

A primary goal of the Illinois MTSS Network is to provide research-based professional learning and coaching to assist school districts in building educators' capacity and confidence in implementing a Multi-Tiered System of Supports (MTSS). The purpose of this guide is to share information about adequate progress at Tier 2 for academics and behavior.

Foundation

Tier 2 interventions provide additional skill specific support to groups of students who are not yet performing at expected levels. During ongoing intervention, progress is regularly monitored to assess the skill growth of individuals in the group toward the predetermined group goal. Progress data is displayed in a graph along with goal and trend lines providing a visual representation of group progress toward attainment of the skill. Being aware of students' progress allows for more appropriate instructional alignment to increase the rate of skill development. When reviewing progress monitoring data, it is important to answer two questions:

1. Are at least 70% of the group members showing growth?
2. Is there enough growth to meet the goal within the designated time frame?

While no universally accepted definition of adequate progress at Tier 2 exists, decisions on whether to fade, continue, modify / intensify intervention can be made based on the trajectory of the student's trend line toward the goal. If the student will meet the goal in the predetermined amount of time, progress is considered to be adequate. If a student in the group's trend line does not indicate they will meet the goal by the target date, check fidelity of the intervention. (Was it implemented as planned?) A need for modification may be indicated.

In the case of LEP/ELL students, Sacco et al. (2023) state that true peer data should be considered when determining progress, "True peers are defined as students who have the same or similar levels of language proficiency, acculturation, and educational backgrounds" (p.3). When determining the level of student progress, consulting "true peer" data allows for an accurate assessment of a student's pattern of performance with an intervention.

Application

- The most important consideration is to define adequate progress prior to instruction/ intervention, and to use decision rules with fidelity to make decisions for individuals and groups at Tier 2.
- If the trend is stable, more data points typically improve the accuracy of decisions (approximately 6-10 data points is generally considered useful for accurate decision making). If the intervention being used is a purchased program, the published interval for delivery of the intervention and

progress monitoring should be followed. If the intervention is locally developed, best practice is that the evidence-based progress monitoring tool is administered every two weeks. This will ensure appropriate sensitivity to changes in skill attainment.

- If a student in the group is not progressing, the team’s problem-solving process will improve the accuracy of decisions. For example, if a group is not making adequate progress according to the decision rules, rather than automatically making a decision to change the intervention the team assesses
 - instructional fidelity
 - group participation/motivation/incentive assessment, and/or a review of assessments embedded within the intervention program
 - the alignment of the intervention to the student’s skill need.

Guiding Questions:

1. Are at least 70% of the group members showing growth?
2. How closely aligned to the students’ skill need(s) is the intervention?
3. How closely aligned to the intervention is the progress monitoring probe?
4. Does progress monitoring data show the gap between current performance and the goal is closing?
5. Are 80% of a student’s progress monitoring data points within 20% of each other? If not, there’s likely some outlier data that indicates that there's something wrong with the data—whether it be that the assessment isn't being administered correctly, that the student isn’t engaged, or that the assessment isn't reliable and valid.
6. How well are we attending to intervention/instructional fidelity? How is fidelity being measured?
7. For LEP/ELL students, examine Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) composite and domain scores, as well as their English Learner Progress to Proficiency (ELPtP) score. How does their level of progress compare to other students with comparable cultural, linguistic, and experiential backgrounds?

For more information:

- The IRIS Center. (2019, Rev. 2023). *Progress monitoring: Mathematics*. Retrieved from <https://iris.peabody.vanderbilt.edu/module/pmm/>
- Sacco, D., Weingarten, Z., & Liable, E. (2023). Five questions to consider when reviewing assessment data for English learners. National Center on Intensive Intervention at the American Institutes for Research
- Shurley, B. (2022). *What you need to know about utilizing tier 2 in MTSS*. Branching Minds, Inc. <https://www.branchingminds.com/blog/mtss-tier-2-instruction-intervention>
- VanDerHeyden, A. (2011). Technical adequacy of response to intervention decisions. *Exceptional Children*, 77(3), pp. 335-350