

MULTI-TIERED SYSTEM OF  
SUPPORT (MTSS): BUILDING AN  
EFFECTIVE PROGRESS  
MONITORING SYSTEM

Participant Workbook

# Handout 1: Making Connections---Self-Evaluation of Progress Monitoring System

**Directions:** Read the descriptors in each column. With your team, determine which descriptor best describes your current progress monitoring system. Use data from the progress monitoring tools charts, to complete the first row.

Criteria	1	3	5
Progress-Monitoring Tools	Selected progress-monitoring tools meet no more than one of the following 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; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of-year performance; and (4) reliability and validity information for the performance-level score is available.	Selected progress-monitoring tools meet two or three of the following 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; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of-year performance; and (4) reliability and validity information for the performance-level score is available.	Selected progress-monitoring tools meet all of the following 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; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of-year performance; and (4) reliability and validity information for the performance-level score is available and staff is able to articulate the supporting evidence.
Progress-Monitoring Process	Neither condition is met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).	Only one condition is met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).	Both conditions are met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).

## Handout 2: Evaluating MTSS Progress Monitoring Tools

TOOL: \_\_\_\_\_

Criteria for Progress Monitoring Tools	What it really means...	Does Our Tool Meet the Criteria?			
		Don't Know	No	Maybe	Yes
<b>(1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level;</b>					
<b>(2) specify minimum acceptable growth;</b>					
<b>(3) provide benchmarks for minimum acceptable end-of-year performance; and</b>					
<b>(4) have available reliability and validity information for the performance-level score and staff is able to articulate the supporting evidence.</b>					

## Handout 3: Overview of Goal Setting Strategies

### Option 1. Using Benchmarks

- ❖ Description: Identify the grade level winter or end-of-year benchmark and use for goal.
- ❖ Advantages:
  - Easy-to-use when progress monitoring tool provides benchmarks.
  - Tracks progress toward grade-level expectations.
  - Efficient for setting goals for large numbers of students
- ❖ Considerations:
  - Not appropriate for those students significantly below or above benchmark. To determine appropriateness, ensure that the expected weekly growth is also realistic (e.g., no more than twice average growth, at least average growth)

### Option 2. National Norms for Rate of Improvement (ROI)

- ❖ Description: Identify average growth per week (ROI) for grade and number of weeks left in the instructional period (when we want the goal to be reached). Use the following to calculate a realistic goal.

$$\text{ROI} \times \# \text{ Weeks} + \text{Baseline Score} = \text{GOAL}$$

- ❖ Advantages:
  - Provide more realistic goal when using benchmarks are not appropriate
- ❖ Considerations:
  - If a student is behind, matching the ROI norm will maintain the same level of achievement gap.
  - Some progress monitoring tools provide recommendations for “ambitious” ROIs.
  - When national norms are not available, consider using local norms or estimating ROI by dividing growth between benchmark periods by the number of weeks of instruction.

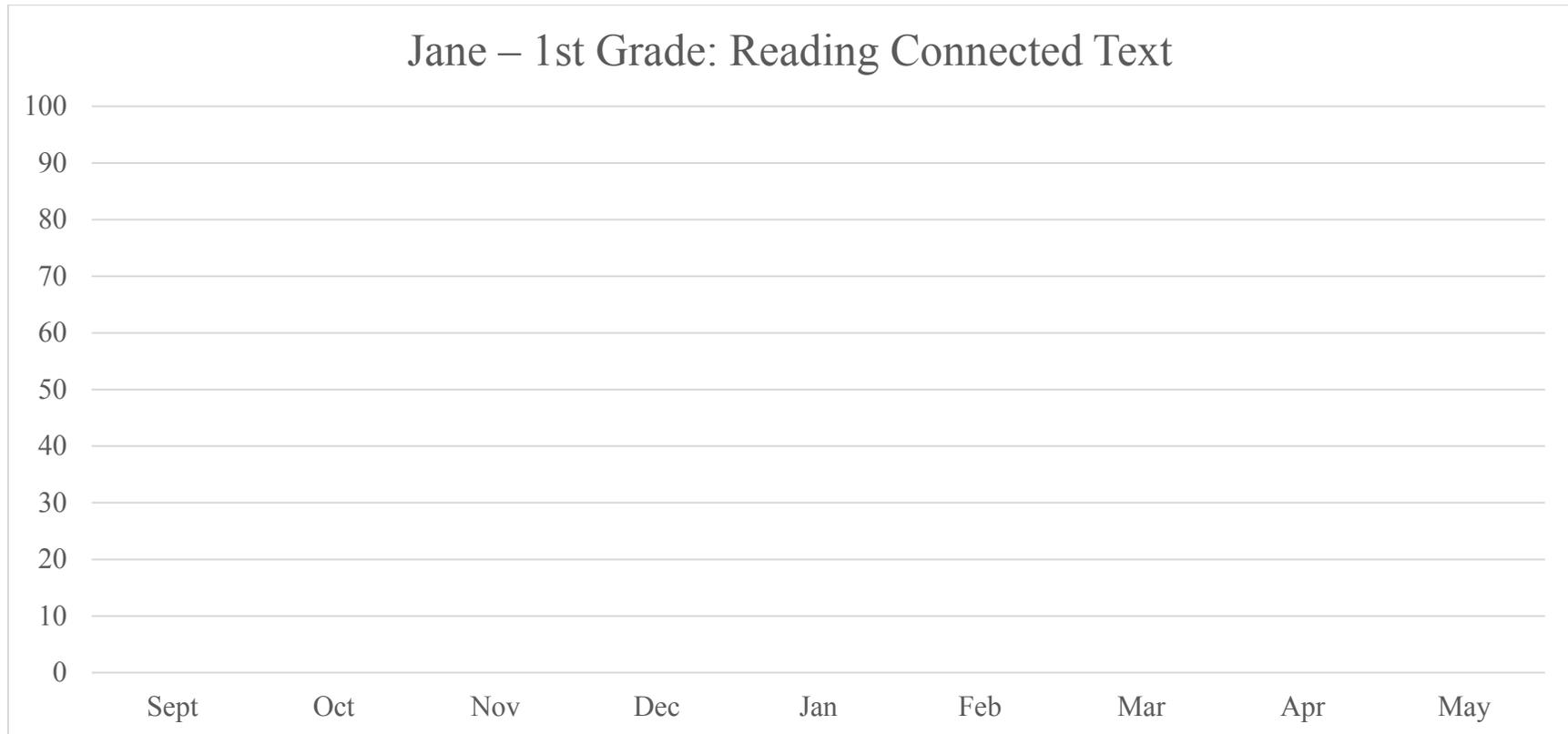
### Option 3. Intra-individual Framework

- ❖ Description: Uses an individual growth rate based on past performance instead of a national normed growth rate.
- ❖ Advantages:
  - Provides valid goal setting strategy in situations where students are performing far below grade level and typical growth rates are not appropriate.
- ❖ Considerations:
  - Use three most recent data points to calculate baseline score.
  - Calculate student’s ROI (SROI) based on at least eight data points
  - **Why 1.5?** Since the current SROI is insufficient to close the achievement gap, we want to increase current growth by at least half (x 1.5).
  - A more ambitious goal may be set if appropriate (e.g., if after several weeks of progress monitoring, the current SROI exceeds the goal SROI).

$$\text{SROI} \times 1.5 \times \# \text{ Weeks} + \text{Student's Baseline Score (mean of 3 most recent scores)} = \text{GOAL}$$

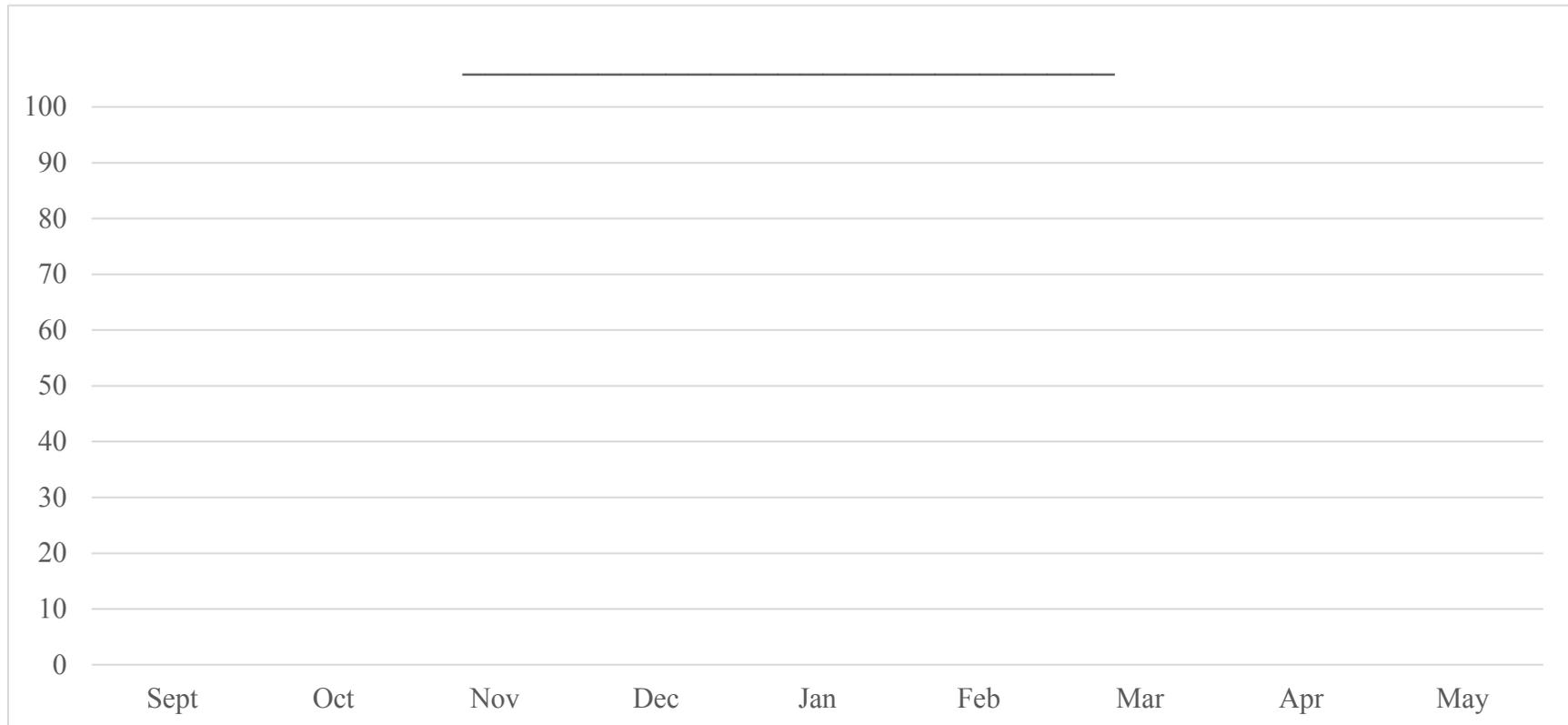
## Handout 4: Goal Setting – Graphing Activity

Use the provided information and the goal setting activity in the next handout to set up a progress monitoring chart. To complete the activity, chart Jane’s baseline score, goal, and goal line.



## Handout 5: Goal Setting – Graphing (Blank)

When graphing progress monitoring data, it is important to label the chart with the following: student name, assessment tool, and x (i.e., weeks, months) and y (i.e., % correct, # of words read correctly) axes.



## Handout 6: Goal Setting Activity

**Information you will need:** Jane’s Reading Connected Text scores in correct words read correctly (WRC).

- **Winter** Screening Benchmark: **23**
- Weeks remaining in the semester: **16**
- National norms and benchmarks by grade level:

Grade	Task	End-of-Year Benchmark*	Rate of Improvement (ROI)
K	Word Identification Fluency	40 sounds/minute	1.0
1	Reading Connected Text	60 correct words/minute	1.8
2	Reading Connected Text	75 correct words/minute	1.5

\*These assessments and norms are for illustrative purposes only. For information about your tool, visit the National Center on Intensive Intervention’s Academic Progress Monitoring Tools Chart, <http://www.intensiveintervention.org/chart/progress-monitoring>.

### Worksheet for Calculating Goals

Benchmark	Norms for Weekly Rate of Improvement (ROI)
<p><b>Instructions:</b></p> <p>Using the information and chart in this handout, identify the appropriate grade-level, end-of-year benchmark.</p>	<p><b>Formula:</b></p> $\text{ROI} \times \# \text{ Weeks} + \text{Baseline Score} = \text{GOAL}$ <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>Gather Data            ROI from norms table: _____            # of weeks left in instructional period: _____            Baseline score: _____</li> <li>Calculate            _____ x _____ + _____ = _____            ROI      #weeks      Baseline      Goal</li> </ol>
Goal = _____	Goal = _____

## Handout 7: Intra-Individual Goal Setting Activity

Jack is a 4th grader who has significant challenges in reading. On the fall 4th grade screening, he scored 18 words read correctly (WRC) which is considered well below benchmark. His teacher conducted a survey level assessment and determined that his instructional level and appropriate progress monitoring level is 2nd grade. His teacher will use weekly Reading Connected Text probes to monitor his progress. Use the information below to help the teacher create a goal based on the intra-individual framework, or student rate of improvement (SROI).

### Information you will need:

- Weeks remaining in the semester: 10
- Data points over last eight weeks: 37, 36, 38, 41, 40, 42, 44, 48
- Baseline: **Median of last three data points**

### Worksheet for Calculating Goals

Student Weekly Rate of Improvement (ROI)	
<p><b>Formula:</b></p> <p>SROI x 1.5 x # Weeks + Baseline Score = GOAL</p> <p>SROI = ( _____ - _____ ) / _____</p> <p style="text-align: center;"><b>Last Median    First Median    # Baseline Weeks</b></p> <p><b>Steps:</b></p> <p>1. Gather Data                      SROI from above: _____                      # of weeks left in instructional period: _____                      Baseline score: _____</p> <p>2. Calculate                      _____ x 1.5 x _____ + _____ = _____</p> <p style="text-align: center;">SROI                  #weeks                  Baseline                  Goal</p>	<p style="text-align: center;"><b>Guide</b></p> <p><i>SROI</i>: Student rate of improvement</p> <p><i>Median</i>: take the middle score of three scores.</p> <p>If data are collected weekly: # baseline weeks = # data points - 1</p>
<p>Goal = _____</p>	

## Appendix: Sample Benchmarks and Growth Rates for Session Activities

### COMPILED ORF NORMS

Hasbrouck & Tindal (2017)

From Hasbrouck, J. & Tindal, G. (2017). An update to compiled ORF norms (Technical Report No. 1702). Eugene, OR. Behavioral Research and Teaching, University of Oregon.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
<b>1</b>	90		97	116
	75		59	91
	50		29	60
	25		16	34
	10		9	18
<b>2</b>	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	10	23	35	43
<b>3</b>	90	134	161	166
	75	104	137	139
	50	83	97	112
	25	59	79	91
	10	40	62	63

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
<b>4</b>	90	153	168	184
	75	125	143	160
	50	94	120	133
	25	75	95	105
	10	60	71	83
<b>5</b>	90	179	183	195
	75	153	160	169
	50	121	133	146
	25	87	109	119
	10	64	84	102
<b>6</b>	90	185	195	204
	75	159	166	173
	50	132	145	146
	25	112	116	122
	10	89	91	91

\*WCPM = Words Correct Per Minute

**AIMSweb® National Norms Table**  
**Reading - Curriculum Based Measurement**

Grade	%ile	Fall		Winter		Spring		Group ROI
		Num	WRC	Num	WRC	Num	WRC	
<b>1</b>	90	491845	67	55158	100	55158	128	1.69
	75		31		68		97	1.83
	50		13		36		67	1.50
	25		6		19		40	0.94
	10		2		11		22	0.56
	<i>Mean</i>		24		47		71	1.31
	<i>StdDev</i>		29		36		40	0.31
<b>2</b>	90	38282	115	38282	140	38282	156	1.14
	75		88		115		131	1.19
	50		62		88		106	1.22
	25		35		64		82	1.31
	10		17		39		59	1.17
	<i>Mean</i>		64		90		106	1.17
	<i>StdDev</i>		37		38		38	0.03
<b>3</b>	90	40570	143	40570	162	40570	179	1.00
	75		116		139		152	1.00
	50		87		111		127	1.11
	25		59		84		98	1.08
	10		38		56		73	0.97
	<i>Mean</i>		89		110		125	1.00
	<i>StdDev</i>		40		41		42	0.06

**Reading (R-CBM and Maze)**

	Grade 1			
	R-CBM		Maze	
	Tier 2	Tier 1	Tier 2	Tier 1
Fall			0	1
Winter	14	30	1	3
Spring	24	53	3	7
	Grade 3			
	R-CBM		Maze	
	Tier 2	Tier 1	Tier 2	Tier 1
Fall	42	77	6	11
Winter	64	105	8	14
Spring	83	119	9	15

## Handout 6: Direct Behavior Rating Individualization Form

**Directions:** This form outlines the steps for individualizing the Direct Behavior Rating (DBR)<sup>i</sup> form for identified target behaviors. Use these target behaviors in conjunction with the three standard DBR behaviors for a more complete evaluation of student progress on targeted behaviors and more general measures of success.

1. List the target behaviors to be rated, and provide a clear, measurable definition.

a. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

b. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

c. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. For each target behavior, develop anchors of response for the 10-point scale. It is best to use data for determining high, medium, and low responses.

a. Behavior: \_\_\_\_\_

<i>General response</i>	Low			Medium					High		
<i>DBR Rating</i>	0	1	2	3	4	5	6	7	8	9	10
<i>DBR Anchor</i>											

Were any data used to develop anchor?                      Yes                      No

If so, describe the type of data. \_\_\_\_\_

b. Behavior: \_\_\_\_\_

<i>General response</i>	Low			Medium					High		
<i>DBR Rating</i>	0	1	2	3	4	5	6	7	8	9	10
<i>DBR Anchor</i>											

Were any data used to develop anchor?                      Yes                      No

If so, describe the type of data. \_\_\_\_\_

c. Behavior: \_\_\_\_\_

<i>General response</i>	Low			Medium					High		
<i>DBR Rating</i>	0	1	2	3	4	5	6	7	8	9	10
<i>DBR Anchor</i>											

Were any data used to develop anchor?                      Yes                      No

If so, describe the type of data. \_\_\_\_\_

3. Identify the observation period (e.g., setting, activity) in which the ratings will occur for each target behavior.

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Describe current level of performance for each target behavior and goal for evaluating progress (i.e., typical rating).

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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<sup>i</sup> This individualization form has been created to assist teams in completing the *Direct Behavior Rating (DBR) Form – Fill-in Behaviors* (see reference below). This form is available for download from the National Center on Intensive Intervention website and from the Direct Behavior Ratings website ([www.directbehaviorratings.org](http://www.directbehaviorratings.org)). Additional information and instructions also are available on the Direct Behavior Ratings website. The authors have granted permission to use this form for educational purposes only.

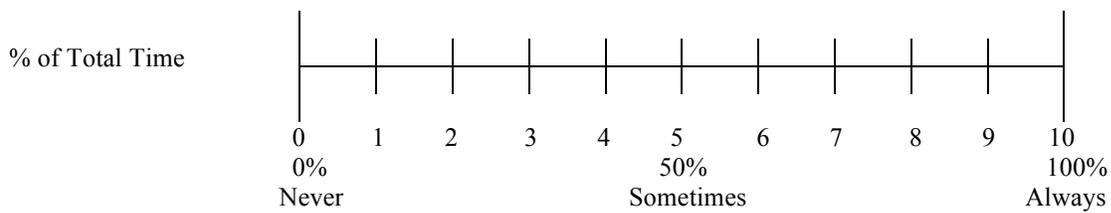
Chafouleas, S. M., Riley-Tillman, C., & Christ, T. J. (2010). *VI.3 DBR standard form – fill-in behaviors*. Storrs, CT: University of Connecticut. Retrieved from <http://www.directbehaviorratings.org/cms/files/pdf/V%201.3%20DBR%20Standard%20Form%20-%20Fill-in%20Behaviors.pdf>

# Direct Behavior Rating (DBR) Form: 3 Standard Behaviors

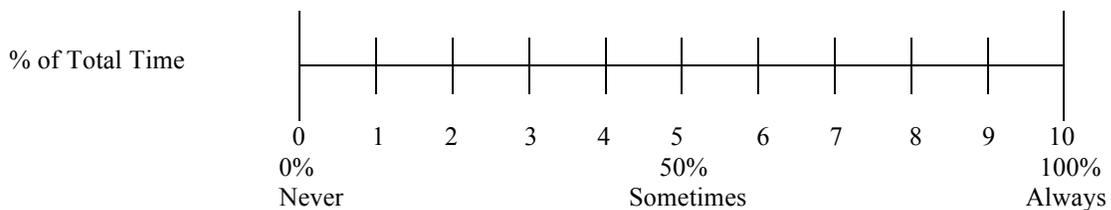
Date: M T W Th F	Student: Rater:	Activity Description:
Observation Time: Start: _____ End: _____  <input type="checkbox"/> Check if no observation today	Behavior Descriptions:  <p><b>Academically engaged</b> is actively or passively participating in the classroom activity. For example: writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.</p> <p><b>Respectful</b> is defined as compliant and polite behavior in response to adult direction and/or interactions with peers and adults. For example: follows teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation.</p> <p><b>Disruptive</b> is student action that interrupts regular school or classroom activity. For example: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.</p>	

Directions: Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors since some behaviors may co-occur.

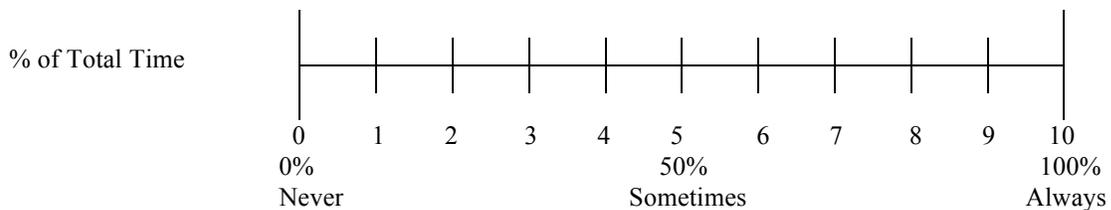
### Academically Engaged



### Respectful



### Disruptive \*



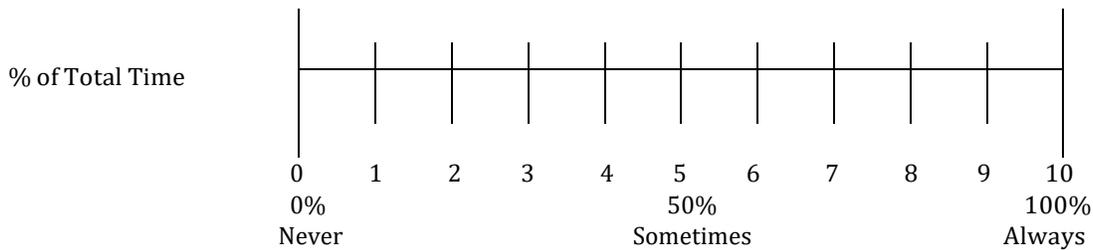
\* Remember that a lower score for “Disruptive” is more desirable.

## Direct Behavior Rating (DBR) Form – Fill-in Behaviors

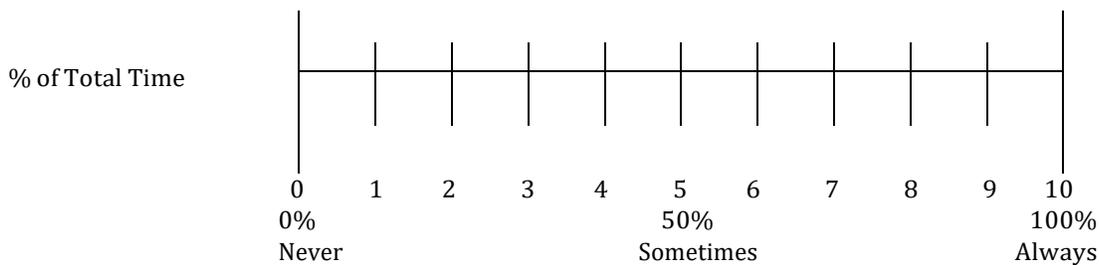
Date: M T W Th F	Student:  Rater:	Activity Description:
Observation Time: Start: _____ End: _____  <input type="checkbox"/> Check if no observation today	Behavior Descriptions:	

**Directions:** Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors because some behaviors may co-vary. If desired, an additional behavior may be defined and rated.

Behavior: \_\_\_\_\_



Behavior: \_\_\_\_\_



Behavior: \_\_\_\_\_

