Walden Lake Public Schools

Evaluation Report Example Document

✓Reevaluation

Student Name: Mikayla Baxter   D.O.B.: 07/02/05

School: Walden Lake Middle School   Grade: 06

Date: 12/03/17

Reason for Evaluation

Mikayla started receiving special education services under the category of specific learning disability (SLD) in 2012. Her most recent reevaluation for special education services was conducted in December 2014, at which time she requalified under the category of SLD. A reevaluation was completed at this time to determine present levels of performance to assist in planning an appropriate educational program.

Summary

Intellectual:

Mikayla's overall intelligence as measured on the Differential Ability Scales-II (DAS-II) falls in the low average range. Mikayla's verbal and nonverbal reasoning skills fall in the low average range and her spatial skills fall in the average range.

Academic:

Mikayla's basic reading skills fall in the low average range, her reading fluency, reading comprehension, math problem solving, written language, and written expression skills fall in the low range and her math calculation skills fall in the very low range on the Woodcock-Johnson Test of Achievement-IV (WJ-IV).

Mikayla's teachers report that Mikayla has difficulty learning new things easily, linking new information to previously learned information, and obtaining information. When planning and sequencing, Mikayla struggles with using planning skills, using time wisely, sequencing meaningful information, and sequencing numbers. In the area of working memory, Mikayla has difficulty following 2-3 step directions, retelling and restating information, spacing problems and words on a page, and decoding unknown words. Mikayla struggles to complete writing tasks on time and read with fluency. Mikayla's math and English teachers agreed that in comparison to peers, Mikayla is very slow in taking notes. Mikayla's math teacher also commented that Mikayla struggles with adding and subtracting integers, multiplying and dividing negative numbers, combining like terms, and basic math skills.

Mikayla passed all classes with a C or better, except physical education, where she earned a D. Mikayla did not pass the Minnesota Comprehensive Assessment (MCA) math or reading tests in April of 2017.

Sensory/Health and Physical:

Mikayla's mother reports that Mikayla has not been diagnosed with any health conditions that could impact learning. She passed her vision and hearing screenings on 11/17/2017.

Eligibility Determination

Based on the information contained in this report, Mikayla continues to have a disability and continues to demonstrate a need for special education and related services in the area of SLD.

Testing Conditions

Mikayla was tested over the course of two days to accommodate her need for frequent breaks. She applied herself well to given tasks and maintained good effort as test activities became more challenging. Mikayla's native language is English and all evaluation measures were conducted in English. There are no known language/racial/cultural factors that would impact this evaluation.

Present Levels of Academic Achievement and Functional Performance (How is Mikayla currently doing in school?)

Interpretation:

Based upon an interpretation of Mikayla's previous and current testing, her grades and attendance, and her scores on district and state assessments, Mikayla's overall academic skills are in the low average to very low range. Her reading and writing skills are in the low average to low range, while her math skills are in the low to very low range.

Documentation Relied upon for Determining Mikayla's Present Levels

Evaluation Results and Interpretation: Intellectual – Review of Past Testing

Differential Ability Scales - Second Edition (DAS-II): Jay Piper, School Psychologist

Mikayla's intellectual functioning was previously tested in 2012 and 2014. The results of the assessments were considered valid and showed consistent results. As there are no current concerns with intellectual functioning, additional assessment in this area was deemed not necessary. The most recent intellectual assessment occurred in November 2014 using the Differential Abilities Scales-Second Edition. The DAS-II measures general cognitive abilities. The general conceptual ability score is comprised of the following possible clusters: verbal, nonverbal reasoning, and spatial. The DAS-II can be used with preschool and school aged children. Scores are reported as standard scores with a mean of 100 and standard deviation of 15. Scores between 85 and 115 are considered average.

In 2014 Mikayla received a Verbal Cluster score of 88, in the average range, a Nonverbal Reasoning score of 82, in the low average range, and a Spatial Cluster score of 90, which is in the average range. These scores combine to give Mikayla a General Conceptual Ability (GCA) score of 84, which places her in the low average range.

Academic

Review of Records: Jay Piper, School Psychologist

Attendance: Mikayla has been absent four days during the 2017-2018 school year.

Grades: Mikayla obtained the following grades on her first quarter report card:

Choir	A+
Physical Education	D
Health	C-
Resources Social Skills	Pass
English	C-
Pre-Algebra	C
Resource Math	Pass
Resource Reading	Pass
Life Science	C
Social Studies	C

Test Scores:

NWEA Test Scores: 2016-17

Subject Area	RIT Score	Percentile
Reading-Fall 2016	184	5
Reading-Winter 2017	182	1
Reading-Spring 2017	185	4
Math-Fall 2016	189	2
Math-Winter 2017	181	1
Math-Spring 2017	187	2

MCA Test Scores: April 2017

Subject	Scale Score	Achievement Level
Math	515	Does Not Meet Standards
Reading	520	Does Not Meet Standards

Woodcock-Johnson Test of Achievement – Fourth Edition (WJ-IV): Mindy Murphy, Special Education Teacher

The WJ-IV is an individually administered, broad-based, nationally normed achievement test. It provides information about reading, math, and written language. Scores are reported as standard scores with a mean of 100 and standard deviation of 15. Scores between 85 and 115 are considered average.

WJ-IV Form: A Dated 11/20/17	Score	Range
Reading	77	Low
Broad Reading	77	Low
Basic Reading Skills	81	Low Average
Reading Comprehension	70	Low
Reading Fluency	75	Low
Mathematics	73	Low
Broad Mathematics	74	Low
Math Calculation Skills	69	Very Low
Math Problem Solving	70	Low
Written Language	73	Low
Broad Written Language	74	Low
Written Expression	73	Low

Interpretation: Mikayla's overall academic skills are in the low average to very low range. Her reading and writing skills are in the low average to low range, while her math skills are in the low to very low range.

Mikayla's reading skills, as shown in her Reading and Broad Reading scores, are in the low range. These scores are based on the subtests measuring her ability to make sense of words in the context of passages (Passage Comprehension standard score of 77) and her ability to read a list of unrelated words (Letter-Word Identification standard score of 83).

Mikayla's basic reading skills are in the low average range. This score is based on her performance on the Letter-Word Identification subtest (83) and the Word Attack subtest which measures her phonics skills (Word Attack standard score of 81). Both subtest scores are in the low average range. Mikayla struggled with reading phonetically spelled single and multiple syllable nonsense words.

Mikayla's reading comprehension skills are in the low range. This score is based on her performance on the Passage Comprehension (77), Reading Recall (69), and Reading Vocabulary (72) subtests. Her ability to make sense of words in the context of passages, understand what she has read, and her vocabulary skills all fell in the low range. Mikayla would oftentimes say "I don't get it" or "I'm confused" before she would attempt to provide an answer.

Mikayla also scores low in the area of reading fluency as measured by the Oral Reading (73) and Sentence Reading Fluency (77) subtests.

Mikayla's math skills are in the low to very low range. Her ability to perform basic math computations (Calculation standard score of 69) and her ability to solve a variety of story problems (Applied Problems standard score of 78) gave her a Mathematics Cluster score of 73, in the low range.

Mikayla's Broad Mathematics score is a combination of the Applied Problems score (78) and her performance on the Math Facts Fluency subtest. Her ability to solve simple addition and subtraction facts quickly (Math Facts Fluency standard score of 72) fell in the low range. Her overall Broad Mathematics score is in the low range.

Mikayla also struggled with her math calculation skills and was unable to multiply 1-2 digit numbers and subtract fractions with like denominators. Mikayla struggled with knowing the difference between the multiplication and division symbol. She was given a timed test with simple addition and subtraction problems and performed in the low average range in this area. Her Math Calculation Skills score, a combination of the Calculation subtest (69) and the Math Facts Fluency subtest (72), came out to 69, which is in the very low range.

In the area of Math Problem Solving, Mikayla's Applied Problems standard score of 78 and Number Matrices standard score of 68 combine to give her a cluster score of 70, which is in the low range. She also struggled with multiple step story problems having to do with the concepts of money, time, and measurement.

In the area of written language, Mikayla demonstrates low ability. Her ability to produce sentences that are evaluated with respect to quality of expression (Writing Samples standard score of 72) fell in the low range. Mikayla's spelling skills (Spelling standard score of 75) also fell in the low range.

Her Broad Written Language score of 74 is in the low range. This score is a combination of the Spelling and Writing Samples subtest in addition to the Writing Fluency subtest which measures her ability to formulate and write simple sentences quickly in response to word and picture prompts. On this subtest she scored 75, in the low range. Mikayla's sentences lacked capitalization and punctuation as well as complete thoughts and correct grammar.

The Written Expression cluster score is based on the Writing Samples subtest, score of 72, and the Writing Fluency subtest, score of 75. Her overall score of 73 places her in the low range in this area.

Information Processing:

An information/psychological processing disorder is a condition that interferes with a student's learning in a variety of settings. It is manifested by inadequate skills in one or more of the following areas: acquisition of information, organization, planning and sequencing, working memory, visual and/or auditory processing, speed of processing, verbal and/or nonverbal expression, transfer of information, and motor control for written tasks. Interviews were completed by Mikayla's mother and teachers in order to provide insight into her learning and processing skills. The following information was obtained:

The SLD parent interview was completed by Penny Baxter, Mikayla's mother 11/20/2017. Penny stated that Mikayla's strengths are socializing and finding good qualities in everyone. Penny agrees that Mikayla does have difficulty processing information; however, she has not noticed issues with Mikayla's vision or hearing. When asked if there was a family history of learning disabilities, Penny said that there weren't any that she was aware

of. Penny identified reading, writing, and math as weaknesses for Mikayla. Penny reported that Mikayla spends one hour per night doing homework. She works on it by herself and does not ask anyone for help.

Penny reported that Mikayla has trouble reading; however, she usually understands what she reads. She also said that Mikayla understands what she writes, however she makes a lot of spelling and grammatical errors. Penny reported no concerns with Mikayla's gross motor skills. Penny said that Mikayla does follow directions, but Mikayla struggles with organization because she often hurries too much. Penny noted concerns in the following information/psychological processing areas:

Acquisition of Information: linking new information to that previously learned and obtaining information through multi-sensory approach

Organization Skills: staying on task, paying attention, completing boring tasks, completing assignments on time, handing in assignments on time, and organizing desk, locker, and backpack

Planning and Sequencing: using planning skills, completing long-range projects on time, and using time wisely

Processing Speed: completing tests on time, completing paper/pencil tasks in a timely manner, responding orally in a timely manner, and reading with fluency

The SLD teacher interview was completed by Henry Anderson, 7th grade Pre-Algebra teacher and Daisy James, 7th grade English teacher 10/16/2017. Concerns were noted by the classroom teachers in the following areas of information/psychological processing:

Acquisition of Information: learning new things, linking new information to previously learned information, and obtaining information through a multi-sensory approach

Organization Skills: paying attention, completing assignments on time

Planning and Sequencing: using planning skills, using time wisely, sequencing meaningful information, and sequencing numbers

Working Memory: following 2-3 step directions and retelling/restating information

Visual Processing: spacing problems/words on a page; reading a map, table, or graph; and decoding unknown words

Auditory Processing: decoding words and recognizing words sounds

Processing Speed: completing tests on time, completing paper/pencil tasks in a timely manner, responding orally in a timely manner, and reading with fluency

Verbal Expression: formulating questions, asking questions related to content, giving answers related to content, and expressing ideas related to content

Transfer of Information to Paper: expressing ideas in writing, copying from the board, and slow to take notes

Sensory

Hearing Screening: Zoe Oliver, Licensed School Nurse
Date: 11/20/17
Mikayla passed within the normal limits.

Vision Screening: Zoe Oliver, Licensed School Nurse
Date: 11/20/17
Mikayla passed within the normal limits.

Health/Physical

Health Status and Review of Medical Records: Zoe Oliver, Licensed School Nurse
Date: 11/20/17
According to the School Health Update Form signed by parent/guardian on 11/13/2017, Mikayla does not have a diagnosis of a medical condition that could impact learning.

Observation

Areas of information processing difficulty are indicated in parentheses.
Date: 11/6/17
Time: 9:30-10:20 a.m.
Observed by: Mindy Murphy, Special Education Teacher
Setting: English 7
Mikayla entered the classroom and was very talkative with her peers. When the bell rang, she was still walking around and talking with peers until Miss James told her to sit down and pay attention (shifting attention). Miss James then announced that the class would be doing some reading strategy practice and would be learning about different types of questions as they relate to the text. Mikayla continued to talk to a student in the back of the class as Miss James was explaining the activity (attention to task). Miss James handed out a worksheet and asked the class to take notes on the back of the paper as she explained the lesson. She displayed the notes up on the board and Mikayla copied the notes. However, after reviewing the notes it was determined they were not easy to follow (transfer of information to paper). There were also many grammatical errors (acquisition of information, nonverbal expression) in the notes.

Following the introduction, Miss James had the students turn their paper over and read a passage given to them. There were five questions about the passage. The students had to identify the type of question given. Mikayla looked very confused and looked over to see if the observer could assist her with the task (acquisition of information). Miss James went to assist Mikayla. However, when discussing the lesson with her, Mikayla was not able to answer the questions on her own (acquisition of information). She also struggled to write down the answers on her paper (transfer of information to paper, nonverbal expression). Mikayla needed assistance to complete all of the questions correctly (acquisition of information).

The class then watched a video on Charles Dickens and the students were asked to come up with their own variety of questions relating to the video (working memory). Mikayla struggled with this activity as well and

overall it was a very confusing lesson for her. Miss James asked Mikayla about the lesson afterwards and Mikayla was not able to reiterate the definitions of the different types of questions. Mikayla also had not written more than a few words on her paper because the lesson was confusing to her (acquisition of information and transfer of information to paper).

Educational Needs

Mikayla needs to improve her academic skills in the areas of math calculation, math problem solving, reading fluency, reading comprehension, and written language. Because of Mikayla's difficulties with information processing and attention, she should be provided extended time for assignment and test completion, outlines of teachers' lecture notes, and seating near instruction.

Criteria Checklist for Specific Learning Disability:

1. Documentation of Inadequate Achievement

Mikayla does not achieve adequately in one or more of the following areas in response to appropriate classroom instruction:

_X_ Written Expression

_X_ Basic Reading Skills

_X_ Reading Comprehension

_X_ Reading Fluency

_X_ Mathematics Calculation

_X_ Mathematical Problem Solving

_X_ Mikayla exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of an SLD.

AND

Documentation to support this finding:

_X_ Cumulative record reviews

_X_ Classwork samples

_X_ Anecdotal teacher records

_X_ Statewide and district wide assessments

_X_ Formal, diagnostic and informal tests

_X_ Results from instructional support programs in general education

Information from formal testing, parent and teacher input, and a review of Mikayla's grades show Mikayla has inadequate achievement in the areas of reading, math, and written language. She shows strength with some basic reading skills and spatial reasoning abilities and weaknesses in nonverbal skills, math skills, and written language skills.

2. Information Processing

Mikayla has a disorder in one or more of the basic psychological processes which includes an information processing condition that is manifested in a variety of settings by behaviors such as inadequate:

_X_ Acquisition of information

_X_ Organization

_X_ Planning and sequencing

_X_ Working memory, including verbal, visual, or spatial

_X_ Transfer of information

_X_ Visual and auditory processing

_X_ Speed of processing

_X_ Verbal and nonverbal expression

_X_ Motor control for written tasks (pencil and paper assignments, drawing and copying)

_X_ Other: Attention

Parent and teacher input, as well as results of formal assessments, confirm Mikayla has a disorder in basic psychological processes in multiple areas.

3. **Severe Discrepancy**

Mikayla demonstrates a severe discrepancy between general intellectual ability and achievement in at least one of the identified areas of achievement: Math Calculation.

General Intellectual Ability Assessment Measure: DAS-II
Overall Composite Score: 84
Regression Score: 69
Achievement Measure: WJ-IV
The team has determined that Mikayla's underachievement is not primarily the result of a vision, hearing, or motor impairment; a developmental cognitive disability; an emotional or behavioral disorder; economic or cultural influences; limited English proficiency; or lack of appropriate instruction in reading or math.
Mikayla demonstrates a continued severe discrepancy in the area of math calculation, but also demonstrates below average skills in the areas of reading and written language. As this is a reevaluation, Mikayla does not need to meet initial eligibility criteria but continues to have a disability and demonstrate a continued need for special education and related services. Based on the results of this evaluation, Mikayla meets eligibility criteria for a Specific Learning Disability in the area of math calculation and continues to demonstrate a disability and need for special education.

Based on the information included in this report:

Mikayla continues to have a disability and continues to demonstrate a need for special education and related services in the area of Specific Learning Disabilities (SLD).

Signatures and indication of agreement with conclusions are required for SLD evaluations. For team members not in agreement, a statement of why they disagree must be attached.

Signature	Title	Agreement with Conclusions	
Penny Baxter	Penny Baxter, Mother	X Yes	☐No
Mikayla Baxter	Mikayla Baxter, Student	X Yes	☐No
Chloe Johnson	Chloe Johnson, Case Manager	X Yes	☐No
Jay Piper	Jay Piper, School Psychologist	X Yes	☐No
Paul Calloway	Paul Calloway, Principal	X Yes	☐No
Daisy James	Daisy James, English	X Yes	☐No
Henry Anderson	Henry Anderson, Algebra	X Yes	☐No