



METRO NASHVILLE
PUBLIC SCHOOLS

Ensuring Equitable Services for Dually Certified English Learners



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mission

**We deliver a great public
education to every student,
every day.**

Metro Nashville Public Schools
will be established as the
premier large school district in
Tennessee and beyond by
ensuring that **every student** is
known.

Vision



79,651 STUDENTS

39.84% BLACK

30.72% HISPANIC/LATINO

25.1% WHITE

3.96% ASIAN

**0.21% AMERICAN INDIAN
OR ALASKA NATIVE**

**0.16% NATIVE HAWAIIAN
OR OTHER PACIFIC
ISLANDER**

Every Student Known

126
LANGUAGES
SPOKEN



21%

OF STUDENTS ARE
ENGLISH LEARNERS



159
SCHOOLS

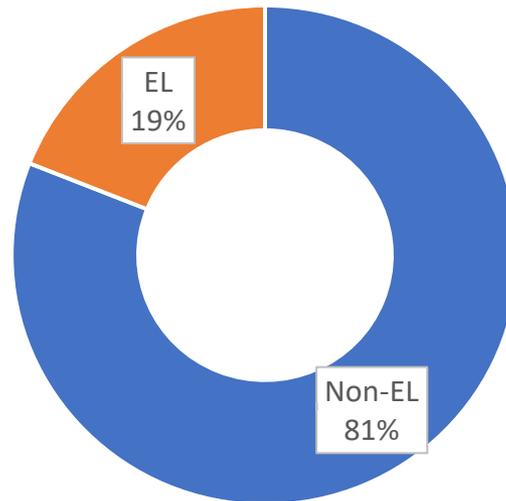
- 4 Early Learning Centers
- 70 Elementary Schools
- 29 Middle Schools
- 23 High Schools
- 3 Alternative Learning Centers
- 3 Exceptional Education Schools
- 27 Charter Schools



MNPS Students with Disabilities Eligible for EL services

9,185 Students with Disabilities
18,506 Active EL Students

MNPS Students with Disabilities



MNPS Accountability Heat Map

English Learners

Content Area	Student Group	Student Group AMO Goal	Student Group Absolute Performance	Student Group Value-Added Goal	Indicator Score
Grades 3-5 Success Rate	English Language Learners	2	0	4	3
Grades 6-8 Success Rate	English Language Learners	1	0	4	2.5
Grades 9-12 Success Rate	English Language Learners	1	0	2	1.5
Chronically Out of School	English Language Learners	4	1	2	3
English Language Proficiency	English Language Learners	4	2	3	3.5
Graduation Rate	English Language Learners	3	0	2	2.5
EL Overall Average		2.67			

MNPS Accountability Heat Map

Students with Disabilities

Content Area	Student Group	Student Group AMO Goal	Student Group Absolute Performance	Student Group Value-Added Goal	Indicator Score
Grades 3-5 Success Rate	Students with Disabilities	1	0	2	1.5
Grades 6-8 Success Rate	Students with Disabilities	1	0	4	2.5
Grades 9-12 Success Rate	Students with Disabilities	1	0	2	1.5
Chronically Out of School	Students with Disabilities	0	0	1	0.5
English Language Proficiency	Students with Disabilities	4	1	4	4
Graduation Rate	Students with Disabilities	1	0	2	1.5
SWD Overall Average		1.92			



Learning Outcomes



**Understanding
the Why**



**Ensuring the
Continuum of
Supports**



**Collaborative
Training of Staff**

Myth or Reality?

- All EL students must participate in the MTSS Academic/Dyslexia Screening Process (aka the Universal Screener).
- Placing a student in a skills-based intervention is a pipeline to special education.
- Academic interventions can benefit EL students.
- EL students must have a minimum ACCESS score of 3.5 to be placed in intervention.

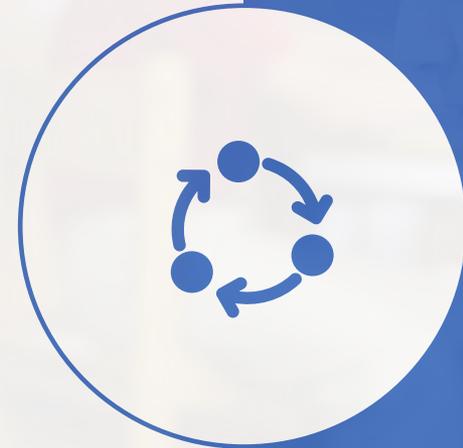
Understand the Why Behind the Shift

- Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs
 - U.S. Department of Justice Civil Rights Division and U.S. Department of Education Office for Civil Rights
 - Evaluating EL Students for Special Education and Providing Dual Services
- Child Find
 - Identify, locate and evaluate
 - Language is not the determining factor
 - Child suspected of having SLD, the determination of the group concerning the effects of limited English proficiency on the child's achievement level must be documented.
 - Assessments must be selected and administered to not be discriminatory on a racial or cultural basis
 - Assessments provided in the child's primary language

Shifting MTSS Practices for Multilingual Learners

Altering practices to equip school teams

- Ensuring a culturally and linguistically responsive process
- Creating the most effective Tier 1 learning environment for multilingual learners
- Equipping school based MTSS leadership or data team to consider language proficiency when determining this placement
- Ensuring EL students have access to all tiered supports



Individual Student Decisions



- 2nd grade
- ELP = 2.5
- Length of time in US Schools = 3 years (K)

Past...	Where we're going...
<p>Automatic placement in language support based on:</p> <ul style="list-style-type: none">• Proficiency level• Length of time in US Schools	<p>Examine multiple sources of data, which may include:</p> <ul style="list-style-type: none">• Universal Screener• Language growth over time (based on WIDA Screener and ACCESS)• Length of time in US Schools• Student work samples (i.e. Focusing Question Task, EOM Task) with accommodations from ILP• ILP goals• IEP or 504, if applicable

Based on the data snapshot and student considerations, begin to think about how Personalized Learning Time can be used to meet Eduardo's needs.

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Equitable Access for Evaluations

School psychology services and EL teams have ongoing consultation throughout the school year.

Ongoing professional development in school psychology services on best practices for EL assessments

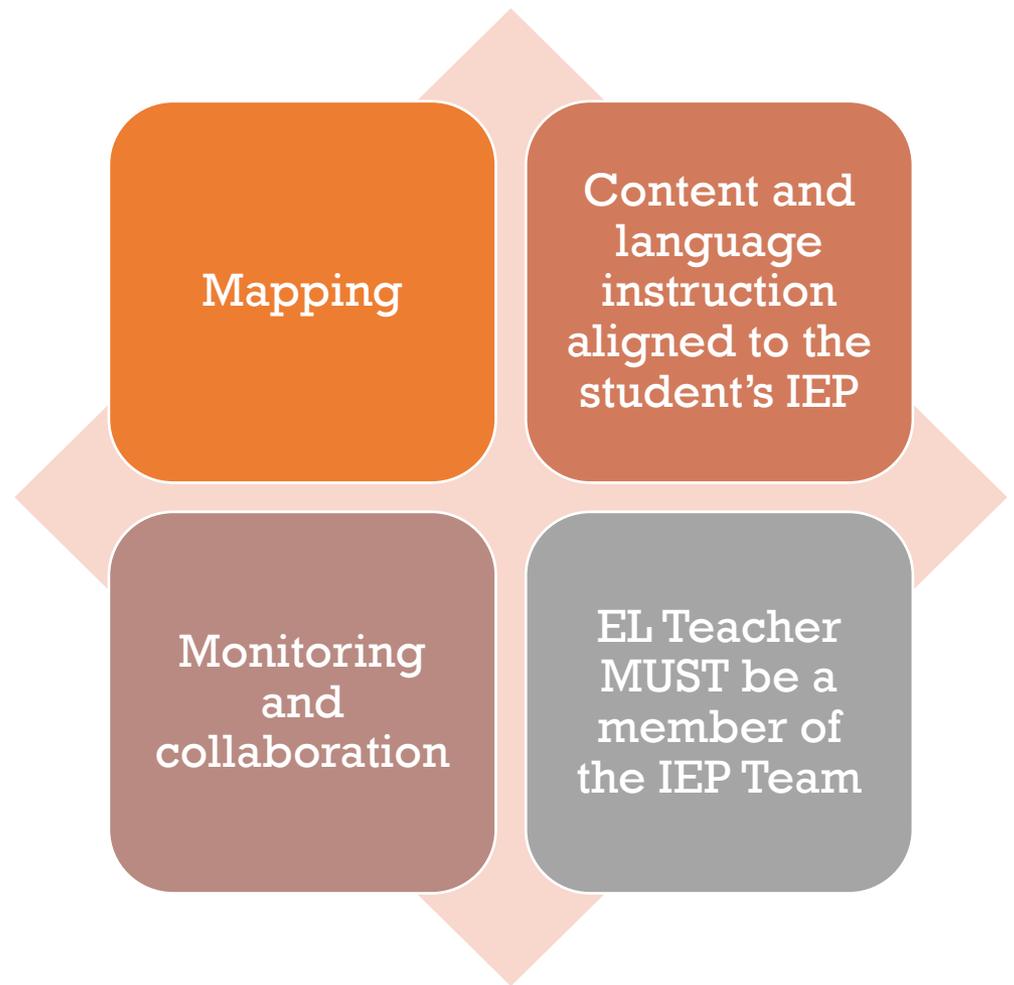
School psychology trains interpreters on their role during evaluations

English language proficiency is discussed and monitored through 5-week data checks of the ILP during MTSS data team meetings.

Collaborative Staff Training

- Interpreters trained in Special Education terminology and processes
- Training for EE coaches, school psychologists, EL Coaches, and other service providers to deliver the continuum of services
 - Understanding how the IEP and ILP work together
- MTSS training for school teams on equitable access to the continuum of supports and Child Find

School Support





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Thank you!

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