

This document contains guidance on the identification and placement process for newly arrived English language learners in your state. WIDA and your state education agency have worked together to provide this outline of policies, procedures, assessment options, test administrator training requirements, and criteria for placement in ELL services. This document is updated each spring and throughout the year per SEA request.

For questions related to state policy, please contact:

Drew Linkon
Assistant Director of Assessment
drew.linkon@dese.mo.gov
(573) 751-8285

Cammy Goucher
Director of English Language Development
cammy.goucher@dese.mo.gov
(573) 751-3926

For questions related to WIDA’s website, resources, or assessments, please contact the WIDA Client Services Center at help@wida.us or (866) 276-7735. For questions related to WIDA AMS and WIDA Screener Online, contact Data Recognition Corporation (DRC) at (855) 787-9615 or wida@datarecognitioncorp.com.

Initial Assessment and Identification

Questions/Topic	State-specific Guidance
Process Overview	<ol style="list-style-type: none"> 1) Identify potential ELs during enrollment using the Language Use Survey (LUS) 2) Screen students whose LUS notes a language other than English is spoken or understood by the student 3) Determine whether the student meets the eligibility criteria 4) Notify parents or guardians of assessment results and placement decisions within 30 days of enrollment 5) Code students correctly in MOSIS

Initial Assessment and Identification

Timelines	<p>LEAs have 30 calendar days to identify the student.</p> <p>If the LEA receives a new student from another LEA or state that is part of the Consortium AND the student has a WIDA Screener or ACCESS for ELLs score report, they will not need to be re-screened. LEAs should add the student's previous score report to the student cumulative folder.</p>
Language Use Survey	<p>During the enrollment process, districts must ask the parents or guardians to respond to the following questions:</p> <ul style="list-style-type: none"> • What was the student's first language? • Which language(s) does the student use (speak) at home and with others? • Which language(s) does the student hear at home and understand? <p>If the answer to any of these questions notes a language other than English is either spoken or understood, the student is <i>potentially</i> an English learner and the district must take active steps to determine if the student qualifies for language instruction educational program (LIEP). Ideally, the enrollment packet includes a Language Use Survey (LUS).</p>
State Approved Assessments	<ul style="list-style-type: none"> • First Semester Kindergarten: <ul style="list-style-type: none"> ○ WIDA Screener for Kindergarten (Listening & Speaking domains only) • Second Semester Kindergarten through First Semester First Grade: <ul style="list-style-type: none"> ○ WIDA Screener for Kindergarten (all domains) • First Grade (Second Semester) through 12th Grade: <ul style="list-style-type: none"> ○ WIDA Screener Online (NOTE: WIDA Screener Paper is not an approved option in Missouri) • Newcomer students – Defined as recently arrived immigrants, migrants or refugees in First Grade (Second Semester) through 12th grade, who have been in the country for less than four months, and who demonstrate compelling evidence that they have never been exposed to English <ul style="list-style-type: none"> ○ DESE EL Newcomer Kit

Initial Assessment and Identification

Identification/Placement Criteria	<p>Identification Criteria:</p> <p>First Semester Kindergarten:</p> <ul style="list-style-type: none"> Using the WIDA Screener for Kindergarten, students with an Oral Language score of less than 5.0 should be identified as LEP_RCV in your Student Information System (SIS) and be placed in the district Language Instruction Educational Program (LIEP). Students who score a 5.0 or higher are not required to be placed in the LIEP, but should still be identified as LEP_RCV in the SIS and take ACCESS. <p>Second Semester Kindergarten through First Semester First Grade:</p> <ul style="list-style-type: none"> Using the WIDA Screener for Kindergarten, students scoring less than a 5.0 Overall should be identified as LEP_RCV in your SIS and placed in the district LIEP. <p>Second Semester First Grade through 12th Grade:</p> <ul style="list-style-type: none"> Using the WIDA Screener Online, students scoring less than a 5.0 Overall should be identified as LEP_RCV in your SIS and placed in the district LIEP.
Other Useful Resources or Information	<p>Notifications for parents/legal guardians shall be provided in English and in a language that parents can understand, to a maximum extent practicable. Notifications must include:</p> <ul style="list-style-type: none"> Eligibility for English Language Development (ELD) Services and Method of delivery of instruction Student's level of proficiency and how it was assessed How the program will help the child learn English and meet age appropriate academic achievement standards for grade promotion and graduation Specific requirements for exiting the program Information pertaining to parental rights that includes written guidance detailing: <ul style="list-style-type: none"> The right that parents have to have the child removed from Title III Supplemental programs upon their request. Assisting parents in selecting among various programs or methods of instruction, if more than one program or method is offered. Notification of services must be sent to parents on an annual basis. A former EL may be re-assessed for program placement if the district feels that the student is unable to keep up with their peers due to a language issue. More information about identification and placement of ELs in Missouri can be found in DESE's Missouri EL Screening Guide available on the DESE EL Assessment page.

Test Administrator Training and Certification

Question/Topic	State-specific Guidance
Test Administrator Qualifications	Test administrators must be district employees, at minimum meet the requirements of a para (60 hours) and have completed the online WIDA training for tests being administered. They are not required to be EL teachers.
Test Administrator Training Requirements	<p>Test administrators must complete the entire Training Course for the WIDA Screener for any of the grades they are giving.</p> <p>Test administrators are required to go through training if they have not previously done so. Districts then set their own rules on how often test examiners should go through training. DESE recommends that examiners look through the training each year as a refresher, even if they are not required to re-train.</p>
Website Permissions	<p>WIDA Secure Portal (portal.wida.us) Contact District Test or EL Coordinators for access to assessment training materials.</p> <p>WIDA AMS (DRC) (wida-ams.us) Educator Scoring for WIDA Screener Online: Contact District Test or EL Coordinators for permissions.</p>

ELL Program Requirements – Services & Support

Question/Topic	State-specific Guidance
ELL Services or Program Requirements	There is no state requirement in regards to program type or amount of student support. Missouri defers to the requirements of the Office of Civil Rights.
Declining Services	<p>Federal law requires that states define English language proficiency and that any school district receiving federal funds through any program provide ESL services to all who do not meet that definition. If a parent refuses ESL services, meaningful education must still be provided.</p> <p>Districts must document when a parent refuses ESL services. However, that does not release the school district from its responsibility for providing meaningful education to the English Learner. If parental refusal of ESL services denies an English Learner access to a meaningful education, this violates the English Learner’s rights.</p> <p><i>A parent cannot refuse “education” and if an English Learner cannot access education without ESL services, then the district must support the academic learning of the English Learner. If an ESL program is necessary in order to ensure academic progress for the English Learner, then ESL services must be provided.</i></p> <p>Parents have the right to choose whether their child receives Title III Supplemental ESL services. Should parents wish to refuse regular ESL services, they should be asked to attend a conference with the ESL teacher and an administrator where recent assessments, student work, academic strengths and needs will be shared and discussed. The parents should be required to sign a waiver from the type of ESL program the district is offering. Parents, however, do not reserve the right to exempt their child from needed support. Therefore, regular classroom teachers, with help from an ESL teacher, will utilize ESL strategies and resources in the mainstream classroom.</p>