English Learner Identification, Bilingual and Non-EL/Bilingual Students, and the English Language Academic Plan (ELAP)

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Overview

- The English Learner Identification Process
- The Home Language Survey
- Bilingual Status
- The Home Language Survey Supplement
- Common Causes of Confusion
- Completing the English Language Academic Plan (ELAP)
- Parental Notification and Parent's Right-to-Know Letters

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Identification

LEAs (Local Education Agencies/School Districts) are required to identify English Learners (ELs) in a timely and reliable manner:

- Identification should take place within 30 days of enrollment if at the beginning of the school year, or within two weeks of enrollment during the school year.

- The identification process begins with the Home Language Survey (HLS);

- The HLS assists in fulfilling the federal requirement under ESSA to identify potential ELs.

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Identification (cont.)

The general rules concerning the Oklahoma HLS are as follows:

- A survey completed in the 2016-2017 school year or later can "follow" a student as long as that student remains in the district where the survey was completed;

- Students are required to complete a new survey if they move to a new district or return to a district after an absence of more than one year;

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Identification (cont.)

- Completed surveys are to be stored in the student's cumulative folder or be accessible in digital format;

- Districts **must have** a completed HLS on file or accessible in digital format for **every student**;

- The HLS does not determine EL status, but it does indicate which students are to be given the WIDA Screener assessment;

- The Home Language Survey form is available in both English and Spanish on OSDE's website.

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The Home Language Survey (HLS)

The Home Language Survey (HLS) form was modified in 2021-2022, although surveys collected in the past remain valid.

- The form is now a fillable .pdf,

- Language has been added to explain the purpose of the HLS to parents,

- Much of the content of the "School Use Only" section has been moved to a separate HLS Supplement, which now includes drop-down boxes.

The Home Language Survey

The three language questions:

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?

HLS Responses

- ASL may be used to qualify a student for Bilingual status but should not be used to identify a student as an EL.

- If a language other than English is submitted on the student HLS for any one or more of the three primary language questions (home language, dominant language, and first language learned) in addition to ASL (e.g., ASL/Spanish/Spanish), the student should be assessed with the grade- appropriate EL screening assessment, and the LEA would follow state protocol for annually assessing an EL student until the demonstration of proficiency.

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HLS Responses

- If ASL is the only language other than English submitted on the HLS (e.g., ASL/English/English), the student is not to be assessed with the WIDA Screener.

- However, if the HLS response is another form of sign used by speakers of non-English sign language, the student should be screened for English language proficiency.

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Qualifying Screener Scores

WIDA Screener for Kindergarten (Kindergarten and first semester of First Grade)

- Students who score a 4.5 or lower qualify as ELs (Note: students in the first semester of kindergarten should only be administered the speaking and listening domains.)

WIDA Screener (all other grades)

- Students with a composite score of 4.5 or lower qualify as ELs.

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The WAVE

All identified ELs should be coded as such in the WAVE

- **2349**/English Learner

- **1633**/Native English Speaker

- **1634**/Fluent English Speaker

- **1636**/English Language Proficient (with "Other Code" 01, 02, 05)

- **1637**/English Learner Declined Services

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New LIEP Strategy WAVE Coding

Beginning with the 2022-2023 school year, additional coding has been added to the WAVE for indicating which language instruction strategy each English learner is participating in. These codes are:

S1 – Transitional Bilingual
S2 – Dual Language or Two-Way Immersion
S3 – English as a Second Language or English Language Development
S4 – Content Classes with Integrated ESL Support
S5 – Newcomer Program

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

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LIEP WAVE Coding (cont.)

The Language Instruction Strategy codes in the WAVE correspond to the instructional strategy options given on the **LIEP template** uploaded in the LEA's **Consolidated Application** and to the Language Instruction Strategies options on the end-of-year *Language Instruction for English Learners and Immigrant Students Annual Performance Report* on Single Sign-On.

Again, these options are:
- Transitional Bilingual
- Dual Language or Two-way Immersion
- English as a Second Language (ESL) or English Language Development (ELD)
- Content Classes with Integrated ESL support
- Newcomer Programs

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Bilingual Status

- The responses on the HLS not only flag students for EL screening, but they can determine Bilingual Status.

- The *EL and Non-EL Bilingual Identification Process Guidance* outlines the general rules concerning identification. This packet is available on the OSDE website (https://sde.ok.gov/elbilingual-identification-resources).

- Remember, all EL students are considered Bilingual, but not all Bilingual students are necessarily EL.

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Bilingual 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:

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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 35th 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.

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Bilingual Status - Paperwork

The Home Language Survey was modified in the 2021-2022 school year in order to facilitate the correct identification of Bilingual students for the purposes of State Aid.

SCHOOL USE ONLY

The response of a language other than English to any or all of questions #1, #2, and #3 above should prompt local review of the student's potential EL identification and assessment history in the state Accountability Reporting application. If no previous EL history is present, the student must be administered a state-approved screening tool to determine their EL status.

If this HLS will be used for the purposes of Non-EL Bilingual qualification, please indicate one of the following:

☐ A language other than English is indicated **TWO OR MORE TIMES** in questions #1, #2, and #3 above. The student is considered "**more often**" and has previously demonstrated English language proficiency on the PKST* or WIDA assessment :

Assessment Name:	⸱	Year Assessed:	⸱	Score:	⸱

☐ A language other than English is indicated **ONE TIME** in questions #1, #2, and #3 above. The student is considered "**less often**" and has demonstrated English language proficiency on the PKST* or WIDA assessment. The student's PKST* or WIDA assessment score and additional qualifying score is noted on the attached "Less Often" Non-EL Bilingual Qualification Form.

*A PKST score is valid only for a student's pre-K year(s). Regardless of the PKST score earned, a student administered the PKST must be administered the WIDA K Screener at the outset of kindergarten. To qualify a student as Non-EL Bilingual beyond their pre-K year, a student must either demonstrate initial proficiency on the WIDA K Screener or subsequently on the K ACCESS or ACCESS assessment.

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HLS Supplement

In the case of "less often" students who qualify for Bilingual funding, the LEA must complete the lower section of the Home Language Survey, as well as the Home Language Survey Supplement.

Common Causes of Confusion

Hyphenation- Parents do not answer just one language per question (e.g. "English-Spanish"):

- In such cases, the LEA may default to the language other than English for the purposes of Bilingual funding.
- LEAs may default to English, with appropriate test data, for purposes of exempting a student from EL screening.
- While hyphenation is "allowed," districts should make every reasonable effort to ensure parents and guardians understand the three HLS language questions and answer with a single response for each.

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Other Issues

Parents and guardians provide questionable responses on the HLS:

- For reasons beyond our control, parents may feel the need to provide responses on the HLS that do not accurately reflect true linguistic status of the student.

- In situations where the HLS changes for a current EL student, the new HLS has no effect on a previous classification of EL. Note the issue and attach the new HLS to the previous HLS.

- This also applies to students arriving from another district with conflicting status and HLS responses. Note the issue and file the HLS in the cumulative folder.

- **Responses on the HLS do not directly affect EL status, only a WIDA assessment can classify a student as EL.**

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Something to be aware of:

Questions can also arise when parents of students formerly classified as EL submit a new HLS changing all responses, or two responses to "English." This can end Bilingual status for the student.

- In such cases, the only recourse is for districts to make a concerted effort to contact parents and ensure that the HLS is truly representative of student status.

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Completing the English Language Academic Plan (ELAP)

The ELAP, in conjunction with a completed Parental Notification and Parent's Right-to-Know Letters, fulfills the district reporting requirements for identified English learners (ELs) outlined in Title I of the Every Student Succeeds Act (ESSA)

Districts are required to provide the following information to parents of identified ELs [Sec. 1112 (e)(3)(A)(i-viii)]:

- *The **reasons for the identification** of their child as an English learner and 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***

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Completing the ELAP (cont.)

- *How the program will 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 program into mainstream classrooms, 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 a program) if funds under this part are used for children in high schools;*

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Completing the ELAP (cont.)

- *In the case of a child with a disability, how such a program meets the objectives of the individualized education program (IEP) of the child, as described in section 614(d) of the* Individuals with Disabilities Education Act *(20 U.S.C. 1414(d))*

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The ELAP Itself

The ELAP form is available on the OSDE website (https://sde.ok.gov/elap-guidance-and-support-resources) as a fillable .pdf.

English Language Academic Plan (ELAP) for School Year_____ — THIS DOCUMENT IS CONFIDENTIAL

1. STUDENT INFORMATION
- Student Name:
- State Testing Number (STN): / District ID:
- Native Language:
- District:
- School Site:
- Grade Level: / Date Identified as EL:
- Does the student have an IEP or 504 in place? YES / NO — If yes, has this ELAP been developed in collaboration with the student's IEP or 504 team? YES / NO

2. CURRENT OSTP / NRT ASSESSMENT INFORMATION
- Assessment: / Date: / Performance Level:
- OSTP ELA: Below Basic / Basic / Proficient / Advanced
- Name of Assessment: / Score:
- NRT*
- NRT*
- *NRT= Locally-administered norm-referenced test, ideally completed in the current school year or in spring semester of the previous school year.

3. INITIAL IDENTIFICATION ELP ASSESSMENT SCORE
- Assessment: PKST / K Screener / Screener / MODEL
- Date: / PKST Score: 1 2 3 4 5 6 7 8 9 10
- K Screener, Screener, or MODEL Score:
- Reading: / Speaking:
- Listening: / Writing: / Composite:

4. CURRENT ANNUAL ELP ASSESSMENT SCORES
- Assessment: K ACCESS / ACCESS / Alternate ACCESS
- Date: / Tier:
- K ACCESS, ACCESS, or Alternate ACCESS Score:
- Reading: / Speaking:
- Listening: / Writing: / Composite:
- Current-year scale score target: / Year expected to exit EL services:
- Is the student on track to exit EL status? YES / NO
- Is the student on track to graduate on time? (If applicable) YES / NO

5. 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 table below.

Domain:	Key Use Area:	ELP Level:	Can Do Target:
Listening			
Speaking			

More about the 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.

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More still about the 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 along with the Parent Notification and Parent's Right-to-Know Letter. 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 or expected participation in the ELP assessment, nor does it exempt the district from facilitating and encouraging student learning.

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Section 1

1. STUDENT INFORMATION				
Student Name:				
State Testing Number (STN):			District ID:	
Native Language:				
District:				
School Site:				
Grade Level:	▾	Date Identified as EL:		
Does the student have an IEP or 504 in place?	YES ☐ NO ☐	If yes, has this ELAP been developed in collaboration with the student's IEP or 504 team?	YES ☐	NO ☐

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Section 2

2. CURRENT OSTP / NRT ASSESSMENT INFORMATION

Assessment:	Date:	Performance Level:			
OSTP ELA		☐ Below Basic		☐ Basic	
		☐ Proficient		☐ Advanced	

		Name of Assessment:	Score:
NRT*			
NRT*			

*NRT= Locally-administered norm-referenced test, ideally completed in the current school year or in spring semester of the previous school year.

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Section 3

3. INITIAL IDENTIFICATION ELP ASSESSMENT SCORE

Assessment:	☐ PKST	☐ K Screener	☐ Screener	☐ MODEL
Date:		PKST Score:	1☐ 2☐ 3☐ 4☐ 5☐ 6☐ 7☐ 8☐ 9☐ 10☐	

K Screener, Screener, or MODEL Score:

Reading:		Speaking:		Composite:	
Listening:		Writing:			

Section 4

4. CURRENT ANNUAL ELP ASSESSMENT SCORES

Assessment:	☐ K ACCESS	☐ ACCESS	☐ Alternate ACCESS

Date:		Tier:	▾

K ACCESS, ACCESS, or Alternate ACCESS Score:

Reading:	▾	Speaking:	▾	Composite:	▾
Listening:	▾	Writing:	▾		

Current-year scale score target:		Year expected to exit EL services:	▾

Is the student on track to exit EL status?	☐ YES	☐ NO
Is the student on track to graduate on time? (If applicable)	☐ YES	☐ NO

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Section 5

5. 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 table below.

Domain:	Key Use Area:	ELP Level:	Can Do Target:
Listening:	▾	▾	
Speaking:	▾	▾	
Reading:	▾	▾	
Writing:	▾	▾	

*WIDA Can Do descriptors are available for reference on the wida.wisc.edu website.

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WIDA "Can do" Descriptors

2-3

By the end of each of the given levels of English language proficiency* English language learners can...

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	**Process recounts by** • Showing what happens next based on familiar oral stories (e.g., by pointing or drawing) • Drawing or providing other visual displays of people, animals, or objects in response to oral prompts	**Process recounts by** • Identifying the "who," "where" and "when" of illustrated statements • Identifying main materials or resources from oral descriptions	**Process recounts by** • Identifying linking words or phrases related to passage of time in speech (e.g., "on Monday" "the next day") • Illustrating events in response to audio recordings of stories or poems	**Process recounts by** • Re-enacting content-related situations or events from oral descriptions • Identifying content-related ideas from oral discourse using multi-media (e.g., retracing steps of a process)	**Process recounts by** • Identifying details of content-related topics from oral discourse • Making designs or models following oral directions and specifications (e.g., maps, origami)	**Process recounts by** • Identifying key ideas or details from texts read aloud or information presented orally • Determining the main ideas and supporting details of texts read aloud or information in diverse media and formats

OF RECOUNT

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Section 6

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.

Indicate to the left all applicable descriptions of services:

☐	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 ☐ NO **Year-long class:** ☐ YES ☐ NO	☐	A resource teacher (EL teacher, for example) will provide supplementary language instruction services within the regular classroom (also known as "push-in").
☐	Student will be placed in self-contained special education classes.		☐	Student will receive mainstream placement and requires no direct EL services.
☐	Student will receive pull-out EL services (this is more appropriate for students in the elementary grades).		☐	Other language instruction educational services (explain below).
☐	Student will receive mainstream placement with accommodations.		☐	Parents have declined language instruction educational services (parents/guardians cannot decline state EL testing/WIDA).

Comments:

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Section 7

7. PARTICIPATION IN STATE ASSESSMENTS

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

The student will participate in:

- ☐ Kindergarten ACCESS or ACCESS for ELLs assessment without WIDA-approved accommodations
- ☐ Kindergarten ACCESS or ACCESS for ELLs assessment with WIDA-approved accommodations
- ☐ Alternate ACCESS for ELLs Assessment (Please review the WIDA Accessibility and Accommodations Supplement and verify participation criteria)
- ☐ Oklahoma School Testing Program (OSTP) assessments or CCRA assessment without EL accommodations
- ☐ Oklahoma School Testing Program (OSTP) assessments or CCRA assessment with state approved EL accommodations
- ☐ Oklahoma Alternative Assessment Program (OAAP) assessment

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Section 8

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

To meet the needs of this student the indicated 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):			
☐	S1. Individual testing	☐	EL1. Provide the assistance of a qualified oral language translator to translate or clarify test instructions*	☐	EL2. Provide the assistance of a qualified oral language translator* to translate test items and answer choices that do not assess reading competency*
☐	S2. Small group testing (8-10 maximum)				
☐	S3. Preferential seating	☐	EL3. Simplify, repeat, and clarify test instructions*	☐	EL4. Text-to-Speech or Human Reader*
☐	S4. Separate location	☐	EL5. Student may read the test aloud to themselves	☐	EL6. Scribe for student's response*
☐	T1. Flexible schedule (same day)*	☐	EL7. Word-to-Word Dictionaries	☐	EL8. Oral Language Translations in (Neutral Latin American) Spanish for test items and answers
☐	T2. Administer subject area test over several sessions or "chunking"*	☐	EL9. Translated Test Instructions in (Neutral Latin American) Spanish	☐	EL10. Oral Language Translations in (Neutral Latin American) Spanish for test instructions, items and answers
☐	T3. Allow frequent breaks during testing (maximum 10-15 minute duration)*				

*NOTE- Certain accommodations carry specific requirements necessary to maintain assessment validity. Additionally, some accommodations may not be allowable for ELs at higher levels of English language proficiency. Please consult the OSTP Accommodations for English Learners manual located on the OSDE website for additional assistance.

The EL State Testing Accommodations Manual can be found at:
https://sde.ok.gov/english-learner-ostp-accommodations-resources.

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Section 9

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:

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

NOTE- Not all accommodations are appropriate for ELs of all proficiency levels. Any instructional accommodation(s) provided should be determined through collaboration within the student's instructional team.

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Sections 10 and 11

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

Name of staff completing this document:		**Position / Title:**	
Signature:		**Date:**	
Name of staff responsible for ELAP implementation and compliance:		**Position / Title:**	
Signature:		**Date:**	
Name of supervising site administrator:		**Position / Title:**	
Signature:		**Date:**	

11. PARENTAL OPT-OUT
The following section must be completed only if a parent or guardian chooses to waive supplemental EL services and supports.

I understand that my student has been identified as an English Learner and I choose to decline any related supplemental services and supports for the current school year. I understand that declining these supplemental EL services does not affect my student's EL status of and that my student will participate in the state English language proficiency assessment (e.g., Kindergarten ACCESS, WIDA ACCESS for ELLs, or Alternate ACCESS for ELLs) until proficient in English.

Name:		**Relationship:**	
Signature:		**Date:**	

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In Closing

If you have any further questions about the Home Language Survey, The English Language Academic Plan, or the Title III program in general, please do not hesitate to contact the Office of English Language Proficiency.

oelp@sde.ok.gov

405-522-5073

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