

Including Students with Disabilities in MTSS Progress Monitoring

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PROGRESS Center

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Objectives

Participants will

- Increase their understanding of progress monitoring within MTSS and in measuring IEP goals and available resources.
- Understand how to select progress monitoring measures that align to specific skills within goals (MTSS intervention goals and IEP goals).
- Be able to create a monitoring plan.
- Identify additional resources to help increase your capacity of understanding and using progress monitoring.



Introductions

- In the chat:
 - Role
 - School
 - Question, concern, comment about progress monitoring...Why did you select this session?



Welcome to the PROGRESS Center!

The PROGRESS Center provides information, resources, tools, and technical assistance services to support local educators in developing and implementing high-quality educational programs that enable children with disabilities to make progress and meet challenging goals.



HOW WILL WE HELP IMPROVE OUTCOMES FOR STUDENTS WITH DISABILITIES?



Share current research, policies, guidance, success stories, and experiences from students, parents, educators, and other stakeholders.



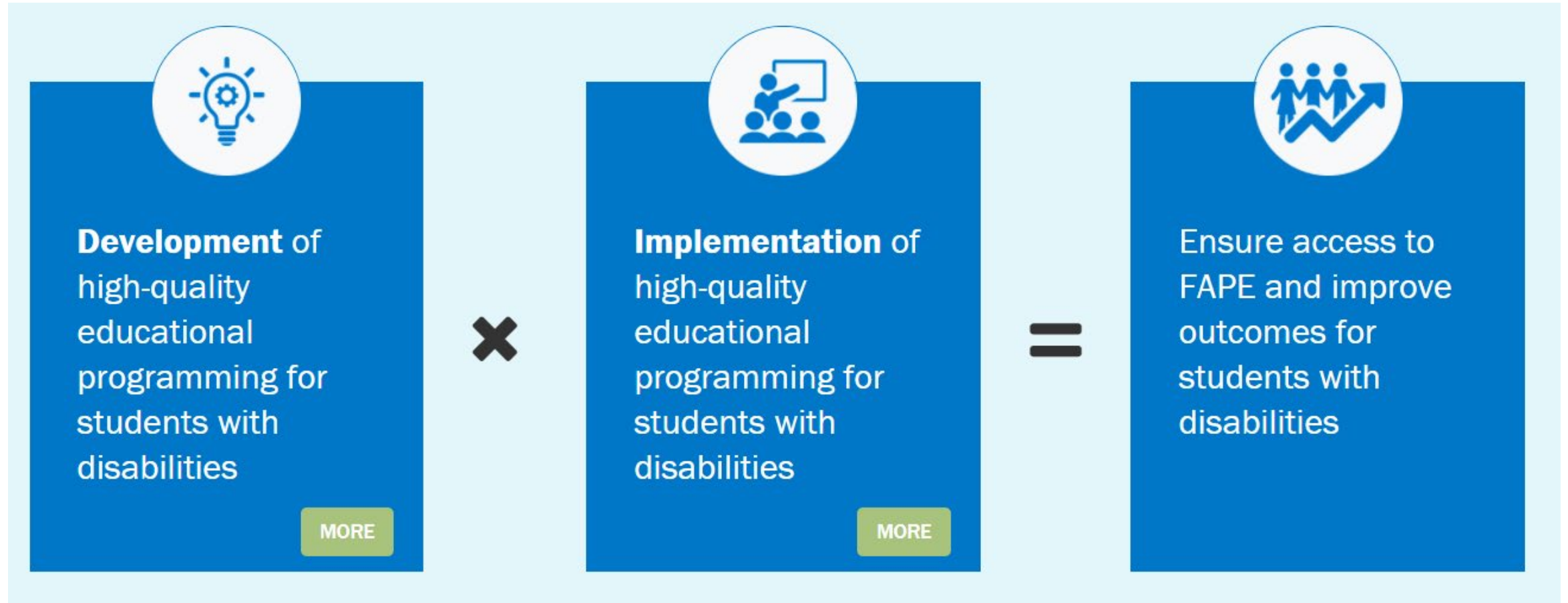
Partner with selected local educators to develop and implement high-quality educational programs.



Provide tools, resources, and training materials for ALL educators, leaders, and families.

Visit us at www.promotingPROGRESS.org to learn more!

Promoting Progress for Students With Disabilities



Why We Do What We Do

Endrew F. v. Douglas County School District RE-1 (2017)

- “To meet its substantive obligation under the IDEA, a school must offer an IEP **reasonably calculated** to enable a child to **make progress** appropriate **in light of the child’s circumstances.**” (emphasis added)





What is Progress Monitoring?

Understanding the role of Progress Monitoring within MTSS

Understanding the role of Progress Monitoring in Special Education

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The Importance of Progress Monitoring

Estimate the rates of improvement (ROI) over time and set goals.

Compare the efficacy of different forms of instruction.

Data allow us to..

Identify students who are not demonstrating adequate progress.

Determine when an instruction change is needed and help to hypothesize potential sources of need.





Kathleen Mehfoud (Attorney with Reed & Smith and Consultant to LRP): *“When I have a school district with a FAPE case, the first thing I do is go to the teacher and say: ‘Give me information on your student’s progress.’ If the teacher doesn’t have data, I consider advising the school district to settle.”*

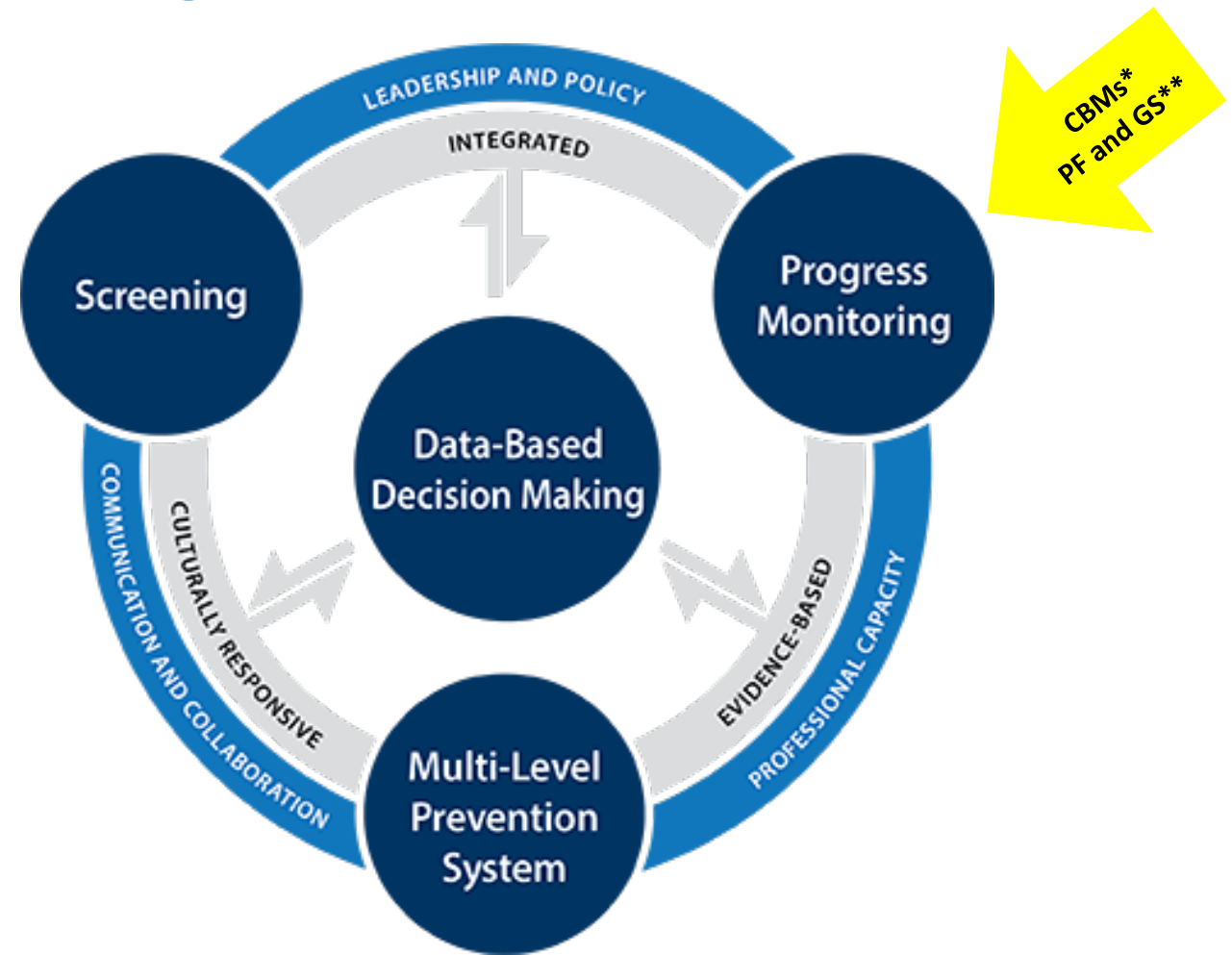
Knowledge Check

According to IDEA, each measurable annual goal should: *Select all that apply.*

- A. Address academic and/or functional individual needs identified in the PLAAFP statement.
- B. Be taken from the grade-level content standards.
- C. Include benchmarks or short-term objectives for each student.
- D. Help IEP team members determine whether the program is providing minimal educational benefit.

MTSS and Progress Monitoring

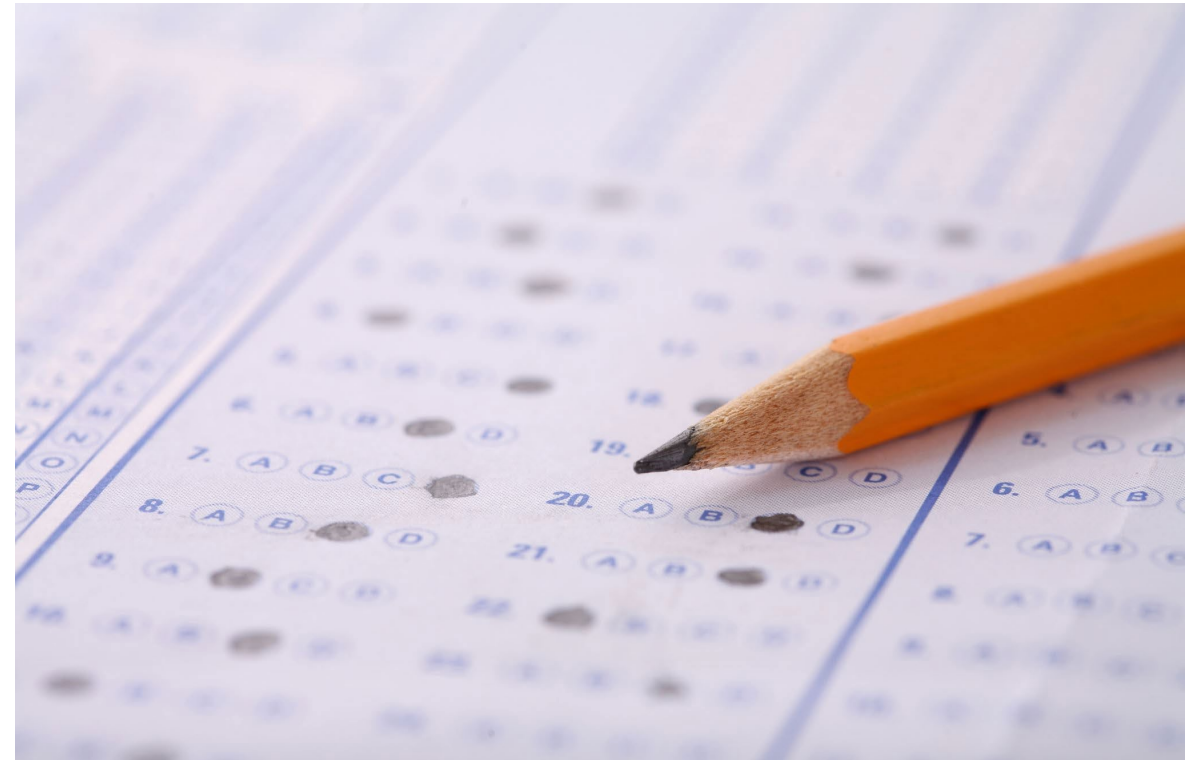
- Key components of MTSS
 - Assessment
 - » Screening
 - » **Progress Monitoring**
 - Curriculum Based Measures (CBMs)*
 - Performance Feedback (PF) and Goal Setting (GS)**
 - Data-based decision making
 - Multiple tiers of intervention
 - Evidence-based practices



Source: MTSS Center, www.MTSS4Success.org

Progress Monitoring: Overview

- Benefits
 - Frequently and continuously evaluate student learning
 - Monitor the effectiveness of their instruction
 - Make instructional changes to improve students' academic progress
- Types
 - Single-Skill Measures
 - General Outcome Measures



Single-Skill Measure and General Outcome Measure

Identify a mastery measure or general outcome measure

- **Short-term or single-skill measure:** Evaluation and tracking of a single target skill; aligns with IEP goal setting
 - » Math example: two-digit by two-digit multiplication probe
 - » Reading example: words that contain “oa”
- **General outcome measure:** Evaluation and tracking of student progress across entire curriculum; not recommended as part of IEP goal setting
 - » Math example: mix multiplication and division computational probe
 - » Reading: Oral reading fluency

Progress Monitoring in Special Education



Ongoing data collection process as part of:

- Establishing baseline performance
- Identify if strategy(ies) for a selective target leads to growth
- Choose alternative strategy(ies) for goal setting
- Measuring measurable goals



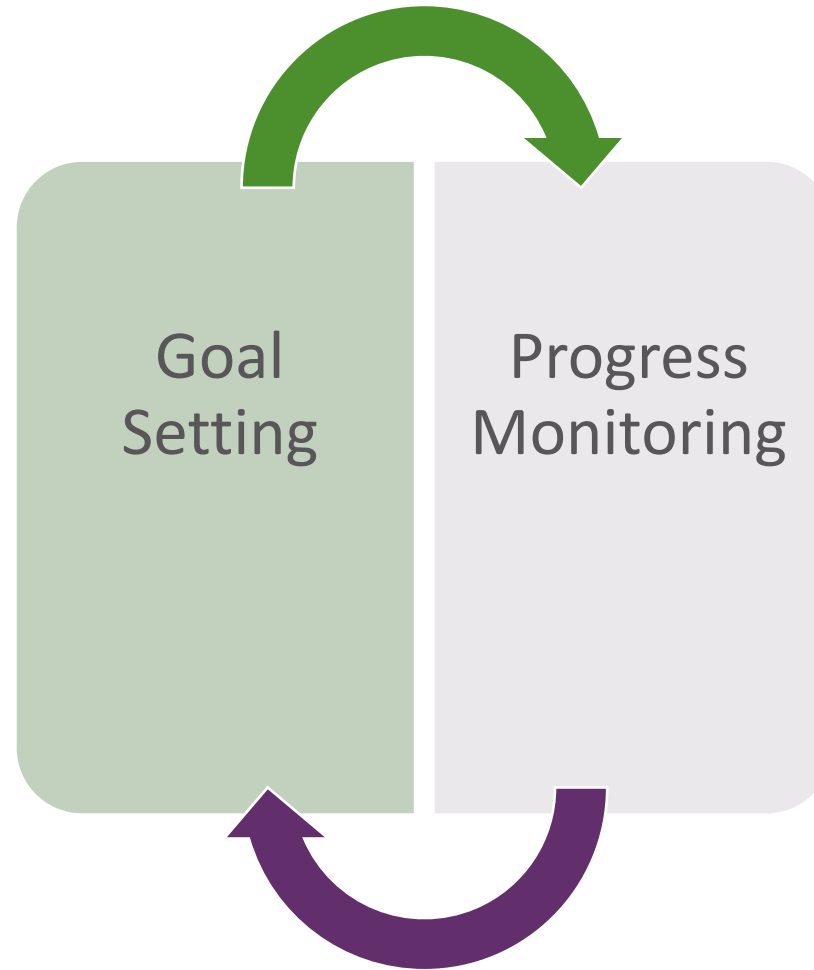
How Do I Select a Progress Monitoring Measure Aligned to Student Goals?

Selecting the appropriate progress monitoring measurement
Connecting progress monitoring to goals

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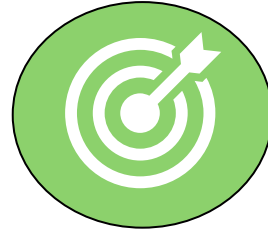
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Goal Setting & Progress Monitoring



Steps for Goal Setting

1. Select a Target and Measure



2. Establish Baseline Performance



3. Choose a Strategy for Setting the Goal



4. Write a Measurable Goal





What are Common Barrers to Monitoring Progress?

Aligning progress monitoring measures to specific skills

Identifying and selecting progress monitoring measures that are reliable and valid

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Let's Chat: Common Barriers

- What do you see as common barriers to progress monitoring?
- What makes progress monitoring challenging?



Common Barriers

Goals that aren't
measurable

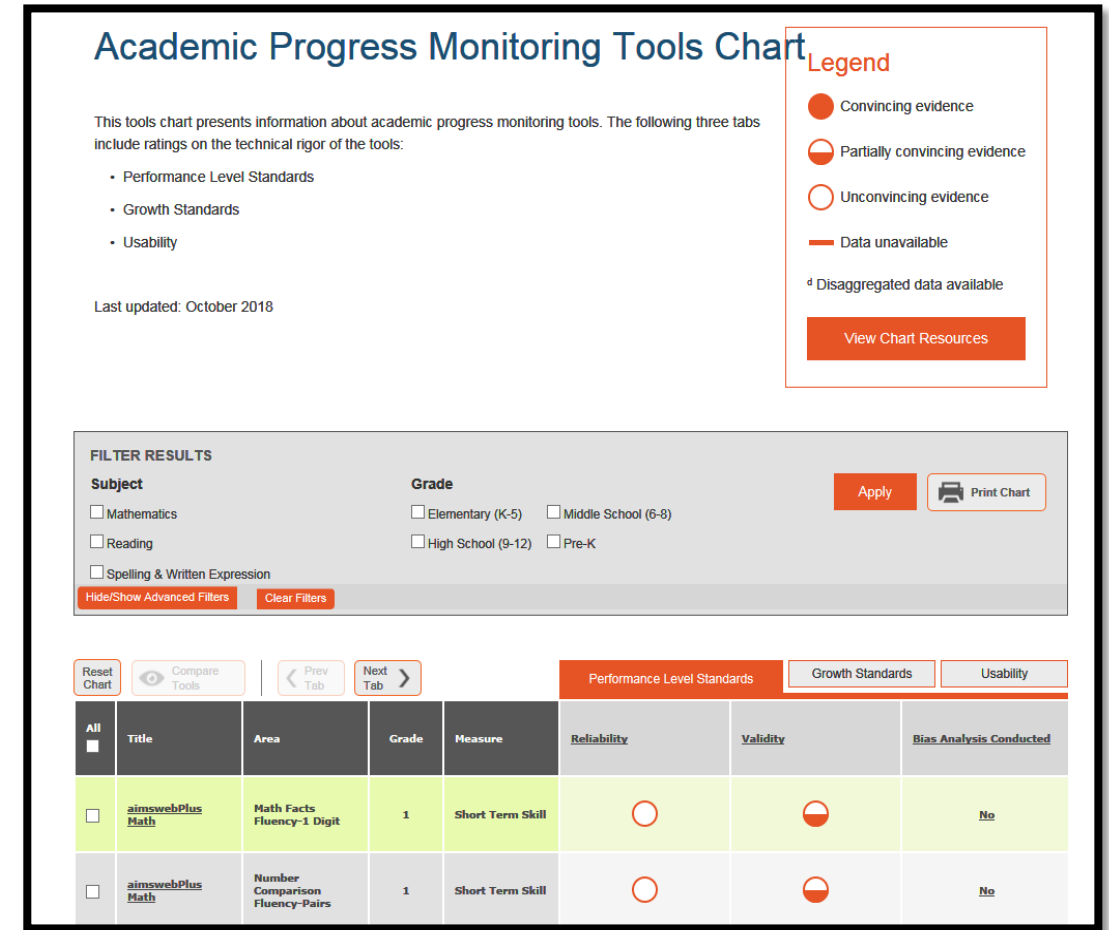
Good systems
aren't set up

Data rich,
information poor

Teachers don't have and/or are not properly
trained on the necessary tools and resources

Identify a Measure: Key Characteristics

- Have sufficient number of **alternate forms** of equal and controlled difficulty.
- Specify minimum **acceptable growth**.
- Provide **benchmarks** for minimum acceptable end-of-year performance.
- Have **reliability and validity** information for the performance-level score and for growth for students with intensive needs.



https://charts.intensiveintervention.org/aprogressmonitoring?_ga=2.97679064.659968759.1659474864-1049529865.1657900377

Developing a Monitoring Plan



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What does IDEA say about the measuring progress?

According to IDEA, Sec. 300.320 (a)(3), each child's IEP must contain... (3) A description of—

- (i) How the child's progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and
- (ii) When periodic reports on the progress the child is making toward meeting the annual goals (e.g., quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.

IEP Tip Sheet
Measuring Progress Toward Annual Goals

This tip sheet discusses measuring progress toward annual goals. It provides a brief summary of federal regulations and tips for implementation. To learn more, review the additional resources and check with state law for additional requirements.

What Does IDEA Say?

According to IDEA, Sec. 300.320 (a)(3), each child's IEP must contain...

- (i) A description of—
 - (i) How the child's progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and
 - (ii) When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.

Tips for Developing a Monitoring Plan

Students' individualized education programs (IEPs) must describe how progress toward annual goals will be measured, including how and when school personnel will inform parents about that progress (e.g., quarterly reports, concurrent with the timing of report cards).



Things to Do	Things to Avoid
Do: Use objective measures (e.g., data that can be reported in numbers rather than words). <i>Examples:</i> <ul style="list-style-type: none">• Behavior observation checklists• Progress monitoring probes (e.g., reading, mathematics)• Unit or chapter test scores	Don't: Use subjective measures. <i>Examples:</i> <ul style="list-style-type: none">• Anecdotal reports• Teacher or student perceptions
Do: Measure frequently and systematically. <i>Examples:</i> <ul style="list-style-type: none">• Every two weeks• At least three times per week	Don't: Measure so inconsistently or infrequently that data-based changes to services and supports can't occur. <i>Examples:</i> <ul style="list-style-type: none">• Every nine weeks• Three times per year
Do: Identify an individual with appropriate data collection training. <i>Examples:</i> <ul style="list-style-type: none">• General education teacher• Special education teacher• School psychologist	Don't: Assume that an individual has the requisite skills to collect data.
Do: Clearly identify each relevant setting or context in which data will be collected. <i>Examples:</i> <ul style="list-style-type: none">• During reading instruction• On the playground	Don't: Broadly describe the setting or context (e.g., in the general education setting) or omit it completely.
Do: Maintain a consistent data collection schedule. <i>Examples:</i> <ul style="list-style-type: none">• Mondays, Wednesdays, and Fridays at 10:00 a.m.• Tuesdays during reading	Don't: Collect data on an inconsistent basis. <i>Examples:</i> <ul style="list-style-type: none">• Monday at the beginning of reading class (9:00 a.m.) and then Wednesday right before recess (10:30 a.m.)• At the teacher's convenience• When the student is in a good mood
Do: Use the performance criteria from the annual goals. <i>Examples:</i> <ul style="list-style-type: none">• Perform a task with 85% accuracy during three out of five observations• Read at a rate of 95 words per minute with less than five errors on two out of three reading passages	Don't: Use different performance criteria than those stated in the annual goals.

Why do we need to measure and report student progress?



Provide feedback to families in terms of progress about their child's learning.

Determine if team's IEP is effective or if modifications need to be made in terms of services or instruction.

Tips for Developing a Monitoring Plan

Things to Do	Things to Avoid
<p>Do: Use objective measures – data that can be reported in numbers rather than words.</p> <ul style="list-style-type: none">• Behavior observations• Progress monitoring probes• Unit or chapter test score <p>Do: Measure frequently and systematically.</p> <p>Examples:</p> <ul style="list-style-type: none">• Every two weeks• At least 3 times per week 	<p>Don't: Use subjective measures</p> <ul style="list-style-type: none">• Anecdotal reports• Teacher or student perception <p>Don't: Measure so inconsistently or infrequently that data-based changes to services and supports can't occur.</p> <p>Examples:</p> <ul style="list-style-type: none">• Every 9 weeks• Three times per year 

Tips for Developing a Monitoring Plan continued:

Things to Do	Things to Avoid
<p>Do: Identify an individual with appropriate data collection training.</p> <p><i>Examples:</i></p> <p>General education teacher, special education teacher, school psychologist</p> <p>Do: Clearly identify each relevant setting or context in which data will be collected.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none">• During reading instruction• On the playground 	<p>Don't: Assume that an individual has the requisite skills to collect data</p> <p>Don't: Broadly describe the setting or context (e.g., in the general education setting) or omit it completely.</p> 

Tips for Developing a Monitoring Plan continued:

Things to Do

Do: Maintain a consistent data collection schedule.

Examples:

- Mondays, Wednesdays, and Fridays at 10:00 a.m.
- Tuesdays during reading

Do: Use the performance criteria from the annual goals.

Examples:

- Perform a task with 85% accuracy during three out of five observations
- Read at a rate of 95 words per minute with less than five errors on two out of three reading passages



Things to Avoid

Don't: Collect data on an inconsistent basis.

Examples:

- Monday at the beginning of reading class (9:00 a.m.) and then Wednesday right before recess (10:30 a.m.)
- At the teacher's convenience
- When the student is in a good mood

Don't: Use different performance criteria than those stated in the annual goals.



Let's Chat

- How often do you monitor progress?
- How or where do you track progress?
- Do you have a monitoring plan?
- How is monitoring for students in special education different than students receiving tiered support/interventions?



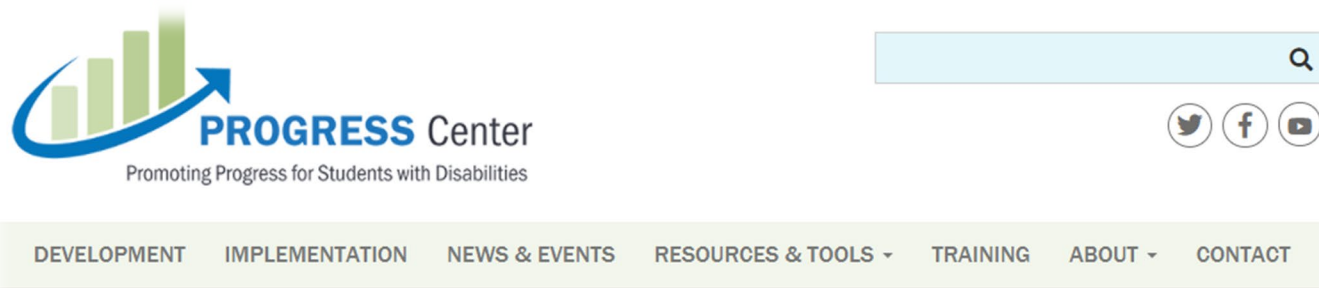
Resources to Support Progress Monitoring

PROGRESS Center and National Center on Intensive Intervention (NCII)

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PROGRESS Center Website



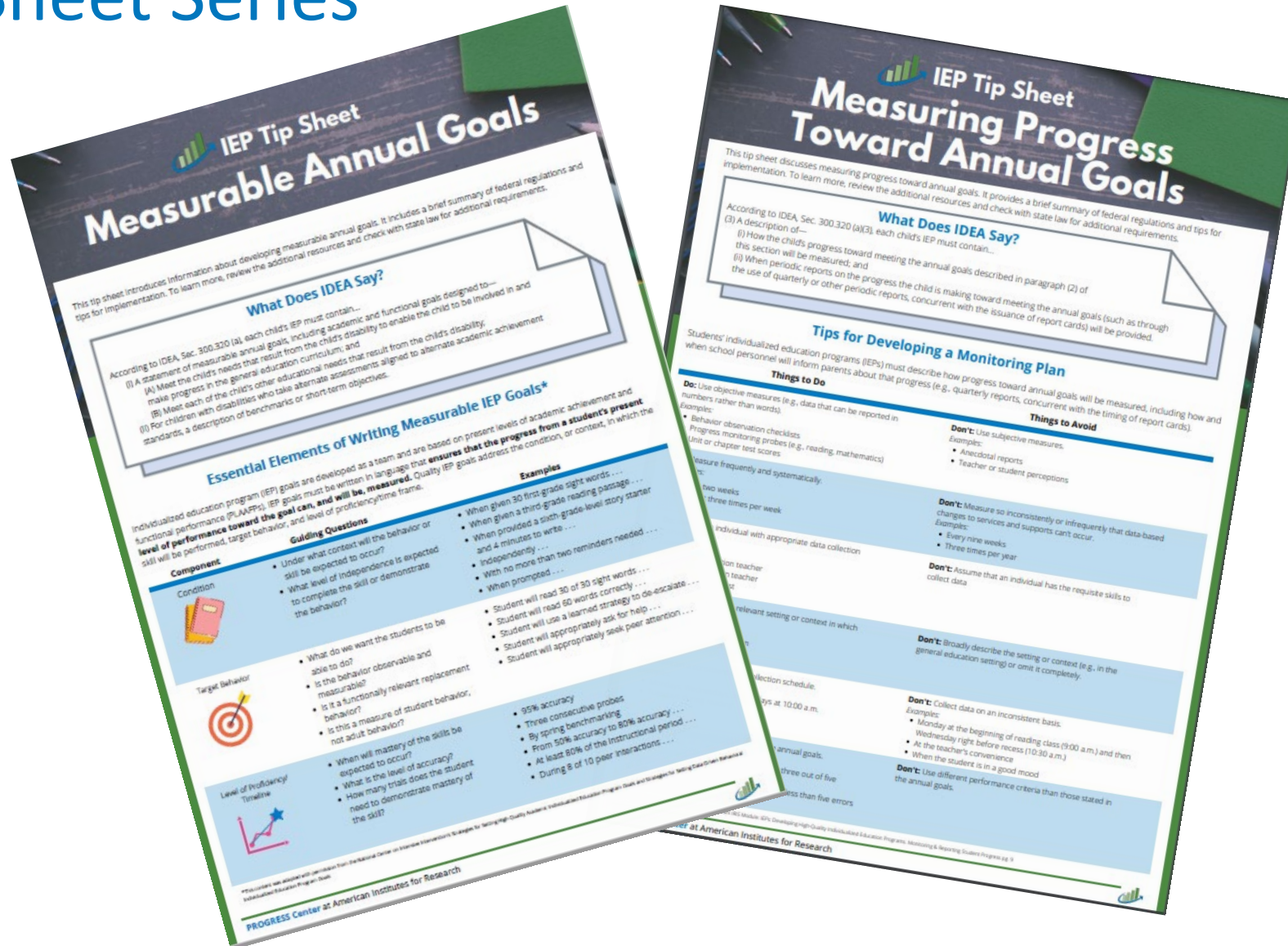
The **PROGRESS** Center provides information, resources, and support for local educators and leaders responsible for the **development** and **implementation** of high-quality educational programming for students with disabilities that ensures access to free appropriate public education (FAPE) and progress toward appropriately ambitious goals... [MORE](#)



Improving Access and Outcomes for Students

<https://promotingprogress.org/>

IEP Tip Sheet Series



PROGRESS Center Webinars



<https://promotingprogress.org/resources/promoting-progress-role-goal>



<https://promotingprogress.org/resources/developing-iep-monitoring-plan>

Self-Paced Training Module

- This course:
 - explains the Individuals with Disabilities Education Act (IDEA) requirements for measurable annual goals and the critical role of measurable annual goals in the development of a high-quality individualized education program (IEP).
 - describes the three essential elements of a measurable annual goal, identifies tips for developing measurable annual goals that promote progress, and
 - shares resources for learning more.



The What and Why of Measurable Annual Goals

This course is intended to explain the Individuals with Disabilities Education Act (IDEA) requirements for measurable annual goals and the...

Faculty/PD Provider, General Educators, LEA/School Leaders, Special Educators/Providers

The National Center on Intensive Intervention



Academic and Behavior Progress Monitoring Tools Charts

Academic Progress Monitoring Tools Chart

This tools chart presents information about academic progress monitoring tools. The following three tabs include ratings on the technical rigor of the tools:

- Performance Level Standards
- Growth Standards
- Usability

Last updated: June 2020. [Our tools charts have a new look! Click here for a brief summary of improvements we rolled out in June 2020.](#)

Legend

Convincing evidence

Partially convincing evidence

Unconvincing evidence

Data unavailable

Disaggregated data available

FILTER RESULTS

Subject

☐ Reading

☐ Mathematics

☐ Spelling & Written Expression

Grade

☐ Pre-K

☐ Elementary (K-5)

☐ Middle School (6-8)

☐ High School (9-12)

Apply Filters

Show Advanced Filters

Clear Filters

Compare Tools		Reset Chart					
				Performance Level Standards		Growth Standards	Usability
All	Title	Area	Grade	Measure Type	Reliability	Validity	Bias Analysis Conducted
<input type="checkbox"/>	Acadience Math	Computation	Grade 2	End Year Goal			No
<input type="checkbox"/>	Acadience Math	Computation	Grade 3	End Year Goal			No

View Chart Resources

Print Current Chart View

Behavior Progress Monitoring Tools Chart

This tools chart presents information about behavior progress monitoring tools. The following three tabs include ratings on the technical rigor of the tools:

- Performance Level Standards
- Growth Standards
- Usability

Last updated: June 2020. [Our tools charts have a new look! Click here for a brief summary of improvements we rolled out in June 2020.](#)

Legend

Convincing evidence

Partially convincing evidence

Unconvincing evidence

Data unavailable

Disaggregated data available

FILTER RESULTS

Target Behaviors

☐ Internalizing

☐ Externalizing

Grade

☐ Pre-K

☐ Elementary (K-5)

☐ Middle School (6-8)

☐ High School (9-12)

Informant/Rater

☐ Researcher

☐ Parent

☐ Teacher

☐ Child

☐ No set informant

☐ Other

Apply Filters

Show Advanced Filters

Clear Filters

Compare Tools		Reset Chart					
				Performance Level Standards		Growth Standards	Usability
All	Title	Area	Age/Grade	Informant	Reliability	Validity	Bias Analysis Conducted
<input type="checkbox"/>	BASC-3 Flex Monitor	Developmental Social Disorders	Age 2-18	Parent			Yes
<input type="checkbox"/>	BASC-3 Flex Monitor	Developmental Social	Age 2-18	Teacher			Yes

View Chart Resources

Print Current Chart View

Student Progress Monitoring Tool for Data Collection and Graphing

Graph #	Last Name	First Name	Grade	Tested Measure	Tested Grade	Tested Benchmark	Tested ROI	Start Date	Weeks Left	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
1	Ramirez	Marcus	2	Computation	2	19	0.7	9/10/15	30	8	4	5	7	9	8	8	7	
				Maze	2	25	0.8	2/19/16	15	7	9	6	9	9	9	12	10	
				WIF	2	32	1.4	3/2/16	12	15	17	16	19	15	20	22	23	
Graph #	Last Name	First Name	Grade	Tested Measure	Tested Grade	Tested Benchmark	Tested ROI	Start Date	Weeks Left	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
2	Doe	Jane	3	Maze	3	22	0.9	5/11/15	16	5	5	5	4	5	7	8	9	9
				Computation	2	30	1.0	6/13/15	13	8	8	8	8	7	10	10	7	
				WIF	3	33	1.3	4/2/15	9	20	20	21	22	20	20	27	27	
Graph #	Last Name	First Name	Grade	Tested Measure	Tested Grade	Tested Benchmark	Tested ROI	Start Date	Weeks Left	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
3	Camper	Happy	3	Maze	3													
				Computation	3													
				WIF	2													

Marcus Ramirez

Grade 2 Computation Measure

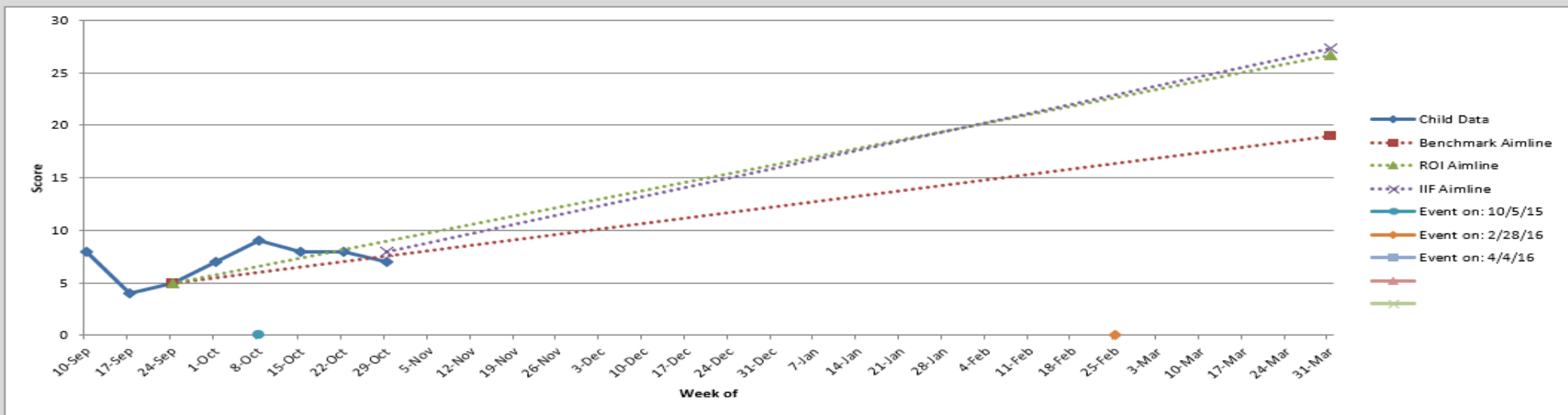
Child Goal Setting Options

- 1) Benchmark Goal: 19.00
- 2) ROI Goal: 26.67
- 3) IIF Goal: 27.29

Enter value 1, 2 or 3 for
your chosen goal:

Events

10/5/15: Intervention A2
2/28/16: Changed MaZE scoring
4/4/16: Event 101.3



Student Intervention Implementation Log

National Center on
INTENSIVE INTERVENTION
At American Institutes for Research

Student Intervention Implementation Log

Purpose: This log can be used as a daily and weekly record of your implementation of an individual student's intervention plan. This information, along with progress monitoring graphs, can inform team intervention and data review meetings.

Teacher: _____
Student: _____
Week of: _____

Intervention Implementation Log

Please fill out this log each day. If an intervention is not scheduled for a given day or could not be offered (e.g., holiday, your absence), then please mark "N" under the column "Intervention Offered?" and leave the rest of the row blank. On days when the student receives intervention (Student Present? = "Y"), indicate the duration (minutes) or frequency (e.g., number of check-ins) of the intervention, rate the extent of student engagement, and rate the plan implementation.

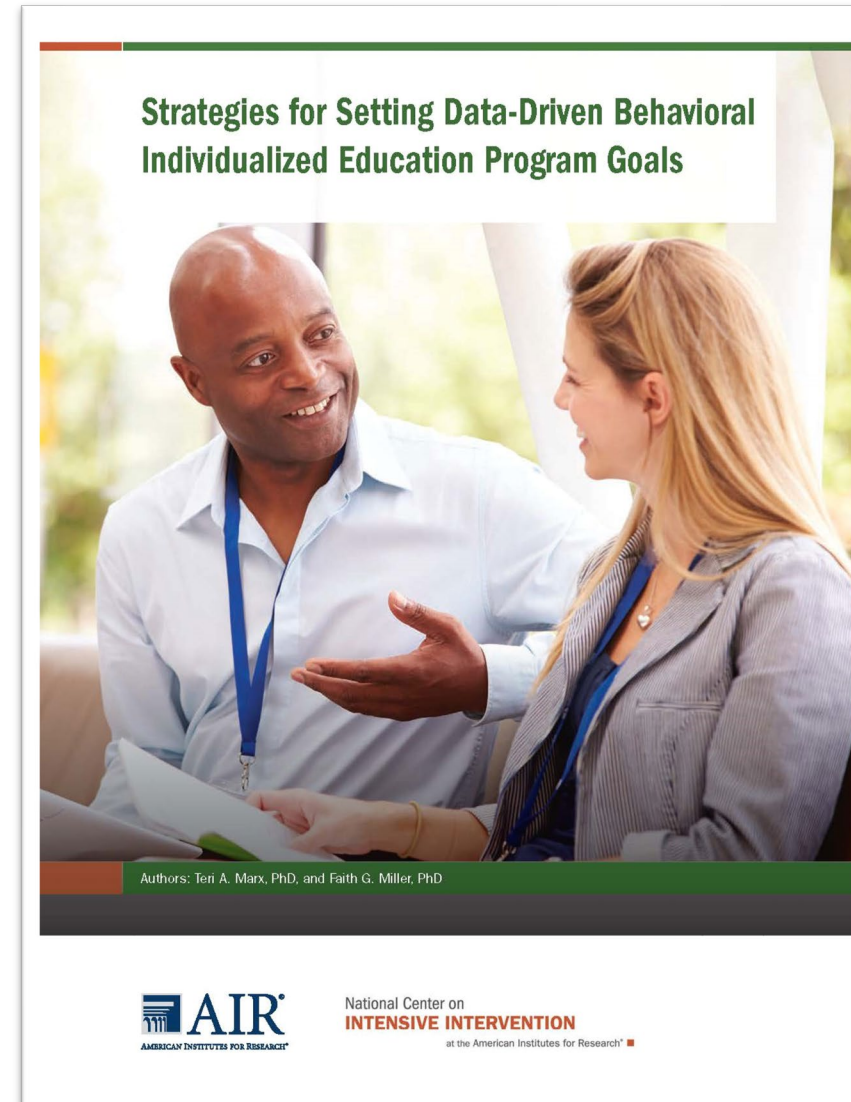
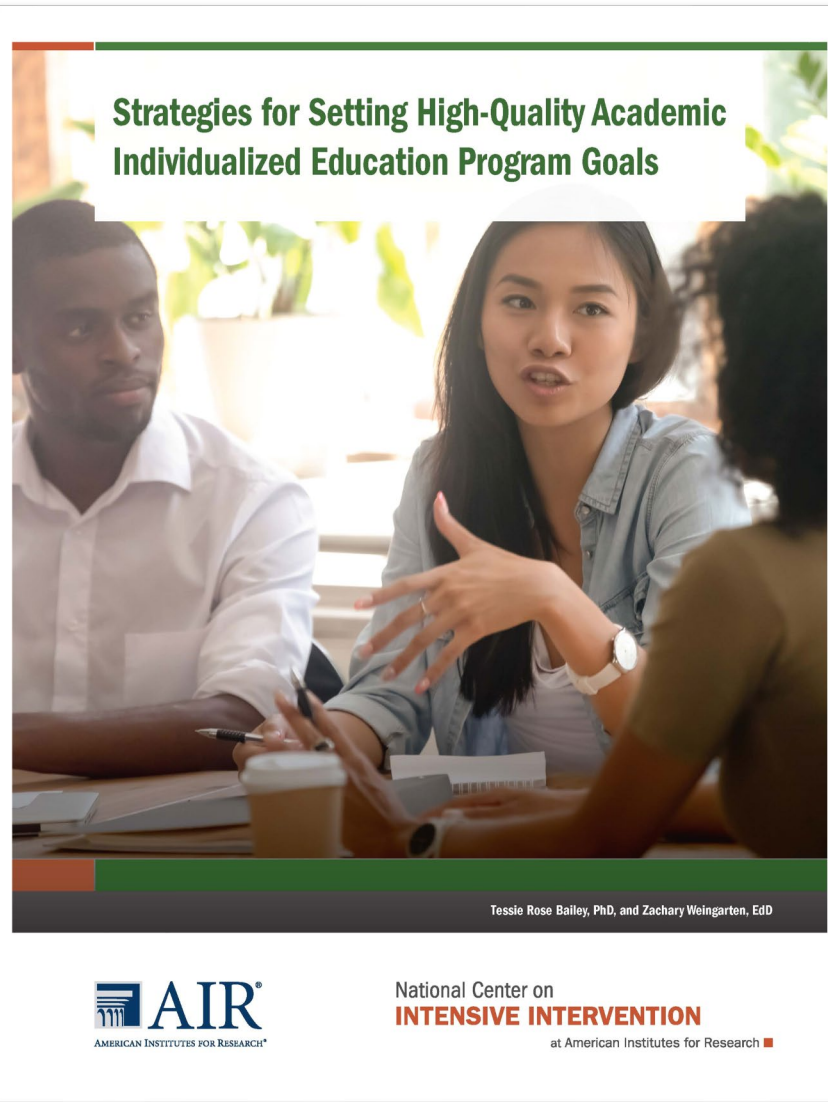
Day	Intervention Offered?	Student Present?	Intervention Duration or Frequency	Was the Student Engaged? No Partially Yes	Was the Intervention Implemented as Planned? No Partially Yes
Monday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> N <input type="checkbox"/> P <input type="checkbox"/> Y	<input type="checkbox"/> N <input type="checkbox"/> P <input type="checkbox"/> Y
Tuesday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> N <input type="checkbox"/> P <input type="checkbox"/> Y	<input type="checkbox"/> N <input type="checkbox"/> P <input type="checkbox"/> Y
Wednesday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> N <input type="checkbox"/> P <input type="checkbox"/> Y	<input type="checkbox"/> N <input type="checkbox"/> P <input type="checkbox"/> Y
Thursday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> N <input type="checkbox"/> P <input type="checkbox"/> Y	<input type="checkbox"/> N <input type="checkbox"/> P <input type="checkbox"/> Y
Friday	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N		<input type="checkbox"/> N <input type="checkbox"/> P <input type="checkbox"/> Y	<input type="checkbox"/> N <input type="checkbox"/> P <input type="checkbox"/> Y

Please note any relevant information to explain the above ratings.

National Center on Intensive Intervention
Intervention Implementation Log—1
400, 2/14

- Includes daily and weekly implementation sections
- Takes into account student responsiveness during implementation

Setting High-Quality IEP Goals



Questions?



Disclaimer

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