

Central Montcalm Public School

Procedures for the Determination of Specific Learning Disability

Central Montcalm Public School has established guidelines for determining eligibility for Specific Learning disabilities utilizing an underachievement insufficient response to scientific research-based intervention RtI and/or a pattern of strengths and weakness (PSW) model. Each school's decision-making procedure is based on the district's policies, status of RtI implementation, staff training, specific areas of concern, length of time the child has attended district programming, and grade level interventions.

The scientific research based intervention model guidelines will consider a student who does not achieve adequately for their age or does not meet basic reading, reading comprehension, reading fluency, math calculation, math problem solving, oral expression, listening comprehension, or written expression, if his/her performance on an individually administered achievement measure of the skill area in question falls at or below the 12th percentile on national or local norms, or in the lowest 10% of his/her class when provided with appropriate instruction and learning experiences to meet state approved grade level content expectations.

A pattern of strengths and weakness model is based upon the student's inadequate achievement as demonstrated by a pattern of strengths and weakness in performance, achievement, or both relative to age, state approved grade-level standards or intellectual development that is determined by the Multidisciplinary Evaluation Team. The finding of an academic skill defect will be based on the following decision rules:

- a. A "strength" or "weakness" is defined by use of the decision rules on the "Suggested Guidelines for Determining Strengths and Weakness grid" listed below.
- b. A "pattern of strengths" means at least three separate assessment measures within an academic area, are coded as strengths using the criteria identified in the guideline grid.
- c. A "pattern of weaknesses" means at least four separate assessment measures within an academic skill area of concern (including at least one individually administered norm-referenced achievement test) for an initial evaluation or subsequent redetermination of eligibility for specific learning disability.

Suggested Guidelines for Determining Strengths and Weakness

Assessment Type	Strength	Weakness
Progress monitoring	Meeting / exceeding aimline	Falling below aimline on at least 3 consecutive data points collected at regular intervals over 4 or more weeks
CBM (Benchmark) screening	At 'benchmark' level or above grade-level median score if using local norms.	At 'at-risk' level or below 10%ile if using local norms.
Criterion-referenced assessment	Skills at or above grade level	Skills at 50% or lower than the grade level expectation OR 2 standard deviations below
MEAP	Level 1 or Level 2	Level 3 or Level 4
Norm-referenced tests (Achievement, IQ)	Percentile rank ≥ 16	Percentile rank ≤ 9
Curriculum assessments	Scores $\geq 80\%$	Scores $\leq 70\%$
Grades	A / B / C or 'meets / exceeds' expectations	D / E or 'does not meet' expectations
Teacher report	Based upon professional judgment of teacher in comparing student to others in classroom.	Based upon professional judgment of teacher in comparing student to others in classroom.
Observations – Academic	Student demonstrates average understanding of academic content in comparison to other students in classroom.	Student demonstrates that s/he does not understand the academic content.
Observations/Interviews/Scales - Functional	Student demonstrates typical functional skills in comparison to other students the same age or in the same grade. Percentile rank on scale ≥ 30 .	Most of the student's functional skills appear to be well below average in comparison to other students the same age or in the same grade. Percentile rank on scale ≤ 9 .

*Given intensive, research-based intervention at the child's instructional level with data collected at regular intervals and with changes in intervention and/or strategies (i.e., group size, interventionist, frequency, etc.), the student's data points continue to fall well-below the aim line

Schools may use a combination of both models if RtI methodologies have not yet been developed for all academic areas and at all levels. Greater reliability and validity of decision making may be obtained by using multiple data measures.

In making a determination as to whether a student has or continues to have a specific learning disability. The district will also comply with all applicable federal regulations and State rules, including those addressing comprehensive evaluations, determination of the existence of specific learning disability, observation of academic performance and behavior in the areas of difficulty, specific documentation for SLD eligibility determination, and reevaluation requirements.

Students attending MAISD programs will be evaluated for Specific Learning Disabilities by a pattern of strength and weakness model. Local school districts within the MAISD will post their eligibility determination model on school websites.

Detailed guidelines for determining specific learning disability eligibility can be found at www.maisd.com under the "Special Education" tab following on to "Monitoring and Compliance" then "Guidelines" to the "Specific Learning Disabilities Evaluation Procedures" document.
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