

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.

