Birmingham PUBLIC SCHOOLS Achievement Character Community

Specific Learning Disability

Birmingham Public Schools Process for Determination of Specific Learning Disabilities. Birmingham Public Schools uses a Pattern of Strengths and Weaknesses Process for the determination of a Specific Learning Disability for all buildings and all grades in the district and includes the following:

1. The student does not achieve adequately for the student's age or to meet State-approved grade level standards in one or more of the areas identified at 34 CFR § 300.309(a)(1)(i) when provided with learning experiences and instruction appropriate for the student's age or State-approved grade level standards;

AND

2. The student 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 Multidisciplinary Evaluation Team (MET) to be relevant to the identification of a SLD, using appropriate assessments, consistent with the IDEA Evaluation Procedures and Additional Requirements for Evaluations and Reevaluations.

In making a determination as to whether a student has or continues to have a Specific Learning Disability, Birmingham Public Schools will also comply with all applicable federal regulations and state rules, including those addressing comprehensive evaluations, determination of the existence of a specific learning disability, observation of academic performance and behavior in the area(s) of difficulty, specific documentation for SLD eligibility determination, and reevaluation requirements.

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A pattern of strengths and weaknesses is determined by the Multidisciplinary Evaluation Team (MET) to be relevant to the identification of a Specific Learning Disability. Strengths must be demonstrated across multiple measures. Strengths can be determined by norm-reference or non norm-referenced assessments. Weaknesses are determined by at least 3 different measures of multiple sources.

Assessment	Criteria for Strength	Criteria for Neither	Criteria for Weakness
Norm Referenced Tests	>25th Percentile	>10th percentile - <25th percentile	<10th percentile
Curriculum-Based Measurement	>25th Percentile Meets Benchmark Standard	>10th percentile - <25th percentile Approaching benchmark	<10th percentile Does not meet benchmark
Criterion-Referenced Measurement	-Met or Mastery of grade level standard -Grade of A or B -Advanced or Proficient on MSTEP -Meets or Exceeds benchmark for PSAT/SAT -Meet current grade/age level expectations	-Grade C -Approaching benchmark on PSAT/SAT	-Grade level D or E -Below/Working towards grade level standard -Not Proficient on MSTEP -Does not meet benchmark -Less than 70% accuracy

What is typically given/reviewed:

- Cognitive assessment; if needed
- Norm-referenced achievement
- Curriculum based measurement
- Criterion referenced assessments
- District/State/Curriculum assessments
- Report cards