

OELP Monthly Meeting

March 2025



OKLAHOMA
Education



Introductions to OELP Staff

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OELP Updates

Rescreening Students Who Have Left Oklahoma Schools for More than a Year

- Students who have left Oklahoma public and charter schools for more than a year should be rescreened.
- This also includes private schools in Oklahoma who do not work with Title III districts
- If a student scores fluent on the screener, the student should be coded 1634/1633 per bilingual guidance, which of course will generate a conflict in Accountability Reporting since the student was previously identified.
- The district can create a DVR under the conflict, upload screener scores (which will get imported monthly), and leave the comment: Student left OK public schools for more than a year and was rescreened.

Adult High School Completion SENATE BILL NO. 1307 & Bilingual Funding

- To qualify these students for bilingual funding, paper WIDA Screeners can be ordered at district expense.
- Qualifying students should be placed in the Bilingual Program, not the EL Program, under Student Participation using the following codes and criteria:

Adult High School Completion SENATE BILL NO. 1307 & Bilingual Funding

1634:

- More Often HLS and scored fluent on paper WIDA Screener
- Less Often HLS, scored fluent on paper WIDA Screener, and answered 32 or less questions correctly on the Grade 8 Alternative Reading Assessment (assessment may be downloaded from the Wave and administered at no local cost) or another [Approved "Less Often" Norm-Referenced Tests](#)
- Did not score fluent on the paper WIDA Screener
- More Often HLS, previously identified EL in an Oklahoma public school, and/or scored proficient on Oklahoma's ELP assessment
- Less Often HLS, previously identified EL in an Oklahoma public school who did not exit EL services
- Less Often, previously scored proficient on Oklahoma's ELP assessment, and answered 32 or less questions correctly on the Grade 8 Alternative Reading Assessment or another [Approved "Less Often" Norm-Referenced Tests](#)

Adult High School Completion SENATE BILL NO. 1307 & Bilingual Funding

1633:

- HLS with ASL or ASL/English responses

Screening Students with an IEP that Precludes Participation in One or More Domains

- A student with a documented disability whose IEP precludes participation in one or more of the WIDA Kindergarten Screener or Screener placement test domains must achieve a score of 5.0 or above on all test domains completed in order to demonstrate English language proficiency as an Overall Composite Score cannot be generated for a screener with less than four domains.
- For example, if a 4th grade student can only complete the reading and writing domains, then he/she must achieve a proficiency level of 5.0 or above in both reading and writing to exclude them from identification as an EL.

Screening Students with an IEP that Precludes Participation in One or More Domains

- A student with a documented disability whose IEP precludes participation in one or more of the WIDA Kindergarten Screener or Screener placement test domains will qualify as an English Learner if achieving a score of 4.5 or below in any of the test domains completed.
- If a student is exempted from a domain on the screener, it is strongly recommended to order and administer the paper screener as Listening and Reading determines the tier or path students will receive on the Speaking and Writing Domains.

Screening Students with an IEP that Precludes Participation in One or More Domains

- OELP recommends reviewing student records and local data to determine what route the student should be administered if the student is exempted from determining domains.

Students Who Cannot Complete Any Domains of the Screener Due to a Disability

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

A Student is Suspected of Having a Disability, but a Determination Cannot Be Made Prior to Completing the ELP Screener

- Screening, if required, must be completed with any administrative considerations, universal tools, or accommodations that the ESL/SPED educators deem necessary.
- This procedure must be completed in accordance with the outlined guidelines, and the student must be placed in the appropriate language instruction educational program (LIEP) based on the information available at the conclusion of the identification procedure.

A Student is Suspected of Having a Disability, but a Determination Cannot Be Made Prior to Completing the ELP Screener

- If, after the student is placed in the LIEP, the student is determined to have a disability that may have affected the validity of the screening, and the IEP requires a testing accommodation that was not offered and/or a domain(s) was exempted, then the student must be re-screened using the appropriate accommodations and exemptions.
- If the student does not meet the criteria for identification as an EL based on this subsequent testing, then the district must contact the OELP to remove the EL identifier, and the student should be removed from the LIEP.

Students No Longer Enrolled

- Please ensure that all identified English Learners are coded as 2349 English Learner and enrolled in the EL Program in the SIS.
- The Language Instruction for English Learners and Immigrant Students Report now pulls end of year numbers rather than Oct. 1st numbers. Coding transfer students appropriately will ensure greater accuracy of this report and reduce later data corrections.
- If transferring district or site is unknown, nothing is required in DRC Insight.
- A student is considered FAY for an indicator if they enrolled within the first 20 instructional days of the school year and do not have a gap of 10 or more consecutive instructional days of enrollment prior to the FAY end date for that indicator (ELPA Indicator- The FAY end date is the first day of WIDA testing window (January 6, 2025)).

New OELA Resource

Implementing Evidence-based Instructional Practices for English Learners (January 2025)

To support educators in this endeavor, this brief presents and elaborates upon five evidence-based instructional practices:

1. Provide ELs with opportunities to build content knowledge and language competence in tandem.
2. Leverage ELs' home language, prior knowledge, and cultural assets.
3. Engage ELs in productive interactions with peers.
4. Provide direct and explicit instruction focusing on key aspects of literacy.
5. Incorporate regular opportunities to develop written language skills.

WIDA Updates

WIDA ACCESS Testing Window Extension

- Due to inclement weather and illness, the OELP is extending the WIDA ACCESS testing window to **Friday, March 28, 2025**.
- As a result of this extension, it is imperative that LEAs adhere to the hard shipping materials deadline of **March 28, 2025**.
- Please note that if LEAs do not have return assessments postmarked by **March 28, 2025**, score reports will fall into a late reporting window.
- Students enrolling after **March 14, 2025**, will only need to be screened.
- Do not include your Spring Break in the last 10 instructional days to assess new students.

OELP Calendar

Test Window	1/6/25 - 3/28/25
Additional Test Material Ordering Window	1/6/25 - 3/14/25
Deadline for Shipping Materials	3/28/25
Pre-reporting Data Validation in WIDA AMS	4/9/25 - 5/6/25
Districts Receive Reports in WIDA AMS	5/22/25
Data Verification (DVR) Window	TBA
Districts Receive Printed Reports	6/9/25 - 6/10/25

March WIDA Assessment Webinars

- Please join WIDA and DRC to learn about the following assessment topic:
- **Interpreting ACCESS Score Reports Tuesday, March 11 at 1:00 pm - 2:00 pm CT**
- Learn more and add this upcoming webinar to your calendar on the [Webinars](#) page (login required).
- Can't make it? The recordings for Assessment Webinars are posted to the WIDA Secure Portal on the Webinars page within a week of the presentation.

WIDA Core Self-Paced Workshop Package

- Virtual workshops designed for participants to engage with content at their own pace. They may be completed individually or with a local professional learning community. There is unlimited access to all educators in the state **until August 31, 2025**, and can be accessed through the [WIDA Secure Portal](#) under **Professional Learning**.

WIDA Core Self-Paced Workshop Package

- Developing Language for Learning in Mathematics
- Engaging Multilingual Learners in Science: Making Sense of Phenomena
- Exploring the WIDA PreK-3 Essential Actions
- Let's Play! Multilingual Children's Joyful Learning in PreK-3 (NEW!)
- Making Language Visible in the Classroom
- Newcomers: Promoting Success through Strengthening Practice
- Reading Comprehension Across Content Areas with Multilingual Learners (NEW!) Reframing Education for Long-term English Learners

WIDA Core Self-Paced Workshop Package

- Teaching Multilingual Learners Social Studies through Multiple Perspectives (Updated)
- The WIDA ELD Standards Framework: A Collaborative Approach
- WIDA Español: Desarrollando el español: Las expectativas del lenguaje (NEW!)
- WIDA Español: Evaluaciones del desarrollo del lenguaje a nivel de salón - Classroom assessment for language development (NEW!)

OSTP English Learner Participation and Accommodations

- English Learners are not exempt from OSTP assessments.
- Online OSTP assessments are available in Spanish in all grade levels and content areas except ELA.
- Paper OSTP assessments are only available in English.

OSTP English Learner Participation and Accommodation Continued

- For additional information regarding specific EL student testing accommodations and their allowability, please refer to the updated [2024-2025 OSTP Accommodations for EL Students Manual](#).
- Note that the accommodations contained in the above document are specific to OSTP assessment. For information related to WIDA ACCESS accommodations, please refer to [24-25 WIDA Accessibility & Accommodations Manual](#)
- Electronic OSTP [Parent Student Teacher Guides](#) (PSTGs) are available in both Spanish and English for parent/guardian reference.

EL Educator Spotlight

- OELP staff recognizes that we have educators doing amazing things to support our EL students throughout the state.
- We want to provide an opportunity to showcase these great strategies, resources, and success stories.
- If you would like to nominate yourself or another educator in your district to be spotlighted, please complete this [form](#).

EL Educator Spotlight

- Leroy Mosely-6th grade Social Studies Teacher/Mayfield Middle School/Putnam City
- He always looks for ways to promote language and engage all students in his class regardless of their English proficiency.
- Mr. Mosely taught his students about coordinate grids. He reserved the small gym and created a gym-size map of a town with a coordinate grid made from masking tape on the floor. Students then had to read the coordinates on their paper and then walk and find the location using the coordinates.
- Next, the students had to write the name of the destination that they arrived at using the coordinates.
- Students were learning and using oral language to ask questions and helping other students in the class read and understand how to find locations using a coordinate grid.
- All students were able to participate in this activity, including newcomers.

Questions & Proposed Topics by Districts

LEA Questions and Topics for Discussion

- Would it be possible to have these meetings in person each month perhaps in different places around the state?
- There was a request for the WIDA testing window to start one week later and be extended one week later?
We cannot change this window as it would leave no room for extensions.

LEA Questions and Topics for Discussion

- Will the new band exit process affect the Seal of Biliteracy?

No, for the Seal of Biliteracy, students must achieve 4.5+ (Gold) or 5.8+ (Platinum) on the WIDA ACCESS.

Oklahoma Seal of Biliteracy Assessments and Accepted Scores

- Professional development for EL paraprofessionals and teachers
EL Instruction & Professional Development
- UCO's 42nd Annual Multicultural Education Institute Conference -
Building a Community of Understanding - March 28-29, 2025

OELP Monthly Meeting

- These meetings will take place on the first Wednesday of the month (excluding summer months) from 12-1 pm.
- During the meetings, the OELP will provide important updates on legal obligations, the WIDA assessment, the ELPA Indicator, and best practices for supporting English Learners and their educators.
- We also encourage EL Coordinators to submit any questions or topics they would like to discuss by completing this [form](#).
- We're excited for this opportunity to build a supportive community. To register for the OELP Monthly Meetings, please click [here](#).
- Our next meeting is on **April 2, 2025**.

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

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