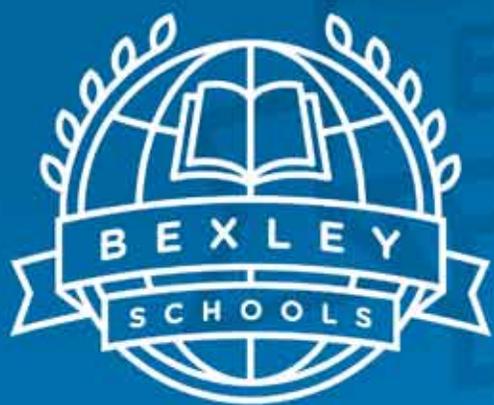


English Language Learners K-12 Program



Bexley City
School District

A COMMUNITY OF LEARNERS BECOMING PRODUCTIVE GLOBAL CITIZENS AND LEADERS

English Language Learners K-12 Program



Bexley City School District

Program Overview

The English Language Learners (ELL) Program is designed to provide supports and services for students that address their English language and academic needs. The program facilitates student learning in reading, writing, speaking, listening, and cultural knowledge.

The program helps ensure students receive the assistance needed to reach high levels of English proficiency as soon as possible so that they can successfully benefit from the total school program. The program provides individualized instruction, collaborations with other students, structured supports for matriculation in the general education classrooms, and engagements with authentic language learning to assist them in becoming familiar with cultural nuances, while valuing the student's native language and culture.

Core Beliefs

The **English language learner (ELL)**, also known as **Limited English Proficient (LEP)**, is best supported when

- The learning environment motivates and helps the ELL to develop self-confidence and take risks when using the English language.
- New language learning engages the ELL in authentic, interactive communication with others.
- New language instruction consists of social, academic and cultural language.
- The ELL is encouraged to construct meaning by connecting new language and cultural ways of knowing to the ELL's native language, culture, customs and experiences.

Assessment and Placement

The Ohio Department of Education requires districts to administer a state-approved English language proficiency assessment to students whose home language is other than English. All parents/guardians of students entering the school district are given a **Home Language Survey** when completing the school enrollment form. If a student has a language other than English spoken in the home, the student will be assessed for English language proficiency using a state-approved assessment.

The district uses the **Language Assessment Scales (LAS)** that measure the language skills necessary to succeed in an American mainstream academic environment. This assessment includes reading, writing, speaking, listening and comprehension skills. A student qualifies for direct services if the student scores a 1 to 4; if the student scores a 5, then limited support may be provided by the ESL teacher.

Language Assessment Scales (LAS – ages 4-6; LAS-O – ages 7-adult) – administered to an individual student to determine skills in these areas:

- Oral:** vocabulary, listening, comprehension, story retelling, sound pairs, phonemes
- Reading and Writing:** vocabulary, fluency, reading for information

Other factors considered during the identification process include:

- Time in the U.S. prior to enrollment
- Previous educational experiences
- Prior ESL screening and/or identification by another U.S. school district

Students who are identified in another state may need to be re-evaluated based on:

- Date of last test and/or last year of ESL services
- Previous standardized test scores

Process for Enrollment

1. New student enrolls in school.
2. Parent/guardian states on form that another language is spoken.
3. School secretary contacts the ESL teacher.
4. ESL teacher tests the student's English skills within 30 days of student's enrollment to determine if new student qualifies for services.
5. If the student qualifies, parents/guardians are contacted by the ESL teacher for consent for services.

Services

Services are supported by scientific and evidence-based research so that students receive effective instruction that leads to academic achievement and timely acquisition of English language proficiency.

The district's services are designed to

- Value the native language and culture of all students.
- Engage students and their families in the language learning process, providing additional support for understanding a new language and culture.
- Provide a space where students feel comfortable to ask questions and use the language in a supportive environment, while learning English and academic content simultaneously.
- Be directly relevant to students' personal and academic goals.
- Meet students' needs through the use of district language assessments that inform individual learning plans with appropriately differentiated instruction and use of second language strategies that will accelerate English language proficiency and academic progress.
- Provide students with immediate interventions, so they do not fall behind academically.
- Monitor student progress to ensure students are succeeding in the mainstream curriculum.

- Provide insights and other forms of support to general education staff in their support of LEP students.
- Communicate with families and the school community to promote involvement and participation in curricular and extra-curricular activities sponsored by the school district and that engage LEP students in becoming part of the learning community.
- Be indicative of Ohio's English Language Proficiency (ELP Standards), which serve as a resource for English as a Second Language (ESL) teachers and other school staff who work with LEP students.
- Support students in obtaining a proficient score on the Ohio English Language Proficiency Assessment (OELPA), which is administered annually every spring. The OELPA results provide guidance for districts for determining student program placement and exiting of students out of the ELL Program.

In providing a continuum of services, the district's ESL teacher offers both direct and mainstreamed services. Scoring from 1 to 4 on the Learning Assessment Scales (LAS) qualifies a student to participate in direct services provided by the district's ESL teacher. This student spends most of the day with the mainstream teacher and is pulled out to receive instruction in small groups or individually in order to achieve English proficiency and academic content-area mastery. Students who score a 5 on the LAS are provided with limited services based on their language needs.

Pullout services are provided to students in kindergarten through fifth grade, and elective courses are scheduled for students in sixth through twelfth grade. Students in the elementary schools receive services two to three times weekly for 45-minute classes. Students in middle and high school receive services as an elective ELL class and are seen daily. Instruction is in English, and academic content and study skills are integrated into English language instruction. The students' native languages, cultures, and histories are valued and are an integral part in developing the students' second language, sense of pride, and self-esteem.

Direct Services - Elementary

Pull-out	For a small portion of the day, students are pulled-out of the regular class for intensive instruction in English and/or reading/math intervention. This intervention is best for students who are considerably behind their peers, and a private setting allows them to work on materials at their level.
Push-in	A portion of the student's day may include the ESL teacher in the general education classroom helping the student with individual and/or small group work. This service is available for students who are not hugely behind their peers.

Direct Services – Middle School

ESL as Scheduled Class	Qualifying middle school students are assigned to an ELL class in place of a regular English class. This may be scheduled as a second period to provide language support and/or reading intervention.
Study Hall	Taught by the ESL teacher so additional help with academic work can be provided.

Direct Services – High School

ESL I	Qualifying high school students enroll in this course for credit. Focus is on basic communication skills in English so that the student may participate and succeed in academic content courses. Skills emphasized are listening, speaking, reading, writing and basic grammar concepts necessary to succeed in English.
ESL 2 (for credit)	Qualifying high school students enroll in this course for credit. Focus is on advanced English language skills. Further study on higher-level grammatical structures is emphasized. Includes a continued development of listening and speaking with a stronger weight on reading and writing.
Study Hall	Taught by the ESL teacher so additional help with academic work can be provided.

Mainstreamed Services (Temporary and Flexible Supports)

Mainstreaming with Limited Support	<p>Students who score a 5 on the LAS are mainstreamed fully, as they should be able to be successful in academic classes without direct support from the ESL teacher. Students who score a 5 are not required to receive direct services, but their progress is monitored quarterly by the ESL teacher, who reviews students' grades and communicates with classroom teachers. If a student has difficulty, the ESL teacher performs the following to ensure the student is able to make sufficient progress:</p> <ul style="list-style-type: none">• Works with general education teacher to provide modifications.• Provides direct and/or pull out services on temporary, flexible basis.• Provides testing accommodations with extended time and use of a dictionary.• Meets with the counselor and/or general education teacher to discuss alternate class placement options.
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Students exit support services if they obtain a required composite score on the **Ohio English Language Proficiency Assessment (OELPA)**, which is given during spring semester of every school year. The OELPA assesses four domains: **listening, reading, writing, and speaking**. There are three overall performance levels, which students may attain across the four domains: **Proficient, Emerging and Progressing**.

A student is reclassified (no longer an English learner) and must be exited from the program when the student attains a performance level of Proficient on the OELPA. English learner accommodations are no longer allowed on any state tests for students who exit the program.

The Proficient performance level on the OELPA is defined as domain/test level scores of 4s and 5s in any combination across all four domains:

- **Proficient** Students scoring any combination of 4s and 5s across all four domains.
- **Emerging** Students scoring any combination of 1s and 2s across all four domains;
- **Progressing** Students scoring any combination across the four domains that do not fall into Proficient or Emerging levels.

English Proficiency Levels

The performance level definitions above (for the OELPA) currently do not match the definitions defined in OAC 3301-13-11. However, beginning in spring 2016, districts are required to use the OELPA data for determining performance levels and exit criteria. The Ohio Department of Education currently is working to propose changes to OAC 3301-13-11, in the effort to align it with the new exit criteria and to correspond to the overall proficiency levels of the OELPA.

Performance Levels in Current Ohio Law (OAC 3301-13-11)

The following are the current performance levels in Ohio law. They are included in this publication to support understanding for how language skills can be understood from a developmental perspective:

- | | |
|--------------------------------|---------|
| • Pre-functional | Level 1 |
| • Beginning | Level 2 |
| • Intermediate | Level 3 |
| • Advanced | Level 4 |
| • Proficiency/Trial-Mainstream | Level 5 |

Pre-functional (Level 1): Students may understand some isolated words (particularly school and social environment vocabulary), some high-frequency social conventions, and simple (single-word or short-phrase) directions, commands and questions. Regarding reading and pre-reading skills, students at this level may demonstrate an understanding of concepts of print (e.g., front-to-back, top to-bottom, left-to-right) and begin to track print. Students at this level participate in writing activities by drawing pictures and copying letters and some words.

Beginning (Level 2): Students’ oral comprehension increases. They begin to speak by using single words or simple phrases. They are able to read simple texts and write simple sentences.

Intermediate (Level 3): Students understand more complex speech, but they may still require some repetition. They may have difficulty expressing all of their thoughts due to restricted vocabularies and limited commands of language structure. Students may speak in simple sentences, which are comprehensible and appropriate, but frequently marked by grammatical errors. They often have some trouble comprehending and producing complex structures and academic language.

Advanced (Level 4): Students’ language skills are adequate for most day-to-day communication needs. Occasional errors occur. Students may have difficulty understanding and using some idioms, figures of speech and words with multiple meanings. They have occasional difficulty with complex structures and abstract academic concepts. Students may read with considerable fluency and be able to locate and identify the specific facts within the text. However, they may not understand texts in which the concepts are presented out of context, the sentence structure is complex or the vocabulary is abstract. They produce texts independently for personal and academic purposes. Structures, vocabulary and overall organization approximate the writing of native speakers of English, however, errors may persist in one or more of these domains.

Proficient/Trial-Mainstream (Level 5): At this final stage, students usually can participate in academic topical conversations without difficulty. They can follow complex and multi-level directions without assistance and understand aural information. Students usually speak English fluently in social and grade-level academic settings, and they control age-appropriate syntax and vocabulary in their speech. Generally, students read and understand factual information on concrete topics. They may still need some support at higher levels of reading comprehension. In their writing, they usually show control of varied sentence structures, spelling and vocabulary, expressing well-developed thoughts. During this transition stage, the students' progress is carefully monitored and additional support is provided on an as-needed basis.

Language Acquisition: A Long-Term Process
Language acquisition occurs over time with learners moving through developmental stages and gradually growing in proficiency and at variable rates. Rates of acquisition are influenced by multiple factors, including the student's educational background, first language background, learning style, cognitive style, motivations, and personality. Socio-cultural factors, such as the influence of the English or native language community in the learner's life, may also play a role in acquisition. In many instances a student will develop conversational skills related to social language more quickly than he or she acquires academic language skills.

The ELL Program recognizes the length of time it takes to acquire English language skills necessary for success in school. Students are given the time it takes to attain full academic proficiency in English, which is often five to seven years or maybe longer.

Standardized Testing Accommodations

Assessment is a necessary and required of every student's educational experience. The ELL Program oversees several areas of assessment for LEP students to include:

- in-class assessments
- district-selected nationally-standardized tests
- state-mandated tests, including language acquisition tests

Districts are required by law to give individualized accommodations on these assessments in order to

give each student the opportunity to demonstrate levels of learning and understanding. The district's ESL teacher works with the general classroom teachers to ensure that classroom assessments are fair and accurate measures of the LEP student's growth and understanding of academic content.

Accommodations for in-class assessments include but are not limited to:

- extended time
- vocabulary support
- shortened assignments and/or other modifications
- alternative assessments

Starting spring semester 2016, the district's ESL teacher administers the Ohio Educational Language Proficiency Assessment (OELPA) to all LEP students in the district. This test has multiple parts that require students to read, write, speak and listen in English. This test has no bearing on grade-level promotion or scholastic achievement but gives valuable feedback to the district and state about the language progress of LEP students. The test does affect a student's status as an ELL.

Students in the ELL Program will receive accommodations to assist with their understanding of testing material and for the clarity of their responses. These accommodations are assigned based on each individual student's needs and based on the allowable accommodations for LEP students. Accommodations may include:

- extended time
- use of translation services
- use of dictionaries for vocabulary support
- sheltered environment

Title III LEP/Immigrant Services

The Federal government provides Title III funds to districts intended to help supplement language instruction programs so students can gain proficiency in speaking, listening, reading and writing English. Schools are expected to hold LEP students to the same challenging state standards in core subjects required of all students. States distribute these funds to districts based on the number of students the districts serve. The funds are used to provide professional development and curriculum including technology and supplemental programs. Districts are required to self-monitor annually to

ensure compliance to Federal and State expectation. The district's ELL Program annually uses the Federal government's tool to self-assess, involving both the ESL teacher and the Executive Director of Schools Programs in this process.

Alignment Documents and Other Resources

English Language Proficiency (ELP) Standards (Ohio Department of Education, June 2015)

Ohio's standards amplify critical language, knowledge about language, and skills, also using language that are in college and career-readiness standards that are necessary for English language learners to be successful in schools.

[English Language Proficiency \(ELP\) Standards \(All\) \(June 2015\)](#)

Guidelines and Academic Programs for Educating LEP Students (Ohio Department of Education)

The U.S. Department of Education, Office for Civil Rights, provides guidelines regarding school districts' legal obligation to language minority students.

[Identification and Assessment Guidelines and for Developing Programs](#)

Instructional Guidelines and Resources for English Language Learners – Based on Ohio's English Language Proficiency Standards (Ohio Department of Education, Dec. 2015)

The purpose of the guide is to serve as a resource to school district personnel in the use of the new English Language Proficiency (ELP) Standards to inform instruction and supports.

[Instructional Guide \(Dec. 2015\)](#)

Ohio English Language Proficiency Assessment: Understanding Results Manual (Ohio Department of Education)

[Information on test \(Spring 2016\)](#)

Special Testing Accommodations (Ohio Department of Education)

LEP students may need accommodations to succeed on their tests.

[Information on test accommodations for LEP students](#)

EverythingESL.net

Created for general education teachers by an ESL

teacher who has co-authored multiple books on ESL, this site provides teaching tips, resources and lesson plans for meeting the needs of ELL. <http://www.everythingsl.net/>

Board of Education Policies

Board of Education Policies

AC, Nondiscrimination

IGBEA, IGBEA-R, Reading Skills, Assessments and Interventions (Third Grade Reading Guarantee)

IGBI, Limited English Proficiency

IGBJ, Title I Programs

IGBL, Parental Involvement in Education

IKE, Promotion and Retention of Students

JB, Equal Educational Opportunities

JO, JO-R, Student Records

Self-Assessment of ELL/Title III Program

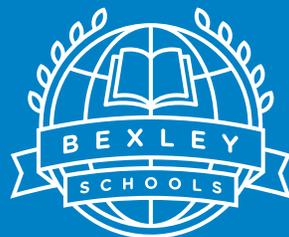
Areas Monitored	ESL Teacher	District Office	Documentation
Title III - LEP Consortium			
Members have on hand required documentation.		X	<input type="checkbox"/> Meeting notes <input type="checkbox"/> Member agreements <input type="checkbox"/> PD services <input type="checkbox"/> Not applicable
Program Design			
Program design describes rationale and theoretical basis and indicates how the program will help limited English proficient students attain English proficiency and achieve the State's academic standards.	X	X	<input type="checkbox"/> Copy of the district's English Language Learner (ELL) manual or program information document or description of the ELL program.
High Quality Professional Development (HQPD)			
District HQPD to classroom teachers, principals, administrators, and other school or community-based organizational personnel that is: <ul style="list-style-type: none"> • Designed to improve instruction and assessment of LEP students; • Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for LEP children; • Based on scientifically-based research demonstrating effectiveness of PD; • Of sufficient intensity and duration to have a positive and lasting impact on teacher performance in the classroom (this does not include activities such as one-day or short-term workshops and conferences, unless the activity is a component of an established comprehensive PD program for an individual teacher. 		X	<input type="checkbox"/> CCIP funding – budget details <input type="checkbox"/> Copy of district-wide professional development calendar/plan <input type="checkbox"/> Copies of PD agendas <input type="checkbox"/> Evidence of content-teacher participation in PD

Areas Monitored	ESL Teacher	District Office	Documentation
<p>Federal Funds to Supplement</p> <p>District uses Federal funds to supplement the level of State and local funds that, in the absence of such availability, would have been expended for programs for LEP and immigrant students and in no case supplants such funds.</p>		X	<input type="checkbox"/> CCIP Assurances <input type="checkbox"/> Statement indication that Title III LEP and immigrant funds are used to supplement district-provided core services <input type="checkbox"/> Financial records showing that Title III funds are used only for supplemental ELL services
<p>Contents of Plan</p> <p>District submits an appropriate plan to the State.</p>		X	<input type="checkbox"/> CCIP Funding – Consolidated Application – Title II LEP and Immigrant Budget and Budget Details
<p>Plan includes description of programs and activities for proposed development, implementation and administration under Title III.</p>		X	<input type="checkbox"/> CCIP Planning Tool – District/Agency – Plan Overview – Goals, Strategies, Action Steps are clearly described
<p>Plan includes description of how all annual State measurable achievement objectives will be met for LEP students.</p>	X	X	<input type="checkbox"/> CCIP Planning Tool – District/Agency – LEP Improvement Component <input type="checkbox"/> District’s strategies and timeline for meeting the State measurable objectives
<p>Plan includes description of how to hold accountable elementary and secondary schools for</p> <ul style="list-style-type: none"> • Meeting annual measurable achievement objectives; • Making Annual Measurable Academic Objectives (AMAO) for LEP children; • Measuring the English proficiency of limited English proficient children annually. 	X	X	<input type="checkbox"/> CCIP Planning Tool – LEP Improvement Plan (if district missed AMAO for two consecutive years) <input type="checkbox"/> CCIP Planning Tool – District Agency – LEP Modification Plan (if district missed AMAO for two consecutive years) <input type="checkbox"/> Annual report of English language proficiency assessment results (AMAO Report)

Areas Monitored	ESL Teacher	District Office	Documentation
Contents of Plan (continued)			
Plan includes a description of how the district will promote parental and community participation in LEP programs.	X	X	<input type="checkbox"/> District's description of parent involvement plan <input type="checkbox"/> Copies of documents sent to parents (e.g., letters, consent forms) <input type="checkbox"/> Copies of documents sent to parents in language(s) other than English
Plan includes an assurance that the district consulted with teachers, researchers, school administrators, and parents in development the Title III LEP services plan.		X	<input type="checkbox"/> CCIP Assurances
Plan includes a description of how Title II language instruction educational programs will ensure that LEP children being served by programs develop English proficiency.	X	X	<input type="checkbox"/> Description of program and research used to determine instructional design <input type="checkbox"/> Copy of district ELL manual
Plan includes certification that all teachers in any language instruction educational program for LEP children are fluent in English.		X	<input type="checkbox"/> Copy of teacher certification with TESOL endorsement <input type="checkbox"/> Documentation of teacher progress towards TESOL certification
Plan includes an assurance that the district is complying with Section 3302 (Parent Notification).	X	X	<input type="checkbox"/> CCIP Assurances <input type="checkbox"/> Copy of parent notification letter in English <input type="checkbox"/> Copy of parent notification letter in language(s) other than English
Plan includes assurance that the district's program will assess the English proficiency of all LEP children under Title III.	X	X	<input type="checkbox"/> OTELA/OELPA records <input type="checkbox"/> Screening assessments
Plan includes assurance that the district based its proposed plan on scientifically-based research.	X	X	<input type="checkbox"/> OTELA/OELPA records <input type="checkbox"/> Screening assessments

Areas Monitored	ESL Teacher	District Office	Documentation
Contents of Plan (continued)			
Plan includes assurance that the district's program will enable children to speak, read, write and comprehend the English language and meet the challenging State academic content and achievement standards.	X	X	[] CCIP Assurances
Plan includes assurance that the district is not in violation of any State law regarding LEP education consistent with sections 3126 (Legal Authority under State Law) and 3127 (Civil Rights).	X	X	[] CCIP Assurances
Evaluation Components, Measures, Objectives			
<p>District evaluates program effectiveness, including percentage of LEP students who</p> <ul style="list-style-type: none"> • Are making progress in attaining English proficiency, including percentage of children who have achieved English proficiency; • Have transitioned into classrooms not tailored to LEP students and have a sufficient level of English proficiency to permit them to achieve in English and transition into classrooms not tailored to LEP students; • Are meeting the same challenging State academic content and achievement standards all children are expected to meet. 		X	<p>[] Copy of the district's evaluation of the program</p> <p>[] Copies of prior ODE monitoring</p>
Within 30 days of start of the school year (or within two weeks of placement if not identified prior to the beginning of school year), district notifies parents of LEP students participating in program.	X		[] Copy of parent notification letter in English

Areas Monitored	ESL Teacher	District Office	Documentation
<p>Evaluation Components, Measures, Objectives</p> <p>District notifies parents within 30 days from when the district received notification from the State that it did not meet Annual Measurable Academic Objectives (AMAOs) for two or more consecutive years.</p>		X	[] Copy of parent notification letter
<p>District provides notification information in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.</p>		X	[] Copy of parent notification in language(s) other than English



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