

## **Transcript from December 12, 2007 Webinar: “Using CBM for AYP and other Data Reporting”**

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Good afternoon and welcome to the webinar. We'll be getting started in a few moments. Before we hear from our presenter, we would like to review a few technical details about today's events and offer a few suggestions and guidelines. We trust you've had success logging into the technology. If you experience technical difficulties, we ask that you contact the life meeting technical support staff at 1-866-493-2825. We will post that phone number in the Q-and-A window for your convenience. We'll have a question-and-answer time at the end of the presentation and may pause to take your typed questions throughout. Please feel free to use the question-and-answer window during the session for questions you have. The Q-and-A box is located on the bottom of your screen. Place your cursor in the box. Type your request and click ask. Once your request has been sent to the presenter, someone will respond as quickly as possible and post an answer to the group. Please note that your anonymity is protected and no names will appear in the box. If you prefer your question be answered privately, please specify in the text box. We are pleased today to have our event captioned in live time by a captioner who is joining us online. You may have noticed that a special box popped up on your screen when you first entered the session. That is where you will be able to access the realtime captioning transcript. You are prompted to enter your name and organization so the captioner will have that information. We encourage you to resize the captioning window to a size that suits your needs. You may also move it to a more convenient location by clicking on the top of the box and dragging it by your mouse. If you prefer not to view the captioning, feel free to close out of the window. If you have disabled the box and would like to restore it, click on view, then pane and finally show custom panel. Finally a note about the audio portion of the session. We will be recording this event so it will be available online later for those who missed it today. In order to produce the best quality recording, we very muted all of the phone lines. If you have a comment or question for our presenter, please use the question-and-answer pane. At this point, we will begin the recording.

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Good afternoon. My name is Rebecca and I'm pleased to welcome you on behalf of the national center on student progress monitoring. The national center on progress month Serge a technical assistant center funded by the office of special education programs. The mission is to provide technical assistance to states and district and disseminate information about progress monitoring practices proven to work in different academic content areas grades Kinder garden through fifth. We are pleased you can join us today. We are comfort to have Dr. HOSP at the University of Utah, one of our trainers, to present to us today on using CBM, AYP and other data reporting. She earned her Ph.D. from Vanderbilt and is a nationally certified school psychologist. She has ten years experience used curriculum-based measurement. She has experience writing about CBM, presenting at local state and national conferences. At this point, it is my pleasure to turn things over to Dr. HOSP.

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Dr. HOSP, to unmute your line, press star seven. Story about that.

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Is that okay?

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Yes. We hear you now.

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I'm sorry about that. So I want to thaw -- thank you all for joining us today. Hopefully everyone is doing well across the country. Let's get started. So the first thing I want to do is take a quick poll as to who is in our audience. If you're with a group, then just quickly kind of poll who the majority of the people are in the group. And let us know who is out there today. It kind of helps us gauge how to more specifically relate the slides to people with specific needs. One more second and then we will show the results. This is kind of nice for everyone else to see who else is sitting in the audience. So we have the majority of school psychologists and also administrators. And a whole bunch of others. It would be interesting to know who those folks are. Hopefully in Emails with questions, we might be able to figure that out as well. Hey want to do is quickly go over what the purpose is for this meeting today so you kind of have a clear idea of what our agenda is and the information we'll be covering. First, I want to do a very quick overview of curriculum-based measurement. And then we're going to talk about how that relates to AYP and using CBM benchmarks. And then also, more specifically, how can you use that CBM data for school accountability. We're going to look at this at the individual student level, at groups of students, at the teacher or classroom level, by the grade level, by schools, desegregated groups. If we also have time, I want to share brief information on how CBM information can also be used for school accountability as far as writing very clear and specific goals and objectives for IEPs. As we all know nothing is done in isolation, so I want to take a quick moment and recognize some of the people who have helped contribute to this presentation. Obviously the folks at the national center for student progress monitoring along with two doctors. John HOSP and the wonderful folks at heartland as well as information from Ken Howell. So just a quick overview for those of you who already know a lot about CBM or are just becoming familiar with some of the progress monitoring materials. There are materials out there in the area, content area of reading, math, spelling and writing. The basics of CBM, I'm going to quickly go over what the purpose is, what it looks like, just so we are all clear as to what we are referring to throughout the rest of the presentation. This will make sure we all have the similar terms and ideas in mind as we continue throughout the slides this afternoon. So the basics of CBM is that it is used to monitor student progress throughout the school year. So it is not typically something that is given once or twice a year. It is used throughout the year. Which makes it very unique and very helpful for planning instruction. Students are given CBM probes that could be in math, writing, spelling, at regular intervals. Typically weekly, biweekly or monthly, depending on the needs and what the data is being used for, what type of decisions are going to be used or made based on the data that is collected. Teachers use the student data to help identify and quantify short-term and long-term goals, but always with the intention of where do we want our students to be performing at by the end of the school year. So this allows us to gauge student improvement over time. Some of the things that are most helpful and wonderful about CBM measures are that the tests are brief and very easy to administer and score. All tests are different, but they assess the same skills and at the same difficulty level. That's very important, and that's one of the things that makes progress monitoring tools, like CBM unique. It is at the same difficulty level, so we have a criteria set and we can always assess students based on where we want them to be performing. CBM scores are graphed for teachers to use and educators to use to make decisions about instructional programs and teaching methods for each student. It also helps to identify students who are not demonstrating adequate progress. And moreover, although traditionally CBM has been used for an individual student, we're going to show you some ways today that you can use that

same data that has been collected at the individual student level to make decisions about adequate yearly progress, to look at classrooms, grades, schools and different types of groups. So what are we looking for in CBM? We are looking for scores, student scores that are going up. This is a clear indication that they are becoming better at whatever skills we are assessing. So that could be reading, spelling, writing, math. And student scores who are flat, meaning that they are not continuing to make progress, indicates that they are not benefiting or profiting from the instructional program that they are currently being -- that they are currently receiving. So that means that we may need to change their instructional program or something that we are doing with them so that their performance can increase. An example would be Sarah's progress on words read correctly. If we were using passage reading fluency and monitoring Sarah's progress, each of the dots is a point in time we have collected Sarah's progress on this measure. The clear line that goes through the data points, that is actually her goal line. That is where she started and the endpoint is where we want her to be at the end of the school year. If we connect those two dots, we have what we call our goal line or our aim line. That is the level and rate of progress that we would like to see Sarah performing at. We again have a goal line, which is the straight line. The line at the bottom that represents the dots, each of those dots is a specific point in time when data has been collected on Sarah's progress and reading passages. Jessica's progress, sorry. We can see that Jessica is not on track. One of the things that is very important to look at is we notice that if we were to use this type of information -- and lots of times the assessments that we use are not meant to be used on a frequent basis. They are meant to be used at the beginning of the year and possibly at the end of the year is a prepost assessment in mind. If we did that with Jessica, she started out similarly to the previous student, Sarah, on words read correctly. If we were to check in again at the end of the year with Jessica and not see what was going on during the middle of the year, then basically we have wasted a year's worth of instruction, because Jessica was not benefiting from the instruction she was receiving. So by collecting data more frequently, on a weekly basis, we can intervene much quicker and much earlier in order to meet the students' needs and make sure that they are on track. another thing I want to clarify, most forms of classroom assessment that teachers typically use, teacher-made tests, some types of tests that come with the curriculums, which are very helpful, are typically mastery measurement. We teach a specific skill and we test it to make sure the student has met mastery on that skill. CBM is typically not a mastery measurement. It is typically a general outcome measurement. The reason why I say typically, or usually a general outcome measurement, some CBM measures are very similar to mastery measurements. If we think of letter sound fluency, word identification fluency, a lot of the DIVEL measurements, those target very specific skills. They don't target a general overall reading skill. They are very specific to skills that we know need to be in place and need to be developed in order for students to be successful in reading. In some of the math measurements also. Some of them look more like mastery measurement. If we were using a CBM math probe that was just calculation, then that is really only assessing that student's ability to do calculation problems. There are other types of math CBM probes that look at the whole curriculum, like let's say a second grader would be expected to do. So it would include addition, subtraction, multiplication, division, and all types of calculations they have to do in in-- instead of just maybe addition. So I wanted to make clarification of that. Some of the salient features of using a general outcome measure, it looks at general domains and not specific subskills. Our goal as educators, by the end of the year we have a certainly amount of curriculum and content we want students to be successful at. So it keeps the global curriculum outcomes intact and it uses long-term general goals for students. These are all the math problems we would like students to

learn. This is the proficiency in reading level we would like students to be reading at. So it keeps it at a more global general outcome level. What makes this helpful, it makes no assumptions about instructional hierarchy. Meaning some curriculum will say, reading, for example, some curriculum may say they want you to teach all of the continuous sounds, like in the letters S that says, or M that says, before you try to teach students stop sounds like T. If you're using a general outcome measure, it doesn't matter what order or hierarchy the skills are in. You will be assessing the skills always, throughout the entire school year, instead of focusing on one specific skill. And because general outcome measures like CBM do this, there is no measurement shift. You don't see students meeting a criteria at a proficiency level and then having to start all over with a new skill. As you are monitor their progress. So it keeps the retention of the skills that they have already been exposed to. Because, for example, the best case to think about for this is math, because math is very concrete. So if you have a math CBM progress monitoring sheet and it is for second grade curriculum, every sheet will always have addition problems on them. They are not the same addition problems, and they are going to be in the different order on the sheet, every time the student takes that assess mountain. But you will always be assessing that throughout the school year. So even though the focus of instruction may not be on addition anymore, you will always have a record of that student's retention of that skill by assessing the whole general outcome. The whole general curriculum, as we say, with these measures. So it is very, very nice to get a good glimpse of how the student is performing throughout the school year, based on these measures. One of the things I just want to mention is, I often here educators say, but I think it is frustrating for students to ask them to perform a task that they have not yet received instruction on. So, for example, if it were second grade math and there may be a few division problems there, but the curriculum does not teach division until the end of the year, yes, it is true that the student would be asked to perform that skill. And one of the things I say is, yes, I think that that can be frustrating for some students. But I think you also need to realize that it is okay to say to students, you know what? There are going to be problems on the sheet we haven't yet learned. Because this is information that you're going to be learning throughout the whole year. So I want you to try your best on every problem. It is true that they can skip problems that they don't want to do. However, you want to really try to capture their skills as much as you can throughout the year. So you really do want students attempting as much of each problem as they can. Now, if you remember, if you're familiar at all with math CBM, students actually get credit for every digit that they do correct. So it isn't based on the total correct answer, but it is based on each piece of calculation that they have to do to perform that problem. So you can see growth in specific skills throughout the year, even if it is information that has not yet been taught in the classroom. And I think that is very important for us as educators to be realistic with kids and say I know it might be frustrating, but we haven't learned it yet. Just try your best. I think that is okay. But you also need to realize that you are capturing very good information based on what that student knows at the beginning of the year and throughout the year based on the curriculum that you expect them to be proficient on. the other thing about general outcome measures is that the test construction, they use standardized procedures. And the reliability and validity can be determined and has been determined. There are hundreds and hundreds of studies on the reliability of CBM measures. These are some of the things that are wonderful about using general outcome measures like CBM. Now, obviously nothing is ever perfect. And some of the specific things that general outcome measures, a lot of the CBM measures don't do, they don't give you really specific information on those subskills. A good example is an oral reading fluency passage or assessment where you have the student reading aloud for 60 seconds. Those

of us who have worked a lot and some of the reading specialists out there might be feel equipped to identify very specific subskills that the student might be tripped up on that could lead to instruction just by reading aloud, but a lot of folks don't have that type of training. And so sometimes while it does give you an overall indication of how well the student is performing, it is not meant to be a diagnostic type of assessment. So lots of times we have to give additional assessments if students are not performing well on some of these general outcome types of measures, it is our duty to figure out why. Sometimes in order to capture that information, we do have to give further assessments, like a mastery measurement or some type of diagnostic assessment. The other thing that I want to mention about general outcome measures is that the fidelity of implementation is extremely important. And I have seen this over and over and over again in my training that I have done where because the way that CBM measures are administered and scored is very similar to other assessments out there. I see people making what they think are harmless deviations to another type of way that they want to administer or score it. And what ends up happening, then they are breaking the standardization, the scores that they are obtaining may not be a direct relation to how that measure was meant to be given and used. Particularly if it is going to be looked at across students or across teachers or across grades. The difference in students' performance as it looks on paper actually may be in relation to the difference of teachers' implementation of it, how they have administered it and scored it and not on performance. So it is extremely important for people to adhere to the standardized procedures used in order to ensure that the data that is collected is a true representation of students' skills. So the other thing -- this is just a quick representation of what it looks like. If we then take the students' progress and we can graph that on a weekly basis, the nice thing is, if this were a student that we were only looking at at the beginning of the year and at the end of the year, we would find out at the end of the year that they did not make great progress. However, by collecting the data weekly and really monitoring how the student is doing, we are able to quickly go in and some of these rules are this one that is shown on here is if you have collected at least six to eight data points and you have four consecutive data points below the goal line, which is the dotted line, then you can step in and say, you know what? I think we need to look at possibility changing the instruction for this student, because they are not responding in a way that is going to allow them to reach their goal by the end of the school year. So then you would draw an instructional line. One of the things that I try to encourage people to do if they are going to be graphing it, right on the graph, right where you decided to change something, write on that graph where that change took place and what the change was. This will allow the next person that works with the student to already know what interventions have been tried and which appeared to be successful and which appeared to be less successful. Here's an example of using a CBM computation. So this is a math sheet of Samantha. Remember, students get credit for each digit that is scored correct, not just the answer. Another way to look at students' data is to look at the trend line. And in is using the -- method. I'm not going to get into this. There are other presentations and other information you can refer to. This is an excellent way and I highly recommend people do this after you have six to eight data points you can go in and draw a line that represents a true slope of how great the progress is, how steep the learning curve is for that student. You can then compare that trend line to the goal line, which is the dotted line on this graph. In this case, what we would say about this student is their trend line is exceeding their goal line. First we would celebrate. And then we would probably raise that goal for the student and continue providing the instruction that we are providing for them. So at this point, I would invite people to type in any quick questions that they may have about CBM and progress

monitoring tools in general and the information we just covered in that brief introduction. So let's just take one or two minutes for people to type questions in. I can see questions as they come in. We will try to respond to the questions the best we can. Questions that we don't get to during this presentation, we will respond to them and we will be posting them up on the website and then inviting you to, via Email, sending out a notice, inviting you to come and look at the questions and answers. I'm going to just go through and respond to some of the questions as they are coming in. Some of the questions have asked how you best determine a goal line. We will talk about that. There are multiple ways to determine a goal line. A lot of what we're going to talk about today is looking at benchmark scores, looking at minimum levels of proficiency we want students to obtain in order to be successful in that curriculum. Then you would indicate that on the graph. You would mark where they started from. Then you draw your line from where they started to that benchmark score, which is their goal, and that provides the goal line. That is one way to do it. There are multiple ways to do goal lines, but that is one that is nice because it has a lot of research behind it to say if we can get students to that bare minimum of proficiency. Their chances of being successful on other types of reading tasks and later on in their academic settings is much greater. The method for calculating the trend line is called the tookie method. And you can find more information basically from any stats book or from previous presentations that have been done on the webinars. It is a very easy straightforward method. You basically divide the data points into three different sections. You take the median of the first group, the median of the second group and you draw your line between them. It is very simple to do. And it is a very nice representation of students' real rate of progress. A quick question about counting digits correct on a math test. Typically what you do is count each calculation and each time a number is written below the line counts as a digit correct. For further verification on that, I'm sure that the center has other slides and presentations that you could look at that are specific for how to conduct CBM math. I just want to address this one quick question about some ideas for high school and middle school to help teachers with CBM. There is not a lot of research at the high school, middle school level. However, more and more research is being done as we speak. A lot of that is coming out of the University of Minnesota with some work that Chris and Terry and a lot of fabulous folks up there are doing. However, if you have a student who is -- if you have a ninth grader reading at a third grade level, then it is appropriate to go ahead and use third grade material to monitor their progress in. One of the things I always caution people about is that you always want to -- I say at least as often give them information at their grade level, because you always want to be checking how close are they performing to students like them in their grade as well as where they are instructionally. So it kind of has two different purposes. And if you have further questions about that, you can jot them down and we will try to respond to them by Email. Are there any CBM measures for vocabulary? Some people would say yes. I don't believe that there are any good reliable and valid measures out yet. One of the things that I'm going to show you, the center actually has a technical assistance team that has gone through and done the work for you, meaning that they have reviewed a lot of these measures as far as technical adequacy, meaning what does their reliability and validity look like? How are the measures used? What purposes can they be used for? And that information is available on the national center for student progress monitoring. I'm show you one of the pages that has review measures. That might be a good place to go to to look for that information. So I think that that covers most of the general questions. Let's move on, because we have some great information in slides I want to share with you that are directly related to AYP. So as we know, no child left behind has been requiring for a while that schools show adequately progress towards proficiency goals, that the

goals must determine measures for AYP evaluation and criteria deeming an individual student proficient. And one of the things I'm going to show you is how CBM can be used to fulfill that AYP evaluation in reading and math. So how do we define adequate progress? And this actually goes back to goals. So what would our goals be? And one of the ways we can do this is we can look at CBM benchmarks. They are research derived, end of year, minimum scores, that would indicate grade level proficiency in that content. Now, one of the things I want to stress here is minimum scores. Lots of times I hear people confusing, well, if they've met the benchmark, that means they are fabulous readers. No, that doesn't mean they are fabulous readers. That means that they are squeaking by. That they look like things are probably going to continue to progress okay for them, if they continue to make good progress and continue to meet benchmarks on other skills, in other grades. However, it is a bare minimum criteria. So I think we need to keep that in mind. That is the criteria we want all students to be at in order to be on track and good in math or reading. So progress monitoring tools include these data. So this is an example of what I was referring to. If you see on the left-hand side, it has tools. And it tells you what tools to possibly use for progress monitoring. Next to tools, it tells you what area that tool has information in. And then the technical assistant team has also reviewed the reliability and validity in each of the measures. And then it goes through and tells you, do they have alternate forms, meaning is there more than one assessment that can be used. If you're going to be monitoring more than one progress, you have to have more than one form. Is it sensitive to student improvement? Does it have AYP benchmarks? Can it be used to improve learning or teacher planning? And are the rates of improvement specified. So this at a quick glimpse gives you some indication of some of the assessment tools out there, what area they claim to assess, what their reliability and validity information looks like, and then other information that you might be interested in. This is very helpful information, and I really would urge all of you to go and look at that. They are updating that pretty regularly, about on a yearly basis. They put another call out for anyone who has information. So these are some CBM benchmarks that I just wanted to highlight. These come from the research at Vanderbilt university. Some of the things I want to point out about this is K obviously stands for kindergarten. What they assess in kindergarten is letter-sound fluency which is different from DIVEL. This is where the student looks at a page of randomized letters, uppercase and lowercase and they have to produce the most common sound associated with each letter. In first grade, passage reading fluency, which is the abbreviation for the PRF. Oral reading fluency is term often used. That is not used until the middle of first grade. What their research found, by trying to have students read orally from a passage at the beginning of first grade, a lot of the students didn't have enough skills yet to demonstrate any clear indication of where their skills initially were. So it wasn't collecting any really good information. It wasn't good at predicting anything. It wasn't a true representation. Because they didn't have the skills to perform the task that was being asked of them. So to replace that at the beginning of first grade, they preferred to use word identification fluency. It is a list of high frequency words the students goes down and reads in rows. It has validity. It shows it is very predictive of reading success not only at the end of first grade but later grades. By the middle of first grade, you can move over into a passage reading fluency or oral reading fluency task. Their research shows that 50 words read correctly per minute would be the appropriate goal for that test by the end of first grade. And then in second grade and third grade, you can see that on passage reading fluency, oral reading fluency, their goals are 75 words correct per minute and 100 words correct a minute. In fourth, fifth and sixth grade, they use a maze test. It is very similar to a closed reading passage and a closed passage about every seventh word is removed and the student has to write in the word. In

a maze passage, it is very similar. About every seventh word is still removed and then it is replaced. There are three words for the student to choose from. They don't have to write in the world. All they have to do is circle or underline the word that would correctly restore the correct meaning to that sentence. So it really is a nice way to tap also comprehension for older grades, it is found to be correlated higher with comprehension than passage reading fluency or oral reading fluency test. That's what the maze passages look like that is administered over two and a half minutes. 30 correct replacements at sixth grade. In addition, here are some of the CBM benchmarks for math. And there are some researchers that are looking at some early measures for much younger grades and kindergarten and other things. And not only -- the one thing I like about math, not only does it computations but concepts and applications you can assess. Those would be benchmarks you can look at. So let's continue and look at CBM and AYP. So schools can assess students to identify the number of initial students who meet the benchmark. This provides schools with an idea of what their initial proficiency is. Based on all of our students, who has met the benchmark? And then the next step is to look at the discrepancy between the initial proficiency and what that universal proficiency is calculated to be. We'll walk through an example for you. That discrepancy is divided by the number of years before that deadline, which is in 2013, 2014, that provides us the number of additional students who must meet the benchmark each year in order for the school to stay on track for meeting their dead -- deadline. Let's look at the three steps. The first is, you want to quantify your initial proficiency status. The second step, quantify the discrepancy. And then that third step is to identify what you need for AYP. So for the first step, the school assesses every single student using CBM. One of the things that is most wonderful about these measures is that they are quick and efficient. And so they can be done at a school level. They can be done with every single student. I have seen very large schools get through it in a matter of days if they have a quick, efficient assessment team set up doing it. You identify the number of student who meet that CBM benchmark, and then you identify -- then that provides you the number of the school's initial proficiency status. So you assess every student. You figure out what the benchmark is that you're going to use for proficiency and you look at how many students you've assessed have met that initial proficiency status. Then you're going to figure out what your discrepancy is between the initial proficiency and the universal proficiency. So simple math here. All we're going to do is take the initial proficiency and subtract it from the total number of students in the school. We're then going to -- that tells us how many students are left yet to reach proficiency. We're going to take that number and divide it by the number of years we have remaining. And then that is going to be our goal for the number of students who we want to reach the CBM benchmark each year in order to stay on track for our target of reaching universal proficiency. Let's take a look at the example. The example here is crest view elementary school. This school has 306 students. When they did their initial screening of all of the student, 218 already met the end of the year benchmark. And that was across grades. So you look at what the benchmark would be for first graders, second graders, so on and so forth. Then they took the discrepancy between their universal proficiency and their current status. They took the 306 total students. Subtracted 218 that were already proficient. And their goal was 88 students that they needed to reach proficiency by the end of their goal. So they took that universal proficiency. They said, we have seven years to do it. They divided the 88 students over seven years and that gave their very clear specific goal of needing 13 additional students per year to meet the end of the year benchmark for the universal proficiency goal. This is an example of how they would track that goal. They have 306 students at the end of the year and every year they are plotting how many of those students are on track. If you look at this, and

if they continue at this rate of progress, it looks like they may not be on track to meet their goal of universal proficiency by the 2012 -- or 2013-2014 school year. So at this point, this is where everyone would need to pull together and look at what possibly need to be done. And we're actually going to talk about how you might do that. So I'm not going to go into it in depth here but then we're going to actually pull back and look at grades, look at classrooms. I'm going to use some real data for you to look at and kind of problem solve with. So advantages of using CBM for AYP. Again, the measures are simple and easy to administer and score. They are reliable and valid. That is very important to remember to use assess mountains that are reliable and valid. The training on these measures can be very quick and efficient. The entire student body can be measured efficiently and quickly. The routine testing can allow students to track progress during the school year. No longer do we have to wait for our criterion reference test or some of our large scale general outcome assessments, whether people are using the Iowa test or Stanford achievement test. This is something that can be used throughout the year to keep track of how well school and districts are on target for meeting their goals. It also allows for multilevel monitoring. Things can now be looked at at a school, at a teacher or classroom level or individual student level. It makes CBM a more efficient tool rather than a burden of giving additional assessments where you don't receive information. One of the things I hear consistently is when people receive information or are expected to give assessments, but then they don't receive the information back for months or not until the following year. And they are supposed to be able to use these assessments to help them plan instruction. So that is one of the things that is nice about this information, it is quick and easy to give. And it is quick and easy to plot and look at and problem solve along the way. So it is something that can be used throughout the year instead of a pre/post type of situation. So at this point, I would like to stop before we move on and talk about specifically how this data can be used to look at school accountability at a classroom level, at a grade level, at a school level, at specific group levels. What questions do people have specifically about using CBM for AYP? Let's take a quick break here for about a minute and allow people to type in their questions. Again, those questions that we don't answer, we will try to respond to together as a group. We will post those up on the website and then send everyone an Email inviting them to come and view the questions along with the answers. One of the quick questions I'm going to respond to, the question, is should the CBM measures for AYP be end of the year measures? Yes, they should. One of the questions is, when you talk about assessment teams, are you referring to general and special ed working collaboratively? How do you suggest they set up their team? I'm going to take time right now to answer that. I have over ten years of experience of going into districts and helping them do this as well as doing this in some of the districts that I myself have worked in. One of the things that I think we have found most efficient in collecting this data and in an efficient matter is everyone collects the data. That means every single person in that school is trained to proficiency on these measures. One of the things that that allows people to do is when you share this information and data with teachers, they have a very clear understanding of what the data means, what it represents, how it was collected, what the student was asked to do. I think that is really helpful in people using that data. Otherwise it becomes, well, that is your information. That's nice. And it tends to not be as well received. So one of the things that I have found that has worked best is having everyone in the school trained up. And where I've actually seen this, that's including the principal. The principal becomes the leader. The principal also becomes someone who helps collect the data and is right along with everyone while they are doing this. Then we have had assessment teams. And lots of times that is set up with the special education teacher, potentially the reading specialist, speech

language pathologist. Some of the people whose schedules might be a little bit more flexible. Those people tend to kind of run and coordinate the team. What we've done, we have been taken over places like cafeterias or libraries and we have classrooms actually come down to one place instead of people going to classrooms. If you can localize and centralize your assessment team, it is much more efficient than having them run from class to class. The teacher comes into that room with their class. They sit down. They also are responsible for assessing a couple of their students. That way they are directly engaged and involved in the assessment process. However, there is also a team of other people there that are helping them collect that data. It is really nice when the principal is sitting there. When the special educator is sitting there. When the reading specialist is sitting there. They are all doing this together. The teacher leaves with the classroom. The next teacher comes in and the same procedure is followed. So in that way, everyone gets to work together. Everyone is responsible for collecting the data. And I have seen that much more efficient and a better way for people to open up those lines of collaboration. Okay. I think at this point I'm going to continue on so we can also save some time at the end for any questions and thoughts that people might have that we haven't been able to answer throughout. Again, if we haven't directly responded to your question during the presentation, we will try to respond to all questions and post those up later. So let's move on to how we can use the CBM data for school accountability. Some of this information is coming directly from heartland number 11. They have been doing this for years and years and probably do it better than anyone I know. So I just want to share some of this information with them and things to think about. These are things we basically already talked about, but this is just kind of a nice way to review them in a different format and just things that really need to be at the forefront of people's minds when they are talking about spending time collecting data. Because, remember, every time we're assessing a kid, we're not teaching them. What we really need to be doing in schools is spending more time teaching. So if we're going to spend our time collecting data, it has to be efficient, reliable and valid. And it has to link to standards and benchmarks. It must be sensitive to change over time. It needs to be repeatable. So if we need to collect additional data and look at growth, we can do that easily. It should be displayed in a format that is easily understood. I have never run across a parent or another educator who has not been able to look at a graph with me and follow along the information that is on it. So that's one of the nice things about using this data. It has to be used for allowing for decisions about individual as well as classrooms, groups of students, grade levels and schools. I've also seen it used at districts and state levels. So this is actually real data from some schools that we work with. And so let's just take a minute and I want you to look at this graph. So this is -- let me just tell you what it is, first off, so you know what you're looking at. It is using a CBM, reading fluency at a second grade level. It is second grade. And this is one classroom. The numbers at the bottom represent each student in Ms. smiley's classroom. The numbers represent how many words correctly per minute the students were reading. The dotted line represents the goal of 75 words read correctly, which would be the benchmark according to the -- so one of the things you can do, if I were looking at this information and I'm looking at this graph, one of the questions I want to ask myself as an educator is, where might problems reside? Are there problems -- by looking at this graph, are there problems with the curriculum? Are there problems with the instruction? Are there problems at particular student levels? Because the majority of the students have met the benchmark or the goal, I can -- I'm pretty secure in saying I don't think the problem are with the curriculum. I don't think the problems with with the instruction. However, there appear to be two students that would be student number one and student number two, that I probably want to look at those specific students and try to figure out

what specific skills are they lacking or what skills are they not able to master that are keeping them from being proficient readers? so looking at this graph, I would say things seem to be going fine in the classroom level. I want to look at student one and student two and see what is going on with those particular two students. So that is one way to look at this information and look at it based on school accountability. So let's look at a different -- remember, this is real data. This is from an tiemt -- an actual school. This is from an actual second grade. This is Ms. Hope's classroom. Same grade. The dotted line that you see represents the same criteria, which is 75 words read correctly. And so if I look at this graph, I want you to be thinking to yourself -- we're going to poll you here. This is what I want you to be thinking. Where might the problems reside? We'll go back and look at the graph in a second. so you need to think, are the problems at the curriculum? At the instruction or at the student level? So take a look at this graph and together -- I know some of you are sitting in very large groups and some of you are sitting individually at your computers. So talk for a second and think, okay, if I were to look at this information, where would I be looking at the problems residing? Does it look like it is at the curriculum level, the instructional level or the student level? Let's fill in your replies if you haven't already and close the poll and post the results. I'll give you a little more think time on the next one. I realize some of these you need to talk to your colleagues and decide where you might go with this. So it looks like 82% of you said instruction. 14% said curriculum. And 2% said student. Let's go back and look at the graph. So I'm just going to walk you through how I think as I look through these. If I have this graph in front of me and this graph in front of me -- this is Ms. Smiley's class, remember. And 98% of her kids basically were meeting the benchmark. Then I have Ms. Hope's class, same grade, with very few of the majority of her kids are not meeting benchmarks. One of the things that I would want to know first, are they using the same curriculum? And some of you had that up there. So it is kind of -- it is not a trick question but there are kind of multiple steps you need to think about. Are they using the same curriculum? If they are, then I can say, well, the curriculum seems to be looking okay, meaning the students -- however, Ms. Hope's class doesn't appear that way. I would want to go in and do observations to see what is going on instructionally. Are they using the same curriculum but Ms. Hope is not following the curriculum with fidelity? Meaning she is changing it and adding her own things and dropping things she doesn't like, adding in other things that she got from a fabulous seminar she just went to. Does the instruction look really different? Other things that I would want to notice right away by observation, how much -- I want to know what is the actual amount of time scheduled for that literacy block, if I'm looking at reading? How much time are each of these teachers actually blocking out on their planners for teaching reading? Then I want to look and see how they are responding with the students. Do the students have a lot of opportunities to respond and provide feedback and practice those skills? And is there built-in systematic feedback and guidance when they are making errors? Is there a lot of opportunity for students to respond? Is the feedback to their response set up so they are going to quickly be able to move through that curriculum and get the attention and skill and feedback that they are going to need to understand what is being asked of them. So those are some of the things that I would look at. So let's look at the next slide. So this is actually, again, real data. And in is all of second grade at park school. Now, these are all four teachers. So every single one of these lines represents a student. So this is looking at all four classrooms. If we graphed every single student, this is how many of them have met -- again, that dotted line is the benchmark for passage reading fluency at the second grade level. How many of those students have met the benchmark? So it is basically half. So looking at this, again, I'm going to ask you the question, where might the problems reside? Is it the curriculum? The

instruction? Or the student? So let's go back and look at the graph. If there were in front of you and you were responsible for the second grade at this school and the four classrooms, and this is what it looks like, where might the problems reside? Would it be with the curriculum, the instruction or at the student level? Again, this is real data. Let's go ahead and finish talking about where you think those problems might be. Go ahead and type in your reply. Let's go ahead and close the poll and post the reply. And a few are still going to trickle in. About 55% of you thought that the curriculum would be the problem. 38% thought the problem is at the instructional level and 5% at the student. So this is tricky, right, because it looks like half of the students are doing fine, but the other of what are not doing fine. What I would do is, we've already looked at -- let's go back. We've already looked at two classrooms. Ms. Hope's classroom and Ms. Smiley's classroom. I as an educator would want to look at each of the two other classrooms in this same fashion before I look at every single student represented by the numbers. I want to see which of the students it looks like are proficient and which aren't. Does it seem to be at a classroom level? Because what if the other classroom looks just like Ms. Smiley's class? Or one of the other classrooms. So, to me, I would want, again, go back and think about what is the curriculum that is being used? Is it being done with fidelity? Or is there -- if it is being done with fidelity, I want to go back into Ms. Smiley's room and I want to say, what else are you doing with these students that might account for some of their fabulous growth? Maybe Ms. Smiley actually is adding on some really nice interventions that are filling in the holes in the curriculum. So maybe the other teachers actually are implementing the curriculum with great fidelity but there are holes that aren't meeting students' needs. Ms. Smiley has identified the holes and initiated additional intervention to help with that. So it is really a problem solving, information gathering. One of the things I see people doing lots of is looking at information like this and saying, well, you know what? Our basal or our late racy series stinks. Let's throw it out and buy another one. That's really an expensive way to go and probably not the first and smartest option to look at. I think you need to look at the individual classrooms. You need to look at the curriculum that is being used, how well is it being used and what are some of those other things that the teachers can do instructionally that can impact their learning? What are some teachers doing that seems to be working versus what other teachers are doing that doesn't appear to be working. So there is no clear-cut answer. A lot of it is thinking logically through it and trying to resist those gut reactions of saying, well, you know what? Our curriculum stinks. We knew it was bad. We knew she shouldn't have bought that series. Let's go buy XYZ. Sometimes it is Moreheadache that it is worth. And it is worth looking at individual classrooms and also looking to see what the instruction looks like at the individual teacher level and what other interventions could be implemented. So this is another way to look at the data. So this is looking at progress monitoring information on passage reading fluency for every single grade. Grades one, two, three, four, five and six. On your Y axis, down the left-hand side is the percent of students at each grade that are profirpt -- proficient and met the criteria. As you look at this, he want you to think to yourself, which grade would you want to go and focus on first? Take a look at this. If this were the information in front of you and you were going to attack this grade at a time, what grade would you want to focus on first? Grade one? Grade two? Grade three? Grade four? Grade five or grade six? Talk about that for a second. And go ahead and post your poll. Would you want to focus on grade one, two, three, four, five or six? Let's go ahead and close the polls and post them. So we had the majority of people said, almost half of you said second grade. Let's go back and look at the graph. So second grade. We have grades one, two, three, four, five and six. So I agree with you. I would -- my first immediate response would say, wow, what is going on in

second grade? One of the things that I would probably do as an educator, I would break it out by classrooms, like we were looking at, to see how do the individual classrooms look? Are there some classrooms that look fine and some that don't look fine? Or does everybody look low? I would also want to look at -- and I have seen this happen. What if I told you that grades one and four were using the same curriculum and grades two and three were using different. Two different curriculums are being used. One and four are using A. Two and three are using B. I've seen this happen. It is not necessarily the curriculum, but if you look at the scope and sequence and how the skills have been taught and how they continue to be taught, sometimes it changes what is going on. So I think it is important to look at not only what is going on in individual grades but what is going on across grades with the curriculum. So if second and third grade were using the same curriculum, you can see that there might be a nice build on the scope and sequence up to where the students are continuing to learn those skills. Because they are used to that scope and sequence, how it is being presented. So I think it is presented to not only look at the grades but look at what is happening before it and look at what is happening after it as well. So then other ways that we have looked at this data, this is a group of student. So say this is a group of students that are black or African-American and you want to say, I want to know how these students are doing in my school. If these are the students in the school in second grade, you could say -- what would you say -- how are they doing? Would you say generally as a group they are doing good or not doing so well, doing poorly? Again, this is the graph for the group of student. And you can insert any type of disaggregated group you want to look at. English language learners. We look at this data specifically across groups and across different types of programs, the students that are receiving -- so let's post the poll. Obviously people are going to say that it looks like -- let me close the poll and post them. It looks like the majority of the people would agree that overall as a group the students are doing good. Now, there are two students that I'm going to want to look at more closely and see how can I get them performing up to the level we want everybody to be at. This is an example of, if I look at all of my white students or Caucasian students at this grade level, again, how would you say the students are doing as a group? Are they doing good or doing poor? This is the group. And let's go ahead and close the poll and post it. So all of you said they are doing poorly. There is only a couple of students that are meeting the benchmark or above. The majority of the students are doing very poorly. So as a group, I would want to focus on that. I would want to take note of that, as I look at it, as an educator. So one of the things that I want to mention very quickly -- and I'm going to go through these next slides at a much faster pace. But I want you to know that all of this information is up there for you to download and look at. But one of the things that I want to mention is, the way we were just looking at the data was at a very static snapshot view. We were looking at one point in time, what did it look like for those particular students, those grades, those classrooms, those disaggregated groups, at one point in time. While that does provide good information, it does not tell us how those students or how those groups are going to perform over time. So in order to do that, we need to continue to collect data. Here's a great represent wraiton. We have Mikey and Joe at the beginning of the year. At the beginning of the year they both were performing similarly. Over time if we monitor their progress, we can see that Mikey is responding positively to the intervention that he's receiving where Joe is not. If we waited until the end of the year or only looked at them at one point in time, we would say these students -- if we only looked at them at the beginning at one point in time, you would say they are performing similarly and we would possibly prescribe the same type of intervention. However, if we never looked at them again, we wouldn't know one of the students is on their way to being successful

and the other is not. It is important to continue to collect data. Using assessment to guide instruction really needs to be planful. Like I said, if you're going to spend time collecting data, it must be used to help students and teachers, help teachers be more planful in their instruction and intervention and help students become more successful in the content we're teaching them. So you have to select measures because they target specific skills and behaviors that are important. They need to align directly with the curriculum and what we are trying to teach. So one of the ways to do that is to get away from using Summaive which is what I went through and using more of a formative type of evaluation. That means shifting away from a static image of what has been learned to a more fluid view of what is being learned. So we need to move to a dual discrepancy matrix, whether it is at the individual student level or whether it is at a group level. So here's an example. We're going to look at four different ways to look at the data. The green dotted line is our goal line. The red solid line is the progress of the students. We want to look both at their level of performance, that is how high up the student is performing, and then their rate of progress, how steep that line is. For this student, we would say, they are obviously performing at the level we want them to perform at and also at the rate we want them to perform at. Here is an example, again. Remember, the green line is our goal line. That is the level and the rate we want the student performing at. Now, this is interesting, because the student is the red line. The student is not performing up to the level. However, their rate of progress is good. They are not going to fall further and further behind. What we need to do is figure out a way to catch them up and bump them up to the level they need to be at. Then we have this student. Their level of performance is fine. But their rate of progress is low. If we were just to look at them at one point in time at the beginning of the year, we would say, wow, not only has this student met the benchmark but well exceeded the benchmark, which is the level of progress we want them at. However, this student is going to bottom out at some point because those lines are going to cross. If we do not intervene, then that student is not going to grow in their skills, because their rate of progress is not good at all. And some of you may see that the red line dropped. If you didn't see that, I'm going to try to visually draw in what it would look like potentially. So if you see that green thick line, if we tested the student here, still, we would say, if this is the level we expect them to be at, still we would say, wow, this student is doing great. Not only have they met the level, but they have exceeded where we expect them to be. However, if we did not look at them again until the end of the year, look, this student started out above benchmark and now they are at risk and well below the benchmark. And I have seen this happen. And so it is very important if you only look at one point in time, you are going to miss these students that actually have a fine level at some point but their rate of progress is not adequate. So that is why if we collect data throughout the year, we could catch them over here and intervene so that we can change their trajectory and make their line go up along with where we would like it to be. But if we only look at one point in time, that is not going to be possible. Then we have this student. This student's level of progress is low and their rate of progress is low. These are what we call the flat liners. And this is when all of the bells and sirens and whistles need to be going off in everyone's head and we need to intervene quickly and intervene now with the student. The next bunch of slides I'm going to go through very quickly because I do want it leave time at the end to take questions. I realize we're getting to the end of our time this afternoon. This is just representing basically the same information that we were looking at at one point in time but plotting it across the school year. So now we can look at it a month at a time. So this would be looking at -- instead of AYP year at a time, you can look at AYP month at a time within a year. Instead of looking at first grade one point in time, you can look at how many students are meeting the benchmark for first

grade across every single month of the year. Here is an example of third grade computation. Here's looking at two different classes. The dotted line represents the benchmark, where we want those classes to be. We can see that class two seems to be doing okay. But class one is not doing as well. We wouldn't know that if we only looked at one point in time. Because in the beginning they looked very similar. If you look at where their dots are in September, they were overlapping. But if we continue to look at each of these classrooms every month, we will be able to figure out who needs help where. I'm going to go through that. Then we can also look at individual students. Here's an example of math. We can look at a specific classroom. And if we plot each of these lines represents a student, we can see exactly who is on track to meet that goal that we've set and who isn't. The one nice thing is when teachers are able to look at their classrooms like this, it is often nice to then group kids based on specific skills that they are missing. So not only can this information be used to look at how well they are meeting progress toward the end of the year goals, but it can be used instructionally and try to group students based on similar needs academically. Here's an example of looking at two different groups. Instead of looking at one point in time, you can graph this across the year and look at it each month to see how they are doing. So we need to get away at looking at things at one point in time and need to start looking at things over time. It is fine. It doesn't give us enough information to collect benchmark data in the fall and say here it is. Particularly for those kids on the borderline and even some of those kids who have met benchmark. Unless we continue to look at them repeatedly throughout the year, we are not going to have a really good handle on how all of our students are performing based on the curriculum and instructions they are receiving. So I'm going to stop here. I'm going to tell you a little bit about the information that is left that we did not cover. This is excellent information, again, from Ken Howell, to look at one of the things that frustrates us as educators, we need to know where to start. And Ken has a really great bunch of slides here looking at what are the variables that we should be spending our time and energy on. When we get together in teams and start talking about kid and problem solving, we need to be very focused, and we need to come to conclusions and to make good solutions quickly. So Ken talks about things we can alter and things we can't alter. He talks about things within the student, things that are external to the student. So if you look at this table up here it is a really nice representation of variables. The ones in green at the top are the ones we can alter. Some of those are within the student and some of those are external to the student. But they are all things we as educators can change. On the bottom happen to be things that are difficult to change or unalterable. Some of them are within the student and some are external to the student. I'm not saying they aren't important and aren't things we discuss when we talk about students, but as far as what we can do as individuals in schools to make differences, that isn't where we should be spending the majority of our time and focus. Yes, it is important to note, but they are not things that we're problem going to be able to change or change quickly. The last piece up here is how to write CBM. How to write IEP goals and objectives. Here's a quick example. Here's some examples of what it would look like to write those goals. You can peruse the information on your own time. So additional resources you might want to make note of are the RIPM leadership team content module. [WWW.progressmonitoring.net](http://WWW.progressmonitoring.net). As well as the national center on student progress monitoring. We have about five minutes left to open it up for some more questions. I apologize for running through that material quickly at the end. But I do want to leave some time for some questions. And once again, I feel like a broken record, but I do want you to know that we will try to respond to all of your questions. If we can't do them today while we are online, we will try to get that information to you and then send out an Email that it will be posted on the

website. Someone has asked a question about whether there are programs available to grasp the information. There are programs available. If you purchase a web-based data management system like DIBELS, ink web, they do have graphing programs that you can use. There are some other folks that have nice graphing programs. If you go to [interventioncentral.org](http://interventioncentral.org), there is a gentleman in Syracuse, New York, Jim Wright, who has fabulous information on his website. He actually has a graphing program called chart dog. That will allow you to graph information as well. You can also do it in a simple excel spreadsheet. someone asked a question, do you ever advocate using CBM for high stakes decision making? I'm not quite sure what high-stakes decision making refers to. If you're talking about evaluating teachers based on that, no. I don't advocate for CBM data to be used that way. The purpose of CBM data was for educators to collect data quickly and efficiency so they can look at their students over time and make good decisions for their students. If teachers -- in one of the states I work with, we have worked really hard to not include their progress monitoring data in any type of evaluation part for them. Because we want them to really not be afraid of the data and not feel like they are going to be penalized for it but to use it for what its intention is, which is to look at how their students are doing so they can make better instructional decisions for all of their students. So it is a tough call. Oh, someone just posted that intervention central has a free Excel spreadsheet you can start with. It is a fabulous website, [WWW.interventioncentral.org](http://WWW.interventioncentral.org). Someone is asking about who they need to talk to for a preschool project involving early literacy skills, interventions and progress monitoring. You may want to contact the national center for monitoring. They have a product available for you. One other person asked a question, can this be done within the special ed department due to difficulties between special ed, regular ed programs within our district? Yes, I have seen progress monitoring used only for special ed populations. However, I will tell you that it is much more effective if everybody is using this. Because if you have students who are receiving special ed services and also general ed services, it kind of provides a framework and a way for everyone to look at the student progress that goes across curriculum and across teachers and across classrooms. And lots of times what I do, I actually have general ed teachers and special ed teachers both collecting data or sharing the short of when they are going to collect data with a student so that everyone is directly involved and responsible for that student's progress. You have some great questions here. Again, our time is up and I apologize we weren't able to answer all of them. We will respond to all of your questions. And post them again on Email. And send out -- or post them gun on the website and send out an err mail and let you know when you can come and view those. Thank you again for your time and attention. I hope you found some of this information worth your while. Thank you all for participating today. And have a great day and a safe day, wherever you are in the country. Bye-bye.

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We would like to thank Dr. HOSP for sharing her presentation today. We hope you've enjoyed today's event and plan to join us for our next webinar. If you would like to print a copy of the PowerPoint slide from today's presentation, remember you can do so by clicking file and then print PDF. The slide will also be available on the national center for student progress monitoring website. Please take a few minutes to complete the webinar evaluation you see on the screen. We value your feedback and ultimately your suggestions will assist us in making decisions for our future webinar. Thank you for participating today. We wish you a very happy holiday season.