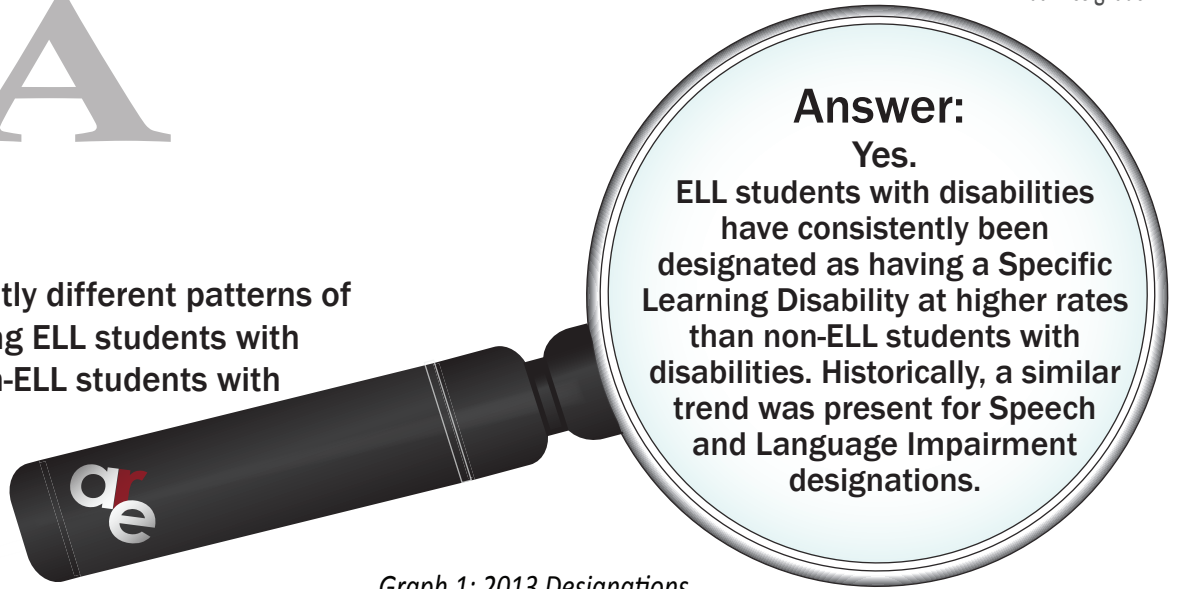




Question:

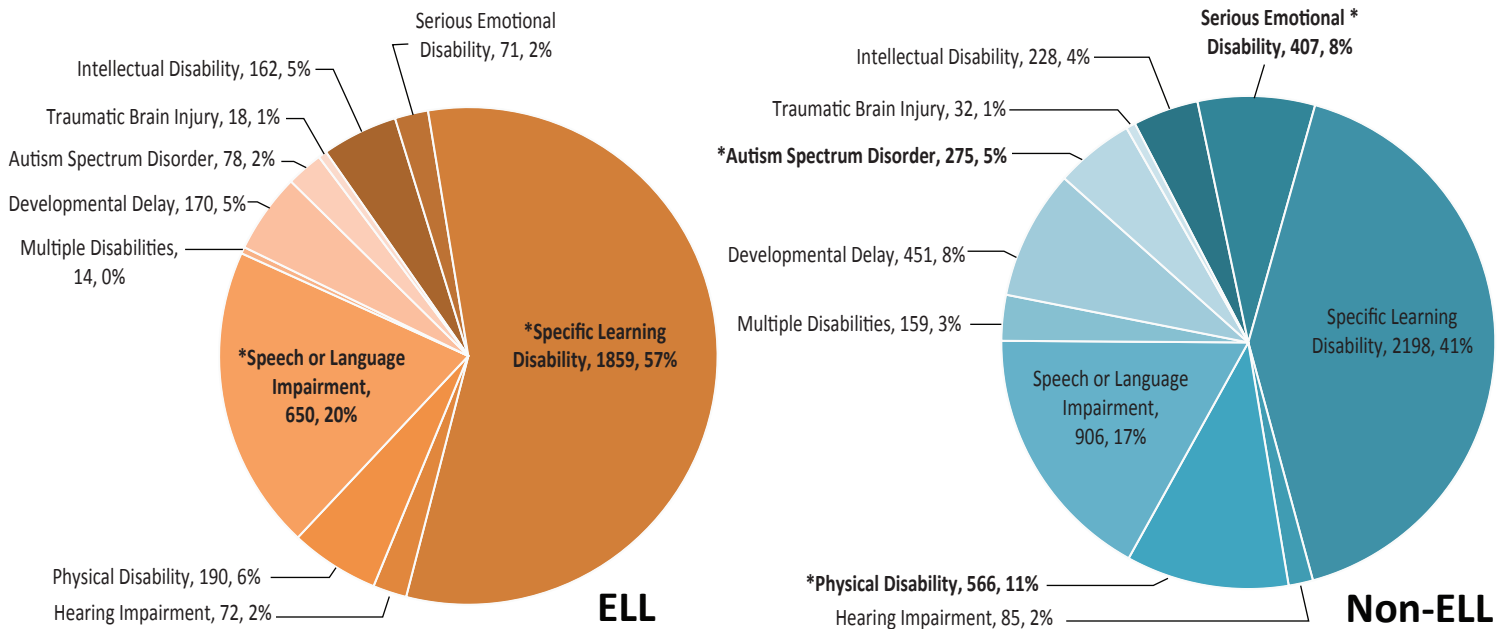
Are there consistently different patterns of identification among ELL students with disabilities and non-ELL students with disabilities?



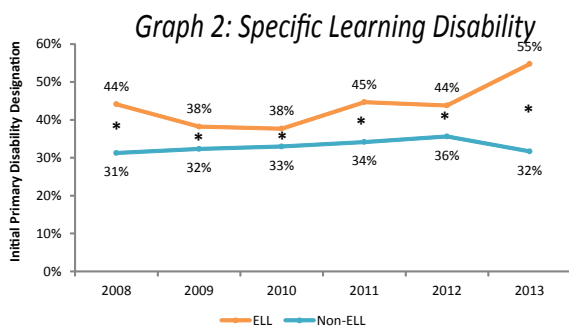
Answer:
Yes.

ELL students with disabilities have consistently been designated as having a Specific Learning Disability at higher rates than non-ELL students with disabilities. Historically, a similar trend was present for Speech and Language Impairment designations.

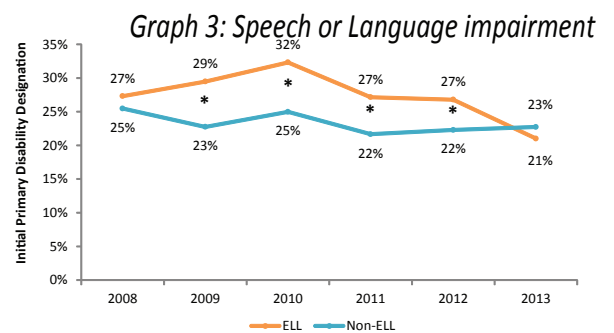
Graph 1: 2013 Designations



NOTE: Due to low variance in SpEd classification types in AEC/IPS schools, only students in traditional programs were included in this analysis. Visual Impairment and Deaf-Blindness were excluded from this analysis due to small N size (N<16). * p<.001. T-tests run where ELL status was the predictor and the primary disability category was the dependent variable.



* p<.05. T-tests run where ELL status was the predictor and designation as having a Specific Learning Disability was the dependent variable



* p<.05. T-tests run where ELL status was the predictor and designation as having a Speech or Language Impairment was the dependent variable

Summary:

- Disproportionately more ELL students with disabilities had their primary disability designation as Specific Learning Disability (SLD) or Speech or Language Impairment (SPL) compared to non-ELL students with disabilities (Graph 1).
- A consistently higher proportion of ELL students with disabilities have been classified as having a SLD each year since 2008 compared to non-ELL students with disabilities (Graph 2).
- Disproportionately more ELL students with disabilities were designated with a SPL compared to non-ELL students in 2009, 2010, 2011 and 2012.
 - In 2013, non-ELL students with disabilities were designated with a SPL compared to ELL students with disabilities (Graph 3).

Recommendations:

- Align ELL and IEP services such that ELL students are not designated as having a SLD or SPL before these students have had exposure to ELD blocks. This ensures that students will pass through the recommended sequence before dual designation.
- For currently classified dual designees, it may be necessary to revisit prior years' classification as SLD or SPL and either redesignate or exit those students from student services.
- For future work, Student Services will have workshops of the 2014 summer specifically around designation criteria and CDE changes to those criteria. Student Services and the ELA department also recommend cross-training between the departments to enable more precision in the diagnostic and referral processes. Student Services recommends the following book on dual designation for reference: *Special Education Considerations for English Language Learners: Delivering a Continuum of Services* by Else Hamayan, Barbara Marler and Jack Damico.

Note: All data is drawn from October Count, so changes in identification likely happened over the course of the previous school year. Exited ELL students are not included in these analyses. A previous research brief addressed historical trends of dual designation as both ESL and students with disabilities