

Special Education Eligibility Determination in an RtI System

Sarah Brown, PhD

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Eligibility Standards

- Functional Assessment

Exclusionary Factors

Discrepancy

- Discrepant vs. Unique

Progress

Educational Need

Not Disabled

Disabled

Does Not Need
SDI

**General
Education
Student**

**General Education
With or Without 504
Accommodations**

Needs
SDI

**Gifted and Talented
Limited English
(Continuum of
Services)**

**Special Education
Eligible Individuals**

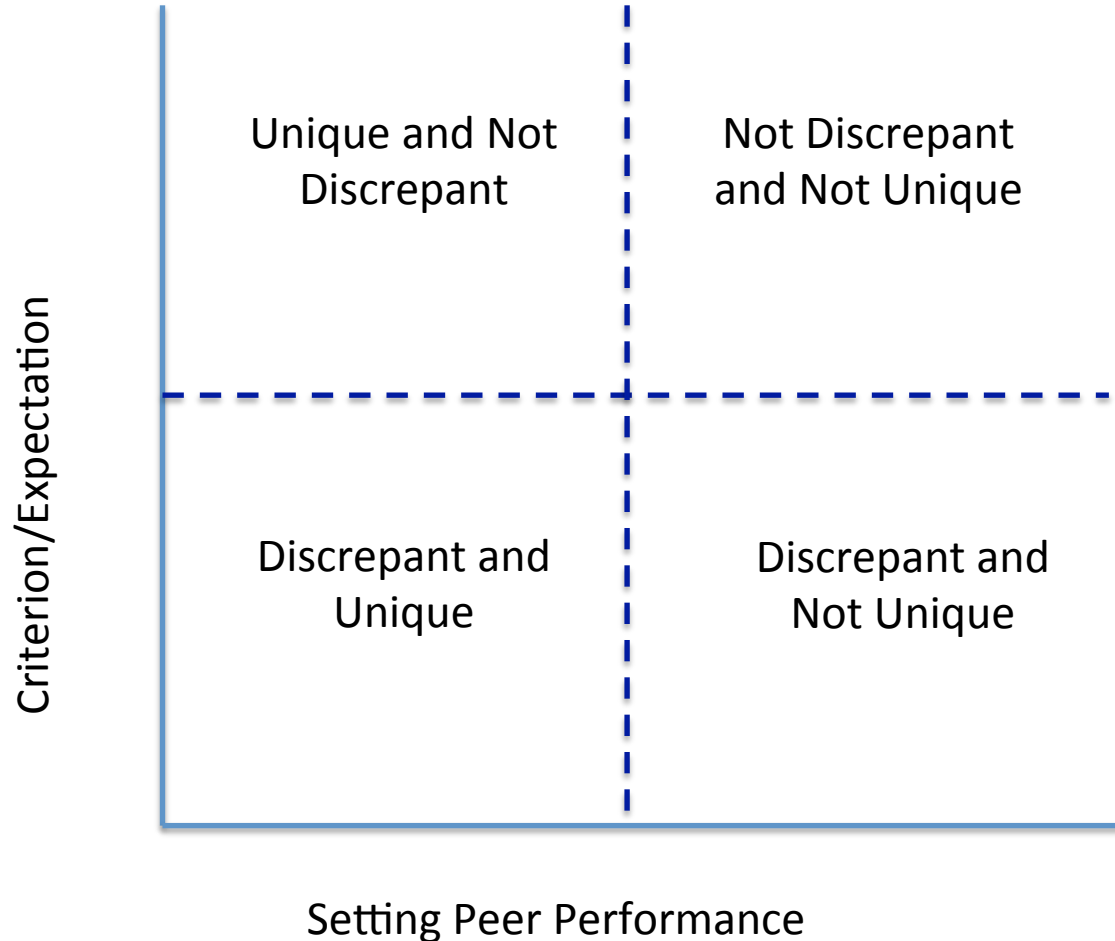
Exclusionary Factors: Checklist

- Appropriate instruction provided in general education setting
- Concerns pervasive (exist across settings or providers/ etc.)
- Consistent attendance during instruction
- Primary cause is not limited English Proficiency
- Primary cause is not socio-economic, ethnic, racial, or familial factors

Discrepancy: Checklist

- Student's performance below grade level on standards
- District-wide assessment results meet discrepancy standard (or not applicable)
- Other norm referenced assessment results meet discrepancy standard (or not applicable)
- Criterion referenced assessments meet discrepancy standard (or not applicable)
- Level of performance compared to peers in setting is discrepant
- Assessment data converge

Discrepant vs. Unique



Progress: Checklist

- Rare or unusual circumstances exist (Health, sensory, physical impairment). If yes, rest of progress section not required)
- Supplemental instruction meets requirements
- Supplemental instruction matched to needs
- Supplemental instruction provided as designed
- Rate of progress significantly below expectations
- Resources required to support sufficient growth differ from general education

Educational Need: Checklist

- Curriculum needs identified (concepts and skills below grade level)
- Instructional needs beyond core instruction identified
- Environmental needs are identified (or not applicable)
- Learning supports needed are identified (or not applicable)