

FY23 Language Instruction for English Learners and Immigrant Students Annual Performance Report



OKLAHOMA
Education



Language Instruction Performance Report “How To...”

Thomas Kirk

Director of EL Identification and Monitoring
Office of English Language Proficiency

Topics

- What is the *Language Instruction Performance Report* and who is required to complete it?
- Walk through the report
- Changes in the works
- Question Time

What is the *Language Instruction Performance Report* and who is required to complete it?

- The Language Instruction Performance Report allows us to verify that English Learners are being served by the LEAs where they are enrolled. The U.S. Department of Education then collects this information on a national level through Consolidated State Performance Reports (CSPR) and EDFacts reporting.
- All LEAs in the state are required to complete the report.
- The report covers data from the 2022-2023 school year.
- Prepopulated numbers are drawn from the Oct. 1, 2022 data in the WAVE.
- The report is due June 30, 2023.

A walk through the report (1)

The full title on
Single Sign-On:

*Language
Instruction for
English Learners
and Immigrant
Students Annual
Performance Report*

2021-2022 school year.

- For Table 1, please select all instructional models present in the district and the specific EL enrollment of each.
- For Table 2, please select all activities the district has engaged in to support ELs over the academic year.
- For question 3, please list the number of certified teachers who serve EL students under the guidance of the district LIEP.

District Contact Information

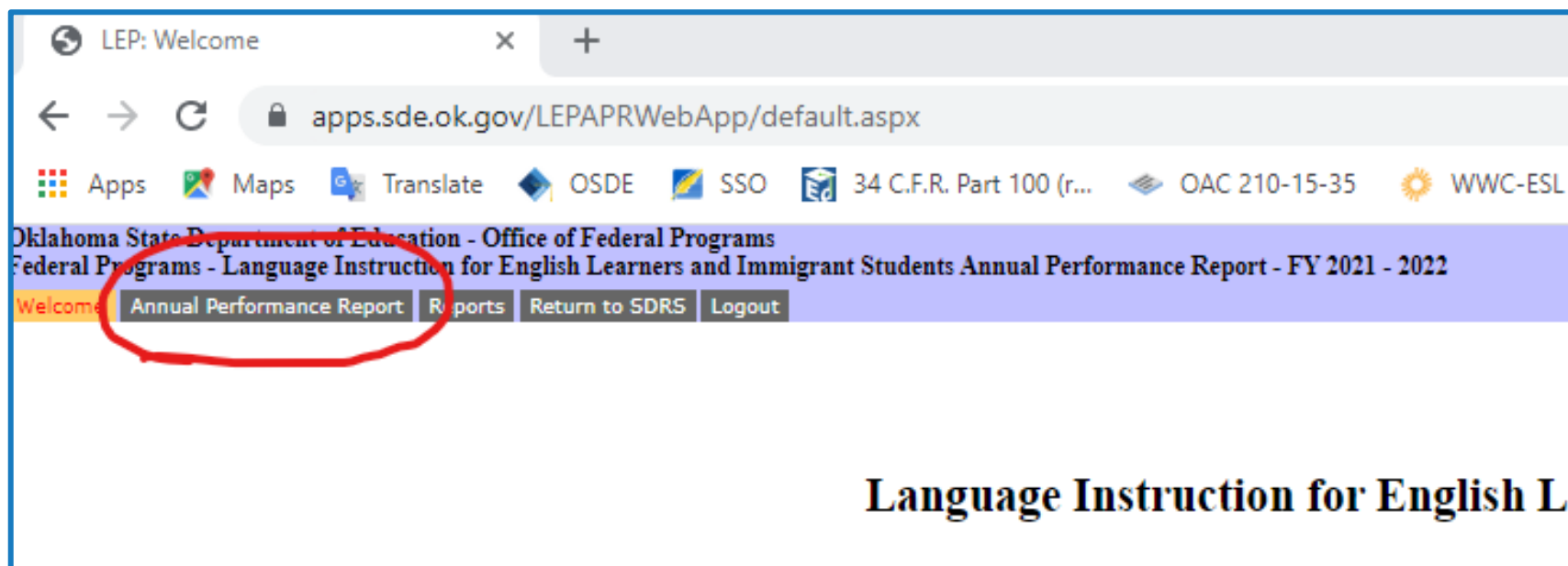
Contact Name:

Contact Phone:

Contact Email:

For assistance please contact the Office of English Language Proficiency at (405) 522-3433.

A walk through the report (2)



A walk through the report (3)

Please review the following descriptions of English Learner (EL) instructional strategies prior to completing the first table (ESEA Section 3201(7))-

- **Transitional Bilingual** - Students are taught core content and language fluency in their native language for varying periods of the day with the remainder of time focused on English language acquisition. Goal is to transition students to native English instruction within two to five years with no loss of content instruction. Classes may be self-contained or combined. (WIDA correlate: Mixed Bilingual / MBL)
- **Dual Language or Two-way Immersion** - Students are taught both content and language fluency in two languages. Goal is fluency in two languages and programs can last the duration of enrollment. (WIDA correlate: Either EL Bilingual / EBL or Mixed Bilingual / MBL depending on local program design)
- **English as a Second Language (ESL) or English Language Development (ELD)** - Students are provided supplemental individual or small-group instruction outside the general education classroom (e.g. “pull-out” or ESL classes) with no native language support in either setting. Supplemental instruction can target both language fluency and core content. Goal is to increase student success in mainstream, non-ESL supported general education classes. (WIDA correlate: EL-specific English-only Instruction / EEO)
- **Content Classes with integrated ESL support** - Students are provided core content instruction with no native language support in mainstream classes utilizing integrated ESL strategies (i.e. teachers trained in EL methods, use of EL paraprofessionals, etc.). Goal is to provide appropriate EL supports in the general education classroom to the level appropriate for student success. (WIDA correlate: Mixed Classes with English-Only Support / MEO or Mixed classes with Native Language Support / MNL depending on local program design)
- **Newcomer Programs** - Students new to the U.S. are placed in classes that primarily emphasize English language acquisition. Instruction can be in English or can utilize a student’s native language. Goal is to move the student toward English language proficiency in as quickly as possible. (WIDA correlate: EL-specific Transitional Instruction / ETI or EL-specific, English-only instruction/EEO)
- **No support provided** - District has no EL intervention strategy in place at this time. (WIDA correlate: No Support Provided / NSP)

1. In the table below, please check all types of instructional strategies used in the district Language Instruction Education Program (LIEP) and the number of **EL students** enrolled under each. **Please use EL student enrollment numbers from the district’s October 1, 2021 - 2022 count to complete the table.**

LIEP Intervention	Strategy	Language of Instruction	Number of	Number of ELs Enrolled in	Num ELs
-------------------	----------	-------------------------	-----------	---------------------------	---------

A walk through the report (4)

Total	0	0	0
<p>^{*1} <i>If multiple languages are represented within a specific LIEP intervention strategy, please select the dominant language present in the program.</i></p> <p>^{*2} <i>Column total should be equal to the district October 1, 2021 - 2022 EL count, minus any PK students. OSDE gathers data on PK, but this is not reported to USDE. Therefore PK students are not included in the totals.</i></p>			

A walk through the report (5)

LIEP Intervention Strategy	Strategy In Use	Language of Instruction ¹ (if applicable)	Number of ELs Enrolled ²	Number of ELs Enrolled in PK	Number of ELs Enrolled in KG	Number of ELs Enrolled in grade 1
Transitional Bilingual	No					
Dual Language or Two-way Immersion (do not count programs designed to teach native English speakers a second language)	No					
English as a Second Language (ESL) or English Language Development (ELD)	No					
Content Classes with integrated ESL support	Yes	English	48	4	1	6
Newcomer Programs	No					
Other (describe below)	No					
Total			44	4	1	6

*1 If multiple languages are represented within a specific LIEP intervention strategy, please

A walk through the report (6)

2. Please complete the table below regarding EL support activities the district conducted in the 2021 - 2022 school year (ESEA Sections 3121(a)(1) and 3122(b)(1)).

Description of Support Activity	Has the District Engaged in the Activity?
Supporting the development and implementation of LIEPs	No <input type="button" value="v"/>
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	No <input type="button" value="v"/>
Supporting implementation of school wide programs	No <input type="button" value="v"/>
Professional Development for teachers and other personnel serving ELs	No <input type="button" value="v"/>
Parent and community engagement activities	No <input type="button" value="v"/>
Supporting the development of pre-school programs	No <input type="button" value="v"/>
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	No <input type="button" value="v"/>
Improving instruction of EL with disabilities	No <input type="button" value="v"/>
Providing tutorials, career and technical education	No <input type="button" value="v"/>
Offering programs to help ELs achieve success in post-secondary education	No <input type="button" value="v"/>
Other	No <input type="button" value="v"/>

A walk through the report (7)

3. Number of certified/licensed teachers currently teaching in a district LIEP*-

** This is the total number of certified teachers in the district that are teachers of record for EL students and/or provide supplemental instructional services to EL students.*

4. Estimated number* of **additional** certified/licensed teachers who will be needed to address EL learning needs over the next 5 years-

** This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. This number should not include any teachers currently employed by the district.*

A walk through the report (8)

ve" button below and exit the report. If no further changes are necessary and the district wishes to submit the report, please click the "Save" button below. If you wish to request a certified report, please contact the Office of Federal Programs at the number below.

Save

For assistance please contact the Office of English Language Proficiency at (405) 522-3433.

Changes in the works

- OSDE has added codes in the WAVE for LIEP intervention strategies. Beginning with the 2023-2024 school year, all data in Table 1 of the Language Instruction Performance Report will prepopulate. For this reason, **it is essential that LEAs code the language instruction strategy in their student information systems.**
- U.S. Dept. of Ed. has changed the data requirement from a snapshot to a year-long window.

Questions?



In Closing

If you have any further questions about EL reporting requirements, Title III requirements, or OELP Monitoring, please do not hesitate to contact me.

Thomas Kirk

Director of English Language Identification and Monitoring

405-522-3433

Thomas.Kirk@sde.ok.gov