

Specific Learning Disabilities and Patterns of Strengths and Weaknesses (PSW)

Davis School District-SLD/PSW Committee
May, 2016

What's in store?

Outline

- Definition of SLD
- Assessment Components
- Models of Identification
- Evaluation Process in DSD
- Determining PSW
- Case Examples

Objective

- Review rules and regulations involved in SLD determination
- Explore language, psychological, and academic measurement
- Review RtI and PSW models
- Overview evaluation from referral to placement
- Detail the steps within the PSW framework
- Practice full PSW walk-through of case studies

Housekeeping Items

- Your Presenters
- Facilities and Restrooms
- Materials
 - Glossary (to be shared at your table)
 - Policy of SLD/PSW for DSD
 - Case Study Eligibilities
 - Blank Graph
- “Stump the Chump” Cards

Why now, and what’s later?

Why Now?

- Model development
- Policy revisions
- Form updates
- Whet our whistles

What's Later?

- Additional support
- Greater depth
- More on language
- “Gray-area” cases

Specific Learning Disability: IDEA (USOE)

...a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations...
Does not include learning problems that are the result of [rule out factors]

Rules and Regulations, USOE. II.J.10.a, CFR 300.8(C)(10); (43-44)

Assessment Components: Language (definitions)

- Receptive Language
Ability to understand and comprehend language heard or read

- Expressive Language
Ability to put thoughts and words together in order to communicate

Assessment Components: Language (SLD vs. SLI)

Specific Learning Disability (SLD)

- Oral Academic Expression
- Academic Listening Comprehension
- Deficit in basic reading skills, reading fluency, reading comprehension, and written expression
- Deficit in oral language development related to pre-literacy skills

Speech-Language Impairment (SLI)

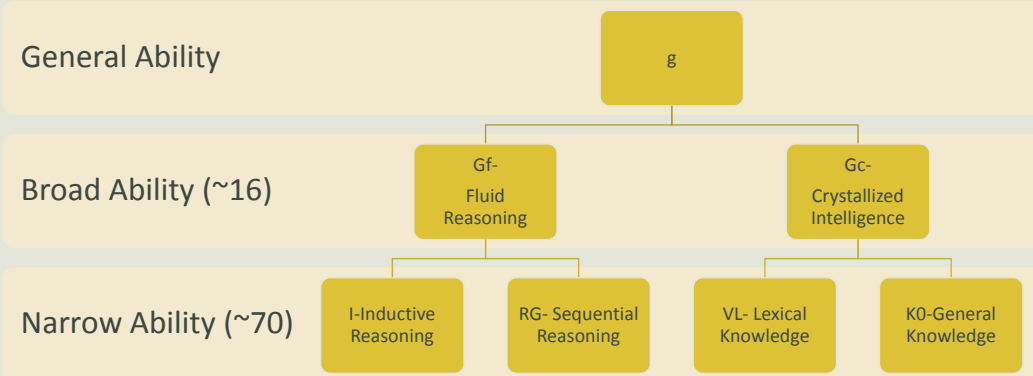
- Expressive Language
- Receptive Language
- Evaluate listening comprehension
- Evaluate phonological awareness and oral vocabulary

Classification Determination SLD vs. SLI

- When a student meets the eligibility criteria for both SLD and SLI, the eligibility team will want to consider, based on the body of evidence, which disability category is the strongest match with the student's greatest area(s) of need.

Assessment Components: Cognitive Processes (Intelligence)

Construct used to describe intellectual ability, reasoning, or problem solving

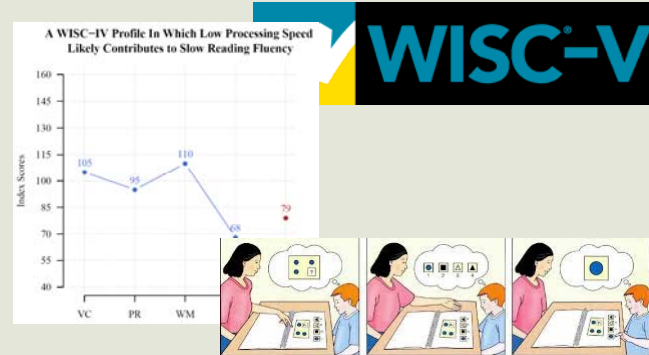


Assessment Components: Cognitive Processes (Measures)

This composite image illustrates the components of intelligence measures. It features a central hierarchical diagram of the Big Five theory of intelligence (Figure 2) with 'g' at the top and various cognitive measures below, such as Fluid Reasoning, Comprehension Knowledge, Visual Processing, Auditory Processing, Processing Speed, Short-term Memory, and Long-term Retrieval. To the left, a photograph shows a teacher and students in a classroom. To the right, a photograph shows children playing on a grassy field. At the bottom center, a graph titled 'Fig 1.0 The Extended Bell Curve' shows a normal distribution curve with an 'x' axis and a 'y' axis. The text 'shirt.woolf' is visible at the bottom of the graph.

Assessment Components: Cognitive Processes (Formal)

- Broad Cognitive Measures
 - WISC, WAIS, Stanford Binet
- Younger Students
 - WPPSI
- Nonverbal Measures
 - WNV, UNIT, TONI
- Specific Cognitive Measures
 - Memory, Attention, Neuropsych



Whose role would this be?

School Psych

Assessment Components: Academic Achievement

- A multifaceted construct that comprises different domains of learning
- Performance outcomes that indicate the extent to which a person has accomplished specific cognitive goals
 - Either across multiple subject areas (e.g., critical thinking)
 - Or the acquisition of knowledge and understanding in a specific intellectual domain

MATH

GEOGRAPHY

READING

SOCIAL
STUDIES

WRITING

ART

FOREIGN
LANGUAGE

HISTORY

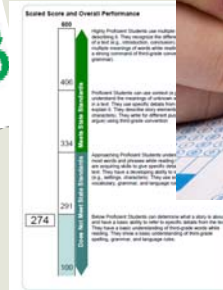
SCIENCE

<http://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0108.xml>

Assessment Components: Academic Achievement (Formal)

Typically measured via normative-referenced, standardized assessments

- KTEA-3
- WJ-4
- SAGE
- PSAT, SAT or ACT



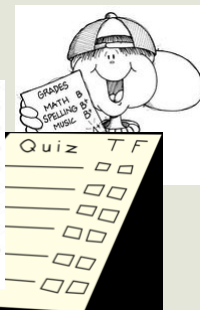
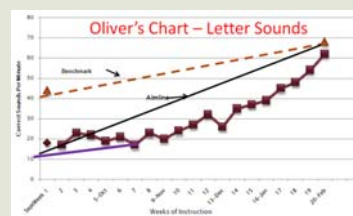
Whose role would this be?

LEA, Special Ed. Teacher and Gen Ed Teacher

Assessment Components: Academic Achievement (Informal)

Typically compared to peers in the same classroom or setting

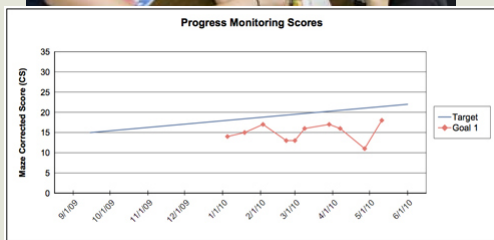
- Grades and homework
- Weekly quizzes and tests
- Progress monitoring
- Work samples



Whose role would this be?

General Ed. Teacher

Informal data: How do we use it?



- Drive instructional strategies
- Support team-based decisions
- Direct collection of formal data
- Monitor student progress
- Evaluate intervention efficacy

Why not just RtI?

- Does not inherently define specific learning disability
 - Rather labels students as non-responders
- Does not address psychological or language processes
 - Deficits in processing are presumed based on lack of progress
- Uncertainty regarding placement and location decisions
 - No guidelines for amount of failure needed before individual or special education
- Limited resources or references on Tier II and Tier III interventions
 - Especially a concern in secondary settings

SLD Identification: Patterns of Strength and Weakness

- Patterns of Strengths and Weaknesses includes formal and informal assessment
- Addresses some shortcomings of RtI, includes analysis of cognitive processes
- Supported as a research-based alternative in IDEA

A State must adopt, consistent with 34 CFR 300.309, criteria for determining whether a child has a specific learning disability as defined in 34 CFR 300.8(c)(10). In addition, the criteria adopted by the State:

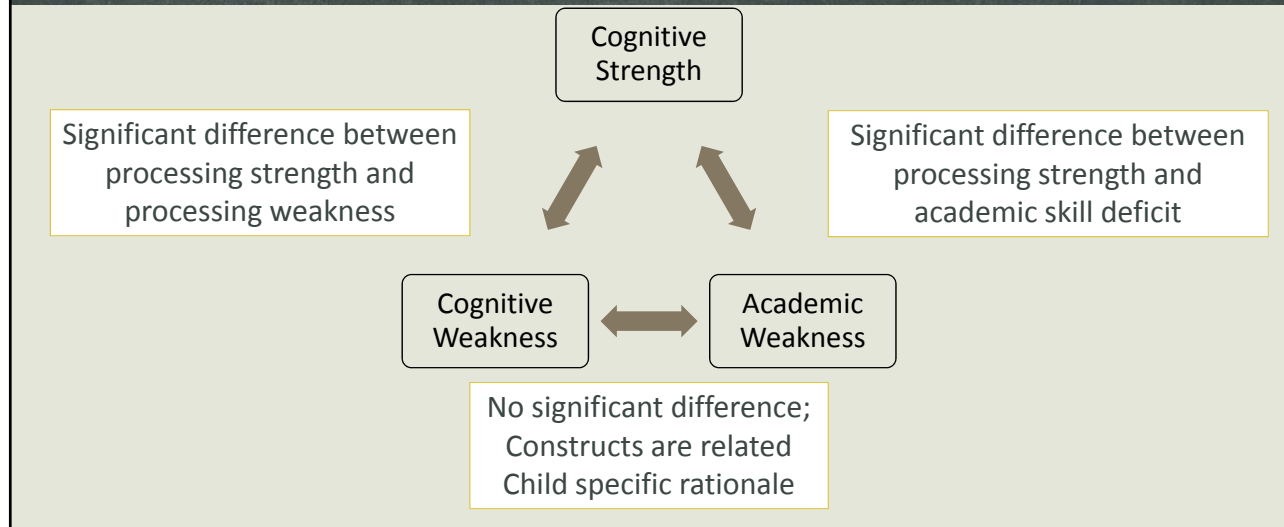
- Must not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability, as defined in 34 CFR 300.8(c)(10);
- Must permit the use of a process based on the child's response to scientific, research-based intervention; and
- May permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability, as defined in 34 CFR 300.8(c)(10).

SLD Identification: PSW Overview

Team must document evidence of:

1. Academic Weakness
 - E.g. standard score of 80 or lower
2. Cognitive Strength
 - E.g. standard score 9 or more points higher than lowest standard score
 - Or statistically computed strength from scoring manual
3. Cognitive Weakness
 - E.g. standard score 9 or more points lower than highest standard score
 - Or statistically computed weaknesses from scoring manual
 - Relationship exists between processing weakness and academic weakness

SLD Identification: PSW Model



Models of SLD Identification: PSW Shortcomings

- Does not identify students with a flat cognitive profile
 - Students with generally low cognitive abilities
- Requires more complex analysis than discrepancy model
 - At least three score comparisons instead of two
- Must wait for intervention data to indicate need for formal evaluation
 - Though formal decisions are still made by the SPED team
- Depends on input from multiple team members
 - Staffing can be difficult in secondary settings

Evaluation Process in DSD: Pre-referral and Referral

Evaluation Process in DSD: LCMT and Targeted Intervention

Evaluation Process in DSD: Progress Monitoring and Decision Making

Evaluation Process in DSD: Formal SPED Evaluation

This process is ONLY for situations where the team is considering the eligibility category of


Specific Learning Disability



Evaluation Process in DSD: myIDEA Forms and Procedures

- What will be the same:
 - Observation
 - Documentation of the Instructional Strategies and student's response.
 - Instructional Considerations for initial evaluation
 - Rule outs for other disability and environmental factors
 - Parental input
 - Evaluation summary
 - Cultural and linguistic considerations
 - Identification of area(s) of Specific learning disability
 - Eligibility determination

Evaluation Process in DSD: myIDEA Forms and Procedures

- What will be the same:
 - Observation
 - Documentation of the Instructional Strategies and student's response.
 - Instructional Considerations for initial evaluation
 - Rule outs for other disability and environmental factors
 - Parental input
 - Evaluation summary
 - Cultural and linguistic considerations
 - **Eligibility Consideration – Compare Academic & Psychological Processes**
 - Identification of area(s) of Specific learning disability
 - Eligibility determination
- This is new**
- 

Evaluation Process in DSD: myIDEA Forms and Procedures

- What will change:
 - New Eligibility Questions:
 - 8. Academic Achievement – Identification of Possible Weakness**

8. Academic Achievement - Identification of Possible Weakness

Based on evaluation and assessment the team determined the student demonstrates:

- No specific academic weakness.
- One (or more) standard scores at or below 80 (below the 10th percentile) on an approved academic measure.
- One (or more) standard scores between 81 and 85 on an approved academic measure and have supplementary information that supports the existence of an academic weakness in the same area(s).

Evaluation Process in DSD: myIDEA Forms and Procedures

- What will change:
 - New Eligibility Questions:
 - 9. Psychological Processes Comparison – Strengths**
 - No significant strength in psychological processes
 - One (or more) standard score(s) above 90 (the 25th percentile) on an approved intellectual/cognitive or language measure.
 - As calculated by the formula within the published scoring manual, table or scoring software at the statistically significant level (at least 0.05 level).
 - Have one (or more) index scores which are 9 or more points higher than the lowest standard score.
 - A strength on one or more psychological processes via another method. If this method was used, provide a detailed description and rationale for this process.



(Describe the process that was used)

Evaluation Process in DSD: myIDEA Forms and Procedures

9. Psychological Processes Comparison - Strengths

* Based on evaluation and assessment the team determined the student demonstrates:

- No significant strength in psychological processes.
- One (or more) standard score(s) above 90 (the 25th percentile) on an approved intellectual/cognitive or language measure.
- As calculated by the formula within the published scoring manual, table or scoring software at the statistically significant level (at least 0.05 level).
- Have one (or more) index scores which are 9 or more points higher than the lowest standard score.
- A strength in one or more psychological process via another method. If this method was used, provide a detailed description and rationale for this process.

Choose one



Detailed description and rationale for the alternate method to identify a cognitive strength.

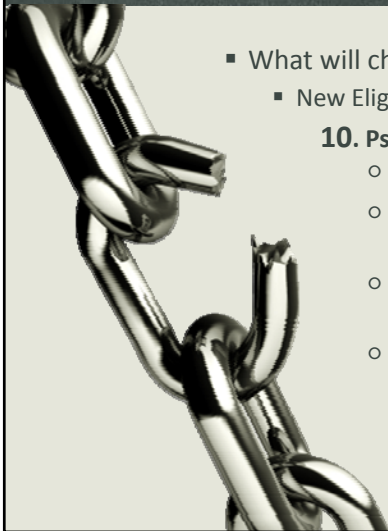
Select which method was used to determine the psychological strength.

Evaluation Process in DSD: myIDEA Forms and Procedures

- What will change:
 - New Eligibility Questions:

10. Psychological Processes Comparison – Weakness


- No significant weakness in psychological processes
- One or more standard scores below 80 (below the 10th percentile) on an approved intellectual/cognitive or language measure
- One or more index scores that are 12 or more standard score lower than the highest score on the same measure (or similar class of measure)
- One or more index scores that are 9 to 11 standard score points lower than the highest score on the same measure (or similar class of measure) and have supplementary information that supports the existence of weakness



Evaluation Process in DSD: myIDEA Forms and Procedures

10. Psychological Processes Comparison - Weaknesses

Select which method was used to determine the psychological weakness.

- * Based on evaluation and assessment the team determined the student demonstrates:
- No significant weakness in psychological processes.
 - One or more standard scores at or below 80 (below the 10th percentile) on an approved intellectual/cognitive or language measure.
 - One or more index scores that are 12 or more standard score points lower than the highest standard score on the same measure (or similar class of measure).
 - One or more index scores that are 9 to 11 standard score points lower than the highest standard score on the same measure (or similar class of measure) and t
-  Choose one

Evaluation Process in DSD: Determining PSW

- What will change:
 - New Eligibility Questions:
 - 11. Statement of the relationship between Academic and Psychological Process Weaknesses

11. Statement of Relationship Between Academic and Psychological Process Weaknesses

- No significant pattern of strengths and weaknesses identified.

If any of the data suggests a pattern of strengths and weaknesses, describe relationship between the identified weakness in academic and psychological processes.

Evaluation Process in DSD: Linking processes to academics

- Many ways to describe the relationship between psychological process and academic achievement
 - Research-based literature documenting relationships
 - Evidence gathered during evaluation reveals correlation
- Examples
 - The student's weakness in verbal comprehension is related to his low reading comprehension
 - The student's difficulty in math concepts and applications may be the result of her weakness in fluid reasoning
 - The student's weakness in phonological awareness is manifest in his poor decoding and basic reading skills

Evaluation Process in DSD: Determining PSW

- What will change:
 - New Eligibility Questions:
 - 12. Identification of Area(s) of Impairment in Basic Psychological Process(es)**

Check all
that apply

- No impairment in basic psychological processes exists.
- Associative Memory
- Auditory Processing
- Executive Functioning (including working memory and processing speed)
- Fluid Intelligence
- Language (receptive, expressive)
- Long Term Memory Storage and Retrieval (including rapid automatic naming)
- Phonological Awareness
- Quantitative Reasoning
- Verbal Reasoning
- Verbal Reasoning

Evaluation Process in DSD: Determining PSW

- What will change:
 - New Eligibility Questions:
 13. Pattern of strengths and weaknesses exist within the student's performance in one or more of the following areas of specific learning disability:

Check all
that apply

- Oral Expression
- Listening Comprehension
- Written Expression
- Basic Reading Skills
- Reading Fluency Skills
- Reading Comprehension
- Mathematics Calculation
- Mathematics Problem Solving
- No severe discrepancy exists.

Evaluation Process in DSD: IEP Development

Benefits of Rtl and PSW

Concerns raised with Rtl and PSW

Case Examples

- Elementary
 - Initial qualifies: Joe at Oak Hills
 - Reeval qualifies: Steve or Paul
 - Reeval DNQ: Steve has an initial, ask Paul
- Secondary
 - Initial qualifies; Paul
 - Reeval qualifies: Steve at Legacy
 - Re-eval DNQ: Joe at Vista;

Ongoing and Future Support

Case Presentations

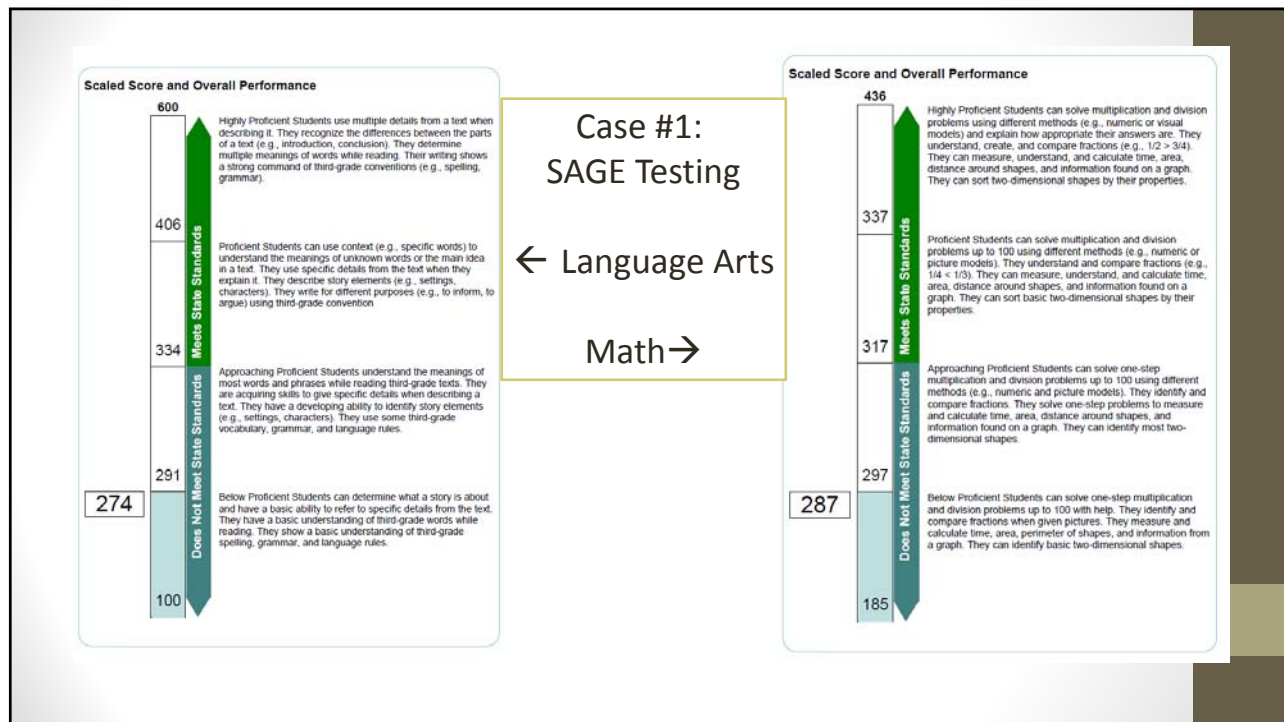
Case #1: **Initial Referral** Background/Student Info

- 4th grade female
- Initial referral to LCMT October 2015
- Concerns regarding reading and math
- In STAR tutoring (individual reading with adult)
- Math support (small group instruction at horseshoe table)

Case #1:
SMART Report

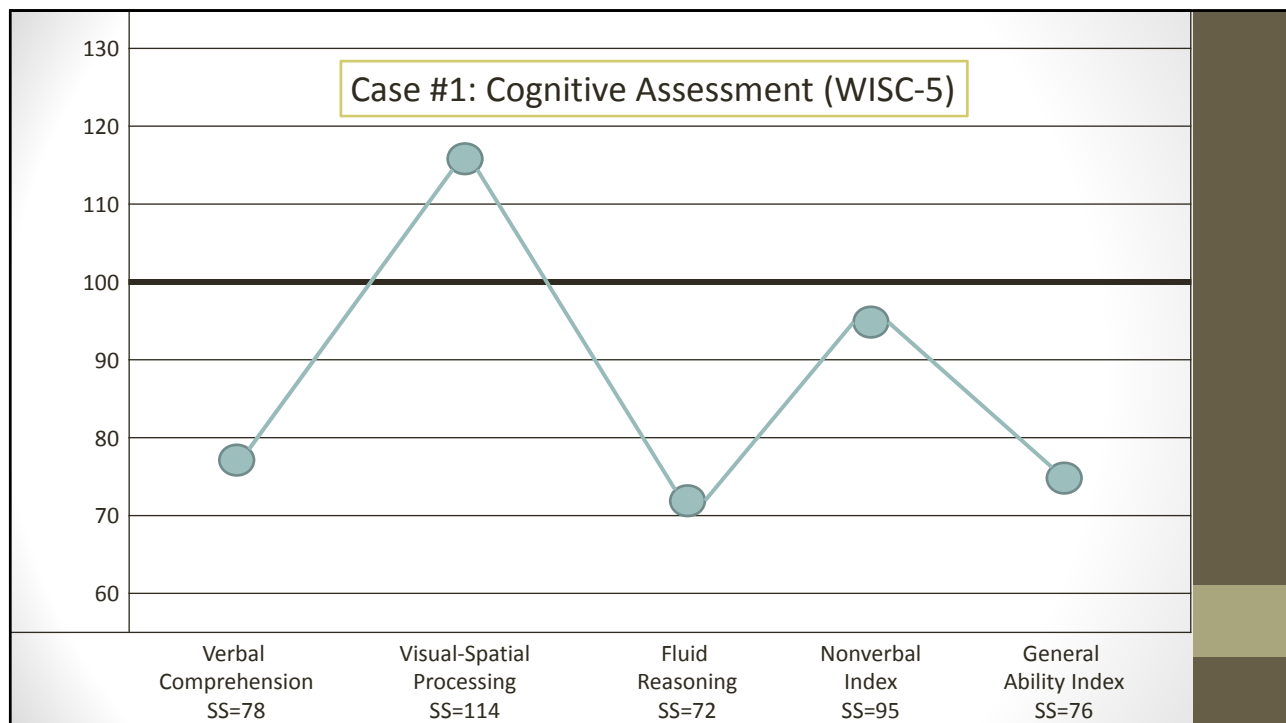
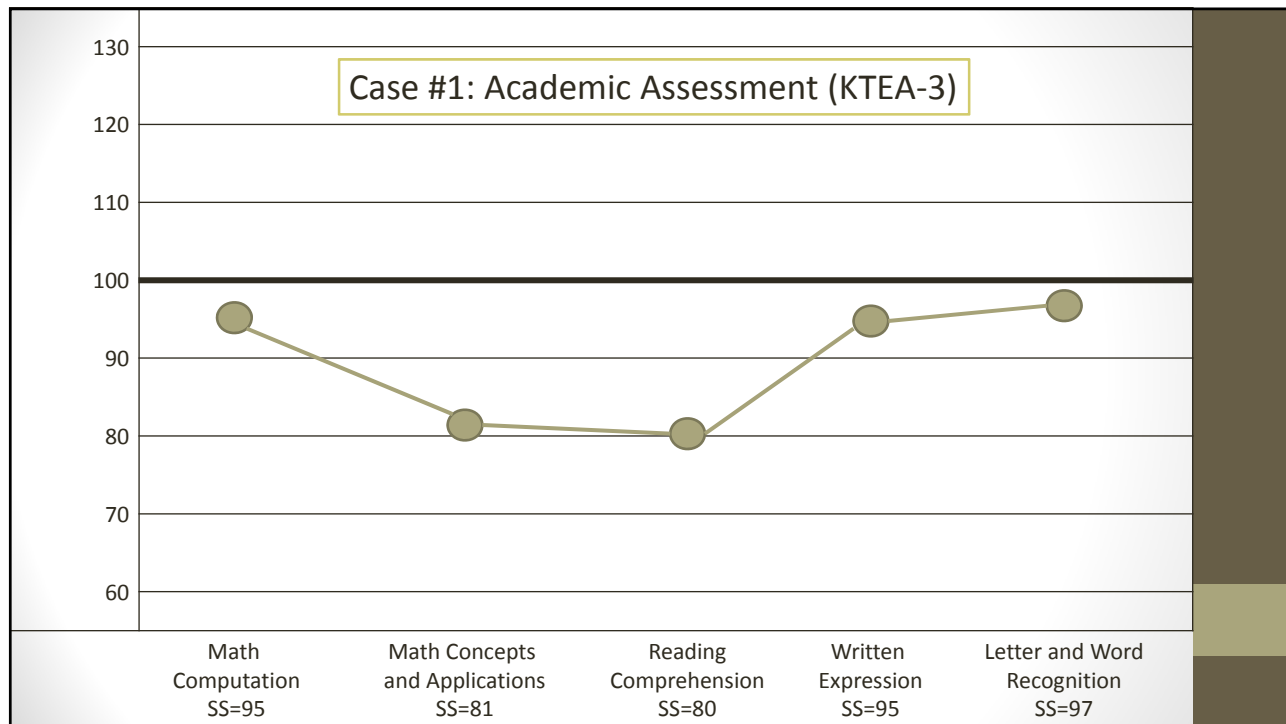
Grade Level Expectations for the Year		Term			
		1	2	3	4
I n t e r i o r i t y	LANGUAGE ARTS SPEAKING & LISTENING - Apply the processes of speaking & listening. Understand: Contribute to/build understanding of texts and topics through assigned participation in conversations and paraphrasing/identifying reasons of oral presentations.	2.5 2			
	LANGUAGE ARTS READING - Read and comprehend, independently and proficiently, text of at least grade level complexity.	2.75			
c o n t e n t	Phonics and Word Recognition: Read grade-appropriate multisyllabic words in and out of context.	2.75			
	Fluency and Print Concepts: Read grade-level text with sufficient fluency and accuracy to support	2.5			
U n d e r s t a n d i n g	LANGUAGE ARTS WRITING - Write numerous pieces over short and extended time frames to communicate effectively in all subjects.	2.75			
	Knowledge: Conduct short research projects investigating different aspects of a topic.	2.75			
	Communication: With adult and peer guidance throughout the writing process, develop and organize	2.75			
A p p l i c a t i o n	MATH - Build student mathematical thinking and problem solving aptitudes by developing an understanding of:		1.75		
	Operations and Algebraic Thinking: Use four operations to solve problems, determine factors and multiples and analyze patterns		1.75		
	Number and Operations in Base Ten: Use place value understanding and properties of operation		2.5		
	Number and Operation/Fractions: Compare and understand equivalence, apply operations with unit fractions and whole numbers; use and compare decimal fractions		-	-	-
	Measurement and Data: Convert measurement units; measure angles and represent / interpret data		-	-	-
	Geometry: Draw and identify lines and angles; classify shapes by properties		1		

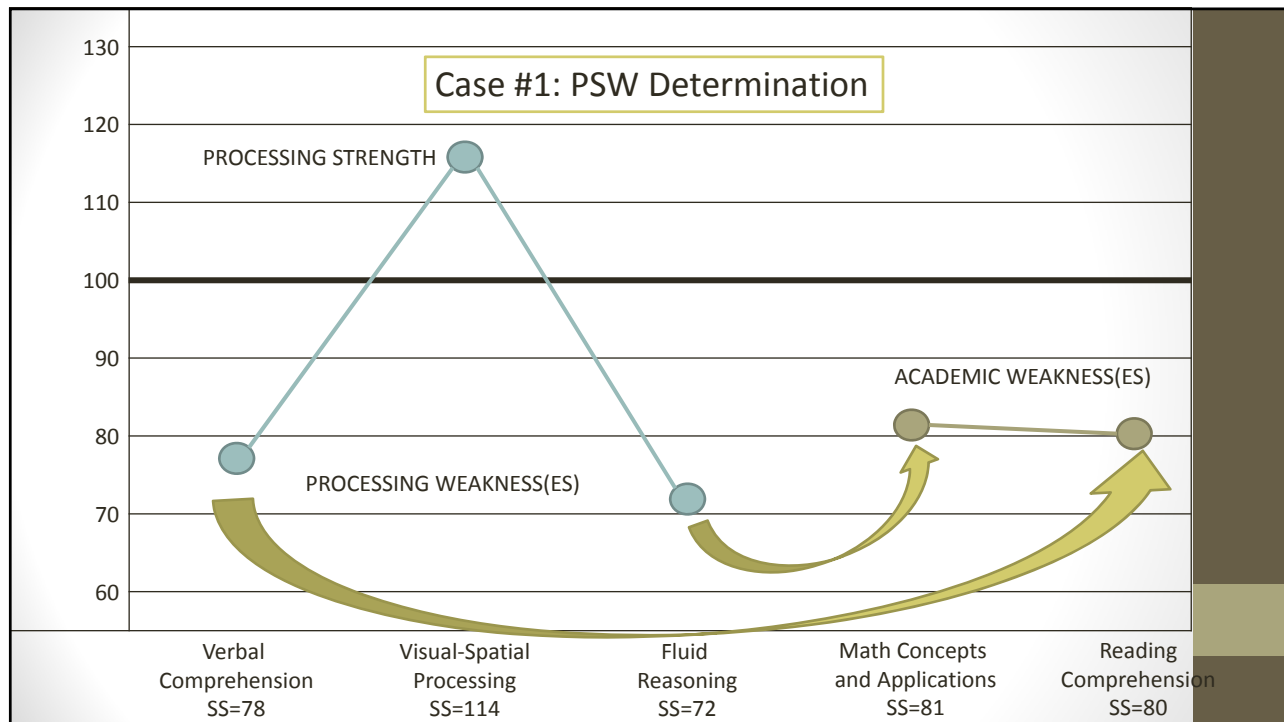
Year: 2014 CRT					
Language Arts 02	Score	Possible	Percent	Scaled	Mastery Level
Math 02	38	43	88%	173	4
	23	39	59%	151	1.5
Year: 2013 CRT					
Language Arts 01	Score	Possible	Percent	Scaled	Mastery Level
Math 01	14	35	40%	148	.5
	24	38	63%	149	1
Assessment Name: DIBELS				Date: 23-Jan-2016	
Score Type: Standard Score				Score: 96	
Summary: 96 correct words per minute on a fourth grade reading passage.					
Area of Assessment: Academic					
Assessment Name: SRI				Date: 23-Jan-2016	
				Score: 730 below proficient	
Summary:					
Area of Assessment: Academic					
Assessment Name: NBT.3 Standard Math Test				Date: 17-Sep-2015	
				Score: 40%	
Summary:					



Case #1: SPED Assessment Determination

- Lack of sufficient progress during targeted interventions through November
- Observations showed on-task behavior for 90% of intervals
- Exclusionary factors assessed and ruled out
- Informed consent made in December (Academic, Intellectual/Cognitive)





Specific Learning Disabilities Evaluation Criterion

Observation

- The student was observed in his/her learning environment (including the regular classroom setting) to document academic performance and behavior in the areas of difficulty.

The observation was conducted by: [Julee Carrillo/Resource Teacher](#)

Observation Date: [11-Feb-2016](#)

Observation Setting: [General Education Classroom](#)

Summary of the relevant behavior noted during the observation of the student and the relationship of that behavior to the student's academic functioning:

[A fifteen minute observation was done during independent work in math. \[REDACTED\] was on task 90% of the observation. She was off task 10% of the observation talking to her neighbor.](#)

Other relevant information (such as specialized materials, student's focus and participation in instruction, amount of teacher attention paid to target student when compared to peers, etc.)

- The team determined observation of the student in his/her learning environment was not needed to determine CONTINUED eligibility for special education.

If the team determined updated observation isn't necessary, complete the observation section with previous observation data and attach the observation data to the current evaluation summary report.

***No change from current form*

Description of the instructional strategies provided to [REDACTED]

<p style="text-align: center; color: blue;">Reading</p> <p>Area of Instructional Strategy(s): Overall duration of the monitored instructional strategy (intention): Description of the Instructional Strategy(s): <input checked="" type="checkbox"/> General Intervention(s) Briefly describe/specify <i>small group instruction</i> <input checked="" type="checkbox"/> Targeted/Intensive Instructional Strategy(s) Briefly describe/specify <i>Star tutoring with an adult</i> <input type="checkbox"/> Specialized Instruction Briefly describe/specify Description of [REDACTED] response to the specific instructional strategy: <input type="checkbox"/> [REDACTED] achieves adequately for her age. <input checked="" type="checkbox"/> [REDACTED] does not achieve adequately for her age. <input type="checkbox"/> [REDACTED] progress is sufficient for her age or grade level standards. <input checked="" type="checkbox"/> [REDACTED] progress is not sufficient for her age or grade level standard</p>	<p style="text-align: center; color: blue;">Math</p> <p>Area of Instructional Strategy(s): Overall duration of the monitored instructional strategy (intervention): 1 quarter Description of the Instructional Strategy: <input checked="" type="checkbox"/> General Intervention(s) Briefly describe/specify <i>small group instruction</i> <input checked="" type="checkbox"/> Targeted/Intensive Instructional Strategy(s) Briefly describe/specify <i>one-on-one tutoring with an adult</i> <input type="checkbox"/> Specialized Instruction Briefly describe/specify Description of [REDACTED] response to the specific instructional strategy(s): <input type="checkbox"/> [REDACTED] achieves adequately for her age. <input checked="" type="checkbox"/> [REDACTED] does not achieve adequately for her age. <input type="checkbox"/> [REDACTED] progress is sufficient for her age or grade level standards. <input checked="" type="checkbox"/> [REDACTED] progress is not sufficient for her age or grade level standards.</p>
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***No change from current form*

Instructional Considerations for initial evaluation:

Did the team consider data that demonstrate that prior to, or as part of, the referral process, [REDACTED] was provided appropriate instruction in regular education settings, delivered by qualified personnel?

Yes
 Not Applicable this is a re-evaluation
 Not Applicable [REDACTED] initial eligibility was determined out-of-state prior to moving to Davis School District.

Was data-based documentation of repeated assessments of achievement, at reasonable intervals reflecting formal assessment, of student progress provided to [REDACTED] parents?

Yes
 Not Applicable this is a re-evaluation
 Not Applicable [REDACTED] initial eligibility was determined out-of-state prior to moving to Davis School District.

Are [REDACTED] learning problems primarily the result of:

A visual, hearing, or motor disability?
 No
 Yes

An intellectual disability? No Yes

An emotional disturbance? No Yes

Cultural Factors? No Yes

An environmental or economic disadvantage? No Yes

***No change from current form*

Cultural, Instructional and Linguistic Considerations

Identify the data sources that substantiate the team's decision:

- Attendance Records
- District/State-Wide Assessment
- Home Language Survey
- Information from Parents
- Instructional Strategy(s)/Intervention Data
- Primary Language Evaluation
- Registration Information
- Other source(s) of information (describe)

1. Second language acquisition and cultural factors were considered and:

- were found to be the primary influence on [REDACTED] educational performance.
- were NOT found to be the primary influence on [REDACTED] educational performance.

2. Is limited English proficiency the primary factor in determining eligibility?

- Yes
- No

3. Is a lack of instruction in reading or math the primary factor in determining eligibility?

- Yes
- No

***No change from current form*

Primary Disability Eligibility Considerations

Specific Learning Disabilities Eligibility Considerations and Documentation

The basis for making this determination is the identification of a severe discrepancy between intellectual ability and achievement.

The relevant behavior noted during the observation of the student and the relationship of that behavior to the student's academic functioning is described in the evaluation summary above.

4. Are there educationally relevant medical findings?

- No
- Yes

5. Does [REDACTED] achieve adequately for her age?

- No
- Yes

6. Does [REDACTED] make sufficient progress for age or state-approved grade-level standards?

- No
- Yes

7. Identify the information the team used to answer questions 5 and 6: (scores reported above).

Use **CURRENT** (from the past 90 school days) and previous data.

A. Assessments that demonstrate [REDACTED] achievement and the severity of her needs

- Standardized Academic Measures
- Measure(s) of Cognitive Achievement
- Standardized Language Assessments
- Other

B. Assessments that demonstrate the intensity of the impact upon [REDACTED] educational outcome(s)

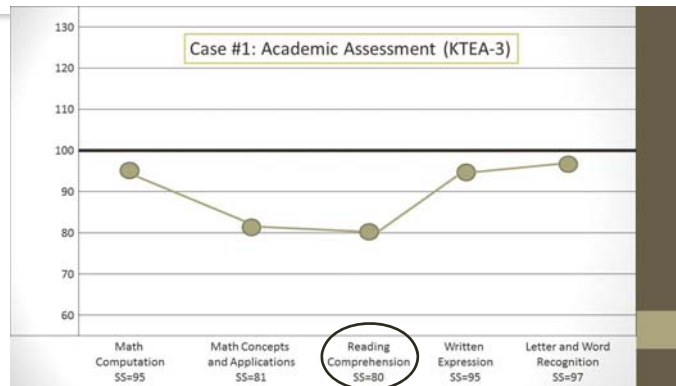
- Norm-Referenced Measures (DIBELS, Maze Passages, QRI)
- State and District measures of progress (SAGE, 1ST/2ND GRADE TESTS)
- Outcome of Instructional Strategy documented above
- Other

***No change from current form*

8. Academic Achievement - Identification of Possible Weakness

Based on evaluation and assessment the team determined the student demonstrates:

- No specific academic weakness.
- One (or more) standard scores at or below 80 (below the 10th percentile) on an approved academic measure.
- One (or more) standard scores between 81 and 85 on an approved academic measure and have supplementary information that supports the existence of an academic weakness in the same area(s).



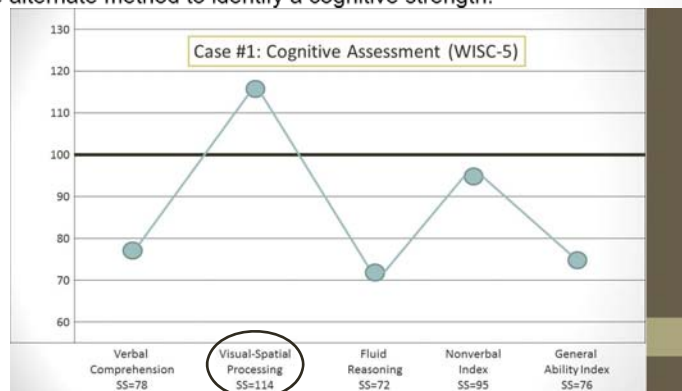
**New component of eligibility form

9. Psychological Processes Comparison - Strengths

Based on evaluation and assessment the team determined the student demonstrates:

- No significant strength in psychological processes.
- One (or more) standard score(s) above 90 (the 25th percentile) on an approved intellectual/cognitive or language measure.
- As calculated by the formula within the published scoring manual, table or scoring software at the statistically significant level (at least 0.05 level).
- Have one (or more) index scores which are 9 or more points higher than the lowest standard score.
- A strength in one or more psychological process via another method. If this method was used, provide a detailed description and rationale for this process.

Detailed description and rationale for the alternate method to identify a cognitive strength.

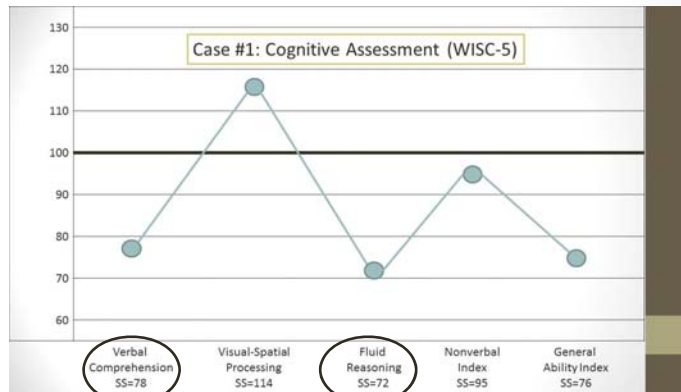


**New component of eligibility form

10. Psychological Processes Comparison - Weaknesses

Based on evaluation and assessment the team determined the student demonstrates:

- No significant weakness in psychological processes.
- One or more standard scores at or below 80 (below the 10th percentile) on an approved intellectual/cognitive or language measure.
- One or more index scores that are 12 or more standard score points lower than the highest standard score on the same measure (or similar class of measure).
- One or more index scores that are 9 to 11 standard score points lower than the highest standard score on the same measure (or similar class of measure) and have supplementary information that supports the existence of weaknesses.



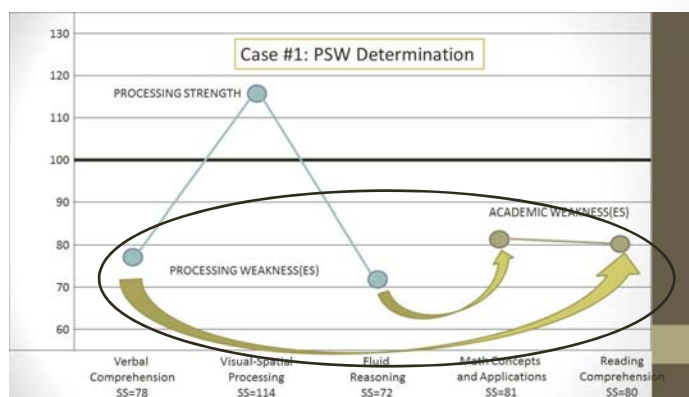
****New component of eligibility form**

11. Statement of Relationship Between Academic and Psychological Process Weaknesses

- No significant pattern of strengths and weaknesses identified.

If any of the data suggests a pattern of strengths and weaknesses, describe relationship between the identified weakness in academic and psychological processes.

This student's weaknesses in verbal comprehension and fluid reasoning have a direct impact on her ability to comprehend written language and to understand and solve mathematical calculations.



****New component of eligibility form**

12. Identification of Area(s) of Impairment in Basic Psychological Proces(es) (check all that apply):

- No impairment in basic psychological processes exists.
 Associative Memory
 Auditory Processing
 Cognitive Efficiency (including working memory and processing speed)
 Fluid Reasoning
 Language (receptive, expressive)
 Long Term Memory Storage and Retrieval (including rapid automatic naming)
 Phonological Awareness
 Quantitative Reasoning
 Verbal Reasoning
 Visual/Spatial Reasoning

13. Pattern of strengths and weaknesses exists within the student's performance in one or more of the following areas of specific learning disability:

- Oral Expression
 Listening Comprehension
 Written Expression
 Basic Reading Skills
 Reading Fluency Skills
 Reading Comprehension
 Mathematics Calculation
 Mathematics Problem Solving
 No pattern of strengths and weaknesses is evident at this time.

**New component of eligibility form

Case #2: RE-Evaluation

Background/Student Info

- 9th grade male
- Initial referral and SLD eligibility in 2008 for reading comprehension
- Re-evaluation in 2011 incorporated written expression
- Re-evaluation in 2013 failed to meet discrepancy, team statement indicated "student needs continued services in reading comprehension and decoding skills"

Cum GPA: 2.884

Current Credit: 6

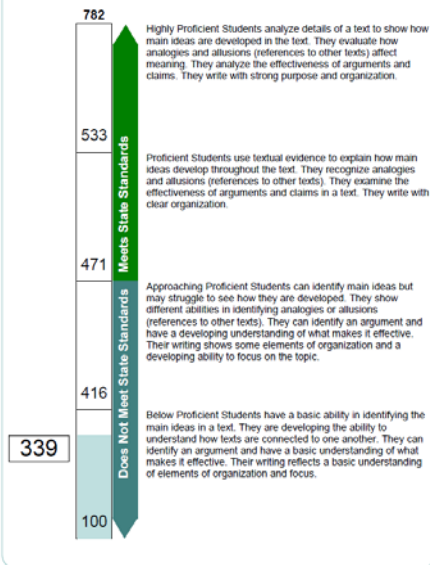
Deficient Citizenship: 0

Deficient Credit: 21

Pr	Sm	Course Name	School Name	Term 1		Term 2		Term 3		Term 4	
				Gr	Cit	Gr	Cit	Gr	Cit	Gr	Cit
1	1	MUSICAL THEATER STAGE CREW	LEGACY JR HIGH	A	H	A	H				
1	2	MUSICAL THEATER STAGE CREW	LEGACY JR HIGH					A	H		
2	1	EARTH SYSTEMS	LEGACY JR HIGH	B-	G	C+	G				
2	2	EARTH SYSTEMS	LEGACY JR HIGH					C+	G		
3	1	SECOND. MATH. I	LEGACY JR HIGH	D-	G	P	S				
3	2	THEATRE LEVEL 2	LEGACY JR HIGH					D	G		
4	1	PE SK & TECH 9	LEGACY JR HIGH	A-	G	A	S				
4	2	INTRO TO COM TECH 1	LEGACY JR HIGH					A-	G		
5	1	ENGLISH 9	LEGACY JR HIGH	D	H	D	G				
5	2	ENGLISH 9	LEGACY JR HIGH					C+	H		
6	1	COMPUTER TECHNOLOGY	LEGACY JR HIGH	C+	H	A	H				
6	2	APPLIED SECOND. MATH IA	LEGACY JR HIGH					A	H		
7	1	APPLIED SKILLS - 9	LEGACY JR HIGH	A	S	A	S				
7	2	APPLIED SKILLS - 9	LEGACY JR HIGH					A	G		
8	1	GEOGRAPHY FOR LIFE	LEGACY JR HIGH	B-	S	B	S				
8	2	GEOGRAPHY FOR LIFE	LEGACY JR HIGH					C-	S		
Term GPA				2.625		3.190		2.875		.000	

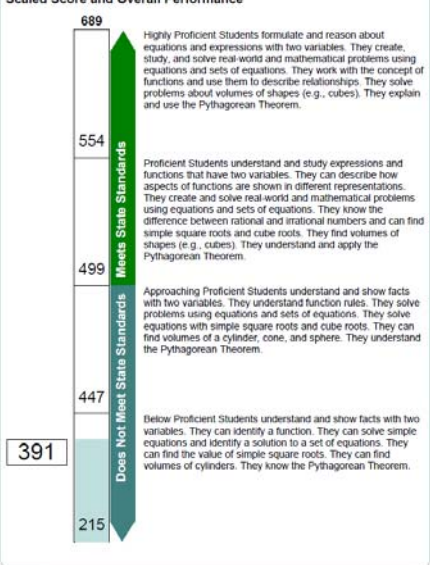
Case #2:
Report Card

Scaled Score and Overall Performance



Case #2:
SAGE Testing
← Language Arts
Math →

Scaled Score and Overall Performance

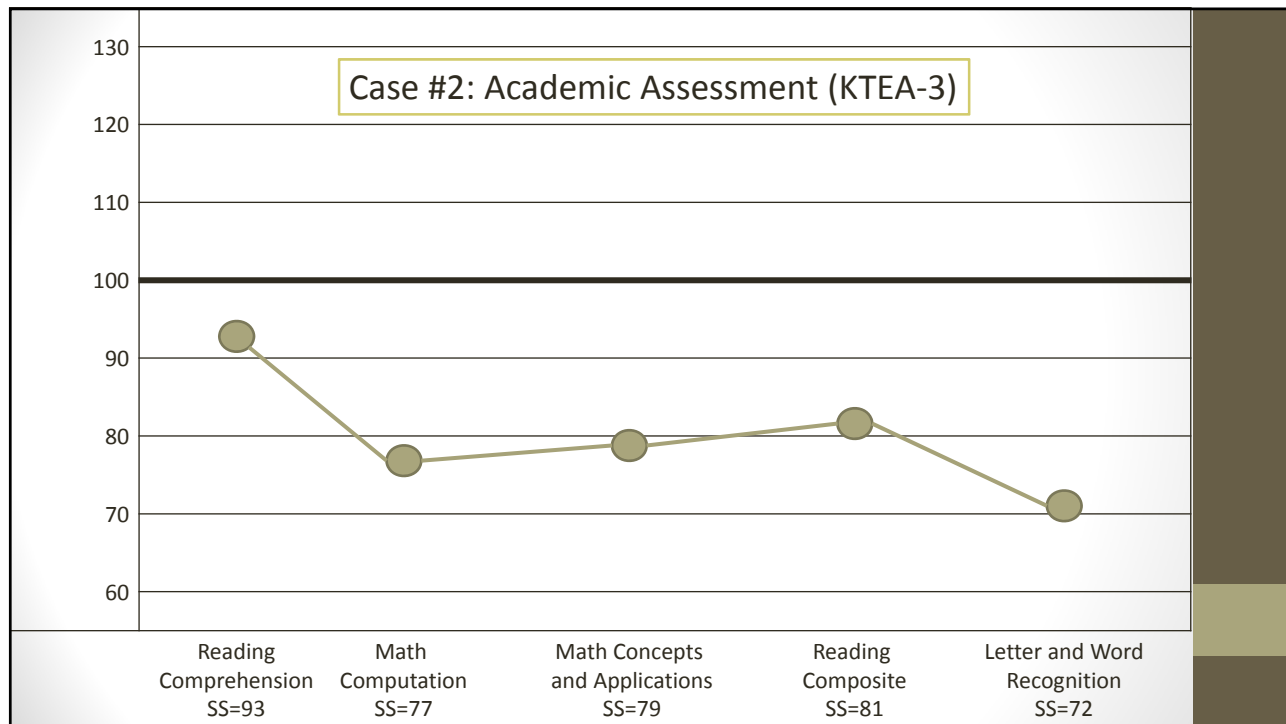


Case #2: SPED Assessment Determination

- Lack of sufficient progress within special education and direct services
- Observations reveal on-task behavior for 98% of intervals
- Instructional strategies: resource math assistance, applied skills
- Re-evaluation in 2016 (Academic, Intellectual/Cognitive)

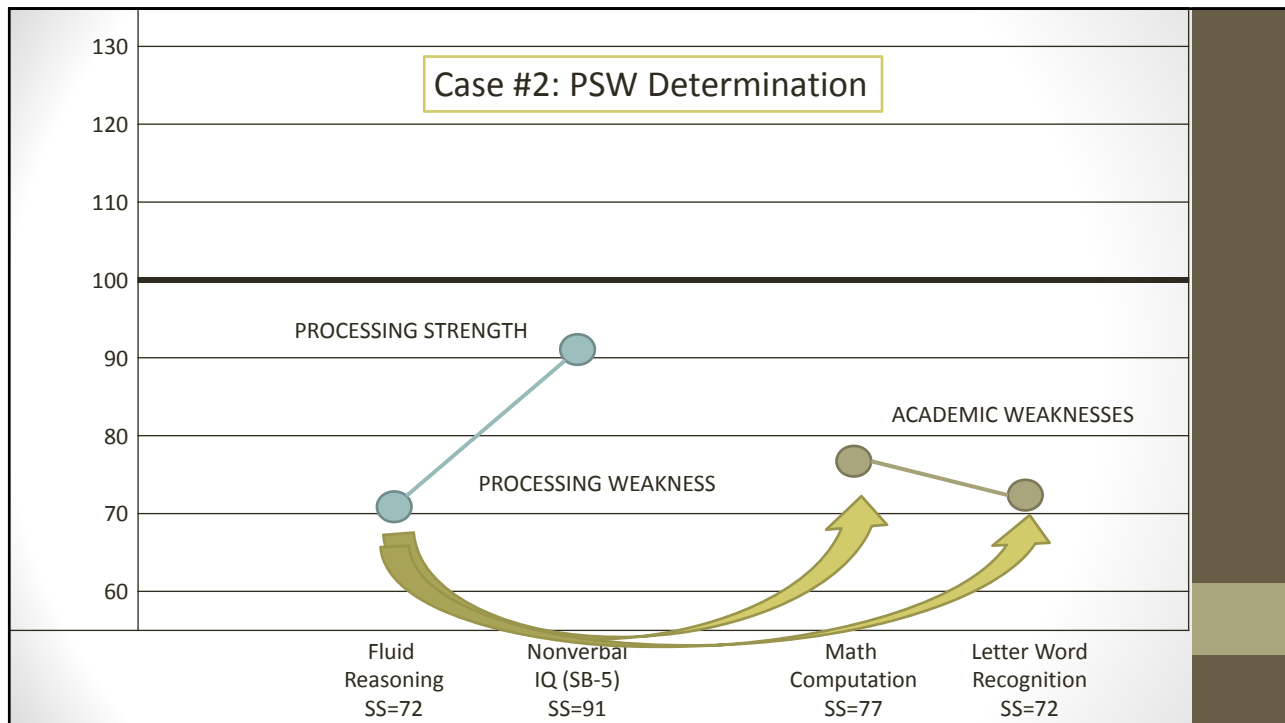
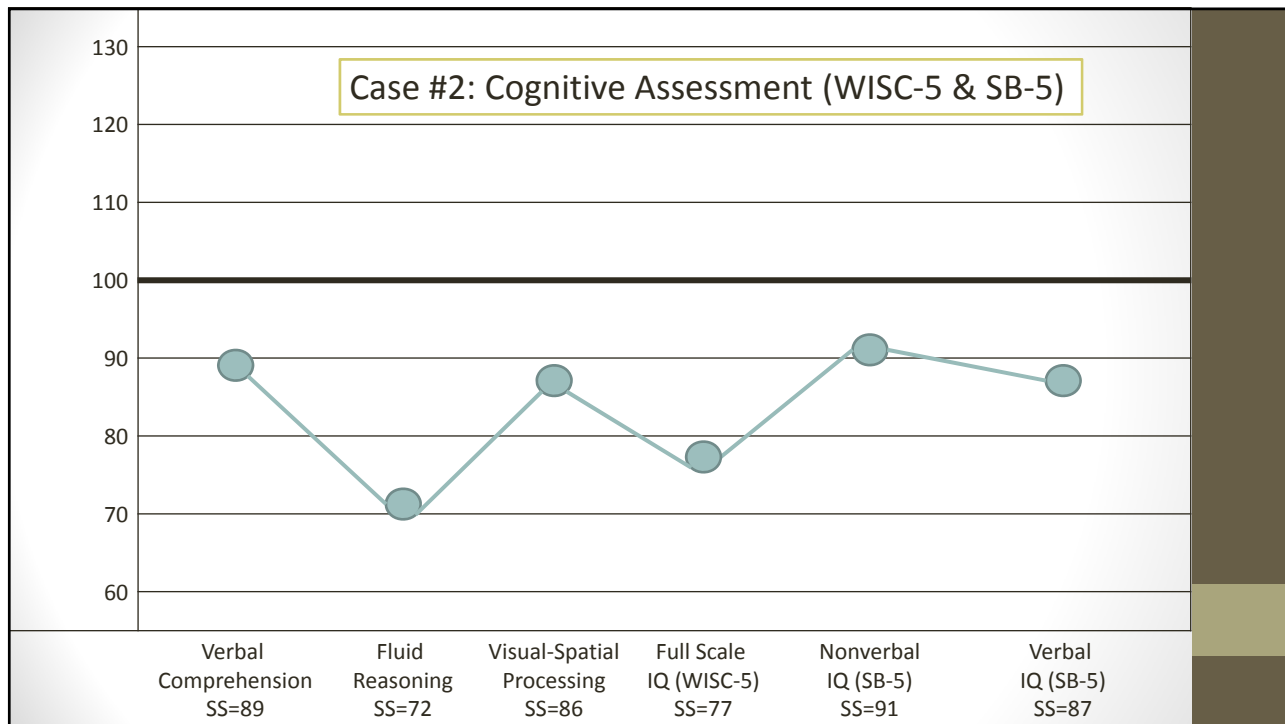
KTEA Results

Assessment	Index	SS	Range
Math	Math Concepts and Applications	79	Below Average
	Math Computation	77	Below Average
	Math Composite	77	Below Average
Reading	Letter and Word Recognition	72	Below Average
	Reading Comprehension	93	Average
	Reading Composite	81	Below Average



Cognitive Assessment Results

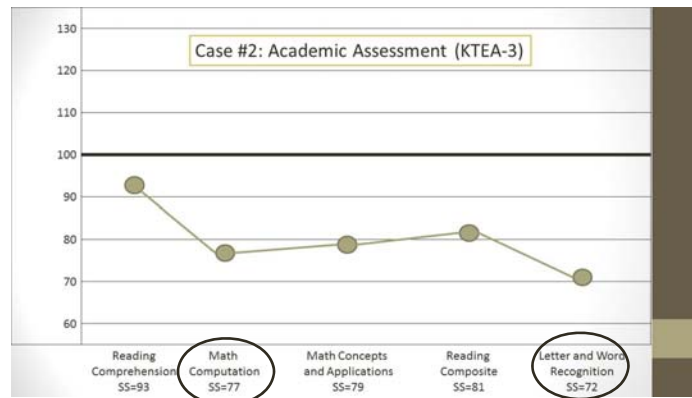
Assessment	Index	SS	Range
WISC-5	Verbal Comprehension	89	Low Average
	Fluid Reasoning	72	Borderline
	Visual-Spatial Processing	86	Low Average
	Full Scale IQ	77	Borderline
SB-5	Nonverbal IQ	91	Average
	Verbal IQ	87	Low Average



8. Academic Achievement - Identification of Possible Weakness

Does [REDACTED] have one or more standard scores at or below 80 (below the 10th percentile) on an approved academic measure?

- Yes
 No



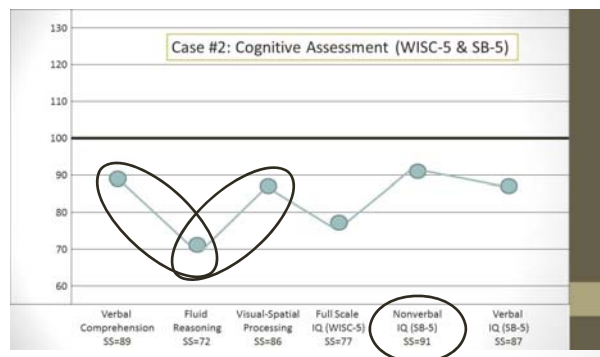
**New component of eligibility form

9. Psychological Processes Comparison - Strengths

Based on evaluation and assessment the team determined the student demonstrates:

- No significant strength in psychological processes.
 One (or more) standard score(s) above 90 (the 25th percentile) on an approved intellectual/cognitive or language measure.
 As calculated by the formula within the published scoring manual, table or scoring software at the statistically significant level (at least 0.05 level).
 Have one (or more) index scores which are 9 or more points higher than the lowest standard score.
 A strength in one or more psychological process via another method. If this method was used, provide a detailed description and rationale for this process.

Detailed description and rationale for the alternate method to identify a cognitive strength.

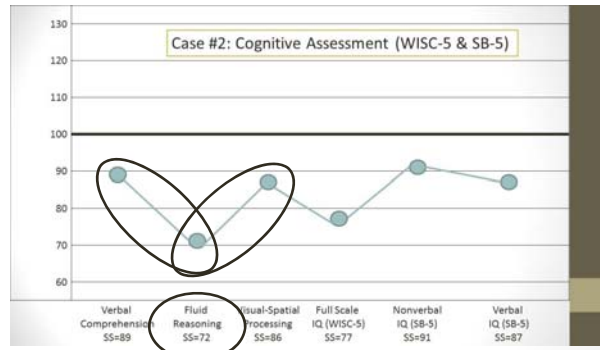


**New component of eligibility form

10. Psychological Processes Comparison - Weaknesses

Based on evaluation and assessment the team determined the student demonstrates:

- No significant weakness in psychological processes.
- One or more standard scores at or below 80 (below the 10th percentile) on an approved intellectual/cognitive or language measure.
- One or more index scores that are 12 or more standard score points lower than the highest standard score on the same measure (or similar class of measure).
- One or more index scores that are 9 to 11 standard score points lower than the highest standard score on the same measure (or similar class of measure) and have supplementary information that supports the existence of weaknesses.

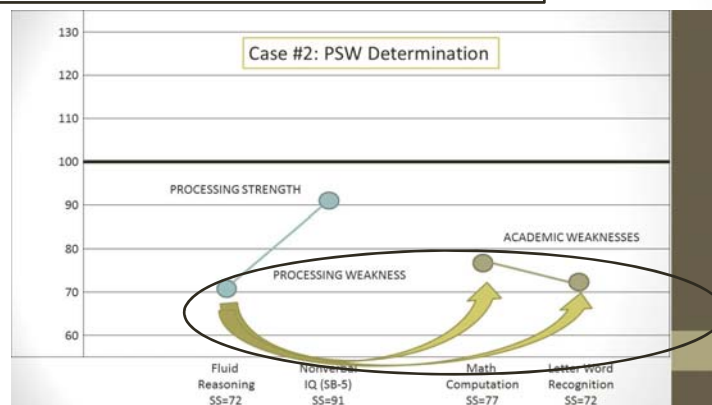


****New component of eligibility form**

11. Statement of Relationship Between Academic and Psychological Process Weaknesses

- No significant pattern of strengths and weaknesses identified.
- If any of the data suggests a pattern of strengths and weaknesses, describe relationship between the identified weakness in academic and psychological processes.

This student's weakness in fluid reasoning has a direct impact on his ability to comprehend complex and novel language and to understand and solve mathematical calculations.



****New component of eligibility form**

12. Identification of Area(s) of Impairment in Basic Psychological Proces(es) (check all that apply):

- No impairment in basic psychological processes exists.
- Associative Memory
- Auditory Processing
- Cognitive Efficiency (including working memory and processing speed)
- Fluid Reasoning
- Language (receptive, expressive)
- Long Term Memory Storage and Retrieval (including rapid automatic naming)
- Phonological Awareness
- Quantitative Reasoning
- Verbal Reasoning
- Visual/Spatial Reasoning

13. Pattern of strengths and weaknesses exists within the student's performance in one or more of the following areas of specific learning disability:

- Oral Expression
- Listening Comprehension
- Written Expression
- Basic Reading Skills
- Reading Fluency Skills
- Reading Comprehension
- Mathematics Calculation
- Mathematics Problem Solving
- No pattern of strengths and weaknesses is evident at this time.

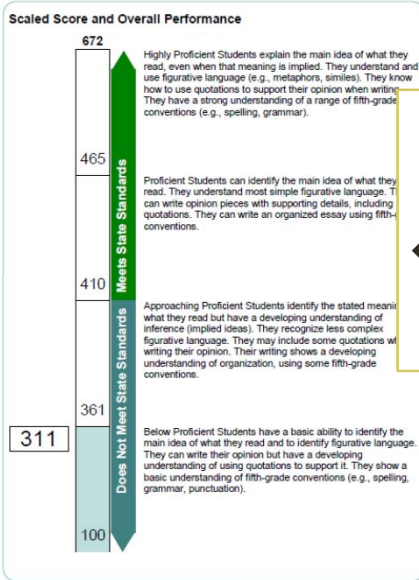
**New component of eligibility form

Case #3: **Initial** Background/Student Info

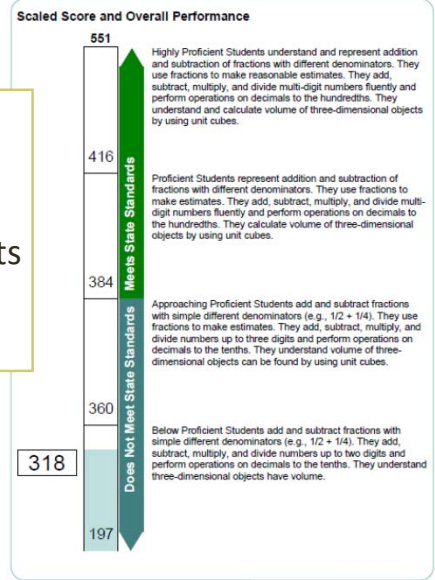
- 6th grade male
- Initial referral and SLD eligibility in December 2015 for Math
- Teacher interventions included 2-3 months of working 1-on-1 using flash cards and showing minimal growth at time of referral
- Also struggled with DIBELS reading 100 correct words per minute with 2 errors

Case #3 Smart Report

LANGUAGE ARTS READING - Read and comprehend proficiently text of 6th to 8th grade complexity, with scaffolding at the high end. <i>Phonics and Word Recognition: Read grade-appropriate multisyllabic words in and out of context.</i>	2.75	2.75		
LANGUAGE ARTS WRITING - Write numerous pieces over short and extended time frames to communicate effectively in all subjects. <i>Knowledge: Conduct short research projects using several sources; refocus the question as needed.</i>	2	2		
MATH - Build student mathematical thinking and problem solving aptitudes by applying and extending previous understandings of: Number Systems: Extend understandings of all operations to compute with multi-digit decimals, find common factors and multiples, and divide fractions by fractions; extend understandings of numbers to the system of rational numbers Statistics and Probability: Develop understandings of statistical variability and summarize and describe distributions of data	2	2.25		
	2	2		
	2			



Case #3:
SAGE Testing
← Language Arts
Math →



Case #3 CRT's

Year: 2013

CRT

	Score	Possible	Percent	Scaled	Mastery Level
Language Arts 03	35	53	66%	157	2
Math 03	27	50	54%	153	1.5

Year: 2012

CRT

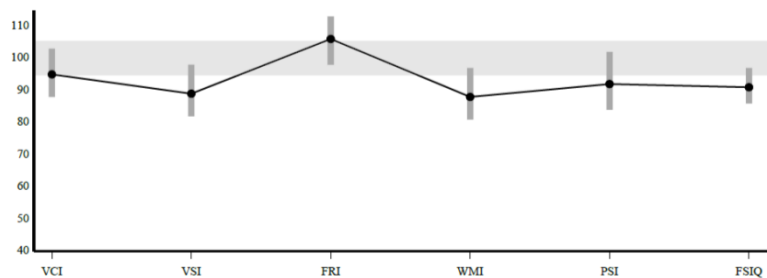
	Score	Possible	Percent	Scaled	Mastery Level
Math 02	47	60	78%	163	3
Language Arts 02	44	63	70%	158	2

WISC-5 Results

Composite Score Summary

Composite		Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Description	SEM
Verbal Comprehension	VCI	18	95	37	88-103	Average	3.67
Visual Spatial	VSI	16	89	23	82-98	Low Average	3.97
Fluid Reasoning	FRI	22	106	66	98-113	Average	3.35
Working Memory	WMI	16	88	21	81-97	Low Average	3.97
Processing Speed	PSI	17	92	30	84-102	Average	6.00
Full Scale IQ	FSIQ	61	91	27	86-97	Average	2.60

Confidence intervals are calculated using the Standard Error of Estimation.



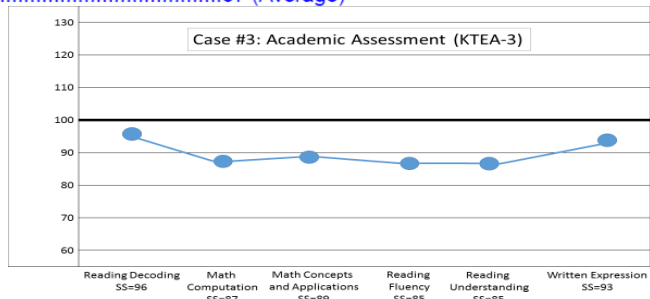
KTEA-3 Results

Basic Reading Skills:

Decoding Composite.....96 (Average)
 Letter and Word Recognition- 99 (Average)
 Nonsense Word Decoding- 95 (Average)

Reading Fluency:

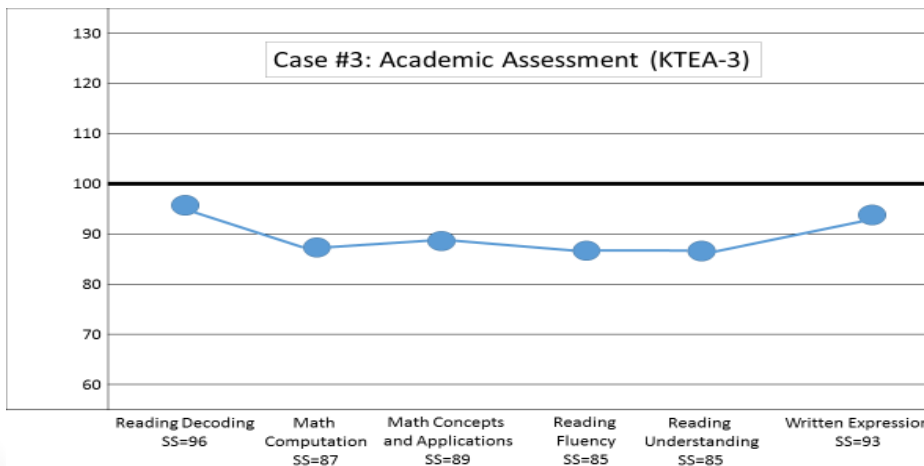
Reading Fluency Composite.....85 (Average)
 Reading Understanding Composite.....85 (Average)
 Written Expression.....93 (Average)
 Math Concepts and Application.....89 (Average)
 Math Computation.....87 (Average)



8. Academic Achievement - Identification of Possible Weakness

Does [redacted] have one or more standard scores at or below 80 (below the 10th percentile) on an approved academic measure?

- Yes
 No



9. Psychological Processes Comparison - Strengths

Based on evaluation and assessment the team determined the student demonstrates:

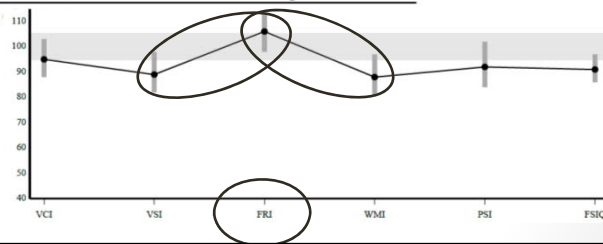
- No significant strength in psychological processes.
- One (or more) standard score(s) above 90 (the 25th percentile) on an approved intellectual/cognitive or language measure.
- As calculated by the formula within the published scoring manual, table or scoring software at the statistically significant level (at least 0.05 level).
- Have one (or more) index scores which are 9 or more points higher than the lowest standard score.
- A strength in one or more psychological process via another method. If this method was used, provide a detailed description and rationale for this process.

Detailed description and rationale for the alternate method to identify a cognitive strength.

Composite Score Summary

Composite		Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Description	SEM
Verbal Comprehension	VCI	18	95	37	88-103	Average	3.67
Visual Spatial	VSI	16	89	23	82-98	Low Average	3.97
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Processing Speed	PSI	17	92	30	84-102	Average	6.00
Full Scale IQ	FSIQ	61	91	27	86-97	Average	2.60

Confidence intervals are calculated using the Standard Error



10. Psychological Processes Comparison - Weaknesses

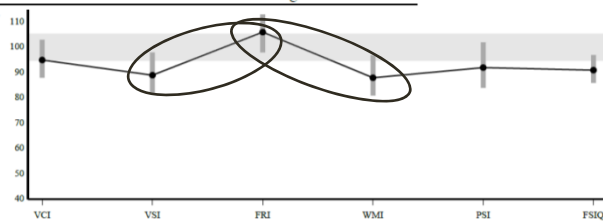
Based on evaluation and assessment the team determined the student demonstrates:

- No significant weakness in psychological processes.
- One or more standard scores at or below 80 (below the 10th percentile) on an approved intellectual/cognitive or language measure.
- One or more index scores that are 12 or more standard score points lower than the highest standard score on the same measure (or similar class of measure).
- One or more index scores that are 9 to 11 standard score points lower than the highest standard score on the same measure (or similar class of measure) and have supplementary information that supports the existence of weaknesses.

Composite Score Summary

Composite		Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Description	SEM
Verbal Comprehension	VCI	18	95	37	88-103	Average	3.67
Visual Spatial	VSI	16	89	23	82-98	Low Average	3.97
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Processing Speed	PSI	17	92	30	84-102	Average	6.00
Full Scale IQ	FSIQ	61	91	27	86-97	Average	2.60

Confidence intervals are calculated using the Standard Error



11. Statement of Relationship Between Academic and Psychological Process Weaknesses

No significant pattern of strengths and weaknesses identified.

If any of the data suggests a pattern of strengths and weaknesses, describe relationship between the identified weakness in academic and psychological processes.

- With all academic areas being within the **average** range, this student does not show a significant pattern of strengths or weaknesses that impacts their academic achievement scores.

12. Identification of Area(s) of Impairment in Basic Psychological Proces(es) (check all that apply):

No impairment in basic psychological processes exists.

Associative Memory

Auditory Processing

Cognitive Efficiency (including working memory and processing speed)

Fluid Reasoning

Language (receptive, expressive)

Long Term Memory Storage and Retrieval (including rapid automatic naming)

Phonological Awareness

Quantitative Reasoning

Verbal Reasoning

Visual/Spatial Reasoning

13. Pattern of strengths and weaknesses exists within the student's performance in one or more of the following areas of specific learning disability:

Oral Expression

Listening Comprehension

Written Expression

Basic Reading Skills

Reading Fluency Skills

Reading Comprehension

Mathematics Calculation

Mathematics Problem Solving

No pattern of strengths and weaknesses is evident at this time.