



# Special Education Monthly Webinar Series:

## Providing a Continuum of Services for English Learners with Disabilities

February 5, 2019

Office of Superintendent of Public Instruction

# Today's Presenters

- Tania May, Special Education  
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# *Honoring* Partnership

Special thanks to additional contributors to this presentation!

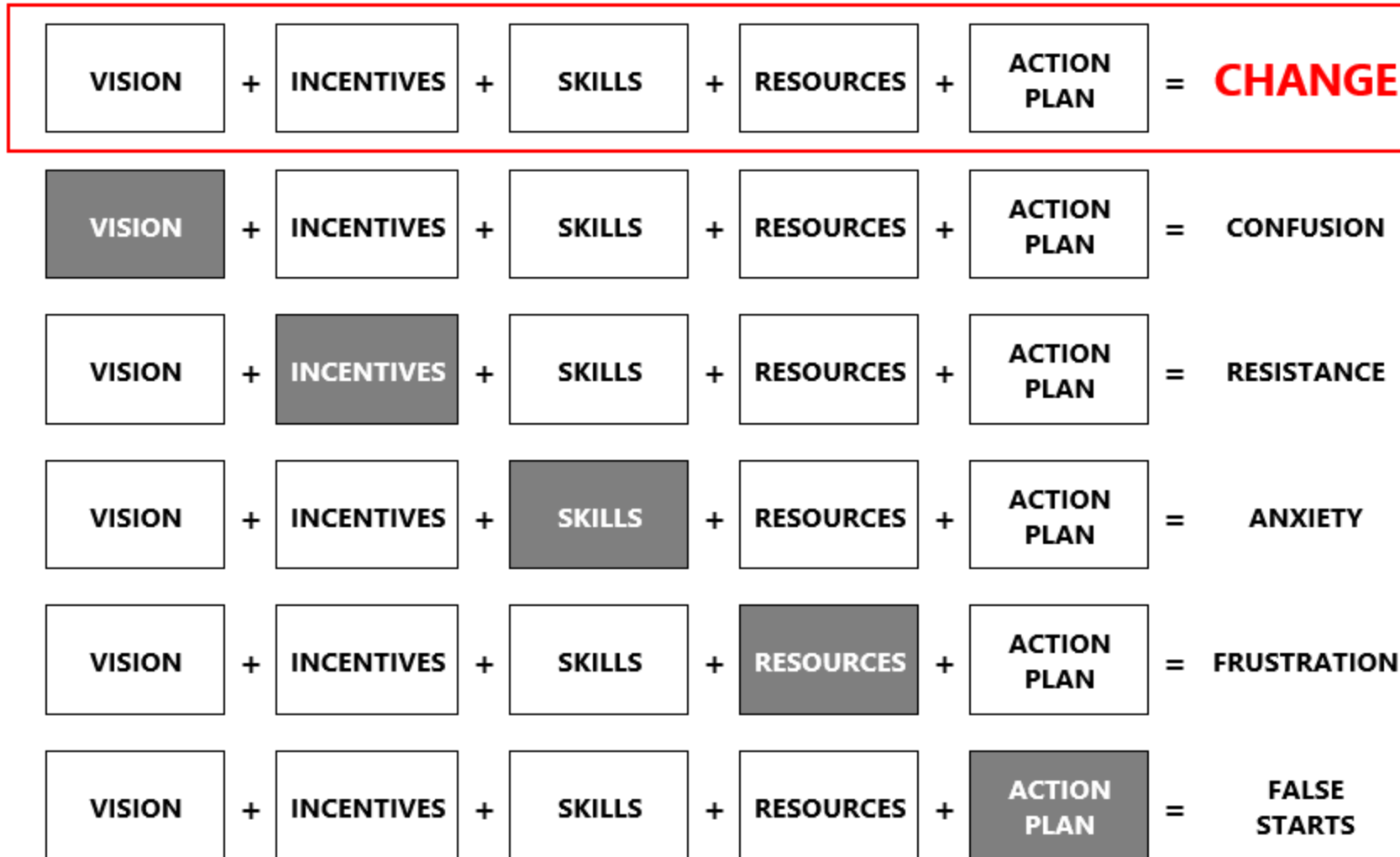
- Leslie Huff / OSPI English Language Proficiency Assessment Coordinator
- Steve Gill / Author & School Psychologist
- Allyson Kemp / Secondary Language Learning Specialist / Highline Schools
- Kristin Day / ELD Specialist / Central Valley School District (Spokane)
- Brent Peterson / Special Education Teacher / Highline Schools

# Today's Discussion

- ❑ Systems Thinking: Facilitating Change
  - Vision + Incentives + Skills + Resources + Action Plan = **Change**
- ❑ Supporting ELs with Disabilities
  - System Supports
  - Instructional Strategies
  - Resources & Links
- ❑ Closing: Q&A



# Facilitating Systems Change



Adapted from: Knoster, Villa and Thousand (2000). *A Framework for Thinking about Systems Change*.





Equity

Priorities

Collaboration



# OSPI Equity Statement:

Each student, family, and community possesses strengths and cultural knowledge that benefit their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and **actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.**





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# OSPI Priorities: Improving Outcomes for Students with Disabilities



Source: [OSPI Priorities for Improving Outcomes for Students with Disabilities](#), Office of Superintendent of Public Instruction



# Statewide Stakeholder EL-Special Ed Work Group

1. Recommended the WIDA Alternate ACCESS, an alternate English language proficiency assessment designed for ELs with significant cognitive challenges.
2. Amended state policies ([WAC 392-160-045](#)) to align with federal laws.
3. Compiled resources to assist districts in serving struggling ELs and students identified as dual qualified.



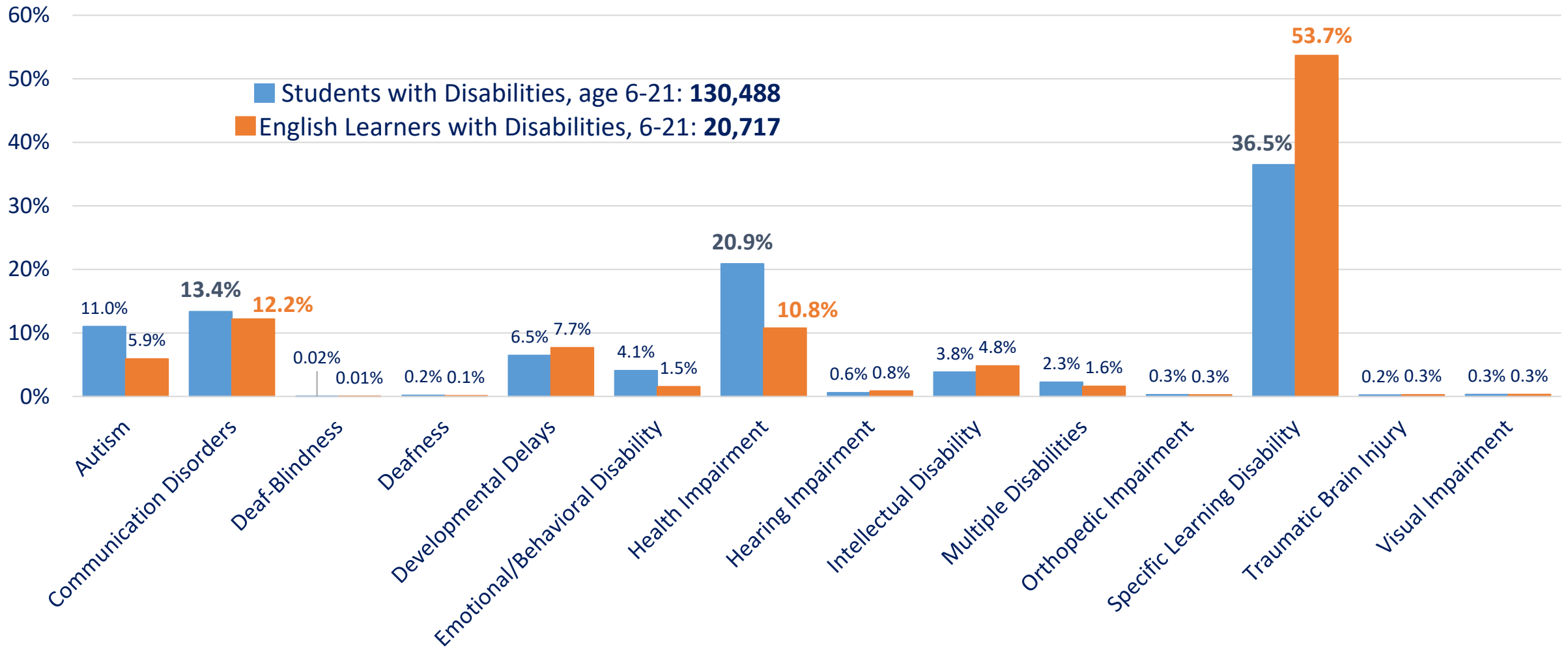
[https://www.schoolholidayshop.com/wp-content/uploads/2016/09/56097664\\_s-Incentives.jpg](https://www.schoolholidayshop.com/wp-content/uploads/2016/09/56097664_s-Incentives.jpg)



## Data & Disproportionality



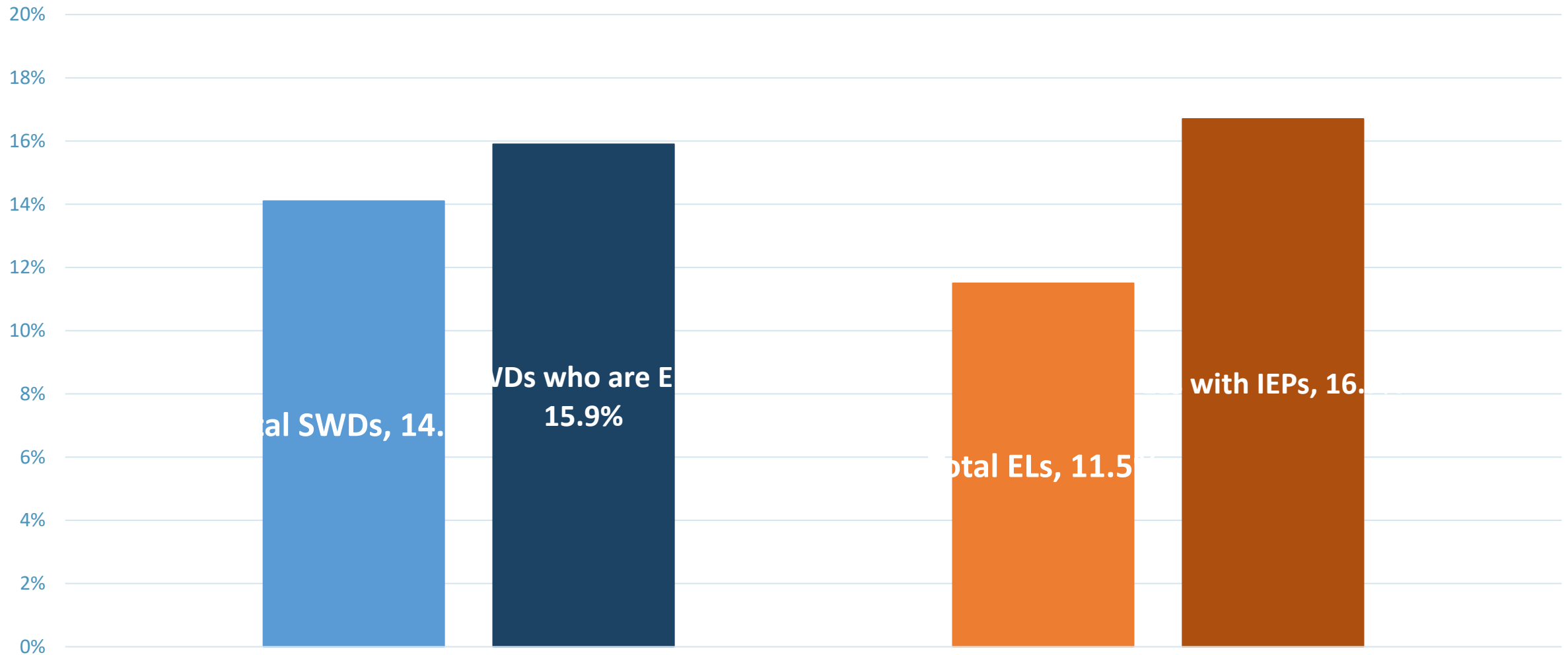
# 2018 Percentage of WA Students with Disabilities, by Eligibility & EL Status



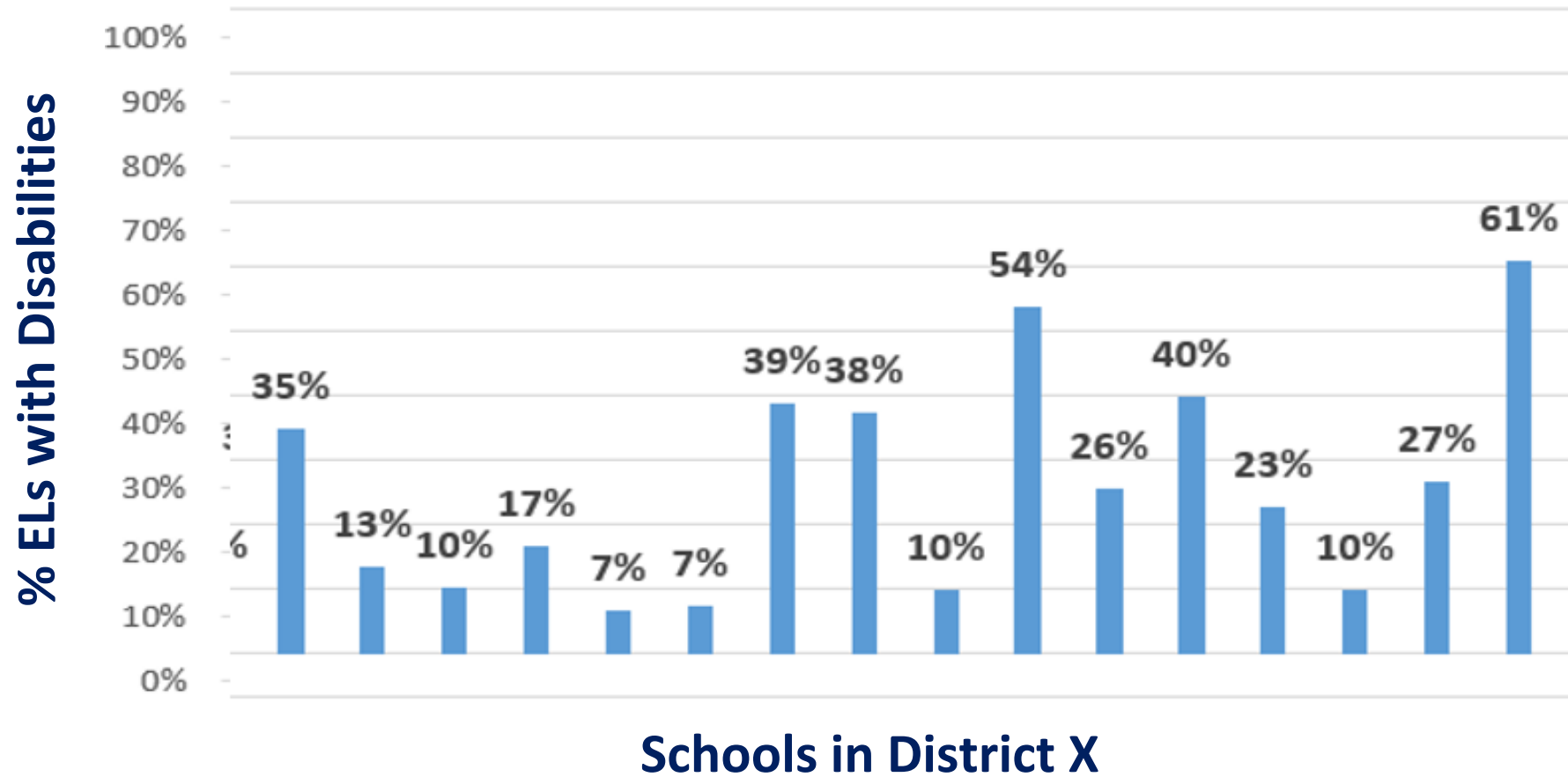
Source: Special Education Federal Child Count (Draft), Office of Superintendent of Public Instruction, November 1, 2018.



# 2017-18 Comparison of Dually-Eligible Students



# District Snapshot: % ELs with Disabilities by Building

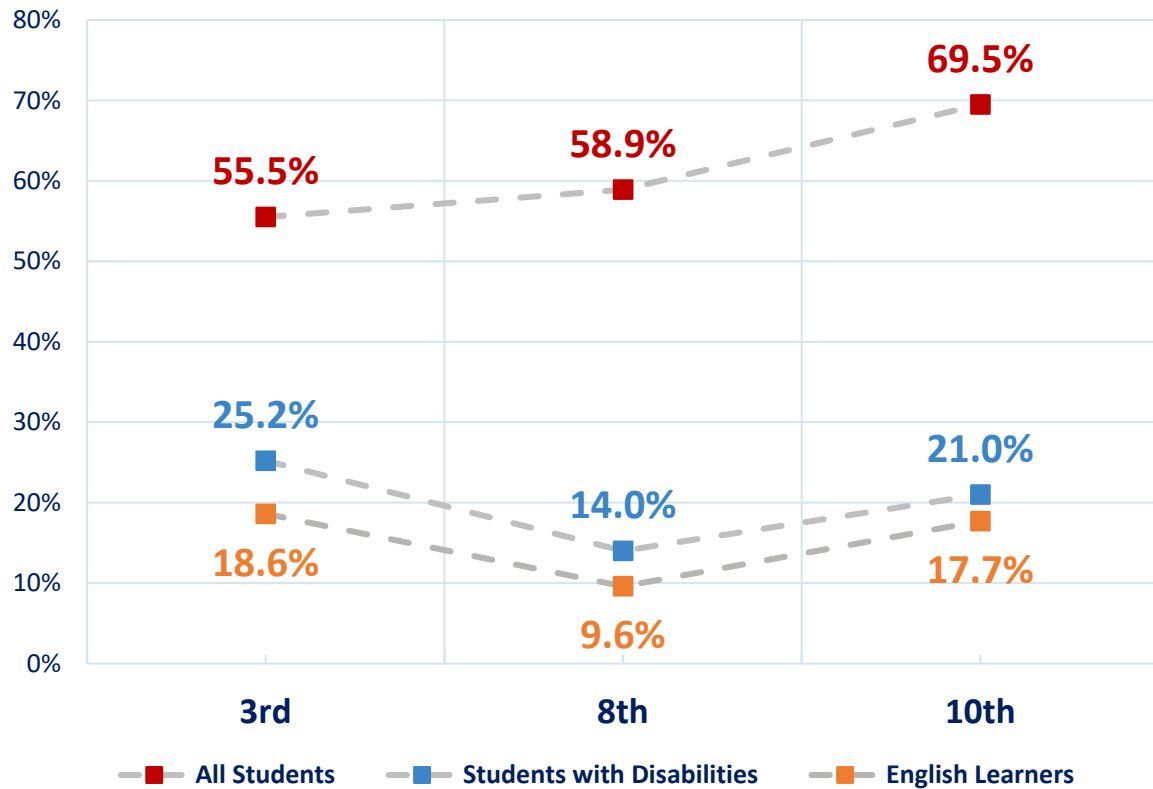


Source: All Rights Reserved by Steve Gill

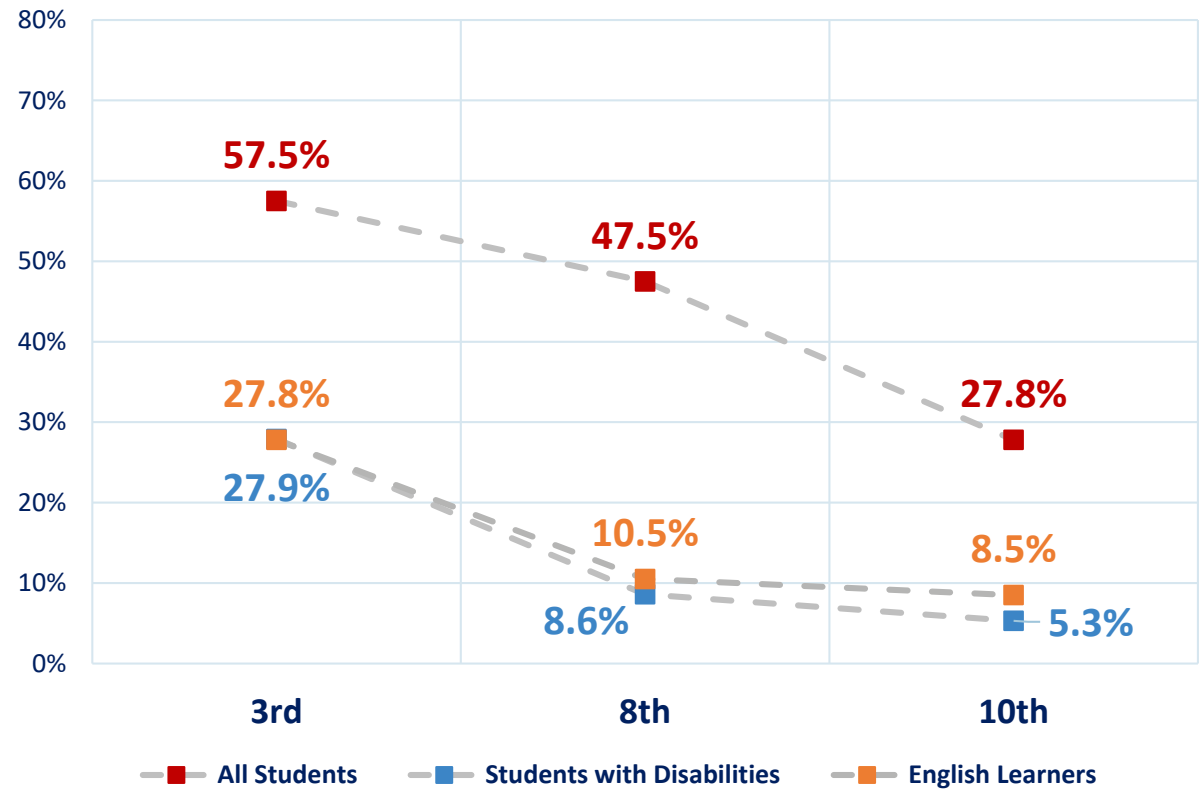


# Assessment & Accountability

## 2017-18 English Language Arts

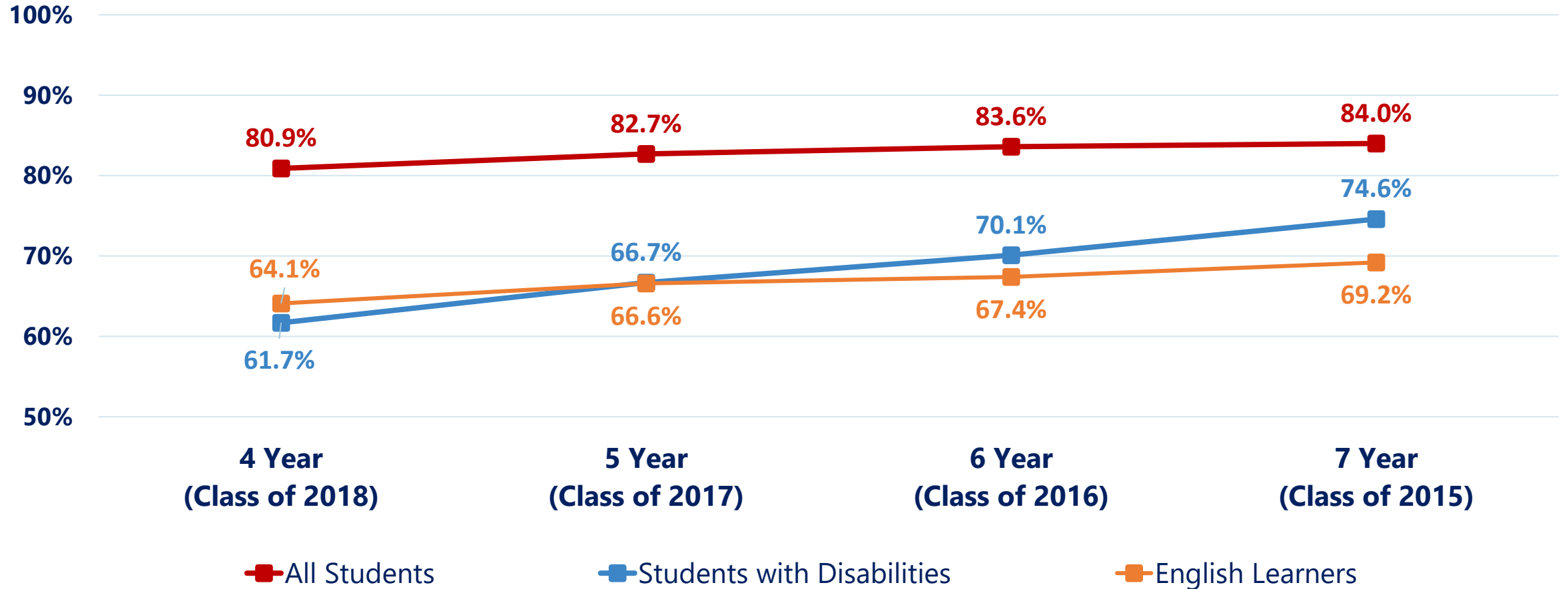


## 2017-18 Mathematics





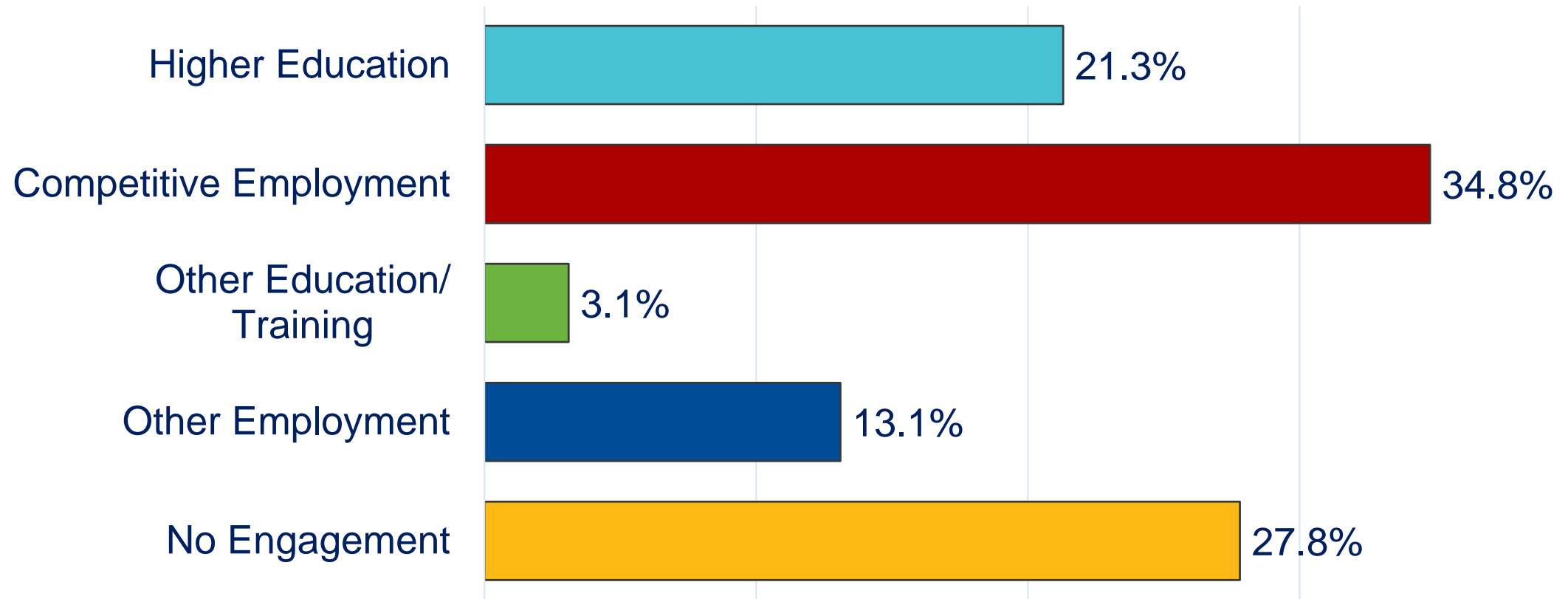
# 2017-18 Adjusted Cohort Graduation Rates



Sources: [Washington State Report Card](#), Office of Superintendent of Public Instruction, 2019; [2018 Graduation Rates, Legislative Appendices](#), Office of Superintendent of Public Instruction



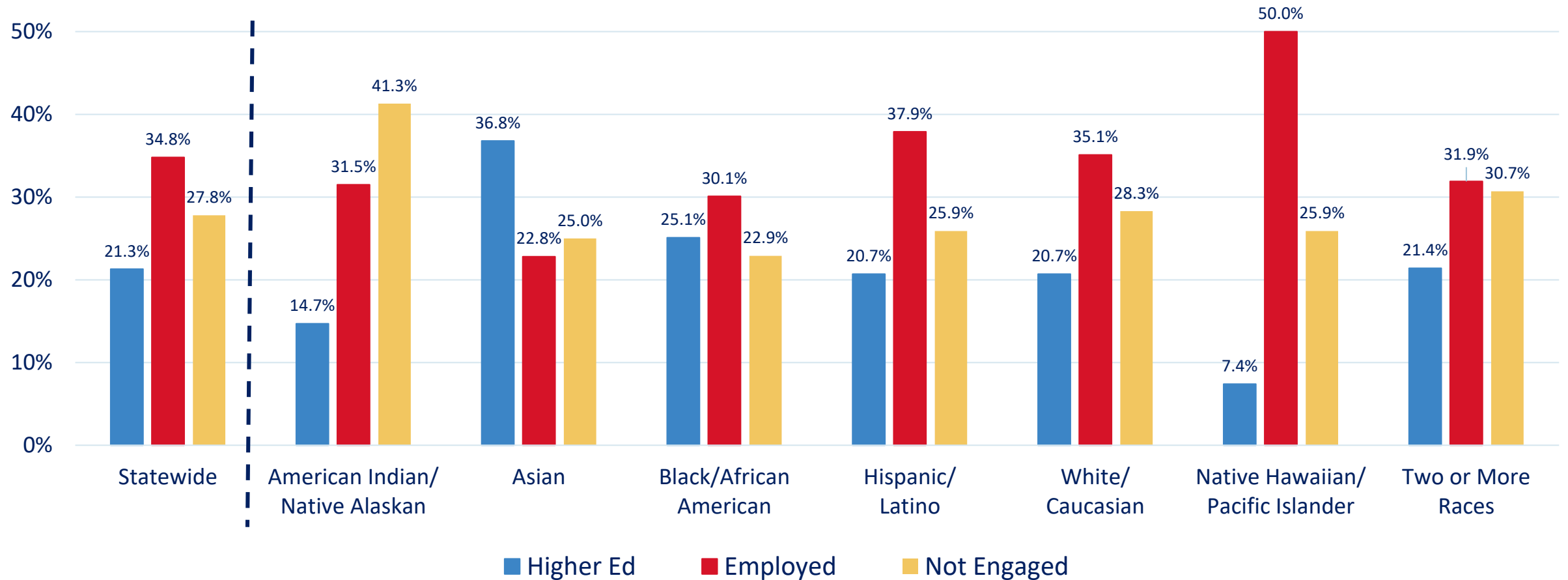
# 2016-17 Post-School Outcomes for SWDs



Source: [Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17](#), Center for Change in Transition Services, Seattle University, 2018



# 2016-17 Post-School Outcomes by Race/Ethnicity



Source: [Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17](#), Center for Change in Transition Services, Seattle University, 2018



# Poll: What connections are you making between this data and your current system?



<https://i2.wp.com/www.thehedgelesshorseman.com/wp-content/uploads/2017/11/Poll.jpg?resize=1024%2C731>





Systems

Students

Strategies



# Accessing EL-Special Education Data

- **Annual TBIP Report to Legislature (see appendices for data tables)**

<http://www.k12.wa.us/MigrantBilingual/BilingualProgram/AnnualReports.aspx>

<http://www.k12.wa.us/LegisGov/2018documents/TBIPLegislativeUpdateAppendices2016-17.xlsx>

- **Request the “Title III” Data File for Your School and District**

Washington Assessment Management System (WAMS) under File Downloads> 2017 Administration> 8. Non-Assessment Files> DistrictSD\_2017SYT3TBIPRpt.

For staff who do not have access to WAMS, please contact the district assessment coordinator and request access to the data file:

<http://www.k12.wa.us/TestAdministration/pubdocs/DistrictTestCoordinators.pdf> and

Review it with your district federal programs director.



# Analyzing EL-Special Education Data

- What are the percentages of students with disabilities and English learners in your district or building?
  - What types of trend data do you notice over several years?
- What percentage of English learners in your system have IEPs?
  - How does that compare with the percentage of ELs in the larger student population?
- What is the percentage of ELs with IEPs, by disability category?
  - How does that compare with the overall special education data by disability category?







# ASSESSING AND IMPROVING SPECIAL EDUCATION

A Program Review Tool for Schools and Districts  
Engaged in Rapid School Improvement

<https://centeronschoolturnaround.org/wp-content/uploads/2018/04/cst-assessing-improving-special-education.pdf>



Program features	Examples from a program demonstrating	Examples from a program demonstrating	Examples from a program demonstrating an unacceptable standard
<b>11. Culturally-Competent Practices</b>			
<p><b>A program using culturally-competent practices:</b></p> <ul style="list-style-type: none"> <li>❖ Supports effective school staff interaction with children, families, and community service providers</li> <li>❖ Supports a team approach</li> <li>❖ Addresses disproportionality</li> <li>❖ Increases appropriate identification of students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>❑ Staff represent the cultural diversity of community.</li> <li>❑ Admin/staff actively support students who are LGBT &amp; their families.</li> <li>❑ English language education is available for parents and families.</li> <li>❑ School provides disability awareness education to community partners to support community-based transition activities and services for students.</li> </ul>	<ul style="list-style-type: none"> <li>❑ School staff actively engage in welcoming diverse students and families through outreach and by providing translation and interpretation services.</li> <li>❑ Some school-wide activities honor cultures within the school community.</li> <li>❑ School staff are aware of the possibility of disproportionality when implementing and reviewing disciplinary policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>❑ There is little or no systematic approach to welcoming and assimilating diverse students/families.</li> <li>❑ Disproportionality exists in identification of students with disabilities and/or in disciplinary practices, and there is no plan to address the issue.</li> </ul>

# OSPI's Disproportionality Self-Study

A. Pre-Referral and Referral Procedures	Almost Always	Frequently	Sometimes	Almost Never
1 The Child Study Team uses a flow chart to help with decision-making during the referral process.				
2 The flow chart ensures that students have been provided with meaningful, appropriate pre-referral strategies, adequate opportunities to learn, and validation of their difficulties across time and settings.				
3 Participants in Child Study Teams are knowledgeable about and able to facilitate a range of meaningful pre-referral strategies.				
4 Sufficient time is devoted at team meetings to selecting the best strategies for individual students based on data collected by teachers and others prior to the meeting.				
5 Pre-referral strategies are varied and substantive, such as transferring a student to another teacher's class or providing individual tutoring through an after-school program.				



# Designing MTSS for ALL Students



Literacy Instruction & Interventions Designed for English Learners:  
[LAP English Language Arts Menu of Best Practices](#)



# MTSS in Action

**ALL** students benefit from school-wide Tier I instruction and supports (such as teaching academic and behavioral expectations, career and technical competencies, and social emotional skills) to be prepared for career, college, and life.

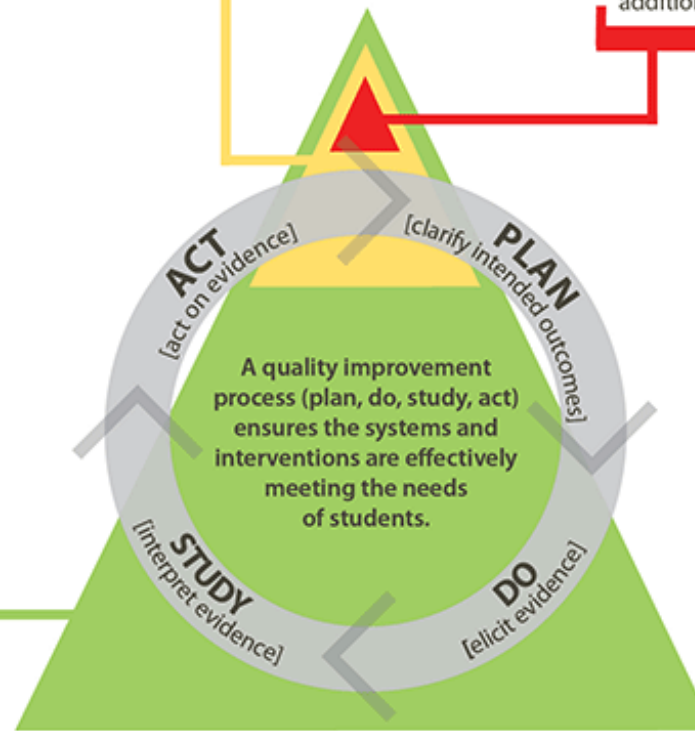
LEVEL  
1

**SOME** students can benefit from supplemental Tier II instruction and supports (such as a reading or math intervention or behavioral check-in). These students are identified as needing more intensive or accelerated academic, career, behavioral, and/or mental health interventions in addition to Tier I services.

LEVEL  
2

**A SMALL NUMBER** of students can benefit from intensive Tier III instruction and supports (such as those provided through community partnerships and specialized programs to provide more intensive or accelerated academic, career, behavioral, and/or mental health supports). These students may need case management or accelerated instruction in addition to Tier I services.

LEVEL  
3



OSPI MTSS Resources: <http://k12.wa.us/MTSS/default.aspx>



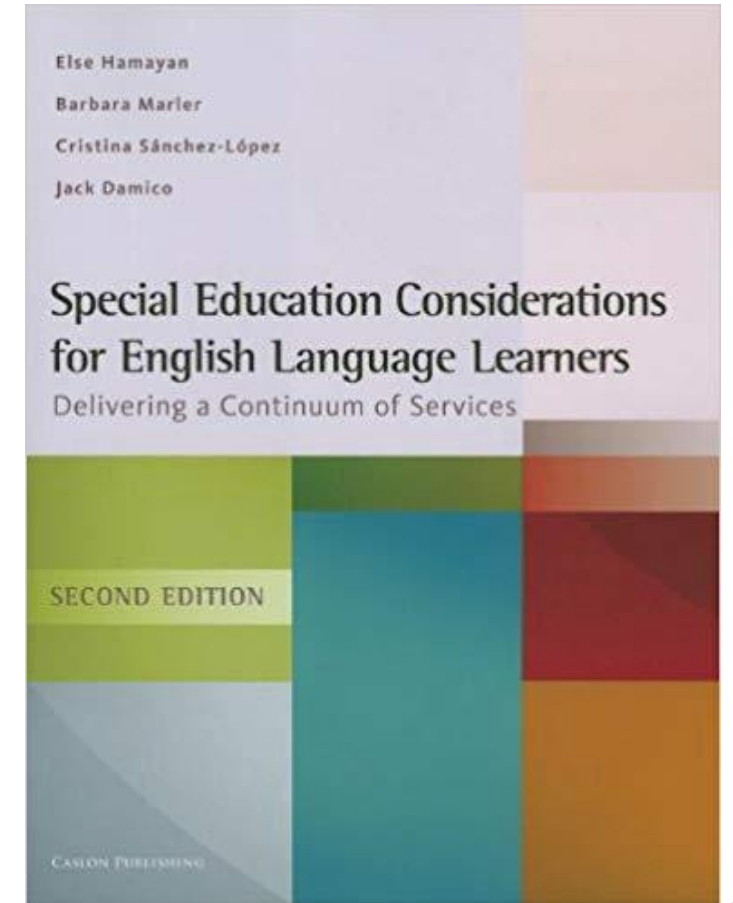


# The Seven Integral Factors

Factors to consider in determining how best to meet the needs of ELs:

1. Learning environments
2. Personal & family factors
3. Possible physical and psychological factors
4. Previous schooling
5. Oral language and literacy development
6. Academic achievement
7. Issues stemming from differences in cultural norms and values

(Hamayan, Marler, Sánchez-López, & Damico, 2013)



# Six Stages of Language Acquisition



Source: [Language Acquisition: An Overview](#) (Robertson & Ford, n.d.)





# Language Differences vs Disabilities

Learning Behavior Manifested: Writing Skills	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Errors made with punctuation/ capitalization	The error patterns seen are consistent with the punctuation and capitalization rules for L1; student's work tends to improve with appropriate instruction in English	Student consistently or inconsistently makes capitalization and punctuation errors even after instruction; this may be due to deficits in organization, memory or processing
Student has difficulty writing grammatically correct sentences	Student's syntax is reflective of writing patterns in L1; typical error patterns seen in 2nd language learners (verb tense, use of adverbs or adjectives); improves over time	The student makes more random errors such as word omissions, missing punctuation; grammar errors are not correct in L1 or L2; this may be due to a processing or memory deficit
Student has difficulty generating a paragraph or writing essays but is able to express his or her ideas orally	Student is not yet proficient in writing English even though they may have developed verbal skills; student makes progress over time and error patterns are similar to other 2nd language learners	The student seems to have difficulty paying attention or remembering previously learned information; the student may seem to have motor difficulties and avoids writing; student may have attention or memory deficits

[English Learner Tool Kit for State and Local Education Agencies \(SEAs and LEAs\)](#), US Department of Education, 2016.



# Peer Analysis Tool & Pre-Referral Data

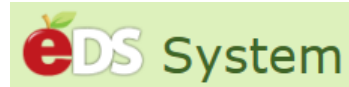
## What is it?

Student-level data to compare language development progress to similar peers.

## Why do I need it?

Essential student-level information to include in the pre-referral process to avoid mis-identification for special education services.

## How do I access it?



<https://eds.ospi.k12.wa.us/OspiSts/identity/login?signin=ef8cda8cb219e3e49e5f8b32687f92fa>



# Writing Language Development Objectives

Identify **key vocabulary**, **concept words**, and **other academic words**.

Consider the **language functions** related to the topic.

Determine the **language skills** needed for the lesson's activities.

Identify **grammar or language structures** common to the content area.

Consider language that will be embedded in **tasks/assignments**.

Explore **language learning strategies** relevant to the topic.

Source: *Language Objectives: The Key to Effective Content Area Instruction for English Learners* (J. Himmel)



# Developing IEP goals

## *for culturally & linguistically diverse students*

**Step one:** Inventory cultural & linguistic assets.

**Step two:** Develop strategies for building on cultural & linguistic assets.

**Step three:** Identify expected learning outcomes.

**Step four:** Prioritize skills for which quality goals can be crafted.

**Step five:** Develop and evaluate meaningful, measurable goals.

Source: [Collaboratively crafting individualized education program goals for culturally and linguistically diverse students](#) (Jozwik, Cahill & Sánchez, 2018)





# Effective Strategies & Interventions for ELs

## Collaborative Learning

*Multiple Opportunities to Speak, Listen & Process Content*

For example: Numbered Spoons or Heads Together

- Focuses on learning, not behavior
- No opt-out
- Collaborative, supported learning environment
- New students immediately welcomed and included in class discussions/content
- Rehearsal before sharing









# Effective Strategies & Interventions for ELs

Every lesson: speaking, listening, reading & writing!

Name 3rd period

## New Towns

After the first burst of settlement on farmland, people began to locate in towns where they could sell goods or profit from offering services. They settled where shipping and transportation were available. In the mid-1800s, that meant along waterways. There were few roads—no good ones—and shipping by water was the easiest way to transport wheat, vegetables, animal hides, and even timber. Merchants also settled in towns that they thought would grow. More people meant more customers.

Cities competed with each other to be the largest. They wanted to be the seat of government and the place where successful businesses would open. Larger cities meant modern conveniences and a better supply of store-bought goods.

The diagram shows a rectangular town layout with a river at the bottom. A 'wagon' is shown on the left side, with an arrow pointing towards the town. Inside the town, there are several buildings and labels: 'offer services', 'sell goods', 'newspaper', 'offer services', 'harbor', 'city hall county seat', and 'burst of settlement = many new people'. A 'wagon' is also labeled with 'wheels' and 'wheels'.





*For Supporting ELs with Disabilities*

# Resources & Professional Learning

OSPI website: [Providing a Continuum of Support for English Learners](#)

- Resources for Reframing the Issues of EL and Special Education
- MTSS & Pre-Referral Tools – by Dr. Catherine Collier
- [Online professional learning modules about second language acquisition and effective instruction for English learners](#)



# Resources & Professional Learning

[ELL Home Visits](#)

[Newcomer Toolkit](#)

[Funds of Knowledge](#)

[Second language acquisition and effective instruction for English learners](#)

[Language Objectives: The Key to Effective Content Area Instruction for English Learners](#)

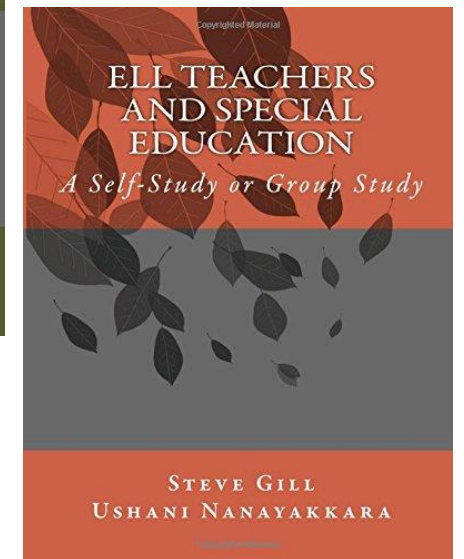
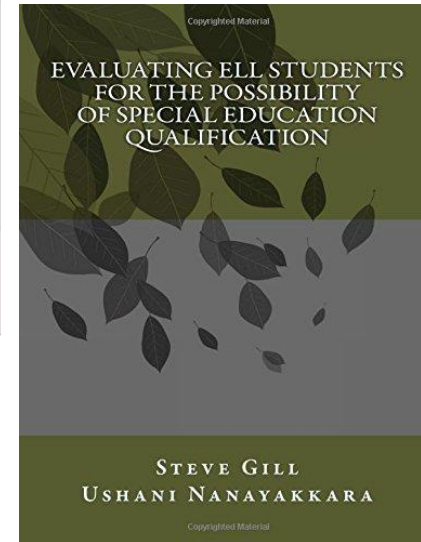
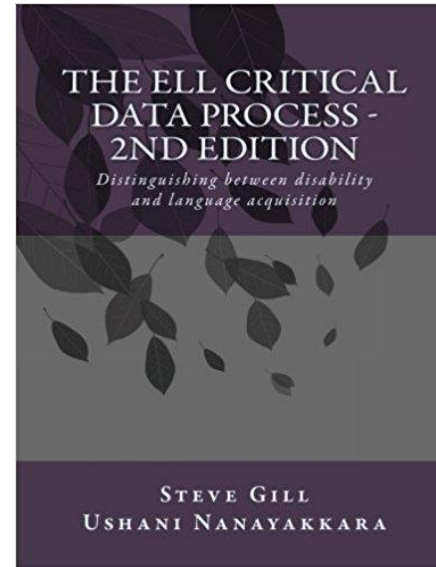
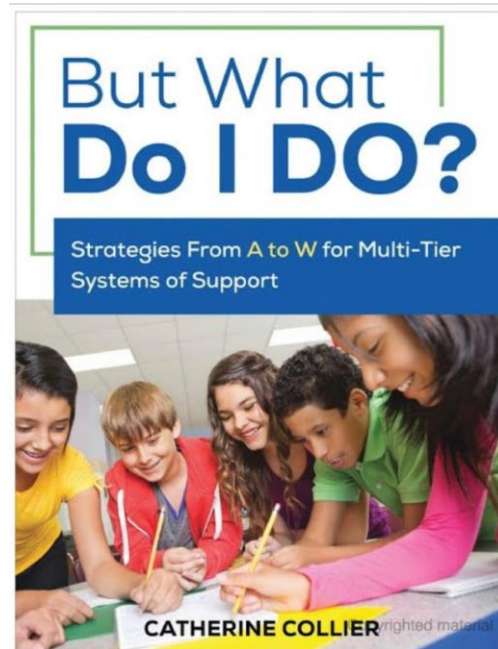
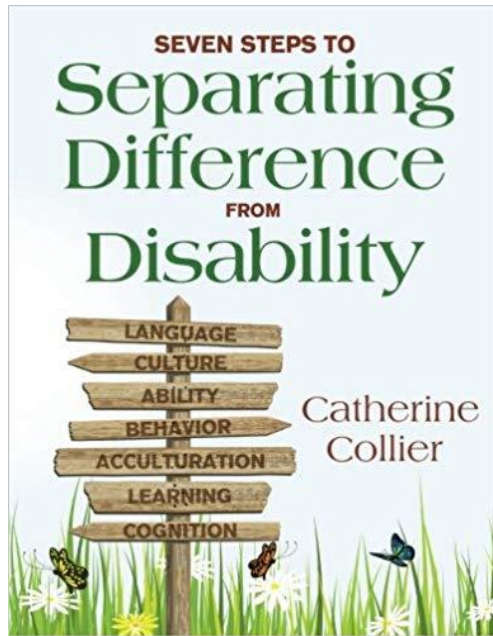
[Collaboratively Crafting IEP Goals for Culturally and Linguistically Diverse Students](#)

[English Learner Tool Kit for State and Local Education Agencies \(SEAs and LEAs\)](#)





# Systems Resources: Pre-Referral Process



# Research & Resources for Supporting English learners with Significant Cognitive Disabilities

[ALTELLA Website](#)

[Considerations for Educators Serving English Learners with  
Significant Cognitive Disabilities](#)

[Nonverbal Communication in Diverse Classrooms: Intercultural  
Competence Considerations for Supporting English Learners with  
Significant Cognitive Disabilities](#)

# ACTION PLAN

<http://www.paraanaliz.com/intelligence/wp-content/uploads/2018/09/action-plan-burman-law.jpg>



*Bringing it all together*



# IEP Team Checklist:

## Considering Language Development

Framing Questions	Yes	No
Has the child's primary language of communication been considered?		
Have the cultural values and beliefs of the parents been considered in planning for the child's education?		
Is there a member of the IEP Team who has expertise regarding the student and understands how language develops as well as strategies that can be used when educating a student with English as a second language?		
Is there collaboration between general and special education as well as English as a Second Language and bilingual education if appropriate?		
Is an interpreter for the parents and the student present at the IEP meeting?		
Are all IEP Team members trained in how to use an interpreter?		
Do the "present levels" in the IEP address both how the student uses his or her native language and how the student uses English?		
Do progress monitoring activities measure progress toward the mastery of English?		

*English Learner Tool Kit for State and Local Education Agencies (SEAs and LEAs), US Department of Education, 2016.*









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