

Language & Literacy Instruction for English Learners

From Core Instruction to Tier 2 and 3 Supports
Title I/LAP Support



Alyssa Ibanez
Bilingual Education Program Supervisor
Migrant & Bilingual Education

Heather Hebard
Program Supervisor, ELA
Learning Assistance Program

You asked for it!

Which areas should the Bilingual Education Office prioritize this year for support to school districts?

Item	Overall Rank	Score	Total Respondents
Strategies for teaching long-term ELs	1	1,271	169
Effective literacy instruction for EL students	2	1,177	168
Supporting students who qualify for EL and Special Education services	3	1,097	162
Supporting newcomer students and students with limited or interrupted formal educations (SIFEs)	4	1,078	161
Supporting EL access to rigorous coursework	5	969	162
Family engagement	6	852	161
English Language Proficiency Standards	7	722	160
EL program evaluation	8	694	159
Effective services for Title III-eligible Native American students	9	688	155
Dual language education	10	580	157

You asked for it!

One of our goals is to strengthen coordination and collaboration between EL programs and Title I/LAP services. What opportunities do you foresee?

- Common professional development. Both at the OSPI and district levels, build common language and expertise.
- More frequent participation in regional program directors meetings.
- Additional guidance regarding braiding funds, with concrete examples.
- Additional guidance regarding how to effectively coordinate English language development and LAP/Title I services, and how to effectively serve EL students through LAP/Title I.

Today's agenda

- Diving into District LAP data
- Long-term English Learners: When ELs do not receive effective language and literacy instruction
- What the research says about effective language and literacy instruction for ELs
- Coordination of TBIP and LAP funds to provide effective services

Title III Required Reporting Data

WAMS under File Downloads> 2017 Administration> 8. Non-Assessment Files> DistrictSD_2017SYT3TBIPRpt

EL Status	Met Standard In ELA	Met Standard in Math
Met All Students	59.1%	47.8%
Met EL	14.3%	17.4%
Met Emerging	7.7%	11.0%
Met Progressing	7.6%	11.7%
Met Not Exit After 5 Yrs	7.0%	7.4%
Met Upon Transition (Proficient)	45.5%	43.9%
Met 1 Yr After Transition	58.1%	51.7%
Met 2 Yrs After Transition	58.9%	50.7%
Met 3 Yrs After Transition	68.2%	55.6%
Met 4 Yrs After Transition	73.8%	58.7%

NATIONAL EDUCATION ASSOCIATION

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Meeting the Unique Needs of Long Term English Language Learners

A GUIDE FOREducATORS

By Laurie Olsen, Ph.D.

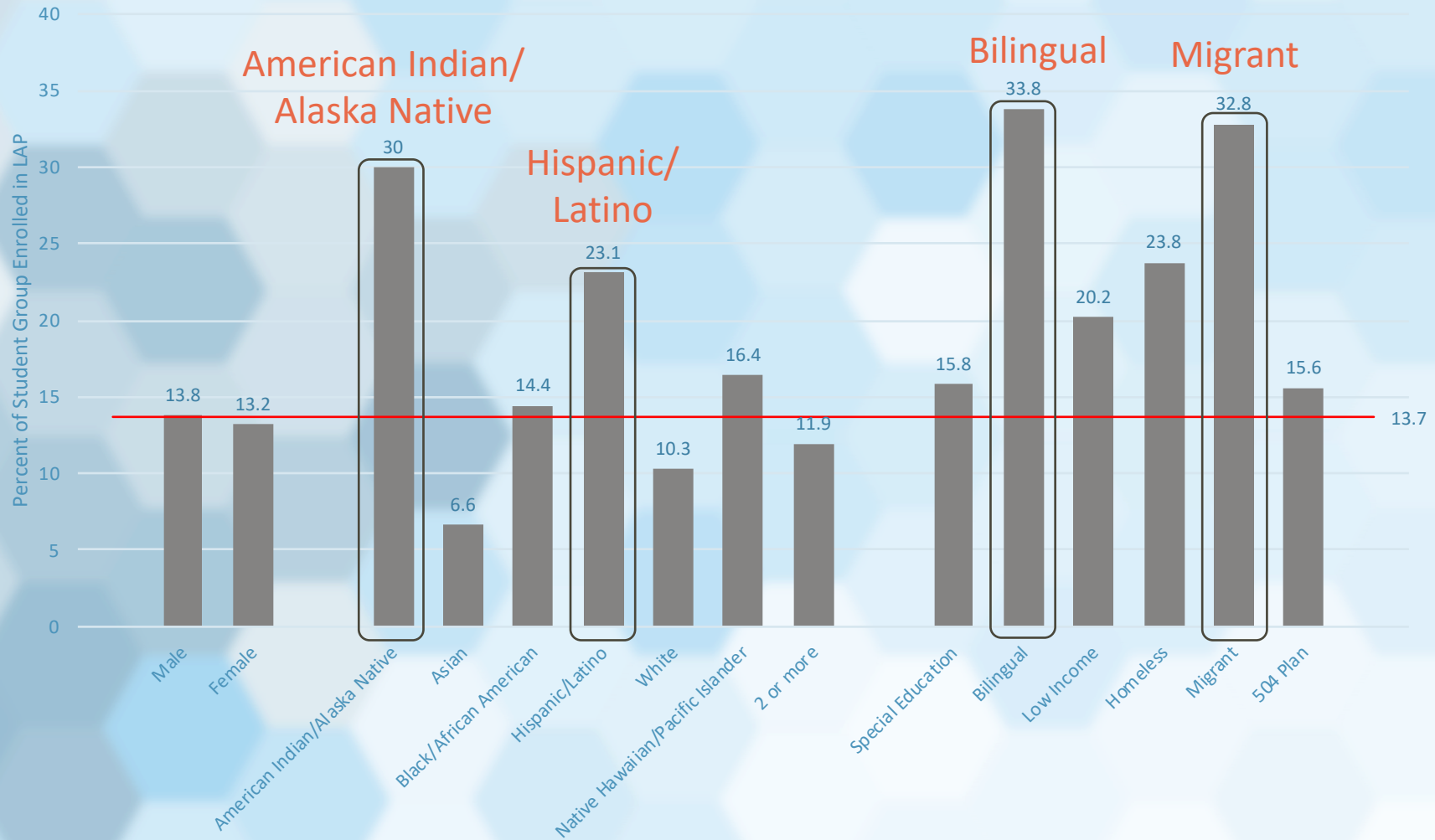


Great Public Schools for Every Student

https://www.rcoe.us/educational-services/files/2012/08/NEA_Meeting_the_Unique_Needs_of_LTELEs.pdf

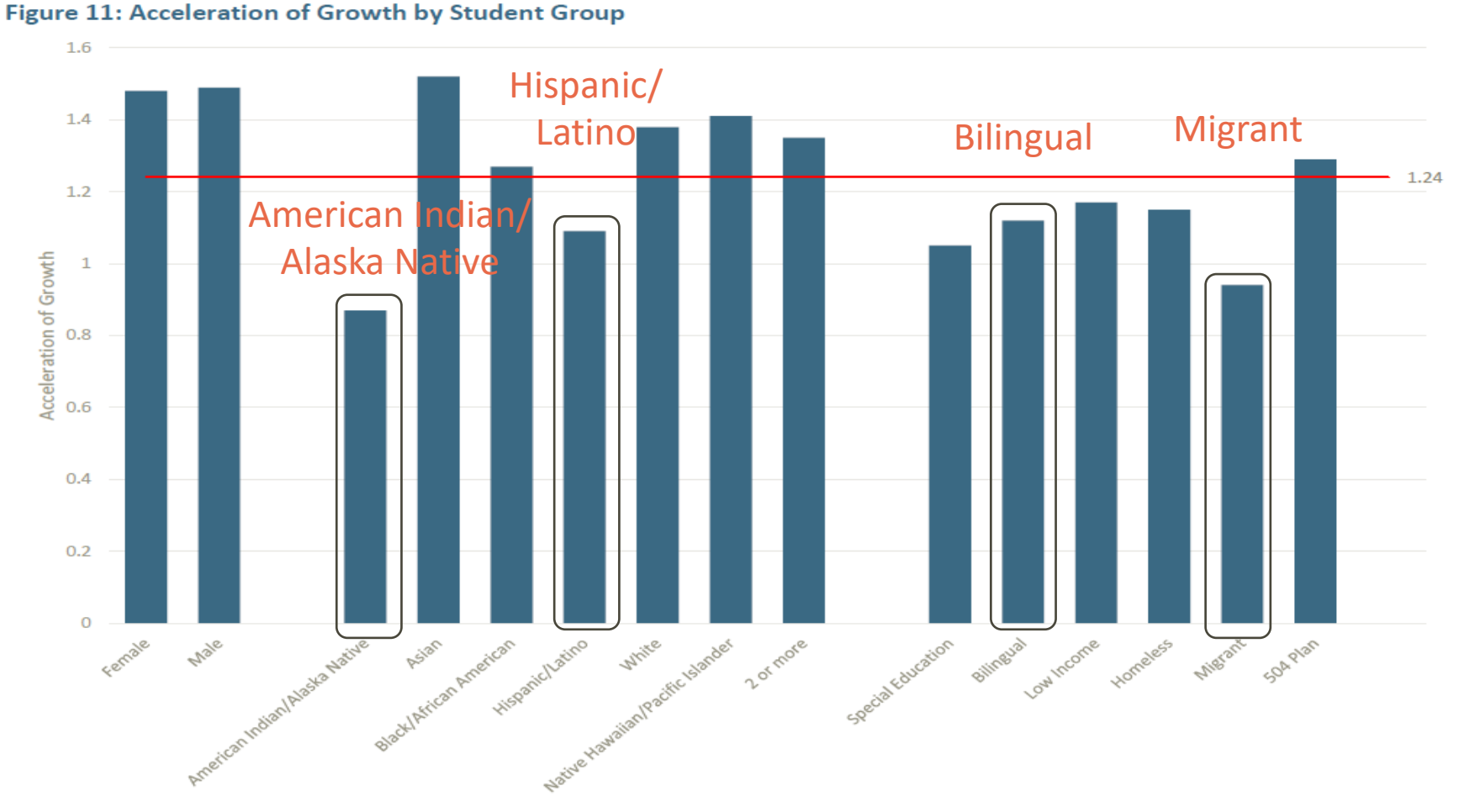


LAP Enrollment by Student Group



LAP Growth by Student Group

Figure 11: Acceleration of Growth by Student Group



Language and literacy are tools for **COMMUNICATION**

Reading, writing and talk should focus on **communicative purpose**.

This might look like:

- focus on meaning over standardized language production
- representing ideas with different modalities
- using **all** linguistic resources to communicate
- academic language instruction embedded in content instruction in meaningful ways.





What do you notice about:

- **Focus on meaning**
- **Using multiple modalities to communicate**
- **Using all linguistic resources**

Language and literacy practices are . . .

. . . thinking practices

Talk should be a central support for language and literacy learning.

This might look like:

- Multiple, extended opportunities to engage in talk
- Different kinds of talk opportunities (e.g., pairs, whole class)
- Metalanguage for talking about thinking/doing in the disciplines
- Differentiated scaffolds for talk



Language & literacy learning is sociocultural.

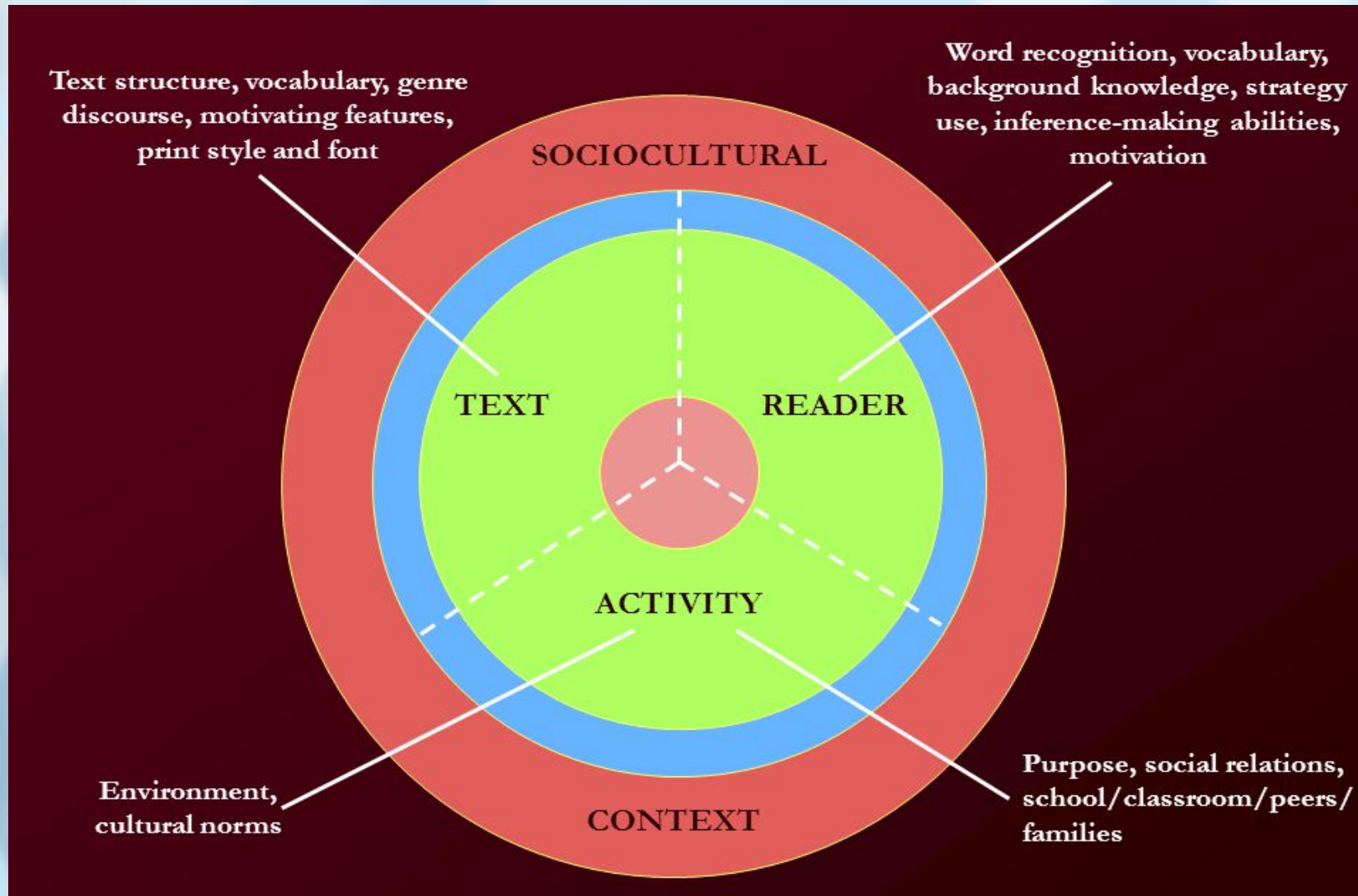
Curriculum should engage students' languages, cultures, experiences and interests.

This might look like:

- Teaching reading in the student's primary language
- Opportunities for student voice and choice
- Texts and activities that connect to students' lives



A Heuristic for Thinking about Reading Comprehension



Snow, C. E., & Sweet, A. P. (2003). Reading for Comprehension. In A. P. Sweet, & C. E. Snow (Eds.), Rethinking Reading Comprehension. New York: The Guilford Press.



Curriculum continuity . . .

. . . scaffolds language & literacy learning.



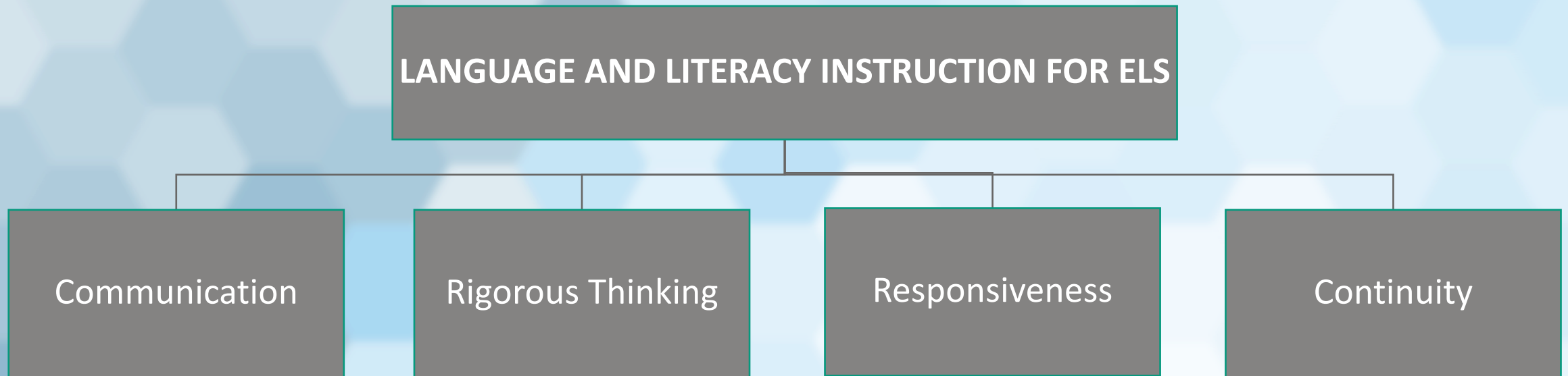
Curriculum continuity within and across contexts helps students to deepen their learning.

This might look like:

- Continuity across lessons (e.g., themes, essential questions that link lessons)
- Helping students draw relationships between ideas
- Push-in support
- Co-teaching & collaboration across core teachers, specialists & paraprofessionals
 - Across grades
 - Across departments

Discuss with your group:

- What kinds of language and literacy supports are provided for students who are learning English:
 - during core instruction?
 - during literacy interventions?
- How do these learning opportunities reflect the big ideas we talked about today?

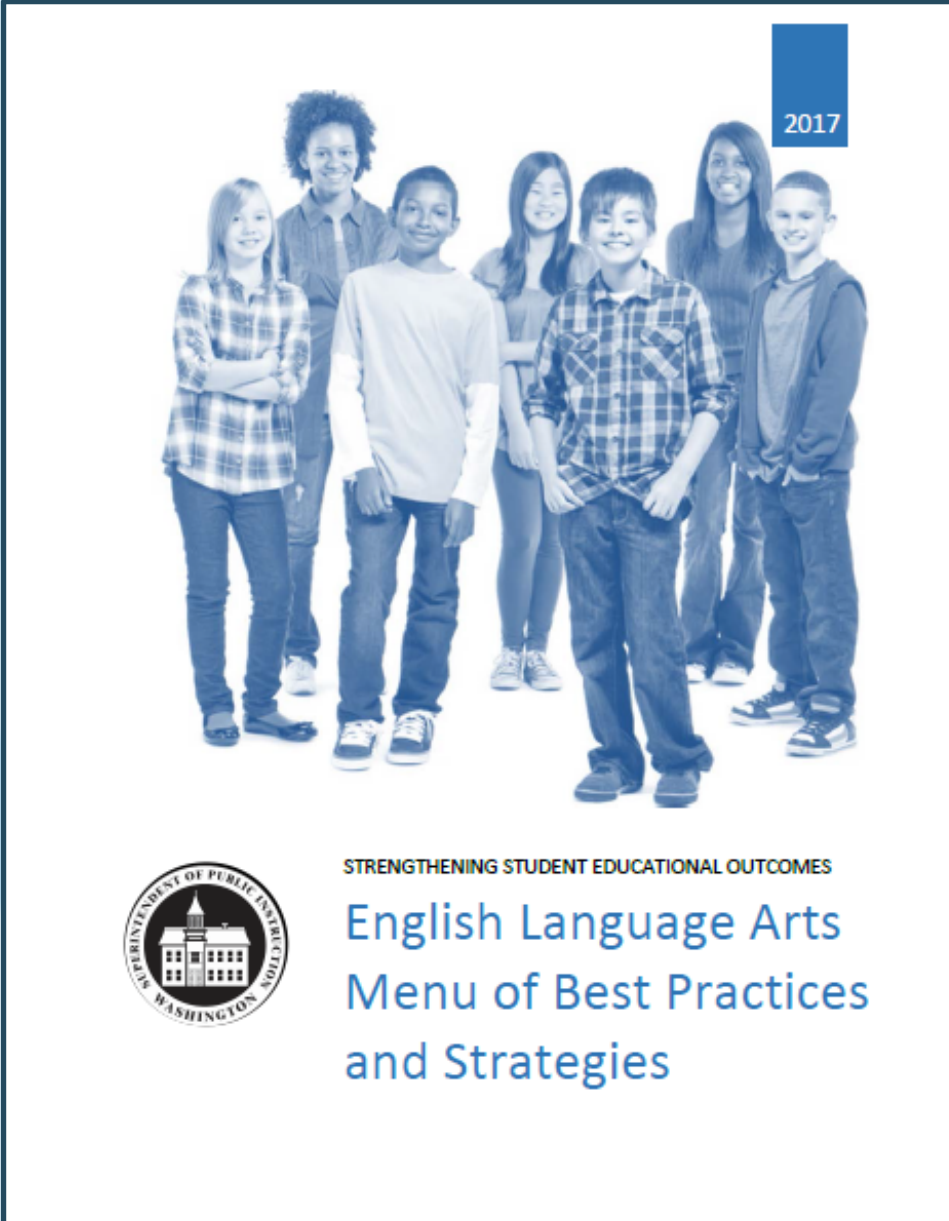


It's a Best Practice!

Specialized Literacy Instruction for ELs

See pages 106-114

<http://www.k12.wa.us/SSEO/ELAMenuBestPractices.aspx>



The image shows the cover of a report titled "English Language Arts Menu of Best Practices and Strategies" for the year 2017. The cover features a group of seven diverse students of various ethnicities and ages standing together. In the top right corner, there is a blue square with the year "2017" in white. At the bottom left, there is the seal of the Washington State Department of Public Instruction, which depicts a school building. To the right of the seal, the text reads "STRENGTHENING STUDENT EDUCATIONAL OUTCOMES" in a smaller font, followed by the main title "English Language Arts Menu of Best Practices and Strategies" in a larger, blue font.

2017

STRENGTHENING STUDENT EDUCATIONAL OUTCOMES

English Language Arts
Menu of Best Practices
and Strategies

Accessing your LAP Data in EDS

You can navigate to EDS via the OSPI home page.

The screenshot shows the OSPI website home page. At the top, there is a navigation bar with links: Home | Certification | Offices & Programs | Learning & Teaching | Assessment | Finance & iGrants | Data & Reports | Website Accessibility. The main content area includes a sidebar with a Twitter follower count (10,000), a 'What's Happening' section with dates, and a 'News' section with links to budget moves and test scores. A central column features a 'Superintendent Chris Reykdal' profile and a vertical menu of navigation buttons: A-Z Index, Offices and Programs, State Report Card, Maps & Web sites Districts, K-12 Data & Reports, and E Certification. To the right is a 'Tweets by @waOSPI' section. The footer is divided into four columns: Quick Links, Getting Career and College Ready, Resources for Families, and Resources for Educators. In the 'Resources for Educators' column, the link 'Education Data System (EDS)' is highlighted with a red box. A red arrow points from a callout box at the top right to this link.

State of Washington
Office of Superintendent of Public Instruction

Home | Certification | Offices & Programs | Learning & Teaching | Assessment | Finance & iGrants | Data & Reports | Website Accessibility

OSPI has 10,000 followers on Twitter! Join the conversation! Thank you! 10,000 TWITTER FOLLOWERS @WAOSPI

What's Happening
School Day Task Force October 10
Family Engagement & Student Discipline October 10
Students Who Smoke or Vape, Supports October 10
SEAC Community Meet & Greet November 6
SEAC Meeting November 7-8

Superintendent Chris Reykdal
• Vision | Priorities
• What We Do
• Government Relations
• School Performance
• Contact Us

News
[Superintendent Reykdal's Budget Moves K-12 Education Forward](#) - 10/9/2018
[Reykdal Announces Finalists for National Teaching Award](#) - 9/25/18
[State Test Scores Released](#) - 09/13/2018
[More news . . .](#)

Bulletins
• B097-18: [2017-18 Annual Career and Technical Education Student...](#)
• B096-18: [Federal Data Reporting Requirements for Students...](#)
• B095-18: [School Bus Safety Week, October 22-26, 2018](#)
• B094-18: [2018-19 Home-Based Student Annual Report](#)
• B093-18: [U.S. Presidential Scholars Program Nominations](#)
• B090-18: [Information about the Expectations and Procedures for...](#)
[All Bulletins . . .](#)

Quick Links
Office of System and School Improvement (OSSSI)
School Safety Center
State Report Card | Data and Reports
Every Student Succeeds Act (ESSA)
Offices and Programs | Bulletins
Districts/Schools: Maps & Websites | Directory
<http://www.k12.wa.us/siteinfo/OfficesPrograms.aspx>

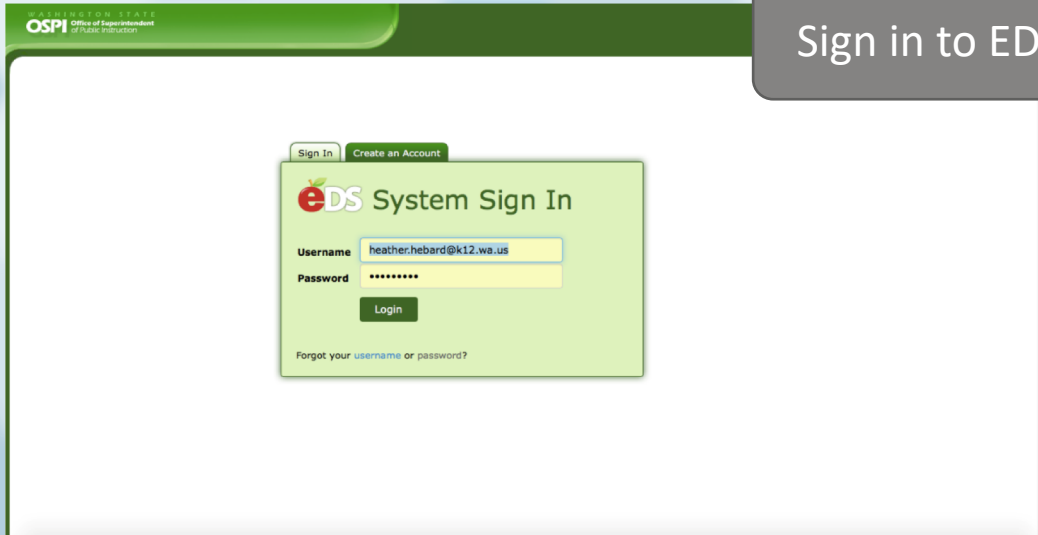
Getting Career and College Ready
K-12 Education
Career Guidance
Career & Technical Education
Dual Credit Programs
Advanced Placement

Resources for Families
State Learning Standards
Offices and Programs
Graduation Requirements
State Testing
Understanding Learning Standards and Assessments
Equity and Civil Rights
School Safety Center

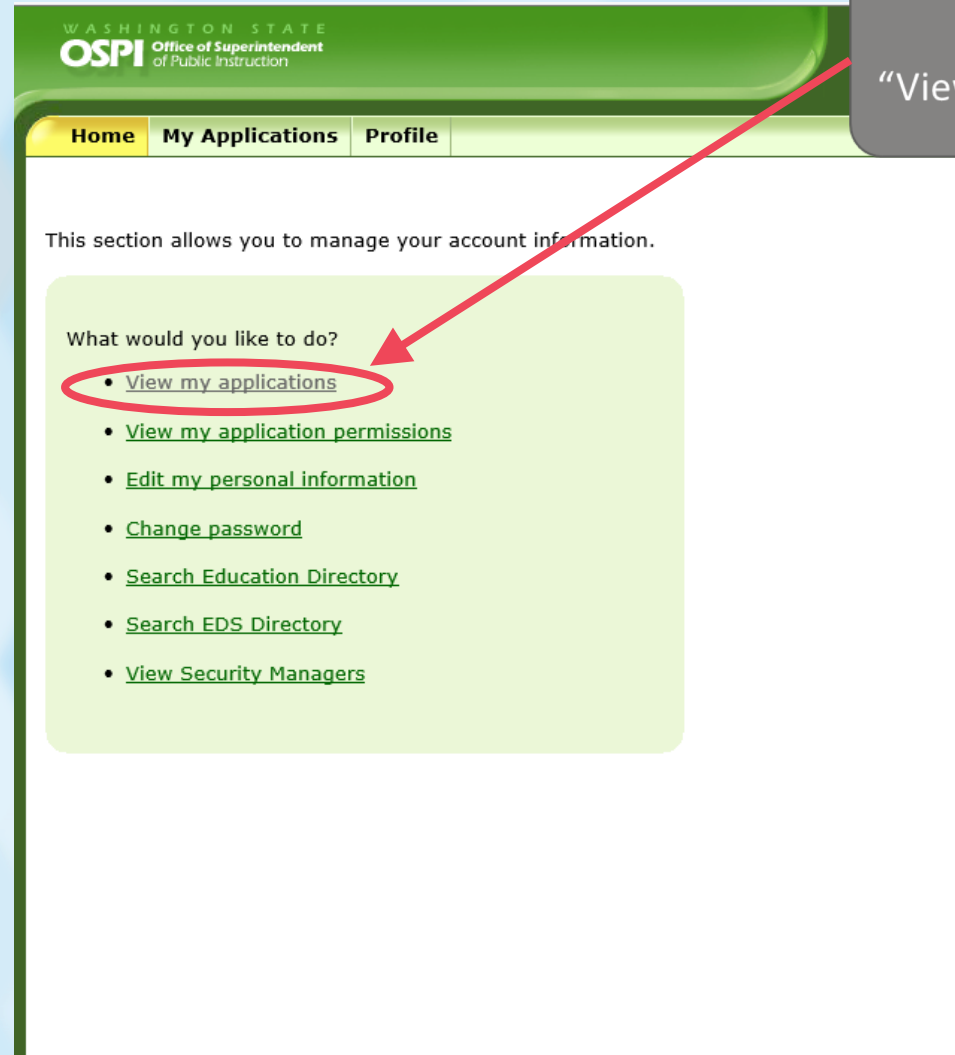
Resources for Educators
Getting My Certification
Clock Hours
K-12 Salary Allocation Schedule
K-12 Employment Opportunities
Common School Manual
Education Data System (EDS)
iGrants

Tweets by @waOSPI
WA State OSPI Retweeted
Michaela Miller Ed.D @michaelamiller
@chrisreykdal presenting our @waOSPI budget and policy requests. Targeting investments to close opportunity and achievement gaps.

Accessing your LAP Data in EDS



Sign in to EDS



Choose "View my applications"

Accessing your LAP Data in EDS

The screenshot shows the OSPI (Office of Superintendent of Public Instruction) website interface. The top navigation bar includes 'Home', 'My Applications', and 'Profile'. A left sidebar contains links for 'Application List', 'Application Roles', 'Education Directory', 'EDS Directory', and 'Security Manager List'. The main content area is titled 'My Applications' and contains a section 'My Application List' with instructions and a table of applications. A red arrow points from a callout box to the 'Learning Assistance Program' link in the table.

Choose "Learning assistance program"

Application
Capstone
E-Certification
Education Data System
Education Data System Administration
iGrants
Learning Assistance Program
NBPTS Scholarship
pdEnroller

Note: If you don't see this option, you will have to ask your district data manager for access.

Accessing your LAP Data in EDS

WASHINGTON STATE
OSPI Office of Superintendent of Public Instruction

eds Home Help Feedback

Logout >

Learning Assistance Program

Please select your organization.

Organization: **Next**

> Privacy Policy > Disclaimer > Customer Support: 1.800.725.4311 ©Copyright 2015 - 2018

Select your district or a school in your district.

Note: Your access to your district's data may be restricted by your district data manager.

WASHINGTON STATE
OSPI Office of Superintendent of Public Instruction

eds Home Help Feedback

Logout >

Learning Assistance Program

Please select your organization.

Organization: **Next**

- ✓ Please Select
- 10th Street School (1656)
- 19-21 Transition Academy (1976)
- 49th Street Academy (1646)
- A G West Black Hills High School (4500)
- A J West Elementary (2834)
- A.C.E (3987)
- A-1 School (3862)
- Aberdeen School District (14005)**
- Abraham Lincoln Elementary (3209)
- Academy of Citizenship and Empowerment (5063)
- Academy of Const and Engineering (5209)
- Acceleration Academy (5372)
- Ace - Daybreak Star (1666)
- ACES High School (4247)
- Acme Elementary (2585)
- Adams Elementary (2156)
- Adams Elementary (3259)
- Adams Elementary (4518)
- Adams Elementary School (2138)
- Adams Elementary School (2592)
- Addams Middle School (2698)
- Adelaide Elementary School (3519)
- Adna Elementary School (2227)
- Adna Middle/High School (2441)
- Adna School District (21228)
- African American Academy K-8 (1578)
- Ahtanum Valley Elementary (2822)
- AIM High School (4265)
- Aims Project (4044)
- Aki Kurose Middle School (3774)
- Albert Einstein Middle School (9074)

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Accessing your LAP Data in EDS

WASHINGTON STATE
OSPI Office of Superintendent
of Public Instruction

Home Students Services Fund Distribution **Reports** Admin Help

Logout >

> Select Organization

Learning Assistance Program

Aberdeen School District

Deadline for submitting data is **July 13**

School Year: 2017-2018

LAP offers supplemental services for K-12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic readiness skill development or behavior supports. These services address barriers preventing students from accessing core instruction. The intent is for LAP students to increase academic growth during the period of time they are provided services. Up to five percent of a **district's total LAP base allocation** may be used for activities associated with Readiness to Learn (RTL). RTL programs provide academic and non-academic supports for students at risk of not being successful in school. They may be offered in partnership with community-based organizations. The goal of RTL is to reduce barriers to learning, strengthen engagement, and ensure all students are able to attend school ready to learn.

In accordance with [RCW 28A.165.100](#), districts are required to report to OSPI the amount of academic growth gained by students participating in the Learning Assistance Program, as well as their entrance and exit assessment information. Districts are also required to report the practices, activities, and programs that were used to support LAP students to demonstrate which are the most effective. This application will be used to collect **all** required LAP data.

For additional information about the Learning Assistance Program, please refer to the LAP home page: <http://www.k12.wa.us/LAP/DataReporting.aspx>.

CEDARS Administrators

If the pre-populated list of students is not accurate, correct the list by resubmitting CEDARS data with the corrected information. For questions regarding your CEDARS data, please contact your CEDARS district administrator(s):

Full Name	Email Address	Phone Number
Deborah Bergen	dbergen@asd5.org	360.538.2235
Dee Anne Shaw	dshaw@asd5.org	
Traci Sandstrom	tsandstrom@asd5.org	360.538.2123

For questions regarding application functionality, please refer to the Learning Assistance Program Student Growth [Webinar](#) & [User Guide](#).

Completion Status

Aberdeen School District: **Complete**

Select the "Reports" tab.

Accessing your LAP Data in EDS

The screenshot shows the OSPI Office of Superintendent of Public Instruction website. The navigation bar includes Home, Students, Services, Fund Distribution, Reports, Admin, and Help. The left sidebar menu is expanded to show 'Fund Distribution' in orange, with a red arrow pointing to it from a callout box. The main content area is titled 'Learning Assistance Program' and 'Fund Distribution', with filters for School Year (2017-2018) and District (Aberdeen School District). Search and Reset Filters buttons are visible. The footer contains links for Privacy Policy, Disclaimer, and Customer Support, along with a copyright notice for 2015-2018.

Choose a report from the menu on the left

Accessing your LAP Data in EDS

You can choose to run a district report or a report for a particular school.

WASHINGTON STATE
OSPI Office of Superintendent
of Public Instruction

Home Students Services Fund Distribution **Reports** Admin Help

> Fund Distribution **Learning Assistance Program**

> Student Academic Growth

> Graduation Assistance Student List

> Readiness to Learn Student List

> Academic Growth and Progress Monitoring

> Graduation Assistance Supports

> Professional Learning and Family Engagement

Student Academic Growth

School Year: 2017-2018

District: Aberdeen School District

School: -- ALL --

Program: Central Park Elementary

Search

- ✓ -- ALL --
- A J West Elementary
- Central Park Elementary
- Harbor High School
- J M Weatherwax High School
- McDermoth Elementary
- Miller Junior High
- Robert Gray Elementary
- Stevens Elementary School

> Privacy Policy > Disclaimer > Customer Support: 1.800.725.4311 ©Copyright 2015 - 2018

Accessing your LAP Data in EDS

For some reports, you must also select a program.

The screenshot shows the OSPI website interface. At the top, the logo for the Washington State Office of Superintendent of Public Instruction is visible. Below the logo is a navigation menu with tabs for Home, Students, Services, Fund Distribution, Reports, Admin, and Help. The 'Reports' tab is currently selected. On the left side, there is a sidebar menu with several categories, including 'Student Academic Growth'. The main content area is titled 'Learning Assistance Program' and 'Student Academic Growth'. It contains several dropdown menus for filtering data: 'School Year' (set to 2017-2018), 'District' (set to Aberdeen School District), and 'School' (set to -- ALL --). A 'Program' dropdown menu is open, showing options: -- Select One --, Math, English Language Arts - Reading, Writing & Communication (highlighted), Behavior, and Academic Readiness. A green 'Search' button is located below the dropdown menu. At the bottom of the page, there are links for Privacy Policy, Disclaimer, and Customer Support, along with a copyright notice for 2015-2018.

Accessing your LAP Data in EDS

The screenshot shows the OSPI EDS interface for the Learning Assistance Program. The navigation menu includes Home, Students, Services, Fund Distribution, Reports, Admin, and Help. The main content area is titled "Learning Assistance Program" and "Student Academic Growth". The search filters are set to School Year: 2017-2018, District: Aberdeen School District, School: Central Park Elementary, and Program: English Language Arts - Reading, Writing & Communication. The "Search" button is highlighted with a red circle. Below the filters, the "Download Format:" section is also highlighted with a red circle, showing options for XLS, TXT, and PDF. The "Total Records : 43" is displayed above the data table.

District Name	District Code	School Name	School Code	SSID	District Student Id	Last Name	First Name	Middle Name	Grade Level	Program	Program Start Date	Program End Date	Exit Reason	Number of Days Enrolled
Aberdeen School District	14005	Central Park Elementary	3216	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	3rd	English Language Arts - Reading, Writing & Communication	9/4/2017			330
Aberdeen School District	14005	Central Park Elementary	3216	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	3rd	English Language Arts - Reading, Writing & Communication	9/11/2017			323

Click "Search" and your report will appear below.

To download the report, select from three file formats.

LOOKING AT YOUR ELA GROWTH REPORT FROM EDS

- What do you notice about your students in the migrant program?
- What do you notice about students identified as bilingual?
- What do these observations lead you to wonder?



LOOKING AT THE ELA GROWTH REPORT

- How do schools in your district identify students to serve through LAP? How might this impact students in the migrant &/or bilingual programs?
- How is their progress monitored? How might this impact students in the migrant &/or bilingual programs?
- How are the interventions evaluated (i.e., how do you know that the services are effective)? How might this impact students in the migrant &/or bilingual programs?

*Note: For information about each school's process, you can create a report with the Academic Growth and Progress Monitoring tab.**



REFERENCES

Compiled by Heather Hebard

Supervisor of ELA & Research, Learning Assistance Program, OSPI

heather.hebard@k12.wa.us

Note: Given the focus on long-term English learners in our presentation, this list includes a number of texts that focus on middle and high school students. Some of these texts focus on literacy instruction for ELs, while others focus on aspects of literacy and literacy instruction that are helpful to know when teaching ELs (even though the text may not focus on ELs specifically). Highlighted entries are books or articles written for classroom teachers and coaches.

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