

English Learners with Disabilities

Presented at: PELL Meeting

May 9, 2019



ADE Assessment and Office of English Language
Acquisition Services (OELAS)



WELCOME
WE'RE GLAD YOU'RE HERE!

Purpose for this Session

This session is an opportunity for EL Administrators and Special Education Directors to learn more about Arizona's ELs with disabilities and state and federal policies that impact this special population.

Agenda

This afternoon, we will:

- Discuss common myths about ELs with disabilities
- Understand the purpose of the AZELLA
- Review state and federal policy impacting ELs with disabilities
- Explain Arizona's Accountability System in regards to ELs with disabilities
- Share common definitions
- Explore best practices in instruction for ELs with disabilities
- Provide resources for educators of ELs with disabilities
- Discuss next steps for School Year 2019-2020

FACTS
~~MYTHS~~

MYTH BUSTING

Fact or Fiction?

The prevalence of language impairment (LI) disorders is more for ELs than for monolingual English speakers.

FICTION!

Despite their LI, DLLs/ELs are not at greater risk for language learning difficulty than monolingual children with LI, attesting to the remarkable capacity of children to acquire two languages despite an underlying impairment.

<https://www.nap.edu/read/24677/chapter/12#358>

Fact or Fiction?

Children with disabilities get confused and overwhelmed by learning or being exposed to more than one language. They have significant difficulty learning one language; hence, additional languages will make language acquisition more difficult for them.

FICTION!

There is no evidence that those with disabilities get confused or overwhelmed or have additional difficulties with or negative consequences from learning two (or more) languages.

([Chen and Gutiérrez-Clellen, 2013](#); [Gutiérrez-Clellen, 2000](#); [Hambly and Fombonne, 2012](#); [Kay-Raining Bird et al., 2016](#)).

Fact or Fiction?

ELs placed in general education classrooms become proficient in English faster than those students that are dual labeled (EL and a disability).

FACT!

Research shows that dual labeled students take longer to demonstrate proficiency due to their complex needs of language and their disability. The same high expectations should be maintained for all students!

<https://www.nap.edu/read/24677/chapter/12#358>

Fact or Fiction?

Exposure to two or more languages will worsen LI and other language learning deficits, as it causes cognitive “overload” that overwhelms an already impaired language learning capacity and reduces the affected children’s chances of learning English.

FICTION!

Bilingual and monolingual students perform equivalently on direct measures of receptive vocabulary and general expressive and receptive language ability.

[\(Kay-Raining Bird and colleagues \(2016\)\)](#)

Fact or Fiction?

The IEP Team of an EL should always include a Language Acquisition Specialist.

FACT!

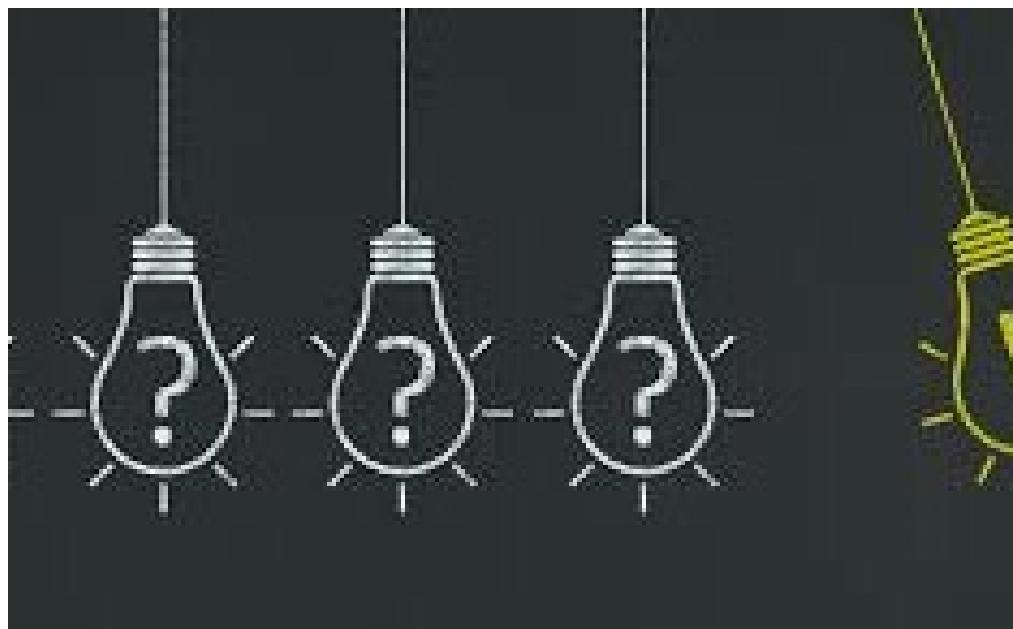
The IEP must reflect ways in which instruction will support all needs of ELs with disabilities, including language needs. Only a specialist trained in language acquisition can support these decisions.

Fact or Fiction?

The IEP Team has the authority to make decisions that “trump” or overrule any other state and federal EL policy, i.e., AZELLA, SEI Models, etc.

FICTION!

The IEP Team decisions must be in accordance with all state and federal EL policy requirements.



PURPOSE OF AZELLA

AZELLA

Arizona English Language Proficiency Assessment is an English Language Acquisition Assessment, its purpose is to:

- Determine if a child has an English Language need and will need additional services and supports
- Measure growth from one point (typically Placement Test) to a second point (typically Reassessment Test)

**ELS WITH
DISABILITIES-
ESSA**

ESSA

Every Student Succeeds Act

Guidance from the US Department of Ed

ESSA Clarification:

- **Students with significant cognitive disabilities** must attain English language proficiency based on **alternate ELP achievement standards** in order to exit EL services

To be eligible for the alternate ELP assessment, students will need to meet the criteria for significant cognitive disability

ESEA Guidance 2017

- ELs with disabilities will be held to the same standards of performance as non-disabled EL peers
- “The ESEA requires that a State provide appropriate accommodations for ELs with disabilities and, if an EL has a disability that precludes assessment in one or more domains of the ELP assessment such that there are no appropriate accommodations for the affected domain, assess the student’s ELP based on the remaining domains in which it is possible to assess the student (34 CFR § 200.6(h)(4)).”

(U.S. Department of Education Update on English Language Proficiency Assessments | National Title I Association)

When must a student be exited from EL status for ESEA purposes?

- An EL must be exited from EL status for ESEA purposes (*i.e.*, for purposes of Title I and Title III requirements) when the student satisfies the State's standardized statewide exit procedures.
- Because section 3113(b)(2) of the ESEA requires a State to implement statewide exit procedures, a student who meets the exit procedures is no longer an EL for ESEA purposes...

When must a student be exited from EL status for ESEA purposes? (cont.)

- Title VI's implementing regulations have been interpreted by case law to require that a student demonstrate proficiency on a valid and reliable ELP assessment in order to be exited from EL status.

When must a student be exited from EL status for ESEA purposes? (cont.)

- The requirement that an EL be exited from EL status for ESEA purposes when the student satisfies the criteria included in the State's standardized statewide exit procedures applies to an EL with a disability as well.

When must a student be exited from EL status for ESEA purposes? (cont.)

- To ensure that the language proficiency of such a student is validly and reliably assessed, the Individualized Education Program (IEP) Team or, in the case of a student served only under Section 504 or Title II of the ADA, the Section 504 Team or individual or group designated to make those decisions under Title II of the ADA, must determine whether an EL with a disability needs to receive appropriate accommodations on the regular annual ELP assessment...

When must a student be exited from EL status for ESEA purposes? (cont.)

- ...or, for an EL who is a student with significant cognitive disabilities as identified under 34 CFR §200.6(a)(1)(ii), needs to take an alternate assessment to the regular ELP assessment, if he or she cannot take the regular ELP assessment, even with appropriate accommodations.

When must a student be exited from EL status for ESEA purposes? (cont.)

- An IEP Team, a Section 504 team, or the individual or group designated to make those decisions under Title II of the ADA must make this determination on a case-by-case basis in light of the particular needs of an EL with a disability.

SPED Withdrawn

- Based on the *Addendum to September 23, 2016 Non-Regulatory Guidance* and direct guidance from the Office of State Support, Arizona can no longer allow for IEP Teams to remove an EL with disabilities from EL Services.
- The ONLY way for an EL with disabilities to be withdrawn from EL Services is for the student to demonstrate English language proficiency on a “valid and reliable ELP Assessment”.

May an EL with a disability whose disability precludes his or her assessment in one or more domains of the State ELP assessment be exited from language services?

- Under 34 C.F.R. §200.6(h)(4)(ii), if it is determined on an individualized basis that an EL has a disability that precludes assessment in one or more domains of the ELP assessment (speaking, listening, reading and writing), such that there are no appropriate accommodations for the affected domain or domains, an SEA must assess the child's English language proficiency based on the remaining domains in which it is possible to assess the student.

May an EL with a disability whose disability precludes his or her assessment in one or more domains of the State ELP assessment be exited from language services? (cont.)

- A determination that a disability precludes assessment in one or more domains must be made on an individualized basis by the child's IEP Team, the student's 504 team or, for students covered under Title II of the ADA, by the team or individual designated by the LEA to make those decisions.

May an EL with a disability whose disability precludes his or her assessment in one or more domains of the State ELP assessment be exited from language services? (cont.)

- Under the very rare circumstances when a student's disability precludes assessment in one or more domains, the student may be exited under the State's exit procedures based on a score of proficient on the remaining domains in which the student is able to be appropriately assessed.

May an EL with a disability whose disability precludes his or her assessment in one or more domains of the State ELP assessment be exited from language services? (cont.)

- An SEA that uses a composite or weighted score across the domains should determine what revised composite or weighting is needed for exit in less than all four domains.

May an EL with a disability whose disability precludes his or her assessment in one or more domains of the State ELP assessment be exited from language services? (cont.)

- The Department expects that **only in very rare circumstances** will children need to be assessed in fewer than four domains due to a disability that precludes assessment in a particular domain, and that **the vast majority of ELs with disabilities will be able to be assessed in all four domains**, with appropriate accommodations as needed, or by taking an alternate ELP assessment for ELs who are students with significant cognitive disabilities.

May an EL with a disability whose disability precludes his or her assessment in one or more domains of the State ELP assessment be exited from language services? (cont.)

- The Department's assessment peer review process will evaluate the technical quality of the ELP assessment, including that it provides valid and reliable results. This includes the State's procedures for assessing ELs with disabilities on less than the four domains.

ACCOUNTABILITY

Consolidated State Plan, May 2017

Table 4: States' Long-Term Accountability Goals for English Language Proficiency (Title I, Part A, 4. Statewide Accountability, iii.c.1, iii.c.2, iv.d)

State	English Language Proficiency (ELP)			
	4.iii.c.1 Student-level goals	4.iii.c.1. Group-level goals	4.iii.c.2 Interim progress	4.iv.d. Indicator
Arizona	Varies based on initial AZELLA score, age at time of initial AZELLA test	Baseline = 30% making proficiency progress in 2016 Long-term goal = 60% by 2028	3% increase every year	Arizona English Language Learner Assessment (AZELLA)

Applies to students with disabilities, with the exception of students with significant cognitive disabilities

DEFINITIONS

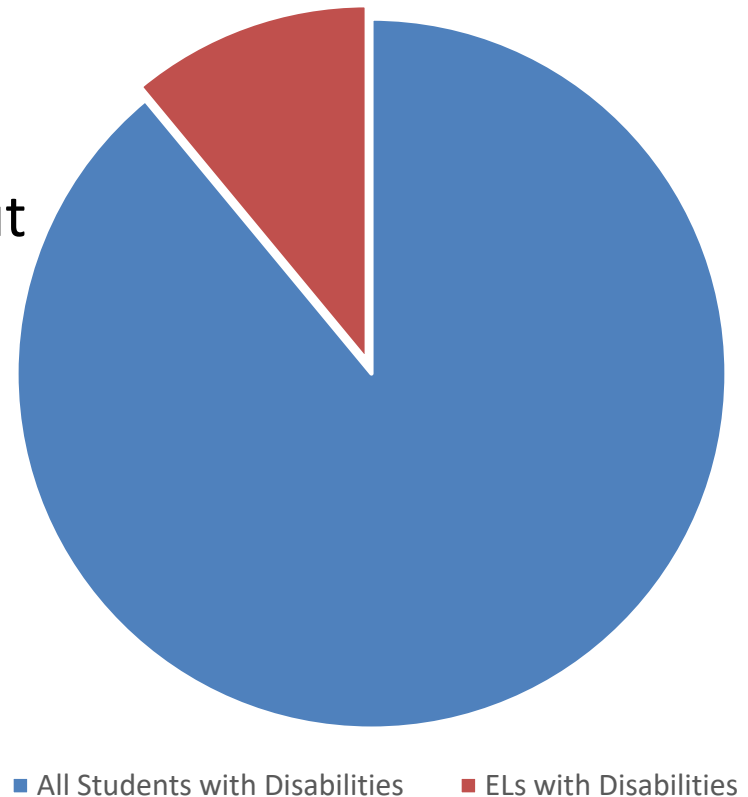
CCSSO Definition of EL with Disabilities

English language learners with disabilities (ELLs with disabilities) are students whose native language is not English, who do not yet possess sufficient English language proficiency to fully access content that is in English, and who have disabilities as identified through IDEA or Section 504.

Who Are Our ELs with Disabilities?

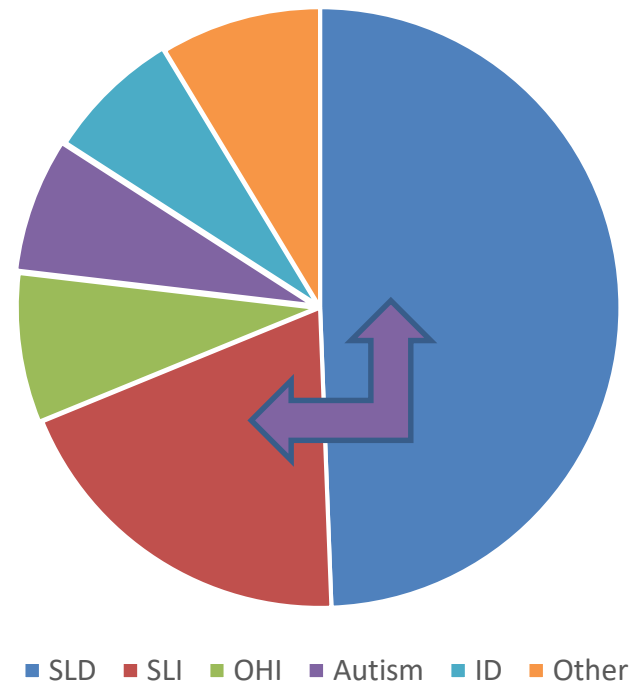
Nationally, ELs accounted for about 11% of all students with IEPs in 2016-17
(U.S. Department of Education)

AZ 2016: ELs with disabilities accounted for 9% of students receiving special education services

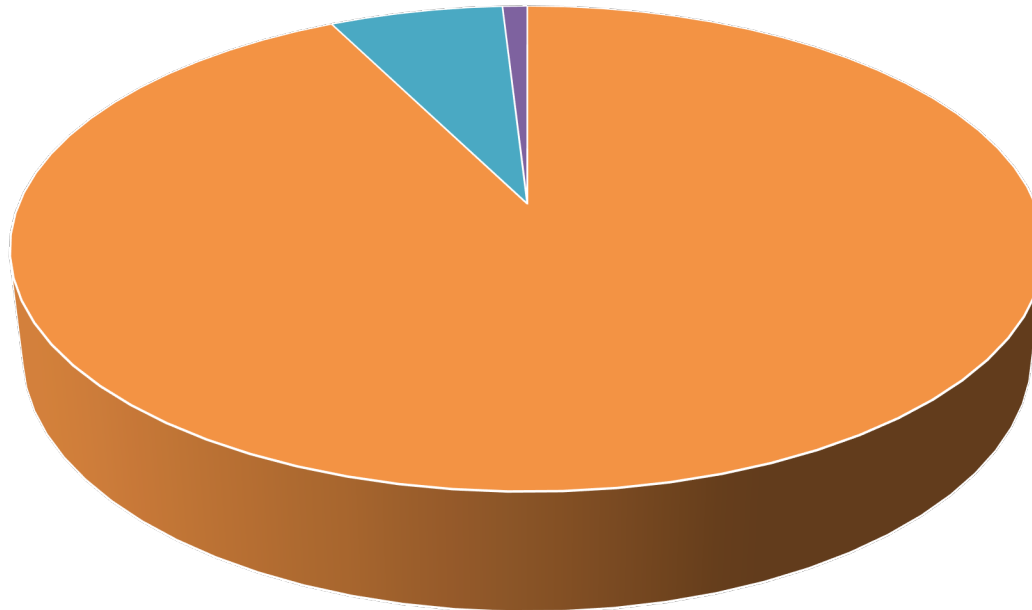


The majority of ELs with disabilities fall into “high incidence” categories such as SLD and SLI
These students typically spend 80% or more of their school day in general education settings

Disability Categories



Analysis of Arizona's EL Students with Disabilities



- AZ Students with Disabilities
- AZ EL Students with Disabilities - 9% of Students with Disabilities
- AZ EL Students with Significant Cognitive Disabilities - Less Than 1% of Students with Disabilities

<http://www.azed.gov/oelas/files/2018/01/Gerry-Haskins-PPT-ELs-with-Disabilities-January-2018.pdf>

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INSTRUCTION/IEP

NCEO Guidance on Standards-Based IEPs

If a student with an IEP is also an English learner (EL), the IEP should **include specific language learning goals for a second language**, in addition to special education services and supports.

A well-crafted standards-based IEP for ELs with disabilities should contain **goals for teaching and learning the complex academic language needed to learn the content standards**.

Incorporating language learning goals into the IEP **requires close collaboration** between general education, special education, and English as a Second Language or bilingual education teachers.

https://nceo.info/standards_and_accountability/standards_based_iep

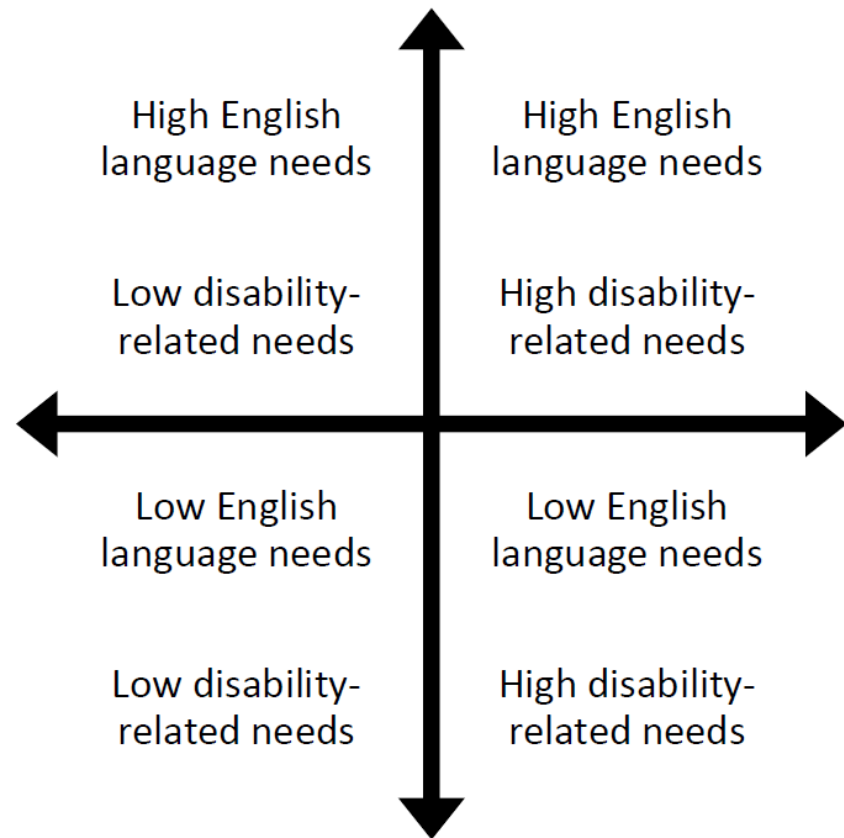
NCEO Recommendation

Incorporate ELP development goals in the IEPs of ELs with disabilities

- Convene a fully representative IEP team
 - General Education Teacher*
 - Expertise on disabilities
 - Expertise on language acquisition
 - Parent(s), Student
 - District Administrator
 - Others (Technology, Speech, OT, PT)
- Commit to ongoing collaboration for planning and monitoring
 - Collect data from multiple sources to document growth
- Address the needs of “the whole child”
 - Consider supports needed across the range of settings throughout the student’s day
 - EL needs
 - SPED needs

Evaluating Student Needs

- This graphic helps to define the specific needs of an individual EL student with disabilities
- Looking at student characteristics, which quadrant best describes his/her needs?
- Program decisions and supports follow that discussion



State Academic Standards

IEP team members must be familiar with State academic standards to make sound instructional and assessment decisions

- Examine the student's present levels of performance in relation to the standards
 - English language acquisition
 - Strengths and weaknesses in academic areas
- Design instruction to utilize the student's background knowledge, strengths, culture, and interests
- Determine appropriate tools and accommodations to mitigate the effects of any disabilities and English language needs

Educational Setting

How can teams support the gen/ed teachers in meeting the range of needs these students present?

Critical consideration: How will student meaningfully engage with grade level academic content?

- UDL Planning (content and language objectives)
- Couch all instruction within meaningful context*
- Embedded formative assessment to monitor understandings/make adjustments
- Accommodations for instruction and assessment

**Proficiency in English is not a pre-requisite to meaningful engagement; rather, meaningful engagement with content and disciplinary practices is a route to language proficiency.*

Accommodations

Accommodations can be listed in any of three areas in the IEP:

- “Consideration of Special Factors” (**Communication** and AT)
- “Supplementary Aids and Services” (Supports across settings to facilitate participation alongside nondisabled peers)
- “Participation in Assessments” (Accommodations for State and District assessments)

The Role of Technology in Providing Access

The Need:

- ELs with disabilities must simultaneously learn English **and** grade level content – a heavy lift for any EL student, but particularly challenging for students with dual labels

Consider:

- Multimodal presentations: speech or text accompanied by models, pictures, video, and virtual reality
- Text-to-speech and speech-to-text remove some of the cognitive load so that EL students can focus on the content
- Organizing tools, student presentation options, parent communications (translations)

NEXT STEPS

On-going work

- Work with Pearson and AZ TAC to develop models for domain specific scoring
- Grant for Alternate ELP (CAALP) for students with significant cognitive disabilities
- Ongoing collaboration at the national level with CCSSO and other states focusing on Alternate ELP standards language and communication

Questions



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