Supporting Our English Learners

EL & Title III Quarterly Webinar

September 27, 2018
3:45 p.m. - 5:00 p.m.
Welcome and Introductions

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Overview

- New WIDA Website
  - Important WIDA Dates
  - WIDA Professional Development
- Home Language Survey (HLS)
  - Identification-With/Without HLS
- ACCESS 2.0 Score Reports
- Data Validation
- Title III and End of Year Reporting
- Monitor Years After Exiting Active EL Status
- Title III Professional Development
- Increasing EL Parent, Family, and Community Engagement
- WDE684 Reporting and Errors - How to Prevent
- Revision of EL Guidebook
New WIDA Website
New WIDA Website

- The new WIDA public website **launched August 15**.
- *All* current user accounts will be migrated over to the new website.
  - New WIDA & DRC User Accounts
  - Antoinette-District    District-Building, TA
- The new URL (**wida.wisc.edu**) is now live.
- You can continue to use the current URL (**wida.us**).
## Important WIDA Dates

<table>
<thead>
<tr>
<th>Testing Dates</th>
<th>Testing Dates</th>
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<tbody>
<tr>
<td>10/17/18-11/28/18</td>
<td>Test materials ordering available in AMS (LEAs)</td>
</tr>
<tr>
<td>11/28/18</td>
<td>SEA loads Pre-ID into AMS</td>
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<tr>
<td>12/3/18-2/26/19</td>
<td>WIDA AMS test setup available for test sessions</td>
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<tr>
<td>1/7/19</td>
<td>Districts receive test materials</td>
</tr>
<tr>
<td>1/22/19-2/26/19</td>
<td>Test Window</td>
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<tr>
<td>1/7/19-2/19/19</td>
<td>Additional test materials ordering window in AMS</td>
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<tr>
<td>3/5/19</td>
<td>Deadline for shipping completed test materials to DRC</td>
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<tr>
<td>3/21/19-4/3/19</td>
<td>Pre-reporting data validation - LEAs in AMS</td>
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<tr>
<td>5/14/19</td>
<td>Districts receive reports - Online</td>
</tr>
<tr>
<td>5/14/19</td>
<td>Data available to state</td>
</tr>
<tr>
<td>5/21/19</td>
<td>Districts receive reports – Printed</td>
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### ACCESS Checklist

WIDA Professional Development
## PD Dates

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Date</th>
<th>Location</th>
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<tbody>
<tr>
<td>Educator Collaboration</td>
<td>September 10-11, 2018</td>
<td>Cody</td>
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<tr>
<td>Providing supports for ELs</td>
<td>September 24, 2018</td>
<td>Webinar</td>
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<tr>
<td>ACCESS 2.0 Test Coordinator (AM) &amp; Test Administrator (PM)</td>
<td>November 5</td>
<td>Evanston</td>
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<tr>
<td>ACCESS 2.0 Test Coordinator (AM) &amp; Test Administrator (PM)</td>
<td>December 3</td>
<td>Riverton</td>
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<td>Engaging ELs in Science</td>
<td>December 18-19</td>
<td>Green River</td>
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<tr>
<td>ACCESS 2.0 Test Coordinator (AM) &amp; Test Administrator (PM)</td>
<td>January 14</td>
<td>Cheyenne</td>
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<tr>
<td>Scaffolding</td>
<td>March 11-12</td>
<td>Sheridan</td>
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<tr>
<td>Interpreting Score Reports for Instruction</td>
<td>May 20</td>
<td>Riverton</td>
</tr>
<tr>
<td>Interpreting Score Reports for Instruction</td>
<td>May 21</td>
<td>Casper</td>
</tr>
<tr>
<td>Cultivating Practices eWorkshop</td>
<td>September-May</td>
<td>n/a</td>
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Home Language Survey
Home Language Survey

**ALL** students who enroll in the district **must** have a Home Language Survey (HLS) completed.

- Districts should review the HLS for potential errors before screening students.

**Avoid misidentification or overidentification**

*Overidentification can be a violation of students’ civil rights as much as underidentification*
Identifying ELs without HLS

- To obtain accurate information, schools should reassure parents that the HLS is used solely to offer appropriate educational services, not for determining legal status or for immigration purposes.
Identifying ELs without HLS

- Districts should review the HLS for potential errors before screening students.

- Potential Home Language Survey Errors
  - Observations/School Meeting
  - Interview by phone/person/email
Identifying ELs without HLS

- Directly talk with parents; interview, parent support, once a parent says no; don’t change it without their permission
- Keep documentation of parent contact; date, who, method
ACCESS 2.0 Score Reports
ACCESS 2.0 Score Reports

Looking at Your Student Data

● Data can be collected
  ○ District Data
  ○ School Data
  ○ ISR

● Three Kinds of reports
  ○ ISR
  ○ Roster Reports; school, grade level
  ○ Frequency Reports; domains, composite scores
Resources
Support Classroom Instruction

- **Performance Definitions**: criteria for the 6 levels of English Language proficiency.
  - Outlines how ELs process and use language for each level of language proficiency in K-12
  - Instructional resource to look at the 4 domains & help us look at the ACCESS scores better (These are free downloads)

[WIDA Website Resources](#)
Resource
Can Do Descriptors/Key Uses

- Language Development Continuum
- **Can Do Descriptors**: Looking at a sample of the language expectations of ELs at **each domain**
  - not only looking at score/numbers into classroom practice
  - Provide additional info. about ELs
  - instructional tool
  - Set language goals
- Individual English Learner Plan (IELP)
WIDA Data Validation
WIDA ACCESS Data Validation

- WIDA Data Validation (Mar-Apr)
  - Demographic information; Testing students; grades, wiser ID, middle names (initials) check scores
  - If a District, School label was adhered to a booklet, but demographic info. was not bubbled (or bubbled incorrectly), this info. could be added or edited during Data Validation.

- District Data Validation - Look for GB
WDE Confidential Review

- Data Report that combines WDE684 March first enrollments with ACCESS scores for use in Accountability.
- Opportunity to confirm scoring in this report matches DRC provided scoring.
Monitor Years After Exiting Active EL Status
Monitor Years AfterExiting an EL

- Students exiting from EL status MUST be formally monitored for at least 2 years, to ensure that:
  (1) they have not been prematurely exited;
  (2) any academic deficits incurred as a result of participating in the EL program have been remedied; and
  (3) they are meaningfully participating in the standard program of instruction comparable to their peers who did not participate in an EL program.

- ESSA requires LEAs to report on the number and percentage of former ELs meeting challenging state academic standards for 4 years after exiting active EL status.

- Monitoring forms MUST be used for monitor years 1 and 2. To ensure that students are meeting challenging state academic standards in years 3 and 4, districts may utilize WY-TOPP, ACT, other assessments, report cards, etc. to ensure students in monitor years 3 and are meeting academic standards.

- The ACCESS assessment should not be administered during monitor years.
Title III End of Year Reporting
Title III applications may be submitted and approved even when WY-TOPP results prevent districts from completing Columns 2 & 3 if the application is submitted before results are released. There are also updates that will be reflected in the columns for reporting next year.
Title III and Professional Development
Title III and Professional Development

● Must be **effective**

● Provided to classroom teachers and teachers in classrooms that are not settings of Language Instruction Educational Programs (LIEPS)

● Must be of sufficient intensity and duration
  ○ Trainings that are not 1 day
  ○ Workshops that are not short term

● Sessions provided to address specific **supplemental** Title III activities, can be part of an overall comprehensive professional development program.
Parent, Family, Community Engagement
Increasing EL Parent, Family, and Community Engagement

- Find lead community partnerships
- Community organizations that have shown success in engagement
- Collaboration with other districts who have shown success
- Private and non-profit or for profit
Increasing EL Parent, Family, and Community Engagement

- Faith based organizations
- Cultural centers
- Bring food
- Student entertainment such as student performances, reading skits, *(even in their own language)*
- Parent nights, kids working with their parents, e.g. playing games, letting their children be the lead in showing what they have learned.
Increasing EL Parent, Family, and Community Engagement

- A family literacy night would be a great way to incorporate some of these ideas.
- Offer English as a Second Language Course to parents of EL students.
- Provide training opportunities, outreach, and any other meaningful involvement you can utilize to achieve parent, family, and community engagement.
Increasing EL Parent, Family, and Community Engagement

- Parental involvement efforts should be systemic and sustained.
- Additional information may be obtained at the 2019 Wyoming EL Conference, theme is parent/family engagement. It will be held at the end of April next year through UW.
Increasing EL Parent, Family, and Community Engagement

Additional resources can be found at the following websites:

- The [Dual Capacity Building Framework](#), which focuses on building the capacity of educators and families to work collaboratively to support positive outcomes for all students;

- Chapter 10 of the [EL Tool Kit](#), which provides tools and resources to ensure meaningful communication with LEP parents;

- The [Resource Guide: Supporting Undocumented Youth](#), which is designed to help secondary schools, institutions of higher education, teachers, and other personnel support
Increasing EL Parent, Family, and Community Engagement

There are many other ideas that help promote and encourage parent/family/community engagement.

Sharing information between districts that are successful is a great way to find additional ideas that have been successful for other districts.
WDE684 Reporting

- Comparing information from WDE 684 report & district records for compliance issues
  - Important EL student information is collected.
    - October 684 collection
    - March 684 collection
    - June 684 Collection
WDE684 Reporting & Errors

- We get State Demographic Data
- District Demographic Data
  - WDE Website; For Educators, Content & Performance Standards, Number of EL Students in Wyoming
  - ELs in Wyoming
WDE684 Reporting & Errors

Program Exit Date should be the first day of school of the following academic year.

- First Year Monitoring would change to 8/28/16
- Second Year Monitoring would change to 8/28/17
- Third Year Monitoring would change to 8/28/18
- Fourth Year Monitoring would change to 8/28/2019
Revisions in the Guidebook

How will you know there have been significant revisions in the guidebook?

General revisions/updates will occur once per year during summer (June or July)
Revisions in the Guidebook

- Required activities under Title III
- Additional activities under Title III
- Yearly Screener Training
- Designated “Supports” versus Accommodations
- New Student Transfers During Testing Window
- Monitoring Years
Need Help or Updates

**WDE Assessment Newsletter**
Subscribe to Assessment Newsletters

[www.edmodo.com](http://www.edmodo.com)
Group Code: r73zka

Email and Website Posts

**Questions:**

- Call Antoinette Hallam with EL, Standards & Assessment Quality Assurance & WIDA Professional Development Questions 777-5217

- Call Jessica Fancher with Title III, Technical Assistance, Professional Development, Parent, Family, Community Engagement, Application Assistance, and Allowable Use of Funds Questions, 777-8964
Questions
Thanks!