

**DOCUMENTATION OF INTERVENTION/EVALUATION RESULTS
(SPECIFIC LEARNING DISABILITY)
(Required as of the 2010-2011 School Year)**

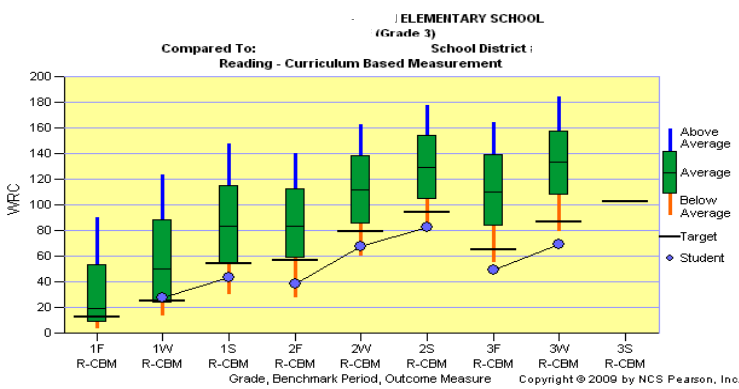
Complete for initial evaluations, reevaluations, or a review of an independent or outside evaluation when a specific learning disability is suspected.

PROBLEM IDENTIFICATION / STATEMENT OF PROBLEM:

Using baseline data, please provide an initial performance discrepancy statement for all identified areas of concern in the relevant domains (academic performance; functional performance; cognitive functioning, communicative status (for ELL students includes an explanation of ELL status and any change in linguistic status); social/emotional status/functioning, motor abilities, health, hearing and vision) including information about the student's performance discrepancy prior to intervention. Attach evidence.

Reading

In September 2008 and January 2009, Sarah and every other 3rd grader in School District #__ were administered R-CBM as part of a benchmark assessment program. Her results (including 2006-2007 and 2007-2008 benchmark data) were as follows:



Sarah's 3rd grade R-CBM fall benchmark score was 49 WRC (8th %ile), which was in the well below average range when compared to her District #__ 3rd grade peers. She did not meet District #__'s benchmark target (shown left by the black line) of 65 WRC. The 3rd grade median was 110 WRC making Sarah's score 2.24X discrepant from her #__ peers, indicating a severe performance discrepancy on R-CBM. Sarah's winter benchmark score continued to be in the well below average (6th %ile) range. She did not meet the benchmark target of 86 WRC. The 3rd grade median was 133 WRC making Sarah's score of 69 WRC 1.92X discrepant from her #__ peers.

PROBLEM ANALYSIS / STRENGTHS AND WEAKNESSES:

Describe student's skill strengths and weaknesses in the identified area(s) of concern within the relevant domains. Attach evidence, including evidence of skills deficit versus performance deficit.

Reading

Sarah's reading rate in 3rd grade material (on benchmark and progress monitoring assessments) was determined to be unacceptable, falling below District #__ targets. Her accuracy, however, is generally acceptable above 95%. Monthly accuracy rates on 3rd grade passages have ranged from 93% to 98%, above the 95% accuracy criteria to pass. Because accuracy was acceptable, a reread procedure was attempted with Sarah on 3/18/09. She was asked to read the same passage twice. Sarah's second attempt at the passage only resulted in an 18% improvement rate. A rate of 35% or above is indicative of a successful strategy.

Sarah's survey level assessment results indicate that she is reading like an average (>25th-ile) end of year 1st grade student in District #__.

Curriculum Based Evaluation (CBE) assessments also were completed to examine her phonics/decoding skills. CBE revealed that Sarah's reading errors were primarily errors of substitution in which she "guessed" a word that looked similar to the word on the page. Some of her errors violated meaning, such as arrived/attractive, think/like, tongue/tough, and take/talk, but most were non-meaning violating, such as: duckies/ducklings, a/the, bush/bushes, the/that, very/even, ignore/ignoring, and don't/didn't. When Sarah's errors were taken out of context and placed on a word list, she was able to correctly read 79% of words she erred on in text. Because Sarah made very few errors involving individual letters or sounds, nonsense words were used to assess her decoding skills on 3/23/09 and revealed <90% accuracy on the following: all long vowels, r-controlled vowels, diphthongs, and the consonants b and d. Short vowels, the vowel digraph "oo," all other consonants, consonant blends, and consonant digraphs were very good.

An informal assessment of reading was completed with Sarah. She was asked to read grade level material from her Harcourt reader. This story was called Boom Town. During reading it was noted that Sarah seemed to easily decode

single syllable words and most multi-syllable words. However, she did struggle on a few of the 2 syllable words and many of the larger words. As part of this informal reading inventory, the effectiveness of a variety of reading strategies were attempted with Sarah including finding "little words" which is chunking the larger words into smaller words, rereading the sentence find the meaning of a word, skipping over the word and continuing with the sentence to find meaning, and getting her mouth ready to sound out the word. Questioning was also used (i.e. "Does that make sense?") These strategies were found to be effective with Sarah, she was able to decode the words and she began to use the chunking strategy independently. She was able to answer comprehension questions with the story indicating that she was gaining meaning from the text.

PLAN DEVELOPMENT / INTERVENTION(S):

Describe the previous and current intervention plans (core/Tier 1, supplemental/Tier 2, and intensive/Tier 3) including evidence that the intervention is scientifically based and was implemented with integrity. Attach plan/evidence.

In 2nd grade, Sarah received daily reading instruction for 90 min using Harcourt Trophies as the primary curriculum materials. She began receiving a daily supplemental intervention using the Harcourt Intervention Kit from 10/22 until the end of the school year. Sessions lasted 30 minutes and were delivered by a reading teacher. Because Sarah was becoming more discrepant from peers, Lexia, a computer-based intervention, was added on 2/14 and monitored by an interventionist. On 2/22, daily 35-minute Read Naturally sessions by a certified classroom teacher and daily 25- minute Horizons sessions by a reading teacher were added. These additional interventions continued until the end of the school year.

EDITOR'S NOTE: This real-life example doesn't completely follow best practices in that interventions are piled on rather than utilizing one good intervention. This could cause unintended confusion for the student and more time away from the classroom than one good comprehensive intervention would require.

This year in 3rd grade, Sarah has received daily reading intervention using Horizons since 9/2. Sessions last 45 minutes and have been delivered by a reading teacher or interventionist. After her performance on fall benchmarking, daily intervention using Read Naturally was added. Sessions lasted 30 minutes and were from 10/14-2/23. Because Sarah's progress trend was relatively flat, an intervention change occurred on 2/25, in which Read Naturally was replaced with daily Road to Reading sessions that last 40 minutes and are delivered by a special education teacher.

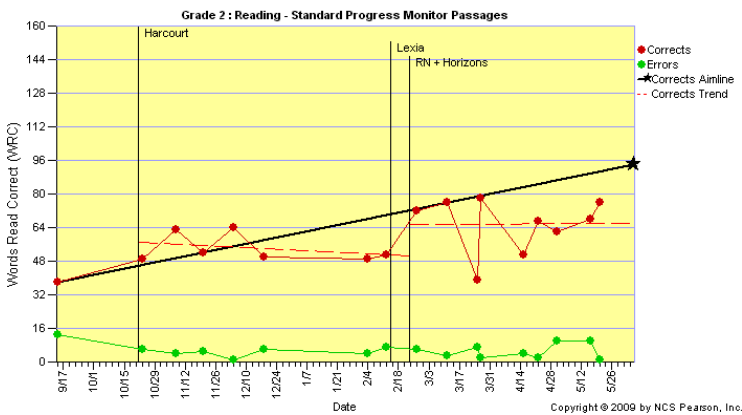
All instruction and intervention materials have been rated by professional organizations as being scientifically based, and the integrity of instruction and intervention was monitored by principal walk-throughs, teacher self-ratings, and attendance charts. All instruction and interventions was assessed to be implemented with integrity, with the exception of the minutes for 2nd grade Horizons, which should be implemented for 45 min/day.

PLAN EVALUATION / EDUCATIONAL PROGRESS:

Provide documentation of student progress over time as a result of the intervention. Attach evidence/graphs.

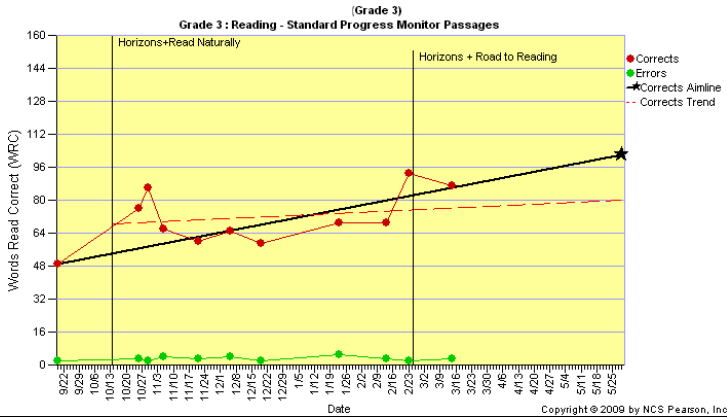
EDITOR'S NOTE: It would have been good for Sarah's data review team to consider the high amount of variability in her progress monitoring data. Some possible hypotheses for this variability include RCBM administration errors and/or performance deficits (Won't Do).

Progress Monitoring Improvement Report for SARAH - from 09/13/2007 to 06/04/2008



In 2nd grade, Sarah made good progress initially in each of the interventions, but then her performance flattened out, resulting in a slower rate of growth than typical 2nd grade peers. The average rate of improvement (ROI) of 2nd grade peers was 1.3 WRC per week. Sarah's ROI was 0.02 WRC per week in her intervention trendline, but her level of performance improved from 36 wrc at the beginning of the year to a median of 64 wrc in the last quarter (with 3 scores near 80 wrc).

**Progress Monitoring Improvement Report for SARAH -
from 09/18/2008 to 05/28/2009**



In 3rd grade, Sarah again demonstrated good progress at the beginning of the two different intervention phases. Her rate of growth flattened out during the Horizons-Read Naturally intervention phase, which is why the intervention was modified. The average ROI of 3rd grade peers is 1.0 WRC per week. Sarah's ROI for the Horizons-Read Naturally intervention was 0.36 WRC per week, with an overall (baseline to present) ROI of 0.87 WRC per week, with level of performance improving from 49 wrc to 69 wrc in 3rd gr material. Her last two data points since the last intervention change were 93 and 87 WRC, respectively, indicating a potential positive trend.

PLAN EVALUATION / DISCREPANCY:

State the current performance discrepancy after intervention, i.e., the difference between a student's level of performance compared to the performance of peers or scientifically-based standards of expected performance. Attach evidence.

Sarah's 3rd grade R-CBM fall benchmark score was 49 WRC (8th %ile), which was in the well below average range when compared to her District #__ 3rd grade peers. The 3rd grade median was 110 WRC. Sarah's winter benchmark score continued to be in the well below average (6th %ile) range. The 3rd grade median was 133 WRC.

In the classroom, Sarah's median performance on the last three Harcourt Unit Tests was 58% correct, compared to the median peer performance of 87% correct, or 1.5 times discrepant from her peers. District guidelines suggest that a discrepancy ratio of 1.48 or greater is well below average. Her Fountas & Pinnell reading level as measured on the individual assessment last month was Level I-J. The typical 3rd grade student should be at Level O-P, approximately 1.67 times discrepant. Regular phonics checks also are completed in class every three weeks. Sarah's median score across the last three of these assessments was 60%, compared to a peer median of 90%, or 1.5 times discrepant from her peers.

The Gates MacGinitie reading test was administered to Sarah as part of a small group of 3rd grade students. Sarah's performance placed her at the 12th-ile on this measure.

PLAN EVALUATION / INSTRUCTIONAL NEEDS:

Summarize the student's needs in the areas of curriculum, instruction, and environment. Include a statement of whether the student's needs in terms of materials, planning, and personnel required for intervention implementation are significantly different from those of general education peers. Attach evidence.

Sarah continues to need supports to address specific skill deficits in reading. The team will link assessment data to an appropriate intervention plan. (See Plan Development/Intervention section of this form from current meeting for additional information.) The team has progress monitored Sarah's skills and the integrity of the interventions have been maintained. Sarah's rate of improvement is not able to be sustained without the highest intensity of interventions. Sarah is not demonstrating a sufficient rate of progress at this time and will need to maintain intensive interventions that go beyond the scope of general education support.

ADDITIONAL INFORMATION NECESSARY FOR DECISION-MAKING (INCLUDE AS APPROPRIATE):

Report any educationally relevant information necessary for decision-making, including information regarding eligibility exclusionary and inclusionary criteria. Attach evidence.

Screening data:

Vision & Hearing = passed both screening as a 3rd grade student

Motor= performing at a satisfactory level in P.E., and on gross and fine motor tasks in the classroom according to teacher reports. No parent concerns in the area of motor skills per parent interview.

Cognitive Functioning= Sarah is performing in the average range in math and content area subjects when reading is not required. Teacher and parents do not have cognitive functioning concerns per teacher and parent interviews.

Social Emotional/Behavior Functioning = According to teacher, parent, and self reports, Sarah is a well-liked, well-adjusted student who has a few good friends. She has had no disciplinary referrals. Classroom observation indicates that she generally interacts with peers at appropriate times, and regularly participates in instruction.

Cultural Factors = According to teacher, parent, and self reports, no cultural factors are significantly impacting Sarah's

performance in reading.

Environmental/Economic Disadvantage = According to teacher, parent, and self reports, there appear to be no environmental or economic issues at this time that significantly impact Sarah's reading performance.

ELIGIBILITY DETERMINATION

Specific Learning Disability – Required as of the 2008-2009 School Year
(OTHER ELIGIBILITY AREAS AS APPROPRIATE)

Complete after initial evaluations, reevaluation, or review of an independent or outside evaluation when a specific learning disability is suspected.

DETERMINANT FACTORS

The determinant factor for the student's suspected disability is:

Yes No

Lack of appropriate instruction in reading, including the essential components of reading instruction – Evidence Provided:

District frequently reviews reading instruction at district and school level. Curriculum materials used are scientifically based and aligned to Illinois standards (evidence: outside expert, publisher materials, & publisher/curr director alignment to standards). Over 85% of all students in the district meet benchmark targets on district assessments and state ISAT targets for reading. Frequent instruction integrity checks occur using principal walk-through and Professional Learning Community practices. Parents receive district benchmark assessment results three times per year, and parents of students receiving supplemental or intensive interventions receive progress monitoring graphs at least bi-monthly. Sarah has had regular attendance in core reading instruction & interventions in this school since Kindergarten.

Yes No

Yes No

Lack of appropriate instruction in math - Evidence Provided:

District frequently reviews math instruction at district and school level. Curriculum materials used are scientifically based and aligned to Illinois standards (evidence: outside expert, publisher materials, & publisher/curr director alignment to standards). Over 90% of all students in the district meet state ISAT targets for math. Frequent instruction integrity checks occur using principal walk-through and Professional Learning Community practices. Parents receive district benchmark assessment results three times per year, and parents of students receiving supplemental or intensive interventions receive progress monitoring graphs at least bi-monthly. Sarah has had regular attendance in core math instruction in this school since Kindergarten. Sarah's math performance is within the average range, and the team has no concerns in this area.

Limited English Proficiency – Evidence Provided:

Sarah's first language is English and only English is spoken in the home.

If any of the boxes in Determinant Factors are marked "Yes", the student does not have a Specific Learning Disability and the team must complete the Eligibility Determination section accordingly.

EXCLUSIONARY CRITERIA

The following factors are the primary basis for the student's learning difficulties:

Yes	<input checked="" type="checkbox"/> No	A visual, hearing or motor disability. Evidence Provided: passed vision/hearing. No concerns.
Yes	<input checked="" type="checkbox"/> No	Mental Retardation. Evidence Provided: no team concerns. Average adaptive, math, science.
Yes	<input checked="" type="checkbox"/> No	Emotional disturbance. Evidence Provided: no team concerns. No referrals, gets along well w/ adults & peers.
Yes	<input checked="" type="checkbox"/> No	Cultural factors. Evidence Provided: No cultural impact.
Yes	<input checked="" type="checkbox"/> No	Environmental or economic disadvantage. Evidence Provided: No economic or environmental impact.

INCLUSIONARY CRITERIA

EDUCATIONAL PROGRESS (over time):

[With 375 supplemental minutes per week of intensive reading instruction, Sarah is progressing at a slightly higher rate than her 3rd grade peers. \(see Documentation of Intervention/Evaluation Results: Plan Evaluation/Educational Progress\) for additional information.](#)

Is the student progressing at a significantly slower rate than is expected in any areas of concern? Evidence in the Documentation of Evaluation Results should support the team's answer to this question.

- No
- Yes The student is progressing at a significantly slower rate than expected.
- Yes The student is currently making an acceptable rate of progress but only because of the intervention that is being provided.

In which areas? [Basic Reading: Reading Fluency](#)

DISCREPANCY (one point in time):

[After intensive intervention, Sarah's performance on R-CBM & other measures remains at a level significantly below her 3rd grade peers. \(see Documentation of Intervention/Evaluation Results: Plan Evaluation/Discrepancy\) for additional information.](#)

Is the student's performance significantly below performance of peers or expected standards in any areas of concern? Evidence in the Documentation of Evaluation Results should support the team's answer to this question.

- No
- Yes The student's performance is significantly discrepant.
- Yes The student's performance is not currently discrepant but only because of the intensity of the intervention that is being provided.

In which areas?

[Basic Reading Skills: Reading Fluency](#)

INSTRUCTIONAL NEED:

[The materials, planning, and personnel currently required to sustain her rate of growth is very different from those of general education peers.](#)

Are the student's needs significantly different from the needs of typical peers and of an intensity or type that exceeds general education resources? Evidence in the Documentation of Evaluation Results should support the team's answer to this question.

- No
- Yes The student's instructional needs are significantly different and exceed general education resources.

If yes, In which areas?

Basic Reading Skills ; Reading Fluency

Optional Criteria:

After completing a process that determines how a child responds to scientific, research-based interventions, complete this optional section **only** if also using an IQ-achievement discrepancy model.

Yes No N/A Does a severe discrepancy exist between achievement and ability that is not correctable without special education and related services?

ELIGIBILITY DETERMINATION FOR SPECIFIC LEARNING DISABILITY

Step 1: Disability Adversely Affecting Educational Performance

Yes No

Based on your answers to the questions in the "Determinant Factors", "Exclusionary Criteria" and "Inclusionary Criteria" sections, does the student meet the educational criteria for a specific learning disability?

If the answer is "no", the student is not eligible for special education services under the category of Specific learning Disability.

If the answer is "yes", indicate the area below and complete Step 2.

X Basic Reading Skill; Reading Fluency

Step 2: Special Education and Related Services

X Specialized Instruction is required in order for the student to make progress and reduce discrepancy (Eligible)

Specialized instruction is not required in order for the student to make progress and reduce discrepancy (Not Eligible)

Each team member must sign below to certify that the report reflects his/her conclusions for specific learning disability. Any participant who disagrees with the team's decision must submit a separate statement presenting her/his conclusions.