

Vision: Every child in every district receives the instruction that they need and deserve...every day.

Using RTI for Determining Initial SLD Eligibility: Referral, Evaluation, and Instructional Planning

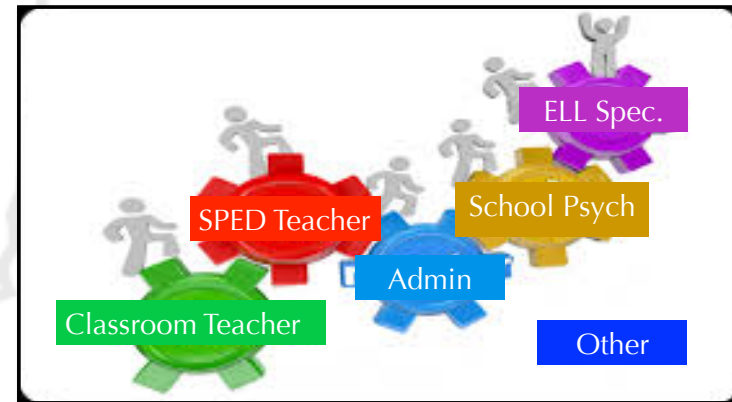
Nicole Kaye

Sally Helton

OrRTI Annual Conference



What's your role?



I ♥ RTI

Are you already

- Involved in the ORTI Project?
 - Using RTI for interventions
- Using RTI for SLD Determination?



Targets

- What are the key components of the special education evaluation process?
- What are the key questions we need to answer in a **comprehensive evaluation** for SLD?
 1. Does the student have **significantly low skills**?
 2. Does the student make **slow progress** despite intensive interventions?
 3. Does the student have an **instructional need**?
 4. Are the struggles primarily due to one of the **exclusionary factors**?

Despite the student receiving appropriate instruction & intensive interventions!

Handouts on www.oregonrti.org

SLD Evaluation Decision Making from Low Skills?

Questions	Evidence from Assessments/Score	Low?	Discrepant from Peer?
Does the student exhibit LOW SKILLS?	CMT Screening assessment	National Norms Y N	Y N ≥ 2 SD discrepant 1, 1, 1, 1, 1, 1 ≤ or = 1 SD Discrepant
		Local Norms Y N	Y N
	Curriculum assessment	Core Y N	Y N
	Intervention	Y N	Y N
Individual Diagnostic Assessments	Y N	Y N	
Other:	Y N	Y N	
Achievement Tests	Y N	Y N	
Other:	Y N	Y N	

SLD Comprehensive Evaluation Implementation Checklist

When using a Response to Intervention (RTI) process for identifying students with Specific Learning Disabilities (SLD), all items in the left column should be checked for a student to be found eligible.

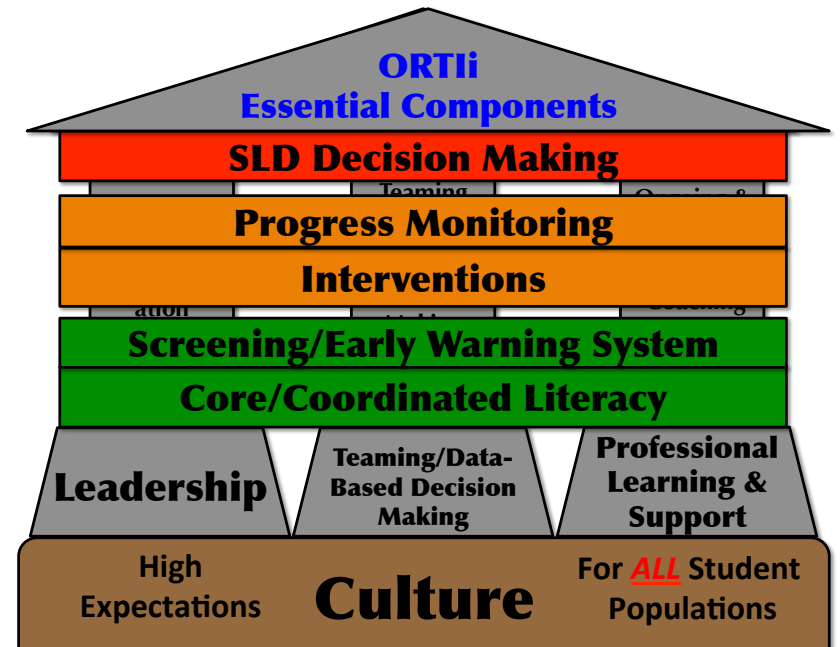
Date:	Student Name:	Evaluator Name:
SLD Eligibility Assessment: A determination of whether the general basis for the suspected disability is a lack of appropriate instruction in reading (including the essential components of reading) or math, or (3) Limited English Proficiency (LEP) or (4) SLD.		
Appropriate Instruction: Has student had ample opportunity to learn?		
Data Sources: Review, Interview, Observation, Test		
Exclusionary Factors: <ul style="list-style-type: none"> Appropriate instruction provided in general education setting (see 34 CFR 300.301) Concerns pervasive (acute across settings or providers) Consistent attendance during instruction Primary cause is not limited English Proficiency Primary cause is not visual, hearing, or motor impairment, mental retardation, emotional disturbance, cultural factors, or environmental or economic disadvantage. 		
Low Skills: <ul style="list-style-type: none"> SLD Eligibility Assessment: The child does not achieve adequately for the child's age or to meet Oregon grade-level standards in one or more of the following areas: basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, mathematics problem solving, written expression, oral expression, listening comprehension when provided with learning experiences and instruction appropriate for the child's age, language and/or learning style and/or time. 		
Significantly Discrepant from Peers: Is the student's achievement significantly below peers?		
Smarter Balanced scores: Is at a Level 1 or a 2?		
Universal screening scores (or CBMTs): are significantly low as compared to...		
Other Achievement Test results: are significantly low as compared to peers in instructional intervention group(s).		
Assessment data coverage:		

Calculating Rates of Improvement (ROIs) Description

In order to determine if a student is making "adequate" progress, it is important to measure their growth against multiple comparison groups. While there is no "gold standard" for scores for how much growth is enough, using multiple comparison groups can be a well-informed judgment. It also allows us to compare the student to appropriate comparison groups, such as students with a similar instructional history and English language learners with similar language levels and circumstances.

Growth can be measured by calculating the weekly Rate of Improvement, or ROI, for the target student and for the groups that we intend to compare the student to in order to make a well-informed judgment on "adequate" progress. Items should calculate the following weekly ROIs:

Rate of Improvement	Description	Notes/Things to Consider
ATTAINED ROI	Actual weekly growth of the target student	When determining initial and final performance, look at all scoring items or the median score of all 2-point scored data items.
Compare the student's attained ROI to the following comparison ROIs:		
1. TYPICAL ROI	Weekly growth of a student who starts the year at the grade level benchmark and remains at benchmark through Winter and Spring.	
2. TARGETED ROI	Weekly growth needed for the target student to meet the end-of-year grade level benchmark, given their initial level of performance.	
3. DISTRICT/SCHOOL ROI	Average weekly growth of all students in your school/district at a given grade level.	
4. INTERVENTION GROUP ROI	Average weekly growth of all students in your school/district receiving a similar level of intervention supports to your target student.	
5. ELL COHORT ROI	Average weekly growth of ELL students in your school/district that are similar to your target ELL student across multiple variables: Language history, Length of time in school, Level of native language proficiency, Length of time in country.	



The Icing on the Cake



Special Education Evaluation Process

Referral

Evaluation planning meeting

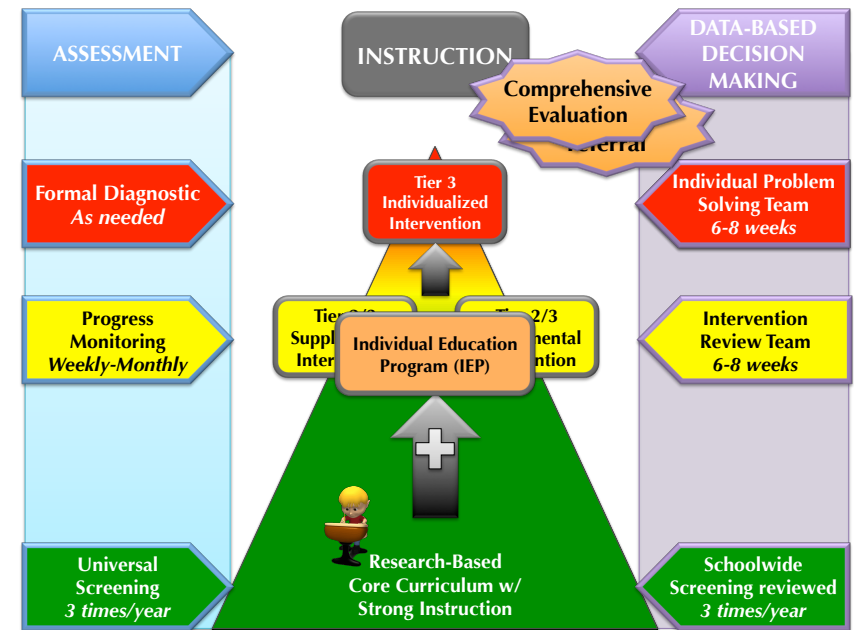
Conduct comprehensive evaluation

Eligibility meeting

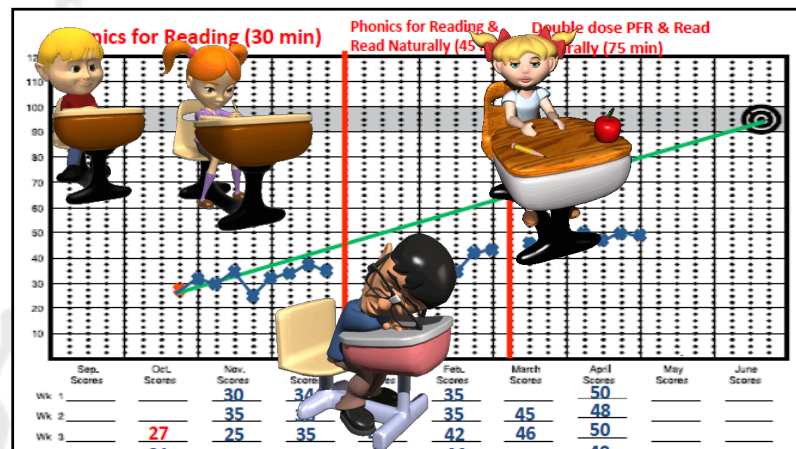
IEP meeting



Special Education Evaluation Process



Referral: Is there suspicion of a disability?



A *Team* Makes the Referral

Step 4: Plan Implementation & Evaluation (Did it work?)

*Attach graphed data

Attendance:	# of intervention days attended:	Total # of intervention days:	% of intervention sessions attended:
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Intervention fidelity data: Minimum standard met? Yes No

Student rate of progress: Peer/Expected rate of progress:

☒ Less progress than expectation/peers ☐ More progress ☐ Same progress

Student level of performance: Expected student level of performance:

Magnitude of discrepancy: ☐ Less discrepant than expectation/peers ☒ More discrepant ☐ Same level of discrepancy

If less discrepant/good progress: Continue current intervention? Yes No
Fade intervention support? Yes No

If more discrepant/poor progress: Was the intervention implemented as planned? Yes No
Do we need to intensify supports? Yes No Refer for special education evaluation? Yes No

If discrepancy the same/average progress: Was the intervention implemented as planned? Yes No
Do we need to intensify supports? Yes No Refer for special education evaluation? Yes No

Comments/Actions/Next Steps:

Parent Referrals

Parents have a right to make a referral at any time.

- The team must **consider** the referral
 - **Cannot** refuse the referral due to RTI (OSEP, 2011)
 - **Can** refuse the evaluation if there is good evidence (i.e., data) indicating the student can be successful with general education supports
 - Must provide written notice to parents if the request to evaluate is refused



District Guidance

- OSEP - can't delay an evaluation according to Child Find
but
- Need to intervene long enough to allow students to make meaningful progress
- District provides guidelines
 - How long should you intervene? (6-10 weeks per intervention)
 - What level of progress is adequate? (ROI)



Comprehensive SLD Evaluation Regardless of Evaluation Model

- Academic assessment
- Review of records
- Observation (including regular education setting)
- Progress monitoring data
- Other:
 - If needed**, developmental history
 - If needed**, an assessment of cognition, etc.
 - If needed**, a medical statement
 - Any other assessments to determine impact of disability



Oregon Administrative Rules, 581-015-2170

Comprehensive SLD Eval: RTI Model

- ...documentation of:
 - The type, intensity, and duration of scientific, **research-based instructional intervention(s)**...
 - ...**rate of progress** during the instructional intervention(s);
 - A **comparison** of the student's rate of progress **to expected rates of progress**.
 - Progress monitoring** on a schedule that:
 - Allows a **comparison** of the student's progress to... peers;
 - Is **appropriate** to the student's **age** and **grade** placement;
 - Is **appropriate** to the **content** monitored; and
 - Allows for interpretation of the effectiveness of intervention.



Oregon Administrative Rules, 581-015-2170

Three key questions

~~Exclusionary Factors~~

Low Skills

Slow Progress

Instructional Need

=

SPED
Entitlement
Decision

Is the student
significantly
different from
peers?

Does the student
make *less than*
adequate
progress despite
interventions?

Does the student
need *specialty*
designed
instruction?



Meet Reid – 3rd Grade



Guidelines for Comprehensive Evaluation

SLD Comprehensive Evaluation Implementation Checklist	
When using a Response-to-Intervention (RTI) process for identifying students with Specific Learning Disabilities (SLD), all items in the left column should be checked for a student to be found eligible.	
Date:	Evaluator Name:
Exclusionary Factors	
OAR Eligibility Requirement: A determination of whether the primary basis for the suspected disability is (i) a lack of appropriate instruction in reading (including the essential components of reading) or math; or (ii) Limited English proficiency (SAR 415-2178 (3)(g)).	
Appropriate instruction: Has student had ample opportunity to learn? <input type="checkbox"/> Appropriate instruction provided in general education setting (core & intervention instruction) <input type="checkbox"/> Concerns pervasive (exist across settings or providers) <input type="checkbox"/> Consistent attendance during instruction <input type="checkbox"/> Primary cause is not limited English Proficiency <input type="checkbox"/> Primary cause is not visual, hearing, or motor impairment, mental retardation, emotional disturbance, cultural factors, or environmental or economic disadvantage.	Data Sources: Review, Interview, Observe, Test <input type="checkbox"/> Cumulative Records <input type="checkbox"/> Attendance Records <input type="checkbox"/> Report Cards <input type="checkbox"/> Parent/Teacher/Child/Provider Interview <input type="checkbox"/> Observation of general education instruction <input type="checkbox"/> Progress monitoring data from cohort students Intervention documentation <input type="checkbox"/> Other:
Low Skills	
OAR Eligibility Requirement: The child does not achieve adequately for the child's age or to meet Oregon grade-level standards in one or more of the following areas (basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, mathematics problem solving, written expression, oral expression, listening comprehension) when provided with learning experiences and instruction appropriate for the child's age or Oregon grade-level standards (SAR 415-2178 (3)(a)).	
Significantly Discrepant from Peers: Is the student's performance significantly below peers? <input type="checkbox"/> Smarter Balanced score is at a Level 1 or a 2 <input type="checkbox"/> Universal screening scores (or CBMs) are significantly low as compared to: <input type="checkbox"/> National percentile rank for proficiency or research-based benchmark <input type="checkbox"/> Typical performance of school/district peers <input type="checkbox"/> Core program assessment scores are significantly low as compared to district/school peers (if available) <input type="checkbox"/> Other Achievement Test results are significantly low as determined by district guidelines <input type="checkbox"/> Other Intervention/Instructional data is significantly low compared to peers in instructional/intervention group(s) <input type="checkbox"/> Assessment data converge	Data Sources: Review, Interview, Observe, Test <input type="checkbox"/> Smarter Balanced Test Results <input type="checkbox"/> Universal Screening data (CBMs) <input type="checkbox"/> District Wide Core Program Assessment Data <input type="checkbox"/> Other standardized achievement tests (if needed) <input type="checkbox"/> Group Intervention Data (CBMs, Intervention Assessments etc.) <input type="checkbox"/> Observation Summaries <input type="checkbox"/> Other:

First Question

Low Skills

Is the student
significantly
different from
peers?



Evaluating Low Skills

Low Skills

How far behind are they?

AND

How do they compare to their peers?
despite...

...being provided with appropriate learning
experiences & instruction



HOW do we Evaluate Low Skills?

Low Skills

Is the student *significantly*
different from age and grade
level *peers*?

Percentile Rank
(ex. 6th percentile)

Is the student *significantly*
different from age and grade
level *standards*?

Discrepancy Ratio
(ex. 50% of expected level
of performance)

Or

Low Performance
(ex. SBAC Level 1 or 2)

WHAT data do we use?

Universal
Screener

SBAC

Curriculum
Assessments

Individual
Diagnostic
Assessments

Achievement
Tests

Use multiple data sources

Start with existing data

Percentile Rank

Discrepancy Ratio



SLD Comprehensive Evaluation Implementation Checklist		
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Date:	Student Name:	Evaluator Name:
Exclusionary Factors OAR Eligibility Requirement: A determination of whether the primary basis for the suspected disability is (i) a lack of appropriate instruction in reading (including the essential components of reading) or math; or (ii) Limited English proficiency (LLEP) (341-053-2110 (3)(a))		
Appropriate Instruction: Has student had ample opportunity to learn? <input type="checkbox"/> Appropriate instruction provided in general education setting (core & intervention instruction) <input type="checkbox"/> Concerns pervasive (exist across settings or providers, etc.) <input type="checkbox"/> Consistent attendance during instruction <input type="checkbox"/> Primary cause is not limited English Proficiency <input type="checkbox"/> Primary cause is not visual, hearing, or motor impairment, mental retardation, emotional disturbance, cultural factors, or environmental or economic disadvantage.	Data Sources: Review, Interview, Observe, Test <input type="checkbox"/> Cumulative Records <input type="checkbox"/> Attendance Records <input type="checkbox"/> Report Cards <input type="checkbox"/> Parent/Teacher/Child/Provider Interview <input type="checkbox"/> Observation of general education instruction <input type="checkbox"/> Progress monitoring data from cohort students <input type="checkbox"/> Intervention documentation <input type="checkbox"/> Other:	
Low Skills OAR Eligibility Requirement: The child does not achieve adequately for the child's age or to meet Oregon grade-level standards in one or more of the following areas (basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, mathematics problem solving, written expression, oral expression, listening comprehension) when provided with learning experiences and instruction appropriate for the child's age or Oregon grade-level standards (341-053-2110 (3)(b))		
Significantly Discrepant from Peers: Is the student's performance significantly below peers? <input type="checkbox"/> OAKS is in the very low, low, or does not meet range <input type="checkbox"/> Screening assessments (CBMs) meet district standard for low <input type="checkbox"/> District-wide core program assessment results meet district standard for low (or not applicable) <input type="checkbox"/> Achievement results meet district standard for low (or not applicable) <input type="checkbox"/> Level of performance compared to peers in instructional group is discrepant <input type="checkbox"/> Assessment data converge	Data Sources: Review, Interview, Observe, Test <input type="checkbox"/> Screening Assessments (CBMs) <input type="checkbox"/> District Wide Core Program Assessment Reports <input type="checkbox"/> OAKS results <input type="checkbox"/> Achievement test results (if needed) <input type="checkbox"/> Observation Summaries <input type="checkbox"/> Classroom Performance Data (core program assessments, CBMs, etc.) <input type="checkbox"/> Group Intervention Data (CBMs, Intervention Assessments etc.) <input type="checkbox"/> Other:	

Low Skills: Is the student *significantly* different from peers?

OAR Eligibility Requirement: *The child **does not** achieve **adequately** for the child's age or to meet Oregon grade-level standards in one or more of the following areas:*

- basic reading skills
- reading fluency skills
- reading comprehension
- mathematics calculation
- mathematics problem solving
- written expression
- oral expression
- listening comprehension

When provided with learning experiences and instruction appropriate for the child's age or Oregon grade-level standards [(581-015-2170 (3)(a))]



SLD Evaluation Decision Making Form

Low Skills?

Questions	Evidence from Assessments/Score	Low?	Discrepant from Peers?
Does the student exhibit LOW SKILLS?	CBM Screening assessments:	National Norms Y N	Y N > 2.0 discrepant 1.1 - 1.9 discrepant < or = 1.0 Discrepant
		Local Norms Y N	Y N
	Curriculum assessments: Core:	Y N	Y N
	Intervention:	Y N	Y N
	Individual Diagnostic Assessments:	Y N	Y N
	SBAC:	Y N	Y N
	Achievement Tests:	Y N	Y N
	Other:	Y N	Y N
Pattern of Low Skills?			Y N
Additional Information Needed?			

Determine Expected Performance

Data	Expected Performance
Universal Screener	Performance in Average range Benchmark/Standard
SBAC	At least Level 3
Curriculum & Individual Diagnostic Assessments	Grade level performance & criteria set by district or school
Achievement Tests	Average Range (above 25 th percentile)



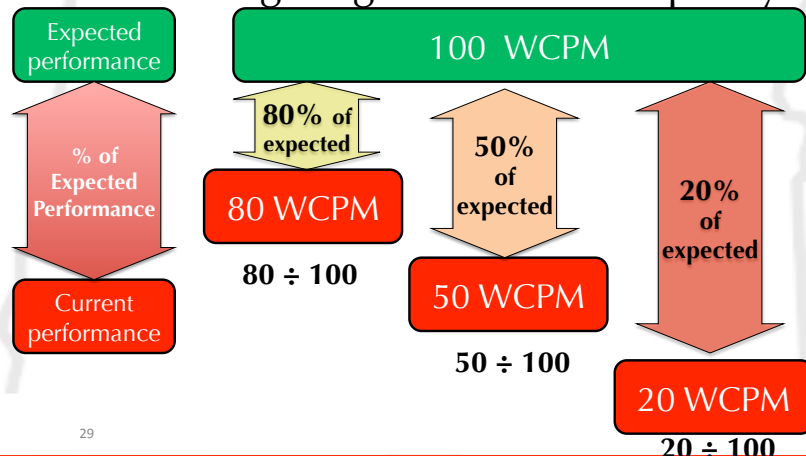
Determining *Significantly* Low Performance

	Guidelines for Significantly Low	
Data	How do they compare to their peers?	How far behind are they?
Universal Screener	Significantly below average on National & Local Norms (15 th percentile or lower)	Discrepancy Ratio around 50% or less
SBAC	Significantly below average	Level 1 or 2
Curriculum & Individual Diagnostic Assessments		Significantly below peers
Achievement Tests	15 th percentile or lower	

**Disclaimer: These criteria are meant to provide general guidance but should not be used as rigid cutscores*

From Individual Problem Solving...

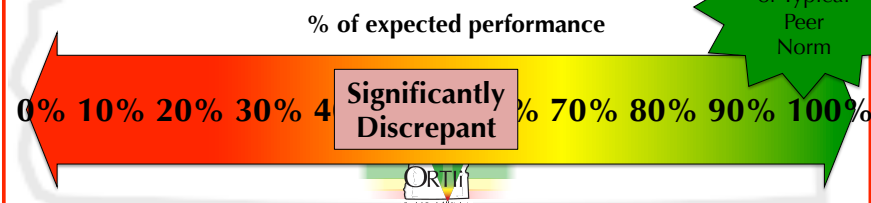
Calculating magnitude of discrepancy



29

How discrepant is “significant”?

- **There is no absolute rule or cutscore**
- There are only ***general guidelines***
 - Students who are performing at 50% or less of expected performance *may be* considered significantly discrepant



Is there a pattern of low skills?

Question	Evidence from Assessment/Score	Low?	Discrepant From Peers?
Does the student exhibit LOW SKILLS ?	CBM/Screening & Progress Monitoring: All Intensive	Y N	Y N
	Core Program: 40% average , class average 90%	Y N	Y N
	Intervention: Passed 65% of checkouts , peers passed 70%	Y N	Y N
	SBAC: Did not meet (8th %ile)	Y N	Y N
	Achievement Tests: 29th %ile overall (SS: 92), 40th %ile on 2 reading subtests (SS: 96)	Y N	Y N
	Other: Phonics Screener: 15% of sounds correct Survey Level Assessment: Instructional Level 3 grades below	Y N	Y N
Preponderance of Evidence?			Y N
Additional Information Needed?	???		

What if the data is mixed?

- ☐ **Smarter Balanced** score is at a Level 1 or a 2
- ☐ **Universal screening** scores (or CBMs) are significantly low as compared to:
 - ☐ National percentile rank for proficiency or research-based benchmark
 - ☐ Typical performance of school/district peers
- ☐ **Core program assessment** scores are significantly low as compared to district/school peers (if available)
- ☐ **Other Achievement Test** results are significantly low as determined by district guidelines
- ☐ **Other Intervention/Instructional data** is significantly low compared to peers in instructional/intervention group(s)
- ☐ Assessment data converge

Consider divergent data source(s) and possible explanations

For Example: Group vs. Individually administered
Timed vs. Untimed
Multiple chances vs. One-time assessment
Accommodations vs. No Accommodations



Evaluation Report: **Low Skills**

Include a description of the following:

1. Student's level of performance
 - CBMs, SBAC, Standardized assessments, Core Program assessments
2. Expected level of performance
 - Benchmarks, Local norm, National norm
3. Discrepancy Ratio and/or percentile rank



Evaluation Report Description

Reid, a 3rd grader, read 30 wcpm (Well Below Benchmark) on his winter DIBELS Next Oral Reading Fluency (ORF). Benchmark in the winter of 3rd grade is 86 wcpm. Reid's performance placed him at the following percentile ranks:

- **6th percentile** as compared to national norms
- **8th percentile** as compared to 3rd grade students in the Sunshine District
- **7th percentile** as compared to 3rd grade students at his school

Additionally, his performance on the ORF measure was significantly discrepant from his classmates and other students in his district. His score ORF scores were:

- **Reid's performance on measures of oral reading fluency is 35 % of what is expected of 3rd grade students in his district.**

Second Question

Low Skills

Slow Progress

Is the student **significantly** different from peers?

Does the student make **less than adequate** progress despite interventions?



Slow Progress: Does the student make **inadequate progress** despite intervention?

OAR Eligibility Requirement: The student does not make sufficient progress to meet age or Oregon grade-level standards based on the student's response to scientific, research-based intervention [581-015-2170 (3)(b)]

Slow Progress Despite Interventions: Is the student making slower than expected progress when appropriate instruction is provided?

Data Sources: Review, Interview, Observe, Test

Slow Progress...

- Rate of progress during intervention is significantly less than expected:
 - ☐ Student Rate of Improvement (ROI) is less than **typical student ROI**
 - ☐ Student Rate of Improvement (ROI) is less than needed **to close the gap between student performance and typical/benchmark performance**
 - ☐ Student Rate of Improvement (ROI) is less than that of **district/school peers**
 - ☐ Student Rate of Improvement (ROI) is less than that of **peers receiving similar intervention support**

...Despite Research-Based Interventions

- ☐ Tier 2/Tier 3 instruction meets requirements of time & intensity
- ☐ Tier 2/Tier 3 instruction matched to student needs
- ☐ Tier 2/Tier 3 instruction provided as designed (fidelity)
- ☐ Resources required to support sufficient growth differ

- ☐ Cumulative Records
- ☐ Report Cards
- ☐ Progress Graph
- ☐ Intervention Plan
- ☐ Intervention Fidelity Data
- ☐ Problem Analysis/Diagnostic Data
- ☐ Instructional Program Data
- ☐ Parent/Teacher/Child/Provider Interview
- ☐ Interview Interventionist
- ☐ Observation during intervention
- ☐ Other:

Slow Progress: Does the student make **inadequate progress** despite intervention?

OAR Eligibility Requirement: *The student does not make sufficient progress to meet age or Oregon grade-level standards based on the student's response to scientific, research-based intervention* [581-015-2170 (3)(b)]



How much progress is **enough**?

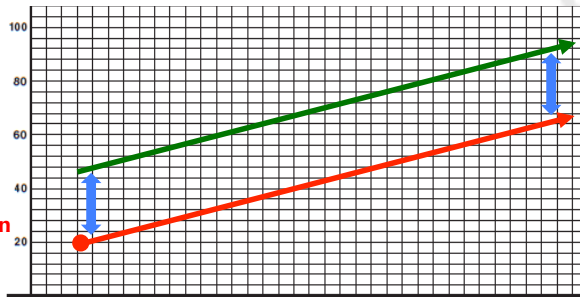
Slow Progress...

- Rate of progress during intervention is significantly less than expected:
 - ☐ Student Rate of Improvement (ROI) is less than **typical student ROI**
 - ☐ Student Rate of Improvement (ROI) is less than needed **to completely close the gap between student performance and typical/benchmark performance (e.g. targeted ROI)**
 - ☐ Student Rate of Improvement (ROI) is less than that of **district/school peers**
 - ☐ Student Rate of Improvement (ROI) is less than that of **peers receiving similar intervention support**
 - ☐ If student is an ELL, student Rate of Improvement (ROI) is less than that of **ELL's with similar language & acculturation**
- ...Despite Research-Based Interventions**
 - ☐ Tier 2/Tier 3 instruction meets requirements of time & intensity
 - ☐ Tier 2/Tier 3 instruction matched to student needs
 - ☐ Tier 2/Tier 3 instruction provided as designed (fidelity)
 - ☐ Resources required to support sufficient growth differ from general education

How much progress is **enough**?

Typical growth rate:
1.4 wcpm per week

Student in intervention
making "typical"
growth

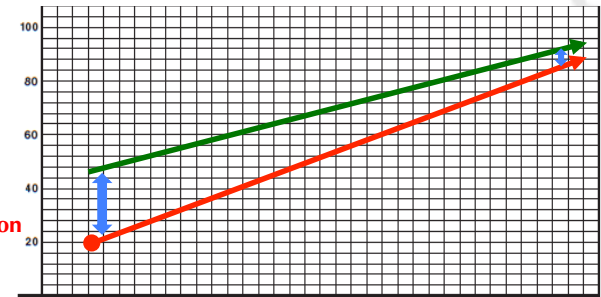


How much progress is **enough**?

Students in interventions must make **more** progress than the typical student in order to close the gap.

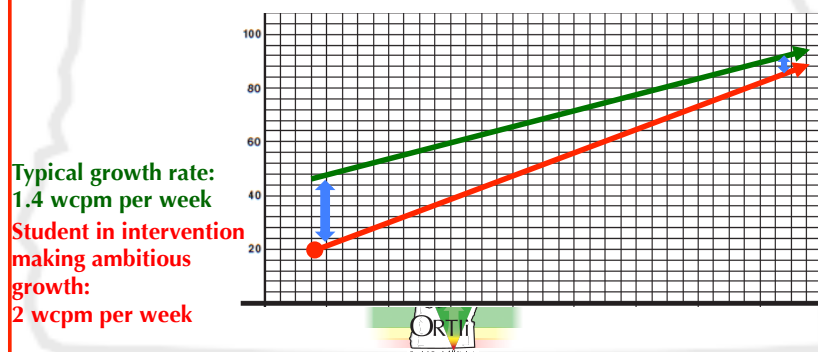
Typical growth rate:
1.4 wcpm per week

Student in intervention
making ambitious
growth:
2 wcpm per week



How much progress is **enough**?

Students in interventions are receiving **more** instructional support than the typical student.

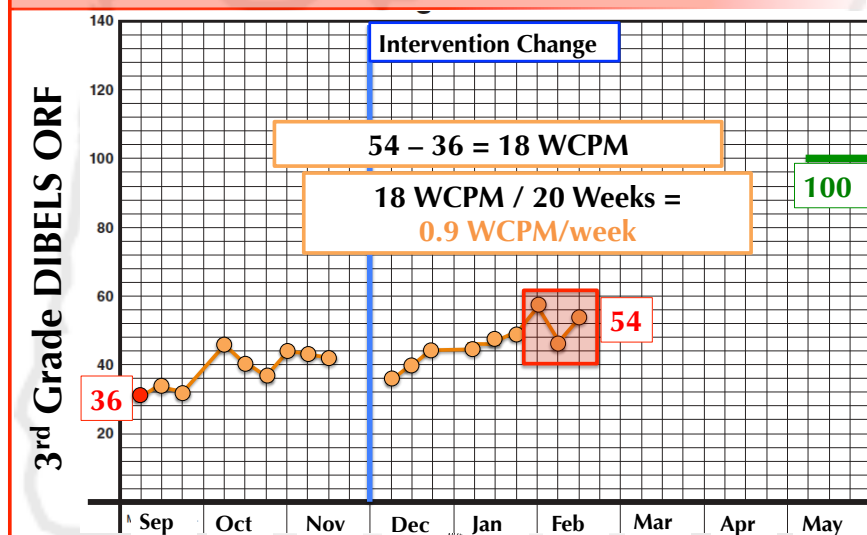


How much progress is **enough**?

In order to answer know how much progress is enough, we need to compare **Rates of Improvement (ROI's)**:

Attained ROI	Actual growth of the target student
<i>as compared to</i>	
Typical ROI	Expected growth of a student who starts the year at benchmark and remains at benchmark through Winter and Spring
Targeted ROI	Growth needed for the student to meet the end-of-year benchmark
Peer ROI	Growth of students receiving the same instruction as the target student

Attained ROI

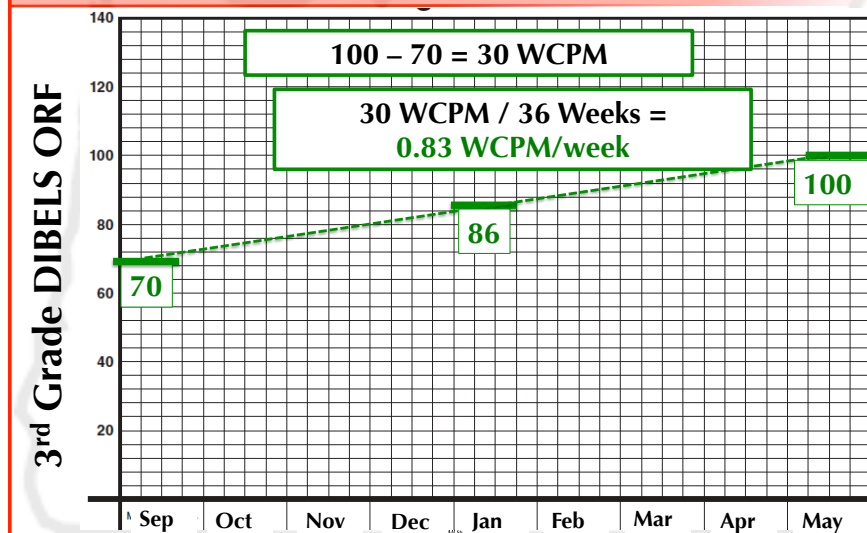


How much progress is **enough**?

In order to answer know how much progress is enough, we need to compare **Rates of Improvement (ROI's)**:

Attained ROI	0.9 WCPM/week
<i>as compared to</i>	
Typical ROI	Expected growth of a student who starts the year at benchmark and remains at benchmark through Winter and Spring
Targeted ROI	Growth needed for the student to meet the end-of-year benchmark
Peer ROI	Growth of students receiving the same instruction as the target student

Typical ROI

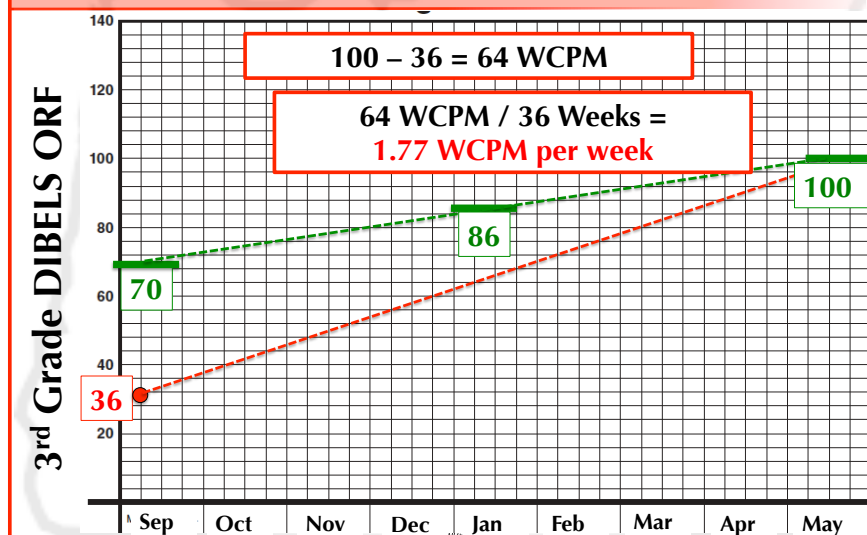


How much progress is enough?

In order to answer know how much progress is enough, we need to compare Rates of Improvement (ROI's):

Attained ROI	0.9 WCPM/week
as compared to	
Typical ROI	0.83 WCPM/week
Targeted ROI	Growth needed for the student to meet the end-of-year benchmark
Peer ROI	Growth of students receiving the same instruction as the target student

Targeted ROI

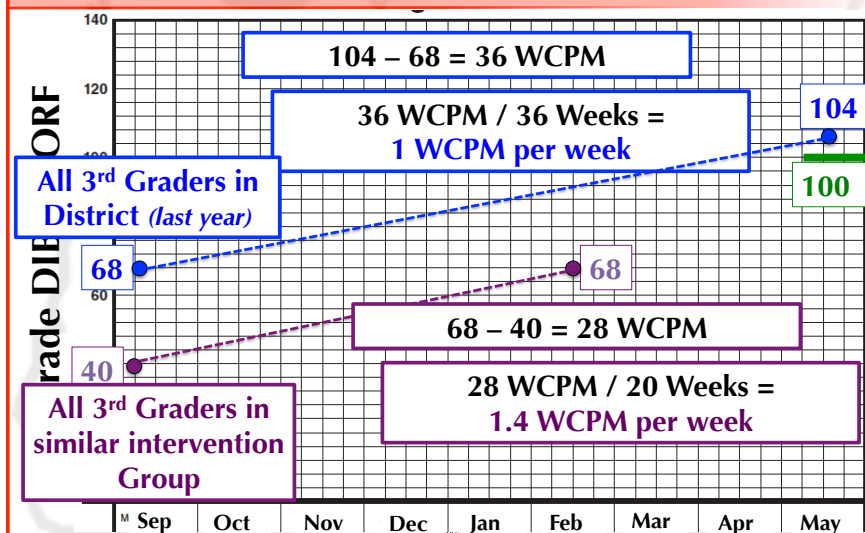


How much progress is enough?

In order to answer know how much progress is enough, we need to compare Rates of Improvement (ROI's):

Attained ROI	0.9 WCPM/week
as compared to	
Typical ROI	0.83 WCPM/week
Targeted ROI	1.77 WCPM/week
Peer ROI	Growth of students receiving the same instruction as the target student

Peer ROI



How much progress is **enough**?

In order to answer know how much progress is enough, we need to compare

Rates of Improvement (ROI's):

Attained ROI	0.9 WCPM/week
as compared to	
Typical ROI	0.83 WCPM/week
Targeted ROI	1.77 WCPM/week
Peer ROI	1 WCPM/week 1.4 WCPM/week

Comparisons

Comparison	ROI (WCPM/week)
Targeted ROI	1.77
Peer ROI (Intervention Group)	1.4
* Peer ROI (Similar ELL)	1.25
Peer ROI (All District)	1
Attained ROI	0.9
Typical ROI	0.83



Comparison to Similar students

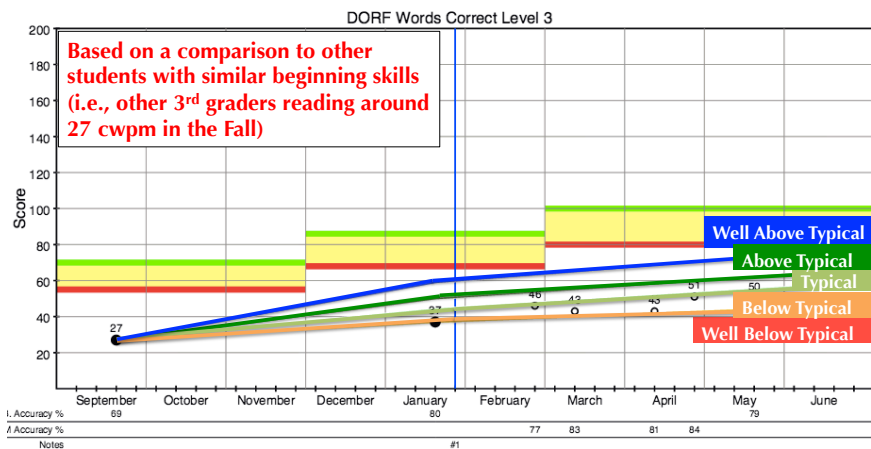
- How does a student's growth compare to students with similar educational difficulties?
 - DIBELS Pathways to Progress



DIBELS Next (Pathways of Progress)

Grade: Third Grade
Year: 2014-2015

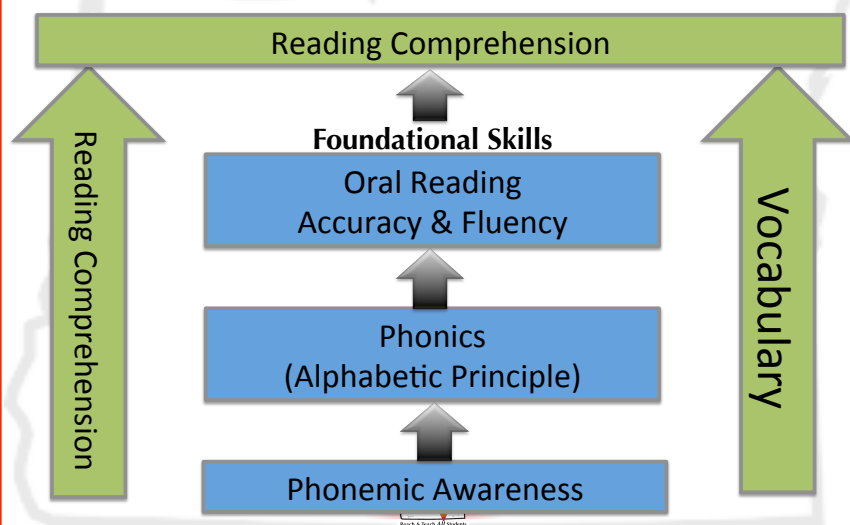
- Benchmark Score
- Progress Monitoring Score
- ▲▲ Score Above Graph Boundary
- Pathways of Progress
- Benchmark Goal
- Cut Point for Risk
- Instructional Support Change Line
- Individual Goal



Slow Progress

Questions	Does the student make "adequate" progress?			
Does the student exhibit SLOW PROGRESS?	What is the student's Attained Rate of Improvement (ROI)?:			
	End performance - Beginning performance / # of Instructional Weeks = Attained ROI			
	23 WCPM	/	22	= 1.04
	(Circle One)			
	The Typical ROI is: 1.2	which is...	...Less than the Attained ROI	...Greater than the Attained ROI
	Target ROI is: 1.75	which is...	...Less than the Attained ROI	...Greater than the Attained ROI
Intervention Matched to student need?	Peer (District) ROI: 1.3	which is...	...Less than the Attained ROI	...Greater than the Attained ROI
	Peer (Intervention Group) ROI: 1.4	which is...	...Less than the Attained ROI	...Greater than the Attained ROI
	Intervention time & intensity appropriate?			
	Intervention delivered with fidelity?			
Preponderance of Evidence?				Y N
Additional Information Needed				

Intervention Matched to Student Need



Slow Progress

Questions	Does the student make "adequate" progress?			
Does the student exhibit SLOW PROGRESS?	What is the student's Attained Rate of Improvement (ROI)?:			
	End performance - Beginning performance / # of Instructional Weeks = Attained ROI			
	23 WCPM	/	22	= 1.04
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	The Typical ROI is: 1.2	which is...	...Less than the Attained ROI	...Greater than the Attained ROI
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	Peer (Intervention Group) ROI: 1.4	which is...	...Less than the Attained ROI	...Greater than the Attained ROI
	Intervention time & intensity appropriate?			
	Intervention delivered with fidelity?			
Preponderance of Evidence?				Y N
Additional Information Needed				

Intervention **Time & Intensity** Appropriate

- ***In addition to 90 minutes*** of research-based **core** instruction
 - Minimum of 30-45 minutes of daily, supplemental/targeted interventions using:
 - Explicit, systematic, **evidence-based** curricular materials
 - **Evidence-based** instructional strategies
 - How many instructional sessions/weeks was the intervention provided for?



Slow Progress

Questions	Does the student make "adequate" progress?			
Does the student exhibit SLOW PROGRESS?	What is the student's Attained Rate of Improvement (ROI)?:			
	End performance - Beginning performance / # of Instructional Weeks = Attained ROI			
	23 WCPM		/	22 = 1.04
	(Circle One)			
	The Typical ROI is: 1.2	which is...	...Less than the Attained ROI	...Greater than the Attained ROI
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Peer (District) ROI: 1.3	which is...	...Less than the Attained ROI	...Greater than the Attained ROI	
Peer (Intervention Group) ROI: 1.4	which is...	...Less than the Attained ROI	...Greater than the Attained ROI	
Intervention Matched to student need?				<input checked="" type="radio"/> Y <input type="radio"/> N
Intervention time & intensity appropriate?				<input checked="" type="radio"/> Y <input type="radio"/> N
Intervention delivered with fidelity?				<input type="radio"/> Y <input type="radio"/> N
Preponderance of Evidence?				<input type="radio"/> Y <input type="radio"/> N
Additional Information Needed				

Intervention **Delivered with Fidelity**

- Were the interventions delivered as intended?
- How do we assess fidelity?
 - Are most students making progress?
 - Interventionist completes fidelity checklist (*Self-report*)
 - Observer complete fidelity checklist (*Observation*)
 - Video observation



Slow Progress

Questions	Does the student make "adequate" progress?			
Does the student exhibit SLOW PROGRESS?	What is the student's Attained Rate of Improvement (ROI)?:			
	End performance - Beginning performance / # of Instructional Weeks = Attained ROI			
	23 WCPM		/	22 = 1.04
	(Circle One)			
	The Typical ROI is: 1.2	which is...	...Less than the Attained ROI	...Greater than the Attained ROI
	Target ROI is: 1.75	which is...	...Less than the Attained ROI	...Greater than the Attained ROI
Peer (District) ROI: 1.3	which is...	...Less than the Attained ROI	...Greater than the Attained ROI	
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Intervention Matched to student need?				<input checked="" type="radio"/> Y <input type="radio"/> N
Intervention time & intensity appropriate?				<input checked="" type="radio"/> Y <input type="radio"/> N
Intervention delivered with fidelity?				<input checked="" type="radio"/> Y <input type="radio"/> N
Preponderance of Evidence?				<input checked="" type="radio"/> Y <input type="radio"/> N
Additional Information Needed		???		



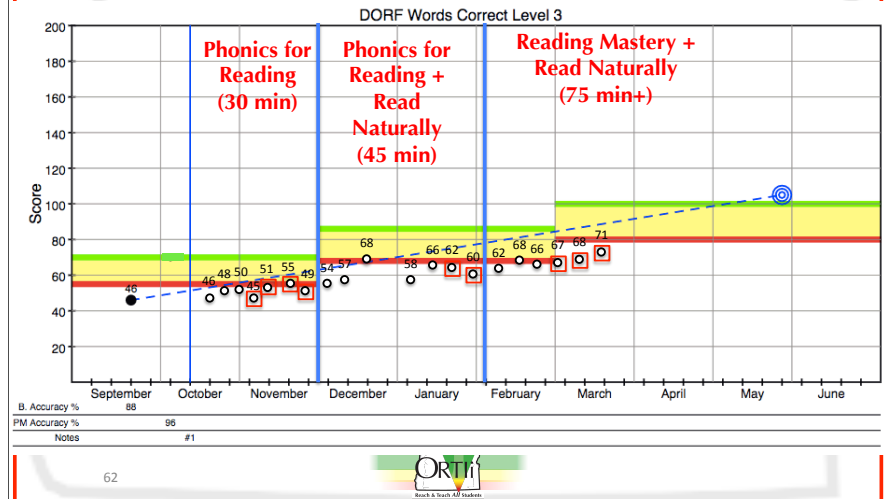
Evaluation Report: **Slow Progress**

Include a description of the following:

- For each intervention provided:
 - Student rate of improvement
 - Expected rate of improvement
 - A description of the intervention
 - What intervention strategies resulted in the largest amount of growth
 - Fidelity data



Progress Monitoring Data



Eval Report Example: **Slow Progress**

Intervention	Dates	Group Size	Duration	Attained ROI (Student growth)	Expected ROI (Intervention Group growth)
Phonics for Reading	10/5 – 11/29	7	30 min daily	.42 WCPM/Week	1.4 WCPM/Week
Phonics for Reading & Read Naturally	1/15 – 3/2	7	PFR – 30 min daily RN – 15 min daily	1.1 WCPM/Week	1.4 WCPM/Week
Reading Mastery + Read Naturally (see below)	3/10 – 5/1	4	RM – 60 min daily RN – 15 min daily Core Small Group - 20 min daily	1.25 WCPM/Week	1.4 WCPM/Week



Eval Report Example: **Slow Progress**

Reid has received reading intervention since the beginning of his 2nd grade school year. An initial 30 minutes of reading intervention daily was provided. To increase growth, 15 minutes of fluency instruction/practice was then added. The Individual Problem Solving (IPS) Team then tried to accelerate student growth by providing 60 minutes of Reading Mastery and 20 minutes of more core small group time, bringing total reading intervention time to 75 minutes/day, in addition 30 minutes of whole group and 60 min of small group core instruction daily. Multiple observations of the interventions indicated that they were delivered with a high degree of fidelity (all observations above 85% fidelity). Through all 3 interventions, Reid's growth was not at a rate comparable to his peers, thus he was supported through various methods of intensifying the instruction. His performance indicates a need for intensive reading support with resources in addition to general education.

Third Question

Low Skills

Slow Progress

Instructional Need

Is the student *significantly* different from peers?

Does the student make *less than adequate* progress despite interventions?

Does the student need *specialty designed instruction*?



Does the student need **Specially Designed Instruction**?

Instructional Need

OAR Eligibility Requirement: *The child needs special education services as a result of the disability* [581-015-2170 (4)(b)]

Instructional Need: Does the student have instructional needs that require specially designed instruction: content, methodology, and/or delivery?

Data Sources: Review, Interview, Observe, Test

- ☐ **Instructional** needs beyond core instruction are identified
 - More frequent repetition of concepts & skills, more explicit instruction, etc.
- ☐ **Curriculum** content needs (concepts & skills) are identified as below grade level
- ☐ **Environmental** needs are identified (or are not applicable)
 - Reduced teacher/staff ratio, different setting, etc.
- ☐ **Learning** supports needed are identified (or are not applicable)
 - Individualized reinforcement system

- ☐ Review of curricula
- ☐ Problem Analysis/Diagnostic Data
- ☐ Teacher/Child/Parent/Provider Interview
- ☐ Observation in instructional setting
- ☐ Work samples
- ☐ Other:



Instructional Need: Does the student *need* Special Education services?

OAR Eligibility Requirement: *The child needs special education services as a result of the disability* [581-015-2170 (4)(b)]



Need for Special Education services

- ☐ **Instructional** needs beyond core instruction are identified
 - More frequent repetition of concepts & skills, more explicit instruction, etc.
- ☐ **Curriculum** content needs (concepts & skills) are identified as below grade level
- ☐ **Environmental** needs are identified (or are not applicable)
 - Reduced teacher/staff ratio, different setting, etc.
- ☐ **Learning** supports needed are identified (or are not applicable)
 - Individualized reinforcement system

What does the student *need* to be successful?



What is Specially Designed Instruction?

- Federal Definition: *adapting the.....*
 - Content
 - Methodology
and/or
 - Delivery of instruction



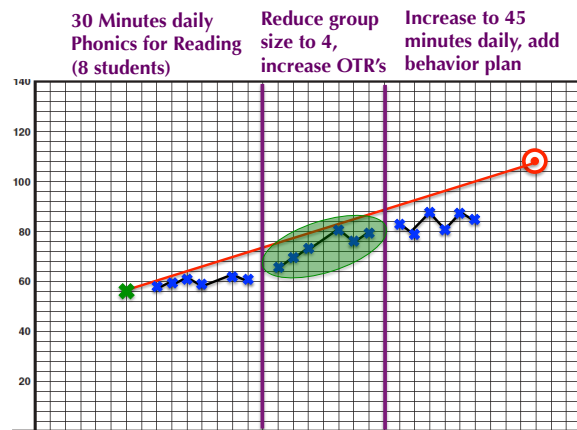
What is Specially Designed Instruction?

Additional components:

1. Needs to be truly *necessary* rather than merely beneficial
2. Designed or implemented by certified special education personnel
3. Not available regularly in general education



What conditions result in the most growth?



Instructional Need?

How do you distinguish if it is an instructional need (i.e. Beyond the scope of what general education can provide)?



How you determine instructional need?

- It comes down to the balance: How does the *weight* of the intervention compare to the *rate of progress*?



Instructional Need?

Question:	Evidence/Data of Need	Different than typically provided in general ed?	
Does the student have an Instructional Need for special education services?	Instruction/Methodology	Y	N
	Curriculum/Content	Y	N
	Environment/Delivery	Y	N
Additional Information Needed?		Beyond what general ed can provide?	
		Y	N

Instructional Need?

Question:	Evidence/Data of Need	Different than typically provided in general ed?	
Does the student have an Instructional Need for special education services?	Instruction/Methodology: Reading Mastery 5 days a week/ 60 minutes in addition to core: increased explicitness, OTRs	Y	N
	Curriculum/Content Intervention: Reading Mastery (65% passing rate) Diagnostic: 15% sounds (cvc) PM: ORF (1.1 WCPM/week), cohort (2.2 wcpm) OAKS: 8 th percentile	Y	N
	Environment/Delivery Small group instruction: group of 4	Y	N
Additional Information Needed?		Beyond what general ed can provide?	
		Y	N

Evaluation Report: Instructional Need

Include a description of the student's needs:

- Instruction
 - The strategies that resulted in the most student growth
- Curriculum
 - The specific skills/strategies that the student needs to master
- Environment
 - The learning environment that the student needs to be successful
- Additional learning supports
 - Any additional supports/collaborations that are needed

If found eligible, this section of the report should be directly tied to the student's IEP (e.g., specially-designed instruction, related services, accommodations, and supplementary aids and services)



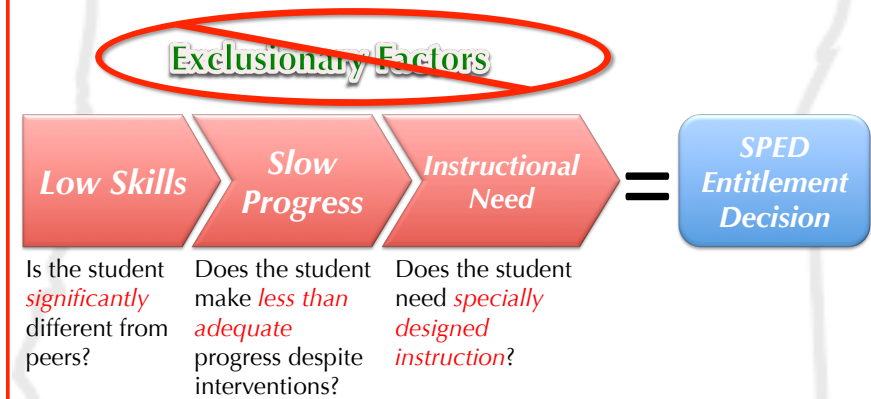


Eval Report Example: Instructional Need

Reid's skills and rate of progress are significantly below grade level. He does appear to benefit from repeated instruction, repeated modeling, high rates of having an opportunity to respond to instruction (10 opportunities per minute), and frequent positive feedback for correct academic responding of identified skills in reading in a small group for 60 additional minutes per day. This support is beyond the scope of what general education supports can provide.



Rule out Exclusionary Factors



Exclusionary Factors: Has the student had ample opportunity to learn?

Exclusionary Factors

OAR Eligibility Requirement: A determination of whether the primary basis for the suspected disability is (i) a **lack of appropriate instruction** in reading (including the essential components of reading) or math; or (ii) **Limited English proficiency** [581-015-2170 (5)(g)]

Appropriate instruction: Has student had ample opportunity to learn?

Data Sources: Review, Interview, Observe, Test

- ☐ Appropriate instruction provided in general education setting (core & intervention instruction)
- ☐ Concerns pervasive (exist across settings or providers, etc.)
- ☐ Consistent attendance during instruction
- ☐ Primary cause is not limited English Proficiency
- ☐ Primary cause is not visual, hearing, or motor impairment, mental retardation, emotional disturbance, cultural factors, or environmental or economic disadvantage.

- ☐ Cumulative Records
- ☐ Attendance Records
- ☐ Report Cards
- ☐ Parent/Teacher/Child/Provider Interview
- ☐ Observation of general education instruction
- ☐ Progress monitoring data from cohort students
- ☐ Intervention documentation
- ☐ Other:



Exclusionary Factors: Has the student had ample opportunity to learn?

OAR Eligibility Requirement: A determination of whether the primary basis for the suspected disability is (i) a **lack of appropriate instruction** in reading (including the essential components of reading) or math; or (ii) **Limited English proficiency** [581-015-2170 (5)(g)]



Primary cause is not due to *Lack of Appropriate Instruction*

- Misconception
 - Need to be at 80% on universal screening assessments to indicate student has had appropriate instruction
- Fact
 - Cannot deny an evaluation solely based on the percentage of students at benchmark
 - What if the district is at 50% of students at benchmark?, 30%?
 - does not mean there are no students who need special education services)



What do we mean by **appropriate instruction**?

- (i) A lack of appropriate instruction in reading , including in the essential components of reading instruction

Explicit & systematic instruction in the Big 5.....

- Phonemic awareness
- Phonics
- Vocabulary development
- Reading fluency
- Reading comprehension strategies



Primary cause is not due to *Limited English Proficiency*

Cohort groups

- *How do their skills and growth compare to students with similar language, acculturation, etc.?*

5 L's

- *Language (native)*
- *Level of native language proficiency*
- *Level of English language proficiency*
- *Length of time in school*
- *Length of time in country*



Primary cause is not due to *Limited English Proficiency*

To learn more come to:

Special Considerations for English Learners in the SLD Eligibility Process

Friday, 9:15 – 10:30 in Studio B/C



Is there any other possible reason why the student is struggling?

Intellectual Disability
Hearing Impairment
Vision Impairment
Deaf Blindness
Communication Disorder
Emotional Disturbance
Orthopedic Impairment
Traumatic Brain Injury
Other Health Impairment
Autism Spectrum Disorder
Specific Learning Disability



Primary cause is not due to *other factors*

Factors

- Attendance
- Vision/hearing
- Motor impairment
- Emotional Disturbance
- Cultural Factors
- Environment or Economic Disadvantage

Data sources

- Health screenings
- Medical reports
- Developmental history
- Parent interviews

Is there any other possible reason why the student is struggling?



**Evaluation Report:
Exclusionary Factors**



Include a description of the following:

1. The effectiveness of general ed instruction (e.g., fidelity, instructional strategies observed, etc)
2. Attendance
3. English proficiency & acculturation (if appropriate)
 - Growth as compared to peers with similar backgrounds
4. Evidence from developmental history, medical reports, health screenings, parent interviews that rule out other exclusionary factors.



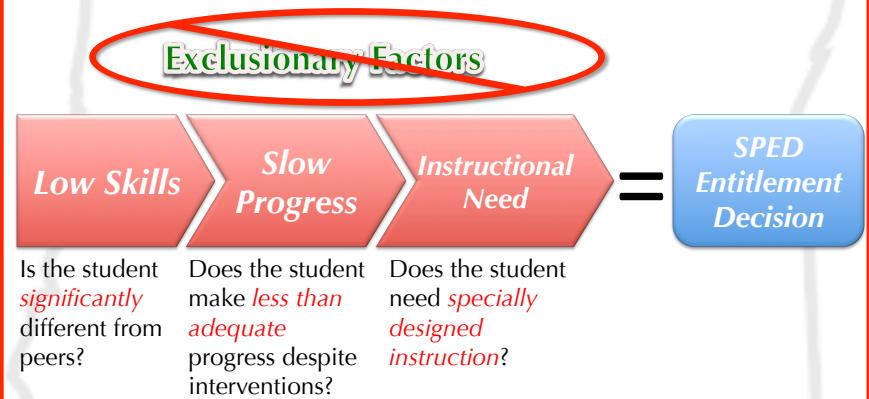
Eval Report: Exclusionary Factors

Reid has passed his most recent hearing and vision screenings. Overall, Reid is very healthy and only goes to the doctor when needed. He has had good attendance throughout his school career. It was noted in the problem solving meeting that he has a hard time focusing and gets distracted by others around him. His attention improved when he was given frequent feedback on his goal through a check-in/check-out plan.

Determining Eligibility: pulling it all together



Three key questions



Questions?



Questions?

- Nicole Kaye, ORTII Implementation Coach: nkaye@roseburg.k12.or.us
- Sally Helton, ORTII Implementation Coach: shelton@tsd.k12.or.us

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