Marshall Street

Strengthening Timely Interventions Through Goal Setting and Progress Monitoring

A RESEARCH-TO-IMPACT PRACTICE DEVELOPED WITH THE NETWORKED IMPROVEMENT COMMUNITY FOR STUDENTS WITH DISABILITIES

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Strengthening Timely Interventions Through Goal Setting and Progress Monitoring

Implementation Level

- ☐ District/Central Office
- ☑ School
- ☑ Program/Department
- ☑ Classroom

Who Implements

- ☑ Teacher(s)
- ☑ Instructional Coach
- ☐ Principal
- ☐ Central Office Leadership
- ☑ Specialist

Practice Overview

What is the Practice?

Educators establish reading goals, monitor student progress toward those goals, and analyze progress-monitoring data to inform decisions to continue, intensify, or discontinue reading interventions.



What do we mean by *progress monitoring*?

Progress monitoring serves three primary purposes within multi-tiered systems of support:[1]

- Assess students' performance
- Quantify a student's responsiveness to intervention
- Evaluate the effectiveness of interventions using valid and reliable measures

Why are Goal Setting and Progress Monitoring Important?

When coupled with structures for reviewing the data and using data to guide intervention decisions, consistent progress monitoring can ensure that (1) students receive more intensive support if they aren't responding adequately to intervention and (2) students are referred for a less restrictive plan when they no longer demonstrate a need for the current level of service.

Students with disabilities often are not as responsive as students without disabilities to standard administration of evidence-based academic interventions. For this reason, a primary function of the specially designed academic instruction provided through special education is to intensify and individualize instruction for this population. Using data to inform decisions while intensifying instruction for students can result in improved outcomes for students with disabilities,[2] and using established criteria to inform decision-making can reduce bias and ensure equitable services and access for all students.

It is also critical that students don't remain in an intervention when they no longer need the support. While a primary goal of special education is to close academic achievement gaps between students with disabilities and their typically developing peers, the majority of students, including students with high-incidence disabilities, who are found eligible to receive special education services continue in special education across the duration of their school careers, and students experiencing socioeconomic disadvantage are even less likely to exit special education services.[3] Consistent progress monitoring and data-driven planning can serve to ensure instruction is provided within the least restrictive environment.

Why it Works

PROGRESS MONITORING ENABLES CONTINUOUS IMPROVEMENT OF INSTRUCTION.

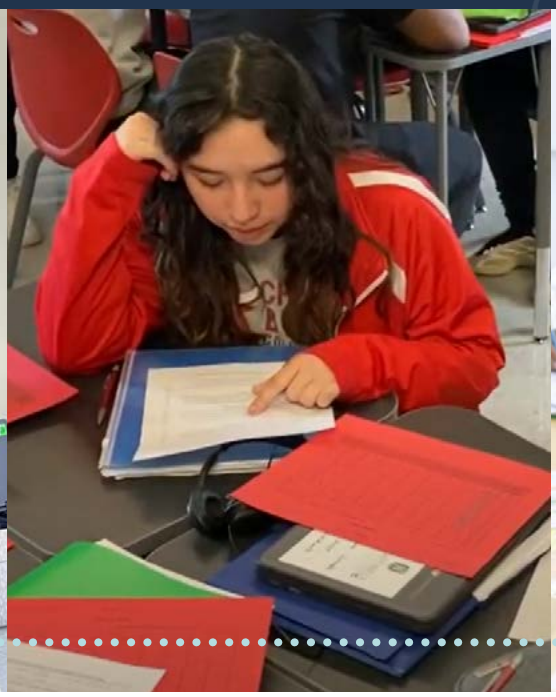
Progress monitoring using tools such as curriculum-based measurements (CBMs) helps teachers design more effective instructional programs that result in improved student outcomes.[4] See ***Guiding Literacy Interventions Through Tiered Assessment*** for more information on CBMs.

WHEN COUPLED WITH DATA-BASED DECISION-MAKING PROCESSES, PROGRESS MONITORING DEMANDS A BALANCE OF SCAFFOLDS AND STUDENT INDEPENDENCE.

Data-based program modification is defined as a "sequence of decisions that are made when modifying a student's program and a parallel set of evaluation activities that are intended to increase the likelihood that program modifications [will] be successful."[5] This regular monitoring and analysis of progress spurs actions such as increasing scaffolds in response to low rates of improvement and increasing student independence as mastery and progress are achieved.

ENGAGING STUDENTS IN GOAL SETTING AND PROGRESS MONITORING CAN SUPPORT MOTIVATION TO READ AND BUILD BENEFICIAL SKILLS.

Many secondary students who are not yet proficient readers have a history of reading failure and a low sense of reading self-efficacy. Being able to visualize their own progress toward a goal via a progress-monitoring graph can serve as a strong motivator and reinforce the benefits of reading practice.[6] Oftentimes, progress monitoring is something that is done *to* students, instead of being a collaborative process completed *with* students.[7] When implemented appropriately, goal setting and progress monitoring build self-determination skills and strategies like self-monitoring and self-evaluation, which have been found to be especially beneficial for students with learning disabilities.[8]


Bringing this Practice to Life

PRACTICE SNAPSHOTS OF GOAL SETTING AND PROGRESS MONITORING FOR ADOLESCENT READERS

Across the Networked Improvement Community, organizations tried out different approaches to progress monitoring and goal setting with secondary readers to discover what would work for their student populations. Each team focused on developing data-rich routines and resources that engaged students as key stakeholders in their process.

DESIGNING A PROGRESS-MONITORING SYSTEM AT UNCOMMON CHARTER HIGH SCHOOL



Uncommon Charter High School *set out to redesign Academic Prep, a reading intervention course for 9th grade students with disabilities. Literacy Innovation Specialist Val Dutta and Special Education Coordinator Giovanni (Gio) Zaccheo worked in partnership with the Networked Improvement Community (NIC) team to develop a process for monitoring student progress and using data to drive instructional decision-making. The following case study highlights their journey from selecting a progress-monitoring tool to analyzing student data and adapting interventions.*

Early in the process of redesigning Uncommon Charter High School's reading intervention class, Val knew that she and Gio would need a way to quickly and efficiently monitor students' responsiveness to the **word study** and **fluency** interventions they were implementing in the classroom. Val set about designing a progress-monitoring system that allowed her team to efficiently and accurately answer the following questions:

- Which students are responding as expected to interventions? Which students may no longer need these interventions?
- Which students are not responding as expected to interventions? Which students may require a more intensive level of reading support?
- How is our program working overall? Are most students responding as expected to interventions, or do we need to redesign our overall approach to better reach students?

With an understanding of the importance of selecting progress-monitoring assessments that are valid and reliable while also quick and easy to administer, Val decided to leverage curriculum-based measurements (CBMs) as the primary assessment to support progress monitoring for the students participating in the Academic Prep class.

Students' reading progress in Academic Prep is now monitored monthly via ORF CBMs. Val and Gio meet regularly to review student data and evaluate student progress in rate and accuracy. As an example of the decisions that they reach in these meetings, upon noting that students were misreading words that included inflectional endings (e.g., *-er, -ing, -ed*), Val and Gio included explicit instruction and practice targeting inflectional endings in upcoming lesson plans. Consistent progress monitoring allows Val and Gio to evaluate the effectiveness of their interventions and adjust their instruction as needed, celebrate success with students, and report on student progress to key stakeholders.

An oral reading fluency curriculum-based measurement (ORF CBM) is a one-minute timed assessment of the rate and accuracy of a student's oral reading fluency. ORF CBMs are administered in a 1:1 setting, during which the student reads aloud for one minute from a leveled passage while an adult listens and scores, noting errors and the number of words the student reads in one minute. The administrator of the assessment calculates both accuracy (the percentage of the total words read that were read correctly) and rate (the total number of words read correctly, typically expressed as "correct words per minute," or CWPM). ORF CBMs are one of the strongest predictors of a student's overall reading performance[9] and are widely used as screening, diagnostic, and progress-monitoring tools. Common commercial publishers of ORF CBMs include **DIBELS**, **Acadience**, and **AIMSweb**. Explore the **repeated reading chapter** for more detailed information on oral reading fluency assessment and intervention.

SETTING PROGRESS-MONITORING GOALS AT NOBLE SCHOOLS



***Noble Schools** has a mission to ensure all students have "school experiences that equip them to complete college and lead choice-filled lives." As they examined their data at the outset of their work with the NIC and faced the reality that less than three percent of their students with IEPs were considered proficient readers at their two focal campuses, they knew redesigning their approach to supporting literacy would be a necessary focus of their improvement work.*

The Noble team understood that to improve student reading outcomes, they would need to create systems to support students in understanding their reading levels, investing in setting personal growth goals, and naming strategies to work toward those goals.

Upon selecting a common universal screening tool at two focal sites piloting reading systems in their network, Noble Schools began administering the Achieve3000 LevelSet assessment three times yearly as a means of regularly collecting information on student reading proficiency and growth via a Lexile score (a number representing both a reader's ability on the Lexile scale as well as the level of text a reader is likely to comprehend). Rowe-Clark Math & Science Academy, one of the two focal sites, initiated the goal-setting process by educating students on the meaning and importance of their Lexile scores. They leveraged a **centrally created slide deck** to provide staff and students with shared language for defining Lexile, connecting Lexile levels to specific college and career paths, and providing guidance on realistic and ambitious Lexile growth goals. With this shared understanding in place, **general education teachers now meet 1:1 with students** after each administration of the LevelSet to review their individual Lexile scores, set a growth goal, and name one or more strategies to support progress toward that goal. Students are provided with a **graphic organizer** to support active engagement in the conferencing process.

Building Motivation and Engagement in Adolescent Readers

Adolescent readers who are not yet reading proficiently often experience lower motivation to read than their peers who don't experience reading difficulty. Explicit strategies for building motivation and engagement are a key feature of adolescent literacy instruction. A primary recommendation for increasing motivation to read among secondary learners is to provide interesting content goals for reading, such as exploring different genres, building reading stamina, or learning about a specific topic of interest via reading.[10]

As a result of the goal-setting conferences, Noble has found that students not only express investment in knowing their Lexile levels but also are able to articulate the connection between their reading levels and future college and career goals. Taking what they have learned from the small-scale pilot at their focal sites, Noble has now standardized universal screening across all campuses in their network so all Noble students engage in universal assessment of Lexile levels two times per year, with an additional mid-year assessment for Noble students with IEPs. Noble is also currently expanding their student conferencing and goal-setting practices to further their impact on student reading growth and self-determination skill development.

USING PROGRESS-MONITORING DATA TO GUIDE INTERVENTION PLANNING AT GREEN DOT PUBLIC SCHOOLS



***Green Dot Public Schools** has worked to design a suite of evidence-based reading interventions to support their students who are not yet reading grade-level text proficiently. For students who are receiving interventions targeting word reading and/or reading fluency skills, intervention teams are collecting ORF CBM data to evaluate students' responses to interventions.*

Green Dot has developed a structured protocol to support collaborative instructional decision-making rooted in student data. This protocol asks teams to:

- individually review student data against Green Dot's decision-making criteria, and
- discuss individual and group-level trends and determine which students are ready to exit intervention, which students will continue in the current interventions, and which students need adaptations or adjustments to their intervention plans to accelerate progress.

Specific decision-making guidance supports these conversations (see ***Guiding Literacy Interventions Through Tiered Assessment*** for advice on creating decision-making guidelines).

Half of the students who participated in the reading fluency intervention during the 2022–23 school year increased their oral reading fluency by over 30 words per minute from fall to spring, and in a follow-up conversation using the protocol, a Green Dot intervention team decided to exit these students from an oral reading fluency intervention because they had met the benchmark. Structured processes to support collaborative, data-driven intervention decisions are supporting Green Dot to ensure not only that students are responding to the reading interventions they are participating in, but also that they are exited from those interventions as soon as they no longer need them.

Implementation at a Glance

The information in this section provides a high-level view of what to consider when implementing this practice. **Enabling Conditions** describes the minimum conditions needed for successful implementation, including resources, mindsets, staffing, and recommended time allocation. **Steps to Implement** presents a concise checklist of action items, which are explained in detail in **How to Implement This Practice** below.

Enabling Conditions

Prerequisites

INFRASTRUCTURE

- Progress-monitoring assessments that are valid and reliable for the population being served
- A platform for collecting data and generating reports (see ***Implementing Routine Data Cycles to Rapidly Address Student Needs***)
- Defined roles and timelines for monitoring the collection of data, data cleaning as necessary, and report generation

CULTURE

- Investment in the use of data to drive instructional planning and programming decisions

HABITS AND ROUTINES

- Collaborative data-based decision-making processes and structures, including:
  - protected time for meetings immediately following the close of each screening assessment window,
  - established data-based decision-making guidelines, and
  - meeting agendas and protocols
- Processes and structures to support goal setting with students

Recommended Materials

- **Resources:**
  - An established progress-monitoring schedule (at least monthly)
  - Student-facing documents or resources to track progress toward goals and document goal-setting conversations

POTENTIAL FINANCIAL COST OF BOTH THE PROGRESS-MONITORING PLATFORM AND TRAINING

Cost will vary by assessment and by the number of assessments purchased. The current cost of some common progress-monitoring systems used in secondary schools include:

- AIMSweb Plus: $8.50/student/year
- Acadience: Test materials are free; Data management is $1.50/student/year

Staff Commitment	• Dedicated staff member(s) (teachers or paraprofessionals) to conduct progress monitoring and lead goal-setting conversations with students • Dedicated staff member(s) (instructional coach, special education leader, lead teacher) to oversee the implementation of progress-monitoring plans, data-based decision-making and documentation, revision of instructional plans, and student conferencing
Recommended Time Allocation	**CENTRAL AND SCHOOL LEADERSHIP (INCLUDING TEACHER LEADERS)** • Time to vet and select progress-monitoring tools (or supervise this process if teachers lead it) (1–2 hours) • Time to provide training (or secure external partners for training) on the administration of new progress-monitoring tools and interpretation of the data (1–2 hours) • Time to participate in data-based decision-making meetings (1–3 hours per intervention cycle) **TEACHERS** • Time to administer progress-monitoring assessment – This will depend on (1) the measure chosen and (2) the frequency of progress monitoring. – Weekly administration of oral reading fluency curriculum-based measurements will require approximately five minutes per student, including preparation, administration, and scoring. • Time to facilitate student goal-setting and progress-monitoring conferences – Approximately five minutes per student per conference

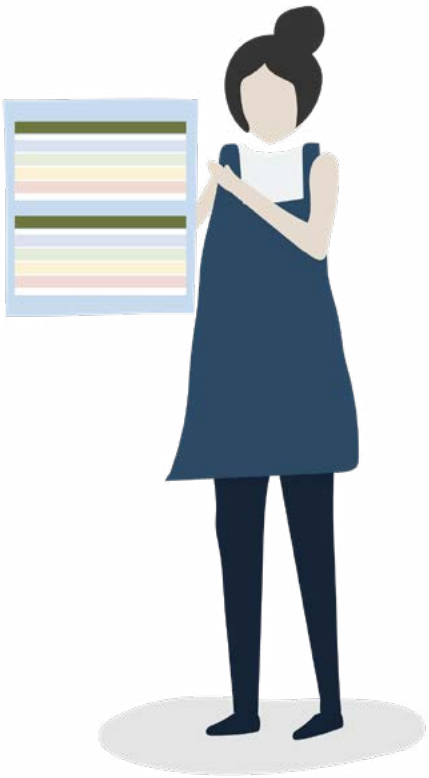
Steps to Implement

BEFORE IMPLEMENTING

- ☐ Select a progress-monitoring tool
- ☐ Train faculty on administering the tool and interpreting the data

IMPLEMENTING GOAL SETTING AND PROGRESS MONITORING

- ☐ Collect baseline data
- ☐ Collaborate with students to set goals
- ☐ Conduct progress monitoring and enter progress-monitoring data
- ☐ Analyze progress-monitoring data, engage in decision-making, and document decisions



How to Implement this Practice

Before Implementing

Step 1: Select a Progress-Monitoring Tool

Choose a progress-monitoring tool that meets the following criteria:

- It is **valid and reliable** (see ***Guiding Literacy Interventions Through Tiered Assessment*** for more guidance on assessment validity and reliability).
- It has a sufficient number of **alternative forms** (e.g., different passages that are equally leveled) to allow for regular monitoring of progress.
- It provides **performance benchmarks**.
- It is **efficient** to administer and score.

Step 2: Train Faculty on Administering the Tool and Interpreting the Data

Prepare for progress monitoring by establishing the systems and routines required for implementation, including the data management system where staff will input student scores and monitor student progress, and training staff in their use. Training on progress-monitoring tools can be orchestrated through in-person and online learning options. If using a common progress-monitoring tool such as CBMs, free training is available via several online resources:

- **"How to: Assess Reading Speed with DBM: Oral Reading Fluency Passages"** from Jim Wright and Intervention Central
- **"Reading Curriculum Based Measurement (Oral Reading Fluency)"** from Vanderbilt University
- ***DIBELS 8th Edition Administration and Scoring Guide*** from the University of Oregon

These online resource platforms often include handouts for families and students alongside training videos and tools that can be useful for staff training and support.



Step 3: Collect Baseline Data

Assess students using the selected progress-monitoring tool at the onset of the intervention and record this as the baseline score. When using CBMs for progress monitoring, common practice is to administer three passages and use the *median* score as the baseline score. Subsequent progress monitoring only collects data on one passage.

Baseline data should be gathered in the established data management system for staff to access and review at the individual level, as well as at group levels (e.g., classroom or grade levels) and at subgroup levels (e.g., students with IEPs, students identified as multi-lingual learners).

It is also important to consider how baseline data will be shared with students and families. While conferencing protocols can account for sharing this information with students, schools will also want to consider when and how baseline data from universal and progress-monitoring assessments will be shared with families, and gather key resources that can aid families in understanding the information shared. The **University of Oregon's Resource Page** includes a number of handouts in English and Spanish that can be shared with families for such purposes. Additional guidance for engaging with students and families can be found in the **Further Learning** section below.

DIBELS® 8th Edition Benchmark Goals
Updated: July 2020

Fourth grade			Fifth grade			Sixth grade			Seventh grade			Eighth grade		
B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
Oral Reading Fluency (ORF) – Words Correct														
131+	159+	159+	139+	149+	157+	151+	157+	160+	152+	161+	164+	142+	156+	159+
130	158	158	138	148	156	150	156	159	151	160	163	141	155	158
87	**121**	**125**	**103**	**122**	**137**	**123**	**133**	**141**	**126**	**136**	**141**	**125**	**131**	**135**
86	120	124	102	121	136	122	132	140	125	135	140	124	130	134
62	98	99	81	108	124	99	117	125	101	121	127	110	116	121
61	97	98	80	107	123	98	116	124	100	120	126	109	115	120
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oral Reading Fluency (ORF) - Accuracy														
96+	**96+**	**96+**	**96+**	**96+**	**96+**	**96+**	**96+**	**96+**	**96+**	**96+**	**96+**	**96+**	**96+**	**96+**
95	95	95	95	95	95	95	95	95	95	95	95	95	95	95
91	91	91	91	91	91	91	91	91	91	91	91	91	91	91
90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

DIBELS® 8th Edition Benchmark Goals, updated July 2020

Step 4: Collaborate with Students to Set Goals

More often than not, goals are established by schools for students rather than in collaboration with them. To ensure goals are meaningful and motivating to students, schools need to review student baseline data, establish individual goals for student growth grounded in research, and engage with students in goal-setting activities. Document these goals in a central location, such as a data management system shared across the school, for team reference.

There are two primary evidence-based methods for setting student goals:

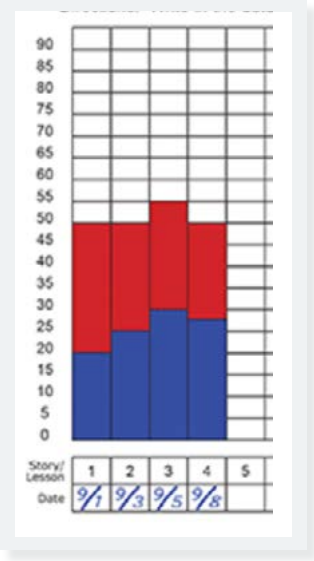
- **Benchmarks:** Progress-monitoring tools include internal benchmarks that can be used for goal setting. For example, the **benchmark rate for oral reading fluency** for 8th grade students at the beginning of the year using the DIBELS 8th Edition is 125 words correct per minute.
- **Rate of Improvement (ROI):** Use an expected rate of improvement to set a goal representing gap-closing growth. For example, if typical 8th grade students increase their reading fluency at a rate of .5 words per week, a goal might be set for a student to increase their fluency at a rate of .75 words per week.

See **Further Learning** below for detailed guidance on setting goals using both methods.

Schools can take a variety of approaches to goal setting with students, including **1:1 conferences**, small group conferences, or classroom goal-setting routines with a focused mini-lesson, like the one **highlighted in the Noble case study** above. School teams may share the baseline score and growth target they have established and are tracking internally. Alternatively, they may share suggested reading growth targets for rate and accuracy and encourage students to establish their own growth goals, as well as goals around reading confidence, habits, or personal accomplishments. It is highly encouraged that students and staff share these goals with families to build buy-in and engage in school-home partnership to support student growth.

For students with Individualized Education Plans (IEPs), align progress-monitoring goals with reading goals in the IEP to streamline data collection and reporting.

Step 5: Conduct Progress Monitoring and Enter Progress-Monitoring Data



MTSS frameworks recommend progress monitoring at least monthly for students receiving Tier 2 support and weekly for students receiving intensive, individualized interventions at Tier 3. While it may not always be possible to progress-monitor at this frequency, establishing a progress-monitoring schedule and calendar can ensure progress monitoring happens regularly.

Progress-monitoring data should be graphed to facilitate communication of progress and data-based decision-making. Some assessment platforms (e.g., **Acadience**, **AIMSweb**) have internal platforms that graph student progress when data is entered. Free online tools such as **EasyCBM** or the **National Center on Intensive Intervention's Student Progress Monitoring Tool** can also facilitate the graphing of progress-monitoring data.

Building Student Agency Through Progress Monitoring

Educators can use these activities regularly to involve and engage students in the progress-monitoring process:

- Teaching students how to calculate their scores
- Asking students to complete progress-monitoring graphs
- Co-creating progress-monitoring goals with students
- Explicitly naming behaviors contributing to progress and gradually encouraging students to reflect on similar behaviors

A specific six-step protocol for engaging students in progress monitoring suggests that schools:[11]

1. Provide explicit performance feedback (actual numbers).
2. Share true, specific, affirmative feedback (anecdotal feedback on growth/performance).
3. Work with every student to graph data.
4. Collaboratively analyze the data with the student.
5. Engage the student in a reflective discussion about their behaviors/actions that have contributed to performance.
6. Work together to reflect on the current goal, adjust as needed, and discuss an action plan.

The **Further Learning** section includes the full six-step protocol, including a sample script for engaging students in progress monitoring. Adaptations can be made by school teams to involve families during or after these collaborative steps to bolster student agency and motivation.

Step 6: Analyze Progress-Monitoring Data, Engage in Decision-Making, and Document Decisions

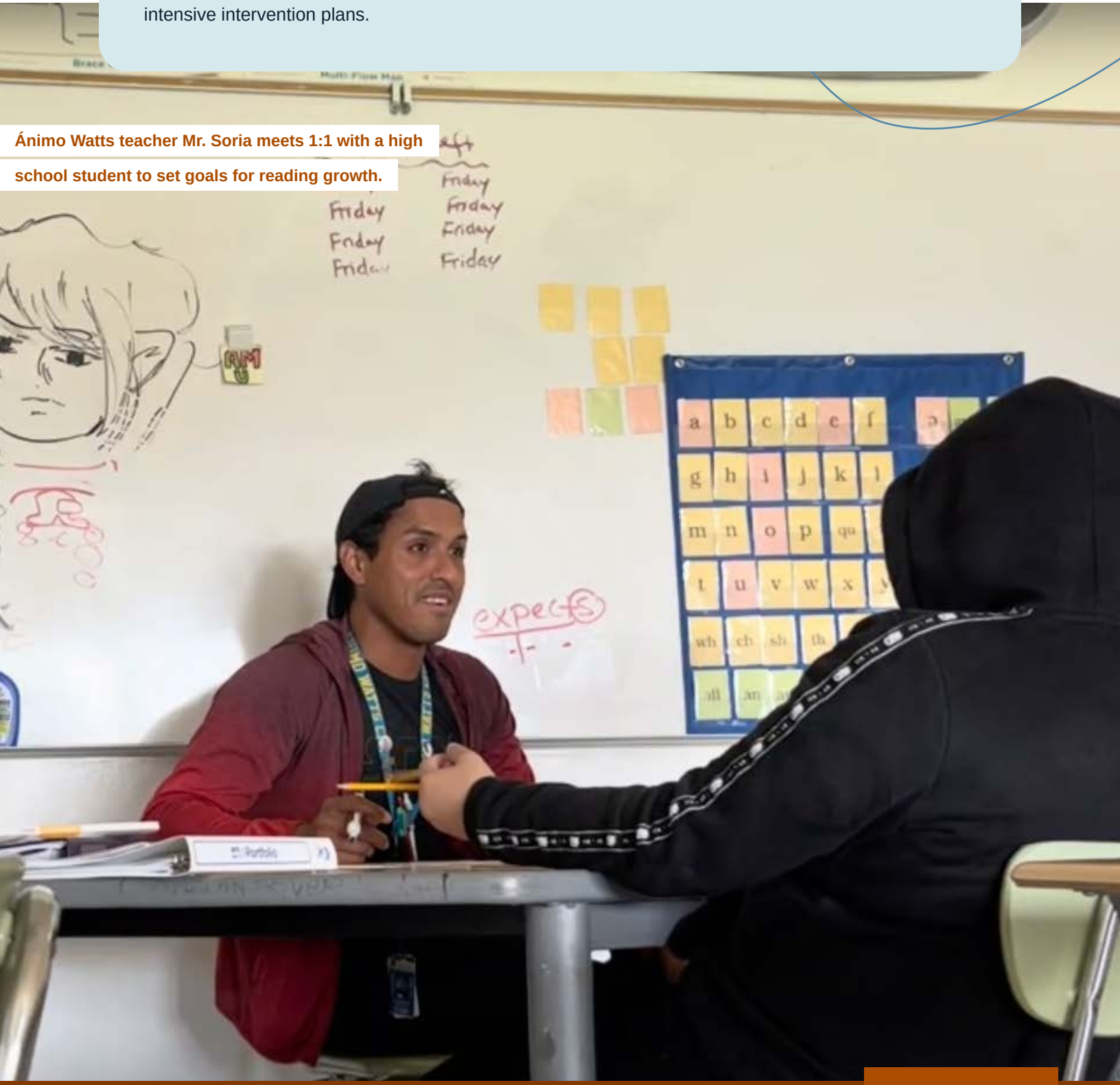
Review student data at the end of each intervention cycle (approximately every six to eight weeks). It is recommended that six to eight data points be collected before engaging in decision-making.[12] Identify next steps for individual students based on progress-monitoring data, which might include the following:

- The student has made accelerated progress, has met their growth goal and the benchmark target, and **no longer needs this intervention.**
- The student is making good progress but has not yet met the benchmark target and should **continue in the intervention as it is currently implemented.**
- The student is making some progress but it could be more accelerated. They will **continue in the current intervention with adaptations.**
- The student is not making progress and **needs a more intensive level of intervention.**

Team agendas and **protocols** can facilitate decision-making and support documentation of decisions. Teams should document the intervention next steps in a central location and plan for how decisions will be shared with students, families, and other staff members.

Diagnostic Data Informs Intensification of Interventions

One outcome of consistent progress monitoring and data-based decision-making can be the identification of students for whom interventions are not working. Often, teams will need to collect additional diagnostic data to guide the intensification of intervention for these students. **The National Center on Intensive Intervention** provides technical assistance on the implementation of **data-based individualization**, a framework for leveraging data and evidence-based interventions to design intensive intervention plans.



Ánimo Watts teacher Mr. Soria meets 1:1 with a high school student to set goals for reading growth.

Summary

Consistent progress monitoring using valid and reliable measures is an essential component of an effective reading intervention program for secondary students. When educators regularly review progress-monitoring data, it supports a decision-making process that not only flags students for more intensive support if progress is insufficient, but also ensures students don't continue in intervention after they no longer need it. While the goal of special education is to facilitate full participation in the general education program for students with disabilities, most students found eligible for special education services, and students experiencing poverty in particular, continue in specialized programs for the duration of their educational careers. Consistent progress monitoring and data-driven planning can increase participation in general education programming and ensure that students with disabilities are educated in the least restrictive environment.



FURTHER LEARNING

Assessment Practices Within a Multi-Tiered System of Support
CEEDAR CENTER

Six-Step Instructional Routine for Engaging Students in Progress Monitoring
PROGRESS CENTER

Progress Monitoring
CENTER ON MULTI-TIERED SYSTEM OF SUPPORTS

Academic Progress Monitoring Tools Chart
NATIONAL CENTER ON INTENSIVE INTERVENTION

Strategies for Setting High-Quality Academic Individualized Education Program Goals
NATIONAL CENTER ON INTENSIVE INTERVENTION

How To Speak With Families and Communities About MTSS
BRANCHING MINDS

STRENGTHENING TIMELY INTERVENTIONS THROUGH GOAL SETTING AND PROGRESS MONITORING

Appendix

How to Measure

When implementing goal setting and progress monitoring, measuring how useful, usable, and utilized the practice is by team members and across the school system can accelerate learning to improve outcomes for students. At minimum, these measures are most essential:

PRIMARY MEASURES					
Measure Type	**Data Collection Type**	**Question Asked**	**Results**	**What does success look like?**	**Examples and Notes**
Process	Baseline data	Do all students have an established baseline score and progress-monitoring goal based on established cut points?	Percent of students who have a baseline score and goal established and documented in the data management system	100% of students have both a baseline score and goal documented.	A plan for make-up assessment is critical to ensure all students have baseline data available.
Process	Progress-monitoring data	Is progress monitoring happening with the expected frequency? Yes / No	Percent of students who have consistent progress-monitoring scores documented in the data management system	100% of students have consistent progress-monitoring scores.	
Outcome	Progress-monitoring data	Are students meeting their progress-monitoring goals? Yes / No	Percent of students on track to meet or exceed their progress-monitoring goals	100% of students are on track to meet or exceed progress-monitoring goals.	Curriculum-based measurements lend themselves to this type of analysis because the results can easily be graphed.

Additional measures can guide a team to know whether the reading fluency protocol is leading to the desired improvements for students:

SECONDARY MEASURES					
Measure Type	**Data Collection Type**	**Question Asked**	**Results**	**What does success look like?**	**Examples and Notes**
Process	Data-based decision-making meetings outcome tracker	Do students who are off track to meet progress-monitoring goals have a plan for an intervention change? Yes / No	Percent of students identified as "off track" who have an intervention change documented	100% of students who are "off track" have an intervention change documented.	
Process	Data-based decision-making meetings outcome tracker	Do students who meet progress-monitoring goals have a plan for reduced intervention? Yes / No	Percent of students who meet progress-monitoring goals have a plan for reduced intervention	100% of students who meet progress-monitoring goals have a plan for reduced intervention.	In some cases, this may mean a student exits from intervention altogether (e.g., if the student is now reading at grade level), and in other cases, it may mean that the student continues to receive reading intervention but a less intensive support.
Perception	Student perception survey	Do students believe they are making progress on their reading goal(s)? Yes / Somewhat / No	Percent of students who believe they are making progress on their reading goal.	100% of students report they are making progress in their reading.	
Process	Teacher perception data	Do teachers feel they have the knowledge and skills needed to effectively implement progress monitoring?	After training and coaching, teachers report confidence in their ability to implement progress monitoring as designed.	100% of teachers report feeling confident in implementing progress monitoring as designed.	

Notes

1 American Institutes for Research, “Progress Monitoring”

2 Austin and Filderman, “Selecting and Designing Measurements”

3 Woods, “Examining Longitudinal Patterns”

4 Fuchs and Fuchs, *What is Scientifically-Based Research*

5 Deno, “Data-Based Decision-Making”

6 Ming, “Five Oral Reading Fluency Strategies”

7 Furey and Loftus-Rattan, “Actively Involving Students”

8 Harris, Graham, and Mason, “Self-Regulated Strategy Development”; Montague, “Self-Regulation Strategies”

9 Ardoin et al., “Examining the Incremental Benefits”

10 Guthrie and Humenick, “Motivating Students to Read”

11 Ardoin et al., “A Systematic Review and Summarization”

12 American Institutes for Research, Six-Step Protocol

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