WCSD Special Education & English Learner Data



Population Data Trends Worth Noting

EL

2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Nov 2026*
124	137	148	167	150	144
2.8%	3.1%	3.4%	3.8%	3.4%	3.4%

SpEd

2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Nov 2026*
431	438	441	435	469	494
8.4%	9.3%	10.0%	9.9%	10.4%	11.4%

Personal Reading Plans

District Data

Students with a PRP	K	1	2	3	4	5	Fall Total
All Schools	13	18	37	48	25	47	189
Students w/Dis	2	9	10	8	4	20	53
Students who are EL	4	3	3	7	8	5	30

ELA

District - i-Ready & Forward - ELA

	Fall (%)	SwD (%)	EL (%)
Students score Grade-Level Performance on i-Ready ELA (K-6)	46.9%	22.1%	13.3%
Students who meet growth goal in i-Ready ELA (K-6)			
Students who meet stretch growth goal in i-Ready ELA (K-6)			
Students score Proficient/Advanced in Forward (4-6)			

District i-Ready - ELA

Students who score Grade-Level Performance	Fall (%)	Winter (%)	Spring (%)
K-6	46.9%		
Students w/Disabilities	22.1%		
Students who are EL	13.3%		
7-8	62.6%		
Students w/Disabilities	27%		
Students who are EL	9.5%		

https://nextpath.app/reporting/assessment/eNq7x8C-OK_AfOJZ9tdL8gpMLJYI52fkF5UAxcymnGUEokInGSefZewHChhCFRkaT2FkYmEDsQx5QKQBEwA66Bw6

District i-Ready - ELA

Students who score Grade-Level Performance	Fall (%)	SwDis	EL	Winter (%)
Kindergarten	45.2%	37%	25%	
First Grade	21.7%	11.4%	12.5%	
Second Grade	43.8%	5.7%	9.1%	
Third Grade	59.2%	23.3%	29.4%	
Fourth Grade	44.4%	36.8%	6.3%	
Fifth Grade	48.5%	11.1%	0.0%	
Sixth Grade	60.9%	33.3%	0.0%	

https://nextpath.app/reporting/assessment/eNq7x8C-OK_AfOJZ9tdL8gpMLJYl52fkF5UAxcymnGUEokInGSefZewHChhCFRkaT2FkYmEDsQx5QKQBEwA66Bw6

District i-Ready - ELA

Students who score Grade-Level Performance	Fall (%)	SwDis	EL	Winter (%)
4-6 Target Group (determined by i-Ready)	10.8%	4.5%	3.4%	

https://nextpath.app/reporting/assessment/eNq7x8C-OK_AfOJZ9tdL8qpMLJYI52fkF5UAxcymnGUEoklnGSefZewHChhCFRkaT2FkYmEDsQx5QKQBEwA66Bw6

Math

District - i-Ready & Forward - Math

	Fall (%)	SwD(%)	EL (%)
Students score Grade-Level Performance on i-Ready Math (K-6)	36.8%	17.3%	10.8%
Students who meet growth goal in i-Ready Math (K-6)			
Students who meet stretch growth goal in i-Ready Math (K-6)			
Students score Proficient/Advanced in Forward (4-6)			

District i-Ready - Math

Students who score Grade-Level Performance	Fall (%)	Sw/Dis (%)	EL (%)	Winter (%)
K-6	36.8%	17.3%	10.8%	
Kindergarten	36.2%	14.8%	16.7%	
First	17.1%	8.6%	0%	
Second	30.2%	8.6%	9.1%	
Third	36.2%	6.7%	11.8%	
Fourth	39.6%	31.6%	6.3%	
Fifth	43.6%	19.4%	22.2%	
Sixth	54.7%	30.0%	10.0%	

https://nextpath.app/reporting/assessment/eNq7x8C-OK_AfOJZ9tdL8gpMLJYI52fkF5UAxcymnGUEokInGSefZewHChhCFRkaT2FkYmEDsQx5QKQBEwA66Bw6

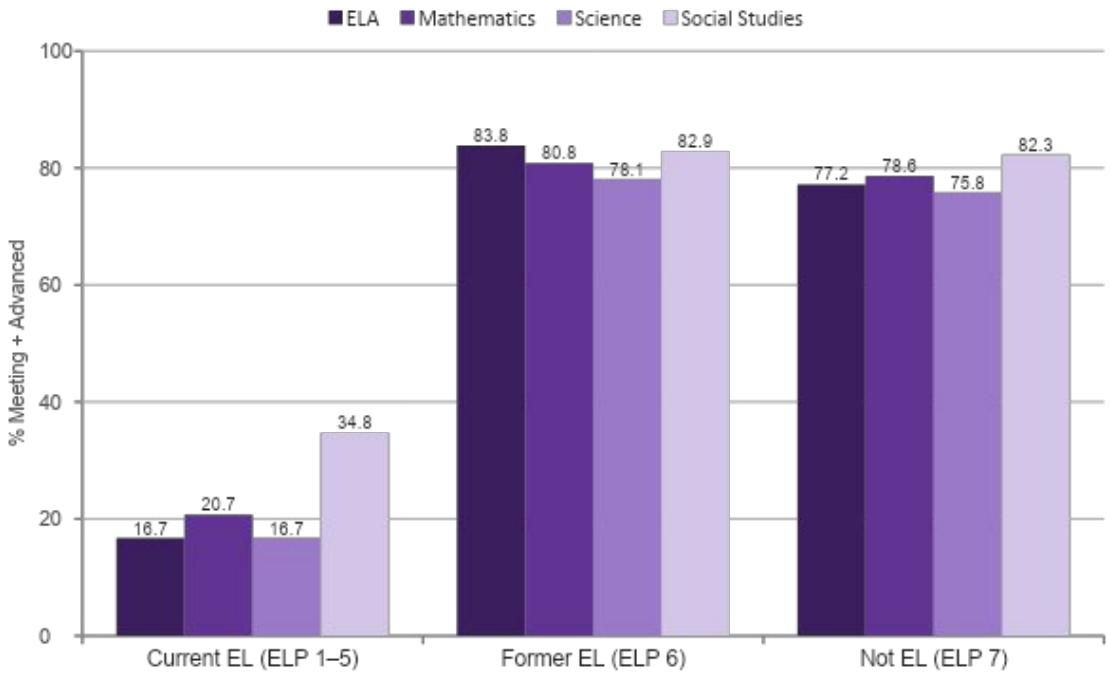
District i-Ready - Math

Students who score Grade-Level Performance	Fall (%)	SwDis(%)	EL (%)	Winter (%)
4-6 Target Group (determined by i-Ready)	16.1%	9.0%	10.3%	

https://nextpath.app/reporting/assessment/eNq7x8C1OK_AfOJZ9tdL8qpMLCYuS87PyC8qAQqaTTnLCESTzIJOPsvYvzKxpKQoM6m0JHXiPQbmRZkpCstSKzKLS4oPLy1LzClNnXiW-x7QBEOz6axs7BycXNxAEwyhxhoaT2QBUYYTeUCUwUQmEGUymZGJGQDyKDOs

Student groups: English learners

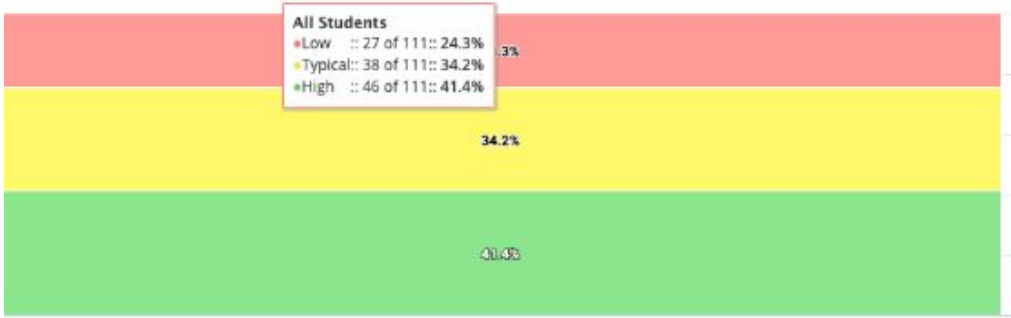
2025-26 % Meeting + Advanced • EL = ELP levels 1–5; Former EL = ELP 6



- Former English learners (n≈99) meet or exceed the district average in every subject — 83.8% ELA, 80.8% Math
- Current ELs (n≈90) scored 16.7% ELA and 20.7% Math, down ~10 points as the group's composition changed
- Students who were never ELs track the district total
- Takeaway: the language-development pathway produces durable outcomes; current ELs need academic supports alongside language services

Notable EL Celebrations

- Bilingual Program Expansion (now K-6)
- Strengthen strategies and focused learning through collaboration and Professional Development
- Learning, Language, and Literacy Integrated Framework for Teaching (L3IFT) - Hosted Conference, ongoing PD, Book Study
  - Integrates rigorous content and language development
- Dismissals
  - 2022 = 12
  - 2023 = 19
  - 2024 = 20
  - 2025 = 26
  - 2026 = 19
- And so much more - department presentation Nov 17th



25-26 ACCESS Growth Data *FAY

Special Education Celebrations

- Expansion of WaunaGROW program
- Improved data tracking and progress monitoring
- Focus on explicit instruction
- Increased performance on Forward from 24-25 to 25-26
  - ELA = +4.0
  - Math = +6.6

EXPLICIT INSTRUCTION IN SPECIAL EDUCATION

Moving from Reactive Support to Proactive Skill Building

The SPED Mindset Shift: Explicit instruction requires delivering *specific, targeted lessons* designed to close skill gaps—not just floating around the classroom to help students complete general ed assignments.

EXPLICIT INSTRUCTION IS...	EXPLICIT INSTRUCTION IS NOT...
Targeted, Direct SPED Lessons Leading structured, goal-focused small group or station lessons aimed directly at IEP skill deficits. *Ex: Teaching decoding rules to a resource reading group.*	**Floating Around the Room** Hovering over desks to help students finish general education assignments without targeted skill instruction. *Ex: Helping a student answer Gen Ed science questions.*
Systematic Task Analysis Breaking complex skills into micro-steps and teaching one sequential step at a time. *Ex: Modeling a 3-step strategy for math word problems.*	**Unstructured "Homework Help"** Jumping into complex, multi-step tasks without first teaching the missing prerequisite skills. *Ex: Telling a student to "try their best" on grade-level text.*
Explicit Modeling ("I Do") Directly demonstrating skills while verbalizing thought processes clearly out loud. *Ex: Teacher models reading a prefix and explains its meaning.*	**Discovery / Inquiry Learning** Leaving students with processing or learning differences to figure out concepts on their own. *Ex: Expecting students to infer grammar rules implicitly.*
High-Engagement Guided Practice ("We Do") Working through problems *together* while actively checking every student's work in real-time. *Ex: Students respond simultaneously on individual whiteboards.*	**Passive Listening or Cold-Calling** Lecturing to the room or calling on one student at a time while others sit passively. *Ex: Calling on one student while the rest wait without participating.*
Immediate Error Correction Stopping errors the second they happen to guide students back to accuracy before bad habits form. *Ex: Correcting a mispronounced phonic sound immediately.*	**Delayed Feedback** Waiting until an assignment or test is graded days later to address misunderstandings. *Ex: Marking a entire worksheet wrong after completion.*
Clear, Consistent Language Using concise, script-like language to minimize working memory overload. *Ex: Always using the phrase "Check the sign" for operations.*	**Wordy, Ambiguous Directives** Giving long, multi-step verbal instructions that confuse students with processing delays. *Ex: Giving a 4-step verbal instruction without visual cues.*

Core Framework: I DO (Teacher Models) → WE DO (Guided Practice) → YOU DO (Independent Mastery)

What questions can we answer?



https://www.linkedin.com/pulse/100-questions-answers-collaboration-communities-stan-garfield