

PURPOSE: The evaluation report documents whether the student is eligible or continues to be eligible for special education and provides information to the IEP team to assist them in the development of the IEP. Additional evaluation procedures are required for identifying whether a student has a specific learning disability. If the evaluation group believes the student may have a specific learning disability using the response to intervention methodology, this supplementary report should be completed and attached to the evaluation report.

**SUPPLEMENTARY REPORT FOR SPECIFIC LEARNING DISABILITIES  
USING RESPONSE TO INTERVENTION**

Student name Jason Patterson Student # 49 DOB 2/6/2002  
Serving school Alder Elementary IEP Mgr. \_\_\_\_\_ Grade 1 Age 6 y 9 m  
Home school \_\_\_\_\_ Prepared by : John Newhoff  
Eligibility Category \_\_\_\_\_ Ethnicity \_\_\_\_\_ Language \_\_\_\_\_  
Current Eval \_\_\_\_\_ Next Eval \_\_\_\_\_  **Initial Evaluation**  **Re-Evaluation**

**Achievement and Progress**

*Describe data that demonstrate the following two areas. This description may also include documentation of a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, Washington's Grade Level Expectations, or intellectual development.*

**Lack of Adequate Achievement** *(describe data that demonstrate that the student does not achieve adequately and does not make sufficient progress for the student's age or to meet the state's grade level standards in one or more of the eight qualifying areas):*

**Appropriate Instruction** *(describe data that demonstrate that the student's inadequate achievement is not due to a lack of appropriate instruction in reading and math, including data that demonstrate that the student was provided appropriate instruction in general education settings delivered by qualified personnel and data-based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of the student's progress during instruction):*

**Describe Two or More Tier 3 Scientific, Research-based Intervention(s) Used** (*describe, or attach a description of two or more Tier 3 interventions that are matched to the student's need, including the intensity (i.e., time per session), frequency (i.e., number of sessions per week), and duration (i.e., length of interventions, at least 8-12 weeks)*):

Deficit Area	Intervention (matched to need)	Intensity	Frequency	Duration

**Description of Instructional Strategies** (*description of instructional strategies used and the student-centered data collected in accordance with the district's response to intervention procedures across all tiers*):

**Progress Monitoring** (*describe, or attach, the results from progress monitoring, including comparisons of rate of improvement (ROI); graphs with aimlines, trendlines, intervention lines; and decision rules (if applicable)*):

Assessment Tool/Measure/Skill	Date Administered	Norm/Peer Performance ROI	Student's Performance	Discrepancy from Peers' ROI

**Resistance to Interventions** (*describe, with evidence, the student's significant resistance to the scientific, research-based interventions listed above*):

The student's parents were notified about (*attach documentation as appropriate*):

<ul style="list-style-type: none"> <li>state and school district policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided,</li> </ul>	<input type="radio"/> Yes <input type="radio"/> No	Please explain:
<ul style="list-style-type: none"> <li>strategies for increasing the student's rate of learning (<i>attach as appropriate</i>), and</li> </ul>	<input type="radio"/> Yes <input type="radio"/> No	
<ul style="list-style-type: none"> <li>their right to request an evaluation (<i>attach as appropriate</i>).</li> </ul>	<input type="radio"/> Yes <input type="radio"/> No	

**Observation** (describe (or attach) the results from an observation of the student during routine classroom instruction, or in a learning environment appropriate for that student. The observation should be conducted in an environment in which the suspected disability would be manifested. Include a description of relevant behavior and the relationship of that behavior to the student's academic functioning):

**Other Considerations:**

Is the determinant factor for special education eligibility primarily the result of:	
<input type="checkbox"/> a visual, hearing, or motor disability? <input type="radio"/> Yes <input type="radio"/> No	<i>If yes, the student cannot have a primary eligibility of specific learning disability</i>
<input type="checkbox"/> a health impairment? <input type="radio"/> Yes <input type="radio"/> No	
<input type="checkbox"/> a cognitive impairment? <input type="radio"/> Yes <input type="radio"/> No	
<input type="checkbox"/> an emotional disturbance? <input type="radio"/> Yes <input type="radio"/> No	
<input type="checkbox"/> Limited English proficiency? <input type="radio"/> Yes <input type="radio"/> No	<i>If yes, the student is not eligible for special education.</i>

Describe any relevant medical findings that could impact the student's education:	
Describe the effects on performance, if any, from environmental, cultural, or economic disadvantages (if not already addressed on page 3 of the Evaluation Report):	

**Eligibility Determination:**

The student has a discrepancy from peers' performance in the identified area(s) of concern and significant resistance to scientifically, research-based interventions.  Yes  No

*If yes, describe recommendations for special education and related services in the Evaluation Report.*

The determination of eligibility has been made in accordance with WAC 392-172A-03040.  Yes  No