



# Strong Prong 2

## That Supports Eligibility Decisions

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# Objectives

- Participants will be able to describe why Prong 2 is necessary in determining eligibility for special education services.
- Participants will be able to ascertain components necessary for comprehensive Prong 2 data.





# Alabama Administrative Code



(2) **Special Rule.** The public agency shall ensure that:

Prong 1

(a) Prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and

Prong 2

(b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, was provided to the child's parents.





Why does it  
matter?



## *The Plain Language of Special Education*

**To ensure that underachievement in a child suspected of having a disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation:**

- (a) Prior to, or as a part of the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
- (b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal intentional assessment of student progress during instruction, was provided to the child's parents.

(AAC, 290-8-9.01(2))







It is through the discussion of data that the team can determine if the child's disability is having an adverse effect on educational performance.







# Does the disability have an adverse effect on educational performance?

- The Individual Education Program (IEP) Team needs to determine how the skill areas affected by the disability are impacting the child's educational performance.
- A comparison between the child's current skill levels and the skill levels appropriate for their current age/grade level would be one indication of educational impact.
- State/district wide assessment data, baseline data, progress monitoring data, data collected in Response to Intervention (RtI) are sources for determining educational impact.



## When is Prong 2 required?

**For initial referral evaluations**, the public agency will provide data that demonstrates the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.



### Exception

**AAC 290-8-9.01(4)** *This rule may be waived for a child who has severe problems that require immediate attention, for three- and four-year olds, for five-year olds who have not been in kindergarten, for children with articulation, voice, or fluency problems only, for children with a medical diagnosis of traumatic brain injury, and for a child who has been referred by his or her parents.*



## When is Prong 2 required?

**For all reevaluations**, the public agency will document that instruction was delivered by qualified personnel.

**Additionally required for Specific Learning Disability (SLD) consideration** is data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.



PRONG 2



# Compliance Verification Forms (CVF)\*

Autism, Deaf-Blindness, Developmental Delay, Emotional Disability, Hearing Impairment, Intellectual Disability, Orthopedic Impairment, Other Health Impairment, Multiple Disabilities, Speech Language Impairment, Traumatic Brain Injury, Visual Impairment

\*excluding Specific Learning Disability

Required for initial evaluation

The following information must also be included on the eligibility report:

**For Initial Evaluation**

**Prong 1**

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| Documentation that the child was provided appropriate instruction in regular education settings | <input type="checkbox"/> | <input type="checkbox"/> |
| Documentation that instruction was delivered by qualified personnel                             | <input type="checkbox"/> | <input type="checkbox"/> |

**Prong 2**

- |   |                          |                          |
|---|--------------------------|--------------------------|
| Data-based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction | <input type="checkbox"/> | <input type="checkbox"/> |
| Documentation above was provided to the parent  | <input type="checkbox"/> | <input type="checkbox"/> |

**At Every Reevaluation**

- |   |                          |                          |
|---|--------------------------|--------------------------|
| Documentation that instruction was delivered by qualified personnel | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|



# Specific Learning Disability (SLD) CVF



**COMPLIANCE VERIFICATION FORM**  
**Specific Learning Disability**

**11-2 AAC Criteria**  
 Student's Name \_\_\_\_\_ Reviewer \_\_\_\_\_ Date \_\_\_\_\_

Specific Learning Disability Evaluation Requirements	EVAL		ELIG RPT			COMMENTS
	YES	NO	YES	NO	N/A	
1. Vision Screening P _____ F _____ Follow-up _____ Hearing Screening P _____ F _____ Follow-up _____						
2. Documentation of Specific Learning Disability: (a) <b>Severe Discrepancy Option.</b> 1. Individual Intelligence Test.						
2. Individual Achievement Test(s) (i) Total Test Score (Total Achievement, Total Math, Total Reading, Total Written Expression) or (ii) Two composite scores in the same area of suspected disability on two different achievement tests, or Two Subtest Scores in the same area of suspected disability or two different achievement tests and/or skill deficit). Score must be 16 or greater.						
(b) <b>Response to Intervention Option.</b> 1. Instructional Strategies used and student-centered data collected. 2. Documentation that the child's parents were notified: (i) Amount and nature of student performance data that would be collected and the general education services that would be provided. (ii) Strategies for increasing the child's rate of learning. (iii) Parent's right to request an evaluation.						
(c) <b>Patterns of Strengths and Weaknesses.</b> Documentation of a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.						
3. Documentation that the existence of specific learning disability is not the result of a visual, hearing, or motor disability; intellectual disability; emotional disability; cultural factors; environmental or economic disadvantage or limited English proficiency. <b>Such documentation must include but is not limited to:</b>						
(a) Adaptive Behavior Scale (to rule out Intellectual Disability as the primary cause).						
(b) Behavior Rating Scale (to rule out Emotional Disability as the primary cause).						
(c) Environmental Cultural Economic Concerns checklist.						
(d) Other.						
4. Data that demonstrates that the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.						
5. Observation: Routine Classroom Instruction/and monitoring of the child's performance <b>prior to referral.</b> or Academic Performance in the regular classroom <b>after referral.</b>  In the case of a child of less than school age or out of school, a member of the group determining eligibility must observe the child in an environment appropriate for a child of that age.						
6. Work samples in the area of difficulty.						

P1&2 embedded

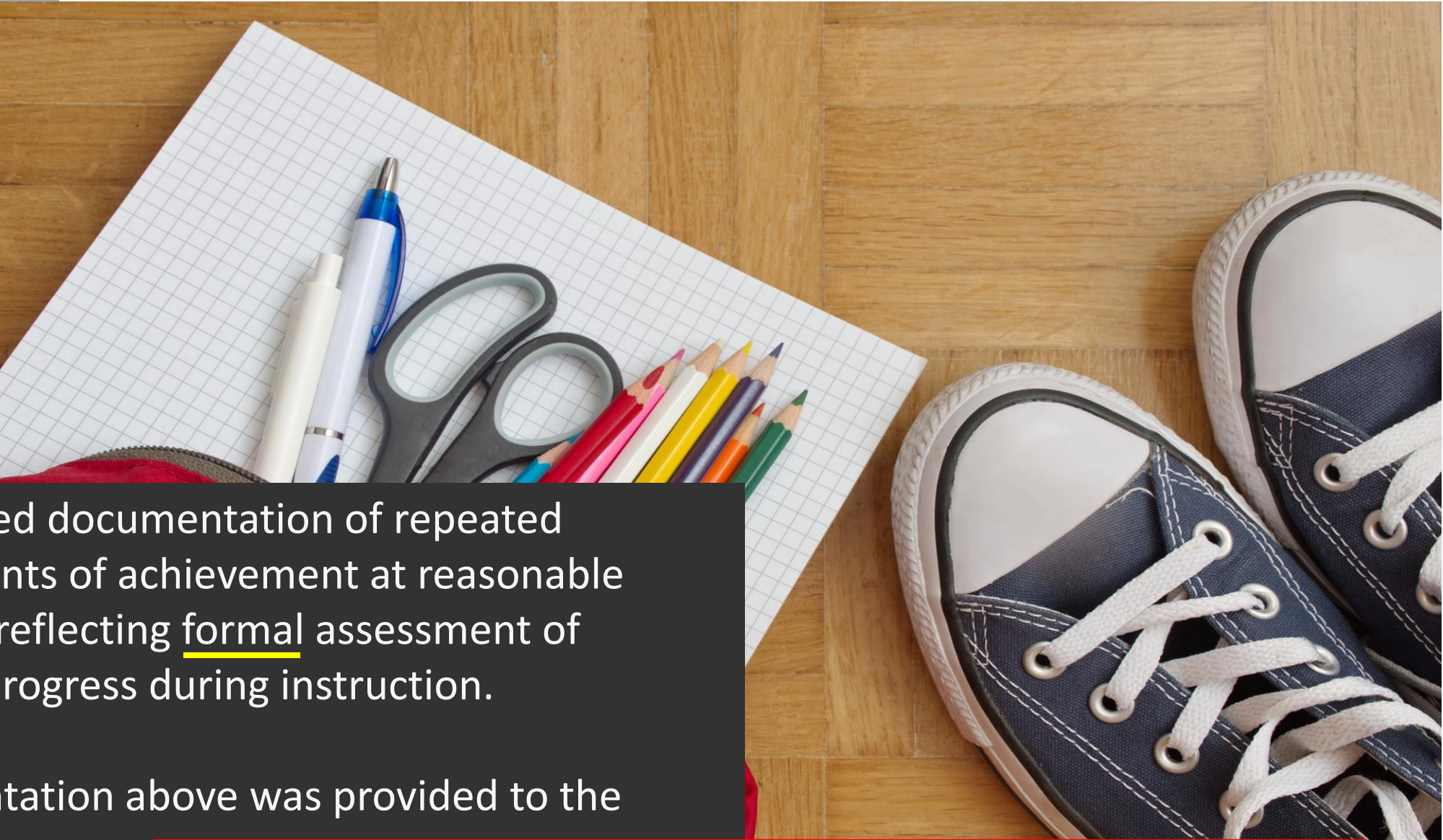
The statement embedded in the Compliance Verification Form demonstrates that Prongs 1&2 are required for

**ALL SLD evaluations:**  
**Initial referrals**  
**Reevaluations**

4. Data that demonstrates that the child was provided appropriate instruction in regular education settings, delivered by qualified personnel and **data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.**







Data-based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction.

Documentation above was provided to the parent.

This statement alone is not adequate Prong 2 documentation.



Collect and cite evidence that supports the Prong 2 statement

Data-based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction. Documentation was provided to the child's parent.





# Evidence supporting Prong 2 should have 3 parts:



## REPEATED ASSESSMENTS

Evidence should include the name, scores, and basic description.

- Computer-based intervention assessments
- Timed reading probes
- Progress monitoring probes
- Computation probes
- Phonics probes

Assessments commonly used are DIBELS, Edgenuity, STAR, Scantron, iReady, ACAP Summative, Aimsweb, AR, Classworks



## REASONABLE INTERVALS

Evidence should specify progress monitoring intervals.

Include dates/timeframes

- Month/year; fall/20XX
- Every three weeks



## PROVIDED TO PARENT

Evidence should include a statement that explains the parents were provided these assessment results.





Sarah's data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of her progress during instruction, was provided to her parent following each assessment administration.

- ABC Reading: (April, 2022) WRF-35, Intensive  
(September, 2022) WRF-24, Intensive  
(January, 2023) WRF-37, Strategic



Are repeated assessments of achievement named/described?



Are the timing intervals noted?



Is there information regarding the parent being sent the results?





Prior to, *or as part of*, the referral process, the child is provided intervention strategies by qualified personnel in regular education settings and monitored by Rtl for an appropriate period of time.



# *The Plain Language of Special Education*

## **Prong 2. Required Assessments to Parents**

Data-based documentation of repeated assessments of achievement at reasonable intervals is required to determine that underachievement is not due to lack of appropriate instruction in reading or math. Progress monitoring tools are effective in meeting this requirement.

Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction.

“Instructional models vary in terms of the frequency and number of repeated assessments that are required to determine a child’s progress.” (Comments, 34 C.F.R. § 300.309, page 46657)

Details of the objective and systematic process utilized to document the child’s progress, including the intervals at which parents were provided information must be recorded on the eligibility report. These details might include the name of the progress monitoring tool, the intervals at which data was collected, and the intervals at which progress was reported to parents.



DATE

Date: 9/15/21 COUNT TO 100 Percentage Correct: 38/100 38%

out loud

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16 ✓	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40 ✓
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

%

DATE

Date: 10/13/21 Percentage Correct: 98%

w/ 100s Chart \* [redacted] Noted 2 errors

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

%

DATE

Date: NOV 15 2021 Percentage Correct: 38/100 38%

out loud

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

%

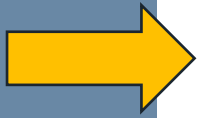
Counting to 100 data collection

9/15/21: out loud 38/100 38%  
 10/13/21: with chart 98/100 98%  
 11/15/21: out loud 38/100 38%



Report to parent information





### Two-digit addition

$\begin{array}{r} 59 \\ +14 \\ \hline \end{array}$	$\begin{array}{r} 53 \\ +26 \\ \hline \end{array}$	$\begin{array}{r} 63 \\ +36 \\ \hline \end{array}$	$\begin{array}{r} 47 \\ +22 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ +83 \\ \hline \end{array}$
--	--	--	--	--

Date \_\_\_\_\_ Total Correct \_\_\_/5 Percentage \_\_\_\_% Date to parent \_\_\_\_\_



$\begin{array}{r} 25 \\ +18 \\ \hline \end{array}$	$\begin{array}{r} 36 \\ +51 \\ \hline \end{array}$	$\begin{array}{r} 72 \\ +12 \\ \hline \end{array}$	$\begin{array}{r} 49 \\ +32 \\ \hline \end{array}$	$\begin{array}{r} 24 \\ +38 \\ \hline \end{array}$
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Date \_\_\_\_\_ Total Correct \_\_\_/5 Percentage \_\_\_\_% Date to parent \_\_\_\_\_



$\begin{array}{r} 28 \\ +33 \\ \hline \end{array}$	$\begin{array}{r} 45 \\ +67 \\ \hline \end{array}$	$\begin{array}{r} 68 \\ +49 \\ \hline \end{array}$	$\begin{array}{r} 28 \\ +55 \\ \hline \end{array}$	$\begin{array}{r} 63 \\ +31 \\ \hline \end{array}$
--	--	--	--	--

Date \_\_\_\_\_ Total Correct \_\_\_/5 Percentage \_\_\_\_% Date to parent \_\_\_\_\_



### TWO-DIGIT ADDITION

DATE \_\_\_ SCORE \_\_\_ SENT Parent \_\_\_\_\_

DATE \_\_\_ SCORE \_\_\_ SENT Parent \_\_\_\_\_

DATE \_\_\_ SCORE \_\_\_ SENT Parent \_\_\_\_\_



### Short a progress monitoring

9/15/21	0/15	0%
11/10/21	15/15	100%
3/16/22	7/15	46%



Parent report information

Student Name: [Redacted]

Short a: Test 1      Date: 9/15/21

man	van	fan	Sam	mat
-n	erg	0	fat	-at
Nat	sat	0	tan	0
rag	lag	sag	gas	gag

Total Correct: 0/15      Percentage: 0%

Short a: Test 2      Date: 11/10/21

cat	cab	fab	bag
had	mad	sad	bad
fad	pad	fad	cap
			can

Total Correct: 15/15      Percentage: 100%

Short a: Test 3      Date: 3/16/22

afternoon

sap	pan	wag	ax	fax
vat	van	lad	pad	sag
am	at	the	an	jam
		Ham		and

Total Correct: 7/15      Percentage: 46%



### Sight Word Assessment

going	dad	fly	think	stop	some	thank
walk	been	then	were	over	live	let
round	after	again	won't	stop	old	open
once	know	put	about	another	very	use
which	mom	every	before	each	funny	also
them	work	their	yours	house	much	first
any	these	rain	should	things	want	find
learn	know	word	which	high	great	more
good	over	very	give	eight	jump	write
wrong	purple	right	little	people	may	bought
friend	color	into	because	goes	don't	does
take	play	brown	pretty	often	yellow	some

#### SIGHT WORD PROBE

Date \_\_\_\_\_ Score \_\_\_\_\_ Sent to Parent \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_ Sent to Parent \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_ Sent to Parent \_\_\_\_\_

Date \_\_\_\_\_ Score \_\_\_\_\_ Sent to Parent \_\_\_\_\_



DATE → Date \_\_\_\_\_ SCORE → /84 Percenta PARENT → to Parent \_\_\_\_\_

DATE → Date \_\_\_\_\_ SCORE → /84 Percenta PARENT → to Parent \_\_\_\_\_

DATE → Date \_\_\_\_\_ SCORE → /84 Percenta PARENT → to Parent \_\_\_\_\_

DATE → Date \_\_\_\_\_ SCORE → /84 Percenta PARENT → to Parent \_\_\_\_\_







**Area of Assessment: Documentation of Appropriate Instruction – Prong II**

**Assessment: Data-based documentation of repeated assessments provided to the parents**

**Date: 1/05/2022**

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**Standard Scores (Total): N/A**

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**Other: Parent reports were sent by the school as notification of progress each 4 ½ weeks. Student reports cards are issued every 9 weeks. Results of local and state assessments were provided to parents when administered.**

**Scantron Mathematics: 9/14/2021-2269 (56%); 5/4/2021-2319 (66%); 12/18/2020-2154 (46%); 9/18/2020-2041 (50%)**

**DIBELS ORF, Words Correct: 5/14/2021-90 (Intensive); 12/15/2020-68 (Intensive); 9/15/2020-65 (Intensive); 5/15/2020-75 (Intensive)**

**Student has made limited to no progress towards goal attainment with a Tier 3 RTI plan targeting sight words.**



Area of Assessment: Documentation of Appropriate Instruction – Prong II

Date: 12/12/2021

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Assessment: Data-based documentation of repeated assessments provided to the parents

Standard Scores (Total): NA

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**Other Scores:**

**Reading Goal: By May 2022, Sarah will be able to retell important events that occur in a story with 80% accuracy in 6/8 trials.**

Methods of measuring: Through a probe of work samples and data collection

Data: 8/23- 100%; 9/6- 70%; 10/16- 70%; 10/29- 80%; and 11/12- 70%

Dates sent to parents: 9/13; 10/18; 11/15

**Math Goal: By May 2022, Sarah will be able to solve basic subtraction facts up to 20 with 80% accuracy in 6/8 trials.**

Methods of measuring: Through a probe of work samples and data collection

Data: 8/23 100%; 9/6 95%; 9/30 100%; 10/16 100%; 10/29 95% 11/12 100%

Dates sent to parents: 8/25; 10/30; 11/15



Keep data collection accessible to referral/reevaluation teams.

- Data card that follows each student every year
- Give special education personnel access to computer-based progress monitoring log-ins
- Establish good relationships between general education, Rtl, and special education teams



Prongs 1&2 help the IEP Team answer critical questions at eligibility meetings.

District/state-wide assessments, computer-based progress monitoring programs, RtI data collection, including classroom probes may be used as evidence.

Prong 2 evidence has 3 components:

- Repeated assessments of achievement
- Reasonable intervals
- Parent provided information

Data may be collected during the referral process.

Reevaluation Prong 2 is only required for SLD exceptionality.

\* If LEA requires Prong 2 on all evaluations, it must be complete with all three components.





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