Evaluation Summary Report (Specific Learning Disability) (Idaho)

Last Modified on 07/17/2024 10:58 am CDT

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

Evaluations are used to document the student's educational needs and the student's determination of eligibility for special education. This document describes each editor, 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. The school district gives a copy of the evaluation summary report, including the eligibility documentation, to the student's parents.

> The current print format is **ID ESR SLD 24.1**. Print formats are managed using the Special Ed Eval Type Setup tool.

Editor Home - *ID ESR SLD 24.1 ⓘ			
NAME	**STATUS**	**MODIFIED BY**	**COMPLETED BY**
Evaluation Information	IN PROGRESS	System Administrator 7/15/24 2:18 PM	
Student Information	IN PROGRESS	System Administrator 7/15/24 1:23 PM	
Parent/Guardian Information	IN PROGRESS	System Administrator 7/15/24 1:23 PM	
Enrollment Information	NOT STARTED		
Team Meeting	NOT STARTED		
Background Information	NOT STARTED		
Exclusionary Factors - Initial	NOT NEEDED	System Administrator 7/15/24 2:18 PM	System Administrator 7/15/24 2:18 PM
Exclusionary Factors - Reevaluation	NOT STARTED		
Evidence of Low Achievement - Initial	NOT NEEDED	System Administrator 7/15/24 2:18 PM	System Administrator 7/15/24 2:18 PM

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 Information | Student Information | Parent/Guardian Information | Enrollment Information | Team Meeting | Background Information | Exclusionary Factors - Initial | Exclusionary Factors - Reevaluation | Evidence of Low Achievement - Initial | Evidence of Low Achievement - Reevaluation | Observation | RTI or PSW in Psychological Processing - Initial | RTI or PSW in Psychological Processing - Reevaluation | Supplemental Assessments | Summary of Evidence | Additional Information

> **Editors with Embedded Tables**
>
> Users must make an initial Save of an editor before adding records to embedded tables within editors.

Evaluation Information

The Evaluation Information editor documents relevant dates concerning the student's current or future evaluations.

Evaluation Information IN PROGRESS

Evaluation Type *

Initial ▼

Evaluation Date *

07/01/2024 📅

Evaluation Information Editor

Field	Description
Evaluation Type *Required*	The type of evaluation. Options are Initial or Reevaluation.
Evaluation Date *Required*	The day of the evaluation.

^Back to Top

Student Information

The Student Information editor pulls demographic information regarding the student. This is a read-only editor.

The **Refresh** button retrieves a fresh copy of data from the student's record.

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.

Last Name

First Name
Maya

Middle Name
Ishag Adam

Suffix

Age
17

Birthdate

Address
Boise, ID 83704

Home Telephone

Student Number

Home Primary Language
ara: Arabic

Case Manager Information

Name
Denise Akana

Title
Teacher-Special Ed (SPEDSTAFF)

Phone
PRIVATE

Student Information Editor

▶ Click here to expand...

^Back to Top

Parent/Guardian Information

The Parent/Guardian Information editor pulls the contact information of the student's parent/guardian(s).

> The **Refresh** button retrieves a fresh copy of data from the parent/guardian's record.

Parent/Guardian Information Editor

▶ Click here to expand...

Enrollment Information

The Enrollment Information editor is a read-only editor that pulls in district and school information where the student is enrolled.

Enrollment Information Editor

Team Meeting

The Team Meeting editor documents all instances in which the student's special education team met to evaluate the student.

	Meeting Date ↓	Meeting Location
	07/01/24	School, Room 150

Team Meeting List Screen

Background Information

The Background Information editor documents the student's strengths and relevant data.

Background Information Editor

Exclusionary Factors - Initial

The Exclusionary Factors (Initial) editor documents factors that may contribute to the student's academic or learning difficulties. These factors can't be the primary cause of the student's learning difficulties to be determined eligible for special education services.

This editor is automatically placed in a Not Needed status when Reevaluation is selected as the Evaluation Type on the Evaluation Information editor.

Exclusionary Factors - Initial Editor

▶ Click here to expand...

Exclusionary Factors - Reevaluation

The Exclusionary Factors (Reevaluation) editor documents factors that may contribute to the student's academic or learning difficulties. These factors can't be the primary cause of the student's learning difficulties to be determined eligible for special education services.

This editor is automatically placed in a Not Needed status when Initial is selected as the Evaluation Type on the Evaluation Information editor.

Indicate if the student's learning difficulty in the area(s) of suspected disability is impacted by any of the following:

- ☐ Vision, Hearing, and/or Motor Impairment
- ☐ Intellectual Disability
- ☐ Emotional Behavioral Disorder
- ☐ Environmental, Cultural, and/or Economic Disadvantage
- ☐ Limited English Proficiency
- ☐ Lack of Appropriate Instruction in Reading
- ☐ Lack of Appropriate Instruction in Math

If any of the above are checked, provide evidence below that exclusionary factors were not the primary factor in the student's learning difficulties.

Exclusionary Factors - Reevaluation Editor

Field	Description	Validation
Indicate if the student's learning difficulty in the area(s) of suspected disability is impacted by any of the following	Options include: • Vision, Hearing, and/or Motor Impairment • Intellectual Disability • Emotional Behavioral Disorder • Environmental, Cultural, and/or Economic Disadvantage • Limited English Proficiency • Lack of Appropriate Instruction in Reading • Lack of Appropriate Instruction in Math	Multiple options can be selected.
If any of the above are checked, provide evidence below that exclusionary factors were not the primary factor in the student's learning difficulties *Required*	A description of the evidence proving the above factors are not the primary factor of the student's learning difficulties.	*This field is available and required when any of the checkboxes above are marked. This field is limited to 8000 characters.

^Back to Top

Evidence of Low Achievement - Initial

The Evidence of Low Achievement (Intial) editor documents the areas of academic concern for the student.

This editor is automatically placed in a Not Needed status when Reevaluation is selected as the Evaluation Type on the Evaluation Information editor.

Evidence of Low Achievement - Initial Editor

▸ Click here to expand...

Evidence of Low Achievement - Reevaluation

The Evidence of Low Achievement (Reevaluation) editor documents the areas of academic concern for the student.

This editor is automatically placed in a Not Needed status when Initial is selected as the Evaluation Type on the Evaluation Information editor.

A. Academic Grade-level Area(s) of Concern

Did the team conduct new academic achievement assessments for this evaluation?
If yes, proceed to B-1 and provide evidence of newly conducted assessments.
If no, previous academic achievement assessment results and current evidence of low achievement must be reported in Background Information.

B-1. Evidence of Low Achievement Data

Provide evidence of each newly conducted assessment. Include a brief description of each assessment along with average range and standard deviation statement. This information may be found in the assessment manual, on the assessment provider's website, or in the assessment database linked to some IEP software.

Academic Area of Concern ↑	Assessment Name	Date
	No records available.	

|◄ ◄ [▼] ► ►| 0 - 0 of 0 items

Add

Provide a validity statement and testing observations

Evidence of Low Achievement - Reevaluation Editor

▶ Click here to expand...

^Back to Top

Observation

The Observation editor documents observational information related to the student's area(s) of concern.

Observation Editor

▶ Click here to expand...

RTI or PSW in Psychological Processing - Initial

The RTI or PSW in Psychological Processing (Initial) editor documents the specific interventions that address the student's area(s) of concern.

> This editor is automatically placed in a Not Needed status when Reevaluation is selected as the Evaluation Type on the Evaluation Information editor.

RTI or PSW in Psychological Processing - Initial Editor

▶ Click here to expand...

RTI or PSW in Psychological Processing - Reevaluation

The RTI or PSW in Psychological Processing (Reevaluation) editor documents the specific interventions that address the student's area(s) of concern.

This editor is automatically placed in a Not Needed status when Initial is selected as the Evaluation Type on the Evaluation Information editor.

Not required unless there are new areas of concern

Which option will the evaluation team use to determine whether the student has a Specific Learning Disability?
NOTE: While a team may consider evidence for both RTI and PSW options, a student only needs to meet the criteria under one of the two options to be considered a student with a Specific Learning Disability

[▼]

A. Response to Intervention (RTI)

Targeted Intervention(s)

Summarize
Provide a summary that the student's psychological processing skills are linked to the failure to achieve adequately in the academic area(s) of concern. Include brief description of each assessment along with the average range and standard deviation statement.

[   ]

B. Pattern of Processing Strengths and Weaknesses

Provide evidence that the student's psychological processing skills are linked to failure to achieve adequately in the academic area(s) of concern. Include a brief description of each assessment along with the average range and standard deviation statement.

Did the team conduct new cognitive assessments for this evaluation?
[▼]

RTI or PSW in Psychological Processing - Reevaluation Editor

▶ Click here to expand...

Supplemental Assessments

The Supplemental Assessments editor documents any additional findings found via alternate assessments.

Supplemental Assessments Editor

▶ Click here to expand...

Summary of Evidence

The Supplemental Assessments Data editor documents the alternate assessment data given to the student.

A. Evaluation Team Assessment Summary

Summarize the findings and document the disability based on Idaho State criteria from the various forms of evaluation used to determine a present level of performance including assessments, observations, interviews, standards, and other relevant and current documentation.

B. Adverse Effect

Describe how the student's progress is impeded by the disability to the extent that the educational performance is significantly and consistently below the level of same age peers preventing the student from benefiting from general education.

C. Need for Specially Designed Instruction

Describe the changes to content, methodology, and/or delivery of instruction necessary for the student to be able to access and progress in the general education curriculum and meet grade-level achievement standards.

Eligibility Determination

Summary of Evidence Editor

▶ Click here to expand...

^Back to Top

Additional Information

The Additional Information editor documents any additional information or meeting notes. The only field on this editor is the "Provide any additional information and/or meeting notes here" text field. It is limited to 8000 characters.

Provide any additional information and/or meeting notes here

Additional Information Editor

^Back to Top