Schedule of Monthly Webinars

September 29 (Date change to WEDNESDAY)
October 26
November 23
January 25
February 22
March 22
April 26
May 24

All webinars will start at 9:00 am
Zoom link sent to ESOL Listserv day before webinar
Today’s Topics

• Individual Learning Plan (ILP)
• Accommodations on Kansas State Assessments
• KELPA Screener
Individual Learning Plan (ILP)
Individual Learning Plan (ILP)

- An individual learning plan (ILP) is a document that describes the academic and language needs of, and goals for, an English learner (EL).
- An ILP details the strategies, accommodations, and goals to be implemented daily in the classroom in order to help ELs be successful.
- Students who are English learners receiving English as a second language (ESL) services as well as English learners whose parents have waived direct ESL services will receive an ILP.
Individual Learning Plan (ILP)

• ILPs are designed to ensure that all ELs are being served and are on track to meet the linguistic and academic expectations each year.

• The development and implementation of ILPs provide key supports, such as:
  • supporting language acquisition across the instructional day,
  • providing meaningful participation in core instruction,
  • enabling students to reach grade-level targets in their academic subjects, and
  • coordinating instructional approaches, including collaboration, among all educators.
Individual Learning Plan (ILP)

• There is not one required ILP form that must be used by all districts; rather, schools and districts retain the local responsibility to create an ILP based on their students’ needs.

• An ILP should be tied to the Kansas English Language Proficiency standards.

• Recommended elements that are neither mandatory nor exhaustive:
  • General information about the student (name, age, grade, school year)
  • KELPA proficiency level (Listening, Speaking, Reading, Writing)
  • State and local assessment information
  • Strategies, and accommodations for the student to be implemented in all classes
  • Strategies and accommodations for state assessments
  • Description and schedule of ESL services provided to student
  • Goals for the student
  • Parent, teacher, and student input
Individual Learning Plan (ILP)

• An ILP should be updated as needed, but must be updated annually.

• ILPs are intended to be **living documents** that reflect a student’s current progress, goals, and needs. If student learning goals are met during the year, the goals should be adjusted and updated.

• If student accommodations change, these should be adjusted as well.

• Teacher input should be gathered regularly.
Individual Learning Plan (ILP)

• ILPs are locally developed by ESL teachers in collaboration with other content area and general education teachers, leaders, counselors, parents, and/or the student. The lead developer does not have to be an ESL teacher, but generally will be.

• Collaboration among educators and other stakeholders involved in the EL’s education is the most important aspect the ILP.

• An ILP should be shared with the EL to ensure that the student understands his or her goals and growth targets.
The implementation process for an ILP is less formal than that of an IEP. The IEP is a legal document that assures services through IDEA to students with disabilities. It requires, at a minimum, annual meetings with stakeholders.

An ILP is designed to be a tool for collaboration among educators, parents, and students to coordinate effective instruction for ELs. While ILPs must be updated annually and used daily, the exact implementation plan is at the discretion of districts.

Formal stakeholder meetings are not required; informal discussions among teachers, students, and parents are appropriate.
Comments/Questions
KAP Accommodations

Tier 1: Universal Features
For all students

Tier 2: Designated Features
For some students

Tier 3: Accommodations
IEP / 504 Plan / EL Plan

Embedded
Non-Embedded
Universal Features

Universal features are accommodations that are either
1. embedded or provided digitally through the KAP (e.g., highlighter)
2. nonembedded and provided nondigitally at the local level (e.g., separate, quiet or individual setting).

Universal features are available to all students in Kite.

Refer to Tools and Accommodations for the Kansas Assessment Program [Tools available to all students as needed by subject].
Designated Features

**Designated features** are those features that are available for use by any student for whom the need has been indicated by an educator (or team of educators including the parents/guardians and the student if appropriate) who is familiar with the student’s characteristics and needs.

1. Embedded designated features (e.g., color contrast) are provided digitally through the KAP,
2. Non-embedded designated features (e.g., magnification device) are provided locally.

Trained educators or teams using a consistent process must assign designated features to a student on the Personal Needs Profile (PNP) in Educator Portal.

- Refer to [Tools and Accommodations for the Kansas Assessment Program](https://www.ksde.org) [Accommodations (available only when selected in the PNP) for students who have an IEP, 504, ILP or statement of student need]
Accommodations

Accommodations are changes in procedures or materials that ensure equitable access to assessment content and generate valid assessment results for students who need them.

1. Embedded accommodations (e.g., text-to-speech) are provided digitally through Kite.

2. Nonembedded designated features (e.g., sign interpretation) are provided locally.

• Accommodations are generally available for students for whom there is a documented need on an IEP, 504 or ILP accommodation plan.
Types of Accommodations

1. Timing/scheduling
2. Setting
3. Presentation
4. Response

Refer to Tools and Accommodations for the Kansas Assessment Program [Accommodations (available only when selected in the PNP) for students who have an IEP, 504, ILP or statement of student need]
Accommodations should be used on the state assessments only if they have been a regular part of instruction.

Students with an Individualized Learning Plan (ILP) plan may use only accommodations documented on the plan.

Keyword translation allows students to view Spanish translations of critical vocabulary in mathematics and science.
KAP Accommodations

- All directions may be read by the computer in English.
- ELA passages, test questions, answer choices, labels, graph titles, and other items may not be translated into the student’s native language.
- Students may use electronic translators and word-to-word translators for directions (including ELA), test questions, and answer choices. Students may not use them for ELA passages.
- Web-based translators such as Google Translate™ translation service may not be used.
- Certain Spanish words and terms in the mathematics assessment and science assessment are available. Students literate in Spanish may use the Spanish Keyword Translation feature.
- To use Spanish Keyword Translation, students must have the PNP setting for this feature enabled in Educator Portal.
Human Reader

• A HUMAN reader is NOT allowed on Kansas assessments! Students must utilize the synthetic voice in Kite!

• An occasional word may be pronounced for students in questions and stems (in English) but never in ELA passages.
## Text-to-Speech Options

<table>
<thead>
<tr>
<th>Option</th>
<th>Available to All Students?</th>
<th>Is PNP Required?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text-to-Speech Audio (TTS) Directions</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Text-to-Speech Audio (TTS) Science</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Text-to-Speech Audio (TTS) Test Items</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Text-to-Speech Audio (TTS) (nonvisual) ELA Passages</td>
<td>No</td>
<td>Yes, and KSDE approval required</td>
</tr>
</tbody>
</table>
TTS for ELA passages (Nonvisual)

• *TTS for ELA passages must be approved by KSDE.*
• This accommodation is ONLY for students with an IEP or 504 plan.
• This accommodation is appropriate for students who receive daily instruction and assessments orally and through computerized text to speech.
• This accommodation should only be used by a student who has a specific documented disability that severely limits or prevents his or her ability to decode text, even after varied attempts to teach the student to do so (i.e., the student is a nonreader, *not simply reading below grade level*).
TTS for ELA passages (Nonvisual)

TTS ACCOMMODATION FOR ELA PASSAGES (NONVISUAL) FLOW CHART

Is the student blind, visually impaired or a nonreader?

Yes

Does the student have an Individualized Education Plan (IEP) or 504 Plan?

Yes

Is TTS or a screen reader the primary mode of accessing text for this student?

Yes

Does the student’s IEP or 504 explicitly indicate the student uses TTS or a screen reader to access printed material in ALL subjects?

Yes

PLEASE NOTE: For students who are blind or have a significant visual impairment, STOP HERE and complete TTS checklist (nonvisual) and submit for approval from KSDE.

No

Does the student’s IEP or 504 Plan specifically document severe deficits in decoding that limits or prevents the student from decoding at any level of difficulty even after repeated attempts for the student to 00:50?

Yes

Complete documentation for TTS checklist (nonvisual) and submit for approval from KSDE.

No

Student does NOT qualify.

Kansas State Department of Education | www.ksde.org | #KansansCan

Kansas leads the world in the success of each student.
Accommodations by Program

Some accommodations are available by testing program and not available for all testing programs!
KELPA Screener

• New KELPA Screener “soft rollout” in February 2022.

• Send email to jewing@ksde.org to volunteer.
KELPA Screener

• State-wide Universal Screener
• Student will take screener through Kite Student Portal
• Receive score of proficient or not proficient
• Aligns with KELP standards 2018
• Assesses each of the four language domains: Listening, Speaking, Reading, Writing
Comments/Questions
Teacher Leaders

• KSDE is looking for teacher leaders to assist with providing training, guidance, and leadership for curriculum, assessment, and KSDE initiatives.

• Please indicate your interest by completing the Google form: https://forms.gle/Leybk6ZBpdeWuMn66
Vision & Goals for Teacher Leaders

• The **vision** for the KSDE Teacher Leader Consultants is to provide content and pedagogical expertise in standards and assessments and to deliver high-quality, dynamic professional development that incorporates practicable educational advances. This vision will become reality through the implementation and fulfillment of the teacher leader goals.

• The **goals** of a teacher leaders are promoting the education profession by providing high quality and dynamic professional development; facilitating and providing review feedback that is authentic, constructive, and actionable; creating authentic and constructive products to strengthen best practices within the discipline, and elevating, empowering, and training teachers.
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