

STUDENT INTERVENTION DATA REVIEW (SIDR)

Checklist

The checklist is a resource to assist SIDR Teams/IEP Teams navigate the SIDR process and to ensure that the data reviewed is complete and comprehensive when making educational decisions for students.

While there is not a particular format to collect and analyze this data, the following components must be collected, maintained and analyzed for each child.

SIDR Process:

Effective instructional practices delivered by highly qualified teachers will maximize the learning outcomes for most students. Some students, after carefully planned and documented educational interventions, will not make expected educational progress leading to less than optimal learning outcomes and consideration as “at-risk” students. The majority of students who are identified as “at risk” will respond to general education interventions. However, there are a small minority, estimated to be approximately 5% of the student population, who will not respond adequately to instruction and will require increasingly intense general education interventions. This process is called Tiered Intervention.

Local Assessments/Evaluations –

- Provide data results that compare the student’s performance to overall district and peers within the grade in the area of concern. This data would include:
 - classroom assessments,
 - work samples,
 - district quarterly assessments,
 - standardized assessments,
 - district assessments,
 - universal screeners,
 - outside agency reports, and
 - developmental assessments (preschool).

Student School History – Data must include:

- behavioral data,

- attendance history,
- medical history and needs,
- developmental history,
- report cards,
- educational services history (Title I, Early On, preschool, etc),
- any other intervention that have been implemented, and
- English proficiency information.

Statewide Assessment results –

- Results of data analysis in statewide assessments including comparison of individual to grade, district, and state averages in the area of concern.

Behavioral: Social/Emotional – Data must include:

- review and analysis of the data from discipline referrals,
- review and analysis of any functional behavioral assessment and behavioral intervention plan related to the areas of concern,
- attendance history may also be included in the review as it relates to suspension, expulsion and chronic attendance issues.

Parental Input – Data must include:

- any behavioral concerns at home,
- attendance issues from the parent perspective,
- outside agency reports and services,
- medical needs and history,
- educational services history,
- developmental history,
- primary language spoken within the home,
- school districts attended and
- any other interventions that have been implemented within other school districts.

School-based Observations – Data must include:

- documented formal and informal observation of the student in the classroom during the instruction in the area of need,
- the observation is to be completed by any member of the SIDR Team, and
- the results shared with parents and SIDR team.

Sensory & Motor Skills - Data must include any concerns observed and documented

- in the areas of gross motor,
- fine motor, and/or
- sensory integration.

Communication – Data must include documented concerns:

- with articulation,
- voice,
- fluency of speech,
- expressive and/or
- receptive language.