measures can still be reliable and valid measures of student progress. As an additional resource, we would highly recommend the National Center on Response to Intervention (NCRTI) module on appropriately using screening and progress monitoring tools to improve instructional outcomes for ELLs.

<http://www.rti4success.org/resourcetype/rti-english-language-learners-appropriately-using-screening-and-progress-monitoring-too>

Question: How often are the norms updated for rate of improvement (ROI)?

Answer: Rate of improvement (ROI) norms are provided by the vendor of the tool or assessment. They will vary based on the vendor that you use, but vendors typically collect these data on an ongoing basis and adjust them periodically. While there isn't a standard for how often ROIs are updated, your technical manual will typically provide the information about when the most recent update of the rate of improvement information occurred.

Question: Where can I find information about progress monitoring for behavior?

Answer: There are a number of resources available with information about progress monitoring for behavior.

- NCII is preparing to post a Tools Chart on Behavior Progress Monitoring, which will be posted to the website.
www.intensiveintervention.org.
- Dr. Daniel Maggin hosted the NCII April webinar on Behavior Progress Monitoring. The webinar has been archived and is available on the website.
<http://www.intensiveintervention.org/webinar/2013April>.
- The Direct Behavior Rating (DBR) website includes information about the use of DBR as an assessment, including information about the evidence base, standard instruction forms, and graphing and analyzing data.
<http://www.directbehaviorratings.com/cms/>

Question: Can you provide an example of a mastery measure for reading?

Answer: A mastery measure for reading would be something that you may see in a very skill-based instructional program. For example, in the program Phonics for Reading, the end of a specific set of lessons may have a short assessment that tests specifically on the skills that were just taught in the previous handful of lessons. The teacher may have taught how to read certain vowel teams, and then the mastery measure tests the child's ability to read those vowel teams. That would be an example of a mastery measure in reading. These assessments help teachers know whether or not students have mastered the most recent skills taught. In addition to using mastery measures, we recommend that teachers also use general outcome measures to measure students' ability to generalize and maintain their reading skills over time.