

CHAPMAN UNIFIED SCHOOL DISTRICT
Confidential Triennial Psycho-Educational Report

Name: America Singer	School: Angeles Elementary
Date of Birth: 12/11/2008	Grade: 6
Chronological Age: 11 years, 10 months	Native Language: Spanish
Grade: 6	Report Date: 11/02/2020

MULTI-DISCIPLINARY TEAM

School Psychologist: Maxon Schreave, M.A., Ed.S.
Practicum Student: [REDACTED]
Education Specialist: Marlee Tames, M.A.
School Nurse: Celeste Newsome, M.S.N., R.N.
General Education Teacher (2019-2020): Elise Whisks
General Education Teacher (2020-2021): Aspen Leger

REASON FOR REFERRAL:

America is currently a 6th grade student who is an English Language Learner (ELL) at Angeles Elementary. She was initially assessed as a Pre-K student in 2011. She qualified to receive special education services due to speech and language deficits. She received special education services in a Special Day Class (SDC), including speech and language therapy, transportation, and extended year services. In December 2014, America's triennial assessment results caused the team to change her eligibility to Specific Learning Disability (SLD). The team determined America had a processing disorder in association that impacted math calculation and math reasoning. Since then, America has been in a general education classroom where she receives both "push-in" and "pull-out" Specialized Academic Instruction services.

Over the past three years, America has displayed steady growth in all academic areas. She is currently performing very well academically and socially. Neither America's mother nor teachers have expressed any significant concerns. As a part of California's educational code, students receiving special education services must be reevaluated every three years. The purpose is to determine the most appropriate and least restrictive environment. This evaluation will determine whether America continues to require special education services to benefit from the general education classroom.

America was assessed to answer the following questions:

1. How does America's developmental, health, and educational history affect her academic achievement?
2. Are there any social-emotional concerns impacting America's achievement?
3. What are America's current academic skills in the areas of reading, writing, and math?
4. What is America's general range of cognitive functioning and what are her cognitive processing strengths and weaknesses?
5. Does America continue to require special education to make progress general education classroom?

ASSESSMENT PROCEDURES:

Review of Records:

Cumulative School Records	<i>09/03/2020</i>
Previous Multidisciplinary Evaluations	<i>09/03/2020</i>
District Health Assessment	<i>10/14/2020</i>

Interviews:

America Singer, Student	<i>09/10/2020</i>
Mrs. Singer, Mother	<i>09/16/2020</i>
Elise Whisks, 5 th Grade General Education Teacher	<i>09/17/2020</i>
Aspen Leger, 6 th Grade General Education Teacher	<i>09/17/2020</i>

Observations:

Mathematics Instruction (Virtual)	<i>09/03/2020</i>
Assessment Observation	<i>09/10/2020</i>
Group Activity/Game Time (Virtual)	<i>09/17/2020</i>
Observation Attempt (Virtual, Student Absent)	<i>10/14/2020</i>

Standardized Assessments:

Woodcock-Johnson Fourth Edition, Tests of Cognitive Abilities (WJ-IV COG)	<i>09/10/2020</i>
Comprehensive Test of Phonological Processing, 2 nd Edition (CTOPP-2)	<i>09/10/2020</i>
Beery-Buktenica Developmental Test of Visual Motor Integration 6th Edition (BEERY VMI)	<i>09/10/2020</i>
Woodcock-Johnson Fourth Edition, Tests of Oral Language (WJ-IV OL)	<i>10/02/2020</i>
Brigance Comprehensive Inventory of Basic Skills II	<i>10/02/2020</i>
Woodcock-Johnson Fourth Edition, Tests of Academic Achievement (WJ-IV ACH)	<i>10/05/2020</i>

Assessment Observations and Results: During the evaluation, America cooperated throughout all testing sessions and participated in all activities presented to her. America engaged in easy conversation with both the school psychologist and education specialist. During a timed math activity, America informed the education specialist that she was anxious because she was being timed.

Responses to Evaluation Questions: The information provided below is organized by the assessment questions listed above. In response to each question, the italicized sentences in the text boxes are summaries or theme statements. Supporting information is in the text that follows each statement.

1. How does America's developmental, health, and educational history affect her academic achievement?

America is 11 years old and is currently enrolled in a 6th grade general education classroom at Angeles Elementary. She was initially assessed for special education in preschool, where she was found eligible for a Speech or Language Impairment. Her eligibility has since changed to a Specific Learning Disability. America is an English Language Learner. Her language abilities have improved, and she is now at Level 4 of 4 in overall English language development. Since first grade, America has generally approached the standards in ELA, math, and writing. There are no developmental, health, or educational factors that appear to be negatively impacting her academic achievement at this time.

According to the school nurse's current health and developmental assessment, no significant factors are affecting America's academic achievement. America passed both vision and hearing tests. However, according to records from America's initial assessment nine years ago, her parents were concerned about her severe speech and language delays. Results from the speech and language assessment confirmed her parents' concerns. Deficits were found in expressive and receptive language skills. According to the occupational therapist, there were no concerns related to America's motor skills during the initial evaluation.

America is 11 years old and currently enrolled in a 6th grade general education classroom at Angeles Elementary. America was initially assessed for special education services when she was three years old. The initial assessment determined that she was eligible under Speech or Language Impairment (SLI). She was placed in a special day class (SDC), where she would also receive speech and language services. It appears that America's delays in speech and language have been resolved as she has not required speech or language services since 2014. It is important to note that America was classified as an English Language Learner.

In 2014, records show that America's eligibility changed from SLI to Specific Learning Disability (SLD). At that time, she was also transferred to a general education inclusion classroom.

In first grade, America approached the standards in English Language Arts (ELA) and Mathematics. Throughout the year, her writing progressed, and she met the standard in the third trimester. She earned satisfactory marks for effort in all academic areas. In second grade, America approached the standard in all academic areas and earned satisfactory marks in effort. When she was in third grade, America displayed growth in ELA, where she met the standard all three trimesters and earned outstanding marks for her effort. In the areas of Writing and Mathematics, she approached the standard and displayed outstanding effort. During her fourth-grade year, America's achievement in ELA ranged from average to above average. America's achievement in Writing and Mathematics was average. According to America's 5th grade teacher, she began making progress in all academic areas. During the second trimester, America

performed in the above average range in ELA and Writing and in the average range in Mathematics. During the third trimester, America earned a “PASS” in all academic areas due to the COVID-19 pandemic. In an interview with her 5th grade teacher, Elise Whisks, America was below the class average in math and writing and average in reading. Mrs. Whisks stated, “America had made a tremendous amount of progress on the RI; she was able to reclassify from ALD and always tried her best.”

America’s English language skills were assessed in March 2019 using the English Language Proficiency Assessment for California (ELPAC). The assessment placed her overall skills in Level 4 of 4, Oral Language in Level 4 of 4, and Written Language in Level 3 of 4. America’s listening skills and speaking skills were determined to be well developed. Her reading and writing skills were slightly weaker where she scored in the somewhat/moderately developed range.

2. Are there any social-emotional concerns impacting America’s achievement?

A review of records, teacher interviews, and observations indicates no social-emotional concerns at this time. America interacts well with her teachers, peers, and family. According to her teacher, she has become a role model for the class who continually provides positive encouragement.

America has consistently received satisfactory and outstanding marks in effort over the years. Her teachers have highlighted her good work ethic and sense of creativity. Mrs. Whisks reported that America was often polite, respectful, and considerate. She was often respectful towards her peers and other adults in the classroom. This year, Mrs. Leger has observed these same qualities in America. She also stated that America has become a role model for her peers and always finds a way to encourage others in the class.

During an observation by the school psychologist practicum student, America participated in the class game time with lots of enthusiasm. She was observed smiling, laughing, and typing game recommendations in the chat function of Google Meets. When the teacher reminded the students to have their cameras on, another student called themselves ‘ugly’ in the chat. America responded by saying, “no you are wonderful inside and out.”

America enjoys spending time with her family and reports that her sister is the person she feels closest to. She and her family connect by watching movies and cartoons together. She enjoys her mother’s cooking and her father’s good advice. America's mother states that her strengths include her willingness to try new things, ability to get along with others, and the ability to ask for help if she needs it.

3. What are America's current academic skills in the areas of reading, writing, and math?

America is currently performing at or above average in all academic areas. Her teacher reports that America has made significant progress in all academic areas. As measured by the WJ-IV Tests of Achievement and the Brigance, her reading skills are in the average to high average range. She performed slightly lower in writing on the same tests, with scores in the low average to average range. Mathematics is a relative weakness for America, where she performed in the low average range on standardized assessments. However, her teacher reported that she has the skills to excel in math but lacks confidence.

Reading: Over the years, America's reading skills have improved according to academic progress reports and teacher interviews. According to America's 5th grade teacher, she performed in the average range in reading last year. This year, Aspen Leger, America's 6th grade teacher, reports that her reading abilities are above average. America's most recent Reading Inventory (RI) score is 969, which places her in the "proficient" range. Due to COVID-19, Angeles Elementary has also adopted the iReady reading program. America's iReady score is 850, which places her directly within the grade level range of 750-950.

America's classroom performance in reading was comparable to her standard score of 109 on the WJ-IV Tests of Achievement Basic Reading composite. America demonstrated a strength in her reading skills on a subtest where she could sound out and pronounce unfamiliar printed words at an above average rate. On the Reading Comprehension subtests, America performed in the average range. According to the standardized assessment, she was able to recall details about a recently read passage, providing details at an 8th grade level. America's reading fluency was also assessed using the WJ-IV Tests of Achievement. When reading 28 sentences aloud, America left out two words and had 12 mispronunciations, which placed her in the average range. She was also asked to silently read a list of statements and decide whether they were true or false. America correctly answered 57 of 59 questions during the three-minute time limit. Her performance on these two tasks placed her reading fluency in the average range.

Further, America earned a standard score of 114 on the Basic Reading composite on the *Brigance*, which falls in the high average range. Her reading comprehension skills were assessed using the same measure. They were determined to be in the average range with a standard score of 110 on the *Reading Comprehension* composite.

Writing: In 1st through 3rd grade, America's writing abilities approached the standard. In 4th grade, her writing skills were considered average. When asked about America's writing skills last year, Mrs. Whisks reported that America has neat and legible handwriting but needs support in spelling and adding detail to her writing. At that time, Mrs. Whisks reported that her skills were below average compared to other students in her class. However, this year, Mrs. Leger has observed progress in America's writing. She believes America is currently performing in the average range. When asked about America's writing skills, Mrs. Leger said, "America writes in

complete thoughts and sentences, although spelling and grammar errors are present. She does her best to apply learned skills.” Her teacher praised her creativity, which tends to show itself in her writing. For example, after a lesson on growth versus fixed mindsets, students were required to write a script and record a video about using a growth mindset in their academics. America’s video included her presenting the “Word of the Day” and explaining how it would help her have the confidence to keep trying even when things are hard. Mrs. Leger expressed that America’s video demonstrated her growth in academics and social-emotional skills.

Although America’s teachers have noted that writing was a bit of a weakness for her, America scored in the average range on the Written Expression subtests on the WJ-IV Tests of Achievement (standard score: 99). She also performed in the low average to average range on the Written Expression composite on the Brigance. On a subtest where she was required to make sentences using words presented to her, some of her sentences included the following:

“Despite his effort he really does care for his grades.”

“Sofia and Marco play ball without Timothy.”

“Timothy can’t play because he is injured.”

“Camila is thinking about her test in math while swinging.”

Mathematics: In previous years, mathematics was considered a weakness for America. Mrs. Whisks noted that her math skills were below average in 5th grade and she required extra support. However, according to Mrs. Leger, math has become a strength of America’s, and she is performing in the above average range. In an interview with Mrs. Leger, she stated that America has good mathematics skills, but she tends to doubt herself. For example, on a practice math exam, America scored 90%. Despite this, on the actual exam, she did not perform at the same level. When Mrs. Leger talked to America, she said that she overthinks when taking the real test. Mrs. Leger is working with America to build her confidence in her mathematic skills.

Currently, America’s iReady Diagnostic score is 655, which falls in the expected range of 605-705 for her grade level. On standardized assessments, America’s math skills fell in the low average range on both the WJ-IV Tests of Achievement and Brigance Comprehensive Inventory of Basic Skills. America earned a standard score of 84 on the Math Calculation Skills subtests and a standard score of 80 on the Math Problem Solving composite on the WJ-IV. On a Math Facts Fluency subtest, a timed math activity, America solved 54 out of 65 addition, subtraction, and multiplication problems within three minutes. Although America scored in the low average range (standard score: 80) on the Total Math composite on the Brigance, the Education Specialist noted that America “felt pressured by the timer.” Therefore, her score may not be a true reflection of her math skills.

More information is required to determine whether America’s math skills are inconsistent due to a lack of confidence in her abilities.

4. What is America's general range of cognitive functioning and what are her cognitive processing strengths and weaknesses?

America scored in the low average to average range on the WJ-IV Tests of Cognitive Abilities. She displayed a relative weakness on the Comprehension-Knowledge composite. However, these subtests may have been negatively impacted by her status as an English Language Learner. All other composite scores were within the average range. On the CTOPP-2, America scored in the low average to average range, consistent with her cognitive assessment. Overall results of the Beery VMI are consistent with classroom observations of her writing skills and do not indicate a weakness in sensory-motor integration at this time. The results of the evaluation indicate that America does not demonstrate outstanding weaknesses in cognitive processing.

General cognitive ability can be described as an individual's ability to learn, remember, and understand information. It also helps people utilize problem-solving strategies and apply previously learned concepts to new situations or environments. In the past, America has demonstrated average cognitive abilities. In 2017, America earned an overall standard score of 93 on the *Kaufman Assessment Battery for Children, Second Edition*. She also earned an overall standard score of 93 on the *Differential Abilities Scales, Second Edition* in 2014.

The school psychologist administered the *Woodcock-Johnson IV Tests of Cognitive Abilities (WJ-IV COG)*. The WJ-IV COG is a normative assessment measure that provides a general estimate of overall cognitive functioning and clusters designed to measure specific cognitive abilities. The General Intellectual Abilities (GIA) score is the most reliable and valid estimate of overall cognitive abilities. America earned a GIA standard score of 85, which places her in the low average to average range. Her true score is likely to fall within the range of 77-92 with a 95% confidence interval. Compared to previous assessment results, America scored slightly lower during this evaluation. America scored well within the average range on all subtests administered. However, two subtests, Oral Vocabulary (standard score: 80) and General Knowledge (standard score: 78) appear to bring down her score. These two subtests are well-known for being language-heavy, which may not reflect America's cognitive abilities due to English being her second language. Therefore, the current cognitive scores should be interpreted with caution.

America also completed a phonological processing assessment, the *Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)*. In previous years, America has scored in the below average range on auditory processing tests. This year, America performed in the low average to average range on the CTOPP-2. The CTOPP-2 measures phonological awareness, phonological memory, and rapid digit naming. It is similar to the auditory processing tests she has taken in the past. It appears that America's auditory/phonological processing skills have improved since her last evaluation, which may be due to her improved language skills. According to her teacher, America can follow oral directions without excessive prompting and often uses good listening skills. These skills were also observed by a practicum student working

with the school psychologist. During an observation, America followed multi-step instructions in the virtual classroom.

The purpose of the *Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition* (Berry VMI) is to help identify significant difficulties that some students have in integrating (or coordinating) their visual-perceptual and fine motor abilities (finger and hand movement) abilities. America has consistently scored in the average range on the Beery VMI over time. Overall results of the Beery VMI are consistent with classroom observations of writing skills and do not indicate a deficit in sensory-motor integration at this time.

5. Does America continue to require special education to make progress general education classroom?

America is no longer eligible for services as a student demonstrating a specific learning disability. Over the past three years, America has made great improvements in her academic skills and no longer displays a severe discrepancy between her academic skills and overall cognitive abilities. America does not display significant weaknesses in any processing areas. America does not need Special Education services to make progress toward grade-level curriculum.

The discrepancy model used by the district recommends that a student be eligible under SLD when an academic achievement score is about 22 points below their overall cognitive ability score, along with processing deficits. According to America's previous triennial evaluation (2017), she no longer displayed a severe discrepancy between her cognitive abilities and academic achievement scores. At the time, the IEP team decided to qualify America for SLD to fade services and eventually exit her from special education. Since 2017, America has continued to display tremendous growth in all academic areas. A review of records, teacher interviews, observations, and standardized assessments indicates that America performs in the average range in reading and writing. Although her math skills are a relative weakness, she no longer meets eligibility criteria according to the discrepancy model. Further, America does not display a significant processing weakness that is impacting her achievement. For those reasons, America no longer requires special education services to make progress in the general education classroom.

The IEP team should review the following recommendations:

1. America can advocate for herself when she needs help. Being responsive and supportive of her needs in the general education classroom will help her transition out of receiving special education services.
2. America lacks confidence in her math skills, but according to her teacher, she is capable of higher achievement in this area. Encouraging America to attend office hours for additional support will help her refine her skills further and gain confidence.

3. America's teacher provides students with "game time" periodically during the virtual school-day. This time allows students to connect even though they are not attending school in person. America's peer interactions are a strength, so she should be encouraged to continue to participate in these activities.

Respectfully Submitted,



This report is written at a 12.5 Flesch Kincaid grade level with 13% passive sentences.

***Italicized text indicates changes/additions I would have made*

Assessment Questions	Review (What/Who)	Interview (What/Who)	Observation (What/Who)	Testing (What/Who)
How does America's developmental, health, and educational history affect her academic achievement?	Cumulative records, previous multidisciplinary assessment reports, grades, previous IEP documents	America, mother, 5 th grade teacher, 6 th grade teacher, school nurse, <i>**RSP teacher</i>	Classroom <i>**In-person peer and adult interactions</i>	<i>**BASC SDH for mother</i>
Are there any social-emotional concerns impacting America's achievement?	Cumulative records, previous multidisciplinary assessment reports, report cards, previous IEP documents	America, mother, 5 th grade teacher, 6 th grade teacher <i>**RSP teacher</i>	Classroom, group game time <i>**In-person peer and adult interactions, recess</i>	<i>**BASC (no social-emotional testing was done), if anything came up on the BASC, follow up</i>
What are America's current academic skills in the areas of reading, writing, and math?	Cumulative records, grades, iReady scores, RI scores <i>**work samples</i>	America, mother, 5 th grade teacher, 6 th grade (current) teacher <i>**RSP teacher</i>	Classroom <i>**Independent work time, unstructured activities</i>	WJ-IV ACH, WJ-IV OL, Brigance <i>**CBMs</i>
What is America's general range of cognitive functioning and what are her cognitive processing strengths and weaknesses?	Cumulative records, previous multidisciplinary assessment reports, previous IEP documents <i>**work samples</i>	America, mother, 5 th grade teacher, 6 th grade (current) teacher <i>**RSP teacher</i>	Classroom, group game time <i>**In-person peer interactions, unstructured activities</i>	WJ-IV COG, CTOPP, VMI <i>**would have administered a cog test with less language impact or a nonverbal assessment</i>
Does America continue to require special education to make progress general education classroom?	Cumulative records, previous multidisciplinary assessment reports, previous IEP documents, grades, iReady scores, RI scores <i>**work samples</i>	America, mother, 5 th grade teacher, 6 th grade (current) teacher <i>**RSP teacher</i>	Classroom <i>**Independent work time, unstructured activities, peer interactions</i>	WJ-IV ACH, WJ-IV OL, Brigance, WJ-IV COG, CTOPP, VMI <i>**CBMs</i>