

1. STUDENT INFORMATION

Student's Name:	John Mark
School District: School: Grade:	County County Elementary 3rd
Primary Language:	English
Birth Date: GTID:	05-01-98

2. CASE HISTORY

Reason the child was referred for special education evaluation:	Not progressing in reading; below grade level performance; off task behavior
Has the child attended (or is the child attending) a preschool or Head Start program? __x__ YES ____ NO	Please name the program or school: 1 st Academy Preschool
Is this child age appropriate for grade level? ____ YES ____x__ NO	If no, please check all of the following that apply: <ul style="list-style-type: none"> • Retained: <input type="checkbox"/>x (Specify Grade): __1st__ • Started School Late: <input type="checkbox"/> • Held Out of School by Parents: <input type="checkbox"/>
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? __x__ YES ____ NO	If yes, please explain: primary care doctor, Dr. Hazen, made ADHD-inattentive type diagnosis on 3-05-07
Does the child take medication on a regular basis? __x__ YES ____ NO	If yes, please explain: Adderroll XR
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.)? ___x___YES ___NO</p>	<p>If yes, please explain: the student wears prescriptive eyeglasses</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>Inability to decode multisyllabic words and off-task behavior such as daydreaming which causes work (specifically word families and segmenting) to not be completed</p>
<p>Summarize the interventions and data that were collected. (attach more specific information)</p>	<p>Summarize: 1. Small group instruction using Wilson reading. Student progressed in the reading program from step 1 to step 2 over 6 weeks 2. explicitly taught Visual Imagery Strategy and increased from 35% to 80% correct on say it/move it reading activities</p>
<p>For reevaluation, describe the specialized instruction provided through delivery of special education.</p>	

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

<p>Area(s) of Difficulty including curriculum areas or behavioral concerns:</p>	<p>Decoding</p>	<p>Daydreaming/ Not completing assignments</p>		
<p>Evidence Based Intervention(s) Provided:</p>	<p>Multi-sensory phonics based reading</p>	<p>Kansas Strategy- Visual Imagery</p>		



Special Education Eligibility Report
Student Name

Baseline Performance Data, Date and performance:	8-05-07: student assessment placed child at Step 1 with 65% accuracy/ (12/26 mastered on teacher list for segmenting)	9-2-07: student completed 0/5 say it move activities independently- with assistance, student had 35% correct		
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<p>Results of Intervention, date and performance:</p>	<p>8-15-07: Step 1 with 80% accuracy (No new segmenting) 8-25-07: Step 1 with 80% accuracy(segment 3 new patterns) 9-1-07: Step 2 with 70% accuracy (segmenting 5 new patterns) 9-10-07: Step 2 with 85% accuracy (segmenting 6 new patterns) 9-18-07: Step 3 with 85% accuracy (maintain all 26 segmenting patterns) 10-1-07: Step 3 with 90% accuracy (Maintain all 26 segmenting patterns) 10-16-07: maintained performance consistently at Step 3 with 26 letters segmented into various patterns</p>	<p>9-7-07: after teaching the strategy- teacher assistance was removed- student completed 1/5 of the say it move activities- but required re-direction. 1 completed activity was 70% correct 9-14-07: student completed 2/5 activities with the 2 activities scoring 70% correct 9-19-07: student completed 4/5 activities with the 4 activities scoring 60% correct 9-26-07: student completed 4/5 activities with 4 activities scoring 70% correct 10-1-07: student completed 5/5 activities with 70% correct 10-7-07: student completed 5/5 activities with 77% correct 10-19-07: student completed 5/5 activities with 80% correct</p>		
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5. RESULTS OF RELEVANT DISTRICT, STATE AND BENCHMARK ASSESSMENTS

Date	Name of Statewide, Local, and Benchmark Assessments; GAA	Results
4-07	CRCT	Student Did not meet (DNM) in Rdg / Student did meet in Math Rdg- 792 (cut-off is 800) Math 310 (cut-off is 300)
4-07	DIBELS	ORF > 75 RTF > 40
11-06	ITBS	Reading- 45% SS of 155 Math- 78%
12-06	DIBELS	ORF > 60
4-06	CRCT	Student did meet in Reading/ Student Did not meet in math Rdg- 808 Math 297
12-05	DIBELS	ORF > 40

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): Dr. Hazen- Happy Pediatrics	3-05-07	Appropriately developing/	In-attentive behaviors	Student may be off task, require redirection, and have difficulty completing assignments independently and within typical time frames
Communication/Language: Teacher reports	4-07	No missing skills noted		
Social/Emotional/Behavioral: BASC	8-01-07	Adaptive behavior	T-scores of 70 for attention problems and 60 for learning problems	Attention concerns were noted and may impact student's ability to learn in typical timeframes or supports
Adaptive Behavior Rating Scales: No missing skills noted/ NA				

Report(s) Name/Source	Date	Results Strengths	Results Weaknesses	Educational Impact
Sensory : Anecdotal data	Collection of teacher(s) and parent information from 05-07 to 08-07	Tolerates change well/ ability to interact with peers appropriately	Student will focus on insignificant details and often forget to proceed with assignments	Student does not consistently complete assignments without re-direction and focus provided by adult
Cognitive Processing: Behavior Rating Inventory of Executive Functioning (BRIEF)	8-05-07	BRI – (parent rating 40 and teacher rating 50)	Metacognition Index (parent 61 and teacher 69) Teacher observes difficulty beginning tasks. Also, student requires additional cues to begin tasks	Student may exhibit difficulty working independently on assigned tasks
Intellectual Development:				
Other Assessment: IRI: 75 wpm with 6 errors	08-02-07	Continued to make reading errors; however, there is no obvious pattern detected in missed words/sounds	Student not performing at grade level standards regarding wpm	Student would look more at the teacher data collections rather than the reading material
Developmental History: SST parent information	05-02-07	Reached all milestones within typical limits		
Parent Information and Input: SST meeting(s) summary	08-02-07	Good humor; friendly child -	Dislikes demands- such as time limits	Per mom, student will not complete homework independently and must have adult present to re-direct attention

Report(s) Name/Source	Date	Results Strengths	Results Weaknesses	Educational Impact
Teacher/Other Professional Observation: Ms. Jennings teacher report provided	9-01-07	Student has the ability to make progress when student works in appropriate manner	Student blurted out during small group work and stated "this takes too long:" Also, within 10 minutes of instruction- student asked 4 questions not related to reading instruction- student overly concerned with when specials would begin	Student does not seem to intrinsically comprehend the big ideas required for grade level performance. With constant cues established, the student performs more appropriately; however, close proximity to adult appears to be necessary
Student Interview or Self-Reports: Student Interview with Ms, Long- special education teacher	9-16-07	Student able to respond appropriately to questions and formulate cohesive thoughts	Student concerned about being away from peers and eagerly wanting to join the large group for specials	Student uses age appropriate vocabulary and is able to communicate wants and needs. Student stated that reading takes too long and seatwork is boring. Student commented how important it was to become a good reader so that he could go to college.
Analyzed Classroom Work Samples: See attached say it move it activities from 9-2-07/ 10-19-07	10-19-07	Ability to segment all 26 sounds presented by teacher from the teacher word list.	Continues to lag behind peers in developing automaticity in decoding	The say it move it activity did not indicate any pattern of errors for the student. However, the student did require small group instruction and redirection to complete the assignments. In addition, the student was given cues on using the Visual Imagery strategy to remain on task and accomplish the goal of the assignment. Incentives were used consistently.

Report(s) Name/Source	Date	Results Strengths	Results Weaknesses	Educational Impact
Behavior Rating Scales: (to include duration, frequency, and intensity)	9-07/10-07		The student indicated off task behavior that was moderate in frequency; however, the duration and intensity was not significant.	Though the student demonstrated off-task behavior, the data did not indicate patterns nor did it indicate behavior that was resistant to accommodations such as adult proximity and visual cues.
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		From 05-07 to 10-19-07, small group instruction using multi-sensory reading and metacognitive strategies was provided to the student. These strategies were selected because
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		A review of the student's school record indicates that for the 06-07 school year, he was absent 3 times. The student has not been absent during the current school year.
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 student to the other 6 children in 3 rd grade receiving the intense small group instruction, his progress has increased substantially.

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 hearing and vision screening on 04-07
2. Does the child have adequate hearing capability?	x		Passed hearing and vision screening on 04-07

Questions	YES	NO	Explain
3. Is the child free from selective mutism, tongue thrust, or dialectal differences in language?	x		No concerns noted/ NA

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 John has a medical diagnosis, he continues to make progress in obtaining the needed skills required to access general education curriculum. The data did not indicate an adverse affect on education performance in regards to achievement, social-emotional, behavior, and access to school. He does not meet eligibility requirements for special education under IDEA.

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

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

10. ELIGIBILITY DETERMINATION

This student is eligible for special education and related services.

YES, in the categories of: _____

Include categorical conclusion statements to explain the decision:

EVALUATION TEAM INFORMATION

Title/ Position	Team Member Name	Agreement with Report	Yes	No
parent	Ms. Mark		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
General education teacher	Mrs. Jennings		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Special education teacher	Ms. Long		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
School psychologist	Mr. Walls		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Reading intervention teacher	Ms. Graham		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
			<input 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.