



# Progress Monitoring: What's Fidelity Got To Do With It?

Curriculum Directors

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# Background



- ▶ Across *all* of our districts, we have Tier 2 and Tier 3 students that continue to struggle.
- ▶ How can we better support them? More importantly, how can we support them in such a way that improves their academic outcomes?
- ▶ Research has consistently answered this question with “experimental teaching” (Fuch & Fuchs, 2010) (a.k.a., using progress monitoring to measure response-to-intervention).



# Our Hypothesis

- ▶ Preliminary review of progress monitoring data suggest that not all of our struggling students are being progress monitored effectively, or consistently within and across districts.
- ▶ So, we would like to introduce a systematic method of reviewing progress monitoring data to:
  - ▶ Ensure that the progress monitoring process is being implemented effectively and with fidelity for all students.
  - ▶ Identify districts/schools/individuals in need of additional training and support.
  - ▶ Ensure that our Tier 2 and Tier 3 students demonstrate measureable academic improvements.



# How do we do this?

- ▶ We would like the opportunity to train data coaches to work with a team of individuals (e.g., interventionists, general education teachers, special educators, etc.) to measure:
  1. The implementation of progress monitoring (e.g., to what extent is progress monitoring actually occurring?),
  2. The fidelity of progress monitoring (e.g., are all of the components of progress monitoring happening as intended?), and
  3. The effectiveness of progress monitoring at the systems-level (e.g., how effective is the progress monitoring that we are doing?).



# What would the data coaches do?

- ▶ Review progress monitoring data for 6 key components:
  1. Number of students being progress monitored for which academic areas
  2. Sufficient number of data points
  3. Appropriate goal setting
  4. Intervention fidelity
  5. Student's ROI compared to the national average ROI/goal
  6. The appropriate instructional decision was made



# How would this information improve Tier 2 and Tier 3 student outcomes?

- ▶ Data coaches and ISD staff could then use this data in several ways:
  1. To measure how much academic progress has been made for Tier 2 and Tier 3 students across the system
  2. To identify specific stages in the progress monitoring process that are challenging, so that support can be provided during the academic year
  3. To monitor the effectiveness of trainings provided by the ISD



Extra Slides



# Essential Component Progress Monitoring

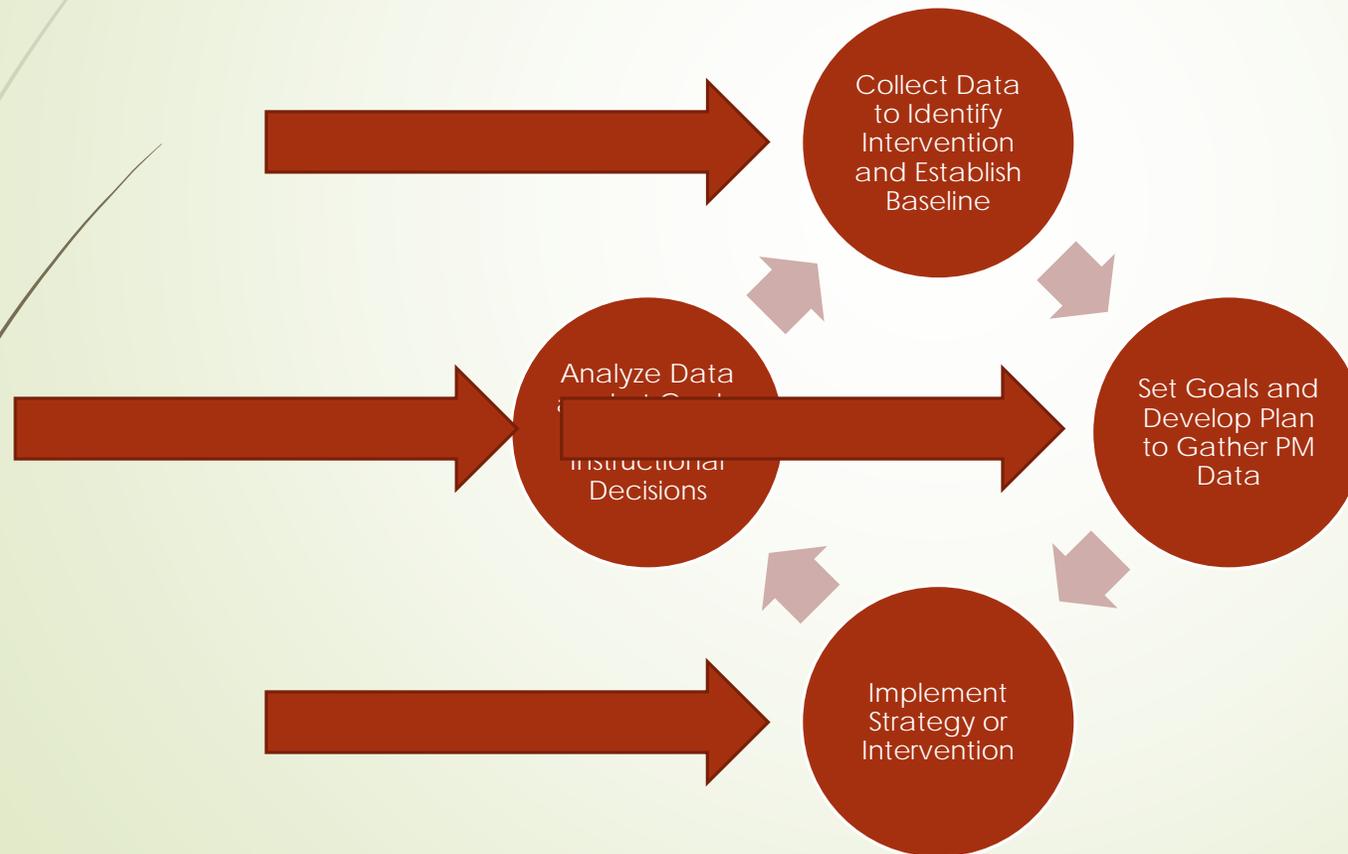
- Progress monitoring is a research-based practice
    - to assess students' academic and/or behavior performance and evaluate the effectiveness of instruction and intervention
    - used to shape and inform a variety of important instructional decisions.
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# Reasons Why We Progress Monitor

1. Inform instructional decisions based on the review and analysis of student data.
2. Monitor, adjust, and target instruction
3. Determine effectiveness of interventions
4. Evaluate the effectiveness of instruction
5. Improve outcomes for students
6. Provide schools information for planning professional development

# We Ask A LOT of Teachers!



This process applies to all different types of CBM measures (e.g., AIMSweb, DIBELS, FAST)!



# Develop Plan to Gather PM Data and Setting Goals

- ▶ Develop plan for how to gather progress monitoring data
  - ▶ Who, where, when, and how
  - ▶ Must be same as method used to collect baseline data
- ▶ Need to establish PRIOR to starting an intervention.... Why?
  - ▶ Provide an objective criterion against which we will decide whether or not to change the intervention
- ▶ What is a “good” goal?
  - ▶ Realistic, yet challenge the student and close the gap
- ▶ Can be done in different ways in AIMSweb, DIBELS, FAST



# Implement Intervention

- What is a “good” intervention?
- One that MATCHES the identified problem.
- Research-based (e.g., WWC)
- Denote the start of the intervention with a phase line.



# Analyzing Data Against Goals and Making Instructional Decisions

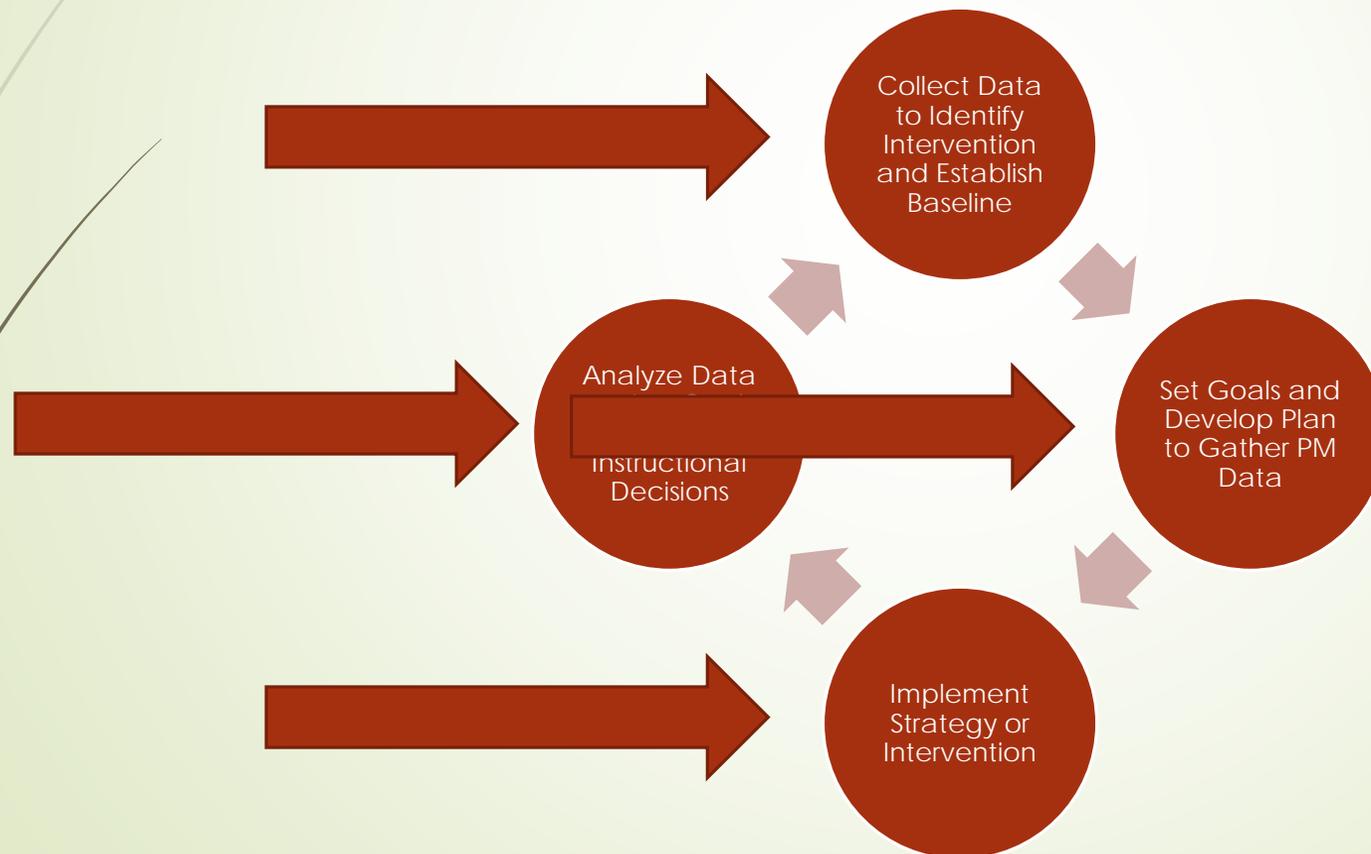
- ▶ Have the PM data exceeded the goal?
- ▶ Instructional Decisions: Fade the intervention/strategy; continue to provide the intervention strategy, if applicable; exit student from intervention group; raise the goal.
- ▶ Have the PM data failed to exceed the goal?



# Troubleshooting

The progress monitoring data aren't improving....  
Now what??

# We ask A LOT of teachers!



Where in the process is the roadblock?

Do the baseline data, intervention, and PM data match?



# What is treatment integrity and why is it important?

- Treatment integrity = Implementing the intervention, strategy, or program as planned
- Treatment integrity is linked with positive student outcomes (Cook et al., 2012)
- Likely more efficient than “starting over”



# How do I know if the plan is being implemented with integrity?

(Hagermoser et al., 2015)

- Self report?

- Observations:

- Use or develop a document that outlines the steps of the intervention in behavioral terms
  - Published tools for specific programs
- Check or rate each step during observation
- Calculate the percentage of steps completed as planned



Is the plan being implemented *at all, correctly, or consistently?*

- Was there sufficient training?
  - Provide training to criterion and feedback, provide follow up support, provide visual supports or reminders, provide reinforcement for correct implementation
  
- Is the plan too difficult, complicated, or effortful?
  - Revise plan to simplify (and see above)
  
- Is there enough buy-in?
  - Explain reasons for plan and why implementation is critical, collaborate

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