



Eligibility Report

Name: T.J.	School: Metzger Elementary
Birthdate: 04/18/2006	Grade: 4th
Evaluation Team: Learning Specialist, School Psychologist, Literacy Specialist	Report Date: 01/04/17

Section 1: Background Information

T.J. is a 3rd grade student in Miss Grotke’s 4th grade class at Metzger Elementary School in the Tigard Tualatin School District. He was referred for a special education evaluation by the Effective Behavior Instruction Support (EBIS) team due to consistently low scores and slow progress on reading assessments. T.J. has participated in Title One reading interventions since kindergarten. He lives with his parents and older sister and brother who speak only English in the home. T.J.’s mother also has concerns regarding his slow progress in reading. There is no known family background related to reading disabilities.

T.J. has not had any previous testing related to academic concerns. At Evaluation Planning, the team decided to conduct academic testing in the areas of reading and writing. The writing testing is for informational purposes to assist with determining the impact of low reading scores in the area of written expression.

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

Historical Report Card Data:

While attending kindergarten at Metzger Elementary, T.J. earned Satisfactory in characteristics of a successful learner, communication skills, speaking, language development, reading/literature, writing, and mathematics. His teacher reported that T.J. was making some nice gains in learning, and that he had good sight word vocabulary. In the second half of kindergarten, T.J. was said to consistently demonstrate all successful learner characteristics, and showed acceptable progress in all areas, including sound awareness, developing reader, math, fine motor development, and writing development. T.J.’s teacher reported that he gave a lot of effort in class. The teacher also commented that he was a great listener, and was kind and very responsible.

In 1st grade, T.J. consistently demonstrated all areas of social development, and either consistently or usually showed all areas of successful learner characteristics. In reading/literature, T.J. showed developing skills in most areas, and beginning skills in accuracy and fluency in reading. He showed developing skills in spelling as well. T.J. demonstrated developing or proficient skills in math, science, social studies, health, handwriting/fine motor, and writing. He demonstrated advanced skills in PE. T.J.’s teacher reported that he struggled with reading more complex texts, but had grown in math skills. T.J.’s teacher also reported that he was a very sweet, kind, and hardworking boy.

In 2nd grade, T.J. generally or consistently demonstrated most successful learner characteristics. In two characteristics, he was reported to rarely demonstrate the skill of staying on task/completing work in a reasonable amount of time. In reading, writing, speaking and listening, math, social studies, science and health, T.J. was approaching standard or meeting standard in all areas. He was exceeding standard in PE. T.J.'s teacher reported that he was a hard worker, but seemed to be most motivated and enthusiastic about his work when working with a small group or one on one with a teacher.

In 3rd grade, T.J. was noted to have developing skills in Math, Reading, and Homework. This means that he showed some evidence of content/skills. T.J.'s teacher also reported that he had beginning skills in writing.

At this time, there is no 4th grade report card information to report.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

All elementary school students in the Tigard Tualatin 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 kindergarten through Fall of fourth grade.

First Sound Fluency (FSF) 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.

DIBELS Oral Reading Fluency (DORF) 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. Oral Reading Fluency, though one distinct skill, is highly correlated to reading comprehension, especially in the primary grades. It is a good indicator of overall reading competence.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) chart below show that T.J.'s Oral Reading Fluency (ORF) scores have always been significantly lower than those of his peers beginning in kindergarten and continuing into 4th grade.

DIBELS Next Tables

K	Fall Score/percentile rank	Fall Benchmark/percentile rank	Winter Score/percentile rank	Winter Benchmark/percentile rank	Spring Score/percentile rank	Spring Benchmark/percentile rank
FSF	7/~40 th	10/~48 th	15/~10 th	30/~30 th	33	N/A
PSF	N/A	N/A	18/~25 th	20/~25 th	28/~12 th	40/~25 th
NWF/CLS	N/A	N/A	0/0	17/~30 th	12/~6 th	28/~35 th

1st	Fall Score/percentile rank	Fall Benchmark/percentile rank	Winter Score/percentile rank	Winter Benchmark/percentile rank	Spring Score/percentile rank	Spring Benchmark/percentile rank
PSF	22/~12 th	40/~40 th	N/A	N/A	N/A	N/A
NWF/CLS	10/~8 th	27/~40 th	26/~10 th	43/~37 th	34/~10 th	58/~37 th
DORF	N/A	N/A	8/~5 th	23/~40 th	11/~5 th	47/~40 th

2nd	Fall Score/percentile rank	Fall Benchmark/percentile rank	Winter Score/percentile rank	Winter Benchmark/percentile rank	Spring Score/percentile rank	Spring Benchmark/percentile rank
NWF/CLS	26/~10 th	54/~40 th	N/A	N/A	N/A	N/A
DORF	14/~5 th	52/~40 th	20/>5 th	72/~40 th	N/A	87/~40 th

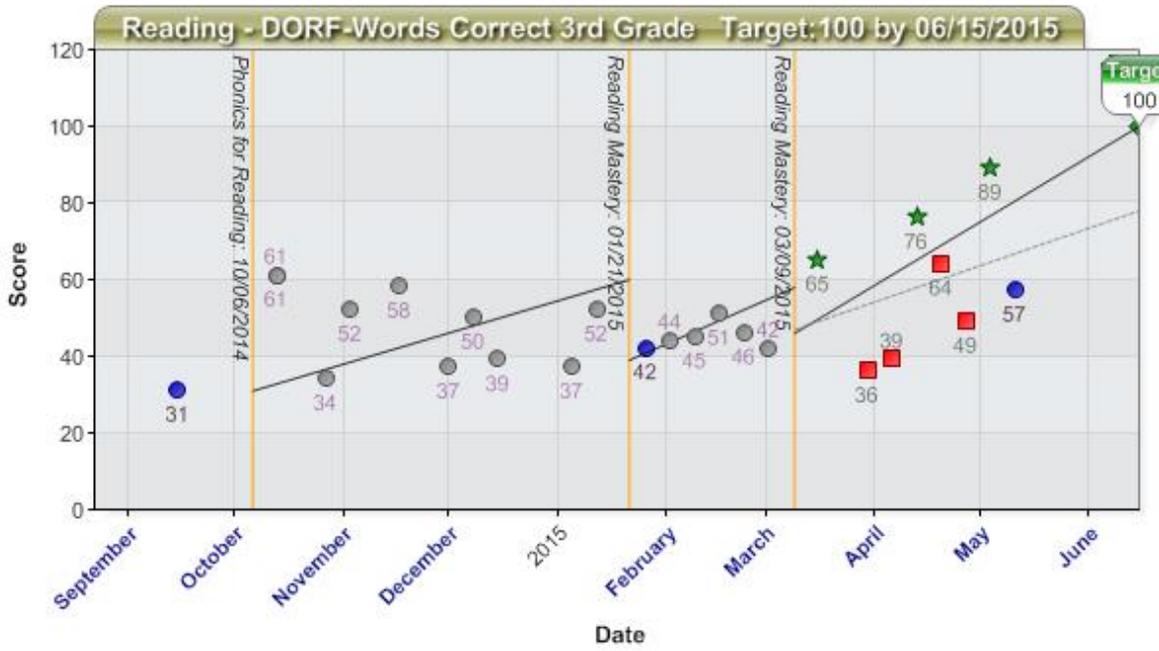
3rd	Fall Score/percentile rank	Fall Benchmark/percentile rank	Winter Score/percentile rank	Winter Benchmark/percentile rank	Spring Score/percentile rank	Spring Benchmark/percentile rank
DORF	31/~8 th	70/~40 th	42/~5 th	86/~30 th	57/~8 th	100/~40 th

4th	Fall Score/percentile rank	Fall Benchmark/percentile rank	Winter Score/percentile rank	Winter Benchmark/percentile rank	Spring Score/percentile rank	Spring Benchmark/percentile rank
DORF	52/~12 th	90/~45 th	N/A	103	N/A	115

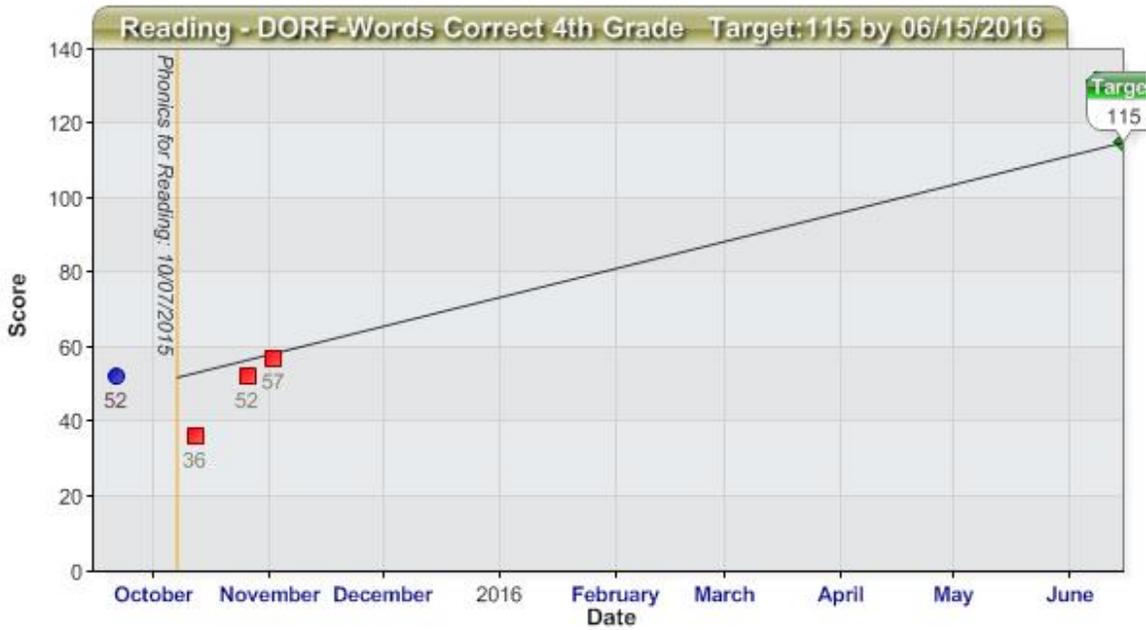
2nd Grade Oral Reading Fluency Graph:



3rd Grade Oral Reading Fluency Graph:



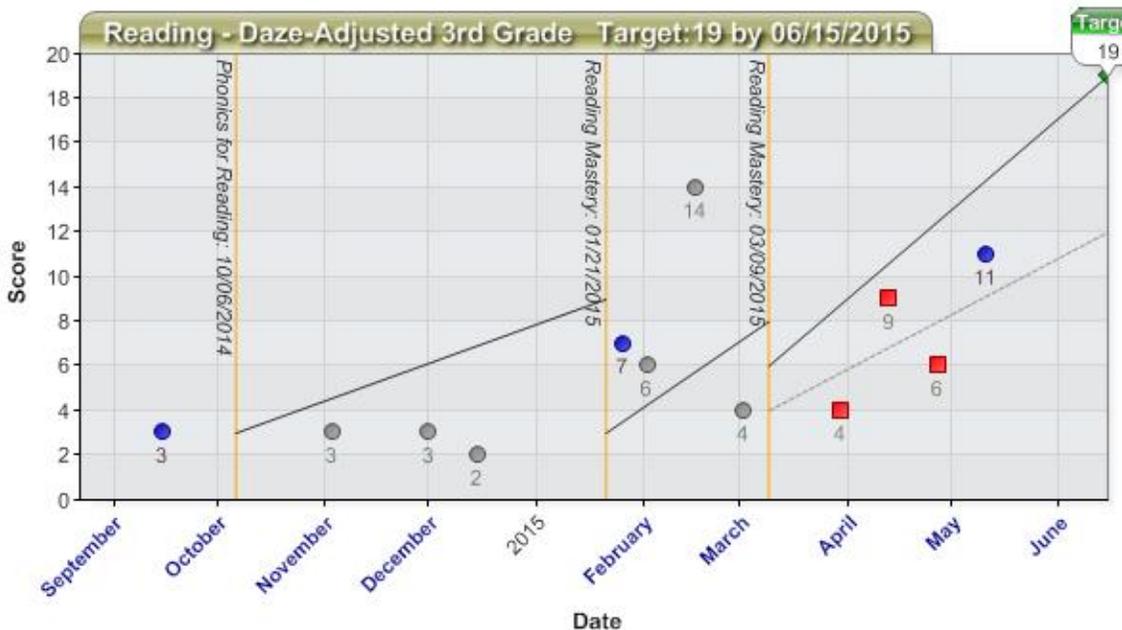
4th Grade Oral Reading Fluency Graph:



DAZE (3rd-5th)

Daze, or the DIBELS maze comprehension task, is a group-administered measure of reading comprehension. Students are asked to read a passage silently. In the passage, every seventh word (approximately) is blank, with a maze of options (i.e., three possible word choices for the blank). One of the words in the maze is always correct, and the other two are incorrect. Daze requires students to choose the correct word as they read the passage. Students are given three minutes to work on this task. The score is the *number of correct words circled minus half of the number of incorrect words circled*. DAZE is administered three times per year in Tigard-Tualatin for all 3rd-5th graders.

The following DAZE graph is from T.J.'s third grade year. He made progress on DAZE assessments in third grade; however, he fell short of the end of year benchmark. T.J.'s lower scores on the DAZE assessment are likely related to his slow oral reading fluency skills.



Wechsler Individual Achievement Test, Third Edition (WIAT-III)

The WIAT-III is a standardized test designed to allow comparison of a student's performance to same age peers. The norms are reported as age based unless a student is retained, in which case, grade based norms are used.

Performance is reflected in a standard score; the following table shows qualitative descriptors per standard score range:

SS	PR	Classification
131-above	98	very superior
121-130	92-97	superior
111-120	76-91	high average
90-110	25-75	Average
80-89	9-24	low average
70-79	3-8	Low
69-below	0.1-2	very low

The WIAT scores shown in the table below show all academic areas fall in the very low and low average range. These scores compare T.J. to same age children across the United States.

Academic Area	Standard Score	Percentile	Qualitative Descriptor
Reading			
Word Reading	79	8 th	Low
Reading Comprehension	82	7 th	Low
Reading Fluency	72	1 st	Very Low
Written Language			
Spelling	69	2 nd	Very Low
Essay Composition	80	9 th	Low Average
Sentence Composition	82	10 th	Low Average
Listening Comprehension	84	15 th	Low Average

Composite Scores:

Composite	Standard Score	Percentile Rank	Qualitative Descriptor
Reading Comprehension & Fluency	73	4th	Low

WIAT-III Subtest Descriptions:

Word Reading – Designed to measure speed and accuracy of single word reading; the student reads aloud a list of increasingly difficult words.

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

Reading Comprehension - 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.

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.

Listening Comprehension - 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.

Wechsler Individual Achievement Test-III (WIAT-III) Summative Statement

T.J. was assessed in the area of Reading and Written Expression using the Wechsler Individual Achievement Assessment – III over the course of three days/sessions. During the testing, T.J. was cooperative and appeared to give his best effort. These scores are considered to be an accurate representation of his skill level.

T.J.'s scores can be seen in the table above. All of his scores fall within the Low or Low Average range with the exception of oral reading fluency and spelling, which fell in the Very Low range.

Oral reading fluency is an area of weakness for T.J. His scores are consistently low on DIBELS progressing monitoring as well as being reflected in a very low WIAT-III Standard Score. When given time and a short passage, T.J. did demonstrate some reading comprehension skills. He successfully read consonant-vowel-consonant words, but struggled as the words became multisyllabic and had vowel combinations.

Smarter Balanced Assessment

Smarter Balanced is a summative assessment of proficiency toward grade level common core standards. The assessment is usually administered during the final 12 weeks of the school year, in multiple segments totaling 3 to 4 hours per content area. Smarter Balanced will be administered in controlled settings, using computers with time limitations established by grade and subject.

Smarter Balanced assessments in English language arts and mathematics place an emphasis on student demonstration and transfer of knowledge and skills through short constructed response, extended constructed response, and performance tasks. In performance tasks students demonstrate their knowledge and skills responding to real-world problems. The tasks are collections of questions and activities that are connected to a single theme or scenario.

Materials for mathematics items/tasks usually take the form of graphs, models, figures, etc. that students must read and examine in order to respond to the items/tasks. Stimulus for English Language Arts include a variety of texts including editorials, simulated web pages, works of art, articles from newspapers and magazines, speeches, cartoons, lectures, and debates. Required tools and other resources will be provided to students within the online testing system.

When interpreting results it is important to consider testing conditions. The length of testing sessions, number of times the student was administered the assessment, and testing accommodations impact test results.

The following table indicates T.J. scores for the 3rd grade assessment in both English Language Arts and Mathematics, as well as, the Meeting Benchmark scores. T.J. achieved a Level 1 in both content areas, which is a Low (below benchmark score). He did not receive the accommodation of having math test questions to him; this is something the school team may want to consider for future assessments. T.J. did, however, have ample time (the assessment was completed over several days) and opportunities for several breaks (which he utilized).

Grade	English Language Arts Student Score/Percentile Rank	English Language Arts Benchmark Score/Percentile Rank	Math Student Score/Percentile Rank	Math Benchmark Score/Percentile Rank
3 rd	2296 (Level 1)/ 8 th %ile	2432 (Level 3)/ 53 rd %ile	2292 (Level 1)/ 5 th %ile	2436 (Level 3)/ 54 th %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. Writing CBMs are typically administered weekly or biweekly. The student’s progress is then graphed over time and compared to the national average for students of the same grade level.

During this evaluation process, T.J. was progress monitored using Writing CBM’s. On average, T.J. wrote 19 Total Words with 3 Correct Word Sequences. These scores place him in the 25th and 10th percentiles respectively. These scores indicate T.J. has challenges in the areas of grammar, spelling and conventions. The team progressed monitored him in writing to determine what impact his slow acquisition of basic reading skills has on his writing skills. Certainly, poor spelling impacted his lower score in Correct Writing Sequences.

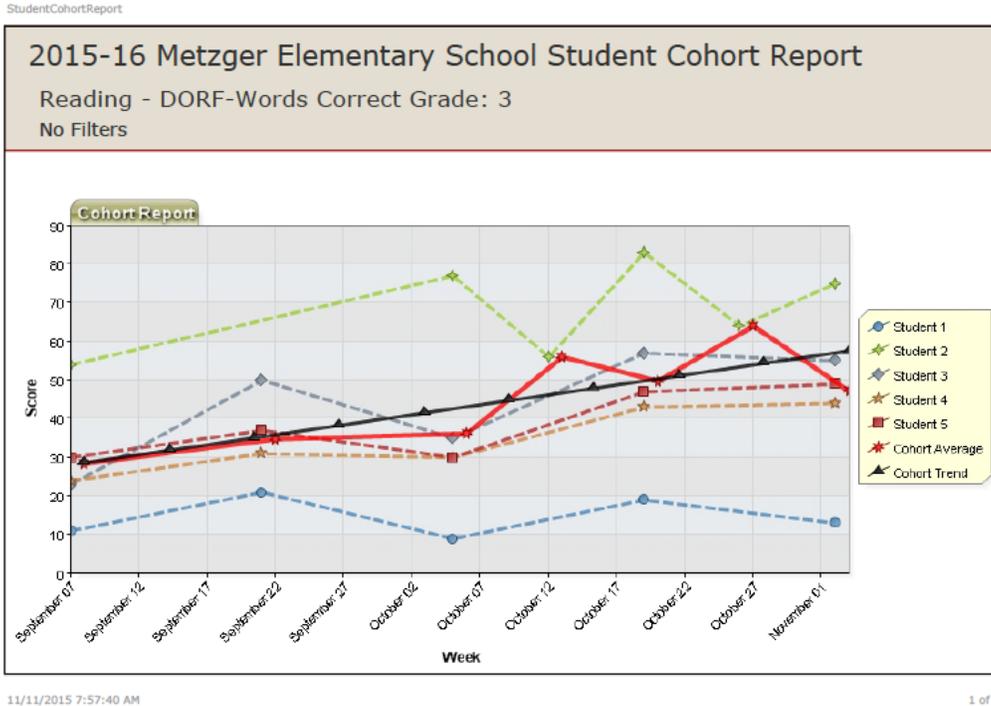
T.J.’s scores on the DIBELS Next, WIAT-III and Writing CBM’s all place him in the low-to-low average range when compared to peers. Data indicate that T.J. is challenged with fluency related not only to connected text, but, also when presented with unknown and multisyllabic words. T.J.’s listening comprehension skills are more advanced than his oral reading fluency skills, which demonstrates an ability to understand more complex concepts and ideas when they are presented orally. T.J. was capable of generating writing ideas, but struggled with conventions such as grammar and spelling. These difficulties may be a result of lower than typical reading skills impacting the ability to put thoughts and ideas on paper successfully.

Section 3: Students with learning 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.

The following table shows the interventions T.J. has received, indicating group size, curriculum and rate of growth. T.J. has received this instruction in addition to receiving core reading instruction in his general education classroom.

Intervention Name	Dates	Group Size	Duration	Instructor (IA, Certified Teacher)	Attained Rate Of Improvement (ROI) student growth	Expected ROI (Average)
Early Reading Intervention (ERI)	2/11/13 - 6/5/13	2-5 students	30 minutes/5 times per week	Instructional Assistant, under the supervision of a certified teacher	.79 (weekly word gain)	1.2 (weekly word gain)
Journeys-Write-in-Reader	9/15/14 - 10/28/14	2-5 students	30 minutes/5 times per week	Instructional Assistant, under the supervision of a certified teacher	-.5 words correct per minute/week	1.1 words per week
Reading Mastery	10/28/14 – 1/20/15	2 students	30 minutes/5 times per week	Instructional Assistant, under the supervision of a certified teacher	.3 correct words per minute/week	1.1 words per week
Enhanced Core Reading Intervention (ECRI)	1/20/15 – 6/5/15	2 students	30 minutes/5 times per week	Instructional Assistant, under the supervision of a certified teacher	.58 for the school year	1.1 words per week
Reading Mastery	9/16/15 - current	2-5 students	30 minutes/5 times per week	Instructional Assistant, under the supervision of a certified teacher	Not enough data to determine	.9 words per week

The cohort graph below consists of students who are English speaking, have attended Metzger since kindergarten, have received Title 1 interventions and are in T.J.'s Approaching 3rd grade reading group. T.J. is student 1. The graph indicates that T.J. is significantly lower than his peers with the gap widening as the year progress. He began the year with a 10 word per minute difference, and now the difference is 30 words correct per minute.



T.J. began receiving Title 1 interventions in kindergarten. He has participated in a variety of reading interventions over time. Interventions have been changed, based on T.J.'s response to the intervention. A trained Instructional Assistant, under the supervision and guidance of the Literacy Specialist (a certified teacher), has provided this instruction.

T.J.'s scores have always been low and are lower than the general population. He has received multiple interventions, which have included changes in intensity of instruction and in curricula. Group size was also adjusted as an intervention change.

Despite intensive reading interventions occurring over time, T.J. has failed to make the expected progress. Future instruction should continue to focus on intensive basic reading skills and fluency, incorporating the use of positive and specific praise. T.J. responds well to the use of incentives to keep motivation high (such as frequent praise and earned break time).

Section 4: The student's academic performance and behavior were observed in a regular classroom setting.

T.J. was observed by Ms. Finster, School Psychologist on 11/10/15 during reading instruction in his general education class. A general education teacher was providing instruction to a classroom of approximately 26

students. At the start of the observation, the teacher clapped her hands in a pattern to get the class' attention, and T.J. clapped back in the appropriate pattern. T.J. was sitting in the front of the room, within proximity of the teacher. The teacher was giving directions to the entire class and asking for choral responses. T.J. did not appear to be actively listening, as demonstrated by him laying his head on the table and not responding to the opportunities for choral response. When the teacher announced the start of partner reading, T.J. and another boy in the class looked excitedly at each other. When the teacher excused them to get together, T.J. immediately followed all the instructions (put pencil away, etc.). He got together with his reading partner, and they appeared to be actively partner reading. On closer look, it turns out that T.J. was not following along with his partner, but, rather, was drawing a spider in the reading book. The teacher came and redirected them to begin again. T.J. followed along with his finger when the teacher was standing close, but, as soon as she moved away, he quickly began doodling instead.

Section 5: The student has been provided the opportunity to learn the skills.

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

T.J.'s attendance history at Metzger Elementary:

Grade	School	Tardies	Absences	Percentage @ school
K	Metzger Elementary	3	6	96%
1	Metzger Elementary	4	5	97%
2	Metzger Elementary	7	3	98%
3	Metzger Elementary	6	0	100%

T.J. has attended Metzger Elementary since Kindergarten and has had consistently good attendance. He has participated in the 90 minutes of core reading instruction daily and has participated in additional reading interventions since 1st grade.

T.J. has had the opportunity and the instruction to learn the skills.

Section 6: The student does not have another disability or sensory problem.

T.J. passed both vision and hearing screens in 2013 and 2014. There is no history of outside evaluations or medical diagnoses.

Section 7: The student's problem is not the result of cultural factors or environmental or economic disadvantage.

T.J. has had a stable school history, attending one school since kindergarten. There are no reported concerns related to home stressors; T.J. lives at home with both parents and two siblings. The family has been in their current home for 4 years.

The school psychologist collected a Developmental History from Mrs. _____ via in-person interview. The Developmental History reported no serious health concerns/hospitalizations. Mrs. _____ did report that T.J. has a possible slight scoliosis. He reached developmental milestones within the expected time frame. There is no history of learning difficulties in the family.

T.J.'s parents are involved in his education and report reading at home to and with him on a daily basis.

There is no evidence to support that T.J.'s challenges with reading progress are a result of cultural factors or environmental or economic disadvantage.

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

T.J. lives with his parents and two siblings. English is the language of origin and the only language spoken by T.J. and his family.

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

Upon review of existing information and evaluation data, it is evident that T.J. is not progressing at the expected rate in the areas of Basic Reading Skills and Oral Reading Fluency despite core reading instruction and reading interventions. Subsequently, T.J. is also struggling in the areas of Reading Comprehension and Written Expression. His skills are both very low and his progress is well below expectations despite intensive interventions. There are no known outside factors that have contributed negatively to his slow rate of progress.

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 _____, Learning Specialist at (503) 431-----.

Name/Learning Specialist