



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

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

**2017-
2018**

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



JOY HOFMEISTER
STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

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: January 12, 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 from every student during enrollment for the school year 2017-2018.** **Once completed, there is no requirement to collect this document in subsequent years for students not identified as Bilingual* or an English Learner (EL) as long as the student remains enrolled in the same district.** For students identified as EL or Bilingual, a new HLS will need to be completed at set intervals in their matriculation (see below). A copy of the current HLS must be placed in every student's cumulative file regardless of status.

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 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.
- 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.

- Students already identified as Bilingual or English Learner (EL) will need to complete a new HLS for the school year 2017-2018 as well as when the student enters graduated sites during their academic career (i.e., when entering Elementary School, entering Middle/Junior High School, and entering High School).
- 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.
- LEAs are required to consult with their respective vendors to ensure that responses to questions 1, 2, and 3 on the Home Language Survey will be entered in local student information systems and be accessible to the WAVE.
- 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 the 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 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)*

Bilingual Criteria for Accreditation Applications

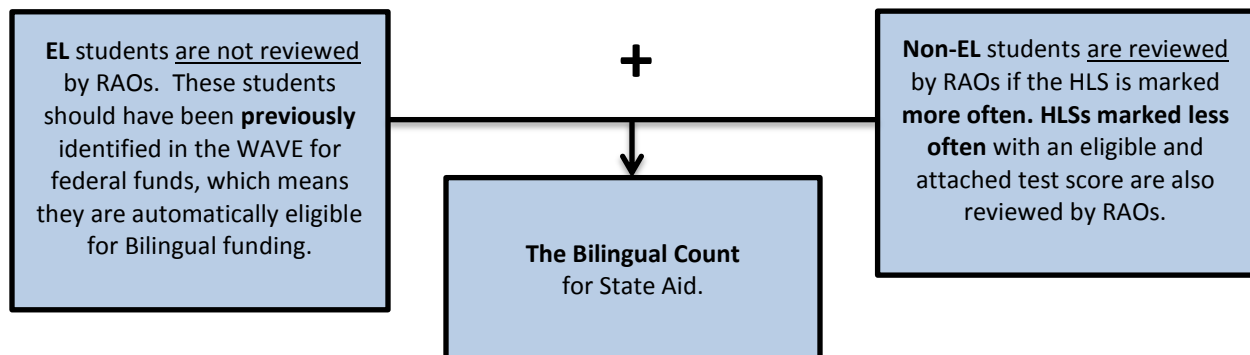
From January through May, Regional Accreditation Officers (RAOs) will be conducting site audits to determine the total Bilingual count for State Aid funding purposes. To ensure that no students entered in the WAVE have been duplicated through the Home Language Surveys (HLS), the RAOs will only review 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 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 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 following criteria:
 - a. 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
 - b. Scores limited knowledge or unsatisfactory in Reading on the Oklahoma State Testing Program (OSTP)
 - c. 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



***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

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)

_____ Parent / Guardian Signature

SCHOOL USE ONLY

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

- 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.			

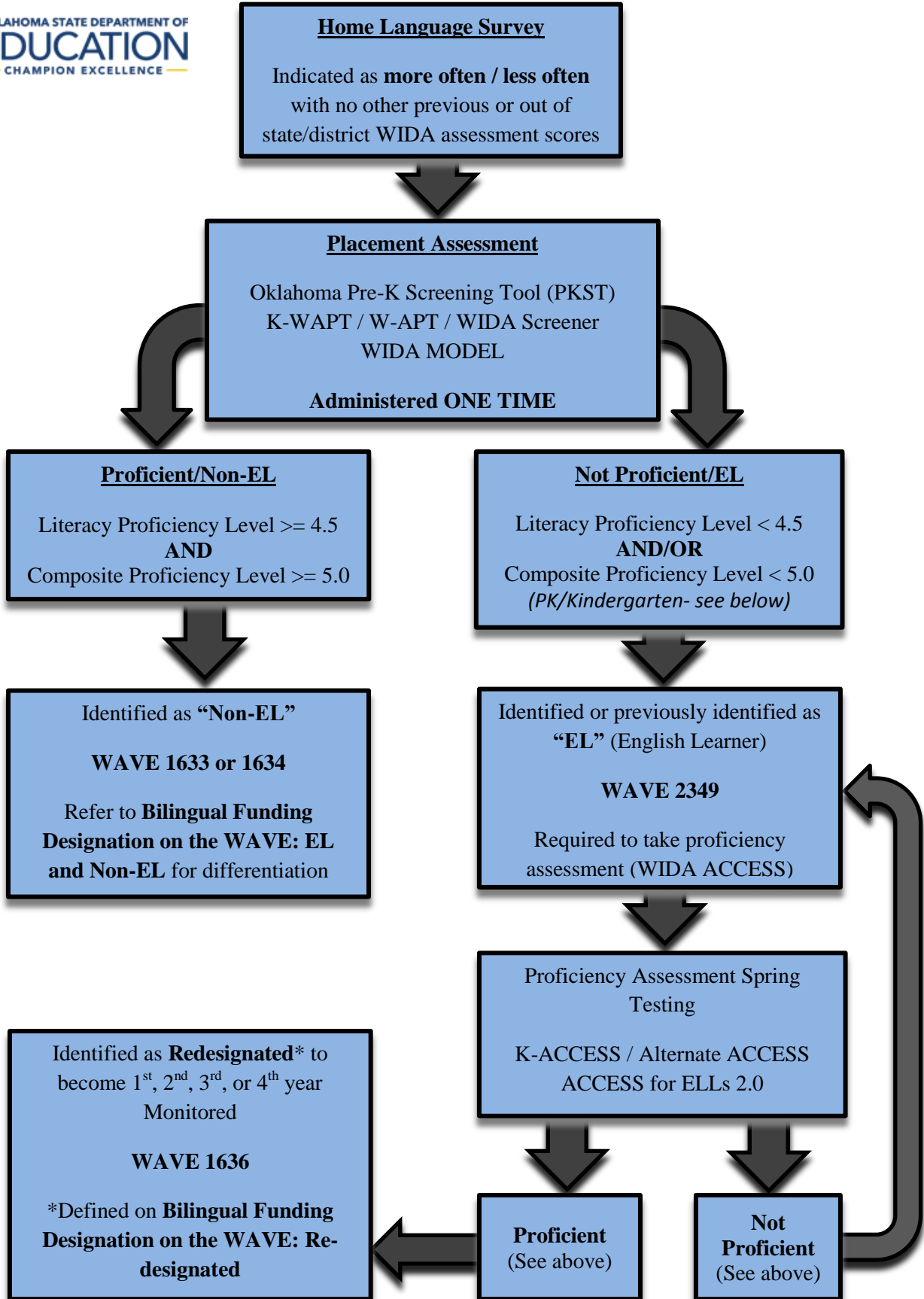
Date(s) of Reading OSTP	Score(s) on Reading OSTP			
	Unsatisfactory	Limited Knowledge	Satisfactory	Advanced
	Unsatisfactory	Limited Knowledge	Satisfactory	Advanced
	Unsatisfactory	Limited Knowledge	Satisfactory	Advanced
	Unsatisfactory	Limited Knowledge	Satisfactory	Advanced

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

English Learner WAVE Identification Flow Chart

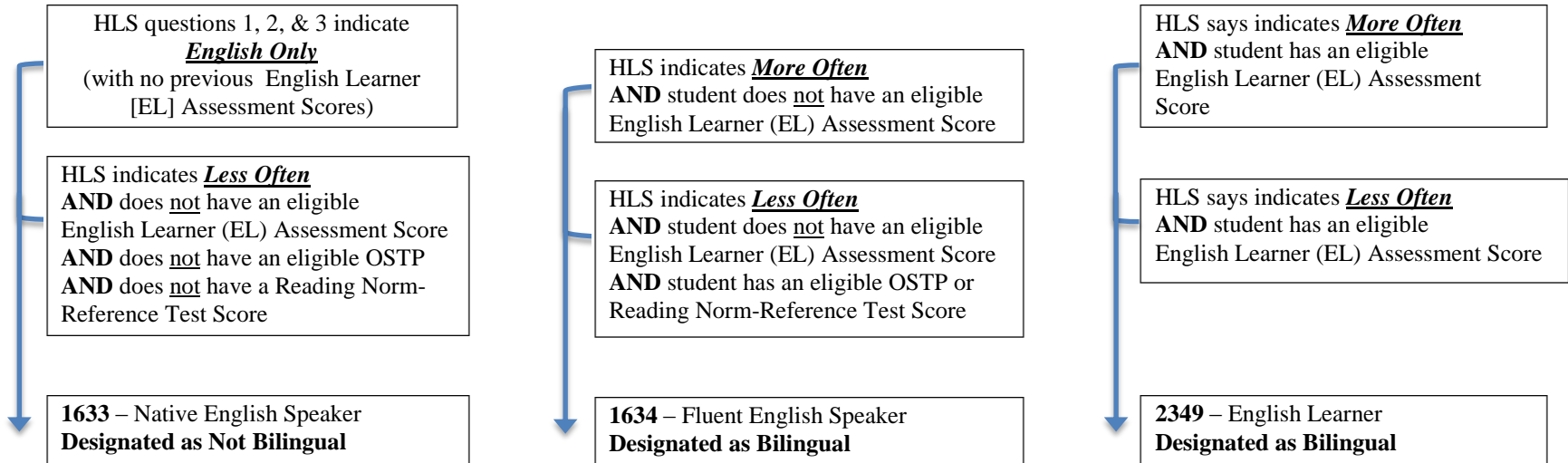


*Kindergarten: PKST- 7/10 or above questions answered is Proficient/Non-EL, 6/10 or below answered is Not Proficient/EL
K-WAPT- Students administered the test are identified as Not Proficient/EL for the duration of their kindergarten year*

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?



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**

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:

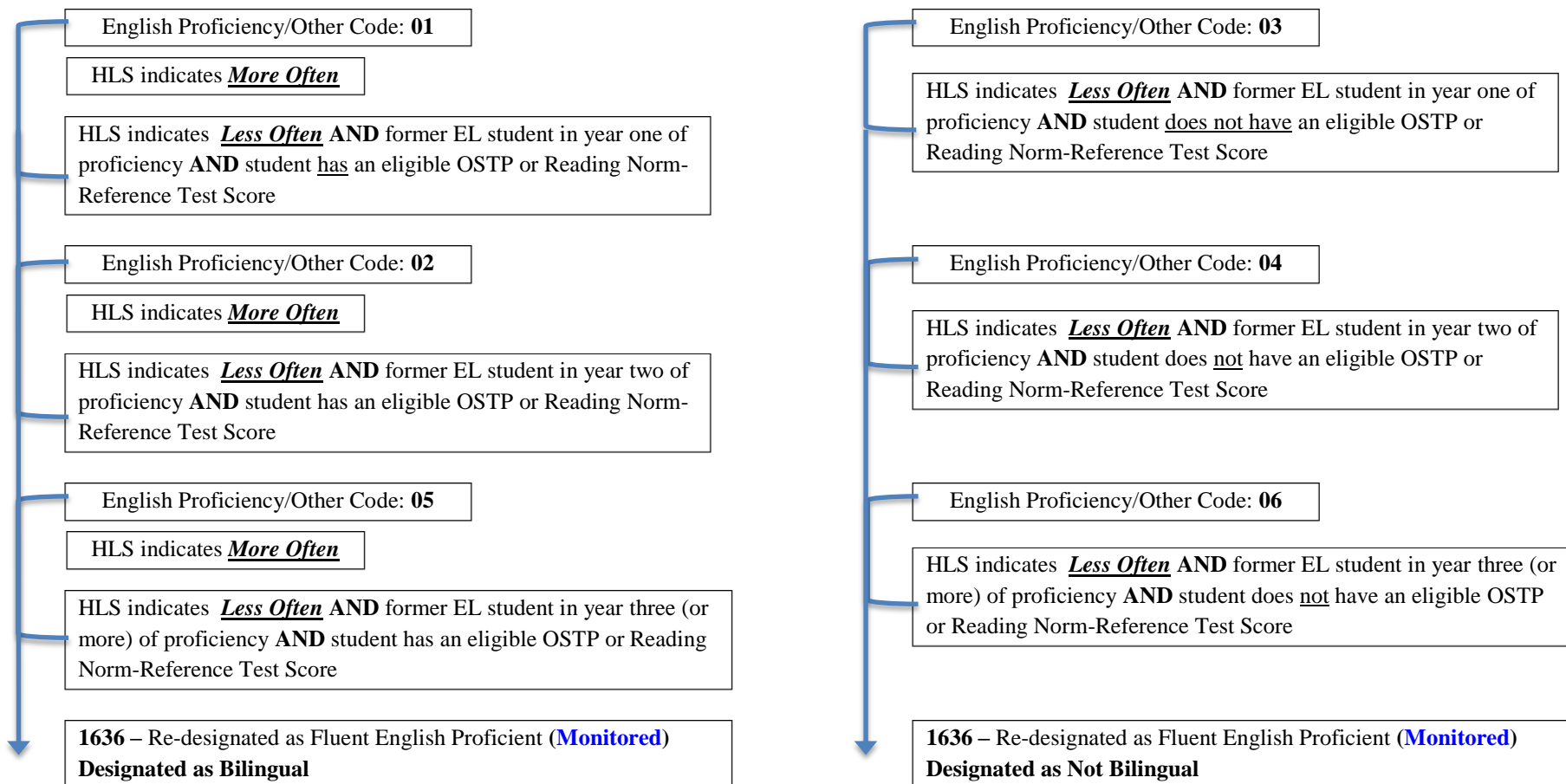
Scores at or below the 35th percentile (or equivalent) composite reading score from spring of previous school year
http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/RSA-K-3_FormativeAssessments_1.pdf



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)

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



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

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 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



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)]*