

Progress Monitoring

A systematic process of using data for instructional decisions can improve teachers' ability to meet their students' learning needs. Using data to improve instruction is part of a cyclical process. This process involves teachers: (a) collecting and preparing data about student learning from a variety of relevant sources (including annual, interim, and classroom assessment data); (b) interpreting those data and determining factors contributing to students' performance; (c) using those factors to determine specific actions to meet students' needs; (e) implementing changes to their instructional practices and watching to see the effect they have; (f) then, collecting and interpreting student performance data again to evaluate educators' own instructional changes (IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making, 2009).

**Promising
Practices:
Inclusion
Equity
Opportunity**

WHO NEEDS IT?

All students will benefit from progress monitoring. In addition, in a Multi-tiered System of Support (MTSS) framework progress monitoring helps teachers offer increasingly intensive intervention to students who are not responding to the core instruction.

WHAT IS IT?

Progress monitoring is a research-based practice teachers use to evaluate the effectiveness of their instruction and to assess students' levels and rates of learning. It is a critical part of a MTSS framework (See Volume 1). Progress monitoring can be implemented with individual students or an entire class or grade for reading, math, behavior, and other topics.

WHO HAS IT?

- [Iowa's Application of Rubrics to Evaluate Screening and Progress Tools](#)
- [Colorado's Unified Improvement Planning - Progress Monitoring Training Materials](#)

HOW DO WE KNOW IT WORKS?

- Progress monitoring can help identify students at risk of academic failure (Deno, 2003).
- When teachers use systematic progress monitoring to track their students' progress in reading, math, or spelling, they are better able to identify students in need of additional or different forms of instruction, they design stronger instructional programs, and their students achieve better outcomes (Fuchs & Fuchs, 2002; Hughes & Dexter, 2011).
- Progress monitoring can predict performance on outcome measures and is useful for instructional decisions (Deno, 2003; Kilgus, Metheb, Magginc, & Tomasulad, 2014).
- Progress monitoring can improve instruction (Fuchs et al., 2007; Safer, N., & Fleischman, S., 2005).

HOW DO WE IMPLEMENT IT?

See the links below for resources and tools that may assist with the implementation of Progress Monitoring:

- ◆ [Getting Started: How Do I Implement Progress Monitoring in My School](#)
- ◆ [How do I Know If the Response to Intervention \(RTI\) Tools and Interventions I Am Using are Evidence-Based?](#)
- ◆ [Academic Progress Monitoring Tools Chart](#)
- ◆ [I've Been Collecting Progress Monitoring Data, When Do I Know It's Time to Make an Intervention Change?](#)
- ◆ [Introduction to Data-Based Individualization \(DBI\): Considerations for Implementation in Academics and Behavior](#)

The U.S. Department of Education issues this *Promising Practices* series as part of the My Brother's Keeper (MBK) initiative to provide educators, administrators, and pre-service teachers with practical information about approaches shown to improve early literacy and behavior outcomes for all students, including students with disabilities, English learners, and young men and boys of color. This series addresses MBK Taskforce Recommendation 6.2: Enhance and expand efforts to develop and promote best practices for teachers to address instructional and classroom issues such as early literacy screening.

LINKS TO RESOURCES AND TOOLS

Getting Started: How Do I Implement Progress Monitoring in My School — <http://www.rti4success.org/resource/getting-started-how-do-i-implement-progress-monitoring-my-school>

Integrating Student Progress Monitoring into Your Classroom: The Teacher's Perspective — <http://www.rti4success.org/sites/default/files/practitionerbrief3final.pdf>

Using Progress Monitoring Tools That Are Proven to Work — <http://www.rti4success.org/video/how-do-i-know-if-rti-tools-and-interventions-i-am-using-are-evidence-based>

Using Data to Provide Appropriate Instruction — <http://www.rti4success.org/video/i%E2%80%99ve-been-collecting-progress-monitoring-data-when-do-i-know-it%E2%80%99s-time-make-intervention>

Academic Progress Monitoring Tools Chart — <http://www.intensiveintervention.org/chart/progress-monitoring>

Introduction to Data-Based Individualization (DBI): Considerations for Implementation in Academics and Behavior — <http://www.intensiveintervention.org/resource/introduction-data-based-individualization>

Iowa's Application of Rubrics to Evaluate Screening and Progress Tools — <http://www.rti4success.org/video/iowa%E2%80%99s-application-rubrics-evaluate-screening-and-progress-tools>

Colorado's Unified Improvement Planning - Progress Monitoring Training Materials — http://www.cde.state.co.us/uip/uip_trainingandsupport_progressmonitoring

RTI: Progress Monitoring (The IRIS Center Case Study Unit) — http://iris.peabody.vanderbilt.edu/case_studies/ICS-011.pdf