

ELP BAND EXIT: ELP BAND EXIT COMMITTEE GUIDANCE



OKLAHOMA
Education

The purpose of the Band Exit Process is to provide an alternate exit path for EL students who have demonstrated the level of English language proficiency necessary to ensure ongoing academic success without the continued provision of EL-specific services and supports. The following guidance outlines the processes and reporting requirements related to the successful submission of an ELP Band Exit appeal.

Note that LEA participation in the ELP Band Exit Process is not required and that individual student appeals may be submitted at local discretion.

Eligibility Requirements

An appeal should not be submitted until an EL student meets specific criteria. LEAs should note that a student's participation in either the ACCESS for ELLs or Alternate ACCESS for ELLs assessment determines their respective eligibility criteria. Only the LEA where the student is enrolled and achieved the eligible score can submit the band exit request.

Participation in the ACCESS for ELLs Assessment

A student participating in the ACCESS for ELLs assessment, with or without accommodations, is eligible for ELP Band Exit upon meeting the following requirements:

- The student is currently enrolled in the 3rd-12th grade (a student currently enrolled in kindergarten, 1st or 2nd grade is not eligible for ELP Band Exit).
- The student participated in the previous year's ACCESS for ELLs assessment and earned a Composite/Overall score within 4.3 to 4.7 range.
- The student achieved a score of Basic or Above on the previous year's OSTP ELA assessment or has achieved a qualifying alternate assessment score (please refer to the ELP Band Exit: [Assessments Approved for the ACCESS for ELLs Rubric Element #2](#) guidance document for additional information).
- The student meets **one or more** of the four additional criteria:
 - **OSTP ELA Growth:** Student demonstrated growth of at least 3 scale score points compared to the prior year's OSTP ELA score.
 - **Student Grades:** Student has demonstrated mastery of grade-level subject matter (predominantly As or Bs or equivalent in ELA, Reading, Writing, Vocabulary, Spelling, etc.) and is ready to demonstrate success in the next grade level.
 - **Supplemental Qualifying Norm-Referenced Test (NRT) Score:** Student achieved a qualifying score on a state-approved NRT (please refer to the ELP Band Exit: [Norm-Referenced Tests Approved for ACCESS for ELLs Rubric Element #5](#) guidance document for additional information).
 - **Student Oral Language Observation Matrix (SOLOM):** Student scores at the "Advanced Fluency" level (21 or more points) when observed and scored with the matrix (please refer to the ELP Band Exit: [Student Oral Language Observation Matrix](#) guidance document for

additional information).

A student meeting the above criteria must have the appropriate documentation gathered and uploaded, including the appropriate completed ELP Band Committee Rubric, and submitted to OSDE for approval.

Participation in the Alternate ACCESS for ELLs Assessment

A3-P1 Exit Band

A student participating in the Alternate ACCESS for ELLs assessment, with or without accommodations, is eligible for ELP Band Exit upon meeting the following requirements:

- The student is currently enrolled in the 5th-12th grade (a student enrolled in kindergarten, 1st, 2nd, 3rd or 4th grade is not eligible Alternate ACCESS for ELLs ELP Band Exit).
- The student participated in at least **three** consecutive administrations of the Alternate ACCESS for ELLs assessment and earned a Composite/ Overall score within the A3-P1 range on the **two** most recent test administrations.
- The student has demonstrated ELA growth of one or more performance levels between the two most recent DLM administrations in the previous three years. (Exceptions are 10th and 11th grade as they do not participate in the OAAP in these grades.)
- Appropriate to their individual determination, the student has demonstrated progress in core content knowledge as evidenced through grades, IEP documentation, assessment data, etc.

A student meeting the above criteria must have the appropriate documentation gathered and uploaded, including the appropriate completed ELP Band Committee Rubric, and submitted to OSDE for approval.

A1-A2 Appeal for Removal of EL Status

OSDE will allow an LEA to appeal a student's EL status without a demonstration of English language proficiency in cases where a student has both a severe cognitive determination and struggles to demonstrate any appreciable growth through the Alternate ACCESS for ELLs assessment over multiple administrations. If such an appeal is approved, the student may have their EL status removed and be re-identified as **1633/Native English Speaker** in the local student information system. A student will be eligible for this flexibility when meeting the following criteria:

- The student is currently enrolled in the 5th-12th grade (a student enrolled in kindergarten, 1st, 2nd, 3rd or 4th grade is not eligible for this flexibility).
- The student participated in at least **four** consecutive administrations of the Alternate ACCESS for ELLs assessment and earned a Composite/ Overall score within the A1-A2 range on each of the **three** most recent Alternate ACCESS assessment administrations.
- The LEA is able to provide documentation and/or evidence sufficient to demonstrate the student's ability (appropriate to their individual determination) to access core instructional content without the provision of EL-specific services and supports (teacher testimonial, student work samples, NRTs, etc.).
- The LEA's EL and Special Education representatives, the student's primary teacher, and site administrator all agree that the student possesses a level of English language proficiency (within the context of the student's unique determination(s)) to allow access to instruction in an English-only environment.

A student meeting the above criteria must have the appropriate documentation gathered and uploaded, including the appropriate completed ELP Band Committee Rubric, and submitted to OSDE for approval.

The ELP Band Committee

Once an LEA determines that an EL student is eligible for a Band Exit appeal, an ELP Band Committee must be formed. The purpose of the committee is two-fold:

1. Evaluate an EL student's data and supporting documentation.
2. Determine whether the LEA should move forward with submission of an ELP Band Exit appeal and the potential exiting of the student from EL status.

ELP Band Committee Requirements

At minimum, the ELP band committee must include the following LEA staff:

- **An EL representative:** Staff serving in this role are at district discretion, but whenever possible this role should be filled by an EL Coordinator or EL teacher who has worked closely with the student and is most familiar with their English language development.
- **A classroom teacher who works with the EL student:** Staff serving in this role are at district discretion, but whenever possible this role should be filled by a teacher who has worked closely with the student in a capacity that has allowed regular observations of the student's English language development and evaluation of their academic performance.
- **An administrator or counselor:** Staff serving in this role are at district discretion, but whenever possible this role should be filled by a counselor or administrator that is most familiar with the student.

If the EL student is dually identified and served on an IEP or 504 plan, the ELP band committee must also include the following district staff:

- **A Special Education teacher:** This role should be filled by the teacher most familiar with the student's academic performance and English language development.

Only LEA Physical or Validated Digital Staff Signatures (minimum of 3 required) will be accepted.

Mandatory Evaluation Criteria

LEAs must use the OSDE-created ELP band rubrics as the centerpiece of the decision-making process. The OSDE also encourages LEAs to gather and evaluate any additional information they believe to be useful and relevant in making the decision to appeal a student's EL status. However, additional information beyond that required by the appropriate ELP band rubric is not required.

Optional Evaluation Criteria

In addition to the mandatory criteria detailed in the appropriate rubric, LEAs wishing to implement additional measures in their review of student Band Exit eligibility should consider gathering and examining supplemental evidence. Expanding committee review to include one or more of the following

items can better inform the local discussion and ultimate decision to submit a Band Exit appeal on behalf of an EL student.

Student Writing Samples

Evaluation of student writing samples can assist in determining both an EL student's ability to convey their understanding of instructional content and their likelihood of ongoing academic success. Ideally, writing samples should include the following:

- Work completed throughout the school year to provide committee members with examples highlighting the student's English language development over time.
- Work that highlights supporting elements that led to the student's production of a completed assignment (i.e., note cards, outline, rough drafts, and a final draft of a student paper or project.)
- Multiple works that highlight the length and complexity of writing assignments. Elementary level ELP band committees may wish to examine 4-5 shorter writing samples, while secondary level ELP band committees may only wish to examine 2-3 longer samples.
- Writing samples completed across multiple content areas, including ELA, math, social studies, and science.

Language Inventories

While multiple types of language inventories are available, in the context of ELP Band Exit an inventory should involve a formal, locally-implemented process of direct observation and review of academic performance that helps determine an EL student's effective level of English language proficiency (e.g., the Student Language Oral Language Observation Matrix (SOLOM)). Ideally, a language inventory should be:

- Completed by an EL coordinator and/or EL teacher and by at least one of the student's classroom teachers. Note that an inventory is even more meaningful if multiple content area teachers participate in observing the student's use of English.
- Completed over an extended period of time. Administration over a longer duration (e.g., 2-4 months) allows observers additional opportunities to gather information related to the student's language use and development over time, in a variety of situations, and in multiple content areas.
- Conducted for both the student's use of English and the student's use of their native language(s) (if possible).

Classroom Recordings or Noted Observations

Ideally, recordings or notes can provide insight to a student's use of English across a variety of situations. Examples of such situations would include:

- Individual and/or group classroom presentations.
- Discussions with other students during group work activities.
- Participation in labs or other hands-on activities that requires communication with others.

Student Portfolio

Portfolios are collections of work that can provide a greater understanding of a student's academic ability. Ideally, student portfolios should include:

- Work completed throughout the school year to provide committee members with examples highlighting the student's English language development over time.
- Examples of work from all core content areas. At minimum, a portfolio should include examples of work in the areas of math, science, social studies, and ELA.
- Examples of work that highlight the student's ability to successfully interpret the technical terms and vocabulary associated academic instruction.

Final Determination

If an LEA elects to move forward with submission of the Band Exit appeal after determination of student eligibility and review of all relevant data, the following steps must be completed:

- Review and complete the appropriate rubric and gather the required supporting documentation.
- Save the completed rubric and supporting documentation in .pdf format (whenever possible).
- Review the instructions for submitting an appeal in the ELP Band Exit: Submitting an Exit Request guidance document.
- Submit the completed appeal within the OSDE-determined submission window.

LEAs will be notified annually via Listserv email of the ELP Band Exit Request submission window dates.

[Sign up](#) to get the latest news and updates sent directly to your inbox via the English Learners Listserv.

While every effort will be made to provide LEAs with sufficient time to complete their ELP Band Exit Requests, please note that the ELPA Band Window will open as soon as data are available and remain open for as long as the Accountability timeline can accommodate. LEAs are encouraged to account for this possibility in planning for any staff that may be required to complete the ELP Band Exit Process.

Note that all ELP Band Exit requests are reviewed on a case-by-case basis and that **submission of a request and supporting documentation should not be interpreted as automatic approval**. Only when the request has been approved by the OELP may the student be assigned **1636/Re-designated as Fluent English Proficient** status (or 1633 Native English Speaker if the student exits through the A1-A2 Alternate ACCESS band exit). LEAs are strongly encouraged to monitor the status of submitted requests in the Accountability Reporting application. If approved, the rubric signed by the OSDE reviewer should be downloaded and placed in the student's paper and/or digital cumulative folder.

Submitting an Appeal

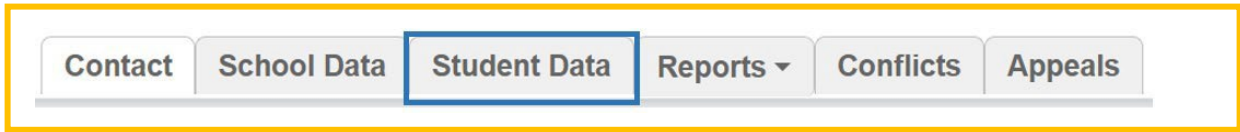
Please follow the instructions below to submit an ELP Band Exit request through the Accountability Reporting application.

1. Sign into Single Sign On and select **Accountability Reporting**:

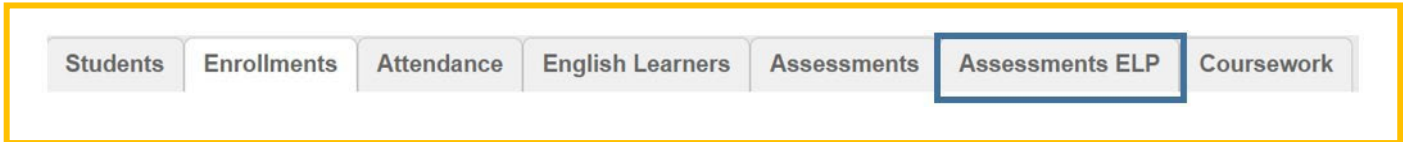


2. Select the appropriate school site from the LEA's Accountability Reporting home page.

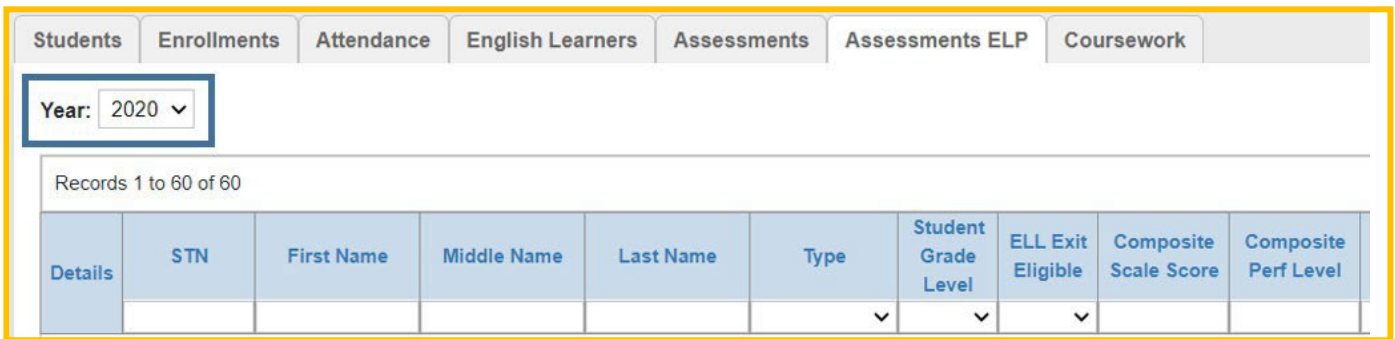
3. Select **Student Data**:



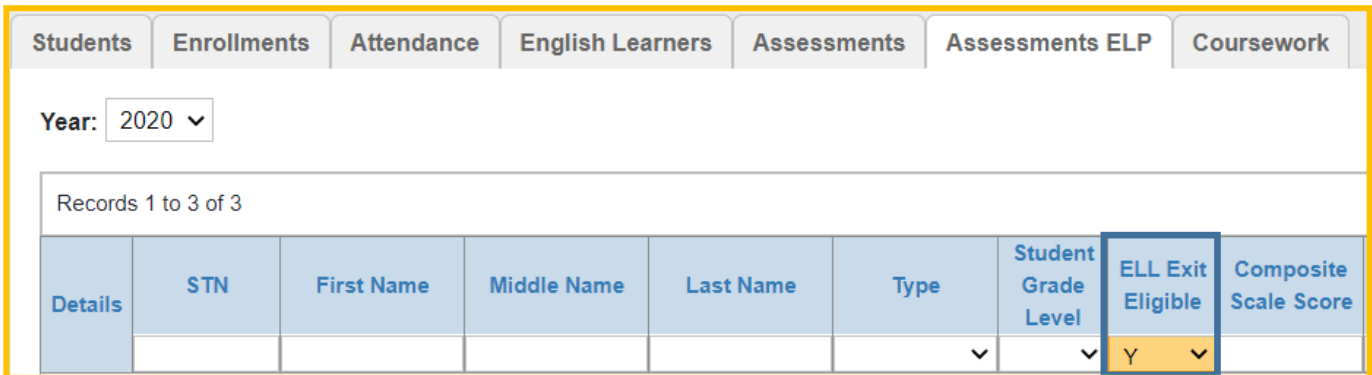
4. Select **Assessments ELP**:



5. Ensure that the previous school year is selected in the **Year** dropdown menu. This will open a table displaying the ELP assessment records valid for current-year ELP Band Exit purposes:



6. Select **Y** on the **ELL Exit Eligible** drop-down menu:



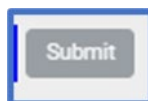
- Click the **blue DVR button** (red in screen shoot) in the **Create DVR (ELL Exit Exempt)** column next to the student for whom you will be submitting a request. A window will appear prompting an explanation for the request and allowing the upload of the appropriate rubric and supporting documentation.

Year 2022

Records 1 to 27 of 27

	Create DVR	Details	STN	First Name	Middle Name	Last Name	Type	Student Grade Level	ELL Exit Eligible	Create DVR (ELL Exit Exempt)
	▼						▼	▼	Y - (2)	▼
1		View							Y	+ DVR
2		View							Y	+ DVR
3		View							Y	+ DVR
4		View							Y	+ DVR
5		View							Y	+ DVR

- When the required narrative has been completed and all supporting documentation uploaded, click the **Submit** button.



- To check the status of band exit requests, click on the **Appeals** tab and then click **Data Requests**. Ensure the current year is selected and next click on **Student Assessment ELP Band Exit Request**.

Contact School Data Student Data Reports - Conflicts Appeals

Data Requests Calculation Requests Conflict Resolutions

Year 2022

Records 1 to 3 of 3

DVR TypeID	Name	Open	Info Required	Closed-Pending Manual	Closed-
4	Student Assessment ELP	0	0	0	
3	Student Assessment ELP Band Exit Request	0	0	0	
2	Student Attendance Medical Exemption Request	0	0	0	

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 Oklahoma State Department of Education: ELP Band Exit Committee Guidance Updated April 2023