Using RTI for Determining SLD Eligibility

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ORTII Implementation Coach

ORTII Annual Conference 2019

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

What’s your role?

• Are you...
  • Involved in the ORTII Project?
  • Using RTI for interventions?
  • Using RTI for SLD Determination?

Part of a whole SYSTEM

Using RTI for determining SLD is the ‘capstone’ of your RTI System...

The student receives increasing instructional supports throughout the process!
**Targets**

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

**Handouts on www.oregonrti.org**

- **ASSESSMENT**
  - Formal Diagnostic: As needed
  - Progress Monitoring: Weekly-Bi-weekly

- **INSTRUCTION**
  - Tier 2: Individualized Intervention
  - Tier 3: Individual Education Program (IEP)

- **DATA-BASED DECISION MAKING**
  - Comprehensive Evaluation
  - Tier 2/3 Intervention Review Team: 6-10 weeks
  - Individual Problem Solving Team: 6-10 weeks

- **Schoolwide Screening reviewed 3 times/year**

**Research-Based Core Curriculum w/ Strong Instruction**
Special Education Evaluation Process

- Referral
- Evaluation planning meeting
- Conduct comprehensive evaluation
- Eligibility meeting
- IEP meeting

Three key questions

1. Is the student significantly different from peers?
2. Does the student make less than adequate progress despite interventions?
3. Does the student need specially designed instruction?

SPED Entitlement Decision

Meet Reid – 3rd Grade

Special Education Evaluation Process - in RTI You’re a Step Ahead

- Effective Core Instruction with Research Based Curriculum
- Two Evidence-Based Group Interventions
- Progress Monitoring
- Individual Problem Solving
- One Evidence-Based Individualized Intervention
- Referral
- Evaluation planning meeting
- Conduct comprehensive evaluation
- Eligibility meeting
- IEP meeting
The quality of your SLD evaluation decisions is often directly related to the quality of your Individual Problem Solving system.

Start with Existing Data

Guidelines for Comprehensive Evaluation

First Question

Evaluating Low Skills

Low Skills

Is the student significantly different from peers?

How far behind are they?

AND

How do they compare to their peers?

despite…

… being provided with appropriate learning experiences & instruction.
**Determine Expected Performance**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Are they far behind the standard?</th>
<th>Are they low compared to their peers?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Screener</td>
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<tr>
<td>Curriculum &amp; Individual</td>
<td></td>
<td></td>
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<tr>
<td>Diagnostic Assessments</td>
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<tr>
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**Determine Expected Performance**

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<tr>
<td>Performance compared to Benchmark/Standard: Discrepancy Ratio</td>
<td></td>
<td>Performance compared to peers: Percentiles Ranks</td>
</tr>
</tbody>
</table>
Calculating Discrepancy Ratio

Expected performance: 100 WCPM

Current performance: 80 WCPM (80% of expected), 50 WCPM (50% of expected), 20 WCPM (20% of expected)

Determine Expected Performance

Assessment

Are they far behind the standard?

Are they low compared to their peers?

Universal Screener

Performance compared to Benchmark/Standard: Discrepancy Ratio

Performance compared to peers: Percentiles Ranks

Benchmarks vs. Percentile Ranks

Benchmarks: How far behind are they?

Percentile Ranks: How do they compare to peers?
### Is there a pattern of low skills?

<table>
<thead>
<tr>
<th>Question</th>
<th>Evidence from Assessment/Score</th>
<th>Far behind?</th>
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</tr>
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<tbody>
<tr>
<td>Does the student exhibit LOW SKILLS?</td>
<td>CBM/Screening: All Intensive (50% discrepant, Nat'l 8th %ile &amp; Local 6th %ile)</td>
<td>Y</td>
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### Assessment

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<td>Performance compared to grade (district and/or school)</td>
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<td>Checkout Performance</td>
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<td><strong>SBAC</strong></td>
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| Intervention: Passed 60% of checkouts Proficient = 90% Peers passed 90% | Y | N | N

Additional Information Needed?

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| Intervention: Passed 60% of checkouts Proficient = 90% Peers passed 90% | Y | N | N
| SBAC: Level 1 (8th %ile) | Y | N | N

Additional Information Needed?
### General Guidelines for Low Skills

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<td>Y</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>SBAC: Level 1 (6th %ile)</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>Achievement Tests: 29th %ile overall (SS: 92), 40th %ile on 2 reading subtests (SS: 96)</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

### Additional Information Needed!

| Preponderance of Evidence? | Y | N |

*Disclaimer: These criteria are meant to provide general guidance but should not be used as rigid cutscores.*
What if the data is mixed?

Consider divergent data source(s) and possible explanations

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

Evaluation Report: Low Skills

Include a description of the following:

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

Evaluation Report Description

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

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

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

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

Second Question

Low Skills

Is the student significantly different from peers?

Slow Progress

Does the student make less than adequate progress despite interventions?
### Slow Progress: Does the student make inadequate progress despite intervention?

**OAR Eligibility Requirement:** The student does not make sufficient progress to meet age or Oregon grade-level standards based on the student’s response to scientifically research-based intervention (115-655-2110 [OSHA]).

<table>
<thead>
<tr>
<th>Slow Progress Despite Interventions:</th>
<th>Is the student making slower than expected progress when appropriate instruction is provided?</th>
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<tbody>
<tr>
<td>Rate of progress during intervention is significantly less than expected:</td>
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<tr>
<td>Student Rate of Improvement (ROI) is less than typical student ROI</td>
<td></td>
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<tr>
<td>Student Rate of Improvement (ROI) is less than needed to close the gap between student performance and typical/benchmark performance</td>
<td></td>
</tr>
<tr>
<td>Student Rate of Improvement (ROI) is less than that of district/school peers</td>
<td></td>
</tr>
<tr>
<td>Student Rate of Improvement (ROI) is less than that of peers receiving similar intervention support</td>
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**Data Sources:** Review, Interview, Observe, Test

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<th>Interview</th>
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**Typical growth rate:** 1.4 wcpm per week

**Student in intervention making “typical” growth:**

**Typical growth rate:** 1.4 wcpm per week

**Student in intervention making ambitious growth:**

**Typical growth rate:** 1.4 wcpm per week

**Student in intervention making ambitious growth:**

---

**How much progress is enough?**

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

**Typical growth rate:** 1.4 wcpm per week

**Student in intervention making ambitious growth:** 2 wcpm per week

---

**How much progress is enough?**

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

**Typical growth rate:** 1.4 wcpm per week

**Student in intervention making ambitious growth:** 2 wcpm per week
How much progress is enough?

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

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

### Attained ROI

![Graph showing Improvement Change](image)

- Intervention Change: 54 – 36 = 18 WCPM
- 18 WCPM / 20 Weeks = 0.9 WCPM/week

### Typical ROI

![Graph showing Improvement Change](image)

- 100 – 70 = 30 WCPM
- 30 WCPM / 36 Weeks = 0.83 WCPM/week
In order to answer know how much progress is enough, we need to compare Rates of Improvement (ROI's):

<table>
<thead>
<tr>
<th>Attained ROI</th>
<th>0.9 WCPM/week</th>
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<tbody>
<tr>
<td>Typical ROI</td>
<td>0.83 WCPM/week</td>
</tr>
<tr>
<td>Targeted ROI</td>
<td>Growth needed for the student to meet the end-of-year benchmark</td>
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<td>1.77 WCPM/week</td>
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<td>Peer ROI</td>
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3rd Grade DIBELS ORF

Targeted ROI

100 – 36 = 64 WCPM

64 WCPM / 36 Weeks = 1.77 WCPM per week

Peer ROI

All 3rd Graders in District (last year)

104 – 68 = 36 WCPM

36 WCPM / 36 Weeks = 1 WCPM per week

All 3rd Graders in similar intervention Group

68 – 40 = 28 WCPM

28 WCPM / 20 Weeks = 1.4 WCPM per week
How much progress is enough?

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

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

Comparison to Similar students

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

Comparison

<table>
<thead>
<tr>
<th>Comparison</th>
<th>ROI (WCPM/week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted ROI</td>
<td>1.77</td>
</tr>
<tr>
<td>Peer ROI (Intervention Group)</td>
<td>1.4</td>
</tr>
<tr>
<td>* Peer ROI (Similar ELL)</td>
<td>1.25</td>
</tr>
<tr>
<td>Peer ROI (All District)</td>
<td>1</td>
</tr>
<tr>
<td>Attained ROI</td>
<td>0.9</td>
</tr>
<tr>
<td>Typical ROI</td>
<td>0.83</td>
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DIBELS Next (Pathways of Progress)

Based on a comparison to other students with similar beginning skills (i.e., other 3rd graders reading around 27 cwpm in the Fall)
### Slow Progress

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What is the student’s Attained Rate of Improvement (ROI)?:

\[
\text{Attained ROI} = \frac{\text{End performance} - \text{Beginning performance}}{\pi \text{ of Instructional Weeks}}
\]

<table>
<thead>
<tr>
<th>Performance</th>
<th>ROI</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 WCPM</td>
<td>1.04</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Typical ROI</th>
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<tr>
<td>1.2 which is... Less than the Attained ROI Greater than the Attained ROI</td>
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</table>

<table>
<thead>
<tr>
<th>Target ROI</th>
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<tr>
<td>1.75 which is... Less than the Attained ROI Greater than the Attained ROI</td>
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<th>Peer (District) ROI</th>
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<td>1.3 which is... Less than the Attained ROI Greater than the Attained ROI</td>
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<tr>
<th>Peer (Intervention Group) ROI</th>
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<tbody>
<tr>
<td>1.4 which is... Less than the Attained ROI Greater than the Attained ROI</td>
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</table>

<table>
<thead>
<tr>
<th>Intervention Matched to student need?</th>
<th>Y</th>
<th>N</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Intervention time &amp; intensity appropriate?</th>
<th>Y</th>
<th>N</th>
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</table>

<table>
<thead>
<tr>
<th>Intervention delivered with fidelity?</th>
<th>Y</th>
<th>N</th>
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</table>

| Preponderance of Evidence? | Y | N |

<table>
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### Intervention Matched to Student Need

- **Reading Comprehension**
  - Foundational Skills
    - Oral Reading Accuracy & Fluency
  - Phonics (Alphabetic Principle)
  - Phonemic Awareness

### Intervention Time & Intensity Appropriate

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

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<tr>
<td>What is the student's Attained Rate of Improvement (ROI)?:</td>
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<tr>
<td>End performance  -  Beginning performance  /  # of Instructional Weeks = Attained ROI</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>23 WCPM</th>
<th>22</th>
<th>1.04</th>
</tr>
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</table>

- The Typical ROI is: **1.2** which is... [Circle One]...Less than the Attained ROI...Greater than the Attained ROI
- Target ROI is: **1.75** which is...Less than the Attained ROI...Greater than the Attained ROI
- Peer (District) ROI: **1.3** which is...Less than the Attained ROI...Greater than the Attained ROI
- Peer (Intervention Group) ROI: **1.4** which is...Less than the Attained ROI...Greater than the Attained ROI

Intervention Matched to student need? | Y | N |
Intervention time & intensity appropriate? | Y | N |
Intervention delivered with fidelity? | Y | N |
Preponderance of Evidence? | Y | N |
Additional Information Needed

### Evaluation Report: Slow Progress

Include a description of the following:

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

### Intervention Delivered with Fidelity

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

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Dates</th>
<th>Group Size</th>
<th>Duration</th>
<th>Attained ROI (Student growth)</th>
<th>Expected ROI (Intervention Group growth)</th>
</tr>
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<tbody>
<tr>
<td>Phonics for Reading</td>
<td>10/5 – 11/29</td>
<td>7</td>
<td>30 min daily</td>
<td>.42 WCPM/Week</td>
<td>1.4 WCPM/Week</td>
</tr>
<tr>
<td>Phonics for Reading + Read Naturally</td>
<td>1/15 – 3/2</td>
<td>7</td>
<td>PFR – 30 min daily</td>
<td>RN – 15 min daily</td>
<td>1.1 WCPM/Week</td>
</tr>
<tr>
<td>Reading Mastery + Read Naturally</td>
<td>3/10 – 5/1</td>
<td>4</td>
<td>RM – 60 min daily</td>
<td>RN – 15 min daily</td>
<td>Core Small Group - 20 min daily</td>
</tr>
</tbody>
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**Eval Report Example: Slow Progress**

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

**Third Question**

Is the student significantly different from peers? Does the student make less than adequate progress despite interventions? Does the student need specially designed instruction?
Does the student need Specially Designed Instruction?

What is Specially Designed Instruction?

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

What is Specially Designed Instruction?

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

Content/Curriculum

- The knowledge and skills being taught to the student are different than those that are taught to typically developing same aged peers
  - Example
    - a fourth grade student is learning to read cvc words accurately, while his grade level peers are learning to summarize and use questioning while reading text.
Different and/or more intensive instructional strategies and approaches are being used to teach content to the student than are used with typically developing, same-aged peers.

Example
- Using Reading Mastery to teach a student to read
  - Increased modeling, guided practice, corrective feedback, and independent practice/application

The way in which instruction is delivered is different than what is provided to typically developing peers.

- Examples
  - Needs to be taught in small group
  - Needs to have more frequent reinforcement

Methodology/Instruction

Delivery/Environment

What conditions result in the most growth?

Instructional Need?

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

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

### Instructional Need?

<table>
<thead>
<tr>
<th>Question:</th>
<th>Evidence/Data of Need</th>
<th>Different than typically provided in general ed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the student have an Instructional Need for special education services?</td>
<td>Instruction/Methodology: Reading Mastery 5 days a week/ 60 minutes in addition to core: increased explicitness, added individual OTRs, corrective feedback increased</td>
<td>Y N</td>
</tr>
<tr>
<td></td>
<td>Curriculum/Content: Diagnostic: 15% sounds (cvc) PM: ORF (1.1 WCPM/week), cohort (2.2 wcpm) DARS: 8th percentile</td>
<td>Y N</td>
</tr>
<tr>
<td></td>
<td>Environment/Delivery: Small group instruction: group of 4 Individual Behavior Plan throughout the day</td>
<td>Y N</td>
</tr>
<tr>
<td>Additional Information Needed?</td>
<td>Beyond what general ed can provide?</td>
<td>Y N</td>
</tr>
</tbody>
</table>

### Evaluation Report: Instructional Need

Include a description of the student’s needs:

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

*If found eligible, this section of the report should be directly tied to the student’s IEP (e.g., specially-designed instruction, related services, accommodations, and supplementary aids and services)*
Reid's skills and rate of progress are significantly below grade level. He does appear to benefit from repeated instruction, repeated modeling, high rates of having an opportunity to respond to instruction (10 opportunities per minute), and frequent positive feedback for correct academic responding of identified skills in reading in a small group for 60 additional minutes per day. This support is beyond the scope of what general education supports can provide.

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

**Data Sources:** Review, Interview, Observe, Test

**Appropriate Instruction**

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

**Exclusionary Factors**

- Limited English proficiency (ESL/L2/ELL)

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

Explicit & systematic instruction in the Big 5........
- Phonemic awareness
- Phonics
- Vocabulary development
- Reading fluency
- Reading comprehension strategies

**Rule out Exclusionary Factors**

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

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

- **Instructional Need**
  - Does the student need specially designed instruction?

**SPED Entitlement Decision**
Primary cause is not due to *Lack of Appropriate Instruction*

- **Misconception**
  - Need to be at 80% on universal screening assessments to indicate student has had appropriate instruction

- **Fact**
  - Cannot deny an evaluation solely based on the percentage of students at benchmark
    - What if the district is at 50% of students at benchmark?, 30%?
      - does not mean there are no students who need special education services)

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All SLD evaluations **must** include:

“(A) Data that demonstrate that before, or as part of, the referral process, the child was provided appropriate instruction in regular education settings)”  
OAR 581-015-2170

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What evidence do we have **of appropriate instruction: Core/Intervention?**

- What data/evidence can you use to answer these questions?
  - Was the student provided instruction in the Big 5?
  - Was the instruction provided with a reasonable degree of fidelity?
  - Is there evidence that other students are benefitting from the instruction?

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Primary cause is not due to *Limited English Proficiency*

**Cohort groups**

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

  5 L's

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

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

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

Primary cause is not due to other factors

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

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

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

Evaluation Report: Exclusionary Factors

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

Eval Report: Exclusionary Factors

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

Three key questions

- **Exclusionary Factors**
  - Low Skills: Is the student significantly different from peers?
  - Slow Progress: Does the student make less than adequate progress despite interventions?
  - Instructional Need: Does the student need specially designed instruction?

SPED Entitlement Decision

You Can Do This!

You can’t wait until your RTI system is perfect

- Your system has never been perfect
- We just see the flaws in our system more readily now because we’re looking more closely

**Traditional** SLD Identification

**RTI SLD Identification**

ICE

ICE L

ICEL

Our system  Student

Closing Thought

Don’t ignore the flaws in your system, and don’t let them paralyze you into just doing what you’ve always done.

Use your flaws as an opportunity to improve the quality of supports for all students.
Questions?

• Nicole Kaye, ORTli Implementation
  Coach: nkaye@roseburg.k12.or.us