

# Progress Monitoring Form

MTSS Meeting Toolkit | High (9-12)

9-12

## STUDENT INFORMATION

Student Name: \_\_\_\_\_ ID #: \_\_\_\_\_ Grade: \_\_\_\_\_ Date Started: \_\_\_\_\_  
Intervention: \_\_\_\_\_ Tier: \_\_\_\_\_ Provider: \_\_\_\_\_  
Frequency: \_\_\_\_\_ Duration: \_\_\_\_\_ Review Date: \_\_\_\_\_

## MONITORING TOOL & SCHEDULE

- |  |   |
|--|---|
| <input type="checkbox"/> Weekly Grade / Credit Check   | <input type="checkbox"/> Behavior Incident Tracking   |
| <input type="checkbox"/> Attendance Rate (weekly calc) | <input type="checkbox"/> Mentor/Coach Meeting Log     |
| <input type="checkbox"/> EWS/Prediction Score Update   | <input type="checkbox"/> Student Self-Report / Survey |
| <input type="checkbox"/> Assignment Completion Rate    | <input type="checkbox"/> Transcript Audit (monthly)   |

Other tool: \_\_\_\_\_ Monitoring frequency: \_\_\_\_\_

## BASELINE & GOAL

Baseline Score/Level: \_\_\_\_\_ Date: \_\_\_\_\_ Goal Score/Level: \_\_\_\_\_ Target Date: \_\_\_\_\_

Goal in words: \_\_\_\_\_  
\_\_\_\_\_

## DATA COLLECTION LOG

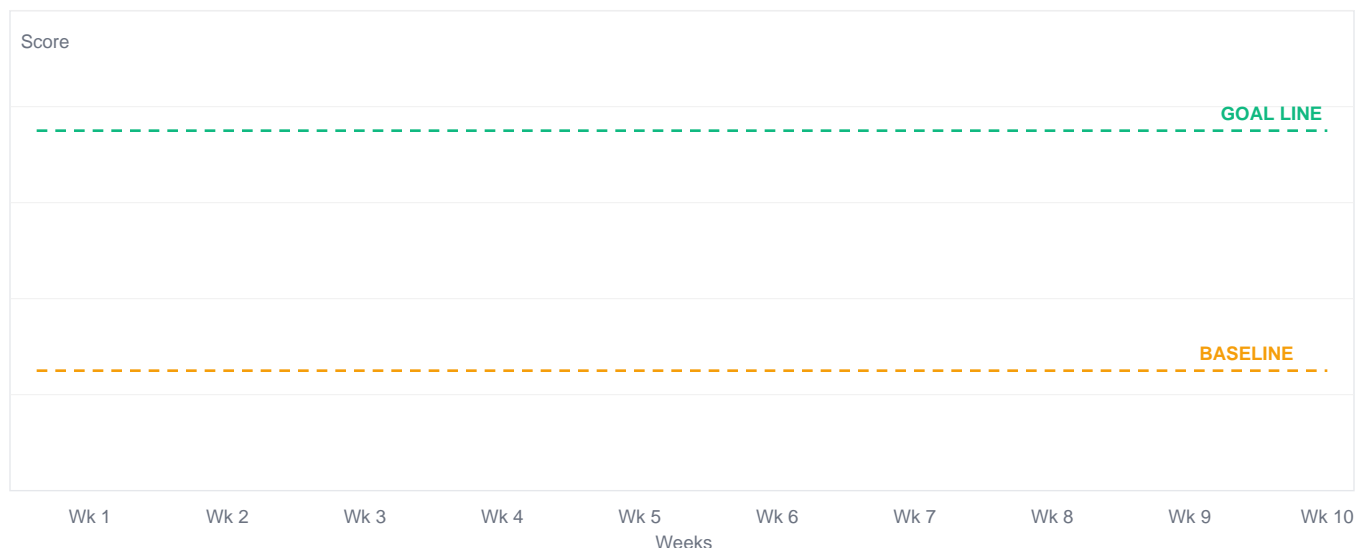
Week	Date	Score / Level	Fidelity (Y/N)	Notes / Observations
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

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## PROGRESS GRAPH (PLOT DATA POINTS BELOW)



## DECISION POINT (COMPLETE AT REVIEW DATE)

- ☐ **RESPONDING:** Student is meeting or exceeding goal trajectory. Continue current intervention.
- ☐ **PARTIAL RESPONSE:** Some progress but below goal trajectory. Adjust intensity, frequency, or strategy.
- ☐ **NOT RESPONDING:** Little or no progress toward goal. Escalate tier, change intervention, or refer.

## NEXT STEPS & ADJUSTMENTS

Describe any changes to the intervention plan:

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New review date: \_\_\_\_\_ Adjusted by: \_\_\_\_\_ Date: \_\_\_\_\_

## INTERVENTION FIDELITY SUMMARY

- ☐ Intervention delivered at scheduled frequency
- ☐ Intervention delivered for full duration each session
- ☐ Correct materials and procedures used
- ☐ Data collected on schedule
- ☐ Student attended all/most sessions

Fidelity concerns or barriers:

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