

# Continuous Improvement Technical Assistance Network Webinar: Progress Monitoring

October 2025

Data and Implementation  
and  
Continuous Improvement



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A background image showing a group of young children in a classroom. In the foreground, a young girl with dark hair and a yellow shirt has her arms raised high, looking up with an excited expression. Behind her, another child is visible, also with hands raised. The image is slightly blurred and has a teal overlay.

## Vision

*All students prepared for post-secondary pathways, careers, and civic engagement.*

## Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

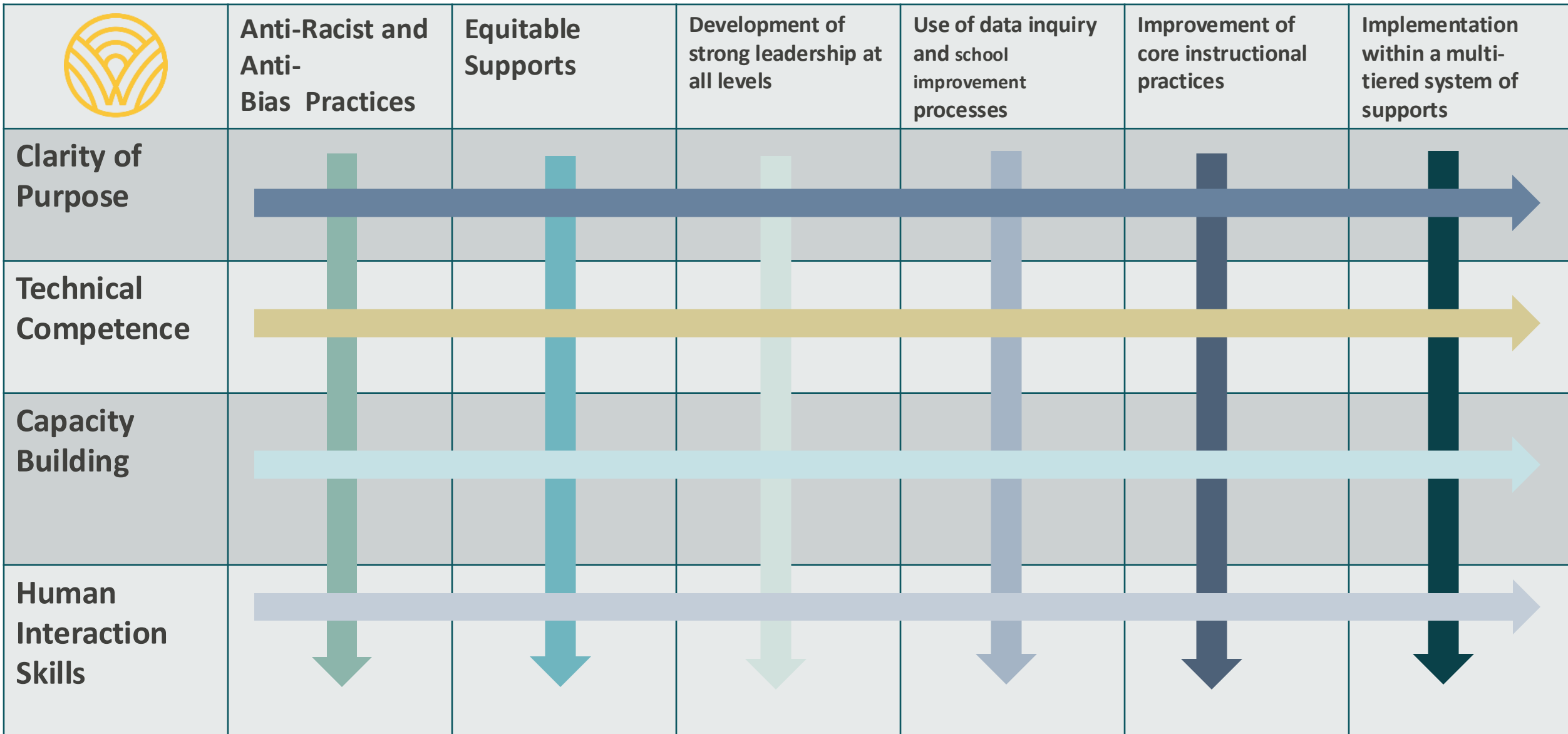
## Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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# Continuous Improvement Framework



# Webinar

## What

- Our Continuous Improvement Webinar Series is a hour and a half of practical learning designed to support school and district teams in driving sustainable change.
- To provide technical assistance, guidance, and information updates on system and school improvement to the network.

## How

- Each month, we spotlight strategies and real examples from across Washington that help schools meet improvement goals, close equity gaps, and strengthen student outcomes.

## Why

- Monthly 90-minute Zoom sharing information, updates on system and school improvement.

**Continuous Improvement**



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# Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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# Progress Monitoring with the Data and Implementation Team

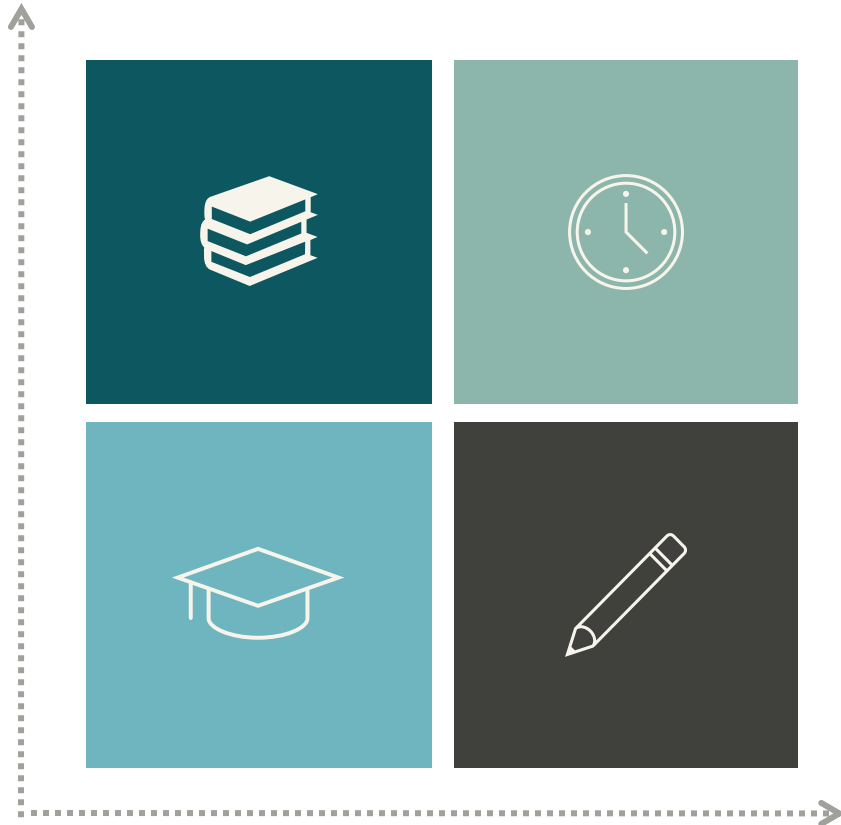
October 2025

Dr. Emily Scott, Dr. Sarah Clancey



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# Agenda



**What is Progress Monitoring?**

**Case Study: ELA Proficiency – School Level**

**Break**

**Case Study: ELA Proficiency – District Level**

**Wrap Up**



# Webinar Structure

## Case Studies

1. Review a simplified school or district improvement goal.
2. Analyze 2 to 3 data sources connected to the goal to evaluate if desired change is occurring.
3. Respond to Zoom polls about data patterns and conclusions.

## Other Notes

1. Clarifying Questions – enter in the **chat** or during designated **question breaks**
2. School/District Question – come to **Office Hours on Thursday, October 16<sup>th</sup> @ 10am** for specific support



# What is Progress Monitoring?

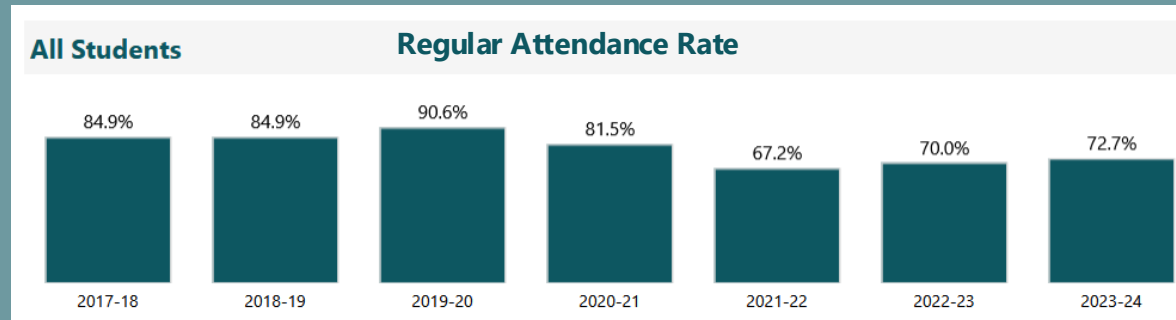
The ongoing **collection and analysis of data** to determine if **change** is occurring in a desired **direction.**

Progress monitor an **Education System**



# Progress Monitoring: Spatial Scale

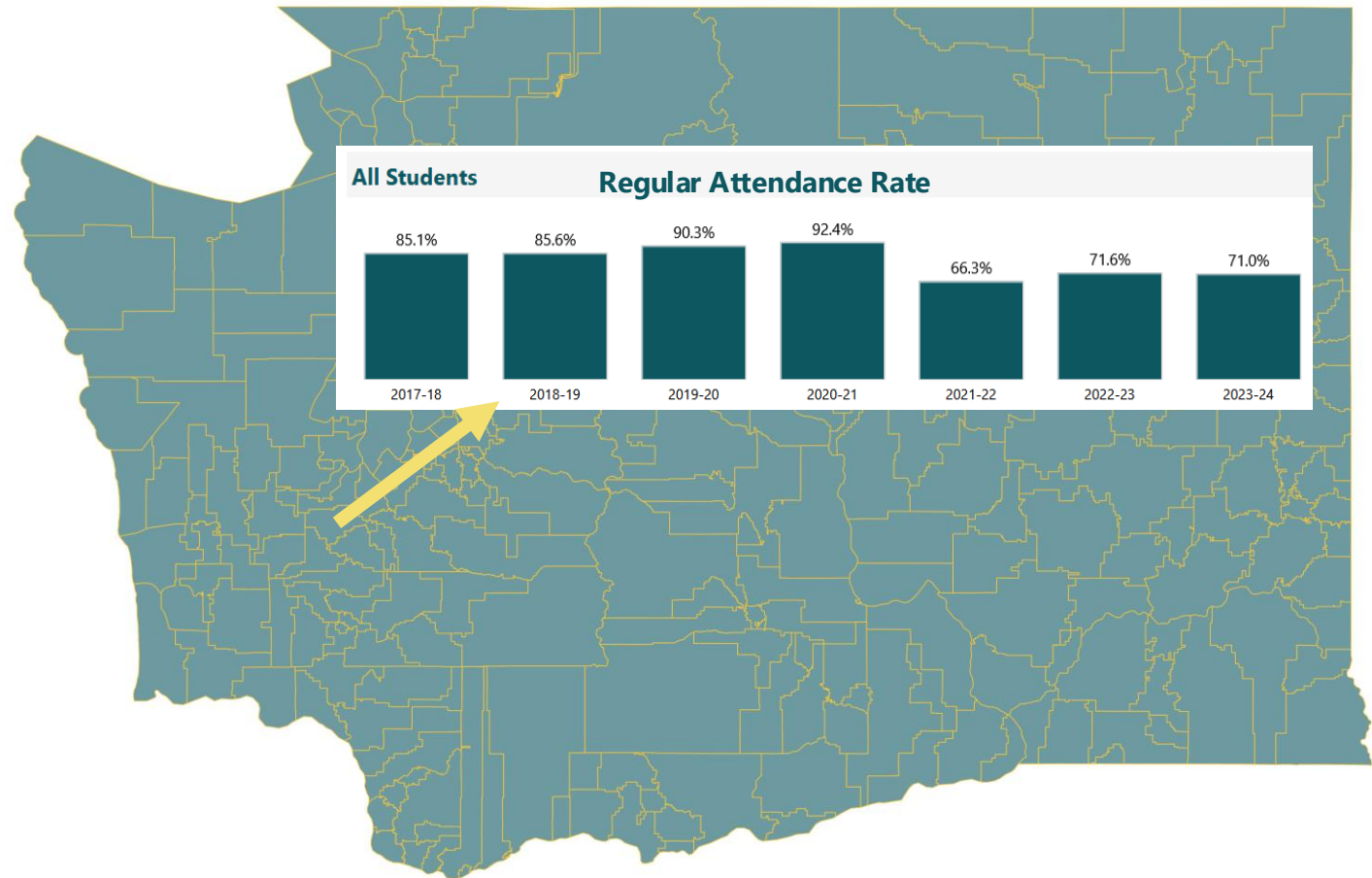
State



# Progress Monitoring: Spatial Scale

State

District

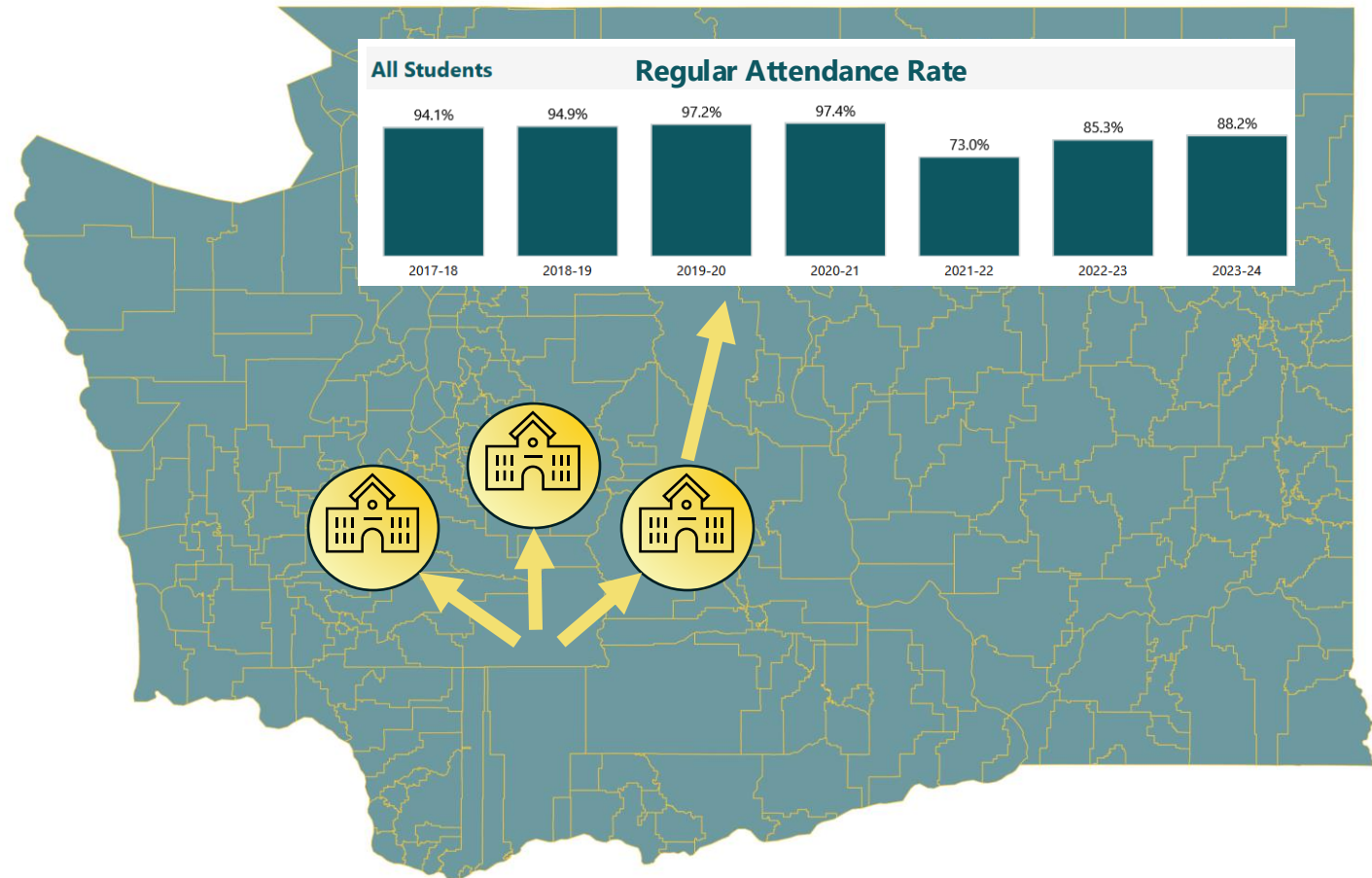


# Progress Monitoring: Spatial Scale

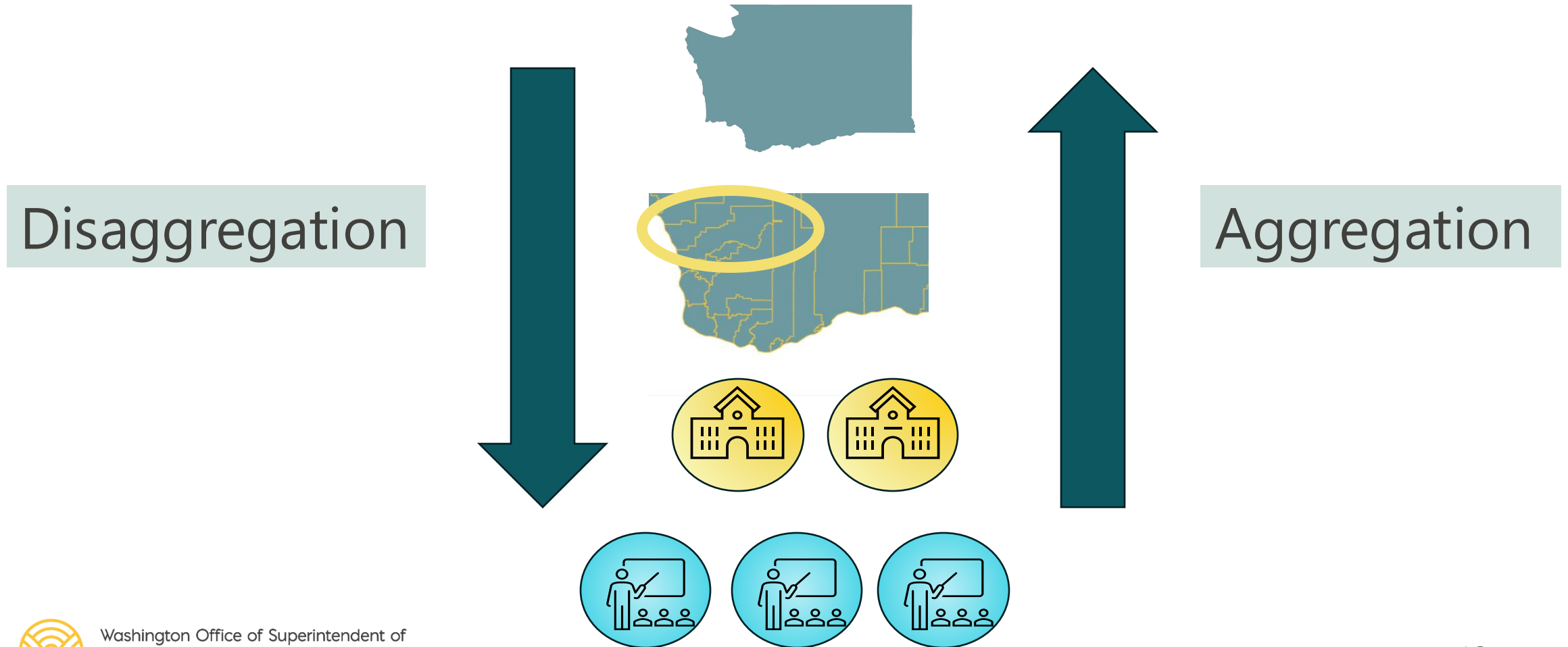
State

District

School



# Progress Monitoring: Spatial Scale



# Progress Monitoring: Data Disaggregation

## Why Disaggregate Data?

- Reveal patterns that get hidden when data are aggregated
- Help us ask more informed questions about how to adjust our systems and improvement efforts
- Better understand how our **SYSTEMS** are doing by identifying who is and isn't being served well
- Evaluate how multiple groups are being served (e.g., classrooms, grade levels, student groups, schools, support tiers, etc.)



# Progress Monitoring: Time Scale

Annual

September

October

November

December

January

February

March

April

May

June

July

August

## Data Characteristics:

- One data point per year
- Summative

## Data Examples:

- Smarter Balanced Assessment
- Graduation Rate
- OSPI Report Card data



# Progress Monitoring: Time Scale

Annual

Quarterly

September

October

November

December

January

February

March

April

May

June

July

August

## Data Characteristics:

- Four data points per year
- Collected as work progresses

## Data Examples:

- Curriculum-based unit assessments
- iReady reports



# Progress Monitoring: Time Scale

Annual

Quarterly

Monthly

September

October

November

December

January

February

March

April

May

June

July

August

## Data Characteristics:

- Frequent data points
- May identify practices that need mid-year adjustments

## Data Examples:

- Curriculum-based assessments (e.g., quizzes, exit tickets)
- iReady reports



# Progress Monitoring: Time Scale

Infrequent



Low time investment

Frequent



High time investment

# Progress Monitoring: Time Scale

**Goal:** Increase ELA proficiency

Annual



SBA ELA results

Quarterly



iReady Reports

Monthly



Review unit assessments



# Progress Monitoring: Process vs Progress

**Process Measures:** track how well a practice is being implemented

**Progress Measures:** track the impact of the practice on a desired outcome

# Progress Monitoring: Process vs Progress

Theory of Action: If we do...then we will see...



## Process

**If we...**use targeted professional development to support teachers to implement student discourse strategies...

- #times discourse strategy used
- Types of discourse strategies used
- Student feedback



## Progress

**Then...**By June 2026, we will increase ELA achievement from 60% to 70% for all students.

- iReady lesson data
- Unit assessment results
- SBA for ELA



# Progress Monitoring: Quantitative & Qualitative Data



## Quantitative Data - Numerical

- Answers **quantifiable questions** such as: How many? How much? How often?
- Tells us how close we are to meeting a measurable goal BUT does **not** tell us why or what needs to be done to address issues.



## Qualitative Data - Textual

- Answers **descriptive questions** such as: Why? How?
- Helps us understand how students, families, and teachers experience the school system and can offer ideas for how to promote positive change.





# Case Study

# Case Study – School Level – Progress Monitoring

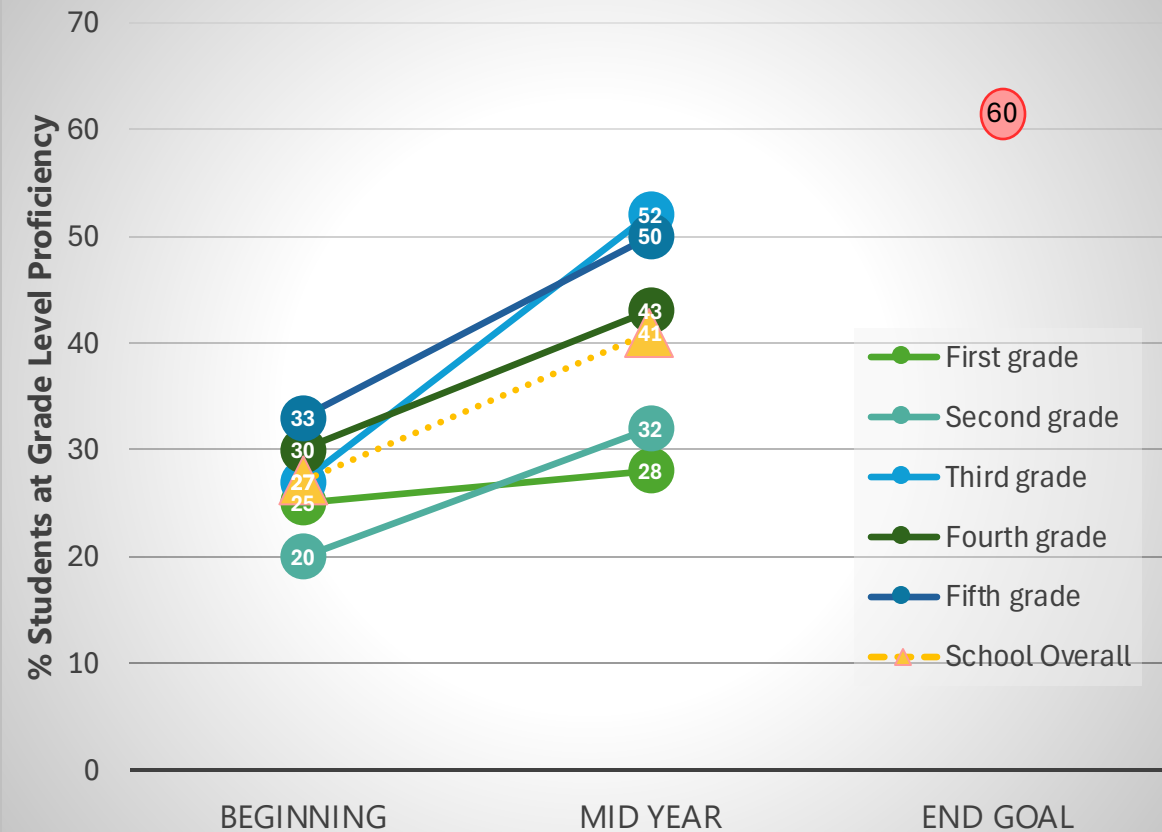
## School SIP Goal

By June 2026, we will **increase ELA achievement by going from 51% to 60% of 1st-5th** grade students achieving grade level proficiency as measured by iReady.

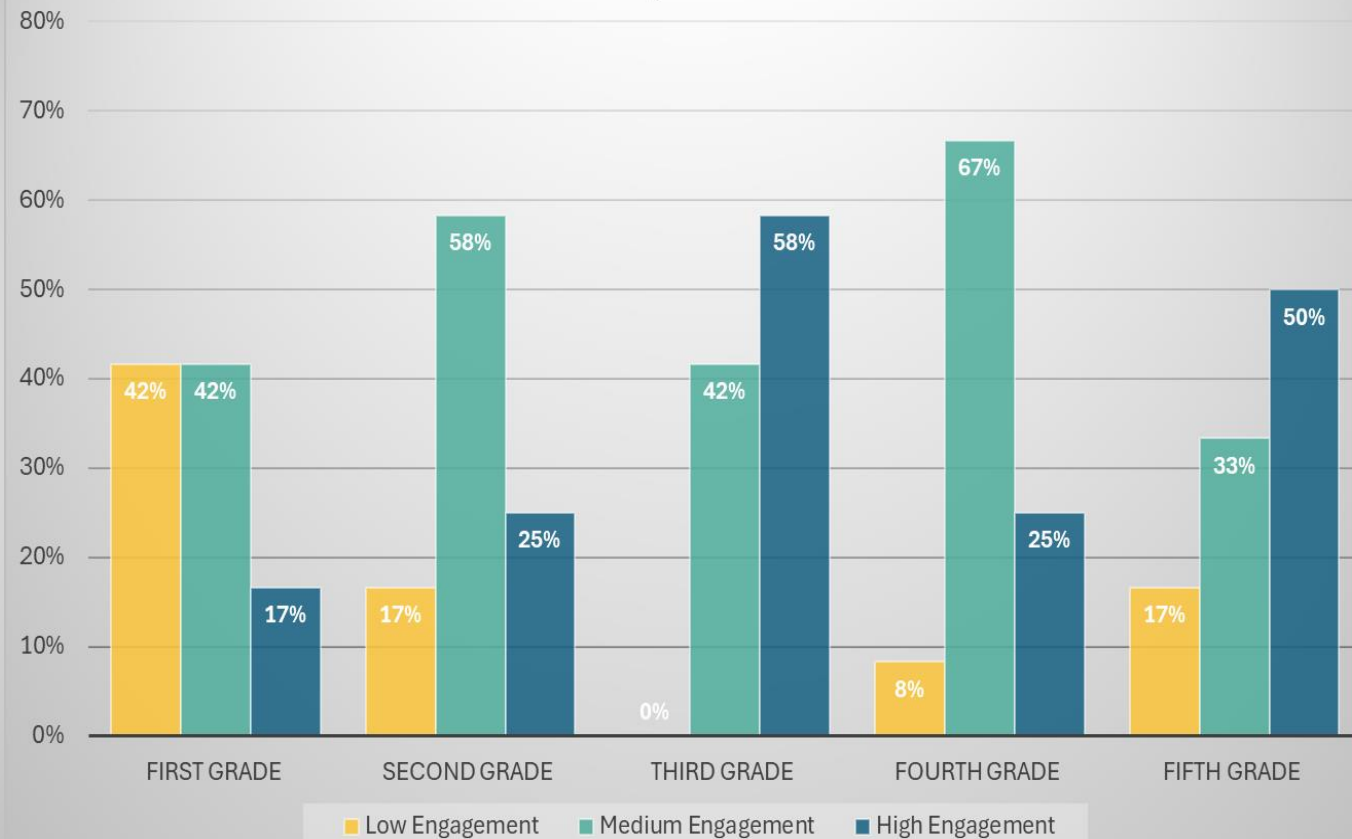
## School SIP Goal

By June 2026, we will **increase ELA achievement by going from 51% to 60% of 1st-5th grade students** achieving grade level proficiency as measured by iReady.

### Student Outcomes by Grade Level



### Student Engagement Levels During PD-Based Discourse Strategies By Grade Level



# Case Study 1 – School Level – Process Monitoring – Qualitative

**Evidence Based Practice:** Targeted Professional Development

**Focus:** Student Discourse Strategies (e.g., think-pair-share, jigsaw, fishbowl)

**Process Measure (Qualitative):** Student Feedback – Panorama Open Response

## 3rd – 5th Grade Question: What does your teacher do to make this class engaging?

- I get to talk to my friends a lot, I like having time to talk about the stories we're reading-
- I like quiet reading time to by myself. I get the most done and can think
- I don't know, probably a lot of things
- She tells us what to do, like her instructions are clear so I know what I'm supposed to be doing.
- I get to share my ideas and it's not a big deal when someone thinks something different. I like being able to debate about what we think stuff means or what might happen next in the story.
- When things are tricky, I get more locked in. I like when it's kinda challenging. Sometimes we have class discussions where people have really different ideas and that's fun.
- I get to talk a lot in this class.
- I like when we get to draw out our favorite parts of the story, I get to use my imagination, and my stuff typically gets hung up in class.
- I like when we get to make our own guesses about what happens next in the story, and I get to hear what other people think is going to happen. I really like when I'm right.
- Not sure, I like the talking parts though.



# Case Study 1 – School Level – Process Monitoring – Qualitative

## **Evidence Based Practice:**

Targeted Professional Development

**Focus:** Student Discourse Strategies (e.g., think-pair-share, jigsaw, fishbowl)

**Process Measure (Qualitative):** Student Feedback – Interview Question

**1st-2nd Grade Question: How did you feel when you talked to your classmates about the story?**

- I don't remember
- It was fun, I talked about my puppy
- I was confused
- Good, I like to talk
- I didn't know what to do
- Happy
- I had fun
- I forgot what we were supposed to talk about





Break

# Case Study – District Level – Progress Monitoring

## **District LCAP Goal**

By June 2026, we will increase ELA achievement by going from 50% to 60% of **1st-5th** grade students achieving grade level proficiency as measured by iReady.

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By June 2026, we will increase ELA achievement by going from 50% to 60% of **1st-5th** grade students achieving grade level proficiency as measured by iReady.



# Case Study 1 – District Level – Process Monitoring

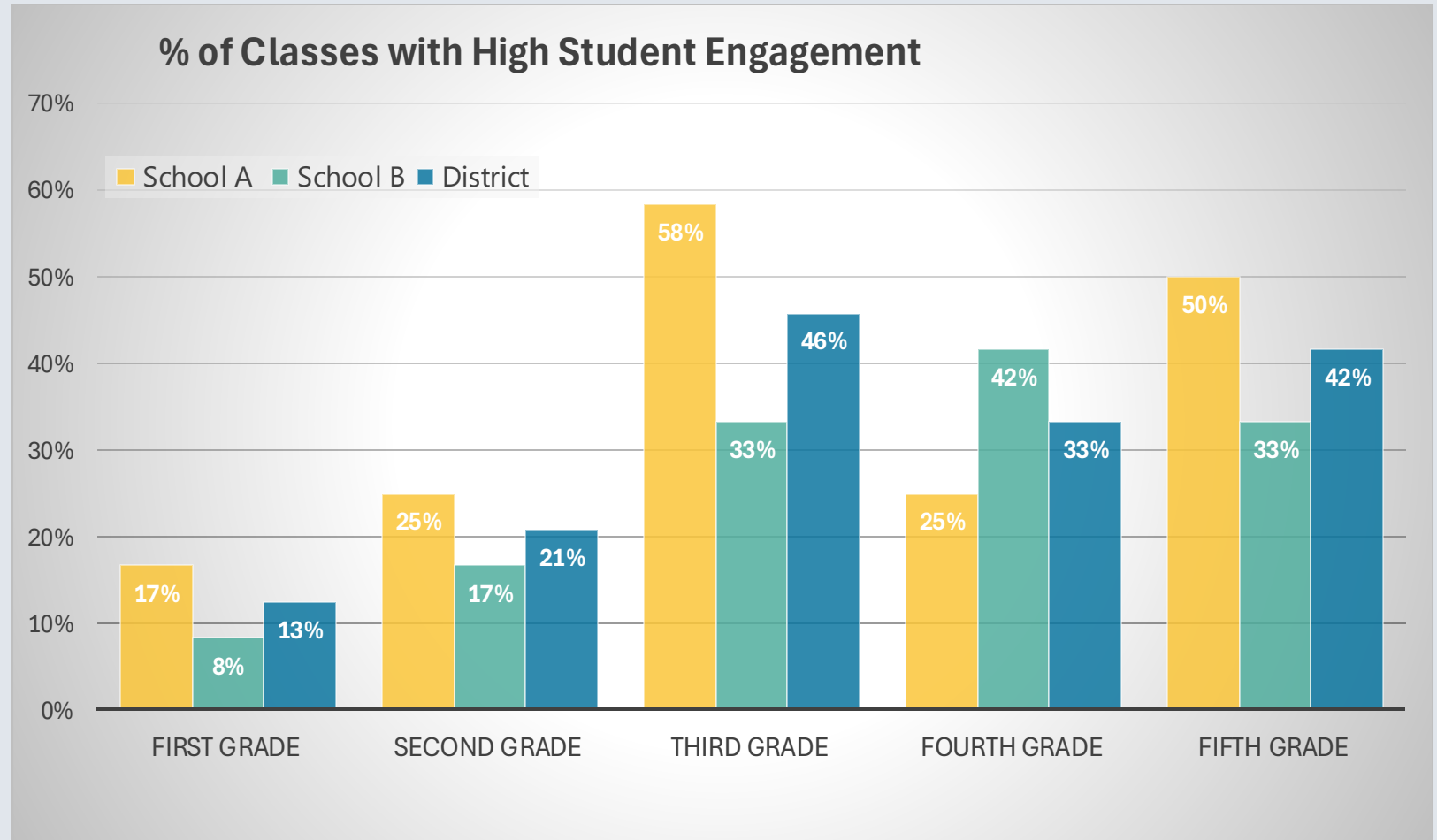
## Evidence Based Practice:

Targeted Professional Development

**Focus:** Student Discourse Strategies (e.g., think-pair-share, jigsaw, fishbowl)

**Process Measure:** Level of student engagement

- High Engagement = 90-100% students actively engaged
- Medium Engagement = 75-89% students actively engaged
- Low engagement = <75% of students engaged)





# Contacts and Questions

# Still Have Questions?

- Office Hours
  - Monthly Office Hours—third Thursday. Continuous Improvement and Data Implementation teams will be there. Bring questions. Get answers.
    - Date & Time: 10/16/2025 10:00AM



# OSSI Webinar Team Contact Info

## Data and Implementation Team

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