GaDOE
Georgia Department of Education

Georgia's Tiered System of Supports for Students

Implementer Series Unit 4:
Progress Monitoring

Session Agenda

- Welcome

- Georgia's Tiered System of Supports for Students Framework

- Purpose and focus of progress monitoring

- Progress monitoring tools charts

- Timeframe for progress monitoring

- Progress monitoring critical features

- Wrap-Up, Review Questions, 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

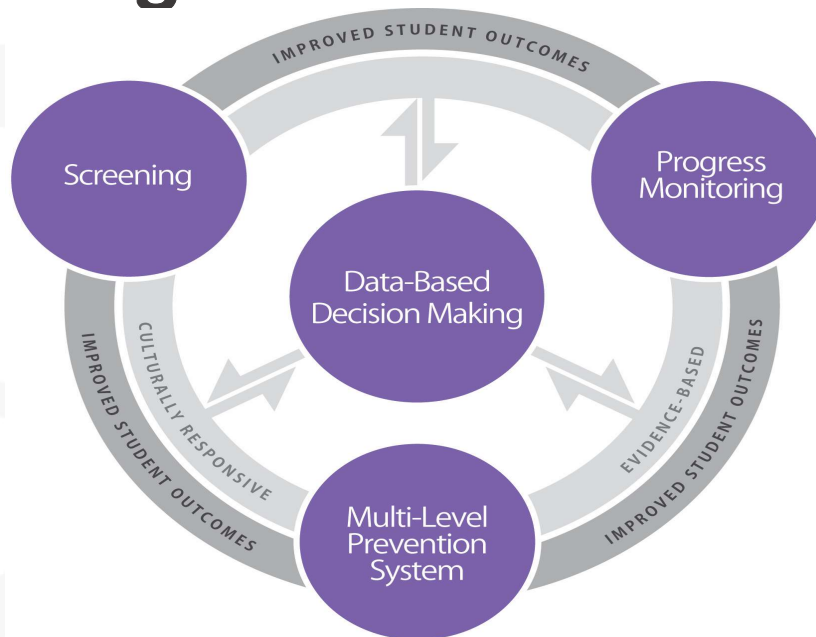# Georgia's Tiered System of Supports for Students

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 National Center on Response to Intervention, 2010

Essential Components of the Nationally Aligned MTSS Framework

IMPROVED STUDENT OUTCOMES

Screening

Progress Monitoring

Data-Based Decision Making

CULTURALLY RESPONSIVE

EVIDENCE-BASED

IMPROVED STUDENT OUTCOMES

IMPROVED STUDENT OUTCOMES

Multi-Level Prevention System

Supported by District and School Infrastructure and Support Mechanisms
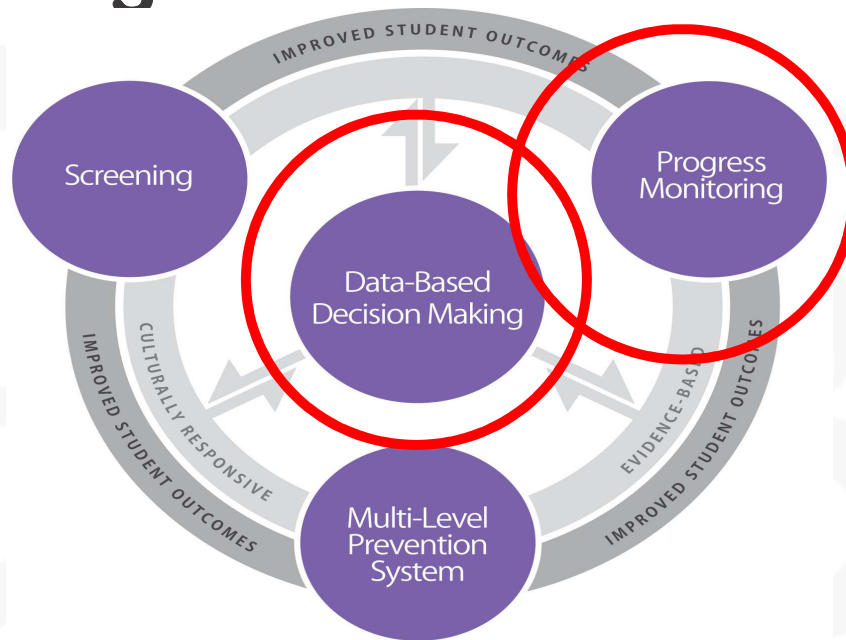
Georgia added the essential component of Infrastructure.

Essential Components of the Nationally Aligned MTSS Framework

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IMPROVED STUDENT OUTCOMES

Multi-Level Prevention System

Supported by District and School Infrastructure and Support Mechanisms

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.

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 and Support Mechanisms

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)
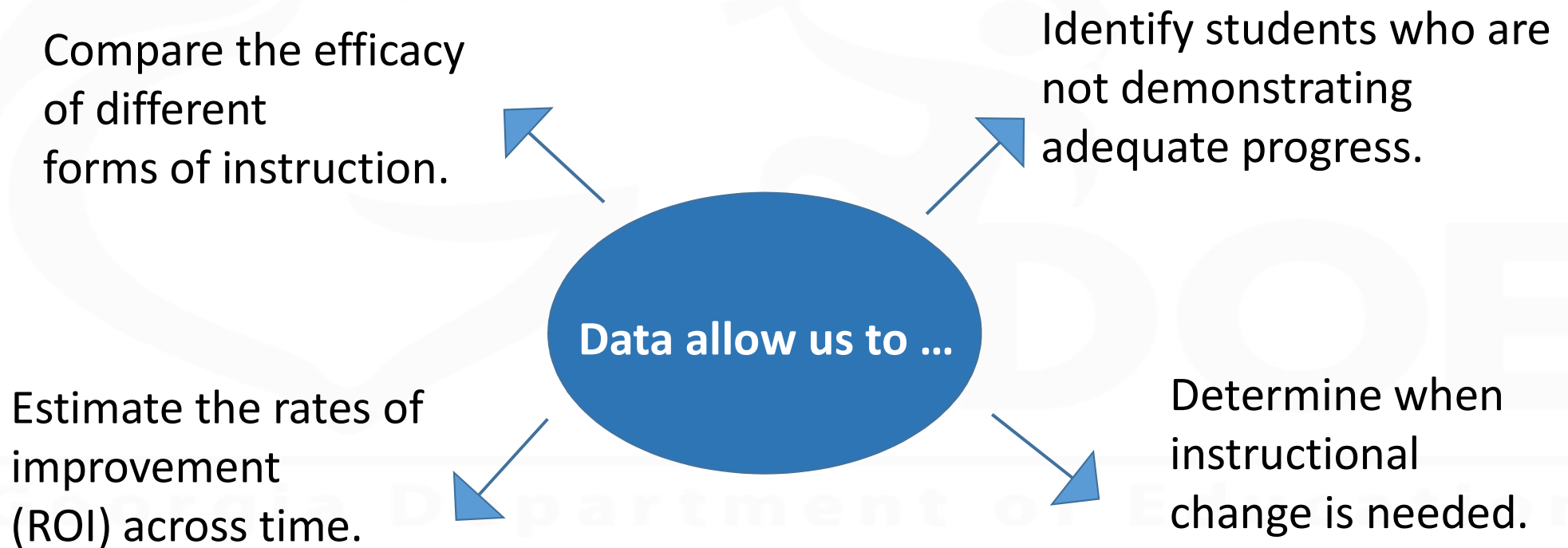
Assessment: **Progress Monitoring**

PURPOSE	Monitor students' response to secondary and/or tertiary instruction in order to estimate rates of improvement, identify students who are not demonstrating adequate progress, and compare the efficacy of different forms of instruction
FOCUS	Students identified as who are in need of enrichment/acceleration or who are at risk for poor learning and/or behavioral outcomes.
TOOLS	Brief assessments that are valid and reliable and evidence-based. (High schools may gather and use historical data in addition to other data sources.)
TIME FRAME	Administered at regular intervals (e.g., weekly, biweekly, or monthly)

Why Progress Monitoring?

Compare the efficacy of different forms of instruction.

Identify students who are not demonstrating adequate progress.

Data allow us to ...
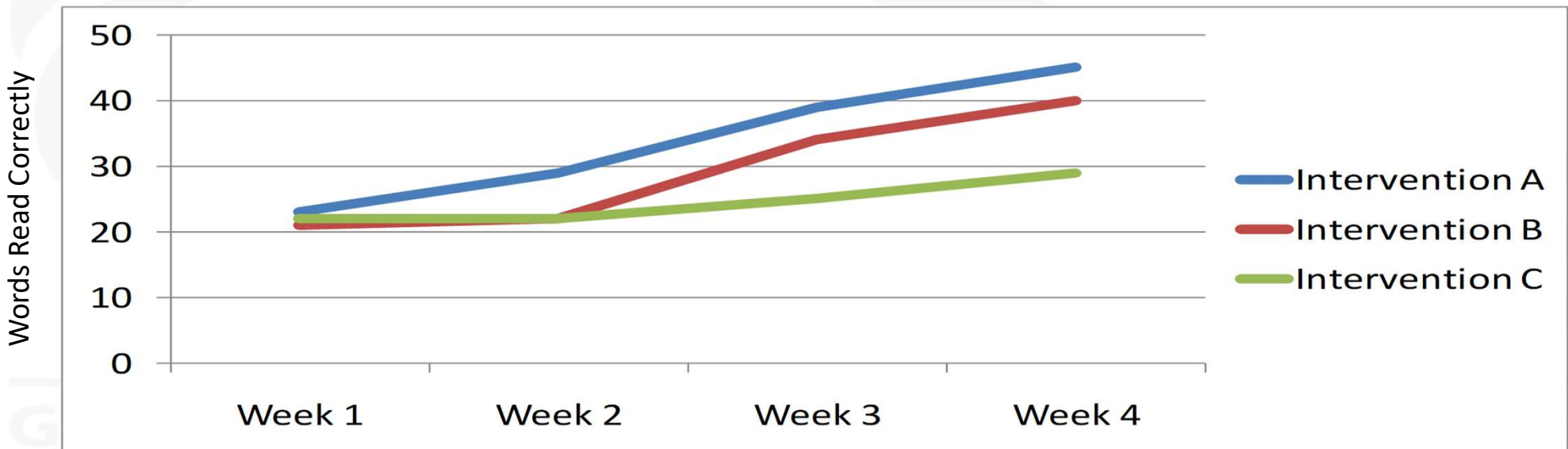
Estimate the rates of improvement (ROI) across time.

Determine when instructional change is needed.

Why Progress Monitoring?

Compare the efficacy of different forms of instruction.

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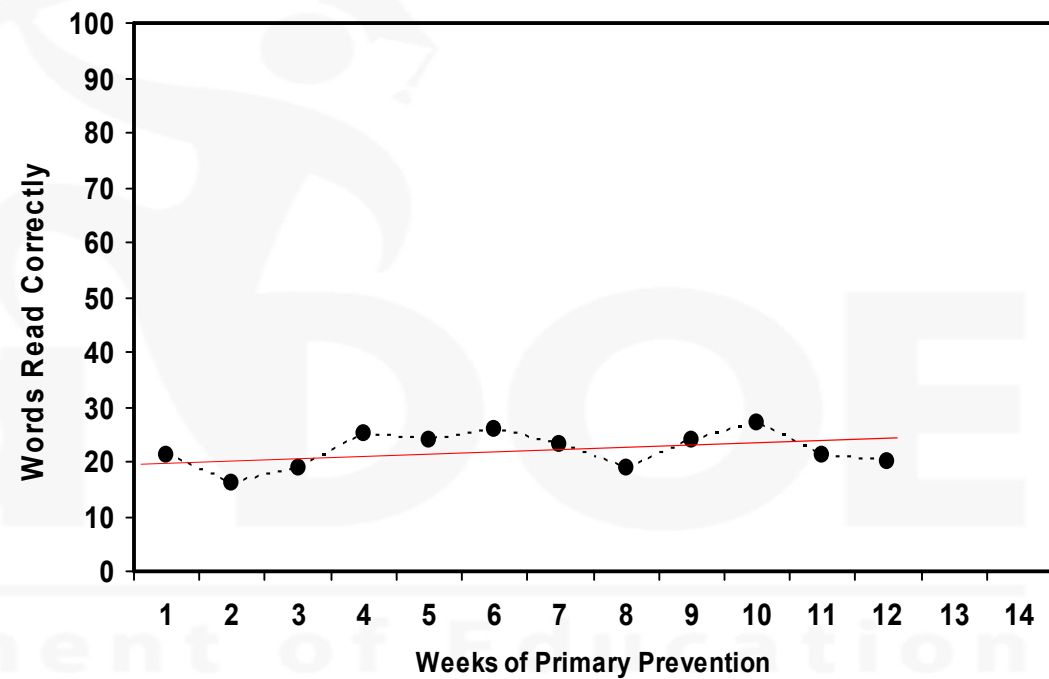
Estimate the rates of improvement (ROI) across time.

Determine when instructional change is needed.

Compare Efficacy of Interventions

Growth by Intervention Type

Why Progress Monitoring?

Compare the efficacy of different forms of instruction.

Identify students who are not demonstrating adequate progress.

Data allow us to ...

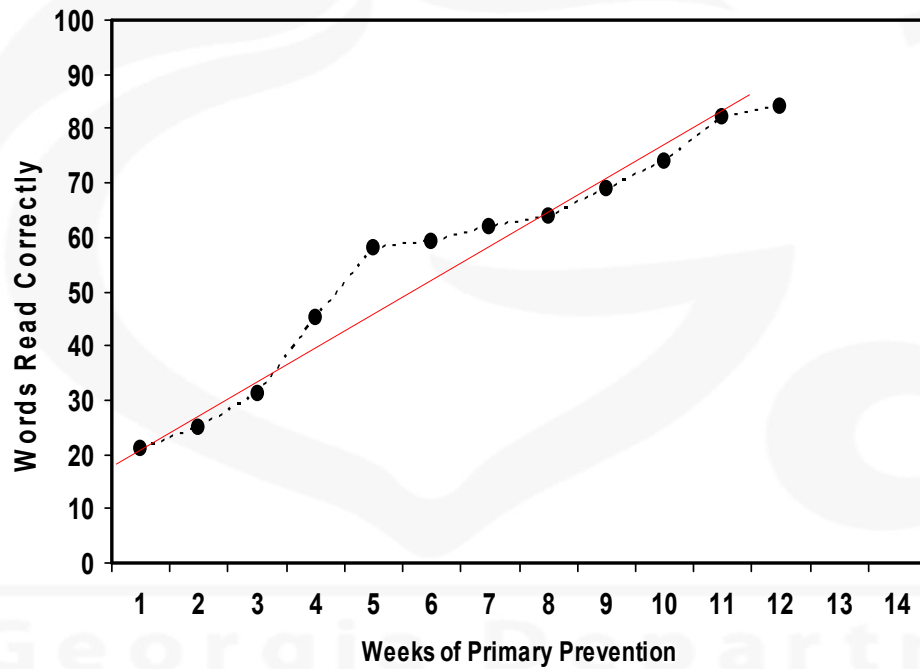Estimate the rates of improvement (ROI) across time.

Determine when instructional change is needed.

Estimate Rates of Improvement

Why Progress Monitoring?

Compare the efficacy
of different
forms of instruction.

Identify students who are
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adequate progress.

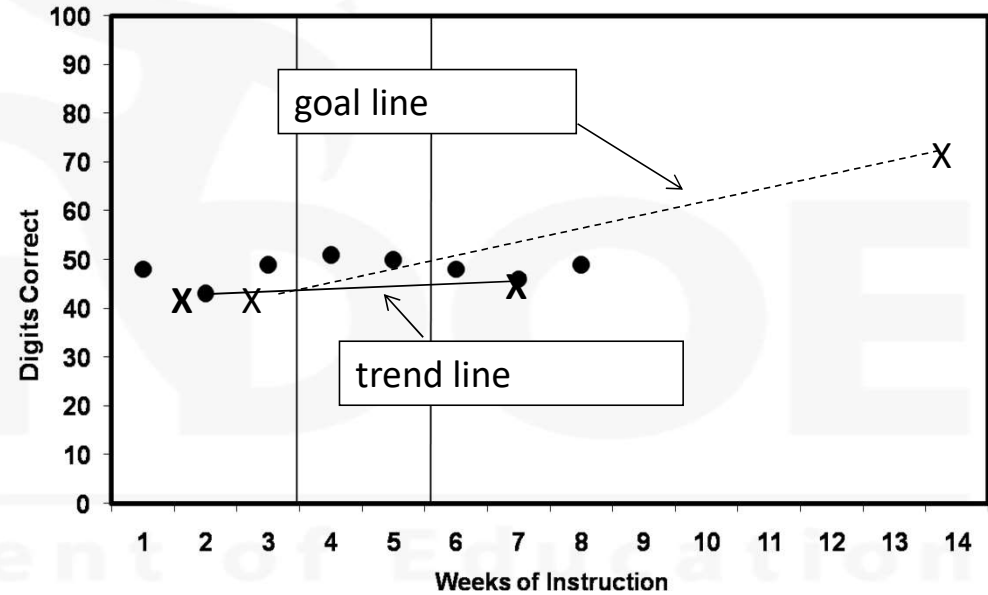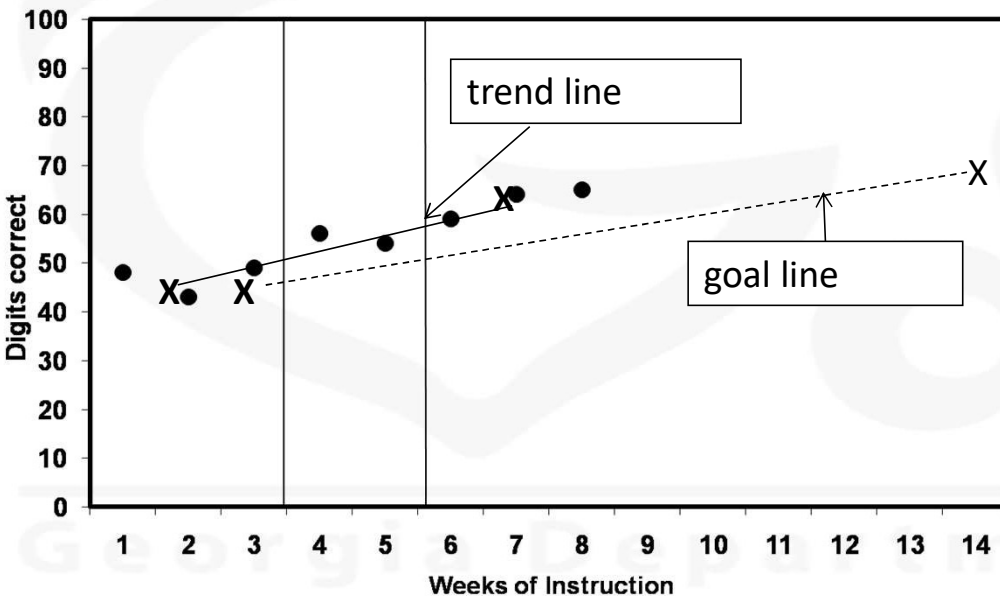**Data allow us to …**

Estimate the rates of
improvement
(ROI) across time.

Determine when
instructional
change is needed.

Identify Students Not Making Adequate Progress

Student A: Increasing Scores:
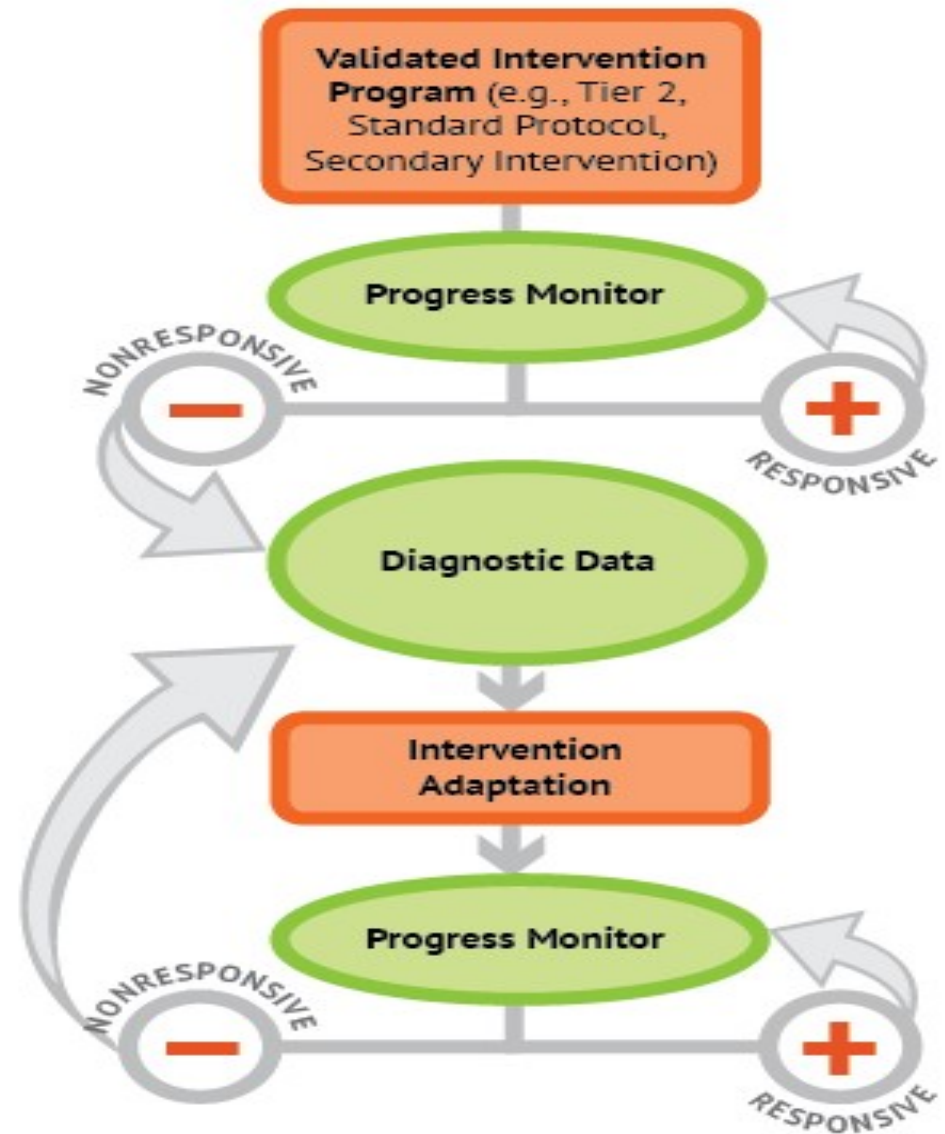

Student B: Flat Scores:

Progress Monitoring in Tier III

Data-based Individualization (DBI)

National Center on Intensive Interventions

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.

Tools Chart

FILTER RESULTS

Subject
- ☐ Mathematics
- ☐ Reading
- ☐ Spelling & Written Expression

Grade
- ☐ Elementary (K-5)   ☐ Middle School (6-8)
- ☐ High School (9-12)   ☐ Pre-K

Apply   **Print Chart**

Hide/Show Advanced Filters   **Clear Filters**

Reset Chart | Compare Tools | Prev Tab | Next Tab | Performance Level Standards | Growth Standards | Usability

All ☐	Title	Area	Grade	Measure	Reliability	Validity	Bias Analysis Conducted

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.

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Team Time:
Progress Monitoring Process

Think about the processes in place for progress monitoring in your district or school and consider 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?

Proposed District Professional Learning

Units will include:

- ➤ Overview & Expectations
- ➤ Needs Assessment
- ➤ Screening
- ➤ Progress Monitoring
- ➤ Multi-level Prevention System
- ➤ Data-Based Decision Making
- ➤ Infrastructure and Support Mechanisms
- ➤ Family and Community Engagement

Georgia's Tiered System of Supports for Students Atlanta Office

Wina Low,
Program Manager Senior

Karen Suddeth,
Program Manager/ Project Director

Carole Carr,
Communications & Visibility Specialist

Andrea Catalano,
Professional Learning Specialist

Rondalyn Pinckney,
Research & Evaluation Specialist

Georgia's Tiered System of Supports for Students Field Team

Laura Brown,
Coordinator for Coaching Services

Jeannie Morris,
SSIP & Regional Coach

Launa Chamberlin,
Regional Coach

Jody Drum,
Regional Coach

Claire Smith,
Regional Coach

Deshonda Stringer,
Regional Coach

Christy Jones,
Regional Coach

Need More Information?

Georgia's Tiered System of Supports for Students
www.gadoe.org/TieredSystemofSupports

Resources Available

- 1-2 Page Documents: Simplify Essential Components/Framework
- Professional Learning Units
- Infrastructure Webinar
- Subscribe to Our Newsletter
- Sign-up for Upcoming Events

Contact Us

GaDOE

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

GAMTSS@DOE.K12.GA.US

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