Ontario School District
Eligibility Report

Name: Student	**School: XXXX**
Birthdate: xx.xx.xx	**Grade: 4**
Evaluation Team: learning specialist, classroom teacher, principal, parent	**Report Date: 10.15.15**

Section 1: **Background Information**
Student was referred by the EBISS (Effective Behavioral Intervention Team) due to lack of progress in academic areas on 9/14/15. The team determined that a special education referral was appropriate based on the amount of time she has spent in intervention paired with her low skills and slow progress in the areas of reading, math, and written language.

Student has received Title One services in the area of reading since kindergarten in addition to her Core reading instruction she has received in the general education classroom. Student has also received her grade level math instruction in a walk to math model since second grade, she was receiving grade level math content but as a modified rate of instruction with additional guided practice opportunities. In addition, Student has been identified as an English Language Learner and has received English Language Development since kindergarten.

Mom indicated during the problem solving meeting on 9/14/2015 that Student's behavior has been a bit more challenging to manage at home since the birth of her twin siblings.

Section 2: **Students who qualify for special education as having disabilities have very low skills relative to expectations for the student's age, or relative to the student's progress toward Oregon achievement.**

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
All elementary school students in the Ontario School District are assessed using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), a collection of simple assessments designed to measure progress toward early reading acquisition. The following tables reflect Student's scores for each trimester of K-1 grades. When available, percentiles are also reported (the 50th percentile is average, with the 25th to 75th percentiles reflecting the low- to high-average range).

Initial Sound Fluency (ISF) assesses a student's skill in isolating and naming the beginning sound of common objects.

Phoneme Segmentation Fluency (PSF) assesses a student's skill in breaking a word into the smallest units of sound (phonemes). A student is presented a word (orally) and asked to repeat the individual phonemes in that word.

Nonsense Word Fluency (NWF) measures a student's application of basic letter-sound relationships (phonics). "Non words" are presented for the student to read *as if* they were real words.

Oral Reading Fluency (ORF) considers how well a child reads grade level text aloud, with scores reported as correct words per minute, reflecting both the speed and accuracy with which the student reads.

DIBELS Tables
Kindergarten

	Fall Score	%ile	Benchmark	Winter Score	%ile	Benchmark	Spring Score	%ile	Benchmark
ISF	8	Low risk	8	21	Emerging	22	NA		25
PSF			N/A	36	Low risk	27	79	Low risk	45
NWF			N/A	20	Low risk	21	38	Low risk	34

While in kindergarten, Student was in the low risk to emerging categories in all areas, thus indicating little to no concern.

1st Grade

	Fall Score	%ile	Benchmark	Winter Score	%ile	Benchmark	Spring Score	%ile	Benchmark
PSF	36	Established	35	53	Established	49	58	Established	53
NWF	18	Some Risk	24	39	Emerging	50	40	Emerging	62
ORF			N/A	8	At risk	20	10	At Risk	40

Student was in the established and emerging categories for phoneme segmenting and nonsense word fluency, thus indicating little concern. In the area of oral reading fluency, average rate of growth for a typical 1st grade student is 2 words per week; average rate of growth for ½ of a year would be 36 total words. Student's average rate of growth was .1 word per week or a total of 2 words.

EasyCBM
EasyCBM® was designed by researchers at the University of Oregon as an integral part of an RTI (Response to Intervention) model. The assessments on the system are what is known as curriculum-based measures. CBMs are standardized measures that sample from a year's worth of curriculum to assess the degree to which students have mastered the skills and knowledge deemed critical at each grade level.

Phoneme Segmentation (PS):
considers how well a child can verbally produce individual sounds of words that are orally provided for the student. For example, if the word cat is given orally to the student, the student will produce the sounds /C/ /A/ /T/ separately. The scores are reported as correct sounds per minute, reflecting both speed and accuracy of the student producing the sounds.

Letter Names (LN):

considers how well a child reads letter names in a list that contains both upper and lower case letters, with scores reported as correct letters per minute, reflecting both the speed and accuracy with which the student reads the letters.

Letter Sounds (LS):
considers how well a child reads letter sounds in a list that contains both upper and lower case letters, with scores reported as correct sounds per minute, reflecting both the speed and accuracy with which the student reads the sounds.

Word Reading Fluency (WRF):
considers how well a child reads grade level words in a list aloud, with scores reported as correct words per minute, reflecting both the speed and accuracy with which the student reads listed grade level words.

Passage Reading Fluency (PRF): considers how well a child reads grade level text aloud, with scores reported as correct words per minute, reflecting both the speed and accuracy with which the student reads.

Comprehension (MCRC): considers how well a child is able to read a grade level passage and answer comprehension questions based on the passage read. The score is based upon the number of correct responses. This is an un-timed measure that the student completes independently on the computer. It is very similar to what the student is required to complete when doing the state reading assessment.

Vocabulary (Vocab): considers how well a child is able to read a sentence and then choose the correct word to either complete the sentence or explain the word. The score is based upon the number of correct responses. This is an un-timed measure that the student completes independently on the computer. It is very similar to a component of what the student is required to complete when doing the state reading assessment.

2nd Grade

	Fall Score	%ile	Benchmark	Winter Score	%ile	Benchmark	Spring Score	%ile	Benchmark
WRF	6	4	37	14	7	49	20	4	65
PRF	9	3	52	12	2	78	27	4	97
MCRC	2	2	7	4	6	9	5	8	10

In all areas, Student falls in the below average range or below the 10th%ile. Average rate of improvement for a typical 2nd grade student in passage reading fluency is 1.5 words per week or approximately 54 total word gain in one year's time. Student's average rate of improvement was .5 words per week or 18 total words.

Student has also been progress monitored in the areas of word reading and passage reading fluency. Student falls in the below the 10th%ile in all areas.

3rd Grade

	Fall Score	%ile	Benchmark	Winter Score	%ile	Benchmark	Spring Score	%ile	Benchmark
PRF	18	2	83	27	2	114	37	3	115
MCRC	5	3	11	5	2	11	5	1	15
Vocabulary	9	10	17	9	5	18	14	9	19

In all areas, Student falls in the below average range or below the 10th%ile. Average rate of improvement for a typical 3rd grade student in passage reading fluency is 1 word per week or approximately 36 total word gain in one year's time. Student's average rate of improvement was .1 words per week or 5 total words.

Student has also been progress monitored in the passage reading fluency, reading comprehension and vocabulary. She falls below the 10th%ile in all areas.

***Benchmark scores are those scores closest to the 50th percentile.**

Math Curriculum Based Measures (CBMs),
The mathematics measures on easyCBM were developed to assess students' mastery of the knowledge and skills outlined in the National Council of Teachers of Mathematics' Focal Point Standards. They were designed to focus more on students' conceptual understanding than basic computational skills. In the initial (fall), middle year (winter), and final (spring) test window, students take one test which covers all three focal point standards from their grade level. In between these benchmark testing windows, teachers can select a single focal point standard to use for monitoring progress or they can draw from all three focal points at that (or any) grade level.

All elementary and middle school students in the Ontario School District are assessed using easyCBM in the area of mathematics. The following tables reflect Student's scores for each trimester of first grade. When available, percentiles are also reported. (The 50th percentile is average).

1st Grade

	Fall Score	%ile	Benchmark	Winter Score	%ile	Benchmark	Spring Score	%ile	Benchmark
Student Scores	17	7	27	23	12	33	28	13	37
Classroom average	22	31	27	26	28	33	31	28	37

The table represents the Student's benchmark assessment results for 1st grade. She falls below the 10th%ile to slightly above the 10th%ile. The scores for students in Student's grade indicate that the average rate of growth was 9 total points. Student's average rate of growth was 11 total points.

Student was progress monitored using the math numbers and operations probe monthly. During her 1st grade year, she fell below the 10th%ile.

2nd Grade

	Fall Score	%ile	Benchmark	Winter Score	%ile	Benchmark	Spring Score	%ile	Benchmark
Student Scores	22	12	24	21	13	31	26	12	35
Classroom average	23	39	24	25	28	31	31	33	35

The table represents the Student's benchmark assessment results for 2nd grade. She falls between the 10th and 24th%ile. The scores for peers in Student's grade indicate that the average rate of growth was 10 total points. Student's average rate of growth was 4 total points.

Student was progress monitored using the math numbers and operations probe monthly. During her 2nd grade year, Student fell between the 10th and 20th%ile.

3rd Grade

	Fall Score	%ile	Benchmark	Winter Score	%ile	Benchmark	Spring Score	%ile	Benchmark
Student Scores	24	14	31	26	8	35	24	3	37
Classroom average	27	34	31	31	31	35	35	36	37

The table represents the Student's benchmark assessment results for 3rd grade. She falls between the 10th and 14th%ile. The scores for students in Student's grade indicate that the average rate of growth was 9 total points. Student's average rate of growth was 0.

Student was progress monitored using the math numbers and operations probe monthly. During her 3rd grade year, Student's scores fell between the 50th%ile or average to below the 10th%ile.

Writing Curriculum Based Measures (CBMs)

Writing CBMs are indicators of a student's writing proficiency over time. Students are given a writing prompt with one minute to brainstorm ideas. Students then have three minutes to respond to the prompt. Writing samples are scored by Total Words Written (TWW) and the number of correct word sequences (CWS) in the writing sample.

	Benchmark	3rd Spring Score	%ile	Benchmark
TWW	32	**26, 16, 20**	All below the 23rd%ile	37
CWS	23	**13, 4, 14**	All below the 10th%ile	28
WSC	28	**20, 6, 18**	All below the 30th%ile	33

Student did three writing sample in the spring of 2015. She scores fell in a range that indicates she is in the average to below average range for all scores. She lowest scores fell in the area of spelling while her highest scores fell in correct writing sequences.

On a quarterly scored writing sample using the state scoring guide, Student scored in 2's or 3's in all areas. The benchmark for a student in 3rd grade is to score a 3 in all areas. Student's scores stayed the same or increased during her 3rd grade year.

	Ideas and Content	Organization	Voice	Word Choice	Sentence Fluency	Conventions
Fall	2	2	3	3	2	2
Winter	2	3	3	3	3	3
Spring	3	3	3	3	3	3

Wechsler Individual Achievement Test, Third Edition (WIAT-III)
This student was recently administered tshe *Wechsler Individual Achievement Test–Third Edition* (WIAT–III). This test includes 16 subtests to measure listening, speaking, reading, writing, and matshematics skills. The following is a description of each subtest that was administered to this student.

Subtest Descriptions

Listening Compreshension The student listens to vocabulary words and points to a picture that illustrates each word, and then listens to passages and answers questions about each one.

Oral Expression The student is shown pictures and is asked to name the concept shown in each picture. Tshen the student says words from a given category and repeats sentences.

Reading Compreshension The student reads passages aloud or silently under un-timed conditions, and then answers open-ended questions about each one.

Word Reading The student reads aloud a list of increasingly difficult words.

Pseudoword Decoding The student reads aloud a list of increasingly difficult nonsense words.

Oral Reading Fluency The student reads passages aloud, and then orally responds to comprehension questions.

Sentence Composition The student combines the information from two or three sentences into single sentences that mean the same thing, and then the student writes meaningful sentences that use specific words.

Essay Composition The student writes an essay within a 10-minute time limit.

Spelling The student writes single words that are dictated within the context of a sentence.

Math Problem Solving Depending upon the grade and ability level of the student, the student solves un-timed math problems related to basic skills (counting, identifying shapes, etc.), everyday applications (time, money, word problems, etc.), geometry, and algebra.

Numerical Operations Depending upon the grade and ability level of the student, the student solves un-timed written math problems in the following domains: basic skills, basic operations with integers, geometry, algebra, and calculus.

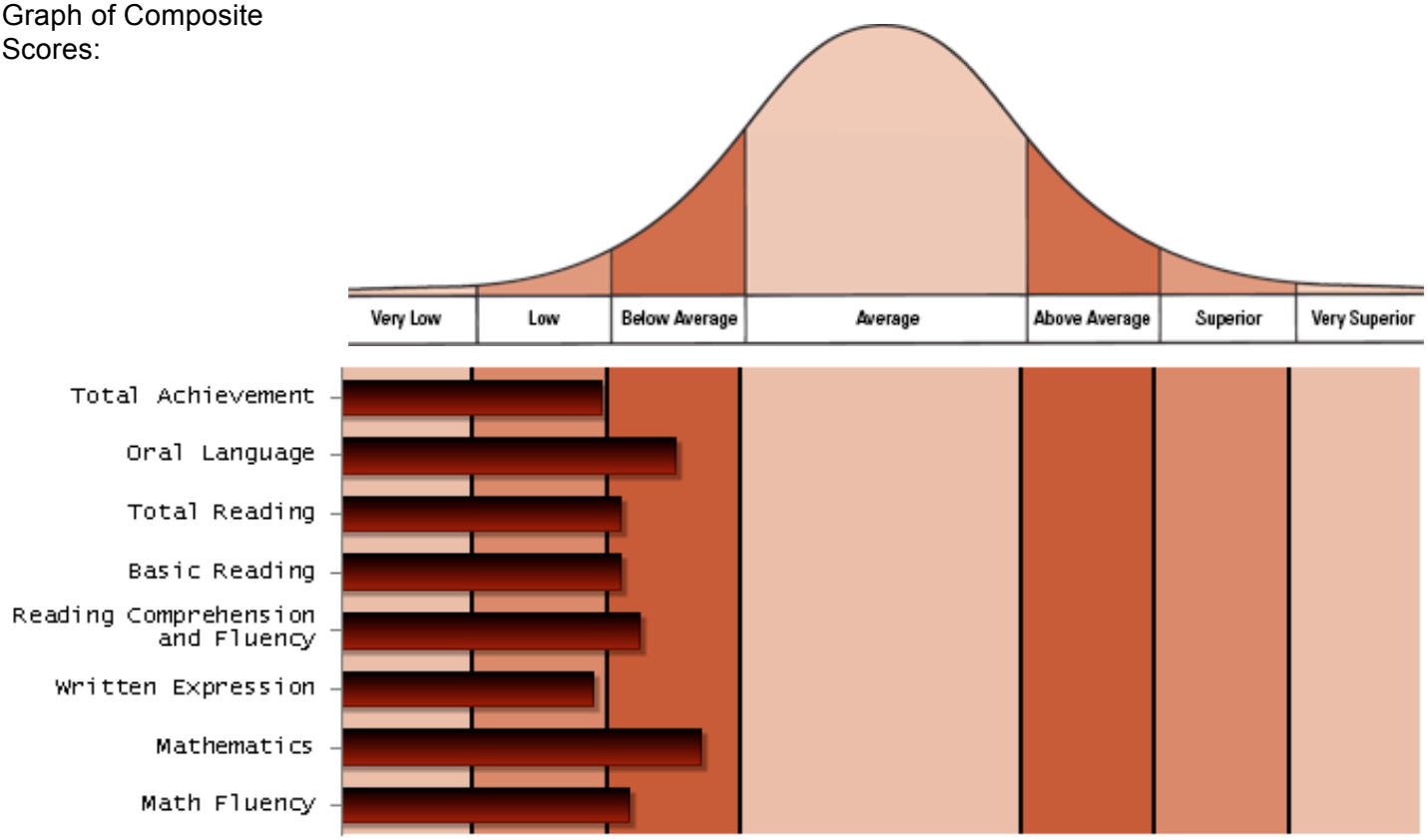
Math Fluency—Addition The student solves written addition problems within a 60-second time limit.

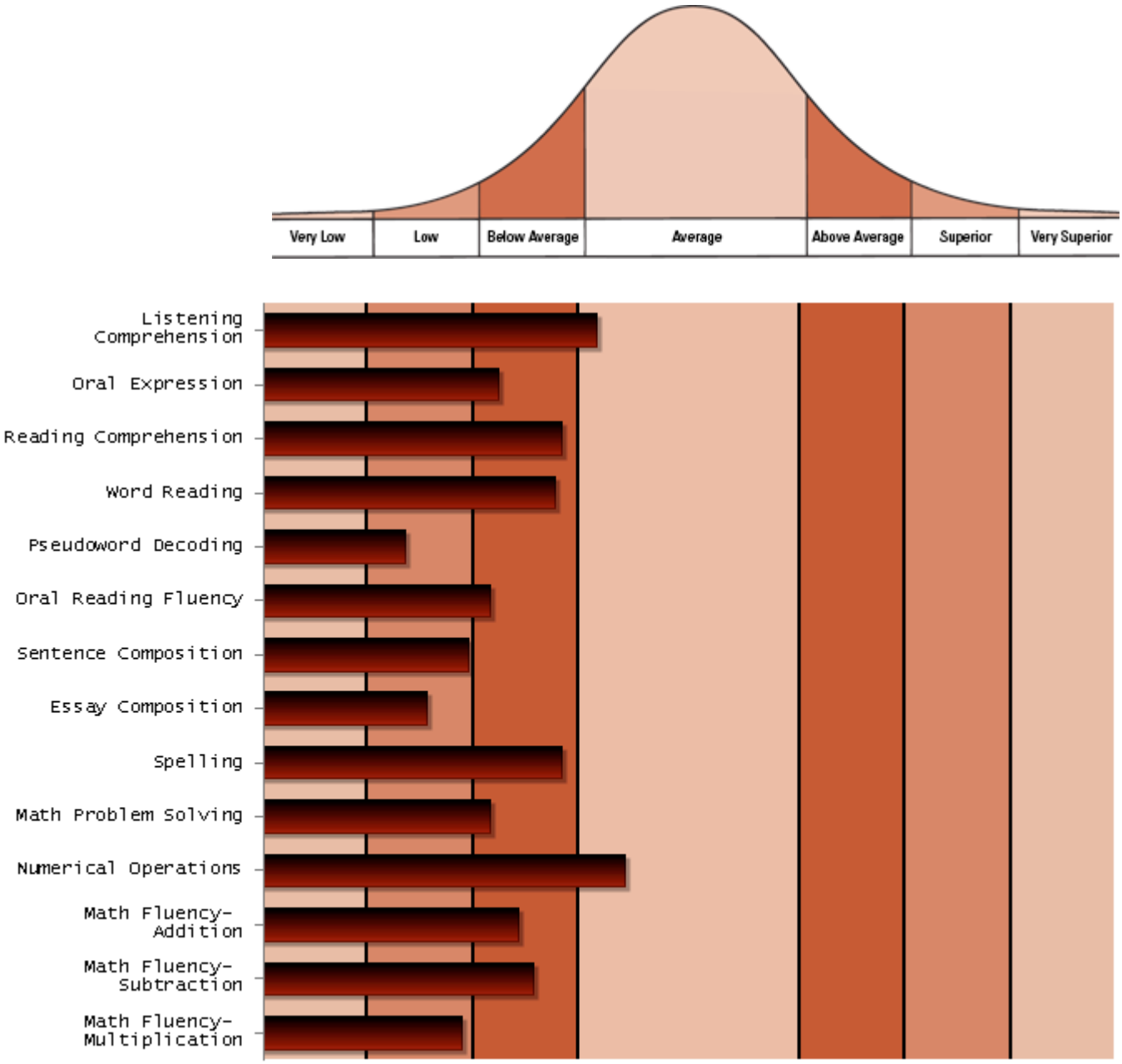
Math Fluency—Subtraction The student solves written subtraction problems within a 60-second time limit.

Math Fluency- Multiplication The student solves written multiplication problems within a 60 second time limit.

Composite	Standard Score	95% Confidence Interval	Percentile Rank	Qualitative Description
Oral Language	77	68–86	6	Below Average
Total Reading	71	66–76	3	Below Average
Basic Reading	71	68–74	3	Below Average
Reading Compreshension and Fluency	73	64–82	4	Below Average
Written Expression	68	61–75	2	Low
Matshematics	80	72–88	9	Below Average
Math Fluency	72	64–80	3	Below Average
Total Achievement	69	65–73	2	Low

Graph of Composite Scores:





Subtest Scores Summary	Standard Score	95% Confidence Interval	Percentile Rank
Listening Compreshension	**87**	**75–99**	**19**
Reading Compreshension	82	69–95	12
Math Problem Solving	72	61–83	3
Sentence Composition	69	59–79	2

Word Reading	81	77–85	10
Essay Composition	63	53–73	1
Pseudoword Decoding	60	56–64	0.4
Numerical Operations	**91**	**82–100**	**27**
Oral Expression	73	62–84	4
Oral Reading Fluency	72	64–80	3
Spelling	82	75–89	12
Math Fluency—Addition	76	63–89	5
Math Fluency—Subtraction	78	68–88	7
Math Fluency—Multiplication	68	59–77	2

Oregon Assessment of Knowledge and Skills (OAKS)
OAKS is an assessment of proficiency toward the Oregon state standards. Students typically complete content area tests on the computer in 20-60 minute segments over multiple days. The reading and literature test requires students to read a literary or informational passage. Next, the student answers literal or inferential questions related to the passage in a multiple-choice format. The math assessment consists of tasks related to calculation, estimation, measurement, algebraic relationships, statistics, and geometry. Students are allowed to use calculators and measurement tools to aid tshem in answering questions presented in a multiple-choice format. On the writing assessment, students are given a prompt and are asked to write a narrative, expository or imaginative response. Writing samples are scored by multiple teachers in the areas of: ideas and content, organization, voice, word choice, sentence fluency, and conventions. Wshen interpreting OAKS scores, it is important to consider testing conditions. The length of testing sessions, number of times the student took the assessment and testing accommodations impact test results. Also consider that OAKS is not timed.

OAKS Table

	3rd	**4th**
Reading Benchmark	211	216
Student Score	198	
%ile	7th	
Math Benchmark	212	219
Student Score	197	
%ile	2nd	

Student did not meet the benchmark target score in reading or math for the 3rd grade.

Summary of Section 2:
During the evaluation planning meeting, it was noted that Student works at a slower rate than her peers and ignores the work around her. She has a lower vocabulary than her peers and struggles with multi-step directions (this was noted at home). It was also noted that she has great social skills and has many friends; this can at times be a distraction to her. Student has low self confidence in herself; this was noted both at home and at school.

Student demonstrates her strengths and weaknesses through a number of curriculum based measures, OAKS scores, classroom performance, and the Wechsler Individual Achievement Test. Student's strengths are in her math curriculum based measures. Even though her rate of improvement fell below her peers, her scores fall in the low average range. In addition, she scored in the average range on numerical operations on the WIAT. Student's strengths also fall in her writing skills as noted through her quarterly writing samples as well as her writing curriculum based measures.

Student demonstrates her weaknesses through reading curriculum based measures, the WIAT, OAKS, and in program assessments. Student falls in the low range in her general reading ability, vocabulary measures, and reading comprehension. In addition, her reading and math scores fall below the benchmark target as well as her total achievement on the WIAT.

Section 3: **Students with disabilities have academic skill deficits that are resistant to well-planned and implemented research based interventions that were designed to increase the child's rate of learning.**

Intervention Name	Dates	Group Size	Duration	Instructor	Attained ROI (student growth)	Expected ROI (Intervention Group Growth)
Reading Mastery Classic 2	9/13/11-5/25/12	NA	60 min. daily	IA	.1 WCPM/ Week	1.4 WCPM/ Week
Reading Mastery Classic 2	10/1/12-11/23/12	6	60 min. daily	IA	.5 WCPM/ Week	1.0 WCPM/ Week
Reading Mastery Classic 2 (Moved back)	11/23/12	6	60 min. daily	IA	.5 WCPM/ Week	1.0 WCPM/ Week
Reading Mastery 2 (moved to a smaller group with certified instructor)	2/11/13-present	4	60 min. daily	Certified Specialist	.85 WCPM/ Week	1.0 WCPM/ Week

Student has been intervened with in the area of reading since the beginning of her 2nd grade school year. During her 3rd grade school year, the intervention was intensified two different times, once she was moved back for additional review and the 2nd time she was moved into a

smaller group and placed with a certified teacher. Student's performance was not at a rate comparable to her peers, thus her was supported through various methods of intensifying the instruction. In addition, Student started her 2nd and 3rd grade year in Reading Mastery Classic lesson. Her performance supports a picture of a skill deficit in reading that is resistant to instruction.

In addition, Student has participated in walk to math program for 2nd and 3rd grade. She was grouped with peers who demonstrated similar math abilities based on a number of curriculum based measures as well as pre/post test data. The program covered grade level content, but with additional guided instruction and a slower pace. Student has also participated in the after school math program.

***Section 4:* The student's academic performance and behavior were observed in a regular classroom setting.**
Student was observed on 9.25.15 by Shelby DiFonzo, District Learning Specialist. Student was observed from 9:25-9:45 am while in Language Group. She was being instructed by a general education teacher with 18-22 other students. Student was sitting in the front of the class next to another student. The teacher was standing in the front of the classroom giving directions to the entire class. Student did not respond to the coral response opportunities that were provided. She often was playing with her papers, talking with her peers, looking around her classroom, looking down, playing with her pencils, touching the peers face, and learning back in her chair. Student did engage in the "zig/zag" reading opportunities, but on 2 out of the 3 opportunities given to read aloud, the teacher needed to point out the spot to start reading from. In a one minute time sample, Student was off task 3 times while a peer was off task 0 times.

***Section 5:* The student has been provided the opportunity to learn the skills.**
Student has attended XXX Elementary since kindergarten. Student has had access to a total of 727 days of school and has attended 682 days of school. Based on the formula of total days of school attended divided by 171, Student's actual attendance is 3 years 10 months. Since Student is a 4th grader, Student's overall attendance should be 4 years 1 months. Even though she has missed a total of 45 days of school, this is not the reason for her slow, inconsistent progress. Student's overall attendance rate is 97%.

Grade	School	Total Day of School	Total Days Attended	Absences	Tardies
K	Pioneer	174	157	17	11
1	Pioneer	171	158	13	24
2	Pioneer	171	163	8	29
3	Pioneer	176	171	5	21
4	Pioneer	35	33	2	5

In the Ontario School District, all 1st-5th grade students receive 90 minutes of reading instruction per day, at least 45 minutes of which is skill-grouped. Ontario's adopted reading curriculum is *Houghton Mifflin*, a comprehensive research-based program which emphasizes phonemic awareness, phonics, fluency, vocabulary and comprehension.

***Section 6:* The student does not have another disability or sensory problem.**
Student has passed her most recent hearing and vision screenings. Overall, Student is very healthy and only goes to the doctor when needed. It was noted in the problem solving meeting that she has a hard time focusing and will get distracted by others around her. Student met

most of her developmental milestones on time other than talking, Ms. Parent noted on the developmental history that she talked late, and her first word was “Elmo”.

Section 7: **The student’s problem is not the result of cultural factors or environmental or economic disadvantage.**
Student attended Head Start prior to coming to public school in kindergarten. The time frame is unknown at this time for how long and/or how often. In addition, the educational history of her parents is unknown at this time. It should be noted that Student lives with 3 siblings, mom, and grandma.

No additional information is known in regards to his families’ social history that could account for additional stressors and Student’s ability to perform at a rate comparable to her peers. Some examples of additional stressors could be:

- Frequent moves
- Homelessness
- Divorce
- Unemployment
- Extended illnesses or deaths in the family

Section 8: **The student’s problem is not the result of limited English proficiency.**

Oregon English Language Proficiency Assessment (ELPA)

Grade	K	1	2	3	4	5	6	7	8	9	10
ELPA benchmarks	L4	L3	L2	L2							
Early Intermediate: L2 Intermediate: L3 Early Advanced: L4 Advanced: L5-EXIT	483 492 498 507	492 507 514 523	495 508 514 523	501 514 521 529	497 508 514 521	497 508 516 523	497 506 515 522	497 507 517 524	499 508 518 526	491 501 515 526	493 501 516 527
TOTAL Student Score	T ___	T ___	T 507	T 508	T ___	T ___	T ___	T ___	T ___	T ___	T ___
Reading	R ___	R ___	R 502	R 497	R ___	R ___	R ___	R ___	R ___	R ___	R ___
Writing	W___	W___	W507	W509	W___	W___	W___	W___	W___	W___	W___
Listening	L ___	L ___	L 507	L 508	L ___	L ___	L ___	L ___	L ___	L ___	L ___
Speaking	S ___	S ___	S 511	S 518	S ___	S ___	S ___	S ___	S ___	S ___	S ___
Comprehension	C ___	C ___	C 505	C 503	C ___	C ___	C ___	C ___	C ___	C ___	C ___

Student has participated in English Language Development since kindergarten. There are no indications that she has had a delay in her educational experience. In addition, her language level and rate of progression is similar to the development of other students in her cohort group. Student is in the Early Advanced category of English Language Development. She is beginning to demonstrate consistent comprehension of general meaning and good understanding of implied meaning. She is able to sustain conversations, respond with detail in compound and complex sentences, actively participated using more extensive vocabulary and is able to use standard grammar with few random errors.

Section 9: **Is there sufficient evidence to support the conclusion that this student is eligible for special education as a student with a disability?**

Student has been provided with the opportunity to learn and has continued to make slow or inconsistent progress. Student has a history of low skills in reading and math. The data from this report showing strengths and weaknesses, intervention documentation, as well as the assessment data, indicate that Student is continuing to make slow progress.

The team will meet to determine if Student qualifies for special education services under the eligibility of Specific Learning Disability.

The above information will be used to make decisions regarding eligibility and educational planning. If you need further information, or have any questions regarding the content of this report, please contact, Shelby DiFonzo, District Learning Specialist at (541) 889.5374.

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Sshelby DiFonzo, District Learning Specialist