



The OSSE Home Language Survey

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Silent Reflection

I can determine who is an English learner (EL) by myself.

I can determine who is an EL by looking at them.

I can determine who is an EL by looking at their name.

When I hear a student or their family speak another language, I know they are an EL.

Legal Requirements

The Elementary and Secondary Education Act, reauthorized as the Every Student Succeeds Act (ESSA), provides that under Title III, states must implement ***standardized statewide entrance criteria and procedures*** leading to the identification of students who are potentially eligible for placement in a local education agency's (LEA) language assistance program.

Further, English learners must be identified **within 30 days of enrollment.** *ESEA Section 3113(b)(2)*

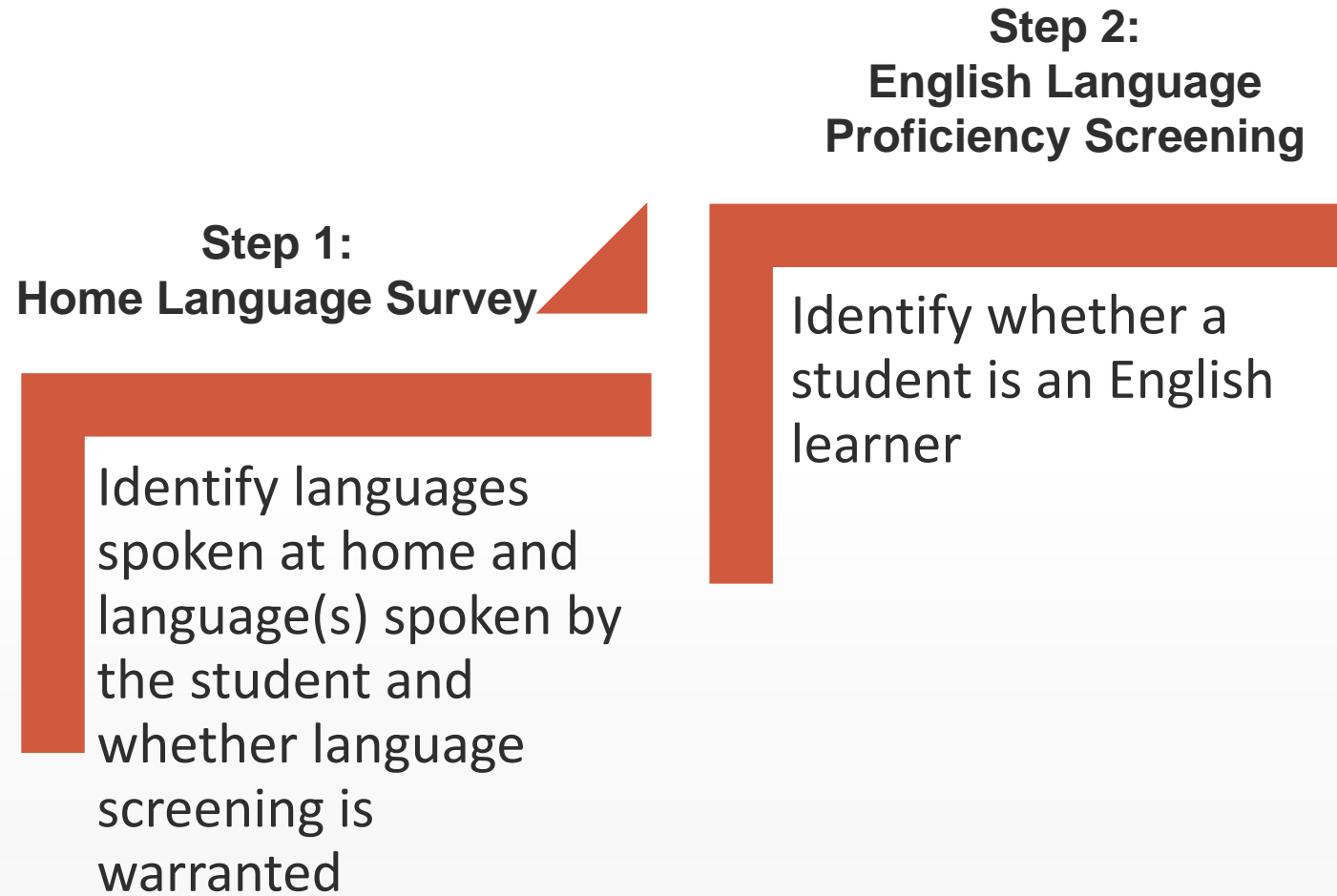
All LEAs must use OSSE's Home Language Survey in order to comply with state and local law. *DCMR 5A-32: 3202.1*

Importance of Standardization

Standardized statewide entrance procedures reduce:

- The incidences of English learner misidentification
- The number of OSSE Support Tool (OST) tickets an LEA completes to correct data errors

EL Identification: Federally-Required Steps for All LEAs



Step 1: The Home Language Survey

Requirement: LEAs must administer the OSSE HLS to **all** students enrolling in a DC school for the **first** time.

How do I do this?

- a) Determine if the enrollee is enrolling in a DC school for the first time.
- b) Administer the OSSE HLS.
- c) Provide language support to families with limited English proficiency, if necessary.
- d) Evaluate the survey responses to determine if student is eligible for Step 2.

**Hint:* EL history in Qlik may reveal if the survey was given previously.

Step 2: English Language Proficiency Screening

Requirement: Administer a valid and reliable English language proficiency screener.

How do I do this?

- a) See OSSE's [Delivering Education Services to English Learners](#) to find the appropriate state-approved screener.
- b) Get trained on the screener's training administration.
- c) Screen the student within 30 days of the student's first day of school (Stage 5 enrollment) or within two weeks for late arriving students.

Steps 1 and 2 *together* complete your compliance with the federal requirements to identify ELs.

Local Requirements for PreK-12 LEAs

OSSE's new Home Language Survey was released on Dec. 19, 2019. The use of the new OSSE HLS is **effective immediately**.

ALL DC public and public charter schools **must** use this new version of the HLS. The requirement includes the use of:

- The new survey questions
- The instructions for the survey administration and interpretation of responses
- The statement for families that precedes the survey questions
- The parent/guardian signature line
- The translations into the most common languages in DC

All LEAs will use this new Home Language Survey for 2020-21 school year enrollment **without exception**.

Requirements for Adult-Serving LEAs

Is this survey required for adult-serving LEAs?

Answer: Adult-serving LEAs must have a standard survey to find out whether a student needs to be screened for English language proficiency. As the first step in the EL identification process, adult-serving LEAs can develop their own home language survey to use as a standard questionnaire for all students, or use the OSSE Home Language Survey.

Former Home Language Survey Questions

1. Is a language other than English spoken in your home?
2. Does your child communicate in a language other than English?
3. What is your relationship to the child?

If Yes for 1 and/or 2, LEAs must administer an OSSE-approved screener within 30 days of enrollment to determine whether a student is eligible for EL services.

New Home Language Survey Questions

1. What is the primary language used in the home?
2. What is the language most often used by the student?
3. What language or languages did the student use first?

For additional information only: What other languages are spoken in your home?

If the response to question 1, 2 or 3 is a language other than English, refer the student to the appropriate LEA staff, e.g., English learner coordinator, for English language proficiency screening.

Drumroll Please...

Introducing the [New OSSE Home Language Survey!](#)





EL Identification and Transfer Students

Frequently Asked Questions

Is this form for students entering our school for the first time or students entering any DCPS or public charter school in DC for the first time?

Answer: The policy is to administer the survey to students enrolling in any public school in DC (DCPS or charter) for the first time. The OSSE HLS should not be re-administered to transfer students within DC or re-enrolling students. An exception to this policy is for students transferring from out-of-state who attended a DC school more than four years ago. For these students, the Home Language Survey will be administered.

Students Transferring Within DC Public and Public Charter Schools

These student do not need to complete the OSSE HLS.

Question: Why?

Answer: Because they should have completed it at the first DC LEA they attended.

The student should already be identified as EL in the Early Access to EL Data application in Qlik.

If the student is not an EL in Qlik, but has a screener status of proficient, accept the screener data as valid and consider identification steps 1 and 2 complete.

Students Transferring from Another State

Out-of-state ACCESS for ELLs assessment scores, if available, may be presented by transfer students in grades 1-12 during enrollment.

In this case, your LEA *does* need to administer the OSSE HLS.

Question: Why?

Answer: In order to comply with identification step 1.

Students Transferring From Another State

To comply with identification step 2, determine if the most recent ACCESS score for that student is within the last four school years,

If so and:

- If the score indicates that the student scored less than a 5.0 on the ACCESS assessment, they should be classified as an EL.
- If the score indicates that the student scored a 5.0 or higher on the assessment, please submit an OST ticket with the score report to OSSE to have the student classified as an EL-monitored student.

Note: This score must be attained within the same timeline as would be required for the screener to be administered.

Frequently Asked Questions

5. How will an LEA know if a transfer student coming from another DC LEA is an EL?

Answer: OSSE maintains the authoritative records of EL status. To verify if a student has been identified as EL by the student’s previous DC LEA, the receiving school will obtain the information from the [Early Access to EL Data application](#) (EL Qlik app), which is accessible to EL coordinators, data managers, principals, heads of school, and ACCESS for ELLs coordinators.

6. When searching for incoming transfer students in pre-k 4 and kindergarten in the [EL Qlik app](#), students who are listed as EL have no proficiency level data, such as ACCESS scores. Should the LEA rescreen these students to make sure they are EL students?

Answer: Pre-K EL transfers will have been screened with the Pre-IPT or K-WAPT (two domains only). Students who scored proficient on the Pre-IPT in pre-K or early kindergarten or on the two-domain portion of the K-WAPT should be re-screened in spring of their kindergarten year using all four domains of the K-WAPT. This information may be obtained in the “Screener status” field in the [Early Access to EL Data application](#).



The Home Language Survey and Online LEA Enrollment Forms

Online Enrollment Forms and the Home Language Survey

- If you have an online form, the **entire** survey, including the introduction for families, must be entered exactly as it appears in the new OSSE HLS with ALL the EXACT translations.

Online Enrollment Forms and Language Access

Our LEA's online enrollment form is only available in English. What should the LEA do to ensure language access for all enrolling students and families?

Answer: The expectation is that the LEA will make the Home Language Survey form available with the translations provided in English, Spanish, Amharic, French, Chinese, Korean and Vietnamese. Reasonable efforts should be made to help the family understand the purpose of the survey and how to complete it. If needed, provide language support to families who may not be able to read or understand it.

Pursuant to the DC Language Access Act of 2004, all covered entities with major public contact are required to provide interpretation services for limited or non-English proficient customers who request or demonstrate a need for assistance. The Act applies to DCPS; DC public charter LEAs are strongly encouraged to provide similar services to limited or non-English proficient families. Detailed information and resources are available through the Language Access Information Portal at <https://bit.ly/2KZEawZ>.



The Home Language Survey and Record Keeping

Frequently Asked Questions

- Should the LEA or school have a new Home Language Survey on file every year for every student to show that our LEA implements the Home Language Survey?
- **Answer:** No, LEAs should not administer the Home Language Survey to every student annually. When a school/LEA enrolls a student starting school in DC for the first time, it should keep the student's completed survey on file; this practice demonstrates the LEA administers the survey according to the state's procedures.

Frequently Asked Questions

If the Home Language Survey is administered online, does it need to be signed and dated by the parent or guardian and a school official, or does this apply to the paper form only?

Answer: If the OSSE Home Language Survey is administered within your LEA's online enrollment form, the LEA can decide internally whether to include an electronic signature line for the parent/guardian and school official.

If the Home Language Survey is administered online, does the school need to maintain a paper copy at the school?

Answer: The OSSE Home Language Survey results should be recorded and maintained by the LEA for each student. For surveys that are administered online, the LEA can decide whether to maintain the completed survey electronically or on paper.



The Home Language Survey and Data Systems

Student Information System (SIS) Alignment

LEAs must align the SIS fields with data from the Home Language Survey.

Use the Home Language Survey responses to inform your SIS' "Native Language" field.

Frequently Asked Question

The Home Language Survey administration date is a data field to submit to OSSE. Will OSSE require LEAs to submit transferred students' survey dates?

Answer: The LEA that administers the Home Language Survey will enter the date of administration in their Student Information System (SIS); therefore, any future receiving LEAs would not need to enter the Home Language Survey administration date.



Using the Home Language Survey Results

What to Do if the Home Language Survey Responses Trigger Screening

Follow the policy set forth in [Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia](#). For additional information on statewide EL identification procedures, view the [EL screening and placement webinar](#) and access additional [OSSE EL identification links and resources](#).

Best Practice: If the HLS responses trigger screening for EL services, notify parents prior to giving the test.



Show What You Know

Show What You Know

1) When must LEAs begin using the new (Dec. 19, 2019) version of the OSSE HLS?

a. Immediately

b. This spring

c. This August

2) When must the HLS must be given to every student enrolling in a DC public or public charter school?

a. First enrollment

b. Second and all other future enrollments

3) LEAs **may/may not** use an electronic version of the OSSE HLS.

Show What You Know

4) Federal law states that LEAs are required to “_____ and _____” EL students in need of language assistance in a timely, valid, and reliable manner.

- a. Welcome and assess b. Enroll and screen c. Identify and assess

5) What identification step determines whether a student is an EL?

- a. Step 1, issuing the HLS
b. Step 2, issuing the English language proficiency screener
c. Steps 1 and 2

6) Who is responsible for ensuring the collection of accurate responses by providing language support to families with Limited English proficiency?

- a. The parent/guardian b. The LEA c. The EL Coordinator

Home Language Survey and EL Identification Resources

- [The new OSSE Home Language Survey](#)
- [Home Language Survey FAQ](#)
- [OSSE's EL policy page](#) including identification, screening, and EL program placement resources
- Training Webinar: [English Language Proficiency Screening and EL Program Placement](#)
- OSSE's [*Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia*](#) is now available for download.

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