



Tip Sheet: Eligibility Worksheet – Specific Learning Disability

Effective July 1, 2020

This Tip Sheet captures the relevant changes to the SLD worksheet as a result of the new SLD policy that went into effect on July 1, 2020.

RED - Policy Change effective July 2020

BLUE – Data Sources to include in ECATS Assessment Summary

The required screenings and formal evaluations required to determine eligibility are as follows:

Evaluation/Screening	Summary of Evaluations/Screening See ECATS: Assessment Summary
Hearing Screening	Health Screening > Hearing
Vision Screening	Health Screening > Vision
Speech/Language Screening	Speech/Language Screening
(2) Scientific, research-based interventions to address deficiencies in academic skills (including progress monitoring data) Documentation of the results of evidence-based intervention(s) which align to the academic area(s) of concern (e.g. critical components of reading, math, writing, listening comprehension, oral expression, etc.) including progress monitoring data	Progress Monitoring > Monitoring of Evidence - Based Interventions
Parent Conference(s)	Parent Conference > Summary
Review of existing data (for RtI-documentation of problem-solving process) Review of existing data to include documentation of the systematic problem-solving process (which would include formal and/or informal diagnostic assessments) and observation data of core instruction	*Review of Existing Data > Progress Monitoring of Interventions *Review of Existing Data > Observation: Core Instruction/Intervention *Review of Existing Data > Problem-Solving Process *Review of Existing Data > Cultural Factors *Review of Existing Data > Environmental/Economic Influences *Review of Existing Data > Loss of Instructional Time
Social/Developmental History Social/developmental history, including any educationally relevant medical findings, a review of disciplinary removals, transiency and attendance/tardy rates	Social/Developmental History > Medical Social/Developmental History > Disciplinary Removals



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	Social/Developmental History > Attendance/Tardy Rates
<p>Observation(s) Across Settings (academic and functional skills)</p> <p>Observation across settings, including core instruction and the setting in which intervention is delivered, to assess academic and functional skills</p>	Observation > Core Instruction/Intervention
<p>Educational Evaluation</p> <p>Multiple sources of educational assessment data, which must include diagnostic and/or standardized norm-referenced measures of achievement (related to the area(s) of concern) and data from progress monitoring. These measures must include relevant comparisons to state and/or national norms, age/grade level peers, and appropriate intervention group comparisons. Additional measures may include common formative assessments, universal screening, interim/benchmark assessments and outcome assessments.</p>	<p>Educational Evaluation > Achievement</p> <p>Educational Evaluation > Progress Monitoring</p> <p>Educational Evaluation₁ > Formative Assessments</p> <p>Educational Evaluation₂ > Universal Screening</p> <p>Educational Evaluation₃ > Grade Level Benchmarks</p> <p>Educational Evaluation₄ > Outcome Assessments</p>
Other:	

To be determined eligible in the disability category of Specific Learning Disability, the criteria in subsections (A), (B), (C), and (D) below must be met:

Documentation/Summary	
<p>(A) The child does not achieve adequately for the child's age, intellectual development or to meet State-approved grade level standards in one or more of the following areas:</p> <ul style="list-style-type: none"> ○ Listening Comprehension; ○ Oral Expression; ○ Written Expression; ○ Basic Reading; ○ Reading Fluency; ○ Reading Comprehension; ○ Mathematics Calculation; and/or ○ Mathematics Problem Solving 	<p>Optional - See SLD Criteria: Data Mapping Template for how to analyze data sets gathered from the required screenings and evaluations. (Criterion 1 and 3)</p>

¹ Educational Evaluation could include *Review of Existing Data > Formative Assessments

² Educational Evaluation could include *Review of Existing Data > Universal Screening

³ Educational Evaluation could include *Review of Existing Data > Grade Level Benchmarks

⁴ Educational Evaluation could include *Review of Existing Data > Outcome Assessments



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<p>(B) Inadequate academic achievement: Inadequate academic achievement is based on evidence from multiple sources of data indicating the child does not achieve adequately for the age or grade-level standards in which the child is enrolled in one or more of the following areas when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards:</p> <ol style="list-style-type: none"> 1. Basic reading skills; 2. Reading fluency skills; 3. Reading comprehension; 4. Written expression; 5. Mathematics calculation; 6. Mathematics problem solving; 7. Listening comprehension; or 8. Oral expression. 	
<p>(B) The child does not achieve adequately for the child's age, intellectual development or to meet State-approved grade level standards in one or more areas in (A)</p> <ul style="list-style-type: none"> ○ when using a process based on the child's response to scientific, research-based intervention; or ○ when the child 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 a specific learning disability, using appropriate assessments. <p>(C) Insufficient rate of progress: When provided with high-quality core instruction that a majority of students are responding to and evidence-based intervention(s) matched to area(s) of need, the child demonstrates either a lack of response to instruction and intervention or is responding at a rate that is insufficient to reduce their risk of failure after an appropriate period of time.</p> <p>Documentation of insufficient rate of progress must include:</p> <ol style="list-style-type: none"> 1. The type, intensity, and duration of identified evidence-based instructional intervention(s) <ul style="list-style-type: none"> • Documentation that the intervention length and frequency is in accordance with the identified research-based criteria that supports effective results; 2. Progress monitoring on a schedule that: <ul style="list-style-type: none"> • Allows a comparison of the child's progress to the performance of peers; Is appropriate to the child's age and grade placement; • Is appropriate to the content monitored; and • Allows for interpretation of the effectiveness of intervention; 3. Evidence that the intervention was implemented with fidelity; 4. The child's rate of progress during the instructional intervention(s); and 	<p>Optional - See SLD Criteria: Data Mapping Template for how to analyze data sets gathered from the required screenings and evaluations. (Criterion 4)</p> <p>Documentation of insufficient progress should be captured in the assessment details. Users may select <i>Observation > Core Instruction/Intervention</i> and/or <i>*Review of Existing Data > Progress Monitoring of Interventions</i> as options for including these details in the Assessment Summary.</p>



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<p>5. A comparison of the child's rate of progress to expected rates of progress, including evidence that the intervention yielded successful responses and outcomes for the majority of other children receiving the intervention.</p>	
<p>(C) The disability must not be the primary result of:</p> <ul style="list-style-type: none"> ○ Sensory deficits; ○ Motor deficits; ○ Intellectual disability; ○ Emotional disability; ○ Environmental influences; ○ Cultural factors; ○ Economic influences ○ Lack of appropriate instruction in reading or math; and/or ○ Limited English proficiency <p>(A) The disability must not be the primary result of:</p> <ol style="list-style-type: none"> 1. A visual, hearing or motor disability; 2. Intellectual disability; 3. Emotional disturbance; 4. Cultural factors; 5. Environmental or economic influences; and/or 6. Loss of instructional time due to factors that include, but are not limited to absences, tardies, high transiency rates and suspensions. <p>A child must not be determined to have a specific learning disability if the determinant factor for that determination is any of the following:</p> <ol style="list-style-type: none"> 1. Limited English Proficiency; 2. Lack of appropriate instruction and evidence-based intervention in reading, including the essential components of reading instruction as defined in Section 1208(3) of the ESEA (i.e. phonemic awareness, phonics, vocabulary, fluency and comprehension); and/or 3. Lack of appropriate instruction and evidence-based intervention in math. 	<p>See SLD Criteria: Data Mapping Template (Criterion 1 and 2)</p>

What evidence exists that the student requires specially designed instruction?

(D) Demonstrated educational need: The disability must require specially designed instruction.
See SLD Criteria: Data Mapping Template (Criterion 5)

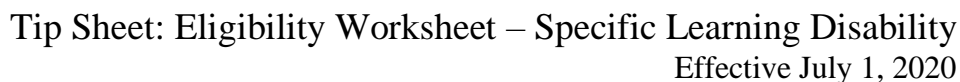


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The following screenshots demonstrate how these data (Summary of Evaluations/Screenings) are documented in ECATS in the “Assessment Summary”.

Del	Pos	New Pos	Date	Assessment Area	Assessment	Subject Area	Scores Reported	Actions
<input type="checkbox"/>	1			Progress Monit	Progress Monitoring - Evidence - Based Intervention			DETAILS LOG
<input type="checkbox"/>	2			Health Screenin	Health Screening: Hearing			DETAILS LOG
<input type="checkbox"/>	3			Health Screenin	Health Screening: Vision			DETAILS LOG
<input type="checkbox"/>	4			*Summary of Cx	Parent Conference: Summary			DETAILS LOG
<input type="checkbox"/>	5			*Review of exist	Review of Existing Data - Progress Monitoring of Interventions			DETAILS LOG
<input type="checkbox"/>	6			*Review of exist	Review of Existing Data - Observation: Core Instruction/Intervention			DETAILS LOG
<input type="checkbox"/>	7			*Review of exist	Review of Existing Data - Problem-Solving Process			DETAILS LOG
<input type="checkbox"/>	8			Social/Developr	Social/Developmental History - Medical			DETAILS LOG
<input type="checkbox"/>	9			Social/Developr	Social/Developmental History - Disciplinary Removals			DETAILS LOG
<input type="checkbox"/>	10			Social/Developr	Social/Developmental History - Attendance/Tardy Rates			DETAILS LOG
<input type="checkbox"/>	11			Observation	Observation - Core Instruction/Intervention			DETAILS LOG
<input type="checkbox"/>	12			Educational Eva	Educational Evaluation - Achievement			DETAILS LOG
<input type="checkbox"/>	13			Educational Eva	Educational Evaluation - Progress Monitoring			DETAILS LOG
<input type="checkbox"/>	14			Educational Eva	Educational Evaluation - Formative Assessments			DETAILS LOG
<input type="checkbox"/>	15			Educational Eva	Educational Evaluation - Universal Screening			DETAILS LOG



The following screenshot is an example of how these data can be pulled from the “Assessment Summary” into the “Assessment Review”.

The list of evaluations/screenings will be added in the “Assessment” lists (located in the screenshot below) so that users will not have to enter these assessments as a “Custom Assessment”.

9.16.20