Progress Monitoring Decision-Making Steps

Use these steps to guide data-based decisions for IEP goals. This tool supports consistent, defensible responses to progress-monitoring data and aligns with due-process expectations.

STEP 1: Review the Data

☐ Is the data collected using the method stated in the IEP goal?
☐ Is the data collected at the frequency stated in the goal?
☐ Are conditions consistent with the goal (skill, setting, materials)?

If NO to any → Fix data collection before making decisions.

STEP 2: Look for a Pattern (Not a Single Point)

☐ At least 3–4 data points available
☐ Trend line reviewed (direction and rate)

If insufficient data → Continue instruction and collect more data.

STEP 3: Compare to Aim Line / Expected Progress

☐ Data points meet or exceed the aim line
☐ Trend line is parallel to or steeper than aim line

YES → Continue current instruction and monitor.

STEP 4: If Data Falls Below the Aim Line

☐ 3–4 consecutive data points below aim line
☐ Flat or shallow trend

→ Adapt instruction (change strategy, intensity, grouping, or materials).
Document instructional changes.

STEP 5: Evaluate Response to Adapted Instruction

☐ Progress improves after instructional change

YES → Continue adapted instruction and monitor.

NO → Proceed to ARC review.

STEP 6: ARC Review / Reconvene

Consider ARC reconvening when:
☐ Student does not respond to adapted instruction
☐ Goal may be inappropriate or unrealistic
☐ Changes to SDI, services, LRE, or placement may be required

☐ Parent concerns persist alongside weak progress

IMPORTANT REMINDERS
• Never make decisions based on one data point
• Lack of progress is not a violation if the team responds appropriately
• Decisions must be explainable in plain language
• Document both the data pattern and the team's response

KEY QUESTION:
If asked in due process, can you clearly explain what the data showed and why you responded the way you did?