

English Learner Quarterly Webinar

January 9, 2020

Overview/Purpose

- Important Resources
- Annual Testing (law)
- ACCESS for ELLs Assessments
- Testing Dates
- Training Certifications
- Test Scheduling
- New for School Year 19-20
- TSM to COS
- Test Security
- Accommodations
- Composite Score Minus a Domain
- ISR's
- Confidential ACCESS
- EL State Conference
- Professional Development
- WIDA English Language Development Standards, 2020 Edition
- Override Active EL Cases

Important Resources

- Test Administrator Manual, TAM
- WIDA AMS User Guide
- District and School Test Coordinator Manual
- Accessibility and Accommodations Supplement
- Wyoming ACCESS for ELLs Checklist

ACCESS For ELLs Testing

- State and federal laws require that all ELLs participate in annual ELP assessments

<http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/q-and-a-on-elp-swd.pdf>

ACCESS For ELLs Suite of Assessments

The assessments includes:

- Kindergarten ACCESS for ELLs,
- ACCESS for ELLs Online (Grades 1-3 for writing on paper),
- ACCESS for ELLs Paper, and
- Alternate ACCESS for ELLs.

ACCESS For ELLs Testing Window

Important Testing Dates

- 1-3-20 to 1-6-20 Districts Receive Test Materials
- 1-21-20 to 2-25-20 Testing Window
- 1-6-20 to 2-18-20 Additional Test Materials
- 3-3-20 Shipping completed Test Materials

<https://wida.wisc.edu/memberships/consortium/wy>

Training Certifications for Administering ACCESS for ELLs

Requirements: Test Administrators (TA)

- Screener: Yearly Certification
- ACCESS for ELLs: Every other year

District Test Coordinators can view and print Test Administrator Certifications.

Test Scheduling

Districts create test schedules using considerations.

- Each domain should be in different test sessions (Ex: listening should be in a different session than reading, writing or speaking).
- Group size options in sessions;
 - Individual or Group setting
 - ACCESS for ELLs Online administration allows for students in multiple grade-level clusters and tiers, but the same domain to be in a test session for ease of administration (exceptions on page 101 TAM-Speaking and writing)

Test Scheduling

Districts create test schedules using various considerations.

- Test timing
- Room and resource availability
- Certain number of students a TA is comfortable to monitor
- And more ...

Test Scheduling

Districts create test schedules using various considerations.

- Examples of online test scheduling can be found in the Test Scheduling tutorial in the online training course

https://portal.wida.us/Resources/Assessment/ACCESS/Online/Test-Scheduling-Module/presentation_html5.html

Test Scheduling

Each year Districts and TAs will create testing schedules.

- Provide a copy of schedule to WDE
- Quality Assurance of test security and monitoring of test administration
- Districts will be notified before the visit

New for the 2019-20 School Year

Some adjustments to the ACCESS for ELLs Online Writing test.

- Guidance for overall test timing-page 128-129 of the TAM.
- There are no longer any stop signs included in the online Writing test for Grades 4-12.

TSM to COS

- Districts switched from the Testing Site Manager (TSM) to Central Office Services (COS-SD) Service Device.
- Contact DRC Customer Service for assistance at (855) 787-9615. Review documentation and videos to assist you with this transition.

Test Security

Test Security Reminders

It is important to take the appropriate measures to maintain security and confidentiality of all test materials.

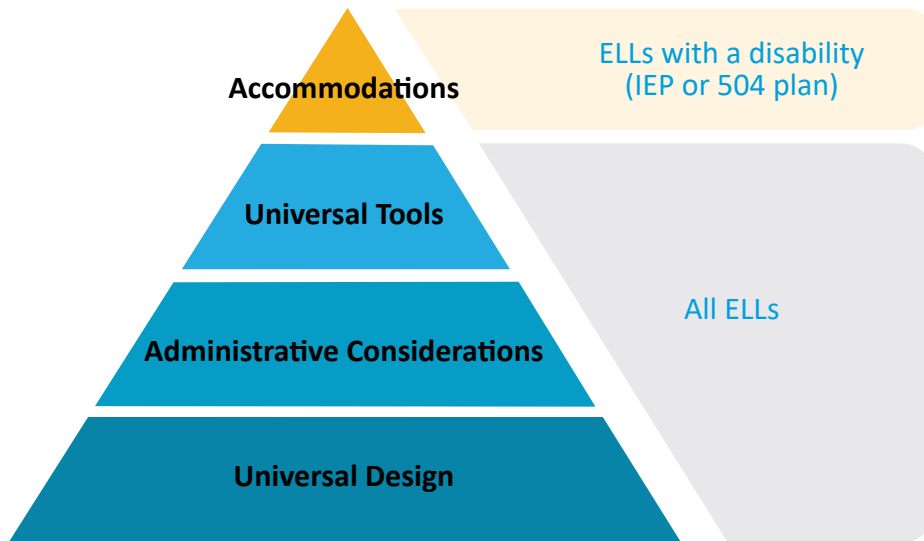
- Do not duplicate any test materials (with the exception of the manual).
- Be aware that any breaches of test security or problems with test administration may result in the invalidation of student scores.
- Ensure that no specific information about the content of the test is shared with the students or their families prior to or after testing.

Test Security Reminders

- Ensure that online test content does not remain open unattended on screens before or after testing.
- Ensure that any paper materials are secure and are treated as secure test materials. Do not leave materials unattended before or after testing.
- If test security has been compromised in any way, which includes an irregularity, please contact your District Test Coordinator, Building Test Coordinator, and Principal. You will then contact Antoinette Hallam at antoinette.hallam@wyo.gov. There will be a report you will fill out with WIDA and also WDE.

Accommodations

Accessibility and Accommodations Supplement



Composite Score Minus a Domain

Directions to the Guidebook:

- Go to the WDE's website at edu.wyoiming.gov and click on the Data & Reporting Link. Then in the Data & Reporting Toolbox, click on the Data Collection Suite - Forms Inventory icon. Once on this page scroll down to the WDE465 and click the arrow on the left. Then navigate to the Documents tab.

Composite Score Minus a Domain

- There you will see the link the WDE465 link:

<https://portals.edu.wyoming.gov/dcsdocs/WDE-465Guidebook.pdf>

Alt ACCESS video available for WY

The Alternate ACCESS Overview webinar recording is now posted to the [Download Library](#) > State/District Webinars > Wyoming Webinars for your educators.

Individual Student Reports

Confidential Access

- Access to the accountability reports, summary reports, and school performance report EL indicators; Annual and End Targets
- Go to WDE Website, Data and Reporting, Data Reports, District Data Reports, Sign In and ACCESS Student Level

5th Annual EL State Conference

- Casper, Wyoming on April 24-25, 2020
- Registration will not open until early 2020. If you are interested in attending the conference, sign up for our [mailing list](#).

Professional Development

Current Workshop Available: ACCESS Test Coordinator and Online Test Administration Workshop:

January 16 in Lusk, WY from 8 a.m. - 4 p.m. Register:

<https://forms.gle/zEbYp9ipL8VzMkMN7>

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

WIDA English Language Development Standards, 2020 Edition K-12

WIDA English Language Development Standards, 2020 Edition K-12

The WIDA ELD Standards, 2020 Edition illuminates a vision where all students can develop language and learn content together.

WIDA 2020 ELD Standards public input process.

- Visit the English Language Development Standards 2020 Edition webpage to review
- Complete the survey to give comments and suggestions by January 20, 2020
- <https://wida.wisc.edu/teach/standards/eld#public-input>

Standards in Action-WIDA standards web page

<https://wida.wisc.edu/teach/standards/in-action>

- There are resources; flyers we are using some of the same resources, there are some new resources and updates
- Three videos on instruction that promotes language development and content learning.
- You can join the discussion on social media #WIDA standards

Override EL Case

- Most misidentification cases completed
- Districts received test materials for students who were reported as Active ELs in October and were exited after that date.
- Please contact antoinette.hallam@wyo.gov if you have a case pending and have not heard from me.

What is Required for Districts Regarding ELs?

EL & Title III Quarterly Webinar

January 9, 2020

3:45 - 5 p.m.

Welcome

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Overview of Topics

- Time and Effort Documentation
(Digital Signatures are allowed)
- EL Plans
- GEPA
- Monitoring Protocol
- Parent, Family, and Community Engagement

STAR Conference News

STAR Conference Dates

- Regular sessions: June 8 and 9
- 21CCLC Annual Meeting and Homeless Education Workshop: June 10
- Location: Riverton

Time and Effort Digital Signatures

- Digital Signatures
- Revised policy regarding digital signatures
- On the below website below “Federal Program Guidance”, “For Local Education Agencies.”

<https://edu.wyoming.gov/in-the-classroom/federal-programs/>

English Learner Plans

Reminder: District EL Plan Requirements

- Many plans are not updated to meet the minimum required components
- District resource folder

<https://drive.google.com/drive/folders/1eB7Ao5AGzseRAzXXePQec86Kwfy6-JFL?usp=sharing>

Reminder: District EL Plan Requirements

- Home language survey
- EL proficiency screener
- Parent notification
- LIEPs
- Accommodations and designated supports
- Measuring progress and achieving English proficiency criteria

Reminder: District EL Plan Requirements

- Exit criteria
- Monitoring
- Program evaluation
- Parent, family, and community engagement
- Consultation

The United States Department of Education's General Education Provisions Act (GEPA)

GEPA Requirement

- GEPA requires each LEA to include a statement in its application addressing equitable access.
- Local education agencies (LEAs) or other eligible applicants that apply for Federal funding through the consolidated application must provide this description in their application.

Developing a Response

- All applicants must describe the steps they will take to ensure equitable access and participation in activities.
- The statute highlights six types of barriers that may impede equitable access or participation

Monitoring Protocol for (A) Indicators

Monitoring Protocol for EL (A) Indicators – A.02 (a, b)

Indicator: District plan to furnish information to whom, upon what occasion in a language/ method the parent or guardian understands

Indicator: Sample documents in multiple languages

- What does this require?

Monitoring Protocol for EL (A) Indicators – A.04 (a)

Indicator: A home language survey (HLS) was administered and is on file for all students enrolled in the LEA.

- Copy of current HLS and 2 to 3 completed surveys for the monitor year

Monitoring Protocol for EL (A) Indicators – A.04 (b)

Indicator: A detailed explanation of the process your district uses for administering the HLS within your district, the location where the surveys are filed and how the district ensures current home language survey data

Monitoring Protocol for EL (A) Indicators – A.08 (a)

Indicator: Parents must be notified of their right to request information about the qualifications of their child’s teacher to include state license status with approved subject areas, emergency/provisional status, and field of discipline.

- This includes the right to request information about paraprofessionals providing services to their child.

Monitoring Protocol for EL (A) Indicators – A.08 (b)

Indicator: Districts must notify parents when their child has been taught four or more consecutive weeks by a teacher who is not meeting applicable state licensing requirements.

Monitoring Protocol for EL (A) Indicators – A.08 (c)

Indicator: Districts are required to notify parents of a students' EL status

- This includes initial and annual notification
- There are 8 components that must be included in the letter
- Parent refusal of services
 - What is the district responsible for?

Monitoring Protocol for EL (A) Indicators – A.09 (a-c)

Indicator: The LEA has evidence that all students with home or primary language other than English have been screened for English proficiency within 30 days at the beginning of the school year or within 2 weeks if enrolled during the school year

Monitoring Protocol for EL (A) Indicators – A.09 (a-c) continued

- Name of English proficiency screening test
- School/Grade
- Student Last Name
- Student First Name
- Date Enrolled in School
- Date Screened to Determine ELP
- Overall Composite Score (proficiency level)
- Date Entered into EL Services (EL placement)

A.09(a-c) Tracking Document Sample

A.09(a-c)

USACSD #1 EL Tracker 2019-2020

The Kindergarten WIDA ACCESS Placement Test (KW-APT) or MODEL will be administered to students in kindergarten and 1st semester of 1st grade.

The WIDA Online Screener will be administered to students in the 2nd semester of 1st grade through grade 12.

School/Grade	Student Last Name	Student First Name	Date Enrolled	Date Screened to determine language proficiency	Overall Composite Proficiency Level or Oral Language Proficiency Level if kindergarten 1st semester	Date entered into ELL services

Monitoring Protocol for EL (A) Indicators – A.10

Born in the U.S. or other English speaking countries who state their first language is English:

1. Birth certificate
2. High school diploma from a school where the language of instruction is English
3. A college degree from a college or university where the language of instruction is English; or
4. Teacher certification in the U.S.

Monitoring Protocol for EL (A) Indicators – A.10 continued

Those whose first language is not English:

1. A proficient level score on the Test of English as a Foreign Language (TOEFL) exam
2. A college degree from an English speaking university, or similar documentation showing successful education in a English-speaking college or university

Monitoring Protocol for EL (A) Indicators – A.11

Must include:

- Required components of an EL plan (in earlier slides)
- Current information
 - Should be reviewed and revised as needed every year
- State English language proficiency standards/scoring under screener information

Parent, Family, Community Engagement

What is Engagement?

- Parent, family, and community engagement moves beyond parent/teacher conferences.
- Relationships
- Trust
- Family support
- Result: *better student outcomes*

Professional Development and Engagement

- ESSA requirement in almost all programs in some facet
- Funding should be utilized for PD to support teachers on how to engage parents and families
- Wording change in Title III to strengthen the meaning, strategies, and methods of engagement

What Does Parent, Family, and Community Engagement Look Like?

- Recognize the disconnection
- Train teachers to work with parents
- Reduce distrust and cultural barriers
- Evaluate parents' needs
- Make school visits easier
- Accommodate families' work schedule
- Address language barriers

Strategies to Promote Parent, Family, and Community Engagement

Family engagement strategies:

- Build a foundation
- Establish a home school coordinator or liaison
- Professional learning
- Program environment
- Family partnerships