illuminate education

PROGRESS MONITORING TOOLKIT

Analyzing and acting on progress monitoring data to support and accelerate students' learning

Progress Monitoring Toolkit Table of Contents

Introduction

Even with highest-quality core instruction, some students require additional academic or social-emotional behavior (SEB) supports in order to succeed. In these cases, educators use data to select an intervention that is aligned to the student's specific skill gaps and implemented with an appropriate level of intensity. But how can educators tell if the selected intervention is working? How can they efficiently determine when to continue, adjust, or fade an intervention?

Progress monitoring is the key. Without progress monitoring data, educators sometimes find themselves administering interventions indefinitely; they simply lack visibility into when an ineffective intervention should be changed or adjusted and when a successful intervention can be faded out. Through frequent progress monitoring, educators make the right decisions about next steps as soon as possible, without wasting resources or instructional minutes. Yet progress monitoring is a commonly misunderstood process, and many educators struggle to decipher progress monitoring data.

The goal of this toolkit is to help educators better understand and use progress monitoring data to support students and accelerate learning. Please keep in mind that these tools are intended simply as a starting place and reference; we invite you to adapt them as needed to best suit the unique needs of your team.

If you have further questions or would like to discuss your own progress monitoring practices or challenges, please don't hesitate to reach out to our team.

UNDERSTANDING PROGRESS MONITORING

WHAT IS PROGRESS MONITORING?

Data-based decision making is a key component of a Multi-tiered System of Support (MTSS). Such systems employ universal screening in order to identify all students' learning needs. Those students whose skills are below expectations (i.e., as determined via benchmarks) are provided with evidence-based interventions. This is where progress monitoring comes in.

Progress monitoring is the standardized process of evaluating progress toward a performance target, based on rates of improvement from frequent (usually weekly or biweekly) assessment of a specific skill. Progress monitoring is used to assess students' academic and social-emotional behavior progress, examine rate of improvement, and evaluate effectiveness of instruction or intervention; it is typically used with both individual students and small groups.

This information is leveraged to make decisions about whether instructional practices and interventions should be maintained, modified, or intensified in order to ensure that students are receiving supports and instruction to propel their learning and match their needs.

Note, monitoring progress and progress monitoring are not the same thing. Teachers do monitoring of progress every day when they're scanning the room and seeing who's engaged or who's not, who's done, and who's not ready to move onto another activity. Monitoring progress is also sometimes used to describe generally monitoring standards proficiency. This kind of monitoring of progress is important, but progress monitoring data are also needed in order to drive decisions around whether students are reaching their learning goals.

PURPOSES OF PROGRESS MONITORING

Progress monitoring can serve a variety of purposes. However, the three main reasons teachers conduct student progress monitoring include (a) evaluating student learning outcomes, (b) considering instructional change, and (c) determining eligibility for other educational services.

Student Outcomes

The most straightforward reason for progress monitoring is to track student learning over time. Such monitoring will show if a student has made expected gains in relation to the intervention provided. Monitoring can document the gains needed to catch up to peers.

Instructional/Intervention Change

Progress monitoring also provides a way for teachers to evaluate their own practices. When a student's progress data indicate desired improvement, a change to intervention might not be needed. On the other hand, when progress data show that a student is not making the gains necessary to reach the instructional goal, a teacher can revise the intervention and collect more data.

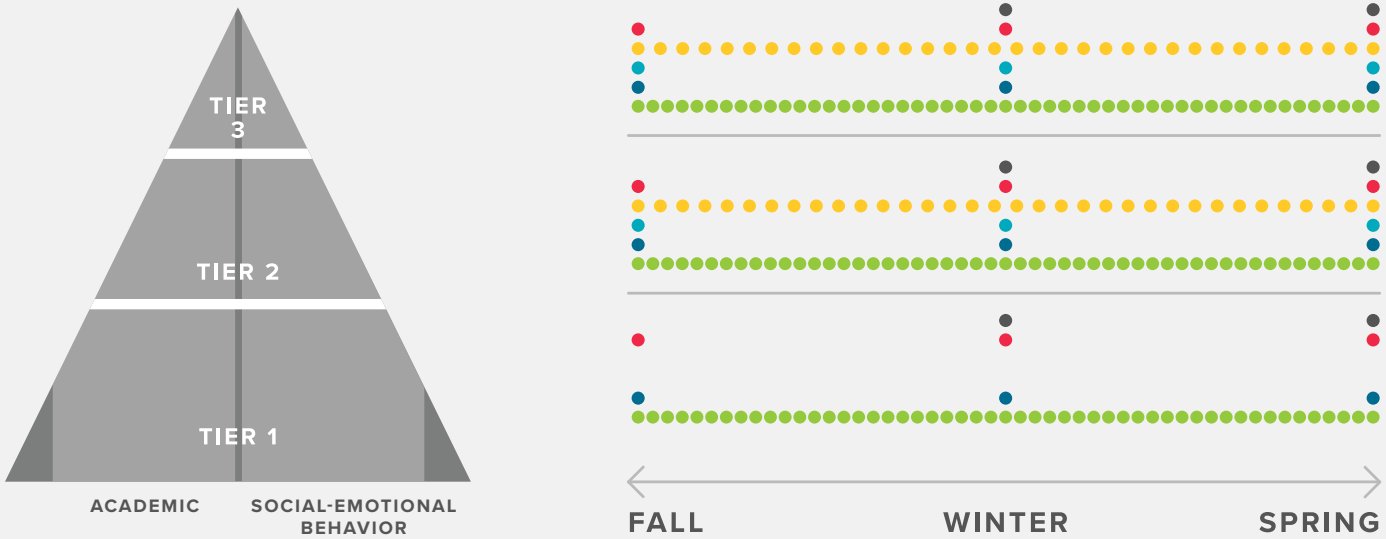
Eligibility

A third purpose for progress monitoring is to determine whether a student is eligible for other types of educational services, including special education. Beginning in 2004, the IDEIA incorporated provisions for using progress data as part of the process to determine if a student meets the criteria for a specific learning disability (SLD). Although much narrower in scope than other uses, using progress data for SLD eligibility is required in certain states and allowed in all of them (Hauerwas, Brown, & Scott, 2013).

HOW PROGRESS MONITORING FITS INTO A COMPREHENSIVE ASSESSMENT SYSTEM

In addition to being essential to MTSS, progress monitoring assessments are also key components of a comprehensive, balanced assessment system. This can be defined as a cohesive set of high-quality assessment practices and tools that promotes an informed, intentional selection of assessments for the right purpose and supplies all stakeholders with the right information to inform next steps. Such assessment systems provide the right data at the right time to inform instruction, intervention, and resources.

ASSESSMENT TIMING THROUGHOUT THE YEAR



Just-in-Time/ Short Cycle (Formative)
Ongoing

Universal Screening
2-3x/year

Diagnostic
2-3x/year

Progress Monitoring
Weekly

Interim
2-3x/year

Summative
End of year, end of term, end of course

ALL ABOUT PROGRESS MONITORING ASSESSMENTS

Educators and school administrators are faced with the important decision of selecting which progress monitoring measure to use for their students. This article will overview the critical characteristics of a quality progress monitoring assessment, compare two commonly considered types of measures for progress monitoring, and provide a recommendation based on the research.

CHARACTERISTICS

There are a number of key considerations for selecting a progress monitoring measure.

Brief & Simple

First, progress monitoring measures should be brief and simple. Assessment should not consume too much valuable instruction time. This is critical because progress monitoring measures are typically administered at frequent, regular intervals (e.g., weekly or every other week). The longer that it takes to administer and score an assessment, the less time there is available for instruction.

In addition to being brief, measures must be simple. If teachers do not understand how to administer or interpret the data, they will likely not be able to use the data to modify their instruction.

Sensitive to Growth

Second, measures must be sensitive to growth to be able to show the effects of the intervention over short periods of time. This feature of progress monitoring measures is critical in order for growth data to document whether an intervention meets a student's learning needs.

Valid and Reliable

Third, measures should have technical evidence of validity and reliability. Validity refers to the extent that an assessment has evidence that it measures what it purports to measure for the intended use (e.g., a math measure is measuring math progress rather than reading ability). Students typically receive interventions that target a specific area of need. It's important that the progress monitoring measure matches the student's learning goal.

Reliability refers to the consistency of the measure over time or across different forms and determines the extent to which we can depend on the accuracy of the data (i.e., does the score actually reflect what the student can do). Without reliability and validity evidence for a progress measure, it's unclear whether the data provides information that actually tells educators the truth about student performance. Since progress monitoring is conducted over time, it's important that the assessment is valid for the target skills over time and reliable and predictive of later outcomes.

CHOOSING AN ASSESSMENT TYPE

Two types of assessments that districts may consider for progress monitoring are Curriculum-Based Measures (CBMs) and Computer Adaptive Tests (CATs). It's necessary to understand the distinctions between CBM and CAT in order to make the best selections for progress monitoring measures. This section describes and compares CBMs and CATs in the context of monitoring student progress.

1 Curriculum-Based Measures (CBMs)

The most widely researched and commonly used progress monitoring assessments are CBMs. They were first developed for the purpose of measuring student growth, and to provide a brief, repeatable, authentic and inexpensive measure to track student progress (Deno, 1985; Fuchs, Fuchs & Hamlett, 1990). Historically, CBMs have also been used for making decisions about screening, referrals, program outcomes and Individualized Education Program (IEP) outcomes.

CBMs typically incorporate standardized procedures for administration and scoring. Various distributors of CBM develop specific procedures for administration and scoring that are specific to their set of CBM materials. Each publisher also provides guidelines for interpretation and use, which often include a specific set of standardized benchmarks and norms. CBMs are often timed because standardized assessments completed under timed conditions provide evidence of a student's automaticity (or fluency) with the target skill.

2 Computer Adaptive Tests (CATs)

Recently, some schools have begun to use CATs to monitor individual student progress; however, the evidence for this use for progress monitoring is weak. CATs were originally developed for the purpose of replacing traditional fixed-length paper-and-pencil tests of achievement and have been proven to be a helpful measure to identify each student's achievement levels in reading and mathematics (Weiss & Kingsbury, 1984).

CATs utilize item response theory (IRT) and use student answers in real time to inform subsequent questions based on difficulty level. IRT is a statistical method that calculates the difficulty of all questions in a "bank" of testing items and then uses selected items in relation to each student's response pattern. Specifically, when taking a CAT, the student starts with items matched to grade level, but later items are selected by the computer program based on the student's answers to earlier items (Weiss, 2004; Weiss & Kingsbury, 1984). For example, a third-grade student starts with several third grade questions, but then the items would get easier or harder based on whether the first items were answered correctly. In this sense, CATs automatically adjust to a student's skill level to measure broad achievement.

CATs typically take between 15 and 60 minutes to administer (NCRTI, 2018) and are primarily used in educational settings for the purposes of screening and identifying students at risk for difficulties. Although originally designed for measuring broad achievement (i.e., screening), many educators have wondered whether CATs can be used for progress monitoring as well. While some research has begun to emerge to provide potential evidence for CATs to measure group progress (Shapiro, Dennis & Fu, 2015; Shapiro & Gibbs, 2014), the research base is not currently strong enough to support the use of typical CATs for frequent progress monitoring.

Comparing the Two

Brief: CBMs have the advantage of time. CBMs are typically timed and require less time to administer than CATs. For example, CBMReading takes 1 minute to administer. CATs are generally untimed and take at least 15 minutes or often longer to complete.

Simple: The simplicity of CBM offers the advantage of parallel forms so that items are uniform across students. By comparison, in order to adapt and provide questions matched to each student's skill level, CATs include items reflecting a broad range of skills. Because the items vary by student, it's difficult for educators to understand instructional information.

Sensitivity to Growth: A vast amount of CBM research demonstrates its utility to estimate linear growth over time for student groups, including evidence that CBMs are sensitive to changes in instruction and vary across groups of students (e.g., students eligible for special education; Deno, 1985; Deno et al., 2001; Hintze et al., 1994; Shinn, Gleason & Tindal, 1986). A recent study compared a common CAT and CBM in the area of reading for two groups of elementary students (Shapiro & Gibbs, 2014). Findings indicated that CATs do show growth over the course of a year. That said, CAT progress monitoring research has yet to demonstrate specific benefits for selecting student-specific interventions and measuring individual growth.

Reliability & Validity: Both CBMs and CATs have demonstrated reliability and validity for a specific time point when used for screening, and there is substantial evidence of CBMs' reliability and validity for progress monitoring. Additional research is needed to confirm whether CAT progress data are psychometrically sound for evaluating student progress.

Recommendation for Selection

While CATs have demonstrated strong evidence for screening, there is very limited research concerning their use for progress monitoring. CBMs are recommended for progress monitoring an individual student's response to intervention because this use is well-supported by the available research.

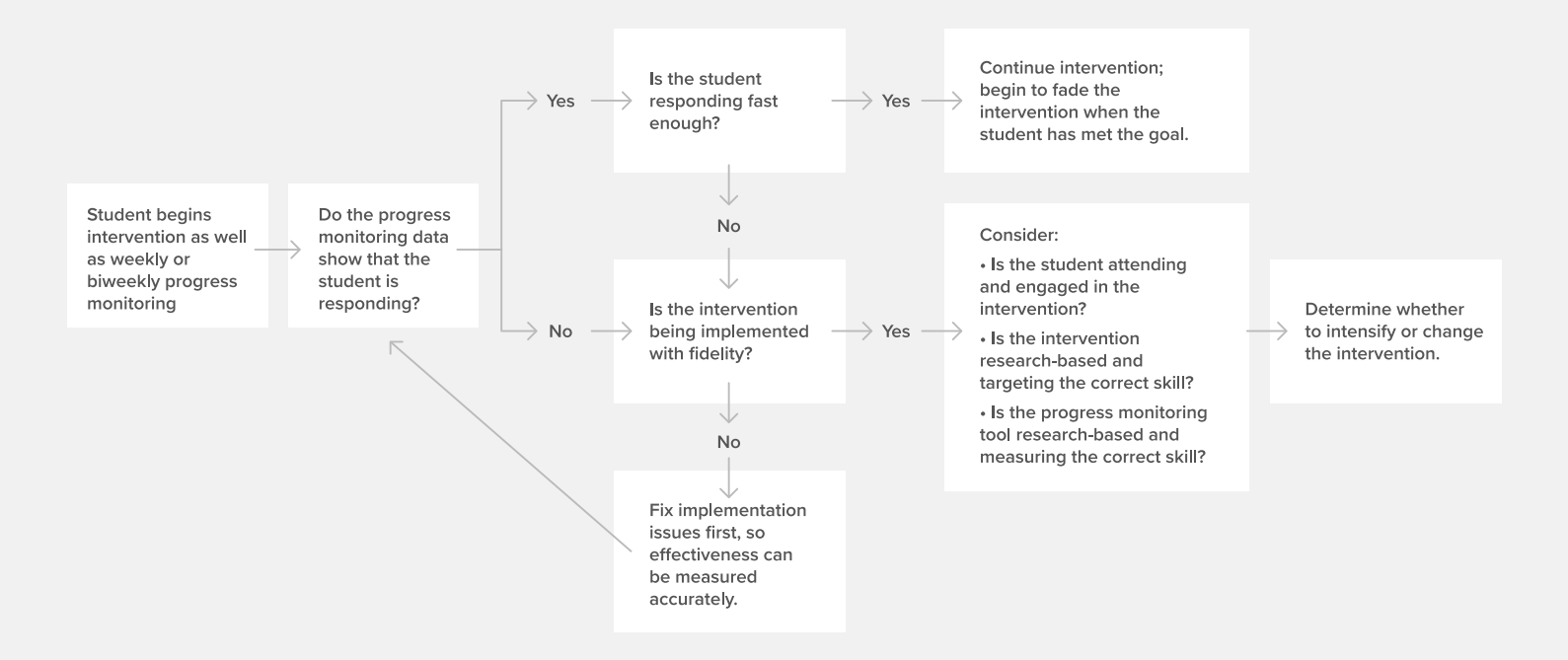
USING PROGRESS MONITORING

USING PROGRESS MONITORING DATA: SAMPLE QUESTIONS AND ACTION STEPS

Progress monitoring data can help educators determine whether an intervention is working (and if it's working fast enough), so that ineffective interventions can be adjusted and effective adjustments can be faded out as soon as the student is ready. These data also help evaluate whether an overall intervention program is helping students get back on track. Use this article to help your team get started.

OVERVIEW

The flowchart below provides a high-level overview of using progress monitoring data.



WHAT QUESTIONS TO ASK, AND WHEN:

Here are key questions to ask about your progress monitoring data at different intervals. The table provides an overview, followed by in-depth explanations.

	Intervention Data Analysis Team Meetings Meets every 6 weeks for academic interventions; every 3 weeks for SEB interventions	Program Data Analysis Team Meetings Meets every 12 weeks for both academic and SEB interventions
1 **Do we have enough data points to make a decision?**	✓	
2 **Is there a lot of variability in the data?**	✓	
3 **How does the student's rate of improvement (ROI) compare to the ROI goal?**	✓	
4 **What is the student's growth percentile?**	✓	
5 **Do we see different results for different groups of students (e.g., by ethnicity, gender, socio-economic status, teaching modality, device and internet access)?**		✓
6 **Is the ROI for students who participate in interventions significantly higher than the ROI for students who have not?**		✓
7 **Should the intervention be continued, adjusted, or faded out?**	✓	

1

Intervention DAT

Are there enough data to make a decision?

Why does this matter? In order to get an accurate picture of how the student is responding, there need to be enough data points to establish a trend. Decisions should be validated by at least 12 data points, unless using Illuminate's FAST Projection (the only tool to provide an accurate prediction of future growth in only six data points, as opposed to the usual 12).

2

Intervention DAT

Is there a lot of variability in the data?

Why does this matter? If the data points vary significantly, it implies that there might be accuracy or validity issues with the data. A good rule of thumb is that 80% of data points should be within 20% of each other.

3

Intervention DAT

How does the student's rate of improvement (ROI) compare to the ROI goal?

Why does this matter? This question helps determine whether the student is on track to meet the goal in time, and ultimately, whether the intervention is helping the student close a specific skill gap successfully and efficiently.

The rate of improvement is essentially the difference between the starting data point and the goal, divided by the number of weeks the intervention has been implemented. In other words, it breaks out the total amount of growth that needs to happen into weekly intervals, so educators are able to see if students are on track week by week. If the current ROI trendline does not show the student is on track to meet the goal, it indicates that the intervention is either not working or not working fast enough.

4

Intervention DAT

What is the student's growth percentile?

Why does this matter? This question helps educators determine whether the student is going to catch up to the end-of-year benchmark. The "growth percentile" helps us track whether the student is growing rapidly enough to catch up to their grade-level benchmark, or achieving "catch-up growth."

In a normal year, ROIs typically translate to a student needing to be in the 65th growth percentile in order to meet their goal and catch up. When students start further than usual from their goal, their ROI must be more aggressive—meaning that they need to be in a higher growth percentile than the 65th. So, monitoring growth percentiles is another way to check whether an intervention is working fast enough.

5

Program DAT

Do we see different results for different groups of students (e.g., by ethnicity, gender, socio-economic status, teaching modality, device and internet access)?

Why does this matter? This question helps identify whether intervention efforts are yielding equitable outcomes for all students. In previous years, this level of data analysis was more characteristic of end-of-year analysis and planning. As districts work to close learning gaps caused by the spring 2020 school closures, districts are guided to carefully monitor groups of students throughout the year and ensure that all students are growing. Historically underserved students are more likely to be at risk for inequitable access and outcomes, and educators should not wait until the end of the year to determine whether interventions aren't working for groups of students. Data must be used to identify areas of both success and need, so that any necessary adjustments can be made while there's still time to impact student outcomes. For support in this work, use the *Analyzing Data by Different Groups of Students* article in this toolkit.

6

Program DAT

Is the ROI for students who participate in interventions significantly higher than the ROI for students who have not?

Why does this matter? Monitoring whether interventions are helping students close specific skill gaps is only one lens of evaluating effectiveness. Ultimately, the goal is to ensure students are on track for their grade level benchmarks. Since students receiving interventions are receiving intensified supports, we should see growth toward grade level benchmarks happening at a faster rate than with students who are not receiving those additional supports. If interventions appear to be effective but are not helping students get back on track with their general outcome measures, consider intensifying the intervention.

7

Intervention DAT

Should the intervention be continued, adjusted, or ended?

Why does this matter? This question helps your team articulate a clear plan of action for how to respond to data. Adjusting or ending ineffective interventions when needed is an important component of accelerating learning; otherwise, students are left to continue receiving ineffective supports indefinitely. At the same time, it's just as important to promptly begin fading a student out of an effective intervention when they reach the goal. By promptly beginning to transition students out of interventions, the student can return to universal instruction and a "seat" in the intervention is made available for another student who needs additional supports.

WHAT TO DO, AND WHEN

Here are answers to common questions or challenges—and recommended next steps—around using progress monitoring data efficiently and effectively.

WHAT SHOULD YOUR TEAM DO WHEN...

The student is responding to an intervention at a rate that will meet the grade level EOY goal?	• Continue the intervention until the student has reached the goal. • Then, fade the intervention supports gradually. A good rule of thumb is to fade over 4-6 weeks. This allows the team to collect enough data to ensure the student is still successful without additional supports before exiting the intervention completely.

The student is improving but is not responding to the intervention at a rate that will meet grade level EOY goal?	• Confirm that a research-based intervention is being used.
	• Determine if the intervention is being implemented with "fidelity," or implemented as prescribed.
	  • Consider factors such as duration, frequency, student participation, and student engagement.
	  • If the implementation is not being implemented with fidelity (or if the student was not present or engaged in the intervention), the intervention has not been implemented as prescribed and effectiveness cannot be accurately evaluated. In this case, start by addressing those issues and then re-evaluate.
	• If the intervention is being implemented with fidelity, determine how to adjust intervention intensity, or "dosage," to meet the student's needs.
	  • Increasing frequency: Increase the number of days per week the student receives the intervention.
	  • Increasing duration: Increase the length of time the student receives the intervention in each session.
	  • Decrease group size: Reduce the number of students for more individualized attention.
	  • Encourage engagement: Increase sense of connection or collaboration, increase motivation, and ensure opportunities to engage in a variety of learning activities and instruction.

The student is not improving?	• First, consider why the intervention is not effective. Common causes include:
	  • The intervention is not research-based.
	  • The intervention is not being implemented with fidelity.
	  • The progress monitoring measure is monitoring a different skill than what is being targeted by the intervention.
	  • The intervention is truly not working for a particular student.
	• Take action.
	  • If there is an issue with the intervention, progress monitoring tool, or implementation fidelity, fix those issues and then re-evaluate.
	  • If you determine that the intervention simply isn't working for a student, move that student to a different research-based intervention designed to target the specific skill deficit identified by the diagnostic data. (Be sure to update the student's plan to note when the intervention adjusted.) Then re-evaluate.

An intervention is not being implemented with fidelity?	• First, work to understand why this is the case. Consider questions such as:
	  • Did the interventionist receive training in the intervention?
	  • Is the interventionist being pulled into different meetings?
	  • Have intervention durations been divided to accommodate additional intervention slots?
	  • Is the student unable to attend the intervention due to device or internet access?
	  • Is the student struggling with social-emotional behavior (SEB) needs that prevent them from attending to the intervention?
	• Then, resolve the issues preventing the intervention from being implemented as prescribed. This might entail:
	  • Changes to intervention schedules.
	  • Professional learning on interventions.
	  • Moving current Tier 2 or Tier 3 interventions into the universal tier.
	  • Changes to protocols or tools around documenting and scheduling intervention.

There are groups of students who are not responding to interventions?	• First, try to understand the underlying reasons or causes.
	  • Identify the groups of students for whom interventions are and aren't working; the goal is to retain effective practices for the students responding to them, while also adjusting practices for students who are still struggling.
	  • Review trends in implementation fidelity for students who are not responding, especially around attendance and engagement.
	• Create a plan and take action.
	  • Consider whether these students need additional supports to be successful beyond the intervention. Examples might include:
	  ▶ Providing wrap-around supports for device or internet access or access to meals.
	  ▶ Providing additional supports for social-emotional behavior (SEB) or executive functioning.
	  ▶ Adjusting intervention schedules.
	  • Consider whether regrouping is needed. It's normal for students to progress at different rates. At least once per quarter, it's important to regroup students in relation to the progress they're making, so supports continue to be aligned to their needs.

Students receiving interventions do not have a higher ROI than students who have not received interventions?	• First, try to understand the underlying reasons or causes.
	  • Be sure to review intervention fidelity and integrity data.
	• Second, take action.
	  • If the issues lie in fidelity, address those issues first. It's possible that when interventions are implemented as prescribed, they will indeed prove to effectively help students get back on track for grade-level benchmarks.
	  • If there are not implementation issues, consider intensification or changing to different research-based interventions.

The district is unsure how to conduct remote interventions?	• There is ample guidance online around implementing interventions remotely. By and large, remote interventions do not need to be elaborate or complicated—often, they just require video and audio. • There will likely be additional planning associated with getting remote interventions scheduled, ensuring that they actually happen, and equipping educators to track the instructional minutes and engagement for each session. • Fidelity data will be extremely important as educators work to understand which interventions are and aren't working for students and what to do about it.

The district is unsure how to conduct remote progress monitoring?	Check out Illuminate's **Remote Progress Monitoring with FastBridge** webinar recording for help getting started.
Leaders want to support this work across modalities but aren't sure how?	• District leaders can help educators prioritize the time and space necessary for interventions to happen and, just as importantly, for data review sessions to happen. With the many competing demands of the school year—especially this school year—those meetings can fall by the wayside. They must be protected and prioritized if acceleration is to occur. • Leaders can also equip educators with data visualization tools, intervention tracking tools, and collaboration tools to make this process more efficient. **Illuminate eduCLIMBER** provides these MTSS tools (and more) in a single platform and supports this work in remote and onsite environments.
Teams are having trouble getting a process in place for analyzing our data?	• Use the **MTSS Toolkit** for help forming different data analysis teams (Universal DATs, Intervention DATs, and Program DATs) and for sample agendas for each team. • Schedule your data analysis team (DAT) meetings at the beginning of the year. • Create and follow an agenda. • Invest in a **data management and visualization platform** to house and analyze your data.

Illuminate Education is the only assessment solution to provide evidence-based progress monitoring assessments for both academics and SEB. Reach out to schedule a demo.

INTERVENTION REVIEW FORM

Student & Meeting Information

Meeting Date: Student Name: School & Grade:

Meeting Participants & Roles:

Intervention Details

Skill Addressed:

Strategy:

Intervention Level:

Decision & Rationale

Team Decision:

- ☐ **Continue** the intervention because progress is evident, although the goal has not been met (a new review date must be agreed upon).
- ☐ **Change** the intervention because the goal has not been met.
- ☐ **Fade** intervention because the student has met the goal. Ongoing monthly monitoring will occur.
- ☐ **Exit** the intervention.

If exiting, why?

- ☐ **Discontinue** the intervention because the goal has been met (or problem has been resolved).
- ☐ **Consider** the development of a **504 plan**.
- ☐ **Consider** the need for **special education referral**. The results of this intervention will contribute to the evaluation and determination of entitlement for special education services.

Explanation of the Decision *(Summarize the data in narrative form)***:**

Follow-Up *(Describe any follow-up steps or activities as determined by the team)***:**

Adapted from: Kovaleski, J. F., & Pederson, J. (2008). Best practices in data analysis teaming. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology V (pp.115-130). Bethesda, MD: National Association of School Psychologists

ADDITIONAL RESOURCES

ANALYZING DATA FOR DIFFERENT GROUPS OF STUDENTS

This worksheet will help you practice viewing your data through various lenses in order to find patterns and trends among different groups of students. It will lead you through attendance, behavior incident, and then assessment data. Record your findings as you go.

Keep in mind that this is not an exhaustive list of all possible student groups. Update the worksheet to include additional student groups as appropriate to your school or district.

PART 1: WHO ARE OUR STUDENTS?

Start by familiarizing yourself with the students who make up your district or school. Knowing this information can be a helpful baseline dataset and reveal patterns in future sections.

1. Disaggregate your data by gender. What percentage of students/ how many students are:
    a. Male students?_____
    b. Female students?_____
    c. Non-binary or gender nonconforming students?_____

2. Disaggregate your data by ethnicity. What percentage of students/ how many students are:
    a. American Indian or Alaska Native students?_____
    b. Asian students?_____
    c. Black or African American students?_____
    d. Native Hawaiian or Other Pacific Islander students?_____
    e. White students?_____
    f. Hispanic/Latinx students?_____
    g. Multi-Racial students?_____

NOTE:

This document assumes that you have a data management platform by which to view your data quickly—it's an essential tool to do this work efficiently and meaningfully.

3. Disaggregate your data by disability code. What percentage of students/ how many students are:
   a. Students with a disability code?_____
   b. Students without a disability code?_____

4. Disaggregate your data by socio-economic status, if you have access to those data.
   What percentage of students/ how many students are:
   a. Students with Free Lunch status?_____
   b. Students with Reduced Lunch status?_____
   c. Students with neither Free nor Reduced Lunch status?_____

5. Disaggregate your data using any available codings related to COVID-19 and record the percentage/number of students. Example groups might include:
   a. Students without reliable internet access_____
   b. Students without reliable device access_____
   c. Students without reliable internet or devices access_____
   d. Students with access to devices and internet_____

   e. Students who struggle with change_____
   f. Students who do not struggle with change_____

   g. Students who could not be contacted at all during spring 2020_____
   h. Students who could be contacted during spring 2020, but not frequently_____
   i. Students who could be frequently contacted during spring 2020_____

   j. Students who have an adult at home during remote instruction_____
   k. Students who do not have an adult at home during remote instruction_____
   l. Students who are also supporting siblings at home during remote instruction_____

PART 2: ATTENDANCE

1. What is the attendance rate for the district? The school?

2. Disaggregate your data by gender. What are the attendance rates for:
   a. Male students?_____
   b. Female students?_____
   c. Non-binary or gender nonconforming students?_____

3. Disaggregate your data by ethnicity. What are the attendance rates for:
   a. American Indian or Alaska Native students?_____
   b. Black or African American students?_____
   c. Native Hawaiian or Other Pacific Islander students?_____
   d. White students?_____
   e. Hispanic/Latinx students?_____
   f. Multi-Racial students?_____

4. Disaggregate your data by disability code. What are the attendance rates for:
   a. Students with a disability code?_____
   b. Students without a disability code?_____

5. Disaggregate your data by socio-economic status, if you have access to those data. What are the attendance rates for:
   a. Students with Free Lunch status?_____
   b. Students with Reduced Lunch status?_____
   c. Students with neither Free nor Reduced Lunch status?_____

6. Disaggregate your data using any available codings related to COVID-19 and record attendance rates.
   Examples might include:
   a. Students without reliable internet access_____
   b. Students without reliable device access_____
   c. Students without reliable internet or devices access_____
   d. Students with access to devices and internet_____

   e. Students who struggle with change_____
   f. Students who do not struggle with change_____

g. Students who could not be contacted at all during spring 2020_____
h. Students who could be contacted during spring 2020, but not frequently_____
i. Students who could be contacted frequently during spring 2020_____

j. Students who have an adult at home during remote instruction_____
k. Students who do not have an adult at home during remote instruction_____
l. Students who are also supporting siblings at home during remote instruction_____

Next, practice analyzing your data. Take a moment to answer these questions quietly to yourself. Then, discuss with a shoulder partner or your small group.

1. What do you notice?

2. Is anything surprising to you?

3. Are there some groups with high rates of attendance? Low rates?

4. What are the possible reasons for this result?

5. Would it be helpful to break the data down in any other way (e.g., combining gender and ethnicity)?

6. What questions do you have? Do you need additional data to answer your questions?

7. What are your next steps?

PART 3: BEHAVIOR

BEHAVIOR INCIDENTS

1. How many major (office-managed) behavior incidents are there for the district? The school?

2. How many minor (classroom-managed) behavior incidents are there for the district? The school?

3. Disaggregate your data by gender. How many major and/or minor behavior incidents are there for:
   a. Male students?_____
   b. Female students?_____
   c. Non-binary or gender nonconforming students?_____

4. Disaggregate your data by ethnicity. How many major and/or minor behavior incidents are there for:
   a. American Indian or Alaska Native students?_____
   b. Asian students?_____
   c. Black or African American students?_____
   d. Native Hawaiian or Other Pacific Islander students?_____
   e. White students?_____
   f. Hispanic/Latinx students?_____
   g. Multi-Racial students?_____

5. Disaggregate your data by disability code. How many major and/or minor behavior incidents are there for:
   a. Students with a disability code?_____
   b. Students without a disability code?_____

6. Disaggregate your data by socio-economic status, if you have access to those data.
   How many major and/or minor behavior incidents are there for:
   a. Students with Free Lunch status?_____
   b. Students with Reduced Lunch status?_____
   c. Students with neither Free nor Reduced Lunch status?_____

7. Disaggregate your data using any available codings related to COVID-19 and record the number of major and/or minor behavior incidents. Example groups might include:
   a. Students without reliable internet access_____
   b. Students without reliable device access_____
   c. Students without reliable internet or devices access_____
   d. Students with access to devices and internet_____

   e. Students who struggle with change_____
   f. Students who do not struggle with change_____

   g. Students who could not be contacted during spring 2020_____
   h. Students who could be contacted during spring 2020, but not frequently_____
   i. Students who could be contacted frequently during spring 2020_____

   j. Students who have an adult at home during remote instruction_____
   k. Students who do not have an adult at home during remote instruction_____
   l. Students who are also supporting siblings at home during remote instruction_____

RESPONSES TO BEHAVIOR

1. What types of responses are seen for major (office-managed) behaviors?

2. What types of responses are seen for minor (classroom-managed) behaviors? If responses aren't currently being recorded, is it possible to start recording those data?

3. Disaggregate your data by gender. What types of responses to major and/or minor behavior incidents are seen for:
   a. Male students?_____
   b. Female students?_____
   c. Non-binary or gender nonconforming students?_____

4. Disaggregate your data by ethnicity. What types of responses to major and/or minor behavior incidents are seen for:
   a. American Indian or Alaska Native students?_____
   b. Asian students?_____
   c. Black or African American students?_____
   d. Native Hawaiian or Other Pacific Islander students?_____
   e. White students?_____
   f. Hispanic/Latinx students?_____
   g. Multi-Racial students?_____

5. Disaggregate your data by disability code. What types of responses to major and/or minor behavior incidents are seen for:
   a. Students with a disability code?_____
   b. Students without a disability code?_____

6. Disaggregate your data by socio-economic status, if you have access to those data. What types of responses to major and/or minor behavior incidents are seen for:
   a. Students with Free Lunch status?_____
   b. Students with Reduced Lunch status?_____
   c. Students with neither Free nor Reduced Lunch status?_____

7. Disaggregate your data using any available codings related to COVID-19 and record the types of responses seen for major and/or minor behavior incidents. Examples might include:
   a. Students without reliable internet access_____
   b. Students without reliable device access_____
   c. Students without reliable internet or devices access_____
   d. Students with access to devices and internet_____

   e. Students who struggle with change_____
   f. Students who do not struggle with change_____

   g. Students who could not be contacted during spring 2020_____
   h. Students who could be contacted during spring 2020, but not frequently_____
   i. Students who could be contacted frequently during spring 2020_____

j. Students who have an adult at home during remote instruction_____
k. Students who do not have an adult at home during remote instruction_____
l. Students who are also supporting siblings at home during remote instruction_____

Next, practice analyzing your data. Take a moment to answer these questions quietly to yourself. Then, discuss with a shoulder partner or your small group.

1. What do you notice?

2. Is anything surprising to you?

3. Are there some groups with high rates of behavior incidents? Low rates?

4. What are the possible reasons for this result?

5. Are some responses more common with some groups of students compared to others?

6. What might explain this result?

7. Would it be helpful to break the data down in any other way (e.g., disaggregating by gender, ethnicity, socio-economic status, or other demographics; breaking it down by specific incident type; analyzing it by response to behavior)?

8. What questions do you have? Do you need additional data to answer your questions?

9. What are your next steps?

PART 4: ACADEMIC DATA

MATH

1. What percentage of students are achieving math proficiency in the district? The school?

2. Disaggregate your data by gender. What percent of students is achieving math proficiency among:
   a. Male students?_____
   b. Female students?_____
   c. Non-binary or gender nonconforming students?_____

3. Disaggregate your data by ethnicity. What percent of students is achieving math proficiency among:
   a. American Indian or Alaska Native students?_____
   b. Asian students?_____
   c. Black or African American students?_____
   d. Native Hawaiian or Other Pacific Islander students?_____
   e. White students?_____
   f. Hispanic/Latinx students?_____
   g. Multi-Racial students?_____

4. Disaggregate your data by disability code. What percent of students is achieving math proficiency among:
   a. Students with a disability code?_____
   b. Students without a disability code?_____

5. Disaggregate your data by socio-economic status, if you have access to those data.
   What percent of students is achieving math proficiency among:
   a. Students with Free Lunch status?_____
   b. Students with Reduced Lunch status?_____
   c. Students with neither Free nor Reduced Lunch status?_____

6. Disaggregate your data using any available codings related to COVID-19 and record the percent of students achieving math proficiency. Examples might include:
   a. Students without reliable internet access_____
   b. Students without reliable device access_____
   c. Students without reliable internet or devices access_____
   d. Students with access to devices and internet_____

   e. Students who struggle with change_____
   f. Students who do not struggle with change_____

   g. Students who could not be contacted during spring 2020_____
   h. Students who could be contacted during spring 2020, but not frequently_____
   i. Students who could be contacted frequently during spring 2020_____

   j. Students who have an adult at home during remote instruction_____
   k. Students who do not have an adult at home during remote instruction_____
   l. Students who are also supporting siblings at home during remote instruction_____

READING

7. What percentage of students are achieving reading proficiency in the district? In the school?

8. Disaggregate your data by gender. What percent of students is achieving reading proficiency among:
   a. Male students?_____
   b. Female students?_____
   c. Non-binary or gender nonconforming students?_____

9. Disaggregate your data by ethnicity. What percent of students is achieving reading proficiency among:
   a. American Indian or Alaska Native students?_____
   b. Asian students?_____
   c. Black or African American students?_____
   d. Native Hawaiian or Other Pacific Islander students?_____
   e. White students?_____
   f. Hispanic/Latinx students?_____
   g. Multi-Racial students?_____

10. Disaggregate your data by disability code. What percent of students is achieving reading proficiency among:
    a. Students with a disability code?_____
    b. Students without a disability code?_____

11. Disaggregate your data by socio-economic status, if you have access to those data.
    What percent of students is achieving reading proficiency among:
    a. Students with Free Lunch status?_____
    b. Students with Reduced Lunch status?_____
    c. Students with neither Free nor Reduced Lunch status?_____

12. Disaggregate your data using any available codings related to COVID-19 and record the percent of students achieving reading proficiency. Examples might include:
    a. Students without reliable internet access_____
    b. Students without reliable device access_____
    c. Students without reliable internet or devices access_____
    d. Students with access to devices and internet_____

    e. Students who struggle with change_____
    f. Students who do not struggle with change_____

    g. Students who could not be contacted during spring 2020_____
    h. Students who could be contacted during spring 2020, but not frequently_____
    i. Students who could be contacted frequently during spring 2020_____

    j. Students who have an adult at home during remote instruction_____
    k. Students who do not have an adult at home during remote instruction_____
    l. Students who are also supporting siblings at home during remote instruction_____

Next, practice analyzing your data. Take a moment to answer these questions quietly to yourself. Then, discuss with a shoulder partner or your small group.

1. What do you notice?

2. Is anything surprising to you?

3. Are there some groups with high rates of math proficiency? Low rates?

4. What are the possible reasons for this result?

5. Are there some groups with high rates of reading proficiency? Low rates?

6. What might explain this result?

7. Would it be helpful to break the data down in any other way (e.g., combining gender and ethnicity; achievement vs. growth; STEM or advanced courses enrollment)? Are there other subject areas that should be examined?

8. What questions do you have? Do you need additional data to answer your questions?

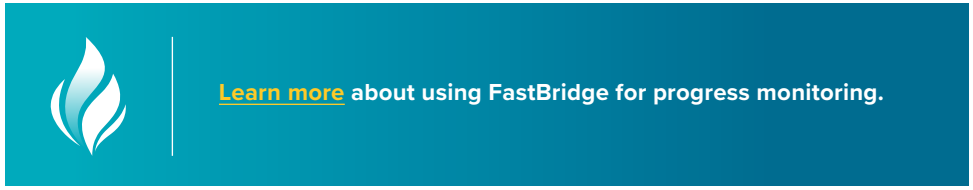
9. What are your next steps?

Summary

POWERFUL PROGRESS MONITORING TOOLS TO CLOSE LEARNING GAPS FASTER

Turn to this toolkit for expert advice, knowledgeable insights, and useful resources as you work to refine and strengthen progress monitoring within your multi-tiered system of support (MTSS). And turn to Illuminate's FastBridge assessment system for valid, reliable, and flexible progress monitoring tools.

FastBridge is the only assessment system to include evidence-based Computer-Adaptive Tests (CAT) for universal screening and Curriculum-Based Measures (CBM) for progress monitoring across reading, math, and social-emotional behavior. FastBridge's easy-to-read reports facilitate collaborative problem-solving by connecting data to recommendations for evidence-based instruction and intervention delivery, and our professional development and training builds teachers' capacity to implement assessments and interventions with confidence.



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Illuminate Education equips educators to take a data-driven approach to serving the whole child. Our solution combines comprehensive assessment, MTSS management and collaboration, and real-time dashboard tools, and puts them in the hands of educators. As a result, educators can monitor learning and growth, identify academic and social-emotional behavioral needs, and align targeted supports in order to accelerate learning for each student.