



Chickasha Public Schools

Title III

English Learners Handbook

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INTRODUCTION

The purposes of Title III, Part A are:

1. To help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
2. To assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
3. To assist teachers (including preschool teachers), principals and other school leaders, State educational Agencies (SEAs), Local Educational Agencies (LEAs), and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
4. To assist teachers (including preschool teachers), principals and other school leaders, State Educational Agencies (SEA), and Local Educational Agencies (LEAs) to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
5. To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.



Program Requirements

All LEAs (Chickasha Public Schools) serving English learners (ELs) are required to provide a number of services to these students and their families regardless of whether they receive a Title III, Part A allocation or not. Title III, Part A funds are meant to aid in achieving these goals, supplementing the State funds that all LEAs receive. Succinctly, these requirements are as follows:

- To identify and assess potential English learners in a timely manner;
- To increase English language proficiency and access to academic content through evidence-based language instruction educational programs;
- To ensure all personnel administering state English Language Proficiency (ELP) testing have proof of current, applicable WIDA certification(s) [SID 2b];
- To provide staff who are sufficiently trained to meet student needs and to provide quality professional development of sufficient intensity and duration to have a lasting impact on classroom instruction;
- To provide parent, family, and community engagement activities and other effective activities and strategies that enhance or supplement language instruction for English learners;
- To provide equal opportunity for students to meaningfully participate in all school activities without unnecessary segregation;
- To address the language needs of English learners who have been classified under project 504/IDEA and served with an Individualized Education Program (IEP);
- To address the needs of English learners who opt out of supplemental language services;
- To monitor the progress of English learners both within the English Language Academic Program and after having reached proficiency and exited supplemental language services;
- To evaluate the effectiveness of the English Language Academic Program;
- To provide meaningful communication with parents of English learners in a language they can understand.



Title III, Part A grant awards, then, come with three specific requirements:

1. Provide effective supplemental language programs that meet the needs of ELs and demonstrate successes in increasing English proficiency and student academic achievement.
2. Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel that is:
 - designed to improve the instruction and assessment of ELs;
 - designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
 - effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge and teaching skills of such teachers; and
 - of sufficient intensity and duration (which shall not include activities such as 1- day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom.
3. Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which shall include parent, family, and community engagement activities.



Identification

Chickasha Public Schools is required to identify and assess potential English language learners in a timely manner. This process begins with the Home Language Survey (HLS) and, depending on the information gathered there, continues with the administration of a screening assessment.

The Home Language Survey (HLS)

The Home Language Survey (HLS – see Appendix A) should be administered as part of the enrollment process for every student. This includes any enrollees who are served at non-public schools (if applicable) as well as neglected/delinquent students served by Southwest Youth and Family Services (SYFS) [SID 1a,b,c]. If a student indicates a language other than English on any of the first three questions of the HLS, that student must be screened for EL status using one of the approved state screening assessments (OKPKST, WIDA Screener, K W-APT, WIDA Model).

If the potential EL enrolls in the school within the first thirty calendar days from the start date of school, CPS has thirty days from the date of enrollment to administer a placement test and identify the student as eligible for EL services and accommodations. If the student enrolls after the first thirty calendar days from the start date of school, the student must be given a placement test and identified within fourteen days of enrollment.

Since there is no longer a requirement to collect a new HLS for every student every year, the following procedures must be implemented:

- CPS must include the HLS in student enrollment packets. The intent and purpose of the HLS should be explained and interpreted to parents/guardians by CPS personnel overseeing student enrollment.
- If a parent does not return or declines to complete the HLS, CPS personnel must date and include a brief notation written on the HLS form and place it in the student's cumulative folder.
- Students who left the district for longer than one school year or students new to the district on or before October 1st of each year will be required to complete a new HLS upon enrollment.
- Returning students to the district will NOT need to complete a new HLS if they were gone less than one school year.
- CPS must develop procedures for collecting, maintaining, and preparing the HLS documents to be audited by the assigned district Regional Accreditation Officer.
- CPS must maintain a copy of the HLS in each student's cumulative folder.



CPS Home Language Surveys and EL Enrollment Process

Every student enrolled in the District must have a Home Language Survey on file. In the past, each student would need a new form every year. Now a student only needs one form on file. A new form does not need to be completed each year.

A copy of the HLS form is kept in three (3) places:

- The student's cumulative folder
The contents of the cumulative folder are sent to districts if the student moves. This means the HLS form will be sent to the next school.
- Site and grade-level binders kept at the Administration Building
- EduSkills, an online resource

This is the process for collecting and analyzing Home Language Surveys:

1. Parents/guardians will complete all enrollment forms—including the Home Language Survey at the Enrollment Center or through the online process.
2. Enrollment Center staff will review forms as feasible to make sure all components are completed. It is important that the HLS form be filled out completely and has a parent signature and date.
3. The Federal Programs teacher at each site monitors EduSkills regularly to see new enrollees without a Home Language Survey form.
4. The Federal Programs teacher at each site will locate and print Home Language Surveys (for new students who are missing one) from WenGage. The form is then uploaded into EduSkills.
5. A printed copy of the form will be placed in the student's cumulative folder by the site secretary or the Federal Programs teacher.
6. A copy of the form will be filed in the site notebook at the Administration Building.

EduSkills will review the form and determine if the student meets the criteria for an EL screener (WIDA Screener).

1. Site Federal Programs teachers monitor EduSkills daily to see if any students are designated as "Needs Screener".
2. Site Federal Programs teachers will administer WIDA Screener as "Needs Screener" status appears. This must be done in the first 30 days of school or within 14 days of enrollment for students arriving after the beginning of the school year.



3. Site Federal Programs teachers will score the Speaking and Writing domains of the screeners and generate scoring reports in WIDA-AMS/DRC Insight. (Pre-K and Kindergarten Screeners are administered paper-pencil. Kindergarten Screener scoring and report generation are done via the Score Calculator on the WIDA Secure Portal.) The Federal Programs teachers use the generated score reports to manually enter Screener scores in EduSkills. EduSkills will automatically update the student's status from "Needs Screener" to one of the ELL status indicators (ELL, ELL Pending, or ELL Screener).
4. For newly-identified EL students, the site Federal Programs teacher will collaborate with classroom teacher(s) and any IEP team members to complete an English Language Acquisition Plan (ELAP). Site Federal Programs teachers will then use EduSkills to generate and print Parent Notification letters (translated, if necessary) and ELAPs. Copies will go to: parent/guardian, cumulative folder, classroom teacher(s), and any IEP teacher(s).
5. For newly-identified EL students, the site Federal Programs teachers promptly communicates the student's EL status to the district EL contact. The district EL contact, in turn, promptly updates the student's status in the Student Information System.



Screening Assessments and Eligibility

Any student who answers a language other than English on any of the first three questions on the Home Language Survey (HLS) must be given a placement test (screener) to verify whether the student needs English language services and is to be identified as an English Learner (EL). EduSkills is instrumental in identifying students who require the Screener. Oklahoma is a member of the WIDA consortium and uses the suite of WIDA Screener tests to determine whether students need English language services and to establish EL status.

Site Federal Programs teachers will secure and maintain all appropriate WIDA Screener/ACCESS certifications through the WIDA Secure Portal. Copies of current certificates are filed by the district EL testing coordinator.

Screening Pre-K Students

Since Pre-K students rarely have any literacy skills to assess, they take a “placeholder” test, the Pre-K Screening Tool (PKST). The PKST is a 10-question oral language screener developed by OSDE, as there is not a WIDA assessment for Pre-K students.

Pre-K: A PKST score of 7 or more questions answered correctly is considered English Language Proficient/Not EL. A PKST score 6 or below questions answered correctly is considered Not English Language Proficient/EL. Any student administered the PKST in their pre-K year must be administered the WIDA Screener for Kindergarten or Kindergarten MODEL at the outset of their kindergarten year regardless of PKST score achieved.

Screening Kindergarten and 1st Semester 1st Grade Students

Kindergarten 1st semester: Potential EL students are administered only the oral language domain (Speaking and Listening) section of the WIDA Screener for Kindergarten* or Kindergarten MODEL. A Composite/Overall score of 5.0 for WIDA Screener for Kindergarten* or 4.8 for Kindergarten MODEL or better is considered English Language Proficient/Not EL. A Composite/Overall score of 4.5 or below is considered Not English Language Proficient/EL.



Kindergarten 2nd semester through 1st semester 1st grade: Potential EL students are administered all four domains (Listening, Speaking, Reading, and Writing) of the WIDA Screener for Kindergarten* or Kindergarten MODEL. A Composite/Overall score of 5.0 for WIDA Screener for Kindergarten* or 4.8 for Kindergarten MODEL or better is considered English Language Proficient/Not EL. A Composite/Overall score of 4.5 or below is considered Not English Language Proficient/EL.

Screening Students in Grades 1-12

2nd semester 1st grade and all other students through 12th grade: Students should be given the WIDA Screener appropriate to the student's grade level. The WIDA Screeners are designed for "grade level clusters," grouping together grades 2 and 3, 4 and 5, 6 through 8, and 9 through 12. Students in the first semester of the first grade in a given grade level cluster should be given the prior grade level cluster's placement test. For example, first semester 4th graders should be given the 2-3 cluster of WIDA Screener. This is because a student who has just begun a grade at the beginning of a grade level cluster usually has not yet acquired the language skills associated with that grade.

Potential EL students are administered all four domains of the grade-appropriate WIDA Screener* (Online or Paper) or WIDA MODEL. A Composite/Overall score of 5.0 or better is considered English Language Proficient/Non-EL. A Composite/Overall score of 4.5 or below is considered Not English Language Proficient/EL.

Students with Qualifying Scores

For all newly-identified EL students, the site Federal Programs teachers will communicate promptly with the district EL contact to ensure EL status is updated in the Student Information System. See above for detailed procedures regarding ELAPs, parent notification, and record-keeping.

Students who qualify as EL must take the WIDA ACCESS each spring to assess English proficiency. EL status remains until the student achieves a Composite WIDA ACCESS score of at least 4.8. A Composite ACCESS score in the range of 4.3 - 4.7, along with additional qualifiers, enables educators to consider EL exit through the OSDE's Band Committee exit process.



Documentation of Screening

In the Reporting section of EduSkills, the OSDE Screener Report will reflect information for all students screened in the current school year. The report includes the Student Testing Numbers (STNs)--not names--as well as date enrolled and Screener test dates. This is evidence that students are being screened in a timely manner [SID 2a].

EL/Bilingual Status

For the purposes of Oklahoma English Learner policy, a student assigned Bilingual status will generate an additional 25% of their base allocation through the State Aid Equalization formula. The term is no way meant to imply or infer that a student assigned Bilingual status currently is, or required to be, fluent in two or more languages.

While Bilingual and English Learner status are not the same thing, the same individual students often fall into both categories. Even if not directly related to Title III funding or programs, the identification process overlaps with the process for identifying ELs.

EL Status

The answers provided on the HLS do not determine EL status. They do, however, indicate which students are to be screened with one of the screening assessments as explained above. All ELs are automatically conferred Bilingual status, although not all students with Bilingual status will be identified as ELs (see below).

Bilingual Status

Bilingual status, and therefore bilingual funding of a student, is determined by the HLS. 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:

- a score on the screening assessment qualifying the student for EL status;
- a score of “Basic” or “Below Basic” on the previous year’s OSTP English Language Arts assessment;
- a score at or below the 35th percentile (or equivalent) on any assessment or reading subtest noted on the Norm Referenced Tests Approved for "Less Often" Non-EL Bilingual Qualification guidance document.



EduSkills is instrumental in maximizing identification and funding for Bilingual status. Therefore, the district EL contact—in collaboration with the site Federal Programs teachers—must be diligent each fall about uploading HLS forms as well as key files needed for Bilingual determination. These include: WIDA ACCESS files, Norm-Referenced Test files (for example, those from Star Reading or Star Early Literacy), and OSTP files. EduSkills provides guidance and reminders to facilitate the process of generating and sending these files.

LEAs receiving bilingual funds through the state funding formula will be responsible for completing the yearly Bilingual Audit process. Any questions regarding the specifics of this audit should be referred to the LEA's assigned Regional Accreditation Officer. EduSkills generates the report for the RAO.

In the case of students qualifying for Bilingual status through a “less often” response on the HLS coupled with a qualifying assessment score, the eligible assessment score is to be attached to the HLS in the student's cumulative folder.

With HLS and assessment information at hand, the district EL coordinator will update Bilingual Status in the Student Information System as appropriate. The Reporting section of EduSkills provides a Discrepancy Audit of Bilingual Status. The district EL coordinator uses this report to ensure Bilingual Status is correctly reflected in the Student Information System [SID4a].

Posting EL Services in the Student Information System:

Starting the 2023-2024 SY, English learner students need to be assigned a WAVE code for the type of LIEP program they have been assigned to:

ELIS Coding:

- 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.

Including the coding in the WAVE will lead to the automation of our end-of-year performance reporting.



Monitored EL Students

The site Federal Programs teacher will filter students in EduSkills for those categorized as 1st Year Proficient or 2nd Year Proficient. These are students who have demonstrated English proficiency on the WIDA ACCESS by earning a Composite Score of at least 4.8 or by earning a Composite Score of 4.3 - 4.7 and exiting through the Band Committee process. (Note: WIDA ACCESS scores—available in WIDA AMS—must first be uploaded into EduSkills along with all current information.) Students designated as 1st Year Proficient or 2nd Year Proficient are monitored at least semi-annually by the site Federal Programs teacher—in collaboration with classroom teacher(s)—to ensure they are making continual progress in regard to their English proficiency. The site Federal Programs teacher enters Monitoring information in the Feedback tab of EduSkills. The Monitoring Report will be printed and filed in each student's cumulative folder.

Non-English Learner Bilingual (Non-EL Bilingual)

A student qualifying for Non-EL Bilingual status generates Bilingual funding through the State Aid funding formula but is not considered to be an English Learner (EL).

A Non-EL Bilingual student **MUST** meet the following criteria:

1. Have a current Home Language Survey (HLS) that indicates a language other than English on any or all of the three primary language questions (language most often spoken, language routinely spoken in the home, and first language learned).
2. Have demonstrated English language proficiency when first administered a state or WIDA screening tool (PKST, WIDA Kindergarten Screener, Screener, or MODEL), or have demonstrated English language proficiency when administered the annual English Language Proficiency Assessment (WIDA ACCESS or Alternate ACCESS).

AND, if qualifying for Non-EL Bilingual status with a “less often”.

3. Have a valid, qualifying assessment score.

A student meeting the criteria above is not considered to be an English Learner (EL), but like an EL student, a student assigned Non-EL Bilingual will generate the same additional 25% of the base student allocation through the State Aid equalization formula. In the context of State Aid and/or state EL policy, qualifying for Bilingual status in no way requires that a student be fluent in two or more languages.



The OSDE has created a new Home Language Survey Supplement - “Less Often” Non-EL Bilingual Qualification Form. Eduskills will automatically generate this form when a student qualifies as Non-EL Bilingual.

See the new EL and Non-EL Bilingual Identification Process Guidance for more information.



The English Language Acquisition Plan (ELAP)

The English Language Acquisition Plan, in conjunction with a completed parental notification letter, fulfills the LEA reporting requirements for identified ELs outlined in ESSA.

Under the provisions of the law, LEAs are required to provide parents with the following information:

- The reasons for identifying their child as an English Learner in need of placement in a language instruction educational program;
- The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
- How such a program/programs will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- The specific exit requirements for the program, including the expected rate of transition from such programs into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such programs) if funds under this part are used for children in high schools;
- In the case of a child with a disability, how such programs meet the objectives of the child's Individualized Education Program (IEP), as described in the Individuals with Disabilities Education Act (IDEA).

Chickasha Public Schools has opted to use the ELAP form provided by EduSkills. It is designed to gather and convey all required information and is aligned with the Title I parental notification requirements outlined in Section 1112(e)(3)(A) of ESSA. It outlines the demographic information, testing history, educational goals, allowable instructional interventions, and testing accommodations that will apply to an EL student for a given year. Any student classified as an EL is required to have a completed ELAP available



upon request. LEAs are not required to use the form provided by OSDE; LEAs are free to develop their own form or to use one of a number of available electronic forms. Regardless of the form used, the required information must be included and be accessible for each identified EL.

ELAPs must be completed within the first thirty days of enrollment and provided annually to the parents or guardians of EL students.

CPS English Language Acquisition Plan (ELAP) Procedure

Every English Learner (EL) student must have an English Language Acquisition Plan (ELAP). The ELAP should be designed to help the student make English Language gains. The plan should include instructional and assessment supports needed.

Each site Federal Programs teacher monitors EduSkills daily/periodically to see the list of any students requiring the screener. The site Federal Programs teacher completes the screener within the first 30 days of school or within the two-week window following the student's arrival.

After administering and scoring the screener, the site's Federal Programs teacher will generate a Score Report from WIDA AMS (or WIDA Secure Portal for Kindergarten) and enter the results in EduSkills. In accordance with the information entered and the state guidelines, EduSkills will reflect whether the student qualifies as EL status or remains as Fluent English Speaker. The site Federal Programs teacher will notify the district EL contact of any screening results qualifying a student as EL so that the student's status can be updated in the Student Information System.

The site Federal Programs teacher will coordinate with appropriate staff in the development of an ELAP. This should include input as applicable from classroom teacher(s), IEP Case Manager, GT teacher, McKinney-Vento liaison, and administrators to determine appropriate instructional supports, WIDA ACCESS accommodations, and standardized testing accommodations needed for the student. In the case of standardized test accommodations, the site Federal Programs teacher must follow up with those responsible for enabling/indicating those accommodations in the test set-up process.



Students Receiving EL and SPED Services

For every EL student—including those designated as 1st Year Proficient or 2nd Year Proficient—who receives SPED services, EL personnel will participate in IEP meetings. This will be documented in IEP cumulative files [SPE 3a].

In collaboration with classroom teachers and SPED teachers (if applicable), the site Federal Programs teacher will ensure the ELAP reflects any appropriate WIDA accommodations, standardized testing accommodations, and instructional supports in the regular classroom [SPE5a].

Each Federal Programs Teacher has access to EduSkills to enter information and develop plans. The plans will be distributed to parents and all applicable teachers. If at any time the team believes adjustments should be made to the ELAP, the team member will reach out to the site Federal Programs teacher to convene a meeting and consider necessary changes.

Following collaboration and input of all information in EduSkills, each Federal Programs teacher will generate/print an ELAP for each student [SID 3b]. EduSkills draws upon the student's current WIDA scores/proficiency level and the embedded bank of WIDA English Language Development (ELD) standards. The goals reflected on the ELAP are offered according to:

- the student's language proficiency level (Entering, Beginning, Developing, Expanding, Bridging, or Reaching);
- the four language domains (Listening, Speaking, Reading, and Writing); and
- the five areas encompassed (social/instructional language, the language of Language Arts, the language of Mathematics, the language of Science, and the language of Social Studies).



Parents Right-To-Know:

Each site Federal Programs teacher generates Parent Notification letters in EduSkills. The parent letter reflects the proficiency category from the most recent WIDA assessment as well as general information about EL status and the type of support offered by the district. This letter may be generated in the family's home language (indicated on the HLS) in addition to English [SID 3a].

The site Federal Programs Teacher will print at least four copies of each parent letter and ELAP:

- one copy to be mailed home to parent/guardian [PFE 1a];
- one copy for teachers who instruct the student, particularly the Language Arts teacher;
- one copy to be filed in the student's cumulative folder;
- one copy to the IEP teacher (if applicable); and
- one copy to be maintained in site documentation and available to the district Federal Programs contact upon request.

ELAPs along with signature page will be uploaded to the District ELAP folder for the current school year.

The district will monitor the academic progress of former EL students for four years—formally for two years. The OSDE Monitoring Form (accessible and maintained in EduSkills) is a formal tool for documenting language proficiency and content-area progress for 1st- and 2nd-Year-Proficient students. The monitoring process may indicate a need to reconsider reclassification and/or additional supports. In addition, Graduation Status will be tracked for all current and former EL students [SPE 4a].



The Language Instruction Education Program (LIEP)

The Language Instruction Education Program (LIEP) is the overarching English language program designed to meet the language instruction requirements listed above.

In the State of Oklahoma, the LIEP is embedded in the Title I, Part A section of the Consolidated Application and consists of a number of narrative responses that allow the LEA to describe the nature and scope of EL services offered in the district. The LIEP narrative questions are designed to cover all of the mandated language instruction requirements. LEAs serving one or more ELs are required to complete the LIEP section of the Consolidated Application.

Chickasha Public Schools will offer services through a variety of methods including but not limited to:

1. District-adopted curriculum resources,
2. Direct services based on WIDA ACCESS scores provided by site Federal Programs teachers,
3. Services and modifications identified in the student's ELAP and/or IEP if appropriate, and
4. Tutoring/Intervention services aligned with WIDA English Language Development (ELD) Standards and Oklahoma Academic Standards, provided by Title I/Title III Tutors.

Regardless of current or former EL status, all students have access to appropriate interventions when needs are reflected on Reading Sufficiency screenings, grade-level Common Formative Assessments, and other measures of academic achievement [SPE 2a].



Professional Development

All CPS Certified staff will participate in annual English Learner Professional Development. This professional development will be evidenced through district GCN certificates, agendas sign-in sheets and provider invoices as appropriate [SPE 6a, 7a].

Additionally, Federal Programs teachers have continual access to resources, real-time or recorded webinars, and multi-week real-time courses through the Office of English Language Proficiency (OELP) and WIDA Secure Portal. The Instructional Coach feature of EduSkills provides guidance for prescriptive instruction for every grade level and specific to each WIDA domain [SPE 7a]

As appropriate, resources/guidance can be shared with classroom teachers, building/site leaders, personnel working in non-public schools, or colleagues working in facilities for neglected or delinquent children [SPE 7b,c]

WIDA ACCESS

The office of Special Services and Federal Programs will monitor and document the completion of WIDA ACCESS assessments for all students identified as EL and will continue to do so until students successfully exit EL status (through a WIDA ACCESS Composite of at least 4.8 or through the Band Committee exit process.

Upon completion of WIDA ACCESS/Alternate ACCESS, the district Title III coordinator or superintendent will complete and sign administration checklists. These can be found in the Monitoring Toolkit and on the OELP website [SPE 5c].

Through both annual Parent Notification letters and subsequent score reports, parents will be informed of their child's WIDA ACCESS participation/performance. The notification will be provided in the parent's preferred language of communication.

Oklahoma State Testing Program (OSTP)

All EL students participate in state academic achievement assessments through the OSTP. In collaboration with the Federal Programs teacher, each site's Building Test Coordinator (BTC) ensures that EL students participate in both WIDA and OSTP assessments [SPE 5b].



Parent and Family Engagement Education Activities

Chickasha Public School sites will organize family engagement activities. This may also include recording and posting demonstration videos on the CPS Website. Notification of meetings will be sent in the parent's requested language documented on the Home Language Survey. Agendas and minutes from meetings including parents, site and district staff, higher education staff, and community agencies/groups will be included [PFE 2a]

Classroom teachers have been encouraged to utilize translation apps. For example, Talking Points app is a free app for teachers and translates messages into preferred languages. Google Translate will also continue to be used when necessary. In addition, the district has contracted with Propio Language Services to translate documents and provide interpretation services by phone and in meetings.

At least annually, site Federal Programs teachers will inform/remind site faculty and staff of Propio's availability. Additionally, Federal Programs teachers will collaborate as needed with classroom teachers of EL students—particularly newcomers—to ensure they are adept with using translation apps to communicate with families.

In addition to LEA staff, annual district-wide Federal Programs meetings will include representatives of parents, higher education staff, and community agencies/groups. The district seeks their input in developing and implementing the EL program [PFE 3a].



Title III Consortium

Chickasha Public Schools has joined the Title III Consortium led by Shawnee Public Schools. The fiscal agent/lead LEA also accepts the following responsibilities:

- Maintenance of written MOU or agreement regarding consortium members' participation;
- Ensuring that Title III, Part A funds are shared and spent to the benefit of all consortium members equitably;
- Control of all fiscal transactions of the consortium;
- Maintenance of records of all financial transactions and inventory lists relative to the consortium; and
- Monitoring the expenditures of all participating LEAs to ensure compliance with Title III, Part A supplement, not supplant requirements.

LEAs and Consortia can use up to 2% of their allocation on administrative costs.

Examples of allowable use of 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;
- Costs of supplies associated with running the program (ink cartridge and paper); and
- 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.

Title III, Part A funds may not be used by the LEAs to administer State English Language Proficiency (ELP) assessments, as the assessment for English Language Proficiency is a required state-level activity under Title I, Part A.

Translating and Interpreting:

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 interpretations activities that are not provided by the LEA for all students, and for translation activities that are specific to Title III, Part A.



For example:

- 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 II, Part A notices may be paid for with Title III, Part A funds.
- If the LEA of school communicates with all parents about their child's educational progress by mail, it would not be appropriate to use Title III, Part A funds to pay for the postage for EL students, as this communication is paid for by the LEA of school for all students, and is not Title III, Part A - specific.
- 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, Part A 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, Part A funds could be used to pay for supplemental translation or interpretation.

Virtual Education

Students participating in our Virtual Education pathway will complete the HLS survey as do all students.

- The HLS forms will be uploaded into EduSkills to determine if there is a need for a screener. The team will determine a date, time and location to bring the student to a site to complete the required screener.
- Parents will be required to present the student to be screened.
- If the student qualifies for services the team will meet to develop an ELAP.
- The ELAP will determine appropriate services for a virtual pathway.

Title III, Part A - Immigrant Grant

We do not currently have any students who qualify as Immigrants [PFE 4a, 5a]. At such time that we do have students who qualify as Immigrant, we will screen to determine if they are eligible for EL services.



General Timeline:

- Upload/scan Home Language Surveys (HLSs) into EduSkills for all students NEW to the district or those returning who have been gone more than one year. Resolve all issues with missing/incomplete information on the HLS forms as EduSkills "skips" or marks them as "incomplete". As HLS forms have been scanned in, EduSkills will continually generate a list of students who require WIDA screening. The standing requirement has been that all new students requiring the screener get screened **within the first 30 days of school**. After the beginning of the school year, move-in students who require screening should be screened **within 14 calendar days of their arrival**.

Site Federal Programs teachers are responsible for uploading HLS forms and monitoring the status daily in EduSkills to see which students may have been marked for screening. It needs to be done promptly and consistently so the sites can complete any needed screenings within the required timeframe.

- Ensure that EduSkills is communicating properly with WenGAGE and has uploads of all the data needed. This is important so that generated letters and plans will be accurate. It's also crucial as it's part of the documentation for accreditation.
- Complete all of the necessary trainings in WIDA Secure Portal to be able to administer the appropriate levels of WIDA Screeners and WIDA ACCESS. CPS gives the online version for 1-12. Kindergarten has a separate training process. Pre-K has a separate training process. Students who are OAAP/Portfolio assessed may require the ALTERNATE ACCESS and that is a separate training too. If the assessments have been administered continually, there will not be a need to recertify each year. When the Screener is administered, the tester must go into WIDA-AMS and assign scores to the Speaking and Writing parts. The certification is to ensure that these are scored consistently. For the spring WIDA ACCESS, all of the scoring is done externally.
- Complete the "Band Committee" process for students who qualify. WIDA gives a Composite score between 1.0 and 6.0. The mark to be proficient and exit EL status (i.e., become First Year Proficient) is scoring at least a 4.8 on the spring



WIDA ACCESS. However, students in grades 3 and higher who score in the "band" of 4.3 - 4.7 can exit if they also have documentation according to a rubric provided by OSDE. **This band committee documentation needs to be completed by the OSDE timeline.** Each site Federal Programs teacher—in collaboration with the site principal if necessary—gathers documentation and uploads it to the Accountability Reporting section of Single Sign On. OSDE will give feedback on whether the Band Committee exit is granted. For each student granted an exit, the district EL coordinator will update status in WenGAGE to “First Year Proficient”. .

- **Within the first 30 days of school—or within 14 days of a student arriving later in the school year**—communicate with parents. This involves generating (in EduSkills) a parent information letter and a plan (ELAP) for all current EL students. Those need to be mailed home along with any paper score reports for parents from the previous spring. These letters and plans cannot be generated until all the information is complete/updated in EduSkills. It will generate based on the information that has been provided (scores, testing modifications, instructional supports, etc.). This takes communication beforehand with teachers and any IEP teams in place. Copies of the ELAPs also need to be shared with teachers and filed in the cumulative folders.
- Twice each year, follow up with a Progress Monitoring process for all of the students designated as First Year Proficient and Second Year Proficient. There is a form to generate and then populate in EduSkills. This involves each site contact conferring with classroom teachers (and possibly IEP team) to ensure that these exited students are making satisfactory progress as far as language development. If not, then they can be considered for "redesignation" as EL.
- Complete all of the data checks and procedures the OSDE sends out ahead of the spring's WIDA ACCESS testing window. There will be a myriad of trainings, data checks with the WAVE/Single Sign On, documents to review/verify, materials to order, etc. From the technology side, communicate with the district's IT about any needed attention to the testing devices. Administer all four domains of the ACCESS to all current EL students. Return booklets and testing materials as required.



A general timeline that would apply mostly to each site Federal

Programs teacher:

- **Complete all the necessary trainings/certifications in WIDA Secure Portal at the very beginning of school.** These can be tremendously time-consuming to work through, so do not delay.
- Once you have the necessary certification, you can **give the WIDA Screener to any new students who have been designated** (by EduSkills) as "Needs Screener". This typically has been required to be done **within the first 30 days of school--or within 14 days if they arrive later in the school year.** Let the district contact know when the Screeners are complete as they may need to update the student's designation in WenGAGE based on the result. If the student is designated as EL, they will need a plan (ELAP). The ELAP is generated in EduSkills based on information (in collaboration with teachers and any IEP teams) indicated.
- Be prepared to complete "Band Committee" rubrics for students who did not score high enough last spring to Exit automatically (Composite 4.8) to First Year Proficient, but who scored in the 4.3 - 4.7 band and who can be considered for exit. **The due date is typically in September**, but refer to the OSDE timeline.
- **Once each semester**—in collaboration with classroom teacher(s) complete a Progress Monitoring form for all First Year Proficient and Second Year Proficient students. This is to ensure former ELs are making continued progress in their oral and written language skills. Document in the Student Information, Monitoring section of EduSkills. Print and file in the student's cumulative folder.
- Be prepared to carry out the WIDA ACCESS (online for grades 1-12) during the spring testing window. **The window opens mid-January.** Students will take 4 domains (Listening, Reading, Writing, Speaking), some of which need to be administered individually.



Explanation of each site/resource:

- **WIDA Secure Portal** - This is the place that has all the information related to timelines, training, self-paced PD, quizzes to get certified, certificates, testing materials, etc.

Once logged in to WIDA Secure Portal, you can choose Oklahoma to see some state-specific details. It is important to observe the OSDE timeline.

From that page, find the link to ACCESS for ELLs Checklist. This will give an idea of all considerations and procedures before giving the ACCESS test in the spring.

- **WIDA-AMS / DRC Insight** - This is the site used to set up test sessions for Screener or ACCESS, score Screener elements, generate score reports, etc.
- **DRC - student testing side** - This will be an app available for selection upon powering on a device. It is the student's view of the testing.
- **EduSkills** - This is the platform that communicates with WenGAGE and consolidates all student/HLS/testing/planning information. EduSkills is helpful in generating reports, assisting with record-keeping and accreditation, and so much more.
- **OSDE's Title III page** - Accessed through Federal Programs, then Title III - A collection of documents, webinar lists, resources, and guidance in many areas.

Sources for this document:

- *Oklahoma State Department of Education - Title III, Part A Handbook*
- *OSDE - EL and Non-EL Bilingual Identification Process Guidance*
- *OSDE Monitoring Tool Kits and Checklists*
- *Oklahoma WIDA*
- *Oklahoma ACCESS*
- *EduSkills*

