Manistee Intermediate School District Procedures for Determination of a Specific Learning Disability

   The district will utilize an underachievement plus hybrid "pattern of strengths and weaknesses (PSW) or insufficient progress in response to scientific research based intervention (RTSRBI)" model for the determination of a specific learning disability, as these terms are defined below:

1. A student may be found to demonstrate inadequate achievement in 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 9th percentile on national or local norms, or in the lowest 10% of his/her class when provided with appropriate instruction to state approved grade level content expectations.

2. The determination of the appropriate option in the hybrid approach, i.e., either PSW (SW in the Chart below) or RTSRBI (R in the chart below) will be made per the following grid:

Skill Area	Elementary building						Middle school building			High school building			
	K	1	2	3	4	5	6	7	8	9	10	11	12
Oral Expression	SW	SW	SW	SW	SW	SW	SW	SW	SW	SW	SW	SW	SW
Listening Comp	SW	SW	SW	SW	SW	SW	SW	SW	SW	SW	SW	SW	SW
Written Expression	SW	SW	SW	SW	SW	SW	SW	SW	SW	SW	SW	SW	SW
Basic Reading	RSW	RSW	RSW	RSW	RSW	RSW	SW	SW	SW	SW	SW	SW	SW
Reading fluency	RSW	RSW	RSW	RSW	RSW	RSW	SW	SW	SW	SW	SW	SW	SW
Reading Comp	RSW	RSW	RSW	RSW	RSW	RSW	SW	SW	SW	SW	SW	SW	SW
Math Calculation	SW	SW	SW	SW	SW	SW	SW	SW	SW	SW	SW	SW	SW
Math reasoning	SW	SW	SW	SW	SW	SW	SW	SW	SW	SW	SW	SW	SW

Suggested Parameters for Establishing an Academic Skill Deficit

   These are not intended to be absolute cut-points and the convergence of multiple sources of data needs to be considered by the evaluation team. The decision as to what constitutes an academic skill deficit is a complex decision and will require a degree of professional judgment. The decision must be based on valid and reliable data.

- At least one measure needs to reflect a comparison to Michigan (or national) benchmarks or norms in order to provide some consistency across schools and districts in the interpretation of an academic skill deficit.
- Curriculum-Based Measurement (CBM) results that include at least 6 data points that are at or below the 9th percentile may be considered significant.
- Criterion Reference Measures (CRMs) compare a student's performance of the goals of the curriculum. These may be provided within program materials or set by teachers. An academic skill deficit could be indicated by results that are at or below 50% of the grade level expectancy. Thus, grade level criteria must be determined for CRM's. (For example, if the expectation is that a student answer grade level comprehension questions with 80% accuracy, and a student's accuracy through repeated trials is at 40% or less, then a deficit might be indicated.)
- When a measure is utilized that provides a percentile rank, such as an individually administered norm referenced test, a score at or below the 9th percentile may represent an academic deficit.

3. For purposes of the above charting patterns of strengths and weaknesses, the following decision rules are to be applied:

   a. A "strength" or "weakness" is defined by use of the decision rules on the attached grid (Attachment A).
   b. A "pattern of strengths" means at least three separate assessment measures within two or more assessment boxes (one of which must be "observation") in a least one skill area, that are coded as strengths using the criteria identified in 2a.
   c. A "pattern of weaknesses" means a least four separate assessment measures within two or more assessment boxes (one of which must be "observation") in the skill area of concern for the initial evaluation or subsequent redetermination of eligibility for specific learning disability.