



Academic Progress Monitoring

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Purpose and Overview of Process

Academic Progress Monitoring is a process that the SCSC may require of schools when significant concerns arise regarding their ability to meet the academic expectations of the Comprehensive Performance Framework (CPF). When a school is placed on Academic Progress Monitoring, they will be required to submit periodic academic updates to the SCSC, which will include interim assessment reports, narrative analyses of the state of their academic program, and an assessment calendar for the school year. The purpose of Academic Progress Monitoring is to:

- 1) Provide proactive oversight of any school struggling to meet academic standards prior to high-stakes renewal decisions.
- 2) Ensure active lines of communication between the SCSC and school regarding programmatic challenges and initiatives.

Schools will be identified for Academic Progress Monitoring primarily as an outcome of the SCSC's [Performance Review](#) process, following the release of the annual CPF report. During Performance Review, schools that do not meet academic standards are notified, and depending on the severity of underperformance, Academic Progress Monitoring is one of several interventions that the SCSC may require. The SCSC may place a school on Academic Progress Monitoring outside of the Performance Review process as deemed necessary due to additional factors, including:

- A significant decline in Georgia Milestones scores
- Leadership instability
- High teacher turnover rate
- Enrollment declines
- Other factors suggesting academic programmatic challenges

Additionally, Academic Progress Monitoring may be included in the terms of a school's [probation](#) or probationary charter term. The specific rationale and submission requirements will be provided anytime a school is placed on Academic Progress Monitoring, and the following pages provide more depth on the content of required submissions.

Submission Requirements

When a school is placed on Academic Progress Monitoring, it is required to submit the following:

School Assessment Calendar

The school should submit their Assessment Calendar for any year in which they are on Academic Progress Monitoring. The calendar should include testing dates/windows for all formative and summative assessments.

Interim Assessment Student Growth Summary Reports

The school must provide interim assessment student growth summary reports, broken down by grade level and subject, within two weeks following the Fall, Winter, and Spring assessment windows outlined in the submitted calendar. SCSC staff may also request these reports from prior school years. The student growth summary report should show expected grade-level scores and progress from one assessment to the next, and it must be generated directly from the school's assessment system (an excel file with manually input scores will not suffice). All data should be aggregated to the grade and school-level, and no personally identifying student information should be included in report submissions.

Narrative Analysis of Assessment Report Findings

Along with each growth summary report, the school must also submit a written narrative analysis of assessment findings. The analysis should identify all areas where the assessment data suggest a lack of adequate progress. The write-up should also explain what interventions are being implemented to remediate noted deficiencies, and provide updates on any interventions previously identified. Each analysis should be 1-2 pages in length. SCSC staff may request additional information if the data does not show movement out of low-scoring ranges.

All academic documents and reports must be submitted to the SCSC for review. Additional follow-up actions, data or reports may be required. For any questions regarding the Academic Progress Monitoring submission requirements, please reach out to SCSC Academic Evaluation Manager, Henry Siebentritt (henry.siebentritt@scsc.georgia.gov).

Sample Submission

See below for an example of an Assessment Calendar submission, student growth report, and narrative analysis of assessment results. The growth reports and narrative analyses must be submitted within two weeks of each interim testing window (circled in red) closing.

**2024-2025
Assessment Calendar**

Date (s)	Grade(s)	Assessment
Aug. 5 th – Sept. 2 nd	K	GKIDS Readiness Check
Aug. 5 th – 8 th	1 - 8	j-Ready Diagnostic 1: Reading and Math
Aug. 12 th – 15 th	K	j-Ready Diagnostic 1: Reading and Math
Aug. 19 th – 22 nd	K - 8	Progress Learning pre-assessment: Reading and Math
Aug. 19 th – 22 nd	5 & 8	Progress Learning pre-assessment: Science
Aug. 19 th – 22 nd	8	Progress Learning pre-assessment: Social Studies
Oct. 7 th - 11	3 - 8	Write Score – 1 st Administration
Dec. 2 nd – 5 th	K - 8	j-Ready Diagnostic 2: Reading and Math
Dec. 16 th – 19 th	K - 8	Progress Learning interim assessment: Reading and Math
Dec. 16 th – 19 th	5 & 8	Progress Learning interim assessment: Science
Dec. 16 th – 19 th	8	Progress Learning interim assessment: Social Studies
Jan. 4 th	K	GKIDS Progress Report
Jan. 13 th – 16 th	K - 2	NWEA MAP Assessment
Jan. 27 th – 31 st	3 - 8	Write Score – 2 nd Administration
Apr. 22 nd	3 - 8	GA Milestones EOG: ELA Section 1
Apr. 23 rd	3 - 8	GA Milestones EOG: ELA Section 2
Apr. 24 th	3 - 8	GA Milestones EOG: ELA Section 3
Apr. 25 th	TBD	GA Milestones EOG: ELA Make-Up Day
Apr. 29 th	3 - 8	GA Milestones EOG: Math Section 1
Apr. 30 th	3 - 8	GA Milestones EOG: Math Section 2
May 5 th	TBD	GA Milestones EOG: Math Make-Up Day
May 1 st	5 & 8	GA Milestones EOG: Science Sections 1 & 2
May 6 th	8	GA Milestones EOG: Social Studies Sections 1 & 2
May 7 th – 9 th	TBD	GA Milestones EOG: Science & Social Studies Make-Up Day
May 7 th	K	GKIDS EOY Readiness Final Assessment
May 12 th – 16 th	K - 8	j-Ready Diagnostic 3: Reading and Math
May 14 th – 22 nd	TBD	Finals
May 19 th – 22 nd	TBD	GA Milestones EOG ELA & Math Retest

Figure 1. Assessment calendar that includes interim assessment testing windows.

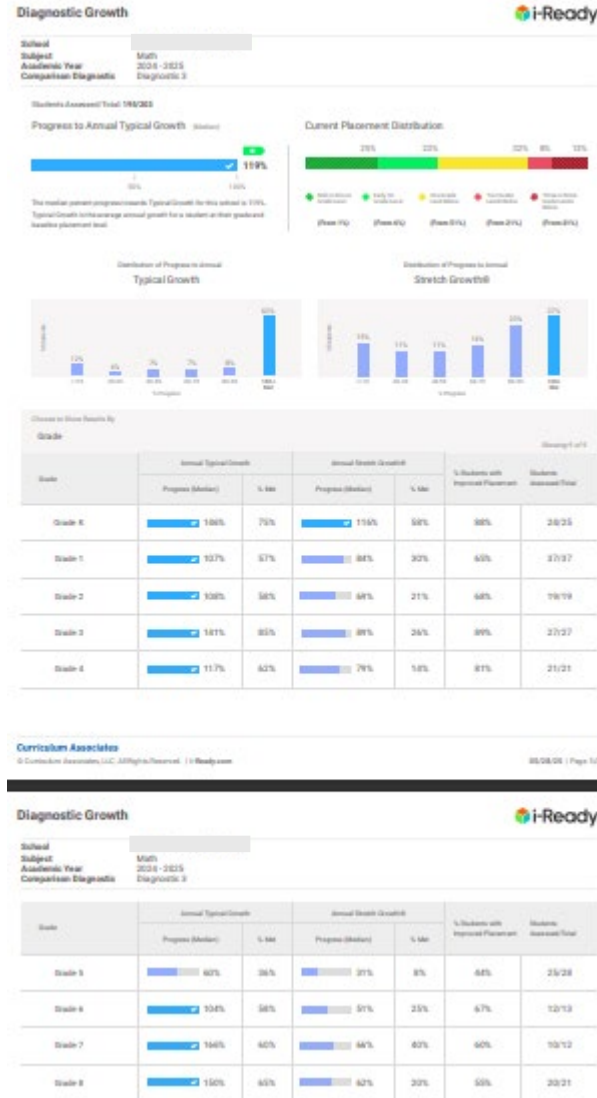


Figure 2. Nationally-normed student growth report generated directly from the assessment platform. The same report must be provided for ELA.

Dear Members of the State Charter Schools Commission,

(excerpted)...we recently conducted a comprehensive review of our summative diagnostic data. This reflection served as a valuable opportunity to assess the effectiveness of our current academic strategies and determine the appropriate direction for the 2025–2026 school year.

Throughout this school year, (the school) has faced considerable staffing challenges. We replaced our middle school science teacher, math teacher (three times), school bookkeeper, dean of discipline, school counselor, academic coach, HR liaison, and gym teacher. Additionally, we were forced to collapse our 1st and 5th grade classes and reassign internal instructional responsibilities—requiring me, as principal, to teach both math and physical education at various points. These disruptions, paired with operational limitations such as the absence of bus transportation, contributed to chronic absenteeism, with over 150 students missing five or more days of school.

In the first semester, our academic approach focused on reestablishing foundational instructional systems, including the implementation of common formative assessments, instructional awareness walkthroughs, professional learning communities, adherence to pacing guides, and an emphasis on teaching clarity. In the second quarter, we began implementing small-group differentiated instruction driven by j-Ready diagnostics to target students’ areas of need. Simultaneously, we reevaluated and strengthened our leadership structure and support systems to address organizational inconsistencies that could contribute to learning loss.

Behaviorally, we introduced an in-school suspension program aimed at minimizing classroom disruptions and reinforcing positive learning environments.

Despite the many obstacles, we are encouraged by areas of growth reflected in our data. We observed academic progress in mathematics across kindergarten, 2nd, 3rd, and 4th grades, and gains in reading in kindergarten, 1st, 3rd, and 4th grades. However, we acknowledge minimal growth in other areas and academic regression in middle grades ELA. These outcomes highlight both our momentum and the need for continued, targeted support—particularly in the middle school grades.

We remain committed to driving forward academic and organizational improvement. The lessons of this year have informed a refined and strategic path forward for the 2025–2026 school year.

Thank you again for your continued support and for believing in the mission and potential of the school.

Figure 3. Written narrative analysis that examines growth trends and discusses factors contributing to academic challenges and successes, including specific interventions the school is taking.