

## Section 3.2 Progress Monitoring

### What is progress monitoring and how does it fit with Response to Intervention?

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

Within a classroom, teachers should know their students through assessments. Understanding that learning occurs at a different pace for all students, teachers should incorporate frequent opportunities for students to "show what they know." The assessment strategy used for these frequent formative assessments should be deeply aligned with grade level GPS for any content area.

Several organizational structures need to be in place to support progress monitoring. First, schools should create schedules that allow for collaborative planning. The importance of a common understanding of GPS expectations is required for teacher teams. Second, schools should initiate content area vertical (across grade level and K-12) discussions. These discussions will support a strong understanding of rigorous assessment and the instruction needed for student mastery. Third, schools should establish a clear professional learning plan to support the use of a variety of assessment strategies as students work to "show what they know."

In many cases, the intensity of the progress monitoring increases as students move through the tiers of the Georgia Student Achievement Pyramid of Interventions.

**Tier 1** – Universal screenings are used for reading, math, and/or behavior for all students at all levels. Classroom teachers use frequent common formative assessments to measure progress. Teams of teachers routinely create these common formative assessments and benchmark criteria for success, use the data to collaboratively discuss instructional approaches, and design learning opportunities to address individual needs. Progress monitoring data is purposefully collected and organized, shared with students and parents, and is the driving force of the instructional program.

**Tier 2** – Students identified for Tier 2 interventions are regularly assessed to measure understanding and transfer of learning to core classrooms. The progress monitoring process used for the intervention is pre-identified by the school data team based on the intervention components and should include curriculum based measures and/or other standardized assessments. Benchmarks for expected progress are set, and student progress toward these benchmarks is closely monitored through assessments. Graphs of these purposeful data points are needed to illustrate the progress toward benchmark goal. These data graphs support the data team in monitoring individual student growth as well as the fidelity of implementation of the intervention.

**Tier 3** – Students identified for Tier 3 interventions will be closely monitored based on the interventions designed by the Student Support Team during the problem solving process. At this level, clear documentation of progress monitoring data is needed to support the deep focus on the individual. Graphs of assessment trends are required to show progress and identify transfer of learning to the core classrooms.

**Tier 4** – Students identified for Tier 4 interventions will be involved in deep, systematic, and formalized progress monitoring, data collection, and targeted instruction. Tier 4 interventions are individualized based on student assessment data. Documentation of progress is comprehensive and robust.

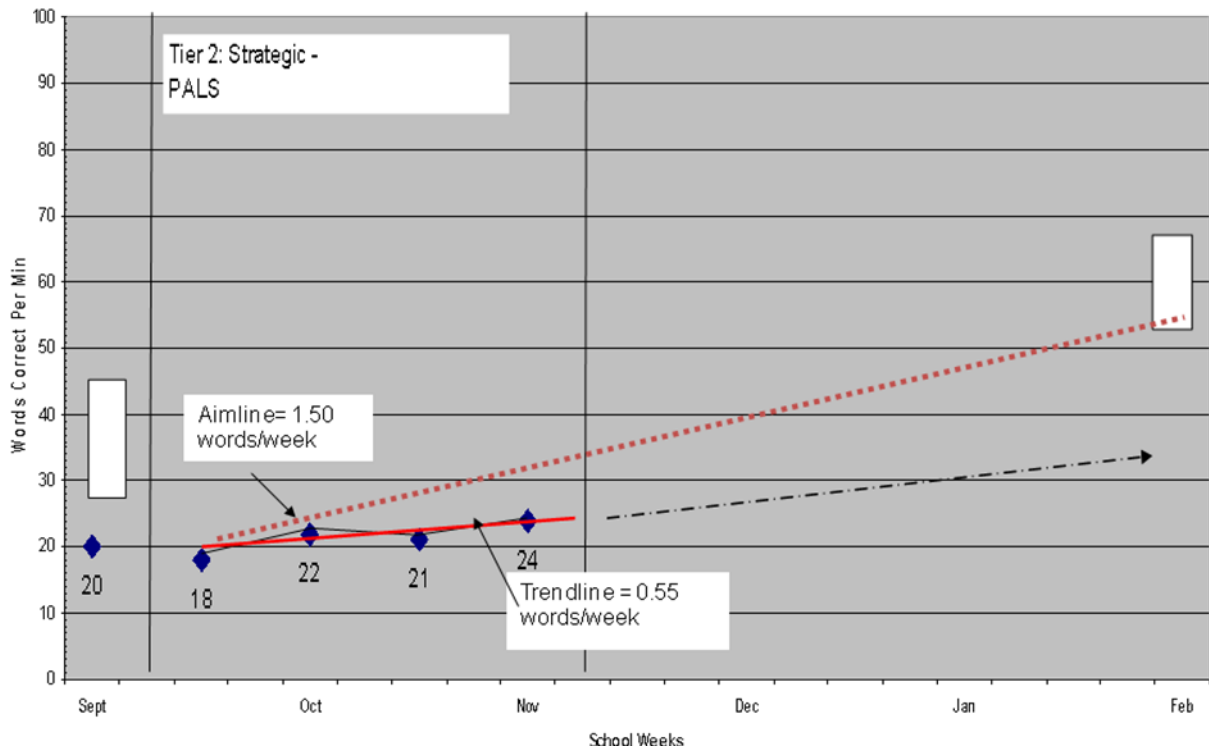
**The Georgia Department of Education recommends districts and schools use an established data-management system to allow ready access to students' progress monitoring data.**

Below are examples of graphs from Dr. George Batsche at the University of South Florida. Graphs such as these examples should be used with Tier 2-4 students in order to address individual responses to an intervention. In these examples, the dotted red line is the aimline (the rate and achievement expectations established by the data team), and the solid red line is the trendline (the rate and achievement based on student performance assessments within the intervention). The first graph shows a student's response to a Tier 2 intervention, PALS. Based on the progress monitoring data, this student is not responding to the intervention as expected by the data team. The second graph shows the same student and his/her response to the addition of a Tier 3, one-on-one intervention. Based on the progress monitoring data, this student is responding positively to the intervention as indicated by the trendline.

The data team should use a graphing system in order to accurately measure a student's response to the intervention and identify additional intervention to utilize, if necessary. It is important to remember that a student not responding to a Tier 2 intervention does not automatically need a Tier 3 intervention. The data team should consider other factors influence on the effectiveness of the intervention, such as inconsistent implementation, student and/or teacher absenteeism, interruptions, etc. In most cases, the data team should consider a variety of Tier 2 interventions within the standard protocol established at the local school.

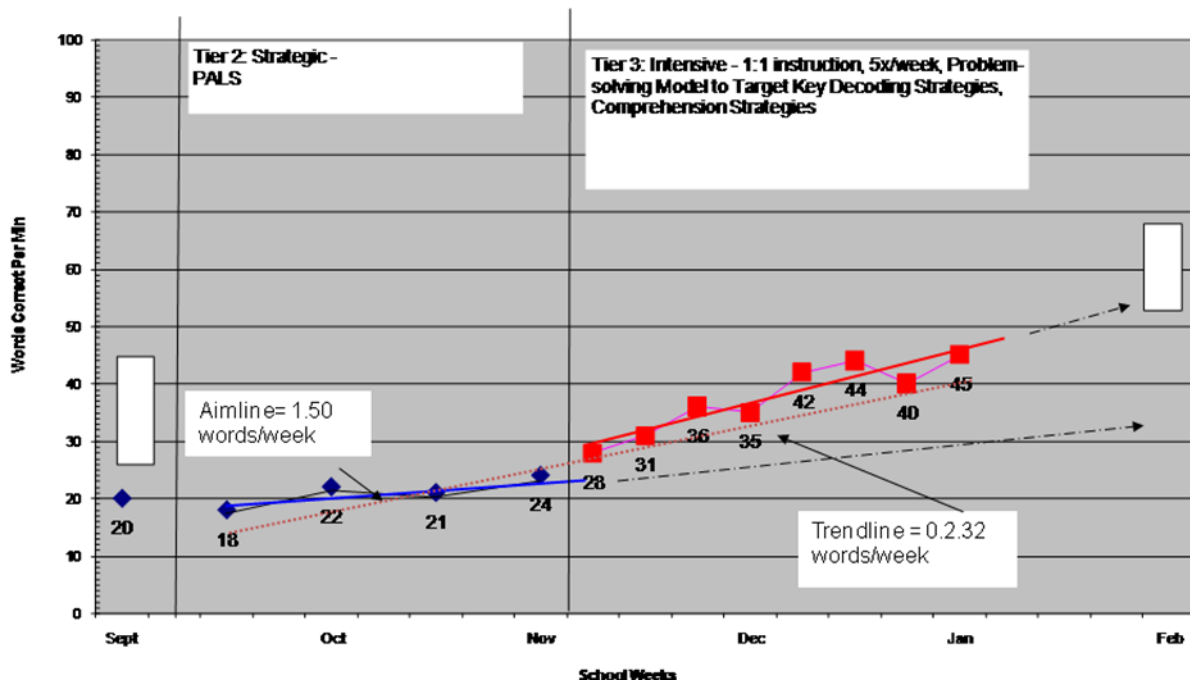
Steven

# Poor RTI



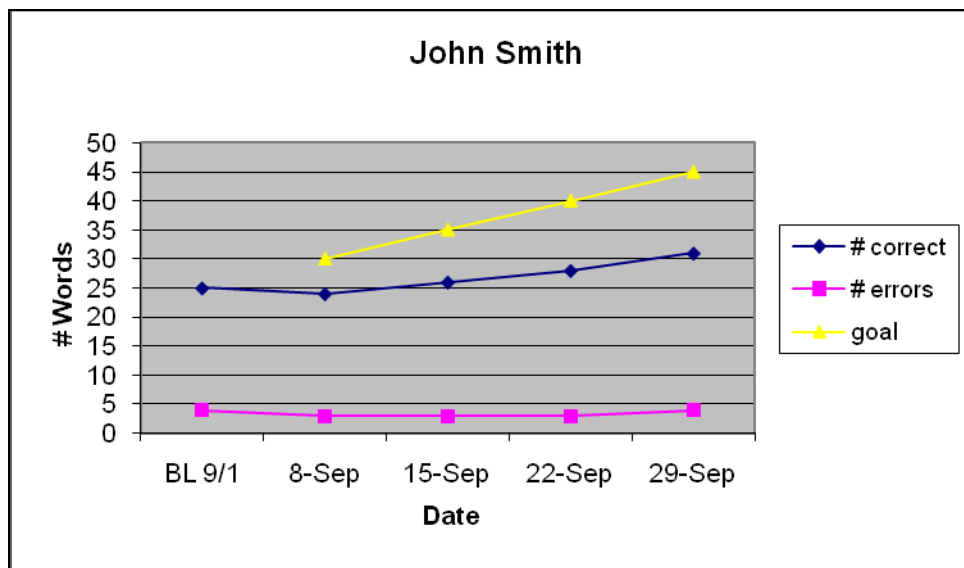
Steven

Positive RTI



Below are examples from Georgia schools:

Cobb County Public Schools – this is an example of charting a student’s words read correctly over a 4 week period.

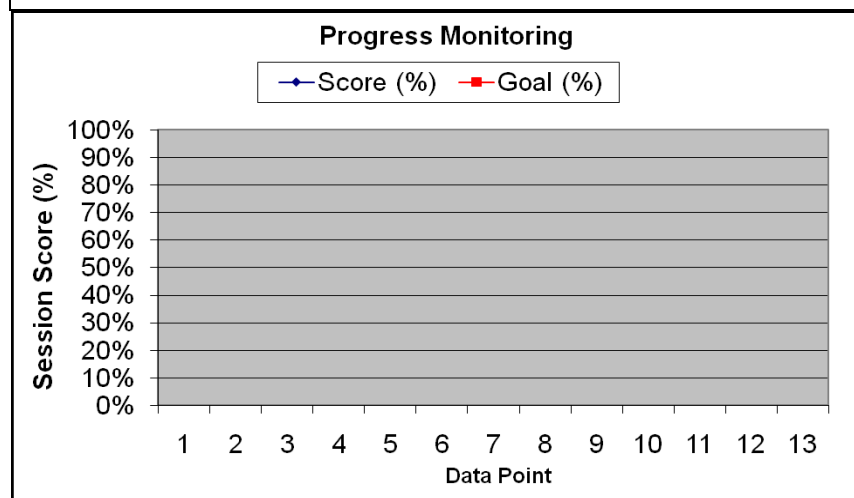


Barrow County Schools RTI Progress Monitoring

Barrow County Schools RTI Progress Monitoring	
<b>Student</b>	<b>Date</b>
<b>School</b>	<b>Grade/Tier</b>
<b>Completed By</b>	<b>Title</b>
<b>Academic/Behavioral Skill Targeted</b>	
<b>Instrument/Measure Utilized</b>	

Baseline	Score (%)	Goal (%)	Date	Phase
BL	#N/A	#N/A		
Data Point	Score (%)	Goal (%)	Date	Phase
1	#N/A	#N/A		
2	#N/A	#N/A		
3	#N/A	#N/A		
4	#N/A	#N/A		
Add More Data Points if Appropriate				
5	#N/A	#N/A		
6	#N/A	#N/A		
7	#N/A	#N/A		
8	#N/A	#N/A		
9	#N/A	#N/A		
10	#N/A	#N/A		
11	#N/A	#N/A		
12	#N/A	#N/A		

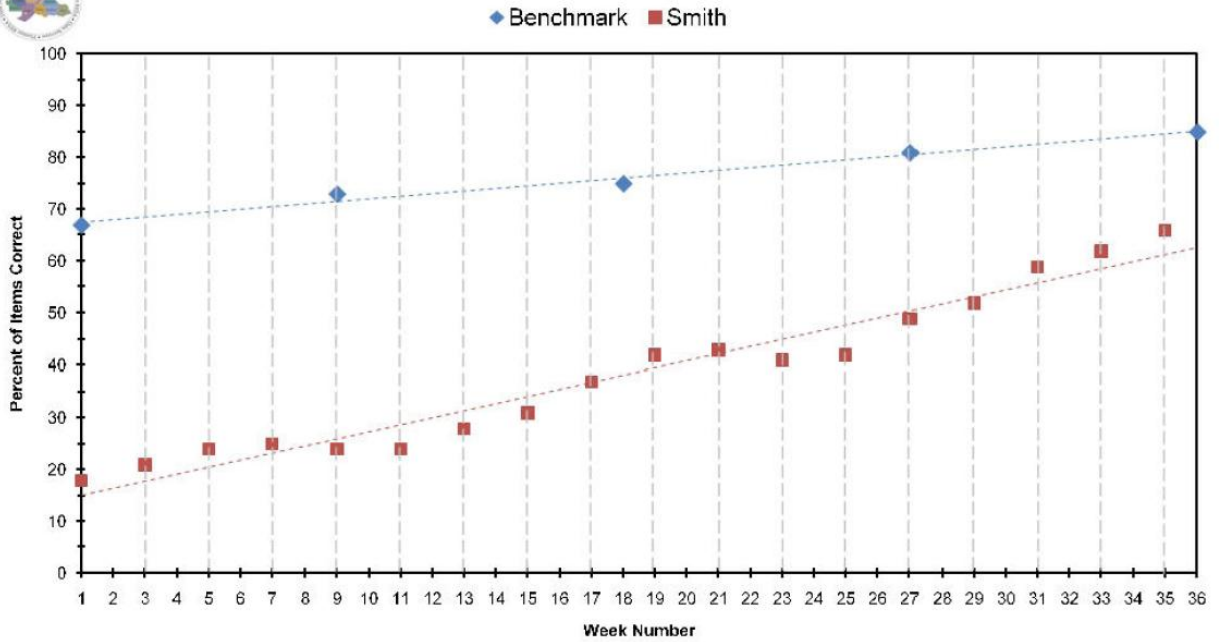
**Progress Monitoring Descriptions**  
\*Interventions Implemented by Phase



Pioneer RESA example of Progress Monitoring ([www.pioneerresa.org](http://www.pioneerresa.org))



PRES Progress Monitoring 2008-2009: **Teacher 1**



Week #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Benchmark	67							73										75									81									85
Smith	18	21	24	25	24	24	28	31	37	42	43	41	42	49	52	59	62	66																		
Intervention	Int. 1, Str.1			Int. 1, Str.2			Int.2, Str.1			Int. 2, Str.2			Int. 3, Str.1																							
Notes	<b>Include skill deficit</b>																																			

Created by Pioneer RESA Data Services







