

EBITE RESOURCE GUIDE

Progress Monitoring

Purpose

This guide provides an overview and resources to help build an ongoing, effective progress monitoring system for evidence-based interventions. Monitoring and adjustment are necessary components of the [Continuous Improvement Process](#). If an intervention is not being implemented effectively and/or is not resulting in the desired student outcomes, some action is needed. Data on adult behaviors and student outcomes is essential for identifying the needed action.



Monitoring the Implementation of an Evidence-Based Intervention

Monitoring is collaborative learning through observing implementation of adult practices and their impact on student outcomes.¹

Adult practices - Are educators implementing the intervention as intended and as effectively as required? Implementation fidelity is critical to the success of an intervention because you can only harvest what you sow! If monitoring indicates that one or more adults is not implementing the intervention fully, correctly, or effectively, supports such as coaching, mentoring, professional development or additional resources can and should be deployed to sharpen fidelity. It is important to remember that the delivery of an intervention can be a burden for educators who are already facing many demands on their workload. Additional supports, therefore, might include reducing other demands, freeing up time for implementation, or securing assistance from other adults in the school.

Student outcomes - Are students mastering the content, skills, and/or behavior change(s) that are targeted in the intervention? Both formative and summative assessment of student learning/behavior are critical for successful implementation of an intervention. If student progress is not evident or adequate, implementation modifications or enhancements, or additional supports for the adults implementing the intervention may be needed.

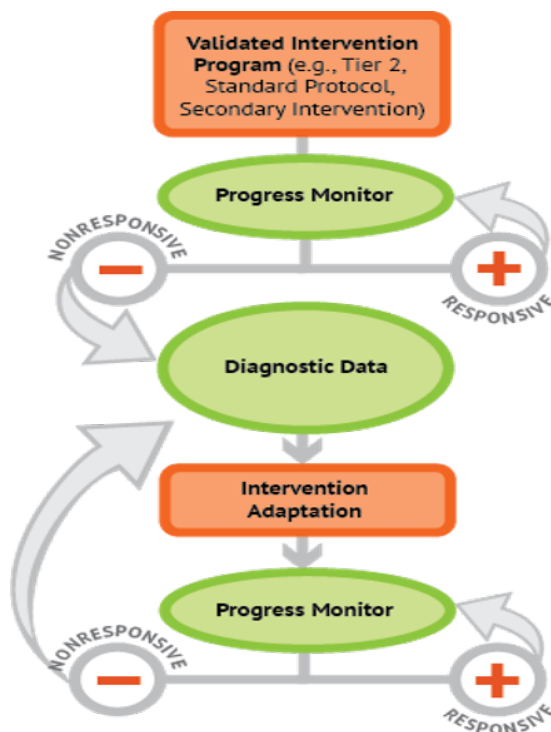
¹ Ohio Department of Education <https://essa.chrr.ohio-state.edu/step-4>

Monitoring adult practices

It is essential to monitor adult practices in implementing any intervention. Proper implementation is often referred to as implementation fidelity. Components or elements of implementation fidelity include: *Adherence, Exposure/Duration, Quality of delivery, Student Engagement, and Program Specificity*. The National Center on Intensive Intervention has an [excellent graphic describing key fidelity components](#). Identifying ways to monitor each of the five dimensions is important when planning to implement any intervention. Most evidence-based interventions include tools for progress monitoring which can be readily adapted to your needs. Other resources can be explored here. (Resource Guide on Implementation with Fidelity)

Monitoring Student Outcomes

Progress monitoring of student outcomes includes identifying appropriate measures to assess changes in the knowledge, skills, and behaviors targeted in intervention, and then using the measures to collect data frequently enough to make them actionable for continuous improvement. Analysis of the data can guide decisions about whether and how to modify or enhance the intervention. Results might indicate, for example, that students are making appropriate progress and no changes are needed. Conversely, data may indicate that progress toward desired outcomes is not adequate, necessitating an examination of the content and/or fidelity of implementation and development of corresponding adjustments.



Important questions to consider when selecting a student progress monitoring tool:

Is the monitoring tool age appropriate?

Is it aligned with the desired outcomes of the intervention (academic, social-emotional, behavioral...)?

What are the cost requirements for the tool?

How difficult is it to administer and analyze the data?

Is the measure sensitive enough to detect change in student performance?

IRIS Center, Vanderbilt University
<https://iris.peabody.vanderbilt.edu/module/dbi2/cresource/q2/p03/>

Resources for monitoring student academic and non-academic outcomes during interventions

Many evidence-based intervention packages include measures for assessing student progress related to outcomes targeted in the intervention. Schools may choose to use different or additional tools. For interventions that do not include progress monitoring instructions or tools, educators can find many options at the online sites below.

The AIR Center on Multi-Tiered Systems of Supports provides resources on academic and behavioral progress monitoring, including tools, help with selecting data systems, and analyzing progress monitoring data. <https://mtss4success.org/essential-components/progress-monitoring>

The IRIS Center at Vanderbilt University has an entire module on using data to monitor progress and make instructional decisions. <https://iris.peabody.vanderbilt.edu/module/dbi2/cresource/q2/p03/>

The National Center on Intensive Interventions provides numerous tools for academic and behavioral progress monitoring and rapid cycle assessment. The Academic Progress Monitoring Tools Chart and the Behavior Progress Monitoring Tools Chart allows for filtering by categories such as grade, subject, and target behavior, and provides ratings on the quality of the monitoring tools listed.

<https://intensiveintervention.org/tools-charts/overview>

Early Childhood Math: Use Progress Monitoring to Build on What Children Know. REL Central developed this YouTube video to guide the development of progress monitoring in elementary mathematics.

<https://www.youtube.com/watch?v=Jx9A7jAOYKO>

The Community and Youth Collaborative Institute (CAYCI) offers a variety of brief, feasible surveys on non-academic outcomes related to student success at school. The collection includes surveys for elementary and secondary students, teachers and staff, and parent/caregivers. At the [CAYCI survey website](#), educators can find descriptions of surveys for these four types of respondents related to academic and learning supports (e.g., support for learning), family engagement (e.g., school support for parent/caregiver engagement; family support for learning), school climate and non-academic conditions (e.g., school connectedness, peer relationships, social skills, student psychological well-being), and involvement in activities. Costs vary depending on the number of assessments.

At the [School Success Profile website](#) educators can search for brief, feasible measures related to racial justice perceptions of students and teachers, teacher bias awareness, and perceptions of disciplinary fairness at the school by searching for “race” in the Search Measure box. Descriptions and ready-to-use brief scales can be downloaded.