

# *Continuous Improvement Technical Assistance Topic October 2025*

## **You cannot improve if you do not measure!**

Progress monitoring is an essential aspect of the continuous improvement process that connects daily teaching practice to long-term goals attainment. Progress monitoring is the bridge between a district's consolidated accountability plan (L-CAP), school's improvement plan (SIP) and a student receiving the support they need for success.

### **Plan to Measure**

- Be clear on the indicators you want to measure.
- Choose assessments strongly related to the school improvement goal and common across student groups.
  - If possible, select and/or modify assessments that are already in use, to reduce burden on staff and students
  - Collect multiple forms of evidence; both quantitative and qualitative.
- Use frequent assessment; at least weekly to provide the most responsive feedback.
- [Establish responsibilities](#) among team members.

### **Do: Implement & Measure with Fidelity**

- Create clear, step-by-step procedures for data collection and storage.
- Make the data system accessible to all.
- Ensure consistency across schools, classrooms, and grade levels so results can be compared.
  - Proactively address barriers to fidelity, like unclear directions or lack of resources.
- Focus on collecting reliable data, not on "proving" success

### **Study the Data**

- Discuss the data! Be sure to ensure that all educators and partners have access to study the data.
- Disaggregate and/or anonymize the data to focus discussions on systemic or instructional issues.
  - Identify patterns across grade levels, subjects, and student groups.
- Ask questions about the data; conduct root cause analysis to determine what supports can be offered or barriers removed before abandoning the intervention.

### **Act on Data**

- Use findings to refine, adjust, or strengthen instructional strategies.
- Provide additional supports; remove barriers.
- Narrow or expand your school improvement goals, as appropriate.

