



**Division of Special Education
 Division of Psychological Services
 Intellectual Disabilities
 Eligibility Team Analysis of Data**

Student Name	Student Number	School	Grade	Meeting Date
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In accordance with rule 6A-6.03011(5) (a)-(e) Exceptional Student Eligibility for Students with Intellectual Disabilities, an eligibility determination has been made based on an analysis of data that incorporated the following information:

1. The criteria below determine that the student is a student with an Intellectual Disability. (Eligibility can only be established if all areas are checked "Yes")

- Yes No The measured level of intellectual functioning is **more** than two (2) standard deviations below the mean on an individually administered, standardized test of intellectual functioning.
- Yes No The measured level of adaptive functioning is **more** than two (2) standard deviations below the mean based on the composite score or based on two (2) out of three (3) domains on a standardized test of adaptive behavior that includes parental or guardian input.
- Yes No The level of academic or pre-academic performance on a standardized test of achievement or a standardized developmental scale is consistent with the performance that is expected of a student of comparable intellectual functioning.
- Yes No The Social/developmental history identifies the developmental, familial, medical/health and environmental factors impacting the student's functioning and documents the student's functional skills outside the school environment.
- Yes No The student demonstrates a need for special education services.

2. The determination has been made in accordance with the requirements of eligibility as identified in subsection 6A-6.0331, FAC

Screening (Pre K-12) Review of Social, Psychological, Medical (Pre K-12) Parent Conferences (K-12)
 General Education Interventions (K-12) Anecdotal/Behavioral Observations (K-12) Attendance Review (K-12)

3. Noted behavior during the observation of the student and the relationship of that behavior to the student's academic and intellectual functioning: _____

4. Educationally relevant medical findings, if any: _____

5. Other factors such as vision, hearing, motor, or emotional/behavioral disability; cultural factors; environmental or economic factors, irregular patterns of attendance or high mobility rate; classroom behavior; or limited English proficiency affecting the student's achievement level: _____

The following team members concur with this report:

LEA	General Education Teacher	SPED Teacher
Psychologist	Parent	Other

The following team members DISAGREE with this conclusion. A separate statement of conclusion from each dissenting member is attached.

Name/Position	Name/Position	Name/Position
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