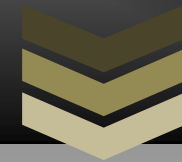


# Ongoing Progress Monitoring Across All Tiers of Support



MDCPS Office of Academics, Accountability and School Improvement  
2013-2014

## Ongoing Progress Monitoring (OPM) Across All Tiers of Support

### PROGRESS MONITORING

The *National Center on Response to Intervention* defines progress monitoring as repeated measurement of academic performance **to inform instruction/intervention** at the school, grade, classroom level and across all three tiers of support.

Progress monitoring assessment data must be collected, evaluated and used on an ongoing basis for the following purposes:

- To determine rate of a student(s) progress (is instruction/intervention working?)
- To determine rate of progress compared to peers and grade level benchmarks (does the student need more?)
- To determine mastery of discrete skills (is the student mastering prerequisite skills needed to meet grade level benchmarks?)
- To provide information on the effectiveness of instruction and modify the intervention if necessary
- To analyze and interpret gaps between standards and achievement (how long will it take to close the gap?)

### ***Key Features of Ongoing Progress Monitoring***

- Brief assessments conducted frequently (weekly/monthly).
- Assessments which occur throughout core instruction/intervention.
- Results are evaluated to determine whether student response to an intervention is adequate or not.
- Results are regularly charted/graphed/analyzed by the School Rtl/MTSS Leadership teams to determine student progress (individual or group gap analysis, aimline and standard).
- Include decision rules which determine when students are or are not adequately responding to the instruction/intervention (positive, questionable & poor response).

*A “healthy” tier is defined as effective instruction where most students learn a year’s content in an instructional year or are on track to close the gap.*

## What is Progress Monitoring at Tier 1?

### *General Education/ Core Classroom Instruction*

- Assess all students minimally three times per year to monitor student progress (example, **Reading:** Screening at FAIR AP1, Progress monitoring at AP2 and AP3, **Behavior:** School wide behavioral data such as; attendance reports, suspension reports, course failures, conduct grades, and SCM reports).
- The school then uses the data to determine the effectiveness of core academic and behavioral instruction and to create more responsive learning environments for all students including small group differentiated instruction.
- Teachers may assess all students in between 3 Assessment Periods (AP) so teachers can continue to monitor their progress and use formative assessments to determine content mastery and determine if re-teaching is necessary.
- Decisions at this tier of support determine what percent of students are not progressing adequately based on grade level expectations and will require additional support.

### ***What is the Response to Intervention?***

***Positive Response:*** Closing the gap

***Questionable Response:*** Gap remains the same (not widening/closure)

***Poor Response:*** Gap continues to widen with no change in rate

## What is Ongoing Progress Monitoring at Tier II?

### *Additional Instruction/Intervention (Tier 1 + 2)*

- Assess students minimally on a monthly basis to monitor their response to the intervention (e.g. WonderWorks Unit Assessment, Oral Reading Fluency).
- Assess students more frequently to monitor individual skills being taught (e.g. WonderWorks in-program assessments).
- Decisions at this Tier of support determine the overall effectiveness of **EACH** Tier 2 intervention group and identify individual students who are progressing slower than their group or are significantly below the group's average and may need to be referred to Tier 3 Problem Solving.

### **What is Tier III Ongoing Progress Monitoring?** ***Individualized Problem Solving/PS (Tier 1 +2 + 3)***

- Based on the Tier III individualized intensive intervention (iii) plan designed by the SST team, assessments are conducted very frequently (gather once or twice, weekly, or even daily) and assess more micro-level skills to address the significant barriers that prevent students from reaching success at Tier 1 & 2.
- Response is reviewed and the SST team makes decisions.

### **Frequency of Progress Monitoring**

Setting a reasonable interval for ongoing progress monitoring actually depends on three pieces of information about the assessment being used. We will use **oral reading fluency** as an illustrative example:

1. How much growth can be reasonably expected during a given interval of time?
2. How reliably does the assessment measure the outcome of interest?
3. How closely are the different probes or measures of the ability equated for difficulty?

*ORF probes administered every 3-4 weeks is just as reliable as a weekly ORF*

If normative data suggests that we can expect students in effective interventions to increase their rate of oral reading fluency by two words per week, how reliably can we detect that amount of growth by comparing performance on two passages given one week apart? Because measurement of oral reading fluency is not perfectly reliable, and since individual passage probes are typically not perfectly equated for difficulty, expected rates of growth are difficult to detect reliably across the interval of one week. Because of measurement error, a student's score can fluctuate up and down from one testing to the next in a way that makes growth difficult to detect over a short interval of time.

Research recently conducted at the University of Washington by Joseph Jenkins and his colleagues (Jenkins, Graff, & Miglioretti, 2009) indicates that measuring growth with oral reading fluency probes once every 3 or 4 weeks produces just as reliable an estimate of growth over that period of time as averaging growth from weekly assessments. The findings appear robust, and they provide the possibility for a substantial savings of assessment time when using the RtI/MTSS approach to guide early reading

instruction. The research also showed that measurement accuracy could be improved if more than one probe was administered at each assessment period.

In the **Florida Assessment for Instruction in Reading (FAIR)** system, oral reading fluency passages have been empirically equated for difficulty, which substantially reduces the need to administer more than one passage at each assessment, since variability across passage difficulty is eliminated. Of course, measurement accuracy can be reduced if a student has an obviously bad “testing day”, but that can be addressed by retesting the student under more favorable circumstances. FAIR ORF (with the adjusted ORF score) may be reliably used once every twenty instructional days.

### **Tools for Progress Monitoring**

The following chart outlines the required district assessments, as well as additional resources that are available for Tier I, Tier II, and Tier III monitoring of classes, small groups, and individual students.

| Grade Level | Tier 1-PM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Tier 2-OPM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Tier 3-OPM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| K-2         | <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>FAIR : AP 1, AP 2, AP 3</li> <li>FAIR-TDI</li> <li>*FAIR ORF (Grade 1 &amp; 2 only)</li> <li>SAT10/SESAT</li> <li>Report card grades</li> <li>Wonders Assessment</li> <li>STAR Enterprise (1<sup>st</sup> &amp; 2<sup>nd</sup> grade only)</li> </ul> <p><b>ELL:</b></p> <ul style="list-style-type: none"> <li>CELLA/ESOL levels</li> <li>Core Program Assessment</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>District Core Program Assessments</li> <li>SESAT, SAT-10</li> <li>Report card grades</li> <li>STAR Enterprise</li> <li>iReady Math</li> </ul> <p><b>Behavior:</b></p> <ul style="list-style-type: none"> <li>Student at-risk profile, report</li> <li>Attendance</li> <li>Behavior referrals (SCAMS)</li> <li>Suspensions</li> <li>Inclusion rates</li> <li>Retention</li> </ul> | <p><b>Reading:</b> District approved intervention in-program assessment (i.e. <b>WonderWorks</b>)</p> <ul style="list-style-type: none"> <li><b>K:</b> 3-wk Unit Assessment from Wonders</li> <li><b>1<sup>st</sup>:</b> 6-wk Unit Assessment + ORF/SWF from WonderWorks</li> <li><b>2<sup>nd</sup>:</b> <b>ACT:</b> 6-wk Unit Assessment from WonderWorks</li> <li><b>2<sup>nd</sup>:</b> <b>FS:</b> ORF every 6-wk from WonderWorks</li> </ul> <p><b>ELL:</b></p> <ul style="list-style-type: none"> <li>CELLA/ ESOL levels</li> <li>Home Language Arts</li> </ul> <p><b>Math:</b> District approved intervention in-program assessment (i.e. Go Math Soar to Success)</p> <ul style="list-style-type: none"> <li><a href="http://www.EasyCBM.com">www.EasyCBM.com</a></li> <li>STAR Enterprise</li> <li>iReady Math</li> </ul> <p><b>Behavior:</b></p> <ul style="list-style-type: none"> <li>Universal screening checklist</li> <li>Behavior Rating Scales</li> <li>Referral frequency</li> <li>Problem behavior frequency</li> </ul> | <p><b>Tools utilized for subject areas below will be determined based upon SST Tier 3 Plan to address barriers.</b></p> <p><b>Reading:</b><br/><b>DIBELS Next</b></p> <p><b>K:</b> Fist Sound Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency<br/> <b>1<sup>st</sup>:</b> Phoneme Segmentation Fluency, Nonsense Word Fluency, Oral Reading Fluency<br/> <b>2<sup>nd</sup>:</b> Nonsense Word Fluency, Oral Reading Fluency</p> <p><b>ELL:</b> To be determined based on student need</p> <p><b>Math:</b> Tools utilized will be determined by student need</p> <ul style="list-style-type: none"> <li><a href="http://www.EasyCBM.com">www.EasyCBM.com</a></li> <li>STAR Enterprise</li> <li>iReady Math</li> </ul> <p><b>Behavior:</b> Tools will be determined by student need.</p> <ul style="list-style-type: none"> <li>Universal screening checklist</li> <li>Behavioral Observation Checklist</li> <li>Behavior Rating Scales</li> <li>Referral frequency</li> <li>Problem behavior frequency</li> </ul> |

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| <p><b>3<sup>rd</sup>-5<sup>th</sup></b></p> | <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>FAIR AP 1, AP 2, AP 3</li> <li>FCAT</li> <li>District Interim Assessments</li> <li>Wonders Assessment</li> <li>FAIR ORF(see toolkit for placement)</li> <li>Reading Comprehension measures (e.g. FAIR Scaffolded Discussion Templates)</li> <li>Report card grades</li> <li>STAR Enterprise</li> </ul> <p><b>ELL:</b></p> <ul style="list-style-type: none"> <li>CELLA/ESOL Levels</li> <li>Core Program Assessment</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>District Core Program Assessment</li> <li>FCAT</li> <li>District Interim Assessment</li> <li>Report card grades</li> <li>STAR Enterprise</li> <li>iReady Math</li> </ul> <p><b>Behavior:</b></p> <ul style="list-style-type: none"> <li>Student at-risk profile, report</li> <li>Attendance</li> <li>Behavior referrals (SCAMS)</li> <li>Suspensions</li> <li>Inclusion rates</li> <li>Retentions</li> </ul> | <p><b>Reading:</b> District approved intervention in-program assessment (i.e. <b>WonderWorks</b>)</p> <ul style="list-style-type: none"> <li><b>3<sup>rd</sup>-5<sup>th</sup>: ACT:</b> 6-wk Unit Assessment from WonderWorks</li> <li><b>3<sup>rd</sup>-5<sup>th</sup>: FS:</b> ORF every 6-wk from WonderWorks</li> </ul> <p><b>ELL:</b></p> <ul style="list-style-type: none"> <li>CELLA/ ESOL levels</li> <li>Home Language Arts.</li> </ul> <p><b>Math:</b> District approved intervention programs (i.e. Go Math Soar to Success)</p> <ul style="list-style-type: none"> <li><a href="http://www.EasyCBM.com">www.EasyCBM.com</a></li> <li>STAR Enterprise</li> <li>iReady Math</li> </ul> <p><b>Behavior:</b></p> <ul style="list-style-type: none"> <li>Universal screening checklist</li> <li>Behavior Rating Scales</li> <li>Referral frequency</li> <li>Problem behavior frequency</li> </ul> | <p><b>Tools utilized for subject areas below will be determined based upon SST Tier 3 Plan to address barriers.</b></p> <p><b>Reading:</b><br/><b>DIBELS Next</b><br/><b>3<sup>rd</sup> - 5<sup>th</sup>:</b><br/>Oral Reading Fluency<br/>DAZE (Reading Comprehension)</p> <p><b>ELL:</b> To be determined based on student need.</p> <p><b>Math:</b> Tools utilized will be determined by student need</p> <ul style="list-style-type: none"> <li><a href="http://www.EasyCBM.com">www.EasyCBM.com</a></li> <li>STAR Enterprise</li> <li>iReady Math</li> </ul> <p><b>Behavior:</b> Tools will be determined by student need.</p> <ul style="list-style-type: none"> <li>Universal screening checklist</li> <li>Behavioral Observation Checklist</li> <li>Behavior Rating Scales</li> <li>Referral frequency</li> <li>Problem behavior frequency</li> </ul> |
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| <p><b>6<sup>th</sup>-8<sup>th</sup></b></p> | <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• FCAT</li> <li>• District Interim Assessment</li> <li>• Reading Comprehension measures (e.g. FAIR Scaffolded Discussion Templates)</li> <li>• Report cards grades</li> <li>• STAR Enterprise</li> </ul> <p><b>ELL:</b><br/>CELLA/ESOL levels.</p> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• District Core Program Assessment</li> <li>• FCAT</li> <li>• District Interim Assessment</li> <li>• Report card grades</li> <li>• STAR Enterprise</li> <li>• iReady Math</li> </ul> <p><b>Behavior:</b></p> <ul style="list-style-type: none"> <li>• Student at-risk profile, report</li> <li>• Attendance</li> <li>• Behavior referrals (SCAMS)</li> <li>• Suspensions</li> <li>• Inclusion rates</li> <li>• Retentions</li> </ul> | <p><b>Reading:</b> FAIR: AP1, AP2, AP3</p> <ul style="list-style-type: none"> <li>• IR/IR+/IR-EN &amp; in-program assessment (i.e. Voyager Journeys, Language!)</li> <li>• FAIR ORF (see toolkit for placement)</li> <li>• FAIR Scaffolded Discussion Templates (see toolkit for placement)</li> <li>• STAR Enterprise</li> </ul> <p><b>ELL:</b></p> <ul style="list-style-type: none"> <li>• Developmental Language Arts (i.e. Hampton Brown Inside)</li> <li>• CELLA/ESOL levels.</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• District approved core intervention in-program assessment (i.e. Compass Learning Odyssey, Destination Mathematics, Gizmos)</li> <li>• STAR Enterprise</li> <li>• iReady Math</li> <li>• <a href="http://www.EasyCBM.com">www.EasyCBM.com</a></li> </ul> <p><b>Behavior:</b></p> <ul style="list-style-type: none"> <li>• Universal screening checklist</li> <li>• Behavior Rating Scales</li> <li>• Referral frequency</li> <li>• Problem behavior frequency</li> </ul> | <p><b>Tools utilized for subject areas below will be determined based upon SST Tier 3 Plan to address barriers.</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• FAIR ORF (see toolkit for placement)</li> <li>• FAIR Scaffolded Discussion Templates</li> <li>• Other in-program assessments if necessary</li> <li>• <a href="http://www.EasyCBM.com">www.EasyCBM.com</a>:<br/>6<sup>th</sup> – 8<sup>th</sup> grade: Passage Reading Fluency (ORF) &amp; M/C Reading Comp.</li> </ul> <p><b>ELL:</b> To be determined based on student need.</p> <p><b>Math:</b> To be determined based on student need</p> <ul style="list-style-type: none"> <li>• <a href="http://www.EasyCBM.com">www.EasyCBM.com</a></li> <li>• STAR Enterprise</li> <li>• iReady Math</li> </ul> <p><b>Behavior:</b> Tools will be determined by student need.</p> <ul style="list-style-type: none"> <li>• Universal screening checklist</li> <li>• Behavioral Observation Checklist</li> <li>• Behavior Rating Scales</li> <li>• Referral frequency</li> <li>• Problem behavior frequency</li> </ul> |
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| <p><b>9<sup>th</sup> -12<sup>th</sup></b></p> | <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• FCAT</li> <li>• District Interim Assessment</li> <li>• Reading Comprehension measures (e.g. FAIR Scaffolded Discussion Templates)</li> <li>• Report cards grades</li> <li>• STAR Enterprise</li> </ul> <p><b>ELL:</b></p> <ul style="list-style-type: none"> <li>• CELLA/ESOL levels</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• District Core Program Assessment</li> <li>• FCAT</li> <li>• District Interim Assessment</li> <li>• Report card grades</li> <li>• STAR Enterprise</li> <li>• iReady Math</li> </ul> <p><b>Behavior:</b></p> <ul style="list-style-type: none"> <li>• Student at-risk profile, report</li> <li>• Attendance</li> <li>• Behavior referrals (SCAMS)</li> <li>• Suspensions</li> <li>• Inclusion rates</li> <li>• Retentions</li> </ul> | <p><b>Reading:</b> FAIR: AP1, AP2, AP3</p> <ul style="list-style-type: none"> <li>• IR/IR +/IR-EN in- program assessment data (Hampton Brown Edge/ Jamestown/USA Today, SIPPS)</li> <li>• FAIR ORF (see toolkit for placement)</li> <li>• FAIR Scaffolded Discussion Templates (see toolkit for placement)</li> <li>• STAR Enterprise</li> </ul> <p><b>ELL:</b></p> <ul style="list-style-type: none"> <li>• Developmental Language Arts (i.e. Hampton Brown Edge)</li> <li>• CELLA/ESOL levels</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• District approved core intervention in-program assessment (i.e. Cognitive Tutor, Explore Learning, Gizmos)</li> <li>• STAR Enterprise</li> <li>• iReady Math</li> <li>• <a href="http://www.EasyCBM.com">www.EasyCBM.com</a></li> </ul> <p><b>Behavior:</b></p> <ul style="list-style-type: none"> <li>• Universal screening checklist</li> <li>• Behavior Rating Scales</li> <li>• Referral frequency</li> <li>• Problem behavior frequency</li> </ul> | <p><b>Tools utilized for subject areas below will be determined based upon SST Tier 3 Plan to address barriers.</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• FAIR ORF</li> <li>• FAIR Scaffolded Discussion Templates</li> <li>• Other in-program assessments if necessary</li> <li>• If applicable, EasyCBM assessments</li> </ul> <p><b>ELL:</b> To be determined based on student need.</p> <p><b>Math:</b> To be determined based on student need</p> <ul style="list-style-type: none"> <li>• <a href="http://www.EasyCBM.com">www.EasyCBM.com</a></li> <li>• iReady Math</li> </ul> <p><b>Behavior:</b> Tools will be determined by student need</p> <ul style="list-style-type: none"> <li>• Universal screening checklist</li> <li>• Behavioral Observation Checklist</li> <li>• Behavior Rating Scales</li> <li>• Referral frequency</li> <li>• Problem behavior frequency</li> </ul> |
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\*In order to administer FAIR ORF OPM student must have read the passage titled “Cake” (passage. 1.4).

For additional information (i.e. explanation, look up tables, adjusted fluency information etc.) on Scaffolded Discussion Templates and ORF visit the following link: <http://www.fcrr.org/lookup/>

AP= Assessment Period

PM = Progress Monitoring

OPM = Ongoing Progress Monitoring

ORF = Oral Reading Fluency

M/C = Multiple Choice

TDI= Targeted Diagnostic Inventory

SDT = Scaffolded Discussion Template

FS= Foundational Skills

ACT: Access Complex Text