



ENGLISH LANGUAGE LEARNER (ELL)

Procedures Handbook



Berea City School District

**390 Fair Street
Berea, Ohio**

**Phone: 216-898-8300
Fax: 216-898-8551**

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Introduction

The terms **English Language Learners (ELL)** refer to those students whose native or home language is other than English, and whose current limitations in the ability to understand, speak, read or write in English inhibit their effective participation in a school's educational program. In 2006, there were 5.5 million LEP¹ students in the U.S. public schools who spoke more than 400 languages. Over the past 25 years, the **number of ELL students in public schools has risen dramatically.**

ELL Students in Ohio

According to the Ohio Department of Education, there were more than 35,000 ELL students enrolled in public schools in 2006-07. This represents an increase of over 182 percent over the number reported ten years ago. **Ohio's ELL students represent over 110 different native or home languages.** The top ten language groups include Spanish, Somali, Arabic, Japanese, Pennsylvania Dutch, Russian, Vietnamese, Ukrainian, Serbo-Croatian and Korean.

Many of Ohio's ELL students are children of families who have recently immigrated to the United States from other countries. Most of these families live in urban areas in the state.

With Ohio's ELL students representing a wide range of language backgrounds and educational experiences, school districts have the challenge of designing and implementing a wide range of instructional strategies to meet the students' diverse needs.

ELL Students in the Berea City School District

The Berea City School District's ELL program seeks to meet the diversified educational and cultural needs of students who are learning English as an additional language. The purpose of the ELL program is to provide intensive instruction to support English language acquisition for ELL students. Students enrolled in the ELL Program come from a variety of cultural, linguistic, socio-economic and academic backgrounds. ELL tutors work with students in small-group settings as well as in the classroom, depending on students' needs. Additionally, ESL tutors collaborate with regular classroom teachers and other staff members regarding the educational needs of students.

The number of students enrolled in the Berea City School District's ELL program has increased dramatically each year, with students coming from countries all over the world. In 2010-11 there were as many as 100 students who were active in the ELL program at one time. Those 100 students were from 25 different countries. Twenty-nine different languages were spoken by the students with the most predominate languages being **Arabic** and **Spanish**. The Berea City School District also has **many families from Asia**, where many different languages are spoken, such as Hindi, Telugu, Punjabi and Tagalog.

¹Federal Guidelines use LEP rather than ESL or ELL (English Language Learner). The terms ELL, LEP and ESL are used interchangeably in this document. Please see Appendix A for a complete list of ELL Acronyms and Definitions.

Philosophy

Language minority students have the same rights, privileges and responsibilities as other students in the Berea City School District. The purpose of English Language Learners' (ELL) services is to help ELL students overcome their linguistic, cultural and academic difficulties and assure that they receive an **equal educational opportunity**. This will be achieved through active and regular **collaboration** between the mainstream classroom and the ELL tutors.

Key Points:

- We believe that just as everyone learned a first language, everyone can learn a second (or more). This language can be acquired in informal situations and learned in formal classroom settings.
- We believe that the first priority of ELL Services is to foster basic communication skills in English. Ultimately, the aim of the ELL program is to help students function successfully in American society.
- We believe that ELL Services should help English Language Learners appreciate the value of all cultures in a global society.
- We believe that parental involvement and high-quality staff development are integral components of effective ELL services.

ELL Services, by nature, are essentially transitional. ELL Services have three major goals for students:

- 1) To attain English language proficiency;
- 2) To use English in their academic achievement in all content areas;
- 3) To use English to fully participate effectively in U.S. society.

The overarching goal for ELL Services is for students to qualify for exiting the ELL program.

Educational Theory

There has always been a variety of programs designed to help English language learners become proficient in English. Researchers and policymakers may tout some program designs as being better than others, but it is the Berea City School District's belief that one must match the program design to the specific needs and resources of the given district.

The services provided to ELL students in the Berea City School District are predominately designed around the principals of English immersion, which is sometimes referred to as immersion, sheltered English immersion, or structured English immersion. Our program design is structured with the intent of providing flexibility to meet individual student needs due to the diversity of our population.

In addition to overall program design, it is important to look at **best practices** that are aligned to ELL needs. Gray and Fleischman (2004/5) stated in their review of effective instructional strategies for linguistically and culturally diverse students, that many of the best practices strategies for ELL students are simply extensions of approaches that work well with all students. Furthermore, Garcia contends that "sound principles and practices of classroom organization and management—such as small instructional groups—seem to work well for ELLs (1991)."

In the late 1990s, researchers at *Mid-continent Research for Education and Learning* (McREL) identified nine categories of instructional strategies that proved to be exceptionally effective in increasing student performance:

- Setting objectives and providing feedback
- Nonlinguistic representations
- Cues, questions, and advance organizers
- Cooperative learning
- Summarizing and note taking
- Homework and practice
- Reinforcing effort and providing recognition
- Generating and testing hypotheses
- Identifying similarities and differences

(Hill & Flynn, 2006)

In addition to using best practices, the Berea City School District will also participate in pilot programs for the purpose of providing additional educational resources for ELL students. During the 2010 calendar year, this included the acquisition of *Rosetta Stone* for individual student use. *Rosetta Stone* has long been a leader worldwide in the development of language-learning software technology.

ELL students are placed in regular classrooms in the Berea City School District. The ELL tutors provide small-group tutoring and individual assistance per student need. The combination of immersion in the regular classroom and additional tutoring support allows students the opportunity to learn another language quickly as well as providing educational assistance outside the classroom.

DEFINITION

Immersion can best be defined as a well-researched and documented approach to teaching a new language where learners receive all or most of their instruction in the new language together with others who are learning that language.

CHARACTERISTICS

Immersion language teaching:

- Utilizes the target language for most instruction and teaching
- Features specialized groupings of new learners away from native speakers
- Maximizes the amount of understandable instruction in the new language
- Seeks to accelerate language learning by increasing time on task
- Gears instruction to the students' developing language level

GOAL

The goal is to equip students with a foundation of English skills which will enable them to participate more fully in educational programs that have grade-level content delivered in English as their focus. After exiting an immersion program, students should be able to participate in classrooms where English is the language of instruction for grade-appropriate subject matter.

LIMITS

Immersion teaching does not claim to provide students with all the English language skills they will ever need.

CLUSTERING

Grouping ELL students together for instruction is important. Anyone who has ever studied a new language knows that in the beginning it is difficult to understand native speakers. For many students new to English, the pressure of using the new language with native speakers can be stressful. Moreover, for immersion students to learn the language quickly requires that the teacher be able to design and deliver English and content area lessons in their own environment while they explore, practice, and learn the new language. This is an important principle of immersion teaching.

- EFFECTIVENESS** In an effective immersion program, the teacher:
- maintains a focus on teaching English language skills of listening comprehension, speaking, reading, and writing.
 - stresses the learning of curriculum content, vocabulary, and grammar simultaneously.
 - ensures that the content relates to the subject matter taught in the regular classroom.
 - continually monitors student progress to ensure that students use prior knowledge to master the curriculum.
 - designs instruction that is hands-on and rich in real objects and illustrations.
 - modifies students' assignments.
 - modifies evaluation procedures.

- CONCLUDING COMMENTS** The two most important aspects of effective instruction for ELL students are:
- integration of instruction with English language development in subject areas, and
 - promotion of active English use.

These practices are well within the grasp of committed teachers who are provided with relevant knowledge, support and high quality professional development.

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- Gray, T. & Fleischman, S. (2004/05) "Successful Strategies for English Language Learners" in Educational Leadership, 62 (4), 84-5.
- Hill, J. & Flynn, K. (2006) *Classroom Instruction that Works with English Language Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Legal Background and State Requirements

There exists a substantial body of federal law and Supreme Court rulings that establish the rights of English language learners and which define the legal responsibilities of school districts serving these students.

Title VI of the Civil Rights Act of 1964

This prohibits discrimination on the basis of race, color, or national origin in programs receiving federal financial assistance. This law has been interpreted in the public school context as requiring appropriate steps to ensure that equal educational opportunities are afforded to students who are limited in their English language proficiency.

Lau v. Nichols (1974)

Over the years, federal court decisions have recognized that school districts have a responsibility to take the steps necessary to provide equal education opportunities to English language learner students. In *Lau v. Nichols*, the U.S. Supreme Court ruled that a school district's failure to provide English language instruction to English language learners denied them the meaningful opportunity to participate in the district's educational program in violation of Title VI of the Civil Rights Act of 1964. The Court further noted that equality of opportunity is not simply providing English Language Learners (ELL) the same facilities, textbooks, teachers and curriculum which non-ELL students receive. If English is the language of instruction, then measures must be taken to ensure that English is taught to students who do not speak English or who are limited English proficient in order to provide equal access to educational opportunities.

Equal Educational Opportunities Act of 1974

This act mandates that no state shall deny equal education opportunity to any individual, "by the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program." This requires educational service providers to take appropriate action to help these students overcome language barriers.

Castaneda v Pickard (1981)

The Supreme Court delineated a three-pronged standard for determining whether or not ESL students have equal and meaningful access to a school district's program. A program for ELL students is acceptable if:

- the district is pursuing a program informed by an educational theory recognized as sound by some experts in the field, or at least is deemed to be a legitimate experimental strategy;
- the programs and practices used by the district are reasonably calculated to implement such theories effectively; and
- the district will take action if the program, after a legitimate trial, fails to produce results that indicate the language barriers confronting students are being overcome.

Plyler v. Doe (1982)

The Supreme Court stipulated that undocumented children have the same right to a free public education as U.S. citizens and permanent residents.

- School officials may not require students to prove they are in the United States legally,
- Schools should avoid attempts to document students' status.
- The following school practices are prohibited:
 - Barring access to a student on the basis of undocumented status
 - Treating students disparately for residency determination purposes on the basis of their undocumented status
 - Making inquiries to a student or his/her parent which may reveal their status
 - Federal education programs may ask for information from parents and students to determine if students are eligible for various programs. In such cases, schools should ask for voluntary information from parents.

Executive Order 13166 (2000)

This presidential order required all federal agencies to "ensure that the programs and activities they normally provide in English are accessible to ELL persons and thus do not discriminate on the basis of national origin in violation of Title VI of the Civil Rights Act of 1964."

No Child Left Behind (NCLB) (2002)

The reauthorization of Public Law 107-110 (the No Child Left Behind Act), define a Limited English Proficient student as an individual age 3-21, who is enrolled (or about to enroll) in a U.S. elementary or secondary school and meets these two requirements:

- 1) Belongs to one of the following categories:
 - was not born in the United States or speaks a native language other than English
 - is a Native American, Alaskan Native, or native resident of outlying areas and comes from an environment where language other than English has had a significant impact on the individual's level of English language proficiency, or
 - is migratory, speaks a native language other than English, and comes from an environment where a language other than English is dominant.
- 2) May be unable, because of difficulties in speaking, reading, writing or understanding the English language, to
 - score at the proficient level on state assessments of academic achievement,
 - learn successfully in classrooms whose languages of instruction is English, or
 - participate fully in society.

It should be noted that NCLB uses the term LEP for Limited English Proficiency, rather than ELL (English Language Learner) or English as a Second Language (ESL).

One of the performance goals of *NCLB* requires LEP students to become proficient in English while reaching high academic achievement standards in reading/language arts and mathematics. *NCLB* also requires that LEP students participate in annual academic assessments in reading/language arts and mathematics, which are used to determine adequate yearly progress for schools and the state.

No Child Left Behind (Title IX)

The federal definition of an **Limited English Proficient (LEP)** individual is [Title IX – 20 U.S.C. 7801 et seq] someone who:

- is aged 3 through 21;
- is enrolled or preparing to enroll in an elementary school or secondary school;
- was not born in the United States or whose native language is a language other than English;
- 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
- 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
- whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual:
 - a) the ability to meet the State's proficient level of achievement on State assessments described in section 111(b)(3);
 - b) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - c) the opportunity to participate fully in society.

In the Berea City School District, these guidelines are followed for determining eligibility for ELL services.

Summary of Title III Requirements

| Section 3302: Parental Notification Requirements under Title III-A, NCLB, for Eligible Entities (Consolidated and Consortia Applications) Receiving Title III-A Funds | |
|--|--|
| IDENTIFICATION AND ENROLLMENT | <p>To inform parent or parents that their child has been identified as limited-English proficient and is/will be participating in a language instruction educational program.</p> <p>A child shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.</p> <p><i>Note:</i> Parents must be notified before the child is included into the LEP program.</p> <p>The practice of placing a student in the LEP program based on a surname is against the law. Neither should a student be excluded from programs based solely on his or her surname.</p> |
| WHEN | Not later than 30 days after the beginning of the school year |
| SPECIAL RULE | For a child not identified as in need of program prior to the beginning of the school year, parental notification shall be made within 2 weeks of the child being placed in a program |
| WHAT – in general, notification to include: | <ul style="list-style-type: none"> • Reasons for the identification as LEP and in need of placement • Child’s level of English proficiency • How such level was assessed • Status of child’s academic achievement • Method of instruction used in program (to be) provided • Methods of instruction used in other available programs (to include how they differ in content, instruction goals, and use of English and a native language in instruction) • How program will meet the educational strengths and needs of the child • How program will specifically help their child learn English • How program will specifically help their child meet age appropriate academic standards for grade promotion and graduation • Specific exit requirements for program • Expected rate of transition from program into “regular/mainstream” classrooms • Expected rate of graduation from secondary schools (when Title III funds used for children in secondary schools) • For child with disability: how program meets objectives of the IEP <p><i>Note:</i> Title III can only be used as a supplement, not as the main budget to fund a program. It should not be used to hire FTEs or run programs that have no other funding source.</p> |

| | |
|---|---|
| RIGHT TO DECLINE OR END SERVICES | <ul style="list-style-type: none"> • Rights to have child immediately removed from program upon their request • Options to decline to enroll child in program or to choose another program or method of instruction if available |
| FAILURE OF PROGRAM TO MEET AMAO | <ul style="list-style-type: none"> • Required annually when the language instruction educational program has failed to make progress on the annual measurable achievement objectives (AMAO) • Not later than 30 days after such failure occurs <p><i>Notes:</i> Districts must demonstrate that LEP students are showing language growth each year, that an increasing percentage of the LEP population in the district are becoming fluent in English each year, and that a sufficient number are making adequate yearly progress annually.</p> <p>If a school district fails to meet AYP for two consecutive years, it must develop an improvement plan to show how they will overcome said failure.</p> |
| FOR ALL NOTICES | <p>Information to be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.</p> <p><i>Note:</i> School districts must do their best to provide parent notices in languages understandable to parents. Districts need to be able to provide translations in their most frequently occurring languages.</p> |
| PARENTAL & COMMUNITY PARTICIPATION | <ul style="list-style-type: none"> • Local Education Agencies (LEAs) shall implement an effective means of outreach to parents of LEP students to inform them how they can <ul style="list-style-type: none"> a) be involved in the education of their children b) be active participants in assisting their child to learn English, to achieve at high levels in core academic subjects, and to meet the same challenging State academic content and student academic achievement standards as all children are expected to meet • This outreach shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of LEP students • LEAs shall assist parents to select among various programs and methods of instruction, if more than one program or method is offered <p><i>Note:</i> Schools should proactively reach out to the parents of LEP students to try to involve them in the academic process of their children. Schools should send notices and hold regular meetings to allow these parents a venue to have a say in their child's education.</p> |

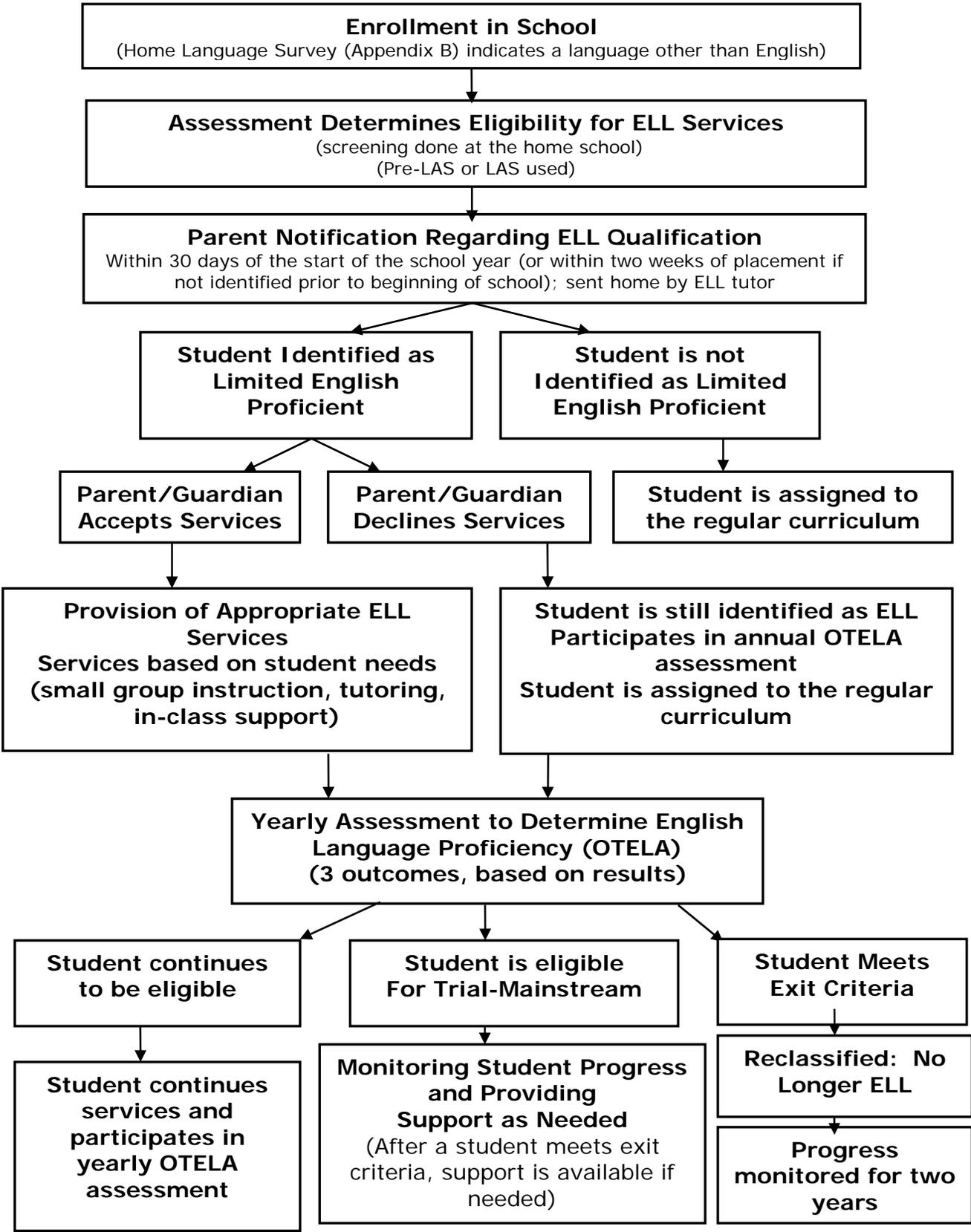
State Requirements in Ohio

Most state requirements are based on Federal Law. In Ohio, guidelines have been established for the identification and assessment of Limited English Proficient Students/English Language Learners. These guidelines may be found on the *Ohio Department of Education* website using the search term "Limited English Proficient."

The test that is used to assess English language proficiency is the OTELA (Ohio Test of English Language Acquisition). Please see the section on Statewide Assessments for more detailed information.

In March of 2010, Ohio made significant revisions to Ohio's Annual Measurable Achievement Objectives and Program Exit Criteria for LEP students as well as provided guidelines for addressing the needs of preschool English Language Learners. The research-based revisions provide two pathways for students in grades 3-12 to exit the LEP program, and they appropriately measure the progress and attainment rates of all LEP students in their acquisition of English. The revisions were incorporated into the Ohio Administrative Code in July, 2010.

ELL/LEP Program Flow Chart Berea City School District



Identification

The **Home Language Survey** (Appendix B), approved by the Berea City School District is to be completed at the time of registration for all students. If a student is identified as speaking a primary or home language other than English on the Home Language Survey, and therefore potentially eligible for ELL services, the ELL coordinator then routes the pertinent enrollment information, as well as a copy of the survey, to the ELL tutor in the building of placement. The ELL tutor will then arrange to assess the student so that parental notification of eligibility may be completed within 30 days of the start of the school year (or within two weeks of placement if not identified prior to the beginning of school).

Students who were previously identified as ELL in the previous academic year will continue ELL services unless they were eligible to exit ELL status. Parents/guardians of students who were previously receiving services will receive notification **within 30 days** of the beginning of the academic year regarding their continuing eligibility.

For students who are new to the district and their information has been routed to the ELL tutor, the assessment process begins. The ELL tutor will assess each student whose primary home language is not English using the LAS (Language Assessment Scales-CTB/McGraw Hill) for K-12 students or the Pre-LAS (preschool to 6 years of age).

Identification Procedures

| Procedure | Person Responsible | Documentation | Timeline |
|---|---|---|--|
| Enrollment/Registration | Central Registration | Documents as required by district policy | N/A |
| Identified as potential ELL | Central Registration Secretary, ELL Coordinator | Home Language Survey | Upon registration |
| ELL Referral | ELL Coordinator submits to ELL Tutor | Home Language Survey | As needed |
| ELL History | ELL Coordinator, Building Guidance Counselor | Student Records as available, call to previous district | As soon as possible after enrollment |
| Assessment of potential ELL student | ELL Tutor | PreLAS/LAS Test | In a timely manner so that parental notification may be made within 10 days for initial assessment |
| Student continues to be eligible for ELL services after OTELA | ELL Coordinator, ELL Tutor, District Test Coordinator | OTELA results | Parents will be notified within 30 days after the beginning of the school year of eligibility status |

Initial Assessment

Within 30 days of the start of the school year (or within two weeks of placement if not identified prior to the beginning of school), students who are identified as potentially eligible on the Home Language Survey must be assessed to determine if they are identified as limited English proficient (LEP). Once identified, a letter is sent to the student's parent(s)/guardian(s) advising them of the results of the assessment and their child's eligibility for ELL services (*see Appendix I*).

Instruments

| Grade/Age Levels | Test Type | Eligible for Services |
|---------------------|--------------------|-----------------------|
| Preschool – (age 6) | preLAS 2000 | Level 3 or below |
| K-12 | LAS Links (Form A) | Level 3 or below |

Students who do not score in the proficient range according to the assessment scoring guide (*see below*) will be identified as ELL.

LAS Links Proficiency Levels and Descriptors

| | |
|----------------------------|---|
| Proficiency Level 1 | <p>BEGINNING</p> <p>A Level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.</p> |
| Proficiency Level 2 | <p>EARLY INTERMEDIATE</p> <p>A level 2 student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features of English are emerging.</p> |
| Proficiency Level 3 | <p>INTERMEDIATE</p> <p>A level 3 student is developing the ability to communicate effectively in English across a range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.</p> |
| Proficiency Level 4 | <p>PROFICIENT</p> <p>A level 4 student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.</p> |
| Proficiency Level 5 | <p>ABOVE PROFICIENT</p> <p>A level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.</p> |

Placement and Exit Criteria

Following initial assessment and parental consent, the student will begin to receive services from an ELL tutor **per the following guidelines:**

- Students should be placed in **classroom settings that provide the best possible opportunities for them to continue to learn** content material while they are learning English. ELL students will have access to District programs and services in a nondiscriminatory manner.
- Most students should be placed in **age-appropriate classrooms**. Even if students have not attended school before, the social nature of schooling cannot be ignored. It is important to place students with their peers and allow them to interact naturally. Exceptions may include students who have not attended school for more than a year.
- Students should be placed in **classrooms that utilize the most interactive methods of teaching**. ELL students need to listen, speak, read and write in meaningful contexts to acquire English.
- **ELL tutors may work directly with students in the classroom in conjunction with the classroom teacher and intervention specialist if the ELL student has an Individualized Education Plan.** In this way, ELL tutors have a better understanding of what, why, and how content material is being studied and can provide support that is directly connected to classroom goals.
- **Previous schooling will be considered.** Students' backgrounds will vary greatly. Some students may have studied calculus while others may never have attended school. Initial placement decisions for middle and high school students should take into account native language literacy skills, previous schooling, interests and goals, and opportunities within classes for hands-on interactive learning.
- **All students will need time to learn how to interact in an American school setting.** Consideration will be given to having ELL tutors and/or teachers explicitly teach about the culture and language of schools.
- Consideration will be given to **alternative means of assessment for ELL students**, such as credit/no credit grading or other systems that acknowledge students' efforts. Classroom teachers and ELL tutors will recognize that every test is a language test; students may understand content but be unable to decipher a multiple choice test. As appropriate, the ELL tutor will assist teachers in developing ways of allowing students to show or demonstrate policies for ELL students; therefore, it is left to the district to establish specific guidelines.
- Consideration will be given to the **scheduling of ELL pullout tutoring so that it is least disruptive to the student's academic classes.** Every effort will be made to coordinate classroom and ELL instruction, as well as, other appropriate assistance, such as Title I, speech, gifted or special education services.

- ELL students are to be **encouraged to become involved in extracurricular activities** at all grade levels. Students learn English and feel connected to school when they participate in sports, act in a school play, prepare something for a bake sale, or sing in the choir. Students need to participate in extracurricular activities that are of interest to them.

PLACEMENT PROCEDURES

| Procedure | Person Responsible | Documentation | Standards/Criteria | Timeline |
|--|---|---|-------------------------------|---------------------------------|
| All students identified as ELL are scheduled to be serviced in either small groups or in-class support (with the exception of those whose parents decline services). | ELL staff, Guidance Counselor | Parent Notification Forms | Initial Assessment Results | Within ten days of enrollment |
| The ELL tutor will design a schedule of service time based on the needs of the students and their schedule. | ELL staff, Guidance Counselor, Regular classroom teacher | ELL schedule | Assessment results | On-going, per student needs |
| The progress of all students in ELL services will be monitored. | ELL tutor, Regular classroom teacher, Preschool staff, Guidance Counselor | Progress Reports, Grade report District Assessments | On-going | On-going |
| Pilot programs such as Rosetta Stone | ELL staff | User name and login summary | Available to all ELL students | On-going, per license agreement |

Notes:

Foreign Exchange Students

The intent of No Child Left Behind (NCLB) is not to discourage school districts from participating in a foreign student exchange program. Typically, foreign exchange students from non-English speaking countries have enough command of English to benefit from regular classroom instruction in English and, for that reason, would not be considered limited English proficient under NCLB. School districts have flexibility in determining appropriate methods for serving foreign exchange students who qualify as Limited English Proficient. In the Berea City School District we include foreign exchange students who qualify for ELL services in our ELL program.

Grade Placement

The Berea City Schools District's Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

The ELL program recognizes that school systems vary throughout the world. Students are placed at grade levels based on many factors: educational history, student's age, siblings, assessment data, and any other information so as to insure student success.

Decisions regarding retention of an ELL student are made by a team including parents/guardians, classroom teachers, guidance counselor, ELL tutor and administrative staff. Retention based only on ELL identification is inappropriate. Just as many factors are considered for initial grade placement, the same criteria are considered when retention may be an option to insure future success.

EXIT CRITERIA as of 2009-10

After an analysis of longitudinal data on student performance, the State of Ohio established **new** exit criteria as of 2009-10.

To exit the ELL program, a student in Ohio must meet one of the following criteria:

- Obtain a composite score of **5** on the **OTELA**, **or**
- Obtain a composite score of **4** on the OTELA, subsequently **complete a one-year trial period of mainstream instruction**, and obtain a composite score of **4 or above on the OTELA during the trial mainstream instruction**.

Transition Year (2009-10):

- ELL students who scored a **composite level 4 or 5 on the OTELA in 2008-09** exited from the program if they scored a composite level **4 or 5 on the OTELA in 2009-10**.

Special Conditions:

- Students will **not** be exited from the ELL program **before grade 3**.
- Students who obtain a **composite score of 4 or 5 on the OTELA in grade 2** and obtain a **composite score of 4 or above on the OTELA during the completion of a trial period of mainstream instruction in grade 3** shall be exited from the program.

According to the Ohio Department of Education, the rationale for not exiting students in grades K-2 is as follows: The inventory type of English language proficiency assessment used by Ohio and other states is appropriate to measure K-2 students in grade-level English language proficiency and to help inform instruction. However, given the increasing level of English proficiency required for academic purposes beginning with grade 3, there is agreement among Ohio's education community that high stakes decisions about exiting students from the language support program should not be made based on students' performance during their K-2 school experience.

Service Goals

Ohio's English Language Proficiency Standards provide a summary description of the English language competencies that ELL students must acquire. These standards have been integrated into our language acquisition goals to ensure articulation between district goals and state academic content standards.

LISTENING STANDARDS IN ENGLISH FOR ELL STUDENTS

1. ELL students will develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.
 - 1.1 Comprehend spoken instructions
 - 1.2 Identify main ideas and supporting details of spoken English
 - 1.3 Determine speaker attitude and point of view
 - 1.4 Comprehend the meaning of academic and/or specialized vocabulary when spoken
 - 1.5 Make inferences and predictions when listening to speakers

SPEAKING STANDARDS IN ENGLISH FOR ELL STUDENTS

2. ELL students will develop the English speaking skills required both for academic achievement and for communication in socially and culturally appropriate ways.
 - 2.1 Speak fluently, using clear pronunciation and with appropriate intonation and stress
 - 2.2 Speak using appropriate grammar and vocabulary
 - 2.3 Speak for varied purposes, both formal and informal, with focus, relevance and cohesion

READING STANDARDS IN ENGLISH FOR ELL STUDENTS

3. ELL students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.
 - 3.1 Demonstrate reading strategies
 - 3.2 Identify the meaning of written vocabulary
 - 3.3 Read with comprehension
 - 3.4 Read for varied purposes

WRITING STANDARDS IN ENGLISH FOR ELL STUDENTS

4. ELL students will develop the English writing skills required both for academic achievement and for communication in socially and culturally appropriate ways.
 - 4.1 Write using appropriate conventions and grammar
 - 4.2 Write for varied purposes and audiences, with appropriate tone and voice, using various media
 - 4.3 Write using the writing process
 - 4.4 Write using a range of vocabulary, sentence structures and verb tenses

SOCIAL SETTINGS

In order to communicate effectively in a new language, students need to understand the social and cultural context in which the language is used. Therefore, teachers who work with ELL students have a role in helping the students gain the social and cultural competencies required for effective communication in English.

PARENT COMMUNICATION

It is the goal of the Berea City School District to engage in meaningful parental participation in the ELL program. ELL tutors serve as the first-line of communication for many ELL families. Furthermore, parent communications will be provided to parents as best possible in a form and language that they can understand.

SERVICE GOALS SUMMARY

| Goal | Person Responsible | Documentation | Standards/Criteria | Timeline |
|--|--|---|---|--|
| Student will use English to communicate in social and academic settings. | ESL staff, classroom teachers, preschool staff, guidance counselors, school support staff, peer tutors | Teacher observation, Inclusion of ESL students in the regular curriculum, attendance | OTELA test scores, report cards | On-going |
| Student will use English to achieve proficiency in listening, speaking, reading and writing. | ESL staff, classroom teachers, preschool staff, Curriculum Dept. | Assessment data (MAP, OAA, OGT, OTELA, Dibels, ITBS/CogAT), graduation rates, classroom achievement data, grades and progress reports | Passing score or showing improvement on OAA, pass all parts of the OGT, Proficient level on the OTELA, graduation rate, multi-criteria used to determine overall progress | On-going, with review of yearly OTELA scores |
| The ESL program will communicate and engage parents of ESL students. | District staff | Copies of parent communication in languages other than English; records of parent meetings; parent input; parent participation rates | Ideally, 100% participation in meetings and/or events | On-going |

Services

The Berea City School District recognizes that a district's ELL services may have the effect of separating students who are ELL from non-ELL students during at least part of the school day. It is the intent of the Berea City School District that ELL students not be separated beyond the extent necessary to achieve ELL service goals.

FACILITIES

The Berea City School District will assign ELL students to facilities and locations that are comparable to those provided to regular education students. Whenever possible, students shall be assigned to their home buildings unless enrollment figures dictate that a student must attend another school.

The district will make every effort to conduct ELL services in locations and/or facilities that are free of excessive visual and auditory distractions.

SERVICES

Since services in the Berea City School District are based on individual student need, the service times and settings will vary. Accordingly, students who have not achieved level 4 or 5 proficiency on the OTELA will receive more service time because their needs are considered greater. To the same end, students who have achieved a 4 on the OTELA will require less time than students who have not.

Pull-out services in small group settings shall be offered per individual student need. Additionally, the ELL tutors will also work with classroom teachers in classrooms per student need. In essence, an immersion program is utilized as the model for ELL services in the Berea City School District. The ELL tutors work to provide both small-group instruction as well as classroom support per individual student need.

As a supplement to services, pilot programs such as *Rosetta Stone* are used to provide additional support. *Rosetta Stone* may also be accessed from home or the public library since it is web-based.

Services for pre-Kindergarten language learners may include the following:

- Professional development to all pre-K staff on research-based strategies for interacting with and teaching ELL students.
- Access to intervention services for additional support.
- Collaboration with ELL staff for classroom support and/or professional development opportunities.
- Options for home-based activities that can support ELL children.
- Language development support services in the regular classroom environment.

SERVICE PROCEDURES

| Procedure | Person Responsible | Documentation | Standards/Criteria | Timeline |
|---|---|--|---|--|
| Assuring appropriate facilities | ELL staff, Building Principal, Business Services Department | Appropriate Facilities | Meet standards set by the Office of Civil Rights | Annually |
| Scheduling | ELL Coordinator, ELL Tutors, Classroom teachers, Preschool staff, Guidance Counselors | Daily schedule, caseloads | Per proficiency level; caseload numbers per ESL tutor | Beginning of the school year and as needed, depending on enrollment trends |
| Maximizing the use of support staff and translators | ELL staff, Title I tutors, world language teachers, Health Services Coordinator | Teacher observation, Title III funds, assessment records, attendance rates | Communication of ESL program to staff | Ongoing |

ONGOING ASSESSMENT AT ALL LEVELS OF SERVICE

After students qualify for ELL services, their progress will be monitored on an ongoing basis. Information relating to ELL students' language and academic progress benefits the students themselves, their parents, their teachers, and other school staff.

Among the measures that could be used to assess ELL students' progress on an ongoing basis are the following:

- ELL progress reports
- OTELA
- OAA/OGT statewide assessments
- KRAL
- DIBELS
- MAP (Measures of Academic Progress)
- Formative assessments
- Summative assessments
- Grades
- Teacher observations

Ohio English Proficiency Levels

| Language Domains | | | | |
|----------------------------------|--|---|--|---|
| Levels | Listening | Speaking | Reading | Writing |
| Level I Prefunctional | <p>Has zero to very limited ability in understanding spoken English</p> <p>Relies on nonverbal cues, such as gestures and facial expressions, and requires frequent repetition and/or rephrasing to understand spoken language</p> <p>May understand isolated words, some social conventions and simple directions, commands and questions</p> | <p>Has zero to very limited ability in speaking English</p> <p>May say or repeat common phrases, words and formulaic language</p> <p>May be able to provide basic information in response to requests and questions</p> <p>Asks one- or two-word questions without regard to structure and intonation</p> | <p>Has zero to very limited ability in reading English</p> <p>May demonstrate basic concepts of print (front-to-back, top-to-bottom, left-to-right)</p> <p>May distinguish letters from other symbolic representations</p> <p>May follow one-step directions depicted graphically</p> | <p>Has zero to very limited ability in writing English</p> <p>Can participate in writing activities by drawing pictures</p> <p>May be able to copy letters or form them from memory</p> <p>May be able to copy some words</p> <p>May attempt to apply some writing conventions, but often does so inappropriately</p> |
| Level II Beginning | <p>Understands simple, short statements and questions on a well-known topic within a familiar context</p> <p>Can follow simple multistep directions</p> <p>Can identify the main idea and some details of short conversations or simple orally delivered text on a familiar topic</p> <p>May still need repetition and rephrasing</p> | <p>Predominately uses formulaic patterns and memorized phrases</p> <p>Uses language that is often marked by the lack of tense, number and agreement</p> <p>Uses school-social vocabulary that is limited to key words and has little or no academic vocabulary</p> <p>Responds to questions usually with one- or two-word answers</p> | <p>Begins to identify the names of both upper- and lowercase letters</p> <p>Can identify where words begin and end</p> <p>Can follow multistep directions depicted graphically</p> <p>During read-aloud, gets meaning primarily from pictures and the teacher's tone of voice and gestures</p> | <p>Produces writing that is marked by the lack of tense, number and agreement</p> <p>Makes frequent errors in mechanics such as punctuation and capitalization</p> <p>Writes most effectively when supported by a visual, a shared experience or scaffolding</p> <p>Begins to revise or edit own writing with teacher support</p> |

| | | | | |
|--|--|--|--|--|
| <p>Level III Intermediate</p> | <p>Shows understanding of simple questions and statements on familiar topics</p> <p>Often requires restatements in graphic terms or at a lower rate</p> <p>Follows simple directions</p> <p>Shows appropriate responses when read or told a story (e.g., laughs at humor)</p> <p>Has difficulty comprehending academic-related content</p> | <p>Can communicate ideas and feelings in English but with difficulty</p> <p>Speaks coherently with hesitations and grammatical and syntactic errors</p> <p>Retells a simple story, but detail may be lacking</p> <p>Responds appropriately to questions, but with errors in grammar and vocabulary</p> | <p>Reads simple printed material within a familiar context</p> <p>Understands short discourse on familiar topics</p> <p>Has a small repertoire of high frequency words</p> <p>Partially uses details to extract meaning</p> <p>Partially perceives the feeling and tone in a poem or story</p> <p>Has weaknesses in predicting from details</p> | <p>Composes short paragraphs that are mostly intelligible</p> <p>Begins to edit for sentence-level structure, spelling and mechanics; revises for content, organization and vocabulary, usually with support of the teacher</p> <p>Writes with less dependence on visual supports, shared experiences and scaffolding</p> |
| <p>Level IV Advanced</p> | <p>Understands conversations in most school and/or social settings</p> <p>Understands main ideas and significant details of extended discussions or presentations on familiar and relevant academic topics</p> <p>Asks for clarification on oral information related to academic content</p> <p>Understands multiple meanings of words and uses context clues to understand messages</p> | <p>Speaks in coherent, fluent sentences but with occasional errors in vocabulary and syntax</p> <p>Demonstrates sufficient vocabulary to communicate in nonacademic settings and most academic ones</p> <p>Responds appropriately to many questions in classroom settings, grammatical structures</p> <p>Begins to use language to connect, tell, expand on a topic and reason</p> | <p>Reads familiar text with little teacher or visual support; needs supports to comprehend unfamiliar text</p> <p>Has oral fluency and uses self-monitoring and self-correction strategies when necessary</p> <p>Identifies main ideas or reading passages</p> <p>Identifies most specific facts within a text</p> <p>Has difficulty using details to make predictions</p> | <p>Participates in writing activities with minimal teacher support</p> <p>Writes mostly coherent, unified and appropriately sequenced sentences</p> <p>Produces writing that meets creative demands of most social and academic situations</p> <p>Makes errors in modality, tense, agreement and other areas of grammar</p> <p>Produces writing that generally expresses complete thoughts</p> |

| | | | | |
|---|---|---|---|---|
| <p>Level V Proficient/Trial Mainstream</p> | <p>Shows understanding of most grade-level content-area and school and/or social speech</p> <p>Understands main ideas and relevant details of extended discussions and presentations</p> <p>Makes interpretations of spoken communications</p> <p>Understands broad range of spoken vocabulary, including idiomatic expressions</p> <p>Understands oral information provided via electronic media</p> | <p>Speaks English fluently in social and grade-level academic settings</p> <p>Produces speech that includes a variety of grammatical structures</p> <p>Participates in classroom discussions without difficulty</p> <p>Shows flexibility, creativity and spontaneity in speech in various settings</p> <p>Uses language effectively to connect, tell, expand, and to reason</p> | <p>Reads for different purposes across a variety of text types</p> <p>Understands multiple word meanings</p> <p>Shows understanding of the main idea</p> <p>Understands figurative language in a poem</p> <p>Makes connections between written text and personal experiences or tasks</p> <p>Participates in reading activities with little or no teacher support</p> | <p>Participates in writing activities with no teacher support</p> <p>Shows good control of sentence structure, spelling and vocabulary</p> <p>Writes effectively for different audiences and purposes</p> <p>Edits for sentence-level structure, spelling and mechanics; revises for content, organization and vocabulary</p> |
|---|---|---|---|---|

Statewide Assessments

Assessment of English Language Learner (ELL) Students

All students are **required** to take the statewide achievement assessments including English Language Learners (ELL).

ELL Students and Graduation Requirements

ELL students must pass all five parts of the **Ohio Graduation Test (OGT)**, as well as meet all curricular requirements, or meet the criteria for the alternative pathway in order to receive a high school diploma. This requirement applies to students who began ninth grade after July 1, 2003 (the graduating class of 2007 or thereafter for whom the OGT requirements apply). A high school ELL student must be administered the **Ohio Test of English Language Acquisition (OTELA)** until a student meets the exit criteria. An ELL student who has not passed the OGT, has not met the exit criteria for the ELL program and has left high school may take the OGT tests with ELL accommodations since the student has not been officially exited from the ELL program.

REQUIREMENTS OF ELL STUDENTS

All Ohio students, including ELL students, must participate in statewide assessments. This includes **all** state diagnostic (Kindergarten Readiness Assessment – Literacy [KRAL], state diagnostics), achievement (Ohio Achievement Assessments [OAA]) and graduation tests (Ohio Graduation Test [OGT]) as well as the Ohio Test of English Language Acquisition (OTELA). *No Child Left Behind* and Ohio law allow for ELL students who recently arrive at US schools to be exempted one time from taking the state’s English Language Arts (reading and/or writing) assessments. The definition for the exemption for the ELL student in the U.S. for less than one year is as follows:

A recently arrived limited English proficient student who has been enrolled in U.S. schools for **no more than 180 school days** and not previously exempted from taking the spring administration of either of the state’s English Language Arts assessments (reading and/or writing).

Students who will have over 180 school days in U.S. schools as of the first day of a spring test administration window (grades 3-8 spring administration) are required to be assessed in the reading and writing assessments during that spring test administration (and any other assessments required per grade level).

If an ELL student enrolls during the spring administration on or after May 10 for the Ohio Achievement Assessments that spring administration will not count toward the exemption for testing ELL students unless the student was enrolled in previous school year prior to the May 10 date.

If an ELL student enrolls during the spring administration on or after March 19 for the Ohio Graduation Tests, that spring administration will not count toward the exemption for testing ELL students unless the student was enrolled in previous school year prior to the March 19 date.

Grade three ELL students who meet the criteria for a one-time exemption for the spring administration of the reading achievement assessment are not required to take the fall administration of the reading achievement assessment for that school year. In terms of reporting and accountability, if the exemption is used for both the fall and spring administration for the grade three reading achievement assessment, there will be no test score in reading for the school year included in the assessment data.

Clarification: All ELL students will participate in statewide assessments. The exemption is coded after testing.

TEST ADMINISTRATOR AND ACCOMMODATIONS

If the person providing the accommodation is also the test administrator for the statewide test, then that person must be a licensed/certificated employee of the district. The license or certificate must be issued by the Ohio Department of Education. If someone other than the test administrator is providing the accommodation, then that person must be under the supervision of the test administrator who meets the licensing/certification criteria. Teaching assistants or other staff members may be used. Any person providing an accommodation must be an **adult non-relative** of the student. Students may not serve as scribes/translators for other students, even if they are older students.

ACCOMMODATIONS for ELL STUDENTS

ODE believed that the instructional staff who work with the ELL students are in the best position to make judgments about which accommodations are appropriate for these students. ODE has developed a flow chart that provides a systematic framework for helping schools determine which accommodations to utilize.

ALL ELL students may be given the following accommodations on the **Ohio Achievement Assessments (OAA)** and the **Ohio Graduation Test (OGT)**:

- the use of a dictionary and
- extended time to complete the tests

Only students who have been identified as ELL using a formal assessment (not the OTELA) may be allowed accommodations on the statewide assessments. The Berea City School District uses the pre-LAS/LAS assessment for initial identification. Assessments that may be used to identify a student as ELL are listed at education.ohio.gov, keyword search: *limited English proficient*. There is no enrollment time limit for the ELL students for the use of the dictionary and the extended time accommodations.

ADDITIONAL ACCOMMODATIONS FOR ELIGIBLE ELL/LEP STUDENTS

The Ohio Department of Education (ODE) has developed special test formats to meet the accommodation requirement for eligible ELL students. ELL students who have been enrolled in U.S. schools for less than three years and are at the 'beginning' or 'intermediate' level in both reading and writing (3 or below as measured by OTELA) are eligible to receive one of the following **additional** accommodations on the OAA and OGT:

- an **English read aloud accommodation** of allowable parts of the test (English audio CD or teacher read-aloud)
- an **oral translation** accommodation of allowable parts of the test (foreign language CD in the available languages)
- a **Spanish bilingual printed form** of the test (only available for grades 3-8)

GENERAL NOTES ON ACCOMMODATIONS:

Dictionary:

- the intent is word for word, no definitions
- paper copy or hand-held electronic
- no computer dictionary is allowed

Extended Time:

- time is to be completed within one school day

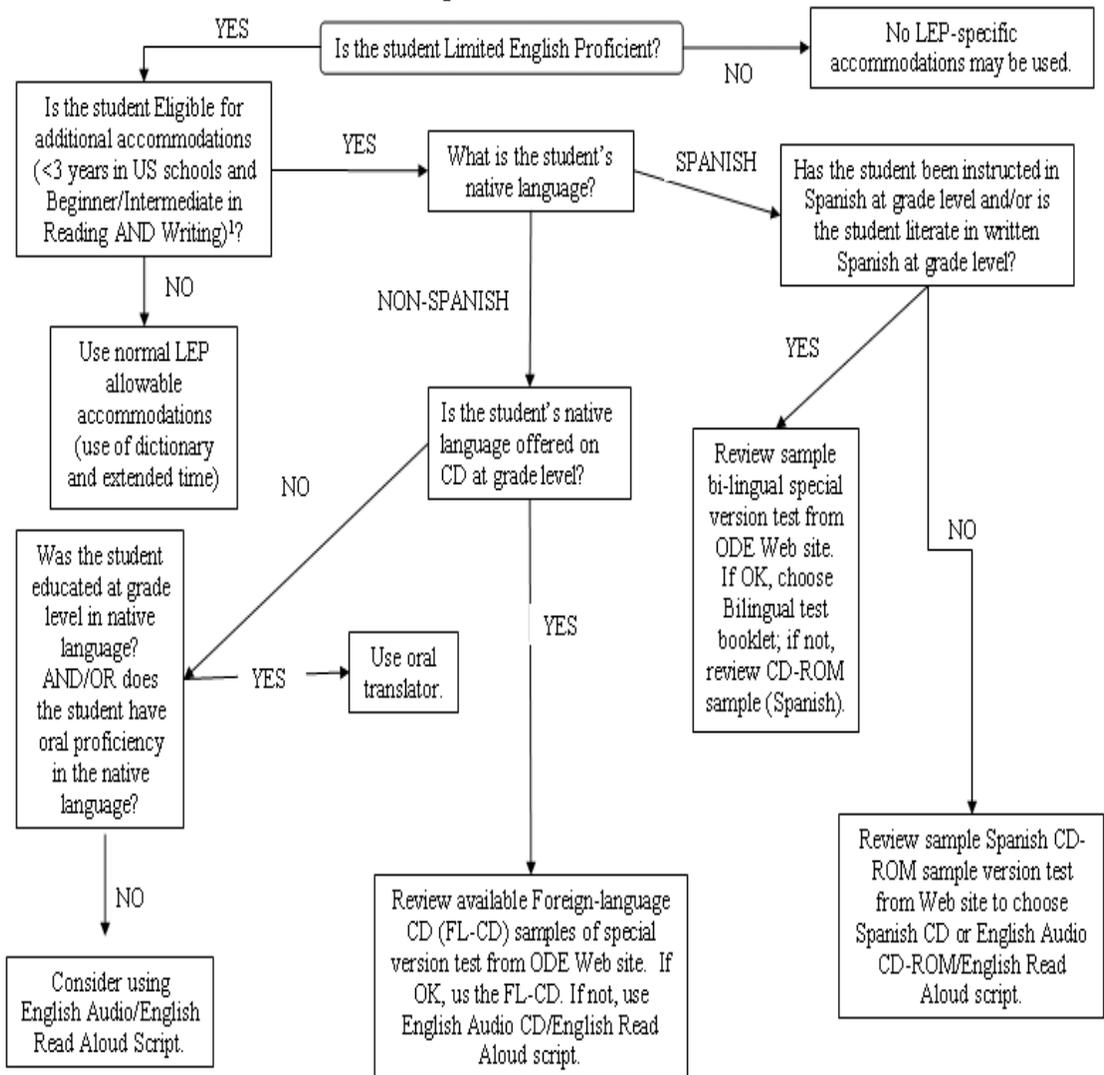
Oral Translators:

- must be an adult
- may not be a relative of the student who is testing

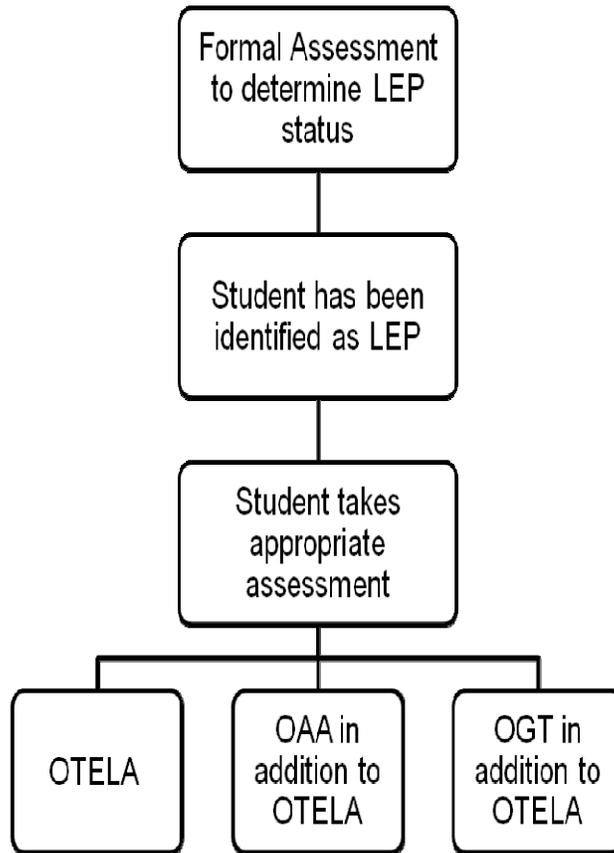
Foreign Language CD's:

- The languages vary based on state surveys; languages used in the past have included Spanish, Japanese, Korean, Mandarin Chinese, Ukrainian, and Somali

Decision Flowchart for Selecting LEP Additional Accommodations for Ohio Assessments



SUMMARY OF STATE ASSESSMENTS FOR ELL STUDENTS:



Annual Measurable Achievement Objectives

The **No Child Left Behind Act (NCLB) of 2001** requires Ohio to set standards for the development of English language proficiency skills for children learning English. Each year, Ohio uses the Ohio Test of English Language Acquisition (OTELA) to measure English proficiency in the skills of reading, writing, speaking, listening and comprehension.

NCLB also requires the Ohio Department of Education to annually review the performance of districts with English language learners. The programs for English language learners in these districts must meet **three** targets. These targets are known as **annual measurable achievement objects (AMAOs)** and they focus on the following:

- **Annual progress in learning English**

Definition of progress: Advance at least one performance level in either production combination of speaking and writing) or comprehension (combination of listening and reading) on the OTELA from one year to the next, or obtain a composite score of four or higher on the OTELA after obtaining a composite score of four in the previous year.

Transition Year 2009-10: ELL students who have achieved a composite score of five on the OTELA in 2009 will make progress if they achieve a composite score of four or five on the OTELA in 2010.

- **Attainment of English language proficiency**

Definition of attainment: Achieve a composite score of four or higher on the OTELA. AMAO #2 is calculated by taking the total of all ELL students in Ohio's ELL programs who achieve a composite score of four or higher on the OTELA and dividing by the total number of students in Ohio's ELL programs.

- **Meeting achievement targets in State academic assessments**

ELL students pass state academic assessments; schools achieve Adequate Yearly Progress (AYP): The objective pertains to districts that have sufficient numbers of ELL students to be counted as a subgroup for AYP purposes (30 tested students in 08-09). To meet this objective, a district's subgroup of ELL students needs to meet the participation and achievement targets in the state's reading and mathematics assessments.

Districts that did not meet all targets are required to notify the parents of English language learners. On the next page is a summary of how the Berea City School District has performed on these targets:

| Objective/Year | District Target | District Performance | AMAO Achieved? | Number of Students in Cohort |
|--|--|----------------------|-----------------|------------------------------|
| ELL students make progress in achieving English Language Proficiency | | | | |
| 2006 | 50.77% | 37.04% | No | 27 |
| 2007 | 52.93% | 55.17% | Yes | 29 |
| 2008 | 47.1% | 25.5% | No | 51 |
| 2009 | 47.0% | 57.6% | Yes | 66 |
| 2010 | 75% | 83.3% | Yes | 66 |
| 2011 | 78% | | | |
| 2012 | 81% | | | |
| 2013 | 84% | | | |
| 2014 | 87% | | | |
| ELL students attain English Language Proficiency | | | | |
| 2006 | 80% | NC ² | NC ² | 0 |
| 2007 | 80% | NC ² | NC ² | -- |
| 2008 | 80% | 80% | Yes | 5 |
| 2009 | 80% | 14.3% | No | 7 |
| 2010 | 26% | 48.3% | Yes | 89 |
| 2011 | 27% | | | |
| 2012 | 28% | | | |
| 2013 | 29% | | | |
| 2014 | 30% | | | |
| ELL students pass state academic assessments; schools achieve adequate yearly progress | (This would be the Adequate Yearly Progress determination for the ELL subgroup; reading & math) | | | |
| 2006 | Met | Met | Yes | |
| 2007 | Not met | Not met | No | |
| 2008 | Met | Met | Yes | 51 |
| 2009 | Met | Met | Yes | 47 |
| 2010 | Met | Met | Yes | 46 |
| 2011 | | | | |
| 2012 | | | | |
| 2013 | | | | |
| 2014 | | | | |

²NC = not calculated because of lack of sufficient students in cohort. Districts with a NC meet this AMAO requirement by default.

It must be pointed out that sometimes the cohorts, or number of students included in the data, are sometimes very small. As a result, the percentages may fluctuate widely. Presently there is **no minimum cohort** for AMAO #1 or #2, per USDE Title III Assessments and Accountability Provisions (10-17-2008)

School districts must notify parents within 30 days when the district fails to make progress on measureable objectives under Section 3122 of *NCLB*. School districts who fail to meet AMAO for two consecutive years are required to submit an ELL Improvement Plan to the Ohio Department of Education. This plan may be found in the school district's Comprehensive Continuous Improvement Planning (CCIP) Tool.

Staffing

Many individuals play an essential role in the instruction of ELL students. They provide instruction and support that enables the ELL student to acquire English language skills needed to succeed in the regular classroom. They also ensure that student academic performance is maintained at an appropriate level.

ELL Tutors:

- assist in the development, implementation, and revision of the ELL program;
- provide content instruction and language development as needed;
- meet with the regular classroom teacher to determine the needs of ELL students in the classroom;
- teach basic survival skills to the most limited English proficient students;
- assist general education staff about culture and language of the ELL students and their families;
- provide mainstream teachers with cultural and linguistic background of the language minority students in their classes;
- identify, assess, enroll, place, schedule, teach and counsel each ELL student with regard to the school setting;
- identify, adapt and develop materials;
- establish and maintain communication with parents/guardians of ELL students;
- prepare for and participate in Parent-Teacher conferences, intervention-assistance team conferences, and other school events and activities;
- plan and chaperone appropriate field trips and cultural experiences;
- maintain records of each ELL student on his/her caseload;
- administer the Ohio Test of English Language Acquisition.

ELL Tutor Qualifications & Staffing

The Berea City School District shall encourage the designation of the **Teaching English to Speakers of Other Languages (TESOL) validation/endorsement** on a teaching certificate/license for all ELL tutors. Presently, the ELL tutors are highly trained certified/licensed staff with specific skills and professional development to meet the needs of ELL students. The TESOL endorsement is available through many Ohio universities and colleges.

ELL tutors must also demonstrate proficiency in English in that they are fluent in English.

Assignments are based on the number of ELL students identified and the level of individual student need. Building assignments may fluctuate annually based on building enrollment and/or need. Since the Berea City School District has seen an increase in our ELL enrollment numbers, our staffing levels have increased over recent years.

Professional Development

In order to update skills, obtain additional training, and share information and materials, it is necessary for the ELL staff to:

- meet regularly;
- attend conferences and workshops inside and outside the district;
- visit other school systems to become familiar with their ELL programs in order to enhance our own ELL services.

The Berea City School District recognizes that **high quality professional development** activities to improve skills and expertise of staff need to be **ongoing** and **research-based** in order to be effective. Additionally, mainstream classroom teachers and non-teaching/administrative staff need to be included in professional development activities as appropriate.

ELL Coordinator

- assists in the development, implementation, and revision of the ELL program;
- provides leadership for the ELL program;
- determines program goals, oversees program evaluation, and uses data for future improvements and recommendations;
- prepares and maintains budgets, appropriate reports, and student records;
- maintains communication with all ELL stakeholders (including the Ohio Department of Education, the district coordinator for Federal programs, building principals, staff and parents and federal agencies as appropriate);
- disseminates information about second language education and the ELL program;
- assists in the development and implementation of policy and procedures to assure equal education opportunity for ELL students;
- provides support, information, and guidance to all staff who have contact with ELL students;
- recruits and assists in the selection of ELL staff;
- conducts ELL staff meetings;
- organizes and provides staff development and opportunities for professional growth for ELL and mainstream staffs;
- keeps abreast of the latest developments in second language education through readings and by attending professional meetings.

Mainstream Teacher

The regular classroom teacher is a partner with the ELL tutors in educating ELL students by

- demonstrating sensitivity and awareness of cultural and linguistic differences,
- individualizing instruction to meet the needs of each student,
- using visuals/hands-on activities to facilitate learning,
- providing materials for the ELL staff that support the regular classroom instruction,
- facilitating socialization of language minority students in the classroom,
- promoting intercultural discussion, and
- suggesting the type of help ELL students need to be successful in his/her class to the ELL tutor.

The mainstream teacher and the ELL staff also collaborate to determine

- how the regular classroom content could be supported by the ELL staff;
- how the lessons could be modified;
- how to modify assessment; and,
- how to assess achievement.

SUPPORT STAFF

Counselors, social workers and curriculum support personnel are new phenomena for many foreign born parents and students. The role of the support person needs to be explained to foreign-born parents and students so that they will have a better understanding of that person's role in the school and will be able to utilize more effectively his/her expertise.

Support staff for ELL students

- work in conjunction with the ELL and regular classroom staff to provide appropriate scheduling of students; and
- need to develop an awareness of the culture and language abilities of language minority students; and
- provide social and academic guidance to help ELL students become familiar with school culture and academic opportunities.

Resources

One important goal of the ELL program is to **support classroom instruction**. As such, the ELL tutors will use many of the same materials that regular classroom teachers use with all students. Additionally, The Berea City School District and Federal funds (Title III) will provide the resources to support the ELL services. Included in the resources will be instructional equipment and materials, specialized books and equipment, staff development, field trips, and testing materials. Each ELL tutor will have a kit of necessary materials, computer and computer programs, funds for supplemental sources and access to copy machines.

Criteria for Selection of Instructional Materials

Objectives

- Clearly stated
- Free from all stereotyping
- Congruent with topic
- Congruent with district goals
- Congruent with ESL standards

Scope and Sequence

- Essential skills included
- Appropriate for level of intended use

Instructional Application

- Correlation with other subjects
- Student initiated activities
- Enrichment or extension of student competencies
- Meet the interest and ability of students

Content Evaluation

- Appropriate for target group
- Accurate
- Up-to-Date
- Comprehensive
- Suggests continuing learning experience
- Aids conceptual development
- Develops critical thinking
- Well-written
- Free from all stereotyping

| Resources Procedures | | | | |
|-----------------------------|-----------------------------|---|---|-----------------|
| Procedure | Person Responsible | Documentation | Standards/Criteria | Timeline |
| Purchase materials | ELL staff, Curriculum Dept. | Title III funding, general funds, purchase orders, auditing process | Using funds to purchase up-to-date materials, to support field trips, testing materials, equipment, books, software | On-going |
| Review of Resources | ELL Staff, Curriculum Dept. | Inventory of ELL materials | Per need | On-going |

Program Evaluation

The instructional program and individual student progress will be monitored regularly by ELL staff and regular education teachers through OTELA scores, statewide assessment scores, grades, observation, standardized tests, projects, in-class work, portfolio assessment and other measures as deemed appropriate.

Initially, the focus on this assessment/evaluation process will be on the child's acquisition of language for the purpose of listening, speaking, reading and writing. Eventually, the focus will be specifically on the child's level or performance within the regular curriculum and the pupil performance objectives at that grade level.

The ELL staff realizes that program goals and/or procedures need to be reassessed due to legal mandates. These changes may require periodic modifications in the program plan. Additionally, the ELL staff members recognize the importance of the **PACTS (Program Audit and Compliance Tracking System)** process which is outlined on the next page.

Evaluation Procedures

| Procedure | Person Responsible | Documentation | Standards/Criteria | Timeline |
|--|--|---|---|---------------------------------|
| Evaluating student progress | ELL staff, Mainstream teachers, counselors | OTELA scores, Statewide assessments, Grades, progress reports | Proficient on OTELA, Passing percentage on statewide assessments, student achievement as compared to non-ELL students | Annually, on-going |
| Evaluating staff performance | ELL Coordinator, Building principals | District approved evaluation forms | Meets standards | Per teacher evaluation schedule |
| Evaluating overall ELL services | ODE, ELL Coordinator, Coordinator for Federal Programs | OTELA AMAO's Statewide assessment data, Adequate Yearly Progress, Federal Program Review Criteria | Language Proficiency, progress in meeting AMAO objectives, meeting AYP, compliance with Title III review criteria | Annually |

Title III Limited English Proficient Review Criteria - PACTS

PACTS (Program Audit and Compliance Tracking System) is an application that helps districts and community schools monitor how well they are meeting the legal requirements of *No Child Left Behind* and other federally funded programs. It is strictly a tool for self-evaluation and may not reflect actual compliance to any programs receiving federal funds.

The Berea City School District participates in the use of PACTS as a means of evaluation of the ELL program among other programs which are directly linked to federal programs. This review is conducted on a three-year cycle. Some districts may only participate in the submission of paperwork while others may be subject to on-site audits.

The Berea City School District seeks to annually assess its ELL program based on the PACTS requirements.

Summary of PACTS items for review:

High Quality Professional Development (NCLB, 3115)

The Local Education Agency (LEA) provides high quality professional development to classroom teachers, principals, administrators, and other school or community-based organizational personnel that is: designed to improve the instruction and assessment of LEP students; designed to enhance the ability of teachers to understand and use curricula, assessment measures and instruction strategies for LEP children; based on scientific research demonstrating the effectiveness of professional development; of sufficient intensity and duration to have a positive and lasting impact on teacher performance in classroom (excluding activities such as one-day or short term workshops and conferences unless the activity is a component of an established comprehensive professional development program for an individual teacher), 3115 (c).

✓ *Details in CCIP Planning Tool pages, Budget Details pages*

✓ *Description and evaluation summaries of professional development activities*

Questions:

- Is there documentation of ongoing, research based district professional development activities to improve skills and expertise of staff who work with LEP students?
- How many staff members have participated/will participate?
- Are mainstream classroom teachers included in the professional development activities?
- Are non-teaching/administrative staff included in the professional development?

Supplement, Not Supplant (NCLB, 3115)

The LEA 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 supplant such funds, 3115 (g).

- ✓ *CCIP Assurances pages*
- ✓ *Financial Records*

Questions:

- What basic services and expenses for LEP students are funded with district funds?
- What evidence is there to show that Title III funds are used for supplementary services?

Contents of Plan (NCLB, 3116)

Describe the programs and activities proposed to be developed, implemented, and administered under Title I, 3116 (b).

- ✓ *Details in CCIP Planning Tool goals, strategies; Budget details pages*

Questions:

- What evidence is there that the district identifies all LEP students, and annually assesses their progress in attaining English language proficiency?
- How is district staff informed of LEP students' performance on statewide achievement tests in terms of AYP?
- What are the specific strategies used by the district to improve LEP students' performance on statewide achievement tests?

Parental and Community Participation in LEP Programs (NCLB, 3116)

Description of how entity will promote parental and community participation in LEP programs, 3116 (b).

- ✓ *Copies of documents sent to parents (e.g., letters, consent forms)*

Questions:

- What evidence is there that the LEA promotes parental and community participation in LEP programs?
- What evidence is there that the LEA provides information to parents in a language and form that they can understand? (For example, does the district provide written information in languages other than English? Does the district provide bilingual interpreters to assist with school-parent communications?)

Teacher English Fluency (NCLB, 3116)

Certification that all teachers in any language instruction educational program for limited English proficient are fluent in English, 3116(c).

- Teacher certification

Parent Notification (NCLB, 3116)

Assurance that the district is complying with NCLB, 3302 parent notification: within 30 days of the start of the school year (or within two weeks of placement if not identified prior to the beginning of school), notify parents of limited English proficiency students participating in LEP programs. Parents will be informed of reasons for child's identification and placement; child's level of English proficiency, how assessed, and status of child's academic achievement; type of language acquisition program and method of instruction used in child's program; how the program will meet the educational strengths and needs of the child; how the program will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation; program exit requirements, expected rate of transition and expected rate of graduation; if applicable, and the LEP student has been appropriately identified as having a learning disability; how the program meets the child's individual education plan (IEP), 3116 (d).

✓ *CCIP Assurances pages*

✓ *Copies of parent notifications*

Questions:

- What evidence is there that parent notifications indicated above are sent to parents?
- What evidence is there that the parent notifications are provided in a language or form that the parents are likely to understand?
- Rights of the parent:
 - To remove the child from the program;
 - To decline enrollment in the program or other program options available;
 - Obtain assistance in selecting from among available programs.
- What evidence is there that parents are given notice of the above rights? How are parents' decisions regarding their rights documented?

Title III Consortia: Does not apply to the Berea City School District

Special Issues

Preventing Over-referral of ELL students to Special Education

Some ELL students may have special education learning needs. Since the **Individuals With Disabilities Education Act Amendments (1997)** revealed an issue with a disproportionate number of learners from culturally and linguistically diverse backgrounds in special education programs, there has been increased awareness of how ELL students are evaluated for special education programs. In the 2008-09 school year in Ohio, approximately 11% of ELL students were identified with a disability. Of those children identified as having a disability, 17% were identified with "speech and language impairments."

Research has shown that children with disabilities can learn more than one language and can function bilingually as effectively as their typically developing peers. The Berea City School District makes every effort to distinguish between issues regarding language acquisition and those disorders which are disabilities. When appropriate, the ELL tutor will be one of the stakeholders at meetings to discuss whether or not an ELL student may have special needs.

These considerations are made when a disability is suspected in an ESL student:

- Child's abilities in terms of cognitive, social-emotional, and physical development.
- The child's abilities in his or her first language and the child's capabilities in his or her second language.
- Communication with the family is key to understanding the child within the home.
- The amount of time the child has spent in the classroom environment and in other predominately English-speaking settings.
- Teacher observation and interaction in literacy experiences give a good basis for assessment.
- Interventions such as family-based literacy programs can result in preventing the misdiagnosis of ELL children as learning disabled.

Source: Ohio TESOL Conference, 10/30/2009

Additional Resource: Artiles, Alfredo J. & Alba A. Ortiz (2002) English Language Learners with Special Education Needs. Washington, D.C.: Center for Applied Linguistics and McHenry, IL: Delta Systems Co.

Gifted Identification of ELL Students

The Berea City School District makes every attempt to identify gifted students from diverse backgrounds. Students who are from culturally diverse backgrounds, English Language Learners (ELL) students, economically disadvantaged students, homeless students, disabled students, students with physical or sensory disabilities and any other student who may have special circumstances will not be excluded from potential gifted identification in any manner.

Assessment instruments and conditions shall be used that are appropriate for each student. For example, an ELL student may be assessed using a **nonverbal assessment instrument**. If necessary, translators shall be secured for students who need that accommodation. Only tests that are valid for special populations shall be used for students from diverse backgrounds. All tests used must be on the current *Chart of Approved Gifted Identification/Screening Instruments (Ohio Department of Education)*. *Assessment instruments that are commonly used with ESL students include:*

| | | | |
|---|----------|--|--------------------------|
| Wechsler Nonverbal Scale of Ability | | | |
| Identification | Criteria | | 125 (<i>SEM = 5.0</i>) |
| Naglieri Nonverbal Ability Test-Individual Administration | | | |
| Screening | Criteria | | 115 |
| Identification | Criteria | | K-6 = 125 |
| | | | 7-12 = 126 |

Title I

ELL students who qualify for Title I services may receive support from both Title I and ELL programs. In order to qualify for Title I support, students must meet the eligibility requirements for that program based on the established multi-criteria in the district.

Title I programs and services in the Berea City School District vary per Federal guidelines on an annual basis. Typically, Title I services are offered at the elementary level in qualifying buildings in the district.

Private School Participation in Title III Programs

Title III funded districts and consortia are required to **consult in a timely and meaningful way with private school officials** on a number of issues related to the ELL students, including:

- How their students' needs will be identified
- The services that the district/consortium will provide to meet those needs
- The amount of funding available to provide services, and how the services will be assessed.

- The district/consortium is responsible for assessing the English language proficiency of private school students.
- Nonpublic schools can use a home language survey to identify potentially ELL students.
- Details on the kind of assessment and how it will be conducted should be discussed during the consultation process.

In the Berea City School District, the Coordinator for Federal Programs facilitates meaningful consultation with the private schools in the district. Funds provided for educational services for private school children and educational personnel must be equal, taking into account the number and education needs of those children, to the funds provided for participating public school children.

Foreign Exchange Students and ELL/ESL Qualification/Services

Many foreign exchange students have English proficiency although sometimes a student demonstrates the need for assistance. The Berea City School District does screen all foreign exchange students to insure that the students are able to be successful in classes. As with all other students, if the student qualifies, the student is identified as LEP and support is provided. **Decisions regarding foreign exchange students are always made for the best interest of the student.**

If a foreign exchange student is identified as LEP, s/he will automatically participate in the OTELA assessment. Ohio law clearly requires that all foreign exchange students in grades 10-12 must take the Ohio Graduation Tests (OGT). All foreign exchange students seeking a diploma from an Ohio school must take and pass the five OGT tests (reading, math, writing, science and social studies).

The one exception to this, per Ohio Revised Code 3313.61(H), is that Ohio law exempts certain students from having to pass the social studies part of the OGT as a requirement for earning a diploma. These students must meet these three conditions:

- a) The person is not a citizen of the United States;
- b) The person is not a permanent resident of the United States; and
- c) The person indicates no intention to reside in the United States after the completion of high school.

There is also an Alternative Pathway to Graduation. According to Ohio Revised Code 3313.615, the students must pass at least four of the five OGT subjects and meet several other criteria (see separate sheet on Alternative Pathway to Graduation). Foreign exchange students who meet the three conditions above and opt out of the social studies part of the OGT do not qualify for consideration under the alternative pathway for earning a diploma. That is because the alternative pathway criteria apply to students who have taken all five parts of the OGT. The alternative pathway provision may apply, however, if a foreign exchange student passes the social studies part of the OGT, but fails one of the other subject area tests and meets all of the statutory provisions of the alternative pathway for earning a diploma.

APPENDICES

APPENDIX A: ELL ACRONYMS, TERMS & DEFINITIONS

ELL ACRONYMS, TERMS & DEFINITIONS

AMAO Annual Measurable Achievement Objectives

AMAOs are targets set by the state that specify the percentage of ELL students who are expected to attain English language proficiency and the percentage of ELL students who are expected to improve their level of English language proficiency.

AYP Adequate Yearly Progress

Under the No Child Left Behind Act of 2001, each state establishes a definition of Adequate Yearly Progress (AYP) to use each year to determine the achievement of each school district in reading and mathematics. States are to identify for improvement any school that does not meet the state's definition of AYP for two consecutive years. Adequate yearly progress is designed to ensure continuous improvement each year toward the goal of 100% proficiency in 2014.

BICS Basic Interpersonal Communication Skills

This is part of a theory of language proficiency developed by Jim Cummins (1984), which distinguishes BICS from CALP (Cognitive Academic Language Proficiency). BICS is often referred to as "playground English" or "survival English." It is the basic language ability required for face-to-face communication where linguistic interactions are embedded in a situational context. This language, which is highly contextualized and often accompanied by gestures, is relatively undemanding cognitively and relies on the context to aid understanding. BICS is much more easily and quickly acquired than CALP, but it is not sufficient to meet the cognitive and linguistic demands of an academic classroom. BICS takes approximately one to three years to acquire.

Bilingual Instruction / Bilingual Education

Programs that provide instruction in two languages, generally the students' native language and English.

CALP Cognitive/Academic Language Proficiency

Developed by Jim Cummins (1984), CALP is the language ability required for academic achievement in a context-reduced environment. Examples of context-reduced environments include classroom lectures and textbook reading assignments. It takes approximately seven to ten years to acquire.

Dual Language/Dual Immersion Program

Instructional programming in which students are taught literacy and content area subjects in two languages. A portion of the students generally enter speaking one language, and a portion enter speaking the other language. Both groups learn in both languages together.

EAL English as an Additional Language

EAP English for Academic Purposes

EFL English as a Foreign Language

This is used when a non-native English speaker is studying English in a non-English speaking country.

ELL English Language Learners, English Language Limited

These are students whose first language is not English or students who speak a language other than English at home. (same as ESL and LEP)

ESL English as a Second Language (same as ELL and LEP)

ESOL English for Speakers of Other Languages

(same as ELL, ESL and LEP) This term is more recent and is intended to be a more inclusive term (includes ESL and EFL).

ESP English for Special Purposes.

(examples: English for business, English for hospitality and tourism)

FEP Fully English Proficient

Sometimes used to describe someone who has attained full English proficiency.

Language Immersion Program.

An instructional program in which students are taught only in the new or second language. In the U.S. most language immersion programs are for the purpose of teaching English, but some schools have been developed to teach other languages such as Native American Indian languages.

LAS Language Assessment Scales

This is an approved English Language Proficiency Test to be used within two weeks of a student's enrollment.

LEP **Limited English Proficient** (same as ELL and ESL)

Maintenance Bilingual Education (MBE)

A program that uses two languages – both the student’s primary/native language and English – as a means of instruction. In this setting the program typically builds on the students’ primary language skills while developing and expanding their English language skills. The goal is to achieve proficiency in both languages, while continuing the education in the content areas (math, science, social studies, literature etc.); also referred to as late-exit bilingual education.

No Child Left Behind (NCLB)

This act was established in 2001 as a revision of the Elementary and Secondary Education Act. NCLB expands the scope and frequency of student testing, revised accountability systems and guarantees that every teacher is qualified in his or her subject area. NCLB requires states to make demonstrable progress in raising the percentage of students proficient in reading and math.

OAA **Ohio Achievement Assessments**

These state achievement tests are given in grades 3-8. The subjects always include reading and math and may include other subjects, depending on the grade level. Note: Formerly known as OAT’s (Ohio Achievement Tests)

OGT **Ohio Graduation Test**

This test is required for Ohio students in order to graduate.

OTELA **Ohio Test of English Language Acquisition**

This is a state-mandated assessment administered to all ELL students to assess English Language proficiency. The OTELA assesses a student in reading, listening, writing and speaking skills.

OTESOL **Ohio Teachers of English to Speakers of Other Languages**

This is the Ohio professional organization for educators working with English language learners.

Self-contained ESL class

A class consisting exclusively of English language learners.

Sheltered Instruction

An instructional approach in which students learn English through content area subject matter with teacher scaffolding in order to make that content comprehensible.

TEFL (Teaching English as a Foreign Language)

A TEFL teacher will be one who teaches English to speakers of other languages in non-native-English-speaking countries.

TESL (Teaching English as a Second Language)

A TESL teacher teaches English to speakers of other languages in an English speaking country.

TESOL (Teachers of English to Speakers of Other Languages)

This is a professional organization for educators working with English learners.

TOEFL (Test of English as a Foreign Language)

This is an English exam that may be required for foreign students for college admission.

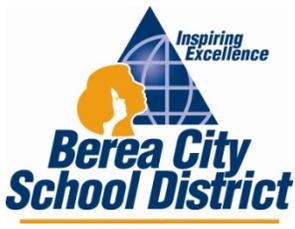
TOEIC (Test of English for International Communication)

TOEIC is a test of English proficiency used as a standard for establishing workplace English writing skills and spoken English proficiency.

Transitional Bilingual Education

An instructional theory or model in which children are helped to achieve literacy proficiency in their first language before being taught to read in a second language (English in the U.S.). The belief is that skills mastered in the first language can more easily be transferred to the second language later.

APPENDIX B: HOME LANGUAGE SURVEY



Berea City School District



Home Language Survey

Date: _____

Federal guidelines require that this form be completed for all enrolled students.

School: _____ Grade: _____ Gender: Male Female

Student Name: _____ Birthdate: _____ Country of Birth: _____

Home Address: _____
(Street) (City) (ZIP)

Parent/Guardian Name: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Please answer the following questions:

1. What language did your child speak when first learning to talk? _____
2. What language does your child speak most often at home? _____
3. What language do you use most frequently when communicating with your child? _____
4. List the language(s), other than English, spoken by your child _____
5. List the language(s), other than English, spoken in the home. _____

PARENT/GUARDIAN SIGNATURE: _____

If your answer was any language other than English to questions 1-5, please answer the following questions.

6. What is the Parent/Guardian's native language? Mother _____ Father _____ Guardian _____
7. Does your child: speak English read English write English (Check all that apply.)
8. Which adults in the home **speak** English? Mother Father Guardian
9. Which adults in the home **read** English? Mother Father Guardian
10. Do you need an interpreter? Yes No If yes, do you have one available? Yes No
11. Interpreter's Name (If available): _____ Phone #: _____
12. When did your child first attend school in the United States? Date: _____
13. Did your child receive English as a Second Language services in his/her former school? Yes No
14. List the schools your child attended in the United States

| School Name | City/State | Grade | Dates Enrolled |
|-------------|------------|-------|----------------|
| | | | |
| | | | |
| | | | |
| | | | |

15. List the schools your child attended in another country

| School Name | City/Country | Grade | Dates Enrolled |
|-------------|--------------|-------|----------------|
| | | | |
| | | | |

APPENDIX C: INITIAL PARENT NOTIFICATION LETTER



**NEW STUDENT
ASSESSMENT
&
Permission to Participate
in ELL Tutoring Program**

Berea City School District
English Language Learners
390 Fair Street Berea, OH 44017
Phone: 216-898-8300 ext. 6262

Karen Rohde
Coordinator, ELL program
Karen Frimel
Director, Curriculum & Instruction

Dear Parents and/or Legal Guardians:

Our district is required to assess the English language proficiency of students identified as having a home language other than English. As a result, the following student's English language skills were assessed and she or he was found **ELIGIBLE** for English Language Learner Services.

Your student **DOES QUALIFY** for ELL services

Student Name:

Student ID#:

School: **SELECT SCHOOL**

Grade: **SELECT GRADE**

Date tested:

Language Proficiency Test: **SELECT TEST ADMINISTERED**

If your son or daughter has been in US schools for less than three (3) years, he or she is eligible for extended accommodations for statewide academic assessments.

Because your child **qualifies for ELL services**, he or she is eligible to work with an ELL tutor during the school day in small group tutoring sessions or in-class support.

Should you have any questions about this assessment, please do not hesitate to contact the English Language Learner Tutor with any questions.

ELL Tutor Contact Information:

**TUTOR'S NAME
SCHOOL NAME
SCHOOL PHONE NUMBER
TUTOR'S EMAIL**

APPENDIX D: DOES NOT QUALIFY FOR SERVICE LETTER



**NEW STUDENT
ASSESSMENT**

Berea City School District
English Language Learners
 390 Fair Street Berea, OH 44017
 Phone: 216-898-8300 ext. 6262

Karen Rohde
 Coordinator, ELL program
 Karen Frimel
 Director, Curriculum & Instruction

Dear Parents and/or Legal Guardians:

Our district is required to assess the English language proficiency of students identified as having a home language other than English. As a result, the following student's English language skills were assessed and she or he was found **NOT** eligible for English Language Learner services.

Student Name:

Student ID#:

School: **SELECT SCHOOL**

Grade: **SELECT GRADE**

Date tested:

Language Proficiency Test: **SELECT TEST ADMINISTERED**

Result: **RESULT**

Should you have any questions about this assessment, please do not hesitate to contact the English Language Learner Tutor with any questions.

ELL Tutor Contact Information:

**TUTOR'S NAME
 SCHOOL NAME
 SCHOOL PHONE NUMBER
 TUTOR'S EMAIL**

For ELL tutor only-Copies to:

| | |
|---------------------------------------|--------------------------|
| <i>Home</i> | <input type="checkbox"/> |
| <i>Office Permanent File</i> | <input type="checkbox"/> |
| <i>Class File / Orange Folder</i> | <input type="checkbox"/> |
| <i>ELL File</i> | <input type="checkbox"/> |

APPENDIX E: PERMISSION TO CONTINUE SERVICES LETTER



**PERMISSION TO CONTINUE
with
ELL SERVICES**

Berea City School District
English Language Learners
390 Fair Street Berea, OH 44017
Phone: 216-898-8300 ext. 6262

Karen Rohde
Coordinator, ELL program
Karen Frimel
Director, Curriculum & Instruction

Based on our records, your child's ELL status is the following for the SELECT YEAR school year:

- TRIAL MAINSTREAM INSTRUCTION** (Student's progress will be **MONITORED**)
- ELL** (Student is eligible for **continued ELL services**)

To be completed by PARENT or LEGAL GUARDIAN

Student name: _____

I understand the information in this letter. **Yes** _____ **No** _____

I would like someone to explain the information in my native language. **Yes** _____ **No** _____

My native language is: (please print) _____

I **ACCEPT** to have my child receive the program services indicated. **Yes** _____ **No** _____

If you **DO NOT ACCEPT** to have your child receive the program services indicated, we will discuss with you other support that your child may receive.

SIGNATURE of Parent or Legal Guardian

Date

Please provide your **Home and/or Cell** phone number: _____

Please provide your **e-mail address:** _____

Please RETURN this form to:

**TUTOR'S NAME
SCHOOL BUILDING
SCHOOL PHONE NUMBER
TUTOR'S EMAIL**

For ELL tutor only-Copies to:

| | |
|----------------------------|--------------------------|
| Home | <input type="checkbox"/> |
| Office | <input type="checkbox"/> |
| Permanent File | <input type="checkbox"/> |
| Class File / Orange Folder | <input type="checkbox"/> |
| ELL File | <input type="checkbox"/> |

APPENDIX F: MIDYEAR COMMUNICATION LETTER



**English Language Learner Program
Midyear Communication
YEAR School Year**

**Berea City School District
English Language Learners**
390 Fair Street Berea, OH 44017
Phone: 216-898-8300 ext. 6262

Karen Rohde
Coordinator, ELL program
Karen Frimel
Director, Curriculum & Instruction

Date:

Student Name

Student ID#

School SCHOOL

Grade GRADE

| | | |
|-----------------------------|------------------------|-------------------------------------|
| N/A = Not Applicable | 1 = In Progress | 2 = Satisfactory Development |
|-----------------------------|------------------------|-------------------------------------|

| | <u>N/A</u> | <u>1</u> | <u>2</u> |
|---|--------------------------|--------------------------|--------------------------|
| LISTENING: | | | |
| Comprehends spoken instructions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identifies main ideas and supporting details of spoken English | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Determines speaker attitude and point of view | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comprehends the meaning of academic and/or specialized vocabulary when spoken | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SPEAKING: | | | |
| Speaks fluently, using clear pronunciation and with appropriate intonation and stress | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Speaks using appropriate grammar and vocabulary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Speaks for varied purposes, both formal and informal, with focus, relevance and cohesion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| READING: | | | |
| Demonstrates reading strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identifies the meaning of written vocabulary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reads with comprehension | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reads for varied purposes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| WRITING | | | |
| Writes using appropriate conventions and grammar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Writes for varied purposes and audiences, with appropriate tone and voice using various media | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Writes using the writing process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Writes using a range of vocabulary, sentence structure and verb tenses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

COMMENTS:

Student's English Proficiency skills will be formally assessed with the OTELA Test the Spring of YEAR. A detailed report will be mailed during the summer months of YEAR.

ELL Tutor Contact Information:

**TUTOR NAME
SCHOOL BUILDING
SCHOOL PHONE NUMBER
TUTOR EMAIL**

APPENDIX G: OTELA RESULTS LETTER



Administration Building
390 Fair Street / Berea, Ohio 44017
Phone: 216 898-8300 / Fax: 216 898-8551
www.berea.k12.oh.us

May

Dear Parent and/or Guardian of an ELL Student:

Recently your child took the *Ohio Test of English Language Acquisition* (OTELA). This test is administered to students identified as *English Language Learner* (ELL). Enclosed are the results of the OTELA test.

Based on our records and your child's results on the OTELA, your child's ELL status is the following for the next academic school year:

- | | |
|---|---|
| _____ EXIT ELL | (The student is considered English proficient and no longer eligible for services) |
| _____ TRIAL MAINSTREAM INSTRUCTION | (Student's progress will be monitored during the 2010-11 academic year) |
| _____ ELL | (Student is eligible for continued ELL services for the 2010-11 academic year) |

Should you have any questions about the OTELA, please contact your child's ELL tutor. Should you have any questions about the exit criteria, please see the enclosed sheet from the Ohio Department of Education. If I may be of any assistance, please do not hesitate to contact me.

Sincerely,

Karen Rohde
Coordinator, English Language Learners

cc:
ELL Tutor

EXIT CRITERIA

EXIT CRITERIA as of 2009-10

After an analysis of longitudinal data on student performance, the State of Ohio established new exit criteria as of 2009-10.

To exit the LEP program, a student in Ohio must meet one of the following criteria:

- Obtain a composite score of 5 on the OTELA, **or**
- Obtain a composite score of 4 on the OTELA, subsequently complete a one-year trial period of mainstream instruction, and obtain a composite score of 4 or above on the OTELA during the trial mainstream instruction.

Transition Year (2009-10):

- LEP students who scored a composite level 4 or 5 on the OTELA in 2008-09 will be exited from the program if they score a composite level 4 or 5 on the OTELA in 2009-10.

Special Conditions:

- Students will not be exited from the ESL program before grade 3.
- Students who obtain a composite score of 4 or 5 on the OTELA in grade 2 and obtain a composite score of 4 or above on the OTELA during the completion of a trial period of mainstream instruction in grade 3 shall be exited from the program.

According to the Ohio Department of Education, the rationale for not exiting students in grades K-2 is as follows: The inventory type of English language proficiency assessment used by Ohio and other states is appropriate to measure K-2 students' in grade-level English language proficiency and to help inform instruction. However, given the increasing level of English proficiency required for academic purposes beginning with grade 3, there is agreement among Ohio's education community that high stakes decisions about exiting students from the language support program should not be made based on students' performance during their K-2 school experience.

APPENDIX H: EXPLANATION OF OTELA PROFICIENCY LEVELS

Ohio Test of English Language Acquisition (OTELA)

Grades K-2

(Brief Explanation of Composite Proficiency Levels)

Level 1 - Pre-functional indicates that the student who is limited English proficient:

- May understand some isolated spoken words and questions, but often requires non-verbal cues and frequent repetition
- May speak common phrases and words and ask one- to two-word questions
- Follows one-step directions depicted graphically
- Achieves written communication only through drawing pictures

Level 2 - Beginning indicates that the student who is limited English proficient:

- Understands short oral statements on familiar topics; follows simple statements; requires frequent rephrasing
- Responds to questions with one- to two-word answers
- Begins to recognize the different functions of words; follows multi-step directions depicted graphically
- Achieves written communication through drawing pictures or dictating words; commits frequent errors

Level 3 - Intermediate indicates that the student who is limited English proficient:

- Understands sentence-length statements and questions; is beginning to develop key vocabulary and interpret meaning
- Has limited vocabulary and marked errors in speech; uses language to retell, describe and question
- Comprehends simple text and simple sentences; recognizes the different functions of words
- Participates in writing activities with teacher support; writes simple and compound sentences; edits, usually with teacher support

Level 4 - Advanced indicates that the student who is limited English proficient:

- Understands most school/social conversations; grasps main ideas and relevant details; comprehends most grade-level vocabulary and idioms
- Uses language to communicate orally; uses connective devices; responds in a mostly coherent, unified, and sequenced manner; has sufficient vocabulary to communicate in most situations
- Reads familiar text with little support, but needs support to comprehend unfamiliar text; identifies all story elements
- Participates in writing activities with minimal support; restructures known language in writing; writes mostly coherent sentences; uses connective devices and grammatical structures, with some errors; writes and edits all text types

Level 5 - Full English Proficiency indicates that the student who is limited English proficient:

- Understands social and academic grade-level speech at a level comparable to a native English speaker at the same grade level; has a broad range of vocabulary
- Responds orally in a coherent manner; uses a variety of connective devices; understands and uses a range of grammatical structures; has grammar and vocabulary comparable to a native English speaker at the same grade level
- Participates in reading activities with little support; reads across text types; has an increasing range of social and academic vocabulary
- Participates in writing activities with no teacher support; edits complex sentence structures with some errors; utilizes precise social and academic vocabulary

Grades 3-12

(Brief Explanation of Composite Proficiency Levels)

Level 1 - Pre-functional indicates that the student who is limited English proficient is:

- Beginning to understand short utterances
- Beginning to use gestures and simple words to communicate
- Beginning to understand simple printed material
- Beginning to develop communicative writing skills

Level 2 - Beginning indicates that the student who is limited English proficient can:

- Understand simple statements, directions, and questions
- Use appropriate strategies to initiate and respond to simple conversation
- Understand the general message of basic reading passages
- Compose short informative passages on familiar topics

Level 3 - Intermediate indicates that the student who is limited English proficient can:

- Understand standard speech delivered in school and social settings
- Communicate orally with some hesitation
- Understand descriptive material within familiar contexts and some complex narratives
- Write simple texts and short reports

Level 4 - Advanced indicates that the student who is limited English proficient can:

- Identify the main ideas and relevant details of discussions or presentations on a wide range of topics
- Actively engage in most communicative situations familiar or unfamiliar
- Understand the context of most text in academic areas with support
- Write multi-paragraph essays, journal entries, personal/business letters, and creative texts in an organized fashion with some errors

Level 5 - Full English Proficiency indicates that the student who is limited English proficient can:

- Understand and identify the main ideas and relevant details of extended discussion or presentations on familiar and unfamiliar topics
- Produce fluent and accurate language
- Use reading strategies the same as their native English-speaking peers to derive meaning from a wide range of both social and academic texts
- Write fluently using language structures, technical vocabulary, and appropriate writing conventions with some circumlocutions