

# An Overview of Aimsweb: Using Characteristics from the Report “Response to Intervention in a Unified North Dakota Educational System”

Title I Fall Conference  
October 8-10, 2008

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US Department of Education Review Gives Us Confidence About Scientifically Based Reading Instruction

**Scientifically Based Reading Instruction**

**What is Scientifically Based Reading Instruction?**

Scientifically based reading instruction is instruction that is based on the principles of learning and is the result of the application of scientific research to reading instruction. It is instruction that is based on the following principles:

- The science of reading is a body of knowledge that is based on scientific research.
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- The science of reading is a body of knowledge that is based on scientific research.

**Aimsweb**

Aimsweb is a scientifically based reading program that is based on the principles of learning and is the result of the application of scientific research to reading instruction. It is a program that is based on the following principles:

- The science of reading is a body of knowledge that is based on scientific research.
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[www.studentprogress.org](http://www.studentprogress.org)

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Review of Progress Monitoring Tools Standards

Tools Area	Standard	Tool	Alignment
Assessment	1.1	AIMSweb	Yes
	1.2	AIMSweb	Yes
	1.3	AIMSweb	Yes
	1.4	AIMSweb	Yes
	1.5	AIMSweb	Yes
	1.6	AIMSweb	Yes
	1.7	AIMSweb	Yes
	1.8	AIMSweb	Yes
	1.9	AIMSweb	Yes
	1.10	AIMSweb	Yes
Instruction	2.1	AIMSweb	Yes
	2.2	AIMSweb	Yes
	2.3	AIMSweb	Yes
	2.4	AIMSweb	Yes
	2.5	AIMSweb	Yes
	2.6	AIMSweb	Yes
	2.7	AIMSweb	Yes
	2.8	AIMSweb	Yes
	2.9	AIMSweb	Yes
	2.10	AIMSweb	Yes

Fig. 2. The tool and its alignment with the standards are shown in the table. The tool and its alignment with the standards are shown in the table.

Most Tools that Meet Standards are Members of the Curriculum-Based Measurement (CBM) “Family”

## “Response to Intervention in a Unified North Dakota Educational System”

Created by: North Dakota RTI State Leadership Team in Spring 2007

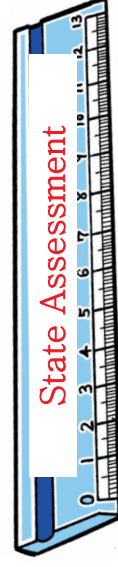
- Data-Based Decision-Making** - Important educational decisions regarding supplemental and intensive interventions are based on data representing **learning rate and level**. Data are critical to making decisions about individual student response to instruction across multiple tiers of interventions, including eligibility for supplemental or intensive services, as well as exit from supplemental or intensive services.
- Universal Screening** - Screening is a type of low-cost and easily administered assessment, testing age and grade-level critical skills or behaviors. It identifies high and low performing students who are at-risk of not meeting predetermined benchmarks (proficiency on statewide assessment Scott Linner).

The purpose of this hour is to:

Briefly review the 5 characteristics of RTI from the North Dakota RTI report

See how these characteristics are used and look like in the Aimsweb data model

What are the steps to use Aimsweb in an RTI Model

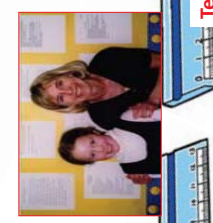


School



CBM

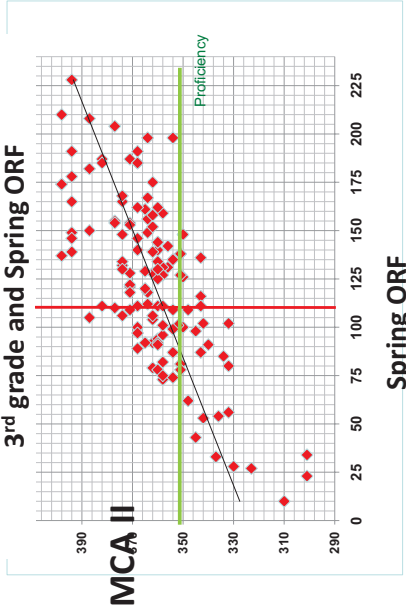
District



Tests of Early Literacy

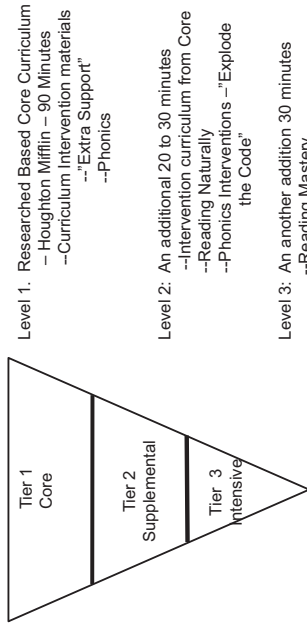
Reading trajectories are established early and become more difficult to change

## Minnesota Comprehensive Assessment II 3<sup>rd</sup> grade and Spring ORF



3) **Tiered Service Delivery** - An RTI approach incorporates a multi-tiered approach of educational service delivery. Each tier represents increasingly intense services that are associated with increasing levels of learner needs.

### Example of Tiers of Intervention for 2<sup>nd</sup> and Third 3<sup>rd</sup>



4) **Progress Monitoring** - Progress monitoring is the scientifically and/or evidence based practice of assessing students' academic and behavioral performance on a regular basis. Progress monitoring serves two purposes:

- To determine whether students are making appropriate progress from the core instructional program and
- To build more effective programs for the students who are not making appropriate progress.

5) **Fidelity of Implementation - Fidelity of implementation is the delivery of instruction** in the way in which it was designed to be delivered.

Fidelity must also address the integrity with which screening and progress-monitoring procedures are completed and the way an explicit decision making model is followed.

In an RTI model, fidelity is important at both the school level (e.g., implementation of the process) and teacher level (e.g., implementation of scientifically based core curriculum and progress monitoring).

## Overview of Curriculum-Based Measurement (CBM) and AIMSweb®

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## Summative & Formative Assessment

**Summative Assessment:** Characterized as assessment of learning.  
**Formative Assessment:** Characterized as assessment for learning.  
(Cohen, <http://www.wikihow.com/WriteSummative-Tests>)

**Summative assessment** tells you what **happened**.  
**Formative assessment** tells you what's **happening**.

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## Advantages of CBM

- Direct measure** of student performance  
Deno, S.L. (1985). Curriculum-based measurement: the emerging alternative. *Exceptional Children*, 52(3)215-32.
- Correlates strongly with **"best practices"** for instruction and assessment
- Correlates strongly with **research-supported methods** for **assessment and intervention**
- Focus** is on **repeated measures of performance**  
(This cannot be done with most norm-referenced and standardized tests due to practice effect or limited forms.)

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### AIMSweb® Box & Whiskers Graphs™ / Comparison Groups™ / Michael Martin

Teacher: Mr. Jonathan Student: Michael Martin  
Benchmark Scores for 2006-2007 School Year  
Reading - Curriculum Based Measurement

**AIMSweb Comparison Group Choices/Options:**

- All students in grade-level at student's **school** (premier left)
- All students in grade-level across student's **school district**
- All students in grade-level across **multiple districts** within account
- All students in grade-level within students' **state**
- All students in grade-level **nationally** (Aggregate Norms™)

(Comparison groups includes all students for whom AIMSweb® is used for reading. All students for whom AIMSweb® is not used for reading are not included.)

(All identifying information and scores are fictitious.)

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### Discussion: Consider Michael's R-CBM performance in relationship to different AIMSweb® Comparison Groups

- Consider modifying instructional program(s)
- Consider increasing frequency of assessment to assess efficacy of alternate program(s)
- Review data regularly to assess progress

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### AIMSweb® Individual Report: 3<sup>rd</sup> Grade Student

Reading - Curriculum Based Measurement

**QUESTIONS:**

- What does report suggest about Viviana's progress?
- What does report suggest about the school's progress for its 3<sup>rd</sup> grade students?
- What if you saw this pattern in only one school's 3<sup>rd</sup> grade within your district?
- What if you saw this pattern across most or all 3<sup>rd</sup> grade groups in your district?

This chart shows that Viviana L. improved from 48 Words Read Correct from grade 3 Passages at the Fall Benchmark to 114 Words Read Correct at the Winter Benchmark, and to 139 Words Read Correct at the Spring Benchmark. This is a change of 66 Words Read Correct for the year. Currently, Viviana L.'s score is **Average** compared to other students at Wilson Elementary.

**Outstanding Features:**

- Reads Very Accurately (+95%)
- Reads with Fluency (+85%)
- Reads with Comprehension (+80%)
- Reads with Expression (+75%)

**Comments:** Viviana's reading is improving rapidly. She is trying very hard and her results are showing.

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### AIMSweb® Data to Know When Things are Working

Reading - Curriculum Based Measurement

**QUESTIONS:**

- What does report suggest about Jamie Connor's progress?
- What does report suggest about the school's progress for its 3<sup>rd</sup> grade students?
- What if you saw this pattern in only one school's 3<sup>rd</sup> grade within your district?
- What if you saw this pattern across most or all 3<sup>rd</sup> grade groups in your district?

This chart shows that Jamie Connor improved from 69 Words Read Correct from grade 3 Passages at the Fall Benchmark to 99 Words Read Correct at the Winter Benchmark, and to 129 Words Read Correct at the Spring Benchmark. This is a change of 60 Words Read Correct for the year. Currently, Jamie Connor's score is **Average** compared to other students at Wilson Elementary.

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### AIMSweb® Data to Know that Things Went Well

Reading - Curriculum Based Measurement

**QUESTIONS:**

- What does report suggest about Heather A.'s progress?
- SPRING:** Compared to Grade 3 peers at her school, is Heather performing in the:
  - Well Above Average Range?
  - Above Average Range?
  - Below Average Range?
  - Well Below Average Range?

This chart shows that Heather A. improved from 87 Words Read Correct from grade 3 Passages at the Fall Benchmark to 114 Words Read Correct at the Winter Benchmark, and to 139 Words Read Correct at the Spring Benchmark. This is a change of 52 Words Read Correct for the year. Currently, Heather A.'s score is **Average** compared to other students at Wilson Elementary.

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### AIMSweb® Identifying Students At-Risk for Failure

Reading - Curriculum Based Measurement

**QUESTIONS:**

- What does report suggest about Lindsey's progress (Spring)?
- What are possible reasons why Lindsey might not be making progress?
- Based on this report, is Lindsey's instruction assessing her in closing the performance discrepancy between her school's Grade 3 peers?
- How would this report be helpful if Lindsey were not currently receiving Tier 2 support? Tier 3? Special Education / Special Programs?
- How would this report still be helpful if Lindsey was already receiving Special Education?

This chart shows that Lindsey L. improved from 48 Words Read Correct from grade 3 Passages at the Fall Benchmark to 114 Words Read Correct at the Winter Benchmark, and to 139 Words Read Correct at the Spring Benchmark. This is a change of 66 Words Read Correct for the year. Currently, Lindsey L.'s score is **Average** compared to other students at Wilson Elementary.

**Outstanding Features:**

- Reads Very Accurately (+95%)
- Reads with Fluency (+85%)
- Reads with Comprehension (+80%)
- Reads with Expression (+75%)

**Comments:** Lindsey's reading is improving rapidly. She is trying very hard and her results are showing.

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## At-a-Glance Views of Student Ranking & Growth

**Client Distribution by Score and Percentile**

**Reading - Curriculum Based Measurement**

Score	Count	Percentile
100	1	100.0%
95	1	95.0%
90	1	90.0%
85	1	85.0%
80	1	80.0%
75	1	75.0%
70	1	70.0%
65	1	65.0%
60	1	60.0%
55	1	55.0%
50	1	50.0%
45	1	45.0%
40	1	40.0%
35	1	35.0%
30	1	30.0%
25	1	25.0%
20	1	20.0%
15	1	15.0%
10	1	10.0%
5	1	5.0%
0	1	0.0%

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## Compare Sub-group Trends:

**Average Score by Service Code**

Service Code	Fall	Winter	Spring
General Ed	77.9	88.9	111.9
Title 1	88.9	101.9	114.9
Special Ed	125.0	154.6	187.0

- Measure growth of:
  - General Education
  - Title 1
  - Special Education
  - ELL/ESL
  - Meal Status groups
  - Compare with your custom-set targets
  - View weekly growth rates by group type

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## Three-Tiered Assessment Model: Strategic Monitor

**TIER 1 BENCHMARK**  
Universal Screening

**TIER 2 STRATEGIC MONITOR**  
Monthly monitoring for students who are questionable or of concern

**TIER 3 PROGRESS MONITOR**  
Intensive monitoring towards specific goals for at-risk students

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## Schools May Strategic Monitor Monthly for students at Mild to Moderate Risk

Name	Corrects	Errors	Accuracy
Conrad, Michael	182.0	3.0	98.4%
Frost, Savannah	179.0	0.0	100.0%
Blairwood, Layne	140.0	2.0	98.6%
Smith, Emma	137.0	2.0	98.0%
Hopkins, Joseph	122.0	4.0	96.8%
Johnson, Luke	111.0	5.0	95.7%
Kent, Matthew	98.0	5.0	95.1%
Choudhary, Jay	98.0	9.0	91.6%
Johnson, Joseph	88.0	1.0	87.5%
Clark, Travis	79.0	2.0	96.4%
Harris, Lindsey	65.0	18.0	78.3%
Reynolds, Jared	61.0	3.0	95.3%
Blairwood, Layne	56.0	14.0	79.8%
Smith, Emma	48.0	12.0	80.0%

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## Tier 2: Strategic Monitor

**Strategic Monitor:** (1 x/month)

Provides option to increase assessment frequency from three times per year to once per month for select students.

Example of Strategic Monitor report containing monthly data collected over a full school year

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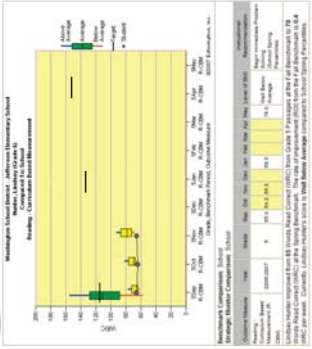
## Strategic Monitoring: October (Lindsey Hunter)

**Strategic Monitor Report: October**

(All identifying information and scores are fictitious.)

**AIMSweb**

**Strategic Monitoring: November (Lindsey Hunter)**



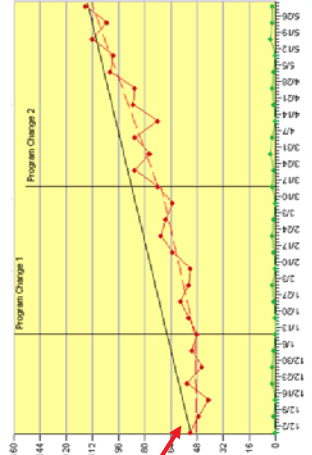




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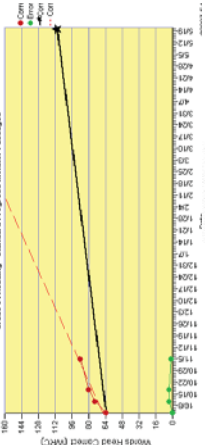
**Progress Monitor (Tier 3):**  
Intensive assessment with adjustable frequency that matches need

(All identifying information and scores are fictitious.)

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**How to read a Goal Statement**



**Goal Statement**

In 32.8 weeks, Brandon will achieve 110 Words Read Correct with 0 Errors from grade 5 Reading - Standard Progress Monitor Passages. The rate of improvement should be 1.47 Words Read Correct per week. The current average rate of improvement is 4.31 Words Read Correct per week.

Date	10/03	10/10	10/17	11/03															
Corrects	63	74	80	88															
Errors		3	3	1															
Goal/Trend ROI		1.37	4.91																

**Progress Monitoring Improvement Report**  
from 10/29/07 to 06/30/2008

**Goal Statement**

In 38.6 weeks, Brandon will achieve 97 Words Read Correct with 0 Errors from grade 2 Reading - Standard Progress Monitor Passages. The rate of improvement should be 2.73 Words Read Correct per week. The current average rate of improvement is 4.43 Words Read Correct per week.

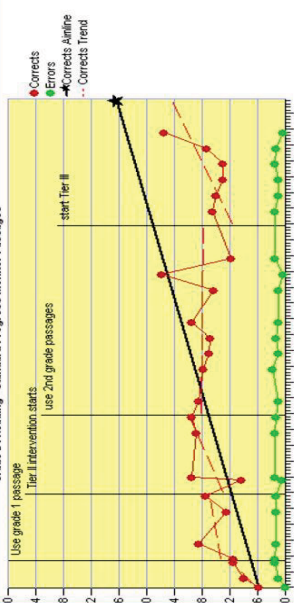
Date	10/29	11/01	11/08	11/15	11/22	12/07	12/14	12/17	01/04	01/11	01/14
Corrects	15	24	30	30	34	46	26	54	51	54	
Errors		4	6	5	5	5	2	6	6	5	
Goal/Trend ROI		2.73	9.70		1.60		4.43				-0.11

Date	01/18	02/01	02/08	02/15	02/22	03/07	03/14	03/21	04/07	04/11	04/18	04/25	05/02
Corrects	50	47	44	43	54	41	71	31	42	40	36	36	
Errors	4	7	4	5	4	4	1	6	6	4	4	6	
Goal/Trend ROI									4.43				

Date	05/09	05/16											
Corrects	45	70											
Errors	5	1											
Goal/Trend ROI													

**Second grade student**

**Grade 2 - Reading - Standard Progress Monitor Passages**



Use grade 1 passage Tier I intervention starts

Use 2nd grade passages

Start Tier II

Use grade 2 passage Tier II intervention starts

Use 2nd grade passage

End Tier II group

Legend: Corrects (red dot), Errors (green dot), Corrects/Aline (black dot), Corrects/Trend (dashed line)

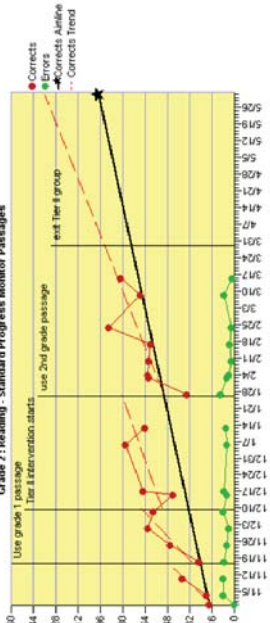
Daily

1.6 4.43 4.43 -11

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**Progress Monitoring Improvement Report for Myles Hanks**  
from 10/29/07 to 06/30/2008

**Grade 2 - Reading - Standard Progress Monitor Passages**



Use grade 1 passage Tier I intervention starts

Use 2nd grade passage

End Tier II group

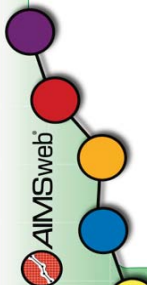
Use 2nd grade passage

Legend: Corrects (red dot), Errors (green dot), Corrects/Aline (black dot), Corrects/Trend (dashed line)

Daily

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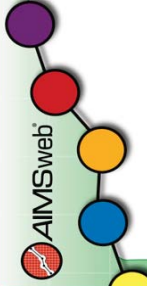


Finally...

AIMSweb®'s Progress Monitoring and data reporting system involves testing using simple general, **RESEARCHED** outcome measures. It provides an **ONGOING** data base that reports progress and feedback for teachers, administrators, and parents, enabling everyone to make decisions about the growth and development of students' basic skills.

**Your data**, via AIMSweb®, is **professionally managed** by staff in a process that communicates that **YOU** are **in charge** of student learning.

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Training materials and options are your for review at <http://www.aimsweb.com/support-training/training/>

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## Steps in Using Aimsweb with RTI

Modified from Response to Intervention: Principals and Strategies for Effective Practice

By Brown-Chidsey and Stegge

1. Implement scientifically based general educational instructional methods (i.e. core curriculum) with fidelity.
2. Collect benchmarks of all students' performance three times during the school year.

### Step 3

- Identify which students scored below the benchmark targets
- Those students below the target are at risk for significant school difficulties
- Compare the at-risk student list with teacher judgment and other indicators of students' progress

### Step 4

Develop Tiers of Intervention & provide "daily" scientifically based small-group instruction to students with scores below benchmark targets.

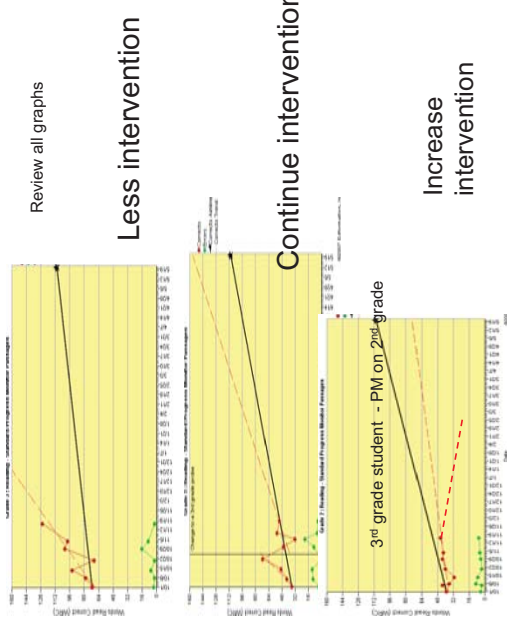
### RTI Step 5

- Monitor student progress toward the benchmark(s), using daily assessments and graphing data.
- In our case, we will be using "strategic monitoring" which occurs once a month (September and October)

### RTI Step 6

#### Monthly grade level meetings

- Review, revise, and or discontinue small-group instruction based on student performance and progress toward the benchmark at the each strategic monitoring period
- Interventions should not last forever and need to be reviewed frequently



### RTI Step 7

- For students not yet showing evidence of meeting benchmarks or show limited progress increase the **intensity, duration, and/or frequency of instruction** and continue to monitor progress.
- Look for “duel discrepancy” students (Fuchs and Fuchs)
  - Significantly low skills
  - Lack of progress or rate of improvement

Step 8: Meet monthly and Review, Revise, and or Discontinue Small Group Instruction

Step 9: Comprehensive Evaluation, if needed

Step 10: Special Education Eligibility

