

A stylized landscape illustration featuring rolling green hills, a blue sky with wavy bands, a red bird, a green tree, and a purple flower.

English Learner Students with Disabilities

EL Alliance Conference –
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Who are English Learners?

- The ESEA defines the term “limited English proficient” (LEP) in part as students “...whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the State's proficient level of achievement on State assessments...” (ESEA section 9101(25).)
- In Oregon, English Learner is used instead of LEP.

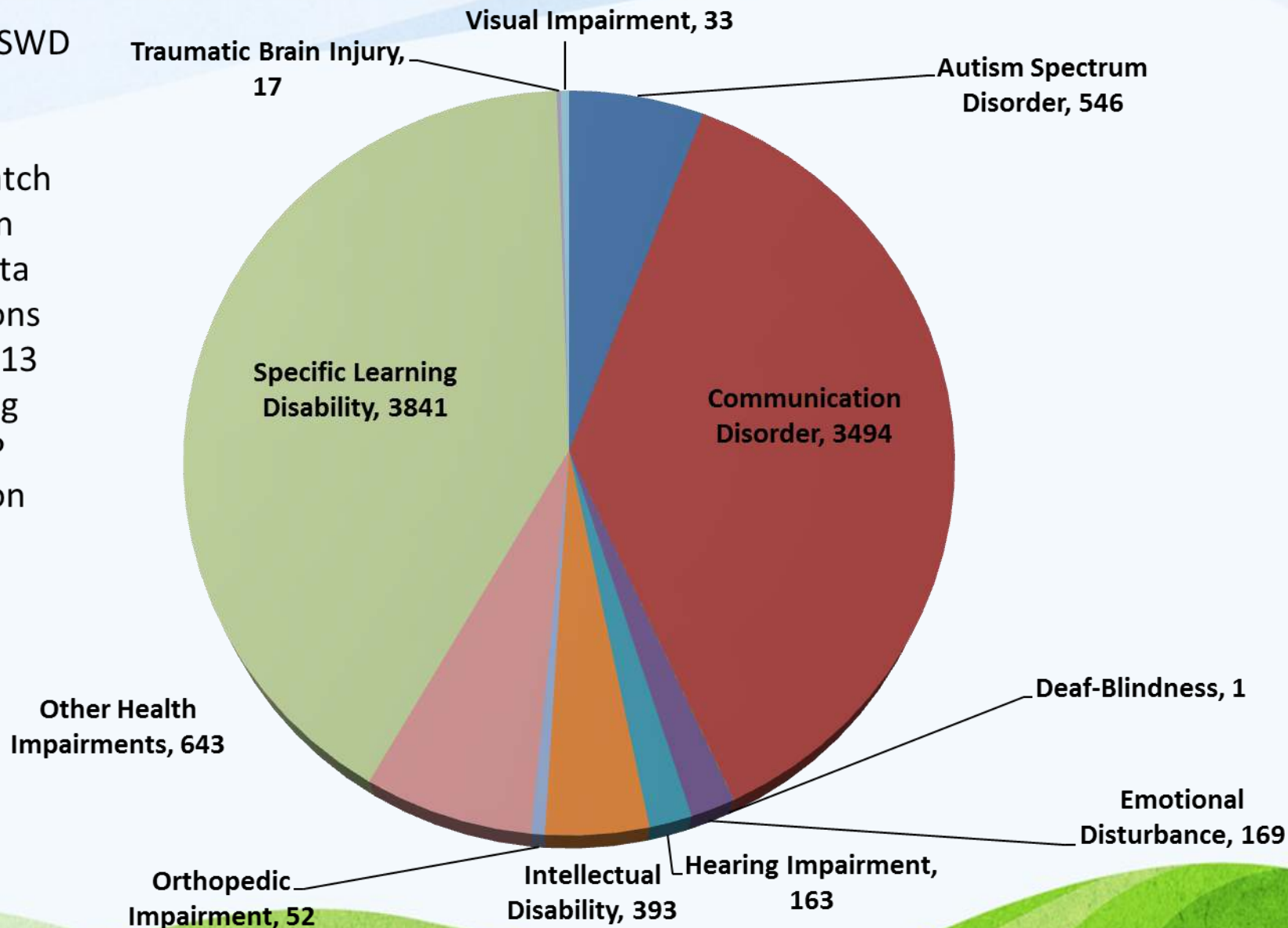
Who are Students with Disabilities

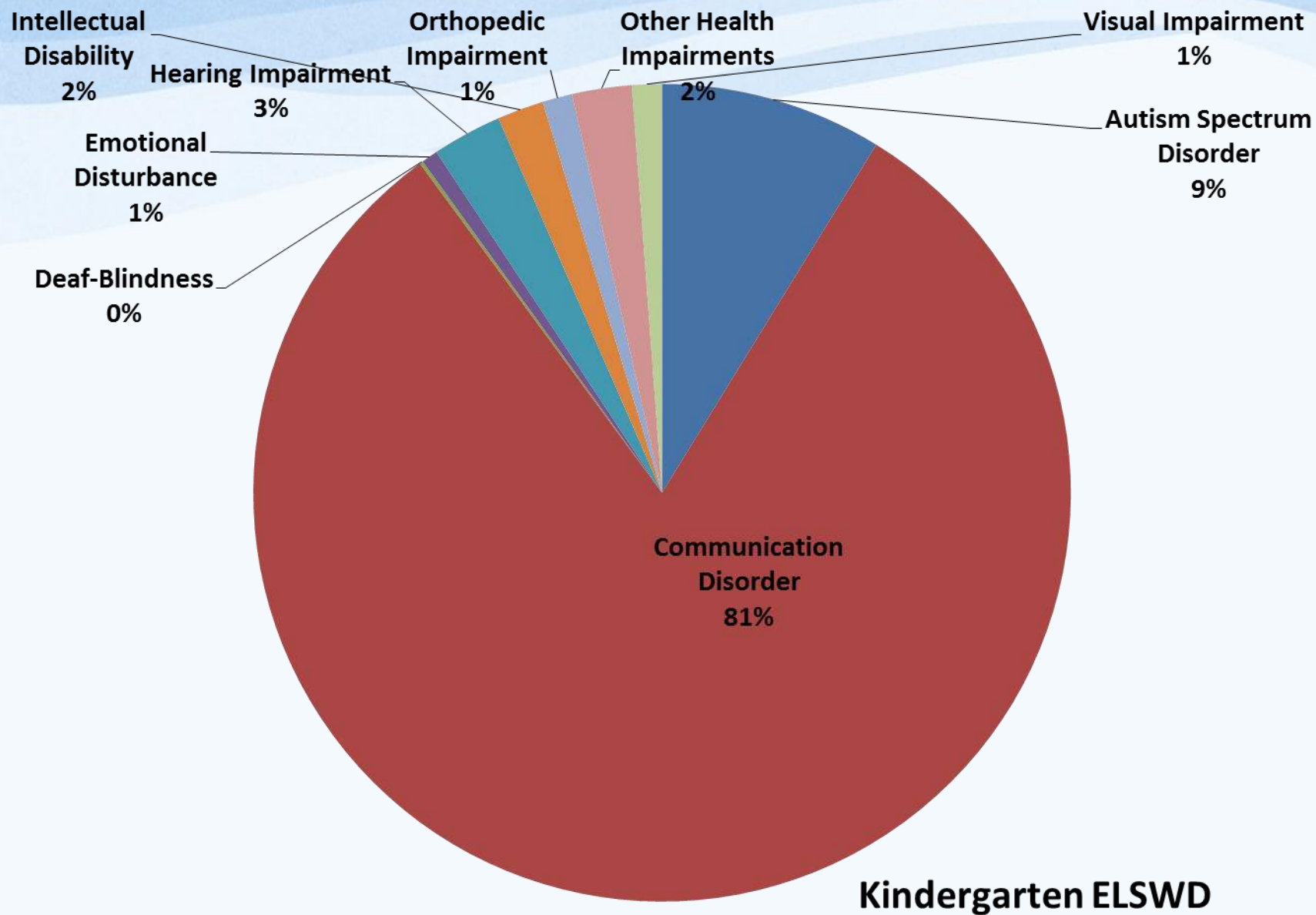
- The IDEA defines a student with a disability as a child evaluated in accordance with 34 CFR §§300.304 through 300.311 as having mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services. (Part B of the IDEA 34 CFR §300.8.)

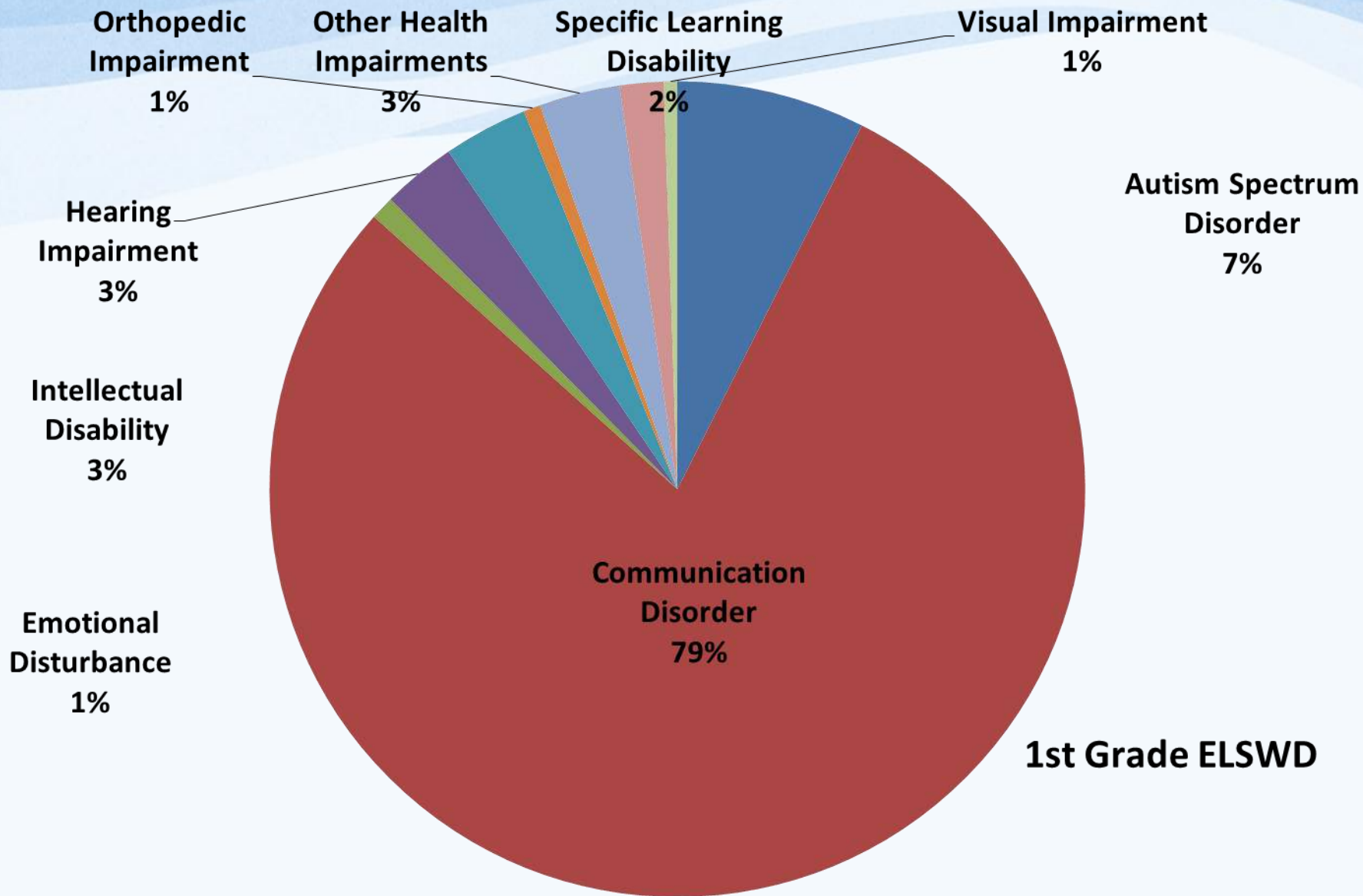
ELSWD students in Oregon

Total ELSWD
9,352

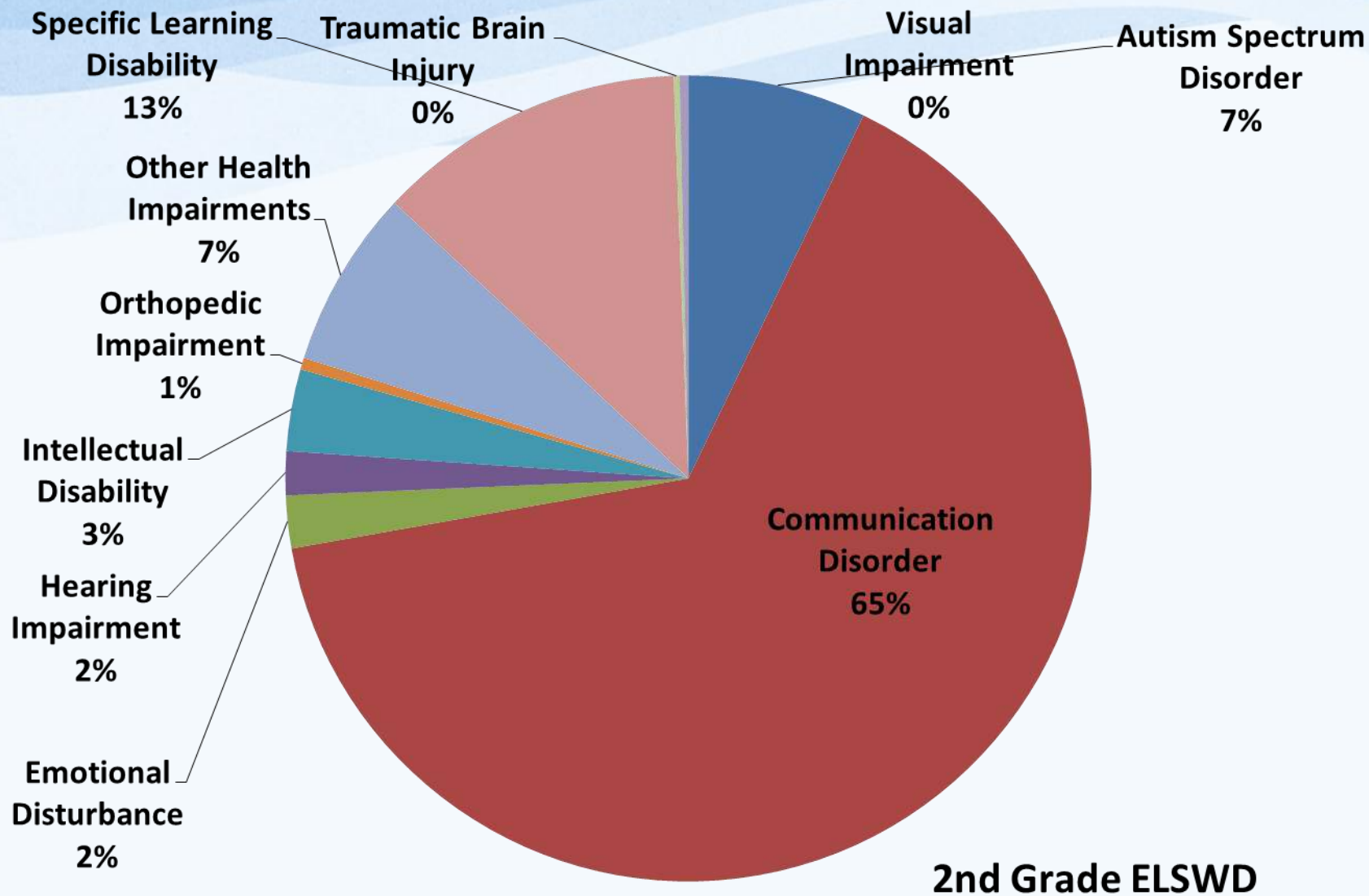
Data match
based on
SPED data
collections
12/1/2013
matching
with LEP
collection
6/23/14

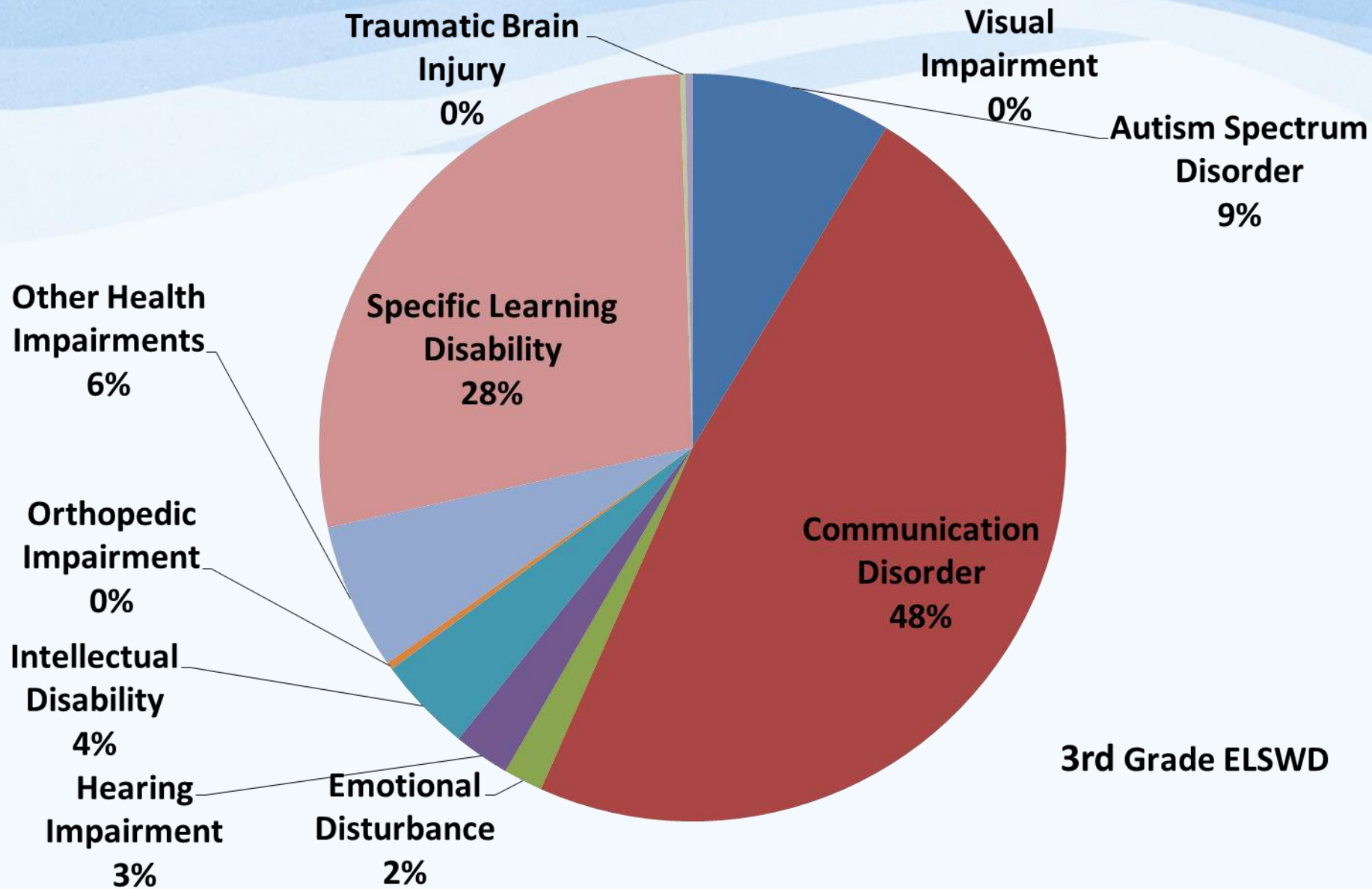






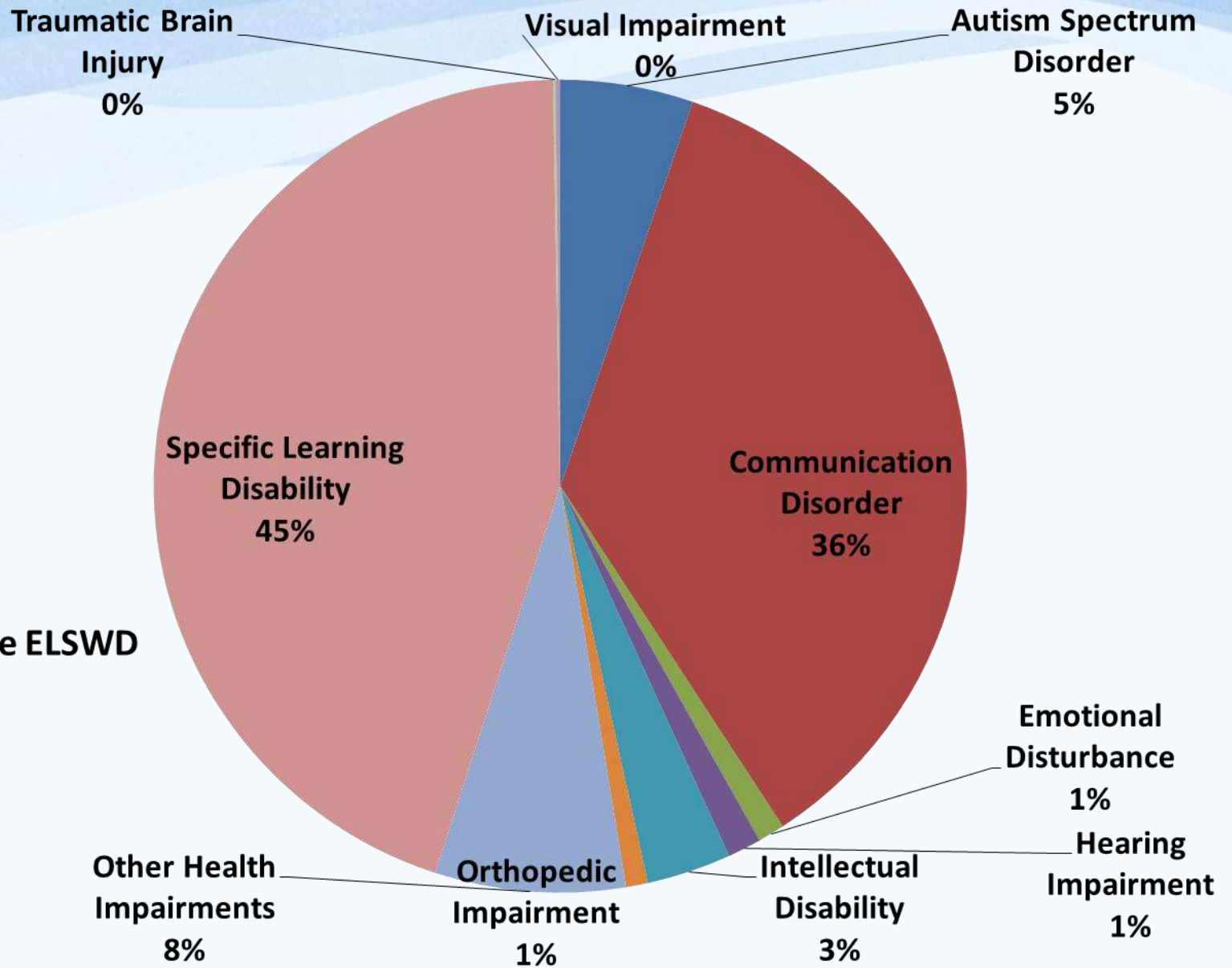
1st Grade ELSWD



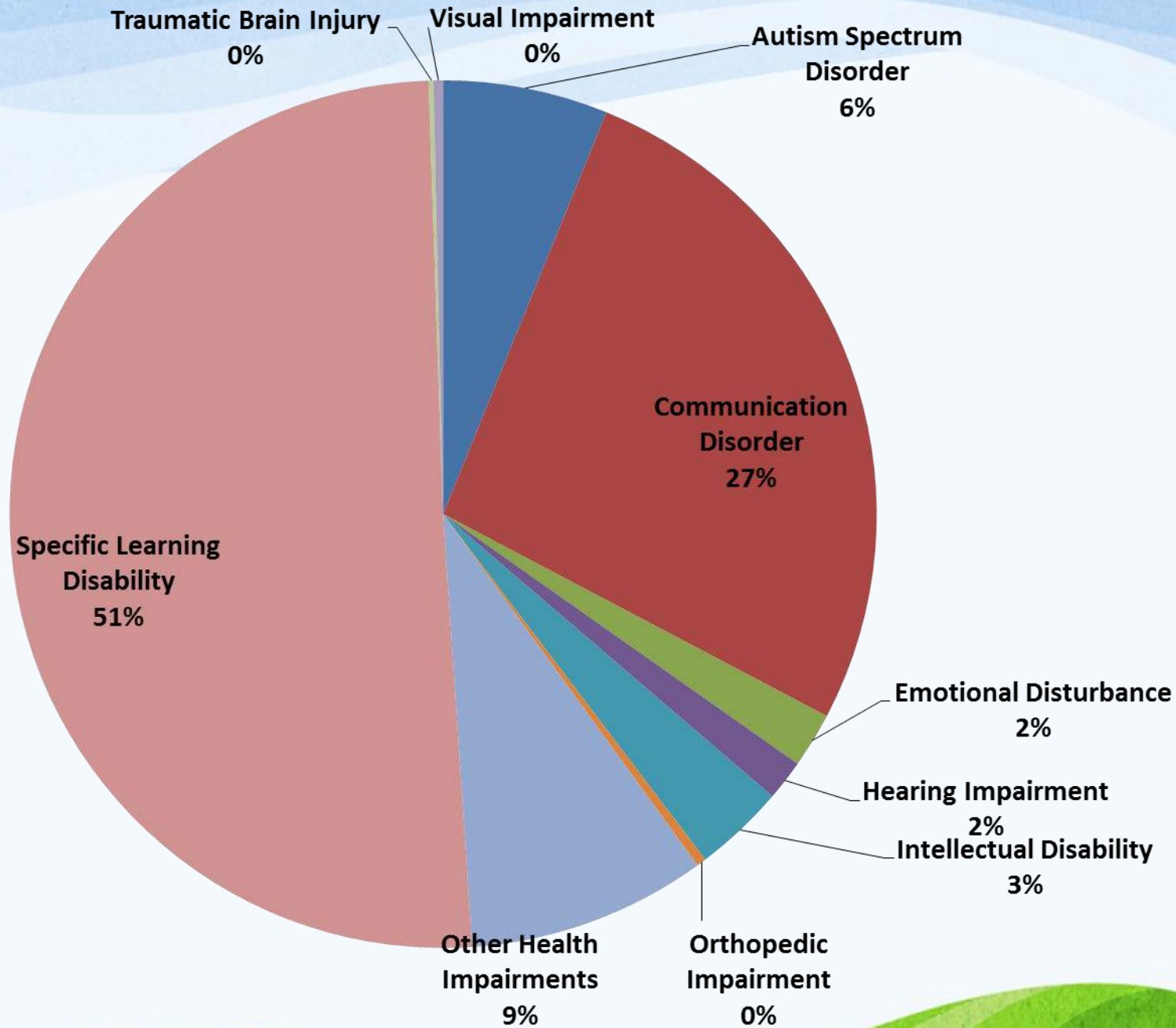


3rd Grade ELSWD

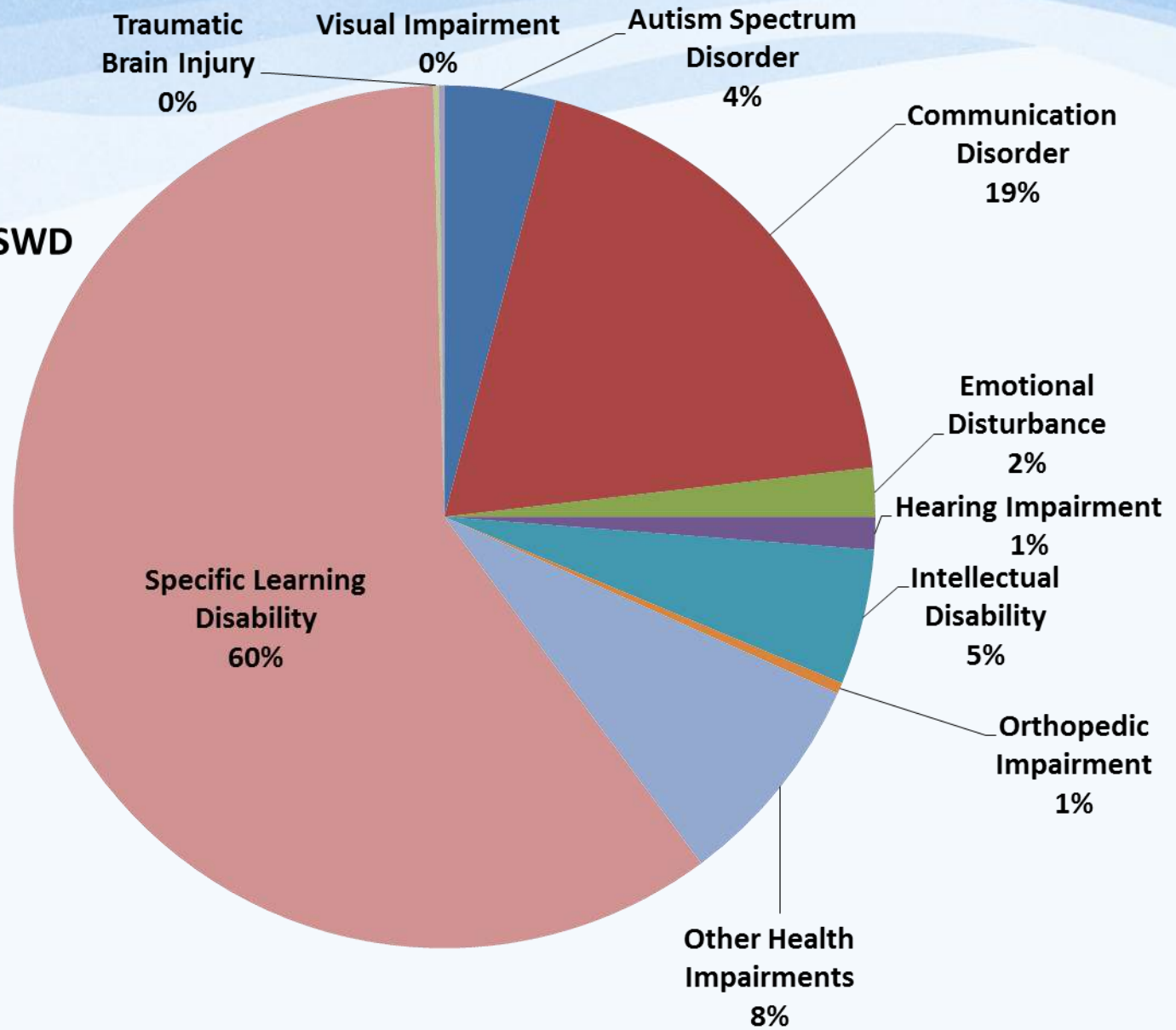
4th Grade ELSWD



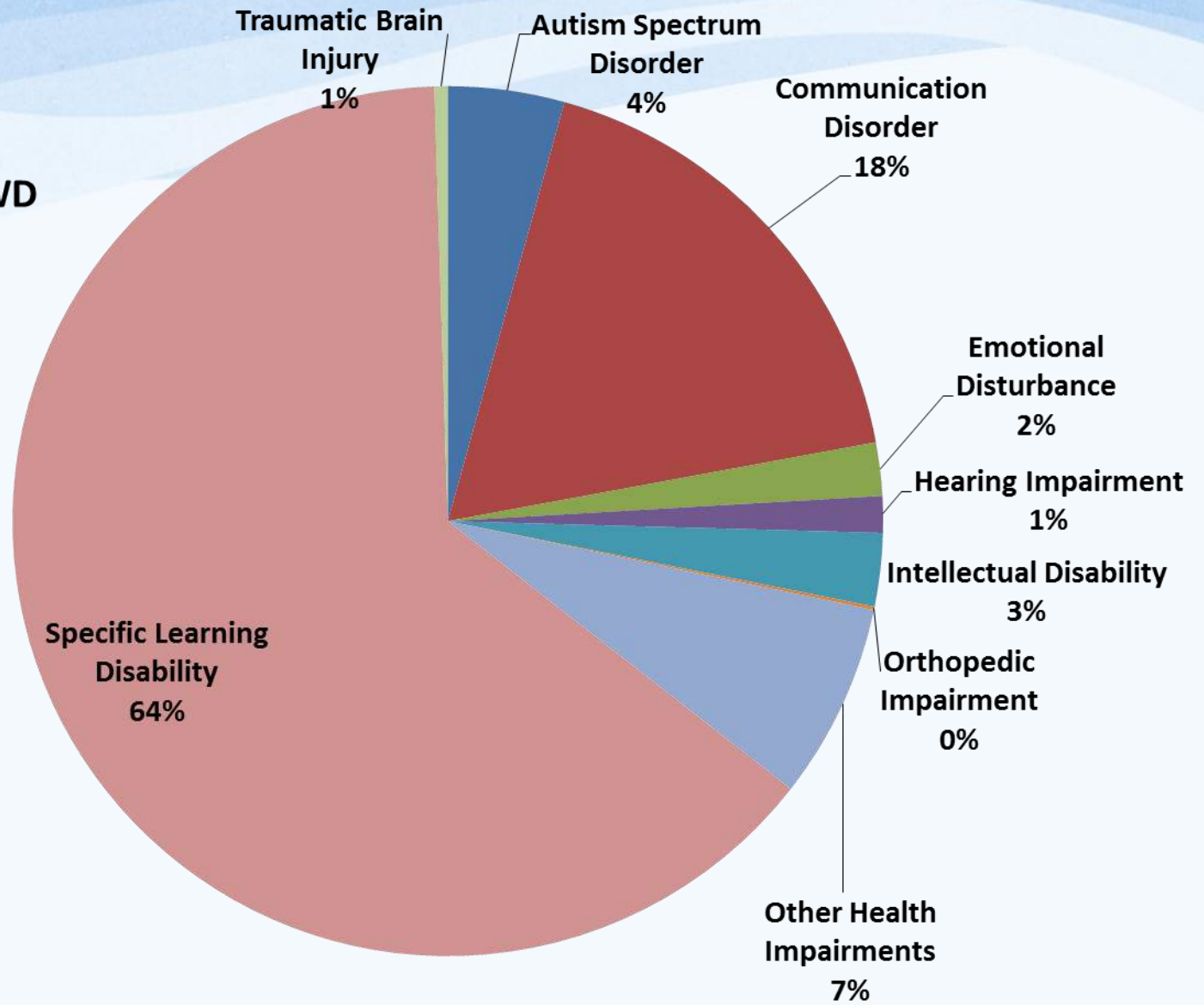
Grade 5 - ELSWD



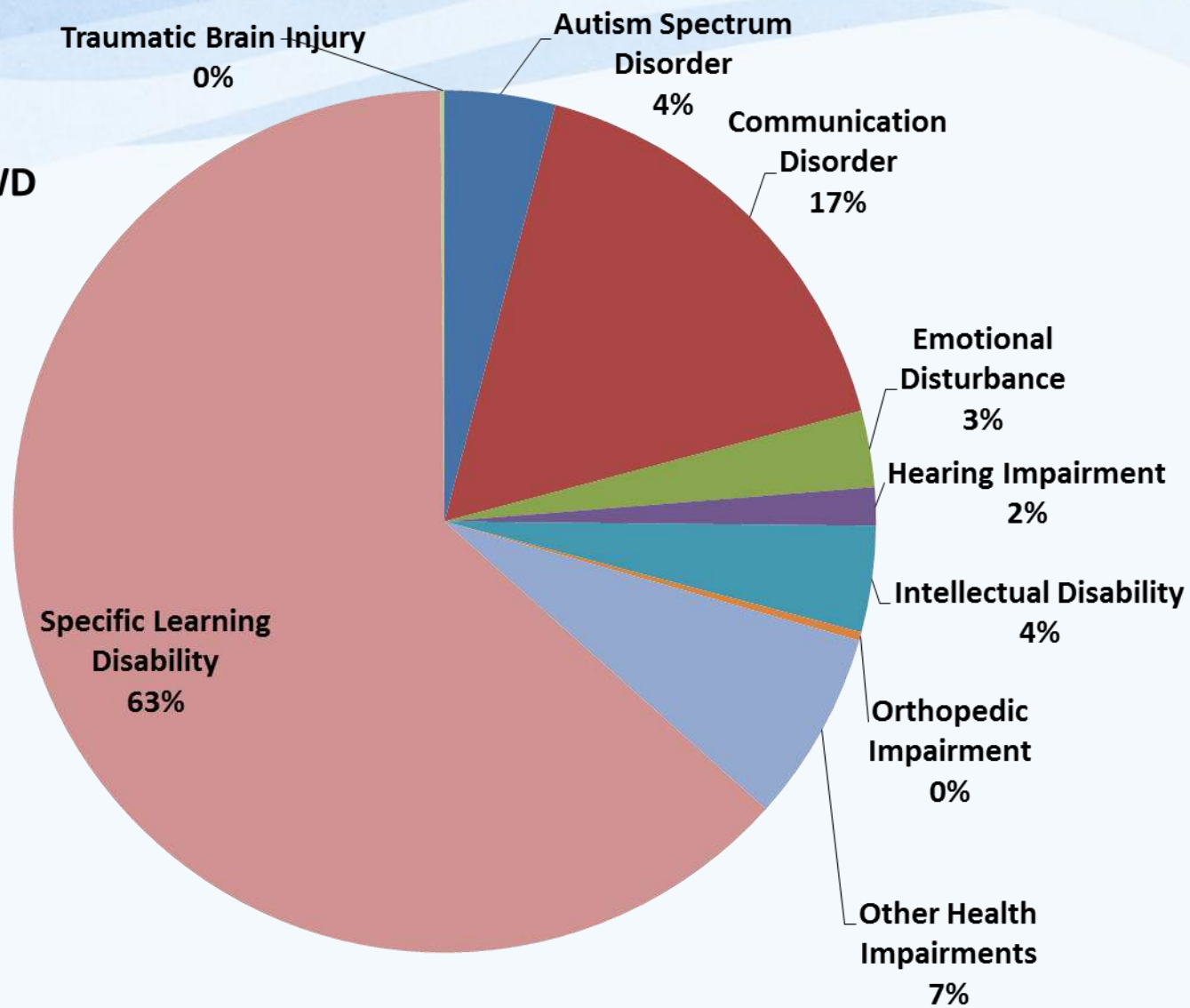
6th Grade ELSWD



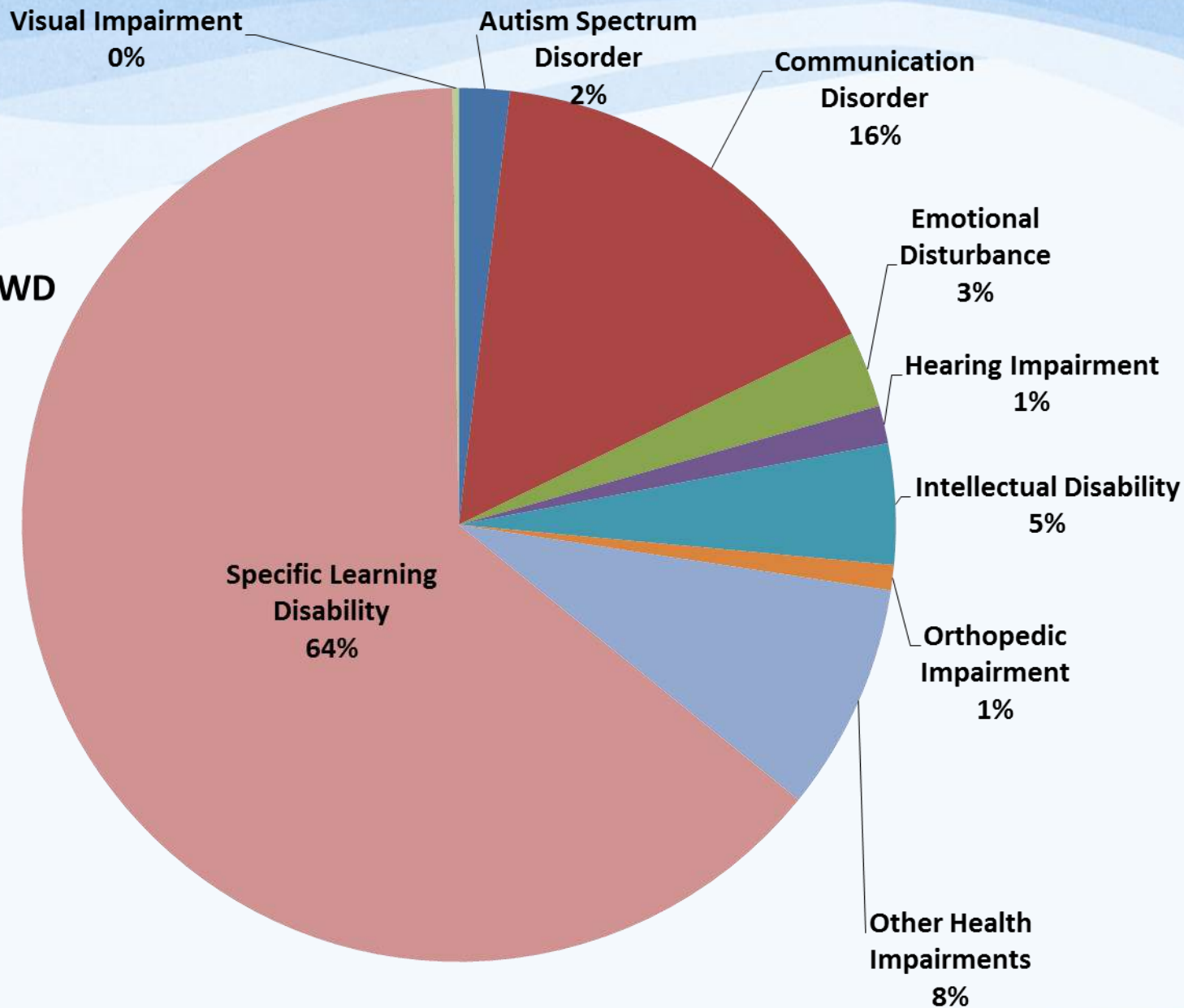
7th Grade ELSWD



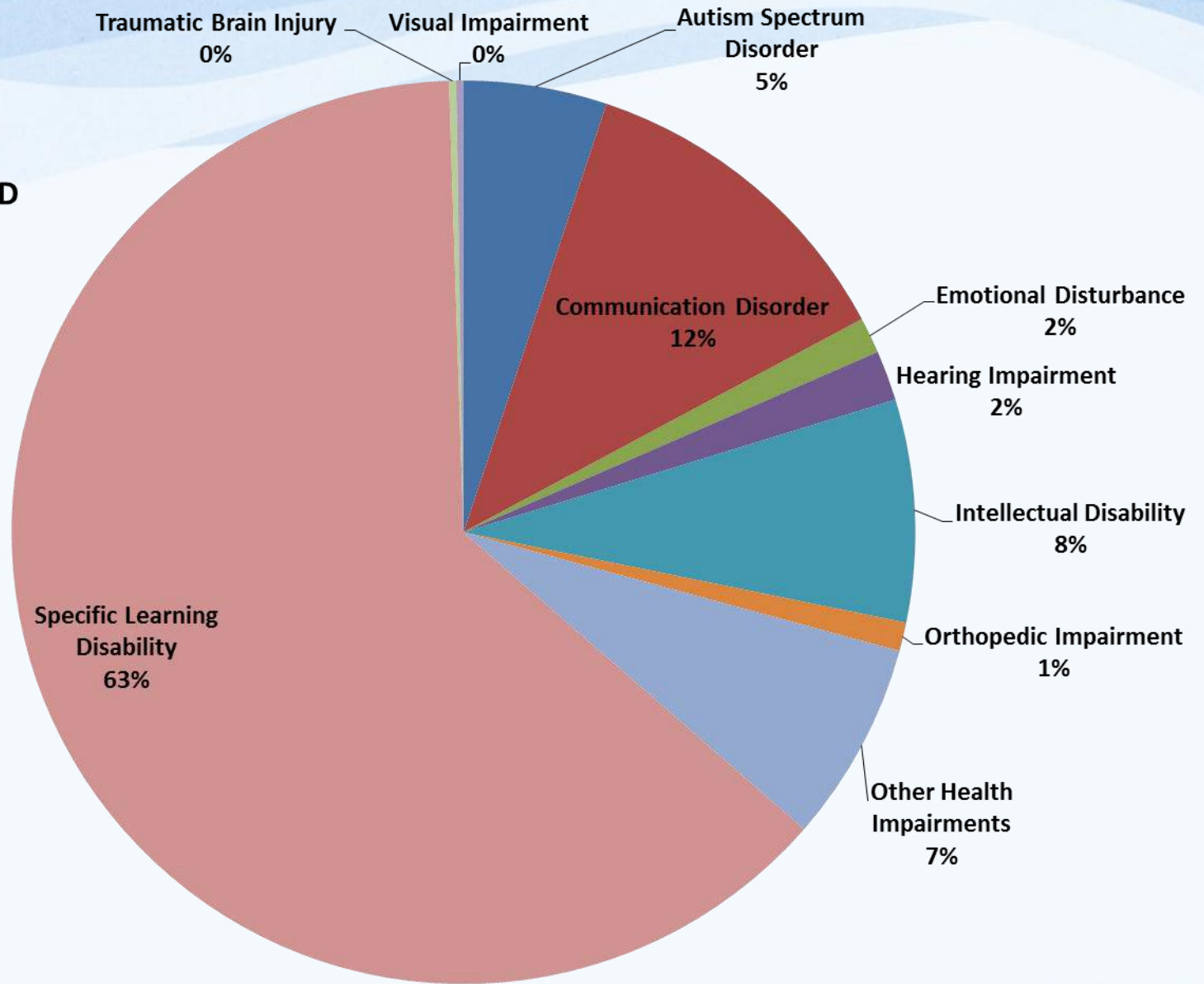
8th Grade - ELSWD



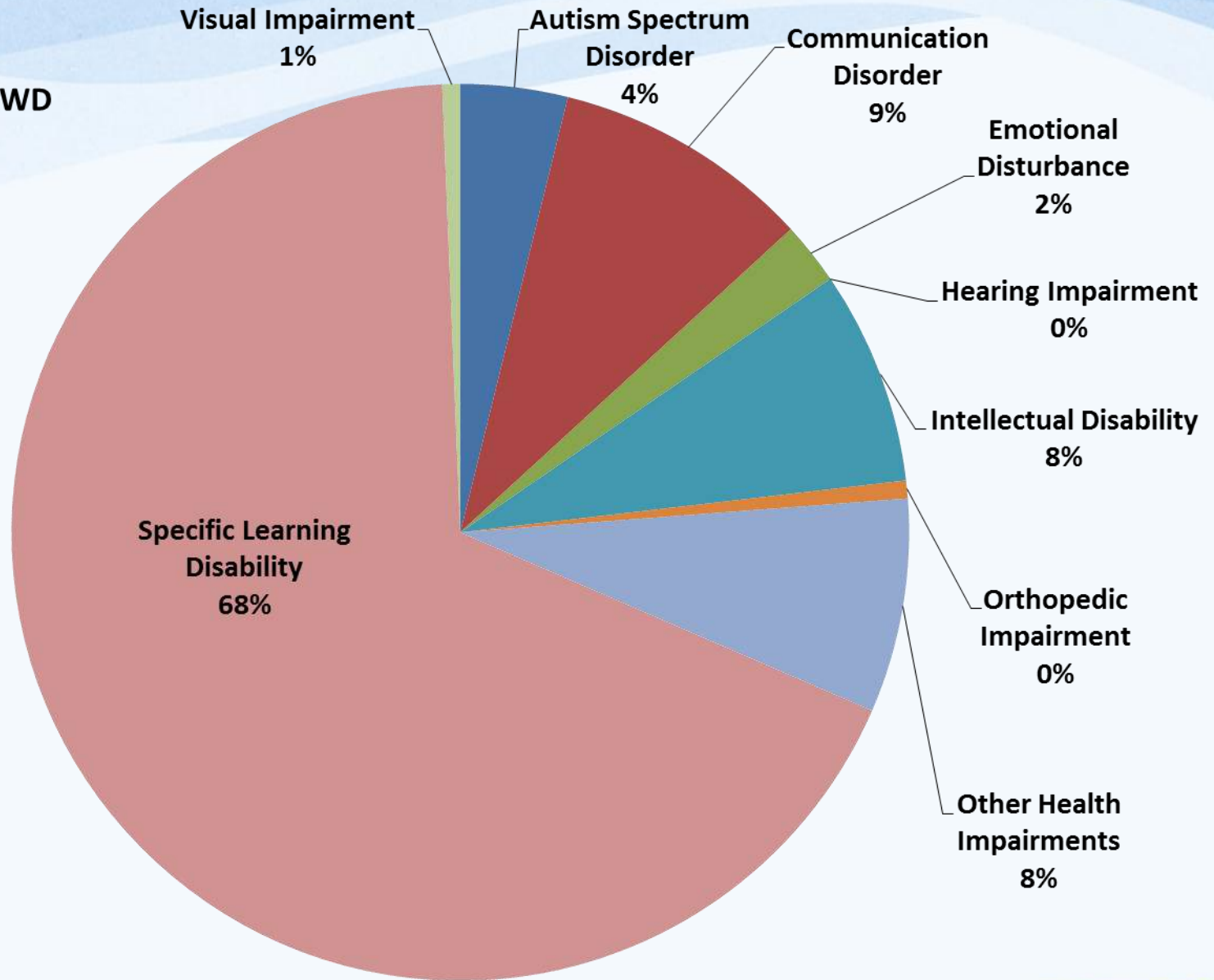
9th Grade ELSWD



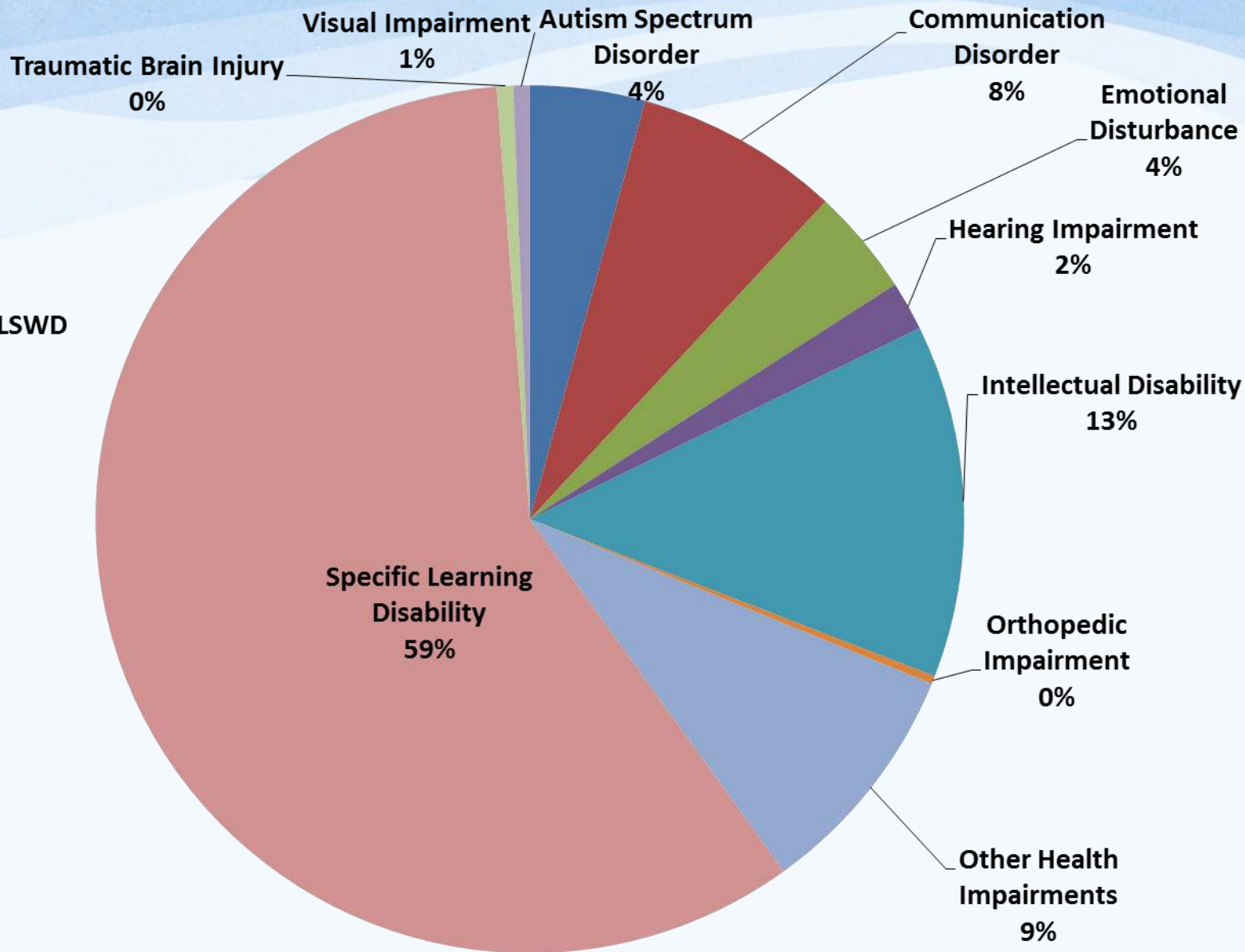
10th Grade ELSWD



11th Grade ELSWD



12th Grade ELSWD



Some – Concerns with ELSWD

- Students enroll at school with a Individual Family Service plan and come from a home where a language other than English is spoken.
- Students enroll at school are identified as an English learner, later in the educational career the student is identified as an ELSWD.
- Students who are ELSWD may never be able to exit the ELD program.

What can WE do?

- According to Title III – ESEA an ELSWD can be “exited” from EL status when he/she no longer meets the definition of an EL.
- In some states this means the ELSWD must meet the proficient score on the state’s ELP assessment, but
 - IN Oregon, we have a promotion process for exiting students who do not have a “5” on ELPA.

IDEA

- There is no provision in the IDEA that authorizes the IEP Team to remove the “English Learner” designation before the student has attained English proficiency.
- But in OREGON
 - We have a promotion procedure in our district EL plans that allows for ELs to be exited from ELD services without scoring proficient on our ELP assessment.

Team talk

- Talk with a neighbor on how you would Promote an ELSWD from the ELD program.
 - Who would participate in the process?
 - What documentation might you need to review?
 - Are there concerns needing to be addressed?

Group Share out

- Write down responses on chart paper for all to see!

Promotion considerations for ELSWD

- An ELSWD may be promoted from ELD program if:
 - English proficiency is within expected levels given the student's disability.
 - Academic performance is within expected levels in relation to developmental and functional performance, based on current assessment and evaluation results.
 - The team recommends promotion during a team meeting.

Who would be in “promotion” team for an ELSWD?

- ELD teacher(s)
- Building Administrator
- Classroom teacher(s)
- Parents
- SPED teacher
- School Counselor
- School Psychologist
- Speech Pathologist
- Interpreter (?)
- Student (?)
- OT or PT (?)
- Other advocates for the student

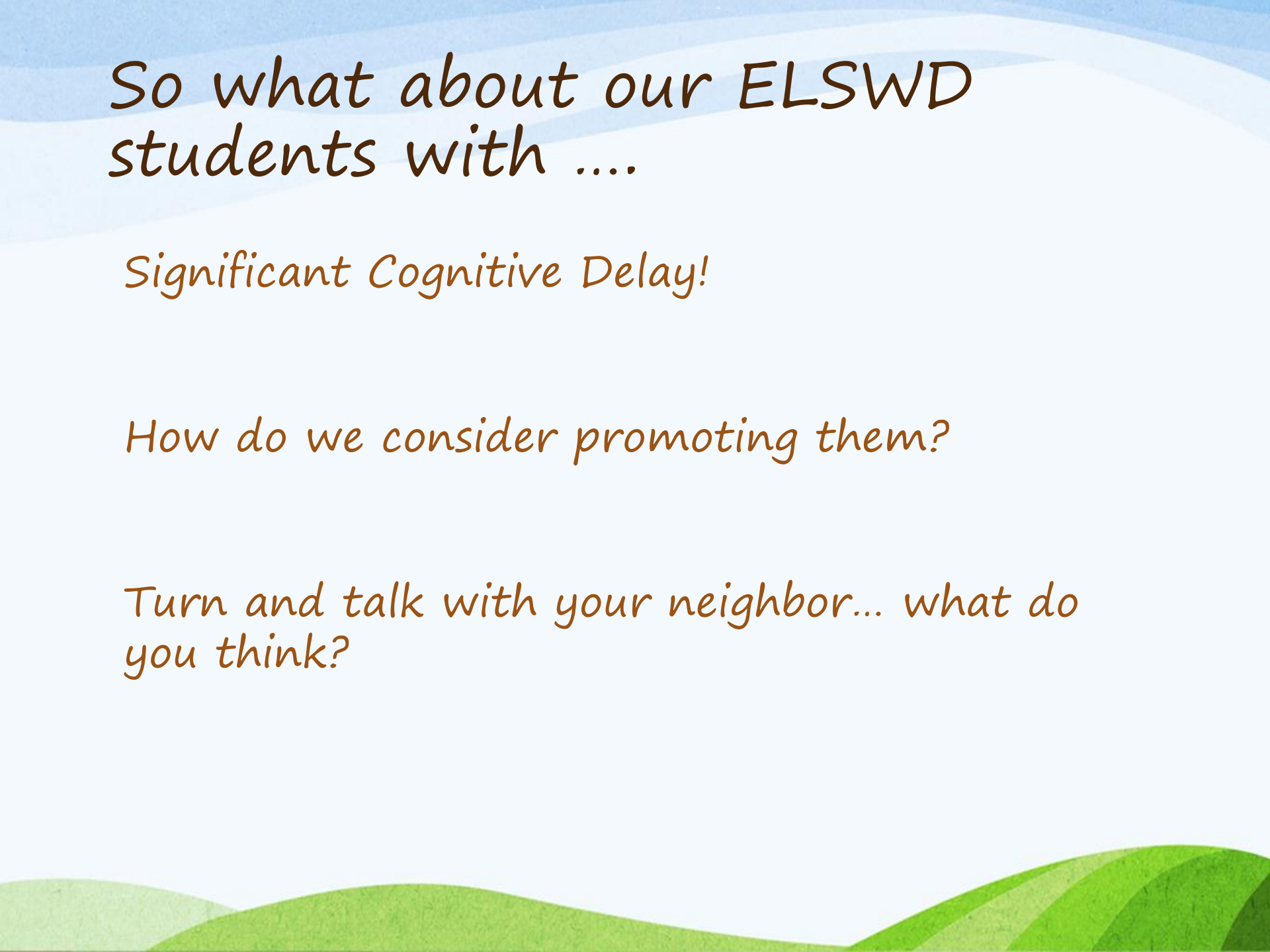
How would you update your EL plan?

- Promotion packet considerations:
 - Student progress on IEP goals over time
 - Student ELPA domain scores
 - If the student participates in listening/speaking, how did the student perform in those specific domains over time.
 - If the student has a disability in reading/writing how did the student perform in those specific domains over time.
 - Work samples from mainstream, SPED, and EL classes

- Other school wide data
 - Easy-CBM, DRA, EDL, Dibels, Woodcock-Johnson, writing sample
- More recent language assessment of language dominance – since initial EL identification
 - Woodcock-Munoz
 - IPT
 - Stanford
 - LAS
 - Perhaps in English and Spanish for language dominance considerations

In short

- The ELSWD IEP would need to be updated!
- You would have to address changes in the ELSWD instructional program.
- Changes in participation in ELPA.
- Include in the monitoring requirements of Title III.



So what about our ELSWD
students with

Significant Cognitive Delay!

How do we consider promoting them?

Turn and talk with your neighbor... what do
you think?

Group recap

- *What did you discuss?*
- *Any proposed ideas?*
- *Any Ah-Ha Moments?*

Suggestions for ILC/Life Skill ELSWD

- Review IEP goals – look for growth on those goals over time.
- Any growth on any language assessment, if possible to assess?
- Work sample/teacher surveys on progress
- Length of time supported by ELD program
 - How long has ELSWD been supported?
 - Has the ELSWD had opportunity for progression in language?

- Growth in language?
- Growth in academic performance – relative to student's disability
- Recommendations from staff, knowledgeable about the student.
- Parent input

This is a team discussion on what is the best instructional program for each ELSWD.

So now what????

- District teams should review their current EL plan with regard to exiting/promotion procedures.
- What changes would you like to make?
- Who should be involved in the discussion about exiting procedure changes in your district?
- How will you ensure that any revised EL exiting/promotion procedures for ELSWD do not result in a Mass Exiting of all ELSWDs?

Future work

- Future work will include:
 - Culturally responsive assessments to identify ELs as ELSWD.
 - Appropriate identification procedures for SWD coming from home with language other than English
 - Review of EL plans with revised exiting/promotion procedures for ELSWD
 - Ensuring that these plans are not a “one size fits all” exiting plan from ELD program for ELSWD.
 - Annual review of LEP collection on number of ELSWD promoted from the ELD.

ODE Staff to Call

- Kim Miller
 - Kim.a.miller@state.or.us
 - For English learner plan questions
- Melissa Glover
 - Melissa.glover@state.or.us
 - For Students with Disabilities questions OR
 - Your SPED County Contact.