



## MOISD Guidance for Determining Extent of Adverse Impact on Educational Performance

### OTHERWISE HEALTH IMPAIRMENT

Data Source	Minimal Impact	Mild Impact	Moderate Impact	Severe Impact
Achievement: Benchmark measures, District Wide Assessments , Curriculum Based Measures	25 <sup>th</sup> percentile or above	10 <sup>th</sup> to 24 <sup>th</sup> percentile	6 <sup>th</sup> to 9 <sup>th</sup> percentile	Below 6 <sup>th</sup> percentile
Achievement: Individualized Norm Referenced Assessment (e.g. KTEA-3)	25 <sup>th</sup> percentile or above	10 <sup>th</sup> to 24 <sup>th</sup> percentile	6 <sup>th</sup> to 9 <sup>th</sup> percentile	Below 6 <sup>th</sup> percentile
Achievement: Report Card	All Grades: A, B, C, satisfactory or secure	All Grades: D or better, progressing or developing	Passing some classes but 1 or 2 E, needs improvement	Mostly D, E, needs improvement, unsatisfactory
State/District Assessments	25 <sup>th</sup> percentile or above	10 <sup>th</sup> to 24 <sup>th</sup> percentile	6 <sup>th</sup> to 9 <sup>th</sup> percentile	Below 6 <sup>th</sup> percentile
Behavior Rating Scales	Scores primarily in the Average range	At-Risk in a few areas	At-Risk in multiple areas	Clinically Significant
Structured Classroom Observation	Similar to typical same gender classmates	Mildly different maybe periodic differences from same gender classmates	Over 50% of observation different from same gender classmates	Over 75% of observation different from same gender classmates
Disciplinary History	No office referral or 1 minor referral	2-4 minor office referral	5 or more minor office referrals, or 1-2 major office referrals	3 or more major office referrals
Attendance log related to medical diagnosis	0-10 days absent per school year	10-20 days absent per school year	20-28 days absent per school year	Over 28 days absent per school year
Access to the General Education Curriculum	Health problem does not interfere with day-to day functioning and learning	Health problem may interfere with learning due to occasional episodes or crises	Health problem consistently limits opportunity to participate in activities and interferes with learning	Health problem severely interferes with participation and learning and may require medical care

**\*An eligibility for Otherwise Health Impaired requires a medical diagnosis before proceeding to the rubric.**

A recommendation for special education eligibility may be considered only when the adverse impact on education performance is moderate or severe. Typically, three or more boxes would be checked in the moderate and/or severe categories. Professional judgment is required. A preponderance of data is needed to determine the extent of the health problem's adverse impact on educational performance.

