



Student Record Protocol¹

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|----------------|--|---------|--|
| Student UID #: | | PSU: | |
| Student Grade: | | School: | |

| Monitoring Priority ² | Evidence of Compliance | Finding | |
|--|--|---------|----|
| | | C | NC |
| SLD1 Progress Monitoring | <input type="checkbox"/> Intervention(s) match(es) area of concern listed on initial referral. <input type="checkbox"/> Data is reported in measurable terms and includes strengths and weakness. | | |
| SLD2 Parent Conferences | <input type="checkbox"/> Documentation/Narrative to support that parents/guardians were provided “Parent/Guardian Notification of Participation in Interventions” -or- notified of participation/progress with interventions if conducted concurrently as part of an evaluation/reevaluation. | | |
| SLD3 Review of Existing Data for RtI | <input type="checkbox"/> Systematic problem-solving process (formal/informal diagnostic assessments) are reported in measurable terms and includes strengths and weaknesses. <input type="checkbox"/> Observation data of core instruction has been documented in the Assessment Summary. | | |
| SLD4 Observations Across Settings | <input type="checkbox"/> There is evidence of an observation by a third-party observer with specific content knowledge of the curriculum and/or behavioral area targeted for intervention conducted in the setting in which intervention is delivered and documented in the Assessment Summary. <input type="checkbox"/> For ELs, at least one of the individuals conducting the observation(s) is a person knowledgeable about instruction for ELs, as well as any pertinent cultural and/or linguistic characteristics of the individual child. | | |
| SLD5 Educational Evaluation | <input type="checkbox"/> Results from diagnostic and/or standardized norm-referenced measures are documented in the Assessment Summary. <i>Narrative includes relevant comparisons to relevant state/national norms and/or age/grade level peers, and intervention groups.</i> <i>Additional measures may include:</i> <input type="checkbox"/> Common Formative Assessments <input type="checkbox"/> Universal Screening <input type="checkbox"/> Interim/Benchmark Assessments | | |

¹ Results of the Student Record Protocol will be aggregated to determine the SEA’s overall percentage of compliance/noncompliance with each monitoring priority.

² Monitoring Priorities are excerpts from the SLD Eligibility Worksheet.



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|---|--|--|--|
| | <input type="checkbox"/> <i>Outcome Assessments</i> | | |
| SLD6 Criteria A: Primary Causes/Determinant Factors | <p>The narrative in the SLD Worksheet includes evidence that each of the following have been addressed:</p> <p><u>Primary Causes</u></p> <p><input type="checkbox"/> A visual, hearing or motor disability</p> <p><input type="checkbox"/> Intellectual Disability</p> <p><input type="checkbox"/> Emotional Disturbance</p> <p><input type="checkbox"/> Cultural Factors</p> <p><input type="checkbox"/> Environmental or Economic Influences</p> <p><input type="checkbox"/> Loss of Instructional Time</p> <p><u>Determinant Factors</u></p> <p><input type="checkbox"/> Limited English Proficiency</p> <p><input type="checkbox"/> Lack of Appropriate Instruction and Evidence-Based Intervention in Reading</p> <p><input type="checkbox"/> Lack of Appropriate Instruction and Evidence-Based Intervention in Math</p> | | |
| SLD7 Criteria B: Inadequate Achievement | <p><input type="checkbox"/> Multiple sources of data, with evidence-based narratives, support the IEP Team's decision regarding inadequate achievement.</p> <p>Multiple sources of data match the area(s) of:</p> <p><input type="checkbox"/> Basic Reading Skills</p> <p><input type="checkbox"/> Reading Fluency Skills</p> <p><input type="checkbox"/> Reading Comprehension</p> <p><input type="checkbox"/> Written Expression</p> <p><input type="checkbox"/> Mathematics Calculation</p> <p><input type="checkbox"/> Mathematics Problem Solving</p> <p><input type="checkbox"/> Listening Comprehension</p> <p><input type="checkbox"/> Oral Expression</p> | | |
| SLD8 Criteria C: Insufficient Rate of Progress | <p><input type="checkbox"/> Multiple sources of data, with evidence-based narratives, support the IEP Team's decision regarding insufficient rate of progress.</p> <p>Documentation includes:</p> <p><input type="checkbox"/> The type, intensity, and duration of identified evidence-based instructional intervention(s)</p> <p><input type="checkbox"/> Progress Monitoring on a schedule</p> <p><input type="checkbox"/> Evidence intervention was implemented with fidelity</p> <p><input type="checkbox"/> Child's rate of progress during instructional intervention(s)</p> <p><input type="checkbox"/> Comparison of the child's rate of progress to expected rate of progress</p> | | |
| SLD9 Criteria D: Educational Need | <input type="checkbox"/> Multiple sources of data, with evidence-based narratives, support the IEP Team's decision regarding the student's need for specially designed instruction as a result of a specific learning disability. | | |

State Education Agency – Aggregate Data

| Monitoring Priority | N-size | Finding % | | Corrective Action | |
|---|--------|-----------|----|--------------------------|--------------------------|
| | | C | NC | Yes | No |
| SLD1: Progress Monitoring | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| SLD2: Parent Conferences | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| SLD3: Review of Existing Data for RtI | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| SLD4: Observations Across Settings | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| SLD5: Educational Evaluation | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| SLD6: Criteria A: Primary Causes/Determinant Factors | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| SLD7: Criteria B: Inadequate Achievement | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| SLD8: Criteria C: Insufficient Rate of Progress | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| SLD9: Criteria D: Educational Need | | | | <input type="checkbox"/> | <input type="checkbox"/> |