

SLD ELIGIBILITY: DATA-MAPPING TEMPLATE

This template is intended for use by school teams to organize student data and other relevant information and align these data with the criteria for SLD identification.

(CRITERION 1-2) GREEN-PLCs Complete; (CRITERION 3-4) ORANGE-SST & Referring Teacher Completes; (CRITERION 5) RED-EC Staff Completes

CRITERION 1:

The student was provided with learning experiences and instruction appropriate for the child’s age or state approved grade level standards. This includes appropriate instruction and scientific research-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 appropriate instruction and scientific research-based intervention in math.

REQUIREMENT:	EVIDENCE TO SUPPORT REQUIREMENT:				
A) Percentage of students¹ in the same grade² as the referred student meeting the proficiency benchmark in the most recent universal data³ available on all students	Grade level:	Measure:	Target:	% Meeting Target:	Date:
B) Effective implementation of core instructional practices provided to the student:	The child was provided: 1) <i>appropriate instruction in regular education settings</i> SUMMARIZE the evidence: 2) <i>delivered by qualified personnel;</i> SUMMARIZE the evidence:				

¹ For students from cultural and/or linguistic minority populations, consider whether to compare this student’s performance with that of peers who are from the same language and/or cultural background

² This may include comparison to other groups such as culturally and linguistically similar peers, classroom, school, and/or other comparison groups (such as culturally and linguistically similar peers, classroom and/or school). These data must be relevant to the area(s) of concern (e.g., reading, math, writing, listening, oral language).

³ Universal screening includes administering measures or collecting other data to allow broad generalizations to be made regarding the future performance and outcomes of all students at individual and group level (e.g. classroom, grade, school, district). The purpose is to give district and school teams a broad view of the overall health of instruction for all students as well as to identify those students requiring more intensive intervention and enrichment.

SLD ELIGIBILITY: DATA-MAPPING TEMPLATE

ASSURANCE THAT THE STUDENT HAS HAD ACCESS TO INSTRUCTION AND INTERVENTION:					
C) Student attendance: (Current academic year)	Total # of student absences: _____				
	Total # of school days: _____				
Additional attendance data:	Percentage of days absent: _____				
	Was the student absent (absences would also include tardies, partial day attendance, removal from classroom, suspension (in-school/out-of-school) greater than 10% of the total school days? Y N				
Additional attendance data:	Academic year: _____				
	Total # of student absences: _____				
Additional attendance data:	Total # of school days: _____				
	Percentage of days absent: _____				
Additional attendance data:	Was the student absent (absences would also include tardies, partial day attendance, removal from classroom, suspension (in-school/out-of-school) greater than 10% of the total school days? Y N				
	Academic year: _____				
Additional attendance data:	Total # of student absences: _____				
	Total # of school days: _____				
Additional attendance data:	Percentage of days absent: _____				
	Was the student absent (absences would also include tardies, partial day attendance, removal from classroom, suspension (in-school/out-of-school) greater than 10% of the total school days? Y N				
D) Scientific research-based Interventions which align to the academic area(s) of concern (e.g. critical components of reading, math, writing, listening comprehension, oral expression, etc.)	Intervention(s) delivered:	Frequency ⁴ :	Intensity (altered variables to intensify intervention):	Duration ⁵ :	Group Size:

SLD ELIGIBILITY: DATA-MAPPING TEMPLATE

<p>E) Evidence of intervention delivery by qualified personnel. Instructor was equipped with training, coaching and sufficient materials.</p>					
<p>F) Evidence that the intervention was delivered to the student for the planned number of sessions and allotted time.</p>	<p>Total # of days that the intervention was provided: _____ Total # of days that student was present for the full allotted time of intervention: _____ Was the student absent greater than 10% of the total days of intervention provided? Y N</p>				
<p>G) Percentage of students⁶ in the same interventions as the referred student yielding successful response to the intervention:</p>	<p>Grade level of monitoring:</p>	<p>Measure:</p>	<p>Proficiency Standard:</p>	<p>%Proficient⁷:</p>	<p>Date:</p>
<p>H) Student attendance, specific to intervention delivery:</p>	<p>Total # of days that student was absent from intervention: _____ Total # of days that the intervention was provided: _____ Was the student absent (absences would also include tardies, removal from classroom, suspension (in-school/out-of-school) greater than 10% of the total days of intervention provided? Y N</p>				
<p>⁴ Documentation that the intervention length and frequency is in accordance with the identified research-based criteria that supports effective results ⁵ Documentation that the intervention length and frequency is in accordance with the identified research-based criteria that supports effective results ⁶ For students from cultural and/or linguistic minority populations, consider whether to compare this student’s performance with that of peers who are from the same language and/or cultural background ⁷ The recommended data decision rule for intervention effectiveness is that 75-80% of students within an intervention group should be responding positively to that intervention. (MTSS livebinder /media/get/MTUwMzcxMDg=)</p>					

SLD ELIGIBILITY: DATA-MAPPING TEMPLATE

CRITERION 2:
 Primary factors to rule-out as a primary cause of academic concerns:

FACTOR:	DATA REGARDING EACH FACTOR:	
Visual, hearing or motor disability:	Vision Screen Results:	<input type="checkbox"/> Pass <input type="checkbox"/> Fail Date: _____ Far: R 20/____ L 20/____ Both 20/____ Near: R 20/____ L 20/____ Both 20/____
	Additional Vision information:	<i>Evidence that this factor has been ruled-out as the primary cause of the existing educational concerns:</i>
	Hearing Screen Results:	<input type="checkbox"/> Pass <input type="checkbox"/> Fail _____ dB _____ Hz DATE: _____
	Additional hearing information:	<i>Evidence that this factor has been ruled-out as the primary cause of the existing educational concerns:</i>
	Motor information:	<i>Evidence that this factor has been ruled-out as the primary cause of the existing educational concerns:</i>
Intellectual disability:	<i>Summary of evidence that this factor has been ruled-out as the primary cause of the existing educational concerns:</i>	
Emotional disturbance:	<i>Summary of evidence that this factor has been ruled-out as the primary cause of the existing educational concerns:</i>	
Cultural factors:	<i>Summary of evidence that this factor has been ruled-out as the primary cause of the existing educational concerns:</i>	
Environmental or economic influences:	<i>Summary of evidence that this factor has been ruled-out as the primary cause of the existing educational concerns:</i>	

SLD ELIGIBILITY: DATA-MAPPING TEMPLATE

<p>Loss of instructional time: Not due to factors that include, but are not limited to, absences, tardies, high mobility rates, and suspensions</p>	<p><i>Summary of evidence that this factor has been ruled-out as the primary cause of the existing educational concerns:</i></p> <p>Absences equating to 10% or more of instructional/intervention time? Y N</p> <p>If Yes, percentage of absences from instruction: _____ percentage of absences from intervention: _____</p> <p>Excessive tardies and/or partial day attendance? Y N</p> <p>If Yes, percentage of tardies and/or partial day attendance this school year: _____</p> <p>High mobility rates? Y N</p> <p>If Yes, number of schools attended (this year): _____ number of total schools attended: _____</p> <p>Suspensions (In school/Out-of-school)? Y N</p> <p>If Yes, number of in-school suspensions (this year): _____ number of out-of-school suspensions (this year): _____</p>
--	--

SLD ELIGIBILITY: DATA-MAPPING TEMPLATE

CRITERION 3: 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.

CRITERION 4: Insufficient rate of progress¹:

When provided with:

- 1) high-quality core instruction that a majority of students are responding to, *(refer to documentation in Criterion 1, Sections A&B)*
- 2) scientific, research-based intervention(s) matched to area(s) of need, *(refer to documentation in Criterion 1, Sections D&E)*
- 3) the child demonstrates either:
 - a. a lack of response to instruction and intervention, or,
 - b. is responding at a rate that is insufficient to reduce their risk of failure after an appropriate period of time

DATA SOURCES:	MEASURE(S)	DATE(S) GIVEN:	STUDENT'S SCORES:	TARGET GRADE-LEVEL/STANDARD SCORES:	BELOW TARGET?	SIGNIFICANTLY DISCREPANT ⁸ FROM PEERS? ⁹
Outcome assessment data (if applicable) <i>Skill area:</i>					Y N	Y N
Interim/benchmark assessment data <i>Skill area:</i>					Y N	Y N
Universal screening data <i>Skill area:</i>					Y N	Y N
Progress monitoring data <i>Skill Area:</i>					Y N	Y N
Progress monitoring data <i>Skill Area:</i>					Y N	Y N

⁸ Significantly discrepant indicated by risk on early warning system

⁹ Including students who are linguistically similar, when such comparisons are available

SLD ELIGIBILITY: DATA-MAPPING TEMPLATE

Progress monitoring data <i>Skill Area:</i>					Y N	Y N
Diagnostic assessment data <i>Skill Area:</i>					Y N	Y N
Diagnostic assessment data <i>Skill Area:</i>					Y N	Y N
Has a pattern of low skills been established?						Y N
Has a pattern of insufficient progress been established?					Y N	
Additional information (if applicable):						
REQUIREMENT:	SUMMARY OF EVIDENCE (ABOVE) TO SUPPORT THE DECISION:					
A) Lack of response? Y N						
B) Insufficient response? Y N						
Intervention matched to student need?						Y N
Intervention time and intensity appropriate?						Y N
Intervention delivered with fidelity?						Y N
Intervention effectiveness						
Preponderance of Evidence ¹⁰ ? <i>Evidence Sources:</i>						Y N
Summary/data reflecting the problem-solving process:						
¹⁰ Evidence must be derived from multiple sources of data that have been documented and considered						

SLD ELIGIBILITY: DATA-MAPPING TEMPLATE

Areas of Specific Learning Disability identified:

	Basic reading skills		Mathematics calculation
	Reading fluency skills		Mathematics problem solving
	Reading comprehension		Listening comprehension
	Written expression		Oral Expression
NO SPECIFIC LEARNING DISABILITY IDENTIFIED			

CRITERION 5: Educational need

Question:	Evidence/Data:	Difference from what is available through general education resources?
<i>Does the disability adversely affect educational (academic and/or functional) performance? Y N</i>		
<i>Does the student demonstrate an instructional need for specially designed instruction¹¹?</i>	Instruction (Methodology):	Y N
	Curriculum (Content):	Y N
	Environment (Delivery):	Y N
	Learner needs:	Y N

¹¹ Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—

- (i) To address the unique needs of the child that result from the child's disability; and
- (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.