SEPARATING DIFFERENCE FROM DISABILITY
RICHLAND SCHOOL DISTRICT (RSD)

Presented by RSD School Psychologists:
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AGENDA

- ELLs in RSD demographics
- Collier Study
- Legal Snapshot
- ELL programming
- Instructional Models
- WELPA Student Proficiency Report
- Jim Cummins Theory
- Language Acquisition Stages
- English Proficiency Level Activity
- Instructional strategies
- ELL Student Information Tool
- Typology
- TBIP Peer Analysis
- CLIM
- Summary of future objectives
- List of Resources
ENGLISH LANGUAGE LEARNER (ELL) STUDENTS IN RSD

Increase in ELL Population Enrollment

English Language Learners are the fastest growing population in America today. (Thompson Publishing Group)

The kindergarten population in the RSD has shown the most growth
2010-11 = 36 students
2013-14 = 67 students

The top five languages served in RSD

Spanish = 215 students
Arabic = 31 students
Ukraine = 26 students
Somali = 25 students
Russian = 19 students

RSD has about 490 ELL students.

*approximations, numbers fluctuate based on student enrollment.

During the 2014-15 WELPA testing window

445 students were tested:
Level 1 Beg/Adv. Beg = 28
Level 2 Intermediate = 125
Level 3 Advanced = 220
Level 4 Transitional = 72

Students that test at a Level 4 are exited from ELL services in WA, but are tracked for 2 years after.
COLLIER STUDY

- A five year research study of the types of U.S. school programs provided for culturally linguistically diverse (CLD) students, focusing on ELLs long term academic achievement in grades K-12.

- The total number of student records collected in the 5 school districts was 210,054.

- Over 80 primary languages were represented in the student samples, but the data analysis in 3 of the 5 focused on Spanish speakers.

- The study summarizes ELL’s long term achievement on nationally standardized tests.
COLLIER STUDY FINDINGS

• Enrichment 90-10 and 50-50 one-way & two-way developmental bilingual education programs (or dual language, bilingual immersion) are the ONLY programs that were found to assist students to reach the 50th percentile.

• In both their native language and English in all subjects and to maintain that level of high achievement.

• The fewest dropouts came from these programs.

• Students with no proficiency in English must NOT be placed in short-term programs of 1-3 years.

• The minimum length of time it takes to reach grade-level performance in 2nd language (L2) is 4 years.

• Only ELLs with at least 4 years of primary schooling reach grade-level performance in L2 in 4 years.

• The strongest predictor of L2 student achievement is amount of formal L1 schooling (in native language).

• Bilingually schooled students outperform comparable monolingually school students in academic achievement in all subjects, after 4-7 years of dual language schooling.
COLLIER STUDY FINDINGS (CONT)

• Parents who refuse bilingual/ESL service for their children should be informed that their children’s long term academic achievement will probably be much lower as a result.

• Parents should be strongly counseled against refusing bilingual/ESL services when their child is eligible.

• When ELLs initially attend segregated, remedial programs, these students do NOT close the achievement gap.

• Instead, they maintain or widen the gap in later years.
**STUDY RECOMMENDATIONS**

- The highest quality ESL content programs close about half the total achievement gap.
- Bilingual/ESL content programs must be effective, well implemented, NOT segregated, and sustained long enough (5-6) years for the typical 25 Normal Curve Equivalent (NCE) achievement gap to be closed.
- Short-term, remedial, and ineffective programs cannot close the large achievement gap and should be avoided.

An enrichment bilingual/ESL program must meet students’ developmental needs

- **Academic**
- **Linguistic/Language (L1-L2)**
- **Cognitive**
- **Social-emotional and cultural.**

Schools need to create and maintain a natural learning environment:

- with lots of natural, rich oral and written language used by students and teachers
- meaningful, ‘real-world’ problem-solving
- all students collaborating and cooperatively learning
- media-rich learning (video, computers, print)
- challenging thematic units that grab and hold students’ interest
- Use students’ bilingual-bicultural knowledge to bridge to new knowledge across the curriculum.
WHAT DOES THE LAW SAY?

WA State Transitional Bilingual Instruction Act (1979)

• Provides for the implementation of transitional bilingual educational programs & to provide supplemental financial assistance to school districts.

• Districts should have a system of instruction which uses 2 languages, when feasible.

• In cases in which the use of 2 languages is not practicable, an alternative system of instruction which may include ESL should be available.

• It should be designed to enable the student to achieve competency in English.

Castaneda vs. Pickard (1981)

*Resulted in Castanda Standard:

The Office of Civil Rights (OCR) uses this standard to determine if a program for LEP students complies with the Civil Rights Act of 1964

1. The school system is pursuing a program informed by an educational theory recognized by some experts in the field.

2. The programs & practices actually used by the school system are reasonably calculated to implement effectively the educational theory adopted by the school.

3. The school’s program succeeds, after a legitimate trial, in producing results in indicating that the language barriers confronting the students are actually being overcome.
Plyer vs. Doe (1982)

• Supreme court ruling that found undocumented students have the right to attend public schools.
• They also have the right to participate in all school activities.
• School Officials are NOT allowed to require children or their parents to prove they are in this country legally, through evidence such as green cards, citizenship papers, or social security numbers.

DREAM Act

• Development, Relief, & Education for Alien Minors (DREAM) Act
• Approximately 65,000 undocumented students graduate from American high schools.
• This act provides the opportunity for these students to go to college or join the United States military.
RSD does Sheltered Instruction (SI) or Content Based Instruction which are:

- Approaches for teaching English Language Learners (ELLs) using specific strategies to make academic subjects comprehensible and accessible while promoting the student’s English language development.

- In Washington state, students who receive pull out or push in ESL are included in this group.

**Rationale for ELL programming in RSD:**

1. Relatively small numbers of ELLs (about 490) in the context of over all headcount enrollment (approximately 12,500)

2. Numerous language bases (approximately 30)

3. Service is provided at fifteen school sites.
Guided Language Acquisition Development (GLAD)

- GLAD is an instructional model that aims to help teachers by providing differentiated strategies to integrate instruction in English and grade-level content in the classroom.
- It has received numerous awards in multiple states.
- Approximately 220 teachers in the RSD are trained in GLAD and every ELL student in grades K-8 has the opportunity to receive instruction from a GLAD trained teacher.
- [http://begladtraining.com/](http://begladtraining.com/)

Advancement Via Individual Determination (AVID)

- AVID College Readiness System (ACRS) has been closely studied by numerous research teams and individuals. In addition, AVID's success has been demonstrated by numerous third-party studies.
- For students in grades 6-12, teachers have been trained in the Advancement Via Individual Determination (AVID) for ELL pathway.
- [http://www.avid.org/](http://www.avid.org/)

Upcoming

- In the 2015-16 school year, there will be 2 pilot language acquisition classes.
- One at a middle school (EMS) and one at a high school (HHS) for students with an English Language proficiency (ELP) Level of 1 (Beginning).
- If additional spaces are available, those students with an ELP of Level 2 will also be included.

Evaluation & Outcomes

- Each instructional specialist tracks student progress.
- ELL students in RSD are making Adequate Yearly Progress (AYP).
- Principals in the RSD are taught by GLAD trainers and given "look fors" to use in evaluating GLAD trained staff.
- Principals at the secondary level are trained in AVID.
A Student Proficiency Report is generated from the Washington English Language Proficiency Assessment (WELPA) scores.

- Proficiency Scale Scores & Ranges are provided for each level (based on grade).
- There are 5 language acquisition stages.
- In WA, Beginning & Advanced Beginning are combined into Level 1.
- Students that test at an overall Level 4 in WA, are exited from ELL services & tracked for 2 years after.
- The student may or may not be at a level 4 on all areas but still score high enough to exit.

### About this Report

Your child scored Overall at Level 1, the Beginning/Advanced Beginning Level, so continues to qualify for English language development supplemental services in the next school year.

Please talk to your child’s teacher about what these results mean, and what is being done at the school to help your child become proficient in English. Thank you for your involvement in your child’s success in school.

### The Student Proficiency Report provides an Overall score, as well as scores for Speaking, Listening, Reading, Writing, and Comprehension. The graph offers a quick glance of how your child’s scores relate to proficiency levels.

<table>
<thead>
<tr>
<th>Skill Areas</th>
<th>1 Beginning/Ad. Beginning</th>
<th>2 Intermediate</th>
<th>3 Advanced</th>
<th>4 Transitional</th>
<th>Scale Score</th>
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</thead>
<tbody>
<tr>
<td>Overall</td>
<td>431</td>
<td>341-431</td>
<td>432-505</td>
<td>506-574</td>
<td>575-666</td>
</tr>
<tr>
<td>Speaking</td>
<td>385</td>
<td>325-419</td>
<td>420-503</td>
<td>504-568</td>
<td>569-645</td>
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<tr>
<td>Listening</td>
<td>460</td>
<td>390-409</td>
<td>410-480</td>
<td>481-581</td>
<td>582-640</td>
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<tr>
<td>Reading</td>
<td>497</td>
<td>380-396</td>
<td>397-497</td>
<td>486-579</td>
<td>580-690</td>
</tr>
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<td>Writing</td>
<td>419</td>
<td>300-421</td>
<td>422-506</td>
<td>507-600</td>
<td>601-690</td>
</tr>
<tr>
<td>Comprehension**</td>
<td>427</td>
<td>370-427</td>
<td>428-491</td>
<td>492-576</td>
<td>577-665</td>
</tr>
</tbody>
</table>

*Note: The report shows simulated data and may not reflect the finalized WELPA scale scores.*
Basic Interpersonal Communication (BIC)

- BIC skills are those that are cognitively-undemanding and include known ideas, vocabulary, and syntax.
- Are those needed in day to day language in social situations.
- Referred to as “playground English” or “survival English”
- Measured by the WELPA
- BICS is more easily and quickly acquired than CALP

Cognitive Academic Language Proficiency (CALP)

- CALP refers to formal academic learning this includes listening, speaking, reading, and writing in subject area content material.
- Was measured in the Collier study
- Typically measured by achievement assessments
- Is needed to meet the cognitive and linguistic demands of a classroom.
THERE ARE 5 LANGUAGE ACQUISITION STAGES:

1. PREPRODUCTION
2. EARLY PRODUCTION
3. SPEECH EMERGENCE
4. INTERMEDIATE FLUENCY
5. ADVANCED FLUENCY

RSD Chart of Language Acquisition & Instructional Strategies.pdf
Below are descriptions of students’ proficiency in English. Indicate the language proficiency level each description suggests. Use Washington state labels (beginning, advanced beginning, intermediate, advanced, transitional)

1. __________________ Cheng’s spoken English is so good that some mistake her for a native speaker. Her reading and writing skills are excellent. However, she occasionally has to ask for or look up the meanings of unknown words, and she sometimes misuses words and writes awkward-sounding sentences in her class papers on academic topics.

2. __________________ Daniel recently arrived in the United States. He knows only a few words (hello, goodbye, thank you) and understands very little of anything said to him in English.

3. __________________ Maria is able to understand some of what she hears, especially when teachers or other speakers use simple language structures and slow down their rate of speech. She is able to answer some simple questions that require only one- or two-word answers.
ENGLISH PROFICIENCY LEVELS ACTIVITY (CONT).

4. ________________ Miguel easily converses with his peers and teachers on a wide variety of topics. However, he still lacks some specialized content-area vocabulary and has difficulty comprehending sentences with complex structure, especially when reading.

5. ________________ Rathana is able to use long phrases and short sentences and in general is able to get others to understand what she is saying, despite a number of grammatical errors. She gets frustrated sometimes when she lacks the precise words to explain what she means, or when she can’t quite understand what someone is saying to her.

DOCUMENT RESOURCES

Instructional Strategies.pdf

Instructional Strategies

RSD ELL Student Information Tool.docx

ELL Student Information Tool

RSD Typology.docx

RSD Typology
TRANSITIONAL BILINGUAL INSTRUCTION PROGRAM (TBIP)

“The purpose of the TBIP Peer Analysis is to inform the concern about limited English proficient (LEP) students’ possible need for referral for Special Education evaluation.

- Is a student’s apparent lack of progress due to their lack of English proficiency or some other factor?
- How is the selected student doing in acquiring English, in gaining proficiency in English, and in acquiring academic proficiency relative to their peers?

The Peer Analysis compares a LEP student to all other LEP students who came the same year, grade and placement level as the student in question.

This ensures a comparison with the progress of similarly situated students from across the state.”

CROSS-BATTERY “XBA” ASSESSMENT APPROACH

• An approach for qualifying students under the eligibility category Specific Learning Disability (SLD) using a Pattern of Strengths and Weaknesses (PSW).

• PSW is recognized under WAC 392-172A-03055 Specific Learning Disability-Determination.

• “The XBA approach was introduced by Dr. Flanagan & her colleagues over 15 years ago. It is based on Cattell-Horn-Carroll (CHC) theory (and now integrated with neuropsychological theory).

• It allows practitioners with the means to make systematic, reliable, and theory-based interpretations of ability batteries and to augment them with cognitive, achievement, and neuropsychological tests from other batteries.

• It allows one to gain a more defensible and complete understanding of an individual’s pattern of strengths and weaknesses.”

Why use C-LIM?

- “The use of the C-LIM appears to provide a solid, evidence-based method for systematically examining, and firmly establishing test score validity.

- It helps practitioners address and respond directly to the question of difference versus disorder.”

- For information on XBA and C-LIM http://www.crossbattery.com/

Advantages of C-LIM

1. Accessibility to all when the tests are administered in English.
2. Software that visually shows the graphical analysis of data that demonstrates validity.
3. It does not require alteration of procedures already being used in the assessment process, aside from learning how to use and apply the C-LIM.
C-LIM GRAPH EXAMPLES


Figure 5.11. Culture-Language Interpretive Matrix: Graph Using Hypothetical WISC-IV Data for Rosamaría Indicating Primary Effect of Cultural and Linguistic Factors
Note: Results not valid, suggest normal functioning

Figure 5.13. Culture-Language Interpretive Matrix: Graph Using Hypothetical WISC-IV Data for Tanpopo Indicating Only Contributory Effect of Cultural and Linguistic Factors
Note: Results valid, may support SLD
SUMMARY

• As the number of ELLs rise in the United States it is imperative that all those who work with students continue to seek professional development.

• It is important to understand language development, English language proficiency, instructional models, and ELL programming.

• Schools are encouraged to have processes in place that collect data that will help in determining if a special education evaluation is warranted.

• An emphasis should be used (as with any student) on fostering development across academic, linguistic/language (L1-L2), cognitive, social-emotional and cultural needs.

• Separating difference from disability involves several steps, analysis of multiple pieces of information, extensive consulting, and continued trainings.

• The culture linguistically diverse (CLD) needs and considerations of our students will continue to be an area that is developing.
Activities

- ELL presentations to RSD school staff
- RSD’s Process/Protocol for ELL Students streamlined
- ELL CAST Processes
- Separating Difference from Disability (Sped) Trainings

Documents

- ✓ ELL file checklist
- ✓ ELL learning plan including testing accommodations
- ✓ ELL Student Information Tool
- ✓ Translated Special Education Terms
- ✓ ELL checklist for Special Education Evaluations
  *Separating Difference from Disability

SharePoint Resources

Teaching & Learning
- • ELL pathways
- • RSD Typology
- • Instructional Strategies

Special Education
- • Separating Difference from Disability
  *will be available soon

intranet@rsd.edu
BOOK RESOURCES


- **Assessing Culturally and Linguistically Diverse Students: A Practical Guide** by Rhodes, Ochoa, and Ortiz- the U.S. Office of Special Education Programs (OSEP) and the U.S. Office of Civil Rights (OCR) view the issue of disproportionate placement as an ongoing national problem that varies from district to district, from state to state and from region to region...Congress has made the issue of disproportionate representation of minorities in special education a national priority that must be addressed decisively. ISBN 1-5938-5141-3

- **Case Studies of Minority Student Placement in Special Education** by Beth Harry- addresses the disproportionate placement of minority students in special education programs/services. It brings to life real children, school personnel, and families by sharing their voices and perspectives about complex issues and dilemmas. ISBN 0-8077-4761-0

- **Essentials of Cross Battery Assessment** by Dawn P. Flanagan, Samuel O. Ortiz, and Vincent Alfonso- The Cross-Battery assessment approach also referred to as the XBA approach is a time-efficient assessment method grounded solidly in contemporary theory and research. The XBA approach systematically integrates data across cognitive, achievement, and neuropsychological batteries, enabling practitioners to expand their traditional assessments to more comprehensively address referral concerns. This approach also includes guidelines for identification of specific learning disabilities and assessment of cognitive strengths and weaknesses in individuals from culturally and linguistically diverse backgrounds. ISBN 978-0470621950

- **Essentials of Specific Learning Disability** by Dawn P. Flanagan and Vincent Alfonso- presents the latest research and information from leading scholars and researchers in the field of learning disabilities. With multiple perspectives spanning several different theoretical orientation sand offering several different approaches to SLD identification from RTI methods to cognitive strengths and weaknesses approaches this volume offers step-by-step information on accurately identifying learning disabilities. ISBN-10: 0470587601
NASP RESOURCES

• **Best Practice in Assessing and Improving English Language Learner’s Literacy Performance** - Although research has shown that students who speak another language develop social proficiency, or basic interpersonal conversation skills (BICS), within the context of everyday living and without formal instruction, Cognitive academic language proficiency (CALP) has been found to be reliant on formal schooling, taking about 5-7 years to develop. Use a language proficiency measure such as the WELPA, TBIP Analysis, Woodcock Johnson Test of Achievement – IV. Use a detailed educational history. Conduct a culturally sensitive examination of home literacy activities and prior exposure to literacy instruction is critical for putting an ELL’s performance in context. ISBN 978-0-932955-70-8

• **Best Practices in Increasing Cross-Cultural Competence** - School Psychologist work collaboratively with cultural brokers or community liaisons to understand and address the needs of diverse learners. Pg 24, Vol 1 Supplement, BEST Practices in School Psychology V, Alex Thomas and Jeff Grimes. ISBN 978-0-932955-70-8

• **Best Practices in Working with Culturally Diverse Children and Families** - School psychologists must be able to recognize when issues of diversity affect the manner and nature of interactions with other people and organizations and must have the ability to modify or adapt their practices in to response those being served. ISBN 978-0-932955-70-8

• **Best Practices in Working with School Interpreters** - Interpreters play important roles in school psychologists’ efforts to deliver educational and psychological services to ELL students and their families. For example, interpreters who are knowledgeable about clients’ backgrounds and communication styles are helpful to school psychologist when exploring culturally relevant issues related to discipline, views of learning and mental health problems, attitudes about education and child rearing, and beliefs about psychological interventions. Rather than have interpreters have a narrow role of just interpreting the language, rather having interpreters adopt more active roles as cultural brokers (i.e., by helping school personnel to bridge cultural differences with clients) and becoming cultural consultants. Pg 1758, Chapter 110, Volume 5, BEST Practices in School Psychology V, Alex Thomas and Jeff Grimes. ISBN 978-0-932955-70-8

Washington State Resources

- **Transitional Bilingual Instructional Program (TBIP)/Peer Analysis Report** - the purpose of the Peer Analysis is to inform the concern about Limited English Proficient (LEP) students’ possible need for referral for Special Education evaluation. To help inform if a student’s apparent lack of progress due to their lack of English proficiency or some other factor. Helps in looking at how the selected student is doing in acquiring English, in gaining proficiency in English, and in acquiring academic proficiency relative to their peers. The Peer Analysis compares a LEP student to all other LEP students who came the same year, grade and placement level as the student in question. This ensures a comparison with the progress of similarly students from across the state.

- **Washington State Identification of Students with Specific Learning Disabilities Guidelines** by Office of Superintendent of Public Instruction (OSPI) - it addresses the requirements for determining whether a student has an SLD when a district uses severe discrepancy, scientific, research-based interventions or a combination of both procedures in making that determination. WAC 392-172A-03045 through 03080 provide for the specific additional procedural documentation required for eligibility determination for students suspected of having specific learning disabilities.

- **Washington English Language Proficiency Assessment (WELPA) Report** - is an annual assessment that measures growth in English language development by the state’s English language learners. A report is generating for each student with an overall score compromised of the areas Listening, Speaking, Reading, and Writing. They are reported in Levels: 1. Beginning/ Advanced Beginning 2. Intermediate 3. Advanced 4.Transitional. *The WELPA combines Beginning and Advanced Beginning into Level 1.*

- **Washington State Transitional Bilingual Instruction Program Guidelines** by Office of Superintendent of Public Instruction (OSPI) - it provides information, state guidelines on “…addressing the unique needs of students from linguistically and culturally diverse backgrounds and to help them achieve the high content and performance standards.”
ADDITIONAL RESOURCES

• **A National Study of School Effectiveness for Language Minority Students’ Long-Term Academic Achievement** by Wayne P. Thomas and Virginia P. Collier- When English language learners (ELLs) initially attend segregated, remedial programs, these students do not close the achievement gap after placement in the English mainstream. The strongest predictor of ELL student achievement is amount of formal schooling in their native language. Bilingually schooled students outperform comparable monolingually schooled students in academic achievement in all subjects, after 4-7 years of dual language schooling.

• **Cultural Linguist Interpretation Matrix (CLIM) Software**- the CLIM is a systematic evaluation of the possible effects of lack of acculturation and limited English proficiency. Overall, if there is a declining pattern of test performance that suggests the test performance was primarily due to the influence of cultural and linguistic factors rather than the lack of actual ability.

• **Immigrant Students’ Rights to Attend Public School** by Region IX Equity Assistance Center at WestEd- it discusses the Plyer vs. Doe Supreme Court case in which as a result public schools may Not deny admission to a student on the basis of undocumented status, treat a student differently to determine residency, engage in any practices to “chill” the right of access to school, require students or parents to disclose or document their immigration status, make inquiries of students or parents that may expose their undocumented status; or require social security numbers from all students, as they may expose undocumented status.