

What Progress Monitoring can do for YOU

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National Center on Student Progress Monitoring

A New IDEA in Leadership

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Overview

PART I

- Background on Progress Monitoring
- Curriculum-Based Measurement

PART II

- Using CBM to Strengthen Instructional Planning for Individuals & Groups
- Using CBM in a Response-to-Intervention Model
- Using CBM to Develop IEPs
- Other Ways to Use CBM Data
- Materials available (additional handout)

PART III

- OSEP's National Center on Progress Monitoring



Part I

Background on Progress Monitoring

Progress Monitoring

- Conducted frequently
- Designed to:
 - Estimate rates improvement
 - Identify students who are not demonstrating adequate progress
 - Compare the efficacy of different forms of instruction
 - Thereby design more effective, individualized instructional programs for struggling learners

What is the Difference Between Traditional Assessments and PM?

- Traditional assessments:
 - Lengthy tests
 - Not administered on a regular basis
 - Teachers do not receive immediate feedback
 - Student scores are based on national scores and averages

What is the Difference Between Traditional Assessments and PM?

- Curriculum-Based Measurement (CBM) is one type of PM
 - Provides an easy and quick method to gathering student progress
 - Teachers can analyze student scores and adjust student goals and instructional programs
 - Student data can be compared to teacher's classroom or school district data

Curriculum-Based Assessment

- Curriculum-Based Assessment
 - Measurement materials aligned with school curriculum
 - Measurement is frequent
 - Assessment information is used to formulate instructional decisions
- CBM is one type of curriculum-based assessment



**Most Forms of Classroom
Assessment Are Mastery
Measurement**

**CBM is NOT
Mastery
Measurement**

MASTERY MEASUREMENT

describes mastery of a series of short-term instructional objectives

To implement Mastery Measurement,
the teacher:

- Determines a sensible instructional sequence for the school year
- Designs criterion-referenced testing procedures to match each step in that instructional sequence

Fourth Grade Math Computation Curriculum

1. Multidigit addition with regrouping
2. Multidigit subtraction with regrouping
3. Multiplication facts, factors to 9
4. Multiply 2-digit numbers by a 1-digit number
5. Multiply 2-digit numbers by a 2-digit number
6. Division facts, divisors to 9
7. Divide 2-digit numbers by a 1-digit number
8. Divide 3-digit numbers by a 1-digit number
9. Add/subtract simple fractions, like denominators
10. Add/subtract whole number and mixed number

Multidigit Addition Mastery Test

Name: _____ Date _____

Adding

$$\begin{array}{r} 36521 \\ + 63758 \\ \hline \end{array}$$

$$\begin{array}{r} 53429 \\ + 63421 \\ \hline \end{array}$$

$$\begin{array}{r} 84525 \\ + 75632 \\ \hline \end{array}$$

$$\begin{array}{r} 67842 \\ + 53937 \\ \hline \end{array}$$

$$\begin{array}{r} 57321 \\ + 46391 \\ \hline \end{array}$$

$$\begin{array}{r} 56382 \\ + 94742 \\ \hline \end{array}$$

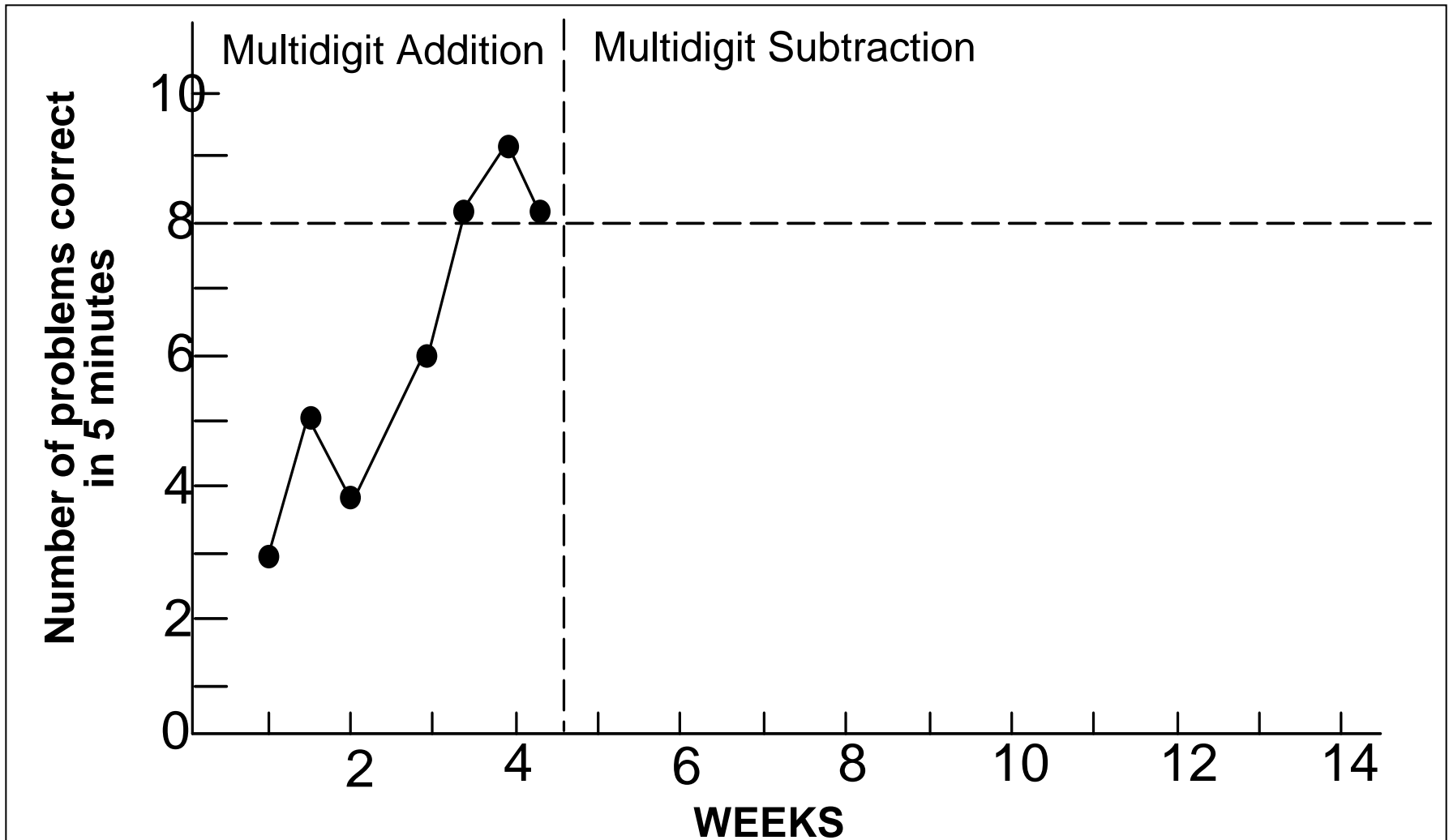
$$\begin{array}{r} 36422 \\ + 57529 \\ \hline \end{array}$$

$$\begin{array}{r} 34824 \\ + 69426 \\ \hline \end{array}$$

$$\begin{array}{r} 32415 \\ + 85439 \\ \hline \end{array}$$

$$\begin{array}{r} 45321 \\ + 86274 \\ \hline \end{array}$$

Mastery of Multidigit Addition



Fourth Grade Math Computation Curriculum

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8. Divide 3-digit numbers by a 1-digit number
9. Add/subtract simple fractions, like denominators
10. Add/subtract whole number and mixed number

Multidigit Subtraction Mastery Test

Name: _____ Date _____

Subtracting

$$\begin{array}{r} 6521 \\ - 375 \\ \hline \end{array}$$

$$\begin{array}{r} 5429 \\ - 634 \\ \hline \end{array}$$

$$\begin{array}{r} 8455 \\ - 756 \\ \hline \end{array}$$

$$\begin{array}{r} 6782 \\ - 937 \\ \hline \end{array}$$

$$\begin{array}{r} 7321 \\ - 391 \\ \hline \end{array}$$

$$\begin{array}{r} 5682 \\ - 942 \\ \hline \end{array}$$

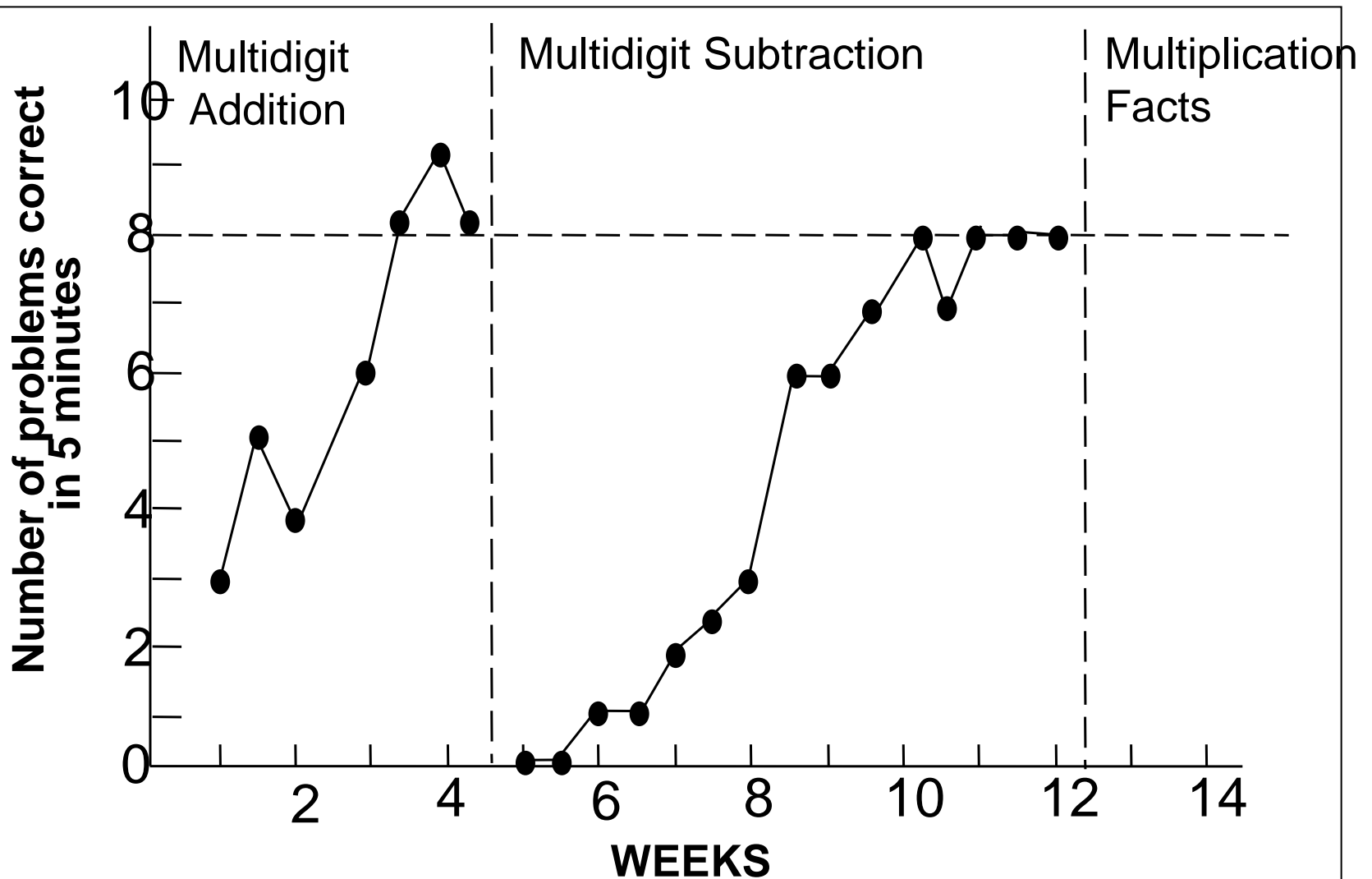
$$\begin{array}{r} 6422 \\ - 529 \\ \hline \end{array}$$

$$\begin{array}{r} 3484 \\ - 426 \\ \hline \end{array}$$

$$\begin{array}{r} 2415 \\ - 854 \\ \hline \end{array}$$

$$\begin{array}{r} 4321 \\ - 874 \\ \hline \end{array}$$

Mastery of Multidigit Addition and Subtraction



Problems Associated with Mastery Measurement:

- Hierarchy of skills is logical, not empirical
- Assessment does not reflect maintenance or generalization
- Number of objectives mastered does not relate well to performance on criterion measures
- Measurement methods are designed by teachers, with unknown reliability and validity₁₆

Curriculum-Based Measurement (CBM) was designed to address these problems

- CBM makes no assumptions about instructional hierarchy for determining measurement (i.e., CBM fits with any instructional approach)
- CBM incorporates automatic tests of retention and generalization

Curriculum-Based Assessment

- CBM is distinctive:
 - Each CBM test is of equivalent difficulty
 - Samples the year-long curriculum
 - CBM is highly prescriptive and standardized
 - Reliable and valid scores

The Basics of CBM

- CBM monitors student progress throughout the school year
- Students are given probes at regular intervals
 - Weekly, bi-weekly, monthly
- Teachers use student data to quantify short- and long-term goals that will meet end-of-year goals

The Basics of CBM

- CBM tests are brief and easy to administer
- All tests are different, but assess the same skills and the same difficulty level
- CBM scores are graphed for teachers to use to make decisions about instructional programs and teaching methods for each student

Hypothetical Fourth-Grade Math Computation Curriculum

Multidigit addition with regrouping

Multidigit subtraction with regrouping

Multiplication facts, factors to 9

Multiply 2-digit numbers by a 1-digit number

Multiply 2-digit numbers by a 2-digit number

Division facts, divisors to 9

Divide 2-digit numbers by a 1-digit number

Divide 3-digit numbers by a 1-digit number

Add/subtract simple fractions, like denominators

Add/subtract whole number and mixed number

Password: ARM

Name: _____ Date _____

| | | | | |
|----------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------|
| A $\frac{3}{7} - \frac{2}{7} =$ | B $1\frac{6}{7} + 3 =$ | C $4\overline{)6}$ | D $6\overline{)78}$ | E $\begin{array}{r} 875 \\ \times 7 \\ \hline \end{array}$ |
| F $\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$ | G $\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$ | H $\begin{array}{r} 244 \\ \times 7 \\ \hline \end{array}$ | I $6\overline{)48}$ | J $5\overline{)20}$ |
| K $2\overline{)50}$ | L $\begin{array}{r} 6144 \\ - 4420 \\ \hline \end{array}$ | M $\begin{array}{r} 33 \\ \times 10 \\ \hline \end{array}$ | N $\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array}$ | O $7\overline{)30}$ |
| P $\begin{array}{r} 95225 \\ + 75268 \\ \hline \end{array}$ | Q $8\overline{)32}$ | R $\begin{array}{r} 1156 \\ 2824 \\ + 83 \\ \hline \end{array}$ | S $7\frac{4}{7} - 2 =$ | T $\begin{array}{r} 38 \\ \times 33 \\ \hline \end{array}$ |
| U $\frac{3}{5} + \frac{1}{5} =$ | V $\begin{array}{r} 982 \\ - 97 \\ \hline \end{array}$ | W $\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$ | X $\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$ | Y $7\overline{)56}$ |

- Random numerals within problems
- Random placement of problem types on page

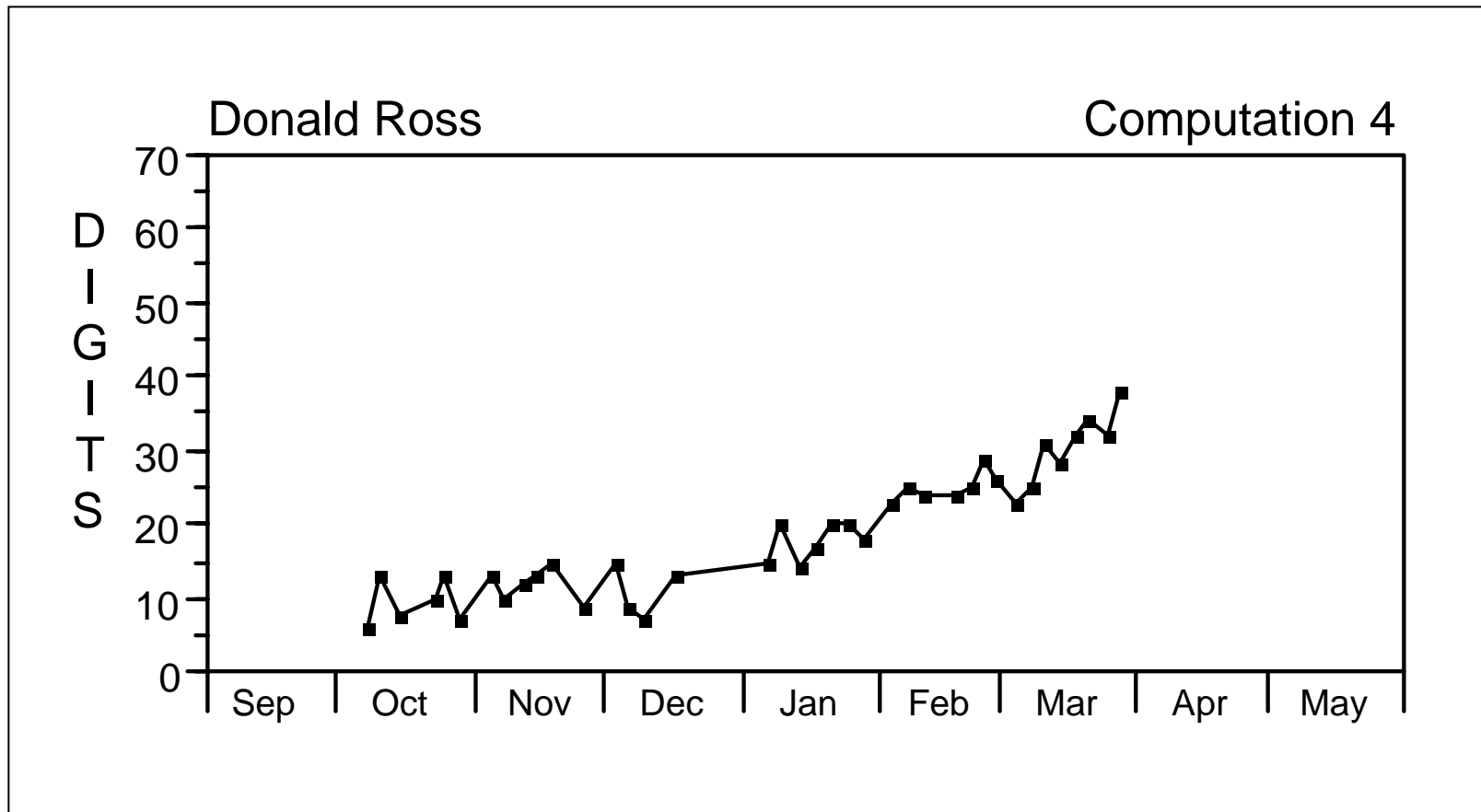
Password: AIR

Name: _____ Date _____

| | | | | |
|---------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------|
| A $9 \overline{)24}$ | B $\begin{array}{r} 52852 \\ + 64708 \\ \hline \end{array}$ | C $\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$ | D $4 \overline{)72}$ | E $\begin{array}{r} 8285 \\ 4304 \\ + 90 \\ \hline \end{array}$ |
| F $6 \overline{)30}$ | G $\begin{array}{r} 35 \\ \times 74 \\ \hline \end{array}$ | H $\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$ | I $\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$ | J $\frac{2}{3} - \frac{1}{3} =$ |
| K $\begin{array}{r} 32 \\ \times 23 \\ \hline \end{array}$ | L $\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$ | M $5 \overline{)65}$ | N $6 \overline{)30}$ | O $3\frac{4}{7} - 1 =$ |
| P $\begin{array}{r} 107 \\ \times 3 \\ \hline \end{array}$ | Q $2 \overline{)9}$ | R $\begin{array}{r} 416 \\ - 44 \\ \hline \end{array}$ | S $\frac{5}{11} + \frac{3}{11} =$ | T $\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$ |
| U $4\frac{1}{2} + 6 =$ | V $\begin{array}{r} 1504 \\ - 1441 \\ \hline \end{array}$ | W $9 \overline{)81}$ | X $\begin{array}{r} 130 \\ \times 7 \\ \hline \end{array}$ | Y $5 \overline{)10}$ |

- Random numerals within problems
- Random placement of problem types on page

Donald's Progress in Digits Correct Across the School Year



A “Correct Digit” Is the Right Numeral in the Right Place

$$\begin{array}{r} 4507 \\ - 2146 \\ \hline \underline{2361} \end{array}$$

4
correct
digits

$$\begin{array}{r} 4507 \\ - 2146 \\ \hline \underline{2}4\underline{61} \end{array}$$

3
correct
digits

$$\begin{array}{r} 4507 \\ - 2146 \\ \hline \underline{2}44\underline{1} \end{array}$$

2
correct
digits

Hypothetical Grade 2 Reading Curriculum

- Phonics
 - cvc patterns
 - cvce patterns
 - cvvc patterns . . .
- Sight Vocabulary
- Comprehension
 - Identification of who/what/when/where
 - Identification of main idea
 - Sequence of events
- Fluency

Grade 2 Reading CBM

- Each week, every student reads aloud from a second-grade passage for 1 minute
- Each week's passage is the same difficulty
- As student reads, teacher marks errors
- Count number of words read correctly
- Graph scores

CBM

- Not interested in making kids read faster
- Interested in kids becoming better readers
- The CBM score is an overall indicator of reading competence
- Students who score high on CBM
 - Are better decoders
 - Are better at sight vocabulary
 - Are better comprehenders
- Correlates highly with high-stakes tests



CBM passage for Correct Words Per Minute

Mom was going to have a baby. Another one! That is all we need thought Samantha who was ten years old. Samantha had two little brothers. They were brats. Now Mom was going to have another one. Samantha wanted to cry.

“I will need your help,” said Mom. “I hope you will keep an eye on the boys while I am gone. You are my big girl!”

Samantha told Mom she would help. She did not want to, thought. The boys were too messy. They left toys everywhere. They were too loud, too. Samantha did not want another baby brother. Two were enough.

Dad took Samantha and her brothers to the hospital. They went to Mom’s room. Mom did not feel good. She had not had the baby. The doctors said it would be later that night. “I want to wait here with you,” said Samantha. “Thank you Samantha. But you need to go home. You will get too sleepy. Go home with Grandma. I will see you in the morning,” said Mom.

That night Samantha was sad. She knew that when the new baby came home that Mom would not have time for her. Mom would spend all of her time with the new baby.

The next day Grandma woke her up. “Your mom had the baby last night,” Grandma said. “We need to go to the hospital. Get ready. Help the boys get ready, too.”

Samantha slowly got ready. She barely had the heart to get dressed. After she finished, she helped the boys. They sure were a pain! And now another one was coming. Oh brother!

Soon they were at the hospital. They walked into Mom’s room. Mom was lying in the bed. Her tummy was much Smaller. Samantha . . .



What We Look For in CBM

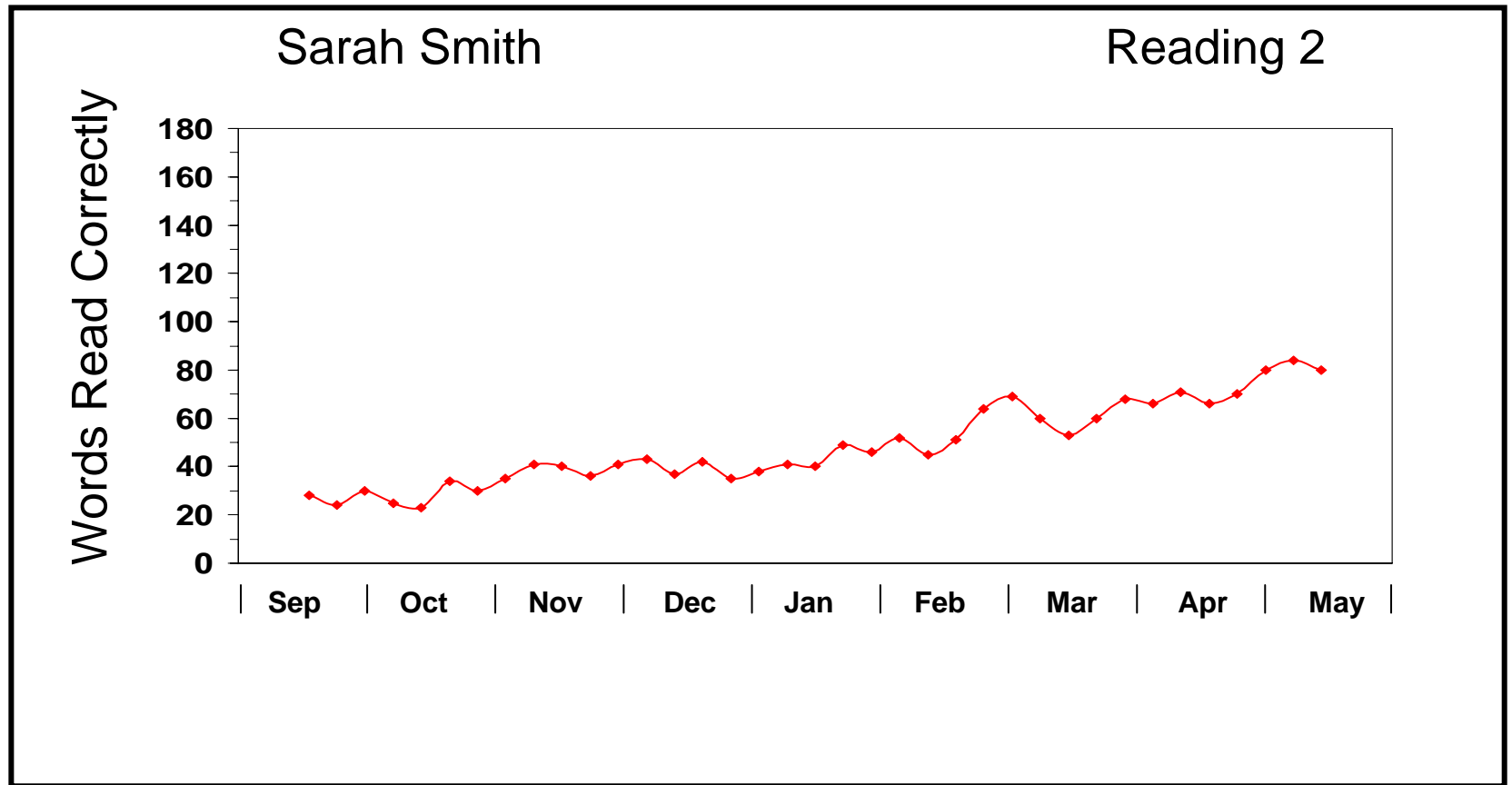
INCREASING SCORES:

Student is becoming a better reader.

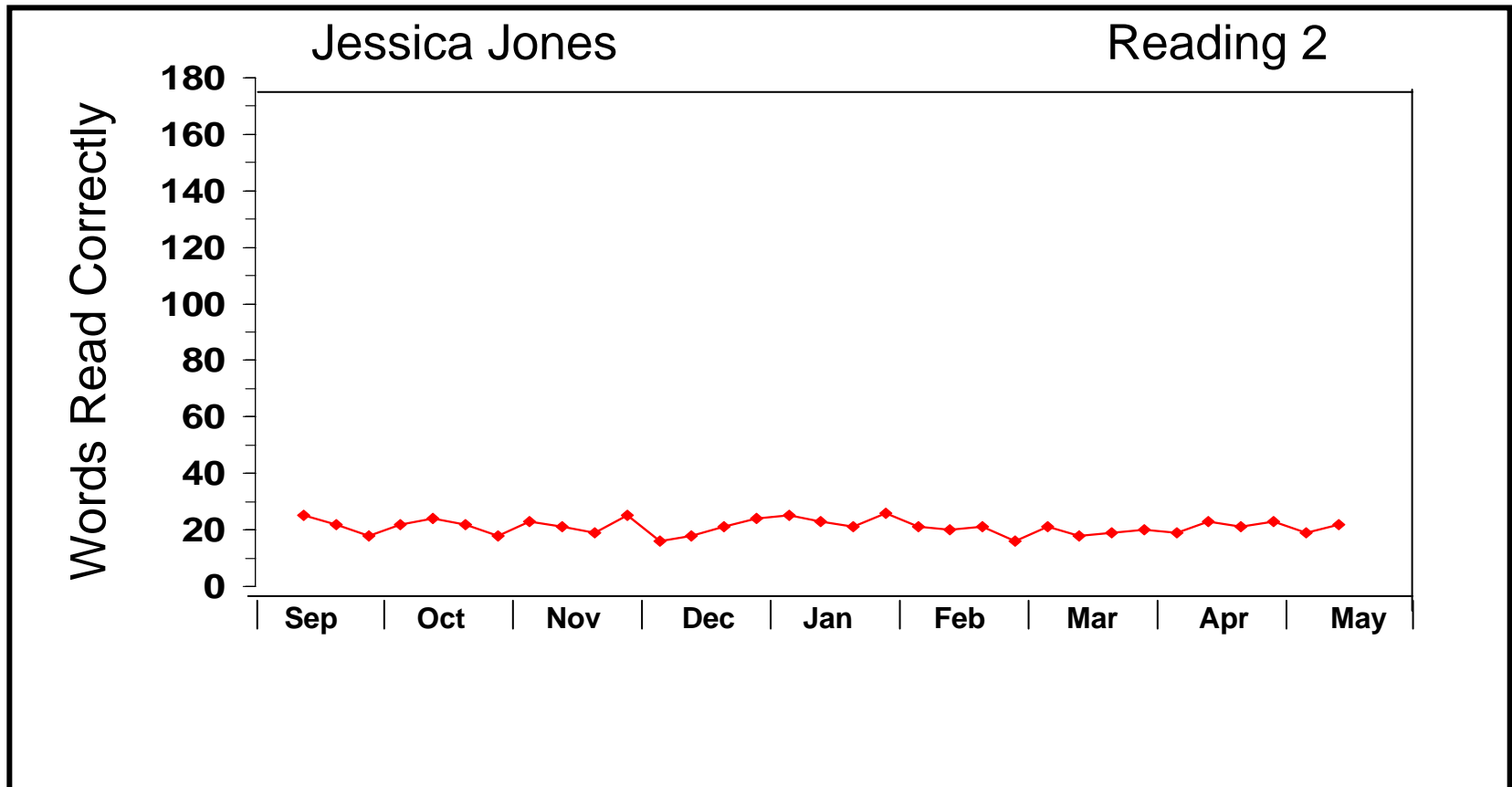
FLAT SCORES:

Student is not profiting from instruction and requires a change in the instructional program.

Sarah's Progress on Words Read Correctly



Jessica's Progress on Words Read Correctly



CBM Is Used To:

- Identify at-risk students who may need additional services
- Help general educators plan more effective instruction
- Help special educators design more effective instructional programs for students who do not respond to general education

CBM Is Used To:

- Document student progress for accountability purposes, including IEPs
- Communicate with parents or other professionals about student progress

CBM Research

- CBM research has been conducted over the past 30 years
- Research has demonstrated that when teachers use CBM for instructional decision making:
 - Students learn more
 - Teacher decision making improves
 - Students are more aware of their performance



Part II

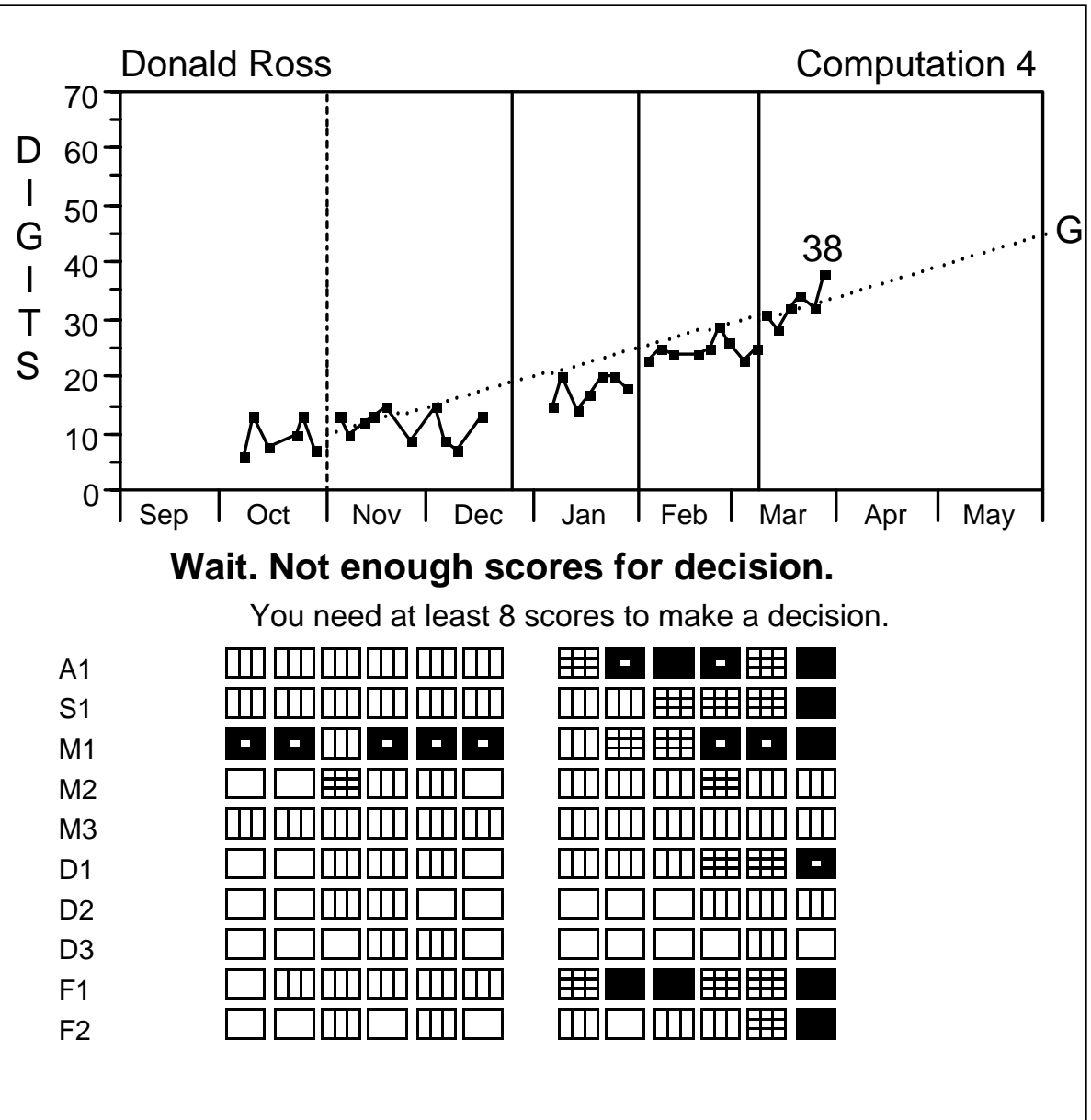
Using CBM to Strengthen Instructional Planning



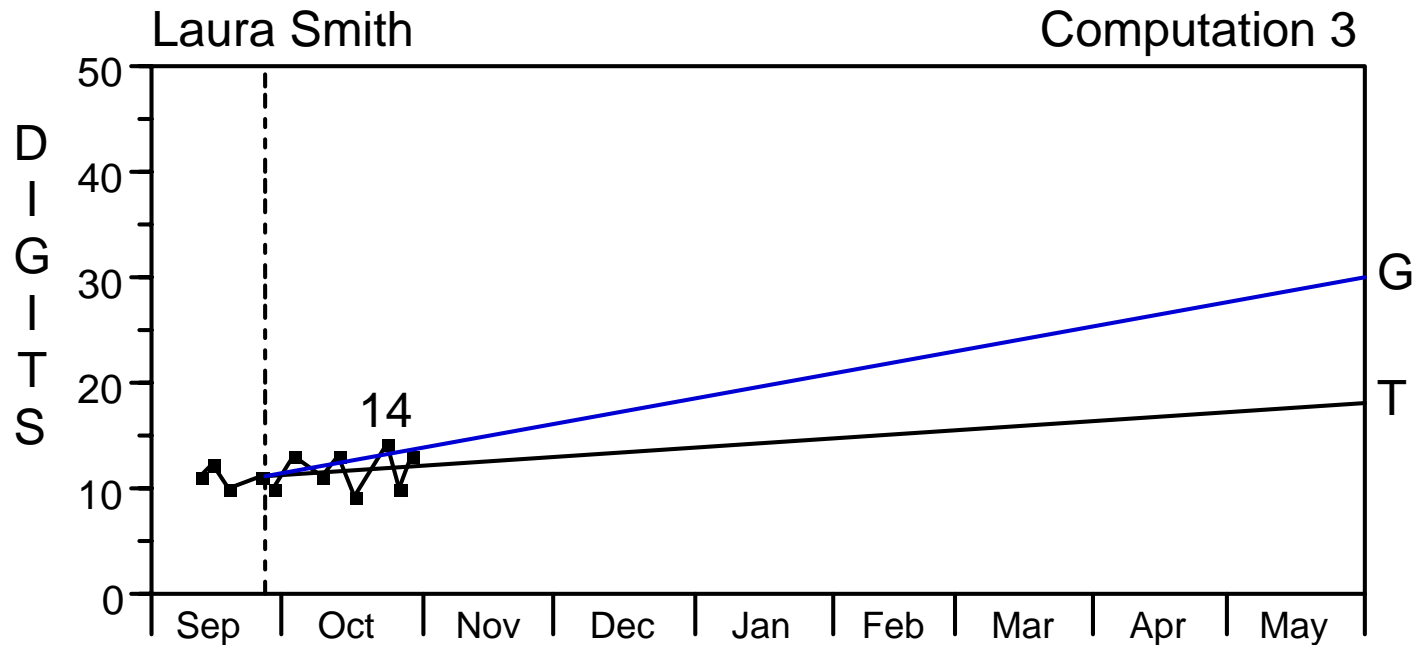
Strengthening Instructional Planning with CBM

For Individual Students

CBM for individual decision making.



Trend of student data is less steep than goal line: Make a teaching change.

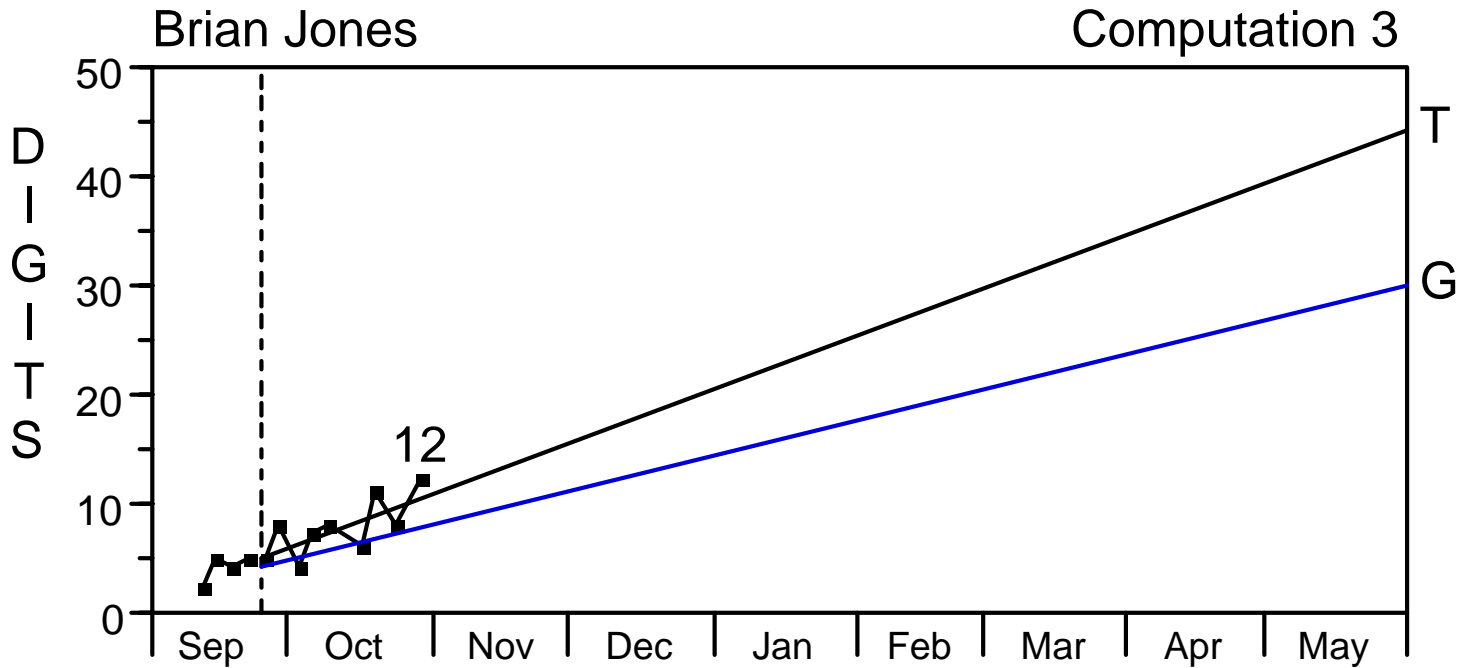


Uh-oh! Make a teaching change.

Student's rate of progress is less than the goal line.

| | | | | | |
|----|--|--|--|--|--|
| A1 | | | | | |
| S1 | | | | | |
| S2 | | | | | |
| M1 | | | | | |
| M2 | | | | | |
| D1 | | | | | |

**Trend
of
student
data is
steeper
than
goal
line:
Raise
the
goal.**



OK!! Raise the goal.

Student's rate of progress exceeds the goal line

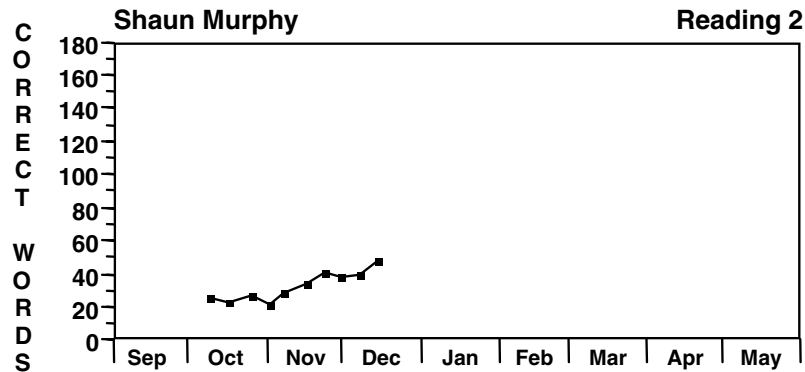
| | | | | | |
|----|--|--|--|--|--|
| A1 | | | | | |
| S1 | | | | | |
| S2 | | | | | |
| M1 | | | | | |
| M2 | | | | | |
| D1 | | | | | |



CBM Feedback to Students

- Encouraging goal-directed behavior
- Motivating students to work hard

**Graphs
are printed
to provide
student
feedback
every two
weeks.**



| | | | |
|----------|--|--|--|
| MAT/LAST | | | |
| TIME | | | |
| CAR | | | |
| BEAT | | | |
| HAPPY | | | |
| PUBLIC | | | |
| RUNNING | | | |

MAT/LAST: closed syllable, short vowel, e.g., bed, top, hit, cat bump, mast, damp

TIME: final e, long vowel, e.g., cake, poke, same, woke, mine, rose, gate

CAR: vowel r-controlled, e.g., fur, nor, per, sir, her, tar

BEAT: two vowels together, e.g., soap, maid, lean, loaf, paid, meal

HAPPY: divide between two like consonants, e.g., lesson, bubble, battle, giggle,



PUBLIC: divide between unlike consonants, e.g., elbow, walrun, doctor, victim, admit

RUNNING: dividing between double consonant with suffix, e.g., batter, sipped, hitting, tanned, bitten



Questions students ask themselves about CBM graphs

- Are my scores going up?
- What's my highest score? Can I beat it in the next 2 weeks?
- What skill do I want to work hard on in the next 2 weeks to increase my CBM score?



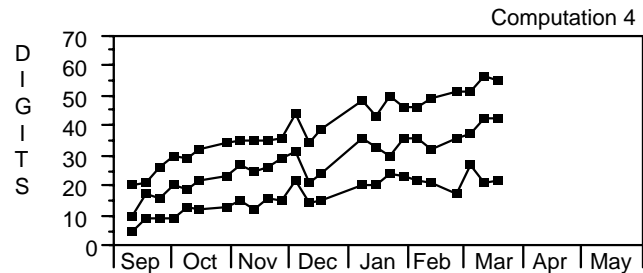
Strengthening Instructional Planning with CBM For Groups of Students

For group planning, the focus is on the class report.

CLASS SUMMARY

Teacher: Mrs. Smith

Report through 3/17



Students to Watch

Jonathan Nichols
Amanda Ramirez
Anthony Jones
Erica Jernigan
Icon

Most Improved

Icon
Michael Elliott
Jonathan Nichols
Michael Sanders
Matthew Hayes

Areas of Improvement: Computation

M1 Multiplying basic facts
M2 Multiplying by 1 digit
M3 Multiplying by 2 digits
D1 Dividing basic facts

Whole Class Instruction: Computation

M3 Multiplying by 2 digits

58% of your students are either COLD or COOL on this skill.

Small Group Instruction: Computation

S1 Subtracting

Cindy Lincoln Michael Sanders
Icon
Kaitlin Laird
Michael Elliott

**Ranked
Scores --
Average
of Last
Two
CBM
Scores
and the
Slope --
Average
Weekly
Increase**

RANKED SCORES - Computation

Teacher: Mrs. Smith

Report through 3/17

| <u>Name</u> | <u>Score</u> | <u>Growth</u> |
|------------------------|--------------|---------------|
| Samantha Spain _____ | 57 _____ | +1.89 |
| Aroun Phung _____ | 56 _____ | +1.60 |
| Gary McKnight _____ | 54 _____ | +1.14 |
| Yasmine Sallee _____ | 53 _____ | +1.34 |
| Kathy Taylor _____ | 53 _____ | +1.11 |
| Jung Lee _____ | 53 _____ | +1.23 |
| Matthew Hayes _____ | 51 _____ | +1.00 |
| Emily Waters _____ | 48 _____ | +1.04 |
| Charles McBride _____ | 43 _____ | +1.12 |
| Michael Elliott _____ | 42 _____ | +0.83 |
| Jenna Clover _____ | 42 _____ | +0.78 |
| Becca Jarrett _____ | 41 _____ | +1.14 |
| David Anderson _____ | 38 _____ | +0.79 |
| Cindy Lincoln _____ | 36 _____ | +1.04 |
| Kaitlin Laird _____ | 35 _____ | +0.71 |
| Victoria Dillard _____ | 34 _____ | +0.64 |
| Vicente Gonzalez _____ | 29 _____ | +0.28 |
| Adam Qualls _____ | 26 _____ | +0.60 |
| Michael Sanders _____ | 25 _____ | +0.70 |
| Jonathan Nichols _____ | 25 _____ | +2.57 |
| Amanda Ramirez _____ | 23 _____ | +0.85 |
| Anthony Jones _____ | 19 _____ | +0.05 |
| Erica Jernigan _____ | 18 _____ | +0.23 |
| Icon _____ | 0 _____ | +0.00 |

**ID of
students
whose
progress
is poor
compared
to peers**

CLASS STATISTICS: Computation

Teacher: Mrs. Smith

Report through 3/17

Score

| | |
|-----------------------|------|
| Average score | 39.5 |
| Standard deviation | 12.6 |
| Discrepancy criterion | 26.9 |

Slope

| | |
|-----------------------|-------|
| Average slope | +0.98 |
| Standard deviation | 0.53 |
| Discrepancy criterion | +0.45 |

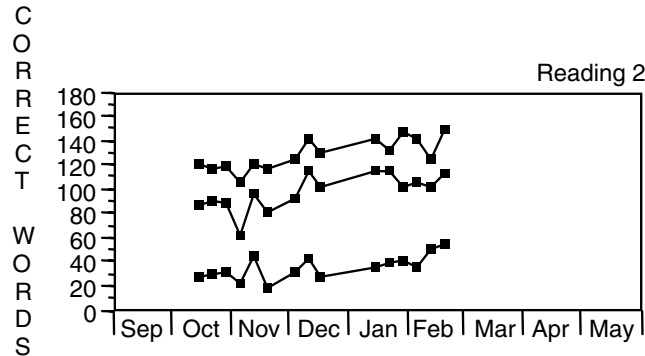
Students identified with dual discrepancy criterion

| | <u>Score</u> | <u>Slope</u> |
|----------------|--------------|--------------|
| Anthony Jones | 19.0 | +0.05 |
| Erica Jernigan | 18.0 | +0.23 |

Group Report in Reading

CLASS SUMMARY

Teacher: Mrs. Jones
Report through 2/15



Students to Watch

Shana Harmon
Mario Houston
Jalisha Sizemore
Ladarius Freeman
Nathanial Anderson

Most Improved

Jalisha Sizemore
Ladarius Freeman
Mario Houston
Shana Harmon
Nathanial Anderson

Comprehension Activities

| | | |
|------------------|-----------------|---------------|
| Adam Brown | Jermaine Jones | Sam Nelson |
| Andrew Jones | Kenzie Williams | Wilson Carter |
| Angela Adams | Melanie White | |
| Carolyn Hudson | Quenton Miller | |
| Cathryn O'Connel | Russell Carson | |

Fluency Practice

Phonics Instruction

MAT/LAST

| | |
|--------------------|--------------------|
| Ladarius Freeman | Ladarius Freeman |
| Mario Houston | Mario Houston |
| Nathanial Anderson | Nathanial Anderson |

TIME

CAR

BEAT

HAPPY

Jalisha Sizemore
Shana Harmon

PUBLIC

Jalisha Sizemore
Shana Harmon

RUNNING

- Class Graph
- Students in Bottom 25%
- Most Improved Across Last Few Weeks
- Students Who Could Benefit from Instruction in Comprehension, Fluency, and Decoding

Students meeting or not meeting end-of-year benchmark

Class Scores

Teacher: Mrs. Jones
Report through 2/15

| <u>Name</u> | <u>Score</u> | <u>Growth</u> |
|-------------|--------------|---------------|
|-------------|--------------|---------------|

*** The following student(s) are currently at or above end-of-year benchmark.**



| | | |
|-----------------------|----------|-------|
| Jermaine Jones_____ | 146_____ | +1.17 |
| Kenzie Williams_____ | 133_____ | +1.32 |
| Wilson Carter_____ | 132_____ | +3.05 |
| Carolyn Hudson_____ | 132_____ | +2.37 |
| Cathryn O'Connel_____ | 123_____ | +0.80 |
| Angela Adams_____ | 122_____ | +0.30 |
| Sam Nelson_____ | 120_____ | -0.31 |
| Andrew Jones_____ | 115_____ | +0.49 |
| Russell Carson_____ | 106_____ | +1.40 |
| Adam Brown_____ | 105_____ | +1.61 |
| Quenton Miller_____ | 104_____ | +2.61 |
| Melanie White_____ | 93_____ | +1.55 |
| Shana Harmon_____ | 77_____ | +0.69 |

*** The following student(s) are currently below end-of-year benchmark.**

| | | |
|-----------------------|---------|-------|
| Mario Houston_____ | 58_____ | +0.95 |
| Jalisha Sizemore_____ | 54_____ | +1.21 |
| Ladarius Freeman_____ | 38_____ | +0.90 |

*** The following student(s) are currently below previous year's benchmark.**

| | | |
|-------------------------|---------|-------|
| Nathaniel Anderson_____ | 17_____ | +0.45 |
|-------------------------|---------|-------|



Using CBM for

**LD Identification via
Response-to-
Intervention Model**

Using CBM to Identify Non-Responders for LD Identification

- Traditional assessment for identifying students with learning disabilities relies on intelligence and achievement tests
- Alternative framework is conceptualized as non-responsiveness to otherwise effective instruction
- Operationalize unresponsiveness as CBM dual-discrepancy
 - CBM level is below classmates
 - CBM slope (rate of learning) is rate below classmates



Using CBM to Identify Non-Responders for LD Identification

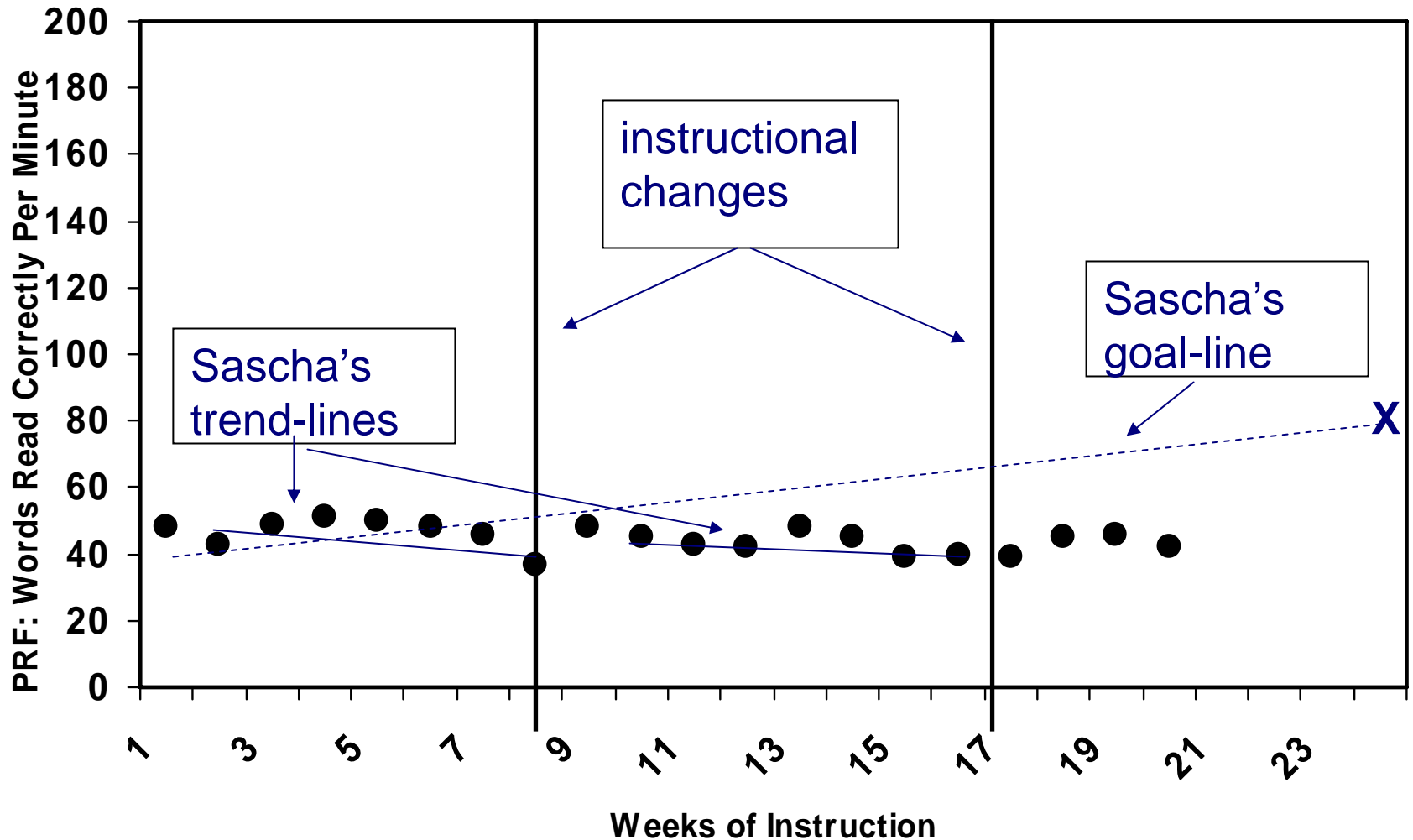
- All students do not ultimately achieve same degree of reading competence
- Just because reading growth is low, student doesn't automatically receive special education services
- If learning rate is similar to other classmates, student is profiting from the regular education environment



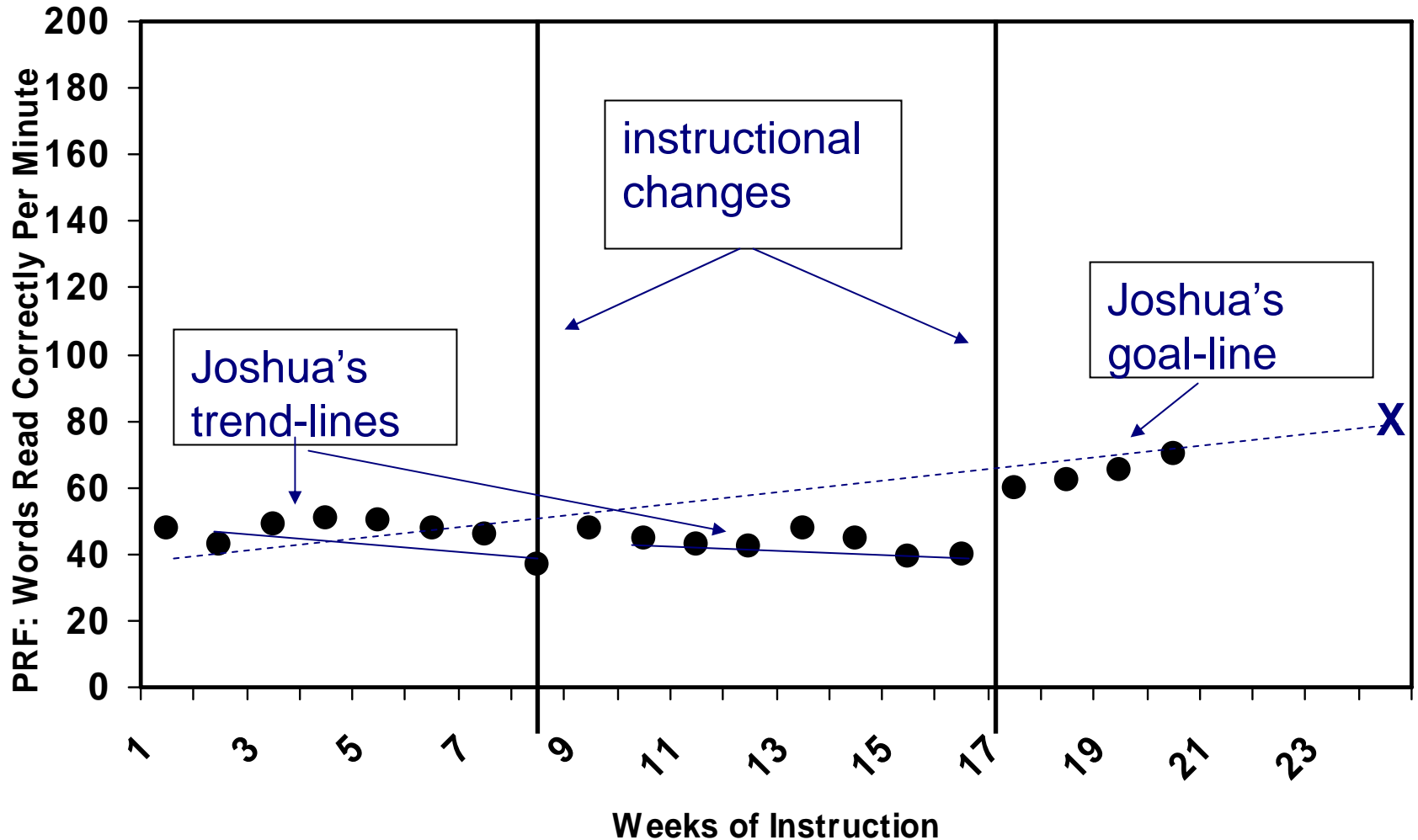
Using CBM to Identify Non-Responders for LD Identification

- If a low-performing student does not grow where other students are thriving, special intervention should be considered
- Alternative instructional methods must be tested to address mismatch between student's learning requirements and requirements in conventional instructional program

Case Study: Sascha



Case Study: Joshua





Using CBM to Develop IEPs

CBM and IEPs

- Improve special education accountability and effectiveness
- Eliminate focus on IEP short-term objectives

Mastery Measurement IEPs

- Mastery of a series of short-term objectives
 - IEPs with short-term objectives

- Tests change as mastery is demonstrated

- Technical problems for quantifying progress
 - Objectives are not equal intervals
 - Cannot index maintenance
 - No reliability/validity
 - Unmanageable IEPs

Mastery Measurement IEP

- **Current Performance Level**
 - Student performs at grade 3 on computational math.
- **Goal**
 - By year's end, student will increase performance by one grade level.
- **Objectives**
 - By 10/1, student will master additional with regrouping.
 - By 11/1, student will master multiplication facts.
 - By 12/1, student will mastery multiplying 2-digit numbers, no regrouping.

CBM

- Monitor performance on year-end goal
 - IEPs with long-term goal
- Each weekly test: Equivalent difficulty, assessing performance on year-end goal
- Technical advantages for quantifying progress:
 - Scores are equal interval units (slopes)
 - Automatically indexes maintenance
 - Strong reliability/validity
 - Manageable IEPs
 - Living Document (ambitious goals and stronger learning)

CBM IEP

■ Current Performance Level

- Given 25 problems representing grade 4 curriculum, student writes 20 correct digits in 3 minutes.

■ Goal

- In 30 weeks, given 25 problems representing grade 4 curriculum, student will write 55 digits correct in 3 minutes.

■ Objectives

- Each week, given 25 problems representing grade 4 curriculum, student will write 1 additional correct digits in 3 minutes.

CBM IEP

■ Current Performance Level


- Given passages representing grade 3 material, students reads 27 words correct in 1 minute.

■ Goal

- Given passages representing grade 3 material, students will read 72 words correct in 1 minute

■ Objective

- Each week, given passages representing grade 3 material, students will read 1.5 additional words correct in 1 minute.



Using CBM Data for
AYP and Enhancing
General Educator
Planning

How to Use CBM Data to Accomplish Teacher and School Accountability

- “No Child Left Behind” requires all schools to show Adequate Yearly Progress (AYP) towards proficiency goal
- Schools must determine measure(s) for AYP evaluation and the criterion for deeming an individual student “proficient”
- CBM can be used to fulfill the AYP evaluation in reading

How to Use CBM Data to Accomplish Teacher and School Accountability

- Using Reading CBM:
 - Schools can assess students to identify number of initial students who meet benchmarks (initial proficiency)
 - The discrepancy between initial proficiency and universal proficiency is calculated

How to Use CBM Data to Accomplish Teacher and School Accountability

■ Using Reading CBM:

- The discrepancy is divided by the number of years before the 2013-2014 deadline
- Provides the number of additional students who must meet benchmarks each year

How to Use CBM Data to Accomplish Teacher and School Accountability

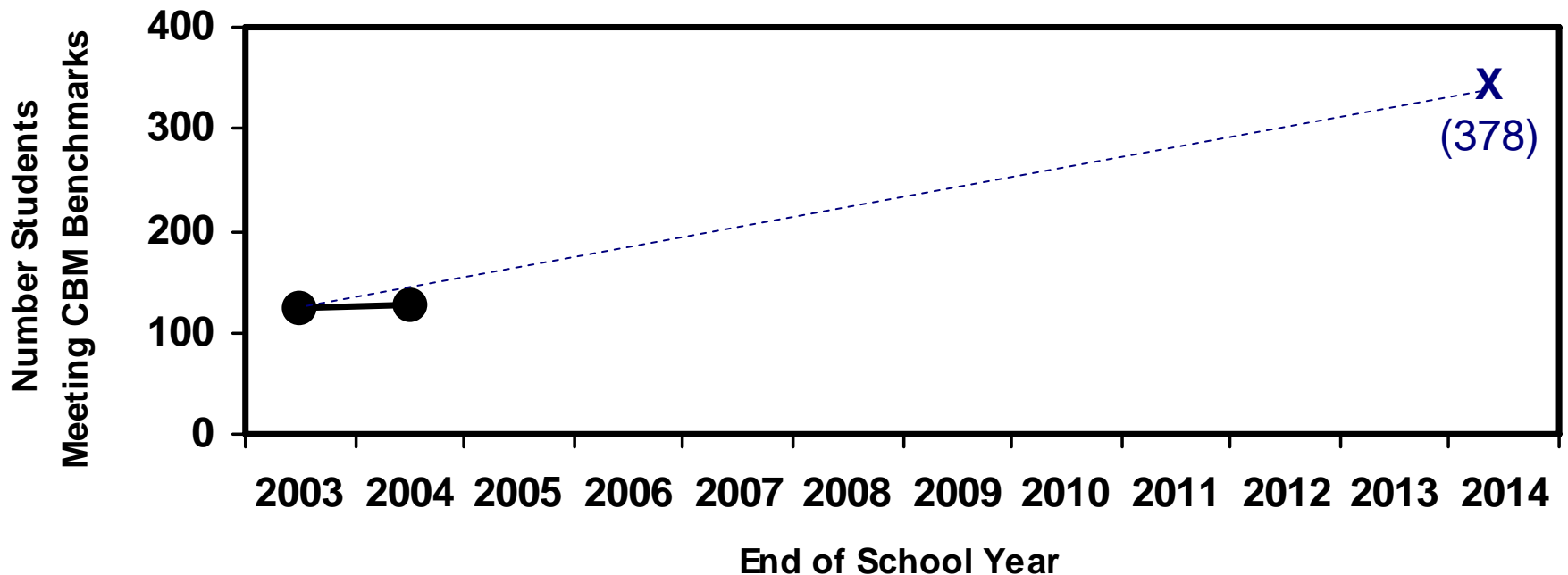
- Advantages of using CBM for AYP:
 - Measures are simple and easy to administer
 - Training is quick and reliable
 - Entire student body can be measured efficiently and frequently
 - Routine testing allows schools to track progress during school year

Case Study: Harrisburg Elem.

- Using CBM towards reading AYP
 - 378 students
 - 125 met initial benchmarks
 - Discrepancy between universal proficiency and initial proficiency is 253 students
 - Discrepancy of 253 students is divided by number of years until 2013-2014
 - $253 \div 11 = 23$
 - 23 students need to meet CBM benchmarks each year to demonstrate AYP

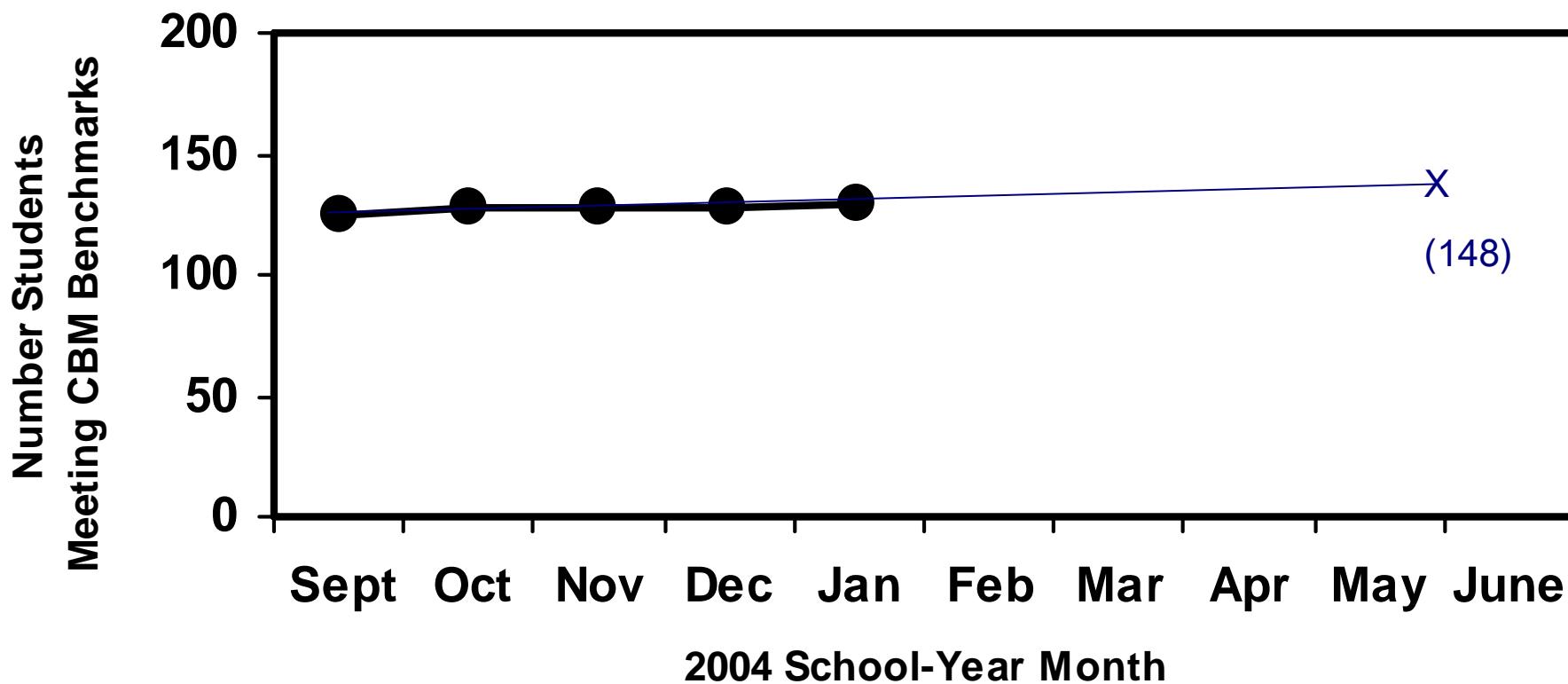
Case Study: Harrisburg Elem.

Harrisburg Elementary: Across-Year School Progress



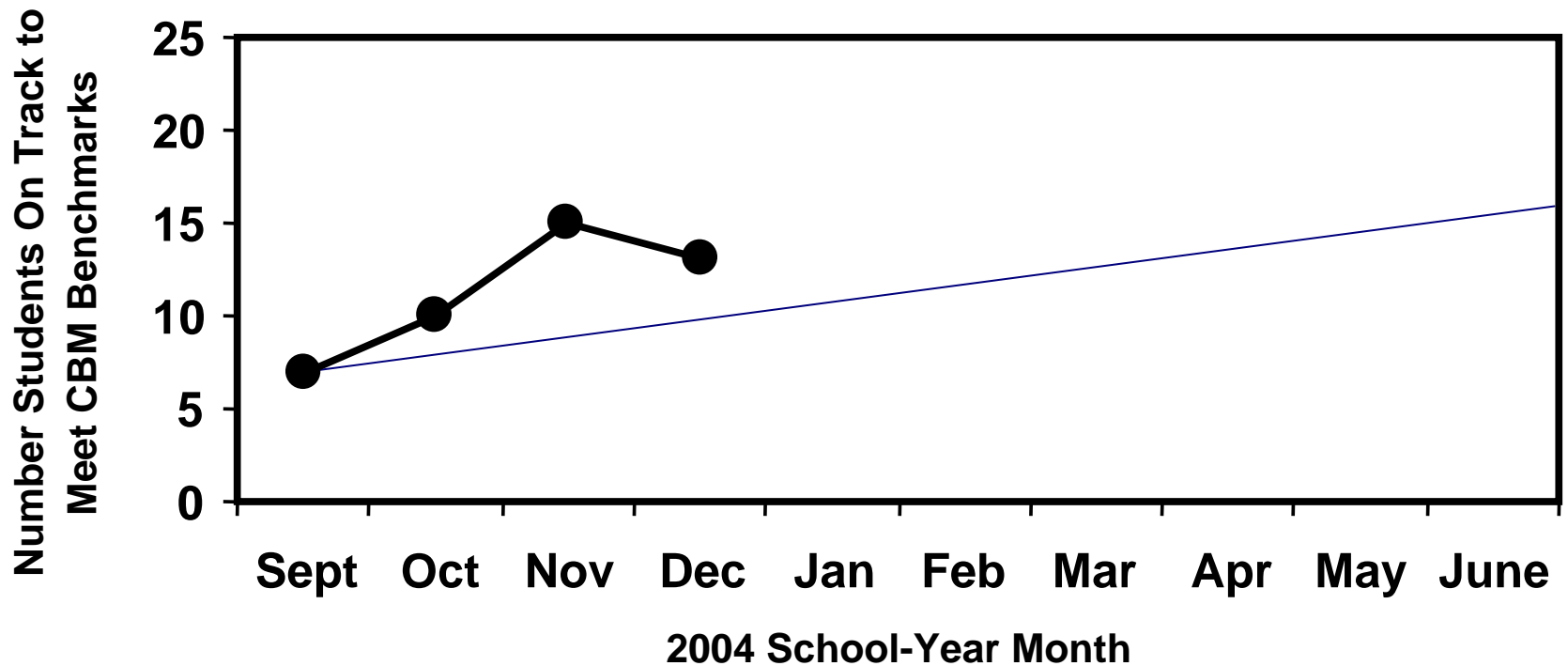
Case Study: Harrisburg Elem.

Harrisburg Elementary: Within-Year School Progress



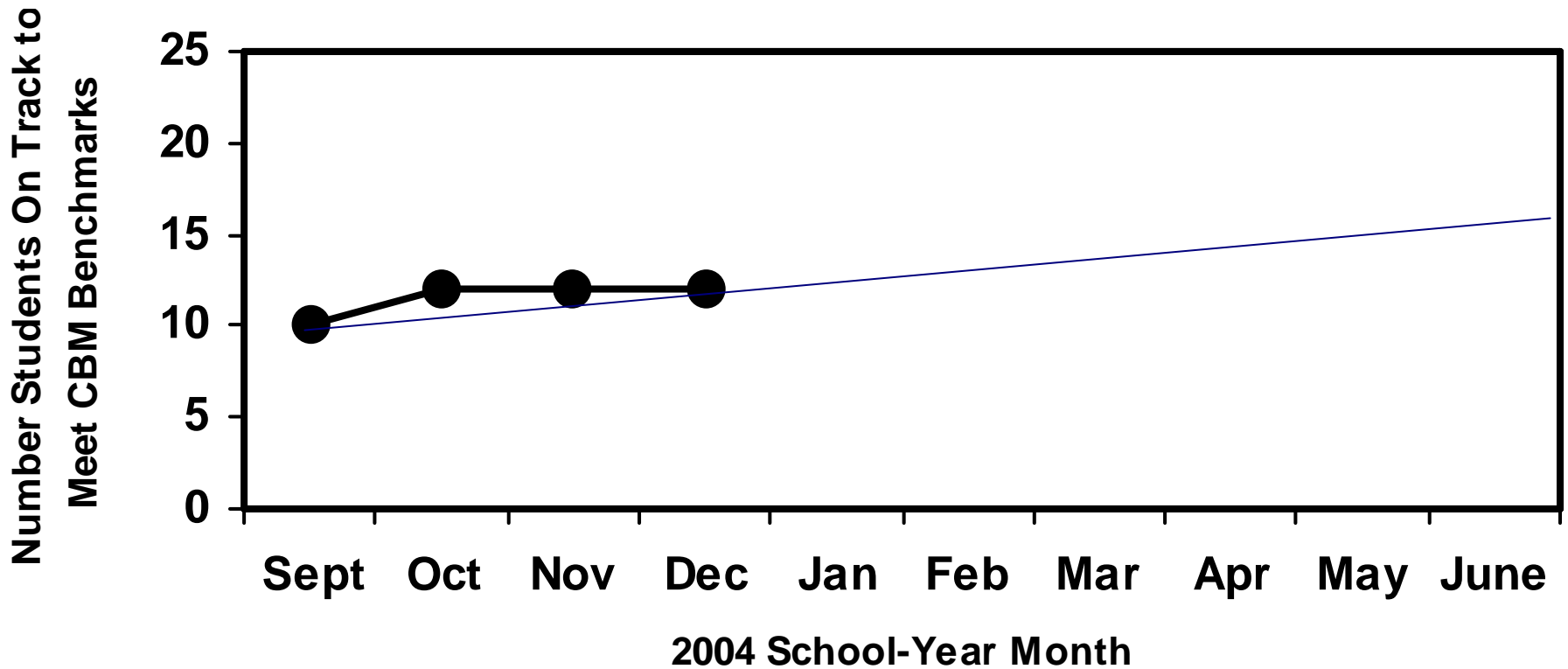
Case Study: Harrisburg Elem.

Harrisburg Elementary: Mrs. Chin Teacher Graph



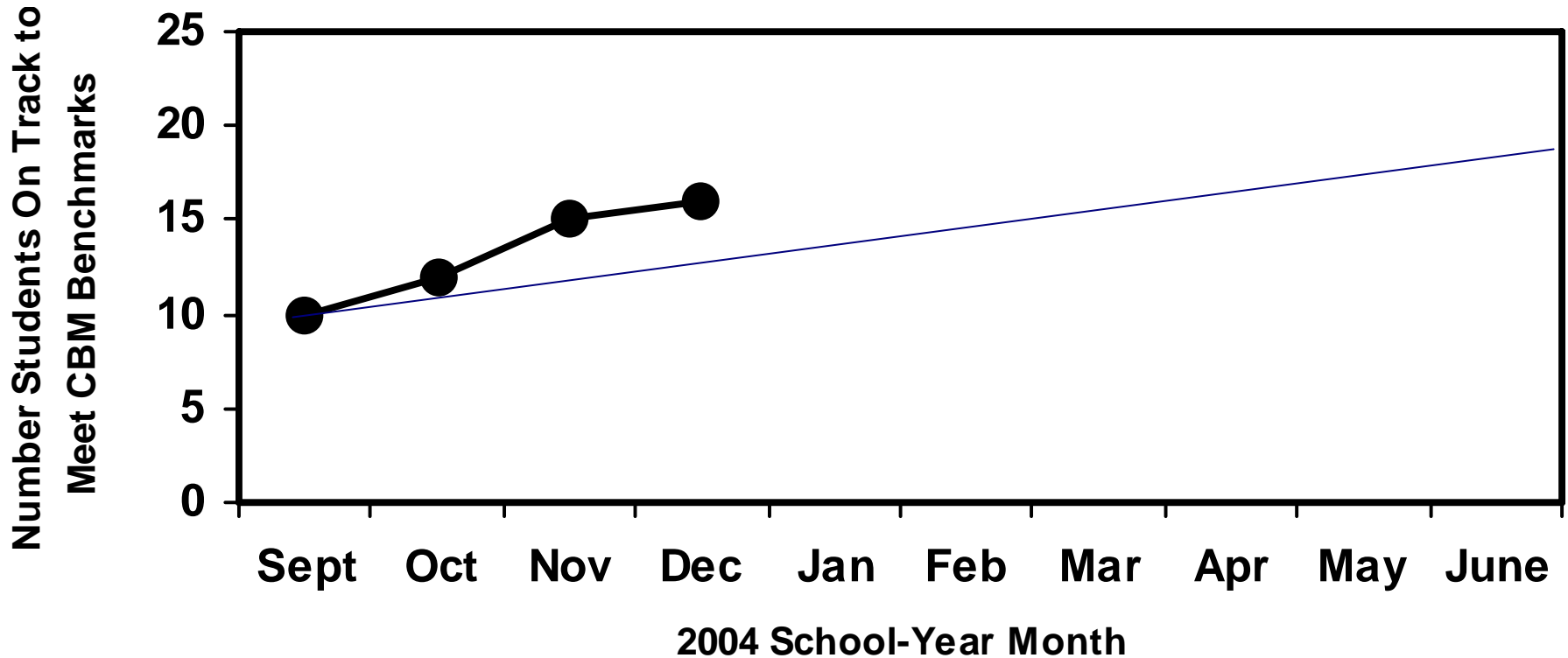
Case Study: Harrisburg Elem.

Harrisburg Elementary: Mr. Elliott Teacher Graph



Case Study: Harrisburg Elem.

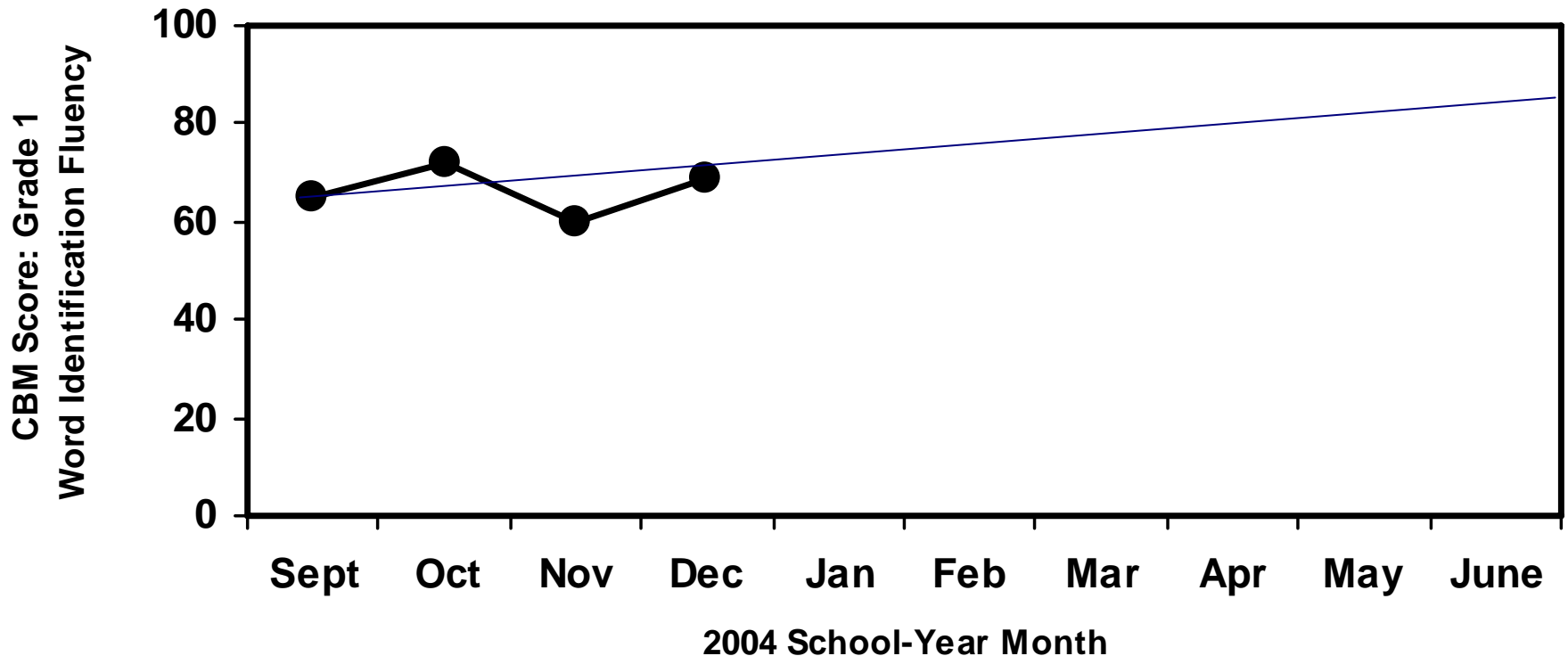
Harrisburg Elementary: Special Education Graph



Case Study: Harrisburg Elem.

Harrisburg Elementary:

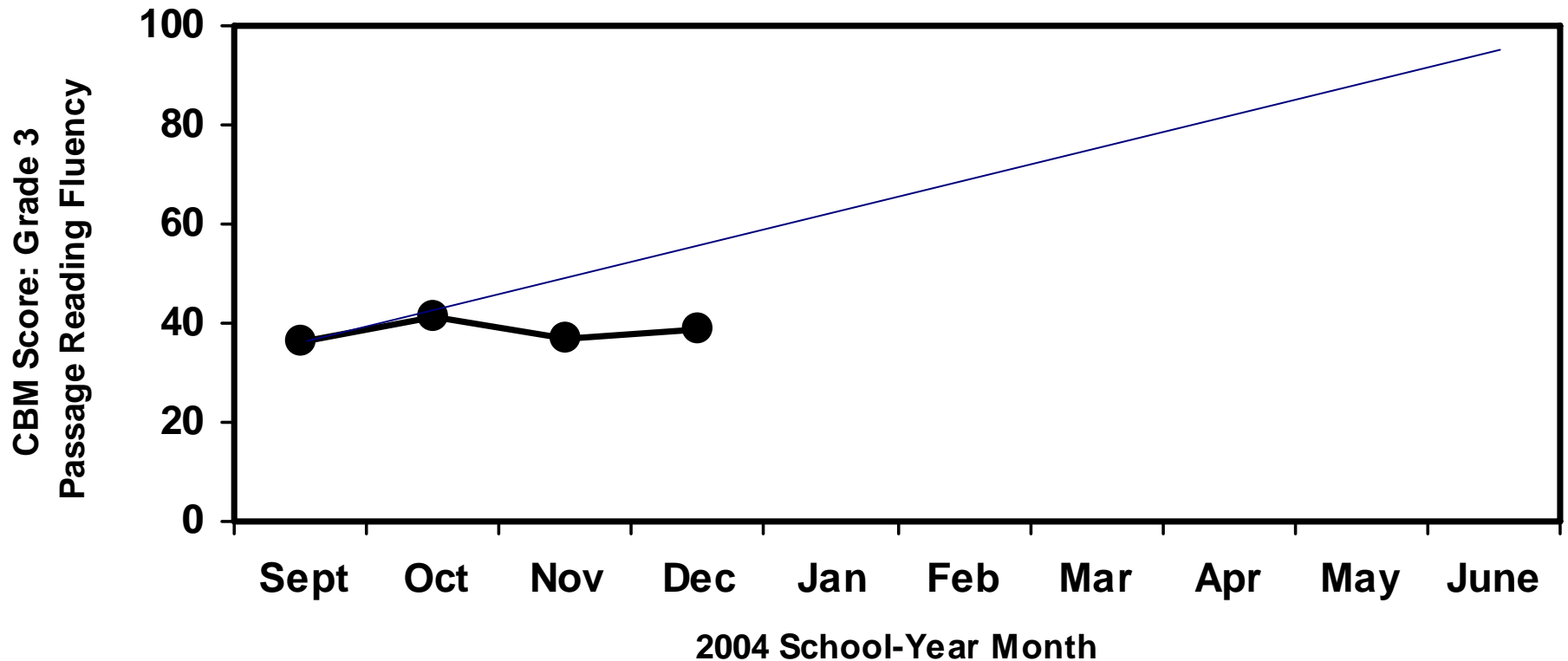
Hallie Martin Student Graph



Case Study: Harrisburg Elem.

Harrisburg Elementary:

Davindra Sindy Student Graph





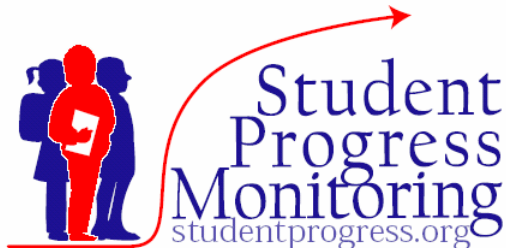
For CBM Materials and Further Information

- Please see handout for list of materials and additional readings

Part III

The National Center on Student Progress Monitoring

What We Can Do For You



What is the National Center on Student Progress Monitoring?

- Funded by the U.S. Department of Education, Office of Special Education Programs
- National technical assistance and dissemination center
- Housed at the American Institutes for Research in conjunction with Lynn Fuchs and Doug Fuchs at Vanderbilt University

Mission

- To provide technical assistance to states and districts and disseminate information about progress monitoring practices proven to work in different academic content areas (Gr. K-5).

Academic Areas

- Pre-reading (phonological awareness and letter sound correspondence) at K
- Early reading (decoding and fluency at the word level and text level) at grades 1-3
- Continued reading development (fluency in text and comprehension) at grades 4-5



Academic Areas Continued

- Math computation at K-5
- Math concepts and applications at K-5
- Spelling at grades 1-5
- Written expression at grades 1-5

Integrated program of services will:

- Raise ***knowledge and awareness*** by
 - Forming partnerships and Communicating with:
 - States,
 - Districts,
 - Associations,
 - Technical assistance providers,
 - Institutions of higher education,
 - Other interested groups




Integrated program of services will:

- Provide ***implementation support*** for using and sustaining proven progress monitoring practices to States and districts

Integrated program of services will:

- Provide for ***national dissemination*** by
 - developing resources;
 - supporting on-going information sharing
 - advanced web services,
 - regional meetings,
 - a national conference.



How can you get involved in the National Center on Student Progress Monitoring?

- Visit the web site www.studentprogress.org
- Participate in trainings
- Become a demonstration site
- Sign-up for and share information on our listserv
- Participate in Web-based discussion groups

Contact the National Student Progress Monitoring Center

Web site www.studentprogress.org

E-mail studentprogress@air.org



Questions

- ???