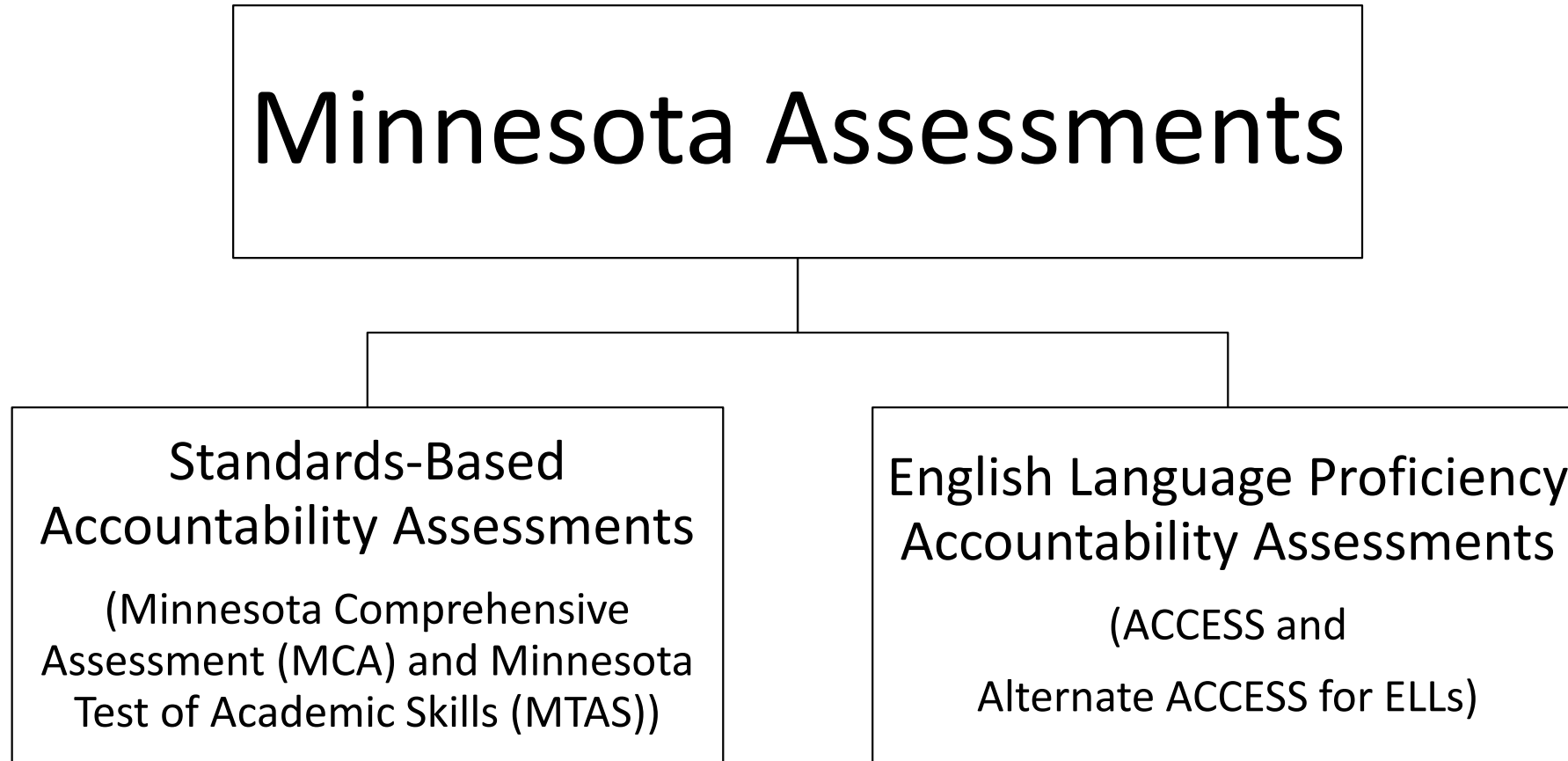




Dually Identified Student Updates

English Learners with a Disability

ENGLISH LEARNER WITH A DISABILITY.—The term “English learner with a disability” means an English learner who is also a child with a disability, as that term is defined in section 602 of the Individuals with Disabilities Education Act. Every Student Succeeds Act (ESSA) 3201(4)



In What Grades Do English Learners Take These Tests?

ACCESS for ELLs

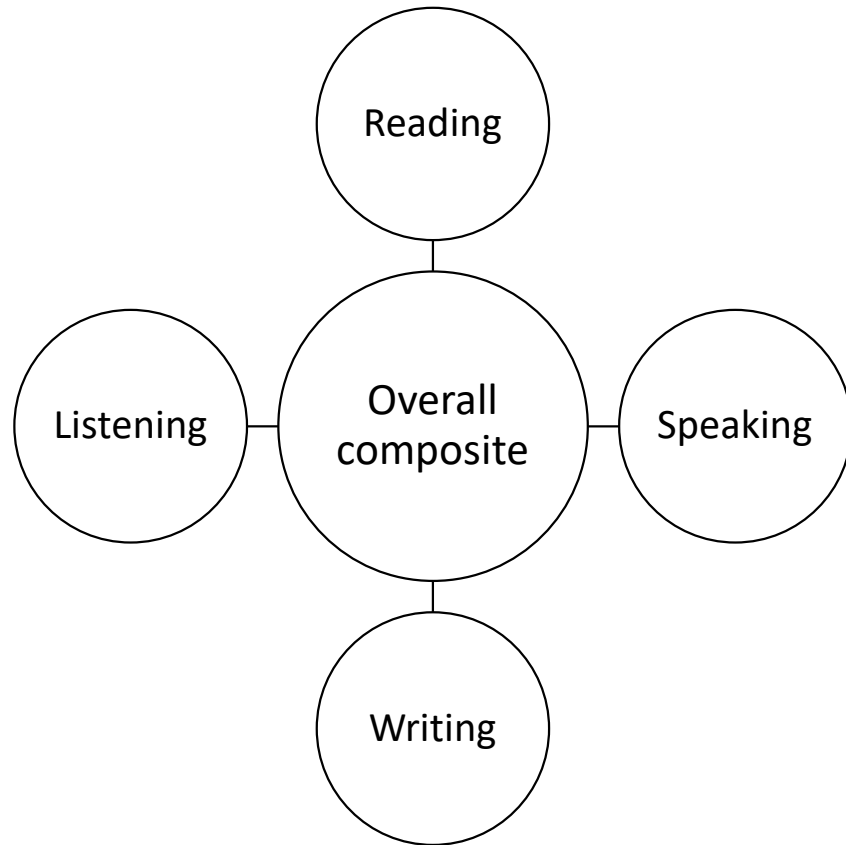
- Reading, Writing, Listening, and Speaking
- K, 1, 2–3, 4–5, 6–8, 9–12

Alternate ACCESS for ELLs

- Reading, Writing, Listening, and Speaking
- 1, 2–3, 4–5, 6–8, 9–12*

*No Kindergarten

What is Proficiency on ACCESS?



Overall composite greater than or equal to 4.5
and
at least three of four domains greater than or equal to 3.5

Minnesota English Learner Exit

If composite score is at least 4.5 and **all** domain scores are at least 3.5, then the student **must** be exited



If composite score of at least 4.5 and three out of four domain scores of at least 3.5, then **must** provide additional evidence in order to continue in Language Instruction Educational Program (LIEP)



If composite score is not 4.5, then may **not** use Additional EL Exit Criteria. Student **must** continue to receive instruction in an LIEP

[MDE website](#) > [Districts, Schools, and Educators](#) > [Teaching and Learning](#) > [English Learner Education](#)

Conceptual Groupings of ELs Also Receiving Special Education Services

Taking fewer than four domains

- Students are receiving special education services, but cannot complete all four domains of ACCESS because of their disability.

Taking Alternate ACCESS

- Students are receiving special education services and have significant cognitive disabilities
- Students may complete all four domains, or may be exempted from a domain due to their disability

Other Dually Identified

- Students are receiving special education services, take ACCESS and can complete all four domains.

Stakeholder Meetings to Discuss Exit Criteria

Fewer Than Four
Domains on ACCESS



Meeting May 24, 2019

Taking Alternate ACCESS



Meeting August 13,
2019

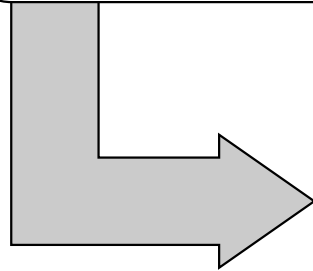


Meeting December 16,
2019

Fewer Than Four Domains on ACCESS

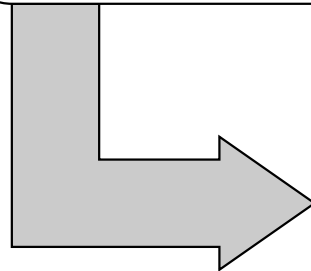
**ACCESS
Test**

- Student has one or more domains deferred



**Calculate
Composite**

- Using selected method recommended by WIDA, impute missing domain score to calculate a composite score.



**Consider
Exiting**

- If the calculated composite is 4.5 or higher or any domain is at least 3.5, use additional criteria to determine whether the student should exit.

Taking Alternate ACCESS

Option: Minimum Score in One Year

- Some consensus on a minimum score to use, if only one year of data may be used to recommend consideration for exiting

Option: Plateauing

- Interest in considering multiple years of results to begin the exit procedure

Receiving Language Support

- Requirement that students may only be exited if they have been receiving language support in addition to special education services

Teachers and Related Service Staff to Provide Input

- Provide names and contact information for staff who work with English learners who take the Alternate ACCESS.
- Provide names and contact information for staff who work with dually identified students.
- Directors that have staff members with this expertise are asked to forward their contact information to [Elizabeth Watkins](#) or [Barbara Al Nouri](#).

Appropriate Measures for Additional Criteria

- What information can special education staff provide to help inform the decision?
- Are there assessments you're familiar with which would potentially be appropriate for use with dually identified students to assess their language skills in at least one domain?
- Directors that have staff members with this expertise are asked to forward their contact information to [Elizabeth Watkins](#) or [Barbara Al Nouri](#).

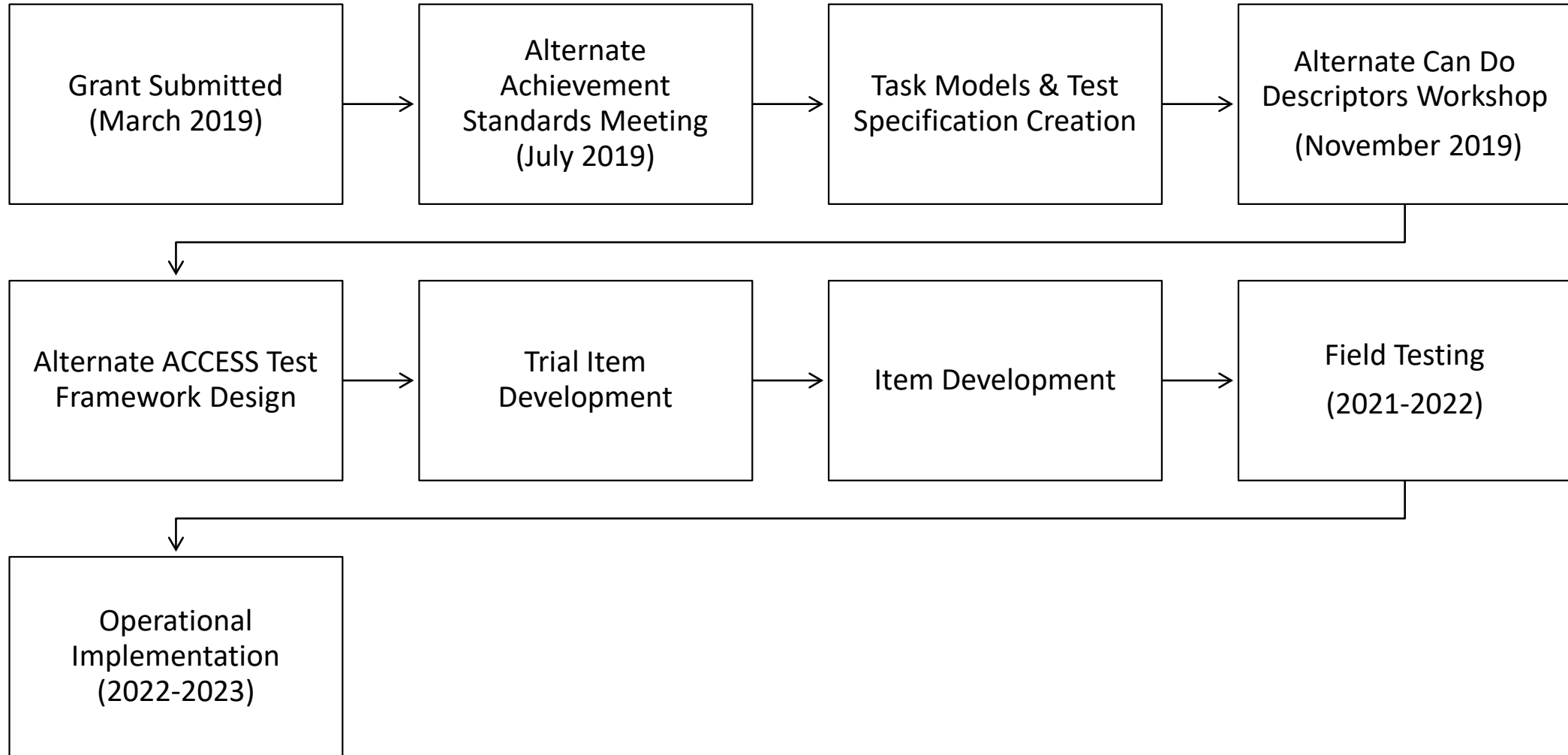
Advancing Alternate English Language Learning Assessment Project (ALTELLA): Alternate Assessment Redesign

In October 2019, this project was fully funded by a grant through the U.S. Department of Education.

The \$3.998 million grant will be a four-year collaboration between WIDA partners, Texas, national experts and key external groups.

Minnesota is the lead state on this grant.

Advancing ALTELLA Project Overview



Advancing ALTELLA Project Deliverables

Alternate Screener

Alternate
Assessment
(Alternate ACCESS):
Grades K-12

Assessment
Administration
Materials

Professional
Development
Materials

Additional Resources

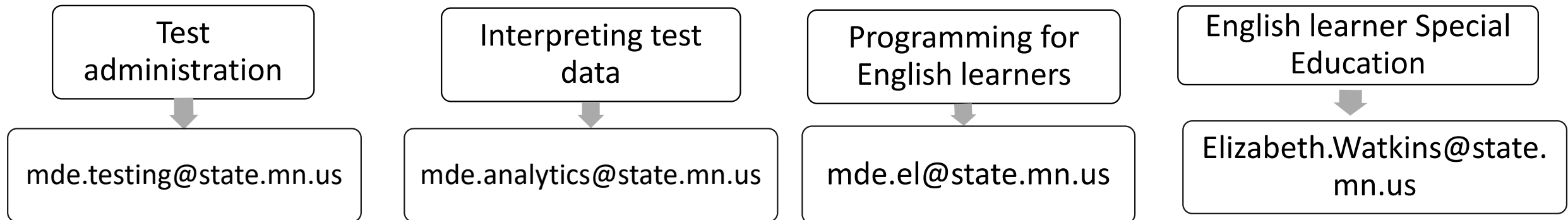
- [ALTELLA Reports and Briefs](http://altella.wceruw.org/), <http://altella.wceruw.org/>
- Wide range of topics:
 - Characteristics of ELs with significant cognitive disabilities
 - Classroom perspectives based on interviews and observations
 - Considerations for nonverbal communication
 - IEP development
 - Case studies

Minnesota Standardized English Learner Procedures

The following procedures must be used by all districts and charter schools in the identification, entrance and exit of English learners.

- [Identification, Entrance and Exit Overview Flowchart](#)
- [English Learner Identification](#)
 - [Minnesota Language Survey Administration](#)
 - [Screening for English Language Proficiency](#)
- [English Language Development Program Entrance and Continuing English Learner Eligibility](#)
 - [Writing Rubric for Minnesota Test of Emerging Academic English \(TEAE\)](#)
 - [Minnesota Modified Student Oral Language Observation Matrix \(MN SOLOM\)](#)
- [English Learner Exit](#)
 - [Exit Chart](#)
 - [Additional Criteria Decision Tree](#)

For Additional Questions



Thank you!