




LEHIGH UNIVERSITY University of Pittsburgh

Progress Monitoring as Part of the RTI System and the Preparation of Teachers to Be Successful Users of Progress Monitoring



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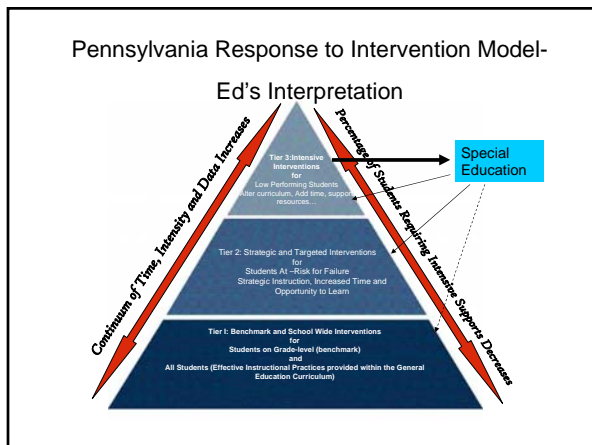




PM as Key Component of an RTI Model

- Reflects change within tiered interventions
- Identifies “responders” from “non-responders”
- Critical data in decisions related to special education eligibility determinations






Shapiro, 2007



Recommended Frequency of PM



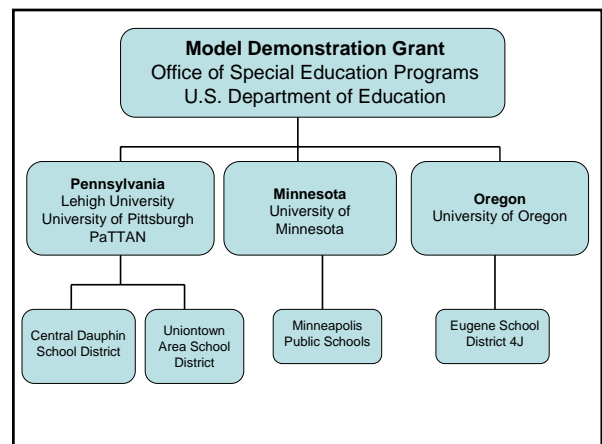
- Tier 2 – Strategic
 - Once every two weeks (once per month as some recommend is not enough)
- Tier 3 – Intensive
 - Once per week

Shapiro, 2007


Project MP3: Monitoring Progress of Pennsylvania Pupils

- Focus on reading and early literacy only
- Implemented in 6 schools across 3 year period in two districts
- Use standard protocol model of RTI

MP3 Components


- Broad-based, on-going assessment of **all** students
- Differentiated instruction for **all** students
- Intervention for identified readiness and academic skill deficits
- Standard protocol model with choices of interventions at each tier linked to academic needs of students
- Teaming process at school and grade levels
- Integrates a RTI model with Progress Monitoring to facilitate appropriate referrals to special education



Monitoring Progress of Pennsylvania Pupils MP3 Shapiro, 2007

Evaluation of MP3 and RTI Models

- 4 Big Questions
 - Risk levels
 - ORF benchmarks & non-ORF data
 - Tier movement across year
 - Movement within tiers (PM)
 - Rates for referral and placement of students in special education




Monitoring Progress of Pennsylvania Pupils MP3 Shapiro, 2007

Focus Here: Movement Within Tiers

– Progress Monitoring Outcomes


- Levels of Evaluation
 - Grouped summary data
 - Individual cases (responders vs non-responders)



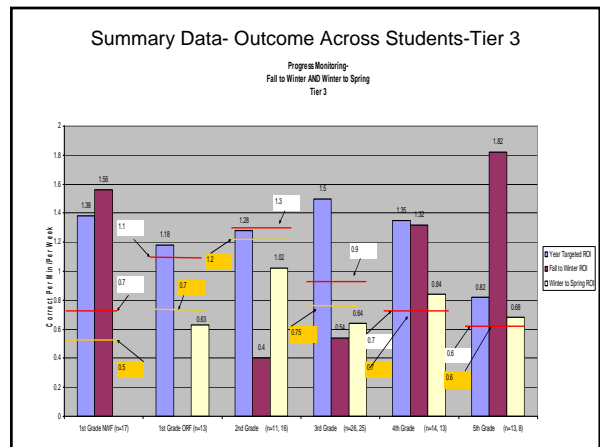
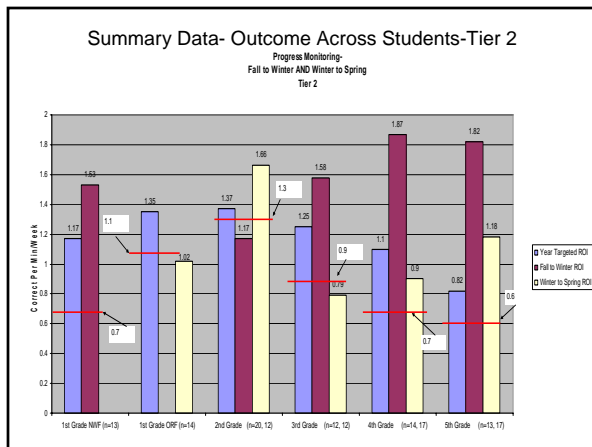
Monitoring Progress of Pennsylvania Pupils MP3 Shapiro, 2007

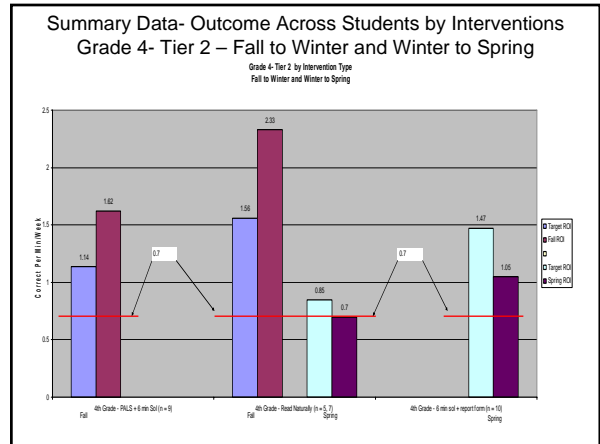
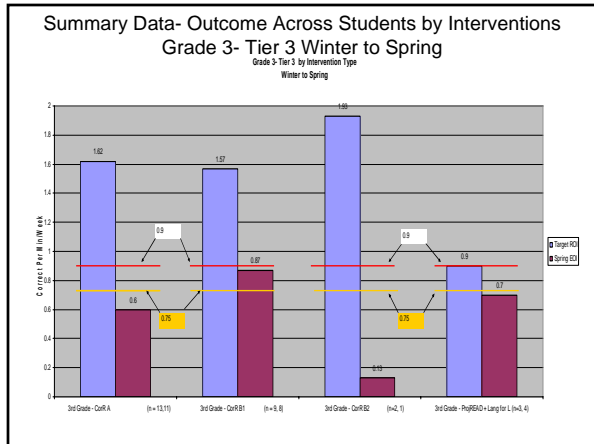
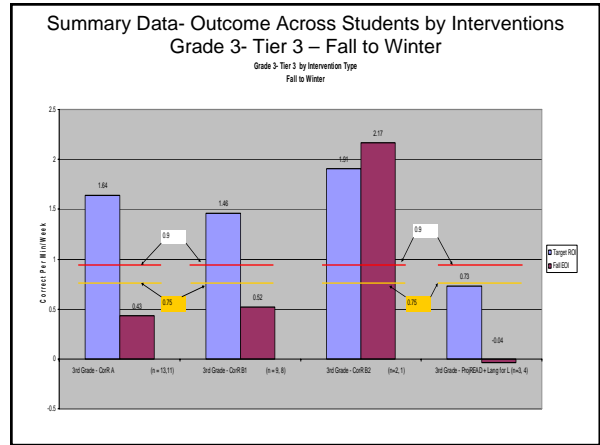
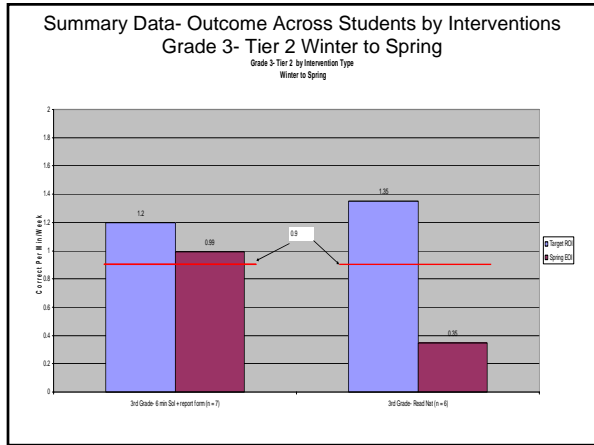
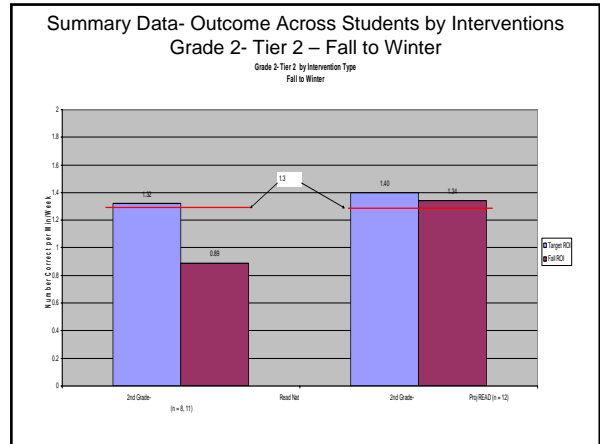
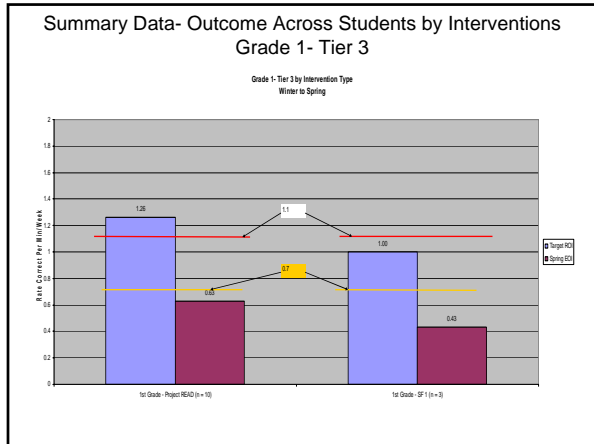
Grouped Summary Data- Key Questions

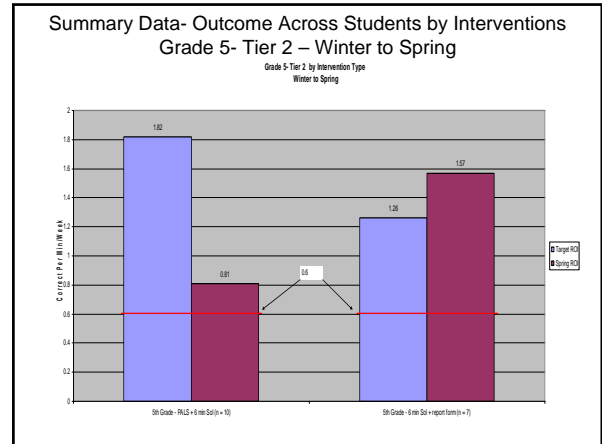
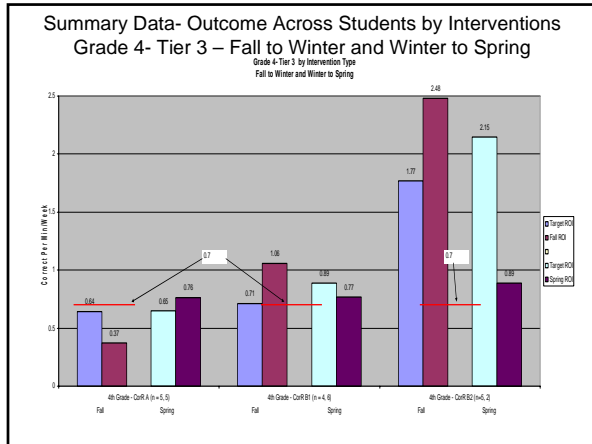
- Across students within each grade by tier, what are the average Rate of Improvement (ROI) against:
 - Targeted ROI
 - Typical ROI
- Across students within each grade within tier by specific intervention protocol, what are the average Rate of Improvement (ROI) against:
 - Targeted ROI
 - Typical ROI



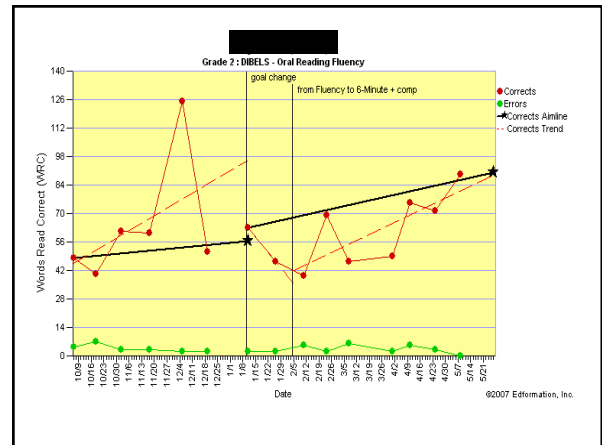
Monitoring Progress of Pennsylvania Pupils MP3 Shapiro, 2007



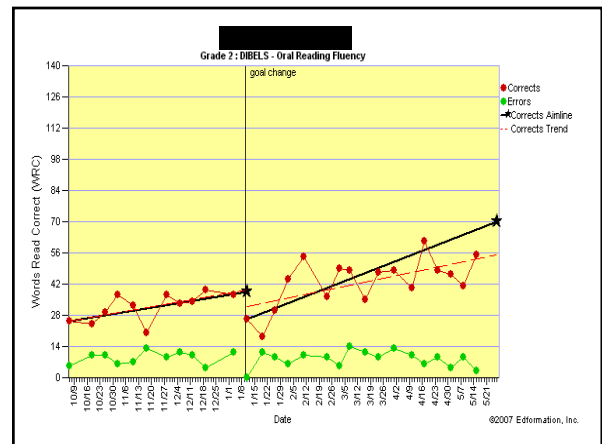




- Individual Analysis-
Responder or Non-Responder?
- 2nd Grader
 - Beginning of year – ORF = 32 wcpm
 - Placed in tier 2 – Read Naturally (fluency focus)
 - Fall to Winter ROI = 1.02
 - Year Target = 1.25
 - Mid YR to End YR ORF = 68 – 84
 - Mid Yr – stay in Tier 2 – 6 min solution + story form (comprehension)
 - Winter to Spring ROI = 1.88

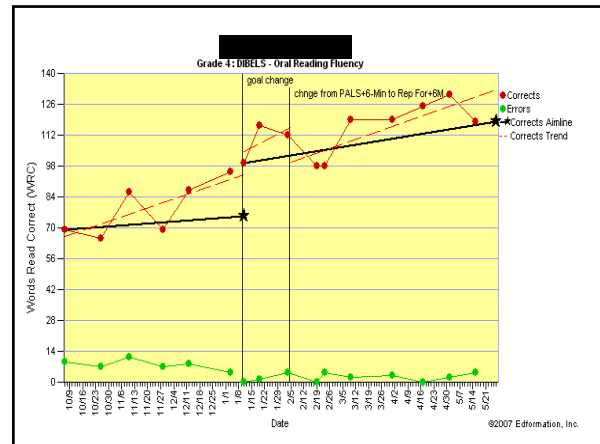


- Individual Analysis-
Responder or Non-Responder?
- 2nd Grader
 - Beginning of year – ORF = 27 wcpm
 - Placed in tier 2 – Project READ (phonics focus)
 - Fall to Winter ROI = 0.58
 - Year Target = 1.33
 - Mid YR to End YR ORF = 26 – 42
 - Mid Yr – moved to Tier 3 – Project READ (increase frequency per week)
 - Winter to Spring ROI = 0.73



Individual Analysis- Responder or Non-Responder?

- 4th Grader
- Beginning of year – ORF = 67 wcpm
- Placed in tier 2 – PALS + 6 min sol (fluency + comp)
- Fall to Winter ROI = 2.23
- Year Target = 1.45
- Mid Yr to End YR ORF = 99 – 105
- Mid Yr – stay in Tier 2 – 6 min sol + report form (comprehension focus)
- Winter to Spring ROI = 0.67



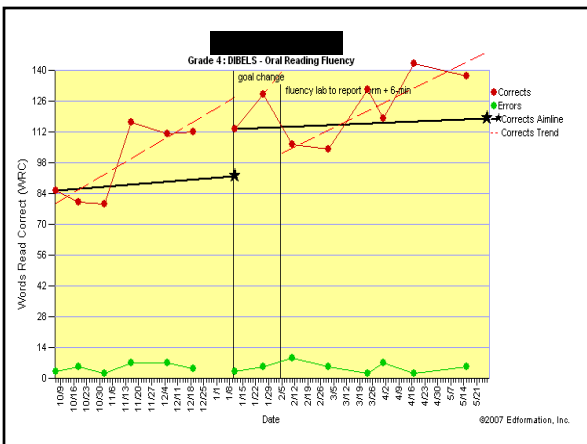
Responder or Non-responder?

- 4sight scores: BL = Basic; Mid yr = Prof; EOY = Basic
- PSSA = Basic



Individual Analysis- Responder or Non-Responder?

- 4th Grader
- Beginning of year – ORF = 86 wcpm
- Placed in tier 2 – Read Naturally (fluency focus)
- Fall to Winter ROI = 2.74
- Year Target = 0.97
- Mid YR to End YR ORF = 109 – 108
- Mid Yr – stay in Tier 2 – 6 min sol + report form (comprehension focus)
- Winter to Spring ROI = 1.61





Responder or Non-responder

- 4sight = BL = Basic; Mid Yr = Below B, EOY = Basic
- PSSA = Below Basic



Professional Development for PM



- Before
 - March 06 – Basic overview
 - July 06 – Decision-making and PM
 - August 06- Use of AIMSweb data base for PM
 - August 06- Use of AIMSweb, scoring, graphing, decision making

Shapiro, 2007

Professional Development for PM



- During
 - Oct 2006 – Individual meetings with teachers
 - Oct 2006- Grade level meetings facilitated by MP3 and district staff
 - Nov 2006- Grade level team meetings, introduced decision rules, supported teachers through the process

Shapiro, 2007

Professional Development for PM



- Ongoing
 - Monthly grade level meetings, decisions made using PM, supported by MP3 staff
 - Individual consultation with staff as needed

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Conclusions – PM as Data Outcomes



- Progress Monitoring is key indicator of RTI success
- Outcome of RTI model can be examined at group level or individual level
- Group level data provides framework for program evaluation
- Individual level data provides framework for individual decision making
- CBM Individual level data alone can be problematic in identifying responder and non-responders

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Conclusions – Professional Development for PM

- Need for planned and systematic professional development effort
- Need to move decisions gradually to teachers with support from “experts”
- Need to repeat and revisit previously developed skills
- Need for ongoing support throughout the process
- Need to identify key district experts in data analysis process

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