The image shows a spiral-bound notebook with a dark blue cover. The spiral binding is visible at the top edge. The text is centered on the cover in a white, sans-serif font.

The Eugene 4j IIPM Model  
Session 4  
**Culturally and Linguistically  
Diverse Students:  
Pre/Referral Process**

Presenters: Ana Crovetto, Ana Quintero-Arias, Carissa Boyce, Kathy Luiten,  
Marlee Litten, Abby Lane, and Larry Sullivan

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# Part 1: Introduction and Background

# Office of Civil Rights (OCR)

- **Compliance Review**
- **Settlement Agreement (case # 10035004)**
  - English Language Learner Services
  - Evaluation, Placement and Provision of Services to National-Origin-Minority, LLP Students with Disabilities

- **System Performance Review and Improvement (ODE)**
- **Significant Disproportionality (USDOE)**

**NUMBER of Special Education Students by Race / Ethnicity in LEA (Age 6-21):**

School Year	Asian	Black	Caucasian	Hispanic	Native American	Total
LEA SECC 2007-08	73	113	1867	262	129	2444
LEA SECC 2006-07	82	99	1871	242	142	2436
LEA SECC 2005-06	89	117	1989	239	168	2602
LEA All 2007-08	992	497	13590	1392	436	16907
LEA All 2006-07	988	518	14199	1359	456	17520
LEA All 2005-06	915	449	12380	1273	409	17188

**PERCENT of Students by Race / Ethnicity (Age 6-21)**

Agency	Asian	Black	Caucasian	Hispanic	Native American	Total
LEA All	5.87%	2.94%	80.38%	8.23%	2.58%	100%
LEA SECC	2.99%	4.62%	76.39%	10.72%	5.28%	100%

**Weighted Risk Ratios**

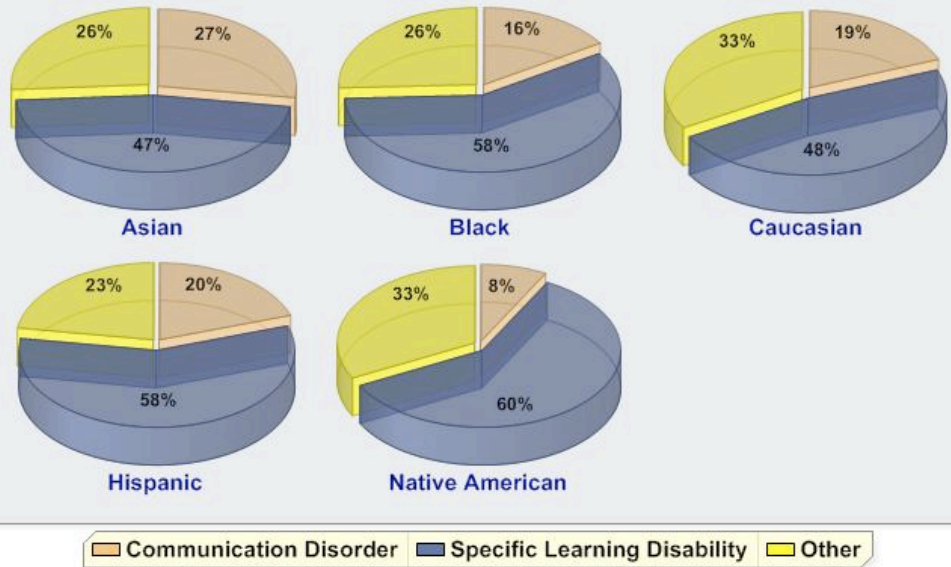
School Year	Asian	Black	Caucasian	Hispanic	Native American
2007-08	0.48	1.55	0.76	1.33	2.03
2006-07	0.57	1.35	0.76	1.31	2.24
2005-06	0.55	1.59	0.82	1.12	2.31

\*denotes a cell whose weighted risk ratio could not be calculated.

**PERCENT of Students by Primary Disability by Race/Ethnicity in LEA (Age 6-21)**

<b>Primary Disability</b>	<b>Asian</b>	<b>Black</b>	<b>Caucasian</b>	<b>Hispanic</b>	<b>Native American</b>	<b>Total</b>
Autism Spectrum Disorder	1.1%	1.8%	87.9%	5.2%	4.0%	100%
Communication Disorder	4.4%	4.0%	78.0%	11.4%	2.2%	100%
Deafblind	50.0%	0.0%	50.0%	0.0%	0.0%	100%
Emotional Disturbance	0.7%	5.6%	77.5%	8.5%	7.8%	100%
Hearing Impairment	15.0%	0.0%	55.0%	30.0%	0.0%	100%
Mental Retardation	4.4%	5.8%	73.9%	8.7%	7.3%	100%
Orthopedic Impairment	7.7%	3.9%	80.8%	3.9%	3.9%	100%
Other Health Impairment	2.0%	4.6%	80.3%	7.9%	5.3%	100%
Specific Learning Disability	2.8%	5.4%	73.1%	12.4%	6.3%	100%
Traumatic Brain Injury	0.0%	0.0%	85.7%	0.0%	14.3%	100%
Visual Impairment	0.0%	0.0%	84.6%	15.4%	0.0%	100%

Eugene SD  
LEA Ethnicity by Primary Disability (Age 6-21)



# So how is the district responding to the data?

- Cultural Diversity
- Linguistic Diversity
- CLD/IIPM Pre/Referral Process
- Non-discriminatory Assessment



A dark blue, spiral-bound notebook is shown from a top-down perspective. The spiral binding is visible along the top edge. The cover has a fine, pebbled texture. The words "Cultural Diversity" are printed in the center in a white, sans-serif font.

# Cultural Diversity

# Socio-cultural Considerations

- Experiential Differences
- Importance of Group
- Expectations
- Acculturation
- Linguistics Differences
- Limited English and Limited Native Language
- Second Language Acquisition Stage
- Nonverbal and Sociolinguistic Differences
- Behavior Problems (Psychodynamics of Acculturation)
- Interaction Patterns

# Socio-cultural Considerations

- Discrimination and Survival Skills
- Cognitive and Learning Strategies
  - Different Perceptual Categorization
  - Orthographic Differences
- Different Cognitive Concepts
- Different Learning Strategies

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# Linguistic Diversity

## Language Development vs. Disorder

Language loss has been defined as a process in which a person's native language abilities are diminished or cease to continue to develop. It may erroneously be considered symptomatic of a language disability (pg. 24 CLD Document)

Language processing deficits that can be present in learning-disabled students but could be attributed to the second-language learning process:

lack of attention

difficulty interpreting verbal messages

difficulty retrieving stored information

difficulty sequencing and organizing information

1-when students have few experiences on which to relate new information they may find it difficult to pay attention and to remember when they have little prior knowledge or experiences on which to base present information they frequently become restless and inattentive

2-the way on which we perceive and organize information/language is learned through enculturation and transmitted by caregivers

3--students in the process of learning a new language often experience difficulty with academic concepts and language such as sequencing, temporal markers and such because these terms and ideas are more abstract, less easily understood

-the side effects of culture shock look a lot like the indicators of learning and behavior disabilities-depression, anxiety, behavior problems

- ... than ideas and terms that communicate social interactions and intents

-when second language learners enter into meaningful communication, they often appear as lang disorders because of disfluencies that are part of second language development

SPED	ELL
<ul style="list-style-type: none"> <li>● Specific Learning Disability</li> <li>● Provides targeted instruction in specific skill areas</li> <li>● Instruction is focused on learning specific skills and compensatory strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Lack of second-language proficiency</li> <li>● Global language development strategies that draw on: building then activating prior knowledge, focusing on vocabulary development, organizing themes or strands that connect the curriculum across subject areas, providing opportunities to review previously learned concepts and teaching them to apply those concepts</li> <li>● Instruction is focused on learning the function and form of English</li> </ul>

1- Special education's traditional focus is on incremental mastery of discrete sequential skills. Special education could prevent a student from having to grapple with authentic problem solving using meaningful academic language.

2- large amounts of meaningful exposure to academic language, in interactive situations, with appropriate scaffolding is needed to help them complete tasks that they can't yet complete by themselves

introduced, written, repeated, highlighted for students to see, make language memorable:

hands-on activities, visuals, songs, graphic organizers,--involves all modalities, natural progression of language acquisition, exposure to appropriate language models, culturally and linguistically environment

3- Blooms taxonomy- knowledge, comprehension, application, analysis, synthesis, evaluation

## Language Development vs. Disorder

- **Asian-** Many Asian countries have numerous languages and dialects that may or not be mutually intelligible. For example, there are over 87 languages and dialects in China and the Philippines. The Indian constitution recognizes 15 major languages, but India has over 700 dialects.
- **Spanish-** There are variations in pragmatics, syntax, morphology, and phonology from country to country i.e., gordo (fat) is pronounced “goldo” by many Spanish speakers in Puerto Rico and the Dominican Republic; popote (straw-Mexican dialect) is said “cañita” in Peru.
- **Native American-** There are over 200 Native American languages spoken in the US and dialectical variations exist within each of these languages.
- **African American English-** AAE is a fully developed language with a system of rules governing its structure and use.

I got five finger on each hand-asian omission of plurals

This cake is more big-spanish superiority is demonstrated by using mas

They going to a movie- AA omission of 'to' be' forms such as “is, are”

I runned to the store.- anglo 4yr old

# Table Discussion

- ▶ What about the data?
- ▶ Was it what you expected? Why? Why not?
- ▶ What are the language and cultural barriers to learning?
- ▶ In your school, what are the language and cultural barriers to instruction?



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**The English Language  
Development (ELD) Program**

## **The English Language Development (ELD) Program**

- 1. What is the purpose of ELL instruction?**
- 2. Who provides ELL instruction?**
- 3. What curriculum is used?**
- 4. How many minutes of instruction are required?**
- 5. How is language proficiency assessed?**
- 6. How does ELL instruction fit into the IIPM tiered model?**

## **English Language Proficiency Assessment (ELPA) Levels**

- **Level 1- Pre-production and Beginning Stage**
- **Level 2- Early Intermediate Stage**
- **Level 3- Intermediate Stage**
- **Level 4- Early Advanced Stage**
- **Level 5- Advanced Stage**

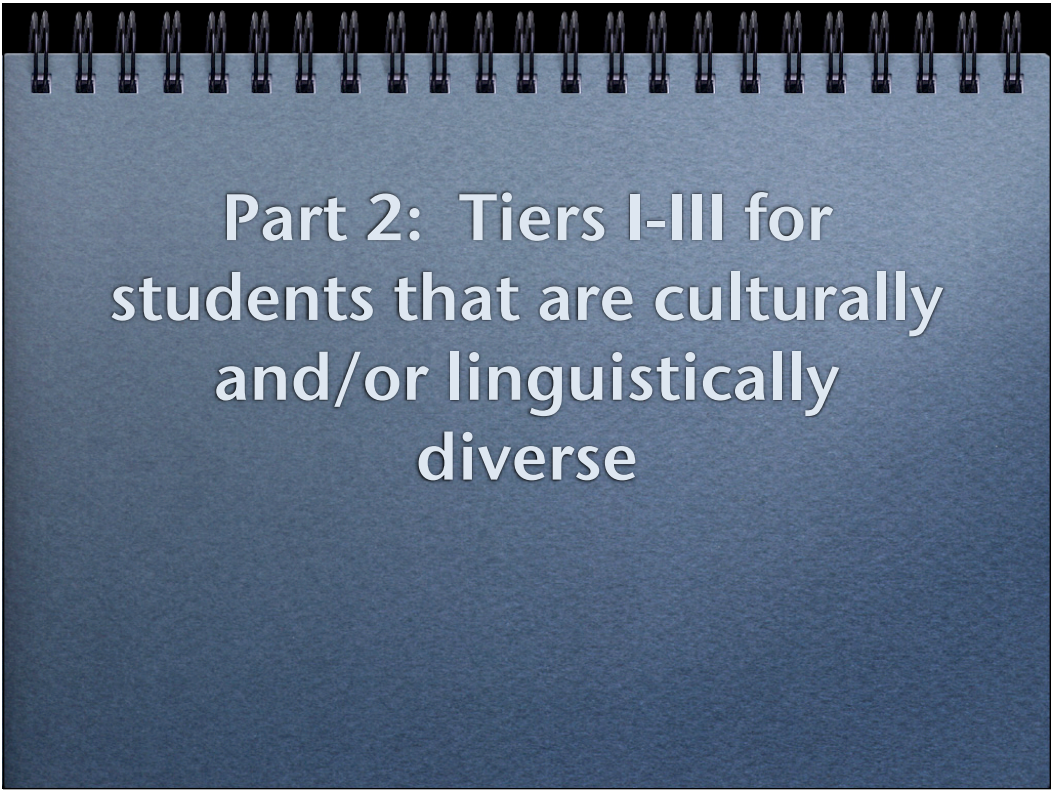
## **The Role of the CLD/ SPED Team**

- Bilingual/Bicultural School Psychologist & Speech Pathologist
- Consultative Model
- Collaborative work with the building's IIPM Team
- Gather and or review student and family background information which has been obtained from the IIPM team
- Consult with the building's IEP team

1. work with ESS and the ELD department
2. to ensure the IIPM model and IIPM Pre-Referral Process for CLD student includes culturally and linguistically responsive instruction in the core curriculum and ELD program reading curricula which include at tier II differentiated and at tier III targeted instruction that meets the individual learner needs along with progress monitoring in gen ed. and if needed in the ELD program.
3. someone knowledgeable about the student's culture and acculturation experience as well as first and second language background. This also includes obtaining information on any factors which need to be considered as exclusionary factors.
4. evaluation planning, complete the CLD/SPED Comprehensive Evaluation and participate in eligibility, IEP development, placement and service decisions.

**10 minute BREAK**



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Part 2: Tiers I-III for  
students that are culturally  
and/or linguistically  
diverse

A dark blue, spiral-bound notebook cover is shown. The spiral binding is at the top. The text "Tier I" is printed in white in the center of the cover.

Tier I

## Tier I Comprehensive Core Reading Instruction

### **Instruction:**

- All students access the general education curriculum.
- All students receive instruction in the comprehensive core reading curriculum focusing on the five essential components of reading (Tier I and II) for a minimum of 40-90 minutes daily

### **Implementation Responsibility:**

- The general education teacher is responsible, but specified students may receive instruction from other support staff.

### **Assessment:**

- All students assessed a minimum of 2X a year using the district reading assessment. In addition, other measures such as EasyCBM and DIBELS may be used.

### **Decision Rules:**

- If a student scores below the 20<sup>th</sup> percentile s/he may be recommended by the IIPM Team for Tier II – Instructional Differentiation with progress monitoring for a minimum 6 week period.
- If a **CLD student**, including a student on monitoring status or who is receiving instruction in the ELD curriculum (in addition to the core reading curriculum), scores below the 20<sup>th</sup> percentile, **the IIPM Team must follow the IIPM process for CLD students before recommending Tier II Instructional Differentiation with progress monitoring and throughout the tiers and process.**
- The IIPM team may recommend that a student is move directly to Tier III Targeted Intervention with progress monitoring for a 12-18 week period **(18 weeks for students currently in the ELD program).**



**Instructional Intervention / Progress Monitoring (IIPM) Model Pre/Referral  
Process for Culturally and Linguistically Diverse Students**

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Contact Person: \_\_\_\_\_

**Tier I**

**Comprehensive Core Reading Instruction / Instruction in the ELD Curriculum**

<b>Step 1</b>	<ul style="list-style-type: none"><li>_____ Review District Reading Assessment (or CBM measures) scores for all students;</li><li>_____ Identify students with scores below the 20<sup>th</sup> percentile;</li><li>_____ Consider recommending students for Tier II – Differentiated Instruction with progress monitoring;</li><li>_____ Determine if the student is a CLD or CLD/English Language Learner. (Check Program page on ESIS to determine if the student is in the ELD program, on monitoring status, or has been reclassified as FEP).</li></ul> <p><b>*If student is determined to be a CLD or CLD/ELL:</b></p> <ul style="list-style-type: none"><li>_____ Review guiding CLD questions with IIPM Team (questions at end of this form) and</li><li>_____ Follow appropriate column below for next steps</li></ul>
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	<input type="checkbox"/> <b>CLD/FEP year exited:</b> _____	<input type="checkbox"/> <b>CLD/ELL in ELD Program</b>
<b>Step 2</b>	<p>For CLD/FEP/ELL students not on monitoring status and only receiving instruction in the general education curriculum:</p> <p>_____ Gather information about the student's language proficiency in the native language (L1) and English (L2), if applicable;</p> <p>_____ Review information about the student's language proficiency in the native language (L1) and English (L2); and</p> <p>_____ Complete designated portions of the CLD Student Summary form.</p>	<p>ELL students receiving Tier I instruction in the ELD curriculum</p> <p>_____ Confirm the student has received instruction in the ELD curriculum for at least eighteen weeks (a minimum of 90 minutes per week);</p> <p>_____ Review student performance on the ELD curriculum (chapter tests or other CBM measures);</p> <p>_____ Determine if the student is not making progress in the ELD curriculum;</p> <p>_____ Gather information about the student's language proficiency in the native language (L1) and English (L2); and</p> <p>_____ Complete designated portions of the CLD Student Summary form.</p>

**Prior to the start of Tier II- Comprehensive Core Reading Instructional Differentiation (with Progress Monitoring)**

\_\_\_\_\_ Initiate (start) the Student Profile Form for each student; and

\_\_\_\_\_ Send Parent Notification for progress monitoring in Tier II and/or Tier III


**\*Consult with the CLD/SPED Team if any questions in the above process or information**

**\*\*ELL students are monitored for two years after exiting from the ELD program for academic success.**



### CLD Student Information Summary

Student: Mei Li      DOB: 8/3/98      Date: April 23, 2009  
School: Eugene Elementary      Current Grade: 5  
Person making request: General Education Teacher  
IIPM team: Gen Ed. teacher SPED teacher, School Psych, SLP,  
Principal  
Language(s) student speaks other than English: Mandarin  
Language(s) student speaks with parent/guardian: English/Mandarin  
Siblings/friends: English/Mandarin  
Parent Interview/Developmental History conducted      Y      N  
(please attach collected info/form)  
Need interpreter?   Y   N      (if yes contact ELL office)  
Current ELL status: in ELD program \_\_\_ year exited: Spring 07  
Number of years in ELD Program: 4 years  
Current frequency/duration in ELD Program: 45 minutes 2/week





Area(s) of concern (check boxes)

- Reading  
    \_\_\_ Basic Reading Skills     X  Reading Fluency     X  Reading Comprehension
- Mathematics  
     X  Application    \_\_\_ Calculation
- Communication  
    \_\_\_ Receptive Language    \_\_\_ Expressive Language
- Written language
- Social Skills
- Behavior
- Health
- Motor Skills

Specific areas of concern:

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**\* Fill in this page as part of the information used for decision making between Tier I and Tier II**



### Grade 5 Student IIPM Instructional Intervention Profile

Student Name Mei Li Teacher(s) Ms. Sample Year 08-09

Area(s) of concern:  Phonemic Awareness,  Phonics/Decoding,  Fluency,  Vocabulary,  Comprehension

Services:  IEP > Reading, Writing, Math, Behavior, Social Skills, Speech, Language/ ELL / 504 (Circle those that apply)

Tier 1	60 min. daily, heterogeneous group, core curriculum											Comments:	
Tier 2	Differentiation	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June		
<p><b>A. Pre-teach</b></p>													
<p><b>B. Leveled Readers</b> <span style="float: right;">B-BL</span></p> <p><small>5x week, 30 min. fluency focus, 9&amp;1.5</small></p>													
<p><b>C. Intervention program that comes with the core</b></p>													
Tier 3	Intervention	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	Comments:	
<p><b>A. Phonemic Awareness</b></p>													
<p><b>B. Alphabetic Principle (Phonics)</b></p>													
<p><b>C. Fluency</b></p>													
<p><b>D. Vocabulary</b></p>													
<p><b>E. Comprehension</b></p>													

Date Parent Notified of Intervention/Progress Monitoring: 9-15-08 Who made the contact: Sample

\*Intervention to be reviewed with PM data/graphs (attach for complete information) \*\*See back of form for additional data

Other area(s) of concern: (ie. behavior, attendance, social skills)  
*Mei Li has received 4 years of ELD instruction, but is no longer receiving services (monitor only)*

Student progress code: **B**=below aimline/flat trend, **O**=on aimline track, **A**=at benchmark or above

	<input type="checkbox"/> <b>CLD/FEP year exited:</b> _____	<input type="checkbox"/> <b>CLD/ELL in ELD Program</b>
<b>Step 2</b>	For CLD/FEP/ELL students not on monitoring status and only receiving instruction in the general education curriculum: _____ Gather information about the student's language proficiency in the native language (L1) and English (L2), if applicable; _____ Review information about the student's language proficiency in the native language (L1) and English (L2); and _____ Complete designated portions of the CLD Student Summary form.	ELL students receiving Tier I instruction in the ELD curriculum _____ Confirm the student has received instruction in the ELD curriculum for at least eighteen weeks (a minimum of 90 minutes per week); _____ Review student performance on the ELD curriculum (chapter tests or other CBM measures); _____ Determine if the student is not making progress in the ELD curriculum; _____ Gather information about the student's language proficiency in the native language (L1) and English (L2); and _____ Complete designated portions of the CLD Student Summary form.

**Prior to the start of Tier II- Comprehensive Core Reading Instructional Differentiation (with Progress Monitoring)**  
 \_\_\_\_\_ Initiate (start) the Student Profile Form for each student; and  
 \_\_\_\_\_ Send Parent Notification for progress monitoring in Tier II and/or Tier III

**\*Consult with the CLD/SPED Team if any questions in the above process or information**

**\*\*ELL students are monitored for two years after exiting from the ELD program for academic success.**

## CLD Student Information Summary

Student: Eugenio Manzana DOB: 6/12/2001 Date: April 23, 2009  
School: Eugene Elementary Current Grade: 2  
Person making request: General Education Teacher  
IIPM team: Gen Ed. teacher SPED teacher, Title I coordinator, ELL teacher,  
School Psych, SLP, Principal.  
Language(s) student speaks other than English: Spanish  
Language(s) student speaks with parent/guardian: Spanish & English  
Siblings/friends: Spanish & English  
Parent Interview/Developmental History conducted Y N  
(please attach collected info/form)  
Need interpreter? Y N (if yes contact ELL office)  
Current ELL status: in ELD program X year exited \_\_\_\_\_  
Number of years in ELD Program: 3 years  
Current frequency/duration in ELD Program: 30 minutes 4/week

Area(s) of concern (check boxes)

- Reading  
    \_\_\_ Basic Reading Skills     Reading Fluency    \_\_\_ Reading Comprehension
- Mathematics  
    \_\_\_ Application    \_\_\_ Calculation
- Communication  
    \_\_\_ Receptive Language    \_\_\_ Expressive Language
- Written language
- Social Skills
- Behavior
- Health
- Motor Skills

Specific areas of concern:

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**\* Fill in this page as part of the information used for decision making between Tier I and Tier II**



**Grade 2 Student IIPM Instructional Intervention Profile**

Student Name Eugenio Manzana Teacher(s) Sample Teacher, Year 08-09

Area(s) of concern: \_\_\_Phonemic Awareness, \_\_\_Phonics/Decoding, \_\_\_X\_Fluency, \_\_\_Vocabulary, \_\_\_Comprehension

Services- IEP>Reading, Writing, Math, Behavior, Social Skills, Speech, Language/ ELL / 504 (Circle those that apply)

Tier 1	30 min. daily, heterogeneous group, core curriculum	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	Comments:	
Tier 2	Differentiation												ELD instruction 30 min 4x wkly in Avenues
	A. Pre/re-teach												
	B. Leveled Readers 1:5 group 1x wk, 5x wk, 30 min daily, fluency focus												
	C. Intervention program that comes with the core												
Tier 3	Intervention											Comments:	
	A. Phonemic Awareness												
	B. Alphabetic Principle (Phonics)												
	C. Fluency												
	D. Vocabulary												
	E. Comprehension												

Date Parent Notified of Intervention/Progress Monitoring: 9/15/09 Who made the contact: Sample

\*Intervention to be reviewed with PM data/graphs (attach for complete information) \*\*See back of form for additional data

Other area(s) of concern: (ie. behavior, attendance, social skills)  
*Eugenio has received ELD services for 3 years and is currently still in the ELD program*

Student progress code: **B**=below aimline/flat trend, **O**=on aimline track, **A**=at benchmark or above

What do their  
schedules look like?

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# Reading Schedules

- *Mei Li, 5th grader  
(monitor status)*
- *60 min Core (Tier I)*
- *30 minutes (Tier II) Differentiation using approaching level readers*
- *Eugenio Manzana, 2nd grader (receiving ELD services)*
- *30 min Core (Tier I)*
- *30 min (Tier II) Differentiation using ELL leveled readers*
- *30 min Avenues (ELD)*

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Tier II

**Tier II**  
**Comprehensive Core Reading Instruction with Differentiation**

**Instruction:**

- All students receive instruction in the Tier II Comprehensive Core Reading Instruction with Differentiation.
- Tier II instruction is more differentiated and skill focused than in Tier I and allows the general education teacher, with collaborative support from Title 1, reading specialist, facilitating teacher, and/or special education teacher, to address the instructional, learning, and cultural/linguistic needs of individuals and/or group of students (on, below, language support, or challenge level) in the core curriculum. Teachers may also use supplemental instructional materials.

**Implementation Responsibility:**

- The general education teacher, with collaborative support from Title 1, reading specialist, facilitating teacher, and/or special education teacher.

**Progress Monitoring:**

- 6 weeks -Only students (not currently in an ELD curriculum) recommended from Tier I for progress monitoring receive a minimum of six weeks of differentiated instruction with three progress monitoring data measures in Tier II.
- CLD students receiving instruction in the ELD curriculum and recommended from Tier I for Tier II – Instructional Differentiation with progress monitoring – will:
  1. Continue to receive progress monitoring in the ELD curriculum using appropriate CBM assessments;
  2. Have optional progress monitoring in EasyCBM or DIBELS;
  3. Receive instructional differentiation with progress monitoring in the ELD curriculum for 12 weeks; and
  4. Receive Tier II – Comprehensive Core Reading Instruction with Differentiation in the general education classroom.
- School teams or programs may decide to progress monitor students at or above the 20<sup>th</sup> percentile.
- Written Parent Notification is required for progress monitoring in Tier II and Tier III as part of the IIPM Pre/Referral Process and Rtlnst methodology.

**Decision Rules:**

- A student may be recommended by the IIPM Team from Tier II for Tier III – Targeted Instructional Intervention when:
  1. After receiving a minimum of six weeks (**twelve weeks for students receiving instruction in the ELD curriculum**) of Tier II – Comprehensive Core Reading Instruction with Differentiation and progress monitoring;
  2. After collection of three sets of data (**six sets of data for students receiving instruction in the ELD curriculum**); and
  3. Measured achievement falls below the projected aim line or produces a flat progress trend.
  
- The IIPM Team may discontinue or extend Tier II progress monitoring if interventions are successful based on progress monitoring and RtInst methodology data.

<b>Tier II</b>		
<b>Comprehensive Core/ELD Reading Instructional Differentiation (With Progress Monitoring)</b>		
	<input type="checkbox"/> <b>CLD/FEP year exited:</b> _____	<input type="checkbox"/> <b>CLD/ELL in ELD Program</b>
	<p style="text-align: center;"><b>Comprehensive Core Reading Instructional Differentiation with Progress Monitoring</b></p> <p style="text-align: center;"><i>Differentiated Instruction with progress monitoring. Instructional methodology is based on the cultural, linguistic, and learning needs of the student.</i></p>	<p style="text-align: center;"><b>ELD Curriculum Instructional Differentiation with Progress Monitoring</b></p> <p style="text-align: center;"><i>Instruction is more differentiated and skill focused using the ELD curriculum and additional supplemental materials.</i></p>
<b>Step 1</b>	<ul style="list-style-type: none"> <li>_____ Provide appropriate instructional differentiation for the referred student for at least six weeks;</li> <li>_____ Assess each student using progress monitoring measures a minimum of every two weeks;</li> <li>_____ Document three progress monitoring data points;</li> <li>_____ Review student progress after six weeks of instructional differentiation and progress monitoring; and</li> <li>_____ Complete designated portions of the CLD Student Summary form.</li> </ul>	<ul style="list-style-type: none"> <li>_____ Provide appropriate instructional differentiation for referred students in the ELD curricula for at least <b>twelve weeks</b>;</li> <li>_____ Assess each student using progress monitoring measures a minimum of every two weeks;</li> <li>_____ Document <b>six</b> progress monitoring data points;</li> <li>_____ Review student progress after <b>twelve</b> weeks of instructional differentiation and progress monitoring; and</li> <li>_____ Complete designated portions of the CLD Student Summary form.</li> </ul>

Mei Li



CLD Summary, page 2

**Educational Background**

Year	Grade	School/District/Country	Days Present	Absences	Tardies
03-04	K	4J	158	25	0
04-05	1	4J	179	4	1
05-06	2	4J	176	7	1
06-07	3	4J	179	4	1
07-08	4	4J	182	1	0
08-09	5	4J		3	0

Has the student repeated any grades? no

Stipulate language of instruction if other than English? none

Previous concerns as indicated in student file (i.e., behavioral, academic):

Has not met OAKS since 3<sup>rd</sup> grade, vocabulary deficiency, good memory, good communication skills

Has the student ever received services from any of the following programs:

Title 1 Reading: Y N Date: \_\_\_\_\_ Title 1 Math: Y N Date \_\_\_\_\_

ELD/ELL: Y N Date: K-3 Counseling: Y N Date \_\_\_\_\_

Speech/Language: Y N Date \_\_\_\_\_ Phys/Occ. Therapy: Y N Date \_\_\_\_\_

Other \_\_\_\_\_







**English Language Proficiency Data**

Information found in cum and ESIS/Data Warehouse (if not, please call ELL office)

1. Home Language Survey (please attach)
2. Woodcock Muñoz/Language Proficiency Intake Assessment (list newest to oldest):
  - 2a) Date: 9/03 Broad: 2, Oral: 2, Reading & Writing: 2, RPI 20/90
  - 2b) Date: 9/04 Broad: 3, Oral: 2, Reading & Writing: 4 RPI 59/90
3. ELPA/English Language Proficiency Assessment Test (list newest to oldest):
  - 3a) Date: 4/06 Composite: 4 Reading: 4 Writing: 3 Listening 4  
Speaking: 4 Comprehension: 4
  - 3b) Date: 4/07 Composite: 5 Reading: 5 Writing: 4 Listening 5  
Speaking: 5 Comprehension: 5
  - 3c) Date: \_\_\_\_\_ Composite: \_\_\_\_\_ Reading: \_\_\_\_\_ Writing: \_\_\_\_\_ Listening \_\_\_\_\_  
Speaking: \_\_\_\_\_ Comprehension: \_\_\_\_\_

\*descriptors of Woodcock-Muñoz and ELPA can be found on the 4j website



**Grade 5 Student IIPM Instructional Intervention Profile**

Student Name Mei Li Teacher(s) Ms. Sample Year 08-09

Area(s) of concern: \_\_\_Phonemic Awareness, \_\_\_Phonics/Decoding, XFluency, \_\_\_Vocabulary, XComprehension  
 Services- IEP>Reading, Writing, Math, Behavior, Social Skills, Speech, Language/ ELL / 504 (Circle those that apply)

Tier 1	60 min. daily, heterogeneous group, core curriculum											Comments:
Tier 2	Differentiation	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	
A. Pre/re-teach												
B. Leveled Readers 5x week, 30 min. fluency focus, g2115												
C. Intervention program that comes with the core												
Tier 3	Intervention	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	Comments:
A. Phonemic Awareness												
B. Alphabetic Principle (Phonics)												
C. Fluency Flumps, 15 min 5x weekly, 1:1 w/ a, Dk teaches												
D. Vocabulary												
E. Comprehension												

Date Parent Notified of Intervention/Progress Monitoring: 9-15-08 Who made the contact: Sample

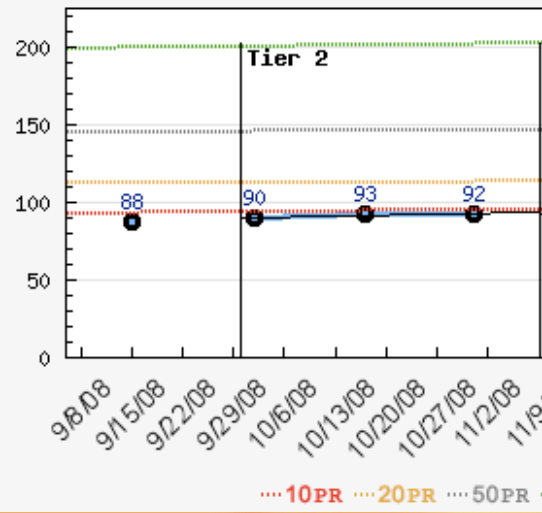
\*Intervention to be reviewed with PM data/graphs (attach for complete information) \*\*See back of form for additional data

Other area(s) of concern: (ie. behavior, attendance, social skills)  
 Mei Li has received 4 years of ELD instruction, but is no longer receiving services (monitor only)

Student progress code: **B**=below aimline/flat trend, **O**=on aimline track, **A**=at benchmark or above

# Passage Reading Fluency

## Grade 5, Passage Reading Fluency



<b>Tier II</b> <b>Comprehensive Core/ELD Reading Instructional Differentiation</b> <b>(With Progress Monitoring)</b>			
	<input type="checkbox"/> <b>CLD/FEP year exited:</b> _____		<input type="checkbox"/> <b>CLD/ELL in ELD Program</b>
	<p style="text-align: center;"><b>Comprehensive Core Reading Instructional Differentiation with Progress Monitoring</b></p> <p style="text-align: center;"><i>Differentiated Instruction with progress monitoring. Instructional methodology is based on the cultural, linguistic, and learning needs of the student.</i></p>		<p style="text-align: center;"><b>ELD Curriculum Instructional Differentiation with Progress Monitoring</b></p> <p style="text-align: center;"><i>Instruction is more differentiated and skill focused using the ELD curriculum and additional supplemental materials.</i></p>
<b>Step 1</b>	<ul style="list-style-type: none"> <li>_____ Provide appropriate instructional differentiation for the referred student for at least six weeks;</li> <li>_____ Assess each student using progress monitoring measures a minimum of every two weeks;</li> <li>_____ Document three progress monitoring data points;</li> <li>_____ Review student progress after six weeks of instructional differentiation and progress monitoring; and</li> <li>_____ Complete designated portions of the CLD Student Summary form.</li> </ul>		<ul style="list-style-type: none"> <li>_____ Provide appropriate instructional differentiation for referred students in the ELD curricula for at least <b>twelve weeks</b>;</li> <li>_____ Assess each student using progress monitoring measures a minimum of every two weeks;</li> <li>_____ Document <b>six</b> progress monitoring data points;</li> <li>_____ Review student progress after <b>twelve</b> weeks of instructional differentiation and progress monitoring; and</li> <li>_____ Complete designated portions of the CLD Student Summary form.</li> </ul>

# Eugenio Manzana

## CLD Summary pg 2

### Educational Background

Year	Grade	School/District/Country	Days Present	Absences	Tardies
06-07	K	4J	181	2	1
07-08	1	4J	176	7	2
08-09	2	4J		2	3

Has the student repeated any grades? no

Stipulate language of instruction if other than English? possible pre-school in Mexico

Previous concerns as indicated in student file (i.e., behavioral, academic):

No class participation, attention, is shy, looks the other way when teachers speak to him.

Has the student ever received services from any of the following programs:

Title 1 Reading: Y N Date: K-2 Title 1 Math: Y N Date \_\_\_\_\_

ELD/ELL: Y N Date: K-2 Counseling: Y N Date \_\_\_\_\_

Speech/Language: Y N Date \_\_\_\_\_ Phys/Occ. Therapy: Y N Date \_\_\_\_\_

Other \_\_\_\_\_

# Eugenio Manzana

## English Language Proficiency Data

Information found in cum and ESIS/Data Warehouse (if not, please call ELL office)

1. Home Language Survey (please attach)

2. Woodcock Muñoz/Language Proficiency Intake Assessment (list newest to oldest):

**2a)** Date: 9/06 Broad: 1, Oral: 2, Reading & Writing: 1, RPI 3/90

**2b)** Date: \_\_\_\_\_ Broad: \_\_\_\_\_, Oral: \_\_\_\_\_, Reading & Writing: \_\_\_\_\_ RPI \_\_\_\_\_

3. ELPA/English Language Proficiency Assessment Test (list newest to oldest):

**3a)** Date: 4/07 Composite: 1 Reading: 1 Writing: 1  
Listening 1 Speaking: 1 Comprehension: 1

**3b)** Date: 4/08 Composite: 2 Reading: 1 Writing: 1 Listening 2  
Speaking: 2 Comprehension: 1

**3c)** Date: 4/09 Composite: 2 Reading: 1 Writing: 2 Listening 3  
Speaking: 2 Comprehension: 2

\*descriptors of Woodcock-Muñoz and ELPA can be found on the 4j website

**Grade 2 Student IIPM Instructional Intervention Profile**

Student Name Eugenio Manzana Teacher(s) Sample Teacher Year 08-09

Area(s) of concern:  Phonemic Awareness,  Phonics/Decoding,  X\_Fluency,  Vocabulary,  Comprehension

Services- IEP>Reading, Writing, Math, Behavior, Social Skills, Speech, Language/ ELL / 504 (Circle those that apply)

Tier 1	30 min. daily, heterogeneous group, core curriculum 30 min daily 4x wkly Avenues (ELD)											Comments:	
Tier 2	Differentiation	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June		
A. Pre/re-teach													ELD instruction 30 min 4x wkly in Avenues
B. Labeled Readers 1:5 group 1x wk, 5x wk, 30 min daily, fluency focus													
C. Intervention programs that comes with the core													
Tier 3	Intervention	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	Comments:	
A. Phonemic Awareness													
B. Alphabetic Principle (Phonics)													
C. Fluency													
D. Vocabulary													
E. Comprehension													

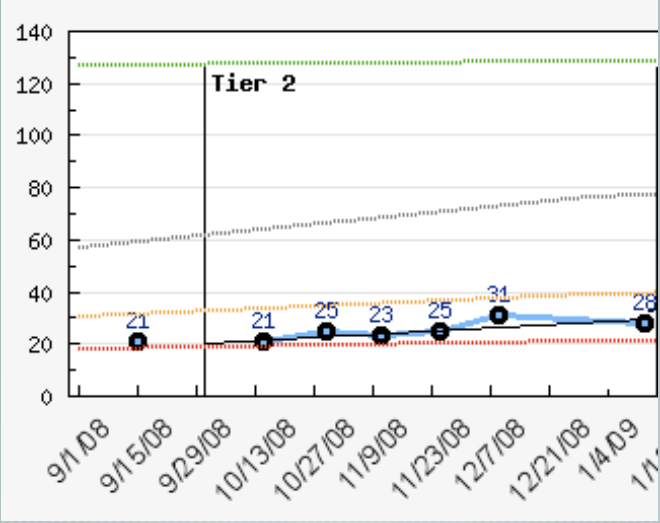
Date Parent Notified of Intervention/Progress Monitoring: 9/15/09 Who made the contact: Sample

\*Intervention to be reviewed with PM data/graphs (attach for complete information) \*\*See back of form for additional data

Other area(s) of concern: (ie. behavior, attendance, social skills)  
*Eugenio has received ELD services for 3 years and is currently still in the ELD program*

Student progress code: **B**=below aimline/flat trend, **O**=on aimline track, **A**=at benchmark or above

4J School District





# Tier II Step 2

<p><b>Step 2</b></p>	<p><b>Determine the next step (Decision Rules):</b></p> <ul style="list-style-type: none"> <li>_____ Continue (extend) Tier II – Comprehensive Core Reading Instruction with Differentiation and progress monitoring if progress monitoring data indicate the student is making adequate progress;</li> <li>_____ Discontinue Tier II – Comprehensive Core Reading Instruction with Differentiation and progress monitoring, if progress monitoring data indicate the instructional differentiation is successful; or</li> <li>_____ Move to Tier III – Targeted Instructional Interventions with progress monitoring, if the student is not making adequate progress.</li> </ul> <p><b>*Suggested additional data and information for consideration during the decision process; writing samples, below grade level CBM, BICs, and CALP</b></p>	<p><b>Determine the next step (Decision Rules):</b></p> <ul style="list-style-type: none"> <li>_____ Continue (extend) Tier II – ELD curriculum with Differentiation and progress monitoring if progress monitoring data indicate the student is making adequate progress;</li> <li>_____ Discontinue Tier II – ELD curriculum with Differentiation and progress monitoring if progress monitoring data indicate the instructional differentiation is successful; or</li> <li>_____ Move to Tier III – Targeted Instruction Intervention with progress monitoring, if the student is not making adequate progress.</li> </ul> <p><b>*Targeted intervention is in the ELD program, but additional intervention may include an academic area focus in general education</b></p>
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**\*Consult with the CLD/SPED Team if any questions in the above process or information**

# Table Discussion

- ▶ How do you differentiate for CLD students in your building?
- ▶ What is working well this year?
- ▶ What might you work to improve for next year?

A dark blue, spiral-bound notebook cover is shown. The spiral binding is at the top. The text "Tier III" is printed in white in the center of the cover.

Tier III

## **Tier III**

### **Targeted Instructional Interventions with Progress Monitoring**

#### **Instruction:**

- All students access the general education curriculum.
- All students receive instruction in the Tier II Comprehensive Core Reading and the 5 essential components of reading with differentiation.
- A student receiving instruction in Tier III – Targeted Instructional Interventions with progress monitoring will have a minimum of an additional 60 (30 for students receiving ELD instruction) minutes per week of small group instruction using targeted, direct and explicit instructional interventions that are matched to the student's academic, learning, and cultural/linguistics needs.

#### **Implementation Responsibility:**

- Interventions may be provided by the general education teacher, Title 1, reading specialist, ELD curriculum teacher, facilitating teacher, and/or SPED teacher depending on the resources available at each building.

#### **Progress Monitoring:**

- Students will be progress monitored a minimum of every 2 weeks using EasyCBM or Dibel measures over a six-week period.
- Written Parent Notification is required for progress monitoring in Tiers II and III as part of the IIPM Model and the IIPM Pre/Referral Process.

**Decision Rules:**

- The IIPM Team will review and analyze the six – **eighteen** weeks of Tier II and Tier III targeted interventions progress monitoring data, as well as other assessments or background information, i.e., classroom performance, exclusionary factors, and other/CLD information.
- The IIPM Team may:
  - Discontinue Tier III Targeted Instructional Interventions if the student's data suggests interventions have been effective.
  - Determine the need for additional data and extend the Tier III intervention for 6 weeks
  - If the student is not making progress, i.e., continues to perform at a level below the academic aim line or measurements of progress produce a flat trend line and the IIPM team suspects the student may have a disability, the team may refer the student for a SPED Comprehensive Evaluation
- If the student is referred for a SPED Comprehensive Evaluation (or **CLD/SPED Comprehensive Evaluation if a CLD student**), Tier III interventions will be reviewed (evaluation planning meeting) and continued through the evaluation period with progress monitoring weekly.

**In addition, for CLD Students:**

- A CLD student currently receiving instruction in the ELD curriculum and recommended from Tier II to Tier III:
  1. Will also receive targeted instructional interventions in the ELD curriculum for six weeks with progress monitoring using appropriate CBM assessments in the ELD program every two weeks; and
  2. May also receive targeted instructional interventions for six weeks in the general education classroom with progress monitoring every two weeks.
- In addition to Written Parent Notification, parent consent is required for ELL students in Tier III to complete information collection and assessments.
- The decision rules for the IIPM Pre/Referral Process and ~~RtI~~<sup>RI</sup> methodology in Tier III require the IIPM team review and analyze the six – **twelve weeks (twelve – eighteen weeks for students receiving instruction in the ELD curriculum)** of Tier II and Tier III targeted instructional interventions progress monitoring data points, as well as other assessment or background information -- i.e., classroom performance, exclusionary factors, and CLD information.

# Reading Schedules

- ***Mei Li, 5th grader  
(monitor status)***

- *60 min Core (Tier I)*

- *30 minutes (Tier II) Differentiation using approaching level readers*

- *15 min 5x wkly Targeted Intervention (1:1)*

- ***Eugenio Manzana, 2nd  
grader (receiving ELD)***

- *30 min Core (Tier I)*

- *30 min Differentiation using ELL leveled readers*

- *30 min 4x wkly Avenues (ELD)*

- *40 min 2x wkly Targeted Intervention (1:1)*

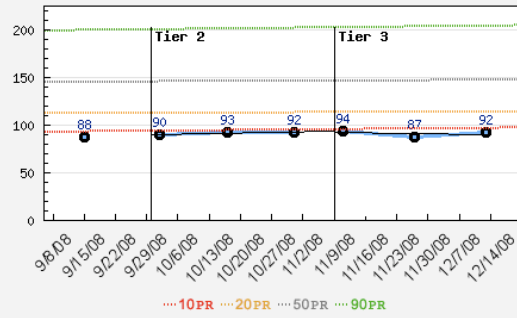
### Tier III

#### Targeted Instructional Interventions with Progress Monitoring

	<input type="checkbox"/> CLD/FEP year exited: _____	<input type="checkbox"/> CLD/ELL in ELD Program
	<p style="text-align: center;"><b>Targeted Instructional Interventions with Progress Monitoring</b></p> <p style="font-size: small;"><i>Targeted, direct and explicit instructional interventions with progress monitoring. Instructional methodology is based on the cultural, linguistic, and learning needs of the student.</i></p>	<p style="text-align: center;"><b>Targeted Instructional Intervention in the ELD Curriculum with Progress Monitoring</b></p> <p style="font-size: small;"><i>Instruction is more direct, explicit and skill focused using the ELD curriculum and additional supplemental materials.</i></p>
<b>Step 1</b>	<p>For CLD/FEP monitor/post monitor students receiving Tier III:</p> <ul style="list-style-type: none"> <li>_____ Provide a minimum of 60 minutes per/week of targeted instructional interventions in a small group for at least six weeks;</li> <li>_____ Assess each student using progress monitoring measures a minimum of every two weeks;</li> <li>_____ Document three progress monitoring data points;</li> <li>_____ Review student progress after six weeks of targeted instructional intervention and progress monitoring;</li> <li>_____ Complete designated portions of the CLD Student Summary form.</li> <li>_____ Apply decision rules;</li> <li>_____ Obtain written Parent Consent to collect additional information; and</li> <li>_____ Arrange for interpreter or translation services, if needed.</li> </ul>	<p>For ELL/CLD students in ELD program receiving Tier III:</p> <ul style="list-style-type: none"> <li>_____ Provide a minimum of <b>30</b> minutes per/week of targeted instructional interventions in a small group for at least six weeks;</li> <li>_____ Assess each student using progress monitoring measures a minimum of every two weeks;</li> <li>_____ Document three progress monitoring data points;</li> <li>_____ Review student progress after six weeks of targeted instructional interventions and progress monitoring;</li> <li>_____ Complete designated portions of the CLD Student Summary form.</li> <li>_____ Apply decision rules;</li> <li>_____ Obtain written Parent Consent to collect additional information; and</li> <li>_____ Arrange interpreter or translation services, if needed.</li> </ul>

# Passage Reading Fluency

Grade 5, Passage Reading Fluency: Mei Li



10PR 20PR 50PR 90PR  
 Tier 2 : Approaching level readers. 1:5 ratio. 5 X a week. 30 minutes daily. Focus on fluency. Delivered by facilitating teacher.  
 Tier 3 : Triumphs 15 minutes 5X per week 1:1 ratio Delivered by IA

	CBM Name	View Test	Score
1	Passage Reading Fluency 5_1	<a href="#">View</a>	88 CWPM (96% Accuracy)
2	Passage Reading Fluency 5_2	<a href="#">View</a>	90 CWPM (99% Accuracy)
3	Passage Reading Fluency 5_3	<a href="#">View</a>	93 CWPM (99% Accuracy)
4	Passage Reading Fluency 5_4	<a href="#">View</a>	92 CWPM (98% Accuracy)
5	Passage Reading Fluency 5_5	<a href="#">View</a>	94 CWPM (99% Accuracy)
6	Passage Reading Fluency 5_6	<a href="#">View</a>	87 CWPM (98% Accuracy)
7	Passage Reading Fluency 5_7	<a href="#">View</a>	92 CWPM (100% Accuracy)



# Comprehension Scores



- 5th grade benchmark- 55% accuracy, below the 10th percentile
- 4th grade progress monitoring- 70% accuracy, between the 10th and 20th percentile
- 3rd grade progress monitoring- 85% accuracy, between the 50th and 90th percentile



### Grade 5 Student IIPM Instructional Intervention Profile

Student Name Mei Li Teacher(s) Ms. Sample Year 08-09

Area(s) of concern: Phonemic Awareness, Phonics/Decoding, X\_Fluency, Vocabulary, X\_Comprehension  
 Services- IEP>Reading, Writing, Math, Behavior, Social Skills, Speech, Language/ ELL / 504 (Circle those that apply)

Tier 1	60 min. daily, heterogeneous group, core curriculum											Comments:
Tier 2	Differentiation	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	
A. Pre/re-teach												
B. Leveled Readers <span style="float: right;">B-88,90   B-93   B-92</span>												
<small>Six weeks, 30 min. fluency focus, g1 p 1:1</small>												
C. Intervention programs that comes with the core												
Tier 3	Intervention	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	Comments:
A. Phonemic Awareness												
B. Alphabetic Principle (Phonics)												
C. Fluency <span style="float: right;">B-94,87   B-92</span>												
<small>Six weeks, 15 min Six weeks, 1:1 w/ a.o. UTeaches</small>												
D. Vocabulary												
E. Comprehension												

Date Parent Notified of Intervention/Progress Monitoring: 9-15-08 Who made the contact: Sample

\*Intervention to be reviewed with PM data/graphs (attach for complete information)      \*\*See back of form for additional data

Other area(s) of concern: (ie. behavior, attendance, social skills)  
*Mei Li has received 4 years of ELD instruction, but is no longer receiving services (monitor only)*

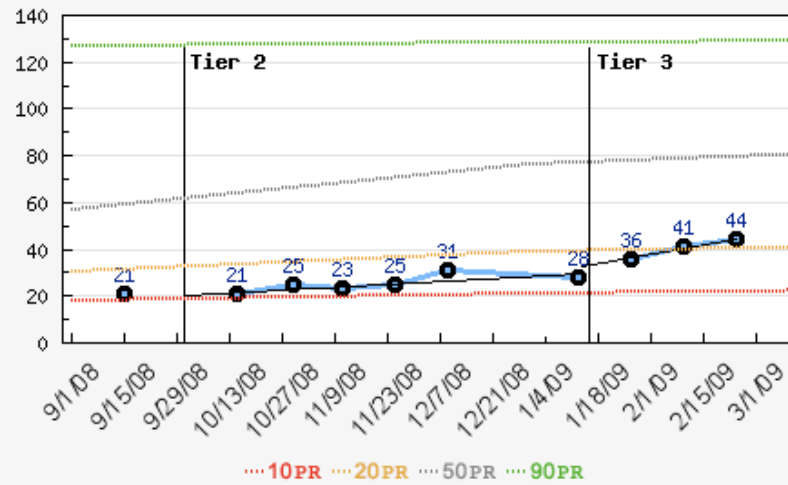
Student progress code: **B**=below aimline/flat trend, **O**=on aimline track, **A**=at benchmark or above

### Tier III

#### Targeted Instructional Interventions with Progress Monitoring

	<input type="checkbox"/> <b>CLD/FEP year exited:</b> _____	<input type="checkbox"/> <b>CLD/ELL in ELD Program</b>
	<b>Targeted Instructional Interventions with Progress Monitoring</b> <i>Targeted, direct and explicit instructional interventions with progress monitoring. Instructional methodology is based on the cultural, linguistic, and learning needs of the student.</i>	<b>Targeted Instructional Intervention in the ELD Curriculum with Progress Monitoring</b> <i>Instruction is more direct, explicit and skill focused using the ELD curriculum and additional supplemental materials.</i>
<b>Step 1</b>	<p>For CLD/FEP monitor/post monitor students receiving Tier III:</p> <ul style="list-style-type: none"> <li>_____ Provide a minimum of 60 minutes per/week of targeted instructional interventions in a small group for at least six weeks;</li> <li>_____ Assess each student using progress monitoring measures a minimum of every two weeks;</li> <li>_____ Document three progress monitoring data points;</li> <li>_____ Review student progress after six weeks of targeted instructional intervention and progress monitoring;</li> <li>_____ Complete designated portions of the CLD Student Summary form.</li> <li>_____ Apply decision rules;</li> <li>_____ Obtain written Parent Consent to collect additional information; and</li> <li>_____ Arrange for interpreter or translation services, if needed.</li> </ul>	<p>For ELL/CLD students in ELD program receiving Tier III:</p> <ul style="list-style-type: none"> <li>_____ Provide a minimum of <b>30</b> minutes per/week of targeted instructional interventions in a small group for at least six weeks;</li> <li>_____ Assess each student using progress monitoring measures a minimum of every two weeks;</li> <li>_____ Document three progress monitoring data points;</li> <li>_____ Review student progress after six weeks of targeted instructional interventions and progress monitoring;</li> <li>_____ Complete designated portions of the CLD Student Summary form.</li> <li>_____ Apply decision rules;</li> <li>_____ Obtain written Parent Consent to collect additional information; and</li> <li>_____ Arrange interpreter or translation services, if needed.</li> </ul>

### Grade 2, Passage Reading Fluency: Eugenio Manzana



- ..... 10PR   
 ..... 20PR   
 ..... 50PR   
 ..... 90PR
- Tier 2 : Approaching level readers. 1:5 ratio. 5 X a week. 30 minutes daily. Focus on fluency. Avenues 30 minutes 4x a week Provided by ELL teacher
- Tier 3 : Reading Mastery 1:5 ratio 40 minutes 2X a week Provided by IA Avenues 1:3 ratio 30 minutes 4x a week Provided by ELL teacher

**Grade 2 Student IIPM Instructional Intervention Profile**

Student Name Eugenio Manzano Teacher(s) Sample Teacher Year 08-09

Area(s) of concern: \_\_\_Phonemic Awareness, \_\_\_Phonics/Decoding, \_\_\_X\_Fluency, \_\_\_Vocabulary, \_\_\_Comprehension

Services- IEP>Reading, Writing, Math, Behavior, Social Skills, Speech, Language/ ELL / 504 (Circle those that apply)

Tier 1	30 min. daily, heterogeneous group, core curriculum 30 min daily 4x wkly Avenues (ELD)											Comments:
Tier 2	Differentiation	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	
A. Pre/re-teach												ELD instruction 30 min 4x wkly in Avenues
B. Leveled Readers 1:5 group instruction, 5x wk, 30 min daily, fluency focus												
C. Intervention programs that comes with the core												
Tier 3	Intervention	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	Comments:
A. Phonemic Awareness												It was decided not to refer Eugenio at this point due to improved academic progress and continued skill building in his ELD program
B. Alphabetic Principle (Phonics)												
C. Fluency												
D. Vocabulary												
E. Comprehension												

Date Parent Notified of Intervention/Progress Monitoring: 9/15/09 Who made the contact: Sample

\*Intervention to be reviewed with PM data/graphs (attach for complete information) \*\*See back of form for additional data

Other area(s) of concern: (ie. behavior, attendance, social skills)  
*Eugenio has received ELD services for 3 years and is currently still in the ELD program*

# Tier III Step 2

<b>Step 2</b>	<p>Collect additional information:</p> <ul style="list-style-type: none"><li>___ Conduct an interview with the parent;</li><li>___ Conduct a comprehensive review of student's academic records;</li><li>___ Gather information about language dominance and the student's motivation to learn English or to speak in his/her native language;</li><li>___ Gather information about the student's language proficiency in the native language (L1) and English (L2);</li><li>___ Review services, accommodations, and instructional interventions implemented in the classroom; and</li><li>___ Consult with District CLD/SPED Team prior to applying decision rules to review information and process.</li></ul>	<p>Collect additional information:</p> <ul style="list-style-type: none"><li>___ Conduct an interview with the parent;</li><li>___ Conduct a comprehensive review of student academic records;</li><li>___ Gather information about language dominance and the student's motivation to learn English or to speak in his/her native language;</li><li>___ Gather information about the student's proficiency in the native language (L1) and English (L2);</li><li>___ Review services, accommodations, and instructional interventions implemented in the classroom; and</li><li>___ Consult with District CLD/SPED Team prior to applying decision rules to review information and process.</li></ul>
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# Table Discussion

- ▶ Would you refer Eugenio? Why? Why not?
- ▶ Would you refer Mei Li? Why? Why not?
- ▶ What information was key in guiding your team to their decision?
- ▶ What other information would be helpful?

# Tier III Step 3

<p><b>Step 3</b></p>	<p>Determine the next step:</p> <ul style="list-style-type: none"> <li>_____ Continue (extend) targeted instructional interventions with progress monitoring, if progress monitoring data indicate the student is making adequate progress;</li> <li>_____ Discontinue targeted instructional interventions with progress monitoring, if progress monitoring data indicate the targeted instructional intervention is successful;</li> <li>_____ Consider any apparent exclusionary factors and/or factors that must be further explored; or</li> <li>_____ If the student is not making adequate progress and the IIPM Team suspects the student has a disability, the team will refer the student for a CLD/SPED Comprehensive Evaluation;</li> <li>_____ Develop a working hypothesis to guide the IEP – Evaluation Planning; and</li> <li>_____ Review and continue the Tier III – Targeted Instructional Interventions throughout the evaluation period with progress monitoring weekly.</li> </ul> <p><b>*Suggested additional data and information for consideration during the decision process; writing samples, below grade level CBM, BICs, and CALP</b></p>	<p>Determine the next step:</p> <ul style="list-style-type: none"> <li>_____ Continue (extend) targeted instructional interventions with progress monitoring if progress monitoring data indicate the student is making adequate progress;</li> <li>_____ Discontinue targeted instructional interventions with progress monitoring if progress monitoring data indicate the targeted instructional intervention is successful;</li> <li>_____ Consider any apparent exclusionary factors and/or factors that must be further explored; or</li> <li>_____ If the student is not making adequate progress and the IIPM Team suspects the student has a disability, the team will refer the student for an CLD/SPED Comprehensive Evaluation;</li> <li>_____ Develop a working hypothesis to guide the IEP – Evaluation Planning; and</li> <li>_____ Review and continue the Tier III – Targeted Instructional Interventions throughout the evaluation period with progress monitoring weekly.</li> </ul>
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**\* Prior to deciding to refer a student for a CLD/SPED Comprehensive Evaluation, consult with the district CLD/SPED Team**



**Special Education Comprehensive  
Evaluation for Culturally and  
Linguistically Diverse (CLD) Students**

# Comprehensive Framework for Nondiscriminatory Assessment

- [ Assess and evaluate the learning ecology;
- [ Assess and evaluate language proficiency;
- [ Assess and evaluate opportunity for learning;
- [ Assess and evaluate educationally relevant cultural and linguistic factors;
- [ Evaluate, revise, and re-test hypothesis;
- [ Determine the need for language(s) of assessment;
- [ Reduce bias in traditional testing practices;
- [ Utilize authentic and alternative assessment procedures;
- [ Evaluate and interpret all data with the context of the learning ecology; and
- [ Link assessment to intervention.

- District has adopted this framework.
- It allows for a collaborative approach to the assessment process where the IIPM team the evaluation team and the parents to work together the share information and make decisions together.
- 1.hypothesis needs to be developed around the individual's unique experiential background within the context of the learning environment. May include comparing behaviors, performance or functioning between non-academic/home/community.
- 2.Determine current level of language proficiency in L1 and L2. BICS & CALP
- 3.determine if the individual has had adequate "opportunity to learn" (attendance, experience with school environment/setting, match between students language and language of instruction, parents ability to support language of instruction, years on instruction in L1 (native language) and L2 (English), quality of L1 instruction and English instruction through ELL or immersion programs, cultural relevance of the curriculum, frequency of changes in school, relative consistency in and across the curricula, teaching strategies/styles/attitudes/expectations, system attitude regarding dual language learners, socializing with peers vs. isolation of peers.
- 4.Factors that must be examined: current language of the home, L1 language, informal experience with L1 and English, birth order/relative impact of siblings and their lang. development, fluency in L1 and English, present level of literacy in L1 and English, parent's level of education, parents socio-economic status.
- 5.there are no plausible or demonstrable external factors that can account for the student's learning difficulties and that the consideration of possible intrinsic factors should be entertained.
- 6. Assessors should consider the individual's primary language ability. Options: testing in L1 and English assessments, the assessor should possess knowledge regarding any relevant factors that influence the student's unique experience and how they may affect learning and development.
- 7.choices: administer tests in a standardized way and attempt to evaluate the results in a non-discriminatory manner (use CHC Culture Language Matrix "handout") – knowing the test properties relative to cultural loading and linguistic demand creates basis for test selection – this will not violate standardization. Modify the testing process in a way that is less discriminatory (ie – bilingual assessment, extended/expanded instructions on sample items, mediation of concepts to facilitate comprehension, extension/elimination of time limits, acceptance of alternative responses (diff. language, culture-specific responses, non-verbal gestures), additional probing and querying of incorrect responses.
- 8.nonstandardized assessment strategies, evaluation of learning and performance through curriculum based materials, performance based assessment that are evaluated more by task completion w/in context than answering factual questions out of context.
- 9.Data should be evaluated in an integrated manner – student's unique experience, background, environmental influences (cultural/linguistic differences), observed and measured performance. do not use single-scores combination of product of scores and unduly favoring certain data will lead to discriminatory inferences and outcomes.
- 10.assessment is of little value unless it can be extended to incorporate appropriate interventions. this may include modifications to instruction/programs and the provision of specific remedial strategies regardless if the student qualifies for SPED or not. Information from performance and casual/contributory factors has considerable value in the development of appropriate interventions.

# Where can I find the information from today?

- ▶ CLD Binder for each building
- ▶ 4j Website
  - ▶ Departments
  - ▶ Instruction Services
  - ▶ Left hand side- curriculum
  - ▶ IIPM
  - ▶ CLD