Progress Monitoring Protocol Sheet

<table>
<tr><td rowspan="1">Purpose</td><td colspan="2">Determine student response to tier II or tier III support
• check student response to supplemental tier 2 or tier 3 intervention by examining student’s level of performance and rate of growth
• make intervention adjustments as needed</td></tr>
<tr><td>Frequency/Time</td><td colspan="2">• at least once in fall and spring when student has received at least six-eight weeks of intervention (or mid-point of quarter)
• consider scheduling progress monitoring meeting during regularly scheduled grade level meetings</td></tr>
<tr><td rowspan="2">Who’s Invited:</td><td>REQUIRED:</td><td>RECOMMENDED:</td></tr>
<tr><td>• RTI coordinator
• school administrators
• grade level teachers
• interventionists
• guidance counselors</td><td>• school psychologist(s)
• other school personnel deemed necessary</td></tr>
<tr><td rowspan="2">Data Needed</td><td>Interventionist</td><td>Content Area Teacher</td></tr>
<tr><td>• recent diagnostic data
• graphed progress monitoring data
• ICEL/RIOT matrix</td><td>• evidence of lessons taught
• student work samples</td></tr>
<tr><td>Roles</td><td colspan="2">• The facilitator facilitates the flow of the meeting/protocol and keeps the participants on task.
• The record keeper takes formal notes for documentation on official forms or templates as needed.
• The timekeeper monitors the time to assist the team in adhering to the allotted time.
• Other roles developed as necessary

Parking Lot – If any important issues arise not related to the topic at hand, they can be written down and addressed at a later point in time. You may want to add the role of a “parking lot manager” to keep track of parking lot items.</td></tr>
<tr><td>Tips</td><td colspan="2">• Before the meeting, all data should be compiled into a single source to make it more efficient when navigating between data sources. The specific program or application used to display the data doesn’t matter as long as it is easy to display and navigate during the meeting.
• Be sure the current supports in place are all documented. This way, the team can keep track of what has already been done. It may be useful to tie this to progress monitoring data.</td></tr>
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BEFORE the PROGRESS MONITORING meeting

Procedure	Key Questions	Record Keeping
Create Agenda		
RTI Coordinator clearly outlines and sets the meeting agenda.		
RTI Coordinator assigns roles. See **roles** on cover sheet.	"Who will facilitate the meeting?" "Who will serve as the record keeper? timekeeper?" "Are any other roles needed?"	Note roles on the agenda **(see cover sheet)**
RTI Coordinator distributes agenda (minimum of one week in advance)	"How far in advance do I need to distribute the meeting agenda so all necessary parties have enough time to review it and bring the requisite materials?"	
Prepare/Upload Data		
Person(s) responsible for progress monitoring and related data **(interventionist)** should prepare data and upload to a shared data space.	"Have interventions been delivered with fidelity?" "Is there enough accurate data for analysis and planning?" "Have I uploaded the data into a shared data space?" "Will it be easy to view and analyze the data during the meeting?"	See tips on **cover sheet** regarding compiling data.
Person's responsible for delivering instruction **(content area teachers)** should prepare/upload evidence of lessons taught into a shared data space.	"Do you have a lesson that was taught and the student(s)' responses during the lessons and work samples?" "Have I uploaded all appropriate data into a shared data space?" "Will it be easy to view and analyze the data during the meeting?"	See tips on **cover sheet** regarding compiling data.
Review Data (familiarize self with data and decide if there is enough to make decisions at the meeting)		
All meeting participants should **review** uploaded data **prior to** meeting.	"Am I familiar with and prepared to discuss these students during the meeting?"	
Briefly discuss if there is enough data to make sound decisions regarding this student's performance.	"Do we have the data we need to make sound decisions on this student?"	If there is **enough data**, you can discuss this student at the meeting. If there is **not enough data,** move to the next step in this section.
Stop the process for this student until more data is collected. **RTI Coordinator** and/or **interventionist** should decide what needs to be collected and who needs to collect it.	"What additional data do we need to collect to make an informed decision?" "Who needs to collect this data?"	**RTI Coordinator/Interventionist** records what additional data (e.g. informal diagnostic assessments). Assign data collection tasks to requisite persons.

DURING the PROGRESS MONITORING meeting

Procedure	Key Questions	Record Keeping/Action
Introduction to the Meeting		
RTI Coordinator welcomes the team. Remind them of essential agreements, norms, and the purpose of the meeting (see purpose on cover sheet if necessary).	"We are discussing the instruction as it relates to the student, we are not discussing learner characteristics that we cannot change."	**Record Keeper** writes names of those in attendance in meeting minutes.
Snapshot – (decide if student response is **positive**, **questionable**, or **poor**)		
Very briefly describe student and share data. Describe student response to intervention.	"Is the student response positive, questionable or poor?"	**Record Keeper** makes note of student response. If response is **positive** move to ***"Data Review A"*** If **questionable** or **poor** move to ***"Fidelity Check"***
Data Review A- (review the data for those with a **positive** response)		
For students with **positive responses**, decide if the intervention should:		
• continue as planned	"Is there a need to continue the plan as developed?"	If yes, **Record Keeper** records that the plan should be continued. **The process now stops for this student.** If **no**, continue to next step in this section.
• be discontinued and a transitional plan written.	"Should we consider fading or dismissing the student from the intervention? What Tier 1 supports are in place if the student moves from Tier 2 to Tier 1?" "Are there any additional concerns?"	**Record Keeper** makes note. Make arrangements to write transitional plan and assign task to requisite parties as necessary. **The process now stops for this student.**
Fidelity Check		
Before discussing the student's response, discuss whether or not the intervention has been implemented with fidelity	"Has the intervention been implemented with fidelity?"	If **yes**, move to ***Sufficiency Check***. If **no**, move to next step in section. **Record Keeper** makes note.
Immediately stop the problem-solving process for this student as fidelity is an issue.	"How can we address the fidelity concerns in delivering this intervention?"	**RTI Coordinator** should schedule a **follow up meeting** to discuss fidelity issues with all necessary players.
Sufficiency Check		
Before discussing the student's response, discuss whether or not the intervention has been implemented with sufficiency	"Has the intervention been implemented with sufficiency?"	If **yes**, move to ***Data Review B*** or ***Problem Analysis*** based on student response to intervention (poor or questionable, respectively). **Record Keeper** makes note. If **no**, decide on how much more time is needed. **Record Keeper** makes note and task person(s) to notify all relevant stakeholders. **The process now stops for this student.**
Data Review B - (review data for those with a **poor** response)		
Before you move to problem analysis and come up with a hypothesis, you may find you actually need more intensive problem solving during a different meeting. **You may not currently have the resources in place for a student with a poor response.**	"Do we have enough resources and the correct stakeholders at this meeting to make an appropriate hypothesis?" "Do we suspect this may be an intensification issue?" "Is this the first time we have done this step with the student? Is this team the right team to problem solve for this student?"	If you answered **yes** to all of these questions, move to ***Problem Analysis*** If you answered **no**, to any of these questions, refer the student for an **Individual Problem-Solving** meeting.

		Record Keeper record on summary sheet so referral can be made.

Problem Analysis - (review data for those with a **questionable** response)

For students with **questionable responses**, describe the student's primary area of concern and interventions currently in place. Highlight data that illustrates the area of concern. Use the following sections to guide your discussion:

Discuss the student's goal, the primary skill deficit, student needs and performance information.	"Was the initial goal appropriate? "What is the student's primary skill deficit?" "What are the student needs & performance information?" "Why did the intervention improve student performance, but not enough to close the gap?" "How can we intensify the intervention in order to close the gap or create a positive response?"	If the goal is **not appropriate**, rework it using the student's ICEL chart.
Discuss the student's academically-related behavioral factors.	"Are there any problems with attention or motivation that can be addressed? "Are there ways you can promote attention and engagement?"	**Record Keeper** notes conclusions drawn and identified next steps.
Discuss strategies, interventions, and supports (classroom instruction; Tier 1). Discuss the student's assessment results and information gleaned from the intervention plan and Tier 1 setting.	"What current Tier 1 supports are in place? "Does the student need additional practice and more explicit feedback?" "What do the informal assessment results and the analysis of the errors and interpretation of the results that determined deficits indicate?" "What can you discern from the existing data based on the intervention plan?" from Tier 1 setting?	
Discuss strategies, interventions, and supports (supplemental; Tier 2/3)	"What current Tier 2(&3) supports are in place? "What is the current intervention plan and contributing behavioral and academic factors?" "Does the student need a smaller group size or more time in intervention?" "Should we consider making adaptations for intensification (as needed)?" "Does the student need a core instruction or intervention change?"	**Record Keeper** notes conclusions drawn. Move to ***Generate Hypothesis*** **If determined** the intervention needs to be intensified, continue to next step in section.
Discuss options for intensification.	"Have you considered making both quantitative (e.g., time, group size) and qualitative adaptations (e.g., content, instructional methods)?"	**Record Keeper** notes how intensification will be implemented. Task person(s) to notify **all relevant stakeholders** (i.e. guidance counselors, instructional interventionalists). **The process now stops for this student.**

Generate Hypothesis

Encourage the team to come to a consensus about why the student is responding insufficiently and generate a hypothesis. If needed, guide the team to focus on a solution-oriented conversation.	"Why have we determined are the reason(s) the student is not performing sufficiently?"	**Record Keeper** notes hypothesis. Move to ***Create New/Revise Intervention Plan*** as appropriate.

Create New/Revise Intervention Plan (to prioritize and plan)

Prioritize which instructional skill/strategy may be most effective and should be attempted first. Consult your school's intervention menu as needed - whenever	"Has everyone's input been heard when prioritizing and planning for the intervention?".	**Record Keeper** documents intervention changes.

possible, select and prioritize evidence-based instructional skills/strategies. Ensure that all instructional skills/ strategies align to the hypothesized deficit.	"Have we considered all possible adaptations and instructional skills/strategies?" "Have we reviewed the school's intervention menu to see if there is an applicable intervention?"	If needed, **Record Keeper** notes of strategies for which the team should examine the evidence base. Move to the next step in this section.
Create/revise the intervention plan so it is consistent with hypothesis/skill deficit. Ensure the plan includes: staff (the person(s) responsible for each step/aspect of the plan); frequency/length (a timeline for each part of the plan); materials; training (if applicable); a clearly defined goal; method for progress monitoring; any other next steps needed.	"What are we going to do to support student attainment of goal?" "What's the intervention? Frequency? Duration? Who? When? "Tier I, 2, or 3 Supports?" "What data will we collect to determine if the student is meeting the goal? How often? Who?" "Date of Progress Review?"	**Record Keeper** notes essential elements of plan. **Record Keeper** should also task appropriate person(s) to notify all stakeholders as per RTI plan (i.e. guidance counselors, instructional interventionalists, families). **The process now stops for this student.**

Wrap Up and Next Steps (to close out the meeting once all students are discussed)

Set a date and time for a follow-up progress monitoring meeting.	**Record Keeper** records date for follow up meeting on shared calendar or similar
Distribute any parking lot issues for discussion at an appropriate time.	**Parking Lot Manager** distributes issues to address at later time.
Ensure that all team members are clear on their next steps and related tasks.	