

# Title III/ESOL Update

April 2025



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# 2024-2025 Webinar Schedule

~~August 15~~

~~September 12~~

~~October 17~~

~~November 14~~

~~January 16~~

~~February 13~~

April 17\*

May 15

- Webinars will begin at 1:00 p.m.
- Register @ [www.ksdetasn.org](http://www.ksdetasn.org)
- Any links referenced during the webinar will be included, along with the Zoom link.
- Updates will be recorded and available on the TASN website.



# Agenda

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- Conference Updates
- ELP Assessment Score Reports
- Strategy Spotlight
- Additional Resources & PD Opportunities
- Executive Orders
- Reminders & Resources



# Conference Updates

# Conferences

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## NAESPA

- National Association of ESEA State Program Administrators
- February 18-21, 2025

## TESOL

- The TESOL International Convention & Expo is the largest professional development event in the English language teaching field.
- March 18-21, 2025

# NAESPA Highlight 1

**Session Title:** Federal Updates: News from Washington

**Speaker:** Julia Martin, Director of Policy and Government Affairs at the Bruman Group law firm, Washington, D.C.

## Key Take-Aways:

- “Guidance documents represent a nonbinding interpretation of existing statute and law.”
- When in doubt...“follow the statute”



# NAESPA Highlight 2

**Session Title:** The Rights of Immigrant Children and English Learners in the Public Schools

**Speaker:** Roger Rosenthal, an attorney, is widely recognized as one of the foremost legal experts in the country regarding the rights of immigrant children and English Learners in the public schools.

## Key Take-Aways:

- Public schools may not deny admission to a student during initial enrollment or at any other time on the basis of undocumented status.
- It is also prohibited to engage in any practices that “chill” the right of access to school.

- [Plyler v. Doe, \[457 U.S. 202 \(1982\)\]](#)





# NAESPA Highlight 3

**Session Title:** Deep Dive into Differentiation to Meet the Language and Literacy Needs of English Learners

**Speaker:** Linda Cavazos, Ph.D., Executive Director of ELLAS Consulting

## Key Take-Aways:

- Resource: [Effective, evidence-based strategies to support oral language and reading for ELs](#) PowerPoint



# TESOL Highlight 1

**Session Title:** Supporting General Education Educators Serving MLs Through Multifaceted PD

## Speakers:

- Marybelle Marrero-Colon, Associate Director of Professional Development Relations, Center for Applied Linguistics
- Dr. Kia Johnson, Senior Director, PK-12 Professional Development and Evaluations, Center for Applied Linguistics

**Key Take-Aways:** What should the overall goal of professional development be?...capacity building.



# TESOL Highlights 2

**Session Title:** A Community of Practice to Support Language Instruction Educational Programs

**Speaker:** Kelly Miller, Curriculum Specialist, EL Emphasis, Butler County ESC

**Key Take-Aways:** [Communities of Practice](#)

## A Snapshot Comparison

Communities of practice, formal work groups, teams, and informal networks are useful in complementary ways. Below is a summary of their characteristics.

|                       | What's the purpose?   | Who belongs?                                | What holds it together?  | How long does it last?                                |
|-----------------------|---|---|--|---|
| Community of practice | To develop members' capabilities; to build and exchange knowledge | Members who select themselves               | Passion, commitment, and identification with the group's expertise | As long as there is interest in maintaining the group |
| Formal work group     | To deliver a product or service                                   | Everyone who reports to the group's manager | Job requirements and common goals                                  | Until the next reorganization                         |
| Project team          | To accomplish a specified task                                    | Employees assigned by senior management     | The project's milestones and goals                                 | Until the project has been completed                  |
| Informal network      | To collect and pass on business information                       | Friends and business acquaintances          | Mutual needs   | As long as people have a reason to connect            |



# TESOL Highlights 3

**Session Title:** MTSS and Special Education for Multilingual Learners

**Speaker:** Dr. Barbara Marler, Marler Consulting and; Advisory LLC

**Key Take-Away:** Seven Significant Factors Influencing the Academic Achievement of ELs



# ELP Assessment Score Reports

KELPA & WIDA Alternate ACCESS



# KELPA and WIDA ALT ACCESS Student Score Reports

- Should be available **May 2025**

## KELPA

- **Reports tab** located in Kite Educator Portal.
- Specific instructions for accessing reports are available in the *Kite Educator Portal Manual for Test Coordinators*.
- The reports available to you will depend on your role and access permissions within Educator Portal.
- For questions about access, contact your building or district test coordinator.



# KELPA Student Score Reports

- Educator Guide

- This score report shows and explains your student's performance on the Kansas English Language Proficiency Assessment (KELPA).
- Score reports can be accessed by District and Building Assessment Coordinators under **Reports > English Language Learners Assessment** in Kite Educator Portal.

**STUDENT REPORT: Lastname, Firstname**  
GRADE: 8 / STATE ID: xxxxxxxxxx  
SCHOOL: Meadowlark School  
DISTRICT: Sunflower District / #D1001

**KELPA**  
Kansas English Language Proficiency Assessment

This report shows and explains the student's performance on the Kansas English Language Proficiency Assessment (KELPA). The KELPA measures growth in English language proficiency to ensure all English learners (ELs) are prepared for academic success. This report provides performance levels on each domain tested: speaking, writing, listening, and reading, as well as an overall proficiency determination. These results are used by the teachers, the school, and the school district in planning the student's level of support and participation in the EL program.

When interpreting student progress toward proficiency on the KELPA, please take into consideration how the conditions for learning, which may have been disrupted by the pandemic, may influence performance.

**Overall Proficiency: Level 2**

①

NOT PROFICIENT   NEARLY PROFICIENT   PROFICIENT

**1-Not proficient:** Students who are not yet proficient have not attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level, content-related academic tasks in English. This is indicated by attaining performance levels of Beginning and Early Intermediate in all four domains. Students who are not proficient are eligible for ongoing program support.

**2-Nearly Proficient:** Students are nearly proficient when they approach a level of English language skill necessary to produce, interpret, and collaborate on grade-level, content-related academic tasks in English. This is indicated by attaining performance levels with above Early Intermediate that does not meet the requirements to be proficient. Nearly proficient students are eligible for ongoing program support.

**3-Proficient:** Students are proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level, content-related academic tasks in English. This is indicated by attaining performance level of Early Advanced in all domains.

**Domain Performance Levels**

②

| Year | Domain Score |         |           |         | Progress Toward Proficiency |
|------|--------------|---------|-----------|---------|-----------------------------|
|      | Speaking     | Writing | Listening | Reading |                             |
| 2021 | 4            | 3       | 4         | 4       | Satisfactory Progress       |
| 2022 | 4            | 2       | 3         | 1       |                             |

③

**4-Early Advanced** - Demonstrates English language skills required for engagement with grade-level academic content instruction at a level comparable to non-ELs  
**3-Intermediate** - Applies some grade-level English language skills and will benefit from EL program support  
**2-Early Intermediate** - Presents evidence of developing grade-level English language skills and will benefit from EL program support  
**1-Beginning** - Displays few grade-level English language skills and will benefit from EL program support

**Additional Resources**  
For more information about the Kansas Standards, visit [ksde.org](https://ksde.org). To learn more about the Kansas Assessment Program, visit [ksassessments.org](https://ksassessments.org).

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**Kansans CAN**  
Kansas leads the world in the success of each student.



# Understanding WIDA Score Reports

- A [flyer](#) is available in the *Resources* section of the WIDA website that explains each piece of score information included in the report for families.
- Use this guide, available in [multiple languages](#), to help parents/guardians understand what scores mean and how they are used.
- Visit the [WIDA Kansas Site](#) for more information.





# Data Verification

- During the July AMOSS data check window, the KSDE status calculator should flag:
  - Students not tested
  - Students who scored proficient
  - Students that took the WIDA Alternate ACCESS assessment
- The AMOSS data check is a time for DTCs to look at KELPA participation. This is the only time schools are able to correct data errors if needed. Once the data window closes, no changes can be made.





# Additional Training Opportunities

# DTC Virtual Training Webinar

- DTC Virtual Training Webinar

- Kansas District Test Coordinators (DTCs), Building Test Coordinators (BTCs), and Technology Coordinators are invited to join monthly training webinars. Webinars are recorded and available for review.
- Next Scheduled Webinar: **April 15th, 2025 at 1:00 p.m.**





# Strategy Spotlight

Supporting Students Strategically

# Supporting Students Strategically

“When we talk about supports for English learners (ELs), we often lose the forest for the trees. Strategies, supports, and scaffolds are shiny and inviting. They are nouns of teaching ELs– a concrete solution to a complex challenge...So how do we use supports strategically? How do we use supports to help ELs build upon their assets to thrive in, and beyond, our classrooms? This is the essential question, the forest to always keep in mind as we focus on individual trees.” ([Singer](#), pg. 86-87).

- [Quick Guide to Differentiate Supports](#)



# Strategies Review

- ☑ **November 2024:** Asset-Based Approach ([Singer](#), pg. 10)
- ☑ **January 2025:** Supporting Newcomers – Build Content knowledge and language competence at the same time ([Newcomer Toolkit](#): Chapter 4, pg. 56)
- ☑ **February 2025:** Trauma Informed considerations ([WIDA Focus Bulletin](#))
- ☑ **April 2025:** Support ELs strategically ([Singer](#), pg. 86-87)
- ☐ **May 2025:** Reflecting and Planning for the year ahead





# Professional Development Opportunities

# Save the Date!

[Register Here](#)



- An exciting opportunity for district and building leadership teams!
- July 28-30, 2025 *(Deadline to Register: July 15<sup>th</sup>)*
- Hyatt Regency Wichita





# WIDA Annual Conference

The 2025 WIDA Annual Conference will take place October 27-30, 2025, in Seattle, Washington under the theme "Igniting innovation for multilingual learners."

Information is now available on the [WIDA Annual Conference website](#) including a program overview, registration rates (the Teacher Appreciation Week rate is available May 5-11), details on the curated virtual track option and more.

**Save the date:** Registration opens on May 5!





# Executive Orders

# State Board and KSDE issue statement in Response to the President's order to shut down the U.S. Department of Education

March 21, 2025

TOPEKA - The Kansas State Board of Education and the Kansas State Department of Education (KSDE) acknowledge the President's decision to shut down the U.S. Department of Education. While we await Congress' response, we will be reviewing the order over the next several days to ascertain the potential immediate and long-term impact on Kansas students, educators, and families.

Education is a state issue, and the State Board has constitutional authority over education. We appreciate the federal government recognizing that role.

For decades, federal support has played a critical role in ensuring equitable access to education, particularly for students with disabilities, those from low-income families, and rural communities. While we have received assurances that funding will not be affected, we do not know yet what impact the elimination of federal oversight will have for programs under the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Act (IDEA), and the Higher Education Act (HEA). The administration has said there will be no programmatic disruption.

As we navigate this unprecedented transition, the State Board and KSDE remain committed to continue working with federal and state leaders, school districts, and community partners to protect educational opportunities for all students. We will clarify funding sources, policy implications, and legal obligations while maintaining close communication with schools to ensure a smooth transition with minimal classroom disruptions statewide.

We are grateful for the technical assistance that we have received from the U.S. Department of Education throughout the years.

The State Board and KSDE remain steadfast in its responsibility to support Kansas educators and students during this time of uncertainty.

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# KSDE seeking reinstatement of previously granted Education Stabilization Fund liquidation period

April 3, 2025

TOPEKA — On Friday, March 28, at 5:04 p.m. EST, Education Secretary Linda McMahon informed state education chiefs that the U.S. Department of Education was ending the liquidation period for the Education Stabilization Fund—effective immediately.

In 2024, the Kansas State Department of Education (KSDE) secured an extension from the Department to utilize its remaining Education Stabilization Fund resources through March 28, 2026. KSDE designated these remaining funds for educator training and programs aimed at accelerating student learning recovery from the pandemic.

KSDE is now working with its Kansas delegation and the Department's new process to reinstate the previously approved Education Equalization Fund extension for the \$22.6 million in remaining funds.

In the meantime, KSDE has directed its contracted service providers to pause all tasks related to contracts that would incur additional costs as we seek a resolution.

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# Reminders & Resources

# Upcoming Webinars

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- The final KSDE Title III/ESOL webinar date for this school year is **May 15<sup>th</sup>**.
- Please register @ [www.ksdetasn.org](http://www.ksdetasn.org).
- The recorded presentation will also be available on the [ESOL Education Resources](#) page following the webinar.



# Feedback Needed

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To continue to provide relevant and meaningful webinar updates, please complete this short [survey](#) to provide feedback.

- What do you like about the webinar format?
- How can it be improved to better meet your needs?
- Is there a day or time that works better?
- Are there any topics of interest you wish to see included in the monthly webinars?
- Please complete this survey by **May 2<sup>nd</sup>** so next year's dates can be announced at the May 15<sup>th</sup> webinar.

# Planning for Next Year

| Month          | Activity   | Possible Date |
|----------------|--|---------------|
| June 2025      | <i>Summer Break</i>  |               |
| July 2025      | <b>Webinar:</b> ESOL/Title III Update (?)                  |               |
|                | <b>Presentation:</b> Great Ideas in Education Session (?)  | 7/29/2025     |
| August 2025    | <b>Webinar:</b> ESOL/Title III Update                      |               |
|                | <b>Office Hours:</b> Back-to-School                        |               |
| September 2025 | <b>Webinar:</b> ESOL/Title III Update                      |               |
|                | <b>Office Hours:</b> September 20                          |               |
| October 2025   | <b>Webinar:</b> ESOL/Title III Update                      |               |
| November 2025  | <b>Webinar:</b> ESOL/Title III Update                      |               |
| December 2025  | <i>Winter Break</i>  |               |
| January 2026   | <b>Webinar:</b> ESOL/Title III Update                      |               |
|                | <b>Office Hours:</b> ELP Assessment Preparation            |               |
| February 2026  | <b>Webinar:</b> ESOL/Title III Update                      |               |
|                | <b>Office Hours:</b> ELP Assessment Administration/Scoring |               |
| March 2026     | <i>Spring Break</i>  |               |
| April 2026     | <b>Webinar:</b> ESOL/Title III Update                      |               |
| May 2026       | <b>Webinar:</b> ESOL/Title III Update                      |               |
| June 2026      | <i>Summer Break</i>  |               |







If you have any follow up questions about today's webinar, please fill out this [\*\*short form\*\*](#) (also included in the TASN resources section).

# Resources

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## **ESOL/Bilingual Education Program Guidance Document**

<https://www.ksde.gov/Portals/0/Title/ESOL/ESOLProgramGuidance.pdf>

## **ESOL Education Resources**

<https://www.ksde.gov/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Title-Services/Title-III-State-ESOL/ESOL-Education-Resources>

## **Title III State ESOL**

<https://www.ksde.gov/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Title-Services/Title-III-State-ESOL>

## **2024-2025 Kansas Assessment Program Overview**

[https://www.ksde.gov/Portals/0/CSAS/CSAS%20Home/Assessments/2024-25\\_Kansas\\_Assessments\\_Overview\\_Calendar.pdf?ver=2024-12-09-102704-130](https://www.ksde.gov/Portals/0/CSAS/CSAS%20Home/Assessments/2024-25_Kansas_Assessments_Overview_Calendar.pdf?ver=2024-12-09-102704-130)

## **Plyler v. Doe [457 W.S. 202(1982)] Reference**

<https://www.idra.org/resource-center/immigrant-students-rights-to-attend-public-schools-2/>



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