

Form #2 - Special Education Evaluation Report

Cover Page

Local Education Agency: Agency Elementary

Student Name: Mateo Velez

Child Count ID #: 123456

Grade: 3 Date of Birth: 07/09/2012

Current Educational Program: General Education

County of Residence: James County

Name of Parent/Guardian/Ed Surrogate: Tara and Douglas Velez

Reason for Referral: Classroom teacher and multilingual teacher concerned about progress with general curriculum connected to Mateo's reading fluency in both languages

Dates:

Referral: 09/20/2023

Planning Meeting: 10/3/2023

Received Consent: 10/3/2023

Report Completed: 11/10/2023

Eligibility Decision: 11/14/2023

Was the Eligibility Decision Determined within 60 days of date of consent? Yes No

Date the Report was Provided to Parent/Guardian/Ed Surrogate: 11/14/2023

The Evaluation Plan was delivered through (check all that apply):

Postal Mail

Secure Email

In-Person

The Evaluation Plan was developed through (Check all that apply):

Conversation

Correspondence

Formal Meeting

Contact Information:

If you have questions about this document or would like additional information, please contact:

the [Special Education Monitoring Team](#)

Evaluation and Planning Team (EPT) Members (table below):

Name	Role	Involved in Plan	Agreed with Decision
Tara and Dougal Velez	<input checked="" type="checkbox"/> Parent <input type="checkbox"/> Educational Surrogate <input type="checkbox"/> Guardian <input type="checkbox"/> Adult Student	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Agree <input type="checkbox"/> Disagree Initial: TV and DV
Mateo Velez	Student (when appropriate)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Agree <input type="checkbox"/> Disagree Initial: MV
Clay Naughton	Local Education Agency Representative	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Agree <input type="checkbox"/> Disagree Initial: CN
Eliza McDonald	Special Education Teacher or Service Provider	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Agree <input type="checkbox"/> Disagree Initial: EM
Jessica Albert	General Education Teacher	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Agree <input type="checkbox"/> Disagree Initial: JA
Willow Jones	Individual who can interpret instructional implications	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Agree <input type="checkbox"/> Disagree Initial: WJ
Willow Jones	Individual who can conduct diagnostic examinations (SLD requirement)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Agree <input type="checkbox"/> Disagree Initial: WJ
Kelly Smith	EL Teacher	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Agree <input type="checkbox"/> Disagree Initial: KS

Disability Determination - Section One

A. The following information was used to determine whether the student/child has a disability. The EPT is developing this plan to assess the following suspected disability area(s): (Check all that apply)

- Autism Spectrum Disorder Intellectual Disability
 Specific Learning Disability Deaf-Blindness

- Multiple Disabilities
- Developmental Delay
- Traumatic Brain Injury
- Other Health Impairment
- Hearing Loss
- Speech or Language Impairment
- Orthopedic Impairment
- Emotional Disturbance
- Visual Impairment

B. What concerns or areas to evaluate were used to reach the disability determination? In each section below, specify the tests and/or assessment procedures used to reach the disability determination.

Concern or area evaluated: Reading Fluency, Math Reasoning, and Written Expression

Assessment(s)/Evaluation(s) Used: WIII

Professional who administered assessment/evaluation: Eliza McDonald

Role of Professional: School Psychologist

Concern or area evaluated: Functional and Behavioral Skills

Assessment(s)/Evaluation(s) Used: Behavior Assessment System for Children (BASC)

Professional who administered assessment/evaluation: Willow Jones

Role of Professional: School Psychologist

Evaluations and information provided by the parent of the student (or documentation of LEA's attempts to obtain parental input): Parents were supportive of the school's recommendation to conduct an evaluation for special education eligibility and were actively involved in the planning. They requested that a behavioral checklist (the team decided to utilize BASC), be filled out by Mateo's teachers. The school psychologist will follow up and send this checklist to Tara and Douglas as well as Mateo's teachers. Jessica, Mateo's classroom teacher, has been the primary contact for Tara and Douglas and will continue to update them throughout the assessment process, as needed.

At the eligibility meeting, Tara and Douglas expressed concerns with homework support for Mateo. They struggle to access the materials sent home. The team agreed that homework will be shortened to essential tasks within school support in a guided study group.

Observations/Recommendations by Teachers and by related services providers, when appropriate:

The school psychologist will be observing Mateo in two settings – during recess and group reading in his grade-three classroom.

Observation – 10/10/2023

Activity Observed: Small group reading, 30 minutes – students were paired in groups of four and were reading a passage about dinosaurs with a Lexile level of 560. Each group was assigned a task analysis and Mateo had a simpler version that provided visuals to support his thinking.

Observations: Mateo had already begun working with his small group when I arrived. Mateo was seated with his group talking to a peer and it seemed he was not engaged in the task. His teachers worked their way to his small group to check in, and at that time, Mateo utilized a break pass to go get a drink of water. He returned four minutes later and took several additional minutes checking in with other groups before returning to his table. At that time, the reading was completed, and each group member was asked to write a response to one of the questions. As Mateo's group began to write, he sat quietly before raising his hand and asking to go sharpen his pencil. He again took several minutes to make his way back to his seat. At that time, the para checked in with him and Mateo verbally shared his response with her. The para scribed his response and Mateo discussed the reading with his group without additional supports. When the task was over, Mateo was able to follow the expected routines and exit the room for specials.

Areas of strength and areas of need: Overall, Mateo was engaged with the task but was noticeably avoidant of completing any items related to reading and writing. He listened to his group members read but found ways to avoid all the reading and writing work that he was not confident in completing. His average time on task was four minutes and he requested five breaks during the time I was observing, two of which were granted. It was apparent that Mateo is well-liked by his peers. It was also noticeable that Mateo relies on a high level of support in order to access the curriculum.

Observation - 10/12/2023

Activity Observed: Mateo was observed for twenty minutes during his lunch and recess time.

Observations: Mateo was social and very active during this time. He consistently followed expected routines and was able to access all elements of lunch/recess without supports. When Mateo arrived at lunch, he sat with his friends and quickly consumed his food. He went on to participate in recess outside, playing basketball with his friends.

Areas of strength and areas of need: Mateo seems to thrive during this unstructured time, although it is apparent that the established routines in the lunchroom help to regulate all students. There are no observable areas of academic or functional needs during this part of Mateo's day.

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): During WIII testing, Mateo was tested in English but his multilingual teacher was present to assist with his overall understanding of the asks in Spanish. Checklists shared with the family were presented in both English and Spanish.

SUMMARY OF FINDINGS/INTERPRETATION OF EVALUATION RESULTS – Considering all available evaluation data, record the team's analyses of the student's functioning levels:

- WJIII Results:

Basic reading skills SS 85, 11th%ile

Reading fluency SS 80 9thile

Writing Fluency: SS 87, 12th%ile

Reading comprehension SS 94, 30th%ile

Mathematical calculation SS 100, 50th%ile

Mathematical reasoning SS 85, 21st%ile

Analysis: A full battery achievement test was completed with Mateo, administered by the school psychologist on 10/24/2023. The WJ III provides predicted achievement scores for each academic area based on different weightings of seven cognitive abilities according to the student's age. In the area of basic reading, Mateo scored in the 11th%ile. We completed letter-word identification and word attack. For word attack, Matteo had the hardest time with medial vowel sounds, but also struggled with certain initial and final sounds. He scored better with letter word identification, indicating that Mateo has strong sight word recognition. This indicates his weaknesses in basic reading are likely most likely tied to phonological processing. His multilingual teacher noted that this is occurring across languages. It is possible that these struggles with phonological processing are related to Mateo's overall fluency scores. We tested Mateo under the cluster of academic fluency in the areas of reading and writing fluency. This measures Mateo's ability to read written statements as well as to formulate and write simple sentences. These measures again indicated that Mateo has many sight words recognized but has limited decoding skills. His multilingual teacher agreed that this is common for Mateo in Spanish as well. These lower scores in the area of academic fluency can also indicate some processing delays. Processing speed concerns has been identified by his classroom teacher as well as his Multilingual teacher. For reading comprehension, Mateo scored at grade level in the 30th%ile. When asked to read in independently, however, he was not able to access, so these scores are based on having the passage read aloud. Again, indicating that the weakness is related to processing and phonological struggles in getting the words off the page. Next, we looked at math calculation and math reasoning. Mateo is above grade level in the area of calculation but does show some overall delays with processing in his math fluency as well. He struggled with applied problems that required reasoning and did much better when all written word was read aloud. During testing, Mateo was focused but did ask for several breaks throughout our time together. His demeanor was overall friendly, and Mateo was very willing to complete all the components of testing.

- BASC Results

Analysis: This report is based on feedback from Mateo's teachers, his parents, and the team based special educator. Most scores here were in the normal range, but some consistent concerns were reported. The most elevated category was behavioral symptoms, mostly related to attention. Team teachers report that when Mateo cannot access, he is avoidant, and we observed this across testing as well. Mateo would benefit from continued supports for positive behavior and opportunities to move around and release some energy.

- Classroom grades/work samples:

A review was completed of classroom grades and work samples from Mateo's general education and multilingual curriculum. Without accommodations across his curriculum, Mateo is showing adverse effect in all content areas. His struggles with phonics and the impact it has on his fluency, decreases his accessibility throughout most of his academic work. Classroom fluency measures (FandP, read naturally) indicate that he is reading between a 1st – 2nd grade level and reads an average of 70 words per minute. Mateo's written expression was measured using a curriculum-based measure that looks at correct word sequences over a timed write. A sample of one of Mateo's 3-minute writes: "I lik football. You play with a ball it very fun. I lik to play football with my friends at schol. Its my favorit sport. The end." Additional writing samples are attached to the evaluation report. Mateo has strong math computation skills in class as well and is always willing to complete our daily classroom computation. When problems are read aloud, he is typically able to work through numbers with multiple steps to find the solution. As noted in other observations, when Mateo cannot access, he becomes avoidant and requests multiple breaks.

- WIDA Screener Results:

Mateo completed the WIDA screener in September 2023 shortly after he transitioned to Agency. This report was completed by Mateo's EL teacher. Mateo scored proficient in listening to English and speaking English. His Spanish skills are very fluent with excellent vocabulary. We are seeing concerns with reading and writing both indicated in his WIDA screener scores and in the work he is completing during his service time. Mateo struggles to get his words into writing in both languages and will often skim through books or describe the pictures and/or point at sight words. His EL teacher has been working closely, and will continue to work closely, with his classroom teacher to ensure supports are woven into Mateo's curriculum.

- STAR Reading Summary:

Agency Elementary completes the STAR reading assessment 3x yearly with all students. Mateo took this two weeks into the school year and scored in the 5th%ile. Upon noticing some of the concerns, we retested Mateo on the STAR and allowed for a read loud with additional time on each question. When provided with those accommodations, Mateo scored in the 18th%ile on this assessment.

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: Mateo is a friendly, social, and active student who transitioned to Agency Elementary in the fall from Costa Rica. He has quickly developed strong rapport with his teachers and classmates. Mateo is a strong math thinker and has grade level computation skills. He loves completing daily math assignments and engaging in group thinking about math problems. He is multilingual student who also receives services from the EL teacher 2x weekly for 30 minutes in a small group. He struggles with reading and writing fluency across content areas and environments and these weaknesses are linked to his processing speed and phonological skills. See detailed scores in the evaluation summary.

PRESENT LEVELS OF FUNCTIONAL PERFORMANCE – Describe the student’s present levels, strengths, and the resulting functional and developmental needs, when appropriate:

Mateo is friendly with all his classmates and teachers and has strong social skills. His disability impacts his executive functioning skills in the classroom as he becomes very aware of his struggle to access and often avoids work or delays getting started. His team has built in structures to support his executive functioning skills, and will continue to embed these supports within his educational setting. Currently, Mateo utilizes break passes, positive behavior supports that are utilized with the entire class, checklists to support work completion and tasks, and regular check ins from his classroom paraeducator. The combination of these supports have helped Mateo to find more success with work completion and initiating tasks.

BEHAVIORAL INFORMATION – Include social and emotional status and behavioral strengths and needs, when appropriate:

Mateo’s struggles with work completion and task initiation can cause Mateo to get his classmates off task and become distracting for others. With proper supports, this behavior is mediated.

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

Yes No Lack of appropriate instruction in reading, including the essential components of reading instruction. Provide evidence: File review from Costa Rica indicates that Mateo has had instruction in reading and that fluency and phonological processing has been a concern throughout his schooling.

Yes No Lack of appropriate instruction in math. Provide evidence: File review and current work samples indicate that Mateo excels in math and likely has received adequate instruction. Concerns observed in mathematics are more related to Mateo’s overall fluency in reading as well as his processing speed.

Yes No Limited English proficiency. Provide evidence: Student is multilingual, and fluency and processing concerns are observed across languages.

Does the Evaluation and Planning Team conclude that the student met the disability determination in the area of a specific learning disability? Yes No

Adverse Effect - Section Two

This section was completed to demonstrate where such pertinent information could be documented, but it is not required for the disability categories of specific learning disability or deaf-blindness.

Adverse effect on educational and functional performance is determined by a review of school performance measures by the EPT in light of the student’s disability. The documentation requirement for this section is the one basic skill and a minimum of multiple school performance measures. However, if the student has additional educational or functional needs, they **MUST** also be addressed here or in the Needs section of this Evaluation Report. Once a student has been found eligible in one adverse effect basic skill category,

their additional special education services may be offered based upon the needs of the student or the appropriateness of other standard supports available within their school. In addition, if a student is found not to have an adverse effect in any one of the basic skills assessed, it would be necessary to document each additional basic skill area of concern to prove ineligibility.

Basic Skill Area(s) of concern (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Basic Reading Skills | <input type="checkbox"/> Reading Comprehension |
| <input checked="" type="checkbox"/> Reading Fluency (SLD only) | <input type="checkbox"/> Motor Skills |
| <input type="checkbox"/> Mathematics Calculation | <input checked="" type="checkbox"/> Mathematics Reasoning |
| <input checked="" type="checkbox"/> Written Expression | <input type="checkbox"/> Listening Comprehension |
| <input type="checkbox"/> Oral Expression | <input checked="" type="checkbox"/> Functional Performance/Skills |

Measures of School Performance: Questions for the EPT to Consider Determining if the Disability Adversely Effects Educational and Functional Performance

Questions within this document serve as a guide on data and information sources which may support EPT decision-making in determining adverse effect. EPT Teams are not required to complete every category if not appropriate given a student's unique circumstance. This is not an exhaustive list of questions and EPT Teams can populate the other category with descriptions of additional information that was collected and reviewed as part of the eligibility determination process. The key is to examine to the extent the disability identified adversely effects educational and functional performance.

1. Do standard or percentile scores on nationally-normed individually-administered achievement test(s), or for children ages 3 to 5, appropriate multi-domain nationally-normed test(s) or rating scale(s), demonstrate adverse effect?

Verification: WJIII – scores reported in the evaluation summary.

Is there evidence of Adverse Effect? Yes No N/A

2. Do standard or percentile scores on nationally-normed group-administered achievement test(s), including nationally-normed, curriculum-based measures, demonstrate adverse effect?

Verification: Student has demonstrated concerns with reading and writing fluency assessments based on curriculum-based measures.

Is there evidence of Adverse Effect? Yes No N/A

3. Do any reports prepared by the SU/SD or presented by the parent/guardian reflect adverse effect in any of the basic skill areas? (Grades or other measures of academic proficiency)

Verification: Without classroom supports and accommodations, Mateo's grades and academic proficiency is below grade level.

Is there evidence of Adverse Effect? Yes No N/A

4. Does the child's performance on comprehensive assessments based on a system of learning results, or the Common Core as of 2014, or measurements of indicators within the Early Childhood Learning Guidelines, demonstrate adverse effect?

Verification: _____

Is there evidence of Adverse Effect? Yes No N/A

5. Do criterion-referenced assessments demonstrate adverse effect in any of the basic skill areas?

Verification: Parents and teachers filled out checklist, no significant concerns identified.

Is there evidence of Adverse Effect? Yes No N/A

6. Do child's work products, language samples, or portfolios demonstrate adverse effect?

Verification: Mateo's fluency and phonological processing skills demonstrate adverse effect in work samples and language samples, as evidenced by WIDA scores and attached work samples.

Is there evidence of Adverse Effect? Yes No N/A

7. Does disciplinary evidence, or rating scales based on systemic observations in more than one setting (whenever possible) by professionals or parents/guardians, demonstrate adverse effect in any of the basic skill areas?

Verification: Although sometimes Mateo struggles with attention and avoidant reactions, those behaviors are less prominent when he is provided with accessible work.

Is there evidence of Adverse Effect? Yes No N/A

8. Do the child's attendance patterns demonstrate adverse effect?

Verification: Mateo has had excellent attendance.

Is there evidence of Adverse Effect? Yes No N/A

9. Do the child's social, behavioral, or emotional deficits (if any), as observed by professionals or parents/guardians in multiple settings (whenever possible), on clinical rating scales or in clinical interviews, demonstrate adverse effect in any of the basic skill areas?

Verification: Observational data provided by the school psychologist, classroom teacher, and parents indicates there is adverse effect on the student's education in multiple basic skill areas.

Is there evidence of Adverse Effect? Yes No N/A

10. Other (add any other data sources)

Verification: No additional data sources to report.

Is there evidence of Adverse Effect? Yes No N/A

EPT Rationalization for Using Only One School Performance Measure

If only one measure of school performance was used to determine adverse effect, document the EPT's rationalization for this single measure determination:

Has the EPT determined that the information gathered on the child meets the district's definition of adverse effect? Yes No

Basic Skill Area that met Adverse Effect: Reading fluency, written expression, and functional skills

Need for Special Education Services - Section Three

1. This section seeks to provide justification that the student/child:
 - a. requires specially designed instruction that cannot be provided through the educational support system or through the school's standard instructional conditions; or
 - b. for Early Childhood Special Education, a justification that a delay is at a level that would affect future success in the home, school, or community without intervention prior to enrollment in elementary school.

(For Early Special Education Services, if it is found that the child needs special education services, the statement should include justification that a delay is at such a level that without intervention prior to enrollment in elementary LEA, it would affect his/her future success in the home, school, or community.)

2. Questions and answers necessary for the EPT to determine whether the disability and adverse effect combine to result in a need for special education services:

A. What accommodations and modifications, if any, are necessary for the student to demonstrate progress within the general education (including early childhood) curriculum?

- Read aloud by adult or text to speech
- Use of speech to text or a scribe as needed
- Leveled readings when appropriate
- Visual supports whenever possible
- Task analysis checklists with visual supports for classroom tasks and assignments
- Extended time on all assessments and assignments
- Homework shortened to essential tasks
- Weekly guided study for homework support
- Services with EL teacher 2x weekly for 30 minutes

B. In what areas does the student require specially designed instruction that cannot be provided through the educational support system, or through the standard instructional conditions, supplementary aids and services within the school?

Mateo requires specially designed instruction in the areas of phonological processing and written expression.

C. If the student is experiencing educational difficulty in a basic skill area, but does not qualify for special education under adverse effect or need, what additional information needs to be provided as part of the referral to the Section 504 Team or Educational Support Team?

N/A

3. Identify additional educational and functional performance needs of the student not documented in the Adverse Effect section that were assessed and may need to be addressed either by the IEP Team, the Section 504 Team or the school's multi-tiered system of support or other standard supports available to students through the school.

Mateo must continue to have positive behavior supports embedded throughout his day to support work completion and task avoidant behavior. Mateo has a classroom paraeducator who regularly supports Mateo's accommodations within the general education setting.

Additional area(s) requiring consideration:

- | | |
|--|--|
| <input type="checkbox"/> Basic reading skills | <input type="checkbox"/> Reading Comprehension |
| <input type="checkbox"/> Reading Fluency (SLD only) | <input type="checkbox"/> Motor Skills |
| <input type="checkbox"/> Mathematics calculation | <input type="checkbox"/> Mathematics reasoning |
| <input type="checkbox"/> Written expression | <input type="checkbox"/> Functional Performance/Skills |
| <input type="checkbox"/> Listening comprehension | <input type="checkbox"/> Oral Expression |
| <input type="checkbox"/> Social/Emotional/Behavioral | |

For Early Childhood Special Education:

- | | |
|--|--|
| <input type="checkbox"/> Adaptive Development | <input type="checkbox"/> Cognitive Skills |
| <input type="checkbox"/> Speech and language Development | <input type="checkbox"/> Social or Emotional Development |
| <input type="checkbox"/> Physical Development (fine or gross motor skills) | |
| <input type="checkbox"/> Medical condition(s) (please describe) _____ | |

4. Summarize the Evaluation and Planning Team’s decision regarding the need for special education services: Mateo’s specific learning disability phonological processing and fluency adversely impacts his access to reading across curricular activities. In addition, his scores indicate that his processing speed also impacts his progress and accessibility to the general education curriculum. Mateo will receive specially designed instruction in phonological processing and fluency as well as written expression. He will continue to have embedded positive behavior supports as well as accommodations to support his academic and functional needs.

Does the team conclude that the student has a need for special education services?

- Yes No

Decision of the Evaluation and Planning Team Regarding Eligibility - Final Page

Based upon the results of this Evaluation Plan and Report, the Evaluation and Planning Team has determined that Mateo:

Meets or continues to meet the special education eligibility requirements under the disability category/categories: Specific Learning Disability

Did not meet or did not continue to meet the special education eligibility requirements. The reason(s) for determining this ineligibility is/are: _____

Enclosures:

Once the evaluation is completed, if you agree with the eligibility decision, please initial in the last column where your name is listed on (pages 1 and 2 of this document).

If you disagree, please complete the next page, where information about parental rights and disagreement are located.

Report of Disagreement

If a child/student has a documented disability but does not demonstrate either an adverse effect or a need for special education services, they must be referred to their building principal who then ensures that a 504 Team reviews the student/child's eligibility and supports.

If you do not agree with the evaluations used to make this decision, you may request an independent educational evaluation. The criteria for selecting an evaluator for an independent evaluation, including the location and qualification of the evaluator, must meet the same standard as used by the school district. If you cannot find an evaluator, ask the school district to provide you with information about where you can get such an evaluation. The independent evaluation must be done at public expense, unless the school district asks for a due process hearing to prove their evaluation was appropriate. If the hearing officer agrees with the school district, the independent evaluation would be completed at your own expense.

Both the state and federal laws concerning special education of children with disabilities include many parental rights. Receiving notices about the proposed actions or decisions the school wishes to take regarding your child and your being a part of the educational planning team for your child with a disability are examples of rights given to you by these laws. These laws also require that the school follow certain procedures to make sure you know your rights and are afforded the opportunity to exercise those rights. You received a copy of these rights when your child was referred.

Name: _____

Role: _____ Date: _____

Reasons for Disagreement: _____

Conclusion: _____

Signature: _____

You should read them carefully and, if you have any questions regarding your rights, please contact:

School Staff: _____ Phone: _____

Written Address for Mail: _____