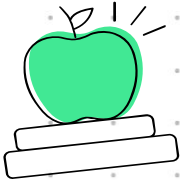




# **Stop Guessing - Effective Progress Monitoring – What to Track, How to Track It, and Why It Matters**

**@characterstrong**



## Lori Lynass, Shoreline, WA Senior Director of MTSS

Former:

Exec Director of Sound Supports

Exec Director of NWPBIS

Research Scientist, Univ of WA

Special Education Teacher





1



2



How Are You  
Arriving?

3



4







# Why Collect Data?

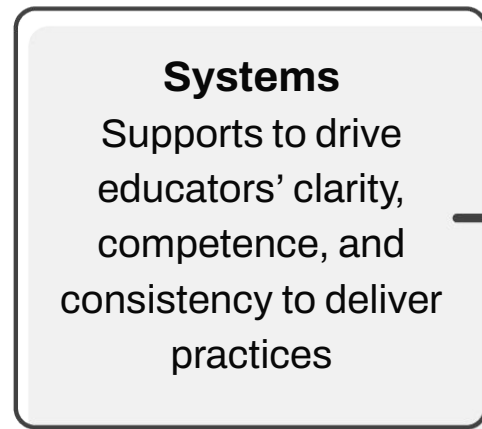
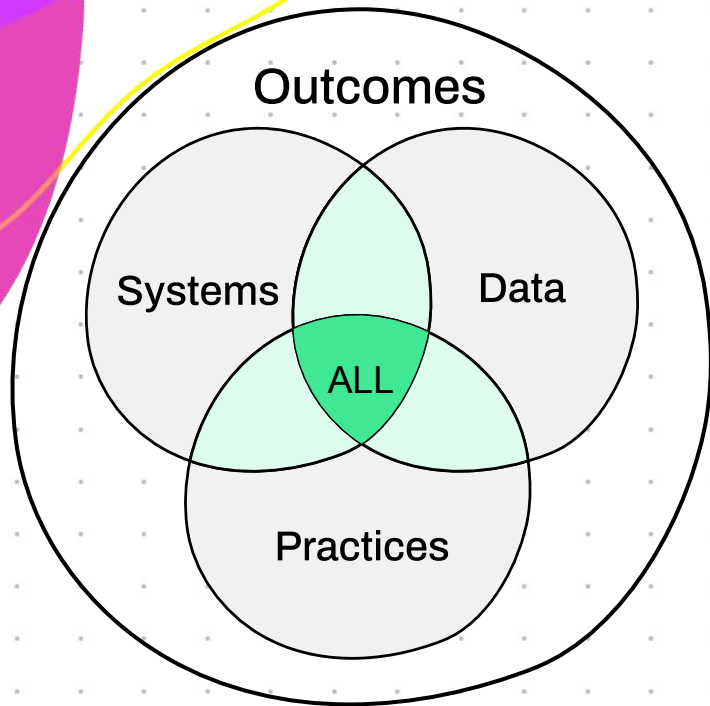




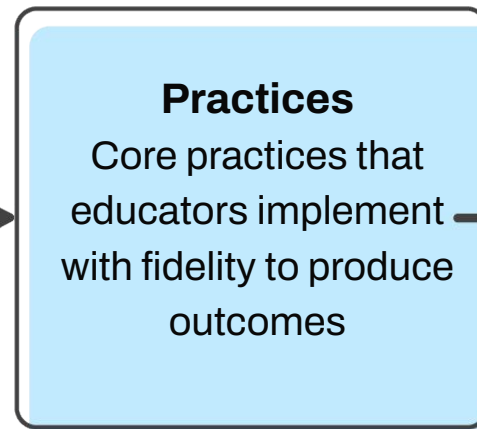
# Why Collect Data?

- **Informed Decision-Making**
- **Identifying Trends**
- **Accountability**
- **Tailor Supports**
- **Engagement and Communication**
- **Allocation of Time and Resources**
- **Data Helps Us Place the Issue in the Context Instead of on the Student**

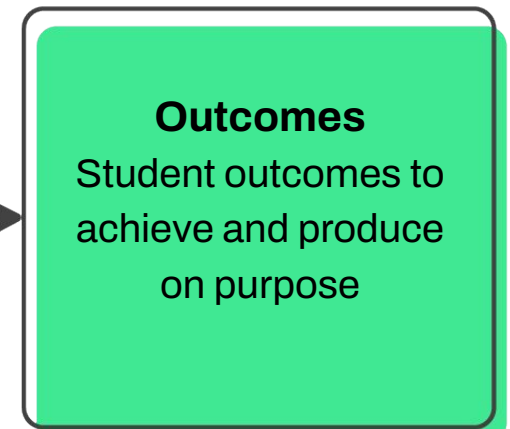
# The Model to Live By



**Data**



**Data**



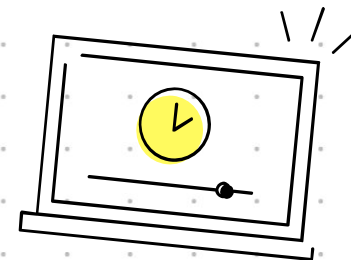
**Data**



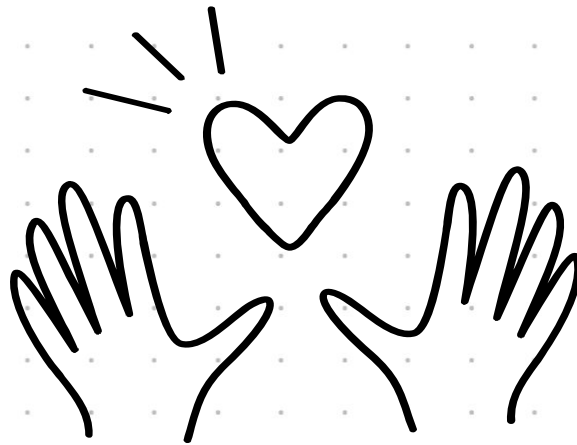


# WITHOUT DATA

We default to opinions, moods,  
biases,  
or personalities

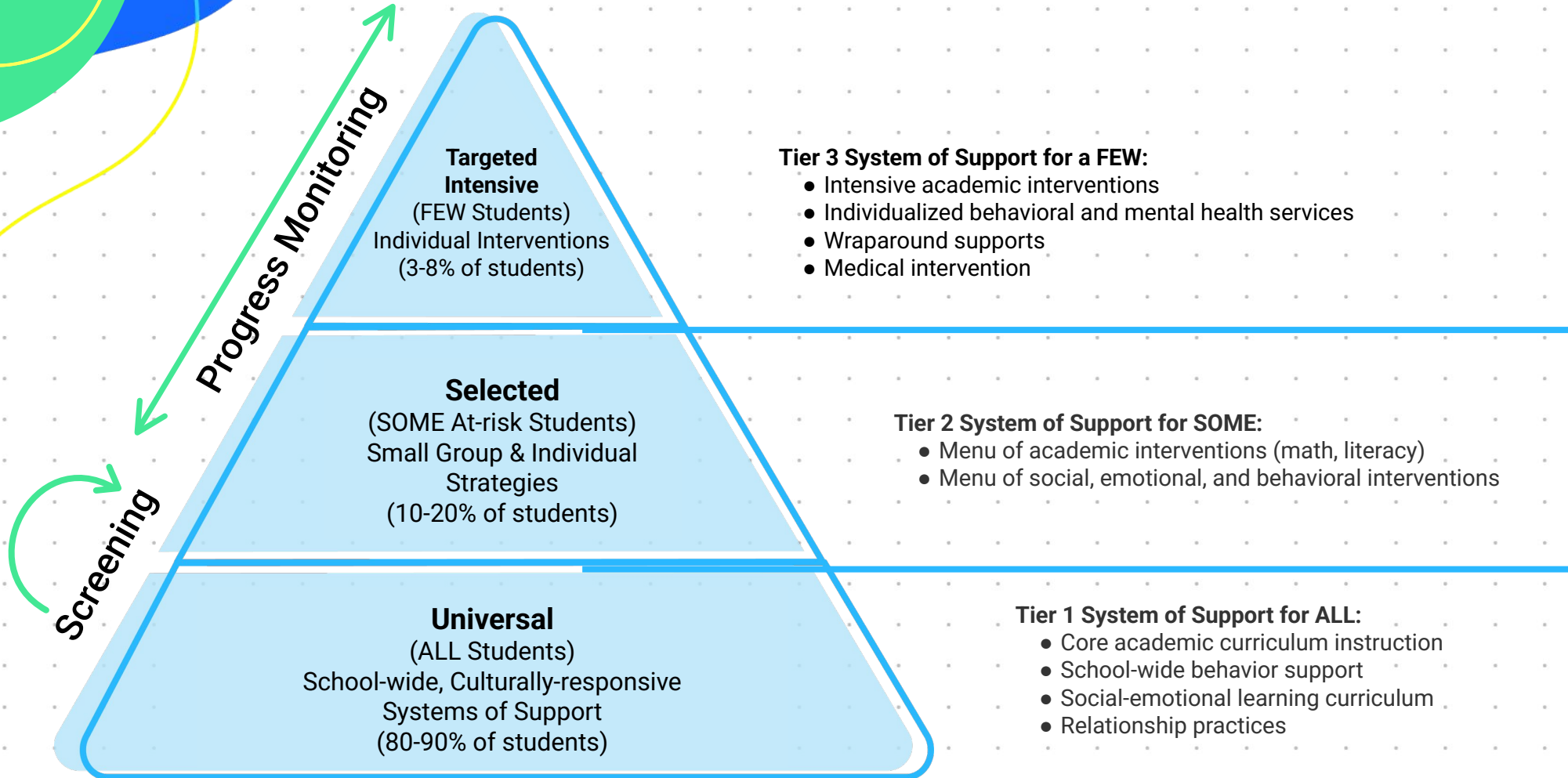


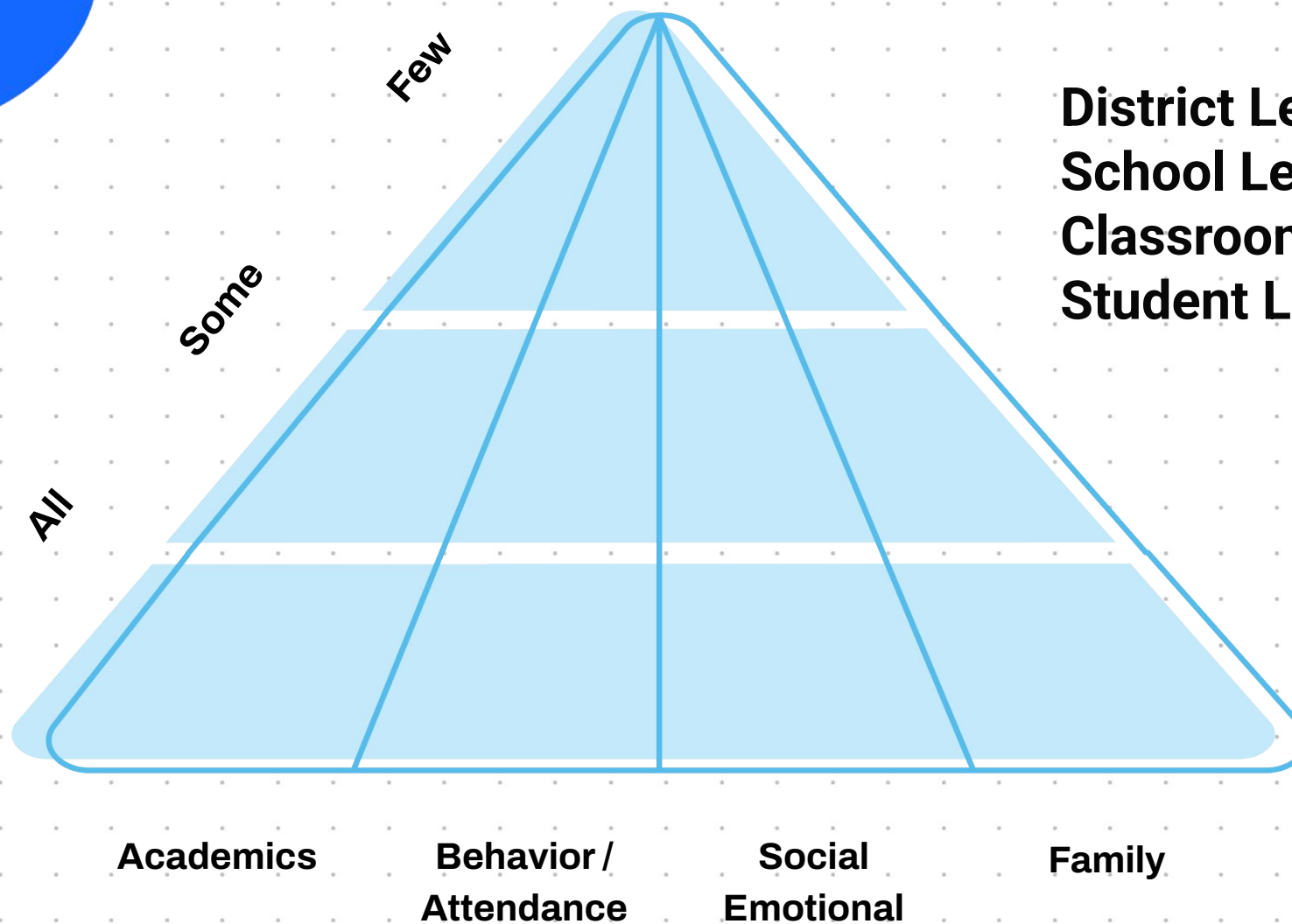
# Progress Monitoring is the Heartbeat of MTSS





# Multiple Tiers of Integrated Support





**District Level Data**  
**School Level Data**  
**Classroom Level Data**  
**Student Level Data**



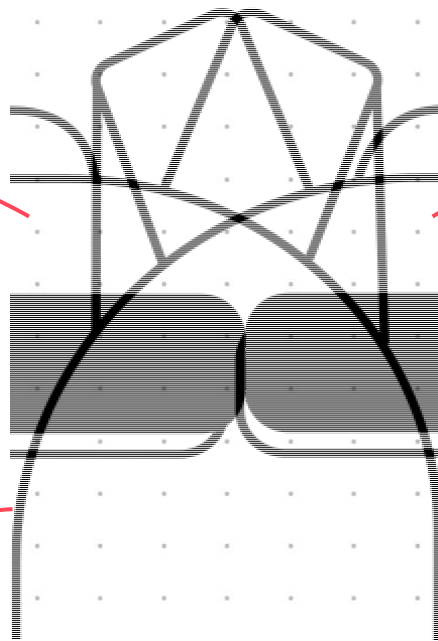
# Multiple Domains of Need

**Academic Needs**  
(Core skills,  
Content Knowledge,  
Career/College Readiness)

**Life Skills Needs**  
(Competencies, Belonging,  
Mental Health)

**Basic Needs**  
(Nutrition, Sleep,  
Physical Health)

**Behavioral Needs**  
(Attendance,  
Expectations,  
Engagement)





## **CORE MTSS BELIEF**

Students can't benefit  
from supports

**THEY DON'T RECEIVE**





**SHARE WITH AN ELBOW PARTNER**

**What data sources are you currently using to inform your MTSS Efforts?**







# Common Data Sources to Inform MTSS

1. **Academic Outcomes Data**
2. **Behavioral Outcomes Data**
3. **Social-Emotional Outcomes Data**
4. **Intervention Outcomes Data**
5. **Longitudinal Outcomes Data**
6. **Perceptions Data**



## Decision Rules: Using Data to Inform our MTSS Supports

Decisions	Data-Driven Decision Rules
Going from Tier 1 to Tier 2	
Going from Tier 2 to Tier 1	
Going from Tier 2 to Tier 3	
Going from Tier 1 to Tier 3	



# Decision Rules

Data Decision Rules					
Data Source	Measure	Proficient Score	At-Risk	High Risk	Evidence of Effectiveness
Academic	Number of Fs	0-1	2-3	4+	↓ by 1
	GPA	2.0	1.0-1.9	<1.0	↑ by 1.0
Behavior	Office Discipline Referrals	0-1	2-3	4+	↓ by 1
	In School Suspension	0	1	2+	↓ by 1
	Out of School Suspension	0	0	1+	↓ by 1
Attendance	Unexcused Absences	0	1-3	4+	↓ by 2
	Excused Absences	0	1-3	4+	↓ by 2
	Truancies	0	1-4	5+	↓ by 2
Social Emotional/ Behavioral Health Screener	Internalizing and Externalizing Behavior Categories	0-3	4-8	9-12	↓ by 4
Counselor Referrals	Request to See Counselor	0-2	3-5	6+	↓ by 2



**“We have the data...  
now what?”**

—Said every team ever

**Team Membership**  
(right people, right size,  
right seat)

**Team Processes**



**Team  
Effectiveness**

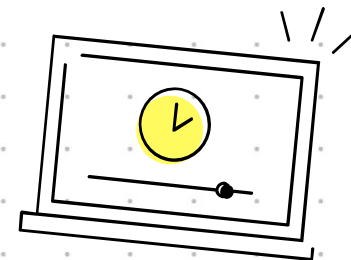


# Data-Driven Decision Making

Types of Assessment	Purpose
<b>Outcomes</b>	Overall measures of the growth towards an identified goal with an set timeframe.
<b>Progress monitoring</b>	Monitoring response to instruction or support while it is happening
<b>Fidelity</b>	Gather data on the degree to which instruction or support is delivered as intended and in way that it is likely to be effective
<b>Summative</b>	Evaluate outcomes at the end of an instructional unit or period of time by comparing it against an established standard or benchmark
<b>Social Validity</b>	How likely the person is to use it or perceives its worth.
<b>Perceptions</b>	The extent to which a person perceives something as happening.

# WITHOUT DATA

We default to opinions, moods,  
biases,  
or personalities



## Pitfall #1 **“Solutionitis”**

The urgency we often feel in our work with schools can lead us to jump quickly to a course of action without fully understanding its effectiveness in addressing the underlying problem. (Bryk et al., 2015).



## Pitfall #2

# **Analysis Paralysis**

Some staff prefer to ensure they are on precisely the correct path toward their intended destination. By attempting to anticipate and prepare for every conceivable detail and circumstance, they often find themselves unable to move forward.

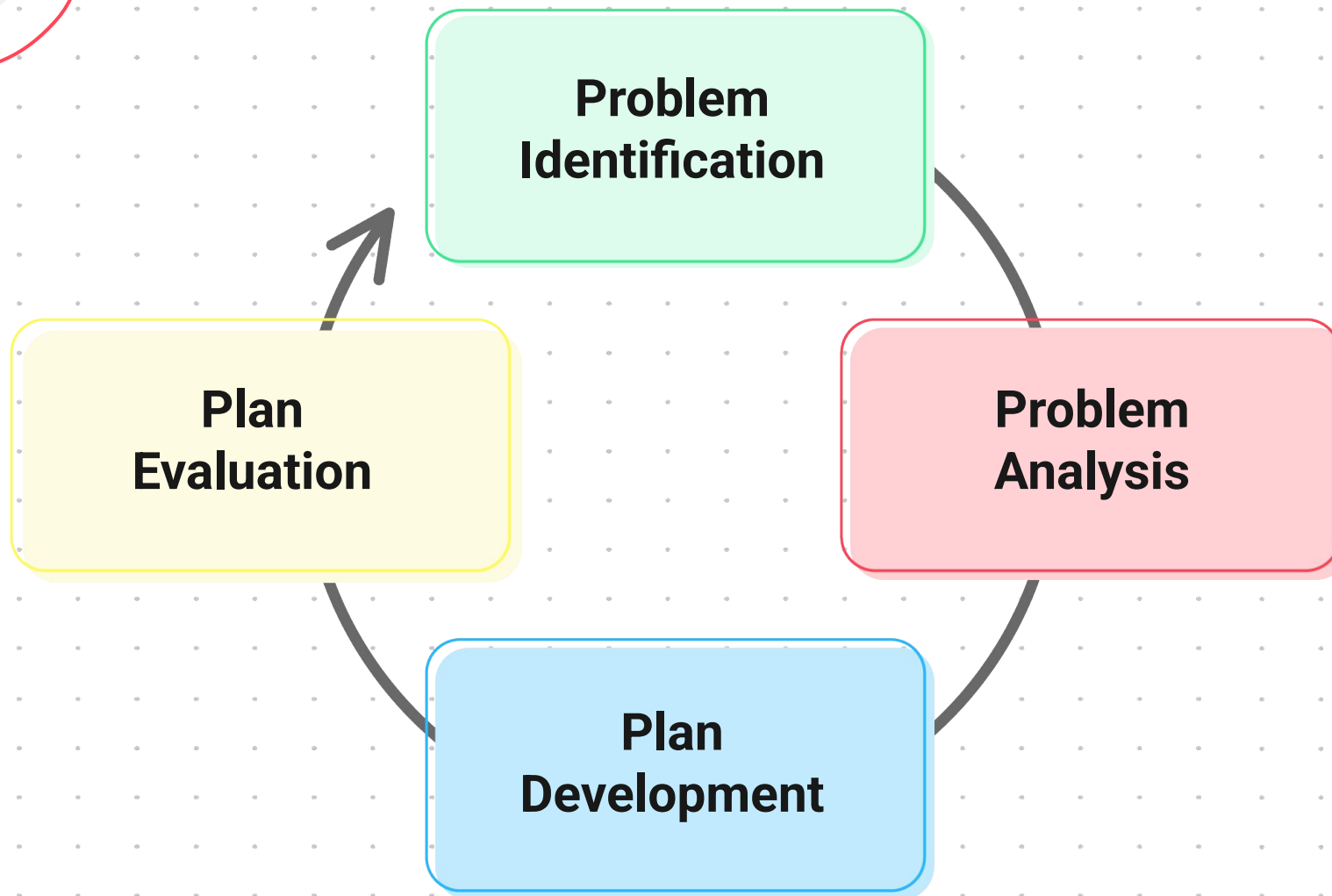
## Pitfall #3

### **Focusing on Individuals, Not Systems**

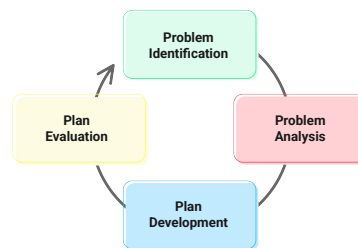
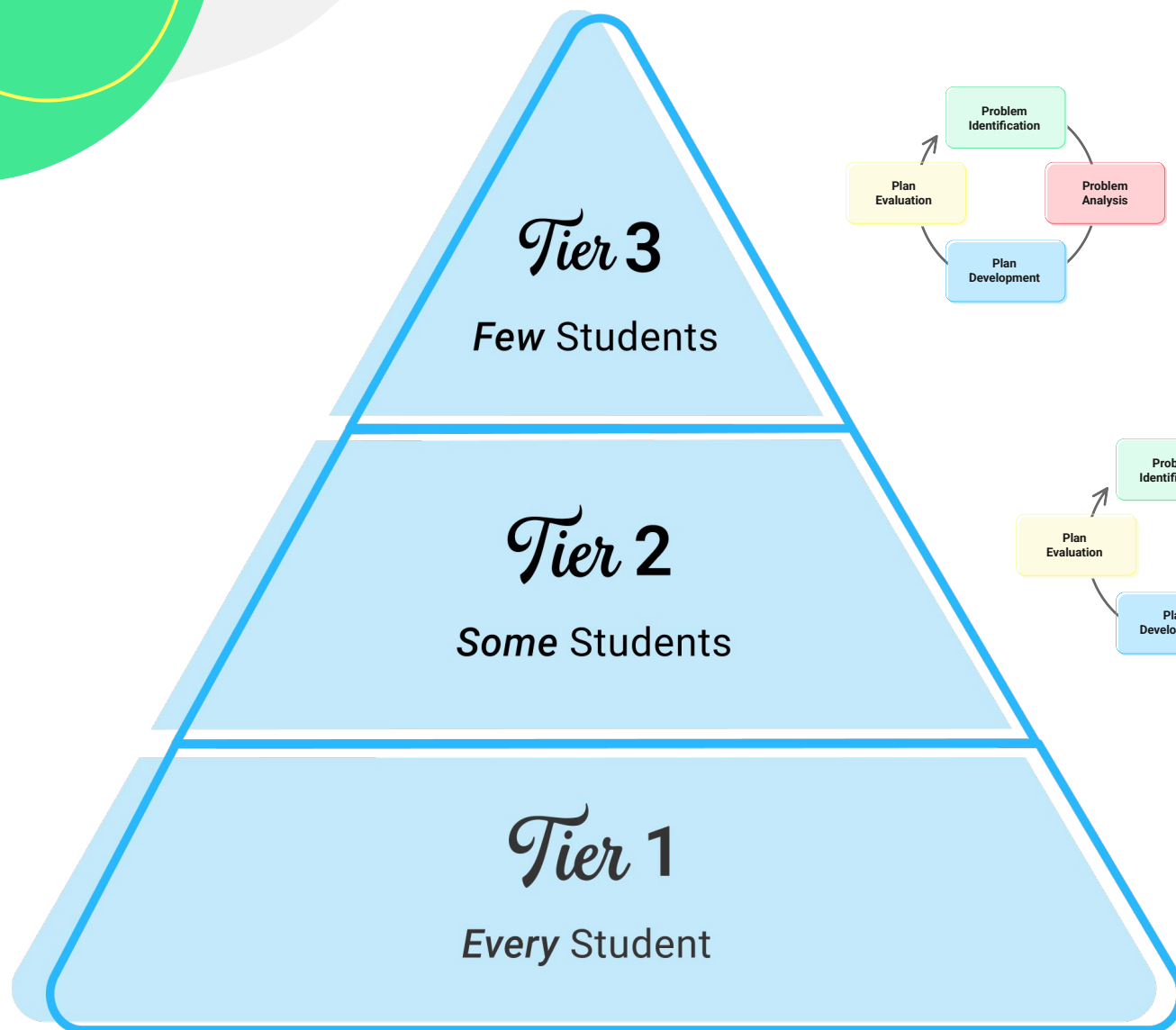
Blaming individuals is easier than systems.

Effective problem-solving recognizes that outcomes result from the interaction of people, processes, and tools within larger systems.

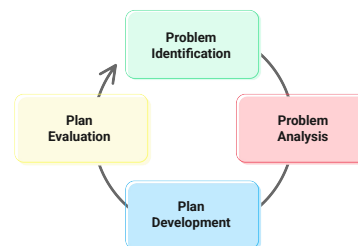
# Problem-Solving Process



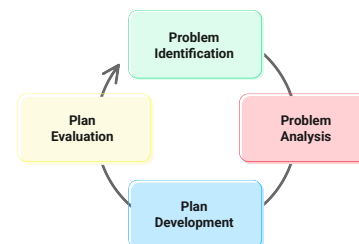
# Problem-Solving Process



Tier 3 teaming



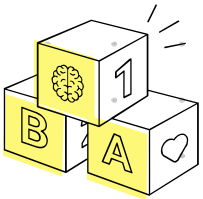
Tier 2 teaming



Whole staff, PLCs,  
grade-level,  
departments

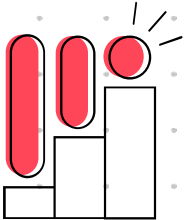


# Answering Two Questions



**Question 1:** Did the student receive the intervention as planned?

**Data:** Intervention fidelity data (core components)



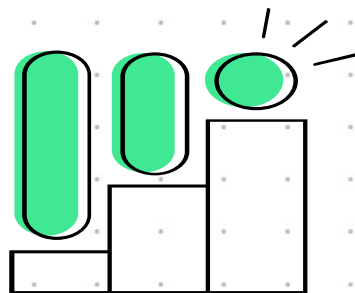
**Question 2:** Did the student respond to the intervention?

**Data:** Student progress monitoring data (baseline and intervention)

SHARE WITH AN ELBOW PARTNER

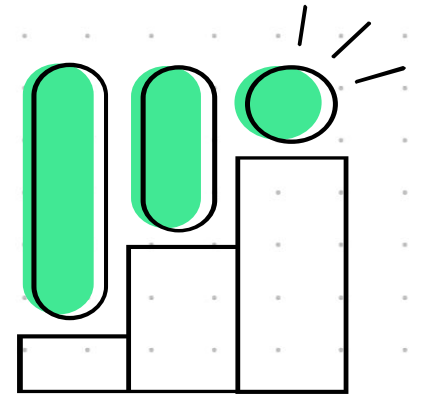
**Who reviews your MTSS  
data and when? What do  
you do with that data?**

# Data helps us to Identify Trends



# Data Trends Help Us.....

- Identify problems
- Predict the Problems
- Identify Low-Burden/High Impact Solutions

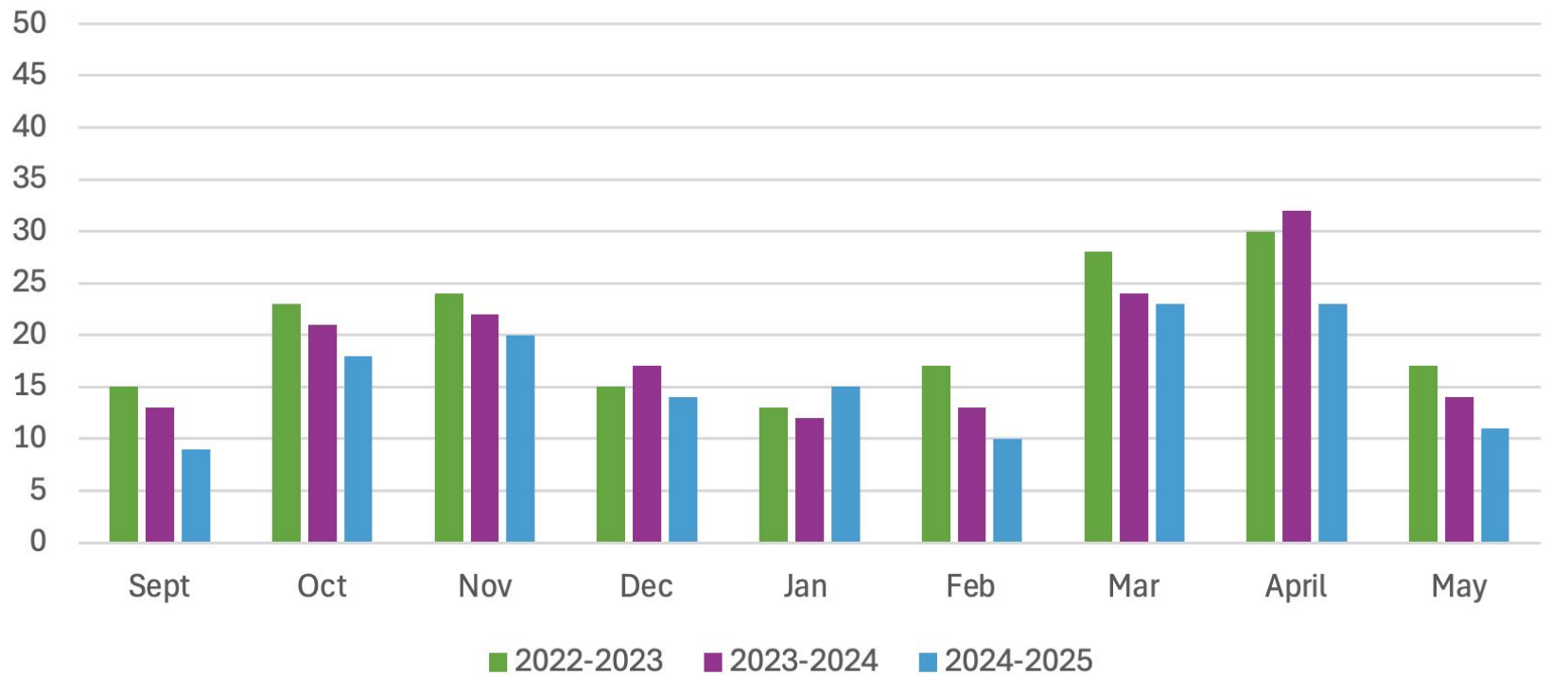


Data helps us ask the right questions...

it does not provide all the answers.

# Using Data to Identify Trends for Intervention

Major Office Referrals

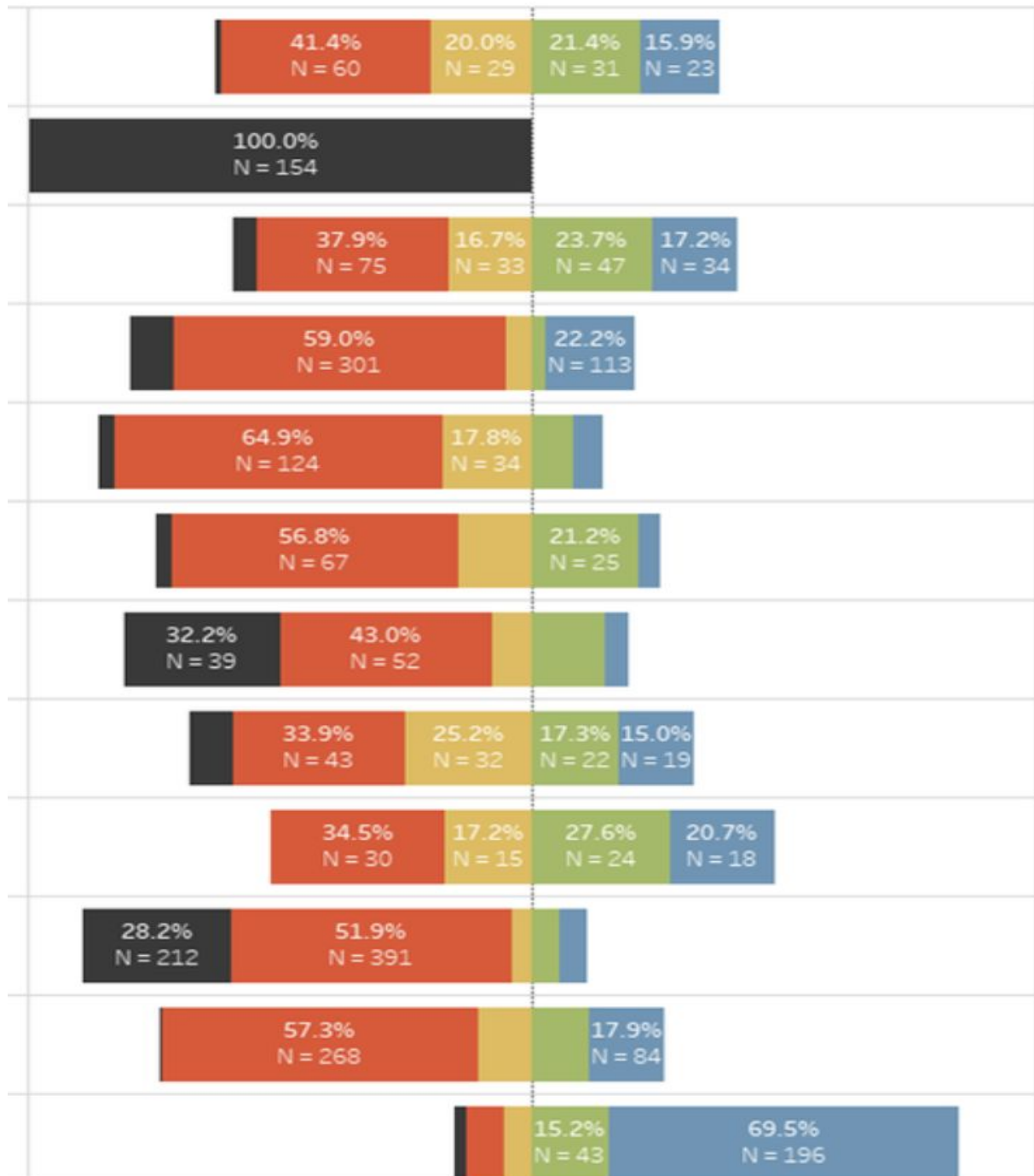




# Going from Broad to Precise

**To Get to Problem Solving With Schoolwide Data We Need to Know:**

- **Who - Student(s)**
- **What - Academic or Behavior**
- **When - Time of Day/Day of Week/Month**
- **Where - Location**
- **Why - For Behavioral Data, What is the Consequence**



# Reading Data by School

**Black - Did not Take**

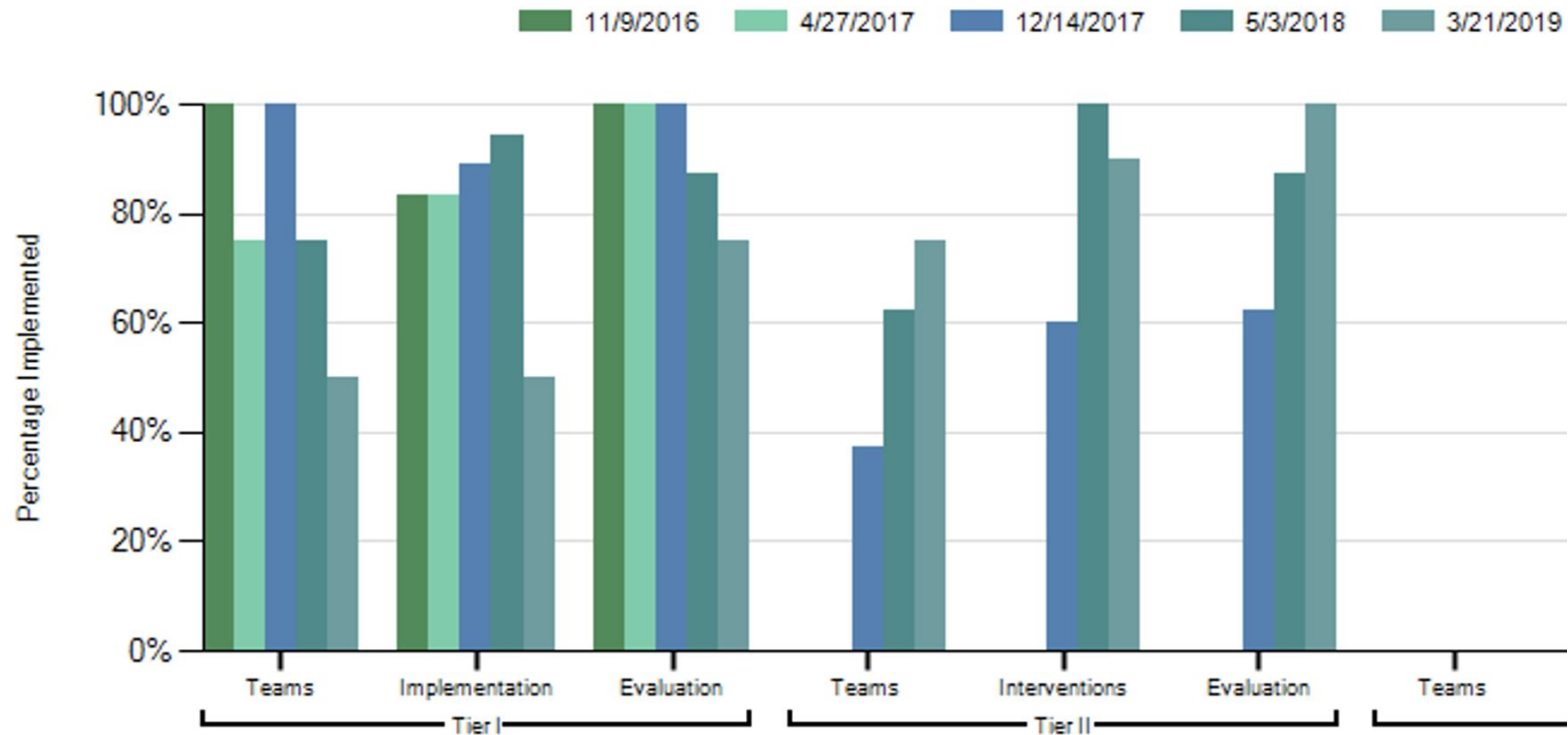
**Red - Multiple Years Behind Grade Level**

**Yellow - 1 Year Behind Grade Level**

**Green - At Grade Level**

**Blue - Above Grade Level**

# Fidelity Data





















Date Completed	Tier I			Tier II			Teams
	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	
11/9/2016	100%	83%	100%	0%	0%	0%	0%
4/27/2017	75%	83%	100%	0%	0%	0%	0%
12/14/2017	100%	89%	100%	38%	60%	62%	0%
5/3/2018	75%	94%	88%	62%	100%	88%	0%
3/21/2019	50%	50%	75%	75%	90%	100%	0%

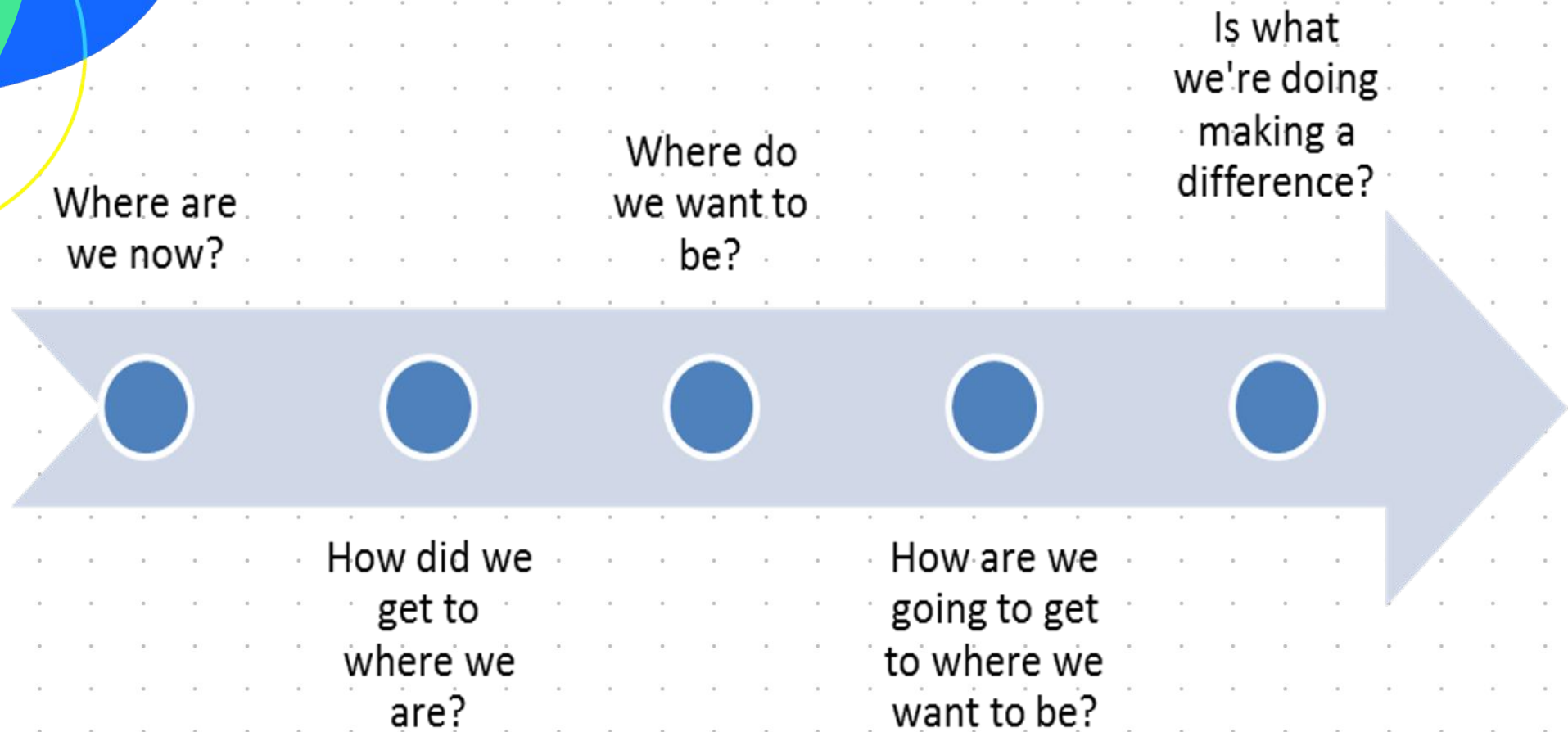


# Snapshot of Reading Tiered Fidelity Inventory Data

## Tier 1

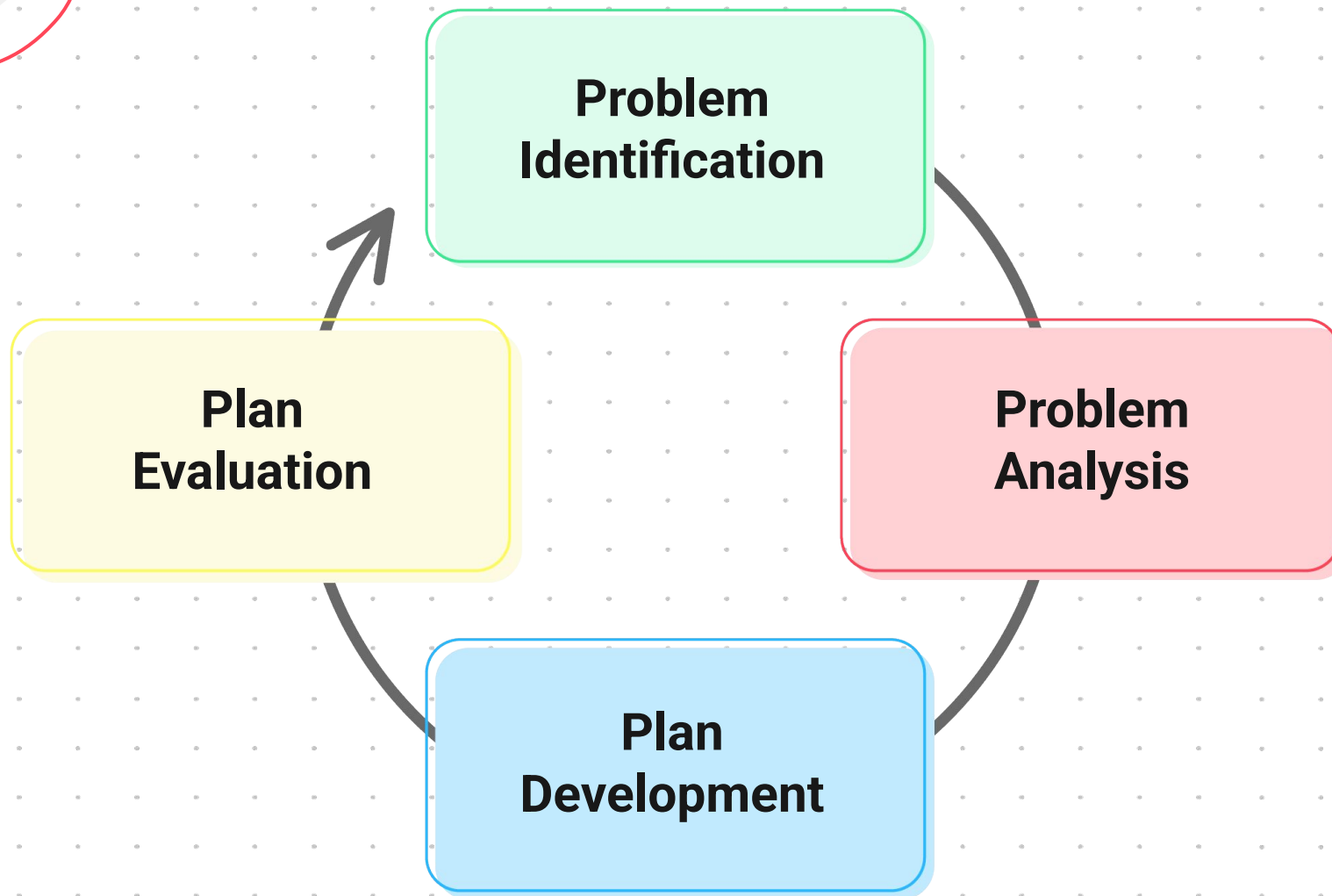
1.1	A School Leadership Team effectively supports the implementation of the adolescent literacy components of an MTSS framework.	<input type="radio"/>	2	<input checked="" type="radio"/>	1	<input type="radio"/>	0	
1.2	The school has access to system-level coaching.	<input type="radio"/>	2	<input checked="" type="radio"/>	1	<input type="radio"/>	0	
1.3	The school has an Implementation Plan for the adolescent literacy components of an MTSS framework.	<input type="radio"/>	2	<input type="radio"/>	1	<input checked="" type="radio"/>	0	
1.4	The school has a comprehensive Tier 1 assessment system and personnel to support the system.	<input checked="" type="radio"/>	2	<input type="radio"/>	1	<input type="radio"/>	0	
1.5	The School Leadership Team uses data to monitor the effectiveness of the Tier 1 adolescent literacy components of an MTSS framework.	<input type="radio"/>	2	<input checked="" type="radio"/>	1	<input type="radio"/>	0	
1.6	The School Leadership Team uses a process for data-based decision-making.	<input checked="" type="radio"/>	2	<input type="radio"/>	1	<input type="radio"/>	0	
1.7	The School Leadership Team has a documented process for communicating with individuals and other teaming structures.	<input checked="" type="radio"/>	2	<input type="radio"/>	1	<input type="radio"/>	0	
1.8	The school provides a status report on student reading performance to stakeholders.	<input type="radio"/>	2	<input checked="" type="radio"/>	1	<input type="radio"/>	0	
1.9	Teachers determine ways to enhance students' understanding of written text.	<input checked="" type="radio"/>	2	<input type="radio"/>	1	<input type="radio"/>	0	
1.10	Teachers incorporate critical instructional elements into teaching lessons.	<input checked="" type="radio"/>	2	<input type="radio"/>	1	<input type="radio"/>	0	
1.11	Teachers provide students with frequent structured opportunities to engage in extended writing about the text they read.	<input checked="" type="radio"/>	2	<input type="radio"/>	1	<input type="radio"/>	0	
1.12	Teachers provide effective social, emotional, and behavioral supports in the classroom.	<input checked="" type="radio"/>	2	<input type="radio"/>	1	<input type="radio"/>	0	
1.13	Teachers access ongoing professional learning in practices that support adolescent literacy in an MTSS framework.	<input checked="" type="radio"/>	2	<input type="radio"/>	1	<input type="radio"/>	0	
1.14	All staff have access to instructional coaching.	<input checked="" type="radio"/>	2	<input type="radio"/>	1	<input type="radio"/>	0	
1.15	Department teams meet to integrate reading and writing strategies into the discipline to increase understanding of written text.	<input checked="" type="radio"/>	2	<input type="radio"/>	1	<input type="radio"/>	0	
1.16	Department Teams have Implementation Plans to integrate reading and writing strategies into the discipline.	<input type="radio"/>	2	<input checked="" type="radio"/>	1	<input type="radio"/>	0	
1.17	Department Teams data to monitor the effectiveness of strategies to enhance students' understanding of written text.	<input type="radio"/>	2	<input checked="" type="radio"/>	1	<input type="radio"/>	0	
1.18	Department Teams use a process for data-based decision-making to monitor the effectiveness of strategies to enhance students' understanding of written text.	<input type="radio"/>	2	<input checked="" type="radio"/>	1	<input type="radio"/>	0	

**Tier Score: 75%**

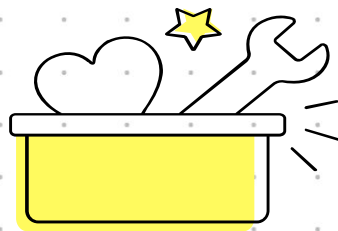




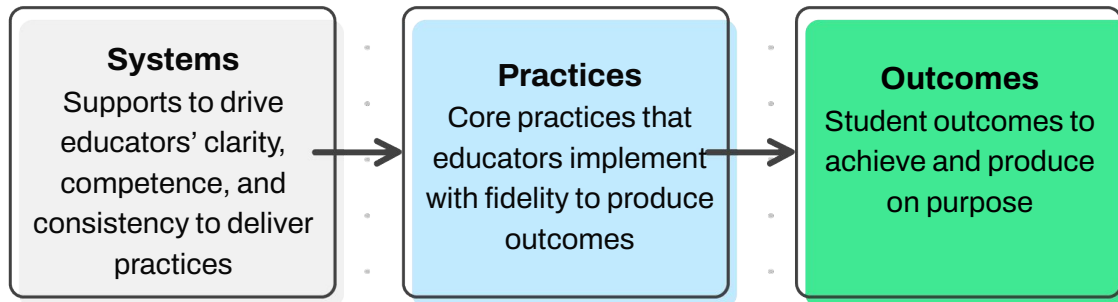
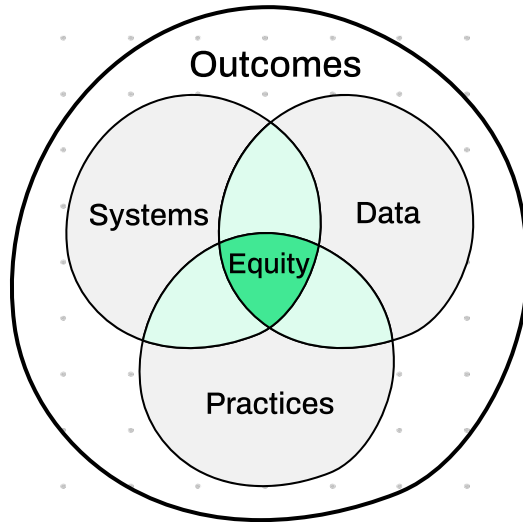
# Problem-Solving Process



# **Data helps us to effectively Customize Supports?**



# Steps to Tier 1 Strategy Mapping

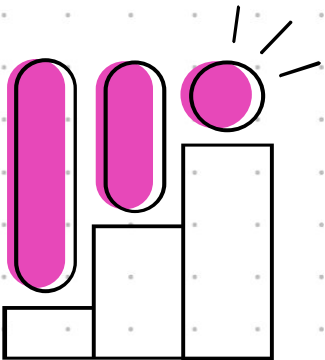


- **Step 1 Outcomes**: Define the vital subset of student outcomes that capture each domain of need (academics, behavior, life skills)
- **Step 2 Practices**: Identify core low-burden, high-impact practices that are linked to the outcomes
- **Step 3 Systems**: Describe the systems of support to drive successful implementation of the core practices
- **Step 4 Data**: Identify data tools to gather information on student outcomes, intervention fidelity of practices, and implementation fidelity of systems

# Progress Monitoring

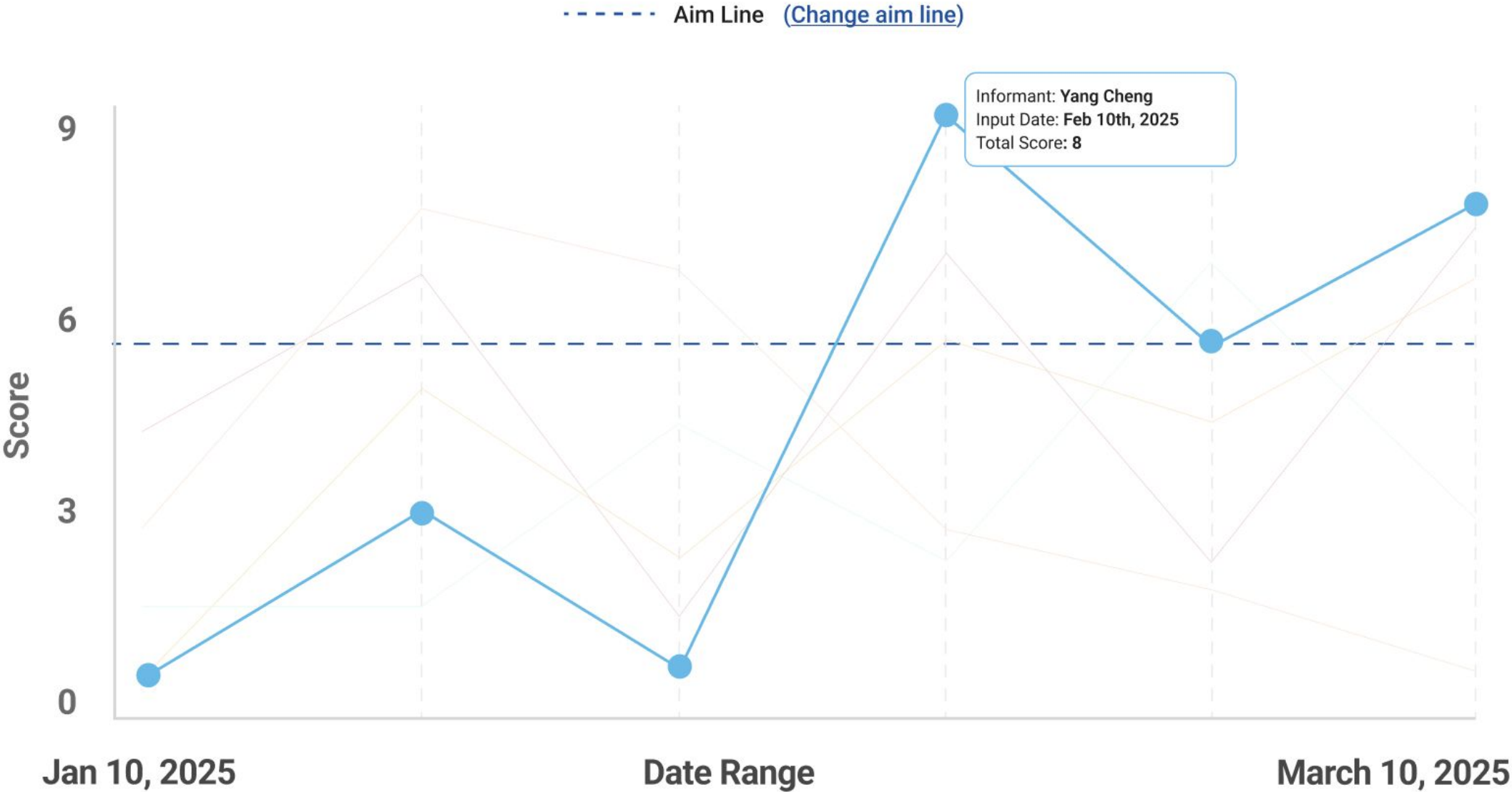
## Tracking Student Response to Intervention

Progress monitoring is the ongoing collection and use of data using change sensitive measures while an intervention is being implemented to **track and visually analyze** a student's response to an intervention and make a data-based decision.



Alice's Skillful behavior(s) to increase

 [Input Data](#)

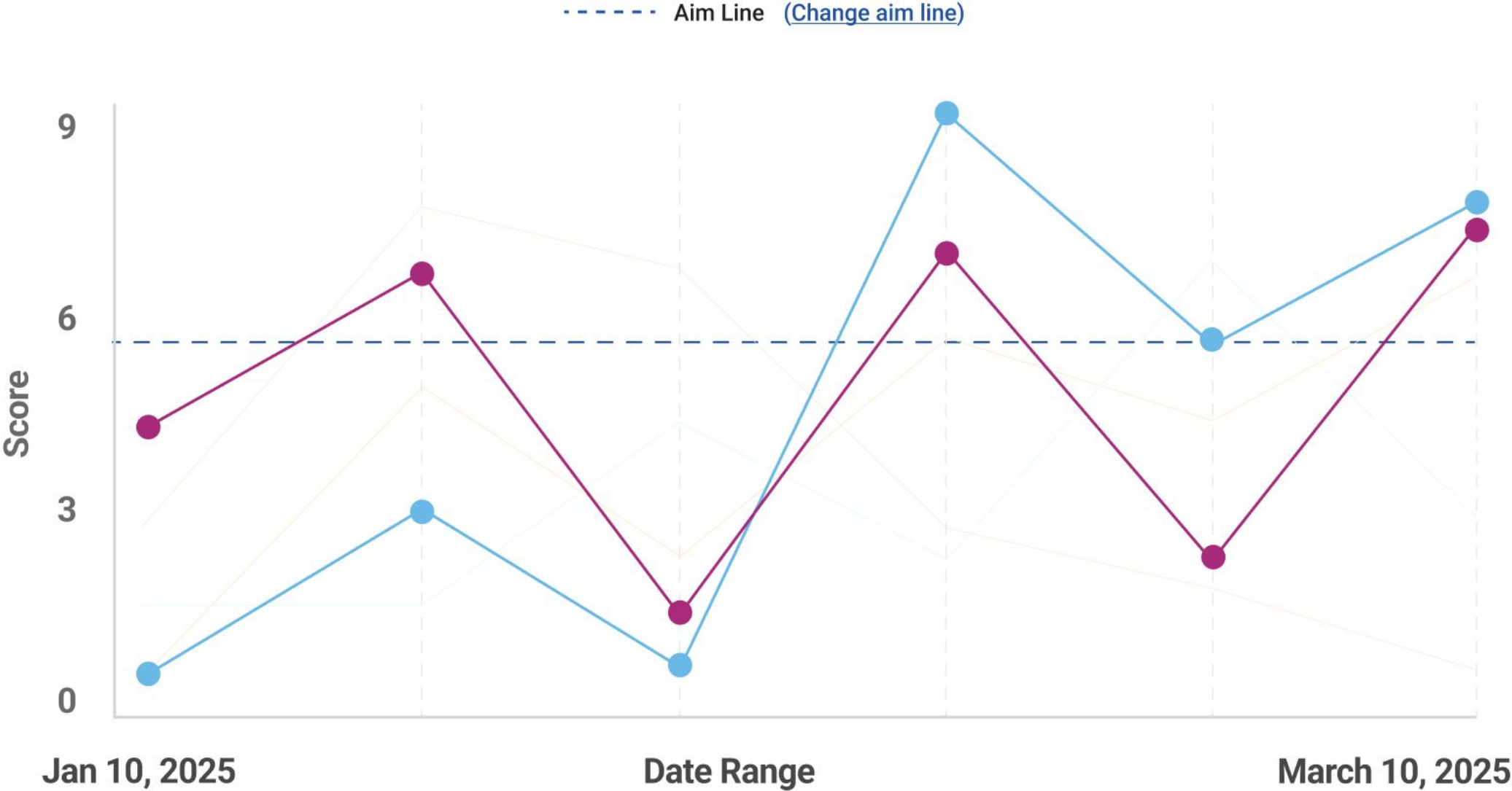


Informants:  Alice Lee (Self)  Yang Cheng  Emily Entenza  Madelien Larson  Miranda Samon



Alice's Skillful behavior(s) to increase

[Input Data](#)

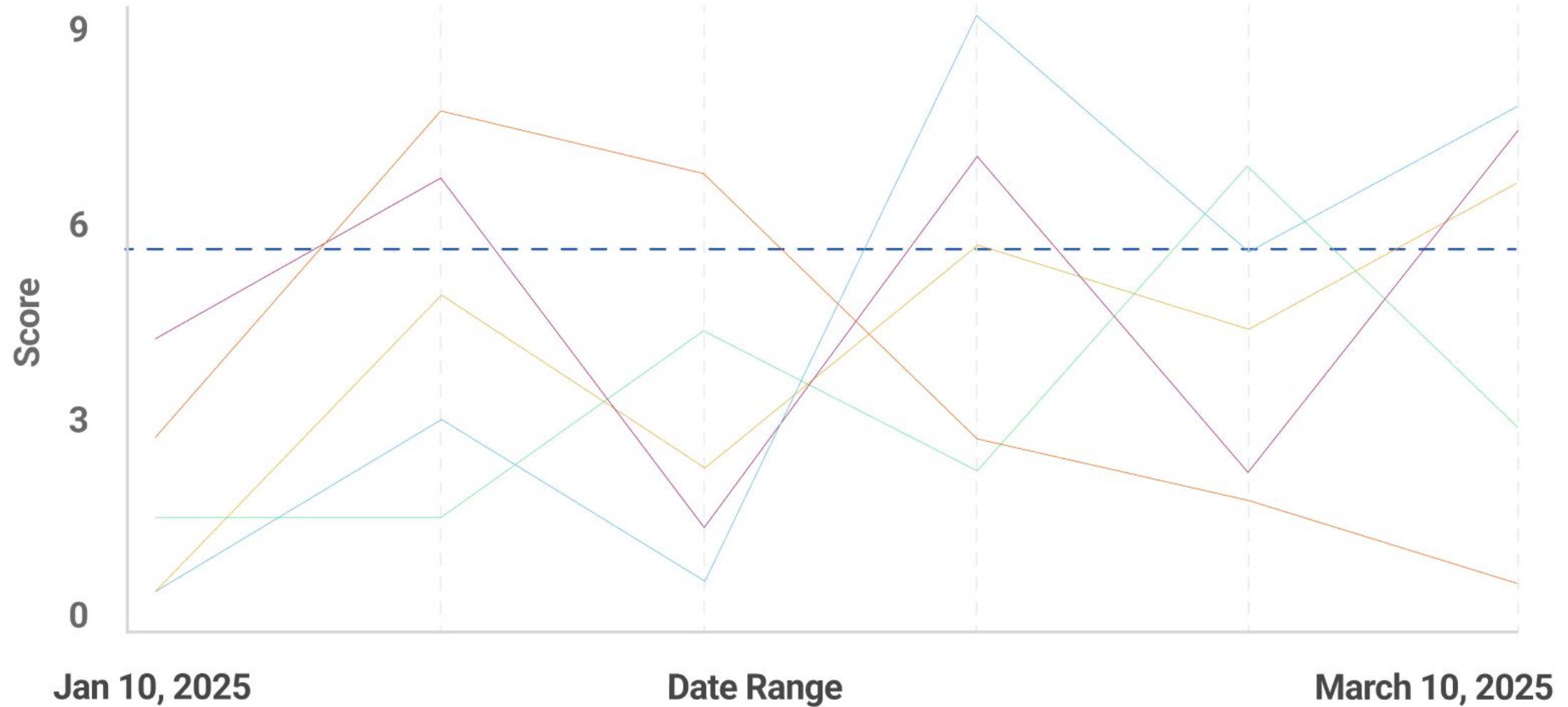


Informants:    Alice Lee (Self)    Yang Cheng    Emily Entenza    Madelien Larson    Miranda Samon

# Alice's Skillful behavior(s) to increase

[Input Data](#)

--- Aim Line ([Change aim line](#))



Informants: ● Alice Lee (Self) ● Yang Cheng ● Emily Entenza ● Madelien Larson ● Miranda Samon

# **Decision Rules for Examining Individual Data for Progress Monitoring**

- 1. Examine the 4 Most Recent Data Points**
- 2. Trend Line Analysis**
- 3. Median of Last Three Data Points**



## CORE MTSS BELIEF

It's all about  
**THE ADULTS**

to get to outcomes for students



1

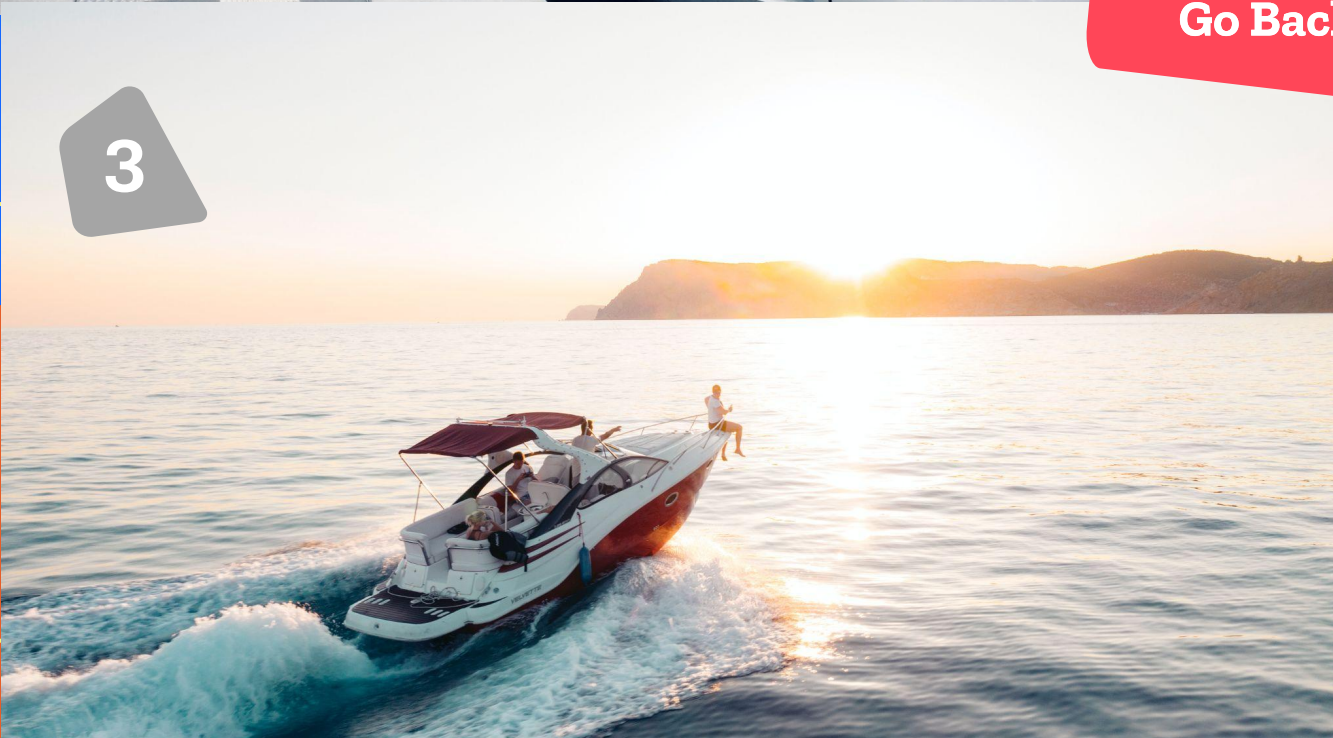


2



Go Back

3

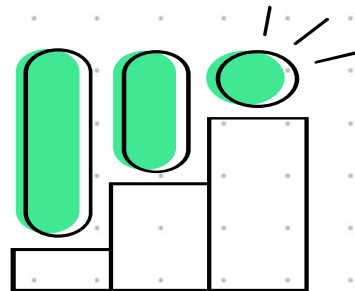


4





**Data helps us with  
Engagement, communication  
and holds us accountable.**



A transparent view of data shared with staff, families and the community helps to create a sense of shared ownership when coupled with authentic engagement.





**Measure what matters, learn quickly,  
and continuously improve using  
data and monitoring tools to support  
teams.**

—Jenice Pizzuto

A large, light grey, irregularly shaped thought bubble with a wavy border, containing the text "1 thing that stood out...".

**1 thing  
that stood  
out...**

A small, red, irregularly shaped bubble containing a white ampersand symbol (&).

**&**

A large, light green, irregularly shaped thought bubble with a wavy border, containing the text "1 thing I am curious about...".

**1 thing I am  
curious  
about...**

# Professional Learning on Implementation Science

Scan to  
Learn More:



Understand ‘*WHY*’ using Implementation Science is a critical move

Learn the Core Implementation Science Principles

Apply a Change Theory to Navigate Resistance & Build Readiness

Build and Strengthen Effective Implementation Teams

Use Data for Continuous Improvement and Decision-Making

Create a Research-Aligned, People-Centered Implementation Plan





*Character Strong*

**MTSS**

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September 2025: Louisville, KY  
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Scan Here





# Professional Learning



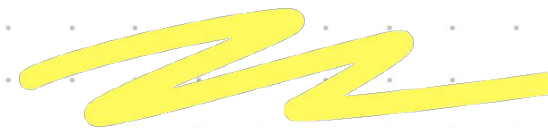
- Stress, Coping, and Resilience
  - Mental Health
  - Behavioral Science
  - Student Sense of Belonging
  - Responding With Empathy
  - Multi-Tiered Systems of Support
  - Implementation Science
- And more!

**Scan to  
Learn More:**

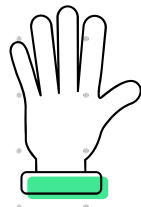




# 60 Second Feedback



Question?



*Temperature*

**Check**