



Wisconsin Department of Public Instruction
PROCEDURAL COMPLIANCE SELF-ASSESSMENT
DISPROPORTIONALITY-SPECIFIC LEARNING DISABILITY
RECORD REVIEW CHECKLIST
 PI-SA-RR-CDISPROSLD-001 (Rev. 10-14)

INSTRUCTIONS: Complete one copy for each student record selected for the sample. Retain at the district level. *For Local Use Only. Provided for documentation purposes. Use by the LEA is optional.*
**Examples for Evidence of Student-Level Corrective Action (last column), include called parent on [date], no new IEP team meeting, etc.*

		GENERAL INFORMATION			
Student Name <i>First and last</i>		School Level <i>Check one</i> <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High School			
Student Date of Birth <i>Mo./Day/Yr.</i>		Reviewer's Name <i>First and Last</i>		NOTE: When reviewing a record of a student who is an adult, substitute "adult student" for "parent" in all checklist items.	
		RECORD REVIEW CHECKLIST			
Item No.		Item Description	Standards & Directions	Required Student-Level Corrective Action	Evidence Of Student-Level Corrective Action*
Dispro- SLD-1	<input type="checkbox"/> Yes <input type="checkbox"/> No	At least two intensive, scientific, research-based or evidence-based interventions (SRBIs) were implemented with adequate fidelity and closely aligned to individual student learning needs. Comment:	<p>Two SRBIs must be implemented in each area of SLD concern under consideration. SRBIs may be completed before or after referral. The standards for SRBIs include:</p> <ul style="list-style-type: none"> Scientific research-based or evidence-based (substantial documented scientific evidence of effectiveness) Use with individual or small groups Focus on single or small number of discrete skills closely aligned to individual learning needs (aligned with area of SLD concern) Culturally responsive Provide a substantial number of instructional minutes beyond what is provided to all students Implemented with adequate fidelity <ul style="list-style-type: none"> Applied in a manner highly consistent with its design At least 80% of the recommended number of weeks, sessions, minutes <p>Locate the IEP team Evaluation Report and Required Documentation for SLD-Initial Evaluation (ER-1 and ER-2A). If the evidence provided in the evaluation report records is not sufficient to determine if two SRBIs were implemented in each area of concern, then the district may use other available data (such as information from a school's MLSS/Rtl system, student attendance records, and teacher maintained intervention notes). Anecdotal information is not sufficient.</p>	The IEP team must complete the initial special education evaluation following at least two, intensive, scientific, research-based or evidence-based interventions (SRBIs) implemented with adequate fidelity and closely aligned to individual student learning needs.	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	When determining whether students have demonstrated insufficient progress, IEP teams shall use data from weekly or more frequent progress monitoring to evaluate the student's rate of progress during SRBIs .	<p>For the purpose of making initial SLD eligibility decisions, progress monitoring data must be collected at least weekly during two SRBIs. Progress monitoring data must be collected using probes that provide valid and reliable information that can be used by the IEP team to compare the student's progress with that of same age/grade peers using least squares regression analysis. Progress monitoring data must be collected for each area of concern under consideration.</p> <p>Locate the IEP team Evaluation Report and Required Documentation for SLD-Initial Evaluation (ER-1 and ER-2A). If the evidence provided in the evaluation</p>	The IEP team must complete the initial special education evaluation and consider the lack of appropriate instruction in math. If lack of appropriate instruction in math is the determining factor, the IEP team must determine the student is not eligible for	

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Dispro-SLD-2 contd.		Comment:	report records is not sufficient to determine if the IEP team considered progress monitoring probe data at the student's age/grade level collected at least weekly during SRBIs, then the district may use other available documentation (such as data from a school's MLSS/Rtl system and teacher /interventionist maintained intervention records). Anecdotal information is not sufficient.	special education.	
Dispro-SLD-3		<div><input type="checkbox"/> Yes</div> <div><input type="checkbox"/> No</div> <div>In interpreting evaluation data for the purpose of determining if a child is a child with a disability each public agency must document and carefully consider information about the child's social or cultural background .</div> <div>Comment:</div>	<div>Culture describes how people live on a daily basis in terms of language, ancestry, religion, food, dress, musical tastes, traditions, values, political and social affiliations, recreation, and so on. (Singleton, 2006; adopted by the Wisconsin Rtl Center and the Disproportionality Technical Assistance Center, 2013).</div> <div>Mark "Yes" if the ER-1, Evaluation Report, contains documentation of the IEP team's consideration of the child's social or cultural background during the IEP team meeting to determine eligibility.</div> <div>Even if you do not find evidence on the ER-1, you may mark "Yes" if the IEP team used <i>Culturally Responsive Practices in Schools: The Checklist to Address Disproportionality</i>, Section III (Madison Metropolitan School District, University of Wisconsin-Oshkosh, and the Wisconsin Department of Public Instruction, 2007).</div> <div>Mark "No" if you do not find evidence on the ER-1, Evaluation Report, or other evaluation documents that interpret the evaluation data for purposes of eligibility determination, that the IEP team considered the child's social or cultural background.</div>	The IEP team must complete the initial special education evaluation. The IEP team must consider information about the child's social or cultural background in determining whether the child is eligible for special education.	
Dispro-SLD-4		<div><input type="checkbox"/> Yes</div> <div><input type="checkbox"/> No</div> <div>The IEP team determines its findings regarding insufficient progress and inadequate achievement are not primarily the result of lack of appropriate instruction in the identified area(s) of concern: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving or limited English proficiency</div> <div>Comment:</div>	<div>The IEP team may not determine a student to be a student with a specific learning disability (SLD) if the determinant factor is a lack of appropriate instruction in one or more of the eight areas of SLD concern.</div> <div>Appropriate instruction includes access to State content standards for the area(s) of concern.</div> <div>Appropriate instruction in reading includes the essential components of reading instruction, which means explicit and systematic instruction in:</div> <div><div>(a) Phonemic awareness;</div><div>(b) Phonics;</div><div>(c) Vocabulary development;</div><div>(d) Reading fluency, including oral reading skills; and</div><div>(e) Reading comprehension strategies.</div></div> <div>The lack of appropriate instruction may be due to many factors, including but not limited to: student absences, student mobility, private school (including home-based) placement with no access to State content standards and essential components of reading instruction, etc.</div> <div>There are two sources of evidence to determine compliance with this</div>	The IEP team must complete the initial special education evaluation to determine whether the student's insufficient progress and inadequate classroom achievement are not primarily the result of lack of appropriate instruction in the identified area(s) of concern. If a lack of appropriate instruction is the primary reason for the insufficient progress and inadequate achievement, the student cannot be determined eligible as having a specific learning disability.	

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Dispro-SLD-4 contd.		<p>requirement. First, you may find documentation of the IEP team's determination in several places throughout the evaluation process: Referral Form (R-1), Notice that No Additional Assessments Needed (IE-2), Notice and Consent regarding Need to Conduct Additional Assessments (IE-3), Worksheet for Consideration of Existing Data to Determine if Additional Assessments or Evaluation Materials are Needed (EW-1), Evaluation Report (ER-1), Required Documentation for Specific Learning Disability (ER-2A), and/or Eligibility Checklists. Second, you may need to interview IEP team members.</p> <p>Mark "Yes" if there is evidence that the IEP team determined that the student did not lack in appropriate instruction in the area(s) of concern.</p> <p>Even if you find evidence that the IEP team determined the student lacked in appropriate instruction in the area(s) of concern, you may still be able to mark "Yes" if there also is evidence that the IEP team decided that the lack was not the determinant factor for the determination of a disability.</p> <p>Mark "No" if there is evidence that the IEP team determined that the student lacked in appropriate instruction in the area(s) of concern and this was the determinant factor for the determination of a disability.</p>		