**YOUR NAME: Hallee Hinds DATE: October 24, 2017**

**SPECIFIC LEARNING DISABILITY – Does this student qualify?**

**Existence and Nature of Disability: Specific Learning Disability**

It is the consensus of the eligibility determination team that **Sally James** **continues to meet** the state criteria for special education services by being identified as a student meeting the eligibility criteria for Specific Learning Disability in the following area(s); **BASIC READING SKILLS, READING COMPREHENSION, READING FLUENCY SKILLS, WRITTEN EXPRESSION, LISTENING COMPREHENSION, AND ORAL EXPRESSION.**

**Basis for Determination of Eligibility:**

A comprehensive evaluation has been conducted which documents that the student exhibits a pattern of strengths and weaknesses in performance (**AND/OR**) achievement relative to age, State approved grade-level standards, or intellectual development. The evaluation report documents a discrepancy of at least 1.5 standard deviations or 22 points between achievement and intellectual ability.  Based on her measured cognitive ability of **102** as measured on the **WISC-V Full Scale IQ**, the criterion level for a significant discrepancy is **80**.  A significant discrepancy is documented by the following standard score(s) obtained on the following assessment(s);

**WMRT-III: Total Reading; Full Scale (60) S.D. is > 2**

**BRI: Word recognition in first grade**

**PIAT-R: Reading Recognition (68) S.D. is > 2**

**Reading Comprehension (72) S.D. is > 2**

**Total Reading (70) S.D. is >2**

**Written Expression (*Stanine* 1) S.D. is 2**

**EVT-2: Expressive Vocabulary (75) S.D. is > 1.5**

The multidisciplinary team has reviewed the formal and informal assessments and concludes that the student isn’t achieving adequately or making sufficient progress. The team also documents the following evidence that the child exhibits a pattern of strengths and weaknesses;

**Strengths: high scores in mathematics and spelling**

**Weaknesses: Low basic reading skills, low reading comprehension, low reading fluency skills, low written expression, low listening comprehension, such as understanding oral passages and conversations, and low oral expression, such as expressing words verbally.**

The evaluation report documents that the student received appropriate instruction in the general education environment, delivered by qualified personnel prior to or as part of the referral process. The report contains data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student’s parents. Also, the evaluation report documents there are no relevant medical findings.

The evaluation report documents that the student is observed to demonstrate deficits in academic performance and behavior in the areas of difficulty in learning environments, including the general education classroom(s). The observations include relevant behavior noted during the observation and the relationship of that behavior to the student’s academic functioning.

The evaluation report documents that the student’s deficits are adversely affecting her educational performance. The student demonstrates deficits that impact educational performance in the following areas;

**Reading: Low word identification and word attack, word recognition is low at a first-grade level, low reading comprehension and recognition, low expressive vocabulary**

**Oral Language (Expressive and Receptive): Low listening comprehension and oral reading fluency**

The team determines that its findings of a Specific Learning Disability **are not** primarily the result of: a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage.

The evaluation report reflects that the eligibility determination of Specific Learning Disability is **not the result of a lack of appropriate instruction** in reading including the essential components of reading instruction (as defined in Section 1208(3) of the ESEA); Phonemic Awareness, Phonics, Vocabulary Development, Reading Fluency including oral reading skills, and Reading Comprehension Strategies. Also, the disability is **not a result of lack of appropriate instruction in math or limited English proficiency**.

**DEVELOP ONE IEP GOAL: [Follow SMART IEP Goal guidelines provided.]**

**During the course of her IEP, Sally will improve her listening comprehension skills by listening to passages read aloud and answering ten End of 1st grade level multiple choice questions about the passage, improving from 40% to 60% accuracy, as measured by 9 out of 10 teacher-created tests.**