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| **Bilingual Count Verification and English Learner (EL) Identification Processes**  | 2017-2018 |

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| **Oklahoma State Department of Education****Office of Accreditation****Office of Federal Programs** |  |

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**MEMORANDUM**

**TO:** District Superintendents

**FROM:** Matt Holder, Deputy Superintendent of Finance and Federal Programs

 Lynn Jones, Executive Director, Office of Accreditation

 Dr. Gloria Bayouth, Executive Director, Office of Federal Programs

**DATE:** February 28, 2017

**SUBJECT:** Bilingual Count Verification and English Learner (EL) Identification Processes

A Home Language Survey (HLS) **is required** to be on file for every student enrolled by each Local Educational Agency (LEA). This will be accomplished by collecting a new HLS for every new student, students transferring into a district, and students returning to a district after an absence of more than one year. A survey completed in the 2016-2017 school year will satisfy the HLS requirement for those students returning to the same district in the 2017-2018 school year. Further guidance regarding HLS policy is outlined below.

The Oklahoma State Department of Education has prepared documents to serve as guidance for LEAs to accurately identify students that are counted as Bilingual on the Application for Accreditation.

Since there is **no longer** a requirement to collect the HLS every year for every student, the following procedures for identifying and maintaining HLS forms for ***all*** students must be implemented:

* The LEA must ensure a 2017-2018 HLS is collected for every new student, any student transferring into the district, and students returning to the district after an absence of more than one year. The intent and purpose of the HLS should be thoroughly explained and interpreted to parents/guardians by LEA personnel overseeing student enrollment.
* If a parent does not return or declines to complete the HLS, LEA personnel must date and include a brief notation written on the HLS form and place it in the student’s cumulative folder.
* The LEA must develop procedures for collecting, maintaining, and preparing the HLS documents to be audited by the Regional Accreditation Officers (RAOs).
* The LEA may have a student complete a new HLS at any point, but, if they elect to justify bilingual status with the last completed survey, the LEA must ensure the survey follows the student and is updated and verified with appropriate assessment data in order to meet accreditation compliance.
* The LEA must maintain a copy of the HLS in each student’s cumulative folder.

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* LEAs will be responsible for providing the RAOs with a list of students identified as EL in the WAVE. The RAOs will review this list and add it to the audited HLS count in order to calculate the total number of LEA Bilingual students.
* LEAs are required to input the three language responses provided by the HLS when local Student Information Systems have this functionality enabled by their respective vendors.
* Students identified as English Learners (ELs), coded appropriately in the LEA’s student information system and uploaded into the WAVE, are automatically counted as Bilingual. **RAOs will not review the HLS of EL students.**
* RAOs will ***only*** review HLSs **dated on or before October 1st** forevery new student, students transferring into a district, and students returning to a district after an absence of more than one year whose language other than English is spoken ***more often,*** or a language other than English spoken ***less often.*** Identified students whose language other than English is spoken ***less often***are designated for Bilingual funding with an attached eligible test score to the HLS.

The ***“Bilingual Count Verification and English Learner (EL) Identification Processes”*** packet will serve as a tool to clarify the intent and purpose of the HLS for LEAs and RAOs, and includes the following documents and information:

* Bilingual Criteria for Accreditation Applications
* Home Language Survey
* English Learner Identification Flow Chart
* Bilingual Funding Designation on the WAVE: EL and Non-EL
* Bilingual Funding Designation on the WAVE: Re-designated
* Intent and Purpose of the Home Language Survey

Please contact the Office of Federal Programs with any questions for technical assistance at (405) 521-2846.

*\*"Bilingual" means those students who have limited English speaking abilities or who come from homes where English is not the dominant language as reported on the current year application for accreditation.* (OK Title 70 18-109.5 13)

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Bilingual Criteria for Accreditation Applications

*From January through May, Regional Accreditation Officers (RAOs) will be conducting site audits to determine the total Bilingual count for State Aid funding purposes. To ensure that no students entered in the WAVE have been duplicated through the Home Language Surveys (HLS), the RAOs will only review HLS for students who speak a language other than English more often or less often, and not those students identified by the LEA as English Learners (EL) in the WAVE.*

**English Learners (ELs)**

* EL students are identified using the WIDA SCREENER, W-APT, or WIDA MODEL and coded accordingly in the WAVE.
* EL students will be included in the *total Bilingual count*, and will automatically be eligible for state Bilingual funding as indicated in the WAVE.
* HLS from EL students coded in the WAVE will not be reviewed by RAOs.

**Bilingual**

* RAOs will ***only*** review HLSs forevery new student, students transferring into a district, and students returning to a district after an absence of more than one year whose language other than English is spoken ***more often*** or a language other than English spoken ***less often*** with an indicated, eligible and attached test score to the HLS.
* In order for a student to be designated as Bilingual, the following will be reviewed
1. The student is ***automatically*** designated as Bilingual if the HLS has indicated a language other than English is spoken ***more often*** than English.
2. The student is designated as Bilingual if the HLS indicates a student’s language other than English is spoken ***less often*** than English with an eligible attached test score based on the criteria below **in the following order**:
	1. Designated Limited English Proficient on an Oklahoma English language proficiency assessment: ACCESS for English Language Learners (ELLs) 2.0, Alternate ACCESS for ELLs, WIDA Screener, WIDA ACCESS Placement Test (W-APT), Kindergarten WIDA ACCESS Placement Test (K-WAPT), WIDA MODEL, or the Oklahoma Pre-K Language Screening Tool
	2. Scores limited knowledge or unsatisfactory in Reading on the Oklahoma State Testing Program (OSTP)
	3. Scores at or below the 35th percentile (or equivalent) composite reading score on a state approved norm-referenced test (NRT)\* from spring of the previous school year

**+**

 **EL** students are not reviewed by RAOs. These students should have been **previously** identified in the WAVE for federal funds, which means they are automatically eligible for Bilingual funding.

**Non-EL** students are reviewed by RAOs if the HLS is marked **more often. HLSs marked less often** with an eligible and attached test score are also reviewed by RAOs.

**The Bilingual Count**

for State Aid.

**\*Eligible Reading Norm-Referenced Test Score:**

Scores at or below the 35th percentile (or equivalent) composite reading score from spring of previous school year

http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/RSA-K-3\_FormativeAssessments\_1.pdf

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 **HOME LANGUAGE SURVEY FOR PRE-K-12 SCHOOL DISTRICTS**

**20\_\_\_\_- 20\_\_\_\_**

**STUDENT INFORMATION**

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:\_\_\_\_\_\_\_\_\_\_\_\_

 Last Name First Name Middle Name

 Date of Birth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Gender: Male\_\_\_\_\_\_\_ Female\_\_\_\_\_\_\_\_

­ MM/DD/YYYY

Is the student of Hispanic or Latino culture or origin? Yes\_\_\_\_\_\_\_\_ No\_\_\_\_\_\_\_\_\_

Select one or more of the following races:

\_\_\_\_\_\_ African American/Black \_\_\_\_\_\_ American Indian/Alaskan Native \_\_\_\_\_\_ Asian \_\_\_\_\_\_ Native Hawaiian/Pacific Islander \_\_\_\_\_\_ Caucasian/White

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?
4. Does the parent/guardian need **interpretation** services? Yes \_\_\_\_\_ No \_\_\_\_\_ If so, what language? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Does the parent/guardian need **translated** materials? Yes \_\_\_\_\_ No \_\_\_\_\_ If so, what language? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. What was the date the student first enrolled in a school in the United States? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 MM/YYYY

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent / Guardian Signature

Date (MM/DD/YYYY)

**SCHOOL USE ONLY**

***Please have test score documentation available for the Regional Accreditation Officer to review.***

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[ ]  **Other language than English indicated TWO OR MORE times on questions 1 – 3 above**. The student is classified as “more often” and automatically qualifies as **bilingual** on the accreditation report.

[ ]  **Other language than English indicated ONLY ONCE on questions 1 – 3 above**. The student is classified as “less often” and only qualifies as **bilingual** on the accreditation report ***if* he or she meets one of the following** (any selection below REQUIRES appropriate documentation):

 [ ]  1. Designated English Learner on one of the Oklahoma English language proficiency assessments: ACCESS for ELLs 2.0, Alternate ACCESS for ELLs,

WIDA Screener, WIDA MODEL, K-WAPT, W-APT or Oklahoma Pre-K Language Screening Tool.

 [ ]  2. Scored unsatisfactory or limited knowledge in Reading on the Oklahoma State Testing Program (OSTP).

 [ ]  3. Scored at or below the 35th percentile (or equivalent) composite reading score from spring of the previous school year on a state approved norm-referenced test (NRT).

**DOCUMENTATION OF A TEST RESULT FOR STUDENTS MARKED LESS OFTEN**

|  |  |  |  |
| --- | --- | --- | --- |
| *Date(s) of Kindergarten ACCESS,* *ACCESS for ELLs 2.0, or**Alternate ACCESS Test*  | *Score(s) on Kindergarten ACCESS,* *ACCESS for ELLs 2.0,or* *Alternate ACCESS* | *Date(s) of WIDA Screener or**K-WAPT/WAPT or**WIDA MODEL*  | *Score(s) on WIDA Screener or**K-WAPT/WAPT or* *WIDA MODEL* |
|  | *Composite Score* | *Literacy Score* |  | *Composite Score* | *Literacy Score* |
|  | *1.*  | *2.* |  | *1.* | *2.* |
|  | *1.* | *2.* |

|  |  |
| --- | --- |
| Date(s) of Reading OSTP | Score(s) on Reading OSTP |
|  |  | Unsatisfactory  |  | Limited Knowledge |  | Satisfactory |  | Advanced |
|  |  | Unsatisfactory |  | Limited Knowledge |  | Satisfactory |  | Advanced |
|  |  | Unsatisfactory |  | Limited Knowledge |  | Satisfactory |  | Advanced |

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| --- | --- |
| Date of the Oklahoma Pre-K Language Screening Tool  | Score on Pre-K Language Screening Tool  |
|  |  % |

|  |  |  |
| --- | --- | --- |
| Date(s) Norm Reference Test (NRT) | Name of the NRT | Reading Total Composite Score(s) %***From Above:******Question 1: Reference WAVE code 1036******Question 2: Reference WAVE code 1037******Question 3: Reference WAVE code 1038*** |
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**Home Language Survey**

Indicated as **more often / less often** with no other previous or out of state/district WIDA assessment scores

**Proficient/Non-EL**

Literacy Proficiency Level >= 4.5

**AND**

Composite Proficiency Level >= 5.0

**Not Proficient/EL**

Literacy Proficiency Level < 4.5

**AND/OR**

Composite Proficiency Level < 5.0

*(PK/Kindergarten- see below)*

Identified as **“Non-EL”**

**WAVE 1633 or 1634**

Refer to **Bilingual Funding Designation on the WAVE: EL and Non-EL** for differentiation

Identified as **Redesignated**\* to become 1st, 2nd, 3rd, or 4th year Monitored

**WAVE 1636**

\*Defined on **Bilingual Funding Designation on the WAVE: Re-designated**

Proficiency Assessment Spring Testing

K-ACCESS / Alternate ACCESS ACCESS for ELLs 2.0

Identified or previously identified as **“EL”** (English Learner)

**WAVE 2349**

Required to take proficiency assessment (WIDA ACCESS)

**Proficient**

(See above)

**Not Proficient**

(See above)

**Placement Assessment**

Oklahoma Pre-K Screening Tool (PKST) K-WAPT / W-APT / WIDA Screener WIDA MODEL

**Administered ONE TIME**

**English Learner WAVE Identification Flow Chart**

***Kindergarten: PKST- 7/10 or above questions answered is Proficient/Non-EL, 6/10 or below answered is Not Proficient/EL***

 ***K-WAPT- Students administered the test are identified as Not Proficient/EL for the duration of their kindergarten year***

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**Eligible Reading Norm-Referenced Test Score:**

Scores at or below the 35th percentile (or equivalent) composite reading score from spring of previous school year

http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/RSA-K-3\_FormativeAssessments\_1.pdf

**Eligible Oklahoma State Testing Program (OSTP) English Language Arts (ELA) Scores:**

ELA or Reading Test: Unsatisfactory or Limited Knowledge

**Eligible English Learner (EL) Assessment Scores:**

* **Oklahoma Pre-K Language Screening Tool:** 60% or below
* **WIDA Screener**
* **K-WAPT:** 30 or below on Listening & Speaking
* **W-APT:** 4.4 Literacy Composite Proficient Level or below **AND** 4.9 Overall Composite Proficiency Level or below
* **ACCESS for ELLs 2.0:** 4.4 Literacy or below **AND** 4.9 Composite (Overall) or below
* **Alternate ACCESS for ELLs:** Composite Proficiency Level of A1, A2, A3, P1
* **WIDA MODEL**
* **\* Please see EL Identification Chart**

**Bilingual Funding Designation on the WAVE: EL and Non-EL**

Is the Student Designated as Bilingual on the WAVE?

Does the Home Language Survey (HLS) indicate ***English Only***, ***More Often***, or ***Less Often***?

**1633** – Native English Speaker

**Designated as Not Bilingual**

**2349** – English Learner

**Designated as Bilingual**

HLS questions 1, 2, & 3 indicate ***English Only***

(with no previous English Learner [EL] Assessment Scores)

HLS indicates ***Less Often***

**AND** does not have an eligible

English Learner (EL) Assessment Score

**AND** does not have an eligible OSTP

**AND** does not have a Reading Norm-Reference Test Score

HLS indicates ***More Often***

**AND** student does not have an eligible

English Learner (EL) Assessment Score

HLS indicates ***Less Often***

**AND** student does not have an eligible

English Learner (EL) Assessment Score

**AND** student has an eligible OSTP or Reading Norm-Reference Test Score

HLS says indicates ***More Often***

**AND** student has an eligible

English Learner (EL) Assessment Score

HLS says indicates ***Less Often***

**AND** student has an eligible

English Learner (EL) Assessment Score

**1634** – Fluent English Speaker

**Designated as Bilingual**

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**Eligible Reading Norm-Referenced Test Score:**

Scores at or below the 35th percentile (or equivalent) composite reading score from spring of previous school year

http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/RSA-K-3\_FormativeAssessments\_1.pdf

**Eligible English Learner (EL) Assessment Scores:**

* **Kindergarten ACCESS:** 4.5 Literacy Composite Proficient Level or above **AND** 5.0 Overall Composite Proficiency Level or above (on ALL 4 language domains). Students who have scores only for Oral Language portion (Speaking & Listening) are not eligible for re-designation.
* **ACCESS for ELLs 2.0:** 4.5 Literacy Composite Proficient Level or above **AND** 5.0 Overall Composite Proficiency Level or above
* **Alternate ACCESS for ELLs:** Composite Proficiency Level of P2, P3

**Bilingual Funding Designation on the WAVE: Re-designated**

***\*“Re-designated” is defined as the change of designation for ELs who have tested as proficient (a.k.a. “transition” or “monitor” students)***

English Proficiency/Other Code: **06**

HLS indicates ***Less Often*** **AND** former EL student in year three (or more) of proficiency **AND** student does not have an eligible OSTP or Reading Norm-Reference Test Score

**1636 –** Re-designated as Fluent English Proficient **(Monitored) Designated as Bilingual**

**1636 –** Re-designated as Fluent English Proficient **(Monitored) Designated as Not Bilingual**

English Proficiency/Other Code: **02**

English Proficiency/Other Code: **03**

English Proficiency/Other Code: **04**

HLS indicates ***More Often***

HLS indicates ***Less Often*** **AND** former EL student in year one of proficiency **AND** student does not have an eligible OSTP or Reading Norm-Reference Test Score

HLS indicates ***Less Often*** **AND** former EL student in year two of proficiency **AND** student does not have an eligible OSTP or Reading Norm-Reference Test Score

HLS indicates ***Less Often*** **AND** former EL student in year one of proficiency **AND** student has an eligible OSTP or Reading Norm-Reference Test Score

HLS indicates ***Less Often*** **AND** former EL student in year two of proficiency **AND** student has an eligible OSTP or Reading Norm-Reference Test Score

HLS indicates ***Less Often*** **AND** former EL student in year three (or more) of proficiency **AND** student has an eligible OSTP or Reading Norm-Reference Test Score

English Proficiency/Other Code: **01**

HLS indicates ***More Often***

English Proficiency/Other Code: **05**

HLS indicates ***More Often***

**Eligible Oklahoma State Testing Program (OSTP) English Language Arts (ELA) Scores:**

ELA or Reading Test: Unsatisfactory or Limited Knowledge

*The WAVE will expect to receive an English Proficiency/Other Code along with this code of 1636.*

**Intent and Purpose of the Home Language Survey**

The Home Language Survey (HLS) is given to all students enrolled in a public school in the State of Oklahoma. The primary intent and purpose of the HLS is to help identify and determine students’ bilingual status. Testing may be necessary to determine whether or not additional language and instructional services are needed. The HLS is not for determining legal status or for immigration purposes.

Students will not be placed in an English Language Development Program based solely on responses to this form. Once students are identified as potential English Learners (ELs), they must be assessed with a valid and reliable placement assessment (e.g., K-WAPT/W-APT, WIDA Screener, WIDA MODEL) to determine if they are eligible for EL services. Even if the student is identified as an EL, parents may decline EL services. However, if the student has been identified as EL, even though the parent declined the EL services, the student will still have to be assessed annually with both the appropriate WIDA and state testing and assessments*. [Public Law 114-95, Section 1111(b)(2)(G) & 1111(b)(2)(F)]*

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