

Student Data Review Guide When Considering a Referral to Special Education

Student: _____

Grade: _____

Date of Review: _____

Purpose

This guide is designed to support school teams in reviewing and analyzing student data and information to make informed decisions regarding referrals for special education. This guide will help teams consider multiple areas that may impact the decision to proceed with a referral.

Directions

Below are various areas to consider when determining if a referral for special education is warranted. Review each section and, based on the questions provided for consideration, identify the student's level of need by selecting the description that best fits the information reviewed in each section. The descriptions within each area are divided into four possible responses of increasing levels of concern. In general, the descriptions represent the following level of concern and suggested action:

- Satisfactory rating. No action needed at this time.
- Although there may be a history of difficulty, with accommodations and/or interventions, the area does not appear to be interfering with access to and progress in the curriculum. Continue accommodation and/or intervention with regular monitoring and review.
- The student's level of need appears to be interfering with access to and progress in the curriculum. Action is needed. This might include beginning a structured intervention program, making a change to interventions (e.g. intensification), or a referral for an evaluation through special education.
- The student's level of need appears to be significantly interfering with access to and progress in the curriculum. Immediate action is needed. An initial evaluation through special education should be carefully considered. Supports and intervention should continue during the evaluation process.

Identified descriptors can be recorded on the *Student Data Review Guide: Summary of Responses* document for easy reference and as a visual representation of the results to help committees in their decision making.

Student Data Review Guide When Considering a Referral to Special Education

Teacher Input: Teacher input can be gathered through interviews and/or data collection forms. The goal of this input is to obtain information about how the student is accessing and progressing in the general education curriculum. This should include information regarding social communication skills.

Questions to consider:

- What do the data indicate regarding the student’s progress in the general curriculum?
- What observations have been made regarding the student’s:
 - Social communication?
 - Overall functioning for age and grade?
 - Articulation and/or language development?
 - Behaviors that interfere with progress in the school setting?
 - Forming and/or keeping relationships with classmates and/or adults in the school setting?

Descriptions:

 Teachers report no concerns or only minor concerns.

Teachers indicate some areas of concern; however, the student is demonstrating adequate academic, behavioral, and social communication skills.

Teachers indicate concerns that are impacting some areas of academic, behavioral, and/or social communication skills.

Teachers indicate areas of concern that are negatively impacting academic, behavioral, and/or social communication skills.

Comments:

Student Data Review Guide When Considering a Referral to Special Education

Parent Information: The amount of parent information will vary based on individual circumstances. The goal of this input is to review available information about the student in the home environment as well as extracurricular and social environments. If known, the level of intervention and support required in the home environment to complete academic requirements is important.

<p>Questions to consider:</p> <ul style="list-style-type: none"> ▪ What observations have been made and/or information has been obtained regarding: <ul style="list-style-type: none"> ○ Health, vision, hearing, or gross/fine motor skills? ○ Language and/or communication? ○ Social, emotional, and/or behavioral concerns in the home or community ○ Learning and/or academic progress? ▪ What data has been provided that the student is currently receiving, or has previously received, specialized services or tutoring outside school? <ul style="list-style-type: none"> ○ Type? ○ Duration? ▪ What level of support is required at home to complete school assignments? 	<p>Descriptions:</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">Parent does not report concerns.</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">Parent reports some concerns, but with reasonable supports in place, student is making adequate progress.</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">Parent indicates that excessive amounts of time or supports are required for the student to achieve adequately at school.</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">Parent indicates ongoing concerns that are negatively impacting educational performance.</p>
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Comments:

Student Data Review Guide When Considering a Referral to Special Education

Grades: Review all grades in the cumulative record. These data show student achievement over time.

Questions to Consider:

- Are the grades reflective of the student's knowledge of the grade-level content?
- Were the grades obtained without excessive reliance on do-overs and/or retakes?
- Do the grades show stability or improvement over time?
- Are failing grades due to lack of content knowledge, failure to make up work when absent, or failure to turn in homework or classroom assignments?

Descriptions:

Passing grades obtained in most subjects or courses.

There is a history of difficulty with academics; however, with supports (e.g., accommodations), the student is making adequate progress.

The student's academic needs are interfering with educational performance. More support is needed for the student to make adequate progress.

Educational performance is significantly impacted. Student is currently failing courses and is estimated to be more than 1 year behind peers academically.

Comments:

Student Data Review Guide When Considering a Referral to Special Education

Benchmarks: These data refer to any curriculum-based or criterion-referenced data that periodically measure student performance. This could include beginning-, middle-, and/or end-of-year measures, universal screening measures, released STAAR® tests, or district-made tests. If comparison data are available (e.g., to class, campus, district), consider/include that as well. A comparison of current versus expected student performance is also needed.

Questions to Consider:

- Is the student at the level consistent with grade expectations at the time the benchmark is taken?
- How does the student compare to others in class and grade level?
- What is the gap between current and expected performance in the area of concern?
- If not at grade level, have the student’s benchmarks consistently improved?
- Do benchmarks remain low, despite supports being provided?

Descriptions:

Expectations have been met on most benchmarks, or performance has been similar to peers in the same class or grade level.

There is a history of difficulty with benchmarks; however, with supports (e.g., accommodations), the student is demonstrating adequate progress.

The student’s performance varies within the same subject area.

Student does not consistently meet expectations on benchmarks in the same subject area.

Comments:

Student Data Review Guide When Considering a Referral to Special Education

State of Texas Assessments of Academic Readiness (STAAR®): Gather the results for all of the state assessment attempts. Include the expanded reports, which provide student performance in each reporting category. This is important to determine if patterns of performance are present.

Questions to Consider:	Descriptions:
<ul style="list-style-type: none"> ▪ Did the student meet the passing standard in reading? ▪ Does the student have a history of meeting the passing standard in reading? ▪ Did the student meet the passing standard in math? ▪ Does the student have a history of meeting the passing standard in math? ▪ Did the student meet the passing standard in writing? ▪ Does the student have a history of meeting the passing standard in writing? ▪ What types of accelerated instruction programs have been implemented? ▪ Were any accommodations provided on the reading, math, or writing STAAR®? 	<p>-----</p> <p style="text-align: center;">On the most recent STAAR® in reading, math, and/or writing, the student achieved the “Meets Grade Level” standard.</p> <p>-----</p> <p style="text-align: center;">Student achieved “Approaches Grade Level” standard on most recent STAAR® in reading, math, and/or writing.</p> <p>-----</p> <p style="text-align: center;">There is a history of not meeting standard on STAAR® in reading, math, and/or writing.</p> <p>-----</p> <p style="text-align: center;">Student has never met expectations on STAAR® in reading, math, and/or writing.</p>

Comments:

Student Data Review Guide When Considering a Referral to Special Education

<p>State Assessment Comparison Data: Not meeting standards on state assessment is an important consideration. Considering the data in isolation, however, could lead to an erroneous hypothesis regarding the underlying cause of a student’s difficulties. It is important to compare the individual student performance to the class, campus, and district levels.</p>	
<p>Questions to Consider:</p> <ul style="list-style-type: none"> ▪ How did the student perform in comparison with other students in the student’s class? ▪ How did the student perform in comparison with other students on the student’s campus? ▪ How did the student perform in comparison with other students in the student’s district? 	<p>Descriptions:</p> <p>-----</p> <p>Student achieved the “Meets Grade Level” standard on the most recent STAAR® in reading, math, and/or writing.</p> <p>-----</p> <p>Student achieved “Approaches Grade Level” standard; however, it is similar to the performance of students in the same class, grade, or school district.</p> <p>-----</p> <p>Student performance is lower than the performance of students in the same class, grade, or school district.</p> <p>-----</p> <p>Student performance is significantly lower than the performance of students in the same class, grade, or school district.</p> <p>-----</p>
<p>Comments:</p>	

Student Data Review Guide When Considering a Referral to Special Education

Interventions: An intervention is an approach to improve a targeted skill. Gather data regarding interventions that have been implemented. This includes the:

- beginning and ending dates,
- frequency and duration of service, and
- progress-monitoring data.

If the student participated in a computer-based program, run reports on the time spent in the program and any progress reports that can be generated. This should also include information about the intervention, any research-based information about how much time is recommended and expected progress for students using the program.

Questions to consider:

- Describe the student’s screening data. Compared to class?
Compared to grade level?
- Describe the current interventions the student is receiving in any of the following areas:
 - Reading
 - Writing
 - Math
 - Behavior
 - Social/emotional
 - Other
- Describe the interventions the student has received in the past.
 - When did the student begin receiving interventions?
 - What is the frequency of the interventions?
 - What is the duration of the interventions?
 - What do the data show regarding the student’s progress with the interventions? Is the student improving, regressing, or staying the same?
 - If the student is improving, does the current rate of improvement indicate that the achievement or skill gap will close? If so, when?

Descriptions:

 Student is not participating in interventions or is participating in interventions and is making adequate progress.

 Student is participating in interventions and is making adequate progress but continues to lag behind peers, or intervention has not been implemented with fidelity.

 Student has participated in an intervention implemented with fidelity and is making some progress but continues to significantly lag behind peers.

 Student is participating in direct and targeted interventions implemented with fidelity and is not making adequate progress.

Student Data Review Guide When Considering a Referral to Special Education

Comments:
(Describe how the fidelity of the intervention implementation is monitored.)

Student Data Review Guide When Considering a Referral to Special Education

Accommodations: Accommodations change how the content is taught or made accessible. Accommodations do not change what the student is expected to master. This information may be on a formal plan (e.g., Section 504 Plan) or could be gathered from teacher reports. List not only the accommodations provided, but also gather information regarding the frequency and effectiveness of the accommodations. Consider whether there has been an increase in the amount or type of accommodations needed or the frequency with which they are delivered.

Questions to consider:

- What types of accommodations is the student receiving?
 - Section 504 Plan accommodations?
 - Other accommodations regularly provided?
- When did the student begin receiving accommodations?
- What is the frequency of the accommodations?
- What is the duration of the accommodations?
- What do the data show regarding the student’s progress with the accommodations?

Descriptions:

 Student does not require accommodations.

 Student is performing satisfactorily with minor accommodations.

 There is an increase in the frequency, duration, or intensity of accommodations required for student to be successful.

 The amount of accommodations regularly required for student success changes the nature of the task or target skill to a degree that reduces the depth and/or breadth of the content the student is expected to master.

Comments:

Student Data Review Guide When Considering a Referral to Special Education

Attendance Record: Gather attendance records for the student’s entire school career, if possible. Frequent absences can limit the student’s access to the curriculum, interrupt the learning process, and be a contributing factor to low student performance. When there are large numbers of absences, try to gather information that provides an explanation for the absences (e.g., illness, frequent moves, family issues, in-school or out-of-school suspension, etc.).

Include tardiness or information where the student is present at school but missing instruction.

Questions to Consider:

- Does the student have excessive absences in any given year? If yes, in what grade(s) did the student have these absences?
- What are the circumstances that account for the absences?
- Does the student have excessive tardiness in any given year? If yes, what are the circumstances that account for the tardiness? Additionally, is there a pattern to the content missed by being tardy?
- Have the student’s parents reported their child’s frequent absences resulted from social/emotional issues (e.g. anxiety, depression)?

Descriptions:

 Attendance or tardiness to school/class have not impacted the student’s access to or progress in the curriculum.

 There is a history of difficulties with attendance or tardiness to school/class; however, they have been resolved or are no longer a problem.

 There is a pattern of tardiness to particular subjects or classes that coincide with low academic achievement in the same class.

 There are current and/or past difficulties with attendance or tardiness to school/class that have impacted the student’s access to or progress in the curriculum.

Comments:

Student Data Review Guide When Considering a Referral to Special Education

Discipline Record: Gather the student’s discipline history. Include the detailed reports that provide date, time, and details regarding each infraction. These data are important in determining if patterns are present. Also consider the nature of the infraction(s) when analyzing the data in regard to severity of behavior.

Questions to consider:

- Does the student have a history of disciplinary referrals?
- How many disciplinary referrals does the student have in the current school year? In previous school year(s)?
- How many in-school suspension days does the student have in the current school year? In previous school year(s)?
- How many out-of-school suspension days does the student have in the current school year? In previous school year(s)?
- How many days in DAEP does the student have in the current school year? In previous school year(s)?
- How many days in JJAEP does the student have in the current school year? In previous school year(s)?
- Do the data show repeat infractions of the same type or similar in nature in the current school year? In previous school year(s)?
- Has there been a change in the type and frequency of infractions?
- Does the cumulative discipline record indicate infractions of a serious or severe nature, or is there information indicating criminal misconduct or arrests?

Descriptions:

 Student has no discipline referrals or few discipline referrals for minor infractions.

 There is a history of discipline referrals for infractions that have resulted in in-school and out-of-school suspension for less than 10 days.

 There is a history of discipline referrals for infractions resulting in in-school and out-of-school suspension for less than 10 days, an increase in the frequency and nature of infractions, or a pattern of behavior is emerging.

 There are disciplinary infractions that are considered serious in nature, including criminal misconduct or arrests of a more serious nature, or a history of discipline referrals for infractions resulting in 10 or more out-of-school suspensions or placement in an alternative educational placement.

Comments:

Student Data Review Guide When Considering a Referral to Special Education

School Changes/Transfers: Transferring or changing schools can interrupt the learning process. Changing schools mid-year will likely have more of an impact on student performance than changes between academic school years. For students transferring within the state of Texas, differing scope and sequence between districts could have an impact on student progress. For students transferring from outside the state, differing curriculum standards could be a factor. Reviewing the cumulative record is important, including information about interventions or accommodations implemented.

- Questions to Consider:
- Other than regular grade progression, how many times has the student changed campuses/districts during the current school year? In previous school year(s)?
 - Has the student transferred from out of state? If yes, when?
 - Has the student transferred from another country? If yes, when?
 - Was the student previously homeschooled? If yes, what grades?
 - Has the student previously attended a private school? If yes, what grades?
 - Have the student’s frequent moves been as a result of a parent(s) being on active military duty?

- Descriptions:
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- Student has only changed schools for regular grade progression purposes.
-
- Student has changed schools and has adjusted academically, behaviorally, and socially within a reasonable amount of time.
-
- Student has changed schools and is having difficulty adjusting academically, behaviorally, and/or socially within a reasonable amount of time.
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- Student has changed schools and is having difficulty adjusting academically, behaviorally, and/or socially to a degree that the student’s access to or progress in the curriculum is negatively impacted.

Comments:

Student Data Review Guide When Considering a Referral to Special Education

Summer School/Retention: Determine if the student attended any summer program and for what purpose (e.g., mandatory due to attendance, accelerated instruction program, credit recovery), and consider if the student has been retained.

Questions to Consider:

- Has the student attended any summer programs?
 - When?
 - Reason?
 - Outcome?
- Has the student been retained?
 - When?
 - Reason?

Descriptions:

 Student has not attended summer school or attended summer school to accelerate programming or grade placement. Student has never been retained at a grade level.

 Student has attended summer school for failing coursework and has successfully completed the course(s) taken. Has the student been retained? If yes, how many times and at what grade levels?

 Student attends summer school most years to maintain regular grade progression. Has the student been retained? If yes, how many times and at what grade levels?

 Student attends summer school every year to maintain regular grade progression and has continued difficulty with the content. Has the student been retained? If yes, how many times and at what grade levels?

Comments:

Student Data Review Guide When Considering a Referral to Special Education

<p>Second-Language Factors: Review the home language survey that the parent completed upon enrollment. If English is not the first or primary language, investigate how the presence of another language impacts access to and progress in the curriculum. It is important to determine whether the language factors are contributing to the difficulties or if they are the primary reason for the difficulties.</p>	
<p>Questions to consider:</p> <ul style="list-style-type: none"> ▪ Is English the student’s first language? If no, what is student’s first language and level of English language proficiency? ▪ Is the student currently enrolled in an ESL or bilingual program? ▪ What is the student’s history of language instruction? ▪ Was the student’s state assessment provided in Spanish? ▪ Is the student making academic progress comparable to peers with similar language exposure? ▪ How long has the student been learning English? ▪ What are the results of the TELPAS for current and previous years? ▪ What are the results of the oral language proficiency testing (e.g., IPT, LAS Links, etc.) for current and previous years? ▪ What accommodations is the student receiving through LPAC? ▪ What language is the student assessed in on district benchmarks and state assessments? ▪ Has there been a recent change in language provision on district benchmarks and state assessments? 	<p>Descriptions:</p> <hr style="border-top: 1px dashed black;"/> <p style="padding-left: 40px;">The student’s first language is English.</p> <hr style="border-top: 1px dashed black;"/> <p style="padding-left: 40px;">English is not the first or primary language; however, with support and programming, the student is demonstrating progress comparable to peers with similar language exposure.</p> <hr style="border-top: 1px dashed black;"/> <p style="padding-left: 40px;">English is not the first or primary language, and the student is not demonstrating progress comparable to peers with similar language exposure.</p> <hr style="border-top: 1px dashed black;"/> <p style="padding-left: 40px;">A disability that is not related to second language acquisition is suspected (e.g., Autism, Emotional Disturbance, Intellectual Disability)</p>
<p>Comments:</p> 	

Student Data Review Guide When Considering a Referral to Special Education

Previous School Assessments/ Evaluations: Review any previous evaluations conducted by the current or previous local education agency (LEA). This could include a Section 504 or dyslexia evaluation or a full and individual initial evaluation (FIIE) in which the student was not found eligible for special education.

<p>Questions to Consider:</p> <ul style="list-style-type: none"> ▪ Has the school (or previous schools) conducted any evaluation on the student? <ul style="list-style-type: none"> ○ Dyslexia? ○ FIIE? ○ 504? ○ Other? ▪ What were the concerns that prompted the assessment/evaluation of the student? ▪ What was the outcome of the assessment/evaluation? ▪ Were additional supports put in place for the student? ▪ If so, what type(s) of supports were provided? What was the outcome of the supports? 	<p>Descriptions:</p> <p>-----</p> <p style="text-align: center;">Student has not been previously evaluated in the school setting.</p> <p>-----</p> <p style="text-align: center;">Student was previously evaluated, supports were put into place (not through special education), and student is making progress with the supports in place.</p> <p>-----</p> <p style="text-align: center;">Student was previously evaluated, but all areas of concern were not addressed or additional concerns have been identified since the conclusion of the evaluation.</p> <p>-----</p> <p style="text-align: center;">Student was previously evaluated, and no supports were put into place to address student needs or student is not making progress with the supports in place.</p>
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Comments:

Student Data Review Guide When Considering a Referral to Special Education

Physical/Health Factors: Obtain vision and hearing screening information, as well as other relevant information from the school nurse. Document any health concerns and motor delays or impairments. It will be important to determine whether any physical or health factors contribute to the student’s academic or behavioral difficulties.

<p>Questions to Consider:</p> <ul style="list-style-type: none"> ▪ What do the previous and current data indicate regarding vision and/or hearing? ▪ What do the previous and current data indicate regarding physical and health factors? ▪ Is the student taking medication(s)? If yes, for what purpose? What effect may the medication have on educational performance? ▪ What concerns are there about the student’s gross and fine motor skills? Participation in general education physical education? 	<p>Descriptions:</p> <p>-----</p> <p style="text-align: center;">No vision, hearing, physical, or health factors are present.</p> <p>-----</p> <p style="text-align: center;">Vision, hearing, physical, or health factors are present; however, the student is demonstrating adequate progress with supports (e.g., accommodations) or student is not receiving supports for physical/health factors.</p> <p>-----</p> <p style="text-align: center;">Vision, hearing, physical, or health factors are present, and supports are provided; however, access to and/or progress in the curriculum appears to be somewhat affected.</p> <p>-----</p> <p style="text-align: center;">Student has vision, hearing, physical, or health factors that appear to be negatively affecting educational performance.</p>
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Comments:

Student Data Review Guide When Considering a Referral to Special Education

Outside Evaluations or Diagnoses: If there are evaluation reports or documentation from professionals outside of the school, gather this information. It may be useful to gain written parental consent for the school to communicate with these professionals so that additional data, observations, and information regarding ongoing treatment can be obtained.

<p>Questions to Consider:</p> <ul style="list-style-type: none"> ▪ Is the district aware of any previous evaluations of the student by an external agency or professional? ▪ If yes, what type of evaluation was conducted? ▪ Does the district have a copy of the evaluation? ▪ What were the concerns that prompted the evaluation of the student? ▪ What was the outcome/diagnoses of the evaluation? 	<p>Descriptions:</p> <p>-----</p> <p style="padding-left: 40px;">Student does not have outside evaluations or diagnoses to consider.</p> <p>-----</p> <p style="padding-left: 40px;">Student has outside evaluations or diagnoses that have been considered and sufficiently addressed or the data considered do not negatively impact educational performance.</p> <p>-----</p> <p style="padding-left: 40px;">Student has outside evaluations or diagnoses that have not been considered and sufficiently addressed, or the data has been considered and it is determined that it may negatively impact educational performance.</p> <p>-----</p> <p style="padding-left: 40px;">Student has an outside evaluation and/or diagnosis(es) that indicates educational performance may be negatively impacted.</p>
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Comments:

Student Data Review Guide When Considering a Referral to Special Education

Hospitalizations: If the school is aware of any hospitalizations, gather information, including the dates and reason for the hospitalization (e.g., physical or mental health).	
<p>Questions to Consider:</p> <ul style="list-style-type: none"> ▪ Is the district aware of the student’s previous hospitalizations? ▪ If yes, for what reason? <ul style="list-style-type: none"> ○ Physical health? ○ Mental health? ▪ If yes, what was the frequency and duration? ▪ If yes, what was the diagnosis upon release of the student? 	<p>Descriptions:</p> <p>-----</p> <p style="padding-left: 40px;">Student has not been hospitalized for any reason.</p> <p>-----</p> <p style="padding-left: 40px;">There is a history of hospitalizations, but the student is demonstrating adequate educational progress.</p> <p>-----</p> <p style="padding-left: 40px;">There is a history of hospitalizations that may be beginning to impact educational performance.</p> <p>-----</p> <p style="padding-left: 40px;">Student has a history of hospitalization(s) that appear to be negatively impacting educational performance.</p>

Comments:

Student Data Review Guide When Considering a Referral to Special Education

Other At-Risk Factors: Consider any other areas that could be impacting educational progress.

Questions to Consider:

- Has the student experienced the loss of a parent due to death or other permanent separation?
- Has the student been impacted by the separation or divorce of parents?
- Are either of the student's parents incarcerated?
- Is student being raised by someone other than a parent?
- Is there a history of exposure to or use of illegal drugs in the home or family unit?
- Has the student been removed from the home or placed in foster care?
- Has the student ever been homeless?
- Has the student been identified as gifted and talented (G/T) and the teacher reports the student is experiencing difficulties (e.g. attention, planning, organization)?

Descriptions:

No other risk factors are identified.

Other risk factors are present; however, student is making adequate educational progress and school performance does not appear to be impacted by the circumstances.

Other risk factors are present and the student's access to and/or progress in the curriculum appears to be affected.

Other risk factors are present and the student's access to and/or progress in the curriculum appears to be negatively affected.

Comments:

Student Data Review Guide When Considering a Referral to Special Education

Additional data that have not been considered but are relevant to the consideration of an initial special education referral.