Welcome

Please take a few minutes to answer the questions on the pre-test.
Georgia’s Tiered System of Supports for Students

Implementer Series Unit 4: Progress Monitoring
Session Agenda

- Welcome, Review of Agenda and Planning for the Day
- Georgia’s Tiered System of Supports for Students Framework
- What is Progress Monitoring?
- Progress Monitoring Critical Features
- Progress Monitoring Tools Charts
- Wrap-Up, Review Questions and Next Steps
Participants will be able to:

- Identify the purpose and focus of progress monitoring
- Select and/or evaluate appropriate progress monitoring tools
- Identify the time frame for progress monitoring
- Identify the two critical features of progress monitoring
Georgia’s Tiered System of Supports for Students

A National Definition

• A tiered system of supports integrates ______ and ______ within a school-wide, ____________ prevention system to maximize student achievement and reduce behavioral problems.

• Promotes systems alignment to increase ______ and _____ of resources.

  intervention    multi-level
  efficiency      effectiveness
  assessment
Georgia’s Tiered System of Supports for Students

A National Definition

• A tiered system of supports integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems.

• Promotes systems alignment to increase efficiency and effectiveness of resources.

Adopted from the National Center on Response to Intervention (NCRTI), 2010
Essential Components of the Nationally Aligned MTSS Framework

- Screening
- Progress Monitoring
- Data-Based Decision Making
- Multi-Level Prevention System

Supported by District and School Infrastructure

Georgia added the essential component of Infrastructure.
Essential Components of the Nationally Aligned MTSS Framework

- Screening
- Data-Based Decision Making
- Progress Monitoring
- Multi-Level Prevention System

Supported by District and School Infrastructure
Essential Components of Georgia’s Tiered System of Supports for Students

- **Screening**
- **Progress Monitoring** – a system for monitoring the effectiveness of the supports provided to students
- **Multi-Level Prevention System**
  - Tier I: Primary Level – Instruction/Core Curriculum
  - Tier II: Secondary Level - Intervention
  - Tier III: Tertiary Level - Intensive Intervention
- **Data-Based Decision Making**
  - Identify instructional needs for academics and/or behavior
  - Evaluate the effectiveness of core curriculum, instruction, interventions and the framework
  - Determine movement within the multi-level system
- **Infrastructure**
Why Progress Monitor?

When teachers use systematic progress monitoring to track their students' progress in reading, mathematics, or spelling, they are better able to identify students in need of additional or different forms of instruction, they design stronger instructional programs, and their students achieve better.

(Fuchs & Fuchs, 2002, p. 1)
Question to Ponder

• What is the difference between monitoring progress (Tier I) in the classroom and the essential component of progress monitoring (Tiers II and III) in Georgia’s Tiered System of Supports for Students?

• In pairs, list strategies that teachers use to monitor the progress of their students’ during Tier I instruction.
What is Progress Monitoring?

Progress monitoring is repeated measurement of student performance over the course of intervention to index/quantify responsiveness to intervention and to thus determine, on an ongoing basis, when adjustments to the program are needed to improve responsiveness.

National Center on Intensive Interventions, 2017
Monitor Progress and Progress Monitoring

Tier I Primary Prevention

- Using formative assessments strategies (see handout) to monitor student progress, provides teacher with data
  - the degree to which the student has mastered a learning target
  - who needs reteaching
  - who needs enrichment/acceleration
  - what the next learning target should be
  - how students should be grouped for small-group instruction
  - who needs more intense supports/intervention

Tier II and Tier III

- Progress monitoring is repeated measurement of student performance over the course of intervention to index/quantify responsiveness to intervention and to thus determine, on an ongoing basis, when adjustments are needed to improve responsiveness.
  - Progress Monitoring Tools
  - Progress Monitoring Process

Handout
## Essential Component: Progress Monitoring

<table>
<thead>
<tr>
<th><strong>PURPOSE</strong></th>
<th>Monitor students’ response to secondary or tertiary intervention in order to estimate rates of improvement, identify students who are not demonstrating adequate progress, and compare the efficacy of different forms of academic and/or behavior instruction</th>
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<tbody>
<tr>
<td><strong>FOCUS</strong></td>
<td>Students who need enrichment/acceleration or who are at risk for poor learning and behavioral outcomes</td>
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<tr>
<td><strong>TOOLS</strong></td>
<td>Brief assessments that are valid, reliable and evidence-based</td>
</tr>
<tr>
<td><strong>TIME FRAME</strong></td>
<td>Administered at regular intervals (e.g., weekly, biweekly, or monthly)</td>
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Resource: [https://intensiveintervention.org/](https://intensiveintervention.org/)
Why Progress Monitoring?

Data allow us to ...

- Compare the efficacy of different forms of intervention.
- Identify students who are not demonstrating adequate progress.
- Estimate the rates of improvement (ROI) across time.
- Determine when instructional change is needed.
Why Progress Monitoring?

Data allow us to:

- Compare the efficacy of different forms of intervention.
- Identify students who are not demonstrating adequate progress.
- Estimate the rates of improvement (ROI) across time.
- Determine when instructional change is needed.
Compare Efficacy of Interventions

Growth by Intervention Type

Words Read Correctly

Week 1  Week 2  Week 3  Week 4

Intervention A
Intervention B
Intervention C
Why Progress Monitoring?

Data allow us to ...

- Compare the efficacy of different forms of intervention.
- Identify students who are not demonstrating adequate progress.
- Estimate the rates of improvement (ROI) across time.
- Determine when instructional change is needed.
Estimate Rates of Improvement

- Graph showing the rate of improvement with 6 WRC.
- Graph showing a different rate of improvement with 0.3 WRC.
Why Progress Monitoring?

Data allow us to ...

- Compare the efficacy of different forms of intervention.
- Identify students who are not demonstrating adequate progress.
- Estimate the rates of improvement (ROI) across time.
- Determine when instructional change is needed.
Identify Students Not Making Adequate Progress

**Student A: Increasing Scores**

![Graph showing increasing scores over weeks of intervention](image1)

**Student B: Flat Scores**

![Graph showing flat scores over weeks of intervention](image2)

Weeks of Intervention
Progress Monitoring in Tier III

Data-Based Individualization (DBI)

National Center on Intensive Intervention
Critical Features of Progress Monitoring

Progress Monitoring Tools

Progress Monitoring Process
Critical Feature 1: Progress Monitoring Tools

• Criteria 1 - Have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level;
  ▪ Tier II: At least 9 alternate forms
  ▪ Tier III: At least 20 alternate forms
Critical Feature 1: Progress Monitoring Tools

- Criteria 2 - Specify minimum acceptable growth;
- Criteria 3 - Provide benchmarks for minimum acceptable end-of-year performance;
- Criteria 4 - Have available reliability and validity information for the performance–level score and staff is able to articulate the supporting evidence.
Progress Monitoring Tools Chart

https://charts.intensiveintervention.org/chart/progress-monitoring
Tips for Using the Tools Chart

1. Gather a team
2. Determine your needs
3. Determine your priorities
4. Familiarize yourself with the content and language of the chart
5. Review the data
6. Ask for more information
Team Time: Progress Monitoring Tools

Review the Progress Monitoring Tools Chart

- Using the Progress Monitoring Tools Chart, assess a progress monitoring tool your district or school has used or is currently using.
- What progress monitoring tools in math and reading have high reliability and validity?
- Are your tools there? What evidence exists for their reliability and validity?
Critical Feature 2: Progress Monitoring Process

• Criteria 1 - Progress monitoring occurs at least monthly for students receiving Tier II and at least weekly for students receiving Tier III support.

• What does the research say?
  ▪ As the number of data points increases, the effects of measurement error on the trend line decreases.
  ▪ Christ & Silberglitt (2007) recommended six to nine data points.
Critical Feature 2: Progress Monitoring Process

• Criteria 2 - Procedures are in place to ensure implementation accuracy. Procedures are in place for the following:
  ▪ Identifying appropriate students.
  ▪ Goal setting.
  ▪ Data collection and entry.
  ▪ Data decision making.
Team Time: Progress Monitoring Process

Think about the processes in place for progress monitoring in your district or school and discuss the following questions:

- What processes and procedures are in place to ensure the fidelity of data collection and entry?
- How are you setting validated goals for grade levels and/or students using progress monitoring?
- How are you using progress monitoring to make validated decisions?
Are you able to:

• Identify the purpose and focus of progress monitoring?
• Select and/or evaluate appropriate progress monitoring tools?
• Identify the timeframe for progress monitoring?
• Identify the two critical features of progress monitoring?
Next Steps
Please complete the post test and training evaluation
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<tr>
<th>Date(s)</th>
<th>Content</th>
<th>Location</th>
<th>Audience</th>
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<tr>
<td>8/21 – 8/22/2019</td>
<td>Evidence-Based Practices and Evidence-Based Interventions</td>
<td>GaDOE West Tower, 20th Floor, Atlanta, GA</td>
<td>All GaDOE, All Georgia educators (Priority given to Cohorts 1 &amp; 2)</td>
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<tr>
<td>September 2019</td>
<td>Infrastructure and Needs Assessment</td>
<td>Individual Sites</td>
<td>Cohort 2 Districts &amp; Schools</td>
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<tr>
<td>9/12/2019</td>
<td>SSTAGE Fall Conference</td>
<td>Macon, GA</td>
<td>All Georgia Educators</td>
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<td>Screening**</td>
<td>KSU Center, Kennesaw, GA</td>
<td>All Georgia Educators (Cohort 2 Districts required**)</td>
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** This professional learning module will be offered on two different dates. Cohort 2 Districts can choose which of the two sessions they wish to attend.
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<tr>
<td>10/22/2019</td>
<td>MTSS for Middle &amp; High Schools</td>
<td>GaDOE West Tower, 20th Floor: Floyd Room</td>
<td>All Georgia Educators (Priority given to Cohorts 1 &amp; 2)</td>
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<tr>
<td>1/15/2020</td>
<td>SSTAGE Promising Practices Conference</td>
<td>Athens, GA</td>
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<td>1/22/2020</td>
<td>Multi-Level Prevention System Part 1**</td>
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<td>1/28/2020</td>
<td>Multi-Level Prevention System Part 1**</td>
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<td>January-February 2020</td>
<td>Fidelity Rubric Verification</td>
<td>Individual Sites</td>
<td>Cohort 1 &amp; 2</td>
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Georgia’s Tiered System of Supports for Students

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Claire Smith, Regional Coach
Deshonda Stringer, Regional Coach
Need More Information?
Georgia’s Tiered System of Supports for Students

www.gadoe.org/TieredSystemofSupports
or
www.gadoe.org/MTSS

Resources Available
• Fact Sheets: Simplify essential components/framework
• Professional Learning Units
• Training Webinars
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• Register for Upcoming Events
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#GAMTSS

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Offering a holistic education to each and every child in our state.

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