

Quick Guide to SLD Eligibility Using RTI Data

The SLD addendum form is a portion of a comprehensive SLD evaluation, where it is necessary to demonstrate eligibility and address any possible concerns or details related to SLD eligibility.

Clearly state in the report:

Dual Discrepancy: In order to qualify, a discrepancy must be demonstrated in...

1. Performance Discrepancy- student does not perform adequately (<10th percentile) compared to same age peers
2. Progress Discrepancy- student does not improve at an adequate rate compared to same age peers (50th percentile ROI)

Address if relevant:

SLD Exclusionary Criteria: the following factors must be ruled out during the course of the evaluation.

1. Vision/hearing
2. Intellectual Disability
3. Emotional Disability
4. Cultural factors
5. Environmental factors
6. Limited English Proficiency
7. Lack of appropriate instruction

*most will be in the IEP Online comprehensive evaluation. However, if there are concerns or questions, include reasoning and data in report. i.e. a statement regarding cultural factors, ELL progress compared to peers etc. For detailed guidance refer to the FPS MTSS Guidelines document available on the website.

Clearly state #1 and #2 in report:

SLD Inclusionary Criteria: the following must be evident and demonstrated in the evaluation.

1. Two or more Evidence Based Interventions, delivered with fidelity. (Refer to WAC 392-172A-03060)
2. Data based documentation of repeated assessments of achievement
3. Progress shared with parents

*Progress must be shared with parents, although this is likely done well before and already documented.

Core features of MTSS structure / Where to find the necessary information / Good questions to ask moving into an SLD evaluation. (Refer to WAC 392-172A-03060)

1. Benchmark assessments- used to show performance discrepancy
 - a. Fall/Winter/Spring AimsWeb scores (on grade level)
 - b. *Is the student below the 10th percentile?
2. Evidence based interventions based on student data- used to show inclusionary criteria
 - a. What intervention program is the student receiving? Is there evidence to show that this is an appropriate intervention for the student's needs? How is the student performing on in-program assessments and mastery tests?
 - b. Consider group size, time, pace, fidelity etc.
3. Progress monitoring- used to show progress discrepancy
 - a. AimsWeb reading and/or math, done weekly (if considering eligibility)
 - b. Consider the measure-Is it measuring the correct skill and matching intervention?
 - c. Consider level- is the level sensitive enough to measure growth?
4. Review of student data, with adjustments made accordingly- used for discrepancies, exclusionary and inclusionary criteria
 - a. Data team meetings/PST. Review data described above, plan put in place moving forward.
 - b. Things to consider- who is meeting and what data is being analyzed? What qualitative or quantitative changes have been made to the intervention? How far apart was data analyzed? How is the student performing compared to ROI norms and peer comparisons?
 - c. Features of Data-Based Individualization (DBI) evident.

This is a guide to get started, information should be tailored to individual students and circumstances. For complete procedures refer to the FPS MTSS Guidelines.