**Progress Monitoring**

 Last school year (2011-2012) the staff at the Gorman Fort Banks School began using The Response to Intervention (RTI) model to drive their literacy instruction. As part of this RTI model, teachers have been “progress monitoring” a selected group of students who are receiving additional reading support. This article addresses questions frequently asked about progress monitoring. For more information about RTI in general please refer to our school’s website. Click on the “RTI Websites” tab on the left.

 **What is progress monitoring?**

 In the context of an RTI prevention model, progress monitoring is one tool we use to assess student progress and performance in reading. It is one of the methods by which teachers determine if students are benefitting appropriately from the instruction provided, identify students who are not making adequate progress, and help plan a program for students who are not making progress from typical instruction.

**How does progress monitoring work?**

 Most students who receive additional reading support outside the regular classroom will be progressed monitored by the classroom teacher or reading specialist. At the Gorman Fort Banks School this progress monitoring tool is the DIBELS. Depending on the grade level, students may be progressed monitored for first sound fluency, letter naming fluency, phoneme segmentation fluency, correct letter sound fluency, whole word fluency and oral reading fluency. Individual student goals are set by the teacher using the student’s most recent score from the DIBELS Assessment, projected number of weeks to be monitored and typical/ambitious benchmark standards. Progress toward meeting the student’s goals is measured by comparing expected and actual rates of learning. A student who is being progress monitored will spend a short time one-on-one with the teacher once every two weeks.

 All goal setting and record keeping are done on the computer through the Ideal Consulting Services website. Scores are updated biweekly. Through this Student Performance System (SPS) teachers can track students’ progress. Graphs and other data are provided to indicate where each student’s performance falls in relationship to the goals that are set.

**What are the benefits of progress monitoring?**

Through progress monitoring teachers are better able to keep track of the reading progress of individual students. A teacher can use these measurements to gauge the effectiveness of instruction and to adjust instructional techniques to meet the needs of the individual students.