



EVALUATION SUMMARY REPORT: DATA REVIEW AND DOCUMENTATION OF ELIGIBILITY

Eligibility Date:	<u>Eligibility Date</u>	Evaluation:	<input type="checkbox"/> Initial
Meeting Date:	<u>Meeting Date</u>		<input type="checkbox"/> Reevaluation
Student Name:	<u>Student Name</u>		<input type="checkbox"/> In-State Transfer <u>Meeting Date</u>
Student ID#:	<u>Student ID</u>		<input type="checkbox"/> Reviewed and adopted
Birthdate:	<u>Date of Birth</u>		
Languages:	<u>Languages</u>		
District:	<u>School District</u>		
School:	<u>School Name</u>		
Grade:	<u>Current Grade</u>		

PURPOSE

“**Evaluation Summary Report**” or “**ESR**” means a report that documents the IEP team’s review of data and discussion of the eligibility determination. (Authority: 20 U.S.C. 1414(b)(4); 14 **Del.C.** §3110)

IEP team includes the parents of the child, a regular education teacher, a special education teacher, a representative of the public agency, an individual who can interpret instructional implications of evaluation results, other individuals who have knowledge or special expertise regarding the child, the child whenever appropriate, a career technical education teacher or career technical teacher coordinator when appropriate (14 DE Admin. Code § 925.8.0), as well as additional IEP team members as indicated in 14 DE Admin Code § 925.6.6-925.6.17.

Describe purpose(s) for referral including presenting concerns:

Click or tap here to enter text.

SECTION A: BACKGROUND INFORMATION

Pursuant to 14 DE Admin. Code § 925.6.3.1, the public agency shall draw upon information from a variety of sources, including parent input, teacher recommendations, and other information sources.

(1) Describe student strengths:

Click or tap here to enter text.

(2) Describe relevant background information including parent input, academic history, language, behavior, social, emotional, cultural background, relevant medical history (e.g. vision and hearing screenings), and summary of previous evaluations:

Click or tap here to enter text.

SECTION B: EDUCATIONAL PERFORMANCE DATA

Pursuant to 14 DE Admin. Code § 925.6.3.1, the public agency shall draw upon information from a variety of sources, including parent input, teacher recommendations, and other information sources.

(1) Provide student intellectual and academic assessment data which may include classroom-based assessments, state assessments, cognitive and achievement test scores:

Click or tap here to enter text.

(2) Provide relevant student social, emotional, behavioral, and adaptive behavior data:

Click or tap here to enter text.

(3) Provide related services provider(s) input including evaluation data:

Click or tap here to enter text.

(4) Describe information obtained from observation in area(s) of suspected disability (as required under 14 DE Admin. Code §925.4.2.2):

Click or tap here to enter text.

(5) Provide information and data obtained through the Multi-Tiered System of Support (MTSS) process, which includes a summary of the MTSS intervention and progress monitoring data relevant to the identified areas of concern (as required under 14 DE Admin. Code §§ 508 and 925.6 for Mild Intellectual Disability and as relevant for Specific Learning Disability, Emotional Disability, Other Health Impairment, and Speech or Language Impairment eligibility) or provide information as to why MTSS is not applicable:

Click or tap here to enter text.

SECTION C: ELIGIBILITY DISCUSSION**(1) IEP TEAM DISCUSSION OF ADVERSE EFFECT ON EDUCATIONAL PERFORMANCE**

Pursuant to 14 DE Admin. Code § 922.3.0., “Adverse Effect on Educational Performance” means a significant and consistent negative influence of the disability on the student’s educational performance, as evidenced by their skills in the academic, developmental, or functional domains (e.g. literacy, mathematics, adaptive skills, mobility, pre-vocational and vocational skills, behavior, social adaptation, emotional adaptation, self-help skills, and communication).

Describe the IEP team’s detailed discussion including:

- **How the data support whether the student’s disability(ies) adversely affect their educational performance, thereby requiring special education and related services; OR**
- **Why the student does not meet the eligibility criteria for a student with a disability.**

If considering SLD:

- **Indicate whether the child does not achieve adequately for the child's age or to meet State-approved grade-level standards (14 DE Admin. Code § 925.6.11.1.1).**
- **Describe the child’s insufficient progress (14 DE Admin. Code § 925.6.11.1.2), and/or identify the child’s pattern(s) of strength and weakness (14 DE Admin. Code § 925.6.11.1.3).**

Click or tap here to enter text.

(2) STATEMENT OF ASSURANCE

Educational Performance: As per the special rule for eligibility determination in 14 DE Admin. Code § 925.6.2, the IEP team has determined that the child’s educational performance:

Is **Is Not**

PRIMARILY the result of an educational disability and not a lack of appropriate instruction in reading, meaning lack of instruction in the essential components of reading instruction, which are phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills), and reading comprehension strategies; or lack of appropriate instruction in math; or limited English proficiency; or other factors included in “additional criteria for eligibility” located in subsection .3 of each educational classification of disability in 14 DE Admin. Code § 925.6.

Information Sources: In making the eligibility determination described above, the school district, charter school, or other public agency assures it has drawn upon information from a variety of sources and information from all such sources is documented and carefully considered.

Yes **No**

Documentation: The IEP team has acquired all of the documentation required for consideration of eligibility determination as indicated in the documentation section located in subsection .6 of each educational classification of disability under consideration as listed in 14 DE Admin. Code § 925.6.

Yes **No**

SECTION D: ELIGIBILITY DETERMINATION

Based upon review of the data, the IEP team determines that Student Name

MEETS the eligibility criteria to receive special education and related services in the following educational classification(s) because the data indicate the disability has an adverse effect on educational performance and the student needs specially designed instruction:

Primary Educational Classification of Disability:

Secondary Educational Classification(s) of Disability:

- Autism
- Deaf-Blind
- Developmental Delay
- Emotional Disability
- Hearing Impairment
- Specific Learning Disability
 - Basic Reading Skills
 - Reading Fluency Skills
 - Reading Comprehension
 - Mathematics Calculation
 - Mathematics Problem Solving
 - Oral Expression
 - Listening Comprehension
 - Written Expression
- Intellectual Disability
 - Mild Moderate Severe
- Orthopedic Impairment
- Other Health Impairment
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment Including Blindness

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- Intellectual Disability
 - Mild Moderate Severe
- Orthopedic Impairment
- Other Health Impairment
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment Including Blindness
- None

-OR-

Based upon review of the data, the team determines Student Name

DOES NOT MEET the eligibility criteria to receive special education and related services and the student does not need specially designed instruction.

SECTION E: SIGNATURES AND CERTIFICATION

By signing below, each team member certifies this report reflects their conclusions.

<u>Title</u>	<u>Print Name</u>	<u>Signature</u>	<u>Date</u>
Parent* 1			
Parent* 2			
Student			
General Education Teacher			
Special Education Teacher			
Administrator/Designee			
School Psychologist			

Sign here when this report does not reflect a team member’s conclusions. A separate statement reflecting a team member’s conclusions is attached.

<u>Title</u>	<u>Print Name</u>	<u>Signature</u>	<u>Date</u>

*Parent includes legal guardian, educational surrogate parent and relative caregiver.