

Elementary

Student	[REDACTED]	
Student ID	[REDACTED]	Initial Evaluation
Date Of Birth	[REDACTED]	
Attending School	[REDACTED] Elementary	
Grade	04	
Meeting Date	23-FEB-[REDACTED]	
Proposed Eligibility	Specific Learning Disabilities	

As a part of the evaluation, were vision and hearing assessed?

☒ Yes

Other Vision Screening Date:

Other Vision Screening Results:

Other Hearing Screening Date:

Other Hearing Screening Result:

Screening: Hearing Date: 04-NOV-2014 Result: Pas

Screening: Vision Date: 07-OCT-2015 Result: s

Comments: GLASSES	Pas
	S

Medical History

☒ Not required for the eligibility category under consideration.

Medical Report Date

Reported by:

Relevant information from medical history:

Specific syndromes documented by the medical history:

☐ No syndromes documented.

Developmental History

☒ Developmental history is not required for the eligibility category under consideration.

Developmental History Date:

Developmental history reported by (respondent):

Developmental history taken by:

Relevant information from developmental history:

Disability Specific Evaluation Criterion

For: [REDACTED]

Specific Learning Disabilities Evaluation Criterion

Observation

- ☒ The student was observed in his/her learning environment (including the regular classroom setting) to document academic performance and behavior in the areas of difficulty.

The observation was conducted by: [REDACTED] /Resource Teacher

Observation Date: 1 [REDACTED]

Observation Setting: General Education Classroom

Summary of the relevant behavior noted during the observation of the student and the relationship of that behavior to the student's academic functioning:

A fifteen minute observation was done during independent work in math. [REDACTED] was on task 90% of the observation. She was off task 10% of the observation talking to her neighbor.

Other relevant information (such as specialized materials, student's focus and participation in instruction, amount of teacher attention paid to target student when compared to peers)

- ☐ The team determined observation of the student in his/her learning environment was not sufficient to determine CONTINUED eligibility for special education.

This section is where the Instructional Strategies or interventions that correspond to the potential areas of specific learning disability are documented.

Description of the instructional strategies provided to [REDACTED]

Area of Instructional Strategy(s): Reading

Overall duration of the monitored instructional strategy (intervention): 1 quarter

Description of the Instructional Strategy(s):

- ☒ General Intervention(s)

Briefly describe/specify small group instruction

- ☒ Targeted/Intensive Instructional Strategy(s)

Briefly describe/specify Star tutoring with an adult

- ☐ Specialized Instruction

Briefly describe/specify

Description of [REDACTED] response to the specific instructional strategy(s):

- ☐ [REDACTED] achieves adequately for her age.

- ☒ [REDACTED] does not achieve adequately for her age.

- ☐ [REDACTED] progress is sufficient for her age or grade level standards.

- ☒ [REDACTED] progress is not sufficient for her age or grade level standards.

Math

Area of Instructional Strategy(s):

Overall duration of the monitored instructional strategy (intervention): 1 q

Description of the Instructional Strategy:

- ☒ General Intervention(s)

Briefly describe/specify small group instruction

- ☒ Targeted/Intensive Instructional Strategy(s)

Briefly describe/specify one-on-one tutoring with an adult

- ☐ Specialized Instruction

Briefly describe/specify

Description of [REDACTED] response to the specific instructional strategy(s):

The student's response to the instructional strategy supports, in part, the need for specially designed instruction (SDI). Adequate achievement for age or grade level standards does not support the need for SDI, insufficient achievement for age or grade level standards might warrant SDI.

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For: [REDACTED] [REDACTED]

- ☐ [REDACTED] achieves adequately for her age.
- ☒ [REDACTED] does not achieve adequately for her age.
- ☐ [REDACTED] progress is sufficient for her age or grade level standards.
- ☒ [REDACTED] progress is not sufficient for her age or grade level standards.

Area of Instructional Strategy(s):

Overall duration of the monitored instructional strategy (intervention):

Description of the Instructional Strategy:

- ☐ General Intervention(s)
Briefly describe/specify
- ☐ Targeted/Intensive Instructional Strategy(s)
Briefly describe/specify
- ☐ Specialized Instruction
Briefly describe/specify

Description of [REDACTED] response to the specific instructional strategy(s):

- ☐ [REDACTED] achieves adequately for her age.
- ☐ [REDACTED] does not achieve adequately for her age.
- ☐ [REDACTED] progress is sufficient for her age or grade level standards.
- ☐ [REDACTED] progress is not sufficient for her age or grade level standards.

Instructional Considerations for initial evaluation:

Did the team consider data that demonstrate that prior to, or as part of, the referral process, [REDACTED] was provided appropriate instruction in regular education settings, delivered by qualified personnel?

- ☒ Yes
- ☐ Not Applicable this is a re-evaluation
- ☐ Not Applicable [REDACTED] initial eligibility was determined out-of-state prior to moving to Davis School District.

Was data-based documentation of repeated assessments of achievement, at reasonable intervals reflecting formal assessment, of student progress provided to [REDACTED] parents?

- ☒ Yes
- ☐ Not Applicable this is a re-evaluation
- ☐ Not Applicable [REDACTED] initial eligibility was determined out-of-state prior to moving to Davis School District.

Are [REDACTED] learning problems primarily the result of:

A visual, hearing, or motor disability?

- ☒ No
- ☐ Yes

An intellectual disability?

- ☒ No
- ☐ Yes

An emotional disturbance?

- ☒ No
- ☐ Yes

Cultural Factors?

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For: [REDACTED] [REDACTED]

☒ No
☐ Yes

An environmental or economic disadvantage?

☒ No
☐ Yes

Information from Parents:

Assessment Results

Area of Assessment: Academic

Assessment Name:	Kaufman Test of Educational Achievement 3rd Ed.	Date:	22-Jan
Score Type:	Standard Score		
Subtest/Scale Name:	Math Computation	Date:	22-JAN-2016
Score Type:	Standard Score	Score:	95 Average
Subtest/Scale Name:	Math Concepts and Applications	Date:	22-JAN-2016
Score Type:	Standard Score	Score:	81 Below Average
Subtest/Scale Name:	Reading Comprehension	Date:	22-JAN-2016
Score Type:	Standard Score	Score:	80 Below Average
Subtest/Scale Name:	Written Expression	Date:	22-JAN-2016
Score Type:	Standard Score	Score:	95 Average
Subtest/Scale Name:	Letter and Word Recognition	Date:	22-JAN-2016
Score Type:	Standard Score	Score:	97 Average

Summary:

Area of Assessment: Academic

Assessment Name:	DIBELS	Date:	23-Jan
Score Type:	Standard Score	Score:	96

Summary: 96 correct words per minute on a fourth grade reading passage.

Area of Assessment: Academic

Assessment Name:	SRI	Date:	23-Jan
		Score:	730 below proficient

Summary:

Area of Assessment: Academic

Assessment Name:	NBT.3 Standard Math Test	Date:	17-Sep
		Score:	40%

Summary:

Area of Assessment: Intellectual/Cognitive

Assessment Name:	WISC-5	Date:	02-Feb
Score Type:	Standard Score	Score:	83 Low Average
Subtest/Scale Name:	General Ability Index	Score:	76 Very Low
Subtest/Scale Name:	Cognitive Proficiency Index	Score:	102 Average

Summary: The WISC-V is an individually administered, comprehensive instrument for assessing the intelligence of children 6 to 16. It provides composite scores representing intellectual functioning in specific cognitive domains, as well as composite score that represents general intellectual ability (i.e. a Full Scale IQ). The results of this assessment are standardized such that the mean is 100

For: [REDACTED] [REDACTED]

and the standard deviation is 15.

[REDACTED] was administered this assessment as a component of a special education evaluation. [REDACTED] presented as a polite young student who demonstrated an open attitude, but was quick to give up on tasks that were challenging, especially those that she was not able to work on independently.

[REDACTED] obtained a Full Scale IQ score of 83, which corresponds to a percentile rank of 13. This score falls in the Low Average Range, indicating that when compared to peers, [REDACTED] will likely present as having lower cognitive ability and greater difficulty in acquiring or applying information and using reasoning to solve problems. This score is based on a variety of subtests, each measuring various constructs of intelligence. [REDACTED] demonstrated consistent scores across all domains. Specifically, she obtained the following composite scores and ranges:
Verbal Comprehension (SS=78, Very Low): verbal concept formation and abstract reasoning with respect to word knowledge, as well as expressive and receptive language.
Visual Spatial Processing (SS=114, High Average): the ability to analyze and synthesize abstract visual stimuli, spatial reasoning, mental rotation, and nonverbal concept formation.
Fluid Reasoning (SS=72, Very Low): information processing and problem solving that is driven by inductive reasoning and conceptual thinking.
Working Memory (SS=85, Low Average): short-term memory with the added components of manipulation, sequential processing, and cognitive flexibility.
Processing Speed (SS=116, High Average): decision-making speed and the ability to complete visual-motor tasks efficiently.
Quantitative Reasoning (SS=85, Low Average): capacity to perform mental math operations and comprehend abstract relationships.
Auditory Working Memory (SS=92, Average): ability to register, maintain, and manipulate verbally presented information.
Nonverbal Index (SS=95, Average): general intellectual functioning with minimized expressive language demands.
General Ability (SS=76, Very Low): general intelligence that is less impacted by working memory and processing speed.
Cognitive Proficiency (SS=102, Average): efficiency of processing cognitive information in service of learning, problem-solving, and higher-order reasoning.

This cognitive profile reveals significant scatter across cognitive abilities, with significant discrepancies between verbal reasoning, novel problem solving, spatial reasoning, and processing speed. Specifically, verbal comprehension and fluid reasoning were found to represent weaknesses for [REDACTED] while visual spatial skills and processing speed emerged as cognitive strengths. In the educational environment, this cognitive profile may appear as a student can complete tasks very quickly, especially those which are spatially based. However, this may present a false impression of [REDACTED] and her core cognitive ability, especially when confronted by novel problems or complex items with verbal loading. Given [REDACTED] attention, concentration, and degree of cognitive scatter, no single index score obtained from this assessment is considered a valid estimate of her true cognitive ability; however, it is believed that the General Ability Index is an accurate representation of her reasoning and ability to handle difficult material or concepts, while her Cognitive Proficiency may artificially inflate perceptions of her cognitive skills.

Cultural, Instructional and Linguistic Considerations

Identify the data sources that substantiate the team's decision:

☐ Attendance Records

☒ District/State-Wide Assessment

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For: [REDACTED] [REDACTED]

- ☐ Home Language Survey
- ☐ Information from Parents
- ☒ Instructional Strategy(s)/Intervention Data
- ☐ Primary Language Evaluation
- ☐ Registration Information
- ☐ Other source(s) of information (describe)

1. Second language acquisition and cultural factors were considered and:
 - ☐ were found to be the primary influence on [REDACTED] educational performance.
 - ☒ were NOT found to be the primary influence on [REDACTED] educational performance.
2. Is limited English proficiency the primary factor in determining eligibility?
 - ☐ Yes
 - ☒ No
3. Is a lack of instruction in reading or math the primary factor in determining eligibility?
 - ☐ Yes
 - ☒ No

Based on concerns identified by at-risk documentation, referral and evaluation, the team determines the POSSIBLE primary disability for [REDACTED] is: SPECIFIC LEARNING DISABILITIES.

Primary Disability Eligibility Considerations

Specific Learning Disabilities Eligibility Considerations and Documentation

The basis for making this determination is the identification of a severe discrepancy between intellectual ability and achievement.

The relevant behavior noted during the observation of the student and the relationship of that behavior to the student's academic functioning is described in the evaluation summary above.

4. Are there educationally relevant medical findings?
 - ☒ No
 - ☐ Yes
5. Does [REDACTED] achieve adequately for her age?
 - ☒ No
 - ☐ Yes
6. Does [REDACTED] make sufficient progress for age or state-approved grade-level standards?
 - ☒ No
 - ☐ Yes

7. Identify the information the team used to answer questions 5 and 6: (scores reported above). Use CURRENT (from the past 90 school days) and previous data.

A. Assessments that demonstrate [REDACTED] achievement and the severity of her needs

- ☒ Standardized Academic Measures
- ☒ Measure(s) of Cognitive Achievement
- ☐ Standardized Language Assessments
- ☐ Other

B. Assessments that demonstrate the intensity of the impact upon [REDACTED] educational outcome(s)

- ☒ Norm-Referenced Measures (DIBELS, Maze Passages, QRI)
- ☒ State and District measures of progress (SAGE, 1ST/2ND GRADE TESTS)

For: [REDACTED] [REDACTED]

- ☐ Outcome of Instructional Strategy documented above
- ☐ Other

8. Academic Achievement - Identification of Possible Weakness

Based on evaluation and assessment the team determined the student demonstrates:

- ☐ No specific academic weakness.
- ☐ One (or more) standard scores at or below 80 (below the 10th percentile) on an approved academic measure.
- ☐ One (or more) standard scores between 81 and 85 on an approved academic measure and have supplementary information that supports the existence of an academic weakness in the same area(s).

9. Psychological Processes Comparison - Strengths

Based on evaluation and assessment the team determined the student demonstrates:

- ☐ No significant strength in psychological processes.
- ☐ One (or more) standard score(s) above 90 (the 25th percentile) on an approved intellectual/cognitive or language measure.
- ☐ As calculated by the formula within the published scoring manual, table or scoring software at the statistically significant level (at least 0.05 level).
- ☐ Have one (or more) index scores which are 9 or more points higher than the lowest standard score.
- ☐ A strength in one or more psychological process via another method. If this method was used, provide a detailed description and rationale for this process.

Detailed description and rationale for the alternate method to identify a cognitive strength.

10. Psychological Processes Comparison - Weaknesses

Based on evaluation and assessment the team determined the student demonstrates:

- ☐ No significant weakness in psychological processes.
- ☐ One or more standard scores at or below 80 (below the 10th percentile) on an approved intellectual/cognitive or language measure.
- ☐ One or more index scores that are 12 or more standard score points lower than the highest standard score on the same measure (or similar class of measure).
- ☐ One or more index scores that are 12 or more standard score points lower than the highest standard score on the same measure (or similar class of measure).

11. Statement of Relationship Between Academic and Psychological Process Weaknesses

- ☐ No significant pattern of strengths and weaknesses suggested.

If any of the data suggests a pattern of strengths and weaknesses, describe relationship between the identified weakness in academic and psychological processes.

If any of the data suggests a pattern of strengths and weaknesses, describe relationship between the identified weakness in academic and psychological processes.

12. Identification of Area(s) of Impairment in Basic Psychological Process(es) (check all that apply):

- ☐ No impairment in basic psychological processes exists.
- ☐ Associative Memory
- ☐ Auditory Processing
- ☐ Cognitive Efficiency (including working memory and processing speed)
- ☐ Fluid Reasoning
- ☐ Language (receptive, expressive)
- ☐ Long Term Memory Storage and Retrieval (including rapid automatic naming)
- ☐ Phonological Awareness
- ☐ Quantitative Reasoning

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For: [REDACTED] [REDACTED]

- ☐ Verbal Reasoning
- ☐ Visual/Spatial Reasoning

13. [REDACTED] obtained scores that demonstrate a pattern of strengths and weaknesses the student's ability in one or more of the following areas of specific learning disability:

- ☐ Oral Expression
- ☐ Listening Comprehension
- ☐ Written Expression
- ☐ Basic Reading Skills
- ☐ Reading Fluency Skills
- ☐ Reading Comprehension
- ☐ Mathematics Calculation
- ☒ Mathematics Problem Solving
- ☐ No pattern of strengths and weaknesses exists.

Signature of each team member below certifies this report reflects his/her conclusion. If this report does not reflect the team member's conclusion, he/she must submit a separate statement presenting the member's information (attach statement to this report).

Eligibility Determination

Does this eligibility determination represent a change of eligibility category from the previous eligibility determination?

- ☐ No
- ☐ Yes
- ☒ NA - This is the initial eligibility determination.

Prior to this meeting, the [REDACTED] eligibility category was:

The rationale for the team to make this change in eligibility determination is based on the following factors:

Does the disability adversely affect [REDACTED] educational performance?

- ☐ No
- ☒ Yes

Does [REDACTED] require special education and/or related services for this disability?

- ☐ No
- ☒ Yes

Based on evaluation data from a variety of sources, the multidisciplinary team proposes the following action:

- ☐ [REDACTED] does not have a disability as defined by the Individuals with Disabilities Education Act (IDEA), that adversely affects educational performance and requires specialized instruction.
- ☒ [REDACTED] has a disability as defined by the Individuals with Disabilities Education Act (IDEA), that adversely affects educational performance and requires specialized instruction.

Eligibility category for special education: SPECIFIC LEARNING DISABILITIES

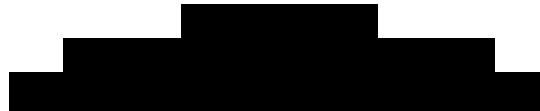
[REDACTED] have received and have protection under the Procedural Safeguards which were sent to you upon notice of [REDACTED] referral for evaluation. You may receive another copy of the Procedural Safeguards from the special education teacher. If you have any questions regarding this notice or the Procedural Safeguards, contact the Special Education Teacher or the Special Education Office at the District. Your signature below signifies receipt of your Procedural Safeguards and a copy of this Evaluation Summary and Eligibility Determination Report.

Eligibility Team Signatures

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Davis School District



Student Information

Student	[Redacted]	
Student ID	[Redacted]	
Date Of Birth	[Redacted]	
Attending School	[Redacted]	Re-Evaluation
Grade	09	
Meeting Date		
Proposed Eligibility	Specific Learning Disabilities	

General Evaluation Questions

As a part of the evaluation, were vision and hearing assessed?

☒ Yes

Other Vision Screening Date: 09-Nov-2010

Other Vision Screening Results: Pass

Other Hearing Screening Date: 24-Aug-2010

Other Hearing Screening Result: Pass

Screening: Hearing	Date: 02-DEC-	Result: Pas
Screening: Vision	Date: 2015	Result: s
	16-DEC-	Pas
	2015	s

Medical and Developmental History from a Qualified Health Professional

Medical History

☒ Not required for the eligibility category under consideration.

Medical Report Date

Reported by:

Relevant information from medical history:

Specific syndromes documented by the medical history:

☐ No syndromes documented.

Developmental History

☒ Developmental history is not required for the eligibility category under consideration.

Developmental History Date:

Developmental history reported by (respondent):

Developmental history taken by:

Relevant information from developmental history:

Disability Specific Evaluation Criterion

Specific Learning Disabilities Evaluation Criterion

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For: [REDACTED] [REDACTED]

Observation

- ☒ The student was observed in his/her learning environment (including the regular classroom setting) to document academic performance and behavior in the areas of difficulty.

The observation was conducted by: **Nancy Hammond/ Resource Teacher**

Observation Date: **05-Feb-2016**

Observation Setting: **Resource classroom**

Summary of the relevant behavior noted during the observation of the student and the relationship of that behavior to the student's academic functioning:

Based on teacher observation [REDACTED] uses his time wisely. [REDACTED] tries to stay caught up on general education assignments. [REDACTED] is willing to put the work in, it does take him longer to complete assignments. Last term [REDACTED] struggled to stay caught due to the fact he was using applied skills to stay caught in math.

Other relevant information (such as specialized materials, student's focus and participation in instruction, amount of teacher attention paid to target student when compared to peers, etc.)

- ☐ The team determined observation of the student in his/her learning environment was not needed to determine CONTINUED eligibility for special education.

If the team determined updated observation isn't necessary, complete the observation section with previous observation data and attach the observation data to the current evaluation summary report.

Description of the instructional strategies provided to [REDACTED]:

Math (calculation/problem solving)

Area of Instructional Strategy(s):

Overall duration of the monitored instructional strategy (intervention): **1 school year**

Description of the Instructional Strategy(s):

- ☒ General Intervention(s)

Briefly describe/specify **Use of a calculator,**

- ☒ Targeted/Intensive Instructional Strategy(s)

Briefly describe/specify

Extra help from resource math teacher during applied skills time (30-60 minutes a day)

- ☐ Specialized Instruction

Briefly describe/specify

Description of [REDACTED]'s response to the specific instructional strategy(s):

- ☐ [REDACTED] achieves adequately for his age.

- ☒ [REDACTED] does not achieve adequately for his age.

- ☐ [REDACTED]'s progress is sufficient for his age or grade level standards.

- ☐ [REDACTED]'s progress is not sufficient for his age or grade level standards.

Reading (basic, fluency, comprehension)

Area of Instructional Strategy(s):

Overall duration of the monitored instructional strategy (intervention):

long term (for students who are already eligible for special education services)

Description of the Instructional Strategy:

- ☐ General Intervention(s)

Briefly describe/specify

- ☐ Targeted/Intensive Instructional Strategy(s)

Briefly describe/specify

This section is where the Instructional Strategies or interventions that correspond to the potential areas of specific learning disability are documented.

The student's response to the instructional strategy supports, in part, the need for specially designed instruction (SDI). Adequate achievement for age or grade level standards does not support the need for SDI, insufficient achievement for age or grade level standards **might** warrant SDI.

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For: [REDACTED] [REDACTED]

☒ Specialized Instruction

Briefly describe/specify [Applied skills for reading comprehension](#)

Description of [REDACTED]'s response to the specific instructional strategy(s):

- ☒ [REDACTED] achieves adequately for his age.
☐ [REDACTED] does not achieve adequately for his age.
☒ [REDACTED]'s progress is sufficient for his age or grade level standards.
☐ [REDACTED]'s progress is not sufficient for his age or grade level standards.

Area of Instructional Strategy(s):

Overall duration of the monitored instructional strategy (intervention):

Description of the Instructional Strategy:

- ☐ General Intervention(s)
Briefly describe/specify
☐ Targeted/Intensive Instructional Strategy(s)
Briefly describe/specify
☐ Specialized Instruction
Briefly describe/specify

Description of [REDACTED]'s response to the specific instructional strategy(s):

- ☐ [REDACTED] achieves adequately for his age.
☐ [REDACTED] does not achieve adequately for his age.
☐ [REDACTED]'s progress is sufficient for his age or grade level standards.
☐ [REDACTED]'s progress is not sufficient for his age or grade level standards.

Instructional Considerations for initial evaluation:

Did the team consider data that demonstrate that prior to, or as part of, the referral process, [REDACTED] was provided appropriate instruction in regular education settings, delivered by qualified personnel?

- ☐ Yes
☒ Not Applicable this is a re-evaluation
☐ Not Applicable [REDACTED]'s initial eligibility was determined out-of-state prior to moving to Davis School District.

Was data-based documentation of repeated assessments of achievement, at reasonable intervals reflecting formal assessment, of student progress provided to [REDACTED]'s parents?

- ☐ Yes
☒ Not Applicable this is a re-evaluation
☐ Not Applicable [REDACTED]'s initial eligibility was determined out-of-state prior to moving to Davis School District.

Are [REDACTED]'s learning problems primarily the result of:

A visual, hearing, or motor disability?

- ☒ No
☐ Yes

An intellectual disability?

- ☒ No
☐ Yes

An emotional disturbance?

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For: [REDACTED] [REDACTED]

☒ No
☐ Yes
Cultural Factors?

☒ No
☐ Yes
An environmental or economic disadvantage?
☒ No
☐ Yes

Information from Parents:

Assessment Results

Area of Assessment: **Intellectual/Cognitive**

Assessment Name: Wechsler Intelligence Scale for Children - 4th ed.

Date: 14-Feb

Score Type: Standard Score

Subtest/Scale Name: Verbal Comprehension

Score: 100 Average

Subtest/Scale Name: Perceptual Reasoning

Score: 96 Average

Subtest/Scale Name: Working Memory

Score: 88 Low Average

Subtest/Scale Name: Processing Speed

Score: 80 Low Average

Subtest/Scale Name: Full Scale

Score: 90 Average

Subtest/Scale Name: GAI

Score: 99 Average

Summary: The Wechsler Intelligence Scale for Children 4-Fourth Edition (WISC-IV) is an individually administered test designed to measure a person's intellectual functioning and identify cognitive strengths and weaknesses with a variety of verbal, abstract/visual, reasoning, processing, and memory tasks.

The WISC-IV was administered by the School Psychologist, Kelly Douglass. Scores indicate that [REDACTED] is performing overall on an average level intellectually with a Full Scale score of 90. He is performing on an average level for Verbal Comprehension and Perceptual Reasoning, and a low-average level for Working Memory and Processing Speed. Due to the significant split between index scores, the General Ability Index (GAI) was computed (SS=99) and should be used when considering intellectual functioning. This score fell within the average range.

Scores on the individual subtests fell within the average range (scaled scores of 8-12) except for Digit Span and Coding which fell in the below average range.

During testing, rapport was established and [REDACTED] attempted all tasks given. He was cooperative and interested in tasks and demonstrated the ability to independently stay on task. As items became difficult, [REDACTED] was quick to give up, but with prompting he continued to try. This test may be considered a valid representation of [REDACTED]'s intellectual abilities.

Area of Assessment: **Academic**

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For: [REDACTED] [REDACTED]

Assessment Name: WJ III - Woodcock Johnson III	Date: 07-Feb
Score Type: Standard Score	Score: Average
Subtest/Scale Name: Basic Reading Skills	Date: 07-FEB-2013
Score Type: Standard Score	Score: 82 Below Average
Subtest/Scale Name: Reading Comprehension	Date: 07-FEB-2013
Score Type: Standard Score	Score: 83 Below Average
Subtest/Scale Name: Math Calculation	Date: 07-FEB-2013
Score Type: Standard Score	Score: 94 Average
Subtest/Scale Name: Math Reasoning	Date: 07-FEB-2013
Score Type: Standard Score	Score: 89 Borderline
Subtest/Scale Name: Written Expression	Date: 07-FEB-2013
Score Type: Standard Score	Score: 85 Borderline

Summary:

Area of Assessment: Academic

Assessment Name: Kaufman Test of Educational Achievement 3rd Ed.	Date: 07-Jan
Score Type: Standard Score	Score: 77-93 Average
Subtest/Scale Name: Math concepts and applications	Date: 07-JAN-2016
Score Type: Standard Score	Score: 79 Below Average
Subtest/Scale Name: Decoding composite	Date: 07-JAN-2016
Score Type: Standard Score	Score: 75 Below Average
Subtest/Scale Name: Math computation	Date: 07-JAN-2016
Score Type: Standard Score	Score: 77 Below Average
Subtest/Scale Name: Sound Symbol Composite	Score: 83 Below Average
Subtest/Scale Name: Reading Understanding Composite	Score: 87 Average
Subtest/Scale Name: Reading Comprehension	Score: 93 Average
Subtest/Scale Name: Reading Vocabulary	Score: 86 Average

Summary: [REDACTED] had standard scores that are in the below average to average range. [REDACTED] struggles with letter and word recognition and nonsense word decoding. Math is an area of weakness. [REDACTED] scored below average on math concepts and applications as well as math computation.

Area of Assessment: Intellectual/Cognitive

Assessment Name: Wechsler Intelligence Scale for Children - 5th ed.	Date: 25-Jan
Score Type: Standard Score	Score: 77 Full Scale IQ Score Very Low
Subtest/Scale Name: Verbal Comprehension Index	Date: 25-JAN-2016
Score Type: Standard Score	Score: 89 Low Average
Subtest/Scale Name: Visual Spatial Index	Date: 25-JAN-2016
Score Type: Standard Score	Score: 86 Low Average
Subtest/Scale Name: Fluid Reasoning Index	Date: 25-JAN-2016
Score Type: Standard Score	Score: 72 Very Low
Subtest/Scale Name: Working Memory Index	Date: 25-JAN-2016
Score Type: Standard Score	Score: 85 Low Average
Subtest/Scale Name: Processing Speed Index	Date: 25-JAN-2016
Score Type: Standard Score	Score: 83 Low Average

For: [REDACTED] [REDACTED]

Summary: The Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V) is an individually administered test designed to measure a person's intellectual functioning and identify cognitive strengths and weaknesses with a variety of verbal, visual/spatial, reasoning, processing, and memory tasks.

Rapport was easily established with [REDACTED]; he was friendly, talkative, and extremely well-mannered from the beginning of the first testing session. He remained focused and attentive throughout the testing sessions (two). [REDACTED] appeared to put forth his best effort on all of the test items. He was very pleasant; he smile and laughed quite often during the testing.

It is possible that [REDACTED] was anxious during the first testing session (although he didn't show it) because, in general, his scores went up during the second testing session. Generally, [REDACTED]'s scores are in the Average to Low Average ranges; however, a few of his scores are below average (particularly his Coding and Figure Weights subtest scaled scores, and his Fluid Reasoning Index score). Based on analysis of [REDACTED]'s scores, Fluid Reasoning is his area of weakness among the WISC-V Index areas, while the Figure Weights subtest is his area of weakness among the WISC-V subtests.

his Coding scaled score because Symbol Search is a significant strength for [REDACTED] between the two In computation of the Full Scale IQ Score, [REDACTED]'s Symbol Search scaled score was substituted for Processing Speed subtests. [REDACTED]

[REDACTED]'s Full Scale IQ Score of 77 is in the Very Low range, and predicts that [REDACTED] will perform in very low to low average range of his same-age peers in academic subjects; however, because [REDACTED]'s WISC-V Full Scale IQ Score of 77 is significantly lower than his WISC-IV Full Scale IQ Score of 90 (from 2/14/2013), it was felt that a different intellectual/cognitive measure should be administered to [REDACTED]. Thus, the Stanford-Binet 5 was administered to [REDACTED]. Those results follow the WISC-V results.

Area of Assessment: Intellectual/Cognitive

Assessment Name: SB:5 - Stanford Binet 5

Date: 01-Feb

Score Type: Standard Score

Score: 88 Full Scale IQ Score Average

Subtest/Scale Name: Nonverbal IQ

Date: 01-FEB-2016

Score Type: Standard Score

Score: 91 Average

Subtest/Scale Name: Verbal IQ

Date: 01-FEB-2016

Score Type: Standard Score

Score: 87 Average

Summary: The Stanford Binet V (SB5) is an individually administered assessment of intelligence and cognitive abilities.

The behavioral observations of [REDACTED] during the administration of the Stanford-Binet 5 are essentially the same as those during the administration of the Wechsler Intelligence Scale for Children - 5th Edition, with the possible exception being that [REDACTED] appeared to be even more relaxed throughout the test administration. [REDACTED]'s Full Scale IQ Score of 88 on the Stanford-Binet 5 appears to be a more valid representation of [REDACTED]'s cognitive or intellectual abilities, inasmuch as this score aligns much more closely with [REDACTED]'s Full Scale IQ Score of 90 on the WISC-IV (administered 2/14/2013).

Cultural, Instructional and Linguistic Considerations

Identify the data sources that substantiate the team's decision:

☐ Attendance Records

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For: [REDACTED] [REDACTED]

- ☒ District/State-Wide Assessment
- ☐ Home Language Survey
- ☐ Information from Parents
- ☒ Instructional Strategy(s)/Intervention Data
- ☐ Primary Language Evaluation
- ☐ Registration Information
- ☒ Other source(s) of information (describe)
1st term Math- D- with math support during applied skills English 2 D All other classes with C+ and above
2nd Term Math- F (40.74 with applied skills for math support) English-D All other classes C+ and above
SAGE 2015- 339 Language Arts (455 district average) 391 Math 8 (488 district average)

1. Second language acquisition and cultural factors were considered and:
 - ☐ were found to be the primary influence on [REDACTED]'s educational performance.
 - ☒ were NOT found to be the primary influence on [REDACTED]'s educational performance.
2. Is limited English proficiency the primary factor in determining eligibility?
 - ☐ Yes
 - ☒ No
3. Is a lack of instruction in reading or math the primary factor in determining eligibility?
 - ☐ Yes
 - ☒ No

Based on concerns identified by at-risk documentation, referral and evaluation, the team determines the POSSIBLE primary disability for [REDACTED] is: SPECIFIC LEARNING DISABILITIES.

Primary Disability Eligibility Considerations

Specific Learning Disabilities Eligibility Considerations and Documentation

The basis for making this determination is the identification of a severe discrepancy between intellectual ability and achievement.

The relevant behavior noted during the observation of the student and the relationship of that behavior to the student's academic functioning is described in the evaluation summary above.

4. Are there educationally relevant medical findings?
 - ☒ No
 - ☐ Yes
5. Does [REDACTED] achieve adequately for his age?
 - ☒ No
 - ☐ Yes
6. Does [REDACTED] make sufficient progress for age or state-approved grade-level standards?
 - ☐ No
 - ☐ Yes

7. Identify the information the team used to answer questions 5 and 6: (scores reported above). Use CURRENT (from the past 90 school days) and previous data.

- A. Assessments that demonstrate [REDACTED]'s achievement and the severity of his needs
- ☒ Standardized Academic Measures
 - ☐ Measure(s) of Cognitive Achievement
 - ☐ Standardized Language Assessments
 - ☒ Other Grades

For: [REDACTED] [REDACTED]

B. Assessments that demonstrate the intensity of the impact upon [REDACTED]'s educational outcome(s)

- ☐ Norm-Referenced Measures (DIBELS, Maze Passages, QRI)
- ☐ State and District measures of progress (SAGE, 1ST/2ND GRADE TESTS)
- ☐ Outcome of Instructional Strategy documented above
- ☐ Other

8. Academic Achievement - Identification of Possible Weakness

Based on evaluation and assessment the team determined the student demonstrates:

- ☐ No specific academic weakness.
- ☐ One (or more) standard scores at or below 80 (below the 10th percentile) on an approved academic measure.
- ☐ One (or more) standard scores between 81 and 85 on an approved academic measure and have supplementary information that supports the existence of an academic weakness in the same area(s).

9. Psychological Processes Comparison - Strengths

Based on evaluation and assessment the team determined the student demonstrates:

- ☐ No significant strength in psychological processes.
- ☐ One (or more) standard score(s) above 90 (the 25th percentile) on an approved intellectual/cognitive or language measure.
- ☐ As calculated by the formula within the published scoring manual, table or scoring software at the statistically significant level (at least 0.05 level).
- ☐ Have one (or more) index scores which are 9 or more points higher than the lowest standard score.
- ☐ A strength in one or more psychological process via another method. If this method was used, provide a detailed description and rationale for this process.

Detailed description and rationale for the alternate method to identify a cognitive strength.

10. Psychological Processes Comparison - Weaknesses

Based on evaluation and assessment the team determined the student demonstrates:

- ☐ No significant weakness in psychological processes.
- ☐ One or more standard scores at or below 80 (below the 10th percentile) on an approved intellectual/cognitive or language measure.
- ☐ One or more index scores that are 12 or more standard score points lower than the highest standard score on the same measure (or similar class of measure).
- ☐ One or more index scores that are 12 or more standard score points lower than the highest standard score on the same measure (or similar class of measure).

11. Statement of Relationship Between Academic and Psychological Process Weaknesses

- ☐ No significant pattern of strengths and weaknesses suggested.

If any of the data suggests a pattern of strengths and weaknesses, describe relationship between the identified weakness in academic and psychological processes.

If any of the data suggests a pattern of strengths and weaknesses, describe relationship between the identified weakness in academic and psychological processes.

12. Identification of Area(s) of Impairment in Basic Psychological Process(es) (check all that apply):

- ☐ No impairment in basic psychological processes exists.
- ☐ Associative Memory
- ☐ Auditory Processing
- ☐ Cognitive Efficiency (including working memory and processing speed)
- ☐ Fluid Reasoning

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- ☐ Language (receptive, expressive)
- ☐ Long Term Memory Storage and Retrieval (including rapid automatic naming)
- ☐ Phonological Awareness
- ☐ Quantitative Reasoning
- ☐ Verbal Reasoning
- ☐ Visual/Spatial Reasoning

13. [REDACTED] obtained scores that demonstrate a pattern of strengths and weaknesses the student's ability in one or more of the following areas of specific learning disability:

- ☐ Oral Expression
- ☐ Listening Comprehension
- ☐ Written Expression
- ☐ Basic Reading Skills
- ☐ Reading Fluency Skills
- ☐ Reading Comprehension
- ☐ Mathematics Calculation
- ☐ Mathematics Problem Solving
- ☐ No pattern of strengths and weaknesses exists.

Signature of each team member below certifies this report reflects his/her conclusion. If this report does not reflect the team member's conclusion, he/she must submit a separate statement presenting the member's information (attach statement to this report).

Eligibility Determination

Does this eligibility determination represent a change of eligibility category from the previous eligibility determination?

- ☒ No
- ☐ Yes
- ☐ NA - This is the initial eligibility determination.

Prior to this meeting, [REDACTED]'s eligibility category was:

The rationale for the team to make this change in eligibility determination is based on the following factors:

Does the disability adversely affect [REDACTED]'s educational performance?

- ☐ No
- ☒ Yes

Does [REDACTED] require special education and/or related services for this disability?

- ☐ No
- ☒ Yes

Based on evaluation data from a variety of sources, the multidisciplinary team proposes the following action:

- ☐ [REDACTED] does not have a disability as defined by the Individuals with Disabilities Education Act (IDEA), that adversely affects educational performance and requires specialized instruction.
- ☒ [REDACTED] has a disability as defined by the Individuals with Disabilities Education Act (IDEA), that adversely affects educational performance and requires specialized instruction.

Eligibility category for special education: SPECIFIC LEARNING DISABILITIES

[REDACTED] have received and have protection under the Procedural Safeguards which were sent to you upon notice of [REDACTED]'s referral for evaluation. You may receive another copy of the Procedural Safeguards from the special education teacher. If you have any questions regarding this notice or the Procedural Safeguards, contact the Special Education Teacher or the Special Education Office at the District. Your signature below signifies receipt of your Procedural Safeguards and a copy of this Evaluation Summary and Eligibility Determination Report.

Eligibility Team Signatures

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Davis School District
[REDACTED] Elementary
[REDACTED]
[REDACTED]

Student Information

Student	[REDACTED]	
Student ID	[REDACTED]	
Date Of Birth	[REDACTED]	Initial - Does not Qualify
Attending School	[REDACTED] Elementary	
Grade	06	
Meeting Date		
Proposed Eligibility	Specific Learning Disabilities	

General Evaluation Questions

As a part of the evaluation, were vision and hearing assessed?

☒ Yes

Other Vision Screening Date:

Other Vision Screening Results:

Other Hearing Screening Date:

Other Hearing Screening Result:

Screening: Hearing Date: 27-NOV-2012 Result: Pass

Screening: Vision Date: 30-SEP-2015 Result: Pass

Medical and Developmental History from a Qualified Health Professional

Medical History

☐ Not required for the eligibility category under consideration.
Medical Report Date

Reported by:

Relevant information from medical history:

Specific syndromes documented by the medical history:

☐ No syndromes documented.

Developmental History

☐ Developmental history is not required for the eligibility category under consideration.
Developmental History Date:

Developmental history reported by (respondent):

Developmental history taken by:

Relevant information from developmental history:

Disability Specific Evaluation Criterion

Specific Learning Disabilities Evaluation Criterion

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For: [REDACTED]

Observation

- ☒ The student was observed in his/her learning environment (including the regular classroom setting) to document academic performance and behavior in the areas of difficulty.

The observation was conducted by: Mrs. [REDACTED] Resource Teacher

Observation Date: 08-Mar-2016

Observation Setting: General education

Summary of the relevant behavior noted during the observation of the student and the relationship of that behavior to the student's academic functioning:

[REDACTED] seemed distracted. However, he started to stay on-task and was very cooperative. He followed instructions and interacted with other wells. He responded appropriately when talked to.

Other relevant information (such as specialized materials, student's focus and participation in instruction, amount of teacher attention paid to target student when compared to peers, etc.)

- ☐ The team determined observation of the student in his/her learning environment was not needed to determine CONTINUED eligibility for special education.

If the team determined updated observation isn't necessary, complete the observation section with previous observation data and attach the observation data to the current evaluation summary report.

Description of the instructional strategies provided to [REDACTED]:

Area of Instructional Strategy(s): Math (calculation/problem solving)

Overall duration of the monitored instructional strategy (intervention): 1 semester

Description of the Instructional Strategy(s):

- ☒ General Intervention(s)
Briefly describe/specify Daily Reviews
- ☒ Targeted/Intensive Instructional Strategy(s)
Briefly describe/specify Using Flashcards
- ☒ Specialized Instruction
Briefly describe/specify One on one practice

Description of Cameron's response to the specific instructional strategy(s):

- ☐ [REDACTED] achieves adequate
- ☒ [REDACTED] does not achieve a
- ☐ Cameron's progress is sufficient
- ☐ Cameron's progress is not sufficient

Area of Instructional Strategy(s)

Overall duration of the monitored instructional strategy (intervention):

Description of the Instructional Strategy(s):

- ☐ General Intervention(s)
Briefly describe/specify
- ☐ Targeted/Intensive Instructional Strategy(s)
Briefly describe/specify
- ☐ Specialized Instruction
Briefly describe/specify

Description of Cameron's response to the specific instructional strategy(s):

- ☐ [REDACTED] achieves adequately for his age.

This section is where the Instructional Strategies or interventions that correspond to the potential areas of specific learning disability are documented.

The student's response to the instructional strategy supports, in part, the need for specially designed instruction (SDI). Adequate achievement for age or grade level standards does not support the need for SDI, insufficient achievement for age or grade level standards **might** warrant SDI. In this situation, further evaluation does not support the need. Review the PSW data for further information.

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For: [REDACTED] [REDACTED]

- ☐ [REDACTED] does not achieve adequately for his age.
- ☐ [REDACTED] progress is sufficient for his age or grade level standards.
- ☐ [REDACTED] progress is not sufficient for his age or grade level standards.

Area of Instructional Strategy(s):

Overall duration of the monitored instructional strategy (intervention):

Description of the Instructional Strategy:

- ☐ General Intervention(s)
Briefly describe/specify
- ☐ Targeted/Intensive Instructional Strategy(s)
Briefly describe/specify
- ☐ Specialized Instruction
Briefly describe/specify

Description of [REDACTED] response to the specific instructional strategy(s):

- ☐ [REDACTED] achieves adequately for his age.
- ☐ [REDACTED] does not achieve adequately for his age.
- ☐ [REDACTED] progress is sufficient for his age or grade level standards.
- ☐ [REDACTED] progress is not sufficient for his age or grade level standards.

Instructional Considerations for initial evaluation:

Did the team consider data that demonstrate that prior to, or as part of, the referral process, [REDACTED] was provided appropriate instruction in regular education settings, delivered by qualified personnel?

- ☒ Yes
- ☐ Not applicable this is a re-evaluation
- ☐ Not applicable [REDACTED] initial eligibility was determined out-of-state prior to moving to Davis School District.

Was data-based documentation of repeated assessments of achievement, at reasonable intervals reflecting formal assessment, of student progress provided to [REDACTED] parents?

- ☒ Yes
- ☐ Not applicable this is a re-evaluation
- ☐ Not applicable [REDACTED] initial eligibility was determined out-of-state prior to moving to Davis School District.

Are [REDACTED] learning problems primarily the result of:

A visual, hearing, or motor disability?

- ☒ No
- ☐ Yes

An intellectual disability?

- ☒ No
- ☐ Yes

An emotional disturbance?

- ☒ No
- ☐ Yes

Cultural Factors?

- ☒ No

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For: [REDACTED] [REDACTED]

- ☐ Yes
An environmental or economic disadvantage?
☒ No
☐ Yes

Information from Parents:

Assessment Results

Area of Assessment: **Intellectual/Cognitive**

Assessment Name: WISC_V Wechsler Intell Scale for Children - 5th ed

Date: 16-Feb

Score Type: Standard Score

Score: 91 Average

Summary: The Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V) is an individually administered test designed to measure a person's intellectual functioning and identify cognitive strengths and weaknesses with a variety of verbal, abstract/visual, reasoning, processing, and memory tasks. [REDACTED] was administered the WISC-V in order to gain a better picture of his overall cognitive abilities. During testing, [REDACTED] worked very hard on every question and had no instances of any off-task behaviors (needed 0 prompts to stay on-task). On Verbal Comprehension, [REDACTED] scored in the "Average" range (95). The Verbal Comprehension Index is designed to measure the child's ability to access and apply acquired word knowledge. During Visual Spatial, [REDACTED] struggled somewhat with his responses and scored in the "Low Average" range (89). The Visual Spatial Index measures a student's ability to evaluate visual details and to understand their spatial relationships in order to construct geometric designs. [REDACTED] may struggle with deficits in spatial processing and/or reasoning, visual discrimination, and may struggle with visual attention. During Fluid Reasoning, [REDACTED] did well and scored in the "Average" range (106). Fluid Reasoning is designed to measure a child's ability to detect the underlying conceptual relationship among visual objects and to use reasoning to identify and apply rules. [REDACTED] may do well with identifying important visual information, linking visual information to abstract concepts, and then applying those concepts. On the Working Memory subtest, [REDACTED] struggled somewhat (88). This tests a student's ability to register, maintain, and manipulate visual and auditory information in conscious awareness. This requires sustained attention, auditory and visual discrimination, and concentration. It also requires a student to re-sequence the information based on the application of a specific rule. [REDACTED] may struggle from auditory discrimination problems, maintaining information in conscious awareness, having a low storage capacity, or may have difficulty manipulating the information. Finally, on the Processing Speed [REDACTED] scored in the "Average" range (92). Processing speed measures a student's speed and accuracy of visual identification, decision making, and decision implementation.

Area of Assessment: **Academic**

Assessment Name: Kaufman Test of Educational Achievement 3rd Ed.

Date: 04-Mar

Score Type: Standard Score

Summary: Basic Reading Skills:
Decoding Composite.....96 (Average)
Letter and Word Recognition- 99 (Average)
Nonsense Word Decoding- 95 (Average)

Reading Fluency:
Reading Fluency Composite.....85 (Average)

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For: [REDACTED] [REDACTED]

Silent Reading - 81 (Below Average)
Word Recognition Fluency - 88 (Average)
Decoding Fluency - 94 (Average)

Reading Comprehension:
Reading Understanding Composite.....85 (Average)
Reading Comprehension - 84 (Below Average)
Reading Vocabulary - 91 (Average)

Written Expression.....93 (Average)
Math Concepts and Application.....89 (Average)
Math Computation.....87 (Average)

Area of Assessment: Sage

Assessment Name:

Summary: Language Art 05 - Scaled Score: 311
Math 05 - Scaled Score: 318

Area of Assessment: Dibels

Assessment Name:

Summary: DIBELS - 100 correct words with 2 errors
(Mid year - 109 correct words)

Cultural, Instructional and Linguistic Considerations

Identify the data sources that substantiate the team's decision:

- ☐ Attendance Records
- ☒ District/State-Wide Assessment
- ☐ Home Language Survey
- ☐ Information from Parents
- ☐ Instructional Strategy(s)/Intervention Data
- ☐ Primary Language Evaluation
- ☐ Registration Information
- ☐ Other source(s) of information (describe)

1. Second language acquisition and cultural factors were considered and:

- ☐ were found to be the primary influence on Cameron's educational performance.
- ☒ were NOT found to be the primary influence on Cameron's educational performance.

2. Is limited English proficiency the primary factor in determining eligibility?

- ☐ Yes
- ☒ No

3. Is a lack of instruction in reading or math the primary factor in determining eligibility?

- ☐ Yes
- ☒ No

Based on concerns identified by at-risk documentation, referral and evaluation, the team determines the POSSIBLE primary disability for [REDACTED] is: SPECIFIC LEARNING DISABILITIES.

For: [REDACTED] [REDACTED]

Primary Disability Eligibility Considerations

Specific Learning Disabilities Eligibility Considerations and Documentation

The basis for making this determination is the identification of a severe discrepancy between intellectual ability and achievement.

The relevant behavior noted during the observation of the student and the relationship of that behavior to the student's academic functioning is described in the evaluation summary above.

4. Are there educationally relevant medical findings?

- ☒ No
☐ Yes

5. Does [REDACTED] achieve adequately for his age?

- ☒ No
☐ Yes

6. Does [REDACTED] make sufficient progress for age or state-approved grade-level standards?

- ☒ No
☐ Yes

7. Identify the information the team used to answer questions 5 and 6: (scores reported above). Use CURRENT (from the past 90 school days) and previous data.

A. Assessments that demonstrate [REDACTED] achievement and the severity of his needs

- ☒ Standardized Academic Measures
☒ Measure(s) of Cognitive Achievement
☐ Standardized Language Assessments
☐ Other

B. Assessments that demonstrate the intensity of the impact upon [REDACTED] educational outcome(s)

- ☐ Norm-Referenced Measures (DIBELS, Maze Passages, QRI)
☒ State and District measures of progress (SAGE, 1ST/2ND GRADE TESTS)
☐ Outcome of Instructional Strategy documented above
☐ Other

8. Academic Achievement - Identification of Possible Weakness

Based on evaluation and assessment the team determined the student demonstrates:

- ☐ No specific academic weakness.
☐ One (or more) standard scores at or below 80 (below the 10th percentile) on an approved academic measure.
☐ One (or more) standard scores between 81 and 85 on an approved academic measure and have supplementary information that supports the existence of an academic weakness in the same area(s).

9. Psychological Processes Comparison - Strengths

Based on evaluation and assessment the team determined the student demonstrates:

- ☐ No significant strength in psychological processes.
☐ One (or more) standard score(s) above 90 (the 25th percentile) on an approved intellectual/cognitive or language measure.
☐ As calculated by the formula within the published scoring manual, table or scoring software at the statistically significant level (at least 0.05 level).
☐ Have one (or more) index scores which are 9 or more points higher than the lowest standard score.
☐ A strength in one or more psychological process via another method. If this method was used, provide a detailed description and rationale for this process.

For: [REDACTED] [REDACTED]

Detailed description and rationale for the alternate method to identify a cognitive strength.

10. Psychological Processes Comparison - Weaknesses

Based on evaluation and assessment the team determined the student demonstrates:

- ☐ No significant weakness in psychological processes.
- ☐ One or more standard scores at or below 80 (below the 10th percentile) on an approved intellectual/cognitive or language measure.
- ☐ One or more index scores that are 12 or more standard score points lower than the highest standard score on the same measure (or similar class of measure).
- ☐ One or more index scores that are 12 or more standard score points lower than the highest standard score on the same measure (or similar class of measure).

11. Statement of Relationship Between Academic and Psychological Process Weaknesses

- ☐ No significant pattern of strengths and weaknesses suggested.

If any of the data suggests a pattern of strengths and weaknesses, describe relationship between the identified weakness in academic and psychological processes.

If any of the data suggests a pattern of strengths and weaknesses, describe relationship between the identified weakness in academic and psychological processes.

12. Identification of Area(s) of Impairment in Basic Psychological Process(es) (check all that apply):

- ☐ No impairment in basic psychological processes exists.
- ☐ Associative Memory
- ☐ Auditory Processing
- ☐ Cognitive Efficiency (including working memory and processing speed)
- ☐ Fluid Reasoning
- ☐ Language (receptive, expressive)
- ☐ Long Term Memory Storage and Retrieval (including rapid automatic naming)
- ☐ Phonological Awareness
- ☐ Quantitative Reasoning
- ☐ Verbal Reasoning
- ☐ Visual/Spatial Reasoning

13. [REDACTED] obtained scores that demonstrate a pattern of strengths and weaknesses the student's ability in one or more of the following areas of specific learning disability:

- ☐ Oral Expression
- ☐ Listening Comprehension
- ☐ Written Expression
- ☐ Basic Reading Skills
- ☐ Reading Fluency Skills
- ☐ Reading Comprehension
- ☐ Mathematics Calculation
- ☐ Mathematics Problem Solving
- ☐ No pattern of strengths and weaknesses exists.

Signature of each team member below certifies this report reflects his/her conclusion. If this report does not reflect the team member's conclusion, he/she must submit a separate statement presenting the member's information (attach statement to this report).

Eligibility Determination

Does this eligibility determination represent a change of eligibility category from the previous eligibility determination?

- ☐ No

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For: [REDACTED] [REDACTED]

☐ Yes

☒ NA - This is the initial eligibility determination.

Prior to this meeting, the [REDACTED] eligibility category was:

The rationale for the team to make this change in eligibility determination is based on the following factors:

Does the disability adversely affect [REDACTED] educational performance?

☒ No

☐ Yes

Does [REDACTED] require special education and/or related services for this disability?

☒ No

☐ Yes

Based on evaluation data from a variety of sources, the multidisciplinary team proposes the following action:

☒ [REDACTED] does not have a disability as defined by the Individuals with Disabilities Education Act (IDEA), that adversely affects educational performance and requires specialized instruction.

☐ [REDACTED] has a disability as defined by the Individuals with Disabilities Education Act (IDEA), that adversely affects educational performance and requires specialized instruction.

Eligibility category for special education: SPECIFIC LEARNING DISABILITIES

You have received and have protection under the Procedural Safeguards which were sent to you upon notice of [REDACTED] referral for evaluation. You may receive another copy of the Procedural Safeguards from the special education teacher. If you have any questions regarding this notice or the Procedural Safeguards, contact the Special Education Teacher or the Special Education Office at the District. Your signature below signifies receipt of your Procedural Safeguards and a copy of this Evaluation Summary and Eligibility Determination Report.

Eligibility Team Signatures