Accurate Identification for Multilingual Learners

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Today's Charter School Institute Presenters

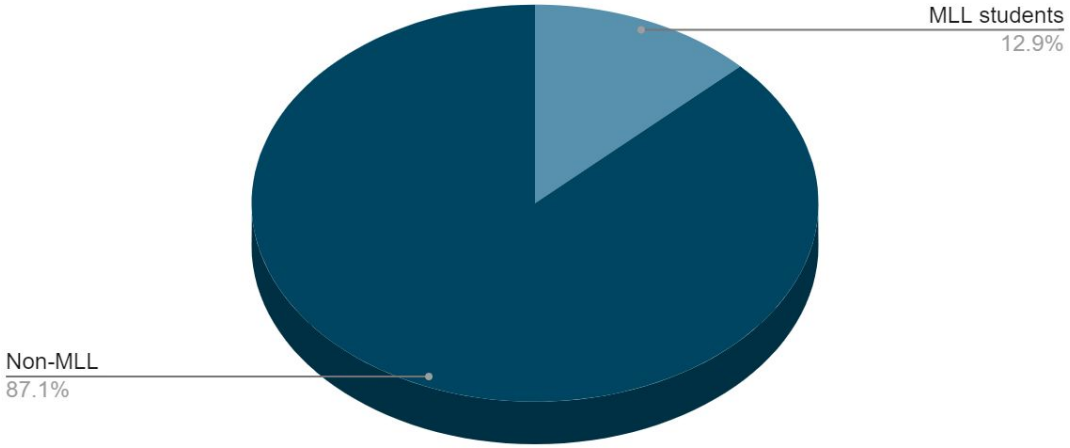
Jessica Welch
Greg Nusz
Kimberly Caplan
Matt Hudson
Nick Stachokus

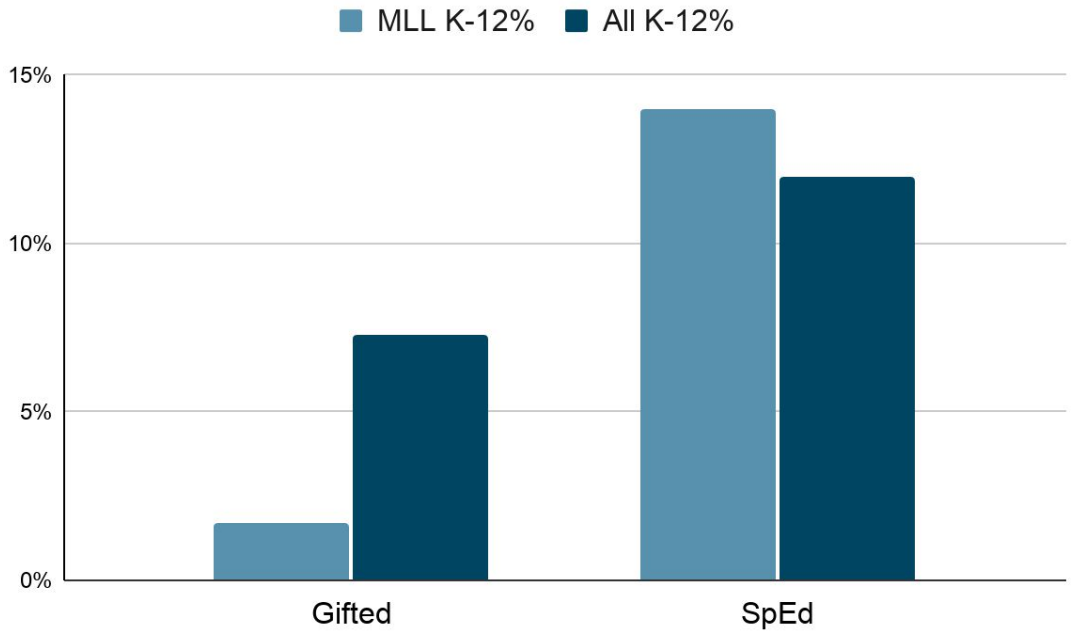
Interactive Agenda:
http://bit.ly/MLL_ID

Chat

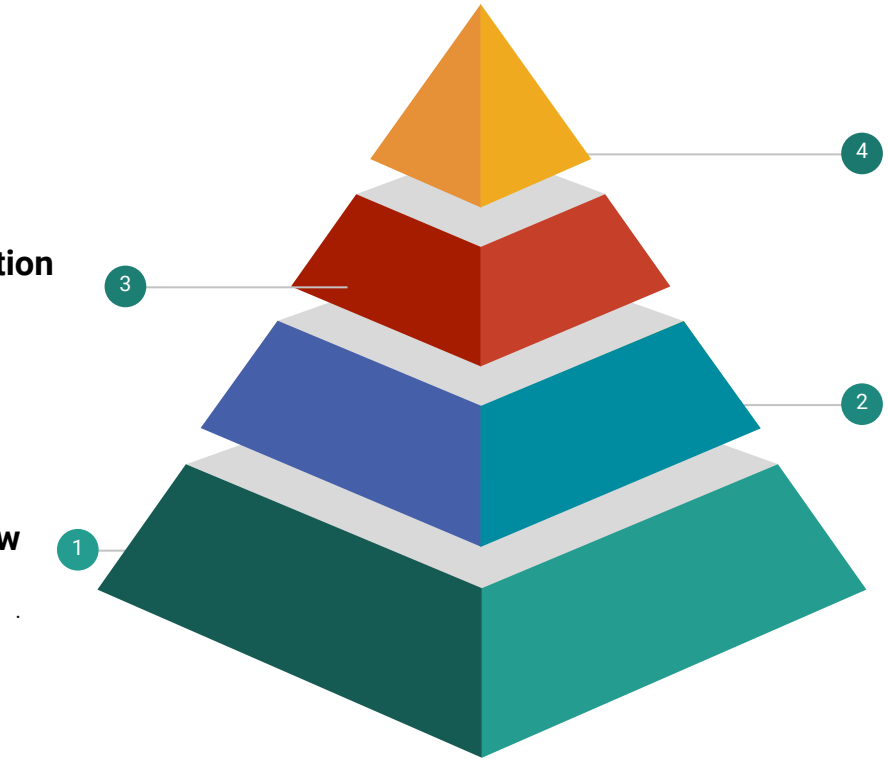
Email

All Colorado Public Schools





Where we are in this series



Accurate Identification Processes for MLLs

ELD Program Evaluation

Enrollment Barriers for MLLs

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Equitable Policy Review

[Equal Access Series 1: School Policy Review]

[Equal Access Series 2: Addressing Enrollment Barriers for Multilingual Families]

[Equal Access Series 3: ELD Program Implementation and Evaluation]

Policies/Procedures/Practices

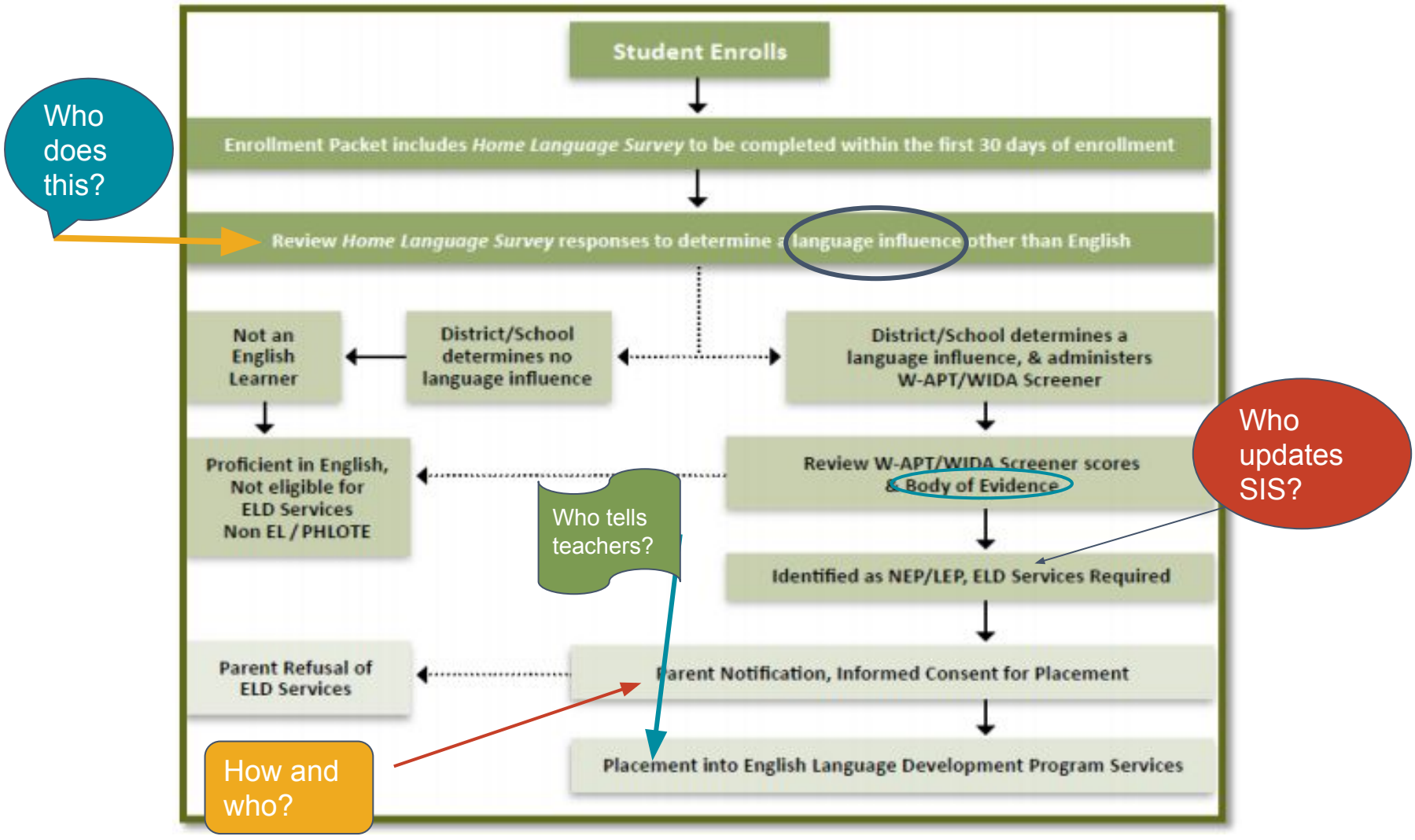
Accurate Identification Requires:

Policies: Multilingual students are explicitly mentioned in your school/district policies

Procedures: Staff with expertise in CLDE are always included when implementing policies or making decisions related to identification/supports for MLLs

Practices: School/District regularly reviews practices (via qualitative and quantitative data) to ensure consistent implementation

Requirements for identification: Initial



Requirements for identification: Ongoing

"...the greatest barrier to students' academic achievement is within-school variability"

(Hattie 2015)

Each student's language acquisition advances at a unique pace. How does your school ensure MLL students receive **consistent support** to develop strengths and access grade-level content?

Requirements for identification: Exiting

"Redesignation is a term that describes a process that districts and schools develop to determine when English learners are Fluent English Proficient (FEP) and can **transition successfully to classrooms, with minimal ELD support**"

"This process is **initiated** by the annual ELP assessment data"

-CDE ELD Guidebook

Resource: Program Plan Template (in agenda)

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School Name **English Language Learner Program Plan**	
Section 1: Identification Procedures	
1. Who at your school ensures the family understands the Home Language Survey when they are filling it out and determines if the family needs it in another language?	Click here to enter text.
2. Who reviews your enrollment documentation to see if the Home Language Survey indicated a student might need to take the WIDA Screener?	Click here to enter text.
3. What is the amount of time between when a family completes registration documentation with the HLS to when the EL Coordinator is notified of the new student?	Click here to enter text.
4. What is the process for the submissions team to receive the current students' new EL designations from the EL team?	Click here to enter text.
5. How does your EL Coordinator/Team find out about the student's previous designations from prior schools?	Click here to enter text.
6. Who is responsible for following up with the family if it's suspected that the HLS is inaccurate?	Click here to enter text.
7. Who is responsible for notifying parents	Click here to enter text.

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Section 2: Educational Program	
10. Is the school's program ESL or Bilingual?	☐ ESL ☐ Bilingual
11. Select an option that best describes your program.	☐ English as a Second Language (ESL) or English Language Development (ELD): instruction usually provided in English with little use of the ELs' primary language. Example - pull-out ESL groups ☐ Dual Language or Two-Way Immersion: instruction provided in English and another language. Examples – Native language content classes, first language literacy class, L1 literacy, primary language literacy ☐ Transitional Bilingual Education or Early – Exit Bilingual Education: instruction in students' primary language and English ☐ Content Classes with Integrated ESL Support (Examples: Push-in ESL, Co-Teaching, Sheltered English, Specially Designed Academic Instruction, Structured English Immersion, Sheltered grade level content courses.) ☐ Newcomer Program (designed for students who are new to the US)
12. Who provides services to identified English Language Learners (ELLs)?	Click here to enter text.
13. What qualifications does this (these) staff member(s) hold to provide language acquisition services?	Click here to enter text.
14. How frequently are services provided? (Please be specific as possible, such as minutes per day/ frequency per week.)	Click here to enter text.
15. How are services provided? i.e. pull-out, push-in, ELD classes	Click here to enter text.

MTSS and Considerations for Multilingual Learners

Greg Nusz

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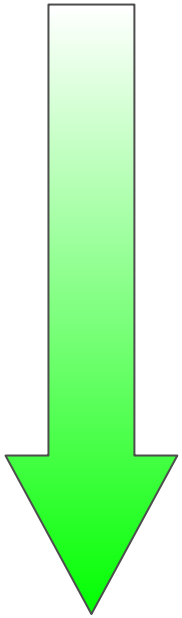
Multi-Tiered System of Support (MTSS)

A framework that uses multiple data sources to organize supports for ***all*** students.

Low Intensity
Low Specificity



High Intensity
High Specificity

Tier 1 Universal Instruction

Tier 2 Targeted Group Interventions

Tier 3 Individual Intensive Interventions

Tier 1 Supports

Supports are offered to **ALL** students

Tier 2 Supports

Additional supports are provided to **SOME** students for whom Tier 1 alone is insufficient

Tier 3 Supports

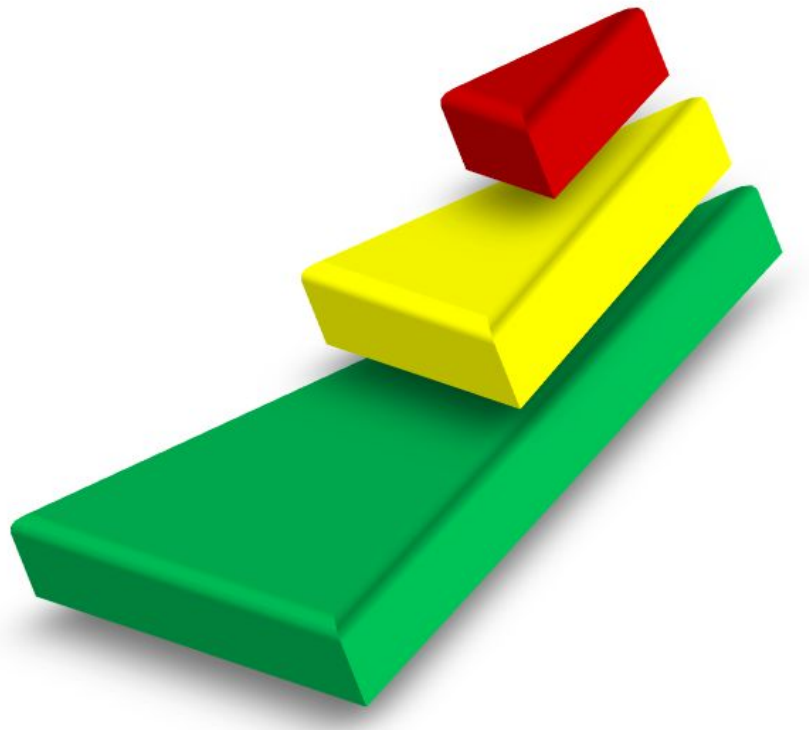
Additional supports provided to **FEW** students for whom Tier 1 and Tier 2 supports are insufficient

MTSS Keys to Supporting MLLs

- Layered Supports
- Data-Based Decisions
- Data Triangulation
- Intentional, Inclusive Teaming

MTSS Keys to Supporting MLLs

Layered Supports Students continue receiving all lower tier supports

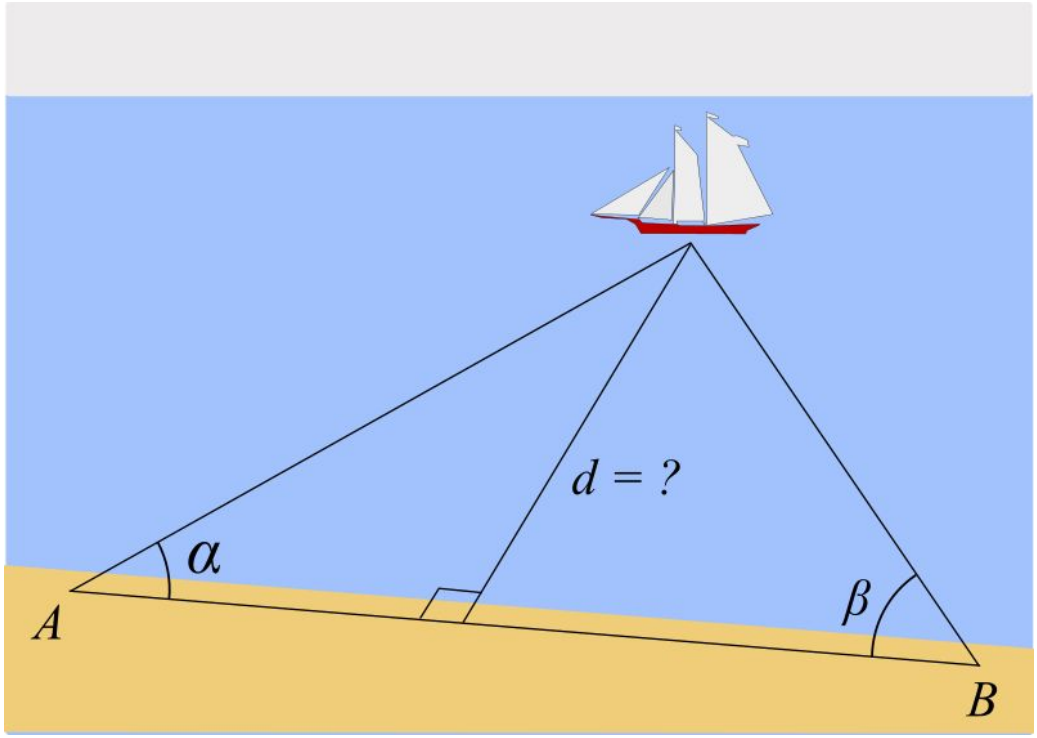


MTSS Keys to Supporting MLLs

Data-Based Quantitative and qualitative data systematically inform when students should receive interventions ***and*** when they are no longer needed.

MTSS Keys to Supporting MLLs

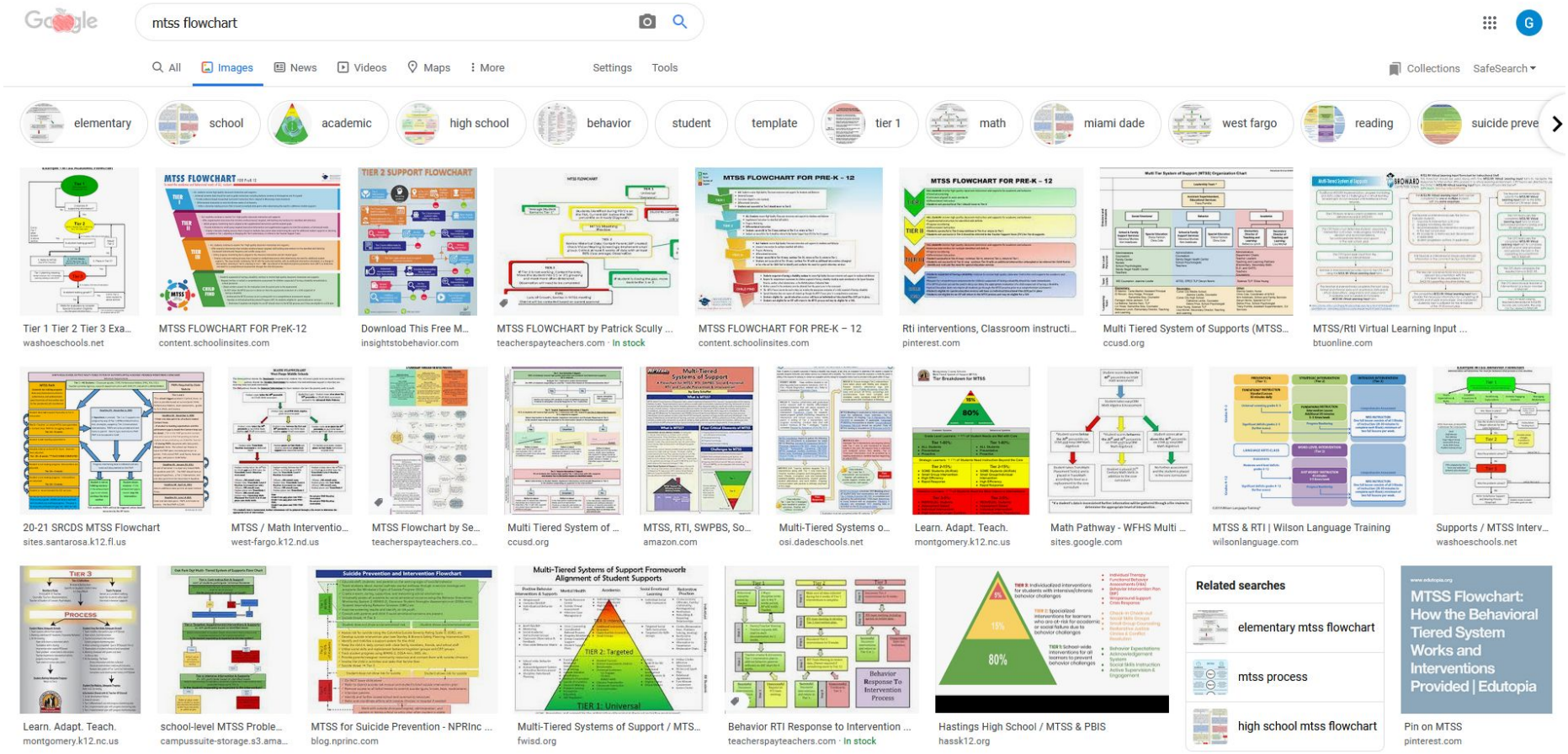
Data Triangulation Using data from multiple different sources to inform a decision



MTSS Keys to Supporting MLLs

Teaming distribute responsibility and shared decision-making across teachers, specialists, school admin, students and families.

Building in Considerations for Multilingual Learners



MTSS In Charter Schools

MTSS Leadership Team (MLT)

- District Level
- Policy Focus
- Sustainability

Building Leadership Team (BLT)

- School Level
- Practice Focus
- Context

Effective Teaming => Sustainability

MTSS Keys to Supporting MLLs

- Layered Supports
- Data-Based Decisions
- Data Triangulation
- Intentional, Inclusive Teaming

CDE MTSS Resources

- CDE MTSS Webpage: http://www.cde.state.co.us/MTSS
- CDE MTSS Online Academy: https://sitesed.cde.state.co.us/course/view.php?id=225

Identifying MLLs for Gifted Education Services

Kim Caplan

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The Exceptional Children's Education Act (ECEA) **requires** all public schools in Colorado **to identify and serve students**

"

between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs.

Gifted students include gifted students with disabilities (i.e. twice exceptional) and students **with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations.**

Specific Academic Aptitudes

- Reading
- Writing
- Mathematics
- Science
- Social Studies
- World Language

Specific Talent Aptitudes

- Visual Arts
- Performing Arts
- Musical Abilities
- Dance
- Creativity
- Leadership
- Psychomotor Abilities

General Intellectual Ability

Gifted Identification Process

- Train ELD Teachers in recognizing traits of giftedness and how to refer a student.
- Share information about traits of giftedness and the referral process with parents in their home language.
- Offer universal screening at both elementary and middle school.
  - Online CogAT offers multiple languages
  - Naglieri Nonverbal Aptitude Test relies less on understanding English during test taking
- Analyze WIDA Access data through a gifted lens.
- Add MLLs who score 80th percentile and higher on achievement tests to a gifted education talent pool/watch list.
- Utilize existing MTSS structures for students who need additional challenge as compared to their MLL peers. (Talent Pool)
- Always include the ELD Teacher on the Review Team when evaluating a MLL.

NEW OPPORTUNITY

Using WIDA ACCESS as Qualifying Data for General Intellectual Ability or World Language

1) **Accelerated Achievement (Proficiency Score):** If a student increases his or her Literacy or Overall composite score by 2.0 or more from one year to the next (e.g., 1.0 to 3.0 or higher); **or**

2) **Accelerated Trajectory:** If a student exits the EL program at an accelerated pace (e.g., 3 years vs. 6 years from newcomer to monitor status); **or**

3) **Growth Percentiles:** If a student demonstrates growth at the 95th percentile or above in any year, and that growth shows a trend of sustained excellence.

Identifying Multilingual Students With Disabilities:

Body of Evidence Process

Matt Hudson and Nick Stachokus

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Identification Process: MTSS/RtI

IDEA REQUIREMENT:

The appropriate referral, identification, and placement of learners who are Culturally and/or Linguistically Diverse is necessary to ensure students' civil rights as well as a free and appropriate public education aligned with the Individuals with Disabilities Education Act. (IEP & 504)

School Reflection

What does your School data (and current practice) tell you about how equitable your processes are for 504 and Special Education identification of MLLs?

- When does your school look at this information?
- Who looks at this information?
- How is it communicated across stakeholders?

Are most of your referrals for IEPs/504 parent initiated or school (RTI) generated? What about for your MLL families?

What is our communication/education to families about these processes?

How are we educating those families that are unaware about what they should be asking?

MTSS/RtI Referral Overview

Referral begins when a disability is ***suspected**** the problem-solving team should include parent(s)

*IDEA

**504?

Guiding Question for Special Education Identification*

Disability vs Language (i.e. development or delay?)

What evidence is there that the student is impacted in both languages and across various settings?

504** Essentials

A student may qualify for Section 504 protections if the student has:

a mental or physical impairment

that substantially limits

one or more major life activities

Documenting The Process

BOE: Body of Evidence* (Form in interactive agenda)

Multi-Disciplinary

- SLP, School Psych encouraged to participate

Academic skills are compared to peers similar in culture/language experiences

- Other factors are compared to age/grade level expectations

Accommodations and Interventions documented

Focus on impact of English language skills on academic performance

- Not just an ACCESS score

Authentic and Performance-Based measures are part of the BOE

- Provides more valid information

Detailed parent interview

- With sibling comparison

Review of RTI Process:

All must be answered "YES" by multiple sources to continue referral ie. SPED IEP/504:

Tier 1 Interventions (instructional strategies & accommodations) implemented	☐ YES	☐ NO
A Classroom Observation was conducted (attached)	☐ YES	☐ NO
English Language Support is embedded into the core curriculum	☐ YES	☐ NO
Tier 2 Interventions (research-based) were implemented	☐ YES	☐ NO
Results of Tier 2 Interventions were reviewed	☐ YES	☐ NO
Tier 2 Interventions were intensified and individualized	☐ YES	☐ NO
Parents have been given the opportunity for input	☐ YES	☐ NO

Review of Student's Results: All must be answered "NO" by multiple sources to continue

Progress compared to like-peers, as a result of interventions, is evident	☐ YES	☐ NO
Other factors exist that may have a significant impact on the student's progress	☐ YES	☐ NO
Limited English Lang. Proficiency is the primary reason for the student's difficulties	☐ YES	☐ NO

Takeaways

Embed considerations for MLLs in all your identification processes.

Be explicit about including **staff with CLDE expertise** in identification procedures.

Codify considerations for MLLs in all identification **Policies.**

Thank you!

Contact us:

jessicawelch@csi.state.co.us

gregnusz@csi.state.co.us

kimberlycaplan@csi.state.co.us

matthudson@csi.state.co.us

nickstachokus@csi.state.co.us