Chickasha Public Schools
Title III
English Learners Handbook
2020-2021

Rick Croslin-Superintendent
Jennifer Stegman-Asst. Superintendent
Pam Ladyman-Director of Special Services and Federal Programs

Table of Contents

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 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. 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.
- CPS must develop procedures for collecting, maintaining, and preparing the HLS documents to be audited by the assigned district Regional Accreditation Officer (RAO).
- CPS must maintain a copy of the HLS in each student's cumulative folder.

CPS Home Language Surveys and ELL 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

New enrollees after the start of school or enrollment confirmation will be as follows:

1. Parents/guardians will complete all enrollment forms at the Administration building.
2. Administrative staff will look at the forms to make sure all components are completed. It is important that the HLS survey be filled out completely and has a parent signature and date.
3. The HLS form will be given to the Special Services/Federal Programs Office
4. The form will be scanned into Eduskills.
5. A copy of the form will be forwarded to the site designated secretary or Federal Programs Teacher who will place the form in the student's cumulative file.
6. The original 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 ELL screener (WIDA).

1. District EL contact will notify the site EL contact when a screener is needed.
2. EL contact will give the screener.
3. The District EL contact will check Eduskills to determine if the student qualifies as EL and will work with the Federal Programs Teacher to develop an ELAP if the student qualifies as EL .
4. A student's status will be updated in the Student Information System.

Screening Assessments

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). 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.

Designated staff will complete the required Screener training through WIDA and will send a copy of his/her certificate to the office of Special Services / Federal Programs.

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.

Screening Kindergarten Students

Students being placement tested in fall of their kindergarten year should be given the Oral (Speaking/Listening) domains of either the Kindergarten W-APT or Kindergarten MODEL. If students are being placement tested in spring of their kindergarten year, it is a district level decision whether or not students are administered all four domains of placement testing, or if they, too, take only the Oral domains. All kindergarteners taking only the Oral domains of either the Kindergarten W-APT or Kindergarten MODEL qualify as ELs for their kindergarten year if the test results indicate so.
NOTE: All kindergartners and first semester first-graders who assess with the K W APT, regardless of the number of domains assessed, qualify as EL for the remainder of the school year.

Screening Students in Grades 1-12

Students in the second semester of first grade through the twelfth grade 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.

Remote Screeners

WIDA has now made available a Remote Screener. Each of our staff will complete this training and certification. Once a student returns to onsite services, they will participate in the regular onsite screener.

Qualifying Scores

All students who are in kindergarten or the first semester of first grade and who qualify to be placement tested based on the answers to their Home Language Surveys are automatically considered ELs, regardless of placement test scores. For all other grades, students with a composite score of 4.7 or lower qualify as ELs. These students should be coded as ELs in the WAVE and served as such. They should also be given the WIDA Access proficiency test each Spring until they reach proficiency. Students with a composite score of 4.8 or higher should not be considered ELs and are not eligible for EL services.

EL/Bilingual Status

While Bilingual and English Learner status are not the same thing, the same individual students often fall into both categories. And while bilingual status, being a category in the Oklahoma state funding formula, is not directly related to Title III funding or programs, the identification process overlaps with the process for identifying ELs, so it will be dealt with briefly below.

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 composite reading score from the Spring of the previous school year on a state approved norm-referenced test.

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 (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.

A student's status will be updated in the Student Information System.

The site Federal Programs Teacher will be provided a list of all monitored ELS students in the current school year, who reached English proficiency and are no longer identified as ELs. This list will be generated from WIDA ACCESS composite scores of 4.8 and above. Districts may provide additional supporting information based on Oklahoma State Assessment Scores.

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 though, the required information must be contained 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 Academic Plan (ELAP) Procedure

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

The district EL contact monitors EduSkills daily/periodically to see the list of any students requiring the screener. These student names are shared with the appropriate site EL contacts so that they may complete the screener within the first 30 days of school or the two-week window following the student's arrival.

The site Federal Programs Teacher will notify the district office as each screening is completed. The district EL contact generates a report in WIDA AMS/Insight and enters the information into the EduSkills program.

Using the state's guidelines, EduSkills indicates whether the student qualifies as EL. (This will include all Pre-K students screened, all Kindergarten and 1st-semester of 1st-grade students screened, and any online testers with a Composite score of less than 4.8.)

The district EL contact notifies:
- The Director of Special Services and Federal Programs to update the student's status in WenGAGE.
- The site Federal Programs Teacher will coordinate with appropriate staff in the development of an ELAP; including but not limited to the classroom teachers, IEP Case Manager, GT teachers, McKinney-Vento liaison, and administrators to determine appropriate classroom modifications, WIDA ACCESS accommodations, and state testing accommodations needed for the student.

The Federal Programs Teacher will be invited to participate in IEPs of dual qualified students. The team will coordinate IEP and ELAP services and accommodations.
- Provide appropriate accommodations for ELs with an active IEP on the ELAP assessment.

Each Federal Programs Teacher has been given 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 to make necessary changes.

The Federal Programs Teacher has access to enter all information into EduSkills. The Federal Programs Teacher will generate the finished ELAP. 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:
The site Federal Programs Teacher generates a Parent Notification letter in EduSkills. The parent letter reflects the proficiency category from the recent screening 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.

The site Federal Programs Teacher will print at least four copies of each:
- one copy to be mailed home to parent/guardian;
- one copy for teachers who instruct the student, particularly the Language Arts teacher;
- one copy to be filed in the student's cumulative folder; and
- One copy to be sent to the Office of Special Services / Federal Programs.

The Office of Special Services / Federal Programs will house a binder holding all of the active ELAPs and parent letters for the district's EL students.

The district will monitor the evidence of former EL student performance including tracking the Graduation Status of identified students.

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. Lexia Literacy program,
2. Exact Path,
3. Acellus,
4. Edmentum,
5. Direct services based on WIDA ACCESS scores provided by site Federal Programs teacher,
6. Services and modifications identified in the student's ELAP and/or IEP if appropriate, and
7. Tutoring/Intervention services provided by Title I/Title III Tutors.

Professional Development

All CPS Certified staff will participate in annual English Learner Professional Development. This professional development will be evidenced through district GCN certificates, agenda and sign-in sheets and provider invoices if appropriate.

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 who have failed to successfully complete the required assessment with a score of 4.8. Or a combined score including state assessments.

Parents will be notified annually of their child's participation in the assessment. The notiviation will be provided in the parent's preferred language of communication.

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 parents 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.

Classroom teachers have been encouraged to utilize TalkingPoints App. This app is free to teachers and translates messages into preferred languages. In addition, the district has contracted with Propio Language Services to translate documents and provide interpretation services by phone and in meetings.

Title III Consortium

We have 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 quired 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 specivice 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 then portion of the contract that pertains to Title II, Par 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 payt for the postage for EL students, as this communication is paid for by the LEA of school for alls 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.

Title III, Part A - Immigrant Grant

We do not currently have any students who qualify as Immigrants.

Due Dates

There are 5 different programs/resources to navigate.

- WIDA Secure Portal
- WIDA-AMS / DRC
- DRC - student testing side
- EduSkills
- OSDE's Title III page

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 HLSs as EduSkills "skips" or marks them as "incomplete". As HLSs 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 are supposed to be screened **within 14 calendar days of their arrival.**

  The designated person in the district is responsible for scanning in the HLSs 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 stay on top of any needed screenings.

- 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 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 be exited if you can put together documentation according to a rubric provided by OSDE. **This band committed documentation last year had to be completed by September 10.** Each site contact works on gathering the documentation, but the designated person needs to communicate it to OSDE then let the site know when/if the exit is granted. If granted, the student status needs to be updated in WenGAGE to "First Year Proficient".

- **Within the first 30 days of school,** 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 info 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, 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 contact:

- **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. **This is typically due around September 10**.

- **Once each semester**, complete a Progress Monitoring form for all First Year Proficient and Second Year Proficient students. Stay tuned for the timeline and form.

- 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, quizzes to get certified, certificates, testing materials, etc. etc.

  Once logged in to WIDA Secure Portal, you can choose Oklahoma to see some state-specific details. Here is the timeline, but you can see they've left it up in the air for this upcoming year.

  From that page above, you can see the link to ACCESS for ELLs Checklist. This is last year's but it will give you an idea of all the considerations and procedures before the ACCESS testing in the spring.

- **WIDA-AMS / DRC Insight** - This is the site where you actually set up test sessions for Screener or ACCESS, score Screener elements, generate score reports, etc.

- **DRC - student testing side** - This will have an icon on some designated devices at each site. It is the student's view of the testing.

- **EduSkills** - This is the platform that communicates with WenGAGE and consolidates all of our 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 Depart of Education - Title III, Part A Handbook*
- *FY21 Consolidated Monitoring OK State Plan*
- *FY21 Federal Programs Monitoring Tool Kit*
- *FY21 Monitoring Tool Checklist*
- *Oklahoma WIDA*
- *Oklahoma ACCESS*
- *EduSkills*