



Progress Monitoring

Progress Monitoring is part of the [Coherent Instructional System](#), [Supportive Learning Environment](#), and *School Improvement Process* of [Georgia's Systems of Continuous Improvement](#).

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 can be implemented with individuals or groups of students, a class, an entire grade or a school system.

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.

Essential Component: Progress Monitoring

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.

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
- Establish 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

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

Progress Monitoring— Screenings are used to inform data-based decision making

1 (Little to No Evidence)	3 (Some Evidence)	5 (Evident)
<p>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 student’s grade and/or skill level.</p>		
<p>Selected progress-monitoring tools meet 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.</p>	<p>Selected progress-monitoring tools meet two or three 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.</p>	<p>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 and staff is able to articulate the supporting evidence.</p>
<p>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).</p>	<p>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).</p>	<p>Both of the following 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).</p>