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| **Bilingual Count Verification and English Learner (EL) Identification Processes** | 2018-2019 |

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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

Jason Pittenger, Executive Director, Office of Accreditation

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

**DATE:** January 18, 2018

**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 HLS from every **new** student during enrollment for the 2018-2019 school year. Once completed, there is no requirement to collect this document in subsequent years as long as the student remains enrolled in the same district, but a copy of the HLS must remain in the students’ cumulative file.

The Oklahoma State Department of Education has prepared the following 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 a new HLS for every student every year, the following procedures for identifying and maintaining HLS forms for **all** students must be implemented:

* The LEA must include the HLS in student enrollment packets. The intent and purpose of the HLS should be thoroughly explained and interpreted to parents/guardians by LEA personnel overseeing student enrollment.

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* 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.
* 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.
* The LEA must develop procedures for collecting, maintaining, and preparing the HLS documents to be audited by the Regional Accreditation Officers (RAOs).
* The LEA must maintain a copy of the HLS in each student’s cumulative folder.
* 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.
* Students identified as English Learners (ELs), coded 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 for new or returning students** 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 eligible test score attached to the HLS.

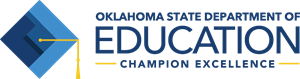
The ***“Bilingual Count Verification and English Learner (EL) Identification Processes”*** packet will serve as a tool to clarify the intent and purpose of the HLS for LEAs and RAOs, and includes the following documents and information:

* 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
* Note concerning specific WAVE coding used in this document

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

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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 (ELs) in the WAVE.*

**English Learners (ELs)**

* EL students are identified using the K-WAPT, WIDA SCREENER, 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 for new or returning students whose language other than English is spoken ***more often*** or a language other than English spoken ***less often*** with an indicated, eligible test score attached 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 following criteria\*:
   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, 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 35% or below on a norm-referenced test (NRT) on the composite reading score

**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.**

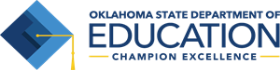
**Non-EL Bilingual students identified as *more often* (no test score required) or *less often* (an eligible test score required) are reviewed by RAOs.**

**The Bilingual Count**

**for State Aid**

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***\*RAOs will ensure assessment scores used to justify Bilingual designation are used in the order stated above. If “a” is available, “b” or “c” cannot be used, if only “b” and “c” are available, “b” must be used. Option “c” may only be used in the absence of scores for both “a” and “b”.***

 **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

|  |  |
| --- | --- |
| Date (MM/DD/YYYY)  **SCHOOL USE ONLY**  ***Please have test score documentation available for the Regional Accreditation Officer to review.*** | Parent / Guardian Signature |
|  |  |
|  |  |

**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:

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.

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

Scored 35% or below on norm-referenced test (NRT) on the composite reading score.

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

|  |  |  |
| --- | --- | --- |
| Date(s) Norm Reference Test (NRT) | Name of the NRT | Reading Total Composite Score(s) % |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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.  ***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*** *or* ***Less Often*** with no other previous or out of state/district WIDA assessment scores

**Proficient/Non-EL**

Composite Proficiency Level > or = 4.8

**Not Proficient/EL**

Composite Proficiency Level < or = 4.7

*(PK/Kindergarten- see below)*

Identified as **“Non-EL”**

**WAVE 1633\* or 1634\***

\*Refer to page 7, **Bilingual Funding Designation on the WAVE: EL and Non-EL** for differentiation

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

**WAVE 1636**

\*Defined on page 8, **Bilingual Funding Designation on the WAVE: Re-designated**

**Proficiency Assessment Spring Testing**

***K-ACCESS & ACCESS for ELLs 2.0:***

Proficient: 4.8 or above Composite score

Potentially Proficient\*: 4.3 to 4.7 Composite score (only for grades 3-12)

Not Proficient: 4.7 or below Composite score for Kindergarten through second grade or 4.2 Composite score or below for grades 3-12

***Alternate ACCESS for ELLs:***

Student may test as proficient through multiple scoring options.

Please reference Oklahoma WIDA Alternate ACCESS scoring guidelines for clarification.

Identified as **“EL”** (English Learner)

**WAVE 2349**

Student required to take the yearly English proficiency assessment (WIDA) until proficient

**Proficient**

(See above)

**Not Proficient**

(See above)

**Placement Assessment**

Oklahoma Pre-K Screening Tool\* (PKST) /

K W-APT\* / WIDA Screener / WIDA MODEL

**Administered ONE TIME**



**English Learner WAVE Identification Flow Chart**

***\*PKST: (Pre-kindergarten students) 7/10 or above questions answered is Proficient/Non-EL, 6/10 or below answered is Not Proficient.***

***\*K W-APT: (All kindergarten or first semester of first grade students) K-WAPT eligible students administered the test are identified as Not Proficient/EL for the duration of their kindergarten year or for the duration of their first grade year regardless of score achieved.***

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

* ELA or Reading Test: Unsatisfactory or Limited Knowledge

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

* Scores of 35% or below from no earlier than Spring of previous school year
* http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/RSA-K-3\_FormativeAssessments\_1.pdf

**\*Eligible EL or WIDA assessment scores:**

* **Oklahoma Pre-K Language Screening Tool:** 60% or below
* **K-WAPT:**  All scores qualify a student as eligible
* **WIDA Screener:** 4.7 or less Composite score
* **WIDA MODEL-** 4.7 or less Composite score per the WIDA MODEL Score Calculator.
* **K-ACCESS:** 4.7 or less Composite score
* **ACCESS for ELLs 2.0:** AtaComposite score of 4.2 or less, student is EL and eligible. At a Composite score of 4.3 to 4.7, students in grades 3-12 may be EL and eligible (see Oklahoma WIDA ACCESS for ELLs 2.0 scoring guidelines for clarification).
* **Alternate ACCESS for ELLs:** Please refer to the Oklahoma WIDA Alternate ACCESS for ELLs scoring guidelines for clarification.

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

*Does the Student qualify as Bilingual for the WAVE?*



**1633 –** Student is designated **Native English Speaker** and **does not qualify** as Bilingual

**2349 –** Student is designated **English Learner** Designated and **does qualify** as Bilingual

**1634 –** Student is designated **Fluent English Speaker** and **does qualify** as Bilingual

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 indicates **Less Often** ***AND*** student has an eligible\* English Learner (EL) Assessment Score

**OR**

**OR**

HLS indicates **Less Often**

***-AND*** student does not have an eligible\* English Learner (EL) Assessment (WIDA) Score

***-AND*** student does not have an eligible\* OSTP score

***-AND*** student does not have an eligible\* Reading Norm-Reference Test (NRT) Score

HLS indicates **More Often** ***AND*** student has an eligible\* English Learner (EL) Assessment Score

HLS indicates **More Often *AND*** student does not have an eligible\* English Learner (EL) Assessment Score

*\*See below*

**OR**

HLS questions 1, 2, & 3 indicate **English Only** with no previous English Learner [EL] Assessment Scores

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**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)***

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

ELA or Reading Test: Unsatisfactory or Limited Knowledge

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

Scores of 35% or below from no earlier than the Spring of previous school year

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



**ANY OF THE ABOVE**

**ANY OF THE ABOVE**

**1636 –** Student re-designated as **Fluent English Proficient (Monitored)** and **does qualify** as Bilingual

**1636 –** Student re-designated as **Fluent English Proficient (Monitored)** and **does not qualify** as Bilingual

**STUDENT IN YEAR TWO OF PROFICIENCY: *Other Code 04***

HLS indicates **Less Often** ***AND*** student does not have an eligible\* OSTP or Reading Norm-Reference Test Score

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**STUDENT IN YEAR THREE OR MORE OF PROFICIENCY: *Other Code 05***

HLS indicates **More Often**

***OR***

HLS indicates **Less Often** ***AND*** student has an eligible\* OSTP or Reading Norm-Reference Test Score

**STUDENT IN YEAR THREE OR MORE OF PROFICIENCY: *Other Code 06***

HLS indicates **Less Often** ***AND*** student does not have an eligible\* OSTP or Reading Norm-Reference Test Score

**OR**

**OR**

**STUDENT IN YEAR TWO OF PROFICIENCY: *Other Code 02***

HLS indicates **More Often**

***OR***

HLS indicates **Less Often** ***AND*** student has an eligible\* OSTP or Reading Norm-Reference Test Score

**OR**

**OR**

**STUDENT IN YEAR ONE OF PROFICIENCY: *Other Code 01***

HLS indicates **More Often**

***OR***

HLS indicates **Less Often** ***AND*** student has an eligible\* OSTP or Reading Norm-Reference Test Score

After the student has tested proficient on the Spring WIDA assessment, review HLS responses and OSTP and/or NRT scores to establish proper coding for the next academic year.

**STUDENT IN YEAR ONE OF PROFICIENCY: *Other Code 03***

HLS indicates **Less Often** ***AND*** student does not have an eligible\* OSTP or Reading Norm-Reference Test Score

**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 or excluded from an English Language Development Program based solely on responses to the HLS. Once students are identified as potential English Learners (ELs), either through a completed HLS or by district/teacher observation, they must be assessed with a valid and reliable placement assessment (e.g., K-WAPT, 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)]*

**A Note Concerning Specific WAVE Coding Used in this Document**

This document references numerous WAVE codes (e.g. 1636, 1634, 2349, etc.) in explaining the process for accurately coding Bilingual and EL students. It is important to note that these codes may or may not be readily apparent in your local Student Information System (SIS). Although they may not be easily identified, every code mentioned is accessible to your local SIS. If questions arise as to where a specific code is located or how to code a particular student a certain way, please reference the code descriptions in the WAVE requirements manual available on the OSDE website and contact your SIS vendor for assistance prior to contacting the OSDE for technical support.

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