



WYOMING
DEPARTMENT OF EDUCATION

Supporting Our English Learners

**EL & Title III
Quarterly Webinar**

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

Welcome and Introductions



Antoinette Hallam
EL & Foreign Language Consultant
Standards and Assessment Division
antoinette.hallam@wyo.gov
(307) 777-5217

Jessica Fancher
School Support Division
Title III Program Manager
jessica.fancher3@wyo.gov
(307) 777-8964

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



WYOMING
DEPARTMENT OF EDUCATION

New WIDA Website

New WIDA Website

NEW



- 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

Testing Dates

10/17/18-11/28/18

11/28/18

12/3/18-2/26/19

1/7/19

1/22/19-2/26/19

1/7/19-2/19/19

3/5/19

3/21/19-4/3/19

5/14/19

5/14/19

5/21/19

ACCESS Checklist

Testing Dates

Test materials ordering available in AMS (LEAs)

SEA loads Pre-ID into AMS

WIDA AMS test setup available for test sessions

Districts receive test materials

Test Window

Additional test materials ordering window in AMS

Deadline for shipping completed test materials to DRC

Pre-reporting data validation - LEAs in AMS

Districts receive reports - Online

Data available to state

Districts receive reports – Printed

<https://wida.wisc.edu/sites/default/files/checklists/WY-checklist.pdf>



WYOMING
DEPARTMENT OF EDUCATION

WIDA Professional Development

PD Dates

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



WYOMING
DEPARTMENT OF EDUCATION

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



WYOMING
DEPARTMENT OF EDUCATION

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)

The logo for the Wyoming Department of Education is located at the top of the page. It features a dark blue, trapezoidal shape with a white border. Inside this shape, the word "WYOMING" is written in large, bold, white capital letters, and "DEPARTMENT OF EDUCATION" is written in smaller, white capital letters below it. The background of the logo is a lighter blue with a faint, circular seal of the State of Wyoming, which includes the text "WYOMING" and "1907".

WYOMING
DEPARTMENT OF EDUCATION

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 After Exiting 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.



WYOMING
DEPARTMENT OF EDUCATION

Title III End of Year Reporting

18-19 Title III Applications and End of Year Reporting

Narrative	Monitored Students (Year 1)	Monitored Students (Year 2)	Accountability (Year 3)	Accountability (Year 4)
-----------	-----------------------------	-----------------------------	-------------------------	-------------------------

Students in Year 1 of exiting an LEP Program:

Please note that the numbers in Column #2 & #3 should add up to the total number in Column #1.

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.

Subject	Grade	Column #1 # Monitored	Column #2 # Proficient & Advanced	Column #3 # Below Proficient
Mathematics	3			
	4			
	5			
	6			
	7			
	8			
	11			
Total				
Reading / Language Arts	3			
	4			
	5			
	6			
	7			
	8			
	11			
Total				






WYOMING
DEPARTMENT OF EDUCATION

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.



WYOMING
DEPARTMENT OF EDUCATION

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.



WYOMING
DEPARTMENT OF EDUCATION

WDE684 Reporting

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

Active EL Record

*Program Status: Exited EL NEP Re-Enter

Identified Date: 09/19/2014

Expected Exit Date:

Program Exit Date: 05/15/2015

First Year Monitoring: 05/15/2016
Second Year Monitoring: 05/15/2017
Third Year Monitoring: 05/15/2018
Fourth Year Monitoring: 05/15/2019

Parent Notified:

Parent Declined:

Parent Declined Date:

Comments

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



WYOMING
DEPARTMENT OF EDUCATION

EL Guidebook Revisions

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)

TABLE OF CONTENTS

Introduction	3
State and Federal Requirements	3
Title III - English Language Acquisition Funding	4
Title III Immigrant Subgrant	5
Title III Supplement vs. Supplant Provisions	8
Active EL (English Learner) Identification Process	8
WIDA Screeners	10
Active ELs Who Qualify for Special Education	16
Examples of EL Program Models that Meet the Requirements of Title III	18
Defining an EL Student's Status and Funding (Assessments/Proficiency/Exit/Monitor)	20
Refused Services	20
WDE684 Data Collection (Revision 10/4/2018)	21
Standard Accommodations/Designated Supports for ELs	23
Individual English Learner (IEL) Plan	24
WIDAACCESS for ELLs 2.0 and the Alternate ACCESS for ELLs	25
Glossary of Acronyms	30
Appendix A	31
Appendix B	33



Revisions in the Guidebook

CHANGES



- 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

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**



WYOMING
DEPARTMENT OF EDUCATION

Questions





WYOMING
DEPARTMENT OF EDUCATION



Thanks!