







# WriteTrackED

User-friendly, web-based SLP report writing and caseload management tool



-  Web-based SLP Report Writing Tool
-  SLI Eligibility Tracking and Reporting System
-  Real Time Therapy Schedules and IEP Calendars
-  Comprehensive Resource Library
-  Caseload-Workload Features
-  HIPAA Compliant

*"In my experience, WriteTrackED provides an efficient way to create school-based reports. The program streamlines the whole report writing process."*

*The administrators' tools are helpful and allow for easy viewing of SLI eligibility by age-level, by disability, and you can see which students may be ready for exit."*

*- O. Anderson, SLP and SpEd Administrator*

# Problems

## Disproportionality

- African-American (AA) students comprised over 10% of the special ed population in CA, but only 7.5% of the gen ed population in 2008-2009 (CDE, 2009).
- If disproportionality persists, districts risk corrective actions, including the loss of funding.
- AA students are **under-represented** in the disability category of Autism and...
  - Nearly 3x less likely than white peers to receive an initial correct diagnosis of Autism
  - Have a 1.5-year delay in receiving an accurate diagnosis, on average.  
(Begeer et al., 2008; Dyches, 2011; Gibson, 2007; Mandell, Ittenbach, Levy, & Pinto-Martin, 2007; Morrier et al., 2008; Mandell et al., 2009).

## Is Your Staff Prepared?

- In the U.S., only 8% of 4,000 SLPs rated themselves as being very qualified to serve multicultural populations  
(American Speech-Language-Hearing Association (2016). 2016 Schools Survey Report: SLP Caseload Characteristics).
- Only 18% of SLPs in CA rated themselves as being highly confident to provide adequate assessment and treatment services to diverse populations  
(Gonzalez & Ward-Lonergan, 2010).
- SLPs often don't recognize African-American English (AAE) features as dialect, and are inclined to the perception that AAE features were "wrong"  
(Robinson & Stockman, 2009).

## Workload/Caseload: Avoid Wasting Time and Money

- SLPs spend 7 hours per week (an entire work day!) on documentation  
(American Speech-Language-Hearing Association (2016). 2016 Schools Survey Report: SLP Caseload Characteristics).
- One Independent Educational Evaluation (IEE) can cost thousands of dollars, plus the administrative and staff time.



## WriteTrackED includes:

- Tools that guide school-based SLPs through the process of writing comprehensive, compliant assessment reports specifically for African-American and bilingual students
- Resources for assessing language difference versus disorder
- SLI eligibility worksheets, paired with each assessment
- Staff Training – professional development topics include:
  - African-American Students: Avoiding Disproportionate Identification and Conducting Appropriate, Defensible Assessments
  - Report Writing and The Art of Scoring: A Comprehensive Review of CA Ed Code, Eligibility Criteria and Legally Defensible Reporting
  - Evaluation and Eligibility Determination for English Language Learners

## Speech-Language Impairment Eligibility Criteria Worksheet

Student's First Name:  Date of Evaluation:  /  /

Student's Last Name:  Date of Birth:  /  /

School:  Gender:

Grade:  Race:

Speech-Language Clinician completing form:

☒ Assessment results indicated that the student does not meet SLI criteria.

Please indicate WHY the student does not meet SLI criteria.

Jack's scores on a comprehensive language test (the CELF-5) fell within the average range (Core Language standard score = 92). Analysis sample supported these findings. Classroom observations and teacher rating scales confirmed that Jack is communicating effectively with peers.

☐ Student receiving speech-language therapy as a Related Service

☐ Review of student records indicated reassessment may be necessary.

The following descriptions, when checked, indicate the individual has been identified as speech/language impaired according to CA Title 5

### Test Analysis for use with African American Students in California

SLPs are responsible for evaluating tests for their appropriateness for use with African American students before administering. Please consider using alternative evaluation methods and select any norm-referenced tests with care.

The text in red indicates a clear violation of the Larry P. guidelines, because the test directly or indirectly purports to measure intelligence.

Test	Validity Correlations	% Norming Sample AA	Info on performance by racial group?	Content, materials, administration possibly biased?	Dialectal variation allowable?
Bracken Expressive	ok	13.75%	Yes-consistent performance across groups	Possible	Not Specified
Bracken-Receptive	ok	13.75%	Yes-consistent performance across groups	Possible	Not Specified
Comprehensive Assessment of Spoken Language	TACL-R, OWLS, PPVT, EVT, <b>Kaufman Brief Intelligence Test</b>	15.9%	No	Possible	Not Specified
Comprehensive Assessment of Spoken Language-2	CASL, OWLS-2, CELF-5, Oral Passage Understanding Scale (OPUS)	14.4%	No	When piloted, Rasch model was used. All items selected for final	Yes (see p.77)

## ASSESSMENT PROCEDURES AND RESULTS [Assessment Procedures and Results FAQs](#)

 [Larry P Guidelines for AA Evals](#)  [Selecting Assessments for African American students](#)

 [Tests Prohibited by Larry P.](#)  [African American Assessment Procedures and Results FAQs](#)

### Statement of Validity:

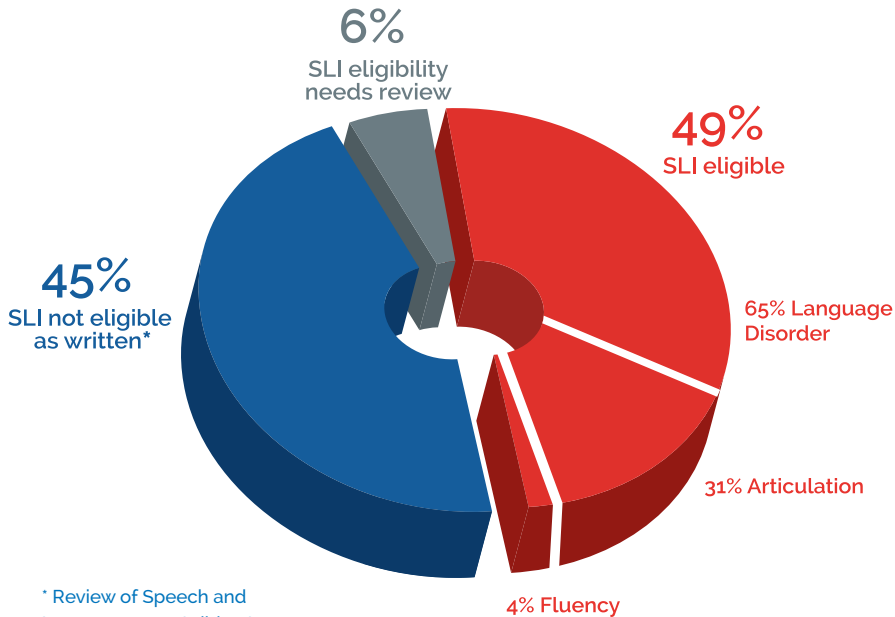
This assessment was completed in accordance with a judgment by Federal District court Judge Robert Packman in response to C-71-2270, Larry P. vs. Riles, which bars the administration of certain tests to this student.

It should be noted that norm-referenced tests tend to favor those from the culture in which they were developed here with the caveat that students with cultural and linguistic backgrounds similar to this student's did not bias and to yield the most accurate information possible, alternative assessments, such as interviews, file

### Grammatical Contrasts Between African American English and Mainstream American English

African American English Grammatical Structure	Mainstream American English Grammatical Structure
<b>Plural – s</b>	
Nonobligatory with numerical quantifier She got two car. See the cars.	Obligatory regardless of numerical quantifier She has two car. See the cars.
<b>Possessive -s</b>	
Nonobligatory where word position expresses possession My daughter class. It be Joe's.	Obligatory regardless of position Get Joe's book. It's Joe's.

## Caseload Data From Bay Area District



\* Review of Speech and Language report did not adequately document SLI eligibility.

### *"My Top 5 Useful Features:*

- *Caseload information readily available*
- *Uniformity of reports; compliance information embedded*
- *Increased probability of strong, defensible reports*
- *Efficient data analysis*
- *Single repository for all SLI information"*

*- Lynda D., Retired SpEd Administrator*

## What WriteTrackED Can Do for You

### SLI Caseload analysis at your fingertips

- Reason for SLI Eligibility
- Eligible vs. Exited students
- Student not eligible as written – may need re-evaluation
- View caseloads by grade, disability, type SLI service, other SpEd services
- Assists with scheduling students

Reduce the number of disputed assessments that can lead to high-cost IEEs.