

Student Specific Data	Building	Grade Level
<p>Evidence that learning issues are not related to any of the following: vision/hearing/motor, cognitive disability, emotional disability, cultural factors, environment, economic disadvantages, or LEP</p> <p>(Pgs. 8 & 9 of Guidance Document)</p>	<p>Evidence Provided</p> <ul style="list-style-type: none"> Record Reviews Parent Interviews Teacher Interviews Family Data Form ISAT Review/Disaggregated Data Intervention Documentation Worksheets A Minimum of 12 weeks of interventions at TIER II & TIER III and the level of intensity is documented Intervention Integrity Documented By the Principal (Dates that interventionist was trained and 3 integrity checks - 1 of which is not a self check) Notes From the Problem Solving Meetings 	
<p>Evidence that appropriate interventions were used to address area of need and that they were given for amount of time and intensity as determined by the use of a problem solving model.</p> <p>(Page 10 of Guidance Document)</p>	<ul style="list-style-type: none"> Dates that the data was given/sent to the parent Date of observation(s) 	
<p>Evidence of student observation in the student's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.</p> <p>(Page 11 of Guidance Document)</p>	<ul style="list-style-type: none"> Progress Monitoring Graphs with change of instruction/intervention lines documented on the graph Cum File Review Calculation of Rate of Improvement 	
<p>Evidence of <i>Educational Progress</i>: documentation that the student does not make sufficient progress to meet the age or grade level standards.</p> <p>(Pgs. 9, 10, 11, 15 & 16 of Guidance Document)</p>	<ul style="list-style-type: none"> Discrepancy Table Worksheet with 3 pieces of Evidence Graphs showing discrepancy 	
<p>Evidence of <i>Discrepancy</i>: level/extent of discrepancy or gap in review of student's performance as compared to grade level peers in state assessments and local grade level norms for universal screening/benchmark data on all students in grade collected multiple times during the school year.</p> <p>(Pgs. 13 & 14 of Guidance Document)</p>	<ul style="list-style-type: none"> Instructional Needs Statement from the Problem Solving Team Teacher Interview Projected Rate of Improvement Needed to Close the Gap Curriculum Based Evaluator 	
<p>Evidence of <i>Instructional Need</i>: student's needs are significantly different from that of general education peers and in order to make progress requires intervention of an intensity or type that exceed general education resources.</p> <p>(Pgs. 16 & 17 of Guidance Document)</p>		