# LAKE TRAVIS INDEPENDENT SCHOOL DISTRICT 3322 RANCH ROAD 620 SOUTH

**AUSTIN, TX 78738**

## 512-533-6000

**Full and Individual Evaluation CONFIDENTIAL**

DEMOGRAPHIC DATA SCHOOL RELATED DATA

|  |  |  |  |
| --- | --- | --- | --- |
| Student Name | Luna Solis-Artiaga | School/Home Campus | Lake Travis High  School |
| Student ID Number | 111680 | Grade | 10th |
| Date of Birth | 07/18/2007 | Age | 16 |
| Gender | F | Medicaid Number | 601674966 |
| Parents/Guardians | Imelda Artiaga and Florencio Castillo |  |  |
| Address | 3301 Scort Dr. APT I |  |  |
|  | Austin, TX 78734 |  |  |
| Telephone | 512-351-1931/512-699-4687 | Date of Report | 12/5/23 |

# REASON FOR REFERRAL

Based on the Admission, Review and Dismissal (ARD) Committee, review of existing evaluation reports (including evaluations and information provided by the parents of the student, current classroom–based assessments and observations, as well as observations by teachers and related service providers), the ARD Committee has determined what additional data, if any, are needed to determine whether this student continues to have a disability, present levels of educational performance, need for special education and related services. This evaluation is a three-year re-evaluation. Luna is currently eligible for special education services as a student with an Other Health Impairment with ADHD and a Specific Learning Disability in Reading Fluency, Math Problem Solving, and Math Calculation. The ARD committee requested new data in the areas of physical/medical, sociological, and emotional/behavioral. In addition, a counseling evaluation was requested by the ARD committee.

# SOURCES OF EVALUATION DATA

|  |  |  |
| --- | --- | --- |
| **Sources of Information** | **Informant/Position** | **Dates** |
| Review of Educational Records | Olivia Ann Salazar/ LSSP | 11/10/2023-12/5/2023 |
| Medical Information | Imelda Artiaga/Parent | 11/29/2023 |
| Parent Information/Interview | Imelda Artiaga/Parent | 11/29/2023 |
| Teacher Information | Travis Rendon/Classroom Teacher | 11/10/2023 |
| Teacher Information | Emma McNulty/Classroom Teacher | 11/10/2023 |
| Teacher Information | Sabrina Stephens/Classroom Teacher | 11/13/2023 |
| The Children’s Depression Inventory 2nd Edition: Self-Report (CDI 2) | Luna Solis-Artiaga/Student | 11/14/2023 |
| The Multidimensional Anxiety Scale for Children 2nd Edition-Self Report (MASC 2) | Luna Solis-Artiaga/Student | 11/14/2023 |

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| --- | --- | --- |
| Behavior Assessment System for Children, Student Self Rating Scale  (BASC-3 SRP) | Luna Solis-Artiaga/Student | 11/14/2023 |
| Behavior Assessment System for Children, Parent Rating Scale (BASC-3 PRS) | Imelda Artiaga/Parent | Not returned |
| Behavior Assessment System for Children, Teacher Rating Scale  (BASC-3 TRS) | Emma McNulty/Classroom Teacher | 11/28/2023 |
| Behavior Assessment System for Children, Teacher Rating Scale (BASC-3 TRS) | Sabrina Stephens/Classroom Teacher | 11/27/2023 |
| Behavior Assessment System for Children, Teacher Rating Scale (BASC-3 TRS) | Travis Rendon/Classroom Teacher | 11/27/2023 |
| Behavior Assessment System for Children, Teacher Rating Scale (BASC-3 TRS) | Dylan Weeth/Classroom Teacher | 11/30/2023 |

Standardized evaluation procedures were followed when evaluating Luna. All tests were used for the specific purposes for which the assessment or measures are valid and reliable.

# SOCIOLOGICAL INFORMATION AND EDUCATIONAL HISTORY

Sociological data concerning Luna’s family and community environment that may influence learning/behavior patterns were gathered. The following information was obtained through a Parent Information Form.

Currently, Luna lives with her mother, father, brother, and aunt. Luna’s mother reports that Luna enjoys singing in the choir and going to her physical education class.

Per previous evaluation data, Luna began her public education with Austin ISD for her Pre-K and first grade year and then enrolled with Lake Travis ISD for her 2nd grade year during the 2014-2015 school year. After her 2nd grade year, Luna moved to Del Valle ISD where she attended Baty Elementary School for her 3rd grade year and Hillcrest Elementary for her 4th grade year. Luna was re-enrolled with Lake Travis ISD when she was a 6th grade student and has since remained enrolled within the district.

Attendance History

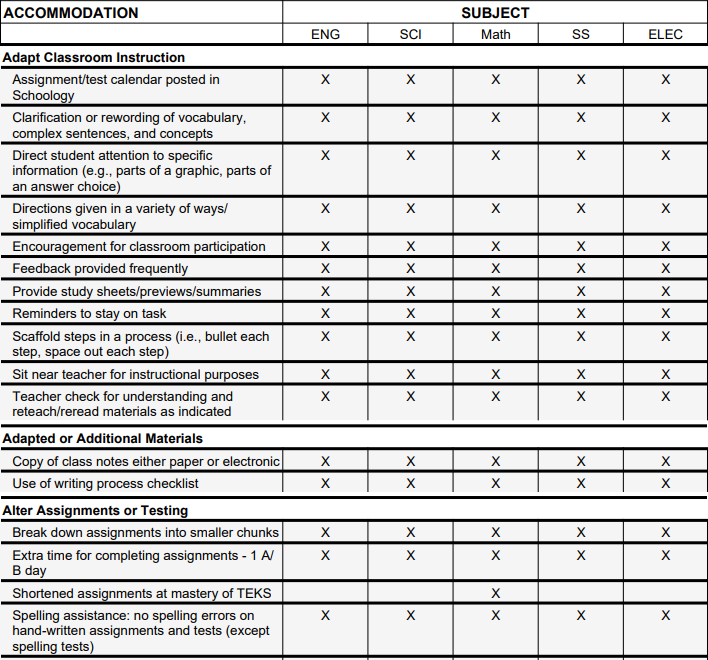
Luna’s attendance history suggests that Luna has had a few absences and tardiness in class, however, teachers have explained that Luna may show she is present on campus, but will not always attend class. Per Luna’s recent FBA, Luna continues to struggle with adequate attendance.

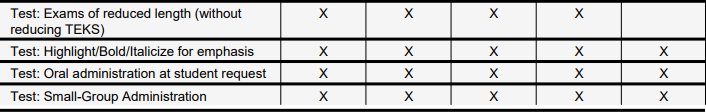
Instructional Setting

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Instructional Setting** | |  |  |
| IEP Dates | General Ed (Minutes/Freq  uency) | Special Ed (Minutes/Fre  quency) | Joint | Services |
| 08/16/23-4/26/202  4 |  |  | 90 minutes -  5 x biweekly | Collaborative Math |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 08/16/23-4/26/202  4 |  |  | 90 minutes -  5 x biweekly | Collaborative Science |
| 08/16/23-4/26/202  4 |  |  | 90 minutes -  5 x biweekly | Collaborative English |
| 08/16/23-4/26/202  4 |  |  | 90 minutes -  5 x biweekly | Collaborative Social Studies |
| 08/16/23-4/26/202  4 | 90 minutes -  5 x biweekly |  |  | Elective: Cavalier 301 College & Career |
| 08/16/23-4/26/202  4 | 90 minutes -  5 x biweekly |  |  | Elective:Non-Varsity Treble  Choir 3 |
| 08/16/23-4/26/202  4 | 90 minutes -  5 x biweekly |  |  | Elective: PE-Weights |
| 08/16/23-4/26/202  4 | 90 minutes -  5 x biweekly |  |  | Elective: Child Development |

Luna currently receives her Math, English, Social Studies, and Science instruction within an inclusive classroom setting. Currently, Luna receives the following accommodations:





Based on current data, sociological factors do not appear to adversely affect Luna’s learning and behavior patterns to a significant degree.

The group of qualified professionals recognizes that a student shall not meet the criteria for a disability condition if the only deficiencies identified are directly attributable to a different cultural lifestyle or to lacking appropriate educational opportunity.

# PREVIOUS EVALUATION DATA

10/19/2017 Initial FIE - Del Valle ISD

Luna was referred for a Full and Individual Evaluation during her 4th grade year at Hillcrest Elementary School due to concerns of an Other Health Impairment and a Specific Learning Disability in the areas of Math and Reading. Per the evaluation, Luna began her public education with Austin ISD for her Pre-K and first grade year and then moved to Lake Travis ISD for her 2nd grade year. After her 2nd grade year, Luna moved to Del Valle ISD where she attended Baty Elementary school for her 3rd grade year and Hillcrest Elementary for her 4th grade year. In regards to Luna’s physical and health development, Luna passed her vision and hearing screenings and was reported to have fine and gross motor skills within normal limits. It was also reported that she was diagnosed with ADHD and was taking adderall in the mornings. An Other Health Impairment form was signed on 5/24/2017 by Luna’s doctor. Luna’s language proficiency was assessed with the Woodcock-Munoz Language Survey in both English and Spanish languages. Luna’s performance towards the language assessment yielded limited proficiency in both English and Spanish. A review of Luna's TELPAS scores, teacher observations, and LPAC information determined that Luna’s dominant language was Spanish. The Batería-III Woodcock Muñoz pruebas de habilidades cognitivas was administered to assess Luna’s cognitive abilities. Her performance yielded the following: Crystallized Intelligence (90), Long Term Retrieval (98), Visual Processing (109), Fluid Reasoning (88), Processing Speed(101), Short Term Memory (99), and Auditory Processing (125). To assess Luna’s academic achievement, the Batteria-III Pruebas de Aprovechamiento and the Woodcock-Johnson IV-Tests of Achievement (WJ-IV ACH) were administered. On the Batteria-III Pruebas de Aprovechamiento, Luna’s performance yielded the following standard score composites: Basic Reading (90), Reading Comprehension (95), Brief Mathematics (75), Math Calculation (76), Math Reasoning (71), Brief Written Expression (93), and Written Expression (94). Luna’s low performance towards math in her dominant language of Spanish, was followed up by two math subtests in English from the Woodcock-Johnson IV-Tests of Achievement. Luna’s mathematical performance in the language of English yielded the following standard scores: Applied Problems (73) and Calculation (72). Based on data gathered from the evaluation, the evaluator determined that Luna met eligibility as a student with a Specific Learning Disability in Math Calculation and Math Problem Solving. Additionally, Luna’ physician completed an OHI form verifying Luna’s ADHD diagnosis, which would also provide eligibility for an Other Health Impairment.

12/07/2020 Reevaluation- Lake Travis ISD

Luna was reevaluated for Special Education during her 8th grade year at Hudson Bend Middle School. It was reported in the evaluation that due to school closure as a result of the COVID-19 pandemic, students were online virtually since March 26, 2020, therefore evaluators were unable to complete the evaluation until school buildings were reopened and students were able to physically be in attendance. Luna’s language proficiency in English and Spanish was assessed with the Woodcock-Johnson IV Tests of Oral Language. Luna’s performance yielded relatively better scores in Spanish, therefore, Luna’s cognitive testing and academic testing was completed in the Spanish language. Updated emotional/behavioral information indicated no behavioral concerns. The Kaufman Test of Educational Achievement, 3rd Edition and Batería IV Woodcock-Muñoz Pruebas de aprovechamiento were administered to assess Luna’s academic achievement. In English, Luna’s academic performance in reading yielded the following standard scores: Letter & Word Recognition (86) Nonsense Word Decoding (92), Word Recognition Fluency (83), and Reading Comprehension (75). In Spanish, Luna’s reading academic performance yielded the following: Reading Sentence Fluency (69) and Text Comprehension (69). Within the area of Written Expression, Luna’s performance yielded the following standard scores Spelling (75) and Written Expression (84). In the area of Math, Luna’s English performance yielded a standard score of 73 towards Math Concepts and Applications, and a standard score of 63 towards Math Computation. In Spanish, Luna’s math problem solving performance yielded a standard score of 69. To assess Luna’s cognitive abilities, the Wechsler Intelligence Scale for Children-5th Ed. Spanish, Batería IV Woodcock-Muñoz Pruebas de habilidades cognitivas, Kaufman Test of Educational Achievement, 3rd Ed. and Woodcock-Johnson Tests of Oral Language were administered. Luna’s performance yielded the following standard score composites: Crystallized Intelligence (89), Long Term Retrieval (99), Fluid Reasoning (85), Short Term Memory (83), Visual Processing (74), Auditory Processing (99), and Processing Speed (114). Overall, Luna’s cognitive performance yielded a Full Scale IQ of 88. The evaluator determined that Luna met eligibility criteria for a student with a Specific Learning Disability in Reading Fluency, Math Problem Solving, and Math Calculation.

3/122/2023 Functional Behavior Assessment - Lake Travis ISD

A Functional Behavior Assessment (FBA) was requested to address behavior concerns. It was reported that during the 2022-2023 school year, Luna was placed in DAEP for possession of a vape pen with THC. Additionally, Luna also began to have attendance issues including unexcused absences, excessive tardies, leaving class, and not returning to class. Luna’s FBA indicated off task behaviors and difficulty staying on task. The hypothesized function of truancy and work avoidant behaviors were found to be due to Escape. Specifically towards work avoidance, a secondary function was hypothesized to be Attention. A Behavior Intervention Plan (BIP) was recommended to address and help improve Luna’s work avoidance and attendance.

# SPEECH/LANGUAGE

The evaluation of a student’s language consists of formal and informal evaluations of language proficiency in both the receptive and expressive domains. The ARD committee also agreed that Luna would continue to meet eligibility as a student with an Other Health Impairment.

Luna is a bilingual student. The group of qualified professionals has determined that Luna’s primary language spoken at home is Spanish. This determination was made through an informal evaluation. Luna expressed to the evaluator that she prefers to speak English outside of her household and requested that she speak, answer, and complete assessment tasks in the English language.

**As per a Review of Existing Evaluation Data, updated evaluation data regarding speech and language was not requested for this evaluation.**

# PHYSICAL INFORMATION

Physical conditions that may directly affect the student’s ability to profit from the educational process were considered.

Luna has a history of passing her vision and hearing screenings and does not appear to have significant hearing or vision problems.

According to Luna’s mother, Luna has Attention Deficit Hyperactivity Disorder (ADHD). Luna currently takes the following prescribed medication: Adderall.

Luna’s fine motor skills appear to be within normal limits. She displayed legible handwriting and had no difficulty working with small tangible objects that required adequate fine motor skills.

# ASSISTIVE TECHNOLOGY

The need for assistive technology devices and services is considered to determine if a student requires such support in order to access the curriculum and make satisfactory academic progress. Consideration of assistive technology is an ongoing process driven by changes in student needs including, but not limited to, participation, access, curriculum, or environmental changes.

The term “AT device” is defined by the IDEA as: “any item, piece of equipment or product system, (whether acquired commercially off the shelf; is modified or customized) that is used to increase, maintain, or improve the functional capabilities of children with disabilities.”

The term “AT service” is defined by the IDEA as: “any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.”

Procedures included observations and data collection of instructional/functional skills in the areas of: communication, written communication, academic content, computer access, fine/gross motor skills, and daily living skills.

Luna currently receives the following assistive technologies:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Required Equipment/ AT** | **English** | **Science** | **Math** | **Social Studies** | **Elective** |
| Calculators: Graphing Calculator |  |  | X |  | X |
| Spelling Assistance: Speech to Text Software | X | X | X | X | X |
| Spelling Assistance: Text to Speech Software | X | X | X | X | X |
| Spelling Assistance: Word | X | X | X | X | X |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Prediction Software |  |  |  |  |  |

**As per a Review of Existing Evaluation Data, updated evaluation data regarding academic achievement was not requested for this evaluation.**

# EMOTIONAL/BEHAVIORAL

The evaluation of a student’s emotional and behavioral factors consists of identifying those characteristics manifested in in-school or out-of-school behavior or both which may influence learning.

Luna’s classroom teachers report the following observations concerning Luna’s emotional/behavioral functioning in the classroom:

*History Class*

Luna has been observed by her history teacher to have an even and happy disposition. Luna is reported to try her best, follow directions, and comply adequately with teacher requests. Luna’s teacher does report that Luna has difficulty with comprehending information, but does not have a current concern regarding her emotional/behavioral functioning in the classroom.

*English Class*

Luna’s English teacher reports Luna to be a sweet, delightful, and respectful student. Luna has been seen to make and keep friends at school, work cooperatively with others, and has a happy and even disposition. Luna was also described by her teacher to be a wallflower, a student who can be shy or alone. Additionally, Luna’s English teacher reports Luna to have poor attention and concentration, excessively low activity level, and difficulty following directions. Luna’s teacher reports that when Luna becomes annoyed with content material, it becomes a direct reflection on her school work and she begins to plummet.

*Science Class*

In Science class, Luna is reported to be respectful, will ask questions, work well in the lab and has good communication with the teacher. Luna is also reported to need frequent breaks and appears to be easily distracted by others in the class. Luna’s science teacher is primarily concerned with her lack of attendance.

Luna’s mother reported the following observations and concerns regarding Luna’s emotional/behavioral functioning: Luna is reported to have a short attention span and requires a lot of discipline at home such as, taking away electronics. Specifically, Luna’s mother reports Luna to be rebellious and worries that she will run away from school. Luna’s mother reports the following behavioral characteristics to describe Luna: resists taks, easily scared, disorganized, has tantrums, always tired, stubborn, and in a bad mood. In addition, Luna’s mother reports that Luna has expressed a dislike of school and will not voluntarily participate in academic activities such as independent reading, writing, or other activities.

**Parent and Teacher Rating Scales**

*Behavior Assessment System for Children, Third Edition (BASC-3): Parent and Teacher Rating Scales*

The Behavior Assessment System for Children-Third Edition (BASC-3) measures both adaptive and clinical characteristics in the home and school settings. The BASC-3 Teacher Rating Scales were completed by four of Luna’s teachers. A parent form was sent home, however at the time of this evaluation report, it had not been returned. Scores in the table below are based on a Mean of 50 and SD of 10. On the Clinical Scales, scores of 60+ indicate difficulties, with those difficulties rising to the level of clinical significance at ≥70. High scores on these scales are indicative of behaviors that are problematic because they occur too frequently. On the Adaptive Scales, scores that are 40- indicate difficulties, with those difficulties rising to the level of clinical significance at ≤30. Low scores on these scales are indicative of behaviors that are a problem because they do not occur frequently. Thus the absence of adaptive skills leads to difficulties in functioning.

All validity index scores are in the Acceptable range; no concerns to report. The obtained scores are presented in the following table:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Behavior Assessment System for Children-Third Edition: BASC-3: PRS and TRS** | | | | |
| **Scales** | **ELA** | **Math** | **Science** | **Social Studies** |
| Hyperactivity | 44 | 42 | 49 | 45 |
| Aggression | 43 | 46 | 43 | 43 |
| Conduct Problems | 50 | 43 | 46 | 53 |
| **Externalizing Problems** | **45** | **43** | **46** | **47** |
| Anxiety | 53 | 41 | 67 | 53 |
| Depression | 53 | 65 | 58 | 48 |
| Somatization | 44 | 53 | 58 | 58 |
| **Internalizing Problems** | **50** | **53** | **62** | **53** |
| Attention Problems | 55 | 63 | 56 | 58 |
| Learning Problems | 57 | 69 | 57 | 66 |
| **School Problems** | **56** | **67** | **57** | **63** |
| Atypicality | 47 | 47 | 59 | 50 |
| Withdrawal | 63 | 82 | 65 | 55 |
| **Behavior Symptoms Index** | **51** | **59** | **56** | **50** |
| Adaptability | 38 | 34 | 63 | 40 |
| Social Skills | 41 | 29 | 42 | 31 |
| Leadership | 38 | 32 | 44 | 32 |
| Study Skills | 38 | 34 | 45 | 33 |
| Activities of Daily Living |  |  |  |  |
| Functional Communication | 42 | 29 | 42 | 35 |
| **Adaptive Skills** | **38** | **30** | **41** | **33** |

M=50, SD=10; Clinical Scales: 60-69=At-Risk; >70= Clinically Significant Adaptive Scales: 31-40= At Risk; <30= Clinically Significant; Not on PRS or TRS

Four of Luna’s teachers completed the BASC 3 TRS. Across more than one rater, elevations were seen in the areas of: Learning Problems, School Problems, Withdrawal, Adaptability, Social Skills, Leadership, Functional Communication and Adaptive Skills.

Three of the four teachers reported that Luna has trouble making decisions, worries, is stressed, fearful or nervous. Additionally all four teachers agree that Luna is sad and misses deadlines.

**Self-Report Rating Scales**

*Behavior Assessment System for Children-Third Edition: Self-Report of Personality (BASC-3: SRP)*

The BASC-3: SRP is a broad-band self-report measure designed to assess the personality, affect and self-perceptions of children. The BASC-3:SRP measures both clinical and adaptive characteristics. Luna’s ratings were acceptable for all areas. The scores obtained are presented in the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Behavior Assessment System for Children, Third Edition: Self-Report of Personality (BASC-3: SRP)** | | | |
| **Scale & Composite** | **T**-**Score** | **Scale & Composite** | **T-Score** |
| Attitude to School | 52 | Attention Problems | 56 |
| Attitude to Teachers | 56 | Hyperactivity | 49 |
| Sensation Seeking | 43 | **Inattention/Hyperactivity** | **53** |
| **School Problems** | **50** |  |  |
| Atypicality | 61 | **Emotional Symptoms Index** | **73** |
| Locus of Control | 71 |  |  |
| Social Stress | 64 | Relations with Parents | 19 |
| Anxiety | 61 | Interpersonal Relations | 36 |
| Depression | 72 | Self-Esteem | 20 |
| Sense of Inadequacy | 71 | Self-Reliance | 37 |
| Somatization | 51 | **Personal Adjustment** | **22** |
| **Internalizing Problems** | **68** |  |  |

M=50, SD=10 Clinical Scales: 60-69 = At-Risk; >70 = Clinically Significant Adaptive Scales: 31-40 = At-Risk, <30 = Clinically Significant

Luna reported elevations in the cluster areas of Internalizing Problems, Emotional Symptoms Index and Personal Adjustment.

The Emotional Symptoms Index (ESI) is the most global indicator of serious emotional disturbance, particularly internalized disorders. It is composed of four scales from the Internalizing Problems composite (Social Stress, Anxiety, Depression, Sense of Inadequacy) and two scales from the Personal Adjustment composite (Self-Esteem and Self-Reliance). This index was elevated by Luna. She reported elevated scores in ALL of these areas. Three of the scales included in the ESI, Social Stress, Anxiety and Depression, are referred to as the SAD Triad. High scores on the SAD Triad represent significant emotional distress characterized by depression with substantial tension. In general, high scores also reflect the presence of poor support mechanisms or coping skills for life’s difficulties. Analysis of Lunas scores indicates a high score on the SAD Triad.

The Personal Adjustment composite consists of the Relations with Parents, Interpersonal Relations, Self-Esteem, and Self-Reliance scales. Luna rated this composite in the Clinically Significant range, indicating she has problems with interpersonal relationships, self-acceptance, identity development and ego strength.

An elevated score on the Internalizing Problems composite accompanied by a low score on the Personal Adjustment composite indicates the likelihood of serious problems and a lack of both support and effective coping strategies. Analyses of Luna’s scores are consistent with such a profile.

***The Multidimensional Anxiety Scale for Children 2nd Edition-Self Report*** is a comprehensive assessment of anxiety dimensions in children and adolescents aged 8 to 19 years. The MASC 2 indexes the range and severity of anxiety symptoms. Responses on the MASC 2 or combined to create 11 T-Scores: MASC 2 Total Scores, Separation Anxiety/ Phobias, Generalized Anxiety Disorder (GAD) Index, Social Anxiety, (Total, Humiliation/Rejection, Performance Fears), Obsessions & Compulsions, Physical Symptoms (Total, Tense/Restless, Panic), and Harm Avoidance.

|  |  |  |  |
| --- | --- | --- | --- |
| **Scale** | | **T-score** | **Guideline** |
| **Anxiety Scales** | **Separation Anxiety/Phobias** | 39 | Low |
| **GAD Index** | 50 | Average |
| **Social Anxiety: Total** | 69 | Elevated |
| *Humiliation/Rejection* | 68 | Elevated |
| *Performance Fears* | 65 | Elevated |
| **Obsessions & Compulsions** | | 58 | High Average |
| **Physical Symptoms** | **Physical Symptoms: Total** | 53 | Average |
| *Panic* | 52 | Average |
| *Tense/Restless* | 54 | Average |
| **Harm Avoidance** | | 47 | Average |
| **MASC 2 Total Score** | | 58 | Average |

Clinical Scales: 60-64=Slightly Elevated;65-69 = Elevated; >70 = Very Elevated

## MASC 2 Total Score

The MASC 2 Total Score indicates Luna’s self report and the extent to which she is experiencing signs and symptoms of anxiety. Ratings on this scale yielded a T-score of 58, which falls within the average range.

## MASC 2 Anxiety Scales

The Separation Anxiety/Phobias scale score reflects Luna’s self report, and the extent to which she is anxious about being alone or scared of certain places or things. Ratings on this scale yielded a T-score of 39, which falls within the ***Low*** score range.

The **GAD Index** score reflects Luna’s self report, and the extent to which she may be experiencing symptoms similar to youth diagnosed with Generalized Anxiety Disorder, including elevated worry about future events and associated physical symptoms. Ratings on this scale yielded a T-score of 50, which falls within the ***Average*** score range.

## Social Anxiety Symptoms

Luna’s self report rating was a 69, in the ***Elevated*** range. Lunah may be feeling more anxious about social situations more than other people her age.

## Anxiety about Being Humiliated or Rejected

Luna’s self report was a 68 in the ***Elevated*** range. Luna is overly anxious about other people making fun of her and/or thinking negatively about her.

## Anxiety Related to Performing Publicly

Luna’s self report was a 65 in the ***Elevated*** range. Luna is overly shy and/or worried about performing or doing things in front of other people.

Additionally, Luna’s self report was ***Average*** in the areas of obsessions/compulsions, panic, feelings of tension/restlessness and harm avoidance behaviors.

***The Children’s Depression Inventory 2nd Edition: Self-Report*** assesses the presence and severity of depressive symptoms in children aged 7-17 years. When used in combination with other information, results from the CDI 2 can help better understand a child and guide intervention decisions. T-scores below provide information on how the student’s score is compared with other children of similar age.

|  |  |  |
| --- | --- | --- |
| **Scale** | **T-Score** | **Classification** |
| **EMOTIONAL PROBLEMS** | 69 | Elevated |
| **Negative Mood/Physical Symptoms** | 63 | High Average |
| **Negative Self-Esteem** | 74 | Very Elevated |
| **FUNCTIONAL PROBLEMS** | 72 | Very Elevated |
| **Ineffectiveness** | 74 | Very Elevated |
| **Interpersonal Problems** | 74 | Very Elevated |
| **Total Score** | 72 | Very Elevated |

Clinica Scales: 40-59=Average, 60-64=High Average, 65-69 = Elevated; >70 = Very Elevated

Ratings on the CDI-2 self-report by Luna indicate high average to very elevated scores in ALL areas. The total score also falls in the very elevated range.

Luna rated herself in the high average range for Negative Mood/Physical Symptoms. Luna may have depressive symptoms that manifest in the form of sadness or irritability, as well as physical symptoms related to sleep, appetite, fatigue, and aches/pains.

Luna rated herself in the very elevated range for Negative Self Esteem. She may have low self-esteem, self-dislike, and feelings of being unloved.

Luna rated herself in the very elevated range for Ineffectiveness. Luna may be evaluating her abilities and school performance negatively, as well as experiencing an impaired capacity to enjoy school and other activities.

Luna rated herself in the every elevated range for Interpersonal Problems. Luna may have problems interacting with peers, and may have feelings of being lonely and unimportant to his or her own family.

**Counseling Evaluation**

Luna appears to have a lack of both support and effective coping strategies towards internalizing behaviors that adversely affect her access to the academic curriculum. Specifically, Luna appears to exhibit feelings of anxiety within social settings and has a low sense of self-confidence. Counseling as a related service is recommended to help address elevated feelings of social anxiety and difficulty with self confidence. Counseling as a related service can help support Luna and help her feel comfortable and safe within the learning environment.

# ACADEMIC/DEVELOPMENTAL PERFORMANCE

Information regarding a student’s level of academic and/or developmental performance is gathered through report cards, state developed assessments, district assessments, teacher reports, observations, and the administration of standardized achievement tests. The collection of educational performance data is used to assess the student’s level of acquired knowledge and to determine whether the learned level of academic/developmental information is correlated to a pattern of strengths and weaknesses within a student’s academic and cognitive processing profiles.

An examination of Luna’s academic history reveals the following grades:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School year** | **Grade** | **Math** | **ELA** | **Science** | **Social Studies** |
| 2019-2020 | 7th | 72 | 83 | 85 | 78 |
| 2020-2021 | 8th | 78 | 84 | 82 | 84 |
| 2021-2022 | 9th | 55 | 71 | 43 | 71 |
| 2022-2023 | 10th | 96 | 61 | 86 | 42 |
| 2023-2024  (Current) | 10th (By Credits) | 29 | 43 | 51 | 54 |

Luna’s mother reports that she is still concerned with Luna’s learning abilities in Math class and English class.

Results of previous administrations of the State of Texas Assessments of Academic Readiness (STAAR)are as follows:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Grade 3**  **STAAR** | **Grade 4**  **STAAR** | **Grade 5**  **STAAR** | **Grade 6**  **STAAR** | **Grade 8**  **STAAR** | **Grade 9**  **STAAR** | **Grade 10**  **STAAR** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading** | Unsatisfactory | Did Not Meet Grade Level | Did Not Meet Grade Level | Did Not Meet Grade Level | Did Not Meet Grade Level | English I  Did Not Meet Grade Level | English II  Did Not Meet Grade Level |
| **Math** | Unsatisfactory | Did Not Meet Grade Level | Did Not Meet Grade Level | Did Not Meet Grade Level | Did Not Meet Grade Level | Algebra I  Did Not Meet Grade Level |  |
| **Writing** |  | Did Not Meet Grade Level |  |  |  |  |  |
| **Science** |  |  | Did Not Meet Grade Level |  | Did Not Meet Grade Level | Biology  Did Not Meet Grade Level |  |
| **Social Studies** |  |  |  |  | Did Not Meet Grade Level |  |  |

**As per a Review of Existing Evaluation Data, updated evaluation data regarding academic achievement was not requested for this evaluation.**

# INTELLECTUAL

An intelligence test is administered in order to assess the student’s cognitive processing and to determine current cognitive strengths and weaknesses. The authors of the seven intelligence tests published since 2000, to some degree, all relied on Cattell-Horn-Carroll (CHC) theory for test development. CHC theory is a comprehensive and empirically supported psychometric theory of the structure of cognitive and academic abilities. This theory is a multiple-factor model of the structure of abilities. These broad abilities are referred to as overall broad ability scores or ‘G’ scores.

**As per a Review of Existing Evaluation Data, updated evaluation data regarding intellectual abilities was not requested for this evaluation.**

# ADAPTIVE BEHAVIOR

Adaptive behavior is the effectiveness with which individuals meet the standards of personal independence and social responsibility expected of individuals of their age and cultural group. The assessment of adaptive behavior focuses on two major issues: the degree to which individuals are able to function and maintain themselves independently and the degree to which they meet the culturally imposed demands of personal and social responsibility. Adaptive behavior represents the interaction of personal, cognitive, social, and situational variables. (Sattler, J. M., (2002). Assessment of Children: Behavioral and Clinical Applications-Fourth Edition. California. Sattler Publishing)

**As per a Review of Existing Evaluation Data, updated evaluation data regarding adaptive behavior was not requested for this evaluation.**

# CONCLUSION

The group of qualified professionals convened a Full and Individual Evaluation (FIE) in order to collect data to determine if Luna demonstrates characteristics of a student with a disability condition.

Luna is a 16 year old, 10th grade student attending Lake Travis High School. Luna is currently a 10th grade student due to lack of credits. She was referred for a Full and Individual Evaluation for her triennial evaluation. She currently receives special education services as a student with an Other Health Impairment with ADHD and a Specific Learning Disability in Reading Fluency, Math Problem Solving, and Math Calculation.

Within the physical domain, Luna is reported to have a history of passing her vision and hearing screenings and does not appear to have significant hearing or vision problems. Luna’s mother reported Luna having Attention Deficit Hyperactivity Disorder (ADHD) and also reported Luna to take the prescribed medication, Adderall. Luna’s fine motor skills appear to be within normal limits. She displayed legible handwriting and had no difficulty working with small tangible objects that required adequate fine motor skills.

In regards to Luna’s Emotional and Behavioral concerns, Luna’s teacher reported concerns regarding her ability to make decisions, stress, feelings of sadness, and ability to complete work by given deadlines. Additionally, Luna reported herself to have difficulty with her self esteem and interaction with peers. Furthermore, Luna reported herself to have symptoms of social anxiety. Based on Luna’s current academic performance in school, teacher reports, and difficulty with internalizing problems, counseling as a related service is recommended.

Consideration of assistive technology is an ongoing process driven by changes in student needs including, but not limited to, participation, access, curriculum, or environmental changes.

# DETERMINATION OF DISABILITY CONDITION(S) OTHER HEALTH IMPAIRMENT

Luna is currently eligible for special education services as a student with an Other Health Impairment with ADHD. An Other Health Impairment form was signed on 5/24/2017 by Luna’s doctor, during her initial evaluation. Luna was in 4th grade at that time. The ARD committee requested new data in the areas of physical/medical, sociological, and emotional/behavioral. Updated evaluation was NOT requested in the areas of speech, cognitive and academic achievement. Luna’s current eligibility was not in question by her ARD committee. Luna continues to qualify as a student with an Other Health Impairment. Luna’s mother reported that Luna has Attention Deficit Hyperactivity Disorder (ADHD) and currently takes the following prescribed medication: Adderall. Luna’s teachers reported continued emotional.behavioral concerns; such as attention problems.

# SPECIFIC LEARNING DISABILITY

Luna is currently eligible for special education services as a student with a Specific Learning Disability in Reading fluency, Math Problem Solving, and Math Calculation. The ARD committee requested new data in the areas of physical/medical, sociological, and emotional/behavioral. Updated evaluation was NOT requested in the areas of speech, cognitive and academic achievement. Luna’s current eligibility was not in question by her ARD committee. Luna continues to qualify as a student with Learning Disabilities in those areas. Luna was evaluated in 2017 and 2020. Luna qualified as a student with learning disabilities during both evaluations.

During her 2017 evaluation, Luna had a cognitive weakness in fluid reasoning and academic achievement deficits in the areas of Mathematics. . Based on data gathered from the evaluation, the evaluator determined that Luna met eligibility as a student with a Specific Learning Disability in Math Calculation and Math Problem Solving.

During her 2020 evaluation, Luna had cognitive weaknesses with fluid reasoning, short term memory and visual processing. Luna displayed academic achievement deficits in the areas of: mathematics, written expression, reading fluency and reading comprehension. Luna met eligibility criteria for a student with a Specific Learning Disability in Reading Fluency, Math Problem Solving, and Math Calculation.

The group of qualified professionals has collected and reviewed the evaluation data in order to determine if Luna is a student with a disability condition and needs Special Education services. Luna continues to meet the criteria as a student with a Specific Learning Disability and an Other Health Impairment.

## Impact of Disability

Luna meets eligibility criteria for a specific learning disability in Math Calculation. This can impact Luna in her math class or any other class that requires math calculation. Specifically, Luna will have more difficulty than her peers in counting and recalling math facts. Additionally, Luna will probably have more difficulty than others with basic options and with visual reasoning tasks. This can cause Luna to complete assignments at a slower pace than her peers.

The results of the evaluation indicate that Johnny meets eligibility criteria for a specific learning disability in Math Problem Solving, which can impact her in her math class or any other class that requires Luna to utilize her math skills. Luna has more difficulty than her peers with adequate making inferences and reasoning towards math problems. In addition to her learning disability in math calculation, when working out math problems, Luna will have a hard time accurately choosing between math operations that best suit the given problem.

Luna meets eligibility criteria for a specific learning disability in Reading Fluency. This impacts her in his academic classes that require reading because it can take Luna longer to read than her peers. This can cause Luna to become behind in work such as, she is not finished reading a passage before table discussions begin.

Luna meets eligibility criteria for an Other Health Impairment; ADHD. This disability can affect Luna’s ability to follow directions due to inattention. Additionally, Luna may easily forget certain steps in assignments, overlook simple mistakes, and can have higher difficulty than her peers in completing tests and assignments when placed in big group settings with possible distractions.

# RECOMMENDATIONS

This multidisciplinary evaluation is considered a valid representation of Luna’s current levels of functioning in the areas assessed. The purpose of the FIE is to identify the presence of a disability condition and provide information regarding the student’s need for special education and related services. All decisions pertaining to eligibility, services to be provided, and placements remain the responsibility of the ARD committee.

The following recommendations are based upon a review of evaluation data and educational performance:

## Academic

Math

* When teaching new concepts, model how to compute the problem.
* Provide numerous opportunities for Luna to practice the skill and immediate feedback/error correction.
* Break an algorithm into component parts, teaching one part of the computation procedure at a time. It will also be beneficial to provide visual steps for Luna to follow.
* Teach key vocabulary words that signal the use of a particular operation.
* Have Luna cross out words that are not relevant.
* Teach a step-by-step process for solving word problems: (a) read the problem, (b) paraphrase it, (c) visualize what the words are describing, (d) create a hypothesis about how to solve the problem, (e) compute the answer, and (f) double check your solution.
* Model the process of solving a story problem by orally talking through the solution steps.
  + After modeling, provide Luna with opportunities to talk through similar problems.

Reading

* Paired reading
* Chunking
* Luna can pre-read selections of text before reading out loud or before a major reading assignment and make notes about words or phrases she is unfamiliar with.

## Behavior

* Every possible effort should be made to decrease Luna’s absences and increase her regular attendance at school. A plan could be created by the family and school to help Luna transition back into the classroom. An online program may also be considered to help Luna make up credits.
* Until Luna is motivated, she will probably continue to have difficulty in school and exhibit inconsistent performance.
  + Counseling as a related service is recommended for Luna.
* It may be useful to find some aspect of school that is positive for Luna (e.g., choir) in order for her to feel success and help improve her perspective.
  + Alternatively, having a specific contact person at school (e.g., gen ed counselor, teacher, admin staff) whom she can build a trusting relationship with may also be beneficial in improving her attitude towards school.

**Assurances:**

The multidisciplinary team assures that:

* Information has been drawn from a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent.
* More than one measure or assessment procedure was used as the criteria for determining whether a child is a child with a disability.
* Technically sound instruments were used to evaluate the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
* Assessments and other evaluation materials used were selected and administered so as not to be discriminatory on a racial or cultural basis.
* Assessments and other evaluation materials were administered in the child’s native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally unless it clearly was not feasible to so provide or administer.
* Assessment and other evaluation materials were used for the purposes for which the assessments or measures are valid and reliable, except where otherwise noted.
* Assessment and other evaluation tools/materials were administered by trained and knowledgeable personnel and were administered in accordance with any instructions provided by the producer of the assessment.
* Assessments and other evaluation materials included those tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient
* Assessments and other evaluation materials were selected and administered so as best to ensure that if an assessment was administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child’s aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child’s impaired sensory, manual, or speaking skills.
* The child was assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
* In evaluating each child with a disability, the evaluation was sufficiently comprehensive to identify all of the child’s special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.
* Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child were used.
* Assessments of children with disabilities who transfer from one public agency to another public agency in the same school year were coordinated with those children’s prior and

subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.

THE FULL INDIVIDUAL EVALUATION REPORT (FIE) IS ONE OF THE COMPONENTS CONSIDERED BY THE ADMISSION, REVIEW AND DISMISSAL (ARD) COMMITTEE. THE ARD COMMITTEE CONSIDERS THESE RESULTS AND OTHER INPUT WHEN ADDRESSING THE STUDENT’S INDIVIDUAL NEEDS FOR SPECIAL EDUCATION PLACEMENT AND SERVICES. THE FINAL DECISION REGARDING THE PLACEMENT AND SERVICES RESTS WITH THE ARD COMMITTEE.

# SIGNATURE OF EVALUATORS POSITION

|  |  |
| --- | --- |
|  | School Psychologist  Olivia Ann Salazar |
| *Dylan Weeth*  Dylan Weeth (Dec 5, 2023 16:04 CST) | General Education Teacher  Dylan Weeth |
| Mina Ehrie (Dec 6, 2023 08:12 CST) | Special Education Teacher  Mina-Michelle Ehrie |

Luna Solis Artiaga Reevaluation



Created:

2023-12-05

By: Status:

Transaction ID:

Olivia Ann Salazar (salazaro@ltisdschools.org) Signed

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Final Audit Report 2023-12-06

"Luna Solis Artiaga Reevaluation" History

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