Georgia's Tiered System of Supports for Students Implementation Step-By-Step Guidance

GaDOE

Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

What is Georgia's Tiered System of Supports for Students?

Georgia's Tiered System of Supports of Students is defined as a tiered system of supports that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems. Additionally, a tiered system of supports for students promotes systems alignment to increase efficiency and effectiveness of resources. Georgia has adopted the national definition for Multi-tiered System of Supports for Students (MTSS) which outlines the following essential components: Screening, Progress Monitoring, Multi-level Prevention System, and Data-based Decision Making. Georgia has added Infrastructure, the fifth essential component. For additional information for each essential component see *Essential Components Explained.* The graphic below is the model for Georgia's Tiered System of Supports for Students.
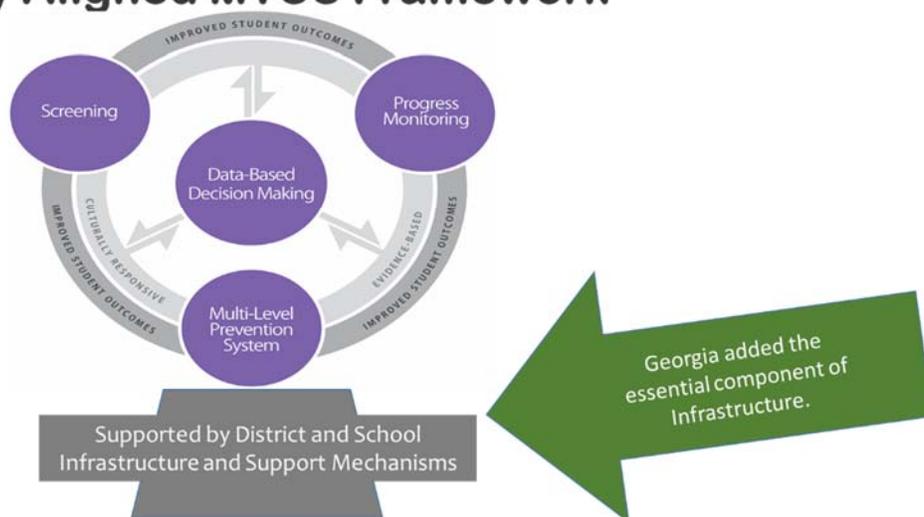
Essential Components Explained

The essential components of Georgia's Tiered System of Supports for Students framework are Screening, Progress Monitoring, Multi-Level Prevention System, Data-based Decision Making (DBDM), and Infrastructure and Support Mechanisms. Georgia's focus on infrastructure will consist of the following sub-components: Leadership, Effective Teaming, Professional Learning and Family and Community Engagement. A brief description of each component is provided below.

Districts should ensure that assessments are used to inform data-based decision making. In a tiered system of supports for students, screening, progress monitoring, and other supporting assessments are used to inform decisions.

Screening

It is essential that district and school leadership have a universal screening system in place to accurately identify students in need of enrichment/acceleration and students at risk of poor learning outcomes or challenging behaviors.

The purpose of universal screening is to identify students who are in need of enrichment/acceleration, identify students who are at risk for poor learning and/or poor behavior outcomes, and provide an indicator of system effectiveness. Screening assessments are typically brief and usually are administered to all students at a grade level. Additionally, these assessments should be valid, reliable, and evidence-based. **The data obtained from screening assessments should be used with other data sources** to verify decisions made about whether a student is or is not at risk or in need of enrichment/acceleration. It is highly recommended that screening is conducted more than one time a year, preferably fall and winter.

PURPOSE	Identify students who are in need of enrichment/acceleration or who are at risk for poor learning and/or poor behavior outcomes and provide an indicator of system effectiveness.
FOCUS	**ALL** Students
TOOLS	Brief assessments that are valid and reliable and that demonstrate diagnostic accuracy for predicting learning potential or behavioral problems.
TIME FRAME	Administered more than one time per year (e.g., fall, winter, and spring)

Progress Monitoring

The purpose of progress monitoring is to monitor students' response to primary, secondary, or tertiary intervention to estimate rates of improvement, identify students who are demonstrating adequate progress, and compare the efficacy of different forms of academic and/or behavior instruction.
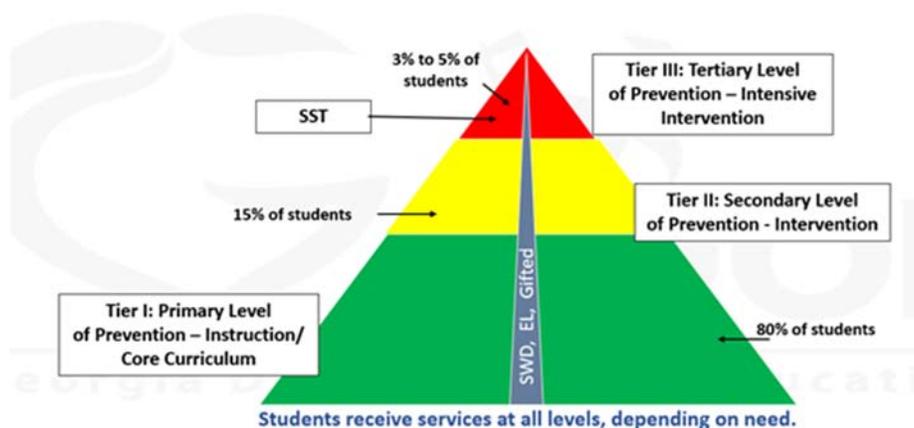
Progress monitoring tools should be valid, reliable, and evidence-based. Unlike universal screening, students are progress monitored at regular intervals based on the intensity of the tiered support provided. The data obtained from progress monitoring should help to determine if

evidence-based instruction or interventions are meeting the needs of the whole child or if an adjustment is needed to boost student progress.

PURPOSE	Monitor students' response to secondary or tertiary instruction/intervention in order to estimate rates of improvement, identify students who are not demonstrating adequate progress, and compare the efficacy of different forms of academic and/or behavior instruction
FOCUS	Students identified who are in need of enrichment/acceleration or who are at risk for poor learning and behavioral outcomes
TOOLS	Brief assessments that are valid and reliable, and evidence-based (High schools may gather and use historical data in addition to other data sources.)
TIME FRAME	Administered at regular intervals (e.g., weekly, biweekly, or monthly)

Multi-Level Prevention System

A Multi-Level Prevention System is a framework designed to provide support matched to student need to maximize student achievement and reduce behavior problems. The Tiered System of Supports for Students includes schoolwide implementation that focuses on the "what and how of instruction" and the provision of services and supports to students that meet their unique, whole-child needs. A Multi-Level Prevention System consists of three levels of intensity or prevention that include high-quality core instruction and evidence-based interventions and supports. The levels are Tier I: Primary Level – Instruction/Core Curriculum; Tier II: Secondary Level – Intervention; and Tier III: Tertiary Level - Intensive Intervention.

3% to 5% of students	Tier III: Tertiary Level of Prevention – Intensive Intervention
SST	
15% of students	Tier II: Secondary Level of Prevention - Intervention
Tier I: Primary Level of Prevention – Instruction/ Core Curriculum	80% of students

SWD, EL, Gifted

Students receive services at all levels, depending on need.

Tier I: Primary Level of Prevention – Instruction/Core Curriculum

The focus of the primary level of prevention is on all students. The instruction is the district's core curriculum and instructional practices, including High Leverage Practices (HLPs) that are research based, aligned with state or district standards, and incorporate differentiated instruction. Instruction is delivered within the general education classroom. Formative assessments should be frequently embedded within the primary level of prevention to monitor for progress. The assessment administered within the primary level of prevention is screening for all students. School-based professional development is institutionalized and structured so that all teachers continuously examine, reflect upon, and improve instructional practice.

Tier II: Secondary Level of Prevention – Intervention

The focus of the secondary level of prevention is on students identified through screening as underperforming or at risk for poor learning/behavior outcomes or those who are need of acceleration/enrichment. The instruction is targeted to the area of need and evidence-based interventions/practices (EBIs/EBPs) supplement or add to primary instruction. The interventions are also closely aligned with and complementary to the core curriculum. Instruction is typically delivered within the general education classroom or other education location within the school to small groups of students where the group size is optimal for the age and needs of the student. The intervention will often provide information on the recommended group size. Procedures should be in place to monitor the fidelity of implementation of the secondary level interventions. The assessments administered within the secondary level of prevention are progress monitoring and diagnostic measures. Diagnostic measures should be used to identify specific needs so that appropriate interventions can be identified.

Tier III: Tertiary Level of Prevention – Intensive Intervention

The focus of the tertiary level of prevention is on students who have not responded to primary or secondary level prevention. The instruction is evidence-based intensive instruction and is continuously adjusted and individualized to address the needs of each student. Decisions regarding student participation in both primary and tertiary levels of prevention are made on a case-by-case basis, and according to student need. Tertiary level interventions supplement the general education curriculum and address identified area of students' need. Procedures should be in place to monitor the fidelity of implementation of tertiary level interventions. The assessments administered within the tertiary level of prevention are progress monitoring and diagnostic measures.

Data-based Decision Making

Data-Based Decision Making is a process for making informed decisions about instructional needs, the effectiveness of instruction, and level of intensity needed within a multi-level

prevention system. This graphic illustrates Georgia's Tiered System of Supports for Students process that district and school teams should follow for problem-solving student learning and behavioral concerns:

This graphic is the problem-solving process used in Georgia's Systems of Continuous Improvement. To align the efforts of Georgia's Tiered System of Supports for Students with Georgia's Systems of Continuous Improvement, this problem-solving process will be used to support implementation of a tiered system of supports for students.

Data-Based Decision Making (DBDM) Teams are critical to the implementation of Georgia's Tiered System of Supports for Students. DBDM teams will utilize the problem-solving process to ensure effective fidelity of implementation of Georgia's Tiered System of Supports for Students. Data-based decision making should be embedded throughout implementation of the four additional components of our tiered system of supports, including screening, progress monitoring, and multi-level prevention system, and infrastructure.

Infrastructure

Infrastructure is the organizational structure necessary to fully operationalize all components of Georgia's Tiered System of Supports for Students in a unified system to meet the established goals. It sets the foundation to ensure effective implementation. In a tiered system of supports for students, district and school leadership strategically allocate resources necessary to create and maintain a reliable infrastructure that includes the following elements: leadership, professional learning, effective teaming, and family and community engagement. A brief explanation is provided below for each element.

<u>Leadership</u>
District and school leadership provide the infrastructure and support systems necessary to ensure the essential components of a tiered system of supports for students are in place and implemented with fidelity.

Professional Learning
District and school leadership provide a supportive environment for professional learning that facilitates the implementation of a tiered system of supports for students. A supportive environment for professional learning helps to ensure highly qualified staff, quality core instruction, and implementation of evidence-based practices (EBPs).

Effective Teaming
District and school leadership provide the infrastructure and support systems necessary to facilitate effective teaming. As a result, implementation teams participate in continuous improvement processes to facilitate the implementation of a tiered system of supports for students.
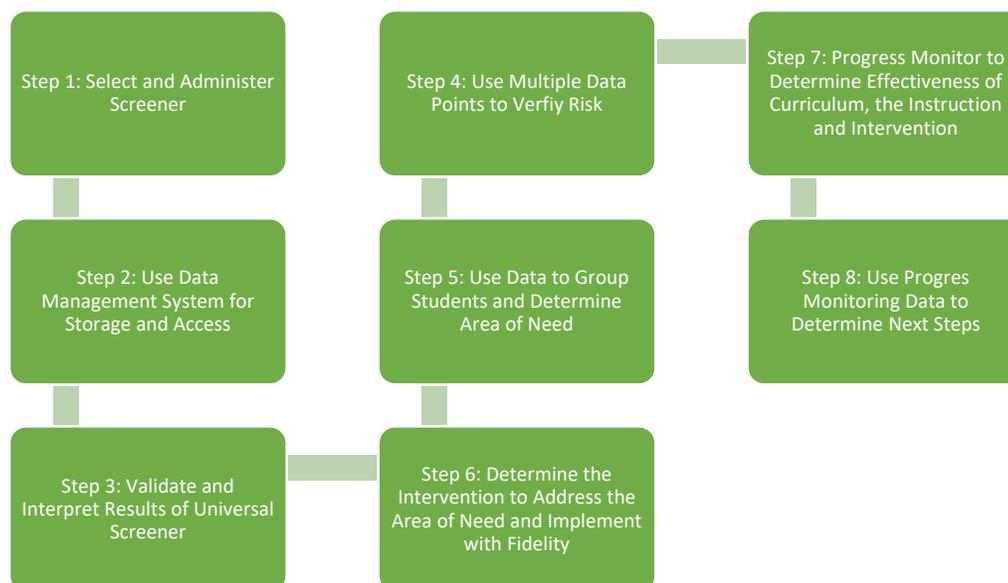
Family and Community Engagement
District and school leadership actively engage families in all steps of the problem-solving process and in all decisions regarding adjustments to interventions and related changes to their student's core curriculum.

How Can I Implement Georgia's Tiered System of Supports for Students?

There are 8 critical steps that are needed to implement Georgia's Tiered System of Supports for Students. These steps are listed in the graphic below. Additional information for each step is provided later in this document in the section *Implementation Steps*.

The Eight Steps to Implementing Georgia's Tiered System of Supports for Students

Step 1: Select and Administer Screener		Step 4: Use Multiple Data Points to Verfiy Risk		Step 7: Progress Monitor to Determine Effectiveness of Curriculum, the Instruction and Intervention
Step 2: Use Data Management System for Storage and Access		Step 5: Use Data to Group Students and Determine Area of Need		Step 8: Use Progres Monitoring Data to Determine Next Steps
Step 3: Validate and Interpret Results of Universal Screener		Step 6: Determine the Intervention to Address the Area of Need and Implement with Fidelity		

As districts and schools are implementing the Georgia's Tiered System of Supports for Students framework, it is important to ensure that a solid infrastructure is in place to make certain that the framework can be implemented with fidelity. The essential component of infrastructure must be

addressed in order for educators and students to achieve maximum benefits of implementation of the framework. As the steps are implemented, one or more of the nine sub-components of infrastructure must be addressed in order to effectively implement the steps. The table below details a description of the implementation steps, the pre-implementation step associated with each step, and the sub-components of infrastructure that are critical to ensure each step is implemented with fidelity. For additional information on infrastructure, the infrastructure webinar and PowerPoint that can be accessed using the link, http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/TieredSystemofSupports.aspx.

The chart below outlines the eight critical steps in implementing a tiered system of supports. For each step pre-implementation steps are suggested as well as an alignment with the sub-components of infrastructure.

Preparing and Implementing Georgia's Tiered System of Supports for Students

	Pre-Implementation Steps	**Implementation Steps**	**Alignment with Sub-components of Infrastructure**
Step 1	Select Screener	Administer Screener to ALL students.	Leadership Professional Learning Schedules Resources Communication with and Involvement of all staff Cultural Linguistic Responsiveness Effective Teaming Family and Community Engagement Prevention Focus
Step 2	Enter Screening Data	Use Data Management System for Storage and Access	Leadership Professional Learning Schedules Resources Communication with and Involvement of all staff Cultural Linguistic Responsiveness Effective Teaming
Step 3	Analyze screening results and provide user friendly outputs	Validate and Interpret Results of Universal Screener	Leadership Professional Learning Schedules Resources Communication with and Involvement of all staff Cultural Linguistic Responsiveness Effective Teaming

	Pre-Implementation Steps	Implementation Steps	Alignment with Sub-components of Infrastructure
Step 4	**Identify acceptable sources to verify screening data**	**Use Multiple Data Points to Verify Risk**	Leadership Professional Learning Resources Communication with and Involvement of all Staff Effective Teaming
Step 5	**Create a ranking graph**	**Use Data to Group Students and determine area of need**	Leadership Professional Learning Schedules Resources Communication with and involvement of all Staff Effective Teaming
Step 6	**Identify Interventions (See Rubric)**	**Determine the Intervention to address the area of need and Implement with Fidelity**	Leadership Professional Learning Schedules Resources Communication with and involvement of all Staff Effective Teaming
Step 7	**Select Progress Monitoring Tools**	**Progress Monitor to determine of effectiveness of curriculum, the instruction and intervention**	Leadership Professional Learning Schedules Resources Communication with and Involvement of all staff Cultural Linguistic Responsiveness Effective Teaming Family and Community Engagement Prevention Focus
Step 8	**Enter Progress Monitoring Data** **Analyze and interpret Progress monitoring data** **Provide user friendly outputs**	**Use Progress Monitoring Data to Determine Next Steps**	Leadership Professional Learning Schedules Resources Communication with and Involvement of all staff Cultural Linguistic Responsiveness Effective Teaming

How can I find out more about Georgia's Tiered System of Supports for Students?

To learn more about the essential components of Georgia's Tiered System of Supports for Students, the Units of Study listed below are available on the GADOE website at www.gadoe.org/TieredSystemofSupports.

Unit of Study	Focus/Learning Objectives
Overview of MTSS	☐ Articulate the essential components of Georgia's Tiered System of Supports for Students ☐ Describe how Georgia's Tiered System of Supports for Students aligns and supports existing district, state, and federal initiatives ☐ Describe the roles and responsibilities of teams and coaches in the framework ☐ Identify two types of data collected and describe how these data sets are used in data-based decision making
Self-Assessment	☐ Describe the components of Georgia's Tiered System of Supports for Students Fidelity Rubric. ☐ Assess my district's/school's implementation of Georgia's Tiered System of Supports for Students using the Fidelity Rubric. ☐ Discuss successes and barriers with implementing the components of Georgia's Tiered System of Supports for Students. ☐ Identify next steps to support effective implementation of Georgia's Tiered System of Supports for Students.
Screening	☐ Identify importance of screening and using other data sources to verify risk ☐ Apply screening data to decision making and action planning ☐ Select and evaluate appropriate screening tools ☐ Develop or self-assess/refine a screening implementation plan
Progress Monitoring	☐ Identify importance of progress monitoring ☐ Apply progress monitoring data to decision making and action planning ☐ Select and evaluate appropriate progress monitoring tools ☐ Develop or self-assess/refine a screening implementation plan

Unit of Study	Focus/Learning Objectives
Multi-Level Prevention System	☐ Use screening and progress monitoring data to make decisions at all levels of the multi-level prevention system, including movement between levels. ☐ Develop a multi-level prevention system. ☐ Select evidence-based interventions and practices
Infrastructure and Support Mechanisms	☐ Learn reasons why Infrastructure and Support Mechanisms is a critical component of Georgia's Tiered System of Supports for Students ☐ Gain a greater understanding of the sub-components of Infrastructure and Support Mechanisms within Georgia's Tiered System of Supports for Students

Introduction to Step-by-Step Guidance

Once Infrastructure and Support Mechanisms are in place at the school/district level, it's time to implement the Georgia's Tiered System of Supports for Students framework. The principles and practices of a multi-tiered prevention system are based upon what research has shown to be effective in both creating successful and sustainable system change as well as what is necessary in proving the most effective instruction to all students. The Georgia's Tiered System of Supports for Students framework is designed to address the academic and behavioral needs of every student, regardless of whether the students are struggling or have advanced learning needs. For the Georgia's Tiered System of Supports for Students framework to function at an optimal level, district staff must support implementation so that the new routines become part of the district and school culture. It is the intent of this guide to provide the systemic framework that will lead to improved student outcomes.

Implementation Steps

Step 1: Select and Administer Universal Screening Tool(s)

Who	Teacher administers to all students or monitors computer-assisted administration
	School-Wide Assessment Team (SWAT) – non-classroom teachers, administrators and other certified staff quickly assess all students in a timely fashion
What	Brief assessments that are technically sound, valid and reliable and demonstrate diagnostic accuracy for predicting learning or behavioral problems as well as identifying gifted or talented learners
When	Administer universal screener more than one time per year (e.g. fall, winter, spring); three times a year is recommended

Why	To identify students who are at risk for poor learning outcomes, those who can benefit from acceleration/enrichment and to provide an indicator of effectiveness of the core curriculum, interventions, instruction and the effectiveness of Georgia's Tiered System of Supports for Students framework

The Georgia Department of Education does not endorse or provide a universal screener to districts.

To review and compare academic and behavioral screening tools, visit the National Center on Intensive Intervention at https://charts.intensiveintervention.org/chart/academic-screening and https://charts.intensiveintervention.org/chart/behavior-screening.

Step 2: Use Data-Management System for Storage and Access

Who	Leadership Team Members, technology or assessment coordinator
What	Screening, classroom assessments, curriculum-based assessment, performance on state assessments, diagnostic assessments, progress monitoring, behavior, etc.
When	Based on school's assessment calendar, behavior needs to be addressed on this calendar
Why	To store and access student data for instructional data-based decision making in a tiered system of supports for students

Georgia is developing an online platform for data management that will be available for Georgia's Tiered System of Supports for Students Cohort I districts/schools initially. Later additional districts/schools will have access.

Step 3: Validate and Interpret Results of Universal Screening

Who	Data-Based Decision Making (DBDM) Teams
What	Utilize a detailed report, preferably with visual representations, of individual student scores and well-defined cut scores or decision points to identify students at risk of poor learning, behavior concerns, and/or those who are in need of enrichment/acceleration
When	After every Universal Screening

Why	To identify students who are at risk for poor learning outcomes, those who can benefit from acceleration/enrichment and to provide an indicator of effectiveness of the core curriculum, interventions, instruction, and the effectiveness of Georgia's Tiered System of Supports for Students framework

Considerations for Validation of Universal Screening Data

- Is the data for individual students valid?
- Which students are not at the expected performance criteria for a given age or grade level?
- Are students identified at risk truly at risk?
- Are students identified at risk who are not?
- Are there systemic issues that may affect the validity of screening data?
- Was the screening tool administered with fidelity?
    - Were the directions for the administration of the screening assessment followed exactly?
    - Were the time limits for each test followed exactly?
    - Were assessments given within the window for administration as outlined on the district's assessment calendar?
    - Were all staff members who administered the assessment adequately trained?

Ensuring the validity of data does not apply only to universal screening data. All data collected throughout the implementation process, including screening, diagnostic, and progress monitoring data, must be reviewed to ensure teams have confidence in the results.

Considerations for Interpretation of Universal Screening Data

After every universal screening, school-level data is analyzed to determine if the core curriculum has sufficiently met the needs of 80% or more students.

- Data-Based Decision Making (DBDM) Teams use a well-defined cut score or decision point to identify students at risk or in need of acceleration/enrichment.
- If the school or a grade level has fewer than 80% of students achieving the desired outcome for Tier I performance, then several questions should be considered:
    - Are core instruction and the core curriculum (including social and behavioral expectations) being implemented with fidelity? How do we know?
    - Is core instruction explicit, systematic, and scaffolded?
    - Are concepts being taught to mastery?
    - Are there sufficient examples, explanations, and opportunities for practice to support new learning?
    - In terms of differentiating the core, what thoughts arise with regard to the strengths and needs of this current grade?

- o Are professional development or supports needed for the teachers regarding the core curriculum or instruction?
- o Are all students getting access to the core curriculum?

When 20% or more of students in a particular grade level fail to reach the desired outcome for Tier I performance, there is an indication of possible problems with implementing or accessing the core instruction/curriculum. Evidence-based secondary or tertiary interventions cannot adequately support students when there are issues with the core curriculum and/or instruction.

Data-Based Decision Making Teams need to:

- o Consider data for all the classrooms, grade-levels, content areas, subgroups, etc. in the school and look for patterns that might indicate systemic issues.
- o Consider the question of "**What is our core curriculum**?" and ensure that staff is, in fact, implementing the core curriculum with fidelity.
- o Review the materials teachers are expected to use at each grade level as part of the core curriculum. Core curriculum does not apply only to academics. At Tier I, explicitly teaching behavioral expectations and providing social skill instruction are critical components of the core curriculum.
- o Review any information that has been collected about the fidelity of the implementation of the core curriculum. A lack of fidelity in teaching the core curriculum is often identified as a problem, and it is a first consideration when trying to increase the number of students who fall within the desired outcomes for Tier I performance.
- o Review schoolwide instructional practices.
- o Consider whether there are any needs for professional development within the building.

It is important to foster clear two-way communication about grade level results and any issues related to core instruction between Data-Based Decision Making (DBDM) Teams at the building and district level of leadership, at the grade or department level as well as at the classroom level.

Any issues with core curriculum and/or core instructional practices need to be addressed prior to focusing on adding or intensifying interventions. The leadership team will need multiple data points and time to examine patterns across classrooms, grade levels, content areas, subgroups, etc. before making significant adjustments to core curriculum and instruction.

When reviewing grade level data from the initial universal screening of the academic year, grade level teams should focus on questions such as:

- What is the current grade level status?
- Where should the goal for this academic year be set?
  - What are the strengths/needs of the current group of learners?
  - What are the implications of the grade level results for differentiation of core instruction and curriculum?
- Are there instructional or curriculum concerns that the Leadership Team needs to address?
  - Are there areas where professional development is needed for staff to implement the core curriculum more effectively across the grade level?
- What do the individual skills assessed help determine regarding the skills taught in the core? Are there any skills that need to be taught more explicitly and systematically?
- What additional supports or resources are necessary to achieve learner goals at a particular grade level?

Step 4: Use Multiple Data Points to Verify At Risk Status

Who	Data-Based Decision Making (DBDM) Teams
What	Utilize a detailed report of students' screening data used in concert with at least two other data sources (e.g., classroom performance, performance on state assessments, diagnostic assessments, progress monitoring, attendance, behavior, etc.) to verify decisions about whether a student is or is not at risk
When	After every Universal Screening
Why	Verifying risk, using multiple data points, can reduce over- and under-identification of students in supplemental supports

Additional Academic Report Available in Winter and Spring

As subsequent universal screening data is collected, Data-Based Decision Making (DBDM) Teams at the building, grade level, and classrooms will analyze the effectiveness of tiered supports for all and by subgroups. It will also be important to determine whether individual students are making sufficient progress. Some assessments systems provide a snapshot view of the effectiveness of core instruction as well as secondary and tertiary interventions for individual students.

Step 5: Use Data to Group Students

Who	Data-based Decision-Making Teams

What	Utilize a detailed report listing multiple data sets for students' scores and tiers
When	After every Universal Screening
Why	Use screening data and at least two additional data elements, to determine which students will receive secondary interventions

Grouping students according to instructional and/or behavioral recommendation is not sufficient. Instructional intensity recommendations only indicate the level of support students require for success. Selecting the appropriate intervention to match individual student needs requires deeper data analysis.

Step 6: Determine Focus of Intervention and Implement Intervention with Fidelity

Who	Data-Based Decision Making (DBDM) Teams
What	Utilize a detailed report of students' screening data used in concert with at least two other data sources (e.g., classroom performance, performance on state assessments, diagnostic assessments, progress monitoring, attendance, behavior, etc.) to identify students' explicit needs
When	After the analysis of every universal screening and other data sets
Why	To ensure students' needs are being met and the appropriate evidence-based interventions are being selected

Once the initial grouping is complete, teams will have the task of making sure the intervention groups are homogenous in need, appropriate in size per published recommendations, instructed by trained staff, and equipped with curriculum that matches the instructional focus (academic and/or behavior) for that group.

It is critical to have a good match between the knowledge of the instructor and the intervention the instructor will teach. Therefore, it is important to know the strengths and professional development needs of the instructional providers (e.g., teachers, building aides, and para-educators). Leadership Teams need to consider how certified and noncertified staff can best be utilized to teach intervention groups. Instructional effectiveness depends on the use of strong evidence-based interventions and qualified staff to provide the intervention.

In addition, the Leadership Team will need to select appropriate secondary or tertiary interventions from those identified by the district or the school.

Step 7: Progress Monitoring

Who	Interventionist or designee
What	Brief assessments that are valid and reliable and evidence-based. (High schools may gather and use historical data in addition to other data sources.)
When	Occurs at regular intervals (e.g., weekly, bi-weekly and monthly), depending on if it's a secondary or tertiary evidence-based intervention. If the vendor publishes suggested progress monitoring intervals, adhere to those guidelines
Why	Progress monitoring data allow us to compare the efficacy of different forms of instruction, estimate the rates of improvement (ROI) across time, identify students who are not demonstrating adequate progress and determine when instructional change is needed

Why Progress Monitor?

Ongoing progress monitoring is essential for students receiving interventions to ensure all students are achieving adequate progress. Progress monitoring students at a student's instructional level is critical in helping close the achievement gap between the student and his/her peers. Data from progress monitoring tracks how students are responding to an intervention; without these data, instruction is just a best guess.

"A progress monitoring protocol that includes assessment frequent enough to make informed and student-centered decisions is important to any intervention system" (Riccomini & Witzel, 2010, p. 46).   The Leadership Team will publish a schedule for progress monitoring that includes the frequency of progress monitoring data collection and analysis of progress monitoring data. When determining the frequency of progress monitoring data collection, it is important to consider: how quickly students typically learn the skills that are the focus of instruction, and how frequently Data-based Decision Making Teams will meet to review progress monitoring data for instructional adjustments based on the decision rules published by the district. The frequency of progress monitoring is influenced by how quickly instructional adjustments can be made. Within Georgia's Tiered System of Supports for Students, progress monitoring occurs at regular intervals (e.g., weekly, bi-weekly and monthly). If the vendor publishes suggested progress monitoring intervals, adhere to those guidelines.

To review and compare academic and behavioral progress monitoring tools, visit the National Center on Intensive Intervention at https://charts.intensiveintervention.org/chart/progress-monitoring

Step 8: Use Progress Monitoring Data to Determine Next Steps

Who	Data-Based Decision Making (DBDM) Teams

What	Analyze, interpret, and discuss progress monitoring data to determine next steps
When	DBDM Teams should meet as often as indicated in their assessment calendar in order to make timely decisions
Why	Progress monitoring data allow us to determine the effectiveness of curriculum, the instruction and intervention

Progress monitoring of students in intervention is critical to ensure appropriately targeted instruction (standards-based and intervention) which leads to student growth. Progress monitoring using Curriculum Based Measurement (CBM) measures and carefully identified behavioral measures can provide information about the

- effectiveness of the curriculum,
- whether students in intervention are closing the achievement gap with their grade level peers
- whether instruction needs to be adjusted.

Perhaps, the most innovative use of progress monitoring tools is the ability to rapidly and frequently ascertain whether an intervention is actually working, when implemented with fidelity, and make instructional adjustments based on this data in a timely manner. It is through frequent progress monitoring that the ultimate goal of returning students to less intensive instruction in a short time period can be achieved.

Adapted from Kansas Multi-Tier System of Supports & Alignment:
https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/1999/Systems_Implementation_Guide_7.30.18.pdf