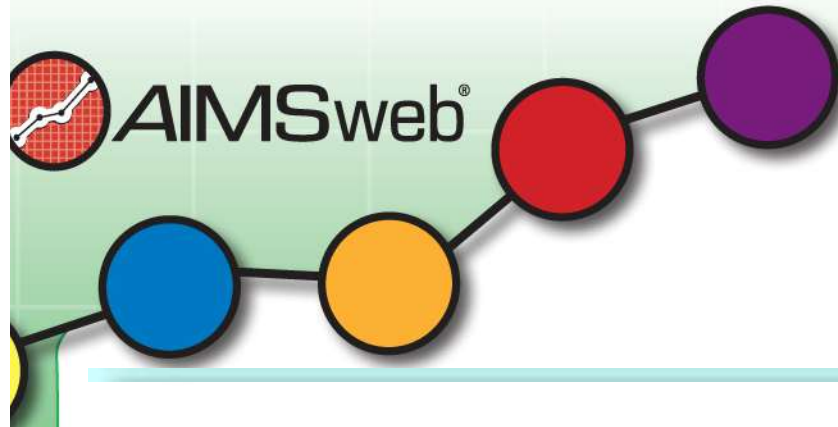


Progress Monitoring and Response to Intervention Solution

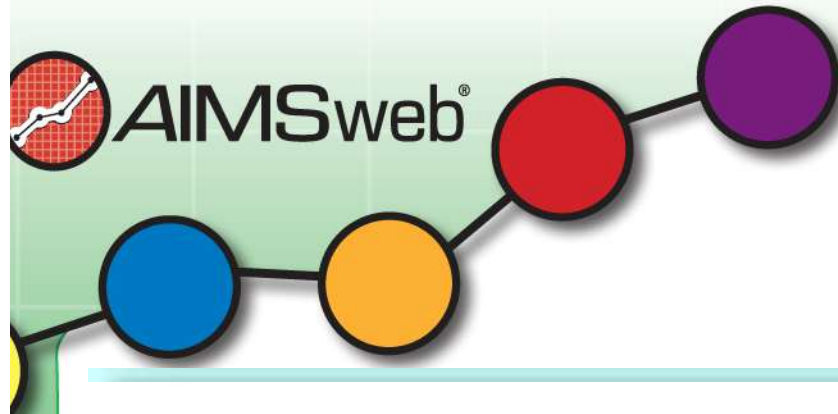




What is AIMSweb?

AIMSweb is a research-based system which provides schools with state-of-the-art tools to implement the key components of RTI programs including:

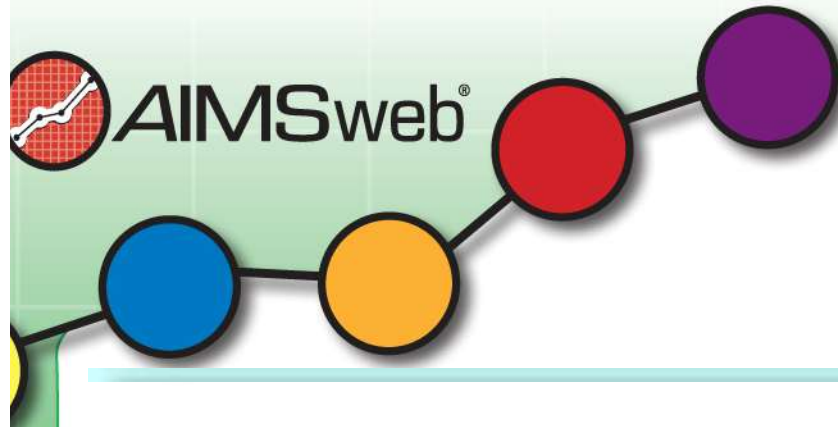
- **Valid, reliable universal screening and progress monitoring (using CBM) of academic skills for all 3 tiers of RTI models**



What is AIMSweb?

AIMSweb is a research-based system which provides schools with state-of-the-art tools to implement the key components of RTI programs including:

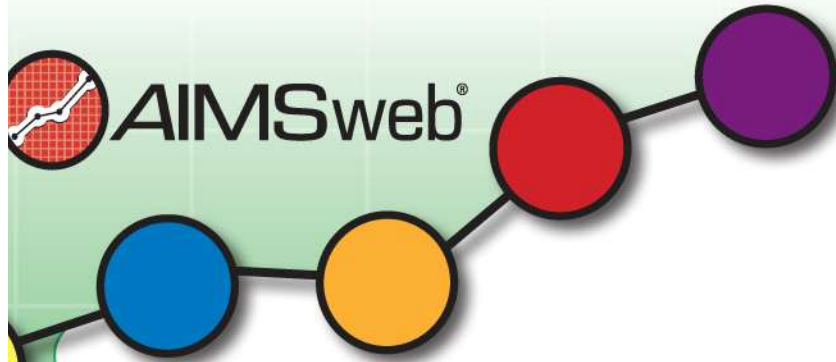
- **A powerful, broad ranging data reporting system which allows parents, teachers, and administrators to analyze student performance in many ways to better in turning individually as well as more general program/curriculum improvements**



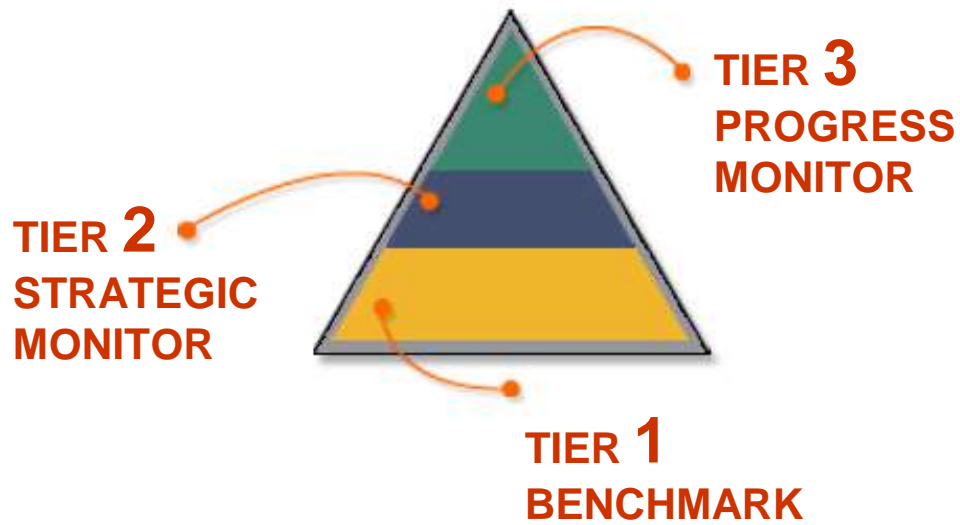
What is AIMSweb?

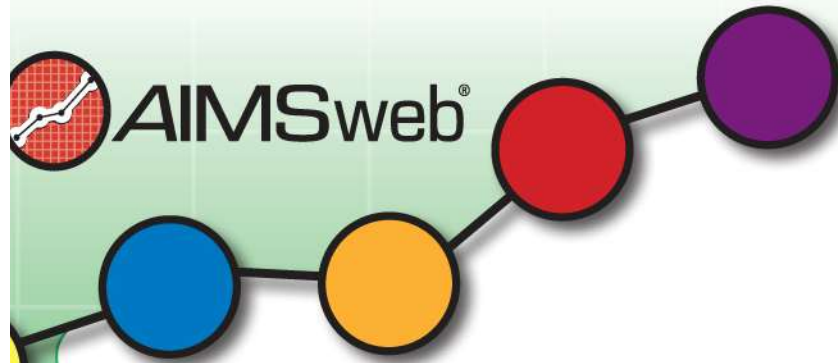
AIMSweb is a research-based system which provides schools with state-of-the-art tools to implement the key components of RTI programs including:

➤ **A very helpful web-based system for planning, implementing, and monitoring the overall RTI problem solving and intervention processes within schools/districts.**



AIMSweb IS RTI

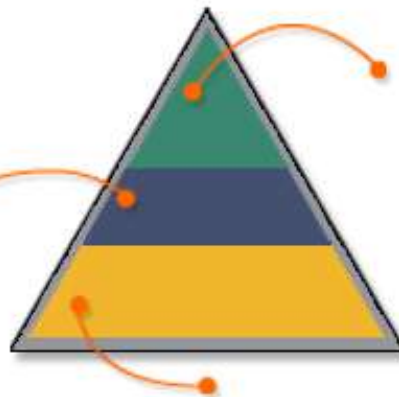




3-Tier Problem Solving Model



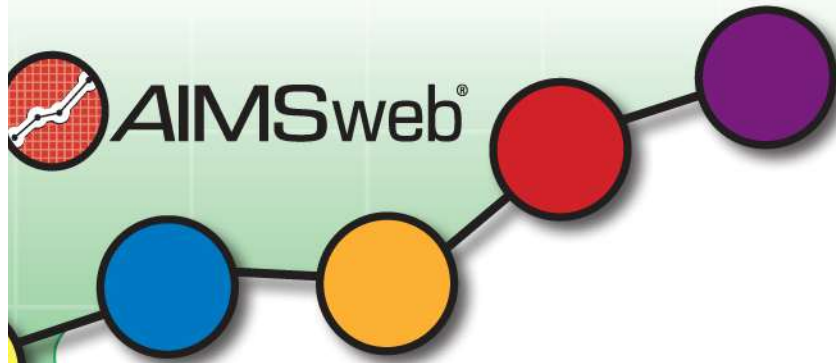
TIER 2
STRATEGIC MONITOR
Monthly monitoring for students who are questionable or of concern



TIER 3
PROGRESS MONITOR
Intensive monitoring towards specific goals for at-risk students



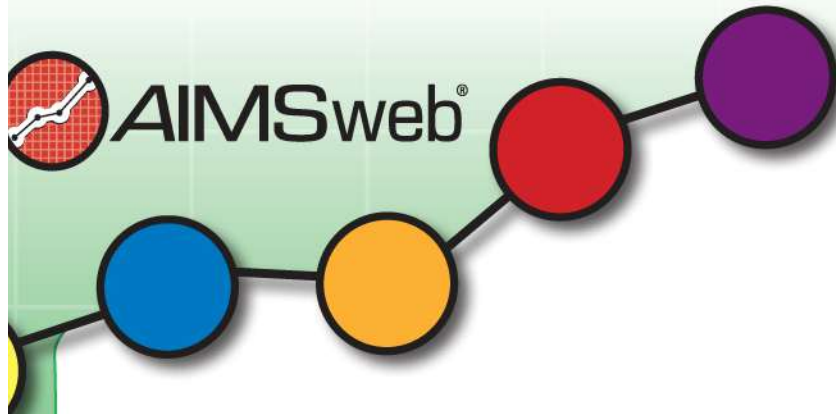
TIER 1 BENCHMARK
Universal Screening



AIMSweb systems include:



- Curriculum-Based Measurement (CBM) testing materials
- Web-based Progress Monitoring/Reporting System
- RTI process management software



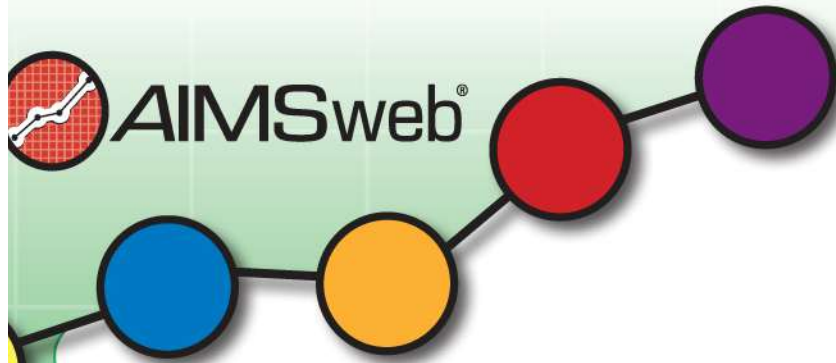
Curriculum-Based Measurement

The Foundation of AIMSweb



Curriculum-Based Measurement (CBM) is the method of monitoring student progress through direct, frequent assessment of basic skills.

AIMSweb testing *is* CBM

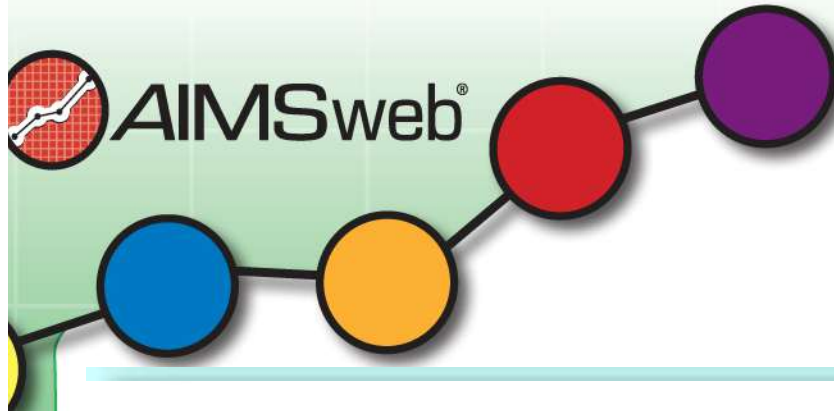


CBM testing materials developed for AIMSweb include...

- **Test of Early Literacy (K-1)**
 - Letter Naming Fluency
 - Letter sound fluency
 - Phonemic Segmentation Fluency
 - Nonsense Word Fluency
- **Test of Early Numeracy (K-1)**
 - Oral Counting
 - Number identification
 - Quantity discrimination
 - Missing number
- **Reading-CBM (K-8)**
Oral Reading (English and Spanish)
- **Maze-CBM (1-8)**
Reading comprehension
- **Math-CBM (1-8)**
Computation/Facts
- **Spelling-CBM (1-8)**
- **Written Expression-CBM (1-8)**
- **MIDE-CBM (K-1)**
Spanish Early Literacy

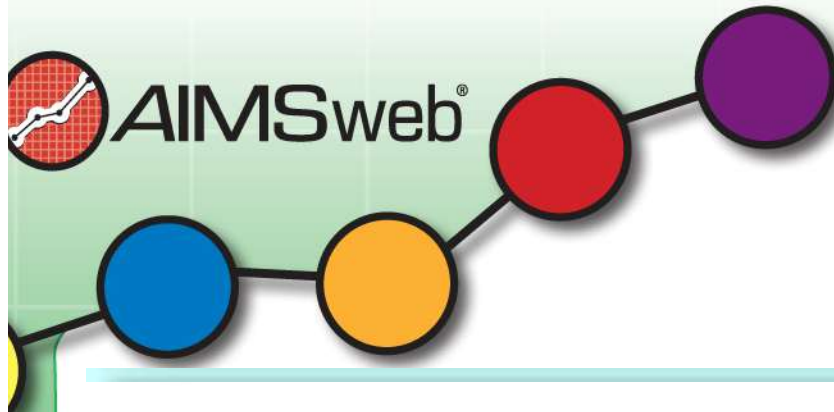


Quick, Simple Measures
1-4 minutes to complete!



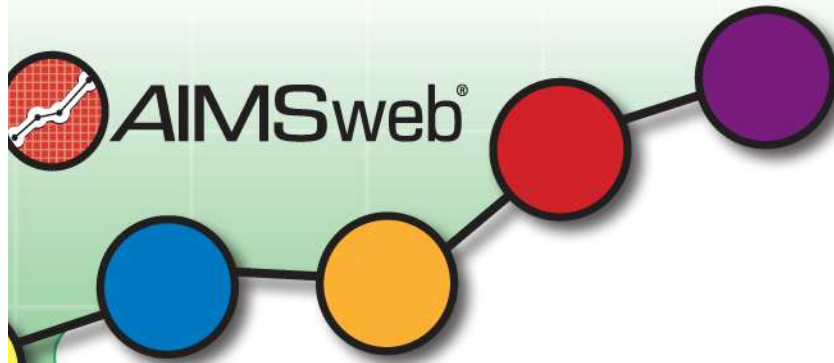
Curriculum-Based Measurement How is CBM administered?

- AIMSweb CBM testing is administered 'paper/pencil' style
- Measures: 1-4 minutes to complete
- Testing is done individually or in groups, depending on the measure
- Scores are entered or uploaded into the AIMSweb Progress Monitoring and RTI Data system



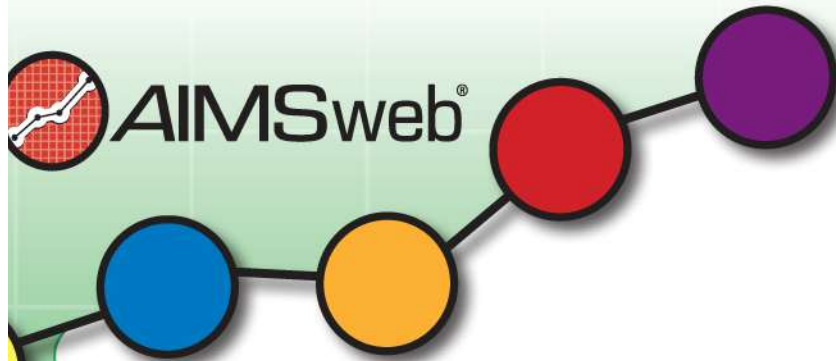
Curriculum-Based Measurement Things to Remember About CBM

- **Reliable** and **valid** indicator of student achievement
- **Research Based** – Almost 30 years of research has produced consistent and meaningful evidence of its utility as a valid progress monitoring tool
- **Simple, efficient**, and of **short** duration to facilitate frequent administration
- Provides assessment information that **helps teachers plan better instruction**
- **Sensitive to the improvement** of students' achievement over time
- Designed to serve as “**indicators**” of general basic skills achievement: CBM probes don't measure everything, but measure the **important** things
- **Measures General Curriculum** - Curriculum Independent



DIBELS™ Compatible

- In addition to the included AIMSweb measures, AIMSweb supports data management, charting and reporting of DIBELS brand measures
- Customers may use DIBELS measures, AIMSweb measures, or any combination of both



What the Experts Say...

www.studentprogress.org

National Center on Student Progress Monitoring

IDEAs that Work
U.S. Office of Special Education Programs

Home About Library Families Tools Discuss 2007 Summer Institute

What is Progress Monitoring?
Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Discuss
Discussion & Newsletter
The discussion allows people from across the country to share information and ideas. You also have the opportunity to sign up for our newsletter.

What's New - updated 11/10/06
2006 Summer Institute material now available! Whether you attended the 2006 Summer Institute or not, these presentation power points and handouts are available for your learning and sharing with others. Added 8/11/06

Calendar of Events
The calendar of events lists upcoming events that are relevant to student progress monitoring.

December Issue of The Progress Monitor
The December issue of The Progress Monitor, the Center's free monthly e-newsletter, is now available on the [newsletter archives page](#) in our library. If you would like to receive The Progress Monitor, please [sign up here](#). Added 12/20/06

Link to Us!
Have you found this site useful? Do you have your own website? If you answered yes to both of these questions, please consider adding a link to our site. Links are available on the [link to us page](#) under the [About tab](#). Added 8/12/06

Web Library
The National Center on Student Progress Monitoring (NCSPPM) has exciting downloadable articles, PowerPoint presentations, FAQs, and links to additional resources about student progress monitoring. Curriculum-Based Measurement, applying decision making to IEPs and other researched based topics. All of our publications are designed to inform and assist audiences in implementing student progress monitoring at the classroom, building, local or state level.

Review of Tools
Our Technical Review Committee regularly reviews tools and has created a chart of scientifically based tools to measure students' progress. Determine which one best fits your school's needs.

1000 Thomas Jefferson St. NW
Washington, DC 20007
Toll Free: (866) 770-6111
TTY: (877) 334-3499
Fax: (202) 403-5001
Email: studentprogress@air.org

Review of Progress Monitoring Tools

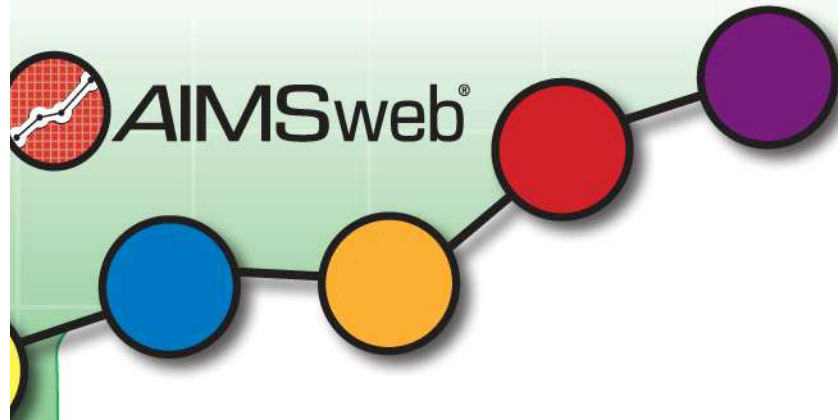
Tools Chart Tool Review Process 2006 Call for Tools

The tools chart below reflects the results of two annual reviews that the Center's Technical Review Committee (TRC) have completed. A star in the "Area" column indicates new information from the 2005 review. More information about the TRC review is available on the [tool review process page](#).

Please note that the National Center on Student Progress Monitoring does not endorse or recommend the tools included in the chart. The Center provides this information to assist educators and practitioners in making informed decisions about scientifically based tools that best meet their individual needs.

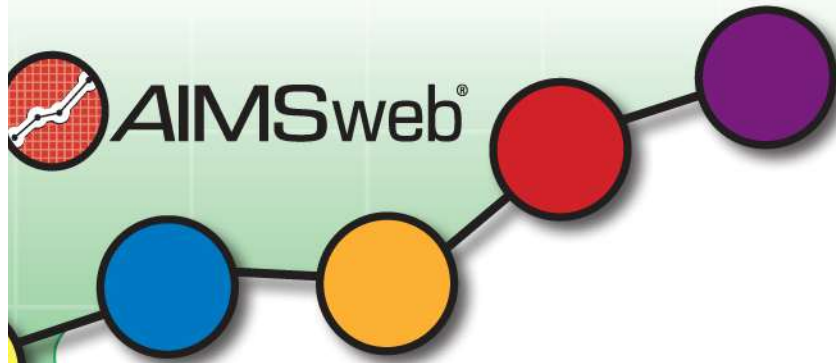
How to use this chart: Across the top of the chart are the standards by which the TRC reviews each tool. Please click on each standard for more detailed information. The left side of the chart lists all of the tools that have been reviewed. The vendors of the tools have provided implementation information, which includes the cost of the tool, what is needed to implement it, the support you will receive from the vendor, how the tool is intended to be used, and with whom it should be used. To access this information, click on the links under the word "Area."

Tools Area	Foundational Psychometric Standards		Progress Monitoring Standards				
	Reliability	Validity	Alternate Forms	Sensitive to Student Improvement	AYP Benchmarks	Improving Student Learning or Teacher Planning	Rates of Improvement Specified
AIMSweb							
Maze	•	•	•	•	•	•	•
Reading	•	•	•	•	•	•	•
★ Test of Early Numeracy	•	•	•	○	•	○	•
Early Literacy	•	•	○	•	•	•	•
Spelling	•	•	○	•	•	•	•
Dynamic Indicators of Basic Early Fluency	•	•	•	•	•	○	•
Word Use Fluency (DIBELS)	•	•	•	○	○	○	•
Retell Fluency	•	•	•	○	○	○	○
★ Oral							



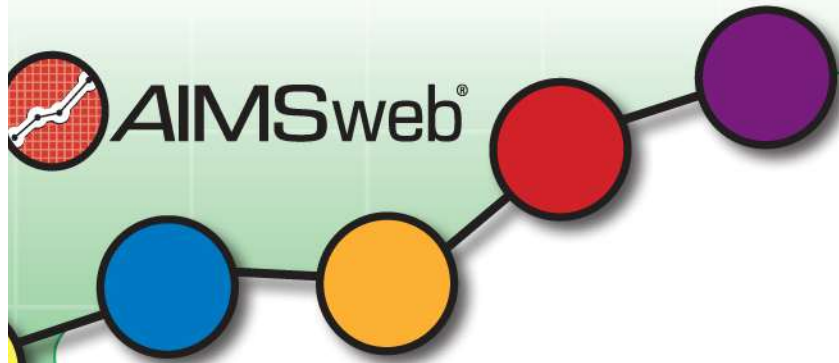
Progress Monitoring Data System





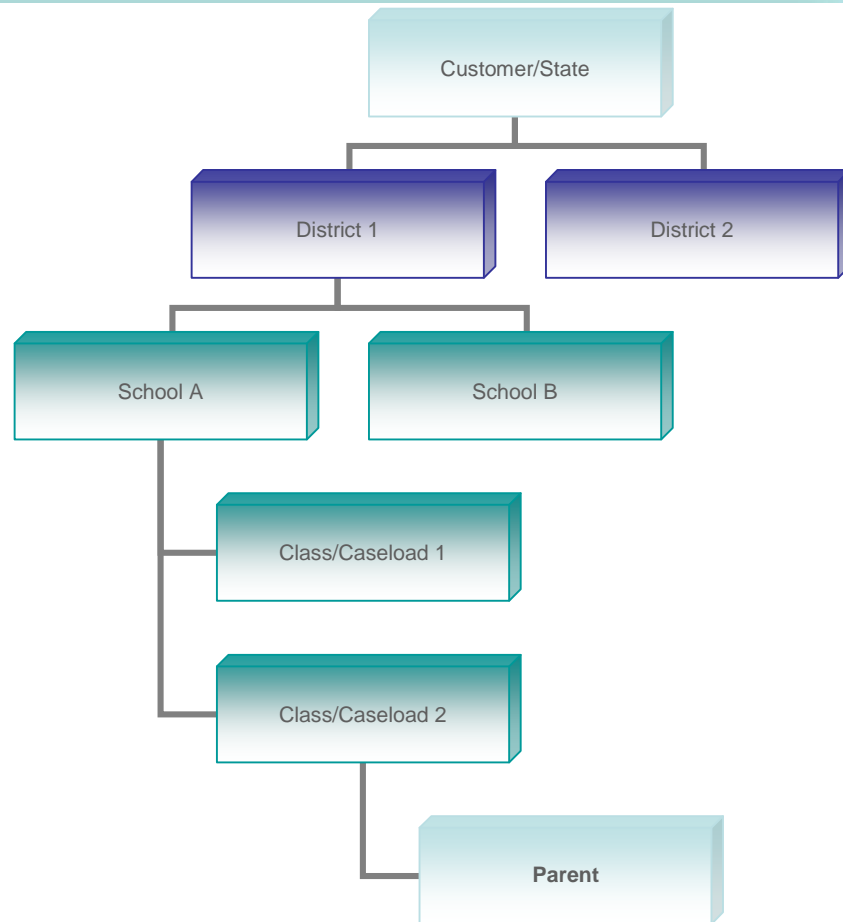
AIMSweb Systems Specifications

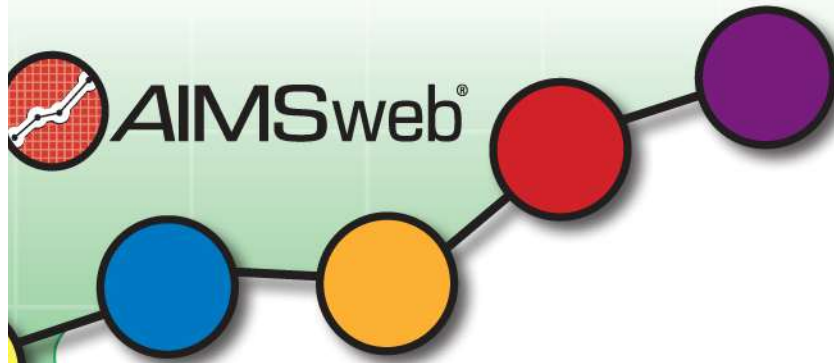
- AIMSweb is Web- Based
- No Need for Local Specialized Hardware or Servers
- No Software Installs
- No Compatibility Issues
- No Patching, Updating, or Maintenance
- Extremely Fast/Multiple Redundant Connections
- If You Use a PC or MAC and Have an Internet Connection, You have Access to AIMSweb!



Reporting Hierarchy

- AIMSweb provides different reporting levels for different users:
 - Customer/State
 - District Administrator
 - Building Administrator
 - Classroom Teacher
 - Progress Monitor Teacher
 - RTI user
 - Parent user

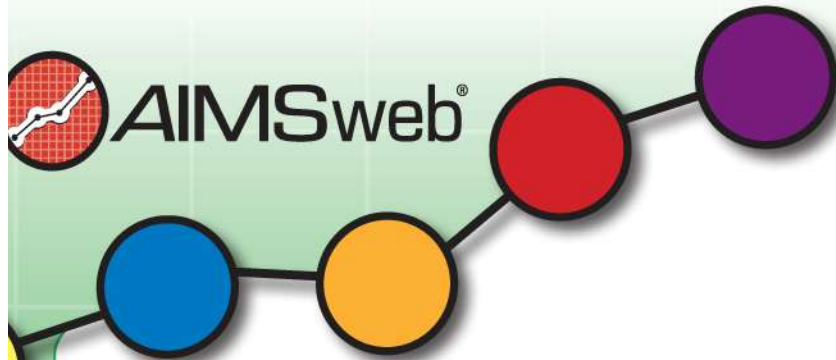




Tier 1 Benchmark

All students assessed three times per year at grade level

- Organizes Curriculum-Based Measurement (CBM) and DIBELS™ Data for Benchmark Assessment Fall, Winter, and Spring
- Prepares Reports for Teachers, Principals, and Administrators on Individual Students, Classes, Grades, Schools, and School Districts
- Early Identification of Students At-Risk of Academic Difficulty
- Objectively Determines Rates of Progress for Individual Students, Schools, and NCLB Risk Groups
- Allows Evaluation at Multiple Levels of Comparison
- Prints Professional Reports for Parent Conferences and Other Meetings



Tier 1 Benchmark – Student Report

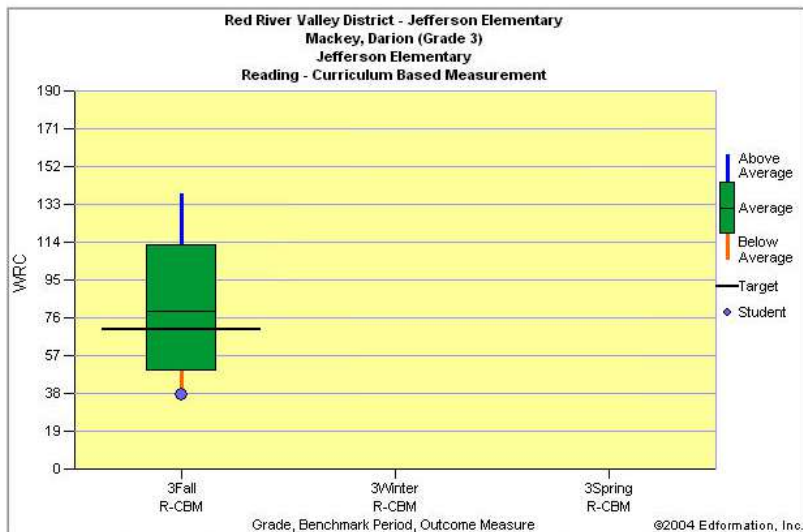
Fall Benchmark Scores

← Back E-Mail PDF

Comparison: Jefferson Elementary

Show Targets

Teacher: Diane Hambly Student: Darion Mackey
 Benchmark Scores for 2003-2004 School Year

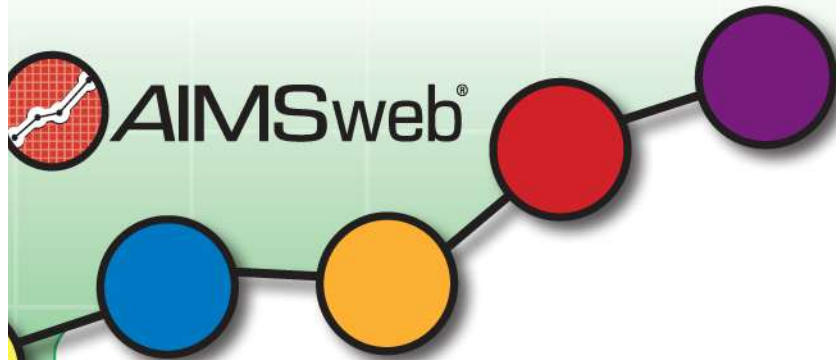


Outcome Measure	Grade	Fall	Winter	Spring	Level of Skill	Instructional Recommendation
1 - Reading - Curriculum Based Measurement (R-CBM)	3	37			Below Average	Further Assess and Consider Individualizing Program

This chart shows that Darion Mackey scored 37 Words Read Correct (WRC) from grade 3 Passages at the Fall Benchmark. The score 37 is ranked at the 5.0 percentile.

[View Multi-Year Chart](#)

- Identify At-Risk Students Early



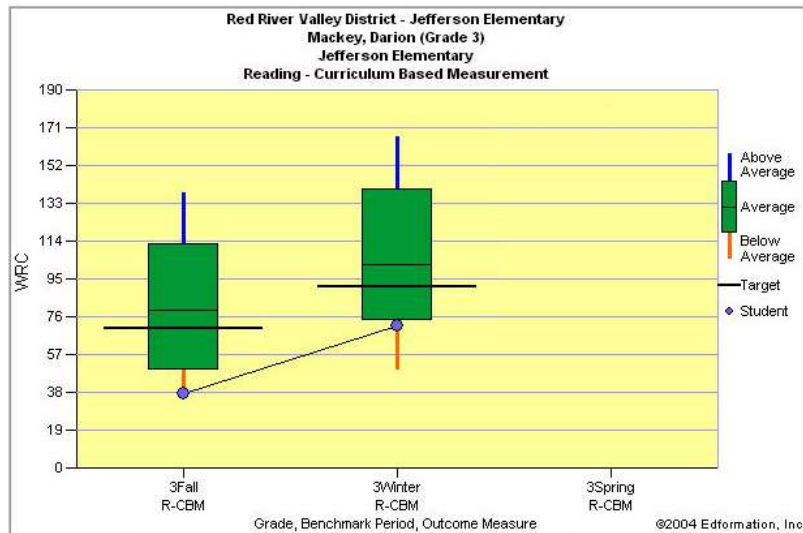
Tier 1 Benchmark – Student Report Winter Benchmark Scores

← Back E-Mail PDF

Comparison: Jefferson Elementary

Show Targets

Teacher: Diane Hambly Student: Darion Mackey
Benchmark Scores for 2003-2004 School Year

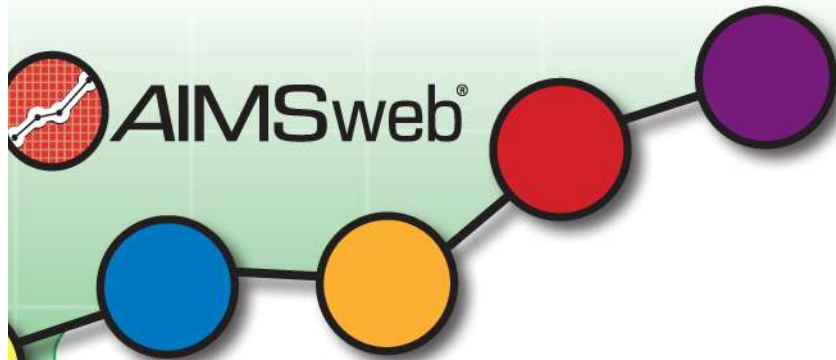


Outcome Measure	Grade	Fall	Winter	Spring	Level of Skill	Instructional Recommendation
1 - Reading - Curriculum Based Measurement (R-CBM)	3	37	71		Below Average	Further Assess and Consider Individualizing Program

This chart shows that Darion Mackey improved from 37 Words Read Correct (WRC) from grade 3 Passages at the Fall Benchmark to 71 Words Read Correct (WRC) at the Winter Benchmark. The rate of improvement (ROI) from the Fall Benchmark is 2.1 WRC per week. The score 71 is ranked at the 14.0 percentile.

[View Multi-Year Chart](#)

- Benchmark Report Can Confirm Significant Improvements Have Been Made, Such as Response to Intervention (RTI)



Tier 1 Benchmark – Student Report

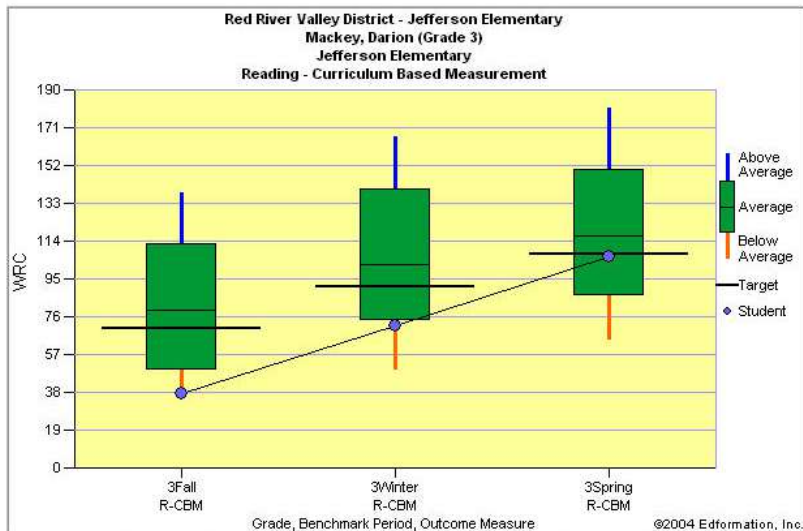
Spring Benchmark Scores

← Back E-Mail PDF

Comparison: Jefferson Elementary

Show Targets

Teacher: Diane Hambly Student: Darion Mackey
 Benchmark Scores for 2003-2004 School Year

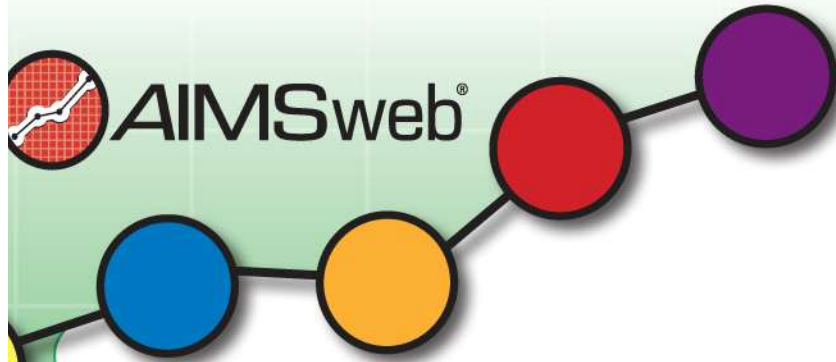


Outcome Measure	Grade	Fall	Winter	Spring	Level of Skill	Instructional Recommendation
1 - Reading - Curriculum Based Measurement (R-CBM)	3	37	71	106	Average	Continue Current Program

This chart shows that Darion Mackey improved from 37 Words Read Correct (WRC) from grade 3 Passages at the Fall Benchmark to 106 Words Read Correct (WRC) at the Spring Benchmark. The rate of improvement (ROI) from the Fall Benchmark is 2.2 WRC per week. The score 106 is ranked at the 41.0 percentile.

[View Multi-Year Chart](#)

- Data to Know that Changes Made a Difference



Tier 1 Benchmark Prediction for Success on State Testing

Grade 3 - Fall 2006-2007

Standard Test & Benchmark Data Correlation of

Minnesota Comprehensive Assessment - Grade 3 Reading

Minnesota Comprehensive Assessment - Grade 3 Reading

Minnesota Comprehensive Assessment - Grade 3 Mathematics

Minnesota Comprehensive Assessment - Grade 5 Reading

Minnesota Comprehensive Assessment - Grade 5 Mathematics

Minnesota Comprehensive Assessment - Grade 5 Writing - Descriptive

N/A

Data Points: 0

Corr. Coefficient: N/A

The target is the minimum 'Words Read Correct' required to achieve

Level IIa (1,280 - 1,419 : Passing)

or better on the 'Minnesota Comprehensive Assessment - Grade 3 Reading' test with a

80%

70%

80%

90%

Fall Spring

Copyright © 1999-2006 Edformation, Inc. All Rights Reserved. Patent Pending

AIMSweb Customer Reports interface showing various data visualization options.

Customer Reports

Choose

District: Washington School District School: Adams Elementary School

Grade: Teacher: Mckrley, Mrs.

Customer Reports

Compare Schools

Compare by Grade

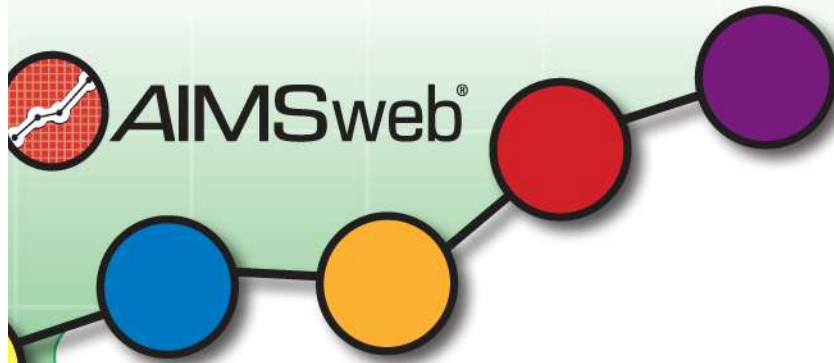
Scores Distribution

Correlation

Ask you/Define Target

Improvement

Copyright © 1999-2006 Edformation, Inc. All Rights Reserved. Patent Pending



Tier 1 Benchmark – Class Report Scores by Period and Service Code

← Back E-Mail PDF Display: Accuracy

Student Score Distribution by Service Classification
Red River Valley District - Jefferson Elementary
Grade 3 : 2003-2004
Reading - Curriculum Based Measurement

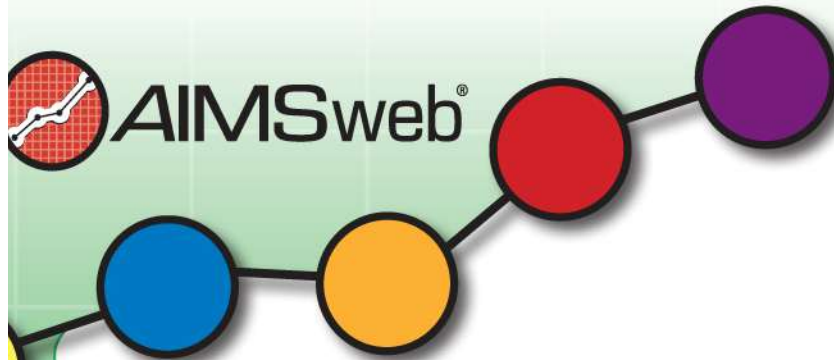
Teacher ▲	Student ▲	Fall			Winter			Service Code Spring ▲		
		Corrects	Accuracy	SC	Corrects	Accuracy	SC	Corrects	Accuracy	SC
Targets		70			91			107		
Hambly	Hutton, Greg	149	98.0% G		180	100.0% G		211	99.5% G	
Hambly	Schunacher, Neis	157	96.9% G		197	98.5% G		195	98.5% G	
Hambly	Darlow, Lindsay	125	99.2% G		176	100.0% G		195	98.5% G	
Hambly	Fleeper, Sydney	181	100.0% G		179	99.4% G		194	99.5% G	
Hambly	Gohman, Karina	152	100.0% G		178	99.4% G		180	98.8% G	
Hambly	Clark, Tyler	123	98.2% G		140	97.2% G		170	98.6% G	
Hambly	Scanlon, Zachary	136	97.1% G		161	98.2% G		167	98.8% G	
Hambly	Jensen, Kevin	70	95.9% G		113	99.1% G		161	97.8% G	
Hambly	Baile, Haley	132	96.4% G		67	95.7% G		158	100.0% G	
Hambly	Ditts, Joey	95	99.0% G		122	100.0% G		130	98.5% G	
Hambly	Connaker, Ryan	106	97.2% G		125	99.2% G		123	99.2% G	
Hambly	Dunbar, Eileen	80	98.9% G		110	99.1% G		122	98.4% G	
Hambly	Mowry, Sandra	88	93.5% G		110	100.0% G		118	100.0% G	
Hambly	Odegaard, Kaarna	53	94.8% G		97	98.0% G		117	97.5% G	
Hambly	Rudolke, Derrick	75	98.7% G		93	97.6% G		115	99.1% G	
Hambly	Mackley, Daron	37	88.1% G		71	95.9% G		106	99.1% G	▼
Hambly	Williams, Jessica	89	95.7% G		99	96.1% G		104	97.2% G	▼
Hambly	Braden, Hailey	59	92.2% G		77	97.5% G		89	97.8% G	▼
Hambly	Ames, Alex	38	88.4% G		69	89.6% G		87	95.6% G	▼
Hambly	Jahnz, Carissa	44	93.6% G		64	97.0% G		86	98.9% G	▼
Hambly	Nowling, Kari	40	88.9% G		57	90.6% G		70	94.0% G	▼
Hambly	Nordrum-Mist, Nalle	54	94.7% G		59	95.2% G		68	98.8% G	▼
Hambly	Strauss, Levi	19	70.4% G		44	88.0% G		57	95.0% G	▼
Hambly	Sorman, Rachael	24	88.9% G		43	91.5% G		53	94.8% G	▼
Hambly	Hugill, Philip	12	54.5% G		24	85.7% G		30	81.1% G	▼
Mean		85.1			106.1			124.3		
Median		86.0			99.0			118.0		
Number of Students Assessed		25			25			25		

▲ Student is below target for the latest benchmark period.

G = General Ed T = Title I S = Special Ed

Percentiles			
90th	104.8	40th	111.4
75th	107.0	25th	87.0
50th	118.0	10th	61.4

- Identifies Students At Risk for Not Passing Your State's High Stake Test and Those on Trajectory to Pass



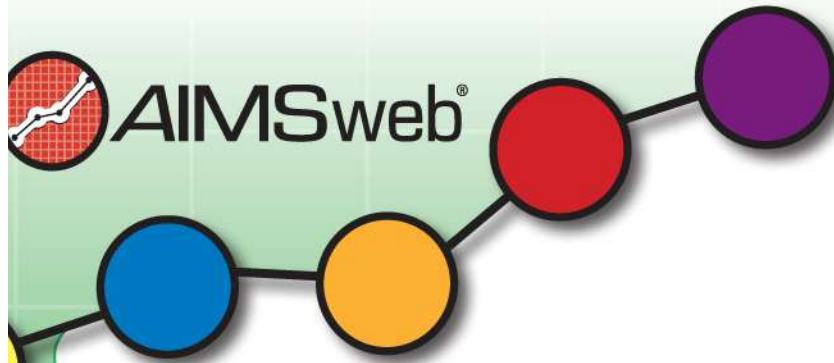
Tier 1 Benchmark - Class Report Score and Percentile Table

Below
 Above
 Above & Below Target
 Show Grade
 Show Target
[View Chart](#)

Class Distribution by Scores and Percentile
 Red River Valley District - Jefferson Elementary
 Grade 3 - (Diane Hambly) Spring 2003-2004
 Reading - Curriculum Based Measurement

Name	Corrects	Errors	Accuracy	Performance Summary	Potential Instructional Action
Huton, Greg	211	1	99.5%	Well Above Average	Consider Need for Individualized Instruction
Schunacher, Nels	196	3	98.5%	Well Above Average	Consider Need for Individualized Instruction
Darlow, Lindsay	195	3	98.5%	Well Above Average	Consider Need for Individualized Instruction
Fleeger, Sydney	194	1	99.5%	Well Above Average	Consider Need for Individualized Instruction
Gohman, Kanna	180	6	96.8%	Well Above Average	Consider Need for Individualized Instruction
Well Above Average >= 100 (90th %ile)					
Clark, Tyler	170	6	96.6%	Above Average	Consider Need for Individualized Instruction
Scanton, Zachary	167	2	98.8%	Above Average	Consider Need for Individualized Instruction
Jensen, Kevin	161	4	97.6%	Above Average	Consider Need for Individualized Instruction
Ballis, Haley	158	0	100.0%	Above Average	Consider Need for Individualized Instruction
Above Average >= 150 (75th %ile)					
Dilts, Joey	130	2	98.5%	Average	Continue Current Program
Connater, Ryan	129	1	99.2%	Average	Continue Current Program
Dunbar, Ellen	122	2	98.4%	Average	Continue Current Program
Mowry, Sandra	118	0	100.0%	Average	Continue Current Program
Odegaard, Keanna	117	3	97.8%	Average	Continue Current Program
Rootke, Derick	115	1	99.1%	Average	Continue Current Program
Target = 107					
Mackey, Darion	106	1	99.1%	Average	Continue Current Program
Williams, Jessica	104	3	97.2%	Average	Continue Current Program
Braden, Halley	89	2	97.8%	Average	Continue Current Program
Ames, Alex	87	4	95.6%	Average	Continue Current Program
Jahnz, Carissa	86	1	98.9%	Average	Continue Current Program
Average >= 86 (25th %ile)					
Nowling, Kari	70	4	94.6%	Below Average	Further Assess and Consider Individualizing Program
Nordrum-Mist, Nate	68	1	98.6%	Below Average	Further Assess and Consider Individualizing Program
Below Average >= 64 (10th %ile)					
Strauss, Levi	57	3	95.0%	Well Below Average	Begin Immediate Problem Solving
Sohman, Pacheal	53	3	94.6%	Well Below Average	Begin Immediate Problem Solving
Hughill, Philip	30	7	81.1%	Well Below Average	Begin Immediate Problem Solving

- Rank Orders Students by Performance
- Color-Codes Individual Educational Needs
- Provides Instructional Decisions to Think About

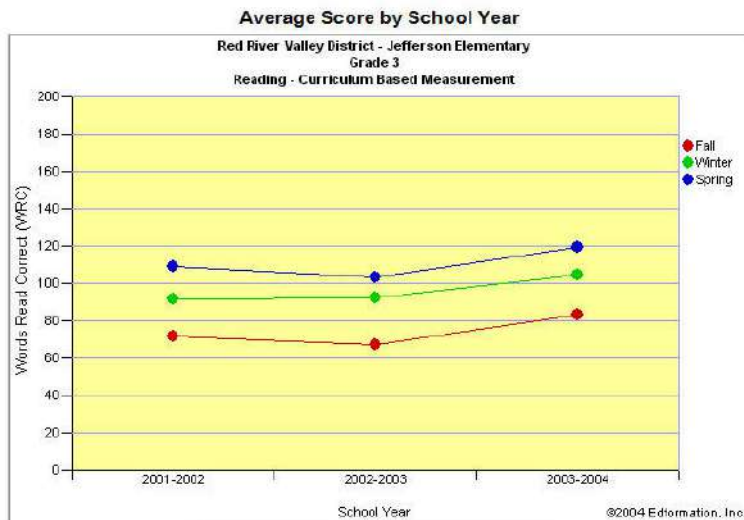


Tier 1 Benchmark - Grade Report

Average Score by School Year

[← Back](#) [E-Mail](#) [PDF](#)

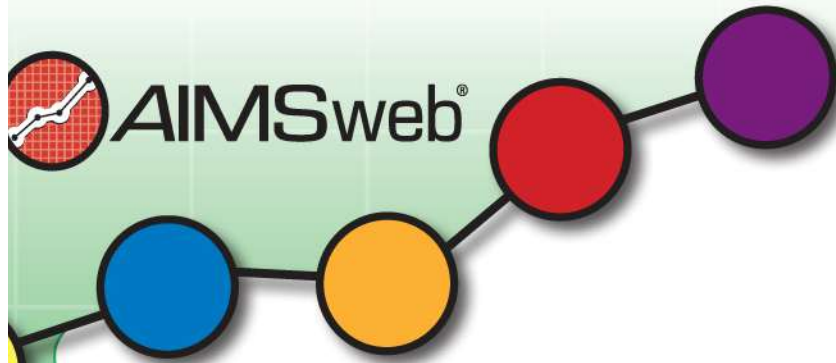
Display:
Last 3 Years



Grade: 1 2 3 4 5 6 All Grades

Copyright © 1999-2005 Edformation, Inc. All Rights Reserved. Patent Pending.

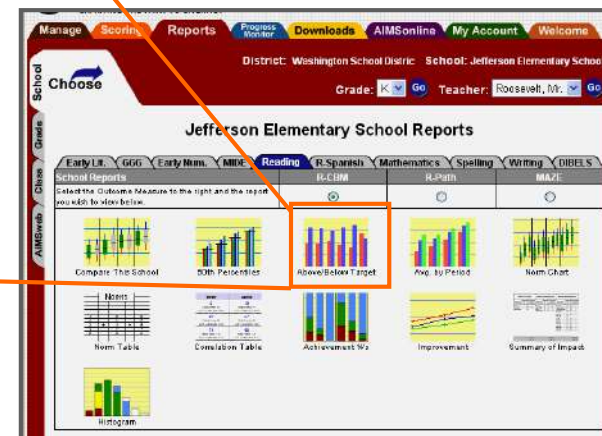
- Allows Evaluation of Year-to-Year Improvement

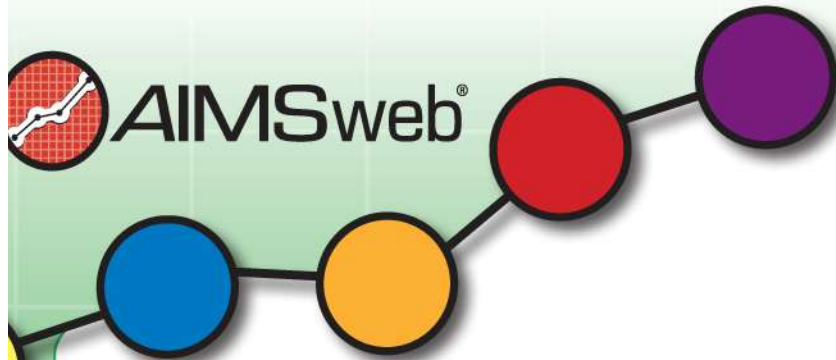


Tier 1 Benchmark – School Report Above and Below Target



- Evaluates Improvement of Students Relative to Specified Achievement Targets





Tier 1 Benchmark - District Report

Normative Performance

← Back E-Mail PDF

Targets:
 Category:

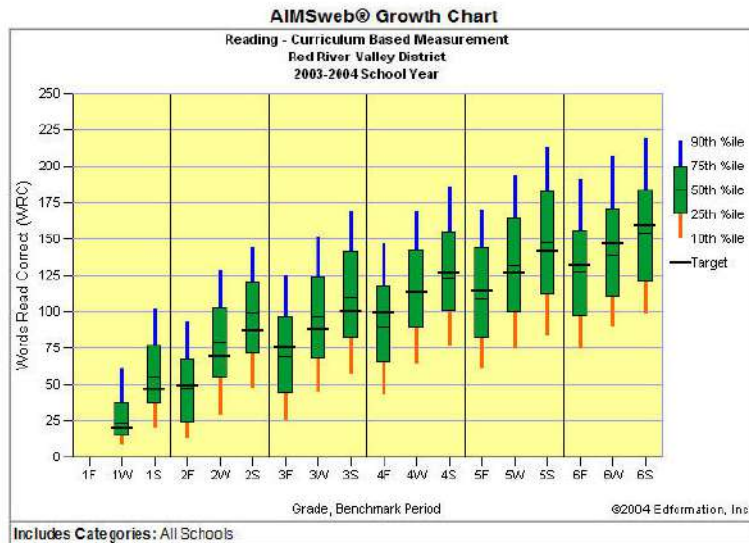
 Regular

 Reading First

 Title One

 Special Education

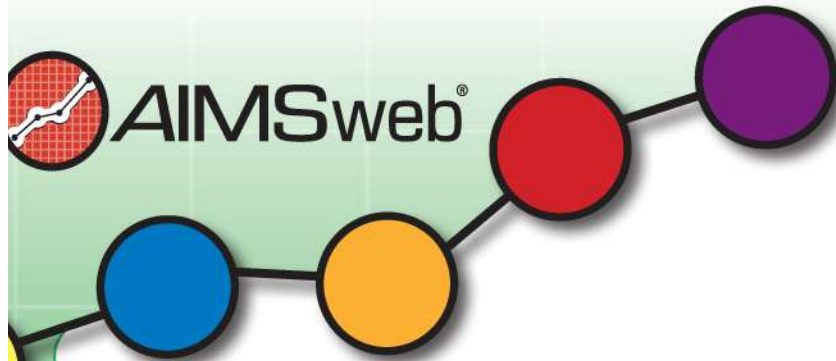
Hold down the ctrl key to select multiple categories.



Copyright © 1999-2005 Edformation, Inc. All Rights Reserved. Patent Pending.

- Shows Improvement by Benchmark Period Across the Grades and Range of Students' Abilities

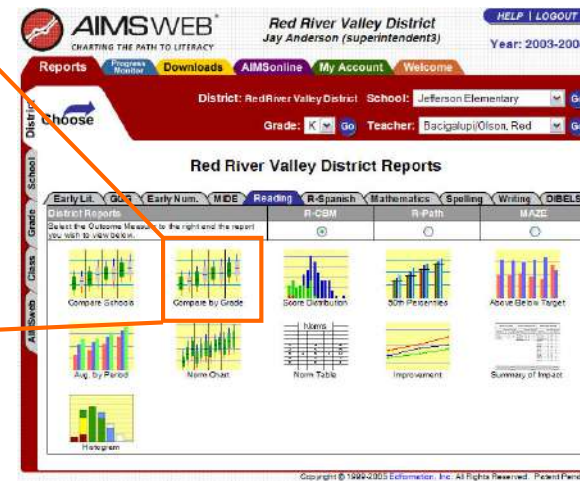
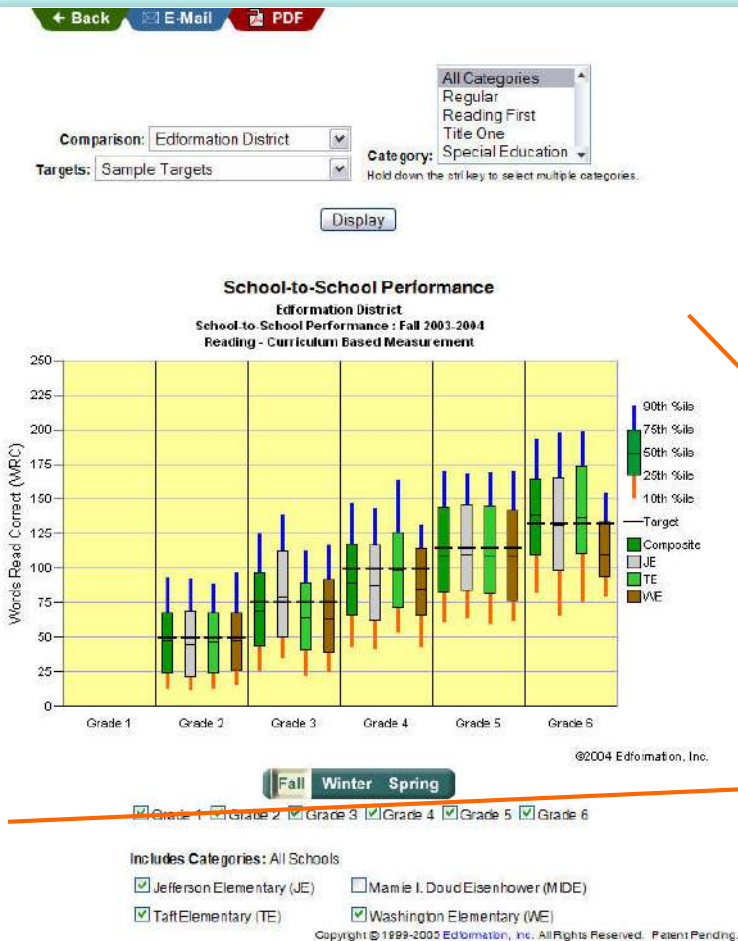
Copyright © 1999-2005 Edformation, Inc. All Rights Reserved. Patent Pending.

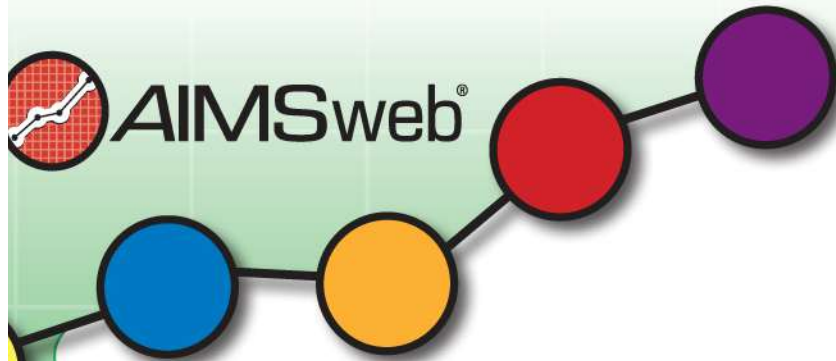


Tier 1 Benchmark - District Report

Compare Schools

- Allows Comparison of Scores School by School

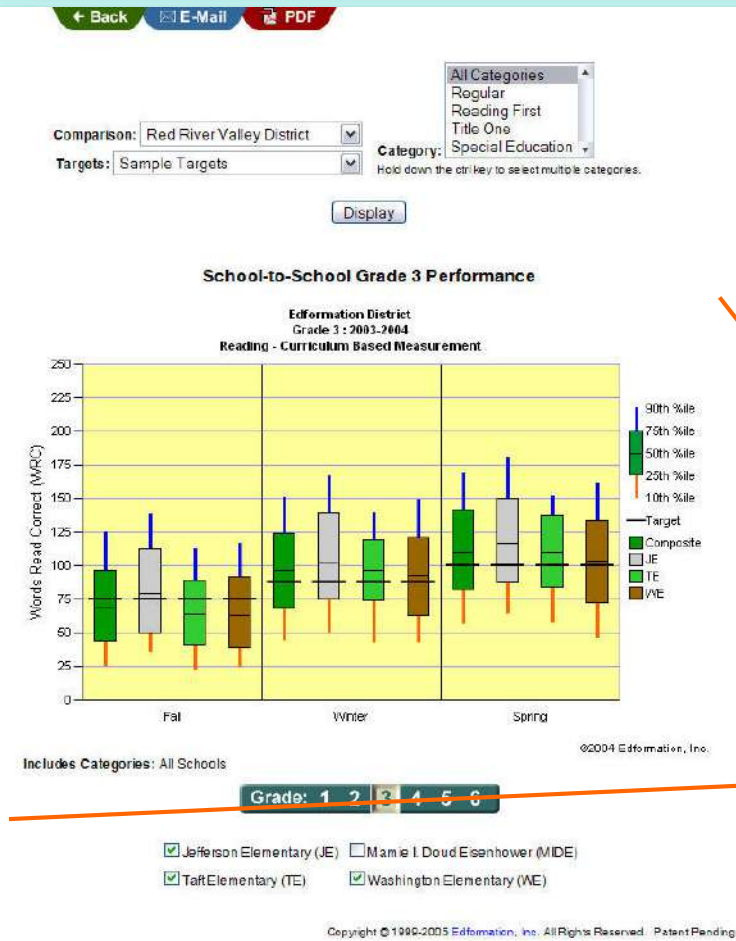




Tier 1 Benchmark - District Report

Compare Schools by Specific Grade

- Allows Comparison of Scores School by School by Specific Grades



AIMSweb® Red River Valley District Jay Anderson (superintendents) Year: 2003-2004

Reports Progress Monitor Downloads AIMSonline My Account Welcome

District: Red River Valley District School: Jefferson Elementary
 Grade: K M Teacher: Bacigalupi/Olson, Red

Red River Valley District Reports

Choose

Early Lit. GOR Early Num. MDE Reading R-Spanch Mathematics Spelling Writing DIBELS

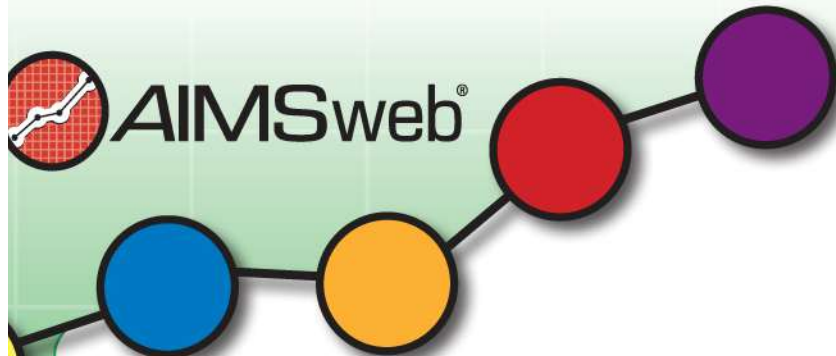
Select the Outcome Measure to the right and the report you wish to view.

Compare Schools Compare by Grade Score Distribution 30th Percentiles Above Grade Target

Aug. by Period Norm Chart Norm Table Improvement Summary of Impact

AIMSweb Class School District

Copyright © 1999-2005 Edformation, Inc. All Rights Reserved. Patent Pending.



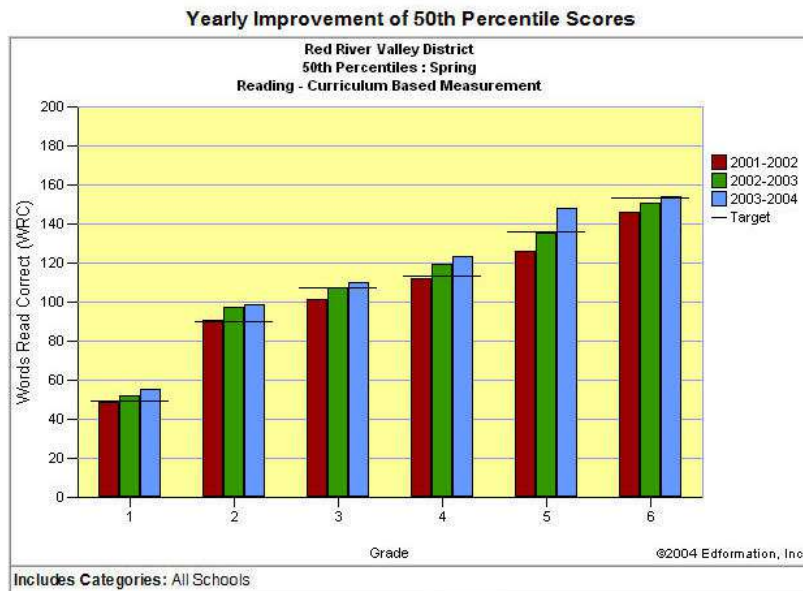
Tier 1 Benchmark - District Report Yearly Improvement

[← Back](#)
[E-Mail](#)
[PDF](#)

Display:

Category:

Hold down the ctrl key to select multiple categories.



- Evaluate District Improvement Across Years

AIMSweb® Red River Valley District Jay Anderson (superintendents) Year: 2003-2004

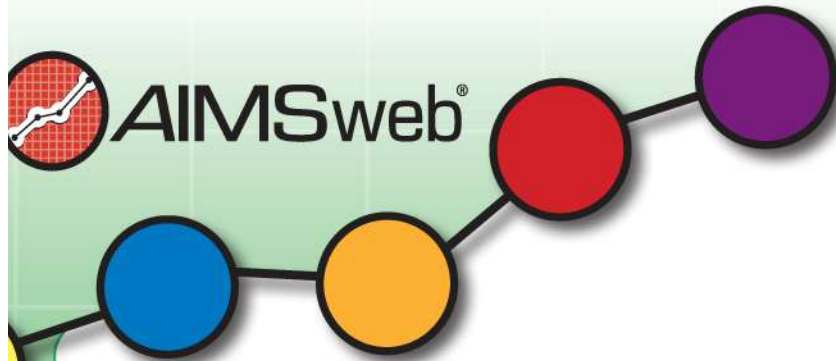
Reports Downloads AIMSonline My Account Welcome

District: Red River Valley District School: Jefferson Elementary

Grade: K Teacher: Backlund/Olson, Red

Red River Valley District Reports

District Reports: Compare Schools, Compare by Grade, Score Distribution, 50th Percentiles, Above Grade Target, Avg. by Period, Norm Chart, Norm Table, Improvement, Summary of Impact

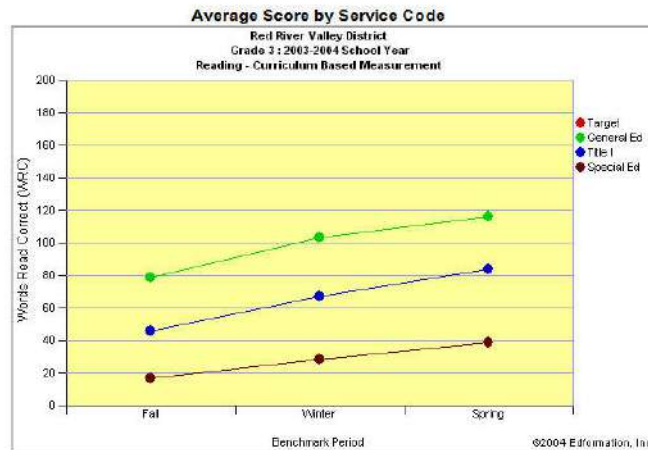


Tier 1 Benchmark - District Report Scores by Risk Category

[← Back](#) [E-Mail](#) [PDF](#)

Targets:

Display: Category:



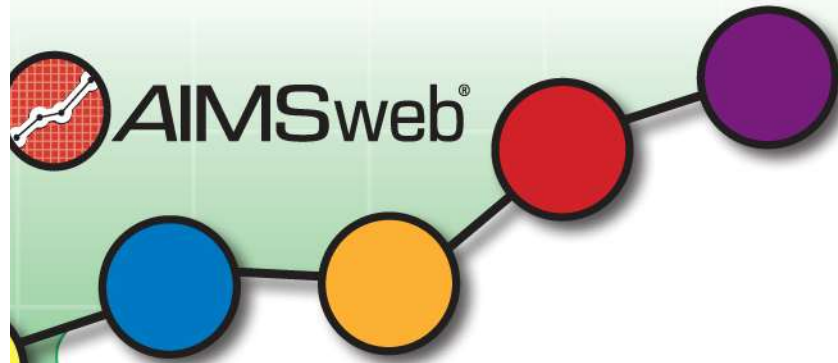
	Fall	Winter	Spring	Growth Rate
Target	N/A	N/A	N/A	N/A
General Ed	78.4	102.9	115.8	1.1 WRC/week
Title I	45.4	67.0	83.3	1.1 WRC/week
Special Ed	16.3	27.8	38.2	0.6 WRC/week

Includes Categories: All Schools

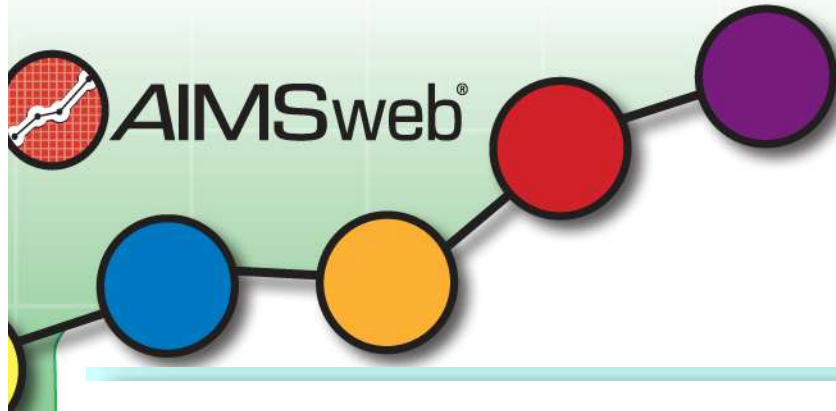
Grade:

Copyright © 1999-2005 Edmentum, Inc. All Rights Reserved. Patent Pending.

- NCLB Risk Category Reporting
 - Service Code
 - ELL/ESL
 - Meal Status
 - Ethnicity



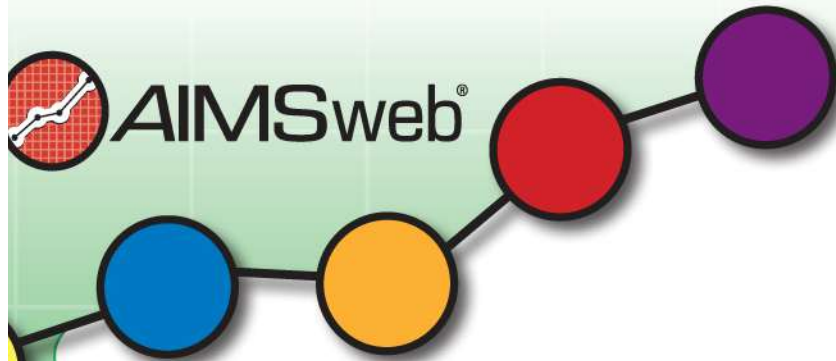
- Extensive array of Reports available at many levels—
- See samples at:
- <http://www.aimsweb.com/products/screenshots/samples>



Tier 2 Strategic Monitor

Monthly assessments at grade level

- Increase assessment frequency for students who have been identified as questionable or at-risk in the Benchmark process
- Monthly assessment intervals provide more frequent opportunity to evaluate the effectiveness of instructional changes



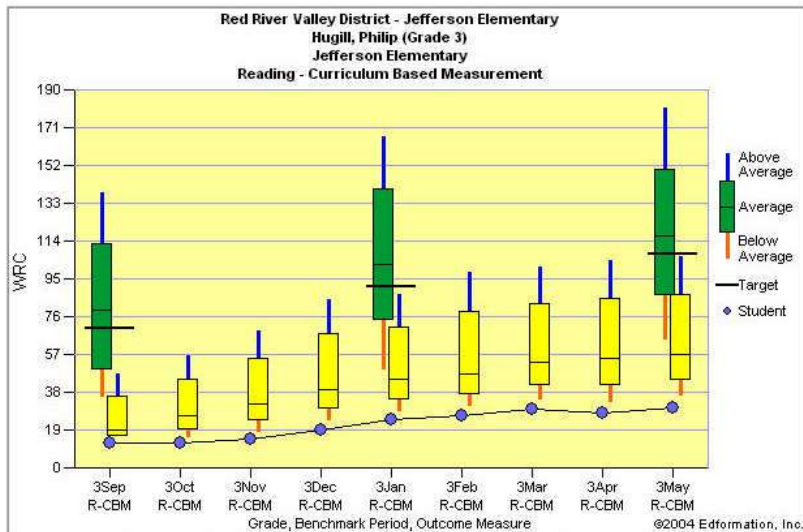
Tier 2 Strategic Monitor Individual Student Report

← Back E-Mail PDF

Comparison: Jefferson Elementary

Show Targets

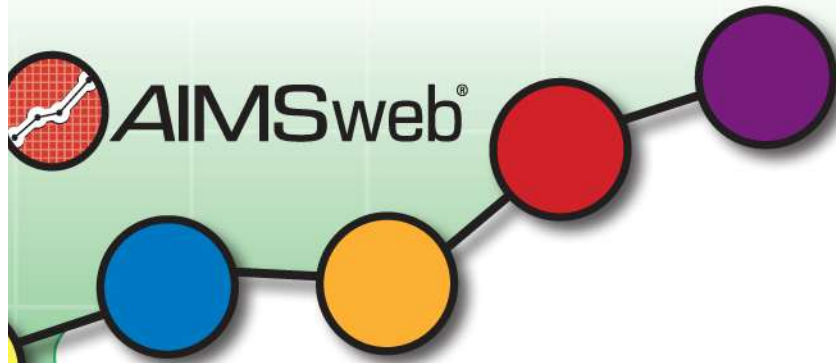
Teacher: Diane Hambly Student: Philip Hugill
Benchmark Scores for 2003-2004 School Year



Outcome Measure	Grade	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Level of Skill	Instructional Recommendation
1 - Reading - Curriculum Based Measurement (R-CBM)	3	12	12	14	19	24	26	29	27	30	Well Below Average	Begin Immediate Problem Solving

This chart shows that Philip Hugill improved from 12 Words Read Correct (WRC) from grade 3 Passages at the September Benchmark to 30 Words Read Correct (WRC) at the May Benchmark. The rate of improvement (ROI) from the September Benchmark is 0.6 WRC per week. The score 30 is ranked at the 0 percentile.

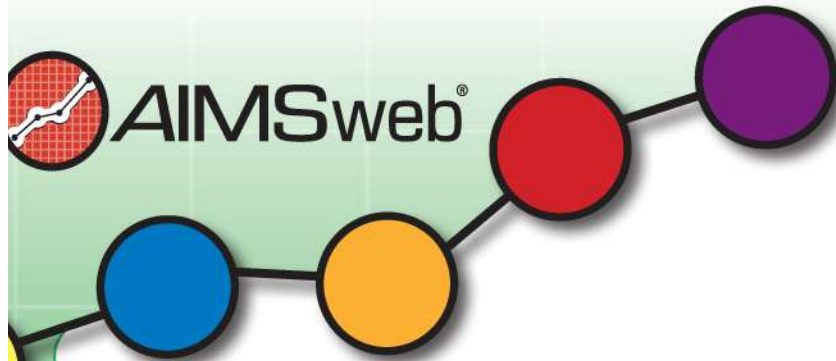
- Allows for More Frequent Evaluation of Progress for Both Individual Students and Programs Designated to Impact Achievement for Those At Risk



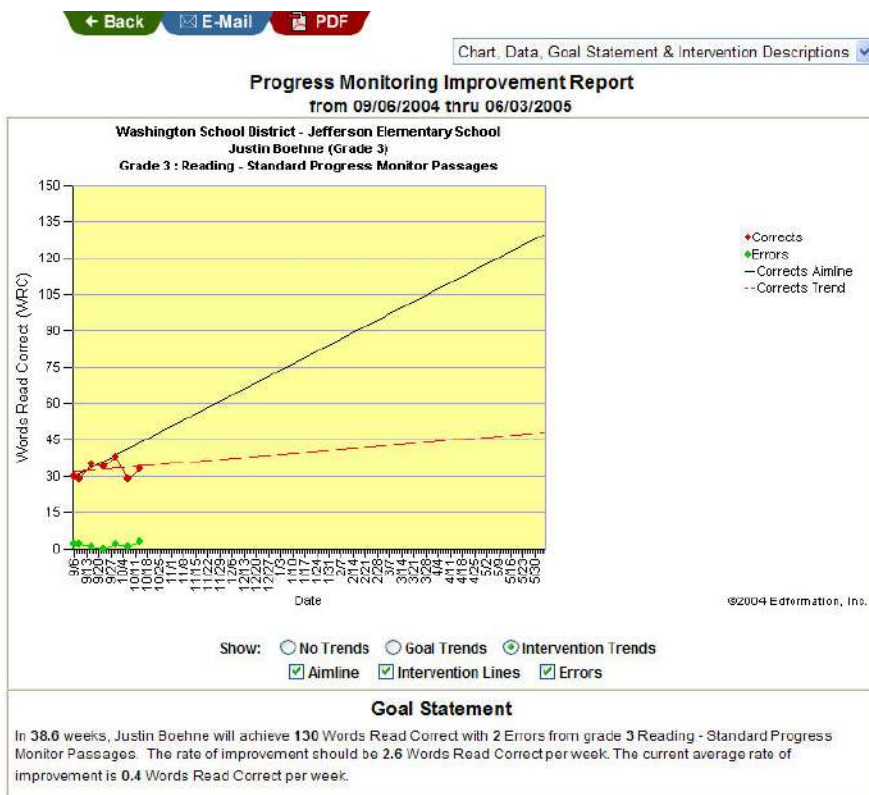
Tier 3 Progress Monitor

Frequent assessment towards goals using goal level assessments

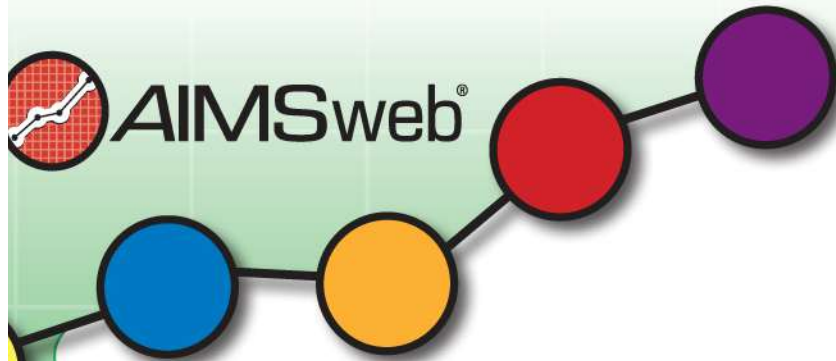
- Frequently assess students in need of intensive instructional services, including “Best Practices” IEP goals for students who receive special education services
- Translate annual IEP or any goals into expected rates of progress (Aim lines) automatically
- Monitor progress (Trend lines) towards goals
- Document the effects of intervention and instruction
- Print professional reports for periodic and annual reviews



Tier 3 Progress Monitor Student Report



- Once Data are Entered, a Graph is Updated Automatically, with:
 - Trend Line
 - Calculation of Rate of Progress
 - Interpretation of Progress



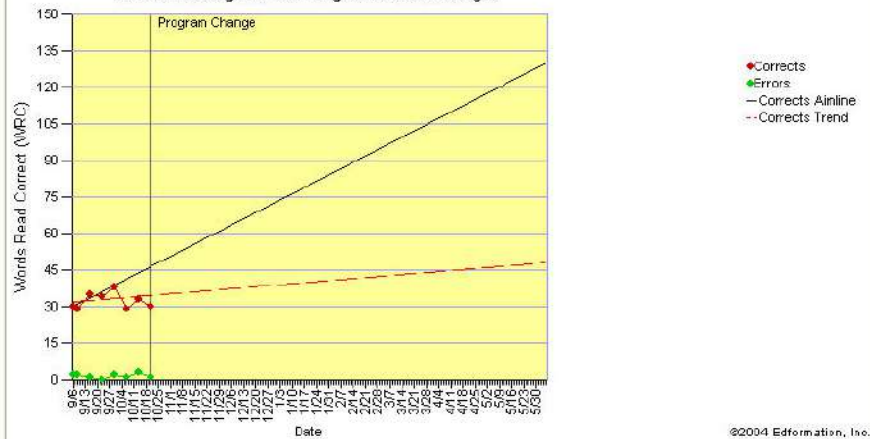
Tier 3 Progress Monitor Student Report

← Back E-Mail PDF

Chart, Data, Goal Statement & Intervention Descriptions

Progress Monitoring Improvement Report from 09/06/2004 thru 06/03/2005

Washington School District - Jefferson Elementary School
Justin Boehne (Grade 3)
Grade 3 : Reading - Standard Progress Monitor Passages

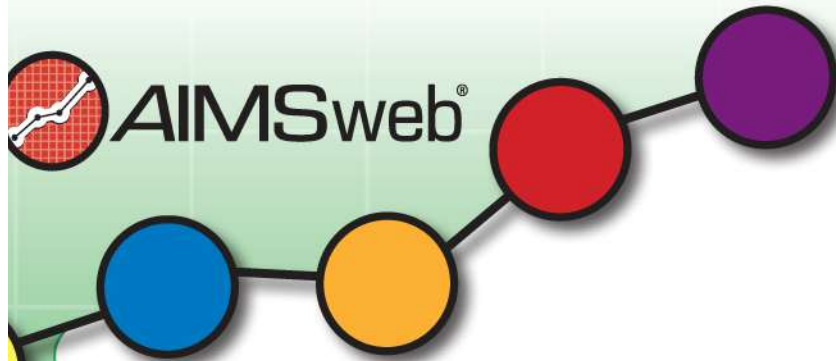


Show: No Trends Goal Trends Intervention Trends
 Ainline Intervention Lines Errors

Goal Statement

In 38.6 weeks, Justin Boehne will achieve 130 Words Read Correct with 2 Errors from grade 3 Reading - Standard Progress Monitor Passages. The rate of improvement should be 2.6 Words Read Correct per week. The current average rate of improvement is 0.0 Words Read Correct per week.

- Necessary Revisions are Identified and Documented Graphically



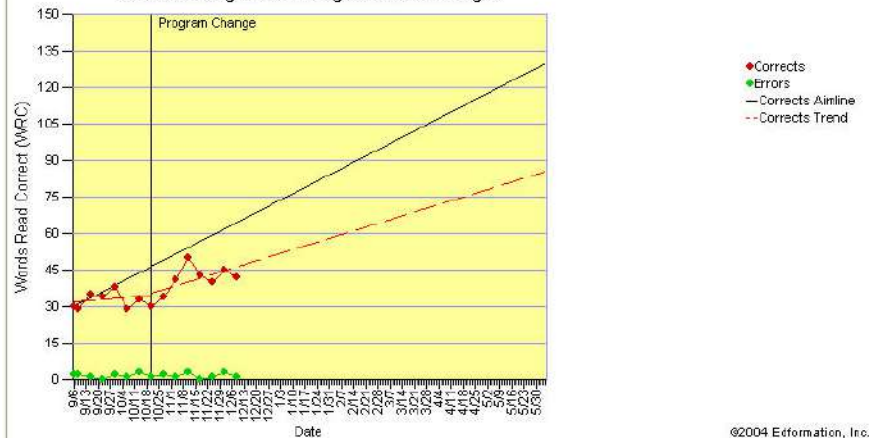
Tier 3 Progress Monitor Student Report

← Back E-Mail PDF

Chart, Data, Goal Statement & Intervention Descriptions

Progress Monitoring Improvement Report from 09/06/2004 thru 06/03/2005

Washington School District - Jefferson Elementary School
Justin Boehne (Grade 3)
Grade 3 : Reading - Standard Progress Monitor Passages

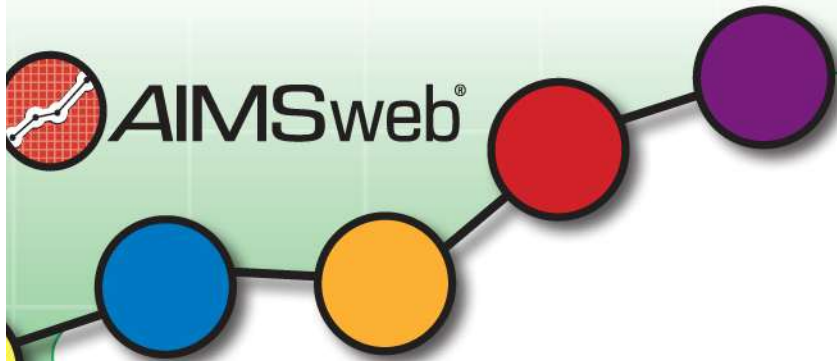


Show: No Trends Goal Trends Intervention Trends
 Airline Intervention Lines Errors

Goal Statement

In 38.6 weeks, Justin Boehne will achieve 130 Words Read Correct with 2 Errors from grade 3 Reading - Standard Progress Monitor Passages. The rate of improvement should be 2.6 Words Read Correct per week. The current average rate of improvement is 1.6 Words Read Correct per week.

- Revisions can be evaluated to determine *response*

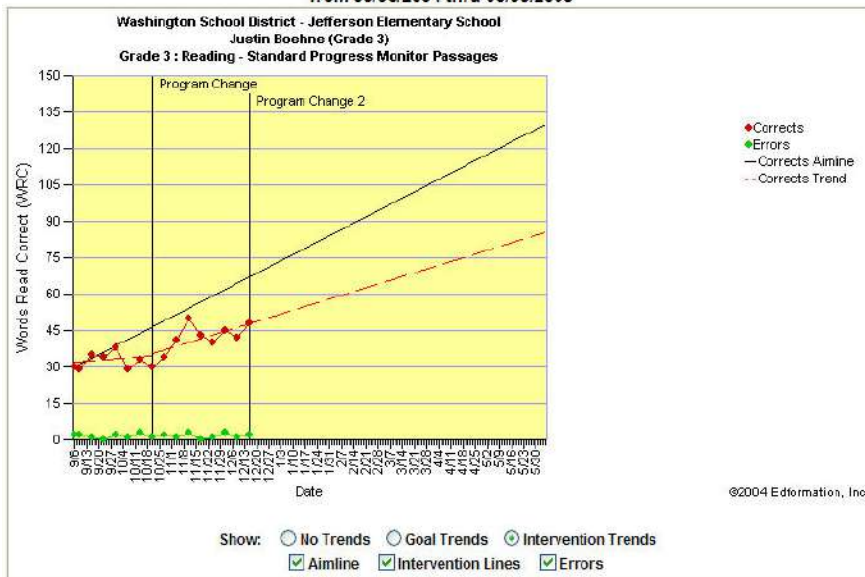


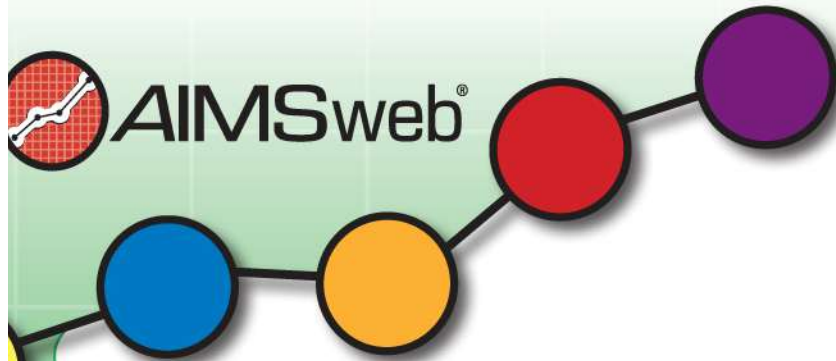
Tier 3 Progress Monitor Student Report

[← Back](#) [E-Mail](#) [PDF](#)

Chart, Data, Goal Statement & Intervention Descriptions ▾

Progress Monitoring Improvement Report from 09/06/2004 thru 06/03/2005





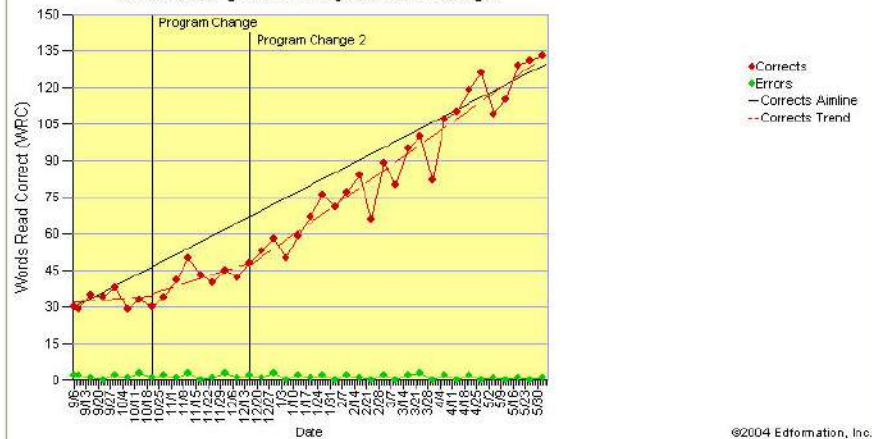
Tier 3 Progress Monitor Student Report

← Back E-Mail PDF

Chart, Data, Goal Statement & Intervention Descriptions ▾

Progress Monitoring Improvement Report from 09/06/2004 thru 06/03/2005

Washington School District - Jefferson Elementary School
Justin Boehne (Grade 3)
Grade 3 : Reading - Standard Progress Monitor Passages



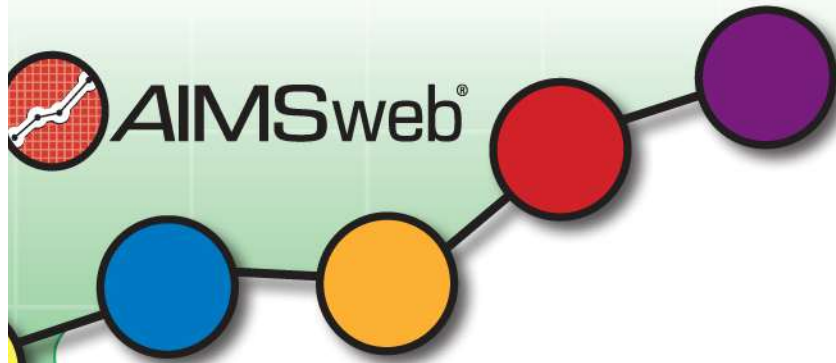
©2004 Edformation, Inc.

Show: No Trends Goal Trends Intervention Trends
 Aimline Intervention Lines Errors

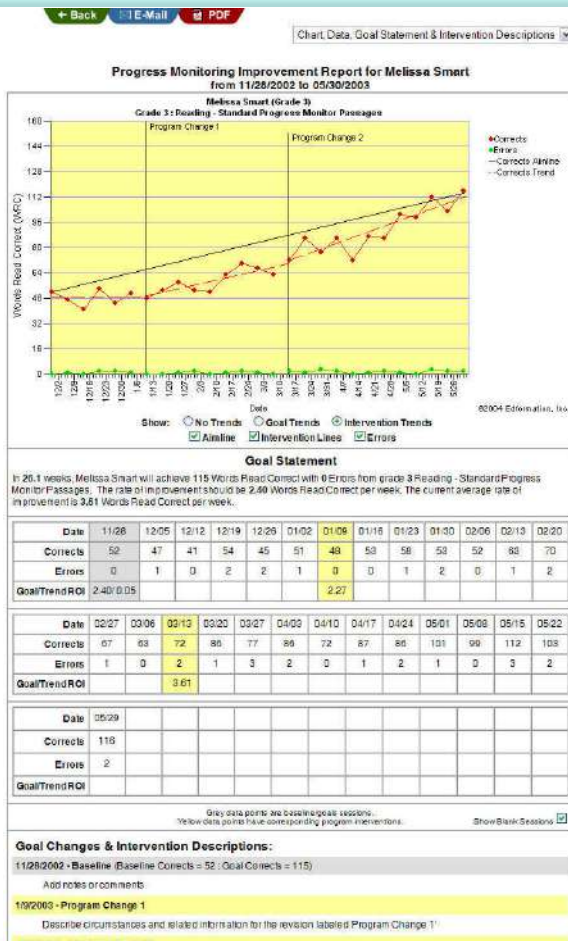
Goal Statement

In 38.6 weeks, Justin Boehne will achieve 130 Words Read Correct with 2 Errors from grade 3 Reading - Standard Progress Monitor Passages. The rate of improvement should be 2.6 Words Read Correct per week. The current average rate of improvement is 3.6 Words Read Correct per week.

- Successful Revision and Adequate Progress Documented



Tier 3 Progress Monitor Assessment Schedule Completed



- Report Includes
 - Progress Graph



- Goal Statement

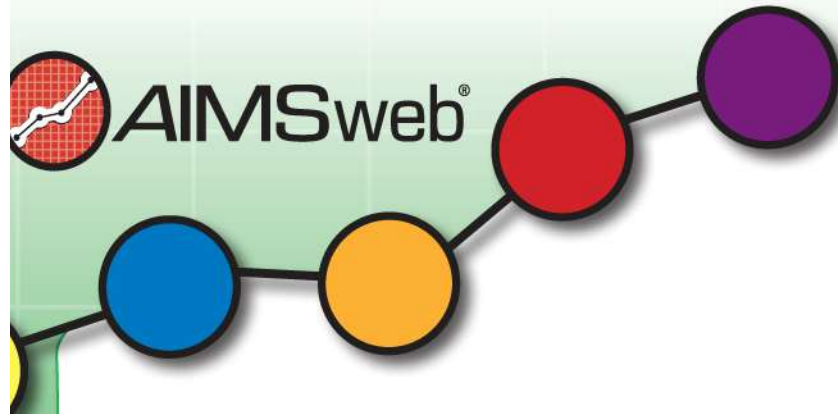


- Score Table



- Revision Notes

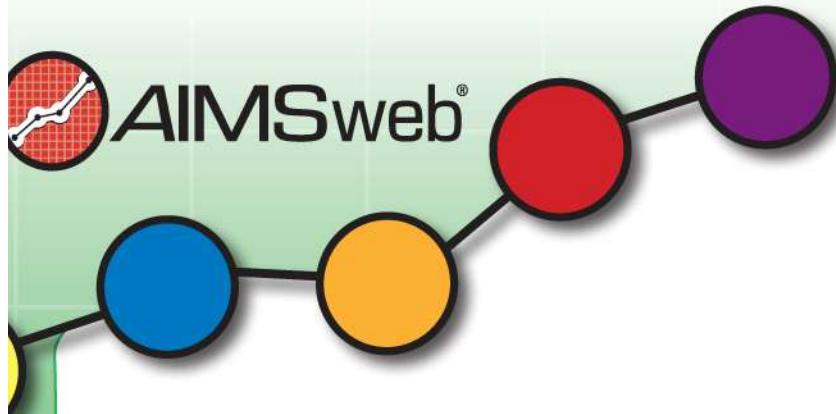




Response to Intervention Process Mgt.



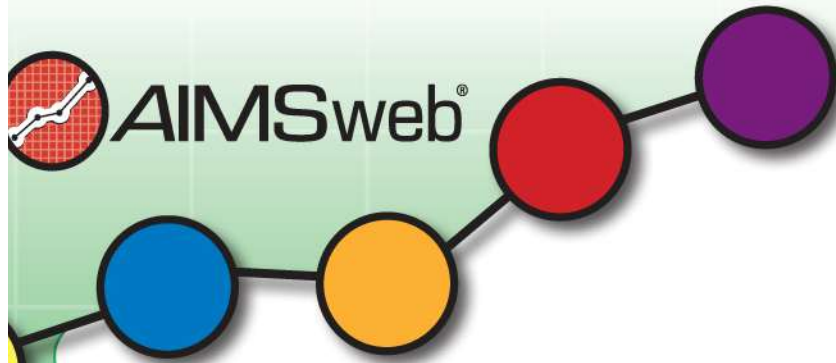
Organize and evaluate the process of RTI for the purpose of determining special services eligibility



Response to Intervention Process Mgt.



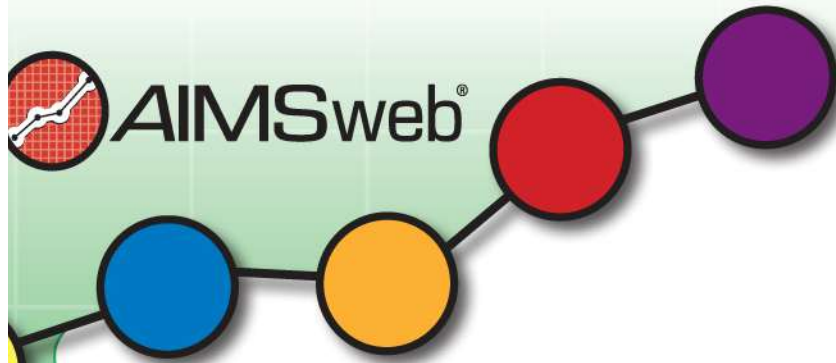
RTI's purpose is to determine intensity of instruction based on NEED through DATA for ALL students



Response to Intervention (RTI)

Overview

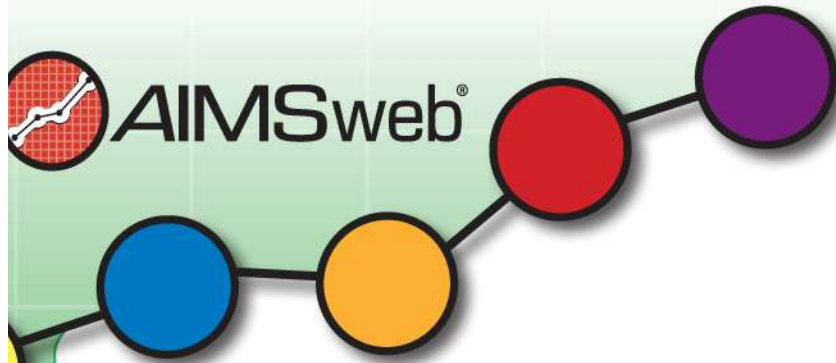
- AIMSweb Response to Intervention provides a "best practices in problem-solving approach" to the RTI process including scientifically designed progress monitoring:
 - Benchmarking to assess current educational need
 - Intensive Progress Monitoring to assess response to specially designed, high quality intervention



Response to Intervention (RTI)

Overview

- AIMSweb RTI combines standard problem-solving tasks into a step by step protocol that documents the results, including
 - who did what,
 - when, and,
 - with what outcome



1. CBM-DIBELS Benchmark Reports on *Educational Need*
2. Progress Monitoring Reports to Determine *Educational Benefit*
3. Known *Standard Tasks* Associated with Problem-Solving Case Management
4. Known *Standard Decisions* Regarding Outcomes of RTI
5. *Compiled Reports* of Who Did What, When, with What Outcomes for Individual Students
6. *Program Evaluation* of RTI for Need, Benefit, Decisions, by School, Grade, Academic Area, Risk Category, etc.

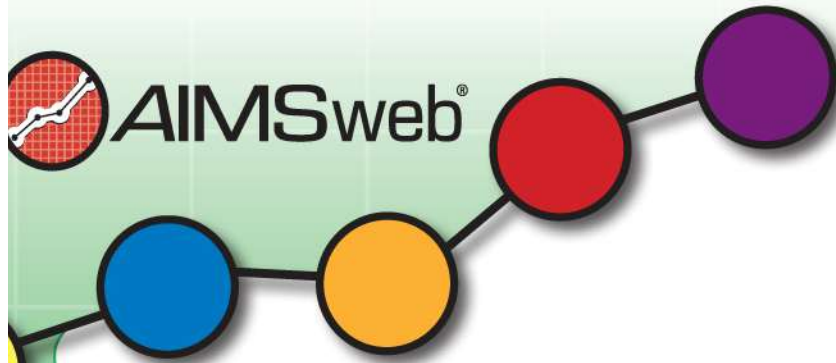
The screenshot displays the AIMSweb RTI School interface for a student named Clark. It includes a navigation menu, a task list table, a progress monitoring graph, and an educational need report.

Task #	Task Name	Assigned To	Due Date	Status
1	Complete Benchmark Assessment	Sharon, Ding	04/01/2009	Complete
2	Assess Student for Intervention Planning	Sharon, Ding	04/01/2009	Complete
3	Develop Intervention	Sharon, Ding	04/01/2009	Complete
4	Obtain Assessment/Intervention Training for Intervention	Lillian, Irma	04/01/2009	Complete
5	Develop Progress Monitoring Plan	Sharon, Ding	04/01/2009	Complete
6	Support and Implement Intervention	Sharon, Ding	04/01/2009	Complete
7	Observe Fidelity of Current Intervention Implementation	Lillian, Irma	04/01/2009	Complete
8	Collect Progress Monitoring Data	Sharon, Ding	04/01/2009	Complete
9	Observe Fidelity of New/Additional Support	Charly, Cathy	04/01/2009	Complete
10	Intervention Results Meeting	Johnson, M.	04/01/2009	Complete

Monitored Measures
Reading - Curriculum Based Measurements
Expected Rate of Growth: 2.0 Words/Week Actual Rate: 1.8 Words/Week

Initial Planning

Task #	Task Name	Assigned To	Due Date	Status
1	Enter Student Information	Sharon, Ding	04/01/2009	Complete
2	Determine Team Members	Johnson, M.	04/01/2009	Complete
3	Review Records	Sharon, Ding	04/01/2009	Complete
4	Parental Notification	Lillian, Irma	04/01/2009	Complete
5	Problem Identification Interview with Teacher	Sharon, Ding	04/01/2009	Complete
6	Problem Identification Interview with Parent	Lillian, Irma	04/01/2009	Complete
7	Determine Educational Needs/History	Houghton, David	04/01/2009	Complete
8	Obtain Description of Current Intervention	Sharon, Ding	04/01/2009	Complete
9	Observe Student	Lillian, Irma	04/01/2009	Complete
10	Develop Progress Monitoring Plan	Lillian, Irma	04/01/2009	Complete
11	Collect Progress Monitoring Data	Lillian, Irma	04/01/2009	Complete
12	Observe Fidelity of Current Intervention Implementation	Lillian, Irma	04/01/2009	Complete
13	Initial Planning Results Meeting	Sharon, Ding	04/01/2009	Complete



Big Solutions

- IDEA



- Comprehensive RTI Solution



- Eligibility Solution using RTI



- Progress Monitoring of IEP or any Goals and Documentation

- NCLB



- AYP Reporting through Universal Screening (Benchmarking) for ALL Students



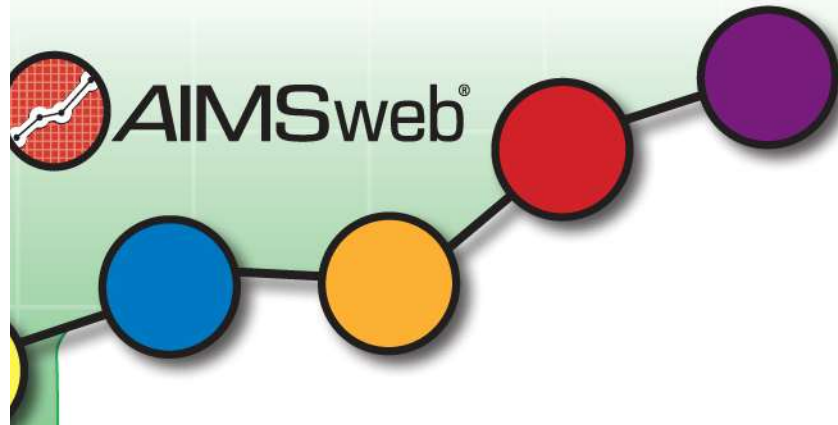
- NCLB Risk Category Reporting



- Prediction for Success on High Stakes Testing



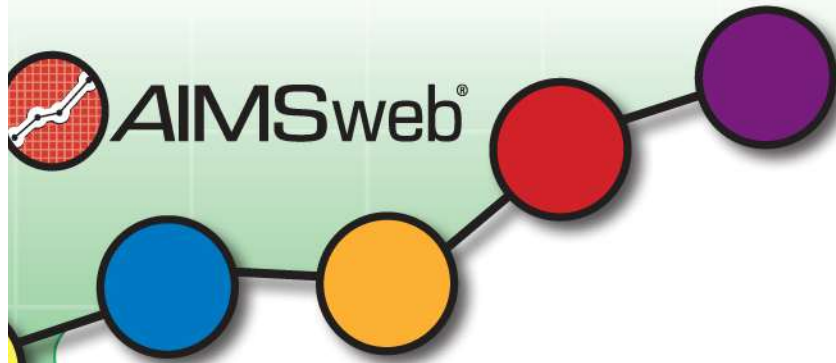
- Program Evaluation



AIMSweb®

Subscription Products





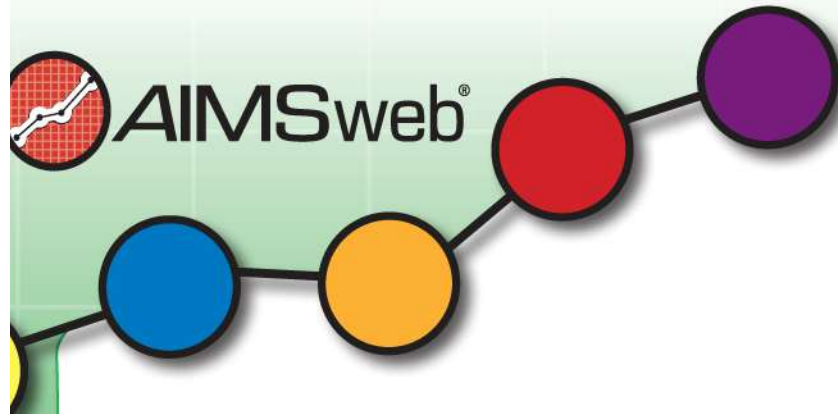
AIMSweb Systems

Site License Subscriptions



Site License (School/District)

- Annual subscription service runs from August 1st to July 31st
- Priced per student with scores entered
- Unlimited Users (teachers, administrators, etc.)

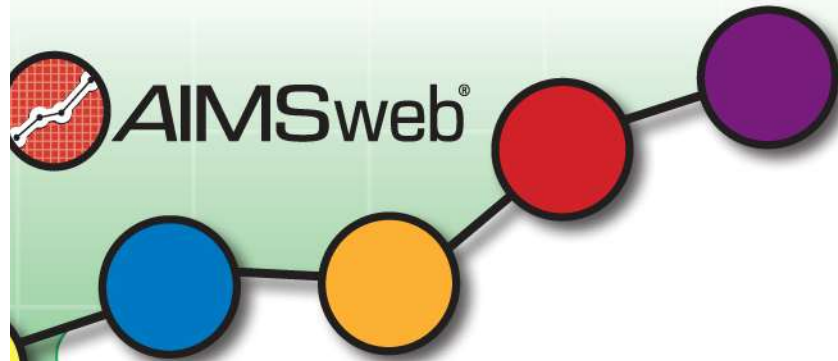


AIMSweb Systems

include:

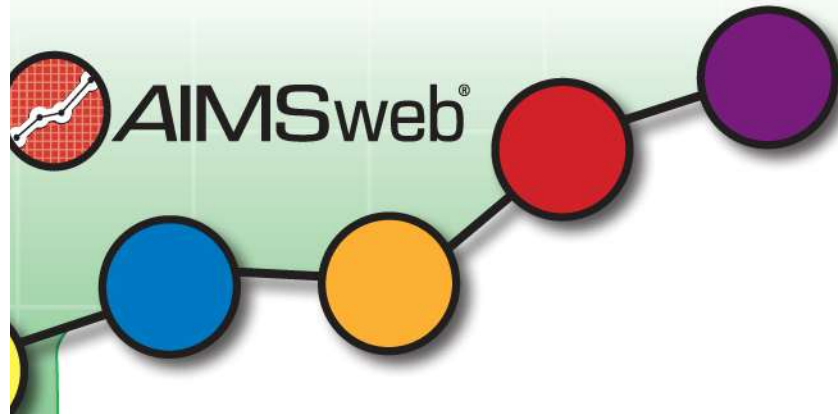
- CBM testing materials (varies by product choice)
- Web-based data management charting and reporting software
- RTI Process Mgt web-based program
- Training materials and user guides
- Support: phone, email, message board, and software help
- Data Services (import/export of data)

*Testing and training materials provided via download in PDF format.



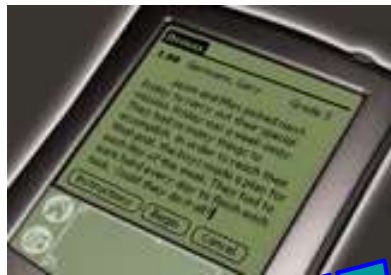
AIMSweb Systems Site License Comparison/Pricing

	AIMSweb® Pro				Basic
Software Components					
Tier 1 Benchmark	X				X
Tier 2 Strategic Monitor	X				X
Tier 3 Intensive Progress Monitor	X				X
Response to Intervention	X				
	Pro Reading	Pro Language Arts	Pro Math	Pro Complete	Basic for DIBELS™
Assessments Included and/or Managed					
DIBELS Management	X	X		X	X
AIMSweb TEL-CBM Test of Early Literacy	X	X		X	
AIMSweb MIDE-CBM Spanish Early Literacy	X	X		X	
AIMSweb Reading-CBM Oral Reading	X	X		X	
AIMSweb Maze-CBM Reading Comprehension	X	X		X	
AIMSweb Spelling-CBM		X		X	
AIMSweb Written Expression-CBM		X		X	
AIMSweb TEN-CBM Test of Early Numeracy			X	X	
AIMSweb Mathematics-CBM			X	X	
Yearly Price Per Student	\$3.00	\$4.00	\$3.00	\$5.00	\$2.00



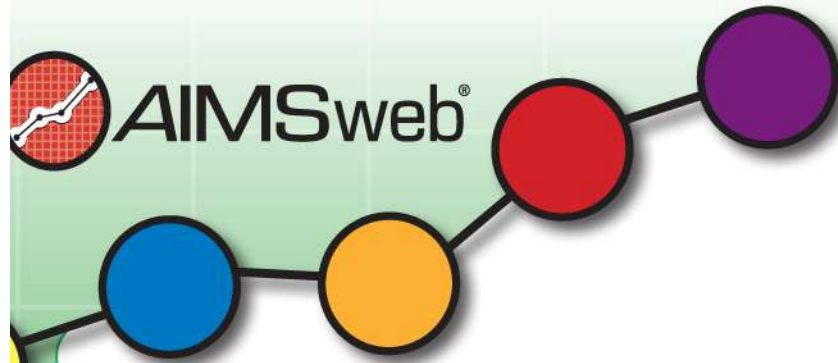
AIMSweb Data Capture Tools

subscription upgrade option



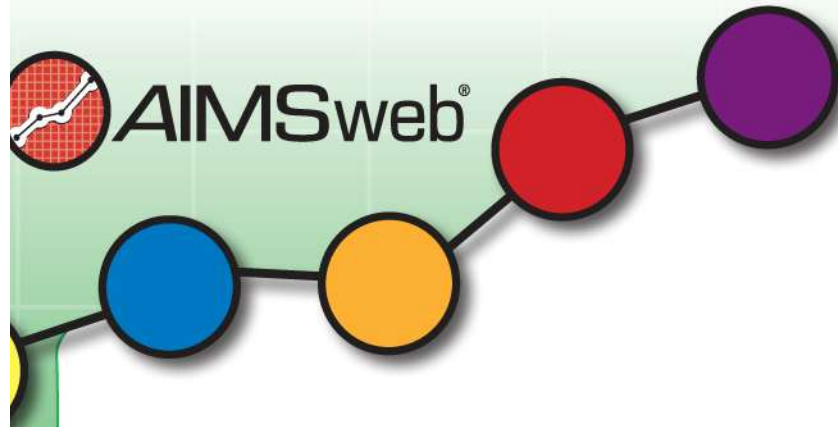
AIMSweb Palm Link provides users with the ability to administer and score select CBM assessments on Handheld/PDA devices.

NEW TECH COMING - LATE 2009!!!



AIMSweb Training

- Free use of Training manuals and online Powerpoints and Video training examples for self-instruction by staff
- Online Training (over 8 week period)
 - \$299 per participant
 - Self paced online training
- Open Workshops (2 days)
 - \$349 per participant
 - Host school gets complimentary attendance for 2 staff members
 - Hosted at various locations around the country
- Private On-Site Training (2 days)
 - \$4500 covers both days
 - Plus 5 hours individual consultation re: district setup/implementation
 - Customizable for specific areas/grades/staff groups in a district



Contact Us

For more information contact:

Michael Grau, PsyD
Clinical Assessment Consultant
Michael.Grau@Pearson.com
(518)557-2626

Jay Anderson
AIMSweb Director
Jay.Anderson@Pearson.com
www.aimsweb.com
210-339-5006