

Screening & Progress Monitoring Process Reflection Questions

Is our screening and progress monitoring process...

...effective?

- Does our screening process accurately identify students' status toward meeting our outcomes?
- Does our progress monitoring process accurately identify the rate of growth of students receiving selected and intensive support?

...efficient?

- Are we purposeful in our selection of measures?
- Have we eliminated redundancy throughout our process?
- Do we make use of data/assessments we already have/administer?
- Is our process straight-forward and clear for staff to follow?
- Are results provided in a timely way to those who need them?

...systemic?

- Do we screen all students multiple times throughout each school year?
- Do we monitor the progress of all students receiving selected and intensive support?
- Do teams trust, collaborate around, and use the results of our screening process?
- Do staff understand and are adequately prepared for their role in the process?

...systematic?

- Do we collect/administer the same data/assessments consistently for each student?
- Do we document results consistently for each student?
- Do we use common language and procedures to review, interpret and act on results?

...meaningful?

- Are results organized and displayed so that they are easy to interpret?
- Are students engaged throughout the process to take ownership of their learning?
- Are families engaged as partners throughout the process?
- Do educators use the process to inform instructional decisions and actions?
- Does administration use the process to allocate resources (human, materials, professional development) where most needed and best used?

...responsive?

- Does our process result in students getting the level of support needed as soon as possible?
- Is our use of data driven by answering questions we have about our students?
- Do we select measures and interpret results with consideration of students' age and culture?
- Does our school leadership team use screening to gauge the effectiveness of our universal level of support and act on results?
- Do instructional teams use progress monitoring to gauge the effectiveness of selected and intensive supports and act on results?
- Does our process help us critically examine whether our system provides for academic and behavioral success for all and each of our learners?