

Meeting the Needs of English Learners

EL Quarterly Webinar FAQs

February 27, 2019

Q1. Does the program have to be evaluated annually and where does this evaluation need to be housed?

A1. Yes, each district should evaluate their EL program annually, at a minimum. The WDE recommends designing your program evaluation to review quarterly to ensure your data is demonstrating program effectiveness that meets your LAU obligation. Your review process should be housed in with the District EL Plan.

Q2. How does the records transfer process for an EL need to differ from any other student? What in addition should a district be doing?

A2. Many times districts struggle to acquire EL specific information on a student. This leads to unnecessary screening and lack of support if the student is in the monitor phase. A district should demonstrate in its EL plan the process it specifically utilizes to obtain records from another district if receiving a new student and the process it will utilize when a student transfers out. This should include the method used to secure or provide EL status information to ensure the district is aware of exactly where a student is in their EL programming, i.e. Active EL, monitor status and if so, which year of monitoring, and any other supports the student needs or will need to ensure continued success in the new district. The difference from any other student is generally the necessity of calling the other district to obtain the student's EL status information.

Q3. Where is the folder located that was just shown on screen?

A3. Click [here](#) for the District Community Forum for Sharing Resources Google drive folder.

Q4. Is there any news on the issue of students who are born in the U.S. who move back to Mexico, and then return to school in the U.S.? Do we have to record this information for EL reporting?

A4. This information is not required and does not impact the WDE684 reporting. Districts may want to enter the information to keep their own records accurate.

Q4.1. If the U.S. entry date or U.S. education entry date is not entered, will this impact the assessment exemption process?

A4.1. Yes, in order to receive an exemption, a student must have an entry date documented in the school's Student Information System (SIS)

Q5. If we have a transfer student who went to another state, what process do we follow to record that the student did not take the assessment?

A5. Go to the "Student Not Tested" form. Any student who did not complete testing would be considered a "Student Not Tested". This might be a student who has partial domains completed or not tested at all. Go into the EL webpage, click on that form link. Complete a form for each student that you have. If you have three students, go in and complete three individual forms. The information will be information such as student's wiser ID and you will have the opportunity to explain why that student did not test.

Additional Information: If students do not finish the assessment, there will be a partial scoring, but no composite score and no score that is contributed to accountability.

English Learner webpage <https://edu.wyoming.gov/educators/standards/english-learners/>

Q6. When reflecting on ACCESS, is it possible to adjust the testing window to avoid WY-TOPP winter interim assessments?

A6. Yes, we will look at the schedule again and have recently considered this question. One of the considerations that we have in scheduling is getting those reports back, getting the student's results before the end of year. We are able to get the results before the end of the year with the current schedule. If we push it back much further, I believe the results would be in the summer months versus the school year. It is something that we will continue to look at again to make sure we take your feedback into consideration.

Q7. Where can I find the "Untested Student Form"?

A7. The "Student Not Tested Form" is on the EL Page. It is under "Resources." It's one of the first links in that first section. The link is included below.

Additional Information: The link is included on the PowerPoint and is in the WDE web page under "Wyoming Guidance and Resources", [ACCESS and ALT ACCESS Student Not Tested Form](#).

Q8. If we have a transfer student who moved to another state prior to testing, how do we record that?

A8. Go to the "Student Not Tested" form. Any student who did not complete testing would be considered a "Student Not Tested". This might be a student who has partial domains completed or not tested at all. Go into the EL webpage, click on that form link. Complete a form for each student that you have. If you have three students, go in and complete three individual forms. The information will be information such as student's wiser ID and you will have the opportunity to explain why that student did not test.

Additional Information: If students do not finish the assessment, there will be a partial scoring, but no composite score and no score that is contributed to accountability. If a student is transferring to another district, they would be reported where they finished for WIDA and AMS. The student may be counted as a full academic year student in the first district or where the student attended for the full academic year (FAY). FAY is attendance from the first school day in October to the midpoint of the test window (Feb 8). If the student was FAY in the first school they would count for accountability at that school. If the student was not FAY in the first school they would not count for accountability.

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Q9. Is the EL page the same as the Title III Page?

A9. No. The webpages are two separate pages. Click [here](#) for the EL Page and click [here](#) for the Title III page.

Q10. If a newcomer arrives a couple days before the ACCESS testing window closes, should he be added to the system and tested?

A10. Yes. Schools are accountable for testing any student enrolled in their school during the testing window.

Q11. Is the interpreting score report workshop the same as last year, or will there be information on growth this year?

A11. The Interpreting Score Reports workshop will be very similar to last years. Each year, WIDA changes the workshop a little bit, but for the most part it will be similar to last year’s workshop.

Q12. Are the targets based on ACCESS or the initial screener?

A12. They are based on ACCESS.

Q13. Does the growth measure begin in kindergarten or first grade?

A13. For accountability we measure **kindergarten** through 12th grade; however, the year one composite performance level score is established if a student enters kindergarten, that would then be that year one score that the end target is established if a student enters kindergarten.

Additional Info: Accountability is for kindergarten through grade 12, however, students do not receive improvement targets until year 2 in the program, so most kindergarten students do not have improvement targets. Only students with improvement targets are included for accountability. Retained kindergarten students might have an improvement target. Students who test as English proficient in year one are included for accountability.

Q14. We had two (2) students move out of the district during the testing window. The students started the test, but did not finish. How are they counted?

A14. They will be counted as “Students Not Tested” for each student, if they did not transfer to another district & complete the assessment in the transfer district. If the assessment wasn’t completed, these students would be an example of what would count in a districts “Participation Rate,” starting next year (19-20 year).

The Exemption Request isn’t something new for the assessment, but is new for ELs that will be part of accountability next year. Again, all students are expected to participate in the assessment and districts need to communicate to parents the importance of the assessment. In the exemption process; where students would not be counted in the 95% Participation Rule, there are two exemptions established. Students who have been expelled for the entire window and a student placed in an out of state facility qualify for the exemption process.

Additional Info: If a student is transferring to another district, they would be reported where they finished for WIDA and AMS. The student may be counted as a full academic year student in the first district or where the student attended for the full academic year (FAY). FAY is attendance from the first school day in October to the midpoint of the test window (Feb 8). If the student was FAY in the first school they would count for accountability at that school. If the student was not FAY in the first school they would not count for accountability.

Q15. Students who take the ALT-ACCESS also show up in the regular online roster, will they be flagged as a student who was not tested if their alternate paperwork is submitted?

A15. They could be counted as a “Students Not Tested,” if there is not a completion of the ACCESS or ALT-ACCESS Assessment. A student should not show up as a student not tested, If a student completed one assessment, but showed up as not completing another assessment. This could also be corrected on the AMS.

WDE is continuing to work on the process of identifying students not tested. If the above situation happens that identifies a student as not tested, but did test, the SNTF would be a good resource to clarify what happened. We have several checks to ensure that when we correctly identify “Student Not Tested”.

Q15.1. Are you talking about a student who has an IEP who might not be able to take a domain? When you have a Student Not Tested (SNTF), this process will be more sophisticated, as the time goes along. For this year, you will identify the student who didn’t test and why they didn’t test on the SNTF. You may have students who have an exception under one of the two criteria of being expelled or in an out of state facility. For students who didn’t take a domain, because it’s in their IEP in the future that could be an option on the “exemption process” identified by a checkbox for identified reasons. You’ll have additional space provided for other reasons.

Additional info: For WIDA and DRC, when the test is scored, it’s specific to the ALT ACCESS. It will be a separate file for districts for students who take the ALT ACCESS. For students who aren’t able to take a domain that is explicitly stated on their IEP or 504 plan, there will be a way to ensure that these students would not be considered SNT and a system will be established.

Q16. If students were received from another district and the ACCESS test was started in their former district, but testing was completed in our district, how will this impact both districts?

A16. The Test Administrator should merge that student into the current district, change the information in the AMS, and continue the testing. The student testing information should then follow into the current district. WDE will check on this to be sure.

Additional Info: If a student is transferring to another district, they would be reported where they finished for WIDA and AMS. The student may be counted as a full academic year student in the first district or where the student attended for the full academic year (FAY). FAY is attendance from the first school day in October to the midpoint of the test window (Feb 8). If the student was FAY in the first school they would count for accountability at that school. If the student was not FAY in the first school they would not count for accountability.