

SLD ELIGIBILITY: METHOD FOR LEA USE IN DETERMINING DISCREPANCY ANALYSIS

The State does not require that a public agency use a severe discrepancy model in determining whether a child has a specific learning disability. However, a public agency is permitted to use such other alternative research based procedures should it wish to do so, in addition to meeting required State criteria in making a determination of SLD eligibility.

If a public agency elects to use a severe discrepancy between intellectual ability and achievement as a factor in SLD determination, the psychometric standard established for determining a severe discrepancy is as follows -

A severe discrepancy is considered to exist between a student's intellectual ability and achievement when the level of severity is equal to or greater than 1.75 or more standard deviations (S.D.) at the fifty percent (50%) or above level of probability as determined by regression analysis.

The establishment of a 1.75 S.D. will allow the evaluation process to account for possible error that might result due to inaccuracies within the testing and performance comparison process.

Keep in mind that the determination of a severe discrepancy does not necessarily mean that there is a specific learning disability. Other factors may be contributing to lowered performance. Conversely, there may be rare cases where a child has a specific learning disability but does not clearly demonstrate this upon use of the regression analysis standard.