



Utah State Board of Education

FEDERAL SCHOOL IMPROVEMENT PROGRESS MONITORING: REFLECTION QUESTIONS FOR LEA AND SCHOOL LEADERS

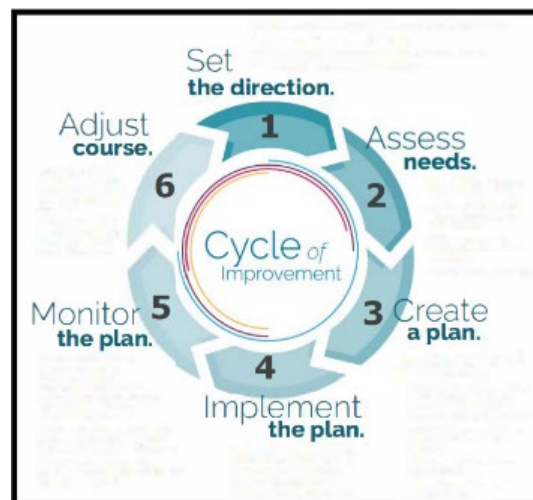
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CORE PRINCIPLES OF PROGRESS MONITORING FOR LEA IMPLEMENTATION AND STUDENT IMPACT

- Strategic Planning and Communication
- Content and Cadence of Data Cycles
- Analysis of Collected Data
- Response to Data Outcomes

FIGURE 1: USBE CYCLE OF CONTINUOUS IMPROVEMENT



Progress monitoring is a component of “Monitor the Plan” in Step 5 of USBE’s Cycle of Continuous Improvement.

REFLECTION QUESTIONS FOR LEA AND SCHOOL LEADERS

Strategic Planning and Communication: Leadership and Competency

Planning for LEA Implementation

- Have we created a culture of communication and collaboration to identify student needs using a root cause analysis based on the comprehensive needs assessment?
- Are we approaching school improvement with an adaptive mindset, growth mindset, and a sense of urgency?

- Are our goals clearly identified, meaningful, and broadly owned across stakeholders?
- Do the educators in our building(s) have the skills, training, and tools to implement instruction and intervention(s) with fidelity?
- Do our school and LEA leaders build assessment literacy and understanding of the purpose and use of required and other expected assessments (e.g., RISE, common formative assessments)?
- Are our teams utilizing organizational systems and processes so that tiered instruction and interventions can take place?
- What barriers for implementation need to be eliminated?
- Are we engaged in best practices for classroom observation as well as calibration around effective teaching practice and capacity building of educators in the school building?

Planning for Student Impact

- How can we establish structures for grade- and department-level team meetings so that teachers can analyze formative assessment results to improve their instruction?
- What is the current stage or status of our implementation of the initiative(s)?
- How can teachers use daily formative assessment practices in their classrooms where they use data that may not be formally captured in data management systems (e.g., using the performance of students on morning tasks to inform what happens in the afternoon).
- Are we as school and/or LEA leaders facilitating grade-level and department meetings to discuss interim and formative assessment results and share strategies to increase the effectiveness of assessments?

Content and Cadence of Data Cycles

Planning for LEA Implementation

- How will we measure adult implementation? What are the indicators of success?
- What is our team doing to implement the selected strategy? Who? When?
- How are progress monitoring check-ins and data reflection conversations calendared?

- How are we ensuring staff competency to effectively use data to solve problems?
- How are we supporting teacher leaders in executing effective data reflection cycles (analysis protocols, facilitation, data reports, progress monitoring) that engage teachers and other stakeholders with summative and interim assessments?
- How are we supporting schools in protecting grade-level and department team meetings so that teachers can analyze formative assessment results to improve their instruction?

Planning for Student Impact

- What data are we collecting on the strategy's impact on student achievement?
- What percentage of our students are receiving Tier 1 instruction? Tier 2 or Tier 3 interventions?
- What is our enrollment in interventions by designated student groups, mode of instruction, and/or other group criteria?
- Are students receiving Tier 2 and 3 interventions at a disproportionate rate?

Analysis of Collected Data

Analyzing LEA Implementation

- What systems are in place to ensure data-informed improvement?
- What systems are in place to collect and analyze data needed to ensure implementation fidelity?
- Are teachers and leaders facilitating team meetings in each grade level and department to discuss interim and formative assessment results and sharing strategies to increase their effectiveness?
- After unit completion, are school leaders and teachers analyzing performance data to gain insights that support student differentiation and identify content to review before the next unit launch?

Analyzing Student Impact

- What percentage of intervention plans are "on track" in each tier and domain (math, literacy, behavior, attendance, etc.)?

- How many students have exited or completed a plan in each domain?
- Are students meeting learning targets at a reasonable rate of improvement?
- What percentage of intervention plans are up to date?
- Which intervention strategies are used most frequently and/or most successfully?
- Do the metrics allow us to track progress across all subgroups?
- What outliers exist in the data?
- What other influences may be impacting this metric?
- How close is the organization to being on track to meet targets?

Responding to Data Outcomes

Responding to LEA Implementation Outcomes

- How can we optimize systems to improve implementation?
- What needs to be done to sustain implementation before the next check-in?
- Have any interventions reached sustainability? Who is responsible for providing guidance or coaching when new staff members are added?
- Who is responsible for continued monitoring of implementation?
- Is any additional staff support or training needed?

Responding to Student Impact Outcomes

- Is the plan or intervention working? How do we know?
- Has the goal been met and can the student(s) exit the intervention?
- Is the student(s) progressing and should we continue the intervention?
- Is the student(s) off-track and should we reconsider the intervention?
- Where do we see models or exemplars of successful outcomes?

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