

MTSS and Pre-referral Process for EL Students

Step 1: Identify Concerns and Gather initial information to bring to PST Meeting

- Define Concerns (see resources for additional checklists)
 - a. Use measurable and objective data
 - b. EG. Third-grade student reading at a first-grade level and struggles with decoding even simple CVC words.
 - c. If reporting LLI levels, give comparison data
- Review existing data including English Proficiency Data
 - a. Review educational history - [EL Educational History](#)
 - b. Review assessments of English Proficiency (WIDA, ACCESS, BELA)
 - c. Parent Interview - [EL Student and Family Background Information](#)
- Compare to peers with comparable educational experiences (i.e, peers of the same cultural background, educational experiences, in the same intervention group, etc.)
- Questions to address
 - a. Is instruction geared toward the existing English Proficiency level?

Step 2: Pre-Referral Team Meeting (include someone knowledgeable about the student's culture on the team)

- Meet with the team to discuss the information collected
- Determine what, if any, additional information needs to be gathered (interviews, observations, language proficiency assessments)
- Go through the problem-solving process and develop a hypothesis regarding the cause for identified needs (consider what in the Instruction, Curriculum, and/or Environment might be impacting their learning and target intervention around this)
- Determine the next step for the student (Intervention plan)

Step 3: Implement Intervention

- Implement Intervention & Collect data
- Compare student's progress to comparable peers

Step 4: Follow up PST Meeting

- Discuss students progress
- Adjust intervention if needed
- Gather additional information if needed
- Revise hypothesis if needed (begin to consider child-centered factors that may be impacting their learning - e.g, processing skills)
- Repeat Step 3 & 4

Step 5: Refer to Special Education

- If inadequate progress has been made and language and cultural factors have been ruled out as a cause for the student's learning difficulties, consider a special education evaluation
- Consider multiple data sources to validate the concern, including parents' concerns
- Student has received instruction long enough to benefit from the intervention
- Evaluation team - review all data collected thus far and consider how the team will make the evaluation less discriminatory

Step 6: Considering Eligibility

- Review Data
- Complete CLIM ([Copy of CLIM-Basic \(5\)](#)) with any test scores applicable.
- Address ELL data in Exclusionary factors section of the ER ruling in or out the impact of the second language on the student's results and learning.
- In ER, note any alterations of test procedures/deviations from normed procedures. If there are deviations, do NOT report scores, only descriptors for the range of scores obtained.
- Summarize and determine eligibility for Special Education - Use: [Decision-Making Framework Template for EL Students](#)

Additional Resources

[Pre-Referral Checklist EL](#)

[EL Sociocultural Checklist](#)

[BICS CALP.docx.pdf](#)

[3- EL Intervention and Referral Process-pink](#)

[Decision-Making Framework Template for EL Students](#) (Sample write-up available for each disability area)

[CLIM-General.doc](#)

What does an EL SLD Evaluation look like:

- Intellectual assessments
 - Use appropriate assessment based on child's language ability
 - Use of Nonverbal assessments
 - Use of descriptors instead of reporting standard scores
- Achievement assessments
 - Use appropriate assessment based on the child's ability
 - Determine if/how to report scores
 - Consider using RPI instead of reporting standard scores
 - The RPI is a measure of a person's proficiency in a skill, ability, or area of knowledge compared with average. age or grade peers.

W Difference	RPI	Proficiency	Functionality	Development	Implications for Age- or Grade-Level Tasks
+31 and above	100/90	Very Advanced	Very Advanced	Very Advanced	Extremely Easy
+14 to +30	98/90 to 100/90	Advanced	Advanced	Advanced	Very Easy
+7 to +13	95/90 to 98/90	Average to Advanced	Within Normal Limits to Advanced	Age-Appropriate to Advanced	Easy
-6 to +6	82/90 to 95/90	Average	Within Normal Limits	Age-Appropriate	Manageable
-13 to -7	67/90 to 82/90	Limited to Average	Mildly Impaired to Within Normal Limits	Mildly Delayed to Age-Appropriate	Difficult
-30 to -14	24/90 to 67/90	Limited	Mildly Impaired	Mildly Delayed	Very Difficult
-50 to -31	3/90 to 24/90	Very Limited	Moderately Impaired	Moderately Delayed	Extremely Difficult
-51 and below	0/90 to 3/90	Negligible	Severely Impaired	Severely Delayed	Impossible