



easyCBM in the Shelton School District

easyCBM User Forum

Eugene, Oregon

October 7, 2014



Shelton School District

- Shelton School District serves approximately 4000 students in grades P-12.
- Slightly over 65% of our students qualify for free or reduced lunch
- We have two tribes within our boundaries – Squaxin Island and Skokomish
- In the last decade, our Hispanic/ELL population has more than doubled
- About 17% of our students qualify for special education services
- We are culturally diverse!

Achievement Gaps

- We have traditionally had large achievement gaps between our more affluent white students and:
 - Low income students (across ethnic groups)
 - Second language learners
 - Students with disabilities
- In 2008-09, Shelton was designated a district “in improvement” – Step 1 AYP – along with all schools
- We needed to make a change that would make a difference for our kids – we needed to teach them to read!

RTI for Reading

- o We began restructuring our K-12 reading program to include a system of tiered interventions.
- o We trained building teams in the implementation of RTI
- o We purchased research-based, proven effective intervention materials
- o We selected a screening and progress monitoring system to form the foundation of the system -- easyCBM

Why easyCBM?

- o Easy to administer – student and teacher-friendly
- o Efficient data handling – import and export capability
- o Contains both literacy and math content in one system, as well as a Spanish literacy component
- o Has on-line option for secondary level
- o Can be used at all levels (elementary, middle school, junior high, high school) – probes leveled at least to grade 8
- o Generates a variety of useful reports for tracking individuals and groups
- o Includes training and on-going technical support
- o Affordable

We Started With Screening

- o We set parameters in the system:
 - o Intensive (High Risk): 0-20th percentile
 - o Strategic (Some Risk): 21-40th percentile
 - o Benchmark (Low Risk): 41-99th percentile
- o We screened all students in grades K-8 fall, winter, and spring in reading (except dual language)
- o For the first time ever we had evidence rather than a feeling!
- o Unfortunately, our RTI Pyramid was distinctly top heavy with students needing intensive intervention – over 30% at every grade

Reading Placement Pathways

UPDATED 6-1-2014	Elementary School					
	Grade 3-5					
Screening	easyCBM, DIBELS, IDEL					
	↓		↓		↓	↓
Screening Criteria:	High Risk <20%	Some Risk 21-40%		Low Risk 41-90%	Advanced 91 - 99%	
	↓		↓		↓	↓
	High Risk	Some Risk (Core Program Plus)			Low Risk	Advanced
Diagnostic:	Administer program placement tests	Phonics for Reading Placement Test	Read Naturally Placement Test	DRA		
Focus:	Coordinated instruction across all 5 areas of reading	Phonics	Fluency	Comprehension	Student maintains grade level expectations related to core program	
Intervene:	Reading Mastery	Phonics for		Comprehension	Harcourt Trophies/ CAFÉ Menus/	Harcourt Trophies/ CAFÉ Menus/

RTI for Math

- o We began restructuring our K-12 math program to include a system of tiered interventions.
- o We trained building teams in the implementation of RTI
- o We purchased research-based, proven effective intervention materials
- o Because we had chosen wisely we already had a screening and progress monitoring system ready to go!

Math Placement Pathways

<i>Updated 6/1/2014</i>	Middle School			
	Grade 6-7			
Screening	easyCBM			
	↓	↓	↓	↓
Screening Criteria:	High Risk <20%	Some Risk 21-40%	Low Risk 41 - 90%	Advanced 91 - 99%
	↓	↓	↓	↓
	High Risk	Some Risk (Core Program Plus)	Low Risk	Advanced
Diagnostic:	Administer program placement tests	Administer Math Navigator Screener; Program Assessments/Class Progress		
Focus:	Coordinated instruction across all areas of math	Correct misconceptions and fill in gaps in learning	Student maintains grade level expectations related to core program	
Intervene:	Connecting Math Concepts	Place in appropriate Math Navigator module according to results of screener/placement tests;	CMP II; Making Sense of Problem Solving;	CMP II; Making Sense of Problem Solving;

Experimenting...

- Have used reading screening and progress monitoring measures for K-8 consistently for the past four years
- Have used the NCTM screening and progress monitoring math measures for grades 6-8 consistently for the past three years, elementary grades some of the time
- Have used easyCBM in conjunction with State Math Benchmark Assessments, as a way to triangulate our data around math
- We now enter the easyCBM screening scores and risk factors into our district data warehouse – Homeroom – so we always have multiple measures when making important instructional decisions
- Some variability in use of progress monitoring measures

Data Analysis Protocol

OSPI MATHEMATICS BENCHMARK ASSESSMENTS [Data Analysis & Decision Making Worksheet – Grade Level]

Strengths

Which Performance Expectation (PE) had the greatest number of students who met the standard?

Performance Expectation(s):

What practices with curriculum and pacing, instruction, and/or assessment caused students to meet standard on this PE?

Challenges (How does this data analysis match or contradict your easyCBM screening analysis? Is this PE part of the “hardest” item for students at the screening benchmark? Was it one of the 45 – 65% items?)

Which Performance Expectation had the greatest number of students who did not meet the standard?

Performance Expectation:

Distractor Rationale Report (Are these data confirmed by your easyCBM analysis? If yes, how?)

What are the common misconceptions or errors indicated by the Exam Distractor Rationale Report?

Triangulating Data (Again connect to the benchmark screening protocol)

What other formative data or student work provides information about student performance related to the PE?

Content-Centered Problem

What is the problem of conceptual understanding or skill that underlies student performance?

Curriculum & Pacing

How did the instructional materials address the PE?

Did the curriculum meet the content and the cognitive demand of the PE?

Was ample instructional time allotted to the PE?

Homeroom

Assessments: Assessment Set View

Student Group: All 7th Grade students attending Skagit Middle School during 2013 / 2014
Assessment Set: Math

	MSP Math Gr 7	Student Growth Percentile- MSP Math Grd 7	easyCBM Math Risk Factor Gr7 - Fall	easyCBM Math Risk Factor Gr7 - Winter	easyCBM Math Risk Factor Gr7 - Spring	2013-2014 MBA1 Gr7
Annalise *	368	1	—	3	2	—
Anthony T. *	363	48	2	1	2	4
Asst. Superintendent *	404	89	2	2	3	4
Befor/After *	—	—	2	1	—	6
Cheree *	451	49	3	3	3	15
Douglas *	265	1	1	—	1	5
Herminia *	446	56	—	3	3	—
J. Chris *	—	—	2	—	—	4
Jannelle *	387	57	1	1	1	9

Reporting Progress

- o School Board Goals:
 - o All students who have attended Shelton School District for at least two years will read at grade level by the end of third grade
 - o Shelton School District math scores will improve every year at every grade level
- o We use easyCBM (along with other assessments) to give our school board a snapshot of achievement in reading and math over the course of the year
- o This year, we will use easyCBM reading and Common Core math measures in all grades K-8 for our board reports

Reading Summary

Shelton School District Reading Universal Screening Summary 2010-2011

Fall 2010	K	1	2	3	4	5
Advanced %	1%	2%	1%	1%	2%	0%
Benchmark %	39%	48%	41%	30%	41%	39%
Strategic %	22%	20%	27%	39%	26%	26%
Intensive %	38%	30%	31%	30%	31%	35%

Winter 2011	K	1	2	3	4	5
Advanced %	1%	3%	2%	2%	1%	0%
Benchmark %	57%	52%	51%	36%	35%	34%
Strategic %	20%	22%	20%	30%	33%	32%
Intensive %	22%	23%	27%	32%	31%	34%

Spring 2011	K	1	2	3	4	5
Advanced %	3%	2%	0%	0%	0%	0%
Benchmark %	65%	46%	48%	43%	43%	40%
Strategic %	18%	29%	23%	27%	28.5%	27%
Intensive %	14%	23%	29%	30%	28.5%	33%

Seeing Patterns

- Students in the Shelton School District do not have well developed language/vocabulary skills overall
- Our reading achievement is improving in grades K-2 and 6-8, but at grades 3-5 not so much
- We are reducing the percentage of students at high risk, but not increasing the percentage of students at low risk
- easyCBM scores are highly correlated to our state assessments in grades 3-8 (Measurements of Student Progress)!
- Students above 50th percentile on easyCBM = high likelihood of success on state assessments in both reading and math
- Students above 90th percentile = good candidates for referral and testing for Hi Cap program
- By end of a year of full day kindergarten, we have a real RTI pyramid!

Research Partners

- o We have participated in a number of research projects:
 - o Piloted elementary CCSS math items
 - o Piloted middle school math RTI/interventions
 - o Translated the CCSS math items into Spanish!
 - o We are anxious to work with the new intervention interface and the progress monitoring recommendations!
 - o We are still hoping for 3rd grade Spanish reading measures and high school level reading and math screeners...



Questions?