

# RTI - RESPONSE TO INTERVENTION

## | Progress Monitoring |

### Progress Monitoring is...

- appropriate for individual students
- implemented for students receiving academic interventions in addition to core instruction
- administered to students identified as potentially at risk for poor learning outcomes through the universal screening process

### When should an intervention be assigned?

An intervention should be assigned after confirming a student's "at risk" status through the progress monitoring process.



Ryan Kelly - Data Coach



## Progress Monitoring

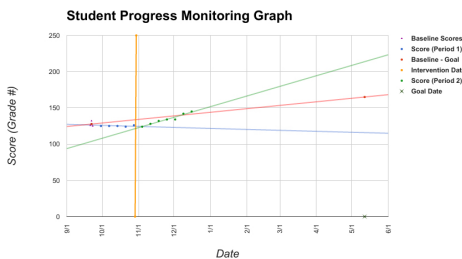
Progress monitoring is used to assess a student's performance, to quantify his/her rate of improvement or responsiveness to intervention, to adjust the student's instructional program to make it more effective and suited to the student's needs, and to evaluate the effectiveness of the intervention. Progress monitoring is part of the RTI process, which also fits into North Dakota's Multi-Tier System of Supports framework as a part of the *assessment* component. It is appropriate to begin the progress monitoring process on a student...

*AFTER the student has been identified as potentially at-risk based on the universal screening assessment.*



## Graphing Key Terms

Graphing plays an important role when monitoring your student's progress. There are key elements typically included on a General Outcome Measures graph.



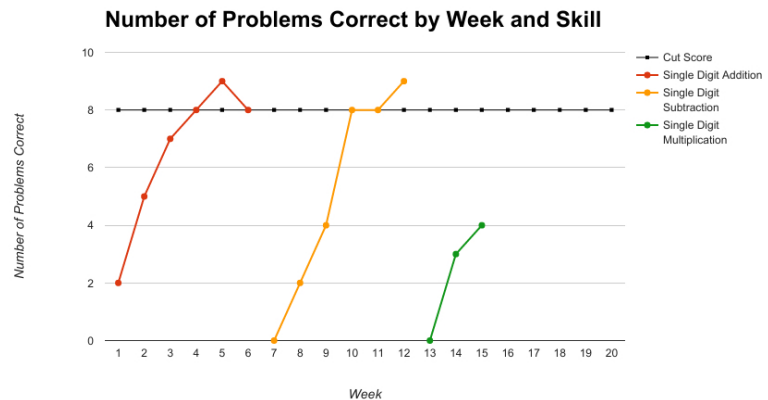
- **y-axis:** otherwise known as the vertical axis, represents probe scores
- **x-axis:** otherwise known as the horizontal axis, represents the date a probe was given or the start date of an intervention
- **baseline:** a measure of performance prior to an intervention - the value is used to monitor the improvement of a student's performance and is calculated as either the *median* score of the first 3 probes given at the same point in time OR the *mean* score of the first 3 probes given at different points in time
  - *mean* - represents the average of a range of scores
  - *median* - represents the midpoint of a range of scores (Great Plains uses this method!)
- **end-of-year goal score:** may be based on the student's grade-level end-of-year benchmark, the national norm weekly rate of improvement, or the student's probe scores (Great Plains uses the benchmark method!)

## Mastery vs. General Outcome Measures

Progress monitoring may be conducted using mastery measures or general outcome measures.

### Mastery Measure

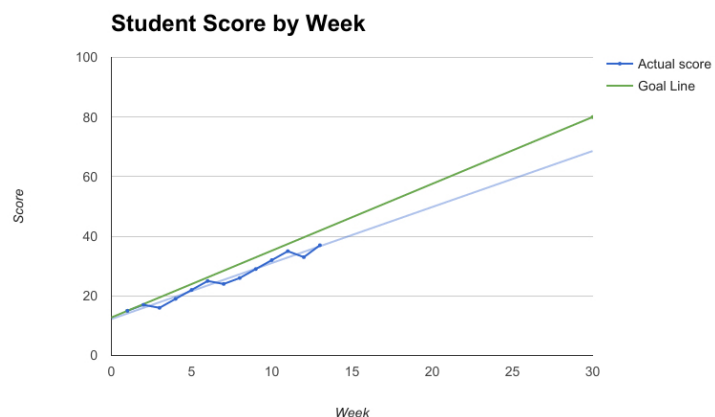
- A mastery measure is an assessment that determines the mastery of a series of short-term instructional objectives. This type of measure helps answer the question, "Is a student proficient in a specific skill?"



### General Outcome Measure (Great Plains uses this type!)

- A general outcome measure is a quick assessment with standardized tools and administration protocol that tracks student growth across time relevant to overall competence in the annual curriculum. It helps answer the question, "Is a student making progress across time?"

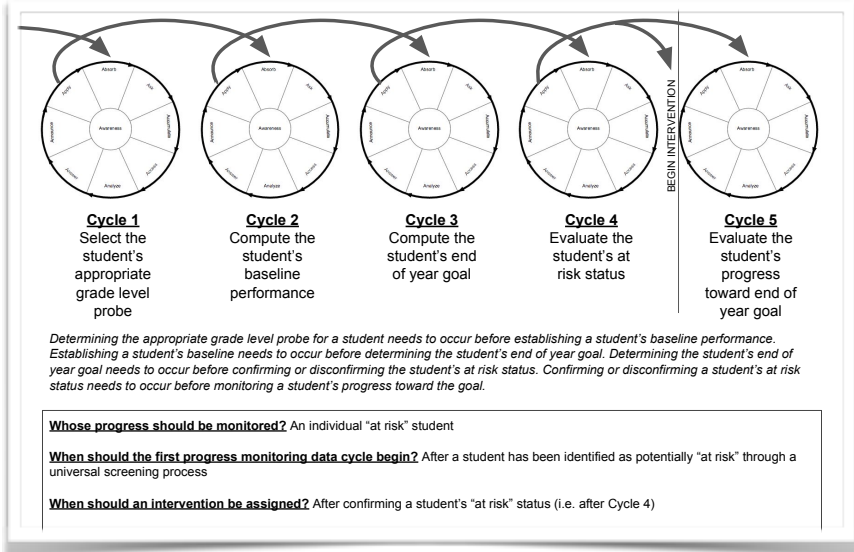
In order to monitor a student's progress using a General Outcome Measure, you administer quick assessments at regular intervals to the student. These assessments are known as PROBES.



## Graphing Key Terms Continued...

- **benchmark:** a pre-determined level of performance on a screening test that is considered representative of proficiency or mastery of a certain set of skills
- **goal line or aim line:** a line connecting the baseline score with the end-of-year goal score to represent the progress a student is expected to make in order to achieve the goal
- **pre-intervention data points:** represent the student's performance at one point in time
- **pre-intervention trend line:** represents the line of best fit drawn through a series of data points
- **intervention line:** represents the start date of the student's evidence-based intervention
  - *evidence-based intervention:* data from scientific, rigorous research studies have demonstrated (or empirically validated) the improvement of student learning beyond what is expected without that intervention
- **data points** after the intervention line: represent a student's scores during an intervention
- **trend line** after the intervention line: represents the student's scores during an intervention

## FIVE Unique Data Cycles for Complete Progress Monitoring Process



Cycle 1 - focuses on selecting the student's appropriate grade level probe, is required to establish the y-axis

Cycle 2 - focuses on computing the student's baseline performance, is required to plot the student's baseline score

Cycle 3 - focuses on computing the student's end-of-year goal, is required to plot the student's end-of-year goal and draw the goal line

Cycle 4 - focuses on evaluating the student's at-risk status, is required to plot the student's pre-intervention data points, draw the pre-intervention trend line, and draw the intervention line

Cycle 5 - focuses on evaluating the impact of the intervention on the student, is required to plot the student's data points and draw the trend line during the intervention

