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August 2020

# Virtual Data Collection
## Presentation for SPDG Director's Webinar

Tessie Bailey, Ph.D., Principal TA Consultant | Teri Marx, Ph.D., Senior Researcher

# Outcomes

After this session, participants will be able to

- Explain how different data sources support implementation of data-based individualization (DBI).

- Identify potential barriers and solutions to implementing virtual progress monitoring.

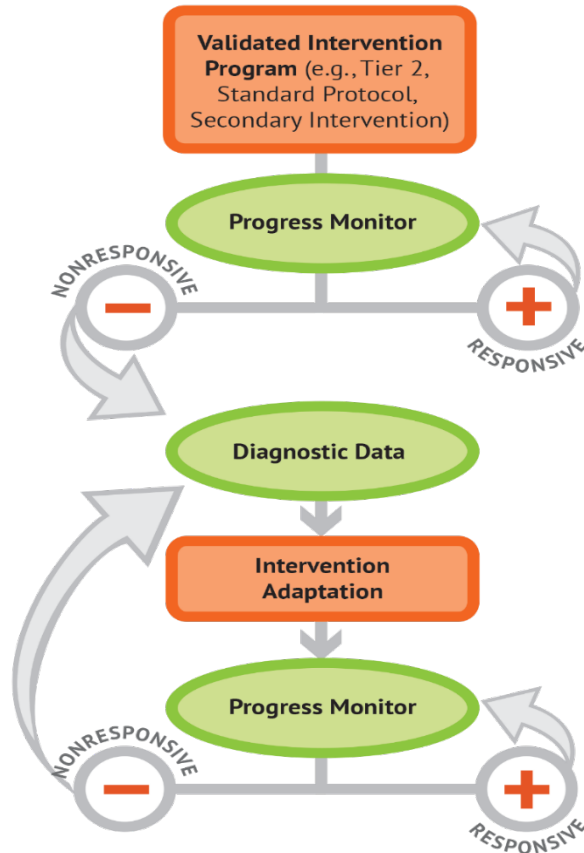- Locate resources to support LEAs and educators in implementing progress monitoring.

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# Data-Based Individualization (DBI)

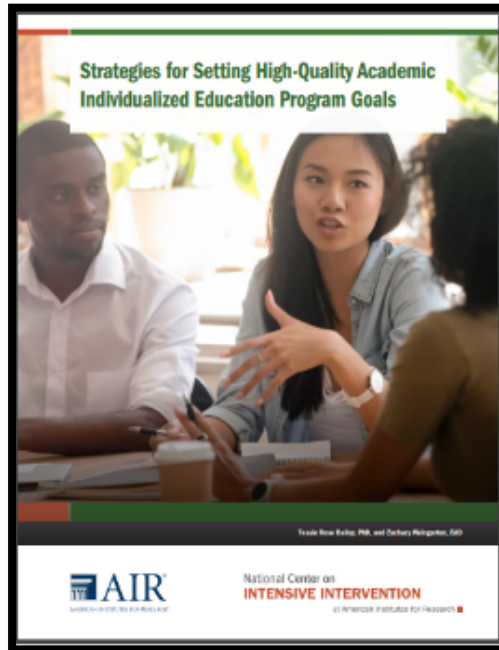# NCII's Approach to Intensive Intervention

**DBI Process**



- Is a *process* for delivering intensive intervention
- Origins in experimental teaching
- Is *not* a one-time fix
- *Integrates* data-based decision making across academics and social behavior

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# Goal Setting within DBI

**Without a goal, you can't *determine* progress.**



https://intensiveintervention.org/resource/high-quality-academic-IEP-goals



https://intensiveintervention.org/resource/high-quality-behavior-IEP-goals

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# The "D" in DBI

Without data, you can't *measure* progress.

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# Types of Assessment

| Type | When? | Why? |
|---|---|---|
| Summative | After | Assessment **of** Learning |
| Diagnostic | Before | Identify skill strengths and weakness |
| Formative | During | Assessment **for** Learning |

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# Did you know…

**Monitoring progress** is not the same as **progress monitoring**.

## Monitoring Progress

- Can occur daily
- Occurs during instruction
- Provides data for immediate, real-time instructional decisions
- Aligns with HLPs (, e.g., interpreting student thinking)
- Often informal, unstandardized
- Used for ALL students
- Uses formative assessments, questioning, providing feedback, and similar strategies.

Informal →

## Progress Monitoring

- Standardized delivery
- Requires valid and reliable tools
- Frequency depends on intensity of instruction
- Requires ongoing data (i.e., 4-6 data points) for valid interpretation
- Used for entitlement decisions
- Requires graphed data
- Requires a goal
- Used for students verified as at-risk (~20-25%)

← Formal

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# Sources of Data to Inform DBI Implementation

**Screening/ Benchmarking**

Helps identify students who may need intensive intervention.

**Progress Monitoring**

Helps identify *when* an instructional change is needed.

**Diagnostic Data**
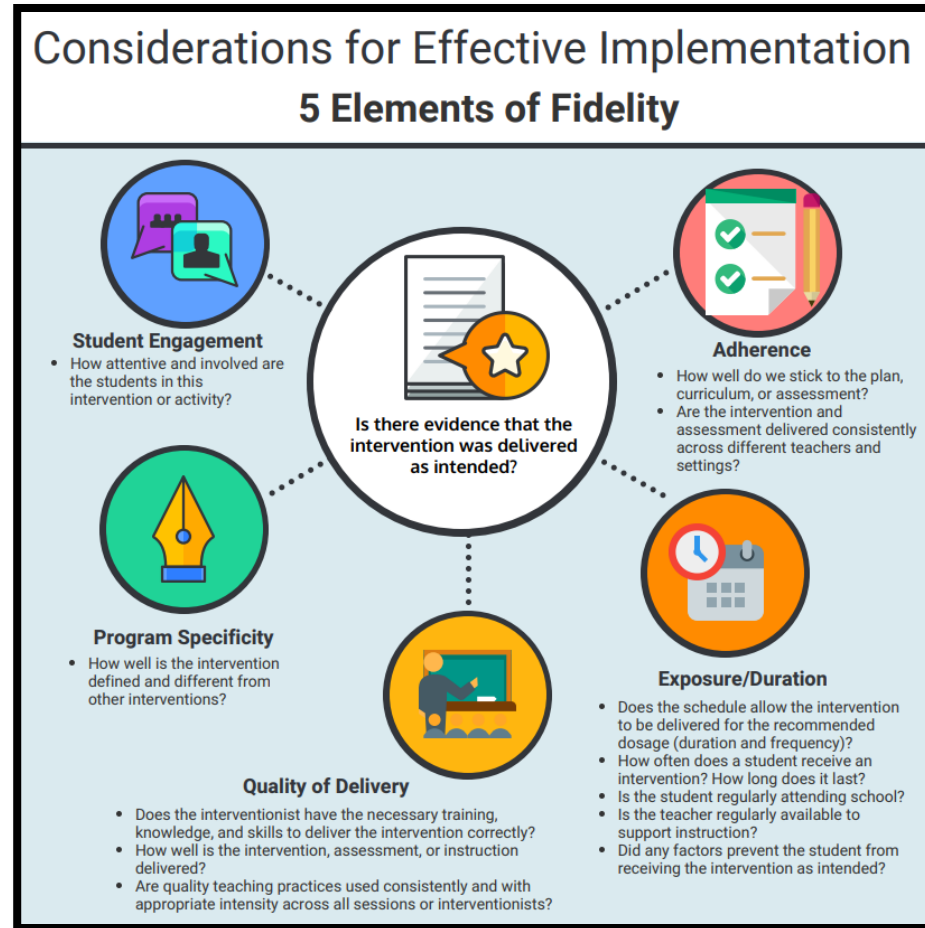
Helps identify *how* to adapt and/or modify instruction.

**Fidelity**

Helps identify if implementation adjustments are needed before other changes.

# Implementation Fidelity



Considerations for Effective Implementation
5 Elements of Fidelity

Is there evidence that the intervention was delivered as intended?

**Student Engagement**
- How attentive and involved are the students in this intervention or activity?

**Adherence**
- How well do we stick to the plan, curriculum, or assessment?
- Are the intervention and assessment delivered consistently across different teachers and settings?

**Program Specificity**
- How well is the intervention defined and different from other interventions?

**Exposure/Duration**
- Does the schedule allow the intervention to be delivered for the recommended dosage (duration and frequency)?
- How often does a student receive an intervention? How long does it last?
- Is the student regularly attending school?
- Is the teacher regularly available to support instruction?
- Did any factors prevent the student from receiving the intervention as intended?

**Quality of Delivery**
- Does the interventionist have the necessary training, knowledge, and skills to deliver the intervention correctly?
- How well is the intervention, assessment, or instruction delivered?
- Are quality teaching practices used consistently and with appropriate intensity across all sessions or interventionists?

https://intensiveintervention.org/resource/five-elements-fidelity

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# Assessment Fidelity



**Ensuring Fidelity of Assessment and Data Entry Procedures**

Successful implementation of a multi-tiered system of supports (MTSS) and, specifically, intensive intervention through the data-based individualization (DBI) process, demands the collection and analysis of data. As teams consider data collection, challenges may occur with assessment administration, scoring, and data entry (Taylor, 2009). To ensure data about risk status and responsiveness accurately represent student performance, minimize measurement errors by preventing the following.

| Inconsistent Assessment Administration | Errors in Scoring Assessments | Data Entry Errors |
| --- | --- | --- |
| **What is it?** Errors introduced due to changes in administration, including incorrect or variable instructions, inappropriate assistance, altered assessment protocols (e.g., increasing assessment time), or changes to the environment. | **What is it?** Errors introduced when an educator incorrectly scores or interprets a student's response or is more lenient in scoring certain responses. | **What is it?** Errors introduced while inputting student data in a database or interpretation errors introduced when educators mix data from more than one measure or different grade levels into one data system or graph. |

https://intensiveintervention.org/sites/default/files/DataFidelity_Final508.pdf

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# Common Implementation Errors

- **Screening/Benchmarking**
  - Using data to "place" students in intervention groups, rather than addressing larger issues related to core instruction, including instructional supports for students with intensive needs

- **Progress Monitoring**
  - Not using standardized, valid, or reliable tools
  - Not monitoring assessment fidelity
  - Not graphing data
  - Not analyzing for error patterns that may identify instructional decisions

- **Diagnostic Data**
  - Data are not examined to generate a hypothesis as to why a student is not responding
  - Data are not examined to identify how to adjust instruction

- **Implementation Fidelity**
  - Not monitoring implementation fidelity or only monitoring attendance

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# **Progress Monitoring**

## A Deeper Dive

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# Discussion

**Evidence suggests that progress monitoring is one of the least implemented components of MTSS/RtI.**

- Are you seeing the same thing with your LEAs?

- What might be reasons for this?

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# Reflection

- Why is progress monitoring so challenging for educators?

**57%** Not Enough Time!

**34%** Too Much Data!

**26%** Not Accessible!

(Data Quality Campaign, 2018)

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# Why Implement Progress Monitoring?

Compare the efficacy of different forms of instruction.

Identify students who are not demonstrating adequate progress.

Estimate the rates of improvement (ROI) across time.

Data allow us to…

Determine when an instructional change is needed.

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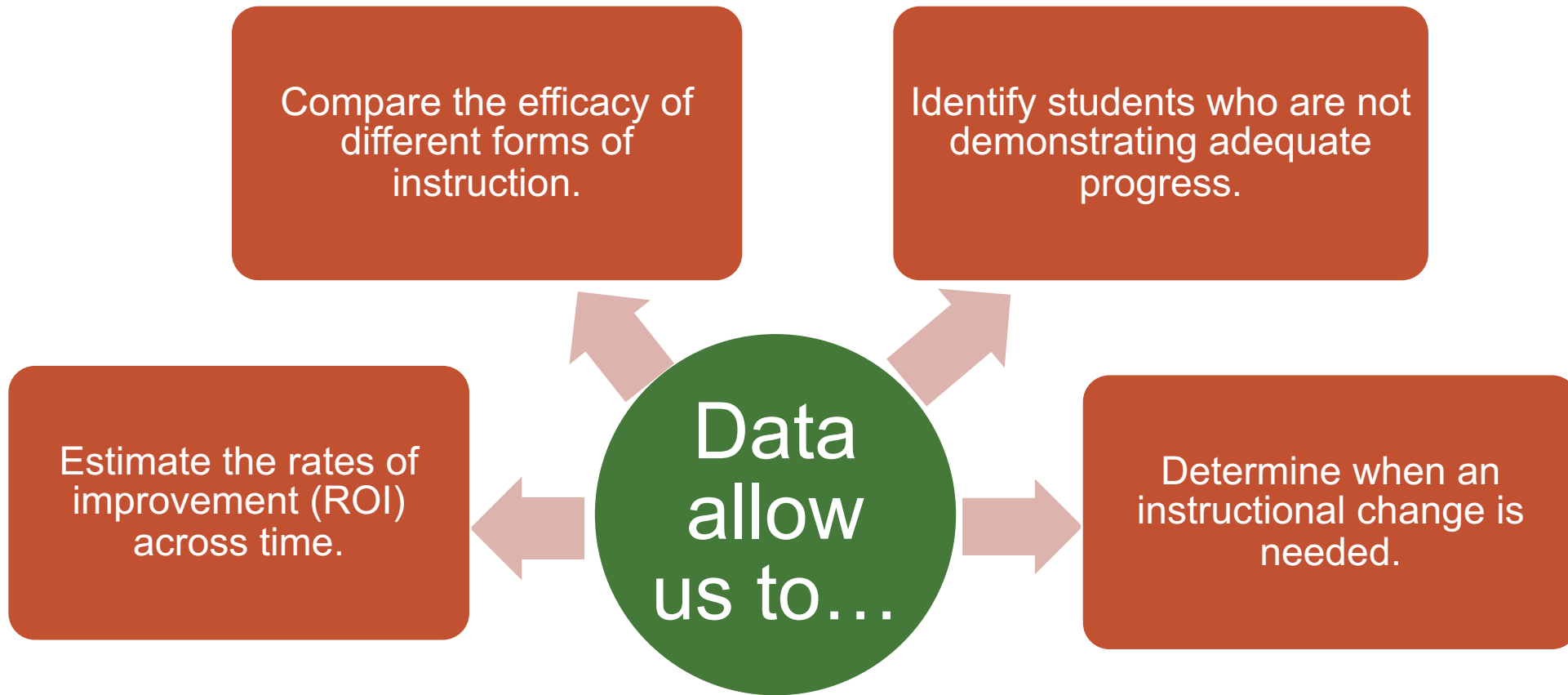
# General Guidelines Based on Best Practices & Research for Teaming

| Progress Monitor (PM) Testing Frequency | **Probable strength of PM data's ability to reliably inform instruction and decision making | | | | R-CBM Recommendation *(Other measures need only one probe per session.)* |
|---|---|---|---|---|---|
| | **After 4 week period** | **After 6 week period** | **After 8 week period** | **After 10+ week period** | |
| 2x/week | **Good | **Excellent | **Excellent | **Excellent | 1 probe |
| 1x/week | ** Fair | ** Fair | **Good | **Excellent | 1 probe |
| Every ~10 days | **Poor | **Poor | **Fair | **Good | 1 probe |
| Every 2 weeks | **Poor | **Poor | **Poor | **Fair | 1 probe |
| Every 3 weeks | Poor | **Poor | **Poor | **Poor | Median of 3 probes |
| Every 4+ weeks | Poor | Poor | **Poor | **Poor | Median of 3 probes |

(Ardoin, & Christ, 2009; Fuchs, & Stecker, 2003; Good, Simmons, & Kame'enui, 2001)

# Approaches to Academic Progress Monitoring

**Single Skill**

versus

**General Outcome Measures**

What is the difference?

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# Approaches to Behavioral Progress Monitoring

*Direct Behavior Rating (DBR) as a General Outcome "Proxy" for Behavior*



**Academically Engaged**

**School Success**

**Respectful**

**Non-Disruptive**
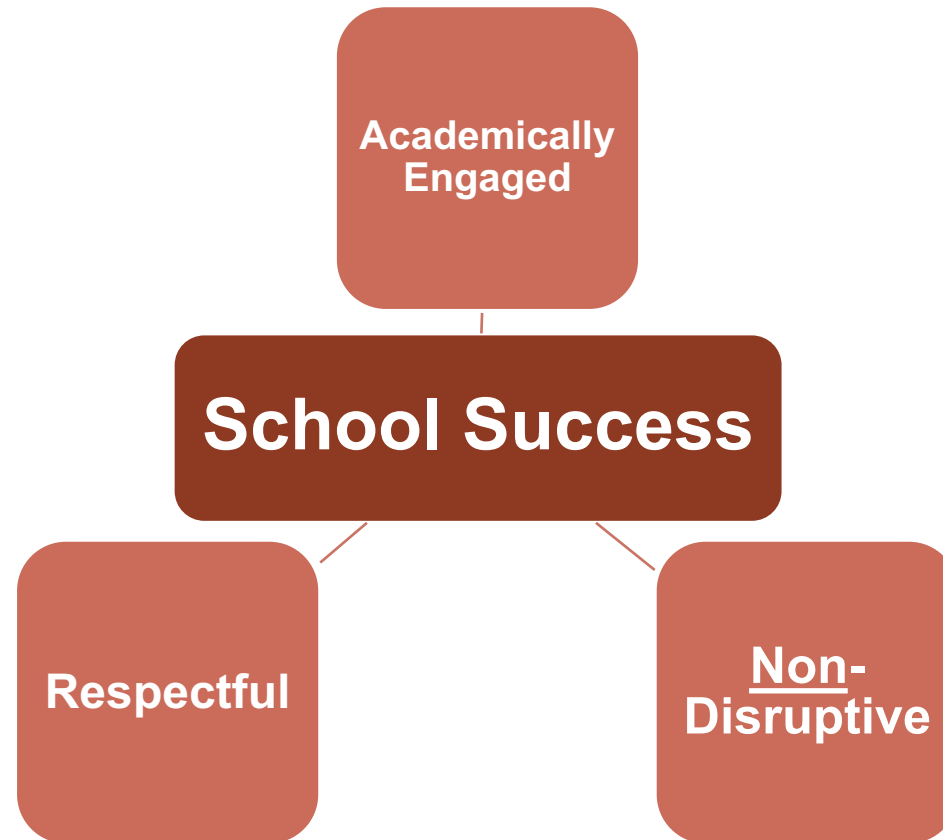
(Chafouleas, Riley-Tillman, Christ, & Sugai, 2009)

Permission for using DBR form as part of this module granted by authors for educational purposes only.

www.directbehaviorratings.org

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# Why Graphed Data?
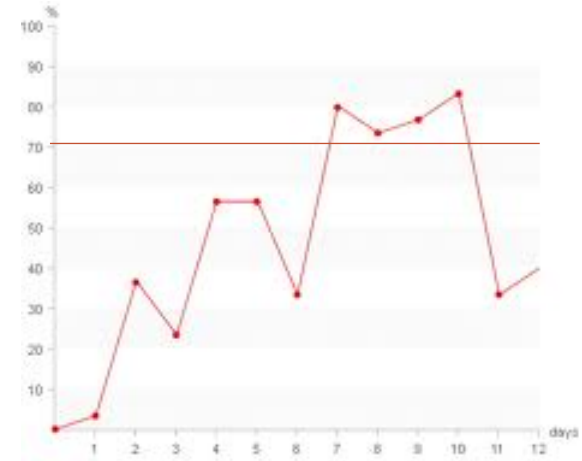




The Difference Between…

# What can a graph tell you?



Getting started

Very low scores

Highly variable scores
Goal line
Trend line

Flat trend line
Goal line
Trend line

Goal line steeper than trend line
Trend line

Trend line steeper than Goal line

Flattened scores after teaching change

Increasing scores after teaching change
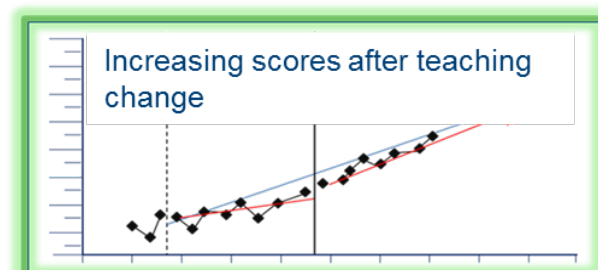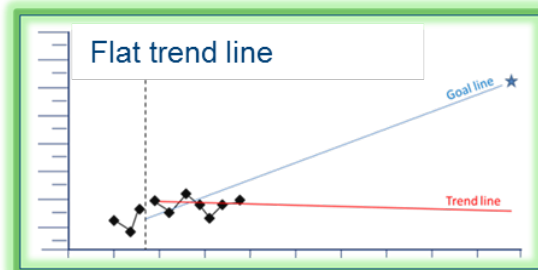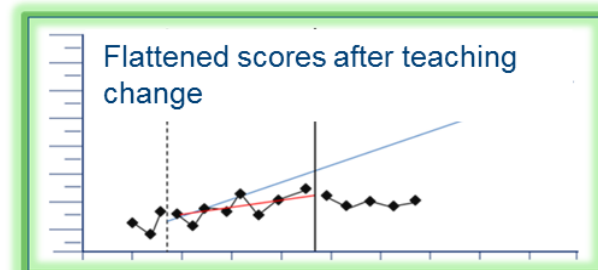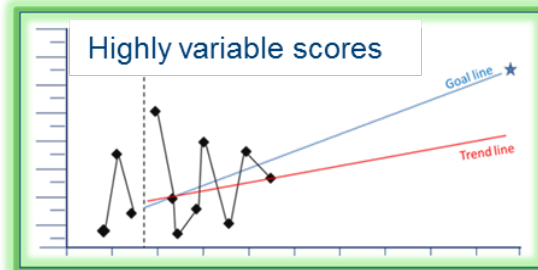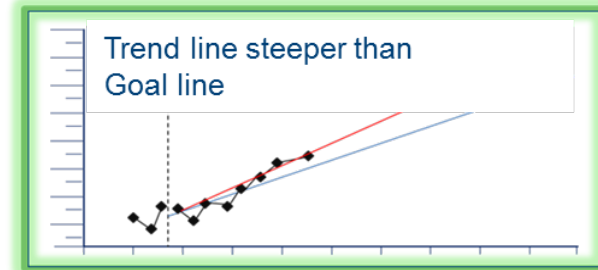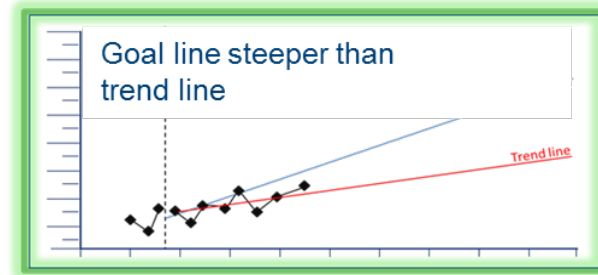
# **Progress Monitoring**

Considerations for Virtual Implementation

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# Discussion

What questions are you hearing/receiving from LEAs around virtual progress monitoring?

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# FAQ: Collecting Progress Monitoring Data Virtually

**Frequently Asked Questions on Collecting Progress Monitoring Data Virtually**

What questions should I consider when deciding whether to conduct virtual progress monitoring? +

How do I know my tool can be used virtually? +

What are the benefits to conducting virtual progress monitoring? +

What are the limitations of conducting virtual progress monitoring? +

Can I still use the published rates of improvement (ROI) and end-of-year benchmarks (EOY) to set goals and compare progress? +

What should school administrators and teachers understand about interpreting progress monitoring scores? +

What if there are concerns about the validity or accuracy of student data collected virtually? +

What are considerations for communicating with parents about conducting virtual progress monitoring? +

What should educators consider when preparing for virtual administration of a progress monitoring assessment? +

https://intensiveintervention.org/resource/FAQ-collecting-progress-monitoring-data-virtually

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# Questions to Consider

**Will the data be valid?**

- Will the data be an accurate representation of student performance?

**Will it be feasible?**

- Can I collect data in this context?
- Can I still use my current tool or do I need to find a reasonable replacement?

**Will it be useful?**

- Will it help improve communication with parents or to plan and deliver instruction?

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# Benefits

Virtual progress monitoring provides continuous data **to guide ongoing instruction** for students who are still able to participate in an intervention virtually and can provide information to monitor progress on IEP goals as appropriate. It can also help to **facilitate communication between educators and families**.

Data allow us to… → Determine when an instructional change is needed.
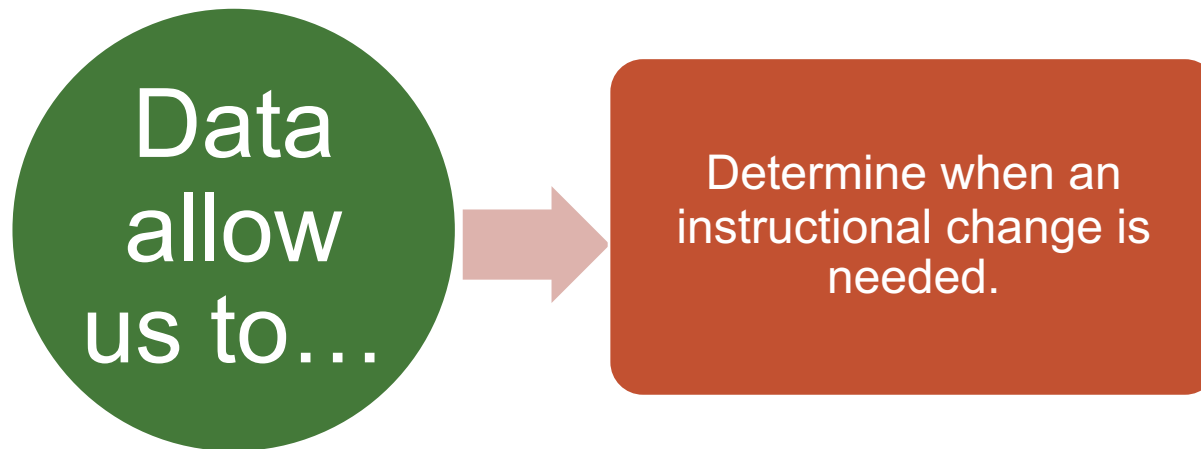
# Limitations and Recommendations

| Limitations | Recommendations |
|---|---|
| It is possible that not all students will be able to participate in the progress monitoring due to limited access to computer equipment, internet, or family assistance. | Focus on continuing to **provide high-quality, evidence-based instruction** and use more **informal approaches** to monitoring progress when possible. |
| The modifications necessary to accommodate distance-based administration could affect scores, increasing variation and error. | Use these data to guide instruction and if necessary, to use these data in high-stakes decision making, **interpret scores with caution**, and when possible **gather data from additional sources**. |

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# What should educators consider when preparing for virtual administration?

- Do an equipment check.

- Plan for poor connectivity.

- Prepare teacher materials and ensure student has access to any required materials.

- Practice delivering in a virtual setting to increase fidelity.

- Communicate with parent/family member about procedures.



Planning for Successful Delivery of Progress Monitoring in Virtual Settings

This resource accompanies the NCII *FAQ on Collecting Progress Monitoring Data Virtually* and provides helpful tips for educators to prepare for the administration of progress monitoring assessments virtually.

Do an equipment check.

Prepare teacher materials and ensure student has access to any required materials.

Practice delivering in a virtual setting to increase fidelity of implementation.

Plan for poor connectivity.

Communicate with parent/family member about procedures.

https://intensiveintervention.org/sites/default/files/Virtual_PM_Tip_508.pdf

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# Example in Action

Sarah Thorud, Elementary
Reading Specialist
Clatskanie School District, Oregon

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# Background
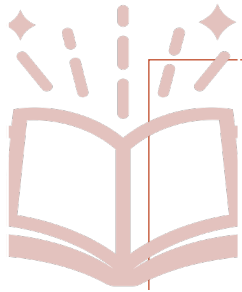
Focus on assessing reading and literacy skills.
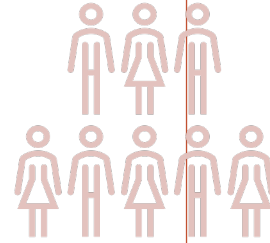
Targeted second-grade students for the pilot.
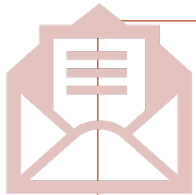
Paper reading passages were sent home.
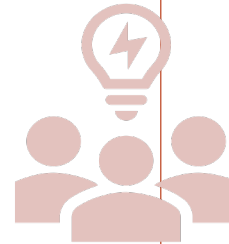
Most engaged grade in terms of both student and parent participation.

Assessors included the reading specialist, the two second-grade educators, and an education assistant

# Mimicking the In-School Process Remotely

## Parent Resources

## Remote Testing Checklists

## Detailed Remote Administration Guide

### EasyCBM: Remote Online Testing

The U.S. is experiencing an unprecedented number of school closures in response to the Coronavirus pandemic. As an online system, easyCBM is accessible from any computer with an internet connection. Thus, it is possible for students to be assessed from home.

The instructions for taking an online test for benchmark and progress monitoring tests remain the same. The window is open for Spring Benchmark Assessments, so those online measures are already available to your students. If you want to assess using something other than the Spring measures, you would have to assign a progress monitoring measure to a student in order for it to be available when the student logs in. The Getting Started With Your easyCBM Account document has more information about assigning online measures.

Things to consider when assigning remote online assessments:

- **Adult supervision** – somebody needs to be designated to ensure that students are taking their own, and not anybody else's tests. In schools, this is done by having the teacher monitor students when they are testing. If students are taking tests at home, a parent/guardian should supervise the testing environment to make sure that the student has selected his/her own name as opposed to a classmate's name when taking an online test.
- **Ratio of teaching/learning days to testing days**. The easyCBM assessments are intended to be used to monitor the progress students make over the course of the year as they receive instruction. Should school closures disrupt students' opportunity to learn, maintaining the same testing schedule may not make sense. Teachers might need to adjust the frequency of the assessments to fit students' learning opportunities.
- **Fluency tests** (e.g., LS, WRF, PRF) need to be administered one-on-one by someone trained in how to administer and score such measures. It is possible for parents/guardians to administer these tests under the direction of the child's teacher. In this scenario, the person administering the test would send the results to the teacher, who would then enter the data on easyCBM.
- **Under no circumstances** should teachers share their log-in credentials with parents/guardians. easyCBM data falls under the same FERPA regulations as teachers' grade books, and it's important that access to student data is limited to those people who have a legitimate right to see those data.

If a teacher would like to work with parents to have students take the online easyCBM measures, they would instruct parents to have their children log on to https://csd-or.easycbm.com/ and then click in the "Student Log In" portal on the left side of the homepage. From there, they will enter the teacher's Username, then select their Group (if applicable), their Name, and then the test they want to take, (just as they would if accessing the assessments at school).

The key thing to remind parents is that they should verify that their student has, indeed, selected their own name, not anyone else's.

https://info.riversideinsights.com/covid-19-resources-faq-for-k-12-customers

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# Using Zoom Breakout Rooms to Support 1:1 Administration With Multiple Students and Assessors



Passage Reading Fluency Using Printed and Delivered Student Copy

**1** Deliver student materials to each student in a sealed envelope with instructions.

**2** Post a Zoom link and scheduling sign-up sheets in Google Classrooms.

**3** Provide assessor materials and provide details of any necessary adjustments in the administration process for each assessor.

**4** Adjust Zoom settings to allow for use of the waiting room and breakout rooms (one for each assessor).

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# Using Zoom Breakout Rooms to Support 1:1 Administration With Multiple Students and Assessors

**5** Students log on to Zoom during their scheduled time block and enter the waiting room.

**6** Meeting host admits students from the waiting room (one student per assessor) and assigns each of them to a breakout room with an assessor.

**7** Students are assessed in breakout rooms.

**8** Assessed students leave meeting.



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Meeting host admits another group of students from the waiting room, following the same steps until all students from the waiting room have been assessed.
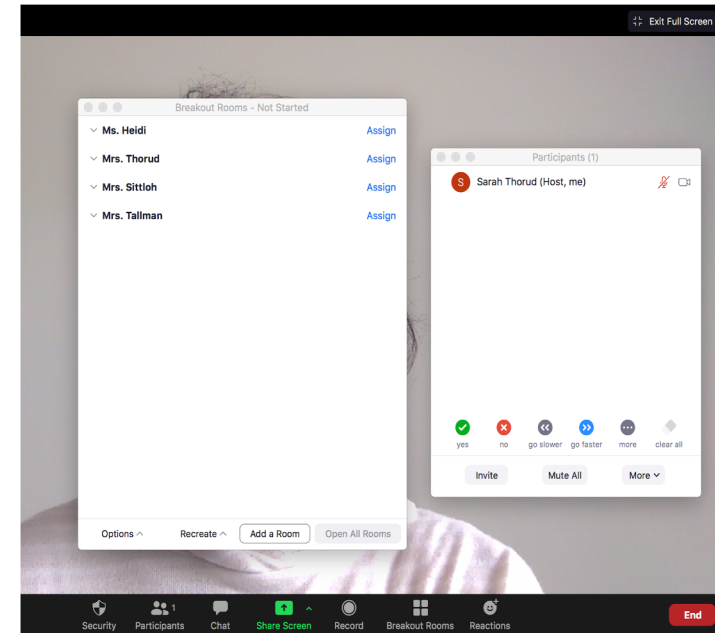
# Parent and Family Communication Plan

**Where and how will we communicate the plan?**

**When and how will the assessment take place?**

**What supports do we need from families?**



2nd Grade Rocks

Happy Wednesday!

Mrs. Thorud, Ms. Heidi, Mrs. Tallman and I are so excited to see all of your faces today for our reading fluency screening. Remember that you will need your TOP SECRET envelope with you during the zoom meeting. If you haven't signed up yet, please do so. I have attached the sign up sheet and the zoom link. Can't wait to hear YOU read!

**Fluency Screening Sign Up**
Google Docs

**Launch Meeting - Zoom**
https://us02web.zoom.us/j/8...

## Fluency Check Sign Up-
### Sign up for a time tomorrow, Wednesday, June 3rd

Mrs. Thorud, Mrs. Tallman, Ms. Heidi, and Mrs. Sittloh would love the chance to hear ALL second graders read. We cannot wait to see how much progress you have made this year! Please sign up in one of the available time slots if you are available for a quick zoom fluency read at that time. You will need to have your TOP Secret Sealed envelope ready. If you cannot make it to one of the available time slots, please comment below, as we will try to accommodate everyone!

| 10:00-10:15 | 10:15-10:30 | 10:30-10:45 | 10:45-11:00 |
|---|---|---|---|
| 1. Annabell | 1. Mitchell | 1.Kayelyn | 1.Eamon |
| 2. Corbin | 2.Kalen | 2.Jakson | 2. Abby |
| 3. Danika | 3. Addison | 3.Hollyn | 3.Tatsu |
| 4. Fin | 4. Tanner | 4. Merryn | 4.Zachary |
| 5. Leladell | 5.Emma | 5. Mason | 5.Ezekiel |
| 6.Seven | 6.Teagan | 6.Mason | 6.Blake |
| 7. Dominic | 7. | 7. | 7.Mason |
| 8. | 8. | 8. | 8.Justin |
| 9. | 9. | 9. | 9. Emma |
| 10. | 10. | 10. | 10.Kelan |
| 11. | 11. | 11. | 11. |
| 12. | 12. | 12. | 12. |
| 13. | 13. | 13. | 13. |
| 14. | 14. | 14. | 14. |
| 15. | 15. | 15. | 15. |
| 16. | 16. | 16. | 16. |

**NONE of these SLOTS work for me: Continue to next page to sign up:**

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# Parent and Family Communication Plan

How will we accommodate students and families that are unavailable during the designated times?

How do we support families that do not have access to this form of communication or technology?

ONLY sign up here if the above does NOT work for your schedule.

| Name: | Day that works- today or tomorrow: | Time that Works: |
|---|---|---|
| | either | 2:00 |
| | Tomorrow | 2pm via phone |
| | Tomorrow by phone | afternoon |
| | tomorrow | 1:00 |
| | Today | After noon |
| | Tomorrow | Noon to 2 whatever's available between those times |
| | Thursday | anytime before 2 |
| | Monday | 10:45 |
| | Thursday | 10-12 |
| | No internet access | 2pm via phone |

# Discussion

What structures/processes already exist that your LEAs may be able to adapt for virtual/distance implementation?

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# Example in Action

Krystal Cagnon Urrichio, Special Education Teacher (Transition/Life Skills) Narragansett High School, Rhode Island

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# Student's Use of Eye Gaze to Make Choices

```
                  ┌─────────────────┐
                  │      What       │
                  │  constitutes a  │
                  │    "choice?"    │
                  └─────────────────┘
                    ↗           ↘
        ┌─────────────────┐   ┌─────────────────┐
        │                 │   │      What       │
        │   What is the   │ ↔ │  constitutes a  │
        │    priority?    │   │    "prompt?"    │
        └─────────────────┘   └─────────────────┘
```
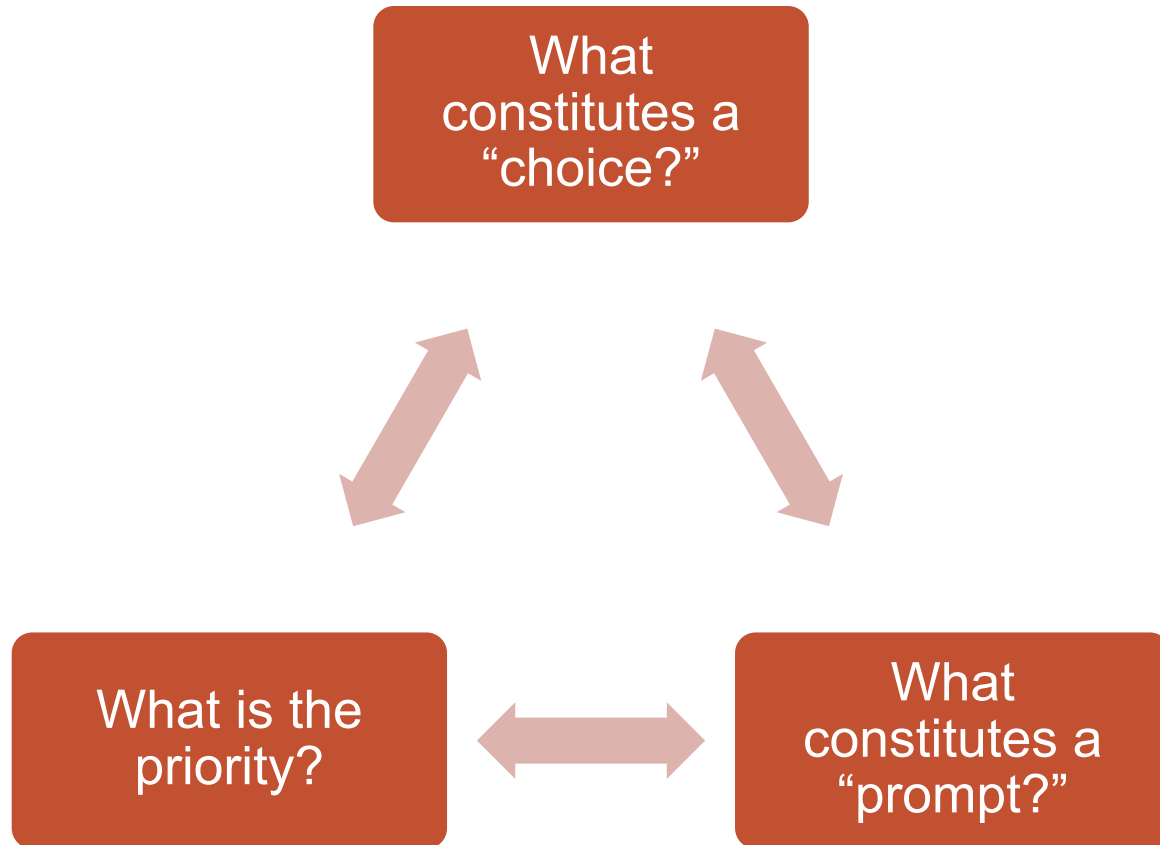
"I am interested in the possibility of creating a progress monitoring tool for parents for a student who has a significant disability. He is nonverbal and has very limited use of his hands. He uses eye gaze to communicate (and it is very inconsistent). This student has a great deal of medical needs that come first. I have been struggling to connect with him and his mom virtually. He is unable to attend the meets I set up with the class. We do have 1:1 sessions but more often it is me trying to explain how to do things to mom. She did not know how to use his eye gaze communication device, switches etc. I have discussed other ways in which she can provide choice making for him and asked to collect data in that way. However, the data that I receive does not provide information about his independence or level of prompting. I have sent samples to her as well."

# Data Collection Form



Name                Date:                          IEP Goal Data Collection Tool

Goal: Choice Making : Student will demonstrate understanding by using eye gaze to scan 2 picture or object choices and select the correct answer with 60% Independence.
Explanation: Provide 5 opportunities throughout the day to make a choice. You must be able to identify if he is choosing the correct response. (Ex: Which did you use to bowl? Choices:  The Ball or Book. Non example: which shirt would you like to wear given choice of 2)
**Complete this form 2 days per week (suggested Monday and Wednesday)

Opportunity 1: Choice provided:_____ and _____
**Circle** the level of support needed to identify the correct choice

| None- Chose correct answer Independently | Verbal Prompt- "Find the _____" | Point Prompt- pointing to correct answer | Full physical assistance- to look at or reach for correct answer |

Opportunity 2: Choice provided:_____ and _____
**Circle** the level of support needed to identify the correct choice

| None- Chose correct answer Independently | Verbal Prompt- "Find the _____" | Point Prompt- pointing to correct answer | Full physical assistance- to look at or reach for correct answer |

Opportunity 3: Choice provided:_____ and _____
**Circle** the level of support needed to identify the correct choice

| None- Chose correct answer Independently | Verbal Prompt- "Find the _____" | Point Prompt- pointing to correct answer | Full physical assistance- to look at or reach for correct answer |

Opportunity 4: Choice provided:_____ and _____
**Circle** the level of support needed to identify the correct choice

| None- Chose correct answer Independently | Verbal Prompt- "Find the _____" | Point Prompt- pointing to correct answer | Full physical assistance- to look at or reach for correct answer |

1. Piloted form electronically
2. Opted for a paper copy, due to parent's inability to access the form at the time a choice was being provided
3. Further refined to have the parent write down the choices provided to the student and to identify the level of prompts provided

# Discussion

- How can we best engage parents and families as partners?

- How can we ensure parents and families have the tools they need to be successful?

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# Wrapping Up

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# Food for Thought…

- LEAs with high-quality practices in-person will likely have better practices virtually.

- How can you best support your LEAs with increasing the quality of their practices—no matter the setting?

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# Lingering Questions

- What additional questions do you have?

- Are there additional resources/tools that would help you better support your LEAs?

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# Introducing the PROGRESS Center

The PROGRESS Center provides information, resources, tools, and technical assistance services to support local educators in developing and implementing high-quality educational programs that enable children with disabilities to make progress and meet challenging goals, consistent with *Endrew F. v. Douglas County School District* (2017).

## HOW WILL WE HELP IMPROVE OUTCOMES FOR STUDENTS WITH DISABILITIES?

Share current research, policies, guidance, success stories, and experiences from students, parents, educators, and other stakeholders.

Partner with selected local educators to develop and implement high-quality educational programs.

Provide tools, resources, and training materials for ALL educators, leaders, and families.

Visit us at www.promotingPROGRESS.org to learn more!

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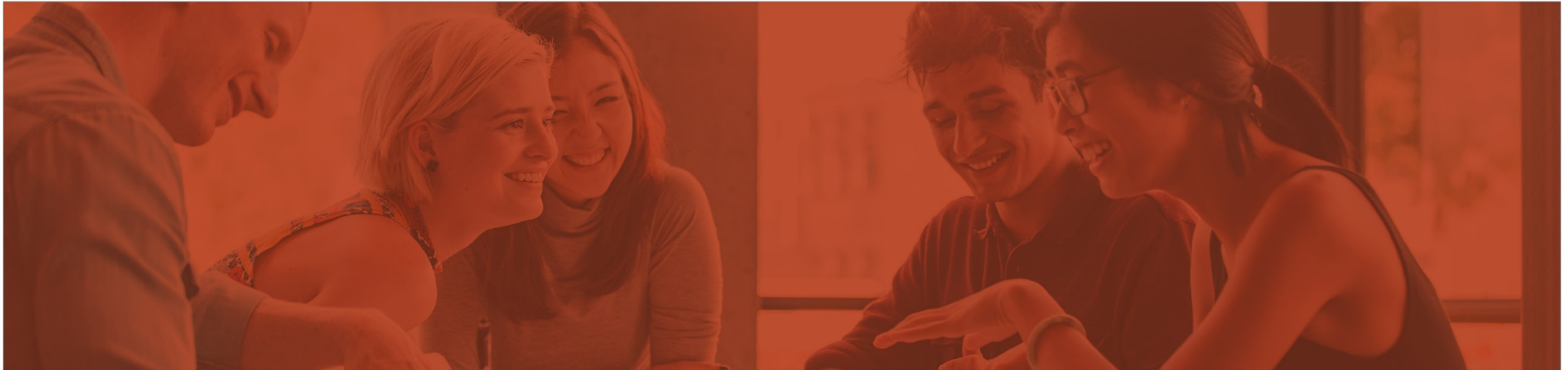
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