

Supporting Teachers Who are Implementing Student Progress Monitoring: A Guide for Administrators

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Overview

- Research and background on progress monitoring using CBM
- Using CBM for school Improvement
- Administrator concerns, issues and barriers
- Logistics of implementation
 - Basic Steps
 - Measures
 - Schedule
- Supporting teachers in developing their progress monitoring procedures



Overview, cont.

- Using CBM to fulfill the AYP evaluation
- CBM and its use within a RTI system
- Evaluating the Progress of ELL
- Benefits of progress monitoring using CBM
- Frequently asked questions
- Building-level activities
- Final thoughts



Progress Monitoring

- Progress monitoring (PM) is conducted frequently and is designed to:
 - Estimate rates of student improvement
 - Identify students who are not demonstrating adequate progress
 - Compare the efficacy of different forms of instruction and design more effective, individualized instructional programs for problem learners



What Is the Difference Between Traditional Assessments and Progress Monitoring?

- **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 and a teacher's classroom may differ tremendously from the national student sample



What Is the Difference Between Traditional Assessments and Progress Monitoring?

- Curriculum-Based Measurement (CBM) is one type of PM
 - CBM provides an easy and quick method for 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



Why Curriculum-Based Measurement?

- *The scientifically validated form of progress monitoring*
 - The result of 30 years of research
 - Used across the country
 - Demonstrates strong reliability, validity, and instructional utility





Research support

- Over 30 years of research support the use of CBM to...
 - Increase student achievement (Fuchs, Deno, & Mirkin, 1984; Stecker, Fuchs, & Fuchs, 2006)
 - Make predictions about who will succeed on high-stakes assessments (Good, Simmons, & Kameenui, 2001)
 - Help teachers identify when instructional changes are needed (Fuchs, Fuchs, & Hamlett, 1993)
 - Develop classroom, school, or district norms (Shinn, 2002)
 - Increase ease of communication with parents, teachers, students, and others (Shinn, Habedank, & Good, 1993)



Many different uses for CBM...

- Special education decision-making
- Progress Monitoring
- Benchmarking
- Monitoring prereferral interventions
- Alternate assessment

All lead to data-based decision-making



Most Progress Monitoring: Mastery Measurement

- CBM is **NOT** Mastery Measurement

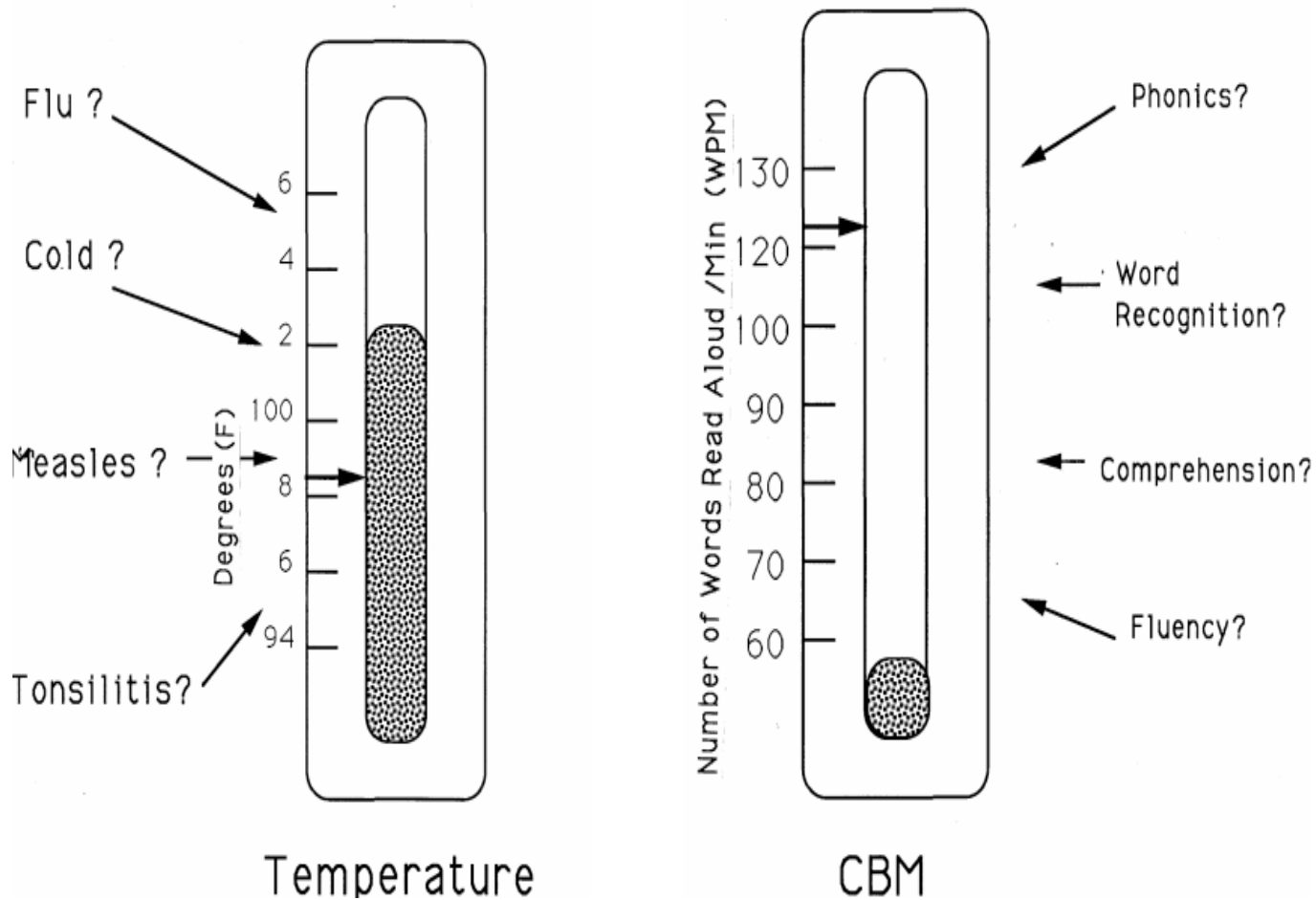


Curriculum-Based Measurement

- Not interested in making kids work faster
- Interested in kids becoming better in academics
- The CBM score is an **OVERALL INDICATOR** of academic competence
- Students who score high on CBMs are better:
 - Decoders
 - At sight vocabulary
 - Comprehenders
 - Computers
 - Problem-solvers
- Correlates highly with high-stakes tests

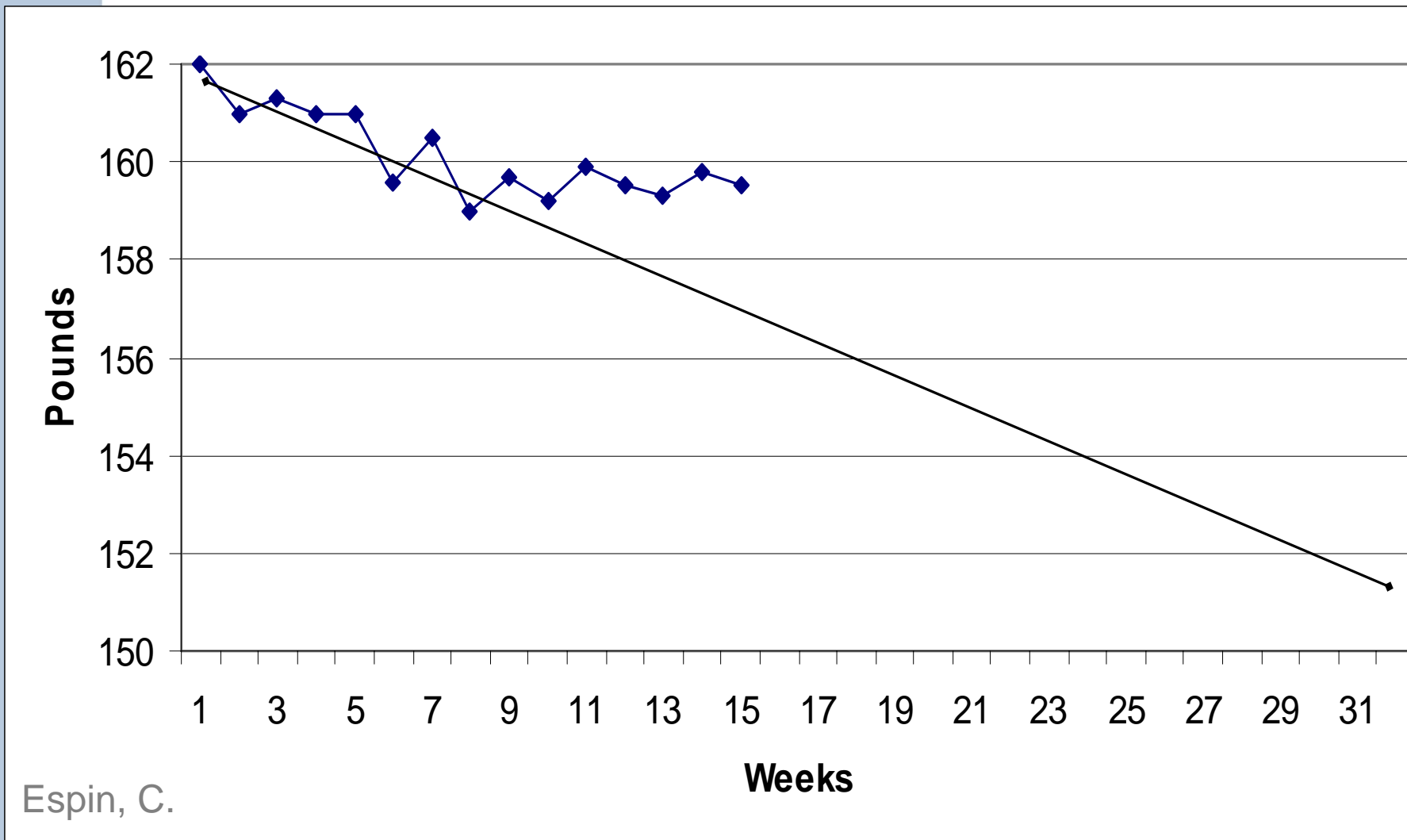


CBM: An Index of Academic Health





Weight Loss Graph

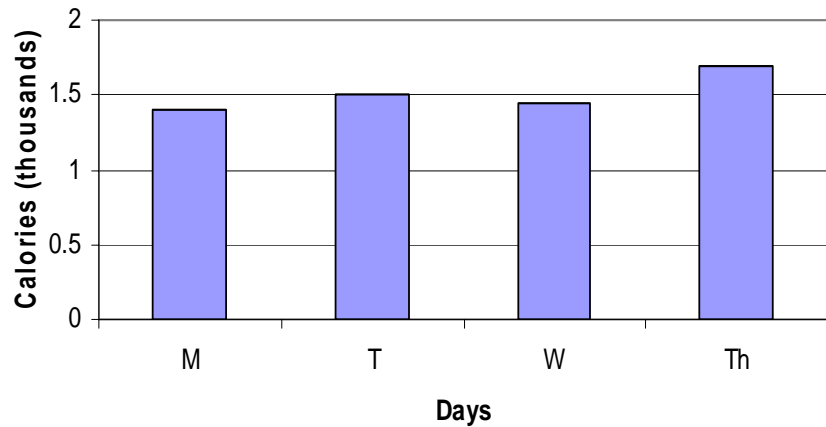


Espin, C.

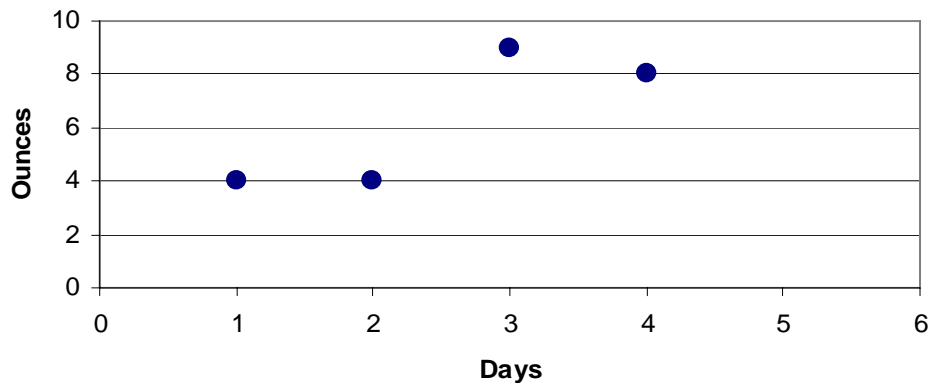


Interventions

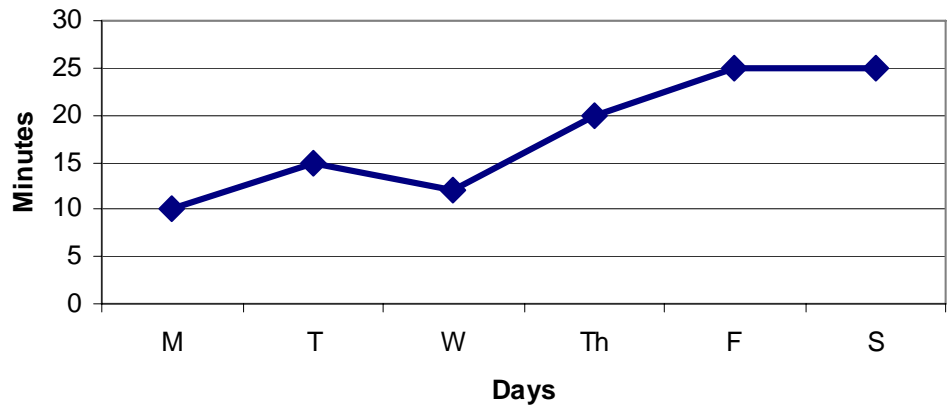
Calories consumed



Chocolate eaten



Exercise





How does weight loss relate to monitoring academic skills?

- We want a graph of “educational health”
- What do we measure?





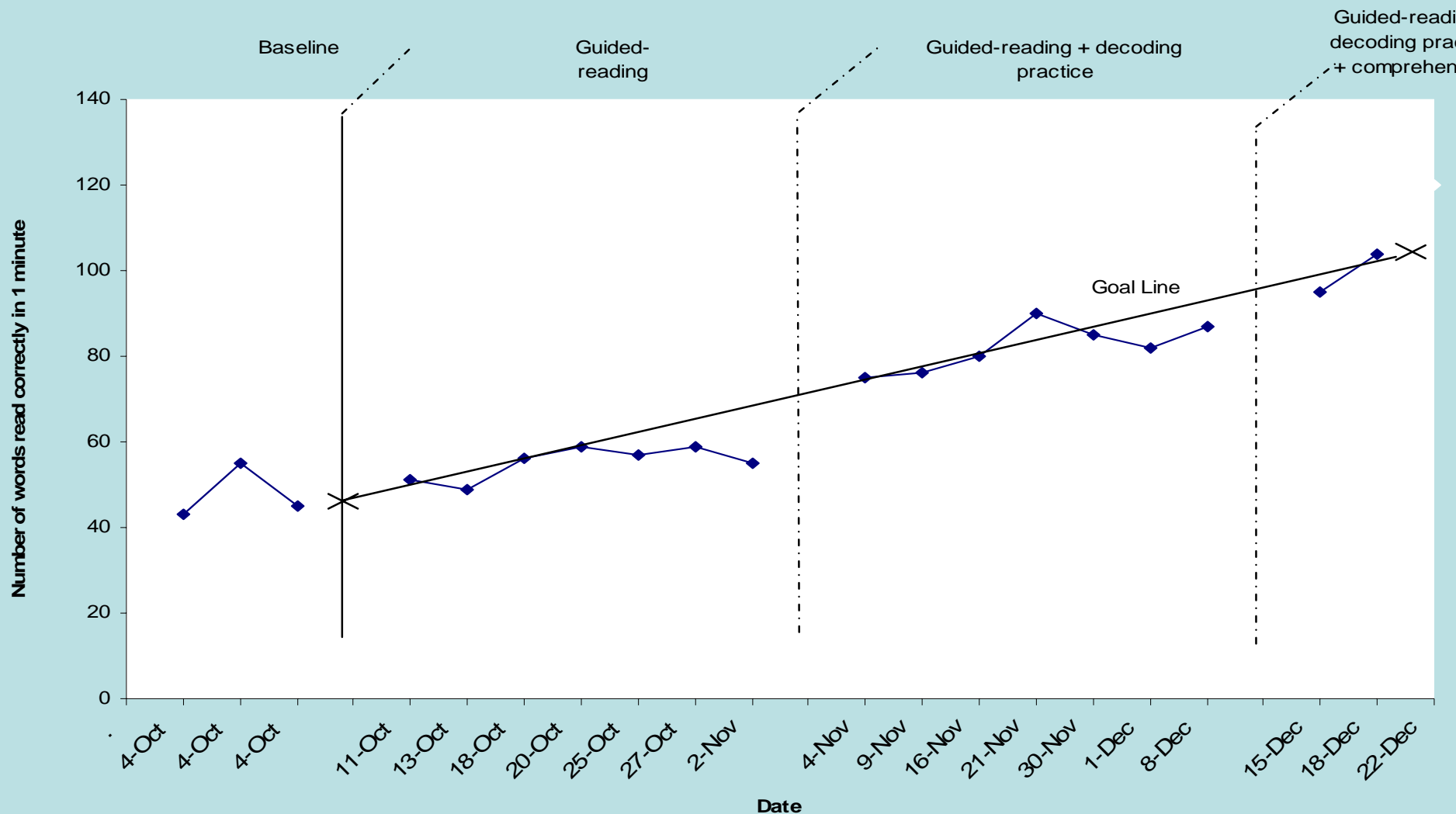
Measuring Educational Health

- We want to measure “educational health” using something that is:
 - Inexpensive
 - Easy
 - Time efficient
 - Sensitive to change
 - Easy to understand
 - An INDICATOR of educational health
- The measures do tell us if our teaching is effective. The measures do not tell us what to teach.



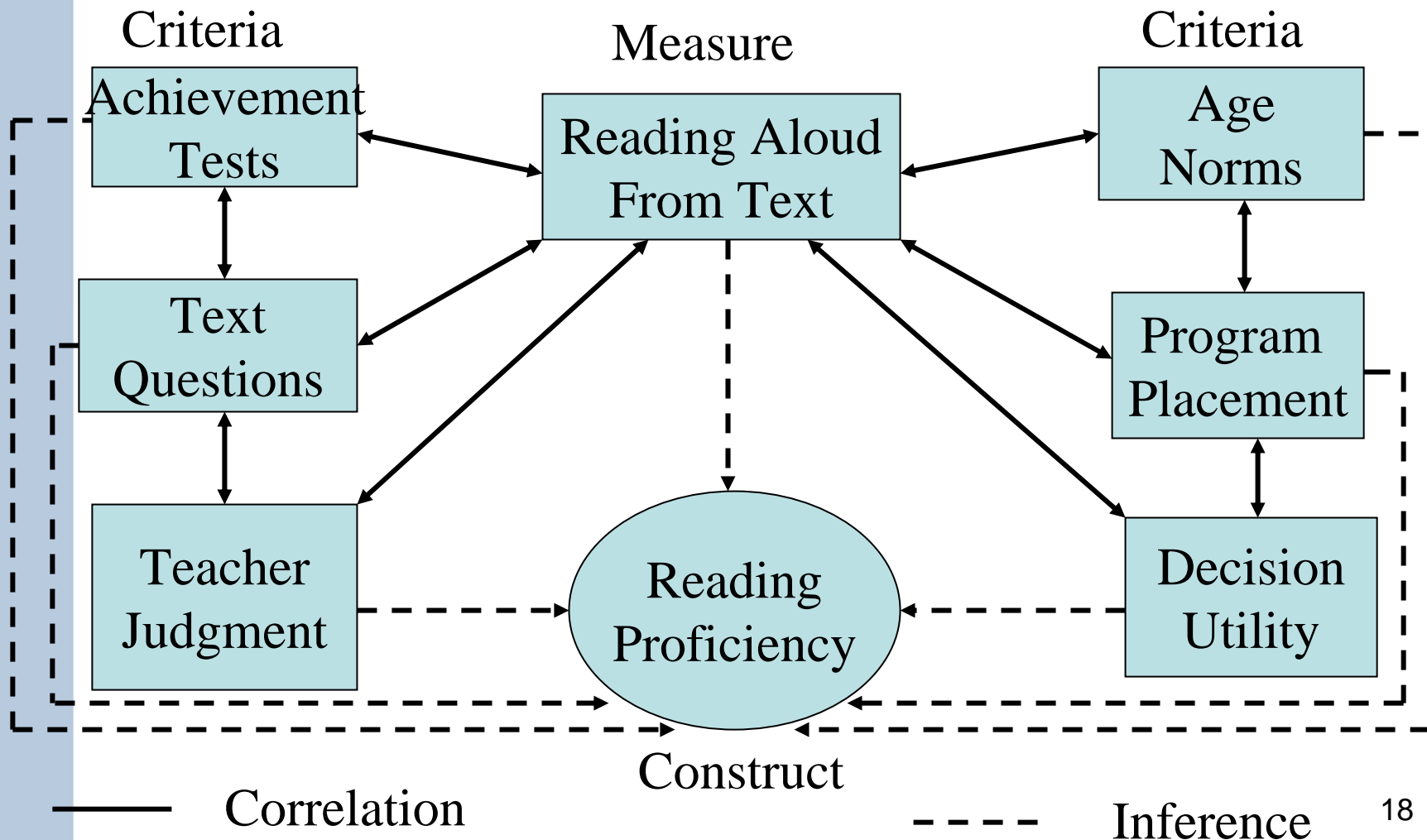
Sample student graph

Reading Graph for Sam



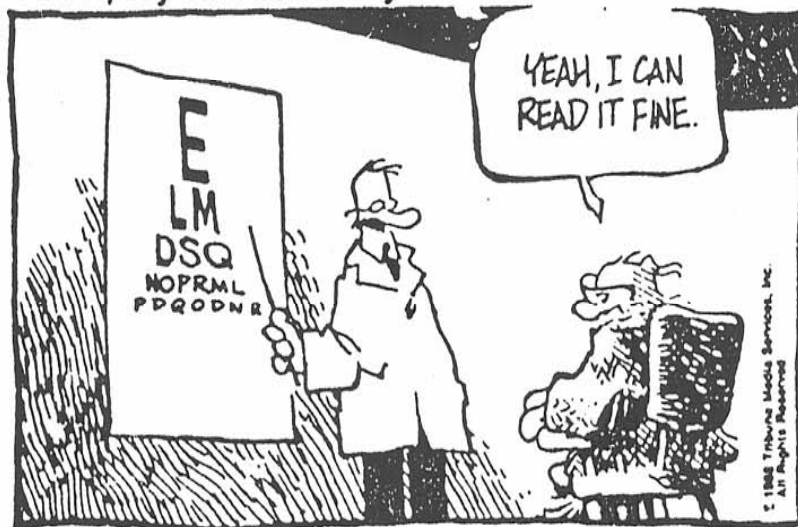


Why do we call CBM measures "indicators"? Construct Validity





Shoe / By Jeff MacNelly





Correlations between reading aloud and various comprehension measures

Correlations Between Reading Aloud and Various Comprehension Measures

<u>Measures</u>	<u>SAT Comp.</u>	<u>Retell Total Words</u>	<u>Retell Idea Units</u>	<u>Comp. Questions</u>	<u>Cloze</u>	<u>Ave.</u>
Reading Aloud	.92	.79	.80	.84	.85	.84
SAT/Comp.		.59	.79	.82	.83	.80
Retell/Total Words			.84	.68	.75	.73
Idea Units/Retell				.72	.84	.80
Comp. Questions					.75	.80
Cloze						.80

(Fuchs & Fuchs, 1986)

Using CBM for School Improvement





The Keys to Improving Schools*

- Effective Teamwork
- Measurable Goals
- Performance Data

* Schmoker, M. (1999). Results: The Key to Continuous School Improvement



1st Key: Effective Teamwork

“Collegiality among teachers, as measured by the frequency of communication, mutual support, help, etc., was a strong indicator of implementation success. Virtually every research study on the topic has found this to be the case”

(Fullan, 1991, p. 132).

Warning:

“Much of what we call teamwork or collegiality does not favor nor make explicit what should be its end: better results for children ... the weaker, more common forms of collegiality ‘serve only to confirm present practice without evaluating its worth’”

(Schmoker, p. 15).



2nd Key: Measurable Goals

- Criteria for effective goals
 - Measurable
 - Annual: reflecting an increase over the previous year of the percentage of students achieving mastery.
 - Focused, with occasional exceptions, on student achievement.
 - Linked to a year-end assessment or other standards-based means measuring established level of performance.
 - Written in simple, direct language that can be understood by almost any audience.



3rd Key: Performance Data

“Teachers can base teaching decisions on solid data rather than on assumptions, and they can make adjustments early on to avoid the downward spiral of remediation”
(Waters, Burger, and Burger, 1995, p. 39).



3rd Key: Performance Data

“Stressing the connection between teamwork and analysis of data, Fullan adds that “the crux of the matter is getting the right people together with the right information at their disposal”

(1991, p. 87).

“Part of the reason we dismiss this call for data is the outworn mind-set that because schools are so different from other organizations, quality and learning will thrive spontaneously, without any formal effort to use data equivalent to what other organizations use routinely. Schools generally avoid goals and precise means of measuring progress toward them”

(Schmoker, 2001, p. 39).

Concerns, Issues and Barriers





Concerns Based Adoption Model (CBAM) (Hall & Rutherford)

- Self concerns (“What will it mean for me?”)
- Task concerns (“How do I do it?”)
- Impact concerns (“How will affect students/staff?” “Can we do it better?”)

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Time/Resource Concerns

- Support from lead staff to develop efficient procedures for screening and progress monitoring
 - Recruiting volunteers/EAs
 - Organizing materials
 - Planning the process and schedule
 - Collecting and organizing products
- Assurance of required resources

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Value/Validity Concerns

- Research-based effective practice
- Link to State Standards and High Stakes Assessments
- Link to curricula
 - E.g., Houghton Mifflin's Teacher Assessment Handbook

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Issues Districts Might Address With the Help of CBM

- Monitoring Student Progress in Special Education
- Screening for Special Education Referrals
- Eligibility for Special Education
- Progress in General Education: Student, Class, Grade
- School Improvement Plans



Issues Districts Might Address With the Help of CBM

- Problem solving teams (teacher-student assistance teams)
- CBM and High Stakes Testing
- Best Practices for Reading Instruction
- Office for Civil Rights Voluntary Compliance Agreement
- ***Adequate Yearly Progress***
- ***Responsiveness to Intervention***



10 Most Frequently Cited Barriers to Implementation of CBM

- Need for a variety of instructional strategies when data indicates a change is necessary.
- Collecting data but not using it for instructional decisions.
- CBM represents change which creates anxiety and resistance.
- Ongoing training for general and special education staff.
- CBM at secondary level.



10 Most Frequently Cited Barriers to Implementation of CBM

- Logistics of monitoring and making changes.
- Staff resistant to making instructional changes.
- Support necessary for new users.
- Adequate staffing.
- Concern over relationship between fluency and comprehension.



Ideas for Increasing Feasibility

- Create expectation with students that progress monitoring is part of instruction.
- Once a week monitoring versus 2/3 x per week.
- Technology for creating charts and trend lines.
- Establish progress monitoring as one of learning stations.
- Use educational assistants and/or tutors
- Measure during “independent level” instruction.
- Use group administered procedures when possible.

Logistics of Implementation





Basic Progress Monitoring Steps

- 1: Decide on level of implementation (individual, small group, classroom, grade-level, school-level, or district-level)
- 2: Decide on which measures to use
- 3: Collect screening or baseline data
- 4: Decide on short-term objective or end criteria
- 5: Set long range goal



Basic Progress Monitoring Steps

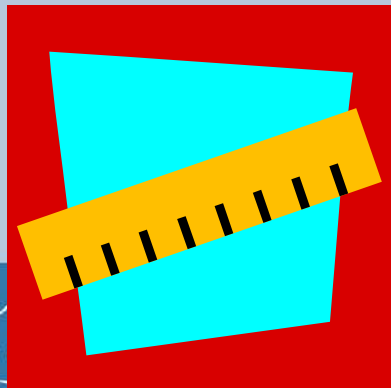
- 6: Decide how often to monitor
- 7: Administer timed, alternate measures
- 8: Graph data
- 9: Make instructional changes using decision-making rules
- 10: Continue monitoring



Frequency of Progress Monitoring

- The frequency of assessment is determined by how often we want to make a decision on whether a student is in need of an instructional change to increase student achievement.
 - A student above grade level
 - A student at grade level
 - A student below grade level

Tasks and Measures





Tasks Used For Monitoring

- Pre-Reading/Reading
 - Early literacy (letter sounds, letter names, onset, phoneme segmentation, nonsense words)
 - Oral reading fluency
 - Maze
- Content-area Learning
 - Vocabulary-matching probes
- Spelling
- Math
 - Early numeracy (quantity discrimination, number identification, missing number)
 - Computation
 - Concepts and Applications
- Written Expression
 - Early writing (word and sentence copying, word and sentence dictation)
 - Story starters



	Price*	Skills Covered*
AIMSweb	Basic (data management for DIBELS)--\$1 per student per year Pro (data management and materials for skills)--\$2-\$4 per student per year	Early literacy, oral reading, maze, writing, early numeracy, spelling, mathematics
DIBELS	Materials only—Free; Materials and data management, \$1 per student per year	Early literacy, oral reading, retell, word use fluency
Edcheckup	Materials and data management, \$80-\$100 per classroom, per year Oral reading materials free for a limited time	Beginning reading, oral reading, maze, writing, mathematics
Yearly Progress Pro Pg. in your packet	Annual student subscriptions are \$7.99 for one subject or \$12.98 per student for two subjects (skills are aligned to state or national standards as requested), provides skills analyses and report access for teachers and administrators; includes student tutorials for each skill; add 1st-year technology and implementation fee per building	Reading and Language Arts-- includes reading maze and language assessment of specific reading and language skills, such as main idea, critical analysis, spelling, vocabulary, grammar Mathematics--grade-level specific computation and problem solving skills aligned to state and national standards

*Information taken from Web sites or publishers on 5/30/05. Check with individual publishers for most current information.



Probe Sources—Reading

- ❖ Intervention Central
 - ❖ <http://www.interventioncentral.org>
- ❖ Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
 - ❖ <http://www.dibels.uoregon.edu>
- ❖ Aimsweb
 - ❖ www.aimsweb.com
- ❖ Edcheckup
 - ❖ www.edcheckup.com



Probe Sources—Math

K-1 Probes (Quantity Discrimination, Quantity Array, Missing Number, Number Identification)

- www.progressmonitoring.org
- www.aimsweb.com

Grades 1-6 Probes (Basic Facts, Computation, Concepts and Applications)

- Monitoring Basic Skills Progress (MBSP), Fuchs, L.S., Hamlett, & Fuchs, www.proedinc.com
- www.aimsweb.com
 - Early numeracy measures
 - Computation and math facts probes
- www.edcheckup.com
 - Math facts probes
- www.interventioncentral.org
 - Math facts probes—create your own for FREE!

Supporting Teachers in Developing Their Progress Monitoring Procedures





Leadership for Developing a School-wide Progress Monitoring System

**Stan Deno
Erica Lembke
Amy Reschly**

Leadership Team Activities (pgs 24-35 in your handouts)

Leadership Team Content Module (available on www.progressmonitoring.org)

Study Group Activities (pgs. 2-23 in your handouts)

Study Group Content Module (available on www.progressmonitoring.org)



Goals of Teacher's Study Group (Set-up)

- Identify and organize monitoring material
- Develop a plan for progress monitoring
- Complete Fall Screening
- Set goals for individual students, establish classwide benchmarks, and begin progress monitoring
- Implement a data utilization rule for individual students and revise programs

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Goals (Follow-through)

- Develop a plan for, schedule, and conduct the Winter Screening
- Make data-based program evaluation and revision decisions about classroom program
- Complete Spring Screening and summarize outcomes

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Basic Plan

- Teachers screen entire class F-W-S using the same 3 “Grade Level” passages
- Identify “At Risk” Students (bottom 20-40%?)
- Monitor Progress of At Risk students (weekly/biweekly)
- Evaluate progress of individual At Risk students and revise programs as necessary
- Evaluate class progress W-S and revise

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Timeline

July/August

- Decide on the level at which you will proceed (classroom, grade, or school-wide)
- Prepare materials
- Decide on a monitoring schedule
- Practice probe administration and scoring
- Develop a data-management system
- Develop background knowledge

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Timeline

September

- Conduct a Fall screening
- Identify students at-risk
- Develop background knowledge

October

- Set classroom goals and establish benchmarks
- Prepare graphs for students that will be monitored
- Set short term objectives and long range goals for students that will be monitored
- Develop background knowledge

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Timeline

November

- Data utilization and decision making
- Implementing interventions
- Develop a plan and schedule the Winter screening
- Develop background knowledge

January/February

- Conduct a Winter screening
- Evaluate classroom progress relative to benchmarks
- Develop background knowledge

April/May

- Develop a plan and schedule the Spring screening
- Conduct a Spring screening
- Evaluate classroom progress relative to benchmarks

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Leadership Team Activities (PreFall)

- Review study group activities
- Provide leadership in developing a plan for screening
- Promote a discussion among the teachers about the role that data are going to play in school improvement
- Find times for study groups

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Leadership Activities: Sep-Oct

- Keep study groups moving forward
- Assist teachers in completing the fall screening
- Participate in determining “At Risk”
- Collaborate in setting student goals and class-wide benchmarks
- Secure assistance for teachers as they begin progress monitoring

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Leadership Activities: Nov.

- Assist teachers in evaluating progress of At Risk students
- Generate and select research-based interventions
- Seek resources to support interventions
- Schedule Winter screening

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Leadership Activities: Jan-Feb

- Complete winter screening
- Review classroom and grade level success in meeting benchmark standards
- Consider class and grade program changes
- Continue to meet with teachers to review individual student progress and seek research-based interventions

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Leadership Activities: Apr-May

- Continue to support individual formative evaluation
- Plan and implement Spring screening
- Assist teachers in summarizing outcomes
- Aggregate school-wide data

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Data Aggregation System

- Consider the types of questions you want to answer
 - How are the students growing F-W-S?
 - How does growth compare across grades?
 - (How does growth occur in classrooms?)
 - How do different subgroups compare?

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Using CBM to fulfill the AYP evaluation





How to Use Curriculum-Based Measurement Data to Determine AYP

- No Child Left Behind requires all schools to show Adequate Yearly Progress (AYP) toward a 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



Steps for Using Curriculum-Based Measurement Data to Determine AYP

- Step 1: Schools assess students to identify the number of initial students who meet benchmarks (initial proficiency).
- Step 2: The discrepancy between initial proficiency and universal proficiency is calculated.



Steps for Using Curriculum-Based Measurement Data to Determine AYP

- Step 3: The discrepancy is divided by the number of years before the 2013–2014 deadline.
- Step 4: This calculation provides the number of additional students who must meet benchmarks each year.



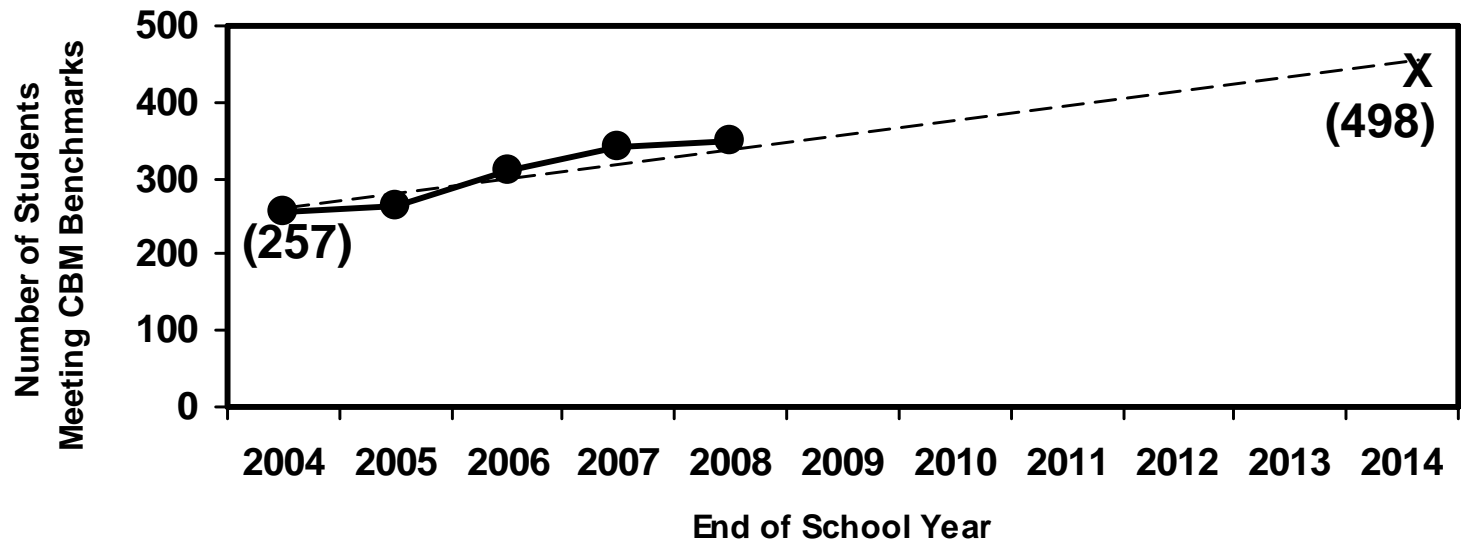
Advantages of Using CBM for AYP

- 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.



Using CBM to Determine AYP Across Years

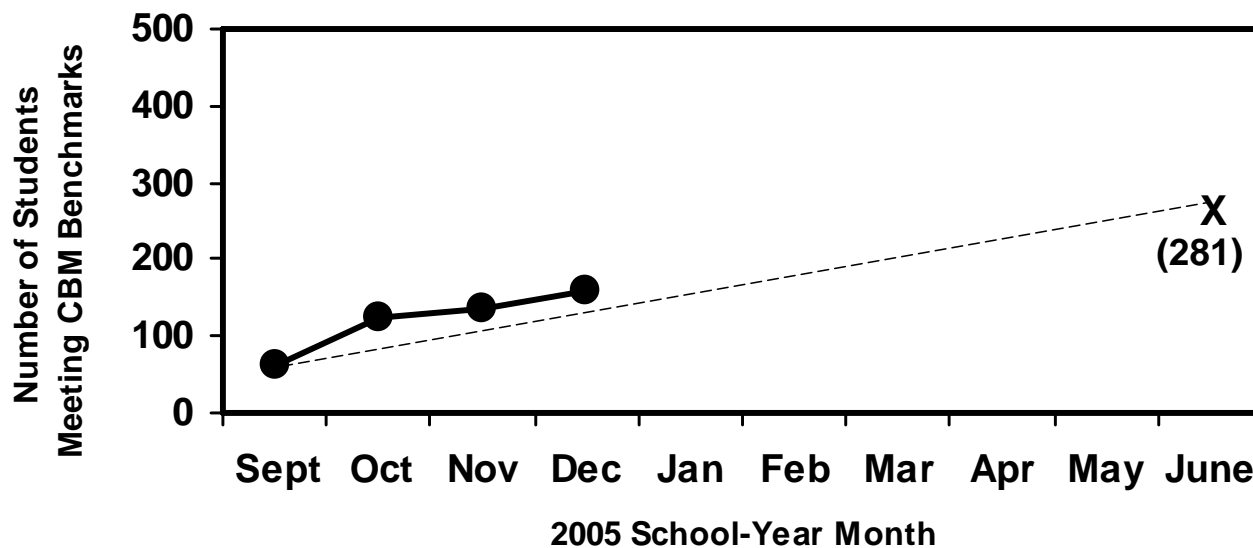
Across-Year School Progress





Using CBM to Determine AYP Within a School Year

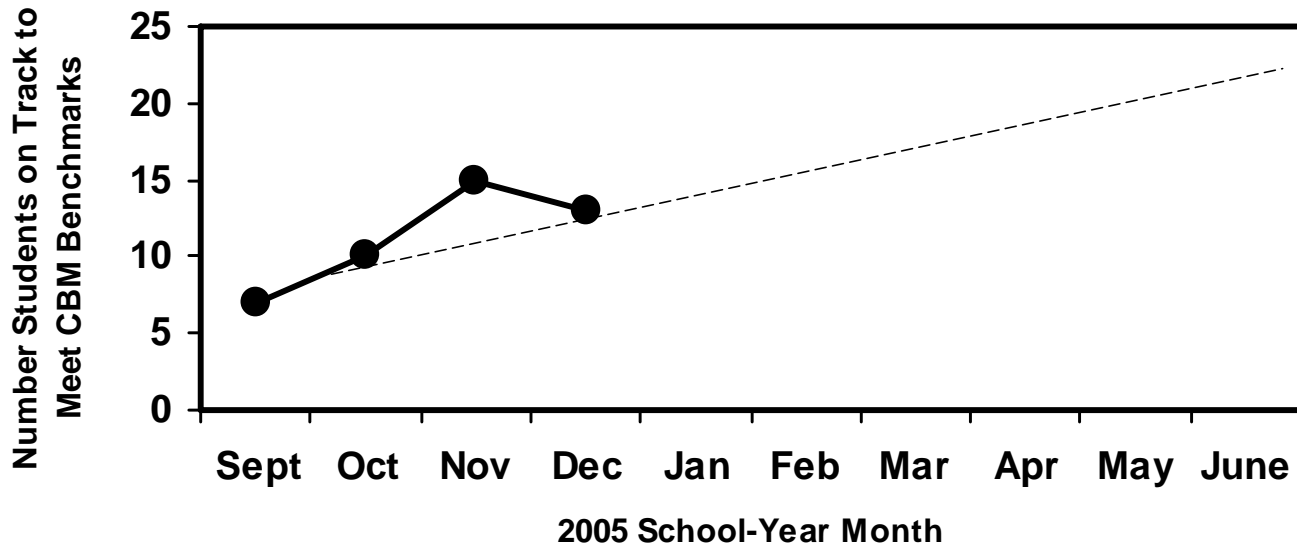
Within-Year School Progress





Using CBM to Monitor a Teacher's Within-Year Progress

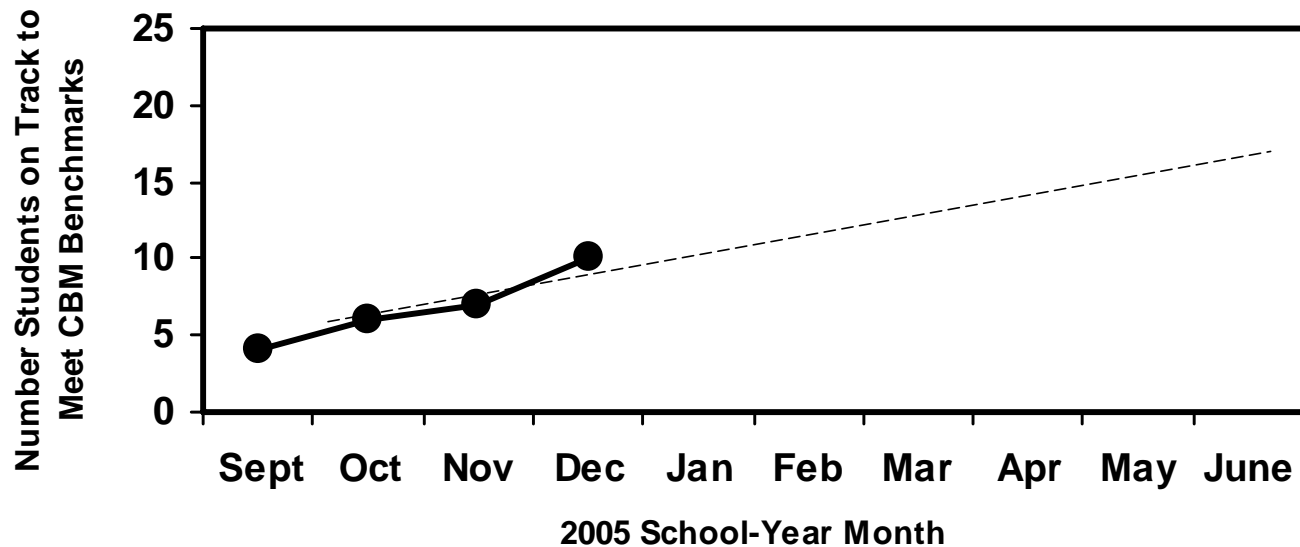
Within-Year Teacher Progress





Using CBM to Monitor the Within-Year Progress for Special Populations

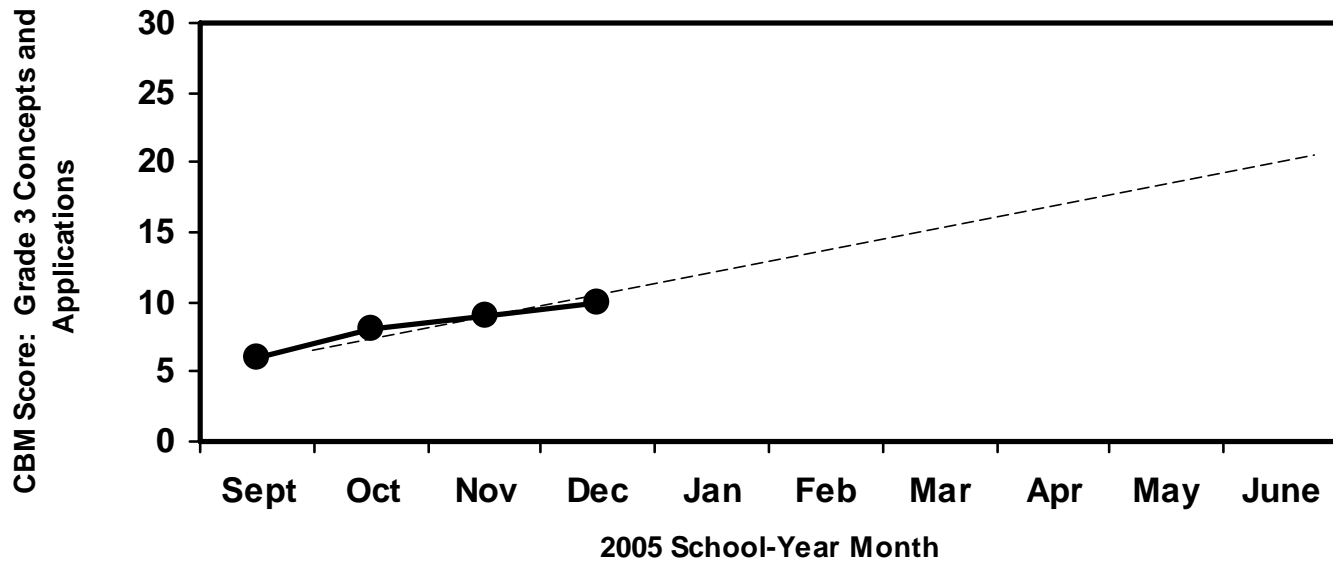
Within-Year Special Education Progress





Using CBM to Monitor Individual Student Within-Year Progress

Within-Year Student Progress



CBM and Its Use Within a RTI System





What do we know about RTI?

- Rtl is the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction or goals and applying child response data to important educational decisions. (NASDSE, 2005)
- IDEA 2004 provides for the use of Rtl as part of the process to determine eligibility for learning disabilities.



Core Principles of Response to Intervention (RTI)

- We can effectively teach all children
- Intervene early
- Use a multi-tier model of service delivery
- Use a problem-solving method to make decisions within a multi-tier model

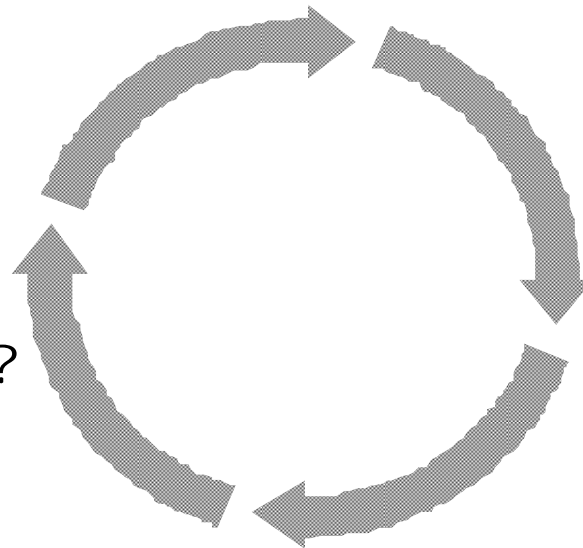


Problem-solving Process

- **Define the Problem**

(Screening and Diagnostic Assessments)

What is the problem and why is it happening?



- **Develop a Plan**

(Goal Setting and Planning)

What are we going to do?

- **Implement Plan**

(Treatment Integrity)

Carry out the intervention

- **Evaluate**

(Progress Monitoring Assessment)

Did our plan work?



Core Principles of Response to Intervention (RTI)

- Use research-based scientifically validated interventions/instruction
- Monitor student progress to inform instruction
- Use data to make decisions. A DATA-BASED decision regarding student response to intervention is **central** to RtI practice
- Use assessment for screening, diagnostic and progress monitoring purposes



Key Points

- Rtl is not about:
 - Special Education
 - General Education
 - Talented and Gifted Education
 - Compensatory Education
- Rtl is about **EVERY EDUCATION**
- Rtl is fundamentally about improving teaching and learning/matching differentiated instruction with student needs



Greatest Advantages of RTI

- Rtl is about taking control of school outcomes
- Rtl provides a system structure to continuously improve results
- Rtl provides a system structure for importing scientific research-based instructional procedures
- Rtl allows for customization of implementation at a school level



School-Wide Systems Approach for Student Success

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity
- Of longer duration

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive

Intensive, Individual Interventions

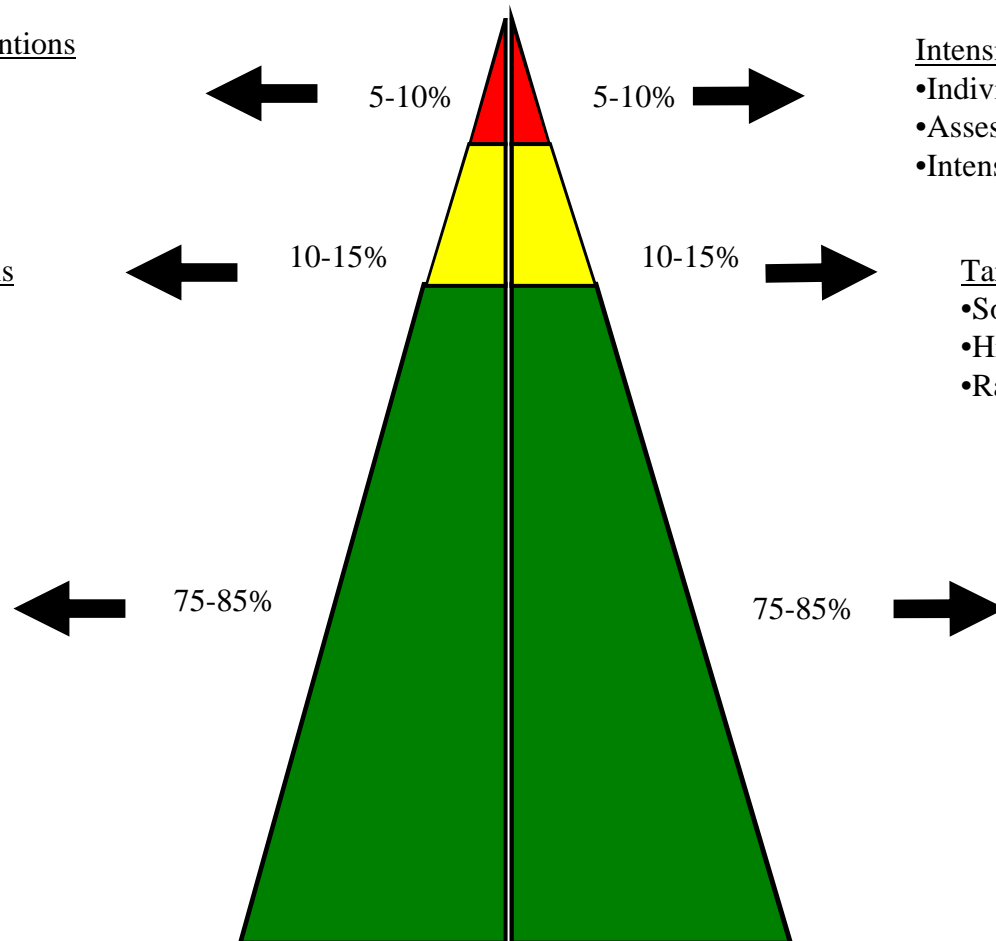
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive





Assessment and Instruction in a Three-Tiered Model

- Tier 1—Universal, school-wide
 - Assessment—School-wide screening system, using CBM to monitor all students' performance 3-4 times per year
 - Instruction—All students receive an effective, evidence based core program that is implemented with fidelity
- Tier 2—Strategic
 - Assessment—Students monitored on a monthly basis using CBM
 - Instruction—Students receive an additional 30-45 minutes of strategic, evidence-based instruction each day that is structured to meet their needs



Assessment and Instruction in a Three-Tiered Model, cont.

- Tier 3—Intensive
 - Assessment—Students are monitored on a weekly basis using CBM
 - Instruction—Students receive an additional 45 minutes of intensive, evidence-based instruction in small groups each day that is structured to meet their needs. This could be one program for all students or individual interventions for specific students.

Evaluating the Progress of English Language Learners





Guiding Principles for Examining the Progress of ELL

- There are various reasons why ELL may appear unresponsive to instruction. These reasons may have little to do with capacity or ability to learn.
- When examining the instructional responsiveness of ELL, the first consideration should be whether the instructional strategies have been established as effective for ELL.



Guiding Principles for Examining the Progress of ELL

- When there is little or no instructional match, the teacher will have to adapt his/her instruction to meet the unique needs of ELL.
- Adaptations made for low-performing English proficient students will not necessarily work for ELL.



Guidelines for Examining the Progress of ELL

- 1st: When possible, assess the student in his/her first language as well as English.
 - A child who is able to read well in his/her L1 will acquire English with greater ease than a child with little or no L1 reading skills.
 - Children served in subtractive bilingual education/ESL programs (i.e., not concerned with L1 maintenance or development) may **initially** experience greater L2 growth than their counterparts served in additive (i.e., concerned with L1 maintenance and/or development) bilingual education/ESL programs.
 - There will likely come a time when the L2 development of a child served in a subtractive bilingual education/ESL program plateaus.



Guidelines for Examining the Progress of ELL

- 2nd: The learning trajectories of ELL should never be compared to that of English proficient students at any point in time regardless of the student's measured or observed English language proficiency.



Guidelines for Examining the Progress of ELL

- 3rd: Only the learning trajectories of ELL with similar characteristics and/or backgrounds should be compared.
 - Instructional considerations:
 - Previous L2 services
 - Effectiveness of L2 instruction
 - Level of professional training in L2 issues
 - Onset of English instruction
 - Type of bilingual/ESL program
 - Length of English instruction



Guidelines for Examining the Progress of ELL

– Student considerations:

- Depth of L1 cognitive and academic knowledge
- L1 language system (e.g. does it have a written form?)
- Level of L1 proficiency and L2 proficiency
- Number of moves
- School attendance in native country
- Current school attendance



Guidelines for Examining the Progress of ELL

- Family considerations:
 - Native country
 - Immigrant status
 - Length of time in the U.S.
 - Parent's education and SES in home country
 - Home literacy environment



Interpreting CBM Administration Procedures

- Research has NOT been done to evaluate the effect of translating or interpreting CBM instructions.
- If you determine that a interpreter should be used, understand the limitations.
- Do not allow for on-the-spot interpretation.
- Allow for preadministration translation and practice.
- Use the same translation for every child.
- Train your interpreters in the standard interpretation.



Selecting Interpreters

- The interpreter should be equally fluent in English and the native language of the student.
- Interpreters should have a minimum of a high-school diploma.
- Do not use friends or family members as interpreters.

Benefits of Progress Monitoring Using CBM





Benefits of Progress Monitoring

- Teachers & students get regular feedback regarding progress
- Graphing of progress promotes motivation
- Teachers make data-based decisions
- Teachers more likely to implement instructional changes when needed
- Local individual or peer norms can be developed



Research Shows . . .

- CBM produces accurate, meaningful information about students' academic levels and their rates of improvement
- CBM is highly sensitive to student improvement
- CBM corresponds well with high-stakes tests
- When teachers use CBM to inform their instructional decisions, students achieve better



Progress monitoring and its positive effect on all stakeholders

- Students
 - More accurate identification of performance, difficulties
 - Better instructional programs
 - More intensive instruction
- General education teachers
 - More sensitive data regarding student performance
 - Greater accountability for student performance
 - Ability to assess effects of instruction
- Special education teachers
 - Ability to monitor students' performance towards meeting IEP goals
 - More accurate identification
- Special area/fine arts teachers
 - Better instruction in the classroom=fewer behaviors and students that are more highly engaged



Progress monitoring and its positive effect on all stakeholders, cont.

- Paraprofessionals
 - Data provides a better tool for communication between teacher/para/student
- Related service providers
 - More accurate identification of student needs
 - Data on the success of interventions attempted
- Administrators
 - Less frustration=fewer behaviors=fewer office referrals
 - Increased collaboration with students and staff
- Parents
 - Easy to understand performance data
 - Increased communication regarding intervention follow-up at home

Frequently Asked Questions





Responding to Common Questions

- How would you respond to the following commonly asked questions if asked by one of your staff?

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How can I do progress monitoring with all the other things I have to include in my literacy block?

- There is a growing consensus that school improvement occurs when student performance outcomes are placed at the center of our attention. We are going to have to order our priorities so that we view time spent monitoring student progress is just as important as time spent in instruction.
- Results: The Key to Continuous School Improvement—Schmoker

From Deno, Lembke, & Reschly—University of Minnesota
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We already use district and state standardized achievement tests to assess students. How are these measures different?

- Standardized tests of achievement are typically given once a year and provide an indication of student performance relative to peers at the state or national-level. Conversely, curriculum-based measures are an efficient means of monitoring student performance on an ongoing basis. With CBM, we are able to detect whether students are in fact, making progress toward an end goal and to monitor the effects of instructional modifications aimed at helping the student reach this goal.

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How is CBM different from running records? Or IRIs?

- Running records and informal reading inventories (IRIs) focus on what might be taught in an effort to improve reading; whereas, CBMs are outcome indicators that reflect on the success of what is taught. A large body of research has shown that one-minute samples of the number of words read correctly from reading passages are sensitive, reliable, and valid of measures of reading growth. If teachers find them useful, running records and IRIs can be used in conjunction with regular progress monitoring to help generate ideas for possible changes in students' programs that can be evaluated using CBM.

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The measures are often called “curriculum-based.” Do we need to use our curriculum for progress measurement?

- Research has shown that it isn’t necessary to use passages from school’s curriculum to validly describe growth. What’s important is whether the passages used for monitoring are at a similar level of difficulty from one sample to the next. Using your own curriculum can be useful, but isn’t necessary.

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My students' oral reading scores bounce up and down from one passage to the next. Does this mean the data are unreliable?

- There is no way to assure that all passages used are at the exact same level of difficulty. Passages (even taken from the same level) are going to vary. In addition to passage difficulty, student performance may vary from week-to-week for a number of reasons – lack of sleep, problems with friends, being hungry, etc. That's why it is important to look at the overall trend of the data (it's kind of like the stock market). Every data point that is collected adds stability to the measure of reading performance. This problem can be dealt with by measuring frequently (once a week) or taking the median of 3 passages at each measurement period.

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Should I have my students practice reading passages out loud for one minute?

- No. Reading aloud is NOT the intervention—it is used as an indicator of growth in overall reading proficiency.

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Should I count words wrong for ELL students? Even if the student mispronounces a word due to an accent?

Should I count words wrong for students who speak with a different dialect?

- We can decide whether to count pronunciations of a word consistent with an accent or dialect as correct; however,
- Counting rules must be consistent across student's and teachers so we can aggregate our data

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Some of my students are making progress but they are still not meeting their goal. Should I lower their goal?

- No, instead of lowering the goal, we might ask: is there anything I can do differently, or is there a need for an instructional change? And remember, there will be individual differences across students. Students will not always grow at the same rate.

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Building-level Activities





Building-level activities

- Book Studies
 - Schmoker chapters. Use questions from study group activities
 - Articles/questions from study group and leadership team activities
 - Brown-Chidsey & Steege RTI book
- Where to get materials...
 - National Center on Student Progress Monitoring, www.studentprogress.org, click on library and then on presentations or training. Feel free to use the materials, giving credit to the National Center.

Final Thoughts





Questions to ponder...

- What are current barriers in thinking about this process at your schools?
- Talk with your group about barriers/current resources needed to more effectively implement this process.
- To ponder...
 - How do we influence change in our buildings?
 - What if I have a colleague in my building that isn't implementing universally effective practices, but doesn't recognize this or is unwilling to change?
 - How do we examine fidelity of implementation of effective practices?
 - How do we encourage all teachers/staff to get on board?



Ten Important Ways to Support CBM in System Change

1. Plan for the Long Term (They recommend 3-5 years)
2. Know the Whys, Not Just the Whats (Develop extensive background knowledge on CBM)
3. Use an Adequate Staff Development Model (6 models in ERIC No.ED 372464)
4. Engage Leadership (You and whomever else might be helpful)
5. Publicize Success (Use CBM data to communicate with various constituencies)
6. Work Smart (People are already working hard; thus reform will have to result from smarter rather than harder work – provide additional resources)



Ten Important Ways to Support CBM in System Change

7. Let No One Fail Alone (Responsibility for implementing CBM must be shared)
 8. Expect a Dual System (People will retain prevailing practices while evaluating new ones like CBM)
 9. Expect Resistance (“In the best of circumstances 50 % of the people will be upset by change; in the worst, 95 % will be angry” – Stoner’s Law)
 10. Collaborate with Other Implementers (Talk to others to learn from their experience)
- Tilly ,W. D.& Grimes, (1998). Curriculum-based measurement: One vehicle for systemic educational reform. In Shinn, M.R. *Advanced Applications of Curriculum –based Measurement*. New York: Guilford Press.



References and Additional Resources

- In your handout packet



Evaluation

- Please complete the evaluation
- Thank you!