

CT June Meeting — Wrapping Up the Year

Agenda

- Merge Student Records
- Export All Files
- Analyze the Data
- Stop FTP/Pause SSO
- Scheduled Maintenance
- Q & A
- Wrap-Up

Presenters



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Purpose

- Examine Effectiveness of Instruction
- Review Areas of Strength and Weakness
- Explore what needs to be changed
- Determine Steps for Next Year



Merge Student Records

1) Under "Show Teacher-Added Records"

Admin > Student Records > Teacher Added Students

Student ID	Last Name	First Name	Grade	Date Added	Added By	Building
easycbm_1108	ADemo (search)	Student1	1	2023-08-03 11:14 am	Autumn Ball	Turing Elementary School
easycbm_1107	Baker (search)	Rosemary	4	2021-08-25 5:38 am	Autumn Ball	Turing Elementary School
easycbm_1104	Kintner (search)	Alex	4	2020-04-07 12:38 pm	Autumn Ball	Turing Elementary School
easycbm_1103	Kintner (search)	Alex	4	2020-04-07 12:36 pm	Admin User	-

2) Select Student ID link and scroll down to "Merge Student Records"

Merge Student Records

If this record is a duplicate student record and you would like to take all of the tests and scores associated with this account and associate them with the real student record, enter that actual student id below. Once data is merged with the real record, this duplicate record will be deleted. You will be able to "preview" the merge before confirming it.

Actual Student ID

[Preview Merge](#)

3) Type in Actual Student ID and "Preview Merge"

4) Verify merged student data and click Merge Students.

5) Confirmation appears

Duplicate

Student ID: **easycbm_40635**

Date of Birth:

First Name: **Aashvi**

Last Name: **Gupta**

Grade: **3**

Gender:

Disability:

Ethnicity:

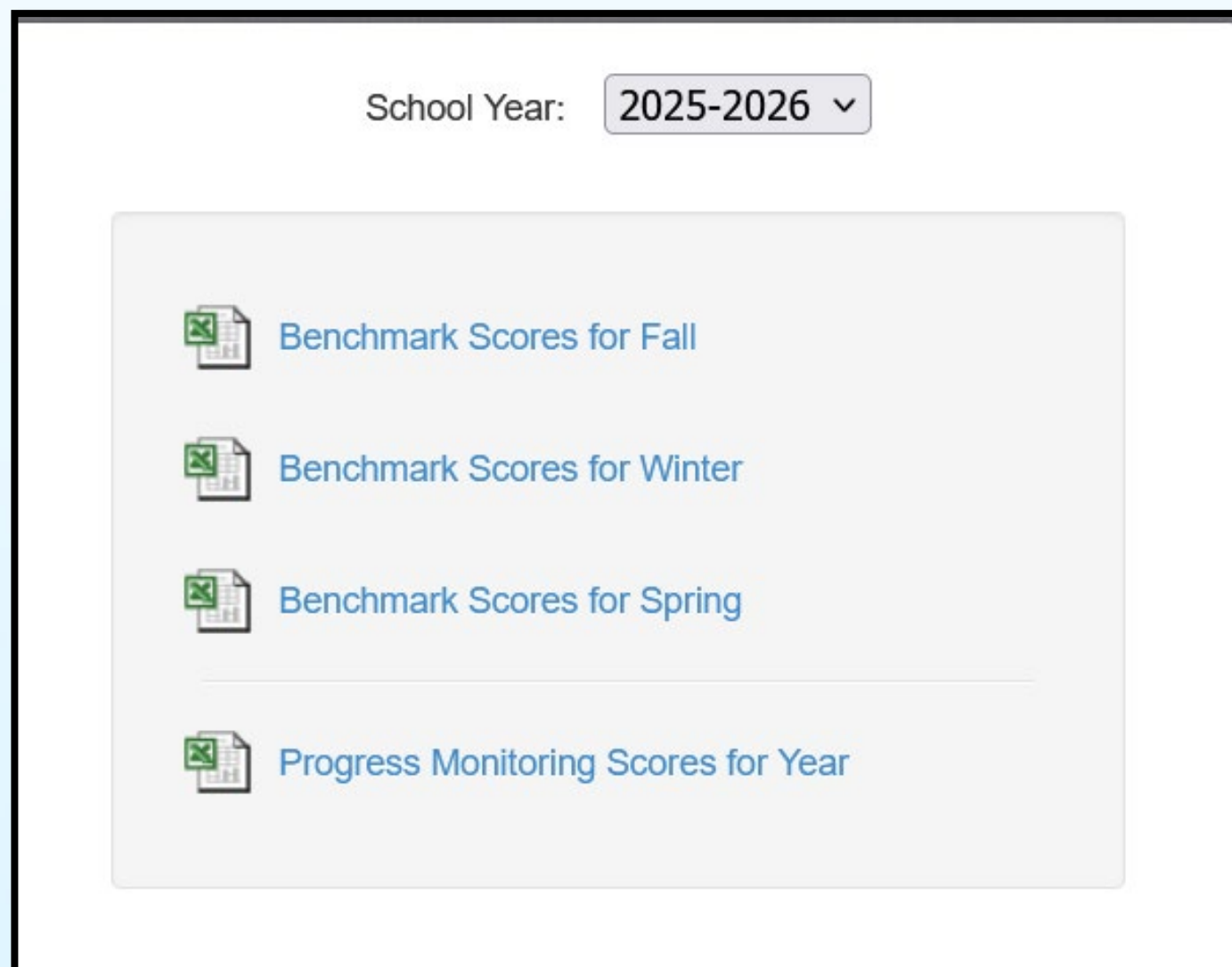
Race:

ELL:

Student Merge Successful: All tests from Duplicate Student ID **easycbm_40635** have now been associated with Actual Student ID **246448**, and the duplicate record has been removed.

Exporting

- The 3 Benchmark Seasons
- Progress Monitoring for the year
- Kindergarten & grade 1 RAN
- Interventions



Data Exports

Export easyCBM student scores and data

- [Data Exports](#)
- RAN Data Export
 - Kindergarten: [Fall](#) | [Winter](#) | [Spring](#)
 - First Grade: [Fall](#) | [Winter](#) | [Spring](#)
- Intervention Data Export [[CSV](#)]

The Data Template

Year in Review Template

Three tabs:

- District
- Schools
- Subskill

Include from the benchmark exports:

- Building
- Grade
- Each percentile for the measures taken
- Risk level
- Composite

Fall	Reading		
Building	% Below 25%- High Risk	%26- 40% Some risk	41-99% - low risk
Building 1			
Building 2			
Building 3			
Building 4			
Building 5			
Building 6			
Building 7			
Winter	Reading		
Building	% Below 25%- High Risk	%26- 40% Some risk	41-99% - low risk
Building 1			
Building 2			
Building 3			
Building 4			
Building 5			
Building 6			
Building 7			
Spring	Reading		
Building	% Below 25%- High Risk	%26- 40% Some risk	41-99% - low risk
Building 1			
Building 2			
Building 3			
Building 4			
Building 5			
Building 6			

example spring
benchmark.csv

CSV

winter example
benchmark.csv

CSV

example fall
benchmark
2025.csv

CSV

year in review
template(4).xlsx

XLSX

Please complete the year in review template, using the three other files data indicted by season - fall, winter, spring to complete. There will be different values/ counts for math and reading. For math risk use the math risk column and for reading use the reading risk column. Best to start with the school tab and breakdown each school separately There are 3 schools and the two elementary is grades K to 5 and middle school is 6-8. Then use that data from the school tab to complete the district tab and complete overall for each season. For the subskill tab, calculate risk percentages for each season. The top table is overall for the district and then subskill is broken down by building in the tables below. The following skills are tested for reading: K Fall: LS, PS, LN K Winter/Spring: LS, WRF, PS Grade 1 Fall: LS, WRF, PS Grade 1 Winter/Spring: LS, WRF, PRF Grades 2-8 all seasons: PRF, Vocab, Prof Reading |

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Sonnet 4.6 Low ▾



Running in AI



Output

Fall	Reading						
	Total Tested	# of high risk students	% Below 25% High Risk	# of some risk students	26- 40% Some risk	# of low risk students	41-99% low risk
South Elementary - C	266	17	6.4%	96	36.1%	153	57.5%
K	53	0	0.0%	26	49.1%	27	50.9%
1	56	3	5.4%	22	39.3%	31	55.4%
2	56	5	8.9%	16	28.6%	35	62.5%
3	0	0	0.0%	0	0.0%	0	0.0%
4	49	3	6.1%	16	32.7%	30	61.2%
5	52	6	11.5%	16	30.8%	30	57.7%
North Elementary - C	328	18	5.5%	93	28.4%	217	66.2%
K	75	0	0.0%	24	32.0%	51	68.0%
1	66	2	3.0%	17	25.8%	47	71.2%
2	53	5	9.4%	18	34.0%	30	56.6%
3	1	1	100.0%	0	0.0%	0	0.0%
4	70	5	7.1%	19	27.1%	46	65.7%
5	63	5	7.9%	15	23.8%	43	68.3%
Middle School - Ove	356	34	9.6%	88	24.7%	234	65.7%
6	106	13	12.3%	34	32.1%	59	55.7%
7	140	13	9.3%	28	20.0%	99	70.7%
8	110	8	7.3%	26	23.6%	76	69.1%

Year	A	B	C	D
	Reading			
2025-2026	Fall	Winter	Spring	
Overall				
# of students tested	1,008	1,004	978	
High Risk - below 25%	7.6%	10.1%	10.2%	
Some Risk -between 25-40%	29.4%	27.6%	27.9%	
Low Risk - above 40%	63.0%	62.4%	61.9%	
Kindergarten				
# of students tested	134	140	132	
High Risk - below 25%	0.0%	8.6%	10.6%	
Some Risk -between 25-40%	39.6%	26.4%	20.5%	
Low Risk - above 40%	60.4%	65.0%	68.9%	
1st Grade				
# of students tested	130	128	125	
% below 25%	4.6%	7.0%	8.8%	
% between 25-40%	32.3%	28.9%	30.4%	
Low Risk - above 40%	63.1%	64.1%	60.8%	
2nd Grade				
# of students tested	119	112	112	
% below 25%	10.1%	12.5%	13.4%	
% between 25-40%	31.1%	22.3%	33.0%	
Low Risk - above 40%	58.8%	65.2%	53.6%	

District	LS			WRF			PS			LN			PRF			Vocabulary			Proficient Reading	
	%High	%Some	%Low	%High	%Some	%Low	%High	%Some	%Low	%High	%Some	%Low	%High	%Some	%Low	%High	%Some	%High	%Some	
Grade K																				
Fall	18.7%	14.2%	67.2%				0.0%	32.8%	67.2%	32.1%	18.7%	49.3%								
Winter	17.1%	16.4%	66.4%	27.1%	7.1%	65.7%	12.1%	14.3%	73.6%											
Spring	15.9%	11.4%	72.7%	21.2%	15.9%	62.9%	15.2%	7.6%	77.3%											
Grade 1																				
Fall	21.5%	22.3%	56.2%	17.7%	25.4%	56.9%	14.6%	10.8%	74.6%											
Winter	12.5%	16.4%	71.1%	17.2%	20.3%	62.5%				21.1%	26.6%	52.3%								
Spring	16.0%	7.2%	76.8%	18.4%	24.0%	57.6%				23.2%	20.8%	56.0%								
Grade 2																				
Fall										16.0%	21.0%	63.0%	19.3%	17.6%	63.0%	18.5%	15.1%			
Winter										24.1%	11.6%	64.3%	21.4%	16.1%	62.5%	20.5%	10.7%			
Spring										20.5%	22.3%	57.1%	26.8%	14.3%	58.9%	21.4%	22.3%			
Grade 3																				
Fall																				
Winter																				
Spring																				
Grade 4																				
Fall										16.7%	17.5%	65.9%	18.3%	13.5%	68.3%	18.3%	12.7%			
Winter										21.3%	20.5%	58.3%	18.0%	16.4%	65.6%	18.0%	17.2%			
Spring										28.2%	19.4%	52.4%	19.4%	16.1%	64.5%	13.7%	21.8%			



School Risk

- Reports
- Select Building
- Risk Analysis
- Move the Header across grades, subject
- Values can be shows as either total or percentage

Building Reports

Benchmark Scores
Risk Analysis
Grade K Comparison
Student Reports
RAN Report

Composite Report

Reading | Math

Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5

Grade K Reading Risk Analysis

Risk Level	Fall	Winter	Change	Winter	Spring	Change	Fall	Spring	Change
Low	88%	83%	5%↓	83%	38%	45%↓	88%	38%	50%↓
Some	10%	13%	3%↑	13%	50%	37%↑	10%	50%	40%↑
High	2%	3%	1%↑	3%	13%	10%↑	2%	13%	11%↑
Totals	100%	100%	-	100%	100%	-	100%	100%	-

Options: [Total](#) | [Percentage](#) | [Intact](#) | [Cohort](#)

Building: Click to Select ▼

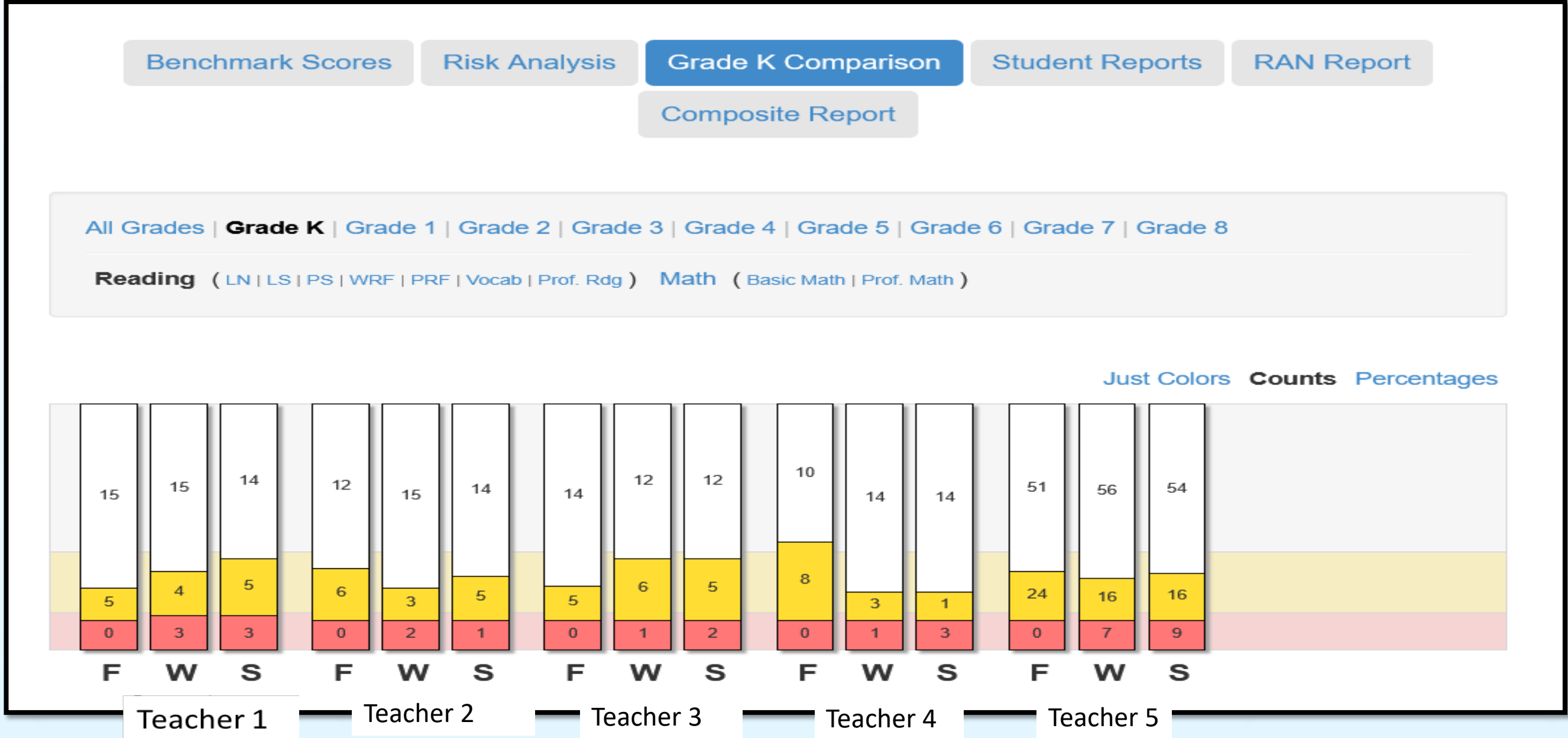
Click to Select

Aristotle Academy

Mendel Middle School

Schools Reporting by Teacher

- Reports
- District Tab
- School Comparison and/or Grade Measure Comparison
- Move the Header across grades, subject, or reading skill
- Toggle between counts and percentages
- Click the link to drill down at each building



Subskills

- Reports
- District Tab
- Grade/Measure Comparison
- All Grades
- Each Skill
- All Seasons
- Toggle between Counts and Percentages

District
Benchmarks
Groups
Individuals

School Comparison
Grade/Measure Comparison

All Grades (Gr K | Gr 1 | Gr 2 | Gr 3 | Gr 4 | Gr 5 | Gr 6 | Gr 7 | Gr 8)

Reading (LN | LS | PS | WRF | PRF | Vocab | Prof. Rdg)

Math (Basic Math | Prof. Math)

All Seasons (Fall | Winter | Spring)

Rows By: **Grade** Measure

K
Building Reports

Benchmark Scores
Risk Analysis
Grade 2 Comparison
Student Reports
RAN Report

Composite Report

All Grades | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8

Reading (LN | LS | PS | WRF | PRF | Vocab | Prof. Rdg) Math (Basic Math | Prof. Math)

Just Colors Counts Percentages

Season	Red (%)	Yellow (%)	White (%)	Green (%)
F	4%	9%	71%	16%
W	9%	20%	54%	17%
S	13%	38%	49%	0%

Season	Category 1	Category 2	Category 3
F	1	3	8
W	1	3	8
S	2	6	4
F	5	18	30
W	8	15	30
S	6	22	26
F	5	2	0
W	4	3	0
S	3	4	0
F	5	18	30
W	8	15	30
S	6	22	25
F	0	3	10
W	0	5	8
S	1	6	6

Looking at Your Data

- Percentage of students in each risk category
- Shifts in the distribution
- Grades with the highest number of students at risk
- Risk levels consistent year over year
- Standout buildings, grades, teachers
- Buildings declining
- Patterns aligning with knowledge about the buildings

Question to Ask	What to Look For
What percentage of students are High Risk, Some Risk, and Low Risk in reading? In math?	<i>A district where 15–20% are High Risk in reading is in a different situation than one at 30%+. Know your baseline before drawing conclusions.</i>
Did the distribution shift from fall to winter/spring, or hold steady?	<i>Small shifts ($\pm 2-3$) are normal. A 5+ point shift in either direction — up or down — is worth understanding.</i>
Is the Some Risk band shrinking or growing?	<i>Watch whether Some Risk students are moving into Low Risk (progress) or into High Risk (decline). The direction of that movement is more telling than the overall percentages.</i>
Are reading and math trends moving in the same direction?	<i>When reading declines but math holds steady (or vice versa), it usually points to something subject-specific rather than a school- or population-wide issue.</i>

District Tab

Year	Reading		
	Fall	Winter	Spring
2025-2026			
Overall			
# of students tested	2,708	2,707	
High Risk - below 25%	15.5%	17.3%	
Some Risk -between 25-40%	25.3%	23.4%	
Low Risk - above 40%	59.2%	59.3%	
Kindergarten			
# of students tested	304	309	
High Risk - below 25%	12.80%	26.2%	
Some Risk -between 25-40%	24.70%	25.6%	
Low Risk - above 40%	62.50%	48.2%	
1st Grade			
# of students tested	223	227	
% below 25%	22.9%	26.4%	
% between 25-40%	18.8%	19.8%	
Low Risk - above 40%	58.3%	53.7%	
2nd Grade			
# of students tested	320	323	
% below 25%	22.2%	24.8%	
% between 25-40%	28.1%	18.6%	
Low Risk - above 40%	49.7%	56.7%	
3rd Grade			
# of students tested	306	304	
% below 25%	15.0%	17.4%	
% between 25-40%	23.9%	23.7%	
Low Risk - above 40%	61.1%	58.9%	



AI Analysis

Quick Guides - Head Admin

- Starting a New School Year
- Managing District-Wide Settings
- Important Implementation Considerations
- Creating and Uploading Data Files
- Merging Temporary Records
- Exporting Benchmark and Progress Monitoring Data
- End of Year Steps
- End of Year Review Analysis
- End of Year Review Template

year in review
20252026 for
159.xlsx

XLSX



PDF

Please take the data in the year in review spreadsheet and provide an analysis looking for trends and patterns. The attached guide provides a reference on patterns to highlight.

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Sonnet 4.6 Low



Grade-level findings worth immediate attention:

Grade 4 — Reading and Math both declining. Reading High Risk grew from 9.3% to 16.6% across the year; math High Risk grew from 13.2% to 18.1%. The Low Risk rate in reading fell from 65.4% to 52.0% — a 13-point drop in students performing at or above the 40th percentile. This is the most concerning elementary grade cohort in the district. When both subjects decline simultaneously in the same grade, it points to a cohort or instructional environment concern rather than a curriculum-specific issue.

Grades 7 and 8 Math — sharp year-over-year deterioration. Grade 7 math High Risk went from 27.6% to 43.3%; Grade 8 from 21.7% to 36.6%. These are the two largest single-grade math increases in the district. Grades 6–8 as a whole show math High Risk rising at every level, with fewer than 1 in 3 eighth-graders in the Low Risk band by spring.

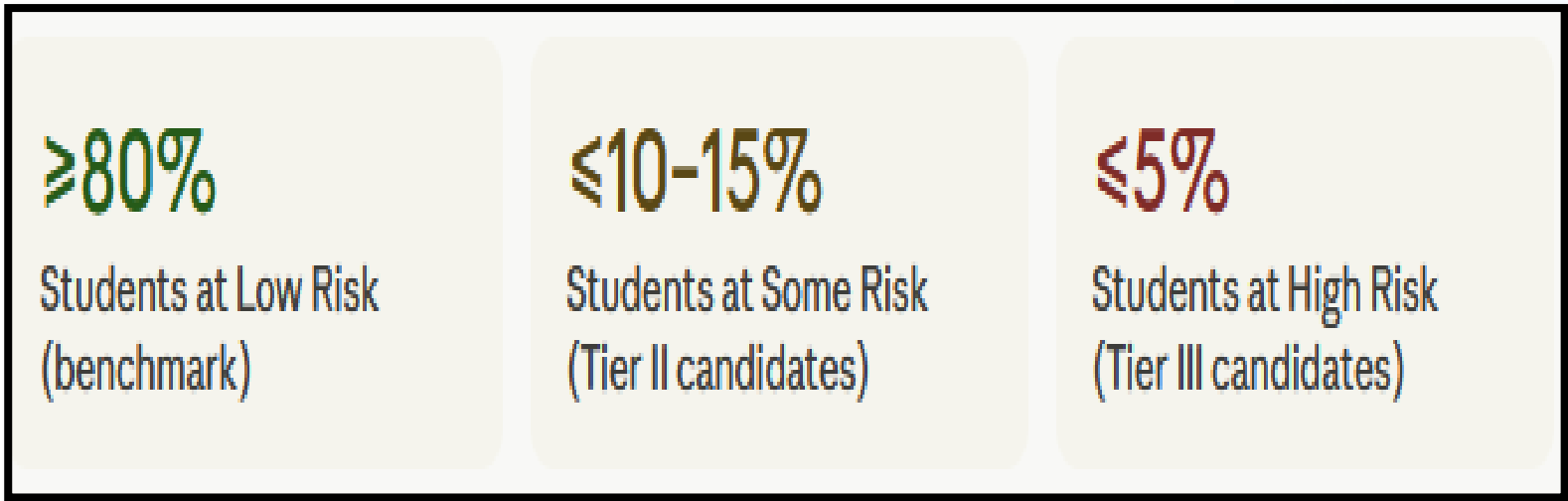
Grade 6 — elevated across both subjects all year. With reading High Risk above 35% and math above 25% in every window, this is a transition-year concern. Students entering middle school are arriving with significant gaps that appear to compound as the year progresses in math.

Bright spots — Grades 7 and 8 Reading. Reading High Risk in Grade 7 fell from 33.2% to 25.4%, and Grade 8 from 33.9% to 25.6%. In a data set with otherwise consistent decline, these are meaningful improvements worth understanding and celebrating. What is happening in middle school reading instruction that is moving students forward?

Kindergarten — expected pattern with monitoring note. Fall shows 0% High Risk (norms are different at BOY), rising to 10.7% High Risk by spring. The subskill data adds important context here (see Part 3).



Effectiveness of Tier I



- Low risk %
- Stability
- Distribution
- Consistency
- Equity

Year	Reading		
2025-2026	Fall	Winter	Spring
Overall			
# of students tested	1,008	1,004	978
High Risk - below 25%	7.6%	10.1%	10.2%
Some Risk - between 25-40%	29.4%	27.6%	27.9%
Low Risk - above 40%	63.0%	62.4%	61.9%
Kindergarten			
# of students tested	134	140	132
High Risk - below 25%	0.0%	8.6%	10.6%
Some Risk - between 25-40%	39.6%	26.4%	20.5%
Low Risk - above 40%	60.4%	65.0%	68.9%

Digging Into Subskills

- Phoneme Segmenting risk: already reading?
- PRF or comprehension improving
- Skill decline across the year
- Shifts in skill progression

2025-2026 | 2024-2025 | 2023-2024 Show Percentiles

Fall | Winter | **Spring**

Reading | Math | Spanish

Grade K | Grade 1 | **Grade 2** | Grade 3 | Grade 4 | Grade 5

Students Compare PRF Compare VOCAB Compare PROF RDG Export CSV

Student Name	Fall	Winter	Spring	Growth
1 Haley	19th 16	50th 66	59th 99	+83
2	32nd 29	58th 77	59th 99	+70
3	43rd 41	66th 86	68th 110	+69
4	64th 65	77th 98	83rd 130	+65
5	45th 44	64th 82	67th 108	+64
6	65th 66	71st 92	80th 125	+59
7	58th 60	68th 89	75th 118	+58
8	13th 10	21st 23	37th 68	+58
9 John	40th 37	45th 60	55th 94	+57

High Risk Analysis

- Confirm High Risk students are receiving support
- Examine intervention history
- Verify students are being assessed
- Review teacher groupings

Kindergarten screening tools have a floor effect in fall, meaning zero High Risk early on does not necessarily mean all students are on track.

	Compare LS	Compare PS	Compare WRF			
	LS	PS	WRF	Risk ▼	Suggested Progress Monitoring	PROF RDG Lexile
	20th 21	4th 3	10th 1	High	Every 2 weeks with Letter Sounds and Phoneme Segmenting	
	10th 13	47th 36	15th 2	High	Every 2 weeks with Letter Sounds	
	10th 13	14th 15	15th 2	High	Every 2 weeks with Letter Sounds and Phoneme Segmenting	
	3rd 4	47th 36	5th 0	High	Every 2 weeks with Letter Sounds	
	8th 11	2nd 0	15th 2	High	Every 2 weeks with Letter Sounds and Phoneme Segmenting	
	3rd 4	20th 22	10th 1	High	Every 2 weeks with Letter Sounds and Phoneme Segmenting	
	4th 6	80th 50	5th 0	High	Every 2 weeks with Letter Sounds	
	10th 13	4th 3	15th 2	High	Every 2 weeks with Letter Sounds and Phoneme Segmenting	

Export CSV

Consider Demographics

- Disaggregate data by subgroup
- Gaps of over 10%
- Low Risk rate for any subgroup below 50%
- Highest risk = highest underserved
- Truly high risk?





Building Leader Considerations

- Staffing
- Scheduling
- Curriculum
- Professional Development
- Fidelity



Analysis to Action

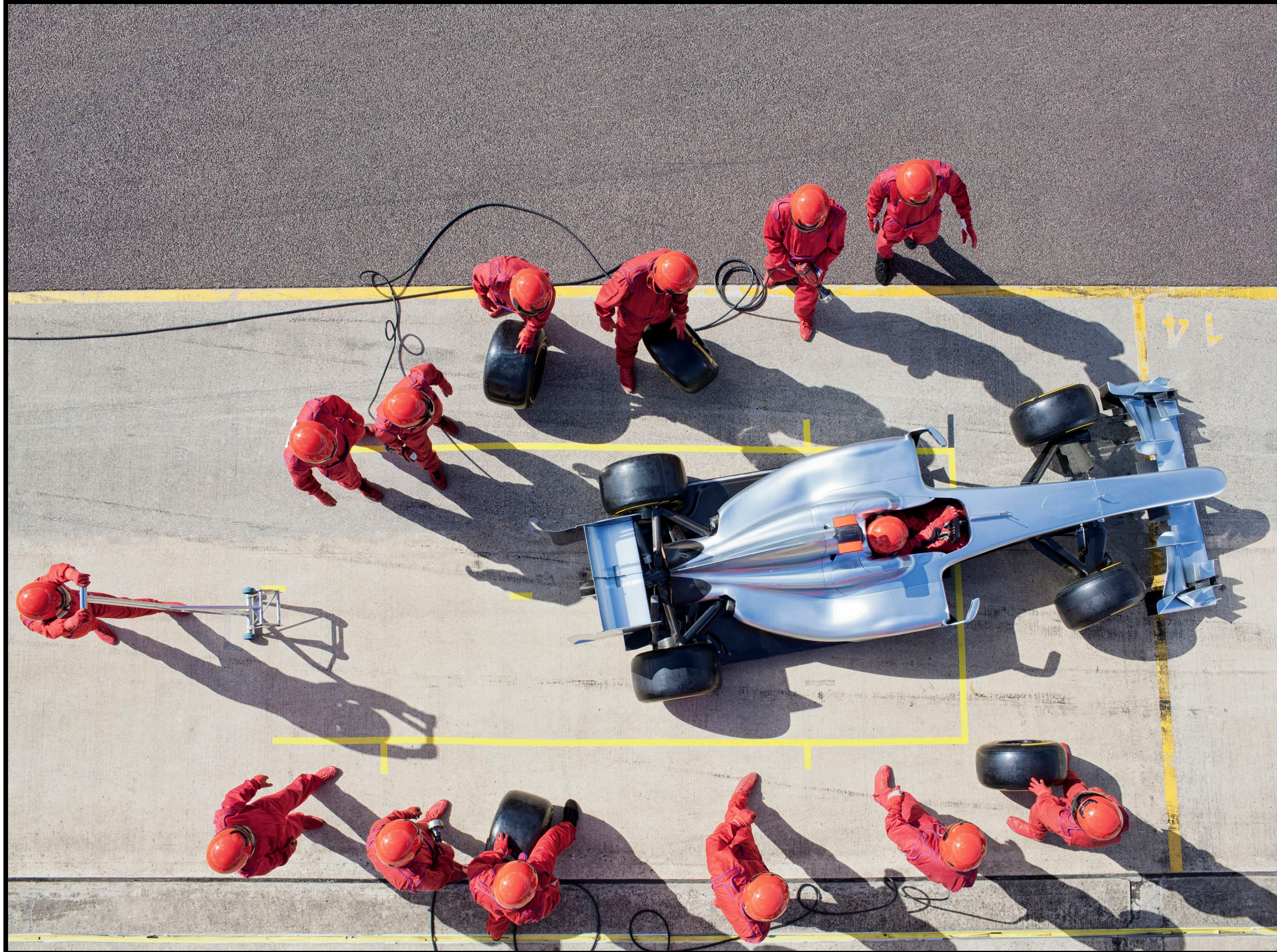
- Patterns of strength & areas for development
- Finding three priorities
- Systemic or concentrated
- Resource allocation



Celebrate Wins

- Notice the wins in data
- Dive deeper to replicate
- Share with peers
- Recognize publicly





Pause SFTP and Syncing with Clever and ClassLink



Maintenance: July 12-18



Administrator Checklist

Task
Section 1: Assessment Data Review
<input type="checkbox"/> <u>Review</u> summative assessment results (ELA & Math) by grade level
<input type="checkbox"/> Disaggregate data by subgroup (ELL, IEP/504, FRPL, race/ethnicity)
<input type="checkbox"/> Identify school-wide and grade-level proficiency gaps
<input type="checkbox"/> Identify strand/standard-level weaknesses per grade
<input type="checkbox"/> <u>Review</u> student growth progress
Section 2: Student Risk Identification
<input type="checkbox"/> <u>Generate</u> initial high-risk student list
<input type="checkbox"/> Verify IEP and 504 plans are current and services are scheduled
<input type="checkbox"/> Confirm ELL students have current language proficiency levels on file
<input type="checkbox"/> Check that all high-risk students are enrolled in appropriate interventions
<input type="checkbox"/> <u>Identify</u> borderline students for monitoring
<input type="checkbox"/> Identify students with no current support plan despite data flags



Key Takeaways:

- Merge Students
- Export Data
- Analyze your data, act, and celebrate your wins
- Pause syncing





Thank you!

