

Advanced Call for Submissions: Academic Progress Monitoring Tools for English Learners and Spanish Speaking Students

The **National Center on Intensive Intervention** (NCII) is funded by the Office of Special Education Programs (OSEP) to provide technical assistance to states and districts to build state and district capacity to support educators in using data-based individualization (DBI) to effectively implement intensive intervention. Rigorous research has shown that educating students with disabilities who require intensive intervention due to persistent learning problems, whom teachers find among the hardest to teach, begins with a validated instruction platform that is “personalized” using DBI. NCII believes that DBI is the engine that powers a dynamic, continuous interplay between assessment and intervention until the student demonstrates a satisfactory response.

NCII has recognized a need for more information on assessment tools that can identify academic needs and assess the academic progress of students who are heritage-Spanish speaking and/or English learners. Therefore, we are issuing this special call for submissions that includes tools primarily delivered in English that contain information on English learners, and tools that are delivered in Spanish for heritage-Spanish speaking students.

The primary goals of this call are to:

- solicit information about existing English academic progress monitoring tools for English learners and Spanish academic progress monitoring tools for heritage-Spanish speaking students.
- evaluate the technical quality of the evidence that demonstrates efficacy of these progress monitoring tools; and subsequently,
- provide technical assistance to participating stakeholders for successful implementation of the tools.

NCII will share information about evidence-based English progress monitoring tools that include English learners and Spanish academic screening assessments that include heritage-Spanish speaking students identified through this call with an array of partners including state and local education agencies, institutions of higher education, technical assistance centers and professional development providers, parent centers, and relevant professional organizations.



The call for these tools will open **Fall 2025**.

Criteria for Review of Progress Monitoring Tools

For the purposes of this call, the NCII defines progress monitoring as follows.

The National Center on Intensive Intervention defines progress monitoring as repeated measurement of student performance over the course of intervention to index/quantify responsiveness to intervention and to thus determine, on an ongoing basis, when adjustments to the program are needed to improve responsiveness. When the need for a program adjustment is determined, supplementary data sources (e.g., functional behavior assessments, diagnostic academic assessments, informal observations, work samples) or more fine-grained data available within the repeated measurement samples are used to decide the most productive strategies for altering intervention. The purpose of this progress monitoring is to design an individualized intervention that optimizes student outcomes.

Special Call Criteria

Submissions of academic progress monitoring tools for this special call must meet the following criteria:

Tools must:

1. Draw evidence from a sample of:
 - a. English learners for academic progress monitoring tools delivered in English, or
 - b. Heritage-Spanish speaking students for academic progress monitoring tools delivered in Spanish.
2. Target academic functioning.
3. Involve formative assessment (i.e., repeated administration), with the intended purpose of progress monitoring.
4. Include, but is not limited to, monitoring of individual student behavior.
5. Include **direct** evidence supporting the effects of the tool under consideration; indirect evidence, or data collected on tools similar to the tool being submitted, will not be accepted.
6. Include evidence of reliability and validity for each grade level being reviewed.
7. Include evidence of item development following a Spanish developmental trajectory for progress monitoring tools delivered in Spanish.



Center staff will review submissions upon receipt to ensure that these minimum criteria are met. Only submissions that are determined to meet all five criteria will be assigned for review.

Review Process

The TRC review process consists of the four steps below. For a detailed explanation, visit our website: <http://www.intensiveintervention.org/tools-charts/review-process>.

1. All submissions will be checked for completeness by NCII staff. Required documentation must accompany the submission to be reviewed by the TRC.
2. All complete submissions will undergo a review process by the Center's Technical Review Committee of nationally renowned experts on academic screening. For further information about the committee members and their roles in the review process, please visit our website.
3. The review process will be conducted in two phases. Submitters will be notified of initial results and comments after the first phase of review. If presented evidence is found to be insufficient after the first phase, submitters may submit additional evidence or clarification. This additional information will be used to re-review and finalize results during the second phase of the review. **Once the review has begun, withdrawal will not be permitted.**
4. Final TRC decisions as to the technical adequacy of submitted tools will be disseminated through NCII to states, districts, schools, and NCII's partners for implementation.

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