# SCOPE:

* 1. This procedure outlines the process for progress monitoring for students receiving special education services.

# RESPONSIBILITY:

* 1. Director of Special Populations

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

# APPROVAL AUTHORITY:

* 1. Chief Academic Officer

# DEFINITIONS:

* 1. Instructional Level Progress Monitoring: Instructional Level Progress Monitoring is used to monitor skill deficits identified in the student’s goals on their IEP
     1. Skill Deficit/Instructional Level PM
     2. Focus is on the student’s progress towards meeting their IEP goals
     3. Frequency of Monitoring is to be determined by the IEP Team, but should occur no less than once a week for students receiving direct intensive intervention
     4. Data is uploaded into EdPlan for all students with an IEP goal
     5. Progress reports will be sent home to parents every 4 ½ weeks
  2. Grade Level Progress Monitoring: Grade level Progress Monitoring is used for re-evaluation and Eligibility for students identified as having, or is suspected of having, a Specific Learning

Disability

* + 1. Progress monitoring processes that are focused, clearly defined, and completed will ensure meaningful educational programs for students with disabilities and ensure that students are correctly identified and receive appropriate supports and intervention.
    2. Grade Level Progress Monitoring will occur for SLD Eligibility and Re-evaluation progress monitoring
    3. CMCSS uses a Computer Adaptive Test and Curriculum-Based measure to universally screen students, RTI progress monitoring, and Grade Level progress monitoring for SLD Eligibility and Re-evaluation progress monitoring.
    4. Monitoring is done weekly/biweekly to gauge the effectiveness of targeted deficit intervention(s).
  1. Skill Deficit Progress Monitoring: Informs data-based decision making
     1. ‘Progress monitoring should occur for students with disabilities as frequently as for their nondisabled peers.
     2. Ongoing assessment of student learning provides continuous feedback on the effectiveness of instruction and intervention
     3. Data indicates areas where a change in instruction and intervention may be required.
     4. Data points can be used to make decisions regarding instruction and intervention. Once several data points are collected, a pattern of response can be investigated.

**5.0 PROCEDURES:**

5.1 A student receiving direct special education services will be progress monitored on IEP goals that will occur weekly, in alignment with the RTI process. Students not receiving the direct intervention will be monitored in accordance with the frequency determined by the IEP team.

5.2 IEP Progress Reports should be generated and sent home every 4 ½ weeks on the same schedule as Tier I progress reports and report cards.

5.3 It is the responsibility of each service provider to enter data related to the goals they service and the case manager’s responsibility to generate the progress reports.

# ASSOCIATED DOCUMENTS:

# 6.1 [§ 300.307 Specific learning disabilities.](https://www.ecfr.gov/current/title-34/section-300.307)

# 6.2 [§ 300.303 Reevaluations.](https://www.ecfr.gov/current/title-34/section-300.303)

# 6.3 CMCSS Special Education Manual linked [here](https://sites.google.com/cmcss.net/cmcss-specpops-manual/general-information?authuser=0)

6.4 Special Education Framework linked [here](about:blank)

# Examples of Skill Deficit Data and Progress Monitoring Sources:

# Observations

# Student self-monitoring checklist

# Written tests

# Behavior charting

# Work samples

# Summative assessments

# Formative assessments

# Curriculum Based Measures (CBMs)

# Academic achievement

# Functional performance

# Social development

# Physical development and management needs

# REVISION HISTORY:

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| --- | --- | --- |
| **Date:**  7/15/22 | **Rev**. | **Description of Revision**  Initial Release |