

Student Status Review

Date:	LPS Student Number:
Name:	Date of Birth:
Grade:	School:
Teacher(s):	
Parent/Guardian 1 (First and Last) Name:	
Address:	
Phone #:	Email:
Parent/Guardian 2 (First and Last) Name:	
Address (if different from above):	
Phone #:	Email:
Languages (in addition to/other than English) spoken in the home:	

Purpose: To (1) review the student's profile (2) review academic progress, and (3) problem solving to determine the next steps.

(1) Student Profile:

___ Family Involvement.

- The school has been in contact with the family about the student's progress

___ Attendance is at or above **90%**.

- Rule out lack of Tier 1 instruction as primary cause of student's lack of progress. Review attendance history from previous school years.

___ Hearing & Vision Screenings.

- Rule out hearing/vision as primary cause of student's lack of progress.

Hearing:	Pass ___ Yes / ___ No	Date screened:
Vision:	Pass ___ Yes / ___ No	Date screened:
Other Health Information:		

___ Student has received Tier 1 instruction.

- Student's lack of progress is not due to lack of Tier 1 instruction or (i.e. behavior, attention concerns).

- 80-90% of students in grade level are at grade level proficiency without supplemental instruction and intervention

___ A minimum of sixteen weeks of intervention, 90 minutes per week, implemented with fidelity.

___ Interventions consist of increasingly intensive and research-based methods.

- Interventions are evidenced-based and consist of more than Tier 1 instruction.

___ Team considered if major life events have impacted the student's ability to engage in Tier 1 instruction.

- Rule out trauma as the primary cause of student's lack of progress (e.g. separation, divorce, death, transferring schools).

Student Strengths (and interests):

Student Concerns or Needs

(2) Student Progress:

___ Interventions need to be tracked with weekly data and graphed.

- Student response to interventions is determined based on data.
- DIBELS is monitoring weekly, Acadience math is monitored bi-weekly

___ Data across a variety of sources indicate that the student is significantly below grade level and not making adequate progress.

- Consider: progress monitoring data, ROIs, grades, DRAs, unit test scores, MAP, NSCAS, work samples, observations.

Progress Monitoring Curriculum Based Measure (CBM)

Curriculum Based Measure	Area	Rate of Improvement	Last score percentile

Group Achievement Data (MAP, Iowa, etc)

Average range for percentiles is 16th-84th percentile/Average range for stanines is 4-6

Date	Test	Area	Percentile, Stanine or Score

Report Card Grades

Year	Reading	Math	Writing			

(3) Problem solve to determine next steps:

Review Current Plan

Accommodations (Previous and Current)

Strategies and Interventions (Previous and Current)

Problem Solving Notes:

Additional tools for suspected disabilities in behavior or English Language Learners:

Multi-Tiered Systems of Support – Behavior (MTSS-B)

Intervention Process Fidelity Checklist

___ Family Involvement.

- The school has been in contact with the family about the student's progress. The family has met with school personnel for formal meetings.

___ ELL Parent Interview has been conducted if applicable.

- **This should be done as early in the process as possible to guide interventions.**

___ Hearing & Vision Screenings.

- Rule out hearing/vision as primary cause of student behavior.

___ Student has received appropriate Tier 1 classroom instruction and behavioral support.

- Student's lack of behavioral progress is not due to lack of Tier 1 instruction or support.

___ Student has received Tier 2 behavior interventions.

- Student received opportunities to respond to Tier 2 interventions as a part of equitable treatment (e.g. CICO, SAIG, Ind. CICO).

___ A minimum of two Behavior Intervention Plans (BIPs) based on a Functional Behavior Assessment (FBA) have been **implemented with fidelity for 6 weeks** each.

- Students receive opportunities to respond to Tier 3 interventions as a part of equitable treatment.

___ Interventions need to be tracked with data and graphed.

- Student response to interventions is determined based on data and not verbal report.

___ Data across a variety of sources indicate that the student is not making adequate progress for a minimum of 12 weeks.

- Consider: CICO data, out-of-class movements/office calls, restraint/seclusion suspensions, medical diagnoses.

___ Team considered whether a major life event is the primary cause of student behavior.

- Rule out recent trauma as the primary cause of student's lack of progress (e.g. separation, divorce, death, transferring schools).

EVALUATING STUDENT RESPONSE TO MTSS-B INTERVENTIONS

___ Is there evidence that the behaviors vary from peers in their frequency, intensity and/or duration?

- Documentation:

___ Is there evidence that the behaviors are consistently exhibited in two or more settings (at least one of which is school related)?

- Documentation:

___ Is there evidence of an adverse effect on educational performance (e.g. academic skills, social skills)?

- Documentation:

___ Is there evidence that the behaviors are unresponsive to direct interventions?

- Documentation:

ADDITIONAL ITEMS FOR ELL STUDENTS

___ ELL Parent Interview has been conducted.

- **This should be done as early in the process as possible to guide interventions.**

___ Student has received ELL instruction.

- Student received opportunities to respond to ELL services as a part of equitable treatment.

___ Review the student's language proficiency level and progress in BICs & CALP.

- Student's lack of progress is not primarily due to a limited English language proficiency.

___ Review whether the student has skill deficits across home language and English.

- Consider— If you take out the ELL piece, does the student seem to have a disability?

