Procedural Guidelines for Specific Learning Disabilities Identification

Response to Intervention (RtI) Guidance

Pattern of Strengths and Weaknesses (PSW) Guidance

Genesee County Association of
Special Education Administrators

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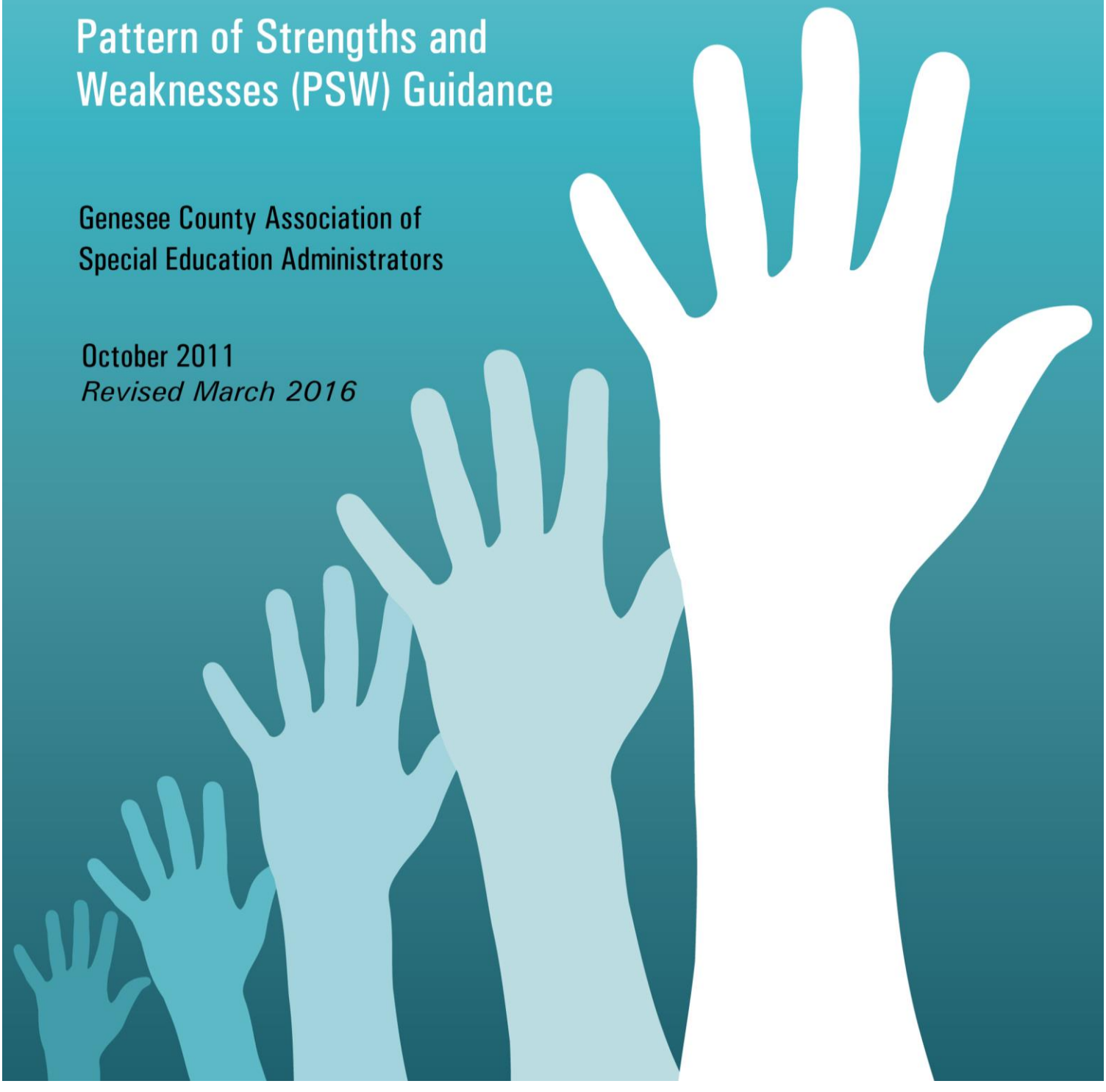


Table of Contents

Genesee County Association of Special Education Administrators would like to extend their appreciation to the committee members involved in putting these guidelines together. Recognition also to the following organizations for providing resources throughout these guidelines:

- **Wayne County RESA**
- **Oakland County Schools**
- **Colorado Department of Education**
- **Michigan Department of Education**

Section 1

1.1 The Laws

The laws and rules regarding the identification of students with specific learning disabilities have changed. The IDEA of 2004 created new options for the identification of students with specific learning disabilities. The most current definitions of learning disabilities follow:

Federal Definition of Specific Learning Disabilities

§ 300.309 Determining the existence of a specific learning disability.

(a) The group described in § 300.306 may determine that a child has a specific learning disability, as defined in § 300.8(c)(10), if—

(1) The child does not achieve adequately for the child's age or to meet State-approved grade level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade level standards:

(i) Oral expression.
(ii) Listening comprehension.
(iii) Written expression.
(iv) Basic reading skill.
(v) Reading fluency skills.
(vi) Reading comprehension.
(vii) Mathematics calculation.
(viii) Mathematics problem solving.

(2) (i) The child does not make sufficient progress to meet age or state approved grade level standards in one or more of the areas identified in paragraph (a)(1) of this section when using a process based on the child's response to scientific, research based intervention; or

(ii) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with §§ 300.304 and §§ 300.305; and

(3) The group determines that its findings under paragraphs (a) (1) and (2) result of—

(i) A visual, hearing, or motor disability;
(ii) Mental retardation;
(iii) Emotional disturbance;
(iv) Cultural factors;
(v) Environmental or economic disadvantage; or
(vi) Limited English proficiency.

(b) To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation described in §§ 300.304 through §§ 300.306

(1) Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
(2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

The public agency must promptly request parental consent to evaluate the child to determine if the child needs special education and related services, and must adhere to the timeframes described in §§ 300.301 and § 300.303, unless extended by mutual written agreement of the child's parents and a group of qualified professionals, as described in § 300.306(a)(1)—

(1) If, prior to a referral, a child has not made adequate progress after an appropriate period of time when provided instruction, as described in paragraphs (b)(1) and (b)(2) of this section; and
(2) Whenever a child is referred for an evaluation.
(Authority: 20 U.S.C. 1221e–3; 1401(30); 1414(b)(6))

1.2 Changes in Specific Learning Disability (SLD) Identification

Michigan Definition of Specific Learning Disabilities

R 340.1713 Specific learning disability defined; determination.

Rule 13. (1) "Specific learning disability" means a disorder in 1 or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of cognitive impairment, of emotional impairment, of autism spectrum disorder, or of environmental, cultural, or economic disadvantage.

(2) In determining whether a student has a learning disability, the state shall:
(a) Not require the use of a severe discrepancy between intellectual ability and achievement.
(b) Permit the use of a process based on the student's response to scientific, research-based intervention.
(c) Permit the use of other alternative research-based procedures.

(3) A determination of learning disability shall be based upon a comprehensive evaluation by a multidisciplinary evaluation team, which shall include at least both of the following:

(a) The student's general education teacher or, if the student does not have a general education teacher, a general education teacher qualified to teach a student of his or her age or, for a student of less than school age, an individual qualified by the state educational agency to teach a student of his or her age.
(b) At least 1 person qualified to conduct individual diagnostic examinations of students, such as a school psychologist, an authorized provider of speech and language under R 340.1745(d), or a teacher consultant.

Guidance for Addressing Recommendations from Outside Reports

When presented with reports from outside agencies that pose a diagnosis of a specific learning disability, there are steps the team may consider to ensure that decisions of the school are consistent with legal requirements and educationally relevant. There may be situations in which the recommendations from outside reports may be clinically meaningful but not relevant to schools. Definitions of specific learning disability in clinical settings are in accordance with diagnostic criteria that adhere to medical models. Schools must adhere to definitions of learning disability from Federal and State rules. Educational criteria of disability require extensive documentation of classroom performance. It is entirely possible for an individual to have characteristics of a disability but not be eligible for special education because the student is able to benefit from instruction in general education without special education services, supports, modifications or programs.

Teams must consider the information and recommendations from the outside report. This does not mean that the team must accept all recommendations as directions for their actions. The team has the responsibility to review the information relative to State and Federal rules, county guidelines, local district procedures, and within the context of the multiple information sources that are integral to the determination of a specific learning disability. The team may take the following steps to address recommendations from outside agencies.

- Begin with a Review of Existing Education Data (REED).
- Review the information in the report.
- Seek information from existing school records and current classroom performance data.
- Review student progress toward State standards using state and local assessments.
- Obtain a report from the teacher on student performance.
- Request input from the parent.
- Determine the additional tests and evaluation components the team will need to complete the comprehensive assessment of the student.
- Conduct at least one classroom observation by a member of the team.
- Locate or collect repeated measures of student performance with results

provided to parents.

- Apply County Guidance and local procedures to the analysis of all information. Answer the question, "Is the student able to benefit from instruction without special education?"
- The multi-disciplinary team will then offer the appropriate recommendation as to whether or not the student is eligible for special education.
- The IEP team will determine the eligibility and the IEP team will determine the goals, modifications, supports, services, and programs that are most appropriate to meeting the needs of the student.

Guidance for Applying New Criteria to Reevaluations

To ensure compliance with the requirements of the Individual's with Disabilities Education Act (IDEA 2004), three year reevaluation teams must systematically review the implementation and appropriateness of the IEP and the student's progress in relationship to the goals and interventions established by the IEP.

Steps: Districts will use the Review of Existing Education Data (REED) format to determine the need to conduct a comprehensive reevaluation.

If the student is demonstrating slow progress and requires extensive support from special education, then a reevaluation may not be indicated, and must be documented on the REED.

If a parent or team member is requesting evaluation to consider a change in eligibility, a reevaluation consisting of a full and individual evaluation must be conducted.

A reevaluation IEP must be held within three (3) years of the initial or last redetermination IEP meeting, but more often if conditions warrant (i.e., at the request of the student's parent or teacher).

The team must always consider the student's ability to benefit from instruction without special education services in making redetermination decisions.

Application of Previous Criteria: The team will need to review the criteria under which the student was initially identified as a student with a specific learning disability. If, when the criteria are applied relative to present student performance, it appears to be most beneficial to the student to continue to apply the previous criteria, then the recommendation of the team must be to apply the previous criteria.

Application of New Criteria: If, the application of the new criteria, in combination with current performance data seems to provide a more relevant and appropriate schema for defining the

student's ability to benefit from instruction and the student will not lose the benefits of a free appropriate public education by the change in criteria, then the team may choose to apply the new criteria.

Please refer to Appendix A – Michigan Department of Education Requirement to Make Public School District Processes for Determining the Existence of a Specific Learning Disability.

Section 2

2.1 Quality Instruction

One of the unique features to the new definition of learning disability is the requirement for teams to ensure that the underachievement is not due to a lack of appropriate instruction in reading or math. To meet this assurance, the team must consider:

> (1) Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
> (2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

Appropriate Instruction in Regular Education Settings Delivered by Qualified Personnel

Research has shown that the majority of students can successfully learn in the general education classroom environment when the curriculum is delivered through high quality, scientific, research-based instruction. Combining core instruction with effective interventions is key to achieving student success.

All students are engaged in challenging and purposeful learning through the *general education curriculum.* In Michigan, the Michigan Curriculum Framework articulates a vision for all students by describing the knowledge and abilities needed to be successful in today's society.

Michigan's vision for K-12 education states:

> *Michigan's K-12 education will ensure that all students will develop their potential in order to lead productive and satisfying lives. All students will engage in challenging and purposeful learning that blends their experiences with content knowledge and real-world applications in preparation for their adult roles, which include becoming:*
>
> *Literate individuals*
> *Healthy and fit people*
> *Responsible family members*
> *Productive workers*
> *Involved citizens*
> *Self-directed, lifelong learners*

Each school district adopts a local curriculum that is aligned to the Michigan Curriculum Framework and/or Common Core State Standards (CCSS).

Curriculum refers to what is taught. It is the content that teachers teach and what students are expected to learn. This domain includes content arrangement and pace of steps leading to the stated outcomes of study. The skills and information that are the content focus are assessed and measured.

Before instruction can be aligned with student needs, an appropriate curriculum that has been carefully selected should be in place. To assure curriculum alignment, the school or school district needs to:

- Make sure that the curriculum is aligned and matches appropriate state and district standards and benchmarks.
- Be certain that core components are introduced and reinforced at appropriate levels within the curriculum.
- See that the curriculum is taught consistently in all of the classrooms.

Instruction is <u>how</u> curriculum is taught. Instruction includes the science and the art of teaching. Effective instructional practices focus on teaching skills in a specific order and within specific time periods. Using research-based methodologies is the science of teaching. Finding ways to motivate and engage students in active, purposeful learning is the art of teaching. This domain includes the selection and use of materials that enables both the science and art of teaching to occur.

Assessment is essential to determine if students have acquired the content knowledge and achieved the stated outcome. The data from ongoing assessments drive instructional practices.

Instruction should be examined for effectiveness starting with the whole group. Some guiding questions are:

Have the research-based practices been shown to increase student performance?
Have effective practices been implemented with fidelity in ways that students will benefit?
Do materials have documented efficacy?
Has a sufficient amount of instructional time been allotted for curriculum implementation?
Is instruction tailored to meet students' current levels of knowledge?
Is instruction organized so that prerequisite skills are taught sequentially?

Research-Based Interventions and Research-Based Practice. A research-based intervention is an intervention that produces reliable and valid data that suggests when the intervention is used with a particular group of students adequate gains can be expected. To be considered a research-based intervention in the RtI Model, the instructional program, instructional practices and strategies must be school-based, prescriptive, and have a clear record of success.

Effective interventions are:
- supported by school staff, including administrators;
- based in theory and are developmentally appropriate;

- designed to impact the factors that are thought to lead to the problem;
- integrated with other interventions;
- supported with sufficient time & energy to address the problem;
- implemented by people who have had sufficient training;
- implemented with fidelity;
- monitored to ensure that individual student outcome improves.

There is only one curriculum-the general education curriculum. All students, including students with special needs, will access the general education curriculum with varying degrees of support within the Response to Intervention framework.

The term "qualified personnel" refers to the definition of "highly qualified personnel" from the No Child Left Behind legislation of 2001. The teacher is college educated, certified by the state of Michigan, and has demonstrated competencies in the core content areas of instruction.

Data demonstrating that the student was provided with appropriate instruction in regular education settings, delivered by qualified personnel would reside in existence of the above listed indicators of effectiveness as documented in school improvement planning and the district model for the implementation of Response to Intervention.

Documentation of Repeated Assessments of Achievement at Reasonable Intervals

Data-based documentation of repeated assessments may include response to intervention progress monitoring results, in-class tests based on state standards, benchmark assessment, criterion-referenced measures or other regularly administered assessments.

Data from repeated assessments used in the eligibility process should typically have been administered at evenly-spaced intervals over a reasonable period of time. A reasonable period of time may typically fall within a 9 to 12 week period. Schools are not limited to such a time frame and should follow the requirements of the particular instruction program or assessment process in use by the district.

Classroom Assessments and Progress Monitoring Data

Student data is crucial in order to

- Make accurate decisions about the effectiveness of general and remedial education instruction and interventions;
- Undertake early identification/intervention with academic and behavioral problems;
- Prevent unnecessary and excessive identification of students with disabilities;
- Make decisions about eligibility for special programs, including special education services;

- Determine individual education programs and deliver and evaluate special education services. (NASDE Blueprints for Schools, 2008)

Screening Assessments can be given to all students in the fall, winter, and spring. The purpose of the screening is to identify students who might be at risk for academic failure. Local school norms are how a specific school performs on the universal screening data. Schools should look at their local norms in relation to the district and state or national norms and then determine a rate of increase.

Diagnostic Assessments can be administered to those students found at-risk to further identify the specific areas of weakness.

Progress Monitoring is a scientifically based practice that is used to assess student's academic and/or behavior performance and evaluate the effectiveness of instruction.

To implement progress monitoring, the student's current levels of performance are determined and goals are identified for learning that will take place over time. The student's academic performance is measured on a regular basis (weekly or monthly, depending on the tier of intervention). Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.

Progress monitoring can be implemented with individual students or an entire class. Progress monitoring data should be more specific and administered more often as students are assigned to more specialized instructional interventions.

In new conceptions of learning disability identification practices, data are collected over time to sample student rate of learning and performance relative to peers. Learning patterns, as revealed in these multiple assessments inform the group as to the student's responses to instruction. Evaluation practices move from being an event to a process for improving the context of learning for the individual student.

A well designed RtI framework provides a continuum of academic and behavioral supports for all students. Appropriate instruction/interventions are matched to a student's needs. The level of service is adjusted as a student's needs change. The movement between tiers is fluid and flexible. A student should not remain at one tier for an indefinite period of time. Parents are informed about their child's progress and decisions to have the student move or remain at a tier are based on the student's performance data.

The following figure shows how interventions for students may vary based on student performance at different points in time. Student placement into and out of the tiers of intervention should be fluid and responsive to the data probes.

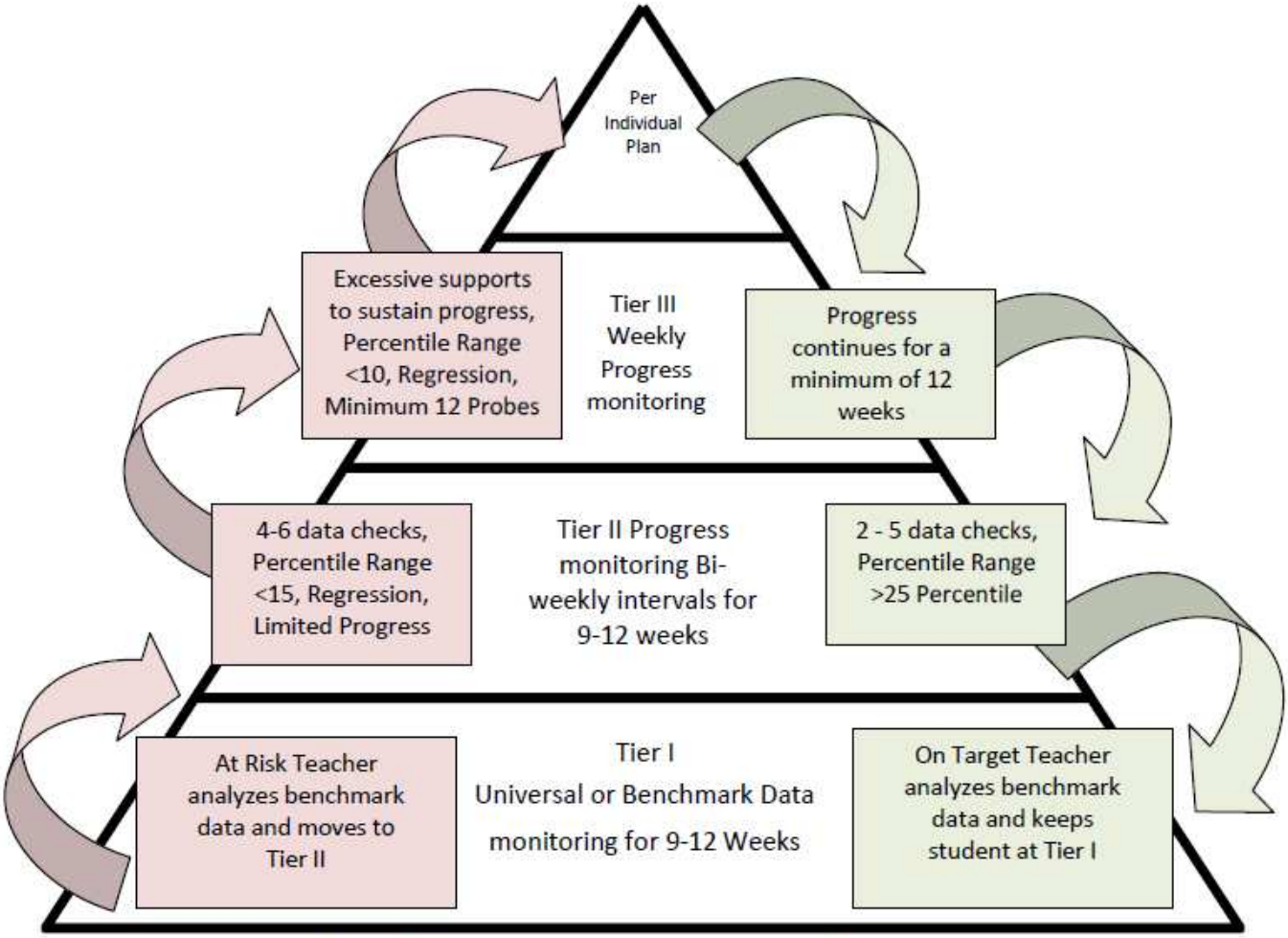


Figure 2. Using data to make intervention decisions for students.

INDICATORS OF APPROPRIATE INSTRUCTION AND DOCUMENTATION				
		Indicators	**Evidence for Documentation**	**If information is not available, what can be done to meet requirement**
Scientifically Based Core Instruction and Effective Instructional Methods	**Highly-qualified Teacher**	Meets ESEA highly qualify standards and has been trained in curriculum materials	School principal and Public Reporting	During the evaluation period, ensure appropriate research-based instruction using qualified personnel in the general education setting to determine how the student learns within a solid general education program. Document through progress monitoring data the results of the instruction and/or intervention. Document the nature of the instruction (i.e., group size, instructional focus, response) to inform educational needs of the student.
	Curriculum	District curriculum is aligned to state standards and has a well-defined scope and sequence with units of study	**Review:** district curriculum and the curriculum review and adoption process, professional development plan to support implementation. **Interview:** teachers, curriculum specialist (to document curriculum aligned to grade level expectations), principal (to document observations of flexible grouping, scaffolding of instruction, and lesson plans that reflect a range of strategies and supports) **Observe:** the student in the instructional environment measuring active engagement and response to curriculum materials and tasks.	
	Instructional	Explicit and Systematic Instruction (ESEA) • Explicit-Sufficient modeling, guided practice, and independent practice • Systematic-clearly defined, follows a scope and sequence that is logically ordered, students have prior knowledge for new concepts being taught • Access to curricular content • Frequent opportunities to respond with correct feedback • Differentiated to meet the needs of all learners (time, content, grouping, materials, instructional delivery, etc.) • Sufficient time allocated to meet goals • Active engagement in learning		
	Reading	At least 90 minutes of reading instruction per day (K-5) (less for half day K) All essential areas of reading instruction are targeted for beginning reading and adjusted for students instructional needs across grade levels Resource materials are research-based	Lesson plans Grade level meetings Principal observations Classroom observation Teacher Interview/report	Within Evaluation Timelines: • Implement progress monitoring with weekly data collection • Provide documentation to parents of student progress • Progress Monitoring data is considered by the IEP Team in making the eligibility decision
	Mathematics	Essential components of math are targeted (NMP): • Conceptual Understanding • Computational Fluency • Problem Solving • Adequate time and practice to achieve mastery is allocated • Resource materials are research-based	Lesson plans Grade level meetings Principal observations Classroom observation Teacher Interview/report	
Impact of instruction on Student Outcomes	**Effectiveness**	• At least 80% of students are meeting state or district standards • Local universal screening/benchmark data on all students collected multiple times during the school year. Progress monitoring data collected for individuals or groups of students at regular intervals Evidence of multiple levels of student support (3-tier model)	State Assessment Results, PSAT, SAT , District Assessments CBM Benchmark and Progress Monitoring data	Consider a student's response to research-based interventions. Is the referred student's performance distinctive from his/her grade level peers? What has the student's response been to research-based supplemental intervention?
	Student Participation	Attendance is a least 85% of days scheduled	Record review including school enrollment history, attendance, and grades	

Section 3

3.1 Introduction - Response to Intervention (RtI)

Michigan's Rule on Response to Scientific, Research-based Intervention Process
In determining eligibility under Specific Learning Disability (SLD), one of the options a school district may use is a process that is based on a student's response to scientific, research-based intervention. Depending on the local district's practice, this process may have a variety of names; e.g., Instructional Consultation Team, Response to Intervention, Michigan's Integrated Behavior and Learning Support Initiative, etc. The Michigan Department of Education (MDE) does not mandate any specific scientific, research-based intervention process. The Michigan Department of Education (MDE) has completed Michigan's definition and vision for the Response to Intervention (RtI). The materials will provide guidance for continuity and alignment in the implementation of a research-based system of RtI. In addition, the collaborative planning or braiding of initiative's, is recognized as an essential component for improvement of academic achievement in all learners.

Michigan's Administrative Rule 340.1713, Specific Learning Disability Defined, Determination, was amended on September 11, 2008. Please review Appendix B for Michigan Department of Education's Response to Intervention Guidance materials.

The Response to Intervention (RtI) Framework
The National Research Center on Learning Disabilities (NRCLD, 2006) defines Response to Intervention (RtI) as:

> *"…an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications or increasingly intensified services using progress monitoring data."*

RtI is an **instructional framework** that promotes a well-integrated system connecting general, special, gifted and remedial education in providing high-quality, standards based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. This framework focuses on continuous improvement by using learning rate over time and level of performance to make important educational decisions.

RtI serves two primary purposes. The first purpose is to improve the educational outcome for each and every child through a multi-tiered, data driven process that utilizes a structured problem-solving method. The second purpose is to establish a process to assist in the identification of students with a specific learning disability. For RtI to be successful, both processes need to be implemented with fidelity.

Implementing an RtI framework provides a continuum of school-wide support. Its fundamental principles are that core instruction is provided with fidelity, student progress is monitored frequently, students' responsiveness to intervention is evaluated, and instruction is adapted as needed (National Association of State Directors of Special Education, 2005).

Since student populations and needs vary, it is expected that no two school districts or even school buildings will have a local implementation plan within the tiers that looks precisely the same. This continuum of school-wide support allows each school to organize instructional delivery, optimize resources, and use a systematic approach to provide appropriate academic and behavioral supports.

RtI is **not** a student placement model, a location, a classroom, a class/course or a teacher. It is an integrated service delivery approach for all students and should be applied to decisions in general, remedial and special education.

The majority of students, 80-90%, will be successful with a Tier I core, standards based learning environment that provides scientific, research-based instruction. Approximately 10-15% of students will require a Tier II strategic, needs-based learning environment where scientific, research-based interventions are provided *in addition* to the core instruction. Approximately 5-10% of students will require a Tier III-intensive, needs-based learning environment where scientific, research-based interventions are provided *in addition* to the core instruction. At Tier IV, students who require a full and individual evaluation for special education or a Section 504 plan may need specialized intervention/instruction in addition to the core instruction.

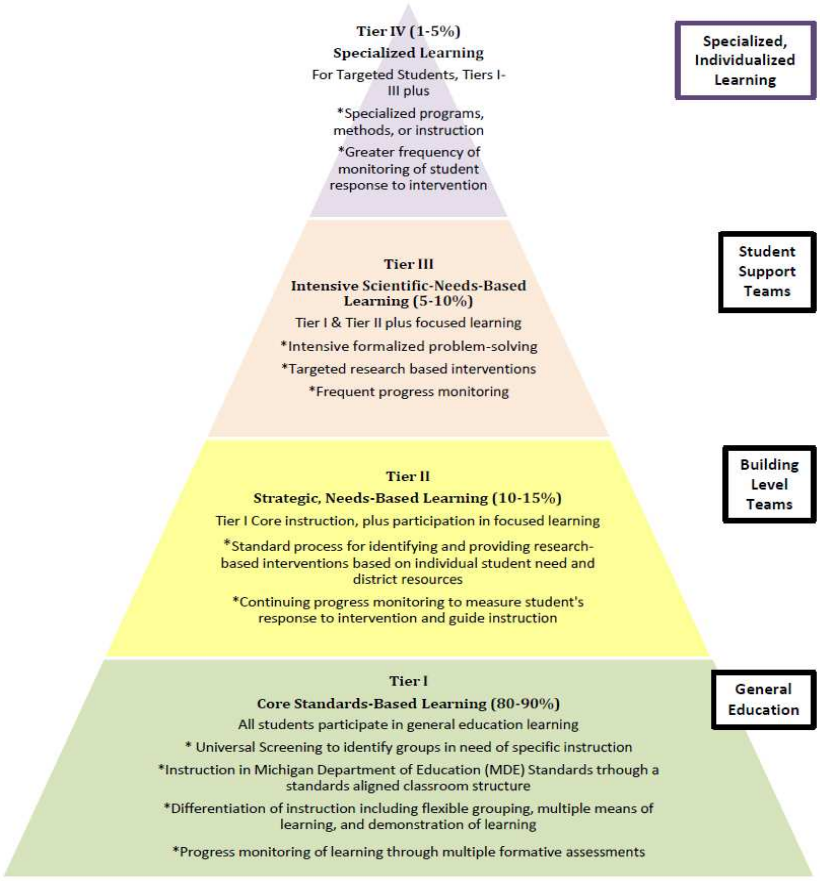


Figure 3. The four tier model of Response to Intervention.

Family, Community, and School Engagement

When families, schools, and communities work together, children are more successful in school and schools improve. Effective partnerships include parents, families, students, community members and educators. Indicators of an effective partnership include 1) sharing information; 2) problem-solving; and 3) celebrating student successes. Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes.

In forming partnerships, it is important to nurture the collaborative process. To develop true collaboration, parents and families must be fundamentally involved in the entire educational experience. Parents should be recognized as having important information and expertise that they can contribute to the partnership. It is important for school personnel to provide the parents with information and empower them as equal partners in supporting their children's learning. At Tier I, parent involvement in school decision making leads to an improved positive school climate. Parents and families are seen as key partners in all aspects of RtI, but their role may shift at each tier of intervention. In particular, at the targeted (Tier II) and intensive (Tier III) levels their expertise regarding the individual student is vital. At these tiers, members of the student's family may provide information about the student and strategies that will lead to improved student outcomes.

Collaboration is more than simply working together and more than just linkage; it is agreeing to formally work together to achieve mutually desired outcomes. If one is to believe the adage, "It takes a village to raise a child," then the community has a vested interest in supporting a positive school climate, which research has shown leads to better academic results. It is critical that schools recognize that cultural understanding required more than just awareness. Understanding and respect for cultural differences is vital when attempting to engage families and foster community support.

Tier I: Core Standards-Based Learning

The focus of Tier I is the delivery of scientific, research-based core curriculum instruction and behavioral supports in general education to meet the needs of all students. Instructional decisions are based on data obtained from the following:

Table 1. Tier I Features and Implementation Considerations

Tier I Features	Considerations
Tier I Implementation and Monitoring Plan	▪ The district develops its Tier I screening schedule and implementation plan, and then embeds it into the overall school/district improvement plan ▪ Universal benchmark screening should be scheduled 3 times a year
Instruction & Universal Interventions	▪ Daily direct instruction of core for 60-90 minutes ▪ Universal interventions applied as necessary (+30 minutes) ▪ Explicit instruction to support social skills and behavior
Provider(s)	▪ Appropriately certified classroom teacher ▪ Universal interventions may also be provided by a supervised highly qualified support staff and/or specialist. This might include bilingual, Title I, or other staff as determined by the district/school
Group Size(s)	▪ Whole-group and small-group instruction ▪ Small groups may vary in size as determined by the provider and instructional needs
Frequency of Universal Interventions	▪ Determined by the school, grade level, or teacher ▪ When providing extra time over core, it is recommended that 4-5 sessions be held each week for a minimum of 30 minutes
Duration of Universal Interventions	▪ Core program is ongoing throughout the year ▪ Interventions in Tier I are fluid, determined by student response and last 9 – 12 weeks, or at reasonable intervals established by the district
Progress Monitoring Tools	▪ Universal benchmark screenings ▪ Yearly standards-based assessment ▪ Student work samples ▪ Curriculum-based measures ▪ Student behavior data
Frequency of Progress Monitoring	▪ Universal benchmark screening should take place 3-4 times each year ▪ Students who score at or below the 25th percentile on universal benchmark screening should be monitored at least monthly ▪ Students receiving universal interventions may need more frequent monitoring as determined by school ▪ Districts may establish local norms

Decision Rules: Determining Movement to More or Less Specialized Interventions	▪ The district decides what determines mastery, satisfactory growth, or the need for more intense intervention/remediation, regrouping students, and parent involvement ▪ It is recommended that requests for support for students who consistently score in the lowest 25th percentile on progress monitoring probes be made only after universal interventions are tried for a minimum of 9-12 weeks ▪ Requests for support for students with behavioral concerns are based on discipline data
Lack of Positive Response	▪ The teacher will use classroom data to determine if the student's lack of response to Tier I instruction and intervention warrants recommendation for Tier II supplementary interventions
Service Target	▪ Eighty percent (80%) of a school's students should be able to be served through Tier I ▪ If this is not the case, the core program and practices and/or behavioral systems need to be evaluated
Professional Development	▪ Differentiated instruction ▪ Classroom assessment ▪ Data analysis ▪ Data-based decision making ▪ Delivery of scientifically based instructional practices ▪ Delivery of district's core program/instructional materials ▪ Student and classroom management ▪ Teaching and interventions for culturally different learners

Tier II: Strategic Level Needs-Based Learning

The focus of Tier II is to provide targeted interventions for students who are not achieving the desired standards through the core curriculum and who did not improve with Tier I instruction and universal interventions. A district may choose to use grade level teams for Student Support Teams to make Tier II recommendations. When using grade level teams, data are reviewed and the student is provided with direct supplemental instruction, typically in small group configurations. If using a Student Support Team (SST) at Tier II, the team functions to gather performance data about a student, hypothesizes a possible cause for the problem, and designs an Individualized Intervention Plan or Behavioral Intervention Plan (BIP), if necessary. Tier II provides for more frequent progress monitoring allowing instructional adjustments for the student of concern. Parents are informed.

Table 2. Tier II Features and Implementation Considerations

Tier II Features	Considerations
Implementation and Monitoring plan	▪ The school establishes its own Student Support Team (SST) as outlined in the school district's local implementation plan ▪ Building administrator assesses SST implementation and fidelity
Instruction & Interventions	▪ Possible re-teaching of core program/social skills ▪ Targeted interventions developed as a part of the student's documented Intervention Plan or Behavioral Intervention Plan (BIP)
Provider(s)	▪ Highly qualified classroom teacher and/or intervention specialists as documented in the Intervention Plan
Group Size	▪ Small group instruction in groups of 3 to 5
Frequency and Intensity of Interventions	▪ Determined by the written small group or individual plan ▪ Provided in addition to core instruction ▪ Instruction provided for a minimum of thirty (30) minutes 4-5 times each week
Duration of Intervention	▪ Interventions should be provided for 9-12 weeks or as established by local district policy ▪ Intervention cycles may be shortened or repeated as determined by the student's progress toward goals
Progress Monitoring Tools	▪ Student work samples ▪ Curriculum-based measures ▪ Probes of specific skills ▪ Student behavior data
Frequency of Progress Monitoring	▪ In addition to the short-cycle assessment schedule, the team determines more frequent progress monitoring. ▪ Bi-weekly monitoring is recommended.
Decision Rules	▪ Based on 4-9 data points administered bi-weekly ▪ Tier III if performance is <15th percentile or <75/90% RPI or proficiency of peers ▪ Need for another cycle of interventions or adjusted interventions in Tier II based on data patterns ▪ Tier I if performance is >25th percentile or >75% benchmark proficiency and learning is reinforced

Upon Mastery	Student may: ▪ Continue with the Intervention Plan or BIP, or ▪ Be exited and returned to Tier I instruction/programs when performance can be maintained with universal interventions
Lack of Positive Response	▪ The team may determine if student's lack of response to Tier II interventions warrants a need for Tier III intensive interventions ▪ Note: Under the IDEA, parents may ask the school to consider a request for an evaluation at any time and the request is not conditioned upon failure or having to advance through the tiers
Service Target	▪ No more than 10-15% of a school's students can be effectively served at Tier II without compromising the school's delivery infrastructure ▪ High rates of students identified for Tier II interventions and/or retention recommendations suggest that the Tier I core program and practices need to be evaluated
Professional Development	▪ Data analysis ▪ Delivery of scientifically based interventions and instructional practices ▪ Delivery of district's core program/supplemental instructional materials ▪ Teaching and interventions for culturally different learners ▪ Student Support Team procedure ▪ Functional behavioral assessment (FBA) ▪ Behavioral interventions

Tier III: Intensive Needs-Based Learning

The focus of Tier III is to provide individualized intensive support to those students who are performing significantly below standards and who have not responded to quality interventions provided by Tiers I and II. Problem solving at this stage is more in depth and intensive and usually requires gathering and analyzing additional information about the student including his/her performance strengths and weaknesses and background information. Tier III is designed to accelerate a student's rate of learning by increasing the duration of individualized interventions.

Table 3. Tier III Features and Implementation Considerations

Tier III Features	Considerations
Implementation and Monitoring Plan	▪ The student's intervention plan will be reviewed and revised by the Student Support Team (SST) ▪ Building administrator assesses SST implementation and fidelity
Instruction & Interventions	▪ Possible replacement or re-teaching of core program/social skills ▪ Intensive interventions provided as a part of the student's documented SST intervention plan or Behavioral Intervention Plan (BIP).
Provider(s)	▪ Highly qualified classroom teacher and/or intervention specialists as determined by the SST and documented in the SST plan
Group Size	▪ Individual instruction or in groups of 2 to 3 students
Frequency and Intensity of Interventions	▪ Determined by the written SST intervention plan ▪ Provided in addition to core instruction ▪ Instruction provided for a minimum of 2 thirty (30) minute sessions per day 4-5 days each week
Duration of Intervention	▪ Interventions should be provided for 9-12 weeks ▪ Intervention cycles may be shortened or repeated as determined by the SST and the student's progress toward goals
Progress Monitoring Tools	▪ Probes of specific skills ▪ Student work samples ▪ Curriculum-based measures ▪ Student behavior data ▪ Counts of student behaviors
Frequency of Progress Monitoring	Chart progress at a minimum of one time each week
Decision Rules	▪ Based on 12 or more probes or data points ▪ Progress to Tier IV based on explicit criteria ▪ The need for another cycle of interventions based on patterns ▪ The need for a referral for a Section 504 determination or a Special Education evaluation based on probes combined with other information

Upon Mastery	▪ Provide interventions at appropriate Tier with a plan of monitoring and instruction ▪ The student is returned to Tier I instruction/programs when performance can be maintained with universal interventions
Lack of Positive Response	▪ SST may determine if student's lack of response to Tier III warrants a recommendation of a Review of Existing Education Data (REED) to consider possible special education evaluation ▪ Note: Under the IDEA, parents may ask the school to consider a request for an evaluation at any time and the request is not conditioned upon time in interventions
Service Target	▪ National models suggest that no more than 1-5 percent of the student population at a school need this level of support. ▪ If more than 5 percent of the school population is referred to Tier III, the district will need to revisit the core program and RtI procedures
Professional Development	▪ Data analysis ▪ Delivery of scientifically based interventions and instructional practices ▪ Explicit instruction of specific skills ▪ Delivery of district's core program/instructional materials ▪ Teaching and interventions for culturally different learners SST procedure ▪ Functional behavioral assessment (FBA) ▪ Behavioral interventions

Tier IV: Specialized Learning

In addition to Tiers I through III, targeted students participate in:

Specialized programs, methodologies, or instructional deliveries.
Greater frequency of progress monitoring of student response to intervention(s).

Students identified for Tier IV interventions will be involved in targeted instruction. Progress monitoring and data collection will be deep, systematic, and formalized. Tier IV interventions are individualized and are based on student assessment data. Documentation of progress is comprehensive and robust.

Tier IV is developed for students who need additional supports and may meet eligibility criteria for program placement in Special Education. With three effective tiers in place prior to specialized

services, most students who are struggling will be successful and will not require this degree of intervention. Tier IV does not represent a location for services. It is a layer of interventions that may be provided in the general education class or in a separate setting. For students with disabilities needing special education and related services, Tier IV provides instruction that is targeted and specialized to students' needs. If a student has already been determined as a child with a disability, the school system should not require additional documentation of prior interventions to determine that the student demonstrates additional delays. The special education instruction and documentation of progress in the Individualized Education Program (IEP) will constitute prior interventions and appropriate instruction. In some cases, the student may require a full and individual evaluation to determine eligibility in additional disability areas.

Special Education Eligibility (using RtI)

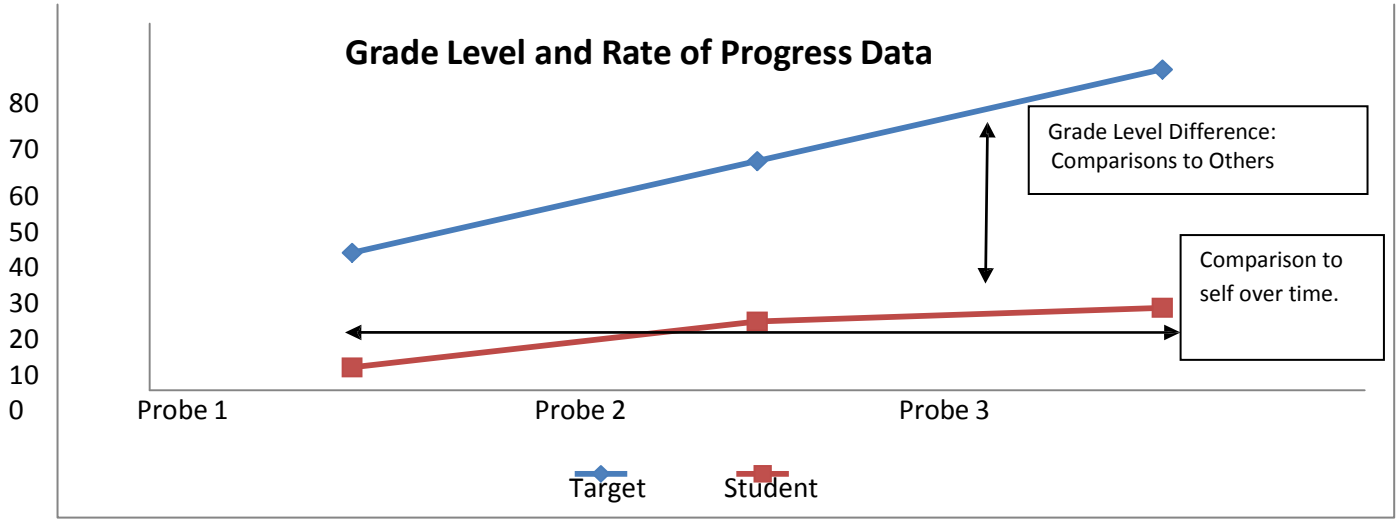
The required full and individual evaluation process for special education eligibility determination is intended to support the practices of providing high quality intervention matched to student need, frequent progress monitoring to adjust instruction, and the analysis of child response data to important educational decisions. This framework should guide eligibility teams in applying decisions to general, remedial and special education to a well- integrated system of intervention that is responsive to outcome data.

A local district opting to use the Response to Intervention option for the determination of Specific Learning Disability will need to establish clear local procedures and specifically define the assessments, interventions, and documentation requirements. The procedures must assure that the procedures are consistently applied across students.

Criteria for Tier IV Placement Decisions

The decision to move to a Tier IV recommendation should be made by the Student Support Team. The team will review the intervention plans, progress data, other information about the student, and the documentation of the fidelity of the interventions. The team must also consider the extent of resources required to support the student in the general education curriculum. When reviewing the data accumulated from the Response to Intervention process, the team will need to apply consistent criteria before moving to an intensive intervention placement. To create consistency across districts and schools in the county, it is strongly recommended that Genesee County schools apply these criteria.

The following graph portrays the relationship of grade level expectation and rate of learning difference in establishing that a student may need a full and individual evaluation to identify a learning disability.



Listed below are criteria for determining that a student is suspected of having a learning disability in a Response to Intervention (RtI) framework.

Examine the Quality of the Classroom Assessment Data

1. *Do the test items align to the pacing of the content in the grade level curriculum?*
2. *Is the difficulty of the test items aligned to classroom performance targets?*
3. *When using measures based on teacher judgment (i.e., rubrics, leveled readers, ratings) is the teacher scoring consistent with the scoring of another independent rater?*
4. *Did repeated measures include a minimum of 12 probes on specific skills?*

Establish Age/Grade Level Difference

When applying this standard to the analysis of student data, the team is looking at the student's level of performance in comparison to a target for the age or grade of the student. The target may be defined by expectations for peers to grade benchmark expectations.

Refer to data from state assessments and district benchmarks. Michigan uses Proficiency Levels on state assessments that are general and descriptive targets for grade level instruction. A student should not be identified for special education based solely on the Michigan state assessments.

When using classroom screening assessments that provide ranking or percentile data, scores at or below the 9th percentile generally indicate a substantial weakness in the skill relative to same age or same grade peers (e.g., DIBELS).

When using classroom assessments that apply benchmarks, guided reading levels, or proficiency performance levels, a 'weakness' is identified when a student is performing at or below fifty percent (50%) of the grade/age standard.

Rate of Learning Difference

The student's rate of learning is plotted over time but does not improve in the direction of targets or benchmarks when provided with high-quality interventions implemented over a significant period (e.g., CBM, progress monitoring, tiered support).

The frequency of data collection is a critical consideration when using Rate of Learning Difference data. Important considerations are:

Did the team make the necessary checks on performance on time?
Are the items of comparable difficulty over time?

Recommended progress monitoring frequency is a minimum of 12 weekly probes. If using a leveled or guided reading paradigm for determining rate of learning over time, there should be documented weekly skill probes.

Adverse Educational Impact

Review of the individual student qualitative and quantitative data indicates the need for specially designed instruction. Refer to the full and individual evaluation data matrix to consider additional information criteria.

Exclusion Factors

Review of other factors, such as a significant disability in another area, or an absence of meaningful instructional opportunities that explain the learning patterns and instructional needs of the student. Refer to the full and individual comprehensive data matrix within this document to review considerations.

Guidance for Timely Decisions in the Response to Intervention (RtI) Framework

According to Federal rules, the public agency must promptly request parental consent to evaluate the child to determine if the child needs special education and related services, and must adhere to the timeframes described in §§ 300.301 and § 300.303, unless extended by mutual written

agreement of the child's parents and a group of qualified professionals, as described in § 300.306(a)(1)—

(1) If, prior to a referral, a child has not made adequate progress after an appropriate period of time when provided instruction, as described in paragraphs (b)(1) and (b)(2) of this section; and

(2) Whenever a child is referred for an evaluation.

If the Student Support Team reviews, presenting concerns and classroom data and suspects a disability, schedule a Review of Existing Education Data (REED) meeting to review the existing information to determine the next steps.

The Student Support Team must NOT delay the referral to "wait for the student to fail" in the Response to Intervention paradigm if the team believes the interventions will not be effective or if the system is such that there will be adverse consequences for the student. If the impact of the interventions is unknown and there is reason to believe the student will benefit by taking the time for instructional assurances, then the team must give the student every opportunity to benefit from the instruction before proceeding to an evaluation.

If a parent suspects a handicapping condition and requests a referral for special education evaluation, the district must respond by scheduling a Review of Existing Education Data (REED) meeting to review the existing information and determine the next steps for evaluating the student.

Response to Intervention Was Not Attempted or Not Completed

The team may explain the district's Response to Intervention (RtI) model and timeframes to the parent. If the parent agrees to give the model time, the team should not make a formal special education referral. Instead, develop a written plan of intervention and specify, in writing when data will be reviewed with the parent. Obtain parent written agreement to the plan and future meeting date.

If the parent does not agree to the instructional interventions of Response to Intervention, the team will proceed to complete the Review of Existing Evaluation Data (REED). The team will identify the presenting concern. The team will establish the necessary data to complete the full and individual evaluation. A trial of interventions may be concurrent to the administration of standardized tests and other efforts to collect evaluation data.

All evaluations must be completed and go to initial IEP within 30 school days, consistent with Michigan rules.

Section 4

4.1 Equitable Educational Practices

The purpose of public education is a reflection of the common good that supports all democratic systems: equitable education. Therefore, public education systems must ensure that all students have access to, and are enabled to participate in, activities that foster the acquisition of the knowledge, skills and information necessary to participate in society as informed and engaged citizens, contributing to their communities (Kozleski, 2009).

Ethnic, cultural, and linguistic diversity requires that all public school systems become equipped with the knowledge, skills and dispositions that not only foster access by all students, but also embrace the commitment necessary to allow all students to participate in education actively and equitably. Inclusive systems are characterized by models that emphasize the context of teaching and learning as the primary means of providing equitable environments, and in which there is a focus on the way in which all students respond to interventions, focusing on differentiated instruction approaches and a general pedagogy that is culturally responsive. Equitable systems go beyond equal education by going beyond providing the same resources and opportunities: "Equity goes beyond equality: It means that all students must be given the real possibility of an equality of outcomes" (Nieto & Bode, 2008, p. 11).

Teachers who have worked to make their classrooms more culturally sensitive consciously reflect on the way they teach: Then ask whether their approaches are currently successful with all students. From that perspective, culturally sensitive instruction is closely aligned with what is recognized as good teaching. According to Johnson and Protheroe (2003), the four features of culturally sensitive instruction are defined:

1. It is pro-student, and all students are seen as having the inherent resources and ability to experience academic success.
2. It recognizes that there is no single best teaching method that will effectively reach all students at all times. Effective teachers diversify their instruction in response to individual students' interests, personalities, and abilities. This naturally should take into account differences in culture while not ignoring a students' need to learn skills necessary for success in the larger community.
3. It adheres to the "principle of least change." This framework suggests only the minimum number of changes necessary to produce desirable learning effects should be undertaken at any given time.
4. It maintains an emphasis on the maintenance of high expectations and high academic standards for all children. The key to success is seen in modifying instructional approaches, not the desired outcomes.

In inclusive schools, educators create environments designed for all students and the focus of assessment shifts from the individual students to the context in which learning is to occur. Response to Intervention (RtI) frameworks are problem-solving, community-based approaches to education which encompass the analysis of the many socio-cultural factors that converge upon communities and impact the interplay of social, cultural, and economic resources, as well as the varying expectations and pragmatics of teaching and learning.

A culturally responsive Response to Intervention (RtI) framework contributes to equitable practices by focusing on the monitoring and documenting of explicit skills and contexts. In turn, by focusing on

specific skills and contexts, it shifts the focus from deficit theories that, in the past, linked a child's intelligence to their biological, social and cultural backgrounds. The essential culturally responsive and differentiated collaborative practices around student performance ensure that the student's opportunities to learn are being met, and reflect the tremendous conversion of decades of educational, socio-cultural and biological research.

As professionals who are examining student performance in the context of the educational systems, it will be imperative to uphold the practices and expectations that will ensure that student opportunities to learn are being met.

4.2 Professional Standards of Practice

The Michigan State Board of Education and Michigan Department of Education (2005) issued standards of professional ethics for Michigan educators. The ethics were developed to represent and uphold the standards of professionalism for each and every Michigan educator.
The following ethical standards address the professional educator's commitment to the student and the profession.

1. Service toward common good
   Ethical Principle: The professional educator's primary goal is to support the growth and development of all learners for the purpose of creating and sustaining an informed citizenry in a democratic society.

2. Mutual respect
   Ethical principle: Professional educators respect the inherent dignity and worth of each individual.

3. Equity
   Ethical principle: Professional educators advocate the practice of equity. The professional educator advocates for equal access to educational opportunities for each individual.

4. Diversity
   Ethical principle: Professional educators promote cross-cultural awareness by honoring and valuing individual differences and supporting the strengths of all individuals to ensure that instruction reflects the realities and diversity of the world.

5. Truth and honesty
   Ethical principle: Professional educators uphold personal and professional integrity and behave in a trustworthy manner. They adhere to acceptable social practices, current state law, state and national student assessment guidelines, and exercise sound professional judgment.

The ethical standards and the principles shall lead the intentions of the professionals who will participate in the processes of intervention, data collection, decision-making, and communications. The roles of leadership and the professions who collaborate together are described below:

Professional Roles

State level leadership:

- To provide up to date guidance to support implementation
- To support a statewide common understanding of the elements of RtI
- To identify exemplary school-based models and best practices

District level leadership:

- Create a district-wide plan for RtI implementation including the plan for monitoring, implementation of the interventions, and addressing issues of fidelity of instruction
- Determine reading, mathematics, and behavior expectations
- Establish and support a common set of characteristics of the tiers in all classrooms
- Support the implementation of each tier of the RtI pyramid

Building level leadership:
The building leader aligns resources to ensure quality instruction for every student and to support staff to do the work of teaching. Responsibilities include:

- Implement the plan for RtI, including the plan for monitoring implementation of the interventions and addressing issues of fidelity
- Create a school wide focus on assessment driving instruction
- Develop staff understanding of the RtI process
- Establish schedules to provide various times for interventions
- Ensure Tier I standards based instruction occurs in all classrooms
- Establish standard protocols of support for students needing Tier II support

General education teachers:
The general education teacher who is considered highly qualified by the standards set forth in No Child Left Behind (NCLB), ideally in the suspected area of deficit contributes to the Student Study Team. General education teachers **must** participate by:

- Assume active responsibility for delivery of high quality instruction to ensure fidelity
- Provide research-based interventions
- Promptly identify individuals at risk, adhering to district procedures and professional standards of ethics
- Collaborate with special education and related services personnel
- Provide formal and informal data, which supports the prescriptive interventions and the effectiveness, or lack thereof, used to support the student in question
- Conduct progress monitoring, using probes to continually adjust instruction and adapt to student learning needs

Student Support Team Members may include:

- Reading/Literacy Specialist
- Teachers of English Language
- Resource Room Teacher

- Special Education Teacher
- Teacher Consultant
- Speech Pathologist
- School Social Worker
- School Psychologist

Each profession participates in the team, bringing the expertise from their field and enriching the understanding of the child and effectiveness of instruction through their collaborative interdisciplinary exchange. As teams evolve, the roles and responsibilities of team members may overlap and be implemented to best address the context of the team, the presenting concerns, and local procedures.

Suggested roles for Student Support Team Members are described:

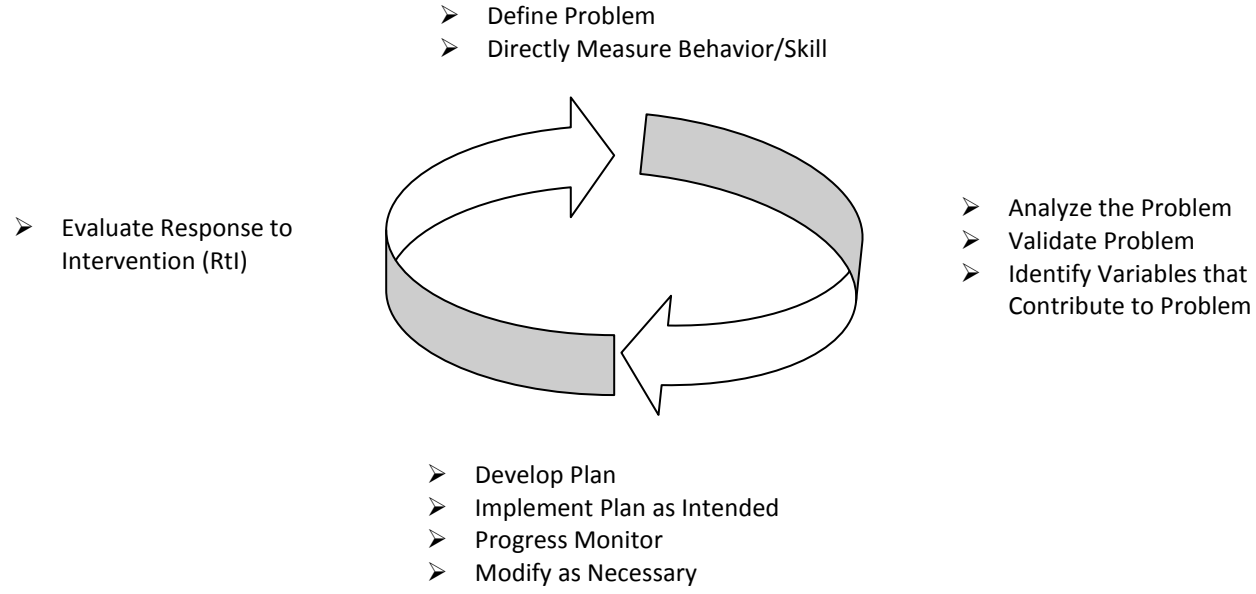
- Review the data
- Support the interventions provided to the child as part of the general education curriculum and reporting data on these interventions to the team
- Consistently communicate with general education teachers
- Coach and model differentiated instruction, progress monitoring, and research-based interventions
- Increase adherence to fidelity of implementation of the intervention
- Observe the student to assist in determining appropriate general education interventions
- Determine affective factors that may impede academic progress
- Explore if the difficulties being experienced by the student are the result of emotional or environmental factors that are impacting him or her in the classroom setting
- Review records to identify learning opportunities and other factors that may contribute to learning difficulty
- Assess individual students using appropriate standardized instruments to develop a profile of student functioning
- Use standardized instruments, as well as informal techniques, to assess a student's pattern of strengths and weaknesses, and correlate these findings to current research as they relate to a Specific Learning Disability (SLD)

Parents

Parents play an important role in Student Support Team activities. They provide for their child's health, education, and care. Parents must be informed of interventions and their child's progress with interventions. Schools must provide parents with reports of repeated measures of student performance at reasonable intervals. It is important to seek parent input to make educational decisions that consider the child's development, learning patterns, and behaviors. Parents have responsibilities to communicate with the school and to be receptive to learning how to help their child succeed in school.

4.3 Problem Solving Model

A problem-solving process includes a structured format when analyzing possible reasons for a student's academic or behavioral needs and planning interventions. Utilizing a structured problem-solving approach when exploring, defining, and prioritizing a teacher's concerns helps the team make efficient use of time and increases the probability that it will select the right intervention(s).



Define the Problem

The problem should be stated in objective, measureable terms, using direct measures of academics and/or behavior. The definition of the problem must focus on teachable skills that can be measured and can be changed through the process of instruction.

Problems can be defined as the difference between what is observed/measured and an expectation for a student. Expectations can be developed based on: local norms, normative standards, criterion-based measures, peer performance, instructional standards, developmental standards, district or state assessments and/or teacher expectations. For example, a second grade student may be reading 21 words per minute (wpm), while the classroom norm may be 32 wpm. Thus, defining a problem involves articulating an accepted expectation.

It also is important to understand whether the identified problem exists for only one student, a small group of students, or a large group of students since this knowledge will lead to different types of interventions. For large group problems, changes in overall curriculum and instruction may be necessary and problem solving is then conducted on a large scale. On the other hand, if a problem is present for only one or a very few students, individual problem solving can take place.

The classroom teacher, typically, collects data about the student's performance, including information gathered from the parents, and brings the information to a problem-solving team meeting at the beginning of the process.

Analyze the Problem

The goal of problem analysis is to answer the question. "Why is this problem occurring?" During this step, the relevant information about the problem is gathered and considered, potential hypotheses about the probable causes of the problem are described, and information is gathered to either confirm or disprove the hypotheses.

Gathering information may involve further examination of classroom products, information provided by the parents, observations in the instructional setting, focuses assessments, or examination of data from other district or state assessments. When the underlying cause is determined, the team may explore evidence-based interventions that are relevant. Some questions for the team to ask in analyzing the problem include:

- Has the student received quality instruction in the target skill?
- Does the curriculum support the development of the target skill?
- Does the school environment support the acquisition and application of the target skill?

Develop and Implement the Plan

The goal of step 3 is to develop an instructional/intervention plan that matches the identified student need and has the most likelihood of success. A good intervention plan:

- Explicitly defines the skills to be taught;
- Focuses on measureable objectives;
- Defines who will complete various tasks, when and how;
- Describes a plan for measuring and monitoring effectiveness of instructional efforts (including a quantifiable baseline and target goal for the skill to be developed);
- Reflects the resources available.

The plan must also be monitored for fidelity of implementation. Therefore, the team must specify who will do this and how often.

Collecting data on how the student is progressing (progress monitoring) is another essential component of implementing the plan. The team should determine at the outset how progress monitoring will occur and what measures will be used. For example, for behavioral interventions time sampling or other direct behavioral measures may be used, while academic interventions may utilize curriculum based measures.

Evaluate the Response to Intervention

Progress monitoring is a methodology for measuring the effectiveness of an intervention. The goal of progress monitoring is to answer the question, "is the instruction/intervention working?" If an intervention is not delivering the desired results, the intervention should be changed. Thus, a key feature of the methods used to collect data is that they can be administered frequently and are sensitive to small changes in skill levels.

By plotting skill levels on a graph, trends in student performance can be visualized more easily. The team should then:

- Determine how the progress monitoring data will be managed/graphed (e.g., commercial web-based program such as DIBELS or AIMSweb, Excel, ChartDog, etc.);
- Decide who will do the progress monitoring and how often it will be done;
- Set logical data review timelines based upon the intervention(s);
- Determine, based on data, whether the intervention or goal needs to be modified.

If an intervention is not producing the desired results, a first step is to evaluate whether the intervention is being implemented as designed. If not, adjustments should be made to ensure treatment integrity. Teams should also consider whether the intensity of an intervention needs to be increased by either; 1) reducing the size of the group; 2) increasing the amount of time/frequency that the intervention is delivered or 3) narrowing the focus of the instruction.

In summary, problem-solving is a self-correcting, decision-making model focused on academic and/or behavioral intervention development and monitoring using frequently collected, measurable data on student performance. The problem-solving process should be rich in data collected and can be repeated as necessary.

Section 5

5.1 Sample Forms for Documenting:

1) Student Information Data Review
2) Observation Checklist
3) Parent Input and Survey
4) Student Interview
5) Fidelity of Intervention Implementation
6) Team Guidance Checklist

This section includes sample forms that may be used to document the work of the Student Support Team, the interventions, observations of the student, and the fidelity of the interventions.

Student Information and Data Review (SIDR) is a report template in Word that helps organize student files to:

- conduct a well-informed child study process
- meet the reporting requirements for SLD eligibility in special education

Link: http://maase.pbworks.com/Student-Information-and-Data-Review

Click for new form or update to 11-20-09 **Student Information Data Review (SIDR)** **(SAMPLE 1 – page 1 of 7)**

Meeting Log: Date, Grade, School, District and Concern [help]	Team Participants (name, title)	Next Steps to Address Concern

Area(s) of Concern: *(Enter date a concern is first discussed)*) [help]

	Basic Reading		Math Calculation		Behavior
	Reading Fluency		Math Problem Solving		Sensory
	Reading Comprehension		Hearing		Adaptive Functioning
	Writing		Vision		Health / Medical
	Communication/Language		Social / Emotional		Motor Functioning

Student strengths and interests:

Attendance, Discipline by Year [help]

	Total number of:					Briefly describe or attach documentation: [help]	
School Year	Absent	Tardy	Office Referrals	ISS	OSS	Behavior	Type of instructional support, if any

Achievement [help]

Criteria: Data documenting achievement relative to age/state approved grade-level standards.

Assessment Type	List date and existing data	Identify date and additional data needs
Benchmark (CBM) screening [help]		
Progress Monitoring (daily, weekly or bi-weekly intervals) [help]		
Criterion referenced assessments [help]		
Norm-referenced achievement tests [help]		
Curriculum assessments aligned with GLCEs and classroom instruction [help]		

State/District Tests (name)	Year	Reading	Writing	Math	Science	Social St.

Rate of Progress
Attach charts/graphs comparing student progress monitoring data to the student's goal line, e.g., DIBELS, AIMSWeb, EDCheckup, Yearly Progress Pro, behavior plan charting, etc. *Or enter data into chart provided here.*

Additional Data - on academic achievement, functional performance and intellectual development. [help]		
Assessment Type	***List existing data and date***	***Identify additional data needs and date***
Cognitive assessment		
Adaptive/functional behavior scales		
Grades		
Teacher report (recommendations and observations)		
Parent input		
Observation in area of concern, including behavior		

Other Factors That May Affect Performance: (*check each area with sufficient data)* [help]					
Criteria: Data on other factors that may affect performance on appropriate age/grade-level standards or activities.					
	Vision		Cognitive		Environmental, Economic Disadvantage
	Hearing		Social/Emotional		English As Second Language
	Health		Cultural		Autism Spectrum Disorder
	Motor Functioning				
List date & existing information for any checked area(s)		***List date & data needed for any unchecked area(s)***			

Observation for Academic Performance and Behavior in the Area(s) of Difficulty [help]			
Criteria: Data documenting that the student was observed in the learning environment (including general education setting) to document academic performance and behavior in the area(s) of difficulty			
Check skill area(s) of difficulty. Any checked skill area(s) should be observed.			
	Oral Expression		Reading Fluency Skills
	Listening Comprehension		Reading Comprehension
	Written Expression		Math Calculation
	Basic Reading Skills		Math Problem Solving

For any area(s) of concern document academic and behavioral data from any observation by using the provided Classroom Observation Checklists - OR - the Log below.

Date	**Observer (Name/title)**	**Academic Area**	**Academic/Behavioral Results**

Appropriate Instruction [help]			
Criteria: Data demonstrating appropriate instruction. **Note:** *Consider the following only with respect to appropriate instruction in the area(s) of concern.*			
	Factors to be considered in the analysis of appropriate instruction in each area of academic concern	***List existing data supporting explicit, systematic and active instruction in each area of concern checked below***	**If data is not available, what will be done to document appropriate instruction?** Describe appropriate instruction during intervention period or other.
What	**Essential Components of Reading Instruction**		
	Phonemic Awareness- ability to notice, think about, and work with individual sounds in a spoken word		**Describe:**
	Phonics- an understanding of the relationship between letters or written language and the individual sounds of spoken language		**Describe:**
	Vocabulary- the words we must know to communicate effectively		**Describe:**
	Fluency- the ability to read text accurately and quickly with proper expression		**Describe:**
	Comprehension- understanding the meaning of what is read.		**Describe:**
	Concepts and Reasoning		**Describe:**
	Automatic Recall-# facts		
	Computation Algorithms		
	Functional Math		
	Verbal Problem Solving		
	Oral Expression		**Describe:**
	Written Expression		
	Listening Comprehension		

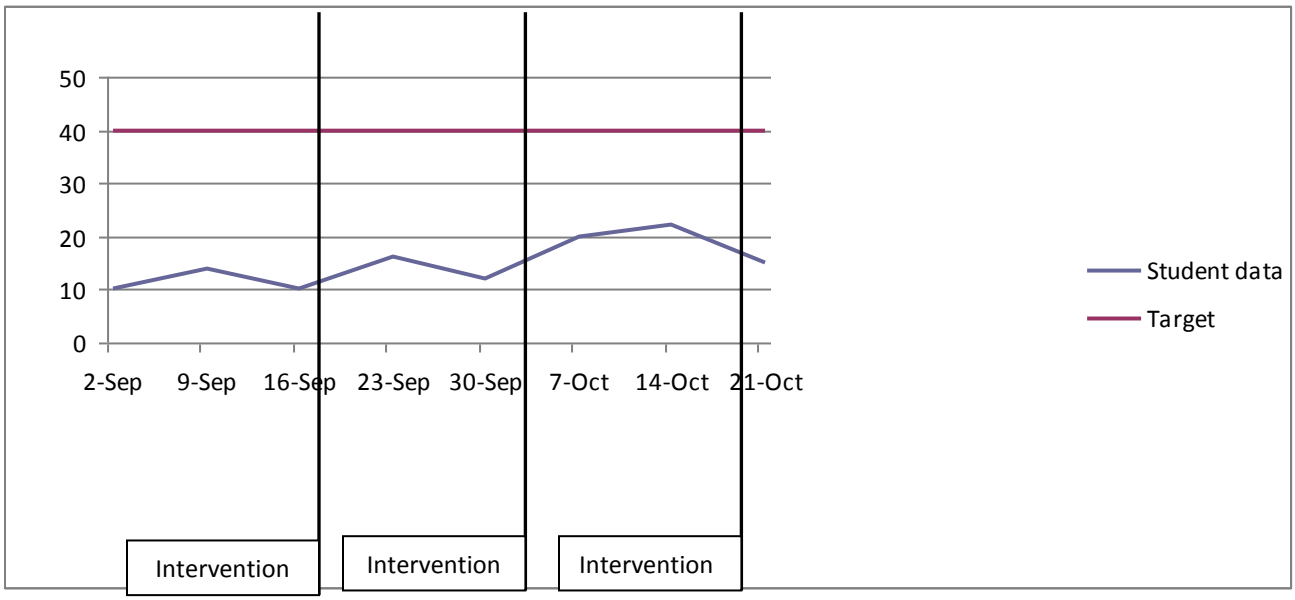
	Curriculum Alignment	**List existing alignment data**	
	Evidence that district curriculum is aligned to the CEs		**Describe:**
	Evidence that curriculum materials are research-based and aligned to the CEs		**Describe:**
		List existing data supporting the appropriate instruction factor	
Who	**Highly Qualified Teachers** Are teachers highly qualified?		
How	Fidelity of Instructional Implementation- Evidence that 80% of students in the student's classrooms meeting state/district-wide standards over the grades		**Describe:**
	Differentiated Instruction changes when formative assessment suggests student is at-risk: e.g. Universal design practices, research-based intervention practices		**Describe:**
	Student attendance at least 85% of instructional days - File review for absenteeism, school enrollment, history, discipline		**Describe:**
	Parent provided data-based documentation of repeated assessments at reasonable intervals, reflecting formal assessment of progress during instruction.		**Describe:**

Parent Notice [help] [back to Rate of Progress section of form]		
Criteria: Parent Notice When Student Participates in Scientific Research-based Intervention Process		
Required Documentation [help]	***List Existing Data***	***Identify Additional Data Needs***
1) State or district policies given to parents	*Date written policies provided: 9/08* *Parent given letter on RtI*	
2) Notice that parent can request evaluation	*Date written notice provided:*	
3) Indicate instructional strategies used and data on results collected	*Describe intervention:*	
4) Attach data or edit graph(s) below. [help] *To edit a graph: right click / Chart Object*		

(See next pages for examples of progress data charts that can be created or copied and included in this report.)

Progress Monitoring from: _____ **to** _____ **Skill Area/Behavior:** _____

Name of Assessment: _____ **Type of data collected:** _____

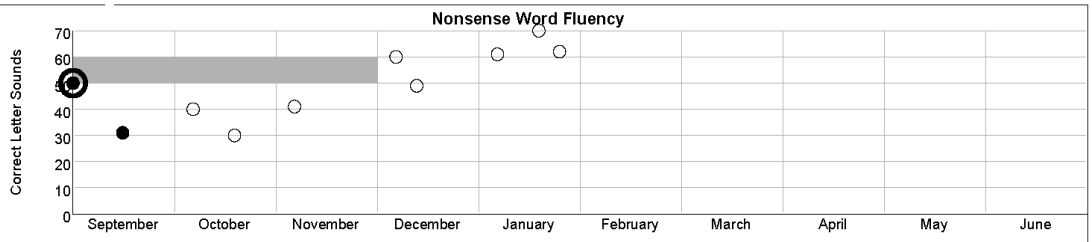


Name:
ID:
Class:
Grade:
Year:
School:
District:

Dynamic Indicators of Basic Early Literacy Skills
Progress Monitoring Graphs

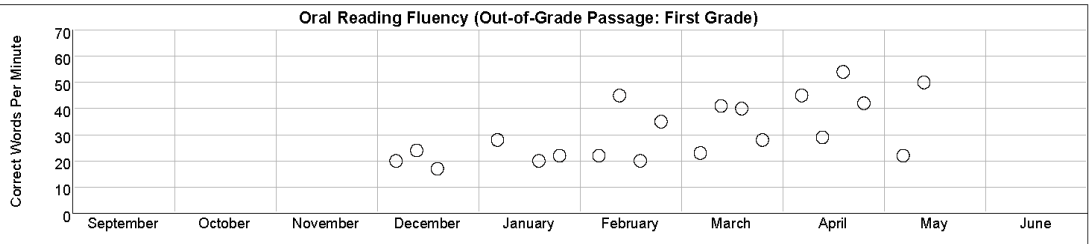
Legend
Target Bar
Target Goal
Benchmark Assessment
Progress Monitoring Assessment
Aimline
Phase Line
Note
Score Above Graph Bounds
Score Above Graph Bounds

Nonsense Word Fluency



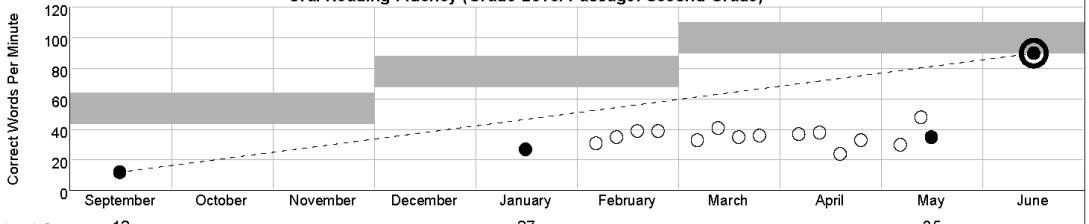
Benchmark Scores:	31								
Progress Monitoring Scores									
Week 1		40	41	60	61				
Week 2				49					
Week 3		30			70				
Week 4					62				

Oral Reading Fluency (Out-of-Grade Passage: First Grade)



Benchmark Scores:									
Progress Monitoring Scores									
Week 1				20	28	22	23	45	22
Week 2				24		45	41	29	50
Week 3				17	20	20	40	54	
Week 4					22	35	28	42	

Oral Reading Fluency (Grade-Level Passage: Second Grade)



Benchmark Scores:	12				27				35
Progress Monitoring Scores									
Week 1						31	33	37	30
Week 2						35	41	38	48
Week 3						39	35	24	
Week 4						39	36	33	

10/21/2009, 3

Student Intervention and Data Review

A. Demographics

Student: _____ **DOB:** _____ **Age:** ___ **Student ID:** _____
Race/Ethnicity: _____ **ELL:** _____ **Native Language:** _____ **Gender:** _____
District: _____ **School:** _____ **Grade:** _____ **Teacher:** _____
Parent/Guardian: _____
Address: _____ **City:** _____ **State:** MI **Zip Code:** _____
Home Phone: _____ **Work Phone:** _____ **Email:** _____
Parent/Guardian: _____
Address: _____ **City:** _____ **State:** _____ **Zip Code:** _____
Home Phone: _____ **Work Phone:** _____ **Email:** _____
Student Intervention and Data Review (SIDR) start date:

B. Meeting Log

Record all meetings the school staff convened to discuss the student's specific needs. Use the following rubric to indicate the outcome of the meeting (i.e., teams decision on next steps taken):

1) Address inadequate general education instruction noted above
2) Create intervention plan (Also noted in Section L)
3) Continue with current intervention plan
4) Modify current intervention plan (Revise Section L)
5) Implement new intervention plan (Note in Section L)
6) Intervention plan no longer needed
7) Special education evaluation recommended
8) More information needed (specify)

Date of Meeting	Meeting Type	Team Participants (name, title)	Next Steps

C. Area(s) of Strength

(Record date first noted in column to the left)

	Basic Reading		Listening Comprehension		Hearing
	Reading Fluency		Oral Expression		Vision
	Reading Comprehension		Communication/Language		Sensory
	Written Expression		Adaptive Functioning		Health/Medical
	Math Calculation		Social/Emotional		Motor Function
	Math Problem Solving		Behavior		Other:

D. Area(s) of Concern

(Record date first noted in column to the left)

	Basic Reading		Listening Comprehension		Hearing
	Reading Fluency		Oral Expression		Vision
	Reading Comprehension		Communication/Language		Sensory
	Written Expression		Adaptive Functioning		Health/Medical
	Math Calculation		Social/Emotional		Motor Function
	Math Problem Solving		Behavior		Other:

Describe areas of concern (e.g. compared to GLCES, typical peer performance, etc.): **(SAMPLE 2 - page 2 of 6)**

E. Parent Communication

1) Date and school staff members who first notified parents/guardians of concern:
2) Do the parents share the staff's concern?
3) Date state or district policies given to parents:
4) Date written notice that parent can request evaluation was provided:

Communication Log

Date	Staff	Type of Contact (e.g., email, phone, conference…)	Information shared	Were repeated assessments shared?	Outcome of contact

F. Problem Specification and Validation

Rate each main category below according to grade level expectations 1-4 (check one)
1. Significantly below avg. 2. Below avg. 3. Average 4. Above avg.
Following each main category, check the specific sub skills of concern.
*** Double click on box and choose "checked"**

Reading ☐1 ☐2 ☐3 ☐4

- ☐Phonemic Awareness ☐1 ☐2 ☐3 ☐4
- ☐Phonics ☐1 ☐2 ☐3 ☐4
- ☐Fluency ☐1 ☐2 ☐3 ☐4
- ☐Comprehension ☐1 ☐2 ☐3 ☐4
- ☐Vocabulary ☐1 ☐2 ☐3 ☐4

Math ☐1 ☐2 ☐3 ☐4

- ☐Number sense ☐1 ☐2 ☐3 ☐4
- ☐Number fact fluency ☐1 ☐2 ☐3 ☐4
- ☐Computation ☐1 ☐2 ☐3 ☐4
- ☐Problem solving ☐1 ☐2 ☐3 ☐4
- ☐Algebra ☐1 ☐2 ☐3 ☐4
- ☐Geometry & measurement ☐1 ☐2 ☐3 ☐4

Written Expression ☐1 ☐2 ☐3 ☐4

- ☐Legibility ☐1 ☐2 ☐3 ☐4
- ☐Fluency ☐1 ☐2 ☐3 ☐4
- ☐Conventions(cap.,punc., spelling) ☐1 ☐2 ☐3 ☐4
- ☐Grammar ☐1 ☐2 ☐3 ☐4
- ☐Vocabulary ☐1 ☐2 ☐3 ☐4
- ☐Content ☐1 ☐2 ☐3 ☐4
- ☐Writing process ☐1 ☐2 ☐3 ☐4

Communication/Lang. ☐1 ☐2 ☐3 ☐4

- ☐Articulation ☐1 ☐2 ☐3 ☐4
- ☐Pragmatics ☐1 ☐2 ☐3 ☐4
- ☐Oral Expression ☐1 ☐2 ☐3 ☐4
- ☐Listening Comprehension ☐1 ☐2 ☐3 ☐4
- ☐Fluency ☐1 ☐2 ☐3 ☐4

Social/Emotional ☐1 ☐2 ☐3 ☐4

- ☐Adult relations ☐1 ☐2 ☐3 ☐4
- ☐Peer relations ☐1 ☐2 ☐3 ☐4
- ☐Even Temperament ☐1 ☐2 ☐3 ☐4
- ☐Sensitive to social cues ☐1 ☐2 ☐3 ☐4

Behavior ☐1 ☐2 ☐3 ☐4

- ☐Attends to instruction ☐1 ☐2 ☐3 ☐4
- ☐Motivation and effort ☐1 ☐2 ☐3 ☐4
- ☐Work completion ☐1 ☐2 ☐3 ☐4
- ☐Low frustration tolerance ☐1 ☐2 ☐3 ☐4
- ☐Follows directions/rules/routines ☐1 ☐2 ☐3 ☐4
- ☐Other (specify) _____ ☐1 ☐2 ☐3 ☐4

Adaptive Functioning ☐1 ☐2 ☐3 ☐4

- ☐Age appropriate self-help skills ☐1 ☐2 ☐3 ☐4
- ☐Functions independently ☐1 ☐2 ☐3 ☐4

Health/Medical ☐1 ☐2 ☐3 ☐4

- ☐Energy level ☐1 ☐2 ☐3 ☐4
- ☐Sleep patterns ☐1 ☐2 ☐3 ☐4
- ☐Chronic illness ☐1 ☐2 ☐3 ☐4
- ☐Gross motor ☐1 ☐2 ☐3 ☐4

	☐Fine motor ☐ 1 ☐2 ☐3 ☐4 ☐Other _____ ☐ 1 ☐2 ☐3 ☐4

Documentation of Evidence

List evidence confirming the extent of the student's areas of deficit in the section below. May cite data within this document (e.g., assessment results, progress monitoring, observation data, etc…)

Concern	Date	Evidence

G. Attendance and Discipline By Year

	Total number of:					Briefly describe or attach documentation:	
School Year	Absent	Tardy	Office Referrals	ISS	OSS	Behavior	Type of intervention

H. Other Factors That May Affect Performance
(Check each area with sufficient data and specify)

Include all data on other factors that may affect performance on appropriate age/grade-level standards or activities.

	Vision:
	Hearing:
	Health:
	Motor Functioning:
	Cognitive:
	Social/Emotional:

	Environmental, Economic Disadvantage**:** **(SAMPLE 2 - page 4 of 6)**
	English As Second Language:
	Autism Spectrum Disorder:

I. Achievement						
Include data documenting achievement relative to age/state approved grade-level standards.						
Assessment Type	**Date**	**Existing data**				
Grades						
Teacher narrative						
Student input						
Benchmark (CBM) screening (see attached DIBELS, DRA)						
Progress monitoring (graphs of weekly or bi-weekly intervals attached)						
Criterion referenced assessments						
Norm-referenced achievement tests						
District curriculum Assessments aligned with State Grade Level Content Expectations (GLCEs) and classroom instruction						
State Assessments, PSAT, SAT	**Year**	**Reading**	**Writing**	**Math**	**Science**	**Social St.**

J. Additional Data (when appropriate)		
Assessment Type	**Date**	**Existing data**
Cognitive assessment		
Adaptive behavior		
Social/emotional/behavior scales		
Speech and language assessments		
Functional behavior assessment data		
Developmental history (summarize)		
Outside evaluations/reports		

K. Observation Data (SAMPLE 2 - page 5 of 6)

Summarize observations of the student in the learning environment (including general education setting) to document academic performance and behavior in the area(s) of difficulty. Observations must specifically note the following: **Date** and **time** of observation; **Observer name** and **title**; **Instructional activities** (i.e. individual seatwork, small group cooperative work, etc.); **Instructional Materials** (i.e. worksheets, computers, overhead projector, etc.); **Manner of Presentation** (i.e. teacher-directed, small group, whole group, etc.); and **Comparison to peers'** performance in the classroom. Additional observations may be attached.

Date/Time	
Observer Name/ Title	
Instructional Activities	
Instructional Materials	
Manner of Presentation	
Peer Comparison	
Date/Time	
Observer Name/ Title	
Instructional Activities	
Instructional Materials	
Manner of Presentation	
Peer Comparison	
Date/Time	
Observer Name/ Title	
Instructional Activities	
Instructional Materials	
Manner of Presentation	
Peer Comparison	

L. Intervention Log

Intervention	Tier	Date Parents Notified	Start Date	End Date	Person Implementing	Days Per Week	Min. Per Day	Current Level of Performance

M. Appropriate Instruction (SAMPLE 2 - page 6 of 6)

Note: Document *the following only with respect to appropriate instruction in the student's area(s) of concern*.
Criteria: Provide data demonstrating appropriate instruction in one or more of the first eight SLD areas from section D.

Area of Concern	Do the teachers meet NCLB "highly qualified" standards?	Are the district curriculum materials research-based and aligned to the state GLCEs?	Have the teachers received training in curriculum materials?	Has the curriculum been implemented with fidelity?	Has the student attended at least 85% of instructional days? (Last school year)
Basic Reading	☒YES ☐NO	☒YES ☐NO	☒YES ☐NO	☒YES ☐NO	☐YES ☐NO
Reading Fluency	☒YES ☐NO	☒YES ☐NO	☒YES ☐NO	☒YES ☐NO	☐YES ☐NO
Reading Comprehension	☒YES ☐NO	☒YES ☐NO	☒YES ☐NO	☒YES ☐NO	☐YES ☐NO
Written Expression	☒YES ☐NO	☒YES ☐NO	☒YES ☐NO	☒YES ☐NO	☐YES ☐NO
Math Calculation	☒YES ☐NO	☒YES ☐NO	☒YES ☐NO	☒YES ☐NO	☐YES ☐NO
Math Problem Solving	☒YES ☐NO	☒YES ☐NO	☒YES ☐NO	☒YES ☐NO	☐YES ☐NO
Listening Comprehension	☒YES ☐NO	☒YES ☐NO	☒YES ☐NO	☒YES ☐NO	☐YES ☐NO
Oral Expression	☒YES ☐NO	☒YES ☐NO	☒YES ☐NO	☒YES ☐NO	☐YES ☐NO

*** If no data is available to document appropriate instruction (i.e., any boxes checked "No"), describe what will be done to document and/or provide appropriate instruction in space provided here:**

Make brief note in the "next steps" column of the Team Meetings Log (section B**).**

Student Intervention and Data Review

Student: _____ **Date:** _____

DOB:

Meeting Log: Date, Grade, School, District and Concern [help]	Team Participants (name, title)	Next Steps to Address Concern

Area(s) of Concern: ***(Enter date a concern is first discussed)*** [help]

	Basic Reading		Math Calculation		Behavior
	Reading Fluency		Math Problem Solving		Sensory
	Reading Comprehension		Hearing		Adaptive Functioning
	Writing		Vision		Health / Medical
	Communication/Language		Social / Emotional		Motor Functioning

Student strengths and interests:

Attendance, Discipline by Year [help]

	Total number of:					Briefly describe or attach documentation: **[help]**	
School Year	Absent	Tardy	Office Referrals	ISS	OSS	Behavior	Type of instructional support, if any

Achievement [help]

Criteria: Data documenting achievement relative to age/state approved grade-level standards.

Assessment Type	List date and existing data	
Benchmark (CBM) screening [help] STAR data (use percentile rank)		
Progress Monitoring (data from interventions: daily, weekly or bi-weekly intervals) [help]		
Grades : summary from this year and last year Grades 3-12 (A, B,C D, E) Grades K-2 (0,1, 2, 3, 4): **4=Secure Plus**-Student independently applies and extends key concepts, processes, and skills. Exceeds grade level expectations. **3=Secure**-Children can consistency apply skills or concepts correctly and independently. Performing at expected grade level expectation. **2=Developing**-Children show some understanding. However, errors or misunderstandings still occur. Reminders, hints, and suggestions are needed to promote children's understanding. **1=Beginning**-Children cannot complete the task independently. They show little understanding of the concept or skill. **0=Little or no understanding**.		
Curriculum assessments (e.g., DRA score, Common Assessments/Quarterlies): Note student's score and the		

Class Average or Expected Score)[help]		

Student Intervention and Data Review

Student: _____ **Date:** _____ 2

DOB: _____

State/District Tests (PSAT, SAT, State Assessments)	Year	Reading	Writing	Math	Science	Social St.

Source of Input	Date	Comments (brief summary)
Teacher Input (brief summary of anecdotal observations, NOT assessment data)		
Parent Input (brief summary; refer to Blue Parent Input Form for more details)		

Rate of Progress
Attach charts/graphs comparing student progress monitoring data to the student's goal line, e.g., DIBELS, AIMSWeb, EDCheckup, Yearly Progress Pro, behavior plan charting, etc. Or enter data into chart provided here.

Additional Data from Previous Special Education or Outside Agency Evaluations [help]		
Assessment Type	***List existing data and date***	
Speech/Language assessment		
Cognitive/IQ assessment		
Norm-referenced achievement (e.g., WJ-III, WIAT-2, KTEA, etc.)		
Adaptive/Functional Scales (e.g., Vineland, ABAS-2, etc.)		
Social-Emotional-Behavioral Scales (e.g., Achenbach, BASC-2, Conners, etc.)		

Other Factors That May Affect Performance: (*check each area with sufficient data)* [help]					
Criteria: Data on other factors that may affect performance on appropriate age/grade-level standards or activities.					
	Vision		Cognitive		Environmental, Economic Disadvantage
	Hearing		Social/Emotional		English As Second Language
	Health		Cultural		Autism Spectrum Disorder
	Motor Functioning				

List date & existing information for any checked area(s)	*List date & data needed for any unchecked area(s)*
• **Vision**-Date and Results: • **Hearing**-Date and Results: • **Motor**-Teacher, PE Observation, physicals • **Cognitive**-Child's rate of learning in other skills,	

listening comprehension, adaptive skills. • **Emotional**-office referral rates, teacher/parent input whether child presents with dysfunctional behavior(s) in the educational setting with respect to being fearful, isolated, anxious, depressed, or angry. • **Cultural**-Individual performance in comparison to disaggregated performance data for the child's cultural/ethnic group. • **Environmental, Economic Disadvantaged**-Individual performance data in comparison to disaggregated performance data for students qualifying for free and reduced lunch. • **LEP**-English language proficiency test, received ELA services, targeted interventions in additional to ELA services, ELA and other services provided for a sufficient length of time so growth can be measured.	

Observation for Academic Performance and Behavior in the Area(s) of Difficulty: To Be Completed Prior to CST and/or Special Education Referral [help]			
Criteria: Data documenting that the student was observed in the learning environment (including general education setting) to document academic performance and behavior in the area(s) of difficulty			
Check skill area(s) of difficulty. Any checked skill area(s) should be observed.			
	Basic Reading Skills		Social-Emotional (limited relationships, inappropriate behaviors/feelings, depression, anxiety, fears, phobias)
	Reading Fluency		Behavior (disciplinary issues, effort/motivation)
	Reading Comprehension		Sensory
	Writing		Adaptive Skills (ability to function like typical same-age peers in non-academic, everyday situations)
	Communication/Language		Health/Medical
	Math Calculation		Fine or Gross Motor Skills
	Math Problem Solving		Attention , Activity Level, and/or Impulse Control
	Hearing and/or Vision		Restricted/Repetitive Behaviors and/or Interests

For any area(s) of concern document academic and behavioral data from any observation by using the provided Classroom Observation Checklists - OR - the Log below.

Date	Observer (Name/title)	Area(s) of Concern	Academic/Behavioral Results

Student Intervention and Data Review

Student: _____ **Date:** _____

DOB: _____

2

Appropriate Instruction [help]

Criteria: Data demonstrating appropriate instruction.
Note: *Consider the following only with respect to appropriate instruction in the area(s) of concern.*

	Factors to be considered in the analysis of appropriate instruction in each area of academic concern		*List existing data supporting explicit, systematic and active instruction in each area of concern checked below*	**If data is not available, what will be done to document appropriate instruction?** Describe appropriate instruction during intervention period or other.
What	**Essential Components of Reading Instruction**			
		Phonemic Awareness- ability to notice, think about, and work with individual sounds in a spoken word		**Describe:**
		Phonics- an understanding of the relationship between letters or written language and the individual sounds of spoken language		**Describe:**
		Vocabulary- the words we must know to communicate effectively		**Describe:**
		Fluency- the ability to read text accurately and quickly with proper expression		**Describe:**
		Comprehension- understanding the meaning of what is read.		**Describe:**
		Concepts and Reasoning		**Describe:**
		Automatic Recall-# facts		
		Computation Algorithms		
		Functional Math		
		Verbal Problem Solving		
		Oral Expression		**Describe:**
		Written Expression		
		Listening Comprehension		
	Curriculum Alignment		**List existing alignment data**	
	Evidence that district curriculum is aligned to the CEs			**Describe:**

	Student Intervention and Data Review **Student:** _____ **Date:** _____ **DOB:** _____		
	Evidence that curriculum materials are research-based and aligned to the CEs		**Describe:**
		List existing data supporting the appropriate instruction factor	
Who	**Highly Qualified Teachers** Are teachers highly qualified?	Yes, See Human Resource Office	
How	Fidelity of Instructional Implementation- Evidence that 80% of students in the student's classrooms meeting state/district-wide standards over the grades		**Describe:**
	Differentiated Instruction changes when formative assessment suggests student is at-risk: e.g. Universal design practices, research-based intervention practices	Current classroom strategies:	**Describe:**
	Student attendance at least 85% of instructional days - File review for absenteeism, school enrollment, history, discipline	Data from at least last 3 years:	**Describe:** **Note – if attendance is less than 85% for current or previous school year, demonstrate at least 85% attendance for one full school year with interventions prior to special education referral.**
	Parent provided data-based documentation of repeated assessments at reasonable intervals, reflecting formal assessment of progress during instruction.		**Describe:**

Parent Notice [help] [back to Rate of Progress section of form] **(SAMPLE 3 – page 6 of 8)**		
Criteria: Parent Notice When Student Participates in Scientific Research-based Intervention Process		
Required Documentation [help]	***List Existing Data***	***Identify Additional Data Needs***
1) State or district policies given to parents	*Date written policies provided:*	
2) Notice that parent can request evaluation	*Date written notice provided:*	
3) Indicate instructional strategies used and data on results collected	*Describe intervention:*	
4) Attach data or edit graph(s) below. [help] *To edit a graph: right click / Chart Object*		

CURRENT/NEW TIER 2 INTERVENTION(S)

NOTE: To meet Tier 2 Intervention Standards, include all of the following elements:

a.) Instruction in small groups of no more than 3-5 students
b.) At least 30 minutes 4-5 days each week
c.) Intervention delivered by a highly qualified teacher and/or intervention specialist
d.) Weekly progress monitoring
e.) 9-12 weeks in duration
f.) Attempt to modify intervention after each 3-4 weeks of poor progress

Area of Concern, Current/New Intervention and (a) Group Size and (e) Start Date	**(b) # min/day and # days/week**	**(c) Person(s) Delivering Intervention**	**(d) Progress Monitoring Tool, How Often (weekly) and By Whom**	**Baseline Score on Progress Monitoring Tool (and expected level of typical peers)**	**Dates and Scores for 1st, 2nd, and 3rd Progress Monitoring Checks**	**Dates and Scores for 4th, 5th, and 6th Progress Monitoring Checks**	**Dates and Scores for 7th, 8th, and 9th Progress Monitoring Checks**	**Dates and Scores for 10th, 11th, and 12th Progress Monitoring Checks**

PARENT NOTIFICATION REGARDING INTERVENTIONS AND PROGRESS

DATE	**BY WHOM**	**TYPE OF CONTACT (letter, phone call, email, etc.)**	**COMMENTS**

NEW TIER 2 INTERVENTION(S)

NOTE: To meet Tier 2 Intervention Standards, include all of the following elements:

a.) Instruction in small groups of no more than 3-5 students
b.) At least 30 minutes 4-5 days each week
c.) Intervention delivered by a highly qualified teacher and/or intervention specialist
d.) Weekly progress monitoring
e.) 9-12 weeks in duration
f.) Attempt to modify intervention after each 3-4 weeks of poor progress

Area of Concern, New Intervention and (a) Group Size	**(b) # min/day and # days/week**	**(c) Person(s) Delivering Intervention**	**(d) Progress Monitoring Tool, How Often (weekly) and By Whom**	**Baseline Score on Progress Monitoring Tool (and expected level of typical peers)**	**Dates and Scores for 1st, 2nd, and 3rd Progress Monitoring Checks**	**Dates and Scores for 4th, 5th, and 6th Progress Monitoring Checks**	**Dates and Scores for 7th, 8th, and 9th Progress Monitoring Checks**	**Dates and Scores for 10th, 11th, and 12th Progress Monitoring Checks**
Basic reading skills And Reading Comprehension One-On-One Reading Instruction 1 student RAZ Kids Computerized	30 min/day for 4 days/week 20-30 mins 2x/week	XXXX Start date: 10/04/10 Computer Start Date: 09/27/10	Oral Reading Fluency Probe, weekly, XXXX	6 cwpm 10/07/10 2nd grade passage Vs. expected 51 cwpm	9 cwpm 10/15/10 Form 2 - 2	15 cwpm 11/8/10 Form 2 - 5	23 cwpm 12/03/10 Form 2-8	
					13 cwpm 10/22/10 Form 2 – 3	7 cwpm 11/12/10 Form 2 - 6		
					11 cwpm 10/29/10 Form 2 - 4	19 cwpm 11/19/10 Form 2 – 7		Highlighted scores are within lowest 10 national percentile ranks
Math calculation and Math Problem-Solving Everyday Math Games 4 students	15 min/day for 4 days/week	XXX	Easycbm.com, change to Everyday Math Probes as of 11/08/10	1/8 (12%) in 2 mins 10/07/10 Read aloud Vs. expected 80-100%	4/8 (50%) 10/15/10	2/5 (40%) 11/8/10 2-2-1	2/5 (40%) 12/03/10 2-2-4	
					1/8 (12%) 10/22/10 2 - 3	0/5 (0%) 11/12/10 2-1-2		
					1/8 (12%) 10/29/10 Form 2 - 4	2/5 (40%) 11/19/10 2-2-3		Highlighted scores are far below expected level

DATE	**BY WHOM**	**TYPE OF CONTACT**	**COMMENTS**
10/01/2010	Team	Meeting with parent	Discussed SIDR form, interventions, and progress monitoring
12/09/2010	Team	Meeting with parent	Reviewed interventions and progress monitoring data, processed special education referral

Student Intervention & Data Review **(SAMPLE 4 – page 1 of 6)**

Demographics			
Student:	**DOB:**	**Age:**	**Gender:**
Race/Ethnicity:	**ELL: Yes/No**	**Native Language:**	
District:	**School:**	**Grade:**	**Teacher:**
Parent/Guardian:			
Address:	**City:**	**State:** MI	**Zip Code:**
Home Phone:	**Work Phone:**	**Email:**	
Student Intervention and Data Review (SIDR) start date:			

Team Meetings Log

Record all meetings the school staff convened to discuss the student's specific needs. Use the following rubric to indicate the outcome of the meeting (i.e. team's decision on next steps taken):

1) Address inadequate general education instruction
2) Create intervention plan
3) Continue with current intervention plan
4) Modify current intervention plan
5) Implement new intervention plan
6) Intervention plan no longer needed
7) Special education evaluation recommended
8) More information needed (specify)

Date of Meeting	Meeting Type	Team Participants (name, title)	Next Steps to Address Concern

Area(s) of Concern:
(Record the date a concern is first discussed in the column to the left)

	Basic Reading		Listening Comprehension		Hearing
	Reading Fluency		Oral Expression		Vision
	Reading Comprehension		Communication/ Language		Sensory
	Written Expression		Adaptive Functioning		Health / Medical
	Math Calculation		Social / Emotional		Motor Functioning
	Math Problem Solving		Behavior		Other:

Describe areas of concern (e.g. compared to GLCE, typical peer performance, etc.):

List the student's strengths and interests:

Parent Communication

1) Date and school staff members who first notified parents/guardians of concern:

2) Do the parents share the staff's concern? Explain.

Criteria: Parent Notice when student participates in Scientific Research-based Intervention Process

Required Documentation:

1) Date state or district policies were given to parents:

2) Date written notice that parent can request evaluation was provided:

Communication Log:

Date	Staff	Type of Contact (e.g. email, phone, conference…)	Information Shared (instructional strategies used and data on results collected)	Were repeated assessments shared?	Outcome of contact

Attendance, Discipline by Year

	Total Number of:					Briefly describe or attach documentation:	
School Year	Absent	Tardy	Office Referrals	ISS	OSS	Behavior	Type of instructional support, if any

Achievement

Criteria: Data documenting achievement relative to age/state approved grade-level standards.

Assessment Type	Date	Existing data
Grades		
Teacher reports		
Student input		
Benchmark (CBM) screening		MLPP Writing Prompt MLPP Letter/Sound ID DIBELS FSF LNF PSF NWF ORF Retell DAZE **Digging Deeper** MLPP Phonemic Awareness

		Concepts about Print Sight Words *Attach DIBELS reports
Progress Monitoring (daily, weekly or bi-weekly intervals)		*Attach DIBELS reports
Criterion referenced assessments		Brigance STAR Reading STAR Math
Norm-referenced achievement tests		DAB-3 WJ III GORT CMAT
District curriculum assessments aligned with State GLCEs and classroom instruction		DRA 2 Level Fluency pts. Comprehension pts.

State Assessments, PSAT, SAT	Year	Reading	Writing	Math	Science	Social St.

Additional Data

Assessment Type	*Date*	*Existing Data*
Cognitive assessment		
Adaptive behavior		
Social/Emotional/Behavior scales		
Speech and language assessments		
Functional behavior assessment data		
Developmental history (summarize)		
Outside evaluations/reports		
Parent input		
Previous Teacher Report/Comments (recommendations & observations)		
Previous Grades		

Other Factors That May Affect Performance:
(*check each area with sufficient data and specify)*

Criteria: Data on other factors that may affect performance on appropriate age/grade-level standards or activities.

☐	Vision	☐	Cognitive	☐	Environmental, Economic Disadvantage
☐	Hearing	☐	Social/Emotional	☐	English As Second Language
☐	Health	☐	Cultural	☐	Autism Spectrum Disorder
☐	Motor Functioning	☐		☐	

List the date & the existing information for any checked area(s)	***List the date & the data needed for any unchecked area(s)***

Intervention Log

Criteria: Tier I and/or Tier II intervention procedures/programs are listed. Frequency, duration, person implementing along with start and end dates are to be detailed. Corresponding progress monitoring data is included under rate of progress.

Intervention	Date Parents Notified	Start Date	End Date	Person Implementing	Days Per Week	Minutes Per Day

Rate of Progress
Attach charts/graphs comparing student progress monitoring data to the student's goal line, e.g., DIBELS, AIMSWeb, EDCheckup, Yearly Progress Pro, behavior plan charting, etc. *Or enter data into chart provided here.*

Observation for Academic Performance and Behavior in the Area(s) of Difficulty			
Criteria: Data documenting that the student was observed in the learning environment (including general education setting) to document academic performance and behavior in the area(s) of difficulty			
Check skill area(s) of difficulty. Any checked skill area(s) should be observed.			
	Oral Expression		Reading Fluency Skills
	Listening Comprehension		Reading Comprehension
	Written Expression		Math Calculation
	Basic Reading Skills		Math Problem Solving

For any area(s) of concern document academic and behavioral data from any observation by using the provided Classroom Observation Checklists - OR - the Log below.

Date	Observer (Name/title)	Instructional Activities	Instructional Materials	Manner of Presentation	Peer Comparison

					(SAMPLE 4 – page 5 of 6)

Appropriate Instruction			
Criteria: Data demonstrating appropriate instruction. **Note:** *Consider the following only with respect to appropriate instruction in the area(s) of concern.*			
	Factors to be considered in the analysis of appropriate instruction in each area of academic concern	***List existing data supporting explicit, systematic and active instruction in each area of concern checked below***	**If data is not available, what will be done to document appropriate instruction?** Describe appropriate instruction during intervention period or other.
What	**Essential Components of Reading Instruction**		
	Phonemic Awareness- ability to notice, think about, and work with individual sounds in a spoken word		**Describe:**
	Phonics- an understanding of the relationship between letters or written language and the individual sounds of spoken language		**Describe:**
	Vocabulary- the words we must know to communicate effectively		**Describe:**
	Fluency- the ability to read text accurately and quickly with proper expression		**Describe:**
	Comprehension- understanding the meaning of what is read.		**Describe:**
	Concepts and Reasoning		**Describe:**
	Automatic Recall-# facts		
	Computation Algorithms		
	Functional Math		
	Verbal Problem Solving		

		Oral Expression		**Describe:** **(SAMPLE 4 – page 6 of 6)**
		Written Expression		
		Listening Comprehension		
	Curriculum Alignment		**List existing alignment data**	
	Evidence that district curriculum is aligned to the CEs			**Describe:**
	Evidence that curriculum materials are research-based and aligned to the CEs			**Describe:**
			List existing data supporting the appropriate instruction factor	
Who	**Highly Qualified Teachers** Are teachers highly qualified?			
How	Fidelity of Instructional Implementation- Evidence that 80% of students in the student's classrooms meeting state/district-wide standards over the grades			**Describe:**
	Differentiated Instruction changes when formative assessment suggests student is at-risk: e.g. Universal design practices, research-based intervention practices			**Describe:**
	Student attendance at least 85% of instructional days - File review for absenteeism, school enrollment, history, discipline			**Describe:**
	Parent provided data-based documentation of repeated assessments at reasonable intervals, reflecting formal assessment of progress during instruction.			**Describe:**

Observation Checklist for Pre-academic/Academic Areas of Concern – Pre-school / Kindergarten

[back to Observation form]

Student: _____ Grade: ___ Teacher/Location: _____
Observer: _____ Date: _____ Time: _____ Activities: _____

Directions: First, identify the area(s) of concern in the box below. Your observation should focus on the identified area(s). During the observation, place a check mark next to the behaviors that are listed within each domain that correlates with the noted area(s) of concern. These checklists are not exhaustive, so you may want make notes regarding other additional behavior observed, including strengths and behaviors which may interfere with the student's learning. In order to obtain a full and accurate picture of the student's performance, it may be necessary to observe the student more than once, possibly in different settings and at different times of the day. If a child is less than school age or out of school (e.g. drop-out, suspended, expelled) observations should be conducted in an environment appropriate for his/her age.

Check area(s) of concern [help]			
□ Oral Expression	□ Basic Reading	□ Reading Comprehension	□ Math Calculation
□ Listening Comprehension	□ Reading Fluency	□ Written Expression	□ Math Problem Solving

Instructional Domain

Instructional Activities (i.e. individual seatwork, small group cooperative work, reading lesson, math lesson, etc.)	**Instructional Materials** (i.e. worksheets, computers, overhead projector, manipulatives, calculator, etc.)	**Manner of Presentation** (i.e. teacher-directed, small group, new skill modeling, guided practice, whole group, etc.)

Academic Skills

Language (Oral Expression, Listening Comprehension, Basic Reading - Phonemic Awareness) - - During observation student demonstrated:	
□ Grade appropriate skills	□ Difficulty re-telling what has just been said
□ Difficulty modulating voice (e.g., too soft, too loud)	□ Slow/halting speech, using fillers (e.g., uh, you know, um)
□ Difficulty naming people or objects	□ Difficulty with pronouncing words
□ Difficulty staying on topic	□ Difficulty rhyming
□ Difficulty in explaining things (e.g. feelings, ideas) due to lack of vocabulary, articulation, and/or grammar skills	□ Difficulty with phonemic awareness tasks (e.g., saying initial sounds, saying sounds of words, saying words fast)
□ Difficulty understanding instructions or directions	□ Limited interest in books or stories

Notes: _____
_____

Reading (Basic Reading, Reading Comprehension, Reading Fluency) - - During observation student demonstrated:	
□ Grade appropriate skills	□ Difficulty reading short, irregular sight words
□ Difficulty identifying sounds	□ Difficulty retelling what has been read
□ Difficulty blending sounds into words	□ Difficulty with retention of new vocabulary
□ Difficulty reading short, regular words	□ Difficulty demonstrating comprehension of sentences/stories

Notes: _____
_____

Written Language (Written Expression) - - During observation student demonstrated:	
□ Grade appropriate skills	□ Difficulty with drawing familiar shapes
□ Difficulty with holding writing instruments	□ Difficulty with naming, copying or writing letters
□ Difficulty copying / tracing	□ Frequent letter, number, and symbol reversals

Notes: _____
_____
_____

Math (Math Calculation, Math Problem Solving) - - During observation student demonstrated:	
□ Grade appropriate skills	□ Difficulty in recognizing numbers
□ Difficulty counting aloud	□ Difficulty in comparing relative size (e.g. numbers, objects)
□ Difficulty in one-to one correspondence when counting objects	□ Difficulty in matching number symbol to corresponding objects

Notes: _____
_____
_____

Functional Skills

Social Emotional (All Areas) - - During observation student demonstrated:	
□ Age appropriate skills	□ Difficulty with self-control when frustrated.
□ Difficulty 'joining in' and maintaining positive social status in a peer group.	□ Difficulty using other students as models to cue self on appropriate behavior
□ Difficulty with sharing (e.g., objects, teacher's time)	

Notes: _____
_____
_____

Attention (All Areas) - - During observation student demonstrated:	
□ Age appropriate skills	□ Difficulty sustaining attention in work or play activities

Notes: _____
_____
_____

Gross and Fine Motor Skills (All Areas) - - During observation student demonstrated:	
□ Age appropriate skills	□ Poor ability to color or write 'within the lines'
□ Awkward and clumsy motor skills (dropping, spilling, or knocking things over)	□ Writing instruments awkwardly, resulting in poor handwriting, drawing
□ Difficulty with buttons, zippers, hooks, snaps and tying shoes	□ Difficulty using small objects or items that demand precision (e.g., legos, puzzle pieces, scissors)
□ Art work that is immature for age	

Notes: _____
_____
_____

Effort/Motivation – During observation student demonstrated:	
□ Hesitance in beginning work	□ Carelessness in work
□ An inability to start work without adult prompting	□ Eager to please
□ Persistent effort	□ Apathetic/Indifferent
□ Gives up easily	□ Refused to work

Notes: _____
_____
_____
_____

Summary of academic performance/behavior observed in area(s) of difficulty:
_____
_____
_____

Observation Checklist for Pre-academic/academic Areas of Concern – Grades 1-4

[back to Observation form]

Student: _____ Grade: ___ Teacher/Location: _____
Observer: _____ Date: _____ Time: _____ Activities: _____

Directions: First, identify the area(s) of concern in the box below. Your observation should focus on the identified area(s). During the observation, place a check mark next to the behaviors that are listed within each domain that correlates with the noted area(s) of concern. These checklists are not exhaustive, so you may want make notes regarding other additional behavior observed, including strengths and behaviors which may interfere with the student's learning. In order to obtain a full and accurate picture of the student's performance, it may be necessary to observe the student more than once, possibly in different settings and at different times of the day. If a child is out of school (e.g. drop-out, suspended, expelled) observations should be conducted in an environment appropriate for his/her age.

Check area(s) of concern for evaluation:			
□ Oral Expression	□ Basic Reading	□ Reading Comprehension	□ Math Calculation
□ Listening Comprehension	□ Reading Fluency	□ Written Expression	□ Math Problem Solving

Instructional Domain

Instructional Activities (i.e. individual seatwork, small group cooperative work, reading lesson, math lesson, etc.)	**Instructional Materials** (i.e. worksheets, computers, overhead projector, manipulatives, calculator, etc.)	**Manner of Presentation** (i.e. teacher-directed, small group, new skill modeling, guided practice, whole group, etc.)

Academic Skills

Language (Oral Expression, Listening Comprehension, Basic Reading - Phonemic Awareness) - - During observation student demonstrated:	
□ Grade appropriate	□ Difficulty re-telling what has just been said
□ Difficulty modulating voice (e.g., too soft, too loud)	□ Slow/halting speech, using fillers (e.g., uh, you know, um)
□ Difficulty naming people or objects	□ Difficulty with pronouncing words
□ Difficulty staying on topic	□ Difficulty rhyming
□ Difficulty in explaining things (e.g. feelings, ideas) due to use of imprecise language and limited vocabulary	□ Difficulty with phonemic awareness tasks (e.g., saying initial sounds, saying sounds of words, saying words fast)
□ Difficulty understanding instructions or directions	□ Poor grammar or misuses words in conversation
□ Inserts malapropisms into conversation	□ Difficulty with pragmatic skills (e.g., understands the relationship between speaker and listener, staying on topic, making inferences)

Notes: _____
_____

Reading (Basic Reading, Reading Comprehension, Reading Fluency) - - During observation student demonstrated:	
□ Grade appropriate skills	□ Slow oral reading skills that may interfere with comprehension
□ Difficulty identifying sounds, blending sounds into words	□ Difficulty retelling what has been read
□ Difficulty reading regular words	□ Difficulty with retention of new vocabulary
□ Difficulty reading irregular sight words	□ Difficulty demonstrating comprehension of sentences/stories

Grades 1 to 4 – Pg. 2	
□ Difficulty when reading sentences; may frequently lose place, omit words, insert words, substitute words, guess from initial sounds, reverse words, make self-corrections	

Written Language (Written Expression) - - During observation student demonstrated:	
□ Grade appropriate skills	□ Frequent reversals of letters and numbers
□ Difficulty with holding writing instruments	□ Uneven spacing between letters and words, has trouble staying 'on the line'
□ Messy and incomplete writing, with many cross-outs and erasures	□ Inaccurate copying skills (e.g., confuses similar-looking letters and numbers
□ Difficulty remembering shapes of letters and numbers	□ Poor and inconsistent spelling
□ Difficulty proofreading and self-correcting work	□ Complete written assignments

Notes: _____
_____

Math (Math Calculation, Math Problem Solving) - - During observation student demonstrated:	
□ Grade appropriate skills	□ Difficulty with comparisons
□ Difficulty with simple counting and one-to-one correspondence between number and objects	□ Difficulty telling time or conceptualizing the passage of time
□ Difficulty counting by other numbers (2's, 5's, 10's)	□ Difficulty solving one-step word problems
□ Difficulty estimating quantity (e.g., quantity, value)	□ Difficulty solving facts and longer operations

Notes: _____
_____

Functional Skills

Social Emotional (All Areas) - - During observation student demonstrated:	
□ Age appropriate skills	□ Difficulty with self-control when frustrated.
□ Difficulty 'joining in' and maintaining positive social status in a peer group.	□ Difficulty using other students as models to cue self on appropriate behavior
□ Difficulty in 'picking up' on other people's moods/feelings	□ Difficulty knowing how to share/express feelings
□ Difficulty detecting or responding appropriately to teasing	□ Difficulty dealing with group pressure, embarrassment and unexpected challenges
□ Difficulty in understanding the social hierarchy (students, teachers, administrators) of school	□ Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem

Notes: _____
_____
_____

Attention (All Areas) - - During observation student demonstrated:	
□ Age appropriate skills	□ Difficulty sustaining attention in work or play activities
□ Difficulty organizing tasks and activities	□ Difficulty with losing things that are necessary for tasks
□ Difficulty with remembering daily/routine activities	□ Difficulty by being easily distracted

Notes: _____
_____
_____

Gross and Fine Motor Skills (All Areas) - - During observation student demonstrated:	
□ Age appropriate skills	□ Poor ability to color or write 'within the lines'
□ Awkwardness and clumsiness (dropping, spilling, or knocking things over)	□ Awkward grasp of writing instruments, resulting in poor handwriting, drawing
□ Difficulty with buttons, zippers, hooks, snaps and tying shoes	□ Difficulty using small objects or items that demand precision (e.g., legos, puzzle pieces, scissors)
□ Art work that is immature for age	□ Limited success with games and activities that demand eye-to-hand coordination (e.g. musical instruments, sports)

Notes: _____
_____
_____
_____

Other Notes or Observed Behavior - - During observation student demonstrated:	
□ Confusion of left and right	□ Difficulty learning new games and mastering puzzles
□ Loses things often	□ Difficulty generalizing or applying skills from one situation to another

Notes: _____
_____
_____
_____

Effort/Motivation – During observation student demonstrated:	
□ Hesitance in beginning work	□ Carelessness in work
□ An inability to start work without adult prompting	□ Eager to please
□ Persistent effort	□ Apathetic/Indifferent
□ Gives up easily	□ Refused to work

Notes: _____
_____
_____
_____

Summary of academic performance/behavior observed in area(s) of difficulty:

_____
_____
_____
_____
_____
_____
_____
_____

Observation Checklist for Pre-academic/Academic Areas of Concern – Grades 5-8

[back to Observation form]

Student: _____ Grade: ___ Teacher/Location: _____
Observer: _____ Date: _____ Time: _____ Activities: _____

Directions: First, identify the area(s) of concern in the box below. Your observation should focus on the identified area(s). During the observation, place a check mark next to the behaviors that are listed within each domain that correlates with the noted area(s) of concern. These checklists are not exhaustive, so you may want make notes regarding other additional behavior observed, including strengths and behaviors which may interfere with the student's learning. In order to obtain a full and accurate picture of the student's performance, it may be necessary to observe the student more than once, possibly in different settings and at different times of the day. If a child is out of school (e.g. drop-out, suspended, expelled) observations should be conducted in an environment appropriate for his/her age.

Check area(s) of concern for evaluation:			
□ Oral Expression	□ Basic Reading	□ Reading Comprehension	□ Math Calculation
□ Listening Comprehension	□ Reading Fluency	□ Written Expression	□ Math Problem Solving

Instructional Domain

Instructional Activities (i.e. individual seatwork, small group cooperative work, reading lesson, math lesson, etc.)	**Instructional Materials** (i.e. worksheets, computers, overhead projector, manipulatives, calculator, etc.)	**Manner of Presentation** (i.e. teacher-directed, small group, new skill modeling, guided practice, whole group, etc.)

Academic Skills

Language (Oral Expression, Listening Comprehension, Basic Reading - Phonemic Awareness) - - During observation student demonstrated:	
□ Grade appropriate skills	□ Difficulty re-telling what has just been said
□ Difficulty modulating voice (e.g., too soft, too loud)	□ Inserted malapropisms into conversation
□ Difficulty naming people or objects	□ Difficulty with pronouncing words
□ Difficulty staying on topic	□ Poor grammar or misuses words in conversation
□ Difficulty in explaining things (e.g. feelings, ideas) due to use of imprecise language and limited vocabulary	□ Difficulty with pragmatic skills (e.g., understands the relationship between speaker and listener, staying on topic, making inferences)
□ Difficulty understanding instructions or directions	□ Slow/halting speech, using fillers (e.g., uh, you know, um)

Notes: _____
_____

Reading (Basic Reading, Reading Comprehension, Reading Fluency) - - During observation student demonstrated:	
□ Grade appropriate skills	□ Difficulty retelling what has been read
□ Difficulty reading grade level sight words	□ Difficulty with retention of new vocabulary
□ Difficulty reading common words seen in school/community	□ Difficulty demonstrating literal comprehension of sentences/stories
□ Difficulty when reading sentences; may frequently lose place, omit words, insert words, substitute words, guess from initial sounds, reverse words, make self-corrections	□ Difficulty demonstrating inferential comprehension of stories and connections between stories
□ Slow oral reading skills that may interfere with comprehension	□

Notes: _____
_____

Grades 5 to 8 – Pg. 2

Written Language (Written Expression) - - During observation student demonstrated:	
□ Grade appropriate skills	□ Difficulty proofreading and self-correcting work
□ Messy and incomplete writing, with many cross-outs and erasures	□ Poor and inconsistent spelling
□ Uneven spacing between letters and words, has trouble staying 'on the line'	□ Difficulty developing ideas in writing so written work is incomplete and too brief.
□ Inaccurate copying skills (e.g., confuses similar-looking letters and numbers	□ Difficulty completing written assignments

Notes: _____
_____
_____

Math (Math Calculation, Math Problem Solving) - - During observation student demonstrated:	
□ Grade appropriate skills	□ Difficulty with comparisons (e.g., less than, greater than)
□ Difficulty counting by single digit numbers, 10's 100's	□ Difficulty telling time or conceptualizing the passage of time
□ Difficulty aligning numbers resulting in computation errors	□ Difficulty solving word problems
□ Difficulty estimating quantity (e.g., quantity, value)	□ Difficulty solving facts and longer operations
□ Difficulty interpreting / creating charts and graphs	□ Difficulty understanding / applying measurement concepts

Notes: _____
_____
_____

Functional Skills

Social Emotional (All Areas) - - During observation student demonstrated:	
□ Age appropriate skills	□ Difficulty with self-control when frustrated.
□ Difficulty 'joining in' and maintaining positive social status in a peer group.	□ Difficulty using other students as models to cue self on appropriate behavior
□ Difficulty in 'picking up' on other people's moods/feelings	□ Difficulty knowing how to share/express feelings
□ Difficulty detecting or responding appropriately to teasing	□ Difficulty dealing with group pressure, embarrassment and unexpected challenges
□ Difficulty in understanding the social hierarchy (students, teachers, administrators) of school	□ Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem
□ Difficulty with 'getting to the point' (e.g., gets bogged down in details in conversation)	

Notes: _____
_____
_____

Attention (All Areas) - - During observation student demonstrated:	
□ Age appropriate skills	□ ⍰ Difficulty sustaining attention in work or play activities
□ Difficulty organizing tasks and activities	□ Difficulty with losing things that are necessary for tasks
□ Difficulty with remembering daily/routine activities	□ Difficulty by being easily distracted
□ Failure to pay close attention to details or makes careless mistakes in schoolwork or other activities	

Notes: _____
_____
_____
_____

Gross and Fine Motor Skills (All Areas) - - During observation student demonstrated:	
□ Age appropriate skills	□ Limited success with games and activities that demand eye-to-hand coordination (e.g. musical instruments, sports)
□ Awkwardness and clumsiness (dropping, spilling, or knocking things over)	□ Grasps writing instruments awkwardly, resulting in poor handwriting, drawing

Notes: _____
_____
_____
_____

Other Notes or Observed Behavior - - During observation student demonstrated:	
□ Confusion of left and right	□ Difficulty learning new games and mastering puzzles
□ Loses things often	□ Difficulty generalizing or applying skills from one situation to another
□ Finds it hard to judge speed and distance	□ Difficulty reading charts and maps
□ Difficulty with organization and planning	□ Difficulty listening and taking notes at the same time

Notes: _____
_____
_____
_____

Effort/Motivation – During observation student demonstrated:	
□ Hesitance in beginning work	□ Carelessness in work
□ An inability to start work without adult prompting	□ Eager to please
□ Persistent effort	□ Apathetic/Indifferent
□ Gives up easily	□ Refused to work

Notes: _____
_____
_____
_____

Summary of academic performance/behavior observed in area(s) of difficulty:

_____
_____
_____
_____

Observation Checklist for Pre-academic/Academic Areas of Concern– Grades 9-12

[back to Observation form]

Student: _____ Grade: ___ Teacher/Location: _____
Observer: _____ Date: _____ Time: _____ Activities: _____

Directions: First, identify the area(s) of concern in the box below. Your observation should focus on the identified area(s). During the observation, place a check mark next to the behaviors that are listed within each domain that correlates with the noted area(s) of concern. These checklists are not exhaustive, so you may want make notes regarding other additional behavior observed, including strengths and behaviors which may interfere with the student's learning. In order to obtain a full and accurate picture of the student's performance, it may be necessary to observe the student more than once, possibly in different settings and at different times of the day. If a child is out of school (e.g. drop-out, suspended, expelled) observations should be conducted in an environment appropriate for his/her age.

Check area(s) of concern for evaluation:			
□ Oral Expression	□ Basic Reading	□ Reading Comprehension	□ Math Calculation
□ Listening Comprehension	□ Reading Fluency	□ Written Expression	□ Math Problem Solving

Instructional Domain

Instructional Activities (i.e. individual seatwork, small group cooperative work, reading lesson, math lesson, etc.)	**Instructional Materials** (i.e. worksheets, computers, overhead projector, manipulative, calculator, etc.)	**Manner of Presentation** (i.e. teacher-directed, small group, new skill modeling, guided practice, whole group, etc.)

Academic Skills

Language (Oral Expression, Listening Comprehension, Basic Reading - Phonemic Awareness) - - During observation student demonstrated:	
□ Grade appropriate skills	□ Difficulty re-telling what has just been said
□ Difficulty modulating voice (e.g., too soft, too loud)	□ Inserts malapropisms into conversation
□ Confuses words with others that sound familiar	□ Difficulty with pronouncing words
□ Difficulty staying on topic	□ Poor grammar or misuses words in conversation
□ Difficulty in explaining things (e.g. feelings, ideas) due to use of imprecise language and limited vocabulary	□ Difficulty with pragmatic skills (e.g., understands the relationship between speaker and listener, staying on topic, making inferences)
□ Difficulty understanding instructions or directions	□ Demonstrates slow/halting speech, using fillers (e.g., uh, you know, um)

Notes: _____
_____

Reading (Basic Reading, Reading Comprehension, Reading Fluency) - - During observation student demonstrated:	
□ Grade appropriate skills	□ Difficulty retelling what has been read
□ Difficulty reading content area sight words	□ Difficulty with retention of new vocabulary
□ Difficulty reading common words seen in school/community	□ Difficulty demonstrating literal comprehension of sentences/stories
□ Difficulty when reading sentences; may frequently lose place, omit words, insert words, substitute words, guess from initial sounds, reverse words, make self-corrections	□ Difficulty demonstrating inferential comprehension of stories and connections between stories/ideas
□ Demonstrates slow oral reading skills that may interfere with comprehension	

Notes: _____
_____

Written Language (Written Expression) - - During observation student demonstrated:	
□ Grade appropriate skills	□ Difficulty proofreading and self-correcting work
□ Messy and incomplete writing, with many cross-outs and erasures	□ Poor and inconsistent spelling
□ Uneven spacing between letters and words, has trouble staying 'on the line'	□ Difficulty developing ideas in writing so written work is incomplete and too brief.
□ Inaccurate copying skills (e.g., confuses similar-looking letters and numbers	□ Difficulty completing written assignments

Notes: _____
_____

Math (Math Calculation, Math Problem Solving) - - During observation student demonstrated:	
□ Grade appropriate skills	□ Difficulty with comparisons (e.g., less than, greater than)
□ Difficulty counting by single digit numbers, 10's 100's	□ Difficulty telling time or conceptualizing the passage of time
□ Difficulty aligning numbers resulting in computation errors	□ Difficulty solving word problems
□ Difficulty estimating quantity (e.g., quantity, value)	□ Difficulty solving facts and longer operations
□ Difficulty interpreting / creating charts and graphs	□ Difficulty understanding / applying measurement concepts

Notes: _____
_____

Functional Skills

Social Emotional (All Areas) - - During observation student demonstrated:	
□ Age appropriate skills	□ Difficulty with self-control when frustrated.
□ Difficulty 'joining in' and maintaining positive social status in a peer group.	□ Difficulty using other students as models to cue self on appropriate behavior
□ Difficulty in 'picking up' on other people's moods/feelings	□ Difficulty knowing how to share/express feelings
□ Difficulty detecting or responding appropriately to teasing	□ Difficulty dealing with group pressure, embarrassment and unexpected challenges
□ Difficulty in understanding the social hierarchy (students, teachers, administrators) of school	□ Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem
□ Difficulty with 'getting to the point' (e.g., gets bogged down in details in conversation)	

Notes: _____
_____

Grades 9 to 12 – Pg. 3

Attention (All Areas) - - Student has:	
□ Age appropriate skills	□ Difficulty sustaining attention in work or play activities
□ Difficulty organizing tasks and activities	□ Difficulty with losing things that are necessary for tasks
□ Difficulty with remembering daily/routine activities	□ Difficulty by being easily distracted
□ Failure to pay close attention to details or makes careless mistakes in schoolwork or other activities	

Notes: _____
_____

Gross and Fine Motor Skills (All Areas) - - During observation student demonstrated:	
□ Has age appropriate skills	□ Limited success with games and activities that demand eye-to-hand coordination (e.g. musical instruments, sports)
□ Appears awkward and clumsy, dropping, spilling, or knocking things over	□ Grasps writing instruments awkwardly, resulting in poor handwriting, drawing

Notes: _____
_____
_____
_____

Other Notes or Observed Behavior - - During observation student demonstrated:	
□ Confusion of left and right	□ Difficulty learning new games and mastering puzzles
□ Loses things often	□ Difficulty generalizing or applying skills from one situation to another
□ Difficulty judging speed and distance	□ Difficulty reading charts and maps
□ Difficulty with organization and poor planning	□ Difficulty listening and taking notes at the same time

Notes: _____
_____
_____
_____

Effort/Motivation – During observation student demonstrated:	
□ Hesitance in beginning work	□ Carelessness in work
□ An inability to start work without adult prompting	□ Eager to please
□ Persistent effort	□ Apathetic/Indifferent
□ Gives up easily	□ Refused to work

Notes: _____
_____
_____
_____

Summary of academic performance/behavior observed in area(s) of difficulty:

_____
_____
_____
_____
_____
_____

Parent/Guardian Input and Survey

Student Name: _____ Grade: _____ Date: _____

School: _____ Teacher/Counselor: _____

1. What are your child's greatest strengths?

2. What are your child's interests?

3. What are your concerns about your child's progress and performance in school?

4. Does your child need help with homework on a regular basis?

5. Does your child receive special support outside of school (i.e. tutoring, therapy)?

6. How would you describe your child's feelings about school?

7. What do you think helps your child to be successful in school?

DIRECTIONS: Identify strengths with an "S" and difficulties with a "D."

READING
____Vocabulary
____Understands what he/she reads
____Reading pace
____Reading for fun

MATH
____Basic math facts
____Understands math
____Solving problems

SPEECH
____Speaks clearly
____Grammar
____Organization of ideas

WRITTEN LANGUAGE
____Spelling
____Grammar
____Organization of ideas

WORK HABITS
____Attention span
____Following directions
____Listening skills
____Assignment completion
____Organization of materials
____Time management
____Homework

____Self-Image
____Response to stress
____Peer interactions
____Adult interactions
____Takes responsibility
____Activity level
____Impulsivity
____Loner

SOCIAL ADJUSTMENT
____Withdrawal
____Empathy towards others
____Helpful to others
____Leadership
____Independence
____Self-advocacy
____Follows rules
____Conflict resolution skills

ACADEMIC PERFORMANCE
____Team work
____Motivation
____Independent work habits
____Asks for help
____Gets along with teacher
____Attendance
____Cheating

PHYSICAL
____Appearance/hygiene
____Appetite
____Energy level
____Eyesight
____Hearing
____Coordination
____General health

Is there anything else you want us to know about your child that was not addressed here?

How is it best to communicate with you? Phone: ____ Email: ____ Other: _____

Phone: _____ Email: _____

Survey completed by: _____ Relationship to student: _____

Student Interview

Student Name: _____ School: _____

Grade: _____ Age: _____ Teacher: _____

Interviewer: _____ Position: _____ Date: _____

Instructions: Interviewer should modify the language in this interview form to consider the age of the student. This does not have to read word for word.

1) What are your greatest strengths: In what areas do you do best? What are you most proud of doing?

2) In what area(s) could you improve the most? What things are most difficult about school for you?

3) What class/subject gave you the most difficulty last year? What is the one thing you can identify that made it difficult?

4) If we only picked one thing to focus on, what would you like for us to work on that would help you improve at school? What is the one thing you would like to be different?

5) Are you involved in any sports/clubs/activities at school or outside of school? What organization?

6) When you think about what area you need help improving, think about what helps you learn best:

a) Curriculum: Are there certain material/papers/assignments that make learning more or less difficult? (e.g., true/false tests are confusing) What is your favorite kind of assignment? What is your least favorite kind of assignment?

b) Instruction: What does your teacher do that makes learning easier for you? (e.g., the teacher gives you review notes) What does your teacher do that makes learning harder for you? (e.g., directors are confusing)

c) Environment: Are there things about the classroom or where you study at home that make learning more or less difficult? (e.g., kids near me want to talk, so I join in)

d) Learner: What things do you know about yourself that may help us help you to be more successful? (e.g., if I have to write down assignments, I seem to remember it better) What will help you to be more successful in school and learn?

5.2 Fidelity of Implementation

Fidelity is critical to the design and implementation of a successful Response to Intervention (RtI) framework. Fidelity is the delivery of a program, intervention or system as it is intended with accuracy and consistency. To ensure that instruction and interventions are implemented with fidelity, a careful and systematic monitoring process by the building administrator or his/her designee must be established. Fidelity is important at the school level in documenting the implementation of the process and at the teacher level with instructional practice, interventions, and the monitoring of student progress.

How can schools ensure fidelity of implementation? (NRCLD 2006)

Link interventions to improved outcomes (credibility)
Definitively describe operations, techniques, and components
Clearly define responsibilities of specific persons
Create a data system for measuring operations, techniques, and components
Create a system for feedback and decision making (formative)
Create accountability measures for non-compliance

There are several approaches that can be used to assess fidelity (Roach & Elliott, 2008):

<u>Self-report</u>

The person who is delivering (teaching) the intervention keeps a log or completes a checklist which records the critical components of the intervention.

<u>Permanent Products</u>

Data and artifacts/documentation of the implementation of the intervention are analyzed to determine if critical components were followed.

<u>Observations</u>

Observations are conducted of the delivery of the intervention, checking for the presence or absence and accuracy of implementation and critical intervention components.

Essential Questions: What is fidelity (Parisi et. al., 2007)

Surface fidelity

Were key components implemented?
Was adequate time allowed?
Was the specific amount of material covered?

Quality of delivery

Teacher behaviors

How is the teacher differentiating?

Can you identify the standards-based teaching practices?

Is the teacher using formative assessment to guide instruction?

Is there a range of teaching methods?

Student behaviors

Are the students engaged in learning?

What are the students doing?

Are the students working together?

Is there evidence of active or passive learning?

Fidelity Checklist
Tier I

Student: _____ **Teacher:** _____

Grade: _____ **Age:** _____ **School:** _____

Scientific, research-based core curriculum instruction and behavioral supports in general education have been implemented with fidelity for this student.

___Yes ___No **Evidence of Quality Tier I Core Level Standards-Based Learning** The student is placed in a general education classroom where a highly qualified teacher is providing appropriate curriculum and instructional strategies.
If no, describe actions to improve fidelity:

___Yes ___No **Fidelity of Instruction**
The curriculum was implemented with fidelity for this student.
If no, describe actions to improve fidelity:

___Yes ___No **Differentiation of Instruction**
Instruction is differentiated to include appropriate accommodations and scaffolds to meet the needs of the student.
If no, describe actions to improve fidelity:

___Yes ___No **Repeated Measures of Student Performance**
Data for universal benchmark screening was collected at least three times a year and compared to grade level peers in the district. The student scores in the lowest 25th percentile of his/her peer group based on this data.
If no, describe actions to improve fidelity:

Administrator/Designee Signature: _____ Date: _____

Fidelity Checklist
Tier II

Student: _____ **Teacher:** _____

Grade: _____ **Age:** _____ **School:** _____

Tier II targeted supplementary instruction was provided to this student as planned.

___Yes ___No **Evidence of Tier II Strategic Needs-Based Learning**
The student has received targeted scientific, research-based interventions for 9-12 weeks.
If no, describe actions to improve fidelity:

___Yes ___No **Fidelity of Intervention**
The intervention(s) was (were) implemented with fidelity for this student (including core curriculum, supplemental curriculum, and strategies).
If no, describe actions to improve fidelity:

___Yes ___No **Progress Monitoring Data**
The student's progress was monitored with repeated measures of the student performance, which was reported to parents. Assessment data was compared to peers, and the student's performance is less than the 15th percentile and/or less than sixty-seven percent (67%) of benchmark proficiency.
If no, describe actions to improve fidelity:

___Yes ___No **Data-Based Decision Making**.
The student's individualized or small-group interventions were reviewed, revised, and/or discontinued based on the student's performance and progress with 4-9 data points. Performance less than 25th percentile.
If no, describe actions to improve fidelity:

Administrator/Designee Signature: _____ Date _____

Fidelity Checklist
Tier III

Student: _____ **Teacher:** _____

Grade: _____ **Age:** _____ **School:** _____

Tier III direct, targeted, and intensive instruction was provided to the student with fidelity.

___Yes ___No **Evidence of Tier III Intensive Needs-Based Learning**
The student has received targeted intensive, scientific, research-based interventions for 9-12 weeks.
If no, describe actions to improve fidelity:

___Yes ___No **Fidelity of Intervention**
The intervention(s) was (were) implemented with fidelity for this student (including core curriculum, supplemental curriculum, and strategies).
If no, describe actions to improve fidelity:

___Yes ___No **Progress Monitoring Data**
The student's progress was monitored with repeated measures of the student performance, which was reported to parents. Assessment data was compared to peers, and the student's scores are below the 10^{th} percentile or in the lowest sixty-seven percent (67%) of the grade level peer group.
If no, describe actions to improve fidelity:

___Yes ___No **Data-Based Decision Making**
The student's individualized or small group interventions were reviewed, revised, and/or discontinued based on the student's performance and progress with at least 9-12 weekly probes. **If no, describe actions to improve fidelity:**

Administrator/Designee Signature: _____ Date: _____

5.3 Team Guidance: Data Collection on Instruction and Interventions

- ☐ Student was provided with appropriate instruction in general education with a qualified teacher.
- ☐ Results of repeated measures of student performance at reasonable intervals during classroom instruction were provided to parents and reviewed by the team.
- ☐ Academic interventions to provide supplementary instruction are documented, with attention to the fidelity of the efforts to impact student achievement.
- ☐ Student is not achieving at proficiency with grade level content standards (as measured by state assessments and/or district benchmark assessments).
- ☐ Health, vision, and/or hearing factors do not explain normative deficits or classroom performance deficits.
- ☐ Environmental, cultural, economic factors do not explain the achievement performance deficits.
- ☐ Multiple measures of achievement were considered.

INTERVENTION TEAM FIDELITY CHECKLIST

Student: **School:**

Date:

1. The baseline data in the area(s) of concern was described in specific, measurable terms meaningful for the intervention?	Yes	No
2. The goal(s) for the student was described in measurable terms on the written intervention plan?	Yes	No
3. A method for measuring progress toward the goal was described in writing?	Yes	No
4. An intervention to improve student performance was designed in the form of a written intervention plan?	Yes	No
5. At least one person was assigned to SUPPORT the teacher in implementing the intervention plan?	Yes	No
6. The teacher was provided the time, materials, and training to implement the intervention plan?	Yes	No
7. An implementation integrity measure is available for checking how the intervention was implemented?	Yes	No
8. The parent of the student receiving intervention was aware and had the opportunity to be involved in the intervention process?	Yes	No
9. A date for the review of the intervention plan and progress monitoring data was specified in writing?	Yes	No
10. The student was in attendance in school and engaged in the intervention activities?	Yes	No
11. All parties followed the written intervention plan? If no, describe how the instruction deviated from the intervention plan.	Yes	No

(RtI Field Guides, Wayne RESA, 2007)

Section 6

6.1 Full and Individual Evaluation (FIE)

A Full and Individual Evaluation (FIE) must be conducted to determine if an individual is entitled to special education services. Conducting a Full and Individual Evaluation is a continuation of the Response to Intervention (RTI) or problem solving process. The purpose of the FIE is to determine the educational interventions that are required to resolve the presenting problem, behaviors of concern, or suspected disability. Information collected during the RTI process is used along with additional assessment to assist in identifying effective interventions for a student experiencing difficulties.

A recommendation is made for the Full and Individual Evaluation when it is evident that additional resources and special education services may be needed to resolve the presenting concerns with student learning. The parents must give written permission before an FIE can be conducted. An FIE may be requested under any of the following circumstances:

- Academic and behavioral performance patterns demonstrate lack of adequate response to intervention.
- The general education interventions have been successful but the resources needed to maintain success exceed the capacity of general education.
- Parents have requested an evaluation or the team believes an evaluation is needed.
- There are unusual circumstances such as injury or medical condition which suggest that an eligibility determination should be made as soon as possible.

The Full and Individual Evaluation is completed by a multidisciplinary team using a variety of assessment tools and data sources. The multidisciplinary team consists of parents, the general education teacher or a teacher qualified to teach the student's grade or age, and other relevant personnel who can interpret the educational implications of the evaluation results. Results from outside sources, including medical or mental health reports, should be considered but the team is not obligated to use or follow these recommendations when making educational decisions. The team will be responsible for reviewing the results of all previous interventions and will define any additional assessments which may be needed in order to determine eligibility for special education services.

A variety of assessment tools will be used to provide information regarding the individual's educational performance. No single assessment tool or measure can be used as sole criteria for determining eligibility. Assessment tools and measures must be technically sound, valid, reliable, current, and administered by trained and knowledgeable personnel in accordance with any instructions provided.

The following Full and Individual Evaluation Data Matrix was developed to support the team in identifying and collecting necessary information to provide a thorough and complete assessment to make a determination of eligibility. Each of the components aligns to requirements of documented evidence to inform the recommendation of the team. The recommendations of the team must then lead to recommendations for relevant, necessary, and appropriate educational interventions.

Eligibility Guide Key Questions in SLD Decision-Making

The SLD eligibility decision is complex and cannot be reduced to a formula. When determining eligibility, a comprehensive evaluation must gather and integrate multiple sources of data from curriculum, instruction, environment and the learner domains in order to begin to understand the complex interaction of variables influencing learning outcomes. Teams should use multiple strategies to gather relevant data (interviews, record reviews, observations and testing results) and integrate that data without assigning undue weight or emphasis to any single data source. For each decision-point, guiding questions are posed to assist teams in integrating data about the suspected disability.

Progress in General Education		SLD Criterion		Severity of Impact	Exclusionary Factors
Determine Inadequate Achievement The student exhibits inadequate achievement in one or more areas of eligibility §300.309 (a)(1): Oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, reading fluency, mathematics problem solving, mathematics calculation. • Is the student meeting grade level expectations? If not, how large is the educational discrepancy between expected and actual performance? • Per §300.304 (b), are there multiple indicators from a variety of assessment methods (including functional assessments) of inadequate achievement? • Is there convergence of evidence, that is, multiple sources of data pointing to the same area as a weakness? • Is this a skills problem or a performance problem? There is evidence that parents were provided with an opportunity for meaningful input into the evaluation process through family history, medical reports, educational history (previous test results, general education testing results, etc.). • Does the evaluation address the concerns and describe the student's performance in general education? • Is there history of learning or medical problems that present risk factors for SLD versus other explanations for the inadequate achievement? • What types of learning strategies were implemented and what were the results? • Are there associated disorders that present as risk factors for SLD versus other disability-based explanations for the inadequate achievement? • Are there teacher interviews and input that describes the student's skills and performance under multiple conditions, as well as the type of instruction the student needs for more accelerated progress? Were the student's performance and behavior observed to determine the conditions that facilitate or inhibit learning?	**Appropriate Instruction** Student has received appropriate instruction. Data documenting instruction and student progress has been reported to the parents at regular intervals 300.309 (b)(i)(ii) Teacher Qualifications • Are the teachers highly qualified, meeting ESEA standards? Curriculum and Instructional Delivery • Is the district curriculum aligned to state standards, with defined scope and sequence? • Do curriculum resource materials show adequate coverage of the essential areas of reading and math instruction? • Does the teacher demonstrate explicit and systematic instruction meeting ESEA standards? • Does instructional delivery meet the needs of diverse learners (time, grouping, content materials, delivery)? Student Participation • Has the student attended 85% of the school days scheduled? • Is there a pervasive history of attendance difficulties, frequent school changes, or interruptions in school attendance? Effectiveness and Student Outcomes Are at least 80% of students meeting state or district standards based on state, district, or universal screening assessments	**RTI Option*** Inadequate response to scientific, research- based instruction as evidence of unexpected underachievement. • Is there evidence that multiple rounds of scientific, research-based supplemental intervention differentiated to meet student needs have been provided in general education? • Has progress monitoring data been collected on a regular schedule (i.e., every two weeks at a min.) that shows a gap between the student's progress and the progress of those grade level peers? • Is the rate of growth or progress unlikely to close the gap between the child's skills and those of grade level peers? • Is the student in the right intervention, given the student's pattern of skill deficits? • Are other students responding to the intervention differently than this student? • Was the student observed during multiple rounds of intervention to ensure student engagement and attendance? • Is there evidence that the intervention has been adjusted based on student response data in an attempt to accelerate results? • Have the parents been informed about strategies to increase the rate of student learning, the right to further evaluation, the nature and amount of student data collected, and district policies regarding decision rules for special education eligibility?	**Patterns of Strengths and Weaknesses Option*** Is there a pattern of strengths and weaknesses that makes sense given the common manifestations of SLD? §300.309 (a)(2) • Is there evidence of strength (normal development) in the social, language, cognitive or adaptive domains? • Are academic weaknesses validated by multiple measures and data points? • Does the student have specific academic skill deficits that are logically connected? • Are all skills (academic, behavioral, development) equally low suggesting more generalized learning problems and not a SLD? • Are there significant deficits in all academic areas suggesting the presence of a pervasive language-based learning disability consistent with the most common subtype of SLD?	The suspected disability interferes with access to and progress in general education to the degree that the student requires special education programs/services. • Can the interventions required for the student to progress in the general curriculum be sustained without special education supports and services? • Is the weakness of sufficient severity to warrant special education services? • Does the student need specialized instruction in order to progress? • Does the student need only academic accommodations? (If yes, and suspect a disability as that term is defined under Section 504, convene a 504 team meeting to address potential 504 eligibility) • Do the skill deficits impact performance in the general education classroom and curriculum? • Do student skill deficits necessitate modifications of general curriculum standards to enable participation in one or more general education curricular areas?	Per R340.1713 are there other conditions or factors that are the primary causes of the student's inadequate achievement?: • Factors such as cultural, environmental, economic disadvantage or Limited English Proficiency that are the primary reason for the low achievement? • Visual, hearing, motor disabilities, cognitive impairment (including assessment of adaptive skills), emotional impairment, or ASD that are the primary cause of the low achievement?
☐Supports eligibility	☐Supports eligibility	☐Supports eligibility	☐Supports eligibility	☐Supports eligibility	☐Supports eligibility
☐Does not support eligibility	☐Does not support eligibility	☐Does not support eligibility	☐Does not support eligibility	☐Does not support eligibility	☐Does not support eligibility

Evidence for SLD Eligibility

The chart below represents the decision-making that teams need to engage in when determining if a student is a student with a SLD. This provides examples of data that provides evidence of low achievement supporting and not supporting SLD determinations. The example is not intended to reflect walking through one case, but reflects the breadth of situations and team interpretations.

Appropriate Instruction	Evidence of Low Achievement supporting SLD Eligibility	Evidence of Low Achievement not supporting SLD
Student has received adequate instruction.	Despite the teacher being highly qualified, aligned curriculum, explicit and systematic instruction, differentiated instruction, and big ideas in reading and math are taught, the student demonstrates significant underachievement	The student has a poor attendance record over multiple school years. The underachievement is most likely from missed opportunities, not a disability The team needs to make a plan addressing attendance & learning problems, but there is no evidence requiring a special education IEP
There is evidence that multiple rounds of supplemental instruction differentiated to meet student needs have been provided.	The student demonstrated slow response to multiple rounds of intervention. Intervention was targeted to student need based on multiple sources of data, adjusted based on response. Progress monitoring data yields gap and slope. Similar students benefited from the intervention, while this student did but at a slower rate. Supplemental Intervention was delivered as scheduled and attended regularly.	The student could be successful if the classroom teacher or other interventionists used these strategies. There is a small gap between the skills of the student and the same age peers, but the slope of learning is similar to same aged peers and continued supplemental instruction in general education will close the gap.
Record Review to include early history, Interviews and observations		
Family History, Medical Reports, Early History, previous test results, general education testing results, etc.	Family history of learning problems, History of frequent ear infections, difficulty with attention and concentration; family history of difficulty with attention/concentration (co-morbidity ADHD) Early speech and language delays: delays in speaking, difficulties with pronunciations, insensitivity to sound structure of language (rhyme, blends)	Student evidences difficulty beginning in late elementary. There is limited evidence from the student record that there are any concerns prior to fifth grade. The student is passing both state assessments and district assessments. The teacher ranks the student's skills in the middle of the class distribution.
Teacher interviews, student observations	Observation and teacher interview reveals specific delays compared to classmates. Demonstrates difficulty in skills while having strengths in other areas	Generalized delays may be indicative of broader learning issues impacting social, adaptive, motor, areas that have been evidenced since preschool.
What are the student's Assessment Results		
The student is not meeting grade level expectations. Assessment validates academic deficits.	Student demonstrates inadequate achievement in basic reading skills and reading comprehension. The academic deficit is more than2.5 years behind.	Student evidences low achievement, but not to a significant degree (less than one grade level)
Are there multiple indicators from a variety of assessment methods of inadequate achievement?	Low grades, parent input, normative data, CBM data, state assessment data, PSAT and SAT data, and student observation, etc. all point to difficulty in the same area.	WJ-III scores indicate Reading Comprehension difficulties SS 82.. Student received high scores on state assessments or PSAT or SAT, grades are in the B/C range, no history of prior reading difficulties except during current year.
Is there a pattern of strengths and weaknesses that makes sense given the common manifestations of SLD?	Student manifests a severe weakness in math calculation skills, but considerable stronger reading skills, general knowledge, and language skills.	Math calculation skills are weak, but teacher indicated that the student is consistently late to school and often misses math instruction.
Is there convergence of evidence, that is, multiple sources of data pointing in the same area as a weakness?	Early history, multiple teacher observations, does not meet state standards, fails math quarterlies, poor performance on CBM progress monitoring	One math probe that indicated the student was at-risk on state assessments, PSAT or SAT scores, norm referenced assessments, grades indicate average performance
Does the testing address the parental or teacher concerns? Does the evaluation provide consistent or inconsistent information about the student's performance?	Testing results are consistent with teacher observation and parent input regarding the area of concern.	Inconclusive-testing results are different than the teacher or parent concerns. The team will need to evaluate further if the tests selected did not capture the need or if there is a misunderstanding of the student needs.

Is there a compelling need for Special Education?		
Is the area of weakness of sufficient severity to warrant special education services?	The student scores consistently below the 9th percentile on norm-referenced tests in reading comprehension. The student is three years behind his peers.	Student is making accelerated progress in the reading intervention class offered in general education. The student is at or near grade level standards.
How rare is the academic discrepancy	On the class-wide CBM measures given, this student has one of the lowest scores, and more than 80% of students met or exceeded the benchmark.	On the class-wide CBM measures given, this student scored well below the benchmark, but so did 65% of all the other students
Can the interventions required for the student to progress in the general curriculum be sustained *without special education* supports and services?	The instruction needed is highly specialized, long term and may require significant accommodations to ensure free and appropriate education	Specialized instruction is not needed; only accommodations.
Do the academic deficits impact classroom performance?	The student has difficulty reading and comprehending all written material in class and is receiving failing grades	With the support given in general education, student is working within an average range
Ruling out factors that are known to cause low achievement		
Are other factors such as cultural, environmental, economic disadvantage or Limited English Proficiency the primary reason for low achievement?	The student's primary language is English. Underachievement is not a result of difficulty accessing the language or learning a language.	The primary reasons for academic delays are related to acquiring L2 (English). The student does not understand instruction in English in the content areas.
Are visual, hearing, motor disabilities, cognitive or, emotional impairment, or ASD the primary cause of the student's academic deficits?	Evidence and data gathered indicate that the primary cause of the academic delays are not the result of visual, hearing, motor disabilities, a cognitive impairment, emotional impairment or ASD, although the student does have a mild hearing problem which is corrected with a hearing aid.	The primary cause of the academic delay is due to cognitive impairment. Assessment of adaptive behavior, academic skills, cognitive ability and other data support this conclusion.

Section 7

7.1 Classroom Observation Guidelines

The Law

(a) The public agency must ensure that the child is observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.
(b) The group described in Sec. 300.306(a)(1), in determining whether a child has a specific learning disability, must decide to—

(1) Use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for an evaluation; or
(2) Have at least one member of the group described in Sec. 300.306(a)(1) conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent, consistent with Sec.. 300.300(a), is obtained.

(c) In the case of a child of less than school age or out of school, a group member must observe the child in an environment appropriate for a child of that age.
(Authority: 20 U.S.C. 1221e-3; 1401(30); 1414(b)(6))
From IDEA 2004: Sec. 300.310

Guidance on Classroom Observations

No one method of data collection or testing is sufficient as a basis for the identification of a learning disability. Assessment data must be validated with anecdotal records, developmental history, classroom performance measures, access to school records, and documentation of such events as response to quality instruction. The psychometric measures of cognitive and achievement strengths and weaknesses provide more opportunities to observe the student during thinking and achievement tasks.

The direct classroom observation should serve the purpose of substantiating the academic deficits determined by standardized assessment tools and multidisciplinary reports. A systematic classroom observation is both quantitative and qualitative. The student's physical placement in the classroom setting and the physical design of the classroom should be noted.

In a systematic classroom observation the skills should be assessed in the areas of:

Work Habits include participation in classroom activities, volunteering, organization, assignment completion, proficiency in the subject matter, eye contact, independence, time needed to get started on an assignment, prompting required by the teacher, time needed to complete work, and ease of transition from one task to another.

Speaking Skills include clarity and fluency of speech, articulation, and the ability to communicate ideas logically and cogently.

Listening Skills are following directions, needing repeated or additional directions, asking for clarification, and preferring auditory instruction over other sensory modes.

Behavior Habits can influence or be influenced by the other areas. Behaviors such as restlessness, poor concentration, short attention span, distractibility, poor motivation, responsiveness to instruction, and interpersonal interactions with peers and adults are important to understanding students and difficulties with academic performance.

Academic Performance Observations may establish if, for the individual student, the difficulty level of instruction is at a level of frustration, instructional proximity, or independent level. Academic performance observations may note accuracy in comparison to class standards or peer performance. Observations of student errors and questions may inform of student fluency in applying academic skills to instructional tasks.

There are several types of observational procedures that an examiner may use to collect information. The types of observations may include:

Rating Scales
Charting Methods
Checklists
Narrative Descriptions

The following Classroom Observation Record encompasses many skills and behavior items needed for a global assessment of the student's academic performance in the regular classroom. It is suggested to use a code of "Yes," "No," or "N/A" in the boxes and make comments when using "No." It is necessary to document and describe how the area of disability impacts the progress in the general education curriculum. The summary can be recorded in the section provided under each skill/behavior section that relates to the areas of difficulty. Classroom observations also noted on pages 84-95.

At times, it may be necessary to do multiple classroom observations to ensure student's academic performance is validated. When the student is involved in producing work during the observation, it may be necessary to analyze the assignment at a later time. After analyzing the assignment, the observer can accurately complete the observation form. The observation data form becomes part of the verifying documentation of the student's academic performance for the Multidisciplinary Evaluation Team (MET) report.

Classroom Observation Record

Date: _____ Name: _____

School: _____ Teacher: _____

Time Observation Began: _____ Time Observation Ended: _____

Observation Area of Concern	Classroom Organization
Check area(s) of concern from REED Basic Reading Skill Reading Comprehension Written Expression Mathematics Calculation Mathematics Concepts Oral Expression Listening Comprehension Describe the Lesson:	**Location of Observation:** Check all that apply: **Learning Activity:** Teacher Presentation Whole Group Recitation Small Group Work Individual Seat Work Partners **Student's Desk Location:** Front Back Same as peers Isolated

READING: Basic Reading Skills, Reading Comprehension, Reading Fluency Skills
Age appropriate reading skills Confuses similar looking letters and numbers or similar looking words (i.e., beard, bread) Has difficulty recognizing and remembering sight words Frequently loses place while reading Reverses letter order in words (i.e., saw/was) Demonstrates poor memory for printed words Reads slowly Has trouble naming letters Has problems associating letters and sounds, understanding the difference between sounds in words, or blending sounds into words Guesses at unfamiliar words rather than using word analysis skills Substitutes or leaves out words while reading Has poor retention of new vocabulary Dislikes and avoids reading or reads reluctantly Has weak comprehension of ideas and themes
Notes:

WRITTEN LANGUAGE
Age appropriate Writing is messy and incomplete, with many cross-outs and erasures Has difficulty remembering shapes of letters and numbers Frequently reverses letters, numbers and symbols Uses uneven spacing between letters and words, and has trouble staying “on the line” Copies inaccurately (i.e., confuses similar looking letters and numbers) Spells poorly and inconsistently (i.e., the same word appears differently other places in the same document) Has difficulty proofreading and self-correcting work Fails to develop ideas in writing so written word is incomplete and too brief
Notes:

MATHEMATICS: Math Calculation, Math Computation
Age appropriate Has difficulty with simple counting and one-to-one correspondence between numbers, symbols, and items/objects Has difficulty learning strategic counting principles (i.e., by 2, 5, 10, 100) Poorly aligns numbers resulting in computation errors Has difficulty estimating quantity (i.e., quantity, value) Has difficulty with comparisons (i.e., less than, greater than) Has trouble telling time Has trouble conceptualizing the passage of time Has difficulty counting rapidly or making calculations Has trouble interpreting graphs and charts
Notes:

Listening Skills	Speaking Skills
Appropriate language comprehension Appears to learn from listening Follows direction to locate materials Follows directions to engage in tasks Repeats directions accurately Needs extra directions Frustration with assignment Difficulty locating pictures, objects, letters, word	Appropriate verbal language in class Volunteers to answer questions Answers with logically sequenced ideas Speaks in full sentences Uses appropriate vocabulary Listeners ask student to repeat statements Difficulty relating ideas Mispronounces words Loses place when speaking Confuses words with others that sound similar Difficulty re-telling
Notes:	Notes:

Work Habits	
Participates with class volunteer to read orally Volunteer to answer questions Eye contact with teacher/peers Materials on desk/ready for lesson Gets to work promptly Works independently Works appropriate in group activities Appears motivated to learn Completes homework	Does not contribute to class Slow to respond when called on Poor posture Does not look at teacher Disorganized Needs extra time Does not finish assignment(s) Rushes through tasks Messy
Notes:	

Behavior Habits	
Attention span appropriate for age and activity Restless, inattentive during written work Restless, inattentive during lecture Off task Easily distracted Difficulty following directions Unable to keep place on page Unable to keep pace with class Written work messy Difficulty copying Out of seat Interrupts others Inappropriate comments to teacher/peers	Time Sample Option: Identify 1 behavior of concern. Every 20 seconds, record if the behavior did occur with +. If behavior did not occur, record a 0. Behavior: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
Notes:	

Additional Observations

Section 8

8.1 Rule Out of Exclusionary Factors

The evaluation team must rule out other factors as the primary cause of the child's learning difficulties (see sidebar R340.1713. Exclusionary causes are important to consider as they are known causes of inadequate achievement in students. For SLD identification, this has been a cornerstone of the evaluation process since its inception. According to Michigan's SLD Criteria, district teams must clearly understand that a student to whom one of these factors applies might still be appropriately determined as SLD eligible. The issue is one of "primary cause" for the SLD. In order to address if the factor considered is a causal factor, the team should consider the following guiding questions:

• When considering the impact of another handicapping condition: If the challenges presented by the other handicapping conditions are addressed, would the student's academic skills improve?

• When considering the impact of culture: Are the presenting concerns regarding student performance attributable to differences in heritage, values or behaviors, or are they indicators of a persistent learning deficit?

• When considering the influence of environmental or economic disadvantage: What does the school do to create access to learning opportunities for students from poverty? Is this a learning concern that may be addressed through compensatory education programs, or is this a handicapping condition that cannot be ameliorated with exposure?

• When considering language differences: Is the student's learning difficulty explained by language acquisition factors?

Visual, hearing or motor disability. The evaluation report must include data that rules out these factors as the primary cause of inadequate achievement. This may include district screening results, teacher and parent input, and/or evaluation by a family physician, ophthalmologist, optometrist, audiologist, otolaryngologist, neurologist, occupational therapist, physical therapist or other evaluation staff.

Mental retardation (cognitive impairment). The evaluation report must include data that allows the IEP Team to determine whether a cognitive impairment is the primary cause of the inadequate achievement. This can be accomplished in two ways: gathering information contraindicative of a cognitive impairment or formal assessment. In the course of an SLD evaluation, the team would review data including previous records, rate of learning in general education, teacher/parent input, and interviews about social and adaptive behavior to provide evidence of cognitive development. If data is unclear or a cognitive impairment is suspected, the team should conduct formal cognitive and adaptive behavior assessments along with academic skills assessments to complete an evaluation for a cognitive impairment and affirm this disability.

Emotional disturbance. The evaluation report must include data that would allow the IEP Team to determine whether an emotional impairment is the primary cause of the student's learning problems. This could be accomplished by reviewing previous records, teacher/parent interviews, and other data to rule out an emotional impairment, or by completing an evaluation for an emotional impairment and affirming this disability.

Autism Spectrum Disorder. The evaluation report must include data that would allow the IEP Team to determine whether an Autism Spectrum Disorder is the primary cause of the inadequate achievement. This could be accomplished by reviewing previous records, social and language development, teacher/parent input and other data to rule out an autism spectrum disorder, or by completing an evaluation for an autism spectrum disorder and affirming this disability.

Cultural, Environmental or Economic Disadvantage. The evaluation report must rule out factors not related to the inadequate achievement, such as:

- Poor school attendance or frequent school changes causing lack of appropriate instruction due to inconsistent instruction or gaps in learning
- Family stressors, including pressures from family situations or poverty which may interfere with learning
- Factors related to different cultural or ethnic backgrounds, which may interfere with learning, or in the perceptions of those who work with the child

Limited English Proficiency. The evaluation report must include data that would allow the IEP Team to determine whether limited English proficiency is the primary cause of the underachievement. This could be accomplished by reviewing results from an English Language Proficiency Assessment, response to ELL services and other interventions, teacher/parent input, etc. During the evaluation, the team must consider the child's cultural and language differences:

- Assessment tools must be non-discriminatory with respect to race and culture
- Administration of assessments must be in the child's native language, or in a form that will best estimate the child's abilities

EXCLUSIONARY FACTORS WORKSHEET

Specific Learning Disability

Mark each exclusionary factor. Each factor must be ruled out as the PRIMARY FACTOR for the student's inability to progress in the general education curriculum.	**YES**	**NO**
1. Lack of instruction in essential components of reading and math		
Does information obtained during assessment indicate lack of appropriate instruction in reading and math as the determinant factor in this student's inability to progress in the general education curriculum? Report Page ____		
2. Limited English Proficiency (Answer the following questions)		
• Is there a language other than English spoken by this student?		
• Is there a language other than English spoken by the student's home?		
• Are there any specific dialect or cultural influences that would affect the student's ability to speak or understand English?		
Is limited English proficiency the primary reason for the student's deficit scores? Report. Page ____		
3. Cognitive Impairment		
• Document all information gathered in assessment that would exclude cognitive impairment as the determinant factor for this student's academic deficits.		
• Do you have evidence, through interviews, observations and/or testing that the student has a cognitive impairment? Report Page ____		
4**. Emotional Impairment**		
• Document all information gathered in assessment that would exclude emotional impairment as the determinant factor for this student's academic deficits.		
• Does the student exhibit emotional difficulties that interfere with learning?		
• Does the student have a medical history and/or school history of emotional difficulties?		
Is emotional disturbance the primary reason for the student's deficit scores? Report. Page ____		
5. Vision, Hearing, or Motor Impairments		
• Document all information gathered in assessment that would exclude vision, hearing, or motor impairments as the determinant factor for this student's academic deficits.		
• Vision screening results indicate concern?		
• Hearing screening results indicate concern?		
• Does the student have a history of significantly delayed motor development?		
Is visual, hearing, or motor disability the primary reason for the student's deficit scores? Report. Page ____		
6. Environmental, Cultural, or Economic Disadvantage		
• Document all information gathered in assessment that would exclude environmental, cultural, or economic disadvantage as the determinant factor of this student's academic deficits.		
a. Lack of Opportunity		
• Does the assessment data indicate that lack of opportunity to learn due to environmental, cultural, or economic disadvantage is not the cause of the student's academic deficits.		
b. Motivational Factors		
• Does the student attempt classroom assignments and/or homework?		
• If no, is the student's performance on grade level during classroom activities?		
• Are group achievement scores consistent with the student's grades?		
• Does information gathered indicate lack of motivation as the determinant factor?		
c. Situational Trauma		
• Has the student's academic performance fallen dramatically within the last 6-12 months?		
• Is there knowledge of any situations within the student's family that would contribute to a drop in academic performance?		
• Does information gathered indicate situational trauma as the determinant factor?		
d. Attendance		
• Does the student have a high absentee rate either due to illness, disciplinary issues, or other factors?		
• Does information gathered indicate that absences are the determinant factor?		

Section 9

9.1 Discussion on Overview of Pattern of Strengths and Weaknesses

One of the most sweeping changes in IDEA 2004 is that states may not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability. In response to this federal mandate, Michigan permits both the RTI and PSW eligibility determination options. School districts that determine they do not have sufficient RTI infrastructure and implementation will use the PSW option.

The pattern of strengths and weaknesses option replaces the former requirement of "severe discrepancy between achievement and intellectual ability". The new language allows teams to consider whether there is a PSW in performance, achievement, or intellectual development. According to the Learning Disabilities Roundtable report to IDEA, the guideline is "not meant to encourage use of formulas or a rigid approach to interpreting strengths and weaknesses."

According to Michigan's SLD Criteria, when applying the pattern of strengths and weaknesses option, the MET must follow district decision rules for the identification and analysis of strengths and weaknesses. Fundamental to the identification of students with SLD is the presence of an academic skill deficit that is both *severe and unexpected.* Severe academic skill deficits will also be manifested in the student's classroom performance as poor quality academic products, low test scores, and poor grades. Students are considered as having SLD only if they demonstrate both severe academic skill deficits and related performance deficits and not on the basis of performance deficits alone (VanDerHeyden and Witt, 2008).

Genesee County has provided an RtI structure, as defined in this manual. Parameters for assessment results are provided as a way of standardizing PSW decision making within and among school districts. Local guidelines for PSW are included in the following documents:

1. Local Guidance for Determining SLD Eligibility: Using 'Patterns of Strengths and Weaknesses'
2. Charting Patterns of Strengths and Weaknesses
   This guidance is based on the following assumptions:
   - All children must be offered age appropriate instruction that is directly related to grade level content expectations.
   - Even though the school may not have the capacity to fully implement an RtI process, interventions are most appropriately offered based on a three-tier model.
   - Establishing a pattern of strengths and weaknesses involves classroom performance documentation along with curriculum-based, criterion referenced and/or norm referenced academic/intellectual assessment.
3. Please refer to Full and Individual Evaluation Data Matrix (Section 6.1)

Local Guidance for Determining SLD Eligibility: Using 'patterns of strengths and weaknesses'

1. The new regulations (300.309(a)(2)(ii) state: "The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with 300.304 and 300.305." (300.304 describes the assessment requirements and 300.305 describes the evaluation planning process.)
2. Definitions:
    a. Performance – actual performance in the classroom, as assessed by the students' in-class assessment results, grades, teacher anecdotal and observations.
    b. Achievement – results on curriculum-based measurement (e.g., DIBELS), criterion-referenced assessment (e.g., Brigance), norm referenced (e.g., Woodcock-Johnson Achievement Tests), and state assessments, PSAT and SAT.
    c. Intellectual Development – the student's cognitive and functional skills, as assessed by IQ tests, functional skill surveys, interviews and observations.
3. When to use 'Patterns of Strengths and Weaknesses' to determine eligibility:
    a. When a school does not have the capacity to implement Tier 3 interventions.
    b. In learning disability areas in which the school does not have a Tier 3 intervention process. For example, a school may use the Tier 3 intervention process for reading and math, but not for writing, oral expression or listening comprehension.
    c. In grades in which the school does not use a Tier 3 intervention process. For example, a school may use the Tier 3 process in grades K – 6, but not in grades 7 – 12.
4. Suggested requirements for using 'Patterns of Strengths and Weaknesses' to determine SLD eligibility:
    a. The school uses a scientifically, research-based core program that was implemented with fidelity with the referred student.
    b. The school tried differentiated instruction techniques with fidelity with the referred student for a period of 8 to 12 weeks.
    c. The school tried a scientifically, research-based Tier 2 intervention that was implemented with fidelity with the referred student for at least 12 weeks.
    d. During the Tier 2 intervention, the school used weekly progress monitoring to evaluate the effectiveness of the intervention and attempted to modify the intervention after each 3-4 weeks of poor progress.
    e. That when using the 'Charting the Patterns of Strengths and Weaknesses' page, a student shall have a least 4 weak boxes checked and at least one other academic area considered a strength (with at least 3 boxes checked as being a strength) and/or the intellectual/functional box checked as a strength to be considered eligible for special education services. The IEP team shall determine if the student's weakness warrant special education services.
5. Other notes:
    a. When determining age-based achievement and performance, the evaluator should consider whether or not the student has received appropriate instruction for those age-based skills. For example, can a student retained in second grade be compared with third grade students if that student never received third grade instruction?
    b. If the student's weak areas are primarily in performance rather than in achievement (i.e., the student has the academic skill but does not do the work in the classroom), then the school should consider different types of interventions other than academic (e.g., motivation).
    c. Probably the best way to actually 'catch up' the student's academic skills with his peers is using a Tier 3 intervention (whether delivered in general education or special education) along with continued Tier 1 instruction.
    d. If a student is placed into special education and the intent of the school is to catch the student up academically, the student's instructional time for that area should not be reduced from what it was when the student was only receiving general education services.

Patterns of Academic Achievement	Common Characteristics that are Consistent with Epidemiological Studies of Specific Learning Disabilities
Word recognition and spelling difficulties with better mathematic skills. Reading Comprehension may be impacted.	These students have single word decoding difficulties and better arithmetic ability. They seem to have difficulty with the phonemic awareness skills that are necessary for decoding at the single word level. They may have difficulty with identifying sounds, blending sounds into words and reading regular and irregular words. These students may have associated difficulties with encoding (spelling). They may also have good listening comprehension and poor reading comprehension (secondary to word reading problems). Oral language skills are usually strong. Possible cognitive correlates: Students with this pattern may exhibit significant and relatively restricted phonological processing problems.
Reading Fluency with relatively accurate word recognition skills	These students with this pattern tend to have difficulty with automaticity at the letter, word, sentence or passage level. Their slow and labored reading may interfere with reading comprehension. Students may be slow, but relatively accurate readers. Possible cognitive correlates: Student's with this pattern may demonstrate difficulties with rapid automatic naming and/or retrieval tasks, and processing speed .
Reading Comprehension lower than word reading skills	These students demonstrate difficulty understanding text, despite being able to decode the words. They exhibit difficulty comprehending sentences/stories and may have difficulty with retelling stories. They may have poor vocabulary and general knowledge is weak or lacking. They may also have difficulty with word usage and syntax and limited knowledge and use of comprehension strategies. Possible cognitive correlates: Students with this pattern may exhibit more generalized difficulties with vocabulary, receptive language tasks, working memory and attention.
Mathematics Calculation	These students may use immature, inefficient counting strategies, or make procedural errors. They are unable to master and automatically retrieve basic addition and subtraction number combinations and fail to make the transformation to solving problems mentally, without the use of their fingers or other concrete or pictorial aids. Possible cognitive correlates: Students with this pattern may demonstrate difficulty with attention and processing speed
Mathematical Problem-solving	These students demonstrate difficulty acquiring and applying number sense to solve problems. Possible cognitive correlates: Students with this pattern may exhibit problems associated with executive functioning, working memory, motor and spatial skills.
Word recognition, reading fluency, reading comprehension, spelling and mathematics	These students exhibit academic deficits in all areas. This pattern may be more common than others. Possible cognitive correlates: Students with this pattern may demonstrate pervasive language and working memory deficits. Their deficits are more severe than in children with poor decoding and better developed mathematics skills.
Written Expression and Spelling	Students who have difficulty with reading also tend to have difficulty with written language. These students demonstrate problems in handwriting and spelling and exhibit constrained written expression (Berninger, 2004). These students have difficulty with planning in advance, generating content, persistence, revising, self-efficacy and transcription (Graham and Harris, 2005). Spelling problems may indicate possible motor deficits in young children, or the residual effects of phonological deficits which have been partially remediated in older students and adults. This pattern is common in students and adults with a history of word reading difficulties.
Fletcher, Lyon, Fuchs, & Barnes, 2007; Berninger, 2004; Lichtenstein, Gersten, Clarke and Jordan, 2007, Graham and Harris, 2005,	

Worksheet for Charting Patterns of Strengths and Weaknesses

	Academic achievement with respect to grade-level expectations		Academic achievement with respect to age-level expectations	Classroom performance with respect to grade-level expectations				Age-appropriate functional / intellectual skills
	Progress monitoring, CBM screening or criterion-referenced assessments	State Assess-Ments, PSAT and SAT	Norm-referenced achievement tests	Curriculum assessments	Grades	Teacher report	Classroom observation	Observation, interviews, IQ assessment
Basic Reading	S N W	S N W	S N W	S N W	S N W	S N W	S N W	S N W
Reading Fluency	S N W	S N W	S N W	S N W	S N W	S N W	S N W	
Reading Comp.	S N W	S N W	S N W	S N W	S N W	S N W	S N W	
Math Calc.	S N W	S N W	S N W	S N W	S N W	S N W	S N W	
Math Prob. Solving	S N W	S N W	S N W	S N W	S N W	S N W	S N W	
Written Express.	S N W	S N W	S N W	S N W	S N W	S N W	S N W	
Oral Express.	S N W	S N W	S N W	S N W	S N W	S N W	S N W	
Listening Comp.	S N W	S N W	S N W	S N W	S N W	S N W	S N W	

S = Strength
N = Neither Strength/Weakness
W = Weakness

Area(s) of Strength (at least 3 'S' checks for each area): _____

Area(s) of Weakness (at least 4 'W' checks for each area, including at least 1 individually administered academic achievement assessment): _____

Suggested Guidelines for Determining Strengths and Weakness

Assessment Type	Strength	Weakness
Progress monitoring	Meeting / exceeding aim line	Falling below aim line for at least 4 consecutive weeks on most recent tests.
CBM (Benchmark) screening	At 'benchmark' level or above grade-level median score if using local norms.	At 'at-risk' level or below 10%ile if using local norms.
Criterion-referenced assessment	Meets grade level accuracy benchmark	At least 1.5 – 2.0 grade levels below current grade level placement.
State Assessments	Level 3 or Level 4	Level 1 or Level 2
Norm-referenced tests (Achievement, IQ)	Percentile rank ≥ 25	Percentile rank ≤ 9
Curriculum assessments	Scores ≥ 80%	Scores ≤ 69%
Grades	A / B or 'meets / exceeds' expectations	D / E or 'does not meet' expectations
Teacher report	Based upon professional judgment of teacher in comparing student to others in classroom.	Based upon professional judgment of teacher in comparing student to others in classroom.
Observations – Academic	Student demonstrates average understanding of academic content in comparison to other students in classroom.	Student demonstrates that s/he does not understand the academic content.
Observations/Interviews/ Scales - Functional	Student demonstrates typical functional skills in comparison to other students the same age or in the same grade. Percentile rank on scale ≥ 25.	Most of the student's functional skills appear to be well below average in comparison to other students the same age or in the same grade. Percentile rank on scale ≤ 9.

- Patterns of Strengths and Weaknesses In Specific Learning Disabilities: What's It All About? (Oregon School Psychologists Association; Hanson, J., Sharman, L., & Esparza-Brown J., December 2008)

Examples of Published Assessments

(This is not a complete list)

Assessment Type	**Examples:**
Progress monitoring, Benchmark screening	DIBELS, AIMSweb, Yearly Progress Pro, EdCheckup, STAR
Criterion referenced assessments	Brigance
Norm referenced achievement tests	WRMT-2/NU, Key Math 3, KTEA-2, PIAT-2/NU, WIAT-2, WJ-3/NU, DAB-3, OWLS, GORT-4, TERA-3, TEMA-3, TOWL-4, TOLD:P-4, TOLD:I-4, TWS-4, CASL, CELF-4
IQ tests	WISC-4, WAIS-4, KABC-2, KAIT-2, CTONI-2, KBIT-2, WASI
Curriculum assessments aligned with CE's and classroom instruction	District assessments, Classroom assessments
Adaptive/functional behavior scales	Adaptive Behavior Evaluation Scale-2, Adaptive Behavior Inventory, AAMR Adaptive Behavior Scale-School, Vineland Adaptive Behavior Scales-2

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STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

OSE-EIS 10-07

May 14, 2010

MEMORANDUM

TO: Intermediate School District Directors of Special Education, Local Educational Agency Special Education Contacts, Public School Academy Administrators

FROM: Eleanor E. White, Ph.D., Assistant Director
Office of Special Education and Early Intervention Services

SUBJECT: Requirement to Make Public School District Processes for Determining the Existence of a Specific Learning Disability

Consistent with the Individuals with Disabilities Act of 2004 (IDEA) regulation § 300.307(a), the Office of Special Education and Early Intervention Services has established the criteria that must be followed to determine the existence of a Specific Learning Disability (SLD) (attached).

On or before September 1, 2010, each local educational agency (LEA) and public school academy (PSA) must publicly post on their web site, or make public through other means, the process or combination of processes which will be used by the LEA or PSA to determine the existence of a SLD. (§ 300.307(b) and § 300.600(d)(2)).

If you have questions, you may contact Joanne Winkelman at (517) 373-1696, or via email at winkelmanj@michigan.gov.

c: William Mayes, MASA
David Martell, MSBO
Dan Quisenberry, MAPSA
Billie Wimmer, MCCSA
Kathy Hayes, MASB

Attachment

Michigan Criteria for Determining the Existence of a Specific Learning Disability

May 2010

Michigan Department of Education

Office of Special Education and Early Intervention Services

PURPOSE

This document establishes the criteria that must be followed in Michigan to determine the existence of a specific learning disability (SLD) for a student suspected to have a SLD. These criteria are used by the Multidisciplinary Evaluation Team (MET) to develop and produce an evaluation report and make a recommendation regarding eligibility to the Individualized Education Program (IEP) team. The MET evaluates a student suspected to have a SLD when a student has been referred for an initial evaluation or a change in eligibility as part of a reevaluation and the school district is in receipt of parental consent to evaluate.

A school district must not delay or deny an otherwise appropriate referral or request for an evaluation based on a district's use of a response to scientific, research-based intervention process. School districts that use this process must recognize a parent's right to refer and request an evaluation at any time. If school district personnel suspect that a student has a disability while the student is participating in this process, the school district must recognize the district personnel's right to refer and request an evaluation at any time.

Response to scientific, research-based intervention processes do not constitute a full and individual evaluation under the Michigan Administrative Rules for Special Education (MARSE) and the Individuals with Disabilities Education Act (IDEA) requirements for conducting evaluations and determining eligibility for special education programs and services. Response to scientific, research-based intervention processes provides record information that may be a component of an evaluation under the MARSE and the IDEA. Students and children have specific protections and due process rights under both the MARSE and the IDEA.

INTRODUCTION

The Michigan Department of Education, Office of Special Education and Early Intervention Services (OSE-EIS), is committed to the provision of a quality education for all of Michigan's students and to the continuous improvement of Michigan's educational systems. The OSE-EIS strives to assist and empower Michigan's schools to provide high-quality teaching and learning experiences for all students, in all grades, in all classrooms in Michigan. The OSE-EIS believes that effective core instructional programs, services, evidence-based interventions, data-driven decision-making, and positive behavioral approaches should be available to all students, and intervention resources should be accessible based on each individual student's intensity of need. To ensure the provision of a quality education for all of Michigan's students, schools need the guidance and the tools necessary to identify individual student needs.

BACKGROUND

The Elementary and Secondary Education Act (ESEA) of 2001 changed the landscape of education in the United States. The ESEA of 2001 established a heightened emphasis on the immediate and continuous improvement of our educational systems and focused improvement efforts on state and local accountability, student outcomes, parent involvement, data-driven planning and systems, and the use of scientific, research-based methods and interventions. The reauthorization of the IDEA in 2004 introduced a new and deliberate effort to connect federal special education legislation with federal general education legislation, the ESEA. This deliberate effort has resulted in an IDEA that embraces the use of data-driven decision-making and new educational methods based on scientific research. The use of data-driven decision-making processes includes the IDEA requirements for determining a student's eligibility for special education programs and services.

In Michigan, prior to the 2004 reauthorization of the IDEA, the identification of a student suspected to have a SLD was based on a single, specific method as defined in the MARSE. That method was the severe discrepancy model. The 2004 reauthorization of the IDEA expressly prohibits all states from requiring the use of the severe discrepancy model. As a result, the MARSE were revised in 2006. The MARSE for determining SLD eligibility provides schools with choices. Those choices include the use of methods for determining SLD eligibility based on the use of scientific, research-based interventions and patterns of strengths and weaknesses. The need to develop updated methods for determining SLD eligibility is the driving force behind development of these criteria.

CRITERIA FOR DETERMINING SLD ELIGIBILITY

I. Consistent with the IDEA federal regulations at 34 CFR § 300.309 and the MARSE at R 340.1713, schools must use the following processes for determining the existence of a SLD:

- **a student's response to scientific, research-based intervention**
- **a pattern of strengths and weaknesses**

A school district must not delay or deny an otherwise appropriate referral or request for an evaluation based on a district's use of a response to scientific, research-based intervention process.

The continued use of severe discrepancy is discouraged. Severe discrepancy must never be used exclusively to determine the existence of a SLD. Severe discrepancy must not be used within a response to scientific, research-based intervention process.

II. CRITICAL SCHOOL DISTRICT DECISIONS

School districts should be thoughtful and intentional when selecting processes and procedures for determining the existence of a SLD.

Each school district must determine which process, or combination of processes, it will use to determine SLD eligibility and ensure that the education community and parents are informed of the district's processes. Each school district must develop a systemic plan to operationalize the State criteria for the district's use.

In making the decision regarding the process to be used for determining the existence of a SLD, each school district must consider the extent to which it has implemented a process based on a student's response to scientific, research-based interventions.

- If a school district does not have a process based on a student's response to scientific, research-based intervention established in any of its schools, then the school district must utilize a pattern of strengths and weaknesses in determining the existence of a SLD.
- If a school in a district has a fully implemented response to scientific, research-based intervention process in select grades, the school must use data from its response to scientific, research-based intervention process to document interventions and student progress for the purpose of determining the existence of a SLD. The other grades in that school, and the other schools in the district, who have not fully implemented a response to scientific, research-based intervention process must use a pattern of strengths and weaknesses process until each grade is phased in to full implementation.
- If a school district is implementing a response to scientific, research-based intervention process on a school-by-school basis, the district must use data from its response to scientific, research-based intervention process to document interventions and student progress for the purpose of determining the existence of a SLD in the schools where the process is fully implemented. In schools that have not fully implemented a response to scientific, research-based intervention process, a pattern of strengths and weaknesses process must be used.

All federal and State regulatory requirements for evaluations for the purpose of determining a student's eligibility for special education programs and services as a student with a SLD still apply. These same requirements and all additional requirements for reevaluations for the purpose of determining continuing eligibility still apply.

III. WHAT IS A SLD?

A specific learning disability is "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia that adversely affects a student's educational performance. A SLD does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; mental retardation; emotional disturbance; or of environmental, cultural, or economic disadvantage." (34 CFR § 300.8(c)(10)).

IV. WHO EVALUATES FOR DETERMINATION OF SLD ELIGIBILITY?

In compliance with the MARSE, a MET conducts a full and individual evaluation of a student suspected to have a SLD. The MET, based upon its evaluation of the student, then makes its recommendation of eligibility to the IEP team. The student's IEP team then determines SLD eligibility (R 340.1713).

V. WHAT PROCESS OF EVALUATION IS USED TO DETERMINE SLD ELIGIBILITY?

Each Michigan school district will make a decision about the evaluation process the district will use to determine SLD eligibility. The MARSE and the IDEA give school districts choices and flexibility in determining the process to use for determining SLD eligibility (*see Section I of these criteria*).

Regardless of the process used to determine SLD eligibility, schools must follow all of the regulatory requirements in the IDEA, the MARSE, and Michigan laws, policies, and procedures for special education.

The following criteria apply to all methods used to determine SLD eligibility:

- A student must not be determined to be a student with a disability if the determinant factor for that determination is:
  - Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act) [including explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency and oral reading skills, and reading comprehension strategies];
  - Lack of appropriate instruction in math; or
  - Limited English proficiency.
- A full and individual initial evaluation is a process conducted by the MET. Evaluation means procedures used in accordance with 34 CFR §§ 300.301 through 300.311 to determine whether a student has a SLD and the nature and extent of the special education and related services that the student needs. Evaluation includes the review of information from parents, existing data, and the results of assessment procedures used.

In interpreting evaluation data for the purpose of determining if a student is a student with a disability as defined in 34 CFR § 300.8, and the educational needs of the student, each public agency must:

- Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior; and
- Ensure that information obtained from all of these sources is documented and

carefully considered.

The process of evaluation requires a synthesis of all available assessment information. A student's parents are an integral part of the evaluation process, including providing information about the student. Parents are members of the IEP team meeting held for the purpose of determining eligibility, determining the educational needs of the student, and development of the student's IEP. Parents provide valuable insight and information to teams who conduct assessments in order to complete full and individual evaluations.

VI. THE EVALUATION PLAN

The "Review of Existing Evaluation Data (REED) and Development of an Evaluation Plan" document (published by the OSE-EIS) provides guidance and a general framework for the development of both initial evaluations and reevaluations. This document can be used with both the response to scientific, researched-based interventions and the pattern of strengths and weaknesses processes to develop and implement the evaluation plan for a student suspected to have a SLD.

Within a systemic plan it is essential to include a data-driven, decision-making process based on each individual student's needs.

Begin the development of an evaluation plan for determining SLD eligibility by collecting all pertinent data. The data used will be dependent upon the process (or processes) currently used in the district (and specific schools) for determining the existence of a SLD:

Response to Scientific, Research-Based Intervention Process:

1. The student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the areas identified at 34 CFR § 300.309(a)(1)(i) when provided with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards; and
2. The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified at 34 CFR § 300.309(a)(1)(i) when using a process based on the student's response to scientific, research-based intervention.

Pattern of Strengths and Weaknesses Process:

1. The student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the areas identified at 34 CFR § 300.309(a)(1)(i) when provided with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards; and
2. The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the MET to be relevant to the identification of a SLD, using appropriate assessments, consistent with the IDEA Evaluation Procedures and Additional Requirements for Evaluations and Reevaluations.

VII. DOCUMENTATION

The school must document a student's achievement in one or more of the following areas:

- Oral expression;
- Listening comprehension;
- Written expression;
- Basic reading skill;
- Reading fluency skills;
- Reading comprehension;

- Mathematics calculation;
- Mathematics problem solving.

To determine SLD eligibility, student data must demonstrate inadequate achievement to meet age or State-approved grade-level standards in the areas above and insufficient progress or a pattern of strengths and weaknesses. Schools and evaluation teams must follow these criteria:

- The finding of an academic skill deficit (*see the box "Suggested Parameters for Establishing an Academic Skill Deficit" in these criteria*) and insufficient progress must not be based on any one measure.
- The finding of an academic skill deficit and insufficient progress must be based on the school district's established objective criteria as applied to data on a student's level of performance (these are commonly referred to as 'decision rules').
- The IDEA clearly states that one benchmark for considering a student's extent of adequate achievement must be age or Michigan-approved grade level standards.
- No single benchmark or measure is sufficient under Michigan criteria; the student should evidence inadequacy on multiple measures to be determined SLD eligible.
- The student's level of intellect must not be used to exclude the student from SLD eligibility if the student otherwise qualifies for and requires special education programs and services.

Suggested Parameters for Establishing an Academic Skill Deficit

These are not intended to be absolute cut-points and the convergence of multiple sources of data needs to be considered by the evaluation team. The decision as to what constitutes an academic skill deficit is a complex decision and will require a degree of professional judgment. The decision must be based on valid and reliable data.

- At least one measure needs to reflect a comparison to Michigan (or national) benchmarks or norms in order to provide some consistency across schools and districts in the interpretation of an academic skill deficit.
- Curriculum-Based Measurement (CBM) results that include at least 6 data points that are at or below the 9th percentile may be considered significant.
- Criterion Reference Measures (CRMs) compare a student's performance to the goals of the curriculum. These may be provided within program materials or set by teachers. An academic skill deficit could be indicated by results that are at or below 50% of the grade level expectancy. Thus, grade level criteria must be determined for CRMs. (For example, if the expectation is that a student answer grade level comprehension questions with 80% accuracy, and a student's accuracy through repeated trials is at 40% or less, then a deficit might be indicated.)
- When a measure is utilized that provides a percentile rank, such as an individually administered norm referenced test, a score at or below the 9th percentile may represent an academic deficit.

VIII. SPECIAL CONSIDERATIONS

When considering student results that rely on a student's response to scientific, research-based intervention, the MET needs to be able to ensure that:

- There was a research/evidence base for the interventions implemented; and

- The interventions were implemented with fidelity, i.e., implemented as intended or prescribed with attention to the what, how, and intensity of instruction.

When considering student results that rely on a student's pattern of strengths and weaknesses, the MET needs to be able to ensure that:

- They follow the district guidelines and decision rules for the analysis of strengths and weaknesses

IX. OBSERVATION

An observation conducted during an early intervening period may be used, and must be properly documented, by the evaluation team. If, however, an observation has not been conducted prior to the referral and request for evaluation or additional observation data is needed, at least one member of the evaluation team must conduct an observation and must properly document the observation.

An observation:

- Must address academic performance and behavior in the specific area(s) of difficulty
- Must be conducted in the child's learning environment as determined by the evaluation team
- Must be conducted in the general education setting unless the child is less than school age or does not participate in general education

The observations must be scheduled at a time when the child is engaged in the specific area of need identified in the evaluation plan. Existing observations must have been conducted while the child was engaged in the specific area of need identified in the evaluation plan.

The federal regulations and the MARSE do not prescribe the type of observation to be conducted; the following methods may be appropriate:

- Behavioral observation procedures that result in quantifiable results (e.g., event recording, time sampling, interval recording)
- Methods that relate student's classroom behavior to instructional conditions
- Informal or anecdotal recordings that address referral questions, instructional practice, and instructional fidelity

These observations may also help to document that appropriate instruction was provided, and will assist in recommending instructional changes. Observations across instructional settings (e.g., different classes) are especially valuable, as are observations by different team members.

X. EXCLUSIONARY FACTORS

The MET is required to consider what are commonly referred to as "exclusionary" factors. It must be clearly understood that a student to whom one of these factors applies might still be appropriately determined as SLD eligible. The issue is one of "primary cause" for the SLD. With the changes in SLD eligibility criteria, serious consideration of these factors has become even more important.

The IDEA requires that the determination of SLD eligibility must not be determined based on findings that are primarily the result of:

- Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act);

- Lack of appropriate instruction in math;
- Limited English proficiency.

The determination of SLD eligibility must not be based on findings of inadequate achievement and insufficient progress or patterns of strengths and weaknesses that are primarily the result of:

- A visual, hearing, or motor disability;
- A cognitive impairment;
- An emotional impairment;
- Cultural factors;
- Environmental or economic disadvantage; or
- Limited English proficiency.

XI. LACK OF APPROPRIATE INSTRUCTION

The team needs to consider:

- The instruction that the student has been receiving;
- The qualifications and training of the person delivering the instruction; and
- The student's access to that instruction.

Since the determination of SLD eligibility requires documentation that a student demonstrates a skill deficit and insufficient progress, there should be evidence that appropriate instruction in the area(s) of concern has been provided, including fidelity of instruction and intervention implementation.

The team will also want to determine whether a student's access to core instruction, as well as to scientific, research-based interventions is:

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If a determination of SLD eligibility cannot be made due to lack of appropriate instruction, attempts must be made to ensure that appropriate instruction is provided and that the student's response to that instruction is documented.

XII. REQUIRED DOCUMENTS TO BE GIVEN TO PARENTS

The school district must document that parents received specific information concerning their student's participation in any response to scientific, research-based intervention process. The information provided to parents must meet all of the IDEA regulation requirements specified at 34 CFR § 300.311. The information parents must receive includes:

- **Amount and nature of student performance data that will be collected and general education services that will be provided.**
- **Strategies for increasing the student's rate of learning.**
- **Parent's right to request an evaluation.**

XIII. USE OF OTHER ALTERNATIVE RESEARCH-BASED PROCEDURES

The IDEA allows for the use of "Other Alternative Research-Based Procedures" in determining SLD eligibility. At this time, Michigan has not identified other alternative research-based procedures for determining whether a student has a SLD as defined in 34 CFR § 300.8(c)(10). In the future, Michigan may consider local school system proposed alternative research-based procedures for determining whether a student has a SLD.

RICK SNYDER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF PUBLIC INSTRUCTION

September 8, 2011

MEMORANDUM

TO: Local and Intermediate School District Superintendents and Principals
Public School Academy Directors

FROM: Sally Vaughn, Ph.D,

Deputy Superintendent/Chief Academic Officer

SUBJECT: Response to Intervention Guidance Materials

The Michigan Department of Education (MDE) has completed Michigan's definition and vision for the Response to Intervention (Rti). The attached materials will provide guidance for continuity and alignment in the implementation of a research-based system of Rti. In addition, the collaborative planning or braiding of initiatives, is recognized as an essential component for improvement of academic achievement in all learners.

In the past, traditional plans for School Improvement, Rti, Special Education, etc., were created and implemented independently of each other resulting in well-written, but competing initiatives for schools and districts. This approach divides resources and can have a negative impact on effective achievement for all learners.

The Michigan Rti vision, definition, and essential components were developed by a statewide team of Michigan educators, experts, and stakeholders in collaboration with the MDE, the Great Lakes East Comprehensive Center, and the National Center for Rti. These defining elements, along with additional guidance materials and research-based resource links, will be coming soon to the Rti tab on the MDE Teaching for Learning website.

Questions regarding MOE's Rti guidance materials should be directed to Jan Oord in the Office of Education Improvement and Innovation at oordj@michigan.gov.

cc: Michigan Education Alliance

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Michigan Department of Education's Vision for Response to Intervention Implementation within the Michigan Continuous School Improvement Process:

The focus of the Michigan Department of Education (MDE) is to improve achievement for all learners through support of Michigan schools. Experience has demonstrated that in order to increase achievement, successful schools plan collaboratively. Often, traditional plans for improvement have been written and implemented in silos, for example: School Improvement, Response to Intervention (RtI), Special Education, and others, have written and implemented their plans in isolation. While the plans may be well-written and solid in their own right, the lack of collaboration and common planning often results in them becoming competing initiatives in a school/district. These competing initiatives have a negative impact on improving achievement for all learners.

To streamline a school's efforts and resources to maximize improvement for all learners, the MDE has outlined how a school district can break down barriers and plan collaboratively to develop one common plan for improvement. The Michigan Continuous School Improvement Process serves as the process to organize staff to analyze data (achievement, perception, process, and demographic) and to develop a comprehensive, continuous improvement plan. The improvement goals are developed as a result of a comprehensive data analysis, leading to the identification of the improvement needs and the development of school improvement goals. Through the development of their school improvement plan, the staff may recognize that their school has key systems missing resulting in a negative impact on student achievement. This realization may lead them to recognize that implementing a system of RtI would help to fill the void in their school systems. In addition to identifying the need for an RtI system, the School Improvement process will assist in development and implementation of the system of RtI.

When braided together, the Michigan Continuous School Improvement process and a system of RtI will enhance and strengthen each other, a mutually beneficial relationship, as opposed to when planned and implemented in separate silos, competing for staff time and resources, leading to a dysfunctional and sporadic implementation of improvement strategies. A well implemented system of RtI will enrich and enhance the school improvement process. The main purpose of this document will be to define the MDE's definition and vision of RtI. An integral part of defining RtI for Michigan will be to clarify the connections between and braiding of, essential elements of RtI and the school improvement process.

Michigan has defined RtI and included eleven essential elements to help clarify the definition. In order to be an Rtisystem, all eleven elements must be present.

MOE Definition of Response to Intervention (Rti): Rti is an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral needs of all learners.

Essential Components of Michigan's Rti Framework

1. **Implement effective instruction for all learners-** A unified system of comprehensive service delivery requiring significant general and special education system change that meets the needs of all learners.
2. **Intervene early –** All learners are screened through assessments several times per year, identifying learners who are not making expected progress. These learners are provided with targeted interventions and monitored for progress on an ongoing basis.
3. **Provide a multi-tiered model of instruction and intervention –** Levels of intervention will be used to meet the learning needs of all learners. Level/Tier **1** is the research-based core curriculum and classroom interventions that will be available to all learners and effectively meet the needs of 80-85% of them. Level/Tier 2 are targeted group interventions serving approximately 15% of the learners, that learners will receive in addition to the continuation of Level/Tier 1. Learners will move fluidly between Level/Tier **1** and Level/Tier 2. Level/Tier 3 interventions serve approximately 5% of the learners. Learners at this level receive intense individual interventions while continuing to receive Level/Tier **1** instruction. Based on their performance, learners move fluidly between this Level/Tier and **1** and 2.
4. **Utilize a collaborative problem solving model –** A structured, systematic problem solving model based in general education to identify student learning needs, analysis of learning problems, and use of the analysis to guide instructional decisions.
5. **Assure a research-based Core Curriculum (aligned with Michigan's state standards)** -The curriculum is aligned with the Michigan standards to ensure that learners are exposed to curriculum that has demonstrated effectiveness in meeting the learning needs of at least 80% of the student population.
6. **Implement research/evidence-based, scientifically validated, instruction/interventions –** The district, school, and teachers use instruction/interventions that have been validated through research/evidence as having a substantial impact on student achievement.
7. **Monitor student progress to inform instruction-** Teachers use relevant data to measure, on an ongoing basis, student progress to inform their educational decision making and impact what they are doing to improve student achievement.
8. **Use data to make instructional decisions –** The district, school, and staff use data to guide all of their instructional decisions.
9. **Use assessments for three purposes: universal screening, diagnostics, and progress monitoring –** The staff uses an assessment to screen the instructional needs of all learners. As learners are identified for more intensive instruction or interventions, the staff uses diagnostic

assessments to identify the specific learning needs of all learners. The staff monitors the progress of the student to inform their ongoing decision making.

10. **Implement with Fidelity-** Staff implements instructional and/or intervention practices according to the intent of the research base.
11. **Engage parents and community-** Parents and community are engaged and informed in the instructional process.

Genesee Intermediate School District

Genesee County's Regional Educational Service Agency