

From: Axt, Kathy

Sent: Monday, December 10, 2012 3:44 PM

To: Mar, Sharon (Sharon_Mar@omb.eop.gov)

Cc: Lamb, Anne; Bogart, Joanne

Subject: FW: OMB Comments on Exploratory Study on the Identification of English Learners with Disabilities

Sharon, below is OPEPD's response to your question/comment. Kathy

Response to comment regarding:

201207-1875-001

09/18/2012 ED/OPEPD 4831 Exploratory Study on the Identification of English Learners with Disabilities

OSEP's literature review aims to summarize the research on the effectiveness of multi-tiered instructional frameworks to improve reading achievement and language development of ELs and to assist educators in determining if ELs experiencing reading difficulties have, or are at risk of having, a disability. Conversely, the PPSS study and literature review are purely descriptive in nature, and will not report on the effectiveness of any given framework or process. The PPSS study and literature review aim to address broader issues about the process of identifying English learners with disabilities regardless of the type of framework or process used. Because the PPSS literature review is descriptive, and will not address questions of effectiveness or causality, the What Works Clearinghouse standards of evidence are not as applicable in this

instance. Finally, PPSS and OSEP and have been in contact regarding these two studies, and plan to coordinate and share findings.

From: Mar, Sharon [mailto:Sharon_Mar@omb.eop.gov]

Sent: Thursday, December 06, 2012 10:04 AM

To: Axt, Kathy

Cc: IC DocketMgr

Subject: OMB Comments on Exploratory Study on the Identification of English Learners with Disabilities

In regards to the literature review that PPSS will be doing, we know that OSEP had their model demonstration grantees conduct a literature review on a similar topic (2011 competition; Model Demonstration Projects for English Learners With or At Risk of Having a Disability). The competition required grantees to:

“(a) During year one of the Project, collaborate with other Projects funded under this priority and prepare a literature review (a plan for this review will be discussed during the kick-off meeting—see footnote 3) that synthesizes the research on policies and practices related to progress monitoring, culturally responsive principles, reading instruction, and reading interventions at varying intensity levels for English Learners with or at risk of having a disability. In conducting this literature review, the Projects must use standards that are consistent with those used by the What Works Clearinghouse and the definitions of strong and moderate evidence contained in the Notice of Final Supplemental Priorities and Definitions for Discretionary Grant Programs, published in the Federal Register on December 15, 2010 (75 FR 78486). If the

Project determines that it cannot conduct the review using these standards, it must develop and use other rigorous standards. The literature review prepared under this paragraph must present the research in a format accessible to the Projects' relevant audiences, including State educational agencies (SEAs), LEAs, and schools. The literature review must be subject to external peer review and will include a summary of research on the effectiveness of multi-tiered instructional frameworks that use progress monitoring and incorporate culturally responsive principles into the learning environment and include reading instruction and reading interventions at varying intensity levels to--

(1) Improve reading achievement and language development of English Learners with or at risk of having a disability; and

(2) Assist educators in determining if English Learners experiencing reading difficulties have or are at risk of having a disability.”

Can PPSS use any part of OSEP's literature review described above? Also will PPSS's literature review follow What Works Clearinghouse evidence standards?

Sharon Mar

Policy Analyst

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