Setting Progress Monitoring Goals for Reading and Math

Rachel Brown, Ph.D., NCSP

Senior Academic Officer

FastBridge Learning

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Learning Objectives

➢ **Selecting Progress Measures**

➢ **Monitoring schedules**

➢ **Student-Specific Goals**

➢ **Progress Reports**

Selecting Progress Measures

➢ **Start with screening data**

➢ **Conduct a second screening if needed**

➢ **Confirm instructional level**

➢ **Select assessment**

Screening Data

➢ Show risk with ! or ‼

➢ Consider whole class and small group interventions

➢ For adaptive measures, select a step 2 screener

Fall (Sept) Score	Winter (Dec/Jan) Score	Spring (March) Score	End-of-Year (May) Score	Fall Percentile Rank			
				Group %ile	School %ile	District %ile	National %ile
186				96	99	99	99
186				96	99	99	99
138				92	91	92	99
132				88	90	90	98
119				84	85	86	93
109				80	80	83	88
92				76	71	73	76
87				72	70	71	72
83				68	67	68	68
80				60	64	66	65
80				60	64	66	65
79				56	63	66	64
76				52	59	63	61
73				48	57	61	58
67				44	52	56	51
66				40	50	55	49
59				36	47	51	41
51				32	37	43	33
50				24	34	41	32
50				24	34	41	32
47				20	31	40	30
38				12	25	33	22
38				12	25	33	22
30				8	17	26	15
29				4	15	26	14
14				1	7	14	3

Step 2 Screeners

➢ **Reading**
- ✓ earlyReading Composite
  - ❖ *Grades K-1*
- ✓ CBMreading
  - ❖ *Grades 2-12*

> These will all generate a baseline starting score

➢ **Math**
- ✓ earlyMath Composite
  - ❖ *Grades K-1*
- ✓ CBMmath-Automaticity
  - ❖ *Grades 2-3*
- ✓ CBMmath-CAP
  - ❖ *Grades 4-8*
- ✓ CBMmath-Process
  - ❖ *Grades 2-6 if process is a concern*

Confirm Instructional Level

➢ Compare the student's screening score with the local norms

➢ If between the 15th and 40th percentiles, use grade level materials

➢ If below the 15th, consider lower level for intervention and monitoring

   ✓ Align progress monitoring level with intervention content

Recommended Progress Measures

➤ **Reading**
   - ✓ K: *Letter Sounds*
   - ✓ Grades 1-12: *CBMreading*

➤ **Math**
   - ✓ K: *Numeral Identification-K*
   - ✓ Grade 1: *Decomposing 1*
   - ✓ Grades 2-4: *CBMmath-Automaticity*
   - ✓ Grades 5-12:
     - ❖ *CBMmath Automaticity*
     - ❖ *CBMmath CAP*
     - ❖ *CBMmath Process*

Select math progress measures for grades 5-12 based on the skill(s) being taught

Alternative Reading Progress Measures

Measure	Skill Assessed
✓ Letter Names	Concepts of Print
✓ Onset Sounds	Phonemic Awareness
✓ Word Blending	Phonemic Awareness
✓ Word Segmenting	Phonemic Awareness
✓ Nonsense Words	Phonics
✓ Decodable Words	Phonics
✓ Sight Words	Fluency

Alternative Math Progress Measures

Measure	Skill Assessed
✓ Numeral Identification	Number System
✓ Decomposing-1	Operations
✓ Match Quantity	Counting and Cardinality
✓ Quantity Discrimination	Expressions and Equations
✓ Place Value	Number and Operations in Base 10

Create New PM Group

(*) Required

Starting Week *	09/10/2017	Ending in School Year:	This Year ⬍

Include Summer? * ⑦ ☐

Assessment Type * ⦿ Reading ○ Math   ⬅ Click on Reading or Math

* The 2016-17 recommendations for weekly growth and end of year (EOY) performance for CBMmath CAP are underlined preliminary estimates. Research and development is ongoing during this first year of implementation of the new CBMmath CAP assessment. Please provide feedback.

Assessment *

English	AUTOReading	AUTOReading Skills
⦿ **CBMR-English**	○ Letter Names	○ Letter Names
○ Letter Names	○ Letter Sounds	○ Letter Sounds
○ **Letter Sounds**	○ Matching Synonyms	○ Vocabulary
○ **Sight Words**	○ Vocabulary	○ Decoding
○ Onset Sounds	○ Decoding	○ Encoding
○ Decodable Words	○ Encoding	○ Identification
○ **Nonsense Words**	○ Identification	
○ Word Blending	○ Morphology	
○ Word Segmenting		
○ Comprehension Efficiency		

Group Name * | CBMR One | (P1)

Number of occasions * ⑦
⦿ 1 Per Week   ○ 2 Per Week   ○ 3 Per Week   ○ 4 Per Week   ○ 5 Per Week
○ 1 Every 2 weeks   ○ 1 Every 3 weeks   ○ 1 Every 4 weeks

Goal Line Display on Graph * ⑦   ⦿ Adjusted (recommended)   ○ Unadjusted   ○ Unadjusted Goal Line for Decisions, but Display Both Goal Lines
FAST fact: CBMreading Score Equating ↗

Student ▲	Screening ⑦	Starting Week	Start ⑦	Level ⑦	Weekly Gain ⑦	EOY Date	EOY Goal ⑦	EOY Benchmark ⑦	Prior Data?* ⑦	Interventions	Student ⬍
Capps, Adrianna	36 📅	09/10/2017	36	G4	1.4 - Realistic	05/30/2018	88	150	Yes	✏ ➕	Capps, Adrianna

Student	Screening	Starting Week	Start	Level	Weekly Gain	Date	Goal	Benchmark	Prior Data?*	Interventions	Student
								EOY			

Possible Reading Progress Measures

English	Spanish
○ **CBMR-English**	○ CBMR-Spanish
○ Letter Names	○ Letter Names Spanish
○ **Letter Sounds**	○ Letter Sounds Spanish
○ **Sight Words**	○ Sight Words Spanish
○ Onset Sounds	○ Onset Sounds Spanish
○ Decodable Real Words	○ Decodable Real Words Spanish
○ **Nonsense Words**	○ Syllable Reading Spanish
○ Word Blending	○ Word Blending Spanish
○ Word Segmenting	○ Word Segmenting Spanish

Possible Math Progress Measures

The assessments displayed for math depend on the grade level selected

Level: THREE ⇕

CBMMath CAP Time: 15 minutes

○ CBMmath CAP

Automaticity

○ Multiply to 12

○ 2x1 Divide from 100

○ Multiply and Divide

○ Add, Subs, Multiply and Divide

○ AUTO L3 GOM

Process

○ 3x2 and 3x3 Add to 1000

○ 3x2 and 3x3 Subs from 1000

○ 3x2 and 3x3 Add and Subs

○ PROC L3 GOM

Create New PM Group

(*) Required

Starting Week *   `09/10/2017`   Ending in School Year: `This Year ⬍`

Include Summer? * ⑦   ☐

Assessment Type *   ◉ Reading ○ Math

* The 2016-17 recommendations for weekly growth and end of year (EOY) performance for CBMmath CAP are <u>preliminary</u> estimates. Research and development is ongoing during this first year of implementation of the new CBMmath CAP assessment. Please provide feedback.

Progress Monitoring Details

Assessment *	**English**	**AUTOReading**	**AUTOReading Skills**
	◉ **CBMR-English**	○ Letter Names	○ Letter Names
	○ Letter Names	○ Letter Sounds	○ Letter Sounds
	○ **Letter Sounds**	○ Matching Synonyms	○ Vocabulary
	○ **Sight Words**	○ Vocabulary	○ Decoding
	○ Onset Sounds	○ Decoding	○ Encoding
	○ Decodable Words	○ Encoding	○ Identification
	○ **Nonsense Words**	○ Identification	
	○ Word Blending	○ Morphology	
	○ Word Segmenting		
	○ Comprehension Efficiency		

Group Name *   `CBMR One` **P1**   ⬅   *Give the group a name*

Number of occasions * ⑦

◉ 1 Per Week   ○ 2 Per Week   ○ 3 Per Week   ○ 4 Per Week   ○ 5 Per Week   ⬅   *Select frequency*

○ 1 Every 2 weeks   ○ 1 Every 3 weeks   ○ 1 Every 4 weeks

Goal Line Display on Graph * ⑦   ◉ Adjusted (recommended)   ○ Unadjusted   ○ Unadjusted Goal Line for Decisions, but Display Both Goal Lines

<u>FAST fact: CBMreading Score Equating</u> ⬀

Student ▲	Screening ⑦	Starting Week	Start ⑦	Level ⑦	Weekly Gain ⑦	EOY Date ⑦	EOY Goal ⑦	EOY Benchmark ⑦	Prior Data?* ⑦	Interventions	Student ⬍
Capps, Adrianna	36 📅	<u>09/10/2017</u>	<u>36</u>	<u>G4</u>	<u>1.4 - Realistic</u>	<u>05/30/2018</u>	<u>88</u>	150	<u>Yes</u>	✏️ ➕	Capps, Adrianna
Student	Screening	Starting Week	Start	Level	Weekly Gain	Date	Goal	Benchmark	Prior Data?*	Interventions	Student
						EOY					

Goal Setting

➢ **Student progress goals are calculated based on:**

$$\text{Start Score} + (\text{ROI} \times \# \text{ weeks})$$

- ✓ Start score = screening score
- ✓ ROI = weekly rate of improvement
- ✓ # weeks = number of weeks of monitoring

➢ **Goal should be based on reasonable or ambitious ROI**

Rates of Improvement (ROI)

➢ **Weekly gain numbers drawn from research**

➢ **Vary by assessment measure**

 ✓ **Very Realistic:**
  ❖ Too easy for most students

 ✓ **Realistic:**
  ❖ Attainable for most students

 ✓ **Ambitious:**
  ❖ Attainable with intensive intervention

 ✓ **Very Ambitious:**
  ❖ Not attainable by most students

ROI Example

➢ CBMreading
- ✓ Default (realistic) ROI = 1.4 words/week
- ✓ If:
  - ❖ Screening score = 20
  - ❖ Realistic goal = 1.4/week
  - ❖ 10 weeks
- ✓ Goal will be
  - ❖ 20 + (1.4 x 10)
  - ❖ 20 + 14 = **34** words read correctly

Goal Setting Details

Student ▲	Screening ?	Starting Week	Start ?	Level ?	Weekly Gain ?	EOY Date ↕	Goal ?	Benchmark ?	Prior Data?* ?	Interventions
Capps, Adrianna	36 📅	09/10/2017	36	G4	1.4 - Realistic	05/30/2018	88	150	Yes	✏️ ➕
Student	Screening	Starting Week	Start	Level	Weekly Gain	Date	Goal	Benchmark	Prior Data?*	Interventions
						EOY				

➢ **The question mark (?) bubbles provide linked information about the purpose of that column, including:**

✓ Screening: student's most recent universal screening score on the target measure
✓ Start: the student's PM starting score (usually the screening score)
✓ Level: grade level of PM material
✓ Weekly gain: the number of measured units of gain per week (e.g., words read correctly)
✓ Goal: the student's score goal for the next screening assessment
✓ Benchmark: the benchmark screening score goal
✓ Prior data: if prior data from another FAST measure exist, it will be indicated here

More about Goals

Download Use & Interpretation Guidelines

Benchmarks [–]   **Norms** [+]

1. Select Assessment:

- ○ aReading
- ○ AUTOreading *LAB*
- ○ CBMreading English
- ○ CBMeComp - Recall *LAB*
- ○ mySAEBRS *LAB*

- ○ CBMeComp - Question *LAB*
- ○ CBMreading Spanish
- ○ earlyReading English
- ○ earlyReading Spanish

- ○ aMath
- ○ CBM Math Automaticity
- ○ CBM Math Process
- ○ CBMmath CAP

- ○ earlyMath
- ○ devMilestones
- ○ REACT *LAB*
- ○ SAEBRS

2. Select Grade Level:

Submit

Typical Growth

Norms - CBMMATH Automaticity : TWO

%	Screening Scores			Seasonal Score Differences by Percentile Weekly Growth			Aggregate Weekly Growth			Student Growth Percentiles Weekly Growth		
	Fall	Winter	Spring	Fall-Winter	Winter-Spring	Fall-Spring	Fall-Winter	Winter-Spring	Fall-Spring	F-W Mean	W-S Mean	F-S Mean
95th	40	68	80	1.62	0.70	1.16	2.42	2.37	1.67	0.22	0.29	-0.11
90th	35	60	70	1.45	0.58	1.02	2.00	1.94	1.41	0.33	0.30	0.00
85th	30	53	65	1.33	0.70	1.02	1.72	1.67	1.25	0.40	0.32	0.06
80th	28	50	60	1.27	0.58	0.93	1.55	1.44	1.13	0.42	0.33	0.12
75th	25	45	55	1.16	0.58	0.87	1.38	1.25	1.03	0.44	0.37	0.17
70th	23	40	53	0.98	0.76	0.87	1.24	1.08	0.94	0.46	0.40	0.20
65th	20	38	50	1.04	0.70	0.87	1.09	0.90	0.87	0.50	0.42	0.24
60th	18	35	45	0.98	0.58	0.78	0.95	0.78	0.78	0.54	0.45	0.31
55th	15	33	43	1.04	0.58	0.81	0.84	0.64	0.71	0.59	0.47	0.33
50th	15	30	40	0.87	0.58	0.73	0.72	0.55	0.65	0.59	0.50	0.37
45th	13	28	38	0.87	0.58	0.73	0.63	0.42	0.59	0.61	0.53	0.40
40th	10	25	35	0.87	0.58	0.73	0.53	0.30	0.52	0.62	0.58	0.43
35th	10	23	30	0.75	0.41	0.58	0.42	0.16	0.45	0.62	0.61	0.47
30th	9	20	28	0.64	0.47	0.55	0.31	0.00	0.38	0.62	0.65	0.47
25th	8	18	25	0.58	0.41	0.49	0.21	0.00	0.30	0.62	0.68	0.49
20th	5	15	23	0.58	0.47	0.52	0.14	-0.28	0.23	0.61	0.70	0.50
15th	5	13	18	0.46	0.29	0.38	0.00	-0.44	0.16	0.61	0.70	0.55
10th	3	10	15	0.40	0.29	0.35	-0.18	-0.66	0.07	0.61	0.69	0.58
5th	0	8	10	0.46	0.12	0.29	-0.46	-1.04	-0.07	0.61	0.67	0.61
M	16.87	32.58	41.69	0.91	0.53	0.72	0.12	0.08	0.10			
SD	12.39	18.83	21.92	0.35	0.16	0.24	0.13	0.15	0.08			
N	7211	12657	12434	19	19	19	5116	9324	5364			

Goal Line to Display on CBMreading Graph

Goal Line Display on Graph * ⑦ ○ Adjusted (recommended)   ○ Unadjusted   ⦿ Unadjusted Goal Line for Decisions, but Display Both Goal Lines
FAST fact: CBMreading Score Equating ☐↗

➢ **This set up section allows selection of whether to display the adjusted or unadjusted PM score numbers**

   ✓ **This is the adjustment for the difference in difficulty between screening and PM passages**

   ✓ **Select last option to have both goal lines on the graph**

Save the PM Schedule

Student	▲	Screening ?	Starting Week	Start ?	Level ?	Weekly Gain ?	EOY Date ⬍	Goal ?	Benchmark ?	Prior Data?* ?	Interventions
Capps, Adrianna		36 📅	09/10/2017	36	G4	1.4 - Realistic	05/30/2018	88	150	Yes	R1 ✕ 🖉 ➕

Student	Screening	Starting Week	Start	Level	Weekly Gain	Date Goal Benchmark EOY	Prior Data?*	Interventions

* If the student has been part of a progress monitoring group before, would you like to include the prior progress monitoring data in the students current progress monitoring graph?

Interventions

[Create New Intervention]

[Edit] [Apply to all] Direct instruction R1

[Save assessment group »] [Go back] [Clear All]

➢ **Be sure to save the assessment group**
➢ **Then click on Go back**

Conducting Progress Monitoring

> **Click on the clock icon to start the assessment**

Data Indicators

	Student Name ▲	Level	Start of the Goal Line		20-Aug-17	27-Aug-17	03-Sep-17	10-Sep-17	
					Occasion 1	Occasion 1	Occasion 1	Occasion 1	
☐	Capps, Adrianna	G4	36		42 ▲4.60	49 ▲10.20	53 ▲12.80	⊘	

Toolbar buttons: Release Students | Edit Group | Progress Graph | Go back | Delete a score ■

➤ **Triangle shows direction of score**
- ✓ Green up triangle = above 10% of goal
- ✓ Red down tringle = below 10% of goal
- ✓ Green square = within 10% of goal
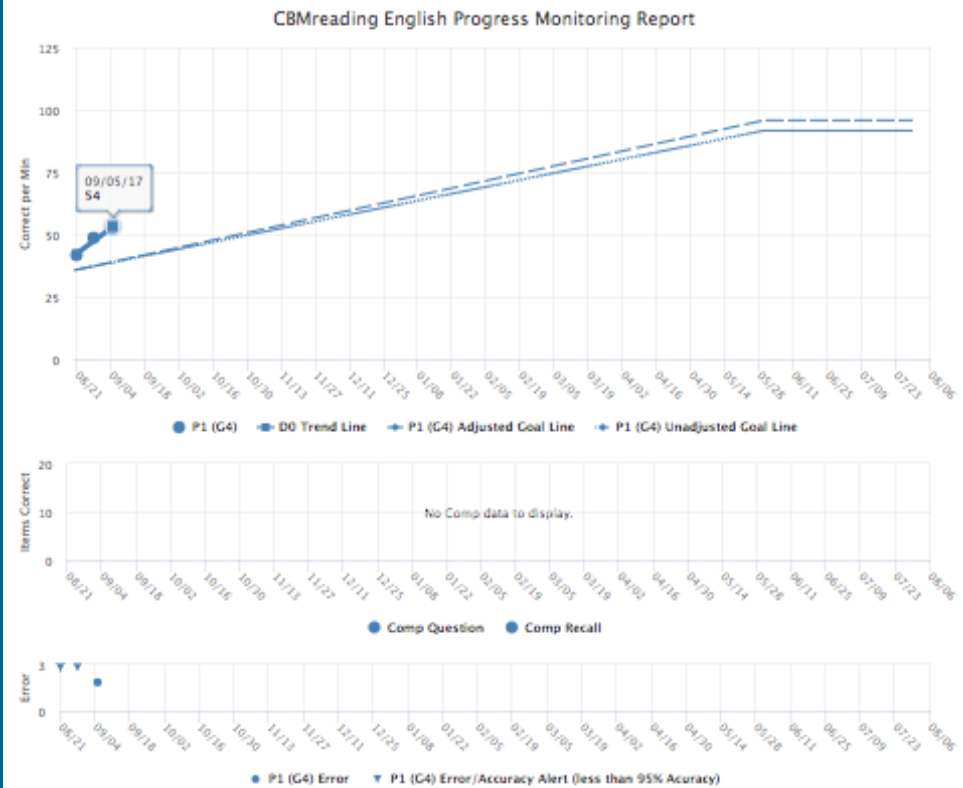- ✓ Number after symbol is the distance from the goal line

Interpreting Results

➢ The major report for progress data is the progress graph in the Progress Monitoring report

➢ Shows the student's progress scores next to a goal line for that student

➢ The graph can also show an optional national percentile rank line for each screening period

Progress Report

❖ Graph with scores (actual numbers display if you hover over them)

❖ (Optional) Comprehension item scores (if administered)

❖ Error numbers

❖ Detailed error log with dates, scores, gain or loss and specific errors

CBMreading English Progress Monitoring Report

● P1 (G4) – D0 Trend Line ← P1 (G4) Adjusted Goal Line ·← P1 (G4) Unadjusted Goal Line

09/05/17
54

No Comp data to display.

● Comp Question   ● Comp Recall

● P1 (G4) Error   ▼ P1 (G4) Error/Accuracy Alert (less than 95% Acuracy)

Detailed PM Information

Date	Scores	Incorrect Items	Notes	Interventions
Group: P1 (G4) - CBMR One (Total Trend: 5.46 | Goal Line Trend: 1.22)				
● 08/21/2017	42 ▲4.60	basketball , friends , laughed	No Notes	
● 08/28/2017	49 ▲10.20	asked , Besides , people	No Notes	
● 09/05/2017	53 ▲12.80	smelled , watched	No Notes	

Most common Incorrect Words List: basketball, watched, Besides, asked, smelled, laughed, people, friends

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Understanding Progress Graphs

➢ **3 main trends:**
- ✓ Intervention is really working: maintain it
- ✓ Intervention is sort of working: adjust it
- ✓ Intervention is not working: change it

➢ **Also consider:**
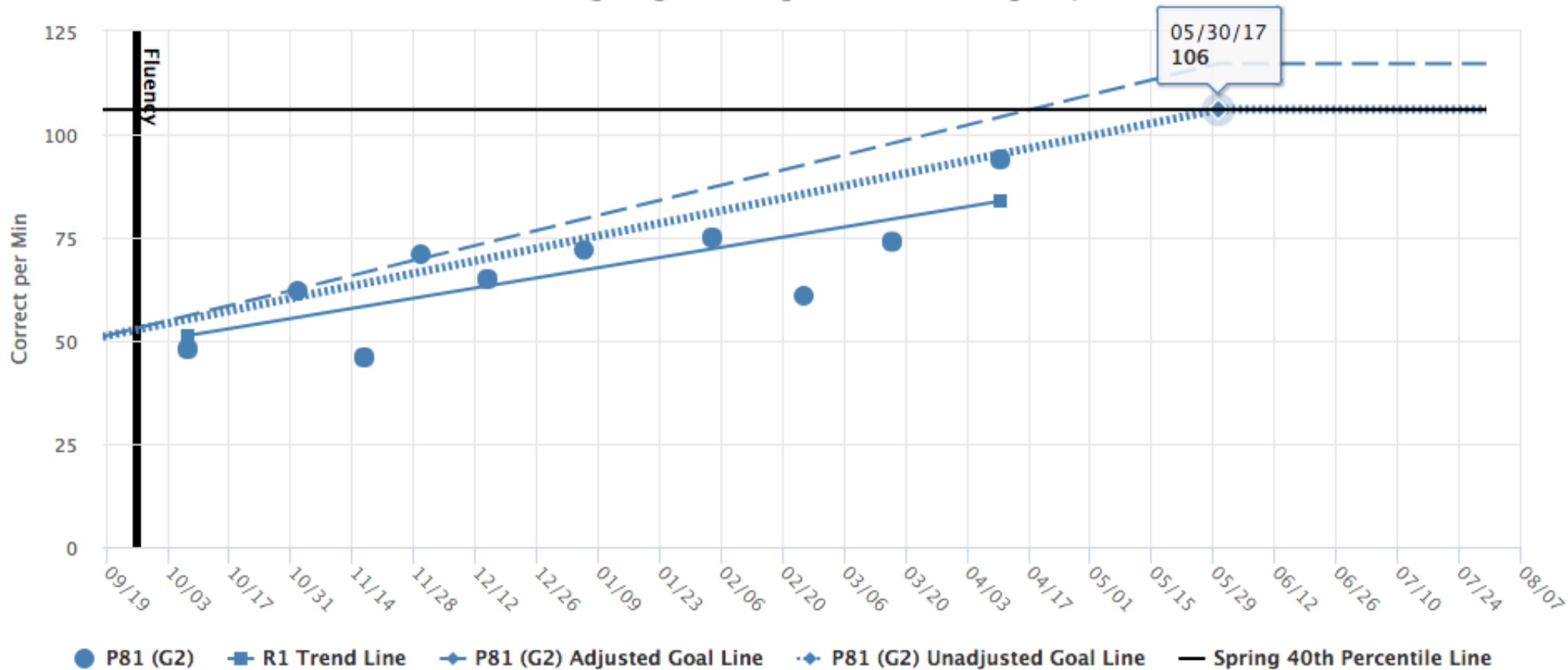- ✓ Sufficient number of scores
- ✓ Data stability

Intervention Works
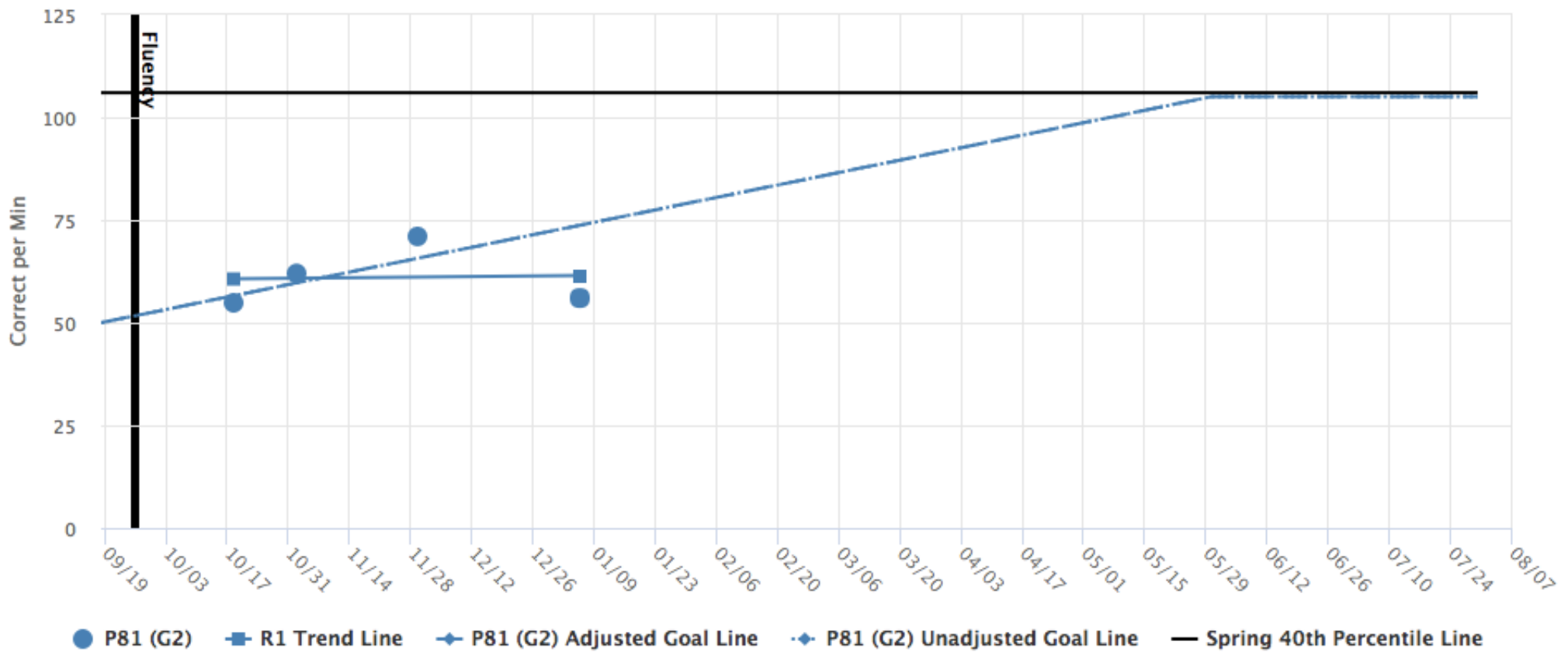

CBMreading English Progress Monitoring Report
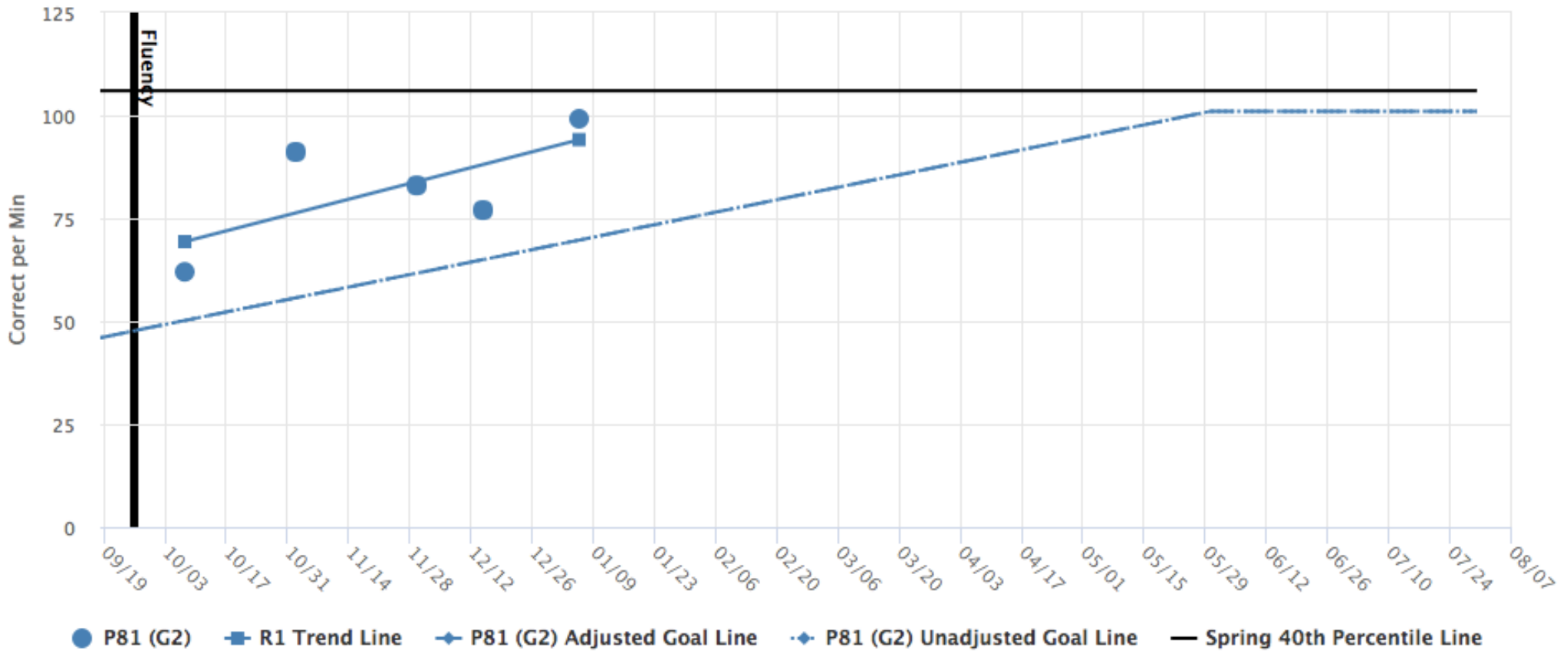
Intervention Sort of Works

CBMreading English Progress Monitoring Report

Intervention Not Working, Maybe

CBMreading English Progress Monitoring Report

Summary

➢ **Regular progress monitoring is part of an MTSS problem solving method**

➢ **All students participating in intervention should complete regular (e.g., weekly) progress assessments**

➢ **The data should be reviewed regularly**

➢ **FastBridge progress graphs show whether a student is improving or if a change is needed**