AIMSweb User Group

Spring 2016

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Outcomes

- 2015-16 Data
  - How can we leverage a year of data?
  - Which reports are important for Tier 1 and 2 considerations?

- AIMS Measures and Interventions
  - What do interventions look like in your building?
  - How does AIMSweb data inform intervention work?

- Future of AIMSweb
  - How do 1.0 and Plus compare?
  - What is the timeline? User Groups?

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2015-16 AIMSweb Data in June?

- The end of the year is busy, is it worth looking at data for students moving on to another grade level?

- Our interventions are ending, so we aren't going to start new groups.

- We can't use this data for fall. The summer will get in the way.

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A Year of Hard Work

- Teachers have dedicated a full year to provide students the best instruction at all Tiers
- Students have had the opportunity to grow and meet higher expectations
- The time was set aside to administer the assessments and collect data

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What is the value of a year of data?

- Evaluate the impact of core instruction
- Evaluate the impact of interventions
- Consider instructional focus for 2016-17
- Consider specific student supports for September
- What has worked/not worked in the past for specific students?

Key Reports

- Rates of Improvement by grade/classroom and measure
- Tier Transition by grade/classroom and measure
- Individual Rates of Improvement

Reports

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

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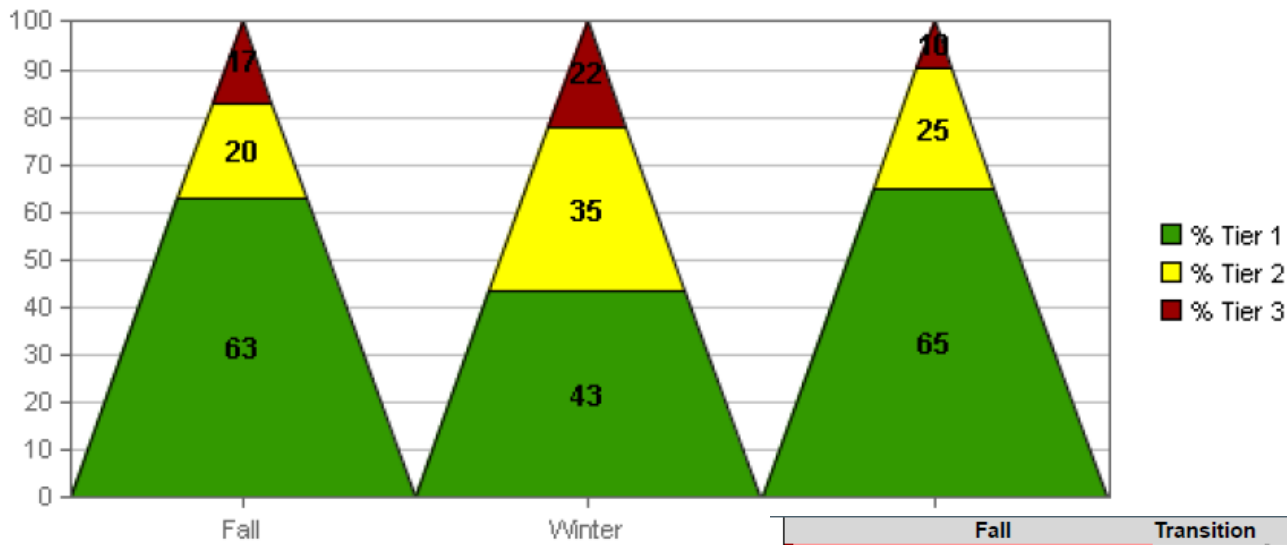
	Fall	Transition	Winter	Transition	Spring
Tier 3	8 (17%)	3 / 2 / 3	11 (22%)	4 / 4 / 3	5 (10%)
Tier 2	9 (20%)	5 / 2 / 2	17 (35%)	1 / 7 / 9	12 (25%)
Tier 1	29 (63%)	1 / 13 / 14	21 (43%)	0 / 1 / 19	31 (65%)
New Student		4		0	
Unscored		1		1	
Total Students	46		49		48

ROIs- Grade and Classroom
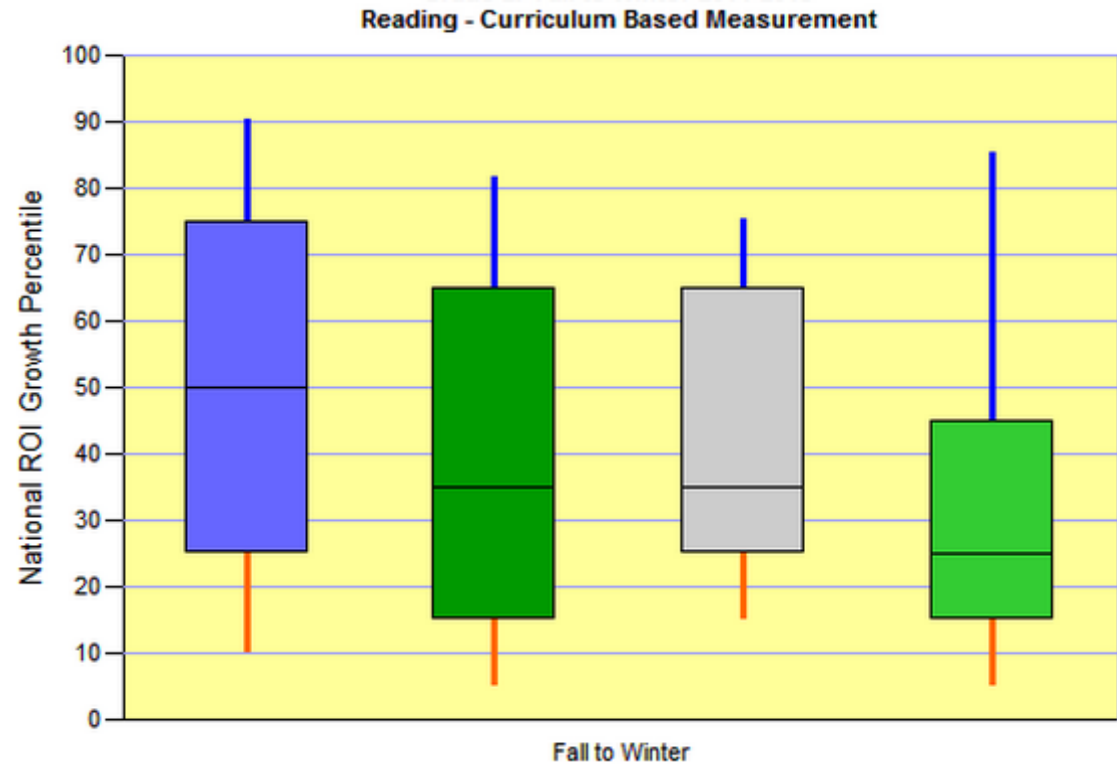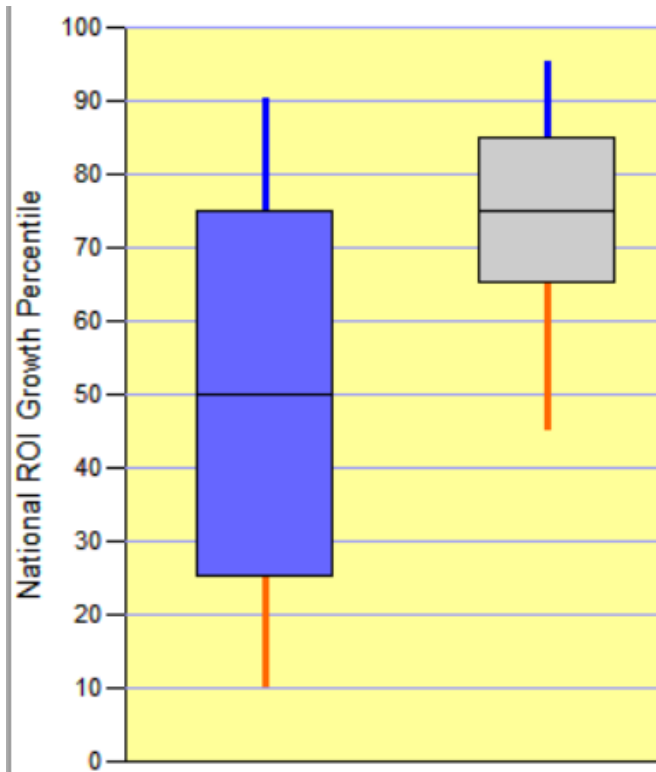
Target Comparisons

Grade 3 : 2014-2015
Reading - Curriculum Based Measurement

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

Yellow = Did Not Meet Benchmark Targets

Growth Reports
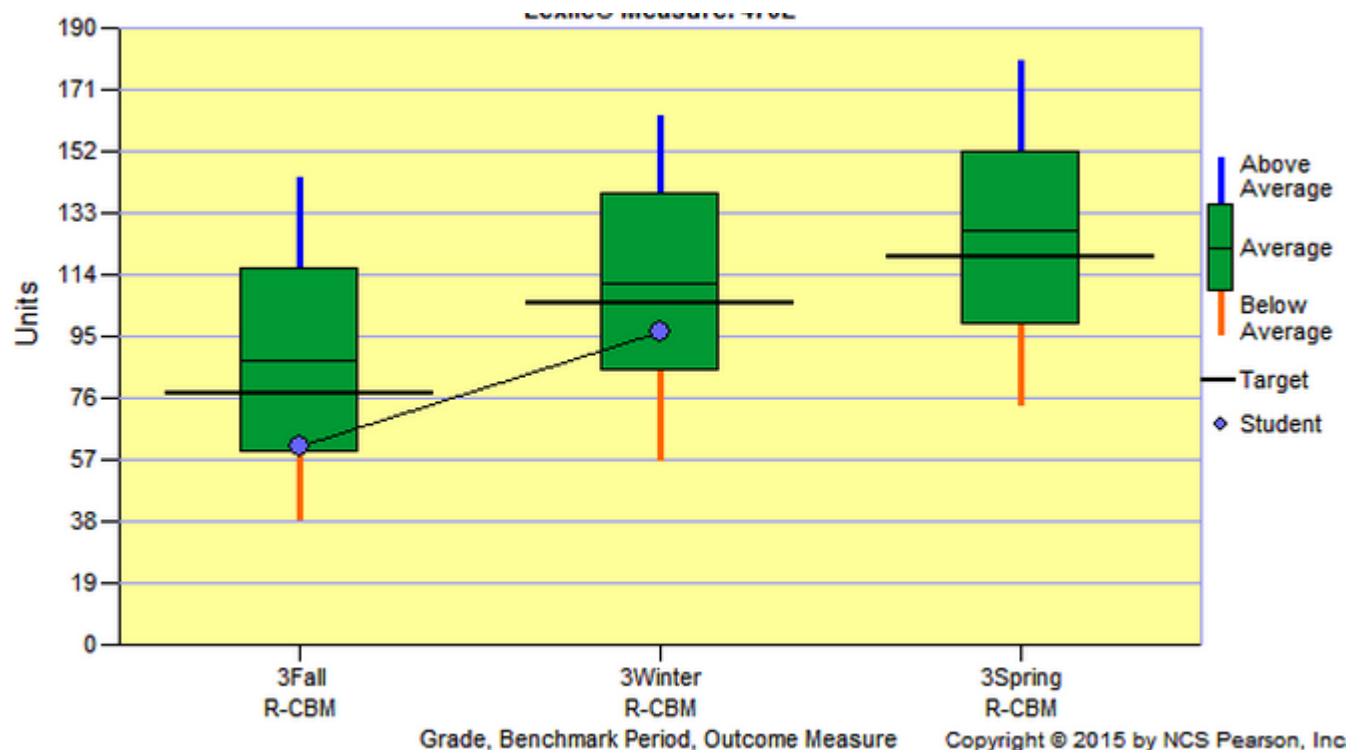
Words Read Correct (WRC) at the Winter Benchmark. The rate of improvement (ROI) from the Fall Benchmark is **1.9** WRC per week, which is greater than the ROIs of 75 percent of students in a national sample who started at a similar level. Currently, � score is **Average** compared to AIMSweb National 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 is 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?

- What is the growth of specific groups? Are rosters set up to run this type of data?
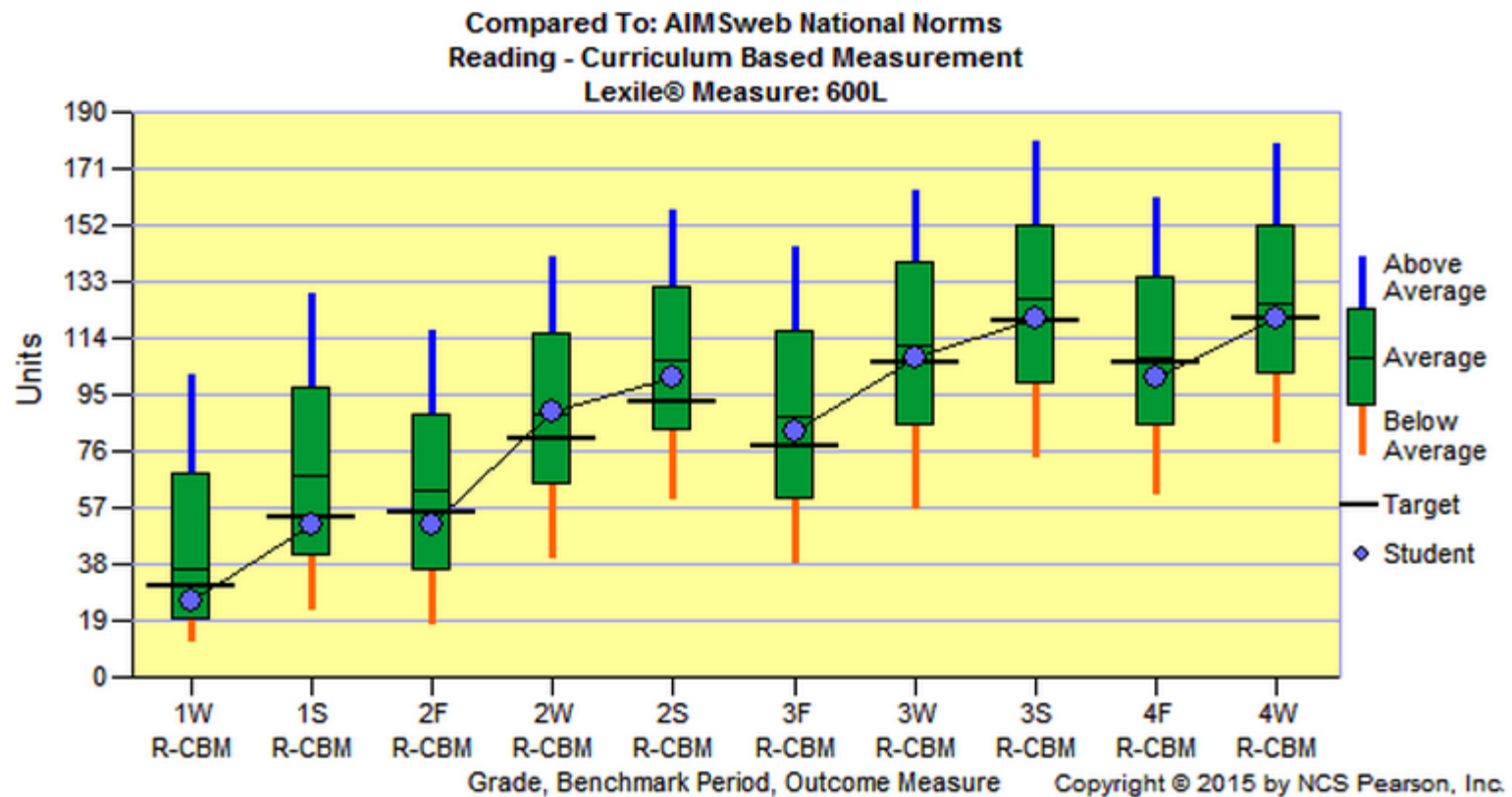
Key Questions - Instruction

- Are there group trends (performance and growth) that draw attention to successes/deficits of core instruction?

- What does growth look like for students in Tier 2/3 interventions? How does that inform future intervention decisions?

- How can we use this data to get Tiered support up and running for September, prior to fall screening?

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?
- Is there evidence that a certain year brought a level of success or struggle? What was happening?

Multiple Years

Compared To: AIMSweb National Norms
Reading - Curriculum Based Measurement
Lexile® Measure: 600L

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Today's Focus

- Brief overview of the product and measure list
- Identify the similarities/differences between 1.0 and Plus
- Demo of AIMSweb Plus website and features
- Demo of specific AIMSweb Plus measures
- Identify the key questions to consider as you make your decision

What is the same?

- CBMs: Still makes use of many quick, one-to-one standardized and normed assessments
  - Tests of Early Literacy/Numeracy
  - Oral Reading Fluency (R-CBM)
- Computer-assisted scoring
- Access to national/local norms, growth percentiles, and criterion-based data for groups and individuals
- Progress monitoring and off-grade level progress monitoring

What are the main differences?

- Updated website – key information more easily accessible

- Much more flexibility and ease of use in computer-assisted scoring and progress monitoring

- Redesigned and newly developed measures aligned to Common Core

- More data, and more useful information by student and skill

- On-grade level skills in reading and math