|  |  |  |  |
| --- | --- | --- | --- |
| Student Name: |  | Grade: |  |
| Intervention Teacher: |  | Date of Review: |  |

|  |  |  |
| --- | --- | --- |
| **Program Participation (“Yes” on all items is required for testing referral.)** | Yes | No |
| Core instruction or tiered intervention has been implemented with 80% fidelity. |  |  |
| * Intervention logs are attached. |  |  |
| * (5) Fidelity checks have been completed. Documentation is attached. |  |  |
| Documented intervention attendance meets minimum requirement of 77%. |  |  |
| Differentiated instruction or tiered interventions have been designed to meet the student’s needs. |  |  |
| Progress Monitoring has occurred with at least 10-15 weekly or 8-10 bi-monthly data points at Tier III. |  |  |
| * Progress monitoring graphs are attached. |  |  |
| * Parent notification letters are attached. |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Complete all items for SPED testing referral.** | | | **Yes** | **No** | **Complete all items for SPED testing referral.** | | | **Yes** | **No** |
| **A**. Data indicates performance below the 10th percentile on universal screening of student achievement as compared to national norms. | | |  |  | **A**. Gap analysis indicates that the student’s progress is not sufficient for making adequate growth with current intervention. | | |  |  |
| **B.** The following have been preliminarily ruled out as the primary cause for the student’s lack of response to tiered interventions. | | |  |  | **B.** Tier III intervention was appropriate and researched based. | | |  |  |
| **Yes** | **No** |  | | | **Yes** | **No** |  | | |
|  |  | 1. Visual, motor, or hearing disability | | |  |  | 1. Explicit | | |
|  |  | 2. Emotional Disturbance | | |  |  | 2. Systemic | | |
|  |  | 3. Cultural Factors | | |  |  | 3. Standardized | | |
|  |  | 4. Environmental or Economic Factors | | |  |  | 4. Peer Reviewed | | |
|  |  | 5. Limited English Proficiency | | |  |  | 5. Reliable/Valid | | |
|  |  | 6. Excessive Absenteeism | | |  |  | 6. Able to be Replicated | | |
|  |  |  | | |  |  |  | | |
| Additional Comments: | | | | | Additional Comments: | | | | |
|  | | | | |  | | | | |
| ***An answer of “No” in any category requires that the deficit area be addressed before reassignment to the next intervention tier.*** | | | | | | | | | |

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| **Signatures** | | | |
| **Principal:** |  | **SPED Teacher:** |  |
| **Intervention Teacher:** |  | **Gen. Ed. Teacher:** |  |
| **SPED Supervisor:** |  | **Gen. Ed. Teacher:** |  |
| **General Ed. Supervisor:** |  | **Gen. Ed. Teacher:** |  |
| **Data Coach:** |  | **Gen. Ed. Teacher:** |  |
| **School Interventionist:** |  | **Gen. Ed. Teacher:** |  |