

Reclassifying ELL's with Disabilities



Identifying, Supporting and Reclassifying English Learners with Disabilities

September 2018



Reclassifying ELs with Disabilities

An English learner is an individual whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual (i) the ability to meet the state's proficient level of achievement on the State assessments ...; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. Reclassification from an English Language Development (ELD) Program occurs when a student has acquired adequate English language proficiency to no longer meet the federal definition of an English learner.

Reclassifying ELs with Disabilities

Many students who have Individualized Education Plans (IEPs) have difficulties meeting the defined proficiency score on the ACCESS for ELs because their disabilities prevent them from acquiring language at the rate and depth of their peers without disabilities. Language development is not finite. Students will continue to acquire and develop language throughout their academic careers. However, one goal of the ELD program is to reclassify students at the point when they no longer require language development services because their language proficiency is commensurate with monolingual peers functioning at a similar developmental and/or academic level.

Reclassifying ELs with Disabilities

Some students who have IEPs may not be able to meet state-established reclassification criteria due to their disability, but this factor should not exempt them from the reclassification process. This section intends to establish alternative reclassification criteria for students with IEPs. The purpose of reclassification is not to replace ELD services with special education services, but rather to celebrate the point when language is no longer a barrier to the learner's full participation in their program of instruction, as specified by the goals of the IEP. This section is intended to provide guidance, but districts should exercise professional judgement on a case-by-case basis.

Reclassifying ELs with Disabilities

What does this really
mean?

Reclassifying ELs with Disabilities

Missouri's Reclassification Criteria

ACCESS Scores

District Actions

4.7-6.0

The student must be exited barring compelling evidence in the EL Portfolio suggesting the student should remain in the LIEP.

Below 4.7

The student must remain in the LIEP barring compelling evidence that the student is capable of fully participating in a classroom where English is the language of instruction. The portfolio must include evidence that any unsatisfactory domain score on the ACCESS is not indicative of her or his ability.

Reclassifying ELs with Disabilities

Portfolio Evidence!!

The portfolio must contain evidence relative to the IEP goals and how well the student is meeting those goals in English.

This is the key!!

Reclassifying ELs with Disabilities

With EL's with Disabilities? YES!

But How?

The IEP team can set individualized reclassification criteria for students with IEP's who participate in ACCESS but don't meet the reclassification criteria at the IEP meeting.

Reclassifying ELs with Disabilities

What should we consider?

- Is there a current IEP?
- Is the rate of language acquisition attributed to the disability rather than the language development?
- Is language no longer a barrier to full participation as specified by the IEP?

Reclassifying ELs with Disabilities

- Has evidence been gathered in a portfolio that supports that language is no longer a barrier to perform in the classroom with IEP supports?
 - Consider Formative data
 - Observational
 - Qualitative
 - Quantitative
 - Work samples

Reclassifying ELs with Disabilities

- Has the multidisciplinary team considered language proficiency skills in comparison to native English or similar IEP or background?
- Is there qualitative data that supports that the student has acquired adequate language to perform at the expected level in the classroom with supports from the IEP?

Reclassifying ELs with Disabilities

- Is the student eligible for MAP-A?
- What is the student's performance on MAP-A?

Reclassifying ELs with Disabilities

But what do we REALLY do?

This is a team decision. Use your DATA!

Let's look at some case studies!

Case Study #1 - Emmanuel

Emmanuel has an educational disability of autism. His disability affects his performance regarding academics in the following ways:

In reading, Emmanuel struggles with identifying important information to explain his reasoning.

Case Study #1 - Emmanuel

In the area of social skills, Emmanuel has difficulty staying focused on the task he is completing. He needs frequent reminders to stay focused.

Case Study #1 - Emmanuel

In language, Emmanuel may misinterpret figurative language in texts and conversation, use inappropriate types of language per audience and setting and understanding others point of view.

Case Study #1 - Emmanuel

Emmanuel would benefit from small group instruction, adult support when in the general education classroom, frequent reminders to stay on task, access to assistive technology to help in the classroom and noise canceling headphones when in a loud environment. He learns best from a multi-sensory approach.

Case Study #1 - Emmanuel

The IEP team, including mom and the ELL specialist, met to discuss Emmanuel's progress with English proficiency. The team feels that Emmanuel's progress with language proficiency is impacted by the educational diagnosis of Autism. As a result of this, the IEP team, along with the ELL specialist, has determined a new exit score is necessary for Emmanuel. The new exit score on the ACCESS test has been determined to be 3.4, which is commensurate with Emmanuel's learning progression.

EMMANUAL

***Did not utilize 2015 due to shift in scoring and testing**

	Listening 15%	Speaking 15%	Reading 35%	Writing 35%	Overall
2016	3.5	3.4	5.4	4.9	4.6
2017	3.0	6.0	1.9	3.8	3.4
Exit Score determined by IEP Team	6.0	5.0	1.9	3.8	3.4

EMMANUAL

2018 ACCESS Score

	Listening 15%	Speaking 15%	Reading 35%	Writing 35%	Overall
Exit Score determined by IEP Team	6.0	5.0	1.9	3.8	3.4
2018 ACCESS	4.2	4.0	5.9	4.4	4.5

Case Study #2 - Dylan

Dylan has an educational disability of Specific Learning Disability in the area of basic reading, reading comprehension, and written expression, Other Health Impaired and Speech Impaired in the area of Sound System Disorder.

Case Study #2 - Dylan

His disability affects his performance regarding academics in the following ways:

- Ability to use phonics and word analysis skills to decode unfamiliar words in grade level text
- Ability to decode and comprehend grade level text
- Ability to plan his writing

Case Study #2 - Dylan

- Ability to write opinion, informative and explanatory text
- Ability to write a multiple paragraph prompt with a variety of sentences, both simple and compound, using correct grammar, noun/verb agreement and writing conventions

Case Study #2 - Dylan

- Ability to complete assignment accurately and within given time lines
- Ability to be understood by adults and peers
- Ability to participate in classroom discussions
- Ability to effectively communicate his intended message

Case Study #2 - Dylan

Dylan would benefit from multiple repetitions and opportunities in a small group setting, correct models of speech, learning strategies to use when decoding multi-syllable words, learning strategies to use when reading to aid in comprehension, model and practice of how to use a variety of sentences when writing.

Case Study #2 - Dylan

The IEP team, including mom and the ELL specialist, met to discuss Dylan's progress with English proficiency. The team feels that Dylan's progress with language proficiency is impacted by the educational diagnosis of Specific Learning Disability in the area of basic reading, reading comprehension and written expression. As a result of this, the IEP team, along with the ELL specialist, has determined a new exit score is necessary for Dylan. The new exit score on the ACCESS test has been determined to be 3.6, which is commensurate with Dylan's learning progression.

Dylan

*Did not utilize 2015 due to shift in scoring and testing

	Listening 15%	Speaking 15%	Reading 35%	Writing 35%	Overall
2016	6.0	4.2	3.1	2.0	3.2
2017	6.0	2.5	2.5	2.8	3.2
Exit Score determined by IEP Team	6.0	2.8	3.1	2.8	3.6

Dylan

2018 ACCESS Score

	Listening 15%	Speaking 15%	Reading 35%	Writing 35%	Overall
Exit Score determined by IEP Team	6.0	2.8	3.1	2.8	3.6
2018 ACCESS	6.0	2.8	6.0	3.5	4.2

Case Study #3 - John

John is a student with an educational disability in the area of other health impaired, orthopedic impairment and intellectual disability. His delays are in the area of communication, cognition, social/emotional, adaptive, and physical development.

Case Study #3 - John

John is currently learning to communicate through augmentative communication devices, gestures, vocalizations and eye gaze to indicate a choice. He is inconsistent with responding to questions and identifying knowledge with eye gaze.

Case Study #3 - John

His disability affects his involvement and progress in the following ways

- Significant delays in cognition impact interactions with peers and adults
- Shortened attention span
- Ambulatory only with support from staff to remain standing or sitting

Case Study #3 - John

- John is totally dependent for self care and hygiene needs
- Needs hand over hand assist to touch and reach for objects
- Difficulty closing fingers to maintain a grasp
- Ability to sit in an adaptive chair
- Needs significant accommodations and modifications for fine and gross motor skills

Case Study #3 - John

- Alertness due to frequency of seizures
- John is nonverbal
- John is able to eat soft and pureed foods with adult support
- Needs extended time, frequent repetition, and modeling

Case Study #3 - John

- John has a seizure action plan in place

Case Study #3 - John

- John receives special education in the areas of pre-academics, speech and language therapy, physical therapy, music therapy and occupational therapy.

John

No	ACCESS	Score	-	KDG
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John

How do we Exit from ELL?

We looked at the ability to understand English. We set goal to use eye gaze to demonstrate understanding of English. Due to his disability, listening, speaking, reading and writing would be impacted. When John meets this goal, he will exit ELL services. This demonstrates English Language Acquisition.

The IEP team, including mom and the ELL specialist, met to discuss John's progress with English proficiency. The team feels that John's progress with language proficiency is impacted by the educational diagnosis of Other Health Impaired, Orthopedic Impairment and Intellectual Disability. As a result of this, the IEP team, along with the ELL specialist, has determined exit criteria of mastering an IEP goal of eye gaze. The IEP team recognizes that the intent is to obtain English proficiency, however his disability impacts all areas of ACCESS. When John is able to demonstrate the understanding of English using an eye gaze, he will exit ELL services. This demonstrates English Language Acquisition.

Case Study #4 -

Divide into groups - Discuss some scenarios. What data would you use? How would you determine? How much data do you need? What is the learning progression?

Case Study #4 -

Case Study #4 -

THE PROCESS IS EASY

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graph LR; A[The team looks at all data, including formative and benchmark data] --> B[Determine appropriate ACCESS score.]; B --> C[Document on the IEP.];
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The team looks at all data, including formative and benchmark data

Determine appropriate ACCESS score.

Document on the IEP.

THANKS!

Any questions?

