

# What Progress Monitoring can do for YOU

**Michelle Hosp**

University of Utah

and

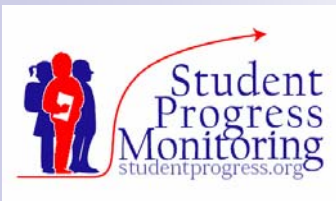
**Whitney Donaldson**

National Center on Student Progress Monitoring

**A New IDEA in Leadership**

**15<sup>th</sup> Annual CASE Conference**

**November 2004**



# 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

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

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

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

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

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

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

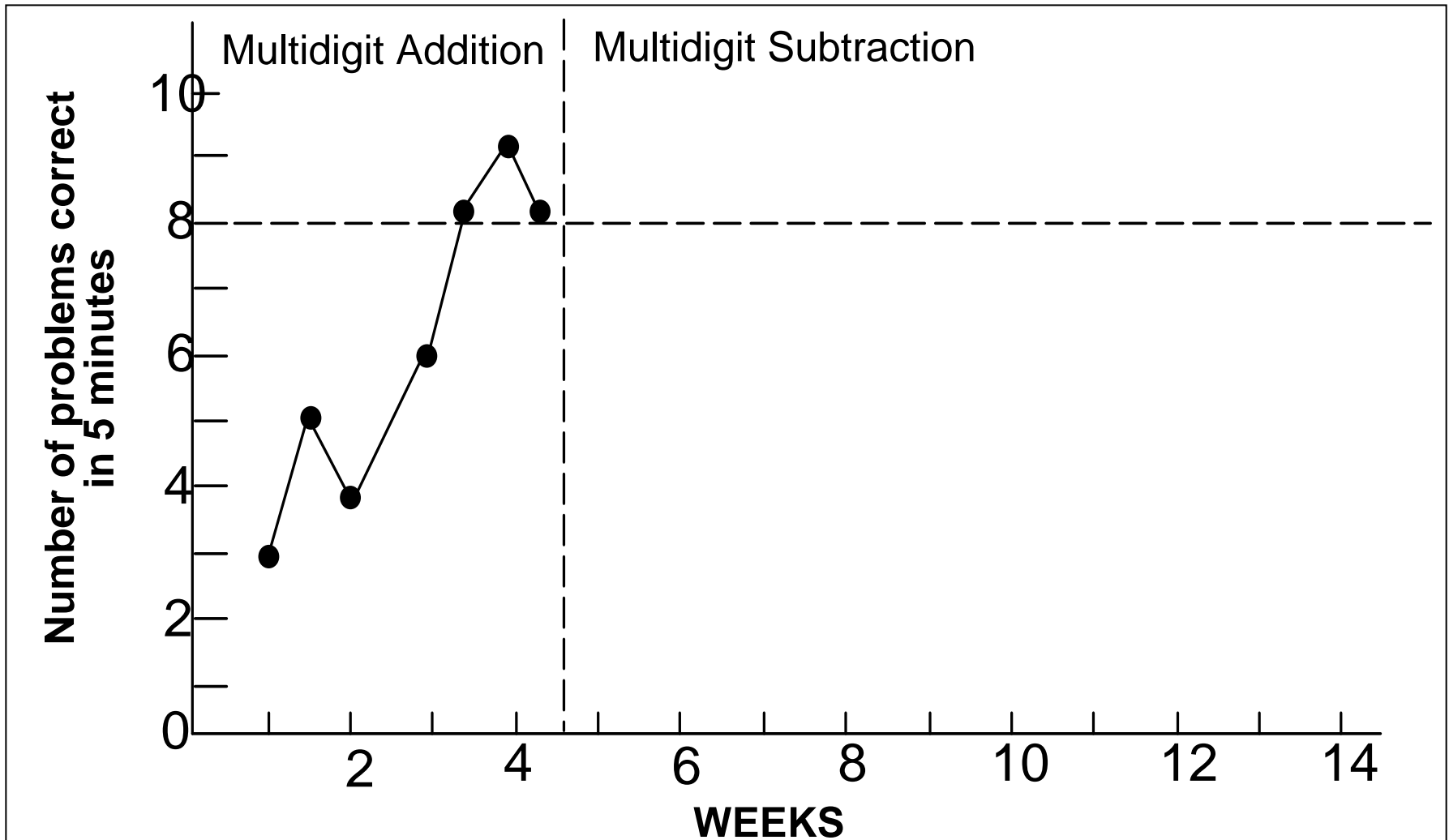
$$\begin{array}{r} 36422 \\ + 57529 \\ \hline \end{array}$$

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

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

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

# Mastery of Multidigit Addition



# Fourth Grade Math Computation Curriculum

1. Multidigit addition with regrouping
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9. Add/subtract simple fractions, like denominators
10. Add/subtract whole number and mixed number

# Multidigit Subtraction Mastery Test

Name: \_\_\_\_\_ Date \_\_\_\_\_

Subtracting

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

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

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

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

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

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

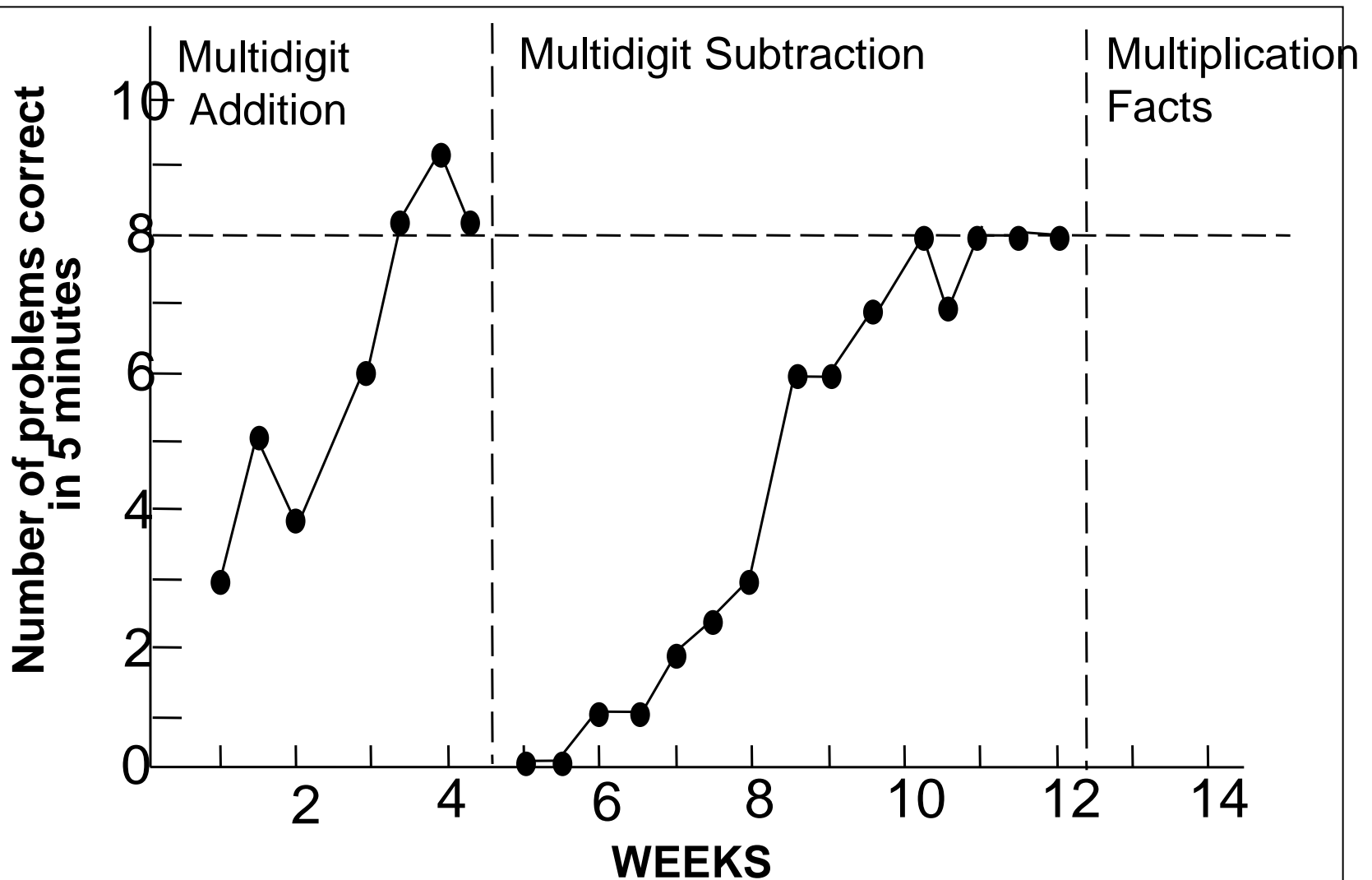
$$\begin{array}{r} 6422 \\ - 529 \\ \hline \end{array}$$

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

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

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

# 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 validity<sub>16</sub>

# 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

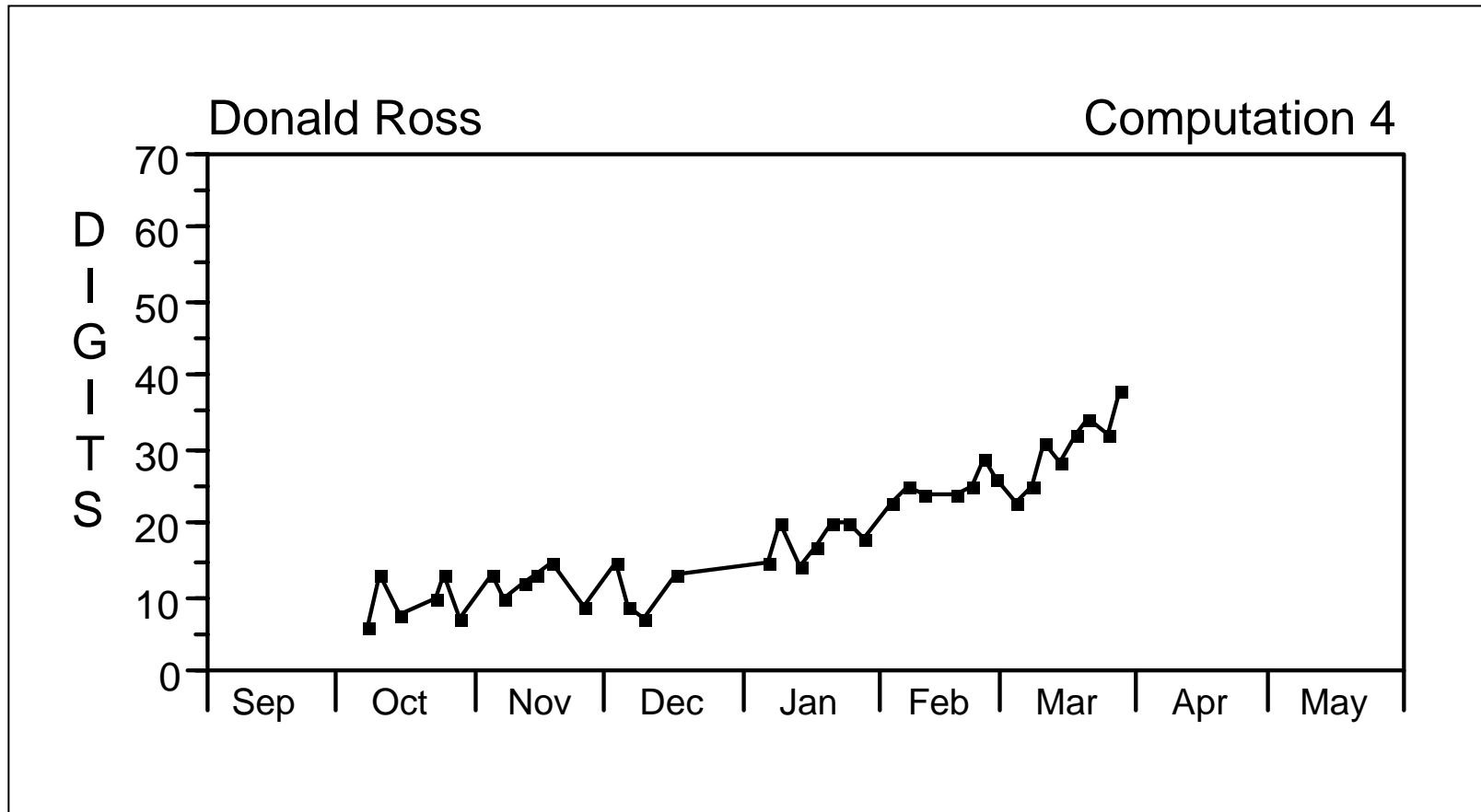
Password: AIR

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

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

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**

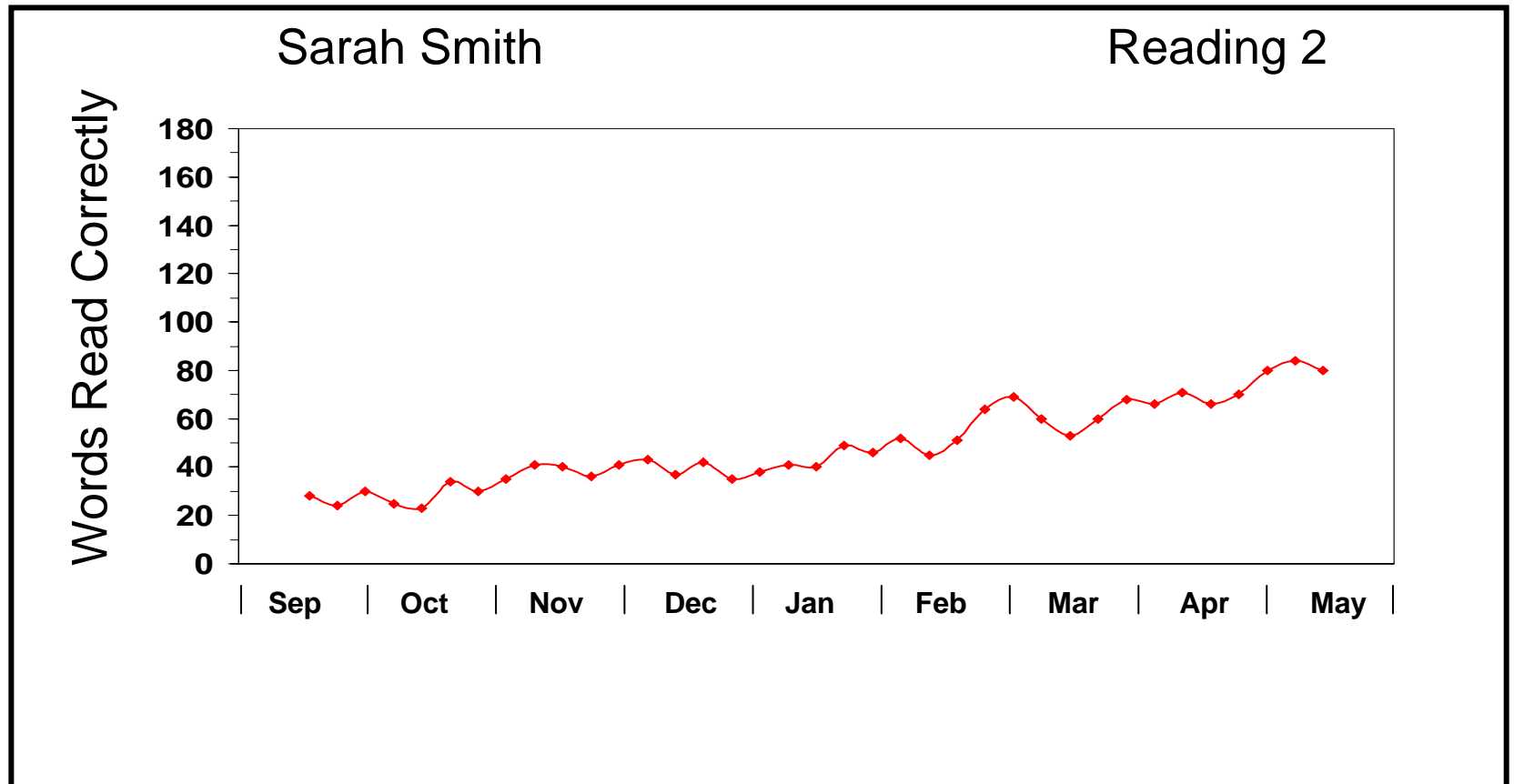
## **INCREASING SCORES:**

**Student is becoming a better reader.**

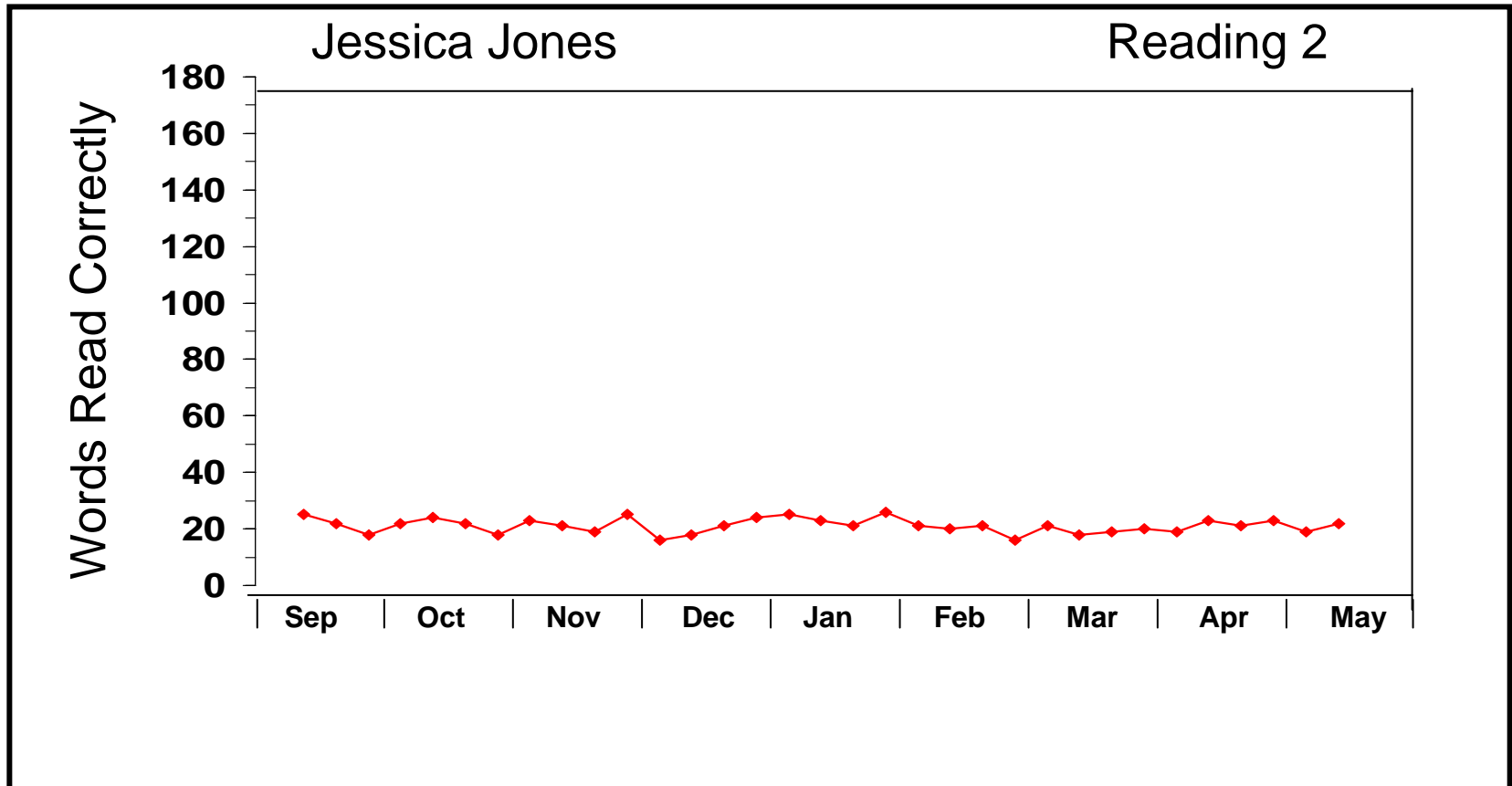
## **FLAT SCORES:**

**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

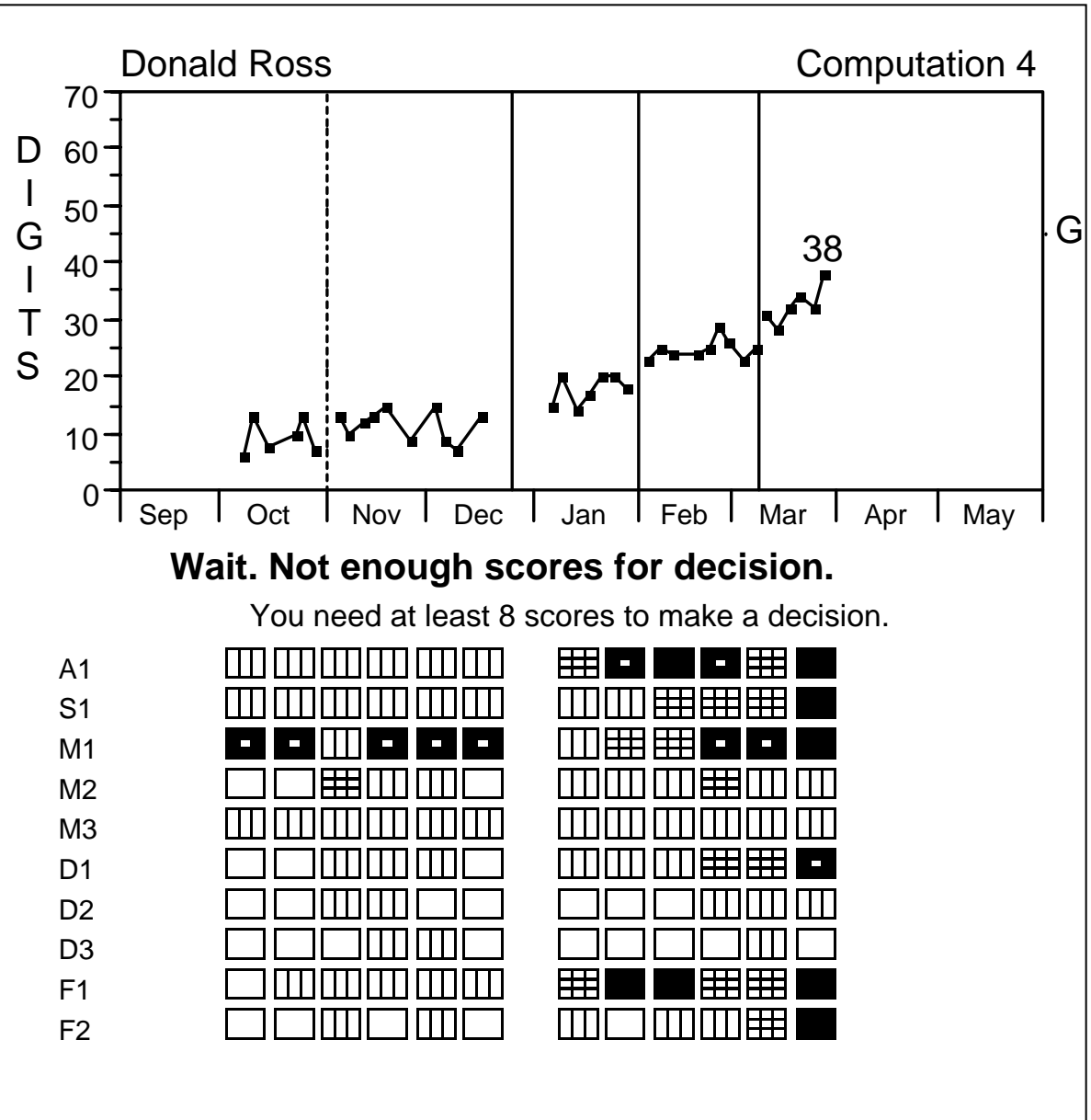
## Using CBM to Strengthen Instructional Planning



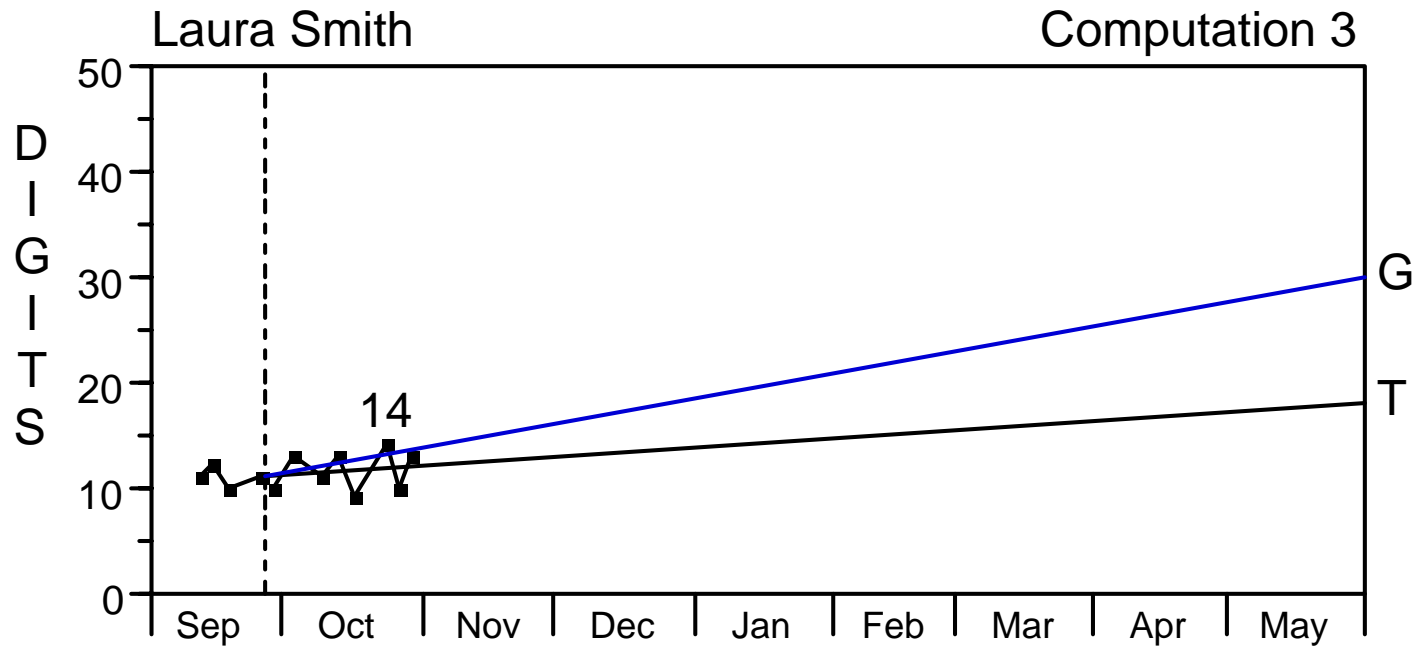
# Strengthening Instructional Planning with CBM

## For Individual Students

# CBM for individual decision making.



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

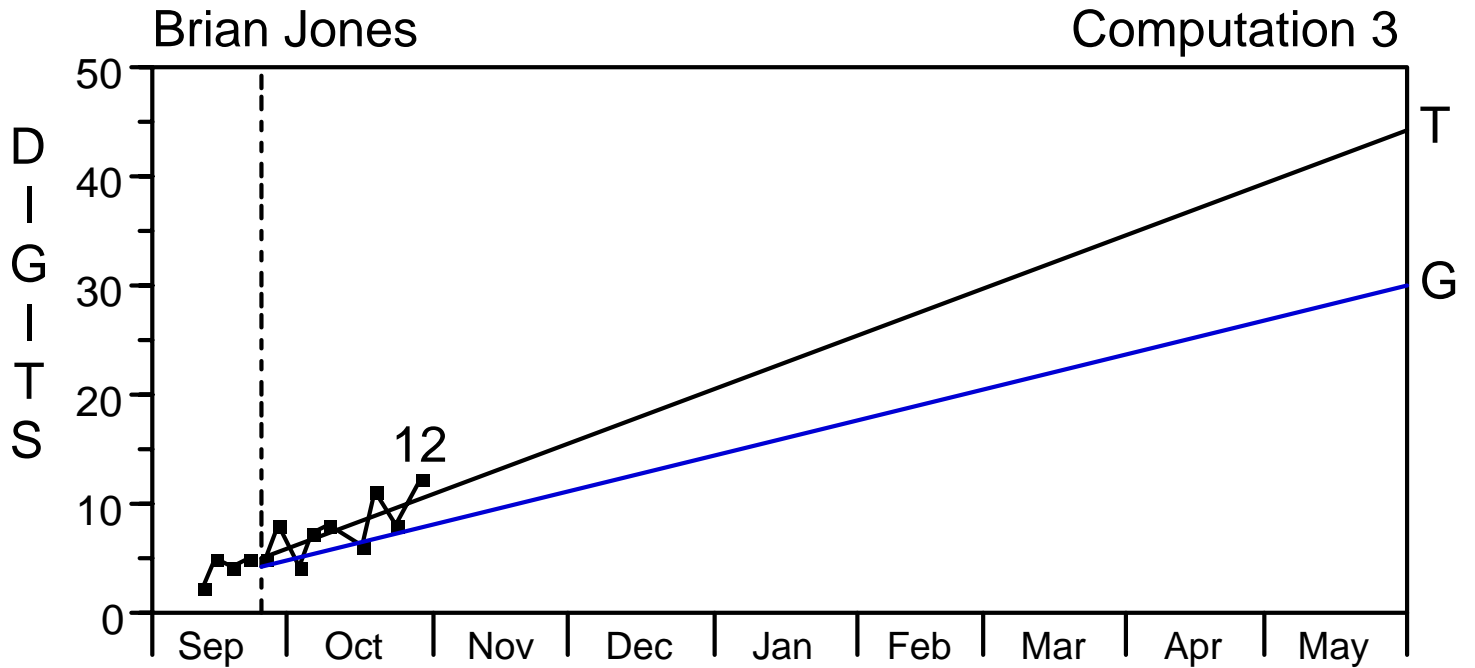


**Uh-oh! Make a teaching change.**

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

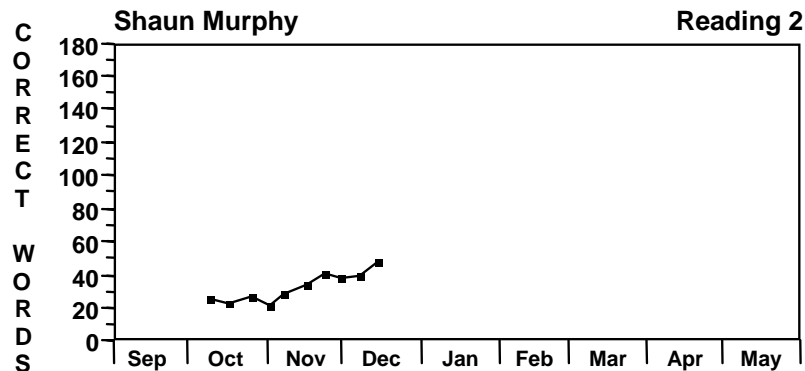
A1					
S1					
S2					
M1					
M2					
D1					



# 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?



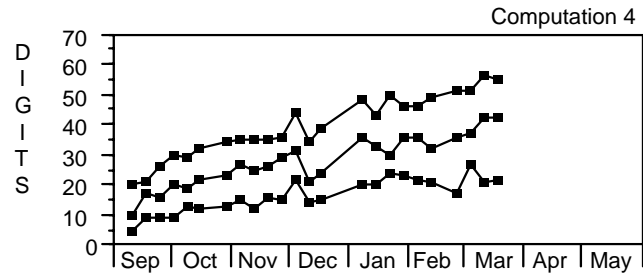
# Strengthening Instructional Planning with CBM For Groups of Students

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**

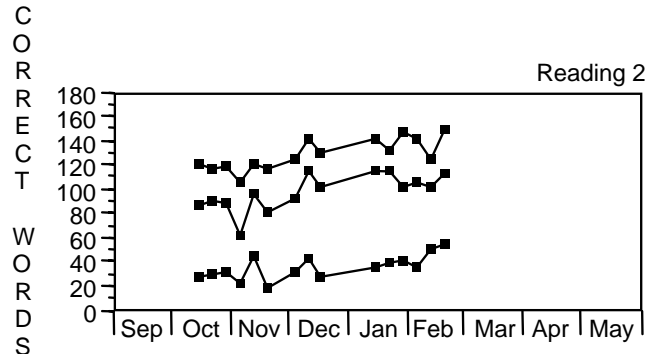
	<u>Score</u>	<u>Slope</u>
Anthony Jones	19.0	+0.05
Erica Jernigan	18.0	+0.23

# Group Report in Reading

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

## 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  
Mario Houston  
Nathanial Anderson

#### TIME

Ladarius Freeman  
Mario Houston  
Nathanial Anderson

#### CAR

#### BEAT

#### HAPPY

Jalisha Sizemore  
Shana Harmon

#### PUBLIC

Jalisha Sizemore  
Shana Harmon

#### RUNNING

# 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>
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**\* 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
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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

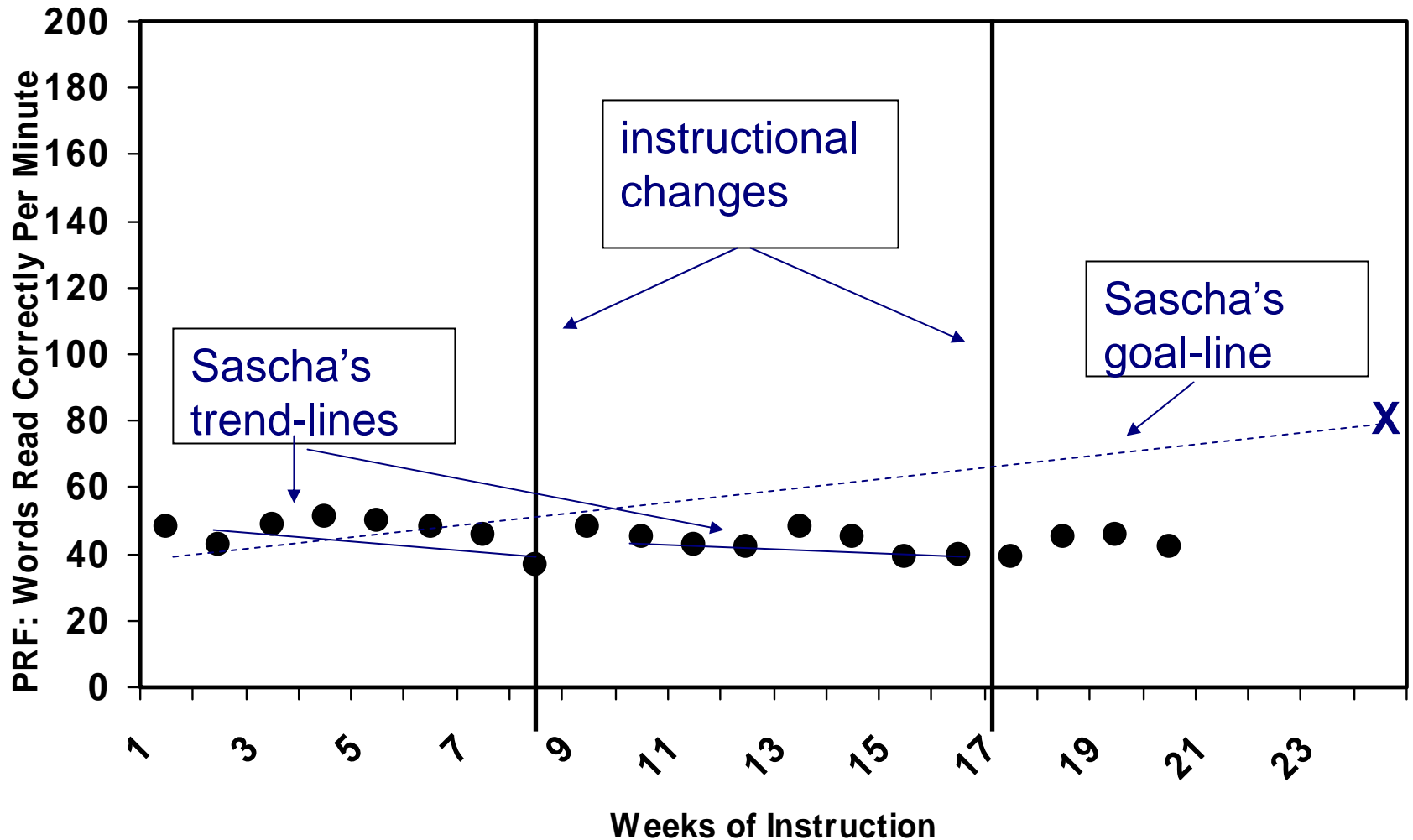
- All students do not ultimately achieve same degree of reading competence
- Just because reading growth is low, student doesn't automatically receive special education services
- If learning rate is similar to other classmates, student is profiting from the regular education environment



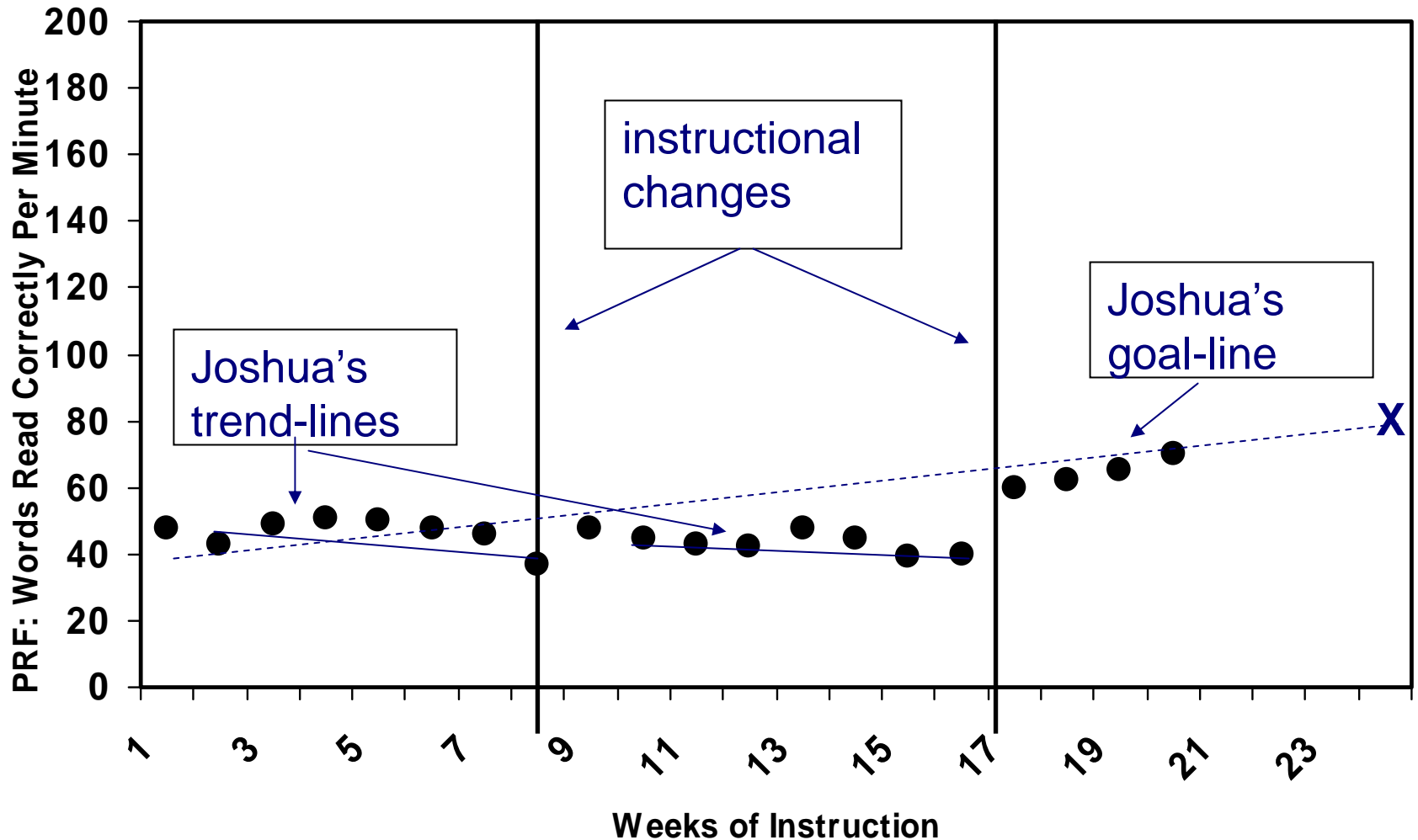
# Using CBM to Identify Non-Responders for LD Identification

- 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

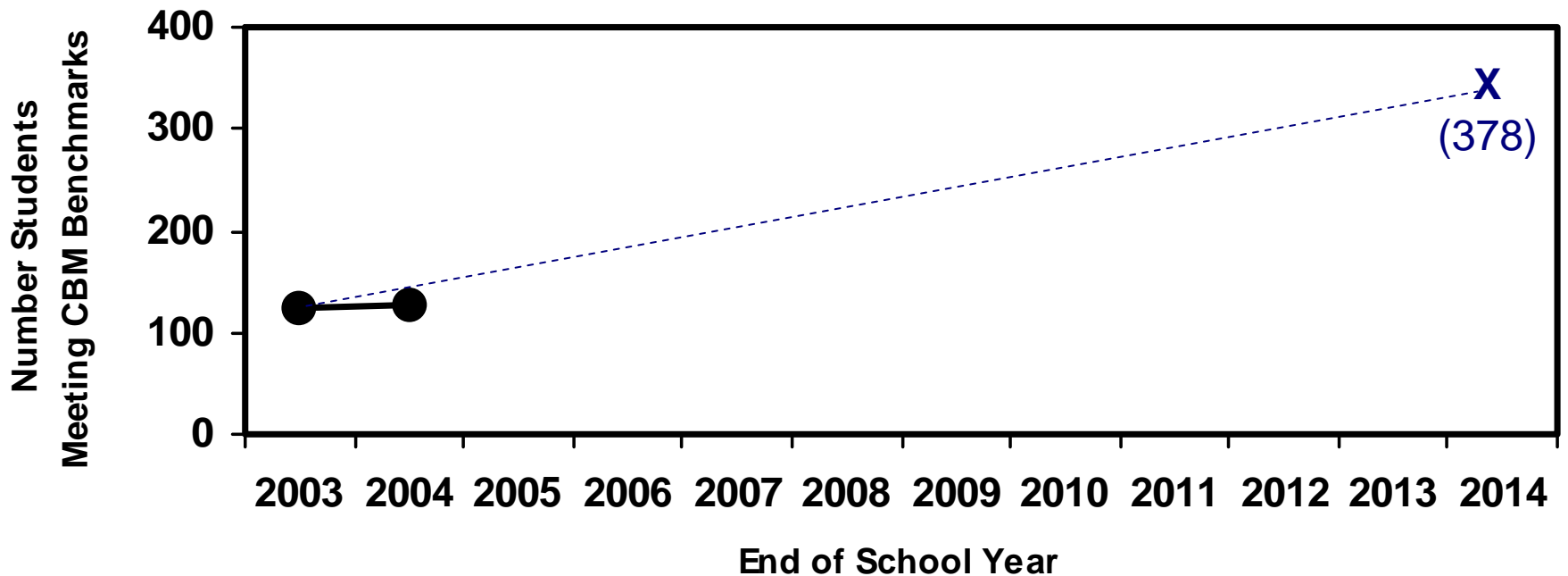
- Advantages of using CBM for AYP:
  - Measures are simple and easy to administer
  - Training is quick and reliable
  - Entire student body can be measured efficiently and frequently
  - Routine testing allows schools to track progress during school year

# 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

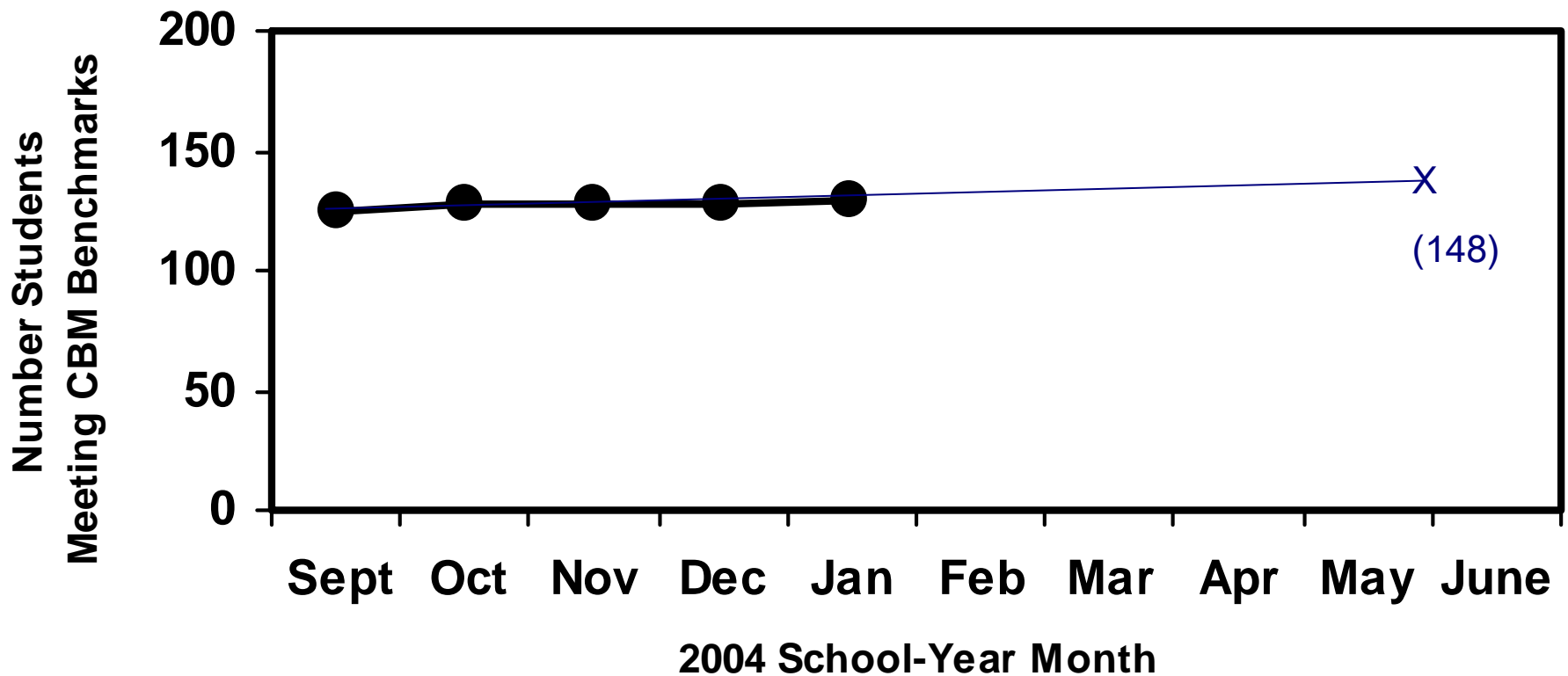
# Case Study: Harrisburg Elem.

## Harrisburg Elementary: Across-Year School Progress



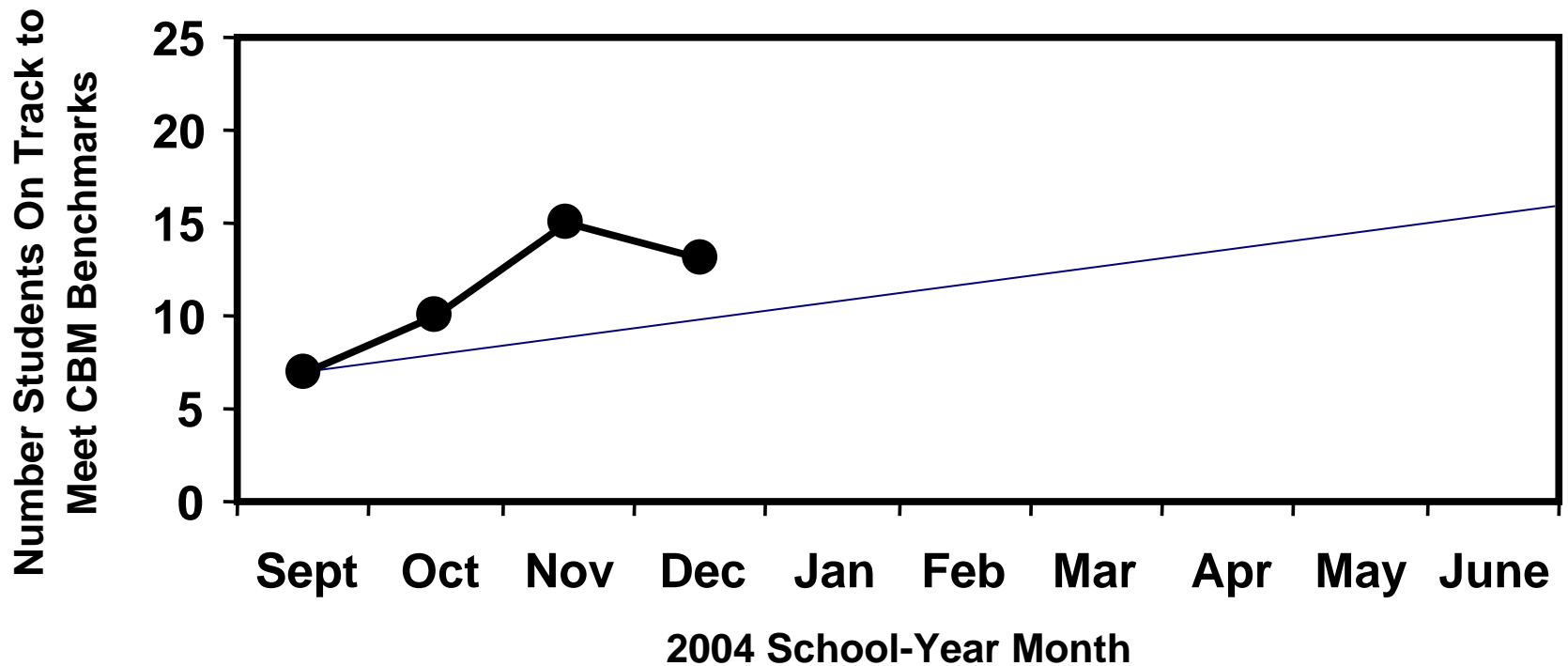
# Case Study: Harrisburg Elem.

## Harrisburg Elementary: Within-Year School Progress



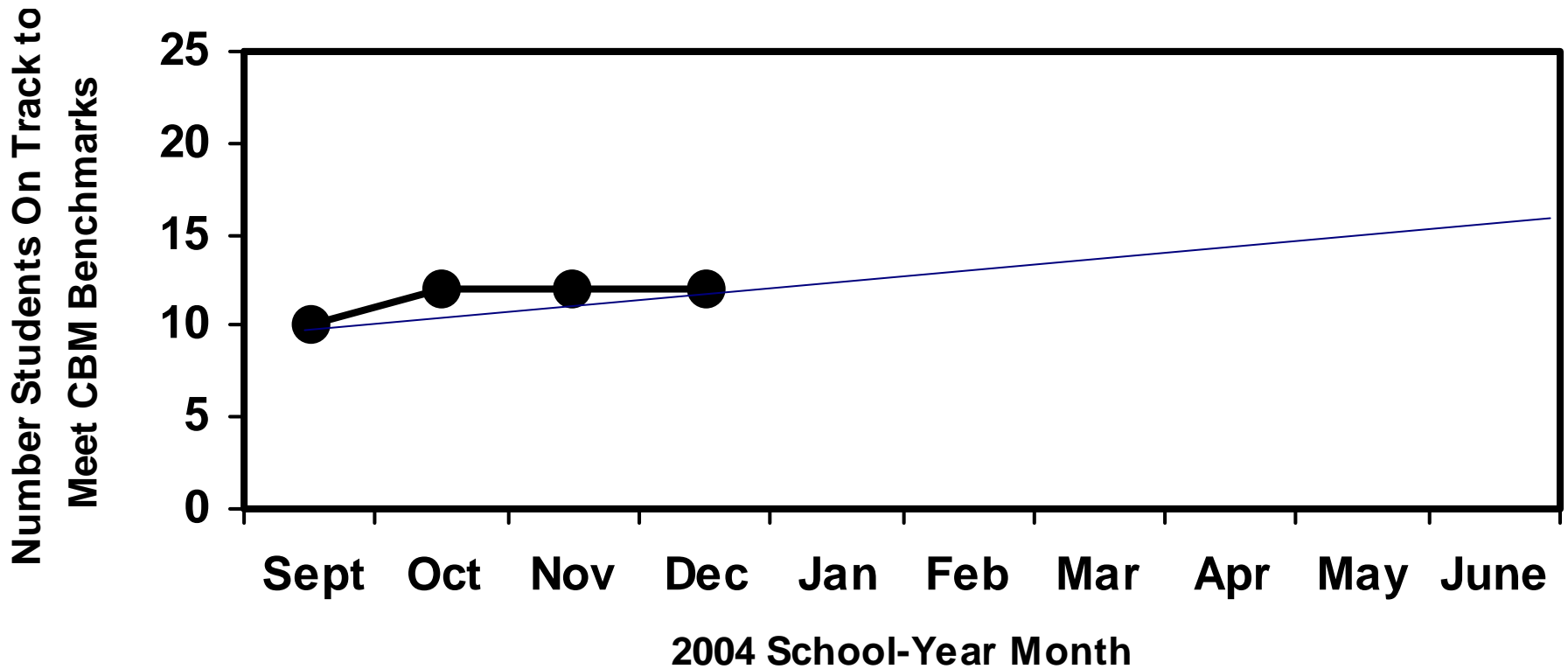
# Case Study: Harrisburg Elem.

## Harrisburg Elementary: Mrs. Chin Teacher Graph



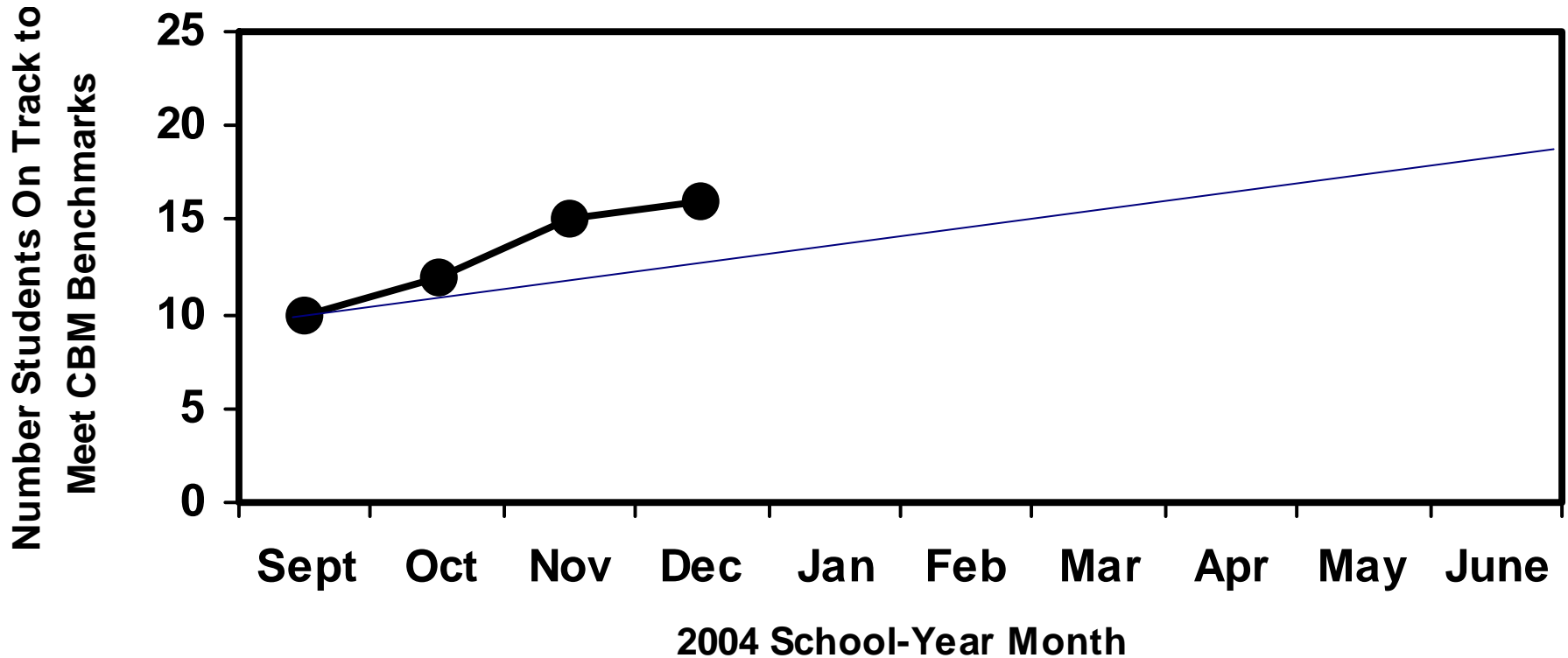
# Case Study: Harrisburg Elem.

## Harrisburg Elementary: Mr. Elliott Teacher Graph



# Case Study: Harrisburg Elem.

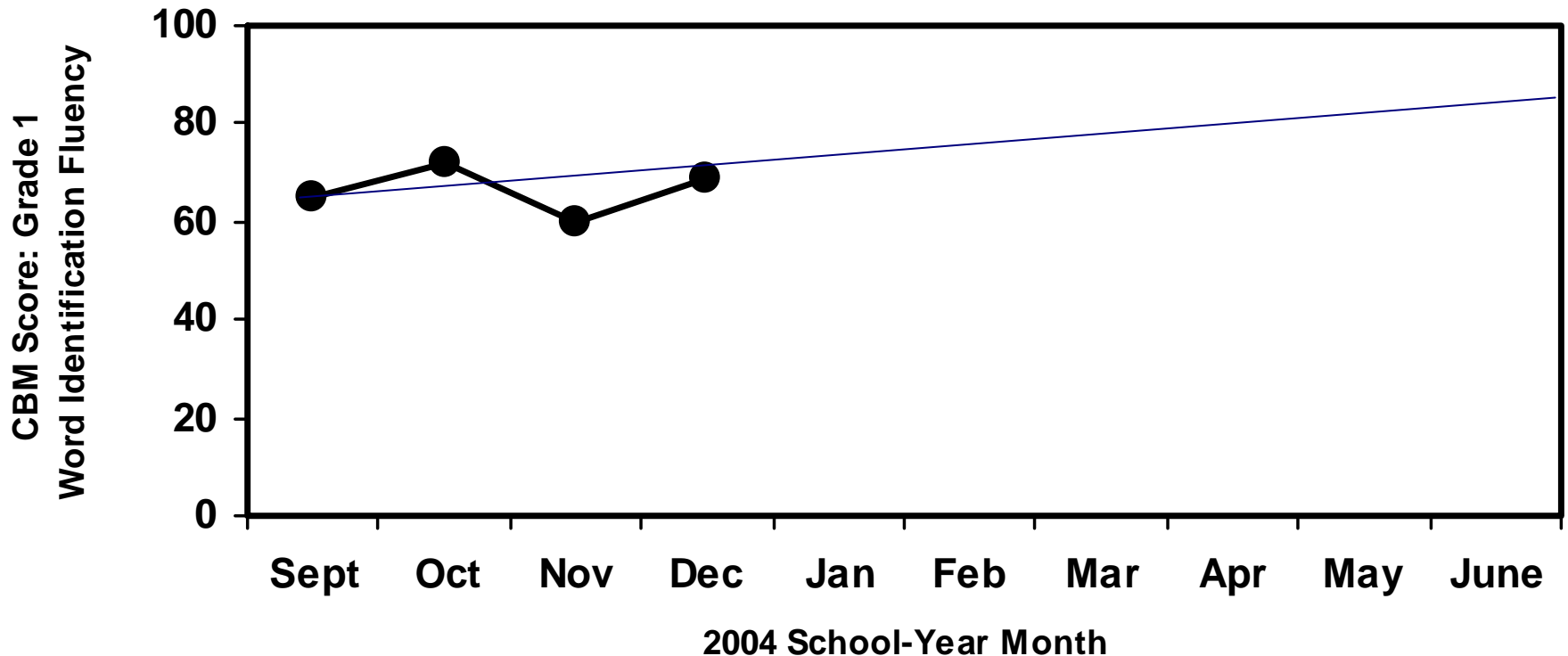
## Harrisburg Elementary: Special Education Graph



# Case Study: Harrisburg Elem.

Harrisburg Elementary:

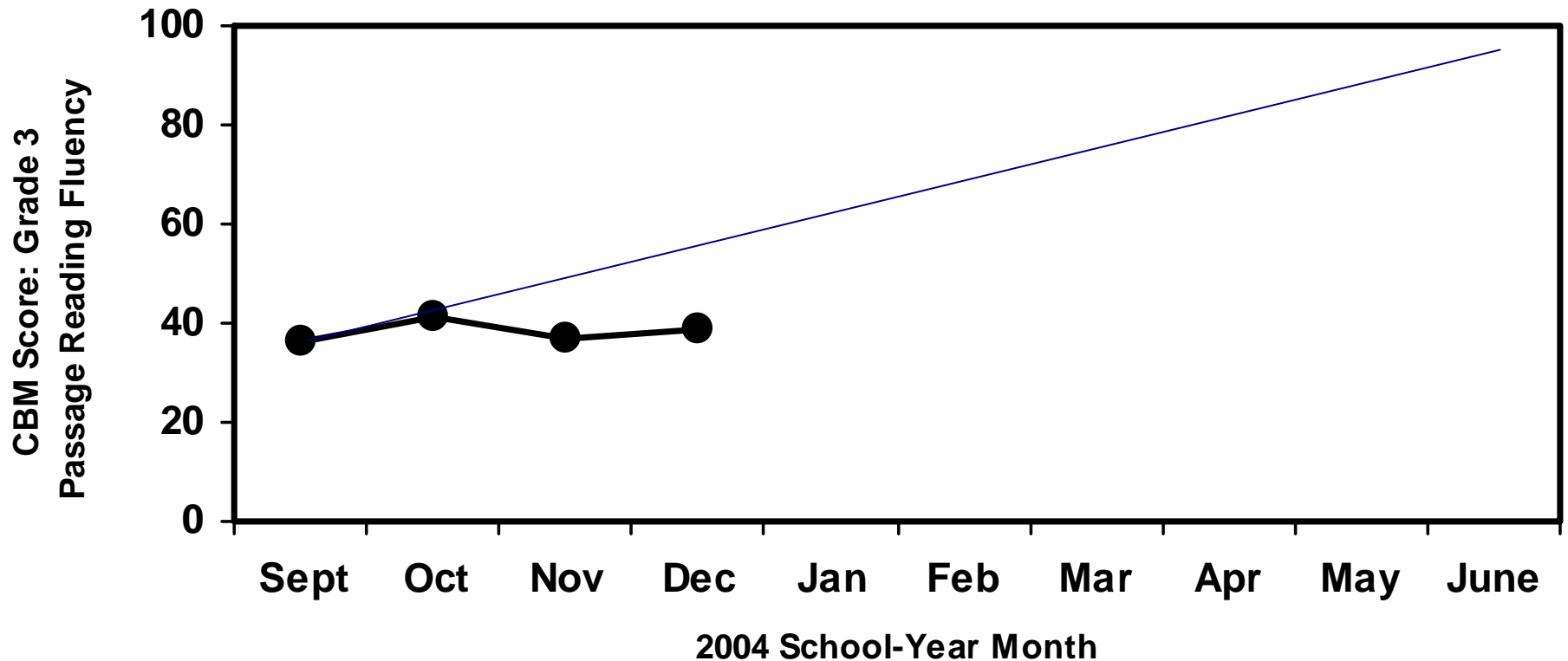
Hallie Martin Student Graph



# Case Study: Harrisburg Elem.

Harrisburg Elementary:

Davindra Sindy Student Graph





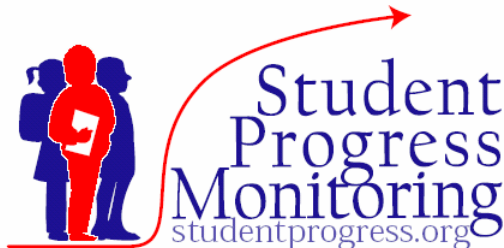
# For CBM Materials and Further Information

- 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.



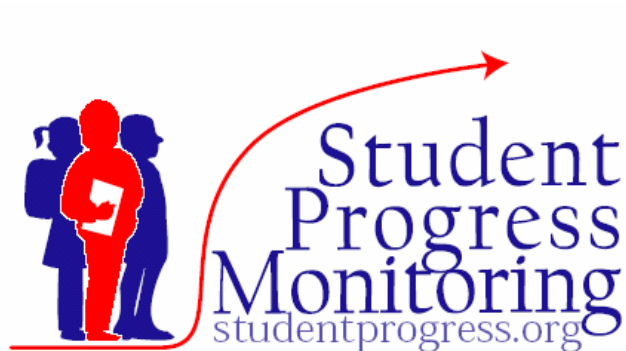
# How can you get involved in the National Center on Student Progress Monitoring?

- Visit the web site [www.studentprogress.org](http://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](http://www.studentprogress.org)

E-mail [studentprogress@air.org](mailto:studentprogress@air.org)



# Questions

- ???