BEST PRACTICES IN ACADEMIC PROGRESS MONITORING

“Research on progress monitoring reveals that student achievement increases only when teachers systematically respond to the data on student performance.” Stan Deno

The purpose of this document is to outline best practices in academic progress monitoring. It is important to emphasize the differences between benchmark scores based on district targets linked to proficiency for ALL students AND progress monitoring goals based on improving individual performance.

Benchmarking/Screening
The benchmark assessments are administered Fall, Winter and Spring to ALL students K-10 including English Learners and Special Education students. The only exceptions are English Academy students and students with severe cognitive impairments who do not have a reading goal.

Progress Monitoring
The main purpose of progress monitoring is to inform instruction. If a child is meeting the benchmark target for their grade, they do not need to be progress monitored. All students receiving an intervention outside core instruction will be progress monitored. In some cases, students may be “strategically monitored” (monitored every 4 to 6 weeks) to ensure core instruction is continuing to meet their needs. Students may be provided a supplemental intervention at a later time if collected data suggests they need it.

Progress monitoring allows teachers to monitor students performing in the Tier 2 and Tier 3 categories or those students with more severe educational discrepancies to evaluate the effects of interventions and document appropriate instructional changes. Progress monitoring should occur for all students receiving an academic intervention. This includes students receiving instruction using literacy intervention programs such as Wonderworks, Read 180, System 44, Language! Live, Leveled Literacy Intervention (LLI), and Early Intervention in Reading (EIR).

The person providing the supplemental instruction to the student should be the one who collects progress monitoring data. For students with an IEP, in compliance with due process regulations, it is imperative to note the intervention(s) implemented with an intervention line on the graph.

Updated annually by the District Assessment Team
Early Literacy Progress Monitoring  
Kindergarten and First Grade

For Early Literacy progress monitoring, all goals are based on a mastery target goal. Mastery of Early Literacy skills are expected between the end of Kindergarten and Mid-first grade.

Kindergarten students will begin progress monitoring on LSF in Winter when the student scores at the Well Below Target category (<22 letter sounds per minute).

First grade: If the student scores in the Well Below Target category (<33 letter sounds per minute) on the Fall LSF benchmark, they will receive progress monitoring using Nonsense Word Fluency (NWF). A measurement plan is created in TIES and a baseline score is obtained through an on-line assessment.

<table>
<thead>
<tr>
<th>PM Measure</th>
<th>LSF 60+</th>
<th>NWF 80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly for students receiving an intervention</td>
<td>K after Winter benchmark</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Bi-weekly for EL students receiving additional support</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

** A target of 110 is set in the system to create a target line on the NWF Progress Monitoring graph; however, the recommendation is to stop the NWF measure and begin the Grade 1 ORF measure when the student achieves a score of 80 sounds correct. In the Measurement Plan, you will need to select Option #2 in order to choose a goal of 80 sounds correct.

**Recommended frequency of progress monitoring:**

**Weekly**
- Special Ed. students in alignment with their IEP goals
- Students who are scoring in the Well Below Target category on LSF benchmark AND receiving additional support

**Bi-Weekly**
- Students who are scoring in the Below Target category on LSF benchmark
- EL students who are not performing at the Meets Target category AND receiving additional support
Oral Reading Fluency Progress Monitoring
Grades 1 - 12
Progress monitoring goals are based on the results of an ORF benchmark assessment or a baseline probe given to check progress toward a student’s goal. Students will begin progress monitoring using passages equal to their current grade level.

Grades 1 (winter) - Grade 5: If a student scores in the Well Below Target category on the ORF benchmark and in the Urgent Intervention/Does Not Meet category on the STAR (≤19 percentile) then ORF will be used for progress monitoring.

For students in grade 6 and above, students can be progress monitored with ORF for students receiving fluency intervention. At this time, there are no progress monitoring probes for grades 7-12. However, if ORF is deemed an appropriate way to measure progress for a student in grades 7-12, they can be progress monitored using Grade 6 probes. Despite not being reflective of their current grade level, using Grade 6 probes to measure progress will provide the same information needed to inform instruction as it is sensitive enough to show change over time. Additionally, the majority of published text is written at approximately fourth to sixth grade level and is a better representation of text they read on a daily basis.

There are no passages for 7-12th grade.

<table>
<thead>
<tr>
<th>R-CBM (Oral Fluency)</th>
<th>Spring Benchmark Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr. 1</td>
<td>80 WRC</td>
</tr>
<tr>
<td>Gr. 2</td>
<td>118 WRC</td>
</tr>
<tr>
<td>Gr. 3</td>
<td>138 WRC</td>
</tr>
<tr>
<td>Gr. 4</td>
<td>160 WRC</td>
</tr>
<tr>
<td>Gr. 5</td>
<td>161 WRC</td>
</tr>
<tr>
<td>Gr. 6</td>
<td>178 WRC</td>
</tr>
</tbody>
</table>

Important: A student’s progress monitoring goal should never be above the district’s grade level target.

<table>
<thead>
<tr>
<th>Growth Rates</th>
<th>Reasonable Growth Rate</th>
<th>Ambitious Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level of Reading Passage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>2</td>
<td>1.5</td>
<td>2.0</td>
</tr>
<tr>
<td>3-6</td>
<td>1.0</td>
<td>1.5</td>
</tr>
<tr>
<td>7-8</td>
<td>.5</td>
<td>1.0</td>
</tr>
</tbody>
</table>

(The chart combines work from Deno, Lembke, and Anderson as well as Shinn)
Recommended frequency of progress monitoring:

**Weekly**
- Special Ed. students in alignment with their IEP goals
- Students who are scoring in the Well Below Target category on the ORF benchmark AND receiving additional support

**Bi-Weekly**
- Students who are scoring in the Below Target category on the ORF benchmark
- EL students who are not performing in the Meets Target category on the ORF benchmark AND receiving additional support

Students in the Below Target on ORF and Partially Meets on STAR are eligible for bi-weekly progress monitoring if they are receiving additional intervention.
STAR Progress Monitoring
Grade 6 - 12 Literacy

Progress monitoring goals using STAR are based on the results of the STAR benchmark assessment. Progress monitoring in STAR is set up for students who are scoring in the “Does Not Meet” category and are receiving an intervention. Students scoring in the “Partially Meets” category and are receiving an intervention are encouraged to be progress monitored.

Students in 2-10 grade will benchmark 3 times per year with STAR as part of the district-wide assessment plan. All SpEd students in grades 11-12 who have a reading goal will benchmark 3 times per year with STAR.

Recommended frequency of progress monitoring:

Students will be progress monitored weekly in ORF, and at least every four weeks with STAR. More frequent progress monitoring may be indicated based on individual student needs. The more intensive the intervention, the more frequent the progress monitoring.

Setting Goals in STAR to Monitor Progress

In STAR, goals are set for students when there is a need to closely monitor student growth toward a target. Goals are most commonly set for students who have scored below benchmark and are receiving additional instruction or intervention to help them catch up. Sometimes teachers set a goal in order to evaluate the effect of a new instructional approach on a student’s overall reading or math achievement.

As you select students for whom you will progress monitor think about how often you will review and respond to their data. Progress monitoring only makes sense if you intend to assess a student multiple times during an intervention and adjust instruction based on that data.

For complete step by step instructions, see Setting Goals in STAR to Monitor Progress.

It is suggested that Moderate or Ambitious Goals are selected rather than a Custom Goal for year 1 of STAR implementation as a progress monitoring tool. When determining which goal option is best for this particular student in this intervention, consider these questions:

1. What do you know about the student? What does his or her educational history indicate about motivation and desire to learn? What has been his or her learning rate prior to the intervention?
2. How intensive is the intervention you are implementing? Specifically how much time per day will the student receive additional instruction? Is the student part of a large-group, small-group, or individual intervention?

3. What is your history with this intervention? Have you implemented this intervention before? How have other students responded to this intervention? Is this a research-based, effective intervention that will be implemented with integrity?

Setting Goals in STAR to Monitor Progress (2012)

STAR Math Progress Monitoring
Grade 1 - 12 Math

Progress monitoring goals using STAR are based on the results of the STAR benchmark assessment. Progress monitoring in STAR is set up for students who are scoring in the “Does Not Meet” category and are receiving an intervention. Students scoring in the “Partially Meets” category and are receiving an intervention are encouraged to be progress monitored.

Students in 1-10 grade will benchmark 3 times per year with STAR as part of the district-wide assessment plan. All SpEd students in grades 11-12 who have a math goal, will benchmark 3 times per year with STAR.

Recommended frequency of progress monitoring:

Students will be progress monitored at least every four weeks with STAR. More frequent progress monitoring may be indicated based on individual student needs. The more intensive the intervention, the more frequent the progress monitoring.

Setting Goals in STAR to Monitor Progress

In STAR, goals are set for students when there is a need to closely monitor student growth toward a target. Goals are most commonly set for students who have scored below benchmark and are receiving additional instruction or intervention to help them catch up. Sometimes teachers set a goal in order to evaluate the effect of a new instructional approach on a student’s overall reading or math achievement.

As you select students for whom you will progress monitor think about how often you will review and respond to their data. Progress monitoring only makes sense if you intend to assess a student multiple times during an intervention and adjust instruction based on that data.

For complete step by step instructions, see Setting Goals in STAR to Monitor Progress.
It is suggested that Moderate or Ambitious Goals are selected rather than a Custom Goal for year 1 of STAR implementation as a progress monitoring tool. When determining which goal option is best for this particular student in this intervention, consider these questions:

4. What do you know about the student? What does his or her educational history indicate about motivation and desire to learn? What has been his or her learning rate prior to the intervention?

5. How intensive is the intervention you are implementing? Specifically how much time per day will the student receive additional instruction? Is the student part of a large-group, small-group, or individual intervention?

6. What is your history with this intervention? Have you implemented this intervention before? How have other students responded to this intervention? Is this a research-based, effective intervention that will be implemented with integrity?

Setting Goals in STAR to Monitor Progress (2012)
Decision Points

A set of decision rules for implementing interventions that have been proven successful are described below.

- The grade level team or person doing the intervention determines the intervention and enters the intervention line and description into TIES or STAR progress monitoring.

- After an intervention has been implemented for six weeks, the data should be reviewed to ensure the intervention is meeting the student’s needs. Progress is evidenced by the trend line being equivalent to or greater than the goal line. When three consecutive data points produce a trend line that are lower than the goal line, flat or going down, the intervention needs to be reviewed, changed and/or modified. An intervention line will be added in the progress monitoring graph in the TIES PLP to indicate a change.

- Only students who score “0” on the progress monitoring measure for three or more consecutive data points should be considered for progress monitoring below grade level. Assess students on the next lowest grade level using three passages to determine a median score. Continue to assess the next lowest grade level until the median score is calculated with 90% accuracy.

- After the intervention has been discontinued, enter a line on the graph for the intervention exit; add graph line for new intervention(s). The student will continue to be progress monitored for 4 data points to ensure continued progress.

Graph Review Decision Points

After recording six weeks of data on the students’ graphs, review the graphs using the following rules:

We’ve got 6 weeks of data, now what do we do for students?

1. If three consecutive data points are below the goal line, make an instructional change in the student’s program. This intervention should be recorded on the student’s graph.
2. For students being progress monitored below grade level, if three consecutive data points are above the goal line, set a higher goal or increase the probe grade level and set a new goal.
3. If the consecutive data points are closely following the goal line, continue the student’s instructional program and monitoring progress.
Additional Guidelines

Progress Monitoring Slope: to make decisions efficiently based on the slope of the progress monitoring graphs created in the Personal Learning Plan (PLP) in the TIES data warehouse, utilize the following guidelines based on the slope of the trend line:

- Downward (much lower than the start)
- Slightly downward (a little lower than the start)
- Flat
- Slightly upward (a little higher than start)

**Review intervention integrity, attendance, and “fit” of intervention for student needs based on diagnostic data (ex. Running Records)**

- Upward (good increase)
- On target or met spring criteria

**Continue intervention**
Protocol for Progress Monitoring EL Students

Students attending English Academy class:

- K-5 English Academy students will be progress monitored using LSF once they have received instruction in English. For example, EA students who start in the fall would be given their first LSF baseline assessment in Winter (January). Using this information will determine if more instruction is needed on letter names and sounds. When students are successful in reaching the expected mastery score on LSF of 60+, an ORF baseline will be obtained to determine the next step. If students are unsuccessful at reading a First grade ORF passage, instruction should focus on supporting students in acquiring 100 basic sight words.

- When they are making progress on the 100 basic sight words, a new First grade ORF baseline can be obtained. Students meeting grade level targets for ORF should continue to be assessed until they are scoring in the grade level “meets target” range.

- Formative assessment on sight word vocabulary is recommended and sight word vocabulary is embedded within instruction.

- Additional progress monitoring is embedded within their curriculum through the use of Imagine Learning.

- ACCESS test scores will be reviewed for instructional support and/or placement; this is NOT a Progress Monitoring tool.

EL students who are not performing at grade level and receive additional EL instruction will be progress monitored bi-weekly by the teacher delivering the instruction.