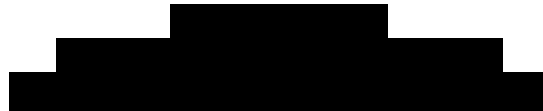


Evaluation Results Summary Report
Prior Notice for Identification and Determination of Eligibility

Davis School District



Student Information

Student [REDACTED]
Student ID 1 [REDACTED]
Date Of Birth [REDACTED]
Attending School [REDACTED]
Grade 07
Meeting Date 1 [REDACTED]
Proposed Eligibility Specific Learning Disabilities

General Evaluation Questions

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

Yes

Other Vision Screening Date: [12-Sep-2016](#)

Other Vision Screening Results: [Pass](#)

Other Hearing Screening Date: [04-Dec-2013](#)

Other Hearing Screening Result: [Pass](#)

Screening: Hearing Date: 19-SEP-2012 Result: Pass

Screening: Vision Date: 12-SEP-2016 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

Evaluation Results Summary Report
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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: [REDACTED] /Resource Teacher

Observation Date: 28-Sep-2016

Observation Setting: General Education Classroom / Read 180

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] was observed during his General Education/Read 180 class for 20 minutes. The class was divided into 3 groups or stations. each group would rotate between Teacher directed instruction, independent work time, computer work station. [REDACTED] is currently in the teacher directed instruction station. During this time the teacher was in front of the class discussing the new reading passage. The teacher called on each student to read a section of the passage. During the reading section [REDACTED] was engaged and following along. He had his eyes on the paper, he tracked the words with his finger as others read, looked at the teacher when she was talking. [REDACTED] was on task 83% of the time compared to his peers who were on task 93% of the time. It was time for students to rotate to a new station, [REDACTED] was now going moving to the independent work station. [REDACTED] was able to collect the materials that he would need to use during this rotation. He sat down at his desk and started his work. After one minute he had stopped writing and was looking around the room and talking to another student. He did begin working again after 5 minutes of visiting with other students. During this time [REDACTED] was on task 36% of the time compared to his peers who were on task 69% of the time.

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]

Reading (basic, fluency, comprehension)

Area of Instructional Strategy(s):

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

Description of the Instructional Strategy(s):

- General Intervention(s)

Briefly describe/specify

- Targeted/Intensive Instructional Strategy(s)

Briefly describe/specify

Schedule change to include additional reading supports in a double blocked Read 180 class

- 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.

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For: [REDACTED] [REDACTED]

Reading (basic, fluency, comprehension)

Area of Instructional Strategy(s):

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

Description of the Instructional Strategy:

General Intervention(s)

Briefly describe/specify

Current score report letter sent home for signatures, September 2016 met with counselor/discussed missing assignments

Targeted/Intensive Instructional Strategy(s)

Briefly describe/specify Shortened assignments in core classes

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.

Reading (basic, fluency, comprehension)

Area of Instructional Strategy(s):

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

Description of the Instructional Strategy:

General Intervention(s)

Briefly describe/specify

Targeted/Intensive Instructional Strategy(s)

Briefly describe/specify

Specialized Instruction

Briefly describe/specify Direct instruction for reading

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 during instruction provided to [REDACTED] parents?

Yes

Not Applicable this is a re-evaluation

Evaluation Results Summary Report
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For: [REDACTED] [REDACTED]

Not Applicable [REDACTED] initial eligibility was determined out-of-state prior to moving to Davis School District.

Data based documentation was provided to parents using:

Date information provided to parents:

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
 Yes

An environmental or economic disadvantage?

- No
 Yes

Information from Parents:

Assessment Results

Area of Assessment: **Communication**

Assessment Name: CASL - Comprehensive Assessment of Spoken Language

Date: 20-Nov-2013

Score Type: Standard Score

Score: 84 Low Average

Summary: The Comprehensive Assessment of Spoken Language measures auditory comprehension, oral expression and word retrieval ability. In addition, grammatical structures of language are measured, as well as use of language in various pragmatic situations.

[REDACTED] subtest standard scores include:

- *Antonyms = 100
- *Syntax Construction = 81
- *Paragraph Comprehension = 90
- *Nonliteral Language = 84
- *Pragmatic Judgment = 79

This information does a nice job of ruling out the existence of a continuing, significant language impairment.

Area of Assessment: **Communication**

Assessment Name: PEST (Patterned Elicitation Syntax Test)

Date: 05-Dec

Score Type: Not Standardized For [REDACTED] Age

Score: not standardized

Summary: This test was administered to determine [REDACTED] strengths and areas of concern with syntax as he imitates sentences of increasing length and complexity. It is not standardized for students of his age. [REDACTED] imitated 42 of 44 sentences correctly.

Sentences imitated incorrectly: "The mices are eating cheese."

"Will he eat the ice cream?" ("He will eat the ice cream.")

Area of Assessment: **Intellectual/Cognitive**

Evaluation Results Summary Report
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For: [REDACTED] [REDACTED]

Assessment Name: WISC-V Wechsler Intell Scale for Children - 5th ed Date: 02-Aug-2016

Score Type: Composite Score: 87 Low Average

Subtest/Scale Name: Verbal Comprehension (VCI) Score: 86 Low Average

Score Type: Composite Score: 86 Low Average

Subtest/Scale Name: Visual Spatial (VSI) Score: 106 Average

Score Type: Composite Score: 94 Average

Subtest/Scale Name: Fluid Reasoning (FRI) Score: 86 Low Average

Score Type: Composite Score: 114 High Average

Subtest/Scale Name: Working Memory (WMI) Score: 87 Low Average

Score Type: Composite Score: 94 Average

Subtest/Scale Name: Processing Speed (PSI) Score: 92 Average

Score Type: Composite Score: 87 Low Average

Subtest/Scale Name: Quantitative Reasoning (QRI) Score: 87 Low Average

Score Type: Index Score: 94 Average

Subtest/Scale Name: Auditory Working Memory (AWMI) Score: 92 Average

Score Type: Index Score: 87 Low Average

Subtest/Scale Name: Nonverbal (NVI) Score: 87 Low Average

Score Type: Index Score: 94 Average

Subtest/Scale Name: General Ability (GAI) Score: 92 Average

Score Type: Index Score: 87 Low Average

Subtest/Scale Name: Cognitive Proficiency (CPI) Score: 87 Low Average

Score Type: Index Score: 87 Low Average

This is the score the team considers as the area of weakness which aligns with the weakness in academic performance of reading comprehension.

The student shows strengths in the following index/scales: FRI, QRI and NVI

Summary: "The Wechsler Intelligence Child Scale-Fifth Edition (WISC-V) which is an individually administered test designed to measure the cognitive ability of children. The WISC-5 provides five separate scales that contribute to the Full Scale IQ."

This battery was administered by [REDACTED], PhD at the Neurobehavioral Center for Growth NBCG.

Area of Assessment: Social/Behavioral

Assessment Name: CEFI Comprehensive Executive Function Date: 02-Aug-2016

Score Type: Standard Score Score: 87 Low Average

Subtest/Scale Name: Attention Score: Average

Subtest/Scale Name: Emotion Regulation Score: Average

Subtest/Scale Name: Flexibility Score: Low Average

Subtest/Scale Name: Inhibitory Control Score: Average

Subtest/Scale Name: Initiation Score: Below Average

Subtest/Scale Name: Organization Score: Below Average

Subtest/Scale Name: Planning Score: Low Average

Subtest/Scale Name: Self-Monitoring

Evaluation Results Summary Report
Prior Notice for Identification and Determination of Eligibility

For: [REDACTED] [REDACTED]

Score: Average

Subtest/Scale Name: Working Memory

Score: Below Average

Summary: "The Comprehensive Executive Functioning Inventory (CEFI) is used to quantify observations of a youth's EF behavior in the following areas: attention, emotional regulation, flexibility, inhibitory control, initiation, organization, planning, self-monitoring and working memory."

Jennifer R. Cardinal, PhD NBCG

Area of Assessment: **Academic**

Assessment Name: KTEA-3	Date: 21-Sep-2016
Subtest/Scale Name: Basic Reading (Decoding Composite)	Date: 21-SEP-2016
Score: 107	
Subtest/Scale Name: Reading Comprehension (Reading Understanding Composite)	Date: 21-SEP-2016
Score: 80	
Subtest/Scale Name: Written Expression	Date: 21-SEP-2016
Score: 104	
Subtest/Scale Name: Math Problem Solving (Math Concepts & Applications)	Date: 21-SEP-2016
Score: 97	
Subtest/Scale Name: Math Calculation (Math Computation)	Date: 21-SEP-2016
Score: 94	

Summary:

Area of Assessment: **Communication**

Assessment Name: CASL - Comprehensive Assessment of Spoken Language	Date: 02-Nov-2010
Score Type: Standard Score	Score: 65
Subtest/Scale Name: Antonyms	Score: 76
Score Type: Standard Score	Score: 59
Subtest/Scale Name: Syntax Construction	Score: 79
Score Type: Standard Score	Score: 67
Subtest/Scale Name: Paragraph Comprehension	
Score Type: Standard Score	
Subtest/Scale Name: Pragmatic Judgment	
Score Type: Standard Score	

This information supports the possible existence of a language based learning disability in the past. This would be an area to discuss with the SLP.

Summary:

Area of Assessment: **Communication**

Assessment Name: Patterned Elicitation Syntax Test (PEST)	Date: 01-Dec-2010
Score Type: Percentile	Score: < 10%

Summary:

Area of Assessment: **Social/Behavioral**

Assessment Name: Behavior Assessment System for Children	Date: 01-Nov-2010
Score Type: T Score	Score: 53; 63

Summary: The BASC-2 is an integrated system designed to facilitate the differential diagnosis and classification of a variety of emotional and behavioral disorders of children. It may be used to identify the degree of concern about a child's social and behavioral adjustment in several important areas. On the clinical scales, T-scores of 70 and above indicate the problem occurs at a clinical

Evaluation Results Summary Report
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For: [REDACTED] [REDACTED]

level (i.e., the student exhibits more of these types of behaviors than 98 out of 100 same age peers).

[REDACTED] mother and teacher both completed the BASC for [REDACTED]. The ratings of [REDACTED] mother resulted in an at risk elevation for atypicality and no significant elevations on the BASC. The ratings of [REDACTED] teacher resulted in a significant elevation for atypicality and at risk elevations for withdrawal and attention problems. Both [REDACTED] teacher and mother rated him in the first percentile for functional communication, which rates a child's ability to use expressive and receptive communication to meet his or her needs.

On the BASC, all ratings combine, yielding a total Behavioral Symptoms Index score. The responses of [REDACTED] mother resulted in a Behavioral Symptoms Index of 53 (average range), while [REDACTED] teacher rated him with a 63 (at risk).

Area of Assessment: Social/Behavioral

Assessment Name: Conners 3

Date: 01-Nov

Score Type: T Score

Score: see summary

Summary: The Conners Rating Scale has an emphasis on externalizing behavior and its implications with academics. [REDACTED] teacher completed the Conners.

[REDACTED] teacher rated him in the significant range ($T > 70$) for learning problems and executive functioning (may have difficulty starting or finishing projects, may complete projects at the last minute, may have poor planning, prioritizing, or organizational skills). She also rated [REDACTED] in the at risk range for inattention.

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 [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

For: [REDACTED] [REDACTED]

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 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 [REDACTED] 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).
 One (or more) index scores which are 9 or more points higher than the lowest standard score.

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For: [REDACTED] [REDACTED]

- A strength in one or more psychological process identified 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 9-11 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.

This student's weakness in verbal comprehension is related to his difficulties in reading. Specifically his lower verbal reasoning impacts his ability to comprehend what he is reading as shown by his relative weakness in reading comprehension as measured by standardized assessment.

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 in one or more of the following areas of specific learning disability: (check all that apply)

- 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).

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Evaluation Results Summary Report
Prior Notice for Identification and Determination of Eligibility

For: [REDACTED] [REDACTED]

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: [Speech/Language Impairment](#)

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

[The team has decided that \[REDACTED\] is in need of increased services. He needs additional help and support in reading comprehension rather than only language services.](#)

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

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Pattern of Strengths & Weaknesses Analysis

Area of Processing Strength: WISC-V Fluid Reasoning Index: 106
 Area of Processing Weakness: WISC-V Verbal Comprehension Index: 86
 Area of Achievement Weakness: KTEA-3 Reading Comprehension: 80

Comparison	Relative Strength Score	Relative Weakness Score	Difference	Critical Value (.05)	Significant Difference Y/N	Supports SLD hypothesis? Yes/No
Processing Strength/ Achievement Weakness	106	80	26	12	Y	Yes
Processing Strength/ Processing Weakness	106	86	20	10	Y	Yes

Note. The PSW model is intended to help practitioners generate hypotheses regarding clinical diagnoses. The analysis should only be used as part of a comprehensive evaluation that incorporates multiple sources of information.

This is a sample of the calculation of statistical significance from the Q-Global System using the KTEA Pattern of Strengths and Weaknesses report. This can be created from the school's KTEA account using scores from the WISC-V. Directions for doing this are on the PSW website.

