Comprehensive Evaluation Process for English Learners (CEP-EL)

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English Learner Transdisciplinary Team

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Representation of English Learners in Special Education

- Most data is on race/ethnicity
- Disproportionate representation exists
- Varies from state to state, district to district, school to school

(Rhodes, R., Ochoa, S., Ortiz, S., 2005)
Representation of English Learners in Special Education

- Dependent on definition of English Learners
  - Federal
  - State
  - District

- Definitions based on:
  - Tests (Language, Achievement), surveys, grades, observations, records, teacher(s) & parent perspectives…
<table>
<thead>
<tr>
<th>State</th>
<th>Number of ELs with Disabilities</th>
<th>% ELs with Disabilities</th>
<th>State</th>
<th>Number of ELs with Disabilities</th>
<th>% ELs with Disabilities</th>
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<td>2.82</td>
<td>BIE Schools</td>
<td>2,336</td>
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<td>Montana</td>
<td>634</td>
<td>3.59</td>
<td>50 states, D.C., P.R., BIE</td>
<td>500,964</td>
<td>7.6</td>
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U.S. Department of Education, 2009
San Diego Unified School District

9/07
- Latino ELs found to be placed disproportionately in Special Education
- 70% more likely than Latino non-ELs (Dr. Thomas Hehir and Assoc.)

8/09
- External audit of EL assessments (Dr. Jaime Hernandez and Assoc.)
- Found lack of systemic policies and procedures for ELs at risk

12/09
- Comprehensive Evaluation Process for ELs (CEP-EL) initial development

3/11
- Board of Education approval of CEP-EL

8/11
- District-wide Professional Development and roll out of CEP-EL
Comprehensive Evaluation Process for English Learners (CEP-EL)

Incorporates Hehir (2007) and Hernandez (2009) Recommendations:

- Early intervention/RtI
- Quality EL instruction
- Differentiating between extrinsic factors and learning disabilities
- Primary language evaluation
- Uniform guidelines for IEP development
Comprehensive Evaluation Process for English Learners (CEP-EL)

Provides procedures for district staff to ensure appropriate

- Referrals to special education
- Assessments
- Identification for Special Education services
  - Neither Over- or Under-
Foundation of CEP-EL

- Laws and Regulations
  - Federal (IDEIA ‘04)
  - State (CDE Composite of Laws)
  - SDUSD Policy and Procedures Manual
- Hehir and Hernandez recommendations
- Research on best practices for ELs
  - See references
- Practices already being used at some sites
CEP-EL Reviewers

- SDUSD Staff
  - 6 Cross-disciplinary Focus Groups
  - Pilot School
  - Special Education
  - District English Learner Department

- Community
  - District advisory committee
CEP-EL Focuses on Difference v. Disability

- Typically developing ELs manifest similar academic and language difficulties as students with special needs

- However, the causes behind these difficulties differ
While only a small percentage of students have an intrinsic disability, a vast majority of English learners struggle while learning in a second language.

Therefore, it makes sense to: concentrate on extrinsic factors.
CEP-EL Sequence

Pre-Referral
- Student Cumulative File Check
- Extrinsic Factors
- Intervention Summary

After Referral
- Comprehensive Evaluation Process for English Learners Checklist
CEP-EL Tools

Student Cumulative File Check

Extrinsic Factors

Intervention Summary

Comprehensive Evaluation Process for English Learners Checklist
A reference document that guides site teams in step-by-step decision making before a referral is made to special education.

Focuses on problem-solving teams systematically ruling out extrinsic factors as primary contributors to student difficulties.

Designed using Maslow’s Hierarchy of Needs.

Encourages intervention in extrinsic factors, academic concerns and/or behavioral concerns impacting achievement of grade level standards.
Student Cumulative File Check

- Supports the review of background information
- Promotes pre-referral data-gathering and collaboration between site staff.
# CUMULATIVE FILE CHECK

<table>
<thead>
<tr>
<th>CHECK CUM FILE FOR THE FOLLOWING:</th>
<th>IF CONCERNED OR NEED MORE INFORMATION PLEASE CONTACT:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NOTE DATE CONTACT WAS MADE:</td>
</tr>
<tr>
<td></td>
<td>Registration Clerk</td>
</tr>
<tr>
<td>Cum File Present</td>
<td></td>
</tr>
<tr>
<td>IEP Exists</td>
<td>Education Specialist/Administrator/Parent</td>
</tr>
<tr>
<td>Evidence of Previous SST/RLI</td>
<td>School Counselor/Administrator/Parent</td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Hearing/Vision/Health Concerns</td>
<td>Nurse/Parent</td>
</tr>
<tr>
<td>Attendance/Tardiness Concerns</td>
<td>Attendance Clerk/School Counselor/Parent</td>
</tr>
<tr>
<td>Fine/Gross Motor Concerns</td>
<td>Occupational Therapist/Adapted PE Teacher/Parent</td>
</tr>
<tr>
<td>Speech/Language Concerns</td>
<td>Speech Language Pathologist/Parent</td>
</tr>
<tr>
<td>ELD Instruction/Supplemental Support</td>
<td>English Learner Support Teacher/Administrator/Parent</td>
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<tr>
<td>How long?</td>
<td>School Counselor/Administrator/School Psychologist</td>
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<tr>
<td>Participation in Counseling</td>
<td></td>
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<tr>
<td>Behavior Concerns</td>
<td>Previous Teacher/School Counselor/Parent</td>
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<tr>
<td>Testing History Reviewed</td>
<td>Administrator/Previous Teacher</td>
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<tr>
<td>Report Cards Reviewed</td>
<td>Administrator/Previous Teacher</td>
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<tr>
<td>Retained Grade Retained</td>
<td>Administrator</td>
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</table>

**STUDENT STRENGTHS:**

**DESCRIPTION OF CONCERN(S):**
EL Extrinsic Factors Form

- Promotes further investigation into extrinsic factors, parent input and identification of student strengths.
- Links to best practices in English learner education.
EL Extrinsic Factors Form

Composed of the following Sections:

- **Physical and Psychological Factors**
  - Health/Wellness, Self-Esteem, and Life Experiences

- **Personal and Cultural Factors**
  - Mobility, Cultural interactions, and Family Circumstances

- **Language Development Factors**
  - Proficiency, Contexts, and Strategy Use

- **Previous and Current Learning Environment Factors**
  - Educational History, Opportunity to Learn, and Gaps in Instruction
English Learner Extrinsic Factors

Student: 

ID #: 

Date: 

School: 

Teacher: 

Grade: 

Home Language(s): 

Years in US Schools: 

English Learners (ELs) frequently have a wider variety of extrinsic factors impacting their lives and consequently their participation and progress in the US educational system. Factors that are specific to ELs are the differences they experience in their environment, such as culture, language, and exposure to academics. These differences must be examined at an individual level, given specific family, regional, and other intra- and inter-cultural influences. Although only a small percentage of students have an intrinsic disability, a vast majority of English Learners struggle while learning in a second language. Therefore, it’s imperative to investigate extrinsic factors.

Staff is to complete information in all sections. Include parent/guardian participation via attendance at pre-referral meetings, phone conversations, home visits and/or conferences, using an interpreter when necessary. Use Response to Intervention to begin to rule out extrinsic factors as primary contributors to academic, behavioral and/or English language development concerns. Document interventions and their outcomes on the English Learner Intervention Summary.

SECTION A: Physical and Psychological Factors that May Impact Learning

<table>
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<tr>
<th>Yes</th>
<th>No</th>
<th>Investigating</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Does the student have access to healthcare?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Are the student’s basic nutritional needs being met?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do the results of hearing and vision checks reveal results within normal limits?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Does the student have a history of ear infections, allergies, or ear tubes?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Might the student have an untreated medical condition causing pain (as a result of dental cavities, exposure to chemicals, quality of water, etc.)?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Does the family living arrangement impact the student’s learning?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Has student experienced traumatic events, such as warfare, natural disasters, terrorist incidents, extreme poverty, experiences in refugee camps, serious accidents, or personal assaults/abuse?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is there a physical condition or affective barrier (anxiety, apathy, stress) that impacts the student’s learning?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In the school environment, is the student impacted by his/her cultural diversity, difference of status, linguistic differences, relocation or resettlement, and social or cultural isolation (consider self-esteem and sense of belonging)?</td>
</tr>
</tbody>
</table>

Strengths revealed:

Areas identified for intervention:

4/2011 

CEP-EL 

English Learner Transdisciplinary Team 

Page 1 of 3
SECTION B: Personal and Cultural Factors that May Impact Learning

Yes  No  Investigating

☐  ☐  ☐ Has student moved schools frequently?
☐  ☐  ☐ Has student endured separation from family members (e.g., parent(s) living abroad, immigration, military deployment, divorce)?
☐  ☐  ☐ Are there economic circumstances affecting achievement in school (consider economic barriers, changes from home country socioeconomic status)?
☐  ☐  ☐ Have traditional hierarchical roles shifted within the family (e.g., student taking on more responsibility with childcare, interpreting, etc.)?
☐  ☐  ☐ Are gender and/or birth order expectations of the home impacting learning?
☐  ☐  ☐ Do language barriers exist within the family (e.g., student no longer speaks home language proficiently enough to speak with parents and extended family)?
☐  ☐  ☐ Is family support available to the student (e.g., academic support, homework routines)?
☐  ☐  ☐ Has the student’s family had access to community support systems?
☐  ☐  ☐ Is the family a member of a community that shares its language and culture?
☐  ☐  ☐ Has the team examined what motivates and interests the student?

Strengths revealed:

Areas identified for intervention:

SECTION C: Language Development Factors that May Impact Learning

Yes  No  Investigating

☐  ☐  ☐ Is there evidence that the student has received systematic English Language Development (ELD) instruction?
☐  ☐  ☐ Does the teacher use explicit oral and written language models in every lesson?
☐  ☐  ☐ Are the oral and written language models at and slightly above the student’s language level?
☐  ☐  ☐ Has the student been shown how language works to express ideas, intentions, and information?
☐  ☐  ☐ Are there opportunities for the student to interact and talk in at least 3 lessons a day?
☐  ☐  ☐ Are a variety of talk structures used in the classroom (e.g., partner talk, small group, large group, teacher directed, student directed) every day?
☐  ☐  ☐ If grammar and vocabulary errors affect meaning, does the student receive positive and explicit feedback?
☐  ☐  ☐ Is sufficient wait-time (average 3-5 seconds) given to the student before responses are expected?
☐  ☐  ☐ Is there a match between student’s instructional language level and classroom demands?
☐  ☐  ☐ Is there listening and speaking data from all languages?
☐  ☐  ☐ Is there reading and writing data from all languages of instruction?
☐  ☐  ☐ Has available data related to the student’s language development (CELDT, IPT, Curriculum-Based Assessments, ELD standard goals, etc.) been collected and reviewed?
SECTION D: Previous and Current Learning Environment Factors that May Impact Learning

Yes No Investigating

☐ ☐ ☐  Were there similar concerns in any previous school environment?
☐ ☐ ☐  Did the student receive instruction in English during his/her previous school experience?
☐ ☐ ☐  Was the student ever formally instructed in his/her primary language?
☐ ☐ ☐  Have the previous and current instructional programs (i.e., Structured English Immersion, Mainstream English Cluster) matched the student’s English language proficiency level?
☐ ☐ ☐  Has the student moved between different types of instructional programs (e.g., Bilingual, Structured English Immersion)?
☐ ☐ ☐  Have there been any limited educational opportunities related to attendance, tardies, gaps in instruction, and time in school, district, or country?
☐ ☐ ☐  Has instruction been differentiated for the student’s learning style and level of language acquisition every day? Check off instructional techniques tried:
  ☐  Variety of speech patterns (e.g., intonation, rate, repetition)
  ☐  Experiential techniques (e.g., manipulatives, hands-on activities, movement)
  ☐  Visual supports (e.g., objects, gestures, graphic organizers)
  ☐  Alternative ways to respond (e.g., home language, signals) to ensure participation
  ☐  Flexible group structures (e.g., pairs, cooperative groups)
  ☐  Vocabulary scaffolded for student’s prior knowledge
  ☐  Student strengths incorporated in all subject areas
  ☐  Components of literacy explicitly taught in a meaningful and contextual manner
  ☐  Checks for understanding of all lesson objectives

☐ ☐ ☐  Have work samples been used to compare the student to peers from similar backgrounds?
☐ ☐ ☐  Has performance across content areas been considered?
☐ ☐ ☐  Have a variety of methods (classroom performance, district and state data) been used to investigate academic performance in all languages?

Strengths revealed:

Areas identified for intervention:
EL Intervention Summary

- Provides documentation of interventions tried and their outcomes.
- Interventions are documented in the following areas:
  - Extrinsic factors
  - Academic concerns in comparison to peers
  - Behavioral concerns that impact achievement of grade-level standards
### ENGLISH LEARNER INTERVENTION SUMMARY

**STUDENT:** __________________________  **ID#:** __________________________  **GRADE:** __________________________

**SCHOOL:** __________________________  **TEACHER:** __________________________  **DATE:** __________________________

#### STUDENT STRENGTHS:

<table>
<thead>
<tr>
<th>AREA OF CONCERN</th>
<th>INTERVENTION</th>
<th>OUTCOMES/DATES</th>
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<tr>
<td>ACADEMIC CONCERNS IN COMPARISON TO PEERS (WHEN POSSIBLE, FROM SIMILAR BACKGROUNDS)</td>
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</tr>
<tr>
<td>BEHAVIOR CONCERNS THAT IMPACT ACHIEVEMENT OF GRADE-LEVEL STANDARDS (OBSERVABLE AND MEASURABLE)</td>
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#### EFFECTIVE PRACTICES FOR ENGLISH LEARNERS:

- Explicit teaching of the features of English along with ample, meaningful opportunities to use it.
- Systematic, carefully designed ELD instruction.
- Dedicated ELD instructional time.
- Explicit teaching of the principle components of literacy including phonics, phonemic awareness, reading fluency, vocabulary comprehension, and writing.
- Increased opportunities to develop academic English vocabulary and comprehension.
- Emphasizing academic English language skills in all subject areas.
- Direct instruction that provides explicit teaching of skills or knowledge including modeling, corrective feedback, and guided practice.
CEP-EL Checklist

- Certifies that newly identified or re-evaluated English learners have been provided a comprehensive evaluation upon identification for special education services.

- Required when considering English learners within any special education disability category.

- Documents use of best practices for English learners throughout the evaluation process (from pre-referral to IEP development).

- May be reviewed for compliance.
CEP-EL Checklist

Review of Background Information

- Parent participation
- Provision for students with severe concerns
- Provision for students already indentified
- Supported by other forms

Assessment

- Comprehensive assessment
- Mandatory health assessment
- Assessment in primary language
- Appropriate tools and qualified assessors
CEP-EL Checklist

IEP Team Determination of Eligibility

- Not based on one source of information
- Exclusionary criteria
- Rationale for primary handicapping condition

IEP Team Supports and Services

- Knowledgeable team member included
- Interpreter use
- Least restrictive environment
- Goals aligned to English language development standards
CEP-EL Preliminary Findings

- Teams identifying English learners
- Defining transdisciplinary roles
- Pros and cons of integration with online RtI and IEP systems
- Raising awareness of extrinsic factors
- Use of process for students not defined as “English learners”
Questions?
Contacts and Resources

- English Learner Transdisciplinary Team
  San Diego Unified School District
  - Angela Gaviria agaviria@sandi.net
  - Tim Tipton ttipton@sandi.net

- CEP-EL Manual
  - Sign up to receive copy


References


