

# Identifying English Learners (EL), Bilingual and Non-EL/Bilingual Students



**OKLAHOMA**  
Education



# Identifying English Learners (EL), Bilingual and Non-EL/Bilingual Students

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# Overview

- The English Learner Identification Process
- The Home Language Survey
- Bilingual Status
- The Home Language Survey Supplement
- Common Causes of Confusion

# Identification

LEAs (Local Education Agencies/School Districts) are required to identify English Learners (ELs) in a timely and reliable manner.

- Identification should take place within 30 days of enrollment if at the beginning of the school year, or within two weeks of enrollment during the school year.
- The identification process begins with the Home Language Survey (HLS).
- The HLS assists in fulfilling the federal requirement under ESSA to identify potential ELs.

# Identification (cont.)

The general rules concerning the Oklahoma HLS are as follows:

- A survey completed in the 2016-2017 school year or later can “follow” a student as long as that student remains in the district where the survey was completed;
- Students are required to complete a new survey if they move to a new district or return to a district after an absence of more than one year;


# Identification (cont.)

- Completed surveys are to be stored in the student's cumulative folder or be accessible in digital format;
- Districts **must have** a completed HLS on file or accessible in digital format for **every student**;
- The HLS does not determine EL status, but it does indicate which students are to be given the WIDA Screener assessment;
- The Home Language Survey form is available in both English and Spanish on the OSDE website (<https://sde.ok.gov/elbilingual-identification-resources>).

# The Home Language Survey (HLS)

The Home Language Survey (HLS) form was modified in 2021-2022, although surveys collected in the past remain valid.

- The form is now a fillable .pdf,
- Language has been added to explain the purpose of the HLS to parents,
- Much of the content of the “School Use Only” section has been moved to a separate HLS Supplement, which now includes drop-down boxes.

**SCHOOL YEAR:**  **HOME LANGUAGE SURVEY** 

**STUDENT INFORMATION**

Student Name:    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

Please select one or more of the following races:

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

**The purpose of the following questions is to help determine if a student's exposure to a language other than English may make them eligible to receive additional English Learner (EL) supports.**

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 YES, in what language?
5. Does the parent/guardian need translated materials? YES  NO  If YES, in 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 or Guardian Signature

**SCHOOL USE ONLY**

The response of a language other than English to any or all of questions #1, #2, and #3 above should prompt local review of the student's potential EL identification and assessment history in the state Accountability Reporting application. If no previous EL history is present, the student must be administered a state-approved screening tool to determine their EL status.

If this HLS will be used for the purposes of Non-EL Bilingual qualification, please indicate one of the following:


A language other than English is indicated TWO OR MORE TIMES in questions #1, #2, and #3 above. The student is considered "more often" and has previously demonstrated English language proficiency on the PKST\* or WIDA assessment:

Assessment Name:  Year Assessed:  Score:

A language other than English is indicated ONE TIME in questions #1, #2, and #3 above. The student is considered "less often" and has demonstrated English language proficiency on the PKST\* or WIDA assessment. The student's PKST\* or WIDA assessment score and additional qualifying score is noted on the attached "Less Often" Non-EL Bilingual Qualification Form.

\*A PKST score is valid only for a student's pre-K year(s). Regardless of the PKST score earned, a student administered the PKST must be administered the WIDA K Screener at the outset of kindergarten. To qualify a student as Non-EL Bilingual beyond their pre-K year, a student must either demonstrate initial proficiency on the WIDA K Screener or subsequently on the K ACCESS or ACCESS assessment.

# The Home Language Survey

SCHOOL YEAR:  HOME LANGUAGE SURVEY 

**STUDENT INFORMATION**

Student Name:    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

Please select one or more of the following races:

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

**The purpose of the following questions is to help determine if a student's exposure to a language other than English may make them eligible to receive additional English Learner (EL) supports.**

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 YES, in what language?

5. Does the parent/guardian need translated materials? YES  NO  If YES, in 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 or Guardian Signature

The three language questions:

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?



# Qualifying Screener Scores

## WIDA Screener for Kindergarten (Kindergarten and first semester of First Grade)

- Students who score a 4.5 or lower qualify as ELs (Note: students in the first semester of kindergarten should only be administered the speaking and listening domains.)

## WIDA Screener (all other grades)

- Students with a composite score of 4.7 or lower qualify as ELs.

# The WAVE

All identified ELs should be coded as such in the WAVE

- **2349**/English Learner
- **1633**/Native English Speaker
- **1634**/Fluent English Speaker
- **1636**/English Language Proficient (with “Other Code” 01, 02, 05)
- **1637**/English Learner Declined Services

# New LIEP Strategy WAVE Coding

Beginning with the 2022-2023 school year, additional coding has been added to the WAVE for indicating which language instruction strategy each English learner is participating in. These codes are:

S1 – Transitional Bilingual

S2 – Dual Language or Two-Way Immersion

S3 – English as a Second Language or English Language Development

S4 – Content Classes with Integrated ESL Support

S5 – Newcomer Programs

S6 – Other

Including this coding in the WAVE will eventually lead to the automation of our end-of-year performance reporting.

# LIEP WAVE Coding (cont.)

The Language Instruction Strategy codes in the WAVE correspond to the instructional strategy options given on the **LIEP template** uploaded in the LEA's **Consolidated Application** and to the Language Instruction Strategies options on the end-of-year ***Language Instruction for English Learners and Immigrant Students Annual Performance Report*** on Single Sign-On.

Again, these options are:

- Transitional Bilingual
- Dual Language or Two-way Immersion
- English as a Second Language (ESL) or English Language Development (ELD)
- Content Classes with Integrated ESL support
- Newcomer Programs
- Other

# Bilingual Status

- The responses on the HLS not only flag students for EL screening, but they can determine Bilingual Status.
- The ***EL and Bilingual Identification Guidance*** (formerly *EL and Non-EL Bilingual Identification Process Guidance*) outlines the general rules concerning identification. This packet is available on the OSDE website (<https://sde.ok.gov/elbilingual-identification-resources>).
- Remember, all EL students are considered Bilingual, but not all Bilingual students are necessarily EL.

# Bilingual Status (cont.)

- 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:

# Bilingual / EL Status (cont.)

- a) a score on the WIDA assessment qualifying the student for EL status
- b) a score of “Basic” or “Below Basic” on the previous year’s OSTP English Language Arts assessment
- c) a score at or below the 35<sup>th</sup> percentile composite reading score from the Spring of the previous school year on a state approved norm-referenced test.

Districts failing to provide appropriate documentation for bilingual funding may be required to reimburse previously distributed funds.

# Bilingual Status - Paperwork

For the 2021-2022 school year the Home Language Survey was modified in order to facilitate the correct identification of Bilingual students for the purposes of State Aid.

SCHOOL USE ONLY			
<p>The response of a language other than English to any or all of questions #1, #2, and #3 above should prompt local review of the student's potential EL identification and assessment history in the state Accountability Reporting application. If no previous EL history is present, the student must be administered a state-approved screening tool to determine their EL status.</p> <p>If this HLS will be used for the purposes of Non-EL Bilingual qualification, please indicate one of the following:</p>			
<input type="checkbox"/>	A language other than English is indicated <b>TWO OR MORE TIMES</b> in questions #1, #2, and #3 above. The student is considered "more often" and has previously demonstrated English language proficiency on the PKST* or WIDA assessment :		
Assessment Name:	<input type="text"/>	Year Assessed:	<input type="text"/>
Score:	<input type="text"/>		
<input type="checkbox"/>	A language other than English is indicated <b>ONE TIME</b> in questions #1, #2, and #3 above. The student is considered "less often" and has demonstrated English language proficiency on the PKST* or WIDA assessment. The student's PKST* or WIDA assessment score and additional qualifying score is noted on the attached "Less Often" Non-EL Bilingual Qualification Form.		
<p>*A PKST score is valid only for a student's pre-K year(s). Regardless of the PKST score earned, a student administered the PKST must be administered the WIDA K Screener at the outset of kindergarten. To qualify a student as Non-EL Bilingual beyond their pre-K year, a student must either demonstrate initial proficiency on the WIDA K Screener or subsequently on the K ACCESS or ACCESS assessment.</p>			




# HLS Supplement

In the case of “less often” students who qualify for Bilingual funding, the LEA must complete the lower section of the Home Language Survey, as well as the Home Language Survey Supplement.

STUDENT'S CURRENT GRADE:

**HOME LANGUAGE SURVEY SUPPLEMENT**



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**“LESS OFTEN” NON-EL BILINGUAL QUALIFICATION FORM**

Student:     
Last Name First Name Middle Name

Please indicate the language code currently assigned to the student:

1634/Fluent English Speaker

1636/Re-designated as Fluent English Proficient: Other Code 01 (First Year Proficient)

1636/Re-designated as Fluent English Proficient: Other Code 02 (Second Year Proficient)

1636/Re-designated as Fluent English Proficient: Other Code 05 (Three or More Years Proficient)

1. A student assigned one of the four codes above must have successfully demonstrated English language proficiency on the PKST<sup>1</sup> (if currently enrolled at the pre-K level) or on a WIDA assessment:

Current School Year	Qualifying Assessment	Year Assessed	Score
<input type="text"/>	<input type="checkbox"/> PKST <sup>1</sup> <input type="checkbox"/> K Screener / Screener <input type="checkbox"/> ACCESS / Alt. ACCESS	<input type="text"/>	<input type="text"/>

Student has demonstrated English language proficiency in another state (documentation attached). For assistance in determining the applicability of out-of-state scores in the EL identification process, please contact the OSDE Office of Language Proficiency at (405) 522-5073 or by email at [oeip@sde.ok.gov](mailto:oeip@sde.ok.gov).

**AND**

2. The student has achieved a previous-year OSTP ELA score of Basic or Below Basic or a CCRA (SAT/ACT) Reading subscore at or below the 35<sup>th</sup> percentile<sup>2</sup>:

Assessment	Current School Year	Year Assessed	ELA / Reading Score			
<input type="checkbox"/> OSTP	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Below Basic	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
<input type="checkbox"/> CCRA	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> ACT	<input type="checkbox"/> SAT	Subscore <sup>2</sup> :	<input type="text"/>

Note that a previous year OSTP ELA score of Proficient or Advanced or a proficient SAT/ACT Reading subscore disqualifies a student for current-year Bilingual qualification per the criteria detailed in #3 below.

**OR**

3. The student has successfully demonstrated English language proficiency (score must be indicated in question #1 above), was not enrolled in an OSTP or ACT/SAT assessed grade or did not participate in OSTP ELA or SAT/ACT assessment in the previous school year, and has scored at or below the 35<sup>th</sup> percentile (or equivalent) composite reading score on the most recently administered state approved, norm-referenced test (NRT)<sup>3</sup>.

Current School Year	Name of Assessment	Date Administered	Score
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Note that a qualifying NRT score must not pre-date spring semester of the previous school year.

1. A PKST score is valid only for a student's pre-K year(s). Regardless of the PKST score earned, a student administered the PKST must be administered the WIDA K Screener at the outset of kindergarten. To qualify a student as Non-EL Bilingual beyond their pre-K year, a student must either demonstrate initial proficiency on the WIDA K Screener or subsequently on the K ACCESS or ACCESS assessment.

2. Qualifying Assessment Scores:

- SAT: Current year qualifying Reading test score will be determined annually through collaboration with SAT
- ACT: Current year qualifying Reading scale score will be determined annually through collaboration with ACT
- Pre-kindergarten:
  - Acadience Reading Pre-K (PEU): A score at or below the 115 composite level
  - Istation: A score in either the Tier 2 or Tier 3 level
  - NWEA MAP Reading Fluency assessment: A Level 0 score on the Foundational Skills component
- Grades K-8: A score at or below the 35<sup>th</sup> percentile on any assessment approved for the purpose of RSA K-3 screening.
- Grades 10-11 (and grades 9 and 12 if OSTP or ACT/SAT Reading score is unavailable): A non-passing score on any assessment approved for the purposes of Driven to Read. In this context, a score that would not allow a student to obtain a driver's license is considered a qualifying score for the purposes of Non-EL Bilingual identification.

# Common Causes of Confusion

**Hyphenation-** Parents do not answer just one language per question (e.g. “English-Spanish”):

- In such cases, the LEA may default to the language other than English for the purposes of Bilingual funding.
- LEAs may default to English, with appropriate test data, for purposes of exempting a student from EL screening.
- While hyphenation is “allowed,” districts should make every reasonable effort to ensure parents and guardians understand the three HLS language questions and answer with a single response for each.

# Other Issues

## Parents and guardians provide questionable responses on the HLS:

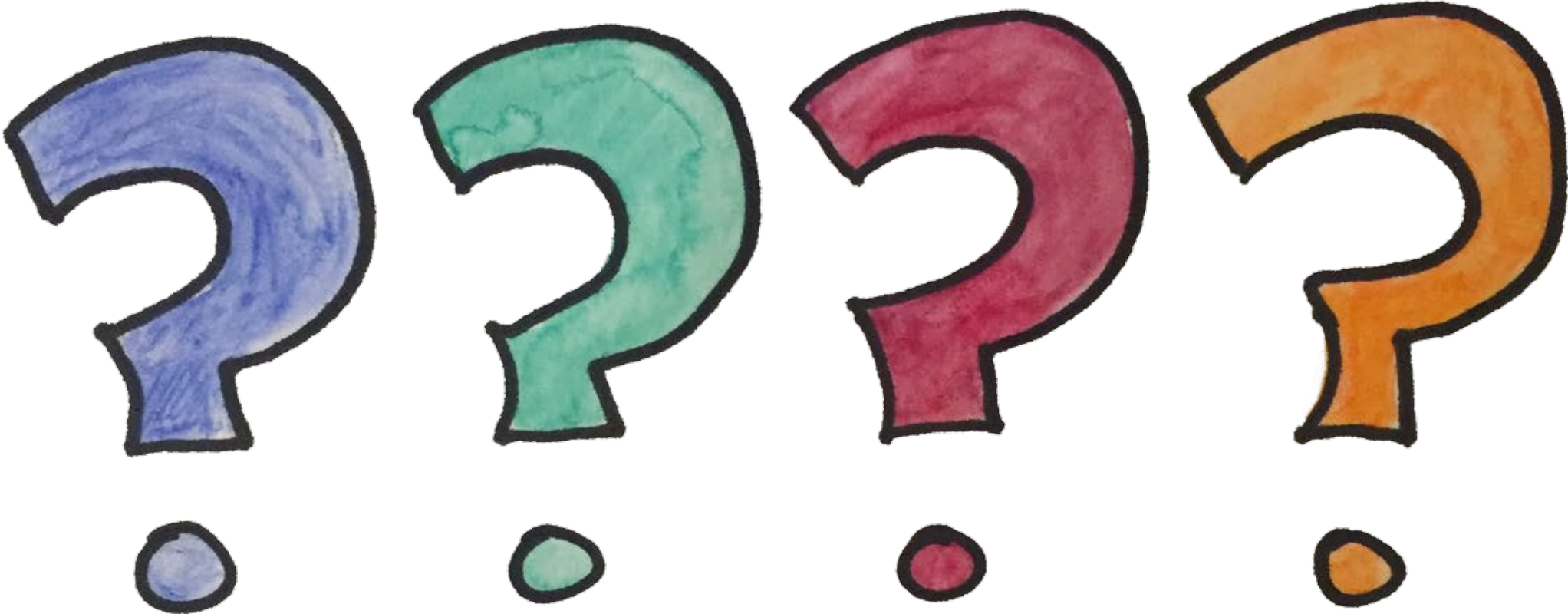
- For reasons beyond our control, parents may feel the need to provide responses on the HLS that do not accurately reflect true linguistic status of the student.
- In situations where the HLS changes for a current EL student, the new HLS has no effect on a previous classification of EL. Note the issue and attach the new HLS to the previous HLS.
- This also applies to students arriving from another district with conflicting status and HLS responses. Note the issue and file the HLS in the cumulative folder.
- **Responses on the HLS do not directly affect EL status, only a WIDA assessment can classify a student as EL.**

# Something to be aware of:

**Questions can also arise when parents of students formerly classified as EL submit a new HLS changing all responses, or two responses to “English.” This can end Bilingual status for the student.**

- In such cases, the only recourse is for districts to make a concerted effort to contact parents and ensure that the HLS is truly representative of student status.

# Questions?



# In Closing

If you have any further questions about the Home Language Survey, Bilingual Funding, The English Language Academic Plan, English Language Proficiency Monitoring or the Title III program in general, please do not hesitate to contact me.

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