

**1. STUDENT INFORMATION**

Student's Name:	Daniel Student
	Home County Home School 2nd
Primary Language:	English
Birth Date: GTID:	10-1-1999 0011256

**2. CASE HISTORY**

Reason the child was referred for special education evaluation:	After one year of interventions, Daniel continues to demonstrate significant difficulties with decoding, fluency, comprehension. Short attention span
Has the child attended (or is the child attending) a preschool or Head Start program? __X__ YES    ___NO	Please name the program or school: Daycare since 18 mos. Attended the GA Pre-K class at Home Elementary School
Is this child age appropriate for grade level? __X__ YES    ___NO	If no, please check all of the following that apply: <ul style="list-style-type: none"> <li>• Retained: <input type="checkbox"/> (Specify Grade): _____</li> <li>• Started School Late: <input type="checkbox"/></li> <li>• Held Out of School by Parents: <input type="checkbox"/></li> </ul>
Is the child's hearing/vision within normal limits (attach documentation)? __X__ YES    ___NO	If no, attach documentation or explain.
Does the child have significant health concerns, major childhood illness/disease, or a diagnosed syndrome? ___YES    __X__NO	If yes, please explain:
Does the child take medication on a regular basis? ___YES    __X__NO	If yes, please explain:
Does the child have motor /coordination/mobility needs? ___YES    __x__NO	If yes, please explain:

<p>Does the child have adaptive or medical needs (e.g., eye glasses, wheelchair, walker, hearing aids, leg braces, feeding tube, etc.)? ____YES    __X__NO</p>	<p>If yes, please explain:</p>
<p>Does the child have other significant issues not covered in the previous questions? ____YES    __X__NO</p>	<p>If yes, please explain:</p>

### 3. SUMMARY OF INTERVENTIONS AND DATA PRIOR TO REFERRAL

<p>The child's disability requires immediate consideration of special education eligibility.</p>	<p>Please explain: N/A</p>
<p>What academic or behavioral concerns did SST identify?</p>	<p>Reading issues: Decoding, fluency, comprehension</p>
<p>Summarize the interventions and data that were collected. (attach more specific information)</p>	<p>Summarize: Please review the attached profile of the Tiers of support received. Interventions included participation in the Extended Year Program, Early Intervention Program for reading. Works with a tutor once a week. Attended Sylvan Learning Center for several months (small group, computer assisted instruction, one on one support). Daniel demonstrated limited progress in decoding and fluency of reading.</p>
<p>For reevaluation, describe the specialized instruction provided through delivery of special education.</p>	<p>N/A</p>

### 4. SUMMARY OF PROGRESS MONITORING TOWARD ACHIEVING STANDARDS (attach actual data)

Area(s) of Difficulty including curriculum areas or behavioral concerns:	Fluency	Decoding	Fluency/Decoding	Comprehension

<b>Evidence Based Intervention(s) Provided:</b>	Small group instruction w/ Harcourt  Intervention; drill and practice with para-pro	Use of Earobics and ECRI methodology  One on one with Title I assistant  <b>Expected 80%</b>	Monitored via AIMSweb (ORF) with the goal to read 90cwpm/9 errors at 2 <sup>nd</sup> grade level  Expected 43cwpm/4errors <b>Expected rate of improvement 1.8 cwpm per week</b>	Small group instruction w/ Harcourt Intervention: Visualization  <b>Expected 80% At Risk 60%</b>
<b>Baseline Performance Data, Date and performance:</b>	DIBELS 08-06 LNF 12/<37 08-06 PSF 20/<35 08-06 NWF 05/<24 08-06 ORF 35/<60  12-06 PSF 42/<35 12-06 NWF 30/<50 12-06 ORF 40/<60 12-06 Harcourt ORF 18cwpm/11errors /<55 (HORF)  04-07 PSF 51/<35 04-07 NWF 66/<50 04-07 ORF 41/<60	11-29-06 60% 12-06-06 90% 12-13-06 60% 12-20-06 80% 01-03-07 70% 01-24-07 80% 02-05-07 70% 02-20-07 60% 03-06-07 70% 03-24-07 70%	AIMSweb 2-14-07: 17/9 2-18-07: 14/6 2-21-07: 20/10 2-28-07: 20/8 3-07-07: 16/8 3-18-07: 27/9 3-21-07: 19/10 4-04-07: 19/8 4-11-07: 25/8 4-25-07: 23/5	09-10-06 50% 10-10-06 59% 11-11-06 65% 12-12-06 55% 01-13-07 62% 02-12-07 85%
<b>Results of Intervention, date and performance:</b>	Fluency increased as measured by DIBELS; however continued to demonstrate limited progress in ORF which negatively impacts decoding	<b>71%</b>	<b>Daniel's average rate of improvement was 0.73 cwpm per week</b>	<b>62.6%</b>

## 5. RESULTS OF RELEVANT DISTRICT, STATE AND BENCHMARK ASSESSMENTS

Date	Name of Statewide, Local, and Benchmark Assessments; GAA	Results
05-05	ESI (Kindergarten readiness)	Overall score of 28 (at risk cut off 21)
04-06	1 <sup>st</sup> Grade CRCT	Rdg- 714 (DNM); Math - 303; Science – 325; Social Studies - 314

Date	Name of Statewide, Local, and Benchmark Assessments; GAA	Results

**6. INDIVIDUAL STUDENT DATA (complete area(s) when applicable based on individual needs)**

Report(s) Name/Source	Date	Results Strengths	Results Weaknesses	Educational Impact
Medical (within 1 year):	N/A			
Communication/Language: OWLS Listening Com. SS-110 Oral Expression SS-99	3-15-07	Listening comprehension a strength and oral expression average	Demonstrated some difficulty with word retrieval	May experience difficulty accessing stored knowledge to find appropriate words to express thoughts.
Social/Emotional/Behavioral: Anecdotal data	02-07	No concerns Socializes well with peers		
Adaptive Behavior Rating Scales: Anecdotal data	02-07	Age appropriate		
Sensory : Anecdotal data	2-07	Age-appropriate		

Report(s) Name/Source	Date	Results Strengths	Results Weaknesses	Educational Impact
Cognitive Processing: WISC-IV WMI SS -71 PSI SS -68	3-2-07		Working Memory Processing Speed	Ability to analyze and process info is delayed: this results in the need for slower pace, repetition, and re-teaching to master material.
Phonological Awareness Test Segmentation SS -83 Isolation SS- 67 Deletion SS- 71 Substitution SS -81 Blending SS- 85 Syllables into words-80% Phonemes into words-50%	3-2-07	Phonological skills - initial sounds	-Phonological skills especially final or medial sounds -Difficulty dividing words into phonemes -Isolate sounds in words and change it to another sound to make new word -Blend phonemes into words -identify vowel sounds	Lack of phonological processing skills will greatly impact the ability to acquire early reading and writing skills
Behavior Rating Inventory of Executive Functioning (BRIEF) Behavioral Regulation Index 40 (parent) 50 (teacher) Metacognition Index 61 (parent) 69 (teacher) Global Executive Composite (GEC) 60 (parent) 62 (teacher)	3-2-07	BRI - Within normal limits	MI - (Teacher observe) working memory, difficulty beginning a task & generate problem solving strategies, getting started, require additional cues to begin tasks, weak planning & organization abilities	Student will exhibit difficulty with organizing oral and written expression and understanding main points

Report(s) Name/Source	Date	Results Strengths	Results Weaknesses	Educational Impact
Intellectual Development: WISC-IV VCI SS - 99 PRI SS - 106 FSIQ SS - 86	3-2-07	Average Verbal Comprehension Index & Perceptual Reasoning Index		Average intelligence; thus, typical progression in academic mastery is expected. However Daniel continues to struggle in reading
Other Assessment: WIAT II	3-2-007	Numerical Oper SS 92/AG 7:0 Math Reason SS 90/AE6:8	Word Reading SS 81/AE 6:0 Read Compre SS71/AG <6:0 Written Exp SS 65/AE4:5	Difficulty Recognizing sight words which impacts comprehension
Developmental History: Interview	3-2-07	Developmental milestones met within appropriate time limits	Born prematurely by 2-3 wks 7 lbs. 7ozs.	
Parent Information and Input: Interview	3-1-07		Reading - Relies heavily on mother's assistance	Daniel requires assistance when reading library books or texts. He gets frustrated with his inability to consistently sound our words.
Teacher/Other Professional Observation:	3-12-07	Teacher reports that he works hard, attends school regularly and has parent support. He is creative and great with oral language.	When decoding, he is inconsistent in his strategy to decipher words that are unknown. In addition, he has not mastered the word wall. Daniel's ability to devise a well written sentence is difficult.	Daniel is not progressing in reading grade level text. He requires assistance when in the large group. When he is not explicitly re-taught a concept, his ability to proceed in the curriculum is hindered.



## Special Education Eligibility Report

Student Name: Daniel

Report(s) Name/Source	Date	Results Strengths	Results Weaknesses	Educational Impact
Student Interview or Self-Reports:	3-2-07	Enjoys recess, P.E., music Loves math	Dislikes homework, reading, & writing. Learned the most when he worked with the EIP teacher .	Re-teaching is key for Daniel to master concepts in reading. He has not internalized the alphabetic principle and struggles to recall the sounds associated with multi-syllabic symbols.

Report(s) Name/Source	Date	Results Strengths	Results Weaknesses	Educational Impact
Analyzed Classroom Work Samples:	2-07		Harcourt Trophy Intervention sheet: making words/ The expectation was for the small group to correctly segment 10 grade level words – Daniel was able to correctly segment 2 words.	No automaticity in segmenting sounds- this impacts Daniel’s ability to decode grade level text or words.
	2-07		Harcourt Trophy comprehension questions on selective reading: The expectation was for the small group to correctly answer 70% grade level questions correctly. Daniel was able to correctly answer 44.6% of the questions.	His difficulty with decoding words greatly impacts his ability to comprehend what he reads.
	2-07		Writing sample: Using Power Writing write 5 sentences to describe a picture.	Daniel’s difficulty with decoding directly impacts his ability to write grade level sentences. He demonstrates many spelling errors and limited vocabulary.
Behavior Rating Scales: (to include duration, frequency, and intensity)	N/A			

Report(s) Name/Source	Date	Results Strengths	Results Weaknesses	Educational Impact
Other Information:				

## 7. EXCLUSIONARY FACTORS

A child must **not** be determined to be a child with a disability: if the determinant factor for that eligibility is lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of ESEA); lack of appropriate instruction in math; or limited English proficiency; and if the child does not otherwise meet the program area eligibility criteria for a child with a disability.

Factors to Consider	YES	NO	Explain
1. Appropriate research-based interventions were provided for a sufficient length of time to make reasonable progress in the curriculum.	X		Research-based interventions provided starting in first grade with whole group, small group, and 1-on-1 instruction provided by Title 1 teacher and Title 1 assistant. Daniel's progression through Tier 3 interventions showed minimum and inconsistent growth with intensive support.
2. The student is free from frequent attendance problems or irregular attendance that impacts the child's ability to make reasonable progress toward the appropriate grade-level curriculum.	X		
3. The child's primary language is English.	X		
4. The child's data performance is atypical when compared to peers of similar socioeconomic status and ethnicity.	X		When comparing the progress of the other students receiving small group instruction in the needs based reading group Daniel continues to demonstrate inconsistent performance and requires additional support.

For some students the following factors may be exclusionary. However, if the **primary area of concern for a student is one of the issues in the chart below**, proceed to the questions below the chart. For all others, please complete the chart and the questions below the chart.

Questions	YES	NO	Explain
1. Does the child have adequate visual capability?	X		Passed H/V screening 1-15-07
2. Does the child have adequate hearing capability?	X		Passed H/V screening 1-15-07
3. Is the child free from selective mutism, tongue thrust, or dialectal differences in language?	X		



**Are there exclusionary factors that should be resolved prior to determining eligibility?**

**YES** The student is not eligible for special education services at this time

**NO** Continue to next section

## **8. DECISION MAKING ON EDUCATIONAL IMPACT**

**Interventions have been implemented and monitored. Is there still an adverse impact on educational achievement?**

**YES** Continue with the eligibility determination.

**NO** The student does not meet eligibility requirements under IDEA.

**Committee Rationale:** Please include any applicable comments.

**Though the data indicates some improvements in various areas, Daniel's performance is very inconsistent. In addition, he has received supplementary assistance for over one school year and he continues to not make progress on the individual reading goal of (90cwpm/9errors). The most current progress to the goal is 23 cwpm/5 error.**

**Daniel's reading comprehensive data indicates minimum improvement. Even with supplemental instruction for over one school year his performance data average is 62.6% It is not expected that he will meet expectations on state wide testing (as indicated by his 2006 CRCT DNM scores in reading). In addition, Daniel's rate of performance is very delayed when compared to peers. It is expected that he limited progress on closing the achievement gap will occur without specialized, intense assistance.**



**9. SUMMARY OF CONSIDERATIONS**

The committee has discussed and agreed that the results of the data indicate the student demonstrates an adverse educational impact in specific area(s). The following characteristics shall be considered to determine the existence of a disability and the need for special education.

Indicate the areas where deficits impact learning and education. Then refer to the Eligibility Quick Reference Guide for disability guidance.

Motor	Sensory	Social Emotional	Processing/ Learning	Cognitive	Adaptive	Communication Language	Medical
			X				

Based on the above summary, eligibility is being considered in the following area(s):

*We reviewed the criteria for Specific Learning Disability as this categorical is the most accurate description of Daniel’s difficulties. Daniel displays an unexpected achievement deficit in the area of reading (decoding and fluency) and reading comprehension. Written expression has also been negatively impacted by his significant reading deficits. In addition it has been determined that he has processing deficits in working memory, processing speed, organization skills and phonological knowledge which negatively impacts the area of reading.*

**10.ELIGIBILITY DETERMINATION**

This student is eligible for special education and related services.

X  YES, in the categories of: Specific Learning Disability

Include categorical conclusion statements to explain the decision:

*Based on Daniel’s limited response to interventions over the course of a school year, his processing deficits, and his unexpected academic delay in reading with the support of intensive instruction the committee agrees that SLD most appropriately describes Daniel’s learning challenge. The team agrees that he is eligible for special education services.*

**EVALUATION TEAM INFORMATION**

Title/ Position	Team Member Name	Agreement with Report	Yes	No
Assistant Principal/LEA	Ms. Smith		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Parents	Mr. & Mrs. Wayne Student		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2 <sup>nd</sup> grade general education teacher	Mr. Allen		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
EIP – Reading	Ms. Young		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Special Education Teacher	Ms. Brown		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
School Psychologist	Ms. More		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
			<input type="checkbox"/> Yes	<input type="checkbox"/> No

**Note:** Any evaluation team member who disagrees with this team report must attach a separate statement of his or her conclusions. For SLD consideration, the required members of the evaluation team must participate.