

# Implementing Progress Monitoring with Fidelity

Winsome Waite, Ph.D.

Laura Magnuson M.Ed.

---

Presented on behalf of the North Dakota  
Department of Public Instruction

Center on  
**RESPONSE to INTERVENTION**

at American Institutes for Research ■



# In this webinar...

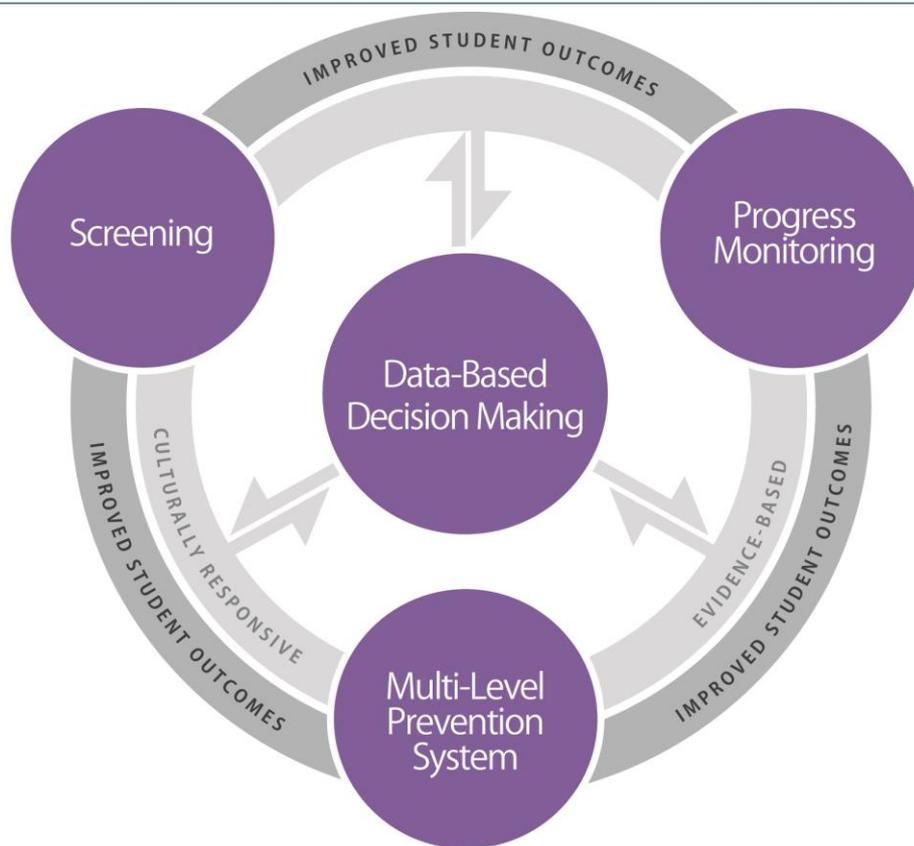
---

- Purpose and focus of progress monitoring
- Progress monitoring tools
- Timeframe for progress monitoring
- Establishing procedures for data-based decision making for progress monitoring
- Progress monitoring with fidelity

# Purpose of Progress Monitoring

---

# Essential Components of RTI



# Screening v. Progress Monitoring

## Screening

- **Purpose:** identify students at-risk for poor learning outcomes
- **Focus:** *all* students

## Progress Monitoring

- **Purpose:** monitor student responsiveness to instruction at different tiers
- **Focus:** *some* students who have been identified as at-risk for poor academic or behavioral outcomes

# Progress Monitoring

---

## **Allows practitioners to...**

- Estimate rates of improvement
- Identify students who are not demonstrating adequate progress
- Compare the efficacy of different forms of instruction in order to design more effective, individualized instruction

# Progress Monitoring Answers the Questions...

---

- Are students making progress at an acceptable rate?
- Are students meeting short- and long-term performance goals?
- Does the instruction or intervention need to be adjusted or changed?

# Specific Learning Disability Eligibility Criteria Related to Progress Monitoring

---

To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation described in 34 CFR 300.304 through 300.306: data ...

([www.idea.ed.gov](http://www.idea.ed.gov))

# Specific Learning Disability Eligibility Criteria Related to Progress Monitoring

---

- Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
- **Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.**

([www.idea.ed.gov](http://www.idea.ed.gov))

# Progress Monitoring Tools

---

# Progress Monitoring Tools

---

- Progress monitoring tools are—
  - brief assessments
  - reliable, valid, and evidence based
  - repeated measures that capture student learning
  - measures of age-appropriate outcomes
- Different progress monitoring tools may be used to assess different outcome measures

# Examples of Common Progress Monitoring Measures

## Reading

- Letter Sound Fluency
- Word Identification Fluency
- Oral Reading Fluency; Passage Reading Fluency
- Maze

## Mathematics

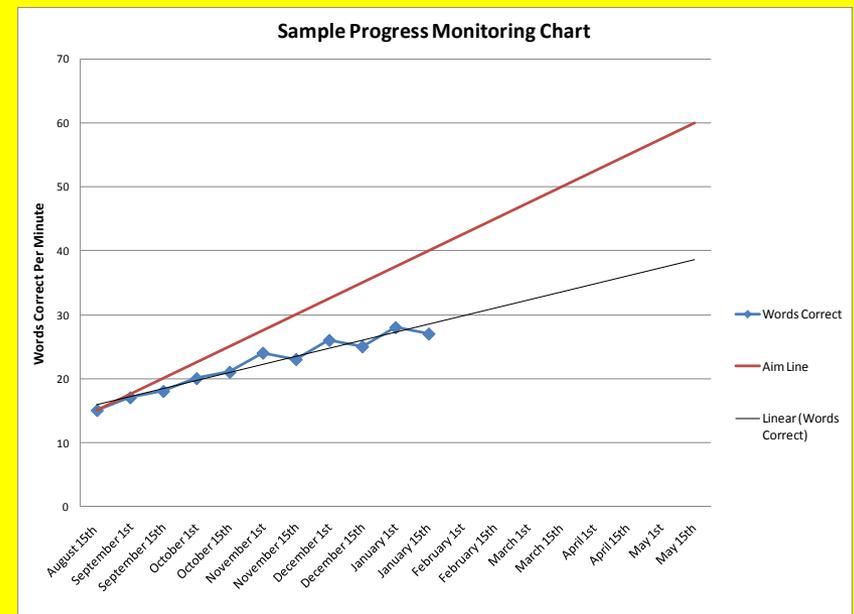
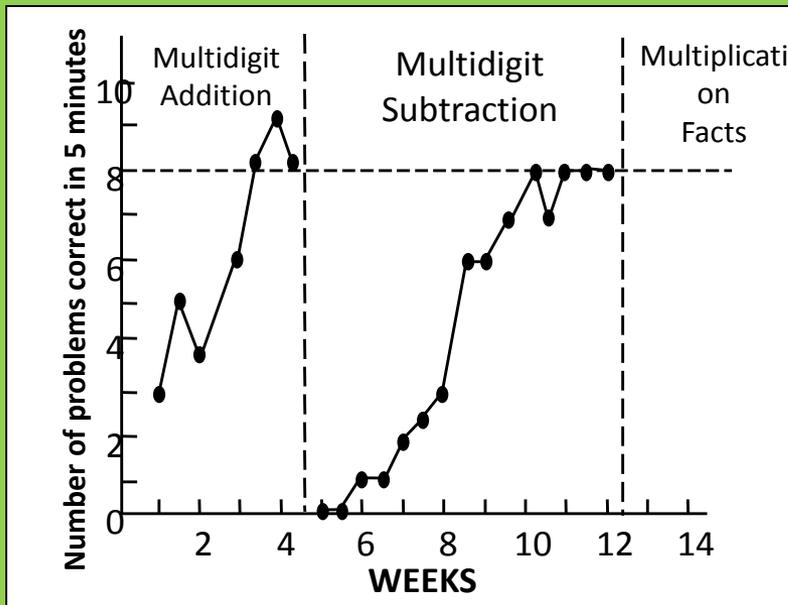
- Number Identification
- Quantity Discrimination
- Missing Number
- Computation Curriculum-Based Measures
- Concepts and Applications Curriculum-Based Measures

# Types of Progress Monitoring Measures

## Mastery Measurement

vs.

## General Outcome Measures



# Mastery Measurement

---

- Describes mastery of a series of short-term instructional objectives
- To implement Mastery Measurement, the teacher:
  - Determines a sensible instructional sequence for the school year
  - Designs criterion-referenced testing procedures to match each step in that instructional sequence

# Mastery Measure: Multidigit Addition Assessment

Name: \_\_\_\_\_ Date \_\_\_\_\_

**Adding**

$$\begin{array}{r} 36521 \\ + 63758 \\ \hline \end{array}$$

$$\begin{array}{r} 53429 \\ + 63421 \\ \hline \end{array}$$

$$\begin{array}{r} 84525 \\ + 75632 \\ \hline \end{array}$$

$$\begin{array}{r} 67842 \\ + 53937 \\ \hline \end{array}$$

$$\begin{array}{r} 57321 \\ + 46391 \\ \hline \end{array}$$

$$\begin{array}{r} 56382 \\ + 94742 \\ \hline \end{array}$$

$$\begin{array}{r} 36422 \\ + 57529 \\ \hline \end{array}$$

$$\begin{array}{r} 34824 \\ + 69426 \\ \hline \end{array}$$

$$\begin{array}{r} 32415 \\ + 85439 \\ \hline \end{array}$$

$$\begin{array}{r} 45321 \\ + 86274 \\ \hline \end{array}$$

# General Outcome Measures (GOM)

---

- A GOM is a measure that reflects overall competence in the annual curriculum.
- Describes individual student's growth and development over time (both “current status” and “rate of development”).
- Provides a decision-making model for designing and evaluating interventions.
- Is used for individuals and groups of students.

# GOM Example: CBM

---

- Curriculum-Based Measure (CBM)
  - a General Outcome Measure (GOM) of a student's performance in either basic academic skills or content knowledge
  - CBM tools available in basic skills and core subject areas grades K-8 (e.g., DIBELS, AIMSweb)

# CBM Math Example

- Random numerals within problems (considering specifications of problem types)
- Random placement of problem types on page

Sheet #1

Computation 4

Password: ARM

Name: \_\_\_\_\_ Date \_\_\_\_\_

A $\frac{3}{7} - \frac{2}{7} =$	B $1\frac{6}{7} + 3 =$	C $4 \overline{)6}$	D $6 \overline{)78}$	E $\begin{array}{r} 875 \\ \times 7 \\ \hline \end{array}$
F $\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$	G $\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$	H $\begin{array}{r} 244 \\ \times 7 \\ \hline \end{array}$	I $6 \overline{)48}$	J $5 \overline{)20}$
K $2 \overline{)50}$	L $\begin{array}{r} 6144 \\ - 4420 \\ \hline \end{array}$	M $\begin{array}{r} 33 \\ \times 10 \\ \hline \end{array}$	N $\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array}$	O $7 \overline{)30}$
P $\begin{array}{r} 95225 \\ + 75268 \\ \hline \end{array}$	Q $8 \overline{)32}$	R $\begin{array}{r} 1156 \\ 2824 \\ + 83 \\ \hline \end{array}$	S $7\frac{4}{7} - 2 =$	T $\begin{array}{r} 38 \\ \times 33 \\ \hline \end{array}$
U $\frac{3}{5} + \frac{1}{5} =$	V $\begin{array}{r} 982 \\ - 97 \\ \hline \end{array}$	W $\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$	X $\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$	Y $7 \overline{)56}$

# CBM Passage Reading Fluency

Raymond lived in Georgia. He was born there and had many friends. One day Dad had come home from work to say that they would have to move far away. Dad worked in a factory. The factory had closed and Dad needed a new job. Dad had found a new job and now they had to move.

Raymond was sad because he did not want to leave his school. He did not want to leave his friends.

"I am sorry, son," said Dad.

## Student copy

Raymond lived in Georgia. He was born there and had many friends. One day Dad had come home from work to say that they would have to move far away. Dad worked in a factory. The factory had closed and Dad needed a new job. Dad had found a new job and now they had to move.

Raymond was sad because he did not want to leave his school. He did not want to leave his friends.

After dinner Raymond felt sleepy, so he went to his room to go to sleep. "Good night!" he called down to Mom and Dad.

"Sweet dreams," they said back.

Raymond got into bed and turned out the light. He began to fall asleep. Then he heard a loud noise. It came from the closet. Raymond

# NCII Progress Monitoring Tools Chart

## Academic Progress Monitoring GOM

This tools chart presents information about academic progress monitoring tools. The three tabs, *Psychometric Standards*, *Progress Monitoring Standards*, and *Data-based Individualization Standards* include ratings from our TRC members on the technical rigor of the tool. **Additional information** is provided below the chart.

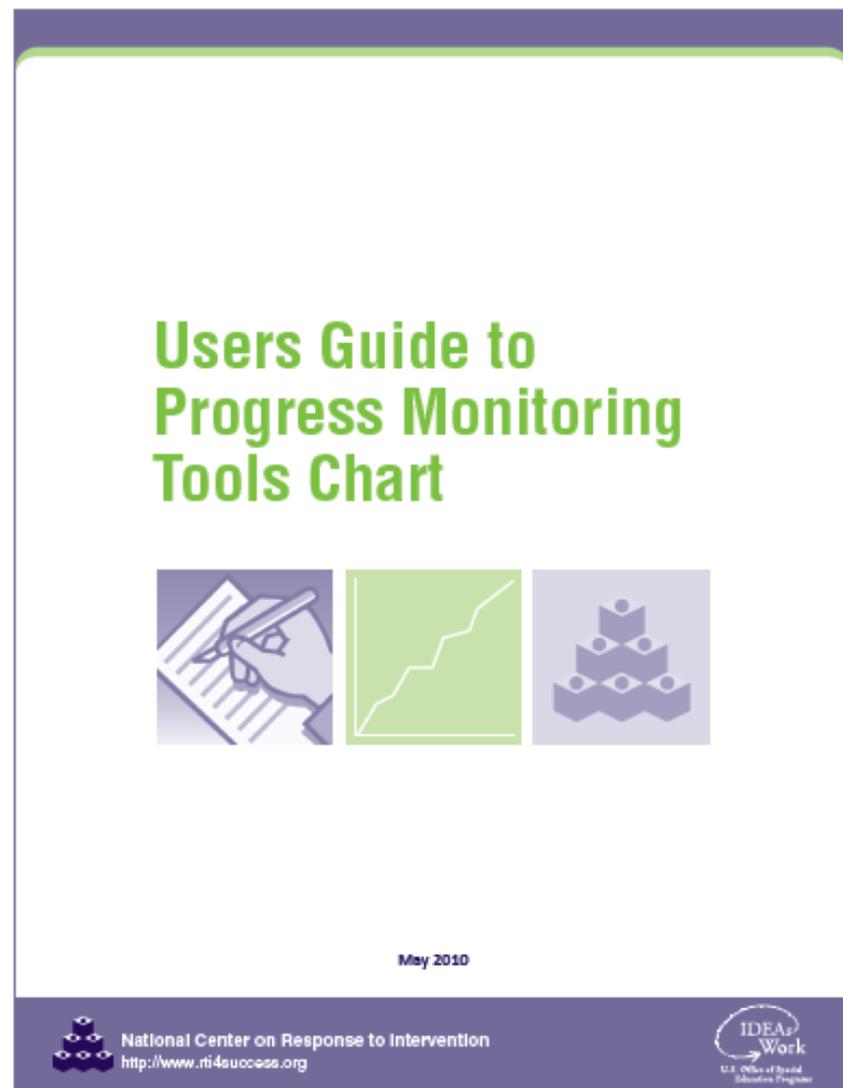
View the [Progress Monitoring Mastery Measures](#) »

Grade Level  Subject

		Psychometric Standards	Progress Monitoring Standards	Data-based Individualization Standards		
Title▲	Area	Reliability of the Performance Level Score ⓘ	Reliability of the Slope ⓘ	Validity of the Performance Level Score ⓘ	Predictive Validity of the Slope of Improvement ⓘ	Disaggregated Reliability and Validity Data ⓘ
AIMSweb	M-CBM					
AIMSweb	Math Computation					
AIMSweb	Math Concepts and Applications					
A...	Oral Reading Fluency (R-					

[www.intensiveintervention.org](http://www.intensiveintervention.org)

# The NCRTI Progress Monitoring Tools Chart Users Guide



# Timeframes for Progress Monitoring

---

# Timeframe for Progress Monitoring

---

- Throughout instruction at regular intervals (e.g., weekly, bi-weekly, monthly)
- Teachers use student data to quantify short- and long-term goals that will meet end-of-year goals

# Timeframe Varies by Tier

---

- Tier 2- At least monthly
- Tier 3- At least weekly

# Establishing Procedures for Data-Based Decision Making in Progress Monitoring

---

# Data Review Teams

---

1. Include at least 3 members
2. Review progress monitoring data (e.g., every four to six weeks)
3. Follow established systematic data review procedures

# Roles and Responsibilities of Team Members

---

- Ensure progress monitoring data are accurate
- Review progress monitoring data regularly
- Identify students in need of supplemental interventions
- Evaluate efficacy of supplemental interventions

# Regularly Review Progress Monitoring Data

---

- Conduct at logical, predetermined intervals
- Schedule prior to the beginning of instruction
- Involve relevant team members
- Use established meeting structures

# Establishing Systematic Data Review Procedures

---

- Articulate routines and procedures in writing
- Implement established routines and procedures with integrity
- Ensure routines and procedures are culturally and linguistically responsive

# Establishing Systematic Data Review Procedures

---

Consider clarifying the following in writing:

- What you are looking for?
- How will you look for it?
- How will you know if you found it?

# Data-Driven Decisions for Progress Monitoring

---

1. Establish a baseline
2. Set a goal
3. Analyze data to make decisions
  - 4 point rule
  - Trend line analysis

# Establish a Baseline

---

- To begin progress monitoring, you need to know a student's initial skill level.
- A stable baseline is important for goal setting.
- Baseline options
  - Use the **median** score of the most recent three probes (if collected in one sitting).
  - Use the **mean** of the most recent three data points (if collected over three sittings).

# Setting Goals Based on Logical Practices

---

Stakeholders should know...

- **Why** and **how** the goal was set
- **How long** the student has to achieve the goal
- What the student is **expected to do** when the goal is met

# Goal Setting Approaches

---

Three options for setting goals:

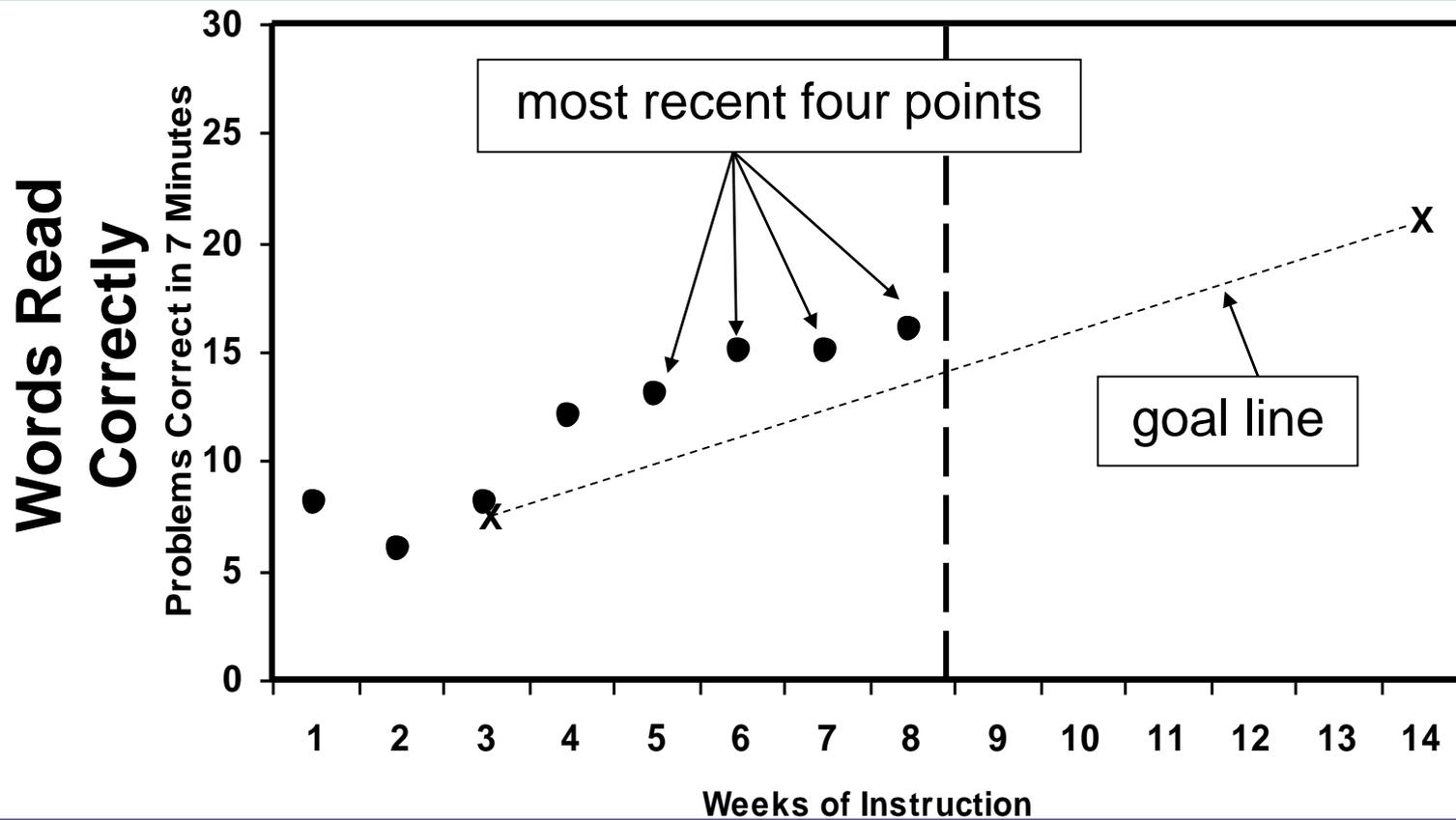
1. End-of-year benchmarking
2. National norms for weekly rate of improvement (slope)
3. Intra-individual framework (Tertiary)

# Graphing Progress Monitoring Data

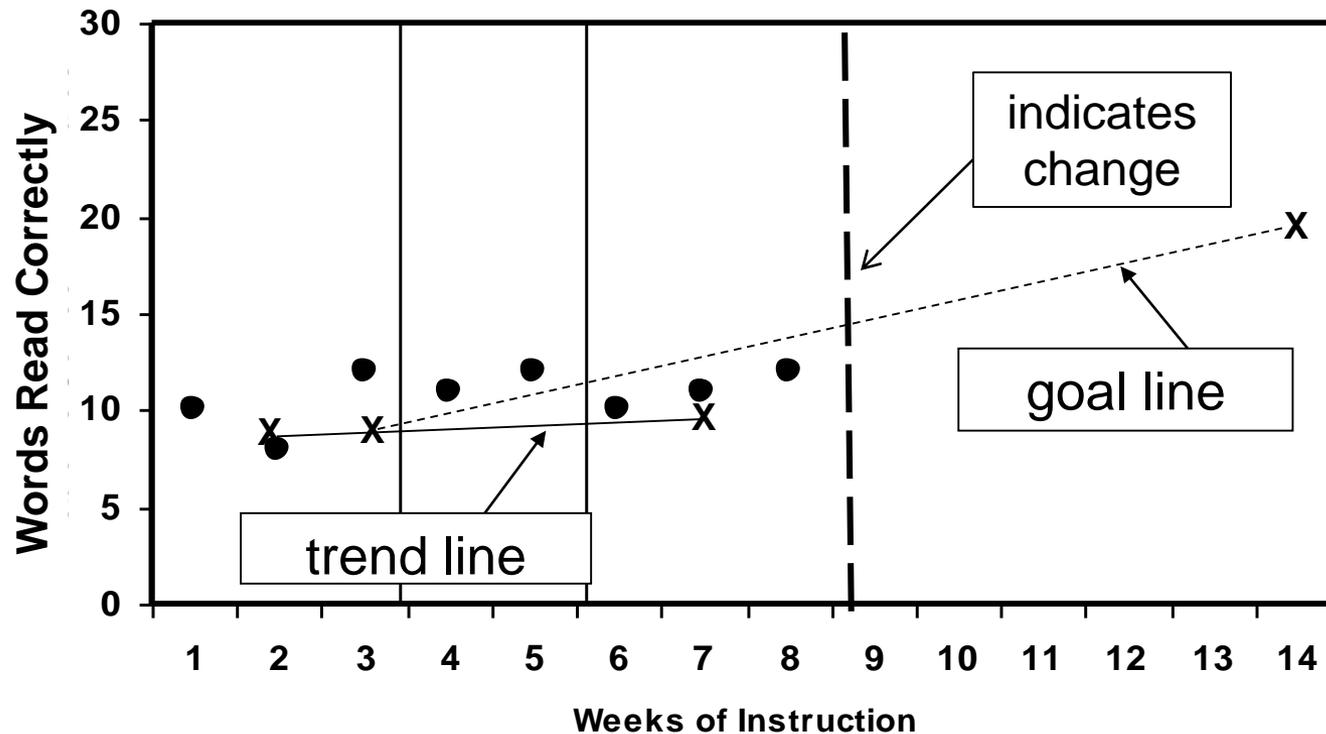
---

- Graphed data allows teachers to quantify rate of student improvement:
  - Increasing scores indicate that the student is making progress and responding to the curriculum.
  - Flat or decreasing scores indicates that the student is not benefiting from instruction and requires a change in the instructional program.

# Four-Point Method



# Trend Line Analysis



# Progress Monitoring with Fidelity

---

# Progress Monitoring with Fidelity

---

- Has progress monitoring been implemented...
  - ✓ Accurately?
  - ✓ According to plan?
  - ✓ Consistently?

# Implementing Progress Monitoring Accurately

---

- Progress monitoring tool is reliable, valid, and appropriate for needs and population
- Progress monitoring is conducted on appropriate timeline
- Staff are trained to deliver assessments accurately and to follow guidelines

# Implementing Progress Monitoring According to Plan

---

- Staff follow guidelines for administering assessments
- School uses the established timeline for assessing students through progress monitoring

# Implementing Progress Monitoring Consistently

---

- Staff use consistent processes for data entry and tracking
- Staff consistently administer and score progress monitoring assessments

# Assessing Fidelity of Progress Monitoring- Rubric

Item	1	3	5
<p><b>Progress Monitoring</b>—Ongoing and frequent monitoring of progress quantifies rates of improvement and informs instructional practice and the development of individualized programs.</p>			
<p><b>Progress Monitoring Tools</b></p>	<p>Selected progress monitoring tools meet no more than one of the following criteria: (1) Has at least nine alternate forms of equal and controlled difficulty; (2) specifies minimum acceptable growth; (3) provides benchmarks for minimum acceptable end-of-year performance; (4) reliability and validity information for the performance level score are available.</p>	<p>Selected progress monitoring tools meet two or three of the following criteria: (1) Has at least nine alternate forms of equal and controlled difficulty; (2) specifies minimum acceptable growth; (3) provides benchmarks for minimum acceptable end-of-year performance; (4) reliability and validity information for the performance level score are available.</p>	<p>Selected progress monitoring tools meet all of the following criteria: (1) Has at least nine alternate forms of equal and controlled difficulty; (2) specifies minimum acceptable growth; (3) provides benchmarks for minimum acceptable end-of-year performance; (4) reliability and validity information for the performance level score are available.</p>
<p><b>Monitoring Progress</b></p>	<p>Neither condition is met: (1) Frequency is at least monthly for students receiving secondary level interventions and at least weekly for students receiving tertiary interventions; (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested; scores are accurate; decision making rules are applied consistently).</p>	<p>Only one condition is met: (1) Frequency is at least monthly for students receiving secondary level interventions and at least weekly for students receiving tertiary interventions; (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested; scores are accurate; decision making rules are applied consistently).</p>	<p>Both conditions are met: (1) Frequency is at least monthly for students receiving secondary level interventions and at least weekly for students receiving tertiary interventions; (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested; scores are accurate; decision making rules are applied consistently).</p>

[http://www.rti4success.org/sites/default/files/RTI\\_Framework\\_Integrity\\_Rubric\\_08-25-11.pdf](http://www.rti4success.org/sites/default/files/RTI_Framework_Integrity_Rubric_08-25-11.pdf)

# Assessing Fidelity of Screening-Worksheet

Item	Sample Interview Questions	Comments/Remarks	Ratings
<p><b>Progress Monitoring</b>—Ongoing and frequent monitoring of progress quantifies rates of improvement and, informs instructional practice and the development of individualized programs.</p>			
<p><b>19. Progress Monitoring Tools</b></p>	<p>What tools are used for progress monitoring? How many alternate forms of equal difficulty are available?</p> <p>When your school selected the progress monitoring tool(s), how much attention was paid to the evidence from the vendor regarding the validity, reliability, and accuracy of the tool(s)?</p> <p>Does your school have documentation from the vendor that these tools have been shown to be valid, reliable, and accurate (including with sub-groups)?</p> <p>Do you have reason to believe that the progress monitoring tool(s) used may have issues with validity, reliability, or accuracy (including with sub-groups)? If so, please explain.</p> <p>Has the tool been validated for use with student populations similar to yours?</p>		<p>①   ②   ③   ④   ⑤</p>

[http://www.rti4success.org/sites/default/files/RTI\\_Framework\\_Integrity\\_Worksheet.pdf](http://www.rti4success.org/sites/default/files/RTI_Framework_Integrity_Worksheet.pdf)

# Using PM Tools with Fidelity

- A score of “5” means:

- What questions could you ask to determine a school/district’s score?

“Selected progress monitoring tools meet all of the following criteria:

- (1) has at least nine alternate forms of equal and controlled difficulty;
- (2) specifies minimum acceptable growth;
- (3) provides benchmarks for minimum acceptable end-of-year performance;
- (4) reliability and validity information for the performance level score are available.”

# Using PM Tools with Fidelity

- A score of “5” means:
  - What evidence could you collect?

“Selected progress monitoring tools meet all of the following criteria:  
(1) has at least nine alternate forms of equal and controlled difficulty;  
(2) specifies minimum acceptable growth;  
(3) provides benchmarks for minimum acceptable end-of-year performance;  
(4) reliability and validity information for the performance level score are available.”

# Fidelity of PM Process

- A score of “5” means:
  - What questions could you ask to determine a school/district’s score?

Both conditions are met:

1. frequency is at least monthly for students receiving secondary level interventions and at least weekly for students receiving tertiary interventions;
2. procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested; scores are accurate; decision making rules are applied consistently).

# Fidelity of PM Process

- A score of “5” means:
  - What evidence could you collect?

Both conditions are met:

1. frequency is at least monthly for students receiving secondary level interventions and at least weekly for students receiving tertiary interventions;
2. procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested; scores are accurate; decision making rules are applied consistently).

# Things to Remember

---

- Good data IN... Good data OUT
  - Know where your data came from and the validity of that data
- Focus on the big picture for ALL students
  - Are most students making progress?
- ALL instructional and curriculum decisions should be based on DATA.
- Keep it SIMPLE and EFFICIENT!

# For More Information...

---

- Follow the ND DPI for information about other webinars that are part of this series:
  - ✓ Tools and Process for implementing RTI with Fidelity
  - ✓ Screening
  - ✓ Multi-tiered System of Support

# Thank You

---

Email:

[wwaite@air.org](mailto:wwaite@air.org)

[lmagnuson@air.org](mailto:lmagnuson@air.org)

1000 Thomas Jefferson Street NW

Washington, DC 20007-3835

202-403-5000

TTY: 877-334-3499

[www.rti4success.org](http://www.rti4success.org),

[www.intensiveintervention.org](http://www.intensiveintervention.org),

[www.air.org](http://www.air.org)