

Monitoring Student Progress: Administrative Issues

Part I – History of Using Progress Monitoring in Minneapolis Schools

Doug Marston

John Hintze

July 8, 2005





Monitoring Student Progress: Administrative Issues

- I. History of using progress monitoring in Minneapolis Schools
 - To guide instruction
 - Early intervention and response to intervention
 - Keeping on track for adequate yearly progress

Parts III & IV of this presentation are found in the accompanying power point presentation



Curriculum-Based Measurement: Twenty Years of Implementation

- **Monitoring Student Progress in Special Education (1982)**
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Monthly Norms For Sixth Grade

MPS Percentile	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
51	82	85	89	93	98	107	115	123	133	139
52	83	86	90	94	99	108	116	124	134	140
53	84	87	92	96	101	109	117	125	135	141
54	86	89	93	97	103	110	118	126	136	142
55	87	90	94	98	103	111	119	127	137	143
56	88	91	95	99	104	112	120	128	139	145
57	90	93	97	101	106	113	121	129	139	145
58	91	94	99	103	108	114	122	130	140	146
59	92	95	99	103	108	115	123	131	141	147
60	93	96	100	104	109	116	124	132	142	148
61	94	97	101	105	110	117	125	133	143	149
62	95	98	102	106	111	118	126	134	144	150
63	96	99	103	107	112	119	127	135	145	151
64	97	100	104	108	113	120	128	136	146	152
65	98	101	105	109	114	121	129	137	147	153
66	99	102	106	110	115	122	130	138	148	154
67	100	103	107	111	116	123	131	139	149	155
68	101	104	108	112	117	124	132	140	150	156
69	102	105	109	113	118	125	133	141	151	157
70	103	106	110	114	119	126	134	142	152	158
71	104	107	111	115	120	127	135	143	153	159
72	105	108	112	116	121	128	136	144	154	160
73	106	109	113	117	122	130	138	146	155	161
74	108	111	115	119	124	132	140	148	156	162
75	110	113	117	121	126	134	142	150	158	164
76	112	115	119	123	128	136	144	152	160	166
77	113	116	120	124	129	139	147	155	161	167
78	114	117	121	125	130	141	149	157	162	169
79	115	118	122	126	131	143	151	159	165	171
80	117	120	124	128	133	145	153	161	166	172
81	119	122	126	130	135	147	155	163	167	173
82	122	125	129	133	138	149	157	165	168	174
83	124	127	131	135	140	151	159	167	170	176
84	127	130	134	138	143	153	161	169	172	178
85	130	133	137	141	146	155	163	171	174	180
86	132	135	139	143	148	157	165	173	175	182
87	135	138	142	146	151	159	167	175	178	184
88	137	140	144	148	153	161	169	177	181	187
89	139	142	146	150	155	163	171	179	184	190
90	141	144	148	152	157	165	173	181	187	193
91	143	146	150	154	159	167	175	183	190	196
92	145	148	152	156	161	169	177	185	193	199
93	147	150	154	158	163	171	180	188	196	202
94	149	152	156	160	165	173	184	192	200	206
95	151	154	158	162	167	182	189	197	204	210
96	154	157	161	165	170	188	196	204	208	214
97	158	161	165	169	174	195	203	210	212	218
98	163	166	170	174	179	202	210	218	216	222
99	169	172	176	180	185	210	218	226	221	227



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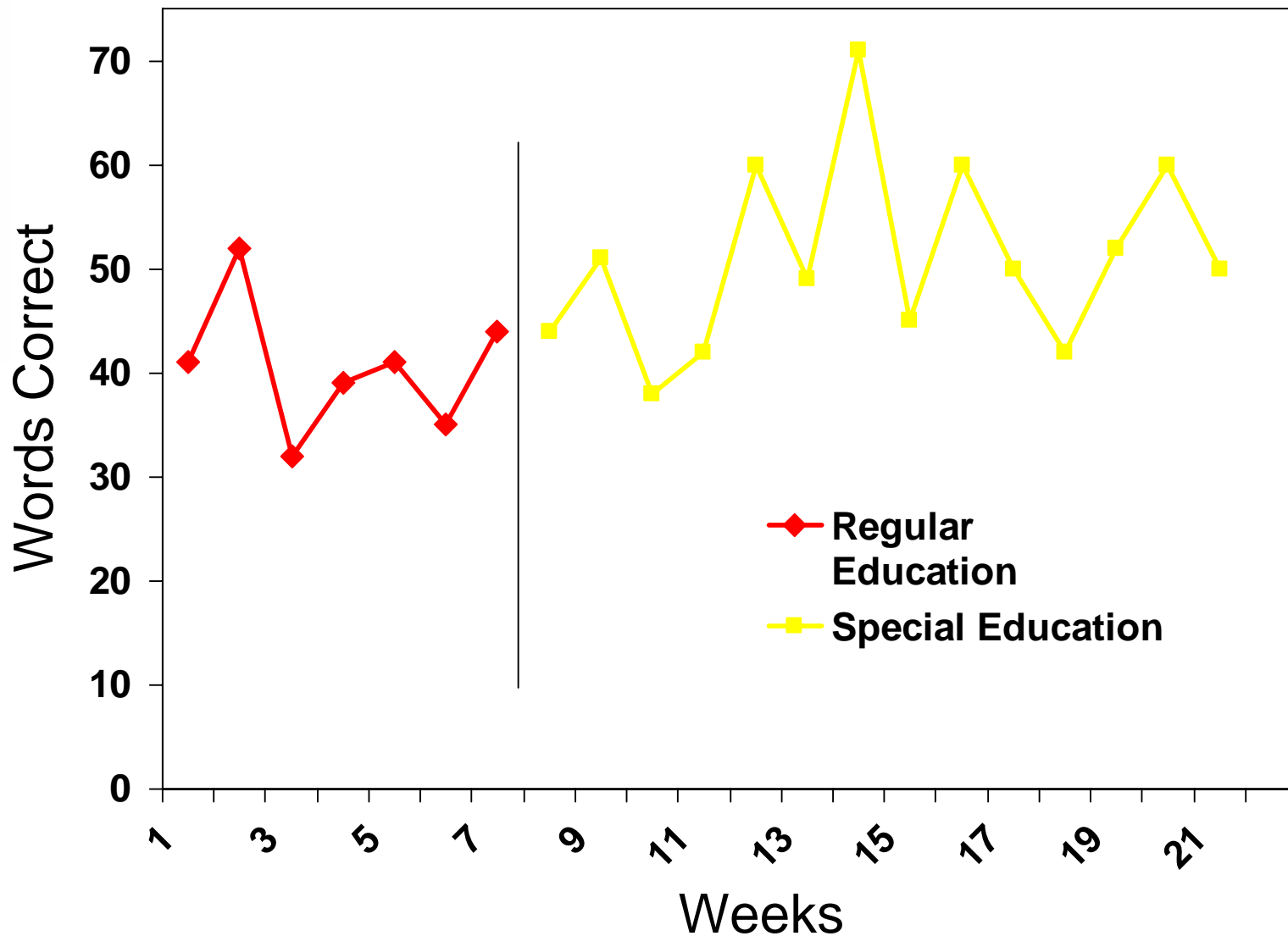
The Effectiveness of Special Education

Marston, D. (1988). The effectiveness of special education: A time series analysis of reading performance in regular and special education. *The Journal of Special Education*, 21(4), 13–26.

- Multiple Baseline—AB design
- 3 elementary schools
- 272 students at risk—Below 25th Percentile CAT
- Measured weekly on CBM
- 11 students identified as LD with sufficient data

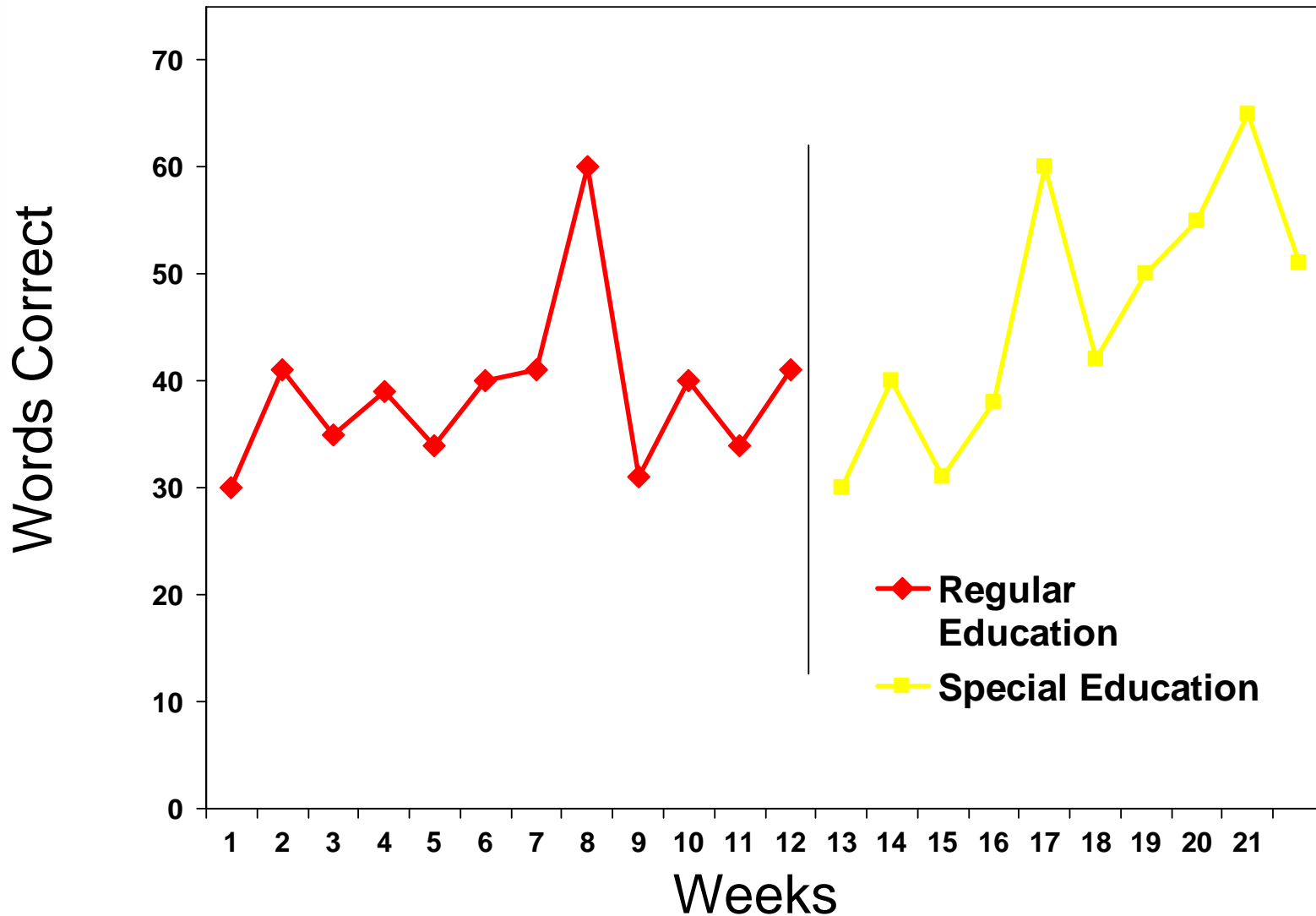


"Bob's" Reading Progress





"Terry's" Reading Progress





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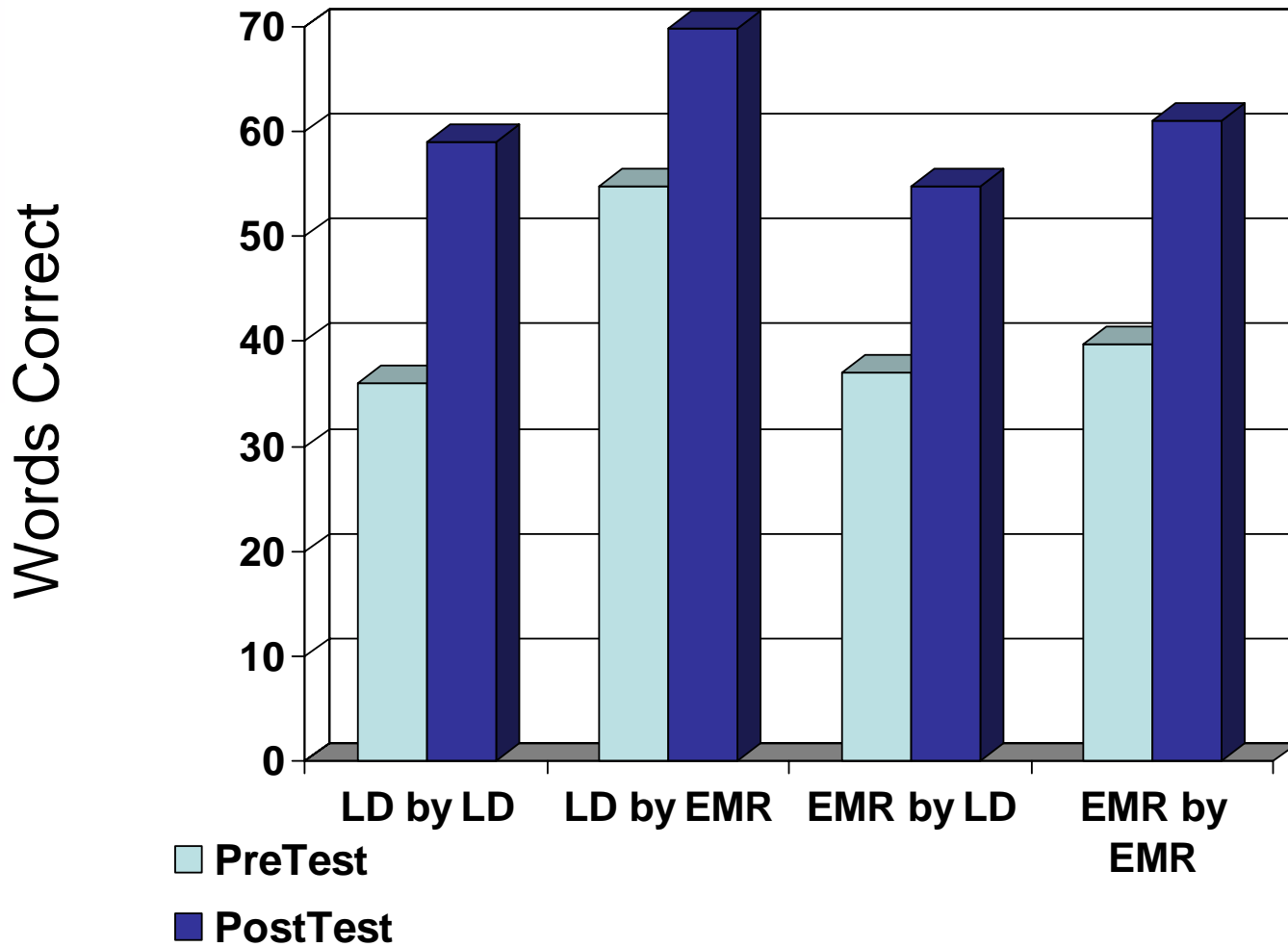
Noncategorical Services Delivery

Marston, D. (1987). Does categorical teacher certification benefit the mildly handicapped child? *Exceptional Children*, 63(5), 423-431.

		Teacher License	
		LD	EMR
Student	LD		
	EMR		



Reading Improvement of 4 Groups





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Ten Most Frequently Cited Barriers To Implementation of Formative Evaluation Systems

1. Teachers had a limited range of instructional strategies to use when data indicated a need for instructional changes.
2. Some teachers mechanically measure and chart without using data to make instructional decisions.
3. The use of CBM represents change and brings about resistance and anxiety.
4. Ongoing training system for special and regular education staff.
5. Implementing CBM in secondary schools.
6. The logistics of evaluation and modification.
7. Difficulty in getting staff to use CBM to adjust their instructional strategies.
8. Time needed to monitor teacher's implementation of CBM.
9. Adequate district human resources to fully implement the program.
10. Concern that words read correctly is not a measure of comprehension.

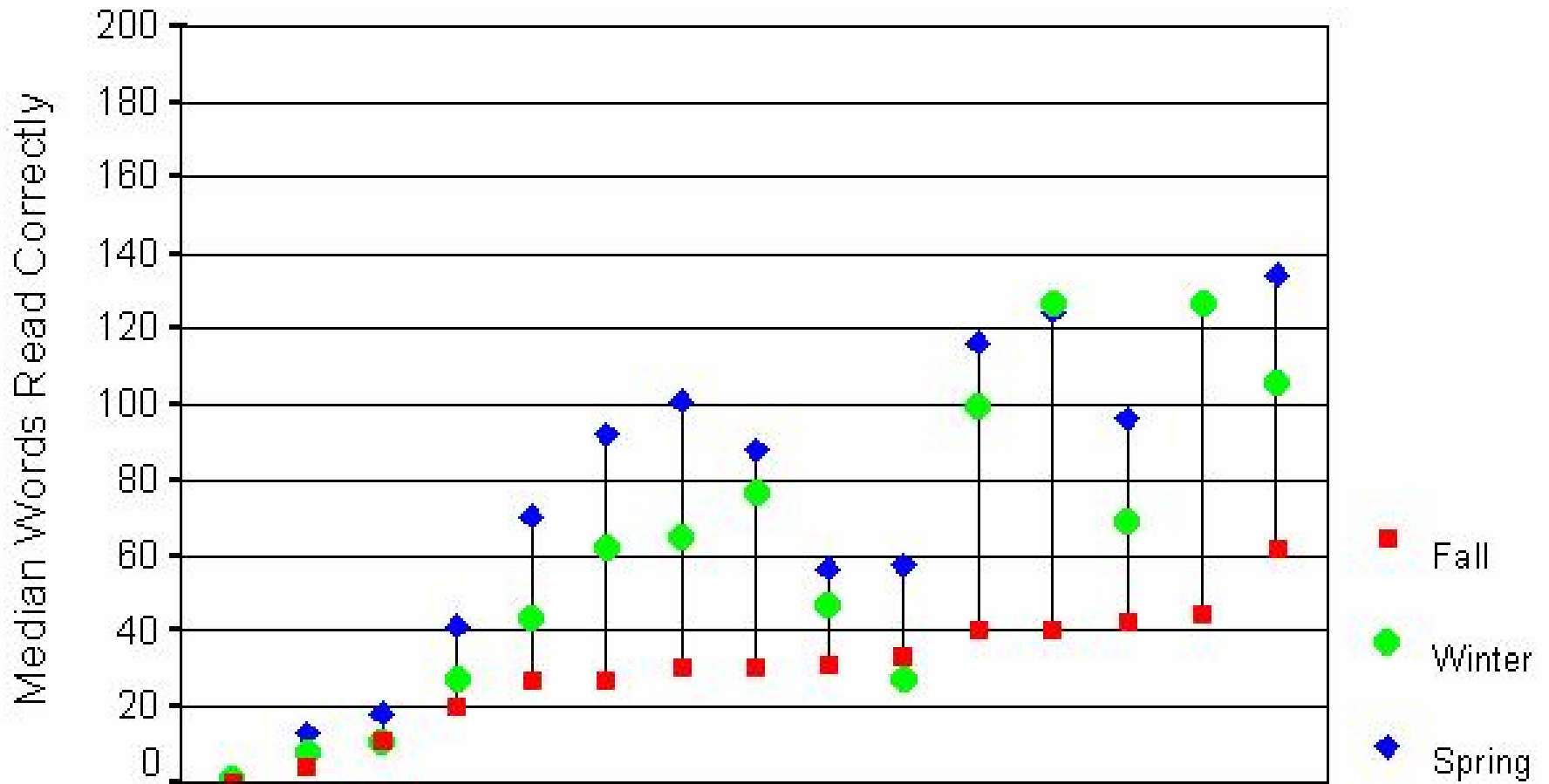


Curriculum-Based Measurement: Twenty Years of Implementation

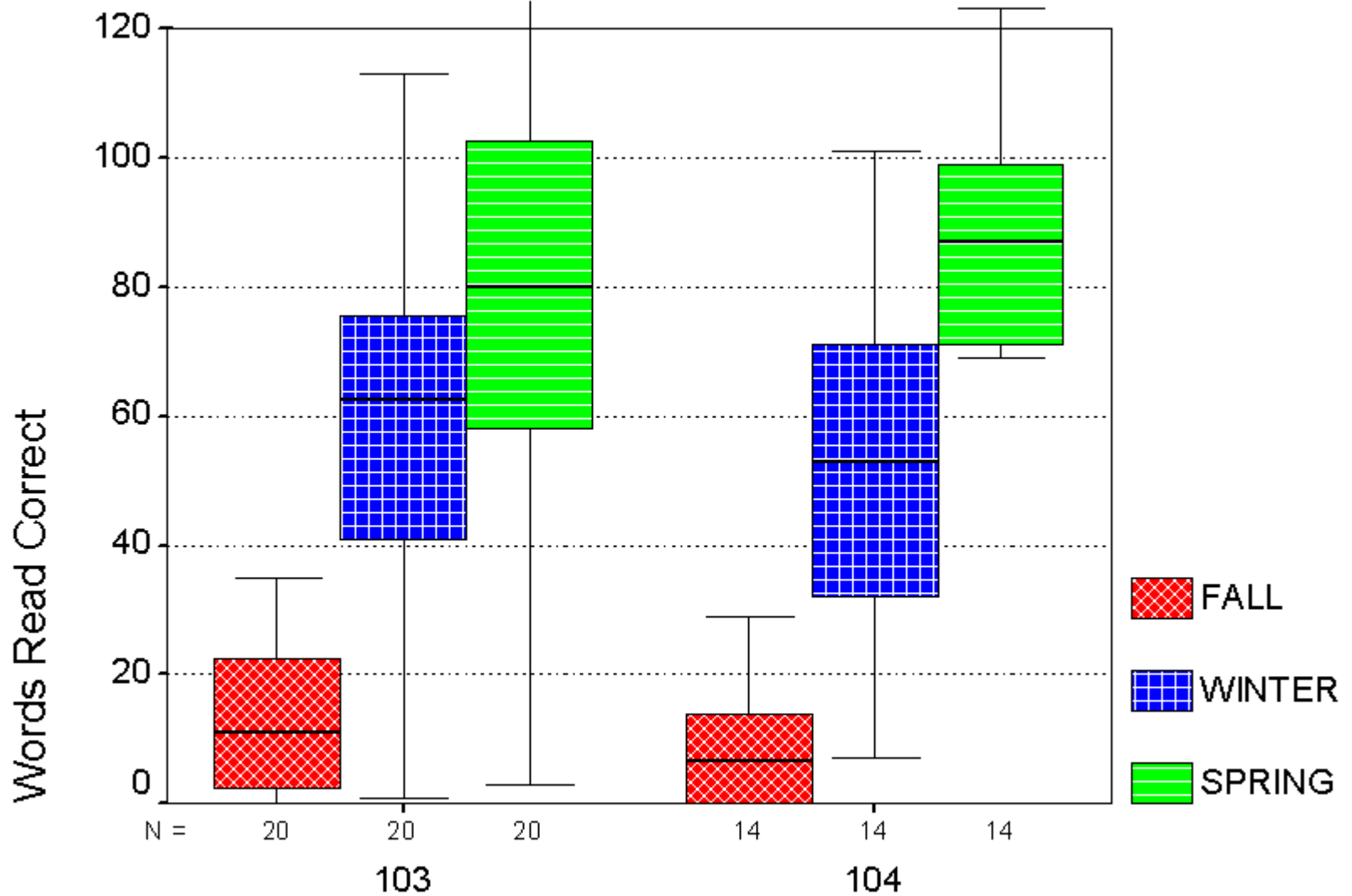
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2nd Grade, Room 113



Grade 1 CBM: 2003/04



HOMEROOM

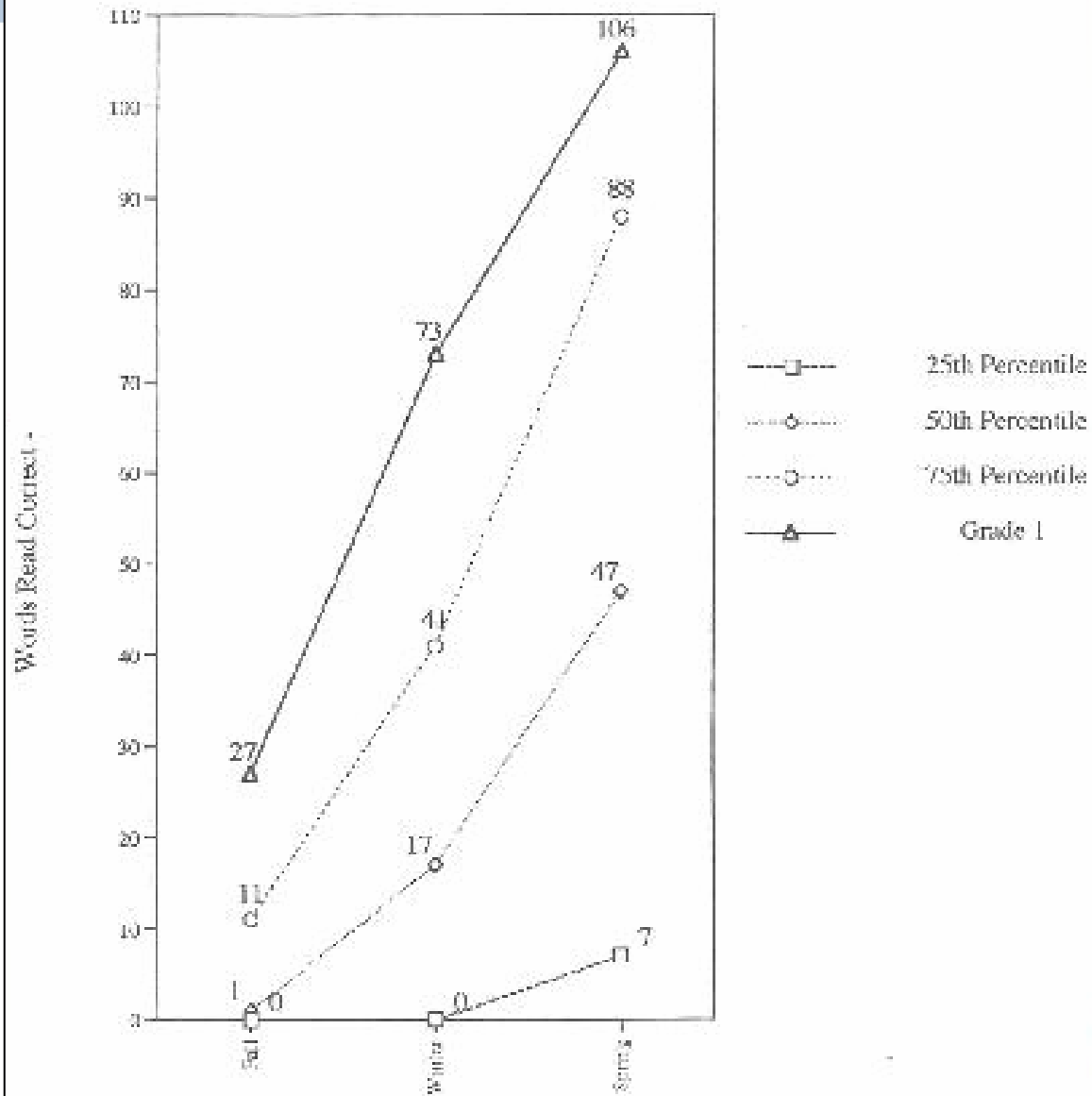


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Program Evaluation Data: 1998-99



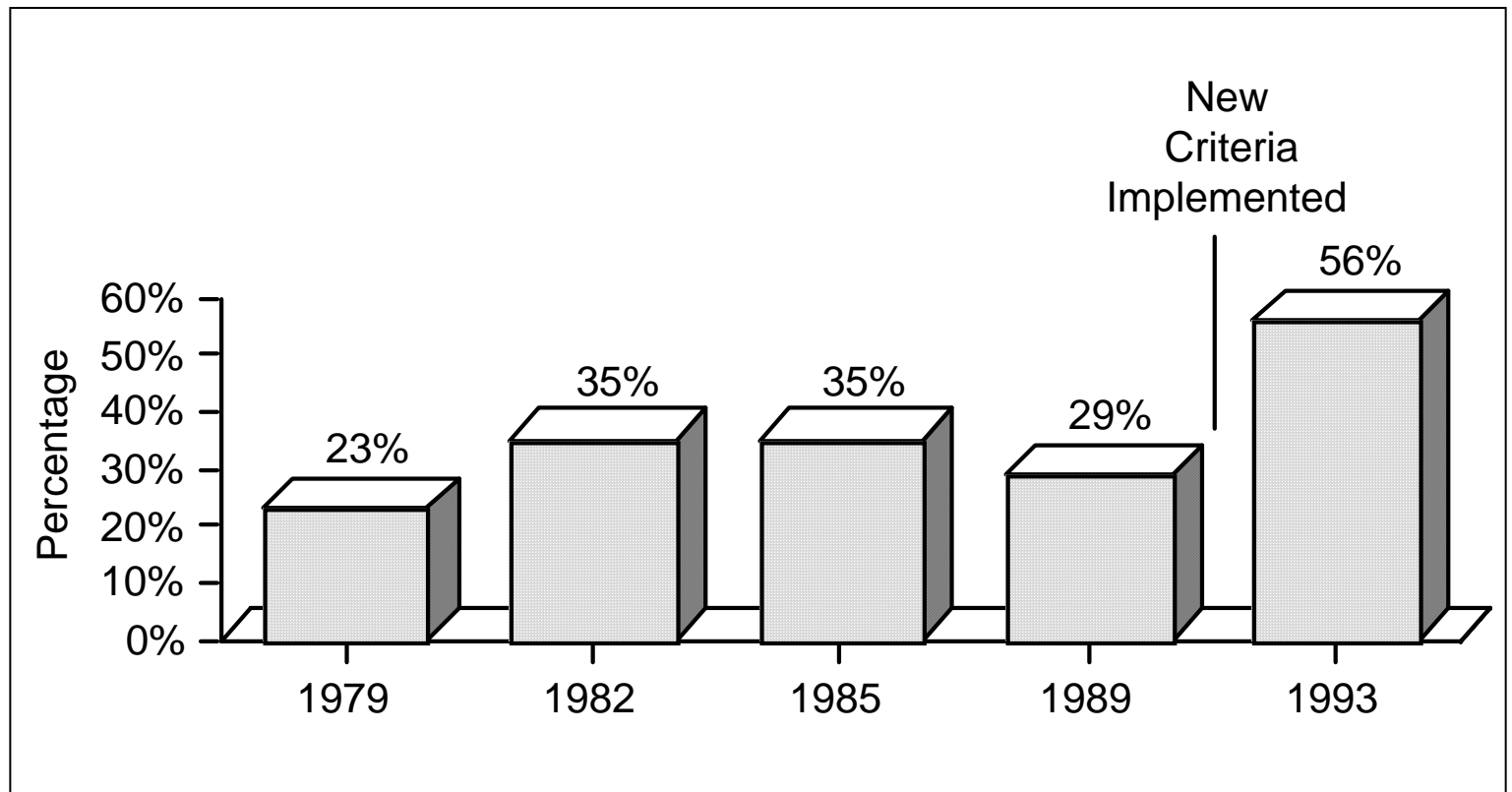


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Percentage of time spent testing by MPS school psychologists*

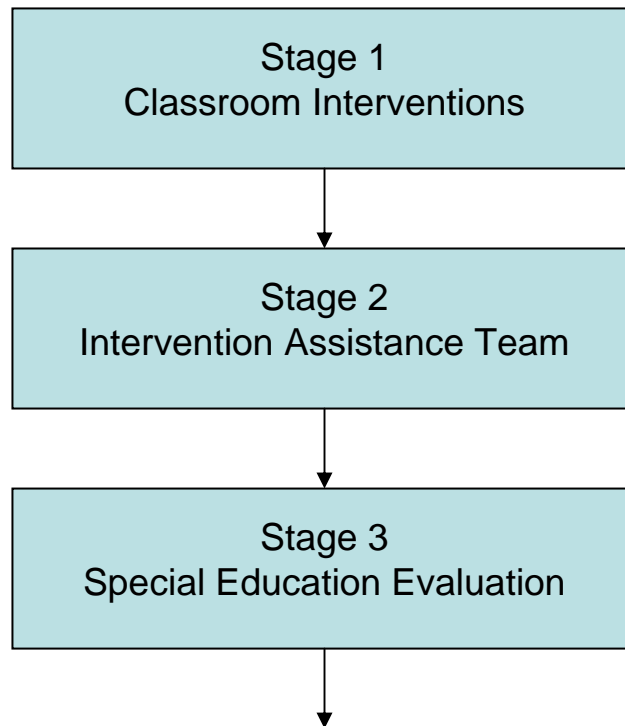


* Based on school psychology time studies by Dr. Andrea Canter



Problem Solving Model

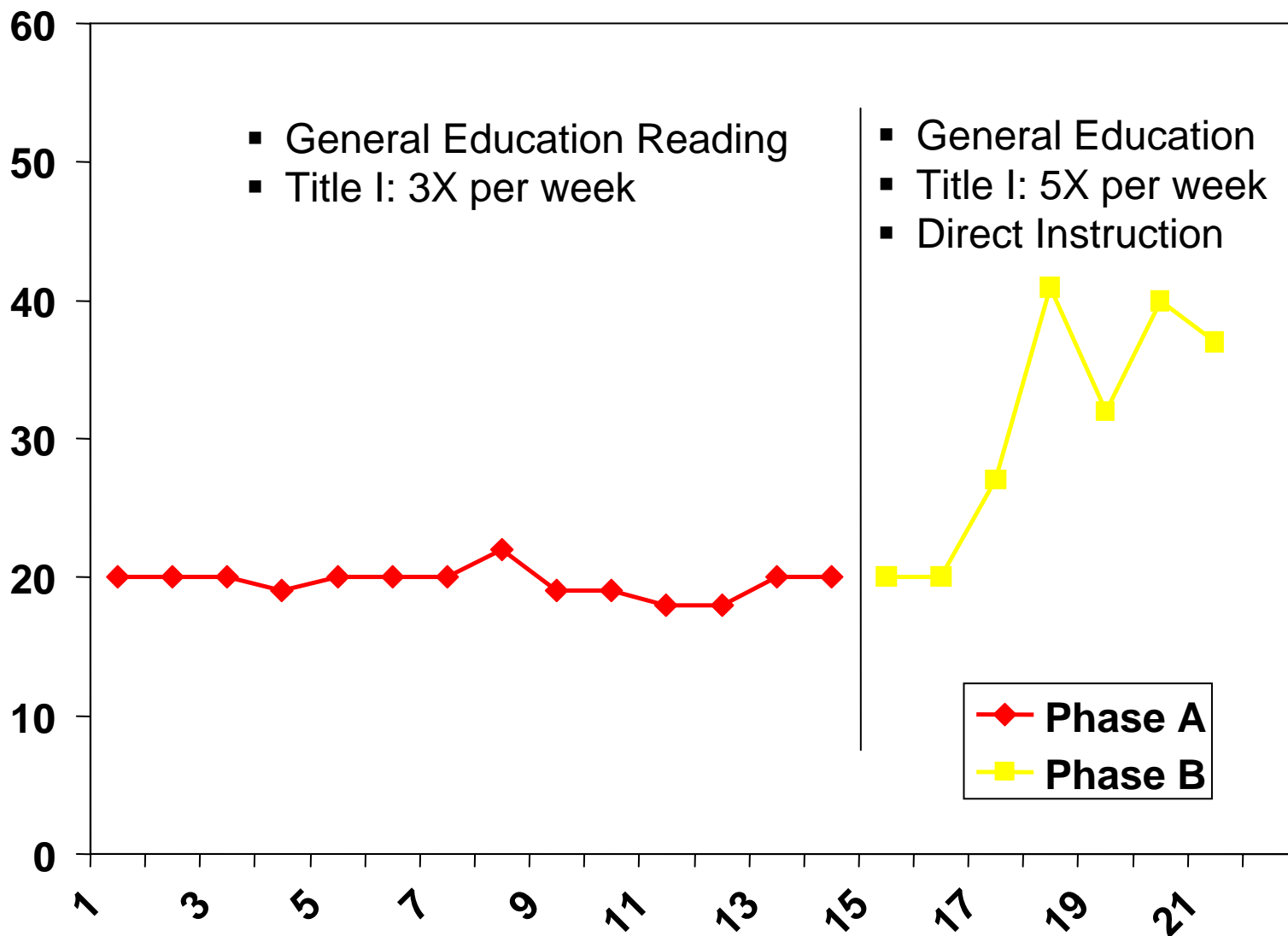
Student is Discrepant from Expectations



Student Needing Alternative Programming
(SNAP) Individual Education Plan

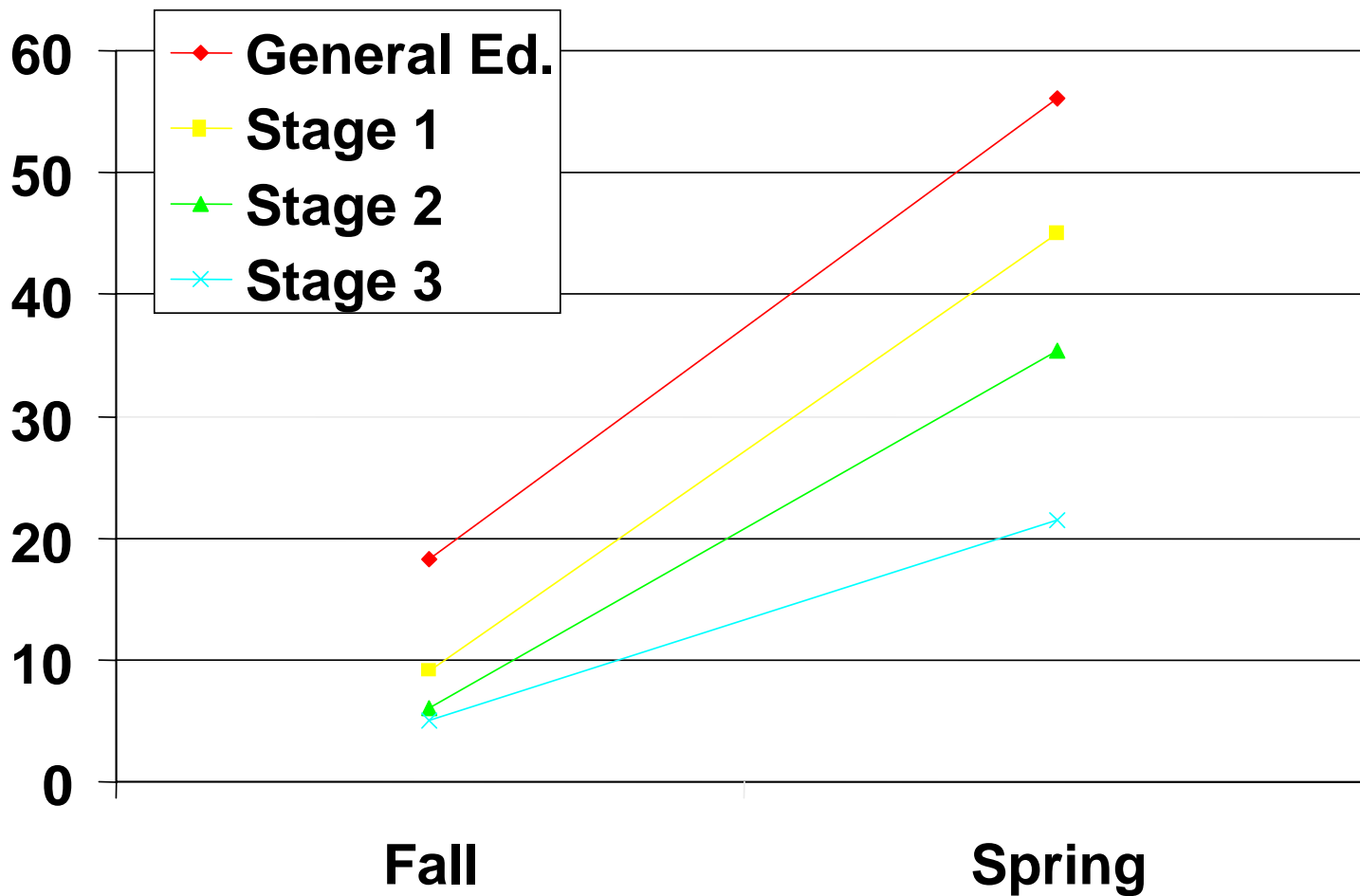


Curriculum-Based Measurement: Monitoring Reading Progress





Problem Solving Model (Marston et. al., 2003)





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Fall Data Number of Students Above Grade Level	Grade
4	08

Fall Data Number of Students Below Grade Level	Grade
17	08

[Click Here for Students Below FALL Reading Standard](#)

Winter Data Number of Students Above Grade Level	Grade
6	08

Winter Data Number of Students Below Grade Level	Grade
1	07
20	08

[Click Here for Students Below WINTER Reading Standard](#)

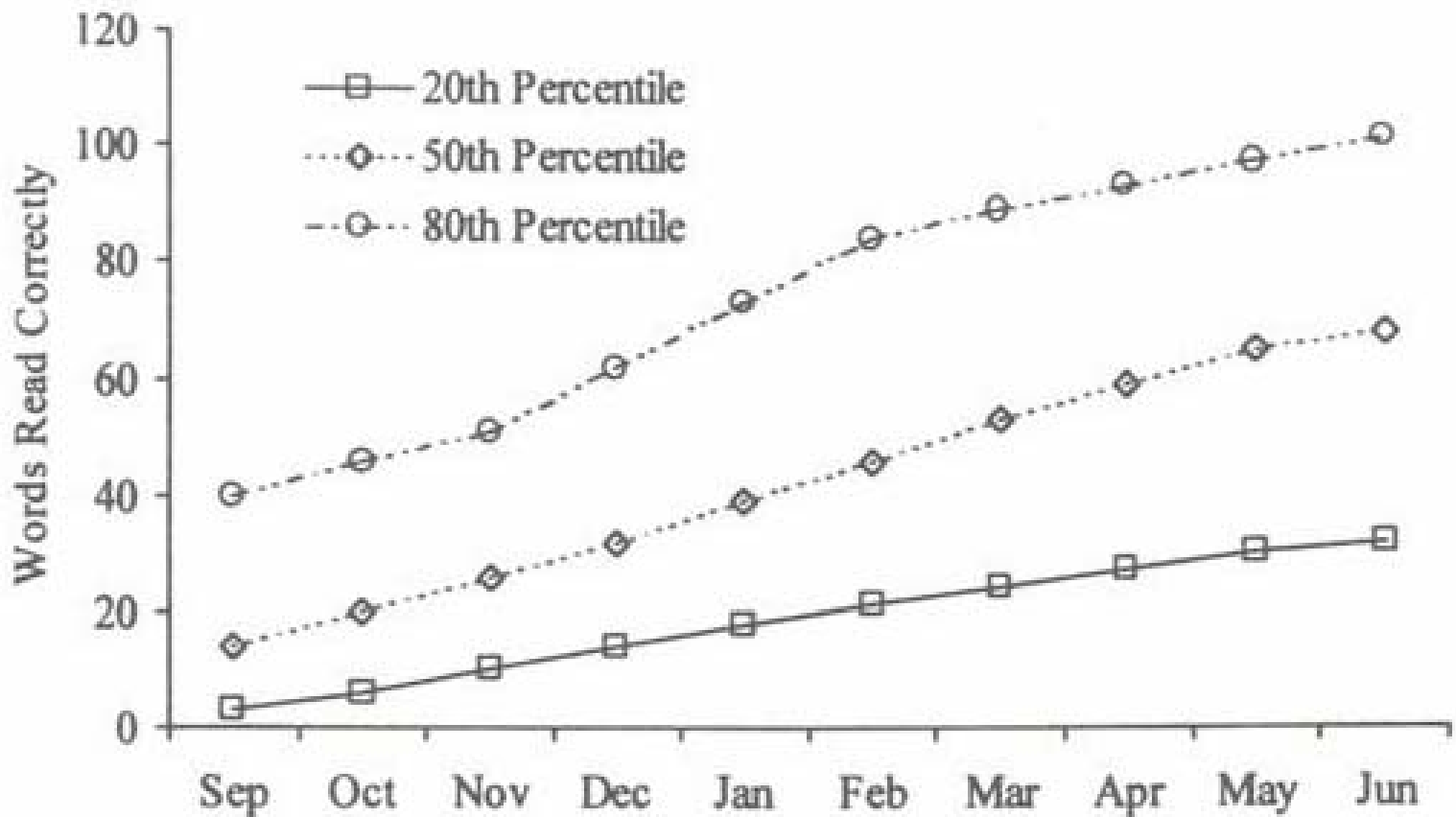


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3rd Grade Data



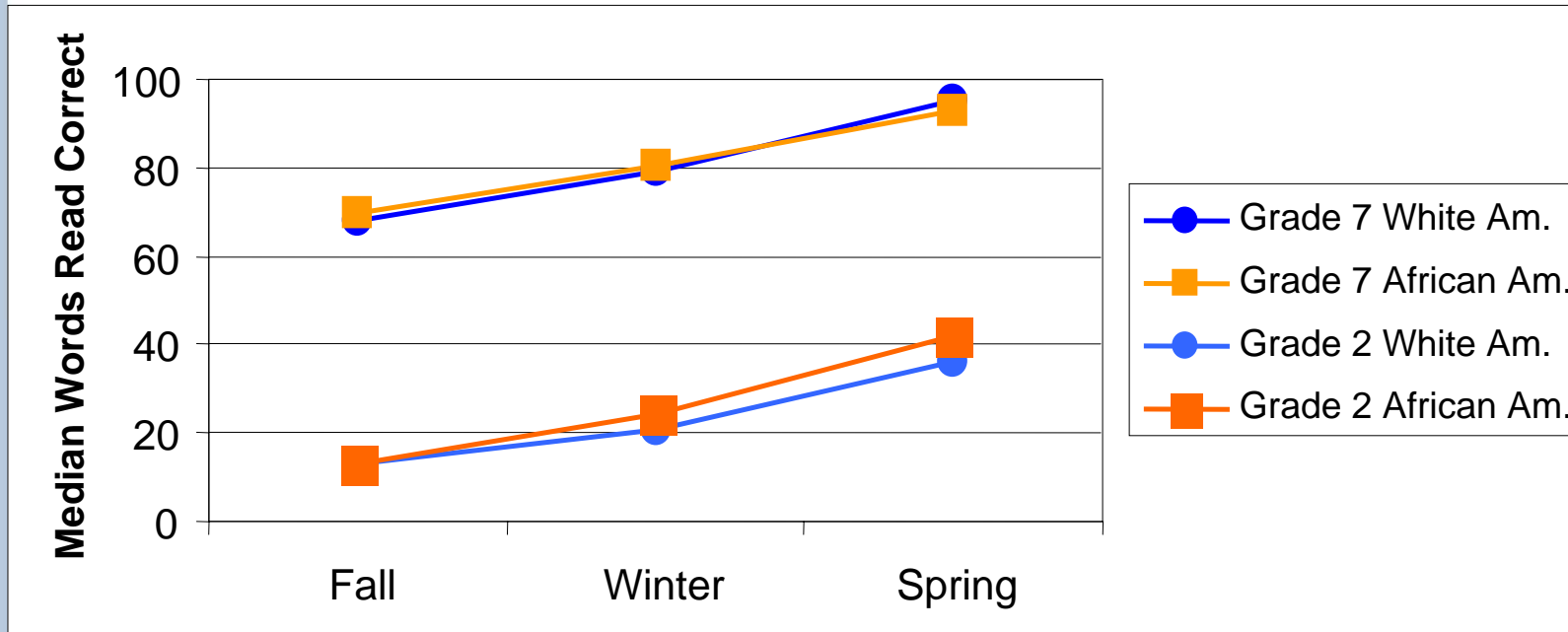


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CBM Growth for Lowest Quartile: 2001/2 Continuously Enrolled Students





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Early Literacy Measures: Validity

Spring Kindergarten: Intercorrelations

	<u>Onset Phonemes</u>	<u>Segments</u>
Letter Sounds	.70	.65
Onset Phonemes		.73



Early Literacy Measures: Validity

Spring Kindergarten Segments Predicting Fall 1st Grade Report Card Teacher Ratings

Understands what is read	.66
Use phonics skills	.66
Analyzes what is read	.59
Reads fluently with expression	.63

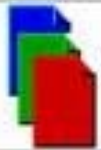
Spring Kindergarten with Fall 1st Grade CBM

Letter Sounds	.62
Onset Phonemes	.50
Segmentation	.82



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Student Information

Grade Level	08
Ed Group	
Age	14
Birthdate	09/20/1988
Home Language	EN
Gifted/Talented	
Special Ed	
Primary Disability	

[Student History](#)

[Contact Data](#)



Student Performance

[District and State Assessments](#)

[Building Based Assessments \(CBM\)](#)

Grade Level Expectations - Checklists

[Reading](#)

score not saved

[Math](#)

score not saved

Behavior Screener

[Fall - 15](#)

[Winter - 0](#)

[Spring - 0](#)

[Screening Interviews/Review](#)

Classroom Interventions/ILP - Worksheet 1

[Reading](#)

[Math](#)

[Behavior](#)

[ALC](#)

Prev Years

Building Team Interventions - Worksheet 2

[Reading](#)

[Math](#)

[Behavior](#)



Clicking on any green heading allows you to sort by that column

<u>Name</u>	<u>NALT Scale</u>	<u>NALT %tile</u>	<u>CBM Fall Corr</u>	<u>CBM Win Corr</u>	<u>GL Ck List</u>
				82	
				141	
154	1	18			
189	5	94	92		
200	11	84			
202	13	52	50		
206	18	107	136		
206	18	109			
207	20		124		
205	23				
210	24	77			
213	30	211	223		
214	32	138	154		

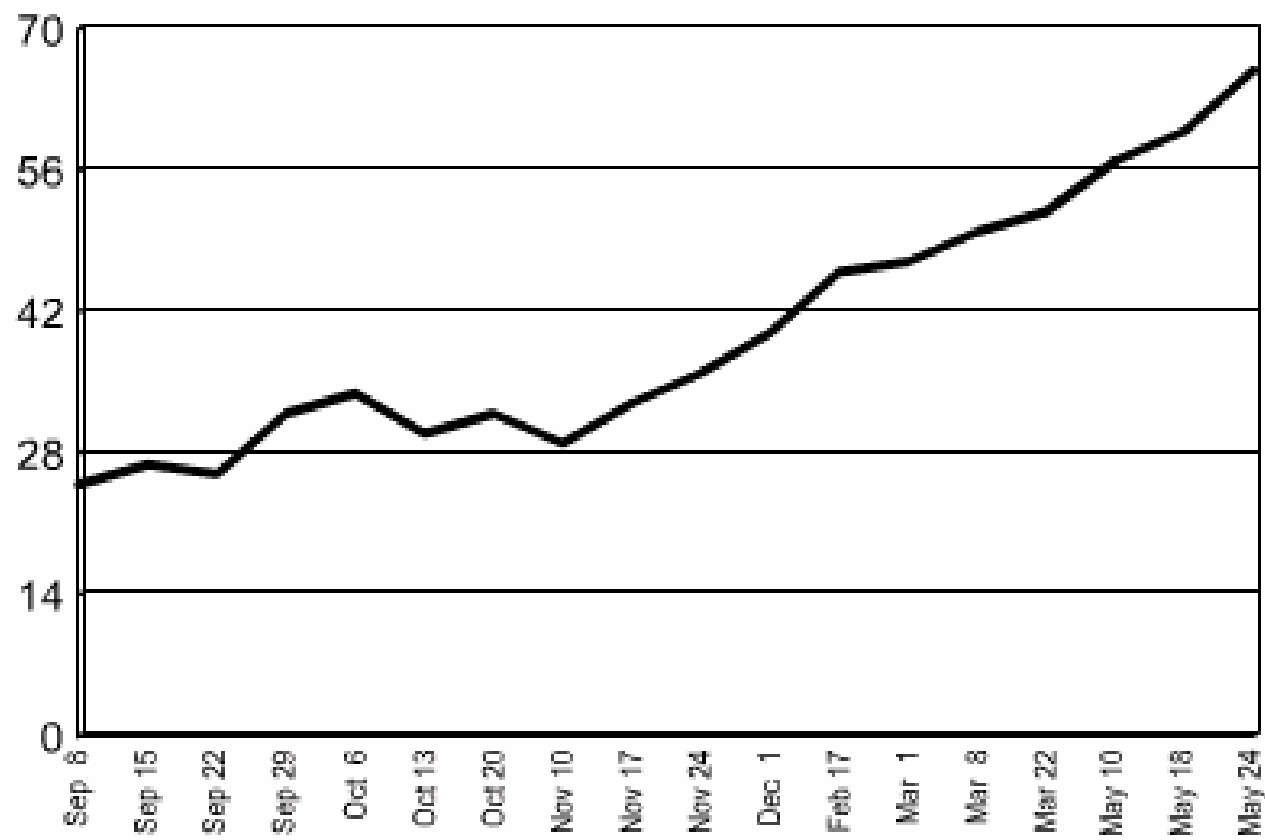


Intervention worksheets can also be entered online

CONCERNS: (BE SPECIFIC)	Lack of progress in reading. She is unable to read fluently which limits her comprehension. Reading difficulty is contributing to low work completion and her homework not getting done.
CURRENT LEVELS OF PERFORMANCE: (BASELINE DATA)	NALT math percentile 75 Fall CBM 52 NALT Reading percentile 13 Winter CBM 50 DRP 38
STUDENT STRENGTHS:	Attendance 96% Math Skills 75th percentile NALT Gets along well with peers
INTERVENTIONS TRIED/RESULTS:	She will participate in a small group 30 minutes daily to increase reading skills. The Language! Level I curriculum will be used. Progress will be monitored weekly by classroom teacher using CBM at her instructional level. She will make a 1.5 word gain per week. Progress will be reviewed in 6 weeks.



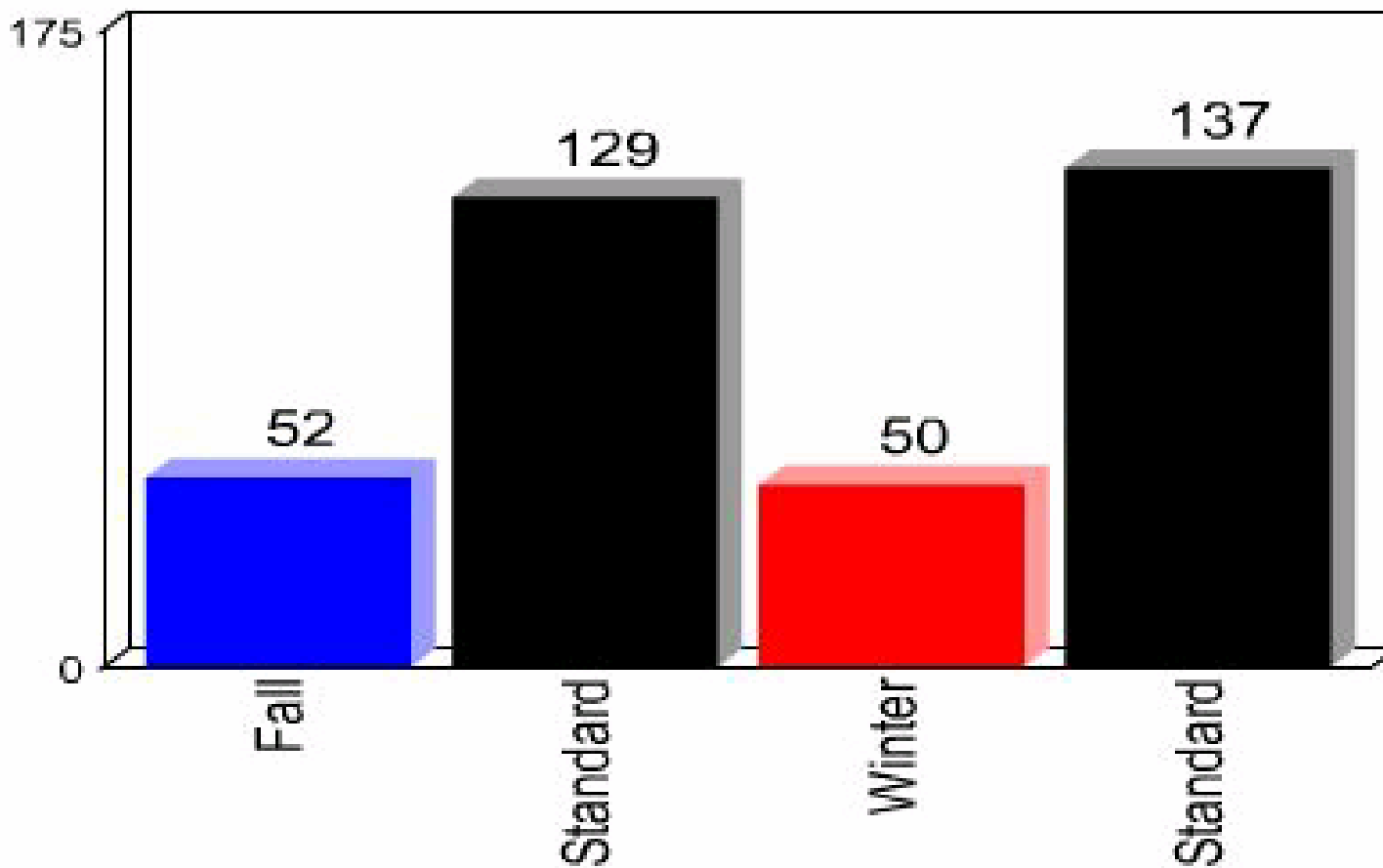
Weekly Reading ~~ Goal=Top Line

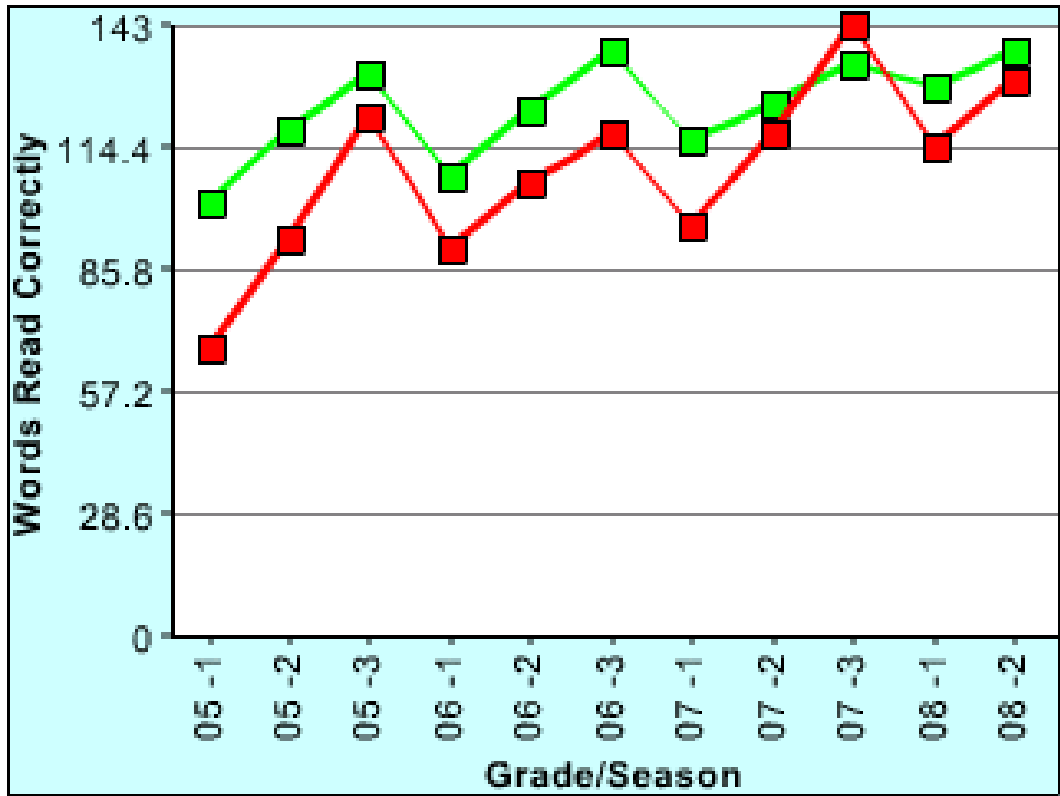




Four weeks below the goal indicate a need for a new or modified intervention



CBM data can be viewed historically and graphed for the current year





Legend	
Student	
Target (65th Percentile)	



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