Multilingual Education Information Session

June 6, 2024

In the chat: What is your favorite summer activity to relax?

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 Squaxin Island, Chelan and Ho-Chunk Tribes and honor with gratitude the land itself and these tribes.

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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.
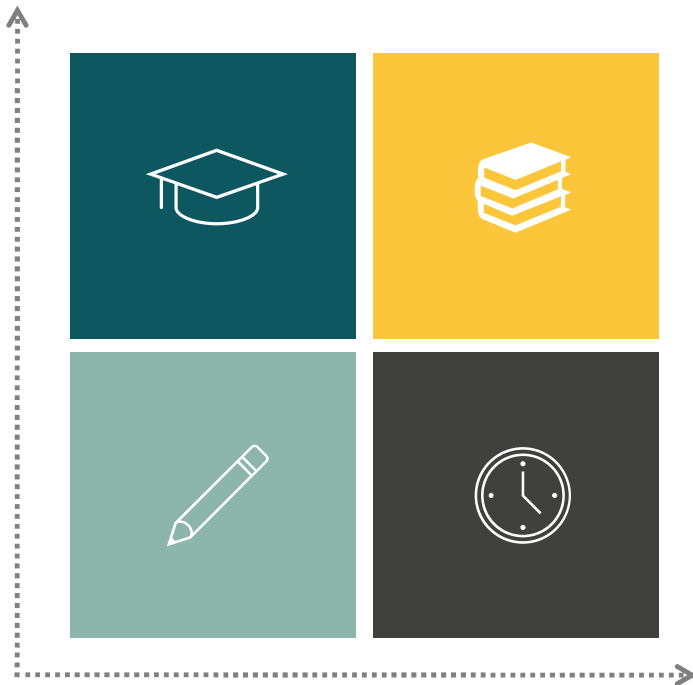
Values

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

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Today's Agenda

Using WIDA ACCESS for Instructional Planning

Family Notification Letters

WIDA ACCESS Updates

Resources & Opportunities

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Using WIDA ACCESS for Instructional Planning

Step 1: Access WIDA Frequency Reports

Use DRC Insights/WIDA AMS

- My Application
- Report Delivery
- Test Results
- "Reporting Services" in blue box
- Published Reports

Available Reports:

- Summative District Student Response File
- District Summative Frequency Reports
- School Summative Frequency Reports
- Summative School Roster Report

WIDA — ACCESS for ELLs — English Language Proficiency Test

District: WIDA Use Only - Sample District
Grade: 01
Cluster: 1

District Frequency Report — 2024

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language^A		Literacy^B		Comprehension^C		Overall Score^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering — Knows and uses minimal social language and minimal academic language with visual and graphic support	5	33%	6	40%	5	33%	0	0%	6	40%	0	0%	5	33%	0	0%
2 – Emerging — Knows and uses some social English and general academic language with visual and graphic support	5	33%	1	7%	5	33%	0	0%	1	7%	0	0%	5	33%	0	0%
3 – Developing — Knows and uses social English and some specific academic language with visual and graphic support	0	0%	5	33%	0	0%	0	0%	3	20%	0	0%	0	0%	0	0%
4 – Expanding — Knows and uses social English and some technical academic language	0	0%	3	20%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
5 – Bridging — Knows and uses social and academic																

Step 2: WIDA ACCESS Analysis Tool

WIDA ACCESS Analysis Tool

The Data – Domains: Reading, Writing, Speaking, Listening

Grade Level	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12
21-22 - Asset Domains													
21-22 - Instructional Focus Domains													
22-23 - Asset Domains													
22-23 - Instructional Focus Domains													
23-24 - Asset Domains													
23-24 - Instructional Focus Domains													

What do the WIDA ACCESS data say about the needs of your Multilingual Learners?	

Data Analysis - Spring 2022, 2023 and 2024

Working as a school or district team:

Look at each grade level frequency report for each year.

- Determine the domain that has the most proficiency.
- Determine the domain that has the least proficiency.

WIDA — ACCESS for ELLs
English Language Proficiency Test

District:
Grade: 08
Cluster: 6-8

District Frequency Report — 2024

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language[A]		Literacy[B]		Comprehension[C]		Overall Score[D]	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	12	6%	48	26%	52	28%	24	13%	31	17%	34	18%	24	13%	32	17%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	12	6%	24	13%	46	25%	28	15%	17	9%	37	20%	45	24%	30	16%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	40	22%	79	43%	43	23%	100	54%	54	29%	71	38%	36	19%	67	36%
4 – Expanding Knows and uses social English and some technical academic language	24	13%	33	18%	15	8%	32	17%	58	31%	37	20%	29	16%	48	26%
5 – Bridging Knows and uses social and academic language working with grade level material	15	8%	0	0%	17	9%	0	0%	19	10%	4	2%	28	15%	5	3%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	82	44%	0	0%	12	6%	0	0%	5	3%	1	1%	23	12%	2	1%

	Listening	Speaking	Reading	Writing
Highest Score	514	432	472	413
Lowest Score	271	148	273	188
Total Tested	185			

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Step 3: Reflection and Goal Setting

- What trends do you see within or across grade levels?

- What trends do you see within or across domains?

- What implications does this have for instructional focus areas and/or professional learning?

Goal Setting

List your district/school's goals for Multilingual Learners based on your School Improvement Plan or District Strategic Plan.	
Identify the specific strategies you will use to support MLs for each of these goals.	*Possible Strategies: WIDA Standards Framework aligned units, GLAD, SIOP, UDL*

Step 4: Professional Learning Cycles

- **Initial Learning:** Educators learn a new instructional strategy.

- **Implementation Support:** A coach or colleague models or assists with implementing the strategy in the classroom.

- **Safe Practice:** Teacher teams plan and practice using the strategy in their lessons.

- **Classroom Observations:** Ensures consistent use across classrooms and provides accountability.

- **Review and Reflect:** Educators review and reflect on use of the new strategy during staff meeting or PLC.

- **Follow-up Readings**: Provides reminders or examples of how to use the strategy.

- **Sharing with Families:** Helps students and families use the strategy both in the classroom and at home.
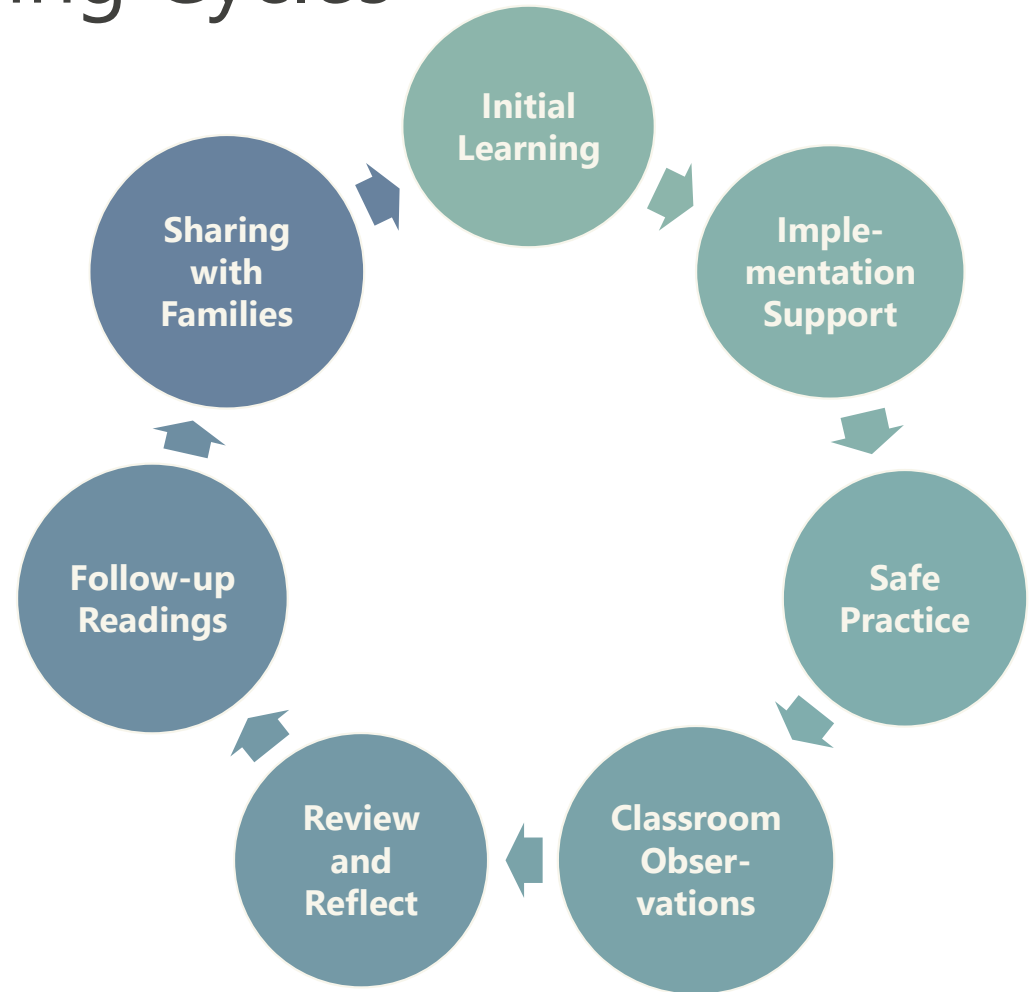
Professional Development Cycle Plan

PD Activity	Dates	Description of Professional Development Activity
Initial Learning		
Implementation Support		
Safe Practice		
Classroom Walkthroughs		
Review & Reflect		
Professional Reading		
Sharing		

What data will you use to track progress towards meeting continuous improvement goals for MLs?	*Consider the domains selected for improvement. What data do you have? What data do you need?*
When will you monitor the implementation of new professional learning?	*Classroom walkthroughs, follow-up coaching, self-reporting of strategy use, student feedback, PLC observations*

District & School Planning Tools

- OSPI Multilingual Learner School Plan provides steps for developing strategies to support multilingual learners in School Improvement Plans.

- WIDA ACCESS Analysis Tool provides support for analyzing data and setting goals and professional learning plans.

- OSPI Multilingual Learner Program Evaluation supports required district annual program evaluation and continuous improvement planning.

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Setting Individual Student Growth Goals

Consider...

- Average progress based on overall score
- Individual areas of strength/concern in domains
- Grade level trends & focus areas

Multilingual Learner Expected Progress
for WIDA ACCESS Overall Composite Scores

Baseline	YR1	YR2	YR3	YR4	YR5	YR6
1.0	2.0	2.8	3.4	3.9	4.3	4.7
1.1	2.1	2.9	3.4	3.9	4.3	4.7
1.2	2.2	3.0	3.5	4.0	4.4	4.7
1.3	2.3	3.0	3.5	4.0	4.4	4.7
1.4	2.3	3.0	3.5	4.0	4.4	4.7
1.5	2.4	3.1	3.6	4.0	4.4	4.7
1.6	2.5	3.2	3.7	4.1	4.5	4.7
1.7	2.6	3.2	3.7	4.1	4.5	4.7
1.8	2.6	3.2	3.7	4.1	4.5	4.7
1.9	2.7	3.3	3.8	4.2	4.6	4.7
2.0	2.8	3.4	3.9	4.3	4.7	
2.1	2.9	3.4	3.9	4.3	4.7	
2.2	3.0	3.5	4.0	4.4	4.7	
2.3	3.0	3.5	4.0	4.4	4.7	
2.4	3.1	3.6	4.0	4.4	4.7	
2.5	3.2	3.7	4.1	4.5	4.7	
2.6	3.2	3.7	4.1	4.5	4.7	
2.7	3.3	3.8	4.2	4.6	4.7	
2.8	3.4	3.9	4.3	4.7		
2.9	3.4	3.9	4.3	4.7		
3.0	3.5	4.0	4.4	4.7		
3.1	3.6	4.0	4.4	4.7		
3.2	3.7	4.1	4.5	4.7		
3.3	3.8	4.2	4.6	4.7		
3.4	3.9	4.3	4.7			
3.5	4.0	4.4	4.7			
3.6	4.0	4.4	4.7			
3.7	4.1	4.5	4.7			
3.8	4.2	4.6	4.7			
3.9	4.3	4.7				
4.0	4.4	4.7				
4.1	4.5	4.7				
4.2	4.6	4.7				
4.3	4.7					
4.4	4.7					
4.5	4.7					
4.6	4.7					

WIDA — ACCESS for ELLs

English Language Proficiency Test

District: WIDA Use Only - Sample Distric
School: WIDA Use Only - Sample School
Grade: 04

Student Roster Report — 2024

STUDENT NAME / STATE STUDENT ID	Tier	Cluster	Listening Scale Score	Listening Prof Level	Speaking Scale Score	Speaking Prof Level	Reading Scale Score	Reading Prof Level	Writing Scale Score	Writing Prof Level	Oral Language[A] Scale Score	Oral Language[A] Prof Level	Literacy[B] Scale Score	Literacy[B] Prof Level	Comprehension[C] Scale Score	Comprehension[C] Prof Level	Overall Score[D] Scale Score	Overall Score[D] Prof Level
Torres, Carlos 11117053	A	4-5	120	1.0	168	1.3	175	1.0	282	2.7	144	1.1	229	1.5	159	1.0	203	1.4
Torres, Isabella 13117053	A	4-5	120	1.0	168	1.3	175	1.0	306	3.2	144	1.1	241	1.6	159	1.0	212	1.5
Torres, Maria 12117053	A	4-5	120	1.0	168	1.3	175	1.0	403	5.0	144	1.1	289	2.0	159	1.0	246	1.7
Torres, Pablo 21117053	A	4-5	120	1.0	168	1.3	175	1.0	339	3.8	144	1.1	257	1.7	159	1.0	223	1.5
Torres, Walter 14117053	A	4-5	120	1.0	168	1.3	175	1.0	374	4.4	144	1.1	275	1.9	159	1.0	235	1.6
Vang, Carlos 11086999	BC	4-5	511	6.0	306	3.2	459	6.0	378	4.5	409	5.9	419	6.0	475	6.0	416	6.0
Vang, Isabella 13086999	BC	4-5	511	6.0	355	4.2	459	6.0	442	6.0	433	6.0	451	6.0	475	6.0	445	6.0
Vang, Maria 12086999	BC	4-5	511	6.0	306	3.2	459	6.0	320	3.5	409	5.9	390	5.3	475	6.0	395	5.5
Vang, Pablo 21086999		4-5	511	6.0			459	6.0							475	6.0		
Vang, Walter 14086999	BC	4-5	511	6.0	355	4.2	459	6.0	396	4.9	433	6.0	428	6.0	475	6.0	429	6.0
Yang, Carlos 11118248	A	4-5	307	2.8	343	4.0	309	2.0	339	3.8	325	3.5	324	3.2	308	2.3	324	3.3
Yang, Isabella 13118248	A	4-5	299	2.6	295	3.0	309	2.0	292	3.0	297	2.8	301	2.5	306	2.2	299	2.6
Yang, Maria 12118248	A	4-5	299	2.6	295	3.0	309	2.0	389	4.7	297	2.8	349	3.9	306	2.2	333	3.5
Yang, Pablo 21118248	A	4-5	307	2.8			309	2.0	235	1.7			272	1.8	308	2.3		
Yang, Walter 14118248	A	4-5	307	2.8	295	3.0	309	2.0	374	4.4	301	2.9	342	3.7	308	2.3	329	3.4

Overall Scores are computed when all 4 domains have been completed
NA – Not available = Student Booklet is marked with a Non-Scoring Code of Absent, Invalidate, Declined or Deferred Special Education/504

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Individual Student Plan

[OSPI Multilingual Learner Individual Learning Plan](#) supports crafting individualized plans for ML services and supports.

MULTILINGUAL/ENGLISH LEARNER CONTINUOUS LEARNING PLAN

This optional template is intended to support individualized student planning for the delivery of English language development and academic content. The Multilingual/English Learner Continuous Learning Plan is intended to document and support individual instruction for English language development services and facilitate collaboration among educators.

Student Name:	Date of Birth:
Teacher Name:	Date:
Parent/Guardian Contact:	

Present English language development levels and instructional priorities: Describe the student's strengths, and language domain levels, and potential targeted instructional priorities.

English language development goals: Describe the learning goals, including when and how progress toward those goals will be measured.

Domain(s):	Goal:	When & How Measured?

Description of English language development services: Use the space below to document/describe English language development services.

Family Notification Letters

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

Multilingual Family Communication Templates

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Updated Family Notification Letters

Updated letters that include new exit criteria:

- Proficiency/ Transition from Services
- WIDA ACCESS Score Report Letter
- Continued Eligibility (fall)

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
For grades 3-12, students who score a 3 or 4 on the Smarter Balanced English Language Arts test can also exit services if they score:	4.3-4.6

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WIDA Score Report Letter

LETTER (Optional):

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

SCORE REPORT (Required):

- 1 copy sent in English
- Other languages can be printed from WIDA AMS to send home
- File copy in cum folder

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WIDA Score Report Letter 2024   English

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
For grades K-1, to exit services, students must score:	4.0
For grades 2-12, to exit services, students must score:	4.7
For grades 3-12, students who score a 3 or 4 on the Smarter Balanced English Language Arts test can also exit services if they score:	4.3-4.6

Notification of Proficiency/Transition

LETTER (Required):

- Informs family that student has exited services
- Shows proficient scores for WA state

SCORE REPORT (Required):

- Send home with letter
- File copy in cum folder

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Transition Letter 2024   English

Date: INSERT DATE

To the Parents/Guardians of: INSERT STUDENT'S NAME

Congratulations! INSERT STUDENT'S NAME has reached proficiency on the WIDA ACCESS for ELLs assessment, which measures students' ability to read, write, speak, and listen in English. With this score, your child will no longer require English language development services at school.

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

WIDA ACCESS for ELLs	Overall
For grades K-1, to exit services, students must score:	4.0
For grades 2-12, to exit services, students must score:	4.7
For grades 3-12, students who score a 3 or 4 on the Smarter Balanced English Language Arts test can also exit services if they score:	4.3-4.6

Notification of Transition from Title III Services for AI/AN Students

- New specialized letter for AI/AN students
- Send home score report and transition letter (required)
- File copies in cum folder

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Family Notification of Transition from Title III Language and Literacy Services for American Indian/Alaska Native Students

Date: INSERT DATE

To the Parents/Guardians of: INSERT STUDENT'S NAME

Congratulations! INSERT STUDENT'S NAME has reached proficiency on the WIDA ACCESS English language proficiency assessment. With this score, your child will no longer require Title III Language and Literacy Services for American Indian/Alaska Native students.

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

WIDA ACCESS	Overall
For grades K-1, to exit services, students must score:	4.0
For grades 2-12, to exit services, students must score:	4.7
For grades 3-12, students who score a 3 or 4 on the Smarter Balanced English Language Arts test can also exit services if they score:	4.3-4.6

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Notification of Tested, Not Eligible

- Can be used for TK students who were provisional and then tested and did not qualify
- Can be used for new students who test and do not qualify

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WIDA ACCESS Updates

Updated WIDA ACCESS Exit Criteria

- SBA Scores can be used after June 7 to determine exiting for students in grades 3-12 (no score will be lowered after that date).

- Transition Letters can be sent for these students.

- Final scores will post in CEDARS in the fall.

Grade Level	Minimum Overall Score
K-1	4.0
2-12	4.7
3-12	4.3-4.6 and SBA 3 or 4

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Important Dates for 2024 WIDA Testing

- **June 10ish**: Paper reports in districts (not Alt ACCESS)
- **June 10-24**: Post-Reporting Data Validation
- **Fall 2024**: Alternate ACCESS results
- **January 2025**: Alternate ACCESS exit criteria released (goal date only)
- Lunch with Leslie: Mondays at noon
- WIDA Post Testing: Data Validation webinar recording

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Spring/Summer WIDA Screening

Starting May 1, 2024, schools may begin:
- TK Screening (required before the end of the school year)
- Screening of Incoming Kindergarteners

Eligibility Criteria:

Grade Level	Minimum Domain Score	Minimum Composite Score
Kindergarten (through December 31)	5 (listening and speaking)	5 (oral language)

Keep in mind the following:

- TK/Incoming Kindergarteners are only screened on Listening and Speaking

- Test administrators must go through the appropriate training if they have not completed training this year. **New trainings for 2024-25 open July 1.**

- See ELP Screener webpage for information on ordering materials. (district level order only)

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CEDARS Updates for TK Students

Refer to *Reporting Guidance for Transitional Kindergarten Students* for instructions on how to:

- Exit TK students from provisional status
- Add new program record
- Add new screener information
- Code TK students who do not qualify for services

Family Notification

Families must receive the regular Notification of Placement after a TK student qualifies in the spring or at the start of the new school year.

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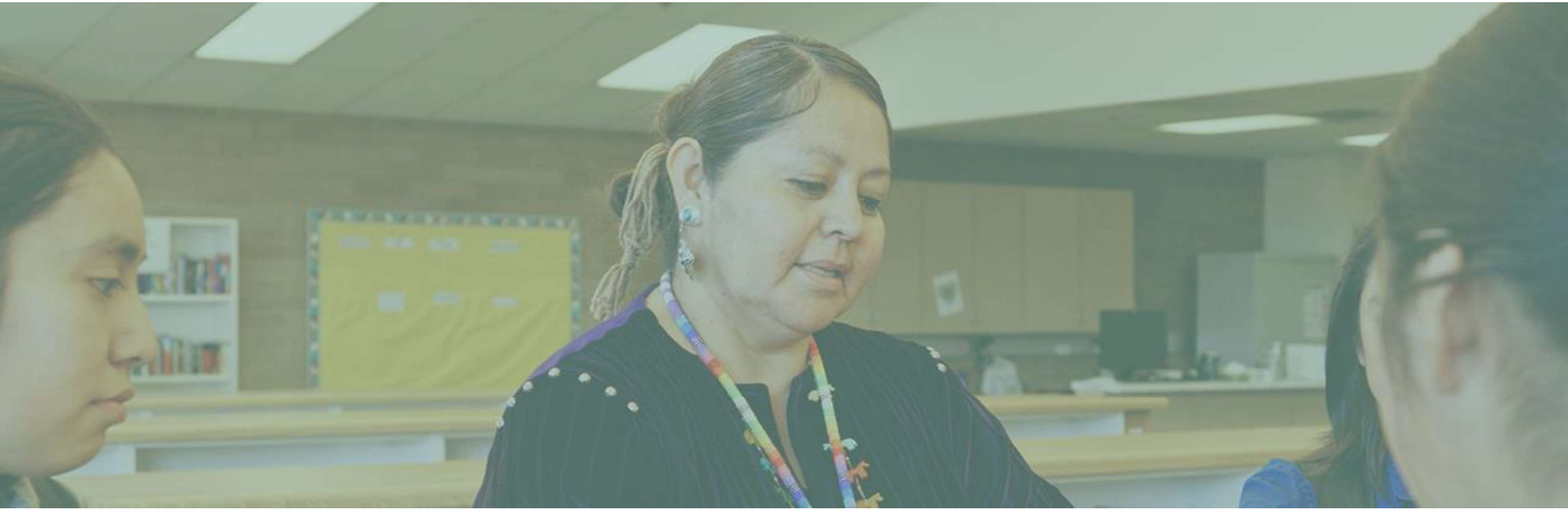
Resources & Opportunities

Grant Applications

Open Now in EGMS!

- TBIP Professional Learning Report (Due June 30)

Opening Soon in EGMS!

- ESEA Consolidated Grant - Title III (Consortium and CGA)
- FP219 - TBIP

Title III CGA	Title III Consolidated Grant Application (June)
Title III Consortium	Title III Consortium Grant Application (June)
TBIP	Transitional Bilingual Instruction Program Grant (June)

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Dual, Heritage, and Tribal Language Grants

Grant Close Out for 2023-24:
- All funds must be spent by **June 30, 2024**
- Ensure that Advisory Board has met and submit **end-of-grant survey**
- For **DL**, complete the **Program Implementation Survey** (by June 7)

DL/HL/TL Seed Grants for 2024-25:
- Application will be in **EGMS**
- To be considered please complete the **interest survey**.
  - **FP 748** Tribal Language Programs
  - **FP 978** Dual Language Programs
  - **FP 979** Heritage Language Programs

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Title II Endorsement Grants – FP 264

ELL/Bilingual Endorsement & First People's Grant for 2024-25:

- **FP 264** in **EGMS due June 17**
- No interest form needed
- Awards will be granted according to rank order until all funds have been used
- Application requires certification number or para-educator district ID number
- Bilingual teachers could also add other content endorsements (e.g. Social Studies, World Language, Math)
- Funds can be used through August 31, 2025

Work with local universities to support candidates!

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Multilingual Family Advisory Committee

- **Purpose:** To provide input on state family engagement work including updating family surveys, guidance, and webpages.

- **Members:** Represent different regions and roles including multilingual parents, family liaisons, multilingual educators & community leaders.

- **Meetings:** 3x per year on Saturdays from 9:00 AM to 4:00 PM

- **Locations:** Zoom and in-person meetings held across the state

- **Provided by OSPI:** Interpreters, travel expenses

- Apply by June 30

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Multilingual Education Advisory Committee (MEAC)

Multilingual Learner
Statewide Strategic Plan

Supporting the Success Of All Multilingual
Learners In Washington State

- **Purpose:** To advise the OSPI Multilingual team and state superintendent on policy & supports for MLs.
- **Members:** Represent different regions and roles including teachers, admin, higher ed, & superintendents.
- **Meetings:** 4x per year on Fridays
- **Locations:** Zoom and in-person meetings held across the state
- **Provided by OSPI:** Travel expenses & sub reimbursement
- **Apply:** Send interest letter & resume to MultilingualEd@k12.wa.us by June 30.

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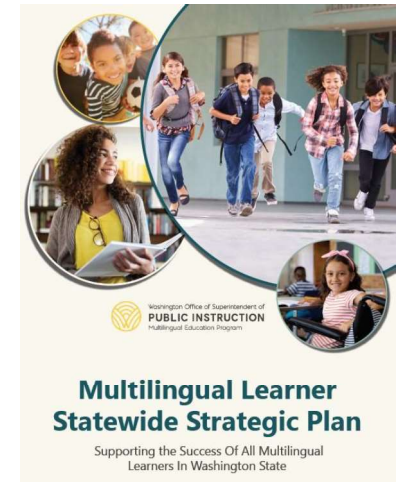
Multilingual Directors' Convening

**Register Now!**

August 12, Puget Sound Area

- [2024-2025 Westside Multilingual and Federal Program Directors and Superintendents' Convening](#)

August 14, Yakima Area

- [2024-2025 Eastside Multilingual and Federal Program Directors and Superintendents' Convening](#)

Teacher Leaders: Planning with the WIDA ELD Standards Framework Training

- Dates: Tuesday, August 13, 2024 – Puget Sound Skills Center

  Thursday, August 15, 2024 – Yakima School District

- Audience: School/district teacher teams (multilingual and content) as well as district professional learning staff.

- Description: Participants will learn the components of the WIDA ELD Standards Framework with the intent of preparing to support other educators in using the standards framework in their local context.

- Registration: Complete the interest form.

- Contact Katie Sperling or Virginia Morales for more information.
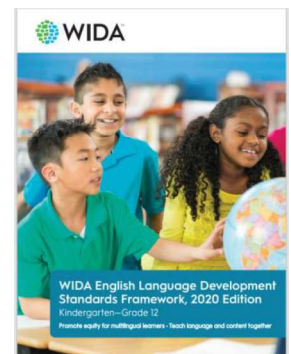
WIDA Marco DALE Training

When: Friday, August 16, 2024

Location: Yakima School District

Audience: Dual Language Spanish/English bilingual K-12 educators, administrators, coaches, and support staff.

Description: This one-day Spanish and English bilingual workshop is an introduction to *el Marco de los estándares del desarrollo auténtico del lenguaje español de WIDA* (Marco DALE). The workshop will be delivered primarily in Spanish.

Registration: Complete the interest form.

Contact Teresa Mendoza-Casby or Katie Sperling for more information.

New for 2024/25
Statewide *ML Director's* Network

Audience: District Multilingual/Federal Program Directors

Purpose: Monthly virtual meetings with OSPI ML staff for guidance and support for the implementation of the **Multilingual Learner Statewide Strategic Plan**.

Dates:

September 19, 2024	December 19, 2024	March 20, 2025
October 24, 2024	January 16, 2025	April 17, 2025
November 21, 2024	February 20, 2025	May 15, 2025

Time: 9:00 - 10:30 am

pdEnroller link coming soon!

New for 2024/25
Statewide *ML Teacher* Network

Audience: K-12 Teachers

Purpose: Monthly virtual meetings with OSPI ML staff to share best practices for WIDA ELD Standards implementation and effective instructional strategies for Multilingual Learners.

Dates:

|		
September 19, 2024	December 19, 2024	March 20, 2025
October 24, 2024	January 16, 2025	April 17, 2025
November 21, 2024	February 20, 2025	May 15, 2025

Time: 3:30 - 4:30 pm

pdEnroller link coming soon!

Multilingual Information Sessions 2024-25

- 1st Thursdays, 9:00am & 3:00pm

- Provide your input on topics for next year using this [Survey](#)

- Clock hours available

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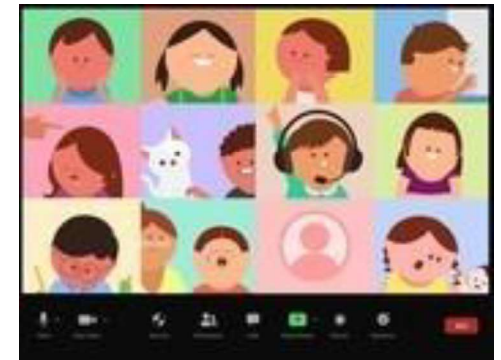
DL/HL Professional Learning – Update

2023-24 Dual & Heritage Language Professional Learning

- [Dual Language Webinar Series](#) (Recordings & Slides Available)
- [Dual Language "Lunch with Leaders" PLC](#) Tues. June 18 | 12-1 PM

2024-25 Dual & Heritage Language Professional Learning

- <u>Fall:</u> Elementary & Secondary Program Development
- <u>Spring:</u> Elementary & Secondary Language & Literacy Instruction
- 2 webinars/PLCs
- 2 drop-in office hours per month
- More information to come on dates and times.

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Check-in Time

Please feel free to join a Breakout Room for Q&A:

- **Using WIDA ACCESS Data** (Katie & Virginia)

- **Exit Criteria, Student Growth & Notifications** (Kristin)

- **Dual Language** (Teresa)

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Multilingual Education Team

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