

Multilingual Education Information Meeting

Dec. 1, 2022

In the chat:

Share in the chat a winter holiday tradition you are looking forward to.

Please rename yourself with your full name and school district.



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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, Yakama, and Squaxin Island 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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MTSS for Multilingual Learners



Team-driven shared leadership including ML teachers and specialists



Data-based decision making using disaggregated academic and language data



Evidence-based practices including ELD and accessible content



Continuum of supports for beginning MLs, intermediate MLs and LTELs



Family, student & community engagement including multilingual families and students

Today's Agenda

- MTSS Continuum of Supports
- WIDA ACCESS Contrasting Groups Study
- Student Data Clean-up & Pre-ID Process
- Afghan Grant Updates
- Professional Learning Opportunities

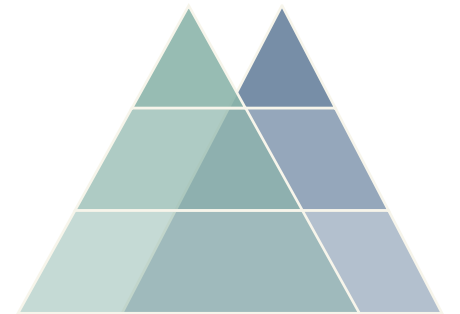




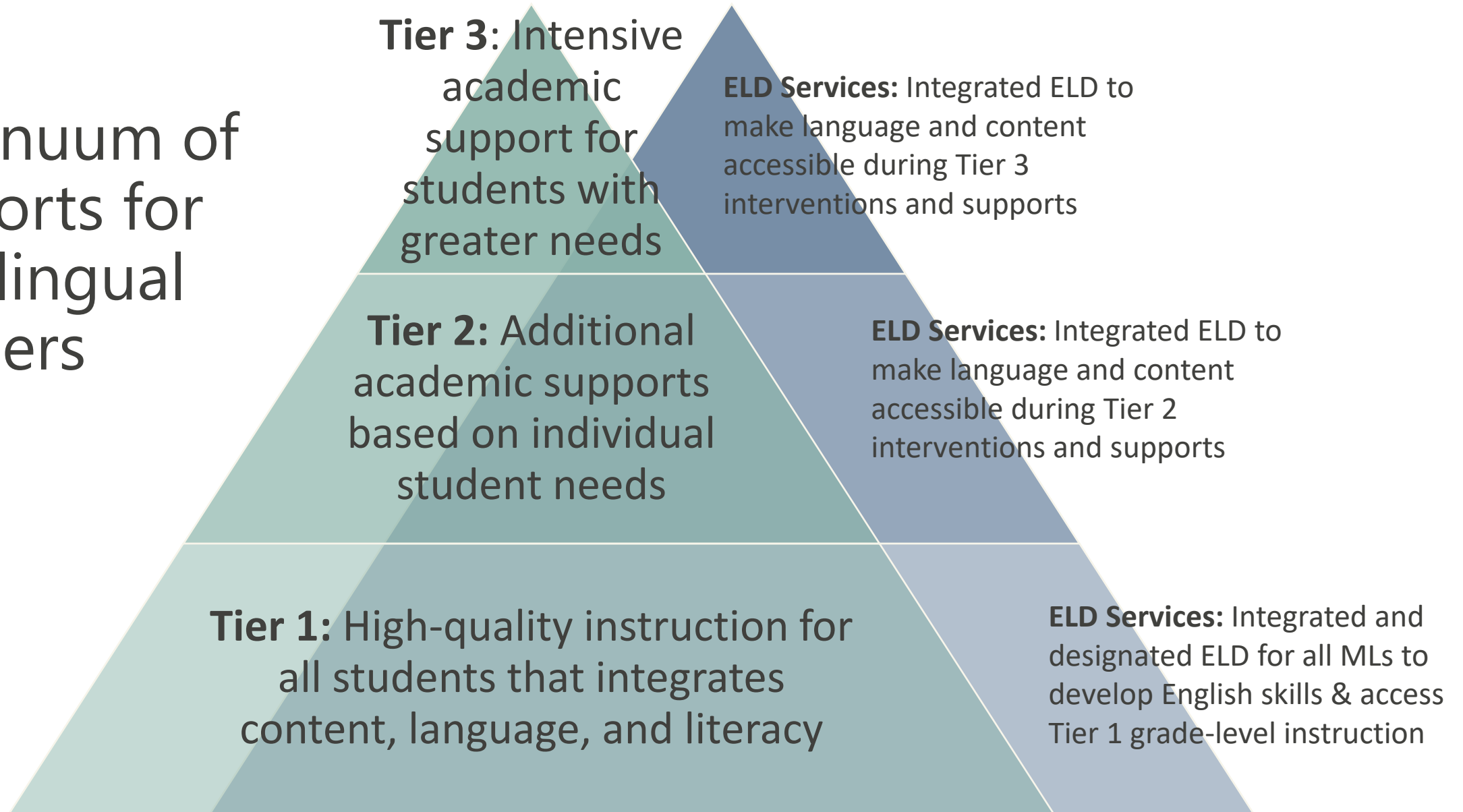
MTSS Continuum of Supports

Continuum of Supports for Multilingual Learners

- Multilingual learners may need Tier 1, Tier 2, and/or Tier 3 supports, depending on students':
 - Current academic skills
 - Previous schooling in their first language
 - Possible weaknesses associated with dyslexia
 - Other disabilities or special needs
- Integrated ELD services need to be provided at ALL TIERS to support:
 - English language development
 - Access to academic content instruction in each tier



Continuum of Supports for Multilingual Learners





WIDA Contrasting Groups Study 2022-23: ACCESS Proficiency Level Setting

Year 1 (2021-2022)

- First WIDA ACCESS Annual administration
- OSPI Contracts ACS Ventures to help recommend exit criteria
 - Panel convened mid-April 2022
 - Report provided to OSPI mid-May, 2022
- No test score data from WA students available during exit level setting
- Initial exit criteria revised upon initial receipt of WIDA data

Recommendations from Exit Criteria Panel

Panel	Overall Score Recommendation	Domain Score Recommendation
Kindergarten	None	4.0 – Reading, Writing, Speaking, and Listening
Grade 1	None	4.0 – Reading, Writing, Speaking, and Listening
Grades 2-3	4.7	4.0 – Reading, Writing, Speaking, and Listening
Grades 4-5	4.7	4.0 – Reading, Writing, Speaking, and Listening
Grades 6-8	4.7	4.0 – Reading, Writing, Speaking, and Listening
Grades 9-12	4.7	4.0 – Reading, Writing, Speaking, and Listening



Adopted Exit Criteria

Grade Level	Minimum Overall Score
K-1	4.0
2-12	4.7



Year 2 (2022-2023)

- No change to exit criteria planned for school year 2022-2023
- Conduct Contrasting Groups Study to inform exit criteria

Year 3 (2023-2024)

- September 2023: results from Contrasting Groups Study become available within OSPI
- **IF** exit criteria are to be revised, Spring 2024 results would be first potential year with revised criteria
 - EL Progress, progress targets, and WSIF all anchored to “proficient”



WIDA Contrasting Groups Study:

What is it and how does it work?

Contrasting Groups Study

Student centered—looking at the students directly

A student who meets the following two conditions is eligible for the Transitional Bilingual Instructional Program:

- *The primary language of the student is other than English; and*
- *The **student's English skills impact student's access** to core/content instruction.*

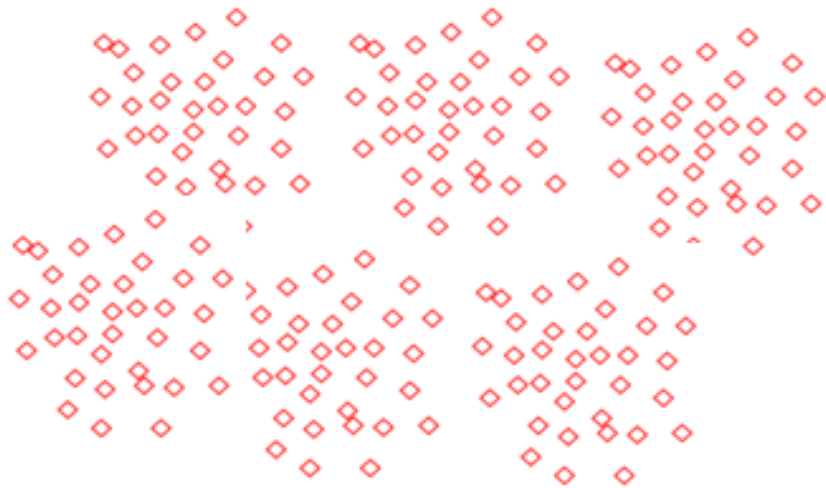
Participation

- Teacher with the deepest understanding of the student's ability to use English to participate in grade level instruction answers one question: **Does the student continue to meet the definition of a Multilingual/English Learner?**
 - **Proficient** – no longer meets the definition of a multilingual/English learner (“...student’s English skills **do not impact** access...”)
 - **Not Proficient** – continues to meet the definition of a multilingual/English learner (“...student’s English skills **do impact** access...”)
 - **No Basis** – no teacher has had an adequate amount of time with student to make a determination



Students are put into two groups

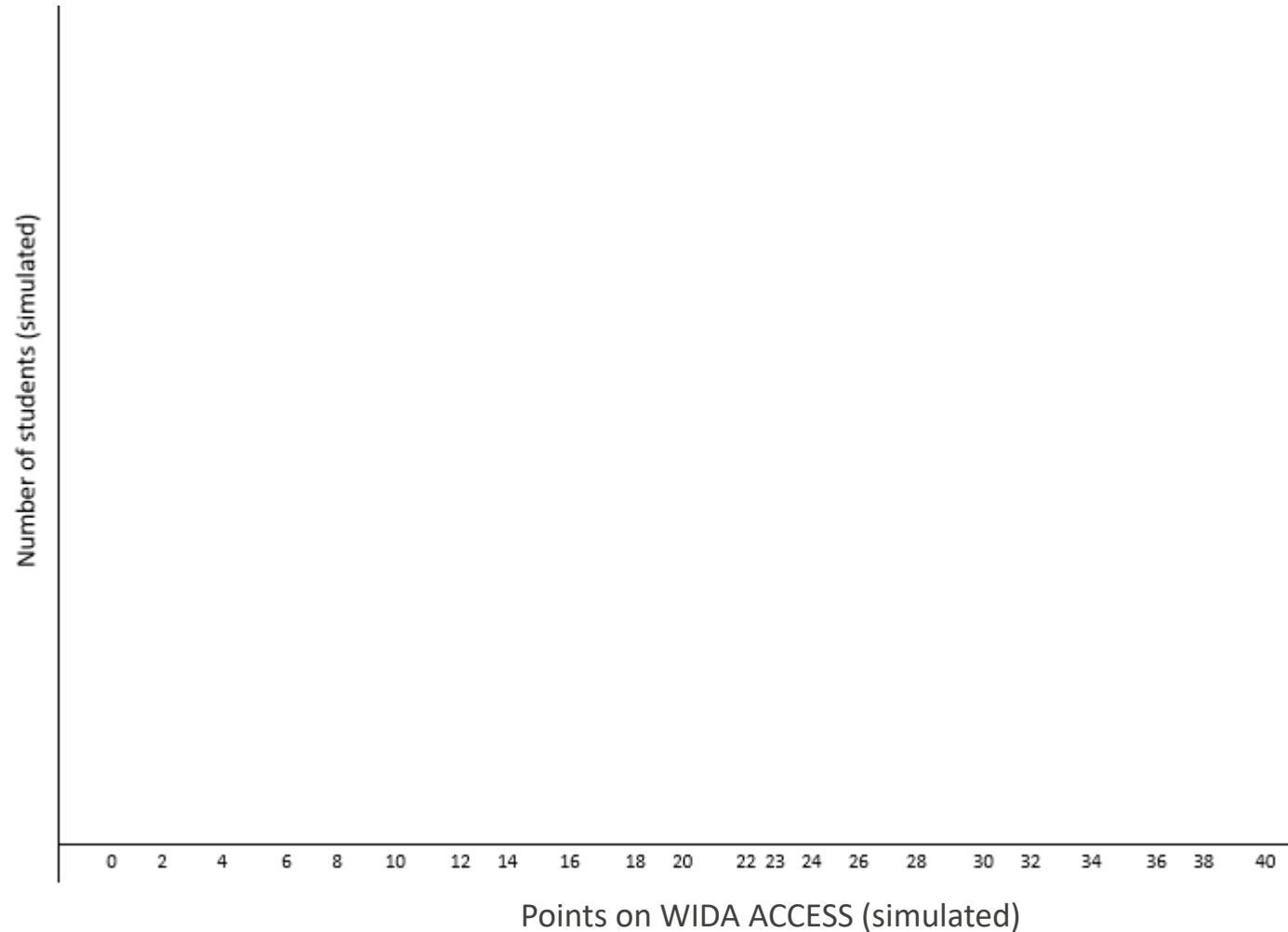
- Student's English skills **WILL** continue to impact student's access to core/ content instruction



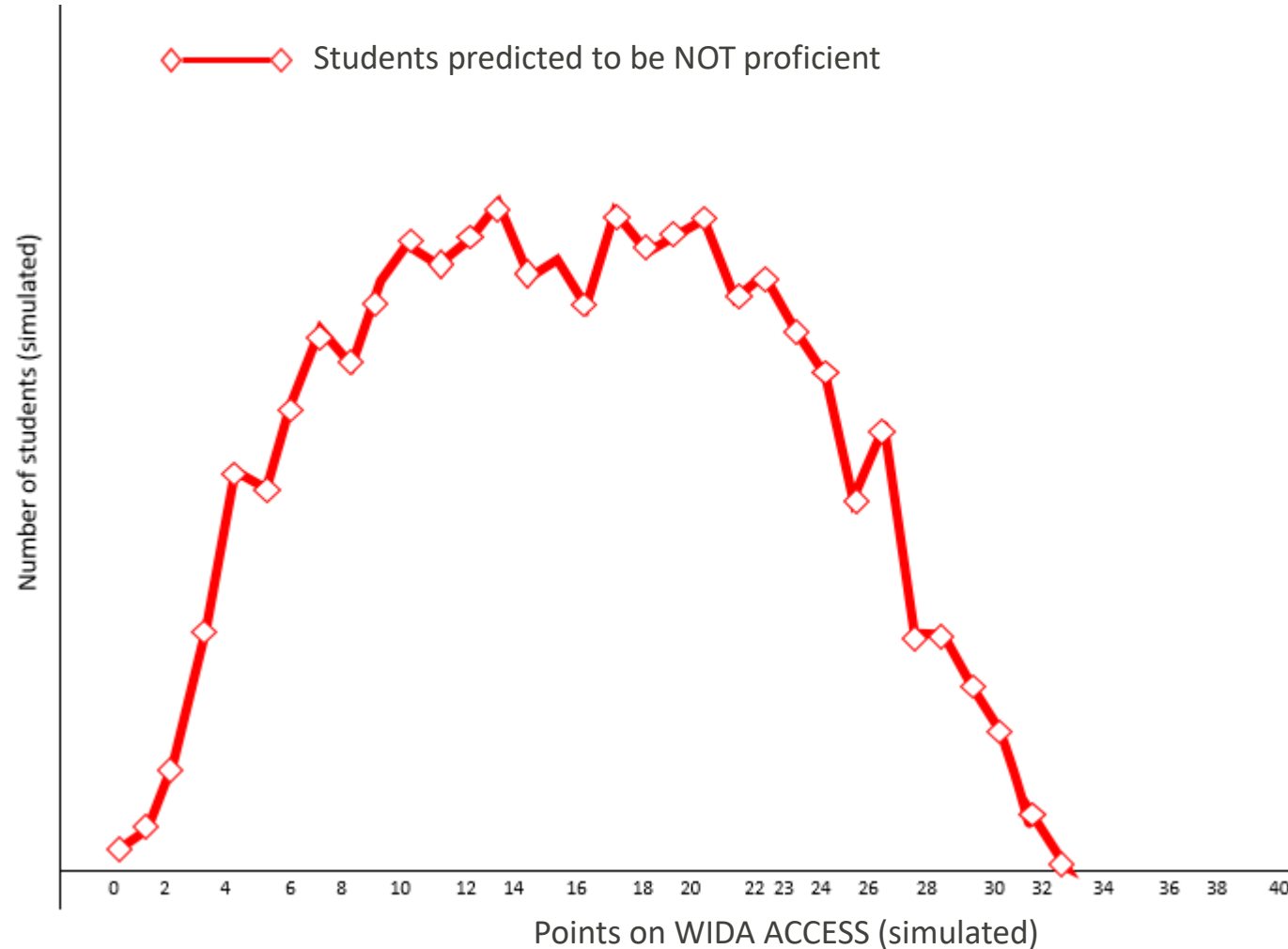
- Student's English skills **WILL NOT** continue to impact student's access to core/ content instruction



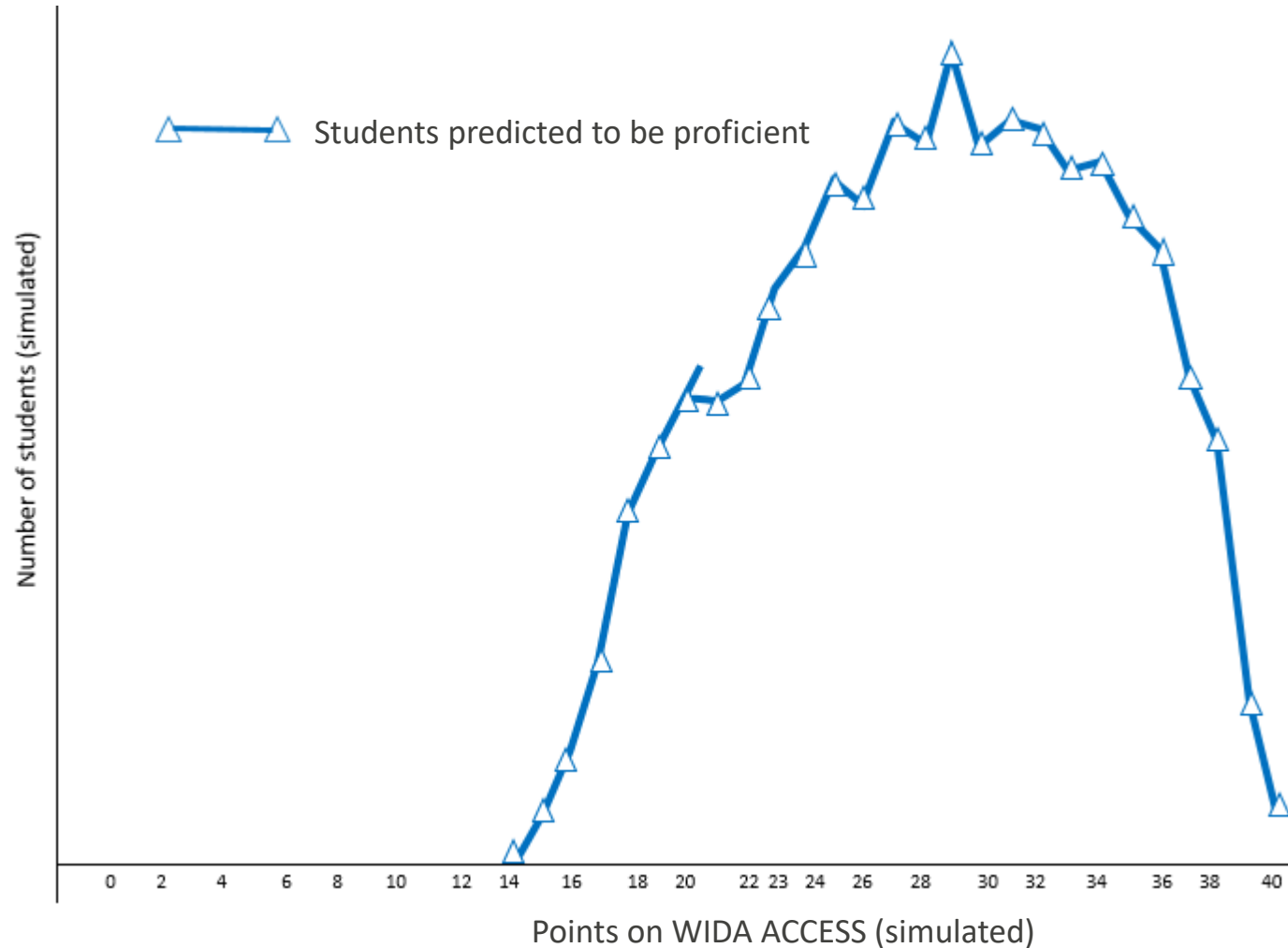
Students are matched to the WIDA Scale Score



Students predicted to be NOT Proficient



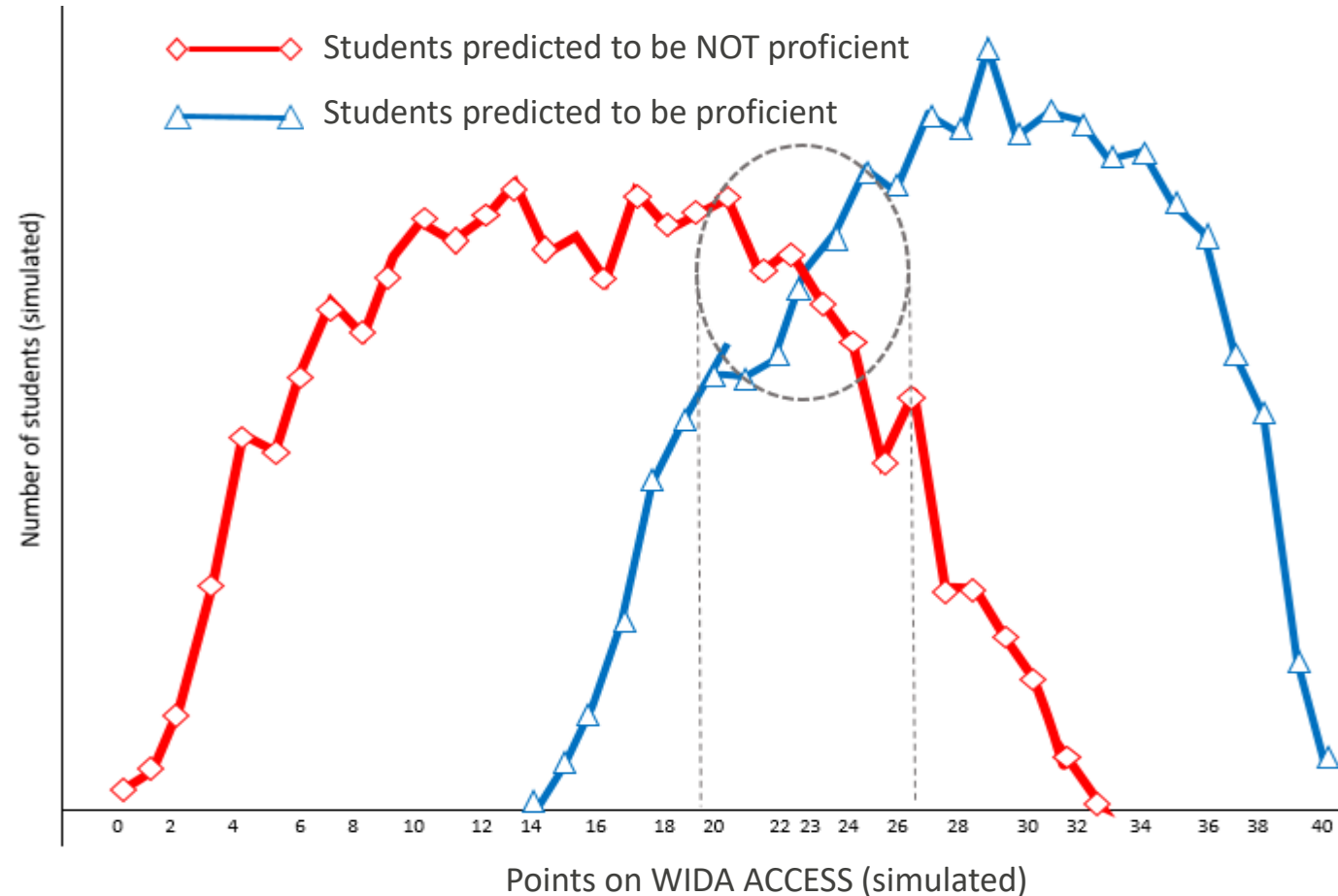
Students predicted to be Proficient



Results

- The place where the two distributions merge represents a possible separation point between “Proficient” and “Not Proficient”
- The point where teachers can’t tell the difference is at or near the point where students are functionally proficient

Intersection indicates a region where one group separates from another





WIDA Contrasting Groups Study: Data Collection Plan

What District/School Staff Will Do

- OSPI is building an Excel upload/download in WAMS
- District Assessment Coordinators download student list, distribute to schools
- List is filled in at the school level by teacher
- List is returned to DAC and uploaded to WAMS
 - Will save most recent record per student per district
- Open during the month of January; closed before start of test window

What We'll Collect

- Student's SSID
- Teacher's observation (proficient, not, no basis)
- Teacher's "EDS Login Email" – the email they'd use to log into EDS to apply for or renew certification
 - DAC, DDSM can look up
 - OSPI Assessment Data Analysts can provide look-up support
 - Link to info from EDS account rather than additional survey questions for teachers





WIDA Contrasting Groups Study: Two Special Cases

WIDA Alt-ACCESS Testers

- Contrasting Groups Studies work best with large numbers of students
- WA-AIM learner characteristics inventory in Spring 2023 and Spring 2024 will include the new question re: English skills
- WIDA Alt-ACCESS testers will be included in the student lists prepared for districts/schools. There is no need to duplicate observations across the CGS and WA-AIM LCI.
- More qualitative approaches to be discussed in the near future.



AI/AN Students Eligible under Title III

- We are working with the Office of Native Education to develop a question that will allow AI/AN students who qualify for Title III services to be included in this survey in a meaningful way.

Contact and Support

OSPI Assessment Analysts for student data issues and technical questions about uploading files:

assessmentanalysts@k12.wa.us

Thank you!



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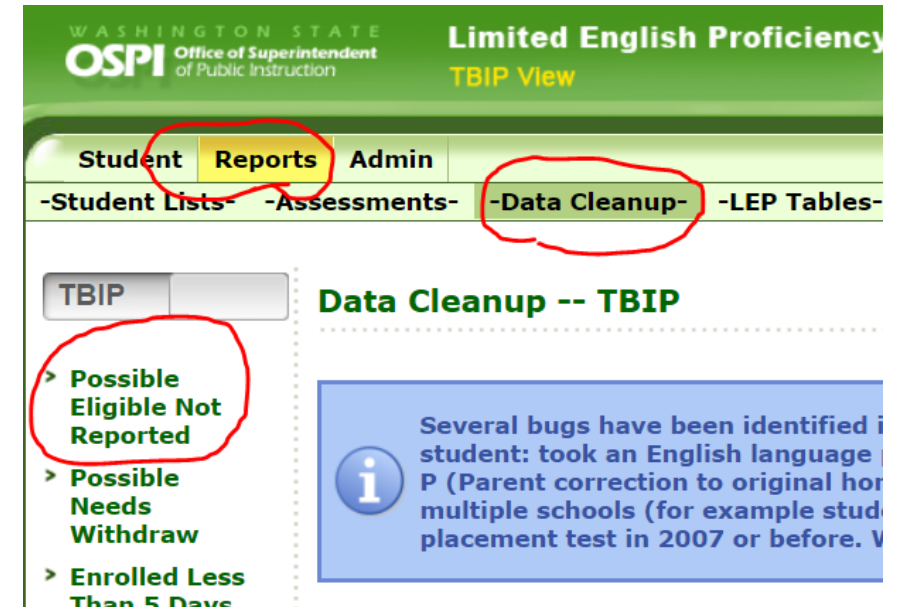




Student Data Clean-up

Possible Eligible Not Reported: Clean-Up

- Look for reporting errors. Refer to:
 - [CEDARS Data Manual](#), pg. 116-124
 - [CEDARS Reporting Guidance](#), pg. 111-115
- Make sure your SIS has updated to CEDARS by Dec. 9th – this is controlled locally
- **Accuracy, Not Perfection**
 - There will be instances when you cannot remove a student from the PENR. It is important to know WHY the student is on the PENR.
 - Don't worry about students on the PENR who DON'T qualify.



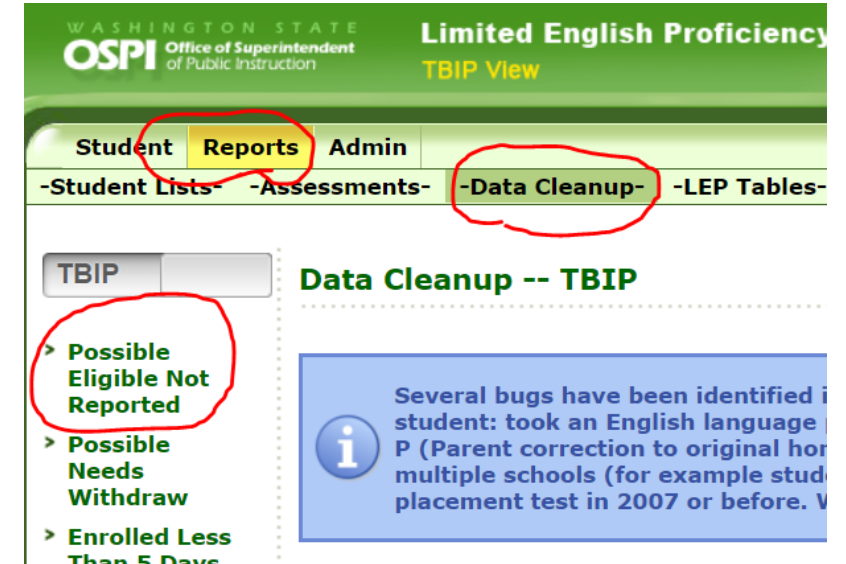
Possible Eligible Not Reported: Known Groups

Students Who Are Eligible and Need to be Reported

- First grade students whose overall scores were not reported in K
- Provisional Students Who Need to Be Screened
- Students who qualified for services in other districts

Students Who May Still Remain on PENR

- Students who exited via WIDA ACCESS
- TK students
- Students from other states who qualified for services via previous states' ACCESS scores



Pre-ID Files for DRC (WIDA AMS)

On December 13, OSPI sends a file to DRC. This file is used to:

- Upload students into DRC's testing system (WIDA AMS)
- Order initial materials
 - Grade 1-3 writing booklets
 - Kindergarten ACCESS materials
 - White, student-specific labels (only bubble in Test Date)
 - Yellow, school/district labels (requires 7 areas to bubble on booklets)
- Limit the need for data validation at the end of the test window by having the data automatically uploaded instead of manually entered.



Pre-ID Files for DRC (WIDA AMS)

- Pre-ID = a natural consequence of CEDARS data quality
- WAMS Pre-ID list – reviewed by DACs
 - All students qualifying for services per CEDARS
 - Primary school='Yes'
- PENR process helps correctly identify students qualifying for services
- “Part-time” students and Primary School of Responsibility
 - IsPrimary – CEDARS Element C10
 - Home-based and private included in pre-ID if IsPrimary=Y



OSPI WIDA ACCESS Refresher Training

- OSPI developed a refresher training for some Test Administrators
 - TAs must have completed training for the WIDA ACCESS in 2022 or the WIDA Screener training for fall 2022 to be eligible for the Refresher training.
 - The refresher training is approximately 30 minutes and includes 3 parts:
 - Video
 - Knowledge Check
 - Survey
 - The refresher training is only for the WIDA Online ACCESS.
 - TAs for the Alternate ACCESS or Kindergarten ACCESS must complete training in the WIDA Secure Portal.
- DACs received the link to the refresher course on November 28 and they can share the link with TAs who are eligible for the refresher training.





Afghan Grant Updates

Afghan Refugee Support to Schools Grant

For Districts Who Have Already Been Notified About this Opportunity

Where are we in the process of launching?

- OSPI is currently finalizing our contract with DSHS
- Application has been submitted for development in iGrants

What to Expect!

- As soon as the application is open, we will contact you
- We promise, no one will be missed
- The grant period will be extended to June, 2024



REUTERS/Kevin Lamarque



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Professional Learning Opportunities

Upcoming Events

New PLCs:

- [Small/Rural Multilingual Programs PLC](#) | Tues. Dec. 13, 3:30-4:30 p.m.
- [Virtual Schools and ALE Programs PLC](#) | Thurs. Dec. 8, 3:00-4:00 p.m.

WIDA Facilitated Workshops

- All sessions full – Waitlist available
- [Nurturing Speaking Growth–Session 3](#) | Wed., Jan. 11 & 18, 3:00-4:30 p.m.

Multilingual Webinar Series

- Thursday, Jan. 19 | 1:00-3:00 p.m. | [Long-Term English Learners Webinar](#)



Language Learning Regional Networks

Region Program Supervisor: [Sue Connolly](#)

- ESD 123 | [Tue, Nov. 29 - 8:30 AM - 10:00 AM](#)
- ESD 105 | [Wed, Nov. 30 - 8:30 AM - 10:00 AM](#)

Region Program Supervisor: [Shannon Martin](#)

- ESD 113 | [Wed, Nov. 30 - 10:30 AM - 12:00 PM](#)
- ESD 114 | [Thurs, Dec. 8 - 3:00 - 4:00 PM](#) |
Teachers/Classroom Staff
- ESD 114 | [Thurs, Dec. 8 - 4:00 - 5:00 PM](#) |
Admin./Management
- ESD 112 | [Tues, Jan. 24 - 10:30 AM - 12:00 PM](#)

Region Program Supervisor: [Katie Sperling](#)

- ESD 101 | [Mon, Dec. 12 - 8:30 AM - 10:00 AM](#)
- ESD 171 | [Mon, Dec. 12 - 12:30 PM - 2:00 PM](#)

Region Program Supervisor: [Virginia Morales](#)

- ESD 189 | [Mon, Dec. 12 - 10:30 AM - 12:00 PM](#)
- ESD 121 | [Tue, Dec. 13 - 10:00 - 12:00 PM](#)



Tribal & Heritage Language PLCs



Design by
Roger Fernandes

Tribal Language Educators' PLC

1st and 3rd Thursdays of the month | 4–5 pm

Kayla Guyett | kayla.guyett@k12.wa.us

Heritage Language Educators' PLC

2nd Tuesday of the month | 4–5 pm

Ema Shirk | ema.shirk@k12.wa.us



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Dual Language PLCs



Dual Language Leaders

Dual Language Leaders' PLC

1st Tuesday of the month | 1–2 pm

Small & Rural Dual Language Programs' PLC

2nd Tuesday of the month | 1–2 pm

Planning & New Dual Language Programs' PLC

3rd Tuesday of the month | 1–2 pm

ELL & Bilingual Educator Prep Programs' PLC

3rd Wednesday of the month | 3–4 pm

Grade Band Specific Dual Language PLCs

Elementary Dual Language Educators' PLC

2nd Thursday of the month | 4–5 pm

Middle and High School Dual Language Educators' PLC (All Languages)

4th Thursday of the month | 3–4 pm

Spanish Language PLCs (Current and Future Teachers)

Elementary Spanish Dual Language Educators' PLC (Destrezas Fundamentales/ Foundational Skills)

1st Tuesday of the month | 4–5 pm

Lectoescritura: Literatura autentica para todos niveles PLC (Club de lectura con actividades)

3rd Tuesday of the month | 4–5 pm

Cafecito | Dual & Heritage Language Collaboration Space

4th Tuesday of the month | 3–5 pm



Check-in Time

Please feel free to join a Breakout Room:

- Contrasting Groups & WIDA (Lucas, Leslie, Virginia)
- PENR (Sue & Katie)
- MTSS & Afghan Grant (Kristin)
- Dual Language (Patty, Ema, Teresa)

