

# Best Practices on Interpreting Assessment Data

*TO MAKE MTSS/RTI EFFECTIVE, EFFICIENT & EQUITABLE*



BRANCHING MINDS

# Introducing...

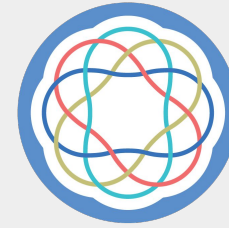


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Content Manager,  
Branching Minds

# Agenda: Our Roadmap to Maximizing Assessment



Intro to MTSS and Branching Minds



Assessments in MTSS



Using Rate of Improvement to Drive Decision-Making



Resources and Q&A



# What is MTSS?



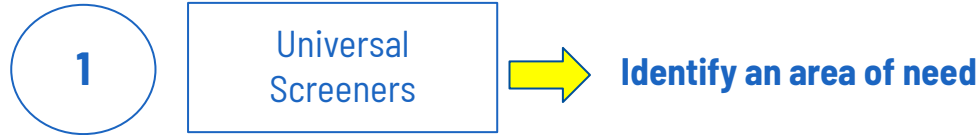
**Multi-Tiered System of Support (MTSS)** is a foundation that wraps around the entire student body and uses data-driven problem-solving to address academic and non-academic (attendance / social-emotional) needs.



# Role of Assessments in MTSS

Assessment Name	What	Who	When
<u>Universal Screener</u>	Standardized assessment used to identify students' areas of strength and need, offer a snapshot of progress over time	All students	3x per a year (Beginning, Middle, End of the year)
Diagnostic Assessment	Assessment tools used to identify a student's specific skills and knowledge	Students receiving Tier 2 and Tier 3 support	Follows universal screener after scores have been tiered, As needed if no progress is shown with intervention plans
Progress Monitoring Assessments	Standardized assessments used to assess a student's progress towards a SMART goal, and determine effectiveness of support provided	Students receiving Tier 2 and Tier 3 support	Weekly/Bi-weekly*  *Dependent on interventions and student's need
Intervention-Embedded Assessments	Progress monitor tools embedded into an intervention program. Only assesses a student's progress in the intervention, not towards SMART goal ( <i>Not a progress monitor</i> )	Students receiving Tier 2 and Tier 3 support	Dependent on intervention program
Summative Assessments	Assessments used to measure a student's standards proficiency	All students	End of unit/year
Formative Assessments	Periodic "check-in" assessments, such as a "pop quizzes" or "exit tickets" used to guide Tier 1 instruction and measure students' understanding of standards. Determines if instruction is effective or needs to be adjusted during instructional period.	All students	Ongoing throughout instructional period

# How to use assessment data to determine intervention impact:



All <input type="checkbox"/>	Title	Area	Grade	Measure Type	Reliability	Validity	Bias Analysis Conducted
<input type="checkbox"/>	easyCBM	Vocabulary	Grade 7	End Year Goal	○ <sup>d</sup>	●	Yes
<input type="checkbox"/>	easyCBM	Vocabulary	Grade 8	End Year Goal	○ <sup>d</sup>	●	Yes
<input type="checkbox"/>	FAST CBMreading	Reading English	Grade 6	End Year Goal	●	○	No
<input type="checkbox"/>	FAST CBMreading	Reading English	Grade 7	End Year Goal	●	○	No
<input type="checkbox"/>	FAST CBMreading	Reading English	Grade 8	End Year Goal	●	○	No
<input type="checkbox"/>	i-Ready Diagnostic and Growth Monitoring	Reading / English Language Arts	Grade 6	Short Term Skill	● <sup>d</sup>	●	Yes
<input type="checkbox"/>	i-Ready Diagnostic and Growth Monitoring	Reading / English Language Arts	Grade 7	Short Term Skill	● <sup>d</sup>	●	Yes
<input type="checkbox"/>	i-Ready Diagnostic and Growth Monitoring	Reading / English Language Arts	Grade 8	Short Term Skill	● <sup>d</sup>	●	Yes

## Progress Monitoring Assessments:

- Valid and reliable measures of a specific skill
- Short and easy to administer
- Sensitive enough to show growth over short period of time
- Evaluate PM Assessments at [National Center on Intensive Intervention](#)

# Best practices in interpreting progress monitoring data

...let's google that

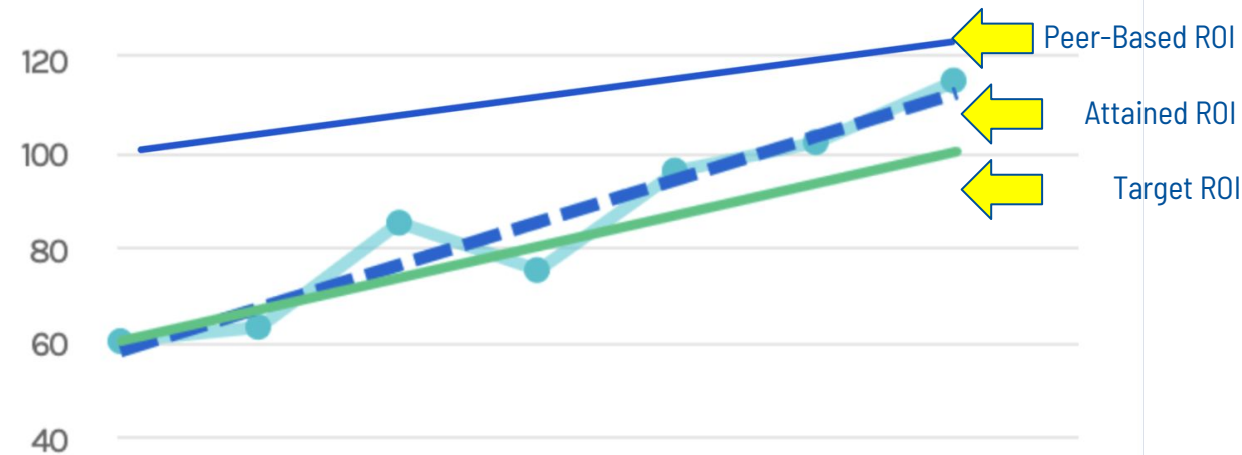
It's easier to create rules that *kind of* reflect best practice than it is to help people understand and apply best practice



# Rate of Improvement (ROI)

## Rate of Improvement (ROI) determines if a student is responding to intervention

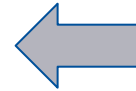
- Requires 3 or more data points (from progress monitor assessments) to determine
- Measuring Rate of Improvement
  - Peer-Based ROI: national trend growth from benchmark to benchmark
  - Target (Goal) ROI: growth required to meet student's goal
  - *Attained (Trend) ROI: actual measured growth based on PM data*



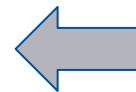
# SMART Goals and Measuring Progress

1. **Specific:** they should have a clear articulation of what you are trying to accomplish
2. **Measurable:** they should be evaluated using a quantitative assessment
3. **Attainable:** they should be both feasible and ambitious
4. **Relevant:** they should be grounded in clear context of why you've determined the goal
5. **Time-bound:** they should clearly state when the goal should be achieved

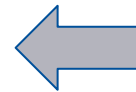
**SMART** Goals set the standard that is used to measure progress.



The goal sets a criteria of growth. This is rate of improvement (ROI) measure used to determine intervention plan success.

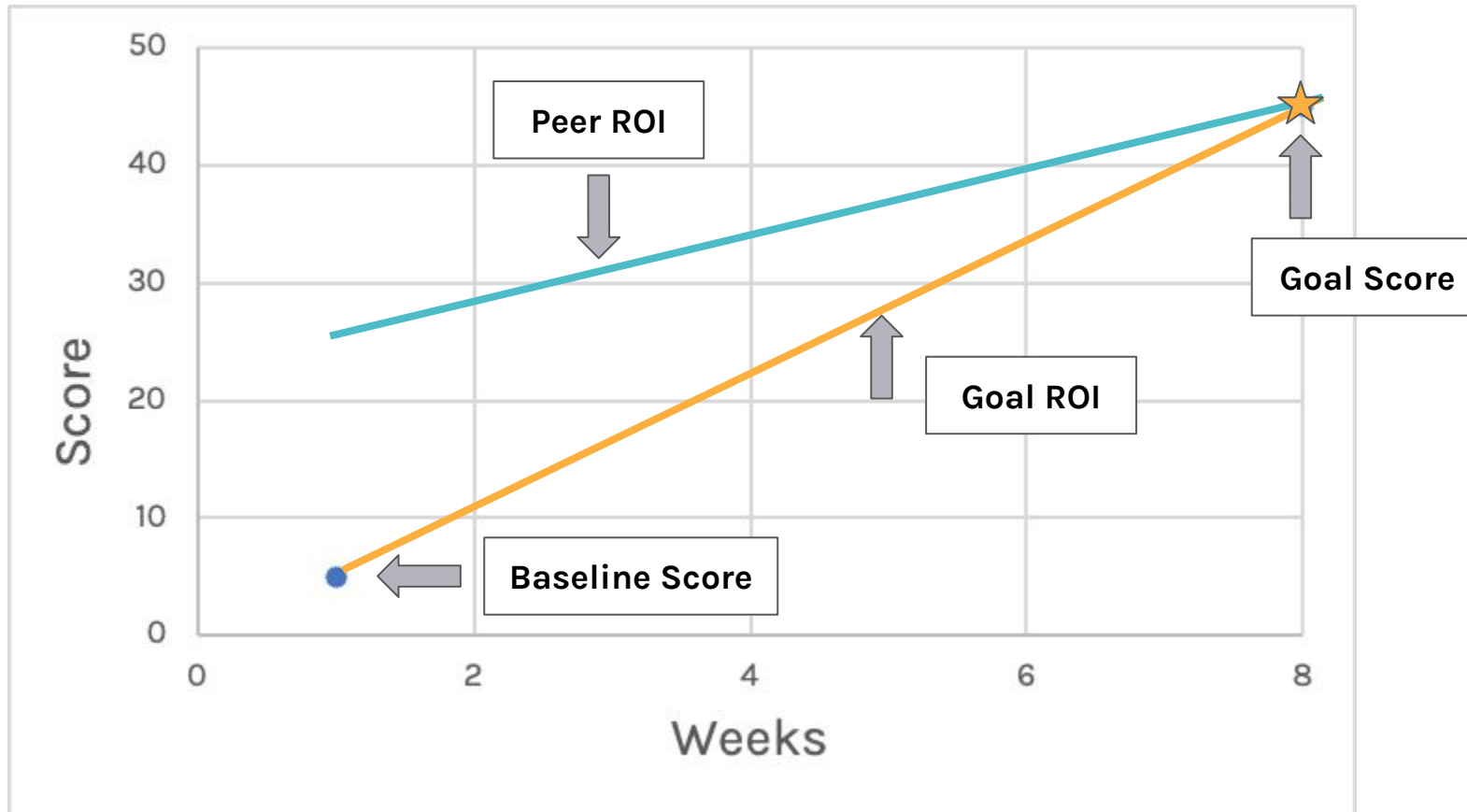


The ROI is measured based on compassion groups (peer groups).



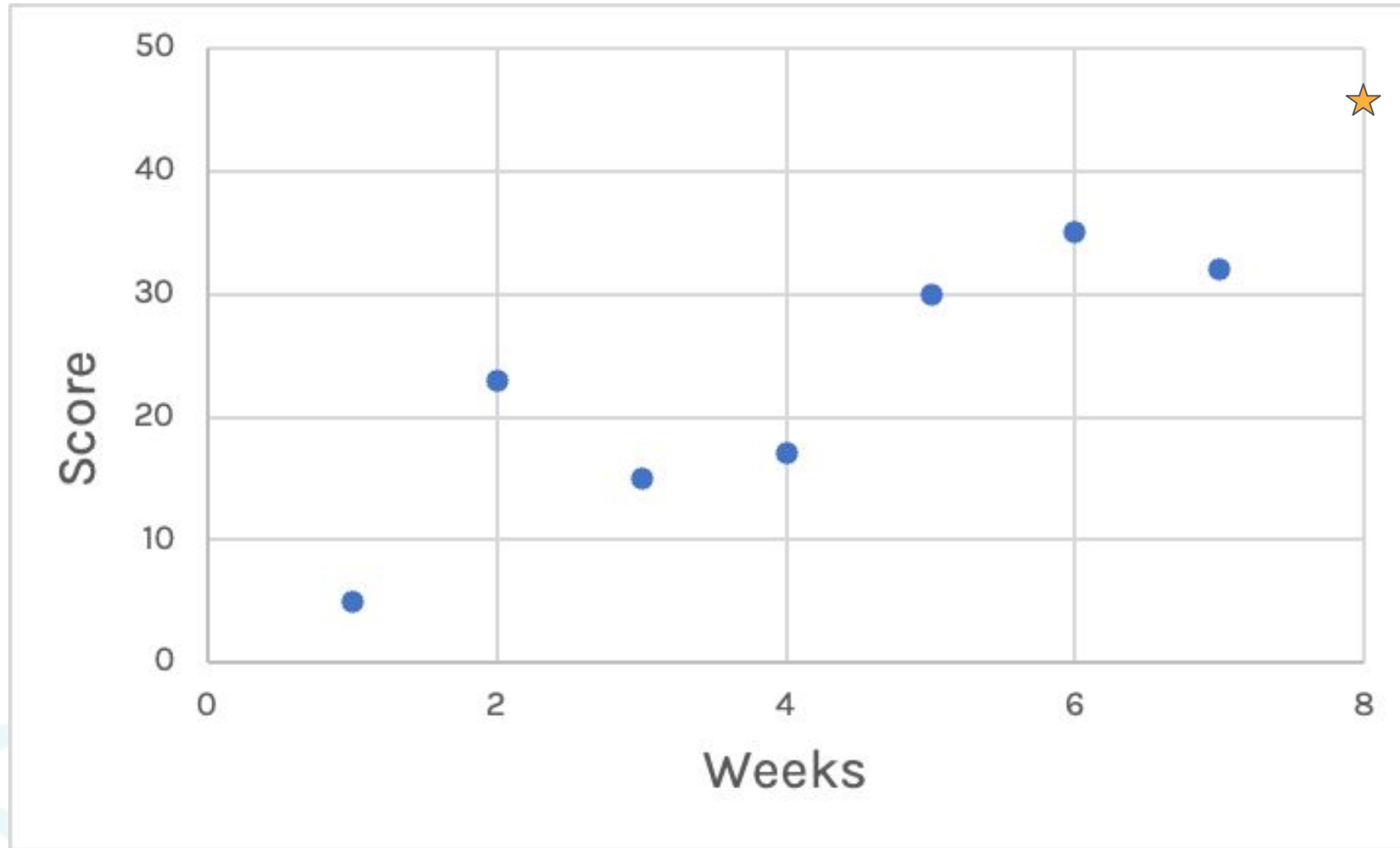
Expectations for growth are realistic. They are based on peer data and broken into “chunks” over the year.

# Setting Goals with Peer Data

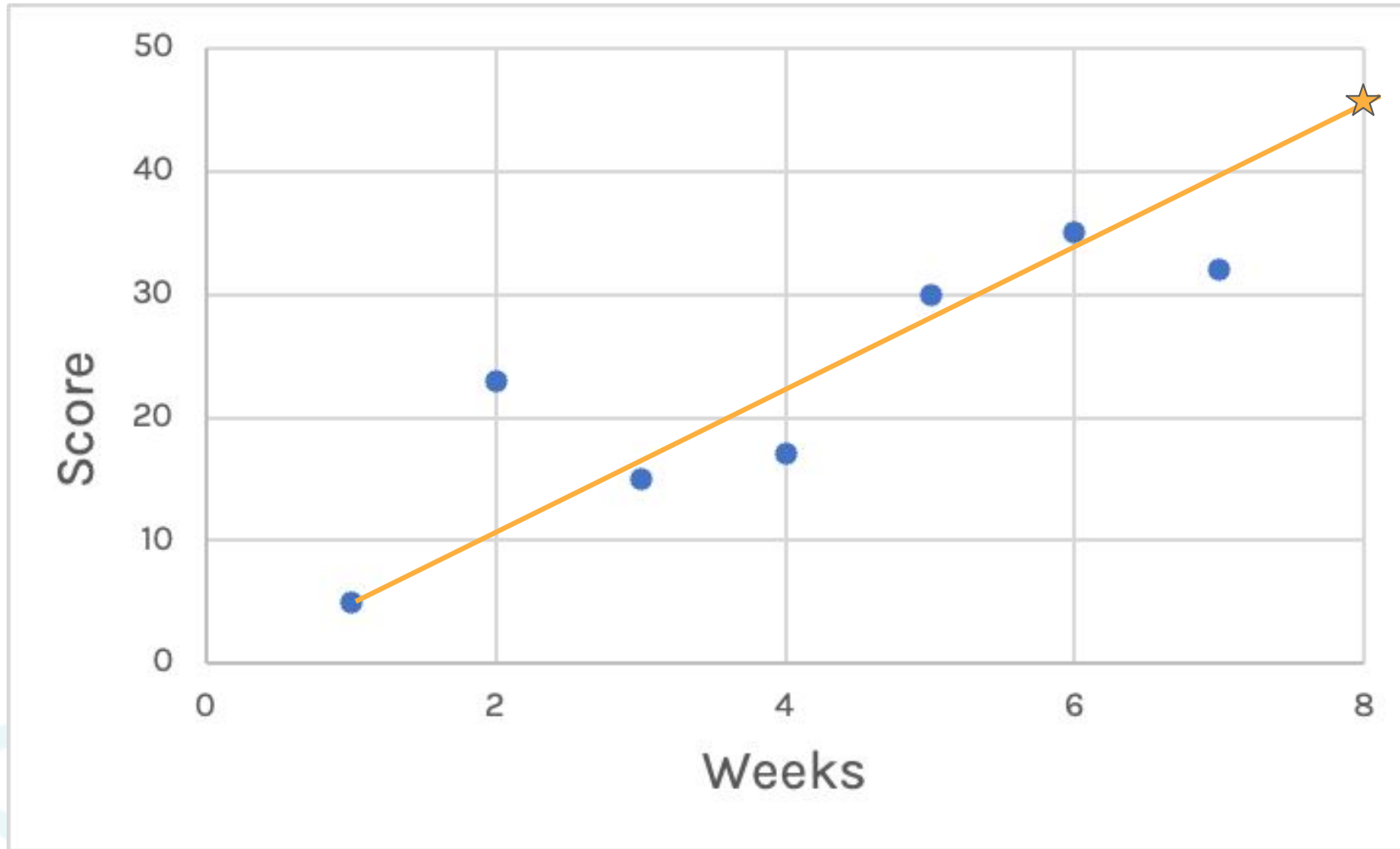


- Using nationally-normed progress monitoring assessments creates a peer-reference ROI link (seen in red)
- The peer-reference ROI is used to set **SMART** goals for intervention plans (Smart Goal line seen in green)

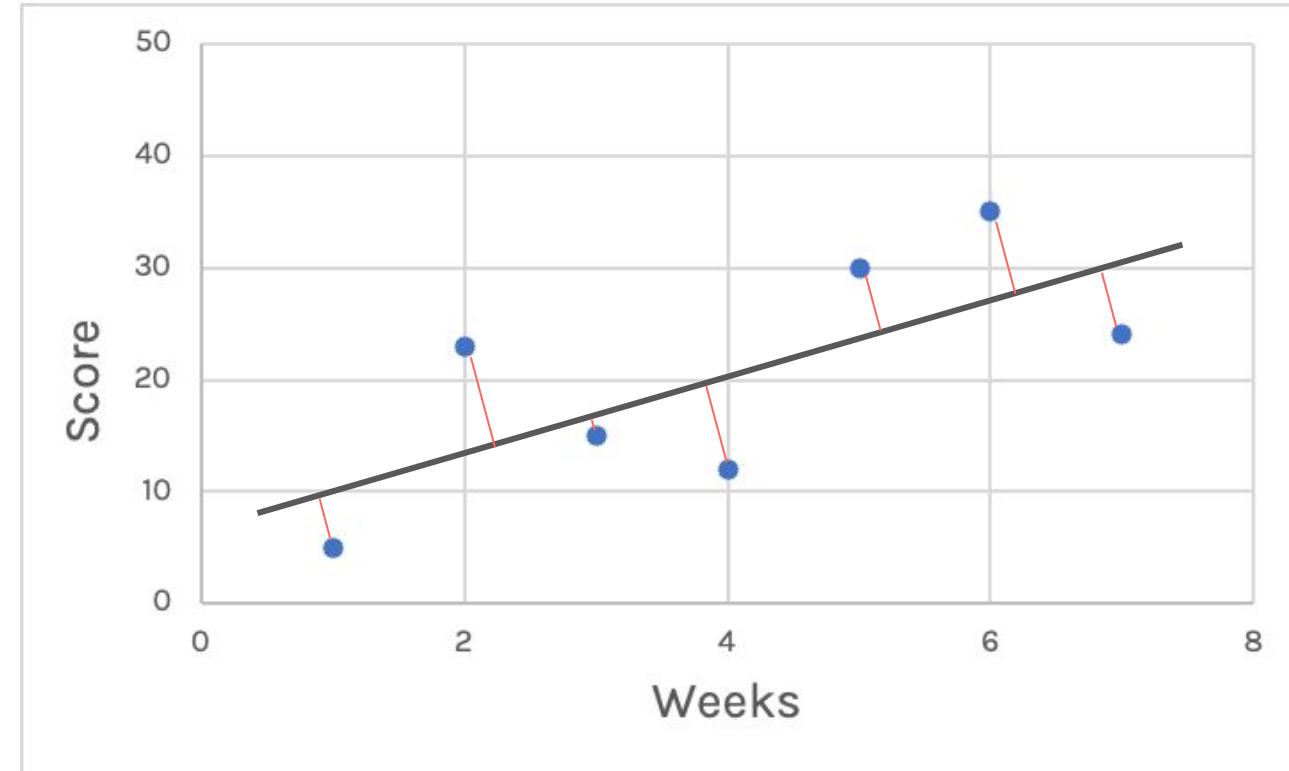
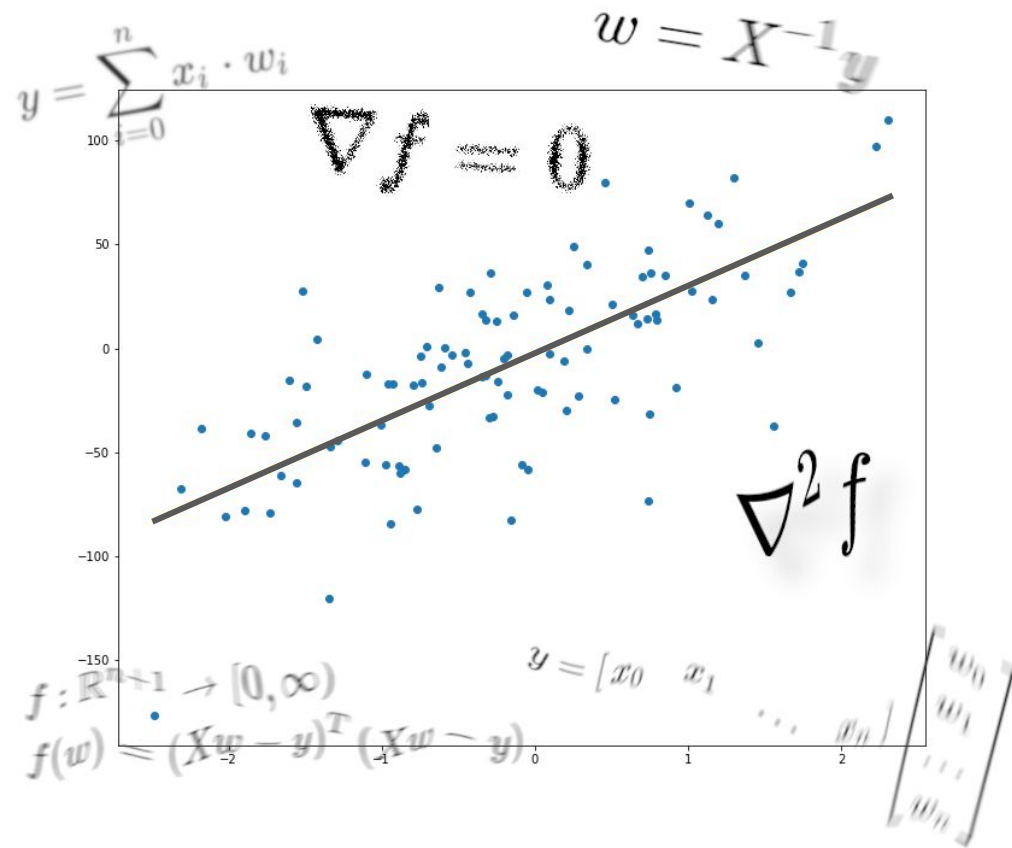
# Evaluating progress to goal



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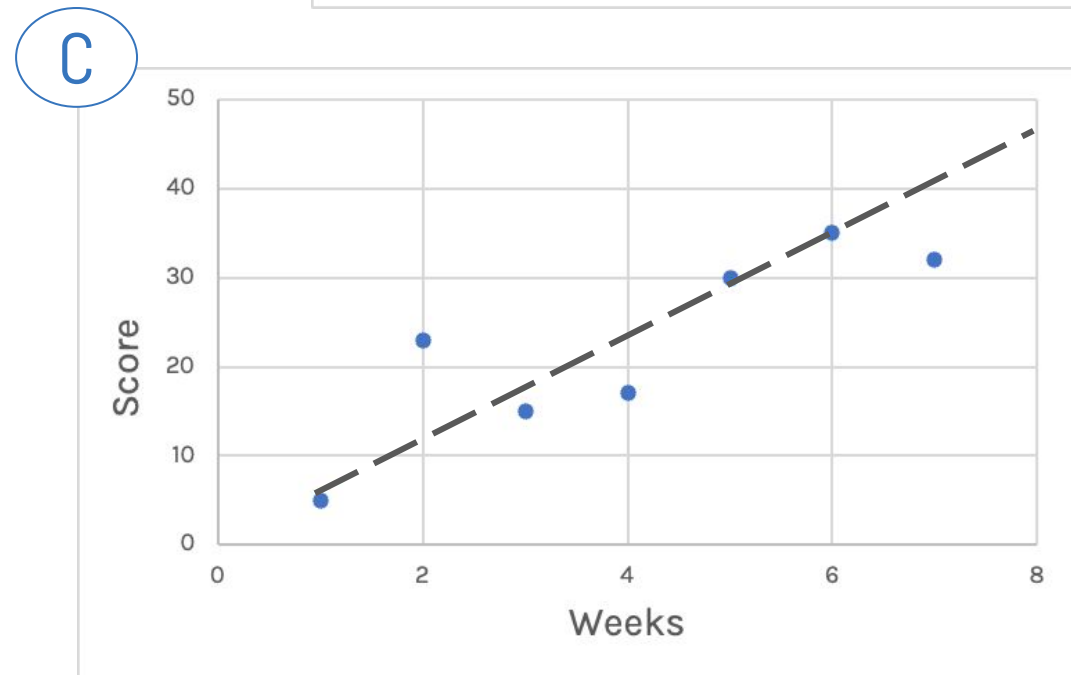
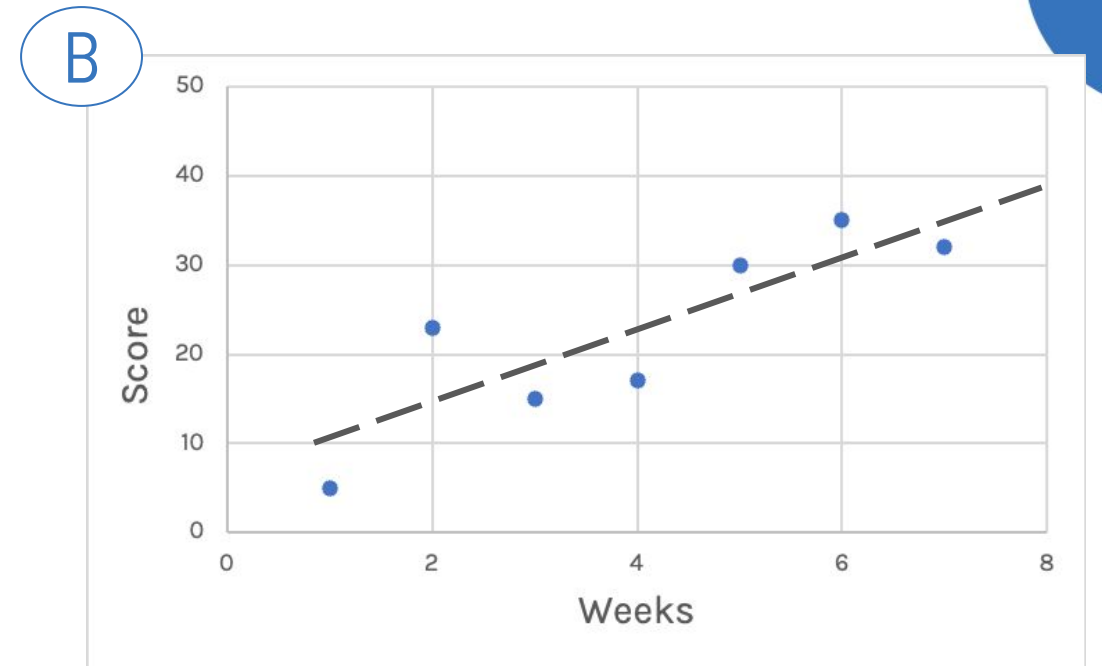
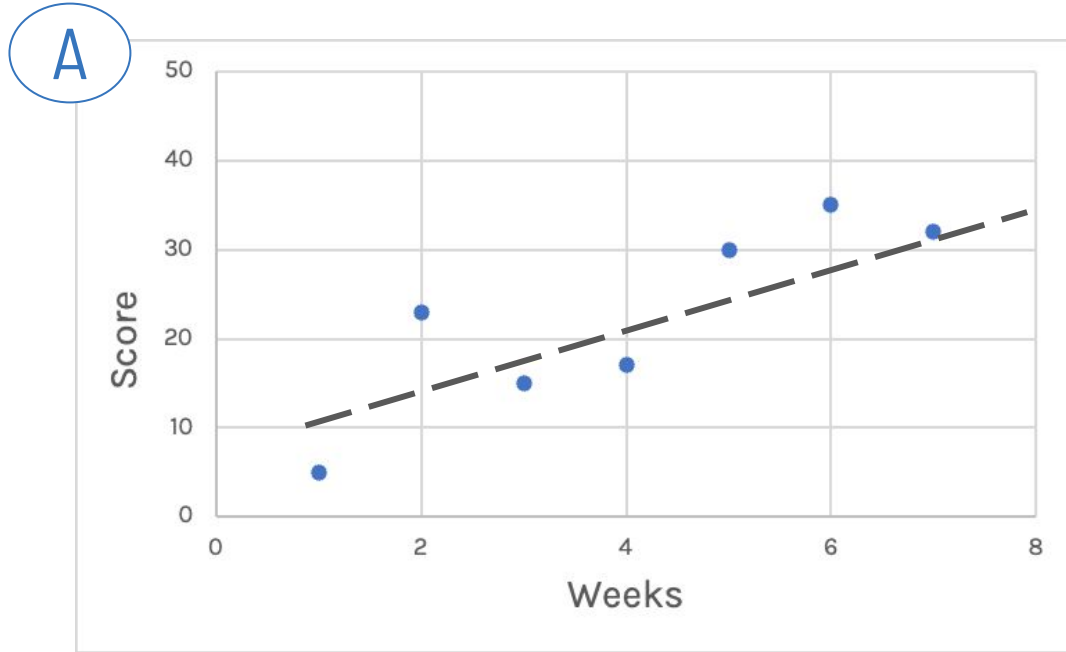


# How to calculate the trend line:

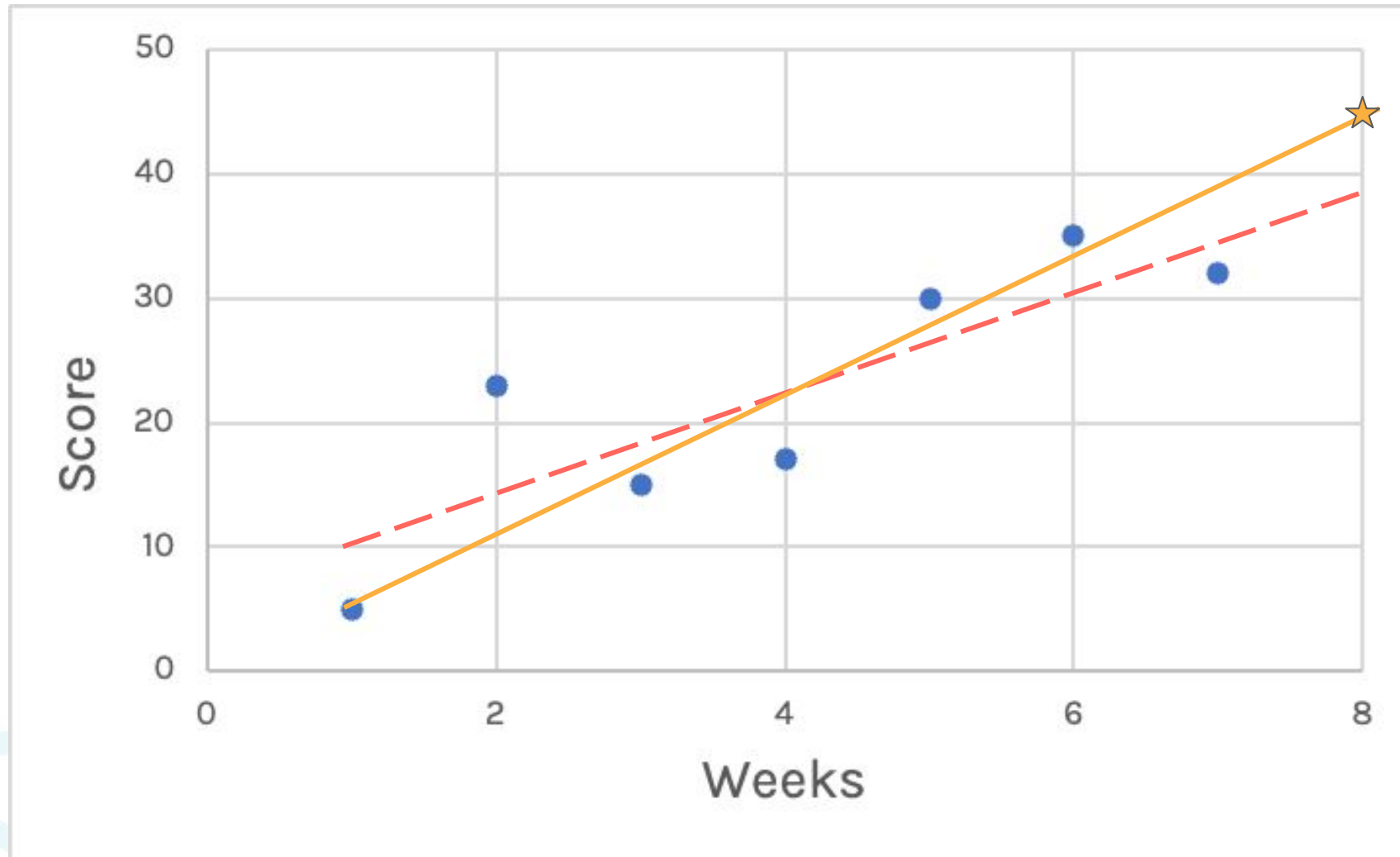




# Which is the “line of best fit”

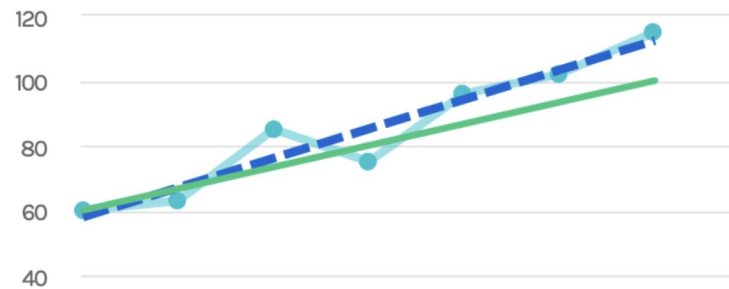


# Evaluating progress to goal



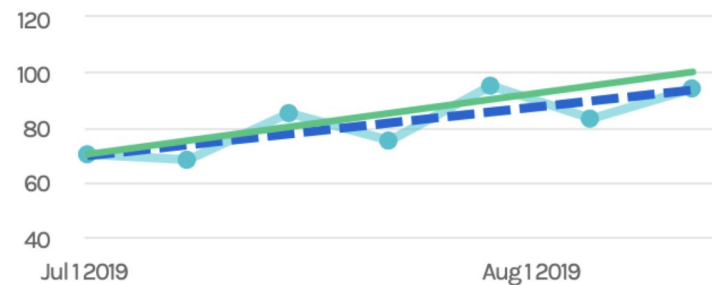
# Rate of Improvement: Showing Progress in a Plan

## Sufficient Growth



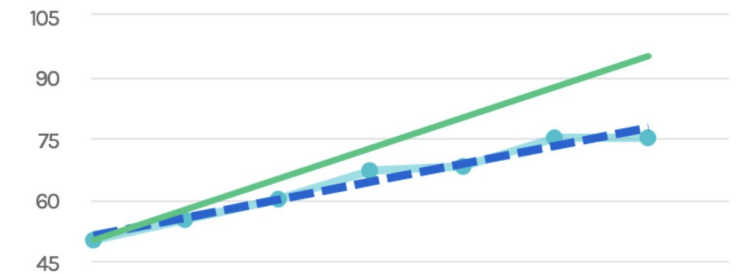
Trend line is steeper than goal line:  
Minimum desired growth has been  
achieved and intervention is likely  
working.

## Uncertain Growth



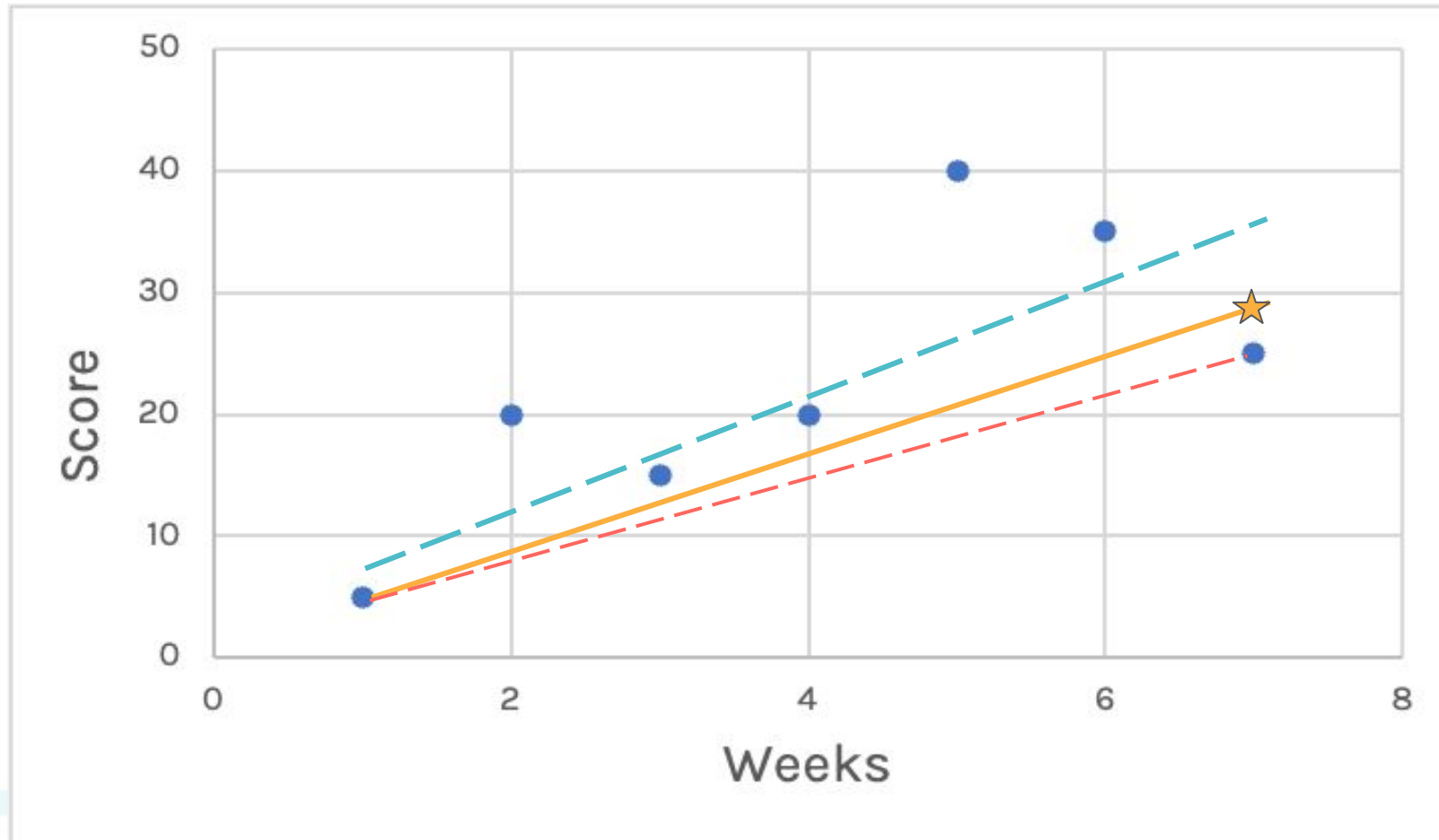
Trend line is around goal line:  
Check on intervention fidelity, access to  
intervention time, and peer-growth.  
Consider changing the intervention.

## Insufficient Growth

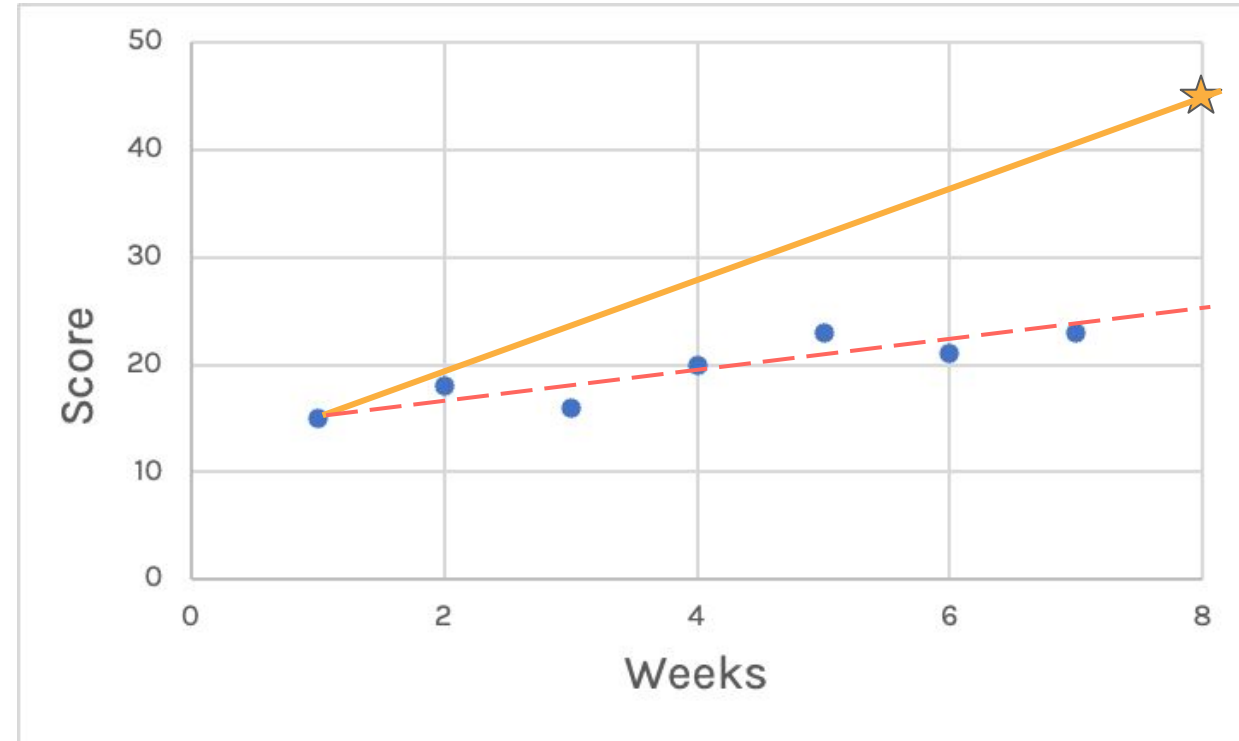
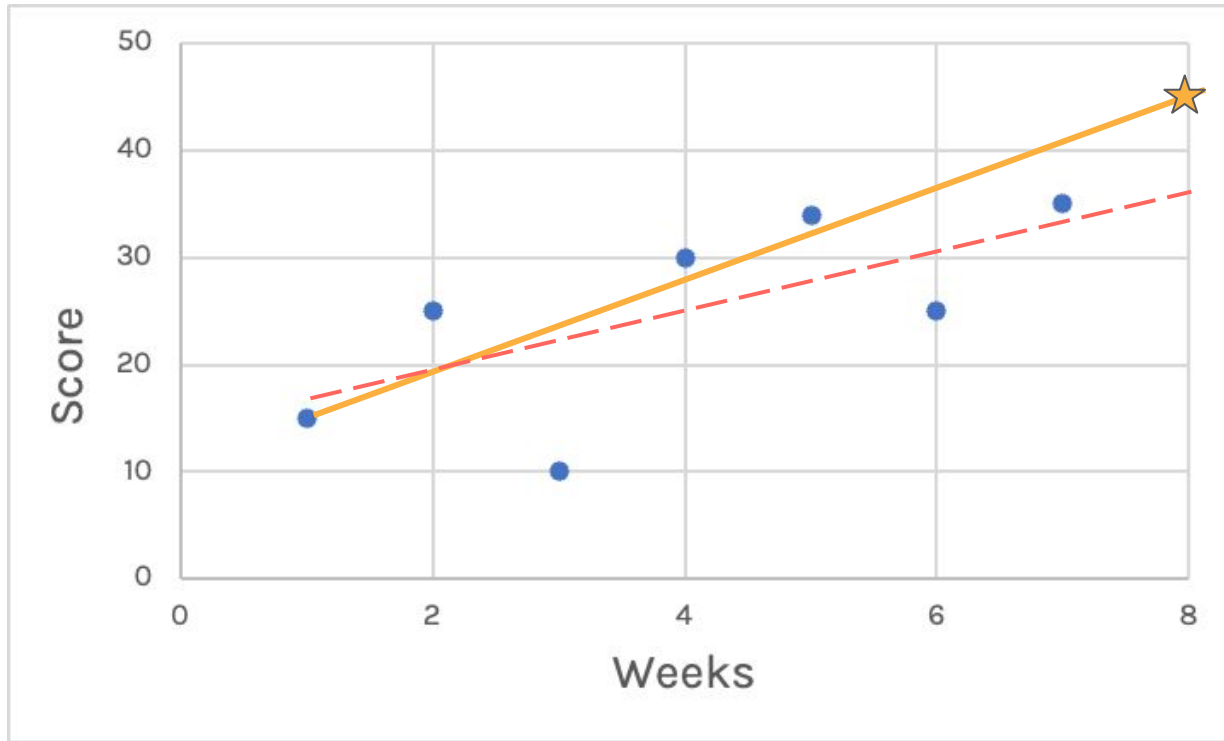


Trend line is below goal line with a  
widening gap:  
Intervention is not working, and the plan  
needs to be adjusted. Revisit: delivery,  
data, intervention, frequency, and  
interventionist

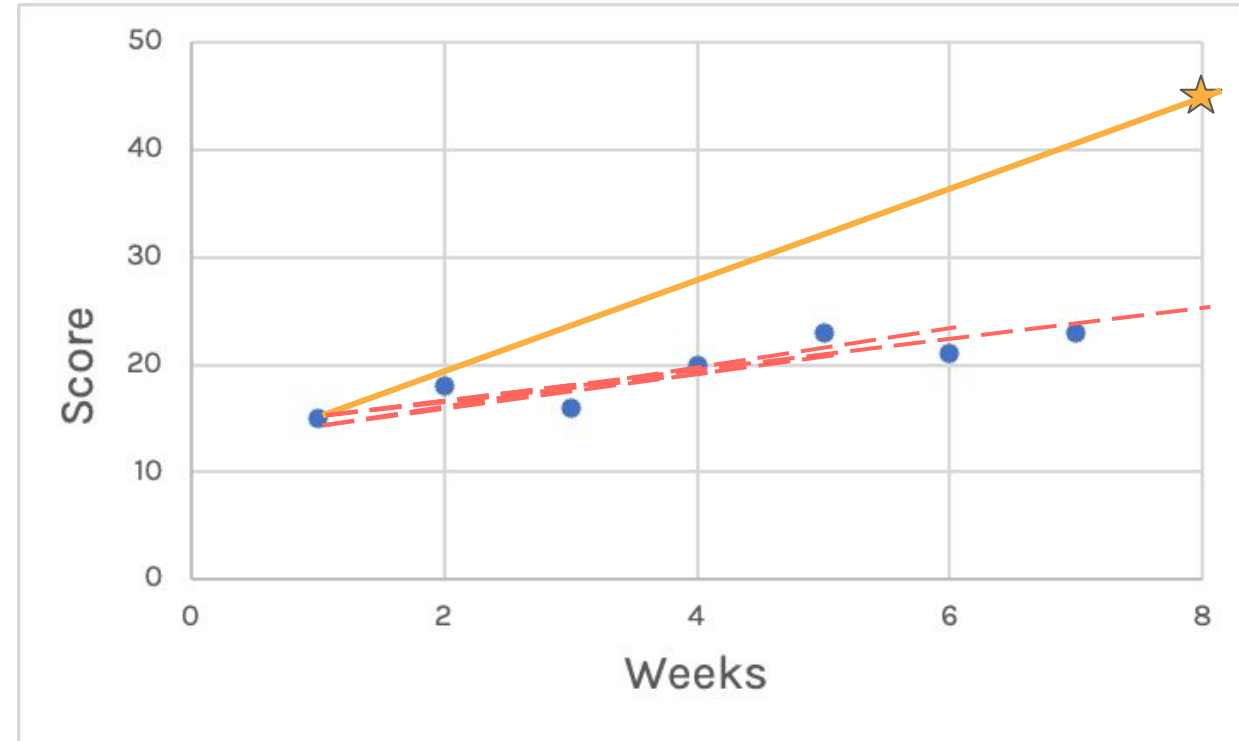
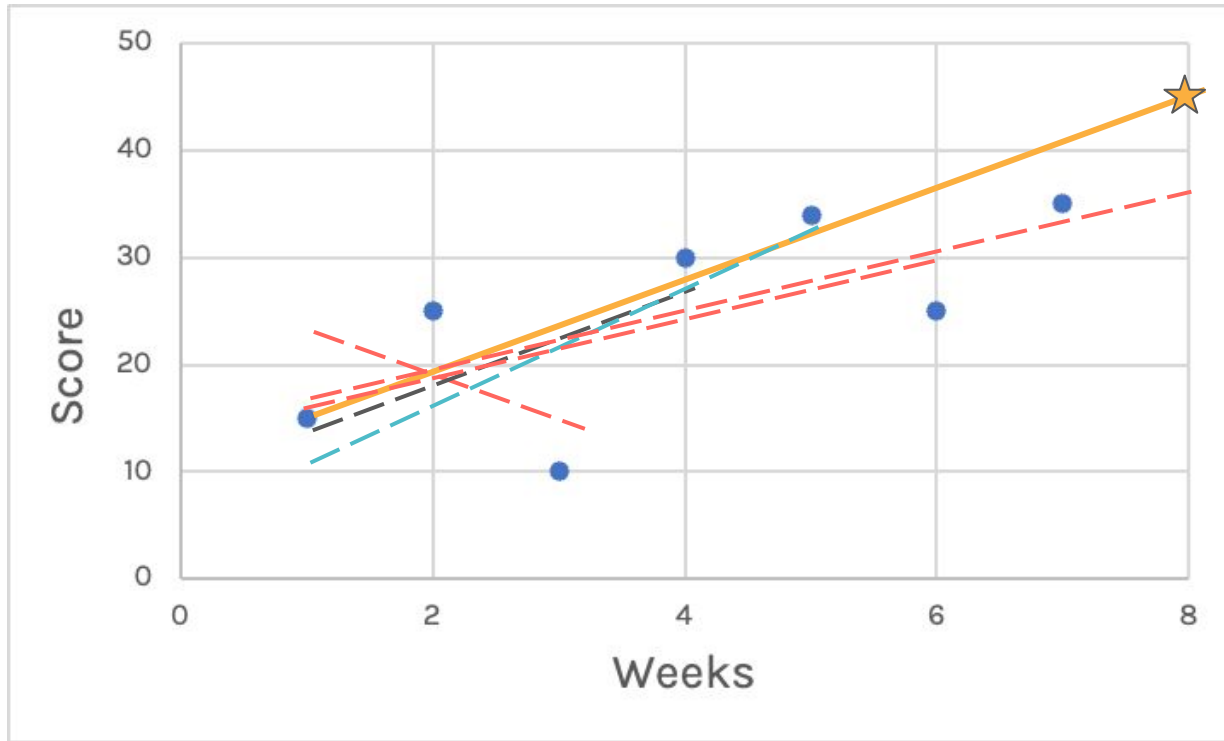
# Uncertainty and conflicting “rules”



# Uncertainty and “right” number of data points

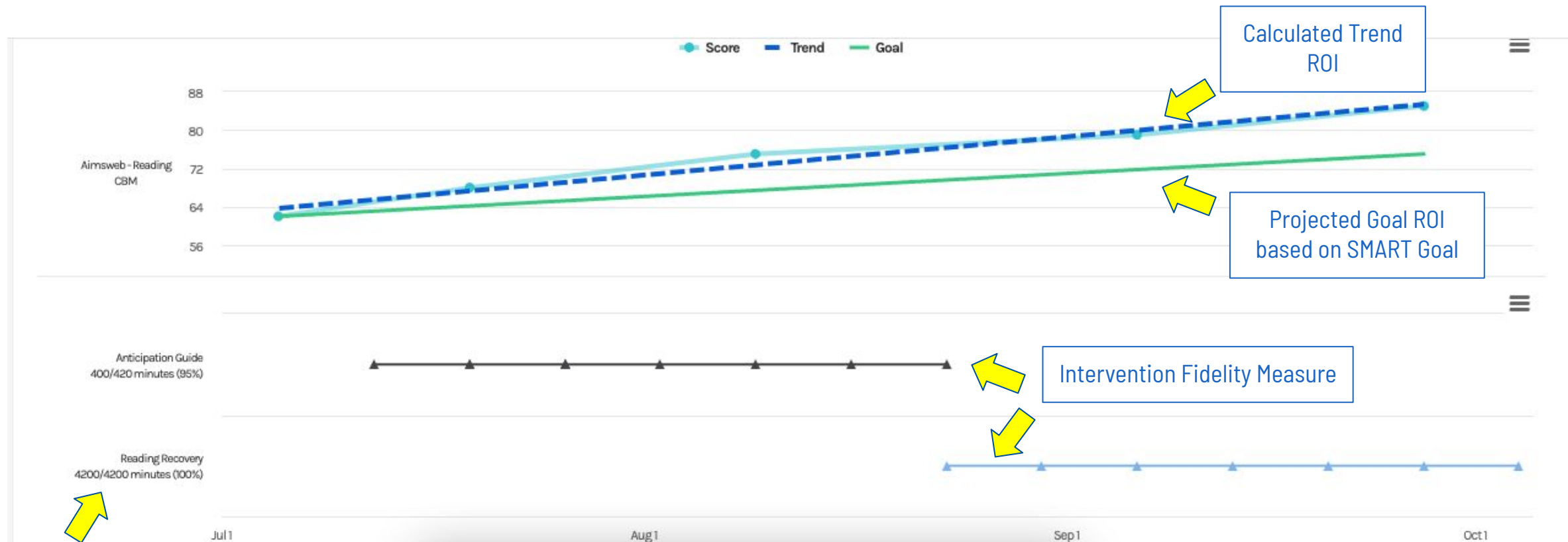


# Uncertainty and “right” number of data points





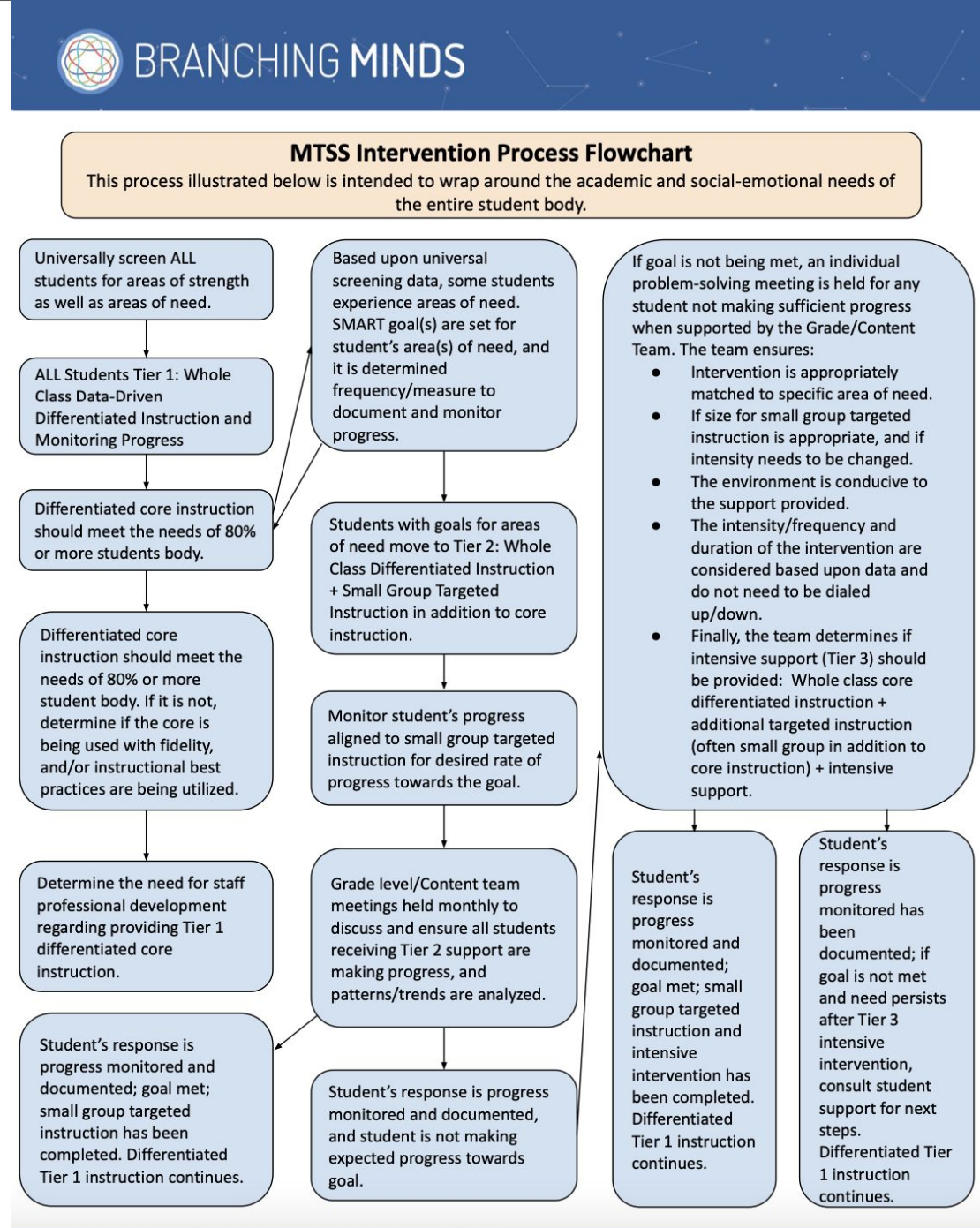
# Benefits of an MTSS Software Program for ROI



Suggested  
Research-Based  
Interventions



# Data-Driven Decision Making: What to do if the plan isn't working?



- **Evaluate core instruction:** Is it differentiated? Is it data-driven? Is it being implemented with fidelity?
- **Evaluate interventions:** Delivered with fidelity? PM being utilized? Does the intervention match the area of need?
- **Determine:** Is more intensive, Tier 3 support needed?

# ACCESS the RESOURCES

- **Presentation** of this document and recording will be sent out
- [The Ultimate Guide to MTSS](#)
- [All RTI/MTSS Webinars](#)
- [Best Practices in Interpreting Student Assessment Data](#)
- [Aligning SMART Goals to Just-Right Interventions](#)
- [MTSS Flowchart](#)
- [Progress Monitoring for MTSS at the Secondary Level](#)
- [Progress Monitoring Data to Guide Decision Making](#)

# Q&A





# Before you go...



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