



Effective, Together! Collaborating during the Initial and Continuing Eligibility Processes for English Learners with Disabilities

Shared Responsibilities

Presenters



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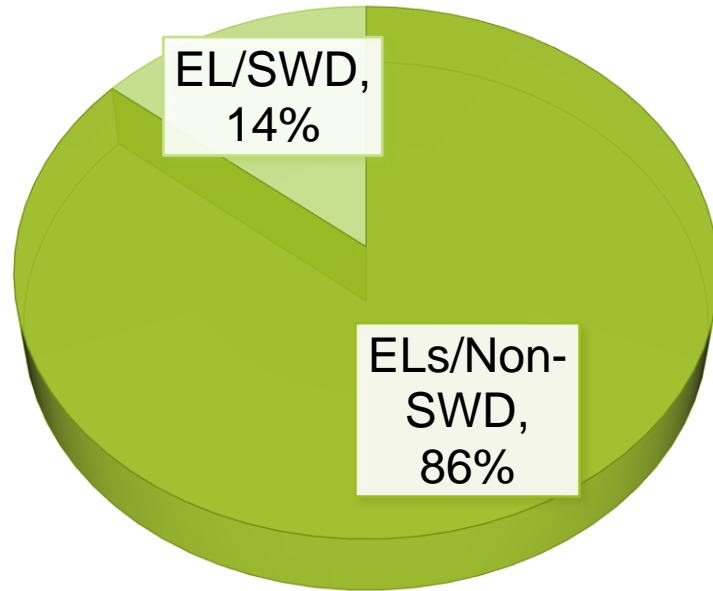
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Common Acronyms

1. **EL** – English learner – refers to a **student** identified as having a primary language other than English and qualifying for English language instruction based on eligibility scores from an ELP screener or assessment.
2. **EL/SWD** – English learner student with disabilities.
3. **ESOL** – English for Speakers of Other Languages - refers to the state-funded language instruction educational **program**.
4. **ELD** – English language development
5. **ELP** – English language proficiency, usually referred to as levels on a developmental continuum, i.e., WIDA ELP Levels 1-6.
6. **HLS** – Home Language Survey - Questions during registration to identify potential ELs who must be screened.
7. **PL/CPL** – Proficiency Level or Composite Proficiency Level

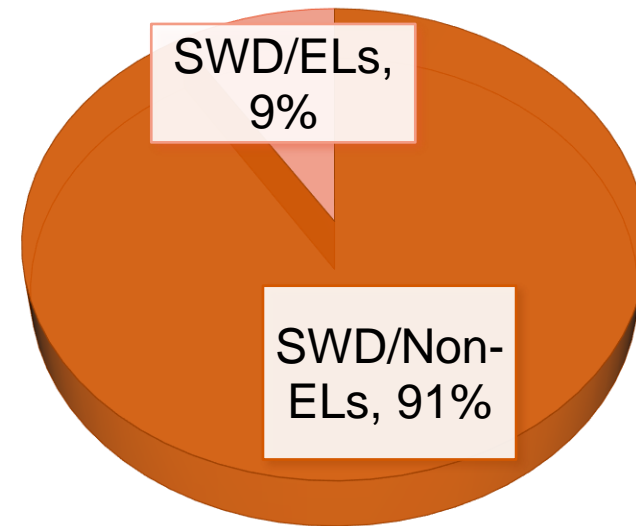
Percentage of EL/SWD from Two Perspectives

ENGLISH LEARNERS



**21,053
EL/SWD**

STUDENTS WITH DISABILITIES



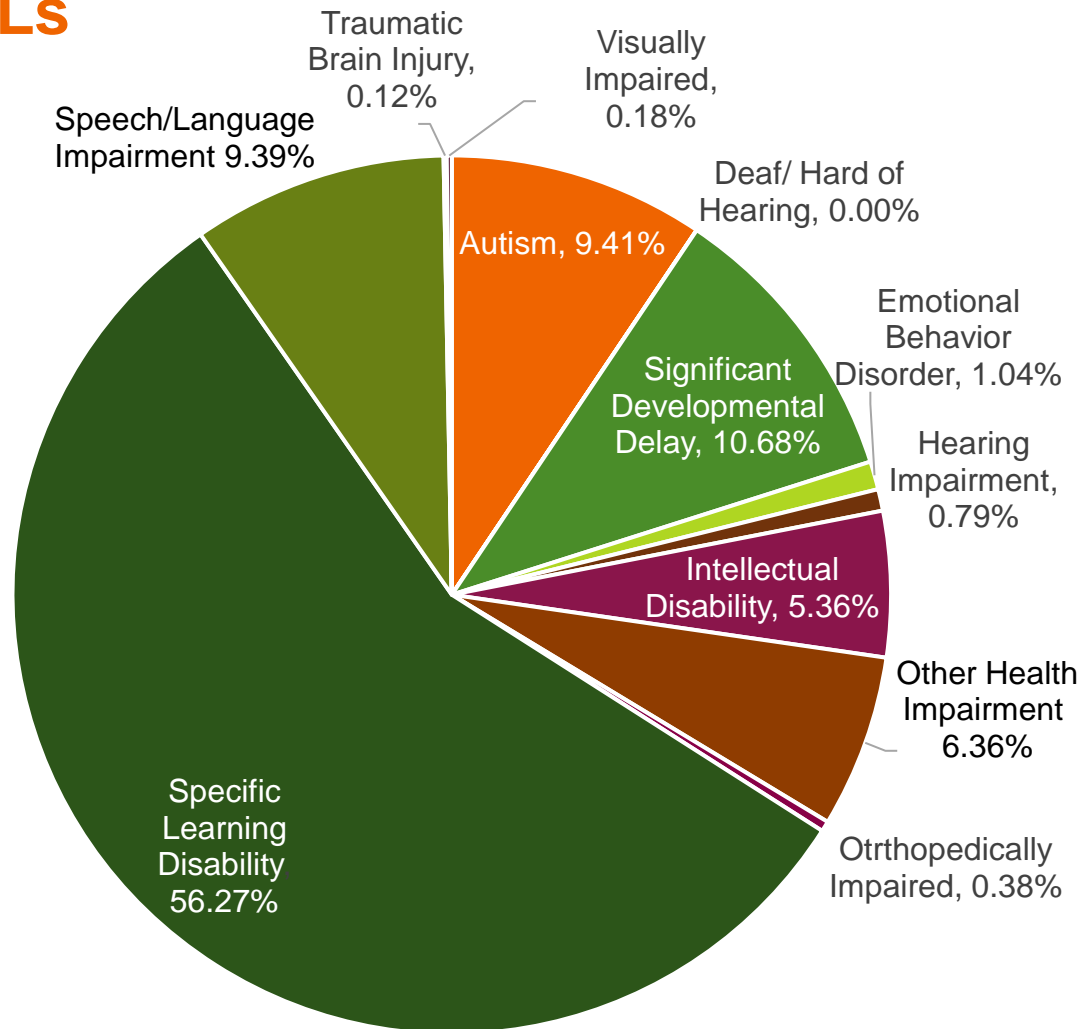
Total EL Population: **148,240**
(8% of total student population)

Total SWD Population: **236,641**
(14% of total student population)

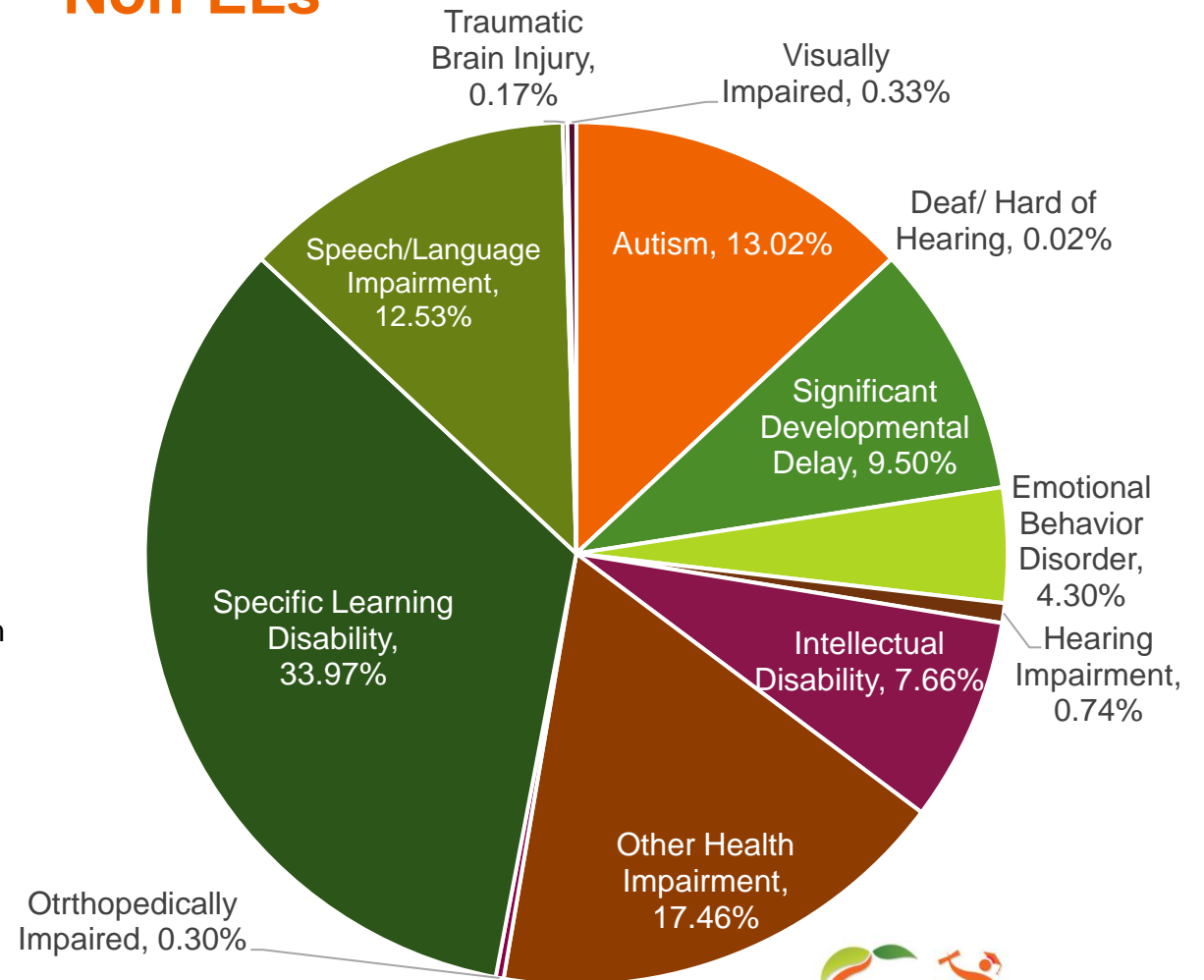
Source: GaDOE Data Collections 2024 FTE-1 EL Student Population by SEA

Percentage of SWD (6-21) Served by IDEA Part B, by EL Status and Primary Area of Disability, 2022-2023

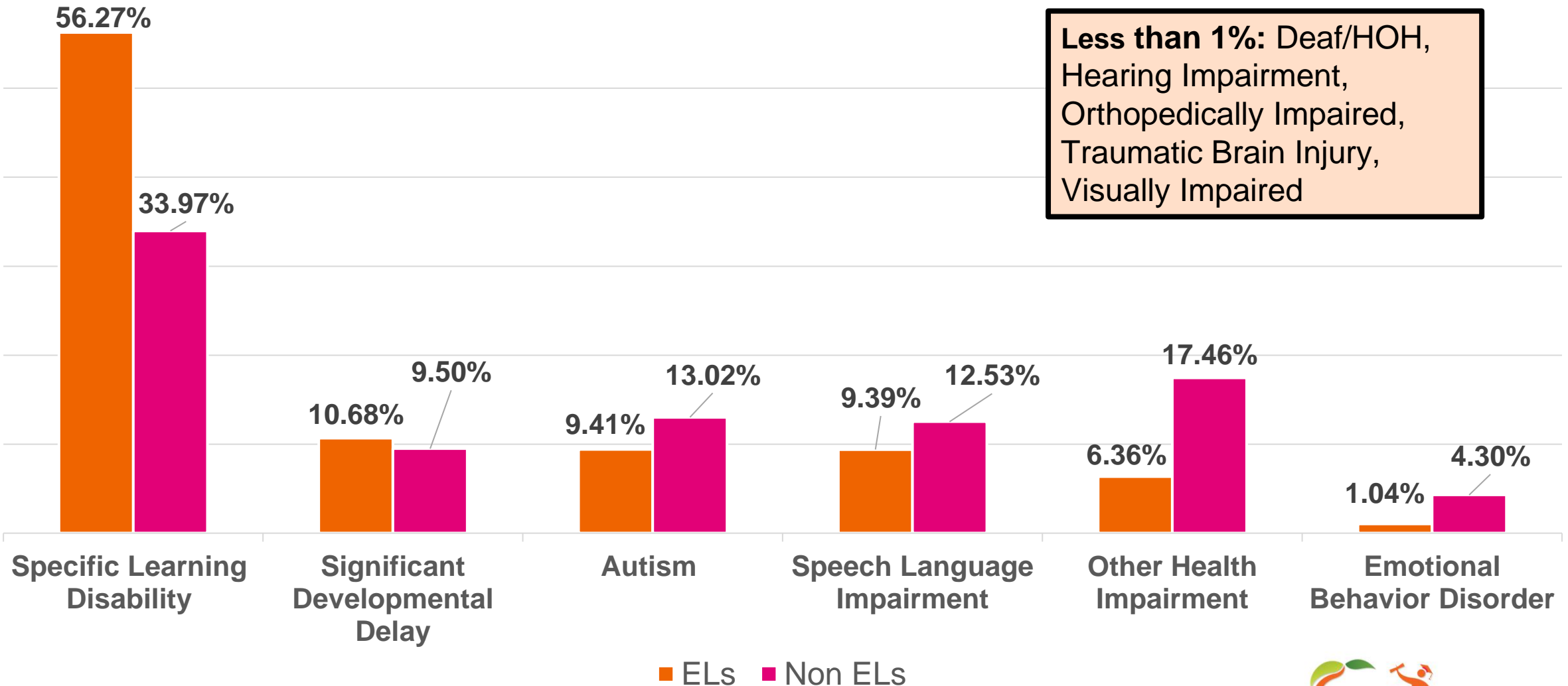
ELs



Non-ELs



Comparison of ELs and Non-ELs by Primary Served Area of Disability, 2022-2023



What would special educators need to know to effectively collaborate with language educators in the EL eligibility processes for students with disabilities?



Initial EL Eligibility Pathway: Kindergarten and Students New to U.S. Schools

Potential EL:
Home Language Survey (HLS)
indicates primary
language is not
English.

Schools administer
appropriate grade-
level WIDA
 Screener **with
accommodations**,
when necessary.

Schools apply
eligibility
criteria to identify
student as English
learner.

Federal timeline:
30 days from
enrollment any
time throughout the
school year.

Note: Schools review prior English language proficiency screening or assessment records of potential ELs transferring from schools in GA or the U.S.

EL Identification Pathway: Students with Identified or Suspected Disabilities



Students needing
accessibility and
accommodations on
the language
screener



Students with
language domain
exemptions

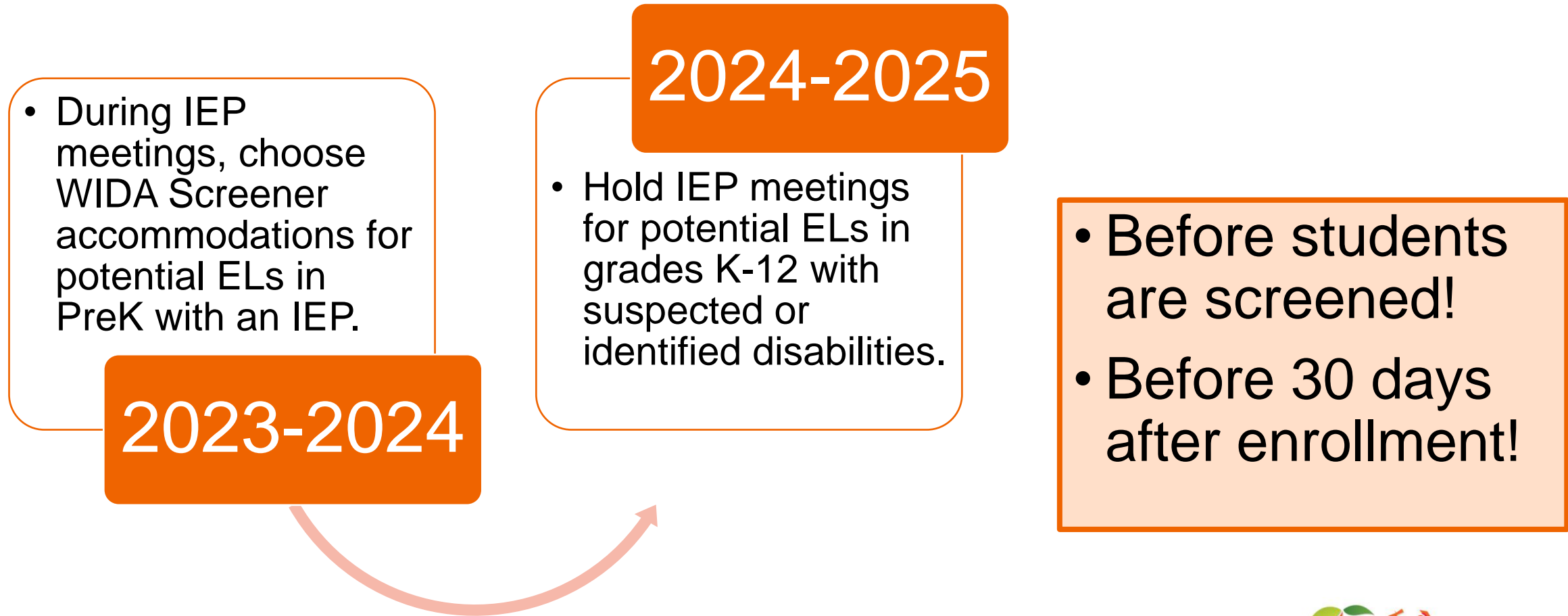


Students with
significant cognitive
disabilities



GaDOE 2023-2024 [Student Assessment Handbook](#) and USED/DOJ, 2015, [Dear Colleague letter: English Learner Students and Limited English Proficient Parents](#).

Critical Timeline for Determining WIDA Screener Accommodations

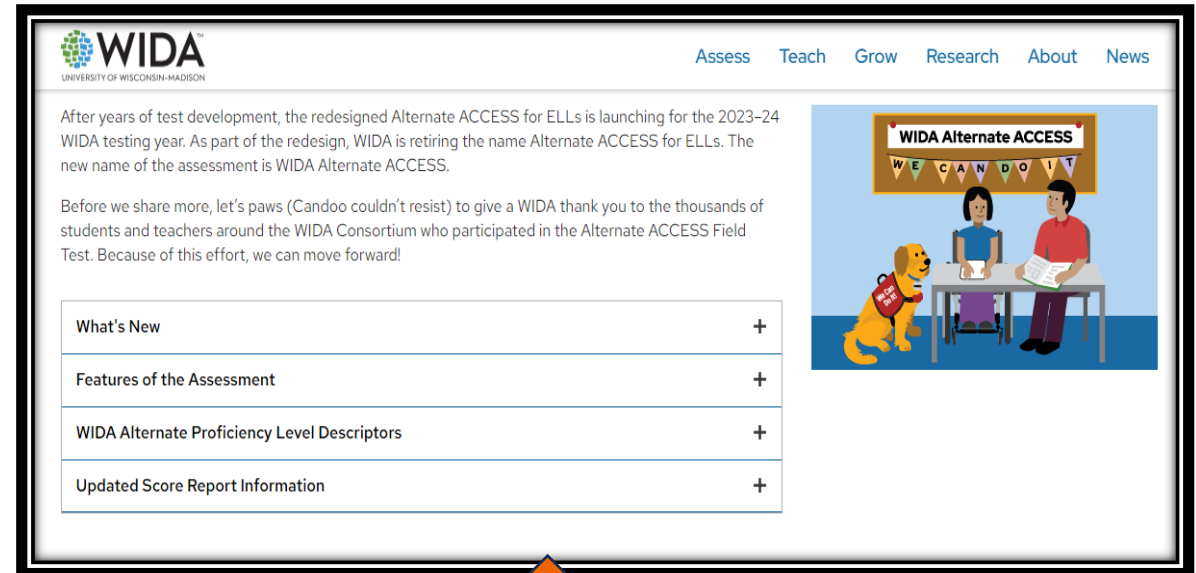


WIDA ACCESS / Alternate ACCESS

- State ELP annual assessment for continued EL eligibility or reclassification/exit
- IEP chosen accommodations only for SWD
- New *Alternate ACCESS* assessment for students who qualify
- Testing Administration Window: **Jan 10 – March 1**
- WIDA ACCESS (regular assessment) scores arrive **April 26**
- WIDA Alternate ACCESS Scores Delayed until September

September 2024 - Delayed WIDA Alternate ACCESS Scores and Score Reports

- WIDA releases *Alternate ACCESS* scores, after summer assessment standard setting.
- Delayed Alternate ACCESS scores will delay **IEP / EL Reclassification meetings for EL/SWD whose scores meet criteria** (**more information later**).
- See *January 30 memorandum with FAQs sent to Special Education Directors from Shaun Owen, Deputy Superintendent Federal Programs.*



The screenshot shows the WIDA website header with navigation links: Assess, Teach, Grow, Research, About, News. The main content area features a news article titled "After years of test development, the redesigned Alternate ACCESS for ELLs is launching for the 2023-24 WIDA testing year. As part of the redesign, WIDA is retiring the name Alternate ACCESS for ELLs. The new name of the assessment is WIDA Alternate ACCESS." Below the article is a table of contents with expandable sections:

What's New	+
Features of the Assessment	+
WIDA Alternate Proficiency Level Descriptors	+
Updated Score Report Information	+

To the right of the article is an illustration of two students sitting at a table reading, with a dog sitting next to them. A banner above them says "WIDA Alternate ACCESS WE CAN DO IT".

**WIDA Webpage:
Alt. ACCESS Updates!**

Continued EL Eligibility for EL/SWD

Kindergarten

Any of the following:

- Overall CPL < 5.0
- Listening, Speaking, and Reading PL < 5.0
- Writing PL < 4.5

Grades 1-12

- Overall CPL < 5.0, or less than LEA's established minimum EL exit criterion.

Or

- Overall CPL < 4.3

Exit and/or Reclassification Decisions

Kindergarten

Clear exit only – must meet all the following criteria:

- Overall CPL \geq 5.0
- Listening, Speaking, and Reading PL \geq 5.0
- Writing PL \geq 4.5

Grades 1-12

Clear Exit:

- Overall CPL \geq 5.0

Consider for Reclassification:

- LEA's established minimum criterion in the Overall CPL 4.3 – 4.9 range
- Plus, LEA's established secondary objective criteria (if applicable)

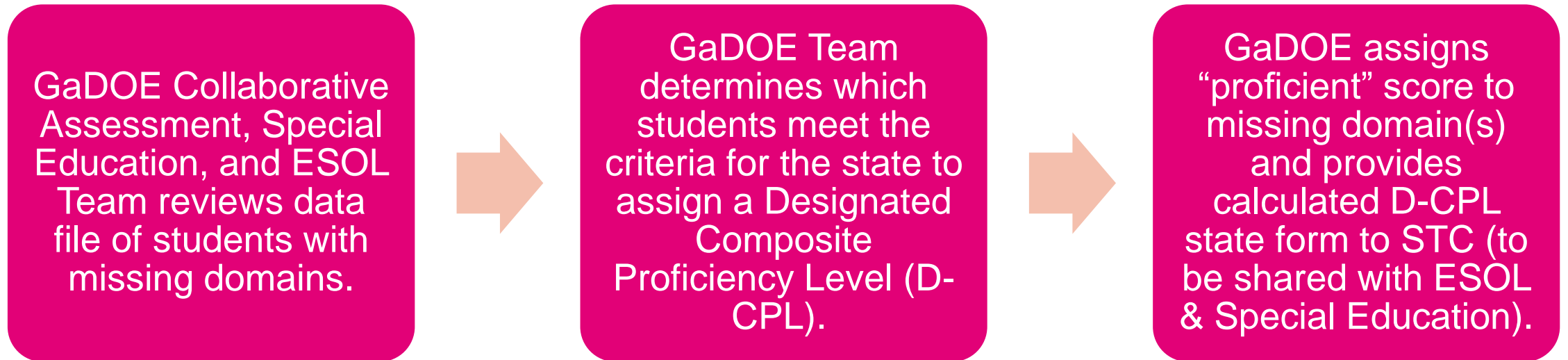
Special Score for Students Administered Less than Four Domains on the ACCESS

- Some students' disabilities preclude the assessment of one or more language domains (listening, speaking, reading, and writing) on the *WIDA ACCESS* or *Alternate ACCESS*.
- Student's missing language domain is coded SPED on the *WIDA ACCESS* or *Alternate ACCESS* test file.
- Student's primary disability as reported to the state must align with the missing language domain(s) on the test.
- Student must be assessed in **at least two language domains**.
- If the domain was precluded by a 504 plan, this must be communicated to the state.

[EL Language Programs – State Guidance](#), pp. 33-35

Process for State to Designate an Overall Composite Proficiency Level

Summer 2024



Please note: D-CPL scores for Alternate ACCESS will be delayed until Fall 2024.

Sharing Responsibility for EL/SWD

Communicating Status

- ESOL & SIS staff update student's status in SIS.
- LEA reports EL Status during FTE.
- Special Education and ESOL staff collaborate to update the IEP.

Transitioning Students

from PreK-K, from Elementary to Middle, from Middle to High

- ELP Screening accommodations (if a potential EL)
- EL status
- Scheduling both language and disability services
- Serving language and disability needs
- ELP annual assessments accommodations

Future Discussion:

What would special educators need to know to effectively collaborate with language educators in the evaluation processes for English learners?

