Troup County School System
Special Education Eligibility Report
Quick Reference Guide

__The purpose of this resource is to provide guidance in completing the Special Education__
__Eligibility Report__. The identified parties in each section are responsible for entering relevant data
that helps the eligibility team understand the student's needs. It is understood that each Eligibility
Team may vary. However, due to limited access to our online forms, the primary responsibility
of entering student data into the eligibility report belongs to the Special Education Teacher,
Speech and Language Pathologist, and the School Psychologist. In the event that the guidelines
provided in this document hinder the team's ability to efficiently and effectively complete the
Special Education Eligibility Report, it is up to each team to consult with each other to determine
who should enter certain data.

I. Student Information

Initial Evaluation
If it is an initial evaluation coming from Tier III, the Special Education Teacher should enter the
data in this section.

Reevaluation
If it is a reevaluation[1], the referring **Special Education Teacher** or **Speech and Language
Pathologist** should enter the data in this section.

II. Case History

Initial Evaluation
If it is an initial evaluation coming from Tier III, the **Special Education Teacher** should enter
the data for this section.

Reevaluation
If it is a reevaluation, the referring **Special Education Teacher** or the **Speech and Language
Pathologist** should enter the data in this section.

III. Summary of Interventions and Data Prior to Referral

Initial Evaluation
If it is an initial evaluation coming from Tier III/SST, the **School Psychologist** should identify
academic and/or behavioral concerns and summarize interventions and data collected from SST.
If there are language concerns, the **Speech and Language Pathologist** may summarize
interventions and data collected from SST.

Reevaluation/Transfers
If it is a reevaluation, the referring **Special Education Teacher** and/or the **Speech and
Language Pathologist** should describe the specialized instruction provided through the delivery
of special education.

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[1] The term reevaluation refers to a student with an IEP.

IV. Summary of Progress Monitoring Toward Achieving Standards

Initial Evaluation
If it is an initial evaluation coming from Tier III/SST, the **School Psychologist** should enter data collected from SST. If there are language concerns, the **Speech and Language Pathologist** may enter data collected from SST.

Reevaluation/Transfers
If it is a reevaluation, the referring **Special Education Teacher** and/or the **Speech and Language Pathologist** should enter data collected during the delivery of special education services.

V. Results of Relevant District, State and Benchmark Assessments

The **Special Education Teacher** or the **Speech and Language Pathologist** should enter data in this section.

VI. Individual Student Data

The School Psychologist should provide input in the following sections when applicable:

Medical	Communication/Language
Social/Emotional/Behavioral	Adaptive Behavior
Sensory	Cognitive Processing
Intellectual Development	Achievement
Developmental History	Parent Information
Student Reports	Behavior Scales

The Special Education Teacher should provide input in the following sections when applicable:

Medical	Adaptive Behavior
Sensory	Achievement
Developmental History	Parent Information
Teacher Observation	Student Reports
Analyzed Work Samples	Behavior Scales
Cognitive Process (Preschool Level only)	

The Speech and Language Pathologist should provide input in the following sections when applicable:

Medical	Communication/Language
Parent Information	Student Reports
Behavior Scales	

In order to expedite the eligibility determination process, **sections one though six** should be completed **prior to** the eligibility meeting. **Sections seven through ten** should be completed **during** the eligibility meeting. Sections seven through ten may be completed by any member of the eligibility team.

7/30/13

TROUP COUNTY SCHOOLS
SPECIAL EDUCATION ELIGIBILITY REPORT SUMMARY

Special Education Eligibility Report
SECTION 1: *Student Information*
• Complete all sections
SECTION 2: *Case History*
• State specific referral concern • Complete all sections
SECTION 3: *Summary of Interventions Prior to the Referral*
• **INITIAL ELIGIBILITY** – List the RtI interventions in the first box, and <u>leave the other sections blank.</u> • **REEVALUATION/ADDITIONAL AREA OF CONCERN** – Describe instructional methods used on the student's IEP in the second box, and <u>leave the other sections blank</u>. • **IMMEDIATE CONSIDERATION OF SPECIAL EDUCATION** – Write the following statement in the last box ***only if it applies***: *[Student Name] requires immediate consideration for Special Education and he/she has not received any interventions or supports through the RtI process.* <u>Leave the other sections blank</u>.
SECTION 4: *Summary of Progress Monitoring Data Toward Achieving Standards*

• **AREA(S) OF DIFFICULTY** - Include AIMSWEb goal, Behavior Plan goal, IEP goal, and/or any other mastery goal. This should include the specific area(s) of concern.
• For **INITIAL ELIGIBILITY**, state the scientific, research or evidence-based interventions used – OR – For **REEVALUATIONS**, describe the instructional methods used on the student's IEP.
• **BASELINE PERFORMANCE DATA** - Include statement summarizing baseline data and performance.
   - Student was on task 40% of the time in math class.
   - In one minute, Student read 30 words correct on a 3rd grade level.
• **INTERVENTION DATA** - Include a list of the weekly progress data ***AND*** a statement that indicated whether the student met the stated goal.
   - Student was on task 80% of the time and exceeded the stated goal of 70%.
   - Student read 130 words correct on a 3rd grade level with a rate of increase of 1.5 words per week. The expected rate of increase was 1.0 words per week.

SECTION 5: Results of District, State and Benchmark Assessment
• Include CRCT, ITBS, GKIDS, and any other standardized district or state assessment.

SECTION 6: *Individual Student Data*
• Areas of standardized assessment should only be reported as a weakness if it is a normative weakness (i.e., scores fall 1 or more standard deviations below the mean).   • Classroom structured observations should be completed in area(s) of concern.   • Analyzed work samples should be completed in the area(s) of concern.   • If a formal assessment is not conducted in an area, the appropriate team member should write the following statement: ***"Based on a review of student records, observations, and/or other informal assessments, no concerns were indicated, observed, or reported at this time."***

SECTION 7: *Exclusionary Factors*
• Only include a statement under this section if the team believes a factor needs to be considered based on available data. Otherwise, leave the "Explain" column blank.   • If the team marks *"YES"*, discontinue eligibility decision making. Go the Section 11 and enter the Eligibility Team member names.   • If the team marks *"NO",* continue with the eligibility process.

SECTION 8: *Decision Making on Educational Impact*
• If the team marks "***NO***" to either question under this section, **write a statement under "*Committee Rationale*"** that explains why the team feels the student does not meet eligibility requirements under IDEA. Next, go to Section 11 and enter the Eligibility Team member names.   • If the team marks "**YES**" to all questions, continue with the eligibility process and **<u>DO NOT</u>** complete the "Committee Rationale" section.

SECTION 9: *Summary of Considerations*
• This section should reflect the weaknesses that are having a negative impact on the student's ability to perform. The areas noted here should be checked under Section 6, Individual Student Data.   • List the eligibility areas being considered (i.e., Other Health Impairment, Specific Learning Disability, etc.).

SECTION 10: *Eligibility Determination*
• If the student is eligible, clearly state the eligibility area(s).   • Give committee rationale for determination.   • Rationale should be supported by eligibility criteria

Evaluation Team Information
• Please be sure to enter the names of all the participants into the eligibility report. This will ensure that we are accurately documenting on the computer the members in attendance.   • Also, when completing the final page, you only need to complete the appropriate "yes" or "no" box and have member initial next to their name when you are completing an eligibility for a Specific Learning Disability.