

Student Specific Data - Re Evaluation	Building	Grade Level
Evidence Provided		
<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 (Pgs. 8 & 9 of Guidance Document)</p>	<p>___ Record Reviews ___ Parent Interviews ___ Teacher Interviews ___ Family Data Form ___ ISAT Review/Disaggregated Data</p>	
<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 IEP. (Page 10 of Guidance Document)</p>	<p>___ Intervention Documentation Worksheets ___ Documentation that interventions relate to identified areas of eligibility and IEP goals & objectives with sufficient intensity & frequency to meet goals & objectives in a timely manner. ___ Intervention Integrity Documented (Dates that Interventionist was trained and 3 integrity checks - 1 of which is not a self check) ___ Quarterly review of IEP goals and objectives</p>	
<p>Evidence that parents/guardians have received Universal Screening, Benchmark, and Progress Monitoring data. (Page 9 of Guidance Document)</p>	<p>___ Dates that the data was included in the IEP and given/sent to the parent</p>	
<p>Evidence of student observation in the student's learning environment (including the special education classroom) to document the child's academic performance and behavior in the areas of difficulty. (Page 11 of Guidance Document)</p>	<p>___ Date of observation(s)</p>	
<p>Evidence of <i>Educational Progress</i>: documentation that the student does not make sufficient progress to meet the age or grade level standards. (Pgs. 9, 10, 11, 15 & 16 of Guidance Document)</p>	<p>___ Progress Monitoring Graphs with change of instruction/intervention lines documented on the graph ___ Cum File Review ___ Calculation of Rate of Improvement</p>	
<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. (Pgs. 13 & 14 of Guidance Document)</p>	<p>___ Discrepancy Table Worksheet with 3 pieces of Evidence ___ Graphs showing discrepancy</p>	
<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. (Pgs. 16 & 17 of Guidance Document)</p>	<p>___ Instructional Needs Statement from the Special Education Teacher (PST as needed). ___ Teacher Interview ___ Projected Rate of Improvement Needed to Close the Gap ___ Curriculum-Based Evaluator</p>	