

## REEVALUATION REPORT

### I. SUMMARIZE INFORMATION REVIEWED

Complete items 1-7 for all students.

**1. Physical condition, social, or cultural background, and adaptive behavior relevant to the student's disability and need for special education:**

***Student Background:*** Danny is a 15-year-old student who is in the 10th grade for the 23-24 school year. Danny has had an Individualized Education Plan since the first grade when he was initially identified with a Specific Learning Disability in Reading and Written Expression, also known as Dyslexia. Danny was recently re-evaluated by the school psychologist in order to collect new information and data to inform his educational programming, including secondary transition planning.

***Medical Information/History:***

Danny is reported to be in good physical health. Danny passed his last school vision and hearing screenings. Danny does have a diagnosis of Auditory Processing Disorder, as indicated in a medical report from Children's Hospital of Pittsburgh. The report specifically indicated that Danny may have difficulty with attending to and retaining information that is presented orally. Danny may require information to be presented in multiple formats and may need directions/content repeated.

***Social/Cultural Information:***

Danny lives with his parents and two young siblings. The family speaks English as their primary spoken language. Danny enjoys fishing and hunting in his free time. Danny is a very social boy who enjoys conversing with adults and has a good peer group with whom he spends time. Danny also enjoys using technology in school and at home.

***Educational Information:***

Danny currently receives itinerant learning support as outlined in his IEP. He has an interest in working for the Game commission after high school. Danny has good attendance and no discipline referrals.

***Emotional/Behavioral Information:***

Danny is a friendly and social boy who enjoys conversing with adults. Danny is respectful and does complete classwork. However, some of Danny's teachers have noted that they would like to see an improvement in Danny's classroom participation and level of engagement. Specifically, Danny's literature teacher reported that Danny sometimes falls asleep in her class and she is concerned about his motivation. On the other hand, Danny's science teacher feels that Danny is a star student, shows a great interest in classroom content, and frequently participates in classroom discussions.

**2. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parental input):**

Danny's parents report that they are happy with his current academic progress and level of support. However, they do note that they would like to see an improvement in his grade in Literature class.

**3. Aptitude and achievement tests:**

***Historical Psychoeducational Testing - November 2014***

In 1st grade, Danny was initially evaluated by the school psychologist. Cognitive and academic testing revealed the following standard scores:

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*Wechsler Intelligence Scale for Children - Fifth edition (WISC-V)*

<b>WISC-V Index</b>	<b>Standard Score</b>	<b>Percentile Rank</b>	<b>Level of Functioning</b>
<i>Full-Scale IQ</i>	95	37	Average
<i>Verbal Comprehension Index</i>	80	9	Low Average
<i>Fluid Reasoning Index</i>	100	50	Average
<i>Visual-Spatial Index</i>	105	63	Average
<i>Processing Speed Index</i>	78	7	Very Low
<i>Working Memory Index</i>	70	2	Very Low

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

<b>WIAT-III Composite / Subtest</b>	<b>Age-Based Standard Score</b>	<b>Percentile Rank</b>	<b>Achievement Level</b>
<b>Reading Composite</b>	<b>73</b>	<b>4</b>	<b>Very Low</b>
Phonemic Proficiency	75	5	Very Low
Word Reading	69	2	Extremely Low
Pseudoword Decoding	80	9	Low Average
Orthographic Fluency	64	<1	Extremely Low
Oral Reading Fluency	62	<1	Extremely Low
Reading Comprehension	78	7	Very Low
<b>Mathematics Composite</b>	<b>95</b>	<b>37</b>	<b>Average</b>
Math Problem Solving	100	50	Average
Numerical Operations	96	40	Average
Math Fluency - Addition	108	70	Average
Math Fluency - Subtraction	92	30	Average
<b>Written Expression Composite</b>	<b>75</b>	<b>5</b>	<b>Very Low</b>
Alphabet Writing Fluency	70	2	Very Low
Spelling	78	7	Very Low

Average standard scores = 90-109

**4. Current classroom-based assessments and local and/or state assessments:**

*Pennsylvania State System of Assessment (PSSA)*

<b>Assessment</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
ELA PSSA	Below Basic	Basic	Basic	Below Basic	Basic	Basic
Math PSSA	Proficient	Proficient	Basic	Basic	Basic	Basic

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### ***Current Quarter 1 Grades:***

Literature I - 65% D

Environmental Science - 89% B

Social Studies - 75% C

Biology - 70% C

## **5. Observations by teacher(s) and related services provider(s), when appropriate:**

### ***Ms. Jackson - Literature I***

Ms. Jackson reported that Danny is a respectful young man who does seem to care about pleasing adults. However, Ms. Jackson noted concerns that Danny's grade continues to decline in her class. Danny reportedly appears to pay attention for the first few minutes of class, but he then becomes disengaged and eventually falls asleep on his desk. Ms. Jackson does not feel that she is meeting Danny's needs in her Literature course and feels at a loss for what to do to get Danny more engaged in the content.

### ***Mr. Clarke - Environmental Science***

Mr. Clarke noted that Danny is a friendly young man who shows great interest in environmental science. Mr. Clarke enjoys conversing with Danny about hunting and fishing. During whole-group instruction, it was noted that Danny is very engaged, asks questions, and frequently participates in classroom discussions. While Danny does have some difficulties with learning content-area vocabulary and performing adequately on open-ended questions on tests, Mr. Clarke implements several accommodations to ensure Danny is still able to learn the content and demonstrate his knowledge. Overall, Mr. Clarke is happy with Danny's performance and enjoys having him as a student.

### ***Mrs. Haggerty - Social Studies***

Mrs. Haggerty reported that Danny is a nice young man who struggles to keep up with note taking in her course. Danny reported attempts to take notes during whole-group lectures, but he then seems to become disengaged. Sometimes Danny will just stop taking notes and sit quietly in his seat or he will put his head down on his desk. Mrs. Haggerty also noted that Danny seems to have difficulty with any written assignments, especially essays. Mrs. Haggerty does not know that she is adequately meeting Danny's needs in her class and would be open to suggestions regarding different strategies or accommodations.

### ***Mr. Smith - Biology***

Mr. Smith reported that Danny is not doing well in Biology. While Danny is reported to be a social and respectful young man, Mr. Smith is concerned about Danny's ability to keep up with the biology content. Danny reportedly has difficulty with retaining vocabulary terms. Mr. Smith noted that his tests include a lot of items that assess free recall of vocabulary knowledge. Danny often leaves these items blank because he says he cannot remember what the terms mean. Mr. Smith also requires his students to do a lot of independent reading followed by fill-in-the-blank worksheets in which they must find the content from the reading content. Danny does attempt these assignments but performs poorly. Mr. Smith is concerned that Danny will not be ready to take the Biology Keystone exam.

### ***Mr. Johnson - Learning Support***

Mr. Johnson is a co-teacher in Danny's Literature and Biology classes. Mr. Johnson feels that he has developed a good relationship with Danny since working with him over the last school year. Danny is respectful towards Mr. Johnson and they often enjoy conversations about fly fishing. Mr. Johnson is concerned about Danny's performance in Literature and Biology. He tries to give Danny as much attention as possible during those courses but there are other students who need learning support services as well. Mr. Johnson has tried to offer suggestions to the regular education teachers regarding

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various accommodations or modifications they may want to implement for Danny, but Mr. Johnson does not feel that his suggestions have been well received. He specifically noted that some teachers have said that they do not believe Danny would need accommodations or modifications if he would just apply himself more. Mr. Johnson feels that updated achievement testing conducted by the school psychologist may provide useful insight for the teachers to understand Danny's strengths and weaknesses as a learner.

### 6. Teacher recommendations:

Some of Danny's teachers feel that he needs to apply himself more in class and pay attention. They also feel that Danny could prepare more for tests outside of school.

## II. DETERMINATION OF NEED FOR ADDITIONAL DATA, SUMMARY AND CONCLUSIONS

2.  **The IEP team determined that there is a need for additional data. The LEA must issue the Permission to Reevaluate – Consent Form and administer tests and other evaluation materials as may be needed to produce the data below.**

### **Interpretation of additional data:**

Danny was re-evaluated by the school psychologist to obtain updated data regarding his current academic skills and knowledge. Danny completed select subtests of the *Woodcock-Johnson Tests of Achievement, Fourth edition (WJ-IV ACH)*. The WJ-IV ACH is a standardized achievement test that measures general reading, writing, and mathematics skills. Danny's performance on this test was compared to a national sample of same-age peers.

Danny presented as a friendly and personable young man. He talked about his love of fishing and hunting. When asked how his school year was going, Danny shrugged his shoulders and said "Not so good." When the school psychologist prompted him to share why he feels that way, Danny stated:

"I love my Environmental Science class because Mr. Clarke helps me learn the information, even when I'm not understanding it. He gives real-word examples and uses a lot of videos and pictures in his lectures. He provides me with class notes the day before he presents new information so I can begin reading over them. He also changes the questions on tests so that I don't have to write as much. Writing is really hard for me. I just can't seem to get the words out. All of my other classes are really hard for me. The teachers just stand at the whiteboard and talk. I can't stay focused and can't keep up with listening to them and taking notes at the same time. I end up putting my head down because I get so frustrated."

During the test administration, Danny did need directions or specific item prompts repeated frequently. Danny asked for a break approximately half ways through due to being tired. While Danny did seem to put forth his best effort, he verbalized that the reading and writing tasks were difficult for him. Overall the obtained results are considered to be valid and reliable estimate of Danny's skills.

### Danny's Reading Skills

On the reading-related sub tests of the WJ-IV ACH, Danny's reading skills were estimated to be in the extremely low range for his age. Danny had great difficulty with accurately decoding

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nonsense words, which is a task that directly assesses knowledge of letter-sound associations and phonetic patterns. When asked to read a variety of real words with regular and irregular phonetic patterns, Danny exhibited many decoding errors. He often made whole-word errors or inserted the incorrect consonant or vowel sounds when attempting to read the word. At the sentence and passage level of reading, Danny exhibited difficulty with reading grade-level passages with an appropriate pace and accuracy.

### Danny's Writing Skills

Danny was asked to complete a writing task to assess his ability to compose complete sentences using picture cues or specific words or phrases. Danny had difficulty with forming complete sentences with subject-verb agreement. His spelling was difficult to decode at times as his errors were not phonetic. On a specific task that assessed his spelling skills at the word-level, Danny also performed well below expected levels of achievement for his age. Danny's reading-related skill deficits appear to directly impede his written expression.

### Danny's Math Skills

Danny demonstrated a personal strength in the area of math. When given numerical problems to solve, Danny exhibited age-appropriate skills with solving multi-digit addition, subtraction, and multiplication problems with and without regrouping. Danny was able to solve a few long division problems, add two fractions with like-denominators, and multiply two fractions. Danny was able to solve an equation with like terms. He did exhibit difficulty with problems that contained exponents and square roots. On a timed assessment of Danny's math fact knowledge, Danny performed in the low average range for his age. Lastly, on a task that required Danny to solve applied math problems, Danny performed in the average range for his age. He did have some difficulty with solving multi-step word problems.

Overall, Danny is a student who is exhibiting significant deficits in his reading and written expression skills. Danny's math skills appear to be developing at an appropriate rate relative to age-related expectations.

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WJ ACH-IV Cluster/Subtest	Standard Score	Percentile Rank	Descriptor
<b>Basic Reading Skills Cluster</b>	<b>68</b>	<b>2</b>	<b>Very Low</b>
<i>Letter Word Identification</i>	68	2	Very Low
<i>Word Attack</i>	69	2	Very Low
<b>Reading Fluency Cluster</b>	<b>75</b>	<b>5</b>	<b>Low</b>
<i>Oral Reading</i>	70	2	Low
<i>Sentence Reading Fluency</i>	76	5	Low
<b>Reading Comprehension Cluster</b>	<b>64</b>	<b>1</b>	<b>Very Low</b>
<i>Passage Comprehension</i>	62	.5	Very Low
<i>Reading Recall</i>	76	5	Low
<b>Written Language Cluster</b>	<b>70</b>	<b>2</b>	<b>Low</b>
<i>Writing Samples</i>	80	10	Low Average
<i>Spelling</i>	75	5	Low
<b>Broad Mathematics Cluster</b>	<b>95</b>	<b>37</b>	<b>Average</b>
<i>Calculation</i>	100	50	Average
<i>Math Facts Fluency</i>	85	16	Low Average
<i>Applied Problems</i>	95	37	Average

A.  The student has a disability AND continues to need specially designed instruction.

i. **Disability Category**

**Primary disability category:** Specific Learning Disability

ii. **Summary of Findings**

**Student's educational strengths and needs:**

Danny is a student who possesses good social skills. He is respectful towards adults and gets along with his peers. He has a personal strength in the area of Environmental Science, which is also his favorite subject.

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Danny continues to exhibit the following educational needs:

- Decoding and comprehending grade-level text
- Retention of grade-level vocabulary
- Maintaining attention/focus to meet instructional demands
- Completing written assignments with appropriate spelling, grammar, and sentence structure

**Present levels of academic achievement and related developmental needs, including transition needs as appropriate:**

Danny is demonstrating difficulties with meeting academic demands of many of his current courses, especially Literature and Biology. He needs accommodations and modifications to the curricula and learning environment in order to be more successful due to his reading and writing disability.

Danny is of transition age. As such, his needs related to post-secondary education, employment, and life need to be addressed within his IEP. Danny has a personal goal of working in the environmental sciences field. He has interests in fishing and hunting. He would benefit from guidance on the exploration of various employment opportunities in this field as well as the education and skills that will be required. Danny plans on continuing to live at home after high school until he is able to secure stable employment and save enough money to rent or buy a house. It is recommended that Danny's family received information on the Office of Vocational Rehabilitation (OVR).