

# Office of English Language (OELP) Proficiency Updates

October 2024



**OKLAHOMA**  
Education



# Purpose of Updates

- Routine updates and revisions
- Required actions from the U.S. Department of Education's Oklahoma Consolidated Performance Review Report FY 2024, dated July 25, 2024

# WIDA MODEL

- WIDA MODEL has been removed as a screener for identification and as an assessment for exiting EL services.
- OELP acknowledges the MODEL as a progress monitoring tool and as a predictor of student performance on the ACCESS for ELLs assessment. WIDA MODEL must continue to be purchased at local expense.

[English Learner Process and Practice Frequently Asked Questions \(EL FAQs\) Changelog](#)

[EL and Non-EL Bilingual Process Guidance](#) **New 9.23.24**  
[Changelog](#)

[English Learner Identification, Bilingual and Non-EL Bilingual Students, and the English Language Academic Plan \(ELAP\)](#) **New 9.23.24**

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# Alternate ACCESS Exit Score

- The automatic exit score for the Alternate ACCESS is a Composite/Overall score of **4.0 or higher**.
- Cook, H. G. (2014). Examining relationships between Alternate ACCESS and state alternate assessments: Exploring notions of English proficiency (WIDA Research Report). WIDA. p. 14.
- For the 2024 SY, the previous guidance for Alternate ACCESS auto exit of P2 for two years applies. The Office of Accountability used WIDA's concordance tables to determine auto exits for SY 2024 which can be viewed in Accountability Reporting under the English Learner tab and the EL Proficiency Status column as Proficient-Auto Exited.
- The new guidance for Alternate ACCESS auto exit criteria of 4.0 or above will go into effect for the 2025 SY ELP assessment.

# Alternate ACCESS Exit Score

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# Updated State and WIDA Assessment Proficiency Scores

## Appendices

- TABLE #1: Placement Test Scoring Information
- TABLE #2: Proficiency Test Scoring Information
- These tables now reflect the new auto exit score for Alternate ACCESS, the removal of the WIDA MODEL, correct guidance on Kindergarten assessments, and the new band exit process which will be discussed later in this webinar.

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# No Measurable Academic Response (NMAR)

- OELP will discontinue the use of the No Measurable Academic Response (NMAR) form per recommendation of the U.S. Department of Education.

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# Definition of a Noticeable Language Barrier

## Noticeable Language Barrier Definition

In education, a language barrier refers to the challenges and obstacles that arise when students and teachers do not share a common language, which can impede effective teaching and learning. This barrier can manifest in several ways, including:

- **Difficulty Understanding Instruction:** Students may struggle to comprehend lectures, instructions, and educational materials if they are not proficient in the language of instruction.
- **Limited Participation:** Students might find it hard to engage in classroom discussions, ask questions, or participate in group activities due to language limitations.
- **Access to Resources:** Language barriers can limit students' access to textbooks, online resources, and other educational materials that are available only in the dominant language.
- **Social Integration:** Language barriers can hinder students' ability to integrate socially with their peers, leading to feelings of isolation or exclusion.



# Definition of a Noticeable Language Barrier

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[EL All-English Identification or Reidentification Form](#)

[Kindergarten Reidentification Form](#)

# Questions?

# Definition of English Learner

**English Learner (EL):** Per (ESEA Section 8101(20)), the term “English learner,” when used with respect to an individual, means an individual —

- (A) who is aged 3 through 21;
  - (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
  - (C)
    - who was not born in the United States or whose native language is a language other than English;
    - (ii)
      - (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
      - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency
  - (C)
    - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
  - (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
    - the ability to meet the challenging State academic standards;
    - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
    - (iii) the opportunity to participate fully in society.
- Out

# Definition of English Learner

- The allocation of Title III funds will be made on the basis of counts of only students who meet the definition of an EL in 3 ESEA section 8101(20).

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# Parental Notification Letter and a Parent's Right-to-Know Letter

- An ELAP must be distributed annually to both the teacher(s) and the parent(s) or guardian(s) of an identified EL student along with a Parental Notification Letter and a Parent's Right-to-Know Letter.
- Both the Parental Notification Letter and a Parent's Right-to-Know Letter must include information on the 4-Year Graduation Rate and the Adjusted 5-Year Graduation Rate

# Parental Notification Letter and a Parent's Right-to-Know Letter

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[Parent Notification Letter \(English\)](#)

[Parent's Right-to-Know Letter \(English\)](#)

[Parent Notification Letter \(Spanish\)](#)

[Parent's Right-to-Know Letter \(Spanish\)](#)

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# Other Forms of Sign

- If the Home Language Survey response is another form of sign used by speakers of non-English sign language (not ASL), the student should be screened for English language proficiency.

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# Placement Test for a Potential EL Student

- In the event that a potential EL student is served on an IEP and does not have significant cognitive disabilities, the student should be administered the grade-appropriate placement assessment (Kindergarten Screener or WIDA Screener) with accommodations deemed by the student's learning team to be appropriate, allowable, and in alignment with the student's IEP and the WIDA Accessibility and Accommodations Supplement.
- Previously, the FAQ said: "A student both determined to have a severe cognitive disability and responding with one or more languages other than English on their Home Language Survey may be assigned EL status in the following ways:
  - At the request of the parent(s) or guardian(s) **(This has been removed as all qualifying students must be screened for English Language Proficiency.)**
  - At teacher recommendation **(This is addressed by completing the EL All-English Identification or Reidentification Form)**
  - Through administration of a WIDA placement assessment with appropriate accommodations

[English Learner Process and Practice Frequently Asked Questions](#) (EL FAQs)  
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# Screeners: IEP Exempted Domain(s)

- A student with a documented disability whose IEP precludes participation in one or more of the WIDA Kindergarten Screener or Screener placement test domains must achieve a score of 5.0 or above on all test domains completed in order to demonstrate English language proficiency as an Overall Composite Score cannot be generated for a screener with less than four domains. For example, if a 4th grade student can only complete the reading and writing domains, then he/she must achieve a proficiency level of **5.0 or above** in both reading and writing to exclude them from identification as an EL.
- A student with a documented disability whose IEP precludes participation in one or more of the WIDA Kindergarten Screener or Screener placement test domains will qualify as an English Learner if achieving a score of **4.5 or below** in any of the test domains completed. An identified EL student should be assigned **2349/EL/Limited English Proficient or 1637/LEP/ELL Declined LEA EL Services** status in the local student information system, be provided appropriate supplemental EL services and supports, and participate in the annual ACCESS for ELLs assessment until demonstrating English language proficiency.

# Screeners: IEP Exempted Domain(s)

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[Oklahoma English Language Learner Identification and Placement Guidance Document](#)

# Student with a Disability Who Cannot Complete Any Domains of the Screener

- The identification decision must be based on the available evidence gathered from the home language survey, a family interview, and the records review.
- If the HLS indicates a language other than English, the family interview confirms that the presence of a language other than English is significant, and academic records do not supply evidence of English proficiency, then the student should be identified as an EL.

# Student with a Disability Cannot Complete Any Domains of the Screener

English Learner Process and Practice Frequently Asked Questions (EL FAQs)  
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# Questions?

# ELP Band Exit

For ELP Band Exit for **ACCESS for ELLs**, the following must be met:

- **Grade 3-8 Auto ELP Band Exit-** ALL grades 3-8 students scoring between the **4.3-4.7** range on the ACCESS for ELLs and scoring **Proficient or above** on the OSTP ELA will be automatically band exited. Nothing will be required from the LEA.
- **Grade 9-12 ELP Band Exit-** For ALL qualifying students in grades 9-12 scoring between the **4.3-4.7** range on the ACCESS for ELLs and **at or above the 35th percentile** on state approved assessments, ALL LEAs will be required to upload qualifying score sheets indicating reading percentiles into DVRs in Accountability Reporting.
- ELP Band Exit will be subject to monitoring and corrective action if not implemented in a standardized manner. LEAs must maintain documentation at the local level justifying why any 9-12 grade students who participated in the ACCESS for ELLs and who achieved a score of **4.3-4.7** are ineligible for ELP Band Exit for monitoring purposes.

# ELP Band Exit

For ELP Band Exit for **Alternate ACCESS**, the following must be met:

- **Grade 3-8 & 11 Auto ELP Band Exit-** ALL 3-8 and 11 grade students scoring a **3.0** on the Alternate ACCESS and scoring Basic or above on the OAAP ELA will be automatically band exited. Nothing will be required from the LEA.
- **Grade 9, 10, & 12 ELP Band Exit-** For ALL qualifying students in grades 9, 10, and 12 scoring a **3.0** on the Alternate ACCESS, ALL LEAs will be required to complete an [Alternate ACCESS ELP Band Exit Recommendation Form](#) because there is no state assessment to qualify students in grades 9, 10, and 12.
- The LEA only needs to submit the [Alternate ACCESS ELP Band Exit Recommendation Form](#) into a Student Assessment ELP Band Exit Request DVR in Accountability Reporting on Single Sign On if the student has been recommended to band exit. If the student is not recommended to band exit, the form is to be kept at the local level.
- ELP Band Exit will be subject to monitoring and corrective action if not implemented in a standardized manner.

# ELP Band Exit

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[Alternate Access ELP Band Exit Recommendation Form](#)

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# Out-of-State Scores

Please note that Oklahoma now requires that students transferring into Oklahoma schools from both WIDA states and non-WIDA states be considered for screening using the guidelines listed below:

- If students are transferring from a WIDA state, were previously identified as EL, indicate a language other than English on the Home Language Survey, and have not achieved Oklahoma's proficiency score on Kindergarten ACCESS for ELLs, ACCESS for ELLs, and/or WIDA Alternate ACCESS, they must be screened.
- If students are transferring from a WIDA state, were previously identified as EL, indicated a language other than English on the Home Language Survey, and have achieved Oklahoma's proficiency score on Kindergarten ACCESS for ELLs, ACCESS for ELLs, and/or WIDA Alternate ACCESS, they do not need to be screened, but should be coded as 1636 Redesignated English Proficient and monitored according to Oklahoma's monitoring guidelines if they are still within the state monitoring period.
- If students are transferring from a non-WIDA state, were previously identified as EL, and indicate a language other than English on the Home Language Survey, they must be screened.

# Out-of-State Scores

## Oklahoma Exit Criteria for Incoming Out-of-State Students:

- All Grades: Achieve a Composite/Overall score of **4.8 or higher** on the Kindergarten ACCESS for ELLs or ACCESS for ELLs assessments or a **4.0 or higher** on the Alternate ACCESS.

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# Strong Readers ACT

- The purpose of the Strong Readers Act is to ensure that progression from one grade to another is determined, in part, upon proficiency in reading, that school district board of education policies facilitate reading instruction and intervention services to address student reading needs, and that each student and his or her parent or legal guardian be informed of that student's reading progress.
- Exemptions to the screening requirements may be provided to students who have documented evidence that they meet at least one of the following criteria as related to the provision of classroom instruction: the student's primary expressive or receptive language is not English, the student is identified as an English Learner using a state-approved identification assessment, and the student has had less than one (1) school year of instruction in an English-learner program\*.

# Strong Readers ACT

\*Oklahoma English Learner Programs:

IS1 – Transitional Bilingual

IS2 – Dual Language or Two-way Immersion

IS3 – English as a Second Language (ESL) or English Language Development (ELD)

IS4 – Content Classes with Integrated ESL Support

IS5 – Newcomer Programs

- A public school that grants an exemption for an English Learner that meets the above criteria shall provide ongoing evidence of student progression toward English language acquisition with the same frequency as administration of screening assessments.

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# Immigrant Subgrant

- May only be spent on activities for immigrant children and youth.
- Cannot be spent on tools to serve ELs who may not meet the definition of immigrant children and youth.
- **Significant Increase Definition-** LEAs qualify for the Title III, Part A – Immigrant subgrant if they have shown a significant increase in immigrant student enrollment. For the state of Oklahoma, a significant increase is defined as an increase of at least 2% over the average of the previous two years' enrollment. Therefore, for example, if an LEA had an enrollment of 50 immigrant students in 2021 and 50 in 2022, it would have to have an enrollment of 51 or more to qualify for a Title III, Part A – Immigrant grant in 2023.

# Immigrant Subgrant

- Which districts will be eligible to receive the grant during the next fiscal year?
- The \$10,000 minimum allocation requirement does not apply to the Title III, Part A – Immigrant grant. It is possible for an LEA to receive an Immigrant allocation despite not meeting the minimum for a Title III, Part A – EL allocation.

## Title III Handbook

# Questions?

**Thank you for  
serving and  
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Oklahoma's English  
Learners**

**Office of English Language Proficiency**

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