



# Progress Monitoring

**SY 2023/2024**

# Strategic Call to Action & Equity Framework Connections

- Each and every student receives a high-quality education through access to individualized instruction, challenges, supports and opportunities.
- Curriculum is based on standards and best practices, implemented with fidelity, and aligned with meaningful assessments that provide actionable data for instructional planning.
- All students and staff are provided with the resources necessary to deliver and experience high-level instruction.
- All students and staff are empowered to shape their teaching and learning experience.



Belonging	Opportunity & Access	Instructional Excellence	Engaged & Inspired Learners
<p>B1. We respect and seek to understand diversity in individual differences, life experiences, and perspectives.</p> <p>B2. All individuals are a part of the learning community within a restorative culture that facilitates authentic cross-cultural relationships.</p> <p>B3. Individuals see their unique identities reflected through all facets of education including staffing, curriculum, instruction, and activities.</p> <p>B4. Students' and staff's social, emotional, and physical needs are met.</p>	<p>O1. Supports exist that allow all students to choose to experience any coursework and school activity.</p> <p>O2. Students are provided appropriate supports to access instruction and be ready to learn.</p> <p>O3. Resources are allocated based on assessed needs.</p> <p>O4. Multiple pathways to success exist.</p> <p>O5. Advanced-level courses are welcoming to and supportive of all students.</p> <p>O6. Leadership opportunities are welcoming to and encouraged for all individuals.</p>	<p>I1. All students are expected to learn and succeed.</p> <p>I2. All students understand the purpose for learning and the criteria for success in every classroom.</p> <p>I3. Teachers differentiate to ensure that all students participate in the learning process.</p> <p>I4. Culturally responsive pedagogy and culturally proficient instruction are embraced and implemented.</p> <p>I5. Feedback is solicited from all students and valued in the instructional process.</p> <p>I6. All students benefit from instruction that supports post-graduation success.</p> <p>I7. Professional learning for staff is equity-focused, practical, evidence-based, and promotes professional growth.</p>	<p>E1. Student voice and staff voice are encouraged and valued.</p> <p>E2. Multiple opportunities exist for students and staff to engage in the development of the school's academic and social climate.</p> <p>E3. Meaningful partnerships are developed among students, staff, and communities.</p> <p>E4. Students and staff feel valued, inspired, and engaged throughout the educational process.</p> <p>E5. Individuals are empowered to shape their own learning experience.</p>

# Outcomes

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By the end of this professional learning experience, participants will:

- build an understanding of zones of growth and the connection to progress monitoring,
- discuss the timeline for progress monitoring students who score at risk during the BOY benchmark; and
- review resources to help support progress monitoring.

Amplify.

Zones of Growth  
DIBELS 8th Edition



October 2019

# Progress Monitoring

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Brief, frequent assessments provided to make timely decisions about whether students are making progress in interventions.

Think about times in your instruction when you are progress monitoring and how you use the information?



# Traits of Effective Progress Monitoring Tools

Consider these characteristics as you evaluate options.



## **Brief**

Does the tool inform instruction, or encroach on valuable teaching time?

1 minute



## **Simple**

Can teachers easily administer the tool and interpret its data?

Train and support



## **Sensitive to Growth**

Will this collect enough data to reveal change over short periods?

Measures the target skill



## **Valid**

Does the tool match students' specific learning goals?

Same level of difficulty in all probes



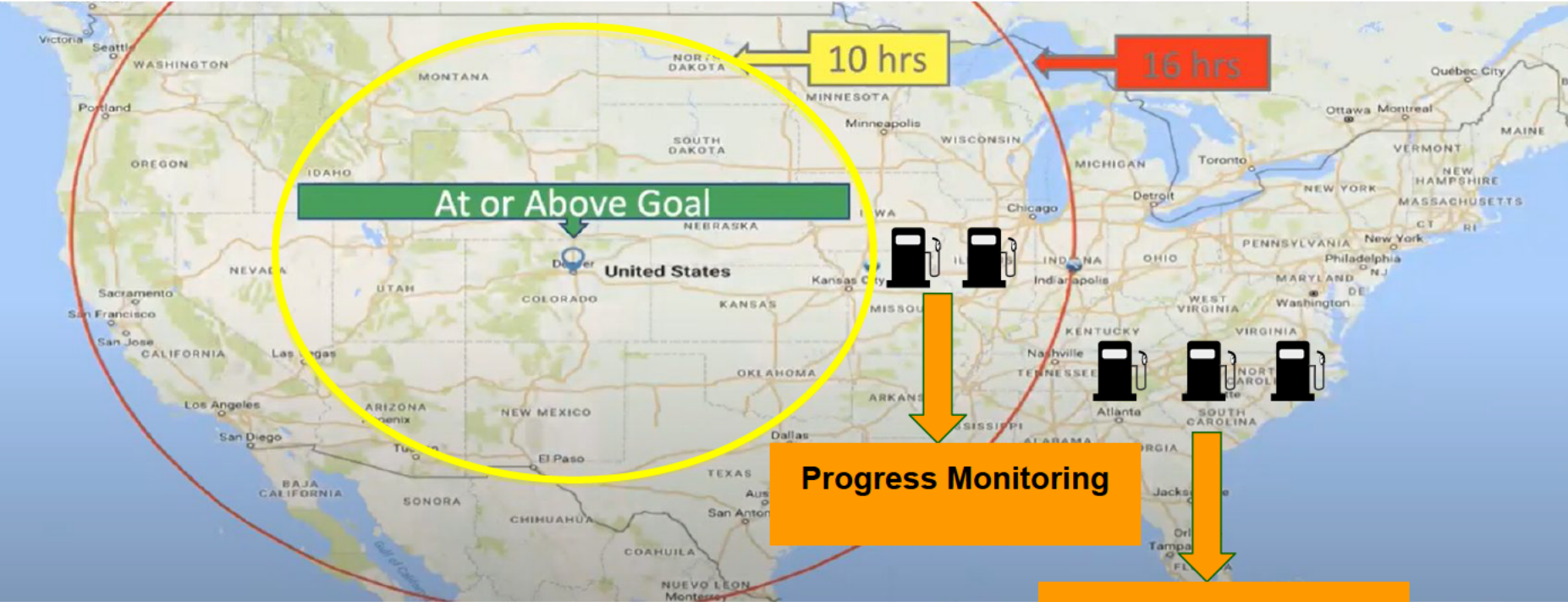
## **Accurate**

Is the data predictive of future outcomes?


Research validated over time to predict reading proficiency



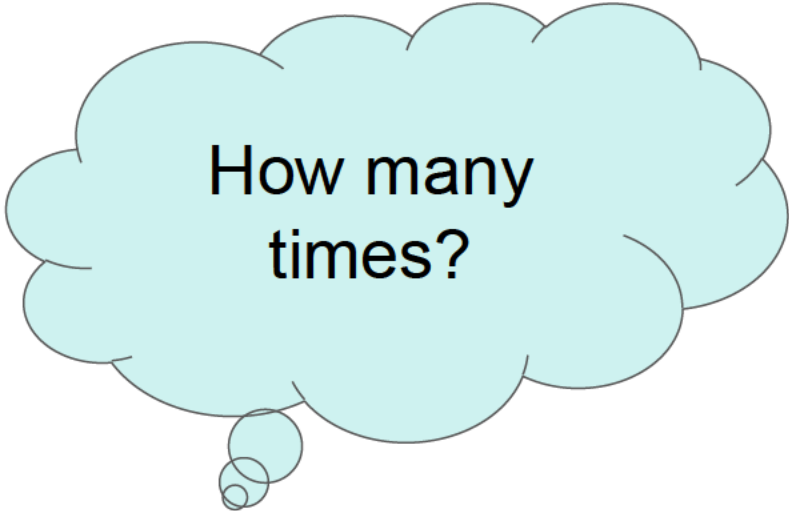
# What's Happening on the Trip to Denver?




**Progress Monitoring**



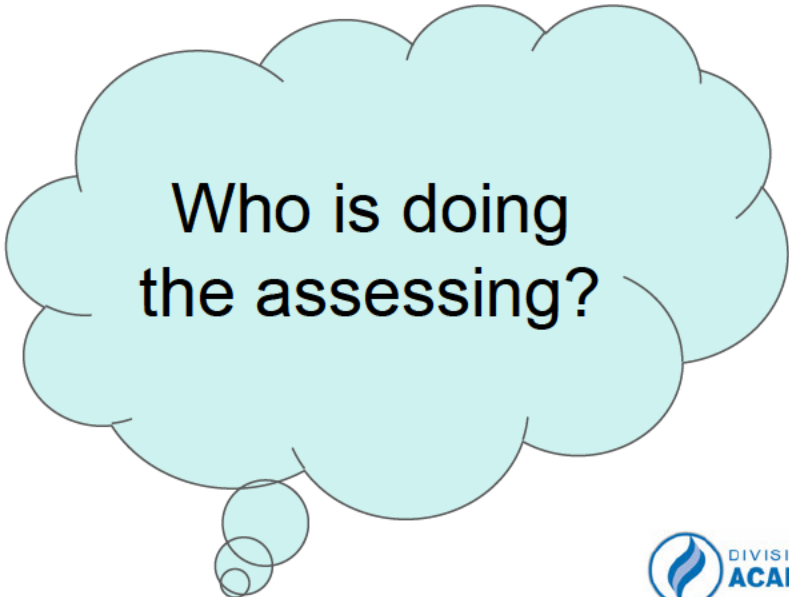
Who are we  
progress  
monitoring?



How many  
times?



How do I know  
what to  
progress  
monitor?




Who is doing  
the assessing?



# Screener Timeline 2023-2024


Quarter	Date	Item	Details
Qrt 1 (8/28-10/31)	9/11/23 - 9/26/23	<b>BOY Screening</b> (beginning of the year)	
	Week of 10/09/23	<b>Parent Notification:</b> <i> Screener Letter sent home</i>	Attach Home Connect Report to Screener Letter
	9/26/23 - 11/03/23	<b>Progress Monitor</b>	3 - 4 times (Well below) 2 - 3 times (Below)
Qrt 2 (11/1-1/19)	Week of 11/06/23	<b>Parent Notification:</b> <i> Progress Monitor Letter sent home</i>	
	11/13/23 - 1/05/24	<b>Progress Monitor</b>	3 - 4 times (Well below) 2 - 3 times (Below)
	1/8/24 - 1/24/24	<b>MOY Screening</b> (middle of the year)	




Who are we  
progress  
monitoring?



Students in the RED  
and YELLOW



How many  
times?



RED 3-4 times every  
Yellow 2-3 times

# Selecting PM Measure

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## Amplify will make a suggestion for a measure to or...


- Always choose a subtest to progress monitor where the student demonstrates at risk
- Do not progress monitor LNF
- NWF and ORF are the strongest measures for capturing change over time
- Subtest used for progress monitoring should be aligned to the focus of intervention for the student
- Recommend using WRF for a student who is receiving intervention focused on improving sight word recognition, but who is a strong decoder

# Roles & Responsibilities

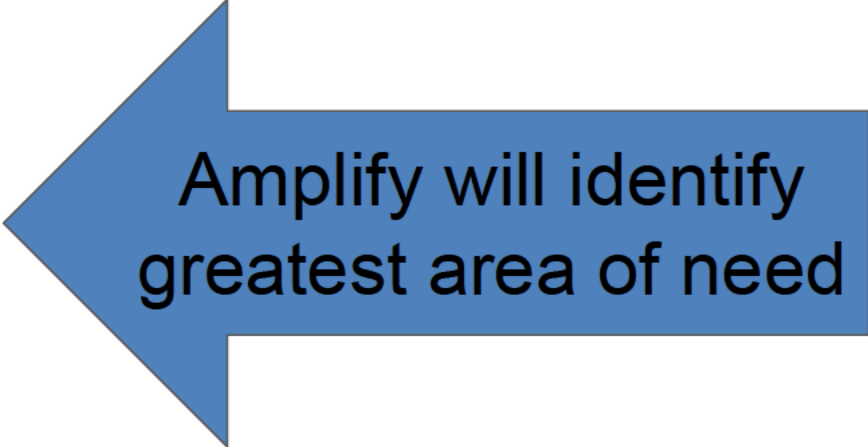
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## **\*\*Remember, all students in the RED or YELLOW**

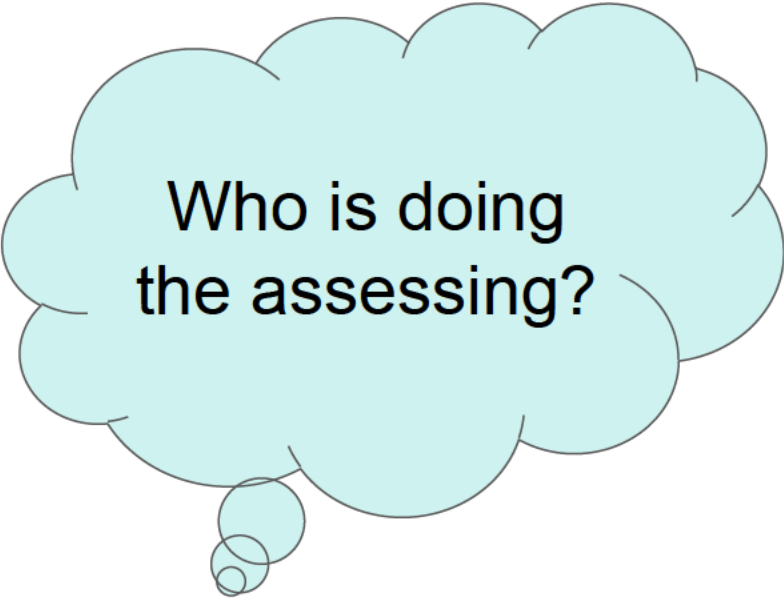
- Reading Specialists and Interventionists will progress monitor the students they are servicing
- Classroom teachers will need to progress monitor students that are not being PM from the RS or interventionist
- Students with IEPs that WERE screened will need to be progressed monitored
- ML students that WERE screened will need to be progressed monitored

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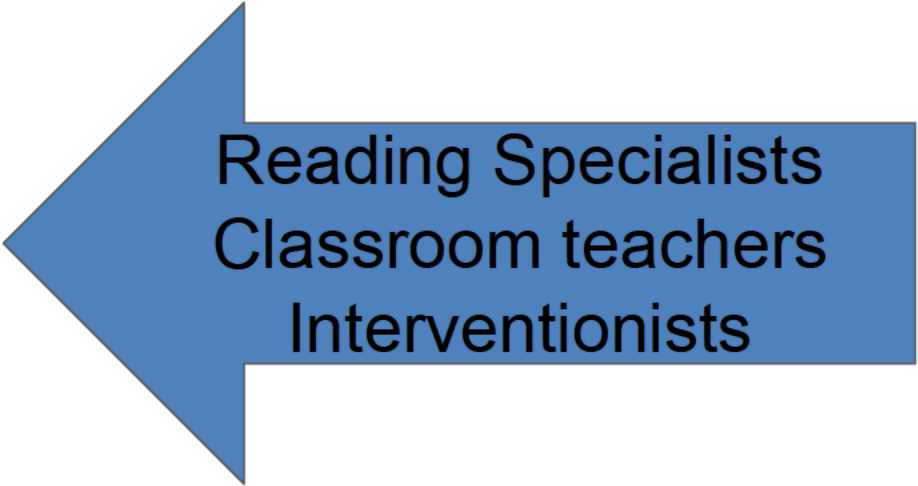
How do we  
know what to  
progress  
monitor?

A large blue arrow pointing to the left.

Amplify will identify  
greatest area of need

A light blue thought bubble with a black outline and two smaller circles at the bottom left.

Who is doing  
the assessing?

A large blue arrow pointing to the left.

Reading Specialists  
Classroom teachers  
Interventionists

# Resources



# Canvas Page Assessment Calendar

▼ Expand All ▲ Collapse All

▶ SBIR: Standard Based Instruction and Reporting (K-2)

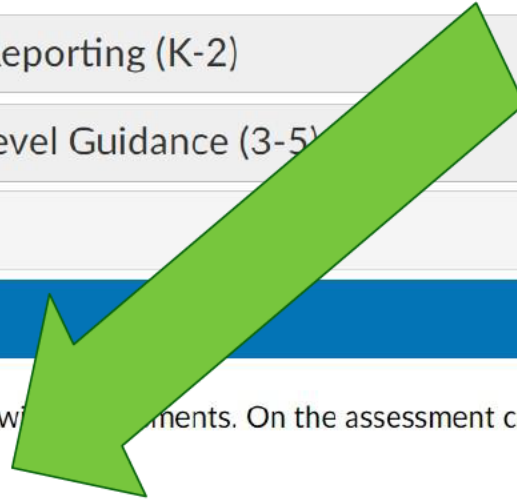
▶ Grading, Reporting, and Instructional Level Guidance (3-5)

▶ Articulation

▼ **Assessment Calendar for ELA**

During the school year students will engage in countywide assessments. On the assessment calendar for ELA you will find all of the dates for the school year.

- [2023-2024 ELA Assessment Calendar](#) 



# Screeners Canvas Page

## 2023 - 2024 ELA Assessment Calendar

This chart is grouped by assessment

Assessment	Dates	Description	
Screener			
<a href="#">Screener Resources</a>			
		During the 2023-2024 school year, schools will continue to screen students for reading difficulty using Amplify mClass with DIBELS 8th edition. The screener will be administered <b><i>three times a year</i></b> to all students.	
Screener Window	September 11 - 26, 2023	Beginning of the Year Screener Window	
	January 8 - 24, 2024	Middle of the Year Screener Window	
	May 20 - June 3, 2024	End of the Year Screener Window	

