Elevating Education for EL Students with Disabilities

December 15, 2022
12:30-1:30 p.m.
SELDA Conference
Today’s Presenters

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Terms and Acronyms

• English Learner (EL, Student)
• English Learner Student with Disability (EL/SWD)
• English for Speakers of Other Languages (ESOL, Program)
• English Language Proficiency (ELP)
• ELP Screener (WIDA assessment used to determine English language proficiency)
• Special Education (SpEd)
• ACCESS for ELLs (annually administered WIDA ELP assessment)
• Alternate ACCESS for ELLs (annually administered WIDA ELP assessment for EL/SWD with significant cognitive disabilities, who qualify for Georgia Alternate Assessment-GAA)
## EL/SWD – A Growing Population!

<table>
<thead>
<tr>
<th></th>
<th>All ELs</th>
<th>All SWD</th>
<th>EL-SWD</th>
<th>All students</th>
<th>% of all students who are EL/SWD</th>
<th>% of all SWD who are EL</th>
<th>% of all EL who are SWD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2023</strong></td>
<td>140,198</td>
<td>229,321</td>
<td>20,641</td>
<td>1,751,168</td>
<td>1%</td>
<td>9%</td>
<td>15%</td>
</tr>
<tr>
<td><strong>2022</strong></td>
<td>133,758</td>
<td>223,037</td>
<td>20,096</td>
<td>1,741,734</td>
<td>1%</td>
<td>9%</td>
<td>15%</td>
</tr>
<tr>
<td><strong>2021</strong></td>
<td>125,963</td>
<td>221,655</td>
<td>19,408</td>
<td>1,729,966</td>
<td>1%</td>
<td>9%</td>
<td>15%</td>
</tr>
<tr>
<td><strong>2020</strong></td>
<td>128,503</td>
<td>225,062</td>
<td>18,989</td>
<td>1,769,621</td>
<td>1%</td>
<td>8%</td>
<td>15%</td>
</tr>
</tbody>
</table>
Learning Target

Understand collaborative roles of ESOL and SpEd teams in meeting the needs of EL/SWD in the following overlapping areas:

• EL Identification procedures
• Instructional resources for specially designed instruction
• EL Exit Procedures (English proficient)
Potential English learners (ELs) with identified or suspected disabilities

EL Identification Procedures
ESOL and SpEd Collaboration
Test Your Knowledge Poll

Scenario:
A Kindergarten student enrolled from Ghana and teachers suspect the student may not be able to hear or speak. Convening an IEP meeting will take more than 30 days.

Question: Should ESOL staff go ahead and administer the WIDA Screener for Kindergarten to identify EL status while they wait for the IEP team?
Test Your Knowledge (2)

A. No, wait for the IEP team decision and document timeline.
B. Yes, if a Special Education teacher suggests screener accommodations before the IEP team meets.
C. Yes, if the parents request it.
D. No, because the Special Education program trumps ESOL.
Collaboration

• ESOL staff primarily responsible for EL identification

• For EL/SWD - often see an overlap and need for ESOL/Special Education collaboration
Student Primary (Home) Language

- All kindergarten students
- Students in grades 1-12, enrolling in U.S. schools for the first time
- Transfer student? Original HLS from transferring LEA–EL status may already be determined.

Home Language Survey (HLS) Questions
(Administered during registration in parent’s preferred communication language)

1. Which language does your child **best** understand and speak?
2. Which language does your child **most** frequently speak at home?
3. Which language do adults in your home **most** frequently use when speaking with your child?

ESOL Program Webpage
Potential English Learners

If the HLS indicates a home or Student Primary Language other than English, the student is a potential EL. ESOL staff will:

• Administer the appropriate language domains (Listening, Speaking, Reading, & Writing) of the **WIDA Screener** to potential English learners.

• Apply the applicable **eligibility criteria** to determine if the student is an English learner.

**Federal timeline:**
**30 days** from enrollment anytime throughout the school year.
Identified or Suspected Learning Disability?

**EL Language Programs – State Guidance**

(pp. 15-17)

- May require an evaluation for special education before administering the WIDA ELP Screener.
- Requires collaboration between the ESOL and Special Education departments BEFORE proceeding with ELP screening.
- Even with accommodations – student may not be able to take the WIDA screener if the disability precludes assessment of one or more language domains.
Less than Four WIDA Screener Domains

If disability precludes screening in all four language domains (example: deaf, blind, or non-verbal):

- IEP team is convened to determine EL eligibility
- IEP team’s review of information/data (including input from parents) serves as the initial screening process in lieu of WIDA Screener testing
- Team includes BOTH ESOL and Special Education staff, and parents
- Documentation is maintained in cumulative records (with flag or note on HLS to alert reviewer to see IEP minutes for EL identification information)
- If student is unable to take any portion of the WIDA Screener, the IEP team must visit the EL eligibility decision at least annually (could be more often if needed)

EL Language Program – State Guidance document, pp. 15-17
Screening Potential English Learners with Disabilities (EL/SWD)

*EL Language Programs – State Guidance, pp. 15-17*

Potential ELs with disabilities established in an IEP or 504 plan must be administered the WIDA Screener with appropriate accommodations as established in the IEP.

WIDA ACCESS for ELLs, Kindergarten ACCESS for ELLs, Alternate ACCESS for ELLs, and WIDA Screener Allowable Accommodations……….. 2022-2023 Student Assessment Handbook, p. 133

Contact Dr. Mary Nesbit-McBride (mnesbit@doe.k12.ga.us) with questions about WIDA Screener Accommodations.
Continuing EL Identification Process

ALL identified ELs, including EL/SWD, must be assessed annually with either:

Gr. K-12 ACCESS for ELLs test, with appropriate accommodations

-or-

Gr. 1-12 Alternate ACCESS for ELLs test, with appropriate accommodations

(Must have a significant cognitive disability and be eligible for the Georgia Alternate Assessment - GAA.)

For more information about assessment and accommodations for ACCESS, please visit the GaDOE Assessment webpage.
EL/SWD

IEP Team Roles
Collaboration
Listening Focus

In your school system's program:

• What structures are currently in place to foster collaboration?
• Among the new collaborative practices you are hearing about, which ones would you like to implement?
• What is one new step you will take to increase collaboration?
Role of the ESOL teacher - IEP Meetings

- Attend all IEP meetings and come prepared!
- Share recent ELP (ACCESS/Alternate ACCESS) scores and their meaning.
- Share historical ACCESS for ELLs scale score growth and current ACCESS Student Growth Percentiles (SGPs)
Role of the ESOL teacher - IEP Meetings (2)

- Discuss WIDA performance definitions of student’s level of English proficiency to help with goal setting.
- Explain ACCESS/Alt ACCESS accommodations so that appropriate choices can be made.
  - Remember, Georgia Milestones accommodations are not the same as ACCESS/Alt ACCESS accommodations!
- Discuss scheduling and ensure that both Special Education and ESOL language instruction are provided.
  - One program service does not "trump" the other - per OCR, EL/SWD must receive both services.
Role of the SpEd teacher - IEP Meetings

- Collaboratively plan and schedule all IEP meetings.
- Create an agenda that provides space and opportunity for all teachers to contribute.
- Share and explain standardized test data.
- Review and explain progress monitoring data.
Role of the SpEd teacher - IEP Meetings (2)

- Explain Special Education accommodations so that appropriate choices can be made.
- Ensure that the Present Levels of Academic Achievement and Functional Performance (PLAAFP) is comprehensive - the PLAAFP is the foundation to creating and providing specially designed instruction.
- Discuss scheduling and ensure that BOTH Special Education and ESOL instruction are provided.
  - One program does not "trump" the other. Per OCR, EL/SWD must receive both services.
Roles of the ESOL and SpEd Directors

- Collaborate to train local staff on federal, state, and local written procedures for:
  - EL identification/exit procedures for EL/SWD
  - Scheduling
  - Instruction
  - Testing accommodations (with Assessment Director)

- Collaboratively review ACCESS/Alt ACCESS data and share with local stakeholders.

- Collaboratively review end-of-year ACCESS/Alt ACCESS scores to determine EL exit eligibility for EL/SWD.
Roles of the ESOL and SpEd Directors (2)

- Support local staff in scheduling IEP meetings for EL/SWD eligible for EL exit review via Alternate ACCESS Reclassification.
- Collaborate to code primary disability if missing language domain on ACCESS/Alt ACCESS test (due to disability that precludes assessment in Listening, Speaking, Reading, or Writing)
Padlet Activity

On the Padlet share your ideas for the following SpEd/ESOL collaboration categories:

• Collaborative structures already in place
• New collaborative practices to explore/implement
• One new action step to increase collaboration
Instruction and Resources for EL/SWD
Specially Designed Instruction (SDI)

What are the educational experiences of EL/SWD?

Without collaboration and strong shared pedagogy among all teachers for SDI, EL/SWD will experience...

“Instruction designed for monolingual English speakers with disabilities from special educators”

“Instruction designed for ELs without disabilities from ESOL teachers”

“Instruction designed for monolingual English-speaking students without disabilities from general education teachers”

¡Colorín Colorado! Serving English Learners with Disabilities: How ESL/Bilingual Specialists Can Collaborate for Student Success
Universal Design for Learning (UDL)

Federal law: ESSA urges schools to:
• Use the principals of UDL to meet the learning needs of all students, including ELs
• Utilize UDL in instruction and assessment
  (ESSA, 2015, Section 4104)

UDL provides EL/SWD with:
• Multiple means of representation
• Multiple means of action and expression
• Multiple means of engagement

Why UDL Matters for English Language Learners (2018)
### Examples of UDL in EL/SWD Instruction

#### Multiple means of representation - ELs
- Realia (real objects), particularly if familiar to student from family background
- Virtual experiences (field trips, interactive screens)
- Photos, videos, audio recordings
- Dramatic enactments, gestures

#### Multiple means of representation - SWD
- American Sign Language (ASL) for spoken English
- Written transcript for videos or audio clips
- Visual, non-linguistic supports for vocabulary clarification (pictures, videos, etc.)
- Use of Text-to-Speech
Examples of UDL in EL/SWD Instruction

Multiple means of action and expression - ELs

- Pictorial representation (drawing, illustrating)
- Labeling a scientific process
- Sorting and categorizing complex information
- Graphic organizers

Multiple means of action and expression - SWD

- Story webs, outlining tools, or concept mapping tools
- Sentence starters or sentence strips
- Virtual or concrete mathematics manipulatives (e.g., base-10 blocks, algebra blocks)
Examples of UDL in EL/SWD Instruction

<table>
<thead>
<tr>
<th>Multiple means of engagement - ELs</th>
<th>Multiple means of engagement - SWD</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Peer interactions (with English-proficient students)</td>
<td>• Invite personal response, evaluation and self-reflection to content and activities</td>
</tr>
<tr>
<td>• Allowing student choice, based on family background and interests</td>
<td>• Involve all students in whole class discussion</td>
</tr>
<tr>
<td>• Providing tasks appropriate to language proficiency level to build capacity for sustained effort and reduce frustration</td>
<td>• Peer interactions (with non-disabled peers)</td>
</tr>
</tbody>
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EL Exit Procedures

ESOL/SpEd Collaboration
EL Exit Process
(ACCESS for ELLs Test-Takers)

• For EL/SWD administered all four language domains of the ACCESS for ELLs test, statewide EL exit procedures apply.

• For more information, see the ESOL program webpage or speak with your district’s ESOL director.

EL Exit Procedures

- Kindergarten EL Exit Flowchart
- Grades 1-12 EL Exit Flowchart
- EL Reclassification Form (April 2022 Version)
- EL Reclassification Form (April 2018 Version)
- Alternate ACCESS Exit Procedures (May 2019)
- IEP Alternate EL Reclass Form (WORD)
- Less-Than-Four-Domains Exit Procedures (April 2019)
- LEA Reported Minimum ACCESS CPL Exit Criteria, 2018-2022
**Alternate ACCESS Test - Exit Criteria**

An IEP team may consider an EL/SWD for exit from EL status when the student has met one of the following criteria:

<table>
<thead>
<tr>
<th>Only Two (2) Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternate ACCESS Overall CPL P2 or higher for <strong>two</strong> consecutive years</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>Any other identical Alternate ACCESS Overall CPL for <strong>three</strong> consecutive years</td>
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</tbody>
</table>

**Non-Negotiables**

- IEP Team decision recorded on the GaDOE [IEP EL Reclassification Rubric](#) and in the IEP team meeting minutes
- IEP meeting sign-in sheet must include an ESOL teacher or ESOL designee who is:
  - knowledgeable of the student’s language skills and goals
  - able to understand and explain Alternate ACCESS results

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*EL Language Programs – State Guidance, pg. 32-33*
IEP / EL Reclassification Rubric

Visit the ESOL Program webpage and download the IEP/EL Reclassification rubric.

<table>
<thead>
<tr>
<th>School / District Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL Reclassification / IEP Team Rubric</td>
</tr>
<tr>
<td>(Only to be used with Alternate ACCESS Exit Procedures)</td>
</tr>
</tbody>
</table>

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 ACCESS
Exit Scenario 1

• Marco is a 6th grade EL/SWD who qualifies for the GAA.
• His Overall Alternate ACCESS scores the past 4 years are as follows:
  • 2019 – A3
  • 2020 – P1
  • 2021 – P1
  • 2022 – P2
• Does he qualify to be considered for exit by conducting an IEP/EL Reclassification meeting?

Exit Decision?
Using a **GaDOE-provided Designated Composite Proficiency Level (D-CPL)**, in lieu of a WIDA Overall CPL, students whose disability precluded assessment of one or more language domains can be **considered for exit** from EL status when exit criteria are met.

*For more information, speak with your school system’s ESOL or Assessment Director.*

**Requirements:**

- Student’s missing language domain must have been coded SPED on the ACCESS for ELLs or Alternate ACCESS test file.
- Student’s primary disability as reported to the state must align with missing language domain on the test.
- Student must have been assessed in at least two language domains.

*EL Language Programs – State Guidance*, pp. 34-35
Did we meet our learning target?

Understand collaborative roles of ESOL and SpEd teams in meeting the needs of EL/SWD in the following overlapping areas:

- EL Identification procedures
- Instructional resources for specially designed instruction
- EL Exit Procedures (English proficient)
Questions?
previous recordings available in gadoe community

**Recorded Webinar**  
**FY23 SESBAA: EL/SWD Identification & Services**  
FY23 Special Education for School-based Administrators Academy (SESBAA): English Learners and Students with Disabilities Dually Identified and Served Students  
This training provides guidelines for the identification of, and best practices for, serving English Learners (EL) with Disabilities.

**Recorded Webinar**  
**FY 23 SSIP: Teaching ESOL and SWD**  
FY23 SSIP Professional Learning Series: Teaching English for Speakers of Other Languages and Students with Disabilities  
English Learners dually identified as a student with a disability must be provided supports and services as determined through the student’s IEP and language assistance program. This session will describe tools and resources to accommodate for students who are dually identified as EL and SWD in secondary settings. Best practices and strategies being implemented with this unique population of students will be demonstrated. Goals: To increase teachers’ and leaders’ knowledge base and share tools and resources that will support student success for ELs and SWDs who are dually identified in secondary settings.
Thank you for joining us today!

Preparing students for life.

www.gadoe.org

@georgiadeptofed

youtube.com/user/GaDOEmedia