Office of English Language Acquisition Services (OELAS)

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EL Coordinator Boot Camp
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English Learners with Disabilities

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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
- ✓ 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

Fact or Fiction?

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

FICTION!

DLLs/ELs are **<u>not</u>** 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 in general education become proficient in English more quickly than those with disabilities.

FACT!

Research indicates that ELs with disabilities do require more time to become proficient in English.

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.

Table Discussion

1. Were any of the **Facts** a surprise?
2. What **Facts** were most impactful?

AZELLA

The Purpose of AZELLA

- The Arizona English Language Learner Assessment (AZELLA) is a standards-based assessment that meets both state and federal requirements to **measure students' English language proficiency**.
- AZELLA is used for both **placement** and **reassessment** purposes.
- Students who have been identified as second language learners on the Home Language Survey take the AZELLA placement test, and the students' proficiency scores determine **appropriate placement for instruction**.

AZELLA ⟶ Instructional Decisions

- Is there a language need?
- If yes, based on proficiency level, what type of instruction is required?

The Purpose of AZELLA

- Students who have been placed into an English language learner program will also take the AZELLA reassessment **once per year until they achieve proficiency**.
- Students who have scored proficient on the AZELLA are then monitored for two years to help ensure success after their move into a mainstream classroom.

AZELLA ⟶ Measure Growth

- Is there **STILL** a language need?
- Has the student made growth towards English language proficiency?

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 a most significant cognitive disability 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.

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)

Table Discussion

1. What does ESSA require for Exit from EL Services?
2. How does this requirement affect ELs with disabilities?

SPED Withdrawn

ESEA Guidance 2017

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- "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)

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 her 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?

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?

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?

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?

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 the most 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?

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.

Table Discussion

1. Who determines if an EL should be assessed on less than 4 domains?
2. Is it common for students to be assessed on less than 4 domains?
3. What does Arizona need to do in order to be able to assess on less than 4 domains?

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.
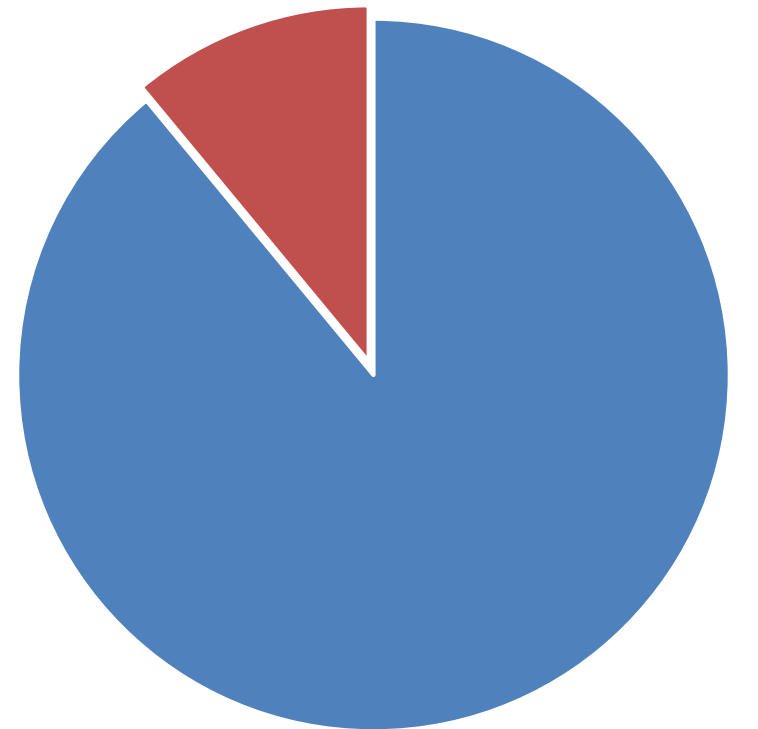
Categories of Disabilities

- Autism (7%)
- Deaf Blind (<1%)
- Developmental Delay (3%)
- Emotional Disturbance (2%)
- Hearing Impairment and Deafness (11%)
- Intellectual Disability (7%)
- Multiple Disabilities (1%)
- Other Health Impairment (<1%)
- Orthopedic Impairment (8%)
- Specific Learning Disability (49%)
- Speech Language Impairment (19%)
- Traumatic Brain Injury (<1%)
- Visual Impairment and Blindness (<1%)

https://nceo.info/student_groups/ells_with_disabilities

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
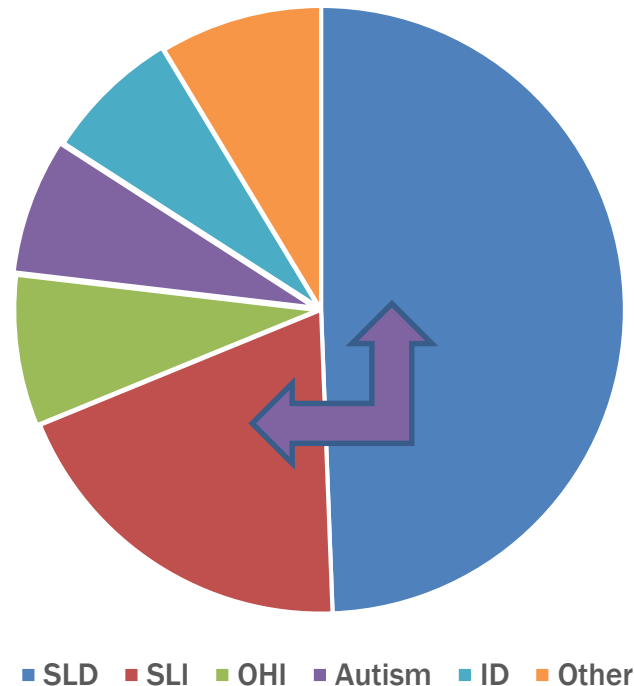

■ All Students with Disabilities   ■ ELs with Disabilities

Who Are Our ELs with Disabilities?

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

■ SLD ■ SLI ■ OHI ■ Autism ■ ID ■ Other

Arizona Defines Significant Cognitive Disability Using 3 Criteria

1. A disability or multiple disabilities that **significantly impact intellectual functioning <u>and</u> adaptive behavior**

2. **ELP goals and instruction listed in the IEP for this student are linked to (derived from)** state content standards and address knowledge and skills that are appropriate and challenging for this student

3. The **student requires extensive, direct, individualized instruction** and substantial supports to achieve measurable gains in the grade and age-appropriate curriculum

Students with significant cognitive disabilities account for 1% of the States' students with disabilities; ELs with significant cognitive disabilities would account for a fraction of that 1%.
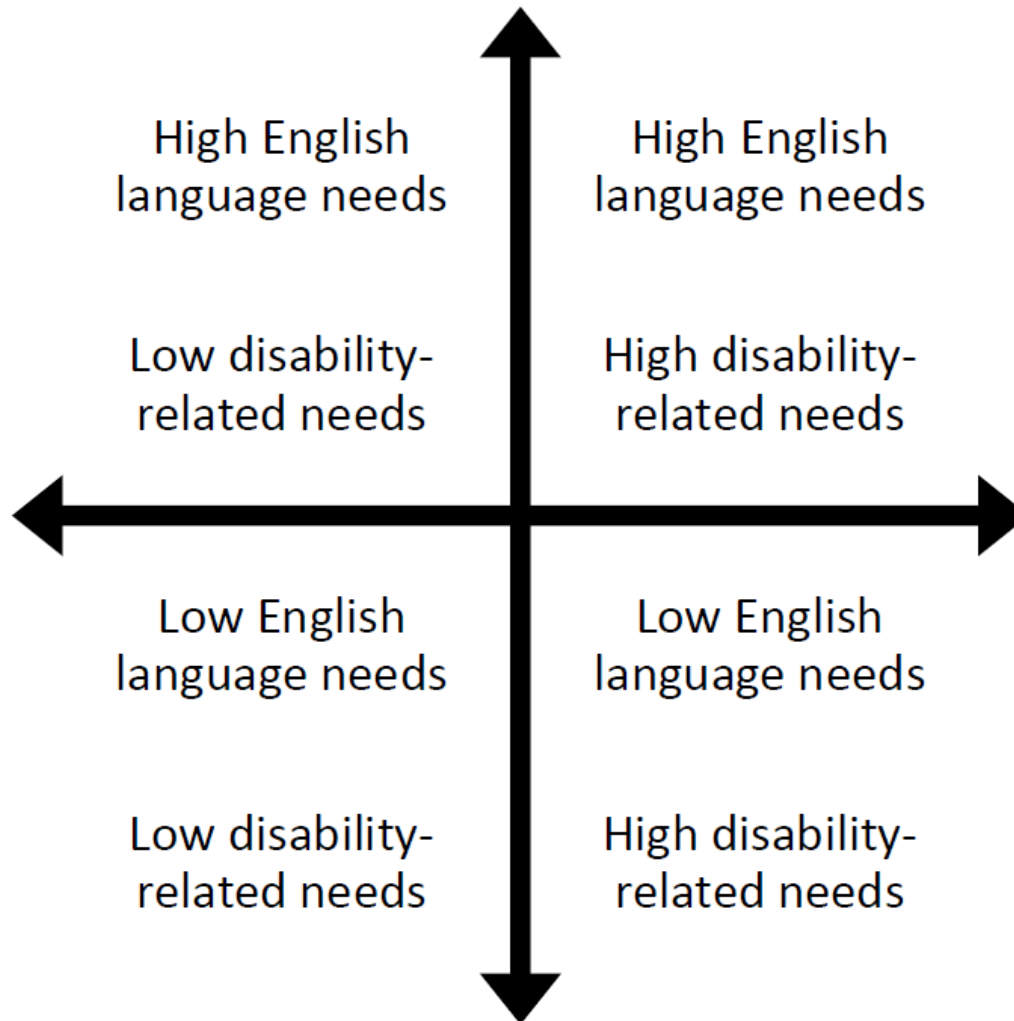
Instruction/IEP

NCEO Recommendation

1. Convene a fully representative IEP team
   - General Education Teacher*
   - Expertise on disabilities
   - <mark>Expertise on language acquisition</mark>
2. Commit to ongoing collaboration for planning and monitoring
   - Collect data from multiple sources to document growth
3. Address the needs of "the whole child"
   - Consider supports needed across the range of settings throughout the student's day
     - <mark>EL needs</mark>
     - SPED needs

Evaluating Student Needs

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

Collaboration

Next steps

Special Education and EL Task Force

- 8-10 Special Education Directors

- 8-10 EL Coordinators

- First meeting 8/26/19

- Monthly Meetings in School Year 2019-2020

- Focus Topics:

    - Identification

    - IEP

    - Instruction

    - Assessment

Questions