



When do English Learners with Disabilities Attain English Proficiency?

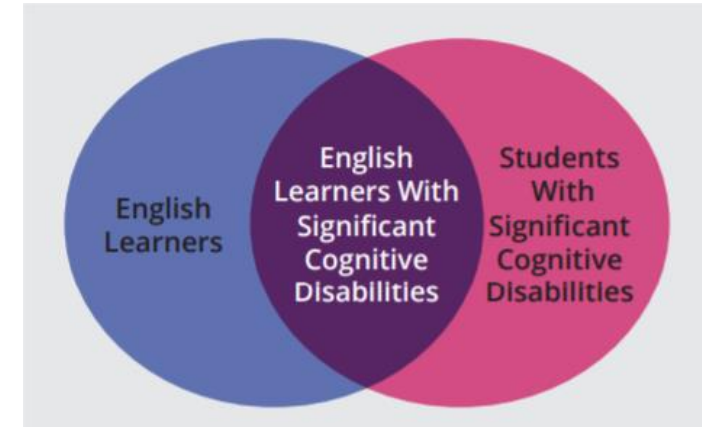
IDEAS Conference, June 7, 2019

What are we going to learn today?

1. Characteristics of English learner students with disabilities that influence 2nd language development
2. Characteristics of assessments that influence when we determine a student with a significant cognitive disability has attained English proficiency
4. State procedures for exiting English learners with disabilities from English learner (EL) status
 - Alternate ACCESS Exit (Applies to Students with Significant Cognitive Disabilities)
 - Less-than-4-Domains Exit (Applies to all Students with Disabilities)
5. Post-exit monitoring procedures for EL students with disabilities

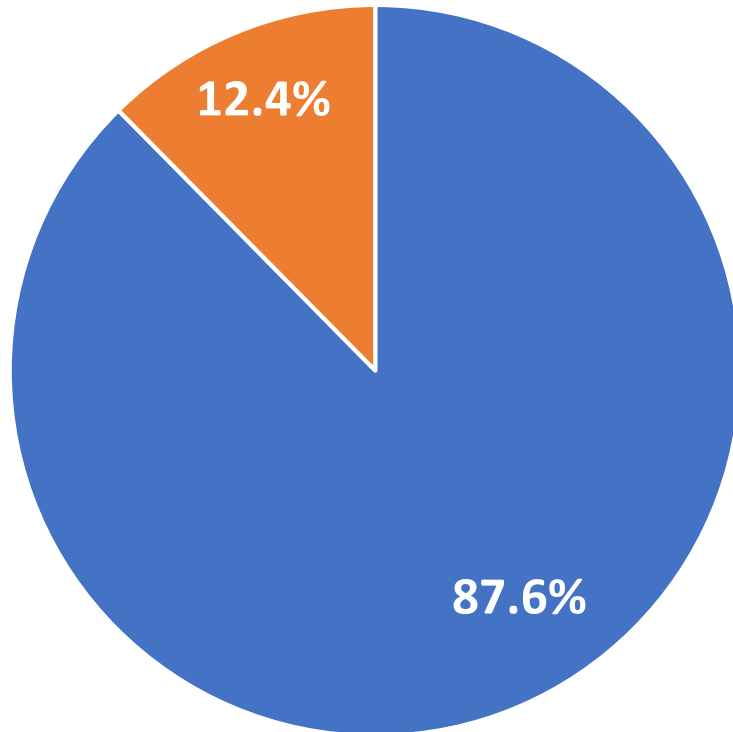
Establishing a Common Language

- English learner (EL) students
- Students with Disabilities (SWD)
- Children with Disabilities
- English learners with disabilities (EL/SWD)
- Dually Identified Students
- Dual Language Learners (DLLs)
 - 3 & 4 year old children who are learning English in school while still developing their primary language in the home
- English to Speakers of Other Languages (ESOL Language Program)



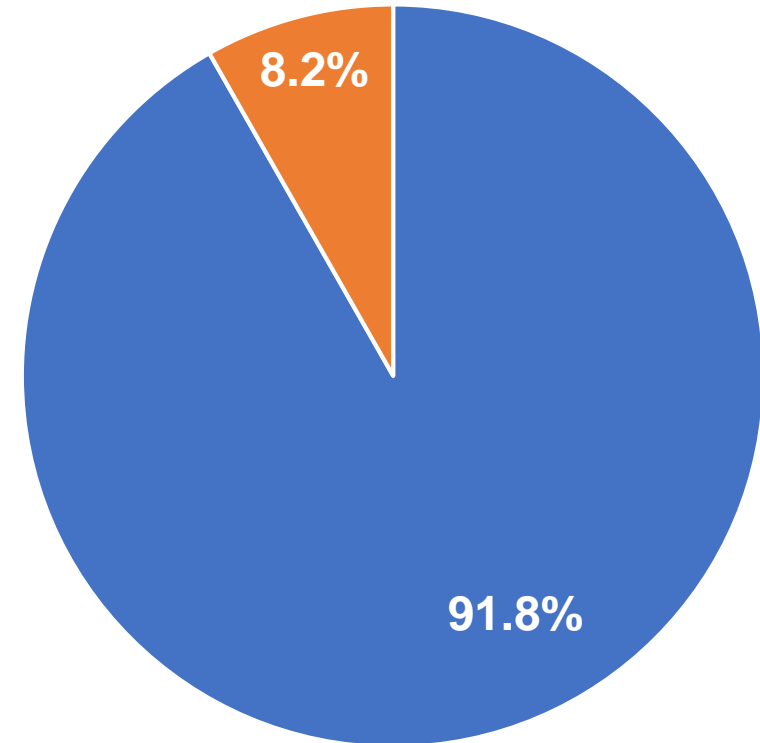
Georgia FY19: EL and SWD

Percent of SWD to All Students 3-21



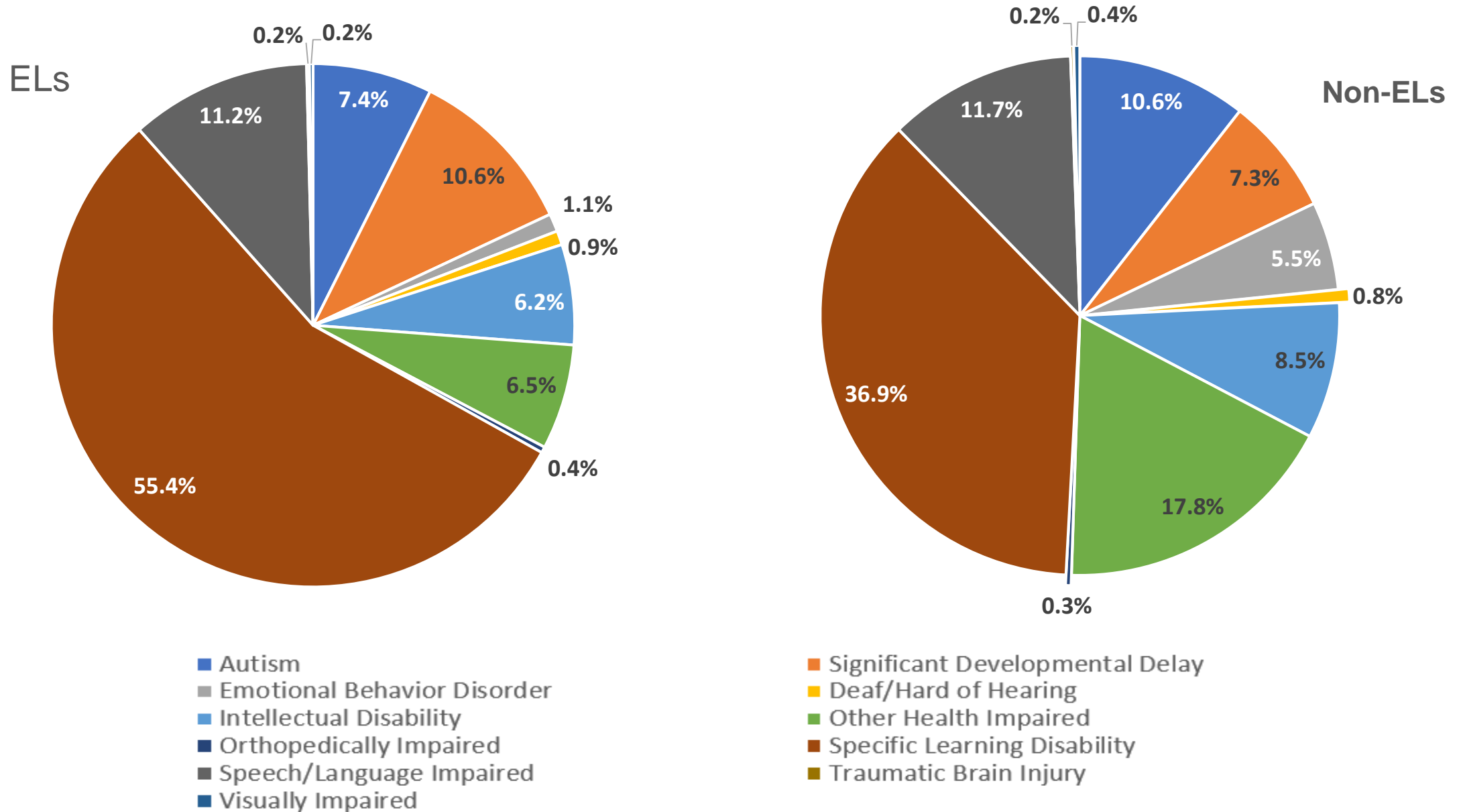
■ All Students ■ SWD

Percent EL/SWD to ALL SWD 6-21

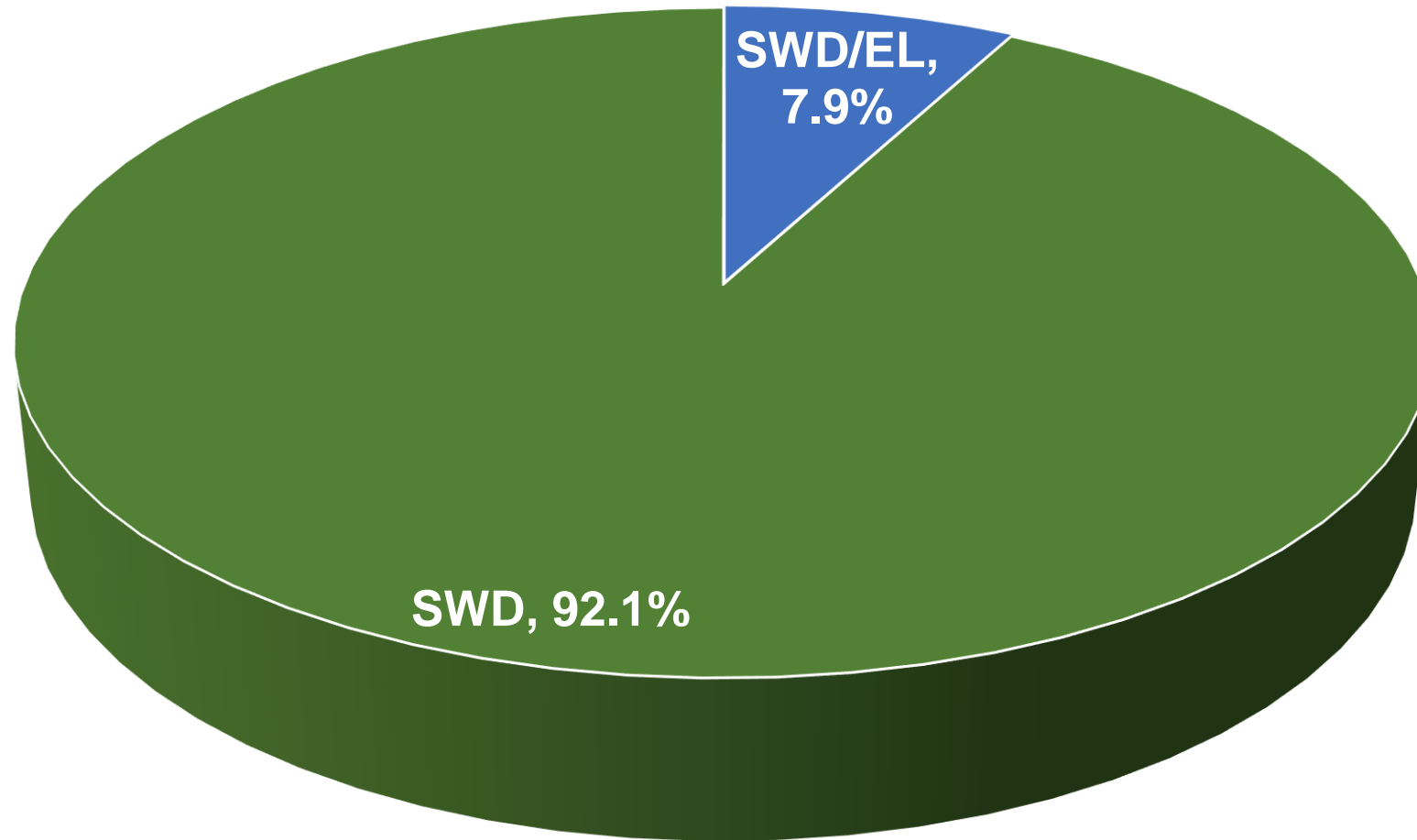


■ SWD not EL ■ SWD EL

Percentage of SWD, age 6-21 Served by IDEA Part B, by EL Status and Primary Area of Disability. 2018-2019 School Year



FY19: Georgia's SWD and SWD/English Learners



Additional Resources

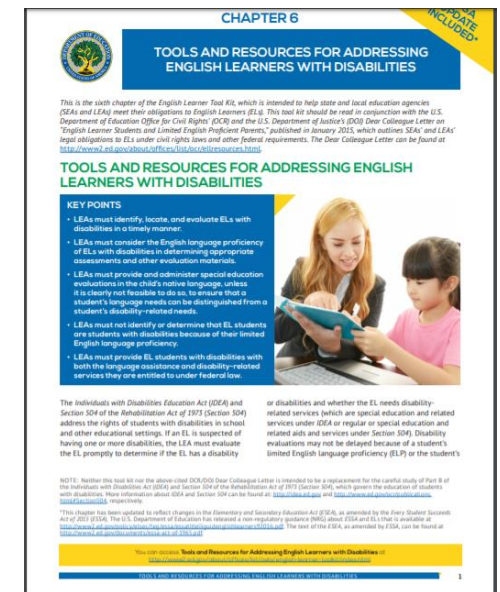
- U.S.D.E.'s Chapter 6 of EL Toolkit: *Tools & Resources for Addressing English Learners with Disabilities*

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>

- U.S.D.E.'s Office for Civil Rights' (OCR) and the U.S. Department of Justice's (DOJ) Dear Colleague Letter on "English Learner Students and Limited English Proficient Parents," January 2015, <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>.

- <https://osepideasthatwork.org/federal-resources-stakeholders/english-language-learners>

- www.gadoe.org – Special Education & ESOL websites!





Characteristics of English Learners with Disabilities

...that influence 2nd language development

What do my students need?

High English language needs	High English language needs
Low disability-related needs	High disability-related needs
Low English language needs	Low English language needs
Low disability-related needs	High disability-related needs

Academic and language development trajectories unique to English learner students with learning disabilities

- <http://www.sbcselpa.org/sites/default/files/2018-08/ELL-Vs.-Learning-Disability-Chart-copy-2.pdf>

Comparison of Language Differences Versus Disabilities

Learning Behavior Manifested	Indicators of a Language Difference due to 2 nd Language Acquisition	Indicators of a Possible Learning Disability
Oral Comprehension/Listening		When Compared to Like Peers

- <http://www.sbcselpa.org/sites/default/files/2018-08/EL-Learning-Issue-List-When-to-Refer-for-SPED-copy-2.pdf>

Characteristics of Assessments

...that influence when we determine student has attained 2nd language

www.altella.wceruw.org



Four Data Sources to “Assess” EL/SWD level of English proficiency

1. Assessment of English language proficiency using an objective assessment instrument
2. Teacher evaluation including, but not limited to, a review of the student’s curriculum mastery;
3. Parental opinion and consultation; and
4. Comparison of the performance of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

WIDA's Alternate ACCESS for ELLs

- Alternate ACCESS for ELLs is a large-scale test of English language proficiency intended for ELs with the most significant cognitive disabilities.
- Key Purposes:
 - Provide educators and parents with information on ELs with significant cognitive disabilities on...
 - Progress toward English proficiency
 - Proficiency in English, and
 - Effectiveness of programs that support these students' English language development
 - Consistent with federal law, i.e. ESSA (2015) and the IDEA, 2004

WIDA ACCESS for ELLs[®] 2.0 Domain Scores

<https://wida.wisc.edu/assess/alt-access/scores-reports>

Listening



Speaking



Reading



Writing

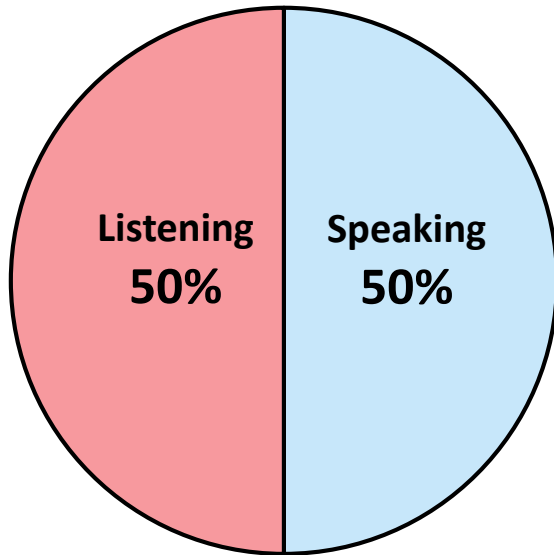


Grade Level Clusters

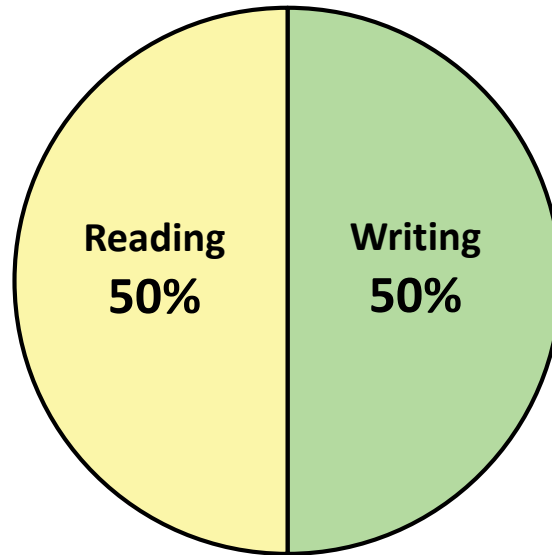
Language of ELA, Math, Science

From Domain to Composite Scores

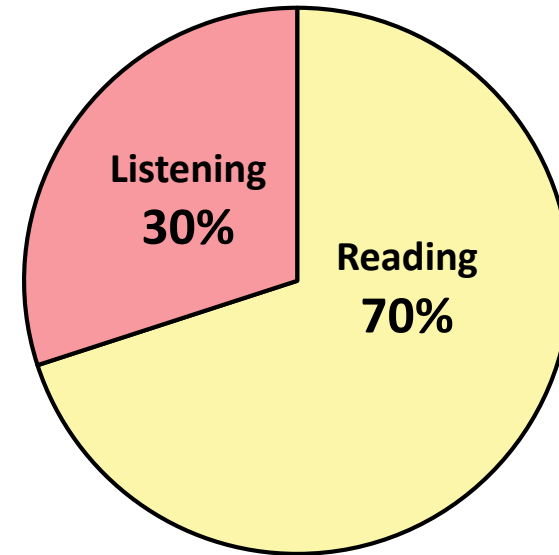
<https://wida.wisc.edu/sites/default/files/resource/Alt-ACCESS-Sample-ISR-English.pdf>



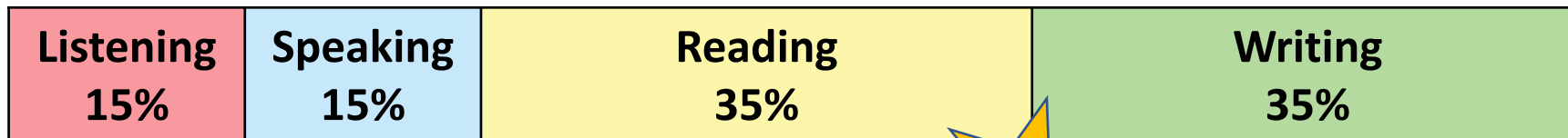
Oral Language Score



Literacy Score







Comprehension Score



Overall Score



Alternate ACCESS Sample Individual Student Report

Student's level of English Proficiency by language domain		
Language Domain	Proficiency Level**	Scale Score (Possible 910-960) and Confidence Band See Interpretive Guide for Score Reports for definitions
	A1 A2 A3 P1 P2 (P3)	910 920 930 940 950 960
Listening 	A1	920
Speaking 	A2	925
Reading 	A3	930
Writing 	P1	935
Oral Language 50% Listening + 50% Speaking	P2	945
Literacy 50% Reading + 50% Writing	P3	955
Comprehension 70% Reading + 30% Listening	A2	940
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	P1	945

Georgia's EL Exit Procedures for English Learners with Disabilities

1. Students with significant cognitive disabilities
2. Students whose disability precludes assessment in one or more language domains



According to U.S.D.E....

- *An EL with a disability can be “exited” from EL status when he/she no longer meets the definition of an EL.*
 - ✓ When the student meets the State’s definition of “proficient” in English.
 - ✓ Depending on the state’s definition of proficiency, the LEA, school personnel and/or the IEP Team may have input into the decisions of whether a student is proficient in English.
- The IEP Team is not authorized to remove the “EL” designation before the student has attained English proficiency.
- LEA and/or school personnel do not have the authority under Federal law to remove a student’s EL status before the student has been deemed proficient in English, solely because the student has an IEP.

OMB Sig. Guidance Doc. 2014 - Q & A Regarding Inclusion of ELs with disabilities in ELP Assessments and Title III

Guiding Federal Statutes under ESEA/ESSA

- Title I, Part A

and LEAs to assess all ELs with disabilities on the annual ELP assessment. Under IDEA section 612(a)(16)(A), all students with disabilities must be included in all State assessments described under ESEA section 1111, including content assessments described under ESEA section 1111(b)(2), and the annual ELP assessment described in ESEA section 1111(b)(2)(G). All ELs with disabilities must be provided with appropriate accommodations on those assessments, as determined through applicable procedures (34 C.F.R. § 200.6). States must also provide an alternate ELP assessment for the small number of ELs with the most significant cognitive disabilities, for whom the student's IEP team determines it to be necessary, who cannot participate in the general ELP assessment even with appropriate accommodations (34 C.F.R. § 200.6(h)(5) and 34 C.F.R. §300.160(a)).⁶

- Title III, Part A [**Sec. 3113(b)(2)**]

- **Establish & implement, standardized, statewide entrance and exit procedures.**

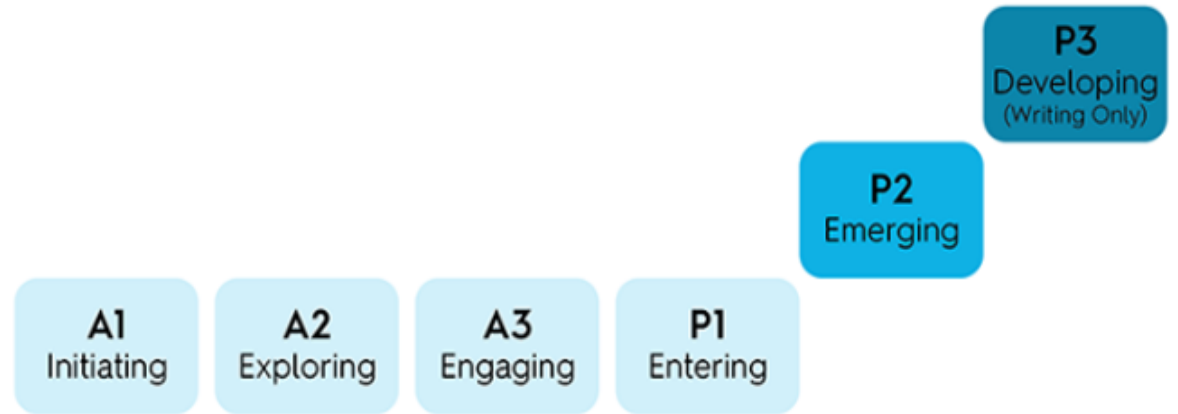


Alternate ACCESS Exit Procedures

Threshold for Considering EL Exit:

- Alternate ACCESS Overall CPL P2 (Emerging) for two consecutive years with IEP Team recommendation
- Or any other Alternate ACCESS Overall CPL – the **same score** for three consecutive years with IEP Team recommendation.





WIDA's Alternate ACCESS Composite Proficiency Levels

Description of Level P2:

	English language learners with significant cognitive disabilities will produce (Productive):	English language learners with significant cognitive disabilities will process (Receptive):
Level P2 Emerging	<ul style="list-style-type: none"> • General content words and expressions across content areas • Social and instructional words and expressions across content areas • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas • Phrases or short sentences • Emerging expression of ideas 	<ul style="list-style-type: none"> • General content words and expressions, including cognates • Social and instructional words and expressions across content areas • Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas • Multiple related simple statements • An idea with details



WIDA™

ALTERNATE
ACCESS for ELLs™



Alternate ACCESS Exit Procedures

Procedures:

- The IEP Team will serve as an *English Learner (EL) Reclassification Team* by completing the state-provided *EL Reclassification / IEP Team Rubric* for English Learners with significant cognitive disabilities who have met the state's established Alternate ACCESS Threshold for considering EL Exit, as stated above. (See [Alt ACCESS EL Reclassification Rubric](#))

Alternate ACCESS Rubric

EL Reclassification / IEP Team Rubric

(Only to be used with Alternate ACCESS Exit Procedures)

Student Name: _____ GTID _____

Note: If an EL Student Exit is being considered, the IEP Team must review the six (6) criteria below and select **Yes** or **No** as applicable to the student. A **Yes** answer for Criteria #5 and #6 requires a justification that contains evidence that the student meets the criteria. The Team’s final determination must consider the performance of English-only students in similar settings that have similar characteristics to the EL student being evaluated for reclassification (e.g. disability, grade level, educational background, etc.).

Alternate EL Exit Criteria		Evidence Reviewed	Justification
Is an ESOL or 2 nd language acquisition specialist a member of the EL Reclassification Team?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Name: _____ Role: _____	
Is the EL student eligible for Georgia’s Alternate Assessment 2.0? (See GAA 2.0 Eligibility Criteria)	<input type="checkbox"/> Yes <input type="checkbox"/> No	GAA 2.0 Eligibility Criteria: Year Eligible: _____	
Has the EL student performed at Alternate ACCESS Overall Composite Proficiency Level (CPL) P2 for two consecutive years?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Language Assessment Results: Test Year _____ CPL _____ Test Year _____ CPL _____	
Has the EL student performed at Alternate ACCESS CPL _____ for three consecutive years? (specify CPL)	<input type="checkbox"/> Yes <input type="checkbox"/> No	Language Assessment Results: Test Year _____ CPL _____ Test Year _____ CPL _____ Test Year _____ CPL _____	
Is the EL student’s rate of language acquisition primarily attributed to the student’s disability rather than to English language proficiency?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Anecdotal Notes & Observations <input type="checkbox"/> Benchmark or Progress Monitoring Data <input type="checkbox"/> Adaptive behavior skills assessment <input type="checkbox"/> Academic Achievement & Functional Performance	
Is English language proficiency no longer a barrier to full participation in the student’s individualized program of instruction, as specified in IEP goals?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Anecdotal Notes & Observations <input type="checkbox"/> Benchmark or Progress Monitoring Data <input type="checkbox"/> Adaptive behavior skills assessment <input type="checkbox"/> Academic Achievement & Functional Performance	

EL Reclassification / IEP Team Review Determination:

Exit from EL Status

Do not exit from EL status; student should remain coded as an English Learner.

Administrator Signature: _____ Date: _____

Parent Signature: _____ Date: _____


Less-Than-Four-Domains Exit Procedures

- The state has established that an English Learner (EL) with disabilities *whose disability precludes assessment of one or more language domains* should be considered for exit from English learner status when the student has met the following state-established criteria using a GaDOE-provided **Designate Composite Proficiency Level (D-CPL)**.

Note: Students who are deaf, blind, and non-verbal would be considered as having a disability that precludes assessment in one or more of the language domains. Beyond these reasons, the Assessment Director should seek counsel from the GaDOE Assessment Division who would consult with Special Education and EL Learner Programs.



Designate Composite Proficiency Level

- 
1. Administer the appropriate WIDA ACCESS for ELLs[®] or Alternate ACCESS language domain tests to the EL student as established in the IEP.
 2. For each language domain test not administered, clearly mark **Do Not Score** with a reason code of **SPD** in the student test booklet or in WIDA AMS.
 3. NOTE: Although WIDA ACCESS *Individual Student Report* will only show results for the language domains administered and will not include composite proficiency levels, it should still be shared with parents in a language they understand.

Designate Composite Proficiency Level (continued)

4. Using WIDA-provided language domain scale score tables, the GaDOE Assessment & Accountability Division will assign the **lowest exit score for the missing language domain(s)** to allow an overall composite proficiency level calculation.
5. The GaDOE Assessment & Accountability Division will calculate a **Designate Composite Proficiency Level (D-CPL)** for each EL student whose WIDA ACCESS score results are missing one or more language domains.
6. The GaDOE Assessment & Accountability Division will provide the school district with an ACCESS **Designate Composite Proficiency Level (D-CPL)** for each one of these EL students.

Use D-CPL to Apply Appropriate Exit Criteria

- After receiving the DOE generated **D-CPL**, the appropriate standardized, statewide EL exit criteria for the ACCESS for ELLs[®] 2.0 or the Alternate ACCESS Threshold for considering EL Exit would then be applied to determine whether the EL student will exit EL status or not.

[ACCESS for ELLs[®] 2.0 Exit Criteria Flowchart](#)

[Alternate ACCESS Threshold for Considering Exit](#)

Post-Exit Monitoring Procedures

- For two school years, the exited student's progress toward IEP goals must be monitored by designated ESOL and Special Education personnel to ensure the student's English proficiency is not a barrier to full participation in classroom instruction and assessment in English.
- Monitoring documentation will be maintained in the exited student's permanent/cumulative records.
- The IEP team with a 2nd language specialist could revisit the EL Reclassification decision during the two-year post-exit period of monitoring student's progress, if the team determines the student would benefit from language assistance services as provided by the ESOL language program.

Where can we find this information?

ESOL Language Programs

VI. EL Exit Procedures

- Kindergarten EL Exit Flowchart
- Grades 1-12 EL Exit Flowchart
- EL Reclassification Form
- Alternate ACCESS Exit Procedures
- Less-Than-Four-Domains Exit Procedures
- Number & Percentage of English Learners who Attained English Proficiency in 2018, by LEA

A Resource Guide to Support School District's English Learner Language Programs

ESOL Language Programs

Supplemental Title III, Part A Language Programs





EL Language Programs Help Desk

EL Language Programs Questions & Support

ELPrograms@doe.k12.ga.us

678-794-3695



Special Education Help Desk

Special Education Questions & Support

(404) 657-9968

SPEDHelpDesk@doe.k12.ga.us

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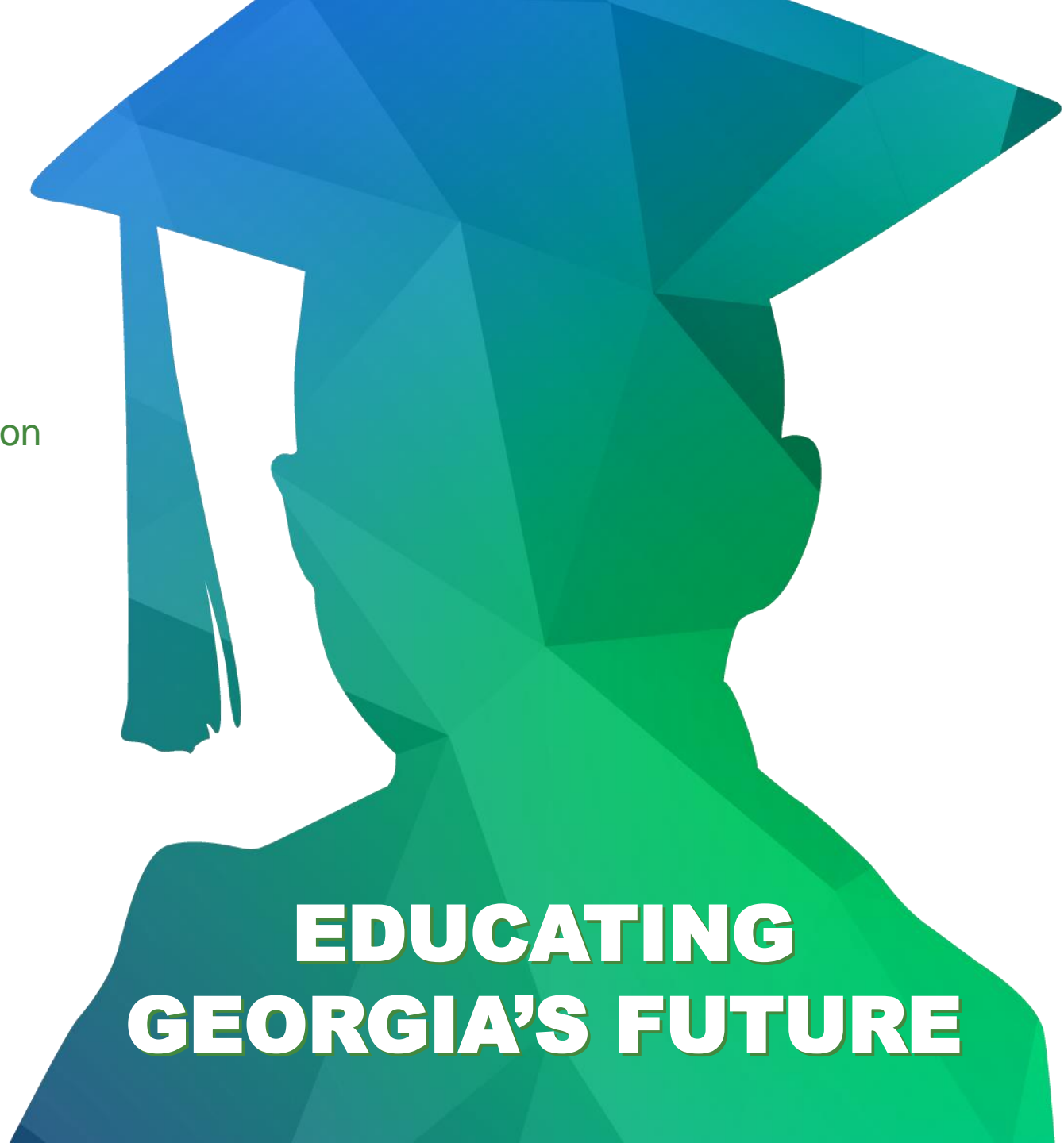
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