

# AIMSweb User Group

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Leveraging Data for 2015-16

# Agenda

- Data Meetings

- What are the elements of effective data meetings?
- What are the challenges or needed next steps?

- June AIMSweb conversations

- What is the value?
- What are the key reports?

- Progress Monitoring

- What decisions need to be made?
- How can we leverage data?

# Other Topics

- CNYRIC Criteria Review
- Starting in September
  - What is the purpose of universal screening again?
  - Fidelity in administration
- Updates and Planning
  - AIMSweb Plus (Really!...sort of)
  - Topics for future User Groups

# I. Effective Data Meetings

- Mix Groups
- Brainstorm
- Identify and share
- Sort
- Share
- Debrief

# Reflection

- Rate your experiences with data meetings using:
  - Qualities of Effective Data Meetings
  - Qualities of High-Performing Groups
- Areas of Success
- Areas for Improvement

# Ways to begin

- Put AIMS in context of RTI
- Include clear processes, structure, and common understandings
- Time for dialogue and discussion about interventions and support
- Slowly build on collaborative culture around student improvement
- Shifts the focus between students and instruction

# Importance of Collaboration

- Teacher Team responses
- Schoolwide responses
- Mattos: Common assessments provide greatest impact
  - “It’s only common when we ***discuss*** the results and make decisions about next steps.”

## II. End-of-Year AIMSweb Meetings

- Impact of core instruction
  - Rates of Improvement by grade and measure
  - Tier Transition by grade and measure
- Impact of core instruction/interventions
  - ROIs by classroom and measure
  - Movement compared to the target
- Impact of intensive interventions
  - Individual student ROI by measure



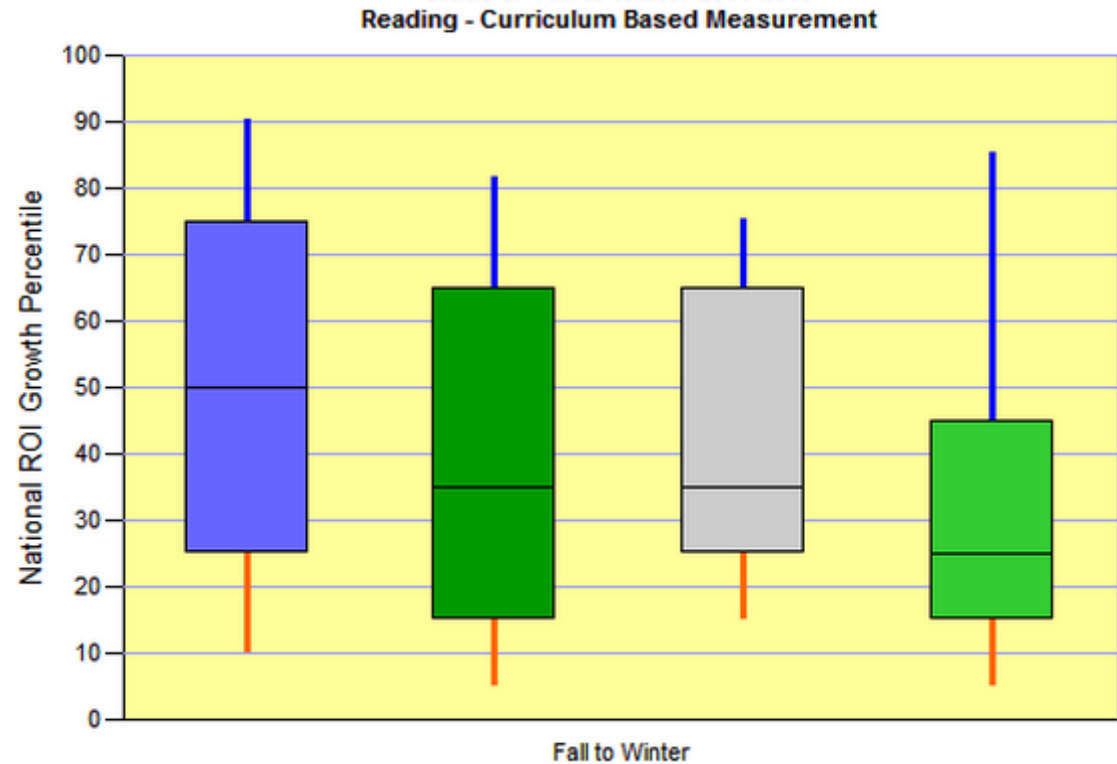
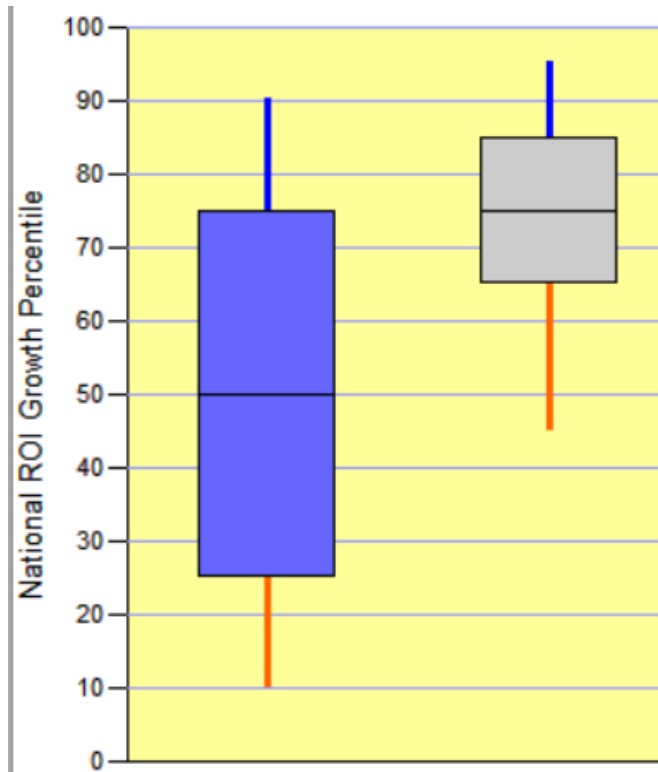
# Discussions and Decisions

- Is there a need for a shift to core instruction?
  - Can address needs of primary population
- Do we have clear indication of what interventions were in place and were effective?
- Are rosters set up to allow for these conversations by intervention groups?

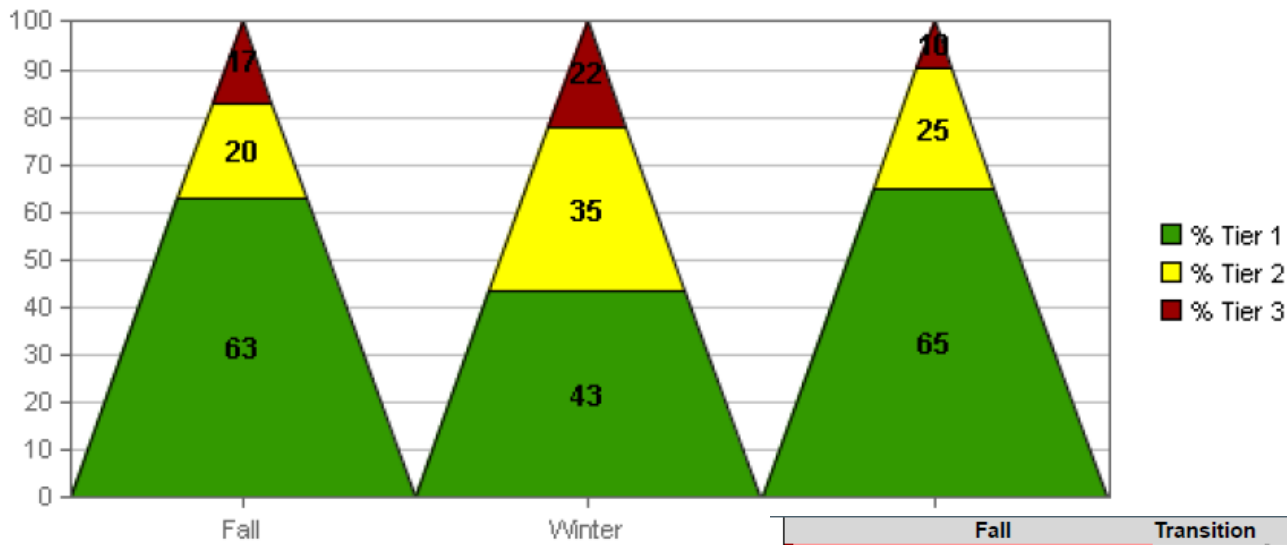
# Reports

- Rate of Improvement (ROI)
- Tier Transition (Candy Corn)
- Individual Student Growth Report
- Score Distribution
- Instructional Recommendation/Rainbow
  - RCBM Criteria: National vs. CNYRIC
  - Chart View

# ROIs- Grade and Classroom



# Tier Transition- Grade and Classroom




	Fall	Transition	Winter	Transition	Spring
<b>Tier 3</b>	8 (17%)	3 2 3	11 (22%)	4 4 3	5 (10%)
<b>Tier 2</b>	9 (20%)	5 2 2	17 (35%)	1 7 9	12 (25%)
<b>Tier 1</b>	29 (63%)	1 13 14	21 (43%)	0 1 19	31 (65%)
New Student		4		0	
Unscored		1		1	
<b>Total Students</b>	<b>46</b>		<b>49</b>		<b>48</b>

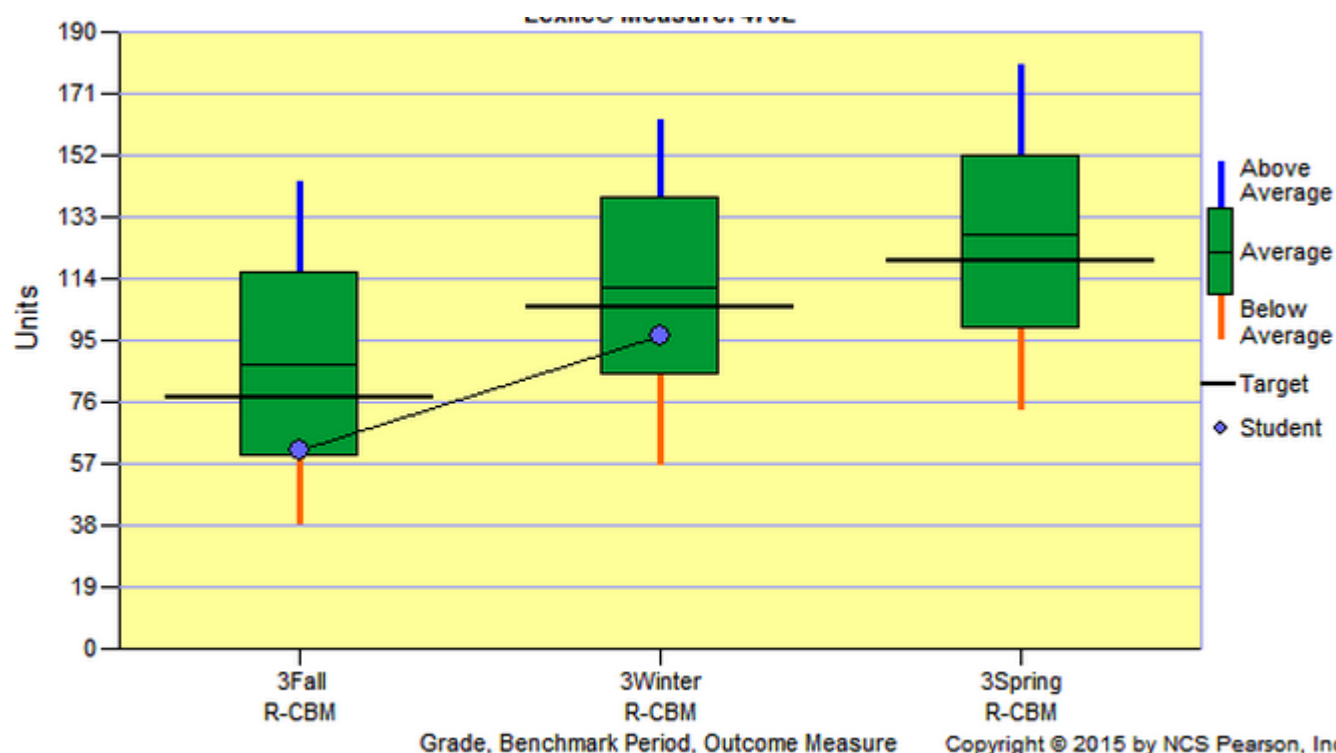
# Target Comparisons

Grade 3 : 2014-2015  
Reading - Curriculum Based Measurement

Student	Fall				Winter			
	Corrects	Errors	Accuracy	Service Code	Corrects	Errors	Accuracy	Service Code
<b>Targets</b>	<b>77</b>				<b>105</b>			
1, Student	<b>61</b>	1	98.4%	G	<b>98</b>			G
10, Student	<b>70</b>			G	115			G
11, Student	85			G	125			G
12, Student	<b>66</b>			G	<b>85</b>			G
13, Student	90			G	<b>79</b>	10	88.8%	G
14, Student	<b>45</b>			G	<b>68</b>			G
15, Student	102			G	120	22	84.5%	G
16, Student	<b>68</b>			G	<b>94</b>			G
17, Student	85			G	<b>100</b>			G
<b>Mean</b>	<b>75.0</b>				<b>98.0</b>			
<b>Median</b>	<b>70.0</b>				<b>98.0</b>			
<b>Number of Students Assessed</b>	<b>9</b>				<b>9</b>			

 Yellow = Did Not Meet Benchmark Targets

# Growth Reports



Words Read Correct (WRC) at the Winter Benchmark. The rate of improvement (ROI) from the Fall Benchmark is **1.9 WRC per week**, which is greater than the ROIs of 75 percent of students in a national sample who started at a similar level. Currently, [redacted] score is **Average** compared to AIMSweb National Norms Winter Percentiles. This was a score **at the 36 percentile** compared to other students in the AIMSweb National Norms Winter Percentiles.

# Key Questions - Reports

- What has been the overall growth and movement of our grade level on the measure(s)?
- What is the breakdown of our grade/class compared to national norms?
- How do student ROIs compare to their scores on the earlier reports?
- Which specific students/groups made substantial growth?
- Who was stagnant or struggling?

# Key Questions - Instruction

- Are there specific areas of concern/success across the entire grade level?
- How has instruction (whole/small group) impacted student success?
- What were the interventions for those students with higher/lower/stagnant ROIs?
- What other relevant data should be considered?



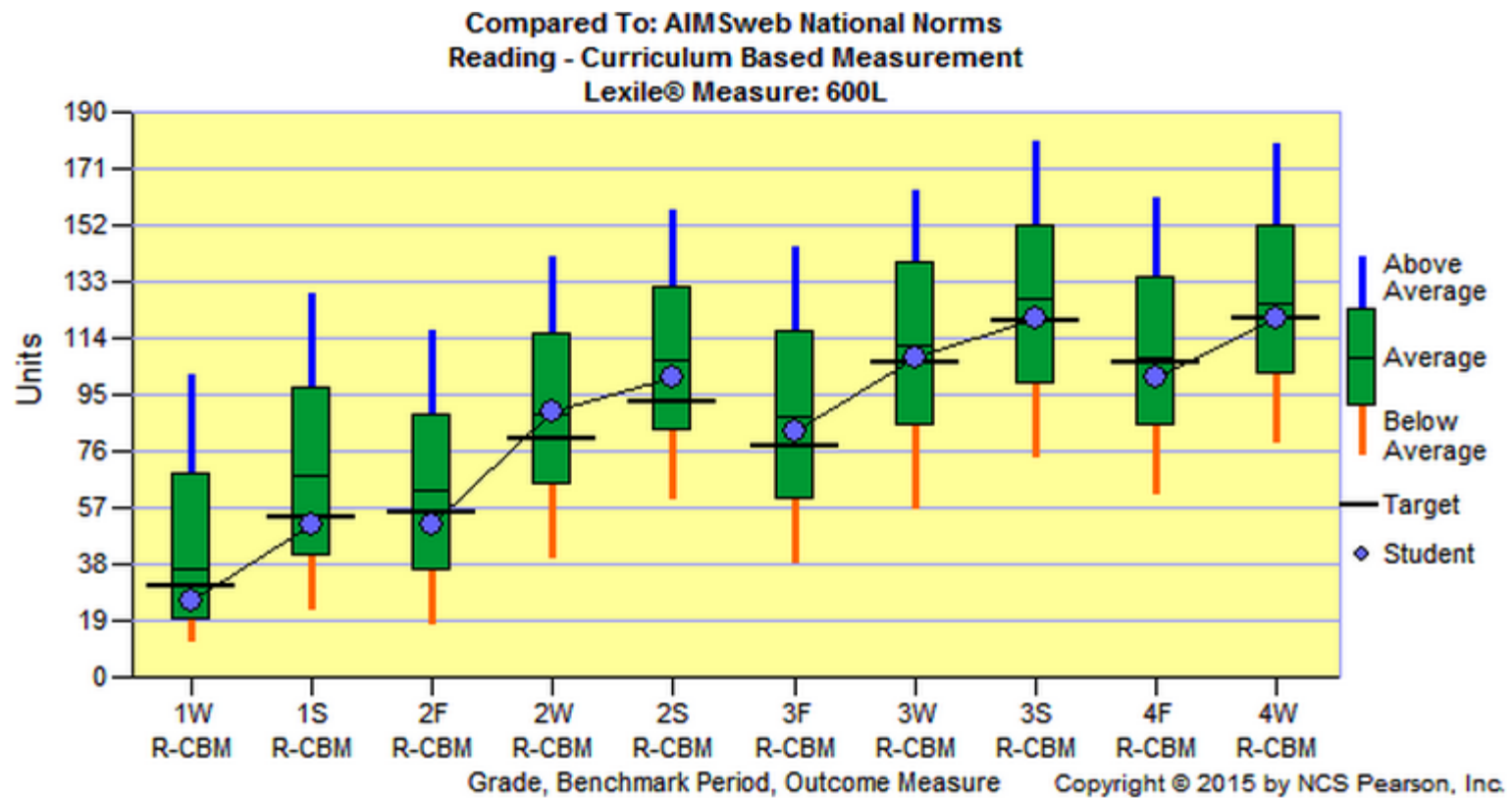
# Your district data

- What has been the overall movement and growth of the group from September to May? On which measures?
- What do the ROIs look like for students receiving specific interventions?
- What conversations need to happen about core instruction and interventions?

# Looking at the past

- How do we access data from past years?
- What about the summer slump? Is there a way to compare June to September performance?

# Multiple Years



# aimswebPlus assessments

Common Core State Standards Area	Measure	Time	BBS	OSA	Grade												
					K			1			2	3	4	5	6	7	8-12
					F	W	S	F	W	S							
Print Concepts	Print Concepts	2 min	x		x												
	Letter Naming	1 min	x		x	x	x										
Phonological Awareness	Initial Sounds	2 min	x		x	x											
	Phoneme Segmentation	1 min	x			x	x	x									
Phonics	Letter/Word Sounds	1 min	x			x	x	x									
Word Recognition & Fluency	High Frequency Words	1 min	x				x	x	x	x							
Language: Vocabulary Acquisition & Use	Auditory Vocabulary	5 min	x		x	x	x	x	x	x							
	Vocabulary	5 min		x							x	x	x	x	x	x	
Comprehension & Fluency	Passage Comprehension	20 min		x							x	x	x	x	x	x	
	Comprehension Fluency	5 min		x									x	x	x	x	
	Oral Reading	1-3 min	x					x	x	x	x	x	x	x	x	x	
	Screening admin time				9-10 min			8-11 min			28 min	28 min	30 min	30 min	30 min	30 min	30 min
	Progress monitoring admin time				1-5 min			1-3 min			1 min	1 min	1-5 min	1-5 min	1-5 min	1-5 min	1-5 min

# aimswebPlus assessments

Common Core State Standards Area	Measure	Time	BBS	OSA	Grade												
					K			1			2	3	4	5	6	7	8-12
					F	W	S	F	W	S							
Counting & cardinality	Quantity Total	1 min	x		x	x	x										
	Quantity Match	1 min	x			x	x										
Number awareness	Number ID	1 min	x		x	x	x										
Number sense	Number Comparison	1 min	x		x	x	x	x	x	x							
	Number Triads	3 min		x							x	x	x	x	x	x	
Computation	Math Facts	1 min	x					x	x	x							
	Mental Computation	1 min	x			x	x	x	x	x							
		4 min		x								x	x	x	x	x	x
Problem solving (3-5 items per CCSS domain)	Concepts & Applications	10 min	x		x	x	x	x	x	x							
		20 min		x							x	x	x	x	x	x	
	Screening admin time				14-16 min			13 min			28 min	28 min	28 min	28 min	28 min	28 min	
	Progress monitoring admin time				1-2 min			1-2 min			3-7 min	3-7 min	3-7 min	3-7 min	3-7 min	3-7 min	