Multilingual Education Information Meeting

May 5, 2022

In the chat: What is one thing you hope to accomplish before the end of this school year?

Please rename yourself with your full name and school district.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Tribal Land Acknowledgement

We would like to acknowledge the indigenous people who have stewarded this land since time immemorial and who still inhabit these areas today.

We are presenting from the ancestral lands of the Puyallup, Squaxin Island, Yakima, and Coast Salish tribes and honor with gratitude the land itself and these tribes.

Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

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Multilingual Education Team Goals:

- Support the expansion of **dual language programs** and the development of strong **research-based program models** for all multilingual learners.
- Support educators in using the **WIDA ELD Standards Framework**, assessments and professional learning resources.
- Provide **clear and consistent information** and support for transitional bilingual instructional programs.

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Today's Agenda

- WIDA Updates
- Family Communication Template Revisions
- Grant Application Updates
- Use of Title III Funds
- Dyslexia Advisory Committee

Exit Criteria for the WIDA ACCESS

- **Mid-April:** 28 educators from all ESDs met to establish exit criteria

  Facilitated by ACS Ventures including review of:
  - Performance level descriptors
  - WIDA-provided consortium-wide data
  - Exit criteria in other states
- **May 13:** Recommendations presented to MEAC and NTAC for comment
- **Week of May 16:** Comments and recommendations go to Supt. Reykdal for final determination
- **Week of May 23:** Anticipated date for criteria to be available for schools

WIDA Professional Learning Update

Access to 2021-2022 offerings ends on Aug.30, 2022.

2021-2022 Offerings	2022-2023 Offerings
The WIDA Standards Framework: A Collaborative Approach	The WIDA Standards Framework: A Collaborative Approach
Classroom Teachers: Classroom Teachers: Engaging Multilingual Newcomers	Classroom Teachers: Classroom Teachers: Engaging Multilingual Newcomers
Engaging Multilingual Learners in Science: Making Sense of Phenomena	Engaging Multilingual Learners in Science: Making Sense of Phenomena
Developing Language for Learning in Mathematics	Developing Language for Learning in Mathematics
Social Studies: Engaging Multilingual Learners through Inquiry	Social Studies: Engaging Multilingual Learners through Inquiry
Home Languages in the Classroom	Home Languages in the Classroom
School Improvement Planning for Multilingual Learners	**Making Language Visible in the Classroom (NEW!)**
Leading for Equity: Classroom Walkthrough	**Reframing Education for Long-term English Learners (NEW!)**

Access to 2022-2023 offerings begins on Sept.1, 2022.

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WIDA™

WIDA Professional Learning Update

Reminders:

- Access to the all 2021-2022 workshops will end on August 30, 2022. This includes facilitated webinars.
- Download handouts you wish to have access to before the end date.
- eWorkshops must be completed by August 30, 2022, in order to earn clock hours.
- It takes 2 weeks for Multilingual Education to process clock hours.

ACCESS Score Reports Update

- WIDA Webinar recording: Post-Testing: Interpreting Score Reports | WIDA Secure Portal
- Score reports should be available in WIDA AMS on May 23.
- Available reports:
  - Individual Student Reports
  - School Roster Reports
  - District and School Frequency Reports
  - DSR Files – District (.csv)
- Individual Student Reports are available in 49 languages in WIDA AMS.

Updated Tools for Families Coming Soon

Family Communication Templates

Family Notification Letters

- Notification of Placement
- Notification of Continued Eligibility
- Notification of Transition from EL Services

WIDA ACCESS Letters

- Score Report Letters
- Notification of Testing (for next year)

Notification Letter Updates

NEW STUDENT:

- Change to WIDA
- Explanation of screening process
- Shows student scores & proficient scores
- Simplified format & explanation of programs

Family Notification of New Student Placement in an English Language Development Program

Student's Name: _____ **Date:** _____

School: _____ **School District:** _____

Dear Parent or Guardian,

When you registered your child for school, the home language survey you completed indicated your child first spoke a language other than English OR your child uses a language other than English most often at home. Based on this information, the law requires the school to give your child an English Language Proficiency Screener to determine your child's eligibility for English language development instruction to help your child acquire English.

Based on this screener, your child is eligible for English Language Development services for the *INSERT YEAR* school year. Your child will receive services until they reach proficiency on the state-approved English language proficiency assessment.

WIDA Screener	Overall	Listening	Reading	Speaking	Writing
Your Child's Scores					
For grades K-1, to be considered proficient, students must score:	4.5	4	4	4	4
For grades 2-12, to be considered proficient, students must score:	5	4	4	4	4

Notification Letter Updates

CONTINUING:

- Change to WIDA
- Shows student scores & proficient scores
- Use SBA or district assessments for ELA and Math data
- Simplified format & explanation of programs

Dear Parent or Guardian,

Your child continues to be eligible for English Language Development services for the *INSERT YEAR* school year. Your child will receive services until they reach proficiency on the state-approved English language proficiency assessment, WIDA ACCESS for ELLs.

WIDA ACCESS for ELLs	Overall	Listening	Reading	Speaking	Writing
Your Child's Most Recent Scores					
For grades K-1, to exit services, students must score:					
For grades 2-12, to exit services, students must score:					

The purpose of the English Language Development program is to provide language instruction for students in speaking, listening, reading, and writing in English. The program will also help your child meet grade level academic standards and requirements for promotion and graduation. Here is how your child is progressing in meeting grade level academic standards, based on state and district assessments:

	Approaching Standard	Meeting Standard	Exceeding Standard
English Language Arts			
Mathematics			

WIDA Score Report Letter

LETTER:

- Basic explanation of purpose of the Score Report
- Shows proficient scores for WA State

SCORE REPORT:

- 1 copy sent in English
- Other languages can be printed in AMS

Dear Parent or Guardian,

Each year, students in English learner programs take the ACCESS for ELLs language proficiency test. The test measures academic English language proficiency for students learning English in our school and throughout our state.

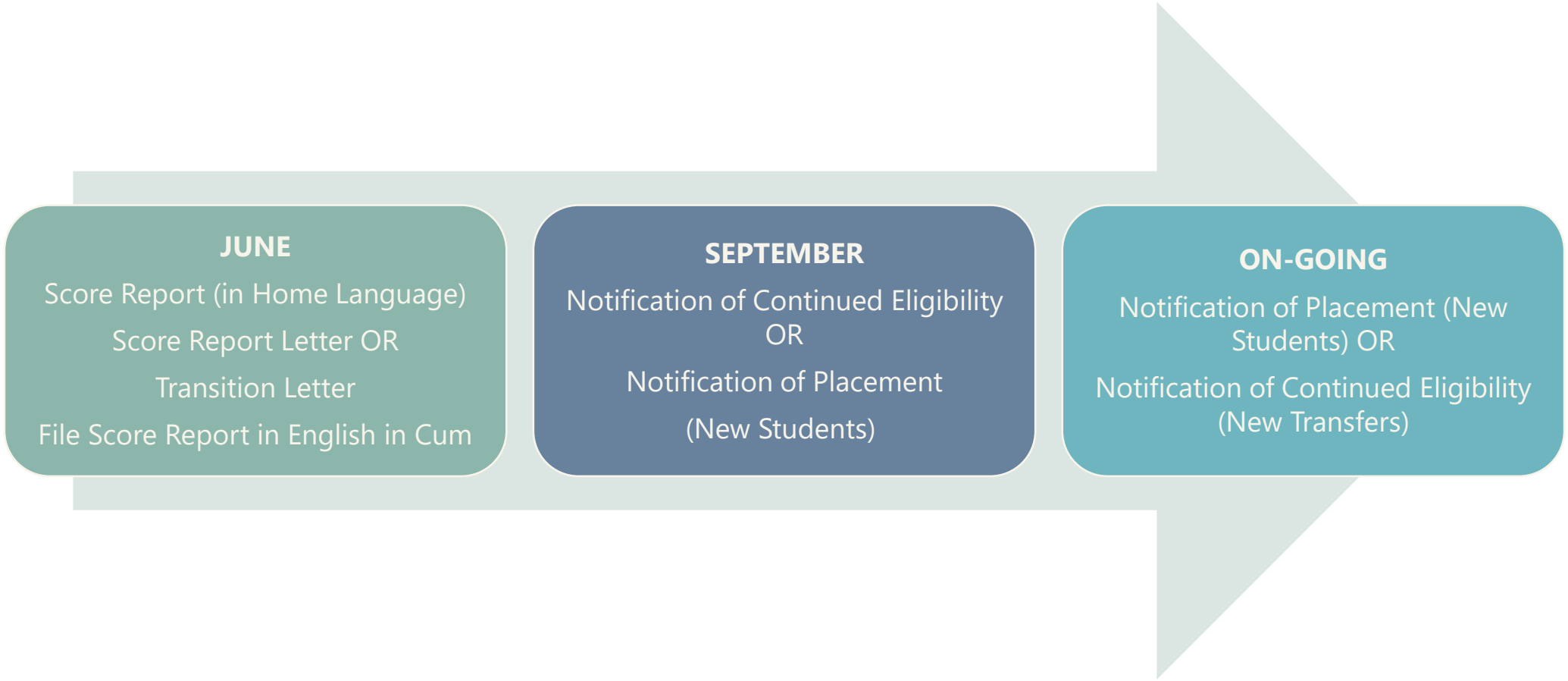
With this letter is an Individual Student Report. This report provides information about test results for your child. This information is for you to review and keep.

Teachers in our school use this information to help them make decisions about instruction for your child. Teachers also use these test scores to monitor the progress your child makes toward English proficiency.

For students to demonstrate proficiency and exit from English language services in Washington state, they must reach these levels:

WIDA ACCESS for ELLs	Overall	Listening	Reading	Speaking	Writing
For grades K-1, to exit services, students must score:					
For grades 2-12, to exit services, students must score:					

Notification Timeline



Grant Application Timeline

TODAY!

May 3 & 10
EGMS Training for districts

May 2
TBIP Grant & PD Report open

May 4
Title III Intent to Participate sent

May 5
TBIP/Title III Grant Training 1-3 pm

May 12
Title III Intent due (Form)

June 30
PD Report due (iGrants)

July 1
Title III SAS due (EGMS)

August 1
TBIP Grant due (iGrants)

Note earlier TBIP deadline!

TBD (Oct.)
Title III Grant due (EGMS)

Tribal, Heritage & Dual Language Grants

2021-22

- 1-year, state-funded grants must be spent by June 30, 2022
- 2-year ESSER-funded grants will carryover to 2022-23

2022-23

- 1-year, state-funded grants will be available
- Applicants will be notified of award status by August 10, 2022
- Grant funds will be allocated to grantees by August 15, 2022

Use of Title III Funds

Title III Carryover funds must be used by Sept. 30, 2022!

Consider using your Title III funds for…

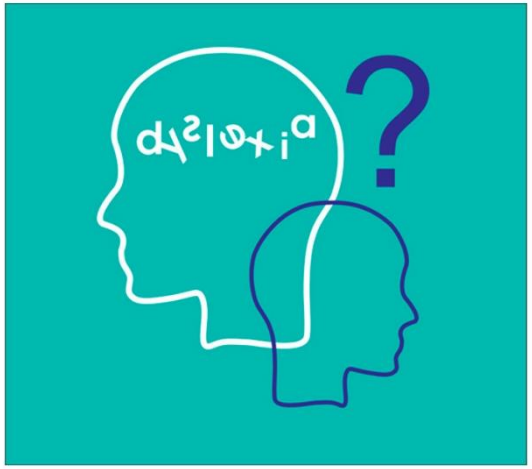
- Professional learning for teachers
- Teacher collaboration using the WIDA ELD Standards Framework
- Summer programs for multilingual learners
- Summer programs for AI/AN students (in consultation with Tribal partners)

Dyslexia Advisory Committee

Implementation Guide under development

Dyslexia Guidance: Implementing MTSS for Literacy Screening and Interventions

- Background and expectations
- Implementation best practices
  - MTSS
  - Family engagement
  - Screening
  - Intervention* (to be added)
- Next steps for implementation
- Appendices (references and resources)



Committee members needed to revise and draft guidance for multilingual learners.

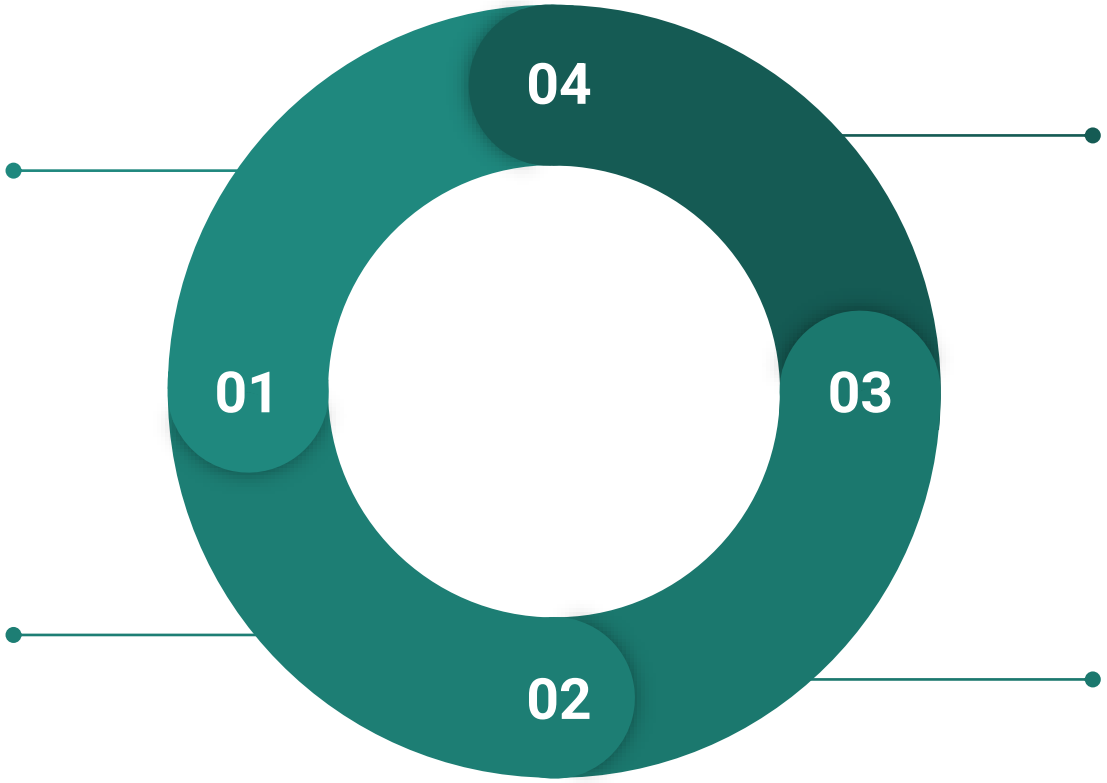
Screeners in Other Languages

OSPI releases RFQQ

OSPI releases the RFQQ, provides time for questions and answers, and collects proposals.

Committee reviews proposals and drafts recommendations

A small committee **with expertise in early literacy in Spanish and other languages** will review the proposals, participate in virtual interviews, and draft recommendations for approved tools.



OSPI updates list of recommended tools

After tools are approved, OSPI will update the list of recommended tools and publish it on the webpage for public use.

DAC votes on committee recommendations

The committee presents their recommendations for approved tools to the Council for review and final approval.

Upcoming Opportunities

- Multilingual Education Webinars
  - May 5, 1:00-3:00 p.m. | Title III & TBIP Grant Workshop
  - May 19, 1:00-3:00 p.m. | Multilingual Learners with Disabilities Webinar

- "Lunch with Leslie" WIDA Q&A
  - May 23 at noon | Zoom – Results and Score Reports

- WIDA Webinar: Interpreting Score Reports
  - May 24, 3:00-4:30 p.m. | Webinar FULL!
  - Recording will be available on the WIDA Secure Portal

Check-in Time

Please feel free to join a Breakout Room:

- WIDA & Family Communication (Virginia & Kristin)
- TBIP & Title III Grants (Sue & Shannon)