

Information Related to Learning Disabilities, including Dyslexia

Due Date: June 15, 2024

Audit Due Date: June 30, 2024

Scope

The Information Related to Learning Disabilities, including Dyslexia collection is to be completed by each public school district in the state. School building level data must be *compiled* into a single submission for each district. If you have further questions, please review the [Guidance Document](#).

Directions for Accessing the Collection

Accessing the Information Related to Learning Disabilities, including Dyslexia collection in the NDE Portal requires a Consolidated Data Collection (CDC) activation code- UserTypes: General, All or Approver.

- If you do not currently have the Consolidated Data Collection (CDC) in your district's Data Collections, you must obtain an activation code from your district's superintendent.

1. Log into the NDE Portal at <https://portal.education.ne.gov/>
2. Click on the blue **Data Collections** tab



3. Click on the **Consolidated Data Collection (CDC)** link.

Status	Activation Code(s)	Collection Name/Link
Available	Edit/Remove	Consolidated Data Collection (CDC)

4. From the Open Collections list, click **Information Related to Learning Disabilities, including Dyslexia**.

GENERAL	Enrollment Option Rejection Report
GENERAL	Information Related to Learning Disabilities, including Dyslexia
GFNFRAI	Days In Session/Instructional Program Hours

Directions for Data Entry and Submission for this Collection

1. For **Row A**, enter the total number of students in your school district evaluated for a specific learning disability (SLD) in the area of reading, including tests that identify characteristics of dyslexia for students ages 3 to 21, in the box on the far right of the screen.
 - a. The value entered in Row A should reflect the total number of students for which reading was a concern at the time the student was referred for an initial evaluation or due for their three-year reevaluation to determine eligibility for special education services.
 - b. For the current data collection, the relevant time period is evaluations conducted between *July 1, 2023, and June 15, 2024*.

Information

Total number of students

- A. SPECIFIC LEARNING DISABILITY EVALUATION
The number of students in each public school (district) evaluated (tested) for a specific learning disability (SLD) in the area of reading, including tests that identify characteristics of dyslexia (ages 3 to 21)

A is required.

2. For **Row B1**, enter the total number of students in your school district *from Row A* whose special education evaluation outcome was a determination that the student was **eligible** with a specific learning disability (SLD) in the area of basic reading, reading fluency, and/or reading comprehension in the box on the far right of the screen.

B. ELIGIBILITY

The results of the evaluation (testing) to determine eligibility under the category of specific learning disability (SLD) in the area of reading.

The number of students determined eligible.

B is required.

3. For **Row B2**, enter the total number of students in your school district *from Row A* whose special education evaluation outcome was a determination that the student was **not eligible** with a specific learning disability (SLD) in the area of basic reading, reading fluency, and/or reading comprehension in the box on the far right of the screen.

- a. The value entered in Row B2 should reflect the number of students from Row A who were determined eligible for special education with a SLD in a non-reading area (e.g., listening comprehension, written expression, math calculation), were determined eligible in a different disability category (e.g., Intellectual Disability, Other Health Impairment, Developmental Delay), or were determined not eligible for special education services.

B. ELIGIBILITY

The results of the evaluation (testing) to determine eligibility under the category of specific learning disability (SLD) in the area of reading.

The number of students determined eligible.

B is required.

The number of students determined not eligible.

B is required.

*The sum of the values entered in Rows B1 and B2 must equal the value reported in Row A.

4. For **Row C**, enter the total number of students identified as having a reading deficiency and placed on an Individualized Reading Improvement Plan (IRIP) in kindergarten through third grade in the box on the far right of the screen.

- a. *Exception:* K-3 students who have an IEP that includes at least one reading goal. However, if students have other IEP goals that do *not* relate to reading on their IEP, they can be eligible for an IRIP.
- b. *Exception:* K-3 English Learner (EL) students who have not yet received two years of EL services. After two years of participating in EL services, an EL student may be eligible for an IRIP.

C. IDENTIFICATION OF READING DEFICIENCIES

The number of students identified as having a reading deficiency and placed on an IRIP (K-3)

C is required.

5. For the **continuation of Row C**, check the box on the left side of *each* grade and select the NDE-approved reading screener that your district utilizes to identify reading deficiencies for *each* grade level from the dropdown list on the right.

<input type="checkbox"/> Kindergarten	→	Select Reading Assessment
<input type="checkbox"/> Grade 01	→	Select Reading Assessment
<input type="checkbox"/> Grade 02	→	Select Reading Assessment
<input type="checkbox"/> Grade 03	→	Select Reading Assessment

6. For **Row D**, enter the number of students *from Row C* who demonstrated growth on the approved reading assessment(s) used to identify a reading deficiency during the screening cycle in the box on the far right of the screen.

- a. If a student has made at least one point of progress on their composite score on the district-selected approved assessment OR on an individual section of the approved assessment, that constitutes growth and can be reported in Row D.
 - i. Districts that have selected approved assessments that have built-in progress monitoring can also use these tools to prove growth has been made. A student does not need to exit off of a plan to show growth.

D. STUDENT GROWTH

The number of students (K-3) who have shown growth on the approved screeners (assessments) used to identify a reading deficiency during the screening cycle

D is required.

7. Click the **Save button** to save all the data you have entered.

- a. Saved data can be revised and re-saved.

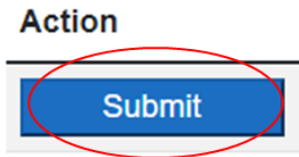
D.

STUDENT GROWTH

The number of students (K-3) who have shown growth on the approved screeners (assessments) used to identify a reading deficiency during the screening cycle

D is required.

8. Click the **Submit button** to indicate that the collection is ready to be reviewed by your District Administration.



9. When the District Administrator has reviewed the data and determines it to be correct, he or she must click the **Approve button** to submit the data to NDE.



NOTE: Once the collection has been approved, changes cannot be made. If changes are necessary after approval, please contact the NDE Service Desk at NDE.ServiceDesk@Nebraska.gov.