When the Majority is the Minority

Presented by the Pasco School District Special Services Department

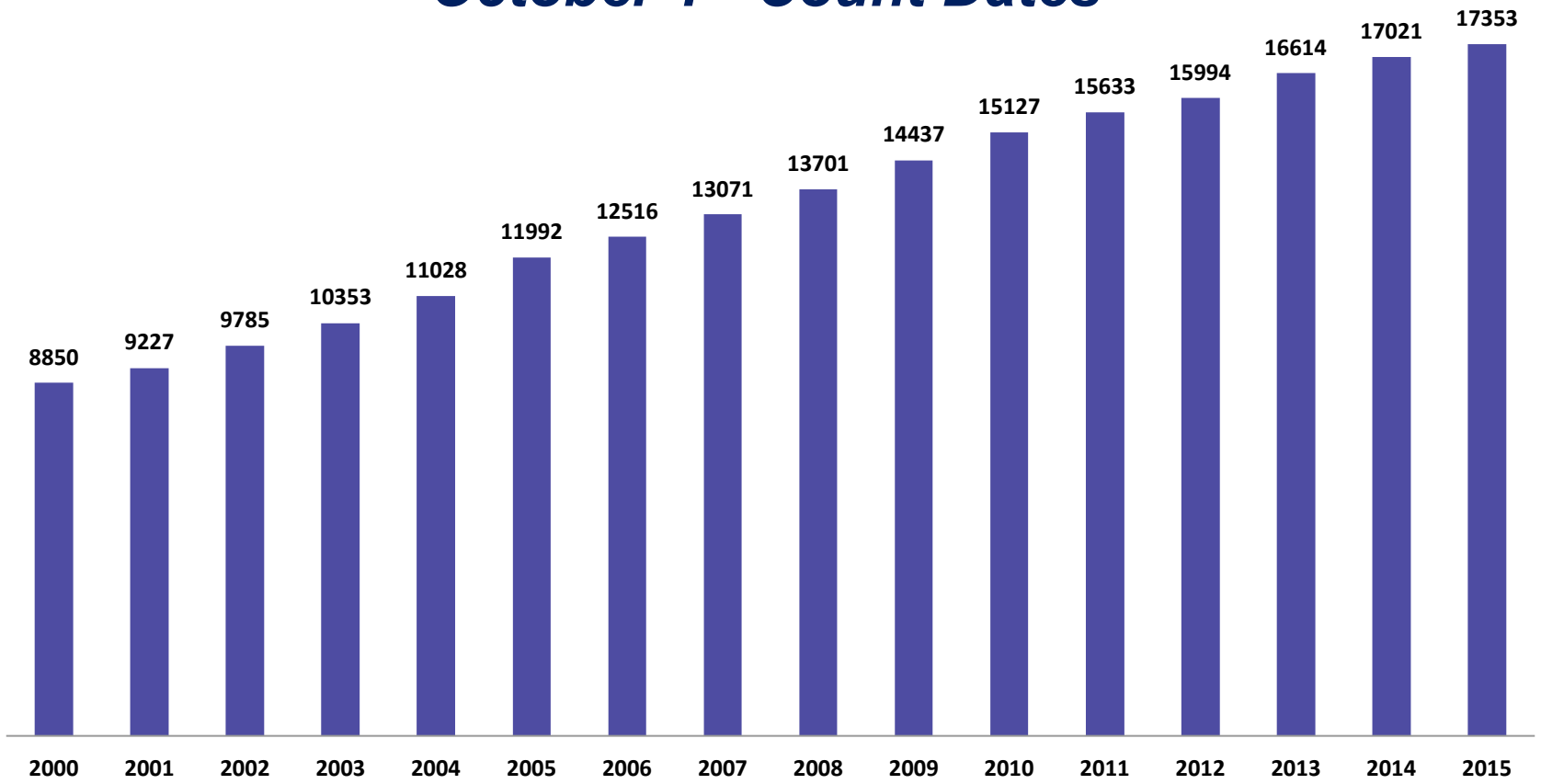
Tracy Wilson, Executive Director Special Services
Pedro Gonzalez, Bilingual School Psychologist

Presentation Overview

- Review school district demographics to define, for the purpose of this presentation, when the minority is the majority
- Identify historical data that lead to a focus on SLD identification eligibility category
- Identify the process currently being used for SLD identification with bilingual /ELL students
- Share currently how IEP teams are applying the methodology
- Identify current data trends as a result of implementation
- Identify and share the district next steps

District Enrollment History

October 1st Count Dates



Increase	4.3%	5.7%	5.8%	6.5%	7.3%	5.8%	4.5%	4.8%	5.1%	4.7%	3.2%	2.3%	3.9%	2.4%	1.9%

Oct. 1 2015 was *up 332 more students* than Oct. 1, 2014.

Uniquely Pasco

October 1, 2015 Enrollment

	Pasco	WA
Latino/Latina	70%	22%
White	24%	57%
Black	<2%	4.5%
Asian/Pacific Islander	2%	8.2%
Native American	<1%	1.5%
Other/Multiracial	2%	7%

Uniquely Pasco

October 1, 2015 Enrollment

	Pasco	WA
• Free/Reduced Meals	74%	45%
• Non-English or Bilingual Homes	57%	NA
• English Language Learners	35%	10%
• Transitioning English Learners	18%	NA
• Migrant	7%	2%
• Special Education	12%	13.4%*

* OSPI Report Card Oct. 2014

Washington State Special Education Performance Data

- Review of Special Education Data indicators 9 and 10

(9): Percent of district with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification

(10): Percent of district with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification

Indicators 9 and 10

- Indicator 9 (disproportionate representation of racial/ethnic groups in special education)
- Indicator 10 (disproportionate representation of racial/ethnic groups in specific categories)

	Hispanic				White (not Hispanic)			
	Weighted Risk Ratio			11/09 Child Count*	Weighted Risk Ratio			11/09 Child Count*
Indicator 9:	**0708**	**0809**	**0910**		**0708**	**0809**	**0910**	
All Disabilities	1.10	1.15	1.21	1104	1.07	0.88	0.77	340

	Hispanic				White (not Hispanic)			
	Weighted Risk Ratio				Weighted Risk Ratio			
Indicator 10:	**0708**	**0809**	**0910**		**0708**	**0809**	**0910**	
Autism	0.22	0.15	0.15	10	1.95	2.61	2.20	27
Comm Dis	0.74	1.00	0.94	137	1.76	0.96	0.71	50
EBD	0.35	0.35	0.36	18	1.36	1.88	0.91	17
Health Imp.	0.58	0.61	0.54	137	1.28	1.04	1.03	93
SLD	2.08	2.18	2.45	636	0.78	0.63	0.55	99
Intellectual Dis	0.98	0.91	1.08	49	0.00	0.92	1.17	19

Observations of Performance Data

- Rate of SLD identification began rising faster than the population increase for the Hispanic, as compared to non Hispanic.
- SLD Identification for race/ethnicity in our majority/minority population was on the rise (2.08, 2,18, 2.45)
- The weighted risk ratio for overall identification was well within acceptable risk category, but beginning to climb. (1.10, 1.15, 1.21)
    - The weighted risk ratio is a measure of the risk that a student from a specific racial/ethnic group will be served in a specific disability category compared to the risk of all other students being served in that category. For example, a weighted risk ratio of 1.00 means that students from that group are as likely to be served in the category as all other students. A weighted risk ratio greater than 1.00 indicates the degree to which students in the racial/ethnic group are over-represented. Therefore, a weighted risk ratio of 4.17 in the EBD-Black category means that Black students in the district are 4.17 times more likely to be identified in the EBD category than all other students. A weighted risk ratio less than 1.00 indicates the degree to which students from the racial/ethnic group are under-represented. For example, a weighted risk ratio of 0.50 in the ID-Black category means that Black students in the district are half as likely to be identified in the ID disability category as all other students.
- Data pushed us to review what was contributing to the rise

Pasco School District: The Journey of ELL/ ELD Assessment

- **09-10:** Cross Battery Assessment first introduction Dr. Frank Bender University of Oregon
- **10-11** School year school psychologist book study Cross Battery Assessment
- **2011** Spring Lecture series
  - Patterns of Strengths and Weaknesses
  - Dr. Samuel Ortiz and the Cultural Linguistic interpretive Matrix (CLIM)
- **Spring 2013:** NASP in Seattle Dr. Samuel Ortiz and Assessment of ELL
- **Fall 2013:** WSASP annual conference, Dr. Samuel Ortiz
- **Fall 2014** WSASP annual conference Cross Battery Assessment, CLIM
- **Spring 2015:** Dr. Alfonso presentation to tri –city area school psychologists cross battery assessment
- **Spring 2016:** Dr. Alfonso 6 hour Cross-battery Assessment for Specific Learning Disability Identification and Intervention for School Psychologists and Speech-Language Pathologists
- **Spring 2016:** Pasco workshop with School Psychologists and SLPs on Cross-battery Assessment for Specific Learning Disability Identification and Intervention

Case Studies

A Case of an ELL student Qualifying as SLD using the Severe Discrepancy Model supported by the Cross-Battery Assessment Approach and the Culture-Language Interpretive Matrix (C-LIM)

Background Information

- *"Maria"*
  - *Twelve year old student*
  - *5th grade*
  - *Difficulties in all academic areas*
  - *Repeated first and second grade*
  - *Unremarkable health history*
  - *Made some progress after receiving reading intervention (i.e., Read Naturally, Read Live, etc.)*
  - *Developmental Reading Assessment was at level 20 (first trimester of 2nd grade)*

Background Information

- *"Maria"*
  - *Lives with biological parents, uncle and younger brother*
  - *Parents speak Spanish and Tzeltal (Mayan Language spoken in the Mexican state of Chiapas)*
  - *Maria speaks and understands both English and Spanish but academic instruction in 5th grade is over 70% in English*
  - *In her Washington Language Proficiency Test (WLPT) Maria was at level 3 (Advanced)*
  - *Has attended three different schools since 1st grade with inconsistent attendance at times*
  - *She has no behavior or speech and language concern.*

Tests Battery

- KABC-II Standard Battery
- WJ-IV COG (Letter-Pattern Matching and Pair Cancellation to obtain Gs; Phonological Processing and Nonword Repetition to obtain Ga)
- Bateria III NU Woodcock Munoz ACH
- WJ-III NU ACH

Behavioral Observations

- In her classroom, Maria appeared disengaged from her teacher's direct instruction
- Seemed shy or withdrawn and did not ask any questions
- Spoke very softly during cognitive assessment, but was extremely cooperative
- Exhibited normal attention and good concentration while completing testing
- No obvious visual, auditory acuity or motor problems noted

KABC-II Results

Scale Indexes	Standard Score	Confidence Interval	%-ile	Descriptor
Sequential/Gsm	71	63 to 83	3	Below average
Simultaneous/Gv	88	79 to 99	21	Average
Learning/Glr	92	84 to 100	30	Average
Planning/Gf	90	80 to 102	25	Average
Knowledge/Gc	75	68 to 84	5	Below average
FCI	78	72 to 84	7	Below average
MPI	80	75 to 86	9	Below average

WJ-IV COG Results

Factor Clusters	Age Equivalent	Standard Score	Confidence Interval	Grade Equivalent	RPI	%-ile	Descriptor
AUDITORY PROCESSING (Ga)	6-2	55	43 to 67	21		0.13	Very Low
PROCESSING SPEED (Gs)	9-1	79	65 to 94	20		8	Low

Bateria-III NU Woodcock Munoz Results

Standard Cluster Scores	Age Equivalent	Standard Score	Confidence Interval	Grade Equivalent	RPI	%-ile	Descriptor
DES en CÁLC MAT	8-10	65	60 to 69	3.5		1	Muy Inferior/Very Low
DES en CÁLC MAT/ Implicación					39/90		Muy difícil/Very Difficult
EXPRESIÓN ESCRITA	8-6	71	67 to 75	3.2		3	Inferior/Low
EXPRESIÓN ESCRITA/ Implicación					43/90		Muy difícil/Very Difficult
FLUIDEZ ACADÉMICA	8-6	67	63 to 71	3.2		1	Muy Inferior/Very Low
FLUIDEZ ACADÉMICA/ Implicación					48/90		Muy difícil/Very Difficult

Bateria-III NU Woodcock Munoz Results

Extended Cluster Scores	Age Equivalent	Standard Score	Confidence Interval	Grade Equivalent	RPI	%-ile	Descriptor
DES BÁS en LECTURA	8-6	77	74 to 79	3.2		6	Inferior/Low
DES BÁS en LECTURA/ Implicación					11/90		Extremadamente difícil/Extremely difficult
COMP de LECTURA	7-8	72	69 to 74	2.1		1	Muy Inferior/Very Low
COMP de LECTURA/ Implicación					20/90		Extremadamente difícil/Extremely difficult
RAZON en MATEMÁTICAS	7-11	75	61 to 68	2.6		1	Muy Inferior/Very Low
RAZON en MATEMÁTICAS/ Implicación					6/90		Extremadamente difícil/Extremely difficult

Bateria-III NU Woodcock Munoz Results

Standard Subtests	Age Equivalent	Standard Score	Confidence Interval	Grade Equivalent	RPI	%-ile	Descriptor
Fluidez en la lectura	8-9	76	70 to 82	3.4		5	Inferior/Low
Fluidez en la lectura/ Implicación					53/90		Muy difícil/Very Difficult

WJ-III ACH Results

Standard Cluster Scores	Age Equivalent	Standard Score	Confidence Interval	Grade Equivalent	RPI	%-ile	Descriptor
MATH CALC SKILLS	8-4	59	55 to 64	3.1		0.31	Very Low
MATH CALC SKILLS/Implication					29/90		Very Difficult
WRITTEN EXPRESSION	8-11	75	70 to 79	3.6		5	Low
WRITTEN EXPRESSION/ Implication					50/90		Very Difficult
ACADEMIC SKILLS	8-1	59	56 to 62	2.8		0.31	Very Low
ACADEMIC SKILLS/ Implication					4/90		Extremely Difficult
ACADEMIC FLUENCY	8-4	66	62 to 69	3.1		1	Very Low
ACADEMIC FLUENCY/ Implication					45/90		Very Difficult

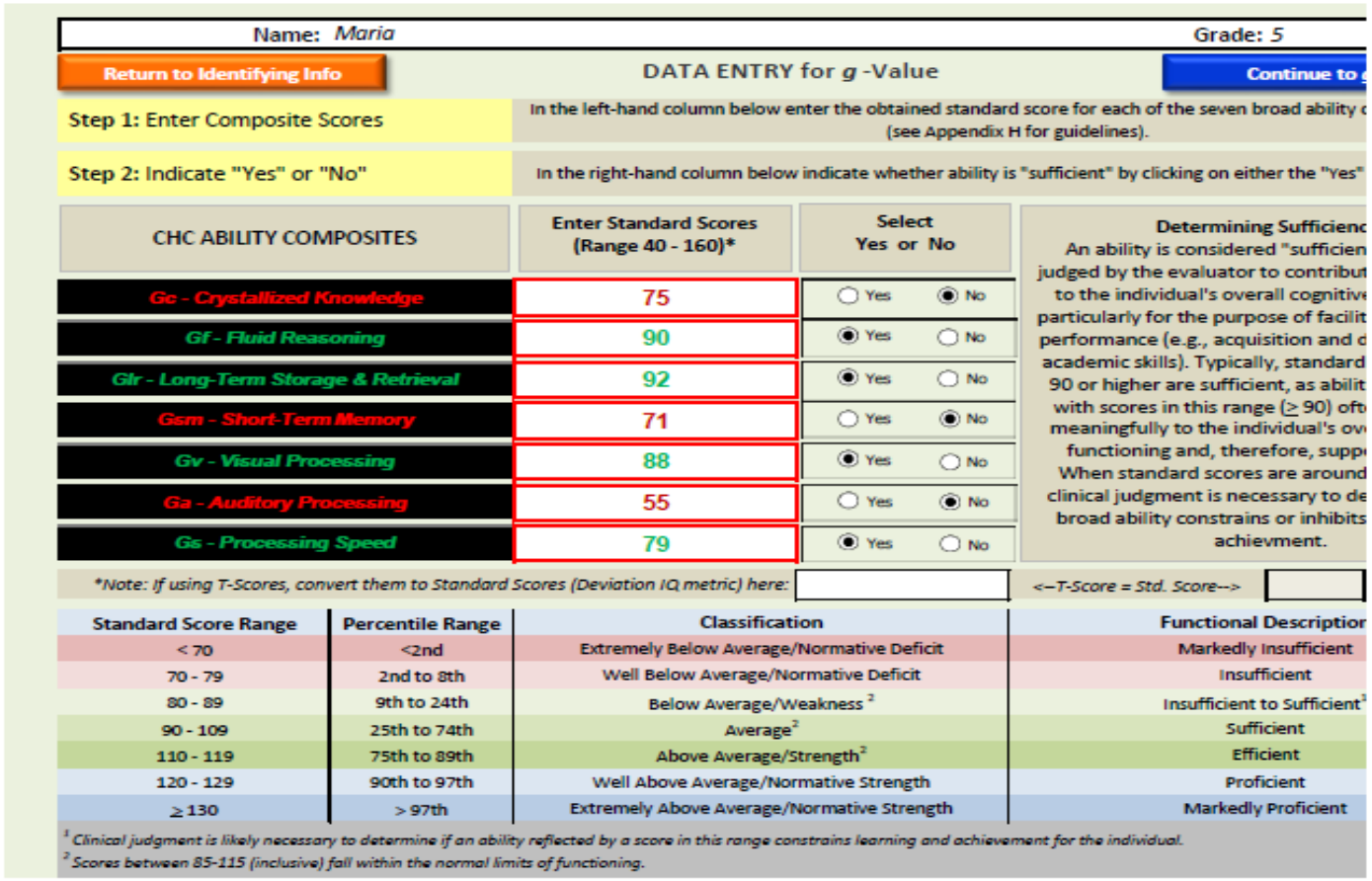
WJ-III ACH Results

Extended Cluster Scores	Age Equivalent	Standard Score	Confidence Interval	Grade Equivalent	RPI	%-ile	Descriptor
BASIC READING SKILLS	7-11	69	67 to 72	2.6		2	Very Low
BASIC READING SKILLS/Implication					3/90		Extremely Difficult
READING COMP	7-7	62	58 to 65	2.3		1	Very Low
READING COMP/ Implication					14/90		Extremely Difficult
MATH REASONING	7-8	61	57 to 64	2.4		0.47	Very Low
MATH REASONING/ Implication					4/90		Extremely Difficult

WJ-III ACH Results

Standard Subtests	Age Equivalent	Standard Score	Confidence Interval	Grade Equivalent	RPI	%-ile	Descriptor
Reading Fluency	8-8	75	71 to 80	3.3		5	Low
Reading Fluency/ Implication					51/90		Very Difficult

Maria's PSW Data



Name: *Maria* Grade: *5*

Return to Identifying Info | DATA ENTRY for *g* -Value | Continue to

Step 1: Enter Composite Scores — In the left-hand column below enter the obtained standard score for each of the seven broad ability c (see Appendix H for guidelines).

Step 2: Indicate "Yes" or "No" — In the right-hand column below indicate whether ability is "sufficient" by clicking on either the "Yes"

CHC ABILITY COMPOSITES	Enter Standard Scores (Range 40 - 160)*	Select Yes or No
Gc - Crystallized Knowledge	75	○ Yes ◉ No
Gf - Fluid Reasoning	90	◉ Yes ○ No
Glr - Long-Term Storage & Retrieval	92	◉ Yes ○ No
Gsm - Short-Term Memory	71	○ Yes ◉ No
Gv - Visual Processing	88	◉ Yes ○ No
Ga - Auditory Processing	55	○ Yes ◉ No
Gs - Processing Speed	79	◉ Yes ○ No

Determining Sufficienc
An ability is considered "sufficien judged by the evaluator to contribut to the individual's overall cognitive particularly for the purpose of facilit performance (e.g., acquisition and d academic skills). Typically, standard 90 or higher are sufficient, as abilit with scores in this range (≥ 90) oft meaningfully to the individual's ov functioning and, therefore, suppo When standard scores are around clinical judgment is necessary to de broad ability constrains or inhibits achievment.

**Note: If using T-Scores, convert them to Standard Scores (Deviation IQ metric) here:* <--T-Score = Std. Score-->

Standard Score Range	Percentile Range	Classification	Functional Description
< 70	<2nd	Extremely Below Average/Normative Deficit	Markedly Insufficient
70 - 79	2nd to 8th	Well Below Average/Normative Deficit	Insufficient
80 - 89	9th to 24th	Below Average/Weakness [2]	Insufficient to Sufficient[1]
90 - 109	25th to 74th	Average[2]	Sufficient
110 - 119	75th to 89th	Above Average/Strength[2]	Efficient
120 - 129	90th to 97th	Well Above Average/Normative Strength	Proficient
≥ 130	> 97th	Extremely Above Average/Normative Strength	Markedly Proficient

[1] *Clinical judgment is likely necessary to determine if an ability reflected by a score in this range constrains learning and achievement for the individual.*
[2] *Scores between 85-115 (inclusive) fall within the normal limits of functioning.*

Maria's PSW Data

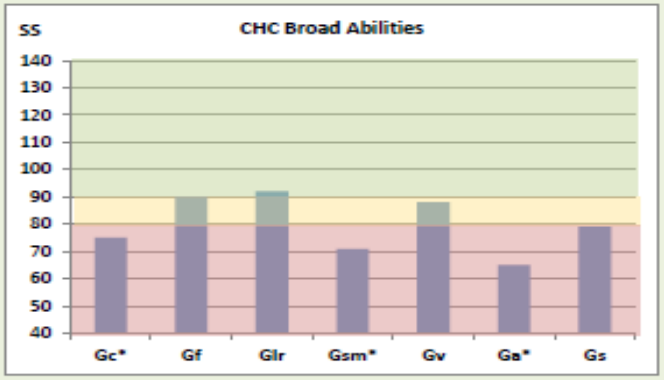
Name: *Maria* Grade: *5*

Return to g-Value Data Entry

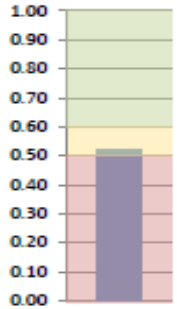
Analysis and Interpretation of *g* -Value

Go to PSW Data Entry

Based on data entered in prior tabs, a *g* -Value is computed and displayed here. Users are advised to refer to the Notes, Instruction, and Development tab and to the relevant text in ***Essentials of Cross-Battery Assessment, Third Edition*** for a detailed discussion regarding the full meaning and proper use of the *g* -Value.



***g* -Value = 0.52**



The *g*-Value reflects overall cognitive ability based on the broad CHC abilities judged by the evaluator to be "sufficient." The *g*-Value is interpreted according to the *likelihood* that an individual possesses at least average overall cognitive ability.

≥ .60 = average overall ability is very likely
.51 - .59 = more information needed
≤ .50 = average overall ability is unlikely

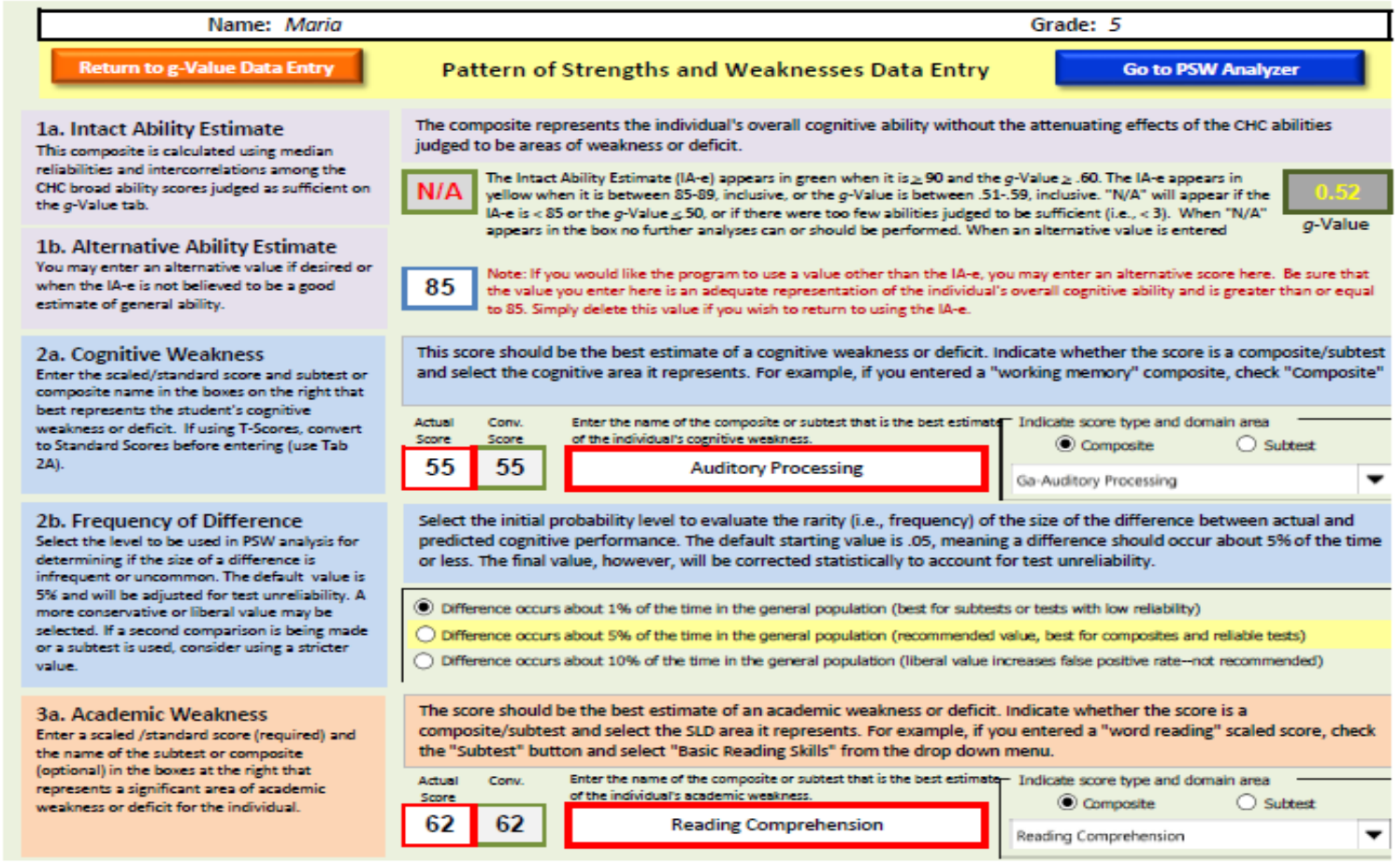
Note: An asterisk (*) next to a broad ability code indicates that the ability was judged as "insufficient" by the evaluator.

Interpretation of *g* -Value = 0.52

How likely is it that the individual's pattern of strengths indicates at least average overall cognitive ability?

LIKELY, IF SUPPORTED BY OTHER DATA. According to the data provided, the individual displays two or more weaknesses in cognitive ability domains considered important for acquiring the academic skills typical for this grade level, suggesting that learning may be challenging or constrained. A determination regarding whether or not the individual's overall cognitive ability is at least average should be made based on additional data sources.

Maria's PSW Data



Name: *Maria* Grade: *5*

Return to g-Value Data Entry

Pattern of Strengths and Weaknesses Data Entry

Go to PSW Analyzer

1a. Intact Ability Estimate
This composite is calculated using median reliabilities and intercorrelations among the CHC broad ability scores judged as sufficient on the *g*-Value tab.

The composite represents the individual's overall cognitive ability without the attenuating effects of the CHC abilities judged to be areas of weakness or deficit.

N/A

The Intact Ability Estimate (IA-e) appears in green when it is ≥ 90 and the *g*-Value ≥ .60. The IA-e appears in yellow when it is between 85-89, inclusive, or the *g*-Value is between .51-.59, inclusive. "N/A" will appear if the IA-e is < 85 or the *g*-Value ≤ .50, or if there were too few abilities judged to be sufficient (i.e., < 3). When "N/A" appears in the box no further analyses can or should be performed. When an alternative value is entered

0.52
g-Value

1b. Alternative Ability Estimate
You may enter an alternative value if desired or when the IA-e is not believed to be a good estimate of general ability.

85

Note: If you would like the program to use a value other than the IA-e, you may enter an alternative score here. Be sure that the value you enter here is an adequate representation of the individual's overall cognitive ability and is greater than or equal to 85. Simply delete this value if you wish to return to using the IA-e.

2a. Cognitive Weakness
Enter the scaled/standard score and subtest or composite name in the boxes on the right that best represents the student's cognitive weakness or deficit. If using T-Scores, convert to Standard Scores before entering (use Tab 2A).

This score should be the best estimate of a cognitive weakness or deficit. Indicate whether the score is a composite/subtest and select the cognitive area it represents. For example, if you entered a "working memory" composite, check "Composite"

Actual Score	Conv. Score	Enter the name of the composite or subtest that is the best estimate of the individual's cognitive weakness.
55	55	Auditory Processing

Indicate score type and domain area
(•) Composite ( ) Subtest
Ga-Auditory Processing

2b. Frequency of Difference
Select the level to be used in PSW analysis for determining if the size of a difference is infrequent or uncommon. The default value is 5% and will be adjusted for test unreliability. A more conservative or liberal value may be selected. If a second comparison is being made or a subtest is used, consider using a stricter value.

Select the initial probability level to evaluate the rarity (i.e., frequency) of the size of the difference between actual and predicted cognitive performance. The default starting value is .05, meaning a difference should occur about 5% of the time or less. The final value, however, will be corrected statistically to account for test unreliability.

(•) Difference occurs about 1% of the time in the general population (best for subtests or tests with low reliability)
( ) Difference occurs about 5% of the time in the general population (recommended value, best for composites and reliable tests)
( ) Difference occurs about 10% of the time in the general population (liberal value increases false positive rate--not recommended)

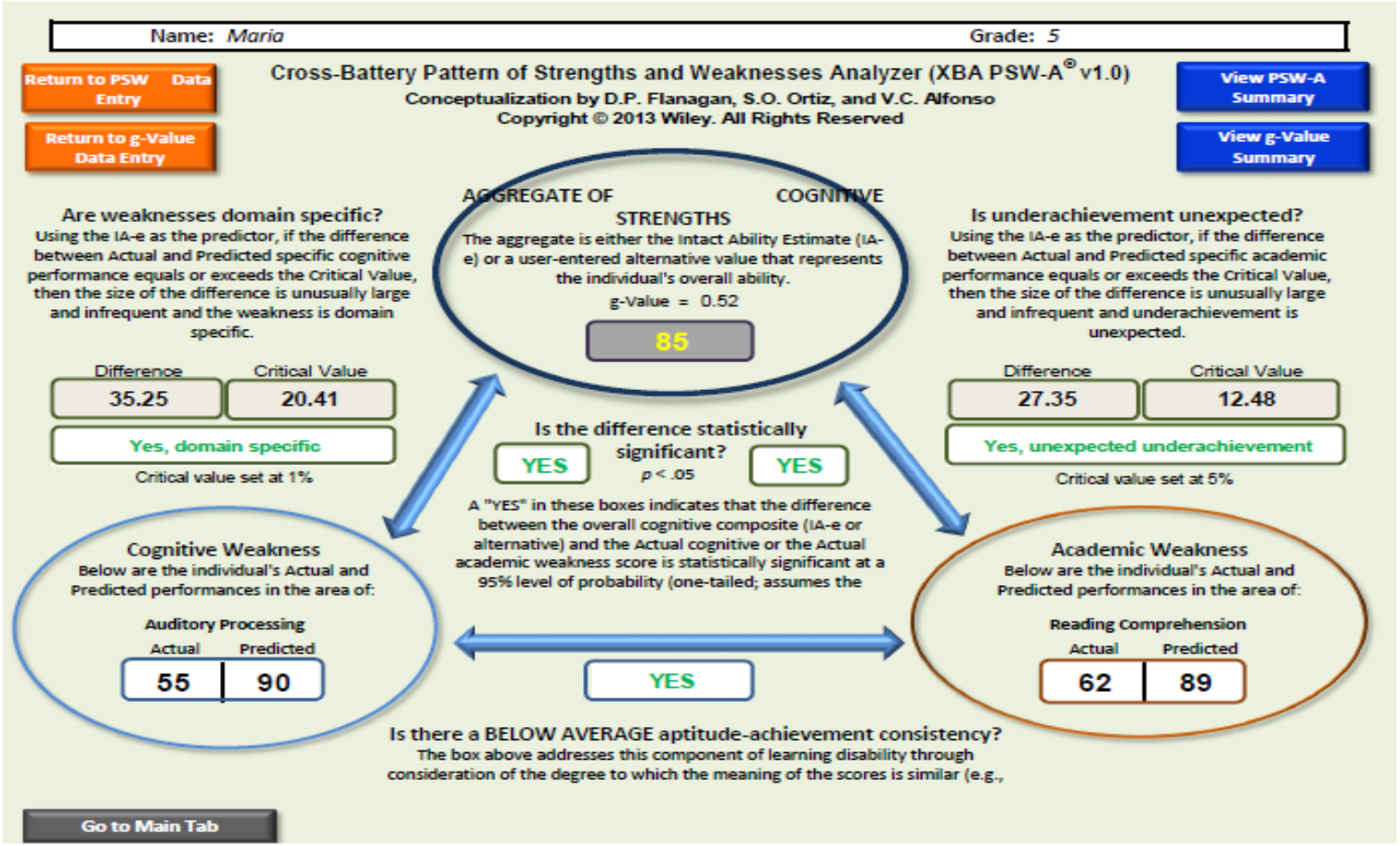
3a. Academic Weakness
Enter a scaled /standard score (required) and the name of the subtest or composite (optional) in the boxes at the right that represents a significant area of academic weakness or deficit for the individual.

The score should be the best estimate of an academic weakness or deficit. Indicate whether the score is a composite/subtest and select the SLD area it represents. For example, if you entered a "word reading" scaled score, check the "Subtest" button and select "Basic Reading Skills" from the drop down menu.

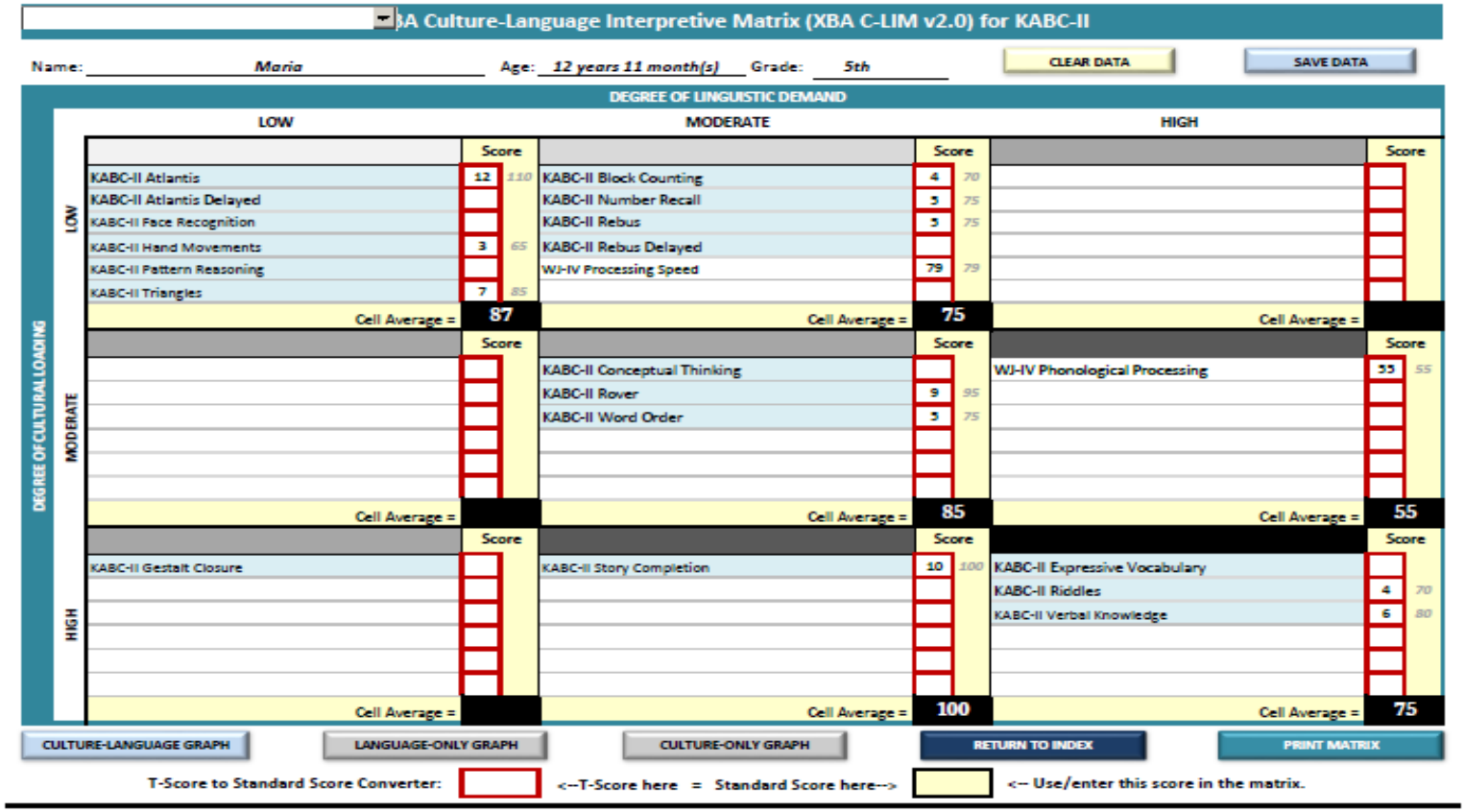
Actual Score	Conv. Score	Enter the name of the composite or subtest that is the best estimate of the individual's academic weakness.
62	62	Reading Comprehension

Indicate score type and domain area
(•) Composite ( ) Subtest
Reading Comprehension

Maria's PSW Data



Maria's C-LIM Data



BA Culture-Language Interpretive Matrix (XBA C-LIM v2.0) for KABC-II

Name: *Maria* Age: *12 years 11 month(s)* Grade: *5th*

CLEAR DATA SAVE DATA

DEGREE OF LINGUISTIC DEMAND

DEGREE OF CULTURAL LOADING

	LOW			MODERATE			HIGH		
		Score			Score			Score	
LOW	KABC-II Atlantis	12	110	KABC-II Block Counting	4	70			
	KABC-II Atlantis Delayed			KABC-II Number Recall	5	75			
	KABC-II Face Recognition			KABC-II Rebus	5	75			
	KABC-II Hand Movements	3	65	KABC-II Rebus Delayed					
	KABC-II Pattern Reasoning			WJ-IV Processing Speed	79	79			
	KABC-II Triangles	7	85						
	Cell Average =	87		Cell Average =	75		Cell Average =		
		Score			Score			Score	
MODERATE				KABC-II Conceptual Thinking			WJ-IV Phonological Processing	55	55
				KABC-II Rover	9	95			
				KABC-II Word Order	5	75			
	Cell Average =			Cell Average =	85		Cell Average =	55	
		Score			Score			Score	
HIGH	KABC-II Gestalt Closure			KABC-II Story Completion	10	100	KABC-II Expressive Vocabulary		
							KABC-II Riddles	4	70
							KABC-II Verbal Knowledge	6	80
	Cell Average =			Cell Average =	100		Cell Average =	75	

CULTURE-LANGUAGE GRAPH | LANGUAGE-ONLY GRAPH | CULTURE-ONLY GRAPH | RETURN TO INDEX | PRINT MATRIX

T-Score to Standard Score Converter: <--T-Score here = Standard Score here--> <-- Use/enter this score in the matrix.

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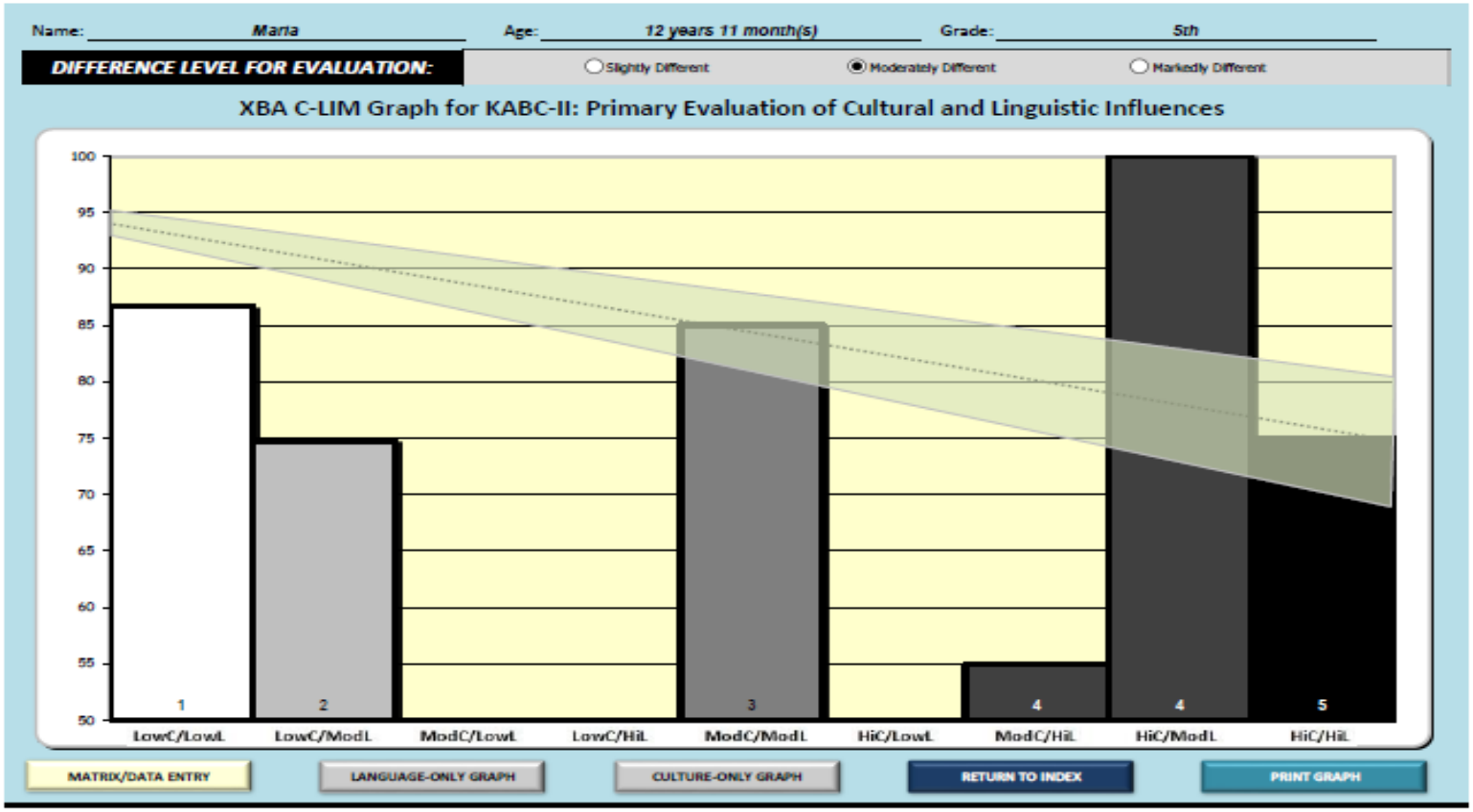
Maria's C-LIM Data



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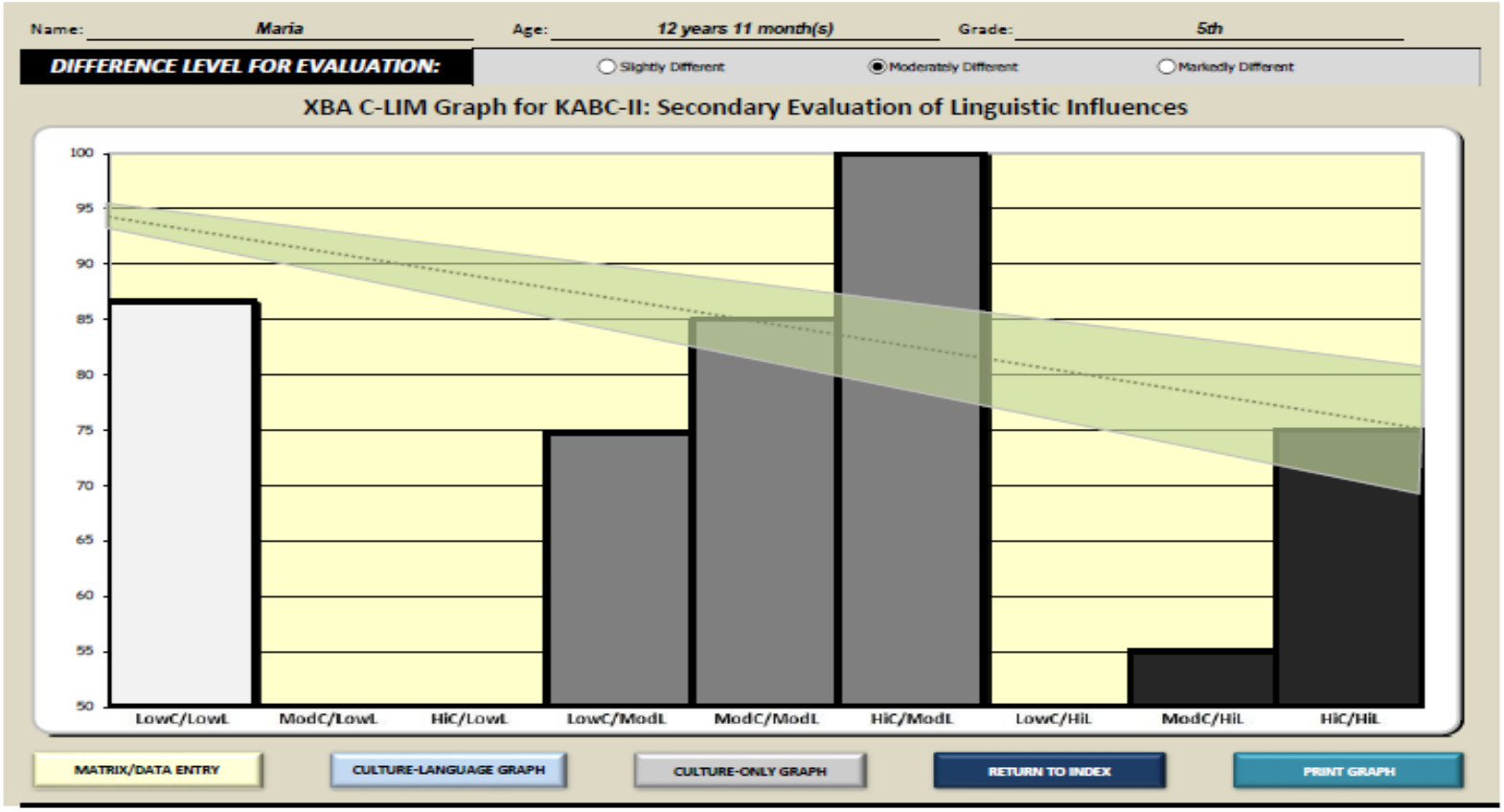

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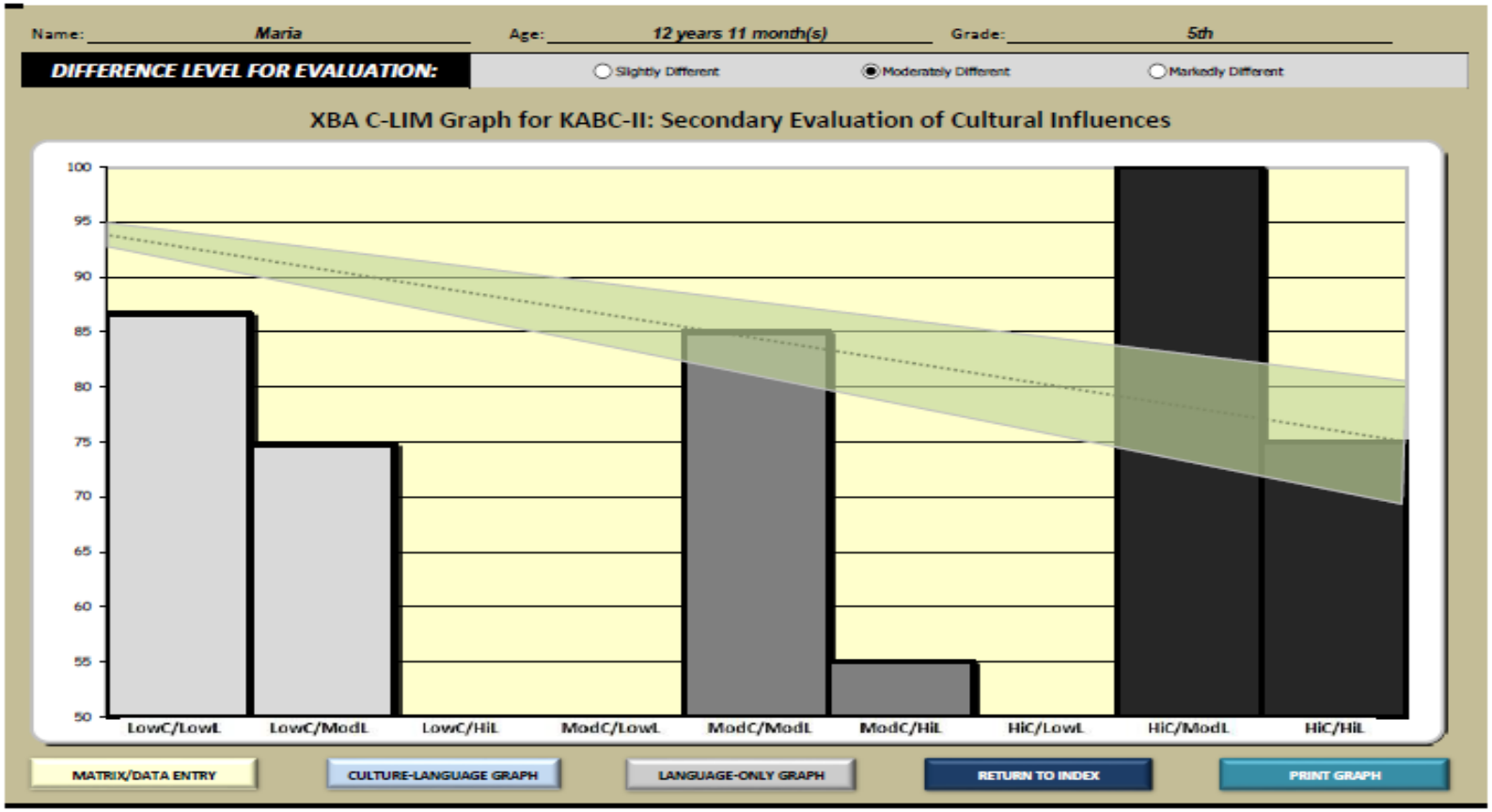
Maria's C-LIM Data



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RESULTS

- It was determined that a severe discrepancy between Maria's overall intellectual ability and her academic skills in the area of reading comprehension skills existed.
- The reading compression scores were consistently low in both English and Spanish academic testing.
- XBA Pattern of Strengths and Weakness data revealed that all criteria consistent with SLD were met; evidence of domain specific weakness in cognitive functioning (phonological or auditory processing), evidence of unexpected underachievement (reading comprehension) and evidence of a below average aptitude-achievement consistency.
- Providing services in math skills was considered because a severe discrepancy in this area also appears to exist. However, Maria's deficits in auditory processing do not directly correlate or necessarily impact weakness in math.

RESULTS

- Review of Maria's test data as entered into the C-LIM did not appear to reveal a pattern of decline that is typical of or within the range that would be expected of other individuals with similar cultural and linguistic backgrounds.
- The overall pattern of test performance did not decline systematically, suggesting that her test performance was ***not due primarily*** to the influence of cultural and linguistic factors.
- The observed pattern of Maria's test results was not consistent with performance that is typical of non-disabled, culturally and linguistically diverse individuals who are of average ability or higher. Therefore, it can be reasonably concluded that the data evaluated with the C-LIM are likely valid and that, if supported by additional data, Maria's test performance may be attributed primarily to the presence of a learning disability.

A Case of an ELL student **Not** Qualifying as SLD using the Severe Discrepancy Model supported by the Cross-Battery Assessment Approach and the Culture-Language Interpretive Matrix (C-LIM)

Background Information

- *"Juan"*
  - *Ten year old student*
  - *4th grade*
  - *Difficulties in all academic areas and remembering information*
  - *Never repeated any grade*
  - *Unremarkable health history*
  - *No clear evidence of receiving consistent interventions*
  - *Evaluacion de la Lectura (reading assessment) was at level 28 (third trimester of 2nd grade)*

Background Information

- *"Juan"*
  - *Lives with biological mother and older brother*
  - *Spanish is spoken at home and Juan reports that he speaks English with his brother*
  - *Academic instruction in 4th grade is over 50% in English*
  - *In his Washington Language Proficiency Test (WLPT) Juan was at level 2 (Intermediate)*
  - *Has attended two different schools since kindergarten with consistent attendance*
  - *He has no behavior or speech and language concerns*

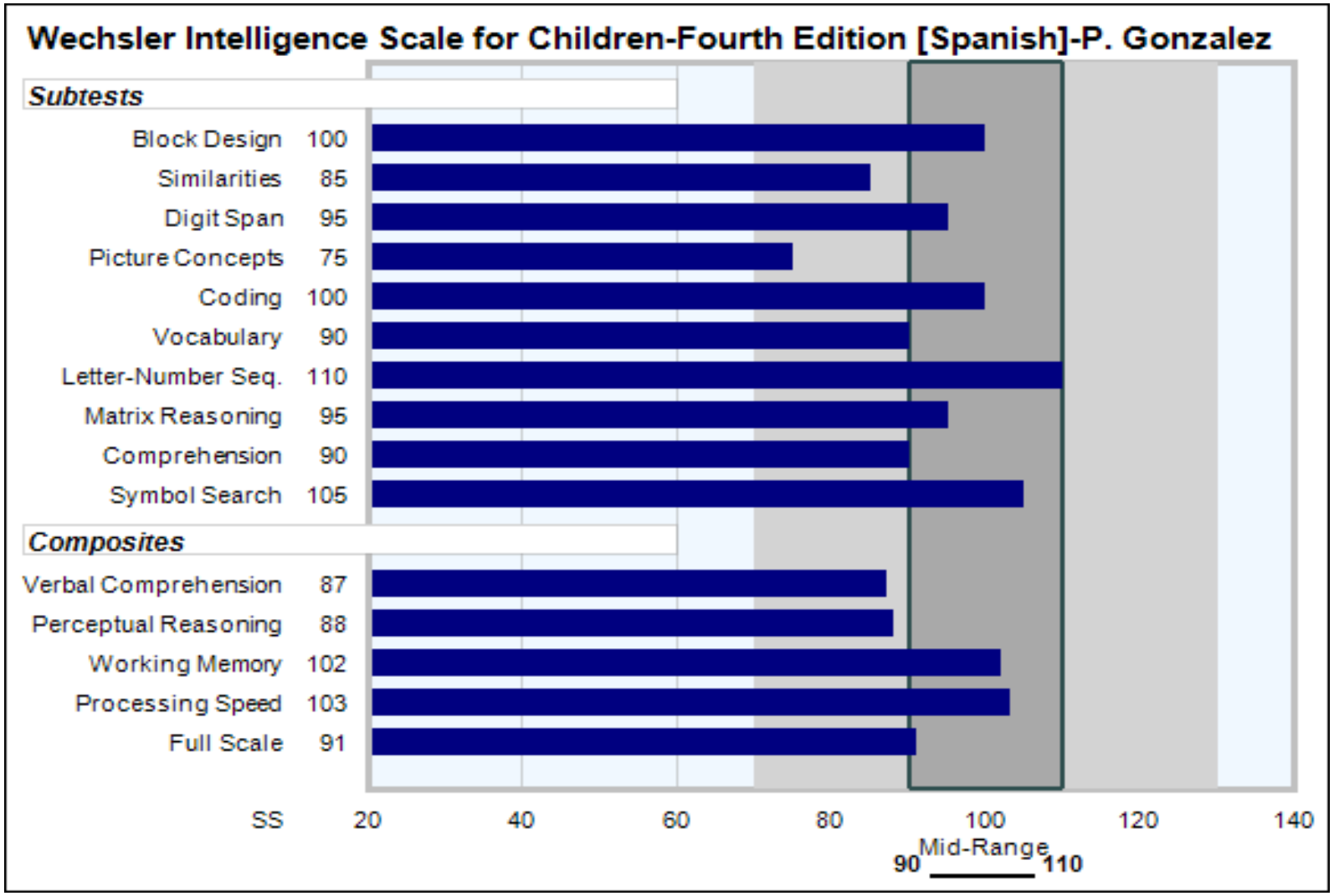
Tests Battery

- WISC-IV (Spanish) Standard Battery
- Bateria-III COG: Aprendizaje visual-auditivo and Fluidez de recuperacion (Glr); Integracion de sonidos and Atencion auditiva (Ga)
- Bateria III NU Woodcock Munoz ACH

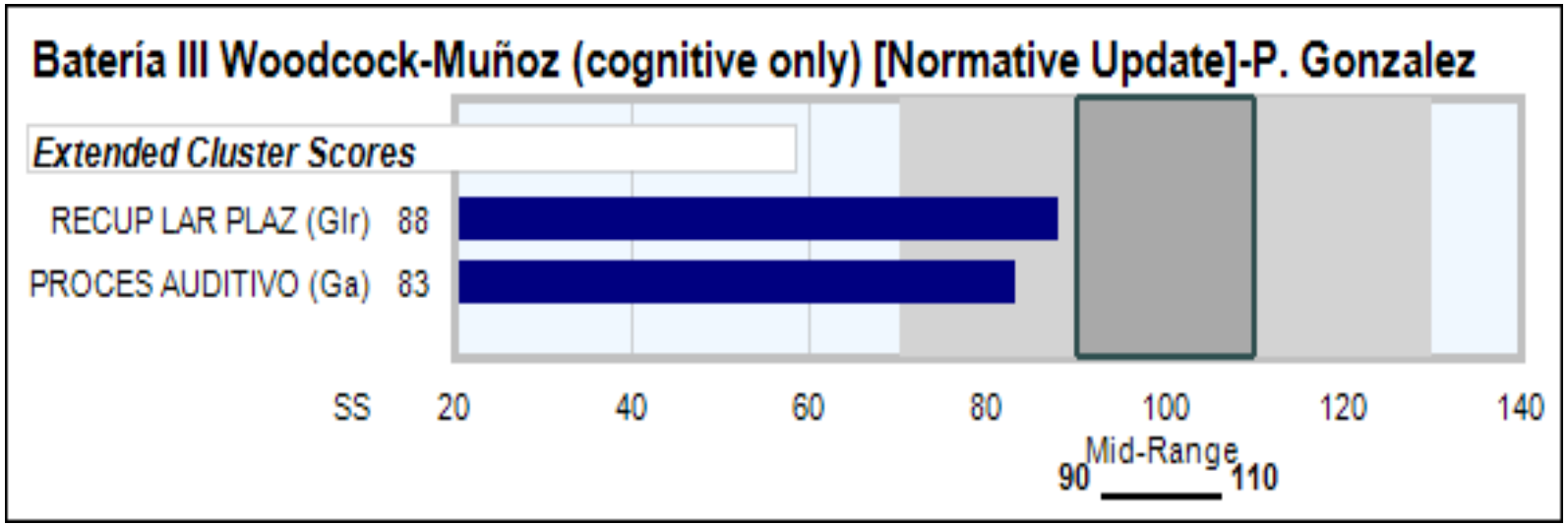
Behavioral Observations

- In his classroom, Juan appeared engaged, participating and compliant
- Able to answer questions about text, which was in English
- Appeared attentive, followed directions and responded appropriately to praise and correction
- No obvious visual, auditory acuity or motor problems noted

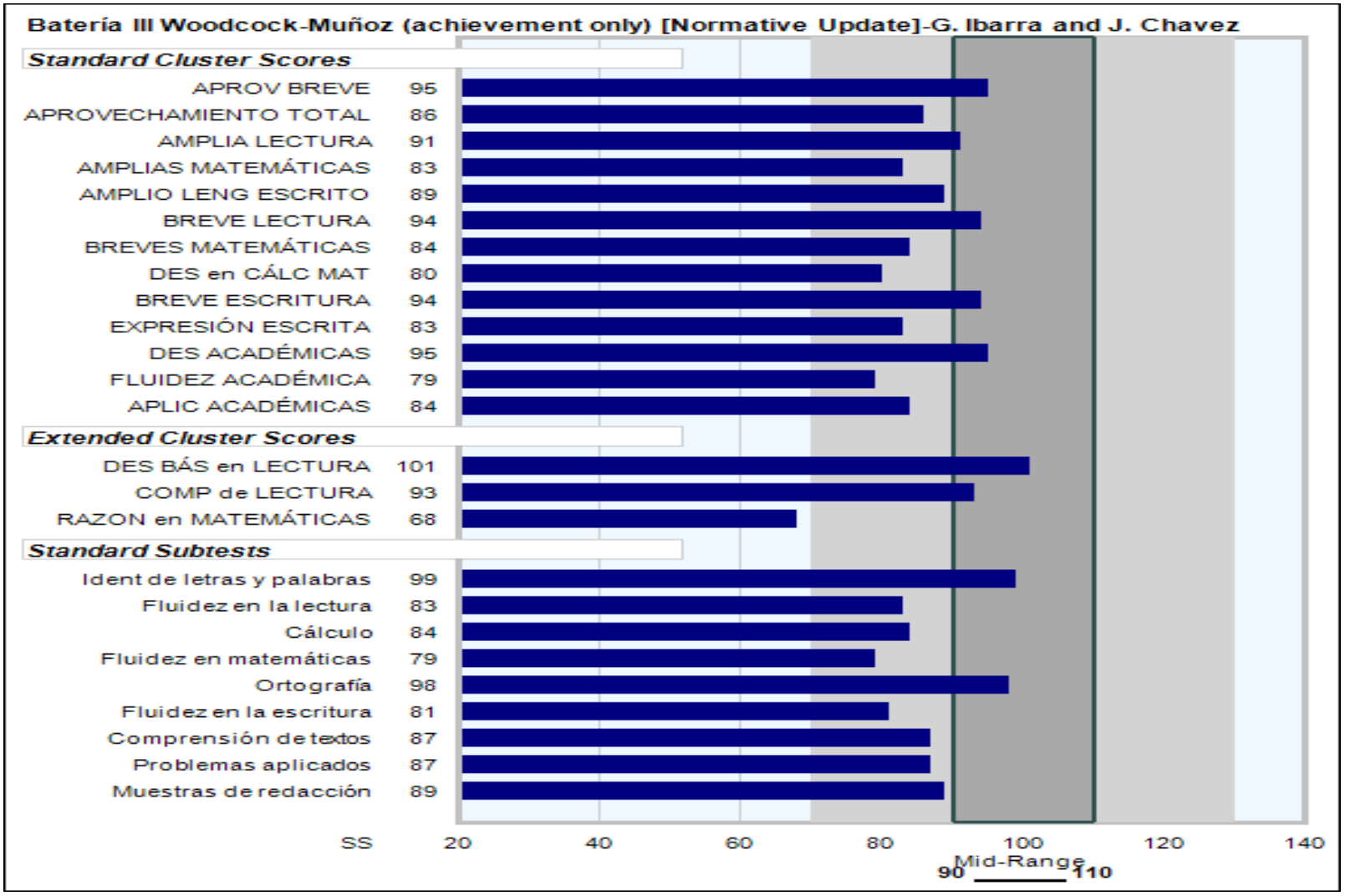
WISC-IV Spanish Results



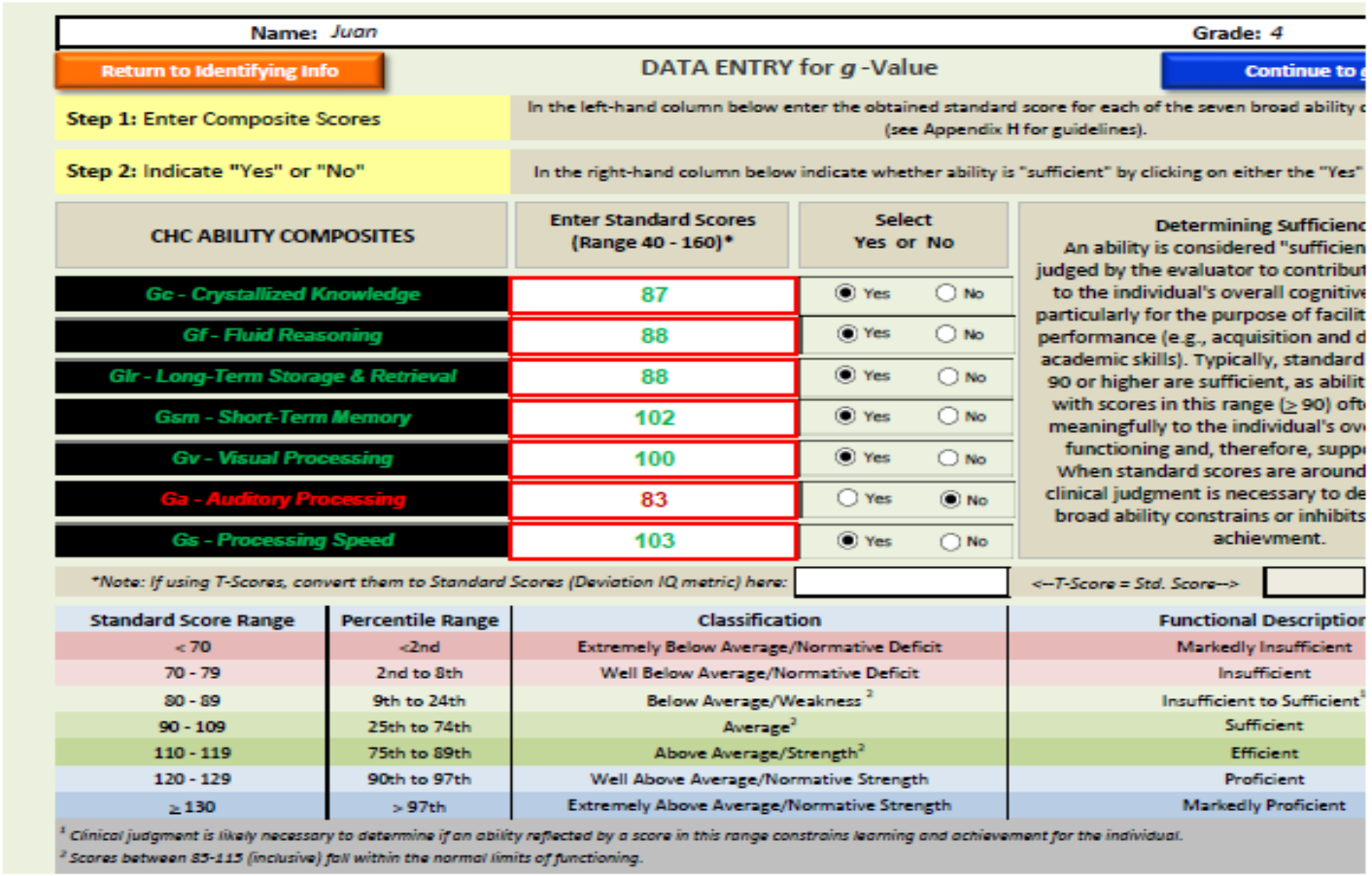
Bateria-III COG Results



Bateria-III ACH Results



Juan's PSW Data



Name: *Juan* Grade: *4*

Return to Identifying Info | DATA ENTRY for *g* -Value | Continue to

Step 1: Enter Composite Scores — In the left-hand column below enter the obtained standard score for each of the seven broad ability c (see Appendix H for guidelines).

Step 2: Indicate "Yes" or "No" — In the right-hand column below indicate whether ability is "sufficient" by clicking on either the "Yes"

CHC ABILITY COMPOSITES	Enter Standard Scores (Range 40 - 160)*	Select Yes or No
Gc - Crystallized Knowledge	87	Yes
Gf - Fluid Reasoning	88	Yes
Glr - Long-Term Storage & Retrieval	88	Yes
Gsm - Short-Term Memory	102	Yes
Gv - Visual Processing	100	Yes
Ga - Auditory Processing	83	No
Gs - Processing Speed	103	Yes

Determining Sufficienc
An ability is considered "sufficien judged by the evaluator to contribut to the individual's overall cognitive particularly for the purpose of facilit performance (e.g., acquisition and d academic skills). Typically, standard 90 or higher are sufficient, as abilit with scores in this range (≥ 90) oft meaningfully to the individual's ov functioning and, therefore, supp When standard scores are around clinical judgment is necessary to de broad ability constrains or inhibits achievment.

**Note: If using T-Scores, convert them to Standard Scores (Deviation IQ metric) here:* <--T-Score = Std. Score-->

Standard Score Range	Percentile Range	Classification	Functional Description
< 70	<2nd	Extremely Below Average/Normative Deficit	Markedly Insufficient
70 - 79	2nd to 8th	Well Below Average/Normative Deficit	Insufficient
80 - 89	9th to 24th	Below Average/Weakness [2]	Insufficient to Sufficient[1]
90 - 109	25th to 74th	Average[2]	Sufficient
110 - 119	75th to 89th	Above Average/Strength[2]	Efficient
120 - 129	90th to 97th	Well Above Average/Normative Strength	Proficient
≥ 130	> 97th	Extremely Above Average/Normative Strength	Markedly Proficient

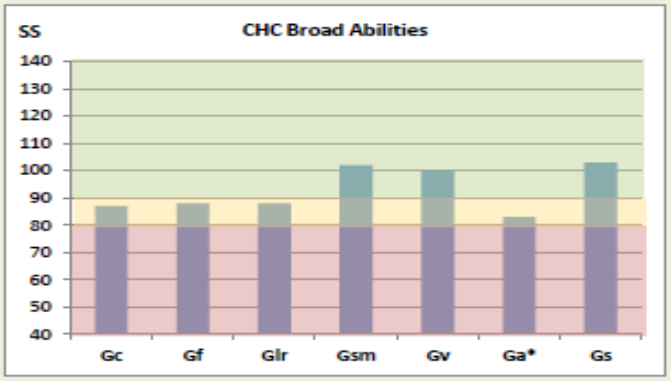
[1] *Clinical judgment is likely necessary to determine if an ability reflected by a score in this range constrains learning and achievement for the individual.*
[2] *Scores between 85-115 (inclusive) fall within the normal limits of functioning.*

Juan's PSW Data

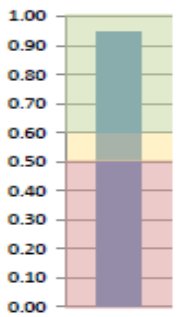
Name: *Juan* Grade: *4*

Return to g-Value Data Entry | Analysis and Interpretation of *g* -Value | Go to PSW Data Entry

Based on data entered in prior tabs, a *g* -Value is computed and displayed here. Users are advised to refer to the Notes, Instruction, and Development tab and to the relevant text in ***Essentials of Cross-Battery Assessment, Third Edition*** for a detailed discussion regarding the full meaning and proper use of the *g* -Value.



***g* -Value = 0.95**



The *g*-Value reflects overall cognitive ability based on the broad CHC abilities judged by the evaluator to be "sufficient." The *g*-Value is interpreted according to the *likelihood* that an individual possesses at least average overall cognitive ability.

≥ .60 = average overall ability is very likely
.51 - .59 = more information needed
≤ .50 = average overall ability is unlikely

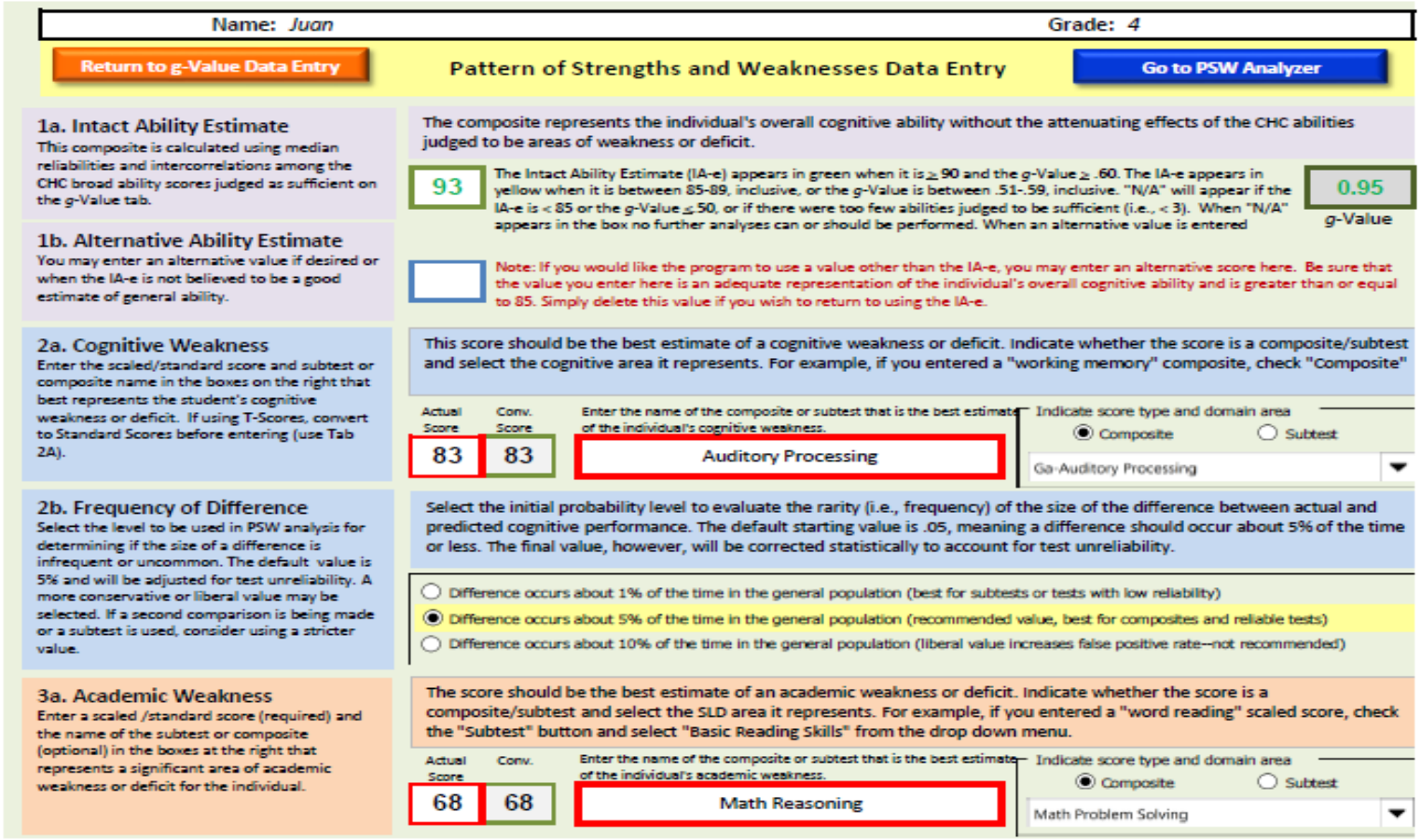
Note: An asterisk (*) next to a broad ability code indicates that the ability was judged as "insufficient" by the evaluator.

Interpretation of *g* -Value = 0.95

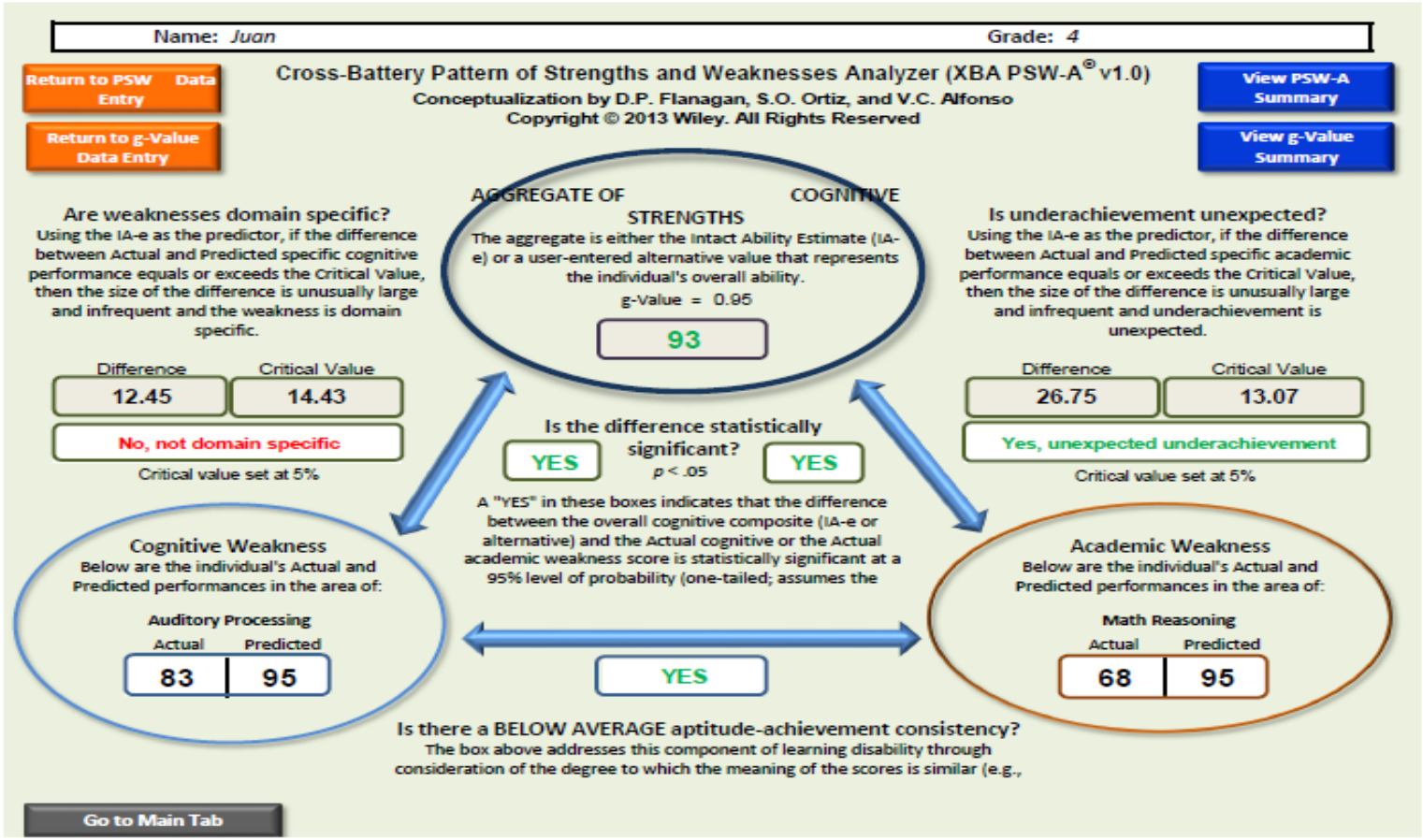
How likely is it that the individual's pattern of strengths indicates at least average overall cognitive ability?

LIKELY. Despite the presence of weaknesses in one or more cognitive ability domains, this individual displays average or better functioning in cognitive ability domains considered important for acquiring the academic skills typical for this grade level. The individual's overall cognitive ability is very likely to be average or better and, therefore, ought to enable learning and achievement, especially when specific cognitive weaknesses are minimized through compensatory efforts, accommodations, and the like.

Juan's PSW Data



Juan's PSW Data



RESULTS

- Although it appeared a severe discrepancy between Juan's overall cognitive ability and academic skills existed in the area of Math Reasoning following both the Severe Discrepancy Model, as well as Flanagan, Ortiz and Alfonso's XBA PSW-A approach, there is no empirical or ecologically valid relationship between a relative weakness in Auditory Processing and deficit in Math Reasoning skills.
- Therefore, the MDT did not recommend specially designed instruction for Juan.

C-LIM Info

- Since Juan was assessed using a Battery of tests in his native language, the use of the C-LIM to rule out impact of cultural and language was not necessary.
- However, for any bilingual student who is unable to be assessed in his/her native language with a comprehensive bilingual battery Dr. Alfonso recommends the following:
- Administer a standardized battery of tests in English only with no modifications first.
- Score tests and plot them for analysis via the C-LIM
- If analysis indicates expected range and pattern of decline, scores are invalid due to cultural and linguistic factors that cannot be excluded as primary reason for poor academic performance.

C-LIM Info

- If analysis does not indicate expected range or pattern of decline, apply XBA (or other) interpretive methods to determine specific areas of weakness and difficulty.
- For Gc only:
- a. If the high/high cell in C-LIM is within/above expected range, consider Gc a strength and assume it is at least average, thus retesting is not necessary
- b. If the high/high cell in C-LIM is below expected range, retesting of Gc in the native language is recommended.
- Administer native language tests or conduct retesting using one of the following methods:
- a. Native language test administered in the native language (e.g., WJ III/ Bateria III or WISC IV/WISC IV Spanish).
- b. Native language test administered via assistance of a trained interpreter
- c. English language test translated and administered via assistance of a trained interpreter.

C-LIM Info

- Dr. Alfonso also recommends these additional steps when administering tests to bilingual students:
- Administer tests in manner necessary to ensure full comprehension including use of any modifications and alterations necessary to reduce barriers to performance, while documenting approach to tasks, errors in responding, and behavior during testing, and analyze scores both quantitatively and qualitatively to confirm and validate areas as true weaknesses.
- Except for Gc, if a score obtained in the native language validates/confirms a weakness score obtained in English (both SS < 90), use/interpret the score obtained in English as a weakness.
- If a score obtained in the native language invalidates/disconfirms a weakness score obtained in English (native SS > 90), consider it as a strength and assume that it is at least in the average range.
- Scores for Gc obtained in the native language and in English can only be interpreted relative to developmental and educational experiences of the Examinee in each language and only as compared to others with similar developmental experiences.

So what now?

Indicator Data last 3 years:
Decreasing trend in SLD Hispanic over representation

	Hispanic					Hispanic or Latino					White (not Hispanic)					Caucasian or White				
	Weighted Risk Ratio			11/09 Child Count		Weighted Risk Ratio			Nov 2013 Fed count		Weighted Risk Ratio			11/09 Child Count		Weighted Risk Ratio			Nov 2013 Fed count	
Indicator 9:	**0708**	**0809**	**0910**			**11-12**	**12-13**	**13-14**			**0708**	**0809**	**0910**			**11-12**	**12-13**	**13-14**		
All Disabilities	1.10	1.15	1.21	1104		1.21	1.33	1.25	1378		1.07	0.88	0.77	340		0.82	0.87	0.82	396	
	Hispanic										White (not Hispanic)									
	Weighted Risk Ratio										Weighted Risk Ratio									
Indicator 10:	**0708**	**0809**	**0910**			**11-12**	**12-13**	**13-14**			**0708**	**0809**	**0910**			**11-12**	**12-13**	**13-14**		
Autism	0.22	0.15	0.15	10		0.25	0.36	0.38	49		1.95	2.61	2.20	27		2.62	2.19	1.42	48	
Comm Dis	0.74	1.00	0.94	137		0.76	0.70	0.64	109		1.76	0.96	0.71	50		1.19	1.36	1.09	61	
EBD	0.35	0.35	0.36	18		0.48	0.48	0.60	22		1.36	1.88	0.91	17		0.68	0.74	0.43	N<10	
Health Imp.	0.58	0.61	0.54	137		0.71	0.88	0.87	197		1.28	1.04	1.03	93		1.08	1.34	1.53	96	
SLD	2.08	2.18	2.45	636		2.29	2.30	2.11	814		0.78	0.63	0.55	99		0.54	0.56	0.55	133	
Intellectual Dis	0.98	0.91	1.08	49		1.36	1.37	1.38	73		0.00	0.92	1.17	19		0.98	1.42	1.08	22	

Thinking Ahead and Identifying Next Steps

- Establish district protocols and procedures for implementation of CLIM/PSW assessment
- Continue professional development for school assessment teams to understand the work beyond severe discrepancy and RTI.
- Provide support for initial and ongoing implementation
- Identify areas where we may need to expand our assessment inventory in order to fully assess cognitive processes and academic skills
- Determine role of SLP, OT/PT in the process and gain their buy in and support
- Align interventions with process deficits and academic needs
- Continue to review state performance data

Questions?