

## Program Development 101

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## Establishing a Migrant and English Language Learner Program *Important Considerations*

- Changing demographics – student identification, placement, and monitoring
- Assessing ELL students
- Defining LEP
- Managing the data does matter
- Staffing your ELL Program
- Understanding the Statutes

## I.M.P.R.O.V.E. Your Program

- Identify, Assess, and Place
- Migrant, Monitor(2), MELL, and Management
- Parental Involvement & PD
- Researched Methods
- OCR
- Vision
- Evidence, Equity, Evaluate, Establishing your committee, Everyone working together!
- Implementing LAU: The Heart of ELL Policy, Procedures, and Programming
- Accessing the mainstream curriculum
- Writing a standards based curriculum
- Parents and Community
- ELL Program Evaluation

## *Stand Up-Sit Down Informal Inventory*

*Let's learn a little about you.*

- How many teachers are here? ELL?
- How many ELL Coordinators? First year? Two or more years?
- How many Building level or Central Office Administrators? Federal Programs?
- How many of you are beginning new programs?
- How many of you are looking for ways to improve your program?

## 6 Guiding Principles in the Education of ELLs

1. Limited English proficient students are held to the same high expectations of learning established for all students
2. Limited English proficient students develop full productive and receptive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students
3. Limited English proficient students are taught challenging content to enable them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students
4. Limited English proficient students receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels.
5. Limited English proficient students are evaluated with appropriate and valid assessments that are aligned with state and local standards and that take into account the language acquisition stages and cultural backgrounds of the students.
6. The academic success of limited English proficient students is a responsibility shared by all educators, the family, and the community

Promoting Excellence: Ensuring academic success for limited English proficient students. The George Washington University Center for Equity and Excellence in Education.

## Title III of the No Child Left Behind Act (NCLB Act of 2001)

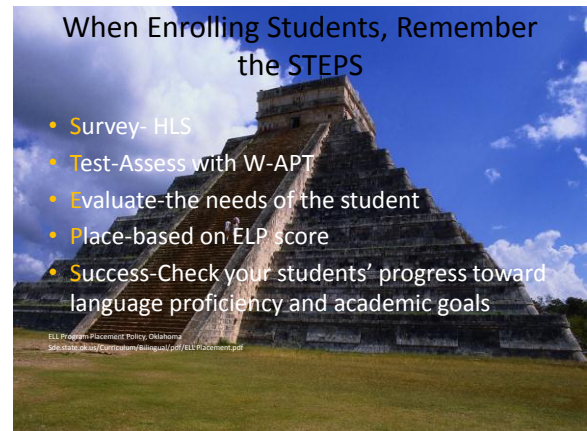
“...to ensure that limited English proficient (LEP) children attain English proficiency, develop high levels of academic competence in English, and meet the same challenging state academic content and student achievement standards that all children are expected to meet.”

## Hand-Up/Pair-Up

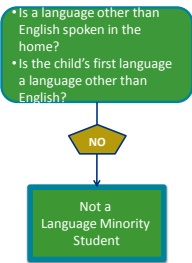
- On the index cards on the table write a concern or a comment to share.

### Title III, Section 3102.8 Purposes

“To hold... [LEAs] & schools accountable for increases in English proficiency and **core academic content knowledge** of limited English proficient children by requiring--  
(B) adequate yearly progress for [LEP] children...”



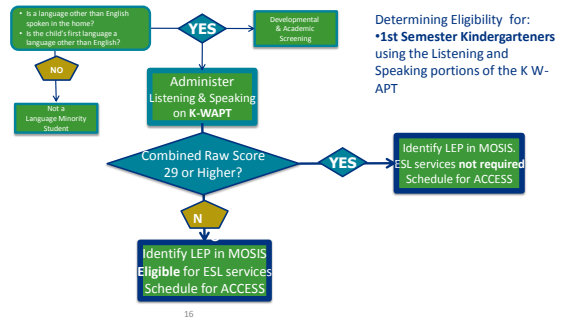
## Identification



If the Home Language Survey indicates no language other than English, the child is not considered to be a language minority student. This does not preclude future screening should it be necessary. Sometimes parents do not indicate a second language or the questions may be overlooked.

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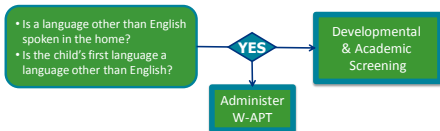
## 1<sup>st</sup> Semester Kindergarten



Determining Eligibility for:  
 •1st Semester Kindergarteners using the Listening and Speaking portions of the K-WAPT

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## Determining Eligibility: K-12

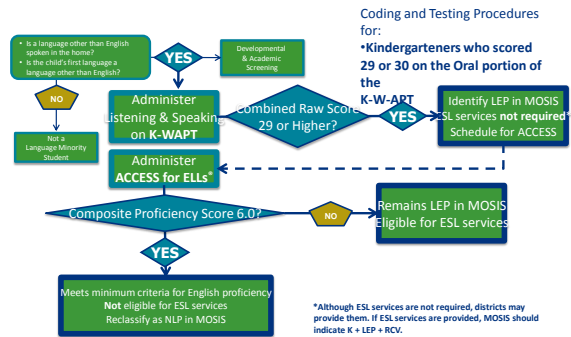


If the Home Language Survey indicates a language other than English is spoken in the home, or if the child's first language is not English, the student must be screened with the WIDA-ACCESS Placement Test™ (W-APT).

Districts should also assess to determine developmental and academic levels for potential placement in other district services (e.g., Title I, Gifted, etc.).

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## Kindergarten "holding pool"



Coding and Testing Procedures for:  
 •Kindergarteners who scored 29 or 30 on the Oral portion of the K-WAPT

\*Although ESL services are not required, districts may provide them. If ESL services are provided, MOSIS should indicate K + LEP + RCV.

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## WIDA – ACCESS Placement Test™

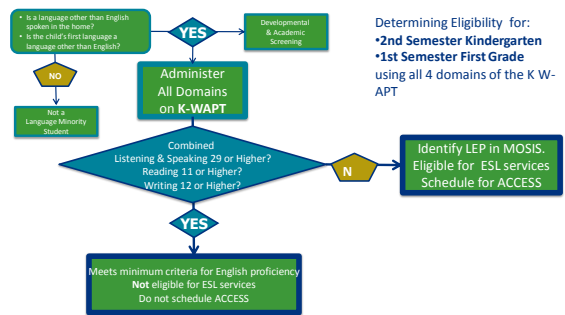
The W-APT is the statewide English language proficiency "screeener" and is used to:

1. Identify students who may be ELLs
2. Determine appropriate levels and amounts of ESL services
3. Determine appropriate tier placement for ACCESS for ELLs®

Missouri school districts are required to screen students for English language proficiency and notify parents either in the **first 30 days** of school or **within two weeks** of the student moving into the district.

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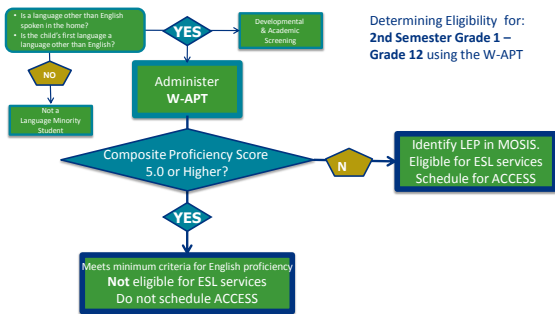
## 2<sup>nd</sup> Sem. K and 1<sup>st</sup> Sem. 1<sup>st</sup> Grade



Determining Eligibility for:  
 •2nd Semester Kindergarten  
 •1st Semester First Grade using all 4 domains of the K-WAPT

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### 2<sup>nd</sup> Sem. 1<sup>st</sup> grade – grade 12

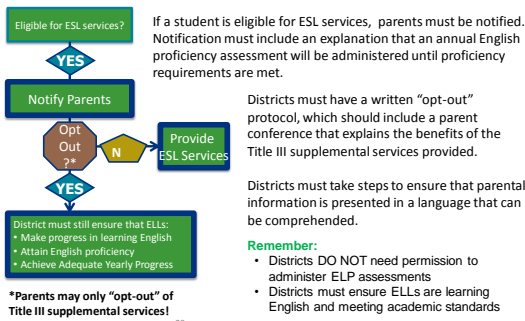


Determining Eligibility for:  
2<sup>nd</sup> Semester Grade 1 –  
Grade 12 using the W-APT

### Why is management of student information so important?

- To *know* who the **students** are that you will **serve** directly and indirectly
- To *improve* your program to **meet your student and community needs**
- Directly related to the \$\$\$ your district receives
- Directly related to the possibility of **eligibility** for additional Discretionary Grant funding
- Critical for **state-mandated testing** (WIDA ACCESS, MAP, EOC)
- Critical for **compliance** to state and federal requirements and accuracy for Core Data and MOSIS

### Parental Notification



### How in the world do I keep track of all of this student information?

- Incorporating fields into your school information system (i.e., SIS, SISK12, Campus Infinity, etc.)
- Utilizing other technologies for secured information storage and communication (Google Apps)

### Interpreting W-APT™ Screener

Using W-APT™ criterion to determine eligibility for placement in ESL services...

- Be sure to follow the established procedures in your district and state for interpreting the score for these purposes. (Identification and exit criteria differs from state-to-state across the WIDA Consortium.)
- WIDA does not prescribe criteria for matching particular ESL services to particular scores on the test. This is a matter of interpretation of state or local policy guidelines.

### Staffing your Migrant and English Language Learner Program

- **Certified** ELL Teacher to met HQT requirement
- **Required** by DESE for any program identifying 20 students or more
- Recommended staffing and program size
- Using highly qualified teacher’s assistants
- Role in program model
- Other key people and the establishment of your committee

“What are my legal responsibilities and obligations for teaching ELLs?”

## ESOL Program Models-Guiding Questions

- Talk with your table/partner about which model you currently use.
- Which one you would ideally like to use and why?
- What is the difference between Content Based and Sheltered Instruction?

### Landmark Legal Precedents

- **1964 Civil Rights Act**
- **1970 OCR May 25<sup>th</sup> Memorandum**
- **1974 Lau v. Nichols**
- **1978 Rios v. Reed**

## What is a Lau Plan?

A Lau plan, named after the **Lau vs. Nichols Supreme Court Decision of 1974**, describes what a school district will do:

- To identify its ELLs
- To design an effective program reflective of their needs,
- To employ appropriate ESL or bilingual personnel (or both)
- To align the instruction of ELLs to state and local content standards
- To provide ongoing assessments to ascertain their growth in English language proficiency and in the comprehension of academic content.

## Legal Landmark Precedents

- **1981 Casteñeda v. Pickard**
- **1981: Plyler v. Doe**
- **1988: Civil Rights Restoration Act**
- **1991: Office for Civil Rights Enforcement Policy**



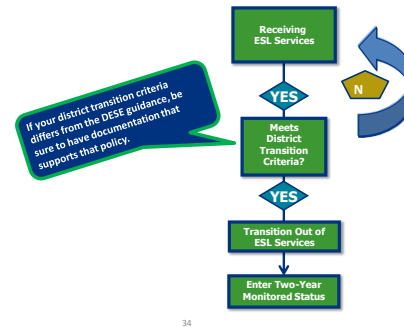
## The Committee and OCR

- Establish a Language Assessment Committee to advise on identifying, serving, assessing, and eventually exiting an English language learner from a language support system. The committee may also meet with the entire school staff to inform them of their observations and recommendations for meeting the ELL needs. The committee should consist of an administrator, guidance counselor, academic content teachers, and ESL teachers.
- Recommend including Social Worker, Title I and Special Education representation and parents as applicable.

## Parents and the Community

- Welcoming environment
- Importance of providing interpreters and translated documents
- Parent Involvement opportunities and activities

## Transition Process



## Translation Guidelines

- Executive Order 13166, Improving Access for Persons with Limited English Proficiency (2000): *This order does not create new obligations, but rather clarifies existing Title VI responsibilities. It discusses what constitutes "reasonable steps" to ensure that clients in federally funded programs have meaningful access to the information and services provided and looks at four factors:*
  1. The number or proportion of LEP persons to be served.
  2. The frequency with which LEP individuals, come in contact with the program.
  3. The nature and importance of the program, activity or service to people's lives.
  4. The resources available to the grantee/recipient and costs.
- [www.brycs.org](http://www.brycs.org)

## Programmatic Implications

### High Scores

**High scores (Levels 5–6) may indicate a need for Monitoring or Targeted Support. School teams should consider:**

- Is it appropriate to exit the student from ELL services? Does this student have the language skills necessary to access the content in the mainstream classroom without additional language support services? What additional evidence is needed to make a determination?
- Is the student's English proficiency weak in a particular language domain (e.g., Writing)?
- Is the student's English proficiency weak in a particular standard area (e.g., the language of Social Studies)?
  - If so, consider additional content language support.

## What Does Every District Need to Have in Place?

- Welcoming Environment
- Lau Plan
- Plan for Migrant Students
- Committee
- Questions on Enrollment form/HLS
- W-APT ready
- Proper identification and coding
- Order ACCESS
- Certified staff
- Professional Development for staff
- Parental Notification
- Translated Documents
- Documentation of Services

## Programmatic Implications Mid-Level Scores

**Mid-level scores (Levels 3–4) may indicate a need for 1-3 more years of ELL support services. School teams should consider:**

- A balanced, long-term approach that focuses on *grade-level academic standards* and English proficiency standards, and utilizes strategies that increase comprehension and communication in English (e.g., sheltered instruction)
- Enhancement of both oral language and literacy development
- Providing L1 instruction (first language/bilingual education) and/or support where feasible

## Programmatic Implications Beginner-Level Scores

Beginner level scores (Levels 1–2) may need 5 or 6 more years of ELL support services. School teams should consider:

- Providing targeted communicative/social & instructional English
- Enrolling student in “newcomer” program if available and appropriate
- Using content-based strategies (e.g., sheltered instruction) and L1 instruction, if possible
- Scaffolding within programs and school
  - Graphic support
  - Peer support
  - Supplemental and modified materials

## Transition Criteria



In general, ELLs are no longer classified as Limited English Proficient – LEP – once they have attained the language skills necessary to effectively compete with non-ELL students in age- and grade-appropriate settings in all content areas without the use of adapted or modified materials.

The fully English proficient student, ready to transition out of language instruction educational programs demonstrates English language proficiency in relation to:

1. Listening and speaking English,
2. Reading and comprehending academic English,
3. Writing in English, and
4. Demonstrating English proficiency in academic subject areas.

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## Automatic Re-Classification

The following criterion must be met to automatically reclassify an ELL and pertains to [ALL K-12<sup>th</sup> grade](#) students:

1. The ELL has an **overall composite score of 6.0**, and is reclassified as MY1 in MOSIS. (For more details, please see “Monitored Status” slide.)

**NOTE:** If the school district determines it is in the best interest of the student to retain LEP classification then appropriate documentation is required.

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## Transition Criteria: Grades 4-12

### MANUAL RE-CLASSIFICATION: 1 of 4

The following criteria must be met to manually re-classify an ELL and **ONLY** pertains to [4<sup>th</sup>-12<sup>th</sup> grade](#) students:

1. The ELL has an **overall composite score of 5.0**, meaning the student:
  - a) understands and speaks conversational and academic English well,
  - b) is near proficient in reading, writing, and content area skills needed to meet grade level expectations, and
  - c) requires only occasional support.

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## Transition Criteria: Grades 4-12

### MANUAL RE-CLASSIFICATION: 2 of 4

The following criteria must be met to manually re-classify an ELL and **ONLY** pertains to [4<sup>th</sup>-12<sup>th</sup> grade](#) students:

2. The student has demonstrated sufficient academic English language proficiency to be successful in the general education classroom.

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## Transition Criteria: Grades 4-12

### MANUAL RE-CLASSIFICATION: 3 of 4

The following criteria must be met to manually reclassify an ELL and **ONLY** pertains to [4<sup>th</sup>-12<sup>th</sup> grade](#) students:

3. The district has two pieces of evidence on file of academic English language proficiency and keeps them on file for at least two years, including:
  - District benchmark examinations in multiple content areas
  - Writing samples or performance assessments scored with formal, standardized rubrics
  - State assessments at applicable grade levels, and
  - Academic records such as semester or final grades

Note: Students with disabilities under Individuals with Disabilities Education Act (IDEA) should meet the above standards, or have Individual Education Plans (IEPs) that specify parallel, alternate standards-related criteria.

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## Transition Criteria: K-3?

### Why no MANUAL RE-CLASSIFICATION for K-3<sup>rd</sup>?

- Learning to Read vs. Reading to Learn
- Lack of state assessment scores and other standardized measures of academic achievement

**REMEMBER:** Districts can establish transition criteria that differ from DESE guidance, but they should keep documentation that justifies their policy.

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## Five ELP Standards- [www.wida.us](http://www.wida.us)

**Standard 1:** ELLs **communicate** for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.

**Standard 2:** ELLs **communicate** information, ideas, and concepts necessary for academic success in the content area of **LANGUAGE ARTS**.

**Standard 3:** ELLs **communicate** information, ideas, and concepts necessary for academic success in the content area of **MATHEMATICS**.

**Standard 4:** ELLs **communicate** information, ideas, and concepts necessary for academic success in the content area of **SCIENCE**.

**Standard 5:** ELLs **communicate** information, ideas, and concepts necessary for academic success in the content area of **SOCIAL STUDIES**.

WIDA Consortium / CAL / Metritech

## Transition Criteria: Grades 4-12

### MANUAL RE-CLASSIFICATION: 4 of 4

The following criteria must be met to manually reclassify an ELL and **ONLY** pertains to **4<sup>th</sup>-12<sup>th</sup> grade** students:

4. The parents and educators agree that the student has reached full English proficiency.

Evidence should support judgments regarding English proficiency. Decision should include input from ESL and content teachers, parents and other relevant staff.

If observations and academic performance indicate English language proficiency, the student should be reclassified as Monitored Year 1, or MY1, in MOSIS.

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## The Cornerstone of WIDA's Standards: Guiding Principles of Language Development

- Each person has one of WIDA's Guiding Principles
- Stand up, find a new partner and read your strip out loud to them.
- Make a comment about the card, agree, disagree, or give an example.
- Switch cards and move on to a new person.
- You may encounter repeats! That is OK. Repetition helps us learn!

**WIDA**  
World-Class Instructional Design and Assessment

## Monitored Status

### Two-Year Monitored Status

Following reclassification – from LEP to MY1 – the district is required to monitor all transitioned students for two full academic years and maintain documentation for reclassification, including:

- ACCESS scores
- Two pieces of other academic achievement
- Parental notification

### IMPACT ON POLICY & FUNDING:

Once reclassified as MY1, the student will **no longer** be:

1. Administered ACCESS for ELLs\*
2. Eligible for Title III funding
3. Provided testing accommodations for ELLs on MAP

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## WIDA Standards and CCSS – A brief note

- The critical component of **accessing** the mainstream curriculum
- The importance of a Standards based curriculum
- The incorporation of listening, speaking, reading, and writing in CCSS to all content areas in grades 7-12
- WIDA and CCSS alignment

## Evaluating the Migrant and ELL Program

- Everyone’s input matters
- Data matters
- Utilize your committee
- Transparency
- Formal process for the Board of Education (BOE)

## Program Contacts

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WIDA Consortium / CAL / Metritech

Summer 2010

Intro to W-APT – WIDA ACCESS Placement Test

## Additional Requirements for Title III Districts

- Opt out section on notification form
- Title III Budget-Supplement not Supplant
- Title III plan E-PeGS
- Plan for meeting AMAO targets
- Collect and respond to parent recommendations
- Plan for certified teacher fluency

## Questions or Comments?

**For more information, please contact the WIDA Hotline:**  
**1-866-276-7735 or [help@wida.us](mailto:help@wida.us)**



World Class Instructional Design and Assessment,  
[www.wida.us](http://www.wida.us)

Center for Applied Linguistics, [www.cal.org](http://www.cal.org)

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## Hand-Up/Pair-Up

- On the index cards on the table write an “Aha moment” or a comment to share.