



Transforming State Systems  
to Improve Outcomes for  
Children with Disabilities

# 2022 Thought Leader Conversation Series

## **Pursuing Equity at the Intersection of Language, Culture, and Disability**

Culturally and Linguistically Responsive  
Data Literacy: Reimagining Comprehensive  
Data Systems

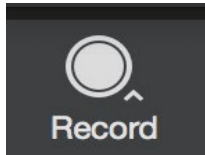
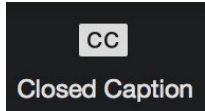
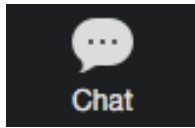
July 27, 2022

# Thank you for joining us today.

**Meaningful data can give us the necessary information to ensure the environment in which our kids grow is ideal.**



# Zoom Housekeeping



- Microphones and videos have been turned off for this event.
- We encourage you to use the chat box to ask questions and stay engaged. Look for the flashing orange alert which will take you to the chat box when it is active.
- Closed captioning is available by clicking on the CC button at the bottom and choosing Show Subtitles.
- This webinar is being recorded; the recording, presentation slides, and other materials will be made available on NCSI's website and will be sent to you after the webinar via email.

# Welcome & Introduction to NCSI

The National Center for Systemic Improvement (NCSI) supports states to transform systems to improve outcomes for students with disabilities.

# Welcome & Introduction to NCSI

We are committed to helping state agencies and their stakeholders understand the intersection of language, culture, and disability in education **in order to resolve inequities that disadvantage students designated as English learners with disabilities or those who may be identified** as needing special education services.

# Session Agenda

- Introducing our Thought Leaders
- Framing Today's Session
- MTSS and Culturally and Linguistically Responsive Data-Based Decision-Making
- Data and Disproportionality: How Did We Get Here?
- Culturally Responsive Data for Students Designated as English Learners
- Essential Elements for Data Literacy
- Panel Session
- Future TLC Sessions





# Introducing Our Thought Leaders

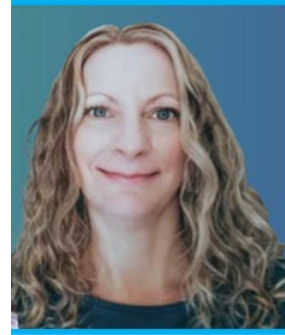
# Today's Thought Leaders



**Julie Esparza Brown**  
Portland State University



**Ximena Hurtado**  
Lee County School District



**Jennifer Kane**  
State of Nevada  
Department of Education



**Mireika Kobayashi**  
Cincinnati Public Schools



**Kirsi Laine**  
New Mexico Public Education Department



**Timothy Tipton**  
San Diego Unified School District



# Session Objectives

- Learn how MTSS provides focused support for students designated as English learners with or without disabilities
- Understand how students designated as English learners are disproportionately represented and referred for special education services
- Examine essential elements for data literacy needed for students designated as English learners with or without disabilities
- Recognize the necessity of engaging students, parents, families, and caregivers in the initial and ongoing processes of data gathering and data-based decision-making
- Discuss successful implementation of systemic statewide practices for students designated as English learners with disabilities



# Framing Today's Session

MTSS for English Learners:  
Using Culturally and Linguistically Responsive  
Data-based Decision-making to Improve  
Systems

# MTSS and Culturally and Linguistically Responsive Data-Based Decision-Making



# Experiences of Students Designated as English Learners

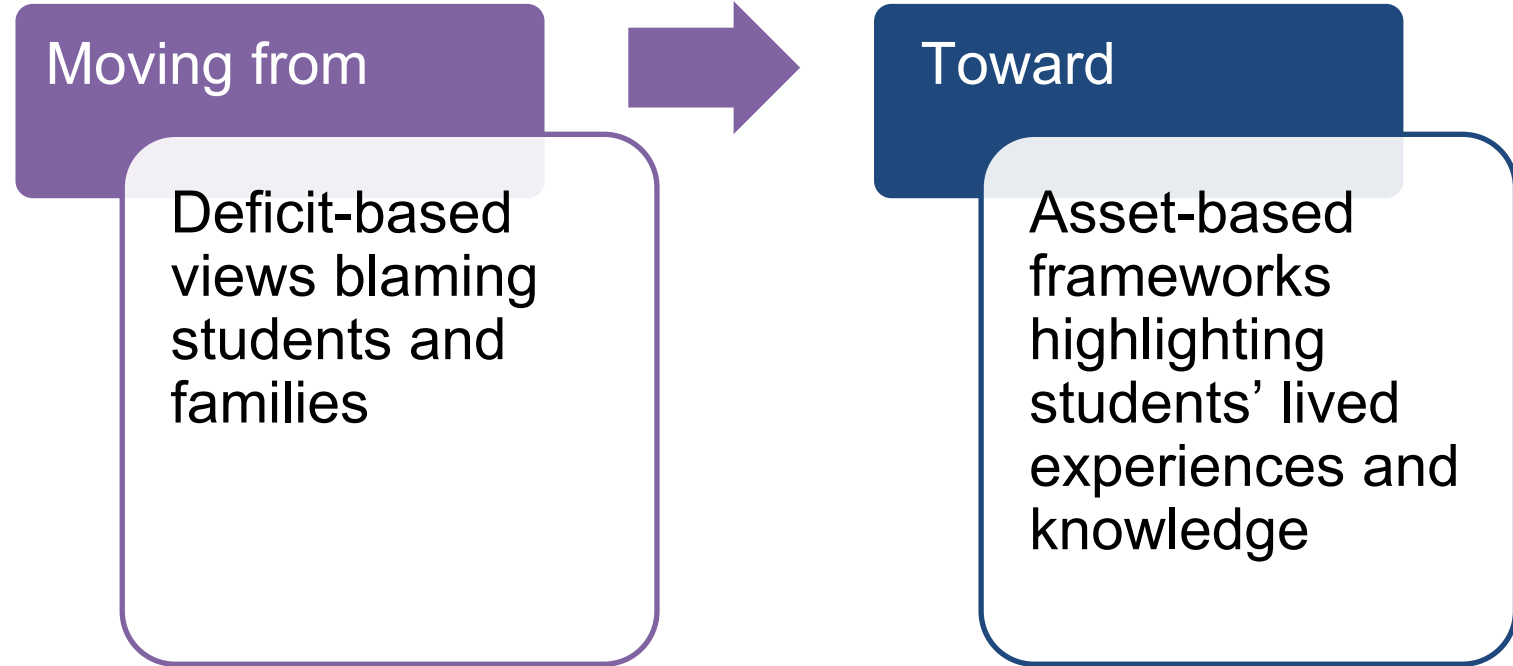
Many policies, curricula, and assessment practices center and privilege white dominant culture, often negating the experiences and knowledge that students from diverse backgrounds bring to their educational experiences.



# Experiences of Students Designated as English Learners

Deficit views rooted in blaming students rather than examining the system perpetuate common practices of placing English learners who struggle into special education programs due to general education systems unable to provide equitable, culturally responsive systems. (Brown & Aceves, 2022)

# Shifting Our Gaze within MTSS



# Multi-tiered Systems of Supports for Students Designated as English Learners

- Conducting universal screening 3–4 times a year
- Using culturally and linguistically responsive evidence-based instruction and interventions
- Ongoing progress monitoring
- Data-based decision-making
- Implementing collaborative teams
- Ensuring fidelity of implementation

# Multi-tiered Systems of Supports for Students Designated as English Learners

Throughout the MTSS process, culturally and linguistically responsive assessment and testing practices should be implemented to ensure English learners' strengths and needs are highlighted to provide appropriate instruction and intervention based on their individual needs and progress monitoring. (Brown & Aceves, 2022)



# Multi-tiered Systems of Supports for Students Designated as English Learners

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## True Peers

Correct comparisons can improve the MTSS process for students designated as English learners.

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“True peers” is an organic way to make this comparison. (Brown & Doolittle, 2008)

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# Multi-tiered Systems of Supports for Students Designated as English Learners

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## True Peers

“True peers” represent students who can be used for comparison to the target student, and have similar language proficiency, culture, and experiential background. (Brown & Doolittle, 2008)

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Students stand out from their peers when they demonstrate exceptional levels of functioning.

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# Multi-tiered Systems of Supports for Students Designated as English Learners

To further reimagine systems, new tests for English learner students should be considered that focus on norm sample construction as it relates to variable language development across all ages. (Brown & Aceves, 2022)

- This includes the Bilingual English-Spanish Assessment (BESA) (Peña et al., 2018), which provides a comprehensive assessment of language by measuring both languages rather than measuring one or the other.
- The Ortiz Picture Vocabulary Acquisition Test (Ortiz PVAT) (Ortiz, 2018) consists of two norm samples, one for monolingual, native English-speaking students and one for all others who are learning English but not exclusively.



# Data and Disproportionality: How Did We Get Here?

# Disproportionate Special Education Referrals

- Students considered to have limited English proficiency are disproportionately referred and placed into special education. (NASEM, 2017)
  - Issues of overrepresentation and underrepresentation

# Policies and Special Education Identification

- Although states are required to monitor their disproportionality for specific groups of children with disabilities, there is a lack of accountability that exists when it comes to the critical review of diagnostic practices to rule out inappropriate identification.
- Challenges exist that involve the use of data to make placement decisions into special education, even though this data is from measures developed for norming populations that do not represent the lived experiences or knowledge of English learners. (Brown & Aceves, 2022)
- Improved educational placement decisions for English learners can be made with reimagining alternatives to traditional practices such as evaluation, assessment, and testing embedded within multi-tiered systems of supports.

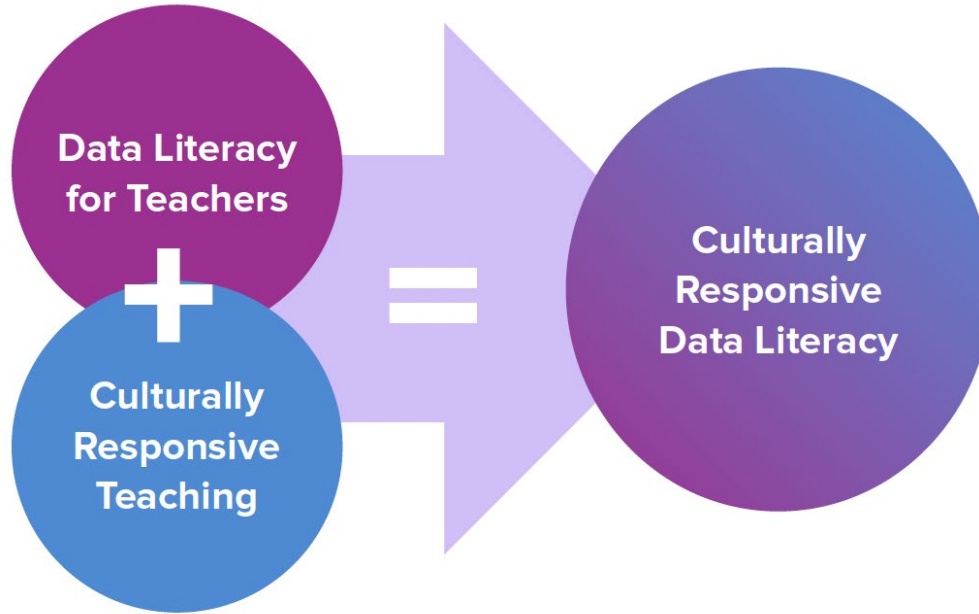


# Culturally Responsive Data for Students Designated as English Learners

# Culturally Responsive Data Literacy

## A Formula for Success in Data Literacy

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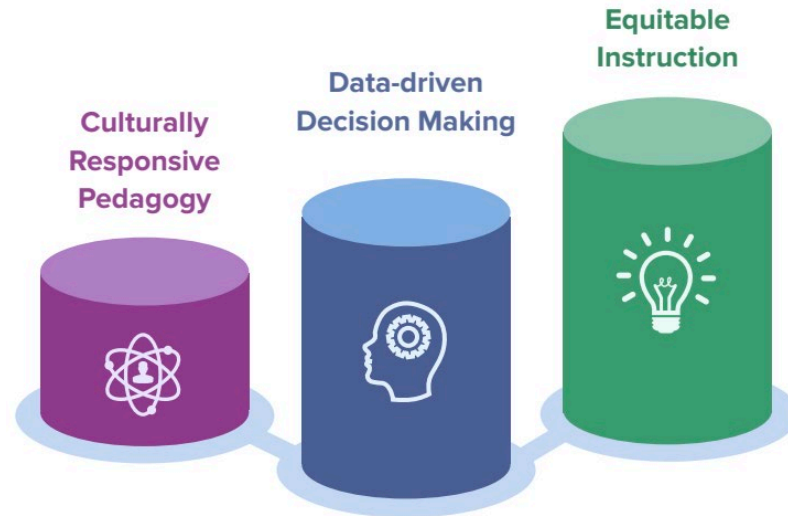
(Warner, 2021)



# Culturally Responsive Data Literacy

## Pillars of Culturally Responsive Data Literacy

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(Warner, 2021)

# Culturally Responsive Data Literacy

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Seeks a broad range of data sources about students.

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Quantitative data is a reliable, heavily used metric in making decisions for students designated as English learners who may be or are identified as needing special education services.

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Although quantitative data is widely used and respected throughout the field, careful consideration should be taken to use qualitative data in addition to quantitative data.

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Identification and placement decisions should be driven by data relevant to the student.

# Culturally Responsive Data Literacy

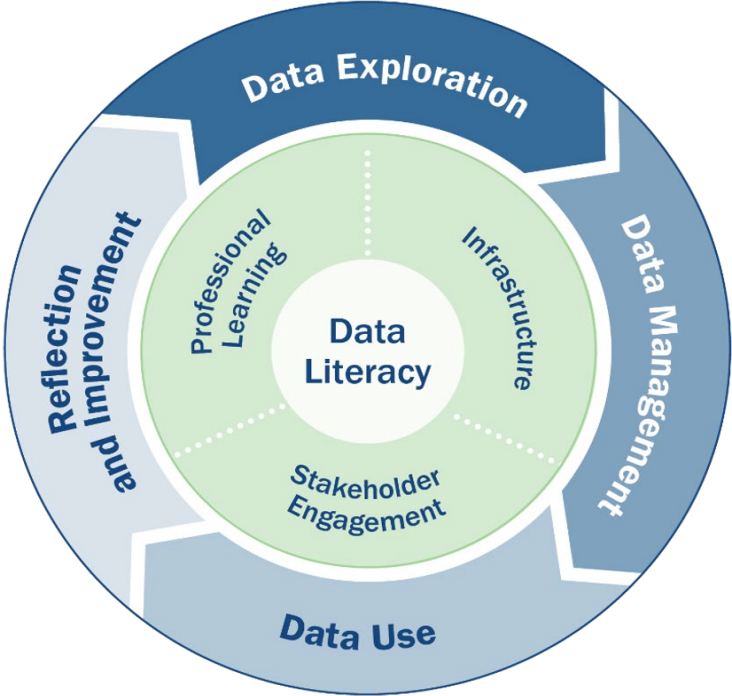
Overall, it is important to use comprehensive data when making decisions for students.





# Essential Elements for Data Literacy

# NCSI's Essential Elements for Data Literacy



# Essential Elements for Data Literacy

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## Data Exploration

Identifies the questions we need to answer to improve systems serving students who are designated as English learners who may or may not have disabilities.

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Builds engaging opportunities for students, parents, family members, and caregivers to exchange critical and unique data that shape the goals for the student.

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To develop more equitable decision-making processes, systems should consider students' ecologies within testing, assessment, and evaluation. (Brown & Aceves, 2022)

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It is imperative that evaluation teams understand the lived experiences, cultural and language practices, developmental processes, and assets students and families bring to align with the assumptions of school readiness and developmental sequences of cognitive constructs. (Brown & Aceves, 2022)

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# Essential Elements for Data Literacy

Exploration questions to consider for systems serving students who may be designated as English learners with or without disabilities

(Brown & Doolittle, 2008):

Is scientifically based instruction in place for the target students and aligned to the students' cultural, linguistic, socioeconomic, and experiential backgrounds?

Based on language proficiency data, what are students' current language support needs?

Are children responding to interventions in English and in their home language?

Are data from standardized tests interpreted considering students' language proficiency and acculturation?

# Essential Elements for Data Literacy

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## Data Management

Focuses on identifying and collecting data to answer the questions you have prioritized

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Ensures students, parents, families, and caregivers are actively and meaningfully engaged in the ongoing process of data collection and analysis

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Considers multiple data sources to triangulate rich and relevant data (Tipton, 2021)

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# Essential Elements for Data Literacy

Data-gathering tools to consider for students designated as English learners with or without disabilities (Tipton, 2021):

Records  
review

Interviews

Observations

Probes and  
standardized  
testing

Individualized  
Education  
Programs

Criterion-  
referenced  
measures

# Essential Elements for Data Literacy

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## Data Use

Focuses on analyzing data, interpreting findings, and making decisions to revise implementation activities to reach intended outcomes

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Ensures students, parents, families, and caregivers are actively and meaningfully engaged in the ongoing process of data collection and analysis

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Considers multiple data sources to triangulate rich and relevant data (Tipton, 2021)

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# Essential Elements for Data Literacy

Important considerations in analyzing and using results of the disability evaluation of English learners (NASEM, 2017):

- Using trained evaluators to conduct evaluations and interpret results
- Ensuring the members of the IEP or Section 504 team have the knowledge and expertise to address the student's areas of need related to language and special education services
- Having a deep understanding of cultural differences and similarities
- Promoting family participation at early stages to establish a clear vision for their child that will serve as the foundation for the data processes as it pertains to assessment and planning

# Essential Elements for Data Literacy

Important considerations in analyzing and using results of the disability evaluation of English learners (NASEM, 2017):

- Parent involvement in participation and planning process, including informing them of their rights in a language they understand, as stated in the law
- Helping parents understand MTSS and data generated through MTSS
- Making data accessible and understandable to parents, families, and guardians
- Including trained interpreters and translated documents for parents with limited English proficiency when required (e.g., parent notices under IDEA)

# Essential Elements for Data Literacy

Important considerations in analyzing and using results of the disability evaluation of English learners (NASEM, 2017):

- Ensure IEP or Section 504 plans outline when and who will deliver accommodations, modifications, and supports
- Maintain a formal plan to monitor the progress of English learners with disabilities with respect to home language and disability-based goals
- Ensure general education teachers and related services providers are aware of the IEP or Section 504 services for English learners

# Essential Elements for Data Literacy

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## Reflection and Improvement

Examining each element to consider how we can better or more efficiently achieve our purpose

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Connecting with families and stakeholders to identify areas for improving on strategies for successfully engaging families in the data literacy process

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Ensuring students, parents, families, and caregivers are actively and meaningfully engaged in the ongoing process of data collection and analysis

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Considering multiple data sources to triangulate rich and relevant data (Tipton, 2021)

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# Panel Session

# Thought Leader Conversation (TLC) Sessions

- **Stakeholder and Family Engagement**  
September 7 — 1:00–2:30 p.m. EST
- **Research-Informed Practices**  
October 19 — 1:00–2:30 p.m. EST
- **Systems Coherence**  
November 30 — 1:00–2:30 p.m. EST



# Where to Find TLC Information

Materials including the PowerPoint and recording from today's session will be posted to the NCSI website under "News & Events."

[ncsi.wested.org](https://ncsi.wested.org)

# Where to Find TLC Information

- Registration information for future sessions will be posted to [ncsi.wested.org](https://ncsi.wested.org)
- Please sign up for our mailing list to receive emails about future TLC sessions and registration details: [ncsi@wested.org](mailto:ncsi@wested.org)

# Session Evaluation

- We appreciate your feedback on our session today so we can continuously improve.
- Link to the evaluation is in the chat box or use the QR code presented.
- The evaluation link will also be emailed to registrants.



[Evaluation Link](#)

# Gratitude

- Thank you to our **Thought Leaders** for initiating and framing this important conversation.
- Thank you to **all of you** for your commitment to creating inclusive, equitable systems that support all students to succeed and thrive.

The content of this document was developed under a grant from the US Department of Education, #H326R190001. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer: Perry Williams (October 2019)

WestEd is the lead organization for NCSI. For more information about the work of WestEd, NCSI, and their partners, please visit [www.ncsi.wested.org](http://www.ncsi.wested.org) and [www.wested.org](http://www.wested.org).

