Interpreting Progress Data

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Overview

• Purpose of progress monitoring
• Data methods and display
• Interpretation guidelines
• Examples
• Practice
Purpose of Monitoring

• Shows if intervention is working
  – Tiered supports
  – IEPs

• Can be used as part of the data for SLD evaluation
  – Initial
  – Re-evaluation (should always happen)
Data Methods

• Single Case Design
• Alternative to large group or qualitative methods
• Tests the hypothesis that intervention created a change
• Uses graph to display data
Single Case Designs

- Multiple formats:
  - AB: Case study
  - ABA: Experimental
  - ABC, etc
- Experimental used in original research
- Case study best for progress monitoring
  - Avoids removing effective interventions
Interpretation

• Consider:
  – Sufficient number of data
  – Variability
  – Trend
  – Rate of improvement
  – Goal
  – Possible options
Number of Data Points

• There must be at least 3 data points in order to review data
  – Gets beyond chance

• Usually, there will need to be 9-12 data points in order for the data to be interpretable
  – If an intervention is clearly not working, do something else
Stability

• Stability is the consistency of data
• Some variability in data is normal
• Consider the standard error of measurement (SEM) when looking at variability

• If variability is too high:
  – More data
  – Another measure
Trend

• A trend line is a straight line drawn through available data points to indicate the general direction
  – Most data programs do this automatically

• Helps to reduce the effects of variability
Increasing Trend

• Indicates that a behavior is strengthened
• Can be used to consider rate of improvement
• Might be good or bad
  – Depends on target behavior
Decreasing Trend

- Indicates that a behavior is weakened
- Can be used to consider rate of improvement
- Might be good or bad
  - Depends on target behavior
Rate of Improvement (ROI)

• The incremental change in a behavior
• Often calculated in weekly units
• Helpful in showing the specific changes in student skills
• Can be used for goal setting
  – Some assessments have expected ROI amounts
Goal

• In order for data to be helpful they must be compared to a goal
• Displaying the goal on the graph helps with interpretation
• Sometimes there might be interim goals along the way to a grade level goal or benchmark
Possible Options

• When reviewing data consider what next steps make the most sense based on:
  – Student needs
  – Available resources
    • Time
    • Personnel
    • Materials
Typical Progress Outcomes

• 3 main patterns that show an intervention:
  – Clearly works, or
  – Sort of works, or
  – Does not work

• Sometimes, the data are inconclusive and the team needs to await more data
Intervention Works

CBMreading English Progress Monitoring Report

Correct per Min

09/19 10/03 10/17 10/21 10/28 11/14 11/28 12/12 12/26 01/09 01/23 02/06 02/20 03/06 04/03 04/17 05/01 05/29 06/12 06/26 07/10 07/24 08/07

Fluency

P81 (G2)  R1 Trend Line  P81 (G2) Adjusted Goal Line  P81 (G2) Unadjusted Goal Line  Spring 40th Percentile Line

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Intervention Sort of Works
Not Working

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Correct per Min

Fluency

09/19  10/03  10/17  10/31  11/14  11/28  12/12  12/26  01/09  01/22  02/06  03/06  04/17  05/15  06/24

- P81 (G2)
- R1 Trend Line
- P81 (G2) Adjusted Goal Line
- P81 (G2) Unadjusted Goal Line
- Spring 40th Percentile Line

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Too Little Data
Practice

- Examine the following graphs
- What can you conclude?
- What are the recommended next steps?
- What other information do you need to help with planning?
Practice 2

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Correct per Min

09/19  10/03  10/17  10/31  11/14  11/28  12/12  12/26  01/09  01/23  02/06  02/20  03/03  03/17  04/03  04/17  05/01  05/15  05/29  06/12  06/26  07/10  07/24  08/07

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What about SEL data?

• Student socio-emotional data should be progress monitored as well.

• This can be accomplished by prioritizing behavioral goals at the schoolwide, classroom and individual level.

• Like progress monitoring for academic behavior, progress monitoring of SEL data should differ based on the tier.

• AIMSweb no longer has a module for SEL data monitoring
Tier 1

• School-wide expectations should be monitored at least twice a year (fall and spring).
  – Behavioral screeners (SAEBRS)
  – Direct behavioral ratings (DBR)
  – ODR data (SWISS)
Tier 2

• Select students that you notice could use extra assistance from your tier one data.
• Meet with your RTI team and determine additional instructional strategies.
  – Check in check out?
  – Points system for pro-social behavior?
  – Smaller group SEL?
  – More SEL?
  – Different SEL curriculum?
• Progress monitor every two weeks.
  – ODR data
  – Points data (how often is the student earning)
  – DBR data
Tier 3

• Select students who are not making progress according to visual inspection of your tier 2 data.
• Meet with your RTI teams and determine additional strategies.
  – FBA?
  – BSP?
  – 1:1 SEL instruction?
• Progress monitor every week (at least).
  – ODR data
  – Points data (how often is the student earning)
  – Frequency and/or duration data for behaviors targeted for reduction and pro-social behaviors targeted for increase.
  – Momentary time sampling
Summary

• Progress monitoring is how teachers know if additional instruction is working
• AIMSweb has tools for monitoring students in reading, math, and writing
• SEL behavior can be monitored through SWISS, DBR or other strategies
• When setting up and revising progress schedules, it is important that the additional instruction name be added to the graph
Additional Resources
