

Meeting the Needs of Our English Learners

EL & Title III Quarterly Webinar

February 27, 2019

3:45 p.m. - 5:00 p.m.



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Overview of Today's Topics

- Active EL Counts for Title III Funding Reminder
- Exemption Request Process for Overidentified or Misidentified ELs
- Required Core EL Program
- Revised Requirements of EL Plans
- District Community Forum for Sharing Resources
- WIDA Updates
- WIDA Data Validation
- PD Dates
- English Learner Conference
- Composite Scores with Less Than Four Domains for Special Education Students
- EL Proficiency Progress and Targets for ELs
- Participation Rate for ELs on ACCESS Assessment
- Exemption Request Process for Statewide Assessments



Active EL Counts for Title III Funding



EL Counts and Title III



- Allocations are based on Active EL students
- We are a minimally funded state
- Many districts do not receive funding
- No magic number to receive funds
- EL counts should include students whose parents refused services
- Difference whether a district receives funding or not



Exemption Request Process for Active ELs Who Have Been Overidentified or Misidentified



Listening to District Concerns

- WDE has been working on a tool that will allow for exemptions of misidentified or overidentified students
- WDE is finalizing the criteria for exemption and testing the tool.
- No date set for roll out



Required Core EL Program



Why are you Required to have a Core EL Program?

- Lau obligation
- Failure to provide EL students with other adequate instructional procedures denies them a meaningful opportunity to participate in a public educational program
- Each district has the flexibility to select a specific educational approach to meet the needs of its EL

Is your Core EL Program Working?

Under federal law, adopting an EL program with a sound educational design is not sufficient if the program as

- Are EL students gaining the proficiency in English that enables them to participate meaningfully in the educational program?
- If a program is not working effectively, a school district is responsible for making appropriate program adjustments or changes.
- Districts may design their own approach to EL program evaluation.

Designing Your Own Approaches to Self Evaluations

Examples of benefits from self-evaluations that various school

- Increased stakeholder participation and support of academic goals.
- Maintained or increased accountability for meeting program goals and student outcomes at all levels of the program.
- Establishing concrete information and examples of successful program strategies and areas where the program is achieving goals and objectives.



Revised Requirements of EL Plans

Who Needs to have an EL Plan?

- All districts are required to have a District EL Plan that is current
- Why do all districts need to have a plan in place?
 - Lau obligation
 - Assists in guiding the district's core EL program
 - Establishes identification and how the district plans to serve ELs immediately

What Needs to be in an EL Plan?

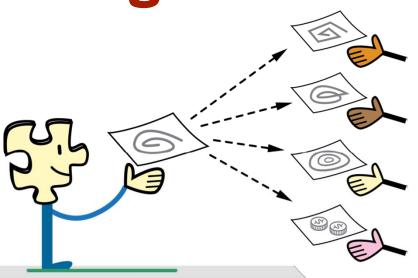
- 1. Identification
 - a. HLS
 - b. Screener
- 2. Parent Notification
- 3. Language Instruction Educational Programs
- 4. Accommodations and Designated Supports

What Needs to be in an EL Plan?

- 5. Measuring Progress of Active ELs
- 6. Exit Criteria
- 7. Monitoring
- 8. Evaluation
- 9. Parent, Family, Community Engagement



District Community Forum: Sharing Resources

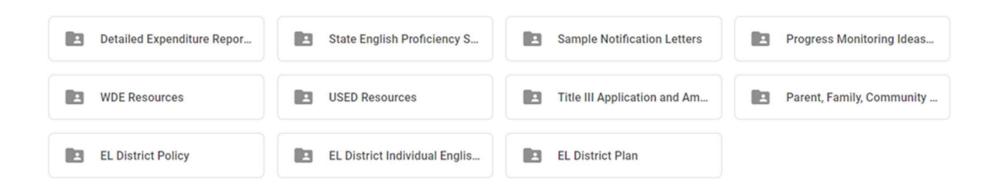


What is the Forum?

Developed to allow districts to use and share resources

- WDE will put resources in that include:
 - Sample notification letters
 - EL District Plan Component Requirements
 - Title III Application Tips
 - Title III Amendment Tips
 - Ideas for Promoting Parent, Family, and Community Engagement
- USED Resources
 - English Learner Tool Kit from 2015
 - New English Learner Tool Kit Included:
 - Introduction
 - Chapter 1- Enrolling Your Child in School
 - Chapter 2- Attending School in the United States
 - https://ncela.ed.gov/family-toolkit
- Empty folders are for districts to drop in documents to share with other districts

Screenshot of the Folders





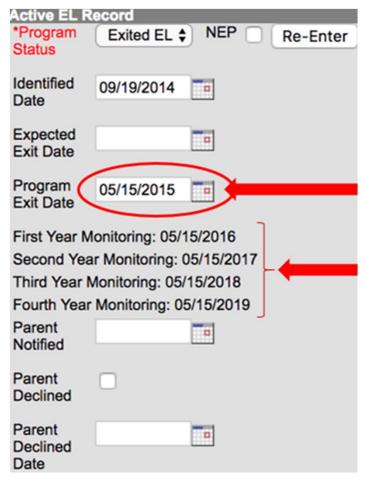
WDE684 Reporting Review



WDE684 Reporting

- Compares information from WDE684 report
 & district records for compliance issues
 - Important EL student information is collected.
- Collection times
 - October 684 collection
 - March 684 collection
 - June 684 Collection

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



EL Guidebook Revisions New Out in June



Significant Changes to the EL Guidebook

- Changes to the guidebook that are defined as significant
 - Minor changes will be reflected in the new guidebook put out in June
- Notice emailed out to districts
- Posted on website will indicate which chapter the changes have occurred in

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)

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Congratulations and Thank you!! GRACIAS SHUKURIA SHUKURI

Congratulations, and thank you so much for all of your hard work and energy in preparing, administering, and supporting each other on the ACCESS 2.0 test administration and procedures.

Next Deadline



Task:

 Ship your completed test materials back to DRC by March 5th, 2019

Information Resources

- Call DRC 1-855-787-9615
- Call WDE (Antoinette Hallam)
 1-307-777-5217





Student Not Tested Form (SNTF)

https://goo.gl/forms/3KTynYzvoIFuxgw 02



ACCESS and ALT ACCESS Irregularity Report (IRR) Form

https://goo.gl/forms/4o0biN0V1aDDnSY13
WDE website in the EL webpage

Test Observations and Quality Assurance Check

I would like to also thank the Test
Administrators (TA) for welcoming WDE to
ACCESS 2.0 and ALT ACCESS test
observations and Quality Assurance checks. I
look forward to visiting more schools in our
next test administration year.



Important WIDA Dates



Important WIDA Dates

Testing Dates

1/22/19-2/26/19 Test Window

1/7/19-2/19/19 Additional test materials ordering window in AMS

3/5/19 Deadline for shipping completed test materials to

3/21/19-4/3/19 DRC Pre-reporting data validation - LEAs in AMS

5/14/19 Districts receive reports -

5/14/19 Online Data available to state

5/21/19 Districts receive reports – Printed



Professional Development Opportunities



Professional Development Updates

Workshop	Date	Location
Scaffolding	March 12-13	Sheridan
Interpreting Score Reports for Instruction	May 20	Riverton
Interpreting Score Reports for Instruction	May 21	Casper
Cultivating Practices eWorkshop	September-May	n/a

Professional Development Interest Survey for 19-20 Year

Professional Development Interest Survey: https://goo.gl/forms/77RknwmbkSZGVfbE2

WDE EL Web Page

https://edu.wyoming.gov/

Instructions on getting to the EL webpage; For Educators, Content and Performance Standards, English Learners

English Learner Conference



For more information please contact conference chairs

Dr. Jenna Shim (jshim@uwyo.edu), Kim Jones (kim811@myncsd.org)

English Proficiency Progress Targets for ELs

- Annual Target
- End Target



English Proficiency Progress Targets for ELs

Each year, the English language annual progress target is (end year CSS – current year CSS)/years to target year) + current year CSS).

Grade	Performance Level of 4.6	
	Lowest Scale Score	Highest Scale Score
Kindergarten	313	315
1	333	335
2	347	349
3	359	361
4	370	372
5	378	380
6	393	395
7	393	395
8	399	401
9	405	408
10	411	414
11	417	419
12	422	424

English Proficiency Progress Targets for ELs (End Targets)

Year One Composite Performance Level Score	Target Year (for English Proficiency)
At Least 4.6	Year One
4.0 to 4.5	Year Three
3.0 to 3.9	Year Four
2.0 to 2.9	Year Five
1.0 to 1.9	Year Six

Annual Targets

Targets can be found:

A district user has to have a WyEd login account and the Assessment Confidential role to access the report. edu.wyoming.gov/data/

The Access report is under the Assessment Confidential tab, it is at the top of the list and is called ACCESS Student Level (2017-18)

Composite Scores in Less Than Four Domains

Creating an Overall Composite Score for English Learners with Individualized Education Plans or 504 Plans.

A model can be used to impute a missing domain score for calculating an overall composite score. These only apply to ELs with IEPs or 504 Plans requiring that they not be assessed in one or more domains.



Participation Rate for English Learners on the ACCESS Assessment

Participation Rate Requirement

A participation rate requirement of 95% is required for all students on the ACCESS 2.0 & ALT ACCESS for students who have attended school for a full academic year (FAY) students.

Participation Rate Calculation

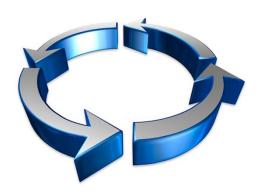
Participation rate is calculated by the number of students who tested divided by the number of students who should have tested at the school.

Participation Rate Adjustment

There is an adjustment rule that is employed when determining a school's participation in testing to ensure that no school is held above the 95% requirement.



The Exemption Request Process for Statewide Assessments



Exemption Request Process for Statewide Assessments

- All students are expected to participate in the Wyoming Assessment System.
- Every effort must be made to inform parents, guardians, and students of the testing calendar.

Exemption Request Process for Statewide Assessments

On behalf of a student, school administrators may apply for an exemption from participation for the following criteria:

- The student is expelled for the entire testing window.
- The student is an English learner who has been enrolled in a US school for less than one year.
- The student is placed in an out-of-state facility for the entire testing window.

Exemption Request Process for Statewide Assessments

- Administrators should view the <u>SAER site</u> <u>training video</u> to learn how to submit exemption requests.
- Here is the <u>direct link to the SAER</u>
 <u>webpage</u> for when you are ready to submit an exemption.



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 information was not bubbled (or bubbled incorrectly), this information 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.

Resources



Subscribe to Assessment Newsletters

Previous Issues: Assessment Newsletters on WDE

WDE Main Webpage: https://edu.wyoming.gov/

WDE Website Information: WDE EL and/or Title III

Edmodo: www.edmodo.com Group Code: r73zka

Contacts

- Antoinette Hallam for EL & Foreign Language,
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 Development Questions 777-5217
- Jessica Fancher for EL/Immigrant Title III, Technical Assistance, Professional Development, Parent, Family, and Community Engagement, Application Assistance, 684 Reporting, and Allowable Use of Funds Questions -777-8964

Questions



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