



COLORADO

Department of Education

Considerations When Referring English Learners To Special Education

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Agenda

- Introductions
- Collaborative Practices
- Appropriate Instruction, Interventions, and Progress Monitoring for ELs
- Gathering a Body of Evidence
- District Implementation

Outcomes

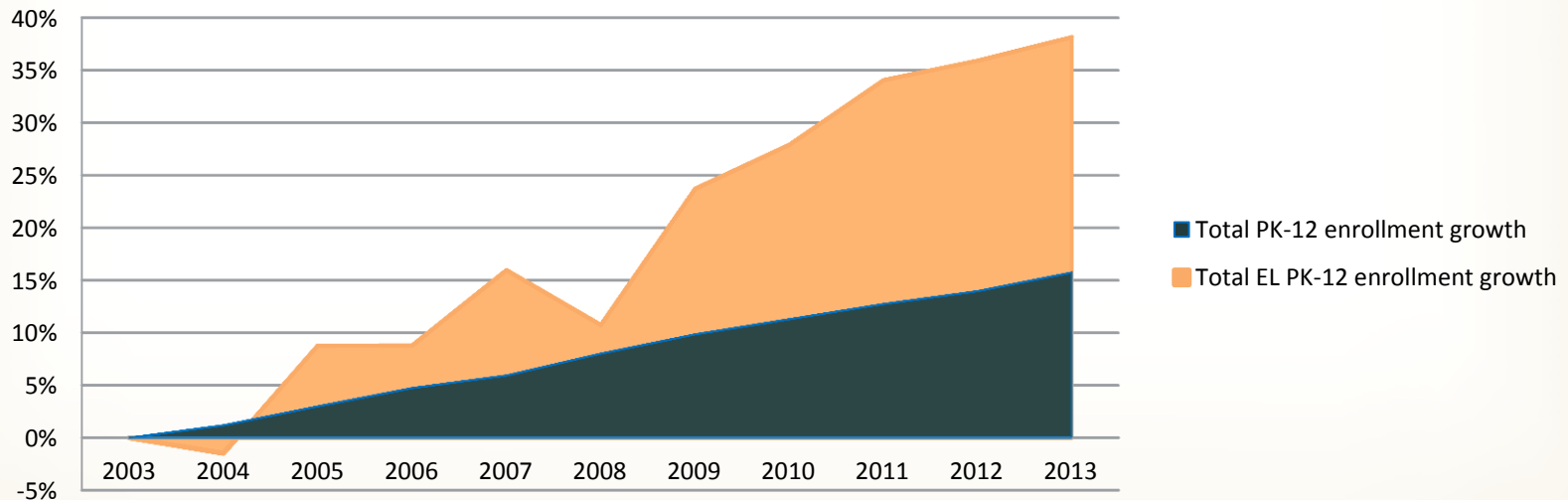
- Participants will identify collaborative strategies and practices in the referral and identification of English learners (ELs) to SPED.
- Participants will understand how to gather the valid body of evidence through RTI within the MTSS framework.
- Participants will gain knowledge of a process for referring ELs to SPED currently being implemented in a Colorado district.

Why are we here?

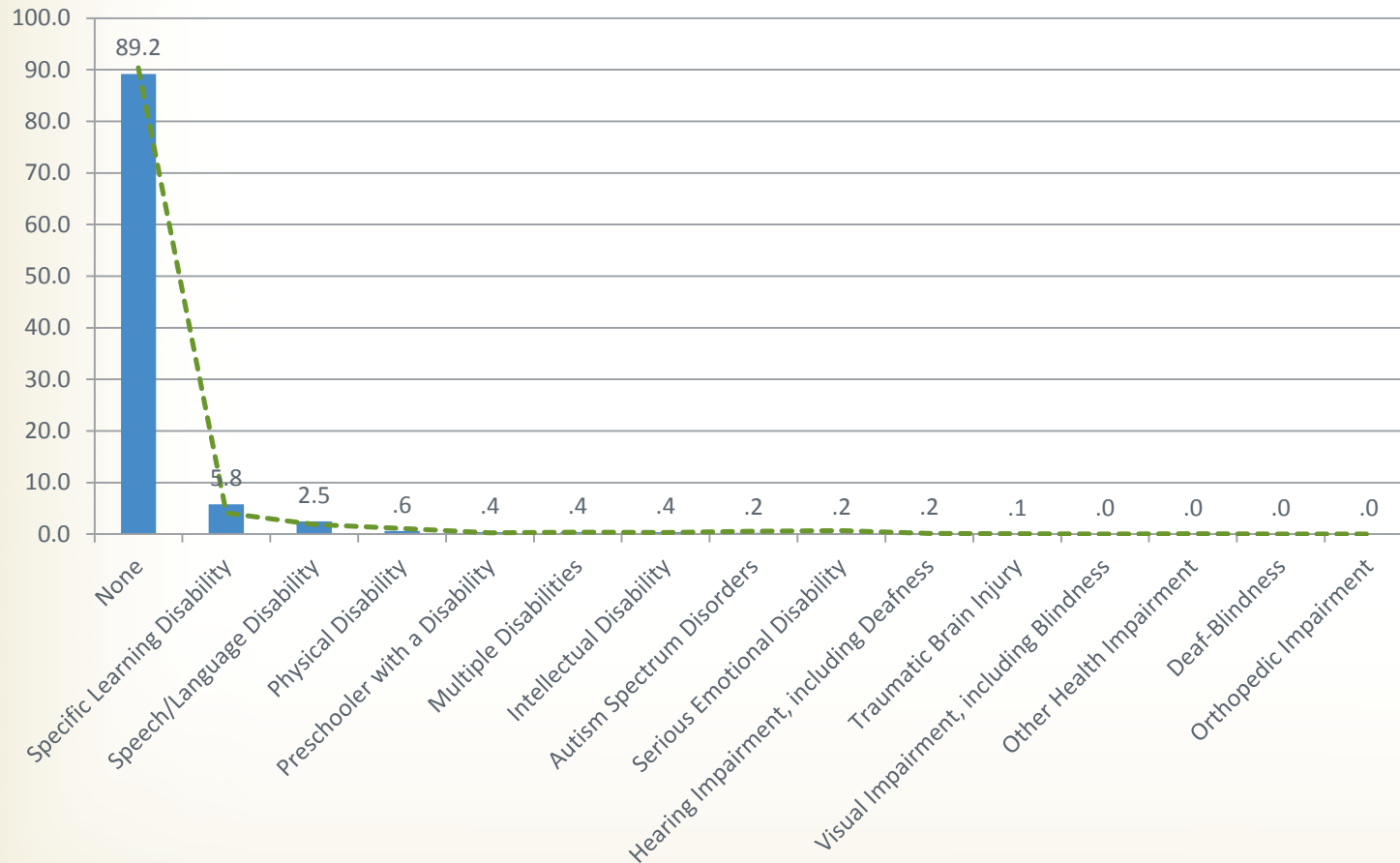
- **ELs with disabilities account for 9% of the national school population**
- **8.5% of all English learners**
- **13% of all students with disabilities are ELs**
- **75% of all ELs in our schools are born in the United States**

EL Growth Rate in Colorado

- Colorado total PK-12 enrollment growth rate over the last ten years (2003-2013) = 15.7%
- Colorado EL total PK-12 enrollment growth rate over the last ten years (2003-2013) = 38.1%



Percent ELs (Grades K-12) with Disabilities 2013-2014



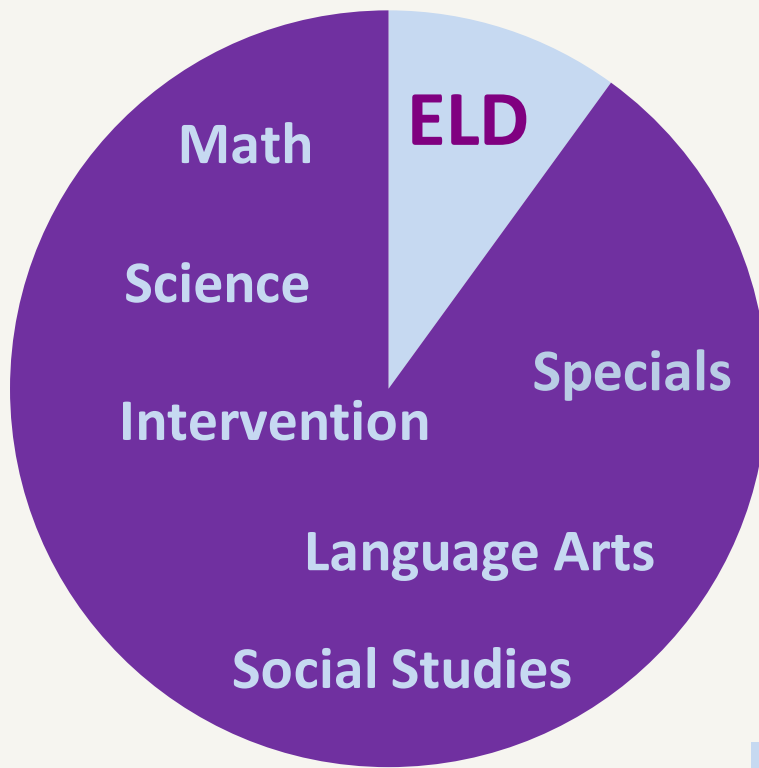
The top two disabilities in the state among ELs are Specific Learning Disability (5.8%) and Speech/Language Disabilities (2.5%). All others are less than 1% and 89.2% of ELs do not have a disability.

■ K-12 ELs
--- All K-12 Students

Updated by Office of Data, Program Evaluation, and Reporting (April 2015); Data Source: 2013-2014 Student October (NEP, LEP, FEP Monitor Year 1 and 2 only, excluding parent refusals; excludes students with missing or duplicate SASIDs; excludes students with discrepant ESL and bilingual codes)



Every EL, Every Day, All Day



■ ELD Time ■ Non-ELD Time

A Collaborative Process



OSEP Collaboration Continuum

Contact

Shared Ideas & Information

Open, honest dialogue encourages the exploration of commonalities and the development of relationships to facilitate discussions of potential activities.

Cooperation

Shared Goals

Relationship building fosters the development of cooperative activities..
Information or data sharing.

Coordination

Shared Achievement of Goals

A framework that organizes efforts and ensures everyone in the group understands who does what, when and where.
Communication tools developed to support coordination efforts.
Formal or informal agreements to achieve desired common outcome.

Collaboration

Shared Resources

Information is not only shared but something new is created. It is a new way of doing things that involves change. The change required is more ambitious than cooperation and coordination and much more difficult to develop and sustain.

Convergence

Systemic Infrastructure

Collaboration around a specific function or idea has become so extensive, engrained and assumed that is no longer recognized by others as a collaborative undertaking; instead it has moved to the level of infrastructure and becomes a critical system that is relied upon.



Challenges to Collaboration

**What are the challenges your school faces
in collaborating across departments,
grades, educational teams, content areas,
etc.?**



Practices Essential for Developing Collaboration

- **Willingness/Openness**
 - Vision
- **Establishing Team Members**
 - Roles and responsibilities
 - Leadership support
- **Knowledge of data tracking, dialogues, and fidelity assessment of the interventions implementation**
- **Norms and Logistics**

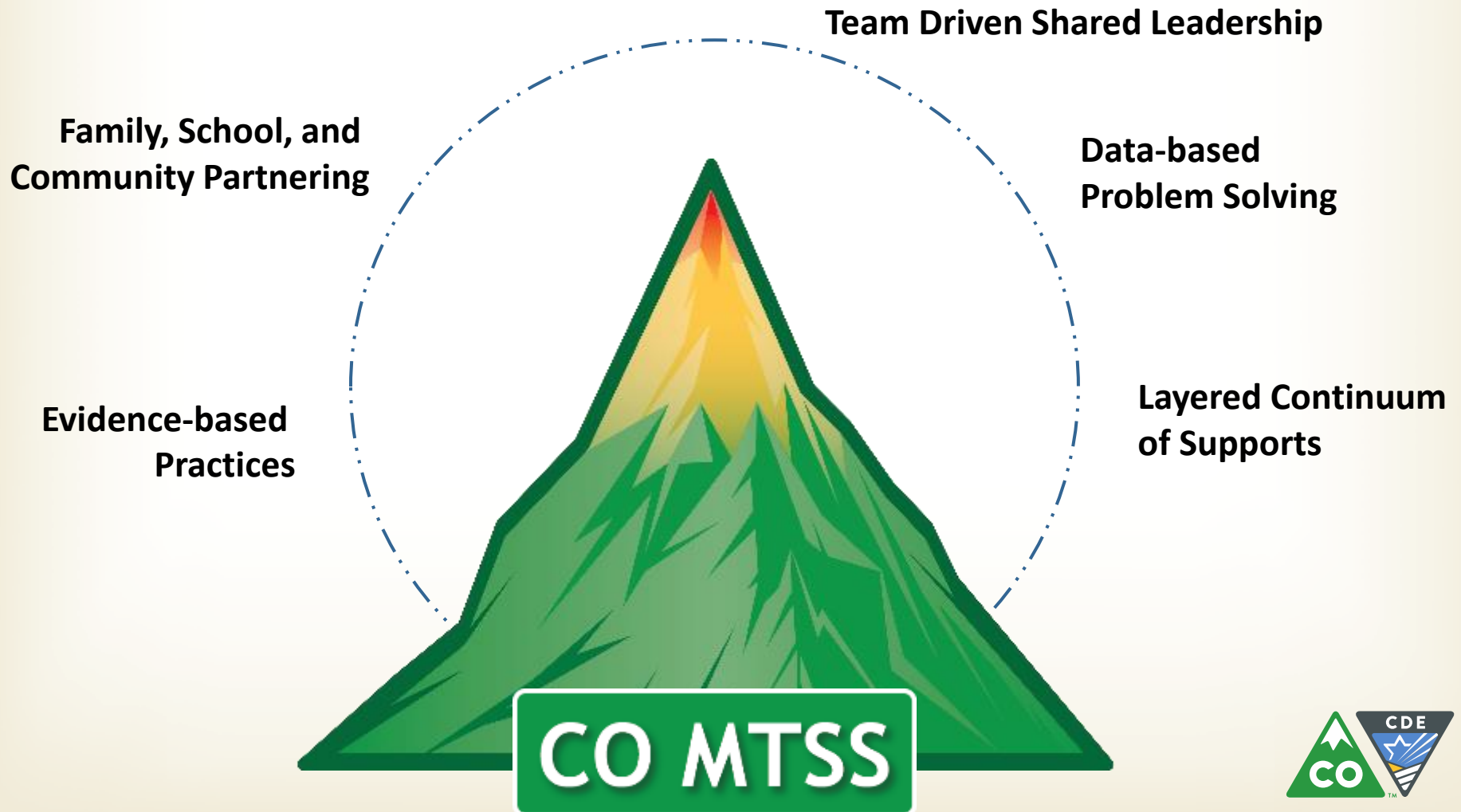


MTSS Teams

- **Do you have a team in place?**
 - If no, what are the next step(s) to establishing a problem solving team?
- **Who is on the team?**
- **What are their specific roles?**



5 Essential Components of CO-MTSS



Layered Continuum of Supports

- Hierarchical tiers of instruction and support
- First “layer” is considered universal supports
- Subsequent layers are supplemental and designed based on increased intensity of need as determined by the problem solving process
- Tiers represent instruction and supports, not categories or groups
- Tiers are not pre-established based on programs or environments, disability categories, or related services



English Learners within the MTSS Process

Layered Continuum



For every student, not a pathway to SPED

Label instruction, not kids

English Language Development is tier 1

ELD is infused into additional supports

Supports are differentiated, not canned

MTSS Framework for ELs

Continuous Progress Monitoring, Continuum of Evidence-based Support, Implementation Fidelity, Team-Based Implementation, Data-based Decision Making, Outcome Oriented

Social
Emotional

Academic
and Linguistic
Students culture reflected in
Instruction & Curriculum

Additional
Supports

Family, School, and Community Partnerships

Safe and
welcoming
environment
Culturally
responsive

English Language
Development
Access to content
Language of content

Native language
support
Bilingual buddy for
newcomer

Every student, every staff member, every family, every school setting

Considerations for Collaboration Specific to ELs

MTSS teams should include multidisciplinary team members that span across special education and general education.

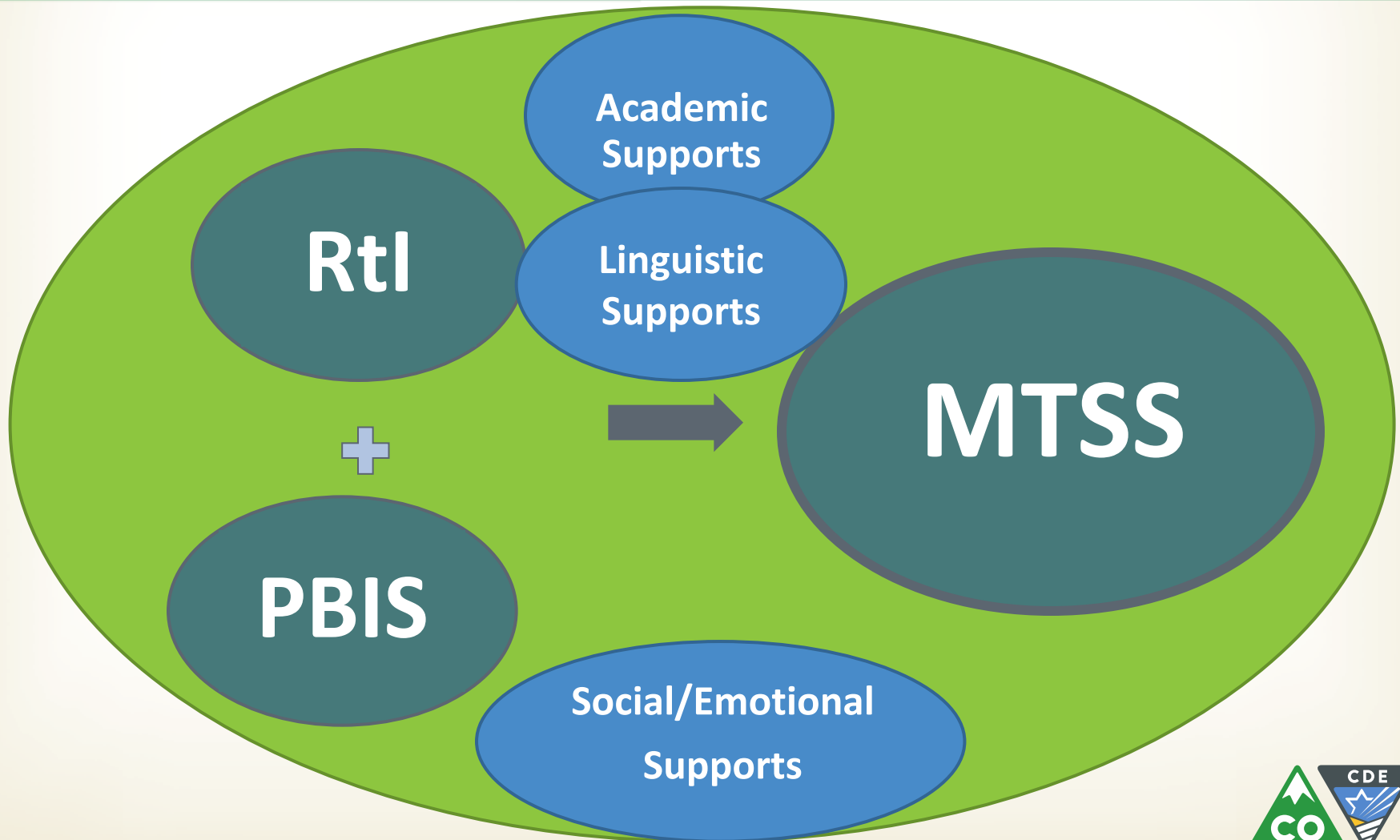
- **Team should have expertise in English language development**
- **Team should have expertise in culturally responsive practices that reflect:**
 - Instruction – academic and English language development
 - Assessment
 - Family/Community Engagement



Bilingual Staff

- Every effort should be made to have bilingual staff member conduct the assessments
- If one is not available, obtain assistance of a bilingual professional from the district
- If bilingual professionals are not available, consider using bilingual nonprofessionals from the district or community (interpreter/cultural mediator)
- Don't use family members!!!

Cultural Responsiveness in a Multi-Tiered System of Supports



Increasingly intense instruction with language and cultural considerations at all tiers. Family involvement should occur at all levels..

ESL/ELD Services provided at all levels.

Tier 1

Core instruction adjusted to meet each EL's language proficiency level and cultural connections are provided
70 – 80%

Tier 2

Supplemental interventions are adjusted to meet each EL's language proficiency level, and cultural connections are provided. An additional 10 minutes of oral language development provided to support lessons.
15-25%

Tier 3

Intensive Interventions continue to be adjusted to meet EL's language proficiency level and cultural connections are provided. An additional 10 minutes of oral language development is provided to support lessons.
5-10%

FRAMEWORK FOR EQUITABLE EDUCATIONAL SYSTEMS



General Considerations for English Learners in MTSS

- Ensure that instruction is culturally and linguistically responsive and addresses individuals' linguistic, academic, and social-emotional needs and opportunities of EL students.
- A sound understanding of student educational and background experiences that affect learning
- Appropriate progress monitoring tools – norm-referenced for ELs, native language, etc.

General Considerations for Interventions

- Daily, at least 30 minutes per day
- Small groups of 3–5 students
- Students grouped by skill level
- Groups can include both English learners and non-ELs

Gersten, 2007; Baker et al., 2014



Intervention Considerations for ELs in MTSS

- How would general considerations differ for ELs?
- What other things might you take into consideration when planning interventions?



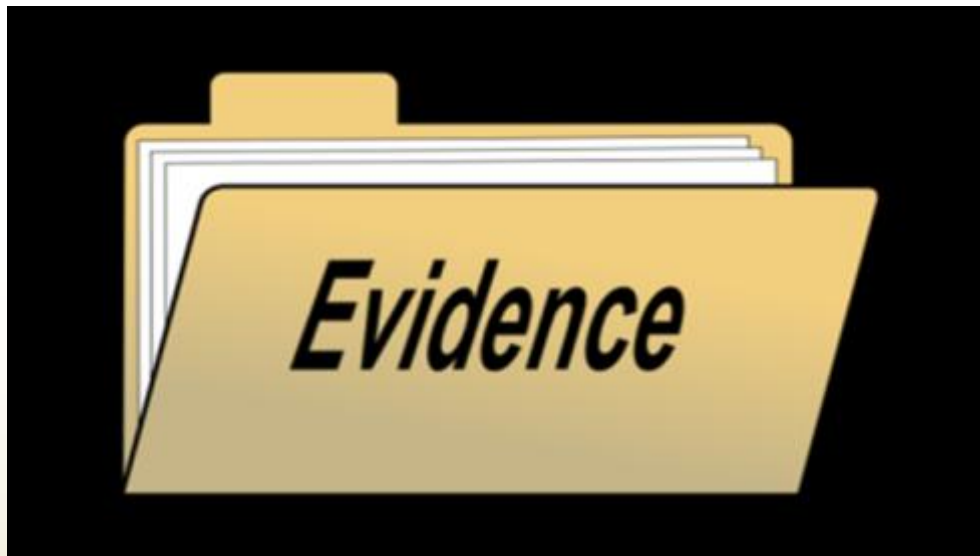
Intervention Considerations for ELs in MTSS cont.

- Interpretation of data that considers language proficiency of student
- Comparative data to peer group
 - Language background, language proficiency, native language proficiency, grade level.
- Recognize that behaviors typical of second-language acquisition are not disability indicators.

Gathering a Body of Evidence

Body of Evidence

What do you think should be included in a body of evidence for ELs when considering a referral to SPED?



Body of Evidence (BOE)

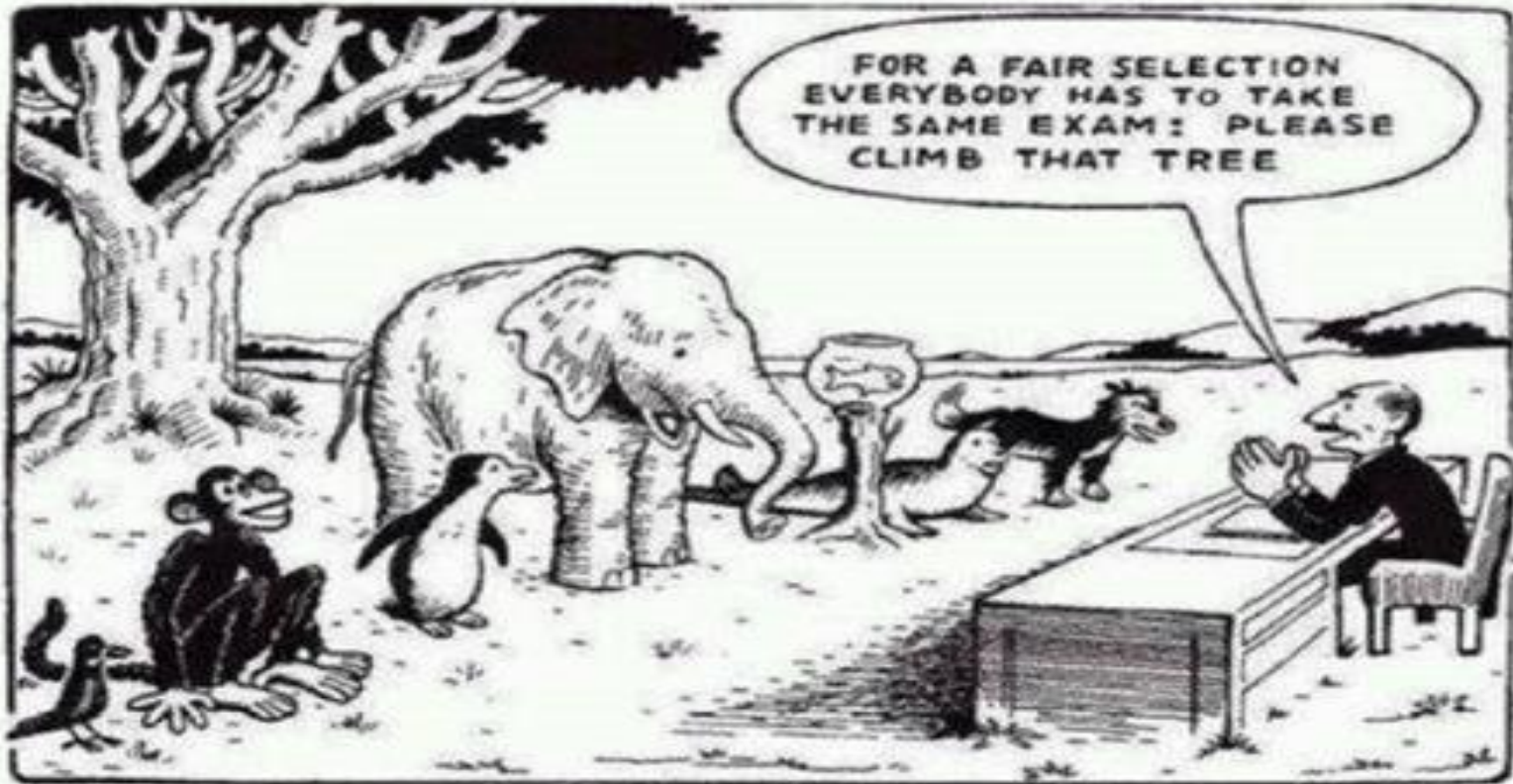
- Develop a standardized process and criteria for further investigation and confirmation of a student's ability to meet grade-level performance expectations.
- Each piece of evidence must align to the Colorado English Language Proficiency (CELP) standards and Colorado Academic Standards (CAS).
- A body of evidence should represent local data that is used to define academic growth and grade level proficiency as well as the student's linguistic growth and English language proficiency.

Language Proficiency

- District Review Committee Evaluation
- Proficiency on each language domain of ACCESS for ELLs
- Language Samples (reading, writing, listening, and speaking)
- Observation Protocols (ex. SOLOM, Mondo Oral Language Assessment, etc.)
- District Language Proficiency Assessments (IPT, Woodcock Muñoz, LAS, WIDA MODEL, etc.)
- Interim Benchmark Assessments
- Student Journals
- English Language Development Checklists
- Student Performance Portfolios
- WIDA Speaking and Writing Rubrics
- Native language proficiency level

Grade Level Academic Content Proficiency

- District Review Committee Evaluation
- Evaluation of Common Grade Level Assessments (formal or informal)
- Demonstration of Meeting Grade Level Expectations (GLEs) and Prepared Graduate Competencies (PGCs)
- Observation Protocols
- District Content-specific Proficiency Assessments
- Interim Benchmark Assessments
- Student Journals
- Achievement/Proficiency Checklists
- District Assessments
- Student Performance Portfolios
- READ Act Assessments



Our Education System

Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.

Factors that may Impact How ELs Perform on Assessments

- Linguistic Factors
- Educational Background Factors
- Cultural/Bias Factors



Linguistic Factors

- **Different linguistic backgrounds – heterogeneous group**
 - Consider language backgrounds, when considering native language assessments
- **Varying levels of proficiency in English**
 - Cannot assume that oral language skills = literacy skills to perform well on a standardized assessment – i.e., reading directions
 - May need longer time to perform assessment tasks – consider level of English proficiency
- **Varying levels of proficiency in native language**
 - If using native language assessments, do not assume they have native language proficiency
 - Good to keep in mind when considering native language assessments



Educational Background Factors

- **Varying degrees of formal schooling in native language**
 - Affects not only native language proficiency/literacy, but also the level of content area skills and knowledge
- **Varying degrees of formal schooling in English**
 - Studying English as a foreign language in their country vs only taking ESL classes in USA
 - Differences in types of instruction – ESL vs. Bilingual
- **Varying degrees of exposure to standardized testing**
 - Cannot assume that students have had exposure to standardized assessments – may have never seen multiple choice, constructed response, etc.
 - Could put students at a disadvantage

Cultural/Bias Factors

- Varying degrees of acculturation to US mainstream
- Students may have background knowledge and experiences that are different from those presumed by a test developer. *This can put students at a disadvantage.*
 - May have different assumptions/beliefs/values about test taking
 - May have different assumptions/beliefs/values about education
 - May have different assumptions/beliefs/values about how to respond
 - Cultures that value cooperation
 - Students from economically disadvantage backgrounds may respond to questions differently

General Assessment Considerations for ELs

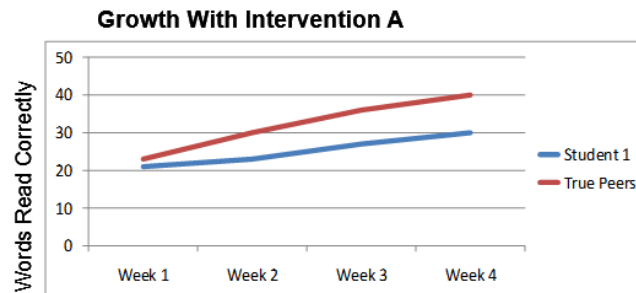
- **Is the assessment valid and reliable? (Is it measuring what it claims to measure?)**
 - Has it been normed on an EL population?
- **Consider comparing with EL peer group when interpreting results.**
 - Consider comparing with common language background peer group.
- **When interpreting results, do they make sense when considering classroom performance?**

Assessment Interpretation and Progress Monitoring

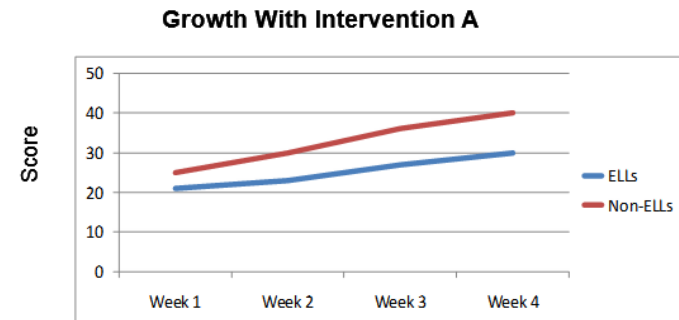
- Are ELs who do not demonstrate progress/growth when provided with ELD services in general education referred to an individual problem-solving process?
- Do your ELD teachers collect progress-monitoring data the same as general educators?
- Are those data compared to other EL students with a similar background, age and amount of exposure to English acquisition?
- Is language acquisition part of the progress monitoring?

Conduct Multiple Comparisons

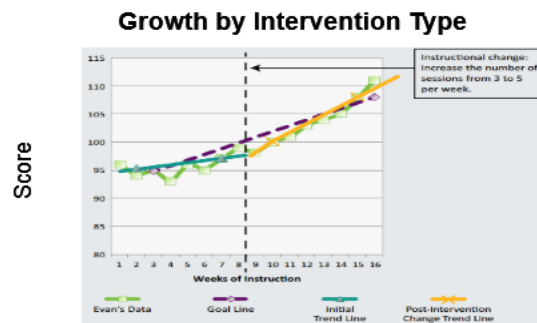
1. Compare Student Progress Among "True Peers"



2. Compare Intervention Effects Between ELLs and Non-ELLs



3. Compare Efficacy of Two Interventions with Same Student



Including Access for ELLs in the Body of Evidence

ACCESS for ELLs®

- **Proficiency levels 1-6 do not measure.....**
 - how much growth each student has made
 - how much growth is necessary to attain state targets in a reasonable amount of time



Colorado Growth Model (CGM)

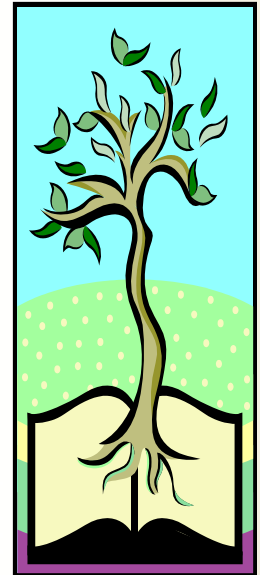
- A statistical model to calculate each student's progress on state assessments over time.
- The student growth percentile tells us how a student's current test score compares with those of other similar students (students across the state whose previous test scores are similar).
- For WIDA ACCES for ELLs® this process can be understood as a comparison to members of a student's English proficiency peer group.

Student Growth Percentiles (SGPs)

- Students tested in the current and prior year receive a growth percentile
- The growth percentile indicates the relative change in proficiency from year to year compared to English proficiency peers
- Calculated only for Overall scores, as the individual language domains do not contain enough score point variation for growth modeling.

Median Growth Percentiles (MGPs)

- A median is the middle score when ranking scores from lowest to highest.
- The median growth percentile can be used to characterize the “average” growth of a classroom, grade, school, district or other student grouping.
- It is inappropriate to utilize MGPs based on less than 20 records.

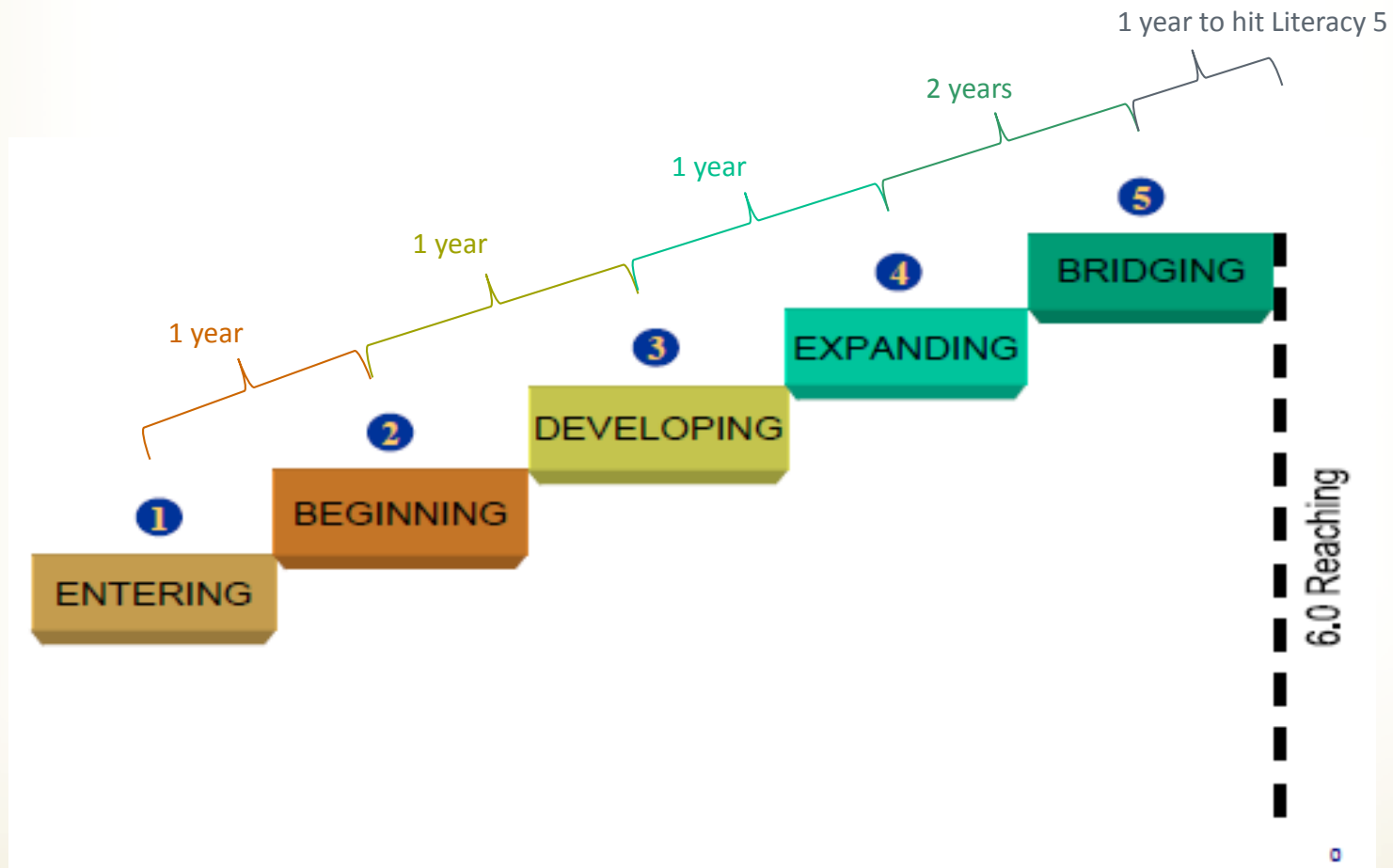


Adequate Growth Percentiles (AGPs)

- An AGP reflects the percentile at which a student must grow each year to attain a given level of proficiency within a specific amount of time.
- Newcomers are anticipated to progress through each level of proficiency on ACCESS towards English fluency.
- In contrast with what is done on TCAP, CDE uses a “stepping stone” approach to gauge student progress on ACCESS.



WIDA ACCESS Stepping-Stone Timeline



L1 to L2+	93.6%
L2 to L3+	73.5%
L3 to L4+	55.0%
L4 to L5+	45.2%
L5 to L6	24.9%

- When starting at proficiency levels 1, 2, or 3, a student has a better than 50% chance of increasing at least one proficiency level in one year, which seems like a reasonable expectation
- When starting at level 4 a student has less than a 50% chance of increasing at least one proficiency level in one year, implying that 2 years to get to level 5 would be a more realistic trajectory
- Because L5 students are eligible for reclassification, the population remaining to re-test the following year is not representative and therefore the L5 to L6 results should not be interpreted with caution

Percent of
Colorado
Students
Increasing
1 or More
Proficiency
Levels in
1 year:
All Grades
Combined



Colorado District Example



Bringing it to Local District/School Context

Guiding Questions

- How quickly are our students on average transitioning from one level on ACCESS to the next?
- Once this trend/trajectory has been established....
- What students exceed this trajectory/trend? Analyze individual ISR
- What other evidence do you have that corroborates the accelerated trajectory?
- What does this mean for SPED referral?

- Language development – how long does it take? Differences across schools, EMH levels, etc.
- Reading, Writing, Math, and Science Performance of EL's?
- Other services or programs?
- Looking at Growth
- Making Adequate Growth?
- Determining the additional data needed and for what purpose?

Guiding Questions

Designed to Walk You Through Your Data and Help Identify Areas of Need



Services and Assessment for English Language Learners

English language acquisition/development services should not be considered to be “interventions.”

Tier I = ELD Services for ELL students are considered core instruction for all identified ELL

- ELD Instruction, accommodations, assessments and progress towards goals should be documented in each student's English Language Plan (ELP)

Tier II = Targeted skill instruction with ELD scaffolds *in addition to* Tier I ELD program of services.

Completed After Tier I

CLDE Observation Form CLDE Referral Packet

This form is to be filled out by the building CLDE staff. Attach YELLOW history sheet

Student Name: _____ School: _____ Grade: _____
Primary Home Language: _____
Current ACCESS proficiency level: _____ Type of CLDE services: _____
Years in CLDE Program: _____

Use the following scale to rate the listed items:

1=Not observed or non-proficient 2=Emerging/Progressing 3=Proficient

How well does the student...

1. Answer simple questions about everyday activities? _____
2. Communicate his/her basic needs to others? _____
3. Interact appropriately with adults and peers? _____
4. Tell a simple story and keep the sequence and basic facts accurate? _____
5. Describe familiar objects and/or events? _____
6. Maintain a conversation, including staying on topic? _____
7. Initiate verbal interaction with peers? _____
8. Respond to questions and/or classroom instructions? _____
9. Remember learned information? _____

Use the following scale to rate the listed items:

1=Always to Very Often 2=Frequently to Occasionally 3=Rarely to Never

To what extent does the student...

10. Use gestures and/or other nonverbal communication rather than/instead of verbalizations to communicate? _____
11. Appear disorganized and confused? _____
12. Have difficulty paying attention even when material is presented using a variety of modalities? _____
13. Have difficulty following basic classroom directions and routines after having been exposed to the classroom environment for at least one month? _____
14. Require more prompts, repetitions and/or structured programming than peers to learn the same information? _____

CLDE Provider completing questionnaire: _____ Phone#: _____

Tier I and Tier II ELD

Assessment Data Collection and Analysis.

ESSENTIAL QUESTIONS:

1. *Has progress been monitored and compared with the progress of a comparable group of English Language Learners?*
 - It is important to compare students to similar peers (from the same language background and proficiency level).
2. *Has progress been markedly lower than that of ELL peers?*
 - English language learners demonstrate similar acquisition patterns. It must be shown that a student demonstrates atypical growth for his/her ELL peer group in all areas of language in order for language acquisition to be ruled out as the cause of the difficulties.

Data for English language learners should always include the home language survey, language proficiency scores, and WIDA ACCESS assessments.

- Native Language Assessment if needed should be given to demonstrate that the difficulties producing the lack of progress are evident across languages.
- Dual language assessments are used to confirm the dominate language skills and identify whether or not the issue is seen in both languages or only in the second language.

School Response to Intervention Checklist – The RTI Process for ELLs

Please complete the checklist to start referral process after Tier III.

Please return this packet to Carmen Rivera at SPED ADMIN or email back to CRivera@hsd2.org.

Student: _____ Date: _____ Grade: _____
DOB: _____ CLDE Teacher: _____ School: _____
Proficiency Level: NEP 1 NEP2 LEP 3 or LEP4 LEP 5/6 FEP Primary Home Language: _____

Tier I:

CLDE Teacher completes Tier I CLDE Instruction documentation and data

- ☐ Verify in cumulative folder - Home Language Identification Form filed (HLID) for ELL student
- ☐ Completed English Language Learner Plan for ELL student in ALPINE.
(Includes duration, frequency and intensity of CLDE Services with program goals for student)
- ☐ Complete WIDA Can Do Descriptor Chart indicating the proficiency level in each of the 4 Domains for student
- ☐ Update Tier 1 CLDE progress monitoring data including graphs in Alpine.
Q - Is student making atypical progress compared to his/her ELL peers? ____ Yes or ____ NO
Comparative Data among similar ELL peers (language proficiency level, program plan, and grade)
School level Assessment Data: DIBELS, Aimsweb, I –Ready, Star Early Literacy

If student is not responding to Tier I Instruction then move to Tier II

Tier II:

Minimum of two cycles of CLDE interventions are implemented with increased levels of intensity **outside** of core CLDE instruction in Tier I: **Interventions are implemented with COLLABORATION with the CLDE team.**

- ☐ Referred to the RtI Problem-Solving Team. _____ (date)
- ☐ CLDE Teacher, Classroom Teacher, Problem Solving Team, and parent(s) meet to identify next intervention steps. Response to Intervention Tier II – Problem Solving Team Meeting is held. _____ (date)
- ☐ **1st Intervention** _____ (date started) (6 to 1 ratio recommended)
 - ☐ Add CLDE language function and scaffold aligned to language proficiency level in order to address CLDE need.
 - ☐ Weekly data points collected and graphed in Alpine. Minimum of 6 weekly data points
 - ☐ **1st Follow-up meeting** is scheduled to discuss student progress on identified intervention.
If student is not responding then increase intensity of intervention and move to 2nd CLDE Intervention.
 - ☐ 1st Follow-up Meeting is held. _____ (date)
 - ☐ Update in ALPINE 1st CLDE Intervention with data points and meeting notes
- ☐ **2nd Intervention** _____ (date started) (3 to 1 ratio recommended)
 - ☐ Weekly data points collected and graphed in Alpine. Minimum of 6 weekly data points
 - ☐ **2nd Follow-up meeting** is scheduled with Problem-Solving Team, CLDE teacher, Classroom teacher, and parent reconvene to discuss next steps.
 - ☐ 2nd Follow-up Meeting is held. _____ (date)
 - ☐ Update in ALPINE 2nd CLDE Intervention with data points and meeting notes
- ☐ Complete CLDE Observation Form by CLDE teacher
- ☐ Permission for RTI consent signed and received. Date Received: _____

If student is not responding to Tier II Instruction then move to *Tier III*
Initial contact is made to District SPED/CLDE TEAM

Tier III:

Intensive CLDE Intervention - Interventions are implemented with COLLABORATION with the CLDE team.
Assessment for Determination of Dominant Language and District Comparative Data:

- ☐ **Woodcock-Munoz Language Survey Assessment**
 - ☐ Conduct WMLS Assessment Summary report: Dominant Language: __English or __Spanish
- ☐ District CLDE /SPED Team review existing data and exclusionary factors and communicate with school team for next steps
- ☐ **3rd Intervention**_____ (date started) (1 to 1 ratio recommended)
 - ☐ Weekly data points collected and graphed. Minimum of 6 weekly data points
 - ☐ Follow-up meeting is scheduled with Problem-Solving Team, teacher and parent reconvene to discuss next steps. Review date: _____
 - ☐ Update in ALPINE 3rd CLDE Intervention with data points
 - ☐ Invite CLDE teacher/ ☐ Invite CLDE department representative

If student is not responsive to intervention/progress is not evident, then: District SPED/CLDE team makes final determination that Second Language is/is not the primary factor for areas of concern.

If Second Language is the primary factor for areas of concern a Special Education referral cannot be made and school team must continue to provide RTI support with collaboration from the school CLDE department.

**If Second Language factors are not the primary factor Complete
SLD Packet for team review.**

Proceed with Prior Written Notice and Consent for Evaluation and Parent Procedural Safeguards.

ELD Student Comparative Data

Grade Level cohort	ELL Code	District number	Average Composite ACCESS level Growth from 2013 to 2014	Average DIBELS Composite Score Growth from BOY to EOY
4 th	LEP-3	24	0.61	72
4 th	LEP-4	56	0.92	128
2 nd	LEP-3	159	1.07	65
2 nd	NEP-2	35	0.81	22

Student	ID	Grade	ELL Code	ACCESS Level Growth from 2013 to 2014	DIBELS Score Growth from BOY to EOY
STUDENT A	311830	4 th	LEP-3	0.8	157
STUDENT B	342729	4 th	LEP-3	0.6	7
STUDENT C	291978	2 nd	LEP-3	0.6	33
STUDENT D	273291	2 nd	NEP-2	1.0	-66 (scored lower on EOY)

Based on the above results ,the following student recommendations are given:

1. SA exceeds his peer ELLs in growth in both ACCESS with a .8 compared to .61 and DIBELS assessments with a 157 point growth compared to the average 72 point growth of his ELL peers in SY 2013 – 2014. He is exceeding typical growth for an ELL and therefore should **not be recommended** for testing; continue RTI.
2. SB scored below the average growth of her ELL peers on DIBELS with 7 compared to 72 but similar to her peers in ACCESS with a .6 compared to a .61. The large discrepancy in DIBELS does warrant further testing. **She is recommended for further testing and intervention.**
3. SC scored below the 1.07 average of his ELL peers with a .6 growth in ACCESS. He also scored significantly below on DIBELS average with a 33 compared to the 65 point growth of his ELL peers. He **is recommended for further** testing because he is showing atypical growth on both ELD and Content compared to his ELL peers.
4. SD exceeded the language growth on ACCESS compared to her peers with a 1.0 compared to a .81 average. She scored significantly below her ELL peers on DIBELS growth from BOY to EOY. Her -66 decrease warrants further **testing**. Language is not the main barrier to learning.

- ▶ If student is not responsive to intervention/progress is not evident, then District CLDE/SPED team makes final determination that Second Language is/is not the primary factor for areas of concern.
- ▶ If Second Language is the primary factor for areas of concern a Special Education referral cannot be made and school team must continue to provide RTI support with collaboration from the school CLDE teacher.
- ▶ *If Second Language factors are not the primary factor complete the SLD Packet for school team review and proceed with Prior Written Notice and Consent for Evaluation and Parent Procedural Safeguards.*

Contact Information

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