

DOINGWHATWORKS



SAMPLE MATERIAL

Progress Monitoring School Example

Cornell Elementary School, Iowa

Topic: Response to Intervention in Primary Grade Reading

Practice: Progress Monitoring and Differentiation

The National Research Center on Learning Disabilities (NRCLD) developed *Responsiveness to Intervention (RtI): How to Do It*¹ as a manual to help schools and districts understand, design, and evaluate RtI components. It is divided into five sections: schoolwide screening, progress monitoring, tiered service delivery, fidelity of implementation, and school, student case study, and research examples.

This example includes a brief description of progress monitoring implementation at Cornell Elementary School, a member school receiving services from Iowa's Heartland Area Education Agency (AEA) 11. Also included is a PowerPoint presentation by the school's principal providing additional information about the school's monitoring process.

¹ Johnson, E., Mellard, D.F., Fuchs, D., & McKnight, M.A. (2006). *Responsiveness to intervention (RtI): How to do it*. Lawrence, KS: National Research Center on Learning Disabilities.

Progress Monitoring School Example – Cornell Elementary School

Cornell Elementary School, Des Moines, Iowa (Spring 2006)

Heartland Area Education Agency (AEA) 11

Overview and demographics

Cornell Elementary School's enrollment consists of 440 students in preschool through third grade. Nearly 43 percent (187) of those students receive free or reduced lunch. Thirty-two students are served in special education, and five are English language learners. Cornell Elementary's responsiveness-to-intervention model uses the following structure: Tier 1, Tier 2, Tier 3, and special education.

Progress monitoring in the core curriculum

Within the core curriculum, progress monitoring is recommended

- if a student is new to the district and the initial assessment shows at-risk performance
- if a student has previously received supplemental or intervention support and is now performing at benchmark level
- if a teacher has concerns about the amount of progress a student is making

For these students, progress is monitored weekly using DIBELS measures. School staff assesses kindergartners' initial sound fluency in the fall and their phoneme segmentation fluency in the winter. For first-graders, nonsense word fluency is assessed in the fall; oral reading fluency is assessed in the spring. School staff use oral reading fluency measures for second- and third-graders three times a year.

Core outcomes: Next steps

Progress monitoring in the core curriculum will be discontinued for those students who score at or above the benchmark performance level. School staff will further analyze the performance of students who score below the benchmark performance, with the goal of matching instruction to student need. These students may remain in the core curriculum with changes to instruction/practice or may be placed in core plus supplemental support.

Planning supplemental support

Options considered when planning supplemental support and matching students' needs with the appropriate type and intensity of resources and instruction include the following:

- more instructional or practice time
- smaller instructional groups
- more precisely targeted instruction at the right level
- more explicit explanations
- more systematic instructional sequences
- more extensive opportunities for guided practice
- more opportunities for corrective feedback

Progress monitoring for core plus supplemental instruction

For students who receive supplemental instruction, progress is monitored often twice each week rather than only once as with the core curriculum. School staff use DIBELS measures to assess kindergartners' initial sound fluency in the fall and their phoneme segmentation fluency in the winter. Staff members assess first-graders' nonsense word fluency in the fall and oral reading fluency in the spring. For second-graders, oral reading fluency is assessed; for third-graders, both oral reading fluency and retell fluency are assessed.

Core plus supplemental outcomes: Next steps

For students whose slope of performance is on the goal line or who are scoring at or above the benchmark performance level, two options are considered:

- a return to core instruction with progress monitoring occurring weekly
- continuing to receive core plus supplemental instruction

For students who have four consecutive reading probe data points below the established goal line, who are scoring below the benchmark performance, or whose slope of performance falls below the goal line (trend line), three options are considered:

- further analysis or assessment
- continuing core plus supplemental support with changes
- core plus supplemental instruction *plus* intervention(s)

Planning supplemental support

Options considered when planning instructional support and interventions for struggling students include the following:

- more instructional time
- smaller instructional groups
- more precisely targeted instruction at the right level
- more explicit explanations
- more systematic instructional sequences
- more extensive opportunities for guided practice
- more opportunities for corrective feedback

Progress monitoring challenges

Follow-up coaching and support. For Cornell Elementary School, one of the greatest challenges continues to be in the area of follow-up coaching and support for supplemental and intervention level instruction in vocabulary and comprehension.

Fidelity. An additional challenge for this school staff is ensuring continued fidelity of implementation of supplemental and intervention level instruction over time.

Time. Finding additional instruction and practice time (core plus supplemental plus intervention) without sacrificing other core academic subjects remains a challenge.



Progress Monitoring

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*National SEA Conference on SLD Determination
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Overview of Cornell Elementary

- Total Enrollment: 440 students
 - Preschool - 3rd Grade, 4 classes per grade
 - 187 students on free and reduced lunch
 - 5 ELL students
 - 32 students served in special education
- Data Management System
- DIBELS for benchmark assessments
 - Spring, 2006, progress monitoring on DIBELS website



Core Curriculum

Progress monitoring may be recommended weekly for students who are receiving instruction in the core curriculum only for the following reasons:

- Moved into district and initial assessment shows at-risk or strategic performance level
- Has previously received supplemental or intervention support and is now performing at benchmark level - monitor to ensure continued progress
- Teacher concerns about amount of progress student is making between benchmarks

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Core Curriculum Weekly Progress Monitoring

Grade	DIBELS measure	DIBELS benchmarks
Kindergarten	Fall - initial sound fluency Winter - Phoneme segmentation fluency	25 initial sounds/min 35-45 sounds/min
First	Fall - Nonsense word fluency Winter - Oral reading fluency	50 letter-sounds (sound by sound) 50 letter-sounds (read as words) 40 wrd/min
Second	Oral reading fluency	Fall - 44 wrd/min Winter - 68 wrd/min Spring - 90 wrd/min
Third	Oral reading fluency	Fall - 77 wrd/min Winter - 92 wrd/min Spring - 110 wrd/min

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Core Outcomes: Next Steps

If student scores at or above benchmark performance level	If students scores below benchmark performance level
Student will continue to receive core instruction only and progress monitoring will be discontinued.	<ul style="list-style-type: none"> ■ Further analysis of student performance will be done to match instruction to student need ■ Student may remain in core with changes to instruction or practice ■ Student may be placed in core plus supplemental support

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Planning Instructional Support for Students at the Core Plus Supplemental Level

Matching instructional needs of student with type and intensity of instruction:

- Smaller group size
- More instructional time
- More precisely targeted at right level
- More explicit explanations
- More systematic instructional sequences
- More extensive opportunities for guided practice
- More opportunities for corrective feedback

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Core Plus Supplemental Progress Monitoring

Grade	Measure and Frequency	Benchmarks
Kindergarten	Same as for core Increase in frequency: 1-2x/wk	Same as for core
First	Same as for core Increase in frequency: 1-2x/wk	Same as for core
Second	Same as for core Increase in frequency: 1-2x/wk	Same as for core
Third	Same as for core with addition of Retell fluency Increase in frequency: 1-2x/wk	Same as for core 50% of ORF

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Core Plus Supplemental Outcomes: Next Steps

If student scores at or above benchmark performance level or slope of performance is on goal line	If student scores below benchmark or slope of performance falls below goal line (trend line and/or 4 point decision rule)
Student would return to core instruction only with progress monitoring or; Student would continue to receive core plus supplemental	<ul style="list-style-type: none"> ■ Further analysis or assessment will be conducted to match frequency, intensity and focus of instruction to individual student needs ■ Student may remain in core plus supplemental support with changes or ■ Student may receive core plus supplemental plus intervention support

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Planning Instructional Support for Students at the Core Plus Supplemental Plus Intervention Level

Matching instructional needs of student with
type and intensity of instruction:

- Smaller group size
- More instructional time
- More precisely targeted at right level
- More explicit explanations
- More systematic instructional sequences
- More extensive opportunities for guided practice
- More opportunities for corrective feedback

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Challenges

- Follow-up coaching and support for supplemental and intervention level instruction in vocabulary and comprehension
- Fidelity of implementation of supplemental and intervention level instruction
- Finding additional instruction and practice time (core plus supplemental plus intervention) without sacrificing other core academic subjects

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