Part 2: Evaluation Team Report (ETR)

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Slide 2 Child Find – Evaluation Team Report
The purpose of this module is to walk you through an Evaluation Team Report, or ETR, record review as part of your Internal Monitoring Process. You will learn how to use the Office for Exceptional Children's record review tools to look at specific record review items and determine if they are compliant as written, as well as learn some useful tips when reviewing records during your internal monitoring meetings. In order to review all documents with consistency, we will use the Record Review Guide which can be found on the Ohio Department of Education and Workforce website's IDEA Monitoring Process webpage. This is the same document that the Office for Exceptional Children uses to review records. There is a link to the document under resources. It is important for the team to check the website for the most updated version as the guide is updated yearly.

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CF-1 Does the educational agency provide interventions to resolve concerns for any child who is performing below grade-level standards?
For an initial evaluation the summary of interventions provided must include:

1. A description of the researched-based interventions used;
2. How long the interventions were provided (how many weeks);
3. The intensity of the interventions – how often, and for how many minutes;
4. A description of the results compared to the baseline data; and
5. What decision was made as a result of the interventions.

For a reevaluation, when any new interventions were provided, those 5 summaries must be included, but if no new interventions were provided, a statement such as this is required.
It was determined by the ETR team that the student is making adequate progress with current special education supports and services.

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Here is an example of interventions for an initial evaluation, let's see if it is compliant or noncompliant. It reads Annie has been provided interventions within the co-taught classroom as well as small group pull out interventions within the learning center. She has been provided 40 minutes daily of small group interventions working on repeated practice and review of previously learned skills.
Is this compliant or not? Refer to the 5 required elements in the blue box to determine compliance.
This example is noncompliant, since 4 of the required elements are not provided. All we know is that Annie was provided 40 minutes daily of small group instruction.
Please keep in mind. Data from interventions does not refer to IEP services.

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Now let's look at an example of a reevaluation intervention summary.
It reads it was determined by the ETR team that the IEP supports and services were sufficient to meet Annie's needs. Therefore, no new interventions were provided. The student is making adequate progress with current special education supports and services.
The example is compliant, since no new interventions were provided and the ETR states that the team determined that the student was making adequate progress.

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Before we move on to Child Find #2, here is a tip to consider when deciding on interventions.
If during the life of the student's ETR and IEP there were no NEW interventions provided to the student other than their IEP services, the Data from Interventions Assessment on the Planning Form doesn't need to be identified. Simply select Not Applicable in the Data for Review Column.

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Child Find #2 asks the question. Were the parents/guardians provided opportunities to be involved in the ETR planning process to establish informed parental consent?
Remember for compliance we are looking for evidence that the parent was provided opportunities to participate in the planning process.
To determine compliance for CF-2 we first look at the planning form.
If the parent signed the planning form, then we have evidence the parent was afforded the opportunity to participate.

- If the parent did not sign the planning form, we then look at the Parent invitation, the PR-02 to see how many were sent and when.
- Finally, we look at the OP-9 to see how many times they tried to get the parents to participate, the different methods used and the various dates they tried.

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Here is an example of a planning form, let's check it for compliance.
There is a parent signature so it must be compliant.

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Child find #3 asks the question Was written, informed parental consent obtained prior to any evaluation?

For compliance, we will need to see a signed PR-05 Parent Consent for Evaluation; OR Evidence that the educational agency made reasonable efforts to obtain consent for evaluation and the child's parent failed to respond.

Written signature is defined as a physical signature or digitally timestamped signature.

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Here is an example of a PR-05, let's check it for compliance.
Looks like the mother signed the consent for evaluation therefore it is compliant.
Remember, Informed Written Consent must be obtained before any evaluation can be conducted, even when there is no new testing required.

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Here are some common areas of noncompliance for CF-3.

- The PR-05 was Left blank, with no signatures
- There was a Written statement that the parent agreed via phone or TEAMS/Zoom (virtual) meeting
- Consent obtained but testing was completed prior to the date on the PR-05

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When getting informed written consent for any evaluation, consider the following:

- OAC 3301-51-05(C)(4) addresses parental consent in writing as required
- For reevaluations, if the school district can demonstrate that it made reasonable efforts to obtain such consent; and the child's parent has failed to respond, the team can move ahead and do the assessments stated on the Planning Form.
- If the LEA was able to receive verbal consent, then the district must obtain the parent's signature on the PR-05.
- And remember: Parent consent must be obtained when dismissing student from services or changing disability category or placement.

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Child Find #4 asks the question,
Is there evidence that the evaluation addresses all areas related to the suspected disability?
When checking for compliance, all areas indicated on the planning form as either sufficient data available or additional testing data needed must be represented in a Part 1.

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Here is a copy of the planning form. Notice the yellow highlighted areas of assessment, those indicate that a Part 1 was completed as part of this ETR. Knowing this, is Child Find 4 compliant? Have all areas identified on this planning form as either sufficient data available or additional testing data needed represented in a part 1?
No, therefore it is noncompliant. Notice Classroom based evaluation and progress in the general education curriculum and background history are not highlighted which means the reviewer could not locate those areas anywhere in a Part 1.
Now notice observation, it is marked not applicable, remember an observation must be identified on the planning form as either sufficient data available or additional testing data needed. This also makes Child Find 4 noncompliant.

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Here are some useful tips for Child Find #4

- When Multiple persons are listed on the Planning Form as responsible for Additional Testing/Data Needed, EACH person must complete their own Part 1 for it to be compliant.
- If the planning form indicates sufficient data available, there can be a Part 1 combination for both persons responsible. For compliance, the following need to occur:
  - BOTH sign the combined Part 1
  - The needs and implications from BOTH providers need to be listed in each section.
- <u>Parents should NOT be indicated on the Planning form as the "Person Responsible."</u>

A compliant Part 1 must have:

- Summary of information
- Needs and Implications listed.
- If there are no needs or implications, a statement must be provided.
- Date of the new assessment.
- Signature and date.

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- Remember observations must be indicated on the planning form as either sufficient data available or additional testing data needed.
- Based on the 2018 memo, observations must be conducted for any evaluations and for all disability categories.
- If the district has "Current observational data" that data can be used instead of conducting a NEW observation.
- "Current" means less than a year old.
- Mark observation as "sufficient data available" on the Planning Form if teachers have current observational data on their student. Since observation is one of the ways teachers gather data on students, they should already have sufficient data available to complete a part 1.
- "Additional Testing Needed for an Observation must include the date and location of the observation as well as conducted in the student's area of need.
- It is also recommended to add a start and end time of the observation.

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Child find #5 asks the question, does the ETR summarizes all assessment results in language understandable to the parent?
When checking for compliance, it comes down to the question were all part 1s summarized in the part 2 in language understandable to the parent.
Simply a re-statement of all assessments conducted without being summarized would make it noncompliant.
Remember all Part 1s must be summarized in a Part 2.

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Here is an example of a Part 2, let's look at it for compliance.
They have summarized information provided by parent.
Summary of observation is in language understandable to the parent.
Notice in medical information, they included a summary of both vision and hearing.
In the summary of assessments results, General intelligence is summarized, there are no charts, graphs or confusing scores provided.
Communication Status is also summarized in language understandable to the parent.
Now look at Academic skills, I am seeing standard scores along with a classification. There is no true summary of the students' academic skills in those subtest areas.
Because of academic skills, this part 2 is noncompliant.

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I want to take a few minutes and show you a Part 2 that a lot of schools in Ohio are using when completing their part 2. Now it doesn't have to be in this format for compliance purposes, but it does help a lot when reviewing all the part 1s to ensure they were represented in the Part 2.
Notice how they provided headers or titles for each assessment in the summary of assessment section. By doing this, the reviewer can take the planning form and check the Part 2 to ensure all assessments marked on the planning form are represented in Part 2.

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Child Find 6 asks the question: Does the ETR contain a description of educational needs that allows the IEP team to develop effective and actionable goals?
The biggest take away for CF-6 is that all needs addressed in all part 1's need to be carried over to the Part 2. If there are needs within a Part 1 that no longer pertain to that student, there needs to be a statement in the Part 2 explaining why it is not being carried over.

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Look at the educational needs listed in this Part 2. Notice how for General Intelligence the needs listed were not in language understandable to the parent, like perceptual reasoning and processing speed, for Academic Skills Struggles with math calculation is not specific enough for someone to write an IEP goal for? What specific math skills does the student struggle with?
For those 2 reasons, this example is noncompliant.
So again, for educational needs to be compliant, they must

- Must be specific to the student
- Reflect the specific (Academic/Functional) skills the student is lacking
- Encompasses every Part 1 report for Educational Needs

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Child Find 7 asks the question: Did a group of qualified professionals and the parent of the child determine whether the child is a child with a disability?
These groups differ depending on the type of evaluation conducted.
For an Initial evaluation you will need the Parent, a group of qualified professionals, such as the child's general education teacher, a person qualified to conduct individual assessments and interpret the results and an educational agency representative.
For a reevaluation, the group of qualified professionals would include:

- Parent
- General education teacher of the child
- Special education teacher of the child
- Educational agency representative
- An individual who can interpret the instructional implications of evaluation results
- If the parents want any additional members to attend, they also can be invited
- And whenever appropriate , the child with the disability.

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Before we look at an example of CF-7, let's discuss who the required members are needed for an initial evaluation when SLD is being considered.
Additional group members for determining a specific learning disability (SLD) would include:

- The child's general education teacher; or
- If the child does not have a general education teacher, a general education classroom teacher qualified to teach a child of his or her age; or
- For a child of less than school age, an individual qualified by the State Educational Agency (SEA) to teach a child of his or her age; and
- At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or remedial reading teacher.
- When appropriate, the child.

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Here we have an example of the signature page. Since the General Education teacher did not sign, this example is noncompliant.

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Child Find 8 asks the question: Did the ETR team provide a justification for the eligibility determination decision? Notice in the yes box that there are 2 pieces of evidence needed for this to be compliant.

1. First, the statement provides a justification for the eligibility determination decision describing how the student meets or does not meet the eligibility criteria for all suspected disability categories listed on the planning form. AND
2. The justification statement includes how the disability affects the child's progress in the general education curriculum.

A tip for the justification statement when reviewing for compliance, is to look for a phase such as "affects the child's progress in the general education curriculum." Along with specific reasons provided.

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If the Planning Form has 2 or more suspected disabilities listed, the Eligibility Determination Statement MUST indicate how the student meets the selected disability category AND how the student does not meet the ineligible disability category. For this example, notice there are 2 suspected disabilities on the planning form. If Emotional Disturbance was the eligibility determination for this student, a statement needs to be included as to how they qualified to meet that specific disability and how it affects the student progress in the general education curriculum, then for Multiple disabilities, there needs to be a statement as to why the student did not meet the disability category for MD.

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Let's look at this example for Child Find 8. Checking for compliance, it details the student's IQ and standard scores but fails to include how the disability affects the child's performance in the general education curriculum. Therefore, this example would be noncompliant.

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Let's look at a compliant justification statement. This one is for other health impaired minor. It reads Based on the results of this evaluation, Annie continues to meet the eligibility criteria for the special education category of other health impaired minor. A review of records showed that Annie has been diagnosed with ADHD and she takes medication to treat the symptoms. Based on the results of her standardized assessment, Annie demonstrates clinically significant levels of hyperactivity and adaptability at school. She also demonstrates at-risk levels of attention problems, withdrawal, depression, and anxiety at school.
In the classroom Annie has difficulty staying on task and focused. She can easily be distracted and refuses to do work, which adversely affects her ability to receive and retain instruction. When Annie is demonstrating these behaviors, she requires the assistance of an adult to redirect her, help her stay on task and complete work. The symptoms of Annie's ADHD are a barrier to her accessing the general education curriculum

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This concludes Module 2 on reviewing an Evaluation Team Report. Please see Module 3 for reviewing a Postsecondary Transition Plan within the IEP.

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