

easyCBM Beginning Reading & Interventions

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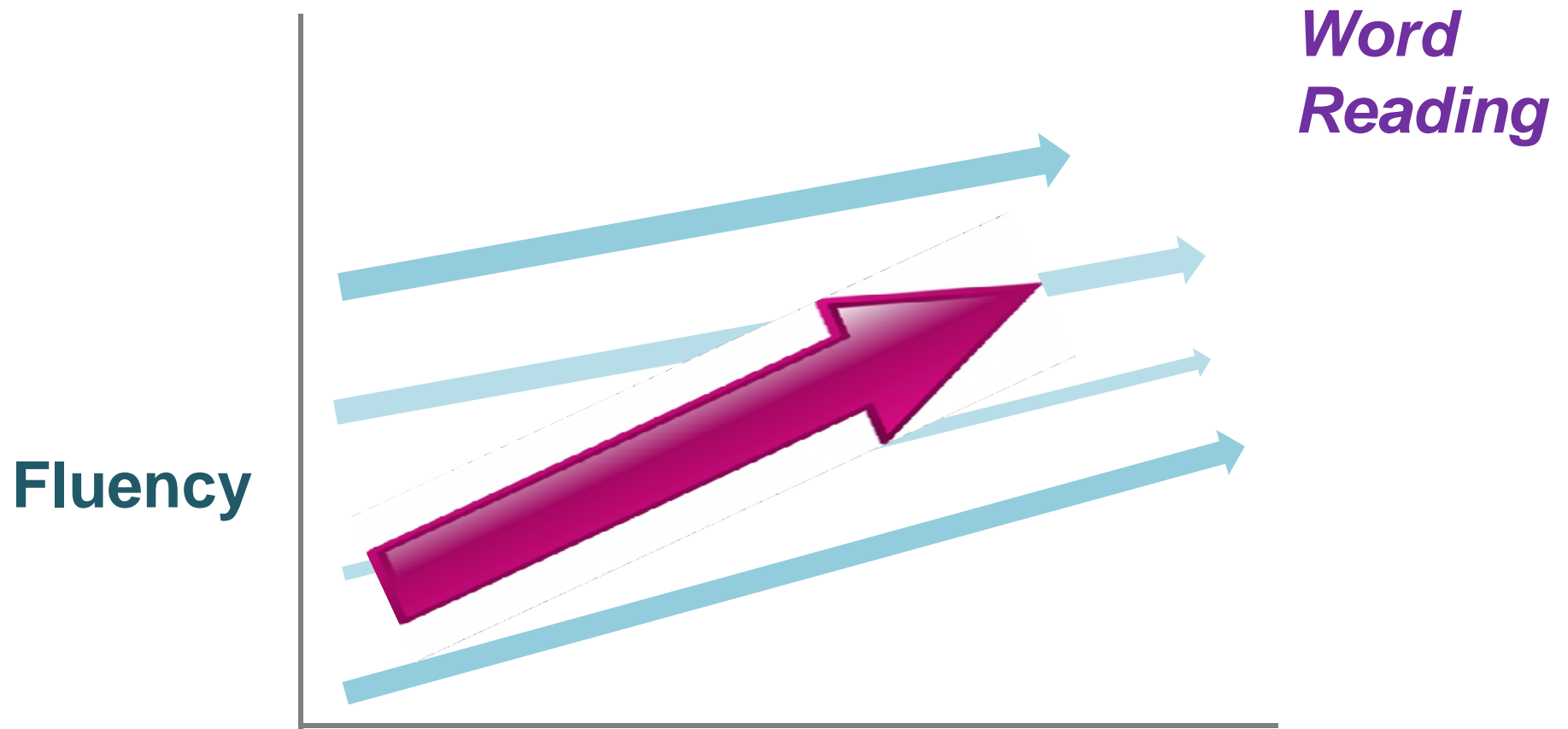
Slides modified for web publication



BRT easyCBMResearch

- Study 1: Kindergarten Growth Modeling
- Study 2: K-2 Beginning Reading Relations
- Study 3: Teacher Intervention Reporting

Study 1: Kindergarten Growth Modeling



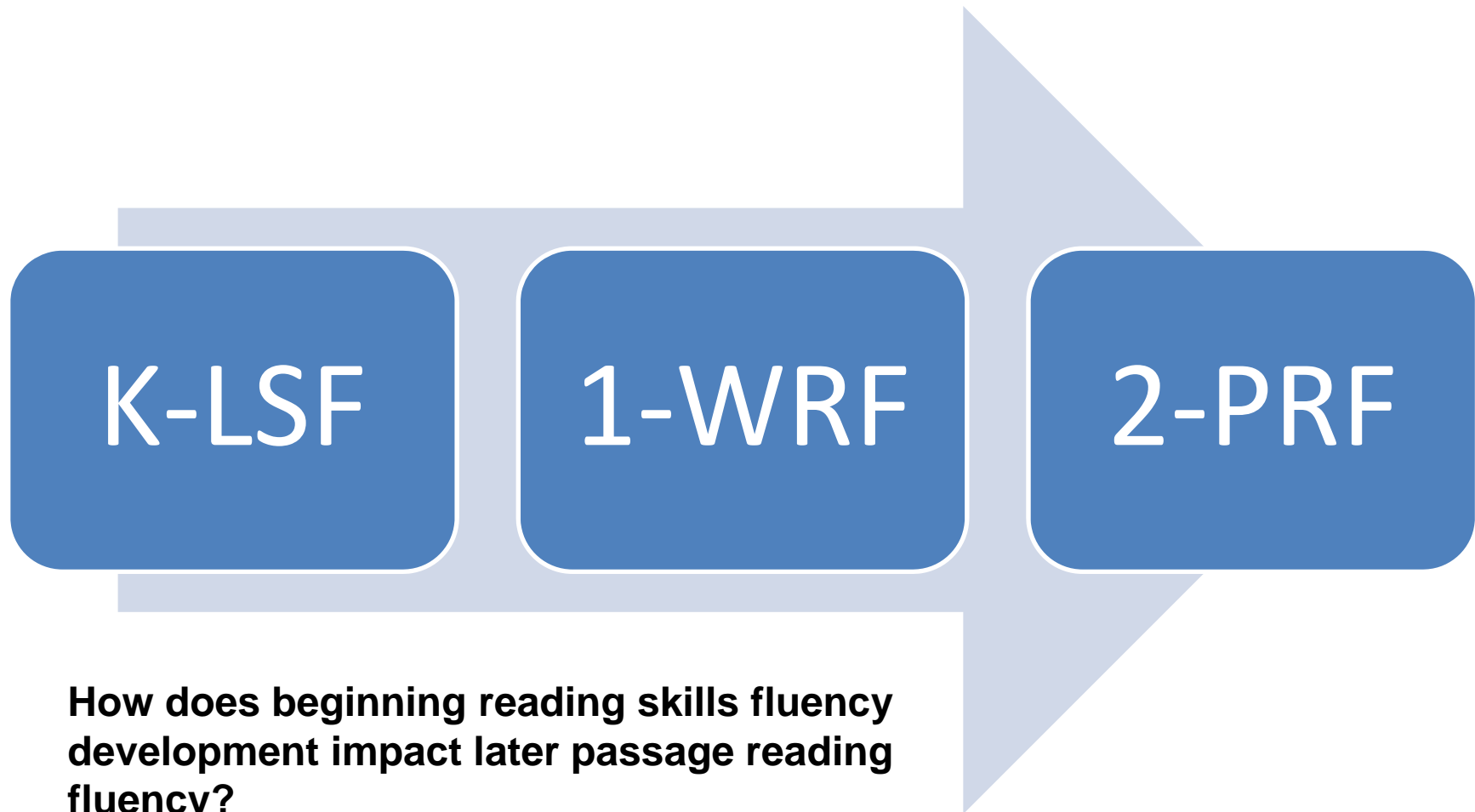
Study 1: Kindergarten Growth Modeling Methods

- Repeatedly administered alternate forms of easyCBM kindergarten LNF, LSF, PSF, and WRF measures across 5 time points (Nov, Dec, Feb, April, and June during the 2012-2013 school year)
- We tested 201 unselected children attending half-day kindergarten across three schools within a local school district

Study 1: Take Home Messages

- Two distinct growth patterns were evident (normative & exceptional) in each kindergarten beginning reading fluency skill examined
- Only for LSF did both intercept *and* slope reliably predict kindergarten June WRF performance
- Very high probability of strong June WRF for *above-average LSF* group (81% likelihood of reading at 75th percentile); High probability of weak June WRF for *below average PSF* group (68% likelihood of reading at 25th percentile)

Study 2: K-2 Fluency Relations



Study 2: Fluency Relations Method

- Used extant data from 2,302 students from 15 districts in the Pacific Northwest during the 2009-2012 school years
- Divided sample into three fluency groups based on Grade 2 PRF:
 - High* ($n = 573$ performing $> 75^{\text{th}}$ percentile)
 - Average* ($n = 1148$ performing $<75^{\text{th}} > 26^{\text{th}}$ percentile)
 - Low* ($n = 581$ performing $< 26^{\text{th}}$ percentile)
- We retrospectively modeled easyCBM fluency relations (intercepts/entry performance and growth) over time using K-LSF, 1-WRF, and 2-PRF

Study 2 Take Home Message

- Early lag in kindergarten LSF growth for the *low* fluency group contributed to progressively weak reading development over time
- Fluency intercepts and growth impacted the emergence of subsequent K-2 skill fluency (although not always for students in the *low* fluency group, suggesting a disruption to expected and necessary developmental relations)

Study 3: Intervention Reporting

easyCBM.com - Teacher Managing Reports
 http://www.easycbm.com/teachers/auth/reporting.php

easyCBM
 Logged in: kulmer (logout)
 6/13/2008 - 9:58:20 am

Home Students Create CBMs Assign CBMs Data Entry **Reporting** Account

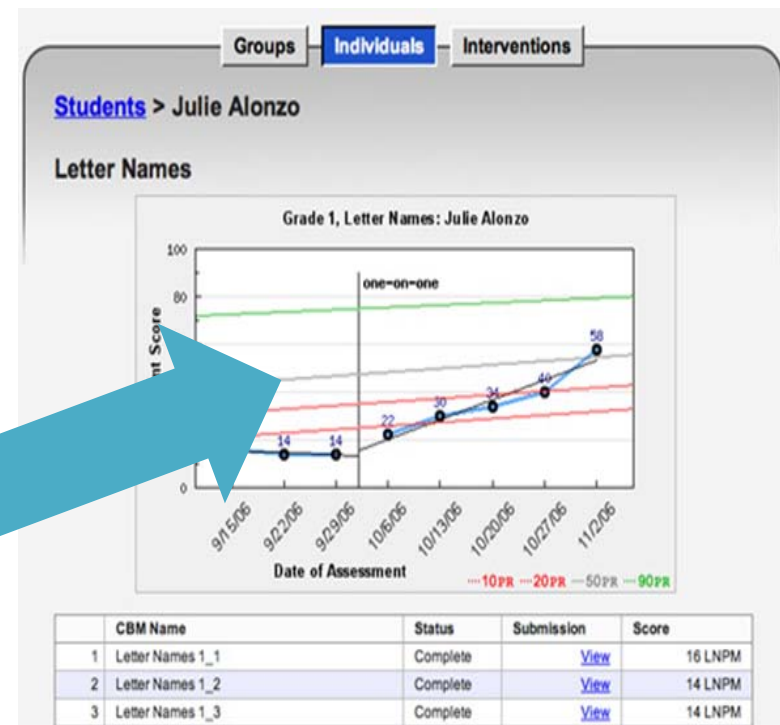
Reporting and Analysis

To view a **Group** report, click on the name of the group, and all of their active CBMs will appear below. Select a CBM name to see a summary and list of student scores. Then click "View" to see any student's actual submission. Select the **Individuals** subsection for easy one-click access to system wide data by student. Intervention lines for graphs can be set up in the Interventions subsection.

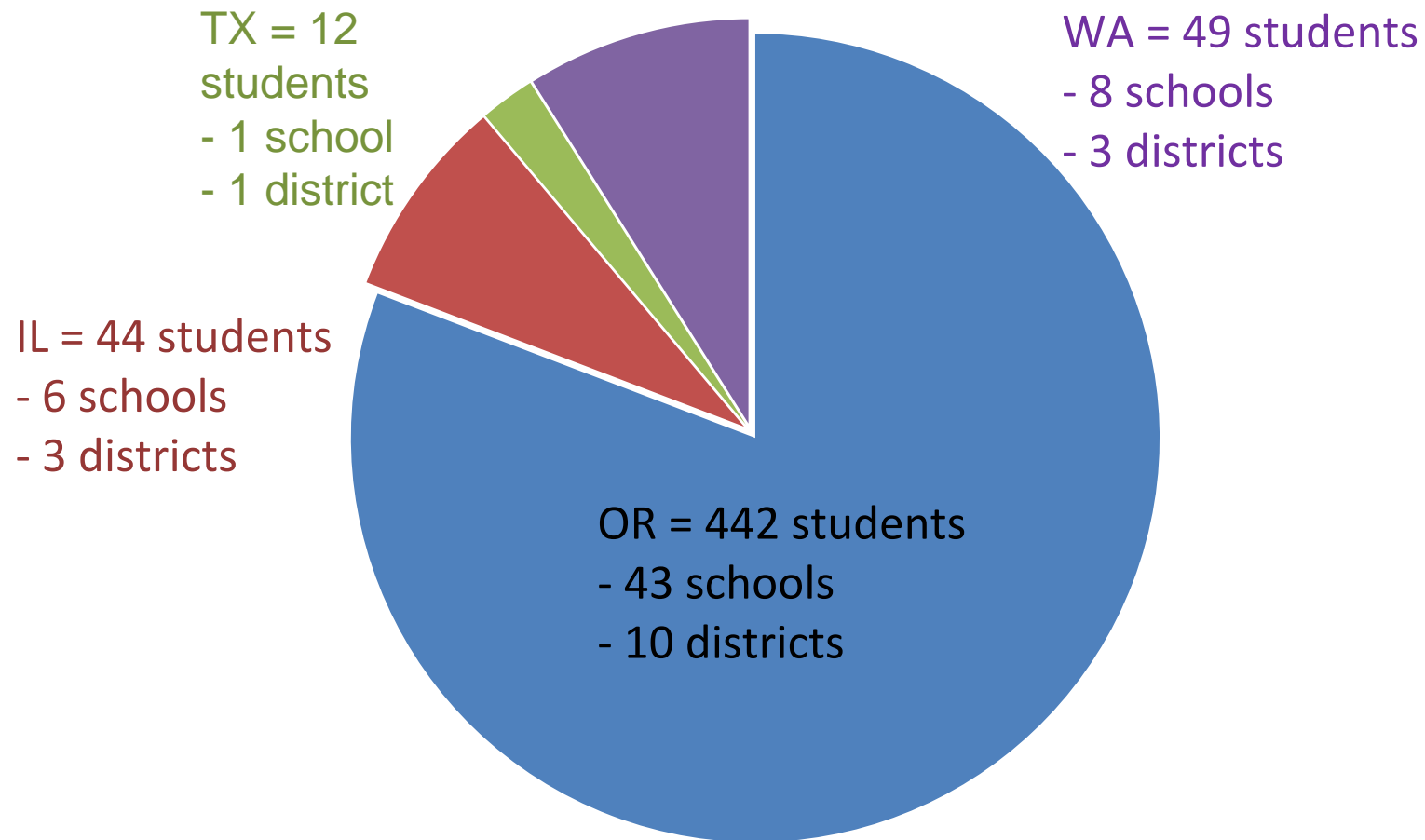
Groups Individuals **Interventions**

Educational Program Log

Student	Label	Date	Description
Billy Horton	one-on-one	2/17/08	Paired Billy with an adult... minutes a day, three times per...



Study 3: Intervention Reporting Sample

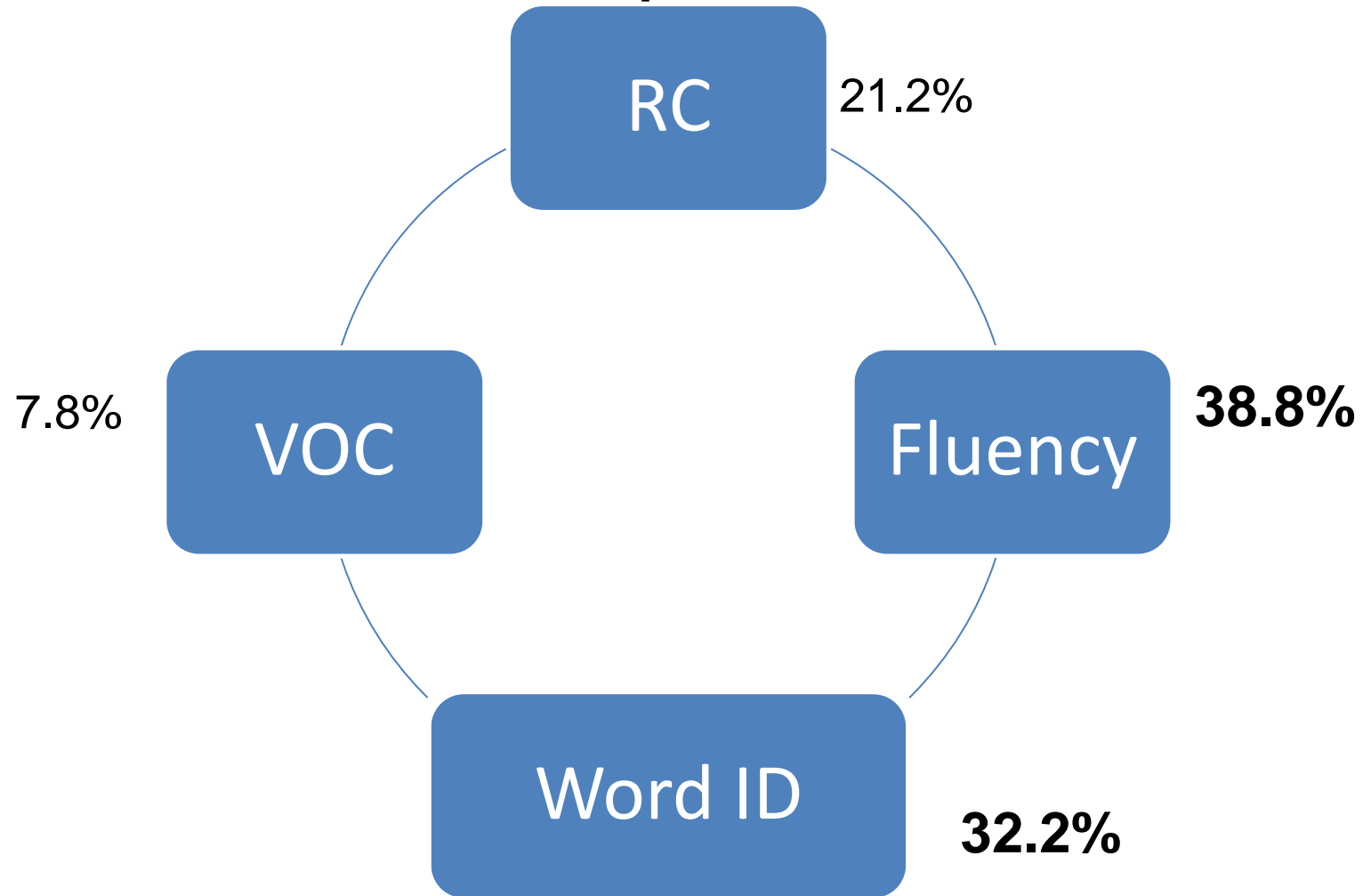


Study 3: Reported Intervention Frequency

Total Number of Reported Reading Interventions Implemented Across School Year	Student <i>N</i>
1	355 (64.9%)
2	138 (25.2%)
3	25 (4.6%)
4 or more	29 (5.3%)

Study 3: 4th Grade Intervention Skill

Emphasis

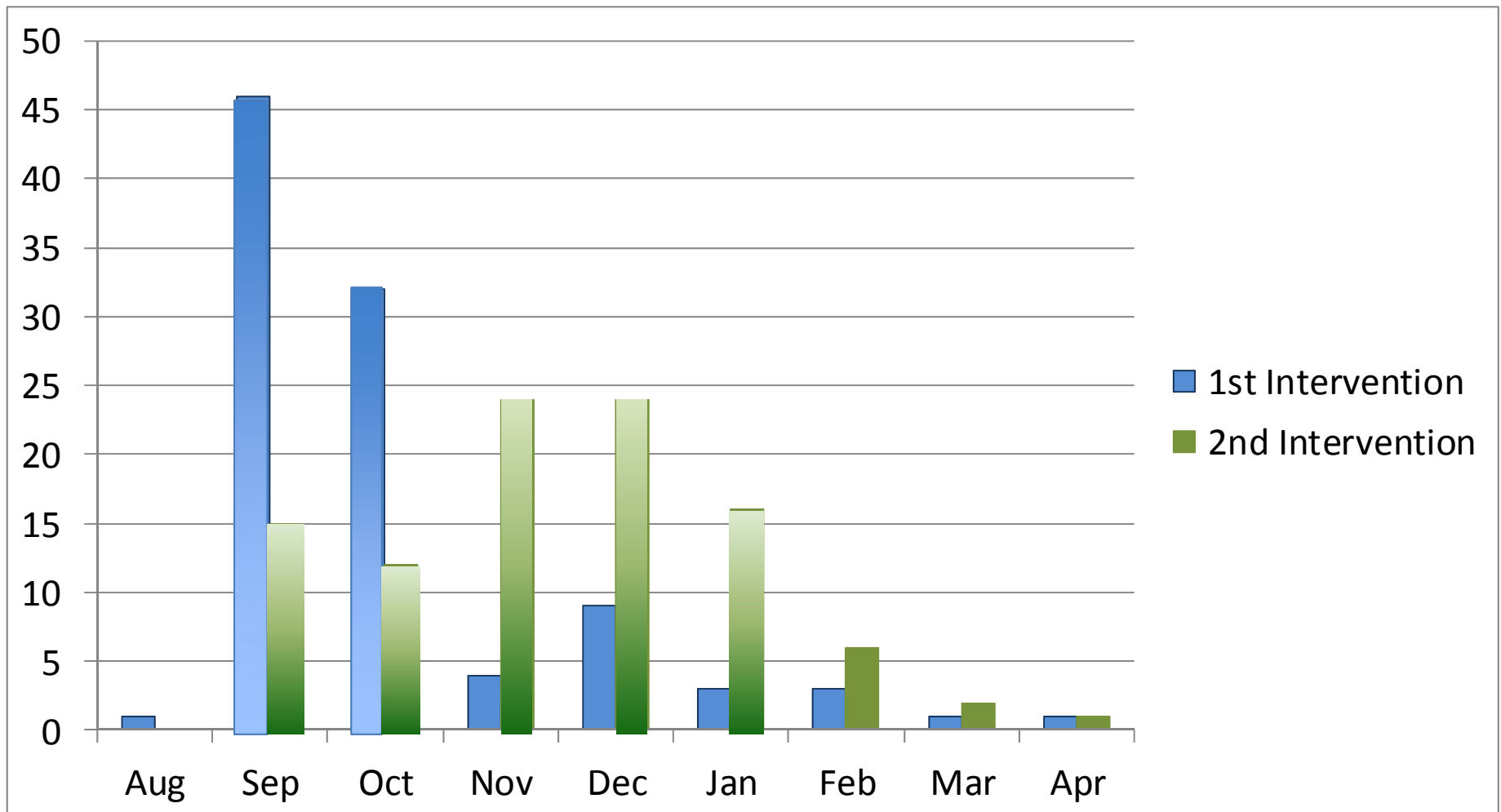


Study 3: Reported Intensity of 1st Intervention

Number of Days Per Week	Percent of Students
5	23.4%
4	51.1%
3	9.7%
2	15.5%
1	1.1%

Number of Minutes Per Day	Percent of Students
More than 60	4.4%
60	13.9%
30-59	59.3%
Less than 30	21.9%

Study 3: Percent of Reported Interventions Occurring Across the School Year



Study 3: Reported Instructional Changes Between 1st and 2nd Interventions

Intervention Change	Percent of Total Intervention Changes
Instructional Program/Curricula	50.0%
Intensity (duration and/or frequency)	18.7%
Tier or Teacher	6.1%
Group Size	6.1%
Addition of Progress Monitoring	1.3%


Study 3 Take Home Message

- 1-2 reading interventions were reported across the school year in 4th grade (2010-2011)
- 1st intervention most likely to be intensive and focused on building word identification & fluency
- Interventions were implemented mainly during the first half of the school year
- Most frequent changes to the 1st intervention were curricular/program

For More Information

<http://www.brtprojects.org>

<http://easyCBM.com>



The screenshot displays the BRT website interface. At the top left is the BRT logo. A navigation bar contains links for Funding Sources, Publications, Web Projects, About Us, Directions and Contact, and Login. Below this is a secondary menu with Goal Setting and Instruction, Teacher Decision-Making, and Student Learning Assessments. The main content area is titled 'PUBLICATIONS' and lists several categories: Presentations – Conferences presentations and papers; Monographs – Concept papers presenting ideas for reform of educational practices; Research Reports – Primary studies conducted prior to 2000; Technical Reports – Primary studies conducted following 2000; and Training Modules – Professional development and curriculum materials. At the bottom of the page, a copyright notice reads: © Copyright University of Oregon Behavioral Research and Teaching, 2008 | Privacy Policy. A decorative image of water droplets is visible on the right side of the page.