



Georgia Department of Education Georgia's Tiered System of Supports for Students Essential Components Progress Monitoring



Progress Monitoring, an essential component of **Georgia's Tiered System of Supports for Students**, is in alignment with [Coherent Instruction](#) and [Supportive Learning Environment](#) and crucial to the [School Improvement Process](#). Coherent Instruction, Supportive Learning Environment and the School Improvement Process are part of **Georgia's Systems of Continuous Improvement**.

The purpose of progress monitoring is to monitor students' response to Tier II: Secondary and Tier III: Tertiary Level intervention in order to estimate rates of improvement, identify students who are demonstrating adequate progress, determine when an instructional change is needed, and compare the efficacy of different forms of academic and/or behavior intervention.

Progress monitoring can be implemented with students identified as in need of enrichment/acceleration or who are at risk for poor learning and/or behavioral outcomes.

Progress monitoring tools should be brief, 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 practices are meeting the needs of the whole child or if an adjustment is needed to boost student progress.

Essential Component: Progress Monitoring

Critical Feature One: Progress Monitoring Tools

- Provide sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level.
- Specify minimum acceptable growth.
- Provide benchmarks for minimum acceptable end-of-year performance.
- Utilize progress monitoring tools that are valid and reliable.

Critical Feature Two: Progress Monitoring Process

- Occurs at least monthly for students receiving Tier II: Secondary Level intervention.
- Occurs at least weekly for students receiving Tier III: Tertiary Level intervention.
- Ensures implementation accuracy by establishing written procedures.

In a tiered system of supports for students, district and school leadership provide the support systems and resources necessary to conduct progress monitoring and use the results to inform data-based decision making.



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Sample Performance Indicators

Performance indicators include, but are not limited to:

- Selects progress monitoring tools that have sufficient forms for all areas (i.e., academics and behavior)
- Uses progress monitoring tools that provide benchmarks that indicate an acceptable end of year performance
- Uses progress monitoring tools that are valid and reliable
- Establishes procedures to ensure progress monitoring at recommended intervals based on tiered support
- Uses progress monitoring results to determine if students made acceptable growth
- Uses results to inform the data-based decision making process
- Uses a data system to store and access student data in a timely fashion

Assessments – Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making.

Progress Monitoring-Ongoing and frequent monitoring of progress quantifies rates of improvement and informs instructional practice and the development of individualized programs. Measures are appropriate for the students grade and/or skill level.

Measures	1	2	3	4	5 (Evident)
Progress Monitoring Tools	Selected progress monitoring tools meet no more than one of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of year performance; and (4) reliability and validity information for the performance-level score is available.	One criteria is met, and there is progress toward implementing at least one more of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of year performance; and (4) reliability and validity information for the performance-level score is available.	Selected progress monitoring tools meet two of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of year performance; and (4) reliability and validity information for the performance-level score is available.	Three of the following criteria are met: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of year performance; and (4) reliability and validity information for the performance-level score is available.	Selected progress monitoring tools meet all of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of year performance; and (4) reliability and validity information for the performance-level score is available.



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Assessments – Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making.

Progress Monitoring-Ongoing and frequent monitoring of progress quantifies rates of improvement and informs instructional practice and the development of individualized programs. Measures are appropriate for the students grade and/or skill level.

Measures	1	2	3	4	5 (Evident)
Progress Monitoring Process	Neither of the following conditions is met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).	Neither of the following conditions is met, but there is progress toward implementing at least one of the conditions: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).	Only one of the following conditions is met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).	One of the following conditions is met, and there is progress toward implementing the second condition: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).	Both conditions are met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).

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For additional information, see **Progress Monitoring** in [Georgia's Tiered System of Supports for Students Implementation Step-By-Step Guidance](#).