



LD Tables Update – Interim Decision Making

One of the methods by which schools in Kentucky can determine the presence of a specific learning disability is the application of a discrepancy model (the regression estimated true score method). This method is detailed in Kentucky's regulatory language as well as the Specific Learning Disability Guidance Document published in the spring of 2014.

Key to this process is the maintenance of a set of tables published by the Kentucky Department of Education, (KDE). These tables reflect the set of instruments that Kentucky recognizes as providing reliable and valid measures of aptitude and achievement that align with the eight (8) areas of specific learning disability detailed in Kentucky regulatory language. Whenever test publishers update their instruments, it is critical for the new tests to be reviewed and the learning disability tables updated. In so doing, school districts can maintain confidence that their decision to identify children with learning disabilities using this method is done with fidelity and is a true reflection of that student having a specific learning disability.

2014 saw the update and release of several widely used measures of aptitude and achievement that may impact the scope of instruments identified on Kentucky's Learning Disability Tables. School districts across state will be purchasing the updated testing instruments and must have the updated KDE discrepancy tables to inform their purchasing decisions.

In partnership with KDE and Central Kentucky Educational Cooperative, Southeast South-central Educational Cooperative assembled a panel of individuals from across the commonwealth to oversee the update process. The diverse panel is comprised of individuals well recognized for their expertise, leadership and/or advocacy in the identification of children with Specific Learning Disabilities. For the testing instrument updates released in the fall of 2014, table updates were completed in July 2015.

Practice standards indicate older editions of standardized assessments remain current/valid for one year after release of the updated edition. Therefore, tests updated in 2014, (e.g., WISC-IV, WJ-III and KTEA-2) remain viable options for assessment until the fall of 2015. Therefore, school districts are encouraged to continue using the tests currently identified on KDE's website until the updates are complete and published.

Included in the update are the following instruments and their pairings: WISC-V, KTEA-3 and WJ-IV. Test pairings previously published may not be available for updated test editions simply because comparative studies between many instruments that took place in the past were not conducted for tests updated this past fall. For example, pairings

between the WISC-V and WJ-IV Achievement, and WJ-IV Cognitive and KTEA-3 will not be part of the update as current correlative data for these tests are not yet, nor are they anticipated to be made available.

Additional guidance regarding the use and update of the SLD Tables can be found by contacting your district Director of Special Education, regional special education cooperative or the Kentucky Department of Education

Sincerely,

SLD Advisory Panel