

PDE Summer Updates

July 27, 2017

1. **IU Quarterly Calls Schedule** – All Quarterly call sessions will now be recorded using a platform that only allows 35 participants per session; therefore, these calls will be by invitation only. Your organization allowed a limited number of participants. You may choose who uses these seats, but you may not exceed the number allotted. Please do not share the login information with more than your allotted number of participants or those participants will be asked to leave the session.

Each call will take place from 10:00 am to 11:30 am

- August 24, 2017
- November 16, 2017
- February 15, 2018
- May 17, 2018

2. **Identification Screeners for ELs in Grades 1-12**

The appropriate WIDA screener for students entering a grade or grade cluster is the test form for the grade the student is entering with the exception of first semester first graders. There are two options for entering first semester first graders. Districts may use the WIDA 1st grade Screener form or the WIDA Kindergarten MODEL if the district has purchased the MODEL. The cut scores are noted on the K MODEL chart for 2nd semester kindergarteners in the identification procedure document. See number 4 below for links to that document.

3. **WIDA Test Window Dates**

This is being provided for planning purposes even though these dates are not approved through DRC yet. There might be slight changes when the final version is published. The testing window itself will not change, however.

	Start Date	End Date
Test Materials Ordering Available in AMS (LEAs)	Wed 11/2/17	Thu 12/1/17
Test Materials Ordering Closing in AMS	Thu 12/1/17	Thu 12/1/17
Pre ID Files to DRC	Tue 11/30/17	Tue 11/30/17
WIDA AMS Test Setup Available	Fri 12/26/17	Fri 3/2/18
Districts Receive Test Materials (On)	Mon 1/9/18	Mon 1/9/18
Test Window	Mon 1/22/18	Fri 3/2/18
Additional Test Material Window in AMS	Mon 1/9/18	Fri 2/23/18
Additional Test Material Window Closing in AMS	2/23/18	2/23/18
Deadline for Shipping Completed Test Material to DRC	Fri 3/16/18	Fri 3/16/18

4. Updated Webpage and Documents

The PDE English as a Second Language (ESL) webpage has been renamed [Educating English Learners](#). You will find essential information and links to various important documents on this page.

Click [here](#) to visit the page. (<http://www.education.pa.gov/EnglishLearners>)

A keyword search for “ESL” from the PDE main page search engine will also take you to this webpage.

We highly encourage you to browse this page and familiarize yourself with the information that it contains. **Most of the procedures and much of the guidance related to the education of ELs in Pennsylvania has been updated for the coming school year.** The updated information and links contained on this page include:

- [The definition of English language development](#)
- [The Basic Education Circular – Education English Learners](#)
- [English learner identification procedures \(Pre-K/K-12\)](#)
- [The Home Language Survey](#)
- [Guidance for the evaluation of foreign transcripts](#)
- [Procedures for classifying language instruction educational programs](#)
- [Guidance for parents’ right to refuse the LIEP and all associated documents and forms](#)
- [The Reclassification, Monitoring, and Redesignation of ELs document](#) – NOTE: this document is still being finalized and will be published to the webpage in the coming weeks

5. Selecting Program Classifications for Reporting Purposes

There is a new classification system for LIEPs that districts must use for reporting purposes. It is outlined in the [Classifying Language Instruction Educational Programs](#) guidance document contained on the [Educating English Learners](#) webpage. This procedure does not dictate how a district structures its LIEP or delivers instruction. It is only meant to assist districts in choosing the appropriate category when reporting a student’s program to the state. This information is used by the state for federal reporting purposes, disaggregating data, and populating the ACCESS for ELLs® pre-ID file.

Below you will find a crosswalk that associates the previous program codes to the new codes for reporting in PIMS. Some new codes are associated with multiple codes from the previous program list. The district should review the guidance document and procedure for selecting a program classification when it is not clear which new code should be used.

LIEP program type crosswalk	
New Field 45 Special Programs Code-LIEP program type	Retired Programs Fact Value
21- Mixed Bilingual	43-Core Program-Two-Way Immersion and Dual Language (Bilingual)
22- EL Bilingual	45- Core Program- Developmental Bilingual (Bilingual)
22- EL Bilingual	46- Core Program- Heritage Language (Bilingual)
23- EL Specific Transition Instruction	44- Core Program- Transitional Bilingual (Bilingual)
24- Mixed Classes with Native Language Support	N/A
25- EL Specific English-only	40- Core Program- Structured English Immersion (ESL)
25- EL Specific English-only	42- Core Program- Pull-out (ESL)
26- Mixed Classes with English-only Support	39- Core Program- Sheltered English Instruction (ESL)
26- Mixed Classes with English-only Support	41- Core Program-Content-based (ESL)
27- Parental refusal-mixed classes with English-only support	N/A
98- No Official program- services provided by another entity	N/A

6. English Language Development Standards (ELDS)

The State Board approved the updated [English Language Development Standards](#) in July, 2017. The updates include alignment to the PA Core Standards for academic content areas and increased rigor.

7. EL Parent Right of Refusal of Language Instruction Education Programs (LIEP)

Information related to parents' right to refuse all or part of the LIEP can be found on the [Educating English Learners](#) webpage.

As a reminder, all annual parent notifications for students entering or continuing as ELs in language instruction educational programs must include information regarding the parent's right to refuse separate, specialized English language development programs and services. This information and the forms must be presented to the family in their preferred mode of communication. We do not recommend that you send the forms home to be signed. A parent's decision to refuse all or part of the LIEP must be "informed and voluntarily"; therefore, you should invite parents to come to the school so that you can explain the chosen program, how it will benefit their child, and the evidence of the program's effectiveness. The district must maintain documented evidence of this policy and practice.

8. Title III

You can access the latest Title III webinar on the [ESL Portal](#) archived webinar page. This presentation included highlights and updates as well as important dates and milestones for the coming school year.

9. ACCESS Standard Setting Impact on Scores

WIDA conducted a standard setting for the 2016/2017 ACCESS for ELLs®. Standard setting determines the student performance required for each proficiency level through a series of decisions made for each grade level. The outcome of the standard setting was that a higher performance was required to achieve the same proficiency level compared to the previous year. The effect of this change was that students' proficiency levels in 2016/2017 did not appear to increase as much as they should have. In some cases, students' proficiency levels in various domains may have decreased or stayed the same as the previous year. This DOES NOT necessarily mean that they lost proficiency or are not making gains in learning English. It just means that the bar for achieving a higher proficiency level based on their scale score was raised.

For example, in previous years a scale score of 350 may have been the cutoff to achieve a proficiency level of 5.0 in a particular domain for a particular grade. Now, a student may need a scale score of 365 to achieve a proficiency level of 5.0. In this example, a student could have made a gain, but their proficiency level might have stayed the same or even decreased.

In addition to creating the appearance of stagnating or negative growth for students, the standard setting will also likely result in districts not being able to reclassify as many students in 2016/2017 as they normally do. These numbers will stabilize over time, but for 2016/2017 there may be an increase in the number of ELs across the state due to fewer reclassifications.

You can read more about the details of the standard setting at <https://www.wida.us/Assessment/ACCESS%202.0/proficiency.aspx>. This site also contains a score lookup calculator that will apply the new standard setting to 2015/2016 scores so districts can compare them to 2016/2017 scores for individual students.

10. Vacancy at the Center for School and Communities

As some of you may already know, our colleague, Anne Scoufalos, from the Center for School and Communities has left her position to pursue another opportunity in the School District of Lancaster. The CSC will be posting the vacancy soon. Please forward this information to anyone who might be interested in joining the team at CSC to work with PDE on furthering our initiatives for supporting and improving the education of ELs.

<https://www.center-school.org/employment.php>

11. [WIDA 2017 Annual Conference](#) in Tampa, FL October 16-19, 2017.

Register as soon as possible. Hotels are filling up fast!

12. Penn TESOL East Fall Conference

<http://www.pte.wildapricot.org/event-2605380>

The 2017 PennTESOL-East Fall Conference

Saturday, November 4th, 2016

8:00 AM - 4:00 PM

Arcadia University