

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
efficiency**

**multi-level
effectiveness**

assessment

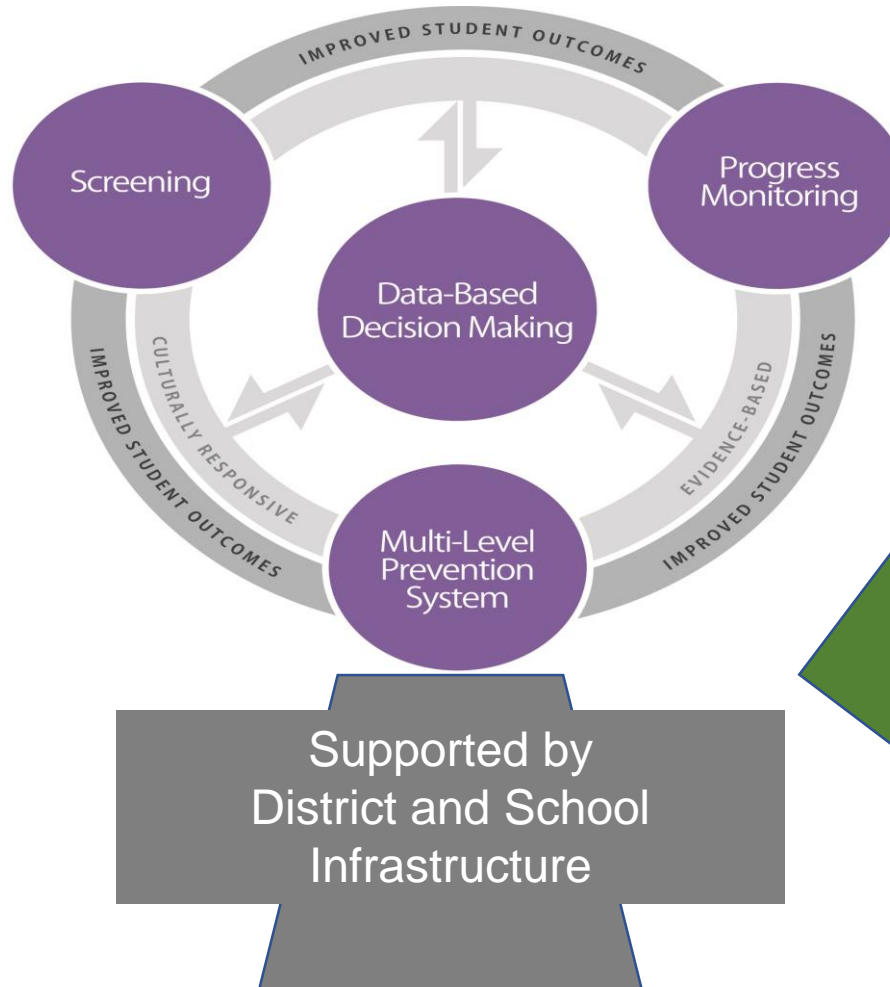
Georgia's Tiered System of Supports for Students

A National Definition

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

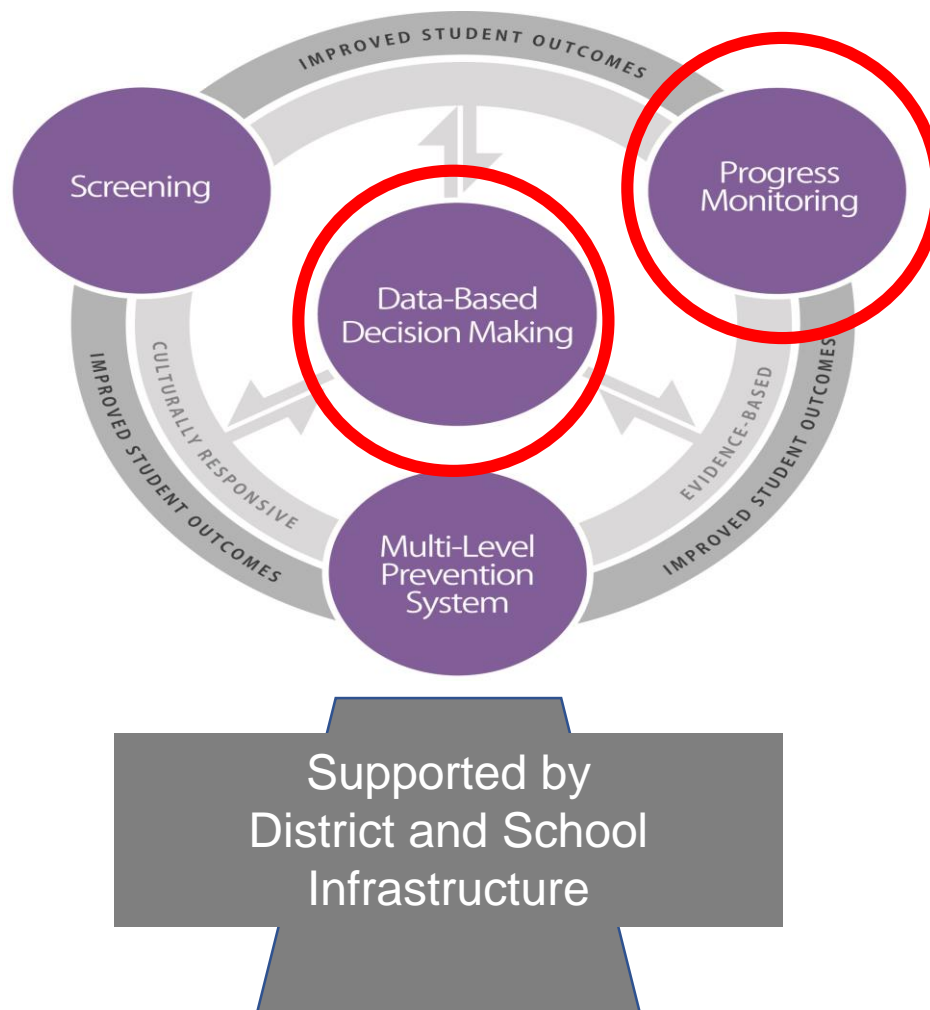
Adopted from the National Center on Response to Intervention (NCRTI), 2010

Essential Components of the Nationally Aligned MTSS Framework



Georgia added the essential component of Infrastructure.

Essential Components of the Nationally Aligned MTSS Framework



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

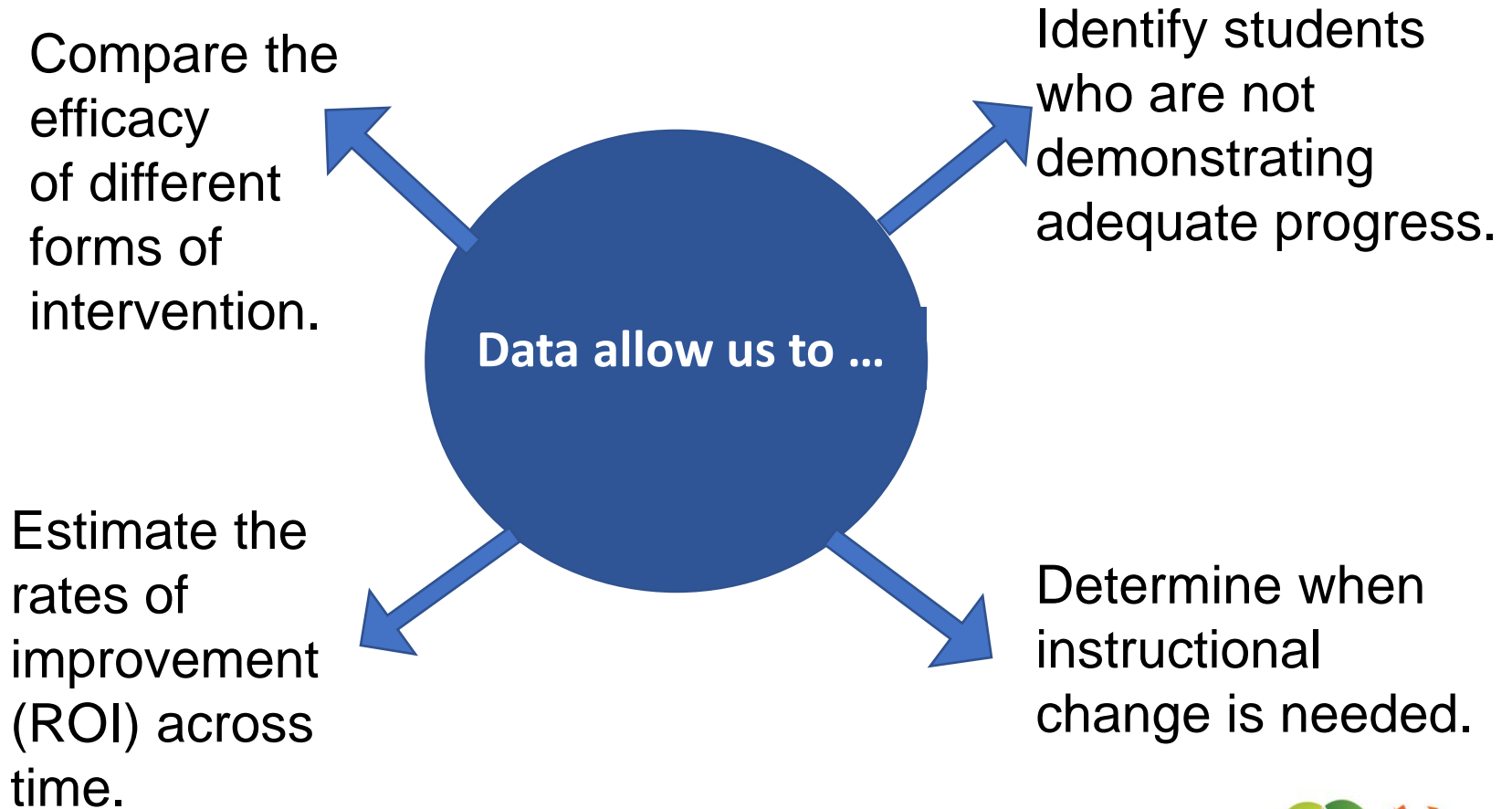
Essential Component: Progress Monitoring

PURPOSE	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
FOCUS	Students who need enrichment/acceleration or who are at risk for poor learning and behavioral outcomes
TOOLS	Brief assessments that are valid, reliable and evidence-based
TIME FRAME	Administered at regular intervals (e.g., weekly, biweekly, or monthly)

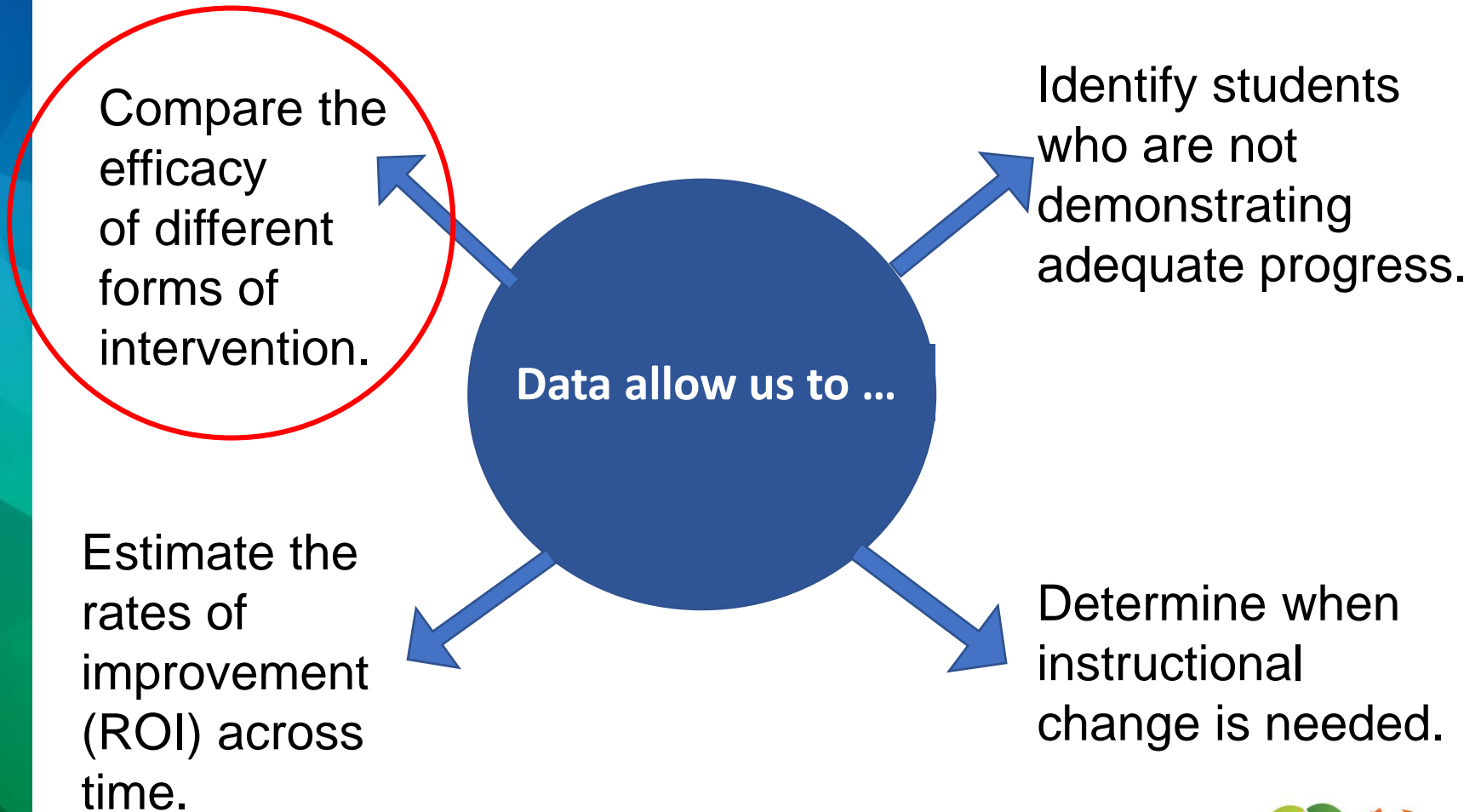
Resource: <https://intensiveintervention.org/>

Resource: <https://ies.ed.gov/ncee/wwc/>

Why Progress Monitoring?

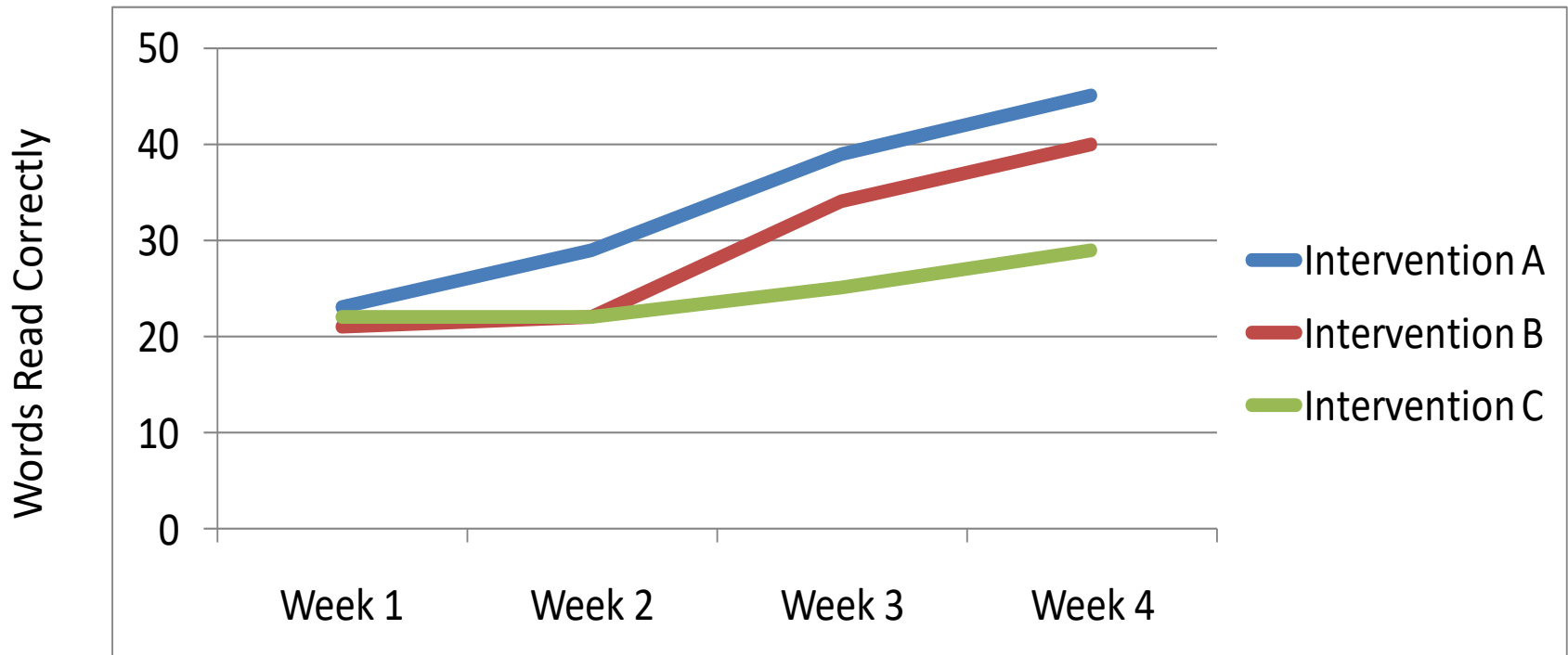


Why Progress Monitoring?

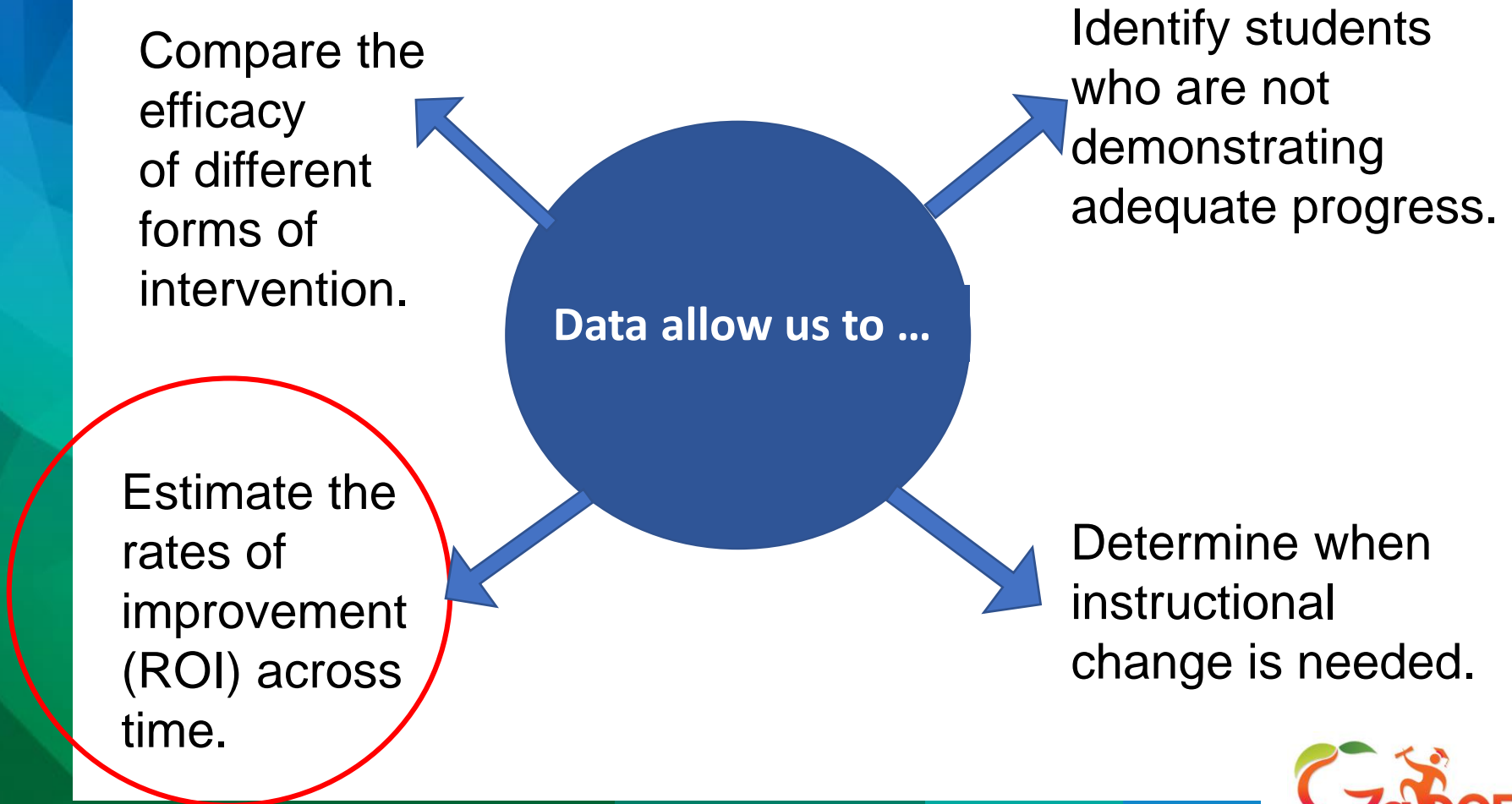


Compare Efficacy of Interventions

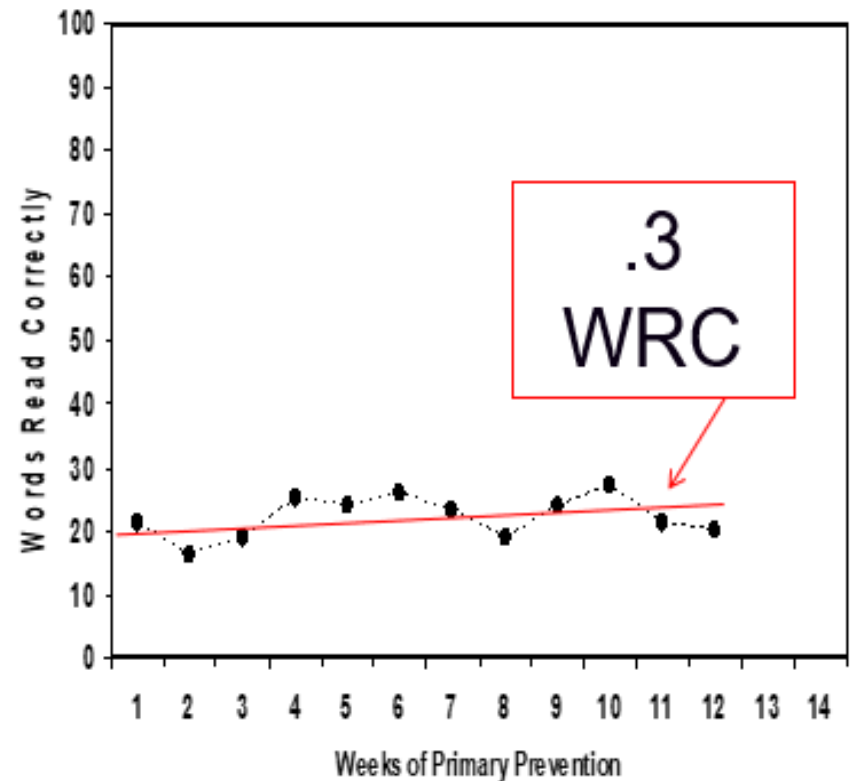
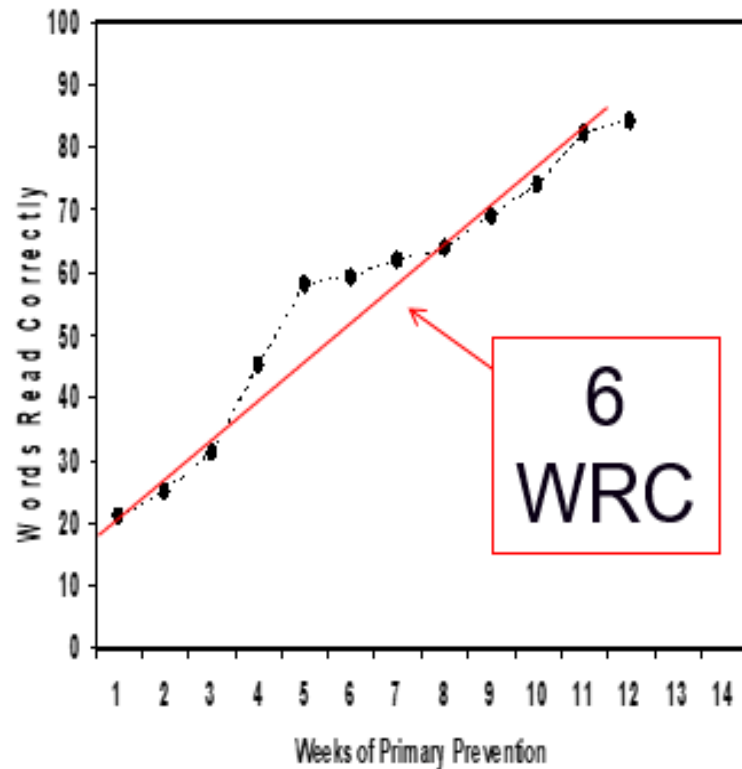
Growth by Intervention Type



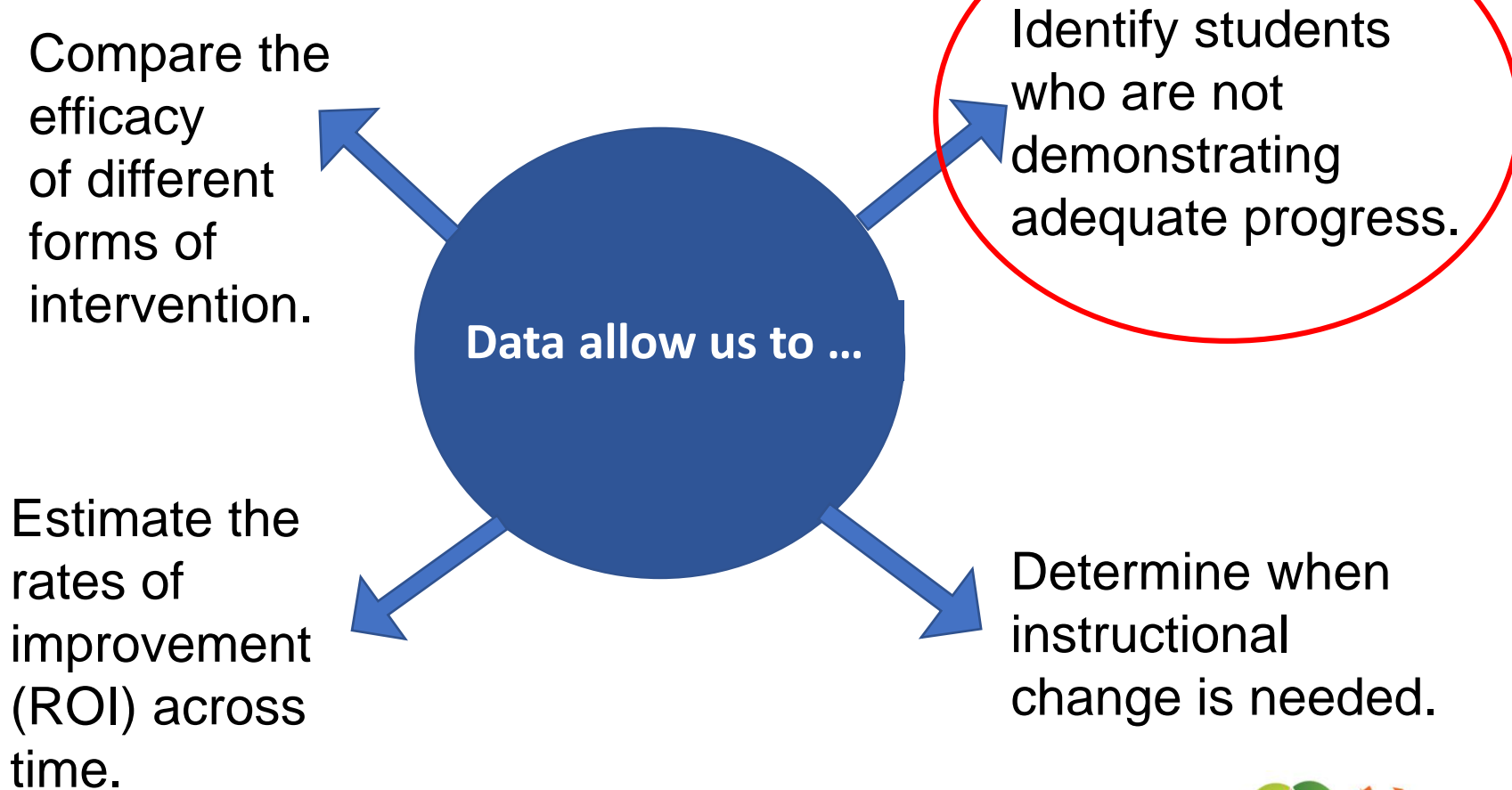
Why Progress Monitoring?



Estimate Rates of Improvement

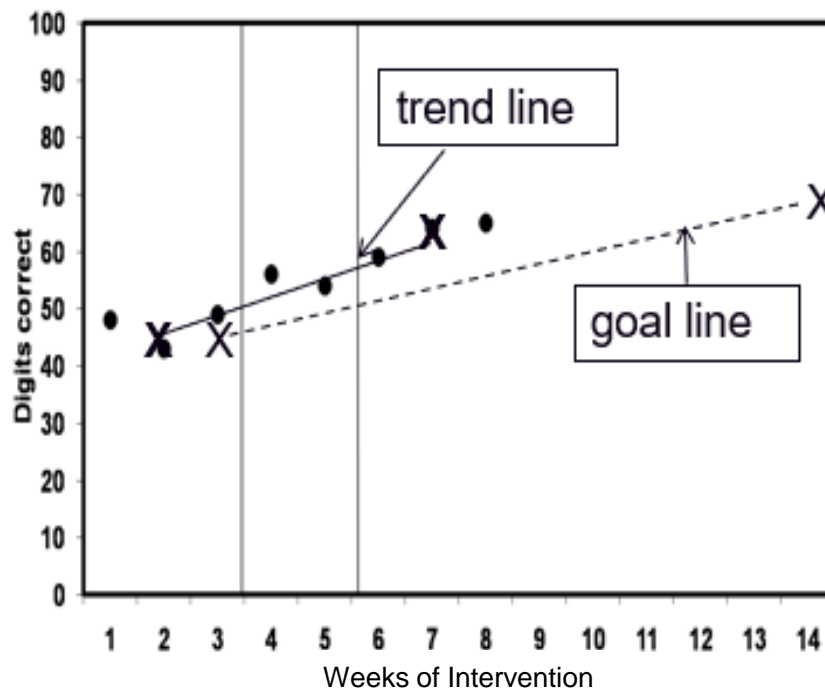


Why Progress Monitoring?

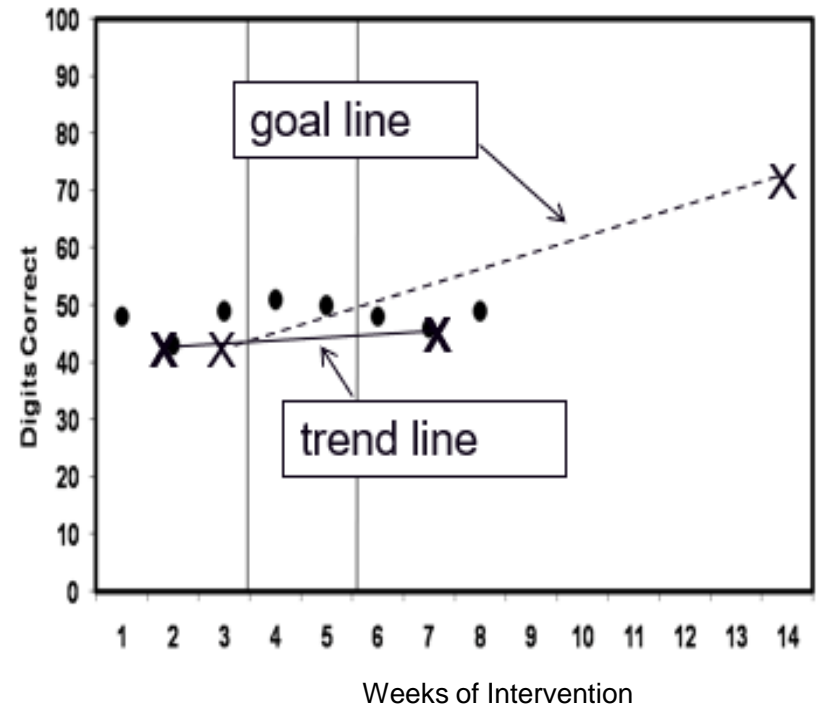


Identify Students Not Making Adequate Progress

Student A: Increasing Scores



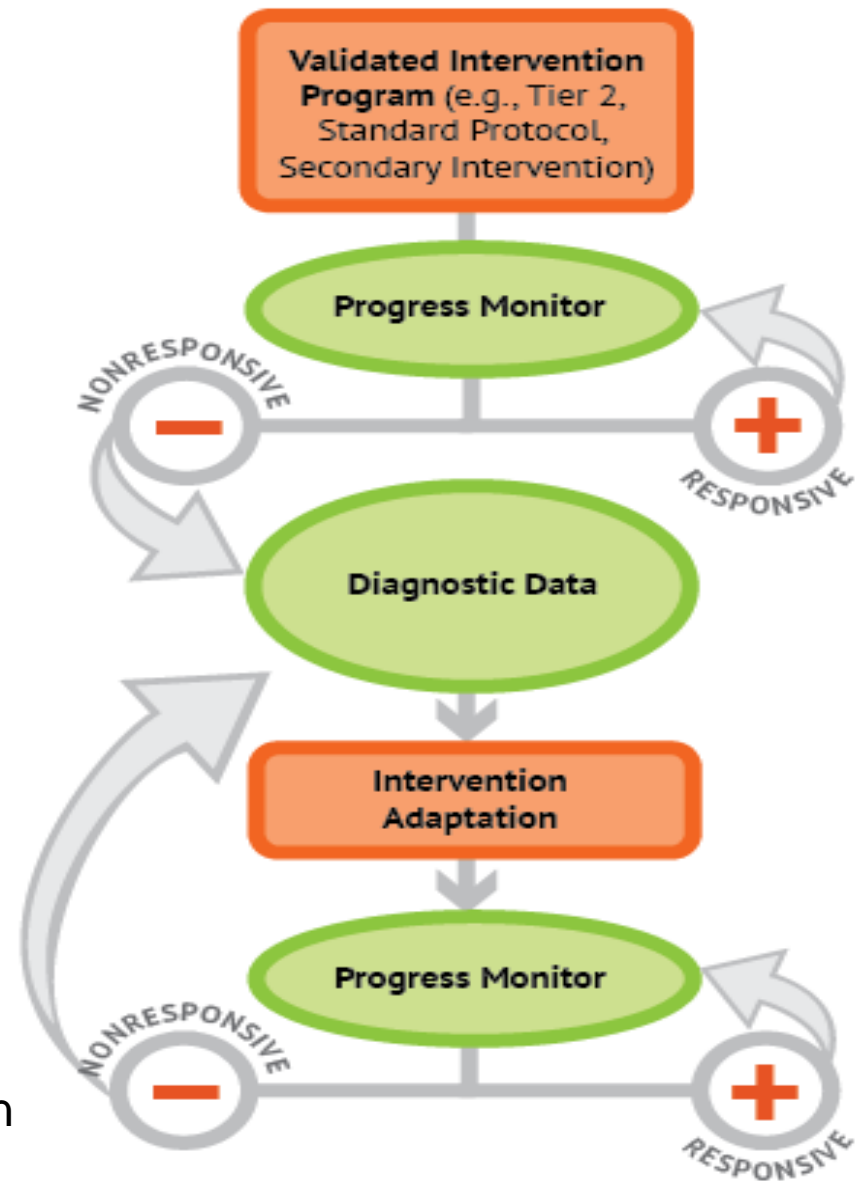
Student B: Flat Scores



Progress Monitoring in Tier III

Data-Based Individualization (DBI)

National Center on Intensive 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

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
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<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**

Professional Learning Calendar

Date(s)	Content	Location	Audience
8/21 – 8/22/2019	Evidence-Based Practices and Evidence-Based Interventions	GaDOE West Tower, 20 th Floor Atlanta, GA	All GaDOE, All Georgia educators (Priority given to Cohorts 1 & 2)
September 2019	Infrastructure and Needs Assessment	Individual Sites	Cohort 2 Districts & Schools
9/12/2019	SSTAGE Fall Conference	Macon, GA	All Georgia Educators
10/8/2019	Screening**	Anderson Conference Center Macon, GA	All Georgia Educators (Cohort 2 Districts required**)
10/10/2019	Screening**	KSU Center Kennesaw, GA	All Georgia Educators (Cohort 2 Districts required**)

** 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.

Professional Learning Calendar

Date(s)	Content	Location	Audience
10/22/2019	MTSS for Middle & High Schools	GaDOE West Tower, 20th Floor: Floyd Room	All Georgia Educators (Priority given to Cohorts 1 & 2)
11/6/2019	Progress Monitoring**	KSU Center Kennesaw, GA	All Georgia educators (Cohort 2 Districts required**)
11/7/2019	Progress Monitoring**	Anderson Conference Center Macon, GA	All Georgia educators (Cohort 2 Districts required**)
1/15/2020	SSTAGE Promising Practices Conference	Athens, GA	All Georgia Educators

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Professional Learning Calendar

Date(s)	Content	Location	Audience
1/22/2020	Multi-Level Prevention System Part 1**	Anderson Conference Center Macon, GA	All Georgia Educators (Cohort 2 Districts required**)
1/28/2020	Multi-Level Prevention System Part 1**	KSU Center Kennesaw, GA	All Georgia Educators (Cohort 2 Districts required**)
January- February 2020	Fidelity Rubric Verification	Individual Sites	Cohort 1 & 2
3/17/2020	Multi-Level Prevention System Part 2**	Anderson Conference Center Macon, GA	All Georgia Educators (Cohort 2 Districts required**)
3/19/2020	Multi-Level Prevention System Part 2**	KSU Center Kennesaw, GA	All Georgia Educators (Cohort 2 Districts required**)

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Georgia's Tiered System of Supports for Students

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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
- Subscribe to Newsletter
- Register for Upcoming Events

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