

Goal Setting with Curriculum-Based Measurement (CBM) in a 3-Tier Model, including RTI

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Building Blocks: Year 1

- ✓ *Build Your Scientifically Based Data System for Universal Screening and Progress Monitoring (CBM)*
- ✓ *Teach and Ensure Understanding of Foundational Concepts and Vocabulary*
- ✓ *Define and Teach Your Standard Problem-Solving Process*
- ✓ *Build Your Leadership and Staff Development Plan*
- ✓ *Build More Effective Teams with Teachers in Mind*

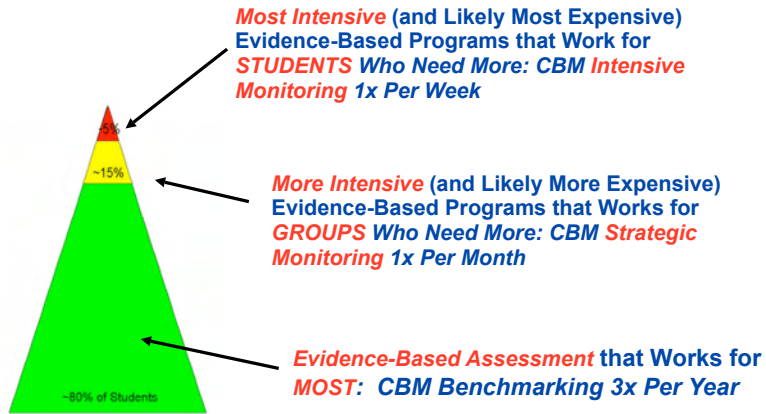
Tools for the Job

- Problem-Solving Self Study Instruments
- *Scientifically Based Progress Monitoring Tools (CBM and Members of the CBM "Family" like DIBELS)*
- Standard Problem Solving Tasks and Decisions
- Scientifically Based Academics and Behavior Interventions
- Academic Problem Identification Interview (Based on Instructional Planning Form)
- Behavior Problem Identification Interview Based on a Functional Behavior Assessment
- Fidelity of Implementation Process
- Systematic Observation

Big Ideas

- *Formative Evaluation*, Student Progress Monitoring *During Instruction* and Making Adjustments, Is *One of the Most Powerful Tools Teachers Have*
- To Be Able to Determine Progress, We Must Have Clear and Measurable Goals
- *In 3 Tiers and RTI, We Set Goals in Similar Ways, But There Are Differences in*
 - *Assessment Materials*
 - The *Time Frame*
 - How We Set the *Criterion for Adequate* Progress (Norm-Based or Standards-Based)

How CBM is Used Systematically in 3-Tiers



Goal Setting Strategies

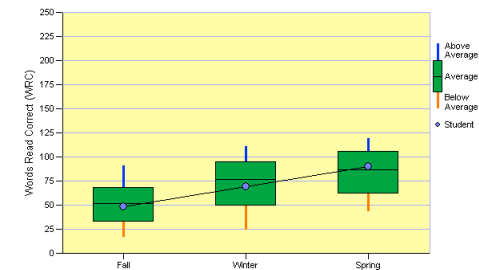
Two Approaches to Setting Goals:

1. **Norm-Based Approaches**--Rate of Progress Compared to Other Students ("Adequate Progress")
2. **Standards-Based Approaches**--Rate of Progress to Achieve a Target Linked to High Stakes Tests ("Over-the-Bar")

Summary Chart for Goal Setting in 3 Tiers and RTI

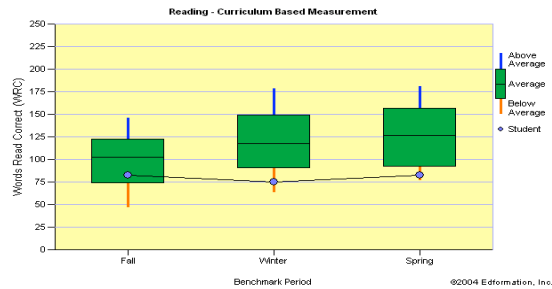
Tier	Goal Material	Time Frame and Frequency	Criterion for Success
Tier 1: Benchmark	Grade-Level Materials	Benchmark to Benchmark, 3 Times per Year	Adequate Progress and "Over the Bar"
Tier 2: Strategic	Grade-Level Materials	Benchmark and Monthly	Adequate Progress and "Over the Bar"
Tier 3: Frequent PM	Individualized Based on Severity	Weekly	Reduce the Gap
RTI for Eligibility	Grade-Level Materials	Weekly for 4-10 Weeks	Adequate Progress or Reduce the Gap

Goal Material	Time Frame and Frequency	Criterion for Success
Grade-Level Materials	Benchmark to Benchmark, 3 Times per Year	Adequate Progress



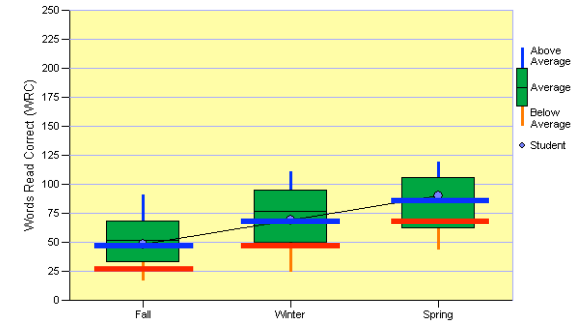
Carlos, a Second Grader, is Making the Same Rate of Progress as Other Students. He is benefiting as much as other students. At the end-of-Grade 2, he reads 90 Words Correctly (WRC)

Goal Material	Time Frame and Frequency	Criterion for Success
Grade-Level Materials	Benchmark to Benchmark, 3 Times per Year	Adequate Progress?



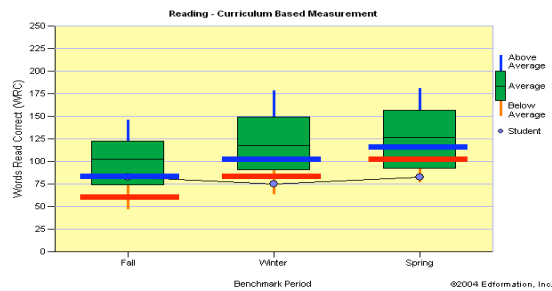
Donna, Grade 4 Student is NOT Making Adequate Progress

Goal Material	Time Frame and Frequency	Criterion for Success
Grade-Level Materials	Benchmark to Benchmark, 3 Times per Year	Over the Bar



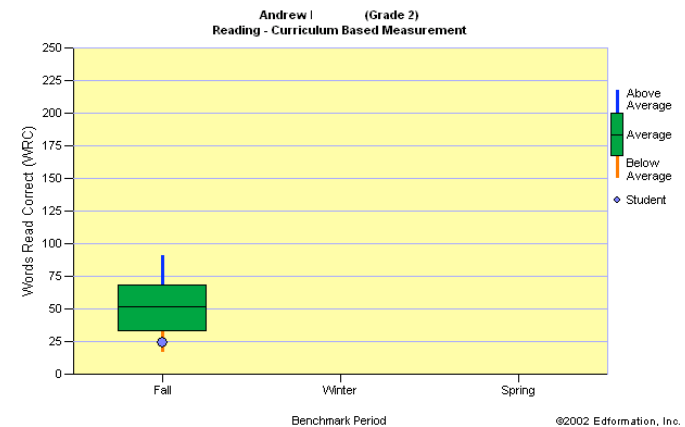
Carlos, a Second Grader, Rate of Progress Also is Exceeding "Targets" That are Linked to His State Test. By the End of Grade 2, He has a 90% Chance of Passing His High Stakes Test

Goal Material	Time Frame and Frequency	Criterion for Success
Grade-Level Materials	Benchmark to Benchmark, 3 Times per Year	Over the Bar?

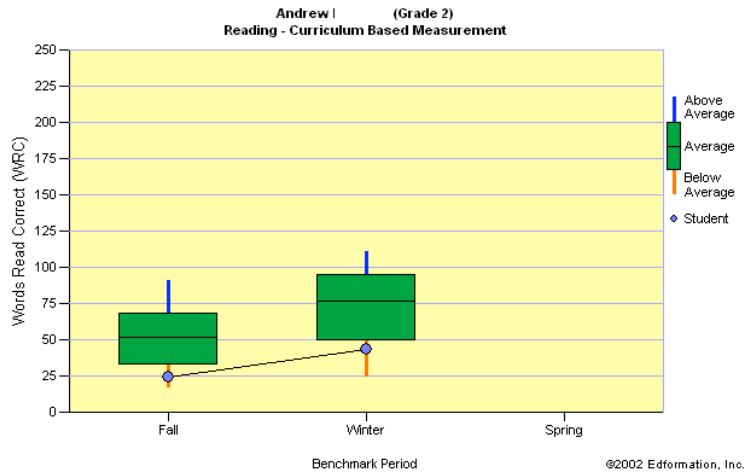


Donna is Not "Over the Bar" and Unlikely to Pass the State Test

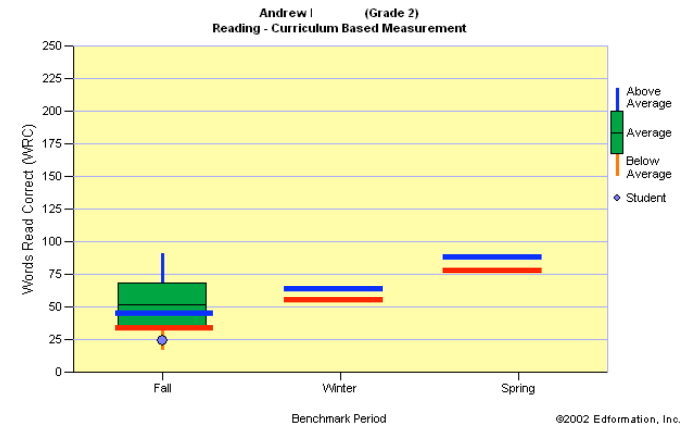
Practice Exercise: Adequate Progress



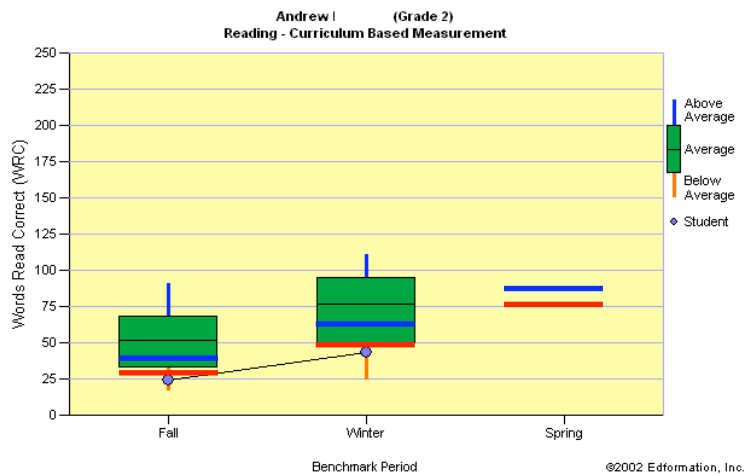
Answer: Adequate Progress



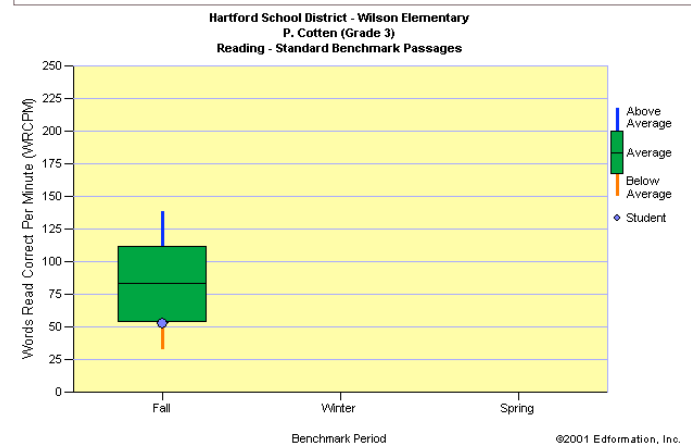
Practice Exercise: Over the Bar



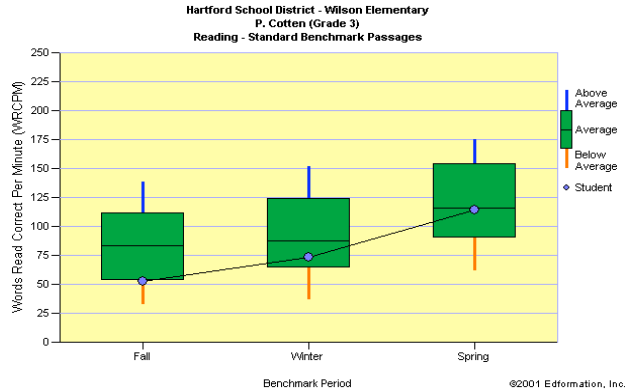
Answer: Over the Bar?



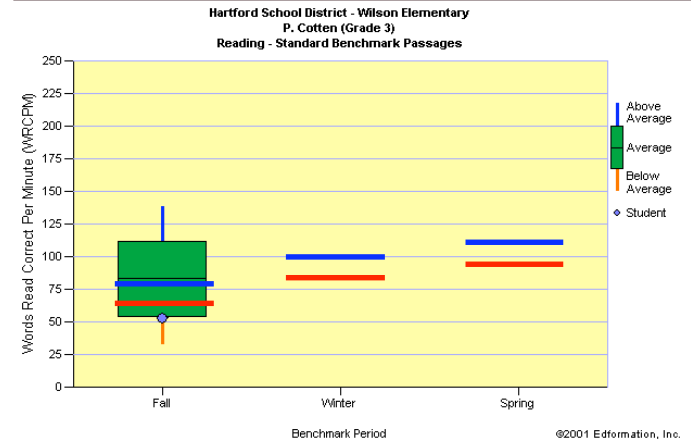
Practice Exercise-Adequate Progress



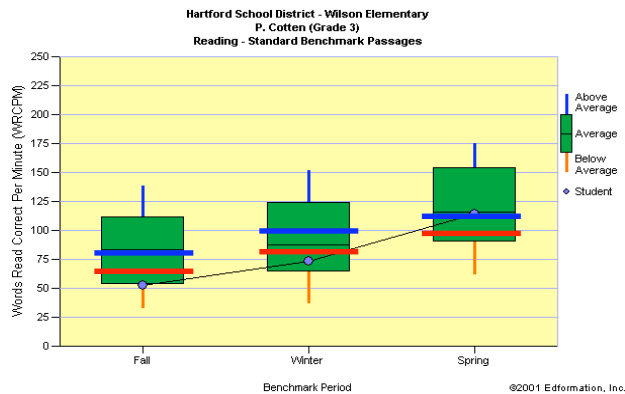
Reduced the Gap



Practice Exercise-Adequate Progress



Reduced the Gap and “Over the Bar”



For Benchmarking in Early Literacy in K, We Use a Standards-Based (Over the Bar) Approach

DIBELS Benchmark Goals

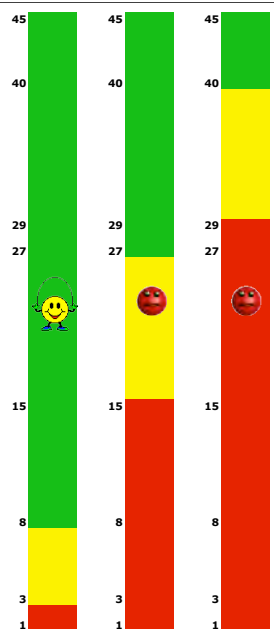
First Grade

Variable	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
DIBELS Letter Naming Fluency	LNF < 25	At Risk				
	25 ≤ LNF < 37	Some Risk				
	LNF ≥ 37	Low Risk				
DIBELS Phoneme Segmentation Fluency	PSF < 10	Deficit	PSF < 10	Deficit	PSF < 10	Deficit
	10 ≤ PSF < 35	Emerging	10 ≤ PSF < 35	Emerging	10 ≤ PSF < 35	Emerging
	PSF ≥ 35	Established	PSF ≥ 35	Established	PSF ≥ 35	Established
DIBELS Nonsense Word Fluency	NWF < 13	At Risk	NWF < 30	Deficit	NWF < 30	Deficit
	13 ≤ NWF < 24	Some Risk	30 ≤ NWF < 50	Emerging	30 ≤ NWF < 50	Emerging
	NWF ≥ 24	Low Risk	NWF ≥ 50	Established	NWF ≥ 50	Established
DIBELS Oral Reading Fluency			ORF < 8	At Risk	ORF < 20	At Risk
			8 ≤ ORF < 20	Some Risk	20 ≤ ORF < 40	Some Risk
			ORF ≥ 20	Low Risk	ORF ≥ 40	Low Risk

Goal Standards for Letter Sounds

The Best Single Progress Measure in

Kindergarten



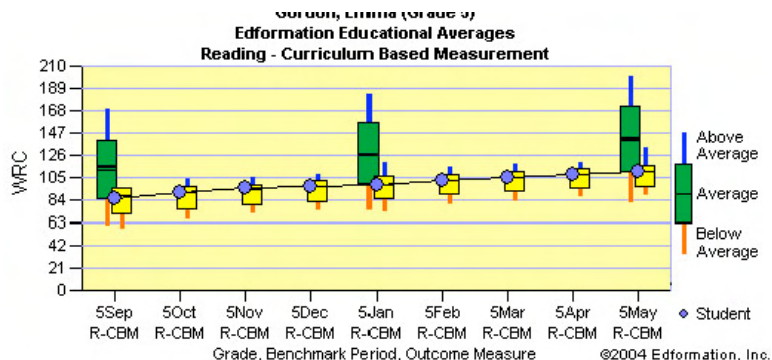
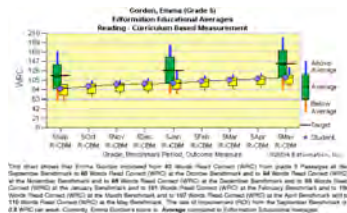
Student	Score	Standard	Percentage	Performance	Recommendation
Suzana	83.0	3.0	96.5%	Average	Continue Current Program
Jacin	82.0	1.5	98.8%	Average	Continue Current Program
Sarah	82.0	7.0	92.1%	Average	Continue Current Program
Jo Elio	81.0	0.0	100.0%	Average	Continue Current Program
Andri	79.0	3.0	96.3%	Average	Continue Current Program
Schaan	79.0	1.0	98.8%	Average	Continue Current Program
Trage	77.0	2.0	97.5%	Average	Continue Current Program
Hector	74.0	3.0	90.1%	Average	Continue Current Program
Average for 73.0 (22th %ile)					
Hibaco	72.0	6.0	88.0%	Below Average	Further Assess and Consider Individualizing Program
Isaac	71.0	0.0	88.0%	Below Average	Further Assess and Consider Individualizing Program
Cyran	70.0	2.0	97.2%	Below Average	Further Assess and Consider Individualizing Program
Leah	70.0	3.0	95.0%	Below Average	Further Assess and Consider Individualizing Program
Joseph	70.0	7.0	90.0%	Below Average	Further Assess and Consider Individualizing Program
Mario	62.0	8.0	92.8%	Below Average	Further Assess and Consider Individualizing Program
Anthony	63.0	6.0	88.8%	Below Average	Further Assess and Consider Individualizing Program
Julia	52.0	4.0	92.9%	Below Average	Further Assess and Consider Individualizing Program
Denik	47.0	4.0	92.2%	Below Average	Further Assess and Consider Individualizing Program
Fidel	46.0	6.0	83.6%	Below Average	Further Assess and Consider Individualizing Program
Andri	46.0	6.0	88.5%	Below Average	Further Assess and Consider Individualizing Program
Below Average for 48.9 (10th %ile)					
S. Alan	44.0	5.0	89.8%	Well Below Average	Begin Immediate Problem Solving
Isaac	40.0	17.0	75.0%	Well Below Average	Begin Immediate Problem Solving
Samel	39.0	18.0	84.7%	Well Below Average	Begin Immediate Problem Solving
Greg	37.0	9.0	78.0%	Well Below Average	Begin Immediate Problem Solving
Mario	29.0	7.0	78.7%	Well Below Average	Begin Immediate Problem Solving
Isaac	19.0	6.0	78.0%	Well Below Average	Begin Immediate Problem Solving
Isaac	18.0	5.0	76.2%	Well Below Average	Begin Immediate Problem Solving

Tier 2: Strategic	Grade-Level Materials	Benchmark and Monthly	Adequate Progress and "Over the Bar"
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Tier 2: Strategic	Grade-Level Materials	Benchmark and Monthly	Adequate Progress?
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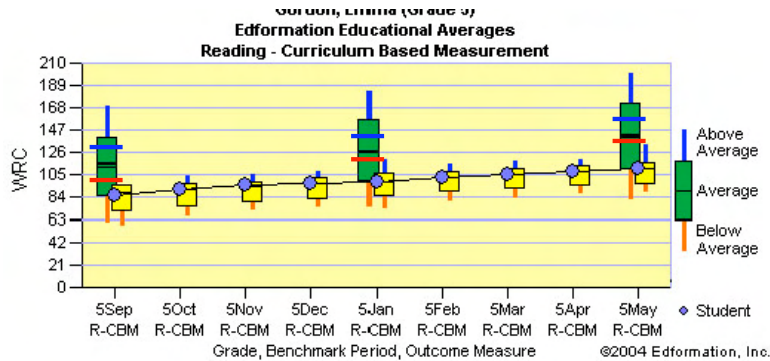
In Tier 2, Our Goals Should Be Two-Fold, Presuming We Have Standards or Targets to Shoot For:

- Adequate Progress Compared to Other Students
- Reducing the Gap



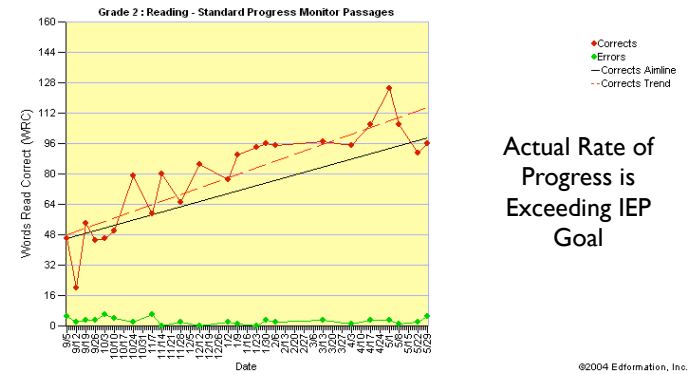
Emma, Grade 5, is Making the Same Rate of Progress as Other Students in Tier 2 and All Students

Tier 2: Strategic	Grade-Level Materials	Benchmark and Monthly	Over the Bar
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Emma, Grade 5, is Making the Same Rate of Progress as Other Students in Tier 2 and All Students

Tier 3: Frequent PM	Individualized Based on Severity	Weekly	Reduce the Gap
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Actual Rate of Progress is Exceeding IEP Goal

Tier 3:

When Needs Are Clear, Write Better IEP Goals and Monitor Progress--

The Most Solvable Problem in Special Education

- Fewer Goals and Shorter IEPs
- Shorter IEP Meetings
- Better Communication and Understanding w Parents
- Greater Awareness of What is Expected by Students
- More Frequent Progress Monitoring
- More Changes in Intervention When Progress is Less Than Expected
- Greater Student Achievement

The Current IEP Process is Unsatisfactory: Special Education Needs to Be Worth Getting

Unfortunately, the *IEP process operates poorly in many places* (e.g., McDonnell et al., 1997). For years, IEPs have been based on a *mastery measurement* framework, which creates

lengthy, unmanageable documents, and onerous paper work.

These mastery measurement IEPs, with their *long lists of short-term objectives*, also *fail to provide a basis for quantifying outcomes.*

For these reasons and more, IEPs promote, at best, *procedural compliance without accounting for individual student learning* or describing special education effectiveness.

Tier 3: Reduce ALL Basic Skills Goals Down to CBM Goals

Reading	In (#) weeks (Student name) will read (#) Words Correctly in 1 minute from randomly selected Grade (#) passages.
Spelling	In (#) weeks (Student name) will write (#) Correct Letter Sequences and (#) Correct Words in 2 minutes from randomly selected Grade (#) spelling lists.
Mathematics Computation	In (#) weeks (Student name) will write (#) Correct Digits in 2 minutes from randomly selected Grade (#) math problems.
Written Expression	In (#) weeks (Student name) will write (#) Total Words and (#) Correct Writing Sequences when presented with randomly selected Grade (#) story starters.

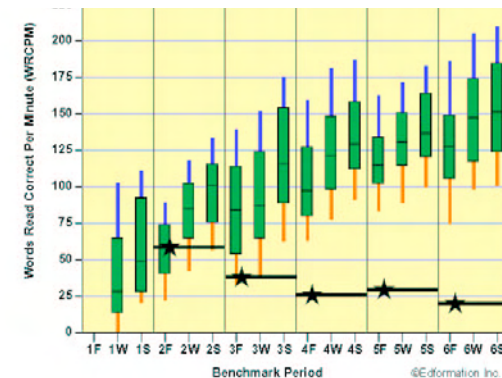
Goal Setting Strategies

1. Determine **Current Performance Information** based on Survey-Level Assessment (SLA)
2. Know the **Time Frame** for the Goal (Usually 1 Year)
3. Determine a **Future Performance Level**

Ginny's SLA (Grade 6)

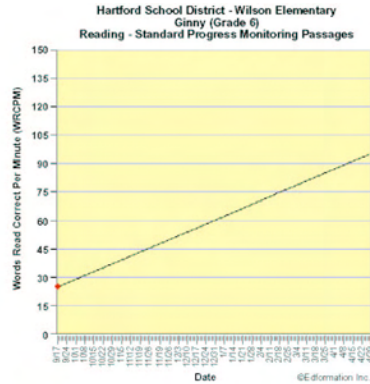
Grade Reading Assessment Passages	Passage 1 (WRC/E)	Passage 2 (WRC/E)	Passage 3 (WRC/E)	Median (WRC/E)	Fall Performance Level
6	12/12	19/8	21/3	19/8	Severe Reading Problem
5	30/6	28/6	35/6	30/6	Severe Reading Problem
4	19/6	26/3	25/3	25/3	Severe Reading Problem
3	35/6	40/2	44/1	40/2	At Risk Reader
2	65/2	62/0	83/1	65/2	Average Reader

Writing a Goal is Straightforward with Good Data We Start with a Survey Level Assessment (SLA)



IEP Goal is Turned Into an Expected Rate of Progress on a Graph

In 34 weeks (1 year), Ginny will read 95 words read correctly with less than 3 errors from Grade 4 Reading Assessment Passages.



Setting the Time Frame--How Long Should the Goal Be For?

- Tier 3 **without** Special Education
 - End of Year
 - In 18 Weeks...
- Tier 3 IEP Goals (Special Education)
 - In 1 year... (or) In 32 Weeks...

Setting the Goal Material

Logical Task--

- Grade 4 Student in a Tier 3 without SE, We'd Set Our Goal for Grade Level Material (Grade 4)
- Grade 4 Special Education Student with Severe Educational Need? Not Likely to be Grade Level Material

When Grade-Level Expectations Are Not Appropriate

- Consider the Severity of the Discrepancy
- Consider the Intensity of the Program

Methods to Define the Criterion for Success for Tier 3

- Scores that Reduce the Gap Using Your Local Benchmark Scores
- Growth Rates
- Increasing the Likelihood of Passing Your High Stakes Tests

We Recommend Using an Ambitious Growth Rate Method to Set Goals

AIMSweb® Growth Table
Reading - Curriculum Based Measurement
Demo by Mark R. Shinn, Ph.D. Do not copy. 2003-2004 School Year

Grade	%ile	Fall		Winter		Spring		ROI
		Num	WRC	Num	WRC	Num	WRC	
1	90		46		76		91	1.3
	75		33		55		55	0.6
	50		7		27		32	0.7
	25	55	3	102	15	153	17	0.4
	10		0		6		6	0.2
	Mean		21		36		40	0.5
	StdDev		32		31		32	
2	90		89		115		118	0.8
	75		68		98		106	1.1
	50		51		79		87	1.0
	25	77	32	175	51	82	61	0.8
	10		16		24		43	0.8
	Mean		52		75		83	0.9
	StdDev		29		33		33	

Identify Growth Rate for Typical Students and Expect FASTER Rate of Improvement
 $2.0 \text{ WRC} * 6 \text{ Weeks} = 6 + \text{Current Performance} = \text{Goal WRC}$

Methods to Define the Criterion for Success for Tier 3

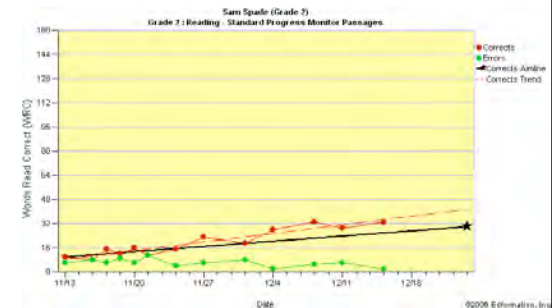
- Scores that Reduce the Gap Using Your Local Benchmark Scores
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RTI for Eligibility	Grade-Level Materials	Weekly for 4-10 Weeks	Adequate Progress or Reduce the Gap
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To Evaluate RTI,
We Use *Similar Individualized Goal Setting Processes* as for Tier 3 Except:

-Progress in Typically Monitored in *Grade-Level Material*

-The *Time Frame is Shorter* (e.g., 6 weeks vs 1 year)



Methods to Define the Criterion for Success for Tier 3

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	75		33		55		55	0.6
	50		7		27		32	0.7
	25		3		15		17	0.4
	10		0		6		6	0.2
	<i>Mean</i>		<i>21</i>		<i>36</i>		<i>40</i>	<i>0.5</i>
<i>StdDev</i>	<i>32</i>	<i>31</i>	<i>32</i>					
2	90	77	89	175	115	82	118	0.8
	75		68		98		106	1.1
	50		51		79		87	1.0
	25		32		51		61	0.8
	10		16		24		43	0.8
	<i>Mean</i>		<i>52</i>		<i>75</i>		<i>83</i>	<i>0.9</i>
<i>StdDev</i>	<i>29</i>	<i>33</i>	<i>33</i>					

Identify Growth Rate for Typical Students

$$1.0 \text{ WRC} * 6 \text{ Weeks} = 6 + \text{Current Performance} = \text{Goal WRC}$$