Evaluation Summary Report (Pennsylvania)

Last Modified on 10/21/2024 8:22 am CDT

Editor Home | General Information | Editor Types | Editor Lock Out and Release Logic | Template Banks | Text Editors | Editors

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.

Editor Home

Editor Home

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

Header	Description
Name	The name of the editor.
Status	The state of the editor. Statuses can be: • **In Progress** indicates a user has entered and saved data in that editor. • **Not Started** is the default status for all editors. • **Complete** indicates a user has clicked the Complete 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 finished. • **Not Needed** indicates a user has clicked the **Not Needed** button on the editor. This is usually done for editors that do not apply to the student. The following statuses are only available for certain state-specific documents: • **ESign** indicates that the editor has functionality related to the eSignature process. See the Nevada Individual Education Plan eSignature Process or Delaware Special Ed Plan eSignature Process articles for additional information. • **Complete Pending eSignature** indicates the plan has been entered and sent via the Campus Parent portal to the student's guardian for eSignature.
Modified By	The date and the user by whom the editor was last edited.
Completed By	The date and the user who clicked the **Complete** 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

Button	Description
Save	Different editors have different save options. Click the arrow next to the Save & Stay button to view all saving options for any given editor. • **Save** captures progress and navigates the user to the Editor Home or to the List Screen for List editors. See the Editor Types section for additional information. • **Save & Stay** captures progress and keeps the user on the current editor. This save button is the default save option and is usually found within the detail screen or list editors, such as Goals and Objectives. • **Save & Next** captures progress and navigates the user to the next editor. • **Save & New** 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 Editor Type section for additional information.
Refresh	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 records. Manually entered fields do not change when the refresh button is clicked. The user must **Save** after clicking Refresh to capture changes. A side panel displays a listing of all the student's applicable enrollment records. See the Enrollments tool documentation for additional information.
Cancel	Navigates the user to the Editor Home screen or the List Screen for List editors.
Status	Changes the status of the editor. • **Complete** indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. The user must click **In Progress** to further edit after an editor is marked Complete**.** • **Not Needed** 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. Click the **In Progress** button to further edit after an editor is marked Not Needed. • **In Progress** only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made. The following status is only available for the Nevada IEP: • **Complete Pending eSignature** 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 Nevada Individual Education Plan eSignature Process or Delaware Special Ed Plan eSignature Process articles for additional information.
Print	Prints the entire document.
Editors	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 **Close** to collapse the side panel.

Button	Description
Previous	Navigates the user to the previous editor.
Next	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 is displayed. 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.

To release an editor, the user must:

- navigate to the next editor by clicking **Save and Next** or 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.

Template Bank Side Panel

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

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.

Courses of Study: Add Template

Grade 9: English 100

Grade 10: English 200

Grade 11: English 300

Grade 12: English 400

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 Editor

▶ Click here to expand...

Field	Description	Validation
Date of Report *Required*	The date the Evaluation was created.	This field auto-populates with today's date, but it can be modified.
Date report Provided to Parent/Guardian/Surrogate *Required*	The date the Evaluation report was given to the student's parent/guardian/surrogate.	N/A
Local Education Agency (LEA)	A public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state.	N/A
Current Educational Program	The student's current educational program.	N/A
LEA Representative Name	The name of the LEA representative.	N/A
Phone Number	The phone number for the LEA representative.	N/A
Email Address	The email address for the LEA representative.	N/A

Field	Description	Validation
Other Information	Any other information regarding the LEA representative or the student's current education program.	N/A

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.

Resident District   Grade
:   08

School Name   School Phone   School Year
STRONG VINCENT MIDDLE SCHOOL   814-555-0084   21-22

District Information

District Number   District Name
105252602   School District City of Erie

District Address   District Phone
148 WEST 21ST, ERIE, PA 16502   (874)-555-0197

District SPED Address   District SPED Phone

Enrollment Information Editor

▶ Click here to expand...

Field	Description	Ad Hoc	Validation
Resident District	The student's district of residence.	Learner Planning > Learning Plans > residentDistrictNumber	This field is pulled from the Enrollment record and cannot be modified.

Field	Description	Ad Hoc	Validation
Grade	The student's current grade.	Enrollment > Grade enrollment.grade	This field is pulled from the Enrollment record. This field is read only.
School Name	The name of the school associated with the student's Enrollment record.	Learner Planning > Learning Plans > servingSchoolName	This field is pulled from the Enrollment record. This field is read only.
School Phone	The phone number of the school associated with the student's Enrollment record.	N/A	This field is pulled from the Enrollment record. This field is read only.
School Year	The school year associated with the student's Enrollment record.	N/A	This field is pulled from the Enrollment record. This field is read only.
District Information			
District Number	The district number associated with the Enrolled school.	System Administration > Resources > District Information > State District Number	N/A
District Name	The district name associated with the Enrolled school.	System Administration > Resources > District Information > Name	N/A
District Address	The district address associated with the Enrolled school.	System Administration > Resources > District Information > Address	N/A
District Phone	The district phone number associated with the Enrolled school.	System Administration > Resources > District Information > Phone	N/A
District SPED Address	The district special education address associated with the Enrolled school.	System Administration > Resources > District Information > SPED Address	N/A
District SPED Phone	The district special ed phone number associated with the Enrolled school.	System Administration > Resources > District Information > SPED Phone	N/A

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 Editor

▶ Click here to expand...

Field Name	Description	Ad Hoc
Last Name	The student's last name.	Census > People > Demographics > Last Name identity.lastName
First Name	The student's first name.	Census > People > Demographics > First Name identity.firstName
Middle Name	The student's middle name.	Census > People > Demographics > Middle Name identity.middleName
Suffix	The student's suffix.	Census > People > Demographics > Suffix Name identity.suffix

Field Name	Description	Ad Hoc
Age	The age of the student.	Census > People > Demographics > Age
Birthdate	The student's birthdate.	Census > People > Demographics > Birth Date identity.birthDate
Gender	The student's gender.	Census > People > Demographics > Gender identity.gender
Federal Designation	The student's federally designated race/ethnicity.	Census > People > Demographics > Federal Designation identity.raceEthnicityFed
Federal Race(s)	The student's federal race(s).	Census > People > Demographics > Race(s) identity.raceEthnicityFed1, raceEthnicityFed2, raceEthnicityFed3, raceEthnicityFed4, raceEthnicityFed5
Race, Ethnicity (state)	The student's state race/ethnicity designation.	Census > People > Demographics > State Race/Ethnicity identity.raceEthnicity
Home Primary Language	The student's home primary language.	Census > People > Demographics > First Language identity.homePrimaryLanguage
Address	The student's address. This field becomes a dropdown when more than one address exists for the student. The primary household displays by default.	Census > Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip
Student Number	The student's identification number.	Census > People > Demographics > Student Number
State ID	The student's state identification number.	Census > People > Demographics > State ID
Case Manager Information		
Name	The name of the student's Case Manager.	Student Information > Special Ed > General > Team Members > Name
Title	The title of the staff member.	Student Information > Special Ed > General > Team Members > Caseload Role

Field Name	Description	Ad Hoc
Phone	The staff member's phone number.	Student Information > Special Ed > General > Team Members > Other Phone

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 Editor

▸ Click here to expand...

Field Name	Description	Ad Hoc	Validation
Relationship	The relation of the parent/guardian to the student.	Census > People > Relationships	This field populates from Census. This is part of the header for the parent/guardian.
Last Name	The last name of the parent/guardian.	Census > People > Demographics > Last Name identity.lastName	This field populates from Census. This is part of the header for the parent/guardian.
First Name	The first name of the parent/guardian.	Census > People > Demographics > First Name identity.firstName	This field populates from Census. This is part of the header for the parent/guardian.
Middle Name	The middle name of the parent/guardian.	Census > People > Demographics > Middle Name identity.middleName	This field populates from Census. This is part of the header for the parent/guardian.
Suffix	The suffix of the parent/guardian.	Census > People > Demographics > Suffix Name identity.suffix	This field populates from Census. This is part of the header for the parent/guardian.
Print Sequence	The print order of the parent/guardian(s) on the IEP.	N/A	When no Sequence is selected, parent/guardian(s) print in the order displayed in the UI. When any Sequences are selected, only parent/guardian(s) with a sequence number prints in the order defined.

Field Name	Description	Ad Hoc	Validation
Address	The parent/guardians' address.	Census > Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip	This field populates from Census. When there are multiple addresses for a person, a drop down with an option to select which address displays. When there is only one address, the drop down only has one option. The populated address is the one marked "Primary."
Home Phone	The home phone number of the parent/guardian.	Census > People > Demographics > Household Phone	This field populates from Census.
Work Phone	The work phone of the parent/guardian.	Census > People > Demographics > Work Phone	This field populates from Census.
Cell Phone	The cell phone of the parent/guardian.	Census > People > Demographics > Cell Phone	This field populates from Census.
Email	The primary email address for the parent/guardian.	Census > People > Demographics > Email	This field populates from Census.
Home Primary Language	The home primary language of the parent/guardian.	Census > People > Demographics > Home Primary Language identity.homePrimaryLanguage	This field populates from Census. The dropdown options are pulled from the Home Primary Language Attribute/Dictionary list. See the Attribute/Dictionary documentation for additional information.

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 Editor

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
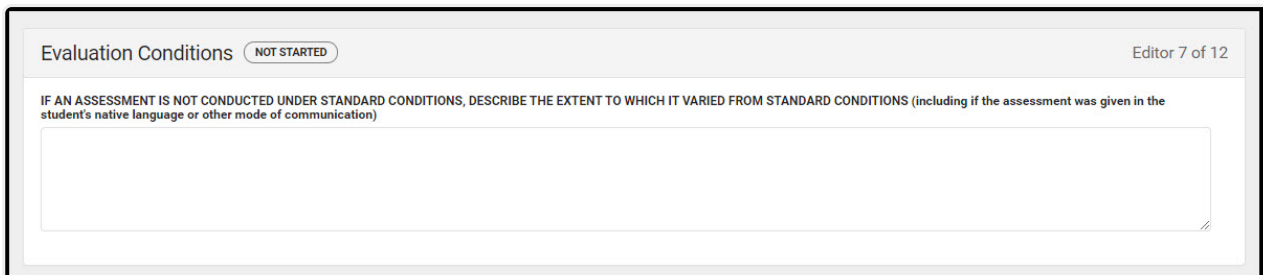
▶ Click here to expand...

Field	Description
A. Evaluations and information provided by the parent of the student (or documentation of LEA's attempts to obtain parental input)	A description of the information given to the student's evaluation team by the parent/guardian(s) of the student.
B. Observations - include teacher observations and observations by related services providers, when appropriate	A description of the observations of the student's behavior(s) by teacher(s) and/or service providers.

Field	Description
C. Recommendations by teachers	A description of the teachers' recommendation for services.
D. The student's physical condition (include health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education	A description of the student's physical conditions, social/cultural background, and adaptive behaviors relevant to the student's suspected disability.
E. Assessments - include, when appropriate, current classroom based assessments; aptitude and achievement tests; local and/or state assessments; vocation technical education assessment results; interests, preference, aptitudes (for secondary transition); etc.	The assessments used to determine the student's condition(s), disabilities, and/or special education needs.

^ Back to Top

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

^ Back to Top

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 Editor

▸ Click here to expand...

Ad Hoc	Description
Lack of appropriate instruction in reading, including the essential components of reading instruction	Indicates if the student is limited in their reading skills.
Lack of appropriate instruction in math	Indicates if the student is limited in their math skills.
Limited English Proficiency	Indicates if the student is limited in their English language skills.

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 Editor

▸ Click here to expand...

Field	Description
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.	Describes the student's present academic level and associated academic needs, when applicable.
B. PRESENT LEVELS OF FUNCTIONAL PERFORMANCE - Describe the student's present levels, strengths, and the resulting functional needs, when appropriate.	Describes the student's present levels of functional performance with resulting functional needs, if applicable.
C. BEHAVIORAL INFORMATION - Include social and emotional status and behavioral strengths and needs, when appropriate.	Describes the student's behavioral strengths and needs, if applicable.

Field	Description
Additional Evaluation Information	Any other information related to the student's evaluation.

Conclusion

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

Conclusion Editor

▶ Click here to expand...

Field	Description	Validation
A. The student does not have a disability and therefore is NOT ELIGIBLE for special education.	Indicates the student does not have a disability and is not eligible for special ed services.	N/A
B. The student has a disability but does not need specially designed instruction, and therefore is NOT ELIGIBLE for special education.	Indicates the student has a disability, but does not need specially designed instruction.	N/A

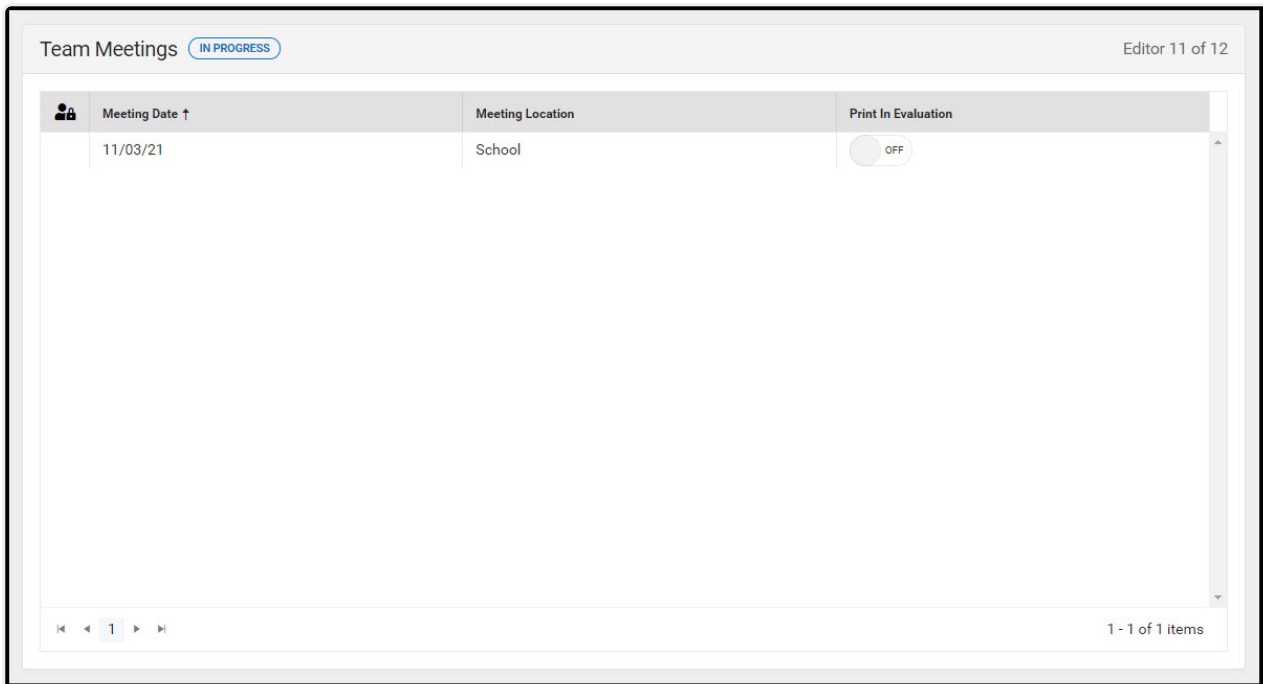| Field	Description	Validation
C. The student has a disability AND is in need of specially designed instruction, and therefore IS ELIGIBLE for special education.	Indicates the student has a disability and is in need of special education services. Additional information is required when this option is selected.	*When C is marked, the following fields display.
Primary Disability Category *Required*	The student's primary disability.	N/A
Secondary Disability Category	The student's second disability, if applicable.	N/A
Tertiary Disability Category	The student's third disability, if applicable.	N/A
Disability Area 4	The student's fourth disability, if applicable.	N/A
Disability Area 5	The student's fifth disability, is applicable.	N/A
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 team must consider before developing the IEP, measurable annual goals, specially designed instruction and supplementary aids and services)	A description of the recommendation by the team for the student to participate in the general education curriculum.	N/A

^ Back to Top

Team Meetings

The Team Meeting editor is used to document meeting information.

▶ Click here to expand...

Team Meeting List Screen

Team Meeting List Screen

Field	Description
Padlock Icon	The user currently working on the record.
Meeting Date	The date of the meeting.
Meeting Location	The location of the meeting.
Print in Evaluation	Indicates this meeting information prints on the Evaluation.

Team Meeting Detail Screen

Team Meeting Detail Screen

Field	Description
Print in Evaluation	Indicates this meeting information prints on the Evaluation.
Meeting Date *Required*	The date of the evaluation meeting.
Meeting Time	The time of the meeting.
Meeting Location	The location of the meeting.
Invite Date	The date the team members were invited to the meeting.
Comments	Any comments related to the meeting.
Attendance	
First Name *Required*	The first name of the team member.
Last Name *Required*	The last name of the team member.
Role Name	The role of the team member.
Agreed	Indicated this team member agrees with the evaluation conducted for the student.

Field	Description
Disagreed	Indicates this team member disagreed with the evaluation conducted for the student.

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 Editor

▶ Click here to expand...

Field	Description
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.	Describes if the student is not achieving an academic standard that complies with state-approved grade-level standards.
2. Check below to identify the process(es) used to determine eligibility.	
Response to Scientific Research-Based Intervention (RtI). Document the criteria below.	Indicates that a scientific research based intervention was used to determine the student's special ed eligibility.
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.	Describes the areas the student is not meeting state approved grade-level standards.
Severe Discrepancy between Intellectual Ability and Achievement. Document the criteria below.	Indicates that an intellectual ability and achievement process was used to determine the student's special ed eligibility.
The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development.	Describes the student's pattern of behaviors related to their academic achievement for their age and development.
3. The instructional strategies used and the student-centered data collected	Describes the instructional strategies used.
4. The educationally relevant medical findings, if any	Describes relevant medical findings.

Field	Description
5. The effects of the student's environment, culture, economic background	Describes the effects of the student's environment.
6. Data demonstrating that prior to referral or as part of the referral process for a specific learning disability, the student's regular education instruction was delivered by qualified personnel, including the English as a Second Language (ESL) program, if applicable	Describes the data collected prior to the student's referral or as part of the referral process indicating the student was taught by a qualified personnel.
7. Data based on documentation of repeated assessments of achievement at reasonable intervals, reflecting progress during instruction, which was provided to the parents	Describes data provided by the parent/guardian(s) of the student.
8. An observation in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. Note the relationship of that behavior to the student's academic functioning.	Describes the student' academic performance and behaviors in the areas of difficulty.
9. Other data, if needed, as determined by the evaluation team	Describes any other data pertaining to the evaluation.
10. Include a statement for each item below to support the conclusions of the evaluation team that the findings are not primarily the result of	
Visual, hearing, motor disability	A statement of the student's conclusion regarding the student's visual, hearing, motor disability.
Intellectual Disability	A statement of the student's conclusion regarding the student's intellectual disability.
Emotional Disturbance	A statement of the student's conclusion regarding the student's emotional disturbance.
Cultural factors	A statement of the student's conclusion regarding the student's cultural factors.
Environmental or economic disadvantage	A statement of the student's conclusion regarding the student's environmental or economic disadvantage.

Field	Description
Limited English proficiency	A statement of the student's conclusion regarding the student's limited English proficiency.