

Understanding the Evaluation Process

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Understanding The Evaluation Process

This information was presented in person by Jeanne Rothermel and Jamie Moore. Ms. Rothermel is a special education consultant from EducationPlus who supports school districts across the state interfacing with the Missouri Department of Elementary & Secondary Education on topics relevant to compliance with special education laws, policies and procedures.

As a school psychologist for SSD, Ms. Moore assesses students and collaborates with the Lindbergh counselor and teams to determine special education eligibility and ultimately to support student achievement.

If you are referencing these slides and did not attend the presentation, you may have questions about some of the information shared. We invite you to reach out to your SSD teacher or special education administrator if you would like more information.

Referral Timelines

**LEA receives a referral
for student evaluation
under suspicion of a
disability**

60 Days

IF a referral is accepted, consent is request from the parent/guardian for an evaluation in areas of suspected disability. Once consent is received, LEA has 60 days to complete the evaluation and hold a meeting to determine eligibility for the suspected disability

30 Days

From the date a referral is made, LEA has 30 days to collect/review existing data, determine a suspicion of a disability, and provide the parent with written notice of intend to evaluate, or not.

30 Days

IF a student is determined to be eligible for a disability, the LEA must complete an Individual Education Plan (IEP) within 30 days of the date the student was determined eligible for services.

Who makes a referral?



Parent

- Date agency receives request is the date of the referral
- If agency determines there isn't enough evidence to suspect a disability, a NOA refused goes to parent
- If agency determines suspect disability, 30 days to do RED

Request for Consideration of a Special Education Evaluation



Agency

- Date of referral is the date the agency decides there is enough evidence to suspect a disability-no timeline for this
- If agency determines not enough to suspect a disability, nothing is required
- If agency determines suspect disability, 30 days to do RED

Request for Consideration of a Special Education Evaluation

Parent Referral



Agency Request for
a Referral



LEA **must** determine if there is reason to suspect a disability and the need for special education and related services



Evaluation



Model Form: Review of Existing Data

Review of Existing Data Documentation Form

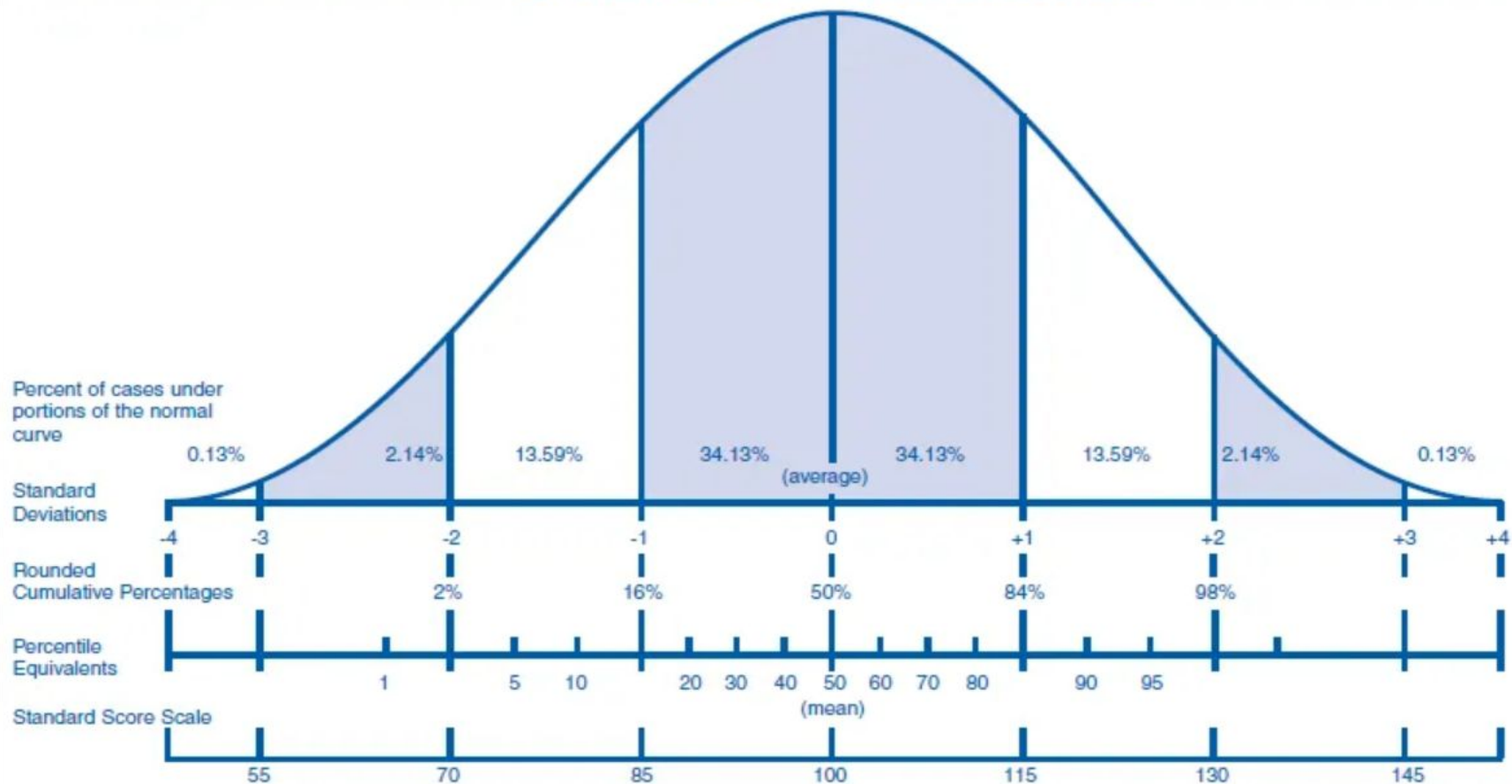
MO STATE SAMPLE

Student's Name: _____	School District: _____	
Date of Birth: _____	Age: _____	Grade: _____
Current Eligibility Category (for reevaluation ONLY): _____		
Date of most recent evaluation (for reevaluation ONLY): _____		
Date of Referral (either for initial evaluation OR parent referral for reevaluation): _____		
Date Review of Existing Data Decision is Finalized: _____		
This data review is being conducted as part of: <input type="checkbox"/> an initial evaluation <input type="checkbox"/> a required three year reevaluation <input type="checkbox"/> Other: _____		
IEP team members and other qualified professional, as appropriate <input type="checkbox"/> met <input type="checkbox"/> conferred to review all relevant existing evaluation information in order to determine what additional data, if any, was needed to determine: <ol style="list-style-type: none">1. Whether the child has a particular category of disability or, in the case of a reevaluation, whether the child continues to have a disability.2. The present levels of performance and educational needs of the student.3. Whether the child needs special education and related services, or in the case of a reevaluation, whether the child continues to need special education and related services.4. Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the individualized education program of the child and to participate, as appropriate, in		

Common Assessment Terms

Standardized Assessment	Assessment that has a predetermined approach to administration including directions, test questions, time limits, scripted feedback follow questions, and standard practices for scoring
Norm Referenced	Standardized assessments that are designed to allow for comparing test takers performance to one another
Standard Deviation	Degree of deviation from the mean (average) which is used to look at variability of performance on a given assessment.
Discrepancy	Difference between two standard scores (eg. IQ score 100-Reading Achievement score 82=18 point discrepancy)
Age & Grade Equivalents	*Generally considered to be a less reliable measure of performance, the Age/Grade equivalency reflects the median raw score (points earned) for a specific age or grade level.

THE NORMAL CURVE, PERCENTILES, AND STANDARD SCORES



Standard Scores

- Used on many standardized assessments including:
 - Cognitive
 - Academic Achievement
 - Language
 - Adaptive Rating Scales
- Mean of 100, Standard deviation 15
- Average range (as identified by test publisher)
 - 85-115
 - 90-110

Percentile Rank indicates the percentage of students your child is performing as well as or better than

Example: Performing at the 50th percentile means your child performed as well as or better than 50% of peers in that area.

Standard Score example:

A 5th grade student, currently identified as eligible for Specific Learning Disability in Reading Fluency. The IEP team requested a Re-evaluation to determine if the student meets eligibility criteria for SLD in Basic Reading.

Student was evaluated and obtained the following results...

- *Wechsler Intelligence Scale for Children, 5th edition (WISC-V)*
 - *Full Scale IQ (Standard Score: 100)*
- *Wechsler Individual Achievement Test, 4th edition (WIAT-4)*
 - *Basic Reading Composite (Standard Score: 87)*
- *Kaufman Test of Educational Achievement, 3rd edition (KTEA3)*
 - *Sound Symbol Composite (Standard Score: 85)*

**Wechsler Individual Achievement
Test, 4th edition**

**Basic Reading Composite Score:
85, 16th percentile**

**Kaufman Test of Educational
Achievement, 3rd edition**

**Sound Symbol Composite Score:
87, 19th percentile**

**NORMAL CURVE,
STANDARD SCORES**

**Wechsler Intelligence Scale for
Children, 5th edition**

**Full Scale Score: 100, 50th
percentile**

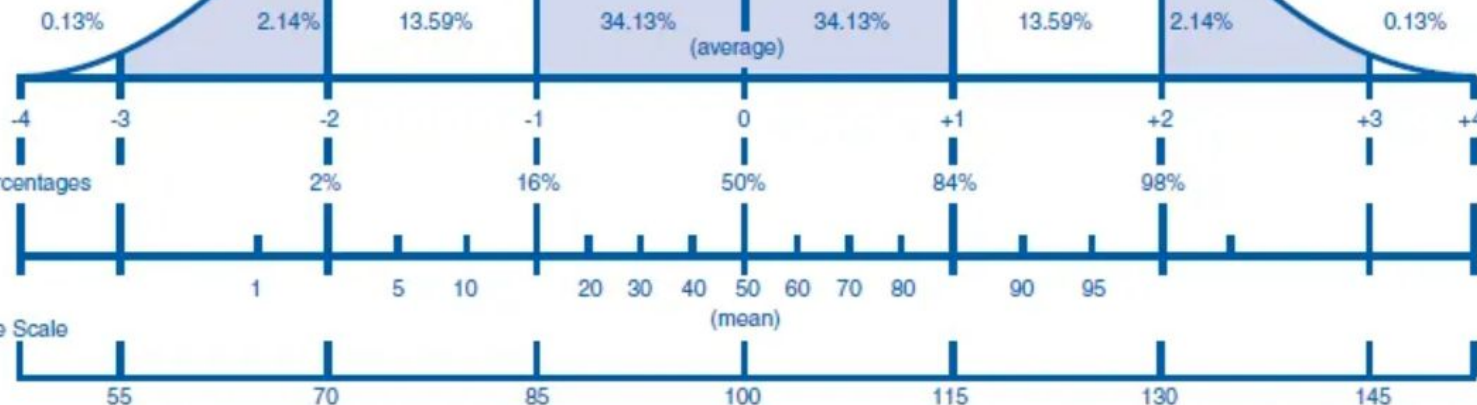
Percent of cases under
portions of the normal
curve

Standard
Deviations

Rounded
Cumulative Percentages

Percentile
Equivalents

Standard Score Scale



T-Score

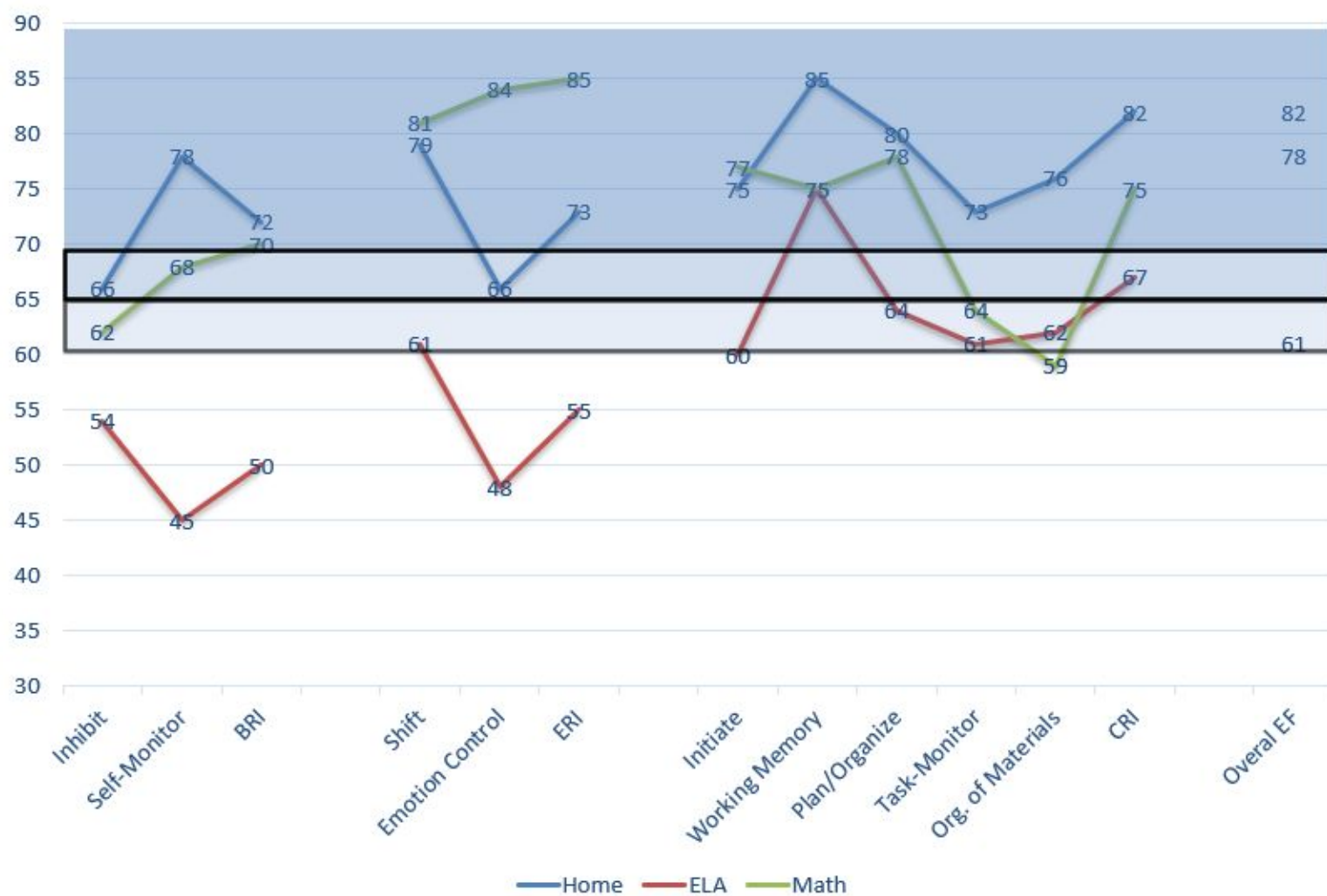
- Used on most behavior rating scales
- Measures an individual score in comparison to the mean (average)
- Mean 50, Standard deviation 10
- Scores may be classified by level of significance that they deviate from mean
 - Examples may include: Average, Some Risk, At-Risk, Potentially Clinically Significant, Clinically Significant

T-Score example:

A 6th grade student is being evaluated to determine if they meet eligibility criteria for an Other Health Impairment. As part of this evaluation, teachers and parents were asked to complete an assessment of the student's executive functioning skills, which are reported as T-scores on the following table.

Behavior Rating Inventory of Executive Functioning, 2nd edition (BRIEF2)

	Home	ELA	Math
Inhibit	66*	54	62
Self-Monitor	78**	45	68*
BRI	72**	50	70**
Shift	79**	61	81**
Emotion Control	66*	48	84**
ERI	73**	55	85**
Initiate	75**	60	77**
Working Memory	85**	75**	75**
Plan/Organize	80**	64	78**
Task-Monitor	73**	61	64
Org. of Materials	76**	62	59
CRI	82**	67*	75**





Determination of eligibility

Let's take a closer look at the criteria for the 16 eligibility categories



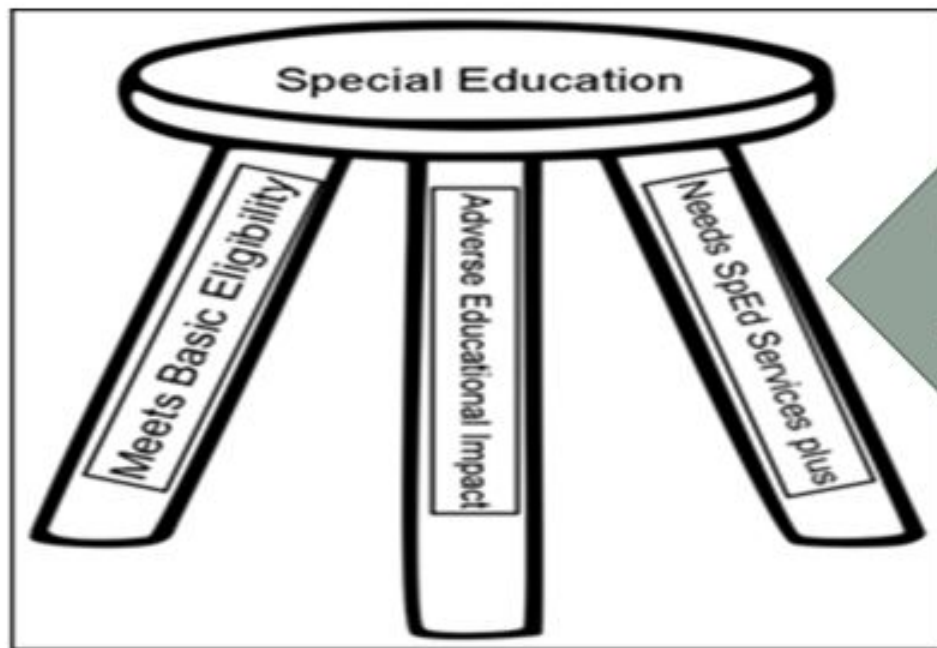
- Autism
- Deaf/Blind
- Emotional Disturbance
- Hearing Impairments/Deafness
- Intellectual Disability
- Language Impairment
- Multiple Disabilities
- Orthopedic Impairments
- Other Health Impaired
- Specific Learning Disabilities
- Sound System Disorder(Artic/Phonology)
- Speech-Fluency
- Speech-Voice
- Traumatic Brain Injury
- Visual Impairment/Blindness
- Young Child w/ Developmental Delay



Determination of Eligibility

“Upon completing the administration of tests and other evaluation materials, a *group* of qualified professionals, which includes the parent of the child, must determine whether the child is a child with a disability.”

Who qualifies for Special Education services?



NOT the student
who just needs
accommodations



Adverse Educational Impact

- Adverse effect must be current and actual, not potential
- Speculation that the student may experience adversity isn't sufficient to establish current eligibility
 - "It is not whether something, when considered in the abstract, can adversely affect a student's educational performance, but whether in reality it does."
(7th Cir. 2010, *Marshall Joint School District No.2 v C.D*)
- Avoid using "might" or "could" in eligibility determinations

Re-evaluation

- Must be done every 3 years (often referred to as a triennial evaluation)
 - Can consist of the Review of Existing data ONLY
 - Options for all parties (agency and parent) to determine NOT needed. This option is intended ONLY for rare circumstances and is NOT best practice to use routinely (triennial waiver form)
 - Should not occur more than once per year, unless public agency and parent agree otherwise
- Parents and teachers have the right to request a re-evaluation prior to the 3-year date

Purpose of Re-Evaluation

- To determine whether a child has a particular category of disability or, in the case of a re-evaluation, whether the child continues to have a disability.
- To determine their present level of performance and educational needs of the student.
- Whether the child needs special education and related services, or in the case of a re-evaluation, whether the child continues to need special education and related services.
- Whether any additions to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the Individualized Education Program (IEP) of the child and to participate, as appropriate, in the general education curriculum.

Progress Monitoring

- Provides a strategic (on-going) way to document REAL progress (or lack thereof) on student IEP goals.
- Should also be used to plan, implement, or change our instruction in response to student need.
- For this reason, it should be **FREQUENT**

Additional Information on the Evaluation Process

Please visit [SSD's Assessment, Data, & Evaluation Resources website](#).

If you have any questions about your child's evaluation, reach out to your child's SSD teacher or building special education coordinator

You may also contact the SSD-Lindbergh Director Dr. Joy Doyle at 314-989-84663



*“Alone we can do so little,
together we can do so much.”*

-Helen Keller