



Progress Monitoring

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

<p>If student scores at or above benchmark performance level or slope of performance is on goal line</p>	<p>If student scores below benchmark or slope of performance falls below goal line (trend line and/or 4 point decision rule)</p>
<p>Student would return to core instruction only with progress monitoring or; Student would continue to receive core plus supplemental</p>	<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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