

STUDENT INTERVENTION AND DATA REVIEW FORM (SIDR)

Student Name:		DOB:	
Parent(s):		Telephone:	

Area of Concern: (Enter date a concern is discussed - when there are two options in a cell, circle which applies) [\[help\]](#)

<input type="checkbox"/> Reading	<input type="checkbox"/> Vision / Hearing	<input type="checkbox"/> Adaptive Functioning
<input type="checkbox"/> Math	<input type="checkbox"/> Social / Emotional	<input type="checkbox"/> Health / Medical
<input type="checkbox"/> Writing	<input type="checkbox"/> Behavior / Sensory	<input type="checkbox"/> Motor Functioning
<input type="checkbox"/> Communication/Language	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

Describe student interests, and concerns/strengths (relative to grade-level peers)

Date	Participants	Data Review Summary	Next Steps
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Student Information

Attendance, Discipline by Year [help]							
School Year	Total number of:					Briefly describe or attach documentation: [help]	
	Absent	Tardy	Office Referrals	ISS	OSS	Behavior	Type of instructional support, if any

Previous and current support services (Check all that apply and include date of any available reports)	
<input type="checkbox"/> Title I _____ <input type="checkbox"/> Social Work/Counseling _____ <input type="checkbox"/> Motor (gross and fine) _____ <input type="checkbox"/> Psychological _____ <input type="checkbox"/> 504 Plan _____	<input type="checkbox"/> Speech/Language _____ <input type="checkbox"/> Teacher Consultant (e.g. behavior, ASD) _____ <input type="checkbox"/> Outside Agencies _____ <input type="checkbox"/> Other _____

Current Academic Grades	
Subject	Grade
Reading	
Math	
Spelling/Writing	
Science	
Social Studies	
Other:	

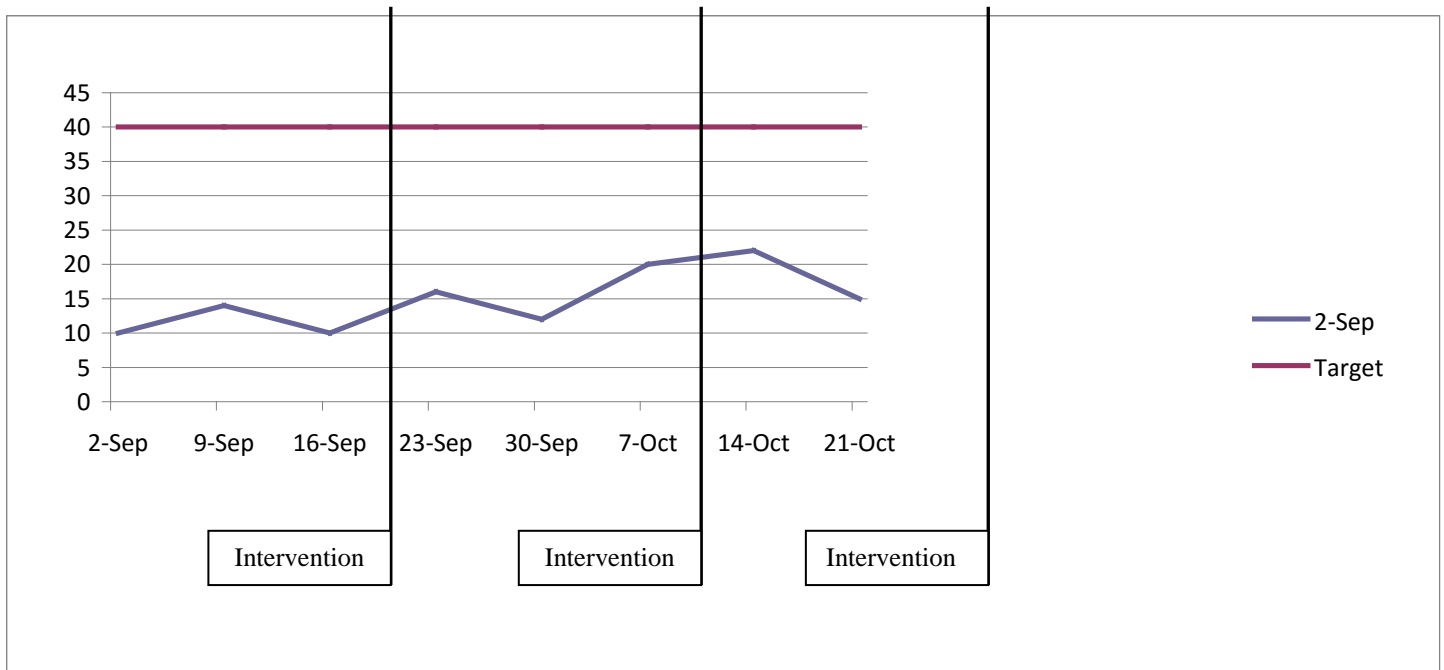
MEAP					
Indicate level in each content area (past 3 assessments) 1=Advanced 2= Proficient 3= Partially proficient 4= Not proficient					
Year	Reading	Writing	Math	Science	Social Studies

Achievement		
Criteria: Achievement relative to age/state approved grade-level standards (Must have data in at least one of these assessment types)		
Assessment Type	List Existing Data	Identify Additional Data Needs
Progress monitoring, benchmark (CBM) screening [DIBELS, AIMSweb, EdCheckup]		
Criterion-referenced assessments [Brigance]		
Norm-referenced achievement tests		
Curriculum assessments aligned with GLEC's and classroom instruction		

Rate of Progress		
Criteria: Data demonstrating student progress in response to scientific research-based intervention		
Required Documentation	List Existing Data	Identify Additional Data Needs
1. State or district policies given to parents	Date provided:	
2. Notice that parent can request evaluation	Date provided:	

3. Indicate instructional strategies used and data on results collected	Describe intervention:	
* Attach charts/graphs with progress information (see attachment A for example)		

Rate of Progress Intervention Chart



(Modifying Chart: Right mouse click on chart select “chart object – edit.” Once in edit mode right click on data line you would like to modify by changing source data.)

Use the graph and the intervention text box(es) to record the following information:

- Baseline and progress data
- What differentiated, supplemental and/or targeted instruction or intervention was provided
- Interventionist(s)
- Size of the intervention group (i.e., group size or individual)
- Frequency / duration of the intervention (i.e. # of days/week, mins/day)

Additional Data - on academic achievement, functional performance and intellectual development. [help]		
Assessment Type	List existing data and date	Identify additional data needs and date
Cognitive assessment		
Adaptive/functional behavior scales		
Grades		
Teacher report (recommendations and observations)		
Parent input		
Observation in area of concern, including behavior		

Other Factors That May Affect Performance: (check each area with sufficient data) [help]			
Criteria: Data on other factors that may affect performance on appropriate age/grade-level standards or activities.			
<input type="checkbox"/>	Vision	<input type="checkbox"/>	Cognitive
<input type="checkbox"/>	Hearing	<input type="checkbox"/>	Social/Emotional
<input type="checkbox"/>	Motor Functioning	<input type="checkbox"/>	Cultural
		<input type="checkbox"/>	Environmental, Economic Disadvantage
		<input type="checkbox"/>	Limited English Proficient
List date & existing information for any checked area(s)		List date & data needed for any unchecked area(s)	

Observation for Academic and Functional Areas of Concern [help]			
Criteria: Data documenting that the student was observed in the learning environment (including general education setting) to document academic performance in the area(s) of difficulty			
Check skill area(s) of concern. Any checked skill area(s) should be observed.			
<input type="checkbox"/>	Oral Expression	<input type="checkbox"/>	Reading Fluency Skills
<input type="checkbox"/>	Listening Comprehension	<input type="checkbox"/>	Reading Comprehension
<input type="checkbox"/>	Written Expression	<input type="checkbox"/>	Math Calculation
<input type="checkbox"/>	Basic Reading Skills	<input type="checkbox"/>	Math Problem Solving
For any area(s) of concern document academic and behavioral data from any observation by using the provided Classroom Observation Checklists - OR - the Log below.			
Date	Observer (Name/title)	Academic Area	Academic/Behavioral Results

Instructional Information

	Elements to be considered in the analysis of appropriate instruction:	List Existing Data	If evidence not available what can be done to meet requirement?
	<ul style="list-style-type: none"> Explicit – modeling, guided practice, practice to automaticity, integration Systematic – sequential, hierarchical cumulative review. For reading, “systematic” includes daily instruction in all reading components Active – student engagement/high levels of academic learning time. 		
What	Essential Components Instruction		
	Evidence that district curriculum is aligned to State content expectations (GLCEs and HSCEs) and essential components of instruction in the area of student concern.		
	Evidence that curriculum materials are research-based and aligned to the content expectations.		
	Evidence that 80% of students in the classroom meeting state/district wide assessments?		
	Evidence of intervention programs used to return student to age and grade expectations?		

Who	Highly Qualified Teachers – Evidence that the student’s teachers have met HQT standards		
How	Fidelity of Instructional Implementation		
	Differentiated Instruction/Instructional changes when formative assessment suggests student at risk. (Universal design practices, research-based interventions)		
	Student attendance at least 85% of instructional days (by grade-level over time) – file review, enrollment history, discipline.		

DOCUMENTATION OF INTERVENTION FORM – (Attachment A)

Student: _____ Grade: _____
Date: _____ Teacher: _____
Level of support: _____

Target Skill (Reading, Writing, Math, Behavior): _____

Goal or criteria for success: _____

Scientifically based intervention used: _____

Implementation date: _____ Number of days/minutes per week: _____

Monitoring Date:									
Data:									

Intervention used: _____

Implementation date: _____

Monitoring Date:									
Data:									

Target Skill (Reading, Writing, Math, Behavior): _____

Goal or criteria for success: _____

Scientifically based intervention used: _____

Implementation date: _____ Number of days/minutes per week: _____

Monitoring Date:									
Data:									

Intervention used: _____

Implementation date: _____

Monitoring Date:									
Data:									

Dates team met and reviewed progress: _____ / _____ / _____