Department of Education & Workforce

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CONNECTING DATA TO GROWTH:
PROGRESS MONITORING FOR SECONDARY GRADES

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June 4, 2026

LEARNING OBJECTIVES

Participants will be able to:

- Explore how to collect and use progress monitoring data in secondary grades
- Identify efficient systems of gathering and analyzing data
- Use data to guide instructional and intervention decisions

OHIO'S INTEGRATED MTSS IS…

Designed to assist districts and schools in developing a local integrated multi-tiered system of supports for providing **effective instruction** that meets the **academic and non-academic** needs of **all students**.

OHIO'S INTEGRATED MTSS IS A FRAMEWORK FOR

STUDENT SUCCESS.

An integrated multi-tiered system of supports:

- Ensures effective instruction for all students through academic and non-academic supports.
- Establishes the framework and process for delivering effective instruction.

Ohio's Integrated Multi-Tiered System of Supports

Providing effective instruction for all students through academic and non-academic supports.

Student Learning Components

Universal Screening

The proactive, systematic process of collecting academic and non-academic data of all students to identify areas of need.

Data-Based Decision-Making

The proactive and systematic process of collecting, analyzing and using forms of data to inform student needs and allocate resources.

Continuum of Supports

The organization of evidence-based academic and non-academic instruction and supports across three tiers that include core, targeted, and intensive instruction and supports.

Progress Monitoring

The ongoing and frequent collection and use of data for assessing students' performance and evaluating the effectiveness of instruction and supports.

Team-Based Problem Solving

The collaborative, responsive, and systematic process for understanding and addressing complex problems that are impacting students.

Adult Implementation Components

Shared Leadership

The collaborative approach to providing strong, ongoing leadership for the implementation of an integrated multi-tiered system of supports, including infrastructure, professional development, and monitoring for effective instruction within the continuum of supports.

Professional Capacity

The professional knowledge, skills, and practices that ensure staff members are knowledgeable, organized, and equipped to deliver effective instruction using an integrated multi-tiered system of supports.

Communication and Collaboration

The essential processes to promote and support engagement and shared responsibility for creating the conditions for effective instruction for all students through a strengths-based lens among all teaching and non-teaching staff, administrators, families, caregivers, and students.

OHIO'S INTEGRATED MTSS FRAMEWORK
STUDENT LEARNING COMPONENTS

PROGRESS MONITORING

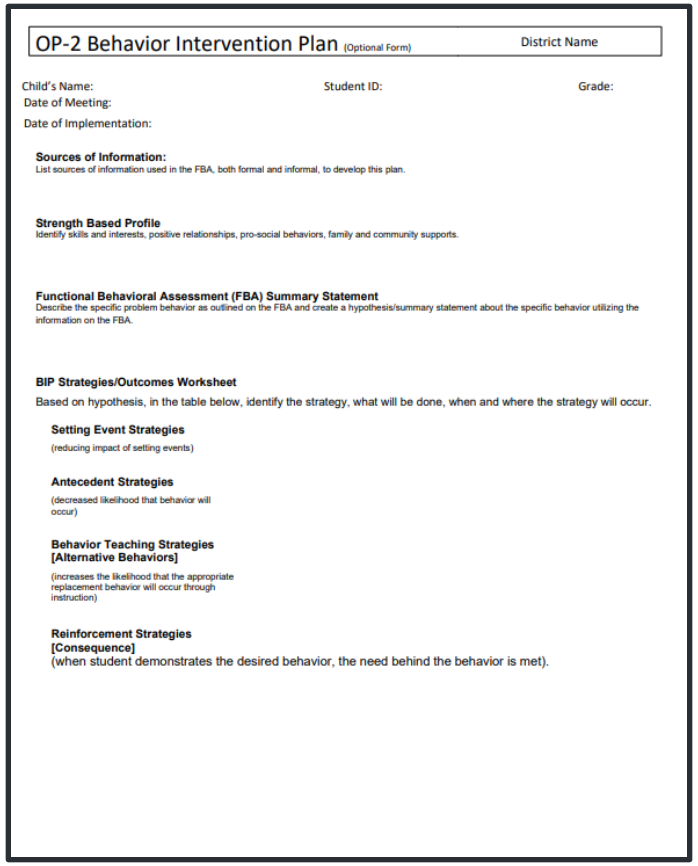
OHIO'S INTEGRATED MTSS

The ongoing, frequent collection and use of formal data for assessing students' performance, quantifying students' rate of improvement or responsiveness to instruction, and evaluating the effectiveness of instruction and supports.

PROGRESS MONITORING

IN THE CONTEXT OF LITERACY – STATE REQUIRED MONITORING

Progress Monitoring



OP-2 Behavior Intervention Plan (Optional Form) District Name

Child's Name: Student ID: Grade:
Date of Meeting:
Date of Implementation:

Sources of Information:
List sources of information used in the FBA, both formal and informal, to develop this plan.

Strength Based Profile
Identify skills and interests, positive relationships, pro-social behaviors, family and community supports.

Functional Behavioral Assessment (FBA) Summary Statement
Describe the specific problem behavior as outlined on the FBA and create a hypothesis/summary statement about the specific behavior utilizing the information on the FBA.

BIP Strategies/Outcomes Worksheet
Based on hypothesis, in the table below, identify the strategy, what will be done, when and where the strategy will occur.

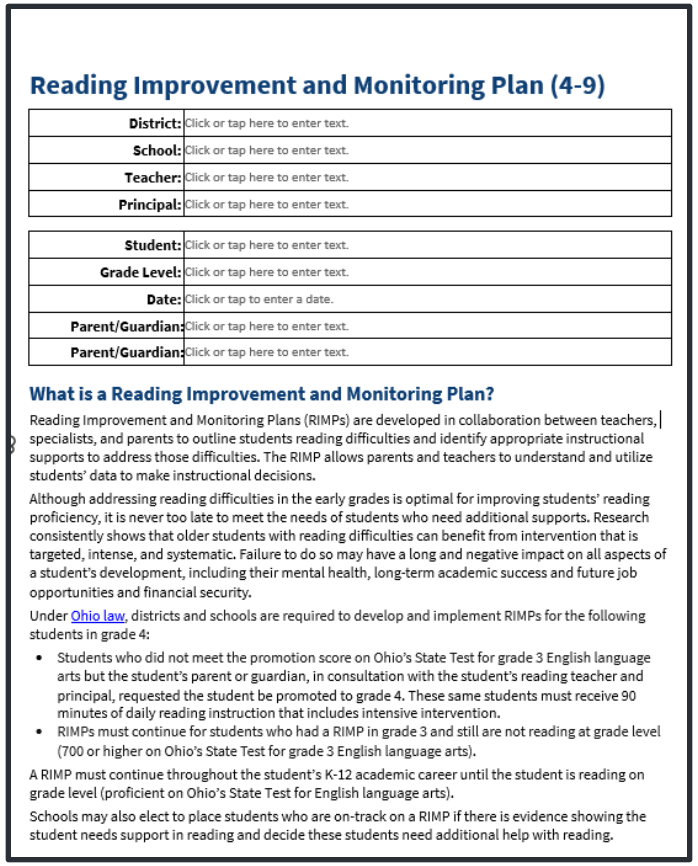
Setting Event Strategies
(reducing impact of setting events)

Antecedent Strategies
(decreased likelihood that behavior will occur)

Behavior Teaching Strategies [Alternative Behaviors]
(increases the likelihood that the appropriate replacement behavior will occur through instruction)

Reinforcement Strategies [Consequence]
(when student demonstrates the desired behavior, the need behind the behavior is met).

Behavior Template



Reading Improvement and Monitoring Plan (4-9)

District:	Click or tap here to enter text.
School:	Click or tap here to enter text.
Teacher:	Click or tap here to enter text.
Principal:	Click or tap here to enter text.

Student:	Click or tap here to enter text.
Grade Level:	Click or tap here to enter text.
Date:	Click or tap to enter a date.
Parent/Guardian:	Click or tap here to enter text.
Parent/Guardian:	Click or tap here to enter text.

What is a Reading Improvement and Monitoring Plan?

Reading Improvement and Monitoring Plans (RIMPs) are developed in collaboration between teachers, specialists, and parents to outline students reading difficulties and identify appropriate instructional supports to address those difficulties. The RIMP allows parents and teachers to understand and utilize students' data to make instructional decisions.

Although addressing reading difficulties in the early grades is optimal for improving students' reading proficiency, it is never too late to meet the needs of students who need additional supports. Research consistently shows that older students with reading difficulties can benefit from intervention that is targeted, intense, and systematic. Failure to do so may have a long and negative impact on all aspects of a student's development, including their mental health, long-term academic success and future job opportunities and financial security.

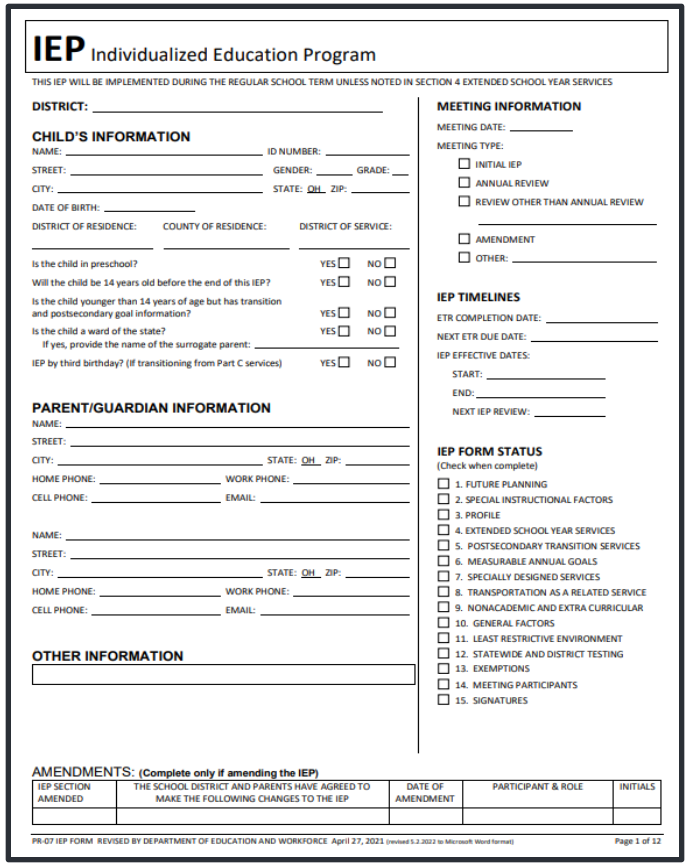
Under Ohio law, districts and schools are required to develop and implement RIMPs for the following students in grade 4:

- Students who did not meet the promotion score on Ohio's State Test for grade 3 English language arts but the student's parent or guardian, in consultation with the student's reading teacher and principal, requested the student be promoted to grade 4. These same students must receive 90 minutes of daily reading instruction that includes intensive intervention.
- RIMPs must continue for students who had a RIMP in grade 3 and still are not reading at grade level (700 or higher on Ohio's State Test for grade 3 English language arts).

A RIMP must continue throughout the student's K-12 academic career until the student is reading on grade level (proficient on Ohio's State Test for English language arts).

Schools may also elect to place students who are on-track on a RIMP if there is evidence showing the student needs support in reading and decide these students need additional help with reading.

RIMP Template



IEP Individualized Education Program

THIS IEP WILL BE IMPLEMENTED DURING THE REGULAR SCHOOL TERM UNLESS NOTED IN SECTION 4 EXTENDED SCHOOL YEAR SERVICES

DISTRICT:

CHILD'S INFORMATION
NAME: ID NUMBER:
STREET: GENDER: GRADE:
CITY: STATE: OH ZIP:
DATE OF BIRTH:
DISTRICT OF RESIDENCE: COUNTY OF RESIDENCE: DISTRICT OF SERVICE:

Is the child in preschool? YES NO
Will the child be 14 years old before the end of this IEP? YES NO
Is the child younger than 14 years of age but has transition and postsecondary goal information? YES NO
Is the child a ward of the state? YES NO
If yes, provide the name of the surrogate parent:
IEP by third birthday? (If transitioning from Part C services) YES NO

PARENT/GUARDIAN INFORMATION
NAME:
STREET:
CITY: STATE: OH ZIP:
HOME PHONE: WORK PHONE:
CELL PHONE: EMAIL:

NAME:
STREET:
CITY: STATE: OH ZIP:
HOME PHONE: WORK PHONE:
CELL PHONE: EMAIL:

OTHER INFORMATION

MEETING INFORMATION
MEETING DATE:
MEETING TYPE:
- ☐ INITIAL IEP
- ☐ ANNUAL REVIEW
- ☐ REVIEW OTHER THAN ANNUAL REVIEW
- ☐ AMENDMENT
- ☐ OTHER:

IEP TIMELINES
ETR COMPLETION DATE:
NEXT ETR DUE DATE:
IEP EFFECTIVE DATES:
START:
END:
NEXT IEP REVIEW:

IEP FORM STATUS
(Check when complete)
- ☐ 1. FUTURE PLANNING
- ☐ 2. SPECIAL INSTRUCTIONAL FACTORS
- ☐ 3. PROFILE
- ☐ 4. EXTENDED SCHOOL YEAR SERVICES
- ☐ 5. POSTSECONDARY TRANSITION SERVICES
- ☐ 6. MEASURABLE ANNUAL GOALS
- ☐ 7. SPECIALLY DESIGNED SERVICES
- ☐ 8. TRANSPORTATION AS A RELATED SERVICE
- ☐ 9. NONACADEMIC AND EXTRA CURRICULAR
- ☐ 10. GENERAL FACTORS
- ☐ 11. LEAST RESTRICTIVE ENVIRONMENT
- ☐ 12. STATEWIDE AND DISTRICT TESTING
- ☐ 13. EXEMPTIONS
- ☐ 14. MEETING PARTICIPANTS
- ☐ 15. SIGNATURES

AMENDMENTS: (Complete only if amending the IEP)

IEP SECTION AMENDED	THE SCHOOL DISTRICT AND PARENTS HAVE AGREED TO MAKE THE FOLLOWING CHANGES TO THE IEP	DATE OF AMENDMENT	PARTICIPANT & ROLE	INITIALS

PR-07 IEP FORM REVISED BY DEPARTMENT OF EDUCATION AND WORKFORCE April 27, 2021 (revised 5.2.2022 to Microsoft Word format) Page 1 of 12

IEP Template

PROGRESS MONITORING

RELEVANT R-TFI ITEMS

Elementary	Secondary
Item 2.13 Content Mastery Assessments	**Item 2.13** Content Mastery Assessments
Item 2.14 General Outcome Assessments	**Item 2.14** General Outcome Assessments

PROGRESS MONITORING

IN THE CONTEXT OF LITERACY

Progress Monitoring: Is the student improving?			
Who?	**How often?**	**For what purpose?**	**Characteristics**
Progress monitoring assessments are administered to **few** students	Often individualized (e.g., 2-4x/month) More intensive needs necessitate more frequent progress-monitoring	It determines whether students are responding to instruction. It drives instructional decisions to improve student outcomes (e.g., intensifying or modifying instruction quickly) • Appropriate "match" • Quality of program and instruction • Fidelity of implementation • Frequency and duration • Need for more data (diagnostic)	• Reliable and valid • Quick and efficient • High priority skills • Given frequently • Sensitive to growth • Drives instructional decisions • Requires production • Measures automaticity • Uses equivalent measures so that comparisons may be made over time

Adapted from Hosp, 2024

DATA SHOULD DRIVE DECISIONS – INTERVENTION EXAMPLE

Universal Screening Assessment	Diagnostic Assessment	Progress Monitoring Assessment	Outcome Assessment
Who needs support? *Which scores or sub-scores indicate a potential need for intervention or enrichment?*	What support is needed? *Which skills have already been mastered? What is the next logical goal in the learning progression?*	Is the support working? *Does the support match the student's strengths, needs, pace of learning, and interests? Are they mastering content?*	Has the support increased student outcomes? *Are students demonstrating growth and at- or above-level achievement on tests like the OST?*

Problem Identification → **Problem Analysis** → **Plan Development and Implementation** → **Plan Evaluation**

PROGRESS MONITORING: WHY IT MATTERS

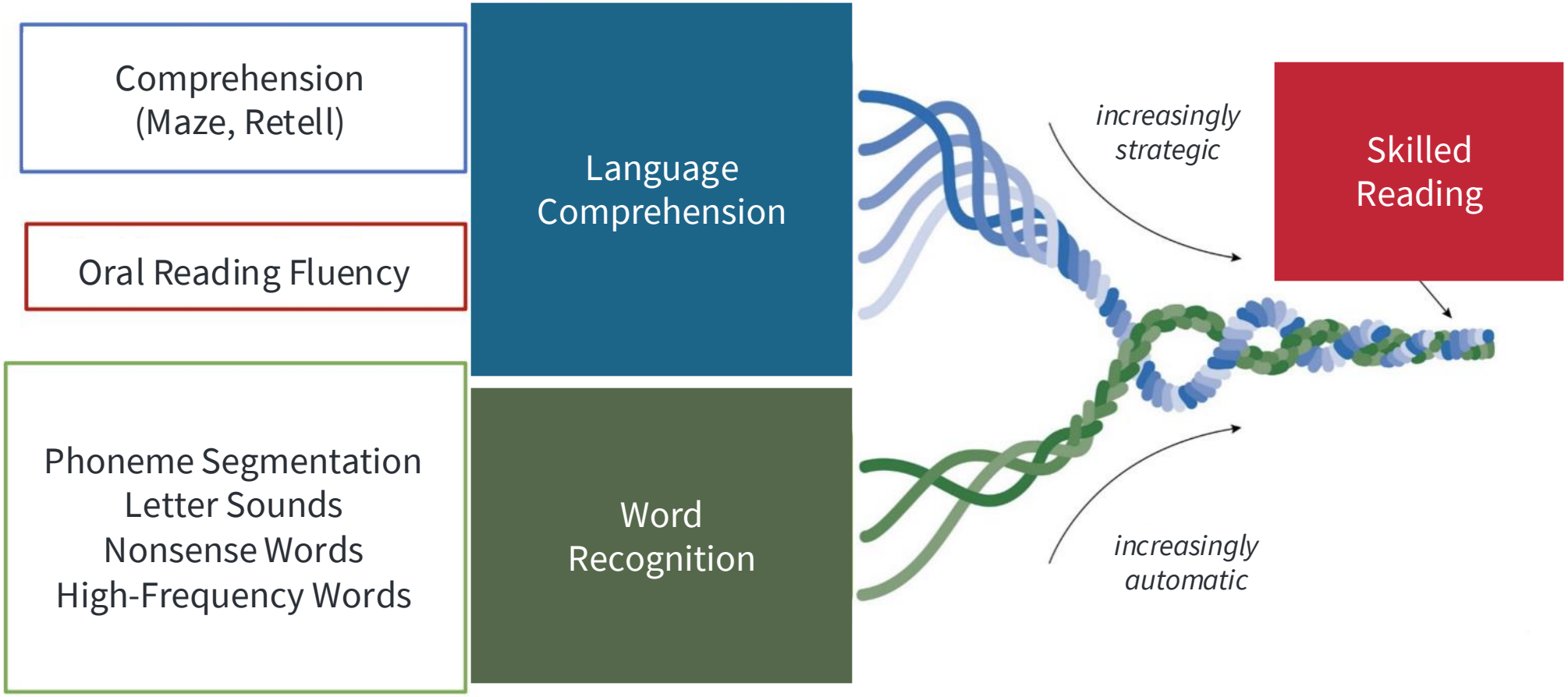
In Secondary Settings, Teams Need Data That:	Secondary Considerations:
• Detects small rates of growth over time • Identifies whether intervention is working • Helps distinguish between skill deficits and instructional mismatch • Supports timely adjustments • Strengthens alignment between Tier 1 and Tier 1 supports	• Literacy needs are often compounded over time • Students may demonstrate wide instructional ranges within one classroom • Intervention time is limited within secondary schedules • Teams need efficient and sensitive progress monitoring systems

Adapted from *RTI For Readingg at the Secondary Level*

PROGRESS MONITORING

IN THE CONTEXT OF LITERACY

Progress Monitoring



Hosp, 2024; Scarborough, 2001

PROGRESS MONITORING TOOL LOOK-FORS

Brief, reliable, easy to understand and administer

Appropriate for student's grade and/or skill level

Sensitive to growth

Allow for repeated measurements

Include typical growth rates and EOY benchmarks

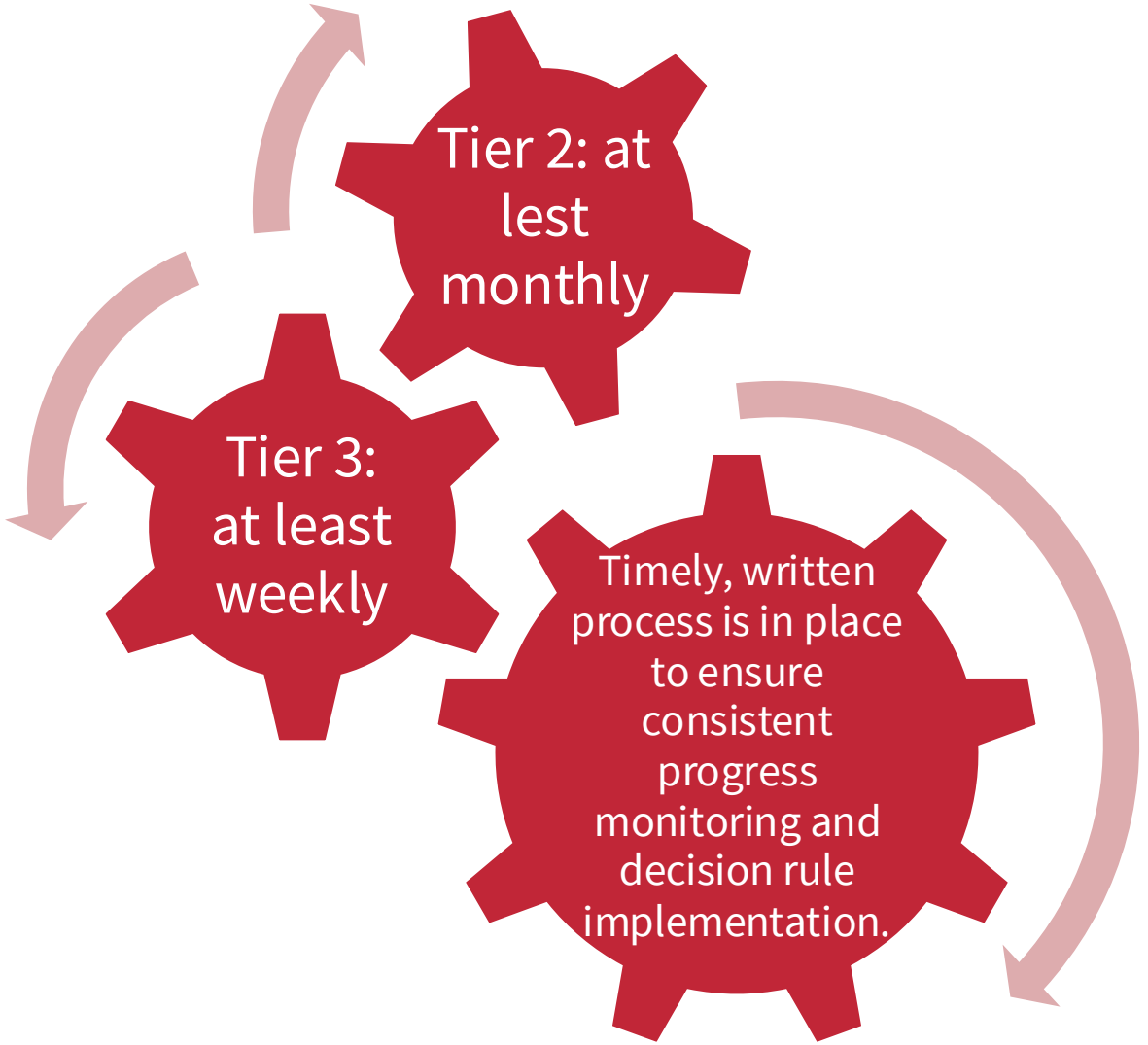
SURVEY-LEVEL MONITORING

- Students who are performing multiple years below grade or above grade level
- Monitoring off grade level (survey level) literacy and/or numeracy skills can help you monitor **real-time impact** of explicit instruction that grade-level tools may not detect
  - Example: 7th grade student monitored using 5th grade ORF
  - Example: 6th grade students monitored using 8th grade ORF

Use a combination of both grade and survey level to monitor big and small picture impact

PROGRESS MONITORING PROCESS

Progress Monitoring



DATA COLLECTION RECOMMENDATION

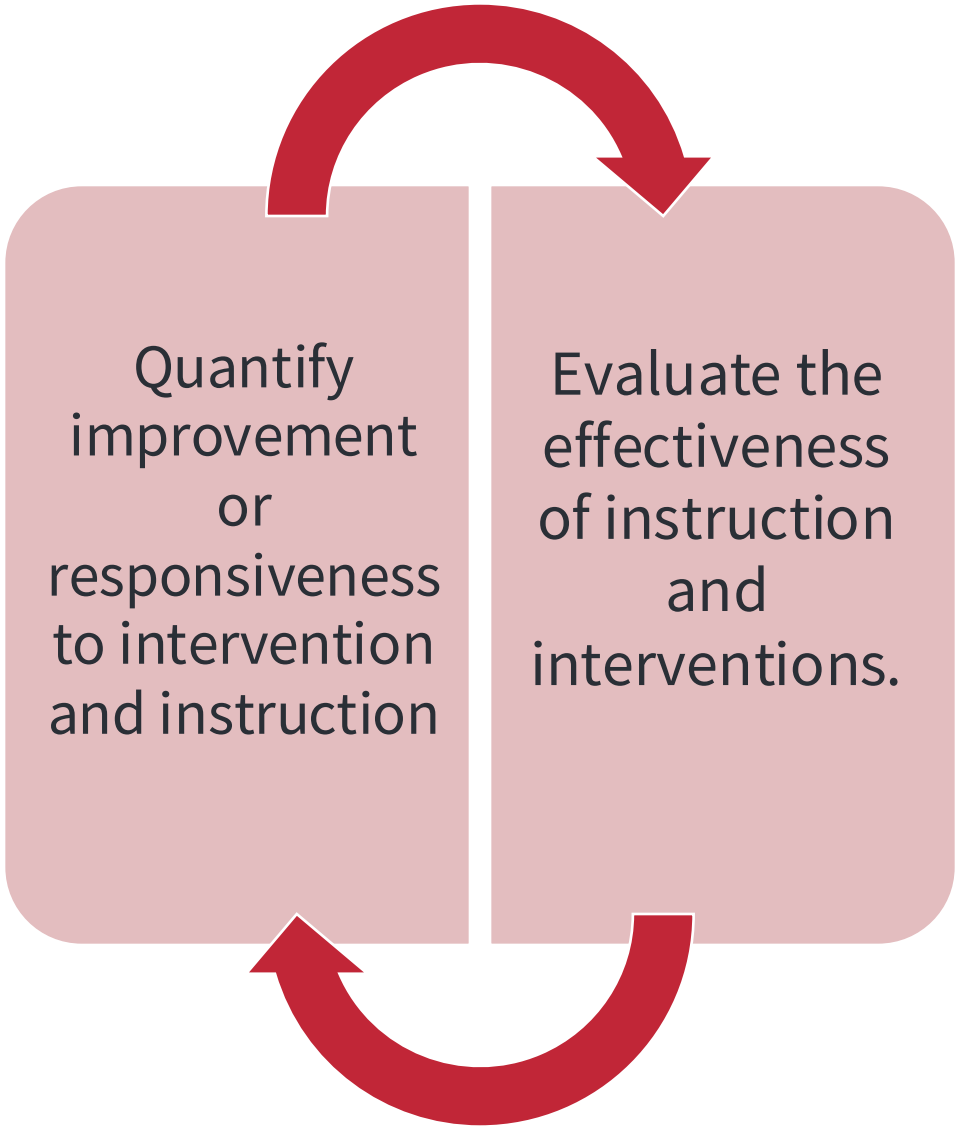
Spread out data collection instead of assessing all students on one day.

EXAMPLE DATA COLLECTION SCHEDULE

Day of the Week (every 3-4 weeks)	Students Monitored	Notes
Monday	Group A: Students 1-3	Begin collecting survey-level ORF data during intervention time
Tuesday	Group B: Students 4-6	Continue ORF collection
Wednesday	Group C: Students 7-9	Continue ORF collection
Thursday	Group D: Students 10-12	Complete scheduled ORF progress monitoring
Friday	Make-Ups/Data Review	Review trend data and determine instructional adjustments

PROGRESS MONITORING DATA USE

Progress Monitoring



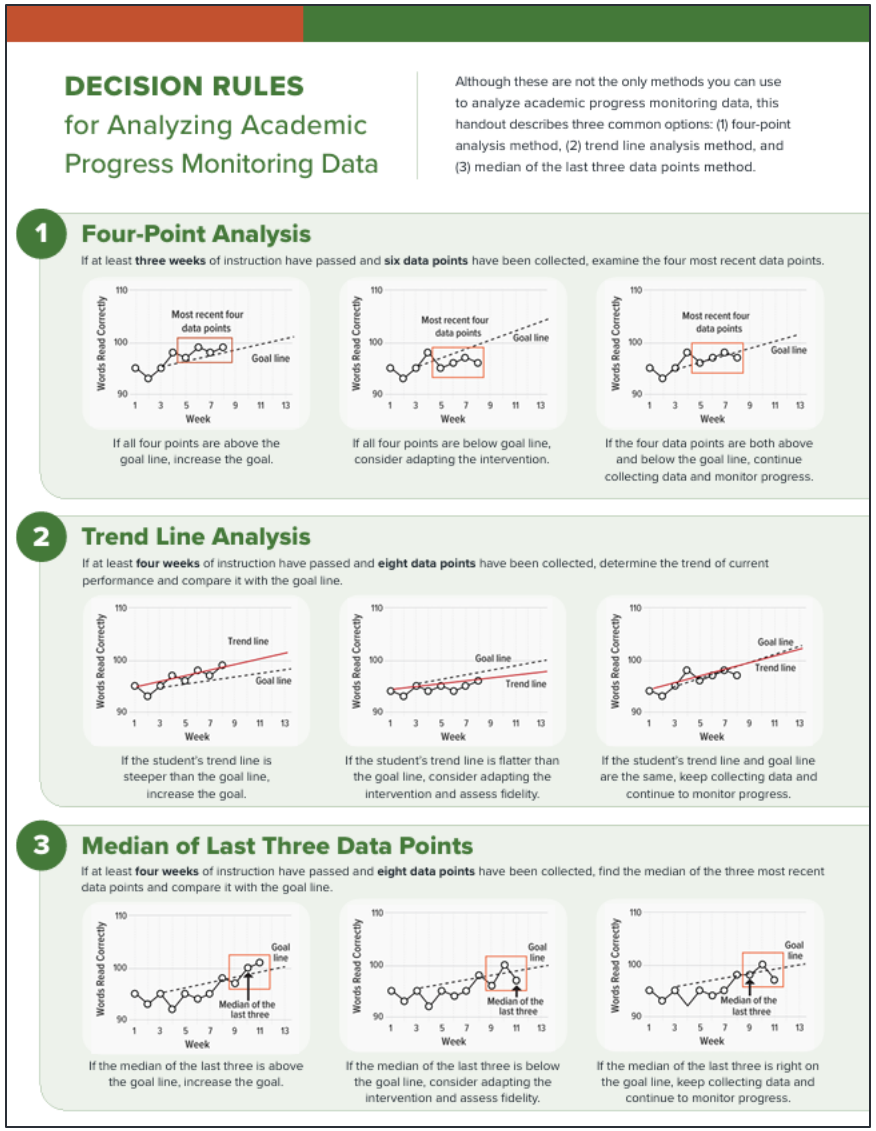
ANALYZING DATA EFFICIENTLY

- Growth over time
- Rate of improvement
- Response to intervention
- Patterns across settings/groups

Looks for trends, not single scores. Focus on sufficient growth and instructional adjustments if needed.

ANALYZING PROGRESS MONITORING DATA

Progress Monitoring



DECISION RULES
for Analyzing Academic Progress Monitoring Data

Although these are not the only methods you can use to analyze academic progress monitoring data, this handout describes three common options: (1) four-point analysis method, (2) trend line analysis method, and (3) median of the last three data points method.

1 Four-Point Analysis

If at least **three weeks** of instruction have passed and **six data points** have been collected, examine the four most recent data points.

If all four points are above the goal line, increase the goal.

If all four points are below goal line, consider adapting the intervention.

If the four data points are both above and below the goal line, continue collecting data and monitor progress.

2 Trend Line Analysis

If at least **four weeks** of instruction have passed and **eight data points** have been collected, determine the trend of current performance and compare it with the goal line.

If the student's trend line is steeper than the goal line, increase the goal.

If the student's trend line is flatter than the goal line, consider adapting the intervention and assess fidelity.

If the student's trend line and goal line are the same, keep collecting data and continue to monitor progress.

3 Median of Last Three Data Points

If at least **four weeks** of instruction have passed and **eight data points** have been collected, find the median of the three most recent data points and compare it with the goal line.

If the median of the last three is above the goal line, increase the goal.

If the median of the last three is below the goal line, consider adapting the intervention and assess fidelity.

If the median of the last three is right on the goal line, keep collecting data and continue to monitor progress.

- Embed analysis of progress monitoring into decision rules.
- This removes the guesswork from decision-making and allows for effective and efficient multi-disciplinary team (MDT) meetings.

IS IT WORKING?
PROGRESS MONITORING CONSIDERATIONS

Group Considerations before intensifying individual instruction

Do the students have at least 3-5 weeks of the intervention and at least 3 data points since the last instructional change?

Are the majority of the students in the intervention on track to meet their goal?

Adapted from MiMTSS: Intensifying Literacy Instruction

IS IT WORKING?
PROGRESS MONITORING CONSIDERATIONS

Individual Considerations before intensifying individual instruction

Has the student been present for at least 90% of the intervention sessions?

Does the student have at least 5 data points since intervention began or at least 3 since the last instructional change?

Adapted from MiMTSS: Intensifying Literacy Instruction

EXAMPLES OF INSTRUCTIONAL INTENSIFICATIONS

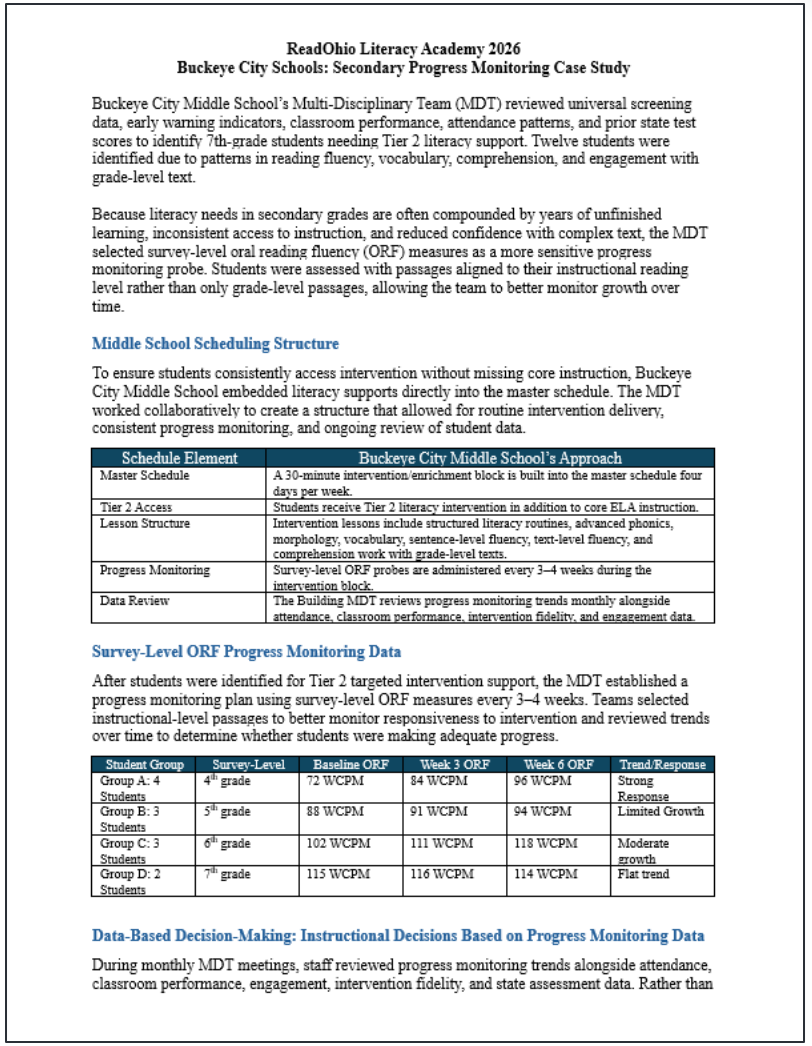
- Increase explicit modeling and guided practices
- Reduce group size
- Increase opportunities to respond
- Increase frequency and duration of intervention
- Provide immediate corrective feedback
- Scaffold instruction using smaller instructional steps
- Allow for extra dosages of content/lessons

Adapted from MiMTSS: Intensifying Literacy Instruction

BUCKEYE CITY SCHOOLS CASE STUDY

Progress Monitoring

- How did the MDT determine when intervention needed to be intensified versus when instructional focus needed to shift?
- In what ways did the master schedule and intervention structure support consistent progress monitoring and intervention delivery?
- How could your district or building strengthen connection between progress monitoring data, core instruction, and Tier 2 intervention in secondary classrooms?
- Based on the case study, what is one actionable next step the team could take to strengthen data use and improve student support?



ReadOhio Literacy Academy 2026
Buckeye City Schools: Secondary Progress Monitoring Case Study

Buckeye City Middle School's Multi-Disciplinary Team (MDT) reviewed universal screening data, early warning indicators, classroom performance, attendance patterns, and prior state test scores to identify 7th-grade students needing Tier 2 literacy support. Twelve students were identified due to patterns in reading fluency, vocabulary, comprehension, and engagement with grade-level text.

Because literacy needs in secondary grades are often compounded by years of unfinished learning, inconsistent access to instruction, and reduced confidence with complex text, the MDT selected survey-level oral reading fluency (ORF) measures as a more sensitive progress monitoring probe. Students were assessed with passages aligned to their instructional reading level rather than only grade-level passages, allowing the team to better monitor growth over time.

Middle School Scheduling Structure

To ensure students consistently access intervention without missing core instruction, Buckeye City Middle School embedded literacy supports directly into the master schedule. The MDT worked collaboratively to create a structure that allowed for routine intervention delivery, consistent progress monitoring, and ongoing review of student data.

Schedule Element	Buckeye City Middle School's Approach
Master Schedule	A 30-minute intervention/enrichment block is built into the master schedule four days per week.
Tier 2 Access	Students receive Tier 2 literacy intervention in addition to core ELA instruction.
Lesson Structure	Intervention lessons include structured literacy routines, advanced phonics, morphology, vocabulary, sentence-level fluency, text-level fluency, and comprehension work with grade-level texts.
Progress Monitoring	Survey-level ORF probes are administered every 3–4 weeks during the intervention block.
Data Review	The Building MDT reviews progress monitoring trends monthly alongside attendance, classroom performance, intervention fidelity, and engagement data.

Survey-Level ORF Progress Monitoring Data

After students were identified for Tier 2 targeted intervention support, the MDT established a progress monitoring plan using survey-level ORF measures every 3–4 weeks. Teams selected instructional-level passages to better monitor responsiveness to intervention and reviewed trends over time to determine whether students were making adequate progress.

Student Group	Survey-Level	Baseline ORF	Week 3 ORF	Week 6 ORF	Trend/Response
Group A: 4 Students	4th grade	72 WCPM	84 WCPM	96 WCPM	Strong Response
Group B: 3 Students	5th grade	88 WCPM	91 WCPM	94 WCPM	Limited Growth
Group C: 3 Students	6th grade	102 WCPM	111 WCPM	118 WCPM	Moderate growth
Group D: 2 Students	7th grade	115 WCPM	116 WCPM	114 WCPM	Flat trend

Data-Based Decision-Making: Instructional Decisions Based on Progress Monitoring Data

During monthly MDT meetings, staff reviewed progress monitoring trends alongside attendance, classroom performance, engagement, intervention fidelity, and state assessment data. Rather than

QUESTIONS?

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