

# Evaluation Summary Report (Pennsylvania)

Last Modified on 04/04/2024 12:37 pm CDT

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Tool Search: Special Ed Documents

The Evaluation in Campus is used to document the student's educational needs and the student's determination of eligibility for special education. This document describes each editor, the section(s) of the print format that include the entered information, a description of each field on the editor, and any special considerations and instructions for using the editor and fields.

**An evaluation must be created whether or not the student is determined to have a disability.** A copy of the evaluation summary report, including the documentation of eligibility, is given to the student's parents by the school district.

The current format of this document is the **PA ER 2024**. Evaluation formats are selected in [Eval Types](#).

PA ER 2021			
Editor Home			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Evaluation Header	<span>IN PROGRESS</span>	System Administrator 10/29/21 10:39 AM	>
Enrollment Information	<span>IN PROGRESS</span>	System Administrator 10/29/21 10:42 AM	>
Student Information	<span>IN PROGRESS</span>	System Administrator 10/29/21 10:39 AM	>
Parent/Guardian Information	<span>IN PROGRESS</span>	System Administrator 10/29/21 10:39 AM	>
Reason(s) For Referral	<span>NOT STARTED</span>		>
Sources of Evaluation Data	<span>NOT STARTED</span>		>
Evaluation Conditions	<span>NOT STARTED</span>		>
Determining Factors	<span>NOT STARTED</span>		>
Summary of Findings	<span>NOT STARTED</span>		>
Conclusion	<span>NOT STARTED</span>		>

*Editor Home*

# Editor Home

The Editor Home lists the editors available, their status, and Modification and Completion information.

Header	Description
<b>Name</b>	The name of the editor.
<b>Status</b>	<p>The state of the editor. Statuses can be:</p> <ul style="list-style-type: none"> <li>• <b>In Progress</b> indicates a user has entered and saved data in that editor.</li> <li>• <b>Not Started</b> is the default status for all editors.</li> <li>• <b>Complete</b> indicates a user has clicked the <b>Complete</b> button on the editor and the editor is read only. This does not lock the editor from further editing, but indicates the user considers the editor to be finished.</li> <li>• <b>Not Needed</b> indicates a user has clicked the <b>Not Needed</b> button on the editor. This is usually done for editors that do not apply to the student.</li> </ul> <p>The following statuses are only available for the Nevada IEP:</p> <ul style="list-style-type: none"> <li>• <b>ESign</b> indicates that editor has functionality related to the eSignature process. See the <a href="#">Nevada Individual Education Plan eSignature Process</a> for additional information.</li> <li>• <b>Complete Pending eSignature</b> indicates the plan has been entered and sent via the Campus Parent portal to the student's guardian for eSignature.</li> </ul>
<b>Modified By</b>	The date and the user by whom the editor was last edited.
<b>Completed By</b>	The date and the user who clicked the <b>Complete</b> button for that editor.

## General Information

The following table lists the actions available for the editors. When resizing the window, certain buttons are condensed into a single **Action** button.

Button	Description
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Button	Description
<b>Save</b>	<p>Different editors have different save options. Click the arrow next to the Save &amp; Stay button to view all saving options for any given editor.</p> <ul style="list-style-type: none"> <li>• <b>Save</b> captures progress and navigates the user to the Editor Home or to the List Screen for List editors. See the <a href="#">Editor Types</a> section for additional information.</li> <li>• <b>Save &amp; Stay</b> captures progress and keeps the user on the current editor. This save button is the default save option and usually found within the detail screen or list editors, such as Goals and Objectives.</li> <li>• <b>Save &amp; Next</b> captures progress and navigates the user to the next editor.</li> <li>• <b>Save &amp; New</b> captures progress and creates a new record. This save button is usually found within the detail screen of a list editor, such as Goals and Objectives. See the <a href="#">Editor Type</a> section for additional information.</li> </ul>
<b>Refresh</b>	<p>Retrieves a new copy of data from the student's record. This includes enrollment, student, parent/guardian, and team member information. This also returns any accidentally deleted people records. Manually entered fields do not change when the refresh button is clicked. The user must <b>Save</b> after clicking Refresh to capture changes.</p> <p>A side panel displays listing all applicable Enrollment records for the student. See the <a href="#">Enrollments</a> tool documentation for additional information.</p>
<b>Cancel</b>	<p>Navigates the user to the Editor Home screen or to the List Screen for List editors.</p>
<b>Status</b>	<p>Changes the status of the editor.</p> <ul style="list-style-type: none"> <li>• <b>Complete</b> indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. To further edit after an editor is marked Complete, the user must click <b>In Progress</b>.</li> <li>• <b>Not Needed</b> indicates the editor does not apply to the student's plan or evaluation. This makes the editor read only. However, this does not lock the editor from further editing. To further edit after an editor is marked Not Needed, click the <b>In Progress</b> button.</li> <li>• <b>In Progress</b> only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made.</li> </ul> <p>The following status is only available for the Nevada IEP:</p> <ul style="list-style-type: none"> <li>• <b>Complete Pending eSignature</b> only displays for the Procedural Safeguards, IEP Implementation, and Medicaid Consent editors. This button marks the editor as complete until the parent/guardian electronically signs those sections of the plan via the Campus Parent Portal. See the <a href="#">Nevada Individual Education Plan eSignature Process</a> for additional information.</li> </ul>
<b>Print</b>	<p>Prints the entire document.</p>
<b>Editors</b>	<p>Opens a side panel listing all the available editors and their status. Select an editor from this list to navigate to that editor or click <b>Close</b> to collapse the side panel.</p>

Button	Description
<b>Previous</b>	Navigates the user to the previous editor.
<b>Next</b>	Navigates the user to the next editor.

## Editor Types

There are two types of editors available: List or Basic editors. When navigating to a Basic editor, the list of fields within the editor display. List editors display a list of all records within that editor. Clicking an existing record or the New button opens the detail view for an individual record.

## Editor Lock Out and Release Logic

Only one user at a time can actively work on an editor. A person with a padlock icon  displays in the Editors side panel, Editor Home, and List Screen of list editors indicating which editors currently have users working on them. Hovering over the icon displays the name of the user who has checked out the editor, including the current user (you).

Editors that are currently being edited are read-only for all other users. The name of the person working on the editor displays in the header.

In order to release an editor, the user must:

- navigate to the next editor by clicking **Save and Next**, or by clicking the **Editors** button and selecting the next editor from the side panel.
- click the **Cancel** button to return to the Editor Home screen.
- log out of the Campus application.
- navigate to a different tool in the Campus application.

Editors are automatically released when the in-application timeout limit has been exceeded. This is a back-end process and is usually around 30-60 minutes.

## Template Banks

Certain fields within several editors have an **Add Template** icon that displays next to their name. Clicking this button displays a side panel with the available library of predetermined text for that field. [Template Banks](#) are managed in System Administration.

Transition Goals and Services: Postsecondary

Sequence Number: 1

Area\*: Postsecondary Education and Training Goal

Goal: Add Template

Reading Goal

Courses of Study: Add Template

Save & Stay | Cancel

### Template Banks

Categories	Sequence	Selected Template Bank Values
+ Course of Study English (4 Templates)		No records selected.
+ Course of Study Math (4 Templates)		

Insert Selected Template(s) | Clear Selected Template(s) | Cancel

Template Bank Side Panel

Click the plus (+) icons next to the category to view the available template values.

### Template Banks

Categories	Sequence	Selected Template Bank Values										
<p>- Course of Study English (4 Templates)</p> <table border="1"> <thead> <tr> <th>Add</th> <th>Templates</th> </tr> </thead> <tbody> <tr> <td>Add</td> <td><b>Course of Study 10</b> Grade 10: English 200</td> </tr> <tr> <td>Add</td> <td><b>Course of Study 11</b> Grade 11: English 300</td> </tr> <tr> <td>Add</td> <td><b>Course of Study 12</b> Grade 12: English 400</td> </tr> <tr> <td>Add</td> <td><b>Course of Study 9</b> Grade 9: English 100</td> </tr> </tbody> </table>	Add	Templates	Add	<b>Course of Study 10</b> Grade 10: English 200	Add	<b>Course of Study 11</b> Grade 11: English 300	Add	<b>Course of Study 12</b> Grade 12: English 400	Add	<b>Course of Study 9</b> Grade 9: English 100	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p><b>Course of Study 9</b> <input type="checkbox"/></p> <p>Grade 9: English 100</p> <p><b>Course of Study 10</b> <input type="checkbox"/></p> <p>Grade 10: English 200</p> <p><b>Course of Study 11</b> <input type="checkbox"/></p> <p>Grade 11: English 300</p> <p><b>Course of Study 12</b> <input type="checkbox"/></p> <p>Grade 12: English 400</p>
Add	Templates											
Add	<b>Course of Study 10</b> Grade 10: English 200											
Add	<b>Course of Study 11</b> Grade 11: English 300											
Add	<b>Course of Study 12</b> Grade 12: English 400											
Add	<b>Course of Study 9</b> Grade 9: English 100											
+ Course of Study Math (4 Templates)												

Insert Selected Template(s) | Clear Selected Template(s) | Cancel

Expanded Category and Values Selected

Template Bank Categories display on the left and the selected text displays on the right. Click the **Add** button to add the template value. This adds the template to the queue of values on the right.

The red **X** removes selected templates while the sequence field can be used to reorder the templates. Another option is to use the up and down arrows next to the sequence field to reorder values.

Click **Cancel** to go back to the document. The **Clear Selected Template(s)** button removes all selected template values from the right selection screen.

Once selections are finalized, click the **Insert Selected Template(s)** button to add the values to the field within the document in the selected order. Template values are separated by carriage returns.



*Example Template Bank Selections in the Document*

## Text Editors

Images should not be inserted into text fields.

## Editors

[Evaluation Header](#) | [Enrollment Information](#) | [Student Information](#) | [Parent/Guardian Information](#) | [Reason\(s\) for Referral](#) | [Sources of Evaluation Data](#) | [Evaluation Conditions](#) | [Determining Factors](#) | [Summary of Findings](#) | [Conclusion](#) | [Team Meetings](#) | [Determination of SLD](#)

The following section lists each editor and describes each field on the editor.

### Evaluation Header

The Evaluation Header editor includes general information about the evaluation, including relevant dates, the type of evaluation, and basic student information.

This editor must be saved before continuing to other parts of the evaluation.

Evaluation Header IN PROGRESS
Editor 1 of 12

<b>Date of Report *</b>	<b>Date Report Provided to Parent/Guardian/Surrogate *</b>	
<input type="text" value="10/01/2021"/>	<input type="text" value="10/11/2021"/>	
<b>Local Education Agency (LEA)</b>	<b>Current Educational Program</b>	
<input type="text"/>	<input type="text"/>	
<b>LEA Representative Name</b>	<b>Phone Number</b>	<b>Email Address</b>
<input type="text"/>	<input type="text" value="( ) - - x"/>	<input type="text"/>
<b>Other Information</b>		
<input style="width: 100%; height: 100%;" type="text"/>		

Evaluation Header Editor

▶ [Click here to expand...](#)

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## Enrollment Information

The Enrollment Information editor reports Special Education information from the student's Enrollment.

The **Refresh** button retrieves a fresh copy of data from the student's record. See the [General Information](#) section for additional information.

This editor is read-only.

Enrollment Information IN PROGRESS
Editor 2 of 12

Click Refresh to retrieve a new copy of data from a selected Enrollment record.

<b>Resident District</b>	<b>Grade</b>	
<input type="text" value=""/>	<input type="text" value="08"/>	
<b>School Name</b>	<b>School Phone</b>	<b>School Year</b>
<input type="text" value="STRONG VINCENT MIDDLE SCHOOL"/>	<input type="text" value="814-555-0084"/>	<input type="text" value="21-22"/>

**District Information**

<b>District Number</b>	<b>District Name</b>	
<input type="text" value="105252602"/>	<input type="text" value="School District City of Erie"/>	
<b>District Address</b>		<b>District Phone</b>
<input type="text" value="148 WEST 21ST, ERIE, PA 16502"/>		<input type="text" value="(874)-555-0197"/>
<b>District SPED Address</b>		<b>District SPED Phone</b>
<input type="text"/>		<input type="text"/>

Enrollment Information Editor

▶ [Click here to expand...](#)

## Student Information

The Student Information editor displays basic information about the student such as demographic information. This is a read-only editor.

The **Refresh** button retrieves a fresh copy of data from the student's record. See the [General Information](#) section for additional information.

This is a read-only editor.

Student Information IN PROGRESS
Editor 3 of 12

When an evaluation is generated, a snapshot of the student's information is taken from Census. Click Refresh to retrieve a new copy of data.

<b>Last Name</b> ██████████	<b>First Name</b> SOFIA	<b>Middle Name</b> ANGELINA	<b>Suffix</b>
<b>Age</b> 13	<b>Birthdate</b> ██████████	<b>Gender</b> F	
<b>Federal Designation</b> Two or more races	<b>Federal Race(s)</b> 3: Asian 6: White	<b>Race, Ethnicity (state)</b> 5: White, not Hispanic	
<b>Home Primary Language</b>			
<b>Address</b> ██		<b>Student Number</b> ██████████	<b>State ID</b> ██████████
<b>Case Manager Information</b>			
<b>Name</b>		<b>Title</b>	
<b>Phone</b>			

Student Information Editor

▶ [Click here to expand...](#)

## Parent/Guardian Information

The Parent/Guardian Information editor populates based on the guardian checkbox on the student's Relationships tool. The editor includes Demographics information for the student's guardian.

The **Delete** button next to each parent/guardian can be used to remove a parent/guardian from the Evaluation.

The **Refresh** button retrieves a new copy of parent/guardians' data. This also returns any accidentally deleted people. Manually entered fields do not change when the refresh button is



clicked. The user must **Save** after clicking Refresh to capture changes.

Parent/Guardian Information IN PROGRESS
Editor 4 of 12

When an evaluation is generated, a snapshot of the parent/guardian information is taken from Census. Individuals with the Guardian check box marked on the Relationship tool for the student display below. Click Refresh to retrieve a new copy of data.

AKBAR - FATHER - DAUGHTER

**Print Sequence**  
1

**Address**  
[Redacted]

**Home Phone**      **Work Phone**      **Cell Phone**

[Redacted]      [Redacted]      [Redacted]

**E-mail**

[Redacted]

**Home Primary Language**  
Spanish

Delete

IRYNA - MOTHER - DAUGHTER

**Print Sequence**  
2

**Address**  
[Redacted]

**Home Phone**      **Work Phone**      **Cell Phone**

[Redacted]      [Redacted]      [Redacted]

Delete

Parent/Guardian Information Editor

▶ [Click here to expand...](#)

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## Reason(s) for Referral

The Reason(s) for Referral editor is used to describe the reason the student is being referred to evaluation.

Reason(s) For Referral NOT STARTED
Editor 5 of 12

**Reason(s) for Referral**

Example reason|

Reason(s) for Referral Editor

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## Sources of Evaluation Data

The Sources of Evaluation Data editor is used to describe the variety of data sources used to










consider in determining the student's eligibility.

Sources of Evaluation Data Editor 6 of 12










IN PROGRESS

In interpreting evaluation data, the school must draw upon a variety of data sources, including those listed below, and carefully consider the information obtained. Document the information obtained from the sources below.

A. Evaluations and information provided by the parent of the student (or documentation of LEA's attempts to obtain parental input)

B *i* U A:                ?

B. Observations - include teacher observations and observations by related services providers, when appropriate

B *i* U A:                ?

*Sources of Evaluation Data Editor*

▶ [Click here to expand...](#)

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## Evaluation Conditions

The Evaluation Conditions editor is used to describe the extent to which the assessment conditions varied from the standard conditions.

Evaluation Conditions Editor 7 of 12

NOT STARTED

IF AN ASSESSMENT IS NOT CONDUCTED UNDER STANDARD CONDITIONS, DESCRIBE THE EXTENT TO WHICH IT VARIED FROM STANDARD CONDITIONS (including if the assessment was given in the student's native language or other mode of communication)

*Evaluation Conditions Editor*

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## Determining Factors

The Determining Factors editor is used to document the factors related to the student's instruction in reading and math.

Respond Yes or No to, and provide evidence for, each determining factor.

Determining Factors NOT STARTED
Editor 8 of 12

A student must not be found to be eligible for special education and related services if the determining factor for the student's disability is any of those listed below. Respond Yes or No to, and provide evidence for, each determining factor below.

Lack of appropriate instruction in reading, including the essential components of reading instruction

Provide evidence

Lack of appropriate instruction in math

Provide evidence

Limited English Proficiency

Provide evidence

*Determining Factors Editor*

▶ [Click here to expand...](#)

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## Summary of Findings

The Summary of Findings editor is used document the student's functional levels in academic achievement, functional performance, and behavioral information.

Summary of Findings NOT STARTED
Editor 9 of 12

Considering all available evaluation data, record the team's analyses of the student's functioning levels.

**A. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT** - Describe the student's present levels, strengths, and the resulting academic needs, when appropriate. Include communicative status, motor abilities, and transition needs as appropriate. For students with Limited English Proficiency (LEP), include current level(s) of English language proficiency in reading, writing, speaking and understanding/listening. 📄

B *i* U A:
☰ ☰ ☰ ☰ ☰ ☰ ☰ ☰ ☰ ☰
↶ ↷ 🗄 ?

**B. PRESENT LEVELS OF FUNCTIONAL PERFORMANCE** - Describe the student's present levels, strengths, and the resulting functional needs, when appropriate. 📄

B *i* U A:
☰ ☰ ☰ ☰ ☰ ☰ ☰ ☰ ☰ ☰
↶ ↷ 🗄 ?

*Summary of Findings Editor*

▶ [Click here to expand...](#)

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## Conclusion

The Conclusion editor is used to document the determination of eligibility based on the information entered into the previous editors.

### Conclusion

Determination of Eligibility and Educational Needs

Complete A or B or C

A. The student does not have a disability and therefore is NOT ELIGIBLE for special education.

B. The student has a disability but does not need specially designed instruction, and therefore is NOT ELIGIBLE for special education.

C. The student has a disability AND is in need of specially designed instruction, and therefore IS ELIGIBLE for special education.

**1. Disability Category**

Primary Disability Category\* ▼

Secondary Disability Category ▼

Tertiary Disability Category ▼

Disability Area 4 ▼

Disability Area 5 ▼

**2. Recommendations for consideration by the IEP team to enable the student to participate as appropriate in the general education curriculum (including special considerations the IEP**

*Conclusion Editor*

▶ [Click here to expand...](#)

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## Team Meetings

The Team Meeting editor is used to document meeting information.

▶ [Click here to expand...](#)

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## Determination of SLD


The Determination of SLD (Specific Learning Disability) is used to document details related to the determination for eligibility.

This editor must be completed when determining eligibility for Specific Learning Disability.

Determination of SLD NOT STARTED
Editor 12 of 12


NOTE: This component must be complete when determining eligibility for Specific Learning Disability. The information must be attached to and/or incorporated into Sections 5 and 6 of the completed Evaluation report.

Provide documentation from items 1-10


**1. The student does not achieve adequately for the student's age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.** 

**2. Check below to identify the process(es) used to determine eligibility.**

Response to Scientific Research-Based Intervention (RTI). Document the criteria below.

The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of these areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving. 

Severe Discrepancy between Intellectual Ability and Achievement. Document the criteria below.

The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development. 

*Determination of SLD Editor*

▶ [Click here to expand...](#)

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