

**CONFIDENTIAL**  
**Psycho-Educational Evaluation**  
SunnyFalls School

**Bob Jones**

Date of Report: January 30, 2013                      Date of Birth: 3/28/2000  
School: SunnyFalls Elementary-Middle              Grade: 7  
Parents: Sue Macy and Darren Jones Chronological Age: 12 yrs, 10 mo.

**REASON FOR REFERRAL**

Bob is a 12-year-old boy who attends SunnyFalls Charter school. He receives special education services under the category of a student with a Specific Learning Disability in the areas of basic reading skills and reading fluency; and is presently due for a required triennial review of special education eligibility. The Individual Education Plan (IEP) team requested an updated assessment of skill attainment and growth in reading. This information will be used in conjunction with information and assessment from teachers with whom he receives instruction to help determine Bob's educational needs and continued eligibility for IEP services.

**EVALUATION MEASURES**

File Review: 1/9/13  
Curriculum-Based Measurement in Reading: January 2013  
Classroom Observation: 1/24/13  
Reading Interventionist and Classroom Teacher interviews: 1/24/13

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**Educational File Review**

*Enrollment:* Bob attended SunnyFalls elementary school since kindergarten, transferred to Eagle Valley school district for his 6<sup>th</sup> grade year in 2011-12, and returning to SunnyFalls for 7<sup>th</sup> grade in August 2012.

*Attendance:* As of 12-31-12 Bob was in attendance for 56 out of 60 pupil days to-date in the 2012-13 school year, or 93% of the school year; in addition, it is recorded that Bob had 14 tardies. Tardies range from 1-120 minutes late for school, with 7 of them occurring within the first 5 minutes of school, while the other 7 held a range of 20-120 minutes late. During the 2011-12 school year in Eagle Point, Bob was in attendance 145 out of 163 pupil days, or 89% of the school year. The State of Oregon and Federal Government identifies a 92% attendance rate as one that is minimally sufficient as a threshold to maximize one's benefit from instruction at school.

Notably, instruction in reading occurs between 8:15a and 9:30a. It is important to note that a student's opportunity to learn is compromised when they are not present to receive instruction, affecting overall progress and skill attainment at school.

*Office Discipline Referrals(ODR):* In October 2012 one referral had been written for Bob, for minor disrespect during physical education. It is the only ODR on record and there does not appear to be a pattern of problem behavior.

*Current Academic Performance:* In addition to specific subskill scores within content areas, end of first quarter grades from 7<sup>th</sup> grade show an overall score for the following score for the following subjects: Reading and Literature – Beginning / Developing, does not yet meet grade level standards; Mathematics – Transitional, nearly meets grade level standards; Social Studies – Beginning / Developing, does not yet meet grade level standards; Physical Education – Beginning / Developing, does not yet meet

grade level standards, Science – Transitional, nearly meets grade level standards, Art – Proficient, Meets grade level standards. Effort was identified as Satisfactory with effort in physical education cited as being Excellent.

*Oregon State Assessment:* In January 2013, Bob did not pass State assessments for mathematics or reading; earning a 219 in reading with a score of 229 required to meet expectation, and a 223 in mathematics with a score of 232 required to meet expectation in mathematics.

*Vision/Hearing:* Any assessment or concern with regard to Bob’s ability to see or hear since his initial evaluation for eligibility in special education in February 2010 was not indicated in his file. Vision had previously been cited as a potential concern with related headaches.

## **Classroom Observation**

January 24, 2013

Bob was observed for 1-15 minute session through a systemic observation, using a 10-second, whole-interval time recording system (following expectations for every 8 out of 10 seconds). The observation took place during Bob’s scheduled time for specially designed instruction in reading, and the behavior of academic engagement was measured (looking at teachers, writing and tracking text in curricular materials, content related conversation). There were a total of 4 students in the instructional group, whereby two students were completing workbook activities from their curriculum, and two students including Bob were completing a “check out” procedure from the same curriculum, Corrective Reading Decoding Level C. The observation took place from 9:15a-9:30a. Bob was on-task for 78% of intervals, while his peers were on-task for 82% of intervals. Bob was primarily attentive to teacher direction and engaged in both assessment and related conversation. Bob appeared to be aware of his performance and invested in his progress in reading in that he asked, “. . .is adding words counted as an error?” Bob was distracted by his peers, though minimally. The lesson ended two minutes and thirty seconds prior to the end of class, and informal conversation took place prior to students leaving for their next class.

## **EDUCATIONAL PROGRESS**

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*Progress is improved performance over time. In addressing progress, the team considers data that have been collected about the student’s performance over time in relationship to the assistance that has been provided. Student performance is often described in terms of a “range of performance” using percentile ranks. The following descriptor is provided: Student performance in the average range is between the 25<sup>th</sup> percentile and the 75<sup>th</sup> percentile, with percentile scores ranging from the 1<sup>st</sup> percentile to the 100<sup>th</sup> percentile. The 50<sup>th</sup> percentile is the exact middle score within a given comparison group who experienced the same assessment, or measure.*

Since returning to SunnyFalls Charter school in August 2012 Bob has been receiving specially designed instruction for 75 minutes per day, 4 days per week. Instruction is delivered using Corrective Reading Decoding Level C, whereby the teacher of special education completes two lessons per day in a small group of 4 students. The program is designed as an age-appropriate curriculum for students in 3<sup>rd</sup> through 12<sup>th</sup> grade, that a student’s instructional level as indicated by a program placement test. It is reported that Bob is mastering skills from lessons in the curriculum.

Universal screening assessment data from the fall, of which all students participate in the school district, showed that Bob read 47 words correct per minute (wcpm) with 90% percent accuracy, using AIMSweb's measurement system. Between September 17, 2012 and January 22, 2013, progress monitoring data indicated that Bob's rate of progress slightly increased, with an upward trend in the data. The median of Bob's last three progress monitoring scores reflect 56 wcpm with a median score of 95% accuracy. Bob's rate of growth in fluency was .56 work gain per week, given 16 weeks of intervention. AIMSweb comparative data indicates a .47 word gain per week at the 50<sup>th</sup> percentile, and a .56 gain per week at the 10<sup>th</sup> percentile. Though comprehensive, as intervention that focuses on the development of phonics skills, student accuracy in reading is where gains will be seen. Likewise, a student must be an accurate reader before they will become a fluent reader. Gains in accuracy are paramount to gains in student performance in not only their ability to read fluently, but to also gain meaning from what they read. From fall benchmark, Bob improved his median accuracy scores by 5%. No comparative data is available for gains reading accuracy.

In addition to assessing oral reading fluency and accuracy as a predictor of passage comprehension, a Maze passage was administered on January 22, 2013, using AIMSweb's measurement system. Maze passages ask a student to read a passage for 3 minutes, where from every 7-10 words one word is chosen from a set of three. Bob's performance score on the Maze placed him in a below average to well below average range as compared to same-grade peers, hovering just above the 10<sup>th</sup> percentile, with a median score of 16 words correctly chosen (50<sup>th</sup> percentile, 27; 25<sup>th</sup> percentile, 20; 10<sup>th</sup> percentile, 15). Bob's error rate reflected a median of 3 words for the passage read, or 81% correct for that specific passage. Bob is markedly discrepant from grade-level peers as indicated by AIMSweb's measurement system, as a general outcome measure of student performance.

In order to determine skill areas of deficit that may be preventing Bob from building additional skills, Bob was administered a task of Nonsense Word Fluency (NWF); a brief, 1-minute assessment that identifies the extent to which Bob is able to identify individual letter sounds that are presented as CVC words (Consonant-Vowel-Consonant), and in his ability to recode those CVC words, using AIMSweb's measurement system. Performance at the 50<sup>th</sup> percentile in the spring of 2<sup>nd</sup> grade, the latest data that is provided for this skill, reflects 77 nonsense words per minute as a solid indicator of a student's ability to build upon the foundation of a CVC word and to be prepared to build fluency with text; when assessed, Bob identified a median of 101 sounds in 1 minute. Bob read nonsense words fluently; error patterns were presented in replacing /u/ for /o/, /e/ for /o/, long /o/ for /o/, /ou/ for /o/, /d/ for /b/, and /g/ for /d/. Although Bob has met an identified score demonstrating proficiency with basic skills of decoding, Bob struggles to accurately identify individual sounds in words that effects word accuracy and comprehension when reading text.

Given Bob's current rate of growth and increasing expectations that will occur throughout middle school and into high school, Bob will not be able to close the gap with his peers. The continued use of a highly explicit, systematic program for Direct Instruction in skills for basic phonics, such as Corrective Reading Decoding, would provide the support required for Bob to maintain his gains and to accelerate his growth with a substantial rate of progress that would allow him to access grade-level curriculum. Bob's progress during intervention is noted on a graph for progress monitoring.

<See attached Graph>

**Is the student progressing at a significantly slower rate than is expected in any areas of concern?**

Yes  No      If yes, identify those areas.

Bob's progress is significantly lower than expected in the area for reading.

**Information used to evaluate educational progress:**

- Review of instructional plans and monitoring data
- Teacher interview
- Student interview
- Parent interview
- Review of student records
- Review of student work
- Other (Describe below)

**DISCREPANCY**

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Discrepancy is the difference between a student's level of performance and the level of performance of peers or standards of expected performance for students of his or her age or grade. Discrepancy data helps the team determine the significance of concerns about a student. The team needs this information to determine if the student has a disability and whether or not the concerns can be addressed with general education resources. A discrepancy of 2-times or greater is considered a *severe* discrepancy from peers. The team needs this information to determine if the student has a disability and whether or not the concerns can be addressed with general education resources.

**Area of Concern: Reading**

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<b>Data Source</b>	<b>Date</b>	<b>Student Performance</b>	<b>Expected Performance</b>	<b>Discrepancy</b>
SunnyFalls 7 <sup>th</sup> grade Reading Fluency (AIMSweb normative data)	January 2013, Benchmark Data	52 words correct per minute at 96% accuracy, <10 <sup>th</sup> percentile compared to grade-level peers; or, the well-below average range	155 words read correct per minute, 50 <sup>th</sup> percentile compared to grade-level peers	103 words read correct per minute; 2.98 times discrepant

Data Source	Date	Student Performance	Expected Performance	Discrepancy
AIMSweb National Normative Data	January 2013	56 words correct per minute (median score of 3 days of assessment with 3 passages in oral reading fluency given per assessment session in oral reading fluency), <10 <sup>th</sup> percentile compared to grade-level peers; or, the well-below average range	155 Words Correct per minute; 50 <sup>th</sup> percentile compared to grade-level peers / Winter data	99 words read correct per minute; 2.76 times discrepant

### COMMON CORE STATE STANDARDS - OREGON

Expectations for Performance by the end of 7 <sup>th</sup> grade	Oregon Grade- Grade 7 Foundations / Performance Standard	Student Performance	Discrepancy From Standard
Instruction in the Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects will prepare Oregon students to be proficient in the four strands of the English language arts (ELA) skills - Reading, Writing, Language, and Speaking and Listening. Because students need grade-level literacy skills to access full content in school, the emphasis in the Common Core is to learn to read and write in ELA and to develop those skills, specific to the content,	OAKS: 229, Meets Expectation  <u>Anchor Standard 10:</u> Read and comprehend complex literary and informational texts independently and proficiently.  <u>7.RL.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	OAKS: Bob did not meet expectation, with a score of 219	Standard Not Met
	<u>Anchor Standard 1:</u> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  <u>Anchor Standard 4:</u> Interpret words and phrases as they are used in a text, including determining	Bob is not yet consistently employing the decoding skills necessary to successfully read multi-syllabic words, that allows him to accurately read text. Bob demonstrates a level of accuracy in reading at 95% (evaluation data / progress monitoring)	Standard unmet Accuracy rate required for independence is 97%; discrepancy 2%

in all other classes.	technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
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Is the student's performance significantly below expectations in any areas of concern?

Yes  No      If yes, identify those areas.

Bob's academic performance continues to be significantly lower than expected in the area for reading. Given the degree of discrepancy from grade level normative performance data and the state standard, Bob will encounter difficulty demonstrating proficiency on Common Core State Standards, as these are prerequisite skills required to approach more complex skills.

### EDUCATIONAL NEED

Needs are the services, activities and supports, accommodations and modifications required in order for a student to make curricular or developmental progress, to advance towards meeting goals set in an individualized plan (intervention plan, individualized family service plan, or individualized education program), and to participate in activities appropriate to the student's age or grade.

**Briefly summarize this student's needs in the area of instruction. (*How should this student be taught? Describe the components of this student's instructional plan that will best enable learning.*)**

Bob would benefit from continued explicit, direct instruction in the area of reading in order to address his accuracy with error patterns and unmastered skills as identified by the an analysis of assessment data, to include the short vowel sound for /o/ and /u/, word endings, proper nouns, compound and multisyllabic words. In order to increase his reading skills at a rate of progress that will have him on a trajectory toward performing in an average range with grade-level peers, and in particularly being able to access information from content-based texts, it will be important for Bob to receive consistent, direct instruction for *at least* 45 minutes daily, *beyond that* of his regularly scheduled time for general education reading instruction. Instruction in the general education environment should address skills and strategies for vocabulary and comprehension as indicated in the core program used with students in 7<sup>th</sup> grade at SunnyFalls charter school.

Bob would benefit from repeated instruction, repeated modeling, high rates of having an opportunity to respond to instruction (10 opportunities per minute), and frequent positive feedback for correct academic responding of identified skills in reading. As Bob becomes more proficient in the mastery of phonics skills, he will need to be taught to generalize skills taught in his texts for content areas that include science, social studies, and mathematics, with specific attention brought to that of *preteaching vocabulary* that is presented within curricular materials. *Bob would greatly benefit from specific word meanings taught through explicit instruction and*

*through the explicit instruction of word learning strategies that will assist Bob when he is reading text independently.*

In order for Bob to make critical gains toward being a proficient reader, it will be imperative for continued professional development to be available in the delivery of explicit instructional strategies that impact student performance (e.g. focus, signal, modeling, oral unison responding, pacing, error correction procedures, opportunities to learn, correct academic feedback). Likewise, observation of program delivery to provide constructive feedback and to assess for fidelity will be of importance, in order to ensure that the most effective instructional program is being provided in the time allotted for specially designed instruction.

**Briefly summarize this student's needs in the area of curriculum. (*What does this student need to be taught? Includes the specific skills this student needs to learn, this student's level or placement.*)**

The continued provision of a highly explicit, systematic program for Direct Instruction in skills for basic phonics, such as Corrective Reading Decoding, would provide the support required for Bob to accelerate his growth with a substantial rate of progress that would allow him to access grade-level curriculum. Alternatively, a highly structured and comprehensive program that targets growth in areas for both reading and written language would potentially also meet Bob's need for support in meeting goals for high school graduation. Although Bob currently receives 75 minutes of instruction 4 days per week, he will require more time to make the gains necessary to meet grade level standards and expectations for performance.

During instructional walk throughs of classrooms for all teachers, Bob's progress with this program would benefit from being observed, with an assessment for the fidelity of implementation of the instructional program at regular intervals that would increase the level of precision and accuracy of program delivery.

**Briefly summarize this student's needs in the area of environment. (*What accommodations and modifications to the learning environment are needed?*).**

Bob would benefit from instruction in a small group setting with other students (e.g. 4 students) who have the same instructional need as identified by skill. Additionally, Bob and other students in his instructional group would benefit from the practice and repetition of skill required to master skill as indicated by the use of the entire instructional session. Practice of previous skills mastered and skill errors presented that day, with embedded error correction procedures, would allow for needed repetition of skill and increased rates of a student's opportunity to respond.

**Are this student's needs significantly different from the needs of typical peers in any areas of concern?**

Yes  No      If yes, identify those areas.

Bob requires significant, additional support in the area of reading that is beyond that of his peers.

**Information used to determine instructional needs:**

- Review of records
- Reviews of student work
- Interviews with student, parent, or teacher
- Observations of student
- Tests (Please list below)
- Other (Describe below)

**Is there information related to exclusionary factors that needs to be considered by the team in making an entitlement decision?**

Yes  No      If yes, explain.

**ELIGIBILITY DECISION MAKING**

A student is considered to be eligible for special education services when a team of professionals and the parents consider all the relevant information and determine 1) that the student has a disability, and 2) that the student’s needs cannot be met with general education resources alone, and that special education resources are needed to meet the student’s needs.

Moira K. McKenna, School Psychologist  
Southern Oregon Education Service District

cc:  
Sunny Falls Charter School  
Kathy and Steve Jones, parents  
Southern Oregon Education Service District