

# **Title III, EL**

## **Overview of Program Requirements 2019-2020**

# Topics

- Basic Requirements
- Identification
- Bilingual/EL Status
- The English Language Academic Plan (ELAP)
- The Language Instruction Education Program (LIEP)
- Applications
- Allowable/Non-allowable Expenses
- Who Do You Call?
- What We're Working on Now

# Title III EL Basic Requirements

- Timely identification and assessment of English Language Learners (ELs)
- A research-based language program (LIEP)
- Staff who are sufficiently trained to meet student needs
- Equal opportunity for students to meaningfully participate in all school activities without unnecessary segregation

# Basic Requirements (cont.)

- Address the language needs of ELs also classified under 504/IDEA
- Address the needs of ELs who opt out of services
- Monitor the progress of ELs both within the English Language program and after exiting services
- Evaluating the effectiveness of the language program
- Meaningful communication with parents of ELs

# Identification

- The identification process begins with the Home Language Survey (HLS)
- The answers provided on the HLS do not determine EL status, but they do indicate which students are to be screened with the WIDA assessment.
- Only the WIDA assessment can be used to determine EL status.

# Bilingual/EL Status

20\_\_ - 20\_\_ **HOME LANGUAGE SURVEY FOR PRE-K-12 SCHOOL DISTRICTS** 

**STUDENT INFORMATION**

Name of Student: \_\_\_\_\_ Grade: \_\_\_\_\_  
Last Name First Name Middle Name

Date of Birth: \_\_\_\_\_ School: \_\_\_\_\_ Student ID #: \_\_\_\_\_ Gender: Male \_\_\_\_\_ Female \_\_\_\_\_  
MMDDYYYY

Is the student of Hispanic or Latino culture or origin? Yes \_\_\_\_\_ No \_\_\_\_\_

Select one or more of the following races:  
 \_\_\_\_\_ African American/Black \_\_\_\_\_ American Indian/Alaskan Native \_\_\_\_\_ Asian  
 \_\_\_\_\_ Native Hawaiian/Pacific Islander \_\_\_\_\_ Caucasian/White

1. What is the dominant language most often spoken by the student? \_\_\_\_\_
2. What is the language routinely spoken in the home, regardless of the language spoken by the student? \_\_\_\_\_
3. What language was first learned by the student? \_\_\_\_\_
4. Does the parent/guardian need interpretation services? Yes \_\_\_\_\_ No \_\_\_\_\_ If so, what language? \_\_\_\_\_
5. Does the parent/guardian need translated materials? Yes \_\_\_\_\_ No \_\_\_\_\_ If so, what language? \_\_\_\_\_
6. What was the date the student first enrolled in a school in the United States? \_\_\_\_\_  
MM/YYYY

\_\_\_\_\_  
Date (MMDDYYYY) Parent / Guardian Signature

**SCHOOL USE ONLY**  
*Please have test score documentation available for the Regional Accreditation Officer to review.*

Other language than English indicated TWO OR MORE times on questions 1 – 3 above. The student is classified as "more often" and automatically qualifies as bilingual on the accreditation report.

Other language than English indicated ONLY ONCE on questions 1 – 3 above. The student is classified as "less often" and only qualifies as bilingual on the accreditation report if he or she meets one of the following (any selection below REQUIRES appropriate documentation):

- 1. Designated English Learner on one of the Oklahoma English language proficiency assessments: ACCESS for ELLs 2.0, Alternate ACCESS for ELLs, WIDA Screener, WIDA MODEL, K-WAPT, W-APT or Oklahoma Pre-K Language Screening Tool (PKST).
- 2. Scored Basic or Below Basic in ELA on the Oklahoma State Testing Program (OSTP).
- 3. Scored at or below the 35<sup>th</sup> percentile (or equivalent) composite reading score from 2012 of the previous school year on a state approved norm-referenced test (NRT).

**DOCUMENTATION OF A TEST RESULT FOR STUDENTS MARKED LESS OFTEN**

Date(s) of Kindergarten ACCESS, ACCESS for ELLs 2.0, or Alternate ACCESS Test	Score(s) on Kindergarten ACCESS, ACCESS for ELLs 2.0 or Alternate ACCESS	Date of WIDA Screener or K-WAPT/WAPT or WIDA MODEL	Score(s) on WIDA Screener or K-WAPT/WAPT or WIDA MODEL
	Composite / Overall Score		Composite / Overall Score
	L		L
	L		
	L		

Date(s) of ELA OSTP	Score(s) on ELA OSTP				Date of the Oklahoma Pre-K Language Screening Tool	Score on Pre-K Language Screening Tool
	Below Basic	Basic	Proficient	Advanced		96
	Below Basic	Basic	Proficient	Advanced		
	Below Basic	Basic	Proficient	Advanced		

Date(s) Norm Reference Test (NRT)	Name of the NRT	Composite / Percentile Score(s)

Question 1: Reference WAVE code 1026  
 Question 2: Reference WAVE code 1027  
 Question 3: Reference WAVE code 1028

Bilingual status, and subsequent bilingual funding of a student is determined by the HLS

# Bilingual/EL Status (cont.)

- If two or more of the three language responses are a language other than English, the student is considered “more often” and automatically qualifies as bilingual on the accreditation report.
- If a language other than English is indicated only once on the three language responses, the student is considered “less often” and only qualifies for bilingual funding if they also meet one of the following criteria:

# Bilingual/EL Status (cont.)

- a) a score on the WIDA assessment qualifying the student for EL status
- b) a score of “Basic” or “Below Basic” on the previous year’s OSTP English Language Arts assessment
- c) a score at or below the 35<sup>th</sup> percentile composite reading score from the Spring of the previous school year on a state approved norm-referenced test.

Districts failing to provide appropriate documentation for bilingual funding may be required to reimburse previously distributed funds.

# The English Language Academic Plan (ELAP)

- Once students have been identified and tested, districts must then create an English Language Academic Plan (ELAP) for each EL.



English Language Academic Plan (ELAP) for School Year \_\_\_\_\_

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### 1. STUDENT INFORMATION

Student's name:						
State Student ID Number (SSID / STN):				District ID		
Native Language:						
District:						
School site:						
Grade level:						
Date identified as EL:						
Does the student have an IEP in place?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	If yes, has this ELAP been developed in cooperation with the IEP team?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	

### 3. CURRENT ELP PLACEMENT TEST SCORING INFORMATION

OKPKST	Date:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
K W-APT	Date:	Screener		Date:	MODEL		Date:				
Listening:	Reading:	Listening:	Reading:	Listening:	Reading:						
Speaking:	Writing:	Speaking:	Writing:	Speaking:	Writing:						
Composite->	Composite->			Composite->							

### 5. STUDENT'S ENGLISH LANGUAGE DEVELOPMENT (ELD) GOALS

Using the student's current ACCESS test data or placement test information and the WIDA ELD standards, establish appropriate WIDA "Can Do" targets in the chart below.

DOMAIN:	Key Use Area:	ELP Level:	Target:
Listening			
Speaking			

### 2. CURRENT OSTP / NRT TEST INFORMATION

Test:	Date:	Score:						
OSTP* (ELA)		BB		B		P		A
NRT*	Date:	Name of test:				Score:		
NRT*								

\*BB = Below Basic, B = Basic, P = Proficient, A = Advanced  
\*NRT = State approved norm-referenced test taken within the current year or Spring of the previous year (scores at or below the 35<sup>th</sup> percentile, or equivalent)

### 4. CURRENT K-ACCESS / ACCESS for ELLs 2.0 / ALTERNATE ACCESS SCORES

Tier:	Date:	Score:				
		Listening:	Speaking:	Reading:	Writing:	Composite:
ACCESS for ELLs 2.0 minimum score to exit EL services – 4.8 Composite!						
Current-year student growth target:			Estimated time to exit EL services:	_____ Year(s)		
Is the student on track to exit EL?					YES <input type="checkbox"/>	NO <input type="checkbox"/>
Is the student on track to graduate on time? (if applicable)					YES <input type="checkbox"/>	NO <input type="checkbox"/>

1. Students in grades 3-12 may be eligible to exit EL status with a score below 4.8 Composite. Please refer to state EL FAQ document located on the SDE.ok.gov website for guidance.



# The English Language Academic Plan (ELAP)



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Reading			
Writing			

*\*WIDA "Can Do" target descriptors are available for reference on the WIDA.us website*

## 6. LANGUAGE INSTRUCTION SERVICES

Indicate below the supplementary language instruction educational program being provided and describe how this choice best meets the educational needs of the student.

Service Description- Indicate to the left any that may apply:

<input type="checkbox"/>	Student will receive sheltered English instruction taught by a certified teacher. (This is for Grades 9 through 12 only with a teacher certified in English. The student should receive appropriate credit.)	Semester class: YES <input type="checkbox"/> NO <input type="checkbox"/>	<input type="checkbox"/>	A resource teacher (EL teacher, for example) will provide supplementary language instruction services within the regular classroom (also known as "push-in").
<input type="checkbox"/>	Student will be placed in self-contained special education classes.	Year-long class: YES <input type="checkbox"/> NO <input type="checkbox"/>	<input type="checkbox"/>	Student will receive mainstream placement and requires no direct EL services.
<input type="checkbox"/>	Student will receive pull-out EL services (this is more appropriate for students in the elementary grades).		<input type="checkbox"/>	Other language instruction educational services (explain below).
<input type="checkbox"/>	Student will receive mainstream placement with accommodations.		<input type="checkbox"/>	Parents have declined language instruction educational services (parents/guardians cannot decline state EL testing/WIDA).

Comments:

## 7. PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

Check the assessment(s) below in which the student will participate during the spring testing window (select one EL test and one OSTP).

Student will participate in:

<input type="checkbox"/>	Annual English Language Proficiency Assessment (ELPA) (Kindergarten ACCESS or ACCESS for ELLs 2.0 <sup>o</sup> Assessment) without WIDA approved accommodations
<input type="checkbox"/>	Annual English Language Proficiency Assessment (ELPA) (Kindergarten ACCESS or ACCESS for ELLs 2.0 <sup>o</sup> Assessment) with WIDA approved accommodations
<input type="checkbox"/>	Annual English Language Proficiency Assessment (ELPA) (Alternate ACCESS Assessment)- <u>Please review the WIDA Accessibility and Accommodations Supplement</u>
<input type="checkbox"/>	Oklahoma School Testing Program (OSTP) assessments without EL accommodations
<input type="checkbox"/>	Oklahoma School Testing Program (OSTP) assessments with state approved EL accommodations
<input type="checkbox"/>	Oklahoma Alternative Assessment Program (OAAP)



# The English Language Academic Plan (ELAP)



English Language Academic Plan (ELAP) for School Year \_\_\_\_\_

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## 8. ACCOMMODATIONS FOR THE OKLAHOMA SCHOOL TESTING PROGRAM (OSTP)

To meet the needs of this student the checked accommodations will be used prior to and during the OSTP process. These accommodations must be appropriate to the student's English language proficiency level and reflective of the student's individual needs.

Non-Linguistic- check all that apply to the left:		Linguistic- check all that apply to the left:	
<input type="checkbox"/> S1. Individual testing	<input type="checkbox"/> EL1. Provide the assistance of a qualified oral language translator to translate or clarify test instructions*	<input type="checkbox"/> EL6. Scribe for student's response*	
<input type="checkbox"/> S2. Small group testing (8-10 maximum)	<input type="checkbox"/> EL2. Provide the assistance of a qualified oral language translator* to translate test items and answer choices that do not assess reading competency*	<input type="checkbox"/> EL7. Word-to-Word Dictionaries	
<input type="checkbox"/> S3. Preferential seating	<input type="checkbox"/> EL3. Simplify, repeat, and clarify test instructions*	<input type="checkbox"/> EL8. Oral Language Translations in (Neutral Latin American) Spanish for test items and answers	
<input type="checkbox"/> S4. Separate location	<input type="checkbox"/> EL4. Text-to-Speech or Human Reader*	<input type="checkbox"/> EL9. Translated Test Instructions in (Neutral Latin American) Spanish	
<input type="checkbox"/> T1. Flexible schedule (same day)*	<input type="checkbox"/> EL5. Student may read the test aloud to himself/herself	<input type="checkbox"/> EL10. Oral Language Translations in (Neutral Latin American) Spanish for test instructions, items and answers	
<input type="checkbox"/> T2. Administer subject area test over several sessions or "chunking"*	*NOTE- Certain accommodations have specific requirements and exclusions to maintain test validity and some accommodations, while allowable, may not necessarily be appropriate for ELs of specific proficiency levels. Please consult the "OSTP Accommodations for English Learners" manual located on the OSDE website, or contact the Office of Assessment at (405) 521-3341 directly for assistance.		
<input type="checkbox"/> T3. Allow frequent breaks during testing (maximum 10-15 minute duration)*			

## 9. INSTRUCTIONAL ACCOMMODATIONS IN THE REGULAR CLASSROOM

To meet the individual needs of this student the following indicated accommodations will be used in regular classroom instruction.

Check all that apply to the left:	
<input type="checkbox"/> Reword, rephrase, or summarize test directions and/or test items in English.	<input type="checkbox"/> Provide student with take-home materials to practice concepts.
<input type="checkbox"/> Allow for written responses at the student's ELP level.	<input type="checkbox"/> Use leveled readers.
<input type="checkbox"/> Provide interpretation/translation (oral/written assistance) by qualified staff.	<input type="checkbox"/> Use the overhead or other type of projector, and provide students with copies of teacher transparencies/notes/lectures.
<input type="checkbox"/> Use technology (including on-line testing and instruction).	<input type="checkbox"/> Make instruction visual to aid in understanding. Use graphic organizers, pictures, maps, and graphs.
<input type="checkbox"/> Provide extended time to complete tests and assignments.	<input type="checkbox"/> Highlight/color code tasks, directions, or letters home.
<input type="checkbox"/> Provide a resource lending library for students.	<input type="checkbox"/> Substitute project for test.
<input type="checkbox"/> Allow for individual or small-group test administration.	<input type="checkbox"/> Reduce language complexity of test questions.
<input type="checkbox"/> Label items in the room and/or school.	<input type="checkbox"/> Student participates in group assignments.
<input type="checkbox"/> Provide alternative homework assignments that meet that standard or objective.	<input type="checkbox"/> Increase wait time, and ask questions at student's ELP level.
<input type="checkbox"/> Give both oral and written instructions.	<input type="checkbox"/> Allow student opportunities to read and speak aloud successfully.
<input type="checkbox"/> Notify resource teacher (language specialist) when work is not being completed.	<input type="checkbox"/> Use manipulatives (both student and teacher).
<input type="checkbox"/> Provide assignments that emphasize both oral language and literacy development.	<input type="checkbox"/> Record material, including classroom instruction and notes, for student listening and review.
<input type="checkbox"/> Break assignments into a series of smaller assignments.	<input type="checkbox"/> Use audiobooks or electronic readers.
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

*NOTE- Not all accommodations are appropriate for ELs of all proficiency levels. Any instructional accommodations provided should be the result of a collaborative effort of a student's ELAP team.*



# The English Language Academic Plan (ELAP)



English Language Academic Plan (ELAP) for School Year \_\_\_\_\_

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## 10. SIGNATURES

The following must be completed by those individuals involved with the completion and the responsibility for implementation of this ELAP.

Printed name of staff completing this document:		Position / Title:	
Signature:		Date:	

Printed name of staff responsible for ELAP implementation and compliance:		Position / Title:	
Signature:		Date:	

Printed name of supervising site administrator:		Position / Title:	
Signature:		Date:	

## PARENTAL OPT-OUT

The following section shall be completed only if the parent or guardian chooses to waive supplemental EL services.

<i>I understand that while my child has been identified as eligible for supplemental EL services and accommodations, I choose to decline these services and accommodations at this time. I understand that declining supplemental EL services does not affect the EL status of my student and my student will still be tested annually with the state EL assessment (Kindergarten ACCESS / WIDA ACCESS for ELL 2.0 / Alternate ACCESS) until proficient in English.</i>			
Printed Name:		Relationship:	
Signature:		Date:	



# The English Language Academic Plan (ELAP)

- The ELAP is similar to an IEP and should be developed by certified staff.
- The ELAP outlines basic student demographic information, testing data, educational goals, and accommodations for testing and learning.
- ELAPs can follow a student in a specific year, but are to be updated every year based on new testing data.
- ELAP completion is mandatory and sample documentation is required for monitoring.

# The English Language Academic Plan (ELAP)

- Districts are allowed to use electronic resources to create ELAPs, as long as all required information is recorded
- It is mandatory that parents be notified of the completion of an ELAP. Districts are expected to make a reasonable effort to ensure that parents understand their children's educational status.
- Parents have the right to opt out of supplemental services, although this does not change the student's EL status, nor does it exempt the district from facilitating and encouraging student learning.

# The Language Instruction Educational Program (LIEP)

- The LIEP should cover how the LEA intends to meet the federal requirements for addressing the needs of English Language Learners.
- While much of the information on the LIEP tab of the Title, I application deals with civil rights obligations, it should also outline the district's educational program.

# The Language Instruction Educational Program (LIEP)

There are two principal types of programs for English Language instruction: bilingual programs and English as a Second Language programs.

- Bilingual Programs

- Programs where instruction takes place in two languages, even for a limited duration.

- ESL Programs

- English as a Second Language: English-only instruction with a focus on both proficiency and content

# Applications

All districts that reported EL students in the previous year's October Counts are required to complete the LIEP tab on the Title I application. This should align in broad terms with the Program Details tab of the Title III application.

In order for a district to receive Title III funds, they must have enough ELs to generate an allocation of \$10,000. Otherwise, districts can join together to form a consortium, combining their counts in order to reach the \$10,000 allocation threshold. Each consortium then designates a lead LEA that will receive and manage the allocation, spending funds across the member districts.

# Title III Funding

Districts receiving Title III funds, or Consortia receiving Title III funds are required to address all three of the following areas:

- a) Program improvement
- b) Professional development
- c) Parent/family engagement

# Title III Funding (cont.)

- Since all districts receiving Title III funds are required to use some of their allocation on professional development, all districts with a Title III allocation will have to complete the Professional Development Worksheet under the Program Detail tab.
- In general, just as Title I funds are supplemental to state and local funds, Title III funds are supplemental to Title I funds. In other words, just as Title I funds cannot be used to supplant state and local funds, Title III funds cannot supplant Title I funds. In other words, they cannot be used to provide services to ELs that are provided to other students with Title I funds.

# Allowable/Non-allowable Expenses

LEAs and Consortia can use up to 2% of their allocation on **administrative costs**. Examples of allowable use for Title III, Part A administrative costs

- Title III, Part A Program Director or Coordinator's salary
- Title III, Part A Assistant to Program Director
- Data entry clerk for Title III, Part A
- Cost of supplies associated with running the program (ink cartridge and paper)
- Postage exclusively for Title III, Part A specific mailings.

**Technology** can be purchased using Title III, Part A funds (as long as that same technology is not being provided to non-EL students with other state and/or federal funds) as technology can upgrade the program and instructional capacity of the LEA.

# Allowable/Non-allowable Expenses (cont.)

- Title III, Part A funds may **not** be used by the LEAs to administer State **English Language Proficiency (ELP) assessments** (i.e. WIDA assessments), as the assessment for English Language Proficiency is a required state-level activity under Title I, Part A.
- **ESL Teachers are NOT allowed**
- So, what can you spend Title III funds on?

# Allowable/Non-allowable Expenses (cont.)

## Examples of allowable Title III, Part A personnel:

- Tutors
  - working directly with EL students
- Bilingual/ESL Paraprofessionals
  - working directly with ELs under the direction of a certified teacher
- ESL Instructional Coaches
  - Their role is to acquire scientific-based research practices, provide professional development, and mentor and coach teachers who are working directly with English learners.

# Translations

- LEAs and schools are required by federal statute to provide meaningful access to information and services provided to the parents or guardians of EL students. Therefore, Title III, Part A funds may **only** be used for **supplemental** translation and interpretation activities that are not provided by the LEA for all students, and for translation activities that are **specific to Title III, Part A**.

## Translations (cont.)

For example:

- If the LEA has a welcome center with staff who are responsible for administering the home language survey to all students, it would **not** be appropriate to utilize Title III funds to pay their salaries.
- If the LEA has a contract with a translation company that provides translated notices for Federal programs, then **only** the portion of the contract that pertains to Title III notices may be paid for with Title III funds.
- If the LEA or school communicates on a weekly basis with all parents about school activities, it would **not** be appropriate to use Title III funds to pay for translation or interpretation of these documents or activities, as this LEA and school are obligated to provide meaningful access to information and services provided. Title III funds could be used to pay for supplemental translation or interpretation.

# Who Do I Call?

## WHO DO I CALL? ENGLISH LEARNER SUPPORTS



We are always happy to help, but if you have specific questions, regarding how to serve your district's English Learners, below is a quick reference guide to which OSDE office handles a given area of EL services and to situations when districts need to call WIDA or DRC instead of OSDE:

<u>Office of Accountability</u>	<u>Office of Federal Programs</u>	<u>Office of Assessments</u>	<u>WIDA</u>	<u>DRC</u>
<ul style="list-style-type: none"> <li>• ELPA Indicator</li> <li>• Recently Arrived English Learners (RAEL)</li> <li>• Academic Achievement Indicator-EL subgroup</li> <li>• Data verification for ELPA Indicator</li> <li>• Calculating student growth target</li> <li>• English Learner Progress Indicator</li> </ul> <p><a href="mailto:accountability@sde.ok.gov">accountability@sde.ok.gov</a> (405) 522-5169</p>	<ul style="list-style-type: none"> <li>• Title III legal obligations, allocations &amp; programming</li> <li>• Home Language Survey (HLS)</li> <li>• Language Instruction Educational Plan (LIEP)</li> <li>• English Language Academic Plan (ELAP)</li> <li>• Language Instruction for English Learners and Immigrant Students Annual Performance Report</li> </ul> <p><a href="mailto:federalprogramstitle3@sde.ok.gov">federalprogramstitle3@sde.ok.gov</a> (405) 521-2846</p>	<ul style="list-style-type: none"> <li>• Testing Requirements</li> <li>• EL Entry &amp; Auto Exit Criteria</li> <li>• ELP Band Criteria</li> <li>• State-specific WIDA questions</li> <li>• K-WAPT &amp; WIDA Screener</li> <li>• ACCESS for ELLs</li> <li>• WIDA AMS user accounts*</li> </ul> <p>*If district does not have a District Testing Coordinator (EL DTC). Otherwise, contact DTC to create account.</p> <p><a href="mailto:assessments@sde.ok.gov">assessments@sde.ok.gov</a> (405) 521-3341</p>	<ul style="list-style-type: none"> <li>• Non-Disclosure User Agreements</li> <li>• WIDA Professional Learning</li> <li>• WIDA Research</li> <li>• WIDA website user accounts*</li> </ul> <p>*If your district does not have a District Testing Coordinator (EL DTC). Otherwise, contact DTC to create account.</p> <p><a href="mailto:help@wida.us">help@wida.us</a> (866) 276-7735</p>	<ul style="list-style-type: none"> <li>• ACCESS for ELLs 2.0 Online Test Demo, Sample Items, &amp; Test Practice Items</li> <li>• WIDA AMS technical support questions</li> <li>• DRC INSIGHT questions</li> <li>• DRC Testing Site Manager (TSM) questions</li> </ul> <p><a href="mailto:WIDA@datarecognitioncorp.com">WIDA@datarecognitioncorp.com</a> (855) 787-9615</p> 



# What we're working on now

- The Every School Succeeds Act of 2015 (ESSA) mandates that evaluations of school activities, strategies or interventions be based on evidence, laying out a broad hierarchy ranging from “strong evidence” that the intervention improves student outcomes, to “moderate evidence,” and finally “promising evidence.”
- This mandate has been incorporated into virtually every element of the Oklahoma ESSA Consolidated State Plan.

# Guide to Evidence-Based Interventions

## A Guide to Selecting and Applying Evidence-Based Practices to English Language Acquisition Programs

USDE guidance defines four levels of evidence for evaluating the strength of evidence indicating the effectiveness of a given program or intervention. These range from “Strong Evidence” to “Demonstrates a Rationale.” Throughout this guide, these levels of evidence will be referred to as “Tier 1,” “Tier 2,” etc. as shown in the table below.

Tier	Level of Evidence	Description
1	Strong Evidence	Supported by one or more well-designed and well-implemented <b>randomized control experimental studies</b> .
2	Moderate Evidence	Supported by one or more well-designed and well-implemented <b>quasi-experimental studies</b> .
3	Promising Evidence	Supported by one or more well-designed and well-implemented <b>correlational studies</b> .
4	Demonstrates a Rationale	Practices that have a well-defined <b>logic model</b> or <b>theory of action</b> , are supported by research, and have some effort underway to determine their effectiveness.

The Tables below are organized into four areas of activity:

1. Program Planning
2. Classroom Strategies
3. Professional Development
4. Extended Learning Settings



# Guide to Evidence-Based Interventions

## English Language Acquisition Programs/Interventions and Levels of Evidence

### 1. Program Planning

Evidence-Based Practice and Rationale	Grade Band	Level of Evidence and Source
<p><b>Offer long-term bilingual programs for English learners.</b></p> <p><i>Long-term math and English/language arts outcomes are highest for English Learners in bilingual programs. English learners in dual language programs far outperform English learners in other programs. Effective programs must be sustained and consistent.</i></p>	<p>PreK-3 4-5 6-8 9-12</p> <p>PreK-3 4-5 6-8 9-12</p>	<p><b>Tier 1, Strong</b></p> <p>Source: Valentino, R., Reardon, S. (2015) "Effectiveness of Four Instructional Programs Designed to Serve English Language Learners: Variation by Ethnicity and Initial English Proficiency." <i>Educational Evaluation and Policy Analysis</i> (vol. 37, no. 4).</p> <p><a href="https://journals.sagepub.com/doi/abs/10.3102/0162373715573310">https://journals.sagepub.com/doi/abs/10.3102/0162373715573310</a></p> <p><b>Tier 4, Demonstrates a Rationale</b></p> <p>Source: Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., &amp; Christian, D. (2018). <i>Guiding Principles for Dual Language Education</i> (3rd ed.). Washington, DC: Center for Applied Linguistics.</p> <p><a href="http://www.cal.org/resource-center/publications-products/gp3-pdf">http://www.cal.org/resource-center/publications-products/gp3-pdf</a></p>
<p><b>Develop clear policies, guidelines and data-tracking systems to monitor student progress toward English language proficiency.</b></p> <p><i>Policies and practices should include multiple types of data sources and should be reviewed by a diverse range of stakeholders and experts. There should be an alignment between special education and English language programs, practices, and systemic data collection and tracking.</i></p>	<p>PreK-3 4-5 6-8 9-12</p>	<p><b>Tier 4, Demonstrates a Rationale</b></p> <p>Source: Burr, E., Haas, E., &amp; Ferriere, K. (2015). <i>Identifying and Supporting English Learner Students with Learning Disabilities: Key issues in the literature and state practice</i> (REL 2015-086). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West.</p> <p><a href="https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2015086.pdf">https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2015086.pdf</a></p>

# Guide to Evidence-Based Interventions

## 2. Classroom Strategies

Evidence-Based Practice and Rationale	Grade Band	Level of Evidence and Source
<p><b>Conduct formative assessments to use with English Learners to determine which students need additional support.</b></p> <p><i>Formative assessments should measure phonological processing, letter knowledge, and word and text reading.</i></p>	PreK-3 4-5	<p><b>Tier 1, Strong</b></p> <p>Source: <i>Effective Literacy and English Language Instruction for English Learners in the Elementary Grades</i> (NCEE 2007-4001)</p> <p><a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf</a></p>
<p><b>Provide focused, intensive small-group interventions for English learners determined to be at risk for reading problems.</b></p> <p><i>The interventions should include phonological awareness, phonics, reading fluency, vocabulary, and comprehension and be delivered through explicit, direct instruction.</i></p>	PreK-3 4-5 6-8 9-12  PreK-3 4-5 6-8  9-12	<p><b>Tier 1, Strong</b></p> <p>Source: <i>Effective Literacy and English Language Instruction for English Learners in the Elementary Grades</i> (NCEE 2007-4001)</p> <p><a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf</a></p> <p><b>Tier 2, Moderate</b></p> <p>Source: <i>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</i> (NCEE 2014-4012)</p> <p><a href="https://ies.ed.gov/ncee/wwc/Doc/practiceguide/english_learners_pg_040114.pdf">https://ies.ed.gov/ncee/wwc/Doc/practiceguide/english_learners_pg_040114.pdf</a></p> <p><b>Tier 2, Moderate</b></p> <p>Source: <i>Preventing Dropout in Secondary Schools</i> (NCEE 2017-4028)</p> <p><a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf</a></p>

# Guide to Evidence-Based Interventions

## 3. Professional Development

Evidence-Based Practice and Rationale	Grade Band	Level of Evidence and Source
<p><b>Ensure that teachers of English Learners receive specialized training in language education pedagogy, materials and resources.</b></p> <p><i>Training should address such topics as educational pedagogy, equity pedagogy, biliteracy development and implementation of the language program model, standards-based teaching, literacy instruction, sheltered instruction, and parental and community involvement as well as specific concepts of English literacy development, such as oral language development, vocabulary development, and meaning-based phonemic and phonetic work.</i></p>	<p>PreK-3 4-5 6-8 9-12</p>	<p><b>Tier 4, Demonstrates a Rationale</b></p> <p>Source: Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., &amp; Christian, D. (2018). <i>Guiding Principles for Dual Language Education</i> (3rd ed.). Washington, DC: Center for Applied Linguistics.</p> <p><a href="http://www.cal.org/resource-center/publications-products/gp3-pdf">http://www.cal.org/resource-center/publications-products/gp3-pdf</a></p>
<p><b>Provide high-quality professional development on bilingual education, dual language programs and effective instructional strategies.</b></p> <p><i>It is imperative that teachers are trained in second language and biliteracy development so they understand how languages are learned and incorporate this into their practice. To support their students' acquisition of language and literacy, teachers must use content pedagogy methods and choose strategies that fit with the goals and needs of dual language students, and training is important to familiarize teachers with these concepts.</i></p>	<p>PreK-3 4-5 6-8 9-12</p>	<p><b>Tier 4, Demonstrates a Rationale</b></p> <p>Source: Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., &amp; Christian, D. (2018). <i>Guiding Principles for Dual Language Education</i> (3rd ed.). Washington, DC: Center for Applied Linguistics.</p> <p><a href="http://www.cal.org/resource-center/publications-products/gp3-pdf">http://www.cal.org/resource-center/publications-products/gp3-pdf</a></p>

# Guide to Evidence-Based Interventions

## 4. Extended Learning Settings

Evidence-Based Practice and Rationale	Grade Band	Level of Evidence and Source
<p><b>Adapt instruction to individual and small group needs.</b></p> <p><i>Focus should be placed on supplementing learning from the school day and providing targeted assistance to students whose needs extend beyond what is available through classroom instruction. Student performance may be positively impacted by close alignment of the content and pacing of instruction, and identifying the right level of instruction and pace is imperative for effective individualized instruction.</i></p>	<p>PreK-3 4-5 6-8 9-12</p>	<p><b>Tier 2, Moderate</b> Source: Structuring Out-of-School Time to Improve Academic Achievement (NCEE 2009-012)</p> <p><a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf</a></p>
<p><b>Assess program performance and use the results to improve the quality of the program.</b></p> <p><i>Both formative and summative evaluations are instrumental in any program improvement effort. Programs should have internal mechanisms to monitor staff performance, collect data related to program implementation, and conduct independent evaluations of program implementation and student impact.</i></p>	<p>PreK-3 4-5 6-8 9-12</p>	<p><b>Tier 4, Demonstrates a Rationale</b> Source: Structuring Out-of-School Time to Improve Academic Achievement (NCEE 2009-012)</p> <p><a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf</a></p>
<p><b>Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.</b></p> <p><i>When students need intensive supports, identify a single individual to be each student's primary advocate, provide a range of support options that can be used to assist students, and help advocates by providing ongoing professional learning and tracking tools.</i></p>	<p>9-12</p>	<p><b>Tier 2, Moderate</b> Source: Preventing Dropout in Secondary Schools (NCEE 2017-4028)</p> <p><a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf</a></p>

# In Closing

Thank you for your time and please feel free to contact us if you have any additional questions or concerns.

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