

AimsWeb Information on Progress Monitoring

The goal of RTI is simple: ensuring every student succeeds.

The AimsWeb system is suited to manage RTI programs through a tiered assessment and instruction framework, allowing educators to screen all students using valid and reliable assessments, monitor the effects of interventions, and make important-data driven decisions.

AimsWeb helps you more quickly and effectively determine the effectiveness of your interventions, and whether your students are progressing sufficiently to meet goals.

Progress monitoring helps to see if the student is projected to meet the goal or if instruction, the instructor, or time should be adjusted. (Ex. These are the three areas we can look at to change when we have the 9-week meetings for interventions if the student isn't making sufficient progress.)

Individual goals help the students have an achievable goal that they can reach. Promote this individual goal to the student. Goals are changed when 4 points are at or above the student's goal.

However, long-term goals for the students should be the 50% benchmark of whatever season we are going into. Promote this goal to the student also or as the class as a whole. (Ex: A sixth grader may have an individual goal of 116. You tell that student that. However, the class norm goal for right now (November) would be to read 155 wpm by Winter (January). So, you could post this in your class and make a class goal to get 75% of your class above this benchmark and let them know if they made it in January as a percentage without names. In lower elementary, you may not be able to promote your class goal as well, as they may not understand. A Kindergartener may have an individual goal of 10 Letter Names. You tell that student that. However, the class norm goal for right now (November) would be to have 44 Letter Names mastered. You may just keep telling the lower elementary their individual goals, so they make these goals, and eventually keep moving up to the norm goal.)

Our school has implemented progress monitoring in Reading and Math. Students below the 50% benchmark in fluency or LN, LS, PS, & NW should be progress monitored weekly, 51%-75% of benchmark bi-monthly, and above 75% should be monthly or if at all. In Math, the elementary staff

needs to decide what progress-monitoring tool to use, whether it be AimsWeb or Saxon, but to use what is most beneficial to the students and teachers. (The more data points the students have, the more information the students have on that specific skill. For example, if a student is receiving an intervention on fluency and this student is in the red or yellow, this student should be progress monitored weekly on R-CBM to show progress. This will then help the team to decide what intervention is needed. If a student is receiving an intervention focusing on letter sounds, and this student is in the red or yellow, this student should be progress monitored on letter sounds weekly to show progress. Make sure to progress monitor on the skill the student needs monitored to help benefit the student.)

Wausa's Reading goal is to have 75% of the class above benchmark (50%). With the help of interventions, Reading groups, and your teaching, aim to achieve this goal.

It is crucial to progress monitor because this is one of the tools we use to drive our educational decisions on interventions or assistance received. The more data we have, the more information we have on a student to make an educational decision. Use this progress monitoring data to benefit the needs of your classroom.

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