Using Data to Make Decisions

A Presentation of RMC Research

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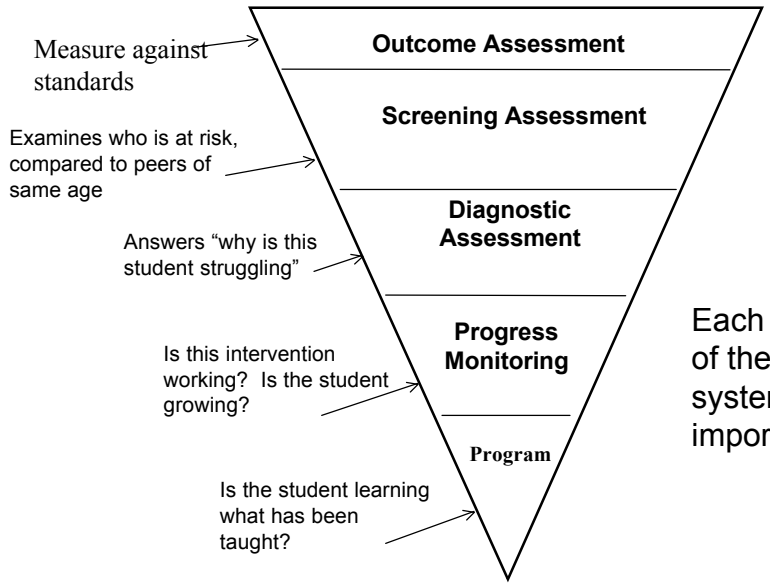
RMC RESEARCH

Goals for Session

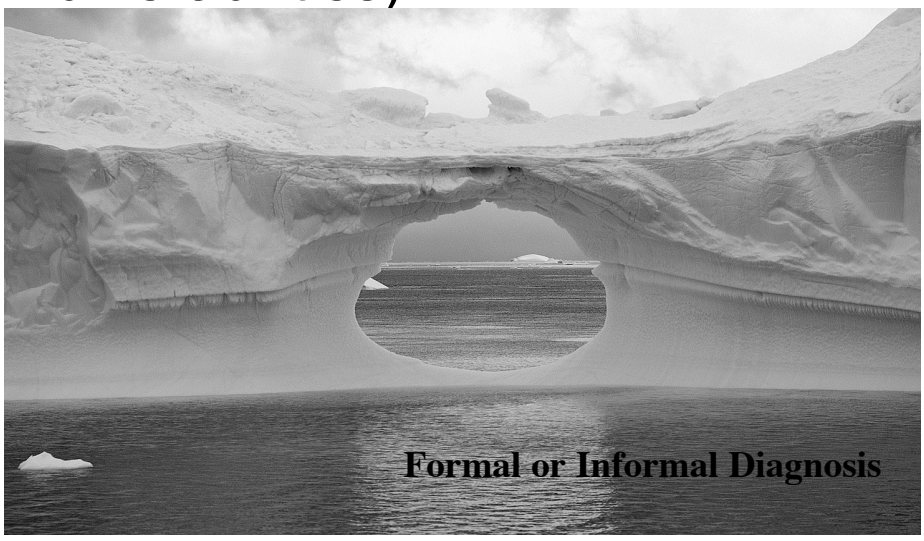
- Increase skill with using Diagnostic measures
- Increase skill with understanding rate and accuracy issues
- Continue to build fluency with analyzing AIMSweb data

Assessment System



Each part of the system is important!

Diagnosing-(looking for vulnerabilities)



Schools Often Use Only Six Steps

1. Establish an evidence-based core reading or language arts program appropriate to student and teacher population. Use DATA to determine if the core programs are effective.
2. Screen students and use DATA from screening assessment to identify those who may not be reading as well as expected for a grade level.
3. Group students with similar instructional needs based on the screening DATA.
4. Plan instruction based on DATA acquired during screening.
5. Teach students in small, homogenous groups. Use progress monitoring DATA to adjust instruction.
6. Progress monitor students and use DATA to adjust instruction accordingly.

Seven Steps to Achieve the Best Results

1. Establish an evidence-based core reading or language arts program appropriate to student and teacher population. Use DATA to determine if the core programs are effective.
2. Screen students and use DATA from screening assessment to identify those who may not be reading as well as expected for a grade level.
3. ***Diagnose weaknesses and use diagnostic assessment DATA to pinpoint the specific weaknesses of students identified during screening who are not performing as expected.***
4. Group students with similar instructional needs based on the screening and diagnostic DATA.
5. Plan instruction based on DATA acquired during screening and diagnosis.
6. Teach students in small, homogenous groups. Use progress monitoring DATA to adjust instruction.
7. Progress monitor students and use DATA to adjust instruction accordingly.

Two Types of Diagnostic Assessments

- **Formal**
  - Administered by experts
  - Given to students with significant and unexplained reading weaknesses
  - Most often are normed and provide percentiles for each skill measured
  - Often used to place students for special services
  - Examples are: Woodcock-Johnson, GORT
- **Informal**
  - Do not have to be given by experts
  - Provide information about strengths and weaknesses for specific skills
  - Designed to be used to guide instruction
  - Most often do not provide norms

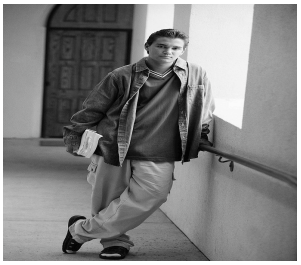
Decoding Is Essential for Reading Comprehension at All Ages

- Assess decoding abilities first.
  - If students cannot decode well and easily, reading fluency and comprehension will be hindered even if the students have strong vocabularies and comprehension abilities.

Beginning Decoding Skills

- Beginning decoding skills include the ability to read words with:
  - short vowels
  - digraphs
  - blends.
- The Beginning Decoding Survey also includes high frequency words that do not have short vowels.

Why Students in Higher Grades Have Decoding Problems



High school students tell us what they did when they didn't know a word.

- Problems often don't show up until higher grades because students guessed successfully in the early grades when words are easy to guess.
- Older students experience less and less success with guessing as text becomes more difficult.

Appropriate Ages for the Beginning Decoding Survey

- Beginning Decoding Surveys are appropriate from the **middle of first grade on**.
- For all students, ALWAYS start with a Beginning Decoding Survey
  - Short vowels are a problem for many students of all ages who do not read proficiently.
  - The Beginning Decoding Survey will identify almost all short vowel difficulties.

What Do Your Students Do When They Don't Know How to Decode?

- Skip words
- Add words
- Misread vowels (*bench* for *bunch*)
- Guess based on context (*mom* for *mother*)
- Misread multi-syllabic words
- Misread or skip articles (*in, of, the, to, etc*.)

These errors will lead to comprehension mistakes . . . . not always, but sometimes.

Digraphs and Blends

Digraphs are two letters that spell one sound.

- Common consonant digraphs on the Surveys:
  - sh – s h e
  - ch – c h a p
  - wh – w h i p
  - th – t h e n or t h u m b
  - ck – b a c k

Blends are two consonant letters together, each with its own sound.

- A few blends on the Surveys are:
  - st - m u s t, s t o p
  - tr – t r a p
  - nd – b a n d
  - br – b r a t

Beginning Decoding Survey

50 Very Easy One-Syllable Words

5 high frequency words

5 real words with short vowels & 3 letters

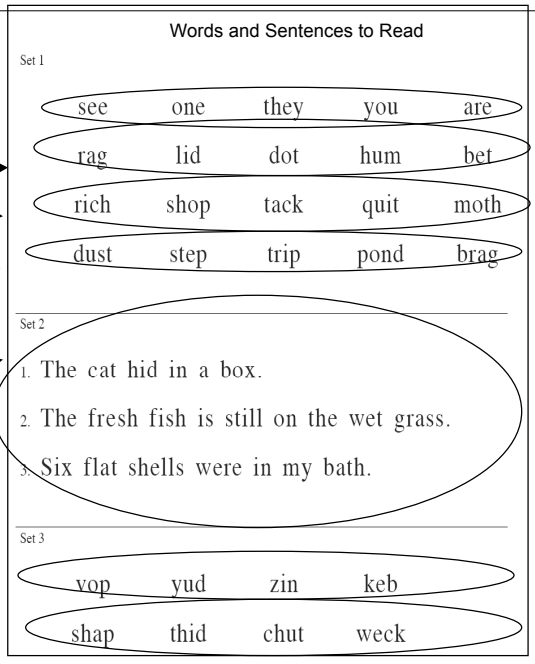
5 real words with short vowels & 4 letters (digraphs)

5 real words with short vowels & 4 letters (blends)

22 one-syllable words in sentences: short vowels & high frequency words

8 nonsense words with short vowels

- 4 with 3 letters
- 4 with 4 letters (digraphs)



Words and Sentences to Read

Set 1

see one they you are

rag lid dot hum bet

rich shop tack quit moth

dust step trip pond brag

Set 2

1. The cat hid in a box.
2. The fresh fish is still on the wet grass.
3. Six flat shells were in my bath.

Set 3

vop yud zin keb

shap thid chut weck

Error Types

Error types are listed at the top and bottom of the columns on the *Error Grid*.

No Try – Mark only when a student does not attempt to read a word.

Sight Word – Mark when a student misreads a sight word.

Sound Added or Omitted – Mark when a student attempts to read a word, but adds or omits a sound. *This is a "guesser" column because students only add or omit sounds when they are guessing.*

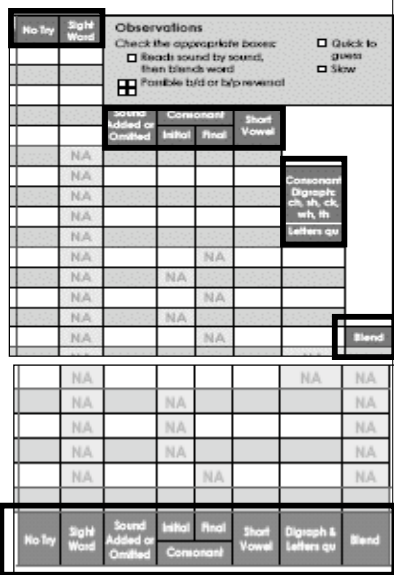
Initial Consonant – Mark when a student misreads or omits the initial consonant.

Final Consonant – Mark when a student misreads or omits the final consonant. *This is a guesser column because students who are confused by the vowel often guess at the final consonant sounds.*

Short Vowel – Mark when a student misreads a short vowel.

Consonant Digraph & qu – Mark when a student misreads or omits a digraph or qu.

Blend – Mark when a student misreads or omits reading any part of a blend.



Donald's Beginning Decoding Survey

Mark the Error Grid <u>after</u> the student completes reading the words and sentences.

HANDOUT #1

Student Donald

Grade _____ Date _____

Examiner _____

BEGINNING DECODING SURVEY — RECORDING FORM A

			Real Words	No Try	Sight Word	Sound Added or Omitted	Consonant Initial	Consonant Final	Short Vowel	Digraph & Letters qu	Blend
Sight Words	1	see	✓								
	2	one	✓								
	3	they	✓								
	4	you	✓								
	5	are	✓								
CVC Words	6	rag	✓		NA						
	7	lid	✓		NA						
	8	dot	✓		NA						
	9	hum	✓		NA						
	10	bet	✓		NA						
Digraphs & Short Vowels	11	rich	reach		NA			NA	X		
	12	shop	✓		NA		NA				
	13	tack	✓		NA			NA			
	14	quit	✓		NA		NA				
	15	moth	mot		NA			NA		X	
Blends & Short Vowels	16	dust	✓		NA					NA	
	17	step	✓		NA					NA	
	18	trip	✓		NA					NA	
	19	pond	✓		NA					NA	
	20	brag	✓		NA					NA	
Sentences (irregularly spelled sight words are in *italics*)											
	21–26		✓ ✓ had ✓ ✓ ✓ *The* cat bid in *a* box.						X	NA	NA
	27–35		✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ *The* fresh fish *is* still on *the* wet grass.								
	36–42		✓ ✓ shell ✓ ✓ ✓ Six flat shells *were* in *my* bath.	X		X	X	X	X	X	
Nonsense Words											
CVC	43	vop	vope		NA				X	NA	NA
	44	yud	yob		NA				X	NA	NA
	45	zin	✓		NA					NA	NA
	46	keb	keeb		NA			X	X	NA	NA
Digraphs	47	shap	✓		NA		NA				NA
	48	thid	that		NA		X		X		NA
	49	chut	✓		NA		NA				NA
	50	weck	wack		NA			NA	X		NA
			Error Column Totals	1	0	1	1	2	8	2	0

34 Words Read Correctly (out of 40 total)

Error Grid

Observations
Check the appropriate boxes:
Reads sound by sound, then blends word
Possible b/d or b/p reversal
Quick to guess
Slow

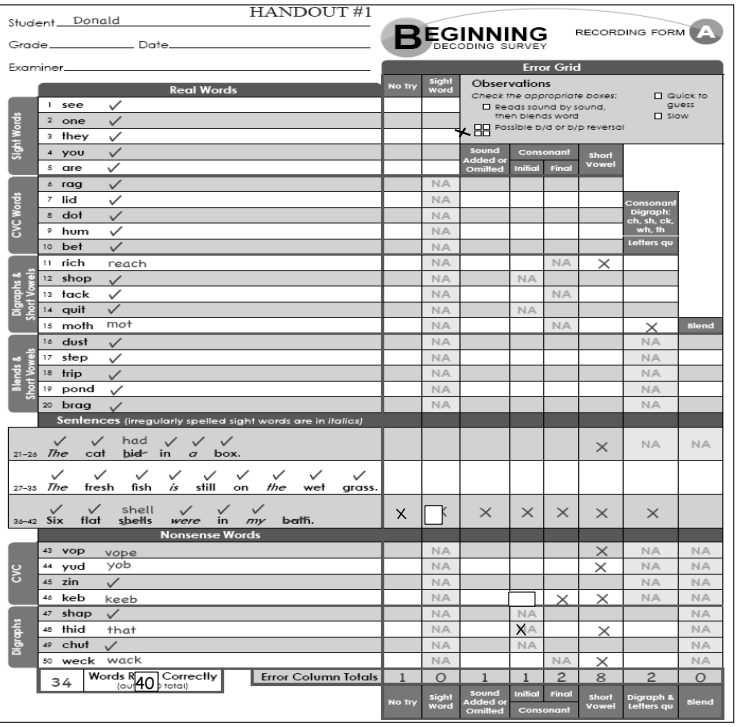
Consonant Digraph: ch, sh, ck, wh, th
Letters qu
Blend

What Do We Know about Donald?

- **Strengths**
  - He reads beginning and ending consonants, blends, and digraphs well.
  - He reads real words quite accurately. (Missed one vowel: read *reach* for *rich*.)
- **Weaknesses**
  - Short vowels are his most basic difficulty.
  - He guesses when he reads even very simple sentences.
  - His lack of ability to read nonsense words tells us he does not understand basic letter-sound correspondences, especially with vowels.

Donald's Beginning Decoding Survey

Mark the Error Grid <u>after</u> the student completes reading the words and sentences.



HANDOUT #1

Student Donald

Grade _____ Date _____

Examiner _____

BEGINNING DECODING SURVEY — RECORDING FORM A

Error Grid

Observations

Check the appropriate boxes:

- ☐ Reads sound by sound, then blends word
- ☐ Possible b/d or b/p reversal
- ☐ Quick to guess
- ☐ Slow

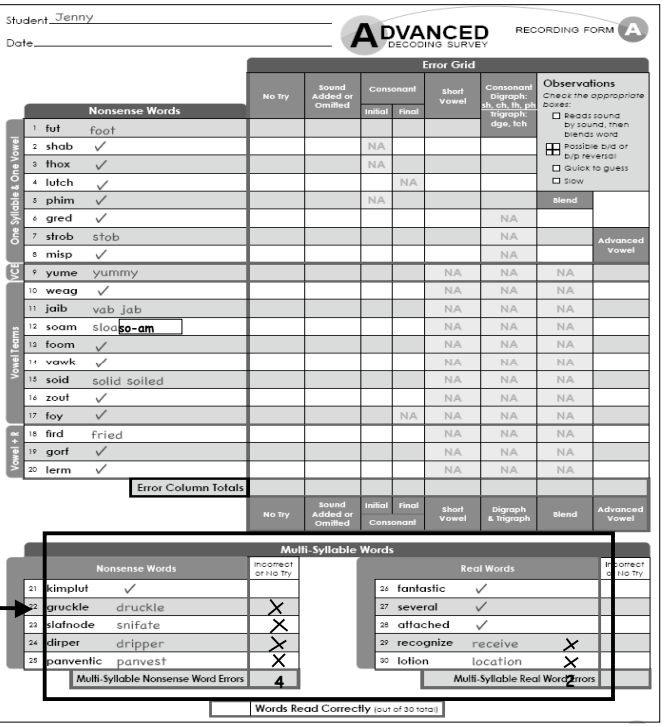
		Real Words	No Try	Sight Word	Sound Added or Omitted	Consonant Initial	Consonant Final	Short Vowel	Consonant Digraph: ch, sh, ck, wh, th / Letters qu	Blend
Sight Words	1	see ✓								
	2	one ✓								
	3	they ✓								
	4	you ✓								
	5	are ✓								
CVC Words	6	rag ✓		NA						
	7	lid ✓		NA						
	8	dot ✓		NA						
	9	hum ✓		NA						
	10	bet ✓		NA						
Digraphs & Short Vowels	11	rich reach		NA			NA	X		
	12	shop ✓		NA		NA				
	13	tack ✓		NA			NA			
	14	quit ✓		NA		NA				
Blends & Short Vowels	15	moth mot		NA			NA		X	
	16	dust ✓		NA					NA	
	17	step ✓		NA					NA	
	18	trip ✓		NA					NA	
	19	pond ✓		NA					NA	
	20	brag ✓		NA					NA	
		Sentences (irregularly spelled sight words are in *italics*)								
	21–26	✓ *The* ✓ cat ✓ had bid ✓ in ✓ *a* ✓ box.						X	NA	NA
	27–35	✓ *The* ✓ fresh ✓ fish ✓ *is* ✓ still ✓ on ✓ *the* ✓ wet ✓ grass.								
	36–42	✓ Six ✓ flat shell shells ✓ *were* ✓ in ✓ *my* bath.	X	X	X	X	X	X	X	
		Nonsense Words								
CVC	43	vop vope		NA				X	NA	NA
	44	yud yob		NA				X	NA	NA
	45	zin ✓		NA					NA	NA
	46	keb keeb		NA			X	X	NA	NA
Digraphs	47	shap ✓		NA		NA				NA
	48	thid that		NA		X		X		NA
	49	chut ✓		NA		NA				NA
	50	weck wack		NA			NA	X		NA
		Error Column Totals	1	0	1	1	2	8	2	0
			No Try	Sight Word	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Digraph & Letters qu	Blend

34 Words Read Correctly (out of 40 total)

Multi-Syllable Words

No error analysis for multi-syllable words.

Put an X in the box if the word is read incorrectly or no attempt is made to read the word.



Student Jenny
Date

ADVANCED DECODING SURVEY — RECORDING FORM A

Error Grid

	Nonsense Words		No Try	Sound Added or Omitted	Consonant Initial	Consonant Final	Short Vowel	Consonant Digraph: sh, ch, th, ph Trigraph: dge, tch	Observations (Check the appropriate boxes: ☐ Reads sound by sound, then blends word ☐ Possible b/d or p/q reversal ☐ Quick to guess ☐ Slow)
One Syllable & One Vowel	1 fut	foot							
	2 shab	✓			NA				
	3 thox	✓			NA				
	4 lutch	✓				NA			
	5 phim	✓			NA				Blend
	6 gred	✓						NA	
	7 strob	stob						NA	Advanced Vowel
	8 misp	✓						NA	
VCE	9 yume	yummy					NA	NA	NA
Vowel Teams	10 weag	✓					NA	NA	NA
	11 jaib	vab jab					NA	NA	NA
	12 soam	sloa so-am					NA	NA	NA
	13 foom	✓					NA	NA	NA
	14 vawk	✓					NA	NA	NA
	15 soid	solid soiled					NA	NA	NA
	16 zout	✓					NA	NA	NA
	17 foy	✓				NA	NA	NA	NA
Vowel + R	18 fird	fried					NA	NA	NA
	19 gorf	✓					NA	NA	NA
	20 lerm	✓					NA	NA	NA
	Error Column Totals								
			No Try	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Digraph & Trigraph	Blend / Advanced Vowel

Multi-Syllable Words

	Nonsense Words		Incorrect or No Try
21	kimplut	✓	
22	gruckle	druckle	X
23	slafnode	snifate	X
24	dirper	dripper	X
25	panventic	panvest	X
	Multi-Syllable Nonsense Word Errors		4

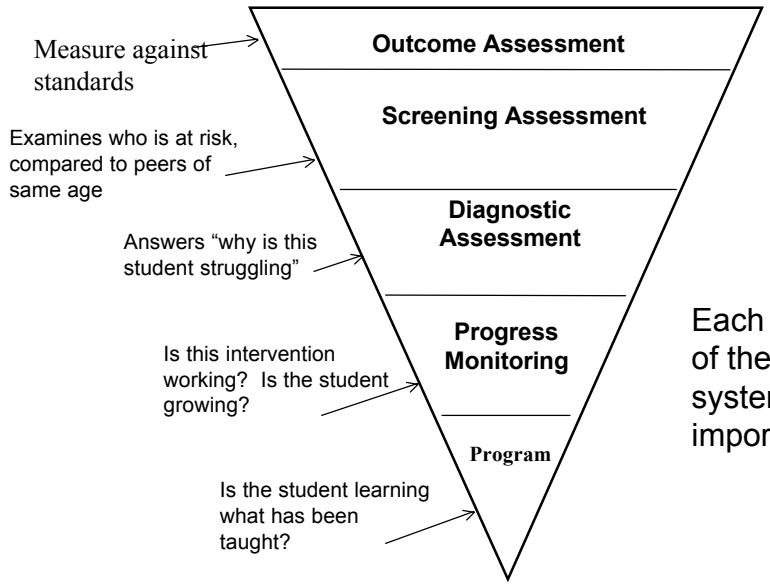
	Real Words		Incorrect or No Try
26	fantastic	✓	
27	several	✓	
28	attached	✓	
29	recognize	receive	X
30	lotion	location	X
	Multi-Syllable Real Word Errors		2

Words Read Correctly (out of 30 total)

Secondary Reading System

- What steps should be taken to assess reading skills in older students?
  - ☐ How do we use the Assessment triangle to help us know where to start?
  - ☐ How can we be efficient with assess at risk students?
  - ☐ How do we really find the root cause of our Secondary students reading difficulty?

Assessment System



Each part of the system is important!

Secondary Reading System

- **Identify students at risk:**
  - State outcome assessment
  - Program/district assessments
  - Give students a Grade Level Fluency assessment
- **Give students who did not score well a fluency assessment 2-3 grades below grade level**
- **Give students who didn't meet the target a diagnostic assessment**

	Screening for Secondary Students	Target Fall 127 wcpm
Student Names	6th Grade score	
Janie	78	
Marcus	135	
Sunshine	93	
Roy	110	
Johnathon	104	
Daisy	57	
Lola	111	
James	99	
Roger	43	
Brandon	102	
Jamila	152	
Susan	147	
Franklin	94	
Walter	101	
Betsy	121	
Kerry	134	

	Screening for Secondary Students	Target-Fall 95 wcpm
Student Names	6th Grade score	3rd Grade Score
Jamila	152	
Susan	147	
Marcus	135	
Kerry	134	
Betsy	121	
Lola	111	126
Roy	110	137
Johnathon	104	118
Brandon	102	126
Walter	101	104
James	99	100
Franklin	94	102
Sunshine	93	96
Janie	78	82
Daisy	57	73
Roger	43	61
	Students in light green need a Diagnostic	

New Research Findings!!!!

Pay Attention to Accuracy Percentage as an Indicator of Reading Competency

A new study, presented at the 2008 DIBELS Summit, by Marcia Davidson and colleagues indicates that **accuracy may be as important or more important then WCPM as a predictor of reading abilities.**

Calculating Accuracy Percentage

- To calculate Accuracy Percentage:
  - Divide WCPM by total words attempted.
- Example:
  - Susan attempts 100 words, makes 4 errors, and has a score of 96 WCPM.
  - 96 ÷ 100 = 0.96 or 96% accuracy percentage

Recommended Accuracy Benchmarks
End-of-Year Grade-Level Materials

Grade	Time of Year		
	Beginning	Middle	End
1	NA	80%	90%
2	92%	95%	97%

Until more research is conducted on accuracy percentage, consider using the accuracy benchmarks above as part of oral reading fluency screening data.

Students who do not meet *BOTH* the WCPM and Accuracy Percentage benchmarks should be diagnosed for specific weaknesses that are the cause of the student not meeting benchmark.

The benchmarks are based on the Davidson study and on experience of the authors of the Diagnostic Decoding Surveys.

Four Groups Based on ORF Accur

Green = Benchmark
Yellow = Strategic
Red = Intensive

Accuracy 97% or higher

Accuracy Below 97%

WCPM above Benchmark

WCPM Below Benchmark

1 **Strong Rate & High Accuracy**

Accuracy above	ORF	
W		ccuracy
		99%
		97%
Caitlin	172	99%
Lamar	169	99%
Nigel	152	99%
Kammie	146	99%
Jordan	140	99%

2 **Low Rate & High Accuracy**

Accuracy above 97%	ORF	
W		ccuracy
		99%
		97%
Devon	96	99%
Timothy	92	99%
Monay	91	99%
Jasmine	75	99%
Darius	73	99%

3 **Strong Rate & Low Accuracy**

Accuracy below 97%	ORF	
WCPM		
Jar		
Ty		
Thomas	106	94%

4 **Low Rate & Low Accuracy**

Accuracy below 97%	ORF	
WCPM below BM	WCPM	Accuracy
Edward	91	94%
Dejay	91	95%
Chris	84	92%
		5%
S		1%
Z		0%
Junior	57	91%
Taylor	37	86%
Archie	34	89%
Harry	10	53%

What Do Screening Data Tell Us?

- WCPM and accuracy scores below benchmark, screening data indicate that a student might not be reading well enough to have strong comprehension.
- Screening data answer the question: ***"Is the student reading with appropriate rate and accuracy to indicate adequate comprehension?"***

Grade 5 - Winter 2009-2010
Reading - Curriculum Based Measurement

ID	Name	Corrects	Errors	Accuracy	Performance Summary	Potential Instructional Action
134612	[redacted]	175.0	1.0	99.4%	Established	Continue Current Program
Target = 132.0						
Established >= 131.1						
163619	[redacted]	131.0	4.0	97.0%	Nearly Established	Continue Current Program and Differentiate Instruction
134625	[redacted]	122.0	4.0	96.8%	Nearly Established	Continue Current Program and Differentiate Instruction
134622	[redacted]	118.0	2.0	98.3%	Nearly Established	Continue Current Program and Differentiate Instruction
134623	[redacted]	118.0	2.0	98.3%	Nearly Established	Continue Current Program and Differentiate Instruction
134621	[redacted]	111.0	1.0	99.1%	Nearly Established	Continue Current Program and Differentiate Instruction
138504	[redacted]	103.0	2.0	98.1%	Nearly Established	Continue Current Program and Differentiate Instruction
163620	[redacted]	83.0	0.0	100.0%	Nearly Established	Continue Current Program and Differentiate Instruction
138505	[redacted]	81.0	5.0	94.2%	Nearly Established	Continue Current Program and Differentiate Instruction
Nearly Established >= 76.1						
134618	[redacted]	73.0	3.0	96.1%	Emerging	Further Assess and Consider More Intensive Instruction
138506	[redacted]	72.0	0.0	100.0%	Emerging	Further Assess and Consider More Intensive Instruction
138509	[redacted]	71.0	5.0	93.4%	Emerging	Further Assess and Consider More Intensive Instruction
134624	[redacted]	69.0	3.0	95.8%	Emerging	Further Assess and Consider More Intensive Instruction

Grade 1 - Winter 2009-2010
Phoneme Segmentation Fluency

ID	Name	Corrects	Performance Summary	Potential Instructional Action
221354	[redacted]	97.0	Established	Continue Current Program
220062	[redacted]	57.0	Established	Continue Current Program
221450	[redacted]	56.0	Established	Continue Current Program
221440	[redacted]	56.0	Established	Continue Current Program
222879	[redacted]	54.0	Established	Continue Current Program
224942	[redacted]	53.0	Established	Continue Current Program
	Target = 49.0			
	Established >= 47.1			
221442	[redacted]	47.0	Emerging	Further Assess and Consider More Intensive Instruction
213037	[redacted]	47.0	Emerging	Further Assess and Consider More Intensive Instruction
221453	[redacted]	46.0	Emerging	Further Assess and Consider More Intensive Instruction
221439	[redacted]	44.0	Emerging	Further Assess and Consider More Intensive Instruction
237379	[redacted]	41.0	Emerging	Further Assess and Consider More Intensive Instruction
221444	[redacted]	41.0	Emerging	Further Assess and Consider More Intensive Instruction
	Emerging >= 38.1			
224447	[redacted]	38.0	Deficient	Begin Immediate Problem Solving
221449	[redacted]	37.0	Deficient	Begin Immediate Problem Solving
222184	[redacted]	35.0	Deficient	Begin Immediate Problem Solving
222262	[redacted]	31.0	Deficient	Begin Immediate Problem Solving
240665	[redacted]	28.0	Deficient	Begin Immediate Problem Solving

NWF Accuracy

Page 3

These are sample Nonsense Word Fluency (NWF) Assessments given in the Fall of First Grade. Jaycob, on the left, attempted to "blend" many of his nonsense words (denoted by the solid line drawn underneath). However, what observations do you make about his Accuracy % and error patterns? Raquel's test, on the right, shows that she was reading sound-by-sound (short line under each letter). The rate scores for these two students are similar, but what support is indicated for each of these students?

First Grade Fall - Jaycob

Benchmark 1
DIBELS™ Nonsense Word Fluency

		ik	vus	nuk	8/14
ul	zel	feb	wuj	hiz	10/14
		kub	jaf		10/15
aj	ad	ked	ig	el	__/12
oj	et	yat	ol	tov	__/13
uf	ral	ep	kab	vif	__/13
ic	dev	dop	zac	doc	__/15
ik	sij	zoj	mig	zut	__/15
foj	ib	jud	zek	vov	__/14
uz	huf	sib	ak	jec	__/14

43-15 = Total: 28

Accuracy: 65% (28÷43)

First Grade Fall - Raquel

Benchmark 1
DIBELS™ Nonsense Word Fluency

wub	doj	ik	vus	nuk	14/14
ul	zel	feb	wuj	hiz	13/14
min	ros	kub	jaf	duz	__/15
faj	ad	ked	ig	el	__/12
loj	et	yat	ol	tov	__/13
uf	ral	ep	kab	vif	__/13
tic	dev	dop	zac	doc	__/15
tik	sij	zoj	mig	zut	__/15
foj	ib	jud	zek	vov	__/14
ruz	huf	sib	ak	jec	__/14

28-1 = Total: 27

Accuracy: 96% (27÷28)

LNF Accuracy

Page 4

Compare these two Letter Naming Fluency Assessments given in the Fall of First Grade. On the left, Ana's assessment, on the right, Darions'. Both students had the same DIBELS score of: _____. What observations do you make as you consider the needs of these two students? Note the Accuracy % difference.

Student: Ana

Benchmark 1
DIBELS™ Letter Naming Fluency

V	l	h	g	S	y	Z	W	L	N	10
l	K	T	D	K	T	p q	d	z	w	9
h	w	z	m	U	r	j	G	X	u	10
g	R	B	Q	I	f	I	Z	s	r	5
S	n	C	B	p	Y	F	c	a	E	
y	s	Q	P	M	v	O	t	n	P	
Z	A	e	x	f	F	h	u	A	t	
W	G	H	b	S	l	g	m	i	i	
L	L	o	o	X	N	E	Y	p	x	
N	k	c	D	d	y	b	j	R	v	
V	M	W	q	V	l	h	g	S	y	

35 - 1 = Total: 34

Accuracy: 97% (34÷35)

Student: Darion

Benchmark 1
DIBELS™ Letter Naming Fluency

V	✓	h	g	S	y	Z	W	L	N	7
l	K	T	D	K	✓	p q	d	z	w	7
h	w	✓	m	U	r	j	G	X	u	7
g	R	B	Q	I	f	I	Z	s	r	9
S	n	C	B	p	Y	F	c	a	E	4
y	s	Q	P	M	v	O	t	n	P	
Z	A	e	x	f	F	h	u	A	t	
W	G	H	b	S	l	g	m	i	i	
L	L	o	o	X	N	E	Y	p	x	
N	k	c	D	d	y	b	j	R	v	
V	M	W	q	V	l	h	g	S	y	

46 - 12 = Total: 34

Accuracy: 74% (34÷46)

AIMSweb- different ways to examine performance ...

Local Norms and Criterion Reference

- There are ways to look at both Local Norms and Criterion Norms
- **Norm reference** -examine student performance compared to others in the community (local)
- **Criterion Reference** -examines student performance compared to others in the large norming group (national)

AIMSweb Growth Table Grade 1- PSF

Phoneme Segmentation Fluency
2008-2009 School Year

		Fall		Winter		Spring		
Grade	%ile	Num	PC	Num	PC	Num	PC	ROI
1	90	22 / 479498	62 / 57	20 / 460314	78 / 67	17 / 273173	88 / 71	0.2 / 0.4
	75		62 / 48		60 / 58		82 / 63	0.3 / 0.4
	50		34 / 38		48 / 49		68 / 53	0.5 / 0.4
	25		12 / 25		29 / 38		48 / 44	1.0 / 0.5
	10		0 / 9		7 / 27		38 / 35	1.8 / 0.7
	Mean		33 / 36		46 / 47		55 / 53	
	StdDev		26 / 18		27 / 16		12 / 15	

Num = Number of Students PC = Phonemes Correct ROI = Rate Of Improvement
ROI is Spring Score minus Fall Score (or Winter minus Fall) divided by 36 weeks (or 18 weeks)

Targets-AIMSweb Growth Targets

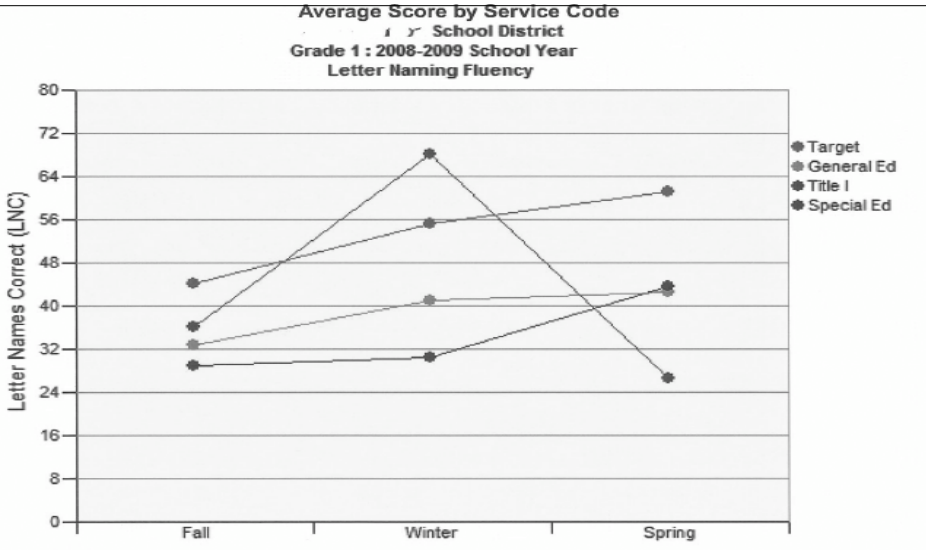
Reading - Curriculum Based Measurement
2008-2009 School Year

		Fall		Winter		Spring		
Grade	%ile	Num	WRC	Num	WRC	Num	WRC	ROI
1	90	72 / 124908	18 / 64	144 / 508888	41 / 92	141 / 521951	71 / 118	1.6 / 1.5
	75		7 / 29		27 / 59		58 / 91	1.4 / 1.7
	50		5 / 12		15 / 30		29 / 61	0.7 / 1.4
	25		1 / 5		3 / 16		11 / 35	0.3 / 0.8
	10		0 / 1		0 / 9		2 / 19	0.0 / 0.5
	Mean		*6 /23*		*19 / 42*		*34 /66*	
	StdDev		*8 /29*		*17 / 34*		*26 /39*	
2	90	162 / 481015	65 / 110	157 / 487868	82 / 136	160 / 511518	118 / 152	1.6 / 1.2
	75		47 / 86		72 / 111		88 / 128	1.2 / 1.2
	50		20 / 60		42 / 85		60 / 102	1.1 / 1.2
	25		8 / 31		17 / 61		28 / 76	0.6 / 1.3
	10		0 / 15		2 / 32		0 / 53	0.1 / 1.1
	Mean		*28 /61*		*46 / 86*		*60 /102*	
	StdDev		*28 /37*		*34 / 39*		*41 /40*	
3	90	173 / 462182	84 / 138	172 / 462331	104 / 157	173 / 472264	127 / 174	0.9 / 1.0
	75		65 / 111		85 / 134		102 / 147	1.0 / 1.0
	50		40 / 83		64 / 105		73 / 120	0.9 / 1.0
	25		14 / 54		24 / 78		33 / 91	0.6 / 1.0
	10		0 / 34		5 / 49		9 / 62	0.2 / 0.8
	Mean		*45 /84*		*56 / 105*		*69 /119*	
	StdDev		*36 /40*		*37 / 42*		*43 /43*	
4	90	180 / 355764	106 / 154	172 / 367331	120 / 172	172 / 368074	132 / 189	0.8 / 1.0
	75		80 / 128		107 / 146		118 / 162	0.7 / 0.9
	50		68 / 103		81 / 119		93 / 132	0.7 / 0.8
	25		48 / 78		57 / 95		70 / 105	0.6 / 0.8
	10		28 / 54		33 / 69		43 / 80	0.5 / 0.7
	Mean		*68 /104*		*80 / 120*		*91 /133*	
	StdDev		*31 /39*		*34 / 41*		*35 /43*	

Num = Number of Students **WRC** = Words Read Correct **ROI** = Rate Of Improvement
ROI is Spring Score minus Fall Score (or Winter minus Fall) divided by 36 weeks (or 18 weeks)

Improvement Report

- Examines Rate of Improvement over course of year
- Examines local growth compared to national growth expectations
- Examines sub groups as well as General Ed



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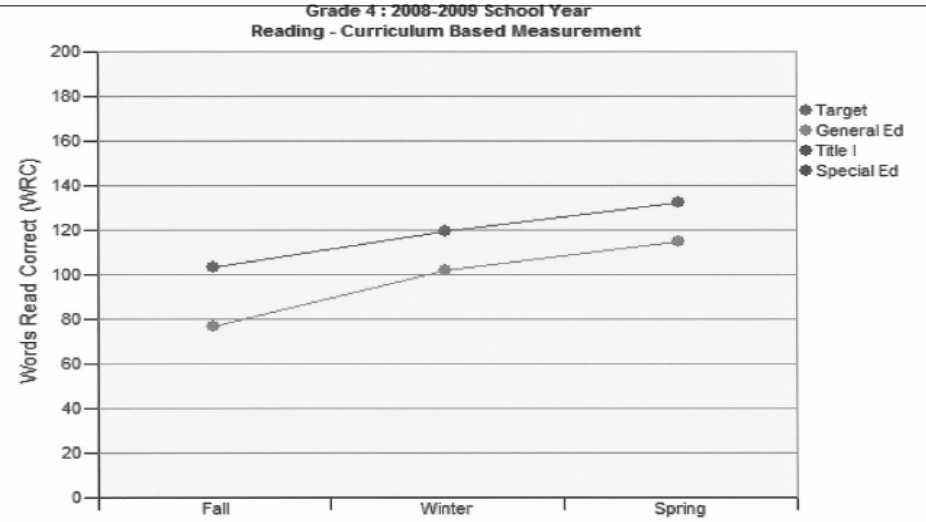
	Fall	Winter	Spring	Growth Rate
Target	44.0	55.0	61.0	0.5 LNC/week
General Ed	32.7	40.8	42.4	0.3 LNC/week
Title I	36.0	68.0	26.3	- 0.3 LNC/week
Special Ed	28.7	30.4	43.5	0.4 LNC/week



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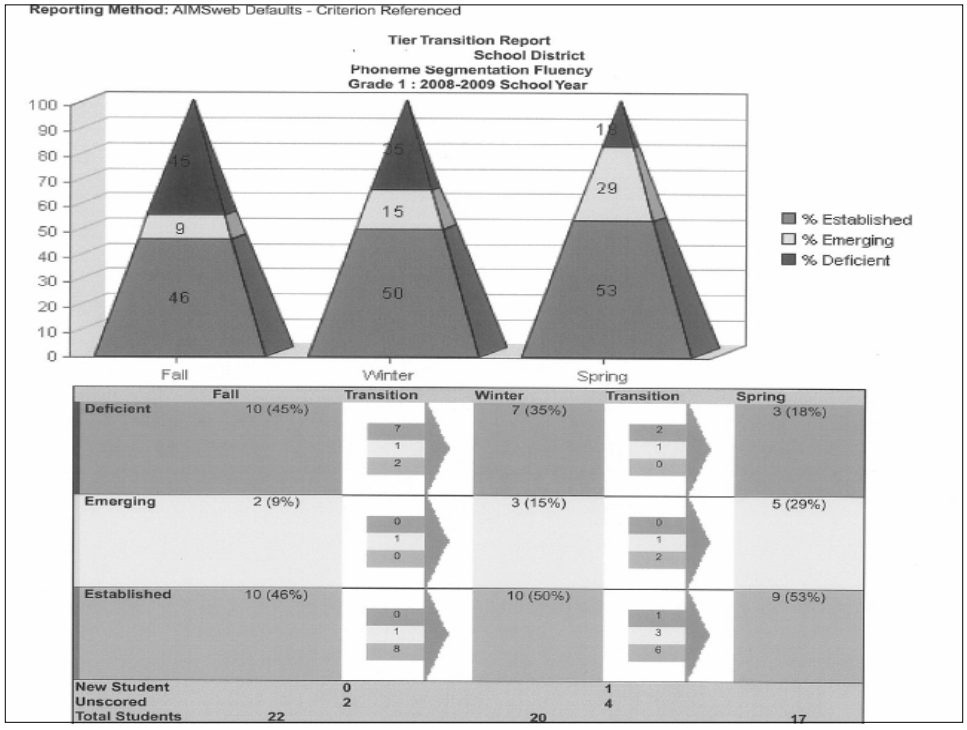
	Fall	Winter	Spring	Growth Rate
Target	103.0	119.0	132.0	0.8 WRC/week
General Ed	76.3	101.5	114.6	1.1 WRC/week
Title I	N/A	N/A	N/A	N/A
Special Ed	N/A	N/A	N/A	N/A

Tier Transition Report

- This report tells you ...
  - Data on One subskill at a time
  - What percent of students were Well Below, Below, Average, Above Average, Well Above Average
  - Movement from one category to another from Fall to Winter, Winter to Spring

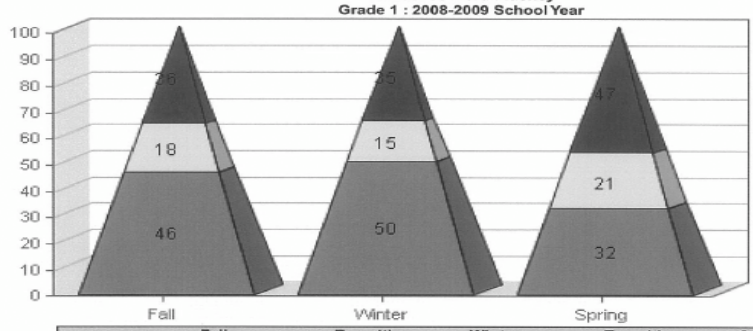


Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
School District
Phoneme Segmentation Fluency
Grade 1 : 2008-2009 School Year

	Fall	Transition	Winter	Transition	Spring
Deficient	10 (45%)	7 1 2	7 (35%)	2 1 0	3 (18%)
Emerging	2 (9%)	0 1 0	3 (15%)	0 1 2	5 (29%)
Established	10 (46%)	0 1 8	10 (50%)	1 3 6	9 (53%)
New Student		0		1	
Unscored		2		4	
Total Students	22		20		17

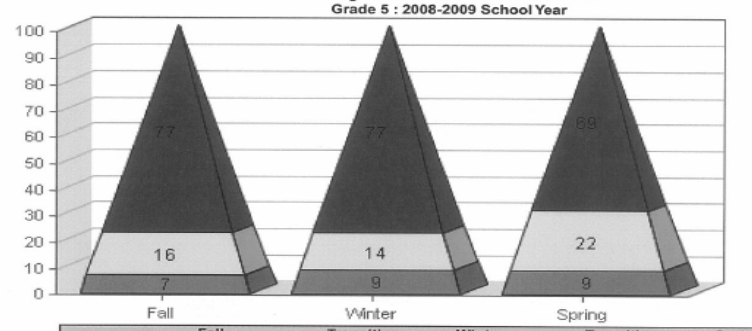
Nonsense Word Fluency
Grade 1 : 2008-2009 School Year



	Fall	Transition	Winter	Transition	Spring
Deficient	8 (36%)	5 1 1	7 (35%)	3 2 0	9 (47%)
Emerging	4 (18%)	1 1 2	3 (15%)	2 0 1	4 (21%)
Established	10 (46%)	1 1 7	10 (50%)	4 1 5	6 (32%)
New Student		0		1	
Unscored		2		2	
Total Students	22		20		19

Note: Unscored also includes any students who may have been transferred.

Reading - Curriculum Based Measurement
Grade 5 : 2008-2009 School Year



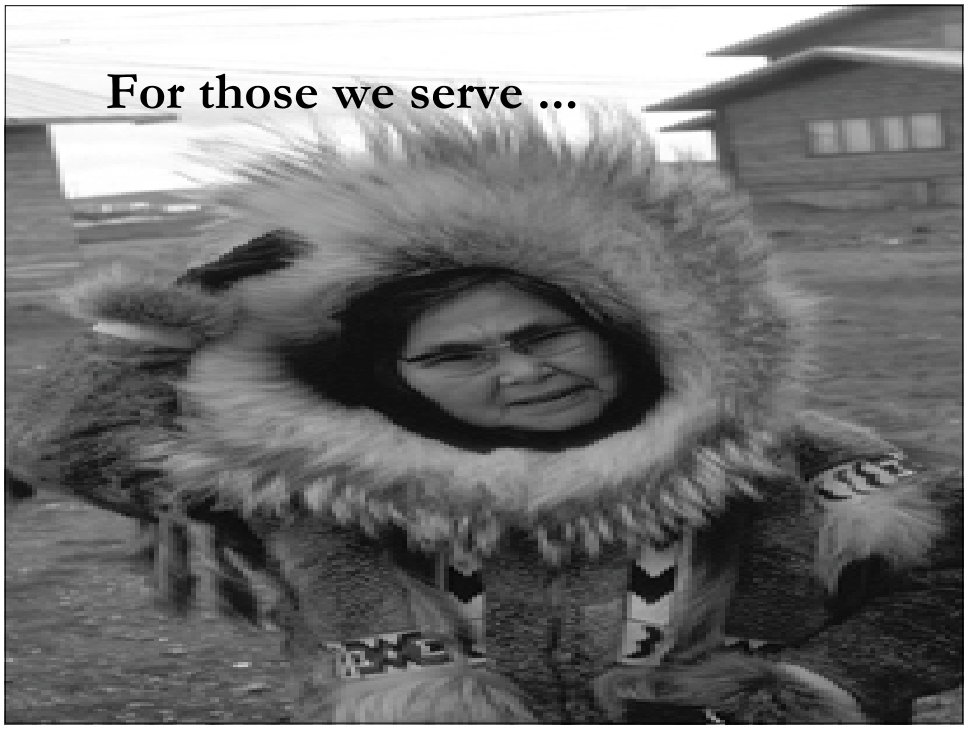
	Fall	Transition	Winter	Transition	Spring
Deficient	124 (77%)	102 9 1	120 (77%)	96 12 1	105 (69%)
Emerging	26 (16%)	8 8 7	22 (14%)	3 15 3	33 (22%)
Established	12 (7%)	1 4 6	14 (9%)	0 4 10	15 (9%)
New Student		10		9	
Unscored		16		12	
Total Students	162		156		153

Note: Unscored also includes any students who may have been transferred.

Morning wrap up

Quote ...

"There are no secrets to success. It is the result of preparation, hard work, and learning from failure"
Colin Powell



Thank you ....

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