WYOMING MTSS INTRODUCTORY MODULE SERIES

MODULE 5:

MTSS ESSENTIAL COMPONENT– PROGRESS MONITORING

Participant Workbook

About This Workbook

This participant workbook is intended for use with the following additional resources:

- Module 5: MTSS Essential Component–Progress Monitoring slide presentation

- Module 5: MTSS Essential Component–Progress Monitoring Facilitator's Guide

Activities found in this workbook can be adapted to reflect state and local context, needs, and priorities.
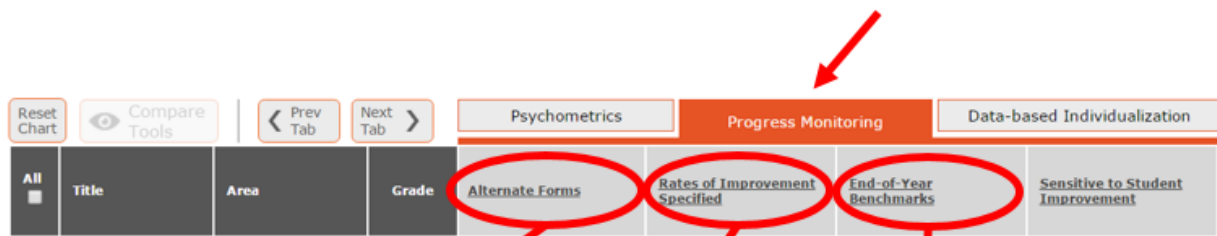
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Handout 5.1: Making Connections---Self-Evaluation of Progress Monitoring System

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 5.2: Using the NCII Tools Charts to Evaluate Academic Progress Monitoring Tools

The National Center for Intensive Interventions (NCII) progress monitoring tools charts are useful tools for evaluating whether your progress monitoring tools meet the criteria outlined in the MTSS Fidelity Rubric (Handout 5.1). This guide highlights where you can find each of the criteria listed under progress monitoring tools. The tools chart can be accessed here, http://www.intensiveintervention.org/chart/progress-monitoring.

Handout 5.3: Goal Setting – Graphing

Use the information from the Module 5: Progress Monitoring 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.

Jane – 1st Grade: Reading Connected Text

A blank line graph with the y-axis labeled from 0 to 100 in increments of 10, and the x-axis labeled with months: Sept, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May.
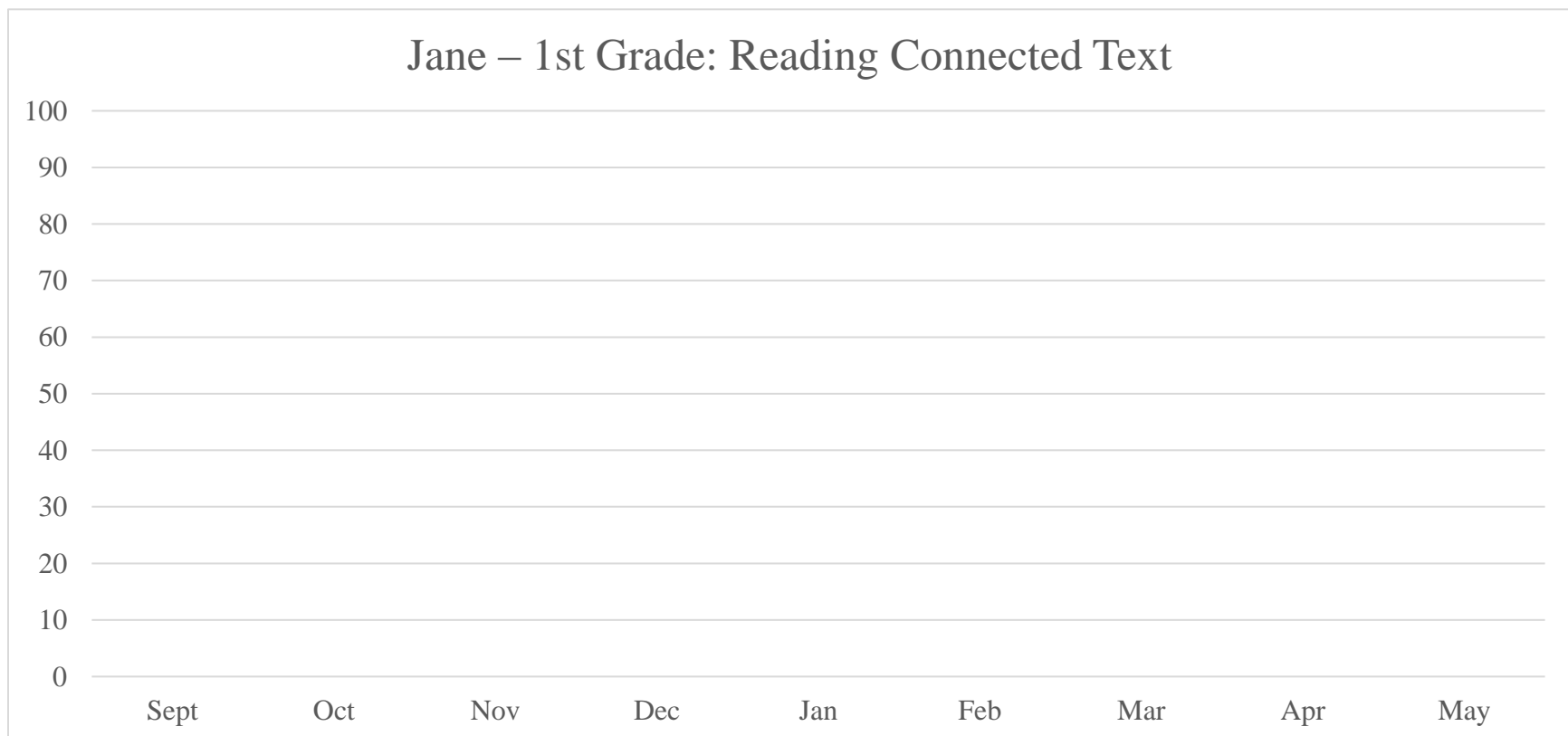
Handout 5.4: Tier II Goal Setting Activity

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

- Fall 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)
Instructions: Using the information and chart in this handout, identify the appropriate grade-level, end-of-year benchmark.	*Formula:* ROI x # Weeks + Baseline Score = GOAL *Steps:* 1. Gather Data ROI from norms table: _____ # of weeks left in instructional period: _____ Baseline score: _____ 2. Calculate _____ x _____ + _____ = _____ ROI #weeks Baseline Goal
Goal = _____	Goal = _____

Handout 5.5: Tier III 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 <u>remaining</u> 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)

Formula:

SROI x 1.5 x # Weeks + Baseline Score = GOAL

SROI = (_____ - _____) /   ___7___

      Last Median   First Median   # Baseline Weeks

Steps:

1. Gather Data
   SROI from above: _____
   # of weeks left in instructional period: _____
   Baseline score: _____

2. Calculate
   _____ x 1.5 x _____ + _____ = _____

    SROI   #weeks   Baseline   Goal

Goal = _____

Support

SROI: Student rate of improvement

Median: take the middle score of three scores.

If data are collected weekly: # baseline weeks = # data points - 1

Module 5 Quiz

Multiple Choice: Select the best answer. <u>The correct responses are underlined below.</u>

1. To focus on a specific subskill (e.g., long vowel sound of e), what type of progress monitoring measure should you use?

    a. <u>Mastery measure</u>

    b. General outcome measure (GOM)

2. To look at and compare data over time (e.g., compare a student score in September with a score in April), what type of progress monitoring measure should you use?

    a. Mastery measure

    b. <u>General outcome measure (GOM)</u>

3. If the student's progress monitoring data trend line is flatter than the goal line, the teacher needs to:

    a. Revise the goal and switch interventions

    b. Revise the goal and increase progress monitoring

    c. Revise the progress monitoring tool and assess fidelity of intervention implementation

    d. <u>Revise the instructional program and assess fidelity of intervention implementation</u>

4. For students in Tier II, what type of progress monitoring goal is recommended?

    a. <u>Rates of improvement (ROI)</u>

    b. Intra-individual framework

True/False: Identify whether the statement is true or false.

5. _____As the number of progress monitoring data points increases, our confidence in the progress monitoring data also increases.

6. _____Progress monitoring data allow us to estimate student rate of achievement across time.

7. _____ Progress monitoring should occur *at least* monthly for students receiving Tier II and *at least* weekly for students receiving Tier III.

Module 5 Glossary

Benchmark. A benchmark is a pre-determined level of performance on a screening or progress monitoring assessment that is considered representative of proficiency or mastery of a certain set of skills.

Data Point. A data point is one score on a graph or chart. The data point represents a student's performance at one point in time.

Fidelity of Implementation. Fidelity of implementation refers to the accurate and consistent delivery of instruction or assessment in the manner in which it was designed or prescribed according to research findings and/or developers' specifications. Five common aspects of fidelity are adherence, exposure, program differentiation, student responsiveness, and quality of delivery.

Formative Assessment. Formative assessment is a form of evaluation used to plan instruction in a recursive way. With formative assessment, student progress is regularly assessed to provide ongoing feedback to the student and the teacher concerning learning successes and failures. With formative assessment, teachers diagnose skill, ability, and knowledge gaps; measure progress; and evaluate instruction. Formative assessments can be formal or informal and are not necessarily used for grading purposes. Examples of formative assessment include (but are not limited to) curriculum-based measurement, curriculum-based assessment, pretests and posttests, portfolios, benchmark assessments, quizzes, teacher observations, and teacher/student conferencing.

General outcome measure (GOMs). Brief measures of indicators of overall competence in the annual curriculum. When given over time at regular intervals, they incorporate retention and generalization. GOMs can be used for screening and progress monitoring.

Goal Line. The goal line, also known as the aim line, represents the expected rate of student progress over time. A goal line is constructed by connecting the data point representing the student's initial performance level and the data point corresponding to the student's year-end goal. The National Center on Intensive Intervention goal line should be compared to the trend line to help inform responsiveness to intervention and to tailor a student's instructional program.

Mastery measure. Measures that describe mastery of a single skill in a series of short-term instructional objectives**.** Mastery measures can be used for progress monitoring.

Nonresponsive. After exposure to a learning intervention, valid data analysis approaches of progress monitoring data (e.g., trendline analysis or 4-point rule) indicate that a student is not on track to meet the pre-determined goal or rate of improvement.

Norms. Norms are a standard of performance on a test that is derived by administering the test to a large sample of students. Results from subsequent administrations of the test are then compared to the established norms

Off-level testing. Students are progress monitored on a grade level below or above their current grade level. It is limited to students who are unlikely to reach grade level expectations, even with intensive supports, or for those well above grade level expectations.

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.

Problem-Solving Approach. Within an MTSS, a problem-solving approach is used to tailor an intervention for an individual student. A problem-solving approach typically has four stages: problem identification, problem analysis, plan implementation, and plan evaluation.

Rate of improvement (ROI). Calculated rate of growth in student performance per week. Educators can use national ROIs to establish progress monitoring goals.

Reliability. Reliability is the consistency with which a tool classifies students from one administration to the next. A tool is considered reliable if it produces the same results when administering the test under different conditions, at different times, or using different forms of the test.

Responsive. After exposure to a learning intervention, valid data analysis approaches of progress monitoring data (e.g., trendline analysis or 4-point rule) indicate that a student is on track to meet the pre-determined goal or rate of improvement.

Trend Line. A trend line is a line on a graph that presents the line of best fit drawn through a series of data points. The trend line can be compared against the aim line or goal line to help inform responsiveness to intervention and to tailor a student's instructional program.

Validity. Validity is the extent to which a tool accurately measures the underlying construct that it is intended to measure.