



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

Monthly Happenings Office of English Learning and Migrant Education February 2014

Charlie Geier, Rachel Davidson, Nathan Williamson and Carey Mann

Title III Monitoring Feedback

- The IDOE Office of Grants Management has created a [Title III Feedback from Onsite Monitoring](#) document to provide clarity and further guidance to school districts on compliant use of Title III funds. A new Cycle Monitoring 2013-2014 has been created in the file/bookmarks section of the Title III Learning Connection community, which includes indicators that are monitored for school districts in the desktop, fiscal, and onsite monitoring phases.

International Mother Language Day

- Join the Office of Head Start and the National Center on Cultural and Linguistic Responsiveness to celebrate [International Mother Language Day](#) on February 21, 2014. We invite local school districts to lead efforts to share the value, importance, and joy of all languages. We have over 250 languages in Indiana alone! Also check out their [Importance of Home Language Series](#) to learn about how developing native language skills is directly tied to success in English.

LAS Links Important Info

-Administration window is January 22-February 28, 2014.
- Window to order materials closes Feb. 19, 2014. Form A is used this year
- Administered by licensed personnel not paid solely via federal funds such as Title I, II and III.

Check out these awesome opportunities for PD!

- **Feb.18- 20, 2014**, Wabash Valley EL Conference and Pre-Institutes; 4 Points by Sheraton (West Lafayette, IN) Click [HERE](#) to register and for more information.
- **Feb. 20-22, 2014**, The Louisville Conference on Literature and Culture; University of Louisville (KY) Click [HERE](#) for more information.
- Mar. 19, 2014** [EL and RTI Series](#); Demonstration of Strategy Implementation with Monitoring, Dr. Catherine Collier; Indianapolis, IN. Click [here](#) to register. Free registration. Space limited.
- **March 26-29** TESOL International Convention; Portland, Oregon. Click [HERE](#) for more information
- IDOE "[Success with English Learners](#)" [EL Webinar Series](#): These recorded webinars are free and can be viewed at any time. Participants can earn a PGP certificate for participating. NEW Webinars: *What Every Administrator Should Know About Separating Difference from Disability* by Dr. Catherine Collier

Approved Bilingual Dictionaries

- Limited English proficient students who are literate in another language are allowed to use an approved bilingual word-to-word dictionary on ISTEP+, IREAD, and ECA. Mark this accommodation the Individual Learning Plan (ILP). Visit [Appendix I](#) for currently approved dictionaries. If a school needs to add a dictionary to the approved list, please fill out a [Bilingual Dictionary Request form](#). Since eligible students are entitled to this accommodation, including in absence of Title III funds, **therefore Title III dollars cannot be used to purchase these dictionaries in the future.** Only local and state funding, such as NESF, can be used to purchase the dictionaries.

#MakingItHappen

- The IDOE Office of Early Learning and Intervention has started a pilot campaign to showcase local examples of equity, high quality, and accountability for ELs. If you have something great occurring in your district, take picture or record a short video and share it with rdavidson@doe.in.gov.

AMAOs

- Annual Measurable Achievement Objectives (AMAOs) were released on January 24, 2014. Results can be found in <http://compass.doe.in.gov/> by clicking on Accountability and then AMAOs.
- If any of the three components of AMAOs are not met, then the district has not met AMAOs.
- Title III funded school districts that did not meet AMAOs must notify parents of EL students participating in the language instruction program within 30 days of the IDOE notification date of January 24, 2014. An English and Spanish parent notification template can be found in Files and Bookmarks > Title III > AMAOs. The school district can decide how to send the letter to parents either via mail, electronic, in-person etc.

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DOE-LM Lessons Learned

- 1) This report generates the Title III and NESP funding allocations. Accurate data submissions allow our students to receive the support they deserve.
- 2) Start early! The DOE-LM reconciliation report is run on Nov. 1st of each year for students who should be on the report based upon their data in the STN app center. Use this report to plan your data submission and fix errors early.
- 3) Plan to submit your final data submission at least a week before the report is due. This will give the school district time to resolve any errors, and the IDOE staff to help with any queries. Use the [DOE-LM layout](#) and the error code language in your data submission history for further guidance. Many common scenarios can be found there.
- 4) Changing a student's language from a non-English code back to English only requires the [HLS amendment form](#) along with the original HLS when the student **first enrolled in an Indiana school.** We must have this documentation to ensure that services are not removed for students that are federally entitled to them. School districts will have a deadline next year to submit the HLS amendment form if a change is needed prior to the DOE-LM data submission.
- 5) Changing a student's language from English to a non-English code can be done within the STN app center without IDOE prior approval, as long as the change is based upon the original HLS. Go to the STN app center > Lookup > STN Name Change Request to make these changes.



We have lots of WIDA swag (otherwise known as standards booklets, resources, posters and more!) in our office in preparation of our upcoming spring/summer training for standards implementation! Plans are being finalized and we hope to release specific dates soon. School districts can get a head start on training by visiting www.wida.us and clicking on

DOWNLOAD LIBRARY
PDFs, PPTs, videos and more

LAS Links Administration Tips

- Minimize lost instructional time by soliciting help. Any licensed staff member who is not solely federal funded (Title I, II, and III) can help assess students with LAS links as long as he/she is trained (via LAS links Administrators learning connection community). Solicit help so the testing occurs in a timely manner.
- Students with IEPs can receive accommodations on LAS links according to their IEP. The majority of ELs do not have an IEP, and they should not receive accommodations on the testing as this determines their future eligibility for accommodations on other assessments. LAS Links is an untimed test for all students.

How Are AMAOs Calculated?

AMAO 1 checks for the percentage of students assessed by your school district via LAS links in spring 2013 whose performance increased 12 or more overall scale points from their most recent prior test. Students must have already taken the annual assessment for their score to be included in this calculation. The state target was 51% and the state performance was 64%. The state target increases by 2% points each year.

AMAO 2 checks for the percentage of LEP students assessed by your school district via LAS links in spring 2013 who received an overall level 5 (with at least a 4 in all domains of speaking, listening, reading, and writing) AND who were previously LEP (level 1-4) on their most recent assessment. The state target was 14% and the state performance was 14%. The state target increases by 1% point each year.

AMAO 3 checks for the performance of the LEP subgroup on ISTEP+ in math and English/language arts. The AYP subgroups are still recognized within Indiana's A-F accountability system known as AMOs (annual measurable objectives). The state target for the LEP subgroup in spring 2013 was 53% passing for E/LA and 63% for math. These targets increase each year, which can be found on p. 74 of Indiana's current [ESEA Federal Flexibility Waiver](#). Current LEP (levels 1-4) students, first year 5s, and students within the 2 year monitoring window are factored in the LEP subgroup.

Internationalizing Indiana's Academic Standards

- The Center for the Study of Global Change at Indiana University has a wonderful set of [resources for K-12 Indiana educators](#) to teach the Indiana academic standards with an international focus in all four core subject areas. For instance, a middle school math teacher can teach two-dimensional patterns (7.4.4) using architecture around the world.