

# Progress Monitoring in a Response to Intervention World:

## Helping Classrooms to Implement Best Practices

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## The Policy Basis for Adopting PM

- No Child Left Behind focuses on the progress of sub-groups of students including students with disabilities
- IDEA 2004 focuses on early intervening and response to intervention



# Progress Monitoring

- Conducted frequently – at least monthly
- Designed to:
  - Estimate rates of improvement
  - Identify students who are not demonstrating adequate progress
  - Compare the efficacy of different forms of instruction
    - Thereby design more effective, individualized instructional programs for struggling learners



## What is the Difference Between Traditional Assessments and PM?

- Traditional assessments:
  - Lengthy tests
  - Not administered on a regular basis
  - Teachers do not receive immediate feedback
  - Student scores are based on national scores and averages



# What is the Difference Between Traditional Assessments and PM?

- Curriculum-Based Measurement (CBM)
  - Provides an easy and quick method to gathering student progress
  - Teachers can analyze student scores and adjust student goals and instructional programs
  - Student data can be compared to teacher's classroom or school district data



# The Basics of CBM

- CBM monitors student progress throughout the school year
- Students are given probes at regular intervals
  - Weekly, bi-weekly, monthly
- Teachers use student data to quantify short- and long-term goals that will meet end-of-year goals



# The Basics of CBM

- CBM tests are brief and easy to administer
- All tests are different, but assess the same skills and the same difficulty level. CBM tests are standardized and reliable.
- CBM scores are graphed for teachers to use to make decisions about instructional programs and teaching methods for each student



# Sample Fourth-Grade Math Computation Curriculum

Multidigit addition with regrouping

Multidigit subtraction with regrouping

Multiplication facts, factors to 9

Multiply 2-digit numbers by a 1-digit number

Multiply 2-digit numbers by a 2-digit number

Division facts, divisors to 9

Divide 2-digit numbers by a 1-digit number

Divide 3-digit numbers by a 1-digit number

Add/subtract simple fractions, like denominators

Add/subtract whole number and mixed number



# Sample CBM Test

- Here you can see the entire computation curriculum represented in one test.
- Look at the items highlighted in this test and the next one: They are equivalent but different problems.

Sheet #1		Computation 4		
Password: ARM				
Name: _____ Date _____				
A $\frac{3}{7} - \frac{2}{7} =$	B $1\frac{6}{7} + 3 =$	C $4\overline{)6}$	D $6\overline{)78}$	E $\begin{array}{r} 875 \\ \times 7 \\ \hline \end{array}$
F $\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$	G $\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$	H $\begin{array}{r} 244 \\ \times 7 \\ \hline \end{array}$	I $6\overline{)48}$	J $5\overline{)20}$
K $2\overline{)50}$	L $\begin{array}{r} 6144 \\ - 4420 \\ \hline \end{array}$	M $\begin{array}{r} 33 \\ \times 10 \\ \hline \end{array}$	N $\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array}$	O $7\overline{)30}$
P $\begin{array}{r} 95225 \\ + 75268 \\ \hline \end{array}$	Q $8\overline{)32}$	R $\begin{array}{r} 1156 \\ 2824 \\ + 83 \\ \hline \end{array}$	S $7\frac{4}{7} - 2 =$	T $\begin{array}{r} 38 \\ \times 33 \\ \hline \end{array}$
U $\frac{3}{5} + \frac{1}{5} =$	V $\begin{array}{r} 982 \\ - 97 \\ \hline \end{array}$	W $\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$	X $\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$	Y $7\overline{)56}$



- This is an alternate form of the same test
- Random numerals within problems
- Random placement of problem types on page

Sheet #2		Computation 4		
Password: AIR				
Name: _____		Date _____		
A $9 \overline{)24}$	B $\begin{array}{r} 52852 \\ + 64708 \\ \hline \end{array}$	C $\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$	D $4 \overline{)72}$	E $\begin{array}{r} 8285 \\ 4304 \\ + 90 \\ \hline \end{array}$
F $6 \overline{)30}$	G $\begin{array}{r} 35 \\ \times 74 \\ \hline \end{array}$	H $\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$	I $\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$	J $\frac{2}{3} - \frac{1}{3} =$
K $\begin{array}{r} 32 \\ \times 23 \\ \hline \end{array}$	L $\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$	M $5 \overline{)65}$	N $6 \overline{)30}$	O $3\frac{4}{7} - 1 =$
P $\begin{array}{r} 107 \\ \times 3 \\ \hline \end{array}$	Q $2 \overline{)9}$	R $\begin{array}{r} 416 \\ - 44 \\ \hline \end{array}$	S $\frac{5}{11} + \frac{3}{11} =$	T $\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$
U $4\frac{1}{2} + 6 =$	V $\begin{array}{r} 1504 \\ - 1441 \\ \hline \end{array}$	W $9 \overline{)81}$	X $\begin{array}{r} 130 \\ \times 7 \\ \hline \end{array}$	Y $5 \overline{)10}$



# CBM Research

- CBM research has been conducted over the past 30 years
- Research has demonstrated that when teachers use CBM for instructional decision making:
  - Students learn more
  - Teacher decision making improves
  - Students are more aware of their performance

# How does CBM help me as I work within a Response to Intervention model?

Excerpt from 2006 Summer Institute on Student Progress Monitoring RTI Manual

(available at:

[http://www.studentprogress.org/summer\\_institute/inst2006.asp#cbmrti](http://www.studentprogress.org/summer_institute/inst2006.asp#cbmrti))



# IDEA 2004 and RTI

- IDEA 2004 permits use of IDEA funds for early intervening services; requires early intervening to address disproportionality
- IDEA 2004 permits LEAs to use RTI as an alternative to IQ/achievement discrepancy model



# **IQ/Achievement Discrepancy Model**

- Over-identifies students
- IQ tests do not necessarily measure intelligence
- IQ and academic achievement are not independent from one another
- Students must fail before they are identified with LDs



# Response to Intervention

- Students are provided with an early intervention
- Students are identified as LD only after they have not responded to instruction that is effective for the vast majority of students
- Assessment data is collected frequently



# Approaches To Implementing RTI: Five Dimensions

1. Number of tiers (2–5)
2. How at-risk students are identified:
  - Percentile cut on norm-referenced test
  - Cut-point on curriculum-based measurement (CBM) with and without progress monitoring (PM)
3. Nature of Tier 2 preventative treatment:
  - Individualized (i.e., problem solving)
  - Standardized research-based protocol
4. How “response” is defined:
  - Final status on norm-referenced test or using a benchmark
  - Pre–post improvement
  - CBM slope and final status
5. What happens to nonresponders:
  - Nature of the abbreviated evaluation to categorize learning disability (LD), behavior disability (BD), and mental retardation (MR)
  - Nature of special education



# Several Viable Approaches To Implementing RTI

In this presentation, we feature the most widely researched model.

1. Three tiers
2. Designating risk with benchmark + PM
3. Standardized research-based Tier 2 preventative tutoring
4. Defining response in terms of CBM slope/final status
5. Nonresponders undergo abbreviated evaluation to answer questions and distinguish LD, BD, and MR
  - Receive reformed Tier 3 special education

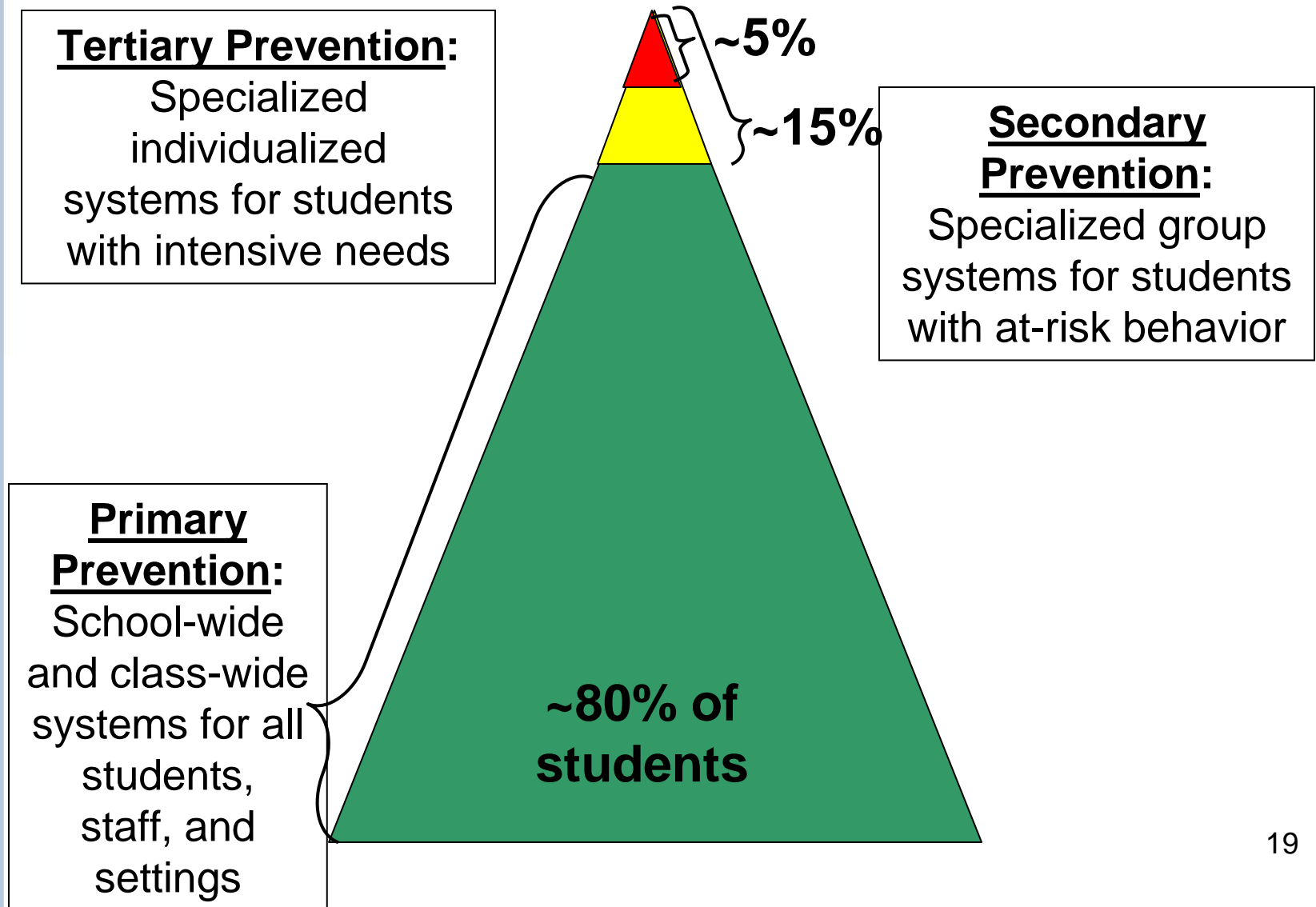


# Basics of RTI

- RTI relies on a multi-tier prevention system to identify students with LDs:
  - Primary prevention
  - Secondary prevention
  - Tertiary prevention



# Continuum of School-wide Support



## Tertiary Prevention:

Specialized individualized systems for students with intensive needs

## Secondary Prevention:

Specialized group systems for students with at-risk behavior

## Primary Prevention:

School-wide and class-wide systems for all students, staff, and settings

**~80% of students**



# Basics of RTI

- Primary Prevention (Tier 1):
  - All students screened to find suspected at-risk students
  - Suspected at-risk students remain in primary prevention and are assessed using progress monitoring
  - Responsive students remain in primary prevention
  - Unresponsive students move to next tier



# Basics of RTI

- Secondary Prevention (Tier 2):
  - Research-based tutoring.
  - Provided in small groups.
  - Student progress is monitored weekly.
  - Responsive students return to primary prevention.
  - Unresponsive students move to next tier.

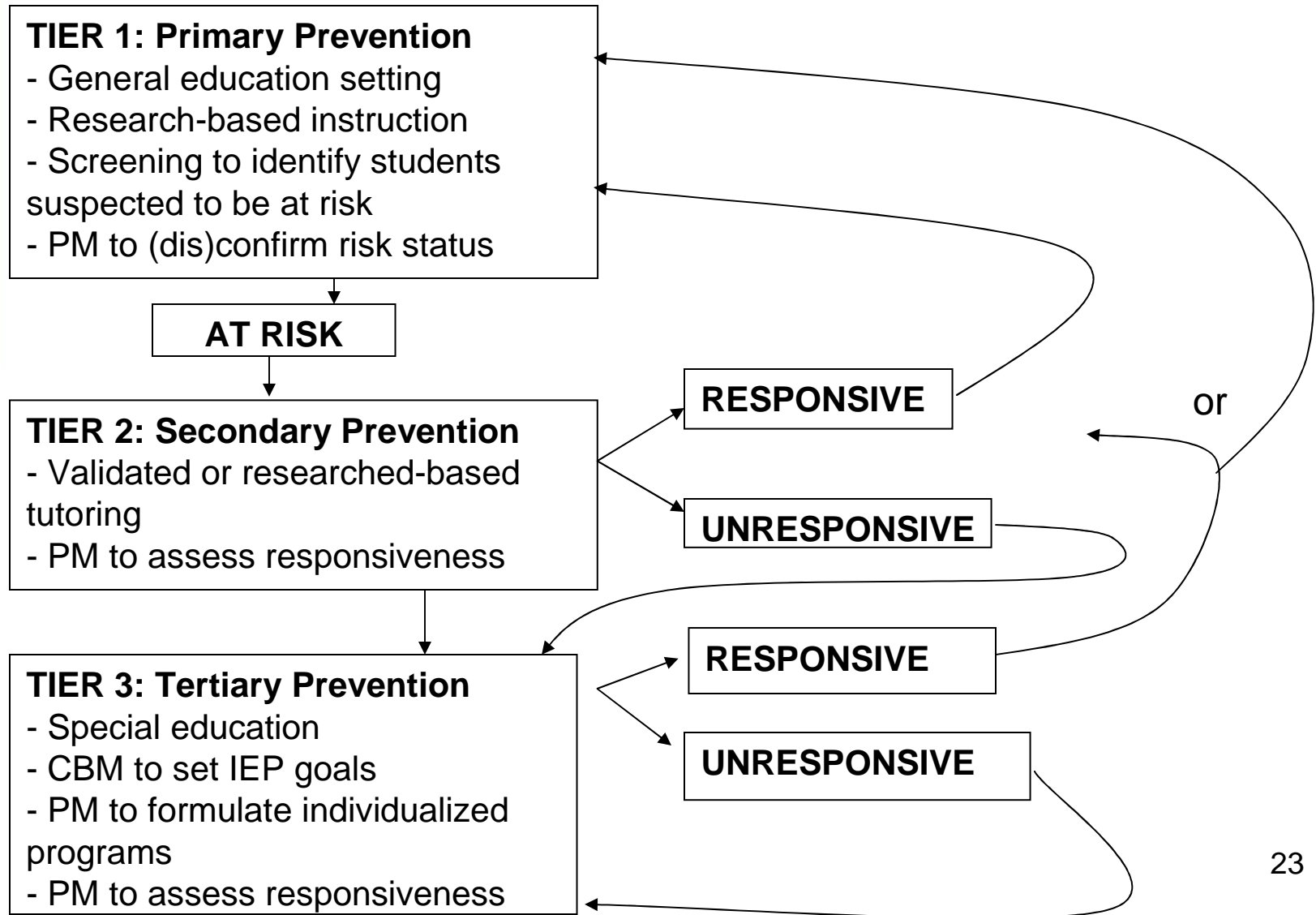


# Basics of RTI

- Tertiary Prevention (Tier 3):
  - Special education services.
  - Individualized education program (IEP) goals.
  - Individualized instructional programs.
  - Student progress is monitored weekly.
  - Responsive students return to secondary or primary prevention.
  - Unresponsive students remain in tertiary prevention.



# Three Tiers of RTI





# Typical RTI Procedure

1. All students screened to identify suspected at-risk students.
2. Progress of suspected at-risk students is monitored and students with confirmed risk require more intensive tutoring.
3. At-risk students receive secondary prevention tutoring and progress is continually monitored.



# Typical RTI Procedure (continued)

4. Students unresponsive to secondary prevention tutoring move to tertiary prevention and receive comprehensive evaluation to answer questions and determine disability.
5. Progress is monitored in tertiary prevention to set IEP goals, formulate effective programs, and decide responsiveness-to-intervention.



# Progress Monitoring and RTI

- PM is an essential tool for RTI.
- With PM, student academic performance is assessed using brief measures.
- PM takes place frequently (generally weekly) using alternate forms.
- Decisions are made based on PM

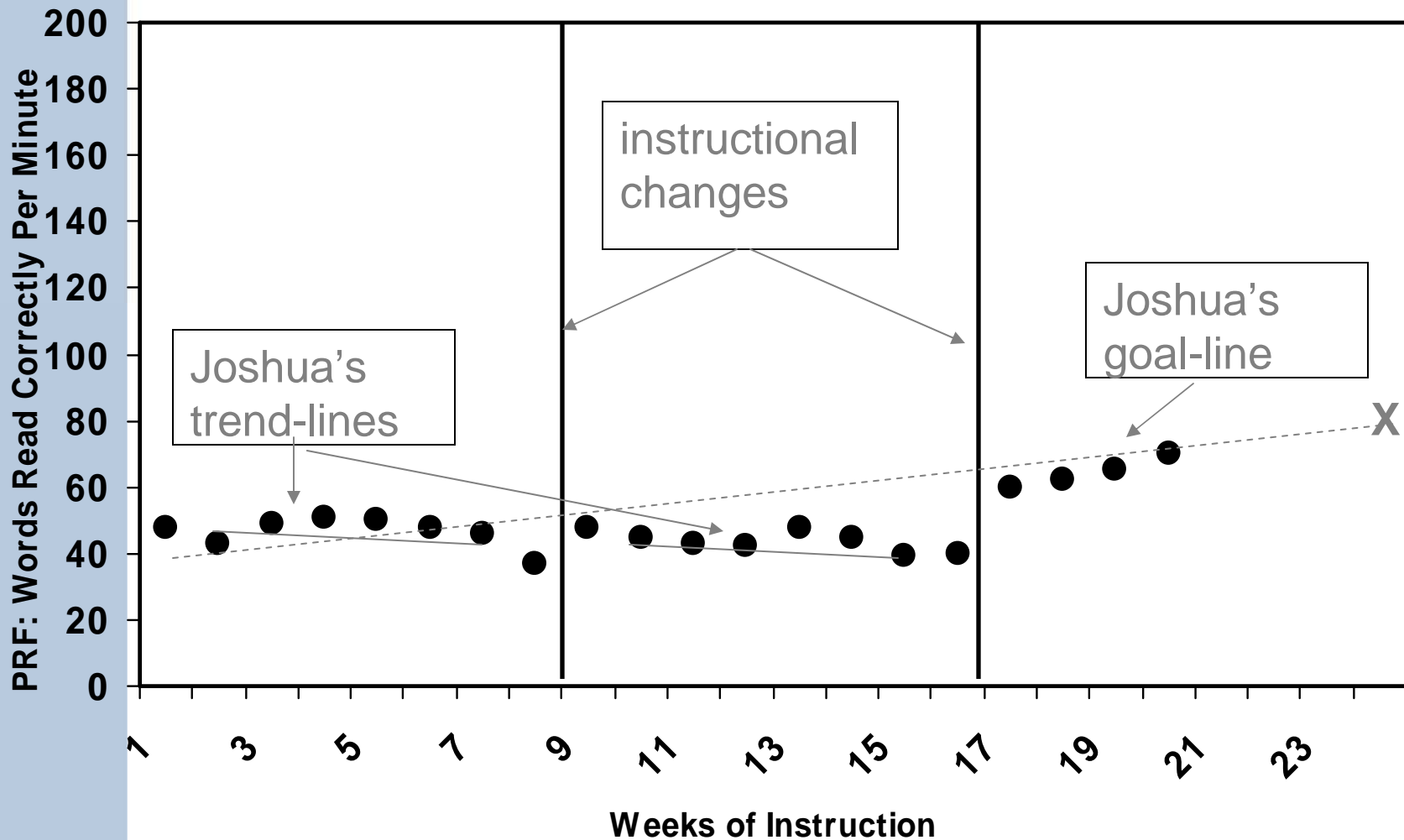


# Progress Monitoring (PM)

- CBM benchmarks used for screening
- CBM slopes used to confirm or disconfirm student risk status in Tier 1
- CBM used to define responsiveness-to-intervention in Tier 2
- CBM used to set IEP goals, formulate individualized programs, and determine responsiveness-to-intervention in Tier 3



# Case Study: Joshua





# Decisions in Developing EI/RTI Models

- What is our purpose?
- What is our scope?
- How will we define and monitor students at risk?
- What is our EI/RTI model?
- How does our EI/RTI model relate to special education eligibility?



# What is our purpose?

- To maximize performance on end of year tests?
- To reduce inappropriate referrals to special education?
- To identify students with LDs earlier?
- To move away from the discrepancy model?



# What is our scope?

- Academic or academic plus behavior?
- Which academic subjects?
- What grades?
- What schools?



## How will we define and monitor students at risk?

- Relates to your purpose.
- What tools will we use for screening?
- What progress monitoring tools will we use?



# What is our EI/RTI model?

- How many tiers will we have?
- Do we have a research-based curriculum in place?
- Who will deliver services at each tier and what will they be?
- How long is the intervention at each tier?
- Can students repeat a tier? How many times?



## How does EI/RTI model relate to special education eligibility?

- How will EI/RTI information be used in referral?
- What other information will be gathered?
- Does failure to progress at Tier 2=learning disability?
- What about procedural safeguards?



## Related Articles

- What Is Scientifically-Based Research on Progress Monitoring?  
By Lynn S. Fuchs and Douglas Fuchs
- How Progress Monitoring Assists Decision Making in a Response-to-Instruction Framework  
By Deborah Speece

These articles can be found at:

<http://www.studentprogress.org/library/articles.asp>

# Where can I learn more information about student progress monitoring?

National Center on Student Progress Monitoring

[www.studentprogress.org](http://www.studentprogress.org)

(866) 770-6111 (Toll Free)

[studentprogress@air.org](mailto:studentprogress@air.org)

