Progress Monitoring Webinar

Introduction

In this handout, we'll review important elements of progress monitoring and offer a case study to illustrate progress monitoring at both the school and district level. In the case study, we offer examples of analytic questions and possible responses to those questions. These questions and responses are not exhaustive; they are just meant to provide an example.

Glossary

Data Disaggregation: A method of breaking down a composite (i.e., "aggregated") data category into subcategories that reveal patterns the composite data measure would otherwise hide. For example, you can disaggregate school-wide "all student" data by grade level or race/ethnicity.

Process v. Progress Monitoring: Process monitoring allows you to track how well your evidence-based practices are being implemented to support your goal, while progress monitoring allows you to measure how close you are to meeting your goal.

Example: If your goal is to increase ELA proficiency, you may track your progress by collecting and reviewing unit test data across the year or tracking how many students are meeting each ELA standard. To track your process, you might collect data around teachers' implementation of instructional moves learned in professional development or collect and review artifacts from teachers' professional learning communities.

Quantitative v. Qualitative Data: Quantitative data are numerical and answer quantifiable questions such as: How many? How much? How often? Qualitative data are textual and answer descriptive questions such as: Why? How?

Example: Quantitative data can tell us how many students mastered a particular standard or how many students met regular attendance this month, but it can't tell us why we are seeing those numbers. Qualitative data helps us understand how students, families, and teachers experience the school system and can offer ideas for how to promote positive change. For example, conducting student focus groups or short student interviews to learn more about their experiences and ideas about what is working/what could change.

Spatial Scale v. Time Scale: Progress monitoring across spatial scales relates to analyzing data across different levels of the school system, while progress monitoring across time scales refers to the frequency of data collection.

Example: To progress monitor across spatial scales, you could analyze math proficiency data at the school level for "All Students", then disaggregate the data by grade level to see how individual grade levels are faring compared to the All Students average. To progress monitor across time scales, you could use the WSIF scores that are released each year to examine long-term trends, while also examining local measures, such as classroom based assessments, teacher feedback, and student surveys, that can be given multiple times throughout a school year to inform how to approach/adjust improvement work towards the long-term goal.

Case Study: ELA Proficiency

School-Level Data (Elementary School)

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.

Evidence Based Practice: Targeted Professional Development

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

Process Measure (Quantitative): Level of student engagement during activity

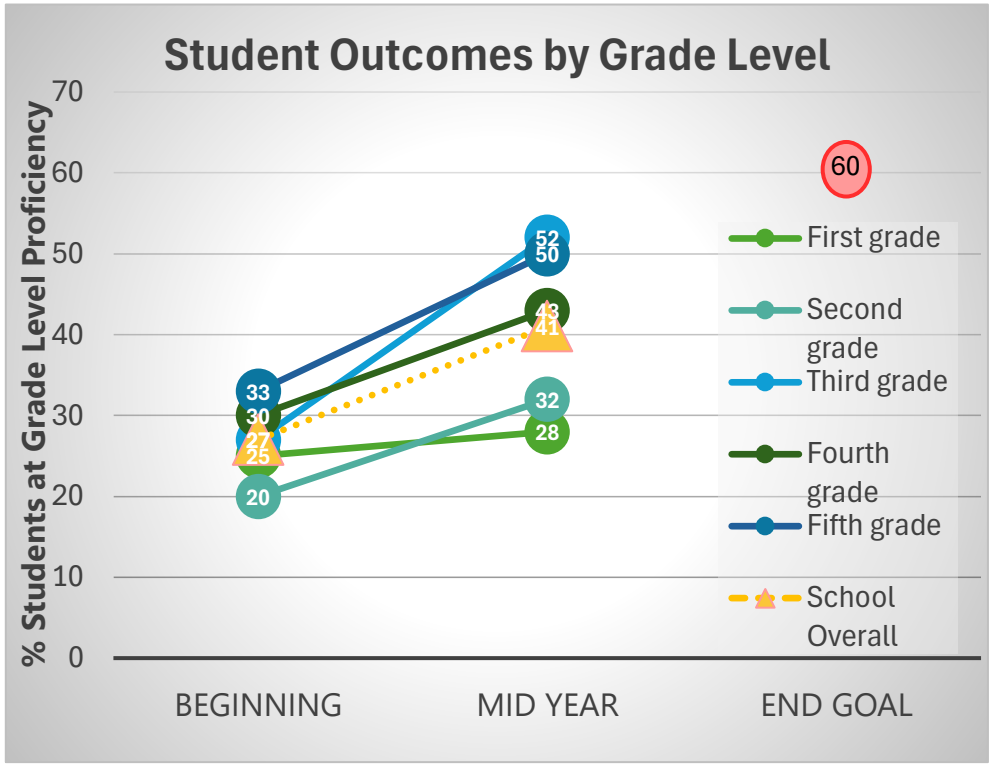
- High Engagement = 90-100% students actively engaged
- Medium Engagement = 75-89% students actively engaged
- Low engagement = <75% of students engaged)

Process Measure (Qualitative): Student feedback – Panorama open response question (classroom engagement)

Progress Monitoring Data

Which pattern in the data most captures your attention (select one)?

- There were more students demonstrating grade level proficiency on mid year iReady assessments compared to the beginning of the year assessments in all grade levels.
- Upper grades (third to fifth) have more students achieving grade level proficiency on mid year iReady assessments compared to lower grades.
- First grade had fewer students reaching grade level compared to other grades.
- Third grade had the most students at grade level or higher on mid year iReady assessments compared to all other grades.



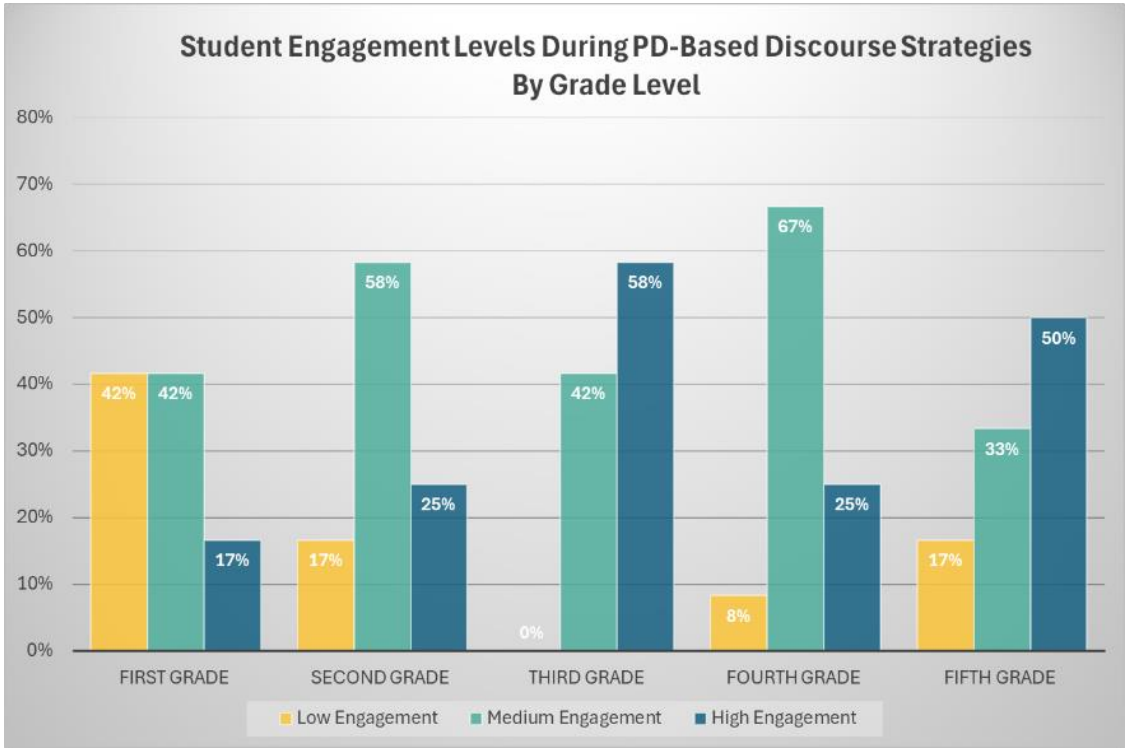
Do the data suggest the school is on track to meet the end of year goal?

- Yes. The school is on track to meet the goal because the school's overall rate of progress is likely to meet the goal.
- Maybe. The upper grades are likely to meet/exceed the goal at the current rate of progress but it is unclear that the lower grades will reach the goal.
- No. The goal stated that all grades would reach the goal, but it seems unlikely that the lower grades will reach the goal by the end of the school year.

Process Monitoring Data – Quantitative

Which pattern in the data most captures your attention (select one)?

- The third and fifth grades are most likely to have high student engagement during the discourse strategies compared to other grades.
- First and second grades are more likely to have lower student engagement during the discourse strategies compared to other grades.
- For most grades, "medium engagement" is the most common during these discourse strategies.
- Except first grade, "low engagement" is not common across grade levels.



When you consider both data sources together, what claims can we make about how classroom practices may be impacting assessment scores?

- High student engagement during selected discourse strategies are correlated with more students achieving ELA proficiency in upper grade levels.
- The lower ELA proficiency in early grades may be because the discourse strategies are not being implemented in ways that lead to high student engagement.
- The lower ELA proficiency in early grades may be because the discourse strategies are not appropriate for early grade levels.

Process Monitoring Data – Qualitative

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

Sample of 5th Grade Student Responses:

- 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 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.

Which theme across student responses most captures your attention (select one)?

- The majority of student responses are positive
- Half of student responses are about students sharing ideas
- Most of the responses about sharing ideas mention that the material is challenging/engaging. These students feel comfortable sharing different ideas and engaging in debates.
- Students mention different ways of engaging with stories/reading materials (e.g., talking, reading, drawing).

1st & 2nd Grade Interview Question: How did you feel when you talked to your classmates about the story?
Sample of 1st Grade Student Responses • 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

Which theme across student responses most captures your attention (select one)?

- Half of the students were generally unsure about what to do
- Half of students shared positive feelings
- Half of students specifically enjoyed talking

What do these data suggest about the current implementation of discourse strategies in ELA classes?

- Keep. Students across both grade levels reported positive feelings around talking to their peers in class, and it appears to support higher levels of proficiency for upper grades.
- Adjust. Younger students might benefit from simpler instructions/more clear routines for discourse activities.
- Drop. For younger grades, find another evidence based practice that might be a better fit to support their ELA proficiency.

District Level Data

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.

Evidence Based Practice: Targeted Professional Development

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

Process Measure: Level of student engagement during activity

- High Engagement = 90-100% students actively engaged
- Medium Engagement = 75-89% students actively engaged

Low engagement = <75% of students engaged)

Progress Monitoring Data

Which pattern in the data most captures your attention (select one)?

- The highest ELA proficiency rates across both schools, and at the district level, occur in higher grades.
- The lowest ELA proficiency rates across both schools, and at the district level, occur in the early grades.
- School A has higher average ELA proficiency rates (i.e., All students group) than School B.
- At the district level, third, fourth, and fifth grades show similar proficiency rates on mid year assessments, but at the school level there is more differentiation across these grades.

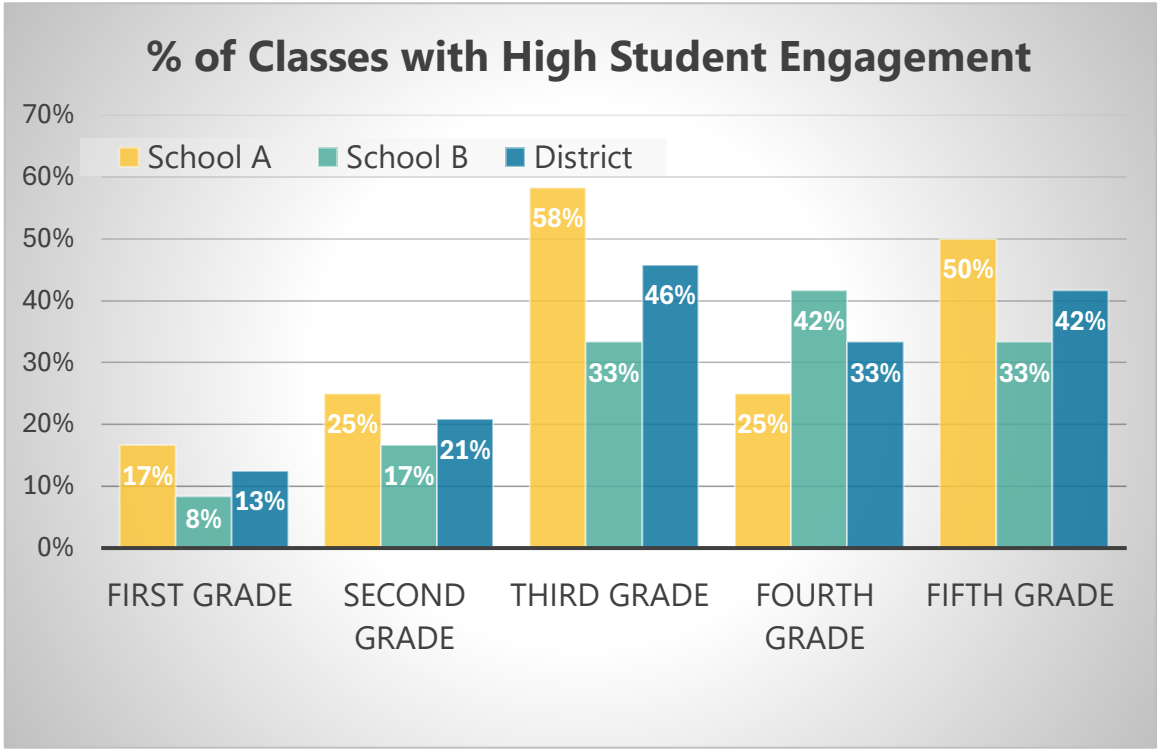
Do the data suggest the district is on track to meet the end of year goal?

- Yes. The district's average proficiency rates for All Students is reasonably on track to meet the goal.
- Maybe. The upper grades are likely to meet/exceed the goal at the current rate of progress but it is unclear that the lower grades will reach the goal.
- Maybe. School A's progress is likely to meet the goal, but School B is unlikely to meet the goal at their current rate of progress.
- No. The goal stated that all grades would reach 60% proficiency by the end of the school year, but it seems unlikely that the lower grades will reach that target.

Process Monitoring Data

Which pattern in the data most captures your attention (select one)?

- School A has more classes with high student engagement during discourse-based activities than School B across most grades.
- Third through fifth grade classes across the district are more likely to have high student engagement during discourse-based activities than lower grades.
- At the district level, less than half (50%) of most classes across all grades had high student engagement during discourse-based activities.



When you consider both data sources together, what claims can we make about how classroom practices may be impacting assessment scores?

- Classes at School A are more successful than School B at eliciting high student engagement as a result of implementing the discourse strategies, which may be contributing to their higher levels of ELA proficiency.
- High student engagement during selected discourse strategies appear to support ELA proficiency in upper grade levels.
- Early grades may be demonstrating lower ELA proficiency because they are not implementing the discourse strategies in ways that lead to high student engagement.
- The discourse strategies being used are more effective at increasing ELA proficiency for upper grade levels and not early grades.