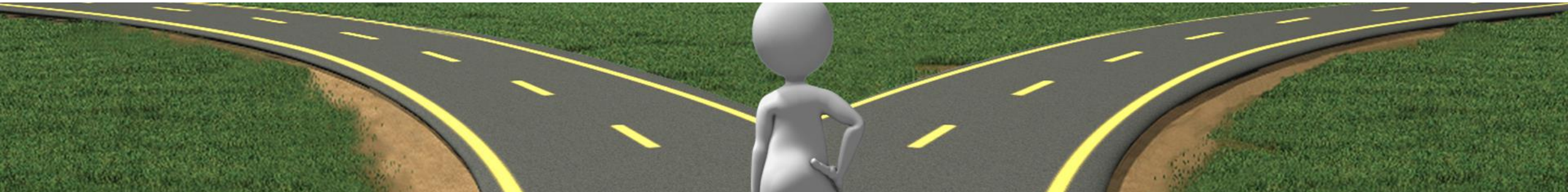
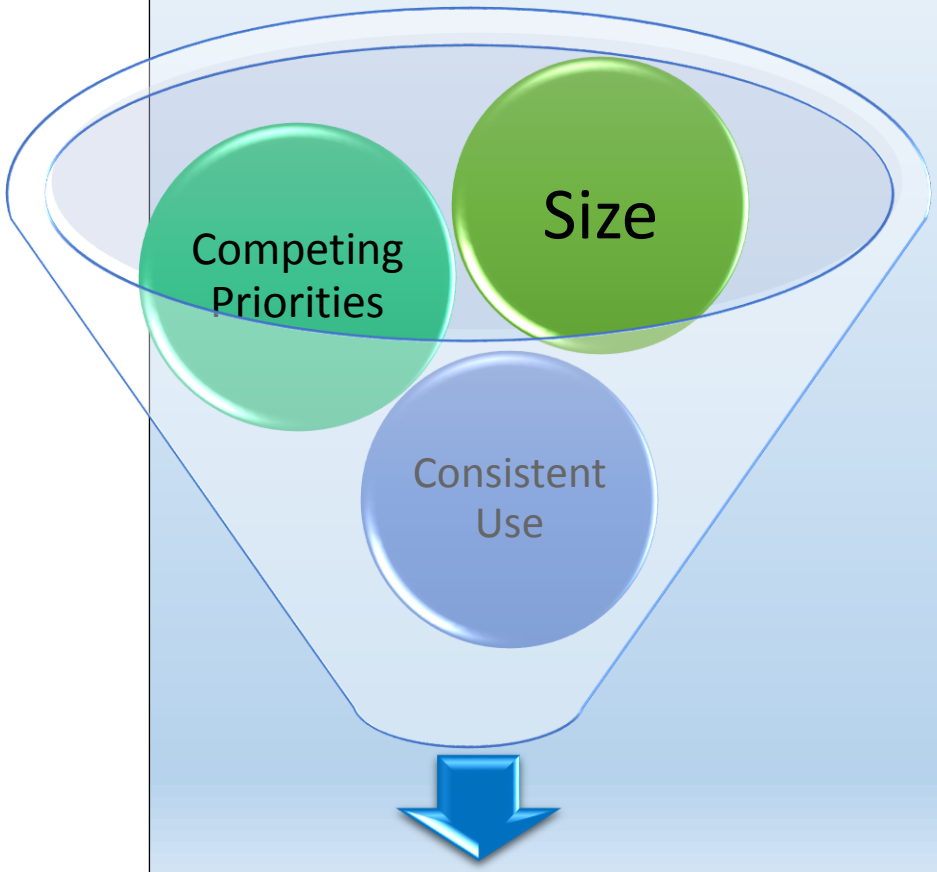
Using easyCBM
Within A
Multi Tier System of Support

MTSS-RtI Services
Hillsborough County Public Schools



Hillsborough County Public Schools

Total students	**206,841**
Total certified teachers	**15,162**
Total full-time staff	**25,170**
Number of schools	**250**
Enrollment, by race/ethnicity	
White:	40%
Hispanic:	29%
Black:	21%
Asian:	3%
Students eligible for free and reduced-price meals	57%
English learners	12%
Graduation rate	82.2%



Potential Barriers

Implementing easyCBM in K-5

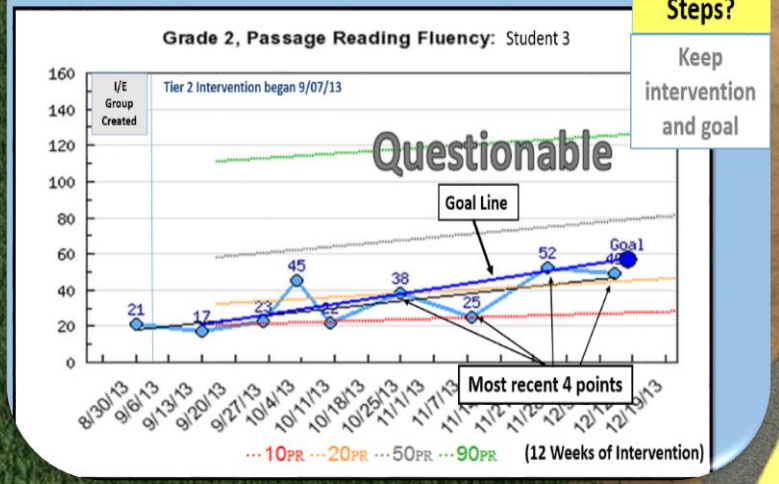
Hillsborough County Public Schools

Summer Reading Program (Six Weeks)	Select Schools Students receiving Tier 2/3 intervention	Available to All Schools Students receiving Tier 2/3 intervention	Required For All Schools Students receiving Tier 2/3 intervention
Pilot Summer Program	Pilot Full Academic Year	District-Wide Implementation 27,000 students monitored	District-Wide Implementation 24,408 of 67,500 K-5 students monitored
June-July 2011	August 2011 to July 2012	August 2012 to July 2014	August 2014 to Present

EasyCBM

District Required Assessment Program for Goal Setting and Ongoing Progress Monitoring

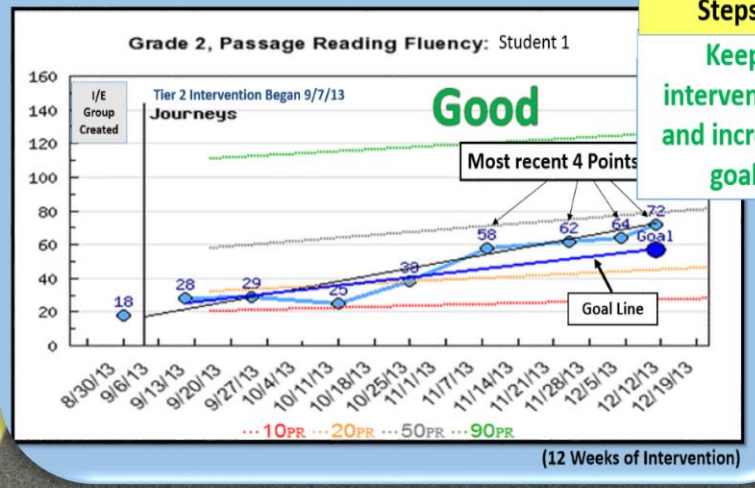
Response to Intervention:
Decision Making with the Four-Point Method



PLC Next Steps?

Keep intervention and goal

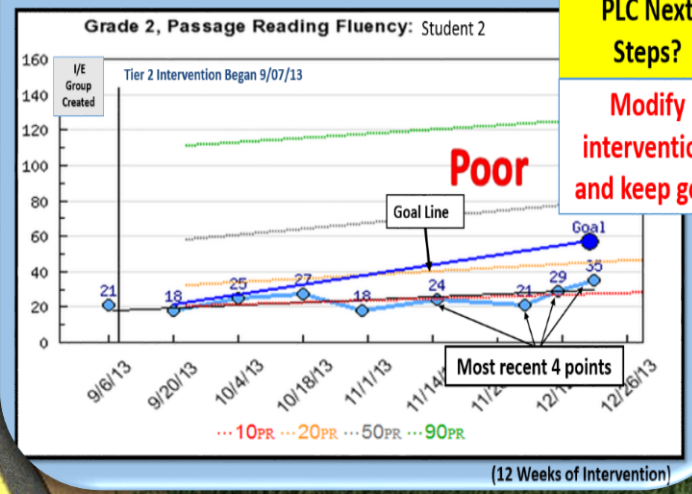
Response to Intervention:
Decision Making with the Four-Point Meth



PLC Next Steps?

Keep intervention and increase goal

Response to Intervention:
Decision Making with the Four-Point Method



PLC Next Steps?

Modify intervention and keep goal

MTSS-RtI Intervention Delivery Model Revised
Fall 2014

RtI framework with a Blended Approach

- Standard Protocol Approach at Tier 2
- 4 Step Problem Solving Process at Tier 3

easyCBM required for monitoring and evaluating student progress across continuum of Tier 2 and 3 intervention delivery

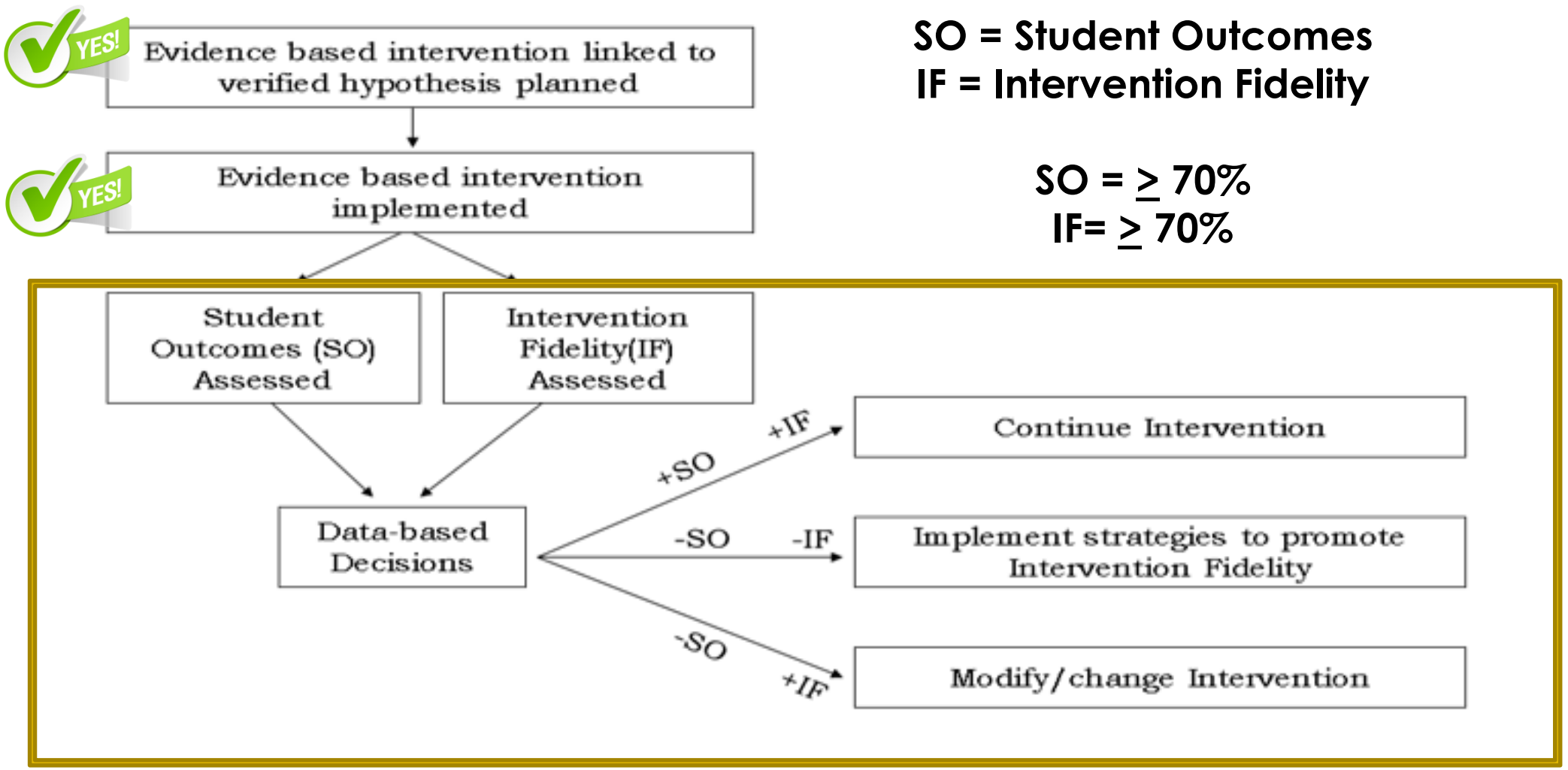
- SMART Goals set across 30 weeks of instructional delivery
- Six week checkpoints embedded for evaluating progress monitoring data
- Good, Questionable, Poor Response utilizing a 4-Point Method

MTSS-RtI Live District Webinars

Addressed use of easyCBM for Data Triangulation

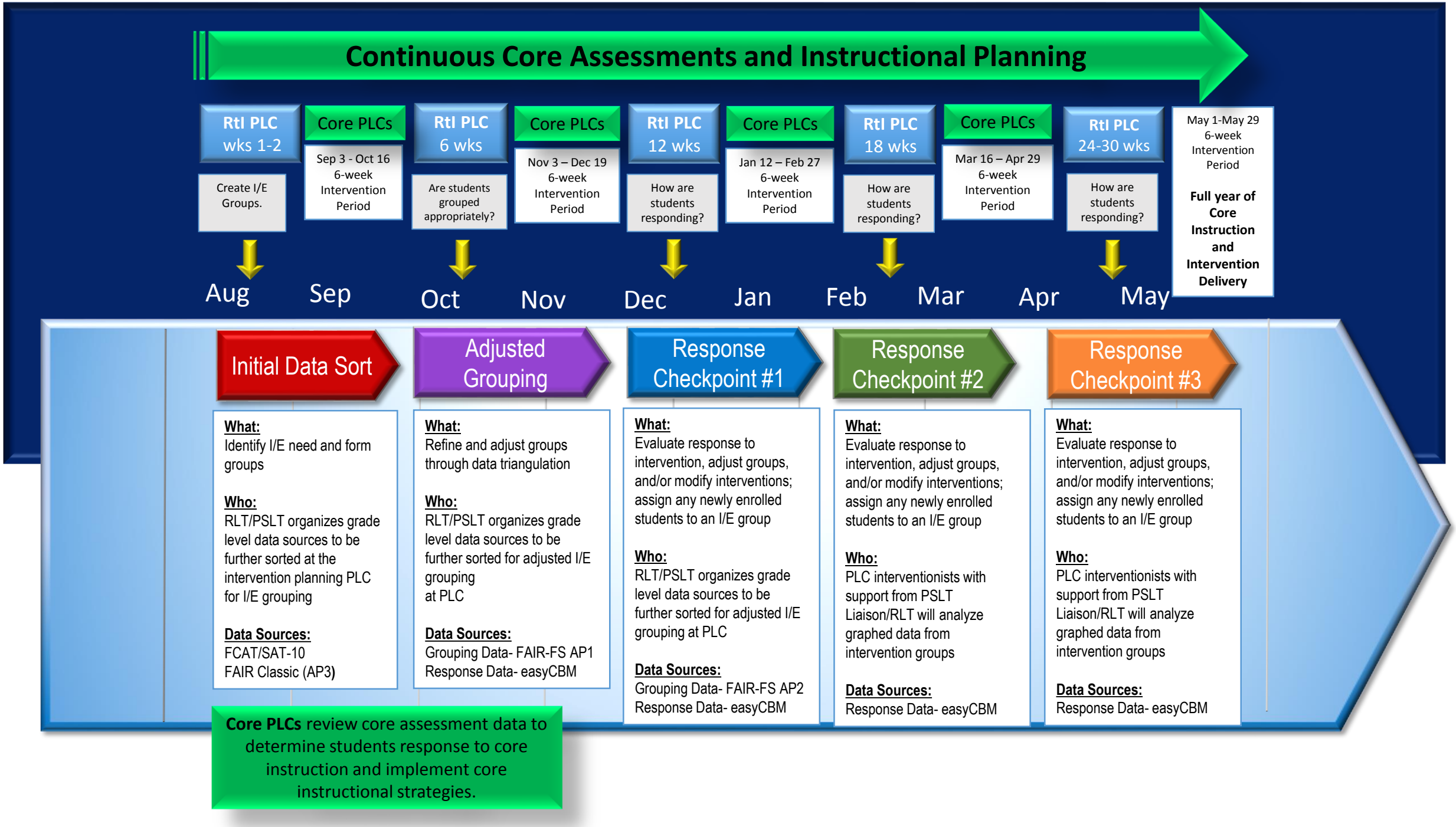
and Applying decision rules

Guided Steps for Improving Intervention Fidelity and Student Outcomes

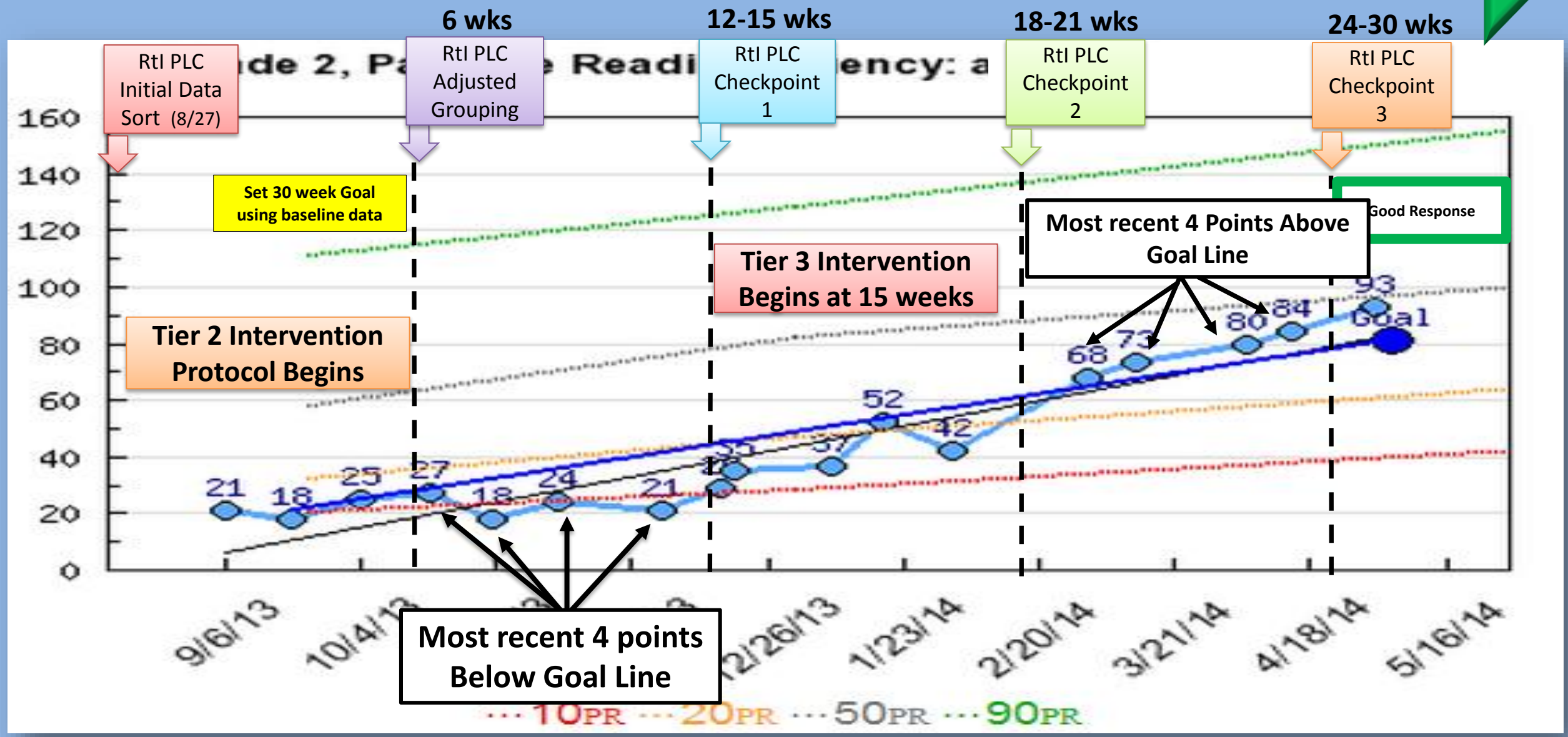


SO = Student Outcomes
IF = Intervention Fidelity

SO = ≥ 70%
IF= ≥ 70%


Continuous Core Assessments and Instructional Planning
RtI PLC wks 1-2
Create I/E Groups.
Core PLCs
Sep 3 - Oct 16 6-week Intervention Period
RtI PLC 6 wks
Are students grouped appropriately?
Core PLCs
Nov 3 – Dec 19 6-week Intervention Period
RtI PLC 12 wks
How are students responding?
Core PLCs
Jan 12 – Feb 27 6-week Intervention Period
RtI PLC 18 wks
How are students responding?
Core PLCs
Mar 16 – Apr 29 6-week Intervention Period
RtI PLC 24-30 wks
How are students responding?
May 1-May 29 6-week Intervention Period
Full year of Core Instruction and Intervention Delivery
Aug
Sep
Oct
Nov
Dec
Jan
Feb
Mar
Apr
May
Initial Data Sort
What: Identify I/E need and form groups
Who: RLT/PSLT organizes grade level data sources to be further sorted at the intervention planning PLC for I/E grouping
Data Sources: FCAT/SAT-10 FAIR Classic (AP3)
Adjusted Grouping
What: Refine and adjust groups through data triangulation
Who: RLT/PSLT organizes grade level data sources to be further sorted for adjusted I/E grouping at PLC
Data Sources: Grouping Data- FAIR-FS AP1 Response Data- easyCBM
Response Checkpoint #1
What: Evaluate response to intervention, adjust groups, and/or modify interventions; assign any newly enrolled students to an I/E group
Who: RLT/PSLT organizes grade level data sources to be further sorted for adjusted I/E grouping at PLC
Data Sources: Grouping Data- FAIR-FS AP2 Response Data- easyCBM
Response Checkpoint #2
What: Evaluate response to intervention, adjust groups, and/or modify interventions; assign any newly enrolled students to an I/E group
Who: PLC interventionists with support from PSLT Liaison/RLT will analyze graphed data from intervention groups
Data Sources: Response Data- easyCBM
Response Checkpoint #3
What: Evaluate response to intervention, adjust groups, and/or modify interventions; assign any newly enrolled students to an I/E group
Who: PLC interventionists with support from PSLT Liaison/RLT will analyze graphed data from intervention groups
Data Sources: Response Data- easyCBM
Core PLCs review core assessment data to determine students response to core instruction and implement core instructional strategies.

30 week Continuum of Intervention Delivery and Data-Based Decision Making within a Blended Model



Triangulating Data to Improve Data-Based Decision Making

Data Source 1

SAT-10 Reading Comprehension: 30th %ile 2013-2014	
Below Expectation	Significantly Below Expectation
Reading Comprehension	Reading Comprehension
16-30th %ile	1-15th %ile

FAIR "Classic" AP 3 PRS Below 2013-2
Below Expecta
PRS

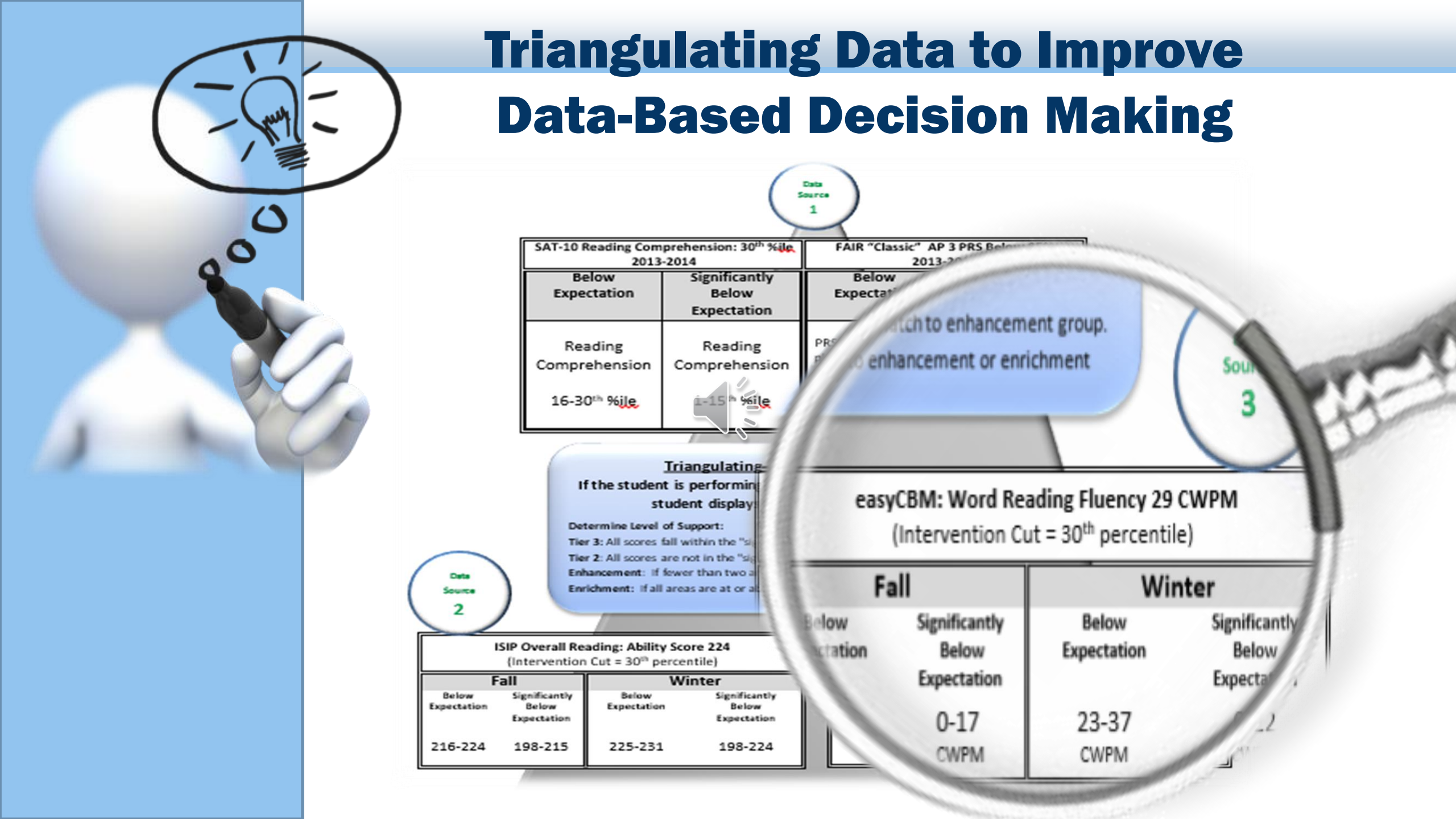
Triangulating

If the student is performin
student display

Determine Level of Support:
Tier 3: All scores fall within the "si
Tier 2: All scores are not in the "sig
Enhancement: If fewer than two a
Enrichment: If all areas are at or a

Data Source 2

ISIP Overall Reading: Ability Score 224 (Intervention Cut = 30th percentile)			
Fall		Winter	
Below Expectation	Significantly Below Expectation	Below Expectation	Significantly Below Expectation
216-224	198-215	225-231	198-224



Establishing Standardized Procedures for Goal Setting

Begin Here

Administer and Score Measure

Find the diamond that corresponds with student's score on the first measure.

Follow the arrow to determine next steps for that student.

Grade 3

2014-2015

This documented will help you select the appropriate progress monitoring measure for setting student goals and evaluating response to intervention. **All 3rd grade students receiving interventions in reading will be initially assessed with easyCBM Passage Reading Fluency (PRF).**

3rd Grade: Passage Reading Fluency							
Fall to Spring (September to June)				Winter to Spring (January-June)			
Is Measure Appropriate? (raw score range)	Growth Goal (30 weeks)	Goal Should Not Exceed:	Rate of Improvement (weekly estimate)	Is Measure Appropriate? (raw score range)	Growth Goal (15 weeks)	Goal Should Not Exceed:	Rate of Improvement (weekly estimate)
47-87 CWPM	48 CWPM	116-144 CWPM	1.6 CWPM	72-117 CWPM	24 CWPM	116-144 CWPM	1.6 CWPM
All students matched to intervention by the closing of FAIR-FS AP1 will need to have a 30 week Fall to Spring Goal				*Winter to Spring goal setting is only appropriate for students who are not matched to an intervention group until after 2nd Grading Period (Jan. 16, 2015)*			

Score 47-87 CWPM

Set Baseline with PRF:

Step 1: Administer two additional PRF measures over the next week.

Step 2: Find the median of the 3 PRF measures. This is your "baseline". *Baseline measures may be given on the same day or over three different days as long as all measures occur within the same one to two week period.*

Create a Goal and Goal Line with PRF:

Step 3: Add Fall-Spring "Growth Goal" to median PRF score

Example: If student's PRF baseline scores are 69, 75, and 71, the median score is 71. To set the goal, add 48 (see "Growth Goal" in chart above) to the student's median score of 71. The student's goal is to read 119 correct words per minute at the end of 30 weeks.

Step 4: Enter calculated goal into easyCBM system.

Step 5: Continue to collect data 2x's each month

Step 6: Evaluate progress at 6 week intervals

Administer and Score:
Grade 3: Passage Reading Fluency

Score < 47 CWPM

Administer Gr 3 Word Reading Fluency:

If WRF is Above 47 CWPM:
The issue is not with basic sight word vocabulary. Monitor with 3rd Grade PRF to improve fluency with connected text. Follow guidelines for progress monitoring for PRF. **(Follow arrow to left side of page)**

If WRF is Below 47 CWPM:
Use WRF as the primary tool for progress monitoring until scores are consistently above 65 CWPM.

Set baseline and create goal using WRF norms in the table located at the bottom of the page.

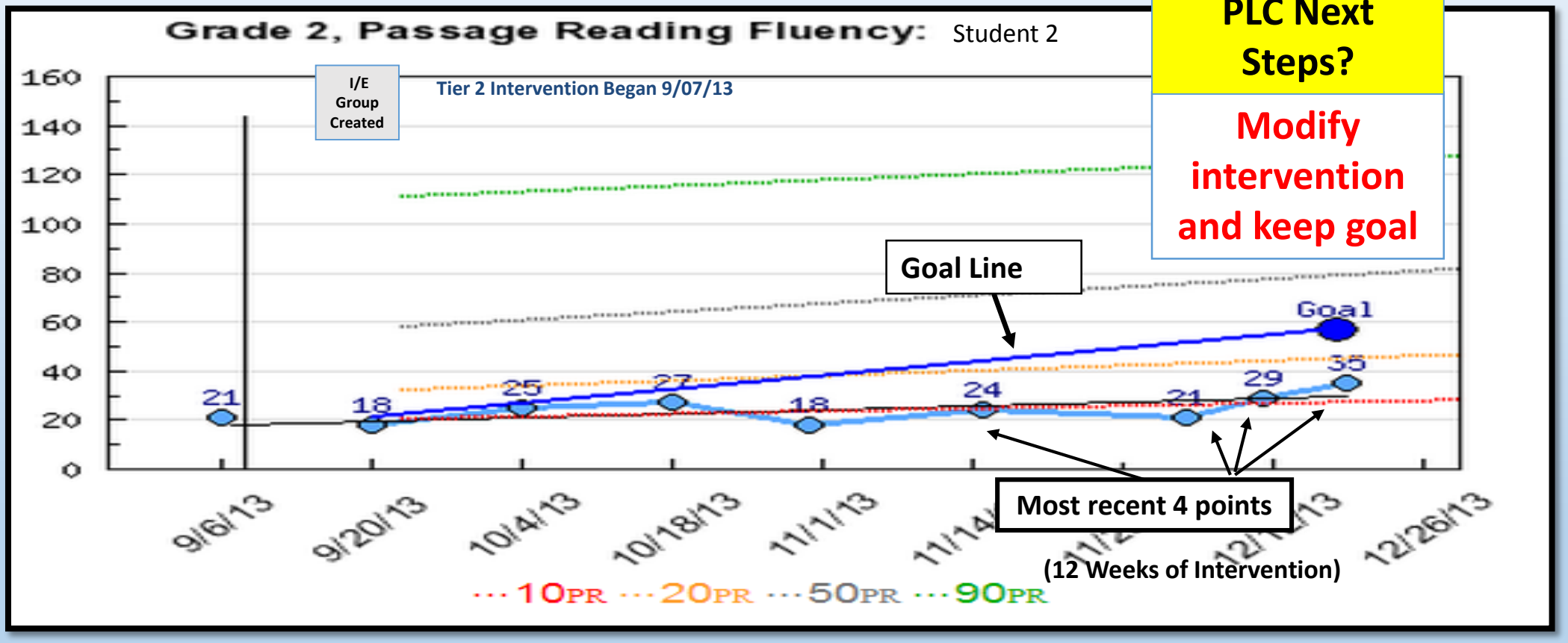
Score > 87 CWPM

Evaluate prosody with NAEP expression rubric from FAIR-FS Optional Response Tasks. If expression rating is 3-4, only monitor progress with Vocabulary or CCSS Reading once PRF reaches scores consistently above 116 CWPM.

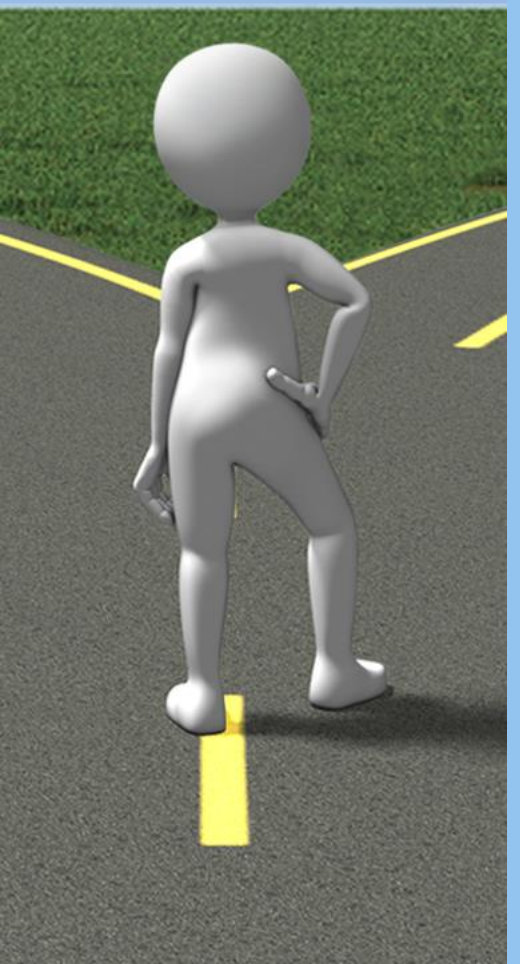
If NAEP expression rating is less than 3, provide intervention to improve prosody and continue progress monitoring until scores reach 116 CWPM with expression rating of 3-4 before monitoring with CCSS Reading or Vocabulary alone. ***Follow the procedures for PRF to determine the baseline, goal, and progress monitoring procedures.***

Utilizing easyCBM to Apply Decision Rules

Four-Point Method

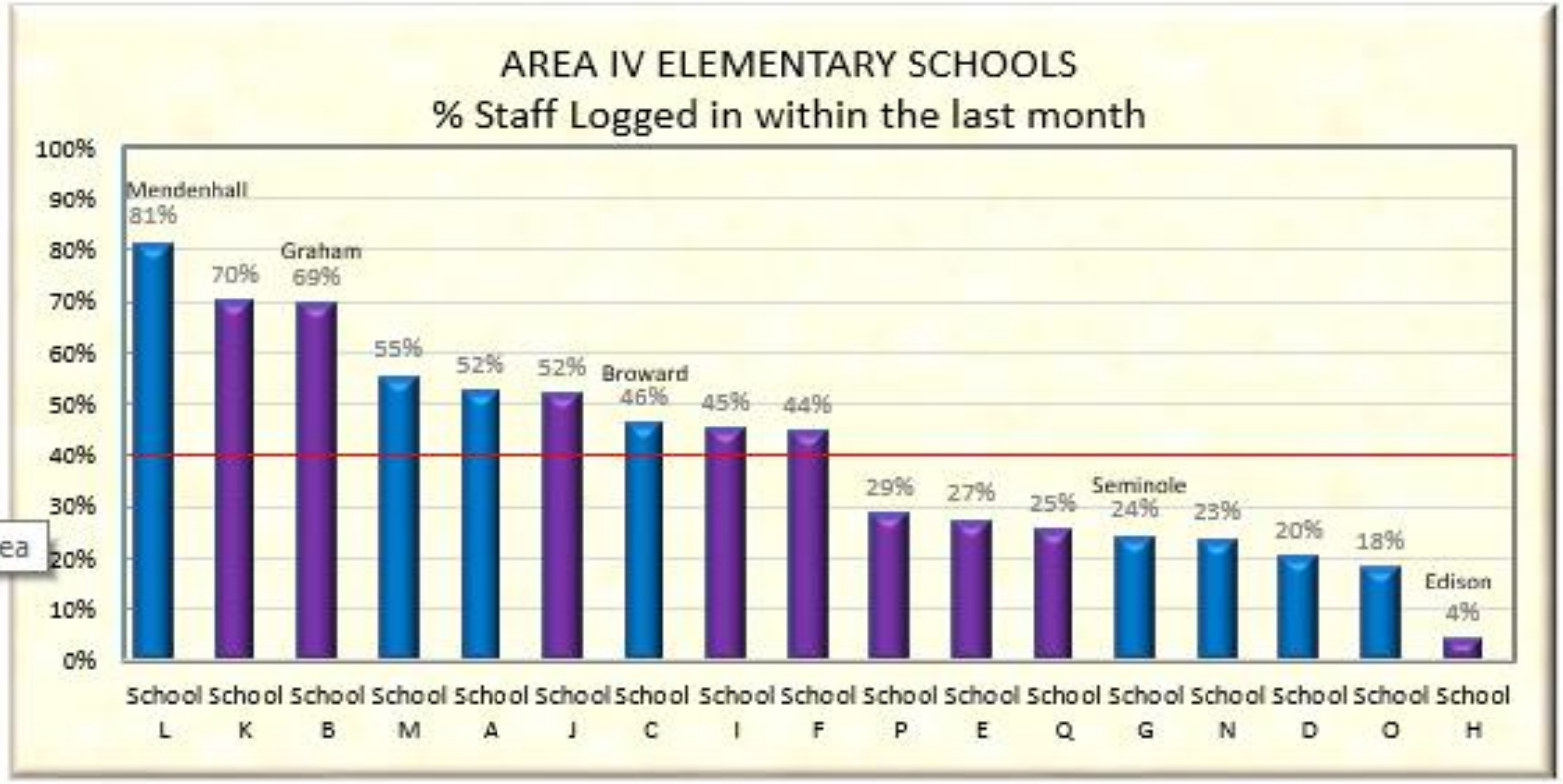


Good Questionable Poor



Next Steps:

Building Capacity for Evaluating Response to Intervention



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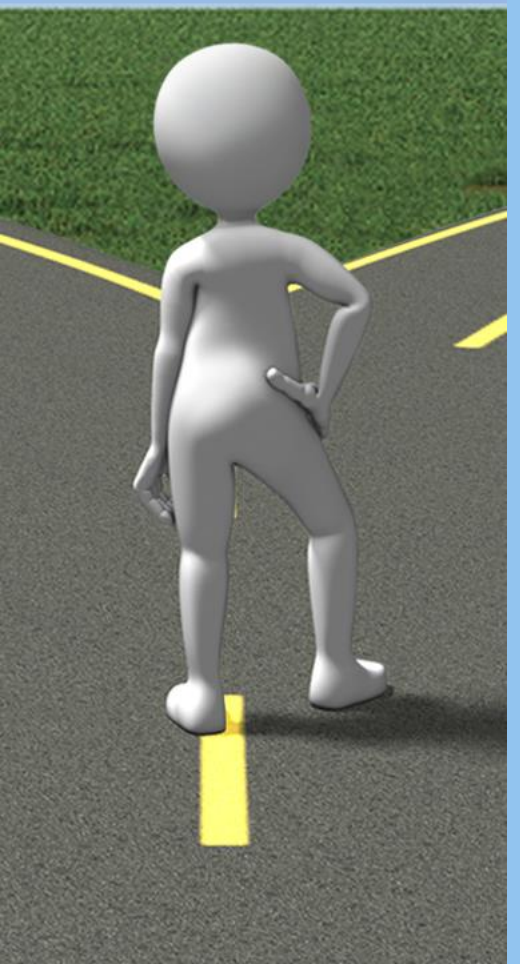
Building Capacity for Evaluating Response to Intervention



- Provide mini-professional development modules posted within the easyCBM icon of our district's internal site
- Implement easyCBM Train-the-Train model Reading Coaches, School Psychologists, and Child Study Team Chairs focused on goal setting and evaluating response to intervention
- Continue to improve data literacy and buy-in for CBM among key stakeholders through implementation of newly revised 2014 HCPS intervention Delivery Model