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

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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

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.
...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.
OSPI Priorities: Improving Outcomes for Students with Disabilities

- Leadership
- Growth Mindset
- Evidence-Based Practices
- Professional Development
- Resource Allocation
- Recruitment & Retention

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.
Data & Disproportionality
2018 Percentage of WA Students with Disabilities, by Eligibility & EL Status

- Students with Disabilities, age 6-21: **130,488**
- English Learners with Disabilities, 6-21: **20,717**

Source: Special Education Federal Child Count (Draft), Office of Superintendent of Public Instruction, November 1, 2018.
2017-18 Comparison of Dually-Eligible Students

- Total SWDs, 14.0%
- SWDs who are ELs, 15.9%
- Total ELs, 11.5%
- ELs with IEPs, 16.7%
District Snapshot:
% ELs with Disabilities by Building

Source: All Rights Reserved by Steve Gill
2017-18 English Language Arts

<table>
<thead>
<tr>
<th>Grade</th>
<th>All Students</th>
<th>Students with Disabilities</th>
<th>English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>55.5%</td>
<td>25.2%</td>
<td>18.6%</td>
</tr>
<tr>
<td>8th</td>
<td>58.9%</td>
<td>14.0%</td>
<td>9.6%</td>
</tr>
<tr>
<td>10th</td>
<td>69.5%</td>
<td>21.0%</td>
<td>17.7%</td>
</tr>
</tbody>
</table>

2017-18 Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>All Students</th>
<th>Students with Disabilities</th>
<th>English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>57.5%</td>
<td>27.8%</td>
<td>10.5%</td>
</tr>
<tr>
<td>8th</td>
<td>47.5%</td>
<td>27.9%</td>
<td>8.6%</td>
</tr>
<tr>
<td>10th</td>
<td>27.8%</td>
<td>8.5%</td>
<td>5.3%</td>
</tr>
</tbody>
</table>
### 2017-18 Adjusted Cohort Graduation Rates

<table>
<thead>
<tr>
<th></th>
<th>4 Year (Class of 2018)</th>
<th>5 Year (Class of 2017)</th>
<th>6 Year (Class of 2016)</th>
<th>7 Year (Class of 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>61.7%</td>
<td>66.6%</td>
<td>67.4%</td>
<td>69.2%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>64.1%</td>
<td>66.7%</td>
<td>70.1%</td>
<td>74.6%</td>
</tr>
<tr>
<td>English Learners</td>
<td>80.9%</td>
<td>82.7%</td>
<td>83.6%</td>
<td>84.0%</td>
</tr>
</tbody>
</table>

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

- Higher Education: 21.3%
- Competitive Employment: 34.8%
- Other Education/Training: 3.1%
- Other Employment: 13.1%
- No Engagement: 27.8%

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?

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


  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

<table>
<thead>
<tr>
<th>Program features</th>
<th>Examples from a program demonstrating</th>
<th>Examples from a program demonstrating</th>
<th>Examples from a program demonstrating an unacceptable standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11. Culturally-Competent Practices</strong></td>
<td></td>
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</tr>
<tr>
<td>A program using <strong>culturally-competent practices:</strong></td>
<td>☑ Staff represent the cultural diversity of community.</td>
<td>☑ School staff actively engage in welcoming diverse students and families through outreach and by providing translation and interpretation services.</td>
<td>☑ There is little or no systematic approach to welcoming and assimilating diverse students/families.</td>
</tr>
<tr>
<td>❖ Supports effective school staff interaction with children, families, and community service providers</td>
<td>☑ Admin/staff actively support students who are LGBT &amp; their families.</td>
<td>☑ Some school-wide activities honor cultures within the school community.</td>
<td>☑ Disproportionality exists in identification of students with disabilities and/or in disciplinary practices, and there is no plan to address the issue.</td>
</tr>
<tr>
<td>❖ Supports a team approach</td>
<td>☑ English language education is available for parents and families.</td>
<td>☑ School provides disability awareness education to community partners to support community-based transition activities and services for students.</td>
<td></td>
</tr>
<tr>
<td>❖ Addresses disproportionality</td>
<td>☑ School provides disability awareness education to community partners to support community-based transition activities and services for students.</td>
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<tr>
<td>❖ Increases appropriate identification of students with disabilities</td>
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</tbody>
</table>
### OSPI’s Disproportionality Self-Study

#### A. Pre-Referral and Referral Procedures

<table>
<thead>
<tr>
<th></th>
<th>Almost Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Child Study Team uses a flow chart to help with decision-making during the referral process.</td>
<td></td>
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<tr>
<td>2</td>
<td>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.</td>
<td></td>
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<tr>
<td>3</td>
<td>Participants in Child Study Teams are knowledgeable about and able to facilitate a range of meaningful pre-referral strategies.</td>
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<tr>
<td>4</td>
<td>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.</td>
<td></td>
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<tr>
<td>5</td>
<td>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.</td>
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</tbody>
</table>
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.

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.

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.

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

1. Pre-production
2. Early production
3. Speech emergent
4. Beginning fluency
5. Intermediate fluency
6. Advanced fluency

Source: Language Acquisition: An Overview (Robertson & Ford, n.d.)
<table>
<thead>
<tr>
<th>Learning Behavior Manifested: Writing Skills</th>
<th>Indicators of a Language Difference due to 2nd Language Acquisition</th>
<th>Indicators of a Possible Learning Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Errors made with punctuation/capitalization</td>
<td>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</td>
<td>Student consistently or inconsistently makes capitalization and punctuation errors even after instruction; this may be due to deficits in organization, memory or processing</td>
</tr>
<tr>
<td>Student has difficulty writing grammatically correct sentences</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>Student has difficulty generating a paragraph or writing essays but is able to express his or her ideas orally</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>

*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

1. Identify **key vocabulary, concept words, and other academic words.**
2. Consider the **language functions** related to the topic.
3. Determine the **language skills** needed for the lesson's activities.
4. Identify **grammar or language structures** common to the content area.
5. Consider language that will be embedded in **tasks/assignments.**
6. 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)
<table>
<thead>
<tr>
<th>Goals/Objectives to be achieved</th>
<th>Academic Language transition</th>
<th>Active processing</th>
<th>Advanced organizers</th>
<th>Alternate response methods</th>
<th>Analogy</th>
<th>Assessment</th>
<th>Belonging</th>
<th>Bilingual Aide</th>
<th>Bilingual Peers</th>
<th>Bilingual Texts</th>
<th>Building Connections - reading strategy</th>
<th>Building Connections</th>
<th>CAN DO - Retention strategy</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access prior knowledge</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
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<td>✓</td>
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<tr>
<td>Adapt to meet individual or unique student needs</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Adapt the mode of response required of students</td>
<td>✓</td>
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<tr>
<td>Alleviate power struggles between teacher and student</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Assist learners to defend a particular position in a written assignment</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
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<tr>
<td>Assist students to learn information through paraphrasing</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
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<tr>
<td>Build academic transfer skills</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Build appreciation that everyone belongs, is needed</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
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<td>✓</td>
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<tr>
<td>Build appreciation that everyone has a contribution to make</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Build awareness of academic expectations</td>
<td>✓</td>
<td>✓</td>
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</table>
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

Explicit instruction and emphasis on background knowledge & vocabulary

Tap into students’ funds of knowledge
Effective Strategies & Interventions for ELs

Every lesson: speaking, listening, reading & writing!
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

Bringing it all together

VISION + INCENTIVES + SKILLS + RESOURCES + ACTION PLAN = CHANGE

IEP Team Checklist: Considering Language Development

<table>
<thead>
<tr>
<th>Framing Questions</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the child’s primary language of communication been considered?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have the cultural values and beliefs of the parents been considered in planning for the child’s education?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there collaboration between general and special education as well as English as a Second Language and bilingual education if appropriate?</td>
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<tr>
<td>Is an interpreter for the parents and the student present at the IEP meeting?</td>
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<td></td>
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<tr>
<td>Are all IEP Team members trained in how to use an interpreter?</td>
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<tr>
<td>Do the “present levels” in the IEP address both how the student uses his or her native language and how the student uses English?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do progress monitoring activities measure progress toward the mastery of English?</td>
<td></td>
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</tbody>
</table>

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