

Rtl Process Basis: Criteria for Determination of Specific Learning Disability:

(1) In one or more of the eight areas below the student's performance meets the description under Achievement Gap **and** Educational Progress

a. **Achievement Gap** Evidence from multiple reliable and valid sources indicate that the student's current achievement* of State-approved Grade Level/Span Expectations and English Language Proficiency Standards is significantly different than his/her peers relative to national normative data with consideration of state and local data when provided with learning experiences and instruction appropriate for the child's age or state approved grade level/span expectations. English Language Learners shall additionally be provided with instruction appropriate for their English language proficiency. (*after provision of appropriate general education learning experiences including at least two periods of intensive interventions implemented with fidelity).

b. **Educational Progress** The student does not make sufficient progress to meet age or State-approved Grade Level/Span Expectations and English Language Proficiency Standards, based on child's limited responsiveness to intensive scientific, research-based interventions which have been implemented with fidelity.

Insufficient progress is determined using multiple reliable and valid measures. The process of determining insufficient progress considers the student's rate of improvement towards meeting age or State-approved Grade Level/Span Expectations and English Language Proficiency Standards during intensive intervention, student's past rate of improvement, and a normative rate based on the response of his/her local age peers with consideration of national data.

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skill
- Reading fluency skills
- Reading comprehension
- Mathematics calculation
- Mathematics problem solving

(2) Other considerations

Student performance in areas indicated above is not primarily the result of:

- A visual, hearing, or motor disability;
- Mental retardation;
- Emotional disturbance;
- Cultural factors;
- Environmental or economic disadvantage; or
- Limited English Proficiency

The determinant factor of the findings is not any of the following

- Student has lacked appropriate instruction in literacy
- Student has lacked appropriate instruction in math
- Student has had extended absences
- Student has had repeated change of schools
- Student has had an inconsistent or inappropriate educational program

(3) Determinations

On the basis of the findings regarding this student's response to intervention (Achievement and Educational Progress) and the above considerations, a determination has been made that

This student has a specific learning disability
and

Needs special education and related services