

Multilingual Education Information Session

August 10, 2023

In the chat: Share some of your summer adventures.

Please rename yourself with your full name and district/organization.

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 Coast Salish, 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



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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

- WIDA Screening Updates
- Family Communication
- WIDA Professional Learning
- DL Teacher Leader Cohort
- Grant Updates
- Upcoming Events & Opportunities





WIDA Screening Updates

WIDA Screening & TA Training



- TA training is an annual requirement for those who are administering WIDA Screener.
- TAs must complete training and pass the appropriate quiz before administering the screener.
- Training for the 2023-24 school year must be completed on or after July 1, 2023. The trainings on the portal will say 2022-23 school year until September 1. As long as the date of completion is after July 1, the training can be used for the 2023-24 school year.
- Grades 1-12: screener results are available in WIDA AMS in 49 languages.

WIDA Screener Proficiency Scores

Grade	Overall	Domain
1st	4.5	4.0 (all domains)
2-12	5.0	4.0 (all domains)

Kindergarten Screening Process

Before January 1st:

- Students can only screen on **Speaking and Listening domains**. They must achieve a level 5 in each domain to be considered ineligible for ELD services.

On or After January 1st:

- Students must screen on **all four domains**. They must achieve a 4.5 overall composite score and a 4.0 minimum domain score to be considered ineligible for ELD services.

Kindergarten WIDA Screener Proficiency Scores

Time of Year	Domain Score Minimum	Composite Score Minimum
Prior to Jan. 1 st	5.0 (speaking & listening only)	5.0 (oral language)
On or After Jan. 1 st	4.0	4.5 (overall)

Transitional Kindergarten Screening

Use the following procedure for screening students in Transitional Kindergarten (TK):

- 1. Administer Home Language Survey** and review first language and most used language (questions 2 & 3)
- 2. Provisionally qualify** students who are possibly eligible, using date of enrollment as Initial Placement Test Date
- 3. Screen TK students in the spring** starting May 1st using the WIDA Kindergarten Screener (listening & speaking only) before the end of the year

Provisionally-qualified TK students can be reported on the P-223 for TBIP funding. Services are best provided in the TK setting (not pull-out).

Out-of-State Transfer Students

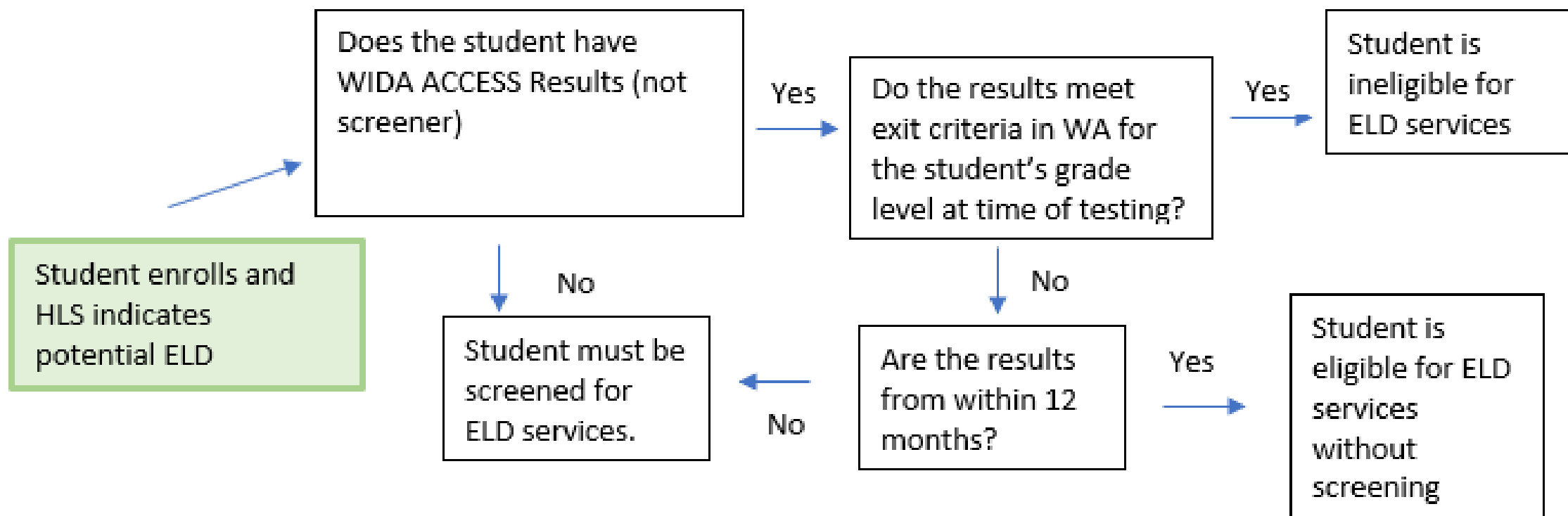
WIDA ACCESS scores from out-of-state can be used in lieu of screening under the following conditions:

- If the student **met** the current WA State WIDA Exit Criteria at any point, the student is **ineligible** for services.
- If the student **did not meet** the WA State WIDA Exit Criteria on a test taken within the previous 12 months, the student is **eligible** for services.
- If the student **has not taken** the WIDA ACCESS **in the last 12 months** and has not met the current WA State Exit Criteria, then the student must be screened.

All WIDA scores must reflect the requirements for the grade level the student was enrolled in when tested. Students must be identified within 10 school days of enrollment, so if scores are not available in that time frame, the student must be screened.



Out-of-State Transfer Students Flow Chart



Screener Materials

- You can use kindergarten materials from last year's WIDA Screener tests to administer tests for the 2023-2024 school year.
- To order additional Kindergarten WIDA Screener materials districts need to place an order directly with the [WIDA Store](#). For step-by-step guidance, check out the [Screener FAQ](#).
- OSPI printed writing booklets for screening in grades 1-3. These should arrive in district on August 1st. Please print additional booklets from WIDA Secure Portal if needed.



ELP Assessment Resources

- [ELP Assessments:](#)
 - Quick Start Guide
 - District Contact List
 - WIDA Assessment Guide
 - ELP Assessment Updates
- [Screener Page:](#)
 - Eligibility Criteria
 - Screener FAQ
 - K and TK Screening Policy






Family Notification Letters

Updated Home Language Survey

- Make sure you are using the updated Home Language Survey available at: [Family Communication Templates](#)
- Question 1 revised to meet Language Access requirements in [RCW 28A.183](#)
- Question 2 revised to specify first language(s) the child **spoke** or **understood** (CEDARS will be able to capture 2+ languages in 2024).
- [HLS Guidance](#) provides information on each question and tips for administration.

 Home Language Survey - English		
The Home Language Survey is given to <i>all</i> students enrolling in Washington schools.		
Student Name:	Grade:	Date:
Parent/Guardian Name _____ Parent/Guardian Signature _____		
<p>Right to Translation and Interpretation Services</p> <p>All families have the right to information about their child's education in a language they understand. Please tell us your language preferences so we can provide an interpreter or translated documents, free of charge, when you need them.</p>	<p>1. a) In what language(s) would your family prefer to receive written communication from the school? _____</p> <p>b) Do you need an interpreter for meetings and phone calls (including ASL)?</p> <p>Parent/Guardian Name #1: _____</p> <p>Interpreter Needed? ____ Yes ____ No Language _____</p> <p>Parent/Guardian Name #2: _____</p> <p>Interpreter Needed? ____ Yes ____ No Language _____</p>	
<p>Eligibility for Language Development Support</p>	<p>2. What language(s) did your child first speak or understand? _____</p>	

Notification Timeline

SEPTEMBER

Notification of Continued Eligibility OR
Notification of Placement (New Students)

ON-GOING

Notification of Placement (New Students) OR
Notification of Continued Eligibility (New Transfers)

JUNE

Score Report (in Home Language)
Score Report Letter OR
Transition Letter
File Score Report in English in Cum Folder

Notification of Placement or Continued Eligibility must be sent:

- No later than 30 calendar days after the beginning of the school year OR
- Within the first two weeks of placement in program for students who enroll after the start of the school year.

Notification of Placement Letter

- Shows student scores & proficient scores
- May want to separate K from grades 1-12
- Include programs offered in district & check program
- Translated versions include English for easy completion
- Separate letter for TK

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 grade K before January 1, to be considered proficient, students must score:	5	5	-	5	-
For grade K after January 1, to be considered proficient, students must score:	4.5	4	4	4	4
For grade 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 of Continued Eligibility Letter

- Shows student scores & proficient scores
- Use SBA or district assessments for ELA and Math data
- Include programs offered in district & check program
- All letters may be set up for electronic “merging”

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

Student's Name: _____ Date: _____

School: _____ School District: _____

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	Overall
Your Child's Most Recent Score	
For grades K-1, to exit services, students must score:	4.0
For grades 2-12, to exit services, students must score:	4.7

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 Alternate ACCESS Eligibility Letter

- Shows WIDA Alt ACCESS levels
- Include programs offered in district & check program
- Some components may not seem relevant but are federally required

**Family Notification of Continuing Student Placement
in an English Language Development Program
based on the Alternate ACCESS Assessment**

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

School: _____ **School District:** _____

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. Your child's English proficiency was measured on the WIDA Alternate ACCESS Assessment, and your child scored at this level:

A1, Initiating
 A2, Exploring
 A3, Engaging

P1, Entering
 P2, Emerging
 P3, Developing

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 academic standards and requirements for promotion and graduation. The English language development program will coordinate with appropriate staff to meet the objectives of your child's Individualized Education or 504 Plan.



Family Communication Data

- For Notification of Placement or Continued Eligibility letters, you will need to include the 4 and 5-year graduation rates for MLs and the average years to exit the program.
- OSPI is working on an updated data file for this information.
- The updated file will be shared by the end of next week.





WIDA Professional Learning

WIDA Professional Learning Update

2022-2023 Offerings	2023-2024 Offerings
The WIDA Standards Framework: A Collaborative Approach	The WIDA Standards Framework: A Collaborative Approach
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 (ICMEE)
Home Languages in the Classroom	Making Language Visible in the Classroom
Making Language Visible in the Classroom (NEW!)	Reframing Education for Long-term English Learners
Reframing Education for Long-term English Learners (NEW!)	Exploring the WIDA PreK-3 Essential Actions (NEW!)
	Newcomers: Promoting Success through Strengthening Practice (NEW!)

Access to 2022-2023 offerings ends on Aug.31, 2023.

Access to 2023-2024 offerings begins on Sept.1, 2023.



DL Teacher Leader Cohort

Dual Language Spanish Teacher Leader Cohort



- PLC to support Spanish Dual Language and Heritage teachers who are implementing the WIDA Marco DALE SLD Standards Framework.
- Applicants must commit to one full-day in-person WIDA workshop as well as a monthly PLC meeting.
- Applicants should be in positions in which they regularly teach or coach teachers in a Spanish Dual/Heritage Language Program.
- To apply, complete this [survey](#) by September 22, 2023.
- Contact [Teresa Mendoza-Casby](#) or [Katie Sperling](#) for more information.



Grant Updates

Updates FP 972 and FP 219

FP 972 Professional Learning Report in iGrants

FP 972 is past due! Please submit ASAP (due date was June 30, 2023)

TBIP and CGA applications are not reviewed until FP 972 is submitted and approved.

FP 219 TBIP in EGMS

Opportunity AN-OSPI-1803

Please initiate, complete and submit ASAP.

Applications were due August 1.



Support Opportunities

EGMS Office Hours (TBIP):

May 18 – November 16 (as needed)

Thursdays 1:00 – 2:00

<https://us02web.zoom.us/j/89226337985>

Additional Office Hours (ESEA):

August 8 – January 30 (as needed)

Tuesdays 10:00 – 11:00

<https://us02web.zoom.us/j/89599088099>



Dual, Heritage, and Tribal Language Grants

- Grant funding for 2023-24:
 - \$25,000-\$60,000 – New, Planning, & Expanding DL/HL/TL Programs
 - Possible additional funding for...
 - Large programs (4+ schools) or small/rural schools (REAP eligible)
 - Languages other than Spanish
 - Grow-your-own programs for bilingual teachers
- Grant applications will launch soon!
 - Application will be in iGrants (FP 979 or FP 748)
 - Non-competitive process (rolling approvals)
 - Intent to Participate survey was due July 31
 - Second opportunity in the fall to apply





Upcoming Events & Opportunities

Upcoming Events



ML Director Workshops

- Monday, August 14 at ESD 121 | 9:00 am – 4:00 pm
- Wednesday, August 16 at ESD 105 | 9:00 am – 4:00 pm

Next Information Session

- Thursday, September 7 | 9:00-10:00 am & 3:00-4:00 pm

Dual Language PLCs

- More information coming in September



New Format for Info Session

Beginning in September, Multilingual Education will be changing the format of the information sessions. In addition to providing updates, we will be adding professional learning topics.

Possible topics include:

- Structured literacy for MLs
- Pre-Referral Process
- Program Models
- Braided Funding
- Co-Planning
- Co-Teaching

Share your thoughts!

Complete this [survey](#) to let us know what topics you would like to learn more about.





Washington Office of Superintendent of
PUBLIC INSTRUCTION

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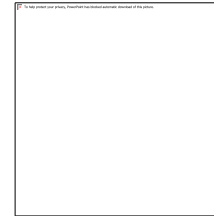
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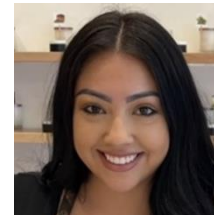
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Check-in Time

Please feel free to join a Breakout Room:

- Grants & PLCs (Kristin & Ema)
- WIDA Screener & Notifications (Leslie & Virginia)
- DL Cohort (Katie & Teresa)

