

Elyria City Schools

English Learners Program

Ensuring that each child reaches his or her full potential



POLICY AND PLAN FOR THE IDENTIFICATION AND SERVICE OF CHILDREN WHO ARE ENGLISH LEARNERS

In the last several decades, English learners have been among the fastest-growing populations in our nation's schools. English learners make up nearly 10 percent of the student population nationwide and include a highly diverse group of students who bring with them valuable cultural and linguistic assets, including their home languages.

English learner (EL) – The term “English learner,” when used with respect to an individual, is an individual with the following characteristics:

1. Age 3 through 21;
2. Enrolled or preparing to enroll in an elementary school or secondary school;
3. Meets one of the following criteria:
 1. Was not born in the United States or whose native language is a language other than English;
 2. Is a Native American or Alaska Native or a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 3. Is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
4. Has difficulties in speaking, reading, writing or understanding the English language that may be sufficient to deny the individual:
 1. The ability to meet the challenging state academic standards;
 2. The ability to successfully achieve in classrooms where the language of instruction is English; or
 3. The opportunity to participate fully in society. [See ESSA 8101(20)]

If a student has a language other than English spoken in the home and has completed the Home Language Usage Survey at enrollment, the students will be assessed for English language proficiency. If the student qualifies, he or she is then an English learner. English learners may be born in the U.S. or come from other countries.

Click here to learn more about [English learner identification](#) and the [Ohio English Language Proficiency Assessment \(OELPA\)](#).

[Dear Colleague Letter](#)

[English Learner Toolkit](#)

[Newcomer Toolkit](#)

EL Definition from Ohio Department of Education

English learners are a growing part of the PreK-12 student population. Over the last ten years, Ohio's percentage of EL students has doubled to approximately 60,000 students. Spanish is the home language of almost 40% of Ohio's English learners along with 90 other home languages. These languages include Somali, Arabic, Swahili, Chinese, Japanese Nepali, Pennsylvania Dutch (a dialect of German used by Amish), French and Turkish.

Under the Every Student Succeeds Act, Ohio must identify English learners, annually assess their English language proficiency, provide reasonable accommodations for them on state assessments, and implement accountability systems that include long-term goals and measures of progress.

Board Policy

The Board recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the District, the District shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Students in a language minority or who are English learners are identified, assessed, and provided appropriate services.

The Board directs the administration to develop and implement instructional programs that:

1. Appropriately identify language minority students;
2. Provide the appropriate instruction to English learner students to assist them in gaining English language proficiency, as well as content knowledge, in reading/language arts and mathematics and
3. Annually assess the English proficiency of students and monitor their progress in order to determine their readiness for the mainstream classroom environment.

The District requires all English learner students to be tested. Alternative assessments may be required. Students must make yearly gains toward closing the achievement gap as defined by the State Board of Education performance targets.

The District provides parents with notice of and information regarding the instructional program as required by law. Parent and family involvement is encouraged and parents are regularly apprised of their child's progress.

Goals of the EL Program

The Elyria City School District is committed to providing a high-quality English Learner (EL) program that validates each student's native language and culture as a means to ensure linguistic, academic, and sociocultural success in a diverse society. In order to meet students' English language development needs, the Elyria City School District is committed to providing an evidence-based program of instruction that will allow us to:

- Provide exposure and interaction with academic English language models through interactions within the school community.
- Provide support for EL students to participate in the general education program.
- Provide support that will help the EL student become a lifelong learner and productive citizen.
- Improve family and community involvement
- Provide Professional development for EL staff and other involved district staff.
- Provide identification and appropriate services to students who need the assistance.

Program Overview

Identification Process

1. When a student registers in Elyria City Schools, the parent/guardian will complete a Home Language Usage Survey which is the first level of identification for students who may be in need of language acquisition services.
2. Student must be tested within 30 school days. The student will be assessed to determine English language acquisition. Elyria City Schools uses the Ohio English Language Proficiency Screener (OELPS). This online assessment consists of the following areas: listening, reading, writing, and speaking.
3. Upon completion of the assessment, a proficiency level is determined. Parents will be notified of the level of language acquisition and student qualification

status. The EL coordinator will inform EL teacher, EL Tutor, and building principal of student qualification status. Parent must give permission for EL services.

Note: Classroom Teacher Referrals for Do Not Qualify (DNQ) Students After 90 Days - If students were assessed for EL services and did not qualify, classroom teachers may refer a student for EL service eligibility through the building Multi-Tiered System of Supports team (MTSS team) or through discussions with building principals. Parent permission for assessment is needed.

Note: Evidence of Other Language - If there is evidence of another language spoken at home, the building principal will contact the parent/guardian to submit a second Home Language Usage Survey. After receiving the revised survey, the EL teacher will evaluate student for possible identification.

Parent Notification and Involvement

- EL Staff will have open communication with parents/guardians to discuss the progress of the EL student.
- Parents are encouraged to attend school-wide events, EL events, meetings, and conferences.
- Parent written communications are available in English and/or student home language.
- EL parents are notified about their student's progress, and assessment results.
- Quarterly Progress Reports are completed for all EL students and sent home to parents/guardians each nine weeks.

Individual Plan of Support

Eligible English Learners will have a specific Plan of Support which is reviewed annually. A copy of the Plan will be placed in the student's permanent file and in his or her file in the Department of Academic Services.

The plan will include the following information:

1. Basic demographic information, assigned building, assigned EL Program teacher and contact information for parents/guardians and translator (if applicable).
2. An effective date and the annual review date.
3. Type of service - consult, collaborative, Newcomer Class or EL Program Class.

4. The four EL Domains will be listed in the plan (Listening, Speaking, Reading and Writing).

i. Within each domain, student baseline data will indicate the starting level of the student and the goals which the team has generated.

ii. Proficiency goals will be listed that the team has agreed upon. The goals/learning targets will be derived from the Ohio EL Standards.

5. Benchmarking data using Measures of Academic Progress (MAP)

6. Other district services the student receives, such as speech, special education, gifted and/or Title I (if applicable).

7. Each plan will have a section devoted to listing any accommodations or modifications necessary to help facilitate the success of the student. These might include -- but are not limited to -- classroom supports, use of Satisfactory/Unsatisfactory/Restricted on quarterly report cards and state achievement test accommodations.

8. A signature page for staff members responsible for monitoring student progress. The final plan will be shared with staff and parents.

Ohio English Language Proficiency Assessment State Test (OELPA)

Students are administered the Ohio English Language Proficiency Assessment (OELPA) in the spring of each school year. Ohio uses the OELPA scores to determine the English language proficiency levels of students who have been identified as English learners. The score results are used as the state's progress indicator and exit indicator for students to be reclassified from the status of English learner.

In OELPA, there are three overall performance levels: Proficient, Emerging and Progressing. The performance levels are determined as follows:

- “Proficient” students are those scoring any combination of 4’s and 5’s across all four domains;
- “Emerging” students are those scoring any combination of 1’s and 2’s across all four domains;
- “Progressing” students are those scoring any combination across the four domains that do not fall into Proficient or Emerging.

Parents will be notified in the Fall of the following school year of any change of EL status and provided a Family Report of OELPA results.

Trial Mainstream

The Department considers ELs who score a combination of 5's and 4's in three domains and a score of 3 in one domain as Trial Mainstream. These students are still provided all necessary EL program supports, with targeted intervention on the domain for which they scored a 3. A student in Trial Mainstream cannot exit the program. The Trial Mainstream category may be in place for only one year or may be many years. The Trial Mainstream category is determined each year based on the OELPA scores. Students with scores of INV = invalidated or N = not attempted are not eligible for Trial Mainstream.

Exit from the EL Program

A student is reclassified (no longer identified as an English Learner) when the student has attained a performance level of Proficient on the OELPA (Ohio Test for English Language Acquisition). The Proficient performance level is defined as performance levels of 4s and 5s in any combination across all four tests (Listening, Reading, Writing and Speaking). For example, Listening = 4, Reading = 4, Writing = 5, Speaking Parent will be notified of a change of placement. EL teachers will continue to Monitor students that have exited the program for two years

Instructional Strategies and Supports for EL Students

ELs in Ohio, like their native-English speaking peers, are expected to achieve the state's Learning Standards in the content areas of English language arts, mathematics, science, social studies, and other subjects. However, in order to achieve high educational standards leading to college and career readiness, ELs have the unique challenge of acquiring a new language and learning new cultural norms in addition to learning academic content and skills.

The new ELP Standards serve as a useful guide in setting goals and benchmarks for ELs in the process of acquiring academic language skills. However, instructional staff, including grade-level and content-specific teachers as well as EL specialists, are expected to support ELs in their development of the English language competencies needed to achieve high educational standards.

Ohio English Language Proficiency Standards

Ohio English Language Proficiency Standards-Extended

Roles of EL Staff

EL Tutors

1. Providing language acquisition and vocabulary development
2. Communicating with EL teachers & classroom teachers to determine needs
3. Teaching and monitoring EL students
4. Attending meetings with EL coordinator and EL teachers

EL (TESOL) Certified Teachers

1. Individualize instruction to meet the needs of each EL student
2. Provide materials and resources for classroom teacher that supports the EL student's needs
3. Provide professional development to classroom teachers
4. Facilitate socialization of EL students in the classroom
5. Co-plan and co-serve with the classroom teacher
6. Interact and communicate with EL parents/guardians
7. Quarterly progress reports to EL families

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