

Multilingual Education Information Session

September 7, 2023

In the chat:

Share something you did over Labor Day weekend!

Please rename yourself with your full name and school district.



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, Chehalis, Chelan, 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

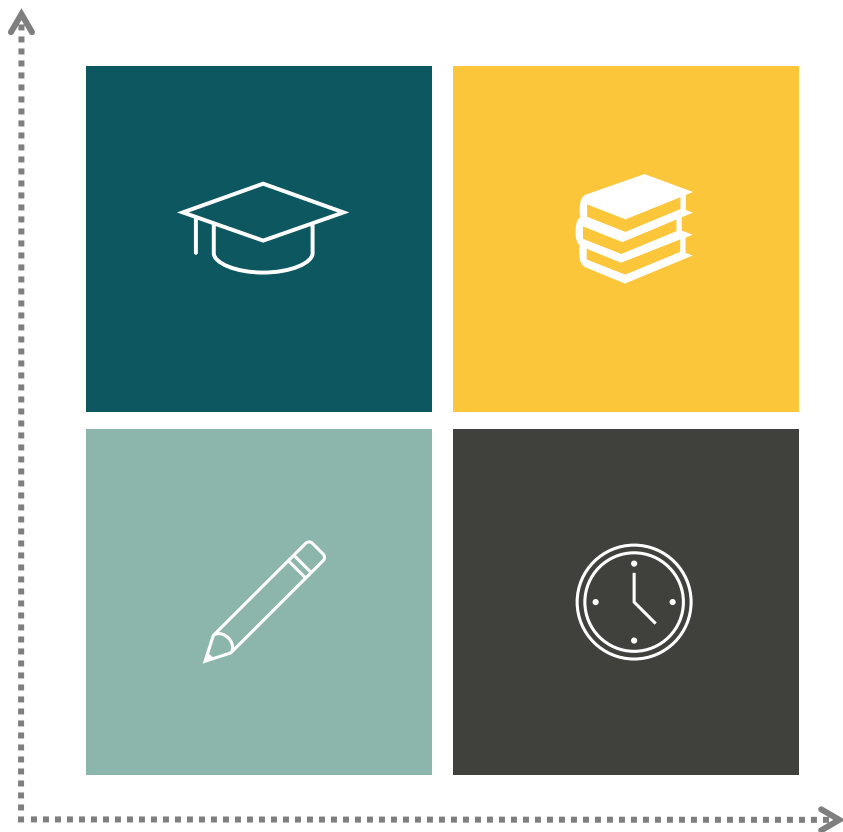
Welcome to Our Newest Team Member!

Lindsey Maehlum

- Lives in Vancouver, WA, with her husband and three children, two are in dual language
- Supporting ESD 112, 105 & 123 (with Sue)
- Speaks Norwegian
- Worked with newcomer students in NYC and as an administrator in North River and Vancouver
- Finishing her Ph.D. in Special Education



Today's Agenda



Welcoming Newcomers

WIDA Screening Updates

Notification Letters and Data

Website Resources & Opportunities





Welcoming Newcomers



Supporting Newcomer Students



Pre-Intake

Train Front Office Staff, Counseling Staff and their Subs

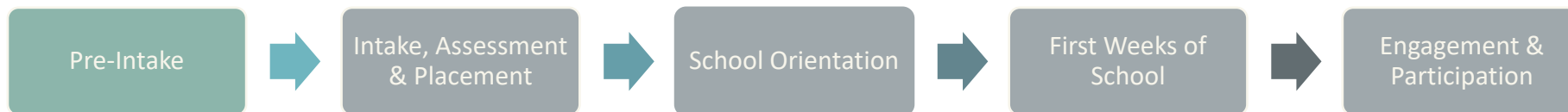
- Develop a clear and consistent process
- Ensure first points of contact know the process and resources available

Prepare Enrollment/Intake Checklists

- Prepare printed and translated list of required forms and documents
- Prepare reminder slips with dates and times for meetings or placement testing

Plan for Interpretation Needs

- Identify in-house, community-based, or phone interpretation services



Grade Level Placement



Photo by Allison Shelley for EDUimages

Grades K-8: should be placed in the ***age-aligned grade level***, regardless of grade level or schooling completed in home country.

Ages 14 to 18: should be placed in ***the grade that provides continuity with their prior schooling or at the age-appropriate grade if this is their first high school experience.***

Ages 19 or 20: are usually placed in a traditional high school but may also request to participate in Open Doors or other alternative programs ***until graduation or age 21*** (RCW [28A.150.220](#)).



Intake, Assessment, and Placement

Intake

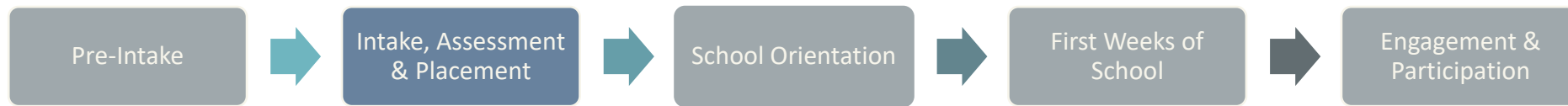
- Provide support for completing paperwork, transportation, and needed school supplies

Assessment

- Set up English language proficiency screening and explain process to students and families
- Determine needs and plans for academic assessment

Placement

- Students must be enrolled as soon as possible in accordance with district policies.
- Place students initially based on records, testing and/or interviews and provide ELD services ASAP



Assessing Newly Arrived Students



English Language Proficiency Testing (K-12)

- WIDA Screener within student's first 10 school days but informal screening can help with class placement

World Language Proficiency Testing (7-12)

- Can provide information on student's primary language skills, generate World Language credits, and/or qualify student for the [Seal of Biliteracy](#)



Content Area Testing (Secondary)

- Testing for mastery-based credits or informal conversations for course placement

State Testing (K-12)

- Newcomer students exempt from ELA testing in their first 12 months in US schools and can be provided with testing supports for math and science assessments (See [Washington State Test Coordinators Manual](#))



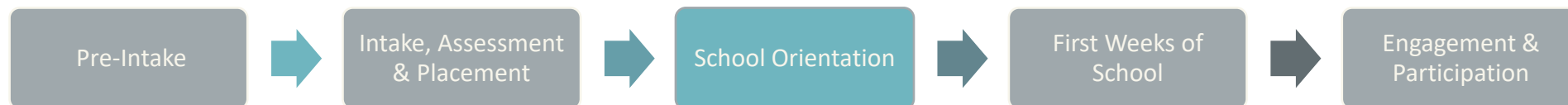
School Orientation

Elementary Orientation

- Follow the rule of “7 connections” for supporting transitions
- Develop a visual checklist for orienting new students to spaces and rules
- Assign a student ambassador or “buddy” who speaks the student’s language

Secondary Orientation

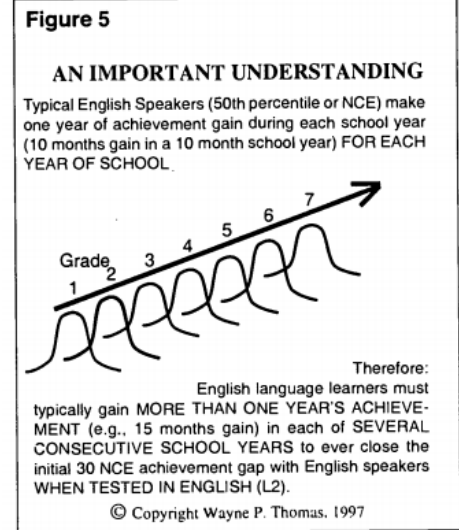
- Provide a schedule, school map, technology log-ins and/or assigned devices, transportation and food service information
- Assign a student ambassador & give a school tour to walk through the student’s schedule
- Review routines and expectations for use of lockers, bell system, and typical adult language



SLIFE status

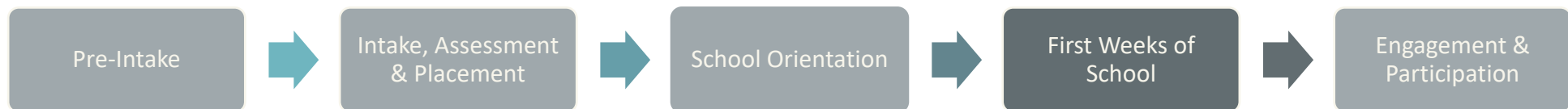
Student with Limited or Interrupted Formal Education (SLIFE) are newcomers with significant gaps in formal education.

- Very few newcomers qualify for SLIFE status
- No two situations that lead to interrupted or inconsistent education are the same.
- Interviews assist educators in identifying areas of strength, learning what the student has done outside of the school setting, and any non-academic needs.
- Learning plans or course schedules should build on student interests and strengths and provide opportunities to accelerate learning.



First Weeks of School

- Ensure that everyone can pronounce the student's name
- Include students in instructional activities from Day 1
- Provide individual or group support for basic “survival” English skills
- Help student make friends and connect with clubs, sports, and activities
- Connect to students’ previous school experiences to honor prior knowledge



Considerations for Designated ELD

- Newcomers benefit from daily designated ELD
- Cross-linguistic transfer accelerates language acquisition
- Emphasis on “survival” and school language:
 - Prepare, Practice, and Reflect
 - Preview-View-Review



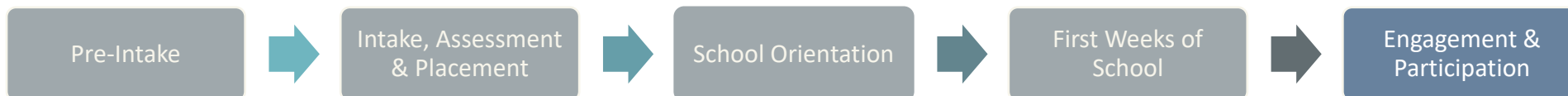
Photo by Allison Shelley for EDUimages

Engagement and Participation

- Give the student a classroom job or role that encourages inclusion
- Use visuals, graphic organizers, gestures, choral response, songs, chants
- Encourage students to use home language skills for writing and discussing learning with classmates or educators who speaks their language
- Build on the student's interests, talents, and "funds of knowledge"
- Support the student with use of technology
- Be flexible and patient!



Photo by Allison Shelley for EDUimages



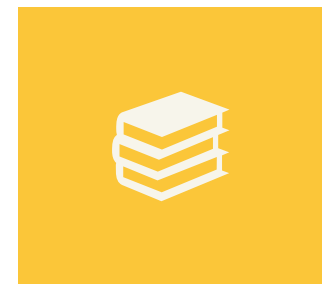
Additional Resources

- [Chapter 8: Newcomer Students of the OSPI Policies and Practices Guide](#)
- [The USDE Office of English Language Acquisition \(OELA\) Newcomer Toolkit](#)
- [Colorín Colorado: Supporting ELLs in the Mainstream Classroom: Making Students Comfortable](#)
- [Edutopia: 4 Effective Strategies for Supporting Newcomer English Learners](#)
- [Edutopia: 4 Ways to Plan for the Success of Newcomer ELLs](#)





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 these procedures 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. (See [TK Provisional Status Coding](#)).
3. **Screen TK students in the spring** starting May 1st using the WIDA Kindergarten Screener (listening & speaking only) before the end of the year

Report provisionally-qualified TK students 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.



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





Notification Letters & Data



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 & check program
- 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 progress
- Include programs offered & check program
- 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 & 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.



Notification Letter Data

- Average Years to Exit has been recalculated to include Long-Term English Learners who exit upon graduation
- Use local data or the state average if data are inaccurate or missing due to low numbers

Please note that if your district had fewer than 10 students reported, data was not reported, or you believe these data are in error for the 4 or 5 Year Graduation Rate or the Average Years to Exit, you will need to either use local data or the Washington state average for your notification letters.

Also note that the calculation for the Average Years to Exit has been updated to include BOTH students who exited based on reaching proficiency on the WIDA ACCESS and students who exited upon graduation from high school. This better accounts for Long-Term English Learners and provides families with a more realistic expectation.

District Code	District Name	District Organization	EL 4 YR Cohort Graduation Rate (2021)	EL 5 YR Cohort Graduation Rate (2022)	Distinct Student Count Reported in File J a Graduated or Tested Out (2022)	Average Years to Exit (2022)
103300	Washington State	103300	68.9%	74.4%	9836	4.9
14005	Aberdeen School District	100010	>90%	>90%	14	3.1
21226	Adna School District	100011	N<10	N<10	Data Not Reported	Data Not Reported
29103	Anacortes School District	100013	N<10	N<10	7	7.3
31016	Arlington School District	100014	76.9%	84.6%	22	7.2
2420	Asotin-Anatone School District	100015	Data Not Reported	Data Not Reported	Data Not Reported	Data Not Reported
17408	Auburn School District	100016	72.4%	77.3%	287	6.3
18303	Bainbridge Island School District	100017	N<10	N<10	8	4.8
27931	Bates Technical College	104220	<10%	<10%	Data Not Reported	Data Not Reported
6119	Battle Ground School District	100018	64.8%	73.6%	59	3.5
17405	Bellevue School District	100019	85.5%	88.6%	622	2.9
37501	Bellingham School District	100020	62.5%	75.0%	15	5.1
27403	Bethel School District	100022	69.1%	79.4%	110	5.4
20203	Bickleton School District	100023	Data Not Reported	Data Not Reported	Data Not Reported	Data Not Reported
37503	Blaine School District	100024	N<10	N<10	10	5.3
18100	Bremerton School District	100026	38.5%	42.5%	2	6.0
24111	Brewster School District	100027	78.9%	73.7%	4	4.5
9075	Bridgeport School District	100028	66.7%	70.6%	11	12.7
29100	Burlington-Edison School District	100030	78.0%	85.4%	1	2.0

CEDARS Data Reminders

- **Enroll/Withdraw Data** – Be sure to enter the Withdraw Date and Exit code for the 2022-2023 School Year. Missing data in these fields are often the reason for data errors.

Enroll/Withdraw Data

School Year	District	Building	Grade Level	Model	Enrollment	Withdraw	Exit/WD Code	Source
2021-2022			11	E	3/22/2022			CEDARS
2021-2022			11	E	3/22/2022			CEDARS
2020-2021			11	D	3/4/2021			CEDARS



Website Resources & Opportunities



OSPI Website New URL

Multilingual Education



OSPI'S WEBSITE ADDRESS CHANGE

We are excited to announce an important update regarding our website URL. As part of our ongoing efforts to improve functionality and increase internet security, we are changing our current URL from k12.wa.us to ospi.k12.wa.us. [Read more about this change and its impact.](#)



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STUDENT SUCCESS

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[Waivers and CIA](#)

[Career Guidance Washington Lessons](#)

[High School Transcripts](#)

[Student Learning Plan](#)

Multilingual Education Program

The Washington State Multilingual Education Program oversees and guides districts serving multilingual English learners with implementation of Transitional Bilingual Instruction Programs (TBIP). These programs are designed to address the unique needs of eligible students who come from linguistically and culturally diverse backgrounds.

[Transitional Bilingual Instruction Program Guidance](#)

Multilingual education programs across Washington State are guided by state and federal statutes. The Transitional Bilingual Instruction Program (TBIP) Guidance page provides guidance on state approved program models, relevant legal requirements, and guidelines for districts serving multilingual English learners.

[WIDA Standards, Assessments & Professional Learning](#)

Washington is part of the 41-state WIDA Consortium that promotes educational equity for multilingual learners through language development standards, assessments, and high-quality professional learning for P-12 educators. The WIDA page provides resources

[Subscribe to receive Multilingual Education Program updates.](#)

Webinars and Newsletters

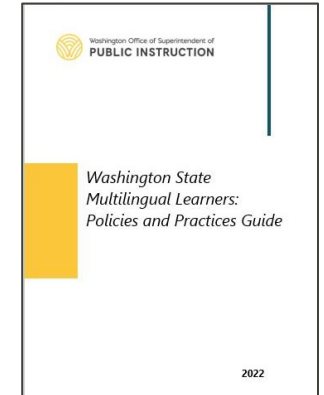
Learn about upcoming sessions, previous presentations and informational newsletters: [Multilingual Education Webinars & Newsletters](#)

[The Washington State Seal of Biliteracy](#)

TBIP Guidance

Policies and Practices Guide (Update coming soon!)

- Chapter 1: Introduction and Laws
 - Chapter 2: Identification and Screening
 - Chapter 3: Program Models
 - Chapter 4: Dual Language
 - Chapter 5: ELD Services
 - Chapter 6: MTSS & Special Populations
 - Chapter 7: Title III Programs
 - Chapter 8: Newcomer Students
 - Chapter 9: Progress Monitoring & Program Evaluation
 - Chapter 10: Staffing & Professional Learning
 - Chapter 11: Family Engagement & Communication
 - Chapter 12: Student Data & Reporting
- Link to *“Learning English in Washington Schools: What Families Should Know”*
 - Resources including templates for ML District Plan, Program Evaluation, & ML School Plans



WIDA Standards, Assessment, & Professional Learning

- Updated WIDA Roll-out Plan for Year 3
- Collaborative Planning Templates in English & Spanish
- Updated pdEnroller links for WIDA Self-Paced Workshops
- Facilitation Materials for WIDA Professional Learning
 - The WIDA Standards Framework: A Collaborative Approach – slides and videos

WIDA Professional Learning Update

2023-2024 Offerings

The WIDA Standards Framework: A Collaborative Approach

Engaging Multilingual Learners in Science: Making Sense of Phenomena

Developing Language for Learning in Mathematics

Social Studies: Engaging Multilingual Learners through Inquiry

Home Languages in the Classroom

Making Language Visible in the Classroom

Reframing Education for Long-term English Learners

Exploring the WIDA PreK-3 Essential Actions (NEW!)

Newcomers: Promoting Success through Strengthening Practice (NEW!)

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



Dual & Heritage Language Education & Resources

- New WIDA Spanish Language Development Standards (release Oct. 24, 2023)
- 2023-24 Dual & Heritage Language Professional Learning:
 - [Dual Language Webinar Series: Developing Strong DL Programs](#)
 - [Dual Language "Leadership Lunch" PLC](#)
 - [Heritage Language Webinar Series: Cultivating Multiliteracy through HL Programs](#)
 - Heritage Language Leaders "Language Lunch" PLC
 - [HL & Less-Commonly Taught Languages \(LCTL\) Educator PLC: Planning with Purpose](#)
 - Dual Language Spanish Teacher-Leader Cohort (by invitation only)
- Link to: [*Dual Language Education in WA State: What Families Should Know*](#)



Dual, Heritage, and Tribal Language Programs

Grant Applications for 2023-24

- July 31, 2023 – Intent to Participate survey review date
- August 2023 – FP 748: Tribal Language Grant application opened, rolling approvals
- Sept 1, 2023 – FP 978 & 979: DL/HL Grant applications open for New & Planning districts only
- Oct-Nov 2023 – FP 979: DL/HL Grant applications will open for Continuing & Expanding districts
- Dec. 1, 2023 – Final approval date for FP 748, 978, and 979



DL Spanish Teacher Leader Cohort

- PLC to support teachers who teach in Spanish implementing the WIDA SLD Standards (Marco DALE)
- Applicants commit to one day in-person WIDA workshop and monthly PLC meetings
- Applicants should regularly teach or coach teachers in a Spanish DL or HL Program
- To apply, complete this [survey](#) by Sept. 22. Contact [Teresa Mendoza-Casby](#) or [Katie Sperling](#) for more information.



Title III Services



Title III Funding & Services

AI/AN Identification and Placement

- Guidance & Slides

Family Communication Templates

- Title III AI/AN Screening, Notification & Score Report Letters

AI/AN Instructional Services

- Links to Since Time Immemorial and Office of Native Education

Equitable Services

- Guidance and consultation form for Private School Participation in Title III



Family Communication Templates

- Home Language Survey & letters available in 40 languages
- Letter templates including:
 - New Student Placement Letters (K-12 and TK)
 - Continued Eligibility Letters (Gen Ed and WIDA Alt ACCESS)
 - Proficiency/Transition Letters
 - Title III American Indian/Alaska Native Letters
 - WIDA ACCESS Testing & Score Report Letters
- Tools for family feedback and home visits



Multilingual Education Webinars & Newsletters

Multilingual Information Session Topics (subject to change):
1st Thursdays, 9:00am & 3:00pm

- Sept. 7 – Newcomers
- Oct. 5 – Pre-Referral Process
- Nov. 2 – Family Engagement
- Dec. 7 – WIDA ACCESS
- Jan. 4 – Science of Reading
- Feb. 1 – Inclusionary Practices
- Mar. 7 – Braided Funding
- Apr. 4 – Long-Term ELs
- May 2 – Program Evaluation
- June 6 – Using Assessment

Sign up on [pdEnroller](#) for clock hours!



Upcoming Events



Next Information Session

- Thursday, October 5 | 9:00-10:00 am & 3:00-4:00 pm

Dual & Heritage Language Webinars & PLCs

- HL/ LCTL Teacher-Leader PLC | Tuesday, September 26 | 3:00-4:30 p.m. | [Zoom](#)
- DL Webinar: Dual Language Overview | Tuesday, October 10 | 3:00-4:00 p.m. | [Zoom](#)
- HL "Language Lunch" PLC | Wednesday, October 11 | 12:00-1:00 p.m. | [Zoom](#)
- DL "Leadership Lunch" PLC | Tuesday, October 17 | 12:00-1:00 p.m. | [Zoom](#)

EGMS Office Hours Support

- Tuesdays 10:00-11:00 a.m. | [Zoom](#)
- Thursdays 1:00-2:00 p.m. | [Zoom](#)



Language Learning Regional Networks

Program Supervisor: [Virginia Morales](#)

- ESD 189 | [Mon, Sept. 11 - 10:30 AM](#)
- ESD 121 | [Tue, Sept. 12 - 10:00 AM](#)

Program Supervisor: [Shannon Martin](#)

- ESD 113 | [Thurs, Oct. 12 – 10:00 AM](#)
- 114 | Thurs, Oct. 12
[3-4 for Staff](#)
[4-5 for Administration](#)

Program Supervisor: [Katie Sperling](#)

- ESD 101 | [Mon, Oct. 9 - 8:30 AM](#)
- ESD 171 | [Mon, Oct. 9 - 12:30 PM](#)

Program Supervisor: [Sue Connolly](#) & [Lindsey Maehlum](#)

- ESD 123 | [Tue, Oct. 24 - 8:30 AM](#)
- ESD 105 | [Wed, Oct. 25 - 8:30 AM](#)
- ESD 112 | Information coming soon





Washington Office of Superintendent of
PUBLIC INSTRUCTION

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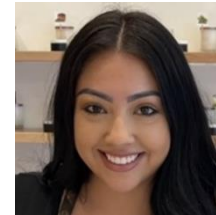
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Check-in Time

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

- Welcoming Newcomers (Ema & Lindsey)
- WIDA & Data Clean-up (Leslie, Virginia & Shannon)
- Website, Grants & Notification Letters (Kristin & Sue)
- Dual Language (Katie & Teresa)

