

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 progress monitoring for academics and behavior at the high school level.

Definition

Progress monitoring is conducted to determine whether an intervention/course/strategy is effective and whether students receiving Tier 2 or Tier 3 services are making adequate progress. It is generally recommended that students receiving academic Tier 2 services be monitored at least once every two weeks and that students receiving academic Tier 3 services be monitored at least once per week. The frequency of progress monitoring for Tier 2/Tier 3 behavior supports is dependent on the intervention implementation protocol identified during plan development. Best practice indicates that a multi-disciplinary team meets weekly to review data and update intervention plans.

Intervention Delivery Models

Intervention delivery can be very flexible in high schools. Allocating time for both delivering interventions and collecting progress monitoring data is crucial when developing your delivery model. Possible solutions include: block schedule, flex time, supported study hall, course credit class (English and math) after school, credit recovery, individual support by related service providers.

Progress Monitoring Measures/Probes for High School

Options to consider for progress monitoring measures include: grades, attendance, daily behavior rating (DBR), student centered contracts, common/formative/summative unit assessments, office discipline report.

Application to Content Area/Mental Health Supports (Tier 2)

What approach might be taken for progress monitoring with students who have adequate basic skills, but are still performing poorly in classes and are receiving Tier 2 academic/behavior interventions? (i.e., difficulty with comprehension of content or difficulty with anxiety in school) The following are examples of approaches to progress monitoring):

- Common assessments: tests may be developed for academic courses and administered after each unit (grades)
- Direct behavior/self-rating
- Mainstream Consultation Agreements: Teachers may develop a clear and explicit syllabus and track points earned as the semester progresses. See Tindal and Germann (1991).
- Monitoring attendance

- Vocabulary matching: Teachers develop standard vocabulary matching probes based on content area vocabulary. For a description of how to construct vocabulary-matching probes, see Espin, Busch, Shin, and Krsuchwitz, (2001).

Application to Basic Skill Deficits/Needs (Tier 3)

What approach might be taken for progress monitoring with students who do not have adequate basic skills and are in need of Tier 3 academic/behavior interventions? (i.e., reading level is multiple grades below expectation or frequent elopement from the class or building.) The following are examples of approaches to progress monitoring):

- *Does the student have a basic skill deficit?*
 - Districts develop criteria for determining whether students have adequate basic skills (i.e., behavior, reading, math, written language). For example, a district may determine that students have adequate reading skills when they read a minimum of 160 words correctly per minute with 6 or fewer errors on standard 7th grade passages. For behavior, an average range score on a behavior screener.
- *What tools will be utilized to monitor daily mental health/behavior needs?*
 - Attendance, behavior, course grades, daily self-report sheet, individualized behavior plans
- *What tools will be utilized to monitor deficits in the basic skills of reading?*
 - Progress monitoring tools in the Curriculum-Based Measurement (CBM) family (e.g., aimswebPlus, FastBridge and EasyCBM). 8th grade level Maze passage or Curriculum-Based Measure (CBM) with a target based on 8th grade national norms.
- *What tools will be utilized to monitor deficits in the basic skills of written language?*
 - For students with problems in written language, CBM 5-minute writing samples scored using correct minus incorrect word sequences may provide the best data for progress monitoring.
- *What tools will be utilized to monitor deficits in the basic skills of math?*
 - For students with problems in math, examples of tools that may be used for progress monitoring include Project AAIMS (Algebra Assessment and Instruction: Meeting Standards; Foegen & Morrison, 2010), STAR assessments, Yearly Progress Pro, and common assessments.

For more information:

- Espin, C.A., Busch, T., Shin, J., & Kruschwitz, R. (2001). Curriculum-based measures in the content areas: Validity of vocabulary-matching measures as indicators of performance in social studies. *Learning Disabilities Research and Practice*, 16, 142-151.
- Foegen, A., & Morrison, C. (2010). Putting algebra progress monitoring into practice: Insights from the field. *Intervention in School and Clinic*. 46, 95-103.
- Tindal, G., & Germann, G. (1991). Mainstream consultation agreements in secondary schools. In G. Stoner, M.R. Shinn, & H.M. Walker (Eds.). *Interventions for achievement and behavior problems* (pp. 495-518). Bethesda, MD: NASP.