Bilingual Count Verification Process for Accreditation

2016

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2017

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: Monday, May 9, 2016

SUBJECT: Identification of Bilingual Student for Accreditation Application

A Home Language Survey (HLS) is required to be on file for every student enrolled by each Local Educational Agency (LEA). This can be accomplished by collecting a new HLS from every student during enrollment in the school year **2016-2017**, or using a past HLS **(not older than 2015-2016)**. Once the HLS is on file for each student enrolled, there is no requirement to collect this document every year.

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***, the following procedures for identifying and maintaining HLS forms for ***all*** students must be implemented:

- The LEA must include the HLS in ***all*** student enrollment packets. The LEA personnel overseeing student enrollment should thoroughly explain and interpret the intent and purpose of the HLS to parents.

- If a parent declines to complete the HLS, LEA personnel must date and include a brief notation on the form and place in the student's cumulative file.

- Students who left the district ***for longer than one year*** ***or*** ***students new to the district,*** will be required to complete a new HLS upon enrollment.

- The LEA must maintain a copy of the HLS in each 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).

- 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 for the EL students.***

- 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, to calculate the total number of LEA Bilingual students.

- RAOs will ***only*** review HLS for new or returning students whose language is spoken ***more often*** than English in the home or a language spoken ***less often*** than English with a qualifying and attached test score for the bilingual count indicated on the HLS.

The ***"2016-2017 Bilingual Count Verification Process for Accreditation"*** packet will serve as a tool to clarify the intent and purpose of the HLS for LEAs and RAOs, and includes the following documents:

- Bilingual Count Criteria for Accreditation Application
- Home Language Survey Form
- Bilingual Identification Chart
- WAVE Coding for Bilingual/EL Students
- Purpose of the Home Language Survey for Parents/Guardians

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

MH:bi

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 intent and purpose of the Oklahoma HLS is to identify students who speak a language other than English at home. School districts are required to identify English Learners (EL) students in need of language assistance services. The HLS completed by parents helps schools identify students who may qualify for support to help develop the English language skills necessary for success in the classroom, and who may qualify for other services.

It is important for parents to answer the questions in the HLS as accurately as possible, so the school districts can offer appropriate educational services. School districts must assure parents that the HLS is not for determining legal status or for immigration purposes.

Once students are identified as potential ELs, they must be assessed with a valid and reliable assessment to determine if they qualify for EL services. The school district has a responsibility to inform parents and guardians that, even if the student is identified as an EL, they 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.*[Public Law 114-95, Section 1111(b)(2)(G) & 1111(b)(2)(F)]*

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 at home, and not those students identified by the LEA as English Learners (EL) in the WAVE.

English Learners (EL)

- EL students are identified by the LEA and coded accordingly in the WAVE.
- EL students will be included in the *total Bilingual count*, and automatically qualify as being Bilingual by their EL status as indicated in the WAVE.
- EL students coded in the WAVE will not be reviewed by RAOs.

Bilingual

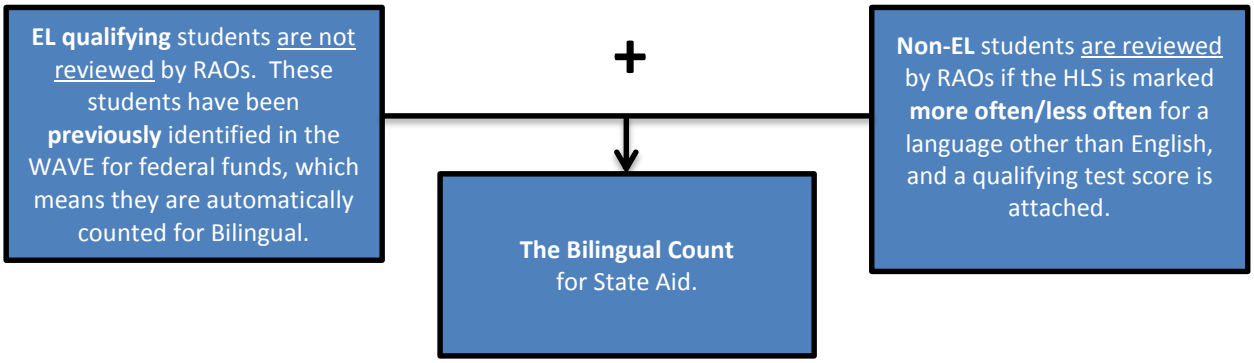
- RAOs will ***only*** review HLS for new or returning students whose language is spoken ***more often*** than English in the home or a language spoken ***less often*** than English with a qualifying and attached test score for the bilingual count indicated on the HLS.

- In order for a student to be counted as Bilingual the following will be reviewed:

1. If the HLS has indicated students whose language is spoken ***more often*** than English the student is ***automatically*** counted as bilingual.

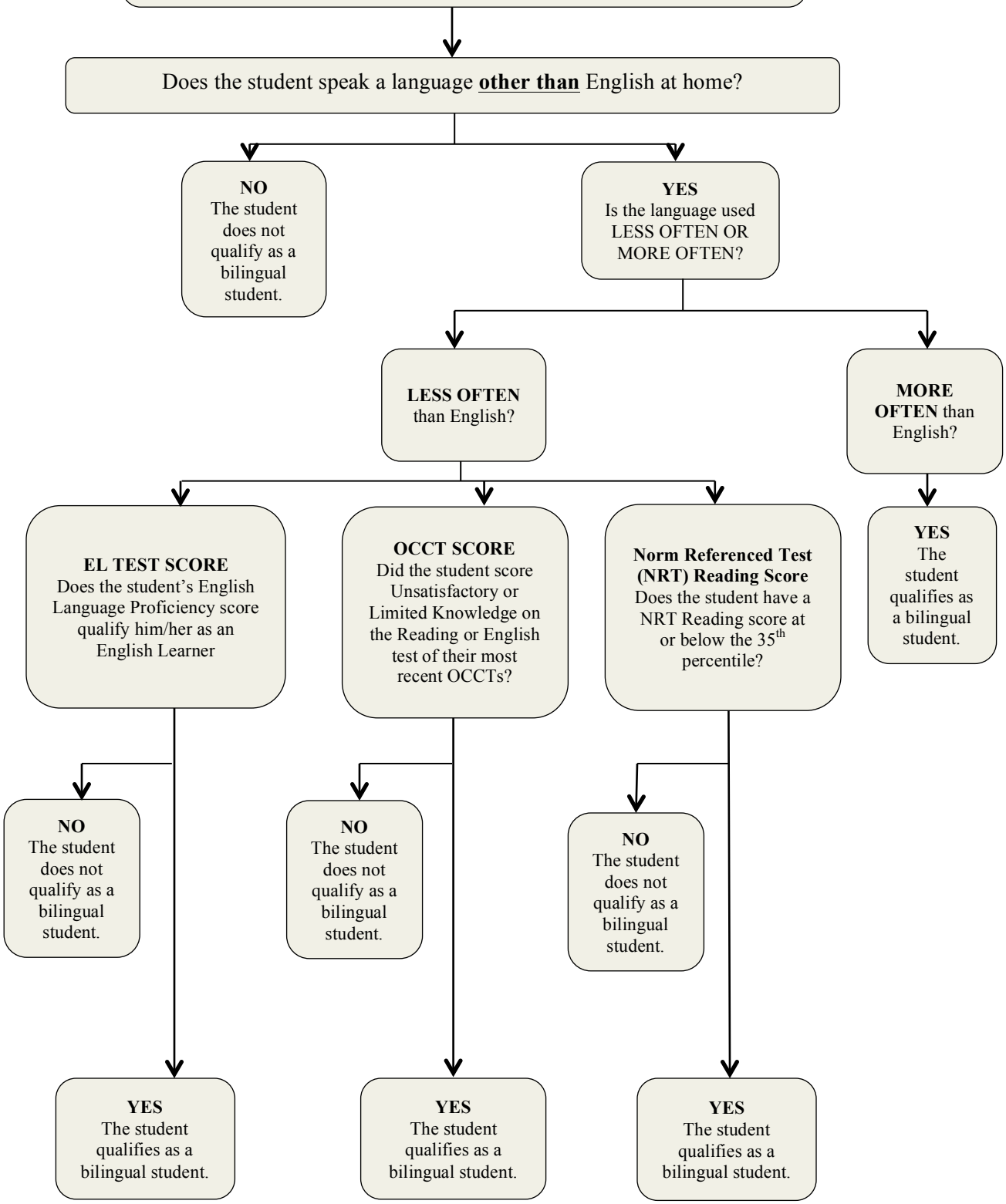
2. If the HLS has students whose language is spoken ***less often*** than English and the student has a qualifying and attached test score based on the following criteria:
   a. Scores 35% or below on norm-referenced test (NRT) on the composite reading score
   b. Scores limited knowledge or unsatisfactory on Reading Oklahoma Core Curriculum Tests (OCCTs)
   c. 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 MODEL, or the Oklahoma Pre-K Language Screening Tool

Then, the student should ***only*** be counted as Bilingual if one of the three criteria above has been met.

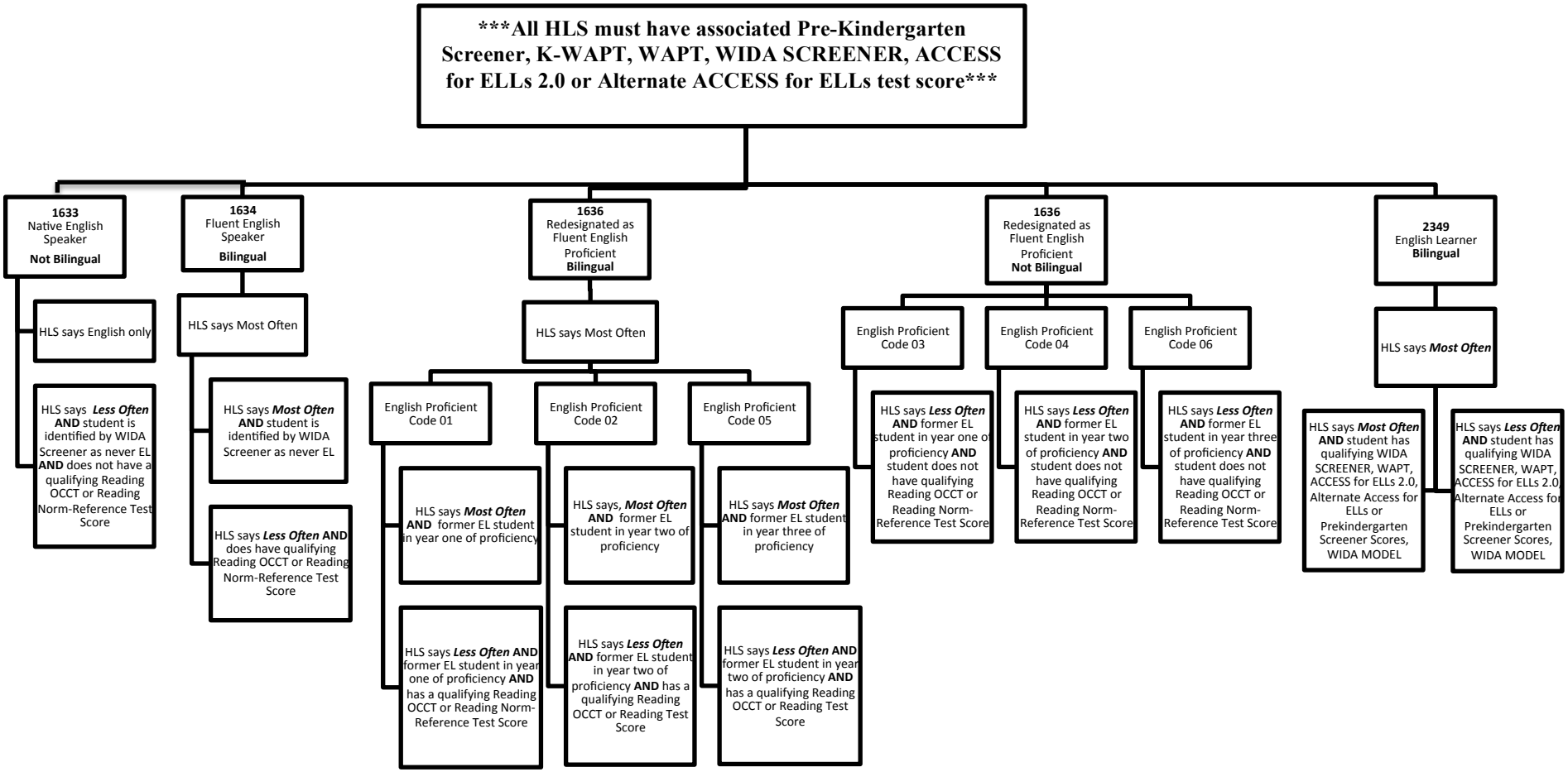


Revised 5/2016

School District Identification of a **Bilingual** Student



Does this student qualify as a BILINGUAL student?



Qualifying OCCT ELA Scores:
ELA or Reading Test: Unsatisfactory or Limited Knowledge

Qualifying Norm-Referenced Test Reading Score:
Scores of 35% or below

Qualifying EL Scores:

- **Pre-Kindergarten Scores:** 60% or below
- **WIDA SCREENER**
- **K-W-APT:** 30 or below on Listening & Speaking
- **W-APT (First Grade, Fall Semester):** 28 or below on Listening & Speaking, 12 or below on Reading, 14 & below on Writing
- **ACCESS for ELLs 2.0:** Grade Adjusted Composite Proficiency Level 4.9 or below or Grade Adjusted Literacy Composite Proficiency Level 4.4 or below
- **Alternate ACCESS for ELLs:** Composite Proficiency Level of P3, P2, P1, A1, A2, A3
- WIDA MODEL

20____- 20____ **HOME LANGUAGE SURVEY FOR PRE-K-12 SCHOOL DISTRICTS**

OKLAHOMA STATE DEPARTMENT OF EDUCATION — CHAMPION EXCELLENCE

STUDENT INFORMATION

Name of Student: _____ Student ID # _____
Last Name First Name Middle Name

Gender: Male _____ Female _____ Date of Birth: _____ School: _____

Select one or more of the following races:
_____ African American/Black _____ American Indian/Alaskan Native _____ Asian
_____ Native Hawaiian/Pacific Islander _____ Caucasian/White _____ Other

Is the student of Hispanic or Latino culture or origin? Yes _____ No: _____

1. What is the **primary language** used in the home, regardless of the language spoken by the student? _____
2. What is the language **most often** spoken by the student? _____
3. What language did the student learn **first**? _____
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? _____

_____
Parent/Guardian Signature Date

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:

- ☐ Scored 35% or below on norm-referenced test (NRT) on the composite reading score.
- ☐ Scored limited knowledge or unsatisfactory on Reading Oklahoma Core Curriculum Test (OCCTs).
- ☐ 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, WAPT or Oklahoma Pre-K Language Screening Tool.

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 OCCT	Score(s) on Reading OCCT			
	Limited Knowledge	Unsatisfactory	Satisfactory	Advanced
	Limited Knowledge	Unsatisfactory	Satisfactory	Advanced
	Limited Knowledge	Unsatisfactory	Satisfactory	Advanced
	Limited Knowledge	Unsatisfactory	Satisfactory	Advanced

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

Date(s) of ACCESS for ELLs 2.0 or Alternate ACCESS Test	Score(s) on 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.		1.	2.
	1.	2.		1.	2.
	1.	2.		1.	2.