

**RaShaan J. Smith**  
Student ID: 239655  
WA SSID: 9699023109  
Date of Birth: 01/19/1997

**RECEIVED**

JAN 10 2014

**MSD Special Education**

**Edmonds School District**  
2042 1st Avenue West  
Lynnwood, WA 98036  
425-431-7000

☒ Initial ☐ Reevaluation

Student Name: RaShaan J. Smith Student ID No.: 239655  
Birth Date: 01/19/1997 Grade: 11 Age: 16  
School: Edmonds-Woodway High School  
Evaluation Group Meeting Date: 10/16/2013 Next Three Year Reevaluation Due Date: 10/16/2016  
Primary language of student: English Primary language at home: English  
Parent(s) name(s): Jennifer Smith, Michael Smith  
Parent interpreter needed? Yes ☒ No  
Surrogate parent: ☒ No ☐ Yes If yes, name:

Evaluation Case Manager (Psychologist/SLP): Pam Hamilton, M.Ed.  
Title: School Psychologist

**I. Review of Existing Data:**

Date and reason for special education referral:

06/04/2013 - To meet with parent to consider possible educational options, including referral to special education.

RaShaan attended elementary school and sixth grade middle school in Bremerton, WA. He attended seventh grade in Medford, OR. He transferred to the Edmonds School District for eighth grade at College Place Middle School. He has attended Edmonds-Woodway High School since his ninth grade year. There have been many discipline issues in the past. School attendance has been inconsistent: 7th grade - 16.5 days absent; 8th grade - 20.45; 9th grade - 17.33; 10th grade - 14.39; 11th grade as of 10/15/13 - 2 full days due to illness, and 6 other periods with absences recorded.

As of June 2013, RaShaan has earned 7.5 credits towards graduation, with a cumulative GPA of 0.939. The High School Proficiency Exams (HSPE) were given in the spring of 2013. Students need a score of 400 or above to pass. RaShaan has met the reading standard with a HSPE score of 427, which is a Level 4. He has also passed the writing standard with a HSPE score of 21, which is a Level 4. On the Spring 2013 End of Course Exams (EOC), RaShaan passed the Biology exam at a Level 3 with a score of 410. He did not pass the EOC for Algebra I, scoring a Level 2 (388).

RaShaan currently has a 504 Plan which involves extra time (student will be responsible to request extra time with the teacher) and preferential seating.

Description of specific strategies and interventions used to date and the effectiveness of each on student achievement and/or adjustment:

RaShaan currently has a 504 in place. He has been referred to BECCA for failure to attend.

Academic or pre-academic record information:

Date: 06/01/2011 School: College Place Middle School Grade: 8  
MSP results Spring 2011: Reading = 411 Level 3; Math 377, Level 2; Science 383, Level 2.

**II. Eligibility Decision:**

Meets Eligibility Criteria: ☒ Yes ☐ No

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**Evaluation Summary**

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**Identified Disability Category:**

Other Health Impairment - Students with health impairments are those who have limited strength, vitality or alertness, including heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, due to chronic or acute health problems--such as a heart condition, rheumatic fever, nephritis, asthma, attention deficit disorder or attention deficit hyperactivity disorder, sickle cell anemia, hemophilia, lead poisoning, leukemia, or diabetes, or other disorders which adversely affect their educational performance and require specially designed instruction.

The effects of the disability on the student's involvement and progress in the general curriculum; or for preschool children, in appropriate activities:

RaShaan has a diagnosis of ADHD. Education implications include academic and behavioral difficulties such as impaired thought processes and decreased ability to complete age appropriate academic tasks due to short attention span, poor organizational skills, decreased ability to selectively focus, and severe difficulty making transitions and following multi-step directions. These factors adversely impact all academic areas. Recent assessment demonstrates that RaShaan has the potential to receive passing grades in his academic classes, but this is not happening. He presents a need for the support of a learning strategies class, in order to succeed in the general education curriculum.

**III. Recommendations to IEP (Individual Education Program) committee:****1. Special Education services including specially designed instruction:**

Area	Description
Learning Strategies/Org. Skills	RaShaan needs specially designed instruction in learning strategies/organizational skills, in order to access and be successful in the general education curriculum.

**2. Related services:****3. Supplementary Aids and Services:**

Counseling Consultation

**IV. Assurances**

The District has conducted a full and individual evaluation of this student in all areas of suspected disability(ies) in accordance with the evaluation procedures contained in the Washington Administrative Code.

If eligible as specific learning disabled, a severe discrepancy was established between achievement and ability that is not correctable without special education and related services.

The findings of this evaluation are not primarily due to a lack of instruction in reading, math, or limited English proficiency.

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### **Evaluation Summary**

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**Consideration of Test Bias:**

This evaluation was administered with the understanding of test limitations which may result in bias because of cultural, economic, environmental or behavioral factors. However, such limitations have been considered and determined not to be a significant factor in current eligibility determination.

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**Evaluation Summary**

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Evaluation Team Members, signatures and conclusions:

Dissenting  
Opinion  
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Parent Mike Smith	Date
Counselor Paul Sevig	Date
Administrator/Designee Luke McQuade	Date
School Nurse Nancy Varg	Date
School Psychologist Pam Hamilton	Date
Special Education Teacher Gail Shepard	Date
Student RaShaan Smith	Date

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**Areas of Evaluation  
Medical-Physical**Date: 10/14/2013**Medical-Physical Findings:****Health and Developmental History**

Report entered by Nancy Varg, RN, M.S. on 10/14/2013 from information obtained through school records, parent interview on 10/10/13 with mother, Jennifer Smith and student observation.

Mrs. Smith shares that RaShaan is currently in good general health and has been an overall healthy child to date. He does currently experience migraine headaches and is being seen by his physician regarding these headaches.

RaShaan currently is taking Tylenol or Ibuprofen when he has a headache, which seems to be effective in treating them. The headaches appear to be triggered by lack of sleep and stress. He experiences 2-3 headaches a month at this time.

RaShann has been diagnosed with ADHD by Dr. Patrick Darby, on June 2, 2011 during his 8th grade school year. He has tried medication therapy consisting of Adderall as prescribed by his physician, but "does not like the way it makes him feel" and "he does not want to take medication" according to Mrs. Smith.

He is currently not taking medication for attention issues at this time. RaShann has participated in therapeutic counseling through Compass Health during his last school year. Mrs. Smith has shared that he will most likely continue with Compass Health for further counseling and psychological evaluation. RaShaan has had a 504 academic plan in place since last February, 2013 related to his ADHD needs. The 504 plan included accommodations for extra time for completing assignments and preferential seating. His parents have shared that they believe these accommodations were not sufficient for RaShaan's academic needs.

RaShann is a student athlete who has participated in football last school year but this current season is not eligible to play. Mrs. Smith shares that this is a source of discouragement for RaShann as "he's passionate about football /sports".

Mrs. Smith shares the following concerning behaviors for RaShann: "Oversensitive, mood swings, sad or depressed, low self esteem, exhibits inappropriate attention-seeking, daydreams, seems preoccupied, has sleeping problems, can be defiant, uncooperative, can be aggressive toward others, and seems angry and resentful". Mrs. Smith also shares that "RaShann has difficulty with sleeping".

RaShaan was last seen for a well child visit by his physician, Dr Jhaveri of Community Health clinic in Edmonds last spring and also had a physical exam by Dr. Jhaveri in August 2013 for football sports participation clearance,

RaShaan's developmental and birth history appear to be within normal limits. He has no history of severe injuries, illness or hospitalizations. He shares that he has no concerns for his hearing.

At this time RaShaan weighs 140 lbs and is 68.5 inches tall. Based on the height and weight entered, the BMI is 21.0, placing the BMI-for-age at the 49th percentile for boys aged 16 years 8 months. According to the CDC this is a healthy weight.

So far this school year RaShaan has had two days of excused absences and one day of two periods being unexcused on 9/26/2013.

RaShaan lives with his parents and younger brother, age 10 years. He has an older brother age 23 who does not live at home.

**Medical Diagnosis**

Entered by Nancy Varg, RN, M.S. on 10/14/2013

RaShann has a diagnosis of ADHD according to Dr. Patrick Darby on June 2, 2011. Dr. Darby's office is currently in Federal Way.

**Educational Implications**

RaShaan is not currently taking medication for his ADHD.

Education Implications include academic and behavioral difficulties such as impaired thought processes and decreased ability to complete age appropriate academic tasks due to short attention span, poor organizational skills, decreased

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**Areas of Evaluation**  
**Medical-Physical**

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ability to selectively focus, and severe difficulty making transitions and following multi-step directions. These factors adversely impact all academic areas.

**Student:**

**Vision and Hearing Screening:**

Vision Test Date: 10/15/2013

Right Eye: pass Left Eye: pass

Hearing Test Date: \_\_\_\_\_

Right Ear: \_\_\_\_\_ Left Ear: \_\_\_\_\_

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**Areas of Evaluation  
General Education****Assessment Summary:**

Submitted by Pam Hamilton, M.Ed., School Psychologist, on 10/14/2013, using record review and teacher input. Teacher comments have been edited from email responses.

As an eleventh grader, Ra'Shaan attends the following general education classes: US/ Washington State History; World History 9; Chemistry; English 11; Geometry; and Chef I. Comments from these teachers are below. Currently, RaShaan is earning an F/ grade in all of his classes.

RaShaan's US/WA State History teacher states that RaShaan is appropriately placed in the class, and no modifications are needed in the curriculum. However, RaShaan has a very difficult time keeping himself busy, and is often looking for ways to get others distracted. He has been given preferred seating and when he is having a rough day, he has been removed from the classroom.

RaShaan's World History teacher reports that she has not modified work for him. She believes that he is appropriately placed in this class. He actually is in her freshman class although he is a junior. He can have an edge, and he can get angry- but for the most part he is a really nice kid. He has no emotional, social or, health issues in class. The biggest issue is that he is not always present and he does not get work done. He tends to socialize in class.

RaShaan's English teacher reports that she has had three after class interventions (discussions) with RaShaan. Every class period she deals with his oppositional behavior; insubordination and the need for attention. RaShaan's grade in English reflects work done in class.

RaShaan's Geometry teacher reports that RaShaan has not taken the first test of school year (given 10/2), he apparently was absent. He has not come in for help or made it up but she has also has not contacted home concerning the test, which she is planning on doing. RaShaan was participating in the class activities (white board review, think-pair-share kinds of activities) more when he was sitting next to a friend, but she is not certain how much he was producing on his own. He is now sitting at the front of the room but is not with friends (grouping is random but she puts the groups of struggling students towards the front). He is definitely struggling with the current material - conditional statements, logical reasoning - which involves lots of grammar and writing. There was a quiz on 10/11 and he just stared at it - she talked to him about coming in for help and told him that he could take the test another time. He seemed grateful. She has noticed more putting his head down on his desk and being disengaged - signs of being totally lost and giving up. It appears that there will definitely need to be some one-on-one intervention quickly before he is totally lost. In terms of his placement - it appears that RaShaan retok Algebra 1 and received C's and D's both years - finishing with a D both years. Technically he is properly placed but has a shaky math foundation.

RaShaan's Chef I teacher reports that he is appropriately placed in her class. RaShaan has been known to struggle with staying on task in class in the past. This year he has been doing much better.

RaShaan's Advisory teacher reports that his behavior is fine, and he does participate whenever there is a discussion in class.

**Conclusions from observations:**

Grades were downloaded from Skyward, the district record system. Teacher comments were emailed, and are considered reliable.

**Significant Findings:**

Significant Findings submitted by Pam Hamilton, M.Ed., School Psychologist on 10/15/2013. RaShaan has passed the HSPE for reading and writing with a Level 4. He has also passed the EOC for Biology, but has not passed the EOC for Algebra I. However, RaShaan is currently failing all of his classes.

**ADVERSE IMPACT:** The lack of passing grades may be a factor of RaShaan's diagnosis of ADHD and his lack of organizational/ study skills.

**RaShaun J. Smith**

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**Areas of Evaluation  
General Education**

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**Recommended Accommodations:**

- Additional adult assistance.
- Break material into manageable parts.
- Check work frequently to ensure understanding.
- Preferential seating.
- Provide copy of the notes/study guides.
- Provide immediate feedback.
- Provide individual assistance.
- Allow extra time on assignments and tests, if student is actively engaged.

**Recommended Instructional Strategies:**

- Reduce distractions as much as possible
- Reinforce the student for remaining on task and engaging in more challenging academic activities.
- Meet with the student on a regular basis to address any problematic behavior in the general education classroom.



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**Areas of Evaluation  
Social/Emotional****Assessment Summary:**

Submitted by Pam Hamilton, M.Ed., School Psychologist, on 10/7/2013.

In order to measure RaShaan's perceptions and feelings to various statements about school and home, he was asked to fill out the Self-Report-Adolescent form (SRP-A) of the Behavior Assessment System for Children, Second Edition (BASC-2) on 10/2/2013. The BASC-2 is an assessment tool used to evaluate a variety of emotional and behavioral disorders in children and to aid in the design of treatment plans. Scores are reported in T-Scores with scores falling between 41-59 considered average. On the Clinical Scales, a T-Score from 60-69 is considered At-Risk and a T-Score of 70 or above is considered clinically significant. On the Personal Adjustment Scales, a T-Score from 31-40 is considered At-Risk and a T-Score of 30 or below is considered clinically significant. Any score in the Clinically Significant range suggests a high level of maladjustment, and warrants follow-up. Scores in the At-Risk range identify either a significant problem that may not be severe enough to require formal treatment or a potential of developing a problem that needs careful monitoring.

RaShaan's results are reported below:

**EMOTIONAL SYMPTOMS INDEX:** RaShaan obtained a T-score 60 of at the 85th percentile, with overall functioning falling within the At-Risk range.

**SCHOOL PROBLEMS:** RaShaan's T-score of 69 falls within the high At-Risk range at the 96th percentile.

RaShaan indicates that he enjoys school about as much as others his age. However, his Attitude to Teachers is in the clinically significant range. He generally considers his teachers to be unfair, uncaring, and/or overly demanding. Reports of engaging in risky behaviors (Sensation Seeking) are also in the clinically significant range. RaShaan reports a strong preference for engaging in behaviors that are generally considered by others as risky, and can be hazardous.

**INTERNALIZING PROBLEMS:** RaShaan's T-score of 63 falls in the At-Risk range at the 90th percentile.

RaShaan reports having unusual thoughts and perceptions no more than others his age. However, his score on Locus of Control was in the clinically significant range. RaShaan reports having little control over events occurring in his life and reports being blamed for things he did not do. RaShaan also reports clinically significant levels of Social Stress with difficulty establishing and maintaining close relationships with others, and he reports feeling isolated and lonely.

RaShaan's reports Anxiety-based feelings no more often than others of his same age. However, his score for Depression was in the at-risk range. RaShaan reports sometimes feeling sad, being misunderstood, and/or feeling that life is getting worse and worse. RaShaan reports having feelings of inadequacy no more often than others his age, and health-related problems to be about the same degree as others his age.

**INATTENTION/HYPERACTIVITY:** RaShaan's T-score of 47 falls within the Average range at the 42nd percentile. RaShaan reports maintaining an attention level similar to that of others his age as well as maintaining a level of self-control that is similar to others of his age.

**PERSONAL ADJUSTMENT:** RaShaan's T-score of 29 falls within the Clinically Significant range at the 3rd percentile.

RaShaan reports having a poor relationship with his parents, has little trust in them, and he may feel incidental to family life and decision-making. He also reports having substantial difficulty establishing and maintaining relationships with others. These two areas were in the clinically significant range. RaShaan's self-esteem is in the at-risk range. He reports having a lower self-image than others his age. On the plus side, RaShaan indicates having about as much confidence as others his age in terms of his ability to make decisions, solve problems, and/or be dependable (self-reliance).

**Content Scales:** (Test Anxiety, Anger Control, Mania, Ego Strength).

RaShaan indicates having test anxiety no more often than others his age. He also does not have issues of mania, i.e. no extended periods of heightened arousal or difficulty relaxing. However, RaShaan's T-score on Anger Control is in the clinically significant range. He reports having a tendency to become irritable quickly and has difficulty maintaining his self-control when faced with adversity. His score on Ego Strength is also in the clinically significant range; he reports dissatisfaction with himself and his abilities.

**Conclusions from observations:**

RaShaan worked diligently on this questionnaire, and answered every question. Data is deemed to be a reliable measure of his perception of behavioral functioning at this time. A review of the Validity Index Summary 'Acceptable' scores on the F Index, Response Pattern, Consistency, and the L Index. The V Index was in the 'Caution' range, but only because of an off answer to one question. Other than that, the results are considered to be reliable.

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**Areas of Evaluation**  
**Social/Emotional**

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**Significant Findings:**

Significant findings written by Pam Hamilton, M.Ed., School Psychologist on 10/10/2013.

There are several clinically significant areas on the Self-Report Form of the BASC 2, filled out by RaShaan on 10/2/2013. These were: Attitude to Teachers, Sensation Seeking, Locus of Control, Social Stress, Interpersonal Relations and Relations to Parents. Anger Control and Ego Strength were also in the clinically significant range. In addition, Depression was in the at-risk range. Overall, RaShaan's Emotional Symptoms Index and Personal Adjustment Index were in the at-risk range.

It is interesting to note that RaShaan scored himself in the average range on the Inattention/ Hyperactivity scale, given that he has a medical diagnosis of ADHD. RaShaan does not think this area is a problem, even though many teachers have reported him as being distracted and distracting to others (see comments in general education section).

**ADVERSE IMPACT:** Given the many areas in the Clinically Significant range, RaShaan may benefit from some counseling consultation from the behavior specialist at school. He may benefit from learning some strategies to control his anger and impulsive behaviors, as well as strategies to improve his interpersonal relationships with his peers and staff. Parents may also want to consider engaging the services of a counselor outside of school for RaShaan.

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**Areas of Evaluation  
Cognitive****Assessment Summary:**

Cognitive summary written by Pam Hamilton, M.Ed, School Psychologist on 10/11/2013.

The Differential Ability Scale – Second Edition (DAS-II) was administered to RaShaan by Pam Hamilton, M.Ed., School Psychologist on 10/9/2013. The DAS-II is an individually administered cognitive test designed to measure general cognitive functioning. The DAS-II is composed of six core subtests, which combine to make up the General Conceptual Ability (GCA) score. The Verbal Ability, Nonverbal Reasoning Ability, and Spatial Ability cluster scores are each composed of two of the six core subtests. The core subtests are reported in T-scores with a mean of 50 and a standard deviation of 10; about two-thirds of children attain scores between 40 and 60. The Ability scores are reported in Standard Scores with a mean of 100 and a standard deviation of 15; two-thirds of children attain scores between 85 and 115. A percentile indicates that the student scored as well as or better than this percentage of children their age.

With a chronological age of 16 years, 8 months, RaShaan obtained a General Conceptual Ability score of 95 (37th percentile). The chances are 95 out of 100 that RaShaan's true General Conceptual Ability score is between 89 and 101. RaShaan's overall performance is classified in the average range of intellectual functioning and indicates that he is performing at or above 37 percent of his same-age peers.

RaShaan achieved a Verbal Ability score of 103 (58th percentile), which falls in the average range. The chances are 95 out of 100 that RaShaan's true Verbal Ability score is between 94 and 111. The Verbal Ability cluster assesses expressive and receptive communication abilities, along with an understanding of verbal concepts, knowledge and reasoning. This average range score indicates that RaShaan should be able to perform at grade level with reading, vocabulary development and understanding verbal information presented at grade level.

RaShaan achieved a Nonverbal Reasoning Ability score of 91 (27th percentile), which falls in the average range. The chances are 95 out of 100 that RaShaan's true Nonverbal Reasoning Ability score is between 84 and 99. The Nonverbal Reasoning Ability cluster assesses inductive reasoning, nonverbal mediation of strategies, and the identification and hypothesis testing of abstract rules. This score reflects attention to visual detail, and good number sense. In the classroom, these skills should help RaShaan organize and start assignments. This should also assist in performance of math-related classes.

RaShaan achieved a Spatial Ability score of 95 (37th percentile), which falls in the average range. The chances are 95 out of 100 that RaShaan's true Spatial Ability score is between 90 and 101. The Spatial Ability cluster measures processing and manipulation of nonverbal, visual-spatial information. This area indicates that RaShaan may be successful in hands-on learning, such as art class, and that vocational tasks such as assembly of parts or goods may be a good match.

**DAS-II Subtest Scores:**

Recall of Designs – T Score 49 (46th percentile); Word Definitions – T Score 53 (62nd percentile); Pattern Construction – T Score 46 (34th percentile); Matrices – T Score 48 (42nd percentile); Verbal Similarities – T Score 51 (54th percentile); Sequential & Quantitative Reasoning – T Score 41 (18th percentile).

**Conclusions from observations:**

RaShaan came willingly to the testing situation when he was called. However, he said he would have to return to class after lunch, as he needed to take a quiz. This examiner (Hamilton) emailed RaShaan's teacher, and received permission for him to return after lunch, and to take the quiz on the next day. However, instead of coming back to the examiner's office, RaShaan told the office manager that he couldn't come, and would return at sixth period. RaShaan did not return to class after all, instead he took an additional lunch period. He also did not come to the examiner at sixth period. When summoned, RaShaan was recalcitrant, and did not want to resume testing at first. He finally agreed, and the testing was completed, and gave appropriate effort. These results are considered reliable, within the confidence interval.

**Significant Findings:**

Significant findings written by Pam Hamilton, M.Ed, School Psychologist on 10/11/2013.

RaShaan's overall cognitive ability is in the average range, as measured by the DAS-II. His verbal reasoning ability was the highest, next was spatial ability, with nonverbal reasoning ability the lowest. However, no one score was statistically different from the others. This means that RaShaan has the capability to perform as well as another average student his age on grade level material. Cognitive ability is not an adverse impact for RaShaan.

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**Areas of Evaluation  
Cognitive****Test Name :** The Differential Ability Scales—Second Edition (DAS-II) - School Age Battery**Date(s) Given:** 10/09/2013**Professional/Examiner:** RaShaan Smith

The Differential Ability Scales—Second Edition (DAS-II) - School Age Battery

The Differential Ability Scales—Second Edition, School Age Battery (DAS-II) is an individually administered cognitive test designed to measure general cognitive functioning. The DAS-II School Age Battery is composed of six core subtests, which combine to make up the General Conceptual Ability (GCA) score. The Verbal Ability, Nonverbal Reasoning Ability and Spatial Ability cluster scores are each composed of two of the four core subtests. The core subtests are reported in T-scores with a mean of 50 and a standard deviation of 10; about two-thirds of children attain scores between 40 and 60. The Average range for T-scores falls between 43 and 57. The Ability scores are reported in Standard Scores with a mean of 100 and a standard deviation of 15; two-thirds of children attain scores between 85 and 115. The Average range for Standard Scores falls between 90 and 109. A percentile indicates that the student scored as well as or better than this percentage of children their age.

	Standard Score	T-Score	Percentile	Confidence Interval	Range
<b>Verbal Ability Cluster</b>	<b>103</b>		<b>58</b>	<b>94-111</b>	<b>Average</b>
<b>Word Definitions</b>		<b>53</b>	<b>62</b>		<b>Average</b>
<b>Verbal Similarities</b>		<b>51</b>	<b>54</b>		<b>Average</b>
<b>Nonverbal Reasoning Ability Cluster</b>	<b>91</b>		<b>27</b>	<b>84-99</b>	<b>Average</b>
<b>Matrices</b>		<b>48</b>	<b>42</b>		<b>Average</b>
<b>Sequential and Quantitative Reasoning</b>		<b>41</b>	<b>18</b>		<b>Low Average</b>
<b>Spatial Ability Cluster</b>	<b>95</b>		<b>37</b>	<b>89-101</b>	<b>Average</b>
<b>Recall of Designs</b>		<b>49</b>	<b>46</b>		<b>Average</b>
<b>Pattern Construction</b>		<b>46</b>	<b>34</b>		<b>Average</b>
<b>General Conceptual Ability</b>	<b>95</b>		<b>37</b>	<b>90-101</b>	<b>Average</b>
<b>Special Nonverbal Composite</b>	<b>92</b>		<b>30</b>	<b>87-98</b>	<b>Average</b>
<b>Working Memory Ability Cluster</b>					
<b>Recall of Sequential Order</b>					
<b>Recall of Digits Backward</b>					
<b>Processing Speed Ability Cluster</b>					
<b>Speed of Information Processing</b>					
<b>Rapid Naming</b>					
<b>Diagnostic Subtests:</b>					
<b>Recall of Objects - Immediate</b>					
<b>Recall of Objects - Delayed</b>					
<b>Recall of Digits Forward</b>					
<b>Recognition of Pictures</b>					
<b>Phonological Processing</b>					

**Areas of Evaluation  
Academic****Assessment Summary:**

Submitted by Pam Hamilton, M.Ed. School Psychologist on 10/7/2013 and 10/15/2013.

To assess RaShaan's current academic performance in reading and math, RaShaan was administered the Woodcock-Johnson Tests of Academic Achievement, Third Edition, (WJ-ACH-III) by Pam Hamilton, School Psychologist on 10/1 and 10/2/2013. The WJ-ACH-III is an individually administered achievement test that is norm referenced. The WJ-ACH-III compares a student's performance to the performances of same age peers in a national sample. Scores are reported as standard scores, which have a mean of 100, and standard deviation of 15. The average range for these scores is 85-115. A percentile rank is also reported, which describes where a student would be placed in a group of 100 students of his age. For instance, a percentile rank of 50, which is at the mean, describes that the student would have 50 students below him in line.

The tests in the WJ-ACH-III are grouped together to make clusters that are used for test interpretation. These clusters increase the validity of the WJ-ACH-III, due to the fact that there are more tests included in the development of each cluster. A description of each cluster and results of RaShaan's performance on the WJ-ACH-III is as follows:

**READING:** The Basic Reading Skills cluster is comprised of the Letter-Word Identification and Word Attack subtests. On the Letter-Word Identification subtest, at the high school level, the student is required to read a list of words of increasing difficulty. This test measures a student's reading decoding ability. On the Word Attack subtest, the student is required to use phonetic analysis skills to read a list of nonsense words. RaShaan obtained a Cluster score of 101 and percentile rank of 53, which is in the average range. He obtained scores in the average range on the individual subtests as well (Word Reading SS=96; Word Attack SS=107). RaShaan was able to identify multi-syllable words that are found frequently in text, but struggled with words that were less familiar. When reading nonsense words, he was able to read single and multi-syllable words with fluidity and ease, reading 30 of 32 words correctly.

The WJ-ACH-III Reading Comprehension cluster combines the subtests Passage Comprehension and Reading Vocabulary. The Passage Comprehension subtest measures reading comprehension and word/vocabulary knowledge. The Reading Vocabulary subtest measures reading comprehension at the isolated word level, and includes synonyms, antonyms and analogies. RaShaan obtained a cluster score of 88 and percentile rank of 21, which is in the low average range. On the Passage Comprehension subtest (SS=90, %ile 24), RaShaan was required to read passages in cloze format (with a word missing). RaShaan chose to read the passages aloud. He could generate appropriate words to passages with one or two simple sentences, but had more difficulty as passages became more complex and the concepts more abstract. On the Reading Vocabulary subtest, RaShaan was able to provide synonyms and antonyms to a word list of familiar words, but he was unable to read the more complicated multi-syllable words. He also had some difficulty solving word analogies, especially as the connection between words became less and less concrete.

**MATH:** The Math Calculation Skills cluster combines the subtests Calculation and Math Fluency. The Calculation test measures a student's ability to perform mathematical computations. The Math Fluency test measures the ability to solve simple addition, subtraction, and multiplication problems rapidly. RaShaan obtained a cluster score of 104 and percentile rank of 62, which is in the average range. On the individual subtests, he obtained a score in the average range for both Calculation (SS=102, %ile 57) and Math Fluency (SS=107, %ile 68). RaShaan quickly and correctly solved the problems on the fluency subtest. However, RaShaan's skills were somewhat inconsistent on the calculation subtest. He spent a lot of time on many of the problems, and made use of scratch paper, erasing and restarting often. RaShaan was able to solve addition and subtraction problems with and without regrouping, single digit multiplication, problems involving fractions with like denominators, simple algebra problems, and a division of fractions problem. He attempted but was not able to solve fraction problems with unlike denominators, more complicated algebra, multiplication with decimals, multi-digit multiplication, and long division problems. The process he uses for multiplication and division seems to be flawed. He often used repeated addition for multiplication, and then would make addition errors.

The Math Reasoning cluster combines the subtests Applied Problems and Quantitative Concepts. The Applied Problems subtest measures quantitative reasoning, math achievement, and math knowledge. The Quantitative Concept subtest measures math knowledge and quantitative reasoning. On this cluster, RaShaan obtained a standard score of 99 and percentile rank of 48, which is in the average range. On the individual tests, he obtained a scores in the average range for both Applied Problems (SS=99, %ile 48) and for Quantitative Concepts (SS=100, %ile 50). He was able to listen to and solve simple and progressively more difficult math word problems. He used paper and pencil to help him solve some of the problems. He did not know how to solve problems involving averages, percentage discounts, or compound interest. On the quantitative concepts RaShaan showed

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**Areas of Evaluation  
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understanding of math concepts such as symbols, abbreviations, use of calendars, etc. The problems he missed were ones that he had not yet been taught.

Overall results of the WJ-ACH-III indicate that RaShaan's performance is in the average range for basic reading skills, math calculation and math reasoning. His performance is in the low average range in reading comprehension.

This portion was submitted on 10/15/2013.

To assess RaShaan's academic performance in written language, RaShaan was administered the writing portion of the The Kaufman Test of Educational Achievement—Second Edition (KTEA-II) on 10/9/2013 by Pam Hamilton, M.Ed., School Psychologist. The KTEA-II is an individually administered test of academic skills in three domains: reading, mathematics, and written language. Each domain has a composite score, which is a combination of performance on two subtests. Each subtest and composite yields a Standard Score with a mean of 100 and a standard deviation of 15. Approximately two-thirds of children obtain scores ranging from 85-115. A score of 69 or less is at the Lower Extreme; a score of 70-84 is Below average; A score of 85-115 is Average; a score of 116 to 130 is Above average and a score of 131 or greater is Upper extreme. A percentile indicates that the student scored as well as or better than this percentage of their same age peers.

WRITTEN EXPRESSION: On the Written Expression subtest, RaShaan was asked to complete writing tasks, including editing, word completion, sentence formation and paragraph/essay formation, in the context of an age-appropriate storybook. His Written Expression skills were found to be within the low Average range with a Standard Score of 87 (19th percentile; 95% Confidence Interval Standard Score range of 76-98). RaShaan was able to fill in his name and formulate short sentences in the response book when prompted; however, he sometimes did not use correct punctuation. Also, when asked to write one sentence with several ideas, he appeared to not understand the instructions and did not use all of the given information. On his essay, he only wrote one paragraph, and used run-on sentences, instead of using separate sentences/ paragraphs for each idea. However, he wrote diligently for the given ten minutes, and used good vocabulary.

**Conclusions from observations:**

Submitted by Pam Hamilton, M.Ed., School Psychologist on 10/7/2013.

Testing was first attempted on 9/24/2013. RaShaan refused to begin, saying that "If this is for that special ed thing, I'm not doing it". He would not come into the examiner's office to discuss it. His mother was called, and she said that heshe would talk to him that evening, and he would work the next day. However, RaShaan was absent the following day.

On the next attempted day (10/1/2013), much of the time was spent talking to RaShaan and convincing him to participate in the assessment. He was allowed to call his grandmother in Oregon to get her opinion. The examiner spent some time building rapport with RaShaan, asking questions about school, home, favorite activities, etc. RaShaan answered appropriately and eventually appeared at ease with the examiner. Once he agreed to start the test, there was only time to administer one and a half subtests.

On the second day (10/2/2013), RaShaan came willingly, was pleasant and cooperative, and gave good effort. He demonstrated a good work ethic and attempted all of the tasks. He responded slowly and carefully to test questions and generally persisted with difficult tasks. As such, results of this testing (WJ-ACH-III) are felt to be reliable estimates of his academic abilities in reading and math at this time.

Submitted on 10/15/2013

On the writing portion of the KTEA-II, RaShaan worked diligently, asked appropriate questions, and followed directions. The results are felt to be a reliable estimate of his writing abilities.

**Significant Findings:**

Submitted by Pam Hamilton, M.Ed., School Psychologist on 10/7/2013 and 10/15/2013.

Results of the Woodcock-Johnson Tests of Academic Achievement-Third Edition (WJ-ACH-III) indicate that RaShaan's performance is in the average range for basic reading skills, math calculation, and math reasoning. His performance is in the low average in reading comprehension. No significant strengths or weaknesses were found among the scores for the selected set of RaShaan's achievement areas. However, he may need tutoring in reading comprehension strategies and reminders on how to solve multi-digit multiplication and division problems. Results of

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the written expression portion of The Kaufman Test of Educational Achievement—Second Edition (KTEA-II) indicate that RaShaan's performance in writing is in the low average range. He may need help with paragraph construction and written organization.

**ADVERSE IMPACT:** Overall, RaShaan's academic achievement in reading, math, and written expression, as measured by the WJ-ACH-III and KTEA-II, is within the average range. He does not appear to have a learning disability, nor does he demonstrate a need for specially designed instruction in these academic core areas. However, his skills are variable, which may be due to past attendance issues. Given his diagnosis of ADHD, RaShaan might benefit from a learning strategies class where he could receive specially designed instruction in organizational skills, and receive help with homework involving reading comprehension, writing organization, and multi-digit math problems.

**Test Name :** Kaufman Test of Educational Achievement - Second Edition, Comprehensive Form (KTEA-II)

**Date(s) Given:** 10/09/2013

**Professional/Examiner:** Pam Hamilton, M.Ed.

Kaufman Test of Educational Achievement - Second Edition, Comprehensive Form (KTEA-II)

The KTEA-II is an individually administered test of academic skills in four domains: reading, mathematics, written language and oral language. Each domain has a composite score, which is a combination of performance on two subtests. Each subtest and composite yields a Standard Score with a mean of 100 and a standard deviation of 15. Approximately two-thirds of children obtain scores ranging from 85-115. A percentile indicates that the student scored as well as or better than this percentage of their same age peers.

	Standard Score	Percentile	Range	Confidence Interval
<b>Reading Composite</b>				
Letter and Word Recognition				
Reading Comprehension				
<b>Math Composite</b>				
Math Concepts and Applications				
Math Computation				
Written Language Composite	87	19	Low Average	76-98
Written Expression				
Spelling				
<b>Oral Language Composite</b>				
Listening Comprehension				
Oral Expression				
<b>Comprehensive Achievement Composite (CAC)</b>				
<b>Reading-Related Subtests</b>				
Phonological Awareness				
Nonsense Word Decoding				
Word Recognition Fluency				
Decoding Fluency				
Associational Fluency				
Naming Facility (RAN)				

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**Areas of Evaluation  
Academic**

**Test Name :** Woodcock-Johnson Tests of Achievement-3rd Ed., Form B

**Date(s) Given:** 10/02/2013

**Professional/Examiner:** Pam Hamilton, M.Ed.

	<b>Standard Score</b>	<b>Percentile</b>
<b>BASIC READING</b>	<b>101</b>	<b>53</b>
<b>Reading - Letter-Word Identification</b>	<b>96</b>	<b>40</b>
<b>Reading - Word Attack</b>	<b>107</b>	<b>69</b>
<b>READING FLUENCY</b>		
<b>READING</b>	<b>88</b>	<b>21</b>
<b>COMPREHENSION</b>		
<b>Reading-Passage Comprehension</b>	<b>90</b>	<b>24</b>
<b>Reading-Vocabulary</b>	<b>92</b>	<b>29</b>
<b>MATH</b>	<b>104</b>	<b>62</b>
<b>CALCULATION</b>		
<b>SKILLS</b>		
<b>Math-Calculation</b>	<b>102</b>	<b>57</b>
<b>Math-Fluency</b>	<b>107</b>	<b>68</b>
<b>MATH REASONING</b>	<b>99</b>	<b>48</b>
<b>Math-Applied Problems</b>	<b>99</b>	<b>48</b>
<b>Math-Quantitative Concepts</b>	<b>100</b>	<b>50</b>
<b>WRITTEN EXPRESSION</b>		
<b>Writing-Fluency</b>		
<b>Writing Samples</b>		
<b>SPELLING</b>		



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**Areas of Evaluation  
Student Observation****Assessment Summary:**

The following was written by Barbara Day, School Psychologist, on 10-3-13. RaShaan was observed in his first class of the day, a 9th grade World History class for approximately 45 minutes on 10-3-13 by Barbara Day, School Psychologist. Ms. Day was in place at the rear of the classroom at the time of the first bell, at 7:25 am. RaShaan entered shortly thereafter and took his seat, and was in his seat, with his notebook out at the time of the final bell at 7:30am. The teacher took attendance, and students, including RaShaan, talked quietly and appropriately with seatmates, until the teacher called for attention at approximately 7:35am. For the next 10 minutes the teacher spoke at the front of the classroom, and reviewed the past assignment which focused on ancient religions. During this time RaShaan appeared to be engaged in the teacher's presentation, took notes (or wrote on the assignment being reviewed) and made low-voice comments to his seatmate. RaShaan also moved about during this segment, and at one point was leaning back in his chair, so that only the two rear chair legs were on the floor. He was also observed to rub his eyes and yawn and stretch occasionally, as he was apparently still waking up for this very early morning class.

At approximately 7:45 am the teacher divided the students into groups, and RaShaan moved to his group as instructed, without incident. At this point, the four male students and one female in the group appeared to choose RaShaan as a note taker. During the 10 minute or so review, RaShaan was observed to interact appropriately with all of the group, to write and review the material as instructed, and he appeared to be making a few jokes, to which the students laughed appropriately. At the end of the review period the teacher called the students to attention and asked RaShaan and another student to go to the front of the class and discuss the assignment. RaShaan was the first to present the discussion to the class, which he did appropriately, and was accurate in his presentation. It should be noted that the other student who was presenting immediately following, and who was standing next to him, is a deaf and hard of hearing student, who signed her presentation and her DHH adult Interpreter voiced her statements. During this time RaShaan turned and watched the student, and as he was standing in front of the room, he set a positive example to the class by being courteous and engaged as the DHH student presented.

Two other groups presented following the first presentation, and RaShaan was observed to be polite and engaged. He continued to make quiet remarks to his team, but appeared engaged. A few minutes after 8:00 the teacher called the students to attention again and reviewed the next task for the day. At this time RaShaan became distracted, and got up from his desk, retrieved a crumpled paper near the trash can, and then returned to his seat and threw the paper at the trash can (about 6 ft. away), apparently making the basket. He and his team mates smiled and nodded at each other, but the teacher, who was still speaking at the front of the class, about 10 ft. from RaShaan, and on the far side of the trash can, ignored his behavior and kept talking. RaShaan re-oriented to the first assignment page, and appeared to be scribbling on the paper (possibly shading in a figure), but stopped when the teacher started handing out the new assignment to the group. RaShaan took the new assignment and started to review it, as did other members of the group. At this time the observation was ended, at approximately 8:12am.

Summary: Throughout the observation RaShaan demonstrated appropriate on-task behavior for the majority of the time. He also demonstrated good social skills, and appears to have a good relationship with the teacher and student members of the class. He was sometimes active in his seat (leaning back, yawning) but was not distracting to others. At one time he got up from his seat, and then threw a paper to the waste basket, but again, was not disruptive to class, and the teacher ignored his behavior. As RaShaan was yawning and stretching, it appeared that he was tired, and perhaps not fully awake for this very early morning class.

**Conclusions from observations:**

Observation results appear to be reliable.

**Significant Findings:**

The following was written by Barbara Day, School Psychologist, on 10-3-13. RaShaan was observed in his first class of the day, a 9th grade World History class for approximately 45 minutes on 10-3-13. RaShaan was on time and appropriately seated at the start of class. Throughout the observation RaShaan demonstrated appropriate on-task behavior for the majority of the time. He also demonstrated good social skills, and appears to have a good relationship with the teacher and with student members of the class. He was sometimes active in his seat (leaning back, yawning) but was not distracting to others. At one time he got up from his seat, and then threw a paper to the waste basket, but again, was not disruptive to class, and the teacher ignored his behavior. As RaShaan was yawning and stretching, it appeared that he was tired, and perhaps not fully awake for this very early morning class.

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**Areas of Evaluation  
Student Observation**

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**Adverse Impact:** Although RaShaan appeared to be sleepy, he was appropriate and engaged in the class, and there appears to be no adverse impact with regard to classroom behavior.

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**Areas of Evaluation  
Age Appropriate Transition Assessment**

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**Needs**

Age Appropriate Transition statements entered by Pam Hamilton, M.Ed., School Psychologist, on 10/14/2013, from data gathered from student interview and parent input.

According to the results of the BASC-2 Self-Report, RaShaan needs to work on strategies to control his anger and improve interpersonal relations. According to his mother, RaShaan worries about his future and has social anxiety.

**Strengths**

RaShaan can be very personable. He likes animals and works well with younger children. In the past he has done odd jobs such as baby-sitting and mowing lawns.

**Preferences**

When he graduates, RaShaan would like to work in a store, such as WinCo, and have his own apartment with a friend or two. He would like to be able to "do his own thing".

RaShaan has also considered being a police officer. He would like to do a ride-along some time.

**Interests**

RaShaan is very interested in football; when he plays football, he feels like he is on top of the world. He would like to be on the team now, but feels that because he spent the summer in Oregon, and was not able to participate in workouts, that is why he wasn't allowed on the team this year. In the past, being on the football team has been the motivation for him to keep his grades up.