



Date: September 10, 2015  
To: All Special Education & Related Services Staff  
Subject: Online Estimator

## MEMO

The Utah State Office of Education (Special Education Department) has discontinued its contract with the Online Estimator, a service previously available to districts with respect to determining ability-achievement discrepancy when considering a student eligible for services under the category of Specific Learning Disability (SLD).

Please use the attached Interim Plan guidelines and Regressed Scores Table when determining eligibility of students with SLD.

Thank you,

---

Robin Collett, M.Ed.  
Director of Special Education

---

Lane Vatum, PhD  
School Psychologist Coordinator

**Specific Learning Disability (SLD) Ability-Achievement Discrepancy  
Interim Plan with regards to “considering” discrepancy**  
Canyons School District  
September 2015

- The Online Estimator service (previously used to generate a statement of ability-achievement discrepancy) is currently not available for use.
- The USOE is in the process of soliciting bids to develop and implement a discrepancy program; however, the timeline of such is undefined.

So, in the meantime, the USOE has granted (March 2015) CSD the interim use of the attached, REGRESSED SCORES FOR DETERMINING A DISCREPANCY BETWEEN ABILITY (IQ) AND ACHIEVEMENT Table.

- Use this table to make comparisons between Ability and Achievement scores.
- You may use discrepancies reported in WJ-III NU Compuscore, if both cognitive and achievement data is available.
- You may use discrepancies reported via Pearson products (WISC-5, KTEA-3, WIAT-III), if both cognitive and achievement data is available.
- CSD is a “COMBINED METHOD” district. We assess via Discrepancy AND Response to Intervention (RtI) data.
- The 93% Confidence threshold is no longer a statement in the USOE Sp Ed Rules and Regulations.
- An IEP Team must generate a statement that a Severe Discrepancy exists within the Evaluation Summary for students being classified as having a Specific Learning Disability.
- An IEP Team must ALSO generate a statement of RtI outcomes within the Evaluation Summary for students being classified as having a Specific Learning Disability.

**REGRESSED SCORES FOR DETERMINING A DISCREPANCY  
BETWEEN ABILITY (IQ) AND ACHIEVEMENT**

For use with scores that have a mean of 100 and a standard deviation of 15.

<b>Obtained IQ score</b>	<b>Achievement Standard Score 1.5 sd</b>	<b>Obtained IQ score</b>	<b>Achievement Standard Score 1.5 sd</b>
130	95 or below	102	81 or below
129	95 or below	101	81 or below
128	94 or below	100	80 or below
127	94 or below	99	80 or below
126	93 or below	98	79 or below
125	93 or below	97	79 or below
124	92 or below	96	79 or below
123	92 or below	95	79 or below
122	91 or below	94	77 or below
121	91 or below	93	77 or below
120	90 or below	92	76 or below
119	90 or below	91	76 or below
118	89 or below	90	75 or below
117	89 or below	89	75 or below
116	88 or below	88	74 or below
115	88 or below	87	74 or below
114	87 or below	86	73 or below
113	87 or below	85	73 or below
112	86 or below	84	72 or below
111	86 or below	83	72 or below
110	85 or below	82	71 or below
109	85 or below	81	71 or below
108	84 or below	80	70 or below
107	84 or below	79	70 or below
106	83 or below	78	69 or below
105	83 or below	77	69 or below
104	82 or below	76	68 or below
103	82 or below	75	68 or below
		74	67 or below
		73	67 or below
		72	66 or below