Where Am I ISD

REVIEW OF EXISTING EVALUATION DATA (REED)

JoJo Awayigo

REQUIRED PARTICIPANTS The Review of Existing Evaluation Data (REED) must be conducted by the ARD committee members and other qualified professionals, as appropriate. The participants may conduct the review without a meeting.

EXISTING EVALUATION DATA REVIEWED

Evaluations and other information provided by the parent(s) (identify and describe):

Parent Information Form – 1/17/2012.   The parent did not report any changes within the family for the last 3 years. Jojo lives at home with his parents. He has had good attendance on a regular basis and has had appropriate instruction in math and reading. Previous evaluations completed in 2006 and 2009 indicates cognitive functioning in an average range. These results were obtained using the WISC-IV. See previous testing for more specific results.

Current classroom-based assessment (identify and describe):

Teacher Information Form – 1/18/2012   JoJo's teacher reports that JoJo continues to lag behind his peers in reading fluency. He did not pass his 3rd grade TAKS test last year in Reading. He scored 2000 on the TAKS. His current grade in Reading in the classroom is 72, Math is 84, Writing is 78, Science – 81, Social Studies – 78.

Local assessments (identify and describe):

JoJo scored below the 25% on the district reading assessment. He did not pass the benchmark testing for reading or math for the fourth grade.

State assessments (identify and describe):

TAKS – 3rd grade - Reading – 2000; Math – 2100,
TAKS – 4th grade- mastered all 4th grade objectives; Mastered most or the 4th grade reading objectives

Classroom-based observations (identify and describe):

JoJo was observed in his reading class by his Special Education teacher on 1/6/2012. JoJo was able to follow directions given by his teacher and was able to complete an assignment by himself with minimal redirection. He participated in a group activity and answered questions when he was called upon. Jojo's teacher reports that he is usually well-behaved in the general education classroom. He follows oral directions and attempts tasks as assigned. He is cooperative with group activities with his peers.

Observations by teachers (identify and describe):

He has difficulty keeping up with reading material that is expected at the fourth grade level but does put effort into his work.

Observations by related service providers (identify and describe):

Jojo does not receive related services at this time. He is demonstrating adequate progress in the general education curriculum with the accommodations being implemented at this time.

Jojo has the same access to computers and calculators as all students do. He does not demonstrate a need for more assistive technology as this time as he is benefiting from his current program and making progress.

DETERMINATION

The following determination is based on the review of the above information and input from the parent(s):

Yes	No
☐	[X]

Additional data are needed to determine whether the student is a student with a disability or continues to have such a disability. If **YES**, identify the additional data that are needed:

Yes	No
☐	[x]

Additional data are needed to determine whether the student needs or continues to need special education and related services. If **YES**, identify the additional data that are needed:

Yes	No
☐	[x]

Additional data are needed to determine the present levels of academic achievement and related developmental needs of the student. If **YES**, identify the additional data that are needed:

Yes	No
☐	[x]

Additional data are needed to determine whether the student needs additions or modifications to the special education and related services to enable the student to meet measurable annual goals and to be able to participate, as appropriate, in the general education curriculum. If **YES**, identify the additional data that are needed:

NOTIFICATION TO PARENT(S) IF NO ADDITIONAL DATA ARE NEEDED

If the response to all of the DETERMINATION statements above is **NO**, then no additional

data are needed.

The reasons for this determination are as follows:

JoJo continues to meet the eligibility criteria for a student with a Learning Disability. He continues to demonstrate progress on his current goals. See previous FIE dated 3-26-2009 for scores for cognitive and academic assessment.

THE PARENT(S) HAVE THE RIGHT TO REQUEST AN ASSESSMENT TO DETERMINE WHETHER THE STUDENT CONTINUES TO BE A STUDENT WITH A DISABILITY AND TO DETERMINE THE EDUCATIONAL NEEDS OF THE STUDENT. THE LEA IS NOT REQUIRED TO CONDUCT AN ASSESSMENT TO DETERMINE WHETHER THE STUDENT CONTINUES TO BE A STUDENT WITH A DISABILITY AND TO DETERMINE THE EDUCATIONAL NEEDS OF THE STUDENT UNLESS REQUESTED BY THE PARENT(S).

Signature and Title	Membership Role
	Parent(s)/Adult Student
	Student [1]
	LEA Representative
	General Education Teacher
	Special Education Teacher/Provider
	AI Teacher [2]
	VI Teacher [3]
	Individual who can interpret instructional implications [4]
	Representative of LPAC [5]
	CATE [6]
	Other[7]

[1] The student with a disability, whenever appropriate

[2] For a student with an auditory impairment including deaf-blindness, a teacher who is certified in the education of students with auditory impairments

[3] For a student with a visual impairment including deaf-blindness, a teacher who is certified in the education of students with visual impairments

[4] An individual who can interpret the instructional implications of evaluation results who may be one of the other members

[5] LPAC representation for any student who is Limited English Proficient/Bilingual

[6] When considering initial or continued placement of a student in career and technology education (CATE), a representative from CATE, preferably the teacher

[7] Other individuals who have knowledge or special expertise regarding the student, at the discretion of the parent(s) or the LEA, including in the case of a student who was previously served under the Early Childhood Intervention (ECI) program, at the request of the parent(s) by invitation to the initial ARD meeting, the ECI Service Coordinator or other representatives of the ECI system to assist with the smooth transition of services.

FULL AND INDIVIDUAL EVALUATION: REVIEW OF EXISTING EVALUATION DATA (REED):
http://framework.esc18.net

Heavenly ISD

REVIEW OF EXISTING EVALUATION DATA (REED)

Angel Onhigh

REQUIRED PARTICIPANTS   The Review of Existing Evaluation Data (REED) must be conducted by the ARD committee members and other qualified professionals, as appropriate.   The participants may conduct the review without a meeting.

EXISTING EVALUATION DATA REVIEWED

Information reviewed included the current FIE dated 2/26/2009 which included information regarding results of the 2006 evaluation. Information given by Angel's teachers and parents was also reviewed. Information gathered from classroom observations by the diagnostician and school counselor was reviewed and considered. Other sources of data include TAKS assessment results from 8th grade, and results from curriculum based measurement assessments plus previous scores on standardized assessments.

REVIEW OF EXISTING DATA
Review of Previous Evaluations
2/26/2009 - Full Individual Evaluation; Tests administered include: KABC (2-1-09), WJ-III Test of Cognitive Abilities (2-4-09), KTEA-II (2-10-09), and; Comprehensive Mathematical Abilities Test 2-10-09. According to the FIE, Angel met the disability condition criteria for a specific learning disability in math computation and Other Health Impairment due to a diagnosis of Attention Deficit Hyperactivity Disorder (ADHD).

8/17/2006 - Report from Attention Deficit Hyperactivity Disorder Clinic (Dr. ANGEL) WJ-III Tests of Achievement, Test of Variables of Attention, Gordon Diagnostic System, and the SCAN-C were administered. Results indicated that Angel may have difficulty understanding speech that is not articulated clearly, difficulty understanding speech in the presences of extraneous noise such as other children talking in the classroom.

9/26/2005 - Reassessment by Language & Movement - CELF-4 and TOLD-P were tests administered.   Continued speech therapy services were recommended to work on expressive and receptive language skills, increase auditory processing skills, increasing pragmatic language skills as well as facilitating the consistent use of communication skills through a home program.

7/13/05 & 7/25/05 - The Center for Vision Development - Developmental Visions Evaluation Report - ANGEL was found to have deficits in oculomotor control resulting in the following conditions:
> Poor Motor Coordination
> Reduced Visual Processing Speed
> Reduced Laterality and Directionality Concepts
> Reduced Auditory-Visual Integration
> Reduced Visual Sequential Memory
> Reduced Simultaneous Processing
> Reduced Visual Closure
> Reduced Visual Discriminations
> Reduced Visual Spatial Relations
> Reduced Visual Form Constancy

Optometric Vision Therapy was prescribed for Angel to develop the visual skills necessary for academic achievement and visual efficiency. She attended vision therapy for 1 year and her skills improved to a point that therapy was no longer needed.

8/31/2004 –HelpMe schools Individual Evaluation and IEP -   ANGEL was administered the WJ-III Tests of Achievmnt - III and the CTOPP to assess her academic achievement and functioning. Her basic reading skills were in an average range. Her reading comprehension skills , written language and overall math were in a low-average range.   Phonological memory was also in a below average range. Cognitive functioning was assessed using the WISC-III. ANGEL demonstrated significant differences between her verbal and and non-verbal abilities.

1/16/2003 - Assessment by The Children'sHospital - Audiology, Speech Pathology and Learning Services - This assessment included the WJ-III Tests of Cognitive Abilities and Tests or Achievmnt (WJ-III), Phonological Awareness Test (PAT), Comprehensive Test of Phonological Processing (CTOPP) and well as the Developmental Test of Visual Motor Integration SKills (VMI). Angel was diagnosed with weak expressive language skills, phonological awareness and letter knowledge weaknesses.

Review of Local or State Assessments

TAKS – Spring 2011 - Grade 8 – Reading 2100, Math 2100, Science 2040, Social Studies – 2100,

TAKS- Spring 2010 - Grade 7- Reading - 2050, Math - 1920, Writing - 1980

ITBS - 5/2009 - Grade 6 –****Area Homeschool
Reading Composite - 13%; Language Composite - 20%; Mathematics Composite - 9%; Core Total - 14%; Social Studies - 25%, Science - 8%

ITBS - 5/2008 - Grade 5 – **** Area Homeschool
Reading Composite - 10%; Language Composite - 15%; Mathematics Composite - 5%; Core Total - 9%; Social Studies - 20%, Science - 5%

ITBS - 5/2007 - Grade 4 –****Area Homeschool
Reading Composite - 6%; Language Composite - 10%; Mathematics Composite - 1%; Core Total - 2%; Social Studies - 14%, Science - 1%

ITBS – 2/2006 – Grade 3 (*** Lutheran)
Reading Total – 22nd %, Language Total 12%, Mathematics Total 22nd %, Social Studies – 31st %, Science 7th %

Educational History (Including information about attendance, behavior, prior school experience, retention, grades, etc.)
Angel has attended Heavenly ISD since the beginning of 7th grade. She has had only 4 absences in the last two years and has had no behavior referrals. Angel has received instruction in the general education setting since attending Heavenly ISD Middle School. She does receive accomodations and extra support in mathematics.

Angel attended Preschool in Comfort, CO.   She attended Happy Elementary school in Colorado for K, 1st and part of 2nd grade.   IEP's were developed and implemented by Happy Elementary. Angel received speech therapy services while at Happy. She attended a private school in Austin for part of 2nd and 3rd grade. Angel was homeschooled for 4th, 5th and 6th grade.

While homeschooled, Angel received reading instruction through use of the ABeka Reading & Language Curriculum. This curriculum was supplemented with "6 Way Paragraphs" and " Read and Think." The IQ Reading Program (computer program) was used to increase Angel's rate of reading and reading fluency. The ABeka Math curriculum as well as Saxon Math curriculum was used for math instruction. She received instruction using the Excellence in Writing program which was supplemented with The Phonetic Zoo: A Self Teaching Spelling Program. Angel demonstrated excellent progress in writing skills with these programs. She was able to use capitalization and punctuation correctly and learned to develop an outline to use in when developing written paragraphs.

Angel received speech therapy services in Colorado from Feb. 2003 until March 2005. Therapy focused on improving deficits in vocabulary, language processing, auditory and reading comprehension, phonological processing, verbal and written expression, and selective mutism. In 2005, Angel received speech therapy services and participated in the "Fast Forward" program provided through Language & Movement. Speech and language therapy at Language & Movement focused on increasing semantics, syntax, pragmatics, auditory processing and verbal and written expression skills. Selective mutism was not evident at home or in the therapy setting at this time. Angel was dismissed from speech therapy in 2006.

PHYSICAL INFORMATION

Current Information:

Angel is currently in good health. She does continue to demonstrate lack of attention in the classroom setting but is able to focus when redirected by the teacher. Over the last two years, Angel has learned to successfully use an organizational system that has increased the number of homework assignments completed and turned in on time. In the 7th grade, Angel averaged 3 to 4 late assignments weekly. Angel's teachers report that for this school year to date she has had only one late assignment which is within the norm for the rest of the class. Angel's mother has reported that Angel is able to complete homework assignments in a reasonable amount of time. At one time it was taking her 4 to 5 hours in the evening to complete an assignment that should have taken less than an hour. Now, Angel comes home from school, goes outside for a short period of time and completes her homework without her parents having to "stay after her."

Previous Information:

Angel was born at 9 months, full-term, with no complications during pregnancy or delivery. She had reflux at 30 hours of age which resulted in oxygen deprivation. Developmental milestones were appropriate. When compared to other children in the family her development was about the same. Angel had ear infections starting at age 2 1/2 until 6 years of age. She had 2 sets of PE tubes during that time. The family did have some concerns regarding her communication skills with others and with her ability to understand what was said to her. Angel did receive speech/language therapy for 5 years and Occupational Therapy for 2 years. She also received vision therapy for 2 years. She was previously diagnosed with Central Auditory Processing Disorder, Attention Deficit Disorder, and Dsylexia through previous assessments by Dr. Halo. No other health concerns were noted. Dr. Halo completed additional disability documentation for an Other Health Impairment on 2-12-09.

COMMUNICATION

English is Angel's primary language. English is the only language spoken in the home. She uses oral speech as her main form of communication.

SPEECH and LANGUAGE ASSESSMENT

Angel is able to respond orally to questions that are asked of her. She greets others appropriately and is able to end a conversation appropriately. Her parents and teachers report that she uses an appropriate vocabulary for her age and in some aspects has an advanced knowledge of words and their meaning. She is able to speak in complete sentences, follow a conversation and add to the conversation. Angel is adept at expressing her wants, needs and feelings

SOCIOLOGICAL

Angel lives at home with her parents, 2 younger sisters and 1 younger brother. Her parents report that the family enjoys all activities together. Angel's strengths include emotional, social and physical strengths. When Angel is not doing school work she enjoys volleyball and cheerleading. This year, Angel joined a group of teens that is involved in completing community services projects. No major changes were noted in the family.

EMOTIONAL/BEHAVIORAL: Observations/Results/Interpretations

Angel is generally happy. She makes friends easily and is well liked by her peers. When doing school work she frequently fidgets in her seat, looks around the room or appears distracted but when asked is able to repeat directions that were given. She is able to adapt to new situations without getting upset. She cooperates with

requests made by her teacher. She is able to follow 3 and 4 step directions without the directions being repeated. Angel responds appropriately to praise and correction. She is pleased with good work and responds to positive comments. Her work area is sometimes disorganized but this has improved this year. She tries to resist being discouraged by difficulties or minor setbacks.

Previous assessment results indicated that Angel often had difficulty remaining in her seat for any length of time. She was cooperative with teacher requests but would frequently forget directions. Directions needed to be broken down into one or two steps at the most in order for Angel to complete what was asked.

COGNITIVE ASSESSMENT

Intellectual functioning was evaluated previously using the Kaufman Assessment Battery for Children, Second Edition (KABC-II) and portions of the W-J III Cognitive.

2009 Test Scores (Date of administration: KABC-2 2-1-09; WJ-III 2-4-09

KABC/Cross Battery	Standard/ Scaled Score	Percentile	Description
Fluid Crystallized Index (GIA)	**82**	**12**	**Below Average**
Knowledge (*Gc*)	**97**	**42**	**Average**
Verbal Knowledge	95	37	Average
Riddles	100	50	Average
Expressive Vocabulary	95	37	Average
Learning (Glr) Long-Term Memory	**94**	**34**	**Average**
Atlantis	95	37	Average
Rebus	95	37	Average
Simultaneous(Gv) Visual Processing	**82**	**12**	**Below Average**
Rover	95	37	Average
Triangles	75	5	Below Average
WJ-III Spatial Relations	*81*	*11*	*Limited to Average*
Planning (Gf) Fluid Reasoning	**82**	**12**	**Below Average**
Story Completion	95	37	Average
Pattern Reasoning	75	5	Below Average
WJ-III Concept Formation	*91*	*27*	*Limited to Average*
Sequential (Gsm) Short-Term Memory	**74**	**4**	**Below Average**
Number Recall	80	9	Below Average
Word Order	75	5	Below Average
WJ-III Auditory Working Memory	*73*	*3*	*Limited*
Working Memory	**75**	**5**	**Limited**
WJ-III Numbers Reversed	83	13	Limited
WJ-III Auditory Working Memory	73	3	Limited

Summary of cognitive functioning

Based on previous test results, Angel's breadth and depth of knowledge including verbal communication, general information, and reasoning with previously learned procedures, were in an average range as were her abilities to store information efficiently and retrieve it later through association. (Long-term retrieval).

Previous testing indicated that Angel's short-term memory, visual processing and fluid reasoning were normative weaknesses for Angel. Angel had difficulty with tasks that required her to attend to verbally- or visually-presented information, to process information in memory, and then to formulate a response. She also had difficulty with tasks that required her to reconstruct a design while utilizing visual-construction and spatial relationships as well as tasks that require the skills needed to solve logic puzzles in which she must perceive a pattern in a series, generate and test hypotheses about the rule, and apply the rule for the pattern.

ADAPTIVE BEHAVIOR

Based on previous assessment data, Angel's adaptive behavior was not a concern. At the time of the last evaluation Angel was able to communicate effectively with oral communication and written communication. Her daily living skills were appropriate for her age and grade. She was able to participate in school and community activities that were appropriate for her age.

Currently her parents and teachers report that Angel is active in the community and participates appropriately in activities for her age group. She is currently involved in a community service project with other teens. No concerns for adaptive behavior were noted by parents or teachers.

EDUCATIONAL/ACADEMIC ACHIEVMENT ASSESSMENT

READING

2009 test scores (Date of administration: KTEA-II 2-10-09)

KTEA-II	Standard Score	Percentile	Confidence Interval (90%)	Description
Reading Composite	**95**	**37**	**91-99**	**Average**
Letter & Word Recognition	100	50	95-105	Average
Reading Comprehension	92	30	87-97	Average
Sound-symbol Composite	**100**	**50**	**94-106**	**Average**
Phonological Awareness	100	50	92-108	Average
Nonsense Word Decoding	99	47	93-105	Average
Decoding Composite*	**99**	**47**	**95-103**	**Average**
Word Recognition Fluency	91	27	83-99	Average
Decoding Fluency	100	50	93-107	Average
Reading Fluency Composite	**95**	**37**	**89-101**	**Average**
Associational Fluency	110	75	100-120	Average
Naming Facility (RAN)	108	70	100-116	Average
Oral Fluency Composite	**110**	**75**	**102-118**	**Average**

In 2009, Angel's parents reported that Angel previously had difficulty identifying letters and sounds and her sight word vocabulary was below that of peers. Her oral reading fluency rate was below level. She was able to answer literal questions about a selection that is read but has difficulty with questions that require her to infer an answer.

Test results from 2009 showed that Angel's overall reading skills were in a low average to average range. She has good sight word recognition skills. She has good phonological awareness and was able to decode words. She did

need extra time to decode words that were not familiar to her. Her ability to reproduce a word as a series of separate sub-word sound units was an area of strength. The ability to state a rhyming word or words after listening to the pronunciation of a stimulus word or the ability to identify words that do not rhyme with other words is an area of weakness.   While her word recognition fluency score was within an average range according to the standardization sample; her word recognition skills were at a level expected of a student who is 9 years 9 months of age. Her reading comprehension skills were approximately 1 year behind what would be expected for her age level. Standardized assessment indicated that she had both literal and inferential comprehension skills. She frequently needs to read a passage two or more times in order to answer comprehension questions. She will need additional time to read and comprehend reading passages in all subject areas. She demonstrates fluency within her reading in that she reads words correctly. Her oral reading fluency rate has increased from 128 wpm to 319 wpm using the IQ Reading Program.

Current Information regarding Reading.
Angel's parents report that Angel is able to read her text books with minimal assistance. They practice new vocabulary words each week so that Angel will become familiar with them. Sometimes Angel will ask her mother to read a selection to her from her Social Studies or Science book because she states that she can understand it better when someone else reads it.

Angel's teacher reports that Angel is able to read 8th grade passages and comprehend the information that she has read. Angel demonstrates this by answering comprehension questions without assistance. Angel does need exposure to new vocabulary words ahead of time. These are sent home with Angel for practice prior to being introduced in class. This has resulted in better understanding of new concepts when they are presented in the classroom setting. Angel is able to understand the main idea of what she reads. She can compare and contrast characters and determine whether conflicts exist. She still struggles in being able to determine how those conflicts are resolved. She has difficulty analyzing different points of view and drawing inferences about a passage she has read.

MATH
Previous Assessment Results

2009 Math Scores (Date of administration: KTEA-II 2-10-09; Comprehensive Mathematical Abilities Test 2-10-09

KTEA-II	Standard Score	Percentile	Confidence Interval	Description
Math Composite	**71**	**3**	**67-75**	**Below Average**
Math Concepts & Applications	70	2	64-76	Below Average
Math Computation	76	5	71-81	Below Average

Comprehensive Mathematical Abilities Test

Subtest	Standard Score	Percentile	Description
Basic Calculations	**77**	**6**	**Below Average**
Addition	95	37	Average
Subtraction	85	16	Below Average to Average
Multiplication	80	9	Below Average
Division	70	2	Below Average
Mathematical Reasoning	**73**	**3**	**Below Average**
Problem Solving	70	2	Below Average
Charts, Tables, Graphs	85	16	Below Average to Average
Advanced Calculations	**97**	**42**	**Average**
Geometry	100	50	Average
Rational Numbers	95	37	Average
Practical Applications	**72**	**3**	**Below Average**
Time	90	25	Average

| Money | 60 | <1 | Below Average |
| Measurement | 85 | 16 | Below Average to Average |

The results of the 2009 assessment indicated that math was Angel's most significant area of weakness. At that time, Angel's parents reported that Angel was able to demonstrate a knowledge of basic math concepts such as one-to-one correspondence and place value but had difficulty with the use of problem solving strategies.

Addition/Subtraction
Results from standardized testing in 2009 indicated that Angel was able to use a number line to solve an addition and subtraction fact. She could complete addition facts formatted vertically. If presented with a fact in horizontal position she would rewrite it. She was able to solve two-digit addition items with no regrouping and could add three-digit numbers with regrouping in ones, tens and hundreds place. She had difficulty adding four sets of four to five-digit numbers with regrouping in tens and hundreds and thousands place and was not able to add fractions with unlike denominators.

She could subtract two-digits with regrouping in the ones and can subtract three-digit numbers with regrouping in the tens. Angel had difficulty subtracting problems with decimals. She was able to subtract fractions with like denominators but had difficulty subtracting fractions with unlike denominators. She also had difficulty subtracting 5 digit numbers with regrouping in thousands and ten thousands place as well as subtracting five-digit numbers with regrouping required across multiple zeros.

Multiplication/Division
Previous assessment results indicated that Angel was able to multiply by 2's. She had difficulty multiplying 3 digits by 1 digit or 4 digits by 1 digit. She was not able to multiply fractions. She was not able to completed division facts (0-10) on a consistent basis.

Problem Solving
In 2009, Angel was able to solve a subtraction problem with a partial visual illustration. She could solve one-step word problems involving addition and word problems involving subtraction. She had difficulty solving word problems involving a combination of operations. She also had difficulty solving a word problem that had extraneous information.

Charts, Tables and Graphs
Angel was able to read a pictograph to determine the frequency of an event. She was able to read a bar chart to determine the frequency of an event and was able to read the data in a table to answer a question. She could not use the data in a pictograph to solve a subtraction problem. She was not able to solve one-and two-step computational problems with information from charts, tables or graphs.

Algebra/Geometry
Angel could solve simple linear equations in one variable. She was not able to add real numbers (positive and negative).
She could identify two-dimensional drawings of geometric figures. She was able to identify a right angle. She was not able to identify other geometric terms such as ray, intersecting line, acute angle. She was able to calculate perimeter.

Rational Numbers
Angel was able to demonstrate an understanding of the ordering of a rational number system. She was able to tell what fraction of a drawing was shaded. She was able to round to the nearest tens. She was not able to round to the nearest thousands or to the nearest tenth. She was not able to round a decimal to the nearest whole number. She had difficulty understanding negative integers and was not able to identify the smaller of two numbers. When asked to order a series of fractions from smallest to largest, Angel ordered them largest to smallest.

Money

Previous testing indicated that while Angel could distinguish between coins and knew the value of a one-, five-, ten- and twenty-dollar bill, penny, nickel, dime, and quarter she was not able to calculate the total amount of money. When given a word problem asking her to calculate the correct amount of change she was not able to solve the problem correctly.

Measurement
Results of the 2009 assessment indicated that Angel was able to select the longest line segment, read a thermometer, and give the length of a line when provided with measuring units. She was able to estimate the length of a line in inches. She had difficulty estimating the length of a line in centimeters and was not able to convert pints to cups.

Current Information from Teachers
Currently, Angel can successfully add and subtract five digit numbers with regrouping. She is able to compare and order real numbers when using a calculator. She can read a table and graph to make predictions and solve problems. She is just beginning to be able to solve algebraic equations for one unknown. She has difficulty finding area or measuring perimeter. Angel also struggles with the addition and subtraction of negative integers, subtraction of simple fractions without common denominators, division of simple fractions, calculating percent, calculating pi, and solving simple algebraic equations.

WRITTEN LANGUAGE

2009 Assessment Scores (Date of assessment: KTEA-II 2-10-09)

KTEA-II	Standard Score	Percentile	Confidence Interval	Description
Written Language Composite	**93**	**32**	**87-99**	**Average**
Written Expression	93	32	84-102	Average
Spelling	95	37	88-102	Average

At the time of the 2009 evaluation, Angel's mother stated that Angel exhibited average abilities in her use of a phonetic approach to spelling, her use of capitalization and punctuation, her ability to express her thoughts in complete sentences, using paragraphs and details to organize writing activities and in her ability to write legibly. She indicated that Angel has some difficulty in spelling, using prefixes and suffixes correctly when spelling and using appropriate spacing in her writing. Angel had also learned the strategy of using organizational maps to assist her in writing paragraphs and essays.

The standardized test results showed Angel's writing achievement scores to be within a low average range of functioning compared to peers her age. Angel was able to complete a sentence with the appropriate verb tense. When asked to correct a paragraph she was able to correct capitalization errors. She was able to add periods where they were needed but did not correct for comma, apostrophe, colon, question mark, or quotation errors. When asked to write a sentence incorporating three ideas, Angel was able to include two. She had difficulty forming complex sentences without structural errors.   When asked to recall a story and write it in her own words she was able to write a paragraph that consisted of 78 words. She included an introductory sentence, remained on topic, and included 3 statements from the story. However, her sentence structure and mechanics were weak. She utilized a simple sequencing of ideas rather than elaborating on events that happened in the story, included sentence fragments and did not provide a concluding sentence.

Information from Teacher
In class, Angel is able to write essays with 3 to 4 paragraphs that are well organized and sequenced correctly. She does use an organizational map for her writing which helps her to stay organized and sequence correctly.   Angel does not always spell words correctly in her first draft of a writing assignment but she does have strategies to help her find the correct spelling. By the time of her final corrections, she has usually corrected all spelling errors. While Angel can use periods and question marks correctly in her writing, she sometimes has difficulty using

commas correctly. The current assignment for the class is to select a topic, research the topic, and complete an eight page paper on that topic. At this time, Angel has selected her topic and is beginning to research it.

ASSISTIVE TECHNOLOGY

Based on information from Angel's parent and teachers, Angel is able to ambulate independently and does not need adaptations or accommodations to improve functioning. She does not need classroom adaptations in order to benefit from her education program.

Angel does not require the use of hearing or vision aids and/or devices in order to benefit from class instruction. She is able to participate in activities to build or enhance skills in the areas of physical education, recreation and leisure. Angel can manage routine self-care and activities of daily living without modification, adaptations, or assistive devices.

DETERMINATION

The following determination is based on the review of the above information and input from the parent(s):

☐ Yes ☐ No	Additional data are needed to determine whether the student is a student with a disability or continues to have such a disability. If **YES**, identify the additional data that are needed:

☐ Yes ☐ No	Additional data are needed to determine whether the student needs or continues to need special education and related services. If **YES**, identify the additional data that are needed:

☐ Yes ☐ No	Additional data are needed to determine the present levels of academic achievement and related developmental needs of the student. If **YES**, identify the additional data that are needed:

☐ Yes ☐ No	Additional data are needed to determine whether the student needs additions or modifications to the special education and related services to enable the student to meet measurable annual goals and to be able to participate, as appropriate, in the general education curriculum. If **YES**, identify the additional data that are needed:

NOTIFICATION TO PARENT(S) IF NO ADDITIONAL DATA ARE NEEDED

If the response to all of the DETERMINATION statements above is **NO**, then no additional data are needed.

The reasons for this determination are as follows:

THE PARENT(S) HAVE THE RIGHT TO REQUEST AN ASSESSMENT TO DETERMINE WHETHER THE STUDENT CONTINUES TO BE A STUDENT WITH A DISABILITY AND TO DETERMINE THE EDUCATIONAL NEEDS OF THE STUDENT. THE LEA IS NOT REQUIRED TO CONDUCT AN ASSESSMENT TO DETERMINE WHETHER THE STUDENT CONTINUES TO BE A STUDENT WITH A DISABILITY AND TO DETERMINE THE EDUCATIONAL NEEDS OF THE STUDENT UNLESS REQUESTED BY THE PARENT(S).

Signature and Title	Membership Role
	Parent(s)/Adult Student
	Student [1]

	LEA Representative
	General Education Teacher
	Special Education Teacher/Provider
	AI Teacher [2]
	VI Teacher [3]
	Individual who can interpret instructional implications [4]
	Representative of LPAC [5]
	CATE [6]
	Other[7]

[1] The student with a disability, whenever appropriate

[2] For a student with an auditory impairment including deaf-blindness, a teacher who is certified in the education of students with auditory impairments

[3] For a student with a visual impairment including deaf-blindness, a teacher who is certified in the education of students with visual impairments

[4] An individual who can interpret the instructional implications of evaluation results who may be one of the other members

[5] LPAC representation for any student who is Limited English Proficient/Bilingual

[6] When considering initial or continued placement of a student in career and technology education (CATE), a representative from CATE, preferably the teacher

[7] Other individuals who have knowledge or special expertise regarding the student, at the discretion of the parent(s) or the LEA, including in the case of a student who was previously served under the Early Childhood Intervention (ECI) program, at the request of the parent(s) by invitation to the initial ARD meeting, the ECI Service Coordinator or other representatives of the ECI system to assist with the smooth transition of services.