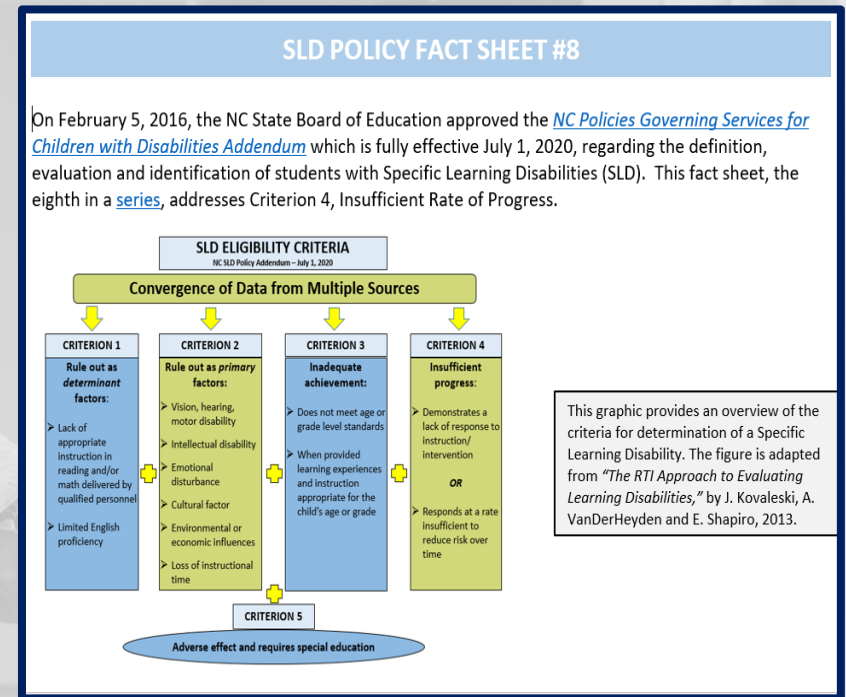




SLD Fact Sheet #8

Criterion 4: Insufficient Progress



Companion Recording



PUBLIC SCHOOLS OF NORTH CAROLINA

Educating the Whole Child

EXCEPTIONAL CHILDREN

[Home](#) | [Conferences, PD & Webinars](#)

[Recruitment & Retention](#) | [Reports & Data](#)

Disability Resources

[Autism Spectrum Disorders](#)

[Deaf-Blind](#)

[Deaf & Hard of Hearing](#)

[Early Learning Sensory Support](#)

[Educational Audiology](#)

[Emotional Disabilities](#)

[Intellectual Disabilities](#)

[Significant Cognitive Disabilities](#)

[Specific Learning Disabilities](#)

Disability Resources

[Autism Spectrum Disorders](#)

[Deaf-Blind](#)

[Deaf & Hard of Hearing](#)

[Early Learning Sensory Support](#)

[Educational Audiology](#)

[Emotional Disabilities](#)

[Intellectual Disabilities](#)

[Significant Cognitive Disabilities](#)

[Specific Learning Disabilities](#)

[Multi-Tiered System of Support](#)

[Learning Disabilities / ADHD](#)

[Organizations and Resources](#)

[Dyslexia and Dyscalculia](#)

[SLD Policy Addendum and Resources](#)

You are here: [Home](#) / [Disability Resources](#) / [Specific Learning Disabilities](#) / [SLD Policy Addendum and Resources](#)


SLD Policy Addendum and Resources

Additional technical assistance materials and guidance resources are available for all educators and practitioners involved in evaluating and identifying students with SLDs through the [NC MTSS Guidance - SLD Eligibility tab](#).

 [SLD Policies Addendum \(effective July 1, 2020\)](#)


 [SLD Task Force White Paper](#)

This paper provides stakeholders a review of the research and findings of the Specific Learning Disability Task Force which culminated in the definition, evaluation and identification of students with Specific Learning Disabilities (SLD).

 [Fletcher, J. M., & Miciak, J. \(2019\). The identification of specific learning disabilities: A summary of research on best practices for the identification of Specific Learning Disabilities.](#)

This report from the Texas Center for Learning Disabilities summarizes research on the identification of SLD and makes recommendations for the identification of SLD regardless of the method used.

Webinars

 [Supporting Appropriate Evaluation and Identification of SLD: A Framework to Guide Implementation August 2016](#)


 [Specific Learning Disabilities within a Multi-Tiered System of Support January 27, 2015](#)

SLD Fact Sheets

These fact sheets are intended to be used as tools in establishing common language and understanding regarding the transition to an instructional model of SLD evaluation and identification.

Webinars






NC MTSS Implementation Guide

By: [millerat](#)

- Interventions
- Individual Problem Solving In Literacy
- Develop a Math Component to the System of Interventions
- Individual Problem Solving in Math
- Develop a Behavior/Social-Emotional and Attendance Component to the System of Interventions
- SLD Eligibility**
- Milestones and Task Lists
- ECATS Early Warning System

NC MTSS Implementation Guide

The purpose of this LiveBinder is to explicitly outline processes, practices, and resources necessary to establish a Multi-Tiered System of Support (NC MTSS). This LiveBinder is a companion to the blended professional development created and delivered by the Division of Integrated



Details

Table of Contents

- Introduction to MTSS
 - NC MTSS & NC State E
 - Six Critical Componen
- Establishing Readiness and
 - Establishing Common
 - NC MTSS Factshe
 - MTSS Overview fo
 - MTSS Overview fo



Presenters

Lynne Loeser, Consultant
SLD & ADHD *(Retired)*

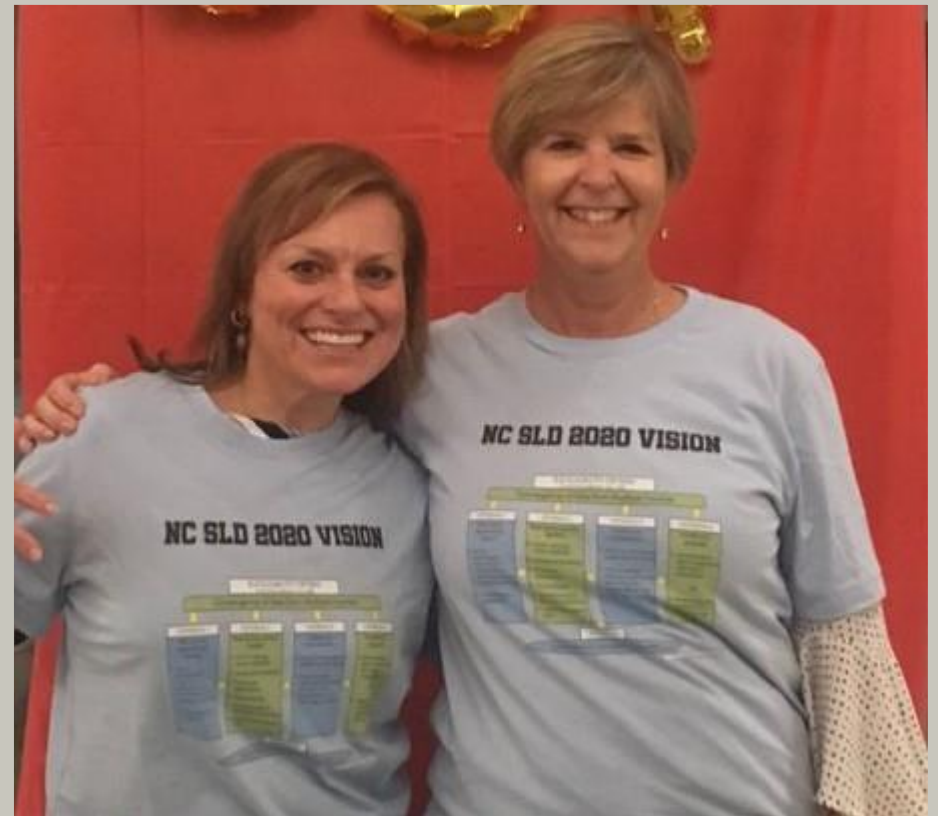
Exceptional Children Division

lynne.loeser@gmail.com

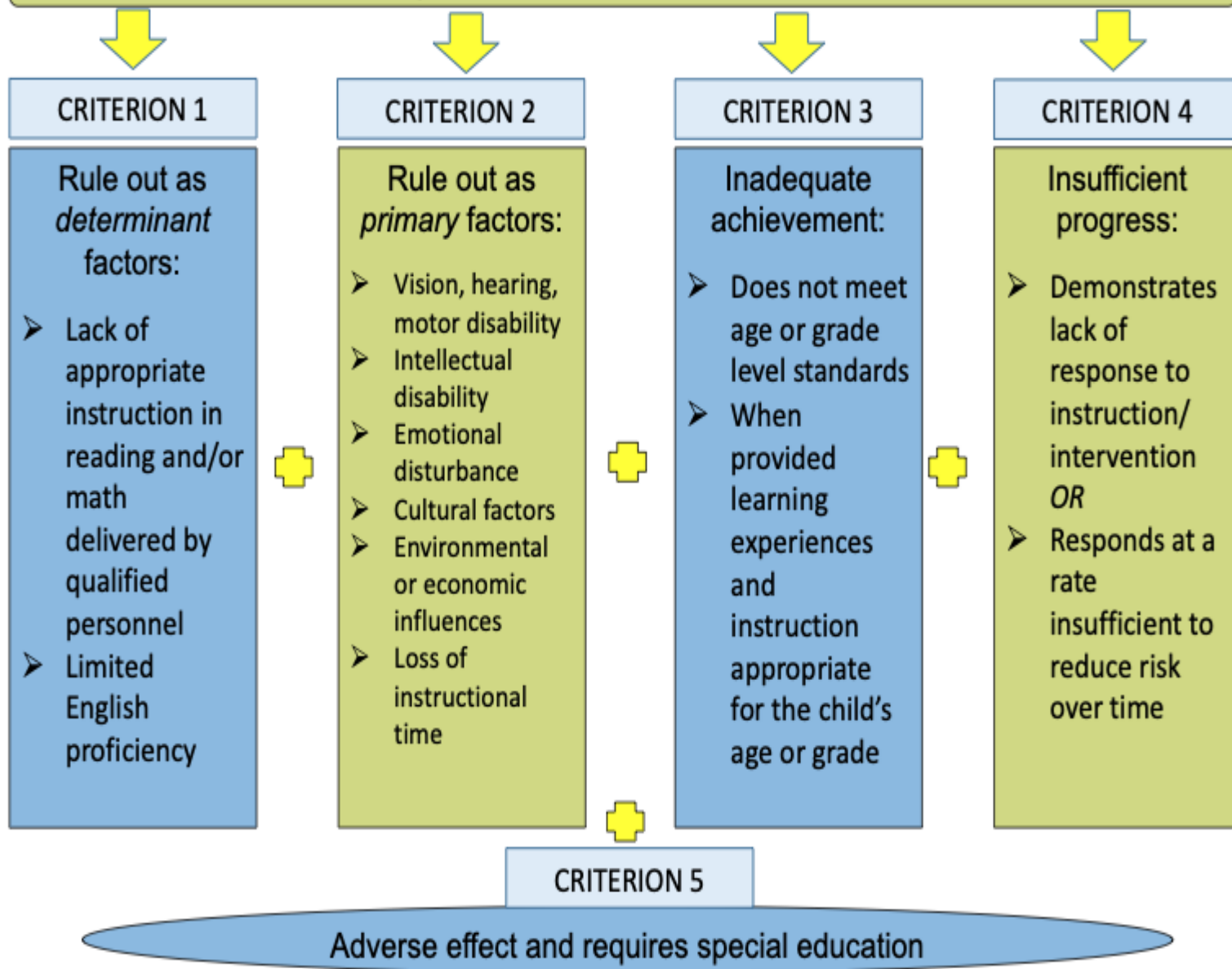
Lynn Makor, Consultant
School Psychology/TBI

Exceptional Children Division

lynn.makor@dpi.nc.gov



Convergence of Data from Multiple Sources





Existing Requirement - Delineated for 2020

IDEA Requirement:

Data-based documentation of repeated assessments of achievement at reasonable intervals, **reflecting formal assessment of student progress during instruction**, which was provided to the child's parents. [300.309 \(3\)\(b\)\(2\)](#)

NC 1500-2.11(b)(13) Progress Monitoring

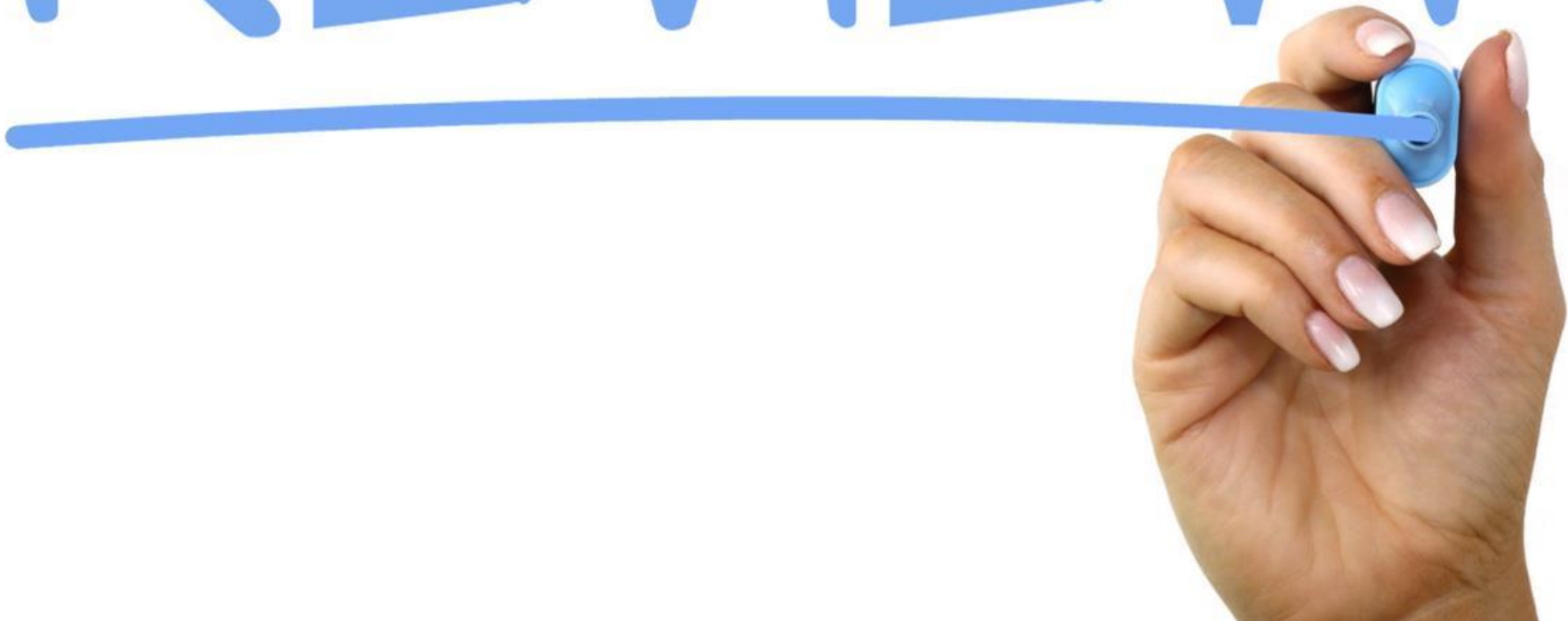
Progress monitoring

Progress monitoring refers to a scientific research-based practice used to assess students' academic and/or behavioral performance and evaluate the effectiveness of instruction and/or specific interventions. Progress monitoring can be implemented with individual students, groups of students, or an entire class. Central to the practice is data-based documentation of repeated assessments that produce quantitative results that are charted over time to document rates of improvement. The measures should be brief, reliable, valid, sensitive, linked to the area of intervention/instruction, and measure the same construct/skill over time. Embedded assessments within evidence-based intervention programs can also be an important source of progress monitoring data for students that are performing well below grade level. Students who are performing very far below expected levels may be progress-monitored the most frequently with these types of measures, but should also receive periodic progress monitoring using a general outcome measure (CBM) in order to ensure skills are transferring to content that is closer to grade level expectations.



PUBLIC SCHOOLS OF NORTH CAROLINA
Educating the Whole Child

REVIEW





Why progress monitor?

1

Ensure the instruction and intervention provided is working.



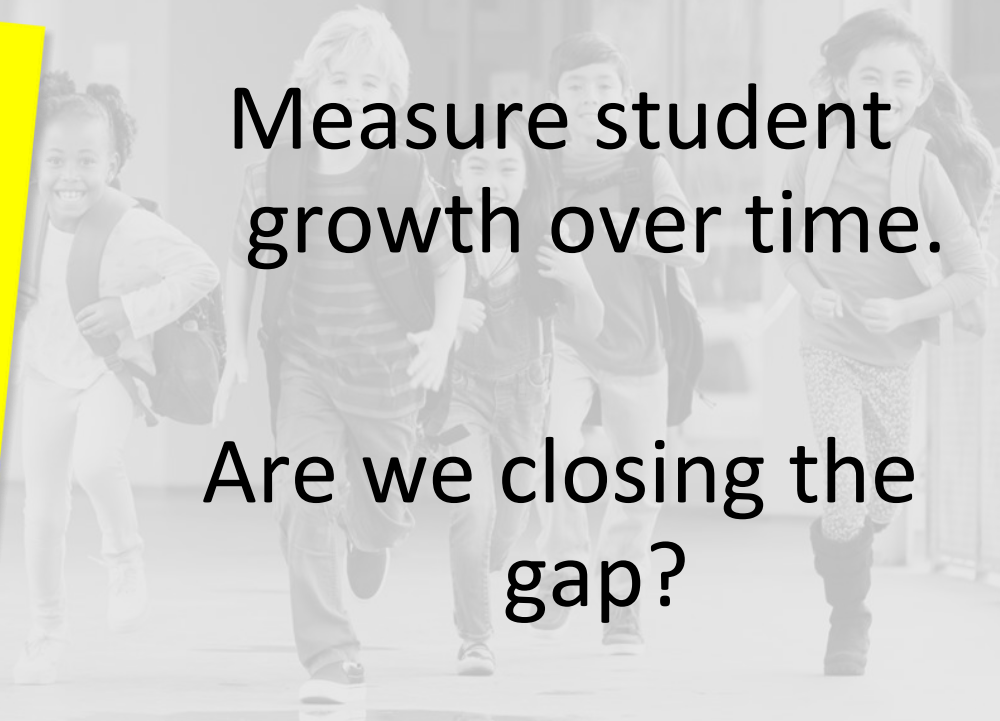


Why progress monitor?

2

Measure student growth over time.

Are we closing the gap?

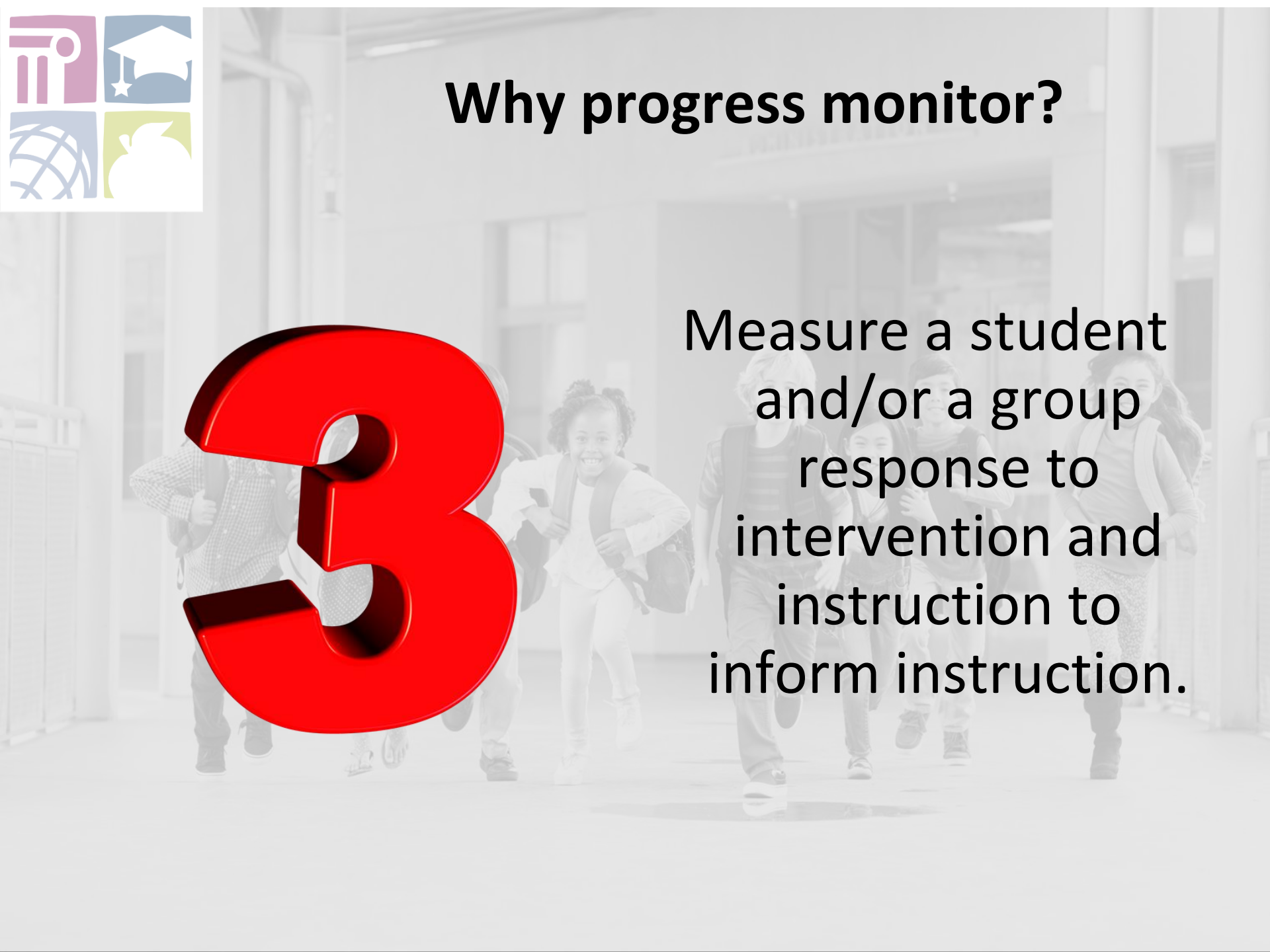




Why progress monitor?

3

Measure a student and/or a group response to intervention and instruction to inform instruction.





Progress Monitoring of Interventions



Progress-Monitoring of Interventions

(These guidelines around progress-monitoring practices are based on a thorough review of the research. They are outlined here as best practice. If these are a departure from your current practice, please take time to learn about these before changing the practices educators are using in your site(s). They are meant to be used in a well-functioning and established MTSS framework.)

In education, we measure all students' progress frequently in order to insure that they are on track for success. Students receiving supplemental or intensive instruction should be progress-monitored more frequently in order to insure that the interventions implemented are moving a student toward a pre-determined goal. Additionally, monitoring progress allows districts and schools to ensure the effectiveness of specific intervention programs or intervention protocol. Some key reasons for progress-monitoring of interventions are the following:

- ✓ To ensure effectiveness of interventions
- ✓ Measure student growth over time
- ✓ Inform instructional decisions
- ✓ Measure a student and/or a group response to intervention and instruction

To progress-monitor a student or students receiving supplemental or intensive intervention multiple measures are recommended. Measures used in progress-monitoring of students receiving interventions can include Curriculum-Based Measures (CBM) which includes general outcome measures, Computer Adaptive Testing (CAT), intervention-embedded assessments, and informal assessments/anecdotal data. All of these together provide a complete picture of a student or group of student's progress with intervention and instruction.

**USE this
resource**



“Understanding the student’s rate of growth relative to the rate of growth needed for long term academic success is the essence of determining whether the student has responded to instruction and intervention.”



**Don't
forget!**



Defining Insufficient Progress

“When provided with high-quality core instruction that a **majority of students are responding to** and evidence-based intervention(s) **matched to areas of need**, the child demonstrates either a lack of response to instruction and intervention or is responding at a rate that is insufficient to reduce their risk of failure after an appropriate period of time.”

NC 1503-2.5 (d)(11)(ii)(C)



C4 evaluation question:

**Is rate of
progress = 0,
or, insufficient
to reduce risk
of academic
failure?**



Measuring Response to Instruction: *Growth over time, across measures*

- What is the student's response to overall instruction?
- What is the student's response to intervention?
- If progressing, is generalization of skills occurring to grade level standards?



PUBLIC SCHOOLS OF NORTH CAROLINA

Educating the Whole Child

**Curriculum Based
Measures**

**Computer
Adaptive Testing**

**Intervention
embedded
assessments**

**Informal
assessments and
anecdotal data**



Rate of Improvement (ROI)

What is it?

- Indicates change over time
- Used as a measure of skills such as reading, spelling, math, early numeracy and behavior

What is the purpose?

- Aids in determining the pace at which a student is anticipated to show improvement
- Used to determine effectiveness of an intervention

What are the best tools to use?

- Curriculum-based measurement (CBM)
- Computer-adaptive testing (CAT)



Screencast

RATE OF IMPROVEMENT AND GOAL SETTING

GRAPHING AND GOAL-SETTING EXAMPLES

of improvement and goal-setting using
graphing and doing some goal-setting examples.

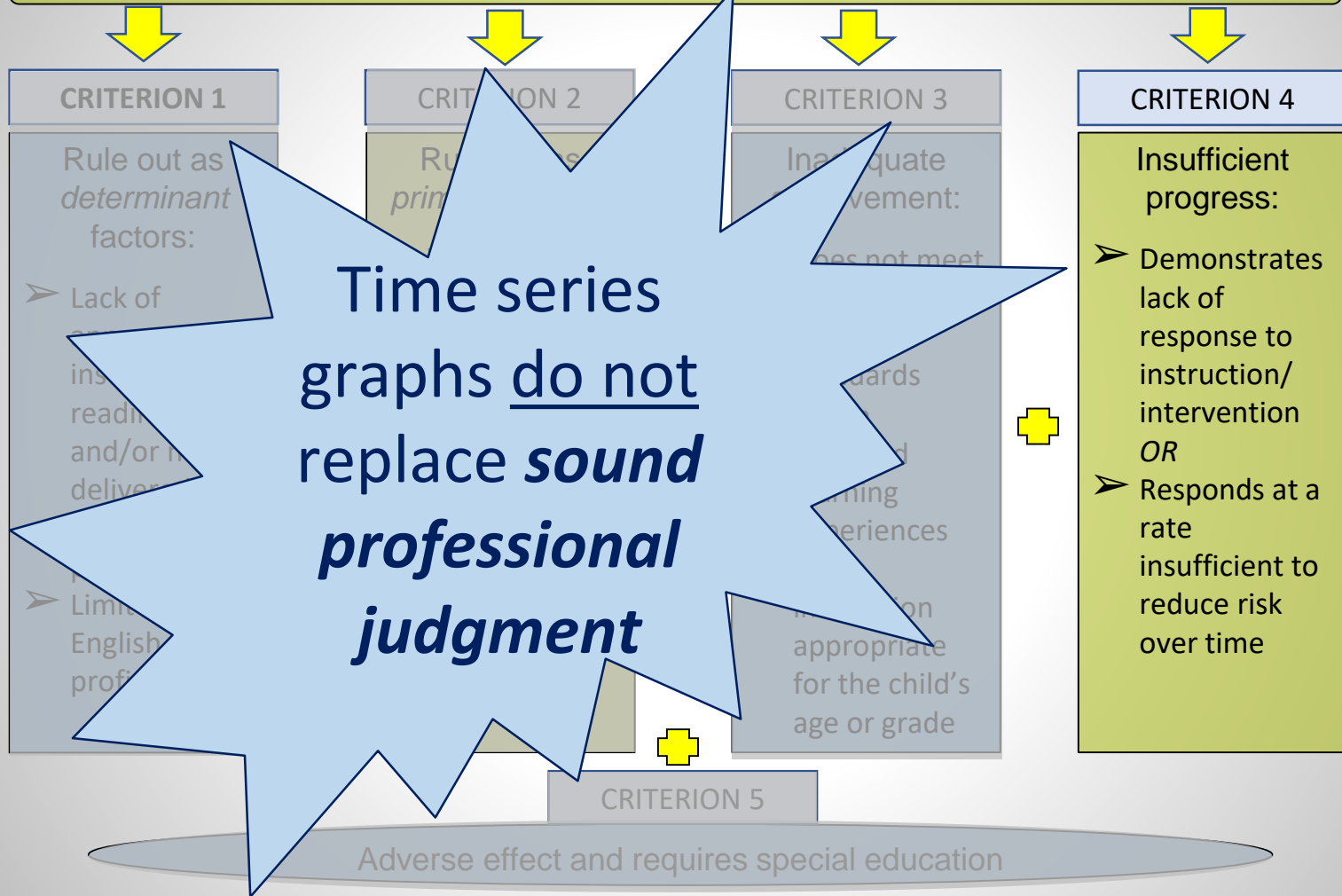


0:12 / 49:42



**VIEW this
resource**

Convergence of Data from Multiple Sources





USE this
resource

MTSS Data Decision Rules Guidance



MULTI-TIERED SYSTEM OF SUPPORT
NC Department of Public Instruction

Data Decision Rules

What are they and what questions are they meant to answer?

Data decision rules are formal procedures that inform our actions around data. We set **data decision rules** to provide a framework for our teams and practitioners to interpret data. Some **data decision rules** can be extracted directly from research and they are presented here in that way. There are some times however, when schools and districts will need to design their own rules based on best practice and their unique circumstances. Within the context of MTSS, we set **data decision rules** to guide our thinking around the following questions that we will unpack in this guidance:

1. How will we determine if our Core support is effective for our population?
2. How will we decide if students are at risk?
3. How will we address student risk- Core, Supplemental or Intensive?
4. How will we know Core support changes are working for our population?
5. How will we determine that our interventions and intervention systems are effective?
6. How will we determine if students receiving intervention are progressing?

1. How will we determine if our Core support is effective for our population?

Within Core support, most students should be progressing towards meeting benchmarks. Our systems are set up to provide the majority of resources to everyday classroom instruction. Therefore, we should strive to meet the needs of most students with only Core. The first task of teams implementing MTSS is to decide,



Student *Progress* Documentation:

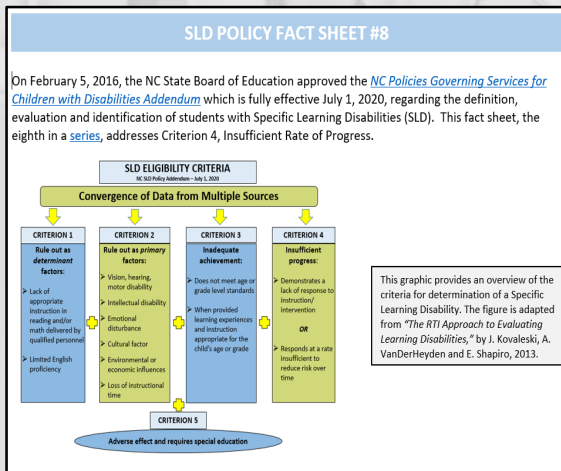
- 1) The type, intensity, and duration of identified instructional intervention(s)
- 2) The child's rate of progress during the instructional intervention(s);
- 3) A comparison of the child's rate of progress to expected rates of progress, including evidence that the intervention yielded successful responses and outcomes for the majority of other children receiving the intervention;
- 4) Progress monitoring on a schedule that:
 - Allows a comparison of the child's progress to the performance of peers;
 - Is appropriate to the child's age and grade placement;
 - Is appropriate to the content monitored; and
 - Allows for interpretation of the effectiveness of intervention
- 5) Evidence that the intervention was implemented with fidelity.



PUBLIC SCHOOLS OF NORTH CAROLINA

Educating the Whole Child

Documentation of Insufficient Rate of Progress	
Required Documentation (NC 1503-2.5[d][11][ii][C]):	Questions to Ask:
<p>1. The type, intensity, and duration of identified evidence-based instructional intervention(s);</p> <ul style="list-style-type: none"> Documentation that the intervention length and frequency is in accordance with the identified research-based criteria that supports effective results 	<p>Has the intervention(s) implemented been proven to be effective through a strong scientific research/ evidence-base for students with similar demographic characteristics?</p> <p>Has sufficient instruction been delivered for the student to make measurable growth?</p>
<p>2. The child's rate of progress during the instructional intervention(s);</p>	<p>To what degree is/are the student's skill(s) improving as a result of the intervention(s) as evidenced by progress monitoring data?</p> <p>Have adjustments been made and documented in response to ongoing progress monitoring data?</p> <ul style="list-style-type: none"> Were changes made to the intensity, duration or frequency of the interventions or were additional interventions implemented in response to the data? <p>If the student is making progress, is the student generalizing skills in order to make progress with grade level standards?</p>
<p>3. A comparison of the child's rate of progress to expected rates of progress, including evidence that the intervention yielded successful responses and outcomes for the majority of other children receiving the intervention;</p>	<p>Are the majority of students receiving the intervention responding positively? If not, this is indicative that the lack of response <i>may</i> be a curriculum or instructional issue rather than being learner specific.</p> <p>Is the difference between actual and expected performance, in comparison to grade-level peers, closing?</p>





“First, a professional judgment is data driven. Neither bias nor tradition are reasons for judgment that are professional. Data collected through the RtI-based process provide the foundation for this significant decision.”

RtI Network - SLD Identification Toolkit

Referenced as: Kukic, personal communication, April 12 2014



“Second, a professional judgment is a competent application of the expertise, experience, and training of those making the judgment. Commitment to collaborative problem-solving and optimism about student outcome gives the judgment the best chance of having a positive effect.”



***"Third,* and most importantly, a professional judgment is student-centered and not made based on the needs of the educators and/or parents. Student-centered judgments provide the best chance for improving educational outcomes."**



Related Resources

[IRIS Center Modules on Progress Monitoring](#)

[National Center on Intensive Intervention - PM Resources](#)

[NCDPI video Criterion 4](#)

[NC MTSS Comprehensive Assessment Guidelines](#)

[NC MTSS Data Decision Rules Guidance](#)

[NC MTSS Communication Brief: PM Interventions in an MTSS](#)

[OSEP 2011 RtI memo](#)

[Review and Planning Tool Criterion 4](#)

[RTI-Based SLD Identification Toolkit](#)